



Park City School District Superintendent Leadership Profile

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HYA Executive Search
Hazard, Young, Attea & Associates

**PARK CITY SCHOOL DISTRICT
PARK CITY, UTAH**

LEADERSHIP PROFILE REPORT

FEBRUARY 27, 2018

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PARK CITY SCHOOL DISTRICT SUPERINTENDENT LEADERSHIP PROFILE REPORT

INTRODUCTION

The Park City School District Board of Education (Board) approved the search firm of Hazard Young Attea & Associates (HYA) to conduct the search for a new Superintendent. Per Board decision, an important part of the search was the securing of input from all stakeholders in the community of Park City. The following report is intended to present the findings of the Leadership Profile Assessment. Data were collected via in-person individual interviews and focus groups and, also, through an online survey completed by stakeholders. The express intent of this solicitation was to gather input to assist the Board in determining the essential characteristics desired in the new Superintendent. Additionally, as part of the input gathering, information was obtained regarding stakeholder views about the strengths of the school district, and key challenges that it will be facing in the next three to five years and beyond. Many themes emerged from the extensive discussions about the District’s strengths, challenges and essential characteristics desired in the next superintendent. Interview and focus group participants are generally optimistic about the school district’s future and seek a superintendent who can lead and unify the entire community.

PARTICIPATION

The following chart depicts the seven stakeholder groups selected by the Board for input gathering, the two data methods, and the accompanying numbers of participants.

Group	Interviews or Focus Groups	Survey Respondents
Board	5	NA
Administrators	18	14
Classified Staff	18	37
Parents	19	See below
Parents zip code 84060	NA	77
Parents zip code 84098	NA	237
Students	21	2
Teachers	19	127
Total	160	518

The information in this report summarizes the themes that the HYA Associates heard on a consistent basis from stakeholders during their meetings, which were held between February 5, 2018, and February 13, 2018. The themes were identified by the Associates as a result of multiple stakeholders, either individually or from multiple groups, sharing a similar idea or concept during their discussions and are described in the narrative summary. Summary results of the online survey are shown in the attached *Search Survey*. The priorities identified in the online survey also are integrated into the narrative summary.

It is to be noted that the data shown do not constitute a scientific sampling, nor should they be viewed as representing the majority opinion of the respective individuals and groups to which they were attributed. The themes cited below are deemed consistent with that which has been heard from the stakeholder groups across the district and community and/or were thoughts expressed by numerous participants within a particular group.

STRENGTHS OF THE DISTRICT

Stakeholders view Park City School District as a unique system, one that draws people from across the country and world. In general, there is a strong need to have the best district in the state and the country, and a fervent desire to exhibit pride in it. The district is the recipient of a number of awards entailing both state and national recognition in the past year. There is a strong sense of community, and stakeholders want to be known for more than a ski resort and vacation destination. Critical comments and challenges were often cited, intermingled with what stakeholders were desirous of seeing as strengths. Some of the strengths most frequently noted are as follows.

Quality of School Staff

There was definite recognition by stakeholders of the quality of and the important role that school site administrators and teachers play in the lives of children in the district. Both are held in high esteem and viewed as connecting with and genuinely caring about the students and their progress in school. The recruitment and retention of exceptional employees are viewed as critical to the success of the district and its students.

Mental Health Wellness

Many stakeholders cited the Mental Health Wellness program as being one that needs to continue as a key vehicle for meeting the social and emotional needs of students. While spurred by a tragedy in the community, the district has become a leader in addressing support systems for children, and the wish is to keep the momentum going in this area. A number of partners are working with the district, and the work has yielded a positive response.

Curriculum

The offering of a variety of curricular programs was identified by stakeholders as being a strength. In particular, technology in the schools is viewed as stellar, with students in grades 2 through 12 having chrome laptops that they can take home with them. Additionally, the provision of the arts and a Dual Language Immersion Program in Spanish and French are cited as enriching the school experience for students. Professional Learning Communities (PLCs) were mentioned in a fairly positive light.

Focal Place in the Community

Stakeholder input indicates that the district is the center of interest and activity in the community. It is important to community members, staff, and parents that high standards are maintained, and innovation encouraged. It has been stated that constituents want a competitive, world-class school system that produces graduates who can go on to succeed at prestigious colleges and universities.

Community Partners

It was reiterated that Park City has the good fortune to enjoy many partners, e.g., an Educational Foundation that support the schools and its programs. These partners were very complimentary of the district and the learning opportunities that their services provide for the benefit of the students.

CHALLENGES/CONCERNS/ISSUES FACING THE DISTRICT

Leadership

Much is expected of both the Board and the Superintendent. Stakeholders cited concerns about the continuity and cohesiveness of the Board/Superintendent relationship. There appears to be optimism regarding the new Board; however, it is noted that training needs to take place, and roles should be clearly defined, thereby avoiding incidences of micromanaging on the part of the Board. Information needs to be communicated at all levels of the organization, but most critically by and between the governance team. Stakeholders shared that the decision-making process needs to be carefully thought out and communicated by the leadership to all those impacted by it. Many stated that greater accountability should be exhibited at all levels of the organization. It was further offered by some stakeholders that a Strategic Plan would assist in moving the district forward via a vision and mission.

Facilities and Growth

There was overwhelming agreement throughout the input process that a Master Plan for facilities and growth needs to be addressed and developed. The lack of a clearly delineated and succinctly communicated plan for a recently failed bond referendum has caused many stakeholders to question the credibility of the leadership. While there is pride in the upkeep of facilities, there is also concern about the condition of one school site, the possible need for a second high

school, and the ability of the district to house a growing student enrollment. Additionally, as relates to facilities and growth, grade alignment and school starting times were mentioned by many respondents.

Communication

A lack of open and transparent communication permeated stakeholders' concerns about the district. It was relayed that a program or plan could be accepted if the reasons for it were communicated in a clear and transparent manner. Information regarding school site programs needs to be shared across the district to provide equal access to similar opportunities. Some stakeholders stated that district communication needs to be sent out in Spanish and that translators need to be present at meetings.

Equity and Access

A frequent comment in input groups was the need to prepare for a growing Latino student population. Some participants relayed that there was not leadership oversight from the district office level, especially for English Learners. Concerns were mentioned about the lack of both curricular and extracurricular opportunities in areas such as AP classes and the arts. The cost of participating in extracurricular activities was seen as prohibitive for many students of economically disadvantaged circumstances. It was stated the district was becoming one of "Haves and Have Nots."

Uniqueness of the District

It was noted that the district is extremely unique in that it is a resort community, and has a population that includes great wealth. It was referred to as a city with a "big checkbook." It is a city that boasts the Winter Olympics of 2002. At the same time, it has a growing Latino population that includes the children of service workers. Many stakeholders stated that a great deal of work needs to be done to bridge this divide, and ultimately to close the achievement gap.

