

## Desired Characteristics of Superintendent

### SUPERINTENDENT OF SCHOOLS JUDSON INDEPENDENT SCHOOL DISTRICT TEXAS

After receiving input from administrators, community members, faculty, parents, students, and support staff, the Judson Independent School District Board seeks an experienced leader with **integrity**, who has had demonstrated success in a uniquely diverse school district, with a track record of **relationship building** and **student achievement** to be its next superintendent.

The Board seeks someone who will be **visible and approachable** and is an effective **listener** and **communicator**. The selected candidate will be **student-centered, humble, and transparent**, particularly skilled in **building and unifying teams** in a **collaborative** manner, especially in the development of a team relationship with the Board.

This individual should be a people person who has had success as an **instructional leader** focusing on **academic strength**, who is **well-rounded** in all aspects of the organization, and who will work **collaboratively** with the staff and community. The Board of the Judson Independent School District seeks an **authentic, hands-on** leader who will be a part of the community **long-term**, leading in **diversity** and **equity**, especially as they relate to student achievement and human resources aimed at retaining an outstanding diverse staff.

Further, the Judson Independent School District seeks a Superintendent who has a record of demonstrating the following competencies ...

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators.
- Provide transparent communication.
- Recruit, employ, and retain effective personnel throughout the District and its schools.
- Establish a culture of high expectations for all students and personnel.
- Be visible throughout the District and actively engaged in community life.
- Understand and be sensitive to the needs of a diverse student population.
- Effectively plan and manage the long-term financial health of the District.

**Approved by Judson Independent School District Board on March 6, 2023**

**JUDSON INDEPENDENT SCHOOL DISTRICT  
LEADERSHIP PROFILE REPORT  
March 6, 2023**

**INTRODUCTION**

This report summarizes the findings of the *Leadership Profile Report* conducted by Hazard, Young, Attea & Associates<sup>1</sup> for the JUDSON Independent School District<sup>2</sup> Board of Trustees<sup>3</sup> as one of the initial steps in its search for a new Superintendent. During February of 2023 an online survey was conducted via the District website from February 1, 2023 through February 23, 2023, to assist the Board in clarifying the criteria it would seek in the new Superintendent of the JUDSON Independent School District. The data contained herein were from the survey and from individual interviews with seven Board Trustees and with individuals/groups identified by the Board between February 10-23, 2023.

Through this process, the consultants attempted to identify the personal and professional qualities desired in the Superintendent, as well as the skill sets necessary to build upon what constituent groups valued (strengths), while addressing current and emerging issues (challenges) which the District might be facing. It is anticipated that this data also will be useful to candidates interested in the Judson Independent School District superintendency, as well as to the new Superintendent, once the individual is selected for the position.

Approximately **1708** individuals provided input during the process, as reflected in the following chart. It should be noted that the seven current Board Trustees participated in individual interviews, and they all completed the survey as Board Trustees. The number of respondents from the other groups that participated in both phases of the process is not known with certainty. (We do not have an accurate way to determine if some who took the survey also participated in a discussion group.)

<b>Group</b>	<b>Meetings/People</b>	<b>Survey</b>
Board	7-7	7
Administrators	8-69	148
Support Staff	1-22	217
Community	3-33	112
Parents	1-4	474
Faculty *(May include Staff)	3-44	454
Students	1-34	90
<b>Total</b>	<b>24- 213</b>	<b>1502</b>

**INTRODUCTION continued**

---

<sup>1</sup> Referenced in this Report as HYA.

<sup>2</sup> Referenced in this Report as School District or District.

<sup>3</sup> Referenced in this Report as Board.

## **PARTICIPATION**

The responses provided through the interviews, focus groups, open forums and survey are listed in two places, under *Consistent Themes*, which can be found beginning on page 5 and under *Comments from Interviews, Focus Groups and Open Forums*, which begin on page 11. We have included a rough draft of a possible leadership profile on page 10.

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

The consultants would like to thank all the participants, who participated in the interviews, focus groups and open forums or who completed the online survey, for their insights and candor. A note of thanks to all staff and Trustees who assisted in facilitating our time in the District, with special thanks to Jennifer Rodriguez, President of the Board, Dr. Nicole Taguinod, Chief Communications Officer, Lexie Greathouse, Executive Director, Betty Holmes, Assistant to the Board of Trustees, and other associated staff for their extra efforts in making us feel welcome, handling the necessary arrangements for our meetings, assistance at the meetings and follow-up in the District.

