

Superintendent Search Survey for USD 232

Results and Analysis



Overview of Study

A superintendent has many responsibilities in a school district to include implementing the mission and vision of the district, setting and guiding district priorities, engaging with the community, and leading by example. To fulfill these responsibilities the superintendent needs the support of parents, staff members, students, and community members. Ensuring support of these stakeholders requires the ability for them to provide input on the desired characteristics and their immediate priorities. Gathering their feedback during the hiring process allows them to help identify a superintendent candidate who can guide the district towards its goals.

The Superintendent Search Survey was developed in collaboration with K12 *Insight*. The survey was open from January 5 – 17, 2023.

It was distributed to the community through a public URL.

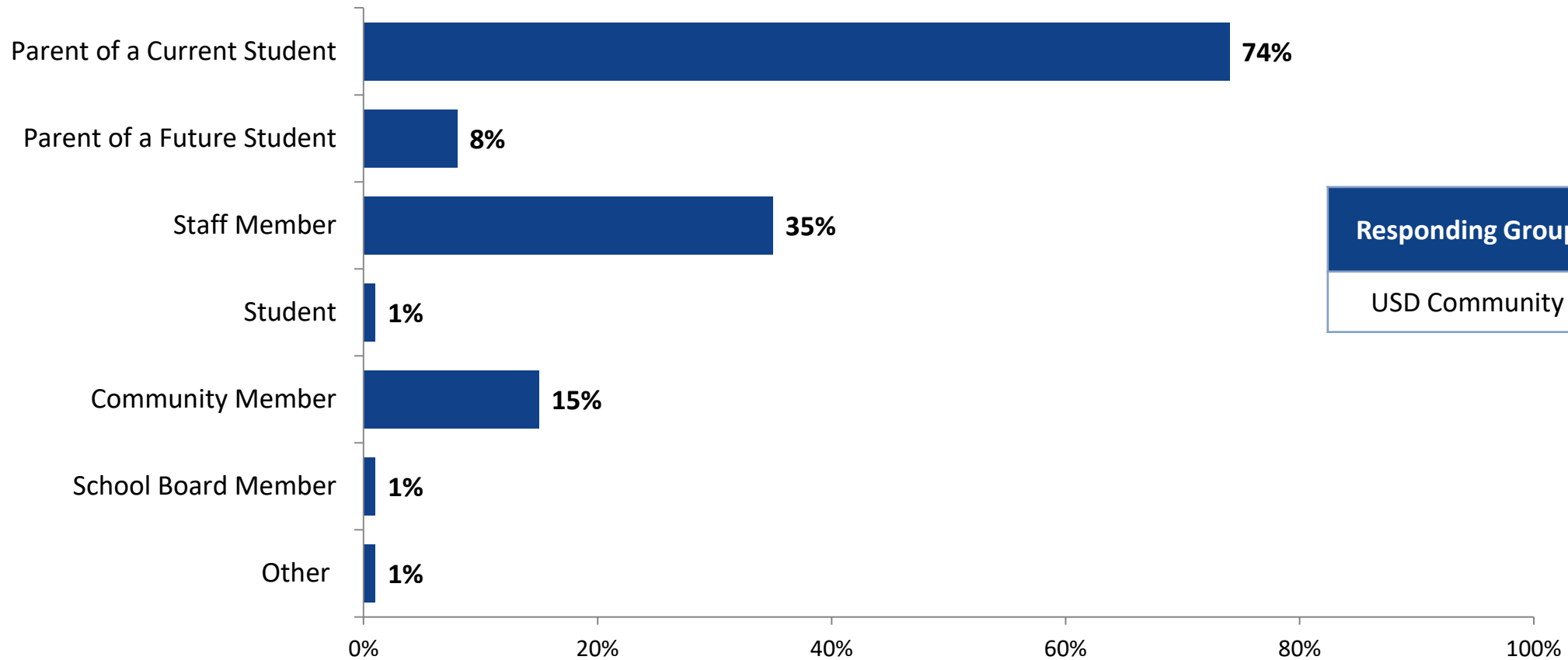
The survey was available in Arabic, Chinese (simplified), Haitian Creole, Japanese, Korean, Russian, Spanish, Urdu, and Vietnamese.

Results do not reflect random sampling; therefore, they should not be generalized to all stakeholders. Rather, results reflect only the perceptions and opinions of survey participants.

Data labels less than 5 percent are not shown in charts and graphs. Percentages may not total 100 due to rounding.

Participation

Which of the following describes your relationship to the district? (N=644)



