FCPS Community and Leadership Profile Survey

HYA Executive Search
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METHODOLOGY

The survey results contained in this document are based on ECRA Group's research related to superintendent leadership standards. The survey addresses both district performance and desired characteristics of the superintendent in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders

- Teaching and Learning (TL) / Instructional Leadership (IL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change

- Community Engagement (CE) / Stakeholder Engagement (SE) - The leader's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision

- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the district and the desired profile of the next superintendent, this report will help the district prioritize the desired characteristics of the superintendent in a way that will advance the priorities of the community.

EXECUTIVE SUMMARY

The FCPS Community and Leadership Profile Survey was completed by 1745 stakeholders. The largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 30.9 percent of all respondents. Nearly a quarter of respondents were certified/licensed staff. They made up the second most populous stakeholder group at 24.4 percent of all respondents. The third largest participant group were support staff at 21.9 percent of all respondents.

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

- District schools are safe. (TL)
- The district has high standards for student performance. (VV)
- Technology is integrated into the classroom. (TL)
- The district employs effective teachers, administrators and support staff in its schools. (M)
- Facilities are well maintained. (M)

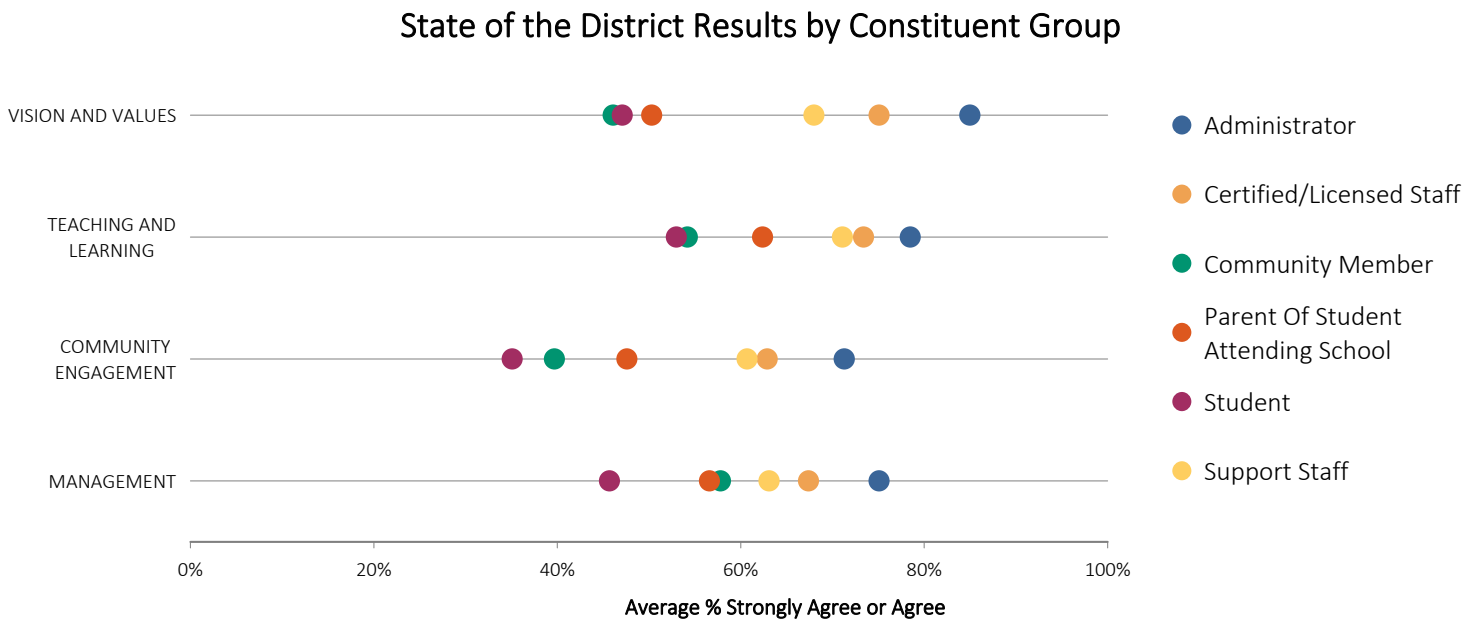
The top-rated leadership profile characteristics constituents desire in a new superintendent are:

- Effectively plan and manage the long-term financial health of the district and serve as the primary advocate at the local, state, and national levels for the district's needs. (M)
- Foster a positive, professional climate of mutual trust and respect faculty, staff, administrators, parents, community members, and the Board. (SE)
- Listen to and effectively address the expectations and concerns of students, faculty, staff, parents, area businesses, community partners, and taxpayers in the school system. (SE)
- Recruit employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Increase academic, artistic, social, and emotional learning for the whole child, along with decreasing achievement gaps in the system. (IL)

