



Dayton Public Schools Superintendent Search Community Feedback Summary

December 12, 2023

Agenda

- Search Update
- Community Engagement Report
- Job Profile

A Reminder: Our Shared Purpose

Our goal is to **attract**, screen and select the Superintendent of Dayton Public Schools.

Our purpose is to lead a transparent superintendent search process, guided by the input of the **Dayton Public Schools** employees, caregivers, students, and the community **at large**. **We will leverage the expertise of leaders with proven success turning around urban school systems** and design the process to mitigate bias every step of the way.

Superintendent Search Timeline - Refined



What we've accomplished and what's next

What we've accomplished:

- Communications and outreach to the community, launch of survey
- Virtual and In-person meetings, and completion of community survey
- Completion of job profile
- Recruiting and interviewing first round candidates for the role

What's next:

- Board members screen and select candidates

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3 Primary Activities for Community Input

STAFF & COMMUNITY SURVEY

436 respondents
who represented the
DPS community

Our goal was to maximize participation of community voice in the process

2 COMMUNITY GATHERINGS

68 participants

In-person and virtual focus was to engage in conversations with the community

Breakout groups allowed for candid and deep discussion

INTERVIEWS & FOCUS GROUPS

21 1:1 interviews and focus groups with 171 participants including 68 students

Participants: teachers, staff, union leaders and community partners

Deeper discussions by role

Community Voices and Perspectives

239

Participants

including
68 Students

Shared their insights through focus group participation in 21 meetings held virtually & in-person

436

Survey respondents

Survey responses further affirmed key theme heard during interviews and focus groups

Voices Represent:

- Students & Alum
- Parents, caregivers and family members
- Teachers and licensed staff members
- Residents
- Graduates
- Non-instructional staff members
- Building or central office administrators
- Community partner organizations



Community Conversations: Guiding Questions

- **What do you love most about DPS** that will be important for the Superintendent to champion and protect?
- **What are the top 2 to 3 areas of improvement** for DPS?
- **What skills or experiences will be most important** for the Superintendent to have in order to be successful in this role?
- **What would you like to see from us** that would demonstrate to you that what you shared with us made a difference in this process?

Survey respondents represent students and alum, staff, caregivers and community.

