

School Culture 360™

You need the whole school to teach the whole child



JOHNS HOPKINS
SCHOOL of EDUCATION

Institute for Education Policy

Dedicated to integrating the domains of research, policy, and practice to achieve educational excellence for all of America's students.

- Evidence-based policy guidelines
- Research on *what matters most*
 - Rigorous curriculum and assessments
 - Strong school cultures
 - Excellent educators
- New tools for the field



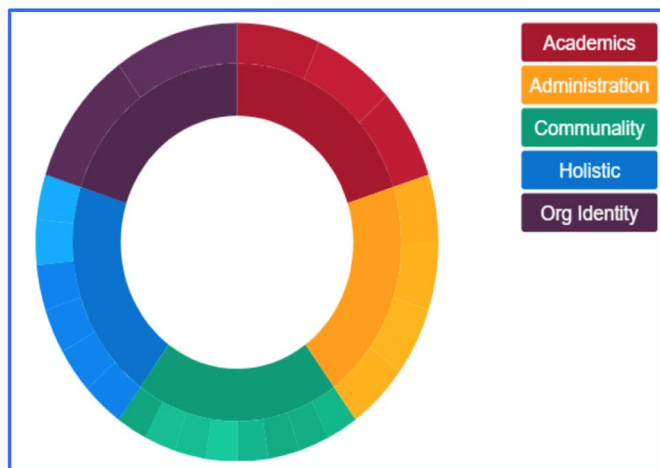
How do we help private schools....

- ...be as strong as they can?
- ...recruit, train, and retain strong teachers?
- ...ensure the best outcomes for students?
- ...create a sustainable future?



Strong school culture

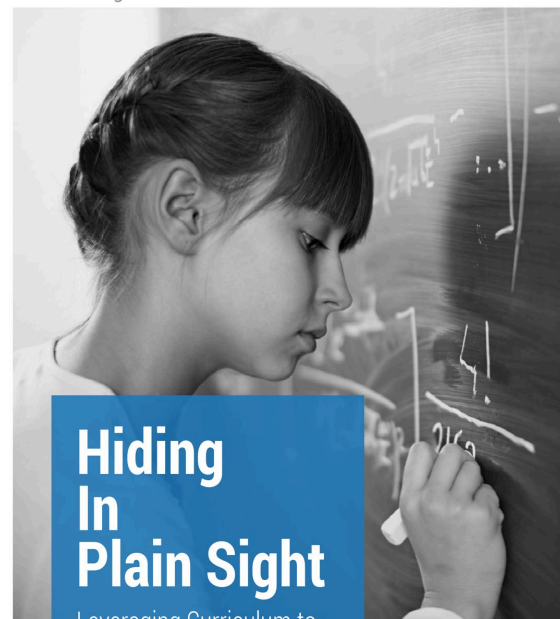
A school where the moral vocabulary, rituals, discipline, academic expectations, and relationships align; a distinctive educational community in which pupils, parents, and teachers share a common ethos



Intellectually challenging curriculum

Sequenced, spiraled, content-rich materials that build students' knowledge in all subjects

2017 August 10



Hiding In Plain Sight

Leveraging Curriculum to Improve Student Learning



What is school culture?

- “Culture” refers to the underlying values, norms, and rules (both written and unwritten) that shape observed outcomes and behavior.
- A strong school culture means more than just a nice school, or a friendly school; **it means a place where the mission is clear and visible consistently in the practices of the school.**
- Culture can be experienced differently by constituents (e.g., teachers and administrators, or African American students and white students, may have different experiences).

Why does school culture matter?

- A strong, coherent school culture is linked to...
 - Favorable *civic outcomes*, such as increased political engagement and higher levels of tolerance.
 - Favorable *academic outcomes*, such as higher levels of college enrollment and workforce participation.
 - Successful implementation of *school improvement* efforts.
 - Stronger *relationships* among all stakeholders.

Why choose School Culture 360™?

- School Culture 360™ includes *unique measures*, such as early indicators of long-term civic participation and the connection between a school's mission and its practices.
- It incorporates the *most recent research* and is designed to capture candid perspectives rather than socially desirable responses.
- The Institute's team provides *strategic support and intervention guides* for system-leaders.
- School Culture 360™ can be used for *needs assessments and targeted interventions*. It can also be funded with Title IV dollars – an important consideration for systems that serve predominantly low-income students.
- It is *cost-competitive*: \$1,000 per school.

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Who developed School Culture 360™?

- The Johns Hopkins Institute for Education Policy designed, field-tested, and piloted School Culture 360™ according to the most rigorous research methodology available.
- School Culture 360™ was vetted by scholars with expertise in survey design, political science, sociology, and instructional leadership.
- It is valid for any school – district, charter, magnet, or private - within the United States context.

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Who takes the school culture survey?

Administrators (K-12)

Teachers (K-12)

Students (6-12)

Parents (K-12)

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What happens to the data?

Are personal identities protected?

- The data go directly into Johns Hopkins' firewalled, protected database, without any identification mechanism.
- All responses are submitted and received anonymously.
- The purpose of the survey is to identify strengths and challenges in school life that the community can address, together.

