

Community Consolidated School District 181 Report

Comprehensive School Climate Inventory
(CSCI) Measuring the Climate for Learning

December 2018



Developed by the National School Climate Center (NSCC)
schoolclimate.org



I. Introduction

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.
- The 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: 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, school personnel, and parents) feel about the school environment.

Who developed the CSCI?

- The CSCI was developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools. 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.



The 13 Dimensions of School Climate Measured

Dimensions	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 dialog 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.



Introduction

This report is intended to provide overall school climate trends for Community Consolidated School District 181. This data covers nine schools: Oak School, Monroe School, Madison School, Prospect School, Walker School, Elm School, The Lane School, Clarendon Hills Middle School, and Hinsdale Middle School. Please refer to the individual school reports for more in-depth information on particular school-level trends and areas of strength and need.

This report will analyze district trends among student, staff and parent populations among all schools. It is organized around the following sections: (1) differences among the three populations by school level; (2) differences within each population; (3) breakdown of relative rankings; (4) concluding thoughts and questions.

The purpose of this report is to identify the 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 out 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 subset of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions for 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 under-represented here.

The ideal thresholds for response rates are:

- Aim for as close to 100% completion as possible from student body and total staff. (Goal should not be lower than 85%.)
- Aim for at least 40% for parents. (Goal should not be lower than 30%.)



District Climate Overview

School	Student Response #/Total (%)	Staff Response #/Total (%)	Parent Response #/Total (%)
Clarendon Hills Middle School	546*/588 (92.86%)	50*/83 (60.24%)	220*/550 (40.00%)
Elm School	152*/163 (93.25%)	38*/59 (64.41%)	83*/259 (32.05%)
Hinsdale Middle School	620*/726 (85.40%)	73*/115 (63.48%)	253*/675 (37.48%)
Madison School	207*/244 (84.84%)	46*/75 (61.33%)	137*/350 (39.14%)
Monroe School	186*/204 (91.18%)	37*/61 (60.66%)	109*/278 (39.21%)
Oak School	123*/131 (93.89%)	55*/66 (83.33%)	104*/291 (35.74%)
Prospect School	199*/226 (88.05%)	46*/66 (69.70%)	113*/315 (35.87%)
The Lane School	158*/177 (89.27%)	37*/61 (60.66%)	97*/265 (36.60%)
Walker School	149*/158 (94.30%)	36*/68 (52.94%)	103*/238 (43.28%)

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



Differences between School Levels

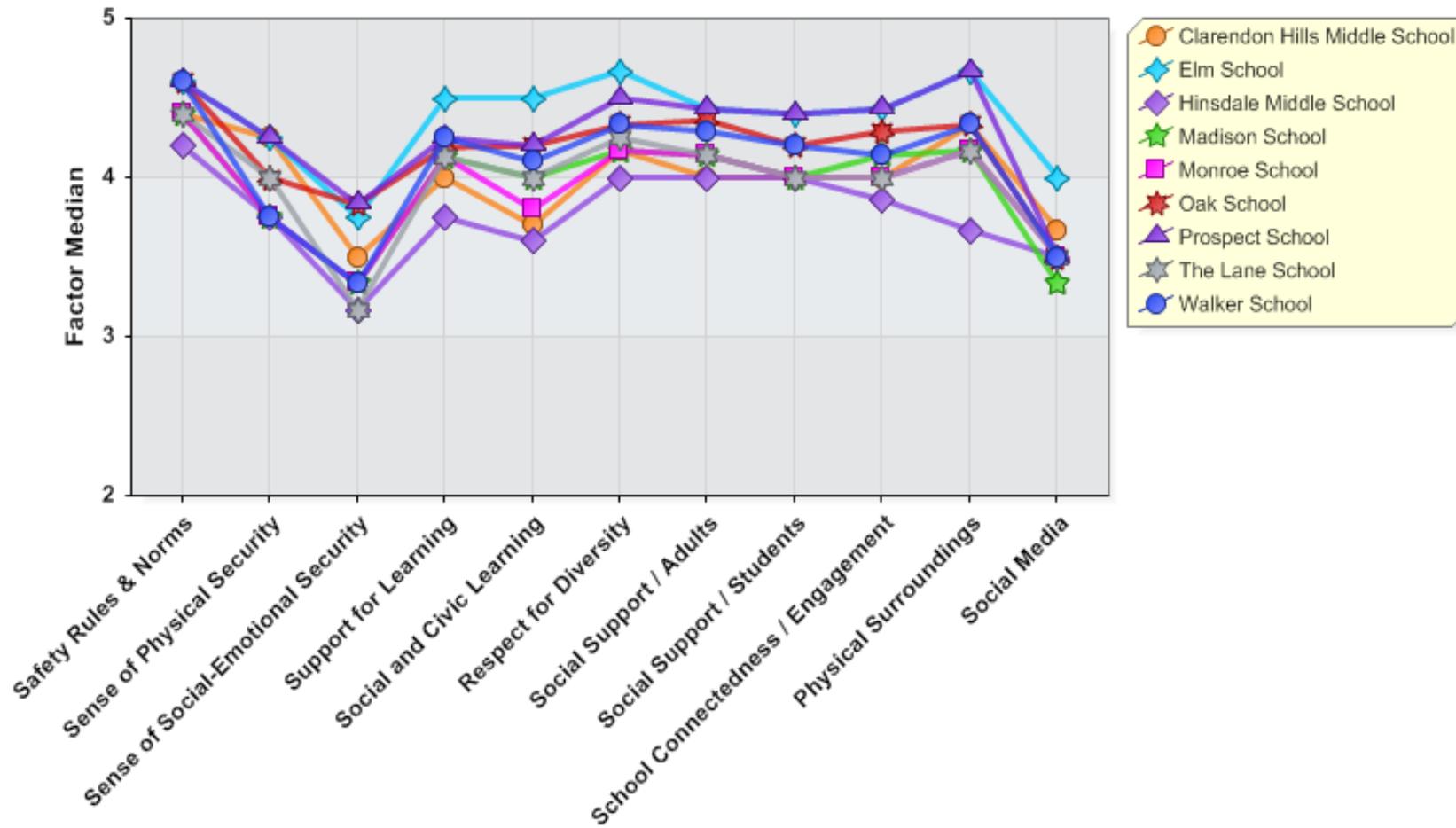
The following three charts show the differences among the elementary, middle, and high school populations, for students, staff, and parents. All schools follow a similar pattern, displaying common areas of strength and areas for potential improvement across the district.

