

Park Hill School District
LEADERSHIP PROFILE REPORT
November 17, 2011

Introduction

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) in October and November of 2011 as a step in the search process for the new superintendent of the Park Hill School District. The data contained herein were obtained from 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 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 in the coming years.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below. For the online survey, the Board of Education determined the 6 categories for identifying participants. As is noted, a very small sample of *Community* representatives participated. Their comments have been placed in the section marked "*Community for Focus Groups*". It should also be noted that 8 individuals identified themselves as members of the Board of Education for the online survey.

Group	Personal interviews or focus groups	Online Survey
Board	7	8
Administrators	36	35
Community (Non-Parent)	N/A	58
Community (Parents)	N/A	179
Community for Focus Groups	3	N/A
Faculty	24	133
Former Board Members	5	N/A
Students	19	N/A
Support Staff	7	65
Total	101	478

A total of 101 participants were a part of the interviews and focus groups for this report. Individual interviews were conducted with each member of the Board of Education.

The responses provided by the individuals and focus groups during the interviews are listed in two places – 1) “*Consistent Themes*,” which are listed beginning on page 6 of the report and 2) responses provided during individual and group sessions, which begin on page 11. Their responses are listed alphabetically with no attempt to prioritize them. A separate appendix lists the comments made by respondents to the online survey. These responses are provided in random order, as received by the online input. Negative statements that could be attributable to an individual(s) have been redacted. Finally, a first draft of superintendent characteristics, to be discussed with the entire Board on November 17, can be found on page 25 .

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 respective groups to which they are attributed. Items are included if, in the consultants’ judgment, they warranted the Board’s attention.

Strengths of the District

There were several consistent themes that emerged in virtually all groups when asked about the strengths of the District. Those themes reflected the community pride in the School District, its strong financial footing, the quality of the staff and the level of student achievement.

The Board also referenced the themes of the quality of staff, community pride and the strong financial footing of the District during their interviews.

Administrators and faculty noted the community support as one of the strengths of the District. Administrators also noted as strengths the reputation of the District, the ability of the District to recruit, hire and maintain a quality staff and the implementation of conservative budgeting and leadership in the District.

Members from the community noted the District’s striving for excellence and drive for continuous improvement as strengths. Also cited by the community as a strength was the partnership that exists between the community and the School District.

Faculty members cited the Board’s commitment to public education as a strength along with the support of the Park Hill community.

The student focus groups cited as strengths the preparation students receive for the future and the strength of the sports and activities programs. Members of the support staff also cited the clear vision of the District and communication in the District as strengths.

Challenges/Concerns/Issues Facing the District

Several themes emerged consistently from the interviews as challenges, concerns and issues facing the District.

All groups mentioned a consistent concern for finances. This concern is likely present within virtually every school district in the country.

Board members also consistently cited meeting the needs of changing demographics. This theme also emerged consistently among members of the administration. Administration and faculty also cited meeting the wide continuum of student needs as District challenge.

Administration cited several concerns of District governance. Specifically, administration stated concern for a lack of common goals and a single vision that needs to be promulgated by the Board. The Board also needs to support the staff when it strives to move the District toward its vision by achieving the common goals. Another concern consistently mentioned by administration was the transition to a new superintendent.

Technology was also an issue for several groups that were interviewed. Administrators cited the technology integration and support as an issue, while faculty and students indicated the technology in the District was dated.

Members interviewed from the community discussed the ability of the District to move from good to great. Faculty members stated a concern for addressing the needs of students who are not college bound, a lack of collaboration with teachers, a desire for a collective bargaining agreement, a lack of parental involvement in the District, a desire for more professional development and feeling there was too great of an emphasis on testing. Students also indicated consistent communication with parents was a concern in the District.

Desired Characteristics

Participants responded with a number of suggestions regarding the desired characteristics of the next superintendent.

Desired characteristics that were mentioned by a majority of groups included commitment to Park Hill and communication and listening skills. The next level of consistently mentioned characteristics included having a background in education, a focus on students, being visionary and having integrity.

Two or more interviewed groups mentioned the characteristics of being collaborative, a motivator, a knowledge of 21st Century skills, personable, and the ability to work through political situations and make tough decisions as desired characteristics.

