

Atlanta Public Schools Leadership Profile Report

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Presented by:

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HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

Engagement of Stakeholders

Group	Personal Interviews or Focus Groups	Online Survey	Let's Talk	Community Meetings
Board	9	-	-	-
Administrators	35	148	-	-
Teachers/Faculty	12	434	12	-
Community	25	171	7	129
Parents	14	580	14	-
Support Staff	15	292	-	-
Students	10	35	-	-
Total	120	1660	33	129

Consistently Reported Themes

Strengths

- An engaged and supportive City that wants APS to succeed
- APS has a long history of distinguished graduates and alumni
- Atlanta is a vibrant city with growth and unlimited potential
- Atlanta's access to higher education, the arts, businesses, and recreational resources
- Board members are committed to their governance role
- Funding and resources are available for the needs of APS

Consistently Reported Themes

Strengths

- Graduation rates and other academic indicators have risen in recent history
- Legacy of civil rights movement is part of Atlanta and APS history
- Principal and central office staff are highly competent
- School facilities and maintenance are in good shape with funding sources from ESPLOST
- Schools and staff embrace and care for the neediest families in poverty
- Staff is passionate and committed to all students
- Talented teachers that are dedicated, committed, and responsive to parents as well as students

Consistently Reported Themes

Challenges/Concerns/Issues

- “Tale of Two Cities” a city with wealth and poverty in the extremes
- Board and superintendent roles, relationships, governance and engagement are vital to the success and longevity
- Capacity issues with over crowding in the north and east with underutilization in the south and west
- Diversity—racial, ethnic, socio-economic, etc.
- Equity—many different viewpoints and definitions
- Many schools in need of academic improvement
- Provide equal access to a rigorous curriculum for all students (north and south)
- Relationship improvement with the City and other governmental agencies is a priority

Consistently Reported Themes

Desired Characteristics

- Communicates and connects with parents and all citizens in a caring and responsive manner
- Collaborative with the community, the schools, and especially the governance structure of APS and Atlanta
- Develops ideas and is able to stand her/his ground in the face of political pressures
- Engages, supports and seeks the input of teachers
- Instructional leader with urban experience
- Demonstrated results in an urban setting to close the achievement gap
- Systemic thinker who is proactive - not reactive
- Teaching background is desired
- Honesty/integrity/transparency are critical attributes
- Understands diversity in all forms, comfortable in all settings
- Willing to listen and observe while learning the district – doesn't start changing things immediately

On Line Survey Methodology

The survey results contained in this document are based on HYA's research related to superintendent leadership standards. The survey addresses both district performance and desired characteristics of the superintendent in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - The leader's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision
- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the district and the desired profile of the next superintendent, this report will help the district prioritize the desired characteristics of the superintendent in a way that will advance the priorities of the community.

Executive Summary of On-Line Survey

The Atlanta Public Schools Superintendent Search Survey was completed by 1660 stakeholders. The largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 34.9 percent of all respondents. Over a quarter of respondents were teachers. They made up the second most populous stakeholder group at 26.1 percent of all respondents. The third largest participant group were support staff at 17.6 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)
- The district is working to close the achievement gap. (VV)
- The district engages with diverse racial, cultural and socio-economic groups. (CE)
- The district provides a clear, compelling vision for the future. (VV)
- 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:

