



BUILDING RANKS™

SCHOOL CULTURE SURVEY

Results for the school led by

Principal X

ABC School District

December 20, 2019

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INTRODUCTION

About the National Association of Secondary School Principals (NASSP)

NASSP is the leading organization of and voice for principals and other school leaders across the United States. It seeks to transform education through school leadership, recognizing that the fulfillment of each student's potential relies on *great leaders in every school committed to the success of each student*.

About NASSP's Building Ranks

As the expectations and responsibilities of school leaders continue to evolve, NASSP has intensified its efforts to develop school leaders who can shape the future of American education. Creating schools that prepare each student for the demands of the world relies on a strategic approach to school leader development. The **Building Ranks** approach gives principals and aspiring principals the means to identify and address the specific challenges and opportunities for their school.

Building Ranks is NASSP's leadership development framework and is fully aligned with current educational leadership standards such as the Professional Standards for Educational Leaders (PSEL). Building Ranks leverages NASSP's unique understanding of the skills required of effective school leaders and sets out the key dimensions of the two domains of school leadership. More importantly, it provides an integrated set of resources to help principals and aspiring principals become the leaders their communities need.

Building Ranks stems directly from NASSP's vision of having *great leaders in every school committed to the success of each student*. Because principals primarily influence student success and well-being through the adult members of the learning community, they also must ensure that each adult is supported professionally and personally. To achieve this goal, school leaders must strategically, collaboratively, and purposefully equip, encourage, and drive each individual in the school community to reach his or her highest potential by building culture and leading learning.

To assist educational leaders, NASSP offers a full suite of aligned **Building Ranks** resources to identify strengths and specific growth areas. They include ***Building Ranks: A Comprehensive Framework for Effective School Leaders, Diagnostic for Educational Leadership Practice, Educational Leadership 360° Survey, School Culture Survey, Building Ranks Workshops, and What the Research Shows***.

Building Ranks

framework identifies two essential domains of school leadership:

- ***Building Culture*** - nurtures each individual to live the shared norms, values, and beliefs, and to grow in a safe, caring, and high-performing school community
- ***Leading Learning*** - empowers each individual to apply the knowledge, skills, and dispositions to grow and contribute productively in a global society

Survey Participation Distribution

The table below shows the number of people who responded to your School Culture survey. It provides the total number of responses received and a break-out by stakeholder group.

Report Summary	
Subject:	Principal X
Number of responses received:	676
Number of responses by role	
Self	1
Certified Staff	70
Non-certified Staff	13
Students	219
Parents/Guardians	371
Community	2

LEADERSHIP DOMAINS & DIMENSIONS

BUILDING CULTURE	
Student-centeredness	<p>Why student-centeredness? School leaders must ensure the focus is on the needs of students in order to provide direction for organizational decisions.</p> <p>What is a student-centered culture? An environment where students' needs drive the strategic alignment of organizational decisions and resources.</p>
Wellness	<p>Why wellness? School leaders foster and nurture an intentional focus on wellness because healthy students and adults learn and interact productively.</p> <p>What is wellness? An environment in which the well-being and safety of everyone in the learning community is intentionally fostered and nurtured.</p>
Equity	<p>Why equity? The school leader guarantees that each person is known, valued, and treated justly and receives the individualized, high-quality education that is necessary to succeed in a global society.</p> <p>What is equity? The behaviors, systems, processes, resources, and environments that ensure that each member of the school community is provided fair, just, and individualized learning and growth opportunities.</p>
Relationships	<p>Why relationships? The school leader embraces relationships as foundational to dynamic learning.</p> <p>What are relationships? A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all.</p>
Communication	<p>Why communication? The school leader inspires, cultivates, and motivates ownership and commitment through effective communication.</p> <p>What is communication? Communication is the process used to foster collective understanding and engagement that will create and sustain a positive learning environment.</p>
Ethics	<p>Why ethics? The school leader models and fosters the universal core values that are the foundation for each person's success.</p> <p>What is an ethical culture? An environment in which each person exhibits the beliefs and behaviors which uphold the universal core values that promote the learning community's success.</p>
Global-mindedness	<p>Why global-mindedness? The school leader understands that the world is our learning community and empowers everyone to engage and innovate to thrive in this global society.</p> <p>What is global-mindedness? An environment that is a microcosm of the world that navigates, engages, and reflects the richness and complexity of the global society.</p>

