Waterbury Public Schools Superintendent Search Constituent/Staff/Board Survey Results

DATE: February 5, 2018

Prepared and Presented By

.Ray and Associates, Inc.

Cedar Rapids, IA

Waterbury Public Schools
Raw Scores Sheet

Qualities Desired in a New Superintendent	Teachers (286 + 2 Spanish)		Administrators (41 + 1 Albanian)		Support Staff (59 + 2 Spanish)		Parents (124 + 1 Spanish, 1 Albanian)		Students (294)		Non-Parent Community Members (85)		Board of Education (10)		Abbreviated Definition of Quality and Characteristics
	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	
1	146	5	23	3	33	3	59	9	194	2	36	9	1	24	1. Willing to listen to input, but is a decision maker
2	174	2	24	2	36	2	80	1	147	4	54	2	7	2	2. Has leadership skills to respond to challenges of ethnic and cultural diversity
3	50	25	4	30	7	28	23	25	84	18	16	25	3	13	3. Able to work with legislators and lead organization through legislative process
4	108	11	9	22	21	14	40	14	79	19	24	16	4	9	4. Ed.D. or Ph.D.
5	157	4	22	4	33	3	69	4	173	3	39	6	6	3	5. Inspires trust, self-confidence, and models high standards
6	146	5	22	4	33	3	68	6	213	1	48	3	6	3	6. Strong communicator; speaking, listening and writing
7	60	23	7	24	9	27	39	15	95	11	37	8	6	3	7. Commitment to visibility with high interest in a broad range of community groups
8	119	9	12	17	33	3	69	4	95	11	39	6	5	6	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	78	18	10	21	15	20	41	13	89	15	22	19	2	21	9. Ability to build consensus and commitment among individuals & groups
10	88	15	7	24	15	20	20	27	95	11	19	23	1	24	10. Has experience dealing with employee representative groups/unions
11	93	13	22	4	26	7	32	21	89	15	29	11	4	9	11. Ability to delegate authority while maintaining accountability
12	74	21	12	17	18	15	36	17	61	25	27	14	3	13	12. Previous experience that will benefit the long-term financial health of district
13	126	7	19	8	26	7	44	11	125	8	29	11	4	9	13. Possesses excellent people skills and presents positive district image
14	28	30	5	27	7	28	12	30	29	30	12	30	2	21	14. Non-traditional or "hybrid" with background in business and/or education
15	110	10	19	8	18	15	80	1	146	5	43	4	5	6	15. Strongly committed to "student first" philosophy in all decisions
16	58	24	5	27	12	23	34	19	101	10	18	24	1	24	16. Ability to develop both short and long range goals
17	64	22	13	13	16	18	34	19	95	11	23	18	3	13	17. Ability to develop and communicate a vision of quality education
18	107	12	21	7	22	12	37	16	45	28	21	22	1	24	18. Experience in selection and implementation of educational priorities
19	84	17	7	24	13	22	51	10	136	6	24	16	1	24	19. Commitment to both academic and activity programs
20	166	3	14	12	26	7	66	7	123	9	34	10	3	13	20. Promote positive student behavior
21	86	16	13	13	16	18	26	22	60	26	28	13	4	9	21. Leadership in providing relevant professional development for staff
22	77	19	19	8	22	12	25	23	44	29	14	29	2	21	22. Ability to identify/select administrators capable of advancing district vision
23	120	8	13	13	26	7	44	11	64	24	25	15	5	6	23. Work experience in similar district.
24	36	29	11	20	10	24	24	24	77	21	22	19	3	13	24. Is comfortable leading innovation and reform efforts
25	47	26	13	13	10	24	23	25	72	22	15	27	0	30	25. Able to lead a large organization dedicated to goals of continuous improvement
26	40	27	5	27	10	24	18	29	79	19	15	27	3	13	26. Has ability to develop relationships between the business community and the district
27	91	14	17	11	25	11	64	8	85	17	42	5	8	1	27. Possesses ability to enhance student performance, identify and close/narrow gaps
28	38	28	9	22	7	28	19	28	50	27	16	25	1	24	28. Recommendations and decisions are data-driven
29	77	19	12	17	17	17	36	17	65	23	22	19	3	13	29. Knowledge of emerging research in the area of curriculum/instructional design
30	232	1	31	1	48	1	73	3	130	7	57	1	3	13	30. Promotes a positive and professional environment for district employees and Board.

