



# PERSONNEL SURVEY

Cherokee County School District

February 2026

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# INTRODUCTION

# INTRODUCTION

## OVERVIEW

In this report, Hanover Research presents the results of the Personnel Survey conducted on behalf of Cherokee County School District (CCSD).

### RESEARCH QUESTIONS

- What are staff's perceptions of the current school climate in the district?
- How do staff's perceptions of the school climate differ across staff subgroups?
- Among the four key constructs, for which constructs is the district performing well? Conversely, what are areas for improvement?

### SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in January 2026 using the Qualtrics online survey platform.
- The analysis includes a total of 3,078 respondents.

### RESPONDENT QUALIFICATIONS

- Must be a staff member at CCSD.

## INTRODUCTION

# SURVEY METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ( $n < 20$ ) should be interpreted with caution.
- Statistically significant differences (at the 95% confidence level) between groups are noted with bracketed letters (e.g., [A], [B], and [C]).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.
- Some data points mentioned in the analysis may not be included as part of the slide visuals due to legibility.

# INTRODUCTION

## OPEN-ENDED CODING METHODOLOGY

Open-ended responses (OE) require a comprehensive, qualitative approach that seeks to provide depth of understanding to a particular question or topic rather than statistical significance or generalizable conclusions.

Further, open-ended coding often uses a coding sample of the total responses for analysis. After removing invalid, repeat, and blank survey responses, Hanover coded a total of 1049 responses across the open-ended question which were included in this final analysis. The below figure details the total survey responses according to respondent groups.

Survey Question	Total cleaned survey responses		
	District Staff	School Staff	Total
<b>Question 1:</b> In the space below, please provide any additional thoughts or comments.	125	924	1049

# INTRODUCTION

## OPEN-ENDED CODING METHODOLOGY (CONTINUED)

Hanover analyzed the coding sample of open-ended responses by first coding responses based on core themes that emerged within the data and refining those themes, or codes, as analysis progressed. Hanover totaled the number of responses within each major theme and sub-theme. The below figure illustrates Hanover’s qualitative methodology for its open-ended response analysis.



# RECOMMENDATIONS

# RECOMMENDATIONS (1/2)

*Based on analysis of this survey, Hanover recommends that Cherokee County School District (CCSD):*

- ❖ **Launch a districtwide assessment of technology needs to guide future decisions about resource allocation, with a particular focus on middle schools.** While a large majority (81%) of responding school staff members agree their school provides enough material resources to support student learning, only 57% feel this way about technology resources ([see slide 34](#)). While about two-thirds of high school staff (68%) and 80% of program staff have enough technology resources, only 59% of elementary staff, about half of preschool staff (53%), and a little under a third of middle school staff (31%) indicate the technology they have is adequate ([see slide 35](#)). Instructional staff are least likely to report they have sufficient technology resources for student learning, as just about half (53%) agree, compared to two-thirds of school administrators and about three-quarters of school office staff (74%) and other school staff (73%) ([see slide 36](#)). A districtwide assessment can provide clarity on what technology would be most useful, identify where shortages exist, and help the district distribute resources most effectively.
- ❖ **Conduct follow-up work with preschool staff members to better understand and address the concerns reflected in their responses to this survey.** Preschool staff express less positive opinions than staff at other school levels in a number of important areas. For instance, while nearly all elementary (94%), middle (99%), and high school (99%) staff members report they have never or have only once been physically threatened by students, only about two-thirds (69%) of preschool staff have been threatened that infrequently ([see slide 49](#)) and 17% have been threatened by students four or more times (see data supplement). Only around half of preschool staff (53%) feel their school provides enough material resources, compared to three-quarters or more of elementary (85%), middle (75%), and high school (81%) staff ([see slide 27](#)). Finally, less than half of preschool respondents agree that the administrators at their school are in tune with the concerns of non-teaching staff (45%) or teaching staff (43%), while close to two-thirds or more of middle school, high school, and program staff agree ([see slide 65](#)). A focused program of follow-conversations, in-depth interviews, focus groups, or classroom observations can help the district identify the underlying causes of these concerns, clarify what supports are most needed, and identify targeted actions to create safer schools, provide adequate resources, and improve communication.

# RECOMMENDATIONS (2/2)

*Based on analysis of this survey, Hanover recommends that Cherokee County School District (CCSD):*

- ❖ **Improve school administrators' understanding of staff perspectives by expanding opportunities for staff to share their day-to-day experiences and concerns.** While sizable majorities of school staff think school leaders are in tune with parents' (83%) and students' (75%) concerns, they are less likely to agree administrators are in tune with non-teaching staff members' concerns (66%) or teachers' concerns (62%) ([see slide 64](#)). There is also a disconnect between responses from non-administrator school staff and school administrators on some topics. For example, close to all school administrators (96%) think students at their school follow the rules, compared to about two-thirds to three-quarters of instructional staff (71%), school office staff (66%), and other school staff (74%) ([see slide 55](#)). Similarly, 91% of school administrators believe most students come to class prepared, while about two-thirds of non-administrator school staff agree ([see slide 41](#)). A structured process for collecting staff feedback, such as listening sessions or pulse surveys, can help school leaders learn identify why their perceptions differ from other staff and clarify what additional supports or resources would be most useful.
- ❖ **In the same vein, develop strategies to keep district leaders informed about school-level challenges and ensure they communicate this understanding to school staff members.** Around three-quarters or more of respondents agree that district leaders communicate a strong vision for the district (87%), make decisions that support student learning (77%) and manage the district budget responsibly (73%) ([see slide 67](#)). However, only 56% think district leaders are in tune with school-level issues or concerns. School administrators are most likely to think district leaders understand school concerns (78%), while school office staff (42%) and non-office district staff (47%) are least likely to agree ([see slide 69](#)). Developing a consistent approach for learning from and communicating with school staff enables district leaders to respond more effectively to school-level issues and builds trust across the district.

# KEY FINDINGS

# KEY FINDINGS (1/13)

## School/Building Environment

Overall, CCSD schools provide a positive emotional climate for students, with some differences by school level. Many staff describe CCSD schools as welcoming, supportive, and student-centered environments where strong relationships foster belonging and pride. Open-ended comments suggest a particularly strong culture at the elementary level, while highlighting increased challenges related to student engagement and climate at middle, high, and program levels.

- A large majority of all school staff think that students at their school feel welcome (93%), feel like they belong (87%), are proud to attend the school (79%), and like school (78%) ([see slide 32](#)).
  - *Benchmark comparison:* Ratings in all four areas exceed national benchmark norms. This pattern of outperformance is consistent when CCSD results are compared with regional peers in the South Atlantic within large districts.
- There are notable differences in opinion by school level. In particular, almost 90% of elementary school staff think students are proud to attend the school or like school, compared to about three-quarters of middle school staff, around two-thirds of high school staff, and a little less than 60% of program staff ([see slide 32](#)).
  - *Benchmark comparison:* National, South Atlantic, and Large District (regional) benchmarks show similar differences by school level, with elementary staff reporting more positive student perceptions related to emotional climate than staff at middle and high school levels. CCSD follows this same overall pattern, suggesting that the observed declines at higher grade levels reflect a common challenge rather than an outlier result.

## Core Belief Alignment

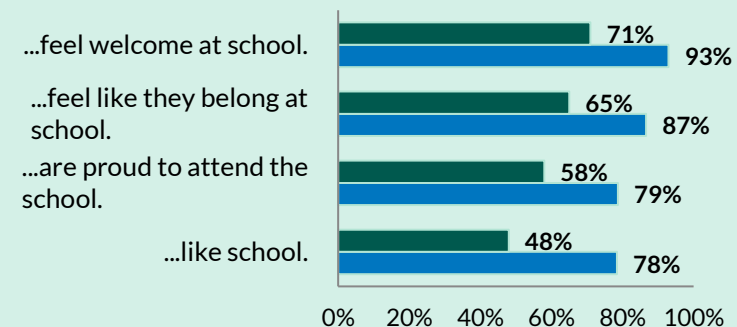
### Environment & Accountability

CCSD's core value of maintaining positive and welcoming school environments is reflected in staff perceptions of students feeling welcome, proud, and connected to their schools. These indicators suggest that many schools are successfully creating climates that support student belonging and reinforce shared expectations, even as experiences vary by school level.

## Agreement with statements about emotional climate. Students at my school...

% Agree + % Strongly Agree

■ National Benchmark ■ CCSD



# KEY FINDINGS (2/13)

## School/Building Environment

Responding school staff members generally indicate that schools are safe places to learn and work. Many staff comment that their schools as safe, structured, and well-managed environments, while a smaller subset raise concerns related to student behavior, supervision, or incidents of conflict.

- More than 90% of respondents agree that their school provides a safe learning space for students (91%) and that they feel safe going to and from school (97%), at school sponsored events and activities (94%), and at school (92%), while three-quarters agree their school does not have issues with violence or theft ([see slide 27](#) and [slide 30](#)).
  - *Benchmark comparison:* CCSD respondents report more positive perceptions of safety at district schools compared to the National sample and the South Atlantic, and regional Large District sub-samples.
- Preschool staff are least likely to agree that their school provides a safe learning space for students, with 77% of preschool respondents agreeing, compared to about 90% or more of other school staff ([see slide 28](#)). Program staff are less likely (58%) than elementary (76%), middle (76%), and high school (74%) staff to agree that their school does not have issues with violence or theft.
  - *Benchmark comparison:* staff within the National, South Atlantic, and (regional) Large District samples tend to have decreasingly positive perceptions of school or learning space safety as school level increases.
- School administrators have more positive perceptions about violence and theft at schools, as 92% report their school has no such issues, compared to three quarters of instructional staff and about 70% of school office staff (69%) and other school staff (70%) ([see slide 29](#)).
  - *Benchmark comparison:* the same divergence between school administrators and other school staff can be seen at the National, South Atlantic, and (regional) Large District levels.

## Core Belief Alignment

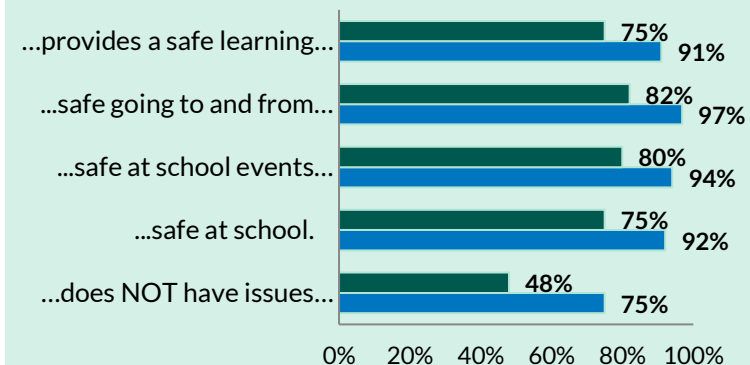
### Environment & Accountability

Staff members' reports that CCSD schools are, for the most part, safe for students and staff is in line with the core belief that the district aims to provide a safe environment. There is room for growth regarding perceptions of the extent to which staff (especially program staff) feel there are instances of violence/theft, and CCSD can focus on continuing to meet high expectations for schools' physical environments.

## Agreement with statements about building and personal safety. I feel...

% Agree + % Strongly Agree

■ National Benchmark ■ CCSD



# KEY FINDINGS (3/13)

## Core Belief Alignment

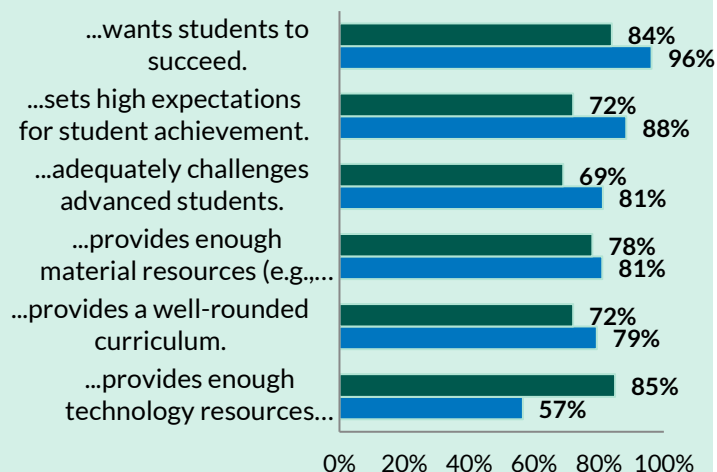
### Students; Employees

Staff members report mostly positive perceptions of CCSD schools' instructional climates and overall academic environment, which is in line with core beliefs I and II focused on student engagement and employee support. Further, perceptions that teachers are providing strong support to students positions them as trusted experts, a key aspect of core belief II.

## Agreement with statements about instructional climate. My school...

% Agree + % Strongly Agree

■ National Benchmarking ■ CCSD



## Academic Environment

Overall, instructional climate is an area of strength for district schools. Many staff describe high expectations for students, strong teacher commitment, and a shared focus on student success in open-ended responses. Comments also note some concerns related to resource availability and instructional supports in certain settings, particularly in preschool and specialized programs.

- Sizable majorities of school staff believe that their school wants students to succeed (96%), sets high expectations for student achievement (88%), adequately challenges advanced students (81%), provides enough material resources to support student learning (81%), and provides a well-rounded curriculum (79%) (see slide 34). There are some differences by school level. For instance, only about half (53%) of preschool staff find their school provides enough material resources, compared to three-quarters or more of elementary (85%), middle (75%), and high school (81%) staff (see slide 35).
  - *Benchmark comparison:* CCSD staff report more positive perceptions of schools' academic environment in comparison with the National, South Atlantic, and (regional) Large District sub-samples. Across these benchmarking groups, Elementary school staff tend to have more positive perceptions of their schools' instructional climates than middle and high school staff, while patterns within CCSD are more mixed.
- Instructional staff express highly positive opinions about teachers. For instance, nearly all instructional staff agree that teachers want students to succeed (100%), provide extra help to students when needed (99%), expect students to do their best in school (99%), and praise students' effort on schoolwork (99%) (see slide 36).
  - *Benchmark comparison:* data from regional peer districts are similar to CCSD; more than 90% of instructional staff at large school districts in the South Atlantic region agree that teachers support a positive instructional climate for students. Perceptions are also similar within the broader National or South Atlantic samples.

# KEY FINDINGS (4/13)

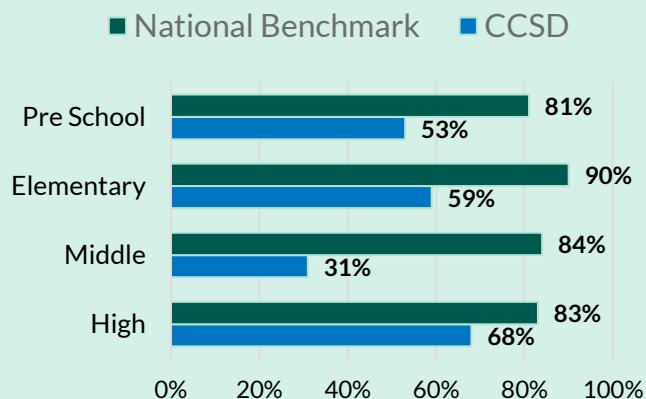
## Core Belief Alignment

### Employees

The noted additional need for technology resources – especially at the middle school level – indicates room for growth regarding CCSD’s core belief that employees be supported as professionals and provided with resources. Sufficient resource allocation will reflect CCSD’s commitment to support employees in their work and ultimately help students achieve success.

## My school provides enough technology resources (e.g., computers, laptops) to support student learning.

% Agree + % Strongly Agree



## Academic Environment

Staff members identify a need for additional technology resources that is especially acute at the middle school level. **Staff, particularly instructional and middle school staff, describe ongoing challenges related to device availability, outdated equipment, and inconsistent technology access.**

- Fifty-seven percent of school staff think their school provides enough technology resources to support student learning ([see slide 34](#)). Only about half (53%) of instructional staff agree, compared to two-thirds of school administrators and about three-quarters of school office staff (74%) and other school staff (73%) ([see slide 36](#)).
  - *Benchmark comparison:* CCSD staff agree less than staff within the National (83%), South Atlantic (89%), and (regional) Large District (89%) sub-samples that schools provide sufficient technology resources. The pattern of agreement between instructional and administrative staff is the same between CCSD and the benchmarking sub-samples, however, with instructional staff reporting more negative perceptions of access to technology in comparison with administrative staff members.
- A little under a third (31%) of middle school respondents, around half (53%) of preschool respondents, and 59% of elementary respondents agree that their school provides enough technology resources ([see slide 35](#)). High school (68%) and program (80%) staff are more likely to report that they have adequate technology resources.
  - *Benchmark comparison:* within the benchmarking samples, elementary and middle school staff tend to report more positive perceptions of technology access in comparison with high school staff. CCSD staff at the high school level still report less positive perceptions regarding technology resource allocation in comparison with their peers at the National, South Atlantic, and (regional) Large District levels, however.

# KEY FINDINGS (5/13)

## Academic Environment

Responses highlight opportunities to improve student attitudes towards learning, especially at middle and high schools. Some describe concerns about student motivation, engagement, and preparedness. Administrators tend to frame student attitudes more favorably, whereas instructional staff more frequently highlight day-to-day challenges related to engagement and effort.

- Around 70% of school staff report that most students at their school enjoy learning (72%), work hard (71%), get excited to learn new things (70%), are motivated to learn (67%), and come to class prepared (66%) (see slide 39). School administrators are more likely (82-92%) to agree with each of these items than instructional staff (65-71%), school office staff (68-77%), and other school staff (67-79%) (see slide 41).
  - *Benchmark comparison:* CCSD staff report mostly similar perceptions of students' attitudes towards learning compared to benchmarking sub-samples, and in some areas staff at CCSD report much more positive perceptions than their National, South Atlantic, and (regional) Large District peers. For example, only 57% of school staff at large districts in the South Atlantic region agree that students at their schools work hard.
- Preschool and elementary school staff are much more likely than staff at other school levels to agree with most of the statements about student attitudes towards learning, aside from the item about students coming to class prepared. Large majorities of preschool (81-89%) and elementary school (77-85%) staff agree with each of these items, compared to around half to two-thirds of middle school (55-60%), high school (52-62%), and program (50-64%) staff (see slide 40).
  - *Benchmark comparison:* a similar pattern arises across benchmarking sub-samples, with preschool and elementary school staff at the National, South Atlantic, and (regional) Large District levels reporting more positive perceptions of students' attitudes towards learning than their peers at middle or high schools.

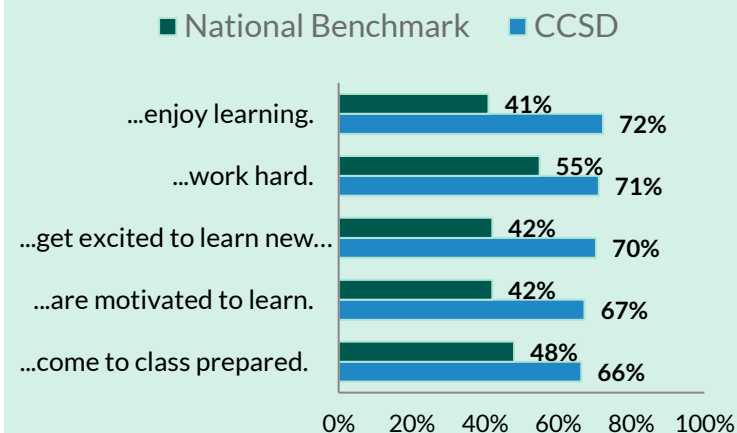
## Core Belief Alignment

### Students

Core belief I – that students will be highly engaged in their education and capable of reaching their full learning potential – is partially supported by staff members' reports of students' attitudes towards learning. Additionally, elementary and preschool staff members' stronger endorsement of students' positive attitudes in comparison with middle and high school staff points to a potential area for CCSD to offer instructional staff at these levels deeper support.

## Agreement with statements about student attitudes towards learning. Most students at my school...

% Agree + % Strongly Agree



# KEY FINDINGS (6/13)

## Academic Environment

Perceptions of resources and support for particular student populations are mixed. Responses reflect mixed perceptions, with many staff expressing confidence in supports for high-achieving and special education students, while more frequently noting gaps in resources for under-performing students, English language learners, and student mental health.

- About three-quarters or more of all staff agree that the school or the district provides enough resources and support for high-achieving students (80%) and special education students (74%) ([see slide 42](#)). School and district staff differ on whether the school/district provides adequate support for under-performing students (72% of school staff vs. 63% of district staff), English language learners (71% vs. 60%), or students' mental health and well-being (66% vs. 59%) ([see slide 43](#)).
  - *Benchmark comparison:* approximately fifty to sixty-five percent of staff at the National, South Atlantic, and (regional) Large District levels indicate that students have the resources and support they need; as such, CCSD staff members tend to report more positive perceptions of support offered to students in comparison to their peers within the benchmarking sample.
- There are also differences by school level. For instance, a little less than half of program staff (47%) agree their school provides enough support and resources for English language learners, compared to about 70% of elementary (73%), middle (72%), and high school staff (70%) who agree ([see slide 44](#)).
  - *Benchmark comparison:* across the benchmarking sub-samples, elementary school staff tend to agree slightly less than staff at the middle or high school levels that schools provide enough resources and support for students across a variety of needs.

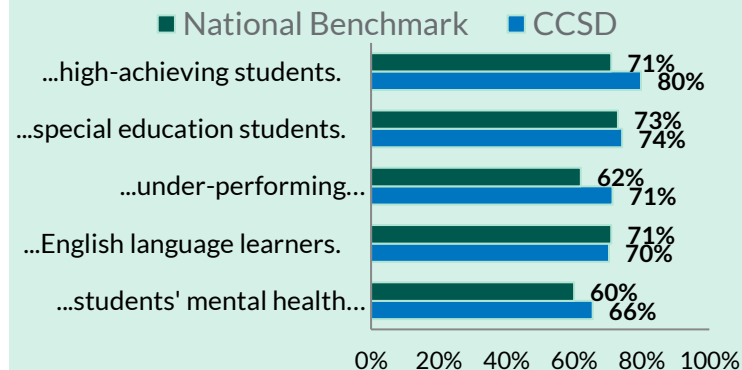
## Core Belief Alignment

### Students; Employees

Differences in perceptions of available resources and support indicate a potential mechanism for bolstering alignment with Core Beliefs I and II. While some specific populations (such as high-achieving students and English learners) appear to be mostly well-supported, CCSD may aim to increase its focus on supporting both students' and employees' mental health and well-being.

## Agreement with statements about student support services. [My school / The district] provides enough resources and support for...

% Agree + % Strongly Agree



# KEY FINDINGS (7/13)

## Core Belief Alignment

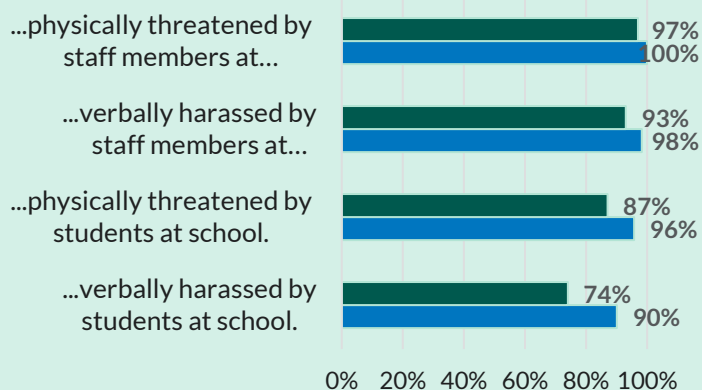
### Environment & Accountability

Staff reports of rare bullying/harassment align with Core Belief IV; low rates of problematic interactions or behavior toward staff indicate a positive and welcoming environment.

## Ratings of the frequency of experiences of bullying and harassment. I have been...

% 1 Time + % Never

■ National Benchmark ■ CCSD



## Social Environment

While staff overwhelmingly do not experience frequent threats or harassment, responses from preschool staff highlight this as an area of concern for them. **Several preschool staff specifically reference repeated incidents of student aggression as a concern in their comments.**

- Nearly all school staff report they were never or were only once physically threatened by staff members (100%), verbally harassed by staff members (98%), or physically threatened by students (96%), and 90% have been verbally harassed by students once or never ([see slide 48](#)). However, only 69% of preschool staff have been physically threatened by students so infrequently, compared to 94% of elementary school staff and 99% of middle and high school staff ([see slide 49](#)). Close to a fifth (17%) of preschool staff have been physically threatened by students 4 to 5 times (7%) or more than 5 times (10%) (see data supplement).
  - *Benchmark comparison:* reports of bullying or harassment among school staff members are also notably low across the National and Large District sub-samples. Approximately 95% of staff – or more – within the benchmarking cohort report having never (or rarely) experienced bullying/harassment based on their personal characteristics or beliefs.

# KEY FINDINGS (8/13)

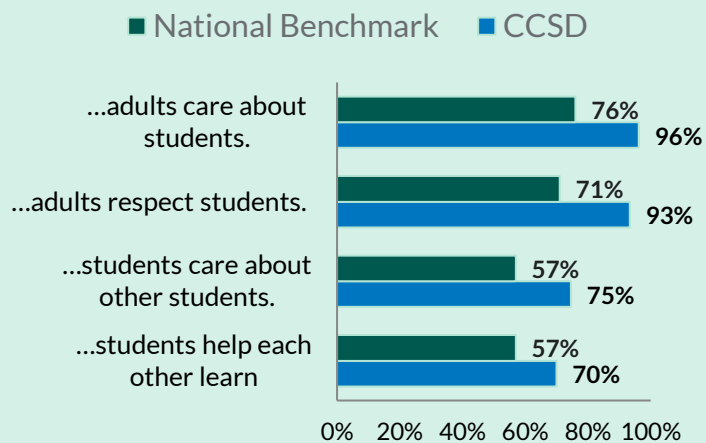
## Core Belief Alignment

### Employees and Environment & Accountability

Positive perceptions of relationships among staff members as well as between students and staff reflect CCSD's commitment to collegial support and professional development, both of which contribute to a welcoming environment characterized by trust in staff as professionals.

### Statements about students' relationships with adults at school and each other:

% Agree + % Strongly Agree



## Social Environment

Overall, staff report that students have largely positive relationships with adults at school and with each other. Staff describe strong, caring relationships between adults and students in open-ended responses. At the same time, some comments reference concerns about peer respect and student interactions, aligning with the less favorable perceptions reported at those levels in the closed-ended results.

- Nearly all school staff believe that adults at their school care about (96%) and respect (93%) students ([see slide 50](#)) and more than three-quarters think students at their school care about other students (81%), help each other learn (79%), and respect other students (77%) ([see slide 53](#)).
  - *Benchmark comparison:* perceptions of staff members' relationships with students are similarly positive/strong within the benchmarking cohort and sub-samples; specifically, three-quarters (or more) of school staff at the National level and within South Atlantic and (regional) Large District sub-samples report positive relationships with students at their school. CCSD staff report notably more positive perceptions of the extent to which students respect each other in comparison with benchmarking samples, however.
- Perceptions of student relationships with each other differ by school level, with middle school and program staff expressing less favorable opinions than elementary and high school staff. For example, about two-thirds of middle school staff (66%) and 56% of program staff agree that students respect each other, while around three-quarters or more of elementary (82%) and high school (76%) staff agree ([see slide 54](#)).
  - *Benchmark comparison:* at the National level and within South Atlantic and (regional) Large District sub-samples, staff affiliated with elementary schools tend to report more positive perceptions of students' relationships with one another in comparison to staff at the middle or high school levels. This is a slightly different pattern in comparison with CCSD data.