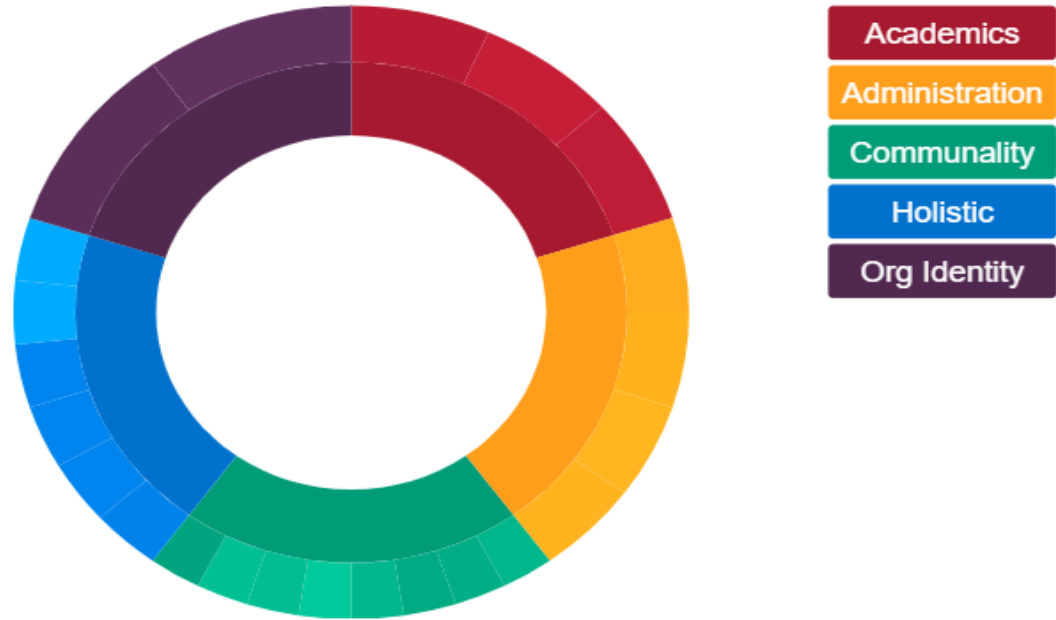


*How does School Culture 360TM
support school improvement?*

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**What areas of school life will we
learn about?**

School Culture 360° Domains and Subscales



Overview

The inner rings of the sunburst chart above represent the five *domains* measured by School Culture 360°. Broadly speaking, these five domains define school culture. Below, we define each domain as well as the *subscales* which comprise it (outer circle). So, for example, academic emphasis is defined as a combination of high standards, high support, and high performance. You can see which questions feed into each subscale (and therefore each domain) by clicking on the “example” images on the homepage of the survey dashboard.

Academic Emphasis and Excellence: Does the school consistently challenge students intellectually and support them in high performance?

1. High Standards: Are all students taught at high levels? What are teachers’ beliefs about student abilities? What are student norms and beliefs around academic achievement?
2. High Support: Do all students receive the support they need? Do all members of the school community share the responsibility for supporting learning?
3. High Performance: Do students put in the effort needed to succeed? Are students prepared to succeed after they Leave school?

Academic Emphasis and Excellence

Does the school consistently challenge students intellectually and support them in high performance?

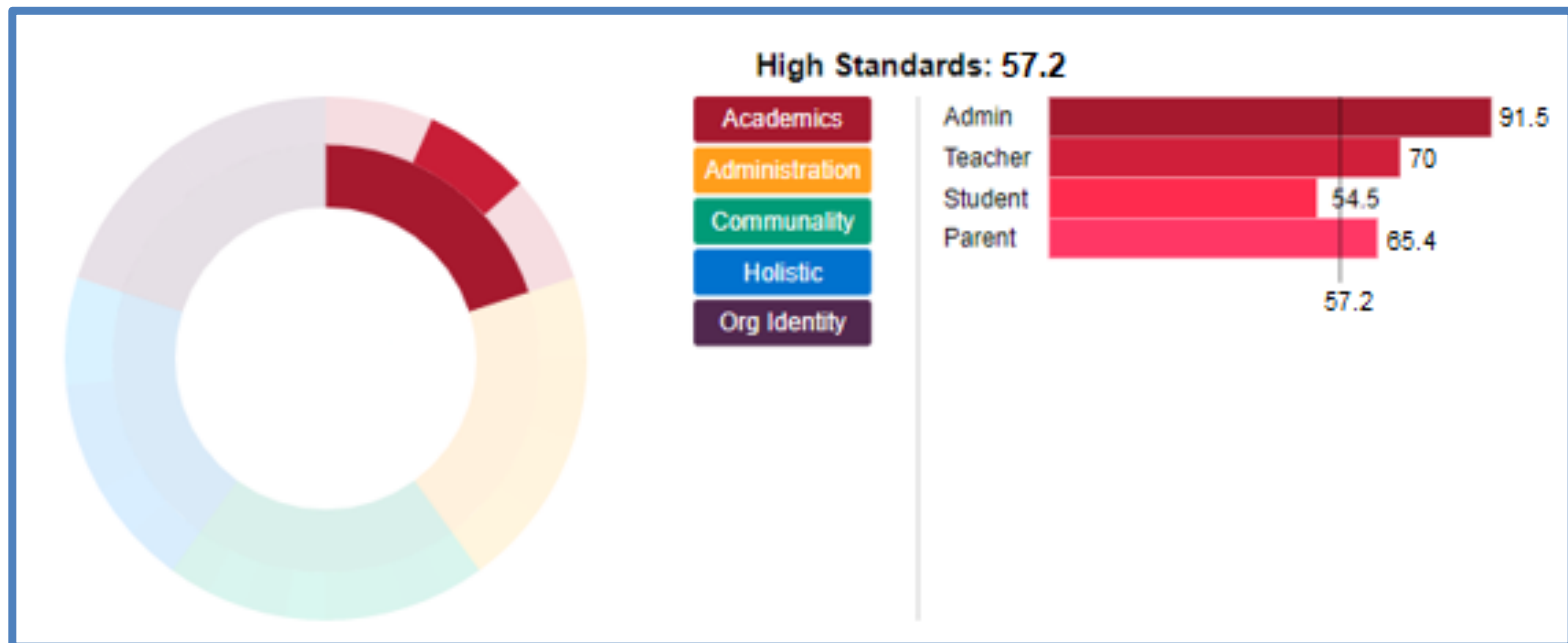
- Standards for Success: Are all students taught at high levels? What are teachers' beliefs about student abilities? What are student norms and beliefs around academic achievement?
- Support for Learning: Do all students receive the support they need? Do all members of the school community share the responsibility for supporting learning?
- Peak Performance: Do students put in the effort needed to succeed? Are students prepared to succeed after they leave school?

Domain: Academics

Topic: Academic Standards

Academic Emphasis and Excellence: Does the school consistently challenge students intellectually and support them in high performance?

