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Overview
The Delaware County Intermediate Unit, as the search consultant, conducted a survey and focus groups throughout the months of January and February 2020 with school administrators, teachers, support staff, parents and guardians, students, and the community at large. The goal of the process was to garner feedback from the stakeholders on the qualities needed for the next Superintendent of the Southeast Delco School District (SED). In addition, the input gathered from constituents of SED will help to shape the development of a Leadership Profile for the next Superintendent of schools.

Survey Overview
The purpose of the survey was to solicit feedback on the essential leadership competencies and professional experiences for the next Superintendent of SED. Community and staff were able to access the survey online. In total, 251 individuals participated in the survey. Some participants identify their relationship to the SED in more than one category. This is reflected in the following chart:

![Survey Respondant Chart](image)

Non-Instructional staff includes all support staff in the district (teaching assistants, custodians, bus drivers, administrative assistants, secretaries, cafeteria workers, etc.)
The survey consisted of eight questions whereby a participant identified qualities from a potential list of options, and one open-ended question. Each of the seven questions that provided a list of qualities also allowed for each survey respondent to add additional comments or thoughts via a free form text box. The survey questions were:

1. Identify the four (4) most significant strengths of the district.
2. What do you consider to be the four (4) most important issues or concerns facing the district in the next five years?
3. What are the four (4) most important personal characteristics you would like your Superintendent to exhibit?
4. Identify four (4) areas of leadership (expertise) you prefer in your next Superintendent.
5. Identify four (4) skills you prefer in your next Superintendent.
6. Identify four (4) beliefs of care and supports for students your next Superintendent should possess.
7. Indicate whether you believe the listed Superintendent experience is either extremely important, important, or not important for the next Superintendent.
8. Indicate whether you believe the leadership skills listed are either extremely important, important, or not important for the next Superintendent.
9. Other information or comments.

The survey results are presented on the following pages. For prompts 2 through 6, the data is disaggregated for each participant group:

- Parent and Guardian
- Student
- Administrators
- Professional Staff
- Support Staff
- Community
Responses to Survey Prompts

Second Survey Prompt: Identify the four (4) most significant strengths of the district—Parent and Guardian breakdown of responses.

2. Select from the list below the Four (4) most significant strengths of the district:

- a. Supportive community
- b. School climate
- c. Community Engagement
- d. Excellent teachers and staff
- e. Size of district
- f. Location of district
- g. Available resources
- h. School facilities
- i. Supportive parents and guardians
- j. Reputation of district
- k. Financial management
- l. Technology
- m. Effective leadership
- n. Curriculum and Instruction
- o. Educational options and programs
- p. High academic standards
- q. Innovation
- r. Extra-curricular Activities
- s. Special Education
- t. Transportation

Parent/Guardian
**Second Survey Prompt:** Identify the four (4) most significant strengths of the district - **Student** breakdown of responses.

2. Select the groups that best represent your role and/or relationship with the district.

- a. Supportive community
- b. School climate
- c. Community Engagement
- d. Excellent teachers and staff
- e. Size of district
- f. Location of district
- g. Available resources
- h. School facilities
- i. Supportive parents and guardians
- j. Reputation of district
- k. Financial management
- l. Technology
- m. Effective leadership
- n. Curriculum and Instruction
- o. Educational options and programs
- p. High academic standards
- q. Innovation
- r. Extra-curricular Activities
- s. Special Education
- t. Transportation

![Bar chart showing the selection of groups by students with ratings ranging from 1 to 4 for each category.](chart.png)
**Second Survey Prompt:** Identify the four (4) most significant strengths of the district- **Administrators** breakdown of responses.

```
<table>
<thead>
<tr>
<th>Strength</th>
<th>Administrator</th>
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<tbody>
<tr>
<td>Supportive community</td>
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<tr>
<td>Community Engagement</td>
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<td>Excellent teachers and staff</td>
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<td>Special Education</td>
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<tr>
<td>Transportation</td>
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</tr>
</tbody>
</table>
```
Second Survey Prompt: Identify the four (4) most significant strengths of the district—Professional Staff breakdown of responses.

2. Select the groups that best represent your role and/or relationship with the district.

- Supportive community: 9
- School climate: 8
- Community Engagement: 10
- Excellent teachers and staff: 79
- Size of district: 40
- Location of district: 13
- Available resources: 7
- School facilities: 11
- Supportive parents and guardians: 6
- Reputation of district: 1
- Financial management: 6
- Technology: 11
- Effective leadership: 4
- Curriculum and Instruction: 23
- Educational options and programs: 16
- High academic standards: 7
- Innovation: 7
- Extra-curricular Activities: 29
- Special Education: 21
- Transportation: 7
Second Survey Prompt: Identify the four (4) most significant strengths of the district—Support Staff breakdown of responses.

2. Select the groups that best represent your role and/or relationship with the district.

- Supportive community: 8
- School climate: 6
- Community Engagement: 5
- Excellent teachers and staff: 12
- Size of district: 12
- Location of district: 12
- Available resources: 4
- School facilities: 6
- Supportive parents and guardians: 4
- Reputation of district: 1
- Financial management: 4
- Technology: 3
- Effective leadership: 9
- Curriculum and Instruction: 9
- Educational options and programs: 7
- High academic standards: 7
- Innovation: 7
- Extra-curricular Activities: 10
- Special Education: 8
- Transportation: 10

Support Staff
Second Survey Prompt: Identify the four (4) most significant strengths of the district- Community breakdown of responses.
This prompt also provided for the respondents to provided additional information as shown below:

- It was difficult to answer this question as there was a struggle to identify any strengths.
- School climate. Our schools (Harris) is unsafe, the kids verbally assault teachers daily, and every kid passes through no matter what.
- Support services in the school- specifically counseling.
- The school is not strong (school not identified). The district many years ago did not care about the residents in the towns and has made no effort to change this and continue to embrace this year after year.
- Bring back more discipline, basic math, reading and writing along with cursive and also trade and basic skills for everyday life.
- Police support.
- The school district is weak; it does not meet the needs of its students.
- Positive Behavior Intervention Support.
- Our teachers are excellent at doing more with less.
- Classroom size ...student/teacher ratio.
- It’s not a strength the majority of the students are not learning.
- Teachers that understand and support the children needs and emotions.
- I’ve only used the transportation, because my child is in private school.
- I wish I could say more positive things but past experience with my children 10 years ago in the district were terrible. Get rid of IMP. Kids transferring in or out suffer and it's not useful. Don't dumb down the system! These kids need to be challenged intellectually.
- Compassionate special education staff.
- Diversity of Student Population.
**Third Survey Prompt:** The Four (4) most important issues or concerns facing the district in the next five years – **Parent/Guardian** breakdown of responses.

3. What do you consider to be the Four (4) most important issues or concerns facing the district in the next five years?
**Third Survey Prompt:** The Four (4) most important issues or concerns facing the district in the next five years – **Student** breakdown of responses.