LEADERSHIP DOMAINS & DIMENSIONS

LEADING LEARNING	
Vision and mission	<p>Why vision and mission? School leaders embody and inspire all members to collectively embrace and actualize the purpose and outcomes of the learning community.</p> <p>What is vision and mission? A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes.</p>
Collaborative leadership	<p>Why collaborative leadership? School leaders empower students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all.</p> <p>What is collaborative leadership? A focus on learners where all members actively assume and support leadership for themselves and others to enhance engagement and performance.</p>
Result-orientation	<p>Why result-orientation? The school leader ensures all learners will succeed in a globally competitive society.</p> <p>What is a results-oriented culture? An environment in which everyone is accountable for the personal and collective growth of all members of the learning community.</p>
Curriculum, instruction, and assessments	<p>Why curriculum, instruction, and assessments? School leaders ensure that each person engages with and succeeds in progressive, personalized, and productive learning.</p> <p>What are curriculum, instruction, and assessments? The focus on learners where the content, methods, and measures produce a high level of personal and academic achievement for learners.</p>
Innovation	<p>Why innovation? School leaders cultivate courageous leadership that inspires and engages students and adults to make compelling changes and to learn in our global society.</p> <p>What is innovation? A focus on learning where creativity and risk-taking ignite a passion for learning and to challenge the status quo.</p>
Human capital management	<p>Why human capital management? School leaders realize that efficacious individuals will succeed, thrive, and contribute.</p> <p>What is human capital management? A focus on learners where the growth and development of each individual are essential to support learning and the school community.</p>
Strategic management	<p>Why strategic management? School leaders orchestrate the vital components of their learning communities to maximize organizational performance.</p> <p>What is strategic management? A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance.</p>
Reflection and growth	<p>Why reflection and growth? School leaders realize their highest possible performance is incumbent upon their individual and the community members' reflection and the overall growth of the learning community.</p> <p>What is reflection and growth? A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning community.</p>

RESULTS

SCORING

Each of the 15 dimensions is measured by five statements. The language of statements, while modified appropriately for the specific stakeholder groups, are equivalent. Further, stakeholders only respond to appropriate statements, so the number of statements to which each group responds varies.

Stakeholder	Number of Statements
Self	75
Certified staff	75
Non-certified staff	62
Students	55
Parents/Guardians	62
Community	32

Each dimension is rated on a four-point scale with the option of answering *not applicable*.

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree
- N/A – Not applicable

The responses for each stakeholder group are averaged to provide a single score. *Not applicable* responses are excluded from the calculation.

FIRST IMPRESSIONS

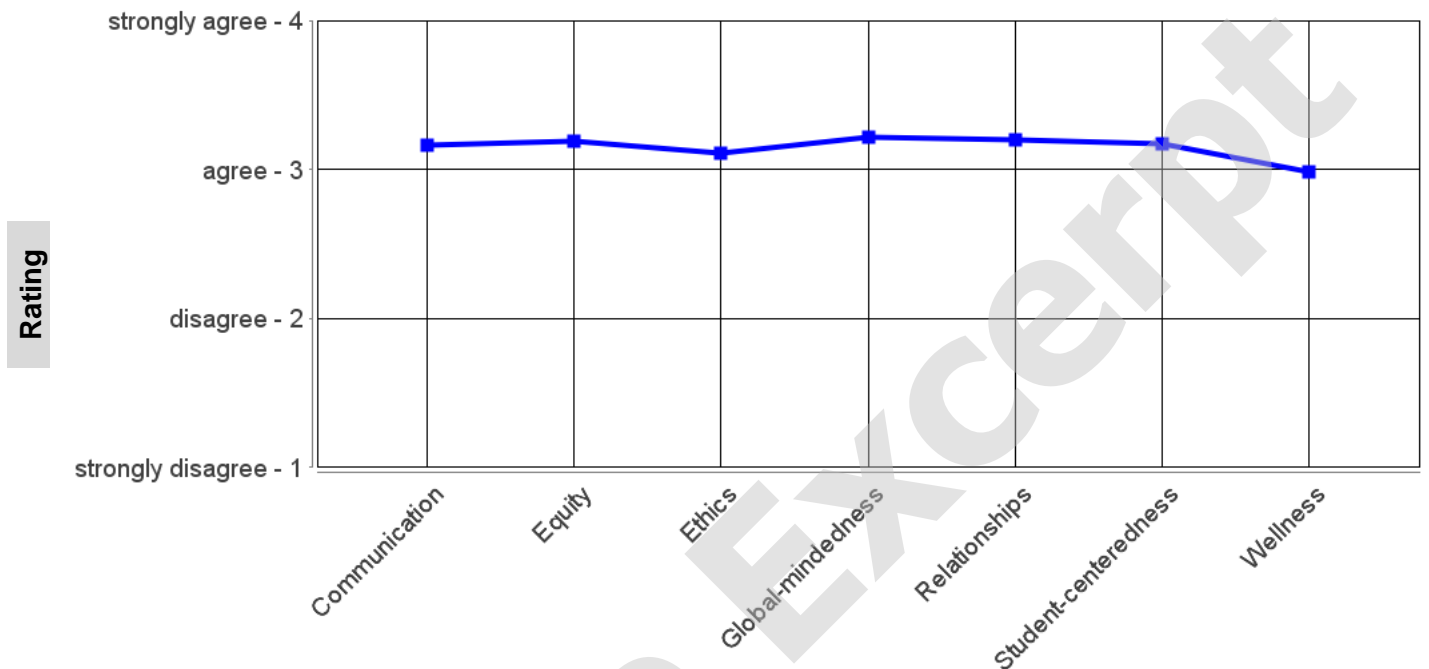
As you compare your perceptions with the feedback of others, they will fit into one of the quadrants in the chart below.