Caregivers

- Parent/Family: **181**

Students Current/Former

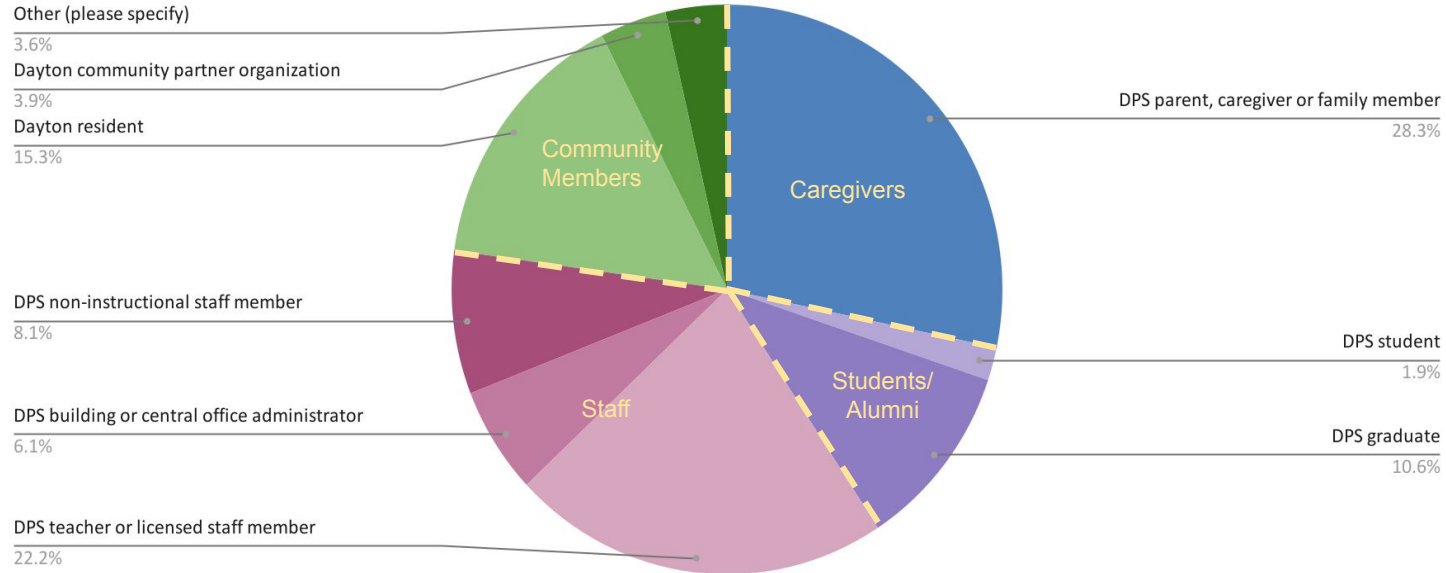
- Student: **12**
- Graduate: **68**

Staff

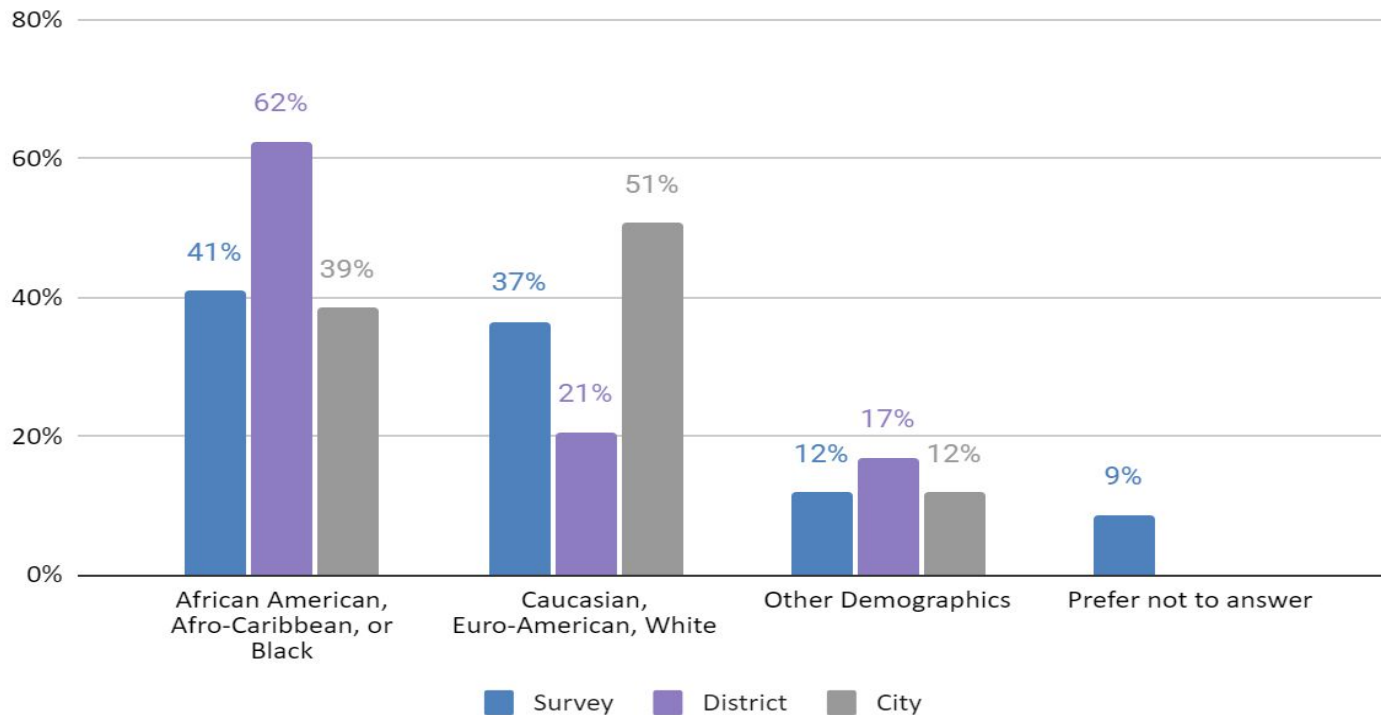
- Administrator: **39**
- Teacher/Licensed: **142**
- Non-Instructional: **52**

Community Members

- Resident: **98**
- Community Partner: **25**



Survey responses mirrored community demographics with the greatest representation from African American and White members



Community Engagement

WHAT WE HAVE LEARNED SO FAR

Dayton Public Schools has many strengths to champion and protect

- **A strong sense of community** and the value of community ties.
- **Variety of extracurricular opportunities**, including a rich athletic history, prioritizing field trips, college visits and other opportunities outside of school.
- **Well being supports** like mental health services, resilience coordinators, and mentorship programs were cited as crucial supports.
- **Teachers and staff** that are passionate and dedicated to working with and making a difference for students.

