

# Milton Public Schools

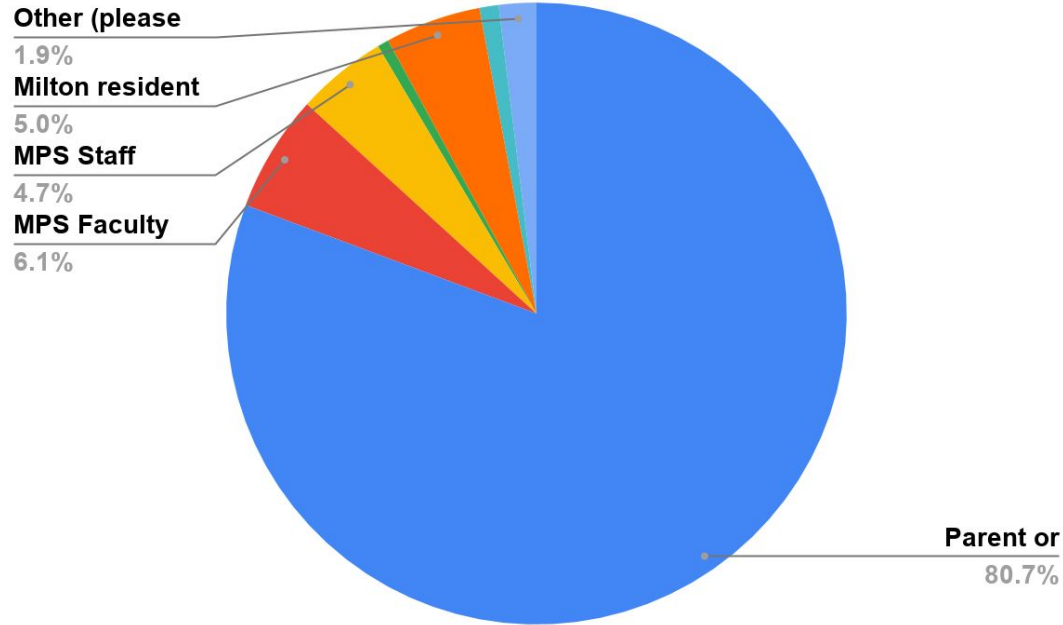
Superintendency Survey

January 2021

Presentation to the Community



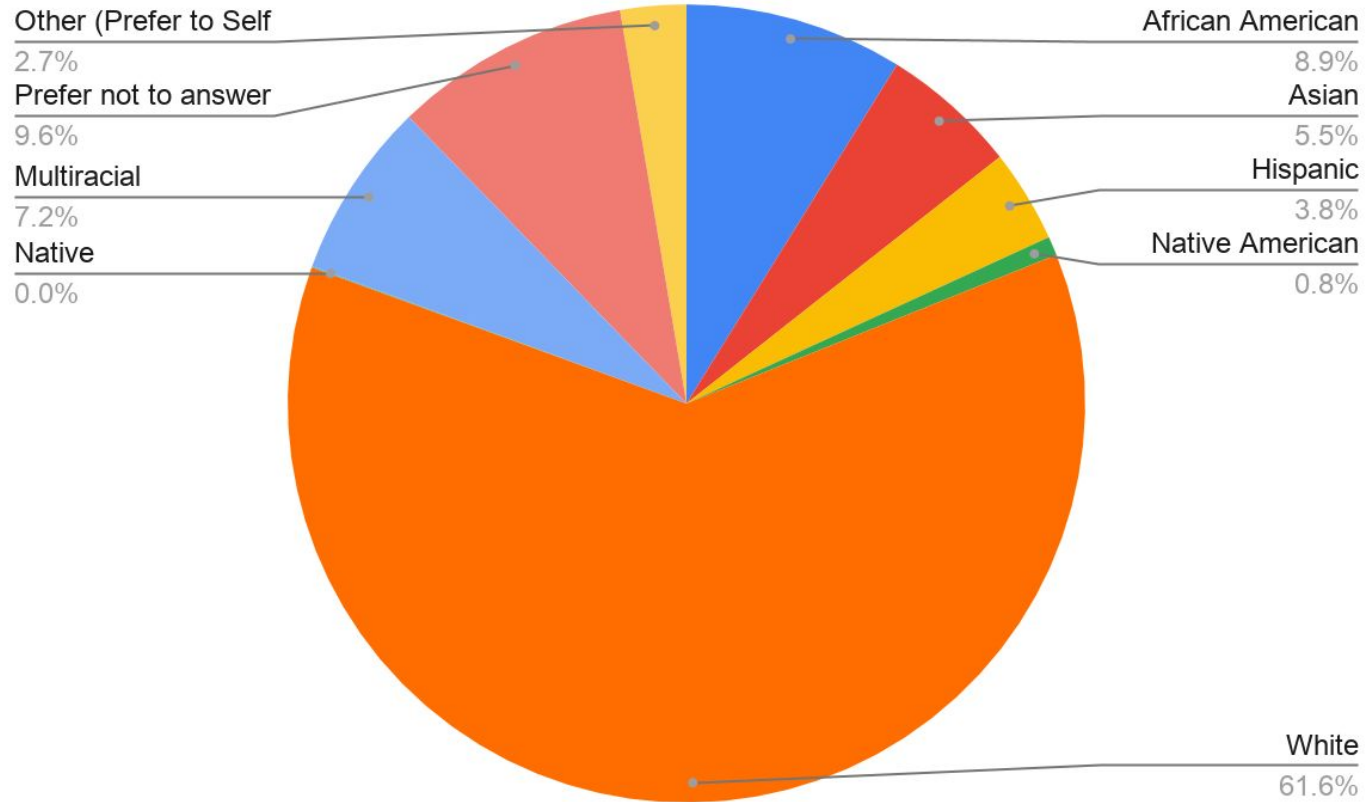
# Who participated in the survey?



