

**LEADERSHIP PROFILE
REPORT
for the
Eugene School District 4J**

Prepared by Carolyn McKennan, Ed.D.
and Brian Benzal, Ph.D.
HYA Associates
January 12, 2015

**LEADERSHIP PROFILE REPORT
for the
Eugene School District 4J
Eugene, OR**

TABLE OF CONTENTS

Overview	3
Consistent Themes Cited in Focus Groups and Interviews	6
Comments from Interviews and Focus Group Meetings, Presented by Group	8
Online Superintendent Profile Survey Results	25

EUGENE SCHOOL DISTRICT 4J
Eugene, OR
LEADERSHIP PROFILE REPORT
January 2015

Overview

This report presents the findings of an inquiry process conducted by Hazard, Young, Attea & Associates as part of the superintendent search for the Eugene School District 4J.

In our role as HYA consultants, we obtained the data for this report from individual interviews and focus group meetings with various stakeholders, beginning with individual board member interviews in December. Between December 15 and 17, we talked with approximately 122 individual stakeholders in a total of 24 separate meetings in the district administrative center. These meetings included board members, parents, teachers, support staff, administrators, university officials, business leaders, and students. A summary of the results of an online survey of seven categories of stakeholders is provided. The survey was available to all interested respondents through the district's website from December 8 - 21.

Taken together, the survey, focus group, and interview data contained in this report will help the school board determine the primary characteristics desired in the new superintendent for Eugene School District 4J. Additionally, the data provide information about the strengths of the district and some of the challenges it will face in the next 3-5 years. We hope this information will be helpful to all who will share in building upon the district's strengths and moving the district forward with the leadership of the soon-to-be-selected superintendent.

Participation

In both methods of data collection, participation is listed below by stakeholder group. Survey results from both school and central office administrators are reported in the single group, "Administrators."

Interview/focus group summaries report the combined views of school board members who were interviewed individually. The views of all people attending community meetings are grouped into the "Community" category. Representatives of elected officials, social service agency leaders, and several open parent meetings are also included in the community grouping. Input from members of district advisory boards (e.g. the Equity Committee and the Budget Committee) and support groups like the Eugene Education Foundation and the Charter Schools are reported as a combined group because they may include a mix of staff and community members.

ON-LINE SURVEY PARTICIPATION

Stakeholder Group	Frequency	Percent
Administrators	35	2.8
Board of Directors	7	.6
Support Staff	88	7.0
Community members	117	9.3
Teachers	170	13.6
Parents with children	773	61.7
Students	63	5.0
TOTAL	1,253	100.0

INTERVIEW / FOCUS GROUP PARTICIPATION

Stakeholder Group	Frequency	Percent
Administrators	32	26.2
Board of Directors	7	5.7
Classified staff	9	7.4
Community (parent and non-parent)	42	34.5
District advisory committees	21	17.2
Teachers	11	9.0
TOTAL	122	100.0

The responses gleaned from focus groups and individual interviews are listed in two places:

1. Consistent Themes, beginning on page 6 of the report; and,
2. Comments from Interviews and Focus Group Meetings, beginning on page 8.

Comments are listed alphabetically with no attempt to establish a priority order.

Use of the Data

Finally, based on the information gathered in this profiling process, a proposed list of desired superintendent characteristics has been developed and is a companion document to this report. The profile is intended to serve as a discussion draft to help the Board refine and adopt a final list of characteristics through the study and discussion of the profile. The Board's approved list of desired characteristics will provide the basis for candidate recruitment and screening, including Board interviews and community-based interaction with up to three finalists.

We want to emphasize that the data contained in this report are not a scientific sampling, nor should they necessarily be viewed as fully representing the majority opinion of the groups to which they are attributed. Items reflect a fair presentation of the input received during our work with district-identified groups--sometimes spanning two, three, or four different meetings offered at different times during the week. Indeed, the stakeholder reports show some contradictory responses. These comments reflect differences in individual viewpoints and/or experiences, all of which have a place within the whole discussion and the board's decision-making process.

HYA will use this information and the board's final listing of desired characteristics to recruit a candidate pool for Board consideration. HYA and its associates cannot promise to find a candidate who possesses all of the characteristics desired by district respondents. However, with the School Board, we intend to meet the challenge of finding an individual with most of the skills and character traits needed to address the aspirations and concerns of district stakeholders.

We sincerely thank all of the participants who attended focus group meetings, provided interviews, and/or completed the online survey. We found all members of the Eugene School District 4J staff and the Eugene community to be exceptionally thoughtful and to care deeply about their schools and the students whose success they are working so hard to assure.

We extend special thanks to those who helped arrange, invite participants, and facilitate our meetings, in particular Charis McGaughy, Eliza Drummond and Katie McRae, all of whom were unfailingly gracious, efficient, welcoming, and collaborative in their support of our work in the district. Additionally, the interpretative skills of Carmen Urbina and Pilar Zentz were most helpful and gracious in supporting our conversations with community members when English was not the primary language.

Respectfully submitted,

Carolyn McKennan, Ed.D., West Coast Regional President
Brian Benzel, Ph.D., Associate
Hazard, Young, Attea & Associates
Executive Search Services

Consistent Themes Cited in Focus Groups and Interviews

Following are the district strengths, challenges, and desired superintendent characteristics most commonly cited in our interviews and focus group experiences. While other perceptions were important in certain stakeholder views, these are the perceptions that most often occurred among the groups in the various focus group sessions.