❖ *“Students are the best thing.” - Teacher*

Dayton Public Schools has many strengths to champion and protect

- **Appreciation for students and valuing** who they are and what they bring.
- **Promising programs and instruction** like College Credit Plus Program, Culture Festivals, after school programming, PreK Promise Program, art and music.
- **Many stakeholders highlighted the District's focus on diversity.** Staff shared a love for diversity and the opportunity to work in a diverse community.
- **Partnerships and community involvement.** Great pride in the partnerships the district has, the support received, and the collaboration with the community.

❖ *“The diversity & support for newcomers . You can't find it in any district around here. Only DPS.” - Community member*

Student's Perspectives on Strengths to Champion and Areas of Improvement for DPS

What we want to protect...

- **Extracurricular programs and offerings**
- **Quality of the teaching staff and the care they show to students**
- **The diversity of our student group(s)**
- **The happy, inclusive learning spaces**
- **Opportunities for college preparation**

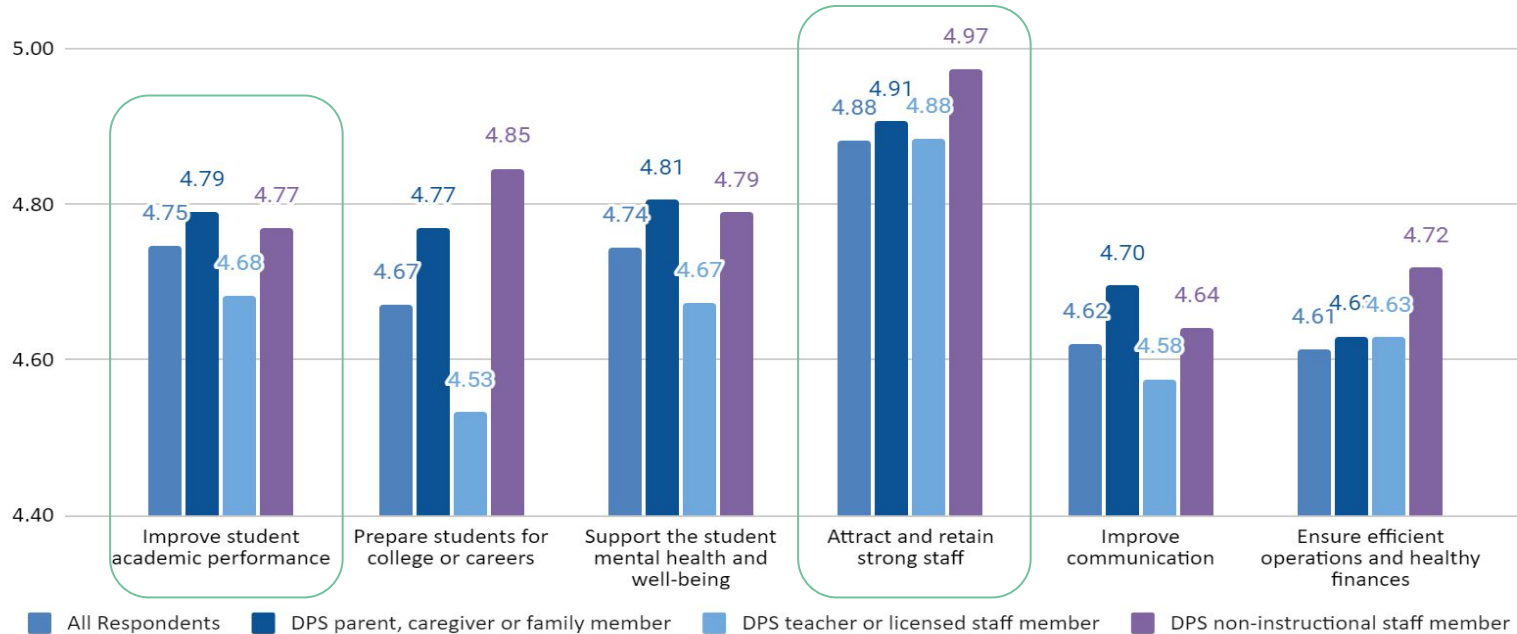
Areas to improve...

