SEARCH FOR THE NEXT SUPERINTENDENT

Online Survey Findings 2011

Prepared by
The University of North Carolina at Charlotte Urban Institute
Acknowledgements

The University of North Carolina at Charlotte Urban Institute (Institute) wants to thank the Charlotte-Mecklenburg Schools Board of Education for extending to the Institute the opportunity to be a part of this important community engagement process in its search for a new superintendent. Throughout our 40+ year history, the Institute has conducted public opinion research for a variety of community issues, but few have been as important as the task of selecting a leader for the CMS system.

CMS wanted this process to engage not only a diverse cross-section of this community but also the varied research strengths of its numerous institutions of higher education. We acknowledge the role that three of our academic peers played in designing the online survey and reviewing the final results and want to thank the following colleagues for their wisdom and insight in this process:

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About the UNC Charlotte Urban Institute

The UNC Charlotte Urban Institute was created in 1969 as a non-profit, non-partisan, applied research and consulting services outreach unit of the University of North Carolina at Charlotte. The Institute provides a wide range of services, including technical assistance and training, public opinion surveys, land-use and natural resources consulting, economic development research, and community planning to meet the needs of the region and its citizens.

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How to Use this Report

The goal of this report is to present the findings from the CMS Superintendent Search Survey in an unbiased and clear manner. In doing so, it is divided into the following sections:

- **Executive Summary** – provides a stand-alone summation of key findings which will give the reader a framework for the details which follow.
- **Introduction/Background** – presents key steps which led to the final survey design.
- **Methodology** – gives a synopsis of the survey construction and data analysis process.
- **Findings** – presents the results from the data analysis for the topics listed below. Each topic begins with an overview chart consisting of the responses from the community and high school student surveys and is then followed by demographic breakdowns by community (Teacher, Student, Other Respondents), race (African-American/Black, Hispanic/Latino, Caucasian/White, Other Respondents), and county geography (North, East, South, West).
  - Issues Facing CMS
  - Superintendent Qualities
  - Superintendent Skills
  - Superintendent Abilities
  - Superintendent Experiences
  - Superintendent Attitudes
  - Superintendent Responsibilities
  - Superintendent Duties
- **Conclusion** – wraps up the survey report with final statements of fact.
- **Appendix** – provides the demographics of the survey participants, offering the reader a sense of who participated in the survey by presenting descriptive information on participants from the community survey and then the high school student survey.

It should be noted that the colors used in the graphs and tables do not have any particular meaning or significance. However, color is used in the tables to identify similar responses across demographic groups.
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EXECUTIVE SUMMARY
ONLINE SURVEY FINDINGS 2011

This survey report presents a synopsis of the findings, which resulted from an analysis of over 9,300 responses to the online survey. The survey was offered in two versions which addressed the two target populations - current residents of Mecklenburg County who were at least 18 years of age (Community Survey) and currently enrolled CMS high school students (High School Student Survey). The two surveys differed in the demographic information which they sought; however, the questions concerning CMS issues and the superintendent parameters were identical. The Community Survey was also translated into Spanish.

Within each of the major categories (CMS issues and superintendent qualities, skills, abilities, experiences, attitudes, responsibilities, and duties) there were several representative attributes which were presented for respondents to rate from not at all important to extremely important. Through our analysis, various portions of the population were separated and compared (grouped by community, race and geographic area), and there was noticeable consistency from one portion of the population to the next, both within and between comparison groups. The demographics of the survey participants are provided in the Appendix.

Findings in brief:

- The most important issue facing CMS cited by survey respondents was budget cuts or issues relating to money.
- The most important quality survey respondents said they would like to see in the next superintendent was trustworthiness.
- Problem-solving was the most important skill among community survey respondents, while high school survey respondents rated gaining trust as the most important.
- The ability to secure adequate school funding and resources emerged as the most important ability for the next superintendent to have.
- Having experience managing financial resources was rated as the most important of all listed areas of experience.
- Caring about students was the most important attitude among respondents.
- The most important responsibility according to respondents was involving numerous stakeholders in decision making. For community respondents, involving teachers and administrators was most important, while high school respondents felt involving parents and students was most important.
- Respondents to the community survey rated promoting good working relationships between CMS leadership and teachers and staff as the most important duty of the next superintendent, while respondents to the high school student survey rated ensuring hiring and retention of quality staff as the most important.
INTRODUCTION/BACKGROUND

For this search, the Institute was asked to conduct an online survey seeking input from Mecklenburg county residents on the most critical issues facing Charlotte-Mecklenburg Schools and on the traits and characteristics residents want to see in the next superintendent. The CMS Board of Education chose to conduct an online survey rather than a telephone survey in order to provide the greatest possible opportunity for participation for Mecklenburg county residents. A typical telephone survey would reach approximately 400 randomly-sampled individuals. With the online survey, we received over 9,300 responses. Because participation in this survey was self-selecting (meaning survey takers can choose to participate in the survey by clicking on a survey link accessible from the CMS website), the resulting findings cannot be generalized to the overall county population, but this approach did offer the opportunity to a vast majority of county residents to express their thoughts. See Map 1 to visualize where survey participants reside within the county.

The survey process was completed over an eight week period which included constructing the survey, editing and acquiring final approval of the survey instrument from the search committee, a two-week period of public online access to the survey, the development of a preliminary report and presentation, presentation of preliminary findings in six public forums, the writing of this final report and presentation of final findings to the CMS Board of Education.

DATA ANALYSIS METHODOLOGY

The survey was hosted by Survey Monkey, a well-established and security-enabled online survey hosting system. The individual survey data from each respondent was anonymously recorded and stored in this tool. This data was of two types – quantitative (demographics and Likert scale responses which can be readily measured and analyzed using algorithms) and qualitative (open-ended or free responses which tend to be descriptive of an individual’s personal thoughts and which are analyzed and interpreted by an unbiased researcher).

The quantitative analyses were performed using inherent Survey Monkey abilities and by importing data into the IBM SPSS predictive analytics software. These two tools provided grouping, filtering, cross-tabulating (comparing the inter-relationships of select data components), and graphical representation. The end results were the demographic analyses, charts, and comparative tables which are presented in this report.

A qualitative analysis was performed on the open-ended question, which asked if there was anything else the respondents would like to share regarding the search process or leadership characteristics of a new superintendent. This involved reading the given responses and developing themes (groups) in which they could be appropriately placed. Each resulting theme is comprised of various categorically related comments. Each theme’s contents are presented in this report.
To make direct comparison between the number of responses to the surveys by zip code and the population size of a zip code area, the responses were “normalized.” This was accomplished by dividing the number of responses per zip code by the population of that zip code.
FINDINGS

This section presents the findings from the community and high school student surveys. As previously described, the findings present the results from the data analysis for the topics listed below:

- Issues Facing CMS
- Superintendent Qualities
- Superintendent Skills
- Superintendent Abilities
- Superintendent Experiences
- Superintendent Attitudes
- Superintendent Responsibilities
- Superintendent Duties
- Open-Ended Question

For each topic, overview charts are presented to show responses from the two versions of the survey: the community survey (both English and Spanish) and from the high school student survey. Subsequently, responses were further analyzed by grouping the survey responses (in tabular form) into the following demographic characteristics:

- Community (3 comparison groups)
  - Teacher
  - Student
  - Other Respondents

- Race/Ethnicity (4 comparison groups)
  - African-American/Black
  - Hispanic/Latino
  - Caucasian/White
  - Other Respondents

- County geography (4 comparison groups)
  - North
  - East
  - South
  - West

The following map shows which zip codes were assigned into these four geographic areas (Map 2).
MAP 2: MECKLENBURG COUNTY REGIONS

Mecklenburg County Regions

Regions
- North
- East
- South
- West

MAP 2: MECKLENBURG COUNTY REGIONS
Issues Facing CMS

Survey respondents were asked to select from a list the five most important issues facing CMS. Respondents were also provided the opportunity to write-in their own responses. Figure 1 displays the issues as ranked the community survey while Figure 2 presents the ranking from the high school student survey. As the figures show, the most important issue facing CMS as perceived by survey respondents was budget cuts or issues relating to money. Specifically, about three-in-five of the community survey participants (62.0%) and about four-in-six of the high school student survey participants (69.7%) cited this as one of the five most important issues.

FIGURE 1: COMMUNITY SURVEY RESPONSES TO "WHAT ARE THE FIVE MOST IMPORTANT ISSUES FACING CMS? (PLEASE SELECT NO MORE THAN FIVE.)"

NOTE 1: THE FOLLOWING ARE THE FULL TEXT OF THE TRUNCATED RESPONSES SHOWN ABOVE IN FIGURE 1: PUBLIC TRUST IN CMS SCHOOL DISTRICT LEADERSHIP; NUMBER OF STUDENTS PER CLASS; STUDENT PREPARATION FOR HIGHER EDUCATION OR WORK; MEETING THE NEEDS OF INDIVIDUAL LEARNERS; SERVING THE NEEDS OF A DIVERSE COMMUNITY; DISTRIBUTION OF RESOURCES AMONG SCHOOLS; DROPOUT / GRADUATION RATE; KEEPING UP WITH TECHNOLOGY; SCHOOL ASSIGNMENT PROCESS; CMS STUDENT TRANSPORTATION; AND SPECIAL EDUCATIONAL SERVICES.
NOTE 2: THE FOLLOWING ARE THE FULL TEXT OF THE TRUNCATED RESPONSES SHOWN ABOVE IN FIGURE 2: NUMBER OF STUDENTS PER CLASS; STUDENT PREPARATION FOR HIGHER EDUCATION OR WORK; DROPOUT / GRADUATION RATE; KEEPING UP WITH TECHNOLOGY; MEETING THE NEEDS OF INDIVIDUAL LEARNERS; CMS STUDENT TRANSPORTATION; DISTRIBUTION OF RESOURCES AMONG SCHOOLS; PUBLIC TRUST IN CMS SCHOOL DISTRICT LEADERSHIP; SCHOOL ASSIGNMENT PROCESS; SERVING THE NEEDS OF A DIVERSE COMMUNITY; AND SPECIAL EDUCATIONAL SERVICES.
In both Figures 1 and 2, the “Other” Category provided the following information relating to issues facing CMS. This information was gathered through a qualitative analysis which derived themes from the given responses. The following are some of the more common references.