The items listed here further specify or provide examples of the major ideas presented by grouping on pages 8-24. The order of presentation is not intended to reflect priorities, but to capture each distinct comment. Items that were commonly reported to us are summarized alphabetically as follows:

Commonly Cited Strengths of the District

- Engaged, energetic community.
- Eugene community is highly supportive of public education and specifically supports the Eugene School District 4J.
- History of site-based management and decision-making.
- Outstanding, devoted teachers and support staff who keep students at the center of their work.
- Presence of strong institutions of higher education (e.g. the University of Oregon, Pacific University, and Lane Community College) enrich the community and provide strong support for the school district.
- Reputation of an innovative system offering a variety of programs yielding high-level academic performance.
- Strong program choices are evident throughout the school district (e.g. language immersion schools).
- Students are viewed as strong, thoughtful, and motivated in their efforts to learn and grow.

Commonly Cited Challenges/Concerns/Issues

- Confusion and lack of confidence resulting from constrained fiscal conditions.
- Equity in terms of program operations and family access to schools of choice need to be carefully examined prior to making systematic and long-term modifications.
- Fiscal constraints imposed by state law adversely affect educational investments. For example, loss of funds constrains hiring sufficient teachers to keep class sizes reasonable and provide the full range of educational programs viewed by many as essential (e.g. music, physical education, special education, and professional-technical options).
- Frustration and distrust generated by decisions made without full engagement and understanding among stakeholders.
- High rate of turnover among senior leadership that extends to building principals and teachers. Classified employees have experienced layoffs and reduced hours.

- Lack of a clearly articulated, focused strategic plan serving as a filter through which difficult choices are made.
- Lack of defined decision-making processes sometimes delays or stops action on important matters due to an over-zealous approach to engagement and process.
- More people of color need to be hired so students experience diverse role models in their school system and community.
- Need to fully respond to changes in the ethnic, racial, and cultural composition of the community with programs, language access, and other actions that will enhance relationships with students and their families.
- School Board seems to be overly involved in administrative decisions.
- Seek to know and understand the momentum under way in the district's educational programs before initiating changes intended to improve students' educational experiences.
- Years of reduced funding, increasing class sizes, and loss of program options resulting in low morale and a sense of hopelessness. There is a need to restore trusting relationships between constituent groups so the district can deal with issues such as strategic planning, changing demographics, and maintaining programs.

Commonly Cited Characteristics Desired in Eugene's Next Superintendent

- Able to confidently and quickly establish credibility, build consensus, and begin the healing that is desired.
- Consensus builder who positively relates to all members of the school staff and narrows the perceived disconnect between the District Office and the school sites.
- Continuous, consistent communicator of the values, goals, and mission of the Eugene School District 4J; systematically builds understanding of issues, challenges and events.
- Demonstrated ability to work effectively and build relationships with diverse constituencies.
- Honesty, integrity, respect, trustworthiness and transparency are present in decision-making.
- Listener who hears all voices and all sides and incorporates what is heard into decisions and actions.
- Strong educator who possesses the capability to delegate and link program development to fiscal conditions and constraints.
- Systems thinker.
- Understands and integrates categorical-funded educational programs such as special education, professional-technical education, and intervention programs to leverage benefits for students.
- Understands equity and lives it in visible ways.
- Willing to be active and visible in the Eugene community, the region, and the state working with state policy-makers and colleagues in other school districts.

Comments from Interviews and Focus Group Meetings Presented by Group

December 2014

Comments are listed alphabetically

BOARD OF DIRECTORS (7) *(Note: Board members responded in individual interviews.)*

District Strengths

- District has a history of allowing and respecting various school sites to make decisions that serve their community.
- Eugene is Oregon's second largest city and consequently has a strong presence in state and regional policy directions.
- People are engaged in the schools in a variety of ways, from school-level mentoring to serving on various advisory committees.
- Recent passage of the local option levy is evidence of the strong support for public education and Eugene School District 4J in particular.
- Serving the best interests of students is the prevalent attitude among board members and constituent groups.
- The district has an outstanding staff devoted to service at all levels; people want to live in Eugene and care about the district and the community.
- The district is known for innovation, especially its schools of choice and language immersion focus.

Challenges/Issues/Concerns

- Board has drifted into too many administrative duties and needs to return to a focus on policy and direction.
- Board members report a desire to do important, strategic policy work, but note that multiple issues and tight staffing has allowed district focus to become too broad.
- Board needs to build a cohesive-focus by developing sound board service skills based on roles and functions.
- Family structures, cultural changes, and poverty affect the composition of the school district. Nearly 45% of the district's students participate in the free and reduced price school lunch program, a reliable marker for measuring the poverty level of the district's families.
- Fiscal constraints created a loss of programs (e.g. music and physical education) and exorbitant class sizes. The school year is sometimes reduced due to revenue limits that are less than required program obligations.
- Friction among board members noted by some.
- Need to create efficiencies district-wide requires changes to traditionally site-based operations and results in misunderstandings and disagreements. The recent adoption of a standard high school schedule and the implementation of College Prep Math are examples of this tension.
- Need to engage stakeholders sometimes leads to an inability to make the decision; delay creates uncertainty and sometimes controversy about the decision.

- People are leaving due to retirements and because salaries and working conditions appear to be better elsewhere; turnover creates some uncertainty about institutional memory and knowledge of past practices and procedures.
- Reductions in staffing have created overload and impaired the ability of the district to communicate complex issues effectively and regularly, both internally and to the community.
- Resistance to the long-term reality that the funding system changes are here to stay and are the constraints within which district programs must operate into the future. How do we operate with what we have?
- Site-based choices and choice programs for schools affect equity considerations, especially in an environment of changing demographics.
- Staff members feel stressed, de-valued, and de-motivated.
- Too many people in the system focus on the “good old days” when funding was more appropriate to the desired levels of this community.