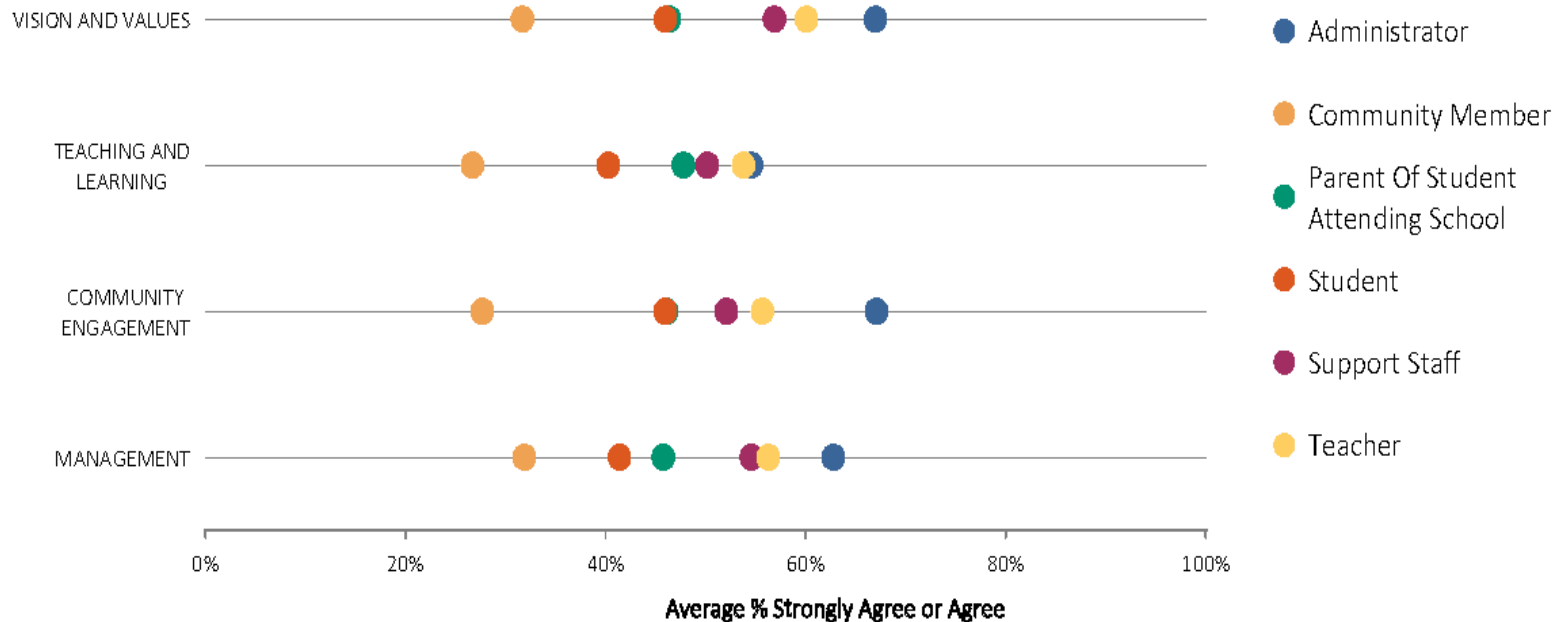
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Understand and be sensitive to the needs of a diverse student population (TL)
- Establish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

ANALYSIS

State of the District Summary

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.

