

**CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
LEADERSHIP PROFILE REPORT
September 21, 2020**

INTRODUCTION

This report summarizes the findings of the *Leadership Profile Report* conducted by Hazard, Young, Attea & Associates¹ for the Clear Creek Independent School District² Board of Trustees³ as one of the initial steps in its search for a new Superintendent. During September of 2020 an online survey was conducted via the District website from September 2, 2020 through September 12, 2020, to assist the Board in clarifying the criteria it would seek in the new Superintendent of the Clear Creek Independent School District. The data contained herein were from the survey and from individual interviews with seven Board Trustees and with individuals/groups identified by the Board between September 9-12, 2020.

Through this process, the consultants attempted to identify the personal and professional qualities desired in the Superintendent, as well as the skill sets necessary to build upon what constituent groups valued (strengths), while addressing current and emerging issues (challenges) which the District might be facing. It is anticipated that this data also will be useful to candidates interested in the Clear Creek Independent School District superintendency, as well as to the new Superintendent, once the individual is selected for the position.

Between 1,687 and 1,825 individuals provided input during the process, as reflected in the following chart. It should be noted that the seven current Board Trustees participated in individual interviews and they all completed the survey as Board Trustees. The number of respondents from the other groups that participated in both phases of the process is not known with certainty. (We do not have an accurate way to determine if some who took the survey also participated in a discussion group.)

Group	Interviews/Groups	Survey
Board	7	7
Administrators	44	109
Support Staff	*	191
Community	52	42
Parents	18	876
Faculty *(May include Staff)	19	440
Students	5	22
Total	145	1687

¹ Referenced in this Report as HYA.

² Referenced in this Report as School District or District.

³ Referenced in this Report as Board.

INTRODUCTION continued

PARTICIPATION

The responses provided through the interviews, focus groups, open forums and survey are listed in two places, under *Consistent Themes*, which can be found beginning on page 5 and under *Comments from Interviews, Focus Groups and Open Forums*, which begin on page 12. We have included a rough draft of a possible leadership profile on page 11.

The data contained in this report were gathered from Board-identified or self-selected stakeholder respondents as outlined on page 1 of this report. Therefore, it should be emphasized that the data are not from a purely scientific sampling. However, in almost all cases the responses were prioritized by the individuals and the groups from which they were gathered. In addition, prior to drawing any conclusions about consistent themes or recurring ideas, the consultants tabulated the occurrence of the Strengths, Challenges and Leadership Qualities within and among the reference groups chosen to participate in this study. So, it can be safely said that there is certainly a rigorous method for bringing these conclusions to your attention and consideration, when selecting the desired characteristics for the next Superintendent of Schools for Clear Creek Independent School District. Items are included from the interviews, focus groups and/or survey, if, in the consultants' judgment, they were repeated with sufficient frequency thus indicating a pattern and/or warranting the Board's attention.

The consultants would like to thank all the participants, who participated in the interviews, focus groups and open forums or who completed the online survey, for their insights and candor. A note of thanks to all staff Trustees who assisted in facilitating our time in the District, with special thanks to Dr. Laura DuPont, President and the Board, Superintendent Dr. Greg Smith, Ms. Stephanie Barker, Ms. Elaina Polsen, Kirk Swann, and other associated staff for their extra efforts in making us feel welcome, handling the necessary arrangements for our meetings, assistance at the meetings and follow-up in the District.

Respectfully submitted,

Rick Berry
Peter Flynn
Nola Wellman
Senior Associates, HYA

EXECUTIVE SUMMARY

ONLINE SURVEY

The online survey was completed by 1,680 stakeholders. The largest group of respondents was *Parents* representing more than half (52.1%) of all respondents. 440 *Teachers* or about one-fourth of the respondents completed the survey. The third largest participant group was *Support Staff* at 191 at about 11.4% of respondents. The rest of the respondents were 109 *Administrators*, 42 *Community Members*, and 22 *Students*. The Board Trustees took the survey manually so that the sixth category could be used by students.

Stakeholder Group Responses to Online Survey

	Frequency	Percent
Administrator	109	6.5%
Community Member	42	2.5%
Parent	876	52.1%
Students	22	1.3%
Support Staff	191	11.4%
Teacher	440	26.2%
Total	1680	100.0 %

All seven Trustees completed the survey and their results are also described in the paragraphs below.

