



NEW SOUTH RESEARCH

HOOVER CITY SCHOOLS SUPERINTENDENT SURVEY

FEBRUARY 2015



INTRODUCTION

➤ **When:**

- January - February 2015.

➤ **Purpose:**

- The purpose of the research is to understand what skills, traits, and experience parents, employees, and the community want in a new Hoover City Schools superintendent.

➤ **Surveys completed – 927:**

- 201 members of the Hoover community were surveyed by telephone.
- 443 parents were surveyed online.
- 283 employees were surveyed online

➤ **Margin for error for overall sample:**

- 3.2%



KEY LEARNINGS

- **Integrity, honesty, and experience are critical factors**
 - Unaided, “integrity” is the number 1 mentioned quality and “honest” is number 2.
 - “Integrity” is the 2nd highest rated attribute (aided), 2nd only to “student-focused.”
 - “Experienced” is the 3rd highest mentioned unaided word and 4th highest rated attribute, and its importance is supported in other areas throughout the survey results.

- **Other than student safety, (which is understandably in the top three areas of expertise), expertise in challenging for academic success, listening to constituents, and managing the school system budget are critical areas of expertise.**
 - Also key expertise desired: challenging the system to improve and creating a positive environment for employees.



KEY LEARNINGS

- **Past experience is critical, with experience as a classroom teacher, executive leader, and principal all rated in the top 3 overall and by group.**
 - The community places the highest value on experience as an executive leader.
 - There is little preference for the superintendent to have or not have experience in the Hoover system.

- **The top three identified needs clearly revolve around maintaining trust, improving academic achievement, and managing finances.**
 - In addition to “raising academic achievement” as a top 3 need, the 4th and 5th rated need is to challenge both high and low achieving students, making 3 of the top 5 needs specifically academic in nature.
 - Employees put less emphasis on academic needs and on the superintendent’s management of them or the system with regard to technology.



NEW SOUTH RESEARCH

WHAT PERSONALITY TRAITS DO YOU WANT IN A NEW HOOVER SCHOOL SUPERINTENDENT?



What is the most important quality, in one word, you want in a new school superintendent – Unaided?





One word: When suggesting one quality participants believe is needed in a new school superintendent, the qualities most frequently chosen were “integrity,” “honest,” “leader/leadership,” “experienced,” and “successful educator.” “Transparent” was mentioned by parents and employees only.

What is the most important quality, one word, you want in a new school superintendent (unaided)?

By Group

One Word – Overall Survey N=927	
Integrity	14%
Honest	9%
Experienced/Qualified	8%
Leader/Leadership	7%
Successful educator	5%
Visionary	3%
Fair	4%
Transparent	3%
Caring	3%
Knowledgeable	2%
Trusted	2%
Innovative	2%
Competent	2%
Communicator	2%
Student-focused	2%
Intelligent	2%
Dedicated	2%
Accountable	2%

One Word – Parents N=443	
Integrity	14%
Honest	10%
Experienced/Qualified	8%
Leader/Leadership	6%
Fair	6%
Transparent	5%
Caring	3%
Visionary	3%
Successful educator	3%
Innovative	3%
Accountable	2%
Intelligent	2%
Knowledgeable	2%
Trusted	2%
Dedicated	2%
Competent	2%

One Word – Community N=201	
Integrity	11%
Honest	11%
Experienced/Qualified	11%
Leader/Leadership	9%
Successful educator	5%
Caring	4%
Knowledgeable	4%
Fair	3%
Visionary	3%
Student-focused	3%
Intelligent	3%
Trusted	3%
Dedicated	2%
Listener	2%
Innovative	2%
Competent	2%
Open-minded	2%

One Word – Employee N=283	
Integrity	15%
Leader/Leadership	8%
Honest	8%
Successful educator	7%
Experienced/Qualified	6%
Visionary	5%
Communicator	4%
Supportive	3%
Student-focused	3%
Fair	3%
Competent	3%
Approachable	3%
Innovative	3%
Trusted	2%
Open-minded	2%
Knowledgeable	2%
Transparent	2%
Wisdom	2%

