

# **LEADERSHIP PROFILE ASSESSMENT**

## **Madison Metropolitan School District**

### **September 19 and 20, 2007**

## **Executive Summary**

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates, Ltd. (HYA) for the Board of Education of Madison Metropolitan School District (MMSD). The data contained herein were obtained from reviewing approximately 185 completed *Leadership Profile Assessment* forms, 220 emailed responses and interviews with approximately 240 persons identified by the Board, in either individual, focus group or community input settings, on September 19 and 20, 2007. The questionnaire, interviews and focus groups were structured to gather data to assist the Board in determining the primary characteristics it might seek in its next superintendent of schools. Through this process, the consultants attempted to identify the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to maintain what constituent groups value and to address current and emerging issues which the District might be facing.

Information obtained through interviews, emails and completed questionnaires reflects similar views from all groups with respect to the multiple strengths of MMSD. Respondents were extremely proud of their District's national recognition for educational excellence. They voiced pride in their students' excellent test scores, the District's exceedingly high number of National Merit Semifinalists and its ability to provide top quality academic programs in an environment of rapidly changing demographics. Given the changes in the socio-economic, racial and ethnic make-up of the student body, residents identified as major strengths the District's commitment to reduce the achievement gap between Caucasian and minority students, its willingness to address issues of diversity and its provision of training in best practices to assist staff in meeting the special needs of a diverse student population.

Respondents also pointed to MMSD's commitment to neighborhood schools, retention of small class sizes in most elementary schools, rigorous curriculum, support of music programs and the arts, broad range of sports and other extra-curricular activities, high expectations of a well educated parent constituency and its excellent special education program with the focus on the inclusion of students in regular classrooms. Residents cited the strong support for the District by caring, involved parents and by a community that values high academic standards and achievement. Other strengths cited included the District's bright, motivated students and its highly competent, dedicated, hard-working teachers and support staff committed to the success of all students. Building administrators were commended for their dedication, accessibility and innovative leadership in providing programs that reflect the needs of their individual school populations. All respondents cited MMSD's proximity to and partnership with UW-Madison and Edgewood College as invaluable assets.

The over-arching challenge cited by all respondents centered on the MMSD's future ability to maintain its excellent academic programs and student performance, given the District's insufficient financial resources, significant budget cuts and ever-growing low-income and ELL student populations. These concerns are interrelated and if not addressed successfully could eventually

become the self-fulfilling cause of what respondents feared the most: the exodus of a considerable number of high-performing upper/middle class students to private or suburban schools as a “bright flight” mentality overrides parental desire to provide children with a “real world” environment of socio-economic, ethnic and racial diversity.

Concern over the funding issue was expressed in several ways: failure to cut the personnel costs of a “top heavy” central office, more equitable funding of the various schools, state level politics that restrict local access to property taxes and fail to increase state funding, the cost of responding to the arbitrary mandates of the NCLB law, the future need for a referendum to increase property taxes and a strong teachers’ union perceived as placing its salary/benefit issues, restrictions on management prerogatives and undue influence over the Board ahead of the District’s interests. The impact of continued budget cuts strikes at the quality and reputation of the educational program, with fear of an erosion of the comprehensive curriculum and after-school activities, reduction in aides who help classroom teachers with ELL and special education students; curtailment of music, fine arts and gifted programs; increases in class size; lack of classroom supplies; postponed maintenance and renovation of aging facilities; need to update technology and the lack of long-range financial planning as the District confronts one financial crisis after another.

Concern over the impact of the changing demographics was also expressed in various ways: fear that the rising cost of responding to the special needs of an increasingly diverse student population and efforts to close the achievement gap will reduce the dollars available to maintain electives and enrichment programs for regular and gifted students; the changing school culture in which gang activity, fights between students, a pervasive lack of respect by students toward authority are perceived as the norm, which in turn generates fear that the schools are no longer as safe as they used to be; the need to provide more relevant programs for the non-college bound students and the need to address the high minority student dropout rate. Concern that students from minority group populations are disproportionately disciplined, suspended and/or expelled was also expressed.

