

CROWLEY INDEPENDENT SCHOOL DISTRICT LEADERSHIP PROFILE REPORT

June 19, 2017

INTRODUCTION

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates¹ for the Crowley School District² Board of Trustees³ as one of the initial steps in its search for a new Superintendent. The data contained herein were obtained from individual interviews with seven Board members and meetings with individuals/groups identified by the Board in interview, focus group or community input settings on June 1-2, 2017 and an online survey which was provided via the District website from May 15 through June 2, 2017. The meetings, interviews, focus groups, and survey were structured to gather data to assist the Board in determining the primary qualities it might seek in its next Superintendent. Through this process, the consultants attempted to identify the personal and professional qualities desired in the superintendent, as well as the skill sets necessary to build upon what constituent groups valued, while addressing current and emerging issues which the District might be facing.

Between 622 and 776 individuals provided input during the process, as reflected in the following chart. It should be noted that seven Board members completed the survey and seven participated in individual interviews. The number of respondents from the other groups that participated in both phases of the process is unknown. (We don't have an accurate way to determine if some who took the survey also participated in a discussion group.)

Group	Personal interviews, focus groups, etc.	Survey
Board	7	7
Administrators	43	47
Support Staff	42	38
Community	45	39
Parents	7	165
Faculty	11	320
Students	0	6
Total	155	622

This report presents the findings of the *Leadership Profile Assessment* conducted personally by Hazard, Young, Attea & Associates on June 1 and 2, 2017 and an online survey, which was provided via the District website from May 15, 2017 through June 2, 2017, to assist

¹ Referenced in this Report as HYA.

² Referenced in this Report as School District or District.

³ Referenced in this Report as Board.

the Board in clarifying the criteria it would seek in the new superintendent of the Crowley Independent School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in individual interviews, focus groups or open forum settings and from the results of the online survey completed by stakeholders.

The survey, interviews, focus groups and open forums were structured to gather input to assist the Board in determining qualities that it should seek as it employs a new superintendent to serve the District. It is anticipated that this data also will be useful to candidates interested in the Crowley School District superintendency, as well as to the new superintendent, once he/she is selected for the position.

PARTICIPATION

The responses provided through the interviews, focus groups, open forums and survey are listed in two places, under *Consistent Themes*, which can be found beginning on page 5 and under *Comments from Interviews, Focus Groups and Open Forums*, which begin on page 10. We have included a draft of a possible leadership profile on page 9.

The data contained in this report were gathered from Board-identified or self-selected stakeholder respondents as outlined on page 1 of this report. Therefore, it should be emphasized that the data are not from a purely scientific sampling. However, in almost all cases the data were prioritized by the members of the groups in which they were gathered. In addition, prior to drawing any conclusions about consistent themes or recurring ideas, the consultants tabulated the occurrence of the indicators or Strengths, Challenges and Leadership Qualities within and among the seven reference groups chosen to participate in this study. So, it can be safely said that there is certainly a rigorous method for bringing these conclusions to your attention and consideration, when selecting the profile for the next Superintendent of Schools for Crowley Independent School District. Items are included from the interviews, focus groups and/or survey if, in the consultants' judgment, they were repeated with sufficient frequency thus indicating a pattern and/or warranting the Board's attention.

The consultants would like to thank all the participants, who participated in the interviews, focus groups and open forums or who completed the online survey, for their insights and candor. A note of *thanks* to all staff members who assisted in facilitating our time in the District, with special thanks to Dr. Patricia Linares, Catherine Montalvo, Anthony Kirchner, Wanda Jenicke and other staff members for their extra efforts in making the necessary arrangements for our meetings, assistance at the meetings and follow-up in the District.

Respectfully submitted,

Rick Berry
Peter Flynn
Nola Wellman

EXECUTIVE SUMMARY Pages 3-16

ONLINE SURVEY

The online survey was completed by 615 stakeholders. The largest group of respondents was Teachers and Employees (320). This group represented 52.0 percent of all respondents. Over a quarter of the respondents were parents. They made up the second most populous stakeholder group with 26.8 percent of all respondents. 47 respondents identified themselves as administrators on the survey representing 7.6 percent. The rest were community members, support staff, and students. Board members were tallied separately since the survey system was limited to six categories and the Board wanted students to have the opportunity to participate.