# KEY FINDINGS (9/13)

## Social Environment

Perceptions of rule enforcement and student behavior are generally positive, but responses suggest there may be room for growth in this area. **Open-ended responses generally align with these findings, as many staff describe clear expectations and structured environments, while also noting inconsistencies in rule enforcement and ongoing challenges with student behavior.**

- Most school staff agree that adults fairly (75%) and consistently (70%) enforce school rules ([see slide 50](#)). A large majority believe that students understand the rules (89%), but they are less likely to report that students follow the rules (72%) ([see slide 53](#)).
  - **Benchmark comparison:** staff within the benchmarking cohort are much less likely than CCSD staff to agree with these statements.
- School administrators have more positive perceptions in this area than other staff groups. They are more likely to think that adults fairly (93%) or consistently (96%) enforce school rules than instructional staff (73% and 68%, respectively), school office staff (77% and 79%), and other school staff (78% and 74%) are ([see slide 52](#)). Similarly, school administrators are more likely (96%) to think students follow the rules than other types of school staff members are (66-74%) ([see slide 55](#)).
  - **Benchmark comparison:** school administrators also tend to report more positive perceptions of rule enforcement and student behavior than instructional or other school staff in the benchmarking cohort.
- Perceptions also differ by school level. High school staff are less likely than staff at other levels to agree that adults fairly (69% of high school staff vs. 75-86% of staff at other levels) or consistently (61% vs. 69-90%) enforce the rules ([see slide 51](#)). A little under half (47%) of program staff report that students follow the rules, compared to around three-quarters of preschool (74%) and elementary school (77%) and about two-thirds of middle (67%) and high school (68%) staff ([see slide 51](#)).
  - **Benchmark comparison:** the trend within the benchmarking cohort is for school staff perceptions of adult and student rule enforcement and behavior to become less positive as school level increases.

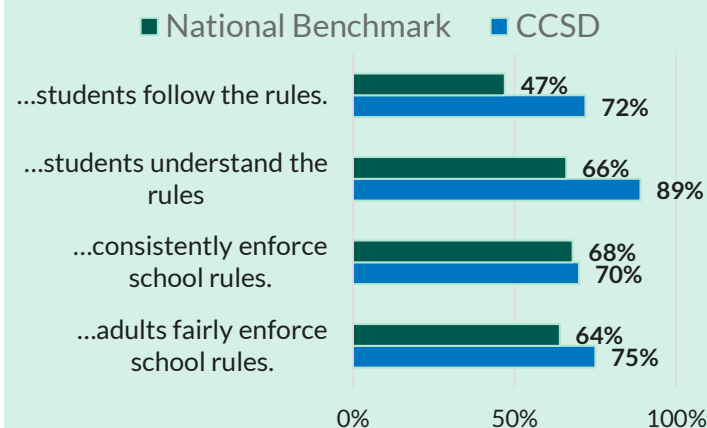
## Core Belief Alignment

### *Students; Environment & Accountability*

While staff mostly agree that adults are being fair and consistent regarding rule enforcement, the gap between different staff members perceptions indicates a need for consensus-building and alignment. Additionally, supporting students' understanding of rules – along with ensuring adults are presenting consistent, fair, and predictable responses to rule-breaking = will help CCSD align with Core Beliefs I and IV in its efforts to be accountable and provide a welcoming environment.

## Perceptions of rule enforcement and student behavior:

% Agree + % Strongly Agree



# KEY FINDINGS (10/13)

## Social Environment

Staff members have largely positive relationships at work, but some express a need for additional resources and support. Many staff describe supportive school communities in their responses, while also emphasizing ongoing needs related to resources, professional development, and technology.

- Nearly all respondents have positive relationships with students at their school (99%) and other staff members at their building (96%) (see slide 56). Sizable majorities also feel that their colleagues (90%) and supervisor/manager (79%) care about them and that their colleagues (86%) and supervisor/manager (83%) support their professional development.
  - Benchmark comparison:* CCSD staff tend to have more positive perceptions of staff members' relationships with each other and with their colleagues in comparison to the National and South Atlantic or (regional) Large District sub-samples.
- Across all staff members, about two-thirds or more report that their building/school provides enough material resources (79%), opportunities for peer collaboration and support (79%), enough professional development (73%), and quality professional development (67%) (see slide 57). However, district staff are less likely to agree on each of these items, especially regarding getting enough professional development (50% of district staff vs. 76% of school staff) or quality professional development (55% vs. 68%) (see slide 58).
  - Benchmark comparison:* similar proportions of school staff at the National and South Atlantic or (regional) Large District sub-samples agree with these statements, and as within CCSD, district staff tend to have less positive perceptions than school staff of staff members' relationships or access to resources/support.
- Responses again highlight concerns about technology resources, as this item has the lowest agreement rate (62%) (see slide 57). Less than half (43%) of middle school respondents feel their school provides enough technology resources, compared to about two-thirds to three-quarters of staff from other school levels (see slide 59).
  - Benchmark comparison:* benchmarking staff (across levels and sub-samples) tend to evaluate access to technology resources more positively than CCSD staff.

## Core Belief Alignment

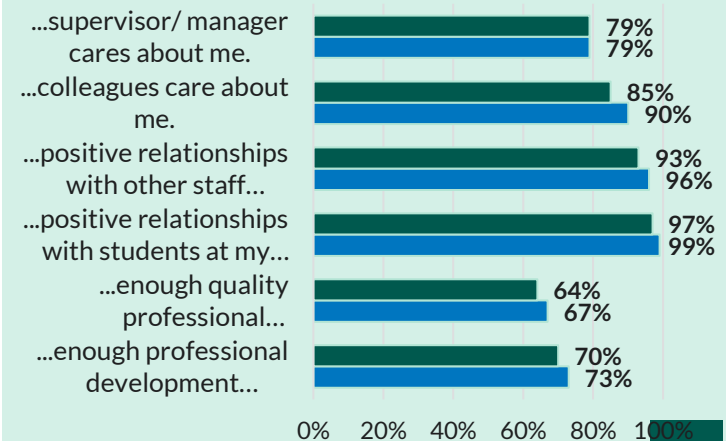
### Employees

Staff members' reports regarding their relationships at work as well as the extent to which they feel they receive adequate support and professional development align with Core Belief II (to provide staff with resources to elevate student outcomes). CCSD can direct its efforts toward resource allocation and PD support for employees so as to better ensure staff feel respected as professionals and able to support students in achieving their goals.

## Statements about staff members' positive relationships and support:

% Agree + % Strongly Agree

■ National Benchmark ■ CCSD



# KEY FINDINGS (11/13)

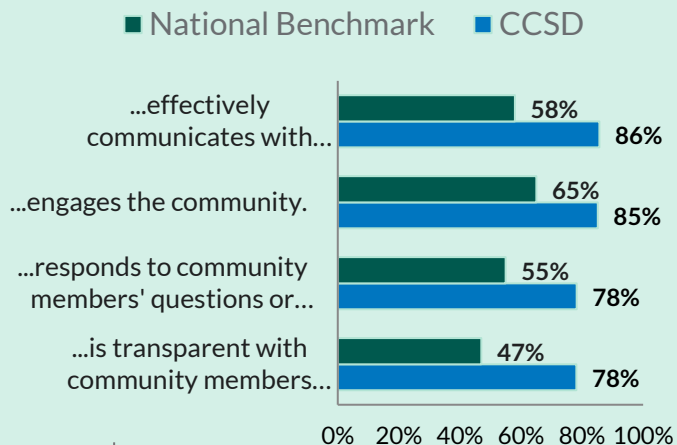
## Core Belief Alignment

### Families & Community

Supporting partnerships with the community and transparent communication are key aspects of Core Belief III (that families and the CCSD community are involved partners in student success). Differences in perceptions across staff levels points to an opportunity for CCSD to engage in consensus-building or explore reasons why school staff have more positive perceptions of community engagement than district staff.

## Agreement with statements about community engagement. The district...

% Agree + % Strongly Agree



## Engagement/Inclusion

School staff and district staff largely believe that the district engages the community well, but district staff have less favorable opinions, especially those who are not administrators or office staff. **Qualitative feedback reinforces the pattern observed in the survey results, with less favorable perceptions of community engagement concentrated among certain district staff groups.**

- School staff are more likely than district staff to agree that the district effectively communicates with community members (87% of school staff vs. 74% of district staff), engages the community (86% vs. 75%), responds to community members' questions or concerns (79% vs. 69%), and is transparent with community members about district decision-making (80% vs. 62%) ([see slide 62](#)).
  - *Benchmark comparison:* the opposite trend arises within the National benchmarking cohort, with more staff at the district than the school level agreeing with statements regarding community engagement. Benchmarking cohort staff perceptions within the South Atlantic region (and at large districts within the region) more closely mirror CCSD staff members' perceptions.
- Notably, district staff who are neither administrators nor office staff (referred to as "Other District Staff" in the charts) have the least positive perceptions of the district's community engagement efforts compared to all other staff groups. For instance, only about half (52%) of these respondents agree that the district is transparent with community members about district decision-making, compared to 88% of school administrators, around 80% of district administrators (82%), instructional staff (81%), other school staff (78%), and district office staff (77%), and just over two-thirds of school office staff (68%) ([see slide 63](#)).
  - *Benchmark comparison:* staff members at large school districts in the South Atlantic region share somewhat similar perceptions at the role-level as at CCSD, though district office staff members hold the least positive perceptions of district transparency (followed by district administrators and other district staff). School administrators, on the other hand, have the most positive perceptions of district transparency.

# KEY FINDINGS (12/13)

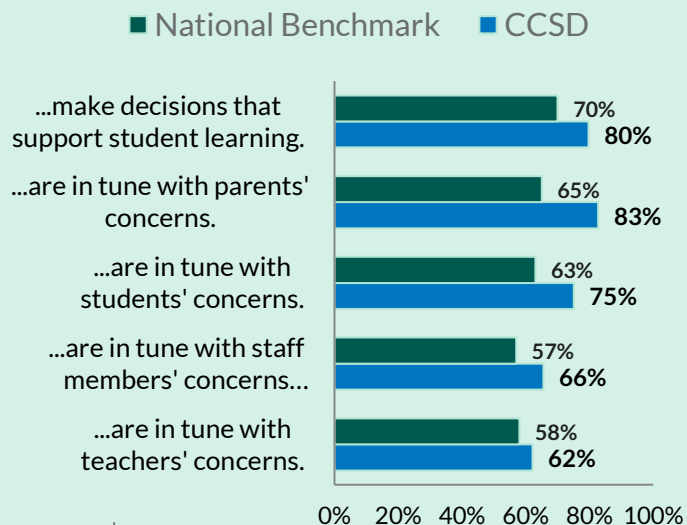
## Core Belief Alignment

### *Employees; Family & Community; Environment & Accountability*

CCSD's capacity to be "in tune" with its educational partners' needs is in alignment with Core Beliefs II, III, and IV. In other words, responsive leadership supports staff, ensures accountability, supports family partnership and engagement, and contributes to the cultivation of a welcoming environment.

## Agreement with statements about school leadership and personnel. The administrators at my school...

% Agree + % Strongly Agree



## Engagement/Inclusion

School staff report that school leaders are in tune with parents' and students' concerns but are less confident about their awareness of staff concerns. **Many staff acknowledge that school leaders prioritize student and family needs, while more frequently expressing concerns about communication, responsiveness, and attention to staff feedback.**

- Three-quarters or more of school staff think the administrators at their school are in tune with parents' concerns (83%) and students' concerns (75%) and make decisions that support student learning (80%). In comparison, about two-thirds or less agree that school administrators are in tune with non-teaching staff members' concerns (66%) or teachers' concerns (62%) ([see slide 64](#)). Instructional staff are less likely (60%) to agree that school leaders are in tune with teachers' concerns than school office staff (73%) and other school staff (71%) are ([see slide 66](#)).
  - *Benchmark comparison:* CCSD staff members' perceptions are slightly more positive in comparison to the National and South Atlantic or (regional) Large District sub-samples, though the same pattern arises in terms of specific school staff members' perceptions of leaders' attunement to teachers' concerns.
- Perceptions also differ by school level. Notably, less than half of preschool staff feel the administrators at their school are in tune with the concerns of teachers (43%) or non-teaching staff members (45%) ([see slide 65](#)). In comparison, 69-72% of middle school, high school, or program staff think school leaders are in tune with non-teaching staff members' concerns and 63-66% think they are in tune with teachers' concerns.
  - *Benchmark comparison:* within large school districts in the South Atlantic region, it is more likely for staff affiliated with elementary or middle schools than with high schools to agree that administrators are in tune with teachers' concerns.

# KEY FINDINGS (13/13)

## Engagement/Inclusion

Overall, district leaders communicate a strong vision and make beneficial decisions, but many staff members do not believe they understand school-level concerns. Open-ended responses generally align with these findings, as many staff reference a clear district vision and student-centered priorities, while also expressing concerns that district leaders are not always fully aware of or responsive to school-level challenges.

- Eighty-seven percent of staff think district leaders communicate a strong vision for the district and about three-quarters agree they make decisions that support student learning (77%) and manage the district budget responsibly (73%) (see slide 67). They are less likely (56%) to think district leaders are in tune with school-level issues or concerns. Program staff have the lowest level of agreement on this item, with about a third (35%) who agree, compared to around 55% of elementary (58%), middle (57%), and high school (54%) staff (see slide 68).
  - *Benchmark comparison:* staff within the benchmarking cohort are much less likely than CCSD staff members to agree that district leaders manage budgets responsibly. Similar patterns regarding differences in vision and decision-making arise at the National level and with South Atlantic and (regional) Large District sub-samples, though in general, staff within the benchmarking sample have less positive perceptions of district administrators than do CCSD staff.
- "Other District Staff" are less likely to agree with most other types of staff members on these items. For example, about two-thirds of other district staff think district leaders communicate a strong vision for the district, compared to 82-97% of each of the other staff groups (see slide 69). Additionally, less than half (47%) of other district staff report that the leadership manages the district budget responsibly, while 92% of school administrators, about three-quarters of instructional staff (76%) and district office staff (74%), 70% of other school staff, and 62% of school office staff feel this way.
  - *Benchmark comparison:* district-level staff at large districts in the South Atlantic (and at the National level) are less likely than school-level staff to agree with these statements.

## Core Belief Alignment

### Employees; Environment & Accountability

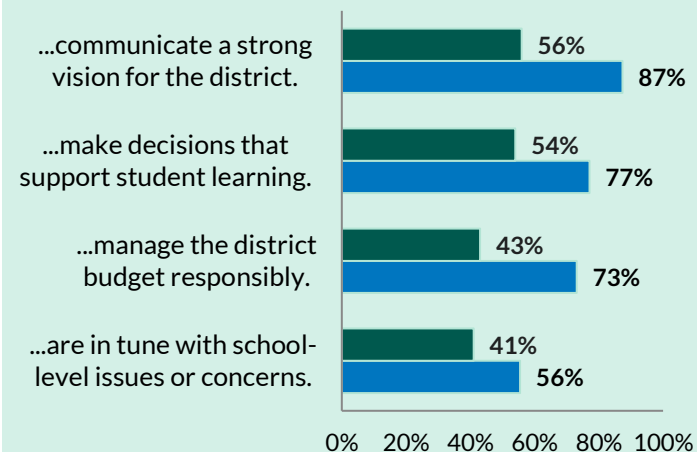
Results indicate that CCSD has an opportunity to heighten its focus on the extent to which district-level leadership understands school-level needs and concerns, in alignment with Core Beliefs II and IV. Strategic resourcing and fiscal – as well as operational – accountability will strengthen CCSD's efforts to support its employees and cultivate a positive and welcoming environment.

## Agreement with statements about district leadership and personnel.

### District leaders...

% Agree + % Strongly Agree

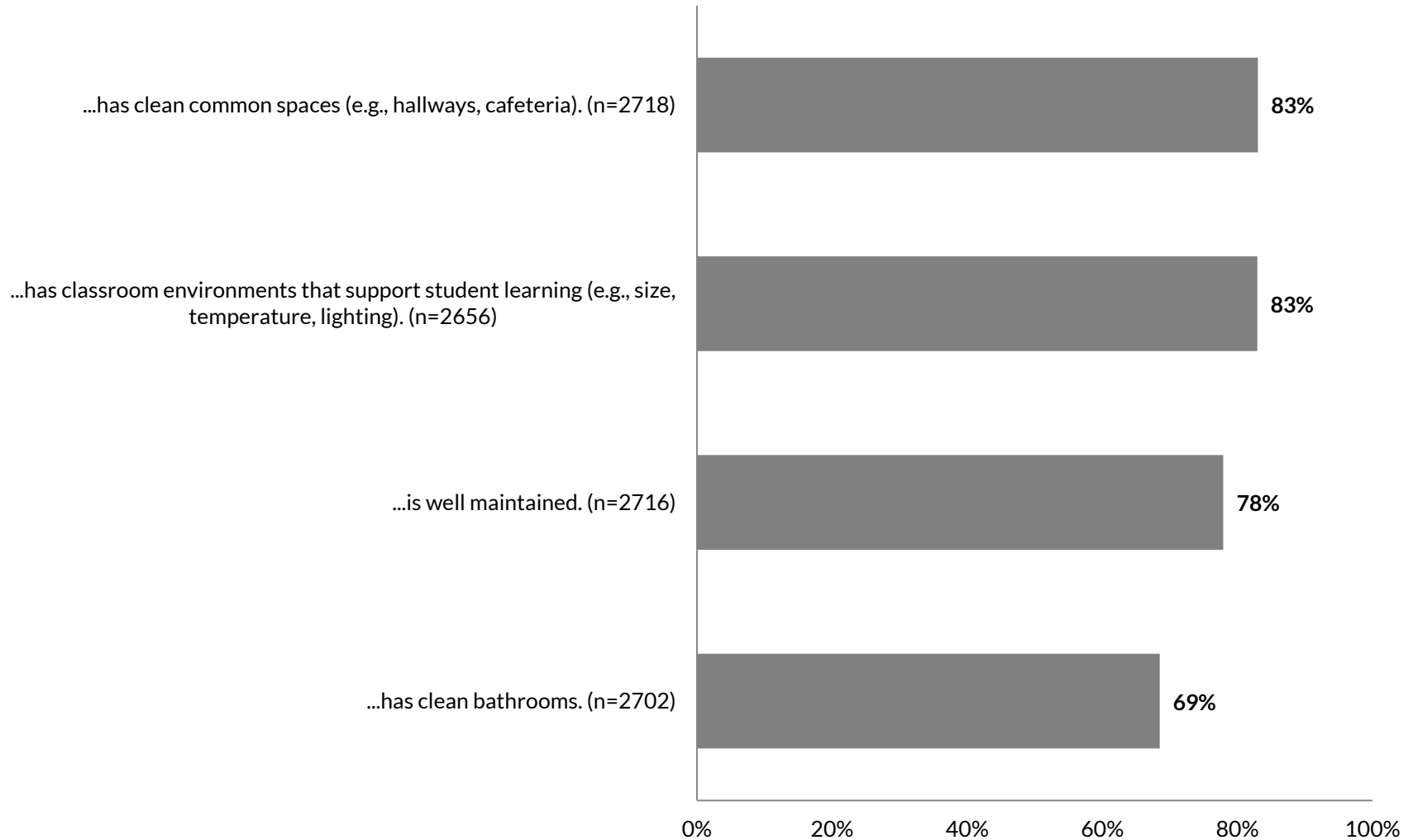
■ National Benchmark ■ CCSD



# **SCHOOL/BUILDING ENVIRONMENT CHARTS**

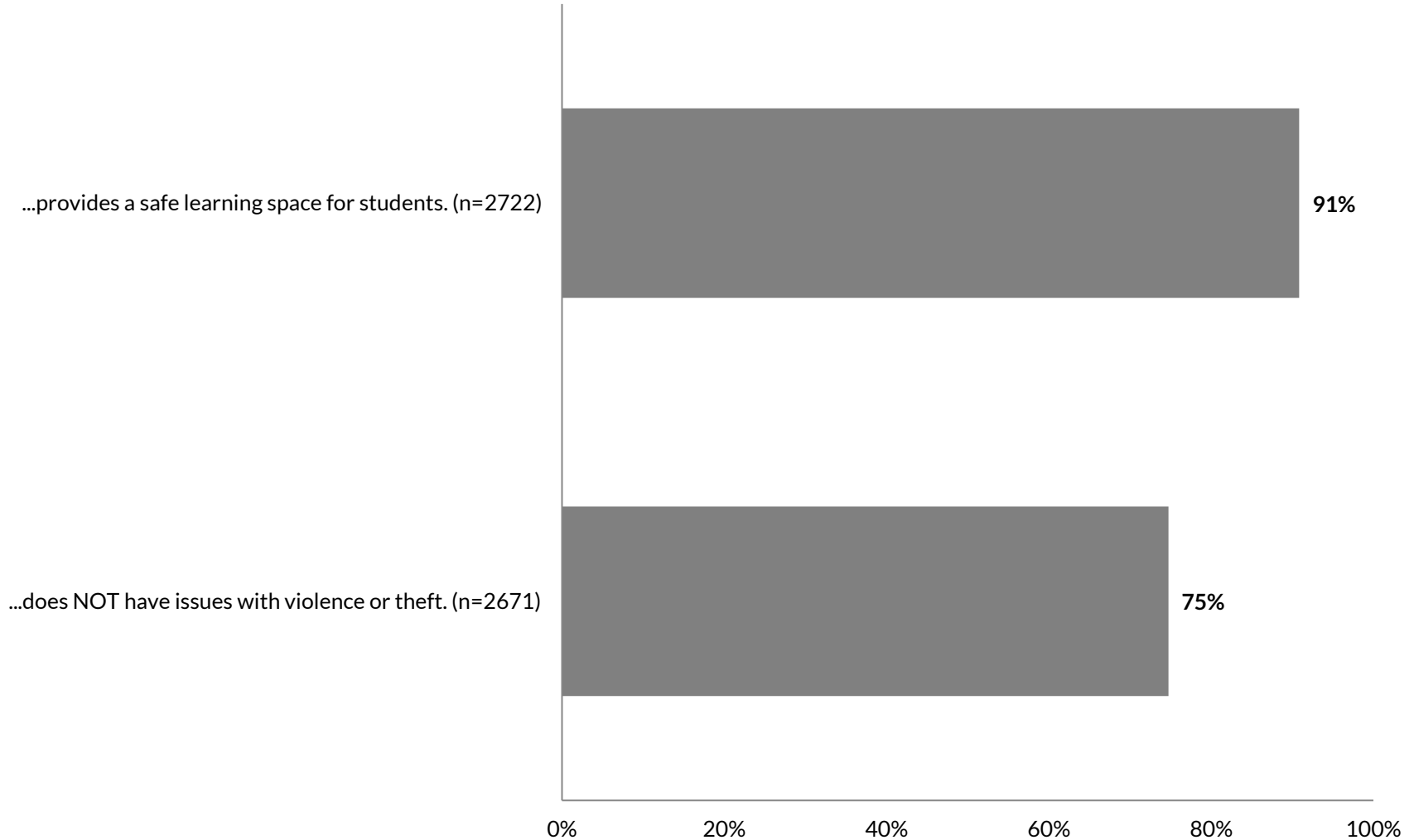
## Agreement with statements about school/building physical environment. My school...

% Agree + % Strongly Agree



## Agreement with statements about building and personal safety. My school...

*% Agree + % Strongly Agree*



# BUILDING SAFETY BY SCHOOL LEVEL

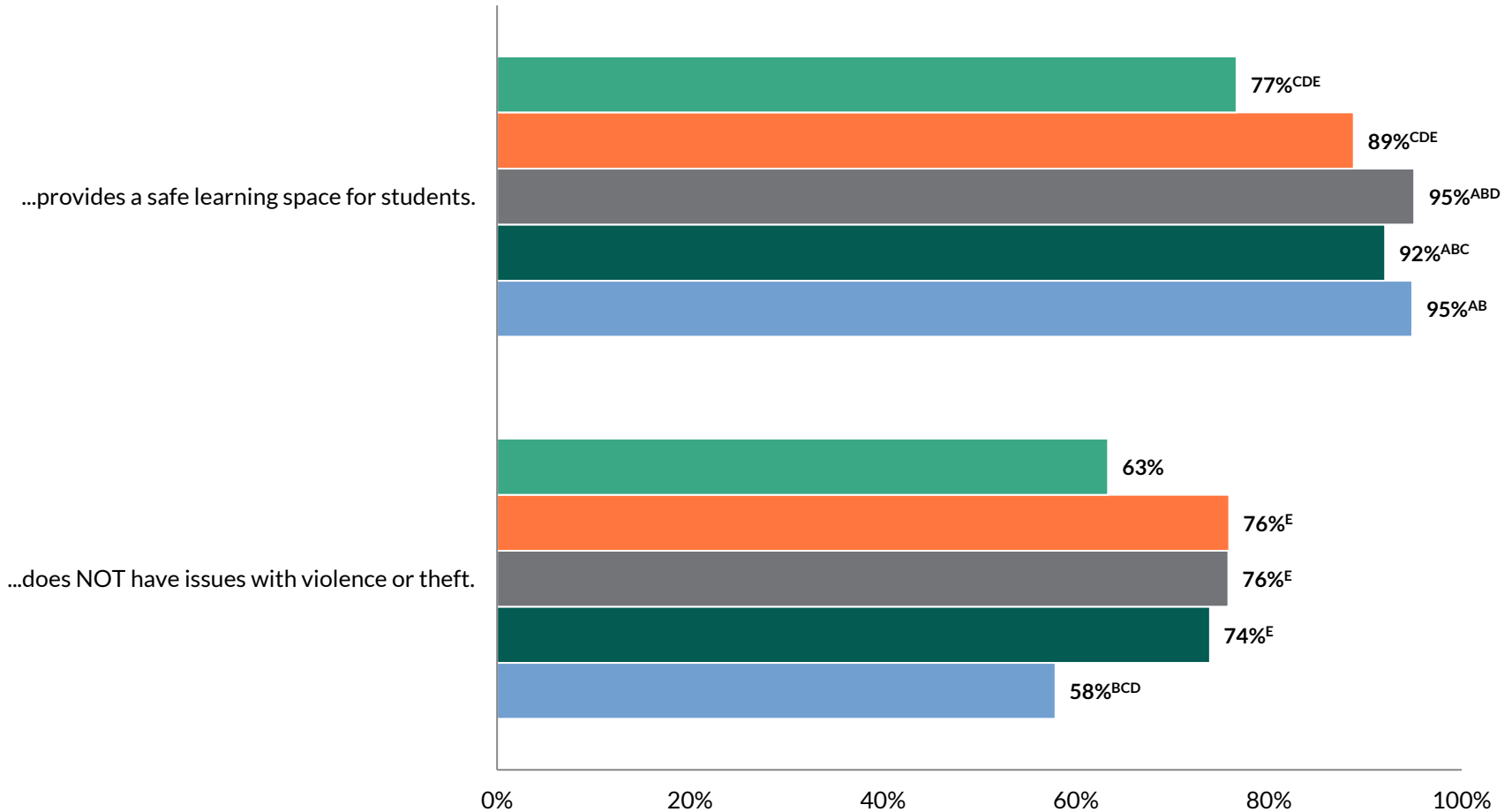
[Back to Recommendations](#)

[Back to Key Findings](#)

## Agreement with statements about building and personal safety. My school...

% Agree + % Strongly Agree

■ Pre School (n=30) [A]   
 ■ Elementary School (n=1386-1412) [B]   
 ■ Middle School (n=500-509) [C]   
 ■ High School (n=678-692) [D]   
 ■ Program (n=76-78) [E]



# BUILDING SAFETY BY STAFF GROUP

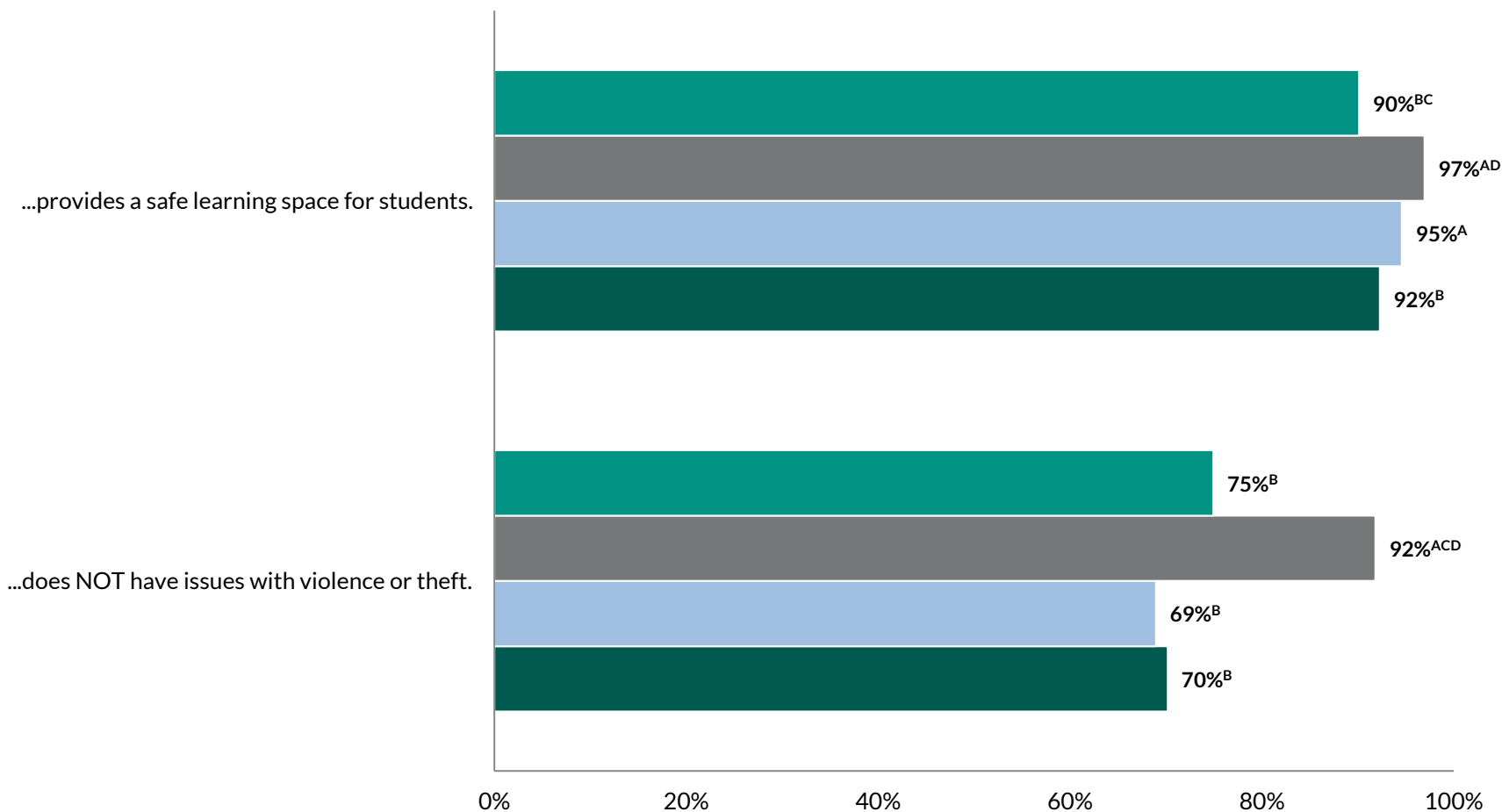
[Back to Recommendations](#)

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## Agreement with statements about building and personal safety. My school...

