Superintendent Search Survey

Results and Analysis

Fayette County Public Schools

School Year: 2020-2021

FAYETTE COUNTY PUBLIC SCHOOLS

The Search for the next FCPS Superintendent

K12 *Insight*

Project Overview

The Fayette County Public Schools Superintendent Search Survey gathered feedback from parents/guardians, staff, students, and community members on characteristics that they value in a leader. Results will be used to assist the district in selecting its next Superintendent.

K12 *Insight* partnered with the district leadership team to develop the survey, which addressed the following topics:

- Professional and interpersonal competencies
- Desired background
- Signs of effectiveness
- Post-pandemic focus and community needs
- Main challenges
- Learning modalities
- Points of pride in FCPS and Lexington/Fayette County community

The survey was open March 3 – 14.

Email invitations with unique survey links were sent to parents/guardians, staff, and students . Reminders were sent to non-participants on March 6, 10, 12, and 14. Parents/Guardians, staff, students, and community members could also participate via a public link on the district's website.

This report summarizes survey results and breaks them down by participant groups of parents, staff, and students. Staff responses on comparison tables include the combined results for certified staff, classified staff, administrators, and district office staff.

Results do not reflect random sampling; therefore, they should not be generalized to all parents/guardians, staff, students, and community members. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding.

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Participation

Participant by Group	
Participant Group	**Percentage of Responses**
Parents/Guardians	60%
Teachers/Certified Staff	18%
Students	8%
Classified Staff	7%
Administrator	2%
District Office Staff	1%
Community Member	1%
Other	3%

Participation by Language	
Language	**Number of Responses (N)**
English	5,302 (96%)
Spanish	101 (2%)
Japanese	55 (<1%)
Chinese	33 (<1%)
Arabic	14 (<1%)
Nepalese	10 (<1%)
French	6 (<1%)
Swahili	3 (<1%)
Total	**5,524**

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Top 3 Professional Leadership Competencies by Participant Group

What are the professional leadership competencies needed in the position as Superintendent?

Parents (N=3,320)	Percent (%)	Staff (N=1,552)	Percent (%)	Students (N=419)	Percent (%)
Has experience in successfully leading improvement efforts that result in measurable improvement in schools or the district	42%	Is an effective communicator	44%	Demonstrates capacity to work with wide ranging groups and individuals representing multiple perspectives	42%
Is an effective communicator	38%	Demonstrates capacity to unite all stakeholders in the achievement of a collective vision for school and district change and improvement	40%	Is an effective communicator	38%
Demonstrates capacity to work with wide ranging groups and individuals representing multiple perspectives	36%	Demonstrates capacity to work with wide ranging groups and individuals representing multiple perspectives	40%	Has experience in successfully leading improvement efforts that result in measurable improvement in schools or the district	30%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Interpersonal Competencies by Participant Group

What are the interpersonal competencies needed in the position as Superintendent?

Parents (N=3,292)	Percent (%)	Staff (N=1,537)	Percent (%)	Students (N=417)	Percent (%)
Is committed to supporting diversity, equity, and inclusion efforts and champions equitable outcomes for students	41%	Is committed to supporting diversity, equity, and inclusion efforts and champions equitable outcomes for students	44%	Is committed to supporting diversity, equity, and inclusion efforts and champions equitable outcomes for students	56%
Is committed to student-centered teaching and learning	40%	Is accessible, approachable, and visible	38%	Cares about students and families	40%
Demonstrates high integrity and is honest and ethical	36%	Demonstrates high integrity and is honest and ethical	35%	Is committed to student-centered teaching and learning	32%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Desired Background by Participant Group

Is there a particular background you think is needed in the position as Superintendent?

Parents (N=3,286)	Percent (%)	Staff (N=1,539)	Percent (%)	Students (N=416)	Percent (%)
Experience as a teacher	63%	Experience as a teacher	72%	Experience as a teacher	64%
Experience in a racially and culturally diverse, urban, school district	48%	Experience in a racially and culturally diverse, urban, school district	54%	Experience in a racially and culturally diverse, urban, school district	62%
Experience as a principal	39%	Experience as a principal	42%	Experience as a principal	38%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Signs of Effective Superintendent by Participant Group

What are signs of an effective Superintendent?

Parents (N=3,314)	Percent (%)	Staff (N=1,551)	Percent (%)	Students (N=418)	Percent (%)
Takes responsibility and is accountable for decisions, actions, and outcomes	36%	Is a proactive, articulate communicator who prioritizes open, transparent communication	36%	Takes responsibility and is accountable for decisions, actions, and outcomes	39%
Is a proactive, articulate communicator who prioritizes open, transparent communication	35%	Takes responsibility and is accountable for decisions, actions, and outcomes	34%	Works well with the Board, and aligns the policy making role of the Board effectively with the superintendent's role of leading and managing district staff, programs, and operations	36%
Values the voices of students and their families in decision-making	28%	Recognizes the contributions of, and seeks input from, school-based educators and district staff	33%	Values the voices of students and their families in decision-making	35%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Post-pandemic Focus Items by Participant Group

Once the pandemic is in our "rear view mirror" what do you want the new Superintendent to focus on and accomplish in the next two to three years?