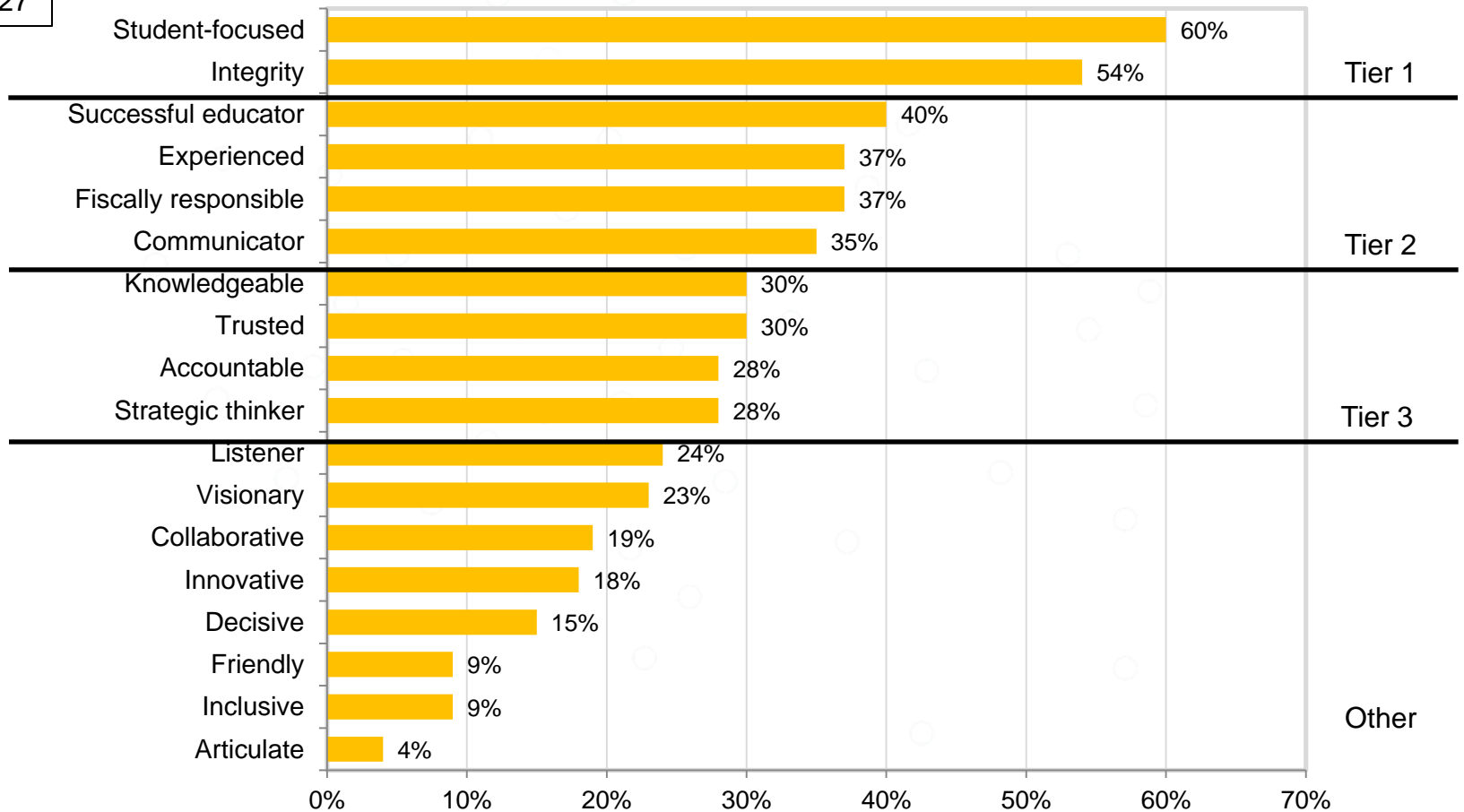


Attributes, Overall: Aided, respondents chose “student- focused” (60%), “integrity” (54%), and “successful educator” (40%) more frequently as the top desired attributes in a new school superintendent. The attributes chosen with least frequency were “articulate” (4%), “inclusive (9%), and “friendly” (9%).

Check the five qualities you think are most important for a new school superintendent.

Top 5 Desired Attributes

N=927





Attributes by group: The top attribute for parents was “student-focused” (68%) while the community (58%) and employees (53%) chose “integrity.” Employees rated “communicator” (43%), “collaborative” (26%) and “decisive” (20%) higher, and “accountable (19%) and “student-focused” (48%) lower than the other groups. The community rated “knowledgeable,” “listener” (36%), and “friendly” (18%) higher, and rated “fiscally responsible” (22%), “strategic thinker” (19%), “visionary” (16%), and “collaborative” (10%) lower than the other groups. Parents rated “student-focused” (68%) higher and “knowledgeable” (23%) lower than the other two groups.

Check the five qualities you think are most important for a new school superintendent.

Most Important Attributes by Group				
Gold and red highlight the higher or lower ratings across the groups.				
	Overall N=927	Parents N=443	Community N=201	Employees N=283
Student-focused	60%	68%	57%	49%
Integrity	54%	53%	58%	53%
Successful educator	40%	37%	39%	45%
Experienced	37%	35%	42%	36%
Fiscally responsible	37%	43%	22%	39%
Communicator	35%	31%	33%	43%
Knowledgeable	30%	23%	46%	31%
Trusted	30%	29%	35%	29%
Accountable	28%	32%	31%	19%
Strategic thinker	28%	33%	19%	24%
Listener	24%	20%	36%	22%
Visionary	23%	24%	16%	26%
Collaborative	19%	19%	10%	26%
Innovative	18%	21%	15%	17%
Decisive	15%	13%	13%	20%
Friendly	9%	7%	18%	7%
Inclusive	9%	11%	8%	9%
Articulate	4%	3%	4%	6%



NEW SOUTH RESEARCH

WHAT EXPERTISE SHOULD THE NEW SUPERINTENDENT HAVE?