Stakeholder Groups Responses to Survey

	Frequency	Percent
Administrator	47	7.6
Community Member	39	6.3
Parent	165	26.8
Student	6	1.0
Support Staff	38	6.2
Teacher/Employee	320	52.0
Total	615	100.0

Online Survey Results - State of the District

Regarding the **State of the District**, 40% of the online survey respondents gave the district an overall quality of education rating of Good or Excellent. 29% of the Board Trustees responded in the same way. The following statements were perceived to be district strengths when responses were combined for all stakeholders responding to the online survey:

- Technology is integrated into the classroom. (Teaching and Learning-TL)
- **Facilities are well maintained (Management-M)**
- **District schools are safe. (Teaching and Learning-TL)**
- The district engages with diverse racial, cultural and socio-economic groups. ((Community Engagement-CE)
- Employees are held accountable to high standards (Management-M)

The Board of Trustees responded to the survey manually so as to allow students to participate online where the system only provided for six groups. The Board chose two strengths that were in common with the overall group and they are highlighted above. In addition, the Board perceived the following as additional strengths:

- The District provides a well-rounded educational experience for all students (TL)
- The district is fiscally responsible. (M)
- District technology infrastructure is sufficient to support 21st century learning. (M)

Online Survey Results - Superintendent Leadership Profile

Using the online survey, the top-rated competencies respondents selected overall for a superintendent (**Leadership Profile Details**) were:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (Community Engagement)
- **Establish a culture of high expectations for all students and personnel (Vision Values)**
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- **Understand and be sensitive to the needs of a diverse student population (TL)**
- Be visible throughout the District and actively engaged in community life (CE)

The two of the four top-rated competencies by Board Members selected offline for a superintendent **were the same as two of the five** overall choices above and they are indicated in bold.

In order to have a well-rounded profile and respond to issues brought up during the listening sessions, the consultants recommend that in addition to the top five competencies, that the Board consider the next competencies that were the top items chosen by the Board and at least 25% of the respondents:

- Provide a clear, compelling vision for the future (VV) (29% overall)
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (TL) (26% overall)

Percentages of respondents overall, who selected each item in the **State of the District** section and the **Leadership Profile Details**, as well as percentages by stakeholder group, are given in a separate document.

CONSISTENT THEMES FROM LISTENING SESSIONS

DISCLAIMER: The consultants were not in a position to verify the accuracy of those things that were said by individuals or attested to by groups who participated in the community engagement sessions. In those instances where individuals were identified by name or position, the consultants made note of the comment, although it was not repeated in this report, if it reflected negatively upon the individual.

Strengths

On the following pages you will see many and varied strengths mentioned about the district, its community and its people. Prominent in those elements mentioned is the wide variety of quality **Programs** offered to students by the Crowley Independent School District. These programs mentioned frequently by staff, parents and community people include “My Choice”, AP, dual credit, college readiness, STEM, Leadership Academy, Fine Arts, Bi-Lingual Special Education programs, CTE and the College Partnership.

The **Diversity** of students, as exemplified by their racial and socio-economic backgrounds, was listed by many as something to celebrate. Participants saw the diversity of students as something that added to the quality of the educational experience for all students.

Next, in frequency in our listening sessions on strengths was the **Board of Trustees**. People in groups characterized the Board as being visionary and capable of guiding the district through its future change. Many people considered the Board to be consisting of caring educators and a great asset to the district. At the same time, people brought up that the Interim Superintendent and the Board seemed to have worked together and consequently accomplished much during the past few months.

People shared with us that the **Staff**- including teachers, counselors, support staff and leadership were to be cited for the quality of their work, their longevity and dedication. Teachers were recognized in focus groups for holding students accountable and both teachers and principals were noted as being accessible. Participants continued that the staff is talented and have a heart for teaching and for the school district.

We also heard people point to the quality of the **Facilities**, a strong **Sense of Community** that is vested in the schools and the **Growth** of the school district over the last several years, as assets to the school district.

Challenges and Concerns

The number one concern shared by people who attended our listening sessions was the **Academic Performance** and in particular, the **Achievement Gap**. Participants drew our attention to the need for improvement of the learning experiences of students who were getting low scores on assessments, sometimes in identifiable groups that are scoring below the general student population. The solution often offered in these discussions included monitoring and addressing the needs of all students including those struggling, those in the middle groups and those in higher achieving groups.

