LEADERSHIP PROFILE REPORT

Montgomery County Public Schools
Rockville, MD

Conducted January 31 – February 2, 2011
Presented February 14, 2011

EXECUTIVE SUMMARY

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) for the Board of Education of Montgomery County Public Schools. The data contained herein were obtained from more than 3800 individuals through completion of online surveys, individual interviews, and participation in focus groups and/or open community forums. The surveys, interviews, focus groups, and forums were structured by the Board of Education and consultants to gather data to assist the Board in determining the primary characteristics it might seek in its next Superintendent of Schools. Through this process, the consultants attempted to identify the personal attributes and professional experiences desired in the Superintendent, as well as the skill-sets necessary to maintain and deliver what stakeholders value. The process also enabled the consultants and Board to garner patterns of opinions regarding existing and emerging issues, challenges or concerns that the District and the new Superintendent may be facing.

The consultants appreciate the level of interest in the District and its future as conveyed by all with whom they interacted, or who completed surveys. All stakeholders demonstrated an obvious commitment to student success and elevation of the District as they shared what they perceived to be the strengths of, and issues/challenges/concerns facing, the District. Constituent groups also formulated a preferred list of characteristics and experiences that they felt would be beneficial for the next Superintendent to possess.

Emanating from discussions with stakeholders is a perceived list of district "strengths." The categorical roster of consistently reported strengths made specific reference to the District's national recognition, a wide-array of business and community partnerships, pockets of extensive parental involvement, access to and allocation of resources, and the District's professional evaluation system. Also cited were the District's dedicated employees – both instructional and non-instructional; its "Seven Keys to College Readiness" initiative, the extent of support services, curricular and program diversity and rigor, and the practice of data-driven decision making. Rounding out the list of "strengths" is the District's location and proximity to Washington, DC – a major political, historical and cultural hub.

When provided an opportunity, it is sometimes common for a dichotomous relationship to exist between some of the perceived "strengths" and some of the perceived "issues/challenges/concerns." Responses from Montgomery County Public Schools' stakeholders were consistent with these viewpoints in three areas: (1) professional development opportunities, (2) special education services, and (3) stakeholder diversity. Stakeholders repeatedly praised the District for it plethora of professional development offerings. Yet, due to dwindling financial resources, staff are experiencing a reduction in needed professional development opportunities. In regards to special education services, there was recognition of the array of service provided, but some parents felt that they need to fight with the District in order to get them to provide the services needed by the their child(ren). Many view stakeholder diversity within the community and the student body as a "strength," but others feel that among some the services that some schools enjoy are not consistent in all schools. For example, some community members indicated that a scan of AP classes will not find a representative presence of African American and Hispanic students, particularly males. And, some stakeholders report a disproportionate number of these same minority groups in special education classes as well as those being suspended from schools.

In addition to those issues/challenges/concerns presented in the preceding paragraph, other consistently reported issues/challenges/concerns made reference to: the achievement gap (especially as it pertains to African Americans and Hispanics males), budget and funding issues, excessive standardized testing and the emphasis on test scores, a perceived lack of transparency, and the relationship between the school district and the county. District size and class sizes are perceived as concerns which should not go unnoticed. The changing demographics of the District (an increase in the number of students living in poverty and the number of second language learners) and race relations within the District are reported issues which stakeholders believe the new superintendent will need to address. Finally, other reported issues are the need to enhance School Board/Superintendent relations and to engage in succession planning for senior administrators.

The consultants caution the Board and others not to look upon the delineation of these issues/challenges/concerns as criticism of the District or any component of it. Instead, it is an attempt to catalogue the issues/challenges/concerns that appear to exist and to provide the Board an opportunity to identify those that are of greatest significance to the District. Once the most pressing issues/challenges/concerns are identified, the Board then needs to identify an individual who has the skill-sets and background to respond to them over a period of time.