3. What do you consider to be the Four (4) most important issues or concerns facing the district in the next five years?

| a. Supportive community | 4 |
| b. School climate | 1 |
| c. Community Engagement | 1 |
| d. Excellent teachers and staff | 2 |
| e. Size of district | 2 |
| f. Location of district | 1 |
| g. Available resources | 3 |
| h. School facilities | 3 |
| i. Supportive parents and guardians | 4 |
| j. Reputation of district | 2 |
| k. Financial management | 2 |
| l. Technology | 3 |
| m. Effective leadership | 3 |
| n. Curriculum and Instruction | 4 |
| o. Educational options and programs | 1 |
| p. High academic standards | 2 |
| q. Innovation | 1 |
| r. Extra-curricular Activities | 2 |
| s. Special Education | 2 |
| t. Transportation | 2 |
**Third Survey Prompt:** The Four (4) most important issues or concerns facing the district in the next five years – Administrator breakdown of responses

3. What do you consider to be the Four (4) most important issues or concerns facing the district in the next five years?

- a. Supportive community
- b. School climate
- c. Community Engagement
- d. Excellent teachers and staff
- e. Size of district
- f. Location of district
- g. Available resources
- h. School facilities
- i. Supportive parents and guardians
- j. Reputation of district
- k. Financial management
- l. Technology
- m. Effective leadership
- n. Curriculum and Instruction
- o. Educational options and programs
- p. High academic standards
- q. Innovation
- r. Extra-curricular Activities
- s. Special Education
- t. Transportation

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**Administrator**

<table>
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<td>School climate</td>
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<td>Community Engagement</td>
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<td>Excellent teachers and staff</td>
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<tr>
<td>Size of district</td>
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<td>Location of district</td>
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</tr>
<tr>
<td>Available resources</td>
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<tr>
<td>School facilities</td>
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<td>Supportive parents and guardians</td>
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<tr>
<td>Reputation of district</td>
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<tr>
<td>Financial management</td>
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<tr>
<td>Technology</td>
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<tr>
<td>Effective leadership</td>
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<td>Special Education</td>
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<td>Transportation</td>
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</table>
**Third Survey Prompt:** The Four (4) most important issues or concerns facing the district in the next five years – **Professional Staff**
breakdown of responses

3. What do you consider to be the Four (4) most important issues or concerns facing the district in the next five years?

- a. Supportive community
- b. School climate
- c. Community Engagement
- d. Excellent teachers and staff
- e. Size of district
- f. Location of district
- g. Available resources
- h. School facilities
- i. Supportive parents and guardians
- j. Reputation of district
- k. Financial management
- l. Technology
- m. Effective leadership
- n. Curriculum and Instruction
- o. Educational options and programs
- p. High academic standards
- q. Innovation
- r. Extra-curricular Activities
- s. Special Education
- t. Transportation

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**Professional Staff**

- Supportive community: 18
- School climate: 62
- Community Engagement: 22
- Excellent teachers and staff: 5
- Size of district: 10
- Location of district: 11
- Available resources: 37
- School facilities: 37
- Supportive parents and guardians: 11
- Reputation of district: 20
- Financial management: 23
- Technology: 10
- Effective leadership: 47
- Curriculum and Instruction: 13
- Educational options and programs: 8
- High academic standards: 14
- Innovation: 4
- Extra-curricular Activities: 11
- Special Education: 1
**Third Survey Prompt:** The Four (4) most important issues or concerns facing the district in the next five years – **Support Staff** breakdown of responses

3. What do you consider to be the Four (4) most important issues or concerns facing the district in the next five years?

- Supportive community: 3
- School climate: 13
- Community Engagement: 7
- Excellent teachers and staff: 5
- Size of district: 5
- Location of district: 11
- Available resources: 13
- School facilities: 11
- Supportive parents and guardians: 14
- Reputation of district: 21
- Financial management: 13
- Technology: 6
- Effective leadership: 6
- Curriculum and Instruction: 5
- Educational options and programs: 9
- High academic standards: 2
- Innovation: 1
- Extra-curricular Activities: 6
- Special Education: 1
- Transportation: 1

**Support Staff**
**Third Survey Prompt**: The Four (4) most important issues or concerns facing the district in the next five years – **Community** breakdown of responses

3. What do you consider to be the Four (4) most important issues or concerns facing the district in the next five years?

- Supportive community: 6
- School climate: 18
- Community Engagement: 8
- Excellent teachers and staff: 10
- Size of district: 2
- Location of district: 1
- Available resources: 19
- School facilities: 13
- Supportive parents and guardians: 6
- Reputation of district: 13
- Financial management: 25
- Technology: 24
- Effective leadership: 21
- Curriculum and Instruction: 19
- Educational options and programs: 7
- High academic standards: 18
- Innovation: 5
- Extra-curricular Activities: 1
- Special Education: 1
- Transportation: 1

**Community**
This prompt also provided for the respondents to provided additional information as shown below:

- Everything on list is a concern
- Mandatory Parental involvement
- Safety
- Healthy work environment
- Safety of the school
- resources used properly
- There are no subs.
- Amazing educators leaving the district
- Overcrowded class sizes with no aides or support
- Number of students in classroom
- Class size and having buildings ranging from 1 through 8
- More resources for gifted students
- Support for students
- More gym classes and recesses
- We need to address serious staffing issues - this building has not been fully staffed yet this year, and we cannot get subs; morale is at an all-time low
- Classroom Size
- Parents will be able to support schools if they are considered
- School funding
- We need to start in 10th grade teaching our children about, 1- Real-estate. Buying a home and all it entails 2. How too budget a household and other economic structure 3? Writing cursive. And college courses.
- You need an overhaul from top to bottom
- Technology
- Students acceptance of the importance of education
- Improved evaluation of and screening for general education student needs, especially in reading and math, and more programs to meet those needs
Fourth Survey Prompt: Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit- Parent/Guardian breakdown of responses:

4. Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit:

- Positive Attitude: 46
- Enthusiastic: 39
- Ethical: 44
- Good Judgment: 30
- Goal Focused: 33
- Persistent: 15
- Innovative: 29
- Committed: 4
- Self-Confident: 2
- Self-Discipline: 3
- Risk Taker: 7
- Negotiator: 6
- Peacemaker: 3
- Visionary: 26
- Adaptable: 12
- Collaborative: 2

Bar chart showing the number of responses for each characteristic.
**Fourth Survey Prompt:** Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit. **Student** breakdown of responses:

4. Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit:

- Positive Attitude: 2
- Enthusiastic: 2
- Ethical: 1
- Good Judgment: 5
- Goal Focused: 4
- Persistent: 3
- Innovative: 2
- Committed: 6
- Self-Confident: 2
- Self-Discipline: 1
- Risk Taker: 2
- Negotiator: 2
- Peacemaker: 2
- Visionary: 2
- Adaptable: 1
- Collaborative: 2
- Positive Attitude: 2
- Student: 2

---

**SED Superintendent Survey and Focus Group Data Analysis**
**Fourth Survey Prompt:** Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit. **Administrator** breakdown of responses:

4. Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit:

- a. Positive Attitude
- b. Enthusiastic
- c. Ethical
- d. Good Judgment
- e. Goal Focused
- f. Persistent
- g. Innovative
- h. Committed
- i. Self-Confident
- j. Self-Discipline
- k. Risk Taker
- l. Negotiator
- m. Peacemaker
- n. Visionary
- o. Adaptable
- p. Collaborative

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**Bar Chart:**

- Positive Attitude: 5
- Enthusiastic: 2
- Ethical: 12
- Good Judgment: 10
- Goal Focused: 9
- Persistent: 3
- Innovative: 5
- Committed: 13
- Self-Confident: 1
- Self-Discipline: 1
- Risk Taker: 1
- Negotiator: 1
- Peacemaker: 1
- Visionary: 7
- Adaptable: 2
- Collaborative: 6

**Legend:** Administrator
**Fourth Survey Prompt:** Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit. *Professional Staff* breakdown of responses:
Fourth Survey Prompt: Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit. **Support Staff** breakdown of responses:

4. Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit:

- Positive Attitude [20]
- Enthusiastic [6]
- Ethical [22]
- Good Judgment [18]
- Goal Focused [6]
- Persistent [5]
- Innovative [9]
- Committed [20]
- Self-Confident [4]
- Self-Discipline
- Risk Taker [4]
- Negotiator [3]
- Peacemaker [3]
- Visionary [10]
- Adaptable [9]
- Collaborative [13]
**Fourth Survey Prompt:** Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit. **Community** breakdown of responses:

4. Select from the list below the Four (4) most important personal characteristics you would like a superintendent to exhibit:

- a. Positive Attitude
- b. Enthusiastic
- c. Ethical
- d. Good Judgment
- e. Goal Focused
- f. Persistent
- g. Innovative
- h. Committed
- i. Self-Confident
- j. Self-Discipline
- k. Risk Taker
- l. Negotiator
- m. Peacemaker
- n. Visionary
- o. Adaptable
- p. Collaborative

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<td>Adaptable</td>
<td>13</td>
</tr>
<tr>
<td>Collaborative</td>
<td></td>
</tr>
</tbody>
</table>

- Community
This prompt also provided for the respondents to provided additional information as shown below:

- A heart for the community at large.
- Commitment to improving quality of education
- Supportive of teachers and correct student placement
- Has been successful in an urban area!!!!!!
- Objective
- Prefer professional closeness with classroom staff
- Teacher supportive
- Supportive towards staff
- Intercultural sensitivity skills
- Someone who will put the children's needs first
- Teaching experience (public school preferable)
- Transparent
- Student focused and getting to know your employees
- Really listen and follow through, address concerns - especially staffing
- Goal focus
- Experience in the field, as well as with our population
- Most of these characteristics really don't matter. The question becomes can he/she led the district in changing what needs to be changed - school climate, financial stability, academic gains
- Empathetic
- Someone who looks to see what type of teaching works best for the kids. Not every individual is the same. Some need more help, some need to go above and beyond what the basic curriculum is, some need more resources available to them. Stop creating a district with only one type of child in mind
- Experience, especially when it comes to engaging our families and standing up for our students!
- Listen to the students a bit more on subjects like the classes available to them
- African American to understand the needs of our predominately African district
- Compassionate: care in actions
- Experience in the job
- Someone who is not bias or looks at the district as just another "urban" neighborhood. Someone with any initiative and creative ideas while being financially mindful
**Fifth Survey Prompt:** Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent. **Parent/Guardian** breakdown of responses:

<table>
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<tr>
<th>Area</th>
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<tbody>
<tr>
<td>a. Communication</td>
<td>41</td>
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<tr>
<td>b. Curriculum Development</td>
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<tr>
<td>c. Instruction</td>
<td>5</td>
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<tr>
<td>d. Staff Recruitment and Retention</td>
<td>20</td>
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<tr>
<td>e. Strategic Thinker and Planner</td>
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<tr>
<td>f. Leadership Team Development</td>
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<td>g. Visionary and Innovator</td>
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<tr>
<td>h. Innovation and Promoting Ideas</td>
<td>16</td>
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<tr>
<td>i. Success with Student Achievement</td>
<td>23</td>
</tr>
<tr>
<td>j. Community and Public Relations</td>
<td>21</td>
</tr>
<tr>
<td>k. Closing the Achievement Gap</td>
<td>22</td>
</tr>
<tr>
<td>l. Fiscal Stewardship and School Finance</td>
<td>21</td>
</tr>
<tr>
<td>m. Implementation of Quality Academic and Remedial Programs</td>
<td>22</td>
</tr>
<tr>
<td>n. Politically Savvy</td>
<td>2</td>
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<tr>
<td>o. Culturally Proficient</td>
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**Fifth Survey Prompt:** Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent. **Students** breakdown of responses:

5. Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent.

- a. Communication
- b. Curriculum Development
- c. Instruction
- d. Staff Recruitment and Retention
- e. Strategic Thinker and Planner
- f. Leadership Team Development
- g. Visionary and Innovator
- h. Innovation and Promoting Ideas
- i. Success with Student Achievement
- j. Community and Public Relations
- k. Closing the Achievement Gap
- l. Fiscal Stewardship and School Finance
- m. Implementation of Quality Academic and Remedial Programs
- n. Politically Savvy
- o. Culturally Proficient

![Bar Graph](image)
**Fifth Survey Prompt:** Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent. *Administrators* breakdown of responses:

5. Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent.

- Communication
- Curriculum Development
- Instruction
- Staff Recruitment and Retention
- Strategic Thinker and Planner
- Leadership Team Development
- Visionary and Innovator
- Innovation and Promoting Ideas
- Success with Student Achievement
- Community and Public Relations
- Closing the Achievement Gap
- Fiscal Stewardship and School Finance
- Implementation of Quality Academic and Remedial Programs
- Politically Savvy
- Culturally Proficient

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<tr>
<td>0 2 4 6 8 10 12</td>
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<tr>
<td>a. Communication</td>
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<tr>
<td>b. Curriculum Development</td>
</tr>
<tr>
<td>c. Instruction</td>
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<td>d. Staff Recruitment and Retention</td>
</tr>
<tr>
<td>e. Strategic Thinker and Planner</td>
</tr>
<tr>
<td>f. Leadership Team Development</td>
</tr>
<tr>
<td>g. Visionary and Innovator</td>
</tr>
<tr>
<td>h. Innovation and Promoting Ideas</td>
</tr>
<tr>
<td>i. Success with Student Achievement</td>
</tr>
<tr>
<td>j. Community and Public Relations</td>
</tr>
<tr>
<td>k. Closing the Achievement Gap</td>
</tr>
<tr>
<td>l. Fiscal Stewardship and School Finance</td>
</tr>
<tr>
<td>m. Implementation of Quality Academic and Remedial Programs</td>
</tr>
<tr>
<td>n. Politically Savvy</td>
</tr>
<tr>
<td>o. Culturally Proficient</td>
</tr>
</tbody>
</table>
**Fifth Survey Prompt:** Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent. **Professional Staff** breakdown of responses

![Bar Chart: Professional Staff Preferences](attachment:chart.png)

- a. Communication: 45
- b. Curriculum Development: 49
- c. Instruction: 42
- d. Staff Recruitment and Retention: 38
- e. Strategic Thinker and Planner: 33
- f. Leadership Team Development: 28
- g. Visionary and Innovator: 24
- h. Innovation and Promoting Ideas: 24
- i. Success with Student Achievement: 22
- j. Community and Public Relations: 19
- k. Closing the Achievement Gap: 16
- l. Fiscal Stewardship and School Finance: 15
- m. Implementation of Quality Academic and Remedial Programs: 10
- n. Politically Savvy: 6
- o. Culturally Proficient: 3
**Fifth Survey Prompt:** Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent. **Support Staff** breakdown of responses

5. Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent.

- a. Communication: 21
- b. Curriculum Development: 7
- c. Instruction: 4
- d. Staff Recruitment and Retention: 13
- e. Strategic Thinker and Planner: 18
- f. Leadership Team Development: 12
- g. Visionary and Innovator: 7
- h. Innovation and Promoting Ideas: 6
- i. Success with Student Achievement: 22
- j. Community and Public Relations: 7
- k. Closing the Achievement Gap: 8
- l. Fiscal Stewardship and School Finance: 8
- m. Implementation of Quality Academic and Remedial Programs: 6
- n. Politically Savvy: 2
- o. Culturally Proficient: 11

*Support Staff*
Fifth Survey Prompt: Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent. **Community** breakdown of responses

5. Identify Four (4) areas of leadership (expertise) you prefer in your next superintendent.

- a. Communication: 18
- b. Curriculum Development: 12
- c. Instruction: 15
- d. Staff Recruitment and Retention: 24
- e. Strategic Thinker and Planner: 18
- f. Leadership Team Development: 10
- g. Visionary and Innovator: 19
- h. Innovation and Promoting Ideas: 7
- i. Success with Student Achievement: 24
- j. Community and Public Relations: 15
- k. Closing the Achievement Gap: 12
- l. Fiscal Stewardship and School Finance: 21
- m. Implementation of Quality Academic and Remedial Programs: 22
- n. Politically Savvy: 4
- o. Culturally Proficient: 8
This prompt also provided for the respondents to provided additional information as shown below:

- Somebody that doesn’t wear rose colored glasses and can see that the teachers and students are suffering greatly. No subs, no special ed support/placement for kids that need it, no consequences for behavior issues or failing grades/ fake PBIS
- Not political, not influenced by an agenda
- They fix the learning support in the district. Not all IEP students from each grade should be put into the same classroom. Learning support teachers are covering almost daily because there are no subs
- Someone who is dedicated to improving our infrastructure, staff retention and supporting our students in every way possible
- They will need to be bull-headed/convinced of their being right and be able to see the vast deficiencies in your schools. The past superintendents were cheerleaders who refused to see the problems instead of fixing them
- The next superintendent should have experience working with a culturally diverse group of students. Specifically, he/she should have experience working with urban students and knowledge of programming and school climate initiatives that would help to engage students from an urban background
- Builds a positive climate and culture
- Hold administrators accountable
- Someone who knows our district and our students
- Strategic
- Someone who gets out in the community
- Fair, not a friend of a board member
- Curriculum development
- Experience working in a high school
- Ambassador Environmental Stewardship
- Delegates well and hold administration accountable
Sixth Survey Prompt: Identify Four (4) skills you prefer in your next superintendent. - **Parent/Guardian** breakdown of responses.