DESIRED CHARACTERISTICS

The top five leadership profile characteristics from the online survey results that constituents desire in a new Superintendent are listed below. See page 2 of the attached Search Survey, *Methodology* for the specific coding. These characteristics also were borne out in the individual interviews and focus group sessions.

Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)

Park City stakeholders are seeking a Superintendent with a proven track record who can unite them in a culture of trust, honesty, and respect, and reestablish credibility in the leadership of the district. In reclaiming that credibility, experience with facilities and growth, and the successful passage of bonds would be

important. It is desired that the Superintendent live in and be a part of the community, and enjoy a long tenure with the district, thereby providing needed continuity. The new Superintendent needs to be visible in the schools, and above all, a good listener and an exceptionally articulate communicator. This individual needs to represent the district in a professional manner and exhibit an open door policy, that is, be truly accessible to the staff, parents, and other community members. At the same time, there needs to be equal access and attention given to all parents regardless of financial standing. It is expected that the Superintendent will demonstrate and model a collaborative tone and set out the course for the district based on a clear vision. It is further expected that the new Superintendent will be able to work in a team effort with the Board, and within a framework of clearly defined roles and responsibilities. It is noted that the Superintendent needs to be a politically savvy change agent who takes time to assess where the district has been and currently is, and not institute change for the sake of change. This requires a strategic, decisive, and confident leader who can surround him/herself with the best thinkers and support them accordingly, as the journey of taking the district to the next level begins.

Recruit, employ, and retain effective personnel throughout the District and its schools (M)

It is important to stakeholders that the district continues to attract outstanding administrators, teachers, Classified and other employees in order to meet the needs of the students. Parents are desirous of having highly competent and caring teachers working directly with their children. The Superintendent should demonstrate that priority by providing resources to the classrooms through such efforts as reducing class size, supporting and adding to existing technology at the sites, offering professional development programs that support, enhance, and develop teacher performance and expertise, and also by celebrating and recognizing the accomplishments of district staff. Given the location of the district in a resort community, it is noted that housing and other related issues can be a challenge; consequently, the development of a Strategic Plan that includes the recruitment, employment, and retention of personnel is a critical area. The new Superintendent should give careful attention and thought to what will bring high-quality staff to the district and what he/she can do to lead, inspire, assist, and excite them to remain.

Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (VV)

Many stakeholders expressed views that the new Superintendent be an accomplished and experienced instructional leader or one who has worked in school communities that have demographics and cultures similar to those of Park City. Involvement with issues and initiatives at the national level, including an association with recognized institutions, is desired. It was voiced by many stakeholders that meeting the needs of Latino students and closing the achievement gap is of paramount importance. In fact, the Superintendent will need to review what is needed for all students in Park City to be successful. Parents and many

community members want the Superintendent to place a priority on ensuring that students are college and career ready, and also mindful that some students will encounter success via alternative pathways. Some stakeholders expressed the desire for the Superintendent to continue the implementation of the Professional Learning Communities (PLC) model that was recently instituted. There is pride in the Dual Language Immersion (DLI) model currently in practice, but also a desire for strong leadership of the program. It is key that any new programs and initiatives be vetted through a research-driven and proven process that ties in with a District Strategic Plan.

Provide a clear, compelling vision for the future (VV)

Stakeholders want an experienced leader who is a visionary in relaying "Here is what the district will look like by the end of my tenure as Superintendent." That vision must be expertly communicated to all in the Park City community, should generate enthusiasm and excitement regarding the future of the district, and should not allow for any distractions. It is important that the vision includes a vivid picture centered on the students, and that it be accompanied by a Strategic Plan that lays out the steps necessary to attain it. The Plan would include goals and objectives to be enacted with fidelity, and a defined process for the introduction of any new programs and initiatives. The Strategic Plan would be developed with representative participation of staff, parents, community members, and other interested stakeholders of the district, as determined by the Superintendent in conjunction with the Board. Given stakeholder input, the new Superintendent will take into account the context of the past and the status of the present, as he/she implements a blueprint for focus and action over the years to come.

Provide transparent communication (CE)

Transparent communication emerged as a common thread throughout interviews, focus groups, the online survey, and other avenues for input. Stakeholders provided very specific observations about the type of communication they would like to see reflected and practiced by a new Superintendent. As a leader skilled in both oral and written communication, this individual needs to create a viable system for relaying full information and data in an honest and timely manner with the Board, central office staff, and throughout the schools and community. Being bilingual in English/Spanish and able to communicate with that segment of the community was cited as a desirable asset. He/she should be a good listener, be able to explain decisions and other organizational processes and be firm but not defensive in their responses. The new Superintendent is expected to interact with the media, and to represent the district effectively through various venues such as radio, television, newspaper, and social media. Additionally, the Superintendent will need to exhibit skill in advocating for the students of the district at the state and national levels. As a part of being transparent, the communication style of the Superintendent should be open, authentic, and indicative of a true desire to understand and meet people where they are.

Other Attributes and Descriptors Frequently Cited at Input Meetings

Many other attributes related to a new Superintendent were frequently cited at the various input sessions. These included the following: Honest, ethical, professional, accountable, approachable, personable, caring, collegial, dynamic, fair. Additional descriptor phrases are as follows: Possess integrity and a moral character; can instill trust; walks the talk; have thick skin and not take things personally; able to deal with pressure; can navigate through difficult conversations; able to say "No;" appreciates diversity; is a good delegator.

CLOSING REMARKS

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 possesses most of the essential skills and character traits required to address both the concerns and the hopes expressed by the constituent groups. We will seek a new Superintendent for Park City School District Board of Education to provide the leadership necessary to ensure that students are offered a world-class education.

The Associates wish to thank all of the participants who provided input either in person or through the online survey, thereby serving as active participants in the process. We would especially like to thank district director, Melinda Colton, for her part in organizing all of the various input sessions and the Principals, also, for relaying information about the online survey to parents of their school communities. It is truly exciting to be assisting with the search for an outstanding leader for Park City School District.

Respectfully submitted,

Darline P. Robles

Carmella S. Franco

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PARK CITY SCHOOL DISTRICT

SUMMARY OF INTERVIEW AND FOCUS GROUP INPUT

(in alphabetical order)

February 5-13, 2018

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

- What do stakeholders value regarding the schools? What strengths do they desire to retain and build upon?
- What are the issues this District currently faces, and, will face in the next three to five years?
- What personal and professional characteristics are expected of a new Superintendent?

