# Community Vision & Values Survey Summary

Charleston County School District

Overview & Methodology: There survey asked community members five questions to ascertain their thoughts about the vision and values of the Charleston County School District Community. The first three questions pertained to the vision of the community – what they want students to be able to know and do before leaving CCSD. The last two questions pertained to the values of the community – those things that the CCSD community should hold dear and not violate in pursuit of achieving its vision. Each response was read and tagged with keywords in alignment with what the response shared. These responses were then aggregated to be able to see trends across all the responses, which is where the results below come from.

There were 556 individual responses from the survey in total. The breakdown respondents is below:
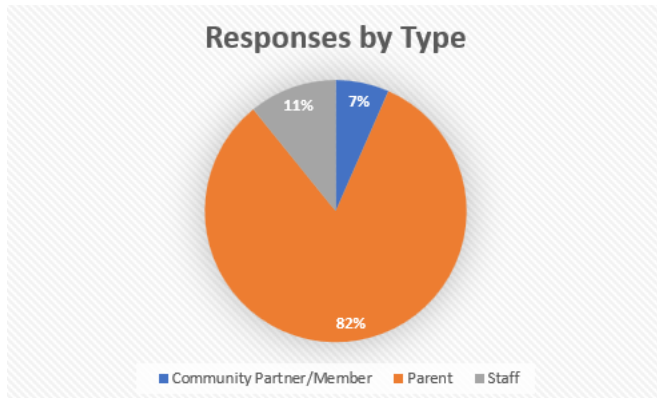
Response Type	# Responses
Community Member or Partner	44
Parent or Guardian	499
Staff	68

Note: Sums to more than 556 due to individuals falling into multiple categories.
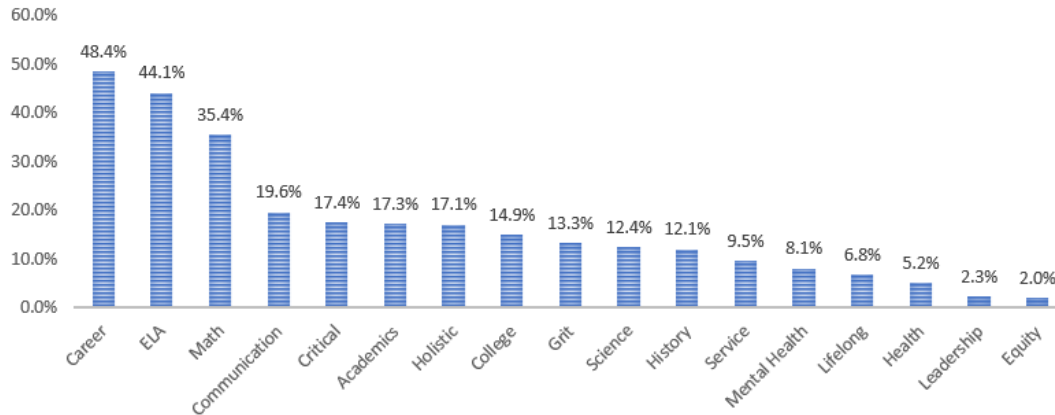
Executive Summary:

<u>**Community Vision:**</u> The responses for the community visions questions centered around three key themes that shown through: ***Career Readiness, Literacy/ELA, and Mathematics.*** Far and away, these categories rose to the top. Career Readiness (48.4% of responses) included clear desires and expectations for students to be ready to enter the world after high school prepared to take and excel in jobs regardless of whether they choose to go to college. Additionally, there was overwhelming desire for students to gain the knowledge of personal finance and budgeting before they graduate. Beyond this, respondents explicitly mentioned Literacy/ELA/Reading Readiness 44.1% of the time and Math readiness 35.4% of the time. This doesn't include the 17.3% who mentioned "Academics" and academic excellence generally. These were followed by a desire for students to gain Communication skills (19.6% of responses) and critical thinking and problem-solving skills (17.4% of responses).

<u>**Community Values:**</u> The responses on community values were much more widely distributed over a greater number of community values that the vision points. Overall, the most frequently discussed area was students receiving a Holistic education experience – one that de-emphasizes too many standardized tests while making sure students have access to arts, electives, and extracurricular activities. The next most frequent value centered around making sure students who need support get the direct support they need in an individualized fashion so that they can gain mastery of the content in time by the next grade level. This included several concerns about social promotion of students who are not academically ready. Following these were Staff Culture & Compensation systems around ensuring staff felt empowered while finding ways to recruit, retain, and compensate excellent teachers. Finally, the fifth most frequent value was the idea that schools should focus squarely on academic excellence and not allow politics to seep into classrooms and schools.

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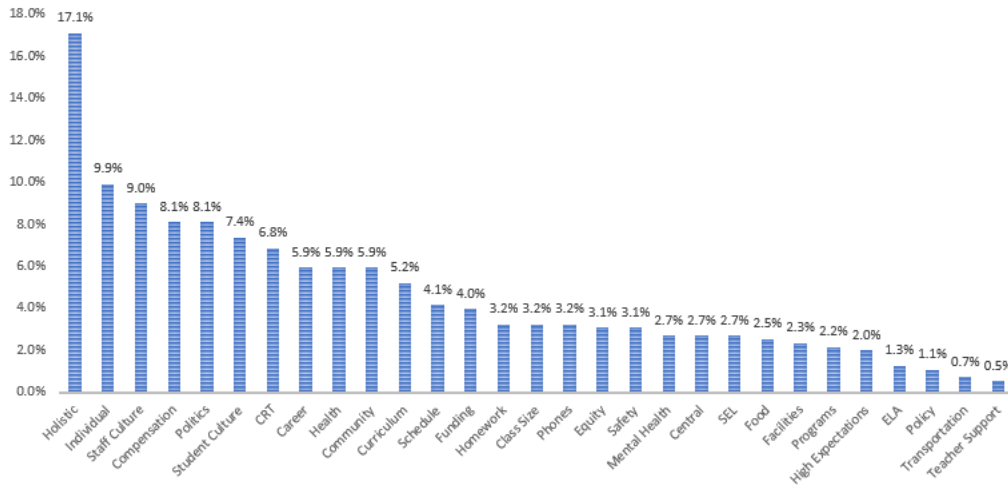## Charleston County School District