ANALYSIS

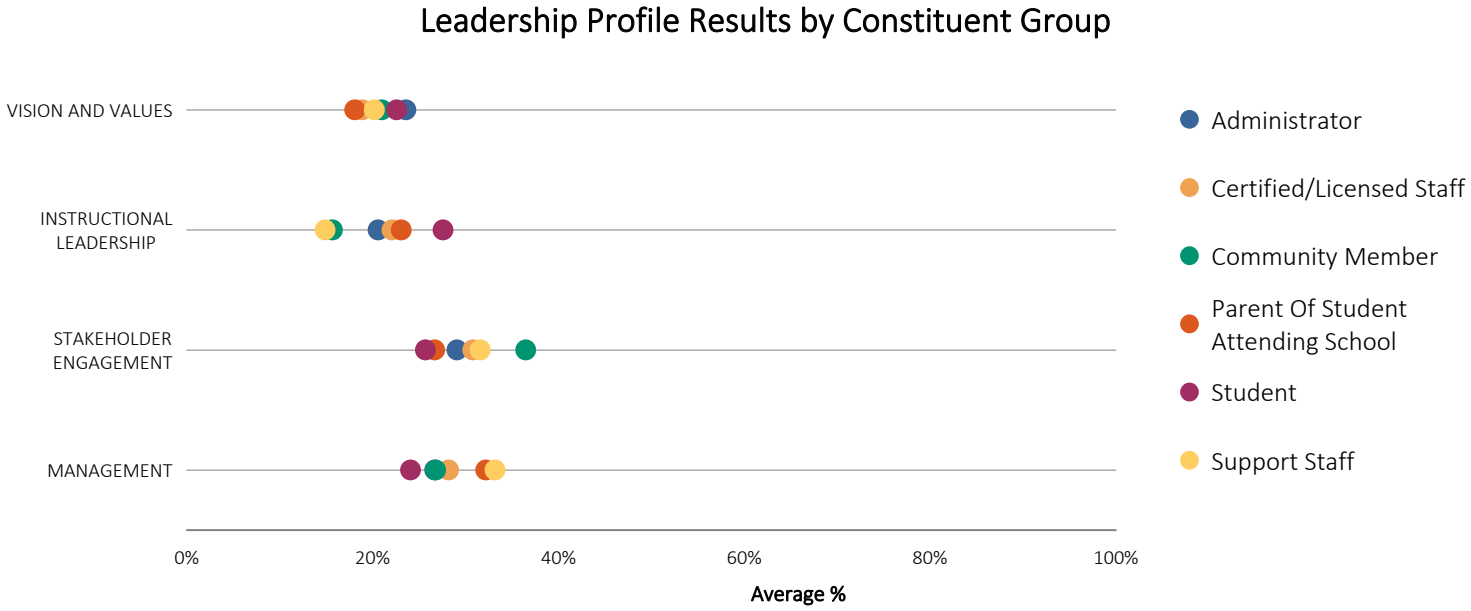
State of the District Summary

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. Overall results are presented below; results for individual items are reported in the appendix.



Leadership Profile Summary

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, Instructional Leadership, Stakeholder Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.



LEADERSHIP PROFILE DETAILS

Respondents were asked to select 5 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 5 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).

	All (1745)	Administrator (186)	Certified/Licensed Staff (425)	Community Member (106)	Parent Of Student Attending School (540)	Student (106)	Support Staff (382)
Effectively plan and manage the long-term financial health of the district and serve as the primary advocate at the local, state, and national levels for the district's needs.	48%	■	■	■	■		■
Foster a positive, professional climate of mutual trust and respect faculty, staff, administrators, parents, community members, and the Board.	48%	■	■	■	■	■	■
Listen to and effectively address the expectations and concerns of students, faculty, staff, parents, area businesses, community partners, and taxpayers in the school system.	45%		■	■	■	■	■
Recruit employ, evaluate, and retain effective personnel throughout the District and its schools.	39%	■	■	■	■		■
Increase academic, artistic, social, and emotional learning for the whole child, along with decreasing achievement gaps in the system.	32%	■	■	■	■	■	
Be an effective manager of the district's budget and day-to-day operations.	30%						■
Demonstrate a deep understanding of educational research regarding teaching/learning processes along with the ability to implement and deploy effective change throughout the system.	25%					■	
Lead in an encouraging, participatory, transparent, and team focused manner.	23%	■					
Promote a culture of high expectations for all students and a service orientation and accountability for all personnel.	22%						
Understand and consistently address the needs related to diversity and equity in the school system.	22%					■	
Provide a clear and compelling vision for the future of the school system.	21%						
Provide for meaningful, frequent and transparent communication among all stakeholder groups.	20%						
Be visible throughout the District and actively engaged in community life.	19%						

LEADERSHIP PROFILE DETAILS

Respondents were asked to select 5 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 5 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 5