In a related area, we heard about the recently completed Curriculum Audit. While the Board and Superintendent were applauded for taking the initiative in this important area, people talked with us about their perceived need to implement the ‘road map’ that may be contained in audit as possible beginning steps in addressing the issue above of academic performance and the achievement gap. People believed that the audit showed the need for a district-wide **Curriculum** with clear alignment and articulation PreK-12.

As frequently as it was mentioned as a strength in the district, **Diversity** was also mentioned as a challenge. People in our listening sessions talked about the importance of meeting the needs of the diverse student population through an approach of cultural competence, particularly with the high percentage of students from lower economic groups.

Another area that was also mentioned as a strength and a challenge was in the area of **Growth**. To some in our listening sessions the growth over the last ten to fifteen years has been rapid, changing the demographic composition of the district through different housing patterns and the development of areas in southwest Fort Worth. People also felt that the Chisholm Trail Parkway will facilitate access of the surrounding areas to downtown Fort Worth. The growth brings with it the need to work with any student and family mobility that might occur as a result.

We heard from a variety of people about the perceived **Discipline** and behavior management issues in the schools. People recounted stories that they had heard from their own children or from friends about altercations, stealing, fights and an uneven implementation of consequences for violation of the rules in the schools.

One of the other concerns mentioned with some frequency in our listening groups was the apparent **Turnover Of Staff**, but specifically teachers. Some who spoke to us felt strongly about the need to attract, develop and retain teachers and in some cases, administrators.

Finally, we heard, although not with the same degree of frequency, the challenge of providing **Professional Development** to develop effective teaching strategies, the need for more significant **Parent And Community Engagement** in the schools and the maintenance of a **Stable Financial** structure for the next several years.

Desired Qualities of the Next Superintendent

Later in the document you will see a summary for all the strengths, challenges and leadership characteristics mentioned by the various groups from which we heard. On the immediately following pages, we have listed the qualities in order of priority under the six types of groups. A table format is used at first so that you can look at three or four groups and their priorities at once side by side.

The next table shows a listing of the Characteristics of the next Superintendent in the areas of **attributes, expertise and style** items that were mentioned most frequently by all the groups combined.

Finally, we have included the draft profile which uses the highlighted items - most desirable characteristics mentioned by the six categories of people based on the individual and group discussions. The draft profile also incorporates all of the most frequently mentioned items from the online survey, which were augmented by those items selected by Board Trustees. In that case, the consultants are recommending additional items that were chosen frequently by Board Trustees so as to round out the profile competencies.

HYA promises to use all of its available resources to assist the Board in finding a candidate who will possess most of the characteristics desired by the respondents, including the Board. HYA intends to meet the challenge of finding individuals who possess many of the skills and character traits required to build upon the District's reputation while addressing the concerns expressed by the constituent groups and present them to the Board for its review and selection.

Desired Leadership Qualities Listed by Categories of Respondents

After naming all of the desirable traits for the next leader of the Crowley Independent School District through brainstorming in group discussions or individual interviews, we asked the individuals to identify those qualities that were most **mission critical** for this school district at this point in its history. **In the table on the next page**, we have listed the leadership qualities that rose to the top in our discussions with various people over the course of our days in the district.

