

Milton Public Schools Survey for Superintendent Search

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METHODOLOGY

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

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

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

EXECUTIVE SUMMARY

The Milton Public Schools Survey for Superintendent Search was completed by 548 stakeholders. With almost two-thirds of respondents, the largest stakeholder group surveyed were parents or guardians of a students attending the milton public schools. Parents or guardians of a students attending the milton public schools represented 66.2 percent of all respondents. Faculty made up the second most populous stakeholder group at nine percent of all respondents. The third largest participant group were community members without a child in milton public schools at nine percent of all respondents.

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

- District schools are safe. (TL)
- Facilities are well maintained. (M)
- The District employs effective teachers, administrators and support staff in its schools. (M)
- The social and emotional needs of students are being addressed. (TL)
- The District engages with diverse racial, cultural and socio-economic groups. (CE)

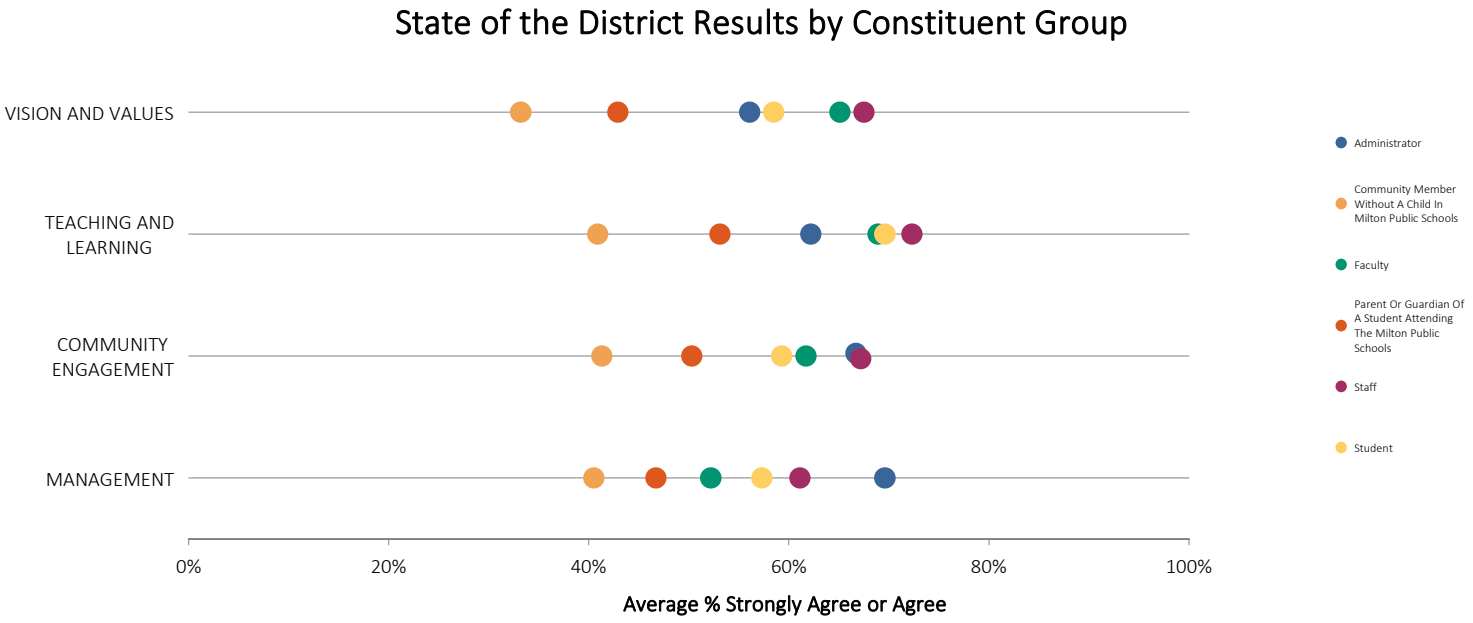
The top-rated leadership profile characteristics constituents desire in a new superintendent are:

- Be an effective manager of the District's finances and operations (M)
- Establish a culture of high expectations for all students and personnel (VV)
- Demonstrate measurable student outcomes grounded in research and emerging best practices (VV)
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)

ANALYSIS

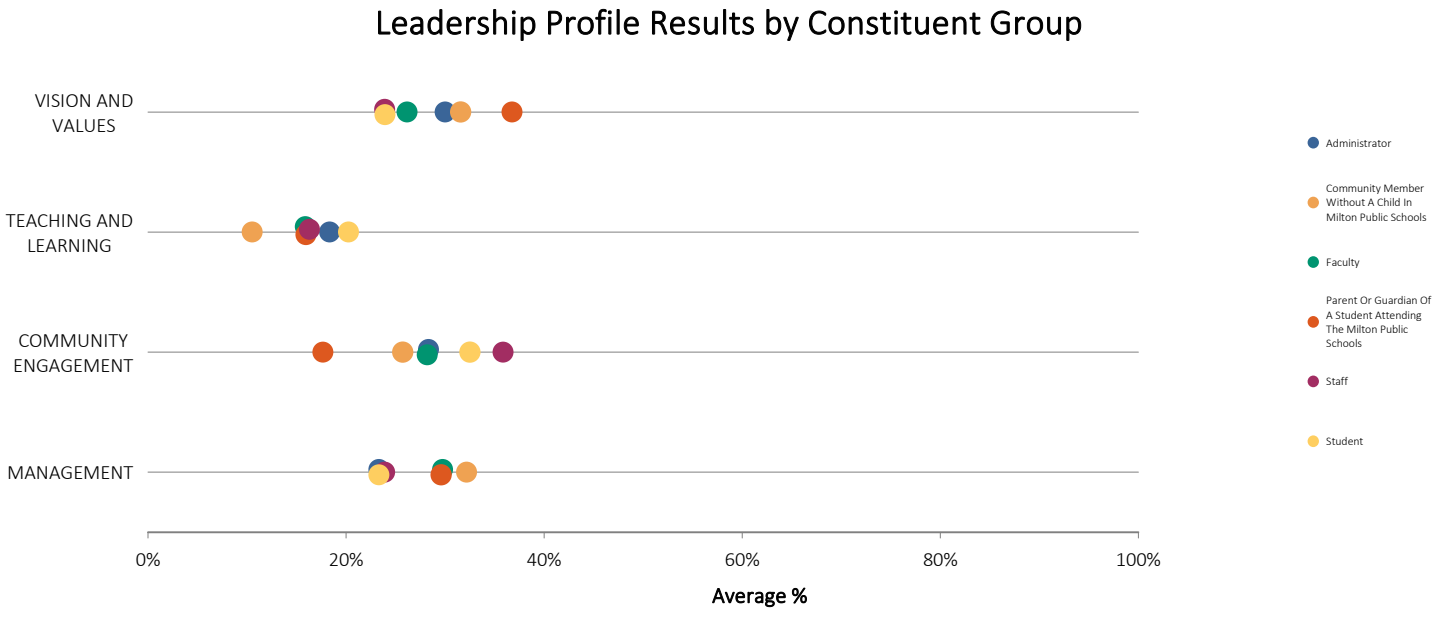
State of the District Summary

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



Leadership Profile Summary

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



LEADERSHIP PROFILE DETAILS

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



	All (548)	Administrator (16)	Community Member Without A Child In ... (48)	Faculty (52)	Parent Or Guardian Of A Student ... (363)	Staff (24)	Student (45)
Be an effective manager of the District's finances and operations	64%	■	■	■	■	■	■
Establish a culture of high expectations for all students and personnel	57%	■	■	■	■	■	
Demonstrate measurable student outcomes grounded in research and emerging best practices	39%				■		
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	37%	■	■	■		■	■
Recruit, employ, and retain effective personnel throughout the District and its schools	36%				■		
Provide a clear, compelling vision for the future	28%						
Understand and be sensitive to the needs of a diverse student population	26%	■		■		■	
Provide transparent communication in all formats (speeches, social media, newsletters, etc.)	24%		■				■
Be visible throughout the District and actively engaged in community life	19%						■
Provide guidance for district-wide curriculum and instruction	18%						
Integrate personalized educational opportunities into the instructional program	14%						
Effectively engage with political realities	6%						