Survey Results - State of the District

Regarding the State of the District, the respondents were asked to choose from Strongly Disagree, Disagree, Neither Disagree or Agree, Agree, Strongly Agree about the State of the District overall and in nineteen specific areas. [The nineteen statements were in four categories: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M] The following statements were perceived to be district strengths (based upon the percentage of respondents who selected either Agree or Strongly Agree) when responses were combined for all stakeholders responding to the online survey:

- **Technology is integrated into the classroom. (TL)**
- **The district has high standards for student performance. (VV)**
- **The district employs effective teachers, administrators and support staff in its schools. (M)**
- **District schools are safe. (TL)**
- **The district provides a clear, compelling vision for the future (VV)**

The Board chose the same top strengths as were chosen by the overall group and they are in bold above. In addition, the Board perceived the following areas as additional strengths of the district with all Trustees Agreeing or Strongly Agreeing:

- The district is fiscally responsible (M)
- The District engages the community as a partner to improve the school system. (CE)
- The District is working to close the achievement gap. (VV)

Survey Results - Superintendent Profile

[The twelve superintendent competency statements were in the same four categories as used in the State of the District: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M]

Using the online survey, the top-rated competencies respondents selected overall for a Superintendent were:

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- **Provide transparent communication (CE)**
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- **Establish a culture of high expectations for all students and personnel (VV)**
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (VV)
- Be visible throughout the District and actively engaged in community life (CE)

Three of the top-rated competencies by Board Trustees selected for a Superintendent **were the same as three of the five** overall choices above and they are indicated in bold.

In addition, the competency selected overall by 33% and as sixth, was also selected by 43% of the Board and is shown above underlined. When considering the top-rated competencies, the Board may want to consider adding the sixth competency to the profile.

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are presented in a separate document.

CONSISTENT THEMES FROM LISTENING SESSIONS

DISCLAIMER: The consultants were not in a position to verify the accuracy of those things that were said by individuals or attested to by groups who participated in the community engagement sessions. In those instances where individuals were identified by name or position, the consultants made note of the comment, although it was not repeated in this report, if it reflected negatively upon the individual.

Strengths

On the following pages you will see innumerable strengths mentioned about the District, its community and its people. Noteworthy among these items is a cluster that could be labeled **Communications**. We heard people talk with admiration about the internal and external methods of communicating that the District uses to get the word out about current, ongoing and urgent topics, such as the bond issue or COVID19 where the district gave out information, but also sought people's counsel. People sang the praises of the newsletter for "Over 65" that has gained attention and the Gold Card. The communications were with staff and stakeholders alike.

Secondly in frequency among those aspects of the District that we heard about from participants was the **Community**, that makes up Clear Creek ISD. The community was described as one that universally values education, engages in the planning of the District by serving on committees and is supportive generally of CCISD. The community was characterized as being cohesive with and trusting of the District.

Third on the list of strengths was **Teachers and Staff**, which were spoken of in such terms as inspiring, caring, welcoming, proficient and talented - good at what they do, and cutting edge in their professional realm of knowledge, practices and their caring nature. The teachers, some of whom are former students in CCISD, have opportunities for growth within the system we were told. They are all led by what was affectionately referred to as "*Dr. Greg's spirit filled team.*"

In our experiences listening, we heard about the plethora of **Programs and Courses** offered to students across the district, known for its wide variety and unique opportunities in the field alongside of actual practitioners. The listing we recorded including WAVE, STEM, Gifted and Talented, FFA, Robotics, Career and Technical areas such as Nursing, Culinary Arts and Automotive, Spanish Immersion, Early College, some of which take students to NASA and the Medical Communities nearby. We also heard clearly expressed appreciation for the outstanding work of the Special Education Department that successfully provides services to a wide variety of students and their families.

Although, we could literally take pages to name everything (and we do later in the full report, let us conclude this section of highlights of strengths by recounting what people shared with us about the **Team Work and Decision-making** of this school district. The teams, they observed, were like families, working well together with flexibility, willing to change if needed. The decision-making, they said, often involved consultation with those affected by the decisions, welcoming staff input. The decisions themselves were frequently rooted in the vision and objectives to be found in the District's strategic plan.

