

SUPERINTENDENT SEARCH PROFILE

Groveport Madison Local School District

April 11, 2018



Prepared for the Board of Education



By
K-12 Business Consulting, Inc.
Kathy Lowery, M. Ed.
Chris Mohr, MBA

Groveport Madison Local School District
Superintendent Search Profile Report
April 11, 2018

This report presents the summary of findings from the Superintendent Search Profile forums conducted by K-12 Business Consulting, Inc. (K-12) on March 28, 2018 and from 137 written search profiles submitted from various stakeholder groups. Once the Board of Education selected K-12 to conduct the superintendent search, a Search Profile Assessment document was created to solicit input from various stakeholders in the community. The Board and administration developed a broad list of community stakeholders to solicit input from as well as a general community wide invitation to meet with K-12 staff members, Chris Mohr and Kathy Lowery, to discuss the characteristics in greater depth. Any stakeholder who had a desire to express an opinion was welcome to submit a search profile and personally meet with K-12 at the open forum that was held at the District Service Center Board Room. The information obtained through these sources, and summarized below, should be used to assist the Board in identifying characteristics requested of superintendent candidates.

The Search Profile Assessment form was made available to the district staff, identified stakeholders, plus all individuals who attended the focus group sessions. In addition to the individuals who returned written search profiles, there were 94 individuals who participated in interviews and community forums facilitated by K-12. The results of the written Search Profile Assessment form are included in this report along with several comments received in face to face discussions held at the search profile forums.

In accumulating the data used in this report K-12 sought opinions, recommendations and general comments with respect to preferred candidate characteristics, traits, qualifications and personal demeanor, as well as district strengths, weaknesses, issues and concerns which may have a bearing on future leadership strengths for your next superintendent. At the request of the Board, K-12 sought the views of a broad range of individuals represented in the district to assist in the search process. It was determined that K-12 would report the findings to the Board without revealing the identity of any citizen or staff member who provided information, thus equipping the Board with unbiased data to use as it proceeded to define the search profile for the next superintendent.

A Search Profile Assessment form was used to provide a framework for reporting the information compiled by K-12. Broad themes were highlighted in each question area into six (6) response groups (support staff, teachers, administration, community/parents/elected officials/boosters/PTO/business professionals, students and the school board). Under each question in the report the response group's common themes were identified. The first category titled as "Consistent" are comments which were frequently heard from all or nearly all six (6) of the response groups. Comments heard less frequently or only heard in a specific response group are listed only under that response group. The responses noted under "Consistent" for any of the response groups are noted with the highest frequency first then descending to less frequently heard. It is important to note that the data compilation is not a scientific sampling, nor should it necessarily be viewed as representing a majority opinion of those interviewed in the response group.

K-12 would like to commend the Board of Education for its efforts to include many stakeholders of the school district in the development of the superintendent search profile. Many respondents expressed positive feelings about being involved in this process and the opportunity to help shape the Groveport Madison Local School District. We would also like to thank Mr. John Walsh, Treasurer/CFO, and Mr. Jeff Warner, Marketing, Communications and Community Relations Officer, for the professional way all arrangements

were made, including mailing invitations and Search Profiles, as well as contacting and scheduling the community forum that made this profile possible.

STRENGTHS OF THE DISTRICT

Question #1: What do you consider to be the two or three most significant strengths of the district?

CONSISTENT THEMES

The teachers and staff are experienced, hard-working, dedicated and care about the students.
The district is large and culturally diverse which enriches the community and the schools.
The new high school is a source of pride and there is appreciation to the community for passing the bond issue to make it possible.
The district currently has a stable financial position and has a strong five-year forecast.
There is a progressive technology program (one-to-one) that enhances and improves learning for students.

BOARD

Excellent, dedicated, amazing, passionate and caring staff members who are focused on student learning.
The cultural diversity that enriches our district in many ways.
The current positive financial condition and the strength of the five-year forecast.
The strength and variety of options/resources for the students (AP courses, Pathways, College Prep, Cruiser Academy).
Students who are caring and who are good kids.
The district is moving forward in the teaching and learning process as indicated by our “value added” scores on the Local Report Card.
An experienced and stable Board of Education since 2009.
The new high school and the support from the community to construct the new high school.