## Breakdown of participants:

<b>Total participants:</b>	<b>2,205</b>
Parent or Guardian:	1,779
MPS Staff:	104
MPS Faculty:	134
MPS Administrator:	13
MPS Student:	22
Milton Resident:	110
Other:	43

# Race and ethnicities of survey participants.



## A diverse community: Self Describe race or ethnicity:

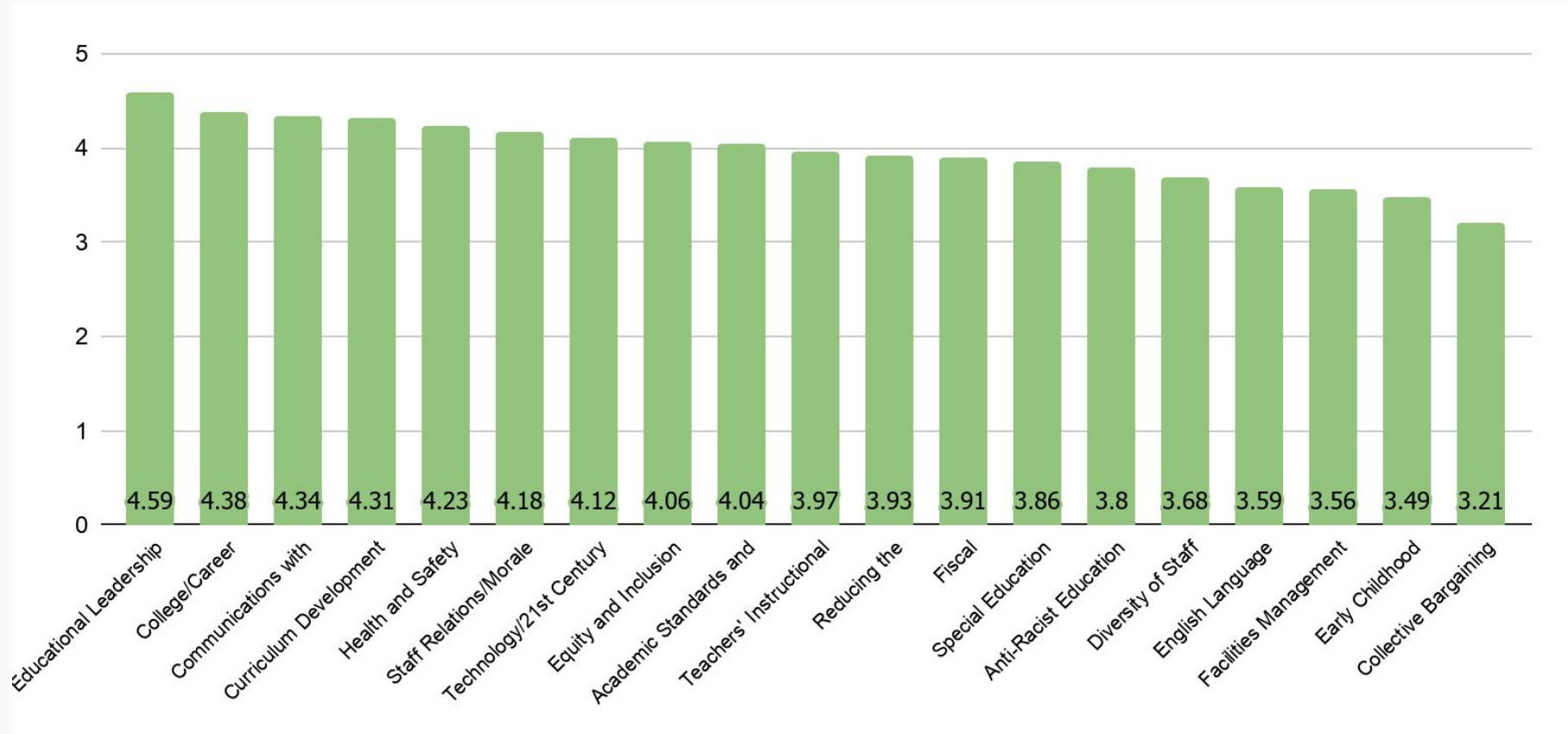
- Black
- Latinx
- African
- Irish American
- Cape Verdean
- Asian/African American
- Jamaican
- Middle Eastern
- Non-white
- Jewish
- Caribbean
- Lebanese
- Arab
- Portuguese
- Azorean
- White and Indian
- Afro-Caribbean/Hispanic
- European

What are the important issues facing the district?