Desired Characteristics

- Ability to influence policy, state budget choices, and build relationships with the regional and state educational systems. Develop a “sense of Oregon” and be a team-player with other school districts.
- Ability to operate in ways that build trust and confidence in diverse settings.
- Ability to incorporate others in making complex decisions and choices; can disagree without being disagreeable.
- Ability to address significant educational pressures (e.g. the Common Core, assessment, evaluation) with growing poverty and cultural diversity of the district.
- Assesses organizational needs and align staff support to address those needs.
- Aware of constraints of the financial system, and possesses the ability to make choices to maximize the use of resources.
- Can lead and manage multiple layers of a complex system.
- Comprehends and understands the district as a system.
- Culturally competent leader with a strong commitment to equity for all students in program development, and an ability to merge fiscal constraints with equity considerations.
- Demonstrates ability to lead the creation of a strategic investment plan that develops a direction for the district, and stakeholder understanding of the choices and resources that will be used to accomplish the goals.
- Leverage the role of the statutory Budget Committee to build understanding of financial constraints.
- Listens with the goal of understanding so people feel their voice was heard even if the decision is counter to their desired outcome.
- Possesses knowledge and experience in working with school budgets and how to finance the actions that are recommended.
- Shares the role, goals, and needs of Eugene School District 4J in the community.
- Understands circumstances, examines strengths and challenges, and assembles a team to prioritize and work on them.
- Understands and develops systems and structures that honor people; understands principles of collective bargaining and relationship development.

- Will demonstrate a desire to be a part of the larger community while being visible in schools and internal functions of the district.
- Will maintain what is working well in Eugene while thoughtfully leading the system to incorporate changes necessary for the new reality.

ADMINISTRATORS (28)

District Strengths

- Alignment with community college.
- Collaborative efforts.
- Common language for teaching.
- Community is engaged and feels free to express themselves.
- Community support (e.g. overwhelming support for the local option levy).
- Current support for me as an administrator of color.
- Facility care and maintenance is strong.
- Focus on equity and cultural competence (e.g. coaching and designation of district staff to support function).
- History of decentralized governance.
- History of innovation and adaptability.
- Hub for special education programs in the region.
- Innovation...will take risks for new things.
- Leadership is committed to teaching and learning...training to increase effectiveness and growth development.
- People have passion for their work and for education; dedicated and hard working.
- Program choices and unique program options.
- Realization that sites need central support.
- School Board is approachable and operates without agendas...stable and supportive of education.
- Strong alternative high school programs.
- Students are strong...really good kids.
- Technology usage and support.
- University partnerships.
- Use of research to support sound teaching strategies.
- Work hard to be inclusive for special needs students.

Challenges/Issues/Concerns

- Board is white, privileged, and middle to upper middle class...making it hard to hear from culturally diverse communities.
- Board-elected budget committee has limited diversity and their processes reinforce past budget practices.
- Class sizes are too high.
- Contentious relationships among stakeholders (parents, board, district office, schools, teachers); lack of transparency.
- Decentralized governance history...pure top down won't work, but neither will do your own things approach.

- Denial of current reality takes the shape of creating stronger, higher boundaries around the past...creates polarization.
- Economic downturn and systemic state erosion of financial support have been brutal to central support service functions; significant loss of support to schools.
- Equity focus is lagging and support of students and staff of color needs to be supported.
- Falling back each year on efforts to be inclusive and supportive of children with special needs (budget causes difficulty).
- Focus school has not been able to hold onto its staff...high staff turnover in high needs schools...struggle to train and build systems and then have to re-start the process...creates a cycle of stress.
- Jobs get shifted to people who have never done it before...key work gets lost.
- Lack of a sense of urgency to address the issues leads to under-performance.
- Lack of systemic induction processes despite efforts to provide them.
- Lack of unified vision with multiple leadership structures with different visions (even within one building, various teams have different agendas)...stresses the workload with constrained resources and limited time.
- Late hiring processes: we used to ask "are you good enough for Eugene?" but late authorization for hiring impairs hiring people of color; loss of many good people.
- Length of school year is too short or not predictable.
- Losing staff to other districts.
- Lots of time devoted to small number of privileged voices...political behavior saps energy, blocks efforts to work with voices that are silent and where the achievement gap exists.
- Low graduation rates.
- Multiple values and perspectives on programs of choice reflect disparities in views and lack of unity.
- Need effective communication strategies for initiatives while also in reactive mode creates loss of cohesion and mistrust.
- Need to recognize that we have the resources we have now...state funding not likely to improve.
- Need to recruit more teachers and administrators from under-represented populations.
- Need to strengthen programs that support student needs such as educational interventions for struggling students.
- No induction or training programs for new administrators. What do they do given the significant turnover? Who helps them?
- No strategic plan for the district results in unclear long-range direction; we need a road map; we are expected to lead but don't have a clear sense of district direction.
- Perception that we are what we were 20 years ago while demographics have changed substantially.
- Policies and procedures are often only documented in an oral tradition, which creates confusion when the narrative is different among key people...constantly re-inventing.
- Reacting to events versus planning and anticipating future events.
- Renowned dual language programs are hard to maintain due to retirements...economically struggling to fulfill staffing positions.
- Retirements and new people: much of the institutional memory is gone and no resources and systemic structures to support new people, a reality complicated by economic crunch.

- School board is in a state of flux...don't seem to be together in their vision...creates confusion for administrators.
- Strategic plan to move this change forward will be essential for new superintendent...cannot keep the data and information below the surface.
- Stress caused by multiple initiatives...carry-over effect from year to year (e.g. College Prep Math implementation, Common Core, contract negotiations, furlough days [9 in 2013-14], new high school schedule, new teacher effectiveness, Synergy, etc.).
- System of school choice not available in many cases to all students (especially low SES families).
- Top down initiatives in teaching and learning creates questions like “how come we are doing this?” and reflects an absence of solid understanding of rationale for some teaching and learning work.
- Turnover caused disruption in relationships; in process of re-developing them among new people takes time.
- We accentuate the positive, but we need to balance with problems and challenges we deal with (this is not very public...not in the general dialogue because of discomfort). Examples of such challenges are: 64% graduation rate; 45% low income students; budget reductions; class size increases; bullying and harassment isn't seen by many, but it exists; low student achievement; students of color and low SES sometimes feel unwelcome in our schools.
- What does the board want? We need alignment so we can focus.