STUDENTS

The teachers and staff are caring, helpful, dedicated and experienced.
The new high school makes us feel as though the community cares about us.
The student population and community are very culturally diverse.
There are lots of opportunities to participate in athletics and there is no “pay to play” fees.
The Cruiser Academy was a positive addition for students.

ADMINISTRATION

The stable financial situation and available resources for staff and students.
Highly qualified, dedicated and passionate professional staff and support staff – caring teachers!
The diversity of the district that enriches the schools and the community.
The curriculum and special education departments are meeting the needs of the teachers and the students.
Technology integration (one-to-one) has been implemented well throughout the district.
The new high school is a “beacon of pride” for the district and the community.
Professional development has been aligned to the teaching and learning process.
The strong “value added” scores on the Local Report Card show strong academic improvement.

TEACHERS

Dedicated, hard-working and caring teachers with high expectations for themselves and their students.
Quality technology programs (one-to-one) to enhance optimal learning.
Academic gains are evident due to the strong curricular support the district provides to teachers.
The district offers professional development opportunities internally to collaborate and plan for instruction.

The new high school will provide a productive learning environment for our students and teachers.
There is a desire to collaborate to effect positive change in the district.
The district maintains a small town feel even though there is growth occurring.

SUPPORT STAFF

Caring, loyal and dedicated staff members throughout the district.
The cultural diversity in our district provides enrichment for the students, staff and community.
The curriculum and special education departments are accomplishing the goals the district identified.
The K-12 technology program (one-to-one), the career pathways at the high school level and our success on the Local Report Card (value added score).
Groveport Madison Schools enjoys a talented group of students.
The current financial stability of the district.

COMMUNITY/PARENTS (INCLUDES ELECTED OFFICIALS AND BUSINESS PROFESSIONALS)

Dedicated, high quality staff that delivers an excellent education to our children.
The current cooperation that exists among the city, township, churches, the community and the school district.
Significant community support for the construction of the new high school.
The community cares about the school district.
The student diversity and the demographic changes in the community.
The district is financially stable.
Progressive technology programs for teachers and staff (one-to-one).

IMPORTANT ISSUES FACING DISTRICT

Question #2: What do you consider to be the two or three most important issues facing the district?

CONSISTENT THEMES

Finding a leader who is invested in the district and will be visible in the schools and in the community. The person must be an excellent communicator and include all stakeholders in all facets of the school decision-making process.

Finding a superintendent who understands school finance and can maintain the financial stability in the face of growth and the need for new K-8 buildings.

Determining the configuration of the K-8 educational program in order to move forward with a bond/levy issue.

Demographic and cultural changes need to be understood and addressed to continue to provide effective academic programs for students in order to continue improvement in student performance.

The discipline code of conduct must be reviewed and enforced for all students consistently in all buildings and bullying should be addressed.

BOARD OF EDUCATION

Renewal of the upcoming five-year levy to continue financial stability.

The district needs to replace six elementary schools and three middle schools (via a new bond issue).

The decision as to the school configuration for the new schools (K-5, 6-8 or K-8).

Academic improvement in the Local Report Card and success for all students.

There is currently overcrowding in the schools that must be addressed.

Maintaining a safe school environment is critical.

The Local Report Card does not reflect the good work being done in the classroom.

Distrust among the administrative office and the building staff is evident.

Improving the transparency and communicating better with the community and staff.

Strengthen the superintendent relationship with the Board of Education, the staff and the community.

STUDENTS

The elementary and middle schools are in poor physical condition and need to be replaced.

The district needs to hire more diverse staff for the schools to reflect our diverse population.

The transition from the middle schools to the high school can be problematic and can cause student conflict.

There is a financial concern for the passage of the emergency levy to keep our schools operating well.

The learning environment needs to improve in some classes and students need to pay attention better.

The discipline rules should be enforced consistently for all students.

ADMINISTRATORS

The elementary and middle schools need to be replaced and a bond issue passed in that regard.

A leader who understands our students, community and the needs of the students.

Someone who has had experience with economically disadvantaged populations and diversity.