Members of the Board of Education also cited being a community builder, having people skills, and being decisive and proactive as desired characteristics. Administration cited the new superintendent should possess an ability to work with and provide direction to the Board of Education, build on current ideas in the District, confront the need for change, delegate to staff and trust staff, have experience with high performing systems

and the Baldrige process, be an instructional leader, respect the work of others and display sincerity and genuineness.

The members of the community expressed a desire for someone who could build consensus and was transparent in their operations. Faculty members stated a desire for a superintendent who was visible and engaged, who values staff, and believes in a collective bargaining agreement. Students expressed a desire for a superintendent who had a track record of success.

The top responses from the online survey reinforced many of the themes that emerged from the focus group interviews. In order of importance, the top themes from the online survey:

- Foster a positive professional climate of mutual trust and respect among faculty, staff and administration
- Listen to and effectively represent the interests and concerns of students, staff, parents and community members
- Effectively plan and manage the long-term financial health of the District.
- Promote high expectations for all students and personnel
- Have a clear vision of what is required to provide exemplary educational services and implement effective change
- Align budgets, long-range plans, and operational procedures with the District's vision, mission and goals
- Strive for continuous improvement in all areas of the District
- Lead in an encouraging, participatory, and team-focused manner
- Hold a deep understanding of the teaching/learning process and of the importance of educational technology
- Identify, confront and resolve issues and concerns in a timely manner
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools
- Be visible throughout the District and actively engaged in community life

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Park Hill Board of Education to provide the leadership needed to continue to raise academic standards and student performance in spite of major financial challenges, while meeting the unique needs of each of its schools and communities.

The consultants would like to thank all the participants who participated in the interviews, focus groups and meetings or completed the online survey. Also, we would like to thank all of the Park Hill staff members who assisted with our meetings and particularly Della Wooddell for her efforts in facilitating our time in the District.

Respectfully submitted,

Al Hanna
Pam Robinson
Bill Attea

Consistent Themes

Strengths

Community pride in School District
District has strong financial footing
Quality of staff
Student achievement

Challenges/Concerns/Issues

Financial concerns and challenges
Impact of changing demographics in the District
Meeting the needs of a wide range of students
Technology is dated

Desired Characteristics

Collaborative
Commitment to Park Hill
Communication and listening skills
Education background
Financial skills
Focused on students
Integrity
Motivator
Visionary

Park Hill School District

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 478 stakeholders. Over one third of the respondents were parents (37 percent), about 28 percent were teachers, 14 percent were support staff, 12 percent were community members, and the rest were administrators and board members. Frequencies and percentages are in the table below.

Stakeholder		
	Frequency	Percent
Administrator	35	7.3
Board Member	8	1.7
Community Member (Non-Parent)	58	12.1
Parent with Child(ren) Currently Enrolled in the PHSD	179	37.4
Support Staff	65	13.6
Teacher	133	27.8
Total	478	100.0

The top-rated characteristics that respondents selected are:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators (49 percent).
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members (45 percent).
- Effectively plan and manage the long-term financial health of the District (44 percent).
- Promote high expectations for all students and personnel (43 percent).

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

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.

- Teachers were significantly more likely than parents to select the Instructional Leadership item “Hold a deep understanding of the teaching/learning process and of the importance of educational technology.

- Parents were significantly more likely than teachers to select the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students including special needs populations”.
- Teachers were significantly more likely than community members to select the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Teachers were significantly more likely than both administrators and board members to select the Community Engagement item “Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.
- Administrators and Teachers were significantly more likely than parents and community members to select the Communication and 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 select the Community and Collaboration item “Lead in an encouraging, participatory, and team-focuses manner.”
- Support staff members were significantly more likely than administrators to select the Management item “Be an effective manager of the District’s day-to-day operations.”
- Parents were significantly more likely than support staff members to select the management item “Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.”