Discussions with Montgomery County Public Schools stakeholders honed in on the following consistently reported desired characteristics of the next superintendent. Constituents seek a collaborative yet thick-skinned leader who is a veteran educator with a proven record of success in a large suburban/urban district. The person sought should be an open communicator who recognizes the value of being transparent, the value of diversity, and who is respectful of everyone in the organization. The chosen person should be politically savvy, knowledgeable about educational reform and "best practice," and possess strong interpersonal skills. It is desired that s/he be a trust builder, puts students first, and subscribes to being accountable and holding others accountable.

S/he will be expected to be a transformational leader who has the ability to work collaboratively with the Board. Stakeholders desire that the chosen leader will be bilingual, be knowledgeable about and committed to special education, and fully understand the role of technology and its ubiquity in our lives.

While it is unlikely to find a candidate who possesses all of the characteristics desired by respondents, HYA and the Board intend to meet the challenge of finding an individual who possesses many of the skills and character traits required to address the issues described by the stakeholder groups. We expect the new Superintendent to be an inspirational leader who will continue to promote excellence within the District while doing so in an era of shrinking resources.

Montgomery County Public Schools (MCPS), located in the suburban Washington, DC area, is committed to equity and excellence with a goal of preparing all students to be successful in college and career. As the 16th largest public school district in the United States, the District offers a premier education to an increasingly diverse enrollment of 144,000 students, attending over 200 schools and supported by 22,000 employees.

MCPS has been recognized nationally for its steadfast progress in narrowing the achievement gap and was recently one of five national finalists for the 2010 Broad Prize for Urban Education. In addition, MCPS is committed to continuous improvement as an organization and is the proud recipient of the 2010 Malcolm Baldrige National Quality Award.

Montgomery County is in proximity to numerous institutions of higher education which partner with the District to enhance the educational opportunities of its students and the professional development of its faculty and staff.

The superintendent position is viewed as an opportunity for an experienced and transformational leader who has the skill-sets essential for moving the District to its next level of excellence.

PARTICPATION

Stakeholders had two major opportunities for expressing their thoughts and input regarding the desired characteristics in the next superintendent. The first was an online survey open to any student, staff member, parent, or community member. The second opportunity included meetings with the HYA consultants that included individual interviews and focus groups meetings for more than 500 invited organizations and groups and open community forums held at six different school sites around the county. The numbers of participants are listed below:

Group	Interviews/Forums	Online Survey Responses
Administrators	102	153
Community	277	220
Parents		1750
Students	10	313
Support Staff	13	284
Teachers	66	649
Total	468	3369

PROCESS

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates (HYA) for Montgomery County Public Schools (MCPS). From its experience in the field, HYA has found that one of the most important components of a successful search is the diligent and unambiguous definition of the criteria to be utilized in the process of selecting a Superintendent. Hence, upon appointment of our firm as consultant to the Board, strategies were developed to garner constituent input that would be employed to aid the Board in clarifying the characteristics sought in the new Superintendent.

During the period of January 31 – February 2, 2011, the consultant team of Dr. Hank Gmitro, Dr. Michael Hickey, Dr. Diana McCauley, and Dr. Betty Morgan conducted interviews with Board-designated individuals and groups in settings which allowed for direct discussion. In addition to the aforementioned sessions, six open community forums were conducted to provide further opportunity for dialog between District stakeholders and the consultants. Online survey instruments were available for completion by those individuals with whom the consultant team did not meet. These combined opportunities resulted in input from approximately 3750 individuals. Obtained input provides the framework for presenting the constituent viewpoints contained in this report.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations, and general comments with respect to preferred candidate traits and qualifications of a preferred candidate, as well as District strengths and issues/challenges/concerns which could bear upon future leadership requirements, and influence the selection criteria for the next Superintendent of Schools. At the interviews and meetings, the consultants noted that the Board was seeking the perspective of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be considered in identifying the next Superintendent. It also was understood that the Board had the responsibility to delineate these characteristics and would use its prerogative to do so.