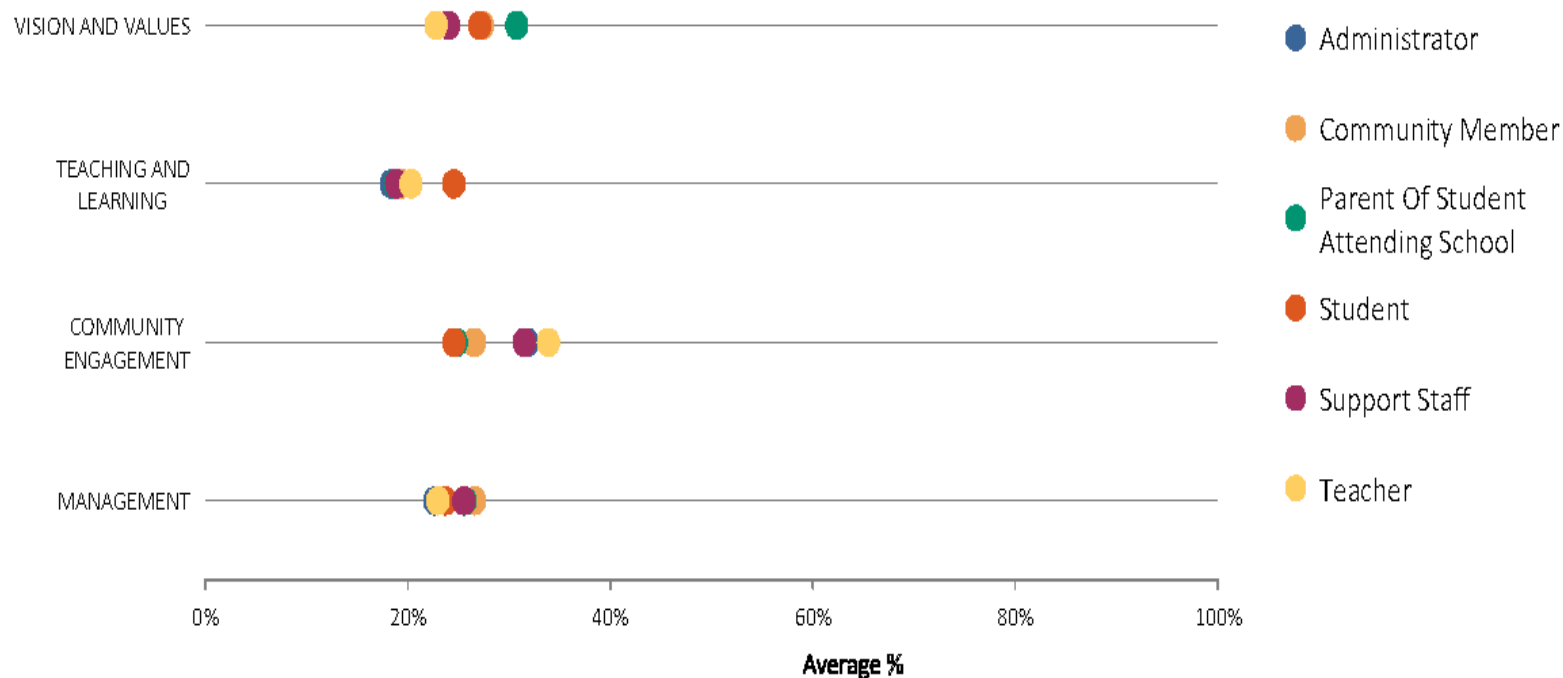
State of the District Results by Constituent Group



Leadership Profile Summary

Respondents were asked to select leadership statements that are most important in selecting a new superintendent. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.

