**Culture 360 Survey
Executive Summary**

Background on the Strategic Planning Process

- During the 2019-2020 school year, over 50 stakeholders (students, parents, community members, teachers, service personnel, board members, and administrators) engaged in several all-day sessions to identify focus areas, strategies, and actions for the District's strategic plan.

- The strategic planning process included stakeholder surveys which provided feedback on the District's current strengths, weaknesses, and opportunities for growth.

Through the strategic planning process, the committee identified the following five focus areas:

- Curriculum & Instruction
- Culture, Communications, & Relationships
- Diversity, Equity, & Inclusion
- Mental Health & Social Emotional Development
- Career Readiness

Background on Conducting the Culture 360 Survey

In the following area of the District's strategic plan, the following strategy and action were identified by stakeholders.

- ***Culture, Communications, & Relationships***
  - **Strategy:** Develop success measure benchmarks for the District.
  - **Action**: Identify measures of success that focus on holistic growth and achievement for all Avonworth students.
  - **Update:** Review findings from **Culture 360 Survey**

- **What is our WHY?**
  - Our overall goal is to ensure all students feel a sense of belonging.
  - "Culture" refers to the values that shape how our students, staff, and families experience school.
  - Research shows that a strong school culture is linked to:
    - Positive civic outcomes, such as increased political engagement and higher levels of respect.
    - Positive academic outcomes, such as increased college enrollment and more consistent workforce participation.

Background on the Culture 360 Survey

- The research-based Culture 360 Survey was created by the Institute of Education Policy at Johns Hopkins University.
- The survey examines five core areas of school culture:
  - Academic Life
  - Administration and Governance
  - Communality
  - The Whole Child
  - Organizational Identity
- This comprehensive survey examines important elements of school life, such as:
  - Whether all students feel they have access to challenging courses;
  - Whether teachers feel supported in their work; and
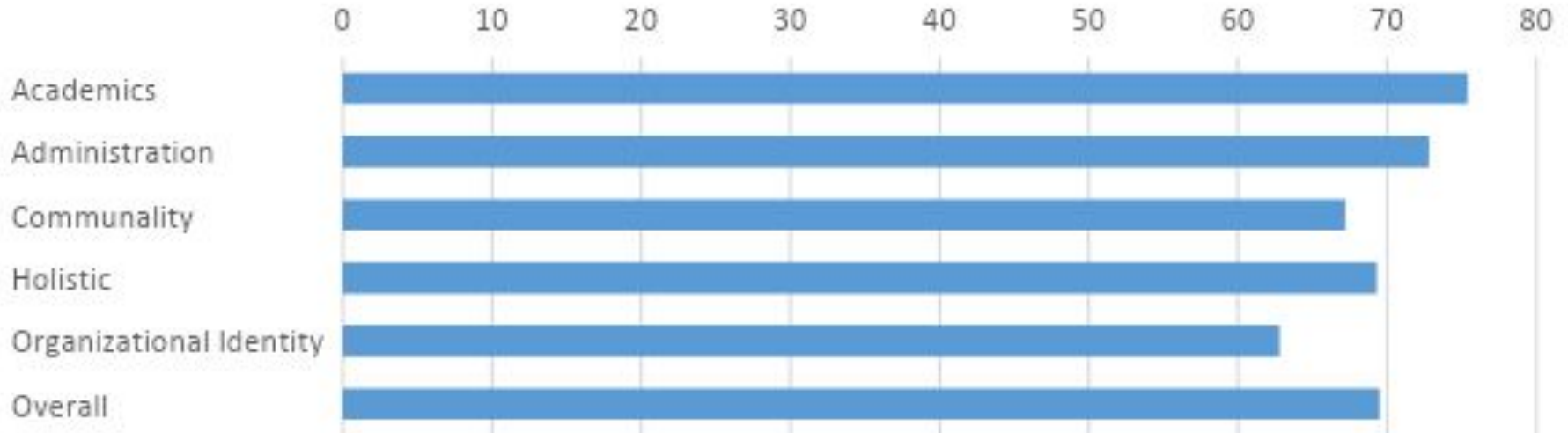 - Whether parents feel included in the school community.

Culture 360 Survey Summary of Participation

- Surveys were administered in May/June of 2021
- Parents, Staff, and Students in grades 5-12 were asked to participate in the survey.
- Participation was 100% voluntary and responses were 100% confidential.
- 3,521 surveys were sent and 1,080 surveys were completed.
  - 451 Students
  - 3 Administrators
  - 107 Teachers
  - 519 Parents

Culture 360 Survey Overall Findings

Avonworth School District

Trend/Agreement - Strengths

Agreement Between	Domain; Subscale Focus Area	What does this indicate?
Students, Teachers	Communality; Racial Climate	Students of different racial/ethnic backgrounds get along and have positive interactions.
Students, Parents,	Supportive Administration & Governance; Fair & Trustworthy Supportive Administration & Governance; Supportive Context	School governance is fair and supportive. School leaders are objective. Teachers feel valued and respected. School Leaders actively monitor activities in the school.

