Community Surveys: Results and Implications
Presented by Dr. Scott Joftus
04/28/20
1 Introduction/Overview
2 Survey Results
3 Major Takeaways
INTRODUCTION

• Surveys were circulated to three groups of stakeholders:
  o Scholars
  o Parents
  o Faculty and Staff
• Survey completion rates were high
• The purpose of the survey was to collect feedback that will help make CSW the best it can be
• Identifies some real strengths, a few challenges, and some opportunities for improvement
SURVEY OVERVIEW

RESPONDENT OVERVIEW
RESPONDENT OVERVIEW

Who took the survey?

• 875 Scholars
• 549 Parents
• 76 Faculty and Staff Members
MISSION AND VISION: Satisfaction with CSW
MISSION AND VISION: Satisfaction with CSW

Most stakeholders would recommend CSW.

- The majority of parents (89%) and scholars (68%) reported that they would recommend CSW to their friends and family.
- Similarly, the majority of faculty and staff (67%) agreed that “We are the best choice for scholars and their families.”
MISSION AND VISION:
School Mission
Parents feel confident in the school’s mission.

• The vast majority of parents (89%) reported that they have a clear understanding of CSW’s mission.

• Most parents (78%) agreed that everyone at CSW works towards the same goals.
MISSION AND VISION: School Mission

I have a clear understanding of The Charter School of Wilmington's (CSW) mission.

Everyone at CSW works towards the same goals.

Average Response

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Faculty &amp; Staff</td>
<td>Scholars</td>
</tr>
<tr>
<td>1.0</td>
<td>2.0</td>
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FourPoint Education Partners
MISSION AND VISION: School Mission

Greatest opportunities for improvement:

• Faculty and staff as well as scholars are far less confident in the school’s mission.
  o Only about half of faculty and staff (49%) and a little over half of scholars (58%) agreed that they have a clear understanding of CSW’s mission. A significant portion of faculty and staff (38%) disagreed.
  o Only a minority of both faculty (39%) and scholars (37%) agreed that everyone at CSW works towards the same goals, while greater portions of each group (49% of faculty and staff and 44% of scholars) disagreed.
MISSION AND VISION:
School Board
MISSION AND VISION: School Board

Most parents are satisfied with the school board.

• The majority of parents (70%) agreed that the CSW board is effective in its governance responsibilities.
• A majority of parents (65%) also agreed that the board communicates effectively with stakeholders.
The CSW Board is effective in its governance responsibilities.

Parents: Strongly Agree

Faculty & Staff: Neither Agree Nor Disagree

The CSW Board communicates effectively with stakeholders.

Parents: Strongly Agree

Faculty & Staff: Neither Agree Nor Disagree

Average Response:
1.0 Strongly Disagree
2.0 Neither Agree Nor Disagree
3.0 Neither Agree Nor Disagree
4.0 Strongly Agree
5.0 Strongly Agree
Greatest opportunities for improvement:

- In contrast with parents, only a small portion of faculty and staff members are satisfied with the board.
  - Only 18% of faculty and staff agreed that the CSW board is effective in its governance responsibilities, while 46% disagreed.
  - Similarly, only 21% of faculty and staff agreed that the board communicates effectively with stakeholders, while 54% disagreed.
EDUCATIONAL DELIVERY:
Expectations and Student Success
EDUCATIONAL DELIVERY: Expectations and Student Success

Both faculty and staff and students responded positively on resources and expectations for academic success.

• The majority of both faculty and staff (82%) and scholars (65%) agreed that CSW promotes academic success for all scholars regardless of their educational background.

• Most faculty and staff members (62%) agreed that the programs and resources at CSW are adequate to support scholars’ learning.

• CSW’s strengths in academic delivery were frequently cited in students’ open-ended responses.
EDUCATIONAL DELIVERY: Expectations and Student Success

Reported feelings of students’ academic success from parents were largely positive, while from students they were mixed.

• Most parents (82%) reported that their child feels successful at CSW, while just over half of students (55%) agreed that they feel successful at CSW, and nearly a quarter (23%) disagreed.
Greatest opportunities for improvement:

- Racial disparities in feelings of student success were evident:

  While a majority of non-Hispanic white students (61%) agreed that they feel successful at CSW, only half (49%) of students from other racial and ethnic backgrounds agreed that they feel successful at CSW.
Greatest opportunities for improvement:

• Only half of faculty and staff (49%) agreed that CSW is going a great job of providing a “whole child” education, while 21% disagreed.