Leadership Profile Results by Constituent Group



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 (1660)	Administrator (148)	Community Member (171)	Parent Of Student Attending School (580)	Student (35)	Support Staff (292)	Teacher (434)
OVERALL							
Please rate the overall quality of education in the District.	37%	38%	20%	43%	34%	34%	37%
VISION AND VALUES							
The district provides a clear, compelling vision for the future.	52%	74%	32%	41%	37%	60%	65%
The district is heading in the right direction.	50%	68%	31%	49%	37%	50%	53%
The district has high standards for student performance.	51%	62%	29%	45%	46%	56%	59%
The district makes decisions based on information from data and research.	42%	57%	27%	36%	34%	48%	50%
The district is working to close the achievement gap.	54%	64%	35%	51%	43%	58%	59%
TEACHING AND LEARNING							
The district provides a well-rounded educational experience for all students.	36%	41%	22%	37%	26%	39%	38%
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	42%	39%	18%	36%	40%	44%	62%
District schools are safe.	47%	56%	32%	53%	29%	47%	42%
The social and emotional needs of students are being addressed.	43%	62%	17%	41%	26%	45%	49%
Students are on track to be college and career ready.	37%	42%	17%	41%	31%	35%	38%
Technology is integrated into the classroom.	68%	75%	46%	66%	51%	67%	78%
COMMUNITY ENGAGEMENT							
The district engages the community as a partner to improve the school system.	51%	72%	29%	45%	46%	54%	59%
There is transparent communication from the District.	35%	57%	17%	33%	20%	36%	39%
The district engages with diverse racial, cultural and socio-economic groups.	53%	64%	32%	53%	49%	52%	57%
MANAGEMENT							
Facilities are well maintained.	50%	70%	40%	54%	29%	48%	47%
The district is fiscally responsible.	37%	59%	19%	32%	31%	43%	41%
The district employs effective teachers, administrators and support staff in its schools.	50%	57%	29%	49%	31%	53%	57%
Employees are held accountable to high standards.	50%	60%	31%	38%	40%	57%	67%
District technology infrastructure is sufficient to support 21st century learning.	46%	55%	29%	42%	40%	51%	53%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	All (1660)	Administrator (148)	Community Member (171)	Parent Of Student Attending School (580)	Student (35)	Support Staff (292)	Teacher (434)
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	50%	66%	46%	38%	31%	54%	62%
Recruit, employ, and retain effective personnel throughout the District and its schools	47%	43%	54%	54%	40%	43%	40%
Understand and be sensitive to the needs of a diverse student population	40%	43%	42%	38%	37%	38%	44%
Establish a culture of high expectations for all students and personnel	39%	39%	47%	46%	20%	33%	32%
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	34%	32%	29%	41%	43%	28%	31%
Be visible throughout the District and actively engaged in community life	29%	28%	24%	28%	34%	29%	32%
Provide transparent communication	28%	26%	30%	25%	17%	30%	32%
Effectively plan and manage the long-term financial health of the District	28%	30%	29%	25%	26%	30%	29%
Provide a clear, compelling vision for the future	25%	32%	27%	26%	29%	25%	21%
Be an effective manager of the Districts' day-to-day operations	16%	12%	17%	15%	14%	19%	17%
Provide guidance for district-wide curriculum and instruction	16%	20%	16%	13%	23%	14%	18%
Integrate personalized educational opportunities into the instructional program	15%	7%	15%	18%	23%	17%	13%

Atlanta Public Schools

Desired Characteristics (in alphabetical order—not prioritized)

- **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 Atlanta Public Schools (APS) seeks a strong and dynamic educational leader who possesses the following characteristics:**
- Ability to champion and execute a shared vision on equity
- Accessibility that is transparent and welcoming for community groups and organizations
- Adaptability in developing a professional presence that is demonstrated through visibility.
- Humility and resilience in the face of dealing with difficult decisions and varying needs of the community.
- Inclusive style of leadership that engages and collaborates with Board Members, staff and community in a transparent style of leadership.
- Urban teaching and administrative experience that serves as a foundation for understanding differentiation of instruction, meeting individual student needs, and providing a curriculum and strategies to close achievement gaps.

Atlanta Public Schools

Desired Characteristics (in alphabetical order—not prioritized)

- **With regard to leadership experiences and accomplishments, the successful candidate will:**
- Demonstrate community and family engagement built upon transparency, trust, honesty and integrity.
- Demonstrate proven skills in building a governance model that is inclusive of excellent working relationships with the Board, the governmental agencies of the region and especially the community.
- Demonstrate skilled leadership in curriculum and program development that is research based, evidence based, and is supported by well-planned and sequenced implementation and professional development.
- 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, inclusive and holds all employees accountable.
- Demonstrate human resource(s) skills that attract outstanding candidates for all positions and decrease turnover vulnerabilities.
- Demonstrates a history of leadership for vision, mission and work with strategic plans. This work should also demonstrate an ability to work with current initiatives and provide a continuous feedback loop for improvement.

Atlanta Public Schools

Required:

- Demonstrated leadership in a urban school district or large organization
- Eligible to be certified as a superintendent in Georgia

Preferred:

- Doctorate from an accredited institution
- Experience as a superintendent