Desired Characteristics

- A person with an instructional focus and great communication skills.
- Able to delegate.
- Able to shift adversarial relationships to collaborative.
- Aligns the work with goals and outcomes for all the schools.
- Assistive technology can help special education needs...understand the need to support technology.
- Astute in Human Resources issues and negotiations.
- Balance internal and external time commitments to support Eugene School District 4J.
- Build a leadership structure that responds to needs...assistant superintendent needed.
- Builds continuity into high school programs to preserve student enrollment and enhance student success (e.g. career and technical education, staffing, and student relationships).
- Compassionate and understands that the work is hard and that everyone is trying to do their best.
- Excellent communicator and an engaged citizen of the community.
- Forecasting skills...with fiscal responsibility and positive anticipation of the future.
- Genuine.
- Has a clear vision of what it means to have students feel they belong...prioritize scarce resources.
- Identifies and communicates common goals in a resource-limited environment.
- Identifies and focuses on the right work so I know I am doing the right things.
- Integrity.
- Knows/learns the culture of the region and the state; works with other districts on shared concerns.

- Listens and advocates for staff...builds trust to create healthy relationships by connecting input to actions.
- Personally confident without anxiousness and able to help the system build confidence in itself; able to manage organizational anxiety.
- Presence engenders a belief among constituents that the superintendent cares for them; values people.
- Provides honest, credible feedback on performance.
- Recognizes and discerns the talent in the district...perceives it in overt ways.
- Re-engage communities, especially communities of color.
- Systems thinker who is willing to challenge the status quo; links issues through strategic actions; a common response is "we've always done it this way" but need to ask "why?"
- Understands and applies effective and efficient organizational structures for the district.
- Understands and relates to Eugene School District 4J and coalesce the good works we have in place.
- Visible in schools and classrooms.
- Visible in the community by networking with business, service, and community organizations.
- Vision and systems thinking, builds ways to work effectively, supportively and non-competitively.
- Walks the talk and builds support.

TEACHERS AND OTHER LICENSED EDUCATORS (10)

District Strengths

- Community likes to work toward consensus; listening and participating.
- District responds to parent needs (program options).
- Educated community.
- High engagement and commitment to public education in the community.
- Highly professional and talented staff.
- Reputation of the district—known nation- and state-wide for innovation.
- Site Based Decision-Making model is valued, but also know some decisions must be made centrally.
- Strength in public schools is valuable to local business, industry, and the colleges and universities.
- Support staff capable and gifted...mutual respect between teachers and support staff.
- Supportive community...passed capital bond; recently passed local option levy with 70+% yes votes...public education is valued...constituents engaged in schools.
- Teachers' perseverance.

Challenges/Concerns/Issues

- Additive mentality without removing anything.
- Board supports agenda that is pushing uniformity
- Class sizes are too high.
- Competition rather than collaboration.
- Decision-making is by decree..."it shall be."
- Double standard for evaluations...superintendent excused.

- Equity is top down.
- Evaluation system is a series of forms...confusing/difficult to implement.
- Exodus of people of color to other districts.
- Fear-based relationships.
- Ideas flow in only one direction...from the top...new idea a week.
- Laws and mandates keep adding on duties with no relief or removal of existing or past mandates.
- Losing the arts to have higher test scores.
- Measure 5 shifted resource base...communities cannot fund programs at desired levels.
- Morale and esprit de corps are low...feel devalued.
- Move from innovation to narrowing curriculum to accommodate mobility when it is not clear that mobility is a problem.
- Perception we were doing things wrong...remedies that are forced upon us do not make sense to teachers.
- Reactive environment regarding too many issues.
- Reputation of district suffered.
- Sense of community weak.
- Teachers numb to constant cuts in programs.
- Tension around SBDM versus centralized processes.
- The time it takes to process decisions requires more patience than some possess, but must be endured to create ownership in initiatives.
- Turnover of administrators and teachers...caused by retirement and people moving to other districts.
- Unilateral decisions impair action for teachers.
- Workload of administrators and principals is impossible resulting in health, stress level, and anxiety.

Desired Characteristics

- A collaborative, genuine decision-maker.
- Ability to create authentic, transparent processes for decisions that display honesty and not just a cover to do what is already decided.
- Ability to create time for people to work and talk with colleagues; builds professional linkages.
- Able to translate systems knowledge to others within and around the school system.
- Advocacy to support school funding.
- Builds relationships and has deep respect for working relationships.
- Comfortable trusting teachers as colleagues.
- Committed and invested in the community; someone who loves the culture of Eugene, puts down roots in Eugene and lives with the decisions that are made.
- Courageous leader.
- Experience as a building administrator.
- Has background knowledge of the region and state.
- Inspirational...understands and values the district.
- Keeps primary focus on teaching in the classroom.
- Listens.
- Meet and work with communities of color.

- Recognition of what has been lost.
- Recognizes talents of staff.
- Restores some decision-making to sites.
- Seeks ideas from staff.
- Steps back to see what is in place and seeks to make it better where needed.
- Understanding of Oregon and district finances.
- Will not bring new initiatives until esprit de corps is established.
- Will not force consensus.
- Will not import programs, ideas, and people from previous district to substitute what has been utilized in Eugene School District 4J.

SUPPORT STAFF: CLASSIFIED AND PROFESSIONAL/TECHNICAL EMPLOYEES (9)

District Strengths

- Creative business community...startups meet a need.
- Highly educated community.
- Invested in our students...if needed we will do it...we are a village.
- Loyalty and pride in our schools; this is a down-to-earth community.
- Resources go for student needs.
- There is value in the work we do every day.
- University of Oregon works with community.
- Vibrant community support, e.g. passed the local option levy renewal.
- Will wait for the right process.

