

Lexington County School District One Superintendent Search



Focus Groups and Community Survey Summary
June 28, 2022

OFFICE COPY

DATE: June 28, 2022

TO: The Board of Trustees
Lexington School District One

FROM: Scott T. Price
Gene Moore
Judy LeGrand
South Carolina School Boards Association

RE: Report from focus group meetings and online survey to discuss the search for a superintendent

Attached, please find the notes from the focus groups held in Lexington County School District One. The purpose of the focus groups conducted as part of your superintendent search was to share information about your search for a new superintendent and to gather input including desirable qualities for the superintendent.

The focus groups were held on March 31, June 1 and 2, and June 8 and 9. Dr. Gene Moore, Scott Price, and Judy LeGrand facilitated the Focus Groups.

The staff and community were also given the opportunity to take an online survey to determine the characteristics needed in the next superintendent for Lexington County School District One. I have attached a summary of this survey. The survey was taken by 2,586 people.

This information should be kept in mind while implementing the process of selecting the Superintendent and can be used to share with the new Superintendent as he/she begins their tenure as Superintendent of the district.

IMPLICATIONS OF FOCUS GROUP COMMENTS

Obviously, you cannot project the perceptions with statistical validity on all residents of the district by conducting Focus Groups or an online survey. That's neither the purpose nor the value of sessions.

Focus groups and surveys do, however, provide a barometer of public opinion and are valuable in bringing to the surface both what people believe to be true and the emotion of their feelings.

This report captures various viewpoints expressed by the focus groups and survey. Whether or not the board members agree with the perceptions reported, they should recognize that such beliefs do exist.

FOCUS GROUP QUESTION

This report reflects the responses to the primary question: *“What characteristics, experiences, and qualities should the Lexington County School District One Board of Trustees look for in the recruitment, screening, and selection process for the next Superintendent of Schools?”*

SECTIONS OF THE REPORT

Part 1	Responses gathered from Focus Groups (Participating Groups/Number of participants) Assistant Principals – 19 Board chosen staff – 6 Board chosen community members – 8 Community and Business Leaders – 3 Directors/Coordinators – 36 Education Foundation Board – 4 Elementary Principals – 10 Higher Education Partners – 2 Legislative Delegation – 1 Municipal Leaders – 2 Parent Advisory Committee – 4 Secondary Principals – 8 Student Advisory Council – 1 Support staff – 4 Teacher Representatives – 20 Community Groups: Gilbert High School - 8 Lexington High School - 7 Pelion High School - 2 River Bluff - 5 White Knoll High School - 5	Pages 4-16
Part 2	Online Survey Summary	Pages 17 - 21
Part 3	Comments from online Survey	Pages 22 - 98
Part 4	Comments received via email	Pages 98 – 100

OFFICE COPY

“What characteristics, experiences, and qualities should the Lexington County School District One Board of Trustees look for in the recruitment, screening, and selection process for the next Superintendent of Schools?”

- 10-years or more classroom teaching experience
- A great leader
- A leader that can balance autonomy in schools with district-wide goals
- A person of high character and morals
- A person with a “caring heart” for students and staff
- A person with humility
- A purpose driven leader
- A relationship builder
- A true advocate for all students
- A unifier of the district and community
- An exceptionally good listener
- A visionary
- Ability to balance finances and facility needs
- Ability to grow senior leadership team/mentor
- Ability to maintain success yet grow
- Ability to set long-range goals
- Ability to work with diverse groups
- Able to explain "why"
- Able to leverage other leaders
- Able to relate to all people
- Able to take a stand
- Active member of our community
- Actively engage all students
- Adaptable
- Address Equity issues
- Address issue of leadership leaving mid-year
- Address issues left unaddressed for too long
- Advocate for all children/families
- Advocate for teacher autonomy
- Advocate for the district
- Ambassador for district
- Appreciate the mental health concerns of staff and students
- Appreciates and values academics, arts, and athletics
- Approachable
- Approachable administration at the district office level. Open door policy – listen to concerns of teachers and administrators.
- Appropriate execution and implementation of policies
- Available
- Authentic
- Balance what's best for students while being involved in the community
- Be present and visible

