



# Community and Leadership SURVEY REPORT



**HYA** Executive Search  
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## ABOUT ECRA GROUP

Recruiting, developing, and retaining great leaders is essential to improving student outcomes. Boards of education and superintendents must align efforts and lead the school system toward a clear and compelling vision for student success. Among governing boards most important duties is selecting a chief executive that will advance the priorities of the community and ensure all students reach their full potential.

# EXECUTIVE SUMMARY

## **Objectives and Methodology**

The State of the District & Leadership Profile survey was completed by 678 stakeholders to assist the Board in determining the primary characteristics desired in the new superintendent. Almost half of respondents were parents with children in the District (47 percent); thirty three percent were students; the rest were administrators, community members, support staff, and teachers.

## **Summary of Findings**

Regarding the State of the District, the following statements were perceived to be district strengths:

- The District provides a well-rounded educational experience for all students
- Students are on track to be college and career ready
- The district employs effective teachers and personnel in its schools
- The district is working to close the achievement gap
- District technology infrastructure is sufficient to support 21st century learning

The top-rated leadership profile characteristics constituents desire in a new superintendent are:

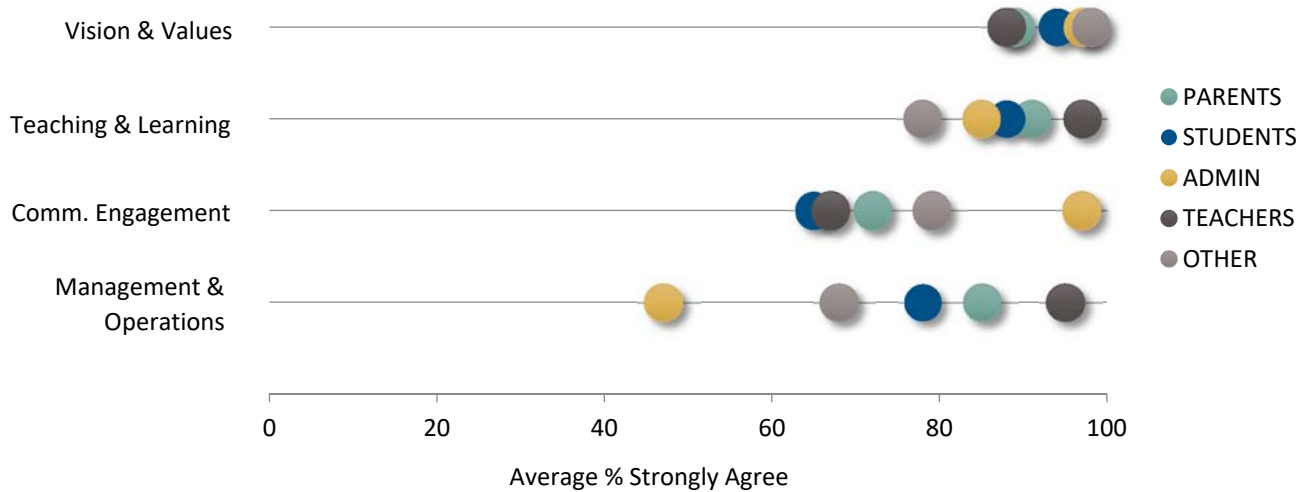
- Provide a clear, compelling vision for the future
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies
- Integrate personalized educational opportunities into the instructional program
- Effectively plan and manage the long-term financial health of the District

# ANALYSIS

## State of the District

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management & Operations. Overall results are presented below; results for individual items are reported in the appendix.

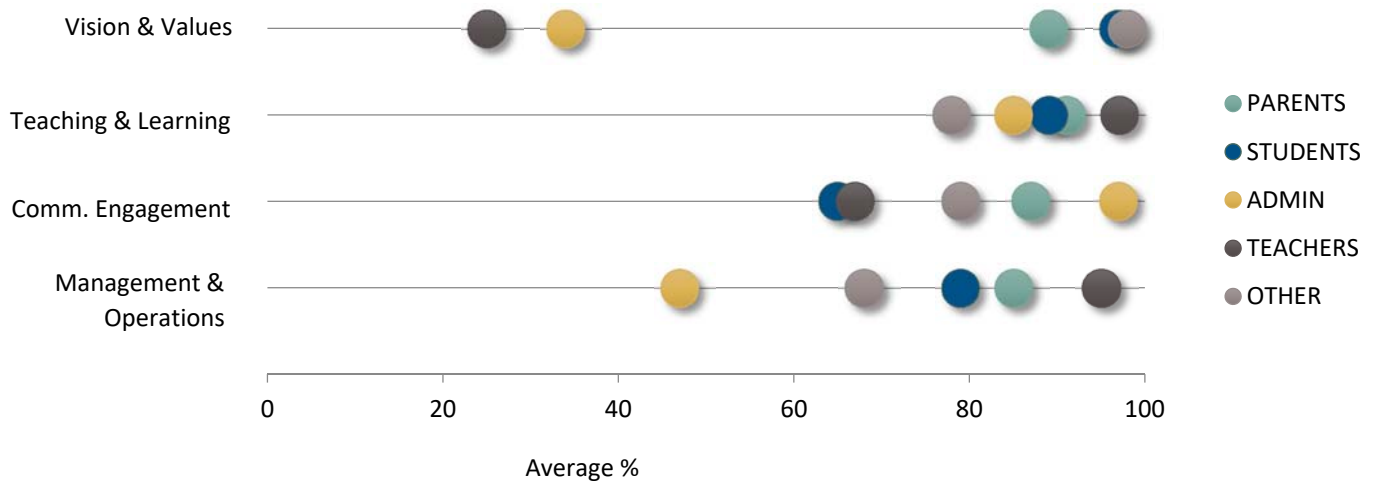
**State of the District Results by Constituent Group**