• Only half of scholars (50%) agreed that “the things I’m learning at CSW are important to me,” while 24% disagreed.
SURVEY RESULTS

EDUCATIONAL DELIVERY: School Counselors
EDUCATIONAL DELIVERY: School Counselors

Most parents feel positively about school counseling services.

- A majority of parents agreed that school counselors treat all scholars with respect (77%).
- A majority also agreed that school counselors have high standards for scholars’ achievement (72%), work hard to make sure that scholars do well (68%), and promote academic success for all scholars regardless of their educational background (66%).
A majority of scholars felt that their counselor was available to them.

- A majority of scholars (60%) agreed with the statement, “My school counselor gives me individual attention when I need it,” while just 15% disagreed.
EDUCATIONAL DELIVERY: School Counselors

My school counselor gives me individual attention when I need it.

I can talk to my school counselor about problems I am having in class.

My school counselor expects me to do my best all the time.

My school counselor is effective at conveying the content and skills that I need to be academically...

My school counselor often connects what I am learning to life outside the classroom.

Average Scholar Response

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1.0</td>
<td>3.0</td>
<td>4.0</td>
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<td>5.0</td>
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While scholars felt that their counselors were available to them when needed, they responded less positively about the support they provide.

- Only half of scholars (50%) agreed that “my school counselor expects me to do my best all the time” and that “my school counselor is effective at conveying the content and skills that I need to be academically successful,” while nearly a quarter (23% and 24%, respectively) disagreed with these statements.

- Only 28% of scholars agreed that “my school counselor often connects what I am learning to life outside the classroom.”
SURVEY RESULTS

EDUCATIONAL DELIVERY:
Teachers
EDUCATIONAL DELIVERY: Teachers

Both parents and scholars reported positively on teachers’ academic standards and support.

- Most parents agreed that teachers have high standards for scholars’ achievement (89%), work hard to make sure that scholars do well (78%), and promote academic success for all scholars regardless of their educational background (77%).

- Most scholars (80%) agreed with the statement, “My teachers expect me to do my best all the time,” and a majority (65%) agreed with the statement, “My teachers give me individual attention when I need it.”
EDUCATIONAL DELIVERY: Teachers

My teachers expect me to do my best all the time.

My teachers give me individual attention when I need it.

My teachers are effective at conveying the content and skills I need to be academically successful.

I can talk to my teachers about problems I am having in class.

My teachers often connect what I am learning to life outside the classroom.
Greatest opportunities for improvement:

- Scholars were less enthusiastic about support from their teachers in several areas:
  - A little over half (57%) agreed that their teachers are effective at conveying the content and skills they need to be academically successful.
  - A little over half (55%) agreed that they can talk to their teachers about problems they are having in class.
  - Less than half (40%) agreed that their teachers often connect what they are learning to life outside the classroom.
SURVEY RESULTS

EDUCATIONAL DELIVERY: Phasing
EDUCATIONAL DELIVERY: Phasing

Support for phasing was mixed.

- Half of scholars (49%) agreed with the statement, “I believe phasing leads to better scholar achievement,” while 39% of scholars agreed with the statement, “I believe phasing limits a scholar’s ability to grow.”

- The average response differed by race and gender identity. Nearly two-thirds (63%) of Asian students support phasing, while just over a third (36%) of Black/African-American students support phasing. Other racial groups were more evenly divided, and male students were somewhat more likely to support phasing than female students.
SURVEY RESULTS

EQUITY AND FAIRNESS:
Respect and Fairness
EQUITY AND FAIRNESS: Respect and Fairness

Most scholars and faculty and staff members agreed that scholars treat each other with respect regardless of race, ethnicity, or culture.

- Most scholars (70%) agreed that people of different cultural backgrounds, races, or ethnicities get along well as CSW.
- The majority of faculty and staff agreed that scholars treat one another with respect (72%) and that scholars treat each other fairly regardless of race, ethnicity, or culture (69%).
EQUITY AND FAIRNESS: Respect and Fairness

FACULTY & STAFF
- Scholars treat each other fairly regardless of race, ethnicity, or culture.
- Scholars treat one another with respect.
- Scholars show respect to each other regardless of their academic ability.