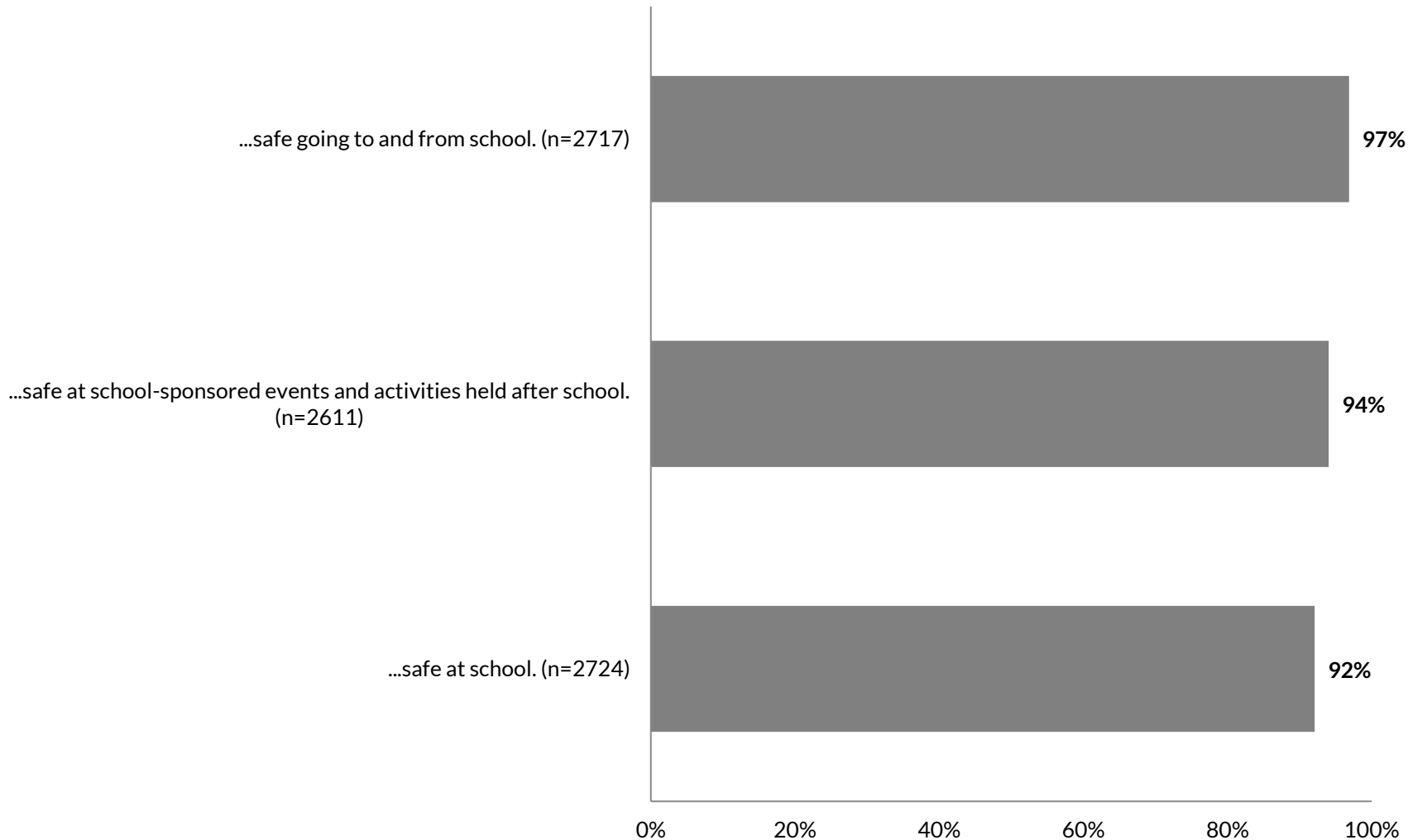
% Agree + % Strongly Agree

- Instructional Staff  
(n=2143-2178) [A]
- School Administrator  
(n=98) [B]
- School Office Staff  
(n=145-148) [C]
- Other School Staff  
(n=285-298) [D]



## Agreement with statements about building and personal safety. I feel...

% Agree + % Strongly Agree



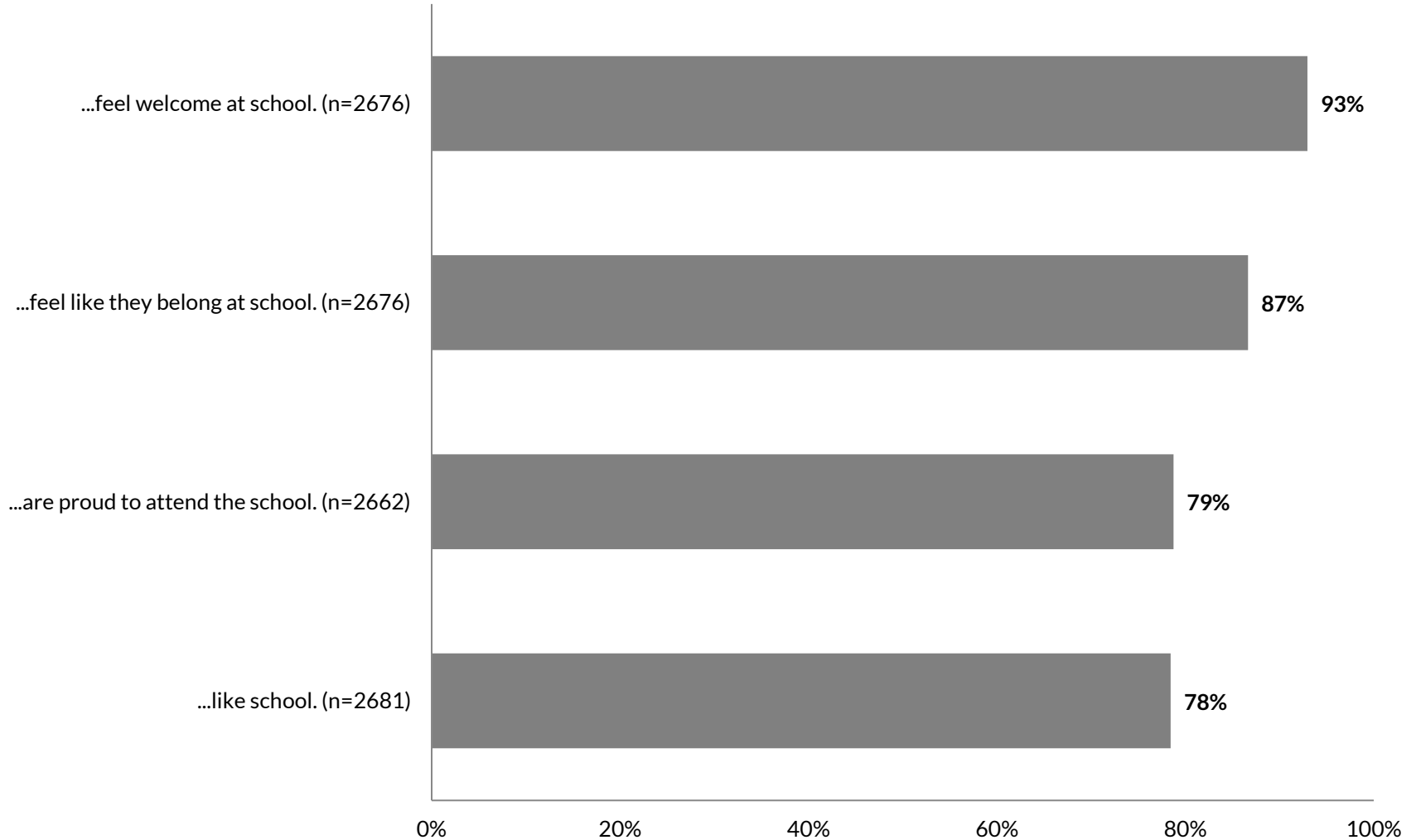
# POSITIVE EMOTIONAL CLIMATE

[Back to Recommendations](#)

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## Agreement with statements about emotional climate. Students at my school...

*% Agree + % Strongly Agree*



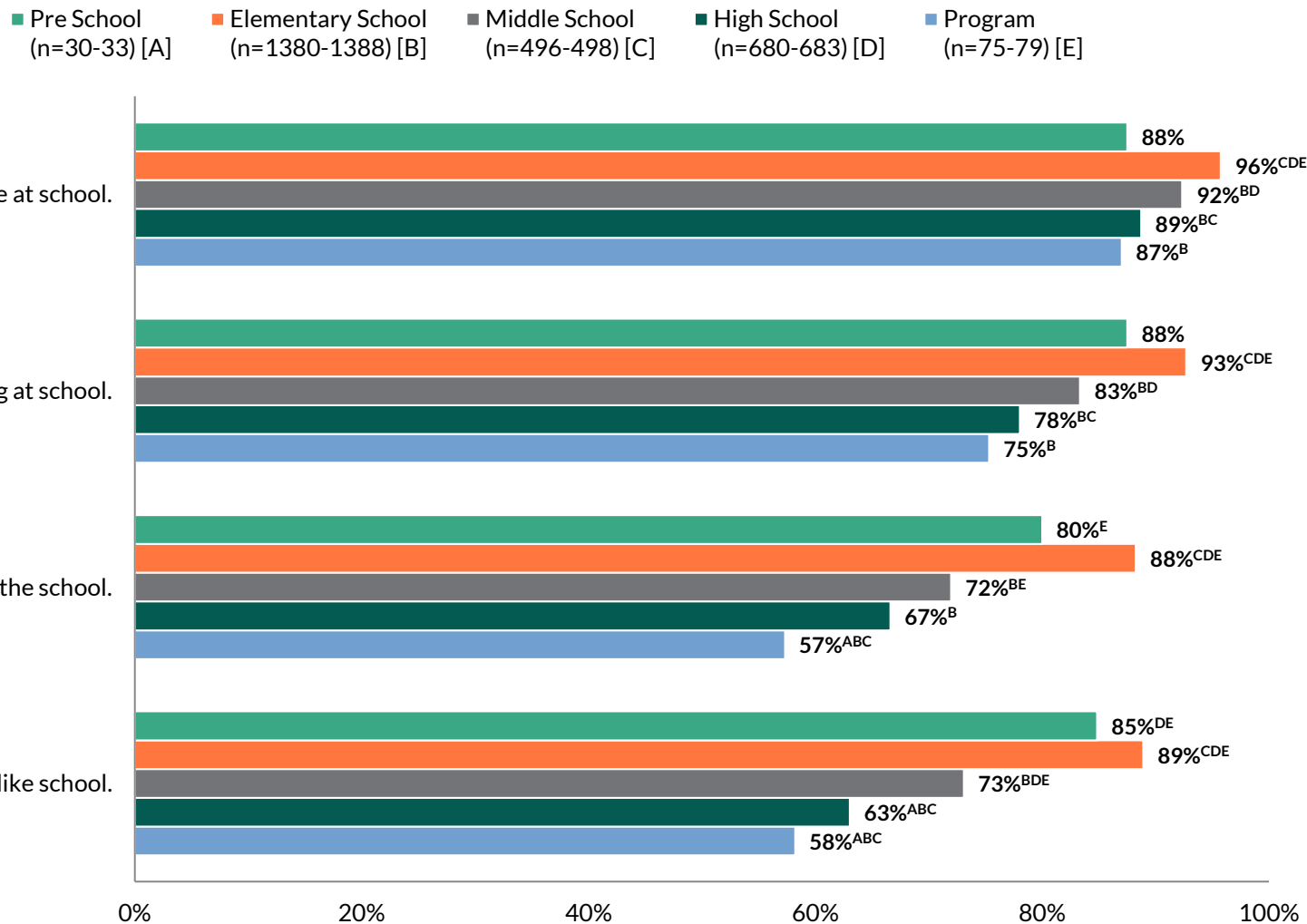
# POSITIVE EMOTIONAL CLIMATE BY SCHOOL LEVEL

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## Agreement with statements about emotional climate. Students at my school...

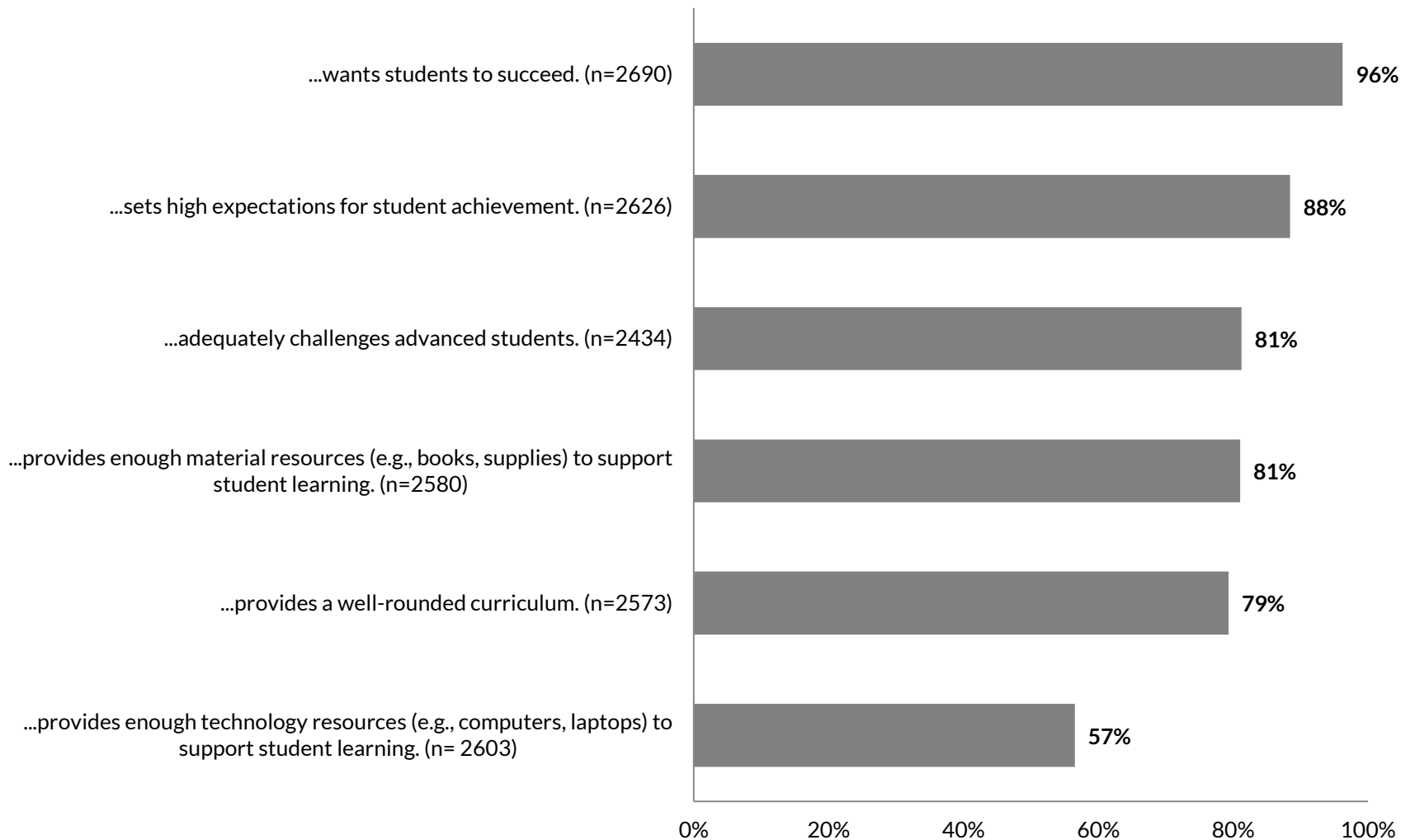
% Agree + % Strongly Agree



# ACADEMIC ENVIRONMENT CHARTS

## Agreement with statements about instructional climate. My school...

% Agree + % Strongly Agree



# INSTRUCTIONAL CLIMATE (SCHOOL) BY SCHOOL LEVEL

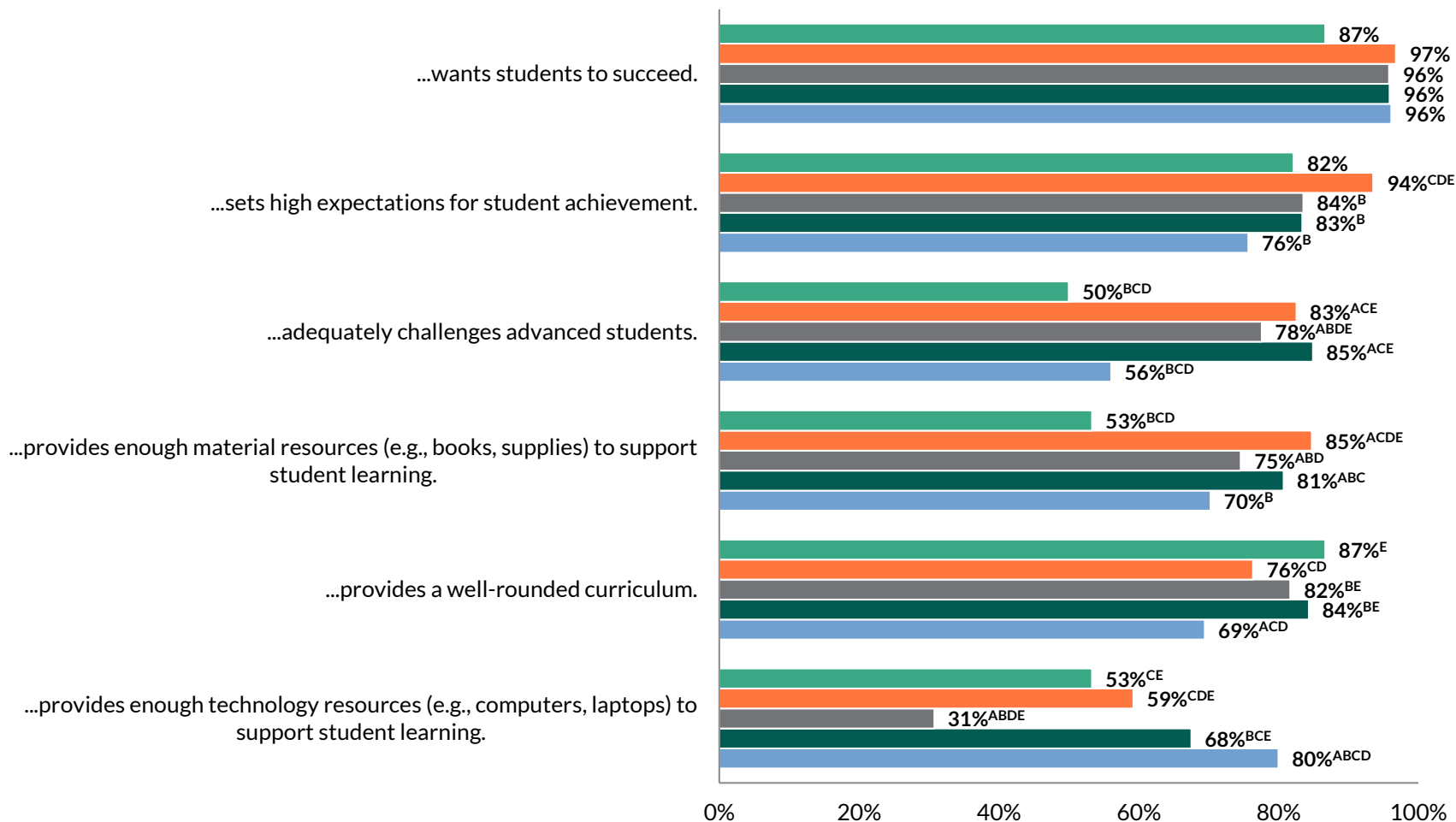
[Back to Recommendations](#)

[Back to Key Findings](#)

## Agreement with statements about instructional climate. My school...

% Agree + % Strongly Agree

■ Pre School (n=22-30) [A]    
 ■ Elementary School (n=1268-1399) [B]    
 ■ Middle School (n=455-501) [C]    
 ■ High School (n=623-683) [D]    
 ■ Program (n=66-77) [E]



Note: Statistically significant differences (at the 95% confidence level) between groups are noted with bracketed letters (e.g., [A], [B], and [C]). Only school staff saw this question.



# INSTRUCTIONAL CLIMATE (SCHOOL) BY STAFF GROUP

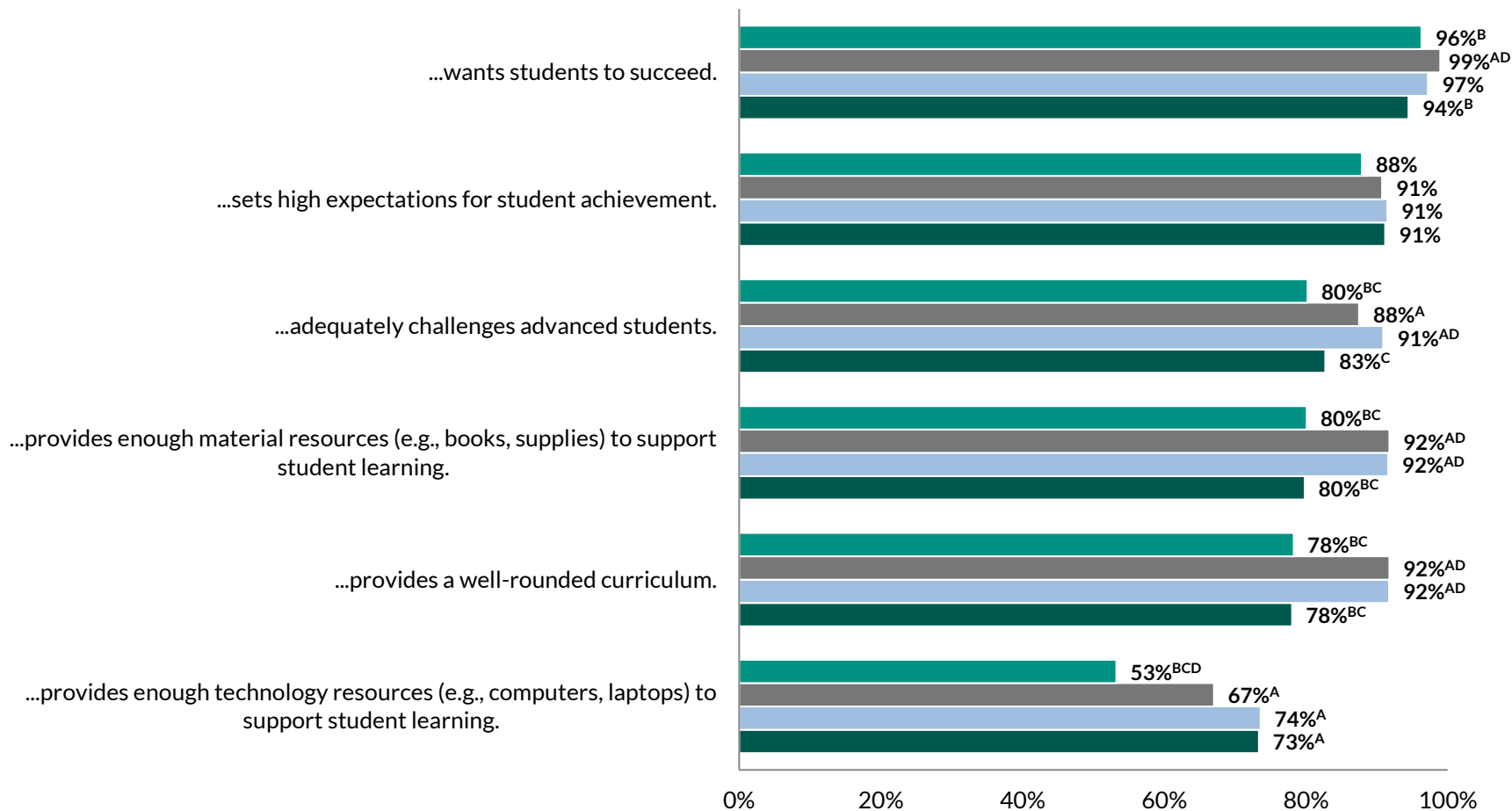
[Back to Recommendations](#)

[Back to Key Findings](#)

## Agreement with statements about instructional climate. My school...

% Agree + % Strongly Agree

- Instructional Staff  
(n=2014-2160) [A]
- School Administrator  
(n=96-97) [B]
- School Office Staff  
(n=109-144) [C]
- Other School Staff  
(n=214-289) [D]