Challenges/Concerns/Issues

- Combination classes and large class sizes.
- Contracting out (e.g. Sodexo).
- Culture of nepotism.
- Deep cuts to classified staff...4 hours...benefits eliminated.
- Game-playing with employees...non-performers moved to another assignment...but "golden" children are protected.
- Morale in the district is low.
- Opening meeting at Hilton ignored cost, poor location and choice.
- Socio-economic ranges at sites.
- Staff disenfranchised the past few years...3x5 high school schedule was decided in a top down manner...excluded stakeholders (parents)...implementation was too quick. (Note: HYA was subsequently informed by the district staff that the decision making process included parents and stakeholders.)
- Stress level on teachers increased when behavior classrooms were eliminated.
- Understands classified ranks are so decimated that many must have second jobs to survive.
- Willing to address issue of why parents decide to home school or send their children to private schools.

Desired Characteristics

- Advocate for TAG program.
- Appreciates classified staff; advocates for them.
- Approachable; has an open door policy.
- Believes in the staff...demonstrates concern about morale.
- Collaborator.
- Communicates with staff.
- Experience in the classroom; 3 years or more preferably in one or more grade levels.
- Has history of Eugene or the Northwest.
- Keeps classified staff informed about district priorities, initiatives, changes.
- Makes a long-term commitment to Eugene School District 4J.
- Promotes strong teaching of US History.
- Quickly assimilates into community.
- Recognizes that classified staff have an investment in the education of every child.
- Supports alternative schools.
- Supports staff in change...will not add initiatives without realizing something else has to be sacrificed.
- Team player and planner with teachers (they know curriculum and student behavior in their classrooms).
- Values the human element when making budget cuts.
- Will wait for the right process.
- Works from bottom up so buy-in is achieved.

ADVISORY GROUPS AND AFFILIATED ORGANIZATIONS (21)

This designation includes representatives of community-based service organizations, the board-appointed screening committee for this search, the Budget Committee, the Equity Committee, the Eugene Education Foundation board, representatives from district charter schools, and a student representative.

District Strengths

- Alternative schools (especially language immersion sites).
- Attitude toward charter/home grown schools...people are open-minded.
- Authentic belief in equity held by most practitioners.
- Brand of the district is strong.
- Community support for education...recent levy passed overwhelmingly.
- Community wants students to be successful...hopeful and optimistic.
- Demographic shift enriches the community...students of color comprise one third of students in the district.
- Empty buildings made available to charter schools.
- Fair and follows law for pass-through funds to charter schools.
- Finance staff is helpful, e.g. Title I funding.
- History of site-based decision-making.
- Innovative in the face of budget cuts.
- Open to hearing people out.
- Opportunities for grants are actively pursued.
- Pro-public service.

- Proud history of district...we have a strong democratic tradition.
- Responsive to the public.
- School choice.
- Sensitivity to disadvantaged groups and labor groups.
- Teachers are excellent.
- University of Oregon has strong link with the district.

Challenges/Concerns/Issues

- Aging school facilities.
- All voices not heard.
- Assistant superintendent position eliminated...priorities of district are mismatched.
- Build flat organizational leadership structure.
- Class sizes are too high.
- Common school schedule...alternative schools/neighborhood schools...equity issues.
- Community power imbalance...some parents disempowered, others inordinately empowered.
- Competition for resources.
- Confidentiality...information leaks.
- Cull alternative school programs; examine whether they really are distinctive.
- Decisions made by vocal, well-connected parent groups.
- Demanding community...unrealistic at times.
- Diminished alternative school choices.
- Engaged community who wants to be at the table.
- Equity is like fries to a Big Mac.
- Eugene School District 4J is disrespected and seems to have lost stature.
- Flexibility of the district.
- Funding from state is inadequate.
- Going from great to good.
- Hostile environment for staff and students of color.
- Human resources has entrenched processes.
- Ineffective strategies for working with people of color.
- Insular community.
- Lack of a strong private sector in the local economy.
- Losing potential customers to charters and private schools...families leave for structure, defined programs, and vision.
- Loss of standing as leading district in state.
- Mandates with unclear priorities.
- Mentoring has been lost...teachers teaching teachers.
- Morale is low due to cuts in length of school year (planning time and student days).
- Multiple responsibilities for district office staff.
- Need alternative ideas for today's needs.
- Oregon Education Association is a strong labor influence.
- Provide more information for community to garner support.
- Public relations issues.
- Reorganization of district office is needed...current structure not working..."new normal" has people working at midnight to detriment of family.

- Response from vocal parents...vocal community.
- Retention of staff of color is weak...revolving door.
- Role of superintendent...an educational leader with support of the Board?
- School choice creates equity imbalances.
- Secondary schools are more entrenched than elementary schools.
- Shift in the economy from old lumber and University of Oregon to tourism and technology.
- Site-based decision-making...competes for resources.
- Some teachers' classroom practices are questionable.
- Staff are floundering.
- State and federal mandates.
- State funding...affordable living.
- Strong teacher union.
- Students and teachers get crushed in Eugene School District 4J.
- Superintendent is an outsider.
- Talking issues to death...and then rethinking decisions when they are made.
- Tenure of the school board...maintains the status quo.
- The 3x5 high school schedule.
- Too many initiatives...not following through on professional development.
- Transition of new superintendent.
- Transparency lacking...involving site-based versus district.
- Trust is lacking.
- University of Oregon has had four presidents in recent past...transition may create micro-management...will that behavior impact recruitment?
- University of Oregon used to "sell" the school district.
- Unsustainable model...not what we were 10-15 years ago.
- Vocational education missing.