SCHOLARS
- People of different cultural backgrounds, races, or ethnicities get along well at CSW.
- All scholars are treated fairly, regardless of race, ethnicity, or culture.
- All scholars are treated with respect, regardless of academic ability.

Average Response

<table>
<thead>
<tr>
<th>FACULTY &amp; STAFF</th>
<th>SCHOLARS</th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1.0</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>2.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5.0</td>
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EQUITY AND FAIRNESS: Respect and Fairness

Greatest opportunities for improvement:

• Both faculty and staff and scholars reported that scholars are less respectful to one another when it comes to academic ability.
  o Just over half of faculty and staff (56%) agreed that scholars show respect to each other regardless of their academic ability, while nearly a third (30%) disagreed.
  o Similarly, only half (48%) of scholars agreed that all scholars are treated with respect, regardless of academic ability, while 31% disagreed.
EQUITY AND FAIRNESS: Respect and Fairness

Greatest opportunities for improvement:

• There were significant racial disparities between reports from Black/African-American students and students of other races:
  o Only 29% of Black/African-American scholars agreed that people of different cultural backgrounds, races, or ethnicities get along well as CSW, compared with 73% of scholars of other races.
EQUITY AND FAIRNESS: Respect and Fairness

Greatest opportunities for improvement:

• Racial disparities, continued:
  o Only 28% of Black/African-American scholars agreed that all scholars are treated fairly, regardless of race, ethnicity, or culture, while 59% of students of other races agreed.
  o Only 26% of Black/African-American scholars agreed that all scholars are treated with respect, regardless of academic ability, compared with 50% of students of other races.
EQUITY AND FAIRNESS: Respect and Fairness

Percentage of Scholars Who Agree/ Strongly Agree

- People of different cultural backgrounds, races, or ethnicities get along well at CSW.
  - Black/A-A Scholars: 29%
  - Scholars of All Other Races: 73%
- All scholars are treated fairly, regardless of race, ethnicity, or culture.
  - Black/A-A Scholars: 28%
  - Scholars of All Other Races: 59%
- All scholars are treated with respect, regardless of academic ability.
  - Black/A-A Scholars: 26%
  - Scholars of All Other Races: 50%
SURVEY RESULTS

EQUITY AND FAIRNESS:
Discipline
EQUITY AND FAIRNESS: Discipline

Most parents are satisfied with discipline practices at CSW. Most scholars agree that the rules are clear.

• Most parents agreed that scholar discipline is fair and equitable (74%), that all scholars are treated fairly and equitably (73%), and that CSW effectively handles scholar discipline and behavior problems (68%).

• A majority of both parents (66%) and scholars (77%) agreed that CSW sets clear rules for behavior.
Greatest opportunities for improvement:

• Only 42% of scholars and 55% of faculty and staff agreed that discipline is fair and equitable, while more than a third of scholars (36%) and a quarter of faculty (28%) disagreed.

• Meanwhile, only half (52%) of faculty and staff agreed that CSW effectively handles scholar discipline and behavior problems, while just over a quarter (28%) disagreed.
Again, there were significant racial and ethnic disparities in responses.

- Among Black/African-American students, only 28% agreed that discipline is fair and equitable, while 43% disagreed, and among Hispanic/Latino/a students, 35% agreed, while 38% disagreed.
- Similarly, non-Hispanic white students (69%) and Asian students (69%) were more likely to agree that CSW sets clear rules for behavior compared with Black/African-American students (55%) or Hispanic/Latino/a students (60%). More than a quarter (28%) of Hispanic/Latino/a students disagreed.
ENVIRONMENT AND SAFETY:
Personal Safety
Most students and staff feel safe at CSW.

- The vast majority of faculty and staff (91%) agreed that they feel safe at CSW and no faculty or staff member disagreed.

- Most parents (93%) reported that their child feels safe at CSW. A majority of students (64%) agreed, while 15% disagreed.
ENVIRONMENT AND SAFETY:
Building and Classrooms
A majority of parents are satisfied with the physical environment.

- CSW parents responded positively to questions about the building and classroom environment. Most parents agreed that classrooms are kept clean and organized (77%) and that CSW’s building is well maintained (65%).
ENVIRONMENT AND SAFETY: Building and Classrooms

FACULTY & STAFF

CSW's building is well maintained.