Almost all constituent groups felt that the Board and Administration need to gain the trust of parents and the community through communication that clearly identifies the fiscal issues and the criteria on which funding and budget decisions are based. Many expressed the view that the Board and Administration’s lack of transparency in district decision-making and show of disrespect toward those who question administrative proposals have eroded constituent support. A concerted effort by the Board and Administration to become more creative in publicizing the successes of MMSD’s outstanding educational opportunities might encourage more young upper/middle class families to move into the District and convince others to remain.

Respondents agreed on many of the attributes that would assist a new superintendent in addressing the issues confronting MMSD. They want a student-centered, collaborative educational leader of unquestioned integrity with superior communication, interpersonal and management skills. He/she should have strategic planning skills and feel comfortable with the involvement of parents, teachers and community members in shaping a vision for the District’s future direction. The successful candidate should be a consensus builder who has had experience in meeting the needs of an ethnically and socio-economically diverse student population. He/she should be sensitive and proactive in addressing diversity issues and a strong advocate of effective programs for ELL and gifted students and of inclusion programs for special education students. The new superintendent should be open to new ideas and encourage staff to take risks with research-based initiatives that engage students in learning and maintain high academic expectations as they work together toward

common goals. When confronted with controversial issues, he/she should be willing to seek the views of those affected, examine all options and then make the tough decisions. The new superintendent should have the courage of his/her convictions and support decisions based on what is best for all students

The successful individual should have a firm understanding of fiscal management and budgets, K-12 curriculum and best practice and the importance of technology in the classroom. He/she should be a strong supporter of music, fine arts and after-school activities. The new superintendent should have successful experience dealing collaboratively with a Board and establishing agreement on their respective governance roles. He/she should have a proven record of recruiting minority staff and hiring competent people who are empowered to strive for excellence and are held accountable.

He/she should be visible in the school buildings and at school events, enjoy interacting with students and staff, be actively involved in the community and seek opportunities to develop positive working relationships with state and local officials, business and community groups. The individual should be a personable, accessible, open-minded leader who engages staff, students, parents and the community in dialogue, keeps them well informed and responds respectfully to inquiries in a timely, forthright manner.

While it is unlikely to find a candidate who possesses all of the characteristics desired by respondents, HYA and the Board intend to meet the challenge of finding an individual who possesses many of the skills and character traits required to address the issues described by the constituent groups. We expect the new superintendent to provide the leadership that inspires trust and unites the community in its support for MMSD's efforts to achieve an even higher level of performance for its students and staff.

Respectfully submitted,

Marvin Edwards  
Jim Rickabaugh  
Joan Levy

## Introduction

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea and Associates, Ltd. (HYA) for the Board of Education of the Madison Metropolitan School District (MMSD). After the Board selected HYA to assist in its search for a new superintendent, an assessment instrument was prepared to solicit responses which would be used to help the Board clarify the characteristics it should seek in the new superintendent. The Board distributed the questionnaire to a variety of stakeholders including administrators, faculty, support staff, parents, students and community groups. The Board invited a number of individuals and groups to meet with the consultants on September 19 and 20, 2007 to discuss these characteristics in greater depth. Approximately 185 completed forms and 220 emailed responses were reviewed by the consultants. In addition, the consultants met with approximately 240 individuals during their visit in the District.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations and general comments with respect to preferred candidate traits and qualifications as well as District strengths, issues and concerns which could bear upon future leadership requirements and influence the selection criteria for the next superintendent of schools. In an effort to ensure that the process was inclusive, the consultants noted that the Board was seeking the views of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be used in identifying the next superintendent. It also was understood that the Board had the responsibility to define these characteristics and would use its prerogative to do so.

The responses provided with some consistency by the individuals, focus groups and those who completed questionnaires are presented in this report. Groups represented included Board members, administrators, faculty, support staff, parents, former board members and community leaders. The comments are listed alphabetically since no attempt was made to prioritize them. **It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the District's stakeholders or the respective groups to which they are attributed. Items are included if the consultants believe they warrant the Board's attention.**

The consultants wish to thank Ken Syke for his able assistance in arranging the interviews and keeping us on schedule. We also thank those with whom we met for their cordiality and responsiveness, in addition to all who took the time to respond by email or written form.