OFFICE COPY

- Be a true advocate for all students and will provide equitable resources to meet the needs of all students in the district
- Be visible and connected in the whole community – not just schools
- Believes in dual enrollment for all students not just high achievers
- Bold and courageous enough to try different things
- Bring innovative ideas, but don't stop programs that have proven success
- Bring the community together
- Build partnerships in district, community, delegation
- Build relationships with parents and community
- Build team spirit (lost from COVID)
- Builds partnerships inside and outside the school district
- Business savvy, CTE focused
- Can “manage up” as needed
- Can balance finance and facility needs
- Can build relationships – internal and external
- Can continue to develop a positive climate within the district
- Can find creative ways to fill all positions such as bus drivers
- Can gain internal support within the district for a positive opinion of public educators and education
- Can keep everyone on the same page
- Can lead expansion of opportunities for students at all levels
- Can work well with the board
- Care about all groups of employees
- Cares about kids
- Cares about staff
- Caring and compassionate
- Champion for teachers
- Children come first
- Classroom and school administration experience
- Classroom experiences - understands teachers. They feel unappreciated now
- Clean credit report/no lawsuits
- Clear communications
- Collaborative thinker
- Communicates with all stakeholders
- Communication is key
- Community Leader
- Community-minded
- Concern for special needs population
- Concern with safe environment for all children
- Concerned for emotional well-being of faculty and staff
- Considerate of teachers' and administrators' needs
- Consistent
- Continue investment in leaders; don't pass them over
- Continue successes but moves forward

OFFICE COPY

- Continue to challenge the status quo
- Continue the K to career emphasis
- Continued priority of diversity in hiring
- Continuity
- Continuous improvement
- Conviction
- Courageous person
- Create a culture of good character and high moral standards
- Creative problem solver
- Creative strategies to help recruit and retain employees
- CTE background
- Culturally aligns with SC
- Culture/tradition - balance what's right for students
- Current in instruction, management
- Innovative
- Deal with transportation issues
- Decisive
- Degree not as important as on-the-ground experience
- Demonstrated success in special education program
- Demonstrated success in foreign language immersion program
- Disrupt system that marginalizes students
- District level experience and ability to “see the big picture”
- Diversity in staffing
- Do not hire from within
- Do what's best for the district - not just what we have always done
- Dual enrollment partnerships are key
- Does not need to be someone that will make major changes but can enhance the success that our district has already enjoyed
- Does not fear close scrutiny
- Educational experience: classroom, building level, district level (up through the ranks)
- Education background
- Effective management
- Embrace negativity
- Empathetic
- Encourage a diverse pool
- Encourage parental involvement at all schools and events
- Engaging
- Ensure that policies and procedures regarding finance and procurement are being followed correctly
- Ensure students are prepared to do their best: college, career, military
- Equitable across the board
- Equity-minded
- Ethically sound

OFFICE COPY

- Evidence of innovation
- Experience in district of comparable size
- Experience in districts with similar growth/rapid growth
- Experience leading a large team/large district
- Experience serving diverse families
- Experience using human capital effectively
- Experience with bond referendums, building, construction projects
- Experience with diverse groups
- Experience with diversity and equity
- Experience with multi-lingual/multi-cultural district
- Experience with strategic planning
- Experience working with equity issues: ethnic and socio-economic
- Experience working with families and children
- Experience working with the legislative delegation
- Extensive budget and funding experience
- Extensive classroom and school administrative experience
- Facilities study/ address issues with buildings/facilities
- Familiar with elementary education - high schools bring in accolades so other grade levels sometimes overlooked
- Familiar with traditions of Lexington One
- Family oriented perspective and encourages employees to balance work and personal life
- Firm but not overbearing
- Fiscally responsible and transparent
- Flexible
- Focus on educational opportunities
- Focus on Leadership - have people in place to manage issues
- Focus of safety
- Former or current superintendent
- Forward thinking
- Fosters partnership between community and schools
- Gain access to services for families through networking in community
- Genuine and honest communication with stakeholders and board
- Get disciplinary issues under control - make tough decisions and stick by them.
- Globally minded
- Good background with school finance and funding
- Good character
- Good communicator
- Good Leadership skills
- Good listener
- Good manager of people
- Good personality
- Good public speaker
- Good relationship with community and business leaders

OFFICE COPY

- Good role model
- Great communicator
- Experience growing and maintaining business partnerships
- Experience with grading systems at all levels and will ensure that they are fair
- Focus on discipline and classroom management. Needs to be a top-down expectation (and support for) discipline. (There is a lack of district office support in response to safety and discipline.)
- Has a solid household
- Has creative ideas for recruitment and retention
- Has complete understanding of strategic planning development and implementation
- Has a full understanding of the role and responsibilities of the school board with respect to the role and responsibilities of the superintendent
- Has experience with middle school athletics and their importance to middle school students
- Has experience working with school boards and can facilitate unifying a board
- Has good boundaries
- Has good knowledge of Career and Technical programs
- Has the ability to gain community support
- Have political finesse, but politics are not his/her overarching focus
- Have similar values as community to fit in better
- Help with class sizes
- High standards
- Hire the right people
- Hold firm against parent and community criticism
- Hold the line concerning violence. Show consequences; provide crisis intervention
- Holds students accountable - enforces student handbook across all schools and principals
- Honest
- If he/she makes a mistake, admit it, and take corrective action
- immerse in community
- improve student achievement through rigorous curriculum
- In tune with changing needs of students and families
- In tune with teachers
- Innovation is key
- Innovative ideas in arts, technology
- Innovative ideas on school safety
- Inspires and encourages
- Institutional knowledge of Lexington 1
- Instructional experience
- Instructional leader
- Integrity
- Integrity in word and deed