6. Identify Four (4) skills you prefer in your next superintendent.

- a. Good Problem Solver
- b. Good Listener
- c. Strong Organizational Skills
- d. Visible and Accessible
- e. Fosters Teamwork
- f. Sense of Humor
- g. Handles Conflict Effectively
- h. Policy Development
- i. Strong People Skills
- j. School Law
- k. Motivates Others
- l. Improves Test Scores
- m. Community Engagement

**Parent/Guardian**
Sixth Survey Prompt: Identify Four (4) skills you prefer in your next superintendent. - Students breakdown of responses.

6. Identify Four (4) skills you prefer in your next superintendent.

- Good Problem Solver: 5
- Good Listener: 2
- Strong Organizational Skills: 2
- Visible and Accessible: 4
- Fosters Teamwork: 4
- Sense of Humor: 1
- Handles Conflict Effectively: 4
- Policy Development: 4
- Strong People Skills: 3
- School Law: 3
- Motivates Others: 2
- Improves Test Scores: 1
- Community Engagement: 4
**Sixth Survey Prompt:** Identify Four (4) skills you prefer in your next superintendent. - **Administrator** breakdown of responses.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Administrator Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Good Problem Solver</td>
<td>6</td>
</tr>
<tr>
<td>b. Good Listener</td>
<td>6</td>
</tr>
<tr>
<td>c. Strong Organizational Skills</td>
<td>7</td>
</tr>
<tr>
<td>d. Visible and Accessible</td>
<td>8</td>
</tr>
<tr>
<td>e. Fosters Teamwork</td>
<td>2</td>
</tr>
<tr>
<td>f. Sense of Humor</td>
<td>6</td>
</tr>
<tr>
<td>g. Handles Conflict Effectively</td>
<td>9</td>
</tr>
<tr>
<td>h. Policy Development</td>
<td>5</td>
</tr>
<tr>
<td>i. Strong People Skills</td>
<td>12</td>
</tr>
<tr>
<td>j. School Law</td>
<td>1</td>
</tr>
<tr>
<td>k. Motivates Others</td>
<td>2</td>
</tr>
<tr>
<td>l. Improves Test Scores</td>
<td>10</td>
</tr>
<tr>
<td>m. Community Engagement</td>
<td>6</td>
</tr>
</tbody>
</table>
**Sixth Survey Prompt**: Identify Four (4) skills you prefer in your next superintendent. - **Professional Staff** breakdown of responses.

6. Identify Four (4) skills you prefer in your next superintendent.

- a. Good Problem Solver: 47
- b. Good Listener: 19
- c. Strong Organizational Skills: 14
- d. Visible and Accessible: 42
- e. Fosters Teamwork: 32
- f. Sense of Humor: 11
- g. Handles Conflict Effectively: 35
- h. Policy Development: 7
- i. Strong People Skills: 43
- j. School Law: 8
- k. Motivates Others: 49
- l. Improves Test Scores: 8
- m. Community Engagement: 35

**Professional Staff**
Sixth Survey Prompt: Identify Four (4) skills you prefer in your next superintendent. - Support Staff breakdown of responses.
**Sixth Survey Prompt**: Identify Four (4) skills you prefer in your next superintendent. - **Community** breakdown of responses.

6. Identify Four (4) skills you prefer in your next superintendent.

- a. Good Problem Solver: 31
- b. Good Listener: 16
- c. Strong Organizational Skills: 16
- d. Visible and Accessible: 23
- e. Fosters Teamwork: 9
- f. Sense of Humor: 5
- g. Handles Conflict Effectively: 27
- h. Policy Development: 11
- i. Strong People Skills: 22
- j. School Law: 3
- k. Motivates Others: 12
- l. Improves Test Scores: 14
- m. Community Engagement: 17
This prompt also provided for the respondents to provided additional information as shown below:

- Puts the safety of our students and staff as a high priority
- Positive school culture
- Again, accessible to actual frontline classroom staff
- School law
- Our next Superintendent should be someone who is willing to do the uncomfortable work of doing what is best for our students, and our young teachers who are leaving as soon as they arrive
- Policy Development and follow the policies we have already
- Persistent; restorative; improves culture
- Someone with a vested interest in helping move our district forward.
- Holds staff, students, and parents accountable for contributing “their part”
- also, a nice person to be around
- Not politically influenced
- Fosters teamwork
- Celebrates individual's differences
- Community relations
- Engages with the students
Survey Prompt: Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess: Parent/Guardian breakdown of responses.

Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess

- a. Builds and maintains safe, caring, and healthy school environments: 68
- b. Builds and fosters the academic, social, emotional and physical needs of each student: 51
- c. Sustains school environments in which each student is known, accepted and valued: 35
- d. Creates a trauma informed school environments: 13
- e. Provides systems of academic and social emotional supports to meet the range of learning needs of each students: 53
- f. Provides systems of extracurricular activities: 30
- g. Cultivate and reinforce positive behavior supports as a proactive approach to student conduct: 33
- h. Create a safe and orderly environment for student success: 56
**Seventh Survey Prompt:** Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess: **Students** breakdown of responses.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Builds and maintains safe, caring, and healthy school environments</td>
<td>7</td>
</tr>
<tr>
<td>b. Builds and fosters the academic, social, emotional and physical needs of each student</td>
<td>5</td>
</tr>
<tr>
<td>c. Sustains school environments in which each student is known, accepted and valued</td>
<td>1</td>
</tr>
<tr>
<td>d. Creates a trauma-informed school environments</td>
<td></td>
</tr>
<tr>
<td>e. Provides systems of academic and social emotional supports to meet the range of learning needs of each student.</td>
<td>3</td>
</tr>
<tr>
<td>f. Provides systems of extracurricular activities</td>
<td>2</td>
</tr>
<tr>
<td>g. Cultivate and reinforce positive behavior supports as a proactive approach to student conduct</td>
<td>4</td>
</tr>
<tr>
<td>h. Create a safe and orderly environment for student success</td>
<td>5</td>
</tr>
</tbody>
</table>

**Diagram:**

- **a.** Builds and maintains safe, caring, and healthy school environments (7 students)
- **b.** Builds and fosters the academic, social, emotional and physical needs of each student (5 students)
- **c.** Sustains school environments in which each student is known, accepted and valued (1 student)
- **d.** Creates a trauma-informed school environments
- **e.** Provides systems of academic and social emotional supports to meet the range of learning needs of each student (3 students)
- **f.** Provides systems of extracurricular activities (2 students)
- **g.** Cultivate and reinforce positive behavior supports as a proactive approach to student conduct (4 students)
- **h.** Create a safe and orderly environment for student success (5 students)
**Seventh Survey Prompt:** Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess: Administrators breakdown of responses.
Seventh Survey Prompt: Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess: **Professional Staff** breakdown of responses.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Builds and maintains safe, caring, and healthy school environments</td>
<td>79</td>
</tr>
<tr>
<td>b. Builds and fosters the academic, social, emotional and physical needs of each student</td>
<td>52</td>
</tr>
<tr>
<td>c. Sustains school environments in which each student is known, accepted and valued</td>
<td>34</td>
</tr>
<tr>
<td>d. Creates a trauma informed school environments</td>
<td>23</td>
</tr>
<tr>
<td>e. Provides systems of academic and social emotional supports to meet the range of learning needs of each student</td>
<td>53</td>
</tr>
<tr>
<td>f. Provides systems of extracurricular activities</td>
<td>16</td>
</tr>
<tr>
<td>g. Cultivate and reinforce positive behavior supports as a proactive approach to student conduct</td>
<td>36</td>
</tr>
<tr>
<td>h. Create a safe and orderly environment for student success</td>
<td>52</td>
</tr>
</tbody>
</table>
**Seventh Survey Prompt:** Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess: **Support Staff** breakdown of responses.

### Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess

- **a.** Builds and maintains safe, caring, and healthy school environments
- **b.** Builds and fosters the academic, social, emotional and physical needs of each student
- **c.** Sustains school environments in which each student is known, accepted and valued
- **d.** Creates a trauma informed school environments
- **e.** Provides systems of academic and social emotional supports to meet the range of learning needs of each students.
- **f.** Provides systems of extracurricular activities
- **g.** Cultivate and reinforce positive behavior supports as a proactive approach to student conduct
- **h.** Create a safe and orderly environment for student success

![Bar Chart](chart.png)

- a. Builds and maintains safe, caring, and healthy school environments: 29 responses
- b. Builds and fosters the academic, social, emotional and physical needs of each student: 18 responses
- c. Sustains school environments in which each student is known, accepted and valued: 20 responses
- d. Creates a trauma informed school environments: 6 responses
- e. Provides systems of academic and social emotional supports to meet the range of learning needs of each students: 22 responses
- f. Provides systems of extracurricular activities: 7 responses
- g. Cultivate and reinforce positive behavior supports as a proactive approach to student conduct: 22 responses
- h. Create a safe and orderly environment for student success: 26 responses
**Seventh Survey Prompt:** Identify Four (4) dimensions of community of care and supports for students our next superintendent should possess: **Community** breakdown of responses.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Builds and maintains safe, caring, and healthy school environments</td>
<td>32</td>
</tr>
<tr>
<td>b. Builds and fosters the academic, social, emotional and physical needs of each student</td>
<td>30</td>
</tr>
<tr>
<td>c. Sustains school environments in which each student is known, accepted and valued</td>
<td>9</td>
</tr>
<tr>
<td>d. Creates a trauma informed school environments</td>
<td>34</td>
</tr>
<tr>
<td>e. Provides systems of academic and social emotional supports to meet the range of learning needs of each student.</td>
<td>10</td>
</tr>
<tr>
<td>f. Provides systems of extracurricular activities</td>
<td>17</td>
</tr>
<tr>
<td>g. Cultivate and reinforce positive behavior supports as a proactive approach to student conduct</td>
<td>35</td>
</tr>
<tr>
<td>h. Create a safe and orderly environment for student success</td>
<td>36</td>
</tr>
</tbody>
</table>
**Eighth Survey Prompt:** For each superintendent experiences below, indicate whether you believe the item is either extremely important, important, or not important for the next superintendent. - Combined responses across all survey participant groups indicated the following to be either; Extremely Important, Important or Not Important

8. For each superintendent experiences below, indicate whether you believe the item is either extremely important, important, or not important for the next superintendent.
Ninth Survey Prompt: For each leadership skills below, indicate whether you believe the item is either extremely important, important, or not important for the next superintendent: Combined responses across all survey participant groups indicated the following to be either; Extremely Important, Important or Not Important

9. For each leadership skills below, indicate whether you believe the item is either extremely important, important, or not important for the next superintendent:

[Advocate for the school district and its children at both the local, state, and federal levels.]  
[Facilitate processes and programs to encourage and enable active parent involvement.]  
[Build and maintain relationships with community leaders to build trust, and employ...  
[Allocates time, money, personnel, and resources effectively in ways that align with the...  
[Experience and competence with school finances of a financially challenged school district...  
[Ensures that each student is treated fairly, respectfully, and with an understanding of each...  
[Ensures the highest quality principals and teachers in every school.]  
[Use data to track student progress, inform decisions, and communicate district and school...  
[Implement and oversee an effective strategic planning process to ensure a focus on what...  
[Employ systems for continuous improvements to ensure student learning.]  
[Develop and implement systems for curriculum, instruction, and assessment that promote...  
[Show professionalism and composure in dealing with a wide range of situations--...  
[Demonstrate commitment to firm discipline and support of increased disciplinary efforts.]  
[Visionary, creative, and innovative leader.]  
[Ability to manage the politics of the job (ability to adapt to new board members, changes...  
[Unifier, approachable, able to connect with staff, community and students]  
[Ability to recognize expertise in others.]  
[Team builder who collaborates with others and builds consensus with various groups...  
[Not afraid to take risks or make decisions and/or commitments.]  
[Excellent leader to direct others to accomplish goals of district, monitors progress, and...
Survey Open-Ended Questions

Survey Prompt: Other Information or Comments You Would Like to Share:

• Please bring in an outside person who can save this district. The current leadership team, district and building-level are ineffective.

• "Thank you for including the community & staff in the search. Our district is an amazing place, but we need a strong leader. It’s time for SeDelco to shine again. We are invested in our student’s success. We want a safe, positive learning environment. Staff & community members are hopeful that we’ll find someone who truly will listen to us, fight for our kids and works with us—not against us! We should be a team! With the help of the board, the community, & the staff along with a new leader we have the potential to make big changes that will improve the climate and in turn the learning environment.

• This leader must demonstrate a commitment to firm discipline and support of increased disciplinary efforts. We need someone who will see that our kids need this. Our kids need us to fix our climate. It will be a difficult job to start but the rewards will be worth it. True educational progress will happen when the climate has improved.

• Our students our graduating but not succeeding.

• Enforce discipline throughout the district. Set high expectations for teachers, students and parents. Also, there are a lot of students who do not live in the district. Do better in weeding these students out.

• The morale of the district employees, students and families is at an all-time low due to the everyday conditions consuming our public schools. Student conduct and behavior goes hand in hand with academic achievement. Social and emotional learning need to be stressed and implemented before academic scores will increase. 1.5 hours a day of Math and ELA is important. Is that more important than a ten-year-old student who has never learned skills such as self-discipline, empathy and perseverance?!! School leaders will tell you that PBIS is taking place, but is it? is it working? Can a student learn the core subject lessons without the prerequisite of social and emotional skills?! Are will really building lifelong learners in SEDELCO? Research and evidence prove that students learn more and conditions are safer in smaller class sizes, yet we have plenty of classrooms at 28-32 students per one teacher class. Just last year we cut Reading Interventionists at each school, yet proficiency in ELA district wide is below 40%. Many of our students are going through trauma, yet we have no accessible certified counselors for our students to work with. Whoever takes this position is already facing an uphill battle. Take risks. Keep in mind 90% of students, staff and families are truly wonderful. Do not backdown to the 10% who, more times than not, will seem like the vast majority. There have been so many successes over the years. Let’s build upon those successes and get rid of the bad reputation so many have of us.

• We need someone who understands our school district and the students we serve. Someone who focus on the social and emotional growth just as academics. Someone who recognizes that many of our students have trauma. Someone who will see what the schools, teachers, and students realistically need.
• Our schools are broken, teachers are exhausted, and students are running the show. No support from above, no support from below. Teachers are just stuck in a spot where it’s impossible to fix it, yet we are blamed for all of it and verbally assaulted by students every day with no consequences.

• We need a vision for our school district, and a plan to make it happen!