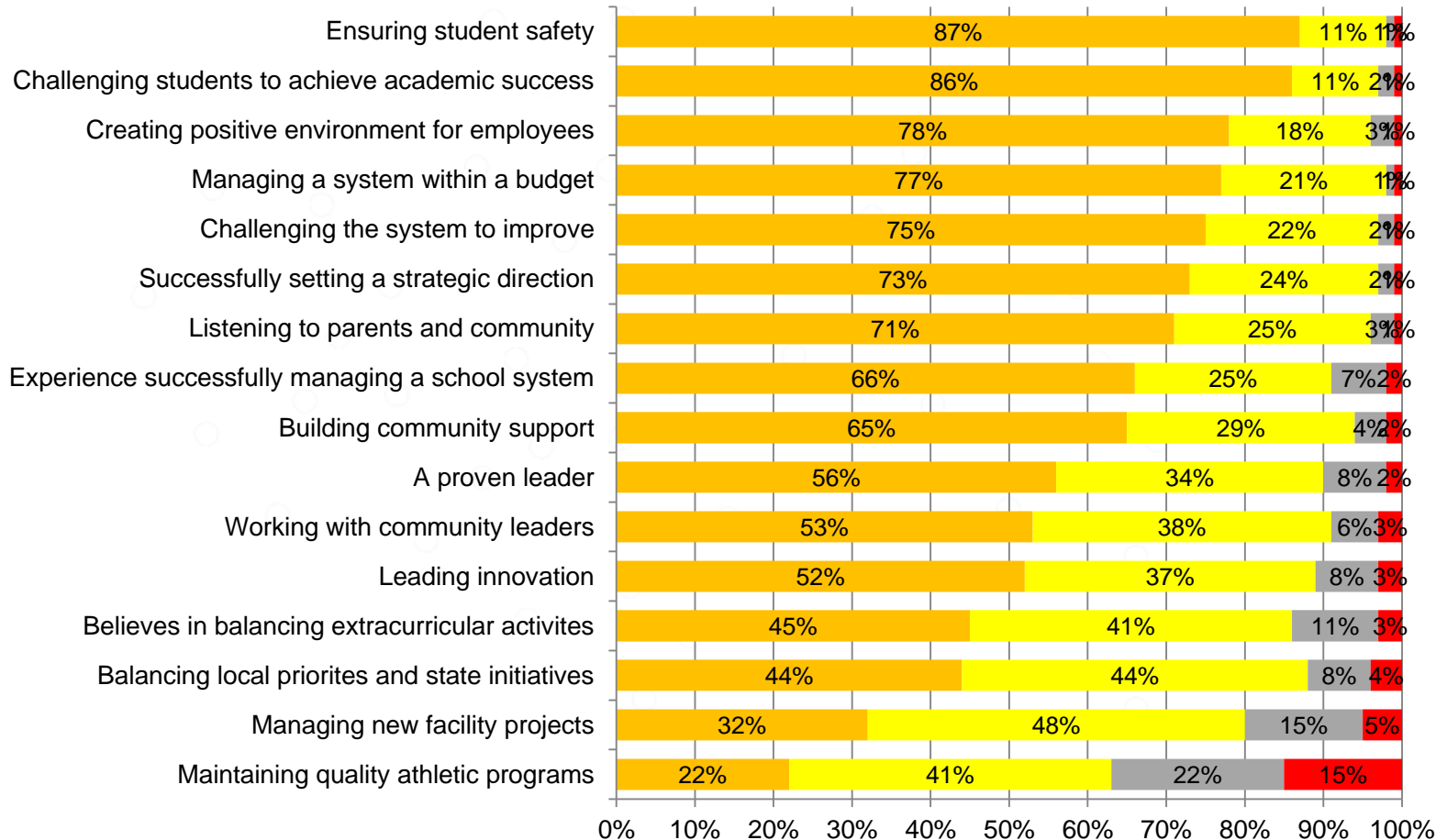


Areas of Expertise, Overall: The top 5 qualities picked overall, with over 3 out of 4 choosing “very important”, were “ensuring student safety” (87%), “challenging students to achieve academic success” (86%), “creating positive environment for employees” (78%), “managing a system within a budget” (77%), and “challenging the system to improve” (75%).

Rate each characteristic as very important, somewhat important, neither important or unimportant, or not important