- **Teacher** – quality of, equity, morale, pay, retention, having to teach to the test, respect, include teachers in making decisions, teachers should be allowed flexibility in how and what they teach, get rid of tenure, aren’t helpful, discouraging, not listening to students, qualifications

- **District Demographics and Logistics** – too large, daily schedules (too long), school catchment lines, busing, staff development, safety

- **Empowerment** – trust in and allow teachers and principals to do their jobs, let principals make decisions for their schools, empower parents

- **Student Learning** – passing & graduating students when they shouldn’t, learning to test rather than what they need, have classes available for everyone, parent role, limited specialization options, curriculum not challenging all students (advanced, gifted), magnet program, need differentiated learning, pre-K concerns, not developing critical thinking skills, not meeting needs of high achieving students, parents need to be more involved, vocational programs

- **Culture** – lack of integrity, poor treatment of employees, staff morale, added responsibilities, not being heard, need safe environment, reaching out to the community, low quality of staff, lack of trust

- **Budget/Compensation** – pay-for-performance, no raises, wasteful spending

- **Equity** – school offerings unequal, teacher quality between schools, school assignment policy

- **Special services** – compensate for negative external life factors, nutrition, obesity, extracurricular activity, enrichment

- **Leadership** – not listening to parents, principal evaluations, make decisions contrary to indicated needs, not experienced enough

- **Testing** – too much, teaching to the test, negatively impacting learning, impeding teaching

- **Food** – needs to improve

- **Climate** – safety, bullying, Harding,

- **Other** – Decisions not made considering long-term effect, graduation project, equity

- **Student Needs** – higher level courses, improve arts, class choices, special classes or groups needed,

- **Operations** – organization, school crowding, better administration, teacher cuts, lack of teachers, neighborhood schools,
Demographic Top Five Responses: Issues Facing CMS

The top five most important issues facing CMS were further examined by comparing the survey responses by the following three groups: teachers, high school students, and survey participants who do not fall in either of these groups and are categorized as “Other” respondents. As Table 1 below shows, the most important issue cited by all three groups was budget cuts/money. Issues relating to class size and student preparation for higher education or work were also cited by all three groups (teacher, student, and other respondents). Other issues, however, were specific to certain groups. For teachers, the next most important issue was teacher evaluations. Public trust in CMS school district leadership was cited by both teachers and other respondents. On the other hand, CMS high school students were more concerned about dropout/graduation rates and keeping up with technology.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Budget cuts / money</td>
<td>• Budget cuts / money</td>
<td>• Budget cuts / money</td>
</tr>
<tr>
<td>(1289 – 66.7%)</td>
<td>(340 – 69.7%)</td>
<td>(4056 – 60.4%)</td>
</tr>
<tr>
<td>• Teacher evaluations</td>
<td>• Number of students per class</td>
<td>• Public trust in CMS school district leadership</td>
</tr>
<tr>
<td>(831 – 43.2%)</td>
<td>(209 – 42.8%)</td>
<td>(2671 – 39.8%)</td>
</tr>
<tr>
<td>• Number of students per class</td>
<td>• Student preparation for higher education or work</td>
<td>• Student preparation for higher education or work</td>
</tr>
<tr>
<td>(811 – 42.1%)</td>
<td>(159 – 32.6%)</td>
<td>(2655 – 39.6%)</td>
</tr>
<tr>
<td>• Public trust in CMS school district leadership</td>
<td>• Dropout / graduation rate</td>
<td>• Number of students per class</td>
</tr>
<tr>
<td>(776 – 40.3%)</td>
<td>(144 – 29.5%)</td>
<td>(2470 – 36.8%)</td>
</tr>
<tr>
<td>• Student preparation for higher education or work</td>
<td>• Keeping up with technology</td>
<td>• Meeting the needs of individual learners</td>
</tr>
<tr>
<td>(548 – 28.5%)</td>
<td>(139 – 28.5%)</td>
<td>(2358 – 35.1%)</td>
</tr>
</tbody>
</table>

Teacher Respondents: 1925
Student Respondents: 488
Other Respondents: 6710

Table 1: Top Five Most Important Issues Facing CMS as Cited by CMS Teachers, CMS High School Students, and Other Respondents
Table 2 below displays the five most important issues grouped by the race/ethnicity of the respondent. Overall, the table illustrates a consensus among the racial/ethnic groups that the most important issue facing CMS is budget cuts/money. For respondents who self-identified as being African American/Black, low achieving schools was the second most frequently cited issue. In comparison, the number of students per class was the second most frequently cited issue for Hispanic/Latino respondents, while public trust in CMS school district leadership was second for both Caucasian/White respondents and Other respondents. Furthermore, African American/Black respondents were the only group for which distribution of resources among schools was among the top five issues, while Hispanic/Latino respondents were the only group for which teacher evaluations was in the top five. Issues relating to student preparation for higher education or work made it to the top five for Caucasian/White respondents and persons who fall under Other respondents.

<table>
<thead>
<tr>
<th></th>
<th>African-American/Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget cuts / money</td>
<td>(1027 – 60.2%)</td>
<td>(123 – 66.2%)</td>
<td>(3016 – 63.1%)</td>
<td>(684 – 59.6%)</td>
</tr>
<tr>
<td>Low achieving schools</td>
<td>(694 – 40.7%)</td>
<td>(64 – 34.4%)</td>
<td>(1994 - 41.8%)</td>
<td>(462 – 40.2%)</td>
</tr>
<tr>
<td>Public trust in CMS</td>
<td>(673 – 39.4%)</td>
<td>(59 – 31.7%)</td>
<td>Student preparation for higher education or work</td>
<td>Number of students per class</td>
</tr>
<tr>
<td>school district</td>
<td></td>
<td></td>
<td>(1946 – 40.7%)</td>
<td>(443 – 38.6%)</td>
</tr>
<tr>
<td>leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving the needs of</td>
<td></td>
<td></td>
<td>Number of students per class</td>
<td>Student preparation for higher education or work</td>
</tr>
<tr>
<td>a diverse community</td>
<td>(578 – 33.9%)</td>
<td></td>
<td>(1944 – 40.7%)</td>
<td>(409 – 35.6%)</td>
</tr>
<tr>
<td>Distribution of</td>
<td></td>
<td></td>
<td>Meeting the needs of individual learners</td>
<td>Meeting the needs of individual learners</td>
</tr>
<tr>
<td>resources among</td>
<td></td>
<td></td>
<td>(1663 – 34.8%)</td>
<td>(376 – 32.8%)</td>
</tr>
<tr>
<td>schools</td>
<td>(549 – 32.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total African-American/Black Respondents: 1707
Total Hispanic/Latino Respondents: 186
Total Caucasian/White Respondents: 4776
Total Other Respondents: 412

TABLE 2: TOP FIVE MOST IMPORTANT ISSUES FACING CMS BY RACE/ETHNICITY OF SURVEY RESPONDENTS
When survey responses to the top five important issues facing CMS were grouped by the respondent’s geographic location within Mecklenburg County, the following patterns emerged. Table 3 shows that survey respondents in the eastern part of the county cited public trust in CMS school district leadership most frequently, while respondents residing in other parts of the county cited issues relating to budget cuts/money in greater numbers. Moreover, respondents who reside in the western part of the county cited serving the needs of a diverse community as one of the top five issues facing CMS more frequently than the other regions.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Budget cuts / money (1207 – 63.6%)</td>
<td>• Public trust in CMS school district leadership (755 – 73.7%)</td>
<td>• Budget cuts / money (1750 – 61.1%)</td>
<td>• Budget cuts / money (619 – 77.5%)</td>
</tr>
<tr>
<td>• Public trust in CMS school district leadership (755 – 39.8%)</td>
<td>• Number of students per class (747 – 72.9%)</td>
<td>• Student preparation for higher education or work (1197 – 41.8%)</td>
<td>• Public trust in CMS school district leadership (402 – 50.3%)</td>
</tr>
<tr>
<td>• Number of students per class (747 – 39.4%)</td>
<td>• Student preparation for higher education or work (731 – 71.4%)</td>
<td>• Number of students per class (1184 – 41.3%)</td>
<td>• Number of students per class (367 – 45.9%)</td>
</tr>
<tr>
<td>• Student preparation for higher education or work (731 – 38.5%)</td>
<td>• Meeting the needs of individual learners (610 – 59.8%)</td>
<td>• Public trust in CMS school district leadership (1154 – 40.3%)</td>
<td>• Student preparation for higher education or work (332 – 41.6%)</td>
</tr>
<tr>
<td>• Meeting the needs of individual learners (610 – 32.1%)</td>
<td>• Budget cuts / money (513 – 50.1%)</td>
<td>• Meeting the needs of individual learners (1044 – 36.5%)</td>
<td>• Serving the needs of a diverse community (308 – 38.5%)</td>
</tr>
<tr>
<td>Total North Respondents: 1898</td>
<td>Total East Respondents: 1024</td>
<td>Total South Respondents: 2864</td>
<td>Total West Respondents: 799</td>
</tr>
</tbody>
</table>

TABLE 3: TOP FIVE MOST IMPORTANT ISSUES FACING CMS BY COUNTY GEOGRAPHY OF SURVEY RESPONDENTS
Superintendent Qualities

The findings presented below and in the remaining sections of this report include the results from seven questions that asked survey participants to rate the level of importance of each listed trait and characteristic that might describe the next superintendent. Survey respondents could rate each trait or characteristic from “Of Little Importance” to “Extremely Important.”

The first of these seven questions asked respondents to rate the level of importance of twelve leadership qualities. As Figures 3 and 4 illustrate, the most important quality for the next superintendent to have as perceived by survey respondents was trustworthiness. Specifically, about four-in-five of the community survey participants (85.4%) and about four-in-six of the high school student survey participants (69.3%) rated trustworthy as extremely important.

FIGURE 3: COMMUNITY SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP QUALITIES?”
FIGURE 4: HIGH SCHOOL STUDENT SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP QUALITIES?”
Table 4 below shows the five qualities most frequently rated as being extremely important by teachers, high schools students, and by survey participants who fall under other respondents. As Table 4 indicates, trustworthy was the most cited extremely important quality across the three groups. Other qualities all three groups considered extremely important include reliable, fair, and intelligent. For high school students, the quality of being determined was cited as being extremely important more often than being accountable- an extremely important trait for most teachers and other respondents.