Standards for Success: Are all students taught at high levels? What are teachers' beliefs about student abilities? What are students norms and beliefs around academic experience?



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Domain: Academics

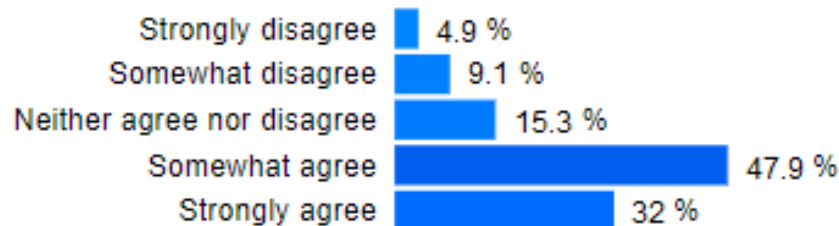
Topic: Academic Standards

Constituent: Teachers

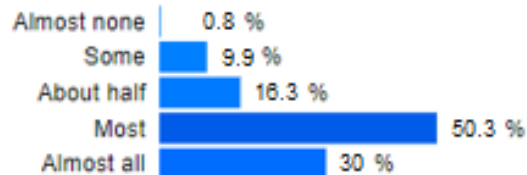
Academic Emphasis and Excellence: Does the school consistently challenge students intellectually and support them in high performance?

Standards for Success: Are all students taught at high levels? What are teachers' beliefs about student abilities? What are students norms and beliefs around academic experience?

Q20_1 Students respect other students who... - work hard in school. (741 responses)



Q10_1 How many teachers in this school believe that... - their students can achieve at a high level academically? (737 responses)



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Holistic Development

Does the school support students' civic and socio-emotional development?

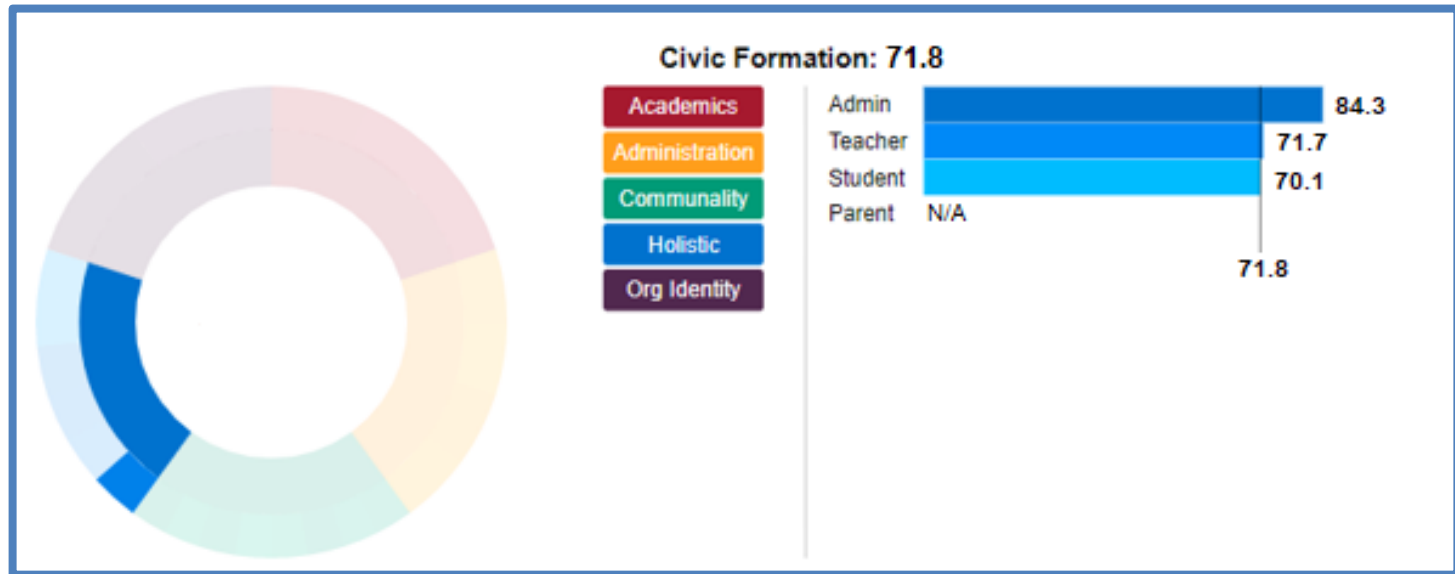
- Civic Formation: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored?
- Honesty & Integrity: What beliefs guide students' behaviors and decisions?
- Social-Emotional Formation: Do students and teachers feel their whole-person development is nurtured at the school?
- Justice: What factors contribute to inequities in the school? Are rules enforced equitably across all student groups?
- Taboo Topics: What topics are off limits?

Domain: Holistic

Topic: Open Classroom Climate

Holistic Development: Does the school support students' civic and socio-emotional development?

Civic Formation: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored?



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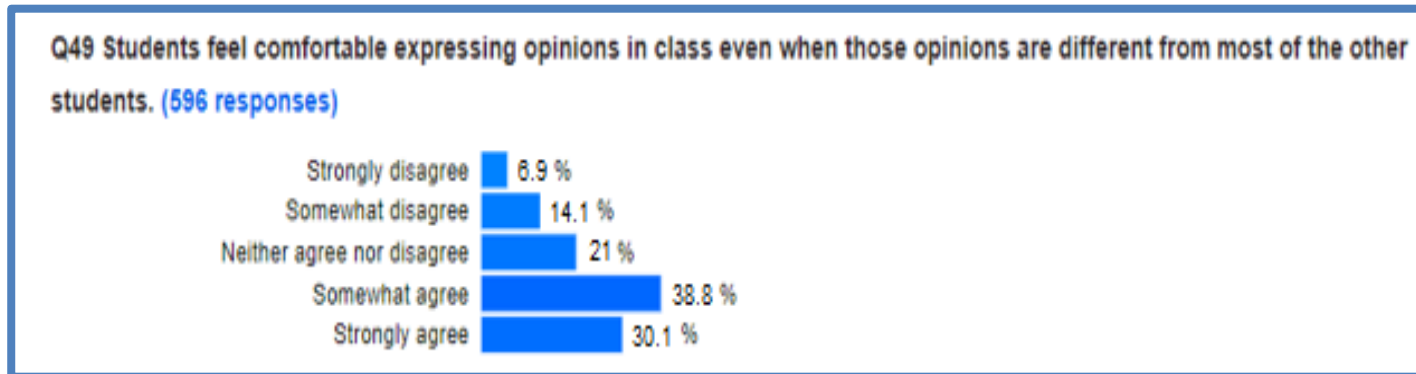
Domain: Holistic

Topic: Open Classroom Climate

Constituent: Students

Holistic Development: Does the school support students' civic and socio-emotional development?