Focus group and forum discussion points sought input to three open-ended questions. Across constituent groups, frequently offered responses to those questions are listed under the heading "Consistent" in this report. Variable responses to each question are presented under the heading of the respective constituent group. Under each group, the comments heard or provided with some regularity are listed alphabetically so as not to imply added emphasis on any one response. **For each open-ended question, reported items are included if, in the consultants' judgment, they were repeated with sufficient frequency to warrant the Board's attention.**

It should be emphasized that the data in this report do not represent a scientific sampling and should not necessarily be viewed as being reflective of the majority opinion of the District's stakeholders or the representative group to which they are attributed. The information provided through this process will guide the consultants as they seek candidates, and will aid the Board in the subsequent selection and appointment phases of the search. Furthermore, input may also assist the Board and the new Superintendent in recognizing stakeholder perceptions and responding accordingly as the Board/Superintendent team move forward to advance the mission of the District.

The consultants wish to express their appreciation to the Board of Education of Montgomery County Public Schools for selecting HYA to partner with them in this important process, and for casting an inclusive net that enabled them to hear from a broad base of the constituency. We are exceedingly grateful to the many individuals who rendered time from their schedules to meet with us and who provided insight from their perspective.

We would be remiss if we did not thank and acknowledge Roland Ikheloa, Suzann King, Laura Steinberg, Martha Sequeira, Kathy Yorro, Becky Gibson, Glenda Rose, the Office of Communications (especially Juan Cardenas and Issara Pimpawathin), and the Department of Family and Community Partnerships (especially the supervisor, Denise Stultz) for their work in coordinating and supporting our visit to the District.

Respectfully Submitted,
Dr. Hank Gmitro, Dr. Diana McCauley, Dr. Michael Hickey, and Dr. Betty Morgan

STRENGTHS OF THE DISTRICT

Question #1: What do you consider to be the two or three most significant strengths of this school district?

CONSISTENT

- **Access to, and allocation of, resources**
- **Business and community partnerships**
- **Curricular and program diversity and rigor**
- **Data-driven decision making**
- **Dedicated, professional, and highly-skilled workforce**
- **Extensive professional development opportunities**
- **Location and proximity to one of the nation's major political, historical and cultural hubs**
- **National recognitions**
- **Pockets of extensive parental involvement**
- **Professional evaluation system**
- **"Seven Keys to College Readiness" initiative**
- **Special Education services**
- **Stakeholder diversity**

ADMINSTRATION
- A district that is replete with strong work ethics
- Balance between site-based and centralization
- Collaborative Leadership
- Community support
- Level of respect for employees
- Strong research department

BOARD
- Collaborations with unions
- Commitment to excellence and equity
- Good support for kids
- Interest-based bargaining
- Narrowing of achievement gap
- Technology that is plentiful and utilized

COMMUNITY
- Aggressive approach to safety and security issues
- Board of Education
- Focus on career-based education
- Focus on the individual student
- Health centers in some schools
- History of promoting from within
- MCPS has a brand

- Mentoring for children
- Outreach services
- Public Relations efforts
- Red Zone/Green Zone approach
- Strong strategic plan
- Volunteerism is encouraged

STUDENTS
- Exam schedule
- Students
- Vigilant parents

SUPPORT STAFF
- Philosophy of continuous improvement
- Sports and extracurricular activities
- Support for needy families and children

TEACHERS
- Ability to change when necessary
- Ability to deal with challenging issues
- Effective State lobbying
- Excellent labor management partnerships
- Fearless leadership addressing poverty and race
- High school graduation rate
- Support for National Board Certified teachers
- Theory of action around school improvement
- Transparency of budget information

CHALLENGES OR ISSUES OF THE DISTRICT

Question #2: What do you consider to be the two or three most important challenges or issues facing this school district?

