



The Power Of Integrated Solutions

SUPERINTENDENT PROFILE RESEARCH

PRESENTED TO

NORMANDY SCHOOLS COLLABORATIVE (NSC)

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AND THE

JOINT EXECUTIVE GOVERNING BOARD

BY

UNICOM•ARC, Inc.

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INTRODUCTION

In December 2014, the Normandy Schools Collaborative (NSC) engaged the services of UNICOM•ARC, Inc. to conduct research and a professional audit of the District's communication program. While preparing for the communications review in January 2015 and following the resignation of the District's superintendent, UNICOM•ARC was contacted by Dr. Peter Kachris, Transition Officer to the NSC by the Missouri Department of Elementary & Secondary Education (DESE), with a request to expand the scope of services, including a very aggressive timeline for completion. The project was modified and the primary objective of the research was to glean the desired characteristics of the next superintendent to the Normandy Schools Collaborative.

The Normandy Schools Collaborative study was conducted in February 2015 to better understand the priorities and professional experiences desired in the next NSC superintendent. At the same time, in an effort to evaluate and improve how the District provides information, groups were also asked to review the NSC's communication practices and assess their effectiveness.

A series of 11 focus groups provided a qualitative inquiry into the perceptions of NSC audiences, both internal and external groups. An online survey was conducted during the same time period and provided measurable data specific to desired qualifications for the next NSC educational leader and communication practices. The online survey was completed by 165 respondents. Both research processes provide valuable insights and perceptions from a range of key audiences found in the Normandy Schools Collaborative.

This report is an Executive Summary of the research findings related to the priorities and preferences of the next superintendent of the Collaborative. An additional Executive Summary specific to the communications audit will follow later this spring.

FOCUS GROUPS

Individuals from each of the NSC key stakeholder groups were recruited to participate in a series of focus groups. These small discussions involved 32 employees, 4 parents, 10 high school students, and 12 other community members including business leaders, clergy and elected officials, of which 7 were residents. Employees from the NSC's Public Relations Department coordinated the recruitment of participants. Principals also assisted in the recruitment of teachers, students and parents. A copy of the Focus Group Schedule is available from the NSC Public Relations Department.

Members of each group were asked to share their thoughts about the overall strengths and challenges of the NSC, the types of successful professional and personal experiences important in a new superintendent and what they believe is needed in the next superintendent. While most groups shared they have been asked these type of questions before as part of previous superintendent searches and questioned if their comments would really have any impact, all groups provided frank and insightful responses.

Despite the current educational and political challenges, participants expressed consistent support of the District and strong dedication to the future educational success for NSC students and families. Without question, the overriding sentiment is one of 'circling the wagons to fight' for the continuation of the District and student achievement. A top priority is a new superintendent who, not only shares this commitment and is willing to be a part of the District for many years, but also has the experience and skills to lead the District in its efforts to gain full accreditation.

WHAT ARE THE STRENGTHS OF THE DISTRICT?

The majority (9/11) of groups cited the sense of everyone pulling together for the District as a strength. In almost every discussion, individuals' comments suggesting a strong sense of team met strong agreement from other participants. Comments included, "we're working together to get our District back" and "we believe in Normandy." It should be noted, however, the team often referred to in these conversations, was always noted to be those individuals with a long association with Normandy and not those associated with the Department of Elementary and Secondary Education (DESE). Many of the groups (8/11) spoke of the dedicated students, teachers, principals and other support employees of the Normandy Schools Collaborative. Employees identified a dedicated and flexible staff as a top strength. Parents, residents and students also indicated they agreed that the NSC staff was a strength. Comments included, "we choose to be here," "we stay because we believe in our kids," and "we don't want to give up on our kids." Students and parents suggested staff as a strength because of their high expectations for learning.

Related comments about the District having a long history and a great spirit of pride were also common in groups. The sessions with the elected officials and the teachers mentioned "pockets of excellence" throughout the District as strengths to build on in the future.

WHAT ARE THE CHALLENGES OF THE DISTRICT?

In one way or another, every group voiced passionate concern and frustration with low morale throughout the NSC. A majority (6/11) of the groups specifically mentioned poor morale, while other groups shared comments such as, "people are just existing," "no human relationships," "people are just tired and stressed," "don't feel valued" and "we no longer have a voice or input." Lack of trust in DESE at both the local and state level is another primary morale concern voiced by numerous respondents. The respondents consistently used common phrases to describe the lack of trust they believe is found throughout the District and with DESE: "no trust at any level, things done to us, no transparency, under the table, they don't have our best interest at heart, educational arrogance and there are lots of trust issues."

Groups associated with District employees including teachers, principals and support staff indicated a serious challenge is one related to employee staffing, salaries and benefits. While many in these groups also indicated their dedication to the District, many shared high levels of frustration at not having received a salary increase for many years and the number of staff positions—even complete departments—eliminated. The high staff turnover and associated issues with new staff was a common challenge for not only teachers, but for principals, support staff, parents and students. Comments such as "we have not had a pay increase since 2007, but they keep hiring high dollar consultants to come and go, and constant change in leadership and staff is like a revolving door" were common. The students voiced their high level of frustration at not having relationships with teachers and having the sense of "no one in our corner for us."