- **Security of buildings**
- **Higher academic standards**
- **Improved technology**
- **Extracurriculars**, specifically sports teams for all schools
- **Greater teacher diversity and representation**
- **Increase recruitment and selection of certified teaching staff**
- **Healthier, tastier, and more diverse school lunch options**
- **Safer, cleaner and more accessible bathrooms** (including availability of female products)



Top 6 Priorities for Improvement by Stakeholder Group

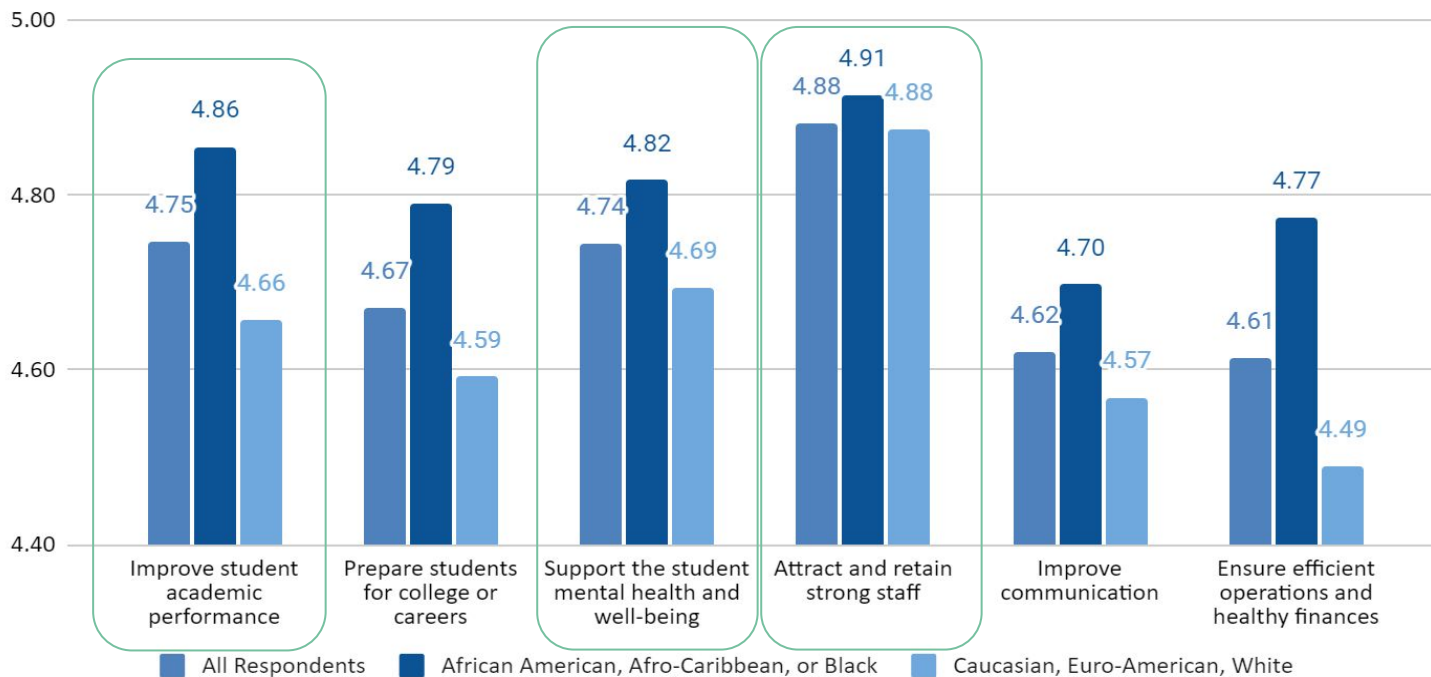
Although differences in priorities exist across groups, 'attracting and retaining strong staff' and improving academic performance were top priorities for all groups.



Scores represent a weighted average of (1) Not important to (5) Very important.

Priorities for Improvement by Race/Ethnicity

When we analyze responses by race/ethnicity, these top three focus areas emerge as most important across respondents.



Scores represent a weighted average of (1) Not important to (5) Very important.

Stakeholders Highlight Six Opportunities for Improvement

- **Strengthen the rigor of instruction and provide strong professional development for teachers.**
- **Improve communication and information sharing** - less top-down and more shared collaboration and responsiveness to minimize confusion and rebuild trust.
- **Focus on Recruitment, Development and Retention** of teachers, including teachers of color and those who have worked in an urban setting.
- **Centering health and well being of students and staff.**
- **Equitable distribution of resources** across all schools - ensuring that every school has the resources needed to support students
- **Developing and cultivating community partnerships** - Dayton Public is surrounded by rich higher education and community organizations ready to support schools and students.