## **Strengths**

### **Consistent**

Active pursuit of competitive grant funds and the Foundation for Madison's Public Schools  
Bright students motivated to achieve by parents with high expectations  
Commitment to reducing the achievement gap between white and minority students  
Comprehensive curriculum and after-school activities that address the needs of a diverse student population  
Constructive partnership with UW-Madison, with access to its expertise and student teachers  
Dedication to the best inclusive practices and addressing the special needs of all students  
District's nationwide reputation for educational excellence  
Diversity of student population, reflecting the multicultural world in which students will live  
Excellent test scores and large number of National Merit Semifinalists  
Extensive array of talent and other community resources from which to draw  
High educational and economic profile of community  
Interested, supportive and actively involved parents who value education  
Maintain high student achievement and quality academic programs with changing demographics  
Ongoing investment in professional development and support systems  
Public support and engagement by community that takes pride in its schools  
Solid research-based curriculum and instruction  
Strong, effective partnerships with business community  
Students who are well prepared for college or work  
Talented, dedicated, experienced staff and administrators

### **BOARD**

Commitment to the belief that all children deserve a chance to learn and succeed  
Diversity of students allows them to interact and learn about different cultures  
Partnerships with multiple community, educational and business groups  
Provision of programs beyond the school day and during the summer

### **ADMINISTRATORS**

Commitment to continuous improvement through research-based practices  
Concentrated pursuit of effective educational strategies that help all students reach their potential  
Data-driven focus on best practice, with implementation combined with staff development  
District's commitment to staff training to enable teachers to address the special needs of all students  
District's educational framework that focuses on achievement, learning and relationships  
District's strategic priorities provide a clear vision of future direction  
Excellent management teams who support teachers and staff  
High expectations for all students in regard to academics and behavior  
Leadership committed to equity and academic excellence  
Range of support services provided to families  
Strategic plan framework

## **COMMUNITY**

Abundance of learning resources available to District: colleges, university, museums, etc.  
Access to young, well-trained teachers, owing to UW, MATC and Edgewood College  
Commitment to increase graduation rate  
Commitment to maintaining racial balance of schools  
Good physical infrastructure  
History of challenging programs for talented and high performing students  
Large amount of tax dollars spent per students should ensure success of all students  
Numerous non-profit sources that assist schools with low PTO fund-raising capability  
Open to listening to new ideas and trying innovative strategies to improve learning  
Open to working with community members and agencies to improve quality of education  
School Board committed to listening to the different voices of the community  
Strong Teachers' Union (MTI)  
Willingness of faculty and parents to question administrative decisions, especially those that have not been previously discussed with stakeholders  
Willingness to accommodate after-school needs of children (MSCR)

## **FACULTY**

Collaborative relationship between the Administration and Teachers' Union  
Edgewood's partnership with UW  
Liberal leaning community  
Top quality staff with strong work ethic, knowledge base and commitment to individual needs of students

## **PARENTS**

Academic rigor and excellence  
Community profile and District's reputation attract quality teachers and administrators  
Compassion and devotion of teachers adept at motivational strategies to promote student learning  
Desirable work environment, with excellent benefits and small class size, attracts good teachers  
Good music programs  
Imagination and drive of the students  
Numerous non-profit sources that assist schools with less PTO fund-raising capability  
Partnerships with colleges and other community agencies (i.e. MSCR, Overture Center, museums)  
Willingness to listen to the needs of the general community

## **STUDENTS**

Academic excellence  
Good sized district  
High expectations  
Presence of the University and its research capability  
Strong student leadership