Other challenges voiced by some groups included poor student behavior, lack of effective discipline and lack of meaningful professional development.

WHAT ARE THE PROFESSIONAL EXPERIENCES AND PERSONAL SKILLS DESIRED IN A NEW SUPERINTENDENT?

While there were a variety of opinions expressed by the participants, several consistent and common themes emerged from the discussions centered around the next superintendent of the Normandy Schools Collaborative. Consistent from group to group was a high level of frustration, a plea for a strong person to navigate the District through its current situation with DESE, experience working with urban schools and someone who will commit to the District for several years. Some participants voiced their skepticism at even being able to find a qualified candidate who would want to join the District because of the oversight by DESE.

The relationship with DESE and the Normandy Schools Collaborative was an emotional discussion in all the groups. Participants consistently, and quite strongly, expressed disdain for the District's current status with DESE. Participants shared their unhappiness with DESE in several conversations best explained as an "Us vs. Them" feeling. This line of conversation would then lead to comments related to desired skills of the new superintendent that included, "we don't need a puppet to DESE, someone who will fight for us and someone with a strong personality to work with the Board and DESE."

Without exception, when asked what professional experiences the next superintendent should bring to the District, an almost unanimous 10/11 focus groups expressed strong agreement that experience in "working with our population and our schools" was vitally important to them. And while there was consistent agreement with this statement, participants also clearly expressed concern over the challenges a new superintendent will face in serving the District and community with the current educational, demographic and socio-economic status found in Normandy.

Despite the sense of resentment shared by many participants toward the situation with DESE, there was also a strong sense of commitment and dedication to the students and future success of the Normandy Schools Collaborative. Without question, there is a belief that with the right person, Normandy students, schools, families and community can improve. As one participant stated, "there is a strong sense of urgency and we know we need to turn this around quickly."

Many groups indicated their desire for a new superintendent to be a strong leader and a person with a track record of improving troubled school districts. Participants placed a high value on a superintendent who will listen to them, believe in them and work to establish trust through honesty and transparency. Establishing trust was a consistent priority with most groups.

Employee groups expressed their desire to have a leader who they know is in charge. Comments such as "we want someone who we can get behind and we know believes in us" were often shared. Some groups voiced the need for a person with educational experiences in areas such as curriculum and instruction, financial management and student discipline. While these topics earned agreement, many felt that the right person would be better served with qualified assistant superintendents to lead in these areas leaving the superintendent to serve in more District related work.

Another common discussion related to the role of the new superintendent in the community. Again, most groups felt the superintendent should be a strong and very public advocate for Normandy students and families. Participants placed a high value on a person who will work within the community to find the needed resources for students and parents, but who will also work with the District's 24 municipalities and the civic leaders to improve the schools and the community. While not a majority, some groups voiced their desire for the new superintendent to take a stronger role with state legislators and other state officials saying, "we need a person who can play politics and work the system for us."

ONLINE SURVEY

In partnership with the District's focus groups, an online survey was conducted in February 2015 and was completed by 165 individuals. 'Everyone' in the District had access to the online survey and could share their individual input regarding the characteristics of a new superintendent and the communications effort. The online link was widely publicized for about a two-week period. The purpose of the survey was to obtain a better understanding of the District residents' and employees' priorities for the next Normandy Schools Collaborative superintendent. Complete results for each question asked are included in this report.

This survey conducted on behalf of Normandy Schools Collaborative provided some insights into the key characteristics staff and local residents are seeking in a new superintendent.

Most respondents believed a new superintendent should have leadership experience at a school district or school building level. Results of the survey also suggest several key areas in which staff and residents believe this experience is important: raising student achievement, demonstrating strong leadership and engaging with the community.

Survey respondents placed very high importance on improving student achievement and the school environment. Several attributes focused on raising student achievement were cited by very strong majorities as "very important" or "must have:"

- Raising student achievement
- Creating a positive learning environment and culture
- Developing and implementing effective plans for school improvement
- Has a proven commitment to building students' knowledge of a core curriculum
- Ability to secure and promote positive student behavior

Survey results indicate that leadership strength is a key characteristic, but that this strength should facilitate both collaboration and decisiveness under challenging circumstances. Attributes cited by strong majorities in this area include:

- Willing to listen to input but able to make a decision
- Ability to build consensus among staff, Board and community members
- Has the strength and ability to thrive in a contentious environment

Finally, respondents placed high importance on a superintendent that is engaged with the schools and community.

SUPERINTENDENT PROFILE CHARACTERISTICS

Research completed by UNICOM•ARC has identified key characteristics desired in the next Normandy Schools Collaborative superintendent. Key desired professional experiences and personal skills obtained from the online survey and discussions from the 11 focus groups are listed below.

