



**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
LEADERSHIP PROFILE REPORT
January 22, 2019**

INTRODUCTION

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates¹ for the Ector County School District² Board of Trustees³ as one of the initial steps in its search for a new Superintendent. The data contained herein were obtained from individual interviews with seven Board members and meetings with individuals/groups identified by the Board in interview, focus group or community input settings on January 8-9, 2019 and an online survey which was provided via the District website from November 30, 2018 through January 10, 2019. The meetings, interviews, focus groups, and survey were structured to gather data to assist the Board in determining the primary qualities it might seek in its next Superintendent. Through this process, the consultants attempted to identify the personal and professional qualities desired in the Superintendent, as well as the skill sets necessary to build upon what constituent groups valued, while addressing current and emerging issues which the District might be facing.

Between 857 and 983 individuals provided input during the process, as reflected in the following chart. It should be noted that the seven Board Trustees completed the survey off line and seven Trustees participated in individual interviews. The number of respondents from the other groups that participated in both phases of the process is unknown. (We do not have an accurate way to determine if some who took the survey also participated in a discussion group.)

Group	Personal interviews, focus groups, etc.	Survey
Board	7	7
Administrators	50	89
Support Staff	4	105
Community	43	118
Parents	16	196
Faculty	1	339
Students	12	3
Total	133	857

¹ Referenced in this Report as HYA.
² Referenced in this Report as School District or District.
³ Referenced in this Report as Board.

INTRODUCTION continued

The information gathered in this report represents the findings of the *Leadership Profile Assessment* conducted personally by Hazard, Young, Attea & Associates on January 8-9, 2019 and through an online survey which was provided via the District website from November 30, 2018 through January 10, 2019, to assist the Board in clarifying the criteria it would seek in the new Superintendent of the ECTOR COUNTY Independent School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in individual interviews, focus groups or open forum settings and from the results of the online survey completed by stakeholders. The survey, interviews, focus groups and open forums were structured to gather input to assist the Board in determining qualities that it should seek as it employs a new Superintendent to serve the District. It is anticipated that this data also will be useful to candidates interested in the Ector County School District superintendency, as well as to the new Superintendent, once the individual is selected for the position.

PARTICIPATION

The responses provided through the interviews, focus groups, open forums and survey are listed in two places, under *Consistent Themes*, which can be found beginning on page 5 and under *Comments from Interviews, Focus Groups and Open Forums*, which begin on page 10. We have included a rough draft of a possible leadership profile on page 9.

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

The consultants would like to thank all the participants, who participated in the interviews, focus groups and open forums or who completed the online survey, for their insights and candor. A note of thanks to all staff members who assisted in facilitating our time in the District, with special thanks to Ms. Mary Franco and Mr. Michael Adkins and their staffs and other staff members for their extra efforts in making us feel welcome, handling the necessary arrangements for our meetings, assistance at the meetings and follow-up in the District.

Respectfully submitted,

Nola Wellman
Peter Flynn
Rick Berry

EXECUTIVE SUMMARY

ONLINE SURVEY

The online survey was completed by 850 stakeholders. The largest group of respondents was **Teachers** (339 representing almost 40% of all respondents). 196 **Parents** with children in the district or about a quarter of the respondents completed the survey. The third largest participant group was **Community Members** at 118 or almost 14% of respondents. It is certainly worth noting that 89 **Administrators** completed the survey representing nearly half of all those so categorized. The rest of the respondents were **Support Staff (Paraprofessionals)** and **Students**. All 7 **Board Trustees** were compiled off line so that students could be included as a category.

