MONTGOMERY COUNTY PUBLIC SCHOOLS LEADERSHIP PROFILE REPORT

September 1, 2015

HYA Executive Search
Hazard, Young, Attea & Associates

Process: Getting Started

- **Ms. Blackburn ends her MCPS service on September 30, 2015**
- **MCPS Interviewed search firms**
- **Selected HYA**
  - **Brad Draeger, Ann Monday**
- **Community Input: August 2015**
- **Leadership Profile Report: September 1, 2015**
  - **Available on the District website**

Survey Participants

Group	Personal interviews or focus groups	Online Survey
Board	7	N/A
Administrator	46	21
Business Community Member	20	46
Teacher	22	73
Support Staff	23	24
Parents	29	259
Students	6	6
Total	**153**	**429**

Consistently Reported Themes

Strengths

(Alphabetical Order)

- County Administrator and BOS are supportive of MCPS
- County services, agencies and businesses support the schools
- Higher education institutions in the County play an important role and partner with MCPS
- Improvements/advancements in academic achievement, including CTE and STEM; use of technology; facilities; school safety
- Overall quality and work ethic of MCPS staff

Consistently Reported Themes

Strengths

- Public support for community schools
- Quality of life - Great place to live, raise a family; cultural, artistic, educational resources; economic stability, growth; community activism and spirit
- Strong and mostly positive relationship between the schools and County/towns

Consistently Reported Themes

Challenges/Concerns/Issues

- Auburn HS and Eastern Montgomery HS course offerings are limited compared to BHS and CHS
- Community and schools divided by strands that lead to perception/reality of inequity and competition, impeding district-wide consistency and unity
- Facilities are in good condition, but communities perceive inequities in CIP
- Increasing diversity on the MCPS staff
- Ongoing funding/budget and compensation issues

Consistently Reported Themes

Challenges/Concerns/Issues

- Overall capacity is sufficient, but MCPS would require significant and possibly contentious boundary changes in several schools to utilize the overall capacity
- Planning and providing for the future - changes anticipated in technology, workplace needs and demands, demographics and enrollment growth
- School Board "split" that mirrors community divisions
- Tension between teacher/school/strand autonomy and flexibility versus district-wide policies and instructional practices

Consistently Reported Themes

Desired Characteristics

- Ability to provide each community with visibility, equity, resources and commitment to unite the four strands into one high achieving MCPS for all students
- Committed long term to Montgomery County
- Communication skills to reach broad and varied audiences
- Consensus builder, collaborative - a unifier
- Dynamic, creative problem –solver
- Honest, ethical, builds trust with the staff and community
- Transparent, open, listens to and respects different perspectives
- Visible in the community and in the schools

On-Line Survey Participants

Stakeholder Group		
	Frequency	Percent
Administrator	21	4.9
Business/Community Member	46	10.7
Parent	259	60.4
Student	6	1.4
Support Staff	24	5.6
Teacher	73	17.0
Total	429	100%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management

	Percentage of Respondents Who Selected Each Item (By Subgroups)							
Number indicates rank order by overall results		National HYA Benchmark	ALL (429)	Admin (21)	Business & Comm. (46)	Parent (259)	Student (6)	S.S. (24)	Teacher (73)
1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	37%	**65%**	52%	41%	71%	83%	71%	59%
2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	32%	**52%**	57%	54%	44%	17%	67%	74%
3	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	27%	**41%**	19%	28%	46%	17%	38%	38%
4	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	36%	**39%**	38%	28%	42%	50%	21%	44%
5	Lead in an encouraging, participatory, and team-focused manner.	28%	**39%**	43%	41%	38%	33%	21%	49%
6	Effectively plan and manage the long-term financial health of the District.	27%	**36%**	33%	52%	34%	50%	29%	34%
7	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	**34%**	29%	17%	39%	67%	29%	32%
8	Identify, confront, and resolve issues and concerns in a timely manner.	28%	**33%**	33%	24%	34%	17%	46%	36%
9	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	29%	**32%**	33%	41%	32%	17%	13%	36%
10	Involve appropriate stakeholders in the decision-making process.	22%	**32%**	19%	37%	32%	0%	42%	34%
11	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	21%	**31%**	48%	35%	27%	33%	33%	41%
12	Communicate effectively with a variety of audiences and in a variety of ways.	27%	**31%**	43%	28%	30%	33%	25%	36%
13	Be visible throughout the District and actively engaged in community life.	33%	**30%**	10%	30%	31%	17%	54%	27%