N=927

Very Important Somewhat important Neutral Not important



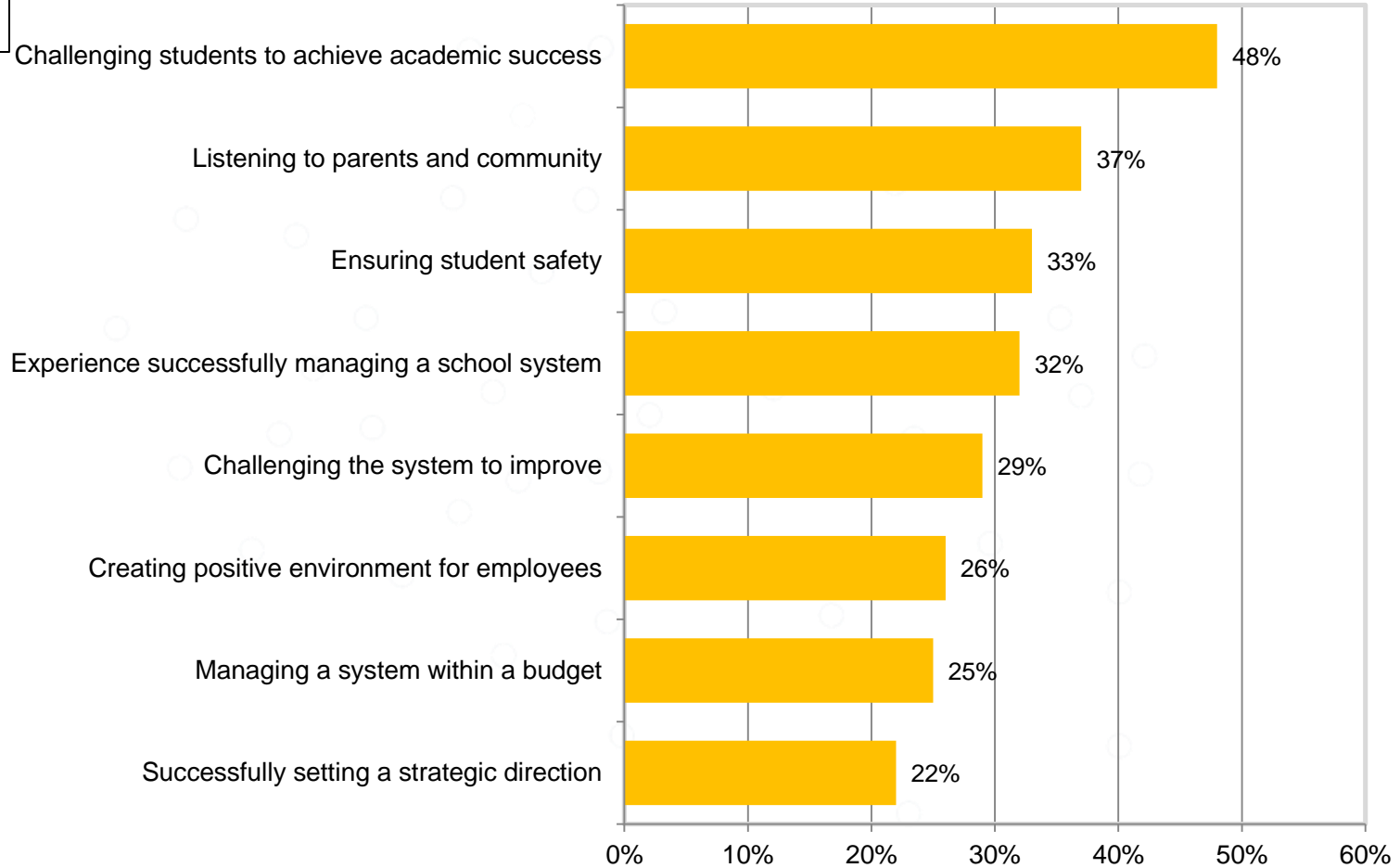


Top 3 Areas of Expertise, Overall: When choosing the top 3 of all of the areas of expertise, “challenging students to achieve academic success” was most frequently chosen (48%), “listening to parents and community” (37%) followed, with “ensuring student safety” (33%) third.

Which of the following are your top 3 characteristics?

Top 3 Areas of Expertise

N=927





Areas of Expertise by Group: Community respondents chose all areas of expertise at a higher rate than the other groups. Employees rated “challenging students to achieve academic success” (79%), “challenging the system to improve” (69%), “listening to parents and community” (51%), leading innovation” (42%) and “balancing extracurricular activities” (26%) at a lower rate than the other two groups. Parents rated “creating positive environment for employees “ (70%) and “balancing local priorities and state initiatives” (38%) at a lower rate than the other two groups.

Rate each characteristic as very important, somewhat important, neither important or unimportant, or not important

Areas of Expertise by Group (Gold and red highlights the higher or lower ratings across groups)				
	Overall N=927	Parents N=443	Community N=201	Employees N=283
Ensuring student safety	87%	86%	93%	83%
Challenging students to achieve academic success	86%	88%	91%	79%
Creating positive environment for employees	78%	70%	83%	85%
Managing a system within a budget	77%	75%	83%	75%
Challenging the system to improve	75%	76%	83%	69%
Successfully setting a strategic direction	73%	72%	77%	71%
Listening to parents and community	71%	77%	84%	51%
Experience successfully managing a school system	66%	63%	77%	62%
Building community support	65%	63%	73%	64%
A proven leader	56%	50%	67%	56%
Working with community leaders	53%	51%	68%	46%
Leading innovation	52%	52%	68%	42%
Believes in balancing extracurricular activities	45%	44%	60%	36%
Balancing local priorities and state initiatives	44%	38%	54%	46%
Managing new facility projects	32%	28%	47%	29%
Maintaining quality athletic programs	22%	19%	37%	15%



NEW SOUTH RESEARCH

WHAT EXPERIENCE SHOULD THE NEW SUPERINTENDENT HAVE?