Responding Group	Public Access Link Responses
USD Community	644

3 Percentages added may exceed 100 since a participant may select more than one answer for this question.

Describing the District

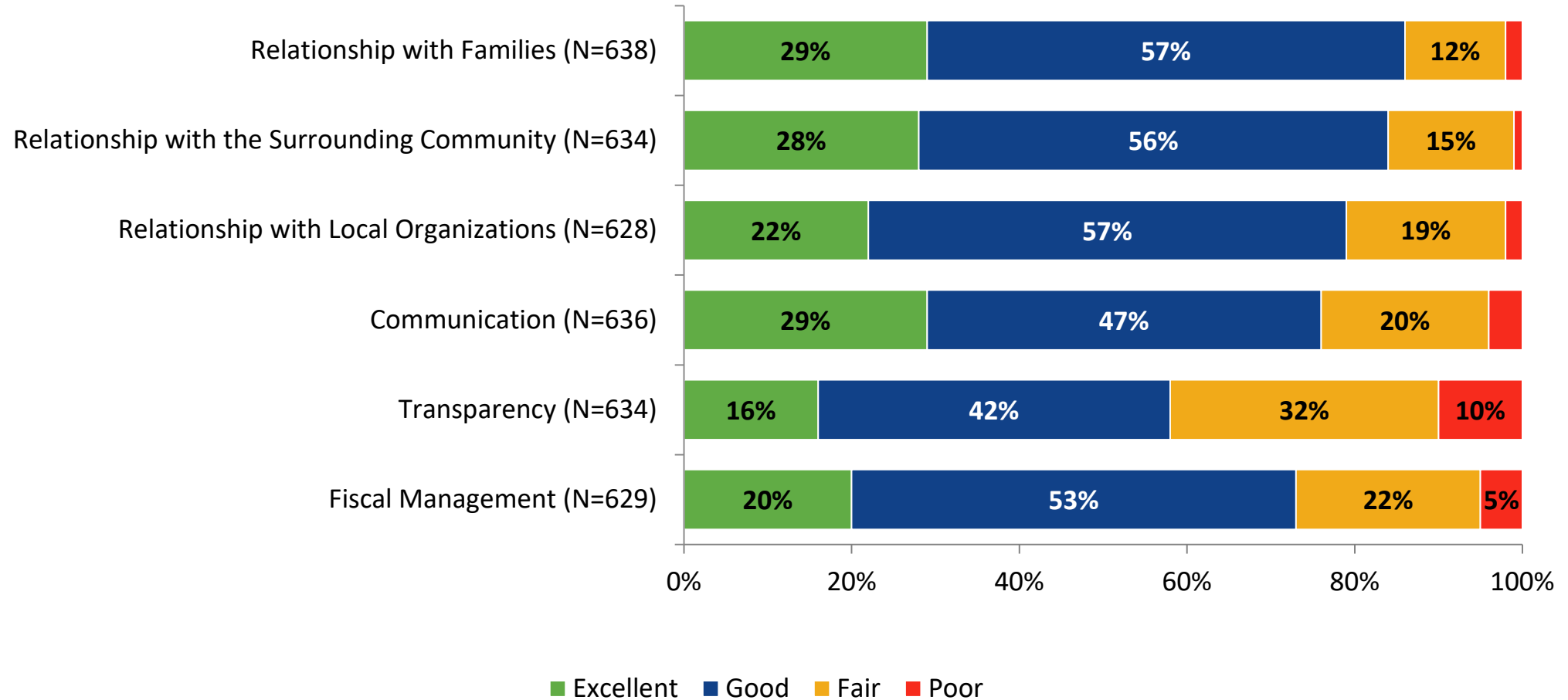
What one word best describes how you feel about the district? (N=616)



Top 10 Words
Good
Proud
Positive
Great
Growing
Community
Satisfied
Excellent
Excited
Hopeful

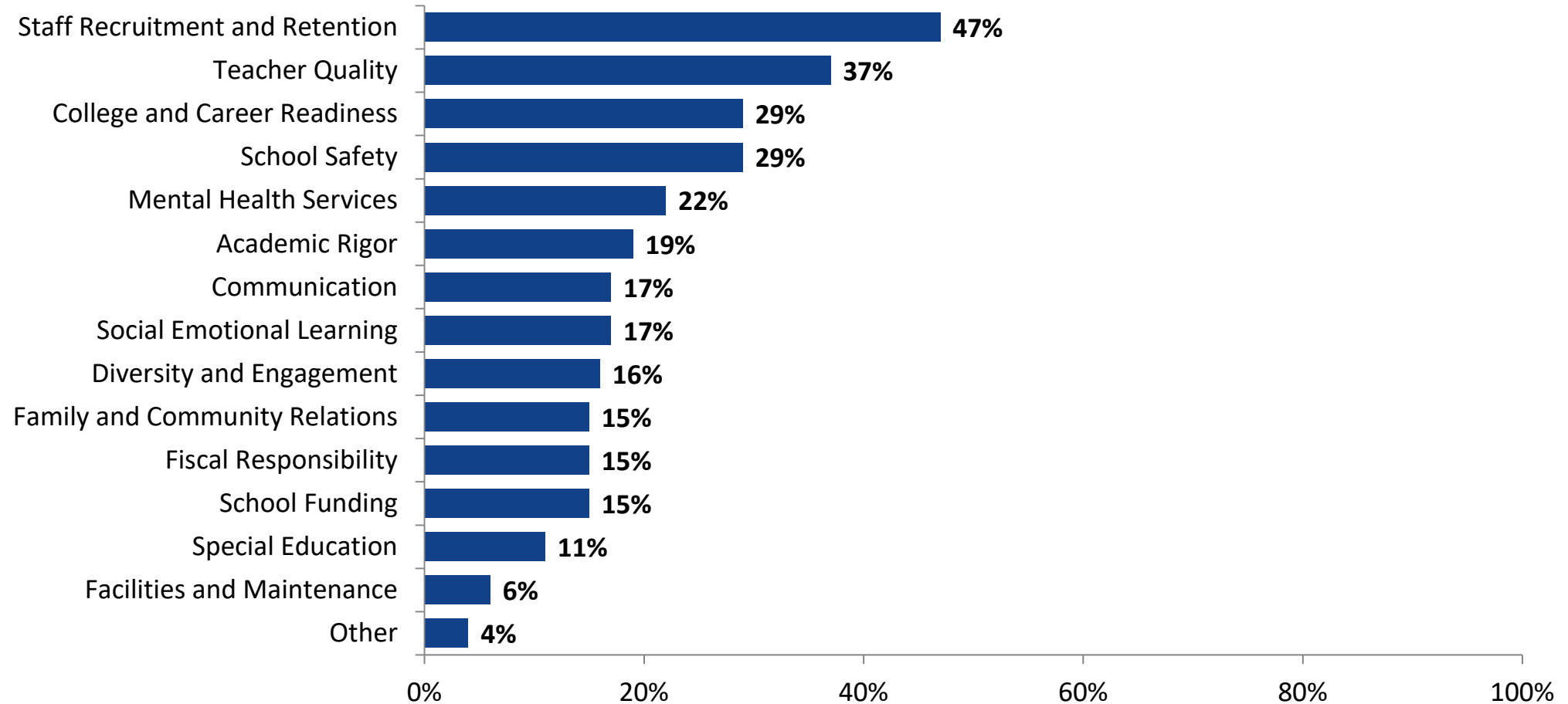
Aspects of the District

Please rate the quality of the following aspects of the district.



Critical Issues

From the list of critical issues below, please select the top three (3) that you feel the new superintendent should focus on and make a priority. (N=643)



Top Strengths and Areas for Improvement

What are three strengths of your school, district, and/or community?

Small and Supportive Community

Strong Academics

Caring and Supportive Teachers and Staff

What are three areas for improvement for your school, district, and/or community?