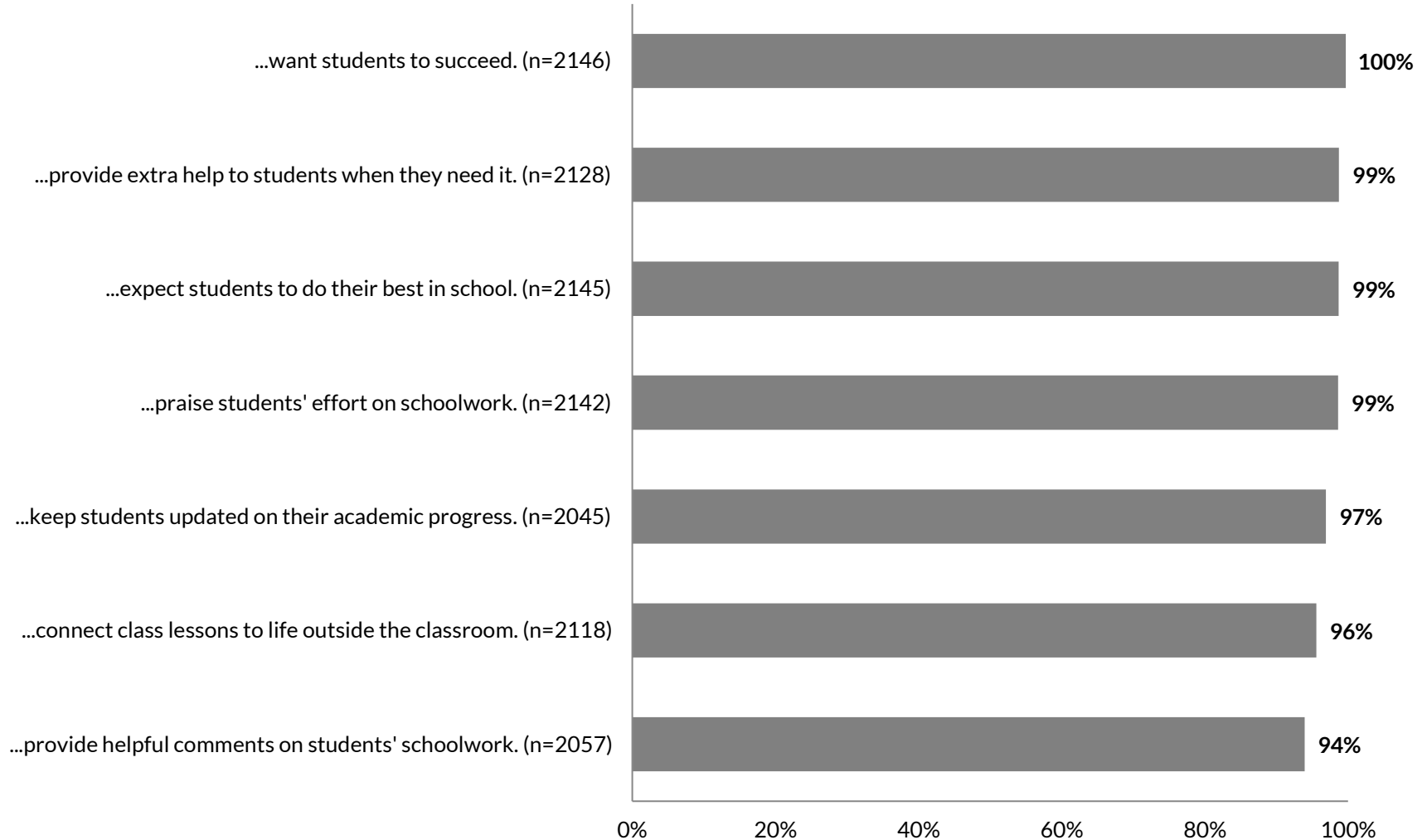
# INSTRUCTIONAL CLIMATE (TEACHERS)

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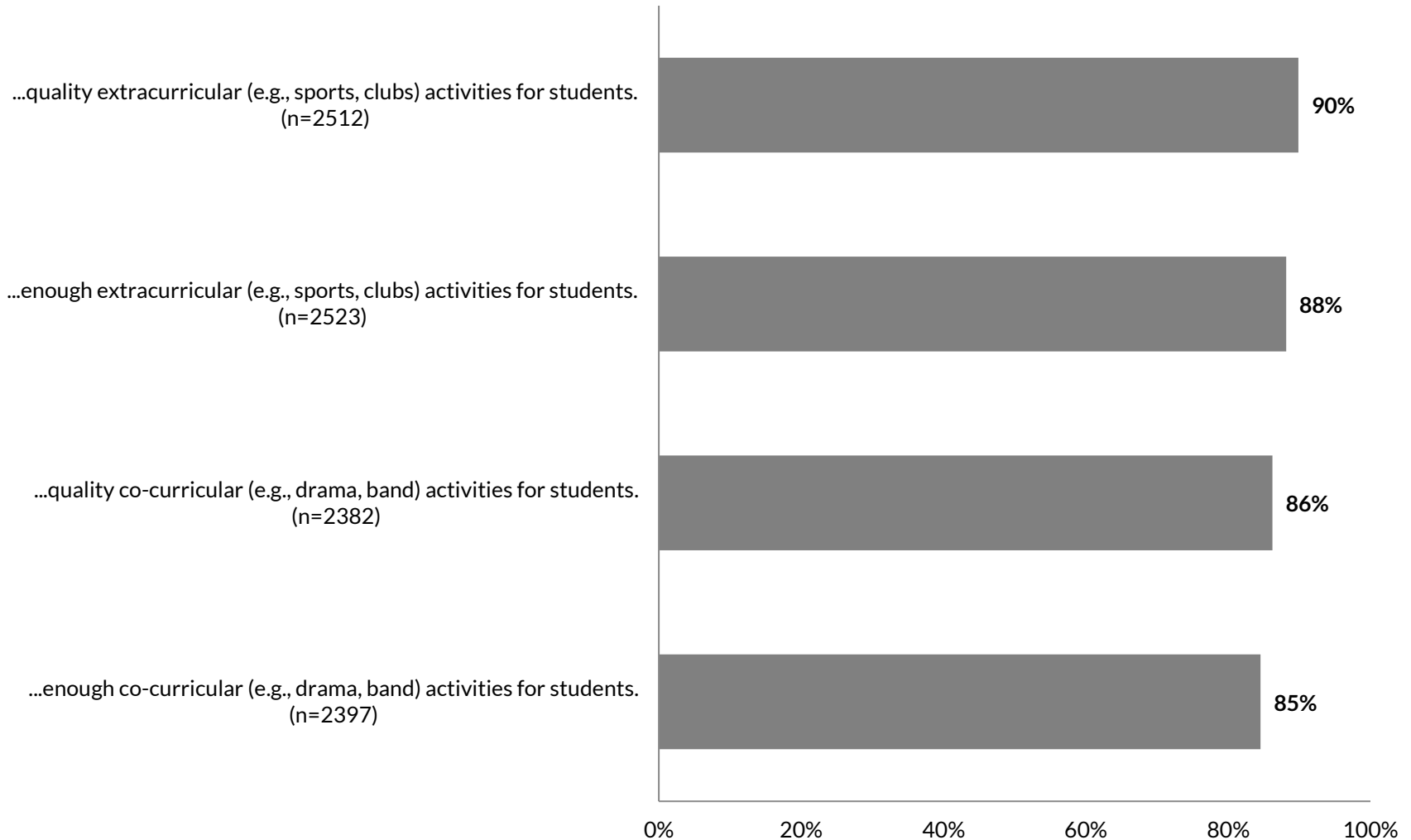
## Agreement with statements about instructional climate. Teachers...

% Agree + % Strongly Agree



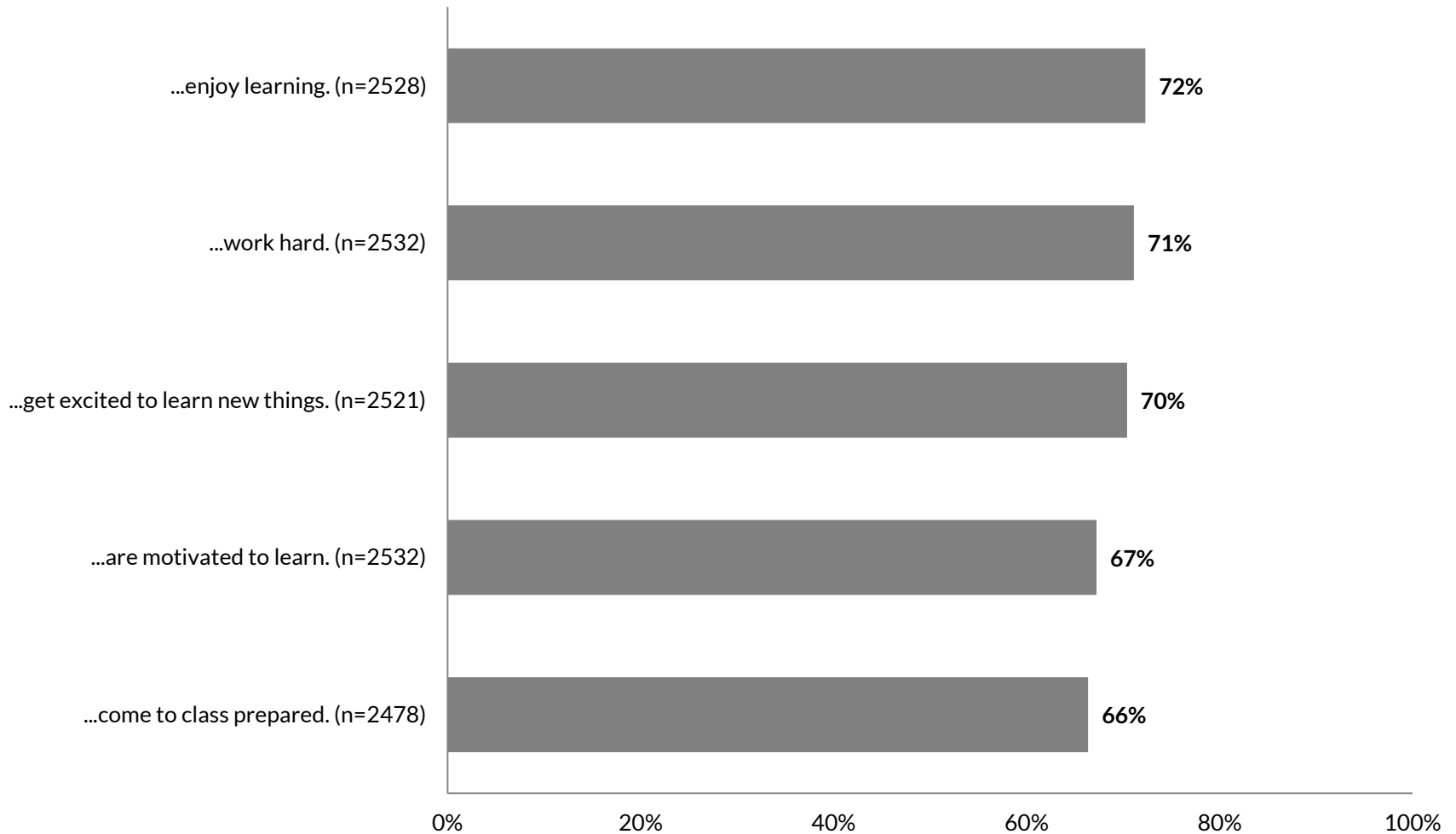
## Agreement with statements about student engagement. My school offers...

% Agree + % Strongly Agree



## Agreement with statements about student attitudes towards learning. Most students at my school...

% Agree + % Strongly Agree



# STUDENT ATTITUDES TOWARDS LEARNING BY SCHOOL LEVEL

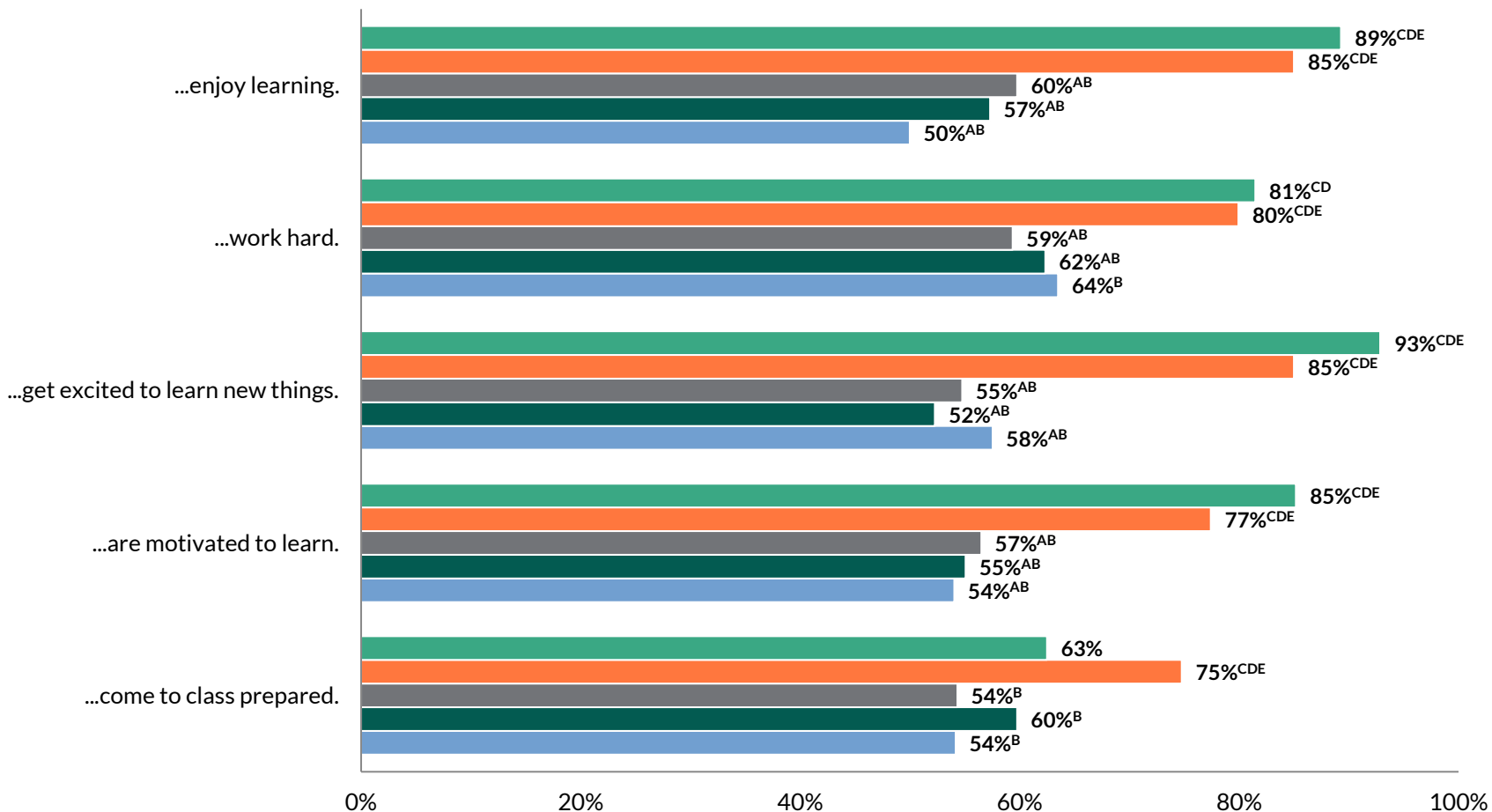
[Back to Recommendations](#)

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Agreement with statements about student attitudes towards learning. Most students at my school...

% Agree + % Strongly Agree

■ Pre School (n=24-28) [A]    
 ■ Elementary School (n=1285-1316) [B]    
 ■ Middle School (n=473-480) [C]    
 ■ High School (n=624-640) [D]    
 ■ Program (n=72-74) [E]



Note: Statistically significant differences (at the 95% confidence level) between groups are noted with bracketed letters (e.g., [A], [B], and [C]). Only school staff saw this question.



# STUDENT ATTITUDES TOWARDS LEARNING BY STAFF GROUP

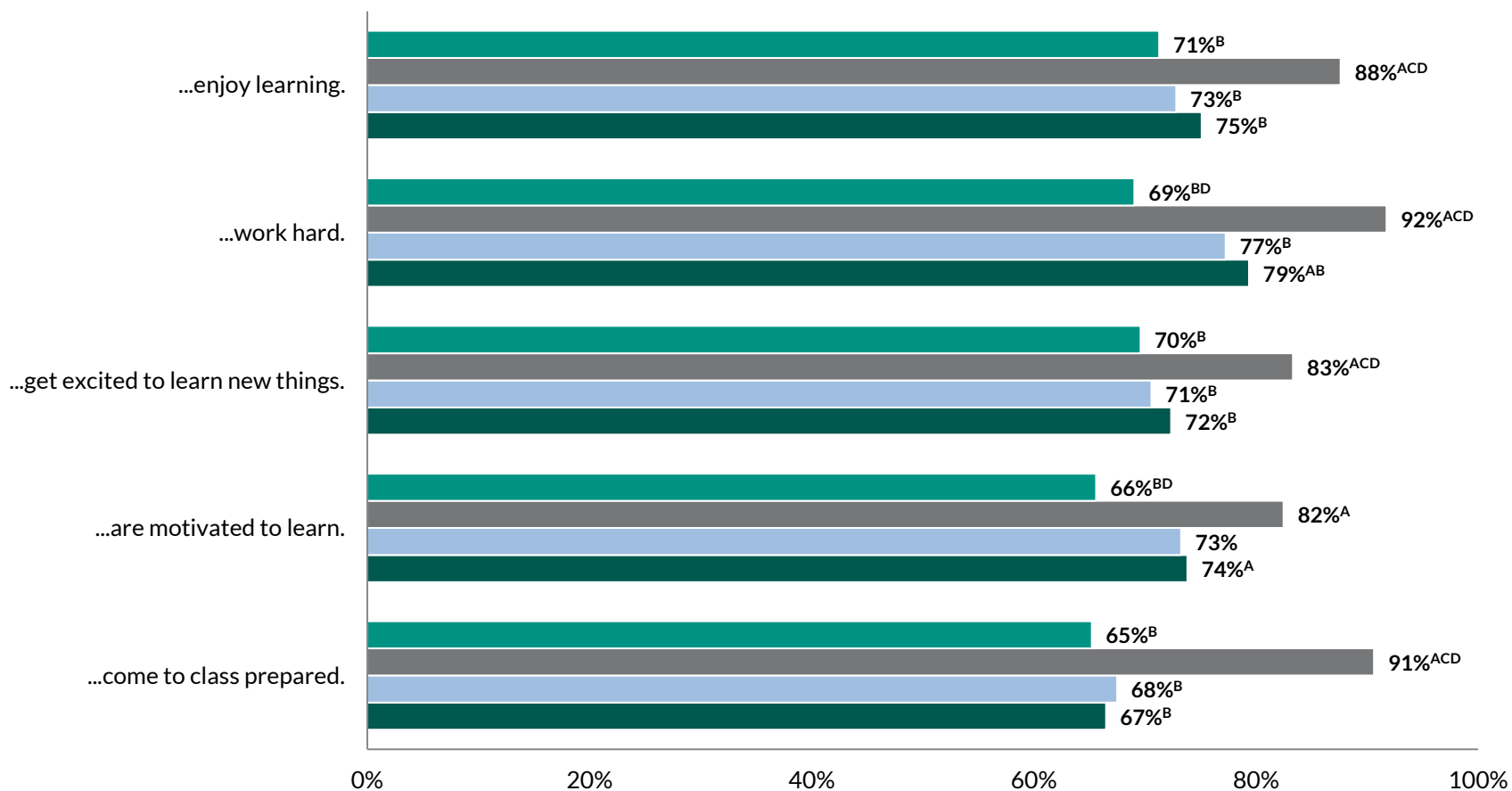
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Agreement with statements about student attitudes towards learning. Most students at my school...

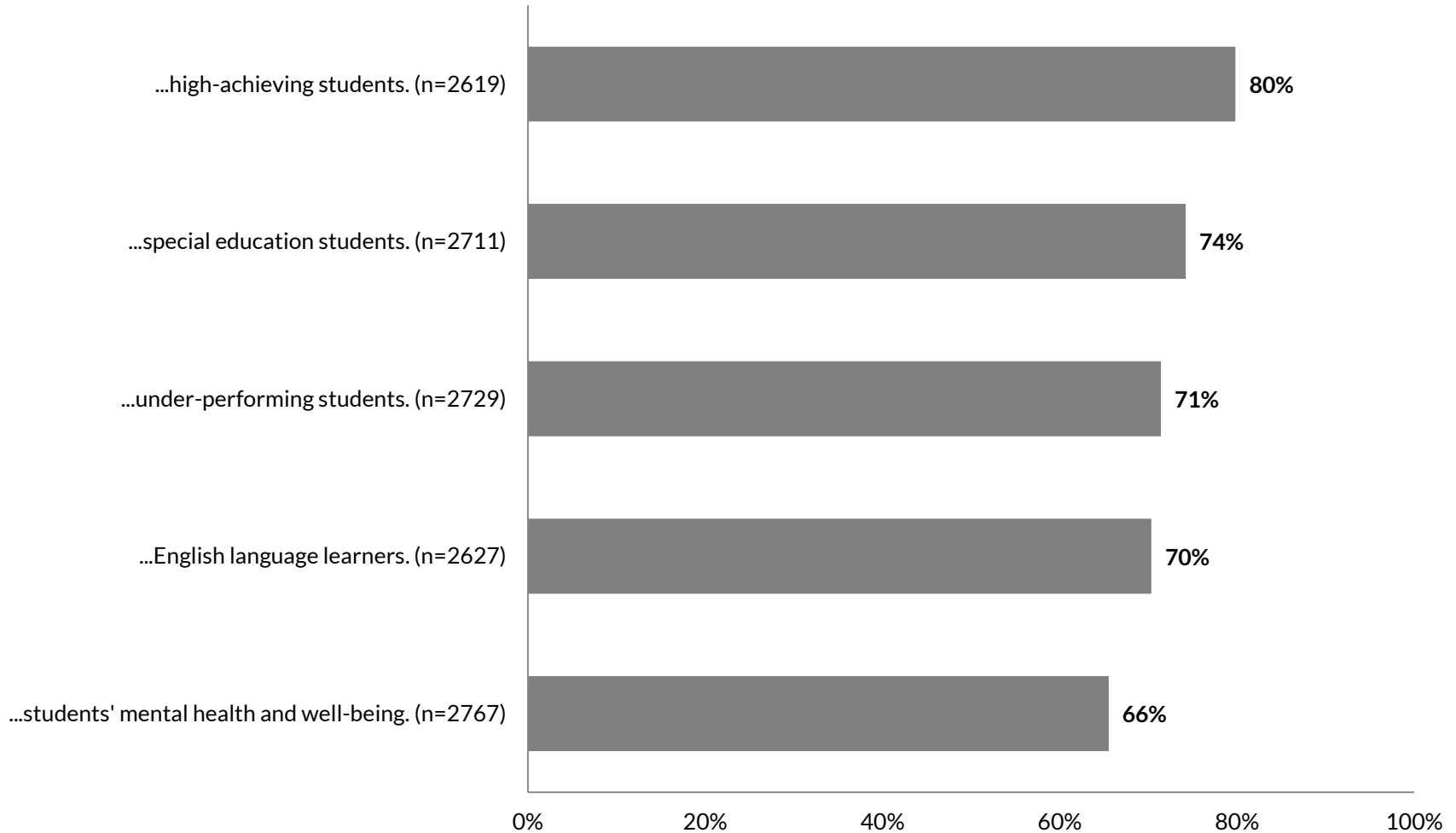
% Agree + % Strongly Agree

■ Instructional Staff (n=2102-2119) [A]    
 ■ School Administrator (n=96-97) [B]    
 ■ School Office Staff (n=80-92) [C]    
 ■ Other School Staff (n=200-233) [D]



## Agreement with statements about student support services. [My school / The district] provides enough resources and support for...

*% Agree + % Strongly Agree*



# STUDENT SUPPORT SERVICES BY STAFF LEVEL

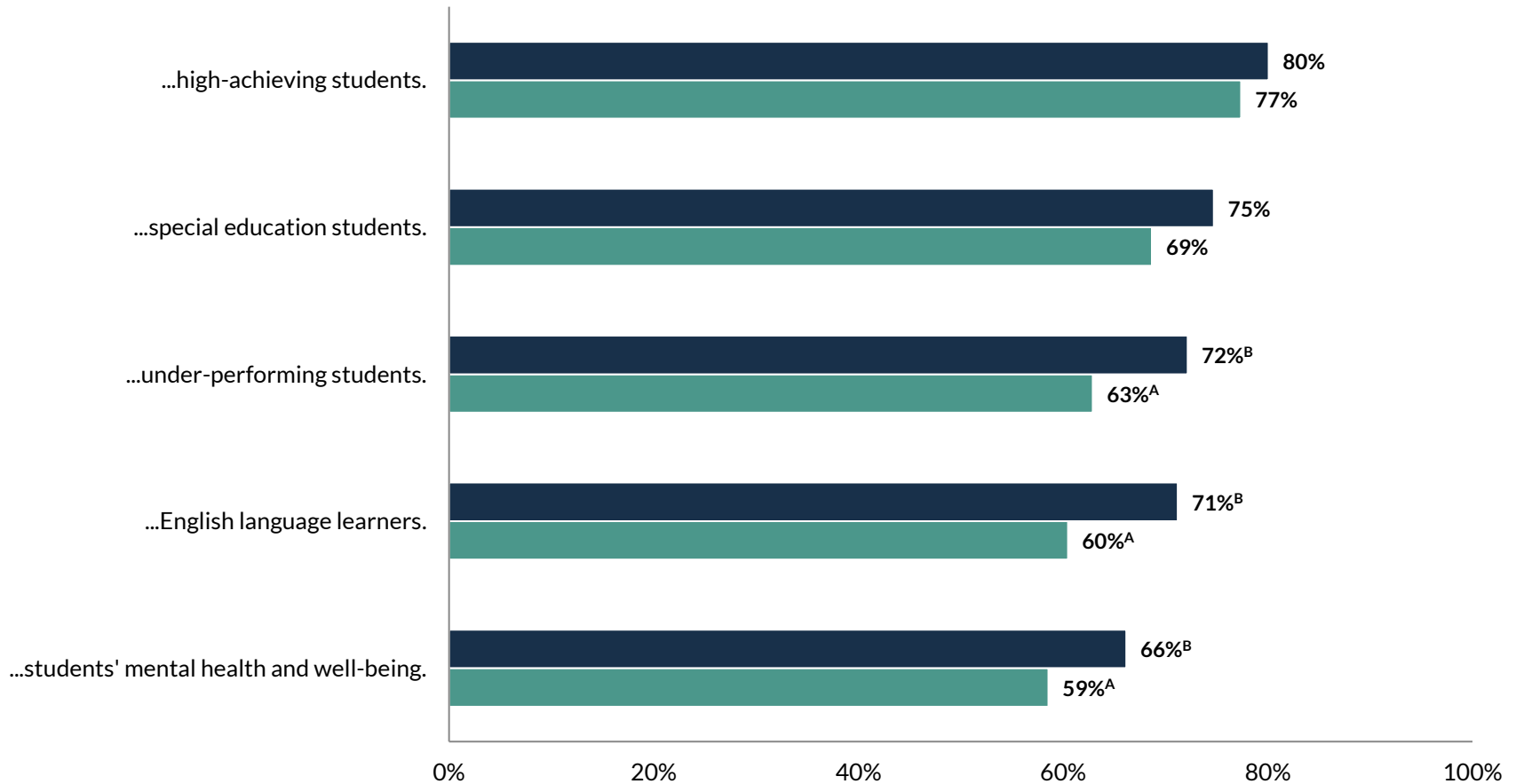
[Back to Recommendations](#)

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Agreement with statements about student support services. [My school / The district] provides enough resources and support for...