Respectfully submitted,

Rick Berry  
Jodi Duron  
Peter Flynn  
Nola Wellman  
Hazard, Young, Attea and Associates

## **EXECUTIVE SUMMARY**

## ONLINE SURVEY

The online survey was completed by 1,495 stakeholders. The largest number of respondents was 474 *Parents of Children in the District* representing more than 31% of the total. 454 Teachers/Faculty or about 30% of the respondents completed the survey. The third largest participant group was *Support Staff* at 217 or about 14% of respondents. The rest of the respondents were 148 Administrators, 112 Community Members and 90 Students. The Board Trustees took the survey manually so that the sixth category could be used by students.

**Stakeholder Group Responses to Online Survey**

	Frequency	Percent
Administrator	148	9.9 %
Community Member	112	7.5 %
Faculty	454	30.4 %
Parent	474	31.7 %
Students	90	6.0 %
Support Staff	217	14.5 %
Total	1495	100.0 %

**All seven Trustees completed the survey, and their results are also described in the paragraphs below.**

### **Survey Results - State of the District**

Regarding the State of the District, the respondents were asked to choose from Strongly Disagree, Disagree, Neither Disagree or Agree, Agree, Strongly Agree about the State of the District overall and in nineteen specific areas. [The nineteen statements were in four categories: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M] The following statements were perceived to be district strengths (based upon the percentage of respondents who selected either Agree or Strongly Agree) when responses were combined for all stakeholders responding to the online survey. In **bold** below, the Board (at least 6 members) chose the same top strengths in four areas as those chosen by the overall group.

- **Technology is integrated into the classroom. (TL)**
- **The District engages with diverse racial, cultural and socio-economic groups. (CE)**
- **District schools are safe. (TL)**
- **Facilities are well maintained. (M)**
- The District employs effective teachers, administrators and support staff in its schools. (M)

In addition, the Board perceived the following areas as additional strengths of the district with (at least 6) Trustees Agreeing or Strongly Agreeing:

- The District is working to close achievement and opportunity gaps. (VV)
- Employees are held accountable to high standards. (M)
- The social and emotional needs of students are being addressed (TL)
- The district is heading in the right direction. (VV)

## Survey Results - Superintendent Profile

[The twelve superintendent competency statements were in the same four categories as used in the State of the District: Vision and Values-VV, Teaching and Learning-TL; Community Engagement-CE; and Management-M]

Using the online survey, the top-rated competencies respondents selected overall for a Superintendent were:

- **Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)**
- **Provide transparent communication (CE)**
- **Recruit, employ, and retain effective personnel throughout the District and its schools (M)**
- **Establish a culture of high expectations for all students and personnel (VV)**
- Be visible throughout the District and actively engaged in community life (CE)
  
- Understand and be sensitive to the needs of a diverse student population. (TL)
- Effectively plan and manage the long-term financial health of the District (M)

Four of the top-rated competencies by Board Trustees selected for a Superintendent **were the same as four of the top rated five** overall choices above and they are indicated in bold.

In addition, two other competencies ranked 6<sup>th</sup> and 7<sup>th</sup> overall, were also selected by the Board and are shown above underlined. When considering the top-rated competencies, the Board may want to consider adding these competencies to the profile.

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

## CONSISTENT THEMES FROM LISTENING SESSIONS

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

### **Strengths**

During the 24 Listening Sessions, we asked each group of individuals about the strengths that they perceived in the Judson Independent School District. Easily and readily, numerous strengths were mentioned with pride. We heard a dominant theme about the **Programs available to students** at all levels in the district and community as the most celebrated strength. They mentioned academic, technical, and extra-curricular programs, specifically noting the strong athletic programs and academic choice options that allow students to attend any school of their choosing in the district. The Early College Academy was acknowledged specifically as well as the automotive program, airplane mechanics, AC and heating, cosmetology, culinary arts, office assistant, dental, phlebotomy, EKG, GT, Advanced Placement, International Baccalaureate and post-secondary options which permit students to earn credits toward college or trade school while in high school. Student Internships are arranged so students can go to companies and work on-site for \$45/hour they told us. These programmatic offerings are viewed as forward thinking, innovative and responsive to the needs of students and their families.

The second area of strength mentioned most often was **Diversity** in the district and community. The diversity ethnically, culturally, socio-economically, geographically, persons with different needs, religion, and military backgrounds was highlighted because students are enriched by such a broad spectrum of people. People are proud and express their loyalty to the history and tradition of Judson ISD in athletics, fine arts and many other programs that bring students of all backgrounds together ensuring that they feel welcome and accepted.