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (478)	Admin (36)	Board (8)	Comm (58)	Parent (179)	SS (64)	Teacher (133)
1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	49%	64%	63%	40%	36%	52%	65%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	45%	28%	0%	40%	49%	34%	55%
3	Effectively plan and manage the long-term financial health of the District. (M)	44%	33%	38%	41%	45%	36%	50%
4	Promote high expectations for all students and personnel. (VV)	43%	42%	63%	40%	49%	38%	37%
5	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	30%	47%	63%	26%	31%	23%	28%
6	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	30%	39%	38%	38%	36%	16%	23%
7	Strive for continuous improvement in all areas of the District. (VV)	30%	44%	38%	26%	31%	27%	26%
8	Lead in an encouraging, participatory, and team-focused manner. (CC)	30%	28%	25%	28%	22%	38%	38%
9	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	29%	17%	13%	26%	25%	25%	41%
10	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	28%	17%	13%	12%	30%	34%	35%
11	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	28%	11%	0%	26%	35%	25%	29%
12	Be visible throughout the District and actively engaged in community life. (CE)	28%	19%	13%	28%	23%	36%	35%
13	Act in accordance with the District's mission, vision, and core beliefs. (VV)	24%	33%	25%	24%	18%	28%	28%

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

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (478)	Admin (36)	Board (8)	Comm (58)	Parent (179)	SS (64)	Teacher (133)
14	Maintain positive and collaborative working relationships with the school board and its members. (CE)	24%	39%	38%	21%	22%	19%	25%
15	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	22%	31%	38%	31%	19%	20%	20%
16	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	21%	33%	13%	29%	18%	13%	23%
17	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	21%	14%	25%	21%	28%	19%	13%
18	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	20%	17%	13%	21%	17%	22%	24%
19	Involve appropriate stakeholders in the decision-making process. (CC)	19%	31%	13%	22%	15%	16%	23%
20	Be an effective manager of the District's day-to-day operations. (M)	18%	3%	0%	21%	15%	28%	21%
21	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	17%	8%	38%	12%	22%	9%	17%
22	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	17%	14%	0%	19%	22%	16%	13%
23	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	17%	17%	25%	14%	14%	23%	18%
24	Seek a high level of engagement with principals and other school-site leaders. (CC)	16%	33%	0%	16%	16%	14%	14%
25	Utilize student achievement data to drive the District's instructional decision-making. (IL)	11%	19%	13%	10%	12%	8%	10%

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

Comments from Interviews and Focus Group Meetings

October 26 and November 1, 2011

Listed in alphabetical order

"/" indicates multiple similar responses from group

BOARD

Strengths

Administration is thoughtful and visionary
Approachable administration
Caring staff
Community has pride in the School District//
Desire for excellence
District has a great culture in how it operates
District has desire for continuous improvement
District has strong financial footing/
District is headed in the right direction
District reaches out to the community
Emphasis on academic achievement
Inclusive
Leadership from Central Office
Meets needs of ESL population
Provides education to all groups
Provides value to the community
Quality education in Park Hill
Quality of staff///
Success of tutor bus

Challenges/Concerns/Issues

Ability of the District to move from good to great
Ability to deliver quality with fewer dollars
Concern for future financial challenges///
District has a growing population of patrons who no longer have children in the schools
Funding formula
Lack of growth
Larger class sizes
Meeting the needs of changing demographics in the District//
Meeting unfunded federal and state mandates
Negotiations
Substance over symbolism
Superintendent transition
Teachers at middle and high school levels feel left out
There are pockets and places where we can do better

Desired Characteristics

Able to maintain high performance of School District
Acts as coach/mentor to others
Approachable
Build consensus
Can solve technology issues
CEO expectations
Challenges the District
Charismatic
Collaborative
Committed to Park Hill//
Communicator/listener/
Community builder/
Confident
Decisive/
Delegator; Values work of staff
Education background/
Efficient
Financial background
Fiscally responsible
Good representative of District to the public
Has a conviction to know they are the best person for the position of superintendent
Has a doctorate
Has integrity//
Here to serve the needs of students
Knowledge of Baldrige award process
Knows how to increase student achievement
Maintains high student performance
Makes people feel comfortable
Motivator and internally motivated//
Participative
Passionate about education
People skills/
Personable; has a love of people/
Pro-active//
Risk taker
Sees Board in a governance role
Serves as an inspiration to others
Strategic
Surrounds self with quality people
Transparent
Visionary////
Will challenge the status quo
Will face brutal facts