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trustworthy</td>
<td>(1603 – 86.6%)</td>
<td>• Trustworthy</td>
<td>(1472 – 79.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1391 – 75.2%)</td>
<td>• Trustworthy</td>
</tr>
<tr>
<td>• Reliable</td>
<td>(1472 – 79.6%)</td>
<td>• Reliable</td>
<td>(1356 – 73.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1391 – 75.2%)</td>
<td>• Accountable</td>
</tr>
<tr>
<td>• Accountable</td>
<td>(1391 – 75.2%)</td>
<td>• Intelligent</td>
<td>(298 – 64.0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1356 – 73.3%)</td>
<td>• Reliable</td>
</tr>
<tr>
<td>• Fair</td>
<td>(1356 – 73.3%)</td>
<td>• Fair</td>
<td>(298 – 64.0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1235 – 66.8%)</td>
<td>• Determined</td>
</tr>
<tr>
<td>• Intelligent</td>
<td>(1235 – 66.8%)</td>
<td>• Intelligent</td>
<td>(272 – 58.4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5613 – 85%)</td>
<td>• Accountable</td>
</tr>
</tbody>
</table>

Teacher Respondents: 1850  
Student Respondents: 466  
Other Respondents: 6604  

*TABLE 4: TOP FIVE MOST IMPORTANT QUALITIES AS CITED BY CMS TEACHERS, CMS HIGH SCHOOL STUDENTS, AND OTHER RESPONDENTS*
The table below displays the top five qualities rated as being extremely important by racial/ethnic groups. As Table 5 reveals, the four groups were in consensus on the top five qualities they would like to see in the next superintendent. In fact, the three qualities cited most often as extremely important were the same across all four groups: 1) trustworthy, 2) accountable, and 3) reliable.

<table>
<thead>
<tr>
<th>African-American/ Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trustworthy</td>
<td>• Trustworthy</td>
<td>• Trustworthy</td>
<td>• Trustworthy</td>
</tr>
<tr>
<td>(1544 – 90.5%)</td>
<td>(148 – 79.6%)</td>
<td>(4040 – 84.6%)</td>
<td>(338 – 82.0%)</td>
</tr>
<tr>
<td>• Accountable</td>
<td>• Accountable</td>
<td>• Accountable</td>
<td>• Accountable</td>
</tr>
<tr>
<td>(1422 – 83.3%)</td>
<td>(135 – 72.6%)</td>
<td>(3658 – 76.7%)</td>
<td>(309 – 75.0%)</td>
</tr>
<tr>
<td>• Reliable</td>
<td>• Reliable</td>
<td>• Reliable</td>
<td>• Reliable</td>
</tr>
<tr>
<td>(1417 – 83.0%)</td>
<td>(132 – 71.0%)</td>
<td>(3540 – 74.1%)</td>
<td>(291 – 70.6%)</td>
</tr>
<tr>
<td>• Fair</td>
<td>• Fair</td>
<td>• Intelligent</td>
<td>• Intelligent</td>
</tr>
<tr>
<td>(1348 – 79.0%)</td>
<td>(132 – 71.0%)</td>
<td>(3038 – 63.6%)</td>
<td>(264 – 64.1%)</td>
</tr>
<tr>
<td>• Intelligent</td>
<td>• Intelligent</td>
<td>• Fair</td>
<td>• Fair</td>
</tr>
<tr>
<td>(1258 – 73.7%)</td>
<td>(118 – 63.4%)</td>
<td>(2893 – 60.6%)</td>
<td>(260 – 63.1%)</td>
</tr>
</tbody>
</table>

Total African-American/Black Respondents: 1707
Total Hispanic/Latino Respondents: 186
Total Caucasian/White Respondents: 4776
Total Other Respondents: 412

**TABLE 5: TOP FIVE MOST IMPORTANT QUALITIES BY RACE/ETHNICITY OF SURVEY RESPONDENTS**
Table 6 compares the top five extremely important qualities by respondents’ geographic location within the county. Similar to the previous table, survey participants were in consensus on the five most important qualities for the next superintendent to have. For instance, survey participants viewed trustworthy as the most important quality, regardless of geographic region.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trustworthy</td>
<td>• Trustworthy</td>
<td>• Trustworthy</td>
<td>• Trustworthy</td>
</tr>
<tr>
<td>(1643 – 86.2%)</td>
<td>(896 – 87.8%)</td>
<td>(2380 – 82.9%)</td>
<td>(704 – 87.6%)</td>
</tr>
<tr>
<td>• Accountable</td>
<td>• Reliable</td>
<td>• Accountable</td>
<td>• Reliable</td>
</tr>
<tr>
<td>(1520 – 79.7%)</td>
<td>(794 – 77.8%)</td>
<td>(2135 – 74.4%)</td>
<td>(641 – 79.7%)</td>
</tr>
<tr>
<td>• Reliable</td>
<td>• Accountable</td>
<td>• Reliable</td>
<td>• Accountable</td>
</tr>
<tr>
<td>(1463 – 76.8%)</td>
<td>(782 – 76.7%)</td>
<td>(2081 – 72.5%)</td>
<td>(623 – 77.5%)</td>
</tr>
<tr>
<td>• Fair</td>
<td>• Fair</td>
<td>• Intelligent</td>
<td>• Fair</td>
</tr>
<tr>
<td>(1291 – 67.7%)</td>
<td>(725 – 71.0%)</td>
<td>(1829 – 63.7%)</td>
<td>(577 – 71.8%)</td>
</tr>
<tr>
<td>• Intelligent</td>
<td>• Intelligent</td>
<td>• Fair</td>
<td>• Intelligent</td>
</tr>
<tr>
<td>(1275 – 66.9%)</td>
<td>(713 – 69.8%)</td>
<td>(1678 – 58.4%)</td>
<td>(549 – 68.3%)</td>
</tr>
</tbody>
</table>

Total North Respondents: 1898
Total East Respondents: 1024
Total South Respondents: 2864
Total West Respondents: 799

TABLE 6: TOP FIVE MOST IMPORTANT QUALITIES BY COUNTY GEOGRAPHY OF SURVEY RESPONDENTS
Superintendent Skills

When respondents were asked to rate the level of importance of eleven leadership skills, problem-solving received the most citations as being extremely important among community survey respondents (76.1%), while high school survey respondents rated gaining trust as extremely important the most (63.2%). However, as Figure 5 displays, gaining trust was rated extremely important by community survey respondents the second most frequently (71.9%). For high school student survey respondents, decision-making received the second most citations as being extremely important (61.6%).

FIGURE 5: COMMUNITY SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP SKILLS?”
In your opinion, how important are the following leadership skills? Please rate them from “Not At All Important” to “Extremely Important”.

- Public speaking: 29.5% Extremely Important, 28.8% Very Important, 21.2% Moderately Important, 10.5% Slightly Important, 9.9% Neutral, 10.9% Not At All Important
- Active listening: 52.9% Extremely Important, 30.6% Very Important, 10.9% Moderately Important, 6.5% Slightly Important, 6.5% Neutral, 2.9% Not At All Important
- Problem solving: 60.0% Extremely Important, 25.7% Very Important, 6.5% Moderately Important, 6.5% Slightly Important, 6.5% Neutral, 2.9% Not At All Important
- Planning: 48.3% Extremely Important, 27.9% Very Important, 11.8% Moderately Important, 5.6% Slightly Important, 3.9% Neutral, 2.9% Not At All Important
- Decision making: 61.6% Extremely Important, 23.9% Very Important, 8.0% Moderately Important, 8.0% Slightly Important, 3.3% Neutral, 2.9% Not At All Important
- Written communication: 26.8% Extremely Important, 28.6% Very Important, 22.9% Moderately Important, 11.4% Slightly Important, Neutral, 2.9% Not At All Important
- Negotiating: 42.4% Extremely Important, 15.0% Very Important, 9.2% Moderately Important, 9.2% Slightly Important, Neutral, 9.2% Not At All Important
- Team building: 39.3% Extremely Important, 29.2% Very Important, 15.0% Moderately Important, 7.8% Slightly Important, Neutral, 2.2% Not At All Important
- Persuading: 29.2% Extremely Important, 28.1% Very Important, 21.2% Moderately Important, 11.2% Slightly Important, Neutral, 3.3% Not At All Important
- Gaining trust: 63.2% Extremely Important, 18.6% Very Important, 9.2% Moderately Important, 3.3% Slightly Important, Neutral, 2.2% Not At All Important
- Interacting well with others: 60.3% Extremely Important, 22.5% Very Important, 7.6% Moderately Important, 0.7% Slightly Important, Neutral, 0.7% Not At All Important

FIGURE 6: HIGH SCHOOL STUDENT SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP SKILLS?”
Demographic Top Five Responses: Skills

The top five skills that were rated as being extremely important most frequently by teachers, high school students, and by survey participants who fall under other respondents are shown below (Table 7). Overall, the three groups were in consensus on the five most important skills, but the order varied among the groups. For instance, teachers and respondents who fall under other respondents both considered problem-solving the most important skill while high school students considered gaining trust most important.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Problem-solving</td>
<td>• Gaining trust</td>
<td>• Problem solving</td>
</tr>
<tr>
<td>(1381 – 75.4%)</td>
<td>(283 – 63.2)</td>
<td>(4994 – 76.3)</td>
</tr>
<tr>
<td>• Gaining Trust</td>
<td>• Decision making</td>
<td>• Decision making</td>
</tr>
<tr>
<td>(1363 – 74.4)</td>
<td>(276 – 61.6)</td>
<td>(4719 – 72.1)</td>
</tr>
<tr>
<td>• Interacting well with others</td>
<td>• Interacting well with others</td>
<td>• Gaining trust</td>
</tr>
<tr>
<td>(1290 – 70.5)</td>
<td>(270 – 60.3)</td>
<td>(4650 – 71.0)</td>
</tr>
<tr>
<td>• Active listening</td>
<td>• Problem solving</td>
<td>• Active listening</td>
</tr>
<tr>
<td>(1266 – 69.1)</td>
<td>(269 – 60.0)</td>
<td>(4394 – 67.1)</td>
</tr>
<tr>
<td>• Decision making</td>
<td>• Active listening</td>
<td>• Interacting well with others</td>
</tr>
<tr>
<td>(1239 – 67.7)</td>
<td>(237 – 52.9)</td>
<td>(4378 – 66.9)</td>
</tr>
</tbody>
</table>

Teacher Respondents: 1831  
Student Respondents: 448  
Other Respondents: 6546

Table 7: Top Five Most Important Skills as Cited by CMS Teachers, CMS High School Student, and Other Respondents
As Table 8 presents, the four racial/ethnic groups were also in consensus on the five most important skills, but the order differed by group. However, problem-solving was considered the most important skill across the four racial/ethnic groups.