Desired Characteristic

- Ability to listen.
- Acquainted with charter schools.
- Actualizes human capital.
- Actualizes the vision...great experience for students...what matters...distill down to classroom.
- Articulates the true challenge to those who don't have benefit of a public job.
- Ask questions...do not talk at lot at first...seek out voices of people without power.
- Ask the Board how they will support you.
- Authentic belief in equity experience...walk the talk, not talk the talk.
- Bridge two audiences...within K-12 community frustration to do more with less...doing less with less. Community wants us to stop asking for more money...make it work with the resources we have.
- Builds coalitions.
- Catalyst for change.
- Cheerleader...talks about what is good; shares how great we are.
- Collaborative...not a single-issue leader.
- Communication skills...likes dealing with the public.
- Conveys confidence.

- Create a safe environment...OK to know one path but many paths are seen if others involved.
- Develops authentic relationships with people of color.
- Empowers others to make decisions.
- Engages people and uses thoughtful processes, but will make a decision.
- Feels where others are coming from.
- Has a titanium backbone.
- Holistic leader, trusted.
- Humble.
- Improves our reputation.
- Innovative.
- Knowledge of not-for-profit fund-raising.
- Knows what they don't know.
- Listener.
- Makes good hires...helpful/responsive/positive people.
- Navigates negotiations...key player in community.
- Open with people by knowing I am only one person...be vulnerable.
- Politically savvy.
- Positive.
- Provides clear leadership around equity...say it out loud...both communities of color and white privileged parents come together...bring the message for the greater good.
- Push pause button until you know what is going on.
- Recognize contributions made to district by charter schools.
- Respected, so people would follow you.
- Seeks solutions...engages others.
- Sees the big picture.
- Supports equity in fund-raising.
- Time versus urgency to build relationships.
- Transparent...keeps the Board informed and builds trust across the District.
- Understands that district office cuts are creating impacts on ability to provide support for staff.
- Visionary...strategic planner.
- Where you have been is not the answer...where you are is what counts.
- Will go slow...understands that quality relationships provide the glue.

COMMUNITY MEMBERS (42)

District Strengths

- A skilled, seasoned workforce, dedicated and caring.
- After-school programs in middle school exist where students need academic support.
- Anti-bullying, civil rights and social justice efforts are strong and visible to me.
- AVID and GANAS (culturally connected) promote academic success and college readiness by engaging students.
- Community is highly engaged and supportive of the district (e.g. passage of the local option levy with strong yes vote).

- Community is willing to financially support schools to the extent allowed by the restrictive state law.
- District is focused on research-based practices and data-based assessment systems to guide instruction.
- District knows the Latino community is growing and is trying to provide bilingual support.
- Efforts to recruit and use bilingual parents to support school-family communication.
- Equity is thoughtfully examined.
- Flexibility in curriculum design based on need of students (e.g. Churchill HS and Kelly MS).
- Focus on at-risk students and use of Needs Index is used to allocate resources in this area.
- Language programs...balance is about right.
- My kids are safe...teachers and staff do great work by respecting diversity and seeing it is a high priority.
- Numerous support entities...not-for-profit organizations support the schools (e.g. Whole Earth Nature School, Farm-to-School projects, Stand for Children mentor programs, etc.).
- Parent input is listened to and the district is not a closed-door system; administrators are accessible even when my view is not the prevailing one.
- People are diverse, get along and want the best for each other and themselves.
- People volunteer in schools...engaged and talented public.
- Pre-K focus; Early Learning Alliance shows value of early learning.
- Presence of school counselors in secondary schools and some elementary schools.
- Proximity to the University of Oregon and Pacific University.
- Quick to look at fresh curriculum...not a static system...not always what I'd want to see, but always striving to be better.
- Safe Routes to School...leadership in safety to and from school...walk or ride bike to school is healthy.
- School choice has historically provided alternatives, especially bilingual schools...immersion programs in French, Spanish, and Japanese.
- Social climate among students...few cliques or other negative behavior...the climate of the schools makes it “not cool” to be a jerk; it’s the Eugene ethos.
- Special education and life skills program (changes coming due to lawsuit at state level).
- Tutors in high schools plus extra learning support for students.

Challenges/Concerns/Issues

- 43% poverty level among students' families.
- Absence of a full schedule for physical education, which is necessary for healthy students.
- Alliances with other districts, inside the district and partners.
- Budget cuts led to issues of competitiveness and divided interests.
- Challenge of connecting with Spanish-speaking families.
- Change is hard...we want to be on the cutting edge but we don't want to change or move...typical of university community.
- Collaboration with the University of Oregon is lacking; efforts could be better.
- Communication issues; the district’s “talking points” sometimes don't align with the document being referenced which creates a sense of being misled; we must have fair and honest communication to create transparency.
- Cultural competence of staff; composition does not reflect student population.
- Declining enrollment.

- District uses Band-Aid (short-term) solutions rather than a longer-term perspective to address challenges.
- Equity in programs, especially related to the need to align opportunities across the four regions.
- Evidence of too many Latino students not graduating from high school; achievement gap is not being addressed with information to parents about what the system is doing to improve.
- Facilities need improvement.
- Feel district believes dropouts are not a problem.
- Feeling of loss due to state laws; Measure 5 is very hard to consider changing but causing a non-stop loss of programs since early 1990s.
- Financial crunch requires that we work together rather than fighting with each other.
- Fiscal responsibility questions...parents fund-raising to meet basic needs in schools lead to questions such as why do we have to raise money to pay a teacher when the superintendent is getting a raise? At the very least it is a messaging problem. (Note: District has informed HYA that the superintendent took the same compensation concessions as other staff.)
- Highly involved community, but a passive, less involved sub-set of parents, too.
- Inadequate parent/teacher/school communication.
- Inadequate Spanish-speaking skills among some identified as bilingual (both teachers and support staff); quality control is weak.
- Insufficient number of interpreters for some events.
- Lack of vocational/technical programs in high schools.
- Language alignment in classrooms is weak (e.g. Spanish from Spain is not the same as Latin American Spanish) and language introduction should start in earlier grade levels.
- Large classes in early grades.
- Legally confined resource access about how much support voters can provide; a city tax effort to support schools was defeated some years ago resulting from concerns about lack of engagement in vetting the concept.
- Mistrust towards management and district; perception that input is ignored in decision-making.
- More programs for cultural identity (like GANAS).
- More programs to address poverty and homeless students needed.
- Most of Eugene's students go to public school (an asset), but on the cusp of losing this strength because negativity is dominant; growth apparent in private schools.
- Need more teachers of color.
- Need to hire more bilingual staff in the schools.
- Negative messages overpower positive actions, resulting in a public perception that Eugene School District 4J isn't committed to what kids need to graduate.
- Participation in choice schools is being challenged due to access and equity issues, limiting new ones due to finance issues; choice schools are only accessible to people who are informed and have transportation.
- Passing students to the next grade level, even when they don't know the content (social promotion) is hard to manage as a parent.
- People are so used to decline they don't know if they can even have a winning district anymore (sees this as a huge issue for the quality of life in the city).