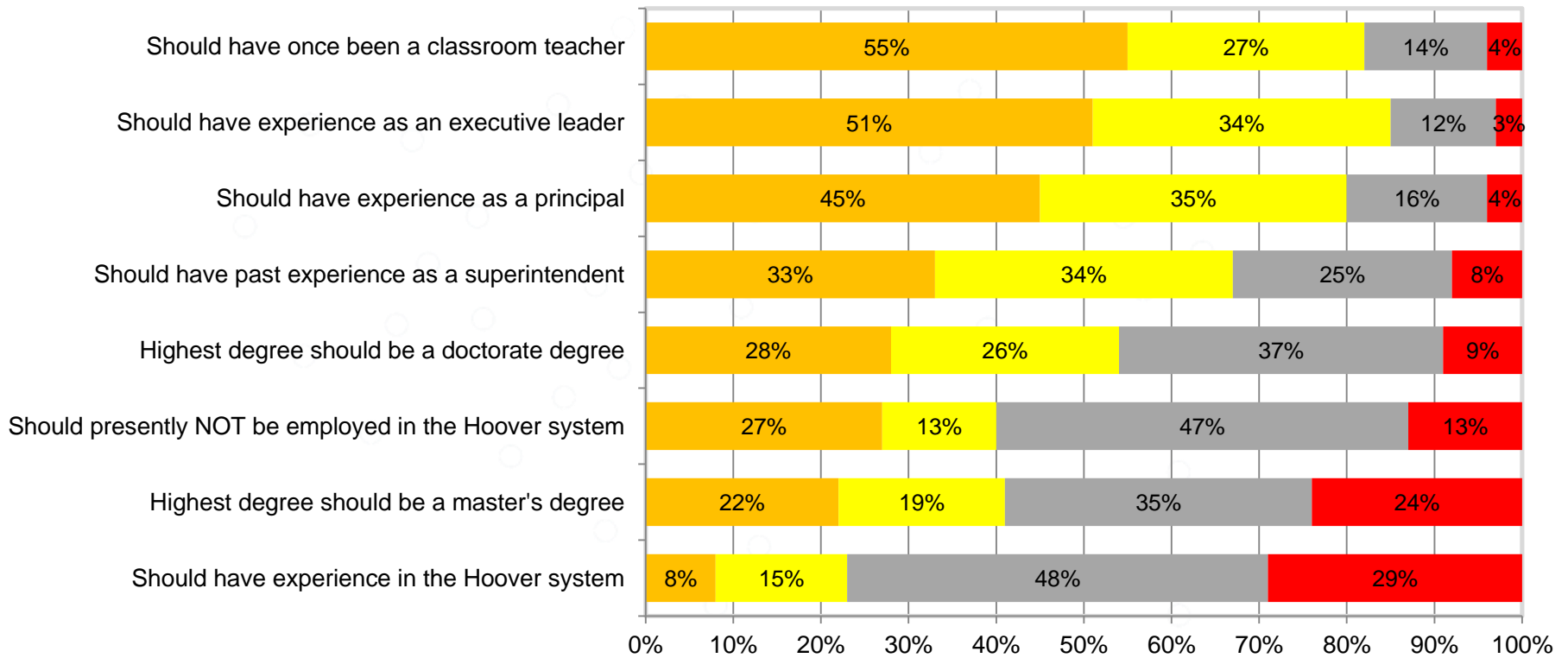
Areas of Experience, Overall: Over half of respondents rated “the new superintendent should have once been a classroom teacher” most important (strongly agree), 55%. However, when combining responses for somewhat to strongly agree, “experience as an executive leader” slightly out-rated “classroom teacher” (85% compared with 82%) as a most important area of expertise. The least important factor was “should have experience in the Hoover school system, somewhat to strongly agree at 23%.

Do you strongly agree, somewhat agree, neither agree nor disagree, or disagree with the following?

N=927

Areas of Experience

Strongly agree Somewhat agree Neither agree nor disagree Disagree





Areas of Experience by Group: Parents rated “The new superintendent should have once been a classroom teacher” (49%), “the new superintendent should have experience as a principal” (36%), and “the new superintendent should have past experience as a superintendent” (28%) at a lower rate than the other groups. The community rated several of these areas higher than the other groups, with “highest degree should be a doctorate degree” (44%) and “highest degree should be a master’s degree” (43%) showing the highest difference over both groups and the overall average.

Do you strongly agree, somewhat agree, neither agree nor disagree, disagree with the following?

Areas of Experience by Group– (Gold and red highlights the higher or lower ratings across groups)				
(The statements are in order of “strongly agree” for overall survey)	Overall N=927	Parents N=443	Community N=201	Employees N=283
The new superintendent should have once been a classroom teacher	55%	49%	61%	61%
The new superintendent should have experience as an executive leader	51%	45%	65%	51%
The new superintendent should have experience as a principal	45%	36%	57%	50%
The new superintendent should have past experience as a superintendent	33%	28%	42%	32%
The new superintendent's highest degree should be a doctorate degree	28%	25%	44%	22%
The new superintendent should presently NOT be employed in the Hoover system	27%	23%	28%	34%
The new superintendent's highest degree should be a master's degree	22%	18%	43%	13%
The new superintendent should have experience in the Hoover system	8%	5%	21%	3%



NEW SOUTH RESEARCH

WHAT ARE THE MOST IMPORTANT NEEDS FOR HOOVER SCHOOLS TO ADDRESS?