# What are the important issues for you as we begin the search for a new superintendent. Rank from the least important (1) to most important (5)

- Educational Leadership
- Communications
- Anti-Racist Education
- Equity and Inclusion
- Curriculum Development
- Fiscal Management
- Health and Safety (Covid 19)
- Special Education
- Diversity of Staff
- Collective Bargaining
- Staff Relations/Morale
- English Language Learners
- Technology/21st Century Skills
- Teacher's use of technology skills
- Academic Standards for all
- Reducing the achievement gap
- College/Career Readiness
- Early Childhood

# Weighted Average: What are the important Issues to you as we begin the search for a permanent superintendent?



# Top Ten Issues for all respondents

1. Educational Leadership
2. College/Career Readiness
3. Communication with parents/guardians and community
4. Curriculum development
5. Health and Safety
6. Staff relations and morale
7. Technology and 21st century skills
8. Equity and Inclusion
9. Academic standards for all
10. Teacher's instructional use of technology

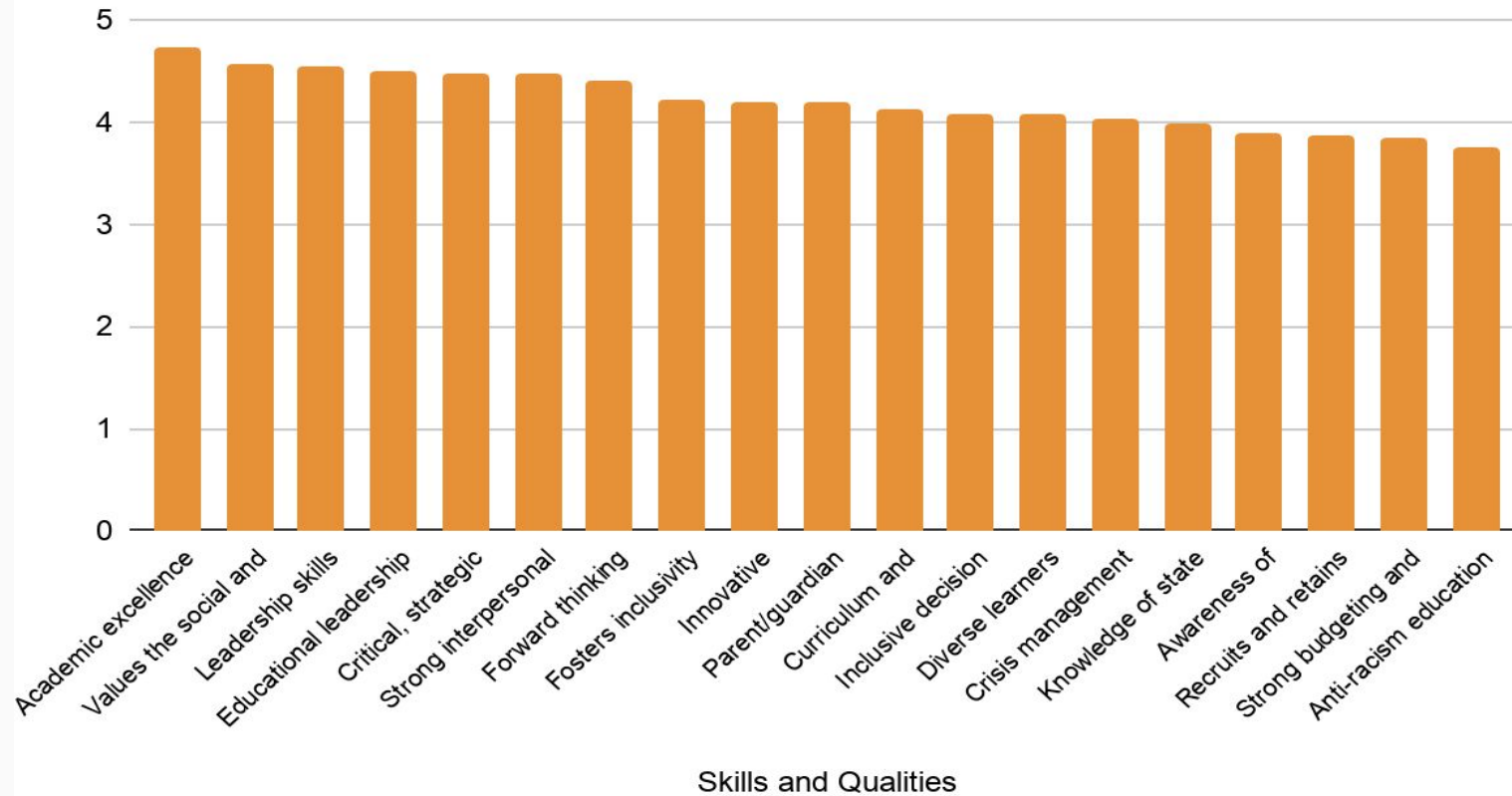


# Skills and Qualities

What skills and qualities do you feel are important for the next superintendent to possess? Please rank from the least important(1) to most important (5).