ADMINISTRATORS

Strengths

Community has pride in the District
Community support//
Conservative budgeting and leadership/
Data driven
District has strong financial footing/
District is headed in the right direction
District leadership
District reputation//
Drive to continuous improvement
Forward thinking
Good facilities
Good local tax base
Growth culture
High expectations
Listens to stakeholders
Meets individual needs of students
Missouri Quality Award
Political support outside of District
Professional development
Quality of education in Park Hill
Quality of staff/
Recruiting, hiring and maintaining a quality staff//
Sense of community as Park Hill
Slow and steady growth
Strong administrative leadership
Strong strategic planning process
Student achievement///
Visionary leadership

Challenges/Concerns/Issues

Ability to meet a wide continuum of student needs//
Bad economy
Being sure we do not rest
Board acting in best interest of schools
Board's relationship with administration//
Finances/
Having common goals among all employee groups//
Need for clarity and unity in direction of the district///
Need to address changing demographics in District//
New superintendent's ability to work with Board and staff
State funding
Technology in the District is dated
Technology integration and support//

Transition to a new superintendent//
Trying to be all things to all people

Desired Characteristics

21st Century skills/
Able to maintain high performance
Able to work with Board/
Approachable/
Background in education and administration
Builds on current ideas/
Collaborative//
Committed to Park Hill//
Communication skills/listener//
Community-oriented
Confronts needs for change///
Delegates to staff and trusts staff//
Demonstrates integrity/
Encourages diversity
Experience in building leadership
Experience in high performing system//
Experience with the Baldrige process//
Financial background
Forward thinking
Gives latitude to Cabinet
Has a background of success
Have children in public education
Inspiration to others
Instructional leader//
Involved in community
Is not hands-on
Motivator/
Networking ability
People skills
Personable and has a love of people
PreK-12 perspective
Provides direction to the Board///
Relates to staff
Respects the work of others and is respected//
Sincere/genuine/
Strong work ethic
Understands how to work with a Board
Understands the community and District
Values staff and willing to delegate
Visionary/
Willing to make the tough decisions/
Works through politics/

COMMUNITY

Strengths

Ability to deal with financial problems/
Administration is visible
Big/small community
Central Office leadership
Community is supportive of the School District
Curriculum for all levels
District does what is best for children
District is unifying element of the Park Hill community
Drive to continuous improvement/
Friendly community
High expectations
Partnership between District and Community//
Progressive and energetic
Quality education in District
Quality of staff//
Sports and academic programs
Strive for excellence/
Strong local economy
Student achievement/
Summer school program
Superintendent is involved in the community
Volunteers in schools

Challenges/Concerns/Issues

Ability of the District to move from good to great/
Addressing growing number of ESL students
Apathy
Board is too hands-on
Board may push administration out
Communication needs to reach farther in community
Lack of parent involvement at middle and high school levels
May face additional students from Kansas City Missouri School District
Meeting financial challenges and uncertainty//
Meeting needs of a wide continuum of students
Meeting needs of changing demographics/
Moral issues facing schools
Multiple language issues
Politics becoming a part of Board elections
Push expectations and address mediocre staff members
Reflect demographics of community on Board and in administration
Uncertainty of the superintendent transition

Desired Characteristics

Able to get the best from staff
Approachable
Believes in the value of cabinet
Brings new and different ideas supported by research and data
Brings publicity to individual items in the District
Builds consensus between individuals/
Builds partnerships with higher education, community and businesses
Challenges status quo
Collaborative//
Communicates results in terms community can understand
Communication skills/
Confronts issues
Continuous improvement
Dedicated to this job in Park Hill
Does not second-guess themselves
Education background/
Encourages diversity of thought
Energetic; enthusiasm
Engaged
Financial skills
Forward thinking
Friendliness
Generalist
Genuine
Has confidence of staff
Honest and open
Initiates change
Inspiring
Integrity
Is here to work for students//
Maintain high quality
Makes Board members feel valued
Makes tough decisions/
Never surprised at a Board meeting
Non partisan
Open to new ideas
Passionate
Personable/
Push all levels of students, including gifted
Puts the Board to work
Respected by staff and others
Risk taker
Shared decision-making skills
Statesman
Stays out of racism