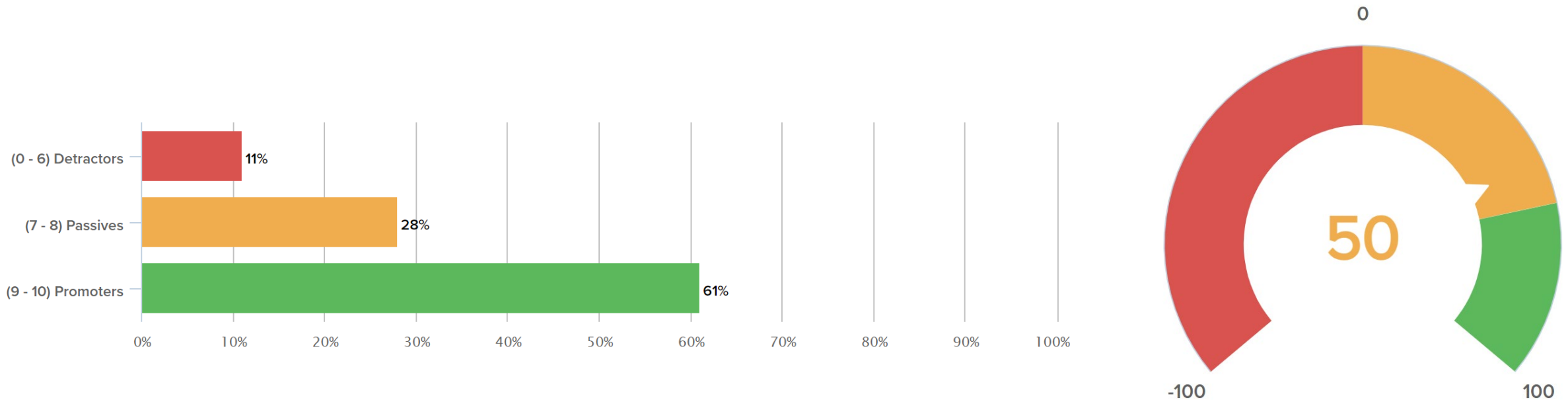
Equity, Inclusion, and Diversity of Staff and Leadership

More Support and Increased Pay for Teachers

Transparency, Accountability, and Communication

District Net Promoter Score

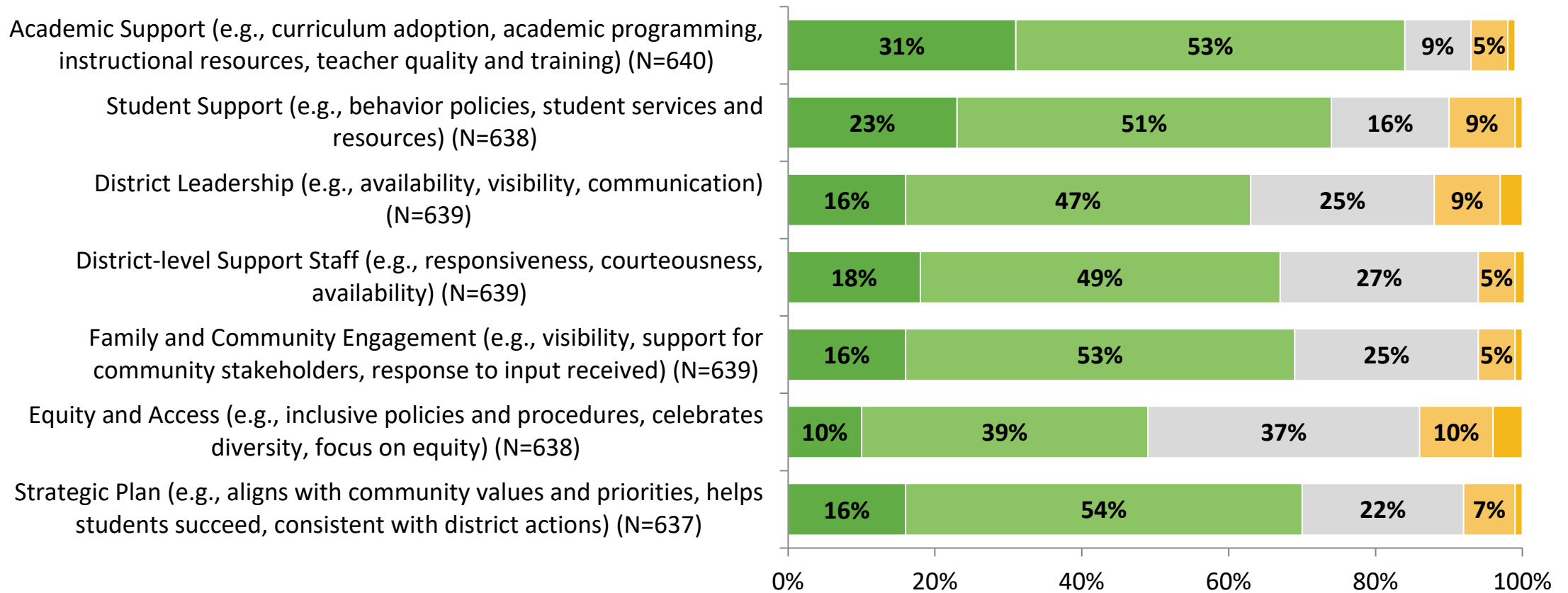
If you had a friend or family member moving to the area, how likely would you be to recommend they send their child(ren) to a school in this district? (N=638)



The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors (0-6) from promoters (9-10) which gives a value between -100 to 100. A positive score means there are more people promoting the district than detracting from it. Passives (7-8) represent individuals who do not have an unequivocal opinion about their school or district. The Net Promoter Score has been rounded to a whole number.