<table>
<thead>
<tr>
<th></th>
<th>African-American/Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td>1385 – 81.1%</td>
<td>142 – 76.3%</td>
<td>3575 – 74.9%</td>
<td>312 – 75.7%</td>
</tr>
<tr>
<td>Gaining trust</td>
<td>1361 – 79.7%</td>
<td>132 – 71.0%</td>
<td>3322 – 69.6%</td>
<td>297 – 72.1%</td>
</tr>
<tr>
<td>Active listening</td>
<td>1342 – 78.6%</td>
<td>132 – 71.0%</td>
<td>3264 – 68.3%</td>
<td>296 – 71.8%</td>
</tr>
<tr>
<td>Decision-making</td>
<td>1339 – 78.4%</td>
<td>129 – 69.4%</td>
<td>3071 – 64.3%</td>
<td>290 – 70.4%</td>
</tr>
<tr>
<td>Interacting well with others</td>
<td>1311 – 76.8%</td>
<td>123 – 66.1%</td>
<td>3024 – 63.3%</td>
<td>279 – 67.7%</td>
</tr>
</tbody>
</table>

Total African-American/Black Respondents: 1707
Total Hispanic/Latino Respondents: 186
Total Caucasian/White Respondents: 4776
Total Other Respondents: 412

**TABLE 8: TOP FIVE MOST IMPORTANT SKILLS BY RACE/ETHNICITY OF SURVEY RESPONDENTS**
Similar to the previous table, Table 9 shows a consensus among residents in the four geographic regions on the five most important skills for the next superintendent to have, but the order varies among the groups. Again, problem-solving emerged as the most important skill regardless of where the survey respondents reside within the county.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Problem-solving (1492 – 78.3%)</td>
<td>• Problem-solving (773 – 75.7%)</td>
<td>• Problem-solving (2141 – 74.6%)</td>
<td>• Problem-solving (616 – 76.6%)</td>
</tr>
<tr>
<td>• Gaining trust (1405 – 73.7%)</td>
<td>• Gaining trust (772 – 75.6%)</td>
<td>• Decision-making (1954 – 68.1%)</td>
<td>• Decision-making (598 – 74.4%)</td>
</tr>
<tr>
<td>• Decision-making (1395 – 73.2%)</td>
<td>• Decision-making (736 – 72.1%)</td>
<td>• Gaining trust (1952 – 68.0%)</td>
<td>• Gaining trust (587 – 73.0%)</td>
</tr>
<tr>
<td>• Active listening (1330 – 69.8%)</td>
<td>• Interacting well with others (726 – 71.1%)</td>
<td>• Interacting well with others (1814 – 63.2%)</td>
<td>• Active listening (579 – 72.0%)</td>
</tr>
<tr>
<td>• Interacting well with others (1300 – 68.2%)</td>
<td>• Active listening (724 – 70.9%)</td>
<td>• Active listening (1799 – 62.7%)</td>
<td>• Interacting well with others (569 – 70.8%)</td>
</tr>
</tbody>
</table>

Total North Respondents: 1898  
Total East Respondents: 1024  
Total South Respondents: 2864  
Total West Respondents: 799

TABLE 9: TOP FIVE MOST IMPORTANT SKILLS BY COUNTY GEOGRAPHY OF SURVEY RESPONDENTS
Superintendent Abilities

When survey respondents were asked to rate the level of importance of eleven leadership abilities, the following patterns emerged. Respondents to the community survey (Figure 7) and respondents to the high school student survey (Figure 8) both perceived the ability to secure adequate school funding and resources as the most important. Specifically, nearly three-in-four respondents to the community survey (73.0%) and about two-in-three respondents to the high school student survey (66.6%) rated this ability as extremely important. This finding underscores what survey respondents perceived to be most important issue facing CMS: budget cuts/money.
FIGURE 8: HIGH SCHOOL STUDENT SURVEY RESPONSES TO "HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP ABILITIES?"
Demographic Top Five Responses: Abilities

Teachers, high school students, and survey participants grouped as other respondents were all in agreement that the most important ability for the next superintendent is the ability to secure adequate school funding and resources. In addition, teachers and high school students both felt that the next most important ability that the next superintendent should have is the ability to relate with people of all cultures, races and socioeconomic levels. For other respondents, the ability to maintain accountability was the next most important desired ability for the next superintendent.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secure adequate school funding and resources</td>
<td>• Secure adequate school funding and resources</td>
<td>• Secure adequate school funding and resources</td>
</tr>
<tr>
<td>(1394 – 78.3%)</td>
<td>(287 – 66.6%)</td>
<td>(4610 – 71.6%)</td>
</tr>
<tr>
<td>• Relates with people of all cultures, races and socioeconomic levels</td>
<td>• Relates with people of all cultures, races and socioeconomic levels</td>
<td>• Maintains accountability</td>
</tr>
<tr>
<td>(1214 – 68.2%)</td>
<td>(272 – 63.1%)</td>
<td>(4422 – 68.6%)</td>
</tr>
<tr>
<td>• Makes recommendations based upon reliable information</td>
<td>• Maintains accountability</td>
<td>• Expects high standards</td>
</tr>
<tr>
<td>(1144 – 64.2%)</td>
<td>(219 – 50.8%)</td>
<td>(4406 – 68.4%)</td>
</tr>
<tr>
<td>• Maintains accountability</td>
<td>• Expects high standards</td>
<td>• Relates with people of all cultures, races and socioeconomic levels</td>
</tr>
<tr>
<td>(1051 – 59.0%)</td>
<td>(207 – 48.0%)</td>
<td>(4314 – 67.0%)</td>
</tr>
<tr>
<td>• Expects high standards</td>
<td>• Makes recommendations based upon reliable information</td>
<td>• Makes recommendations based upon reliable information</td>
</tr>
<tr>
<td>(991 – 55.6%)</td>
<td>(206 – 47.8%)</td>
<td>(4152 – 64.5%)</td>
</tr>
</tbody>
</table>

**Teacher Respondents: 1781**
**Student Respondents: 431**
**Other Respondents: 6442**

**TABLE 10: TOP FIVE MOST IMPORTANT ABILITIES AS CITED BY CMS TEACHERS, CMS HIGH SCHOOL STUDENTS, AND OTHER RESPONDENTS**
Survey responses about the important of various abilities for the next superintendent to have were further grouped by the racial/ethnic identity of the survey participants. As the table below demonstrates, African American/Black respondents ranked the ability to relate with people of all cultures, races and socioeconomic levels as the most important, while the remaining racial/ethnic groups ranked the ability to secure adequate school funding and resources as the most important. Moreover, African American/Black respondents cited the ability to require high performance as one of the five most important abilities, while the remaining racial/ethnic groups considered the ability to make recommendations based upon reliable information as one of the five most important abilities.

<table>
<thead>
<tr>
<th></th>
<th>African-American/Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relates with people</td>
<td>1505 – 88.2%</td>
<td>1388 - 81.3%</td>
<td>147 – 79.0%</td>
<td>293 – 71.1%</td>
</tr>
<tr>
<td>of all cultures,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>races and socioeconomic levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secures adequate</td>
<td>1285 – 75.3%</td>
<td>142 – 76.3%</td>
<td>3061 – 64.1%</td>
<td>278 – 67.5%</td>
</tr>
<tr>
<td>school funding and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains</td>
<td>1277 – 74.8%</td>
<td>119 – 64.0%</td>
<td>3015 – 63.1%</td>
<td>278 – 67.5%</td>
</tr>
<tr>
<td>accountability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(123 – 66.1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total African-</td>
<td>1707</td>
<td>186</td>
<td>4776</td>
<td>412</td>
</tr>
<tr>
<td>American/Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1707</td>
<td>186</td>
<td>4776</td>
<td>412</td>
</tr>
</tbody>
</table>

**Table 11: Top Five Most Important Abilities by Race/Ethnicity of Survey Respondents**
Table 12 shows the five most important abilities for respondents by geographic location within the county. Again, we see a consensus among survey participants in the four regions on the top five most important abilities for the next superintendent to have. For instance, the ability to secure adequate funding and resources was ranked as the most important ability for the next superintendent regardless of where respondents reside.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secures adequate school funding and resources (1432 – 75.1%)</td>
<td>• Secures adequate school funding and resources (769 – 75.3%)</td>
<td>• Secures adequate school funding and resources (1999 – 69.6%)</td>
<td>• Secures adequate school funding and resources (618 – 76.9%)</td>
</tr>
<tr>
<td>• Maintains accountability (1359 – 71.3%)</td>
<td>• Relates with people of all cultures, races and socioeconomic levels (750 - 73.5%)</td>
<td>• Maintains accountability (1819 – 63.4%)</td>
<td>• Relates with people of all cultures, races and socioeconomic levels (605 – 75.2%)</td>
</tr>
<tr>
<td>• Relates with people of all cultures, races and socioeconomic levels (1350 – 70.8%)</td>
<td>• Maintains accountability (683 – 66.9%)</td>
<td>• Makes recommendations based upon reliable information (1773 – 61.8%)</td>
<td>• Maintains accountability (567 – 70.5%)</td>
</tr>
<tr>
<td>• Expects high standards (1288 – 67.6%)</td>
<td>• Expects high standards (673 – 65.9%)</td>
<td>• Makes recommendations based upon reliable information (1730 – 60.3%)</td>
<td>• Expects high standards (525 – 65.3%)</td>
</tr>
<tr>
<td>• Makes recommendations based upon reliable information (1252 – 65.7%)</td>
<td>• Makes recommendations based upon reliable information (668 – 65.4%)</td>
<td>• Relates with people of all cultures, races and socioeconomic levels (1730 – 60.3%)</td>
<td>• Makes recommendations based upon reliable information (522 – 64.9%)</td>
</tr>
</tbody>
</table>

Total North Respondents: 1898
Total East Respondents: 1024
Total South Respondents: 2864
Total West Respondents: 799

TABLE 12: TOP FIVE MOST IMPORTANT ABILITIES BY COUNTY GEOGRAPHY OF SURVEY RESPONDENTS
Superintendent Experiences

Survey respondents were asked to rank the importance of eleven leadership experiences in determining the next superintendent. As Figures 9 and 10 show, experience in managing financial resources was rated as the most important by community survey respondents (60.4%) and by high school survey respondents (55.3%). However, high school survey respondents cited experience in creating fair educational opportunities as a close second most important (55.1%). Experience working in a K-12 setting was cited as the second most important by community survey respondents (53.0%).