CONSISTENT

- **Achievement gap, especially as it pertains to African American males and Hispanics**
- **Budget and funding issues**
- **Changing constituent demographics including poverty (FRL) growth**
- **Class size**
- **Disproportionate suspensions of special education and minority students**
- **District size**
- **Excessive standardized testing and the emphasis on test scores**
- **Lack of transparency**
- **Race relations**
- **Reduction in professional development opportunities**
- **Relationship between the school district and the county**
- **School Board/Superintendent relations**
- **Stakeholder diversity**
- **Succession planning**

ADMINISTRATION

- Anxiety over the first year of the new superintendent and the possibility of reorganization
- Balancing all of the competing interests
- Bullying in schools
- District's ability to maintain the competitive edge
- Graying of the workforce
- Issues of mistrust
- Lack of respect and appreciation for contributions made by all stakeholders and workers to the success of the district
- Recruitment and retention of quality staff
- Safety and security in schools and the workplace
- Turnover of leadership

BOARD

- Schools not making AYP
- Special education provisions need to be expanded
- Student stress
- "Us" vs. "them" mentality

COMMUNITY

- Aging infrastructure
- Alcohol and substance impact on learning
- Change in command (identifying a new superintendent)
- Charter schools
- Childhood obesity
- Complicated politics
- Declining high school graduation rate
- Discrepancy between "red zone" and "green zone"
- Emphasis on math and science at the expense of the humanities
- Inability to adequately address early learning needs
- Math education has been problematic
- Meeting the needs of special education populations
- Need for more than one person (teacher) in the classroom
- Need to cultivate corporate partners to do more for the schools
- Need to pay more attention to homeless kids
- One size does not fit all
- People feeling threatened to speak against the district
- Redistricting issues on the horizon
- Reduction in SRO program
- Resource inequities
- Salary inequity
- Student-teacher ratio
- Teacher insensitivity
- Teachers and principals are overloaded
- Tension between MCPS and County Council
- Very insular

STUDENTS

- Continuous needs to seek student opinions and input
- Need to replace incompetent teachers
- Vigilant parents
- Wasteful spending

SUPPORT STAFF

- Addressing needs of the impoverished
- Issue of respect, discipline and the lack of follow-up by administration

<u>TEACHERS</u>

- Amount of time required for data collection
- Central office bureaucracy
- Children under stress
- Continuity between classroom personnel and the public relations information
- Culture of fear within the system
- Expectations may be too high
- Grading policies are creating false expectations
- Need to expand and enhance vocational education
- New attendance policy at the root of discipline problems
- Pacing of curriculum
- Pockets of low morale
- Recruitment and retention of minority teachers

ADMINSTRATIVE LEADERSHIP AND STYLE

Question #3: Constituents were asked to identify two or three characteristics that they would like to see in the new Superintendent of schools.

CONSISTENT

- **Ability to work collaboratively with the Board**
- **Accountable and holds others in the organization accountable**
- **Bilingual**
- **Collaborative**
- **Experience in a large urban district**
- **Fully understands the role of technology and the ubiquity in our lives**
- **Knowledgeable about educational reform and "best practices"**
- **Open communicator**
- **Politically savvy**
- **Puts students first**
- **Respectful**
- **Strong interpersonal skills**
- **Thick-skinned**
- **Transformational leader**
- **Transparent**
- **Trust builder**
- **Understands and is committed to special education**
- **Values diversity**
- **Veteran educator**

ADMINISTRATION

- Accessible
- An advocate and voice for all schools, departments, and students
- Charismatic
- Committed to continuous improvement
- Compassionate
- Contemporary thinker
- Energetic
- Ethical and moralistic
- Familiarity with MCPS and its culture
- Forward thinker
- Instructional awareness
- Possesses self-control
- Proven record of success as a superintendent
- Visionary leader
- Willingness to empower others

BOARD

- Ability to balance competing interests
- Ability to partner with other governmental entities
- Excellent writing skills
- Experience in working effectively with diverse groups
- Good listener
- Inclusive style and sense of purpose
- Innovative
- Not a radical change agent
- Values parents as partners
- Willingness and ability to build on achieved results

