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. Each subscale – and the constituent variations – appear when you hover on it:
In turn, each subscale is an index of individual questions. 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. Below are the questions (and responses) from teachers that make up the “high standards” subscale in the graphics above. Administrators, parents, and where appropriate, students, have their own questions that also feed into the subscale.

**Details**

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

1. **Civic Formation:** How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored?
2. **Honesty & Integrity:** What beliefs guide students’ behaviors and decisions?
3. **Social-Emotional Formation:** Do students and teachers feel their whole-person development is nurtured at the school?
4. **Justice:** What factors contribute to inequities in the school? Are rules enforced equitably across all student groups?
5. **Taboo Topics:** What topics are off limits?
6. **Obstacles/Barriers:** What are the most significant barriers to student success?

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

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

**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?

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

**Administration Support and Governance:** Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way?
1. **Fair**: Do school leaders remain objective when making decisions? Do teachers feel valued and respected?

2. **Distributed**: Do school leaders value the input of teachers?

3. **Context**: Do school leaders actively monitor school activities? Do students and teachers feel that disorganization impedes learning?

4. **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?