District Aspects Impacting Net Promoter Score

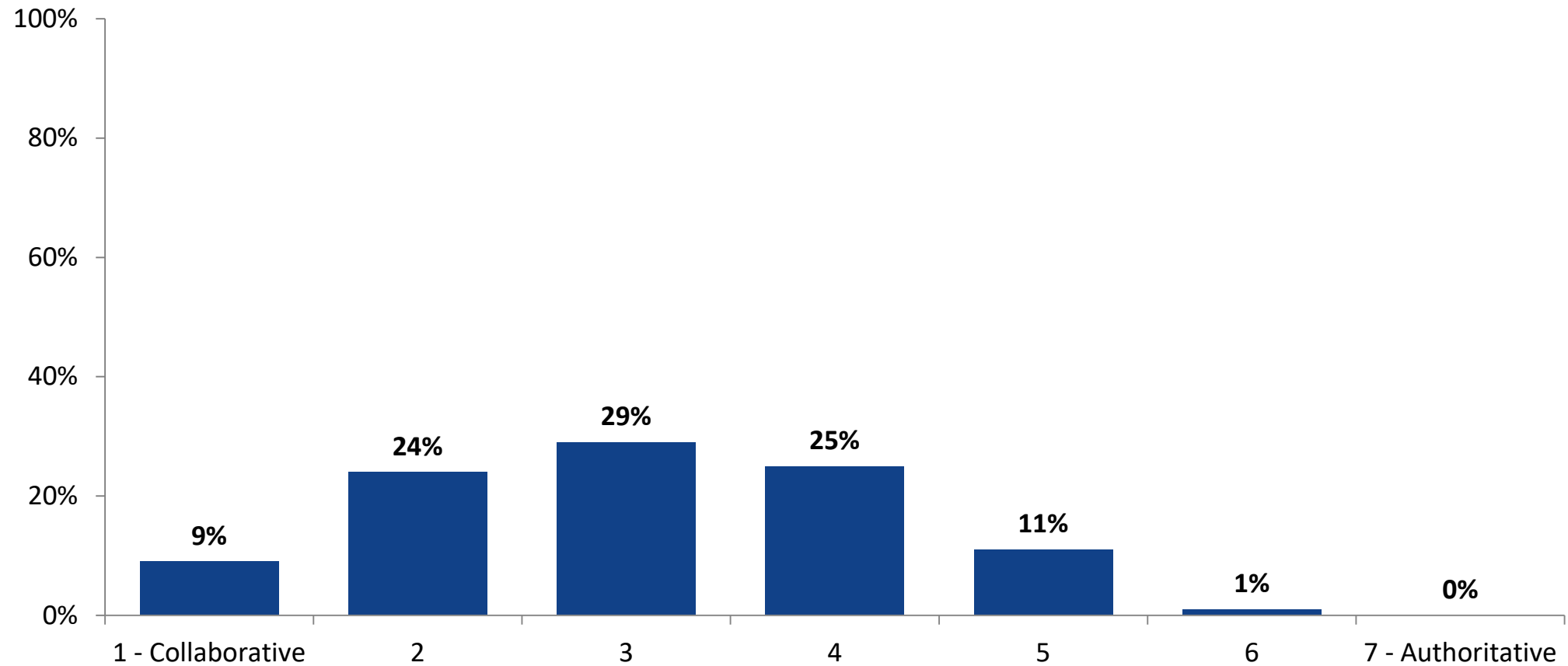
What type of impact do the following aspects of your district have on your score?



■ Very Positive Impact
 ■ Positive Impact
 ■ No Impact/Neutral
 ■ Negative Impact
 ■ Very Negative Impact

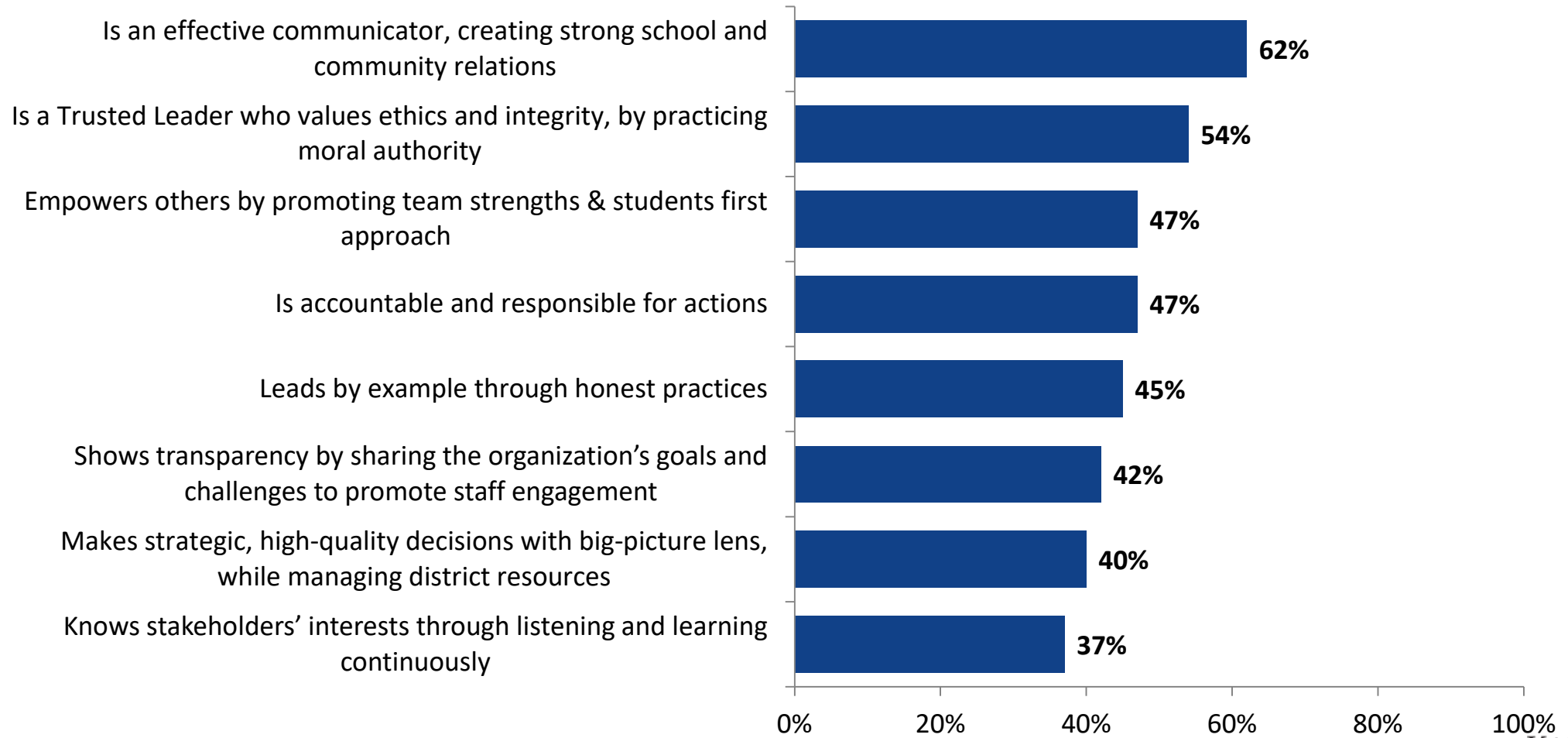
Leader Style

Considering leader styles where 1 is collaborative and 7 is authoritative, which style leader would best serve this district? (N=543)