Civic Formation: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored?



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What do students and teachers feel they
can't talk about in school?



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Communalality

Do members of the school community experience the school as a positive community in which they are engaged, known, and supported?

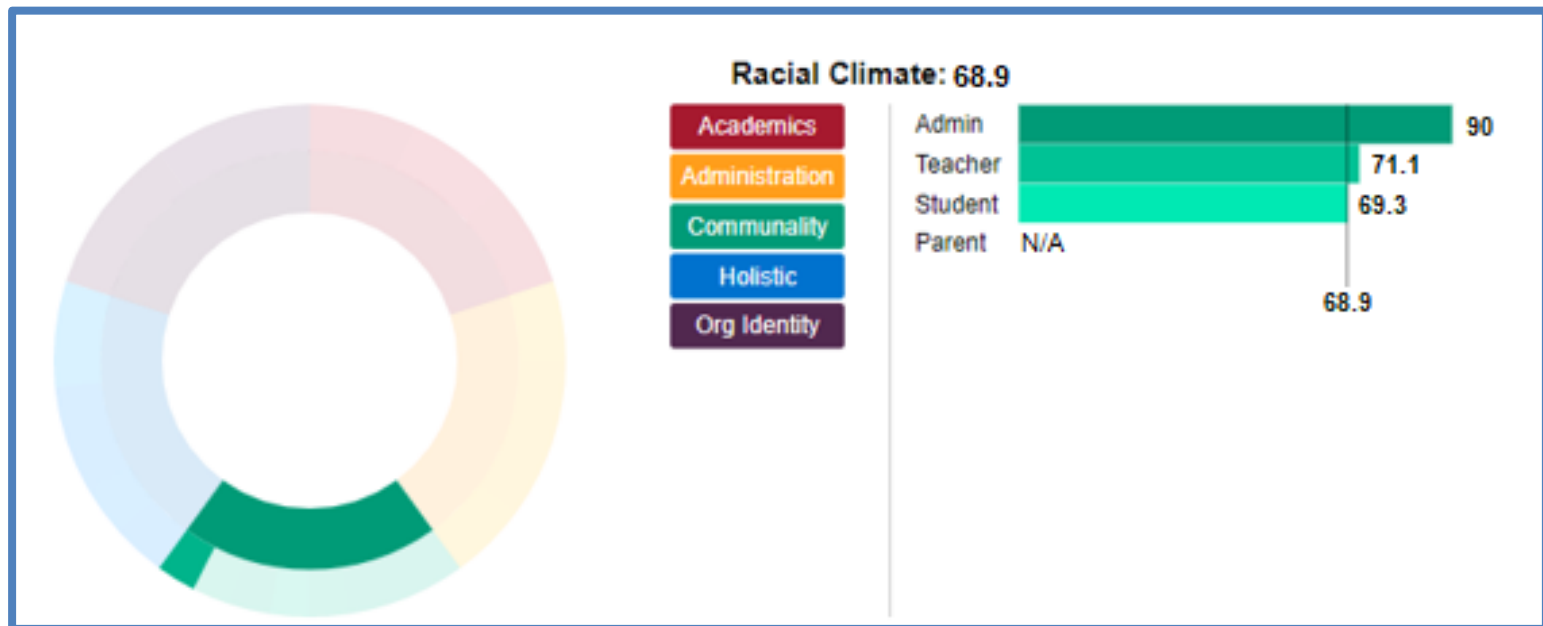
- Collaboration: Do teachers work with one another to improve student outcomes? Do teachers and students value the input of their fellow students and teachers?
- Collective Orientation: Do students and teachers value the common good of the school community? Is the school inclusive?
- Conflict and Bullying: How do students and teachers treat one another? How much disagreement is there among members of the school community?
- Connection: Do teachers and students feel part of the school community? Do teachers and students participate in voluntary school activities?
- Personal Relationships: Do students and teachers cultivate relationships where they feel comfortable discussing personal and sensitive topics?
- Racial Climate: Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions?
- Trust: Do teachers trust and respect one another? Do students and teachers genuinely value and listen to each other?
- Wider Community Engagement: What does teacher contact with parents look like? Does the school value and welcome outside input?

Domain: Communnality

Topic: Racial Climate

Communnality: Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported?

Racial Climate: Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions?



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Domain: Communalility

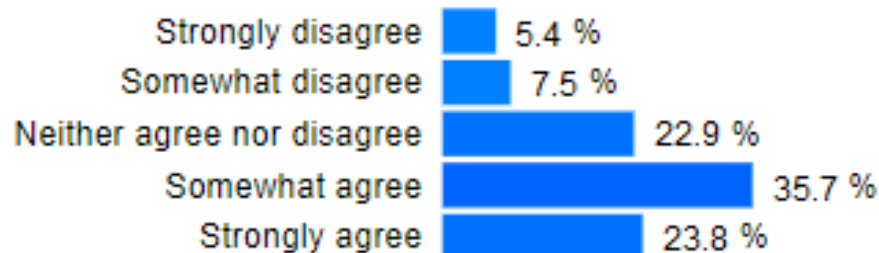
Topic: Racial Climate

Constituent: Students

Communalility: Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported?

Racial Climate: Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions?

Q103_1 Students of different races/ethnicities... - get along well. (847 responses)



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Organizational Identity

Do the members of the school community have a shared understanding of the school's mission, and do the school's practices reflect the mission?