ADMINISTRATORS (18)

STRENGTHS

- Variety of effective programs
- Focus on high academic achievement
- Project-based learning
- Online learning
- Strong leaders at the sites
- Low turnover among staff
- Specialty programs, e.g., arts, dance
- Good place to work if you are a teacher
- Nice balance of internal and outside staff promoted
- Professional Learning Communities (PLCs)
- Reputation of PCSD
 - High School best in the state
 - District
- Children are safe
- Teaching staff is excellent

- **Private contributions are a positive**
- **Build on meeting social, emotional needs of students**
- **All students are offered:**
 - **Coding Program at Elementary level**
 - **Strong music program; the arts**
- **CTE Program and science-medical component**
- **Strong vision of the schools**
- **Students leave prepared to succeed in college and ivy league schools**
- **High expectations for students**
- **Student/teacher relationship**
- **Accessible to the community**
- **Friendly service**
- **Quality facilities**
- **Incredible, generous community**
- **Parents trust our teachers**

CHALLENGES

- **Executing a Master Plan**
- **Facilities and failure of the bond**
- **Aligning schools to best meet student needs**
- **Hiring a new high school Principal**
- **Split between City and County with a perception of mistrust**
- **Criticized for lack of communication**
- **Personal agenda by those who have great resources**
- **Equity in hiring of Latinos**
- **Achievement gap**
- **Advanced Placement (AP) is still an issue**
- **Hiring practices**
- **Systems approach across all levels throughout the district**
- **Issue of "Community wants it; it needs to happen, and it needs to happen NOW"**

- **Special Education is under scrutiny**
- **Collaboration needed**
- **Too many students left behind**
- **Focus on safety**
- **Turnover of the Board**
- **Lack of training of Board and their roles and responsibilities**
- **Accessibility of parents to the Superintendent to get their way**
- **Dysfunctional system**
- **Micromanagement**
- **Making unkept promises**
- **Community members are allowed to make decisions over professional staff**
- **More academic rigor**
- **Attendance issue with 30 to 50% truancy rate for a certain portion of our population**
- **Highly networked community; cannot do things in isolation**
- **Lack of professionalism top down**
- **School leaders feel fatigue to shield staff from internal issues**
- **Cannot find substitutes for transportation**
- **Confront the attitude “We are awesome, why change?”**

CHARACTERISTICS

- **Being heard**
- **Want a decisive leader**
- **Must have thicker skin than usual**
- **Not take things personally**
- **Communicate and be transparent**
- **Experienced Superintendent to guide the Board**
- **Perceived as very strong educational leader in the current environment**
 - **Sets the tone and guides the district based on their vision**
- **Need someone who knows where they want to take the district**

- **District Office experience is beneficial; Principal experience also**
- **Have a proven track record**
- **Able to analyze what community members have been unhappy with**
- **Live in the community**
- **Current in education and pedagogy**
- **Be visible out in the schools**
- **Continue to lead in current, big initiatives, e.g., PLCs, assessment**
- **Be involved in all the “social” groups in town**
- **Approachable**
- **Able to deal with the pressure of wealth and the accompanying issues**
- **Can weigh benefits of what the community is asking for**
- **Can deal with a difficult Board; be assertive without being aggressive**
- **Cares about the District**
- **Accessible**
- **Keeps the pulse on the organization without micromanaging**
- **Needs to draw firm boundaries**
- **Trust Cabinet’s need for assistance at times**
- **Consults staff prior to giving a directive or information in their respective area of responsibility**
- **Has a vision (more than operational)**
- **Confident**
- **Can navigate through financial resources**
- **Be able to live under a constant microscope; cannot please everyone**
- **Effective change agent**
 - **Motivator to go from “Good to Great”**
 - **Move district from people dependent to systems dependent**
- **Fluent in Spanish**
- **Courage to talk through difficult issues to benefit students**
- **Ability to deal with legislators**
- **Possess incredible interpersonal skills**
- **Models behavior that you want site leader to model**
- **Trustworthy**

- **Organized**
- **Collaborator**
- **Clear decision before it is communicated district-wide**
- **Supports site Principals**
- **Compassion**
- **Do not want a CEO from outside of education**
- **Experience at all grade levels**
- **Innovator, progressive, forward thinking**
- **Understands the Dual Language Immersion program**
- **Has a moral compass**
- **Not driven by ego**
- **A real professional: dress, talk, and with the media**
- **Set tone of respect for the position**
- **Can balance being a manager and a leader**
- **Can reeducate the community on how schools operate and role of the Board**
- **Research-oriented**
- **Able to build partnerships with the community**
- **Strength to last more than five years**
- **Is inclusive and invites all staff to participate in decision making**
- **Knows how to delegate**

BOARD MEMBERS (5)

STRENGTHS

- **Schools that are nationally competitive; move here for the schools and skiing**
- **Offer preschool for all; full-day K**
- **Mentoring for Jr. High until college**
- **Helping working class become part of the community**
- **Large enough to offer a variety of programs**
- **High school band**
- **Athletics at the state level, e.g., La Crosse; are competitive**
- **•District is headed in the right direction**
- **Amazing teachers and administrators**
- **Schools are like private schools within public education**
- **Parents are 100% involved in the community**
- **Curriculum is in a forward movement; moving to a good place**
- **Are beginning with a Strategic Plan and Master Plan**
- **An amazing unique community**
- **Diversity of academic experiences**
- **Schools are a microcosm of the world, and there is strong sense of belonging and sense of inclusiveness**
- **New Master Plan to assess district facility and curriculum needs**

CHALLENGES

- **What the community is facing**
- **Master Planning Process**
 - **Growth - new school or build onto present ones**
 - **Affordability**
 - **Mental wellness**
 - **Technology - changing the landscape of learning**

- **Schedules to be redone - start times**
- **Huge achievement gap**
- **Pilot studies and more data**
- **More information needed**
- **Changes that have recently been made**
- **Everyone is an expert**
- **Demographics are changing**
- **Facilities**
- **Realignment of grades**
- **Communication and transparency**
- **Understanding the dynamics of 2nd homeowners; are very vocal and who never think we are doing things right**
- **Maintaining the job satisfaction of our teachers**
- **Paying attention to special education issues; non-compliance**
- **Too many “yes” people**
- **Work on job descriptions and evaluation systems**
- **Promotions are not done fairly; there is favoritism**

CHARACTERISTICS

- **Has the ability to earn and instill trust**
- **Make change when it needs to be made**
- **Is a uniter**
- **Not let the Board and community run over them**
- **Possibly have an alternative background (relate to lots of CEOs in the community)**
- **Can assimilate into the community**
- **Comfortable with wealth and relates to/has empathy for the disadvantaged, e.g., Dolby donation**
- **One who does not need to make everything theirs; can take things that have begun and move them forward**
- **Determines what administration looks like**