Known Strengths Both your perceptions and those of other stakeholder groups concur that these dimensions contribute to your school having a healthy and effective culture. Review them to understand how they are manifested in the culture.	Unknown Strengths The perception of other stakeholder groups is significantly higher than your own. Here the school culture has strengths of which you are unaware. Review these dimensions to understand what others view as strengths of the school culture and how you can leverage them.
Known Development Areas Both your perceptions and those of other stakeholder groups concur that these dimensions of your school culture are in need of attention. You have already identified them as areas for development and other stakeholders have validated your understanding.	Unknown Development Areas The perception of other stakeholder groups is significantly lower than your own. Here the school culture has areas in need of attention of which you are unaware. Review these dimensions to understand the perspective of others and identify steps to strengthen these aspects of your school culture.

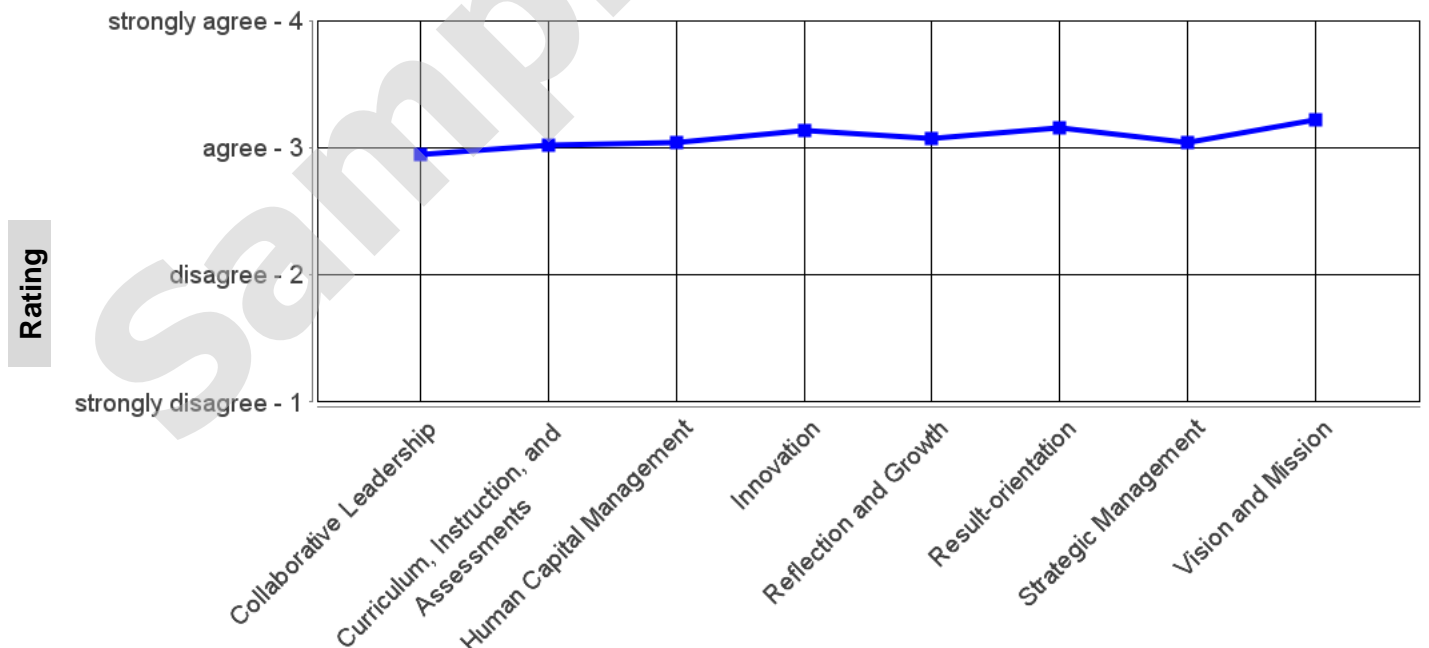
OVERALL RESPONSES BY DIMENSION AVERAGE RATING OF ALL RESPONDENTS

The line graph presents the average rating of all the responses by dimension. It includes the responses from self, certified staff, non-certified staff, students, parents/guardians and community members.