• The Superintendent of SED needs to enforce disciplinary measures in a fair and balance way so that the students who want to learn are not hampered by the students who want to stir up trouble. More effort is needed to inhibit vandalism and other negative behavior in the schools. Tax payer dollars are being used to repair damage done to buildings by out of control students. More accountability for negative behavior is needed.

• Special education programs for autistic students is good and should continue to develop.

• This district needs immense guidance and help. It is sad of what it has become. Low ratings

• I hope that the school board doesn't take a candidate from a district like ours as it seems we do that sometimes with other administrative positions and goes outside the box. I think getting someone from a high achieving district or someone who is positive and dynamic. I also think it can’t be someone who caves to pressure from community, school board members, staff, etc. Makes decisions in best interest as objective as possible. I also think someone that brings all parts of the district together.

• I have been teaching in the district for 13 years. 99.9% of the educators I have worked with have been excellent! They truly care about our students and go above and beyond for them every day. We are struggling with teacher turnover at our school and the student behavior is deteriorating rapidly. We need a leader with prior superintendent experience who can help our district move in the right direction.

• Advocate for special education.

• I would like to see a Superintendent that understands what the needs to keep aging buildings/HVAC/plumbing/electrical, to work efficiently and safely.

• The district is undergoing ongoing socio-economic changes & challenges. In America, "race masks class" & a comprehensive commitment to equity is paramount. A Superintendent needs to "keep the faith" for our students, their frontline educators & support staff without being pulled "off task" by 3rd party entities. Taxpayers are more stakeholder than other, more removed parties.

• Someone who has experience in our district's diversity where their district showed growth academically and socially.

• I think that they should be able to treat all staff fair including the paraprofessionals on the same level of respect and professionalism as the teachers and administrative staff.

• I think you should hire a former principal. He brought some good ideas to the district. I think he used to work at Delcroft, Harris and Academy Park. The students and teachers would welcome him back.

• I don't know why he left but if he comes back, he can get our schools going in the right direction. Bring him back.

• Global initiative to expose our children to the international world.

• Thank you.
The special education in the district is needs help. Due to the lack of employees in some buildings and the lack of subs - the learning support teachers are constantly covering. This prevents them from doing their "push-in" instruction, leaving homeroom teachers with up to 10 IEP students in one room. This is extremely difficult for the regular ed teacher because they are tasked with doing two jobs at this point (modifying/differentiating work, behavior goals, academic goals). I would love to see the next superintendent get rid of the "all IEP students in one classroom" structure because quite frankly it does not work. The students should be spread between the homerooms and receive "pull-out" instruction. This would be much easier for the regular ed teachers, the IEP students and the regular ed students. In addition, in our districts, the class sizes are so large (almost 30 students per class) the method of push in instruction is nearly ineffective because of the lack of space in the room. Not to mention the constant noise that comes with two teachers teaching at the same time. In conclusion, I know many teachers feel the same way about the learning support situation occurring in the district.

Please build a stronger relationship with alumni.

Classroom teaching experience is extremely valuable.

I've tried since last year to get in contact with the superintendent. Never happened. I think this superintendent should be more involved with actually going to the schools. Entering class rooms. Watching how things are being taught. Just all around be more involved with the schools. This is why if a teacher were to become a superintendent at least they actually have the hands-on experience. Know how the class was run and know how to reach out to parents when absolutely necessary.

We need someone with the vision of moving our schools back to the Elementary and Middle school model. Having the middle school in the buildings with the elementary children is harmful to all involved. Everyone turns a blind eye to this! It’s causes our elementary schools to be hazardous to the learning and molding of our children. And jeopardizes the needs of the middle schoolers. The expectations that the middle schoolers must remain in the elementary model is absurd along with no elective courses to prepare for high school is atrocious. Students have no choice in falling in love with the voice of what they want to learn (languages, home economics, photography) etc. As many districts were separating even more with models such as K-2, 3-5, 6-8 and High School, we went the complete opposite direction by putting them all together and the superintendent who created this then retired. We have been stuck in this horrendous set up for years and it’s detrimental to our success for all. Please, as a teacher within the building, find someone who sees this need and has the strength to follow it through. Thank you for allowing the me the time to express this.

Please choose someone highly knowledgeable in Special Education as this district is in dire need of help in this area. More support is needed, and money should be spent first in finding additional resources and support in Special Ed.

I would like to see someone who realizes the need for support in the primary grades. If the students get a strong start in their education, they will behave better, and the test scores will improve!

I would like to see someone who is able to listen to all employees, treat them fairly, and increase student achievement and work with all stakeholders in the district in a positive and effective manner.
• We have a lot of wonderful things happening in Southeast Delco. We focus so much on the negative. New leadership needs to recognize the positive and needs to be supportive. We should be building the district up.
• Thank you for allowing us to have input on this process. I truly hope the next Superintendent is highly intelligent, dedicated, and committed to helping our students and school communities. This is a struggling district in many ways, and I hope the committee does not sugar-coat our needs to potential candidates. I hope we find someone that cares about their staff and realizes that if the professional staff cannot continue to provide a quality education to our students without the most current resources and supports, it will become more and more challenging to recruit quality educators for our future.
• The teachers need more support in discipline throughout the school district. We have serious issues with behavior and need help. We are all frustrated at the lack of help and support and need more support in every classroom. Not just the math and Language Arts for Special ED. The thought of inviting parents into the classrooms is a great idea, but we have never been given the green light to do utilize them at all. Parents have a connection to get their volunteer clearances and we would like to be able to utilize volunteers in the community, so we can have the parents get a better feel for our schools and with parent involvement we can solve many more issues in the day to day struggles of behavior that hinder academics.
• I would love to have a Superintendent who fights for early childhood needs in our Kindergarten Center.
• You do not need someone with a degree that taught them to go around telling everyone about how wonderful the schools are here. You need someone who can see that the schools are failing their students and will work to fix it. Degrees in management do not teach that.
• I would like the next superintendent to be more involved in schools
• Listen to all staff/volunteers concerns not just teachers/office because those are the individuals that actually see what is going on from student prospective and changes in the school. For example, a cafeteria woman stated that they cut the amount they give the children to eat and at end of day throw away so much left over. That is a problem!
• Smaller class sizes are needed. Creating buildings that are Kindergarten through fifth grade and sixth through eighth grade. If buildings are not separated into elementary and middle schools, then providing separate principals for these grade levels (one principal for 1st through 5th, another for 6th through 8th).
• We have to have the school board treat the new superintendent with the respect due a person in that position.
• The next superintendent needs to be more visible in the schools. Also, encourage students to learn and test better. More quality extracurricular activities besides sports. Group activities and clubs. Survey parents & students monthly for input, feedback & ideas to make the school experience better.
• Again, the next superintendent must have a background working in urban schools. He/she should also have principal experience within diverse schools that have many of the challenges we see in urban areas. I believe the aforementioned is imperative so that The Southeast Delco School District can improve its standing academically and provide its students with the best culturally responsive school experience.
• With no child left behind it is holding back our gifted student. We need more support with the gifted program to allow student that are eager to learn have the resources available to thrive.
• I have two children who are in this district, one in gifted and one who has educational needs. The curriculum does not serve well for either kids. I think it's time we find new ways to excel at student engagement that fosters inclusive environments. Since my kids have attended school, I have been very disappointed with this district. These children want to learn but when there are no resources for this to happen, and minimal voices to make it happen they get left in the dust.
• Would like a candidate that is transparent and a great communicator.
• The kids need safe schools. Coding should be taught as well as Spanish. Multiculturalism should be celebrated while fostering an inclusive and innovative environment for students and teachers.
• Someone who is knowledgeable of the district
• Good luck!
• Someone from outside the district.
• I would like the Superintendent to reconstruct a disciplinary approach to the problem of acting out, fighting and vandalism in the schools during school hours. A complete restructure is needed; more oversight and control are required to help prevent injuries or worse to students and staff. The top administrator needs to enforce rules and regulations already in place in regard to the educational, administrative and support staff of the district. It seems rules are made for only some, not all, since District Policies are not uniformly enforced: for instance, the policy of positively "no smoking on district property". It is not even enforced at ESC.
• To be open minded.
• Start actually teaching the children. Our schools are failing and have been for years. What is the next Superintendent going to do about it?
• There should be a true middle and elementary school. First grade and 8th grade should not be in the same building. Too many kids in one class. More academics will get done will smaller class sizes.
• Would love to see our district become a beacon for other school districts to follow.
• We need a Superintendent who treats everyone with dignity and respect, in all matters involved in the position.
• I believe the next superintendent for the southeast Delco School District should be able to the most concerned about what the district needs in reference to Multicultural support emotionally and educationally and Higher Learning for all students of the school district
• Needs to trust his/her teachers and support them
• Equal rights and prepares professional development to ensure teachers problems in schools are being addressed
• As parent of a former student who had the privilege of having a former principal, it would seem to me that he would be an excellent candidate a for your Superintendent. He has already proven to being a visionary having brought the Rising Scholar program into the high school. My daughter excelled in this program along with the other scholars who had the opportunities to
experience college life first hand. This is a candidate who saw a need and had a vision and implement a program that allowed our students to see a future in higher education.