## **SUPPORT STAFF**

Clean, healthy and safe learning environment for students and staff

Efforts to expand parent and community involvement

Strong Teachers' Union

Support Staff Local 60

Supportive School Board and community

## **CHALLENGES or ISSUES**

### **Consistent**

Ability to maintain high academic standards with declining resources and changing demographics  
Ability to respond to diverse student needs with respect to student achievement, public perception, relevant curricula, staff hiring, student support and parental interactions  
Address the disproportionately high minority student dropout rate  
Continue to provide challenging programs for regular and talented students, while serving the increasing percentage of ELL and low-income students  
Develop a plan to evaluate the success of curriculum, instructional methods and new programs  
Divisive impact of budget cuts that cause infighting by advocates of competing quality programs  
Eliminate the achievement gap between white students and both low-income and minority students  
Examine the need to restructure curriculum to improve the delivery of instruction and services to address the changing needs of a diverse student population  
Expand vocational, technical education programs  
Fear of “bright flight” as the percentage of low-income and minority students increases  
Impact of state-imposed tax cap that has forced significant cuts in programs  
Improve communication documenting the successes of MMSD’s quality educational program to keep middle-class children in District schools and encourage young parents to become residents  
Increase public awareness of restrictions imposed by federal and state mandates to counter criticism of District’s actions in regard to programs, operations and budget cuts  
Maintain MMSD’s reputation as an exceptional school district  
Maintain the quality of educational program, staff and facilities despite increasing budget cuts  
Need for a long-range plan that addresses enrollment projections, changes in dispersion of students, over-crowding, need for attendance boundary changes, allocation of limited revenues, etc  
Need for ethnic and racial diversity among administrators, faculty and Board  
Over-representation of minorities in special education and disruptive behavior referrals  
Perceived inequity in quality of educational program and funding between East and West schools  
Provide a safe environment for students and staff by addressing gang activity and requiring consistent enforcement of District’s discipline policy in regard to disruptive student behavior  
Retain high expectations for student and staff performance  
Update technology to assist with curriculum needs  
Upgrade condition of aging school buildings and infrastructure

### **BOARD**

Ability to provide appropriate options and support that enable all students to reach their potential  
District’s allegiance to the status quo  
Increase Board members’ understanding of their proper governance role  
Need to involve staff in selection and implementation of best practices in classroom  
Lack of trust in the Board



## **ADMINISTRATORS**

Address negative impact of NCLB's designation of District's "failing schools"  
Competitive interests of increasingly diverse client base  
Continue efforts to expand community support despite changing demographics  
Find ways to meet the needs of diverse student population in learning, relationships and engagement  
Need for a more collaborative central office  
Need for a more effective performance evaluation procedure for all staff  
Need for staff development focused on increasing teachers' skills when serving diverse student body  
Over-representation of students of color in special education  
Perception by some that the Board is weak, makes poor financial decisions and sets policy that benefits white middle class students rather than all students  
Power of union has impeded instructional leadership options  
Tendency of the teachers' union to resemble a labor union more than a union of professionals  
Sudden changes in principals' assignments, without prior notice, are difficult for staff and families  
Uncertainty about the impact of major changes in central office administration

## **COMMUNITY**

Ability to recruit and retain quality teachers  
Address reasons for the low percentage of Africa Americans taking college entrance exams  
Administration, viewed as driven by and beholden to the MTI, lacks checks and balances  
Aging of Madison's population reduces number of residents with ties to and support for District  
Budget development process delays important decisions too long to allow public response  
Challenge to the District in learning how to live within its means and be held accountable  
Changing demographics require a change in school culture, attitudes and educational approaches.  
Establish good relationships with parents of color  
Examine allocation of resources to ensure equity, focus on classroom needs and accountability  
Improve accounting methodology to enhance the Board and public's understanding  
Improve communication with community on issues, options and solutions being considered  
Lack of attention and resources for the average student  
Lack of respect toward community members who offer dissenting views at Board meetings  
Maintain a broad curriculum that includes music and the arts.  
Need for collaborative, effective leadership by the Board and administration, with teachers, parents and building administrators included in dialogue regarding problems and solutions  
Need for meaningful collaboration with community, governmental and educational groups  
Need for comprehensive performance evaluation of staff and administrators  
Perceived inequity in quality of education between East and West schools  
Perception that African American children are not treated the same as other students  
Reconsider allocation of millions of dollars that fund daycare at MSCR  
Retain neighborhood schools, regardless of uneven population growth  
Retention of parent and taxpayer loyalty as District confronts its structural revenue shortfall  
Top heavy administrative costs caused by many unneeded, generously paid positions  
Underutilization of community resources