% Agree + % Strongly Agree

■ School Staff (n=2389-2528) [A]    ■ District Staff (n=210-239) [B]



# STUDENT SUPPORT SERVICES BY SCHOOL LEVEL

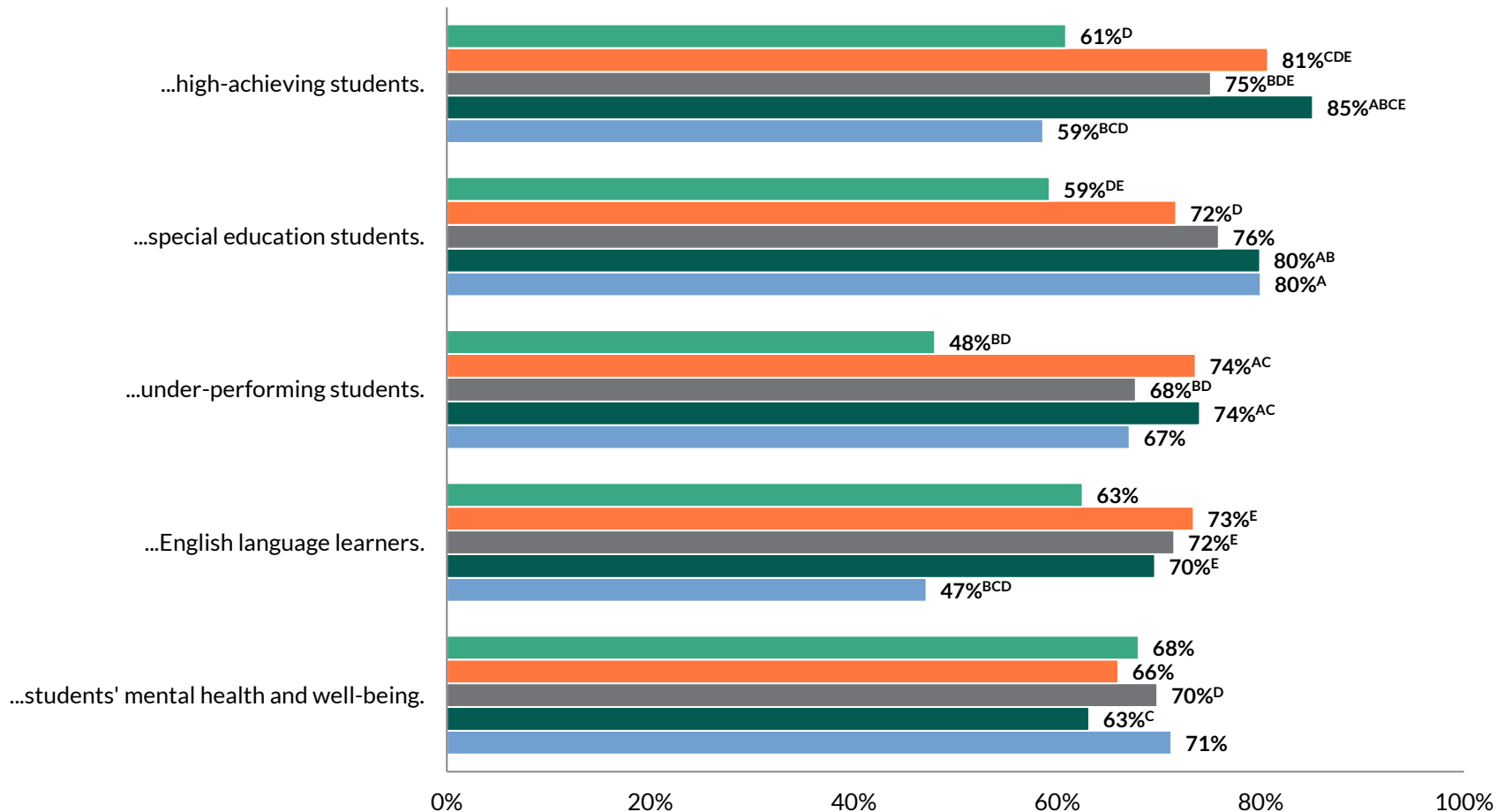
[Back to Recommendations](#)

[Back to Key Findings](#)

Agreement with statements about student support services. [My school / The district] provides enough resources and support for...

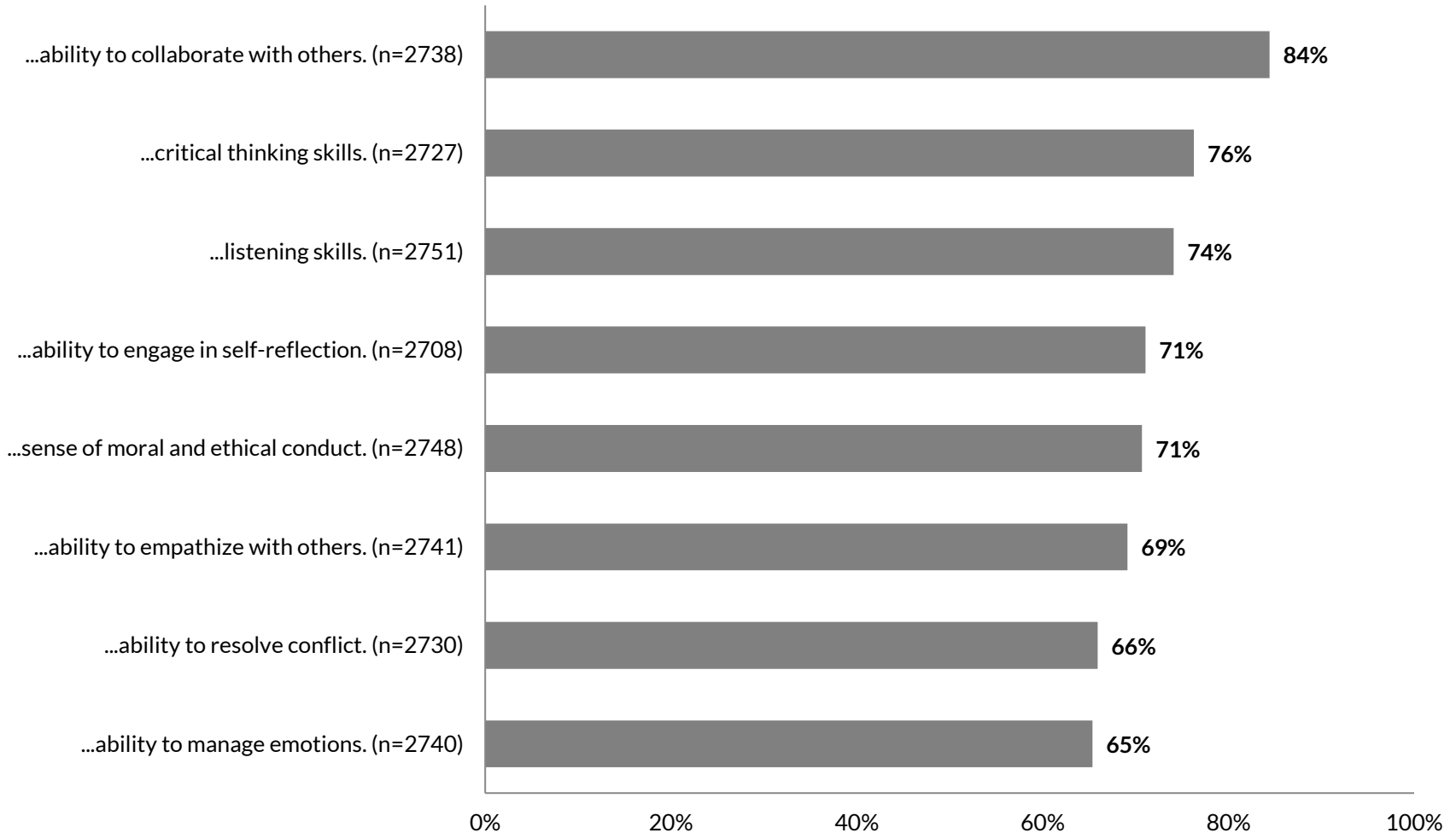
% Agree + % Strongly Agree

■ Pre School (n=23-27) [A]    
 ■ Elementary School (n=1234-1306) [B]    
 ■ Middle School (n=450-481) [C]    
 ■ High School (n=613-643) [D]    
 ■ Program (n=58-75) [E]



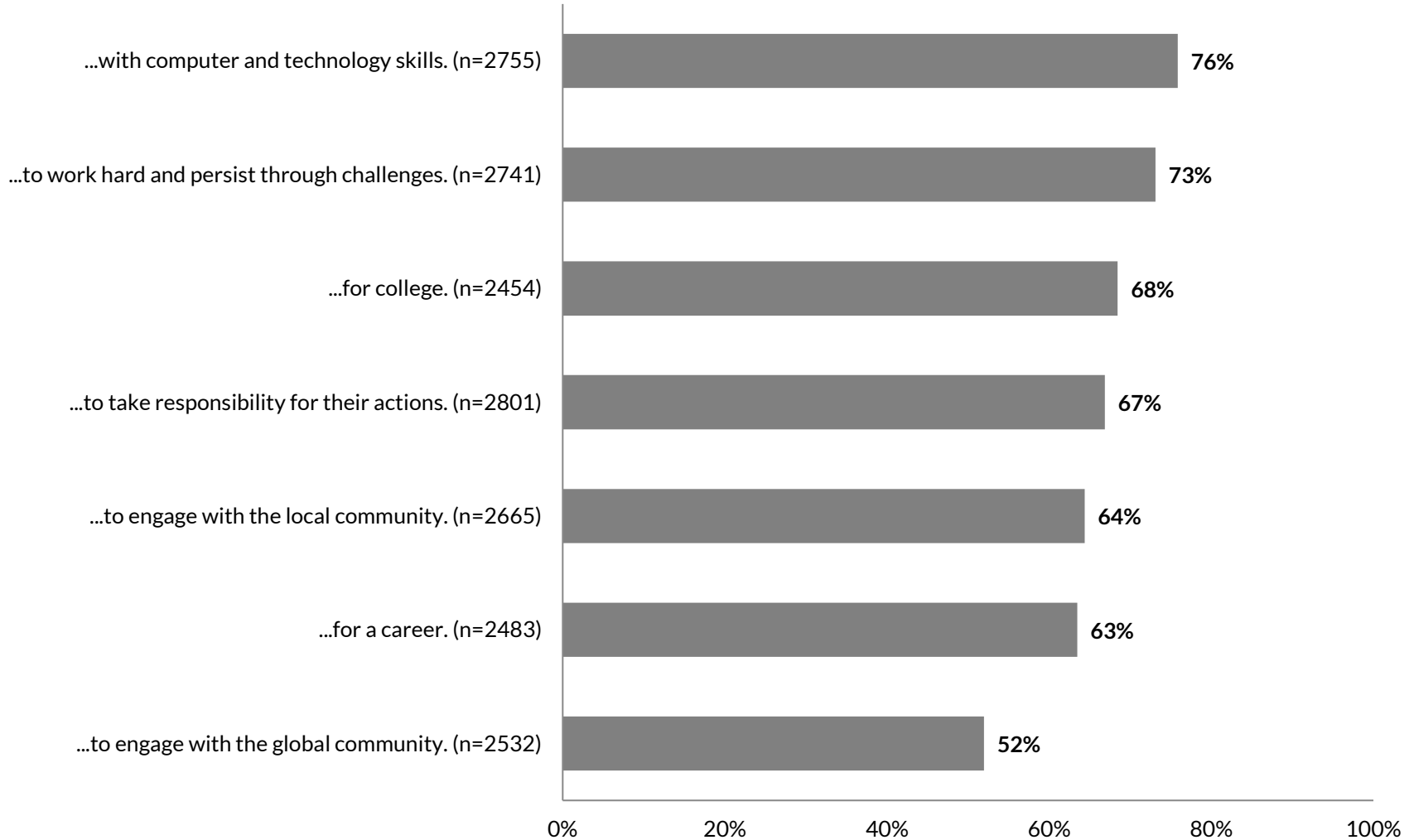
## Agreement with statements about student outcomes. [The district/The school] develops students'...

% Agree + % Strongly Agree



## Agreement with statements about student outcomes. Schools prepare students...

*% Agree + % Strongly Agree*



# **SOCIAL ENVIRONMENT**

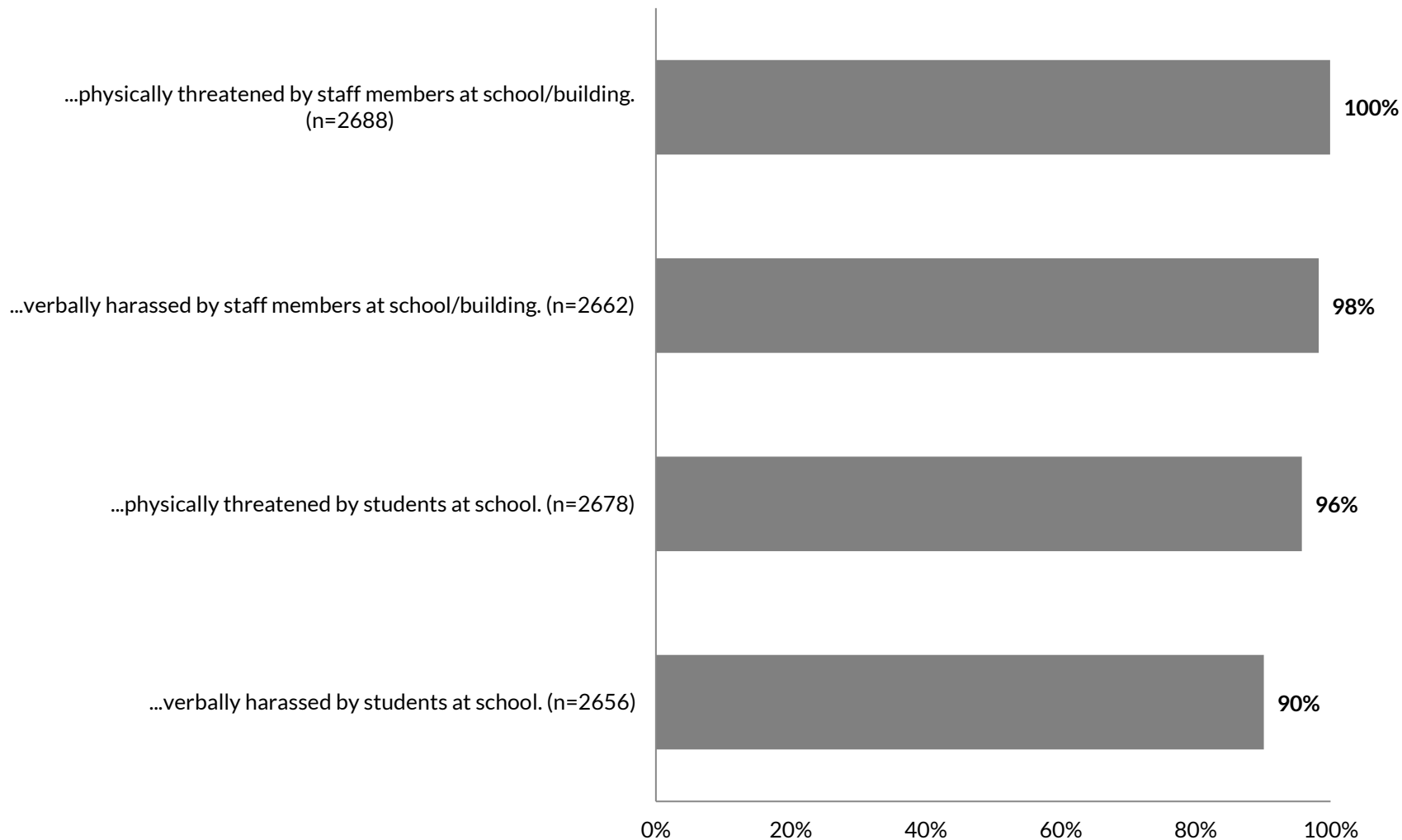
# GENERAL BULLYING AND HARASSMENT

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## Ratings of the frequency of experiences of bullying and harassment. I have been...

% 1 Time + % Never



# GENERAL BULLYING AND HARASSMENT BY SCHOOL LEVEL

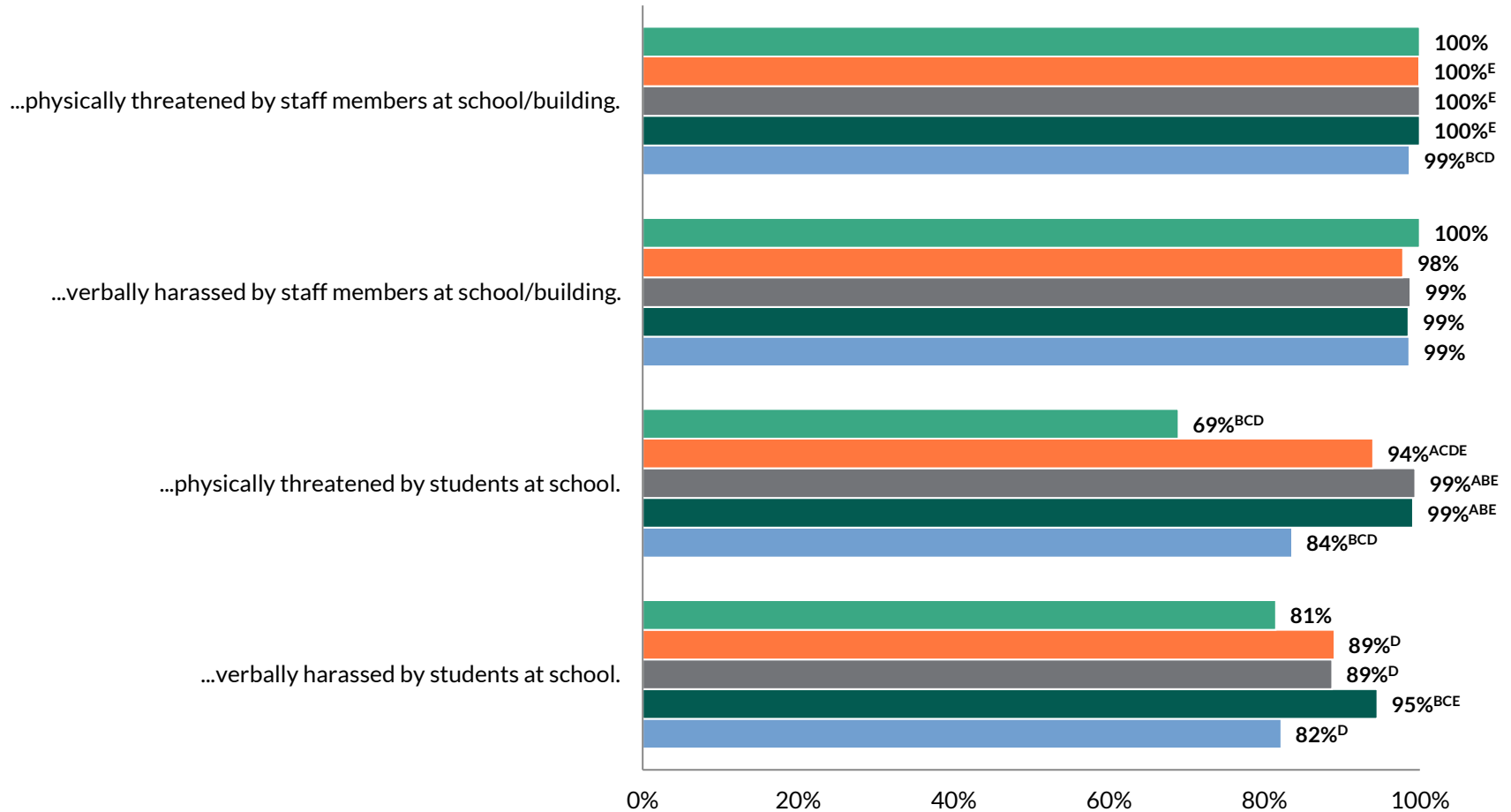
[Back to Recommendations](#)

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## Ratings of the frequency of experiences of bullying and harassment. I have been...

% 1 Time + % Never

■ Pre School (n=27-29) [A]    
 ■ Elementary School (n=1382-1398) [B]    
 ■ Middle School (n=496-504) [C]    
 ■ High School (n=678-682) [D]    
 ■ Program (n=73-75) [E]



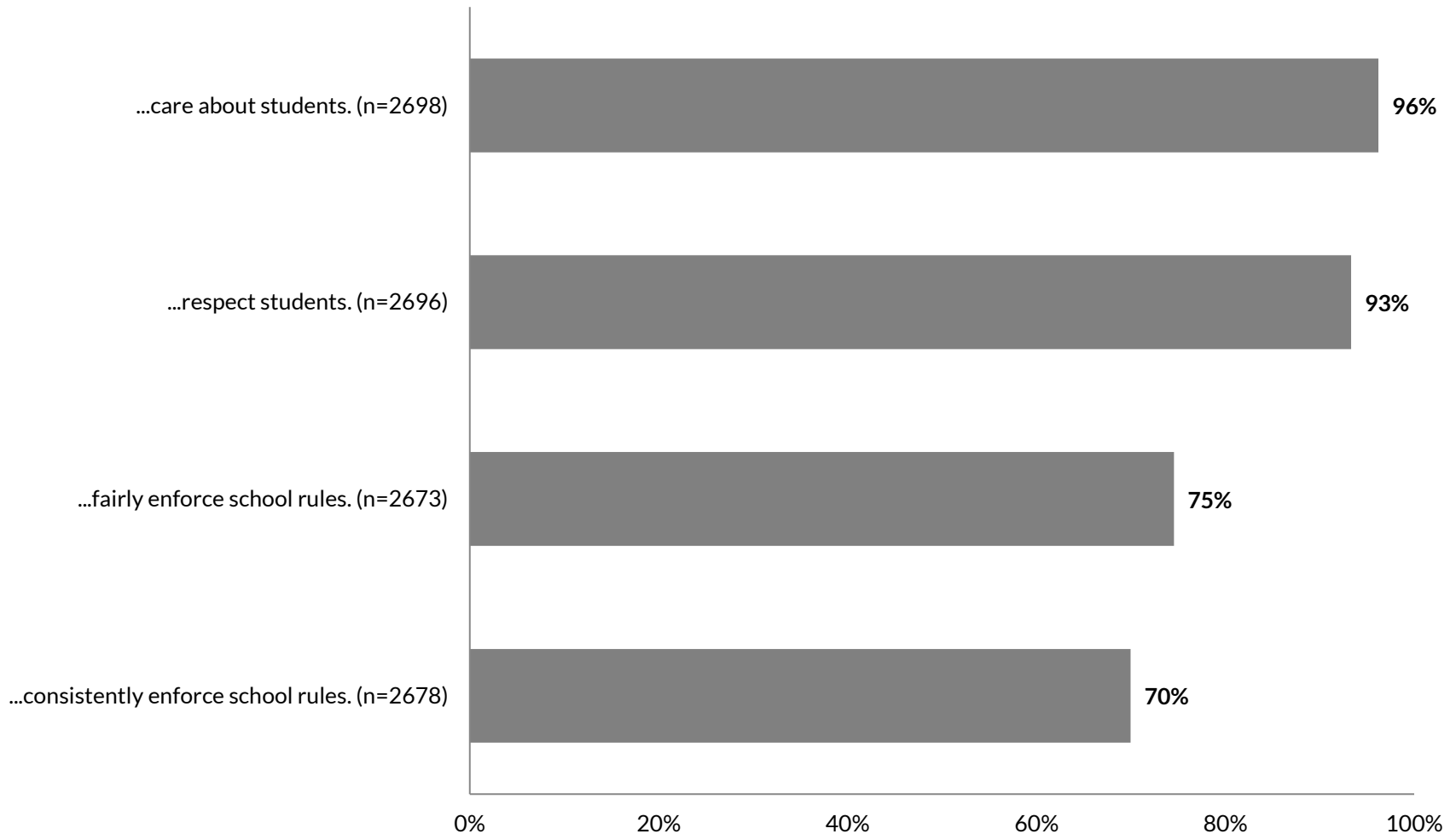
# STUDENT-STAFF POSITIVE RELATIONSHIPS & DISCIPLINE

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[Back to Key Findings](#)

## Agreement with statements about students' positive relationships and discipline. Adults at my school...

*% Agree + % Strongly Agree*



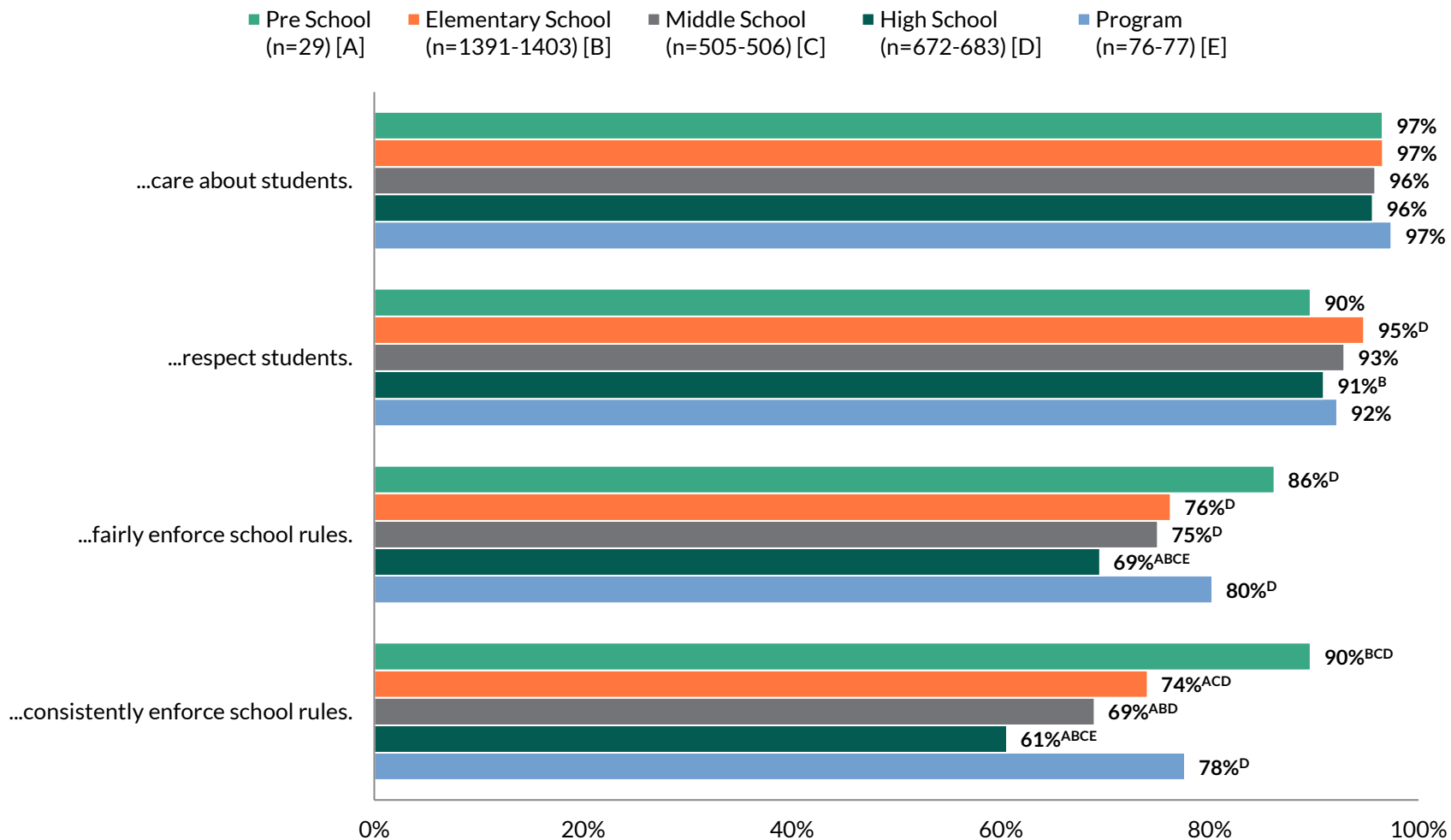
# STUDENT-STAFF POSITIVE RELATIONSHIPS & DISCIPLINE BY SCHOOL LEVEL

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## Agreement with statements about students' positive relationships and discipline. Adults at my school...

% Agree + % Strongly Agree



Note: Statistically significant differences (at the 95% confidence level) between groups are noted with bracketed letters (e.g., [A], [B], and [C]). Only school staff saw this question.



