



Bexley School District

Leadership Profile Report

December 12, 2016

Introduction

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) in November, 2016 for the new superintendent in Bexley School District. The data were obtained from the input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by the stakeholders. The surveys, interviews and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder interviews and focus groups provided information regarding the strengths of the District and some of the challenges that it will be facing.

Participation

The numbers of participants in the two methods of data gathering are listed below:

Group	Focus Groups	Online Survey
Board	5 (Individual)	
Administration	6 building 5 central office	5
Faculty Members	24	81
Support Staff	4	15
Students	7	23
Parents	17	238
PTO Council/Parent Reps	10	
Foundation	14	
Community Reps	13	32
Total Participants	105	394

All participants were also invited to complete the Online Survey on the District's Website. The online Superintendent Profile Survey was completed by 394 stakeholders. Nearly two-thirds of respondents were parents with children in the schools (60%), over 21% were faculty members, another 14% were community members including students, 4% were support staff members and the rest were administrators.

The top-rated characteristics respondents selected for a superintendent on the survey were:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC – Communication and Collaboration)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE – Community Engagement)
- Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV - Vision and Values)
- Lead in an encouraging, participatory, and team-focused manner. (VV – Vision and Values)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV- Vision and Values)

The individual and group interviews of 105 people generated the following responses. Comments have been summarized, but careful attention has been made to accurately convey the message.

Strengths and Points of Pride of Bexley City School District

- Dedicated teaching, support staff and principals
- Educational Foundation
- Strong academics
- Outstanding Arts Program
- Caring, involved and intelligent community
- Family resources
- Focus on kids
- Global perspective
- AP programs
- High value placed on professional growth
- Diversity
- Neighborhood schools

Challenges for Bexley City School District

- Lack of a strategic plan
- Internal and external communication between and among all stakeholders
- Appropriately and systematically address the achievement gap
- Inconsistent curriculum at elementary schools
- Diversity of students and families – community and staff may not understand, engage and respect changing demographics
- Staff diversity is not representative of student and parent community
- Perceived lack of boardsmanship at times
- Aging facilities
- Equitably meeting the needs of all students particularly those with special needs
- Landlocked and small size
- Trust between school district and community

Characteristics of a New Superintendent for Bexley City School District

- Approachable and a good listener
- Be a part of the community, live in the community, be involved, build relationships
- Collaborative
- Curriculum background and experience
- Decisive
- Focus on student achievement, student centered
- Have a vision for the district, committed long-term to district
- Have financial understanding and background
- Needs to have a teaching and school leadership background
- Prefer advanced degree
- Strong communication skills are important
- Strong leader, courageous, proactive, delegator
- Think out of the box, cutting edge thinking, strategic, problem solver, courageous
- Transparent, truthful, honest, visible, has integrity, commands respect
- Trustworthy, authentic, build trust with staff, Board and community
- Understands and has experience with diversity – changing demographics
- Work with and provide leadership for Board, clear goals

Executive Summary of the Superintendent Profile

The Board of Education of Bexley City School District seeks a visionary educational leader who in collaboration with the Board, staff, community and students will focus the district on shared goals. After seeking input from Board members, staff, students and community via individual and group interviews and from the results of the Superintendent Profile Survey, the ideal candidate should possess the following characteristics:

A visionary, inspirational leader who:

- Listens to and effectively represents the interests and concerns of students, staff, parents and administrators
- Develops a collaborative vision and strategic plan with the Board, community, faculty, staff, students and administrators
- Builds strong relationships with all stakeholders and the greater Bexley community
- Holds a deep appreciation for diversity, inclusion and the importance of providing safe and caring school environments

An effective communicator who:

- Is open and honest, has a sense of humor and is energetic
- Has public relations skills, is technologically literate and a collaborator
- Has the ability to resolve conflict effectively
- Fosters trust and respect among the Board, staff and community by listening, being decisive and courageous

An instructional leader who:

- Increases academic performance and accountability at all levels and for all its students, including special needs populations
- Has a clear vision of what is required to provide an excellent educational program for each student and uses data to influence decisions
- Holds a deep understanding of the teaching/learning process and of the importance of educational technology.
- Fosters a positive climate of mutual trust and respect among faculty, staff and administrators
- Is visible, involved and part of the community
- Empowers others and motivates

An efficient manager who:

- Organizes people and resources to accomplish goals
- Effectively plans and manages the long term financial health of the district
- Aligns budgets, long-range plans, and operational procedures with the District's vision, mission and goals.
- Is accountable and holds others accountable
- Attracts, leads, evaluates and retains an effective team of administrators and staff
- Identifies, confronts and resolves issues and concerns in a timely manner
- Understands systems thinking and implements system strategies

Summary

The summary of the online survey results are in Appendix A. The suggestions for candidates from the survey results will be retained by HYA and followed up appropriately by the consultants. HYA cannot promise to find a candidate who possesses all of the characteristics desired by the respondents. However, HYA and the Board intend to meet the challenge of finding an individual who meets most of the skill and character traits.