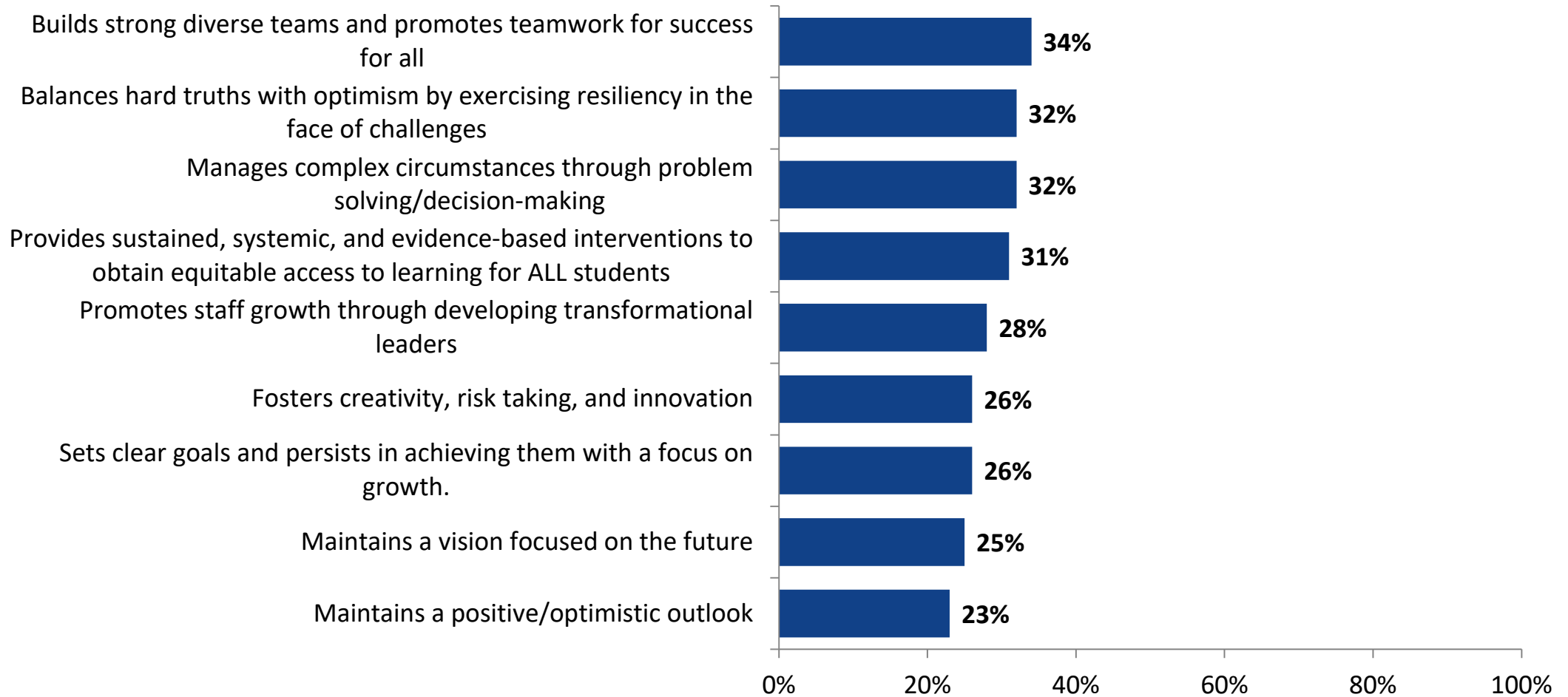
Valued Traits of Great Leaders

Please select the eight components you think are most important for the next superintendent to have. (N=643)



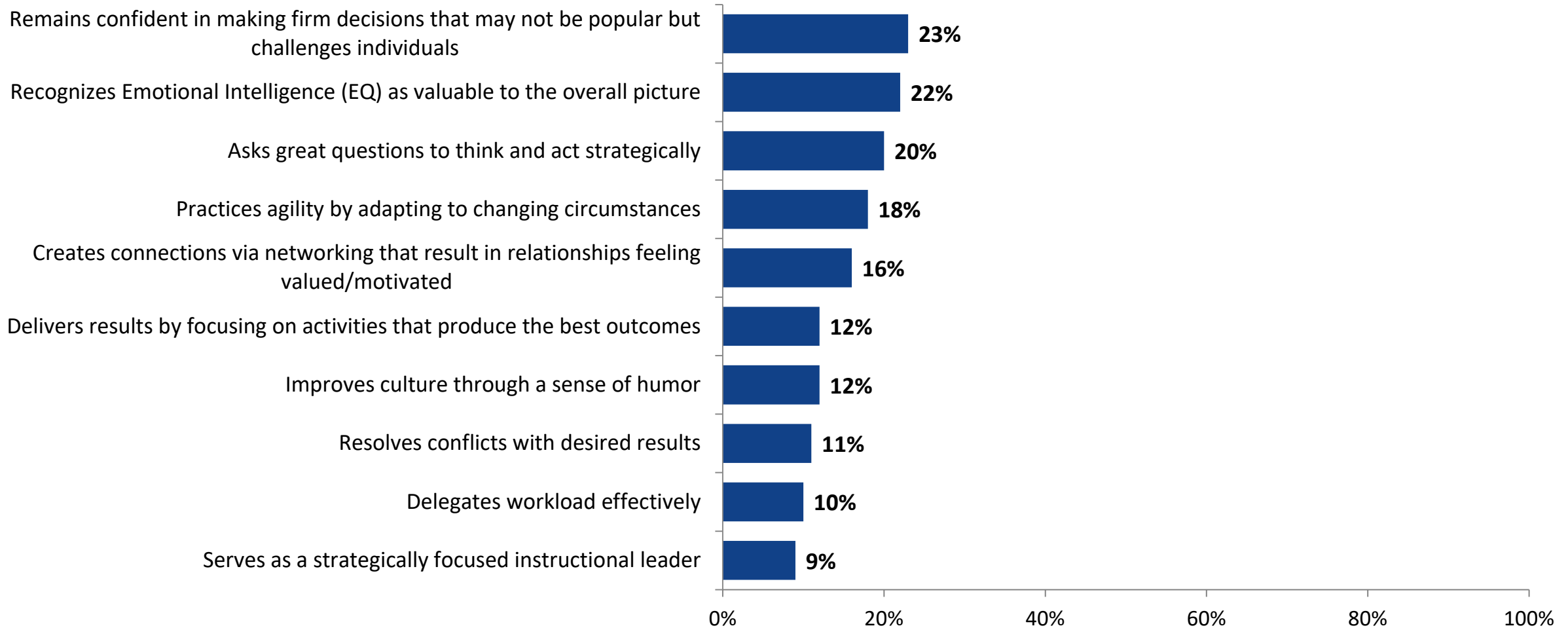
Valued Traits of Great Leaders (Continued)

