SCHOOL SELF-ASSESSMENT TOOL:
DOES YOUR SCHOOL HAVE A POSITIVE TRANSFORMATIONAL CULTURE?

This self-assessment will help you determine the extent to which your school has a positive transformational culture. Consider working with a team of teachers, administrators, parents, and students to respond to these questions. (One could invite participants to provide individual ratings.) Completion of the self-assessment will generate a picture of the school's current culture. By utilizing the same process annually or semi-annually, the school can assess progress toward developing a positive transformational culture.

1. **List all major demographic groups served at your school. For each group listed, rate the following on a scale of 1 to 5, with 1 representing NOT LIKELY and 5 representing VERY LIKELY:**

    a. To what extent are students in the group likely to perceive that adults at the school know them personally?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

    b. To what extent are students in the group likely to perceive that adults at the school care about their current and future academic success?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

    c. To what extent are students in the group likely to perceive that adults at the school care about their current and future academic success?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

    d. To what extent are students in the group likely to perceive that they have multiple, realistic opportunities to achieve positive recognition related to their character or their academic or non-academic accomplishments?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

    e. To what extent are students in the group likely to perceive that adults enjoy seeing them at school?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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f. To what extent are students in the group likely to perceive that they have a strong chance to graduate from high school?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

g. To what extent are students in the group likely to perceive that they have a strong change to attend and succeed in college?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

h. To what extent are students in the group likely to perceive that they have a strong change to attend and succeed in college?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

2. **For school personnel at your school, rate the following on a scale of 1 to 5, with 1 representing NOT LIKELY and 5 representing VERY LIKELY:**

a. To what extent are school personnel likely to perceive that other adults at the school know them personally?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

b. To what extent are school personnel likely to perceive that their peers at the school care about their current and future professional success?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

c. To what extent are school personnel likely to perceive that school leaders care about their current and future professional success?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

d. To what extent are school personnel likely to perceive that they are physically and emotionally safe when they are at school?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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e. To what extent are school personnel likely to perceive that their efforts to improve their performance will be noticed and appreciated?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

f. To what extent are school personnel likely to perceive that their peers enjoy seeing them at school?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

g. To what extent are school personnel likely to perceive that they are a valued part of a team that is making a positive difference for students?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

h. To what extent are school personnel continuously assessing the impact of their work on students in the school?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

i. To what extent are school personnel likely to work diligently to improve their performance in ways that lead to better outcomes for students?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

j. To what extent are school personnel likely to work diligently to improve their performance in ways that lead to better outcomes for students?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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