	Percentage of Respondents Who Selected Each Item (By Subgroups)							
Number indicates rank order by overall results		National HYA Benchmark	ALL (429)	Admin (21)	Business & Comm. (46)	Parent (259)	Student (6)	S.S. (24)	Teacher (73)
14	Promote high expectations for all students and personnel.	34%	**30%**	19%	33%	32%	17%	50%	21%
15	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	21%	**29%**	24%	26%	32%	50%	25%	25%
16	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	38%	**28%**	29%	22%	28%	17%	33%	32%
17	Strive for continuous improvement in all areas of the District.	35%	**27%**	24%	30%	27%	17%	33%	25%
18	Maintain positive and collaborative working relationships with the school board and its members.	27%	**24%**	29%	24%	24%	33%	17%	23%
19	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	**21%**	29%	17%	19%	50%	21%	30%
20	Be an effective manager of the District's day-to-day operations.	23%	**21%**	24%	22%	19%	33%	46%	21%
21	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	35%	**21%**	24%	30%	21%	33%	8%	14%
22	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	25%	**21%**	29%	37%	17%	17%	17%	22%
23	Seek a high level of engagement with principals and other school-site leaders.	20%	**20%**	19%	13%	24%	17%	0%	16%
24	Act in accordance with the District's mission, vision, and core beliefs.	35%	**13%**	38%	13%	12%	17%	17%	10%
25	Utilize student achievement data to drive the District's instructional decision-making.	22%	**9%**	19%	11%	6%	33%	8%	14%

Desired Characteristics: National Comparisons

RANK	CHARACTERISTIC	NATIONAL BENCHMARK	LCPS PERCENTAGE
1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	37%	**65%**
2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	32%	**52%**
3	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools..	27%	**41%**
4	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	36%	**39%**
5	Lead in an encouraging, participatory, and team-focused manner.	28%	**39%**

Desired Characteristics: On-line Survey

1. 65% - Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (Community Engagement)

2. 52% - Foster a positive professional climate of mutual trust and respect among the faculty, staff, and administrators. (Communication and Collaboration)

3. 41% - Recruit, employ, evaluate, and retain effective personnel throughout the Division and its schools. (Management)

4. 39%- Hold a deep understanding of the teaching and learning process and of the importance of educational technology. (Instructional Leadership)

5. 39%-Lead in an encouraging, participatory, and team-focused manner (Communication and Collaboration)

Montgomery County Public Schools
Desired Characteristics

After seeking input from its Board members, parents, staff, students, and community via focus groups, interviews, and an online survey, the School Board of the Montgomery County Public Schools seeks a strong educational leader who possesses the following characteristics:

(Listed in alphabetical order)

- Creates a highly visible and approachable presence throughout the schools and community
- Fosters trust and transparency
- Is a strong communicator who can listen and be empathetic
- Is both collaborative and decisive, demonstrating both creativity and risk-taking skills, but also who will celebrate and build on the existing strengths of MCPS
- Is willing to make a long-term commitment to MCPS
- Possesses a strong vision for education and provides the leadership, courage and management to achieve that vision
- Possesses curriculum, financial, facility/construction experience
- Possesses the ability to build relationships and trust with all constituencies in Montgomery
- Recruits, develops, evaluates and retains outstanding and diverse staff members at all levels

Montgomery County Public Schools
Desired Characteristics

With regard to leadership experiences and accomplishments, the successful candidate:

- Demonstrates a solid track record of increasing responsibilities and success
- Has experience as a teacher, school based administrator and central office administrator
- Is or able to be certified as a Virginia superintendent
- Possesses deep knowledge and experience with providing a comprehensive curriculum for all students preferably with innovative curriculums such as STEM, CTE, and AP.
- Possesses doctorate (preferred)

Superintendent Search Next Steps

- Advertising and Applications

- Referrals, Recruitment, References

- Candidate Interviews (Consultants)

- Candidate Interviews (Board)

- Semi-finalists Interviews (Board)

- Public session with finalists