- Pitting people and programs and operations against each other resulted when events were mismanaged or not respectful of shared interests...unhealthy behaviors evolved.
- Preparations for community employment of special education students...new training levels for life skills.
- Rancorous relationship between management and unions.
- School district concept of federal aid causes district to cave in to good principles to get federal money. Why do we sell out and do whatever it takes to get money?
- Sense of weariness and lack of hopefulness about resources and funding; limited or declining revenue with rising costs cause people to feel beaten down (e.g. 50 kids in chemistry lab and alternate day access). Same issues accrue to the teachers and administrators who wear multiple hats...workloads have grown beyond reasonable levels.
- Shift from process-oriented decision-making resulting in missing balance and transparency.
- Shifting from site-based to more centralized evaluations; Stand for Children is seeking more accountability through a centralized, systematic evaluation system for teachers, principals, and superintendent.
- Small African American population makes it uncomfortable for them in living and schooling.
- Some schools have difficult reputations.
- Students feel disenfranchised by some staff members who question them about their documentation status, tell them they can't go to college...de-motivating comments even sometimes in AVID.
- TAG is not equitably supported across the district.
- Teachers didn't get raises, but superintendent took his raise and that creates perception challenges. (Note: District has advised HYA that the superintendent took the same compensation concessions as other staff.)
- Teachers need to feel cared for; leaders set the tone, message for inspiring people around you to excel.
- Teachers teaching physical education when not trained, e.g. my child only needs 1 physical education credit to graduate.
- The sense that "we're special" and that nobody from the outside can ever understand what we need; this is not true, but it is the perception.
- Too many kids aren't finding their future in current structure of schooling; district needs to adapt to their needs.
- Too many projects and too many roles for people results in overload.
- Too many students are not graduating and, therefore, not getting into college; how will we ever get more bilingual/bicultural teachers?
- Variety of classes creates feeling of difference due to inequities.
- Victim mentality is created by events and how they are or are not explained...involvement being lost.

Desired Characteristics

- Ability to heal deep mistrust, anger, skepticism.
- Able to get people to rally around a common vision for education; we need a chief education officer for all kids.
- Allocates and aligns resources equitably across the four regions of the district.
- Authentic.
- Big ears to listen, wide eyes to see, big brain to think.

- Builds a system with sufficient safety that would result in a superintendent being able to be transparent and conduct a 360-degree evaluation.
- Builds relationships.
- Builds synergy with the community through sustained, multiple levels of engagement meetings.
- Capable of understanding and knowing the financial system; demonstrated ability to communicate it knowledgably.
- Collaborates with higher education partners.
- Commitment to educate parents about the district, issues, and how to positively participate in district affairs.
- Committed to lowering class sizes.
- Connects with families (willing to engage Latino families as a resource for schools).
- Develops a strategic direction and aligns work to it - willing to share the work.
- Discerns deep cultural habits and takes steps to move away from them when no longer appropriate.
- Doesn't play favorites.
- Energizes community service.
- Evidence of community involvement, including bicultural and diverse communities.
- Experience with successful after-school programs.
- Expertise in teaching and learning.
- Good communication skills: speaking with others in a way that they understand and feel connection; written communication is clear; ongoing communication that is presence and not invisible; be places, converse, listen, share.
- Hard worker.
- Has a sense of humor...enjoys people.
- Hopeful, provides direction so we know where we're going and feels challenges can be addressed; has confidence in the district.
- Inspires and motivates staff in face of fiscal challenges.
- Is bilingual.
- Likes the community and makes a long-term commitment; needs to "get" Eugene.
- Links strategies to research base and backs actions with evidence; sets goals, implements effective strategies, and works with people to understand strategies.
- Listens to the community before acting...connects to staff, teachers, and community to listen to what matters to them and acts on what is heard.
- Looks at the big picture and makes things more efficient and manageable...systems design person who operates in a non-threatening way.
- Mends differences and heals imbalances in workload; builds a sense of understanding and knowledge about issues.
- Not politicized and is honest (e.g. speak with "no hair on your tongue").
- Person who keeps a focus on the work being done for the benefit of students and their success...strong educator who is passionate about children and their learning.
- Positive, energetic, able to deal with confrontation.
- Possesses experience and a positive track record in implementing solutions for addressing disparity among groups in discipline and expulsion.
- Proven track record of hiring people of color...bilingual teachers especially important.
- Proven track record with social justice issues.

- Record of bringing disparate groups together.
- Respects taxpayers.
- Risk-taker with appropriate discernment.
- Sees cultural identity as an asset to be cultivated.
- Sound moral character to be a worthy role model for our students and our community; leads by example.
- State legislative engagement...possesses a positive political IQ and an emotional IQ to match.
- Strong leadership for safety.
- Tone and team consciousness...not top down style...people want to work together to make things better with our superintendent at the table.
- Understands environmental sustainability and its role in our community.
- Vision of achievement focused on improving graduation rate.
- Willing to be engaged with teachers.
- Willing to make tough decisions.
- Willing to partner with the city and others for success of our students and families (e.g. police resource officers in schools reflect partnership potential).