- **Prioritization needed**
- **Visionary**
- **Knows Best Practices**
- **Manage**
- **Lead**
- **Has thick skin**
- **Walk the Talk**
- **Effective communicator**
- **Communicates well with the Board**
- **Recognize people for what they do**
- **Willing to recognize their lesser strengths**
- **Honesty**
- **Integrity**
- **Will behave in public**
- **Respect and relay best picture of the school district**
- **Proven ability to bring a community like PC together**
- **Transparent with decisions**
- **Not seeing parents as the enemy**
- **Understand the needs and challenges**
- **Know assets and how to use them**
- **Empower and support teachers and administrators**
- **A leader who is not threatened by those below them**
- **Keep ego aside and not get caught up in resort glitz**
- **Have a strong understanding of employment law**
- **Very experienced; top candidate**
- **Has presence and can command a room**
- **Good politician**
- **Can balance both progressive and conservative spectrums**
- **Believes strongly in equity for all children, specifically for those below the 50th percentile: low SES, LD, and EL**
- **Comes from a successful district**

- **Education background is not necessary**
- **Knows how to implement ideas from A-Z**

CLASSIFIED STAFF (18)

STRENGTHS

- **Academic achievement**
- **Excellent employees**
- **Dual Language Immersion program**
- **Our teachers are dedicated and strong**
- **Classified staff are also dedicated and excellent employees**
- **Have many programs for our students**
- **Provide a top-notch education**

CHALLENGES

- **Smaller groups in the community have a louder voice and expect change even if not a good change**
- **Cannot sustain the salaries over time for teachers; over 40 new positions**
- **Student growth and potential realignment of grades**
- **Lack of Board/Superintendent coherence**
- **Lots of opinions and loud voices**
- **Parents taking over**
- **Follow policies and not give exceptions**
- **Lack of knowledge at District Office of Special Education laws and regulations**
- **Staff feel undermined and not valued**
- **Begin too many initiatives with no follow through**
- **Excessive absences of teachers, staff, and students**
- **Cannot fill classes with substitutes**
- **Budget concerns to maintain programs and salaries**

- **Growth of the district**
- **Staff has been cut and implementation has failed ex. Teacher assistants for low readers/EL**
- **Implemented too many programs with no structure and accountability for the programs**
- **Board has overstepped their boundaries; Issues are taken directly to the Board to solve**

CHARACTERISTICS

- **Sets boundaries and strong enough to tell Board must follow policy**
- **Understands change process**
- **Integrity**
- **High moral character**
- **Honesty**
- **Good listening skills**
- **Strong decision maker**
- **Good communication skills**
- **Ability to explain decision-making process**
- **Visit all departments to know your people**
- **Some background on special education**
- **Ability to put the right person in the right job**
- **Good public speaker**
- **Thoughtful, before reacting**
- **Good at handling conflict; can negotiate**
- **Puts out fires instead of starting them**
- **Socially responsible in the public and social media**
- **Professional**
- **Does not manipulate data**
- **Understands budget**
- **Proven track record**
- **Experience working with a wealthy community**

- Can work with Latino community
- Creates an environment where employees feel safe to voice a different opinion
- Able to motivate people
- Believes every employee regardless of status
- Supports social equity, specifically for our 25% Latino population
- Can connect with outside agencies to help students
- Understands the unique resort community
- Will be here for the long-term
- Hold people accountable
- Transparency
- Courage to stand up for what is right for the kids, district and community
- Good communication skills
- Innovator
- Good follow through
- Not ready to retire/or retired
- Strong and confident in their abilities
- Has a presence
- Ability to say no and explain why
- Has a vision and ability to implement the vision
- Knows they cannot be everything to everyone
- Able to prioritize
- Manage but not micromanage
- Can analyze the situation quickly

COMMUNITY GROUPS (60)

STRENGTHS

- Communication needs to continue; was a major issue before current superintendent

- More needs to continue to be done regarding programs for Latinos in the community; cited Latinos in Action student group; now have some Latino officers on the police force
- Data shared
- Good Board in place (Strategic Plan and Master Plan)
- Park City has been a leader in Mental Health wellness; said this resulted from the deaths 18 months ago of two 14-year-old boys
- Data
- Quality of District and schools
- Small district with a large pocketbook (\$11B assessed values)
- Recognition of teachers
- Has lots of friends who were teachers in PCSD; big improvements made
- Approach of Superintendent; concerns about not engaging with teachers -need this
- Paying attention to achievement
- Mental Health Alliance
 - Needs to continue for kids to come forward and be included
 - Said current Superintendent had done a great job on this
- Special Education - has become more difficult
- Staff shares with other school districts and needs to do more of that
- Build relationships with universities, e.g., University of Utah
- Community wants excellence
- School facilities are an issue; bond was derailed; said people will invest in open space, but not in the kids
- Parents feel the school district can solve all problems
- Hispanic % will increase perhaps to 50%; need to prepare for that
- Continue to build the relationship with the City

CHALLENGES

- PCSD is a district of Haves and Have Nots
- For Latinos:

- a welcoming school environment, (e.g., school personnel who can speak with them in Spanish)
- access and opportunity, e.g., art classes
- **Communication and transparency**
- **Safety is a major issue with students, e.g., drugs, vaping**
- **High school students who are raising their younger siblings because their parents (service industry) work 2-3 jobs**
- **Lack of continuity**
- **Data shared with the community**
- **Equity for all students**
- **Suicide issue; prepare kids to deal with life**
- **Facilities; need someone to get the Bond passed**
- **Technology; wants kids to code, but not be addicted to smart phones**
- **Restorative justice for minority students**
- **Hands-on, inexperienced Board**
- **Diverse constituency**
- **Small group moves the needle; loud voices**
- **Find ways of including the quieter voices, e.g., Hispanics**
- **Safety and security; hear most complaints about this**
- **Transportation; communicating with parents regarding concerns, situations**
- **State Legislature**
- **Disconnect between Administration and students**
- **Mental Health: Lack of emotional and social support; super demanding parents; at what cost?**
- **Homeroom - hope to implement it next year (once a week); want the new Superintendent to support it**
- **Infrastructure - get facilities in order:**
 - **Park city wants to raise \$50M for the students; does not understand the situation**
 - **Bond failed; it needed a simple majority**
 - **Middle school and high school are on the same campus**

- Current campus sits on contaminated soil; traffic is an issue
- Challenge of finding a large, flat parcel in a mountain community
- Teacher engagement
- Mental wellness for students: Drugs, addiction; exacerbated by wealth
- County and Park City could work closer together:
 - Recreation programs
 - Keep the ties of communication open and opportunities can come forward
 - Knows the school district is looking for property; it is expensive, and the County can help with that
- Share with other school districts that have similar issues
- Work together on legislative issues, and not become a target
- Training for the Board by Utah School Boards Association
- English Learners
- New Superintendent will inherit a situation where the Board is trying to run/do the work of professionals
- New Superintendent compensation will impact the County and City Manager positions
- Level of complexity in the school district; some schools are operating differently than others
- Constant change
- Flexibility issues, e.g., space
- Board not supporting their Superintendent
- Racist comments being made about Hispanics
- Educate students who can write well and are well-prepared for the future
- Look at alternative programs; not all students are necessarily going to college; some will go on to technical schools