## **FACULTY**

Ability to maintain challenging programs for top students while closing the achievement gap for minorities  
Adopt research-based practices that will reduce the current migration of families to other districts  
Budget cuts that interfere with educational goals/mandates because of reduction in staff  
Consider restructuring of central office, which is viewed as “top heavy”  
Continuing erosion of good programs due to revenue caps  
Failure of district staff to keep up with current research, encourage innovation and profit from expertise available at the University  
Great pressure to improve test scores felt by teachers  
Improve communication with community in regard to NCLB and its arbitrary labeling of schools  
Increase in class size  
Increasing number of students extremely challenged in fundamentals of reading, writing and math  
Inequitable distribution of funds and professional development opportunities among schools  
Lack of communication between District Staff and teaching staff  
Lack of effective response by the Board and administration to gang activity, fights between students and lack of respect by the students for authority  
Lack of proper resources and supplies in some schools to support the ever-growing needs of students  
Low quality of food service  
Need to fight through the politics surrounding education and state funding  
Need to protect essential programs, such as art, music and physical education as budget cuts continue  
Recognize and implement changes in instructional practices to meet diverse needs of students  
Seeming inability to create and foster school-wide reform  
Tension between central office’s attempts to standardize curriculum and principals’ efforts to provide programs that meet unique needs of their students and schools

## **PARENTS**

Central office administrators viewed as unapproachable and autocratic by parents who seek information or express opinions  
Decline in school culture with disruptive student behavior and lack of respect for staff  
Divisiveness between East and West schools over equity of curriculum and funding  
Elimination of important classes in middle and high schools due to budget constraints  
Ensure that all students meet grade level standards, without “dumbing down” the curriculum  
Inordinate amount of power granted to superintendent by Board  
Insensitive response by Board and administrators to those who question or disagree with proposals or Board action at public meetings  
Insufficient help for teachers with many ESL and mainstreamed students in their classrooms  
Lack of a clear vision articulated by the Board and Superintendent and absence of a true long-range plan based on that vision  
Lack of adequately trained staff to address diversity in students’ learning styles  
Lack of an effective board process for making good decisions in allocating resources  
Lack of trust in the Board and staff in reporting data and making decisions  
Need to develop a budget that the Board and public can understand  
Need to evaluate and update math curriculum  
Retain AP courses and high academic standards while meeting special needs of diverse student body  
Resource allocations that ignore the different needs of various populations cause inequity in the

education available to less advantaged children  
Token involvement of parents on Task Forces whose recommendations are ignored by administrators  
Unwillingness of District leadership to engage in honest, respectful and meaningful dialogue with  
parents and teachers on issues of mutual concern

## **STUDENTS**

Ability of District to attract the best and brightest teachers and staff  
Budget problems will probably require a referendum next year  
High property taxes are a concern  
Need for greater respect by students for authority within schools

## **SUPPORT STAFF**

District's narrow and expensive perspective of full inclusion for special education rather than  
looking at more cost-effective, child-centered models  
Need to find more efficient ways to use available dollars

# CHARACTERISTICS

## Consistent

Ability to develop, articulate and implement a shared vision of excellence in the MMSD  
Actively involved in the community  
Approachable; accessible to administrators, staff, parents, students and community  
Caring, respectful individual  
Collaborative team player committed to finding ways for all children to be successful  
Comfortable in seeking dialogue with all levels of staff and all segments of an economically and culturally diverse community  
Commitment to data-based decision-making  
Consensus builder who seeks views and information from those affected, then makes a decision  
Courage to defend an unpopular proposal that is in the best interests of all students and the courage to admit when he/she is wrong  
Creative problem solver; motivator who advocates for excellence throughout MMSD  
Demonstrated success in closing the achievement gap, while raising performance of all students  
Experience with recruiting a highly qualified and diverse pool of educators  
Experienced administrator with a track record of effectiveness in a culturally diverse, urban district  
Firm commitment to and solid knowledge of cutting-edge research-based educational practices, particularly those related to educating students of color, low-income and with disabilities  
Integrity; genuine, humble  
Open to new ideas from teachers, staff, administrators and parents, but not swayed by every new fad  
Politically savvy, able to establish positive working relationships with local and state government officials, educational institutions, business groups and neighboring superintendents  
Proven ability to expand and improve communication with the community and secure greater understanding and support for the schools  
Sensitive and proactive in addressing diversity issues  
Solid understanding of budget, fiscal management and school funding issues  
Strong managerial skills; recruits, supervises and delegates to talented administrators  
Superior communication skills: oral, written and listening  
Supportive of music and arts programs as playing a key role in education  
Transparent, accountable  
Values inclusion practices and has had experience with successful programs  
Visible in the schools and at school events

