

Alexandria City Public Schools Leadership Profile Report

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Presented by:

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HYA Executive Search
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Survey/Online Participants

Group	Personal Interviews or Focus Groups	Online Survey
Board	9	N/A
Administrators	58	36
Teachers and/or other licensed staff	7	106
Community	40	56
Parents of students attending ACPS	29	989
Support Staff	18	39
Students	22	17
Total	183	1243

Consistently Reported Themes

Strengths

- Community - location; unique history around race and equity; values education, supports the arts; active, committed partnerships that provide many resources
- Diversity!
- Manageable size
- Neighborhood elementary schools: strong connections to families and communities
- Overall academic foundation sound
- Resources: comparatively well-funded; technology
- School staff works hard to support students, address achievement and relate to a diverse community
- Small town atmosphere in urban environment
- Staff: well-respected, talented educators; knowledgeable, dedicated
- Strategic Plan provides a positive, consistent framework

Consistently Reported Themes

Challenges/Concerns/Issues

- Central office: functions and communication need to improve
- City officials lack confidence in the ability of ACPS to manage facilities investment
- Diversity, equity, disparity: Alexandria City leaders and citizens have a genuine desire to provide quality schools and equity of opportunity for all students, but this is not always the reality
- Facilities, capacity: buildings need cleaning, maintenance and repair
- Facility capacity issues, especially the looming, critical problem of overcrowding at TC
- Lack of systemic district-wide protocols and procedures
- Lower per-pupil funding provided by the city in recent years is making it more difficult to meet the needs of all students.

Consistently Reported Themes

Challenges/Concerns/Issues

- Over-emphasis on testing is a real concern of staff, community and students.
- Perceptions/image of ACPS: many citizens are openly critical of the schools
- Programs and career paths are needed for the both college and non-college bound students
- School leaders often act independently of central office
- Stakeholders noted inconsistencies in delivery of Special Education services
- Turnover and style changes of superintendents has impacted ACPS
- Unity and alignment of programs among the schools

Consistently Reported Themes

Desired Characteristics

- Breaks down silos and department divisions: facilitates sharing of best practices
- Builds relationships and trust
- Commits to ACPS for a long tenure to make enduring change
- Communicator, collaborative: creates an open work environment
- Competent in fiscal management
- Consistent: clearly identifies what all schools must do the same and when they can be different
- Earns the confidence of city colleagues and community leaders
- Educator/skilled instructional leader; with a commitment to closing achievement gaps and providing for the needs of a diverse student population; focuses on teaching and learning

Consistently Reported Themes

Desired Characteristics

- Facilities experience or the ability to attract, develop and retain talent in those areas
- Innovative, future-oriented: makes sure that students are prepared for their futures with the skills they need
- Operations and management ability: can bring order and coherence to operations
- Optimistic
- Respected by all, especially the Alexandria City officials, the ACPS staff and the community
- Strong, courageous, student-centered leader
- Values and respects all that is positive about Alexandria and ACPS

Executive Summary of On-Line Survey

The Alexandria City Public Schools Superintendent Search Survey was completed by 1243 stakeholders. With over three-quarters of the total respondents, the largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 79.6 percent of all respondents. Teacher/licensed staff made up the second most populous stakeholder group at nine percent of all respondents. The third largest participant group were community members at five percent of all respondents.

Regarding the State of the District, the following statements were perceived to be district strengths:

- Technology is integrated into the classroom. (TL)
- District schools are safe. (TL)
- The district employs effective teachers, administrators and support staff in its schools. (M)
- The district engages with diverse racial, cultural and socio-economic groups. (CE)
- The district engages the community as a partner to improve the school system. (CE)

Executive Summary of On-Line Survey

The top-rated leadership profile characteristics constituents desire in a new superintendent are:

- Establish a culture of high expectations for all students and personnel (VV)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Understand and be sensitive to the needs of a diverse student population (TL)
- Provide transparent communication (CE)