Challenges/Concerns/Issues

The good news about the list of challenges is that it is shorter than the strengths and from what we heard there is more good news in the belief voiced by many of the participants that the District has the capability to address the issues and in some mentioned cases already has begun to do so. So, let us begin by writing about something that was described to us as a strength in the district, that also carries with it a challenge and that is the District's growing **Diversity**. The diversity is the result of a change in the people who are in the district who reflect an array of races, languages, cultures, socio-economic status and mobility. This was described to us as a wonderful combination of people who require an equally wide variety of programming for English Language Learners, Talented and Gifted education, Special Education Services and all the other educational services available to those who came before them. This also requires, as it was so astutely stated to us, the staff to proficiently deliver the services.

Secondly and directly related to the first is the matter of **Growth**. The District is freely described as a 'destination school district' for both staff and families of students. Interestingly enough, some shared that they thought one part of the district was growing while another was not. Part of this challenge, some said, was that although the district in the recent past has been working on updating facilities, it may be necessary to add on more facilities within the next few years.

The third thing we heard about with frequency is the District's capacity to provide needed **Special Needs Services**. Although people hurried to state that they believed the Special Education department is doing an outstanding job, they seemed to be aware that there was difficulty in finding the staff who are capable of filling certified positions in that department.

Finally, we heard about the concern that the district will be able to keep up with its outstanding accomplishments in the area of **Program Offerings**. People queried whether it was physically and financially possible to keep up with the changes be consistent in offerings , while still challenging the students 'in the middle' along with the Gifted and Talented and Special Needs students.

Desired Characteristics of the Next Superintendent

Later in the document you will see listings of the strengths, challenges and leadership characteristics mentioned by the various groups from which we heard. On the following pages, we have listed the desired qualities for the next Superintendent in order of priority under the seven types of groups. A table format is used at first so that you can look at all seven groups and their priorities at once, side by side.

The next table shows a listing of the Characteristics of the next Superintendent in the areas of **attributes, expertise and style** items that were mentioned most frequently by all the groups combined.

Finally, we have included the draft profile which uses the highlighted items - most desirable characteristics mentioned by the seven categories of people based on the individual and group discussions. The draft profile also incorporates all of the most frequently mentioned items from the online survey, which in most cases were the same as those most frequently selected items by Board Trustees.

HYA will use all of its resources to assist the Board in finding candidates who will possess most of the characteristics desired by the respondents and included in the Leader Profile of Characteristics adopted by the Board. This will allow the next superintendent to build upon the District's outstanding reputation and collaboratively working with the Board in guiding the district to its next level of excellence.

Desirable Characteristics Listed by Categories of Respondents

After naming all of the desirable traits for the next leader of the Clear Creek Independent School District through brainstorming in group discussions or individual interviews, we asked the individuals to identify those qualities that were most **mission critical** for this school district at this point in its history. In the table below, are the leadership qualities that rose to the top in our discussions with various people over the course of three days. **Items in bold were mentioned by more than two categories.**