Please select the eight components you think are most important for the next superintendent to have. (N=643)



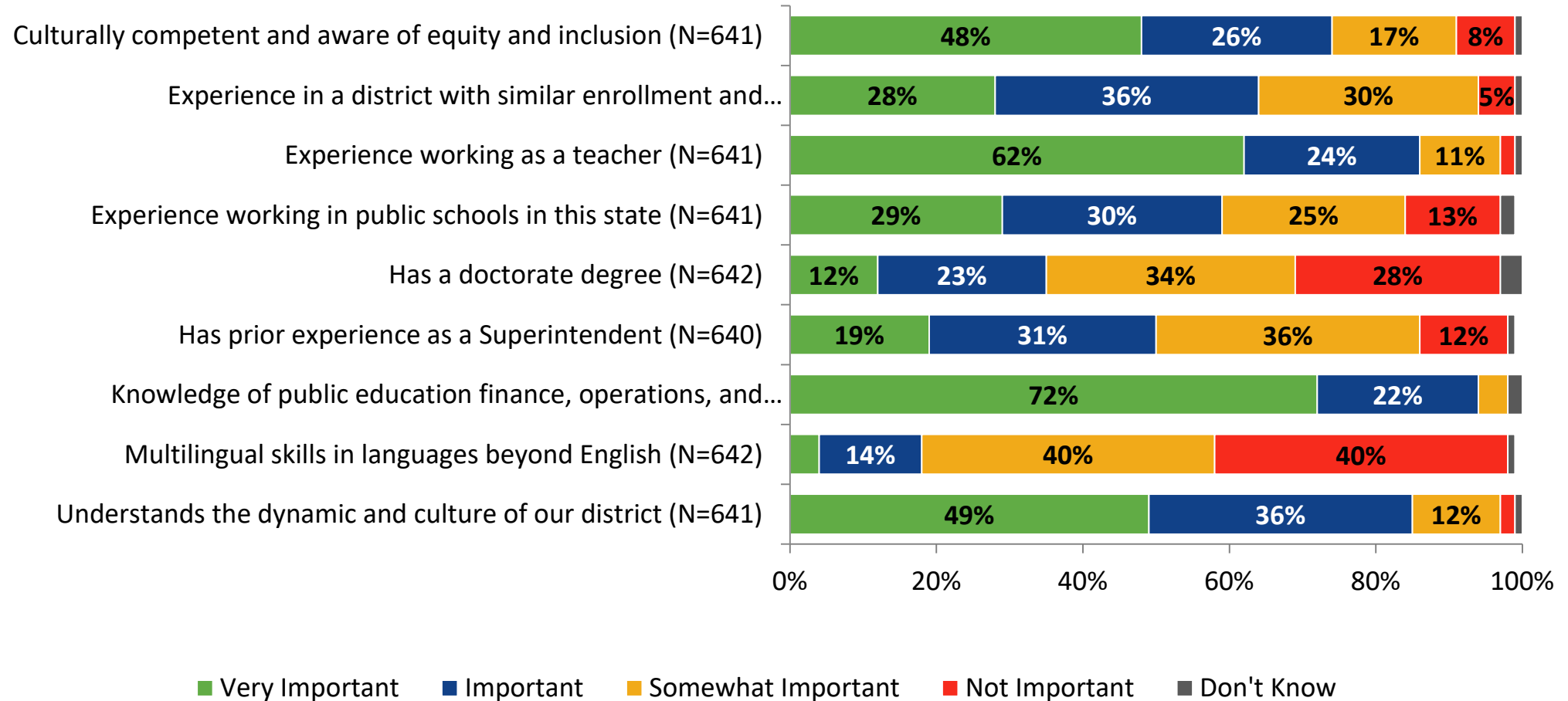
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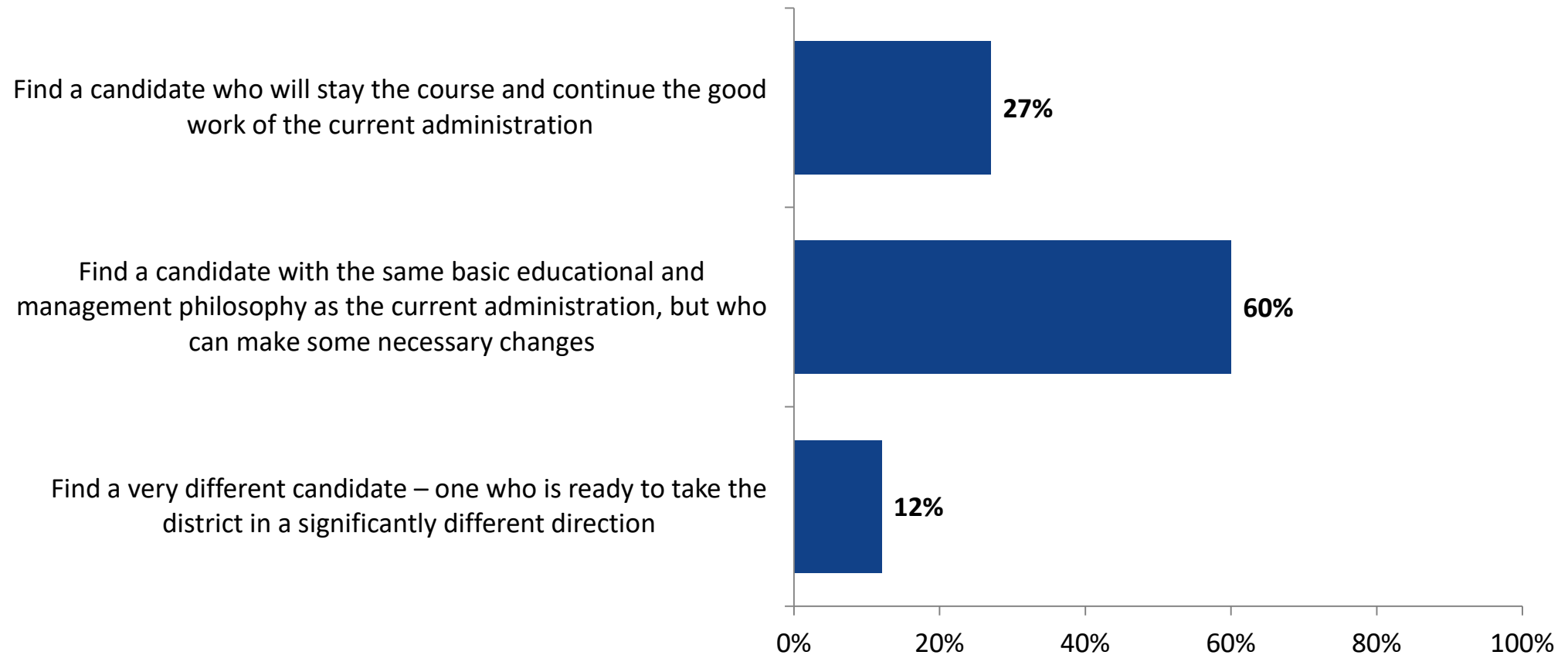
Areas of Expertise