CHARACTERISTICS

- Want someone who thinks outside of the box
- One person cannot do everything

- **Has Integrity**
- **Day to day commitment to the community**
- **Management style: educational leader vs. manager**
- **Honesty**
- **Transparency**
- **Can both work with and stand up to the Board; provide training**
- **A Superintendent who cares about kids**
- **Stay in the community; however, it is extremely expensive to do so**
- **Will need to do a lot, especially for Latinos**
- **Exhibits balance in their life**
- **Leader who can find solutions for working with haves and have-nots**
- **Great communicator - critical**
- **Strong leadership**
- **Collaborator**
- **Consensus builder**
- **Build feelings of camaraderie and mission**
- **Bring people together**
- **Someone who will stay more than three years**
- **More than academics - importance of the arts**
- **Not be defensive**
- **Emphasizes wellness throughout the schools**
- **Representative of diversity:**
 - **Latino, woman, sexual orientation**
 - **Social justice**
 - **Restorative justice**
- **Knowledgeable about and has a vision for technology**
- **Has a strategy for advocating at the legislative level for Park City SD**
- **Believes in open door policy**
- **Media savvy**
- **Steadfast in the midst of things going on**
- **Passionate**
- **Knows expectation that they will be on radio or television**

- **Willing to work with the community to support students**
- **Excited about being in PCSD**
- **Experience in dealing with mental health, in particular, suicide prevention**
- **Keep the momentum going**
- **Personable**
- **Makes no empty promises**
- **Visionary**
- **Is an excellent listener; authentic and relatable**
- **People (students) would be excited to see them in public**
- **Experienced individual who knows how to run a district, given the magnitude of issues**
- **Approachable**
- **Accessible**
- **Able to attract and hire good people and then let them do their job**
- **Experience with facilities, growth, and capital campaigns/bonds**
- **Good listener**
- **Can manage change and outcomes**
- **Collegial style; balance with others' opinions**
- **Salary - important they live in the community**
- **Network beyond PC, e.g., universities**
- **Work with a variety of entities, e.g., County, City**
- **Flexibility, e.g., work with consultants**
- **Engaged**
- **Visionary**
- **Thoughtful**
- **Accountable**
- **Proven leadership in a complex city (experience with growth and facilities); PC is an "island in the state"**
- **A deputy from a large district would be okay**
- **Can work in a resort community**
- **Take public input and acknowledge it**

- **Someone not at the end of their career**
- **Have a Ph.D.; a top educator in their field**
- **Use public radio to tell an accurate story**
- **Team player**
- **Focus on education, not just social justice**
- **Can recognize their weaknesses**
- **One who can negotiate with teachers**
- **Effective leader**
- **Has been a Superintendent before**
- **Good delegator**
- **Non-traditional Superintendent with a strong Business (CBO) 2nd in command OR Superintendent with a strong business background with a strong educational expert 2nd in command**
- **One who anticipates needs instead of being reactive**
- **Knows how to collect data, both quantitative and qualitative**

PARENTS (19)

STRENGTHS

- **Willingness to embrace ideas, e.g., DLI, coding**
- **Diversity; working with all segments, including the LBGT community**
- **Principals who are connected to the children**
- **Parents and community will fill in the gaps**
- **Foundations**
- **Preserve what brought people to Park City in the first place**
- **Academic rigor**
- **Dual Language Instruction (DLI)**
- **Send a message of optimism**
- **Value our teachers and our relationships with our teachers**
- **Commitment to excellence**
- **High quality of education**
- **Ongoing commitment to AP statistics**
- **Overall, keep the highly regarded reputation in the state**
- **Kids are learning and have strong base of knowledge that will help them in the future**
- **Continue to support our teachers to be National Board Certified**
- **An incredible school district**
- **Our schools are where kids are integrated and can create the extension to the community**
- **Project-based curriculum; want to continue and move forward**
- **Value our academic standing in comparison with similar schools**
- **Excellent teachers**
- **Morale is positive**

CHALLENGES

- **More pathways for students to succeed, e.g., not just AP classes**
- **Teach students it is okay to be different and not necessarily go to college; that they can still be successful**
- **Provide an educational environment for entire community, not just for high achievers**
- **Ongoing support for standards-based grading**
- **Teach students how to problem solve; give them real life tools**
- **Schools fall short in Middle School years; 7/8 is a problem; DLI**
- **Has seen 7 Superintendents in a short time**
- **Behind in buildings; are at maximum capacity (high school at 1100)**
- **Jr. High is not up to code**
- **Leadership is not being shown**
- **Community values that Park City is the best school district in the country, but that is not really true**
- **Value inclusiveness, but are not actually doing that, e.g., had a recent informal Board meeting, but there was no notice sent out in Spanish and no translator present**
- **Breakdown in district Maintenance and Operations (M & O)**
- **Facilities need to be carefully thought through, e.g., fence; entry at school; safety of equipment that is not secured being near kids**
- **Bond failed, and district needs a new school**
- **Hiring practices and salary; vacant positions are not being filled; Classified employees receive low pay**
- **Student safety (guns)**
- **Health issues: Mental, drugs, pressure**
- **Getting momentum going again in the district after a time of decline**
- **Lack of stability on the Board; there should be no micromanaging**
- **Need to Act: high school left hanging; start time - stated the Board did not implement a 2-bell start time that it had voted on; said the Committee on K-5 Schools is not a good use of time**
- **Terrible communication (reiterated this)**

- **Show reasons for decisions; nothing on district website or school websites about this**
- **Need a plan**
- **Teachers are becoming tired and want more autonomy**
- **Bridge the gap with a community who thinks they know what they want, but do not and are very vocal**
- **Board dysfunction and turnover**
- **Board needs to know roles and responsibilities; coming from their role as corporate directors, not an advisory role**
- **Current Board more concerned with budget/headcount than setting tone for an educational leader**
- **Staff feels micromanaged and cannot implement Superintendent's vision**
- **Parents in the district can be very challenging, and the personal rancor can be hurtful and feel like personal attacks**
- **Realignment of grades**
- **Homework policy**
- **Reading scores are going down; took Teacher Assistant away from reading and EL classes and now see the results**
- **Consistency of programs across the system**
- **Know more about the decision-making process and more transparency to empower the Superintendent**
- **System is not helpful to Spanish speaking community; need professional translator**
- **Ability to deal with an established older community and invite them to support our schools**
- **Only keep people who can perform**
- **Too much testing!**
- **Lots of planning, but little done!**
- **Loudest voices should not get all the attention**
- **Under the right leadership, we would feel we are in the right hands, and outside input would lessen**