- Strong leadership and fiscal management.
- Instructional leadership for diverse learners.
- Commitment and track record of anti-racism education reform.
- Educational leadership and team building.
- Commitment to academic excellence for all.
- Fosters Inclusivity
- Inclusive decision making
- Recruits and retains diverse staff
- Knowledge of state and federal regulations
- Able to think critically, strategically, and in a system oriented fashion.
- Forward thinking innovator.
- Values the social and emotional well being of staff and students.
- Values innovative instructional methods.
- Knowledge in curriculum and instructional design/implementation.
- Applications of technology
- Strong and collaborative leadership skills
- Values/Encourages parent involvement.
- Crisis Management

# Weighted averages for skills and qualities for all respondents



# Top Ten Skills and Qualities for all respondents

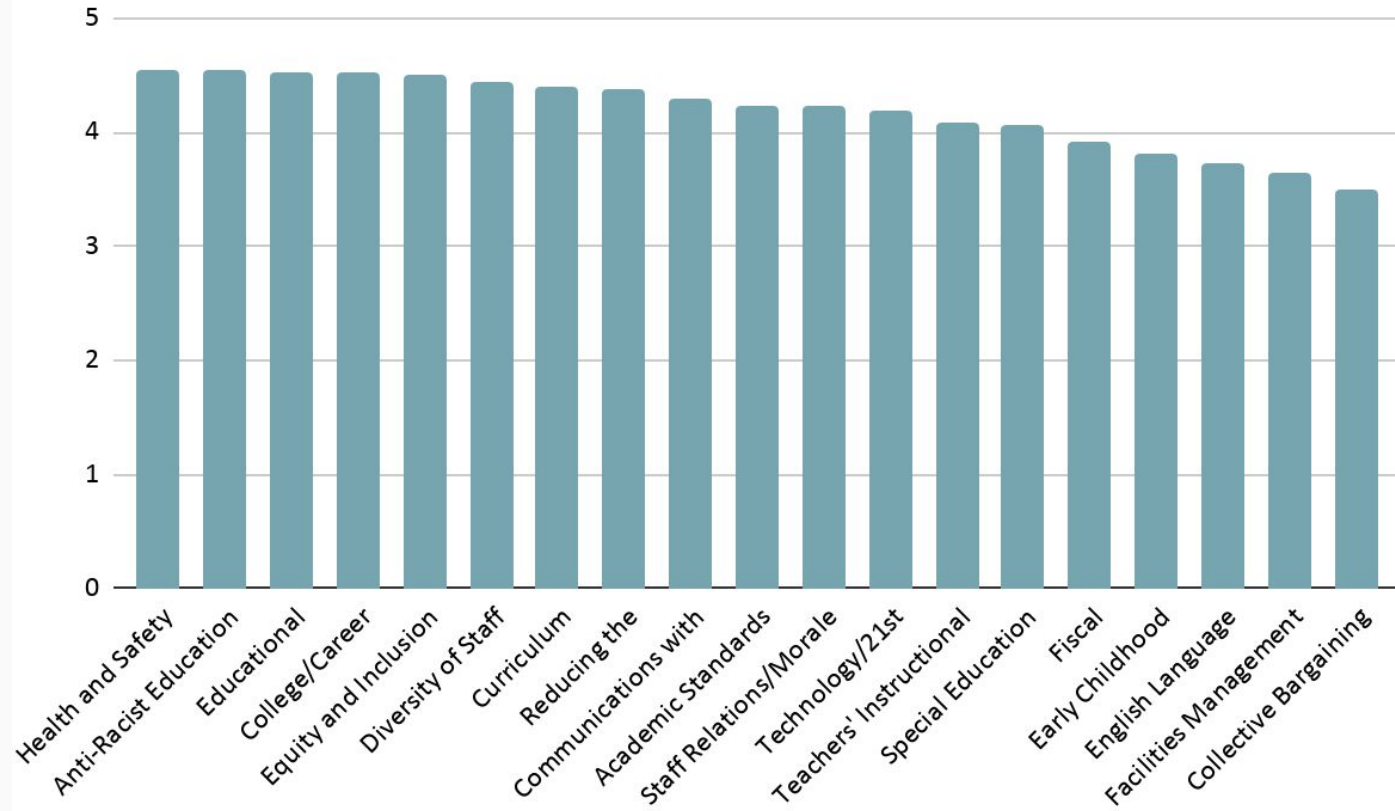
1. Commitment to academic excellence for all.
2. Values the social and emotional well being of staff and students
3. Strong and collaborative leadership skills.
4. Demonstrates educational leadership and team building skills
5. Able to think critically, strategically, and in a system oriented fashion.
6. Strong interpersonal and community relations skills
7. Forward innovative thinker
8. Fosters Inclusivity
9. Values innovative instructional methods
10. Encourages and values parent/guardian engagement