- After reading each of the criteria set forth in your survey doesn't it seem plausible for the search to include proven professionals who have already had success in our district? Two administrators (former and current) already have proven their dedication to our district and understand the needs, the population and the community.
- Our next superintendent should be someone who knows and cares about our district. Someone who understands our students, families, communities, and staff. Someone with a proven record of moving our schools forward. Someone well-educated and professional. Someone like a former principal in our district. During his tenure here, he was always willing to work with staff and students to try new things and develop new programs. He was a calm, caring and effective leader. When I think of who I would like my next superintendent to be, he immediately pops into my mind. He is the epitome of what we should be looking for in a superintendent.
- I feel this school district has many children using a relatives address in our school district so they can go to school in Delco. Many children live here in the school year and move back to Philadelphia in the summer. It’s a known fact. Ask the surrounding police departments in the district. I am paying very high taxes for thus to occur.
- The new SoS should possess strong business acumen and (along with the board) have the willingness to invest resource (financial and human) that will otherwise draw available (state and federal) funds to the district. The districts PAYS reports demonstrates a significant need and our students are missing out on funding that would support important programming - school climate, socioemotional learning, college and career readiness, academic development and enrichment.
- I graduated in 2012. The high school principal at the time was always engaging and friendly with the students and faculty, going above and beyond to push us to exceed our full potential. His positive demeanor and aspiring leadership left a great impression on the students at AP that helped push us to through graduation and beyond. The start of the Rising Scholars program was one way that showed his belief that we were capable of anything we put our minds to. It's this experience that makes me believe he would be a phenomenal Superintendent of Schools.
- Would like Superintendent to visit all school in our district and become well known at each one.
- Not enough room.
- Ensure that the sped team is following through with IEPs...accountability.
- Interested in having someone serve that cares about and can relate to our children.
- Lower our taxes!
- Our new superintendent needs to care and remember what it was like to be in the classroom setting. Too many administrators forget what it was like to be in the classroom. Step inside for one day, not a 5-minute walk through in order to see how hard we are working and how bad working conditions can be. The heat in early September and June can be unbearable in certain schools. Just a simple thank you and acknowledgement can make a world of difference.
- Hire a tough person.
• Someone who works to improve the district and sustain good relationships with our families. Be accessible if a parent, staff member, or even student reaches out. Make it known that they value the district and all that comes with it. Including staff, students, families, and communities in which we reside. Be transparent. With everything. Love the job (maybe not every day!) and always give it everything you’ve got to help reach the district’s goals. Value our families, our staff and our community. Make sure they know you care and never assume they just know you do. Tell them, show them. Respect the position and everything that it entails and hopefully you will, in turn, experience the greatness our district holds!
• Do their best for success of the students (all).
• This really seems incredibly ludicrous to have to ask these types of questions. These should be completely obvious to those commissioned to hire the highest position in the district. This has caused me to lose the little faith I had in the School Boards decision making abilities. Thus, is one reason I would never ever send my child to one of the schools in this district.
• We need a leader that can lead our school district to greatness. He should put the students’ academic success his number one priority. Another priority should be the safety of our children in the schools. He needs to assist with a budget that keeps us out of the red. The new superintendent should support all the programs in the district not just sports. He should hold staff accountable for their positions. Our new superintendent should be welcoming to the families with an open-door policy. He should have experience as a public-school teacher, vice principal, principal in a similar type of school district.
• I would like to express my support for a former principal as the next superintendent for the Southeast Delco School District. He was an excellent principal during my time at Academy Park High School, as well as, creating a welcoming and safe environment for all students. He established great and notable extracurricular activities (including Rising Scholars) for the advancement of AP students. The curriculum and college exposure helped me expand my vision for the future and was one of the main reasons I decided to go to college after high school. He would be an excellent Superintendent and would propel the changes and innovation need to create a better community for all residents.
• I would like someone that shows an interest in the kids, is present for all students (not just the high school) and that recognizes the hard work that the teachers do for our students every day.
• Should be someone who is fair to administrators, faculty and students. Should have no connections to any member of the Board of Directors. Should be able to make decisions for the school district without political influence unlike our Board of Directors. Should have a proven track record of success in classroom, administration and leadership roles.
• The district needs community and family involvement. Also, this district could use some funding and not just Title.
• Those who are not participating should be held accountable. Parent report cards are a thing. Accountability for behavior, uniform communication with teacher’s homework and test scores. Also, if you don’t show up for parent conferences.
• The class Dojo app is a great tool let's have every teacher participating! The teachers need the support they deserve, with holding the parents accountable.
• I don't know who all the candidates are, but I know I liked working with a former principal and think he would be a great choice.
I believe the superintendent should be someone who is always thinking about what is best for the students in their district. Someone who uses qualitative and quantitative data to enhance the schools' curriculum and programs. A former principal would be the best candidate for this position. During his time as the principal at Academy Park he created and sustained a program called Rising Scholars. He saw a need for his students to be better prepared for college and made sure that need was met. He was very visible and accessible to all students during his time as the principal.

The candidate should be aware of the science that illustrates the benefits of exposure to the environment and its impacts to children's learning. This can be the low-hanging fruit for education engagement and emotional/behavioral therapies for our students.

Thank you for taking this approach to identifying our next superintendent. Thank you for the hard work put into this search by all participants. Our prayers are with you.

Our Superintendent should value our teachers and students, model the competence and commitment that (s)he expects of administration and staff, and work to provide resources needed (including sufficient personnel) to adequately demonstrate competence and commitment.

I would love to have the perfect person. I'll settle for someone who cares about our children and will do everything possible to see that they get a really good education.

Well rounded, proven experience remaining calm in stressful times. Someone thinks out of business box. Invites and actively seeks Community involvement.

It would be best for the next superintendent to have had experience in the Southeast Delco School District. Someone who understands the culture and needs of the district. Someone who has invested time and talent into the school district and is deserving of the position. I would appreciate a superintendent who has the leadership styles and ways of working very similar to a former principal. If the opportunity to get him back became available, it would be great to have him back.

He was invested in the students and community during and his time with SE Delco. He was genuinely concerned about who the students were, their interests, and their home life. He made it his mission to know his students and make decisions that benefited all students regardless of their ethnicity, socioeconomic background, academic achievement level, or behavior. He worked well with parents and staff. He was always looking for innovative ways to enhance school morale, culture and achievement. He made himself accessible and handled everything with great care, discernment and discretion. He made so much progress during his principalships in the district and I am sure he would do a phenomenal job in this role.