Elementary students typically have more positive perceptions than middle school students, thus we see that elementary schools, like Elm and Oak, have higher ratings. Since the seven of the nine schools are elementary schools, there is naturally more variance in student elementary school scores.

In the district, Respect for Diversity, Social Support – Adults, Social Support – Students, and School Connectedness/Engagement are strengths in all schools. Support for Learning and Social and Civic Learning are great strengths for the elementary schools, especially Elm School. However, as grade level increases, scores in these dimensions tend to decrease. For example, Social and Civic Learning tends to dip as students advance through the grade levels, as the explicit emphasis on these skills begins to take a backseat to developmental changes, and an emphasis on testing and grades begins to take place. Sense of Social-Emotional Security and Social Media are scored on the low-end for all students, which can be explored further in the item-by-item and subgroup section of the individual CSCI school report.



Student Climate Scores by School





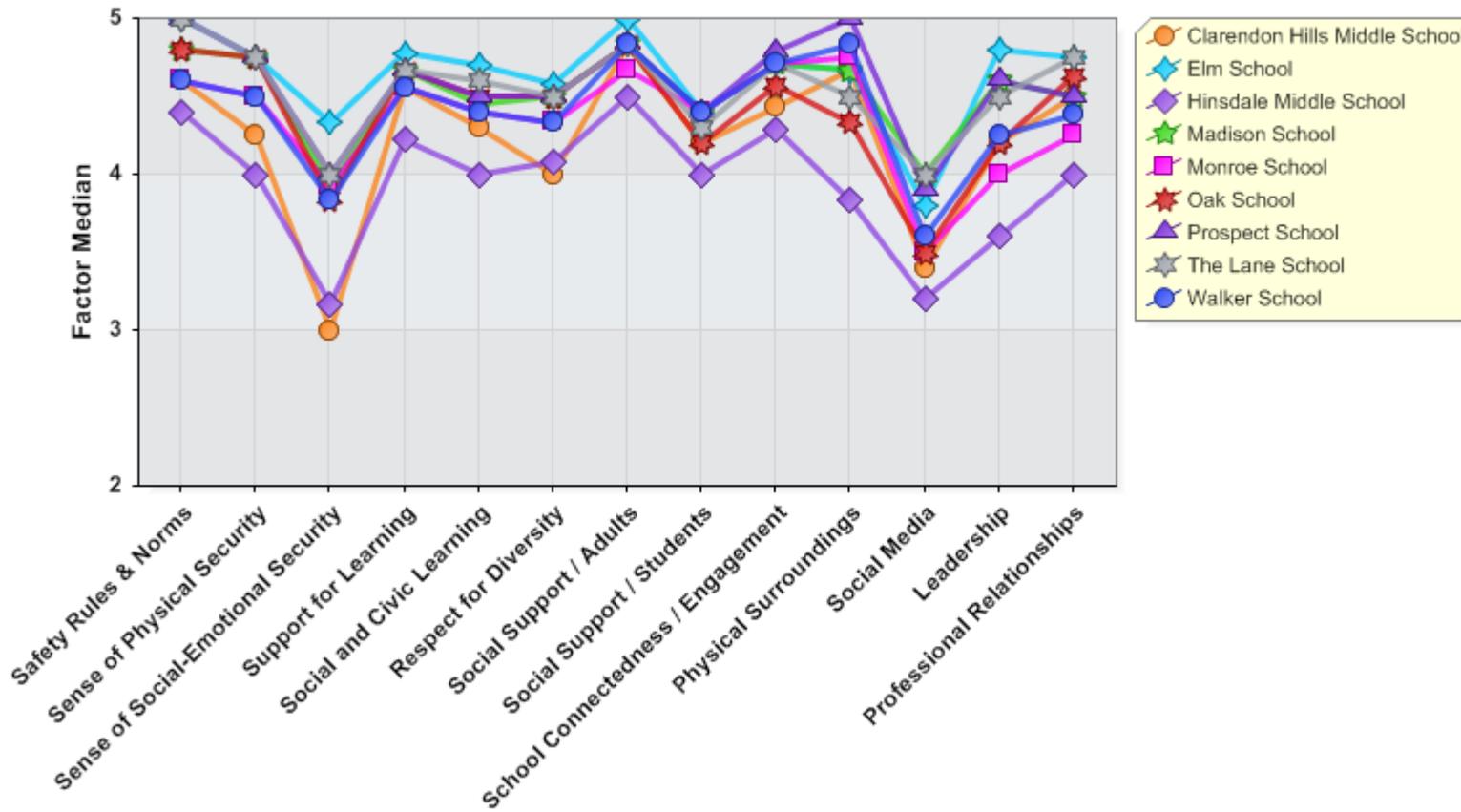
Staff ratings follow a similar trend across all schools. Staff from the elementary schools generally have higher ratings for all dimensions than the middle staff, however, staff from the middle school still rate most dimensions positively. Data points for Support for Learning, Respect for Diversity, Social Support – Adults, and Social Support – Students are closely overlapping and clustered around and sometimes well above 4.0 on the accompanying line graph. Social Support – Adults is one of the most positively rated dimensions among all schools, and Sense of Social-Emotional Security and Social Media are two of the lower rated dimensions.

Staff members at Clarendon Hills Middle School and Hinsdale Middle School reported noticeably lower scores for Sense of Social-Emotional Security compared to staff working at the elementary schools; this overlaps with the middle school students' perceptions of the dimension, which are slightly more positive than staff perceptions. The schools show the most variability in Leadership and Professional Relationships, which can be explored further in the Item-by-Item section of the individual schools' CSCI Reports.



