

## CSCI Portal

In addition to full support from CSEE staff, schools also gain access to a customized online portal designed to support them through the school climate measurement and improvement process. The portal contains real-time response rates to keep leadership teams aware of progress toward survey completion, and detailed supports for survey administration and action-oriented worksheets for report analysis and action planning.



#### Stage One Tasklist

- Set A Schedule
- Inform Survey Populations
- Prepare Online Survey Links
- Organize Paper Survey Process (If Ordered)

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#### Stage Two Tasklist

- Monitor Response Rates
- Ship Paper Surveys (If Ordered)
- Confirm Close Date

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#### Stage Three Tasklist

- Download Report
- Meet With Leadership Team
- Share Results And Action Plan

### Stage 1: Plan Your Strategy

Survey Start Date:

Survey End Date:

### Survey Overview

## CSCI Coordinator *{To Do Checklist}*

**DOWNLOAD PDF**

1. Define survey schedule and survey administration plan.
  - » Decide when & how **students** will take the survey.
  - » Decide when & how **staff** will take the survey. This includes **total staff**: janitors, bus drivers,
  - » Decide when & how **parents** will take the survey. Each household should **take one survey per**
    - Define a multi-tiered outreach plan to reach your parent population and work with your s

## Reminder

Two weeks after survey completion, access your full report and a series of action planning worksheets in the Report Center.

## Best Practices

These guidelines have been created to help you launch a successful school climate improvement process at your school. In each section, you will find insightful quotes from educators and school leaders who have used the CSCI and have worked through some of the challenges you may face at each stage.

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### The Planning Process

Evaluating the Results

Action-Planning

Implementation and Sustaining Improvement

## The Planning Process

**Leadership Team**—This is a representative group that will engage in active discussion throughout the process, and will be responsible for overseeing the implementation of an action plan post-survey. It is important to include members from each stakeholder group: teachers, administrators, support staff, board members, parents, and students (when appropriate). This group will be essential in sharing the purpose and value of the survey to the entire community, and will help keep the process on track. Make sure your leadership team is fully on board and understands how the survey results will help your school. During one of your first meetings you should also:

- » **Appoint a CSCI Coordinator**—Choose the point person to coordinate administration of the CSCI in your school. This person should be a full-time staff person, invested in the process, who has a direct connection to the community (ex. usually a guidance counselor, social worker, or other staff person who is passionate about school climate. It is NOT recommended that the principal be the coordinator, due to time constraints).
- » **Set a tight timeline**—Schools are very successful when they promote and administer the CSCI in the shortest timeframe possible (ex. Survey Week). Consider coordinating administration around high attendance events such as Open House, Parent-Teacher Conference, etc. to help facilitate outreach and increase participation from all populations; then allow 1-2 weeks maximum for your school groups to take the survey.



### SAMPLE PARENT LETTER

Date

Dear **Name of School** Parent/Guardian:

As part of our relationship with the Center for Social and Emotional Education (CSEE), we are asking all parents to fill out the attached survey – the Comprehensive School Climate Inventory (CSCI). Different versions of the survey will be given to students and school personnel, which will allow us to hear from every single member of our school community. The survey is designed to assess perceptions of the school environment, including safety, relationships, support for learning, and the environment within the school.



### Tips for Explaining Survey Content to Student Population

- Explain the meaning of the words “agree” and “disagree.” Give a statement as an example: “Strawberry ice cream is delicious!” or “Fall is the best season.”
- Ask students whether they would “agree” or “disagree” with the statement. Ask for a show of hands: “Who would agree?” “Who would disagree?” Show students that for each question, there are many different opinions. Use this to emphasize that there are no right or wrong answers to a question like this one—people can agree or disagree with something, and that’s okay.

Worksheet #1B Your School's Profile of Teaching and Learning From the 2008 Comprehensive School Climate Inventory				
	Section II in CSCI Report	Section II in CSCI Report	Section III in CSCI Report	Section VI in CSCI Report
<b>Teaching &amp; Learning</b> Indicate the key findings for the dimensions below.	<b>Overall Climate Ratings</b> How do the populations (parents and school staff) see your school with regard to teaching and learning? ✓ What is the median score across populations? ✓ Is it generally positive, negative or neutral across populations? Pages 11-14	<b>Comparative Ratings</b> Do most of the surveyed populations (parents and school staff) feel the same way? View the relative rankings in Section II of your report to make comparisons between populations. Visit the “Relative Ratings” & “Group Differences” pages in Section II of your report.	<b>Sub-Group Ratings</b> ✓ Are there specific groups within each population (parents and school staff) who see teaching and learning in the school very differently? ✓ Are there consistent patterns across populations? Visit Section III of your report.	<b>Item-by-Item Patterns</b> ✓ Do the populations (parents and school staff) view specific aspects of teaching and learning as more positive/negative than others? Visit Section VI of your report.
<b>Support for Learning</b> Comments/thoughts: (Confirmations, surprises, additional questions, other school data)				

### CSCI Companion Worksheets

- [Worksheet #1A. Safety](#)
- [Worksheet #1B. Teaching and Learning](#)
- [Worksheet #1C. Relationships](#)
- [Worksheet #1D. Environment](#)
- [Worksheet #1E. School Personnel](#)
- [Worksheet #2. Identifying Strengths and Needs and Priorities](#)
- [Worksheet #3. Translating Research Into Action](#)
- [Worksheet #4. Action Planning Template](#)