![Graph showing community responses to the importance of leadership experiences.](image)

**FIGURE 9: COMMUNITY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP EXPERIENCES?”**
FIGURE 10: HIGH SCHOOL STUDENT SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP EXPERIENCES?”
Demographic Top Five Responses: Experiences

As the table below exhibits, teachers cited experience working in a K-12 setting as the most important experience for the next superintendent to have. Other than that, experience in managing financial resources and creating fair educational opportunities were the top desired experiences across the three groups. For high school students, experience in building partnerships was also one of the top five most important areas of experience for the next superintendent to have.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Worked in a K-12 setting (1236 – 70.6%)</td>
<td>• Managed financial resources (233 – 55.3%)</td>
<td>• Managed financial resources (3830 – 60.1%)</td>
</tr>
<tr>
<td>• Managed financial resources (1071 – 61.2%)</td>
<td>• Created fair educational opportunities (232 – 55.1%)</td>
<td>• Created fair educational opportunities (3303 – 51.8%)</td>
</tr>
<tr>
<td>• Created fair educational opportunities (936 – 53.5%)</td>
<td>• Met short- and long-term educational goals (216 – 51.3%)</td>
<td>• Met short- and long-term educational goals (3249 – 51.0%)</td>
</tr>
<tr>
<td>• Motivated all employees (930 – 53.1%)</td>
<td>• Motivated all employees (177 – 42.0%)</td>
<td>• Worked in K-12 setting (3066 – 48.1%)</td>
</tr>
<tr>
<td>• Met short- and long-term educational goals (722 – 41.2%)</td>
<td>• Built partnerships (177 – 42.0%)</td>
<td>• Motivated all employees (2709 – 42.5%)</td>
</tr>
</tbody>
</table>

Teacher Respondents: 1751
Student Respondents: 421
Other Respondents: 6373

TABLE 13: TOP FIVE MOST IMPORTANT EXPERIENCES AS CITED BY CMS TEACHERS, CMS HIGH SCHOOL STUDENTS, AND OTHER RESPONDENTS
The table below presents the five most important experiences that the next superintendent should have grouped by a respondent’s race/ethnicity. As Table 14 shows, the four racial/ethnic groups were in consensus on the top four experiences, but the order differed among groups. For instance, African American/Black respondents cited experience in creating fair educational opportunities as the most important, while the remaining racial/ethnic groups cited experience in managing financial resources as the most important. However, African American/Black respondents cited experience in managing financial resources as the next most important. Furthermore, African American/Black respondents cited experience in building partnerships as one of the most important while the other racial/ethnic groups cited experience in motivating all employees instead.

<table>
<thead>
<tr>
<th>African-American/Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Created fair educational opportunities (1296 – 75.9%)</td>
<td>• Managed financial resources (110 – 59.1%)</td>
<td>• Managed financial resources (2683 – 56.2%)</td>
<td>• Managed financial resources (251 – 60.9%)</td>
</tr>
<tr>
<td>• Managed financial resources (1207 – 70.7%)</td>
<td>• Created fair educational opportunities (109 – 58.6%)</td>
<td>• Worked in a K-12 setting (2376 – 49.7%)</td>
<td>• Created fair educational opportunities (227 – 55.1%)</td>
</tr>
<tr>
<td>• Met short- and long-term educational goals (1069 – 62.6%)</td>
<td>• Worked in a K-12 setting (107 – 57.5%)</td>
<td>• Met short- and long-term educational goals (2066 – 43.3%)</td>
<td>• Met short- and long-term educational goals (212 – 51.5%)</td>
</tr>
<tr>
<td>• Worked in a K-12 setting (1048 – 61.4%)</td>
<td>• Met short- and long-term educational goals (104 – 55.9%)</td>
<td>• Created fair educational opportunities (2047 – 42.9%)</td>
<td>• Worked in a K-12 setting (211 – 51.2%)</td>
</tr>
<tr>
<td>• Built partnerships (982 – 57.5%)</td>
<td>• Motivated all employees (99 – 53.2%)</td>
<td>• Motivated all employees (1948 – 40.8%)</td>
<td>• Motivated all employees (199 – 48.3%)</td>
</tr>
</tbody>
</table>

Total African-American/Black Respondents: 1707
Total Hispanic/Latino Respondents: 186
Total Caucasian/White Respondents: 4776
Total Other Respondents: 412

TABLE 14: TOP FIVE MOST IMPORTANT EXPERIENCES BY RACE/ETHNICITY OF SURVEY RESPONDENTS
The top five experiences that were rated as being extremely important were grouped by the respondents’ geographic location within Mecklenburg County (Table 15). Overall, respondents considered managing financial resources the most important experience for the next superintendent to have, regardless of where the survey participants reside. In addition, respondents residing in the northern part of the county cited experience in building partnerships as one of the most important, while residents in other parts of the county cited experience in motivating all employees as one the most important experiences that the next superintendent should have.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Managed financial resources (1213 – 63.6%)</td>
<td>• Managed financial resources (661 – 64.7%)</td>
<td>• Managed financial resources (1545 - 53.8%)</td>
<td>• Managed financial resources (529 – 65.8%)</td>
</tr>
<tr>
<td>• Created fair educational opportunities (1095 – 57.5%)</td>
<td>• Created fair educational opportunities (604 – 59.2%)</td>
<td>• Worked in a K-12 setting (1294 – 45.1%)</td>
<td>• Worked in a K-12 setting (468 – 58.2%)</td>
</tr>
<tr>
<td>• Met short- and long-term educational goals (1033 – 54.2%)</td>
<td>• Worked in a K-12 setting (582 – 57.0%)</td>
<td>• Met short- and long-term educational goals (1255 – 43.7%)</td>
<td>• Met short- and long-term educational goals (463 – 57.6%)</td>
</tr>
<tr>
<td>• Worked in a K-12 setting (1016 – 53.3%)</td>
<td>• Met short- and long-term educational goals (520 – 50.9%)</td>
<td>• Created fair educational opportunities (1229 – 42.8%)</td>
<td>• Created fair educational opportunities (509 – 63.3%)</td>
</tr>
<tr>
<td>• Built partnerships (878 – 46.1%)</td>
<td>• Motivated all employees (513 – 50.2%)</td>
<td>• Motivated all employees (1110 – 38.7%)</td>
<td>• Motivated all employees (403 – 50.1%)</td>
</tr>
</tbody>
</table>

Total North Respondents: 1898
Total East Respondents: 1024
Total South Respondents: 2864
Total West Respondents - 799

Table 15: Top Five Most Important Experiences by County Region of Survey Respondents
Superintendent Attitudes

When respondents were asked to rate the level of importance of seven leadership attitudes, caring about students received the most designations as being extremely important among community survey respondents (84.8%) and among high school survey respondents (77.3%). In addition, community survey respondents rated the attitude of showing commitment in providing safe and secure environments as the next most important. In comparison, high school survey respondents rated the attitude of appreciating diversity as the next most important attitude for the next superintendent to have.

FIGURE 11: COUNTY SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP ATTITUDES?”
In your opinion, how important are the following leadership attitudes? Please rate them from “Not At All Important” to “Extremely Important”:

- Seeks current knowledge of educational practices:
  - Extremely Important: 45.2%
  - Very Important: 27.9%
  - Moderately Important: 14.2%
  - Neutral: 5.1%
  - No Opinion: 1.2%
  - Slightly Important: 3.2%
  - Of Little Importance: 1.2%

- Builds consensus to help achieve learning goals:
  - Extremely Important: 45.5%
  - Very Important: 26.2%
  - Moderately Important: 17.6%
  - Neutral: 3.2%
  - No Opinion: 1.2%
  - Slightly Important: 1.2%
  - Of Little Importance: 1.2%

- Shows commitment to providing safe and secure environments:
  - Extremely Important: 55.5%
  - Very Important: 25.2%
  - Moderately Important: 11.0%
  - Neutral: 1.2%
  - No Opinion: 1.2%
  - Slightly Important: 1.2%
  - Of Little Importance: 1.2%

- Supports good uses of technology:
  - Extremely Important: 51.8%
  - Very Important: 20.6%
  - Moderately Important: 15.9%
  - Neutral: 4.4%
  - No Opinion: 1.2%
  - Slightly Important: 1.2%
  - Of Little Importance: 1.2%

- Welcomes the participation of others:
  - Extremely Important: 51.6%
  - Very Important: 27.6%
  - Moderately Important: 10.6%
  - Neutral: 1.2%
  - No Opinion: 1.2%
  - Slightly Important: 1.2%
  - Of Little Importance: 1.2%

- Cares about students:
  - Extremely Important: 77.3%
  - Very Important: 12.7%
  - Moderately Important: 2.7%
  - Neutral: 1.2%
  - No Opinion: 1.2%
  - Slightly Important: 1.2%
  - Of Little Importance: 1.2%

- Appreciates diversity:
  - Extremely Important: 80.1%
  - Very Important: 18.1%
  - Moderately Important: 7.6%
  - Neutral: 2.4%
  - No Opinion: 1.2%
  - Slightly Important: 1.2%
  - Of Little Importance: 1.2%

**Figure 12: High School Student Survey Responses to “How Important Are The Following Leadership Attitudes?”**
Demographic Top Five Responses: Attitudes

When grouped by teachers, high school students, and other respondents, we again see a consensus among the three groups on the most important attitudes for the next superintendent to have (Table 16). For all three groups, the most important attitude that the next CMS superintendent should have is caring about students. The three groups also cited appreciating diversity and showing commitment to providing safe and secure environments as either the top two or three desired attitudes. Moreover, respondents to the high school student survey emphasized the need for CMS to keep up with technology, citing the importance that the next superintendent to support good uses of technology.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cares about students (1435 – 82.9%)</td>
<td>• Cares about students (316 – 77.3%)</td>
<td>• Cares about students (5392 – 85.1%)</td>
</tr>
<tr>
<td>• Appreciates diversity (1112 – 64.0%)</td>
<td>• Appreciates diversity (246 – 60.1%)</td>
<td>• Shows commitment to providing safe and secure environments (3969 – 62.7%)</td>
</tr>
<tr>
<td>• Shows commitment to providing safe and secure environments (1052 – 60.7%)</td>
<td>• Shows commitment to providing safe and secure environments (227 – 55.5%)</td>
<td>• Appreciates diversity (3790 – 59.8%)</td>
</tr>
<tr>
<td>• Welcomes the participation of others (1017 – 58.7%)</td>
<td>• Supports good uses of technology (212 – 51.8%)</td>
<td>• Welcomes the participation of others (3425 – 54.1%)</td>
</tr>
<tr>
<td>• Seeks current knowledge of educational practices (949 – 54.8%)</td>
<td>• Welcomes the participation of others (211 – 51.6%)</td>
<td>• Seeks current knowledge of educational practices (3369 – 53.2%)</td>
</tr>
</tbody>
</table>

Teacher Respondents: 1732
Student Respondents: 409
Other Respondents: 6334

TABLE 16: TOP FIVE MOST IMPORTANT ATTITUDES AS CITED BY CMS TEACHERS, CMS HIGH SCHOOL STUDENTS, AND OTHER RESPONDENTS
In terms of the desired attitudes among the different racial/ethnic groups, Table 17 reveals a consensus on the top five attitudes for the next superintendent to have, with minor differences in the order. For instance, all four racial/ethnic groups cited caring about students as the most important attitude for the next superintendent to have. For both African American/Black respondents and Hispanic/Latino respondents, the attitude of appreciating diversity was the next most important. In comparison, Caucasian/White respondents cited the attitude of showing commitment to providing safe and secure environments as the next most important, while those who were categorized as other respondents cited the attitude of welcoming the participation of others as their next most important attitude for the next superintendent to have.