District Climate Overview

Faculty Climate Scores by School





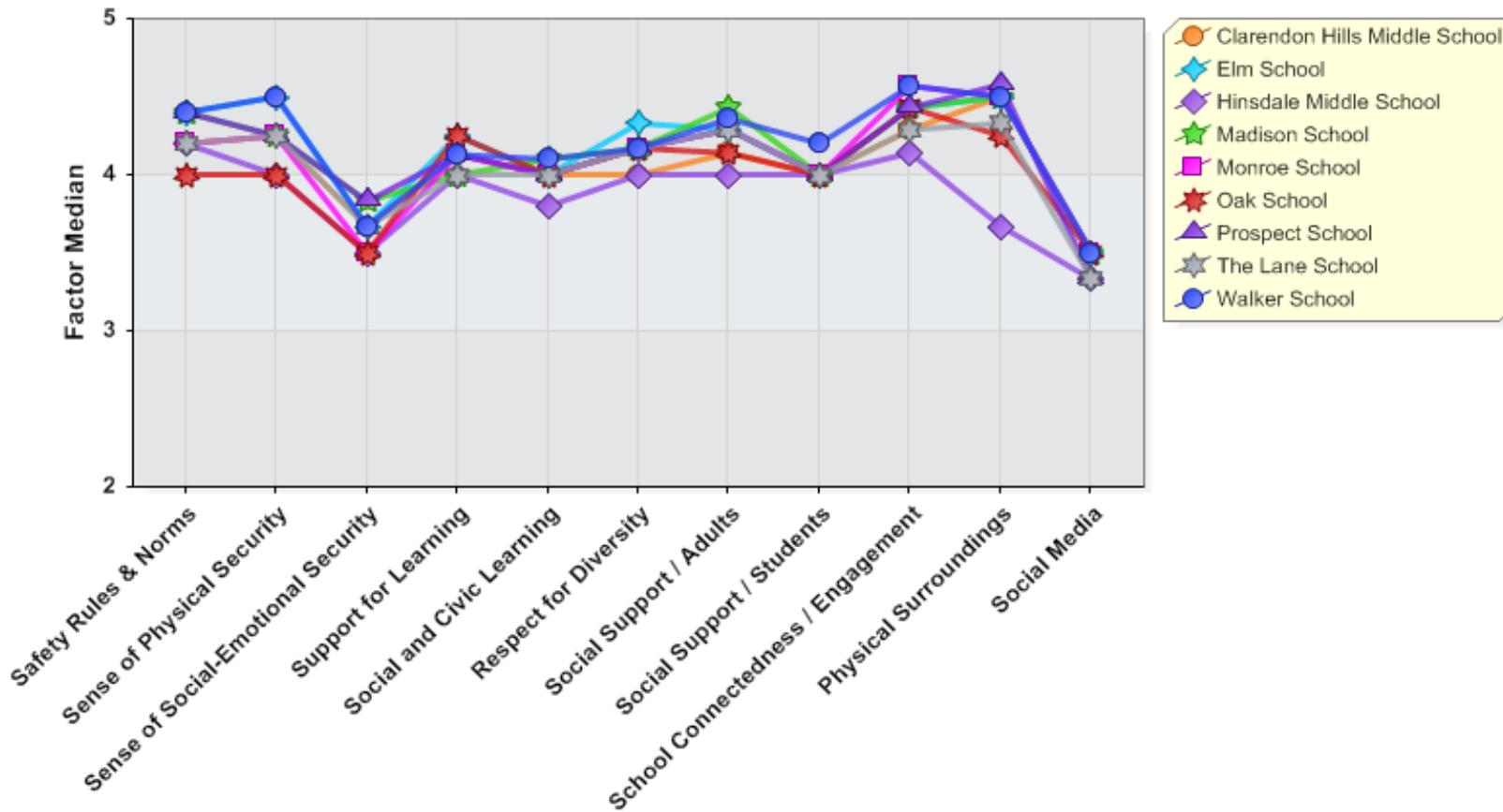
Parents' perceptions are relatively consistent across the board and follow a very similar trend. Parents across all schools who did participate in the survey felt very positively about Sense of Physical Security, School Connectedness/Engagement, and Physical Surroundings. The scores for parents in the elementary schools were typically clustered around 4.0. Parents of the elementary school students are generally more positive overall, and have more positively rated dimensions, which likely reflects that parents are picking up on their children's experiences.

Parents at the middle schools have lower scores for Sense of Social-Emotional Security and Respect for Diversity. The parent score for Physical Surroundings is the lowest at Hinsdale Middle School. Additionally, parent scores for Social Media were closely overlapping for all schools and fell slightly above 3.0 on the line graph. This is an area for further exploration district-wide.



District Climate Overview

Parent Climate Scores by School





Overall

The graph on the following page displays school climate scores aggregated by population group across Consolidated Community School District 181.