Strategic planner
Strong leader
Supportive
Taps into talent of Board members
Transparent/
Understands Board relations and grows Board management
Views Board in a governance role
Visionary/
Will move the School District forward
Willing to listen to community and District as a whole

FACULTY

Strengths

Board is committed to public education/
Broad curriculum
Communication
Community has pride in the District
Continuous improvement
District is headed in the right direction
District strives for excellence
Employees are valued
Financial integrity
Financially responsible/
Great students
High Expectations
Innovation/
Involved parents
PHNEA has a strong relationship with superintendent and Board
Quality curricular offerings
Quality of staff///
Reputation of District
School boundaries are balanced socio-economically
Strong finances of District
Student achievement/
Supportive community/
Top salary schedule
Work ethic

Challenges/Concerns/Issues

Addressing diversity and ELL
Addressing students who are not college bound/
Boundary changes
Changing demographics
Commit to quality programs
Early childhood commitment
Fear of repercussions
Finances//
High expectations of teachers, low expectations of students/
Keeping class sizes manageable
Lack of collaboration with teachers//
Lack of meaningful teacher engagement with superintendent
Lack of parent involvement/
Lack of training for classified staff
Lack of written collective bargaining agreement/
Maintaining the quality of education/
Meeting federal and state mandates

Meeting the needs of a diverse population and ELL needs
Meeting the wide continuum of student needs//
More help for special education and ELL
More professional development is needed//
Need for alternative education
Need for more intervention techniques
Redistricting of school boundaries
Social promotion
Teacher stress
Technology is dated/
Testing emphasis/
Transitions into new program strands are difficult

Desired Characteristics

Approachable///
Background in education//
Believes in collective bargaining/
Collaborative
Committed to keeping the best staff possible
Committed to Park Hill/
Communicator and listener///
Financial savvy/
Friendly
Has a wide variety of knowledge - Generalist
Integrity/
Knows 21st Century skills/
Knows the Park Hill area
Likes children/
NEA background
Not focused on awards and titles
Personable; loves people/
Plans ahead
Political savvy/
Pride in Park Hill community
Recognizes education is a people business
Sense of humor
Sense of pride for Park Hill
Sets a realistic vision and mission of School District
Strategic
Supportive of technology
Trustworthy
Values all generations at work
Values diversity
Values opinions
Values the staff/
Visible and engaged///

Visionary

Will work to meet the needs of all students – Pre K to career education//

Work ethic

STUDENTS

Strengths

District provides a quality education
District sets standards and benchmark and follows through on them
Prepares students for the future//
Quality of staff
Sports and activities are strong/
Teachers take time to work with students if they need help
Variety of class offerings

Challenges/Concerns/Issues

Consistent communication with parents//
Dated equipment in physical education
Dated technology//
Enforcing rules consistently
Facilities need expansion – overcrowded
Financial concerns/
Finding the balance between what students and parents want
Growth – District is land locked
Need for more counseling support
Need to push gifted students
Student discipline
Too much emphasis on testing

Desired Characteristics

Can identify between needs and wants
Committed to Park Hill/
Communication skills/
Does not take community for granted
Education background
Financial experience/
Fixes problems with no delay
Focused on students/
Hands-on leader
Has a track record of success/
Humble
Knowledgeable
Knows the students/
Leadership experience
Team player
Understands the laws in Missouri
Understands the Park Hill community
Visible and engaged
Visible and interacts with students

SUPPORT STAFF

Strengths

Clear vision/
Communication/
Desirable School District
District is headed in the right direction
District reputation
Employees are valued
Motivated people
Places resources into developing staff
Promotes from within
Strong community
Strong financial situation of the District//
Student achievement/
Tries things first
Values employees
Well-rounded

Challenges/Concerns/Issues

Changing demographics
Difficult to meet NCLB in some schools
Financial concerns for future, budget cuts/
Overcrowding in schools

Desired Characteristics

Approachable
Charisma
Communication skills
Demonstrates fiscal responsibility
Develops strong relationships with everyone
Empathetic
Financial skills
Hands-on leader
Moves the District forward
Personable and has a love of people
Real person
Responsible
Trustworthy
Visible and engaged in multiple facets
Visionary