<table>
<thead>
<tr>
<th>African-American/Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cares about students</strong> (1583 – 92.7%)</td>
<td><strong>Cares about students</strong> (147 - 79.0%)</td>
<td><strong>Cares about students</strong> (3963 – 83.0%)</td>
<td><strong>Cares about students</strong> (329 – 80.0%)</td>
</tr>
<tr>
<td><strong>Appreciates diversity</strong> (1473 – 86.3%)</td>
<td><strong>Appreciates diversity</strong> (131 – 70.4%)</td>
<td><strong>Shows commitment to providing safe and secure environments</strong> (2733 – 57.2%)</td>
<td><strong>Welcomes the participation of others</strong> (272 – 53.9%)</td>
</tr>
<tr>
<td><strong>Shows commitment to providing safe and secure environments</strong> (1264 – 74.0%)</td>
<td><strong>Shows commitment to providing safe and secure environments</strong> (112 – 60.2%)</td>
<td><strong>Welcomes the participation of others</strong> (2465 – 51.6%)</td>
<td><strong>Shows commitment to providing safe and secure environments</strong> (262 – 63.6%)</td>
</tr>
<tr>
<td><strong>Welcomes the participation of others</strong> (1103 – 64.6%)</td>
<td><strong>Seeks current knowledge of educational practices</strong> (107 – 57.5%)</td>
<td><strong>Appreciates diversity</strong> (2438 – 51.0%)</td>
<td><strong>Appreciates diversity</strong> (254 – 61.7%)</td>
</tr>
<tr>
<td><strong>Seeks current knowledge of educational practices</strong> (1090 – 63.9%)</td>
<td><strong>Welcomes the participation of others</strong> (105 – 56.5%)</td>
<td><strong>Seeks current knowledge of educational practices</strong> (2364 – 49.5%)</td>
<td><strong>Seeks current knowledge of educational practices</strong> (216 – 52.4%)</td>
</tr>
</tbody>
</table>

**Total African-American/Black Respondents: 1707**
**Total Hispanic/Latino Respondents: 186**
**Total Caucasian/White Respondents: 4776**
**Total Other Respondents: 412**

Table 17: Top Five Most Important Attitudes by Race/Ethnicity of Survey Respondents
Table 18 shows that regardless of the geographic location of survey respondents within the county, the most important attitude the next superintendent should have is caring about students. Moreover, the table below indicates a consensus on the remaining top desired attitudes with very minor differences in the order.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cares about students</td>
<td>• Cares about students</td>
<td>• Cares about students</td>
<td>• Cares about students</td>
</tr>
<tr>
<td>(1651 – 86.6%)</td>
<td>(886 – 86.8%)</td>
<td>(2362 – 82.3%)</td>
<td>(703 – 87.4%)</td>
</tr>
<tr>
<td>• Shows commitment to providing safe and</td>
<td>• Appreciates diversity</td>
<td>• Shows commitment to providing safe and</td>
<td>• Shows commitment to providing safe and</td>
</tr>
<tr>
<td>secure environments</td>
<td>(695 – 68.1%)</td>
<td>secure environments</td>
<td>secure environments</td>
</tr>
<tr>
<td>(1248 – 65.5%)</td>
<td></td>
<td>(1595 – 55.6%)</td>
<td>(570 – 70.9%)</td>
</tr>
<tr>
<td>• Appreciates diversity</td>
<td>• Shows commitment to providing safe and</td>
<td>• Appreciates diversity</td>
<td>• Appreciates diversity</td>
</tr>
<tr>
<td>(1224 – 64.2%)</td>
<td>secure environments</td>
<td>(653 – 64.0%)</td>
<td>(570 – 70.9%)</td>
</tr>
<tr>
<td>• Welcomes the participation of others</td>
<td>• Welcomes the participation of others</td>
<td>• Welcomes the participation of others</td>
<td>• Welcomes the participation of others</td>
</tr>
<tr>
<td>(1079 – 56.6%)</td>
<td>(599 – 58.7%)</td>
<td>(1429 – 49.8%)</td>
<td>(489 – 60.8%)</td>
</tr>
<tr>
<td>• Seeks current knowledge of educational</td>
<td>• Seeks current knowledge of educational</td>
<td>• Seeks current knowledge of educational</td>
<td>• Seeks current knowledge of educational</td>
</tr>
<tr>
<td>practices</td>
<td>practices</td>
<td>practices</td>
<td>practices</td>
</tr>
<tr>
<td>(1075 – 56.4%)</td>
<td>(565 – 55.3%)</td>
<td>(1385 – 48.2%)</td>
<td>(476 – 59.2%)</td>
</tr>
</tbody>
</table>

Total North Respondents: 1898
Total East Respondents: 1024
Total South Respondents: 2864
Total West Respondents: 799

TABLE 18: TOP FIVE MOST IMPORTANT ATTITUDES BY COUNTY GEOGRAPHY OF SURVEY RESPONDENTS
Superintendent Responsibilities

Overall, survey respondents indicated the importance that the next superintendent to be inclusive in his/her decision-making process. As Figures 13 and 14 illustrate, the most important responsibility the next superintendent will have is to involve teachers and administrators (cited as extremely important by 67.8% of community survey respondents) and to involve parents and students (cited as extremely important by 63.4% of high school survey respondents) in making decisions.

FIGURE 13: COMMUNITY SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP RESPONSIBILITIES?”
FIGURE 14: HIGH SCHOOL STUDENT SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING SUPERINTENDENT RESPONSIBILITIES?”
Demographic Top Five Responses: Responsibilities

Both teachers and other respondents cited the most important responsibility for the next superintendent will be involving teachers and administrators in making decisions. Students cited almost a similar responsibility as most important— which is involving parents and students in making decisions. In addition, teachers felt the next most important responsibility for the next superintendent will be working with employee groups. Other respondents also cited the responsibility to respond to emergencies as one of the most important.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
</table>
| - Involves teachers and administrators in making decisions  
  (1387 – 81.4%) | - Involves parents and students in making decisions  
  (249 – 63.4%) | - Involves teachers and administrators in making decisions  
  (3994 – 63.9%) |
| - Works with employee groups  
  (1071 – 62.9%) | - Responds to emergencies  
  (220 – 56.0%) | - Ensures positive student behavior  
  (3494 – 55.9%) |
| - Ensures positive student behavior  
  (1014 – 59.5%) | - Involves teachers and administrators in making decisions  
  (219 – 55.7%) | - Creates a positive image for CMS  
  (3492 – 55.9%) |
| - Meets the needs of a diverse community and school system  
  (968 – 56.8%) | - Meets the needs of a diverse community and school system  
  (218 – 55.5%) | - Meets the needs of a diverse community and school system  
  (3487 – 55.8%) |
| - Creates a positive image for CMS  
  (965 – 56.6%) | - Creates a positive image for CMS  
  (209 – 53.2%) | - Responds to emergencies  
  (3478 – 55.7%) |

**Teacher Respondents: 1704**  
**Student Respondents: 393**  
**Other Respondents: 6247**

**TABLE 19: TOP FIVE MOST IMPORTANT RESPONSIBILITIES AS CITED BY CMS TEACHERS, CMS HIGH SCHOOL STUDENTS, AND OTHER RESPONDENTS**
The table below presents the five responsibilities rated as being extremely important most frequently by racial/ethnic groups. Overall, the four groups were in consensus on what the top five responsibilities for the next superintendent should be, with some differences in the order. For instance, Table 20 indicates that African American/Black respondents cited meeting the needs of a diverse community and school system as the most important responsibility, while the other racial/ethnic groups cited involving teachers and administrators in making decisions as the most important.

<table>
<thead>
<tr>
<th>African-American/Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meets the needs of a diverse community and school system (1331 – 78.0%)</td>
<td>• Involves teachers and administrators in making decisions (126 – 67.7%)</td>
<td>• Involves teachers and administrators in making decisions (3146 – 65.9%)</td>
<td>• Involves teachers and administrators in making decisions (261 – 63.3%)</td>
</tr>
<tr>
<td>• Involves teachers and administrators in making decisions (1276 – 74.8%)</td>
<td>• Meets the needs of a diverse community and school system (119 – 64.0%)</td>
<td>• Ensures positive student behavior (2534 – 53.1%)</td>
<td>• Ensures positive student behavior (243 – 59.0%)</td>
</tr>
<tr>
<td>• Creates a positive image for CMS (1221 – 71.5%)</td>
<td>• Creates a positive image for CMS (110 – 59.1%)</td>
<td>• Creates a positive image for CMS (2448 – 51.3%)</td>
<td>• Meets the needs of a diverse community and school system (227 – 55.1%)</td>
</tr>
<tr>
<td>• Responds to emergencies (1137 – 66.6%)</td>
<td>• Responds to emergencies (106 – 57.0%)</td>
<td>• Responds to emergencies (2398 – 50.2%)</td>
<td>• Responds to emergencies (224 – 54.4%)</td>
</tr>
<tr>
<td>• Ensures positive student behavior (1120 – 65.6%)</td>
<td>• Ensures positive student behavior (107 – 57.5%)</td>
<td>• Meets the needs of a diverse community and school system (2281 – 47.8%)</td>
<td>• Creates a positive image for CMS (218 – 52.9%)</td>
</tr>
</tbody>
</table>

Total African-American/Black Respondents: 1707  
Total Hispanic/Latino Respondents: 186  
Total Caucasian/White Respondents: 4776  
Total Other Respondents: 412

**TABLE 20: TOP FIVE MOST IMPORTANT RESPONSIBILITIES BY RACE/ETHNICITY OF SURVEY RESPONDENTS**
When the top five most important responsibilities for the next superintendent are compared by the geographic location of survey respondents within the county, the most important responsibility cited by survey respondents was involving teachers and administrators in making decisions, regardless of where the respondents reside. Furthermore, survey respondents were in consensus on the remaining top four responsibilities, with just slight differences in the order of their importance.