Another area of strength brought up in a variety of ways was the respect and appreciation of the strong, stable, highly regarded **Staff members**. It was noted that many members of the staff were raised in the district attending school here and then return to work in the district and raise their families here. They are described as hardworking, dedicated, and caring. Opportunities for training and learning are provided to staff to ensure they grow in their profession.

In our experiences listening, we also heard about the **Family oriented culture** which was mentioned in the schools but also in the community. People expressed that they feel a part of a large family being part of Judson ISD. They describe the support and involvement of the community as creating a sense of belonging, commitment, and dedication.

Although we could literally take pages to name everything (and we do later in the full report), let us conclude this section of highlights of strengths by restating what people shared with us about the pride and loyalty they feel for Judson ISD.

### **Challenges/Concerns/Issues**

The good news about the list of challenges is that it is shorter than the strengths. Paradoxically, the number one challenge shared by people who attended our listening sessions was the same as one of the strengths—**Staff**. Concerns about staff shortages and teacher retention were mentioned the most often. There is deep concern about having qualified and enough teachers to offer the programs that they value so much. A strong, competitive compensation structure for teachers and having a great work environment were mentioned as paramount to retaining high quality teachers. With other districts in close proximity, it is concerning to participants that teachers will go to nearby districts for more money. In addition, it was also noted that the hiring practices should address the need for staff members to reflect the student population.

As we heard about the diversity in the district as a strength, the issue of **Equity** was raised as a significant concern. The campuses have different populations and equity in allocation of resources and personnel based on number of students does not meet the differences experienced on the campuses people offered. An in-depth study of student/staff ratio and allocations was called for by participants. Tightly connected to this is the concern of the variance of quality and size in the facilities. Participants perceived that some schools are experiencing overcrowding while others have room for additional programs. The disparity of resources, including bilingual resources was mentioned. If meeting the needs of ALL students is the outcome desired, we heard emphatically that the resources and personnel are needed to get the job done.

We heard many questions brought up about **Consistency** or lack of consistency in the systems, practices, decision making, policies, and procedures of the district. We heard several times that curricular change processes are not systematic nor is enough time allowed for effective change to be made. For example, some said that the period for new practices to be learned and implemented with fidelity needs to be extended and patience given to allow that change to be successful before another change is brought forward. It seems that the people enjoy the “small town feel” of the school district but are struggling with the fact the Judson ISD is experiencing the same systemic issues of a large district and urban population. A lack of focus and clarity of real priorities was highlighted. Closely related to this is the stress the campuses feel between being allowed to make decisions for their district and adhering to standardized practices, which they feel may not address the needs of their students. Discussions about standardization of practice and autonomy might be beneficial.

The good news in most of these discussions was the belief that the Judson district has the resources, capability, and potential capacity to successfully address the concerns that were noted. In every session, we heard a recommitment and rededication to make Judson ISD the best it can be.

### **Desired Characteristics of the Next Superintendent**

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

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

Finally, we have included the draft profile which uses the highlighted items - most desirable characteristics mentioned by the seven categories of people based on the individual and group discussions. The draft profile also incorporates all of the most frequently mentioned items from the online survey, which in some cases were the same as those most frequently selected items by Board Trustees.

HYA will use all of its resources to assist the Board in finding candidates who will possess most of the characteristics desired by the respondents and included in the Leader Profile of Characteristics adopted by the Board. This will allow the next superintendent to build upon the District’s reputation and collaboratively work with the Board in guiding the district to its next level of excellence.