- **How Dual Language Immersion was implemented causes concerns; how to keep a cohort together into the high school**

CHARACTERISTICS

- **Good listener**
- **Open to new ideas; listen to the troops**
- **Has prior bond experience**
- **Experience leading a Board**
- **Work with outside entities that review school site construction**
- **Strong communicator and trustworthy**
- **Honesty and integrity**
- **Transparency**
- **Comes from a district that has schools with different cultures, e.g., LDS, Latinos, etc.**
- **Have knowledge of technology**
- **Bilingual; speak Spanish**
- **Exhibit more inclusiveness**
- **Can deal with “powerful” and wealthy parents**
- **Stay 5 to 7 years**
- **Pick and execute needed changes**
- **Leadership qualities of navigating Utah’s political landscape; Park City is “blue” in a “red” state**
- **Understands a small community and can maintain the “direction of the ship” and press on with clarity**
- **A political leader; diplomatic; can deal with a complex situation**
- **Inspirational; get them going; weave together the pieces that are working**
- **Someone with experience dealing with many of their issues**
- **Track record of dealing successfully with turnarounds and controversy**
- **Someone on their way up**
- **Intelligent, ethical, articulate**

- **A strong leader**
- **Has shown a tenure of character**
- **Has been involved with nationally-known issues and initiatives**
- **Is associated with recognized institutions**
- **Speaks grammatically correct English**
- **Can work with the Sundance issues**
- **Understands the strengths of the community**
- **Put forth a long-term vision**
- **Professional**
- **Not defensive**
- **Be able to have difficult conversations**
- **Own their mistakes**
- **Look for excellence**
- **Come from successful state and district**
- **Good strategic thinker**
- **Build district-wide systems**
- **Hire a Superintendent who has the strength to run the district, not the Board**
- **Can say “No”**
- **Realignment of grades experience or have resources of where to go to**
- **Background with Special Education**
- **Be able to think on their feet in a public forum, and project confidence**
- **Can hire people that meet the criteria; delegate; build a strong team**
- **Advocates for PCSD**
- **Shares all important district-wide information regarding schools, programs, etc. with parents**
- **An educator first**
- **Willing to trust and support school-level administrators and not micromanage**
- **Understands district policies and acts appropriately**
- **Will create a governance team**

- **Willing to work with the legislators around tax equalization and capital equalization**
- **Build community partnerships around mental health**
- **Dedicated**
- **Approachable**
- **Hard working; is a 24/7 job**
- **Caring**
- **Involved**
- **Forward-thinking**
- **Thinks outside the box**
- **Thick skinned, specifically on social media**
- **Personable**
- **Firm**
- **Articulate on the radio**
- **Is visible at PTO meetings**
- **Follow “coffee hours” experience to meet with parents**
- **Supportive of parents**
- **Open to more communication about good things going on**
- **Be flexible and do not come in with own agenda**
- **Someone who knows the broader landscape of public education**
- **Knowledge of Dual Language Immersion program**
- **Experience with size of district to determine appropriate staffing**
- **Approachable**
- **Visible**
- **Confident in their own ability**
- **Cares deeply about the students**
- **Professional**
- **Measured and consistent thinker**
- **Can build relationships**
- **Ability to communicate with the community that does not have children**
- **Have compassion, specifically for families who have sacrificed so much to educate their children**

- **Be engaged at the ground level**
- **Will retain good teachers**

STUDENTS (21)

STRENGTHS

- **The many courses the high school has to offer**
- **Dual Language immersion program at the elementary level**
- **Keep the arts program**

CHALLENGES

- **Clubs and sports are expensive, and many students cannot afford to participate**
- **Improve Treasury school; is run down**
- **Class rank is not beneficial to students**
- **Lack of clear communication around issues**
- **Superintendent should work with principals**
- **Problem with tenure of Superintendent in Park City**
- **Reputation of high school regarding substance abuse needs to be addressed**
- **Mental health issues**
- **Start time is still an ongoing issue**
- **Concern with “closed boundaries”**
- **Inconsistent homework policy**

CHARACTERISTICS

- **Be assertive**
- **Takes students’ comments to heart**
- **Be unique and stand out**
- **Be open and explain decisions**
- **Be in touch with the community**

- Help focus district on Hispanic population; school doing a good job but not sure what district is doing
- Address EL issues early on; support EL programs
- Be able to give clear direction “this is my plan”
- Be friendly and interact with everyone
- Make an effort to be on the same page with students; empower them
- Have patience; lots going on; problems will take time to fix
- Be able to plan and execute
- Help Board be on the same page with community
- Is strategic
- Effective communication between superintendent and Board
- Prefer a superintendent who is bilingual and a person of color
- Add ethnic studies to the curriculum
- Supports Latinos in Action organization
- Should have teaching experience
- Know how a school operates
- Has worked in education
- Has a strong attitude, not easily influenced
- Visits schools
- See what is working in our schools and what changes need to be made
- Be willing to spend the first year learning and to get a handle on the community and assimilate

TEACHERS (19)

STRENGTHS

- Teachers value:
 - Having autonomy
 - Having a voice
 - Being “managed” but not micro-managed
 - Being able to provide input that impacts them at their school and in their classroom

- **Instructional program**
- **Willingness of partners, e.g., Ed Foundation to provide support to schools**
- **Technology - have a stellar department**
- **We have data to support the great things we are doing**
- **We hire the best and are allowed to use our strengths**
- **Our kids can still be kids and free to walk around and are not "guarded."**

CHALLENGES

- **State funding - need someone to go to bat for PCSD; keep their finger-on-the-pulse, e.g., equalization**
- **Legislative - teacher training; pathways to college; student wellness**
- **Realignment, e.g., Grades 9 -12 model**
- **Growth**
- **Facilities**
- **Have too many programs and focus on “flavor of the month”**
- **No district leadership for EL or Dual Language Immersion programs**
- **Overlooking expertise of teachers**
- **Consistent professional development for a diverse population**
- **Provisional teacher turnover**
- **Cannot retain or recruit quality teachers**
- **Turnover of the Board and District Office leadership**
- **No one in charge of Special Education**
- **Late start for students’ decision**
- **No consistent evaluation system**
- **Navigating the Park City community**
- **Larger community continues to barrage against teachers**
- **Lack of edits on social media makes us look sloppy**
- **Testing fatigue**
- **Why do we need Galileo?**
- **Shortage of substitutes**

- **Work on making sure our schools are safe**
- **Engage our minority community in decision making**
- **Consider the programming of after-school programs**
- **A gap for kids not going to college**
- **Administrators wearing too many hats - no accountability**
- **Conveniently select research-based programs to implement**
- **No district system for standards-based grading; no proper training and no follow through**
- **Communication gap between principals and Superintendent**
- **Lack of trust in the organization; do not believe this input will matter**