<table>
<thead>
<tr>
<th></th>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Involves teachers and administrators in making decisions</td>
<td>(1295 – 67.9%)</td>
<td>(731 – 71.6%)</td>
<td>(1791 – 62.4%)</td>
<td>(600 – 74.6%)</td>
</tr>
<tr>
<td>• Ensures positive student behavior</td>
<td>(1139 – 59.8%)</td>
<td>(648 – 63.5%)</td>
<td>(1445 – 50.3%)</td>
<td>(530 – 65.9%)</td>
</tr>
<tr>
<td>• Creates a positive image for CMS</td>
<td>(1134 – 59.5%)</td>
<td>(641 – 62.8%)</td>
<td>(1425 – 49.6%)</td>
<td>(512 – 63.7%)</td>
</tr>
<tr>
<td>• Meets the needs of a diverse community and school system</td>
<td>(1118 – 58.7%)</td>
<td>(629 – 61.6%)</td>
<td>(1419 – 49.4%)</td>
<td>(500 – 62.2%)</td>
</tr>
<tr>
<td>• Responds to emergencies</td>
<td>(1102 – 57.8%)</td>
<td>(617 – 60.4%)</td>
<td>(1390 – 48.4%)</td>
<td>(495 – 61.6%)</td>
</tr>
</tbody>
</table>

Total North Respondents: 1898
Total East Respondents: 1024
Total South Respondents: 2864
Total West Respondents: 799

Table 21: Top Five Most Important Responsibilities by County Geography of Survey Respondents
Superintendent Duties

Survey participants were asked to rate the level of importance of nine leadership duties. **Respondents to the community survey rated promoting good working relationships between CMS leadership and teachers and staff as the most important (70.9%), while respondents to the high school student survey rated ensuring hiring and retention of quality staff as the most important (58.8%).**

![Diagram of survey responses to leadership duties](image)

**FIGURE 15: COMMUNITY SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP DUTIES?”**
In your opinion, how important are the following leadership duties? Please rate them from “Not At All Important” to “Extremely Important”.

- Manages policy and contracts
- Communicates with the CMS community concerning trends, issues, and ch...
- Ensures hiring and retention of quality staff
- Manages financial resources of CMS responsibly, efficiently, and safely...
- Promotes good working relationships between CMS leadership and teachers...
- Maintains a visible presence in schools and community
- Creates, communicates, and ensures a vision of quality education
- Supports environmentally sustainable schools
- Promotes public education

FIGURE 16: HIGH SCHOOL STUDENT SURVEY RESPONSES TO “HOW IMPORTANT ARE THE FOLLOWING LEADERSHIP DUTIES?”
Demographic Top Five Responses: Duties

When grouped by teachers, high school students, and by persons who fall under other respondents, all three groups were in consensus on the top five most important duties, but the order varied by group. High school students and other respondents felt the most important duty for the next superintendent should be ensuring the hiring and retention of quality staff. Teachers, however, considered this the second most important duty and promoting good working relationships between CMS leadership and teachers and staff the top duty.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>High School Student</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (1349 – 80.6%)</td>
<td>• Ensures hiring and retention of quality staff (220 – 58.8%)</td>
<td>• Ensures hiring and retention of quality staff (4261 – 68.9%)</td>
</tr>
<tr>
<td>• Ensures hiring and retention of quality staff (1111 – 66.4%)</td>
<td>• Manages financial resources (217 – 58.0%)</td>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (4213 – 68.1%)</td>
</tr>
<tr>
<td>• Promotes public education (1015 – 60.6%)</td>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (215 – 57.5%)</td>
<td>• Creates, communicates, and ensures a vision of quality education (3888 – 62.9%)</td>
</tr>
<tr>
<td>• Manages financial resources (978 – 58.4%)</td>
<td>• Creates, communicates, and ensures a vision of quality education (209 – 55.9%)</td>
<td>• Manages financial resources (3664 – 59.3%)</td>
</tr>
<tr>
<td>• Creates, communicates, and ensures a vision of quality education (907 – 54.2%)</td>
<td>• Promotes public education (209 – 55.9%)</td>
<td>• Promotes public education (3642 – 58.9%)</td>
</tr>
</tbody>
</table>

Teacher Respondents: 1674
Student Respondents – 374
Other Respondents: 6180

TABLE 22: TOP FIVE MOST IMPORTANT DUTIES AS CITED BY CMS TEACHERS, CMS HIGH SCHOOL STUDENTS, AND OTHER RESPONDENTS
In terms of comparing the top five extremely important duties for the next superintendent among the racial/ethnic groups, the four racial/ethnic groups were in consensus on the top five duties, with very little difference in order. The top three most important duties cited by the four racial/ethnic groups were identical: 1) good working relationships between CMS leadership and teachers and staff, 2) ensuring the hiring and retention of quality staff, and 3) creating, communicating, and ensuring a vision of quality education. The fourth and fifth most-important duties were the same for all groups but Caucasian/White respondents, who considered managing financial resources slightly more important than promoting public education.

### TABLE 23: TOP FIVE MOST IMPORTANT DUTIES BY RACE/ETHNICITY OF SURVEY RESPONDENTS

<table>
<thead>
<tr>
<th>African-American/ Black</th>
<th>Hispanic/Latino</th>
<th>Caucasian/White</th>
<th>Other Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes good working relationships between CMS leadership and teachers and staff</td>
<td>Promotes good working relationships between CMS leadership and teachers and staff</td>
<td>Promotes good working relationships between CMS leadership and teachers and staff</td>
<td>Promotes good working relationships between CMS leadership and teachers and staff</td>
</tr>
<tr>
<td>(1322 – 77.4%)</td>
<td>(129 – 69.4%)</td>
<td>(3296 – 69.0%)</td>
<td>(273 – 66.3%)</td>
</tr>
<tr>
<td>Ensures hiring and retention of quality staff</td>
<td>Ensures hiring and retention of quality staff</td>
<td>Ensures hiring and retention of quality staff</td>
<td>Ensures hiring and retention of quality staff</td>
</tr>
<tr>
<td>(1269 – 74.3%)</td>
<td>(122 – 65.6%)</td>
<td>(3186 – 66.7%)</td>
<td>(263 – 63.8%)</td>
</tr>
<tr>
<td>Creates, communicates, and ensures a vision of quality education</td>
<td>Creates, communicates, and ensures a vision of quality education</td>
<td>Creates, communicates, and ensures a vision of quality education</td>
<td>Creates, communicates, and ensures a vision of quality education</td>
</tr>
<tr>
<td>(1245 – 72.9%)</td>
<td>(118 – 63.4%)</td>
<td>(2704 – 56.6%)</td>
<td>(260 – 63.1%)</td>
</tr>
<tr>
<td>Promotes public education</td>
<td>Promotes public education</td>
<td>Manages financial resources</td>
<td>Promotes public education</td>
</tr>
<tr>
<td>(1225 – 71.8%)</td>
<td>(112 – 60.2%)</td>
<td>(2663 – 55.8%)</td>
<td>(235 – 57.0%)</td>
</tr>
<tr>
<td>Manages financial resources</td>
<td>Manages financial resources</td>
<td>Promotes public education</td>
<td>Manages financial resources</td>
</tr>
<tr>
<td>(1159 – 67.9%)</td>
<td>(97 – 52.2%)</td>
<td>(2637 – 55.2%)</td>
<td>(234 – 56.8%)</td>
</tr>
</tbody>
</table>

Total African-American/Black Respondents: 1707
Total Hispanic/Latino Respondents: 186
Total Caucasian/White Respondents: 4776
Total Other Respondents: 412
As Table 24 presents, regardless of the county geographic location of the survey respondents, respondents were in consensus on the top five extremely important duties for the next superintendent, with slight differences in the order. For instance, residents in the southern part of the county cited ensuring hiring and retention of quality staff as the most important duty and promoting good working relationships between CMS and leadership and teachers and staff as the second most important. For residents in other parts of the county, the order of the top two duties was the reverse.

<table>
<thead>
<tr>
<th>North</th>
<th>East</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (1365 – 71.6%)</td>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (739 – 72.4%)</td>
<td>• Ensures hiring and retention of quality staff (1902 – 66.2%)</td>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (626 – 77.9%)</td>
</tr>
<tr>
<td>• Ensures hiring and retention of quality staff (1353 – 71.0%)</td>
<td>• Ensures hiring and retention of quality staff (691 – 67.7%)</td>
<td>• Promotes good working relationships between CMS leadership and teachers and staff (1897 – 66.1%)</td>
<td>• Ensures hiring and retention of quality staff (564 – 70.1%)</td>
</tr>
<tr>
<td>• Creates, communicates, and ensures a vision of quality education (1220 – 64.0%)</td>
<td>• Promotes public education (659 – 64.5%)</td>
<td>• Creates, communicates, and ensures a vision of quality education (1651 – 57.5%)</td>
<td>• Creates, communicates, and ensures a vision of quality education (541 – 67.3%)</td>
</tr>
<tr>
<td>• Manages financial resources (1192 – 62.5%)</td>
<td>• Creates, communicates, and ensures a vision of quality education (649 – 63.6%)</td>
<td>• Manages financial resources (1585 – 55.2%)</td>
<td>• Manages financial resources (513 – 63.8%)</td>
</tr>
<tr>
<td>• Promotes public education (1156 – 60.7%)</td>
<td>• Manages financial resources (614 – 60.1%)</td>
<td>• Promotes public education (1584 – 55.2%)</td>
<td>• Promotes public education (507 – 63.1%)</td>
</tr>
<tr>
<td>Total North Respondents: 1898</td>
<td>Total East Respondents: 1024</td>
<td>Total South Respondents: 2864</td>
<td>Total West Respondents - 799</td>
</tr>
</tbody>
</table>

**TABLE 24: TOP FIVE MOST IMPORTANT DUTIES BY COUNTY GEOGRAPHY OF SURVEY RESPONDENTS**
Open-Ended Question

Finally, survey respondents were provided the opportunity to share anything else they viewed as important regarding the search process or leadership characteristics of a new superintendent. A plethora of responses were collected from this question, and the Institute grouped these responses into common themes as shown below.²

Themes from the Community Survey

The following themes were developed through a qualitative analysis of the responses. Included with each of the themes are some of the more common topical comments expressed by the respondents. In total, there were 3,605 responses to this question.