COMMUNITY

- Ability and willingness to delegate
- Ability to attract and foster strong leaders
- Ability to evaluate, select, and coach good leaders
- Ability to manage multiple and competing constituencies
- Articulate
- Business acumen
- Committed to closing the achievement gap
- Committed to relationship between MCPS and Montgomery College
- Commitment to high expectations
- Confident, but not cocky
- Connects with community
- COO approach
- Creative
- Doctorate degree in science or math, maybe with private industry experience
- Effective manager
- Empathetic
- Experience in a decentralized system
- Experience in a high-performing district
- Flexible
- Implementer
- Knowledge of Universal Design for Learning
- Labor relations experience
- Openness to Charter Schools
- Passionate about learning
- Possesses common sense
- Practices what is preached
- Receptive to new ideas and reform
- Risk taker
- Someone who models civility
- Strong promoter of the district (PR)

- Understanding of the role of the County Council
- Understands the impact of greater societal issues
- Versed and sensitive to child welfare issues
- Visible in the schools and community
- Willingness to be a part of the Montgomery County community
- Willingness to build relationships with disenfranchised populations
- Willingness to take constructive criticism

STUDENTS

- Receptive of student voice

SUPPORT STAFF

- Desires to serve MCPS for a long time
- Sees beyond classroom academics
- Thinks outside the box
- Understands the role of support services

TEACHERS
- An advocate for teachers
- Approachable
- Committed to smaller class size
- Community relations expertise
- Easy going, but purpose driven
- Practices a bottom-up philosophy
- Values the arts

Rank Order of Online Survey Questions
Based on All Responses

	QUESTION	# of Responses	Percent	RANK
15	Prioritizes the needs of students over other system needs. (SQ015)	1624	48.03	1
22	Holds a deep understanding of the teaching and learning process. (SQ022)	1576	46.61	2
11	Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	1476	43.66	3
9	Listens to, communicates with, and engages parents and students. (SQ009)	1408	41.64	4
20	Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	1349	39.90	5
2	Promotes high expectations for all students and personnel. (SQ002)	1202	35.55	6
6	Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	1069	31.62	7
19	Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	1004	29.70	8
8	Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	987	29.19	9
17	Involves appropriate stakeholders in the decision making process. (SQ017)	962	28.45	10
12	Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	927	27.42	11
23	Has experience running a large organization. (SQ023)	846	25.02	12
3	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	829	24.52	13
10	Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	829	24.52	14
13	Possesses strong understanding of organizational and educational leadership. (SQ013)	732	21.65	15
4	Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	675	19.96	16
1	Strives for continuous improvement in all areas. (SQ001)	664	19.64	17
21	Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	653	19.31	18
5	Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	651	19.25	19
24	Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	640	18.93	20

18	Delegates leadership responsibilities effectively. (SQ018)	434	12.84	21
7	Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	384	11.36	22
16	Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	302	8.93	23
14	Serves as the district's instructional leader. (SQ014)	272	8.04	24

There is a great deal of similarity between the list of the top 8 characteristics (highlighted in yellow) and the consistent characteristics from the interviews conducted. Prioritizing the needs of students over other district needs, collaborative leadership, trust building, knowledge of instruction and best practices, political skills at the local, state, and federal levels, communication strategies, engaging stakeholders through respectful interactions, and understanding diversity were consistent and high priority desires identified from both methods of data collection. These items should be reflected in the "Desired Characteristics" determined by the Board of Education.

The remaining pages of the report provide the breakdown of online survey characteristics rankings for each stakeholder group.

	Administrators	Number	Percent	RANK
11	Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	80	52.29	1
22	Holds a deep understanding of the teaching and learning process. (SQ022)	67	43.79	2
20	Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	60	39.22	3
2	Promotes high expectations for all students and personnel. (SQ002)	53	34.64	4
17	Involves appropriate stakeholders in the decision making process. (SQ017)	47	30.72	5
21	Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	47	30.72	6
24	Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	45	29.41	7
15	Prioritizes the needs of students over other system needs. (SQ015)	44	28.76	8
8	Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	43	28.10	9
13	Possesses strong understanding of organizational and educational leadership. (SQ013)	43	28.10	10
7	Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	39	25.49	11
19	Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	39	25.49	12
6	Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	38	24.84	13
23	Has experience running a large organization. (SQ023)	37	24.18	14
3	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	36	23.53	15
10	Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	32	20.92	16
1	Strives for continuous improvement in all areas. (SQ001)	28	18.30	17
9	Listens to, communicates with, and engages parents and students. (SQ009)	27	17.65	18
4	Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	24	15.69	19
18	Delegates leadership responsibilities effectively. (SQ018)	23	15.03	20
5	Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	22	14.38	21
16	Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	22	14.38	22
12	Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	19	12.42	23
14	Serves as the district's instructional leader. (SQ014)	19	12.42	24