Communication needs to be transparent, clear and informative to the staff and the community.

A level of distrust exists between the District Service Center and the building level staff.

There is teacher and administrative “turnover” due to low pay and inconsistent discipline policies.

TEACHERS

The aging schools at the elementary and middle school levels.

The lack of discipline and lack of support regarding student behavior; need to educate the whole child in social/emotional needs and provide resources to do so.
Communication needs to improve within the district and to the community.
Overcrowding in our schools and transient/mobile students.
Leadership longevity and turnover among administrators and staff.
Distrust between the district office and the building staff – decisions made behind “closed doors”.
Passing future bond issues and levies to maintain financial stability.
Additional staff and resources for changing curriculum and diverse pupil populations (ESL, gifted, spec. ed.)
A person confident in the roles and responsibilities of the board and the superintendent.
Setting clear expectations related to student code of conduct; bullying and classroom rules.

SUPPORT STAFF

Hiring administrators who understand our diverse student population, economically disadvantaged students and who care about our children.
The elementary and middle schools need to be replaced and overcrowding needs to be addressed.
Communication needs to be open and transparent.
The ability to continue to operate in a financially stable environment.
Developing a plan to encourage parents to become more involved in the schools.
Addressing student behavior and discipline to improve the learning environment in the classroom.
Ability to continue to provide a safe school environment for our students and staff.

COMMUNITY/PARENTS (INCLUDES ELECTED OFFICIALS AND BUSINESS PROFESSIONALS)

Clear communication from the superintendent and the board when decisions impact staff/parents/community and positive promotion of the district to external stakeholders.
The diversity of the district should be reflected in the staff in our schools.
Maintain school safety and research methods to make the schools safer (clear book bags, metal detectors).
The district needs more parental involvement and a process to improve student behavior.
The funding issues related to constructing new schools (K-8) and operating those schools.
Refocus on academics and improve the graduation rate in the district; career readiness is important.
Bullying issues and lack of discipline continues to be an issue in the district.
Stability in district leadership and a willingness to make a long-term commitment to the district.
The district has a high transient/mobility rate which needs to be addressed.

CHARACTERISTICS OF NEW SUPERINTENDENT

Question #3: Please tell us your two or three characteristics that you think the Board should look for in a new Superintendent.

CONSISTENT THEMES

Someone who can demonstrate excellent written, verbal, and interpersonal communication skills; a “people person” who can relate to all stakeholders.

An honest person with integrity and high moral character who can demonstrate fairness in decision-making. Someone who has experience with diversity and economically disadvantaged populations.

A leader who will be highly visible and involved in the schools and the community.

An individual who makes decisions always considering “students first”.

BOARD OF EDUCATION

A leader who has great interpersonal skills and is an excellent communicator.

A strong leader with integrity and someone who can build trust with all stakeholders.

A leader who is active, visible and involved in the schools and the community.

Someone who can make tough decisions and can communicate honestly with all BOE members.

A leader who is devoted to serving diverse populations of students and can connect positively with all stakeholders.

A person who makes decisions based on “what’s good for our students”.

A leader who understands school finance and has experience passing bonds and levies.

A leader who is honest, transparent, kind, caring and can still be a firm leader.

Someone who is organized and knowledgeable regarding students, finances and education.

A leader who the Board, the staff and the community can trust.

STUDENTS

A leader who is a strong communicator and can listen to other opinions, be open-minded and is kind.

An experienced person who understands diversity and economically disadvantaged students.

Someone who will be visible in the schools and community and who will be involved with students as well.

A person who is goal driven and has a long-term plan for our district and can adapt when necessary.

Someone who cares about students and can help make school enjoyable and improve student morale.

A leader who will keep students and staff safe at school.

A creative and innovative person who has an eye on the future and understands change.

A caring and dedicated person who wants to be part of our community and our schools.

ADMINISTRATION

A leader who can communicate clearly and will be a collaborative partner with all parties involved in decisions.

Someone who has experience as an educator, has strong interpersonal skills and is student-centered.

Ability to help everyone understand the roles of the Board of Education, staff and superintendent.