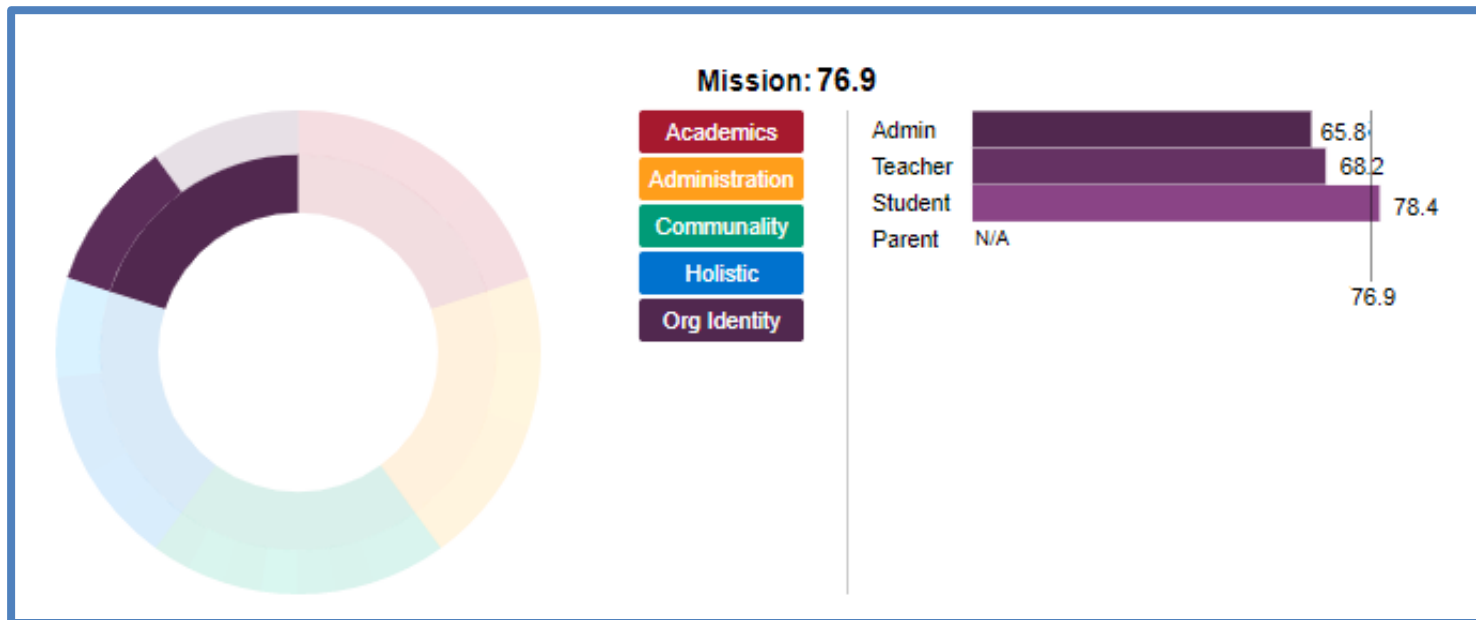
- Understanding of Mission: Is the mission clear? Do students and teachers share a common understanding of the purpose of the school?
- Practice of Mission: Do school traditions, language, and policies reflect the mission? Does the mission provide direction for school activities?

Domain: Organizational Identity

Topic: Mission

Organization Identity: Do the members of the school community have a shared understanding of the school's mission, and do the school's practice reflect the mission?

Understanding of Mission: Is the mission clear? Do students and teachers share a common understanding of the purpose of the school?



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Domain: Organizational Identity

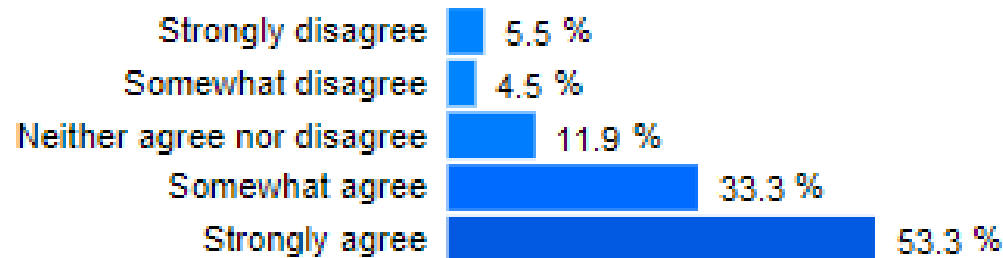
Topic: Mission

Constituent: Students

Organization Identity: Do the members of the school community have a shared understanding of the school's mission, and do the school's practice reflect the mission?

Understanding of Mission: Is the mission clear? Do students and teachers share a common understanding of the purpose of the school?

Q68 I understand the mission of the school. (388 responses)



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Administration Support and Governance

Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?