Community	Number	Percent	RANK
20 Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	83	37.56	1
11 Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	81	36.65	2
9 Listens to, communicates with, and engages parents and students. (SQ009)	75	33.94	3
22 Holds a deep understanding of the teaching and learning process. (SQ022)	74	33.48	4
2 Promotes high expectations for all students and personnel. (SQ002)	72	32.58	5
15 Prioritizes the needs of students over other system needs. (SQ015)	69	31.22	6
12 Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	68	30.77	7
19 Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	56	25.34	8
6 Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	55	24.89	9
17 Involves appropriate stakeholders in the decision making process. (SQ017)	54	24.43	10
8 Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	53	23.98	11
3 Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	50	22.62	12
23 Has experience running a large organization. (SQ023)	49	22.17	13
5 Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	46	20.81	14
10 Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	42	19.00	15
21 Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	40	18.10	16
24 Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	37	16.74	17
4 Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	36	16.29	18
1 Strives for continuous improvement in all areas. (SQ001)	30	13.57	19
18 Delegates leadership responsibilities effectively. (SQ018)	28	12.67	20
13 Possesses strong understanding of organizational and educational leadership. (SQ013)	25	11.31	21
7 Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	24	10.86	22
16 Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	21	9.50	23
14 Serves as the district's instructional leader. (SQ014)	13	5.88	24

	Parent	Number	Percent	RANK
15	Prioritizes the needs of students over other system needs. (SQ015)	983	55.98	1
9	Listens to, communicates with, and engages parents and students. (SQ009)	916	52.16	2
22	Holds a deep understanding of the teaching and learning process. (SQ022)	811	46.18	3
2	Promotes high expectations for all students and personnel. (SQ002)	727	41.40	4
11	Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	698	39.75	5
20	Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	690	39.29	6
6	Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	635	36.16	7
19	Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	565	32.18	8
8	Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	531	30.24	9
12	Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	493	28.08	10
17	Involves appropriate stakeholders in the decision making process. (SQ017)	488	27.79	11
10	Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	453	25.80	12
23	Has experience running a large organization. (SQ023)	442	25.17	13
5	Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	433	24.66	14
3	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	413	23.52	15
13	Possesses strong understanding of organizational and educational leadership. (SQ013)	373	21.24	16
1	Strives for continuous improvement in all areas. (SQ001)	357	20.33	17
21	Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	356	20.27	18
4	Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	350	19.93	19
24	Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	323	18.39	20
18	Delegates leadership responsibilities effectively. (SQ018)	212	12.07	21
7	Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	170	9.68	22
16	Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	117	6.66	23
14	Serves as the district's instructional leader. (SQ014)	97	5.52	24

Student		Number	Percent	RANK
9	Listens to, communicates with, and engages parents and students. (SQ009)	140	44.59	1
15	Prioritizes the needs of students over other system needs. (SQ015)	136	43.31	2
22	Holds a deep understanding of the teaching and learning process. (SQ022)	108	34.39	3
20	Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	90	28.66	4
10	Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	83	26.43	5
2	Promotes high expectations for all students and personnel. (SQ002)	80	25.48	6
12	Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	80	25.48	7
1	Strives for continuous improvement in all areas. (SQ001)	79	25.16	8
4	Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	77	24.52	9
8	Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	66	21.02	10
19	Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	63	20.06	11
23	Has experience running a large organization. (SQ023)	63	20.06	12
6	Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	60	19.11	13
11	Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	59	18.79	14
13	Possesses strong understanding of organizational and educational leadership. (SQ013)	56	17.83	15
5	Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	49	15.61	16
21	Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	49	15.61	17
3	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	39	12.42	18
17	Involves appropriate stakeholders in the decision making process. (SQ017)	39	12.42	19
16	Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	37	11.78	20
7	Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	36	11.46	21
18	Delegates leadership responsibilities effectively. (SQ018)	34	10.83	22
24	Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	30	9.55	23
14	Serves as the district's instructional leader. (SQ014)	18	5.73	24