<p>Board</p> <p>Attributes</p> <ol style="list-style-type: none"> 1. People person; Personable 2. Visionary 3. Transparent 4. Integrity 5. Open 6. Innovative <p>Expertise</p> <ol style="list-style-type: none"> 1. Communication 2. Curriculum Leadership 3. Financial strength <p>Style</p> <ol style="list-style-type: none"> 1. Community involvement-partnerships 2. Visible and available 3. Collaborative 4. Team Builder- around goals 	<p>Administrators</p> <p>Attributes</p> <ol style="list-style-type: none"> 1. Equity focus 2. Culture –understands/cultivates 3. People person 4. Visionary <p>Expertise</p> <ol style="list-style-type: none"> 5. Curriculum Leader 6. Leader Developer 7. Fiscal/ Budget Balancer 8. Diversity – competence 9. Communicator promotes district; social media; transparent <p>Style</p> <ol style="list-style-type: none"> 10. Systems thinking (strategic) 11. Collaborative 12. Visible/Approachable 	<p>Community</p> <p>Attributes</p> <ol style="list-style-type: none"> 1. Integrity 2. Energetic 3. Passionate about education 4. Problem solver <p>Expertise</p> <ol style="list-style-type: none"> 1. Communicator-listener; transparent 2. Leader/Team Builder 3. Curriculum & Instruction 4. Fiscal creativity 5. Disciplinarian- Direct the staff in discipline <p>Style</p> <ol style="list-style-type: none"> 1. Collaborator 2. Decisive 3. Community involvement 4. Visible/Approachable
<p>Faculty</p> <p>Attributes</p> <ol style="list-style-type: none"> 1. Honesty, Integrity 2. Courageous 3. Personable <p>Expertise</p> <ol style="list-style-type: none"> 1. Leader-effective, responsive 2. Communicator-proactive, strong 3. Staffing-Attract/retain/develop 4. School finance 5. Diversity effectiveness 6. Discipline leadership <p>Style</p> <ol style="list-style-type: none"> 1. Collaborative 2. Visible 3. Outside the box 4. Invested/committed 	<p>Parents</p> <p>Attributes</p> <ol style="list-style-type: none"> 1. Integrity 2. Innovative/forward thinking 3. Hardworking, strong work ethic <p>Expertise</p> <ol style="list-style-type: none"> 1. Diplomacy 2. Experienced leader and track record of success <p>Style</p> <ol style="list-style-type: none"> 1. Cast a vision and motivate 2. Delegate 3. Collaborative 	<p>Support Staff</p> <p>Attributes</p> <ol style="list-style-type: none"> 1. Change Agent 2. Visionary 3. Accountable-self/others 4. Consistent 5. Open-minded <p>Expertise</p> <ol style="list-style-type: none"> 1. Leadership for Student success Instruction/Discipline 2. Finance 3. Communicator 4. Program supporter – Special Education et al 5. Recruiting leader <p>Style</p> <ol style="list-style-type: none"> 1. Collaborative 2. Knows what works 3. Visible/Approachable

Highlighted characteristics are those that show up in more than one category of listening session discussants.

Most Desirable Qualities Mentioned By the Six Categories of People Above:

<p>Attributes</p> <p>Integrity (4)</p> <p>Visionary (3)</p> <p>People Person (3)</p> <p>Open-minded (2)</p> <p>Innovative (2)</p>	<p>Expertise and Experience</p> <p>Communicator (5)</p> <p>Finance (5)</p> <p>Leader/Team Builder (4)</p> <p>Curriculum Leader (4)</p> <p>Discipline Leadership (3)</p> <p>Diversity competence (2)</p>	<p>Style</p> <p>Collaborative (6)</p> <p>Visible and Approachable (5)</p> <p>Community Involvement (2)</p>
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**The numbers next to the highlighted items indicate the number of categories of respondents that mentioned these items as priorities.*

Most Desirable Qualities from the Surveys and Listening Sessions

(Top overall competencies selected on the online survey and the survey of the Board)

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (Community Engagement-CE)
- Establish a culture of high expectations for all students and personnel (Vision and Values-VV)
- Recruit, employ, and retain effective personnel throughout the District and its schools (Management -M)
- Understand and be sensitive to the needs of a diverse student population (Teaching and Learning- TL)
- Be visible throughout the District and actively engaged in community life (Community Engagement - CE)
- Provide a clear, compelling vision for the future (Vision and Values- VV)
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (Teaching and Learning -TL)

From the listening sessions

<u>Attributes</u>	<u>Expertise and Experience</u>	<u>Style</u>
Integrity (4) Visionary (3) People Person (3) Open-minded (2) Innovative (2)	Communicator (5) Finance (5) Leader/Team Builder (4) Curriculum Leader (4) Discipline Leadership (3) Diversity competence (2)	Collaborative (6) Visible and Approachable (5) Community Involvement (2)

**DRAFT Leadership Profile of Superintendent
Superintendent of Schools
Crowley Independent School District, Texas**

After seeking input from administrators, community members, faculty, parents, students, and support staff, the Crowley Independent School District Board of Trustees seeks an individual who is focused on **student achievement** with a commitment to **integrity** and who is an effective **communicator** with all stakeholders. This professional is a **people person**, who is **innovative** as a **leader** of a **visionary** and coherent **curriculum** for **all students**, while promoting and overseeing instructional best practices based upon **successful school district administration with a diverse student body**.