As a former student, who spent my entire K through 12 experience in Southeast Delco School District, I firmly believe that the next superintendent of schools should be a strategic thinker and problem solver while also being visible and accessible to all those he/she leads. I think a good educational leader needs a solid understanding of oneself and should also have confidence. They should be excellent communicators and know how to reach a variety of people in many different ways. They should be an effective leader. They need to be resourceful and open to new ideas. Perhaps the most important trait of being an educational leader is believing in your students and the power of education. If you don’t believe in your students or your
colleagues, then everyone is doomed for failure. It’s vital to believe in what your school is trying to accomplish each and every day, and to convey your enthusiasm for change, your own motivation to make things better, and your confidence in those around you. I believe that a former principal has all these vital traits and much more. It would be my pleasure to recommend him to be the next Superintendent of Schools in Southeast Delco School District.

• Experience with the district.
• Can we get a former principal to come back? He is what this district needs to be honest. He is sorely missed.
• He would be an excellent choice. He was principal for my children at both Delcroft and Academy Park. He cared and it showed. Both schools excelled under his leadership.

Focus Group Overview

Focus groups were conducted throughout the month of February with school administrators, teachers, support staff, parents, students, and the community at large. Three focus groups were held for the parents, guardians, and community at large. A total of three focus groups were held for members of the school community (professionals, administrators, and support staff). One focus group was held with students. A total of seven focus groups were held.

The purpose of the Focus Group Discussions was to:

- Explore the strengths and challenges of the Southeast Delco School District;
- Review key issues to be addressed over the next year and beyond; and
- Determine the critical skills required of the next Superintendent.

Listening to the input of stakeholders provided a wealth of information and insight. At each focus group, participants were asked to respond to five prompts:

1. What is important for a new Superintendent to know and understand about the Southeast Delco School District and community?
2. What do you see as the three greatest challenges of the SED?
3. What are the three essential skills or characteristics that a Superintendent must have to be successful in SED?
4. What do you see as the first step a new Superintendent needs to take in order to lead our school district?
5. What additional information would you like to communicate to the next Superintendent to best prepare him/her in this critical role?
The same prompts were asked of each focus group (administrators, professional staff, support staff, parents, guardians, students, and community). The data from the focus groups and survey are being used for the development of a Leadership Profile, comprised of the qualities and skills identified as being necessary for the next Superintendent.

**Focus Group Summaries**

The data from the sessions are reported as common themes across all stakeholders.

*Important for a New Superintendent to Know about the Southeast Delco School District and Community*

The first area explored was, *what is important for a new Superintendent to know and understand about the Southeast Delco School District and community?* Overall, amongst all stakeholders, several key issues emerged and are shown below:

- Southeast Delco School District has many challenges but also has the potential to be much better, with a visionary leader
- Southeast Delco School District is 100% free lunch and breakfast; low income communities
- High special education population
- Southeast Delco School District has transient residents (lots of renters, people moving in and out, constantly changing); students come and go throughout the year; students transfer to charter and nonpublic schools after 8th grade
- Southeast Delco School District is made up of four boroughs with different interests, different socioeconomic status
- Important to connect with all stakeholders (community members, students, families, parents, borough councils, businesses etc.)
- No real business base/low tax base
- Four elementary schools are mostly African American; not enough white students to make a subgroup
- Lots of really good teachers
- Many very talented students; need more varied courses, more AP choices, more electives and better test preparation
- There is a need for trauma informed care
- Diversity and inclusion are important
- Important to understand cultural competency
- The perception of the district does not accurately reflect what’s happening in the district; need more positive PR
- Safety is an issue—not enough security guards; schools lack PA system
- Athletics (football) get lots of light; need equal focus on arts, academics, humanities. Need equity amongst sports (some get more than others)
• Low state test scores keep the district at a low rating

Greatest Challenges Faced by the Southeast Delco School District

The second prompt explored feedback on stakeholders’ thoughts on what do you see as the greatest challenges that we face as a school district? Overall, amongst all stakeholders, these challenges were discussed at the focus groups and are shown below:

• Lack of financial resources
• Lack of human resources
• Lack of staff/lack of diverse staff
• Lack of communication
• Lack of parent involvement and family engagement
• Aging facilities and lack of school safety
• Lack of technology
• No retail base in the community burdening the residents with high taxes
• Residents sending students to private or charter schools
• Teachers lack motivation/low morale; lack of teacher retention
• Very complex problems with many moving parts
• Lack of systems
• Inequity of resources among schools in the district; some communities have more than others. Inequity among activities in the high school

Essential Skills and Characteristics of Successful Superintendent

The third prompt explored the essential skills or characteristics that a Superintendent must have to be successful in SED. Across all focus groups, there were common responses. Focus groups communicated that the new Superintendent needs to have the following characteristics and skills:

• Good communicator
• Good listener
• School finance experience
• Experience as a superintendent
• Familiarity with district and Delaware County/region
- Works well with legislators
- Empathetic
- Supportive
- Strong manager
- Patient
- Consistent
- Present
- Approachable
- Authentic
- Relatable
- Strategic planning ability
- Doer (take action); hands-on
- Passionate
- Fun; sense of humor; charismatic
- Motivator
- Honest
- Strong leader
- Problem Solver
- Decision Maker
- Visionary
- Public relations skills
- Relationship cultivation skills
- Systems thinker
- Innovator
- Culturally sensitive
- Experience working with labor relations
- Peacemaker
- Unifier
- Flexible, adaptable; face change head-on
- Fair and unbiased
First Steps Superintendent Needs to Take to Lead District

The fourth prompt explored what does one see as the first step a new Superintendent needs to take to lead our school district. The themes among stakeholders were:

- Organizational audit (learn buildings, admin., school board, students, communities)
- Re-examine the 1-8 building model; it is not working
- Develop a strategic plan/tweak the current plan
- Survey staff and students-find out who they are, what they need to do what they’re charged to do
- Meet with all stakeholders; develop relationships and connections with all stakeholders
- Visit schools; get feel for buildings, culture, environment, staff
- Develop a shared vision and goals
- Observe; be mindful of apprehension and split between board, administration and teachers
- Learn the community (attend events, spend time in and outside the classroom)
- Learn the curriculum; explore how to improve
- Establish more effective professional development program for staff
- Establish a different approach to building academic students, preparing them for college, and retaining them

Communications to Prepare Superintendent for this Critical Role

The final prompt of the focus groups asked for additional information one would like to communicate to the next Superintendent to best prepare him/her in this critical role. The various stakeholders provided the following feedback:

- There are a lot of good things happening in the district that need to be shared through public relations. Learn them and become a cheerleader and motivate others to take pride in the schools.
- The work will not be easy; come prepared to make a difference. Important to establish relationships, be visible, take a hands-on approach and work to build up/ improve the district.
- Have a plan to get students and families engaged and get them to stay in school (not drop out or transfer). Work toward better retention of strong, academic students.
- Get to know the staff and show appreciation to them; many are very dedicated. Get to know the students and listen to them; they have a voice. Get to know the culture of each building; they differ from one another and all have strengths and challenges.
• Be an excellent communicator and relationship builder. Encourage open lines of communication. Be a good listener. Be visible.
• There needs to be the expectation of excellence in education and support this expectation through decision making and strategic planning.
• The district needs someone who will commit to the district and have longevity in the position. Come because you care and want to make a difference.
• The Superintendent should build a relationship with the Board and help the Board to promote professionalism and a positive light on the Southeast Delco School District.

Conclusion

All stakeholders recognize, understand, and appreciate the strengths and challenges of the district. They agreed that while the situation may look dismal, the district is really a good place to be, with lots of strengths, including good teachers and students who care and take pride in their schools. There are positives within the district that need to be communicated and celebrated regularly publicly. A good public relations plans could help. The next Superintendent needs to be a strong advocate for what your children and community need and be a voice for increase funding. He or she also needs to be a strong communicator with strong leadership skills who can systematically work to chip away at the district’s challenges.