KEY CHARACTERISTICS OF A NEW SUPERINTENDENT:

1. **A District/Population Like Ours** - has successfully worked in or led a school district similar to the Normandy Schools Collaborative and its community.
 - Will have a background and proven track record of "fixing" schools.
2. **Commitment to District** - will serve as District superintendent for many years providing much desired consistency.
3. **Ability to Work with DESE/Joint Executive Governing Board** - a politically savvy leader who can move the District forward within current DESE regulations.
4. **Leader/Motivator/Team Builder** - leadership strength is a key characteristic, should facilitate both collaboration and decisiveness under challenging circumstances. Attributes cited by strong majorities in this area include:
 - Willing to listen to input but able to make a decision
 - Ability to build consensus among staff, Board and community members
 - Has the strength and ability to thrive in a contentious environment
 - Be strong, positive voice to inspire, encourage and support employees, students and parents
 - Will be an active advocate for District in community and throughout the city and state.
5. **Plan for Improvement** - has a plan to initiate strategies based on best practices successfully implemented in districts similar to the Normandy Schools Collaborative.
6. **Restore Trust** - will work to eliminate skepticism and improve morale through honesty, transparency and follow through on promises. Create a positive learning environment and culture
 - Create a climate of trust throughout the community
 - Works to prevent rumors and sharing of information.

7. **Engage with Schools and Community/Listens** - will listen to all groups and effectively communicate with all groups to create a positive learning environment and culture based on trust.

- Excellent communication skills
- Is a visible presence in the schools and with the school leadership

ADDENDUM

FOCUS GROUP DISCUSSION GUIDE (PARENTS, RESIDENTS, COMMUNITY)

SUPERINTENDENT

1. What are the strengths of the district?
2. What are the challenges of the district?
3. What kind of successful experiences do you believe the Board of Education should consider when selecting the new superintendent? For example, the successful candidate should have had prior success in:
 - Raising student achievement
 - Creating a positive learning environment and culture
 - Creating a positive school / district culture
 - Creating a climate of trust in the community through effective communication
 - Recruitment and retention of high quality personnel
 - Strategic planning
 - Leading school reform efforts
4. As a parent (or other), given your understanding of the challenges facing the school district, what personal expertise would benefit the next Normandy superintendent?
5. For example:
 - Developing and managing school district budgets
 - School construction and facilities management
 - Negotiations and personnel
 - Faculty relations and development
 - Policy, governance
 - Curriculum and instruction
 - Student affairs and student activities
 - Special education
 - Fiscal management
 - Communications
6. As a parent (or other), I would be so happy if the next Normandy superintendent _____?
7. What do you think we need in a new leader?

COMMUNICATIONS

8. As a parent (or other) - if you want information about the District or an issue you are concerned about, what sources of information are available to you?
9. How do you receive news and information about Normandy Schools? What is your preferred method to receive information? (email, text, website, robo call, Twitter, Facebook, etc.)
10. Is there a communication tool that you like, or would consider as your favorite? Why do you like it?
11. And of these sources, which one do you favor as the best source of reliable information? What is your second choice?
12. Here's a copy of the District newsletter. It's called *Connections* and it's recently gone under a redesign. First of all - do you get this publication at home? Do you take the time to read it? Do you find the information useful? What news or information might be missing? What changes would you suggest?
13. Is there a communication tool that you think is not effective? Why?
14. The District has a website set up to help people in the community locate information about the schools. Do you view the Normandy website? How often?
15. Is the website a good source of information?
16. In your opinion, what does the District do well in terms of communication? What could the District do to improve communications with parents? With residents of the community that might not have children attending school?

END OF FOCUS QUESTIONS & WRAP-UP

Thank you for your participation. The feedback that we've gathered is incredibly useful.

FOCUS GROUP DISCUSSION GUIDE (TEACHERS, INSTRUCTIONAL STAFF)

SUPERINTENDENT

1. What are the strengths of the district?
2. What are the challenges of the district?
3. What kind of successful experiences do you believe the Board of Education should consider when selecting the new superintendent? For example, the successful candidate should have had prior success in:
 - Raising student achievement
 - Creating a positive learning environment and culture
 - Creating a positive school / district culture
 - Creating a climate of trust in the community through effective communication
 - Recruitment and retention of high quality personnel
 - Strategic planning
 - Leading school reform efforts
4. As a teacher, given your understanding of the challenges facing the school district, what personal expertise would benefit the next Normandy superintendent?
For example:
 - Developing and managing school district budgets
 - School construction and facilities management
 - Negotiations and personnel
 - Faculty relations and development
 - Policy, governance
 - Curriculum and instruction
 - Student affairs and student activities
 - Special education
 - Fiscal management
 - Communications
5. As a teacher, I would be so happy if the next Normandy superintendent
_____?
6. What do you think we need in a new leader?