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS














Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (1,243)	Administrator (36)	Community Member (56)	Parent Of Student Attending School (889)	Student (17)	Support Staff (39)	Teacher/License d Staff (106)
OVERALL							
Please rate the overall quality of education in the District.	67%	66%	48%	64%	57%	56%	55%
VISION AND VALUES							
The district provides a clear, compelling vision for the future.	61%	78%	54%	61%	65%	64%	60%
The district is heading in the right direction.	62%	58%	50%	64%	65%	54%	55%
The district has high standards for student performance.	60%	69%	41%	61%	65%	64%	65%
The district makes decisions based on information from data and research.	51%	67%	41%	51%	59%	56%	51%
The district is working to close the achievement gap.	62%	64%	55%	62%	65%	69%	63%
TEACHING AND LEARNING							
The district provides a well-rounded educational experience for all students.	61%	47%	57%	63%	76%	67%	47%
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	60%	39%	41%	61%	71%	49%	65%
District schools are safe.	78%	75%	68%	80%	59%	82%	68%
The social and emotional needs of students are being addressed.	60%	53%	39%	62%	49%	69%	49%
Students are on track to be college and career ready.	57%	58%	30%	54%	53%	59%	44%
Technology is integrated into the classroom.	78%	86%	61%	77%	76%	90%	89%
COMMUNITY ENGAGEMENT							
The district engages the community as a partner to improve the school system.	65%	72%	46%	67%	47%	69%	56%
There is transparent communication from the District.	53%	33%	37%	57%	35%	54%	36%
The district engages with diverse racial, cultural and socio-economic groups.	69%	64%	55%	70%	65%	82%	63%
MANAGEMENT							
Facilities are well maintained.	57%	25%	45%	62%	53%	49%	39%
The district is fiscally responsible.	46%	36%	32%	48%	53%	49%	26%
The district employs effective teachers, administrators and support staff in its schools.	70%	56%	46%	73%	41%	67%	72%
Employees are held accountable to high standards.	56%	46%	37%	57%	41%	54%	66%
District technology infrastructure is sufficient to support 21st century learning.	55%	64%	46%	55%	71%	59%	54%

LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

	All (1243)	Administrator (36)	Community Member (56)	Parent Of Student Attending School (989)	Student (17)	Support Staff Teacher/License d Staff (106)
Establish a culture of high expectations for all students and personnel	45%					
Recruit, employ, and retain effective personnel throughout the District and its schools	44%					
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	41%					
Understand and be sensitive to the needs of a diverse student population	38%					
Provide transparent communication	36%					
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	36%					
Provide a clear, compelling vision for the future	34%					
Effectively plan and manage the long-term financial health of the District	33%					
Be visible throughout the District and actively engaged in community life	33%					
Integrate personalized educational opportunities into the instructional program	30%					
Be an effective manager of the Districts' day-to-day operations	30%					
Provide guidance for district-wide curriculum and instruction	29%					

Alexandria City 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 Board of Education of the Alexandria City Public Schools (ACPS) seeks a strong educational leader who possesses the following characteristics:

- Strength, humility and resilience in the face of dealing with difficult decisions, strong opinions and pressure from different constituencies.
- Accessibility to and for staff, parents and community that is transparent and welcoming.
- Excellent financial and operational acumen and the ability to manage a complex organization.
- Teaching and administrative experience that serves as a foundation for understanding differentiation of instruction, meeting individual student needs, and making sound program adjustments.
- Professionalism, integrity and dedication that are demonstrated through visibility.

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Desired Characteristics

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

- Demonstrate evidence based experiences with diversity in all forms; racial, ethnic and socio-economic, and be able to apply those experiences into actions to meet the diversity challenges of ACPS.
- Demonstrate community engagement and transparency built upon trust, honesty and integrity, regardless of issues at hand and/or problems to be solved.
- Demonstrate proven skills in budget development that will continue to present a clear understanding between the demands of an excellent educational program and the community's ability to afford that program.
- Demonstrate skilled leadership in curriculum and program development that is research based, evidence based.

Alexandria City Public Schools

Desired Characteristics

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

- Demonstrate district wide achievement results that have raised the bar of accomplishment while reducing achievement gaps between and among all student groups.
- Demonstrate creativity in the development of an educational working environment that is effective, well managed, fairly evaluated, and inclusive.
- Demonstrate human resource(s) skills that attract, select, retain and provide professional development for all positions and decrease turnover.
- Demonstrate evidence based experience with planning and implementing long term facility solutions in a complex political environment

Alexandria City Public Schools

Requirements:

Demonstrated visionary leadership in a diverse school district or large organization

Eligible to be certified as a superintendent in Virginia

Doctorate from an accredited institution (preferred)

Experience as a superintendent (preferred)