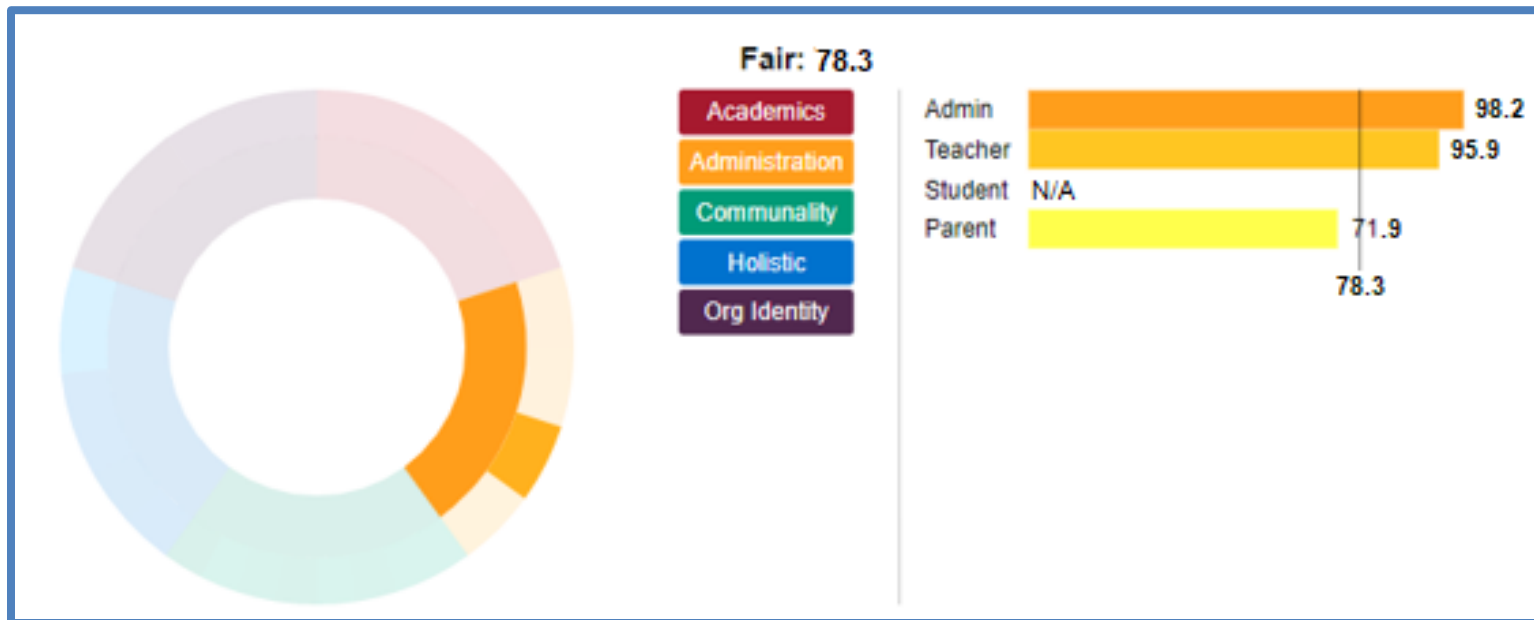
- Fair and Trustworthy: Do school leaders remain objective when making decisions? Do teachers feel valued and respected?
- Shared Responsibility: Do school leaders value the input of teachers?
- Organization: Do school leaders actively monitor school activities? Do students and teachers feel that disorganization impedes learning?
- Support for Teacher Growth: Are school leaders interested in professional development and instruction? Are teachers held to high standards and supported in reaching those standards?

Domain: Administration

Topic: Fairness

Supportive Administration and Governance: Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?

Fair and Trustworthy: Do school leaders remain objective when making decisions? Do teachers feel valued and respected?



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Domain: Administration

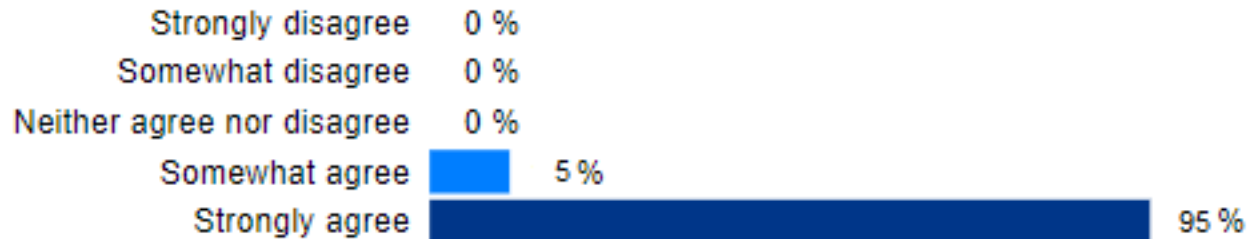
Constituent: Teachers

Topic: Fairness

Supportive Administration and Governance: Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?

Fair and Trustworthy: Do school leaders remain objective when making decisions? Do teachers feel valued and respected?

Q72 The principal welcomes feedback from the teachers. (20 responses)



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How might experiences vary among members of the school community?

Administrators might have a higher opinion of academic standards. For example:

Additional Filters

All Domains

All Sub-scales

Apply Filter

All Grades

All Genders

All Race/Ethnicities

All Religions

Apply Filter

Surveys Sent

2916

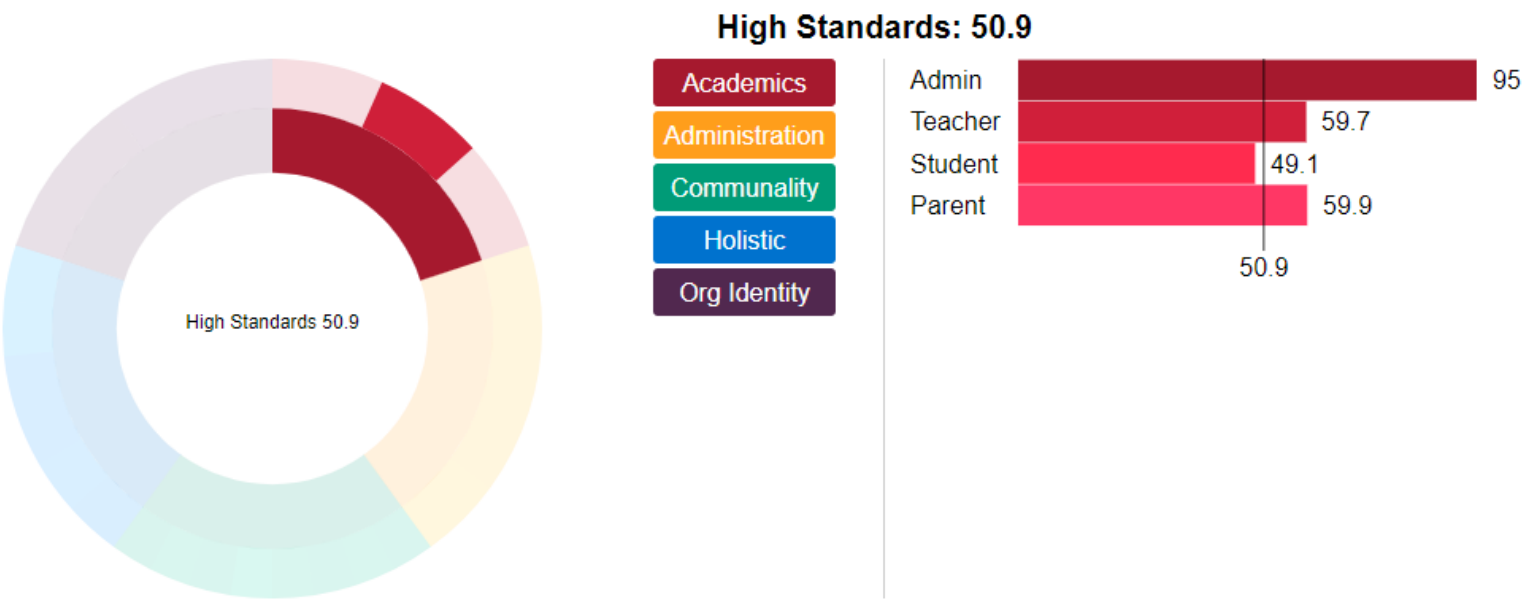
Responses

1232

% Completed

42.25

Academic Emphasis and Excellence (AEE): Does the school consistently challenge students intellectually and support them in high performance?
Standards for Success: Are all students taught at high levels? What are teachers' beliefs about student abilities? What are student norms and beliefs around academic achievement?

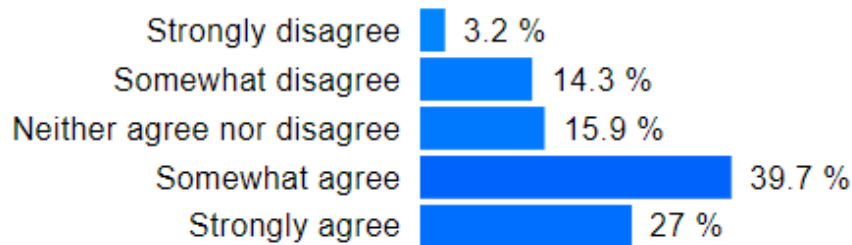


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A deeper dive shows exactly how....

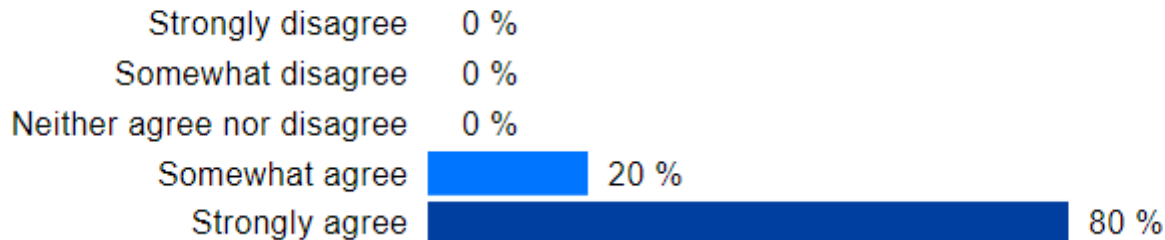
Teachers:

Q11 The school both sets and also communicates high standards for academic performance. (63 responses)



Administrators:

Q16 The school sets and also communicates high standards for academic performance. (5 responses)



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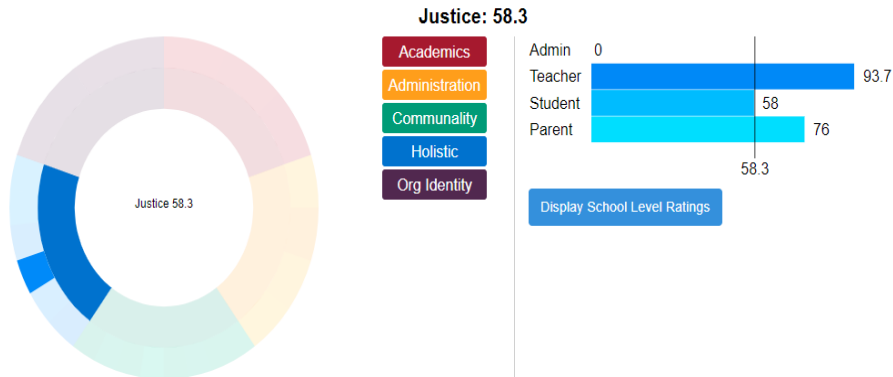
Or, African-American students and white students may have different ideas about racial equity. For example:

African American Respondents

All Grades ▾ All Genders ▾ African American ▾ All Religions ▾ [Apply Filter](#)

Holistic Development (HD): Does the school support students' civic and socio-emotional development?

Justice: What factors contribute to inequities in the school? Are rules enforced equitably across all student groups?

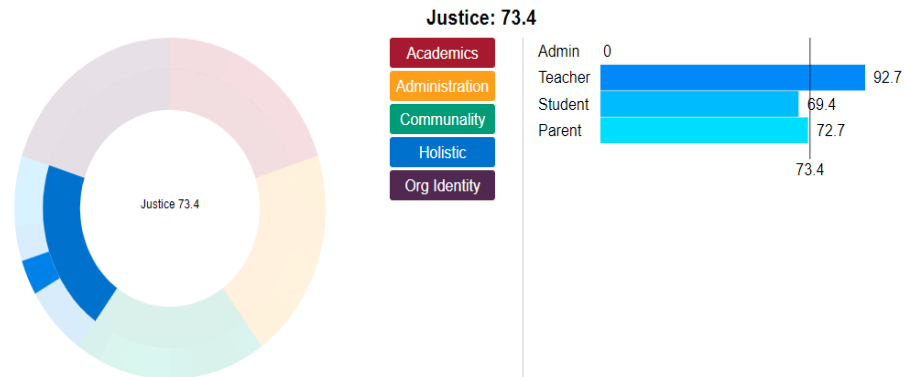


White Respondents

All Grades ▾ All Genders ▾ White ▾ All Religions ▾ [Apply Filter](#)

Holistic Development (HD): Does the school support students' civic and socio-emotional development?