	All (1745)	Administrator (186)	Certified/Licensed Staff (425)	Community Member (106)	Parent Of Student Attending School (540)	Student (106)	Support Staff (382)
Provide guidance for systematic and comprehensive district-wide curricula, instructional practices, and professional development, which is responsive to the differing needs at the school and classroom levels.	18%						
Guide the operation and maintenance of school facilities to ensure secure, safe, and up-to-date school environments that support learning.	17%						
Integrate personalized educational opportunities into the education program for students at all levels.	17%						

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (1745)	Administrator (186)	Certified/Licensed Staff (425)	Community Member (106)	Parent Of Student Attending School (540)	Student (106)	Support Staff (382)
OVERALL							
Please rate the overall quality of education in the District.	78%	87%	83%	67%	74%	65%	79%
VISION AND VALUES							
The district provides a clear, compelling vision for the future.	63%	85%	77%	41%	48%	46%	69%
The district is heading in the right direction.	51%	75%	61%	30%	39%	37%	54%
The district has high standards for student performance.	77%	91%	82%	62%	70%	75%	80%
The district makes decisions based on information from data and research.	54%	81%	71%	30%	38%	29%	57%
The district is working to close the achievement gap.	61%	87%	76%	42%	45%	31%	66%
TEACHING AND LEARNING							
The district provides a well-rounded educational experience for all students.	57%	75%	60%	36%	52%	50%	60%
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	61%	73%	77%	48%	51%	38%	60%
District schools are safe.	80%	92%	88%	65%	75%	65%	81%
The social and emotional needs of students are being addressed.	53%	68%	60%	31%	50%	23%	58%
Students are on track to be college and career ready.	63%	76%	67%	48%	61%	55%	60%
Technology is integrated into the classroom.	75%	77%	77%	64%	73%	68%	80%
COMMUNITY ENGAGEMENT							
The district engages the community as a partner to improve the school system.	51%	75%	61%	31%	40%	25%	58%
There is transparent communication from the District.	43%	59%	52%	26%	38%	23%	44%
The district engages with diverse racial, cultural and socio-economic groups.	64%	76%	70%	48%	59%	48%	68%
MANAGEMENT							
Facilities are well maintained.	68%	75%	69%	66%	70%	46%	66%
The district is fiscally responsible.	43%	67%	48%	34%	35%	28%	45%
The district employs effective teachers, administrators and support staff in its schools.	69%	88%	78%	58%	66%	43%	65%
Employees are held accountable to high standards.	64%	82%	80%	47%	52%	38%	66%
District technology infrastructure is sufficient to support 21st century learning.	52%	56%	56%	42%	47%	54%	55%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 5 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	All (1745)	Administrator (186)	Certified/Licensed Staff (425)	Community Member (106)	Parent Of Student Attending School (540)	Student (106)	Support Staff (382)
Effectively plan and manage the long-term financial health of the district and serve as the primary advocate at the local, state, and national levels for the district's needs.	48%	49%	55%	41%	49%	21%	49%
Foster a positive, professional climate of mutual trust and respect faculty, staff, administrators, parents, community members, and the Board.	48%	66%	57%	45%	39%	27%	48%
Listen to and effectively address the expectations and concerns of students, faculty, staff, parents, area businesses, community partners, and taxpayers in the school system.	45%	29%	48%	58%	44%	38%	49%
Recruit employ, evaluate, and retain effective personnel throughout the District and its schools.	39%	41%	36%	32%	46%	25%	37%
Increase academic, artistic, social, and emotional learning for the whole child, along with decreasing achievement gaps in the system.	32%	37%	38%	30%	32%	37%	22%
Be an effective manager of the district's budget and day-to-day operations.	30%	24%	28%	30%	31%	18%	35%
Demonstrate a deep understanding of educational research regarding teaching/learning processes along with the ability to implement and deploy effective change throughout the system.	25%	23%	28%	16%	30%	25%	18%
Lead in an encouraging, participatory, transparent, and team focused manner.	23%	32%	27%	24%	19%	16%	21%
Promote a culture of high expectations for all students and a service orientation and accountability for all personnel.	22%	23%	16%	22%	26%	20%	25%
Understand and consistently address the needs related to diversity and equity in the school system.	22%	26%	26%	24%	18%	26%	20%
Provide a clear and compelling vision for the future of the school system.	21%	30%	18%	20%	19%	19%	23%
Provide for meaningful, frequent and transparent communication among all stakeholder groups.	20%	23%	17%	30%	21%	6%	21%
Be visible throughout the District and actively engaged in community life.	19%	19%	20%	21%	17%	22%	21%
Provide guidance for systematic and comprehensive district-wide curricula, instructional practices, and professional development, which is responsive to the differing needs at the school and classroom levels.	18%	27%	22%	13%	19%	14%	12%
Guide the operation and maintenance of school facilities to ensure secure, safe, and up-to-date school environments that support learning.	17%	11%	10%	10%	19%	23%	25%
Integrate personalized educational opportunities into the education program for students at all levels.	17%	11%	14%	7%	23%	23%	14%