COMMUNICATIONS

7. When you think about how the District communicates with the community - what would you say the District does well? Not so well?
8. How do you receive news and information about Normandy Schools? What is your preferred method to receive information? (email, text, website, robo call, Twitter, Facebook, etc.)
9. Is there a communication tool that you like, or would consider as your favorite? Why do you like it?
10. Here's a copy of the District newsletter. It's called *Connections* and it's recently gone under a redesign. First of all - do you get this publication at your school? Do you take the time to read it? Do you find the information useful? What news or information might be missing? What changes would you suggest?
11. The District has a website set up to help locate information about the schools. Do you view the Normandy website? How often?
12. Does your principal or supervisor communicate with you regularly about topics that are important to you? Do they explain information from District administration?
13. If so, does your principal or supervisor help explain the implications of District administration messages on your department or team? How effective are these communications?
14. What types of information do you want to hear from your managers?

END OF FOCUS QUESTIONS & WRAP-UP

Thank you for your participation. The feedback that we've gathered is incredibly useful.

FOCUS GROUP DISCUSSION GUIDE (SUPPORT STAFF)

SUPERINTENDENT

1. What kind of successful experiences do you believe the Board of Education should consider when selecting the new superintendent? For example, the successful candidate should have had prior success in:
 - Raising student achievement
 - Creating a positive learning environment and culture
 - Creating a positive school / district culture
 - Creating a climate of trust in the community through effective communication
 - Recruitment and retention of high quality personnel
 - Strategic planning
 - Leading school reform efforts

2. As an employee of the District, given your understanding of the challenges facing the school district, what personal expertise would benefit the next Normandy superintendent?

For example:

- Developing and managing school district budgets
 - School construction and facilities management
 - Negotiations and personnel
 - Faculty relations and development
 - Policy, governance
 - Curriculum and instruction
 - Student affairs and student activities
 - Special education
 - Fiscal management
 - Communications
3. As a Normandy employee, I would be so happy if the next Normandy superintendent _____?
 4. What are the strengths of the district?
 5. What are the challenges of the district?
 6. What do you think we need in a new leader?

COMMUNICATIONS

7. When you think about how the District communicates with the community - what would you say the District does well? Not so well?
8. How do you receive news and information about Normandy Schools? What is your preferred method to receive information? (email, text, website, robo call, Twitter, Facebook, etc.)
9. Is there a communication tool that you like, or would consider as your favorite? Why do you like it?
10. Here's a copy of the District newsletter. It's called *Connections* and it's recently gone under a redesign. First of all - do you get this publication at your school or office? Do you take the time to read it? Do you find the information useful? What news or information might be missing? What changes would you suggest?
11. The District has a website set up to help locate information about the schools. Do you view the Normandy website? How often?
12. Does your principal or supervisor communicate with you regularly about topics that are important to you? Do they explain information from District administration?
13. If so, does your principal or supervisor help explain the implications of District administration messages on your department or team? How effective are these communications?
14. What types of information do you want to hear from your managers?

END OF FOCUS QUESTIONS & WRAP-UP

Thank you for your participation. The feedback that we've gathered is incredibly useful.

FOCUS GROUP DISCUSSION GUIDE
(PRINCIPALS/ASST. PRINCIPALS/SCHOOL ADMINISTRATORS)

SUPERINTENDENT

1. What are the strengths of the district?
2. What are the challenges of the district?
3. What kind of successful experiences do you believe the Board of Education should consider when selecting the new superintendent? For example, the successful candidate should have had prior success in:
 - Raising student achievement
 - Creating a positive learning environment and culture
 - Creating a positive school / district culture
 - Creating a climate of trust in the community through effective communication
 - Recruitment and retention of high quality personnel
 - Strategic planning
 - Leading school reform efforts
4. As an administrator, given your understanding of the challenges facing the school district, what personal expertise would benefit the next Normandy superintendent? For example:
 - Developing and managing school district budgets
 - School construction and facilities management
 - Negotiations and personnel
 - Faculty relations and development
 - Policy, governance
 - Curriculum and instruction
 - Student affairs and student activities
 - Special education
 - Fiscal management
 - Communications
5. As a school administrator, I would be so happy if the next Normandy superintendent _____?
6. What do you think we need in a new leader?

COMMUNICATIONS

1. When you think about how the District communicates with the community - what would you say the District does well? Not so well?
2. How do you receive news and information about Normandy Schools? What is your preferred method to receive information? (email, text, website, robo call, Twitter, Facebook, etc.)
3. Is there a communication tool that you like, or would consider as your favorite? Why do you like it?
4. Here's a copy of the District newsletter. It's called *Connections* and it's recently gone under a redesign. First of all - do you get this publication at your school or office? Do you take the time to read it? Do you find the information useful? What news or information might be missing? What changes would you suggest?
5. The District has a website set up to help locate information about the schools. Do you view the Normandy website? How often?
6. Does the District administration communicate with you regularly about topics that are important to you and to your school or department?
7. How effective are these communications?
8. What types of information do you want to hear from District Administration?

END OF FOCUS QUESTIONS & WRAP-UP

Thank you for your participation. The feedback that we've gathered is incredibly useful.