CHARACTERISTICS

- **Politically savvy**
- **An advocate, e.g., state funding**
- **A cheerleader**
- **Experienced**
- **Has dealt with PCSD programs, e.g., PLCs, technology**
- **Able to build consensus**
- **Can choose good “lieutenants” (Cabinet members)**
- **Be able to say “no” to the Board, employees, and the community**
- **Approachable**
- **Fair**
- **Need to have their backs so they can do their jobs without fear**
- **Consistency in communication**
- **Have a vision and can communicate effectively**
- **Is thick skinned**
- **Ability to listen**
- **Willing to look at historical context before moving ahead**
- **Does not bring in past curriculum from prior districts; look at specific needs of Park City**
- **Experience with education so can balance business savvy of Board**

- **Allows professionals to be honest and have courageous conversations**
- **Open and caring**
- **Follow through!**
- **Is not defensive**
- **Diplomacy**
- **Is visible in the schools**
- **Balance the day to day operations so they can remain focused on key issues**
- **Be transparent on budget issues and all areas**
- **Knowledgeable of HR procedures to avoid lawsuits**
- **Ability to delegate**
- **Understands the need to be in compliance, e.g., OCR**
- **Hold people accountable to do their jobs at District Office**
- **Ensure there is diversity in our hiring**
- **A unifier**
- **Professional**
- **Collaborative**
- **Transparent**
- **Honest**
- **Believes in equity for students and teachers; must be willing to model**
- **Has clear expectations for teachers, staff, Board, and him/herself**
- **Values teacher input, our expertise, and professionalism**
- **Future looking; look for someone who wants to be here long-term**
- **Do not treat groups differently because of wealth**
- **Should live in the district, but can he/she afford to?**
- **Should make decisions based on what is good for kids**
- **Values and maintains the safe environment for our students**

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Park City School District Superintendent Search Survey



HYA Executive Search
Hazard, Young, Attea & Associates

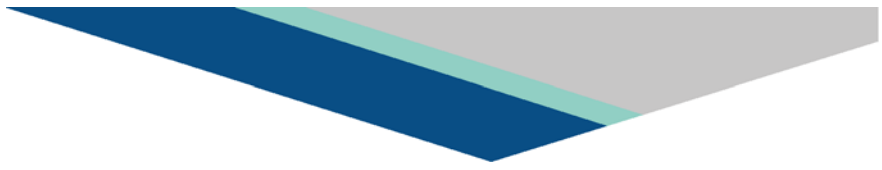


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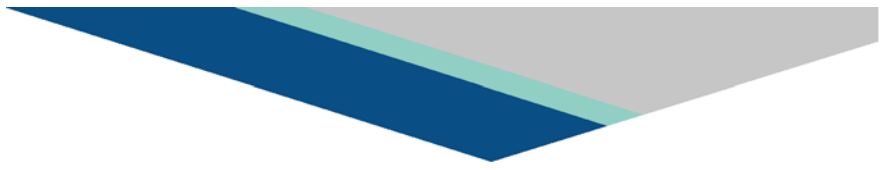
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METHODOLOGY

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) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - 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

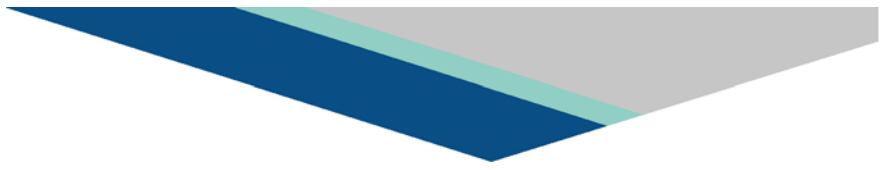
The Park City School District Superintendent Search Survey was completed by 518 stakeholders. With almost half of all respondents, the largest stakeholder group surveyed were parents in zip code 84098. Parents in zip code 84098 represented 45.8 percent of all respondents. Over a quarter of respondents were teachers. They made up the second most populous stakeholder group at 24.5 percent of all respondents. The third largest participant group were parents in zip code 84060 at 14.9 percent of all respondents.

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

- Technology is integrated into the classroom. (TL)
- The district has high standards for student performance. (VV)
- District schools are safe. (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:

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (VV)
- Provide a clear, compelling vision for the future (VV)
- Provide transparent communication (CE)

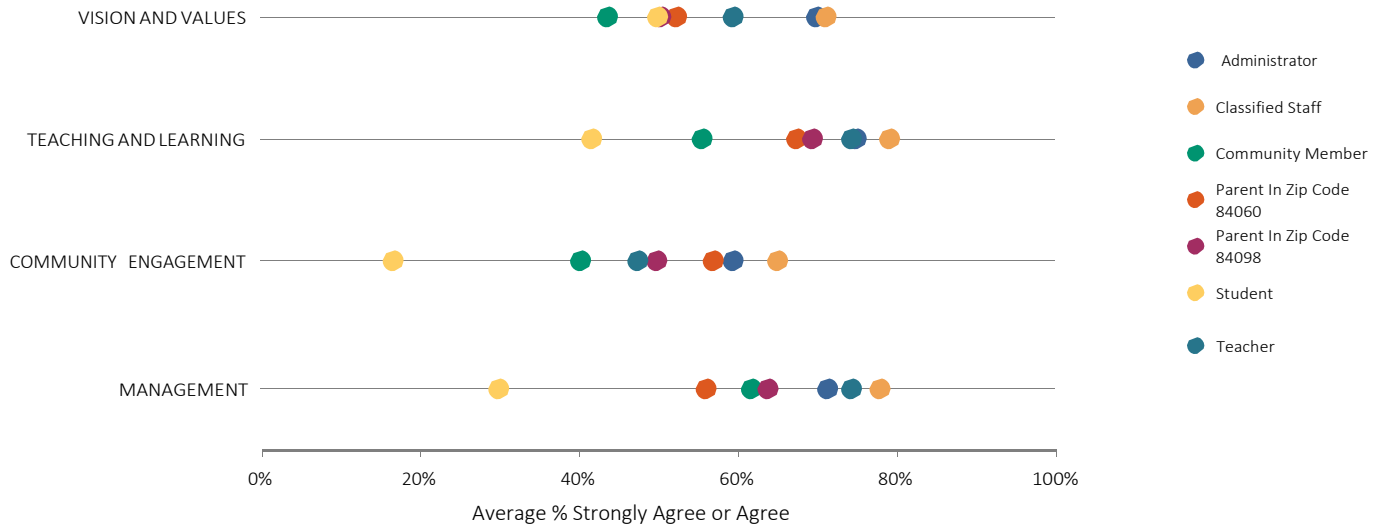


ANALYSIS

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.