Support Staff		Number	Percent	RANK
11	Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	137	48.07	1
20	Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	127	44.56	2
23	Has experience running a large organization. (SQ023)	103	36.14	3
22	Holds a deep understanding of the teaching and learning process. (SQ022)	101	35.44	4
19	Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	98	34.39	5
12	Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	96	33.68	6
2	Promotes high expectations for all students and personnel. (SQ002)	92	32.28	7
15	Prioritizes the needs of students over other system needs. (SQ015)	92	32.28	8
17	Involves appropriate stakeholders in the decision making process. (SQ017)	85	29.82	9
9	Listens to, communicates with, and engages parents and students. (SQ009)	84	29.47	10
6	Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	78	27.37	11
8	Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	74	25.96	12
13	Possesses strong understanding of organizational and educational leadership. (SQ013)	72	25.26	13
3	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	70	24.56	14
1	Strives for continuous improvement in all areas. (SQ001)	69	24.21	15
24	Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	62	21.75	16
10	Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	61	21.40	17
4	Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	51	17.89	18
18	Delegates leadership responsibilities effectively. (SQ018)	48	16.84	19
5	Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	45	15.79	20
21	Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	40	14.04	21
16	Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	37	12.98	22
7	Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	32	11.23	23
14	Serves as the district's instructional leader. (SQ014)	13	4.56	24

Teachers		Number	Percent	RANK
11	Fosters a positive, professional climate of mutual trust and respect among faculty, staff, and administrators. (SQ011)	421	64.57	1
22	Holds a deep understanding of the teaching and learning process. (SQ022)	415	63.65	2
15	Prioritizes the needs of students over other system needs. (SQ015)	300	46.01	3
20	Understands the conditions, cultures, dynamics, and values of a diverse school community, and is able to work with and respect diverse populations. (SQ020)	299	45.86	4
17	Involves appropriate stakeholders in the decision making process. (SQ017)	249	38.19	5
3	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning. (SQ003)	221	33.90	6
8	Aligns financial resources with student learning needs and the district's vision, mission, and goals. (SQ008)	220	33.74	7
6	Recruits, employs, evaluates, and retains effective leadership personnel throughout the district and its schools. (SQ006)	203	31.13	8
19	Possesses strong knowledge of the system of public school governance, personnel management, and school finances at the local, state, and federal levels. (SQ019)	183	28.07	9
2	Promotes high expectations for all students and personnel. (SQ002)	178	27.30	10
12	Listens to and shares relevant information with the Board of Education, MCPS personnel, and the community. (SQ012)	171	26.23	11
9	Listens to, communicates with, and engages parents and students. (SQ009)	166	25.46	12
13	Possesses strong understanding of organizational and educational leadership. (SQ013)	163	25.00	13
10	Possesses strong understanding of emerging issues and trends that affect the school community and the mission of the school. (SQ010)	158	24.23	14
23	Has experience running a large organization. (SQ023)	152	23.31	15
24	Possesses a demonstrated ability to navigate complicated political environments. (SQ024)	143	21.93	16
4	Identifies, confronts, and resolves district issues in a timely manner. (SQ004)	137	21.01	17
21	Articulates a clear vision of what is required to be an exemplary school district. (SQ021)	121	18.56	18
14	Serves as the district's instructional leader. (SQ014)	112	17.18	19
1	Strives for continuous improvement in all areas. (SQ001)	101	15.49	20
18	Delegates leadership responsibilities effectively. (SQ018)	89	13.65	21
7	Utilizes student achievement data to drive the district's instructional and assessment programming. (SQ007)	83	12.73	22
16	Acts in accordance with the district's mission, vision, and core beliefs. (SQ016)	68	10.43	23
5	Increases academic accountability at all levels of the district's schools and for all students. (SQ005)	56	8.59	24