The temperatures in classrooms are comfortable year round

SCHOLARS

CSW grounds are kept clean.

The temperatures in classrooms are comfortable year round

The bathrooms in CSW are clean.
ENVIRONMENT AND SAFETY: Building and Classrooms

Greatest opportunities for improvement:

• Teachers and scholars responded far less favorably compared with parents to questions about CSW’s building and classroom environment.
  o While the majority of parents agreed that CSW’s building is well maintained, only 30% of teachers agreed, while 49% disagreed.
  o Just under a third of students (31%) agreed that CSW grounds are kept clean, while nearly half (48%) disagreed, and only 10% of students agreed that the bathrooms at CSW are kept clean, while a whopping 78% disagreed.
ENVIRONMENT AND SAFETY: Building and Classrooms

Greatest opportunities for improvement:

- Teacher and scholar responses, continued:
  - The majority of both faculty and staff (81%) and students (79%) disagreed that the temperature in classrooms is comfortable year round.
ENVIRONMENT AND SAFETY: Instructional Materials
ENVIRONMENT AND SAFETY: Instructional Materials

Most stakeholders are satisfied with CSW’s instructional materials.

- 82% of parents, 63% of faculty and staff, and 62% of scholars agreed that CSW’s instructional materials are up to date and in good condition.
ENVIRONMENT AND SAFETY:
Scholar Behaviors
ENVIRONMENT AND SAFETY: Scholar Behaviors

Scholars reported that cyberbullying is not a significant issue. Faculty and staff believe scholars would help each other if someone is being bullied.

- Only 14% of scholars reported that cyberbullying is a frequent problem among scholars at CSW, although faculty and staff were somewhat more concerned; 30% agreed that cyberbullying is a frequent problem at CSW.
- 74% of faculty and staff reported that they believed scholars would help another scholar who was being bullied.
ENVIRONMENT AND SAFETY: Scholar Behaviors

Scholars and faculty and staff shared a similar assessment of substance use among scholars.

• Scholars and faculty and staff responded similarly across several measures of scholar substance use: 20% to 30% of each group reported that alcohol and/or drug use, tobacco use, and electronic cigarette use is a problem among scholars at CSW, while greater portions of each group disagreed.
ENVIRONMENT AND SAFETY: Scholar Behaviors

- I think that scholars bullying other scholars is a frequent problem.
- I think that cyberbullying is a frequent problem among scholars.
- Scholar alcohol and/or drug use is a problem.
- Scholar use of tobacco is a problem.
- Scholar use of electronic cigarettes is a problem.
- Scholars would help another scholar who was being bullied.

Average Response

<table>
<thead>
<tr>
<th>Statement</th>
<th>Faculty &amp; Staff</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think that scholars bullying other scholars is a frequent problem.</td>
<td>Strongly Disagree</td>
<td>Neither Agree Nor Disagree</td>
</tr>
<tr>
<td>I think that cyberbullying is a frequent problem among scholars.</td>
<td>Strongly Disagree</td>
<td>Neither Agree Nor Disagree</td>
</tr>
<tr>
<td>Scholar alcohol and/or drug use is a problem.</td>
<td>Neither Agree Nor Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Scholar use of tobacco is a problem.</td>
<td>Neither Agree Nor Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Scholar use of electronic cigarettes is a problem.</td>
<td>Neither Agree Nor Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Scholars would help another scholar who was being bullied.</td>
<td>Neither Agree Nor Disagree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
ENVIRONMENT AND SAFETY: Student Behaviors

Greatest opportunities for improvement:

- 59% of scholars and 49% of faculty and staff agreed that scholars bullying other scholars at CSW is a frequent problem.
  - Both 9th graders (64%) and 12th graders (66%) were more likely to report that scholars bullying other scholars at CSW is a frequent problem compared with 10th graders (50%) and 11th graders (57%).
  - Black/African-American scholars were far less likely (31%) to agree that scholars bullying other scholars is a frequent problem at CSW compared with scholars of other races (61%).
  - Male scholars (66%) were more likely to report that bullying is a problem compared with female scholars (55%).
CONNECTEDNESS AND SUPPORT: Administration
CONNECTEDNESS AND SUPPORT: Administration

Most faculty and staff feel positively about support from their department chair.