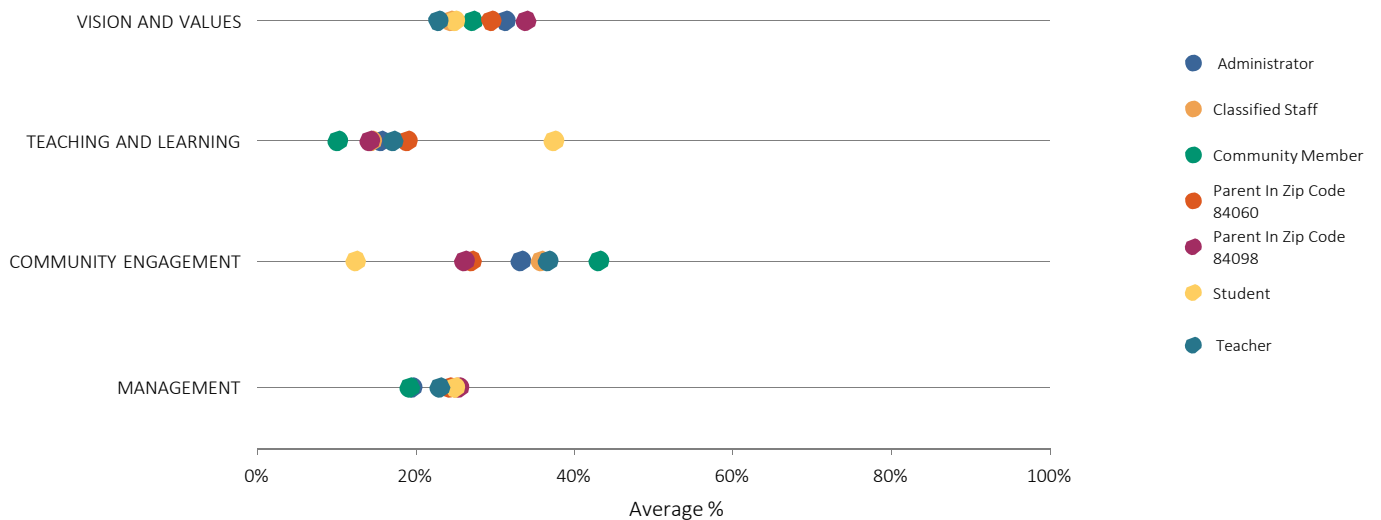
State of the District Results by Constituent Group



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, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.

Leadership Profile Results by Constituent Group



LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 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 4

	All (518)	Administrator (14)	Classified Staff (37)	Community Member (24)	Parent In Zip Code 84060 (77)	Parent In Zip Code 84098 (237)	Student (2)	Teacher (127)
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	58%							
Recruit, employ, and retain effective personnel throughout the District and its schools	42%							
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	40%							
Provide a clear, compelling vision for the future	35%							
Provide transparent communication	34%							
Establish a culture of high expectations for all students and personnel	33%							
Effectively plan and manage the long-term financial health of the District	26%							
Understand and be sensitive to the needs of a diverse student population	26%							
Be an effective manager of the Districts' day-to-day operations	20%							
Be visible throughout the District and actively engaged in community life	20%							
Integrate personalized educational opportunities into the instructional program	17%							
Provide guidance for district-wide curriculum and instruction	15%							

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 (518)	Administrator (14)	Classified Staff (37)	Community Member (24)	Parent In Zip Code 84060 (77)	Parent In Zip Code 84098 (237)	Student (2)	Teacher (127)
OVERALL								
Please rate the overall quality of education in the District.	82%	100%	86%	71%	79%	79%	50%	87%
VISION AND VALUES								
The district provides a clear, compelling vision for the future.	42%	64%	62%	21%	44%	38%	50%	41%
The district is heading in the right direction.	47%	86%	62%	42%	49%	44%	50%	43%
The district has high standards for student performance.	75%	93%	86%	58%	71%	70%	100%	83%
The district makes decisions based on information from data and research.	42%	43%	59%	46%	36%	37%	50%	50%
The district is working to close the achievement gap.	60%	64%	70%	50%	57%	55%	0%	70%
TEACHING AND LEARNING								
The district provides a well-rounded educational experience for all students.	61%	71%	70%	50%	69%	64%	0%	49%
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	59%	57%	73%	42%	57%	51%	0%	76%
District schools are safe.	74%	79%	76%	71%	68%	73%	100%	78%
The social and emotional needs of students are being addressed.	61%	64%	70%	42%	55%	60%	50%	69%
Students are on track to be college and career ready.	69%	86%	76%	58%	68%	72%	0%	65%
Technology is integrated into the classroom.	89%	93%	89%	67%	87%	90%	100%	94%
COMMUNITY ENGAGEMENT								
The district engages the community as a partner to improve the school system.	54%	64%	65%	46%	57%	49%	50%	58%
There is transparent communication from the District.	41%	71%	43%	29%	53%	42%	0%	31%
The district engages with diverse racial, cultural and socio-economic groups.	53%	43%	78%	38%	58%	53%	0%	48%
MANAGEMENT								
Facilities are well maintained.	72%	71%	73%	67%	68%	74%	50%	74%
The district is fiscally responsible.	41%	50%	49%	33%	39%	43%	0%	36%
The district employs effective teachers, administrators and support staff in its schools.	73%	93%	78%	54%	65%	69%	0%	84%
Employees are held accountable to high standards.	63%	71%	84%	63%	45%	54%	50%	83%
District technology infrastructure is sufficient to support 21st century learning.	72%	71%	81%	67%	60%	70%	50%	83%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	All (518)	Administrator (14)	Classified Staff (37)	Community Member (24)	Parent In Zip Code 84060 (77)	Parent In Zip Code 84098 (237)	Student (2)	T
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	58%	71%	73%	71%	45%	48%	50%	
Recruit, employ, and retain effective personnel throughout the District and its schools	42%	36%	35%	29%	49%	49%	50%	
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	40%	29%	35%	38%	40%	44%	50%	
Provide a clear, compelling vision for the future	35%	64%	27%	33%	30%	37%	50%	
Provide transparent communication	34%	21%	35%	54%	29%	32%	0%	
Establish a culture of high expectations for all students and personnel	33%	21%	24%	29%	39%	43%	0%	
Effectively plan and manage the long-term financial health of the District	26%	21%	35%	21%	22%	25%	50%	
Understand and be sensitive to the needs of a diverse student population	26%	29%	27%	21%	32%	19%	100%	
Be an effective manager of the Districts' day-to-day operations	20%	14%	19%	21%	18%	19%	0%	
Be visible throughout the District and actively engaged in community life	20%	29%	19%	33%	26%	15%	0%	
Integrate personalized educational opportunities into the instructional program	17%	7%	5%	8%	25%	20%	50%	
Provide guidance for district-wide curriculum and instruction	15%	21%	19%	8%	13%	13%	0%	