Stakeholder Group Responses to Survey

	Frequency	Percent
Administrator	89	10.5%
Students	3	0.1%
Community Member	118	13.9%
Parent	196	23.1%
Support Staff	105	12.4%
Teacher	339	39.9%
Total	850	100.0 %

Online Survey Results - State of the District

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

- Technology is integrated into the classroom. (Teaching and Learning - TL) (51%)
- **The district engages with diverse racial, cultural and socio-economic groups. (Community Engagement - CE) (45%)**
- **The district is working to close the achievement gap. (Vision and Values - VV) (45%)**
- Employees are held accountable to high standards. (Management - M) (45%)
- Teachers personalize instructional strategies to address individual learning needs, special education and gifted. (Teaching and Learning – TL) (44%)

The Board of Trustees responded to the survey off line. The Board chose two strengths that were in common with the overall group and they are highlighted above. In addition, the Board (at least five members) perceived the following four areas as additional strengths of the district:

- The district makes decisions based on information from data and research.-VV
- District schools are safe. -TL
- The district engages the community as a partner to improve the school system. -CE
- The district is fiscally responsible. -M

Online Survey Results - Superintendent Profile

[The twelve superintendent competency statements were in the same four categories as used in the State of the District: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M] Using the online survey, the top-rated competencies respondents selected overall for a Superintendent were:

- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- **Establish a culture of high expectations for all students and personnel (VV)**
- Effectively plan and manage the long-term financial health of the District (M)
- **Provide transparent communication (CE)**

Three of the top-rated competencies by Board Members selected for a Superintendent **were the same as three of the five** overall choices above and they are indicated in bold. The Board also selected the following fourth top-rated competency:

- Understand and be sensitive to the needs of a diverse student population.

In order to have a well-rounded profile and respond to issues brought up during the listening sessions, the consultants recommend that in addition to the top six competencies, the Board consider the next highest selected competency that was included in the category of Teaching and Learning (TL):

- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies.

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

CONSISTENT THEMES FROM LISTENING SESSIONS

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

Strengths

On the following pages you will see many and varied strengths mentioned about the district, its community and its people. Prominent among those elements mentioned is wide array of **Programs** offered to students in the Ector County ISD. People described for us in almost all of the listening sessions the seemingly endless list of program opportunities from pre-school through Early College High School and in between with many choices from magnets to the fine arts, from International Baccalaureate (I.B.) to Advanced Placement (A.P.) and Dual Credit, from Accelerated Reading to the sciences. Secondly, people cited the **Community** and its support for the District, its schools and programs-academic and athletic. Various segments of the community were specifically mentioned for their enduring support, such as Parents, the Chambers of Commerce and businesses such as Sewell Ford for their partnerships that enhance the learning of students.

Next in frequency, participants in meetings mentioned the **People** of the school district as they have been described as knowledgeable, dedicated, upbeat and talented. The people of the staff were included in this group as loyal, hard-working employees on all levels who especially care about students and parents. We heard about the **Higher Education** segment of the community as it provides leadership as well as post-secondary opportunities at Odessa College, University of Texas at Permian Basin, some through agreements for Dual credit, endowments and scholarships.

Fifth in frequency of strengths mentioned was the recent passage of the **TRE (Tax Ratification Election)**, which was led by members of the community on a hard-working committee and supported by staff and parents. This effort has eased some of the financial issues of the school district with its influx of tax revenue, the impact of which will be felt throughout the community. Related to this we heard from people about the “**Can-do Spirit**” and resolve to improve that is apparent throughout the district and the community with a resolve to get better and improve on many levels. There seems to be a growth mindset accompanying this spirit.

Finally, the district was noted for its Teachers and their expertise and willingness to step up and work hard, while at the same time respond in a timely manner to parents and students, while wisely using technology.

Challenges/Concerns/Issues

The number one concern shared by people who attended our listening sessions was the concern of **Staff Shortages**, as they cited the specific areas of teachers (with approximately 200 openings) and substitute teachers, paraprofessionals and almost every other support role in the district. Directly related to this issue, we heard about the negative impacts of the **Economy**, which admittedly has a positive side to it. However, the participants in meetings related that the ‘boom’ phase of the local economy makes it difficult to hire support level

Challenges/Concerns/Issues continued...

employees because of competing salaries in other fields, attracts students to drop out of school without graduating and drives up the cost of housing to the point where beginning teachers have difficulty finding an affordable place to live. We heard that the district has taken specific steps to address the housing issue.