Trend/Agreement - Weaknesses

Agreement Between	Domain; Subscale Focus Area	What does this indicate?
Teachers, Parents, Administrators	Holistic Development; Justice	Ensure rules are enforced equally. Continue with the effort of creating a sense of belonging.
Students, Parents, Administrators	Communality; Wider Community Engagement	Build a better system for communicating with caregivers about student progress and challenges.
Parents, Administrators	Communality; Trust	Provide opportunities for students and teachers to connect.
Teachers, Administrators	Organizational Identity; Understanding the District's Mission	A greater focus is needed on understanding and living the District's mission.

Student View - Strengths

Strength #1 - Domain: Communality
Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported?
Subscale: Racial Climate
Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions?

Strength #2 - Domain: Supportive Administration and Governance
Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?
Subscale: Fair and Trustworthy
Do school leaders remain objective when making decisions? Do teachers feel valued and respected?

Strength #3 Domain: Supportive Administration and Governance
Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?
Subscale: Supportive Context
Do school leaders actively monitor school activities? Do students and teachers feel like disorganization impedes learning?

Weakness #1 - Domain: Communality

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

Subscale: Personal Relationships

Do students and teachers cultivate relationships where they feel comfortable discussing personal and sensitive topics?

Weakness #2 - Domain: Communality

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

Subscale: Wider Community Engagement

What does teacher contact with parents look like? Does the school value and welcome outside input?

Weakness #3 - Domain: Communality

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

Subscale: Connection

Do teachers and students feel part of the school community? Do teachers and students participate in voluntary school activities?

Strength #1 - Domain: Holistic Development
Does the school support students' civic and socio-emotional development?
Subscale: Honesty & Integrity
What beliefs guide students' behaviors and decisions?

Strength #2 - Domain: Communality
Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported?
Subscale: Racial Climate
Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions?

Strength #3 Domain: Academic Emphasis and Excellence
Does the school consistently challenge students intellectually and support them in high performance?
Subscale: Support for Learning
Do all students receive the support they need? Do all members of the school community share responsibility for supporting learning?

Teacher View - Weaknesses

Weakness #1 - Domain: Organizational Identity
Do members of the school community have a shared understanding of the school's mission, and do the school's practices reflect the mission?
Subscale: Practice of Mission
Do school traditions, language, and policies reflect the mission? Does the mission provide direction for school activities?

Weakness #2 - Domain: Supportive Administration and Governance
Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?
Subscale: Distributed
Do school leaders value the input from teachers?

Weakness #3 - Domain: Holistic Development
Dos the school support students' civic and socio-emotional development?
Subscale: Justice
What factors contribute to inequities in the school? Are rules enforced equitably across all student groups?

Strength #1 - Domain: Supportive Administration and Governance

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

Subscale: Supportive Context

Do school leaders actively monitor school activities? Do students and teachers feel like disorganization impedes learning?

Strength #2 - Domain: Supportive Administration and Governance

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

Subscale: Fair and Trustworthy

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

Strength #2 - Domain: Supportive Administration and Governance

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

Subscale: Support and Teacher Growth

Are leaders interested in professional development and instruction? Are teacher held to high standards and supported in reaching those standards?

Parent View - Weaknesses

Weakness #1 - Domain: Communality

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

Subscale: Wider Community Engagement

What does teacher contact with parents look like? Does the school valute and welcome outside input?

Weakness #2 - Domain: Holistic Development

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

Subscale: Justice

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

Weakness #3 - Domain: Communality

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

Subscale: Trust

Do teachers trust and respect one another? Do students and teachers genuinely value and listen to each other?

Administrator View - Strengths

Strength #1 - Domain: Holistic Development
Does the school support students' civic and socio-emotional development?
Subscale: Civic Formation
How do teachers talk about government? Do students feel comfortable discussing difficult topics?
Is community services honored?

Strength #2 - Domain: Holistic Development
Dos the school support students' civic and socio-emotional development?
Subscale: Social-emotional Formation
Do students and teachers feel their whole person development is nurtured at the school?

Strength #2 - Domain: Domain: Communality
Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported?
Subscale: Connection
Do teachers and students feel part of the school community? Do teachers and students participate in voluntary school activities?

Administrator View - Weaknesses

Weakness #1 - Domain: Communality

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

Subscale: Collaboration

Do teachers work with one another to improve student outcomes? Do teachers and students value the input of fellow students and teachers?

Weakness #2 - Domain: 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?

Subscale: Understanding the Mission

Do students and teachers share a common understanding of the purpose of the school?

Weakness #3 - Domain: Communality

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

Subscale: Racial Climate

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