## Leadership Profile

Respondents were asked to select leadership statements that are most important in selecting a new superintendent. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management & Operations. Overall results are presented below; results for individual items are reported on the next page.

**Leadership Profile Results by Constituent Group**



# ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

	<b>Selected Overall</b> (n=678)	<b>Parents</b> (n=320)	<b>Students</b> (n=225)	<b>Admin.</b> (n=32)	<b>Teachers</b> (n=51)	<b>Comm.</b> (n=33)	<b>Other</b> (n=17)
Provide a clear, compelling vision for the future	97%						
Recruit, employ, and retain effective personnel throughout the District and its schools	88%						
Integrate personalized educational opportunities into the instructional program	86%						
Effectively plan and manage the long-term financial health of the District	78%						
Provide guidance for district-wide curriculum and instruction	75%						
Provide transparent communication	67%						
Understand and be sensitive to the needs of a diverse student population	51%						
Be an effective manager of the Districts' day-to-day operations	41%						
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	30%						
Be visible throughout the District and actively engaged in community life	13%						
Establish a culture of high expectations for <u>all</u> students and personnel	9%						
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	8%						

# APPENDIX I

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) for each item are presented below.

	Parents (n=320)	Students (n= 225)	Admin (n=32)	Teachers (n=51)	Comm. (n=33)	Other (n=17)
<b>Quality of Education</b>						
1 The quality of education in the District.						
<b>Vision &amp; Values</b>						
2 The District provides a clear, compelling vision for the future.						
3 The District is heading in the right direction.						
4 The District has high standards for student performance.						
5 The District makes decisions based on information from data and research.						
6 The District is working to close the achievement gap.						
<b>Teaching &amp; Learning</b>						
7 The District provides a well-rounded educational experience for all students.						
8 Teachers personalize instructional strategies to address individual learning needs, special education and gifted.						
9 District schools are safe.						
10 The social and emotional needs of students are being addressed.						
11 Students are on track to be college and career ready.						
12 Technology is integrated into the classroom.						
<b>Community Engagement</b>						
13 The District engages the community as a partner to improve the school system.						
14 There is transparent communication from the District.						
15 The District engages with diverse racial, cultural and socio-economic groups. .						
<b>Management &amp; Operations</b>						
16 Facilities are well maintained.						
17 The District is fiscally responsible.						
18 The District employs effective teachers, administrators and support staff in its schools.						
19 Employees are held accountable to high standards.						
20 District technology infrastructure is sufficient to support 21 <sup>st</sup> century learning.						

## APPENDIX II

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	<b>Selected Overall (n=678)</b>	<b>Parents (n=320)</b>	<b>Students (n=225)</b>	<b>Admin. (n=32)</b>	<b>Teachers (n=51)</b>	<b>Comm. (n=33)</b>	<b>Other (n=17)</b>
Provide a clear, compelling vision for the future	97%	%	%	%	%	%	%
Recruit, employ, and retain effective personnel throughout the District and its schools	88%	%	%	%	%	%	%
Integrate personalized educational opportunities into the instructional program	86%	%	%	%	%	%	%
Effectively plan and manage the long-term financial health of the District	78%	%	%	%	%	%	%
Provide guidance for district-wide curriculum and instruction	75%	%	%	%	%	%	%
Provide transparent communication	67%	%	%	%	%	%	%
Understand and be sensitive to the needs of a diverse student population	51%	%	%	%	%	%	%
Be an effective manager of the Districts' day-to-day operations	41%	%	%	%	%	%	%
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	30%	%	%	%	%	%	%
Be visible throughout the District and actively engaged in community life	13%	%	%	%	%	%	%
Establish a culture of high expectations for <u>all</u> students and personnel	9%	%	%	%	%	%	%
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	8%	%	%	%	%	%	%