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

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

	All (548)	Administrator (16)	Community Member Without A Child In ... (48)	Faculty (52)	Parent Or Guardian Of A Student ... (363)	Staff (24)	Student (45)
OVERALL							
Please rate the overall quality of education in the District.	68%	81%	48%	79%	67%	83%	71%
VISION AND VALUES							
The District provides a clear, compelling shared vision for the future.	44%	44%	35%	63%	40%	63%	49%
The District is heading in the right direction.	43%	69%	27%	67%	39%	54%	49%
The District has high performance standards for all students.	49%	44%	44%	63%	44%	75%	67%
The District makes decisions based on information from data and research.	39%	44%	21%	58%	36%	67%	40%
The District is working to close achievement and opportunity gaps.	50%	31%	31%	63%	48%	71%	62%
TEACHING AND LEARNING							
The District provides a well-rounded educational experience for all students.	58%	50%	33%	69%	57%	75%	78%
Teachers personalize instructional strategies to address individual learning needs.	53%	63%	40%	83%	47%	92%	53%
District schools are safe.	81%	75%	60%	87%	85%	71%	76%
The social and emotional needs of students are being addressed.	62%	63%	48%	79%	60%	96%	58%
Students are on track to be ready for the next grade and ultimately college and career ready.	58%	69%	42%	67%	56%	71%	71%
There is a clear plan for the use of Artificial Intelligence (AI) integration in the classroom.	9%	0%	6%	12%	4%	8%	47%
COMMUNITY ENGAGEMENT							
The District engages the community as a partner to improve the school system.	41%	75%	25%	44%	39%	54%	44%
There is transparent communication from the District.	49%	50%	35%	65%	49%	54%	42%
The District engages with diverse racial, cultural and socio-economic groups.	60%	50%	58%	67%	56%	79%	76%
MANAGEMENT							
Facilities are well maintained.	70%	75%	69%	63%	73%	46%	67%
The District is fiscally responsible.	28%	50%	21%	19%	29%	42%	31%
The District employs effective teachers, administrators and support staff in its schools.	68%	81%	52%	73%	68%	75%	64%
Employees are held accountable to high standards.	51%	75%	37%	67%	47%	79%	53%
District uses AI tools and platforms to support and enhance classroom teaching and learning.	14%	19%	13%	23%	7%	33%	47%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

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

	All (548)	Administrator (16)	Community Member Without A Child In ... (48)	Faculty (52)	Parent Or Guardian Of A Student ... (363)	Staff (24)	Student (45)
Be an effective manager of the District's finances and operations	64%	63%	75%	75%	64%	67%	42%
Establish a culture of high expectations for all students and personnel	57%	56%	54%	56%	61%	38%	31%
Demonstrate measurable student outcomes grounded in research and emerging best practices	39%	25%	35%	17%	46%	25%	22%
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	37%	75%	42%	58%	29%	83%	36%
Recruit, employ, and retain effective personnel throughout the District and its schools	36%	19%	31%	31%	40%	21%	29%
Provide a clear, compelling vision for the future	28%	31%	23%	25%	28%	29%	33%
Understand and be sensitive to the needs of a diverse student population	26%	44%	13%	35%	25%	33%	33%
Provide transparent communication in all formats (speeches, social media, newsletters, etc.)	24%	25%	42%	23%	20%	25%	36%
Be visible throughout the District and actively engaged in community life	19%	6%	8%	25%	16%	29%	47%
Provide guidance for district-wide curriculum and instruction	18%	19%	17%	19%	18%	17%	16%
Integrate personalized educational opportunities into the instructional program	14%	6%	8%	6%	16%	13%	24%
Effectively engage with political realities	6%	6%	8%	6%	6%	4%	13%