Building Culture Ratings



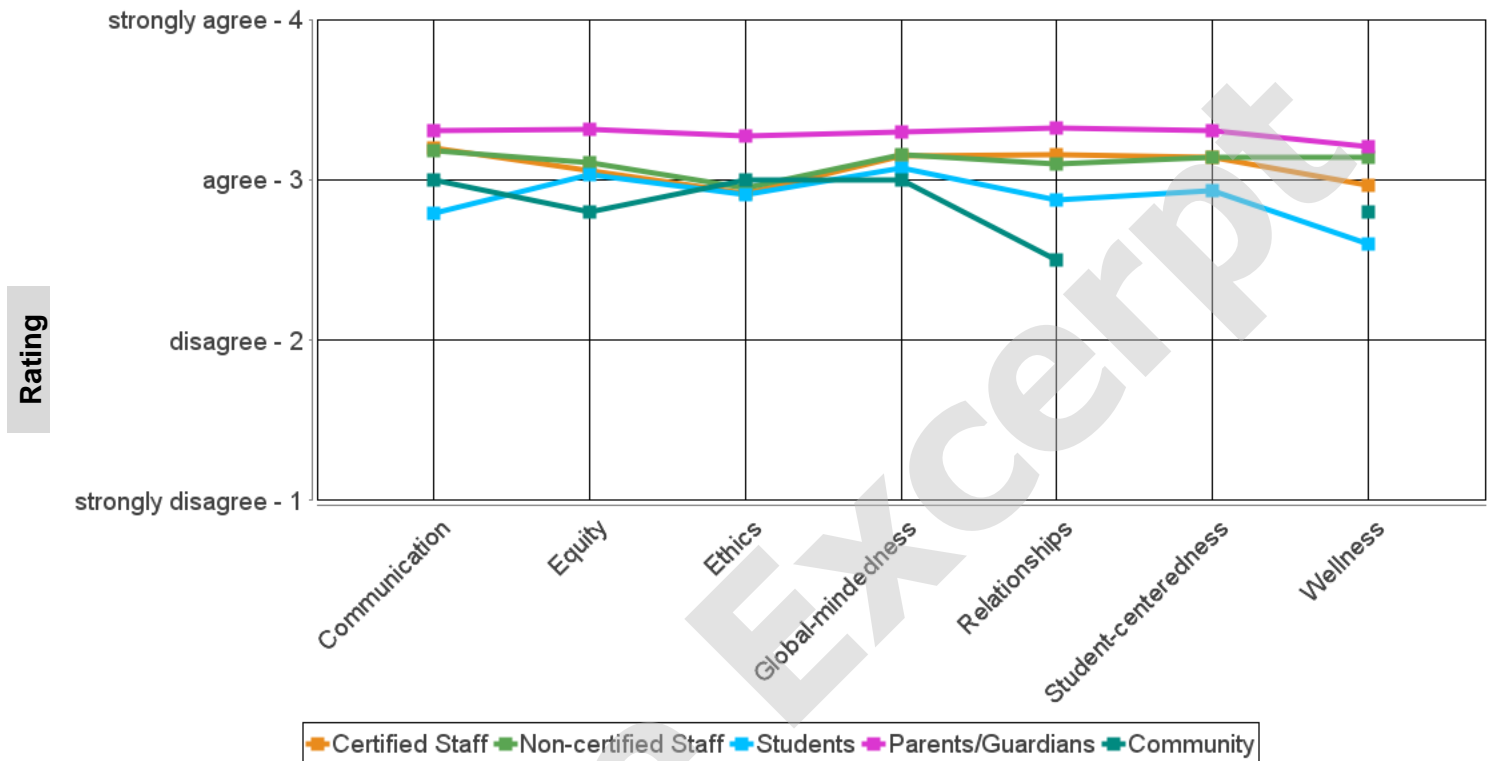
Leading Learning Ratings



STAKEHOLDER RESPONSES BY DIMENSION AVERAGE RATING OF ALL RESPONDENTS

The line graph presents the average rating of each stakeholder group by dimension. Participants are included as certified staff.

Building Culture Group Ratings



The table below displays the numerical rating for each group by dimension.