- A large majority of faculty and staff (83%) reported that they feel comfortable discussing feelings, worries, and frustrations with their department chair.
CONNECTEDNESS AND SUPPORT: Administration

A majority of parents feel comfortable discussing concerns with administrators.

• More than half of parents agreed that they feel comfortable discussing feelings, worries, and frustrations with administrators - CFO, Dean of Students, Director of Development/Communications (57%), CSW’s Vice President (55%), and CSW’s President (54%), while only a small fraction (11-12%) disagreed.
CONNECTEDNESS AND SUPPORT: Administration

I feel comfortable discussing feelings, worries, and frustrations with administrators (CFO, Dean of Students, Director of Development/Communications).

I feel comfortable discussing feelings, worries, and frustrations with CSW's President.

I feel comfortable discussing feelings, worries, and frustrations with CSW's Vice President.
CONNECTEDNESS AND SUPPORT: Administration

Greatest opportunities for improvement:

- Most faculty and staff do not feel comfortable discussing feelings, worries, and frustrations with CSW’s administration.
  - Less than half (46%) agreed that they feel comfortable having these discussions with administrators; more than a third (36%) disagreed.
  - Only a third (33%) agreed that they feel comfortable having these discussions with CSW’s president; a similar portion (32%) disagreed.
  - While more than half (57%) agreed that they feel comfortable discussing feelings, worries, and frustrations with CSW’s Vice President, nearly a quarter (24%) disagreed.
CONNECTEDNESS AND SUPPORT: Administration

Greatest opportunities for improvement:

- Scholars are even less comfortable discussing feelings, worries, and frustrations with CSW’s administration than faculty and staff.
  - Only 22% of scholars agreed that they feel comfortable discussing feelings, worries, and frustrations with administrators, while 52% disagreed.
  - Only 21% of scholars agreed that they feel comfortable having these discussions with CSW’s President, while 55% disagreed.
  - Only 16% of scholars agreed that they feel comfortable having these discussions with CSW’s Vice President, while 61% disagreed.
CONNECTEDNESS AND SUPPORT:
Support for Faculty and Staff
CONNECTEDNESS AND SUPPORT: Support for Faculty and Staff

Most faculty and staff agreed:

• A majority of faculty and staff (68%) agreed that, “CSW inspires me to do the very best at my job.”
CONNECTEDNESS AND SUPPORT: Support for Faculty and Staff

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Response</th>
</tr>
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<tbody>
<tr>
<td>CSW inspires me to do the very best at my job.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>I get the support I need from administrators.</td>
<td>Neither Agree Nor Disagree</td>
</tr>
<tr>
<td>My administrative team encourages risk-taking and innovation.</td>
<td>Neither Agree Nor Disagree</td>
</tr>
<tr>
<td>I feel satisfied with the recognition I get for doing a good job.</td>
<td>Neither Agree Nor Disagree</td>
</tr>
<tr>
<td>My Board of Directors encourages risk-taking and innovation.</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>
Greatest opportunities for improvement:

• While just over half of faculty and staff (56%) agreed that they get the support they need from administrators, more than a quarter (28%) disagreed.

• Only half (51%) agreed that their administrative team encourages risk-taking and innovation, while a quarter (25%) disagreed.

• Less than half (46%) agreed that they feel satisfied with the recognition they get for doing a good job, while more than a quarter (29%) disagreed.
Greatest opportunities for improvement:

- Only a quarter of faculty and staff (25%) agreed that the Board of Directors encourages risk-taking and innovation, while a similar portion (28%) disagreed.
SURVEY RESULTS

CONNECTEDNESS AND SUPPORT:
Support for Scholars
CONNECTEDNESS AND SUPPORT: Support for Scholars

Most scholars feel supported by their teachers and school counselor.

• Most agreed that their school counselor treats them with respect (82%), cares about them (67%), and is available when they need to talk with him/her (65%).