- Communications
  - with parents
  - be visible
  - listen (to students, parents, teachers)
  - reach out to the various communities
  - work with constituents, involve community
  - open
  - forthright
  - community relations

- Testing
  - negatively impacting learning and morale
  - should put emphasis on learning rather than teaching to the test

- Operation and Policy
  - district is too large
  - give raises
  - should complete projects that are started
  - think about long term vision and impact
  - be financially responsible
  - improve busing/transportation

- Student Needs
  - put politics aside
  - improve magnet school program
  - reduce longer school hours
  - enhance alternative education options
  - be concerned about students
  - primary focus on students
  - vocational programs
  - advanced programs
  - global perspective

² Actual responses to this open-end question are available upon request from the Charlotte-Mecklenburg School Board or from the UNC Charlotte Urban Institute.
• Teacher Needs
  o pay-for-performance
  o give support
  o provide professional development
  o recognize positives
  o quit blaming teachers
  o be able to work with teachers

• Reform
  o Grassroots
  o global community
  o CMS transportation
  o become a model district
  o do what works, willing to reform
  o fresh start/outlook
  o do what works for CMS community

• Transformational
  o involve and empower principals and teachers
  o distributed leadership
  o teacher control over classrooms
  o provide support to those who are leaders
  o treat teachers as professionals
  o listen to teachers

• Culture
  o improve morale
  o show fairness
  o regain trust
  o perceived as cold
  o value teachers, parents and students

• Equity / Diversity
  o equal school funding
  o promote diversity
  o aware of various community needs
  o moving best teachers to low performing schools

• External Factors
  o politics, legislature
  o do not be so influenced by external groups
  o reduce status of Teacher’s for America
  o equate Board with lack of concern for students
  o “No Broad, Gates or other politically indebted leader”
  o need local focus
• Education-Minded
  o education background
  o no corporate/CEO type

• Knowledge of CMS
  o aware of district needs
  o worked for similar district
  o internal candidate

• Right Decisions /Actions
  o don’t give in to politics
  o do what is educationally right
  o don’t make decisions for personal gain
  o don’t be led by others to make bad decisions
  o follow through on decisions, use vision and forethought
  o make decisions for the long term
  o don’t listen to a vocal minority

• Parents
  o listen to parents
  o involve parents
  o hold parents accountable
  o be able to collaborate with parents

• CMS Reputation
  o rebuild reputation
  o address community perspective of CMS
  o get community to believe in CMS again

• Other
  o extensive background check
  o able to deliver
  o love of education
  o honest
  o able to make hard decisions
  o interest in the area
  o strong leader
  o run like a business
  o data-based decisions
  o no response
Themes from the High School Student Survey

The following themes were developed through a qualitative analysis of the responses. Included with each of the themes are some of the more common topical concerns expressed by the respondents. In total, there were 207 responses to this question.

- **Student needs**
  - improved rules
  - better support of arts and magnet schools
  - improved post-high school guidance
  - student teacher ratio
  - need to keep and get good teachers
  - do something for gifted students
  - has students as number one concern
  - food
  - understands student needs

- **Operation**
  - bringing Waddell students to Harding
  - busing
  - safe environment

- **Testing**
  - let teachers teach
  - teaching to the test has negative consequences

- **Decision Making**
  - be thorough with pros and cons
  - financial
  - make decisions for the long term good
  - remember all students when making decisions
  - listens to all not just Board or vocal groups

- **Improvement**
  - need to be capable of making positive and innovative change
  - improve the leadership
  - improve financial situation

- **Teacher Needs**
  - teacher input, improve work condition
  - let them teach
  - reduce peripheral workload and let them teach
  - teachers are tired due to conditions

- **Education-minded**
  - not a business
  - improve education
• Outreach/Communication
  o work with community
  o communicates with and listens to students
  o need to be trusted, seeks student input, open
  o work with parents, students, and community
  o relates to people

• Other
  o no closing of schools
  o good leader
  o fix problems
  o aware of what needs to be done
  o not impressing politicians
  o not promoting themselves
  o not a politician
CONCLUSION

The selection process for the new CMS superintendent is an important task for the Charlotte-Mecklenburg community. Finding a community leader who will be responsible for leading and guiding a large, diverse school district so that it operates within its budget and provides a quality education for all students in a safe environment is no small task. To cast a wider net in gaining what the community deems as important traits and characteristics of a community leader, the Charlotte-Mecklenburg Schools Board of Education opted to provide an online survey that was open to adult residents of the county and currently enrolled CMS high school students. The over 9,300 responses gathered from the surveys will provide directional insight for the search committee charged with providing a job description profile for the next superintendent.

The individual who will become the next superintendent for CMS will find that the Charlotte-Mecklenburg community is mostly united in terms of identifying the challenges that the district is facing. Results from the survey indicate that the majority of survey participants were in agreement that the most important issue facing CMS relates to budget cuts/money. This concern was further underscored by the most desired ability (the ability to secure adequate school and funding resources) and experience (experience managing financial resources) that the majority of survey participants deemed as being extremely important for the next superintendent to possess.

In filling the superintendent position, CMS has an opportunity to gain an experienced and transformational leader who has the traits and characteristics essential for moving the district to the next level. The findings of these surveys suggest that a leader who can build social trust, is adept at solving problems, and is inclusive in making decisions will serve the district well.
APPENDIX

Demographics: Community Survey

Which of the following categories describe you? (Check all that apply)  Answered – 8748

![Bar chart showing percentages of different demographic categories. The categories include Parent/guardian of a current CMS student (47.9%), CMS employee with children not attending CMS (24.9%), Parent/guardian of a former CMS student (13.2%), CMS employee with children attending CMS (12.9%), County resident without children in school (11.3%), Other (please specify) (8.4%), Community leader (3.6%), County business owner (3.0%), I prefer not to answer (2.8%), Parent/guardian of children attending a non-CMS school (2.7%), and All Other Responses (1.7%).]
If you have a child or children attending school in CMS, in which grade levels are they currently enrolled? (Check all that apply.) Answered – 8748

![Bar chart showing the distribution of grade levels for children attending CMS.]
If you are a CMS employee, please select your area of work. If you are not a CMS employee, please select "I am not a CMS employee". Answered – 8748
What is your age?  Answered – 7780
What is your gender?  Answered – 7780

What is your gender?

- Female: 77.6%
- Male: 18.7%
- I prefer not to answer: 3.8%
How long have you lived in Mecklenburg County?  Answered – 7780

How long have you lived in Mecklenburg County?

- More than 20 years: 32.9%
- 11-20 years: 26.9%
- 6-10 years: 18.2%
- 1-5 years: 13.6%
- I do not live in Mecklenburg County (option for CMS employees only): 4.8%
- Less than 1 year: 2.0%
- I don’t know / I prefer not to answer: 1.6%
Do you own or rent your primary residence?  Answered – 7780

Do you own or rent your primary residence?

- Own: 30.2%
- Rent: 12.6%
- I don’t know / I prefer not to answer: 5.3%
- Other (please specify): 0.3%
How would you describe your race or ethnic background? Answered – 7780

- Caucasian/White: 61.4%
- African-American/Black: 21.9%
- I don’t know/I prefer not to answer: 9.5%
- Multi-Racial: 2.2%
- Latino/Hispanic: 1.9%
- Asian/Pacific-Islander: 1.6%
- Other (please specify): 1.5%
What is your highest level of education? Answered – 7780

- Masters, doctorate, or other professional degree: 43.5%
- Graduated from college: 41.5%
- Attended college but did not graduate: 9.0%
- I don't know / I prefer not to answer: 2.6%
- High school graduate or GED: 2.6%
- 0-11 years of school: 0.3%
What is your primary employment status?  Answered – 7780

- Working full-time: 71.3%
- Working part-time: 9.0%
- Homemaker/Home Manager: 8.8%
- Retired or disabled: 4.7%
- I don't know/I prefer not to answer: 2.7%
- Unemployed: 1.8%
- Attending school: 1.7%
What is your relationship status? (Check all that apply)  Answered – 7780

- Married: 63.6%
- Never married: 11.5%
- Divorced: 7.3%
- I don’t know/I prefer not to answer: 6.4%
- Living with a partner: 2.8%
- Separated: 1.7%
- Widowed: 1.4%
Are there any children under 18 years old living in your household? Answered – 7780

Are there any children under 18 years old living in your household?

- Yes: 62.4%
- No: 35.1%
- I prefer not to answer: 2.5%
How many children by age group live in your household? Enter zero (0) for age groups that do not apply. If you do not wish to provide an answer, please leave the boxes blank. Answered – 4718

6 years old or younger 74.8% 3528
7-12 years old 81.6% 3851
13-17 years old 72.3% 3412

6 years old or younger (number of responses)

- 1 – (1235)
- 2 – (588)
- 3 – (86)
- 4 – (9)
- 5 – (3)
- 6 – (2)

7–12 years old (number of responses)

- 1 – (1839)
- 2 – (783)
- 3 – (84)
- 4 – (7)
- 5 – (2)
- 6 – (0)

13–17 years old (number of responses)

- 1 – (1371)
- 2 – (434)
- 3 – (56)
- 4 – (3)
- 5 – (0)
- 6 – (0)
What is your total household income before taxes?

Answered – 7776

What is your total household income before taxes?

- I prefer not to answer: 209%
- $100,000 - $149,999: 16.7%
- $150,000 or more: 14.4%
- $40,000 - $59,999: 13.2%
- $30,000 - $39,999: 12.0%
- $60,000 - $79,999: 11.2%
- $20,000 - $39,999: 9.7%
- Less than $20,000: 1.8%
Demographics: High School Student Survey

What is your gender? Answered – 357

[Bar chart showing gender distribution with 50.1% female, 44.9% male, and 5.0% preferring not to answer]
How long have you lived in Mecklenburg County? Answered – 357

- 11-20 years: 54.5%
- 6-10 years: 22.1%
- 1-5 years: 17.4%
- I don't know / I prefer not to answer: 3.5%
- Less than 1 year: 1.4%
- I do not live in Mecklenburg County: 0.3%
How would you describe your race or ethnic background? Answered – 357

- Caucasian / White: 40.1%
- African-American / Black: 30.0%
- Multi-Racial: 8.4%
- Latino / Hispanic: 7.8%
- I don’t know / I prefer not to answer: 5.3%
- Asian / Pacific Islander: 4.5%
- Other (please specify): 3.9%
In which grade are you currently enrolled?  Answered – 357

![Graph showing the distribution of grades]

- 12th grade: 32.8%
- 11th grade: 26.3%
- 10th grade: 22.1%
- 9th grade: 17.4%
- I prefer not to answer: 1.4%