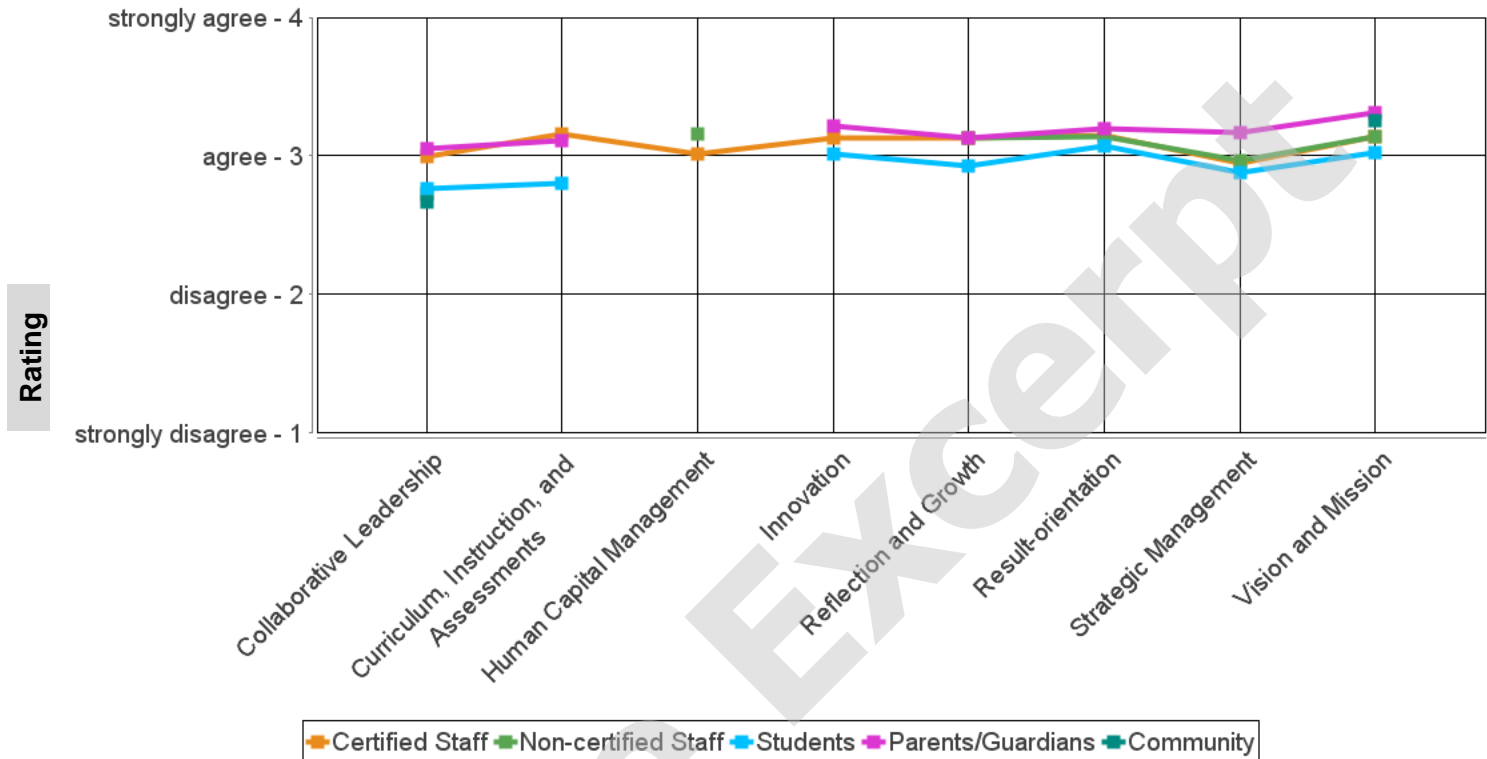
Building Culture Dimension Ratings by Respondent Group

Dimension	Certified Staff	Non-certified Staff	Students	Parents/Guardians	Community
Communication	3.20	3.18	2.79	3.31	3.00
Equity	3.06	3.11	3.03	3.32	2.80
Ethics	2.92	2.95	2.90	3.27	3.00
Global-mindedness	3.15	3.16	3.07	3.30	3.00
Relationships	3.16	3.10	2.87	3.32	2.50
Student-centeredness	3.14	3.14	2.94	3.31	
Wellness	2.96	3.14	2.60	3.20	2.80

STAKEHOLDER RESPONSES BY DIMENSION AVERAGE RATING OF ALL RESPONDENTS

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Leading Learning Group Ratings



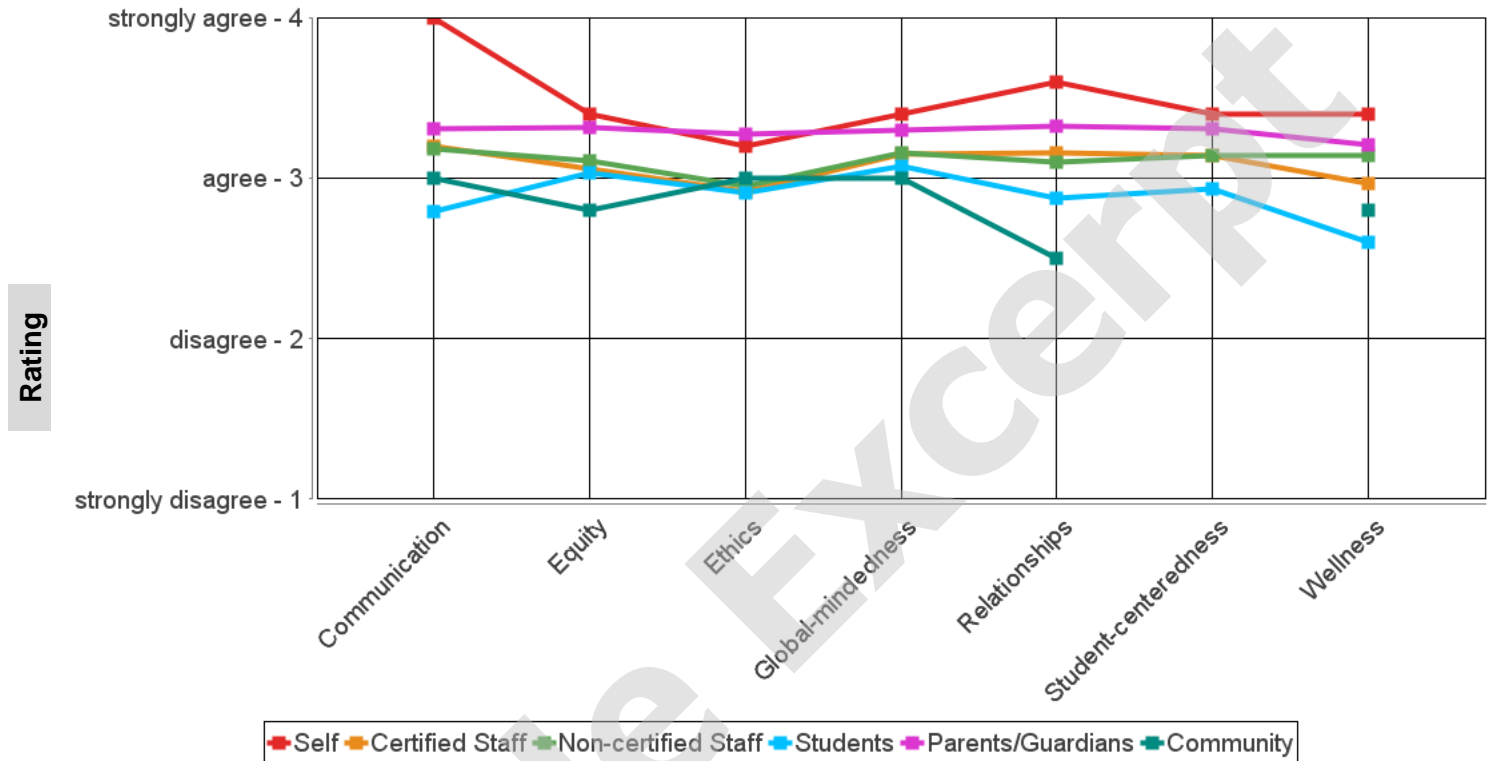
The table below displays the numerical rating for each group by dimension.