In addition, the selected candidate will have demonstrated the necessary **financial management skills** in a successful school district. The next superintendent of Crowley Independent School District will be a leader, **invested in the community** and committed to stay for an extended tenure. This individual will be **culturally competent**, embrace and value diversity while leading the continuous improvement of a School District in all **instructional and discipline** areas.

This outstanding **collaborative** leader openly seeks the input of others, demonstrating the value of the students, staff and the community. The next superintendent of the Crowley Independent School District will balance being **visible and approachable** throughout the District with being actively **engaged in the community**.

Crowley Independent School District's next leader will demonstrate the qualities of an **open minded, strategic thinker** who makes recommendations to the Board through data driven decisions. Further, the new superintendent will engage all staff so as to **develop leaders and build a team** focused on the plans adopted by the Board giving direction for the future of the school district.

Further, the CROWLEY Independent School District seeks a superintendent who has a proven track record demonstrating the following competencies:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.
- Establish a culture of high expectations for all students and personnel
- Recruit, employ, and retain effective personnel throughout the District and its schools
- Understand and be sensitive to the needs of a diverse student population
- Be visible throughout the District and actively engaged in community life
- Provide a clear, compelling vision for the future
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies

To be considered by the CROWLEY Independent School District Board of Trustees 06.19.17

SUMMARIZED COMMENTS FROM INTERVIEWS AND FOCUS GROUPS

This section contains the summarized comments that were mentioned by individuals and groups throughout our two days of listening. We have indicated the top responses where indicated and the completed listing of all comments can be found in the Appendix.

We have also indicated the number of people participating in the various groups under the six categories.

I. ADMINISTRATORS - 2 Individual Meetings, 2 Group Meetings, 43 People

<u>Cabinet</u>	<u>6/2/2017</u>	<u>20 People</u>
<u>Principals</u>	<u>6/1/2017</u>	<u>21 People</u>
<u>Anthony Kirchner</u>	<u>6/2/2017</u>	<u>1 Person</u>
<u>Dr. Patricia Linares</u>	<u>6/2/2017</u>	<u>1 Person</u>

Strengths of the District -Combined from 4 Meetings

1. Board Members – caring educators
2. Staff is willing to do what it takes- Talented
3. Academic program/CTE/college readiness (2) Opportunities for students- AP, Choice

Challenges Facing District-Combined from 4 Meetings

1. Curriculum and instruction- audit showed lack of curriculum- no vertical articulation
2. Growth uncertainty and mobility
3. Low income students – high %
4. Perception-public, staff, student and parent
5. Discipline system – lack of
6. Academic Performance- Achievement gap Closing gap

Leadership Qualities for the next Superintendent-Combined from 4 Meetings

Personal Attributes (Traits, Characteristics)

1. Equity focus
2. Culture –understands and cultivates
3. People person
4. Visionary

Areas of Expertise (Knowledge, Proficiency)

1. Curriculum Leader
2. Leader Developer
3. Facilities and Fiscal/ Budget Balancer
4. Diversity – competence and successful experience
5. Communication promotes district; social media; transparent

Administrative Style (Approach, Technique)

1. Systems thinking and creating (strategic)
2. Collaborative
3. Visible and Approachable

II. BOARD - 7 Individual Meetings, 7 Members of the CROWLEY ISD Board

Crowley ISD Board of Trustees June 1-2, 2017 7 People

Strengths of the District -Combined from 7 Meetings

1. Community- strong sense; vested in schools
2. Programs – choice, FA school; STEM, Leadership Academy
3. Diversity- district, students and staff
4. Facilities

Challenges Facing District-Combined from 7 Meetings

1. Learning; audit implementation
2. Professional Development; Training for staff- effective
3. Academic Performance - Achievement Gap
4. Diversity and socio-economic changes; how to maximize
5. Growth rapid; of subsidized housing and Chisholm Trail

Leadership Competencies-Combined from 7 Meetings

Personal Attributes

1. People person; Comfortable in all situations and diversity; Personable; relatable
2. Visionary – committed to fulfilling vision
3. Transparent
4. Integrity
5. Open
6. Innovative- move beyond the status quo; Encourager of new ideas