# STUDENT-STAFF POSITIVE RELATIONSHIPS & DISCIPLINE BY STAFF GROUP

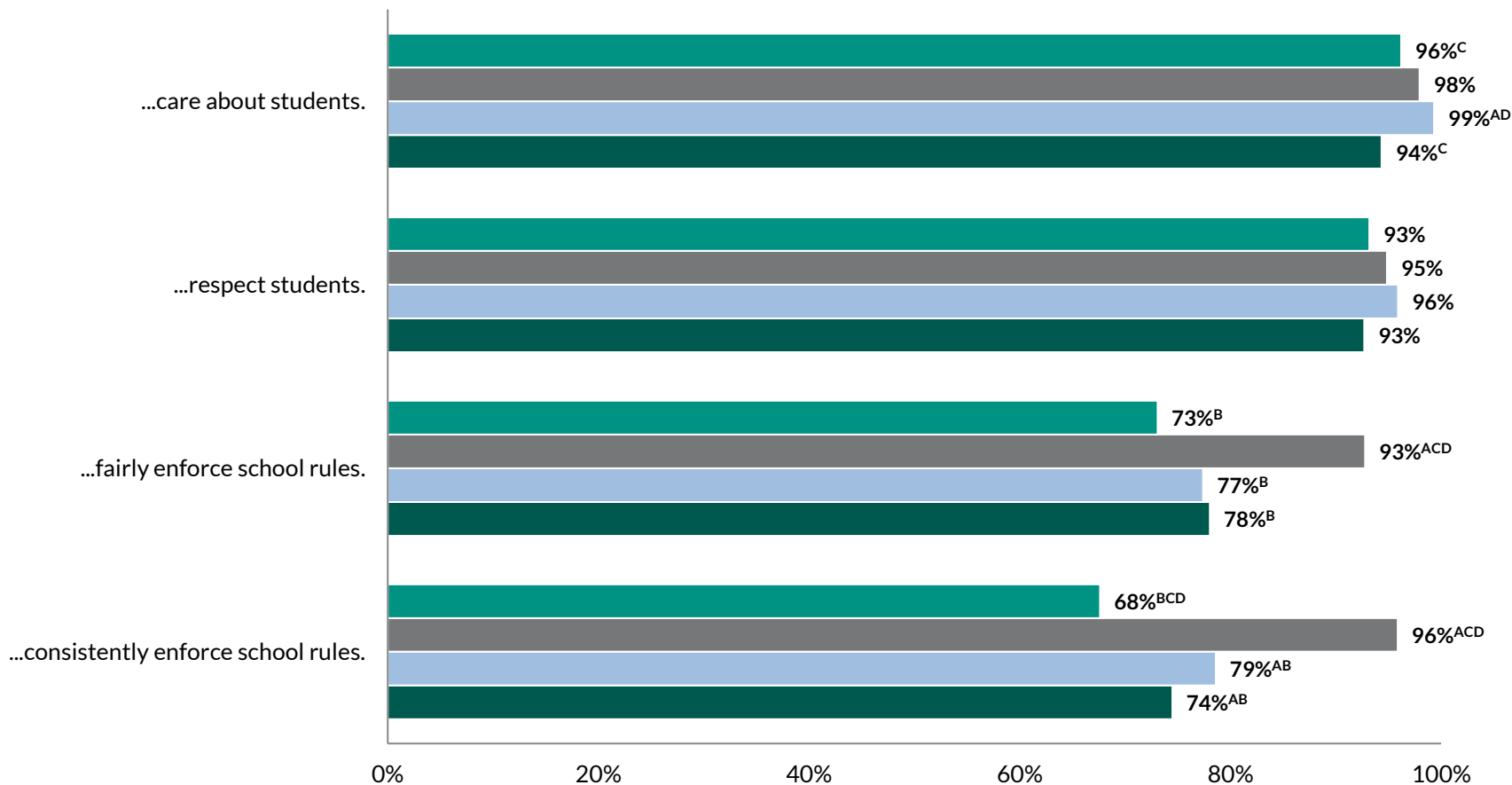
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Agreement with statements about students' positive relationships and discipline. Adults at my school...

% Agree + % Strongly Agree

■ Instructional Staff (n=2143-2153) [A]    
 ■ School Administrator (n=97) [B]    
 ■ School Office Staff (n=145-147) [C]    
 ■ Other School Staff (n=287-301) [D]



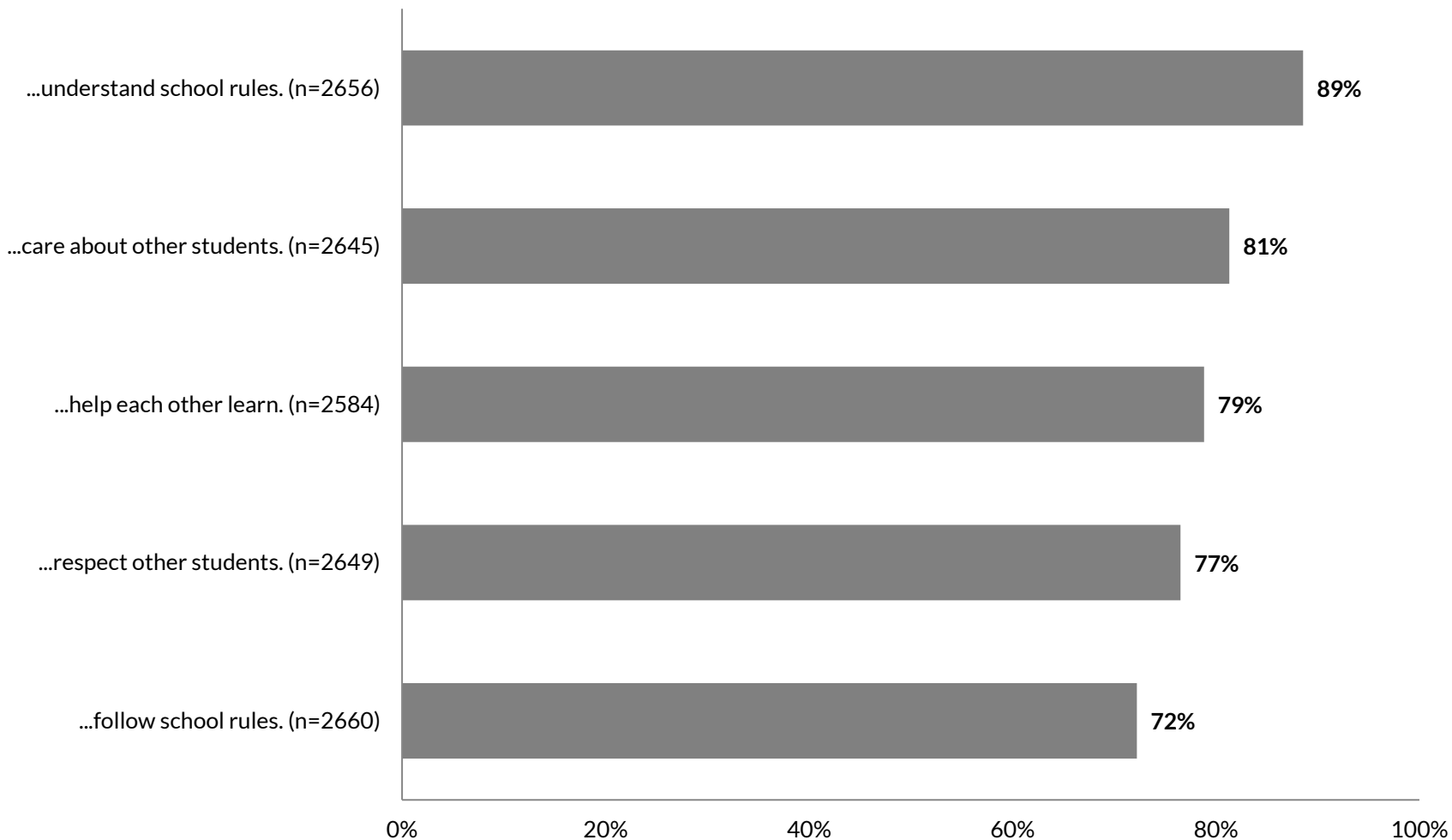
# STUDENT-STUDENT POSITIVE RELATIONSHIPS & DISCIPLINE

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Agreement with statements about students' positive relationships and discipline. Students at my school...

% Agree + % Strongly Agree



# STUDENT-STUDENT POSITIVE RELATIONSHIPS & DISCIPLINE BY SCHOOL LEVEL

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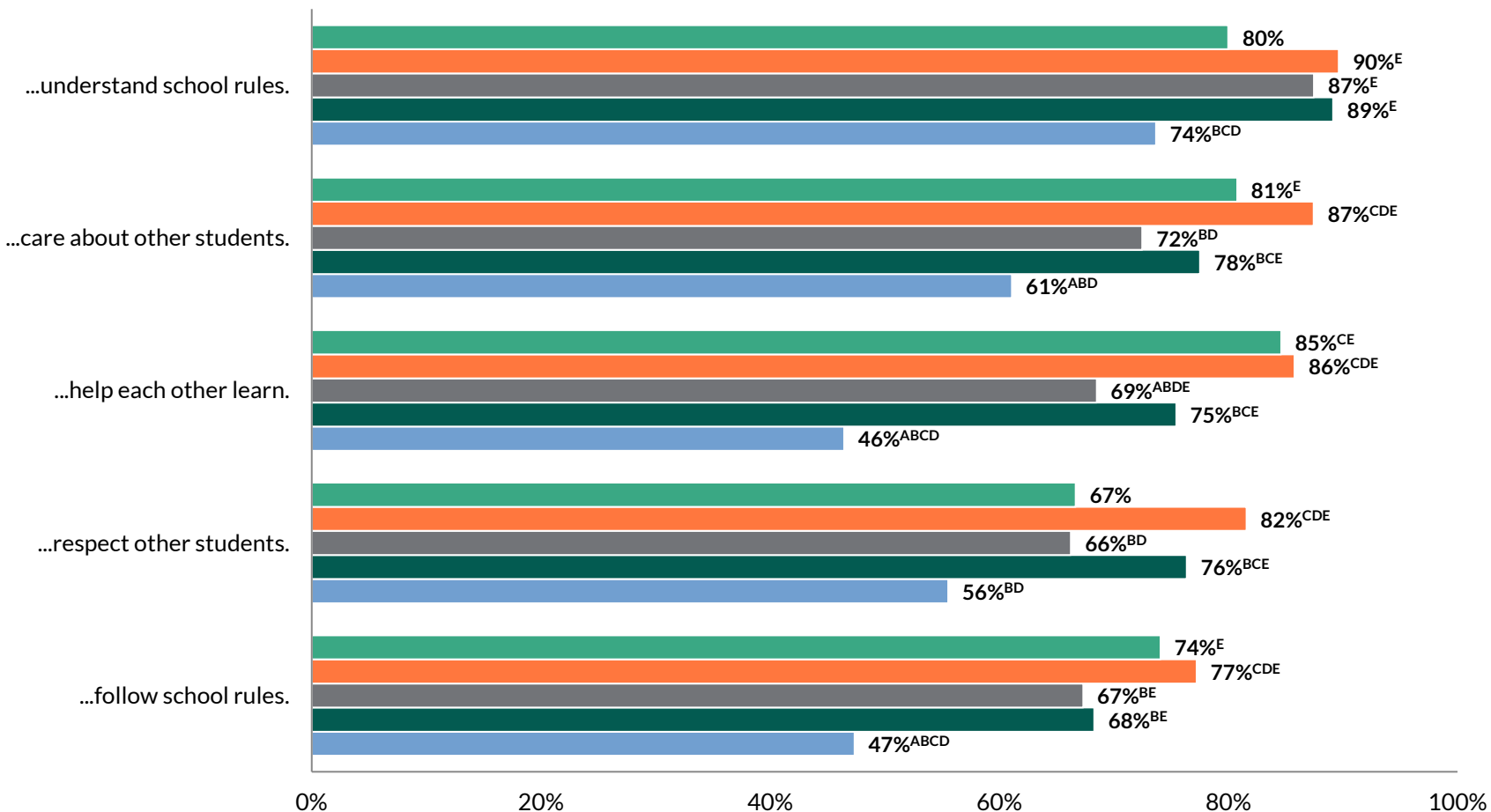
[Back to Key Findings](#)

Agreement with statements about students' positive relationships and discipline.

Students at my school...

% Agree + % Strongly Agree

■ Pre School (n=25-27) [A]    
 ■ Elementary School (n=1349-1383) [B]    
 ■ Middle School (n=486-503) [C]    
 ■ High School (n=652-673) [D]    
 ■ Program (n=71-76) [E]



Note: Statistically significant differences (at the 95% confidence level) between groups are noted with bracketed letters (e.g., [A], [B], and [C]). Only school staff saw this question.



# STUDENT-STUDENT POSITIVE RELATIONSHIPS & DISCIPLINE BY STAFF GROUP

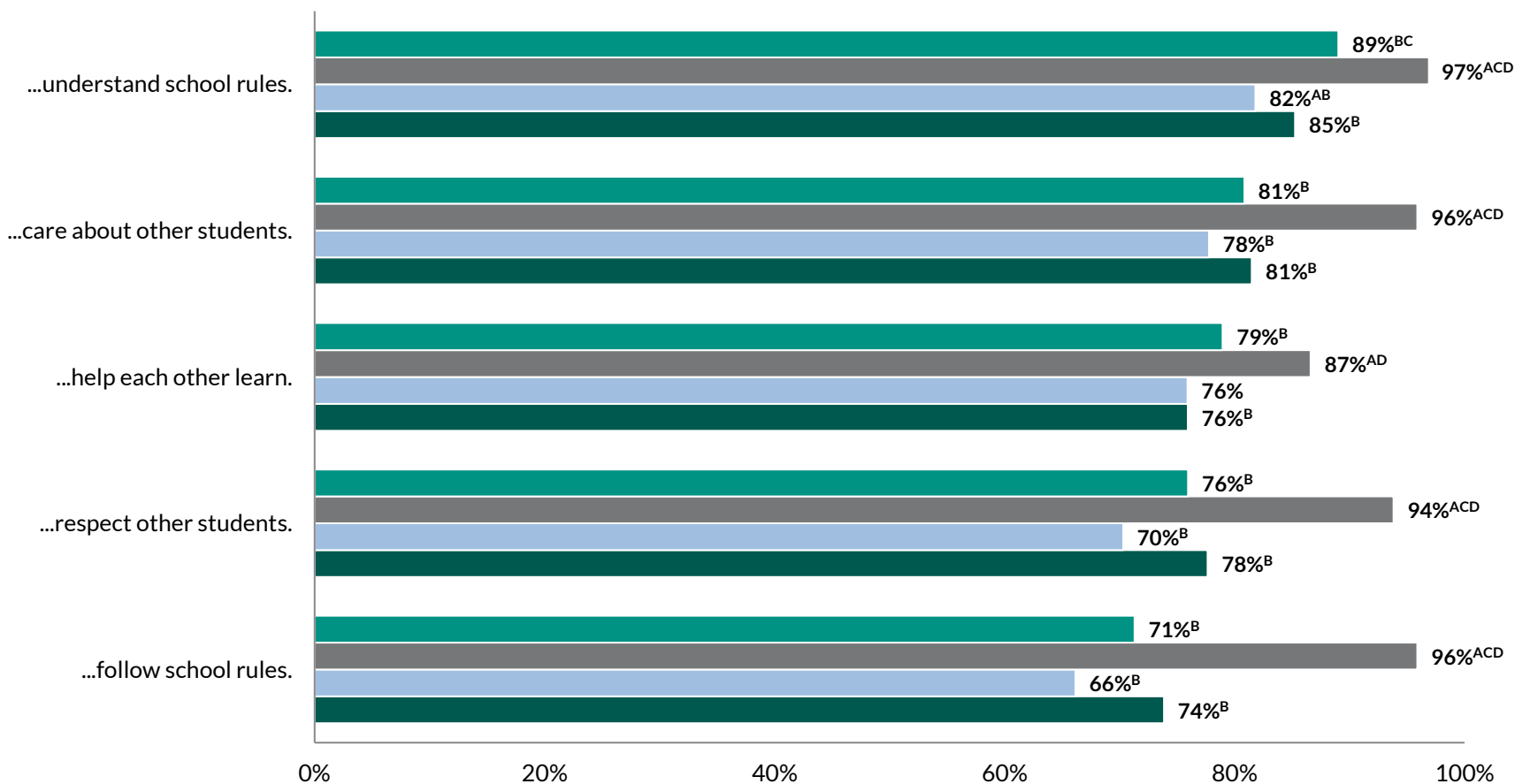
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[Back to Key Findings](#)

Agreement with statements about students' positive relationships and discipline. Students at my school...

% Agree + % Strongly Agree

■ Instructional Staff (n=2130-2147) [A]
 ■ School Administrator (n=97) [B]
 ■ School Office Staff (n=112-133) [C]
 ■ Other School Staff (n=245-285) [D]



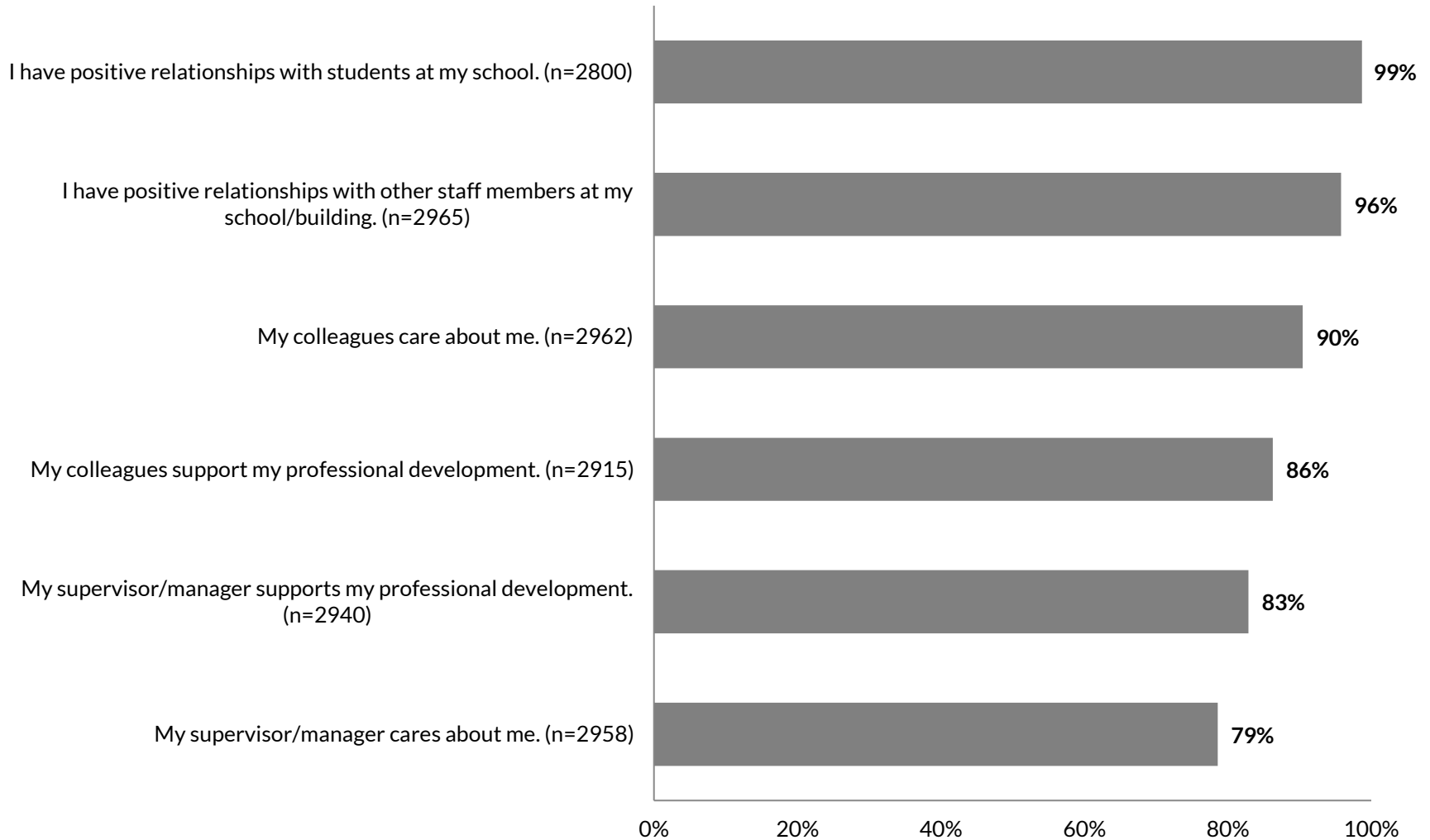
# STAFF MEMBERS' POSITIVE RELATIONSHIPS WITH OTHER STAFF

[Back to Recommendations](#)

[Back to Key Findings](#)

## Agreement with statements about staff members' relationships:

*% Agree + % Strongly Agree*



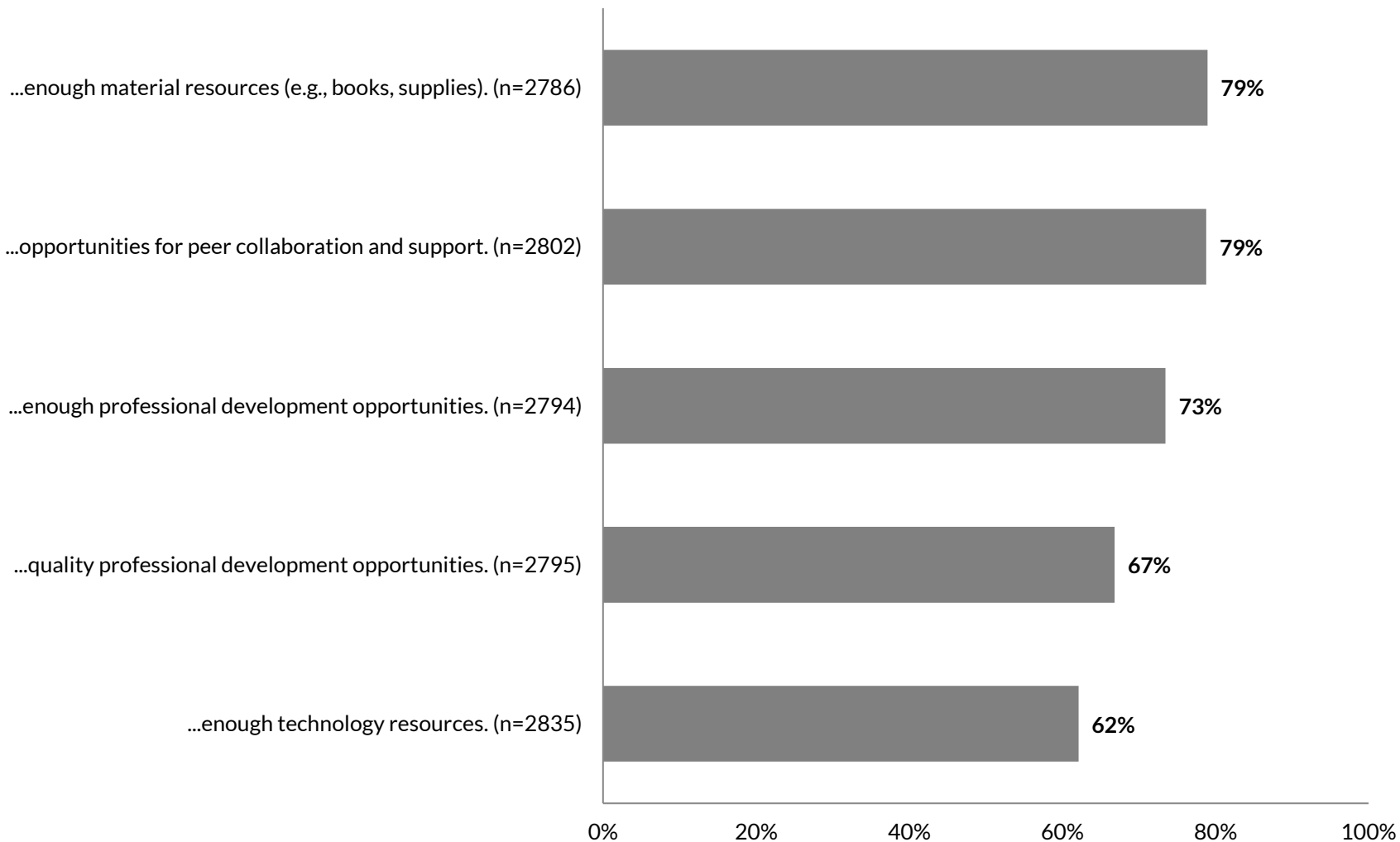
# STAFF MEMBERS' POSITIVE RELATIONSHIPS (RESOURCES AND SUPPORT)

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[Back to Key Findings](#)

Agreement with statements about staff members' relationships. My building/school provides...

*% Agree + % Strongly Agree*



# STAFF MEMBERS' POSITIVE RELATIONSHIPS (RESOURCES AND SUPPORT) BY STAFF LEVEL

[Back to Recommendations](#)

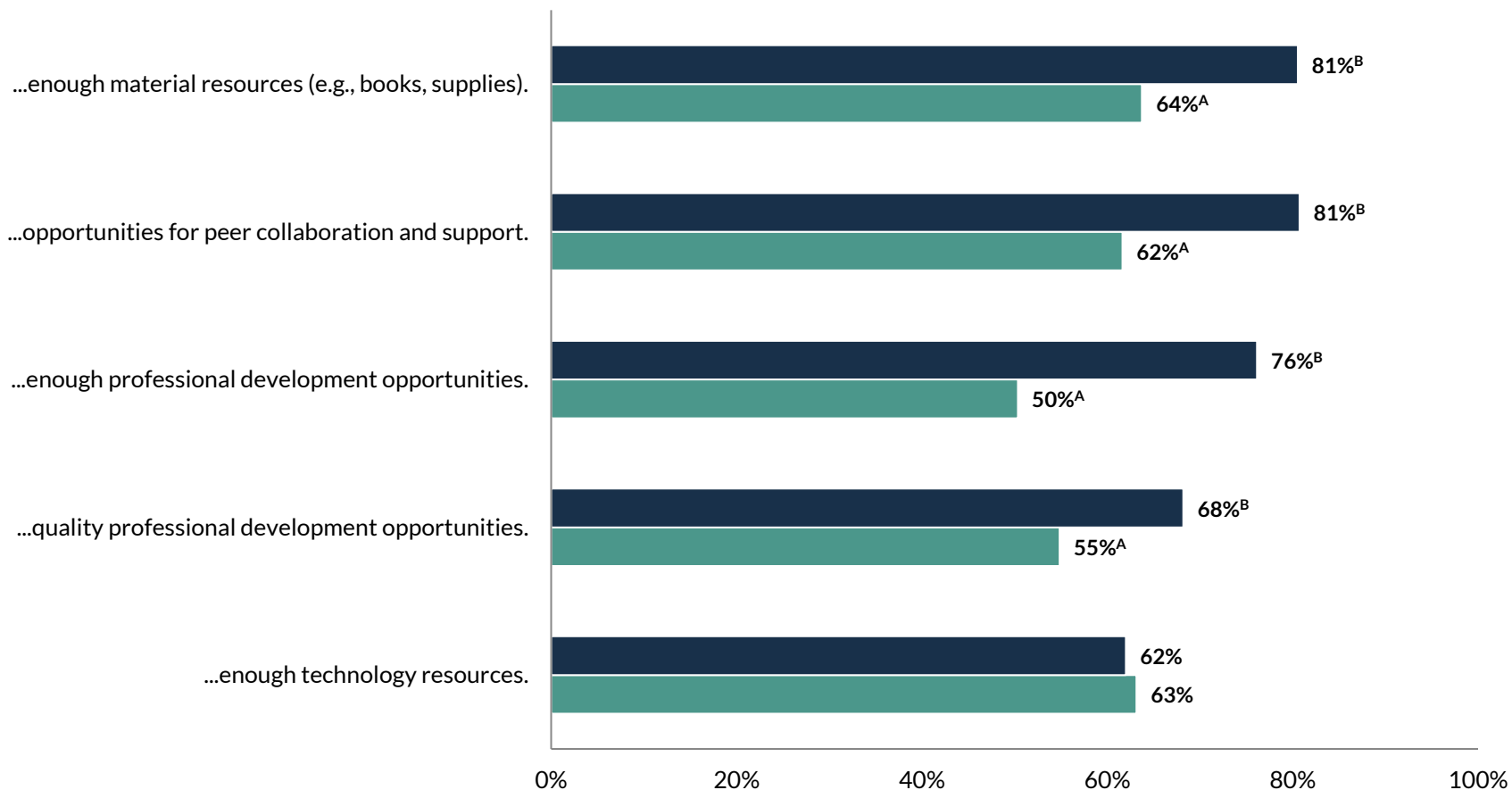
[Back to Key Findings](#)

Agreement with statements about staff members' relationships.