FOCUS GROUP DISCUSSION GUIDE (EXECUTIVE LEADERSHIP TEAM)

SUPERINTENDENT

1. What are the strengths of the district?
2. What are the challenges of the district?
3. What kind of successful experiences do you believe the Board of Education should consider when selecting the new superintendent? For example, the successful candidate should have had prior success in:
 - Raising student achievement
 - Creating a positive learning environment and culture
 - Creating a positive school / district culture
 - Creating a climate of trust in the community through effective communication
 - Recruitment and retention of high quality personnel
 - Strategic planning
 - Leading school reform efforts
4. As an administrator, given your understanding of the challenges facing the school district, what personal expertise would benefit the next Normandy superintendent? For example:
 - Developing and managing school district budgets
 - School construction and facilities management
 - Negotiations and personnel
 - Faculty relations and development
 - Policy, governance
 - Curriculum and instruction
 - Student affairs and student activities
 - Special education
 - Fiscal management
 - Communications
5. As a school administrator, I would be so happy if the next Normandy superintendent _____?
6. What do you think we need in a new leader?

COMMUNICATIONS

1. As a school leader - in your opinion, what does the District do well in terms of communication?
2. What is one thing the District could do to improve communications with parents? With residents of the community that might not have children attending school? With staff?
3. I'm sure you receive a great deal of news and information about Normandy Schools? What is your preferred method to receive information? (email, text, website, robo call, Twitter, Facebook, etc.)
4. Is there a communication tool that you like, or would consider as your favorite? Why do you like it?
5. And of these sources, which one do you favor as the best source of reliable information? What is your second choice?
6. Here's a copy of the District newsletter. It's called *Connections* and it's recently gone under a redesign. First of all - do you get this publication at home? Do you take the time to read it? Do you find the information useful? What news or information might be missing? What changes would you suggest?
7. Is there a communication tool that you think is not effective? Why?
8. The District has a website set up to help people in the community locate information about the schools. Do you view the Normandy website? How often?
9. Is the website a good source of information?
10. What do you think is the greatest communication challenge facing the District in the near future?

END OF FOCUS QUESTIONS & WRAP-UP

Thank you for your participation. The feedback that we've gathered is incredibly useful.

Normandy Schools Collaborative Communications/Superintendent Survey

The Normandy Schools Collaborative is conducting a survey of district residents for two purposes. First is to get information about characteristics desired in a new superintendent. Second is to learn ways in which the Collaborative may better communicate with you.

Please answer the following questions to the best of your ability. Your responses will be kept confidential. Results are being tabulated by a professional research firm that will provide results to the Collaborative.

Thanks for your help.

Superintendent Questions

1 What is your current relationship to the Normandy district? (Check as many as apply)

1 (0.6%)	<i>Board Member</i>
45 (29.0%)	<i>District Teacher</i>
23 (14.8%)	<i>Community member</i>
16 (10.3%)	<i>Parent of former student</i>
10 (6.5%)	<i>Administrator</i>
20 (12.9%)	<i>District Staff (not teacher)</i>
45 (29.0%)	<i>Parent of current student</i>
24 (15.5%)	<i>Other</i>

2. If you answered "Other" above, specify your current relationship here:

26 (100.0%)

3. When hiring a new superintendent, what type of previous experience should that person have? (Check all that apply)

103 (66.5%)	<i>Superintendent of Schools</i>
89 (57.4%)	<i>Assistant or Associate Superintendent</i>
45 (29.0%)	<i>Director</i>
84 (54.2%)	<i>Administrative experience at the building level</i>
74 (47.7%)	<i>Teacher</i>
21 (13.5%)	<i>Other (Please specify below)</i>

4. If you answered "Other", please enter your response here:

22 (100.0%)

5. In terms of previous accomplishments as an educator, please indicate the importance of each of the following on a seven-point scale. On this scale a “7” is very important, a “1” is not at all important. Of course you can use any number between “7” and “1.”

	1	2	3	4	5	6	7
Raising student achievement	1 (0.7%)	1 (0.7%)	0 (0.0%)	2 (1.3%)	4 (2.6%)	8 (5.3%)	136 (89.5%)
Creating a positive learning environment and culture	2 (1.3%)	0 (0.0%)	2 (1.3%)	0 (0.0%)	3 (2.0%)	10 (6.5%)	136 (88.9%)
Creating a climate of trust throughout the community	3 (2.0%)	0 (0.0%)	2 (1.3%)	1 (0.7%)	8 (5.3%)	10 (6.6%)	127 (84.1%)
Excellent communication skills	2 (1.3%)	0 (0.0%)	1 (0.7%)	3 (2.0%)	7 (4.6%)	12 (7.9%)	126 (83.4%)
Recruitment and retention of high quality staff	2 (1.3%)	0 (0.0%)	1 (0.7%)	2 (1.3%)	5 (3.3%)	18 (12.0%)	122 (81.3%)
Developing and implementing effective plans for school improvement	1 (0.7%)	1 (0.7%)	2 (1.3%)	2 (1.3%)	6 (3.9%)	18 (11.8%)	122 (80.3%)
Developing and managing school district budgets	2 (1.3%)	0 (0.0%)	2 (1.3%)	8 (5.3%)	15 (9.9%)	22 (14.5%)	103 (67.8%)
Overseeing successful facility improvement projects	3 (2.0%)	2 (1.3%)	5 (3.3%)	6 (4.0%)	22 (14.7%)	28 (18.7%)	84 (56.0%)
Other (Please specify below)	2 (5.3%)	0 (0.0%)	1 (2.6%)	3 (7.9%)	1 (2.6%)	3 (7.9%)	28 (73.7%)