# Amplifying all voices

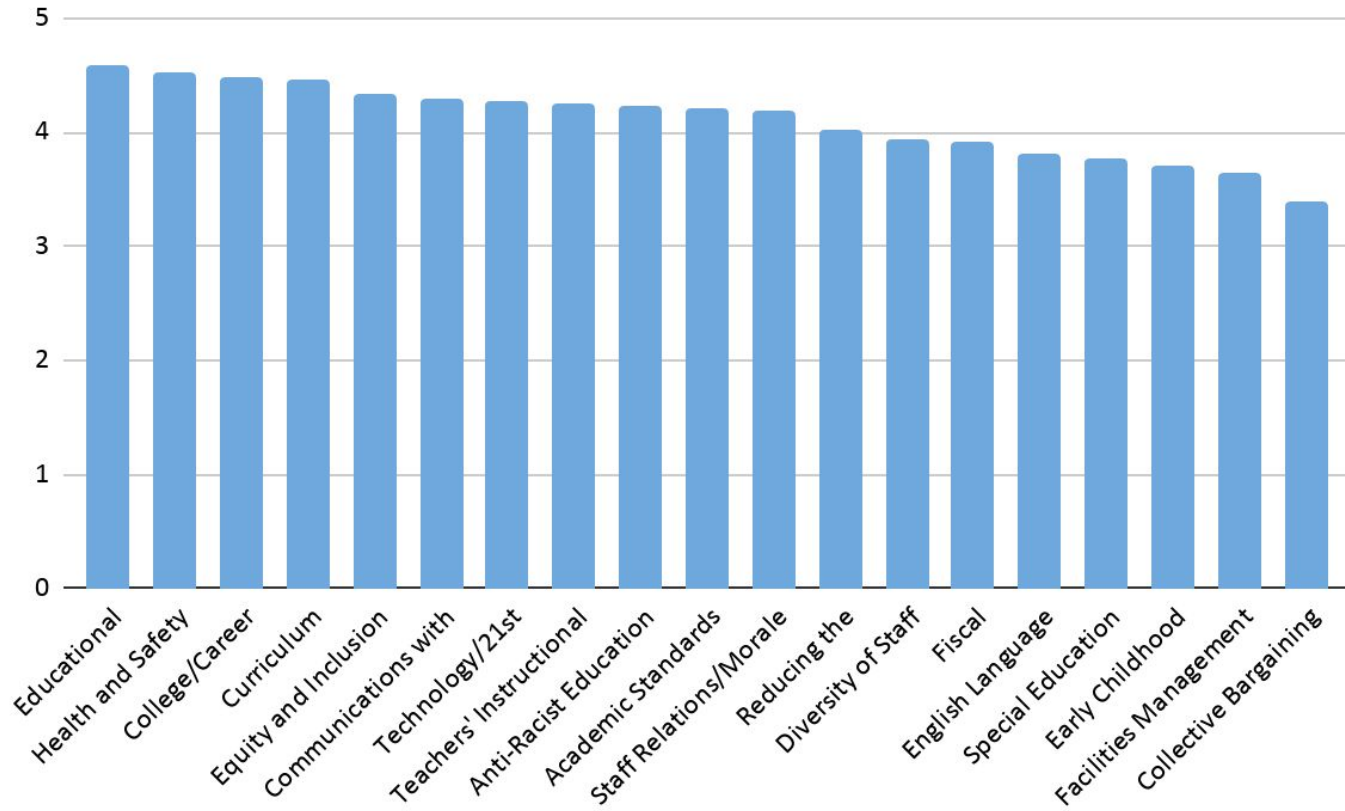
Weighted issues by race/ethnicity.



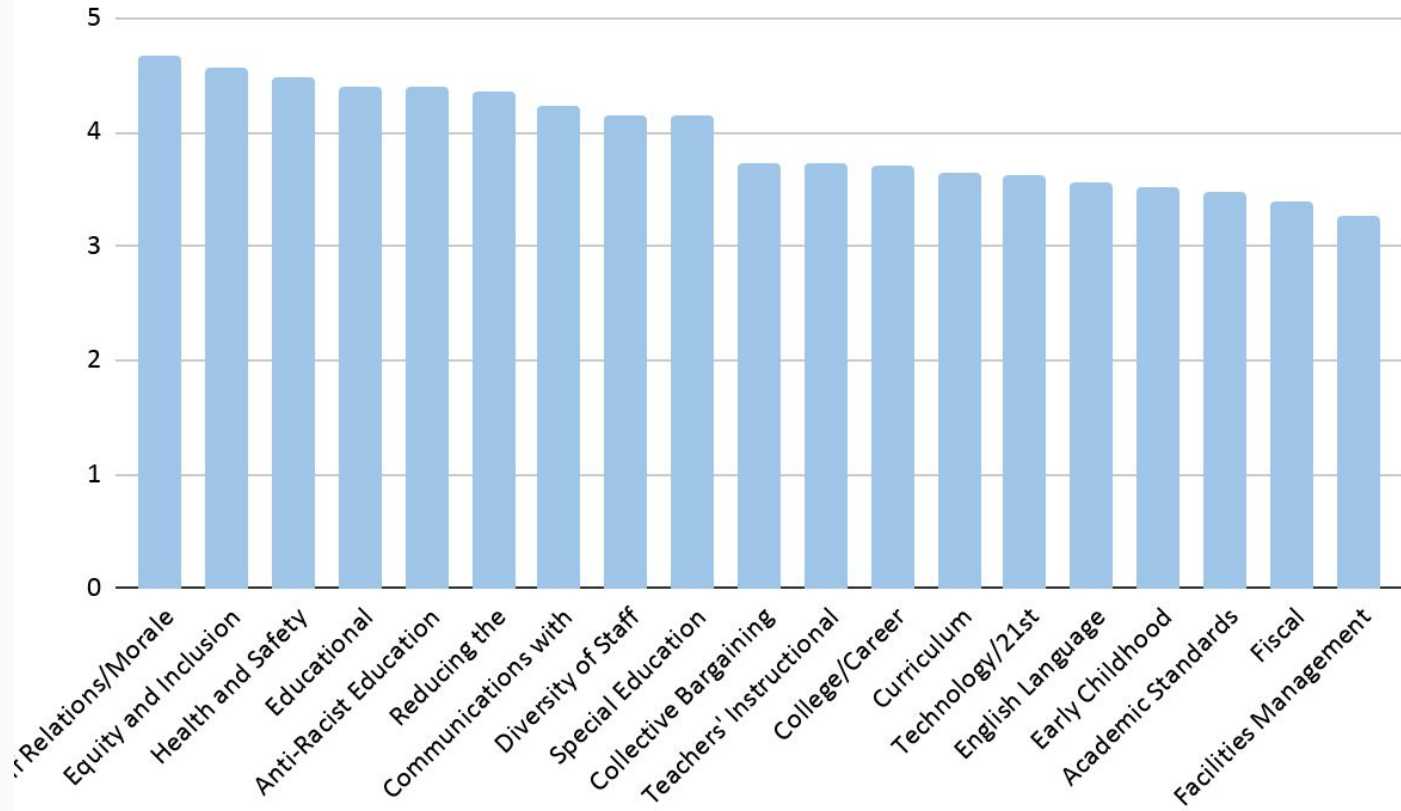
# Important Issues: Weighted responses race/ethnicity: African American