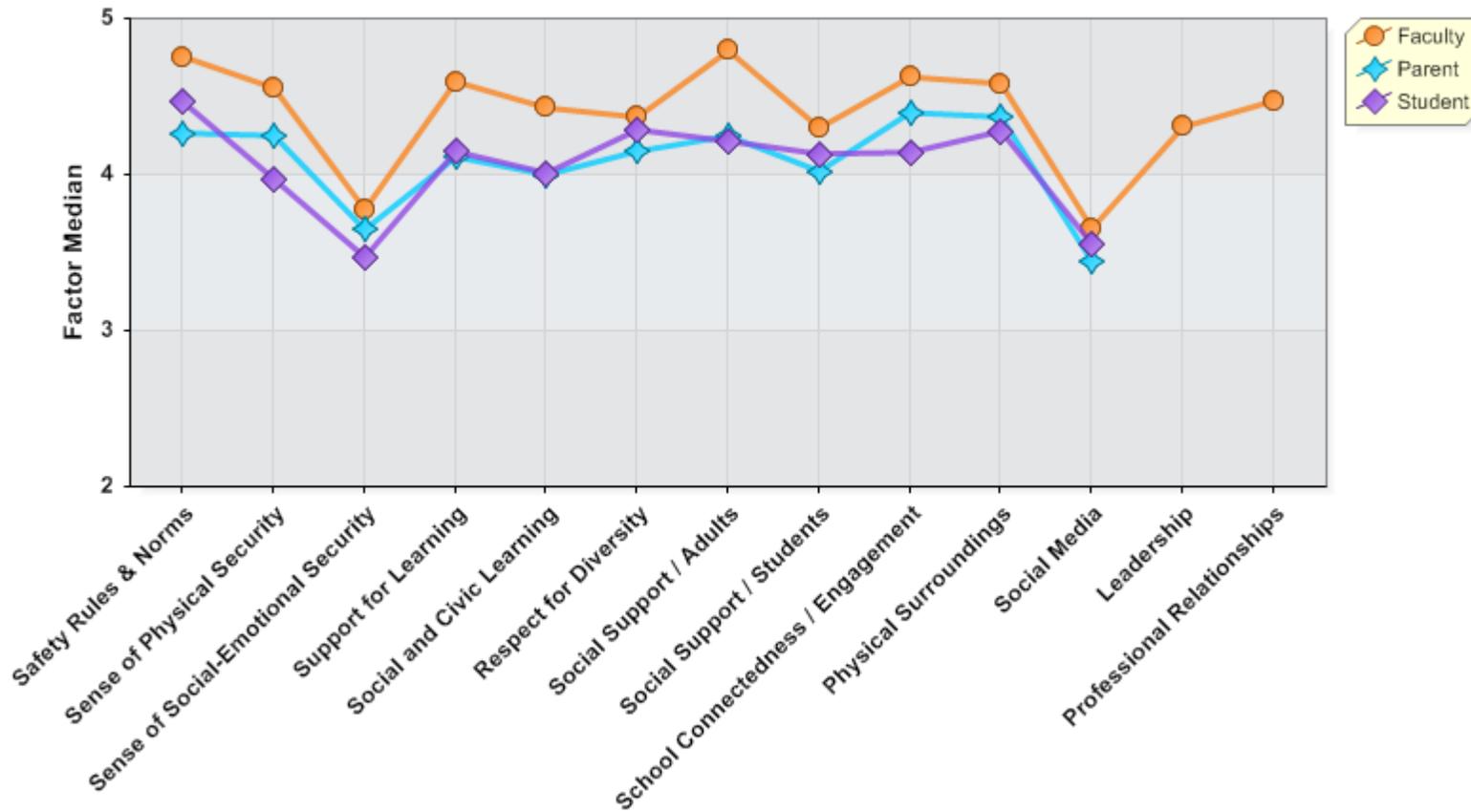
Students, staff, and parents follow a similar trend, but exhibit systematic differences in ratings. Staff exhibit slightly more positive scores than students and parents, which is a common trend. The community agrees most about Safety Rules and Norms, Sense of Social-Emotional Security, Respect for Diversity, Social Support – Students, Physical Surroundings, and Social Media.

Overall, students rate Sense of Physical Security and Sense of Social-Emotional Security lower than parents and staff. Scores for Sense of Social-Emotional Security and Social Media were lower for students, staff, and parents with respect to scores for the other school climate dimensions.



Differences by Population

Climate Scores by Population



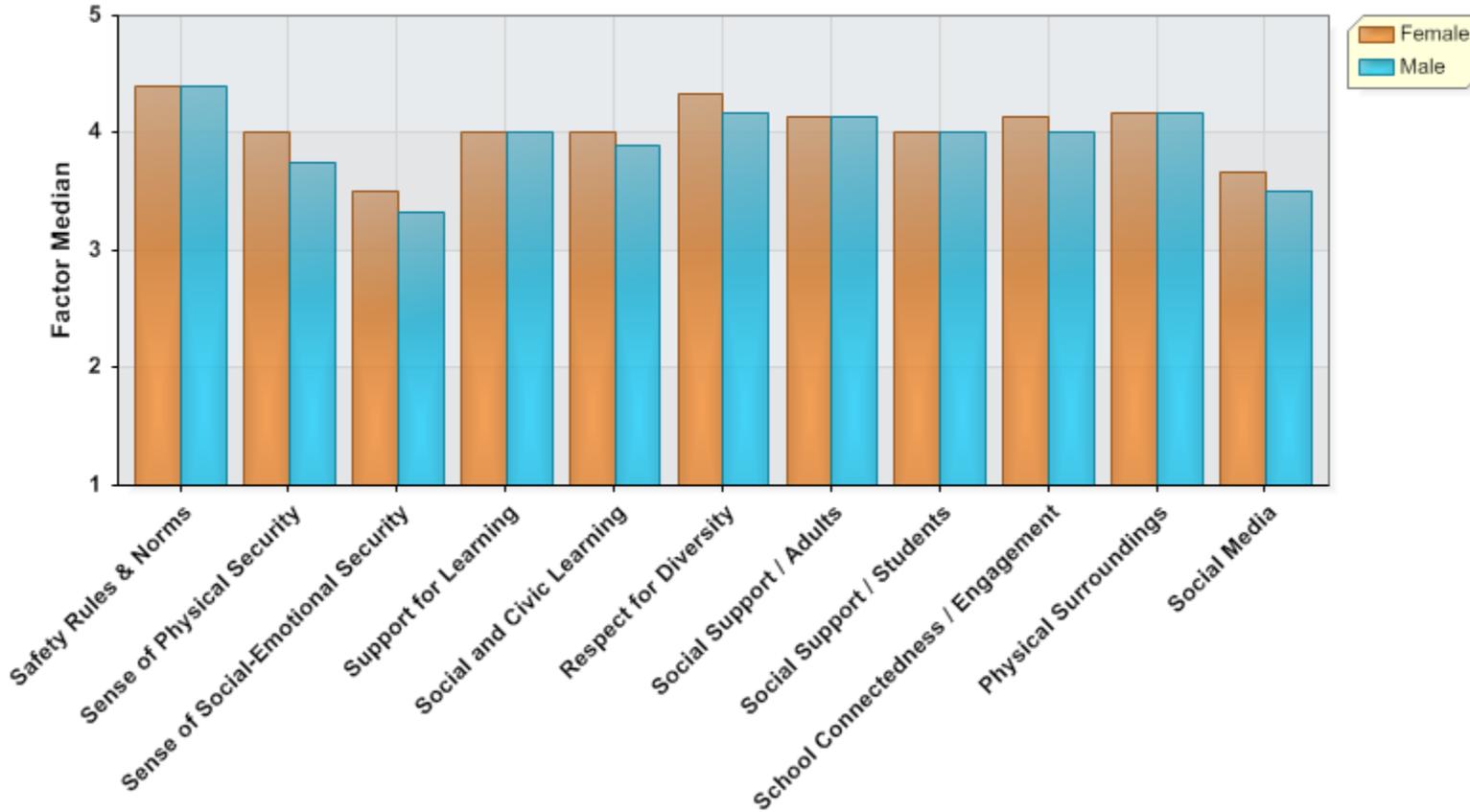


The graph on the next page illustrates the aggregate median scores for students across all schools by gender. Gender differences between male and female students are slight and generally even, however, female students are more positive than male students in select dimensions, like Sense of Physical Security, Sense of Social-Emotional Security, Social and Civic Learning, Respect for Diversity, School Connectedness/Engagement, and Social Media. However, although female students have higher scores in these dimensions, it is important to note that both male and female students have mostly positive perceptions across the dimensions. It is also crucial to look at individual school reports to see the gender differences within a single school.