• Most also agreed that their teachers treat them with respect (73%), cares about them (62%), and is available when they need to talk with him/her (62%).
### CONNECTEDNESS AND SUPPORT: Support for Scholars

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Response</th>
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<tbody>
<tr>
<td>My school counselor treats me with respect.</td>
<td>4.0</td>
</tr>
<tr>
<td>My school counselor cares about me.</td>
<td>4.0</td>
</tr>
<tr>
<td>My school counselor is available when I need to talk with him/her.</td>
<td>4.0</td>
</tr>
<tr>
<td>It is easy to talk with my school counselor at CSW.</td>
<td>3.7</td>
</tr>
<tr>
<td>My school counselor understands my problems.</td>
<td>3.3</td>
</tr>
<tr>
<td>Teachers treat me with respect.</td>
<td>4.0</td>
</tr>
<tr>
<td>My teachers care about me.</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers are available when I need to talk with them.</td>
<td>4.0</td>
</tr>
<tr>
<td>It is easy to talk with teachers at CSW.</td>
<td>3.6</td>
</tr>
<tr>
<td>Teachers understand my problems.</td>
<td>3.1</td>
</tr>
</tbody>
</table>
A majority of scholars felt that someone at CSW is looking out for them.

• A majority of scholars reported that they know an adult at CSW they can talk with if they need help (67%), that they are aware of services and resources in the building when they are having a bad day and need to talk to someone (63%), and that they can talk with a teacher or other adult at CSW about something that is bothering them (62%).

• A majority (70%) agreed that if they are absent, there is a teacher or some other adult at CSW who will notice their absence, while only a small faction (12%) disagreed.
CONNECTEDNESS AND SUPPORT: Support for Scholars

If I am absent, there is a teacher or some other adult at CSW who will notice my absence.

I know an adult at CSW I can talk with if I need help.

I can talk to a teacher or other adult at CSW about something that is bothering me.

I am aware of services and resources in the building when I am having a bad day and need to talk to someone.
Most scholars are happy with the extracurricular offerings at CSW, and many reported that they participate.

- Most scholars agreed that there are many chances for scholars at CSW to get involved in sports, clubs, and other school activities outside of class (87%).
- CSW’s extracurricular offerings were cited as a strength by a number of scholars in the open-ended responses.
- A majority reported that they regularly attend CSW-sponsored events, such as dances, sporting events, or scholar performances (69%) and that they regularly participate in extra-curricular activities offered through CSW (66%).
CONNECTEDNESS AND SUPPORT: Support for Scholars

Most parents feel positively about support for scholars and communication with teachers and counselors.

- Most parents feel comfortable talking with both teachers (87%) and school counselors (77%).
- Most parents responded positively about CSW’s nurse. 84% agreed the CSW’s nurse cares about their child, and 75% agreed that CSW’s nurse addresses the physical, mental, emotional, and social health needs of scholars and supports their achievement in the learning process.
CONNECTEDNESS AND SUPPORT: Support for Scholars

Greatest opportunities for improvement:

• Fewer scholars reported the same level of comfort with the school nurse and health services as they reported with teachers and counselors.
  ○ While more than half (57%) agreed that CSW’s nurse cares about them and is always available, just under half (48%) agreed that they feel comfortable visiting the School-Based Health Center, while a quarter (25%) disagreed.
CONNECTEDNESS AND SUPPORT: Support for Scholars

Greatest opportunities for improvement:

- While scholars generally feel supported by their teachers and school counselor, they do not feel that they understand their problems.
  - Less than half (44%) agreed that their school counselor understands their problems.
  - Just over a third (35%) agreed that their teachers understand their problems, while another third (33%) disagreed.
CONNECTEDNESS AND SUPPORT: Support for Scholars

Greatest opportunities for improvement:

• Scholars do not feel a sense of autonomy.
  o Less than a third of scholars (31%) agreed that they have many chances to help decide things like classroom activities, while nearly half (46%) disagreed.
  o An even smaller portion (15%) agreed that scholars have many chances to help decide things like class rules and policies, while the majority (64%) disagreed.
CONNECTEDNESS AND SUPPORT: Parent and Community Engagement
CONNECTEDNESS AND SUPPORT: Parent/Comm. Engagement

Both parents and faculty and staff report strong parent engagement.

• Most parents (87%) reported that they feel welcome at CSW, and a majority agreed that their feedback is encouraged and valued (67%).

• Similar portions of parents (69%) and faculty and staff (66%) reported that parent engagement is a priority of CSW.
CONNECTEDNESS AND SUPPORT: Parent/Comm. Engagement

Most report that parents attend conferences and help with special projects.

• A majority of faculty and staff (79%) reported that parents at CSW attend parent-teacher conferences, while a smaller majority of parents (58%) agreed.