Justice: What factors contribute to inequities in the school? Are rules enforced equitably across all student groups?

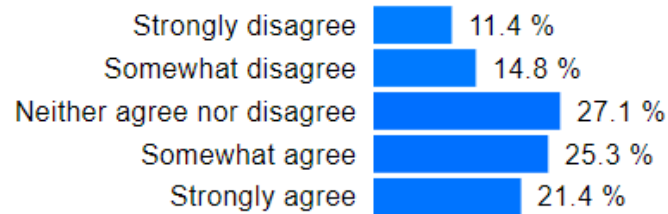


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Again, the deeper dive shows exactly how....

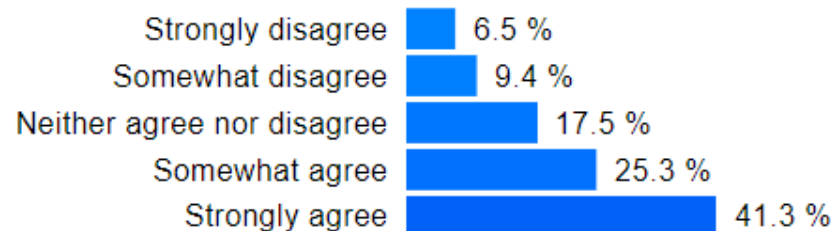
African American Students:

Q87 Students are treated fairly regardless of their race or ethnicity. (229 responses)



White Students:

Q87 Students are treated fairly regardless of their race or ethnicity. (383 responses)



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What happens next?

School leaders celebrate the positive findings!

...and the Johns Hopkins Institute for Education Policy provides a research-based “Intervention Guide” that helps school leaders decide what needs to be addressed immediately, and how.



Honesty and Integrity

Definition: Honesty is a facet of moral character defined by adherence to the truth. Integrity is characterized by a commitment to doing right by others and harmony between words and deeds. It encompasses honesty as a critical component of character.

Importance:

- Honesty is important for building a culture of trust.
- Because moral qualms are not universal but sensitive to the perception of the conduct of others, the actions of a single individual do not occur in isolation but influence the behavior of others. Lying begets lying.
- According to a 2014 study, employees rank honesty above all else in appraising the quality of an employer. Meanwhile, 87% of employers in a 2016 study ranked integrity as one of the most important qualities when evaluating prospective entry-level job candidates.
- "Honesty is an important (positive) predictor of academic performance."

Interventions

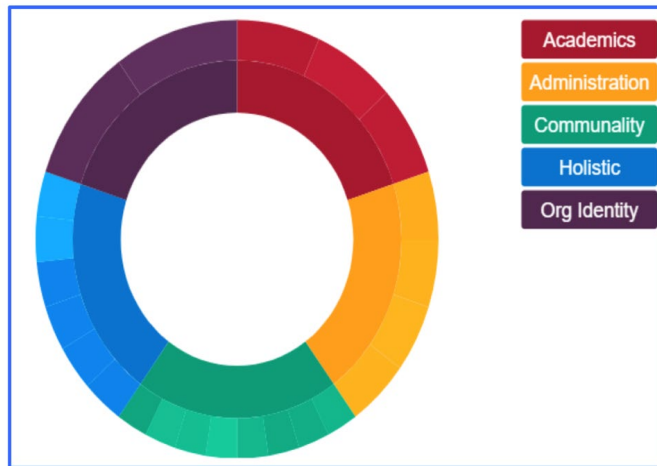
- Cracking down on cheating represents a first sensible step toward creating a culture of integrity. While identifying strategies for detecting cheating exceeds our grasp, research shows that enforcement of observed cheating is as great of an issue as detection.
- School leaders can alleviate the "hidden barrier" to enforcement by clearly affirming to teachers that cheating should always be penalized.
- In the long run, student conduct should reflect honesty and integrity due to moral compulsion, not fear of consequence. Character education can play an important and enduring role in shaping student ethics. Advisable strategies include:
 - Ongoing professional development
 - Peer interactive strategies (e.g. peer discussion or role-play)
 - Direct teaching (i.e. "preach what you practice")
 - Skill training
 - An explicit agenda (e.g. character, morality, ethics, or virtues)
 - Family and/or community involvement
 - Models and mentors (both real and literature-based)
 - Integration into the academic curriculum
 - A multi-strategy approach

Our intervention guide provides research-based guidance for every area of school culture....and we can survey annually to discern impact.

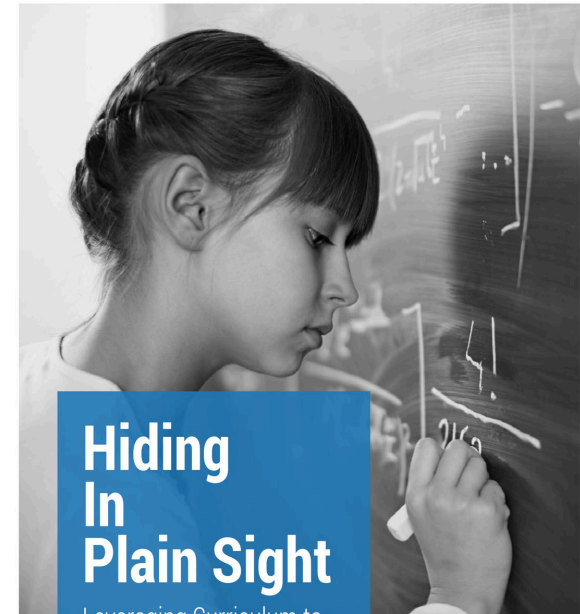
To thrive, focus on:

Strong school culture

Intellectually
challenging curriculum



2017 August 10



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Leveraging Curriculum to
Improve Student Learning



*Together, we begin a **cycle of continuous improvement.***

*For more information about the survey,
contact Dr. Carol Macedonia at
cmacedo3@jhu.edu.*

*To hear more from a practitioner perspective,
contact Frank Runnels
frank.runnels@flcoe.org*