Leading Learning Dimension Ratings by Respondent Group					
Dimension	Certified Staff	Non-certified Staff	Students	Parents/Guardians	Community
Collaborative Leadership	2.99	2.73	2.77	3.05	2.67
Curriculum, Instruction, and Assessments	3.15		2.80	3.11	
Human Capital Management	3.01	3.16			
Innovation	3.13		3.01	3.22	
Reflection and Growth	3.13	3.13	2.93	3.13	
Result-orientation	3.15	3.13	3.07	3.20	
Strategic Management	2.94	2.97	2.88	3.17	
Vision and Mission	3.14	3.14	3.02	3.31	3.25

STAKEHOLDER RESPONSES BY DIMENSION WITH SELF DISPLAYED SEPARATELY AVERAGE RATING OF ALL RESPONDENTS

The line graph presents the average rating of each stakeholder group by dimension. Participants are included as certified staff.

Building Culture Group Ratings



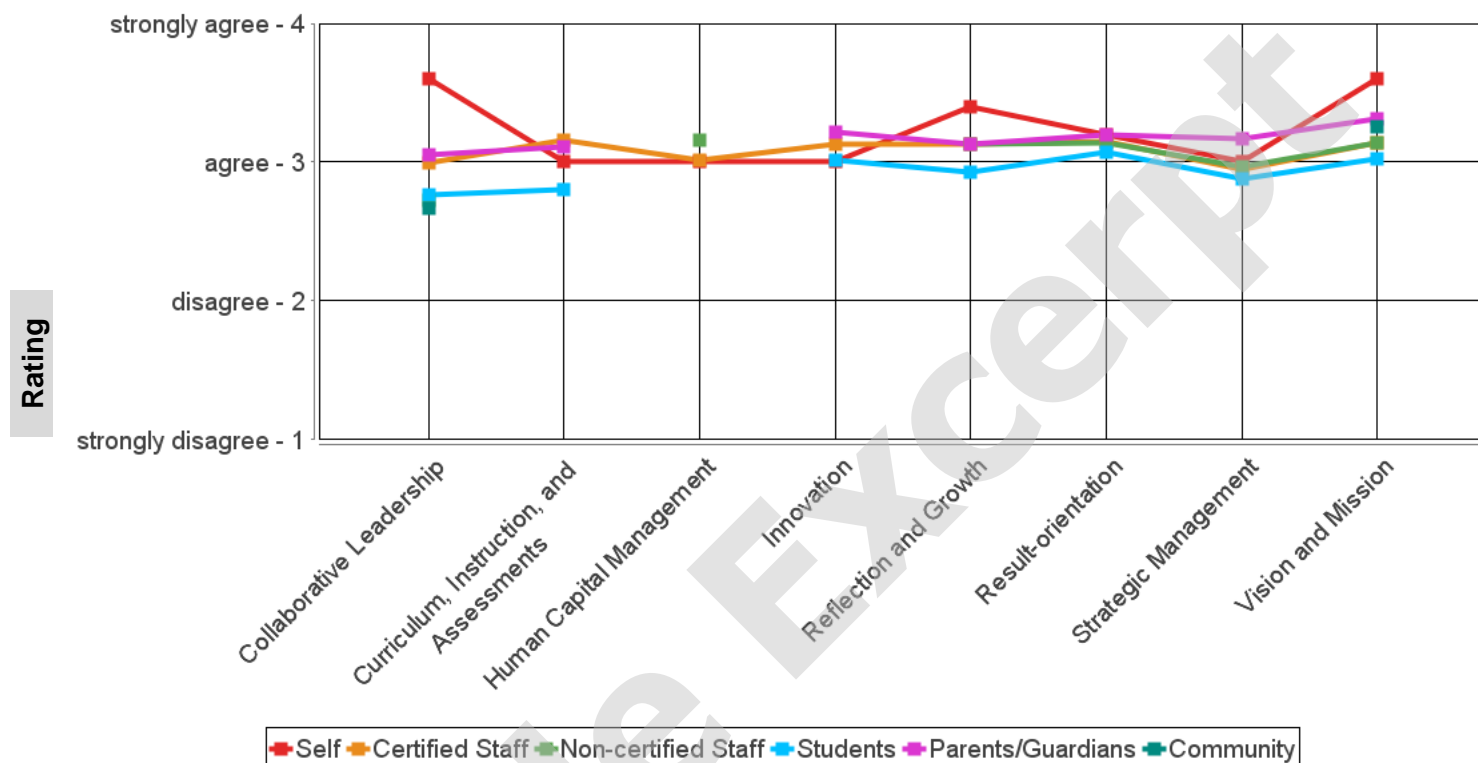
The table below displays the numerical rating for each group by dimension.