Parents (N=3,293)	Percent (%)	Staff (N=1,534)	Percent (%)	Students (N=416)	Percent (%)
Ensure high levels of educational achievement by addressing learning and achievement gaps while promoting high levels of achievement for all students	66%	Promote a work environment that fosters high staff morale and excellence within the district	71%	Ensure high levels of educational achievement by addressing learning and achievement gaps while promoting high levels of achievement for all students	52%
Promote a work environment that fosters high staff morale and excellence within the district	47%	Ensure high levels of educational achievement by addressing learning and achievement gaps while promoting high levels of achievement for all students	54%	Ensure a safe and secure learning environment by implementing equitable and efficient student discipline policies and procedures	51%
Develop a new (or update the current) strategic plan consistent with improving district outcomes for students, families, district employees, and community	43%	Ensure a safe and secure learning environment by implementing equitable and efficient student discipline policies and procedures	40%	Develop a new (or update the current) strategic plan consistent with improving district outcomes for students, families, district employees, and community	50%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 FCPS Community Needs by Participant Group

What are ways the Fayette County Public School system could be doing a better job meeting the needs of its many constituents?

Parents (N=3,270)	Percent (%)	Staff (N=1,535)	Percent (%)	Students (N=414)	Percent (%)
Strengthen policies and practices that ensure all students in every school are consistently provided high quality learning experiences.	67%	Optimize student achievement and success by continuing to improve the quality of school climate, culture, and support for social/emotional development.	66%	Optimize student achievement and success by continuing to improve the quality of school climate, culture, and support for social/emotional development.	68%
Optimize student achievement and success by continuing to improve the quality of school climate, culture, and support for social/emotional development.	63%	Strengthen policies and practices that ensure all students in every school are consistently provided high quality learning experiences.	62%	Increase educational success of students by addressing learning and achievement gaps while promoting high levels of achievement for all students.	60%
Increase educational success of students by addressing learning and achievement gaps while promoting high levels of achievement for all students.	61%	Increase educational success of students by addressing learning and achievement gaps while promoting high levels of achievement for all students.	58%	Strengthen policies and practices that ensure all students in every school are consistently provided high quality learning experiences.	57%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Main Challenges by Participant Group

What do you see to be the main challenge(s) facing the new Superintendent?

Parents (N=3,302)	Percent (%)	Staff (N=1,544)	Percent (%)	Students (N=416)	Percent (%)
Accelerating/overcoming the learning loss and other educational impact/effects from the pandemic	60%	Accelerating/overcoming the learning loss and other educational impact/effects from the pandemic	52%	Accelerating/overcoming the learning loss and other educational impact/effects from the pandemic	57%
Providing every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measurable goals	38%	Addressing the learning achievement gap and prioritizing diversity, equity, and inclusion efforts	35%	Ensuring a safe learning environment for all, including supporting proactive efforts (e.g., mental health support, social/emotional learning, etc.) and equitable disciplinary practices	45%
Ensuring a safe learning environment for all, including supporting proactive efforts (e.g., mental health support, social/emotional learning, etc.) and equitable disciplinary practices	35%	Ensuring a safe learning environment for all, including supporting proactive efforts (e.g., mental health support, social/emotional learning, etc.) and equitable disciplinary practices	34%	Addressing the learning achievement gap and prioritizing diversity, equity, and inclusion efforts	36%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Effective Learning Modalities by Participant Group

Are there things the new Superintendent needs to champion to assure effective education using these new modalities?

Parents (N=3,250)	Percent (%)	Staff (N=1,522)	Percent (%)	Students (N=415)	Percent (%)
Ensure all students have equal access to tools (computer, internet access, support) required for successful participation in in-person, hybrid, or remote learning environments	60%	Ensure all students have equal access to tools (computer, internet access, support) required for successful participation in in-person, hybrid, or remote learning environments	77%	Ensure all students have equal access to tools (computer, internet access, support) required for successful participation in in-person, hybrid, or remote learning environments	75%
Provide educators with necessary training to support high quality instruction when delivering technology-supported instruction in hybrid, remote, or in-person learning environments	38%	Provide educators with necessary training to support high quality instruction when delivering technology-supported instruction in hybrid, remote, or in-person learning environments	60%	Provide educators with necessary training to support high quality instruction when delivering technology-supported instruction in hybrid, remote, or in-person learning environments	64%
Strengthen processes that ensure students are consistently provided high quality learning experiences whether in-person or online	35%	Provide families with strategies to support their students who are engaged in in-person, hybrid, or remote learning	60%	Strengthen processes that ensure students are consistently provided high quality learning experiences whether in-person or online	56%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Points of Pride – FCPS by Participant Group

What are your points of pride within the Fayette County Public School system?