6. If you know of another previous accomplishment, please mention it here:
28 (100.0%)

7. Thinking about this list, which do you consider the top three characteristics?

- 118 (77.1%) *Raising student achievement*
- 108 (70.6%) *Creating a positive learning environment and culture*
- 44 (28.8%) *Creating a climate of trust throughout the community*
- 31 (20.3%) *Excellent communication skills*
- 65 (42.5%) *Recruitment and retention of high quality staff*
- 58 (37.9%) *Developing and implementing effective plans for school improvement*
- 14 (9.2%) *Developing and managing school district budgets*
- 9 (5.9%) *Overseeing successful facility improvement projects*

- 8. Again, thinking about the seven-point scale, rate the following characteristics. If it is something our new superintendent must have - rate it a “7.” If it is not an essential characteristic, rate it a “1.” Of course you can use any number between “7” and “1.”**

	1	2	3	4	5	6	7
Willing to listen to input but able to make a decision	1 (0.7%)	1 (0.7%)	2 (1.3%)	1 (0.7%)	11 (7.2%)	14 (9.2%)	122 (80.3%)
Demonstrated ability to integrate technology into daily work	2 (1.3%)	2 (1.3%)	7 (4.7%)	9 (6.0%)	30 (20.0%)	32 (21.3%)	68 (45.3%)
Able to work with federal and state legislators	5 (3.4%)	2 (1.4%)	3 (2.0%)	7 (4.7%)	23 (15.5%)	30 (20.3%)	78 (52.7%)
Has “non-traditional” occupational experience (private business, military, etc.)	29 (19.6%)	7 (4.7%)	16 (10.8%)	17 (11.5%)	30 (20.3%)	14 (9.5%)	35 (23.6%)
Has a proven commitment to building students’ knowledge of a core curriculum	2 (1.3%)	1 (0.7%)	1 (0.7%)	9 (6.0%)	7 (4.7%)	22 (14.7%)	108 (72.0%)
Has the strength and ability to thrive in a contentious environment	1 (0.7%)	1 (0.7%)	0 (0.0%)	4 (2.8%)	5 (3.5%)	28 (19.4%)	105 (72.9%)
Commitment to a high degree of visibility in the community	2 (1.4%)	3 (2.0%)	4 (2.7%)	8 (5.4%)	15 (10.1%)	33 (22.3%)	83 (56.1%)
Ability to build consensus among staff, Board and community members	2 (1.3%)	1 (0.7%)	2 (1.3%)	5 (3.4%)	5 (3.4%)	29 (19.5%)	105 (70.5%)
Ability to secure and promote positive student behavior	1 (0.7%)	1 (0.7%)	0 (0.0%)	4 (2.6%)	3 (2.0%)	18 (11.9%)	124 (82.1%)
Strong instructional leadership skills	2 (1.3%)	1 (0.7%)	2 (1.3%)	5 (3.3%)	7 (4.7%)	20 (13.3%)	113 (75.3%)
Work experience in a similar district	10 (6.8%)	2 (1.4%)	1 (0.7%)	5 (3.4%)	20 (13.5%)	26 (17.6%)	84 (56.8%)
Ability to hire the right people to get the job done	4 (2.7%)	0 (0.0%)	1 (0.7%)	5 (3.3%)	4 (2.7%)	22 (14.7%)	114 (76.0%)
Ability to work with the media	3 (2.0%)	2 (1.3%)	4 (2.7%)	18 (12.0%)	32 (21.3%)	31 (20.7%)	60 (40.0%)
Knowledge and understanding of Special Education	2 (1.3%)	0 (0.0%)	2 (1.3%)	11 (7.3%)	20 (13.3%)	38 (25.3%)	77 (51.3%)
Is a visible presence in the schools and with the school leadership	1 (0.7%)	1 (0.7%)	1 (0.7%)	5 (3.4%)	12 (8.1%)	22 (14.8%)	107 (71.8%)

9. Thinking about this list, which five do you think are most important?

87 (57.2%)	<i>Willing to listen to input but able to make a decision</i>
14 (9.2%)	<i>Demonstrated ability to integrate technology into daily work</i>
31 (20.4%)	<i>Able to work with federal and state legislators</i>
12 (7.9%)	<i>Has "non-traditional" occupational experience (private business, military, etc.)</i>
92 (60.5%)	<i>Has a proven commitment to building students' knowledge of a core curriculum</i>
62 (40.8%)	<i>Has the strength and ability to thrive in a contentious environment</i>
16 (10.5%)	<i>Commitment to a high degree of visibility in the community</i>
62 (40.8%)	<i>Ability to build consensus among staff, Board and community members</i>
89 (58.6%)	<i>Ability to secure and promote positive student behavior</i>
58 (38.2%)	<i>Strong instructional leadership skills</i>
45 (29.6%)	<i>Work experience in a similar district</i>
72 (47.4%)	<i>Ability to hire the right people to get the job done</i>
5 (3.3%)	<i>Ability to work with the media</i>
26 (17.1%)	<i>Knowledge and understanding of Special Education</i>
41 (27.0%)	<i>Is a visible presence in the schools and with the school leadership</i>

10. Taking everything into account, do you trust the superintendent search process by the Normandy Schools Collaborative?