Male and female students within the district point to Sense of Social-Emotional Security and Social Media as areas for potential improvement. These dimensions are highly interrelated and should be understood as core components of the Safety category. Addressing one of these areas will impact and/or mitigate the other.



Student Climate Scores by Gender





The graph on the next page illustrates the aggregate median scores for students across all schools by grade. Students' perceptions follow a typical pattern as they move from grade to grade. Perceptions are highest among students in 3rd, 4th, and 5th grade and generally decline as they get older. This is likely attributable to developmental changes and the greater focus on academics and competition in higher grades.

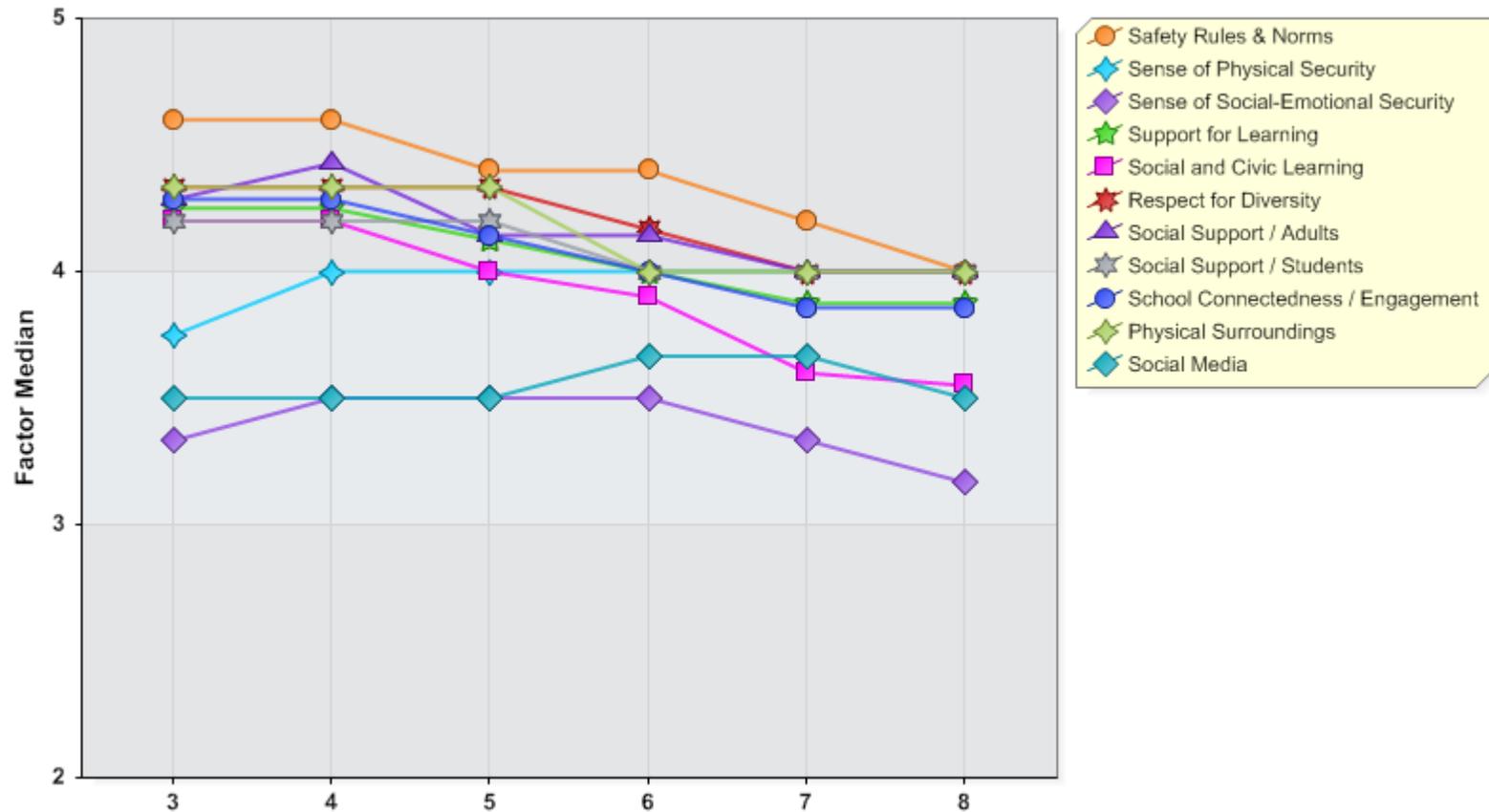
Safety Rules and Norms, Respect for Diversity, Physical Surroundings, and Support for Learning are among the highest rated dimensions across grades 3 through 5. Sense of Social-Emotional Security is the lowest rated dimension across all the grades, with 7th and 8th graders reporting the lowest scores. Social and Civic Learning experiences a noticeable dip as students transition from grades 5 to 6, and then exhibits a more drastic dip between grades 6 and 7.

Social Support – Adults, Social Support – Students, and Respect for Diversity, remain fairly stable and are highly rated throughout all grade levels. This is a clear indication that students feel like they have supportive relationships with school staff members and their peers. It's important to note that Safety Rules and Norms, while maintaining fairly high scores, has a noticeable dip in scores from grades 3 through 8.