<p>Administrators</p> <ol style="list-style-type: none"> 1. Personal Attributes <ul style="list-style-type: none"> • Authentic • Compassion/empathetic • Core values • Trustworthy 2. Expertise <ul style="list-style-type: none"> • Advocate • Communicator • Instructional leader • Team builder/growth mindset 3. Administrative Style <ul style="list-style-type: none"> • Approachable, and visible • Collaborative • Involved 	<p>Board</p> <ol style="list-style-type: none"> 1. Personal Attributes <ul style="list-style-type: none"> • Learner • People Person • Humble • Innovative 2. Expertise <ul style="list-style-type: none"> • Team Builder • Instructional Leader • Educational advocate • Communicator • Leadership Development 3. Administrative Style <ul style="list-style-type: none"> • Open • Accountable • Transparent 	<p>Community</p> <ol style="list-style-type: none"> 1. Personal Attributes <ul style="list-style-type: none"> • Integrity • Transparent • Passion for public education • Open and responsive 2. Expertise <ul style="list-style-type: none"> • Communicator • Manager/Developer of Resources • Leader of Leaders • Problem Solver 3. Administrative Style <ul style="list-style-type: none"> • Visible, Approachable, Accessible • Collaborative • Decisive-Data driven; research informed
<p>Faculty/Staff</p> <ol style="list-style-type: none"> 1. Personal Attributes <ul style="list-style-type: none"> • Caring • Professional, calm • Integrity • Interpersonal skills 2. Expertise <ul style="list-style-type: none"> • Advocate for Education • Communicator • Instructional Leader 3. Administrative Style <ul style="list-style-type: none"> • Visible, approachable, present • Relationship builder • Team builder, Collaborative 	<p>Parents</p> <ol style="list-style-type: none"> 1. Personal Attributes <ul style="list-style-type: none"> • People Skills • Innovative • Integrity/Genuine • Trustworthy 2. Expertise <ul style="list-style-type: none"> • Experience w Diverse populations • Team builder • Instructional Leader • Communicator • Educational Advocate 3. Administrative Style <ul style="list-style-type: none"> • Relationship builder- Committed-PTA • Values-based • Visible/present/approachable • Visionary 	<p>Students</p> <ol style="list-style-type: none"> 1. Personal Attributes <ul style="list-style-type: none"> • Innovative • Adaptable • Empathetic 2. Expertise <ul style="list-style-type: none"> • Understand needs of CCISD • Communicator - Transparent • Fiscally aware 3. Administrative Style <ul style="list-style-type: none"> • Inclusive • Decisive • Visible and Approachable

Most Desirable Characteristics Mentioned Most Frequently By the Six Categories of People Above:

Attributes	Expertise and Experience	Style
<ul style="list-style-type: none"> • People Person 3 • Innovative 3 • Integrity 3 	<ul style="list-style-type: none"> • Communicator 6 • Educational Advocate 4 • Instructional leader 4 • Team builder 4 	<ul style="list-style-type: none"> • Visible and Approachable 5 • Collaborative 3

**The numbers next to the highlighted items indicate the number of categories of respondents that mentioned these items as priorities.*

**Summary of Input
Most Desirable Qualities from the Surveys and Listening Sessions**

Top overall competencies selected on the Online Survey and the survey of the Board:

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- **Provide transparent communication (CE)**
- **Recruit, employ, and retain effective personnel throughout the District and its schools (M)**
- **Establish a culture of high expectations for all students and personnel (VV)**
- **Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (VV)**
- **Be visible throughout the District and actively engaged in community life (CE)**

From the listening sessions

<u>Attributes</u>	<u>Expertise and Experience</u>	<u>Style</u>
<ul style="list-style-type: none"> • People Person • Innovative • Integrity 	<ul style="list-style-type: none"> • Communicator • Educational Advocate • Instructional leader • Team builder 	<ul style="list-style-type: none"> • Visible and Approachable • Collaborative

Desired Characteristics of Superintendent

Superintendent of Schools Clear Creek Independent School District, Texas

After receiving input from administrators, community members, faculty, parents, students, and support staff, the Clear Creek Independent School District Board seeks an individual, who has had experience as an outstanding leader with the utmost integrity in a diverse school district demonstrating a track record of instructional success, to be its next superintendent.

The Board seeks someone who is an effective communicator and an advocate for public education able to represent the school district, locally, regionally and on a state level. In addition, the selected candidate will be a visible and approachable member of the community and the District, who is present in schools and community, building teams, especially in the development of a team relationship with the Board.

The next superintendent of CCISD will work collaboratively with the staff and community in a spirit that reflects the mission and vision of this innovative district. The Board of the Clear Creek Independent School District is looking for a people person, who will live and become involved in the community, committing to stay with the district for a significant tenure.

Further, the Clear Creek Independent School District seeks a Superintendent who has record of demonstrating the following competencies ...

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators
- Provide transparent communication
- Recruit, employ, develop and retain effective personnel throughout the District and its schools
- Establish a culture of high expectations for all students and personnel
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies
- Be visible throughout the District and actively engaged in community life

Approved by Clear Creek Independent School District Board on September 21, 2020.