Building Culture Dimension Ratings by Respondent Group						
Dimension	Self	Certified Staff	Non-certified	Students	Parents/Guardians	Community
Communication	4.00	3.20	3.18	2.79	3.31	3.00
Equity	3.40	3.06	3.11	3.03	3.32	2.80
Ethics	3.20	2.92	2.95	2.90	3.27	3.00
Global-mindedness	3.40	3.15	3.16	3.07	3.30	3.00
Relationships	3.60	3.16	3.10	2.87	3.32	2.50
Student-centeredness	3.40	3.14	3.14	2.94	3.31	
Wellness	3.40	2.96	3.14	2.60	3.20	2.80

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The table below displays the numerical rating for each group by dimension.

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Dimension	Self	Certified Staff	Non-certified	Students	Parents/Guardians	Community
Collaborative Leadership	3.60	2.99	2.73	2.77	3.05	2.67
Curriculum, Instruction, and	3.00	3.15		2.80	3.11	
Human Capital Management	3.00	3.01	3.16			
Innovation	3.00	3.13		3.01	3.22	
Reflection and Growth	3.40	3.13	3.13	2.93	3.13	
Result-orientation	3.20	3.15	3.13	3.07	3.20	
Strategic Management	3.00	2.94	2.97	2.88	3.17	
Vision and Mission	3.60	3.14	3.14	3.02	3.31	3.25



School leaders ensure that each person engages with and succeeds in progressive, personalized, and productive learning.

		Mean
I allow teachers a voice in curriculum selection and delivery.	Self	3.00
I have a voice in curriculum selection and delivery.	Certified Staff	3.00
Our students' cultures are reflected in their learning experiences.	Self	3.00
Our students' cultures are reflected in their learning experiences.	Certified Staff	3.03
My culture is included in my learning experiences.	Students	2.83
My child's culture is reflected in his/her learning experiences.	Parents/Guardians	3.16
Our school ensures that each person has multiple opportunities to learn.	Self	3.00
Our school ensures that each person has multiple opportunities to learn.	Certified Staff	3.14
I have multiple ways to learn at my school.	Students	2.93
This school ensures that my child has multiple opportunities to learn.	Parents/Guardians	3.31
Staff uses appropriate data to inform their instructional decisions.	Self	3.00
I use appropriate data to inform my instructional decisions.	Certified Staff	3.33
My teachers check each student's understanding before introducing new material.	Self	3.00
I check each student's understanding before introducing new material.	Certified Staff	3.27
My teachers check to see that I understand an idea before teaching me something new.	Students	2.64
Teachers check my child's understanding before introducing new material.	Parents/Guardians	2.84



School leaders ensure that each person engages with and succeeds in progressive, personalized, and productive learning.

Mean

When reviewing your school's culture scores consider:

- The areas of this dimension that are effective and those that require attention.
- The areas where there are noticeable differences among stakeholder groups.

Use this space to note your reflections: Is this a dimension on which to focus? If so, what strategies and actions might you use to develop this dimension?



School leaders cultivate courageous leadership that inspires and engages students and adults to make compelling change and learn in our global society.