**Desirable Characteristics Listed by Categories of Respondents**

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



<p><b>Administrators</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. Honest/Ethical</li> <li>b. <b>Integrity</b></li> <li>c. <b>Authentic</b></li> <li>d. Longevity, Long-term</li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. <b>Communicator/Listener</b></li> <li>b. Finance</li> <li>c. <b>Well-rounded</b>--Knows all aspects of education</li> <li>d. <b>Instructional leader</b></li> <li>e. Systems thinker</li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. <b>Collaborative</b></li> <li>b. Supportive</li> <li>c. <b>Visible/Approachable</b></li> </ol> </li> </ol>	<p><b>Board</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. <b>Transparent</b></li> <li>b. <b>Integrity</b></li> <li>c. Open</li> <li>d. <b>Student-focused</b></li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. <b>Instructional Leader</b></li> <li>b. <b>Communicator</b></li> <li>c. Equity</li> <li>d. <b>Relationship builder</b></li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. <b>Visible/approachable</b></li> <li>b. <b>Collaborative</b></li> <li>c. Learner</li> </ol> </li> </ol>	<p><b>Community</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. <b>Integrity</b></li> <li>b. Trustworthy</li> <li>c. Lead by example</li> <li>d. <b>Authentic</b></li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. Credentials-education, Ed.D.</li> <li>b. <b>Communicator/ Listener</b></li> <li>c. Leader in large district</li> <li>d. <b>Well-rounded,</b></li> <li>e. <b>Team builder/player; Consensus</b></li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. <b>Approachable/visible</b></li> <li>b. Servant leader</li> <li>c. Accountable</li> <li>d. Consistent</li> </ol> </li> </ol>	<p><b>Faculty</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. <b>Integrity</b></li> <li>b. <b>Student centered</b></li> <li>c. Culturally competent</li> <li>d. <b>Transparent</b></li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. <b>Well-rounded</b></li> <li>b. Community relations</li> <li>c. Special Populations</li> <li>d. <b>Communicator</b></li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. <b>Collaborative</b></li> <li>b. <b>Visible/Approachable</b></li> </ol> </li> </ol>
<p><b>Parents</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. <b>ALL student-centered</b></li> <li>b. Compassionate</li> <li>c. <b>Humble</b></li> <li>d. <b>Transparent</b></li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. <b>Team builder</b></li> <li>b. <b>Communicator/listener</b></li> <li>c. Credentials/educational background</li> <li>d. Critical thinking/big picture view</li> <li>e. Intelligent</li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. <b>Visible/Approachable</b></li> <li>b. Respectful</li> </ol> </li> </ol>	<p><b>Students</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. <b>Student focused</b> (Values Student Voice)</li> <li>b. Charismatic</li> <li>c. New set of eyes</li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. <b>Academically focused (Instr Ldr)</b></li> <li>b. <b>Communicator/Listener</b></li> <li>c. <b>Well-rounded</b></li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. <b>Authentic</b></li> <li>b. <b>Hands-on</b></li> <li>c. <b>Visible/Approachable-campus present</b></li> </ol> </li> </ol>	<p><b>Support Staff</b></p> <ol style="list-style-type: none"> <li>1. <b>Personal Attributes</b> <ol style="list-style-type: none"> <li>a. <b>Integrity</b></li> <li>b. <b>Student-centered</b></li> <li>c. <b>Humble</b></li> </ol> </li> <li>2. <b>Expertise</b> <ol style="list-style-type: none"> <li>a. <b>Team builder</b></li> <li>b. <b>Communicator/Listener</b></li> <li>c. <b>Well-rounded</b></li> <li>d. Proven success</li> </ol> </li> <li>3. <b>Administrative Style</b> <ol style="list-style-type: none"> <li>a. Models expectations</li> <li>b. <b>Visible/Approachable/open door</b></li> <li>c. <b>Hands-on</b></li> </ol> </li> </ol>	

**Most Desirable Characteristics Mentioned Most Frequently by the Seven Categories of People Above:**

<b>Attributes</b>	<b>Expertise and Experience</b>	<b>Style</b>
<ul style="list-style-type: none"> <li>• Integrity 5</li> <li>• Student centered 5</li> <li>• Transparent 3</li> <li>• Humble 2</li> </ul>	<ul style="list-style-type: none"> <li>• Communicator 7</li> <li>• Well-rounded 5</li> <li>• Team/relationship builder 4</li> <li>• Instructional leader/academically focused 3</li> </ul>	<ul style="list-style-type: none"> <li>• Approachable/visible 7</li> <li>• Collaborative 3</li> <li>• Authentic 3</li> <li>• Hands-on 2</li> </ul>

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

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

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

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)
- Provide transparent communication (CE)
- Recruit, employ, and retain effective personnel throughout the District and its schools (M)
- Establish a culture of high expectations for all students and personnel (VV)
- Be visible throughout the District and actively engaged in community life (CE)
- Understand and be sensitive to the needs of a diverse student population. (TL)
- Effectively plan and manage the long-term financial health of the District (M)

#### From the listening sessions

<b><u>Attributes</u></b>	<b><u>Expertise and Experience</u></b>	<b><u>Style</u></b>
<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Student centered</li> <li>• Transparent</li> <li>• Humble</li> </ul>	<ul style="list-style-type: none"> <li>• Communicator</li> <li>• Well-rounded</li> <li>• Team/relationship builder</li> <li>• Instructional leader/academically focused</li> </ul>	<ul style="list-style-type: none"> <li>• Approachable/visible</li> <li>• Collaborative</li> <li>• Authentic</li> <li>• Hands-on</li> </ul>