Differences by Population

Student Climate Scores by Grade



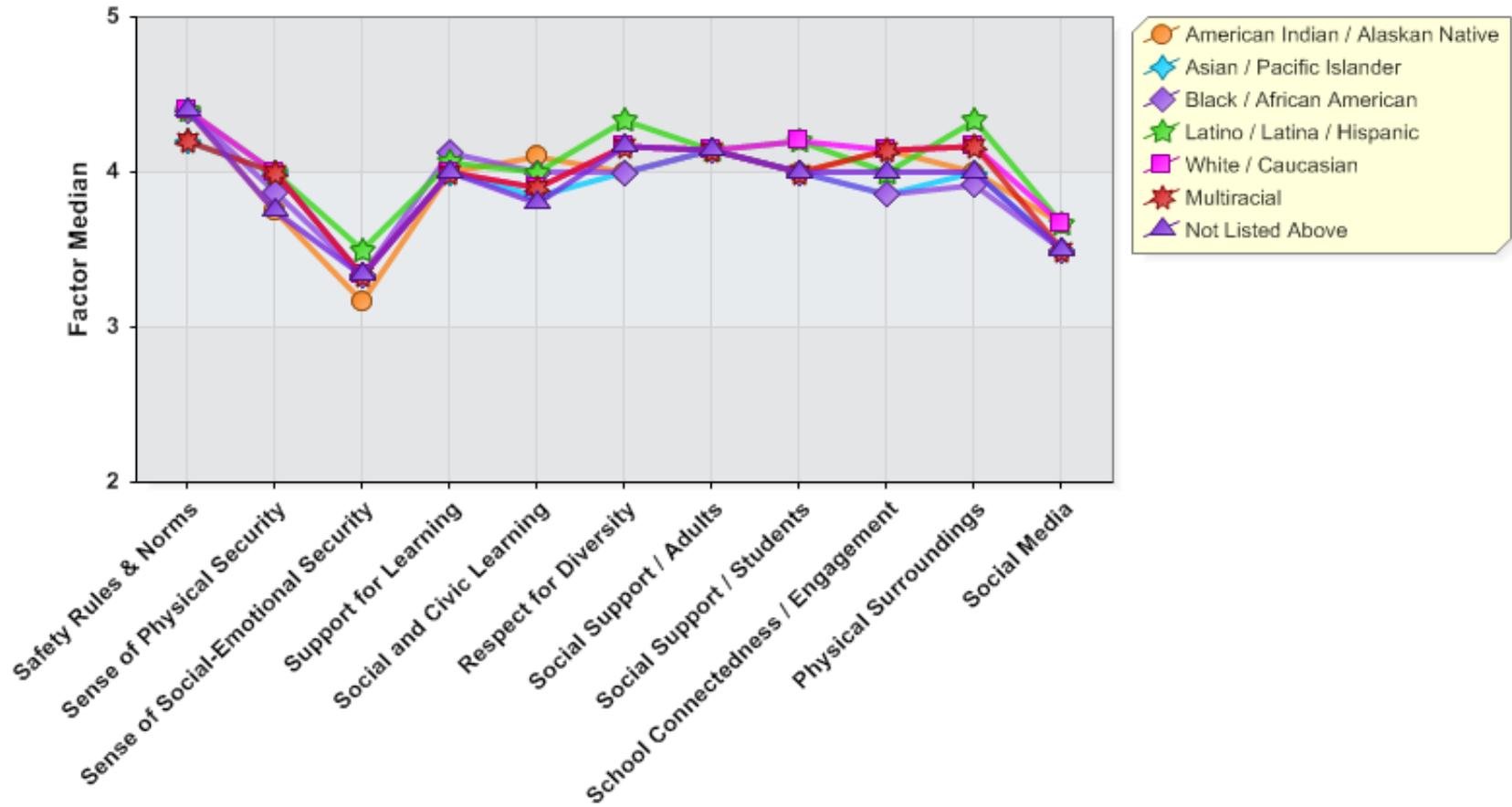


The next graph illustrates the aggregate scores for students across all schools by race/ ethnicity. Most racial/ ethnic groups exhibit similar patterns for a majority of the dimensions. Black/African American students, Not Listed Above, and Multiracial students have noticeably lower scores for all dimensions. Latina/Latino/Hispanic students have higher scores than other racial/ethnic groups in Sense of Social-Emotional Security, Respect for Diversity, and Physical Surroundings. Please refer to the individual school reports for more in-depth information on particular school-level trends and areas of strength and need.