# Important Issues: Weighted Responses race/ethnicity: Asian

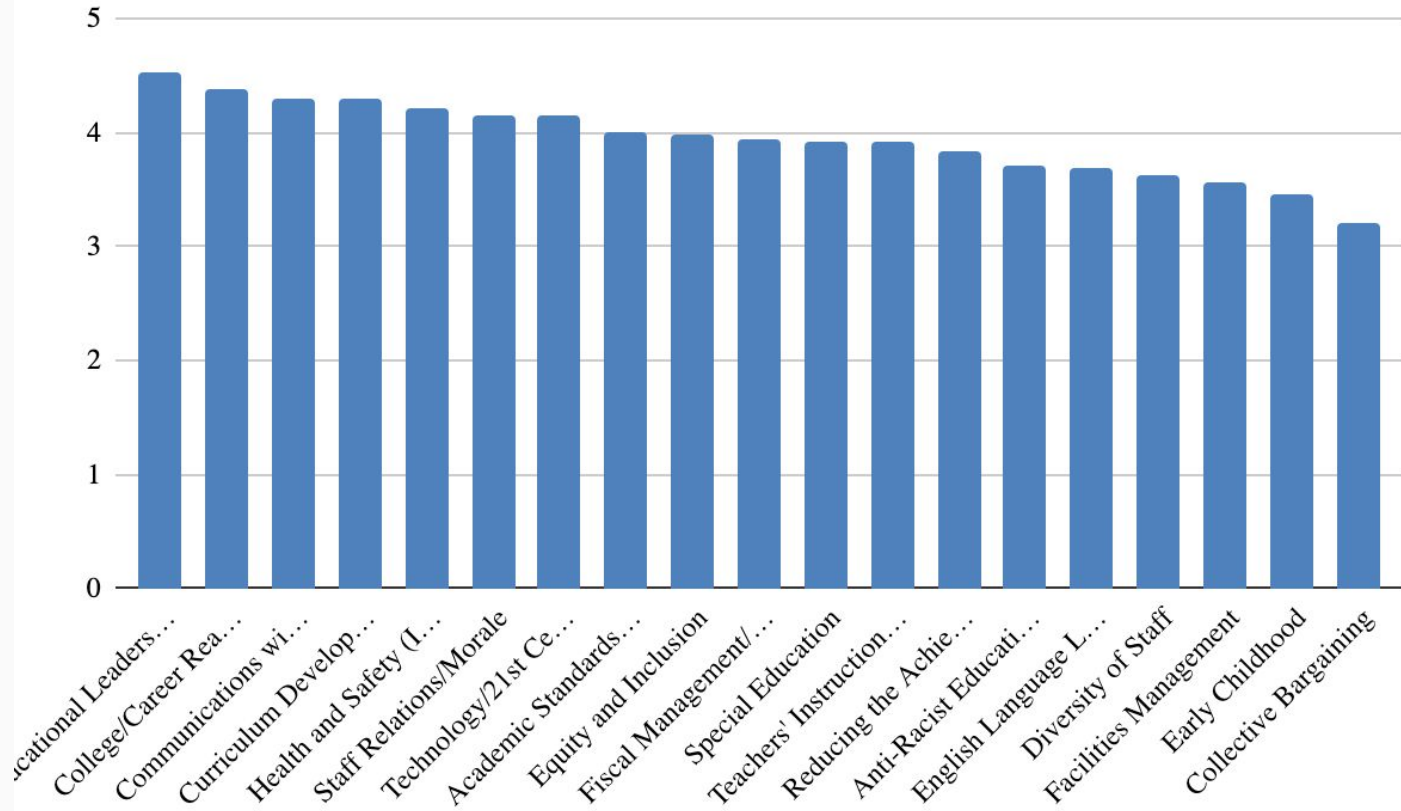


# Important Issues: Weighted Responses race/ethnicity: Hispanic

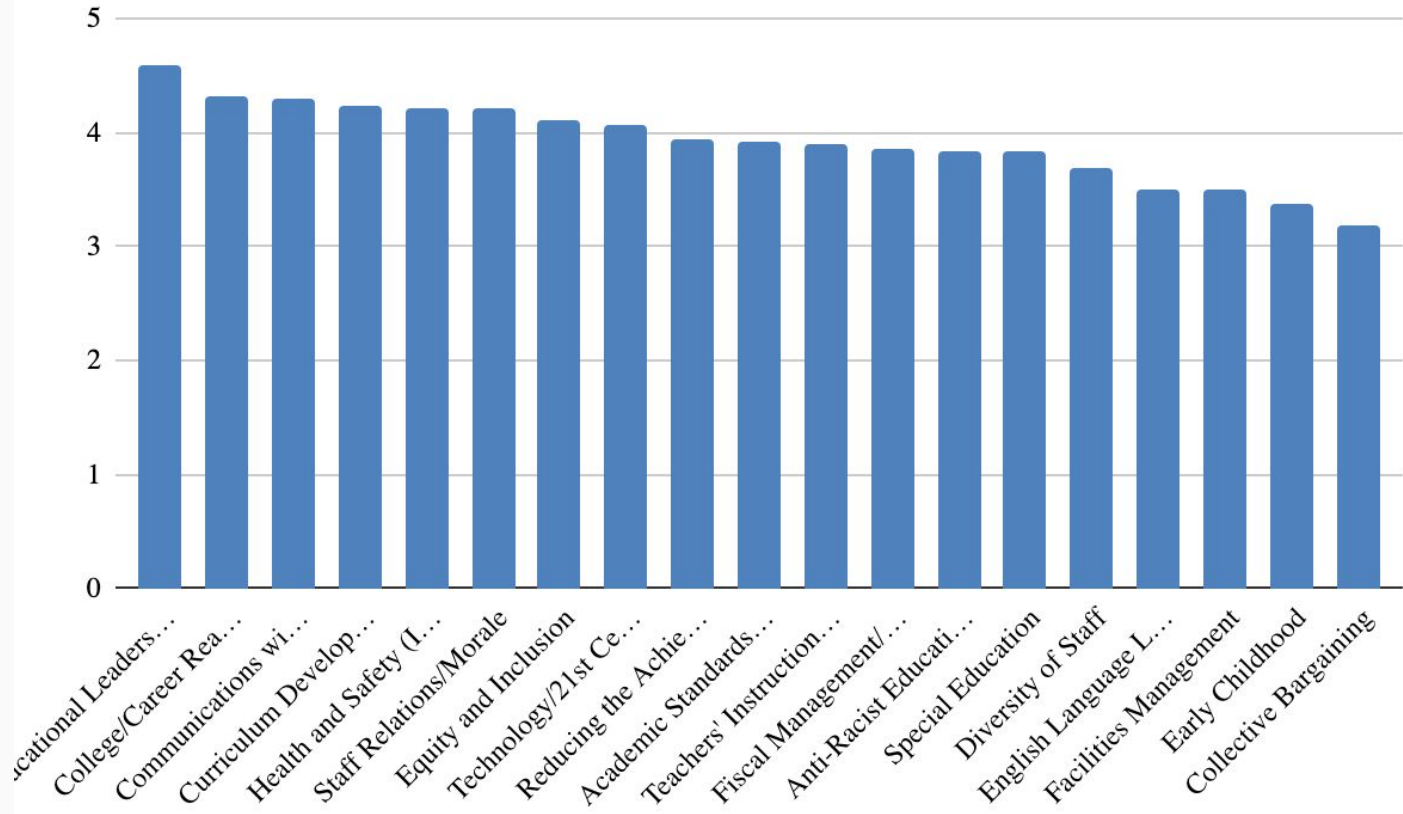




# Important Issues weighted responses race/ethnicity: Multiracial



# Important Issues: weighted responses race/ethnicity: White



# Important Issues: Weighted Responses Race/Ethnicity

## **African American:**

- Health and Safety
- Anti racist education
- Educational Leadership
- College and career readiness
- Equity and inclusion
- Diversity of staff
- Curriculum development
- Reducing the achievement gap
- Communication with community
- Academic standards for all

## **Asian:**

- Educational Leadership
- Health and safety
- College and Career readiness
- Curriculum development
- Equity and Inclusion
- Communication
- Technology/21st century skills
- Instructional use of technology
- Anti-racist education
- Academic standards for all

## **Hispanic:**

- Staff relations and morale
- Equity and inclusion
- Health and safety
- Educational Leadership
- Anti-racist education
- Reducing the achievement gap
- Communications
- Diversity of staff
- Special education
- Collective bargaining

# Important Issues: Weighted Responses race/ethnicity

## Multiracial

- Educational Leadership
- College Career readiness
- Communication with parents/community
- Curriculum Development
- Health and Safety
- Staff relations/morale
- Technology/21st century skills
- Academic standards for all
- Equity and Inclusion
- Fiscal Management

## White

- Educational Leadership
- College and career readiness
- Communication with parents/community
- Curriculum Development
- Health and Safety
- Staff relations/morale
- Equity and inclusion
- Technology/21st century skills
- Reducing the achievement gap
- Academic standards for all

# Skills and Qualities of a Superintendent

Weighted responses by race/ethnicity



# Skills and qualities

## **African American:**

- Values social and emotional well being of staff and students.
- Strong interpersonal and community relation skills.
- Strong and collaborative leadership skills.
- Demonstrates educational leadership and team building.
- Commitment to academic excellence for all.
- Fosters Inclusivity
- Inclusive decision making.
- Think critically, strategically and in system oriented fashion.
- Commitment/track record to anti-racist education reform.
- Forward innovative thinker.