Top 5 issues in open text response: “DPS will be successful if we accomplish these 3 things within the next 5 years

- Supporting the retention, development and support of qualified staff (n=157)
- Better communication, teamwork and accountability between schools, staff and parents (n=150)
- Improve student academic achievement (n=114)
- Support and engage students (n=94)
- Build a strong, positive, disciplined culture (n=93)

Top issues in Open text response: “Anything else you would like to share about the search and selection of the next Superintendent?”

- Support for the interim Superintendent (n=59)
- Must know/live in the Dayton community (n=26)
- Must be a strong and transparent communicator (n=26)
- Must support and listen to staff, hire sufficient staff (n=21)
- Must have a track record of success and strong leadership (n=15)

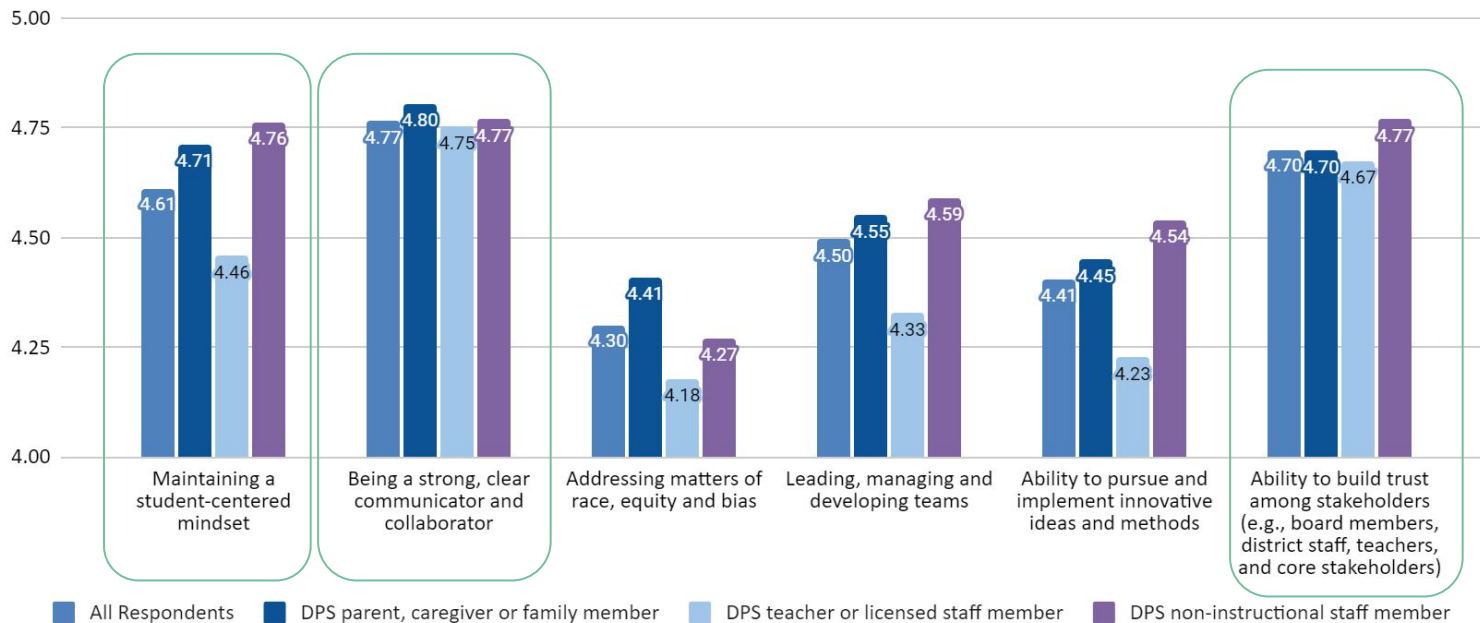
Launching a national search for the superintendent has been a key topic of discussion among district leadership, staff, students and the community.

A number of stakeholders expressed support for the interim, however the majority of our conversations focused on the strengths and opportunities of the district overall and the desired traits in a permanent Superintendent.

Shared agreement exists from parent, student, staff, and community groups about wanting a leader who is collaborative, student-centered, and can unify the community around a clear vision for student success.