Differences by Population

Student Climate Scores by Race/Ethnicity





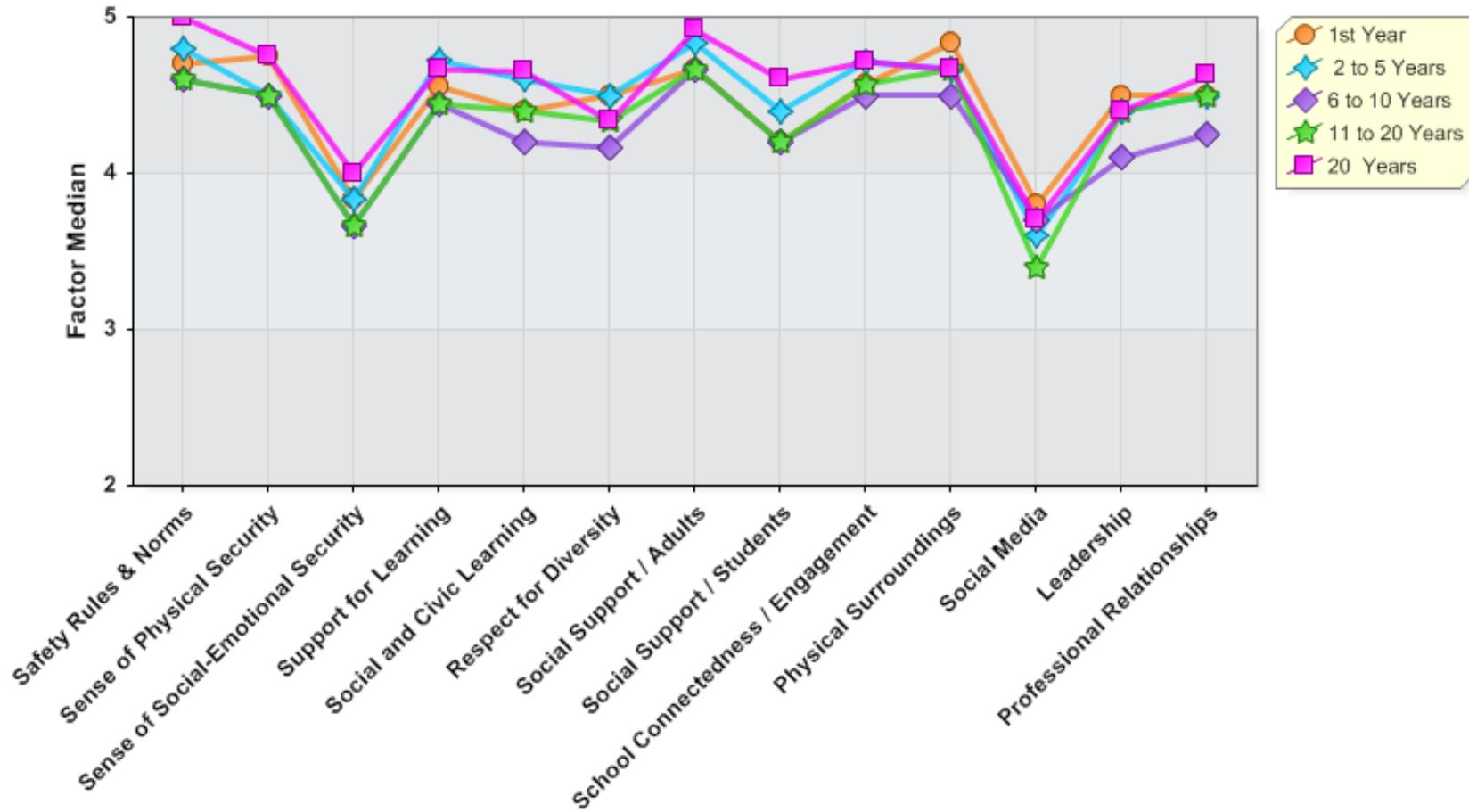
Staff exhibit consistent patterns regardless of the length of their tenure. Many staff with different lengths of tenure have high scores near 4.0 or above; this includes scores for Safety Rules and Norms, Sense of Physical Security, Support for Learning, Social and Civic Learning, Respect for Diversity, Social Support – Adults, Social Support – Students, School Connectedness/Engagement, and Physical Surroundings. Leadership and Professional Relationships, the two staff only dimensions, are consistently positive among all staff regardless of their length of tenure.

There is some nuance apparent in staff members who have been at the school for 20 or more years, as their scores are slightly higher in Safety Rules and Norms, Social Support – Adults, Social Support – Students, and Professional Relationships. Staff who have been at the school for 1 year and 2 to 5 years, also tend to have slightly higher scores in select dimensions.

It would be helpful to refer to the individual school reports for more in-depth information in respect to Leadership and Professional Relationships. The lowest scoring dimensions are Sense of Social-Emotional Security and Social Media.



Staff Climate Scores by Years at the School





This chart shows the relative dimension rankings for the three populations as an aggregate across Consolidated Community School District 181. Please note that a low ranking could still reflect a positively scored dimension.

The three highest ranked dimensions for students are Safety Rules and Norms, Respect for Diversity, and Physical Surroundings. The three highest ranked dimensions for staff are Social Support – Adults, Safety Rules and Norms, and School Connectedness/Engagement. For parents, the three highest ranked dimensions are School Connectedness/Engagement, Physical Surroundings, and Safety Rules and Norms. Since Safety Rules and Norms is ranked in the top three dimensions by all populations, it is evident that the school community believes that there are clearly communicated rules about violence, verbal abuse, harassment and teasing, as well as consistent enforcement and norms for adult intervention. The positive ratings for School Connectedness/Engagement signifies that the school community believes that there are many opportunities to participate in school life for students, staff, and parents. The positive ratings for Physical Surroundings by students and parents show that they believe that there is cleanliness, order, and appeal of facilities as well as adequate resources and materials in their school buildings.

While Safety Rules and Norms is a general strength, two other key facets of Safety—Sense of Social-Emotional Security, and Social Media—fall towards the bottom of the rank order for all three population groups. Another key facet of Safety, Sense of Physical Security, falls to the bottom of the rank order for students. The school community is concerned about physical harm, verbal abuse, teasing, and harassment that occurs both in the school building and while students are online or using other electronic devices.



Relative Rankings

Relative Factor Rankings by Population

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



This chart displays relative rankings of strengths and areas for potential improvement as perceived by students in each school building. For students in most schools, the highest ranked dimension that consistently emerges is Safety Rules and Norms. Respect for Diversity and Physical Surroundings are consistently among the top ranking dimensions across all schools, being ranked from 1 to 3. Students tend to hold similar views across all buildings, especially concerning key areas of strength and potential improvement.

For all schools, Sense of Social-Emotional Security and Social Media fall towards the bottom of the rank order. Each school ranks Sense of Physical Security low on the rank order, with the exception of Clarendon Hills Middle School and Hinsdale Middle School which ranks it relatively higher at the 3rd and 6th place. It will be important to view the full report information for each school in order to note which specific sub-groups are contributing to the lower rankings. It is especially valuable to unpack these dimensions in tandem with each other as they are core Safety dimensions. Social Support-Students is ranked lower for Elm School compared to other schools. Social and Civic Learning emerges as an area for potential improvement for the middle schools, Prospect School, and Walker School. Social and Civic Learning should be an area for deeper digging and further exploration in the individual school CSCI Reports.



Relative Rankings

Relative Factor Rankings by Student

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
Clarendon Hills Middle School	1	3	11	5	9	4	5	5	5	2	10
Elm School	3	9	11	4	4	1	6	8	6	1	10
Hinsdale Middle School	1	6	11	6	9	2	2	2	5	8	10
Madison School	1	9	10	6	7	2	4	7	4	2	10
Monroe School	1	9	11	5	8	2	4	6	6	2	10
Oak School	1	9	10	8	6	3	2	6	5	3	11
Prospect School	2	7	10	7	9	3	4	6	4	1	11
The Lane School	1	6	11	5	6	2	4	6	6	3	10
Walker School	1	9	11	5	8	2	4	6	7	2	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."