Demonstrated ability to be transparent, approachable and can build relationships and trust with all stakeholders.

A leader who is courageous, trustworthy, respects others, is honest, open-minded and fair to all.

Someone who has a vision and can follow through on that vision including collaboration with others in the process.

A team builder who can bring everyone together with the same focus; what is “best for our students”.

TEACHERS

Someone who is honest, ethical, trustworthy, approachable and has integrity.

A person who will be visible in the schools, is accessible and understands diversity and poverty.

A collaborative leader who can communicate with all stakeholders and will listen to others with an open mind.

An experienced professional who has been in the classroom and understands teaching and learning.

A leader with experience in an economically disadvantaged district and can help students succeed.

A person committed to remain in the district as superintendent for more than two or three years.

Focus on the student's best interests (students first), be collaborative and a team player.

Demonstrated communication skills, including an ability to listen and relate to the community and staff.

Ability to provide a vision for improving academic performance and will make needed curricular adjustments.

Capacity to lead the Board and seek decisions that are best for the district overall.

SUPPORT STAFF

Committed to becoming part of the community and getting to know the staff and students.

Demonstrated ability as an excellent communicator, is personable and can build relationships.

A visionary who will be invested and involved with the community and the schools and staff.

A person who understands cultural diversity and poverty and cares about students.

A diplomatic decision-maker who is a collaborator and a team player.

An honest person who has integrity, strong ethics and good moral character and can adapt to change.

Someone who is positive, enthusiastic, compassionate, fair and kind and can inspire others.

Demonstrated experience as a leader who is fair, knowledgeable and approachable.

COMMUNITY/PARENTS(INCLUDES ELECTED OFFICIALS AND BUSINESS PROFESSIONALS)

Demonstrated record of honesty, trustworthiness, and excellent communication skills.

Successful experience in a large, diverse district; understands diversity and non-traditional students.

Someone who will form a strong "bond" with the community and be present at activities in the schools and community.

A leader who is visible, accessible, collaborative, approachable and is inclusive of all stakeholders.

Demonstrated experience as a "people person" who is willing to listen to all sides with an open mind and is vested in the district.

Someone who is fair and has a passion to work with the students (student focused) and staff.

A visionary who is passionate about the students; a highly organized person with management expertise.

A leader who understands school finance and how to improve academic performance for all students.

A person who understands educating the whole child and one who supports the arts and extra-curricular programs.

SUPERINTENDENT CHARACTERISTICS BY RANKING

1 = MOST IMPORTANT TO 10 = LEAST IMPORTANT

CRITERIA	BOE	ADMIN	TEACHERS	SUPPORT STAFF	PARENTS & COMMUNITY	STUDENTS
Ability and willingness to deal fairly with faculty, staff, students and parents	1	1	1	1	1	1
Effective at creating and implementing a vision for the district	3	2	7	2	6	4
Expertise in design and implementation of instruction and curriculum	5	6	8	7	9	8
Effective with both written and verbal communication	9	7	6	5	10	6
Successful experience as a superintendent	10	10	10	10	8	9
Experience with socially and economically diverse student populations	4	3	3	3	2	5
Fiscal management expertise	8	9	9	9	4	10
Effective organizational and management skills	6	5	5	6	7	7
Personal involvement and interest in the community	7	8	4	8	3	3
A leader with strong interpersonal and public relations skills	2	4	2	4	5	2

RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS ALL GROUPS

RANK	TOP 5 CHARACTERISTICS
1	Ability and willingness to deal fairly with faculty, staff, students and parents
2	A leader with strong interpersonal and public relations skills
3	Experience in socially and economically diverse student populations
4	Effective at creating and implementing a vision for the district
5	Personal involvement and interest in the community

RANK	BOTTOM 5 CHARACTERISTICS
6	Organizational and management skills
7	Expertise in design and implementation of instruction and curriculum
8	Effective at both written and verbal communication
9	Fiscal management expertise
10	Experience as a Superintendent

SUMMARY

The information gathered through surveys and interviews bears strong similarity across all groups with respect to the Groveport Madison Local School District's strengths, issues and concerns facing the district, as well as the characteristics desired in the next superintendent.