Eugene School District #4J Online Superintendent Profile Survey Results

Online Survey Results

The Eugene School District 4J Superintendent Search Survey was completed by 1253 stakeholders. With over half the respondents, the largest stakeholder group surveyed was parents and guardians with children in the district. Parents and guardians with children in the district represented 61.7 percent of all respondents. Teachers made up the second most populous stakeholder group at 13.6 percent of all respondents. The third largest participant group was community members at nine percent of all respondents.

	<u>Frequency</u>	<u>Percent</u>
All	1,253	100%
Administrator	35	3%
Board Member	7	1%
Teacher	170	14%
Support Staff	88	7%
Community Member	117	9%
Parent with Children	773	62%
Student	63	5%

The top-rated characteristics respondents selected for a superintendent were:

1. Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (Community Engagement)
2. Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (Communication and Collaboration)
3. Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (Vision and Values)
4. Lead in an encouraging, participatory, and team-focused manner. (Communication and Collaboration)
5. Have a clear vision of what is required to provide exemplary educational services and implement effective change. (Vision and Values)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages. Benchmark results from over fifty comparable districts, incorporating the ranking of over twenty-five thousand stakeholders, are also provided in the table to provide a comparison of the Eugene School District 4J Superintendent Search Survey results with national norms.

Survey Results – Rank Order of All 25 Questions

Descending Rank		Percentage of Respondents Who Selected Each Item (By Subgroups)								
1	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>COMMUNITY ENGAGEMENT</i>										
2	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>COMMUNICATION AND COLLABORATION</i>										
3	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>VISION AND VALUES</i>										
4	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>COMMUNICATION AND COLLABORATION</i>										
5	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>VISION AND VALUES</i>										
6	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>MANAGEMENT</i>										
7	%	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
	N									
<i>MANAGEMENT</i>										

Descending Rank

Percentage of Respondents Who Selected Each Item (By Subgroups)

8	Identify, confront, and resolve issues and concerns in a timely manner.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		35%	35%	31%	14%	25%	41%	30%	36%	51%
		N	436	11	1	42	36	35	279	32

COMMUNITY ENGAGEMENT

9	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		35%	34%	17%	43%	39%	28%	31%	35%	46%
		N	432	6	3	66	25	36	267	29

INSTRUCTIONAL LEADERSHIP

10	Promote high expectations for all students and personnel.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		38%	32%	29%	14%	21%	28%	25%	38%	24%
		N	406	10	1	35	25	29	291	15

VISION AND VALUES

11	Involve appropriate stakeholders in the decision-making process.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		26%	31%	43%	14%	46%	34%	36%	27%	22%
		N	392	15	1	79	30	42	211	14

COMMUNICATION AND COLLABORATION

12	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		30%	30%	40%	43%	17%	32%	26%	32%	46%
		N	380	14	3	29	28	31	246	29

INSTRUCTIONAL LEADERSHIP

13	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		28%	28%	37%	71%	22%	30%	27%	29%	25%
		N	354	13	5	38	26	32	224	16

MANAGEMENT

14	Be visible throughout the District and actively engaged in community life.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
		28%	28%	23%	29%	29%	32%	35%	25%	37%
		N	348	8	2	50	28	41	196	23

COMMUNITY ENGAGEMENT

Descending Rank

Percentage of Respondents Who Selected Each Item (By Subgroups)

15	%	N	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
			36%	27%	31%	29%	33%	25%	29%	25%	33%	
INSTRUCTIONAL LEADERSHIP												
16	%	N	Communicate effectively with a variety of audiences and in a variety of ways.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
			27%	25%	26%	29%	26%	24%	35%	23%	30%	
COMMUNICATION AND COLLABORATION												
17	%	N	Seek a high level of engagement with principals and other school-site leaders.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
			22%	24%	20%	14%	15%	22%	26%	26%	22%	
COMMUNICATION AND COLLABORATION												
18	%	N	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
			23%	24%	31%	43%	28%	23%	18%	24%	13%	
INSTRUCTIONAL LEADERSHIP												
19	%	N	Strive for continuous improvement in all areas of the District.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
			27%	23%	17%	29%	15%	27%	17%	25%	22%	
VISION AND VALUES												
20	%	N	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	National HYA Benchmark	All (1253)	Administrator (35)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)	
			26%	19%	6%	13%	18%	17%	22%	25%		
MANAGEMENT												
21	%	N	Maintain positive and collaborative working relationships with the school board and its members.	National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
			31%	19%	29%	43%	21%	18%	22%	17%	29%	
COMMUNITY ENGAGEMENT												

Descending Rank

Percentage of Respondents Who Selected Each Item (By Subgroups)

		National HYA Benchmark	All (1253)	Administrator (35)	Board Member (7)	Teacher (170)	Support Staff (88)	Community Member (117)	Parent with Children (773)	Student (63)
22	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	20%	19%	37%	43%	22%	18%	32%	15%	14%
			234	13	3	37	16	37	119	9
<i>COMMUNITY ENGAGEMENT</i>										
23	Be an effective manager of the District's day-to-day operations.	20%	15%	6%	14%	13%	22%	15%	16%	13%
			191	2	1	22	19	18	121	8
<i>MANAGEMENT</i>										
24	Act in accordance with the District's mission, vision, and core beliefs.	25%	13%	14%	14%	15%	14%	14%	13%	14%
			165	5	1	25	12	16	97	9
<i>VISION AND VALUES</i>										
25	Utilize student achievement data to drive the District's instructional decision-making.	19%	12%	29%	14%	8%	16%	15%	12%	14%
			154	10	1	13	14	18	89	9
<i>INSTRUCTIONAL LEADERSHIP</i>										