Areas of Expertise

1. Communication – Listener-good – Open; Responsive; honest; say what you mean and mean what you say; with the Board; have a plan; tell the story
2. Curriculum Leadership Teaching Learning Process- understands it and articulates it
3. Financial strength, skills and knowledge; bond passage

Administrative Style

1. Community involvement- solicit, empower and motivate the public-private partnerships
2. Visible and available
3. Collaborative with Board and others to get excellent results through and with other people
4. Team Builder- unites staff around goals

III. COMMUNITY – 4 Individual Meetings, 5 Group Meetings, 45 People

<i>Cathy Young Junior (Comm. Brooks)</i>	<i>6/1/2017</i>	<i>1 Person</i>
<i>CPOC</i>	<i>6/1/2017</i>	<i>7 People</i>
<i>Chamber of Commerce Board</i>	<i>6/2/2017</i>	<i>2 People</i>
<i>City Hall</i>	<i>6/1/2017</i>	<i>10 People</i>
<i>Town Hall NCHS</i>	<i>6/1/2017</i>	<i>7 People</i>
<i>Mayor Billy Davis</i>	<i>6/2/2017</i>	<i>1 Person</i>
<i>Jungus Jordan, FW Council</i>	<i>6/2/2017</i>	<i>1 Person</i>
<i>Deputy Assistant (Fort Worth Mayor)</i>	<i>6/2/2017</i>	<i>1 Person</i>
<i>Town Hall at CTE</i>	<i>6/1/2017</i>	<i>15 People</i>

Strengths of the District - Combined from 9 Meetings

1. Programs/Schools of choice- STEM, FA, bilingual; CTE and Programs, i.e. College Partnership; Trade plus Associate’s Degree
2. Diversity/racial

Challenges of the District Combined from 9 Meetings

1. Discipline issues Fights- altercations; stealing
2. Perception by the public of CISD as not achieving -Schools are No longer destination
3. Academic (ranking) and improvement and social needs of all learners Low scores
4. Community involvement and parent engagement lacking
5. Teacher Turnover – exit interview; Retention of staff (younger staff)

Leadership Qualities for the next Superintendent Combined from 9 Meetings

Personal Attributes (Traits, Characteristics)

1. Integrity
2. Energetic and Passionate about education of students
3. Problem solver Problem-solver/solution-oriented

Areas of Expertise (Knowledge, Proficiency)

1. Communicator -Good listener; transparent;
2. Market the school district Restore CISD as destination district
3. Leader and Team Builder, Servant leader; Delegate effectively; Develop new capable leaders
4. Curriculum and Instruction Knowledge and proven success in similar demographics
5. Fiscal responsibility-Balance resources with most cost effective curriculum, fiscal creativity
6. Disciplinarian- Direct the staff in discipline and curriculum- District-wide policy

Administrative Style (Approach, Technique)

1. Collaborative
2. Decisive (after listening)- stand firm on rules, consistent with consequences;
3. Community involvement e.g. quarterly meetings with Mayor, Commissioner and Councilman
4. Visible in schools and Approachable

IV. Faculty - Teachers/Academic Staff & Leaders - 3 Meetings, 11 People

<u>UEA/ATPE (2Meetings)</u>	<u>6/1/2017</u>	<u>2 People</u>
<u>DWEIC & DOI</u>	<u>6/2/2017</u>	<u>9 People</u>

Strengths of the District – Combined from 2 Meetings

1. Board Leadership is visionary...can guide CISD through the change
2. Programs- My choice; CTE; AP/dual credit/secondary advanced opportunity
3. Teachers Excellent - heart for teaching and for CISD
4. Diversity- Socioeconomic

Challenges Facing District– Combined from 2 Meetings

1. Retention of Teachers and administrators
2. Diverse student population -Meeting needs; Cultural competence is lacking
3. Curriculum and Instruction –Gaps; Audit

Leadership Qualities for the next Superintendent-Combined from 2 Meetings

Personal Attributes

1. Honesty, Integrity
2. Courageous
3. Personable

Areas of Expertise

1. Leader- Effective, responsive, servant, not a boss
2. Communicator-external/internal-proactive and strong
3. Staffing - Develop internal staff; Attract/retain staff/evaluate staff
4. School finance
5. Diversity effectiveness- Understand complexities and address needs of diverse population
6. Discipline leadership- Create/maintain a safe and supportive environment for teachers and staff