Listed below are specific areas of expertise that different superintendent candidates may possess. From your perspective, how much importance should the Board of Education place on each area?



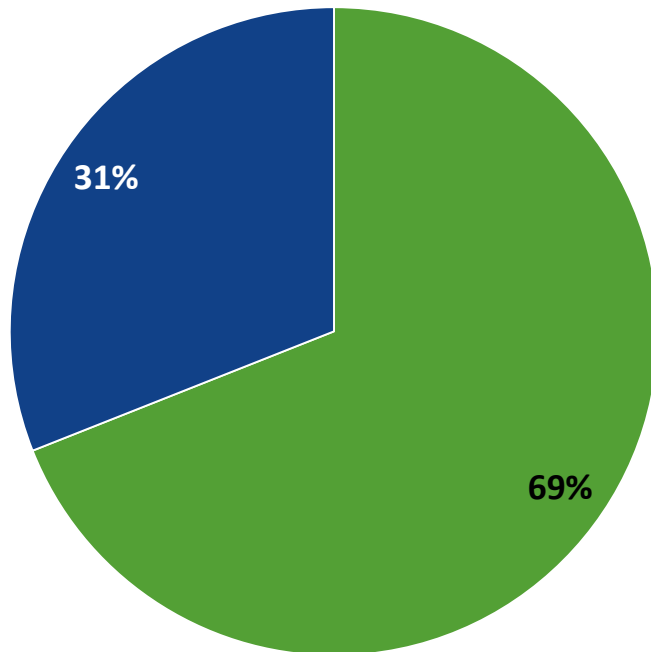
Strategy for Selection

In choosing the next superintendent, which path or strategy do you think the Board of Education should take? (N=639)