COMMUNITY VISION

Vision Keyword	Percent	Description
Career	48.4%	Refers to the need for real-world skills, which includes technical skills in the schools (taxes, personal finance, etc.), experiences and internships, and career pathway access for students who don't wish to attend college. ***There is an emphasis here on the need for personal finance courses.***
ELA	44.1%	Refers to explicit focus on reading, phonics, and ELA.
Math	35.4%	Refers to explicit focus on mathematics.
Communication	19.6%	Refers to effective communication skills in students as well as social skills. Able to share ideas, understand one another, and communicate clearly.
Critical	17.4%	Refers to critical thinking and problem-solving skills in students.
Academics	17.3%	Refers to sentiments of overall academic prepared-ness of students.
Holistic	17.1%	Refers broadly to access to education beyond the core subjects (i.e. inclusive of arts, extracurriculars, etc.), including need for foreign languages.
College	14.9%	Refers to explicit comments about school readying students for access to and success in college.
Grit	13.3%	Refers to the learned skill of perseverance through difficulty and being able to set personal goals and achieve them and maintain personal accountability.
Science	12.4%	Refers to explicit focus on sciences.
History	12.1%	Refers to explicit focus on social studies, including history, government, and civics.
Service	9.5%	Refers to the knowledge and skill of being a contributing member of society and community (including references to service).
Mental Health	8.1%	Refers to students having the skills to navigate their own mental health and utilize it to be happy, healthy, and productive humans.
Lifelong	6.8%	Refers to the skill of knowing how to seek knowledge on their own and the skills to do so effectively.
Health	5.2%	Refers to the skills and knowledge of comprehensive health education.
Leadership	2.3%	Refers to leadership skills.
Equity	2.0%	Refers to matching resources and attention to the needs of individual students who have the greatest need.

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COMMUNITY VALUES

Values Keyword	Percent	Description
Holistic	17.1%	"Holistic" refers to concerns that testing is the focus and education should be broader than this. This includes references to more non-core subject electives and activities, expansion of extracurricular activities, and taking a broad view of education, as well as concern for solely focusing on test prep.
Individual	9.9%	Refers to the need to meet students where they are and provide individualized support for students who may be struggling. Additionally, this includes of concerns with social promotion between grade levels.
Staff Culture	9.0%	Refers to staff and employee perception and culture.
Compensation	8.1%	Refers to compensation and pay systems in the district, as well as human capital recruitment and pipelines and staffing strategies.
Politics	8.1%	Refers to the idea that schools should avoid political topics and not be side-tracked by political discourse. This includes an explicit desire to increase focus and emphasis on core subjects and the accuracy of those subjects.
Student Culture	7.4%	Refers to student voice and perception as part of the educational process. This also includes considering how policy impacts the student experience directly, including concerns about too restrictive of dress codes.
CRT	6.8%	Refers to concerns about Critical Race Theory in the classrooms and references to "woke" curriculum.
Career	5.9%	Refers to the need to ensure students can access real-world experiences and gain training and skills to help them be successful in the career of their choice, regardless of whether they choose to attend college or not.
Health	5.9%	Refers to concerns relating to sexual education and/or health curriculum or utilization of preferred pronouns.
Community	5.9%	Refers to the need for authentic community engagement at the school and district level in decision making. Also includes clear communication with parents and community.
Curriculum	5.2%	Includes both general concerns about the overall curriculum and the rate at which the curriculum is changed or adjusted.
Schedule	4.1%	School day times or calendar, length of different periods (i.e. planning length).

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Values Keyword	Percent	Description
Funding	4.0%	Refers to the distribution of funding and resources in the school district, as well as references to types of contracts and businesses as well as references to "privatizing" schools.
Homework	3.2%	Refers generally to the idea that there is too much homework.
Class Size	3.2%	Refers to concerns with high class sizes.
Phones	3.2%	Refers to concerns about overutilization of phones or technology.
Equity	3.1%	Refers to concerns over inequitable treatment of students in resourcing and support.
Safety	3.1%	References to school safety and enforcement of rules and guidelines.
Mental Health	2.7%	Refers to the desire for more explicit focus and resources on mental health for both students and staff.
Central	2.7%	Refers to concerns with the balance between central administration and campus staffing.
SEL	2.7%	Refers to concerns about social-emotional learning and wants to remove SEL from schools.
Food	2.5%	Refers to the quality of cafeteria food served to students, as well as the healthiness of the food.
Facilities	2.3%	Refers to thoughts or concerns about facilities, size of schools, attendance zones and/or school closures.
Programs	2.2%	Refers to concerns or desires about specific programmatic elements (i.e. foreign languages, sailing, etc.)
High Expectations	2.0%	Refers to the need for high expectation for all students, including concerns about the district not having meaningful goals.
ELA	1.3%	Refers to concerns about not having enough of a focus on phonics and literacy.
Policy	1.1%	References bureaucracy and school district/campus policies (i.e. dress code)
Transportation	0.7%	Refers to concerns about any sort of transportation (buses, car lines, pick-ups, etc.).
Teacher Support	0.5%	Refers to teacher professional development and ensuring high quality of that development.