Clearly, all groups and individuals expressed that Groveport Madison's *greatest strengths* include (A) The teachers and staff are experienced, hard-working, dedicated, professional and care about the students; (B) The district is large and culturally diverse and that enriches the community and the schools; (C) The new high school is a source of pride and there is an appreciation to the community for passing the bond issue to build the new schools; (D) The district currently has a stable financial position and has a strong five-year forecast; (E) There is a progressive technology program (1:1) that enhances and improves learning for staff and students. In short, the Groveport Madison Local Schools has made excellent progress, and is working to improve the academic performance of all students. The Local Report Card is a notable example as Groveport Madison Local Schools earned a B in the value-added score; a testament to the improvements made in the last couple of years. The district has many reasons to be proud of the successes in schools, their students and the support of the community.

The *top concerns* facing the Board of Education and the new superintendent in the future – all of which surfaced repetitively through focus group sessions and from the written Superintendent Search Profiles that were submitted individually – included: (A) Finding a leader who is invested in the district and will be visible in the schools and in the community; (B) The person must be an excellent “collaborative” communicator and include all stakeholders in all facets of the school decision making process; (C) Someone who understands school finance and can maintain financial stability in the face of growth and the need for new K-8 buildings; (D) The configuration of the K-8 educational program must be decided to move forward with a bond/levy issue ; (E) Demographic and cultural changes need to be understood and addressed to continue to provide effective academic programs for students and to continue to improve student performance; (F) The discipline code of conduct should be reviewed and enforced for all students consistently in all buildings and bullying should be addressed.

One vital component related to all the above top concerns that surfaced often is the perception there is an environment of distrust between the district central office administration and the buildings. This concern was voiced often enough by various groups that it should be considered and discussed in order to root out the cause and implement a plan to establish trust in the organization.

Additionally, many individuals who sent in questionnaires mentioned the strength of the curriculum department and the improved professional development afforded to teachers. This was seen as an area which contributed to the recent growth in value added scores. Staff district wide want these improvements and focus on curriculum to continue.

It was difficult to capture all the characteristics that respondents were looking for in a new superintendent. It is certain that no one person could possibly embody all that was mentioned for attributes of the next superintendent.

In reconciling the many concerns and *characteristics sought in a superintendent* for the Groveport Madison Local School District, the vast majority respondents expressed the need for the person to have: (A) Someone who can demonstrate excellent written, verbal and interpersonal communication skills; a “people person” (B) An honest person with integrity and high moral character who can demonstrate fairness in decision-making; (C) Someone who has experience working with diversity and economically disadvantaged populations; (D) A leader who will be highly visible and involved in the schools and community; (E) An individual who makes decisions putting “students first”.

The new superintendent should be visibly active in the school buildings and the community, serve as a role model personally and professionally to students and staff, be sincere, approachable, and exhibit trustworthiness and integrity. While Groveport Madison schools have grown and become more culturally diverse over the years it still has that small town feeling in the schools where people know each other.

We believe the Groveport Madison Local School District is approaching an important period of transition in the next couple of years. Tough decisions will be required of the new superintendent to balance stakeholder expectations of improving student performance and improving district K-8 facilities, with a realistic eye on available resources. This individual will need to possess effective communication skills and will have to be able to maintain the financial stability of the district as well as the academic improvements. The new superintendent will have to demonstrate an ability to make decisions collaboratively, including all stakeholders. A skillful superintendent will have the opportunity to help the district navigate through challenging issues, and the district must do so if it is to thrive and continue to build on student success and continue to engender community support. We will look for this key set of skills, and ones that complement each other, in candidates for the next superintendent.

The Groveport Madison Local School District serves a close- knit community that is full of pride about their school district and the new high school. We believe that the right candidate for superintendent will recognize the opportunity this environment has for them to really be involved in making a difference in the lives of children. This position will be of interest to the right superintendent candidates. We believe we will find the right candidate(s) who have the attributes outlined herein, possess the skills and energy needed to address the issues and concerns expressed by respondents, and who will be happy to be a part of the Groveport Madison Local School District community.

Respectfully submitted:
K-12 Business Consulting, Inc