

Concord Public Schools & Concord-Carlisle Regional School District Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 817 stakeholders. Over half of respondents were parents (70 percent). Fourteen percent were teachers, and another 10 percent were community members. The rest were support staff, administrators, and students.

Stakeholder Group		
	Frequency	Percent
Administrator	18	2.2
Community Member	78	9.5
Parent	573	70.1
Student	3	.4
Support Staff	35	4.3
Teacher	110	13.5
Total	817	100.0

Percentages may not add to one hundred percent due to rounding.

The top-rated characteristics respondents selected for a superintendent were:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Lead in an encouraging, participatory, and team-focused manner. (CC)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages. Benchmark results from over one hundred and twenty comparable districts, incorporating the ranking of over sixty thousand stakeholders, are also provided in the table to allow for a comparison of results to national norms.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Teachers were significantly more likely than parents to choose the Vision & Values item “Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.”
- Parents were significantly more likely than teachers to choose the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students, including special needs populations.”
- Support staff were significantly more likely than teachers to choose the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Parents, support staff, and teachers were significantly more likely than administrators to choose the Community Engagement item “Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.”
- Community members were significantly more likely than parents, support staff, and teachers to choose the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Teachers were significantly more likely than community members and parents to choose the Communication & Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”
- Teachers were significantly more likely than community members and parents to choose the Communication & Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Teachers were significantly more likely than parents to choose the Communication & Collaboration item “Involve appropriate stakeholders in the decision-making process.”
- Community members and parents were significantly more likely than support staff and teachers to choose the Management item “Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.”
- Parents were significantly more likely than teachers to choose the Management item “Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.”

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		National HYA Benchmark	ALL (817)	Admin. (18)	Comm. (78)	Parent (573)	Student (3)	S.S. (35)	Teacher (110)
1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	68%	67%	69%	63%	33%	86%	91%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	61%	22%	58%	60%	67%	77%	67%
3	Lead in an encouraging, participatory, and team-focused manner.	31%	43%	56%	40%	39%	33%	43%	67%
4	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	43%	28%	36%	50%	0%	31%	17%
5	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	43%	28%	37%	41%	67%	37%	57%
6	Identify, confront, and resolve issues and concerns in a timely manner.	31%	40%	28%	42%	40%	67%	63%	34%
7	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	38%	39%	35%	40%	0%	34%	33%
8	Promote high expectations for all students and personnel.	34%	32%	39%	26%	34%	100%	20%	25%
9	Communicate effectively with a variety of audiences and in a variety of ways.	27%	30%	50%	29%	29%	33%	34%	35%
10	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	30%	28%	24%	32%	0%	31%	27%
11	Involve appropriate stakeholders in the decision-making process.	23%	29%	28%	38%	25%	33%	34%	43%
12	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	28%	28%	24%	26%	0%	37%	38%
13	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	26%	28%	18%	31%	0%	20%	7%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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Percentage of Respondents Who Selected Each Item (By Subgroups)

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14	Maintain positive and collaborative working relationships with the school committee and its members.	25%	25%	17%	29%	25%	67%	26%	22%
15	Effectively plan and manage the long-term financial health of the District.	30%	24%	22%	33%	24%	33%	14%	23%
16	Be visible throughout the District and actively engaged in community life.	33%	24%	28%	31%	21%	33%	29%	31%
17	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	23%	17%	23%	24%	67%	23%	23%
18	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	23%	28%	37%	25%	0%	11%	10%
19	Seek a high level of engagement with principals and other school-site leaders.	21%	23%	28%	14%	24%	33%	20%	21%
20	Strive for continuous improvement in all areas of the District.	31%	21%	22%	12%	23%	33%	17%	16%
21	Act in accordance with the District's mission, vision, and core beliefs.	27%	17%	22%	15%	18%	0%	23%	14%
22	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	16%	11%	9%	17%	67%	17%	17%
23	Be an effective manager of the District's day-to-day operations.	21%	13%	22%	13%	13%	0%	23%	10%
24	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	11%	28%	31%	9%	33%	3%	7%
25	Utilize student achievement data to drive the District's instructional decision-making.	17%	8%	11%	6%	9%	0%	6%	5%

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