We heard clearly expressed concerns about the untimely notification of the state's determination of the schools in the district that are in **Improvement Required** status (**IR schools**) and the apparent need to contract with a charter school company. Another directly related area that was mentioned was that the district received a rating as a **D District** by the state. Although there was no denial articulated regarding the state scores or other areas of assessment, there was frustration of the issues converging at one time.

Somewhat related to this issue, attendees at listening sessions spoke of the need for **Staff Development** for teachers and principals in a variety of areas such as working with children from impoverished situations or who are delayed in skill development, teaching a Science, Technology, Engineering and Math (STEM) curriculum, among others.

Finally, participants shared with us their perceived need to improve the physical condition and size of the **Facilities**, some of which are aging, overcrowded and need updating in order to match the district's goals for students.

Desired Characteristics of the Next Superintendent

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

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

Finally, we have included the draft profile which uses the highlighted items - most desirable characteristics mentioned by the seven categories of people based on the individual and group discussions. The draft profile also incorporates all of the most frequently mentioned items from the online survey, which in most cases were the same as those most frequently selected items by Board members. In addition, the consultants are recommending additional items that were chosen frequently overall so as to round out the profile competencies.

HYA promises to use all of its available resources to assist the Board in finding a candidate who will possess most of the characteristics desired by the respondents, including the Board. HYA intends to meet the challenge of finding individuals who possess many of the skills and character traits required to build upon the District's reputation while addressing the concerns expressed by the constituent groups and present them to the Board for its review and selection.

Desired Leadership Qualities

Desirable Characteristics Listed by Categories of Respondents

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

<p>Board</p> <p><u>Attributes</u></p> <ol style="list-style-type: none"> Commit to Stay Student –focused Diplomatic Honesty and Integrity Confident Value Teachers <p><u>Expertise</u></p> <ol style="list-style-type: none"> Business acumen Communicator Leader diverse students Recruit/retain quality staff Educator <p><u>Style</u></p> <ol style="list-style-type: none"> Delegate to quality Visible/Approachable Team of 8 Two way accountability Sense of urgency 	<p>Administrators</p> <p><u>Attributes</u></p> <ol style="list-style-type: none"> Passion, Sense of Urgency Student focused Commit to Stay Trustworthy <p><u>Expertise</u></p> <ol style="list-style-type: none"> Communicator Leader with diverse schools Team Builder – Board Leadership in Curriculum Financial <p><u>Style</u></p> <ol style="list-style-type: none"> Servant Leadership Growth Mindset Visible/Approachable Delegate to smart people 	<p>Community</p> <p><u>Attributes</u></p> <ol style="list-style-type: none"> Trust builder Visionary- Commit to Stay 5-10 Years Character – Integrity Student Focused <p><u>Expertise</u></p> <ol style="list-style-type: none"> Leader Diverse schools Team/relationship Builder Communicator Strategic Thinker & Implementer <p><u>Style</u></p> <ol style="list-style-type: none"> Collaborator/Convener Listen, then take action Data Informed – Decision Maker Wants Change Engages leadership 	
<p>Faculty</p> <p><u>Personal Attributes</u></p> <ol style="list-style-type: none"> Relatable Respect, care for and value others Trust people <p><u>Areas of Expertise</u></p> <ol style="list-style-type: none"> Substantial school experience Environmentally conscious Communicator Strategic Problem solver <p><u>Administrative Style</u></p> <ol style="list-style-type: none"> Collaborative Networker-Relationship Builder 	<p>Parents</p> <p><u>Personal Attributes</u></p> <ol style="list-style-type: none"> Passion For Job Hard Worker Student Focused Honesty <p><u>Areas of Expertise</u></p> <ol style="list-style-type: none"> Communicator Lead/learn/mentor diverse populations Partnership building Recruit/retain quality staff <p><u>Administrative Style</u></p> <ol style="list-style-type: none"> Visible/Approachable High Standards for All Relationship Building Accountability Open to people/ideas 	<p>Students</p> <p><u>Personal Attributes</u></p> <ol style="list-style-type: none"> Integrity Students & Learning- Passion <p><u>Areas of Expertise</u></p> <ol style="list-style-type: none"> Communicator Lead– Teach – Grow Strategic -Vision goals, improvement <p><u>Administrative Style</u></p> <ol style="list-style-type: none"> Collaborative Involved – Community & Schools Visible/Approachable Open minded 	<p>Support Staff</p> <p><u>Personal Attributes</u></p> <ol style="list-style-type: none"> Cares about staff, students & parents Servant Leader Commit to Stay Humble <p><u>Areas of Expertise</u></p> <ol style="list-style-type: none"> Leader districts similar to ECISD Communicator – All Groups <p><u>Administrative Style</u></p> <ol style="list-style-type: none"> Approachable & Visible – Relatable with Community Data - Decisions Professional Demeanor