The consultants would like to thank all the participants who attended focus groups and/or completed the online survey. Also, we would like to thank all of the Bexley City School District staff and Board members who assisted including Board President Melissa Lacroix, Public Relations Director Amy Thompson, and Superintendent Mike Johnson.

Respectfully submitted:

James E. Morse, Ed.D., Senior Associate
Edward Tivador, Ed.D. Associate
Hazard, Young, Attea & Associates

Appendix A

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 394 stakeholders. Over half of respondents were parents (60 percent) and 21 percent were teachers. The rest were community members, students, support staff, and administrators.

Stakeholder Group	Frequency	Percent
Administrator	5	1.3
Community Member	32	8.1
Parent with Children in Bexley Schools	238	60.4
Student	23	5.8
Support Staff	15	3.8
Teacher	81	20.6
Total	394	100.0

Percentages may not add to one hundred percent due to rounding.

The top-rated characteristics respondents selected for a superintendent were:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)
- Lead in an encouraging, participatory, and team-focused manner. (CC)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages. Benchmark results from over one hundred and twenty comparable districts, incorporating the ranking of over sixty thousand stakeholders, are also provided in the table to allow for a comparison of results to national norms.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Community members were significantly more likely than parents and teachers to choose the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”

- Support staff and teachers were significantly more likely than parents to choose the Communication & Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”
- Teachers were significantly more likely than parents to choose the Communication & Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Students and support staff were significantly more likely than teachers to choose the Management item “Be an effective manager of the District’s day-to-day operations.”
- Parents were significantly more likely than teachers to choose the Management item “Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.”
- Parents were significantly more likely than teachers to choose the Management item “Effectively plan and manage the long-term financial health of the District.”

Percentage of Respondents Who Selected Each Item (By Subgroups)									
Number indicates rank order by overall results		National HYA Benchmark	ALL (394)	Admin. (5)	Comm. (32)	Parent (238)	Student (23)	S.S. (15)	Teacher (81)
1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	56%	100%	59%	47%	48%	87%	78%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	54%	40%	38%	56%	65%	40%	53%
3	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	45%	20%	41%	47%	48%	33%	43%
4	Lead in an encouraging, participatory, and team-focused manner.	31%	39%	80%	38%	33%	26%	47%	59%
5	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	38%	0%	41%	37%	43%	27%	44%
6	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	38%	0%	28%	43%	43%	53%	26%
7	Be visible throughout the District and actively engaged in community life.	33%	36%	60%	38%	32%	61%	40%	36%
8	Identify, confront, and resolve issues and concerns in a timely manner.	31%	34%	20%	16%	36%	52%	40%	32%
9	Promote high expectations for all students and personnel.	34%	32%	40%	31%	33%	48%	13%	30%
10	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	32%	40%	41%	34%	43%	20%	22%
11	Involve appropriate stakeholders in the decision-making process.	23%	31%	20%	38%	31%	30%	13%	33%
12	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	29%	20%	22%	27%	43%	20%	36%
13	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	28%	60%	28%	26%	26%	20%	36%

Percentage of Respondents Who Selected Each Item (By Subgroups)									
Number indicates rank order by overall results		National HYA Benchmark	ALL (394)	Admin. (5)	Comm. (32)	Parent (238)	Student (23)	S.S. (15)	Teacher (81)
14	Strive for continuous improvement in all areas of the District.	31%	28%	40%	22%	29%	48%	13%	23%
15	Effectively plan and manage the long-term financial health of the District.	30%	27%	20%	22%	32%	43%	7%	15%
16	Communicate effectively with a variety of audiences and in a variety of ways.	27%	27%	20%	25%	29%	35%	33%	19%
17	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	25%	40%	16%	32%	26%	20%	9%
18	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	25%	0%	28%	26%	35%	13%	21%
19	Act in accordance with the District's mission, vision, and core beliefs.	27%	23%	60%	22%	20%	39%	20%	26%
20	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	22%	0%	19%	23%	22%	13%	25%
21	Maintain positive and collaborative working relationships with the school board and its members.	25%	21%	20%	28%	19%	30%	7%	22%
22	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	18%	20%	41%	18%	26%	7%	6%
23	Seek a high level of engagement with principals and other school-site leaders.	21%	18%	40%	25%	14%	26%	7%	22%
24	Be an effective manager of the District's day-to-day operations.	21%	14%	0%	13%	13%	35%	40%	9%
25	Utilize student achievement data to drive the District's instructional decision-making.	17%	11%	40%	9%	7%	26%	0%	19%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
------------	-------------------------------	------------------------------------	---------------------------------	--	---------------------