77 (52.7%)	<i>Yes</i>
70 (47.9%)	<i>No</i>

11. Please explain your answer:

99 (100.0%)

Communication Questions

12. Overall, how good of a job does the Normandy Schools Collaborative do in communicating with the community?

18 (11.8%) *Excellent*
 71 (46.7%) *Good*
 49 (32.2%) *Not so good*
 14 (9.2%) *Poor*

13. Please rate the Normandy Schools Collaborative in each area as either excellent, good, not so good or poor.

	<i>Excellent</i>	<i>Good</i>	<i>Not so good</i>	<i>Poor</i>
Informing the community about important decisions regarding leadership, accreditation and finances	20 (13.4%)	61 (40.9%)	52 (34.9%)	16 (10.7%)
Providing information to parents at the school building level	28 (19.3%)	60 (41.4%)	43 (29.7%)	14 (9.7%)
Utilizing social media communications like Facebook and Twitter	13 (9.7%)	46 (34.3%)	52 (38.8%)	23 (17.2%)
Operating in an open and transparent manner	20 (13.6%)	45 (30.6%)	56 (38.1%)	26 (17.7%)

14. There are a number of ways you might receive information from the district. What is your primary source of information about the Normandy Schools Collaborative?

18 (11.8%) *Website*
 3 (2.0%) *Connections newsletter*
 7 (4.6%) *The Shout Outs E-Newsletter*
 20 (13.2%) *From district teachers or staff*
 41 (27.0%) *The robo (or automated) call system*
 4 (2.6%) *Word of mouth from family, friends or neighbors*
 34 (22.4%) *Emails from the district*
 5 (3.3%) *St. Louis Post Dispatch*
 2 (1.3%) *Television*
 1 (0.7%) *Radio*
 11 (7.2%) *Attending school meetings*
 1 (0.7%) *Social media like Facebook or Twitter*
 5 (3.3%) *Other (please specify below)*

15. If you have another source of information, please specify it here:

19 (100.0%)

16. And what is your second most likely source of information?

23 (16.0%)	<i>Website</i>
5 (3.5%)	<i>Connections newsletter</i>
8 (5.6%)	<i>The Shout Outs E-Newsletter</i>
17 (11.8%)	<i>From district teachers or staff</i>
29 (20.1%)	<i>The robo (or automated) call system</i>
9 (6.3%)	<i>Word of mouth from family, friends or neighbors</i>
23 (16.0%)	<i>Emails from the district</i>
5 (3.5%)	<i>St. Louis Post Dispatch</i>
10 (6.9%)	<i>Television</i>
0 (0.0%)	<i>Radio</i>
13 (9.0%)	<i>Attending school meetings</i>
0 (0.0%)	<i>Social media like Facebook or Twitter</i>
2 (1.4%)	<i>Other (please specify)</i>

17. If you have another second most likely source of information, specify it here:

9 (100.0%)	
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18. How would you PREFER to get information? Please make up to three selections.

53 (34.9%)	<i>Website</i>
20 (13.2%)	<i>Connections newsletter</i>
18 (11.8%)	<i>The Shout Outs E-Newsletter</i>
37 (24.3%)	<i>From district teachers or staff</i>
66 (43.4%)	<i>The robo (or automated) call system</i>
4 (2.6%)	<i>Word of mouth from family, friends or neighbors</i>
96 (63.2%)	<i>Emails from the district</i>
4 (2.6%)	<i>St. Louis Post Dispatch</i>
5 (3.3%)	<i>Television</i>
1 (0.7%)	<i>Radio</i>
25 (16.4%)	<i>Attending school meetings</i>
9 (5.9%)	<i>Social media like Facebook or Twitter</i>
5 (3.3%)	<i>Other (please specify)</i>

19. In the past, the Normandy Schools Collaborative has mailed a newsletter to all of its residents. This newsletter is known as “Connections.” From what you recall, have you received this newsletter either at your home or place of business?

70 (45.8%)	Yes
60 (39.2%)	No
23 (15.0%)	Other / Don't remember

20. And when you have received this newsletter, have you typically

83 (67.5%)	Read most or all of it
17 (13.8%)	Read only some stories and new items
17 (13.8%)	Just glanced at it
6 (4.9%)	Discard or recycle it without paying much attention to it

21. Normandy Schools Collaborative also has a website that presents a variety of information about the district. How frequently do you visit the website?