Most Desirable Characteristics Mentioned By the Seven Categories of People Above:

Attributes	Expertise and Experience	Style
Student/Learning Focused (5) Commit to Stay (4) Integrity (3) Passion (3) Trustworthy/Trusting (3) Honesty (2) Care for others (2)	Communicator (7) Leader diverse students (6) Strategic Thinker & Implementer (3) Recruit/retain quality staff (2) Educator (2) Team Builder – Board (2)	Visible/Approachable (5) Team of 8 (3) Accountability (2) Collaborative (2) Open (2) Data Informed – Decisions (2)

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

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

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

- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Establish a culture of high expectations for all students and personnel (VV)
- Effectively plan and manage the long-term financial health of the District (M)
- Provide transparent communication (CE)
- Understand and be sensitive to the needs of a diverse student population. (VV)
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies. (TL)

From the listening sessions

Attributes	Expertise and Experience	Style
Student/Learning Focused Commit to Stay Integrity Passion Trustworthy/Trusting Honesty Care for others	Communicator Leader diverse students Strategic Thinker & Implementer Recruit/retain quality staff Educator Team Builder – Board	Visible/Approachable Team of 8 Accountability Collaborative Open (Data Informed – Decisions

DRAFT Desired Characteristics of Superintendent DRAFT

Superintendent of Schools Ector County Independent School District, Texas

After seeking input from administrators, community members, faculty, parents, students, and support staff, the Ector County Independent School District Board of Trustees seeks an individual who is **student-focused leader** who has a successful track record as a top **leader in a diverse school district**. This **honest and open communicator** will be **visible and approachable** in the district and the community it serves. ECISD's next superintendent will have successful experience as a **leader in a diverse school district** with a track record of increasing student achievement and will make a **commitment to stay** in our district for an extended period of time.

In addition, the selected candidate will be a **builder of relationships and teams**, forming and enhancing partnerships in the community and the district, especially in the developing of a **Team of 8** with the Board of Trustees. Guided by a deep sense of **integrity** and a **passion** for education and students we seek a **strategic thinker and implementer** who understands the two-way nature of **accountability** and therefore seeks a **collaborative** approach with staff and community in developing and executing the mission, vision and goals of the district.

The Board of Trustees of Ector County Independent School District is looking for a **trusting and trustworthy educator**, who is adept at **recruiting, hiring, developing and retaining quality staff** to capably assist with the work of the district. The successful applicant for this position will listen to staff in the process of analyzing quantitative and qualitative **data to make and recommend decisions** in a way that expresses a **caring nature for students and all stakeholders**.

Further, the Ector County Independent School District seeks a Superintendent who has a proven track record of demonstrating the following competencies ...

- **Recruit, employ, and retain effective personnel throughout the District and its schools**
- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators**
- **Establish a culture of high expectations for all students and personnel**
- **Effectively plan and manage the long-term financial health of the District**
- **Provide transparent communication**
- **Understand and be sensitive to the needs of a diverse student population.**
- **Demonstrate a deep understanding of educational research and emerging best practices and implement strategies.**

To be considered by Ector County Independent School District Board of Trustees 01.22.19