## BOARD

Ability to lead all groups in the development of a new strategic plan  
Ability to produce synergies, not edicts  
Demonstrated success in increasing test scores and addressing disruptive student behavior problems  
Enthusiastic advocate for MMSD who can convince residents that paying for public education is an investment in the community's future  
Proven success in leading an organization through change and producing sustained results  
Sense of humor  
Strong, visionary leader who can build on District's successes and convince stakeholders of the need for new technology and innovative teaching techniques

## **ADMINISTRATORS**

Ability to establish positive working relationships with strong unions, without “giving up the ship”  
Ability to find creative ways to work with funding limitations  
Appreciates the value of public recreation programs and other services provided by a K-12 system  
Charismatic and diplomatic  
Creates a “we’re all in this together” climate throughout MMSD rather than “top down” leadership  
Effective internal team-building skills; communicates readily and gains the respect of MMSD staff  
Establishes goals, delegates authority and allows staff to do their job, without micromanaging  
Fosters an environment of mutual respect in which areas in need of improvement can be addressed in a proactive and open manner  
Solicits and respects expertise of administrators, teachers and staff  
Sound understanding and appreciation of learning  
Tough skinned; ability to keep criticism from special interest groups in perspective  
Understands and is able to “mesh” with MMSD culture  
Works collaboratively with Board members, helping them to remain focused on District’s mission, when besieged by special interest lobbying and criticism

## **COMMUNITY**

Commitment to MMSD, with an understanding and appreciation of the community  
Decisive regarding fiscal problems, looking for long-term solutions rather than short-term band-aids  
Experience in addressing the bilingual needs of a large Hispanic/Latino ELL population  
Facilitator of change through team building, the integration of decentralized administrative leadership and discussion of different ideas/opinions and solutions with parents, teachers and the community  
Establishes a constructive relationship with MTL, yet retains a totally independent role  
Independent thinker  
Strong background in curriculum, instruction and learning principles as applied to educational practice  
Willingness to challenge the status quo, examine current educational delivery systems, and provide leadership in recommending change  
Values early child care and early childhood education and works cooperatively with advocates

## **FACULTY**

Advocate for MMSD who communicates the District’s needs to the Legislature and City Council  
Collaborative management style, not “top down”  
Commitment to reducing attrition rate of minority, low-income and ELL students by improving instruction through teacher training, additional aides, etc.  
Courage to speak the truth about problems and propose solutions in spite of political pressure  
Interested in engaging the community in partnerships that increase learning opportunities for students  
Knowledge of new reading programs and other research-based curriculum  
Management style that includes a collegial not adversarial relationship with union leadership  
Understands the importance of giving teachers latitude to do their jobs with realistic expectations  
Willing to consider reduction of administrators before eliminating direct services to students  
Willing to examine the administrative structure of ESL, ELL and bilingual programs

## **PARENTS**

Actively seeks partnerships with business community, non-profits, to enrich educational experience  
High emotional intelligence, compassionate, flexible  
Manages through consensus decision-making not by edict, yet can be decisive when appropriate  
Optimistic, enthusiastic, energetic  
Promotes transparency in the budget process  
Sensitive to the needs of all students, with an emphasis on fairness, equity of resources and increasing the academic focus on those in need of the most help  
Successful track record of improving school climate/classroom behavior  
Team player who develops a highly functional administrative team, partners with community groups, and establishes a relationship of mutual respect with staff, parents and the larger community  
Uses data to determine success or failure of programs or proposals  
Visible advocate for MMSD and public education in general  
Welcomes dialogue with parents and students; considers their ideas and opinions

## **STUDENTS**

Ability to make tough decisions  
Able to develop clear, definable goals, with a definite sense of priority  
Clear understanding and experience with challenging budget situations  
Cultural awareness  
Willing to be visible in the schools

## **SUPPORT STAFF**

Ability to earn the respect and trust of staff and community  
Ability to provide creative solutions to difficult problems  
Considers support staff as important as certified professional staff  
Experience in lobbying legislators  
Supportive of custodians when changes must be made