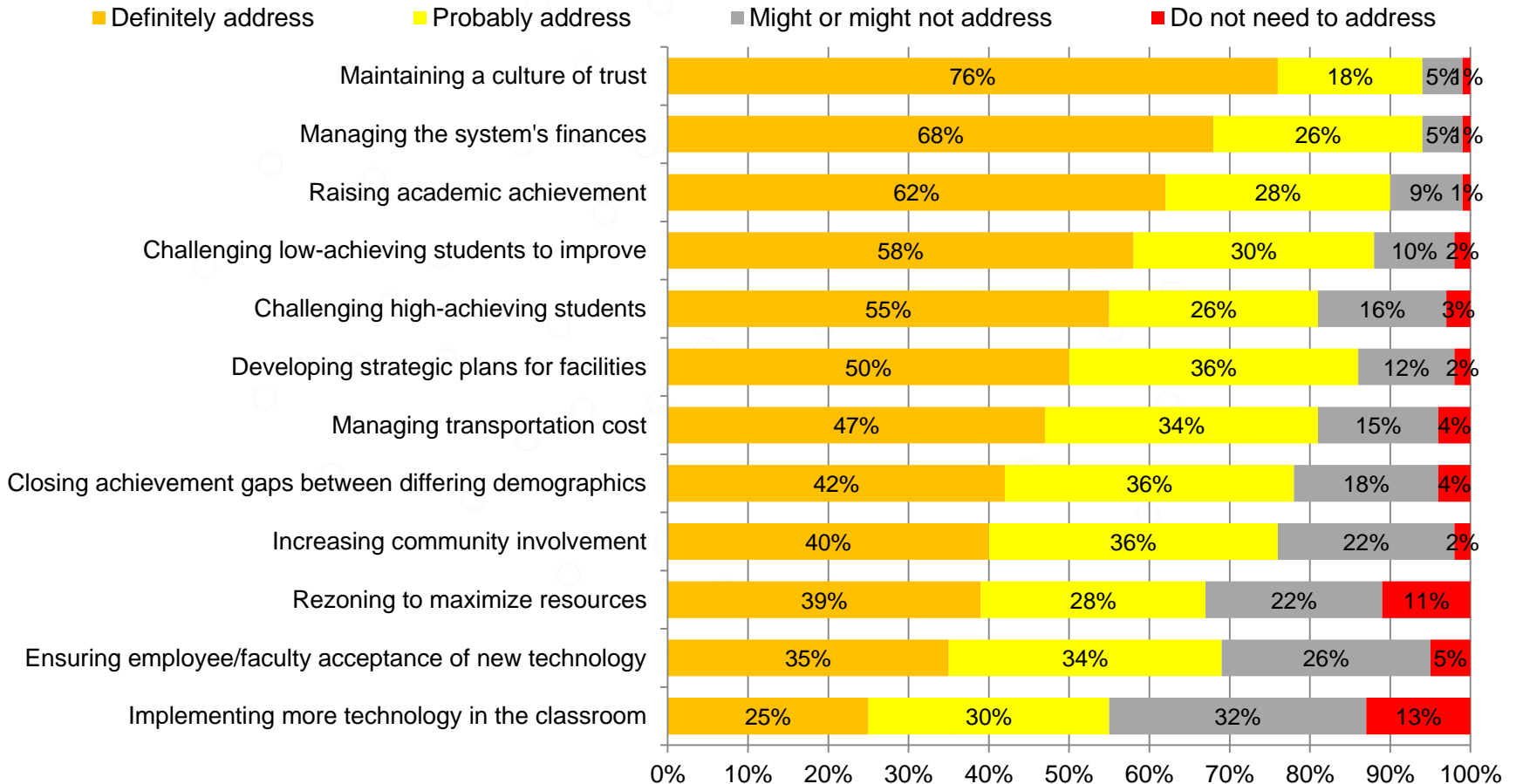


Needs for Hoover Schools, Overall: Participants chose the highest need as “maintaining a culture of trust” with a “definitely need to address” at a 76% frequency. “Maintaining the system’s finances” (68%) and “raising the academic achievement” (62%) followed. The lowest need was “implementing more technology for the classroom” at 25%.

Which of the following do you believe the new superintendent needs to work on to improve Hoover Schools?