My building/school provides...

% Agree + % Strongly Agree

■ School Staff (n=2504-2550) [A]    ■ District Staff (n=262-290) [B]



# STAFF MEMBERS' POSITIVE RELATIONSHIPS (RESOURCES AND SUPPORT) BY SCHOOL LEVEL

Agreement with statements about staff members' relationships.

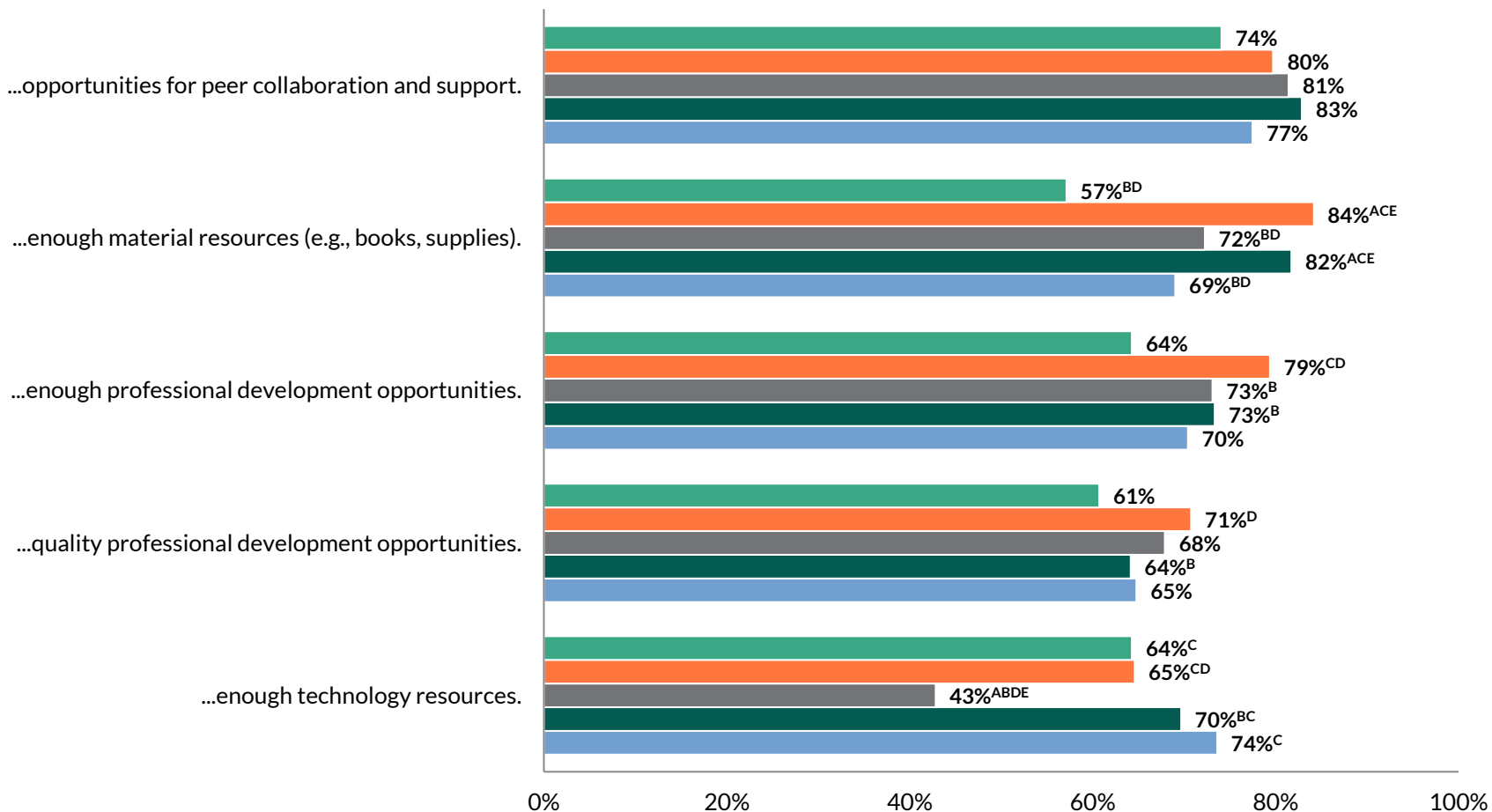
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My building/school provides...

[Back to Key Findings](#)

% Agree + % Strongly Agree

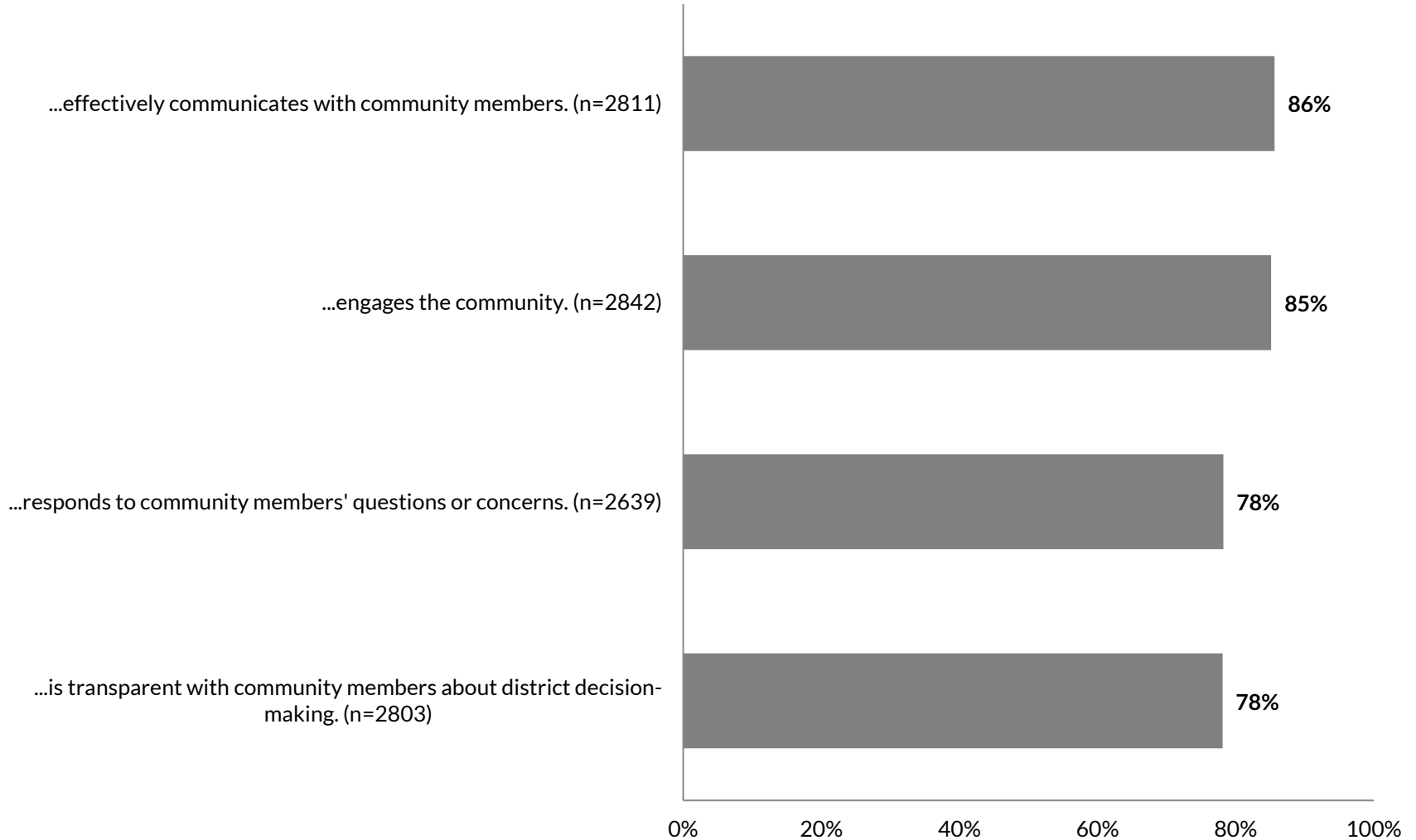
■ Pre School (n=27-28) [A]    
 ■ Elementary School (n=1265-1299) [B]    
 ■ Middle School (n=483-488) [C]    
 ■ High School (n=646-663) [D]    
 ■ Program (n=71-72) [E]



# ENGAGEMENT/INCLUSION

## Agreement with statements about community engagement. The district...

*% Agree + % Strongly Agree*



# COMMUNITY ENGAGEMENT BY STAFF LEVEL

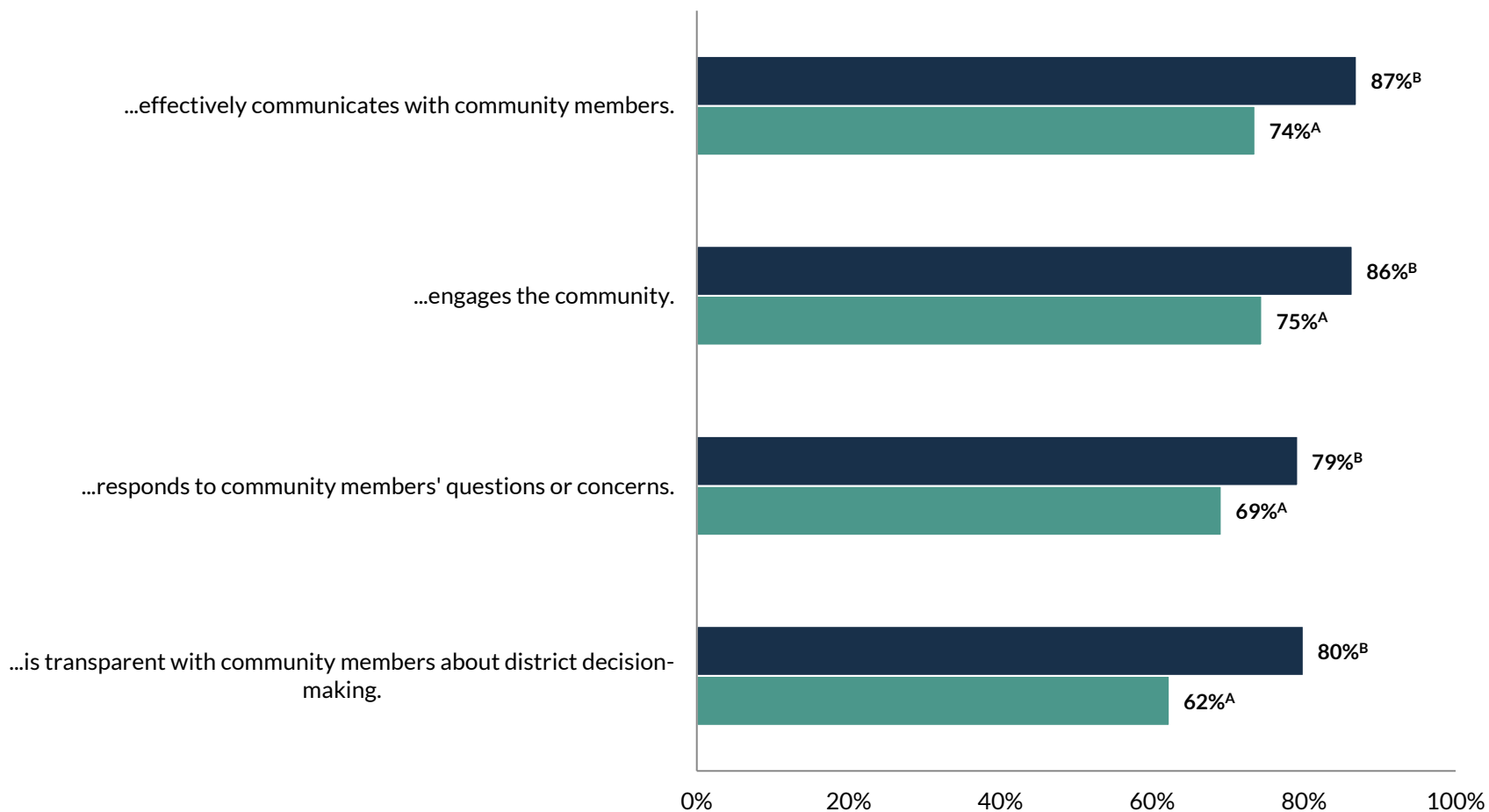
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## Agreement with statements about community engagement. The district...

% Agree + % Strongly Agree

■ School Staff (n=2373-2540) [A]    ■ District Staff (n=266-302) [B]



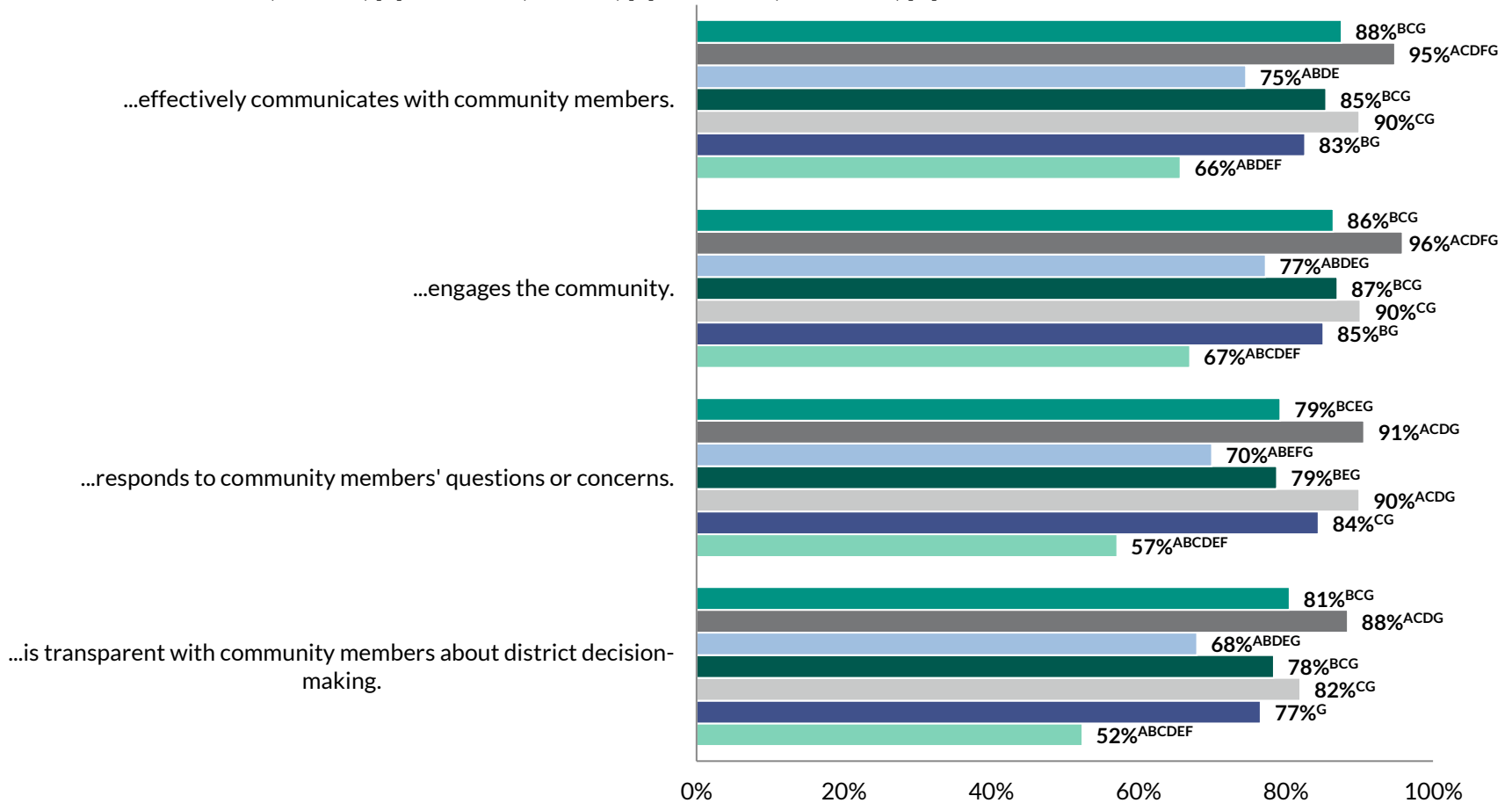
# COMMUNITY ENGAGEMENT BY STAFF GROUP

[Back to Recommendations](#)

[Back to Key Findings](#)

Agreement with statements about community engagement. The district...  
% Agree + % Strongly Agree

- Instructional Staff  
(n=1921-2049) [A]
- School Administrator  
(n=95-97) [B]
- School Office Staff  
(n=120-132) [C]
- Other School Staff  
(n=236-262) [D]
- District Administrator  
(n=60-61) [E]
- District Office Staff  
(n=45-47) [F]
- Other District Staff  
(n=161-194) [G]

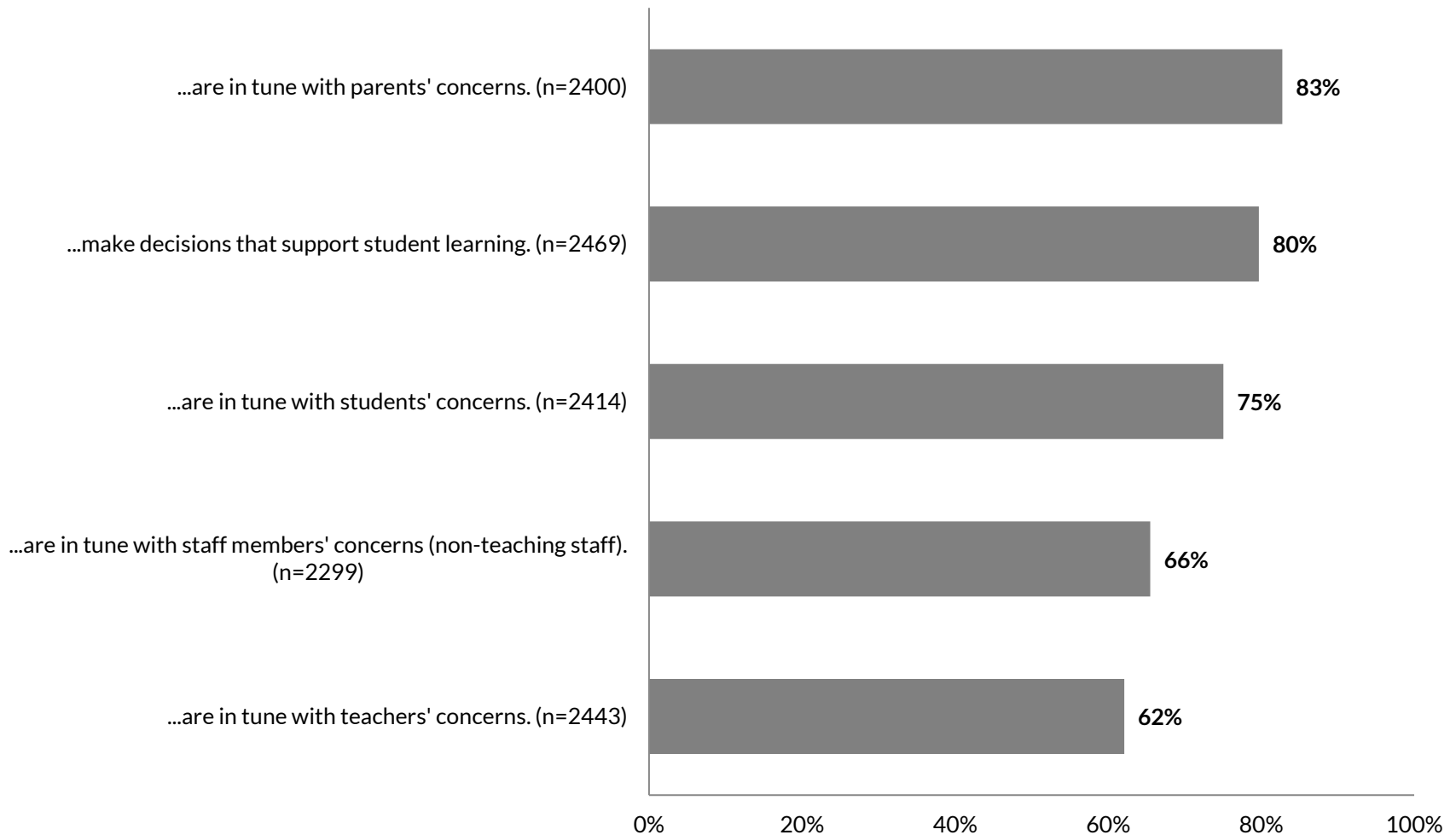


Note: Statistically significant differences (at the 95% confidence level) between groups are noted with bracketed letters (e.g., [A], [B], and [C]).



## Agreement with statements about school leadership and personnel. The administrators at my school...

% Agree + % Strongly Agree



# SCHOOL LEADERSHIP BY SCHOOL LEVEL

[Back to Recommendations](#)

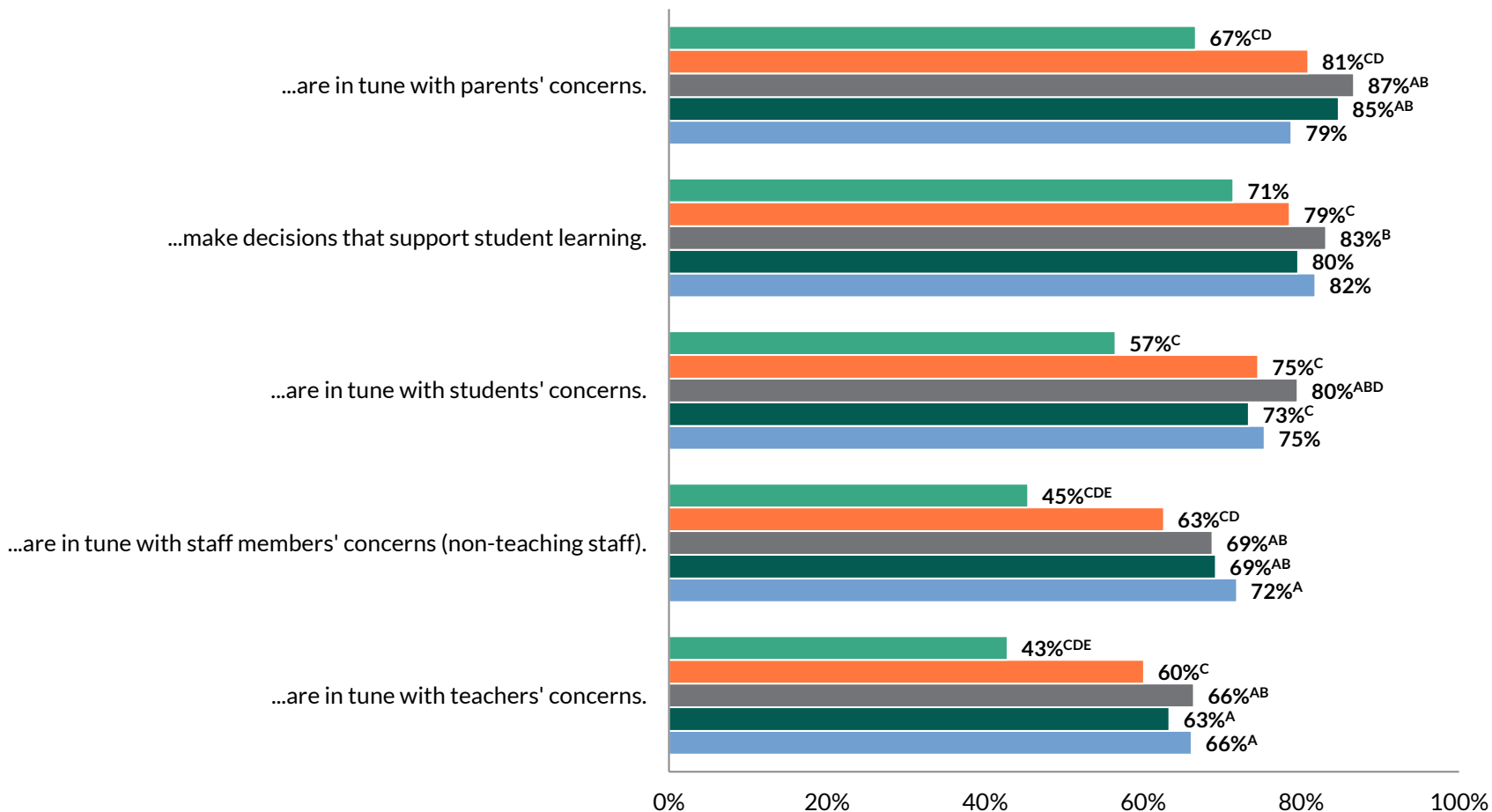
[Back to Key Findings](#)

## Agreement with statements about school leadership and personnel.

### The administrators at my school...

% Agree + % Strongly Agree

■ Pre School (n=22-28) [A]    
 ■ Elementary School (n=1215-1279) [B]    
 ■ Middle School (n=423-463) [C]    
 ■ High School (n=575-633) [D]    
 ■ Program (n=64-66) [E]



# SCHOOL LEADERSHIP BY STAFF GROUP

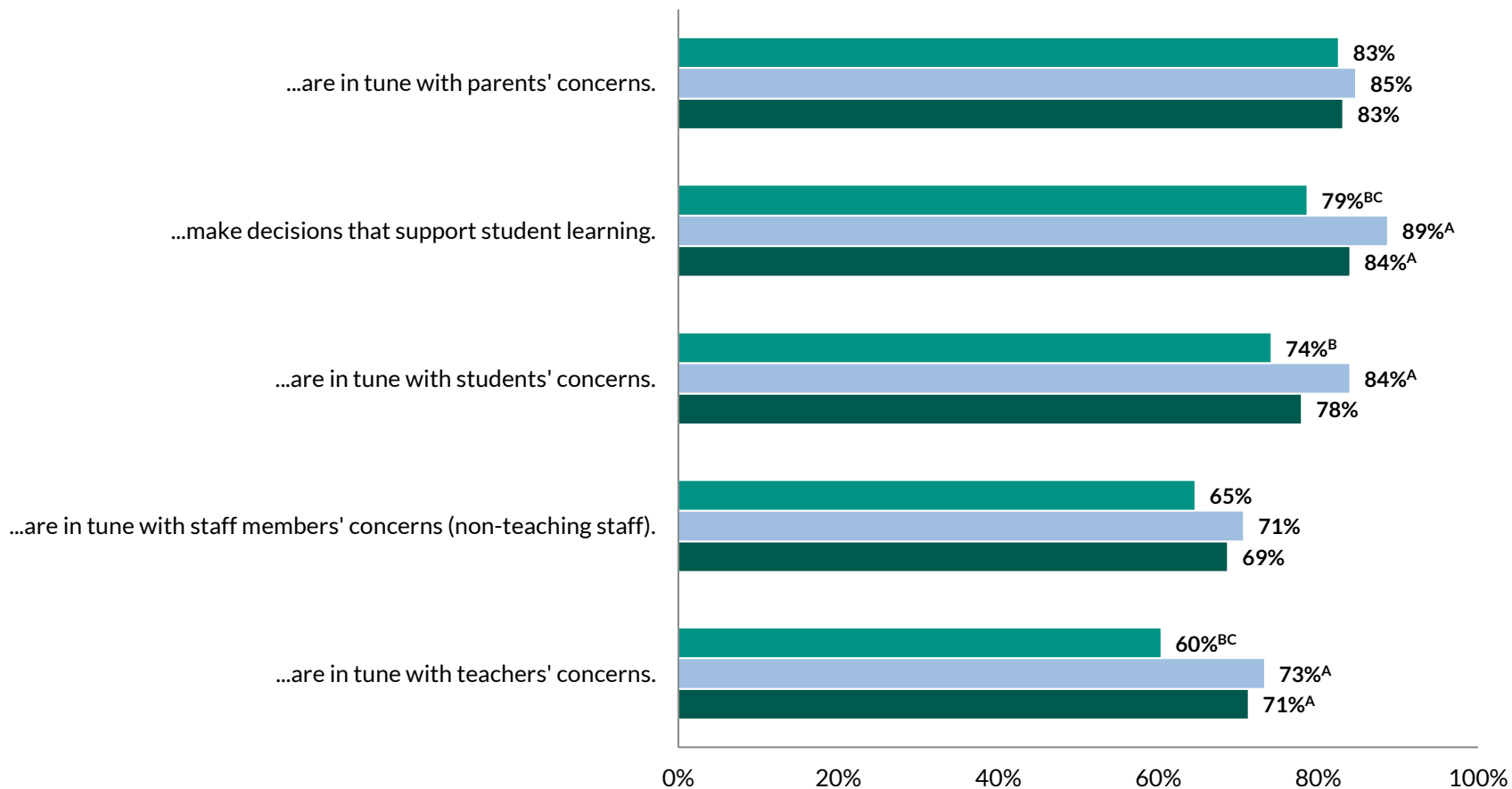
[Back to Recommendations](#)

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## Agreement with statements about school leadership and personnel. The administrators at my school...