## Ranking Summary

Respondents were asked to rank the following characteristics in order of importance from 1-14 with 1 being most significant.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parents</b>	<b>Supp. Staff</b>
Experience in a multi-cultural environment	1	4	5	6	8	7
Organizational/management skills	2	8	3	5	5	9
Effective communication skills: verbal, written and listening	3	2	1	2	2	2
Collaborative	4	5	4	3	4	3
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	5/6	1	2	1	1	1
Accountable, and holds everyone in the organization accountable for his/her respective area of responsibility	5/6	7	8	7	3	8
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation and how it affects student learning	7	10	10	13	9/10	12
Fiscal management expertise	8	11	6	10	6	11
Personal interest and involvement in the community	9	13	7	4	7	6
Understands the respective, yet complementary, roles of the Board and the Superintendent	10	12	12	11	9/10	4
Belief in data based decision-making that focuses on the individual needs of students	11	3	9	12	11	13/14
Experience as a superintendent	12	6	13	9	12	10
Decisive	13	9	11	8	13	5
Awareness of instructional and administrative applications of technology	14	14	14	14	14	13/14

## Ranking of Criteria – Average Ranking

Respondents were asked to rank the following characteristics in order of importance from 1-14 with 1 being most significant. The average rankings given to each item are presented in this chart.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parents</b>	<b>Supp. Staff</b>
Experience in a multi-cultural environment	3.40	6.31	6.16	7.33	7.83	7.00
Organizational/management skills	4.50	7.34	5.43	7.17	6.38	7.75
Effective communication skills: verbal, written and listening	5.20	5.17	5.06	3.83	5.38	4.25
Collaborative	6.30	6.41	5.90	4.17	6.14	5.00
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	6.90	4.79	5.20	3.33	4.69	1.00
Accountable, and holds everyone in the organization accountable for his/her respective area of responsibility	6.90	6.93	7.76	7.67	5.48	7.50
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation and how it affects student learning	7.40	7.66	8.00	10.50	8.28	10.25
Fiscal management expertise	7.80	8.59	6.29	8.67	7.03	10.00
Personal interest and involvement in the community	7.90	9.76	7.73	5.50	7.69	6.75
Understands the respective, yet complementary, roles of the Board and the Superintendent	8.20	9.45	9.04	9.00	8.28	5.50
Belief in data based decision-making that focuses on the individual needs of students	8.50	6.17	7.96	9.33	8.55	12.25
Experience as a superintendent	9.40	6.76	9.27	8.50	8.59	9.75
Decisive	9.90	7.45	8.92	7.83	9.07	5.75
Awareness of instructional and administrative applications of technology	12.70	11.69	11.45	12.17	11.62	12.25



## Ranking of Criteria – Range for Rankings

Respondents were asked to rank the following characteristics in order of importance from 1-14 with 1 being most significant. The range of each respondent groups' responses are presented in this chart.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parents</b>	<b>Supp. Staff</b>
Experience in a multi-cultural environment	1-10	1-13	1-14	1-12	1-14	3-13
Organizational/management skills	1-10	1-14	1-13	2-14	1-12	5-9
Effective communication skills: verbal, written and listening	1-10	1-11	1-12	1-10	1-10	2-8
Collaborative	1-12	1-14	1-14	2-8	1-11	3-10
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	2-14	1-14	1-12	1-9	1-10	1
Accountable, and holds everyone in the organization accountable for his/her respective area of responsibility	1-11	1-13	1-14	3-12	1-13	2-12
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation and how it affects student learning	1-14	1-13	1-14	7-14	1-14	7-13
Fiscal management expertise	2-13	2-13	1-13	5-13	1-14	7-14
Personal interest and involvement in the community	4-12	3-14	1-14	1-13	1-14	4-10
Understands the respective, yet complementary, roles of the Board and the Superintendent	3-13	1-14	1-14	5-13	2-14	2-8
Belief in data based decision-making that focuses on the individual needs of students	2-13	1-13	1-14	7-12	1-14	11-14
Experience as a superintendent	1-14	1-14	1-14	4-14	1-14	3-14
Decisive	6-13	3-12	2-14	4-13	3-14	5-6
Awareness of instructional and administrative applications of technology	7-14	6-14	4-14	9-14	5-14	11-14