Parents (N=3,137)	Percent (%)	Staff (N=1,498)	Percent (%)	Students (N=405)	Percent (%)
FCPS has employees who are dedicated to providing a world-class education.	44%	FCPS has employees who are dedicated to providing a world-class education.	57%	FCPS benefits from a racially and culturally diverse student body that enriches the learning environment for all students.	35%
FCPS provides school choice options to students and their families that allow students to pursue their passions and interests, improve their academic outcomes, and strengthen their cultural competence.	33%	FCPS benefits from a racially and culturally diverse student body that enriches the learning environment for all students.	43%	FCPS provides school choice options to students and their families that allow students to pursue their passions and interests, improve their academic outcomes, and strengthen their cultural competence.	35%
FCPS benefits from a racially and culturally diverse student body that enriches the learning environment for all students.	30%	FCPS provides school choice options to students and their families that allow students to pursue their passions and interests, improve their academic outcomes, and strengthen their cultural competence.	33%	FCPS does what is best for all of our students.	30%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Top 3 Points of Pride – Lexington/Fayette County by Participant Group

What are your points of pride within the Fayette County Public School system?

Parents (N=3,141)	Percent (%)	Staff (N=1,498)	Percent (%)	Students (N=407)	Percent (%)
Lexington ranks 10th among US cities in college education rate; the area includes easy geographic access to seven colleges including American National University Lexington, Bluegrass Community and Technical College, ITT Technical Institute Lexington, Lexington Community College, National College of Business and Technology Lexington East, Transylvania University, and the University of Kentucky.	44%	Lexington ranks 10th among US cities in college education rate; the area includes easy geographic access to seven colleges including American National University Lexington, Bluegrass Community and Technical College, ITT Technical Institute Lexington, Lexington Community College, National College of Business and Technology Lexington East, Transylvania University, and the University of Kentucky.	64%	Lexington ranks 10th among US cities in college education rate; the area includes easy geographic access to seven colleges including American National University Lexington, Bluegrass Community and Technical College, ITT Technical Institute Lexington, Lexington Community College, National College of Business and Technology Lexington East, Transylvania University, and the University of Kentucky.	62%
The Lexington/Fayette County community has a healthy economy supported by organizations and corporations such as the University of Kentucky, Toyota, Valvoline, Lexmark, and Amazon as well as an increasing diversity of products and services including horses, tobacco, and bourbon.	33%	The Lexington/Fayette County community has a healthy economy supported by organizations and corporations such as the University of Kentucky, Toyota, Valvoline, Lexmark, and Amazon as well as an increasing diversity of products and services including horses, tobacco, and bourbon.	60%	The Lexington/Fayette County community has a healthy economy supported by organizations and corporations such as the University of Kentucky, Toyota, Valvoline, Lexmark, and Amazon as well as an increasing diversity of products and services including horses, tobacco, and bourbon.	51%
The Lexington and Fayette County area is noted for its beauty, fertile soil, excellent pastureland, and horse and stock farms.	30%	The Lexington and Fayette County area is noted for its beauty, fertile soil, excellent pastureland, and horse and stock farms.	49%	Lexington is the second most populated city in Kentucky and continues to experience substantial growth.	44%

Note: The sum may exceed 100 percent since participants could select more than one answer.

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Executive Summary

- The top three leadership competencies chosen by parents/guardians, staff members, and students included being an effective communicator and a leader with experience in successfully leading improvement efforts that result in measurable improvements. Parents/guardians and students rounded out their top three competencies with the capacity to work with wide-ranging groups and individuals representing multiple perspectives whereas staff members included the capacity to unite stakeholders in the achievement of a collective vision.

- All stakeholder groups said they want a Superintendent who is committed to supporting diversity, equity, and inclusion as their number one needed interpersonal competency. Both parents/guardians and students desire a Superintendent who is committed to student-centered teaching and learning as a top interpersonal competency. A Superintendent who demonstrates high integrity, honesty, and is ethical was a competency selected by parents/guardians and staff. Students said a Superintendent needs to care about students and families.

- All participants said the next Superintendent needs experience as a teacher and principal and has experience in a racially and culturally diverse system.

- All participants said an effective Superintendent is one who takes responsibility and accountability for decisions, is a proactive/articulate communicator, and values transparent communication. Additionally, parents/guardians said an effective Superintendent is one who values family and student voices. While staff members said an effective Superintendent is one who recognizes contributions of and seeks input from school-based and district staff.

- All participants said the next Superintendent should focus on ensuring high levels of educational achievement by addressing learning and achievement gaps as the top focus following the pandemic. Parents/Guardians and staff members said a post-pandemic focus should also include promoting a work environment that fosters high staff morale. Staff members and students said safety and security in the learning environment should be a top focus. Parent/Guardians and students said developing a new strategic plan should be a top focus post-pandemic.

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