56 (36.8%)	More than five times per month
55 (36.2%)	1-5 times a month
24 (15.8%)	Less than once a month
4 (2.6%)	Never (because I'm not interested)
7 (4.6%)	Never (because I don't own a computer, tablet/ipad or smartphone)
6 (3.9%)	Other/don't know

22. And, as you use this website, how would you rate the overall quality. Would you say it is

18 (13.6%)	Excellent
91 (68.9%)	Good
18 (13.6%)	Not so good
5 (3.8%)	Poor

23. And thinking about finding information you need on this website, would you say it is

24 (16.1%)	Very easy
84 (56.4%)	Moderately easy
26 (17.4%)	Not very easy
6 (4.0%)	Not at all easy
9 (6.0%)	Other / Don't know

24. When thinking about the Normandy Schools Collaborative, indicate whether you would like to receive information about any of the following topics. For each indicate if you are highly interested, somewhat interested, or not at all interested

	<i>Highly interested</i>	<i>Somewhat interested</i>	<i>Not at all interested</i>
Test scores and student achievement	128 (87.1%)	18 (12.2%)	1 (0.7%)
News about my local school	113 (77.4%)	31 (21.2%)	2 (1.4%)
Special events hosted by the district	102 (69.9%)	41 (28.1%)	3 (2.1%)
Accreditation news	119 (82.1%)	25 (17.2%)	1 (0.7%)
Information about the actions and policies of the Joint Executive Governing Board	114 (77.6%)	30 (20.4%)	3 (2.0%)
News from the superintendent	120 (82.2%)	25 (17.1%)	1 (0.7%)
Volunteer opportunities in the district	70 (47.6%)	58 (39.5%)	19 (12.9%)
Student activities such as concerts, sports and theater productions	97 (66.4%)	45 (30.8%)	4 (2.7%)
Awards and achievements honoring the district or staff members	100 (68.0%)	40 (27.2%)	7 (4.8%)
Information about public education at the state level	98 (68.1%)	40 (27.8%)	6 (4.2%)
Information about district finances	99 (67.8%)	42 (28.8%)	5 (3.4%)
Information about possible changes in instruction and curriculum	124 (84.4%)	21 (14.3%)	2 (1.4%)

25. The following are some suggestions people have made to improve the communication between the Normandy Schools Collaborative and the community. For each, indicate if you strongly favor, favor, oppose or strongly oppose the suggestion.

	<i>Strongly favor</i>	<i>Favor</i>	<i>Oppose</i>	<i>Strongly oppose</i>
Regularly engage community members in planning meetings	69 (47.9%)	71 (49.3%)	2 (1.4%)	2 (1.4%)
Offer opportunities for residents to participate in advisory committees on issues of importance.	83 (56.8%)	57 (39.0%)	4 (2.7%)	2 (1.4%)
Place news stories about the district in local newspapers	75 (52.1%)	58 (40.3%)	9 (6.3%)	2 (1.4%)
Maintain an office of communications within the district's administration	88 (61.5%)	50 (35.0%)	4 (2.8%)	1 (0.7%)
Having teachers and administrators more active in community events and activities	63 (44.1%)	70 (49.0%)	10 (7.0%)	0 (0.0%)
Allow local community groups and organizations to use district facilities	50 (34.7%)	71 (49.3%)	20 (13.9%)	3 (2.1%)
Making better use of social media like Facebook and Twitter	51 (35.4%)	74 (51.4%)	13 (9.0%)	6 (4.2%)
Making sure the website is updated frequently	99 (69.7%)	40 (28.2%)	2 (1.4%)	1 (0.7%)
Having good websites for each of the individual schools	101 (70.1%)	38 (26.4%)	3 (2.1%)	2 (1.4%)
Other (please specify below)	15 (62.5%)	7 (29.2%)	0 (0.0%)	2 (8.3%)

- 26.** If you have another suggestion for improving communication, specify it here:
10 (100.0%)
- 27.** Do you have regular access to a computer at home or at work?
44 (28.8%) *Yes, at home*
13 (8.5%) *Yes, at work*
86 (56.2%) *Yes, at home and work*
10 (6.5%) *No*
- 28.** Are you able to regularly access the Internet either with a computer, tablet/ipad or smartphone?
135 (88.8%) *Yes*
11 (7.2%) *Only sometimes*
6 (3.9%) *No*
- 29.** And when you go on the Internet, which do you usually use?
91 (64.5%) *A laptop or desktop computer*
17 (12.1%) *A tablet/ipad or some kind of electronic reader*
33 (23.4%) *A smartphone*
- 30.** How active are you on Facebook? Would you say
28 (18.7%) *Very active*
50 (33.3%) *Moderately active*
38 (25.3%) *Not very active*
34 (22.7%) *Not at all active*
- 31.** And lastly, are you
27 (17.5%) *Male*
127 (82.5%) *Female*
- 32.** Comments: Please use this space to leave any comments you would like about the superintendent search or any other issue of importance to you regarding the Normandy Schools Collaborative.
69 (100.0%)

That completes our survey. Please click on the "submit" button below to submit your survey.
Thank you for your time and cooperation.