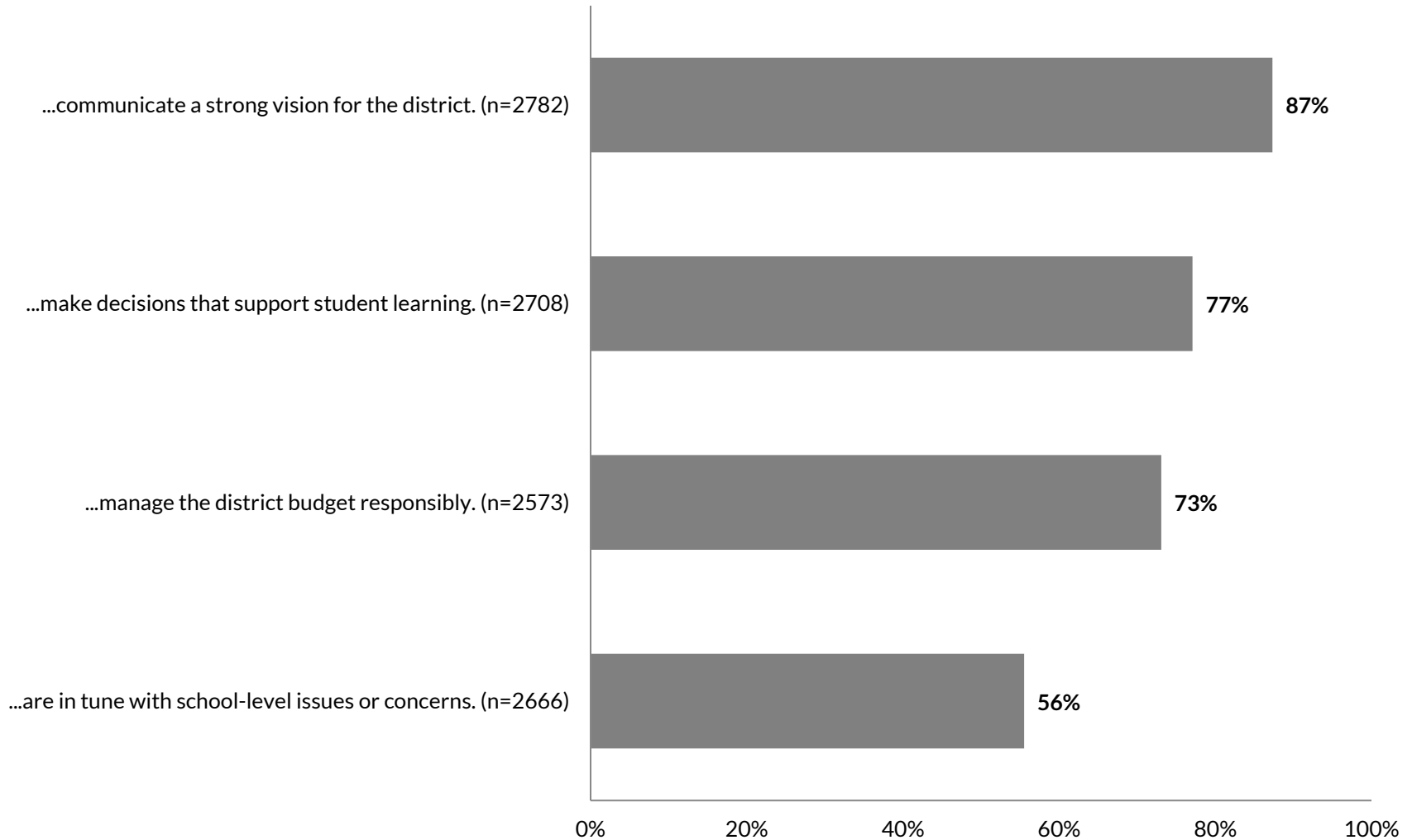
% Agree + % Strongly Agree

■ Instructional Staff (n=1884-2095) [A]  
■ School Office Staff (n=120-140) [B]  
■ Other School Staff (n=237-275) [C]



## Agreement with statements about district leadership and personnel. District leaders...

% Agree + % Strongly Agree



# DISTRICT LEADERSHIP BY SCHOOL LEVEL

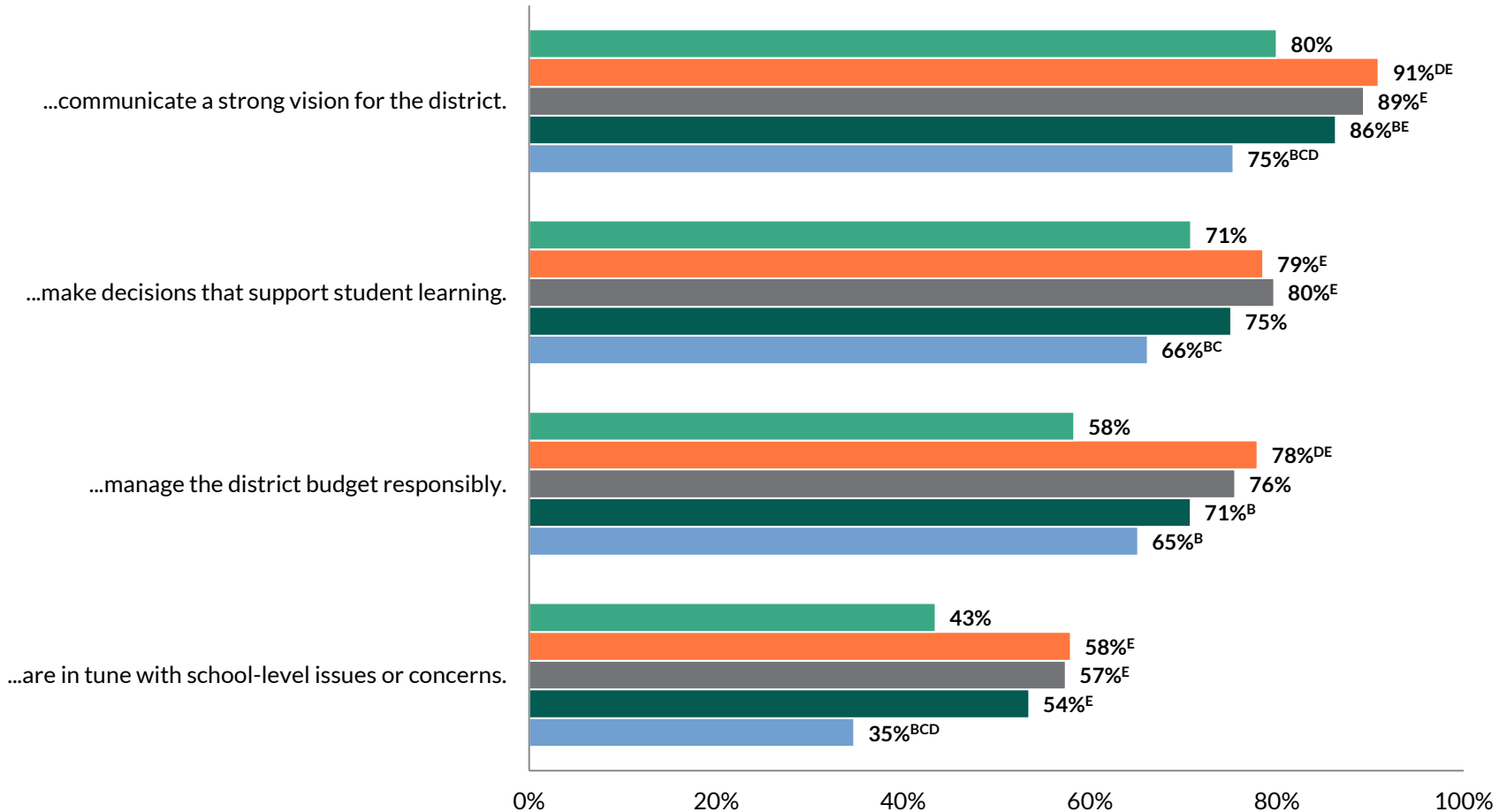
[Back to Recommendations](#)

[Back to Key Findings](#)

## Agreement with statements about district leadership and personnel. District leaders...

% Agree + % Strongly Agree

■ Pre School (n=23-25) [A]    
 ■ Elementary School (n=1197-1306) [B]    
 ■ Middle School (n=458-486) [C]    
 ■ High School (n=599-650) [D]    
 ■ Program (n=66-69) [E]

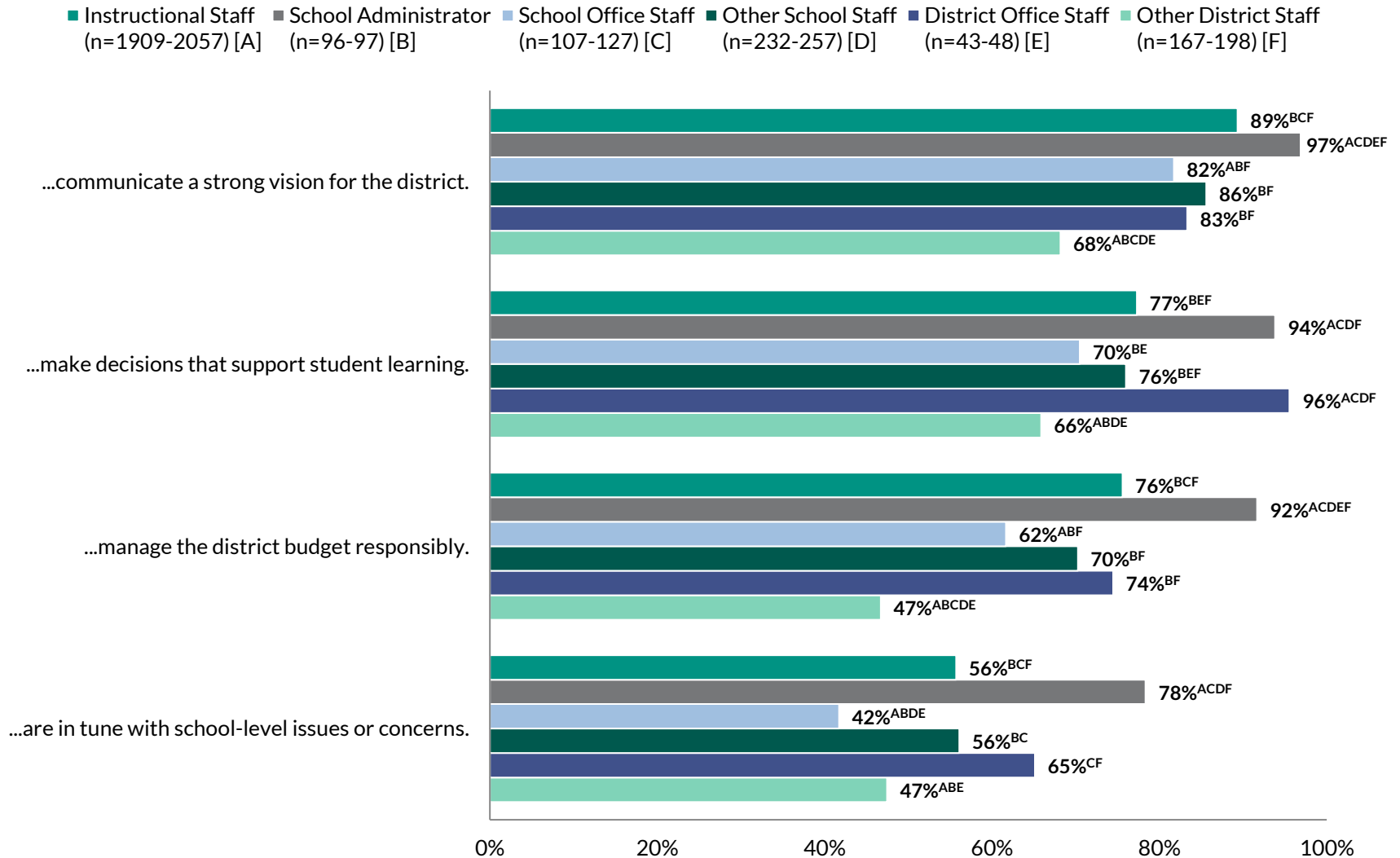


# DISTRICT LEADERSHIP BY STAFF GROUP

[Back to Recommendations](#)

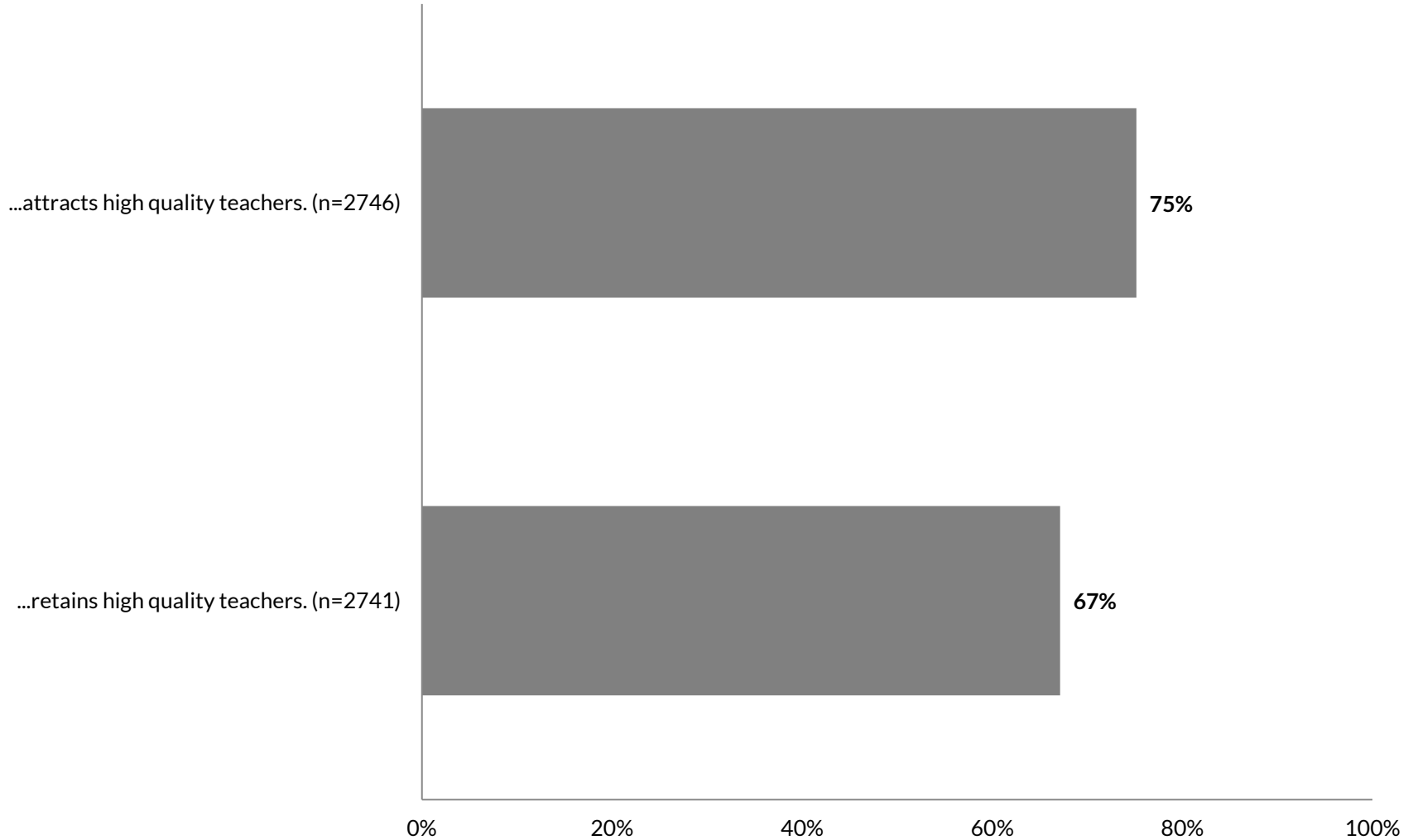
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Agreement with statements about district leadership and personnel. District leaders...  
% Agree + % Strongly Agree



## Agreement with statements about district leadership and personnel. The district...

*% Agree + % Strongly Agree*



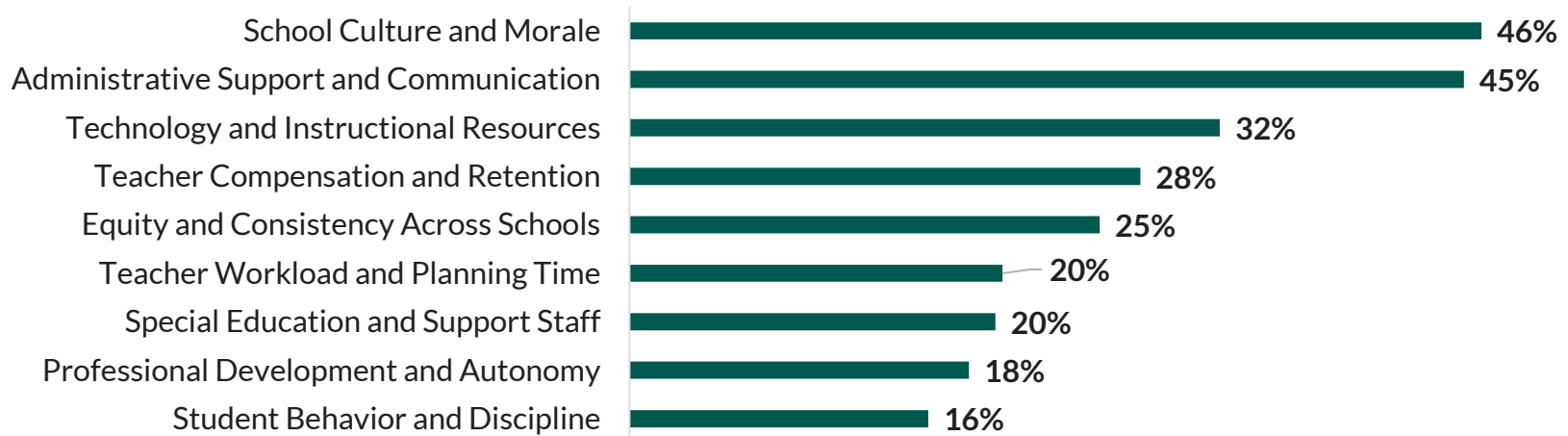
**OPEN-ENDED RESPONSES:**

**IN THE SPACE BELOW, PLEASE  
PROVIDE ANY ADDITIONAL  
THOUGHTS OR COMMENTS.**

# SUMMARY OF MAJOR THEMES

Respondents most frequently cite **School Culture and Morale** and **Administrative Support and Communication** as areas of focus, describing a need for clearer communication and less micromanagement. They also emphasize the importance of **Equity and Consistency Across Schools**, and a need for stronger **Professional Development and Autonomy**. Additional concerns center on access to **Technology and Resources**, **Special Education and Support Staff**, **Student Behavior and Discipline**, **Teacher Compensation and Retention**, and **Teacher Workload and Planning Time** to better support instruction and sustainability.

Q1: Major Themes and Respondent Rates  
(n = 1049)



# SUMMARY OF MAJOR THEMES (1/2)

THEME	RESPONSE RATE	RESPONSE COUNT	SAMPLE QUOTES
School Culture and Morale	46%	482	<i>"I am grateful to work in a district that has clear goals, supportive accountability for leaders, and a laser focus on students learning, growing, and achieving more than they could anywhere else. I am proud of the increase in intentionality and the growth that it is helping our schools and district achieve." - District Administrator</i>
Administrative Support and Communication	45%	472	<i>"While this year I do not have any students who physically or verbally threaten my safety, [redacted - in the past], and was met with very little support from previous admin... The new admin have been doing their best to remedy the situation, but I was seriously considering leaving the profession over lack of support." - Instructional Staff</i>
Technology and Instructional Resources	32%	334	<i>"There is a need for more technology (Chromebook) in the classrooms and for more resources for science courses." - Instructional Staff</i>
Teacher Compensation and Retention	28%	289	<i>"Bus drivers need to receive their sick time "paid," not lost. Supervisors consistently ask us not to use our time during school hours therefore we should be allowed to use up to 8 hours of sick time when out or if retire get paid for the time we earned. District has trouble hiring and retaining drivers; modify benefits." - Other District Staff</i>
Equity and Consistency Across Schools	25%	266	<i>"There is growing concern that staffing decisions are being driven by individual leverage rather than organizational need... Some departments have been granted three new positions over a short period, and others have seen no change in staffing levels for more than 14 years... This imbalance has created the perception that access to resources is influenced by executive favoritism... rather than by equitable, data-informed evaluation of department needs." - District Administrator</i>



# SUMMARY OF MAJOR THEMES (2/2)

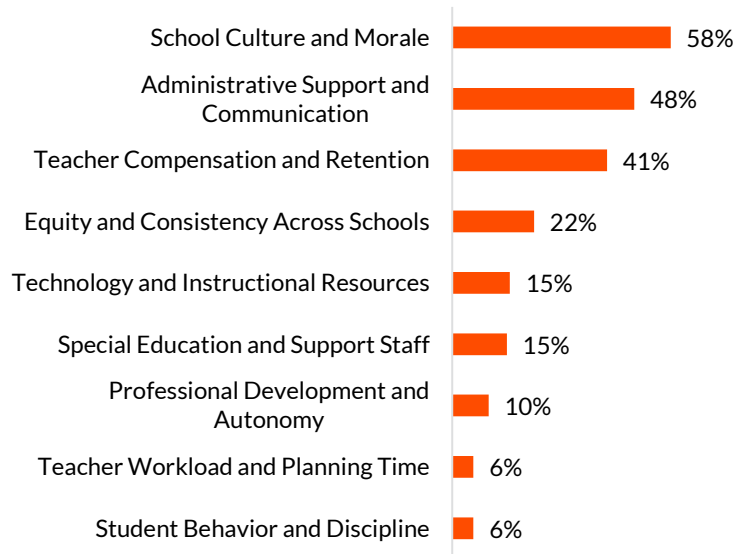
THEME	RESPONSE RATE	RESPONSE COUNT	SAMPLE QUOTES
<b>Teacher Workload and Planning Time</b>	20%	211	<i>"We have limited opportunities to plan during the workday since our planning time is often consumed by required meetings... The end result is that it is difficult to maintain a healthy work-life balance since our work responsibilities so frequently spill over into our afternoons and weekends." – Instructional Staff</i>
<b>Special Education and Support Staff</b>	20%	207	<i>"The district needs to re-evaluate and restructure the ESOL model... there are too many inconsistencies between schools... we need a more streamlined approach... and more intensive remediation for students who are falling behind." – Instructional Staff</i>
<b>Professional Development and Autonomy</b>	18%	192	<i>"Teachers need to have more flexibility with how they approach their teaching... When everything feels scripted and uniformed, it makes it truly difficult to teach students who learn best in other ways." – Instructional Staff</i>
<b>Student Behavior and Discipline</b>	16%	169	<i>"There could be more accountability by the students with their grades and their behavior... Teachers and administrators seem to focus more on cell phone use and not on the behavior of students... this seems to be when a lot of inappropriate behaviors happen." – District Office Staff</i>



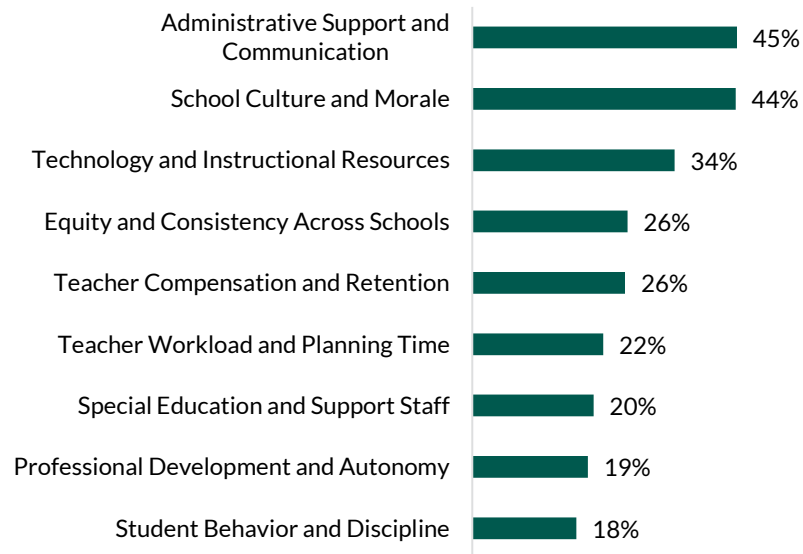
# SUMMARY OF MAJOR THEMES: DISTRICT AND SCHOOL THEMES

Both district staff and school staff most frequently highlight **Administrative Support and Communication** and **School Culture and Morale** as major themes, indicating shared concern around leadership, collaboration, and workplace climate. However, district staff more prominently emphasize **Teacher Compensation and Retention**, whereas school staff more strongly elevate operational, day-to-day concerns such as **Technology and Resources**, **Teacher Workload and Planning Time**, **Student Behavior and Discipline**, and **Special Education and Support Staff**.

District Staff Major Themes  
n=125



School Staff Themes  
n=924



# RESPONDENT CHARACTERISTICS

# RESPONDENT CHARACTERISTICS

## Role at CCSD (n=3078)

School Staff (e.g., teacher, paraprofessional, administrator, support staff)	89%
District Staff (e.g., administrator, district office staff, maintenance, transportation)	11%

## School Role (n=2748)

Instructional Staff (e.g., classroom teacher, paraprofessional, instructional coach)	80%
Other School Staff (e.g., facilities, counseling)	11%
School Office Staff	5%
School Administrator (e.g., principal, assistant principal)	4%

## District Role (n=330)

Other District Staff (e.g., lead, specialist, SLP, OT/PT, diagnostician, psychologist, school police, social worker, behavior intervention strategist, liaison, foreman, warehouseman, courier, technician, custodian, analyst, bus driver)	66%
District Administrator (e.g., manager, coordinator, supervisor, director, executive director, chief)	19%
District Office Staff (e.g., facilitator, administrative assistant, inventory clerk)	15%

## Years at District (n=3078)

Less than 1 year	7%
1 to 3 years	17%
4 to 6 years	18%
7 to 10 years	17%
11 to 15 years	13%
16 to 20 years	12%
More than 20 years	16%

## Race/Ethnicity (n=649)

White	78%
Hispanic or Latin(o/a/x)	4%
American Indian or Alaska Native	2%
Black or African American	2%
Asian	<1%
Native Hawaiian or Pacific Islander	<1%
Middle Eastern or North African	0%
Not listed/Prefer to self-describe	1%
Prefer not to respond	16%



Thank you.

## CONTACT

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