## **Asian:**

- Values social and emotional well being of staff and students.
- Strong interpersonal and community relation skills.
- Strong and collaborative leadership skills.
- Demonstrates educational leadership and team building.
- Commitment to academic excellence for all.
- Fosters Inclusivity
- Inclusive decision making.
- Commitment/track record to anti-racist education reform.
- Instructional leadership for diverse learners.
- Think critically, strategically and in system oriented fashion.

# Skills and qualities

## Hispanic:

- Values the social and emotional well-being of staff and students
- Strong interpersonal and community relations skills
- Strong and collaborative leadership skills
- Demonstrates educational leadership and team building skills
- Commitment to academic excellence for all students.
- Inclusive decision making
- Fosters inclusivity
- Commitment to and track record of anti-racism education reform
- Able to think critically, strategically, and in a system oriented fashion.
- Instructional leadership for diverse learners

## White:

- Commitment to academic excellence for all students.
- Values the social and emotional well-being of staff and students
- Strong and collaborative leadership skills
- Demonstrates educational leadership and team building skills
- Strong interpersonal and community relations skills
- Able to think critically, strategically, and in a system oriented fashion.
- Forward thinking innovator.
- Fosters inclusivity
- Values innovative instructional methods
- Encourages and values parent/guardian engagement and involvement

# Skills and qualities:

## **Multiracial:**

- Commitment to academic excellence for all students.
- Values the social and emotional well-being of staff and students
- Demonstrates educational leadership and team building skills
- Strong and collaborative leadership skills
- Forward thinking innovator.
- Strong interpersonal and community relations skills
- Fosters inclusivity
- Able to think critically, strategically, and in a system oriented fashion.
- Encourages and values parent/guardian engagement and involvement
- Instructional leadership for diverse learners



# Open Response Categories

- We had **854** open response comments. We divided the comments into several categories, attempting to capture the main points and ideas shared by respondents.
- Leadership
- Curriculum: Special Education/French Immersion
- Communication
- Race and Diversity
- Public Health; return to school
- Emotional Intelligence
- Parameters of Supt. Search
- Support for Mr. Jette

## Open response categories:

### Summary of the main categories in the open response portion of the survey:

- **Leadership:** transparency, put students at the center, inspire principals, out of the box thinker, surrounded by a strong team.
- **Curriculum:** support French Immersion, STEM, importance of special education, extra curricular
- **Communication:** listening and collaborating, strong community partner
- **Race and diversity:** proactively pursue diversity, equity and inclusivity by openly sharing, analyzing and addressing data that reveals inequities.
- **Public Health:** willing to listen to experts and bring children back to school.
- **Emotional Intelligence:** empathy, flexibility, reflective, compassion, ethical.
- **Parameters of Supt. Search:** national search, diverse pool of candidates, fresh pair of eyes, person of color.
- **Support for Mr. Jette**

## Sample open responses from the community:

- Ability to listen to parents, but guide them in their efforts to support their children. Create a culture in the schools where the staff feels valued and supported by administrators.
- Integrity, honesty, and civil respect for differences of opinions.
- We are at a reckoning. Our community needs strong equity and systems focused leadership to serve all kids, guided by evidence, skilled practice and compassion.
- Someone who fosters inclusivity and diversity as well as academic excellence.
- Transparency, fairness and approachability.
- Kindness, willingness to have difficult conversations that aren't always popular. Have the best interest of students and staff in mind. Invested in the community but not intimidated by people with a louder voice. Fights for student whose parents are not able to.
- Hopefully, MPS can find a superintendent fit for the world we live in-somebody committed to the facts and truth and to facing reality with a creative and resourceful mind while putting the well-being of the school community first- the community as a whole, in all its diversity.

# Portrait of a superintendent

Innovative, collaborative, forward thinking educator with a commitment to academic excellence for all students. A reflective decisive leader who can harness the resources of a diverse staff and involved parent/guardian community to address the following needs of the district:

- Prioritizing health and safety of students and staff with particular attention to social and emotional well being.
- Create inclusive and equitable learning environments through curriculum development and implementation; with particular focus on representative history, anti-racist education reform, instruction for diverse learners and high academic standards for all students.
- Leverage technology and 21st century skills to prepare students for careers and or college.
- Continued development of a strategic plan that fosters inclusivity, considers all perspectives and places the needs of a diverse student body at the center.

# Next Steps for the School Committee

- **Listening sessions:**

January 12, 2021: For Milton Public School Staff: 4 pm

January 14, 2021: For Milton Public School Community: 7:00 pm

## **School Committee Meetings:**

January 20, 2021: School Committee Meeting where members will discuss listening sessions and next steps. 7:00 PM

# Thank you

- Thanks to Glenn Koocher and MASC for their support on administering the survey.
- Thank you to everyone who participated in the survey.