• A majority of faculty and staff (74%) reported that parents frequently volunteer to help with special projects, and more than half (55%) agreed with the statement, “We have a strong relationship with our community.”
CONNECTEDNESS AND SUPPORT: Parent/Comm. Engagement

Greatest opportunities for improvement:

• Reported engagement in PTSO and other activities is lower.
• Less than half of parents (45%) reported that they are actively involved in activities at CSW.
• Only a third (34%) agreed that parents at CSW attend Parent-Teacher-Scholar Organization (PTSO) meetings.
SURVEY RESULTS

COMMUNICATION AND DECISION-MAKING
Most parents are happy with communication from CSW.

- A majority of parents (79%) reported that staff at CSW communicates effectively with parents and that transparency is a core value at CSW (71%).

- Most parents agreed that CSW shares information with parents on a timely and on-going basis (94%), and a smaller majority of faculty and staff (62%) also agreed.
COMMUNICATION AND DECISION-MAKING

CSW shares information with parents in a timely and ongoing basis.

- Parents: Average Response 4.0
- Faculty & Staff: Average Response 3.0

Transparency is a core value at CSW.

- Parents: Average Response 4.0
- Faculty & Staff: Average Response 3.0
COMMUNICATION AND DECISION-MAKING

Greatest opportunities for improvement:

• While parents feel positively about CSW’s transparency and communication, less than a third (30%) of faculty and staff agreed that transparency is a core value at CSW, while a greater portion (43%) disagreed.

• Less than half of faculty and staff (41%) agreed that CSW administrators share information with staff on a timely and on-going basis, while nearly a third (32%) disagreed.

• While happy with CSW’s communication, only half of parents (52%) feel that their input is valued in decision-making.
SURVEY RESULTS

PROFESSIONAL COLLABORATION
PROFESSIONAL COLLABORATION

Faculty and staff members reported positively about collaboration with colleagues.

- Most faculty and staff (88%) agreed that teachers and staff discuss instructional strategies and curriculum issues.
- The majority agreed that teachers and staff work as collaborative teams rather than as separate individuals (68%) and that teachers and staff work as collaborative teams outside their separate departments (64%).
PROFESSIONAL COLLABORATION

Average Faculty & Staff Response

1.0 Strongly Disagree  2.0 Neither Agree Nor Disagree  3.0 Strongly Agree

Teachers and staff discuss instructional strategies and curriculum issues.

Teachers and staff work as collaborative teams rather than as separate individuals.

Teachers and staff work as collaborative teams outside of their separate departments.

My feedback is encouraged and valued.

Administrators involve staff in decision-making.
PROFESSIONAL COLLABORATION

Greatest opportunities for improvement:

• While collaboration among teachers and staff is strong, respondents reported a less collaborative relationship with administrators.
  o Only 40% of faculty and staff agreed that administrators involve staff in decision-making, while the same portion disagreed.
  o Less than half of faculty and staff (47%) agreed that their feedback is encouraged and valued, while nearly a third (32%) disagreed.
COLLEGIALITY
Most staff members agreed that:

- Nearly all faculty and staff (96%) reported that they get along well with other staff members at CSW, and most (80%) reported that they feel supported by other teachers at CSW.

- A majority of faculty and staff (68%) agreed that CSW supports and appreciates the sharing of new ideas by members of their community.
COLLEGIALITY

- **I get along well with other staff members at CSW.**
- **I feel supported by other teachers at CSW.**
- **CSW supports and appreciates the sharing of new ideas by members of our community.**
- **CSW reflects a true sense of community.**

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<tr>
<th>Statement</th>
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<th>Neither Agree Nor Disagree</th>
<th>Strongly Agree</th>
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COLLEGIALITY

Greatest opportunities for improvement:

• Only half (51%) of faculty and staff agreed that CSW reflects a true sense of community.
SURVEY RESULTS

SELF-EFFICACY
SELF-EFFICACY

Teachers and staff feel autonomy over instructional decisions.

- A majority of faculty and staff agreed that teachers (78%) and staff (62%) are empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.
Stakeholders in our CSW community seek to define the problem/issue rather than blame others.

Stakeholders in our CSW community seek alternatives to problems/issues rather than repeating what we have always done.

When something is not working at CSW, the faculty and staff predict, prevent, and repair as necessary and appropriate.

Teachers are empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.