		Mean
I encourage others to take risks when trying new ideas.	Self	3.00
I am encouraged to take risks when trying new ideas.	Certified Staff	3.06
My teachers encourage me to try new things.	Students	2.94
My child is encouraged to take risks when trying new ideas.	Parents/Guardians	3.17
Our school prepares our students for their futures in an ever-changing world.	Self	3.00
Our school prepares our students for their futures in an ever-changing world.	Certified Staff	3.09
My school prepares me well for my future.	Students	2.93
This school prepares my child for his/her future in an ever-changing world.	Parents/Guardians	3.28
Our school maximizes technology to support learning in today's connected world.	Self	3.00
Our school maximizes technology to support learning in today's connected world.	Certified Staff	3.16
My school has the technology to help me learn in today's connected world.	Students	3.30
This school maximizes the use of technology to support learning in today's connected world.	Parents/Guardians	3.25
Our school fosters curiosity as a means of responding to change.	Self	3.00
Our school fosters curiosity as a means of responding to change.	Certified Staff	3.04
My teachers support my curiosity by encouraging me to question the way things are.	Students	2.94
This school fosters my child's curiosity as a means of responding to change.	Parents/Guardians	3.16



School leaders cultivate courageous leadership that inspires and engages students and adults to make compelling change and learn in our global society.

		Mean
Our school encourages critical thinking as central to innovation.	Self	3.00
Our school encourages critical thinking as central to innovation.	Certified Staff	3.28
I am encouraged to test my thinking as I explore new ways to do things.	Students	2.94
This school encourages my child's critical thinking abilities as central to innovation.	Parents/Guardians	3.20

When reviewing your school's culture scores consider:

- The areas of this dimension that are effective and those that require attention.
- The areas where there are noticeable differences among stakeholder groups.

Use this space to note your reflections: Is this a dimension on which to focus? If so, what strategies and actions might you use to develop this dimension?

STAKEHOLDER COMMENTS

Name one or two things that we could do to strengthen our school culture.

I believe teachers pay closer attention to the struggling students regarding their grades and other stuff like that. Another thing is counselors and therapists should seem more available to students.

More LGBTQ+ representation

Teach children to respect the environment (trash around the school everyday and surrounding pathways and yards!) Lack of respect of the custodian too!

Teach children respect of others (language, gestures, attitude in general). Any consequences? Children do not seem to care about being in class on time (across the street buying treats...) Consequences/ Follow through from the administration? The words children use toward one another is highly offensive and hurtful, e.g., "you look like a fag". Should be addressed by adults.

Adults to be aware of the words they use (e.g.: « Stupid » may not be needed in a speech. Can we use inspiring and positive words instead?

Not appropriate to have signs on teachers' desk that say: « Stupid people get on my nerves. » Does not inspire children to ask questions ... Why is this allowed? Uncalled for, not educational, not setting the right attitude...

There could be therapists that are trained better that people can talk to because an adult I talked to when I was bullied played the 'blaming the victim' card and that was tough for me.

More opportunities for parent participation

More proactive communication from teachers (just a note to say "your child is xxxx" or "isn't doing xxxx" or simply, "your child did a great job in class today!" etc.

Invite more parents to participate, especially non-english speaking parents.

Separate the HS from the MS. It should be one or the other. Maybe keep it a MS and move the HS to a bigger campus or vise versa.

Collaboration

I would like to see signup sheets go out for any events to encourage parents participation.

build strong relationships

More communication from teachers to parents by phone messages or emails.

Try to connect how one culture can relate to the others, so that it makes us feel more together as a group or like family.

Hire staff that relate to the students

Ease tensions between students with higher grades and those with lower grades. Allow people to live their age instead of insisting that they grow up too fast.

Allow for more reflection and understanding of what's been taught before moving on to new material.

Good teachers

Teachers that actually TEACH and pay more attention to students mental state

N/a

We could have more diversity among the materials we learn in classroom with aspects of cultures throughout

Name one or two things that you like about our school culture.

One thing is the diversity, another is the boldness of everyone showing who they are without worrying about what kind of attention they get.

Very LGBTQ+ friendly

Diversity

Although there's people in every school who try to destroy you for their own success, my school doesn't have it as much as other schools I know of. Also, they try and support every single student even though there are around 2,000 students.

High standards, teachers who foster learning and developing good learning skills

The high academic standards, and the relative sense of safety there.

Everyone has school pride and support one another.

Any kids, regardless of their athletic ability, is given a chance on a sports team. There are high academic expectations.

diversity and communication

I enjoyed the opportunity to share food from our culture while we were having the potluck to introduce the incoming 6th graders.

Communication with parents through phone messages and emails.

We have culture assemblies where you get to learn about different cultures. As well as our school culture is very diverse, and we all get along pretty well.

There is a lot of camaraderie amongst the performing arts community which includes a majority of the people at the school.

The different assemblies reflecting the cultures

Some of the people in the culture and the people's ability to respect me.

The diversity and acceptance.

Activities

It's diverse

The consistent support and commitment the principle shows. The support from staff availability.

We embrace diversity among various cultures by expressing rich values and aspects with assemblies and clubs that give a understanding of our culture in depth for us and for other people to learn from.

Cross culture activities and encouraging kids participation

I like how we have cultural assemblies through out the school year.

I like that everyone at my school can have their own styles.

Diversity

Attempts to succeed despite limited resources