N=927

Needs for Hoover Schools



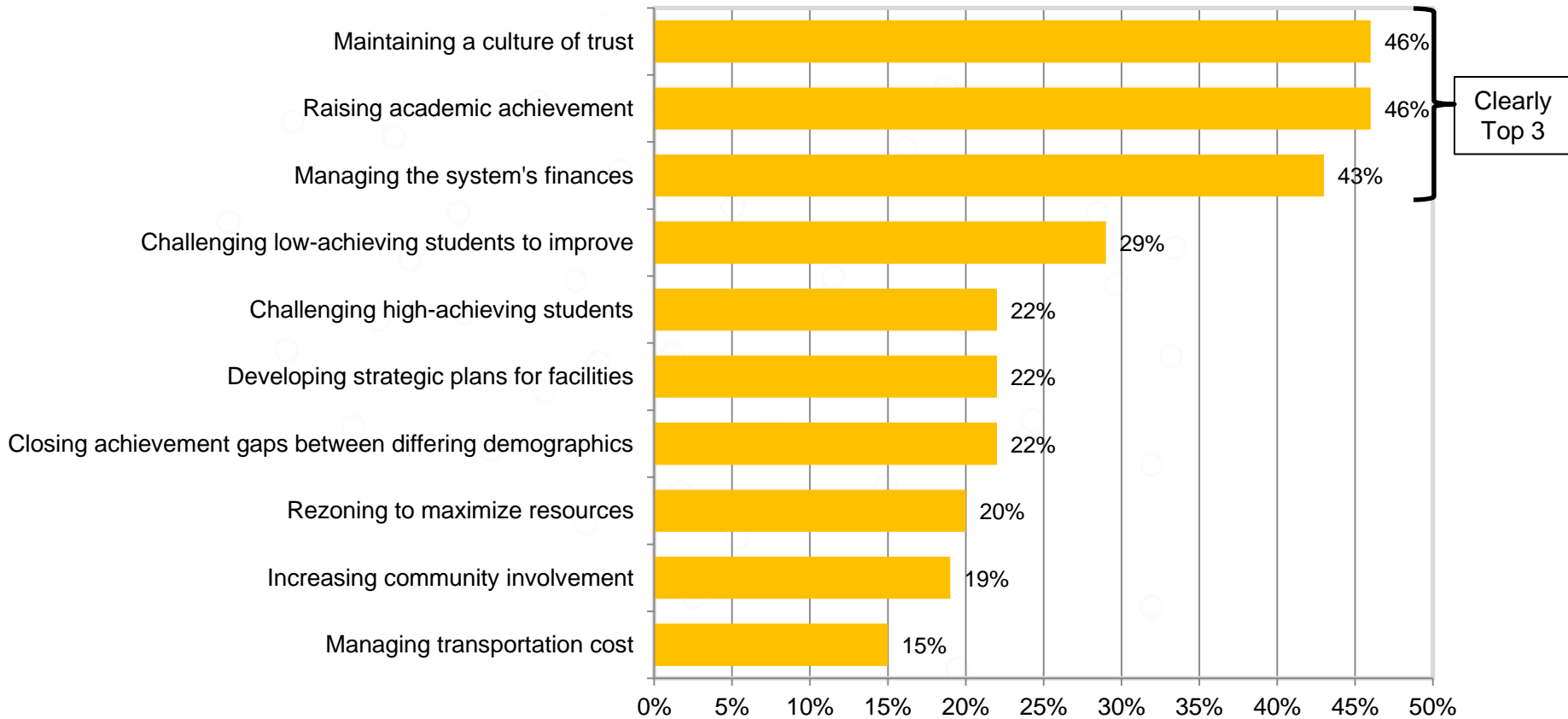


Top 3 Needs for Hoover Schools, Overall: Participants rated “maintaining a culture of trust” and “raising academic achievement” (both 46%), and “managing the system’s finances” (43%) as the top 3 needs for Hoover schools.

Which of the following do you think are the top 3 factors for the superintendent to work on to improve the Hoover schools?

N=927

Top 3 Needs for Hoover Schools





Needs for Hoover Schools By Group: Employees rated several needs significantly lower across groups including “challenging high-achieving students” (40%), “challenging low-achieving students” (45%), and “raising academic achievement” (47%). The community rated several needs at a significantly higher rate of need including “challenging low-achieving students to improve” (85%), “raising academic achievement” (78%), and “managing the system’s finances” (75%). Parents rated “rezoning to maximize resources” (31%) at a lower rate than the other groups.

Which of the following do you believe the new superintendent needs to work on to improve Hoover Schools?

Needs to Address by Group Chose “definitely needs addressed” (Gold and red highlights the higher or lower ratings across groups)				
(The statements are in order of importance “definitely needs addressed” for overall survey)	Overall N=927	Parents N=443	Community N=201	Employees N=283
Maintaining a culture of trust	76%	76%	80%	72%
Managing the system's finances	68%	65%	75%	68%
Raising academic achievement	62%	65%	78%	47%
Challenging low-achieving students to improve	58%	54%	85%	45%
Challenging high-achieving students	55%	53%	83%	40%
Developing strategic plans for facilities	50%	49%	55%	46%
Managing transportation cost	47%	45%	57%	42%
Closing achievement gaps between differing demographics	42%	38%	57%	38%
Increasing community involvement	40%	40%	59%	28%
Rezoning to maximize resources	39%	31%	48%	47%
Ensuring employee/faculty acceptance of new technology	35%	32%	64%	18%
Implementing more technology in the classroom	25%	22%	52%	9%