Waterbury Public Schools
Consultant Ranking/Recommendation Sheet

Qualities Desired in a New Superintendent	Teachers	Administrators	Support Staff	Parents	Students	Non-Parent Community Members	Board of Education	Total	Combined Ranking	Consultant Recommendation	Abbreviated Definition of Quality and Characteristics
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Raw	Rank		
1	5	3	3	9	2	9	24	55	6	Combine w/#13	1. Willing to listen to input, but is a decision maker
2	2	2	2	1	4	2	2	15	1	Recommend	2. Has leadership skills to respond to opportunities & challenges of ethnic & cultural diversity
3	25	30	28	25	18	25	13	164	26		3. Able to work with legislators and lead organization through legislative process
4	11	22	14	14	19	16	9	105	13	Consider	4. Ed.D. or Ph.D.
5	4	4	3	4	3	6	3	27	3	Recommend	5. Inspires trust, self-confidence, and models high standards
6	5	4	3	6	1	3	3	25	2	Recommend	6. Strong communicator; speaking, listening and writing
7	23	24	27	15	11	8	3	111	14	Recommend	7. Commitment to visibility with high interest in a broad range of community groups
8	9	17	3	4	11	6	6	56	7	Recommend	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	18	21	20	13	15	19	21	127	21		9. Ability to build consensus and commitment among individuals & groups
10	15	24	20	27	11	23	24	144	23		10. Has experience dealing with employee representative groups/unions
11	13	4	7	21	15	11	9	80	11	Recommend	11. Ability to delegate authority while maintaining accountability
12	21	17	15	17	25	14	13	122	19		12. Previous experience that will benefit the long-term financial health of district
13	7	8	7	11	8	11	9	61	8	Combine w/#1	13. Possesses excellent people skills and presents positive district image
14	30	27	28	30	30	30	21	196	30		14. Non-traditional or "hybrid" with background in business and/or education
15	10	8	15	1	5	4	6	49	5	Recommend	15. Strongly committed to "student first" philosophy in all decisions
16	24	27	23	19	10	24	24	151	25		16. Ability to develop both short and long range goals
17	22	13	18	19	11	18	13	114	15		17. Ability to develop and communicate a vision of quality education
18	12	7	12	16	28	22	24	121	18		18. Experience in selection and implementation of educational priorities
19	17	24	22	10	6	16	24	119	17		19. Commitment to both academic and activity programs
20	3	12	7	7	9	10	13	61	8		20. Promote positive student behavior
21	16	13	18	22	26	13	9	117	16	Consider	21. Leadership in providing relevant professional development for staff
22	19	8	12	23	29	29	21	141	22		22. Ability to identify/select administrators capable of advancing district vision
23	8	13	7	11	24	15	6	84	12	Recommend	23. Work experience in similar district.
24	29	20	24	24	21	19	13	150	24		24. Is comfortable leading innovation and reform efforts
25	26	13	24	25	22	27	30	167	28		25. Able to lead a large organization dedicated to goals of continuous improvement
26	27	27	24	29	19	27	13	166	27		26. Has ability to develop relationships between the business community and the district
27	14	11	11	8	17	5	1	67	10	Recommend	27. Possesses ability to enhance student performance, identify and close/narrow gaps
28	28	22	28	28	27	25	24	182	29		28. Recommendations and decisions are data-driven
29	19	17	17	17	23	19	13	125	20		29. Knowledge of emerging research in the area of curriculum/instructional design
30	1	1	1	3	7	1	13	27	3	Consider	30. Promotes a positive and professional environment for district employees and Board.

* Usually not put in promotional materials; useful to consultant, however.

Waterbury Public Schools

Thirty Characteristics Report Explanation
February 5, 2018

The attached report is a result of the survey conducted in the District that asked Board members, employees and other constituents to select ten most desirable characteristics from the thirty listed in the survey instrument.

On the first page, you will note that all the groups are identified across the top of the sheet with an abbreviated definition of the thirty items listed vertically on the right side of the sheet. In each of the cells of the report there is a "raw" score of how many people actually chose the item and a "rank" which is depicted by a number from one to 30, except in the case of ties. For example, observing item number thirty (30) which refers to "promotes a positive and professional environment" in the first two columns (Teachers), two hundred thirty-two (232) people chose the item and it ranked 1st. Another example toward the middle of the page for fourteen (14) in the fourth two columns (Students), twenty-nine (29 people chose the "non-traditional or hybrid" item, thus it ranked 30th.

On the second page, only the ranks are listed for comparison. This is done in order to control for the size of the group and to avail the Board the opportunity to easily see what was important to each group. The data is reported in this manner so that no group overpowers another by sheer size. Each of the thirty items are totaled according to rank from left to right and those totals indicated in the column labeled "Total." These totals are then ranked and reported in the column labeled "Combined Ranking." Note that the lower the total, the higher the ranking.

In analyzing the results, the consultants look for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board.

At the encouragement of the consultants, many survey respondents provided additional comments to the Board which are presented as a part of this report.