Administrative Style

1. Collaborative – Open, welcoming atmosphere towards suggestions and opinions
2. Visible
3. Outside the box
4. Invested/committed

V. PARENTS - 1 Meeting 7 People

Education Foundation (Parents and Community 6/1/2017 7 People

Strengths of the District - from 1 meeting

1. Programs Advanced academics; Fine arts opportunities
2. Board -Great
3. Teachers and administrators- Excellent

Challenges of the District - from 1 meeting

1. Diversity; Low socioeconomic families -large number (and growing)
2. Staff – attracting and retaining
3. Branding/reputation; School competition (private, charter, etc.)

Leadership Qualities for the next Superintendent- from 1 meeting

Personal Attributes (Traits, Characteristics)

1. Integrity
2. Innovative/forward thinking
3. Hardworking, strong work ethic

Areas of Expertise (Knowledge, Proficiency)

1. Diplomacy
2. Experience and track record of success

Administrative Style (Approach, Technique)

1. Cast a vision and motivate
2. Delegate
3. Collaborative

VI. SUPPORT STAFF – 1 Individual and 2 Meetings - 42 People

<u>Paraprofessional</u>	<u>6/1/2017</u>	<u>21 People</u>
<u>Central Office</u>	<u>6/1/2017</u>	<u>20 People</u>
<u>Catherine Montalvo</u>	<u>6/2/2017</u>	<u>1 Person</u>

Strengths of the District – Combined from 3 Meetings

1. Diversity
2. Growth

Challenges Facing District Combined from 3 Meetings

1. Students needs of all students (monitor and address academics – big gap)
2. Discipline Classroom management; Behavior management
3. Diversity
4. Growth
5. Finances- Stability

Leadership Qualities for the next Superintendent Combined from 3 Meetings

Personal Attributes (Traits, Characteristics)

1. Change Agent -Not afraid to make changes; not satisfied with status quo
2. Visionary
3. Accountable for themselves and others
4. Consistent-mean what they say and say what they mean; not stagnant
5. Open-minded

Areas of Expertise (Knowledge, Proficiency)

1. Leadership for student success in Instruction and Discipline
2. Finance
3. Communicator to all levels of organization; Listener; Transparent
4. Special education
5. Program supporter – Special Education (libraries, health and tech services, afterschool programs)
6. Recruiting leader, recognize talent

Administrative Style (Approach, Technique)

1. Collaborative Leader- not a boss, works with us
2. Knows what works and keeps on that path
3. Visible and Approachable; social media presence

What the Community Offers to Attract Candidates

Although we do not always include this information in the summary, we thought that the list was so impressive that the Board, the staff and the community should at least get a glimpse at the long list of items that were mentioned (some multiple times) by the individuals and groups with whom we spoke.

Top Things Mentioned Most Frequently

1. Recreational activities -family -golf, hiking, lakes, music, water,
2. Small town feel, large city amenities
3. Airport DFW
4. Growing Potential for fast growth
5. Housing costs (cost of living)
6. Safer place to live
7. Tarleton University
8. Dedicated staff
9. Economic growth; Economy is thriving (FaceBook coming to Fort Worth)
10. Sports and Dallas Professional Teams Cowboys, Mavericks, DAK
11. Fine arts and museums

Other things mentioned (some are stated differently and sometimes are duplicative)

- Attractive community
- Cattedrive
- Close to big city (1)
- Close to central Texas
- Communications department
- Community ready to jump on board
- Crowley is awesome
- Crowley ISD wants to make a difference
- District Reputation
- Diverse community, rural and sub
- Dual credit
- Entertainment (6-flags)
- Food is fabulous
- Friendly community
- Good place to raise a family
- Graduates are returning
- Great opportunity to make it a great district, we are gaining momentum
- Growth as a leader
- Impact on community
- Job opportunities for family
- Metroplex
- Place to live
- Police/fire/rescue response time
- Shopping
- Success with challenges
- Universities (several to choose from)
- Variety of places to live in Tarrant Community
- Warm community, smiles
- Warmer seasons