NEW SOUTH RESEARCH

GRADE FOR HOOVER SCHOOLS

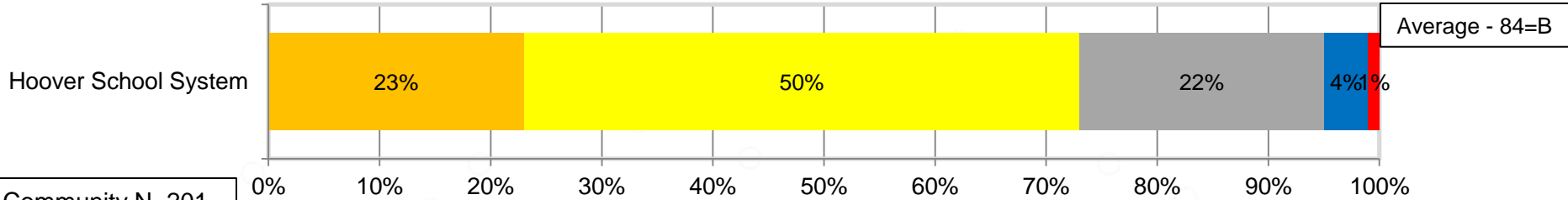


Grade for Hoover Schools: Overall, 23% of respondents gave the Hoover School System an A and 50% gave the system a B, for an overall 84, B, rating. The community list graded the school system highest with a 86 average, while the employee list averaged an 84 and the parents averaged an 83.

N=927

What grade would you give the Hoover School System? Overall Survey

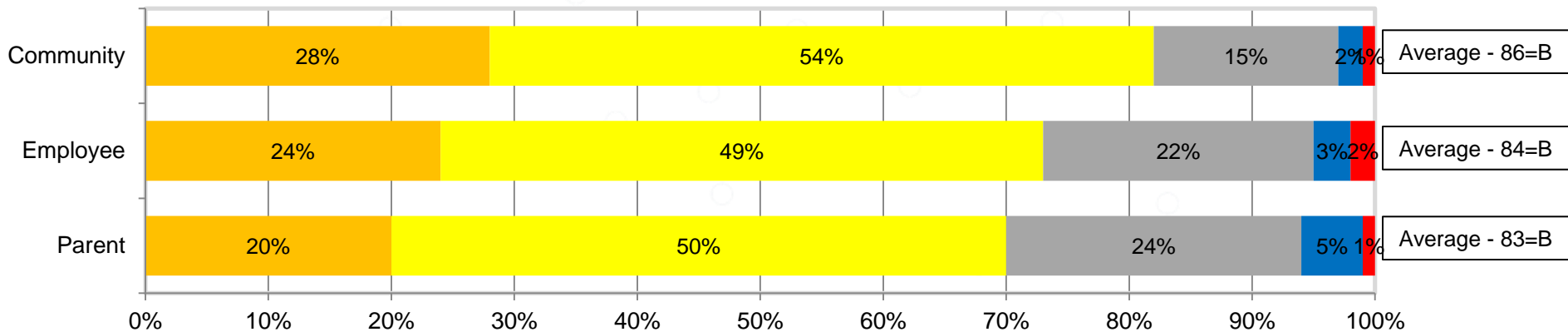
A B C D F



Community N=201
Parent N=443
Employee N=283

By Group

A B C D F





NEW SOUTH RESEARCH

DEMOGRAPHICS



Combined Demographics

N=927

Gender	
Male	28%
Female	72%

Education	
High school graduate	3%
Some college	7%
2 yr. college	5%
4 yr. college >	85%

Age	
<45	41%
45-54	34%
55-64	15%
65+	10%

Do you have a child in the system?	
Currently	62%
In the past	18%
Never	20%

School age of child, N=947	
Elementary (K-5)	45%
Middle (6-8)	23%
High School (9-12)	32%

Are you...?	
Faculty	19%
Employee	7%
Administration	6%
None of the above	69%

How long have you lived in Hoover?	
Less than 5 years	16%
5-10 years	21%
10-20 years	31%
20+ years	32%



Demographics by Group

	Parents	Community	Employees
Gender	N=443	N=201	N=283
Male	31%	31%	20%
Female	69%	69%	80%
Education	N=443	N=201	N=283
High school graduate	2%	10%	1%
Some college	7%	11%	4%
2 yr. college	5%	8%	4%
4 yr. college >	86%	71%	91%
Age	N=443	N=201	N=283
<45	52%	13%	44%
45-54	42%	17%	34%
55-64	5%	30%	20%
65+	1%	40%	2%
How long in Hoover?	N=443	N=201	N=283
Less than 5 years	18%	10%	17%
5-10 years	25%	14%	19%
10-20 years	36%	23%	28%
20+ years	21%	52%	32%
None of the above	0%	0%	4%

	Parents	Community	Employees
Children in the system?	N=443	N=201	N=283
Currently	100%	10%	38%
In the past	0%	47%	27%
Never	0%	43%	36%
Age of child	N=723	N=41	N=183
Elementary (K-5)	45%	37%	46%
Middle (6-8)	23%	27%	24%
High School (9-12)	32%	36%	30%
Are you...?	N=443	N=201	N=283
Faculty	0%	0%	61%
Employee	0%	0%	21%
Administration	0%	0%	18%
None of the above	100%	100%	0%