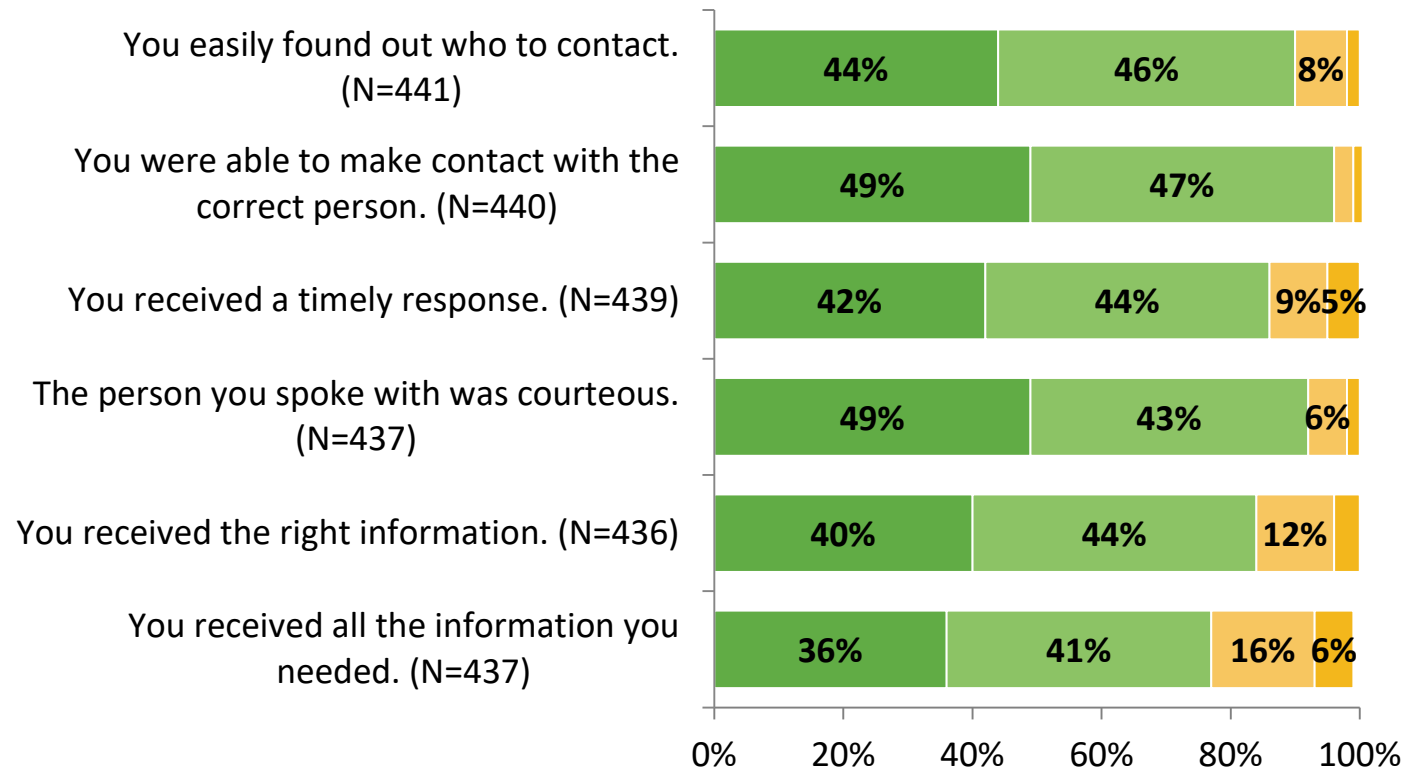
District Interactions

Within the last year, have you needed to speak with the superintendent, a district staff member, or a school staff member? (N=642)



■ Yes ■ No

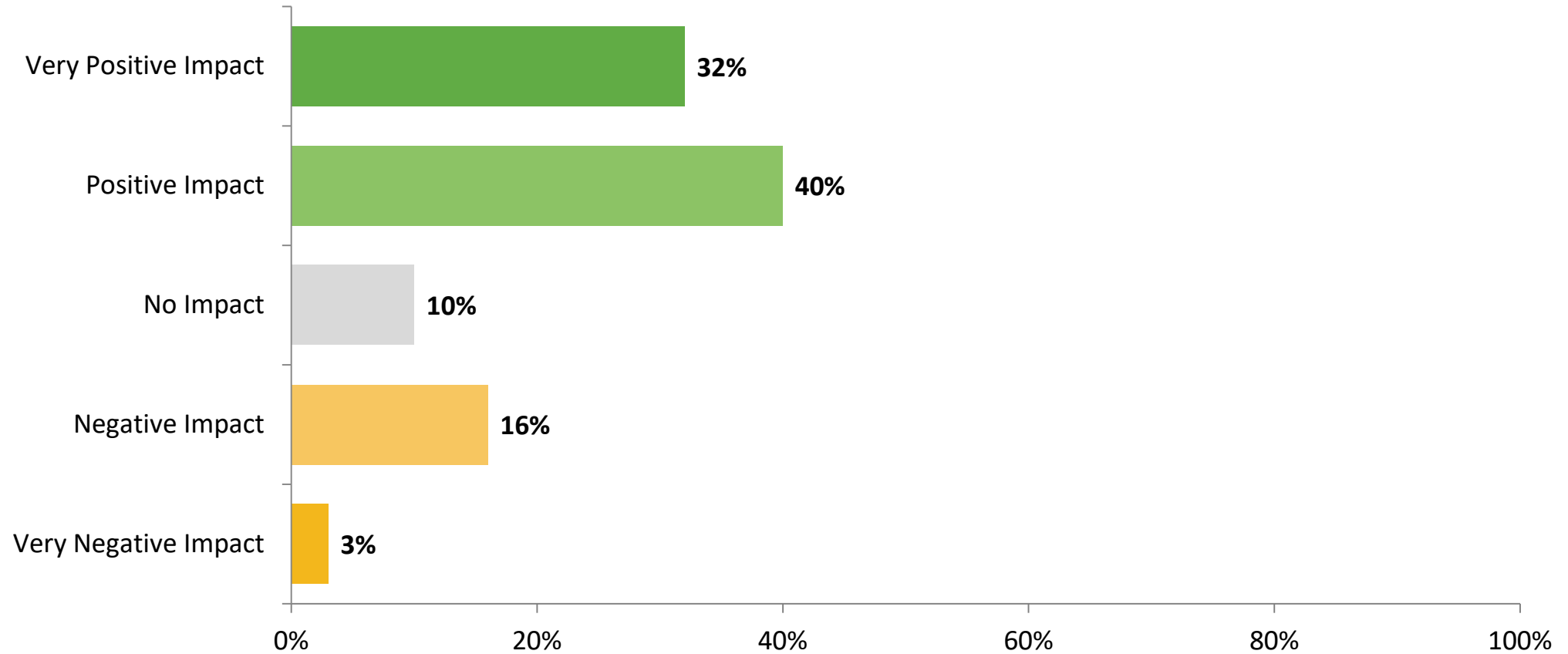
How strongly do you agree or disagree with the following statements regarding your interactions with the superintendent, a district staff member, or a school staff member?



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Impact of District Interactions

What type of impact has your past interactions with the superintendent, a district staff member, or a school staff member had on how you feel about the district? (N=440)



End of Presentation



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Superintendent Profile: USD 232 seeks a superintendent who...

- Is an effective communicator, creating strong school and community relations.
- Is a trusted leader who values ethics and integrity, by practicing moral authority.
- Empowers others by promoting team strengths and a student-first approach.
- Is accountable and responsible for actions.
- Leads by example through honest practices.
- Shows transparency by sharing the organization's goals and challenges to promote staff engagement.
- Makes strategic, high-quality decisions with a big-picture lens, while managing district resources.
- Knows stakeholders' interests through listening and learning continuously.
- Builds strong, diverse teams, promotes teamwork for all, and is committed to promoting diversity, equity, and inclusion.
- Fosters creative and innovative practices in order to promote continuous improvement.

General Timeline

January 24 – February 22: GR Recruiting will accept applications from candidates and recruit candidates who meet the superintendent profile.

February 22 – March 3: GR Recruiting will screen candidate applications/materials and check references.

March 6: Finalize questions for first round interviews. Board of Education to discuss candidates to be interviewed.

March 20 – 21: Board to interview first round, semifinalist candidates.

March 27 – 28: Interview finalist candidates.

On or about **March 29:** Selection of superintendent.