For staff, two of the highest ranked dimensions district-wide are Social Support – Adults and Safety Rules and Norms. Through Social Support – Adults, it is clear that the adults care about their students and have high expectations for students' success and strong personal concern for students' well-being. Support for Learning is also ranked consistently highly in all schools, with a ranking of 4 to 6.

Sense of Social-Emotional Security and Social Media are among the lowest ranked dimensions for staff. It would be helpful to refer to the individual school reports in order to unpack which aspects of Sense of Social-Emotional Security and Social Media are potentially contributing to staff's lower scores. It would also be helpful to refer to the individual school reports to unpack the variability across schools in certain dimensions, particularly in Physical Surroundings, School Connectedness/Engagement, Leadership, and Professional Relationships.



Relative Rankings

Relative Factor Rankings by Faculty

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
Clarendon Hills Middle School	3	8	13	4	7	11	1	9	6	2	12	9	5
Elm School	1	5	12	4	8	10	1	11	7	9	13	3	5
Hinsdale Middle School	2	6	13	4	6	5	1	6	3	10	12	11	6
Madison School	2	3	13	5	10	8	1	11	4	5	12	7	8
Monroe School	4	6	12	5	7	9	3	7	2	1	13	11	10
Oak School	2	3	12	4	7	7	1	10	6	9	13	10	5
Prospect School	1	5	12	6	8	8	3	11	4	1	13	7	8
The Lane School	1	3	12	6	7	8	2	11	5	8	12	8	3
Walker School	4	6	12	5	7	10	1	7	3	1	13	11	9

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."



School Connectedness/Engagement and Physical Surroundings is consistently ranked at the top by parents in all schools (with the exception of parents in Clarendon Hills Middle School where the dimension is in the 9th rank). This is an indication that the parents feel that there are varied opportunities to participate in school life, and that they feel positive about the overall upkeep, order, and cleanliness of the school building their child attends. They agree that supplies and materials are accessible and readily available for their children. Safety Rules and Norms, Sense of Physical Security, and Social Support – Adults are relatively highly ranked by parents, with rankings between 1 to 6.

Among the lower ranked dimensions for parents across all schools are Sense of Social-Emotional Security and Social Media. This ranking converges with that of students and staff; they also rank these two core Safety dimensions lower with respect to the other school climate dimensions.



Relative Rankings

Relative Factor Rankings by Parent

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
Clarendon Hills Middle School	4	3	10	6	7	7	5	7	2	1	11
Elm School	4	1	10	7	8	5	6	8	3	1	11
Hinsdale Middle School	1	3	10	3	8	3	3	3	2	9	11
Madison School	4	5	10	8	7	6	2	8	2	1	11
Monroe School	5	4	10	7	8	6	3	8	1	2	10
Oak School	6	6	10	2	6	4	5	6	1	2	10
Prospect School	3	5	10	7	8	6	4	8	2	1	11
The Lane School	5	4	10	7	7	6	2	7	2	1	11
Walker School	4	2	10	8	9	7	5	6	1	2	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."



This district analysis highlights several trends throughout Consolidated Community School District 181. It should be noted that overall ratings are high and the district has many strengths upon which to draw. Following is a summary by major areas:

Safety:

- Safety Rules and Norms is consistently highly rated across most populations and school levels. The ability to develop well communicated and well understood rules and norms about physical violence, verbal abuse and harassment is a foundational strength to be leveraged.
- Social-Emotional Safety is the universal area of need across all populations district-wide. Across the board, parents rate this higher than students and lower or equal to staff. 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. This will be a useful opportunity for improvement that the district can explore.

Questions for further consideration:

- o Are the rules and guidelines in CCSD 181 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?
- o Are there specific sub-groups within the schools who feel particularly negative compared to others with regards to Social-Emotional Safety? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?
- o How can the success of "upstander behavior" be harnessed and cultivated?



Conclusion

Teaching & Learning:

- Typically, these dimensions are consistently highly rated among students and staff at the elementary school when digging deeper into the sub-group grade level information. The difference in findings is typical as staff members are the ones teaching the skills. 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.
- Throughout the district, parents have the highest scores at the elementary school. This means they feel like their children are getting varied opportunities to demonstrate their skills, are supported for independent thinking, receive academic challenge and support and individual attention.

Questions for further consideration:

- o Is there consistency in the mission and structure of the school at the classroom level vs. the school level? Is there consistency across both campuses that support a smooth transition for students? When you dig deeper into school reports, do you see how this impacts schools, grades and sub-groups?
- o 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 from teachers?
- o How is Social and Civic Learning incorporated into the curriculum at the elementary school? How can this be modified to also extend to the middle and high schools?
- o 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 as much as it does with staff members?



Interpersonal Relationships:

- Social Support - Adults and Social Support - Students is consistently highly rated across most populations and school levels. This is a foundational attribute and a strength that can be leveraged.

Questions for further consideration:

- o How is Respect for Diversity underscored & reflected in adult-to-adult, student-to-student, and adult-to-student relationships within the school?
- o Why are some student groups and grades rating Respect for Diversity higher than others? What can be done to boost respect among groups with lower ratings?
- o How can a strong sense of Social Support among students be extended to create a stronger sense of community and respect? How does the school engage parents and what efforts would enhance this relationship?

Institutional Environment:

- Throughout the district, parents and staff are positive about School Connectedness/ Engagement. Parents are often the most positive, meaning they identify positively with being a member of the district. This is a key strength.
- Student, staff, and parent ratings are mostly positive for Physical Surroundings district-wide.

Questions for further discussion:

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



Conclusion

Social Media

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

Probing Questions:

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

Staff Only Dimensions:

- Professional Relationships is mostly rated very positively in the district. This is a foundational strength to leverage for improvement in linked areas, such as Social and Civic Learning.
- Staff are mostly positive about Leadership throughout the district. Overall, staff feel the administration creates and communicates a clear vision, and they feel comfortable going to administrators for help.



The Consolidated Community School District 181 Report has been
developed by the National School Climate Center (NSCC)
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