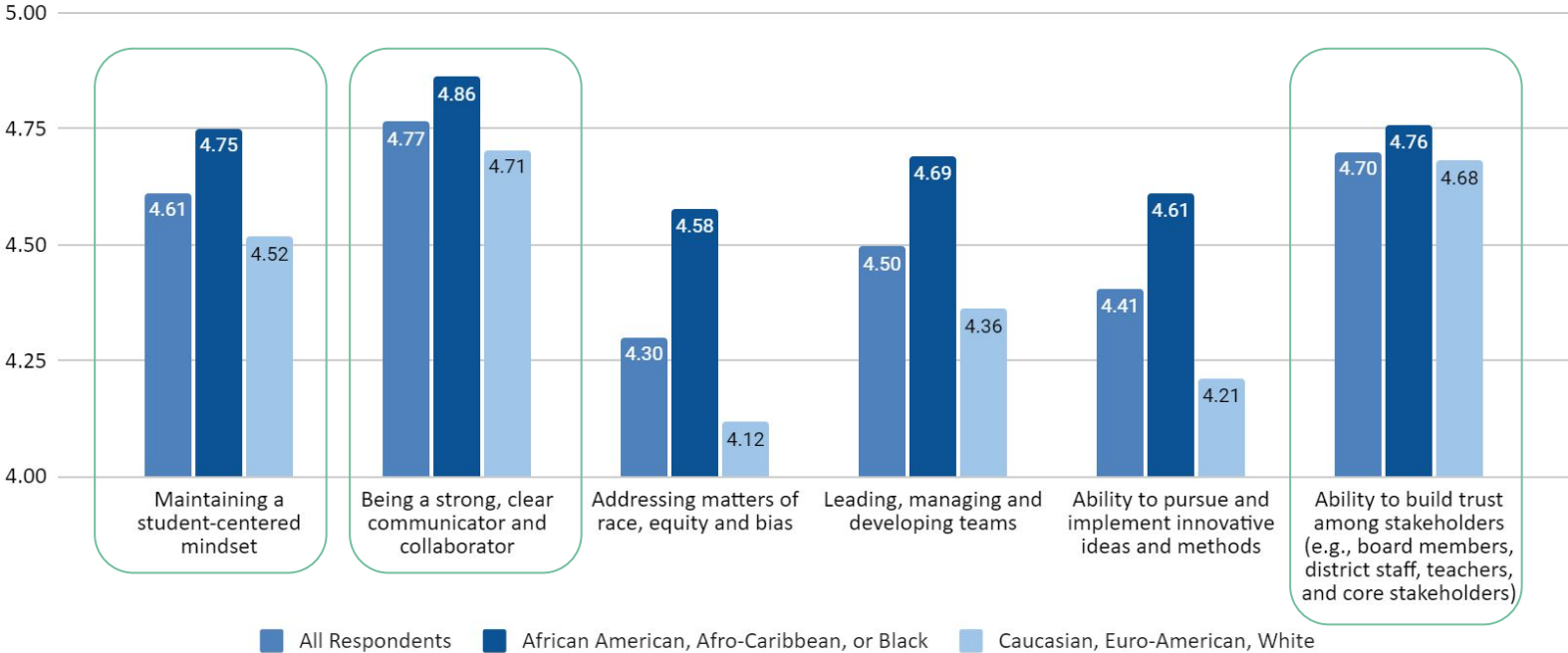
Most important skills and attributes of the next Superintendent: By Stakeholder Group

Shared agreement exists across groups about the top three skills for the next leader including communication, ability to build trust, and maintaining a student-centered focus.



Most important skills and attributes of the next Superintendent by race/ethnicity

When we review the same question by race/ethnicity, we see the same pattern of agreement on the top 3 skills/attributes.



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This report affirms the critical skills for the permanent Superintendent

The DPS COMMUNITY wants a collaborative, caring and effective leader who celebrates the rich diversity of the Dayton community and can unify the community around a clear vision for student success.

A leader who...

Is a **strong, clear communicator** who actively **listens to** and **brings the district and community teams together to create innovative solutions that improve student outcomes.**

Is **present and visible** in the schools, and the community and is **respectful, approachable, caring and compassionate.**

Is able to **unify, bring stability,** and **restore trust** by **fostering collaborative relationships with teams** in ways that are student-centered and solutions-oriented.

Is able to **create and foster** an environment that **celebrates diversity, equity, inclusion,** at all levels and for all stakeholders.

Thank you!

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