Staff are empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.
SELF-EFFICACY

Greatest opportunities for improvement:

• Just under half of faculty and staff (48%) agreed that when something is not working at CSW, the faculty and staff predict, prevent, and repair as necessary and appropriate.

• Less than half (41%) of faculty and staff agreed that stakeholders in the CSW community seek alternatives to problems/issues rather than repeating what CSW has always done, and a similar minority (38%) agreed that stakeholders in our CSW community seek to define the problem/issue rather than blame others, while nearly a third (32%) disagreed.
The Charter School of Wilmington has some real strengths to build on as well as some challenges and/or questions about how CSW can best support students and how all members of the CSW community can work together towards the same mission.
Notable Strengths

• Parent engagement is strong, and most parents are happy with CSW across nearly every dimension.
• Most parents, scholars, and faculty and staff would recommend CSW to others.
• Both parents and students reported that CSW’s academic offerings are strong.
• Staff and students alike report that CSW promotes academic success for all students, regardless of their educational background.
• On the whole, students like and feel supported by their teachers.
Notable Strengths (continued)

• Students are happy with – and participate in – the variety of extracurricular offerings provided by CSW.
• Collegiality among faculty and staff is strong.
• Faculty and staff report a collaborative environment among colleagues and sense of autonomy over instructional decisions.
Parents are generally quite happy with CSW. The following challenges and questions are therefore focused around opportunities for improvement identified by scholars and faculty and staff.
Challenges and Questions

How can CSW’s board and administration help the school community unite around a shared mission and vision?

• Both faculty and staff and students lack a clear understanding of CSW’s mission, and both groups reported that the CSW community is not working together towards the same goals.

• Relatedly, most faculty and staff feel that the board is not effective in its governance or its communication with stakeholders.

“CSW lacks a vision and mission that is current and that the staff buys into it. We need a direction for the future.”
Challenges and Questions

How can CSW’s administration build trust with scholars and faculty/staff?

• Faculty and staff and, to an even greater degree, scholars feel that administrators are unapproachable, and scholars do not trust administrators to act in scholar’s best interests.

• Both faculty and students feel that the administration does not listen to or want their feedback or suggestions.

• Both groups perceive the administration as too focused on test scores, rankings, and the school’s reputation.

“It makes students feel uncared for.”
Challenges and Questions

How can CSW reduce scholars’ stress and support their mental health?

A common theme among scholar responses – also reported by some faculty – is a high level of stress among scholars and a lack of support for their mental health.

• Many scholars reported that the school needs greater awareness of and support for their mental health.
• Many scholars also do not feel supported by their school counselors.
• Some scholars suggested that coordination among teachers to reduce the number of tests given at once and hours of homework assigned per night would help to reduce stress.
Challenges and Questions

What steps can CSW take to improve the physical environment of school?

- One of the most common themes among scholars’ open-ended responses – and one echoed by faculty and staff – was sanitation and cleanliness at the school. Scholars are concerned about bathroom cleanliness and an intermittent lack of soap, mold and pest issues, and the general state of the building.

- Both groups also reported that the temperature in the building was frequently uncomfortable.
Challenges and Questions

How can CSW increase consistency and reduce racial disparities?

• Both faculty and staff and students reported that discipline is applied inconsistently at CSW.

• There were large racial disparities in how consistently scholars felt disciplinary policies are enforced, support for phasing, and whether students feel successful at CSW.

“Stop playing favorites when it comes to discipline. Some teachers and admin will let their “favorites” or the perceived “popular kids” off the hook with things like dress code or rude comments they make to other students, while punish others for the most minor infraction.”
Challenges and Questions

How can CSW help reduce bullying and build respectful treatment of all scholars, regardless academic ability?

• Both scholars and faculty and staff reported that bullying is a significant issue at CSW.

• A significant portion of both groups also reported that scholars do not respect each other regardless of academic ability, and some scholars reported that phasing contributes to this issue.

“Some of the phasing ... creat[es] a social hierarchy with not much diversity.”
Challenges and Questions

How can CSW collect and address scholars’ input?

Many scholars are eager to share their ideas for improving their school experience.

- One of the most consistent responses scholars gave to how CSW can improve is to update its dress code. Many perceive it as too narrow, unnecessarily punitive, and evidence that perception is more valued than student learning.

- A number of other scholar requests popped up throughout, from urinal dividers to improved lunch offerings to a later start time.