OFFICE COPY

- Interact with community - get community support in all areas
- In-touch with what parents are experiencing
- Invested in district and if they have school-age children, they will attend school in Lexington One
- Involved in the community
- Isn't afraid to say "no" to parents
- Keep district moving forward
- Knowing political climate and demographics more important than previous experience
- Knowledgeable of current educational research
- Knows instruction
- Knows the value of teachers
- Lead by example
- Lexington thrives because our schools thrive - not the other way around
- Liaison for families
- Likeable - engages all stakeholders
- Listen to all stakeholders, set goals
- Listen to teachers and administrators
- Live in the district
- Lives personal life with integrity
- Long range plan for 5-10 years
- Looks at all kids – not just the advanced kids – the kids who are going to fall through the cracks. This should be handled through policy execution – all boats have to rise. Have high expectations for all schools, not just some.
- Look at best practices - make changes/improvements
- Looks beyond test scores – values the whole child
- Love for academics, arts, and athletics = whole child
- Loves Jesus
- Make Lexington 1 best in state, region, country
- Makes changes based on teacher input
- Makes decisions based on what's best for students
- Mindful of special education and special education laws
- Minimal baggage or controversy
- Morally aligned with the area
- More adequately address the needs of the special needs community
- More appreciation for our student accomplishments who are not attending a four-year college after graduation.
- More attention needs to be given to the general population and less to the loud minority
- More forward thinking
- Motivational
- Move district forward
- Move into partnerships

OFFICE COPY

- Must embrace all communities and the uniqueness of each area of our school district
- Must get along
- Must have trust from the community
- Must value leadership expertise and hard work that is occurring at every level across the district – from district level to school-based leadership
- Navigate pretentious political arena
- Needs to be seen in schools
- Needs to have experience dealing with media since the Columbia area has a strong media outlet presence
- No nepotism
- Non-micro-manager
- Not back down to parents
- Not morally neutral
- Not necessarily from SC - find best person for job
- Not passive
- Open and responsive to change to keep the district moving forward
- Open and transparent with the curriculum
- Open honest communication
- Open to constructive criticism and feedback
- Open to innovative ideas
- Open to points of view from students, parents, staff
- Operations minded
- Outline their recovery strategy
- Outspoken; thick-skinned
- Patient yet stern
- People person
- Person of conviction
- Personable
- Personality and leadership goals to achieve
- Positive attitude
- Presence on state board, SCASA, SDE, etc.
- Present and visible in the district
- Previous building level administrative experience
- Previous superintendent experience
- Progressive, visionary direction
- Promote services to benefit whole child
- Properly qualified
- Proven track record of success
- Provide the absolute best education for all students – college prep or Career and Technical
- Put forth effort to build relationships with staff
- Puts student and teacher safety first
- Real

OFFICE COPY

- Real background as teacher and administrator
- Realistic/level-headed
- Record of leading a district to improve student achievement at every level
- Recruitment and Retention skills vital
- Reimagine what education looks like for the future
- Relatable
- Resources/fairness need to be addressed
- Respect and follow the law, especially with respect to finances
- Respect for culture/tradition
- Respected by community
- Role model – good example for others
- Safety
- School safety a priority
- School-level involvement
- Seeks input from those not usually heard
- Servant leader
- Set high expectations
- Set specific measurable goals
- Should have clear direction with measurable goals
- Showcase Lexington 1 - be competitive with neighboring districts
- Skillful
- Some business background
- Some knowledge of midlands area
- Someone bold enough to do what is needed
- Someone from Southeast might fit better than someone from across the country - less of a learning curve
- Someone outside the district
- Someone that can handle pushback and critical feedback constructively and will value that feedback to help in the decision-making process
- Someone that wants to be here for a long time
- Someone that will “have our back” when needed
- Someone who is an amazing listener, to make all voices feel heard
- Someone who supports current food service program
- Someone who will not come in and do a wholesale change - build on successes. Evaluate - see what's working/what's not
- Someone with a clear vision
- Someone with common sense
- Someone with great people skills to effectively communicate with all stakeholders
- Someone with integrity that will be committed to our students, parents, staff, and community
- Someone with knowledge of maintaining a large budget and the budget process
- Special needs education – parents of special needs kids feel that they are not considered a part of the system. Next superintendent must have a concern for

OFFICE COPY

special needs students. Need expectation of culture of care for special needs children.

- Staff needs to reflect student population
- Stand up against opposition
- Stand up to do what is best for students
- Status quo isn't going to work any more
- Strength of character to understand how to take input and produce a solution
- Strong - not run over by parents
- Strong background in budget and finance
- Strong background in education – should have been a teacher
- Strong but compassionate
- Strong character/morals
- Strong communicator
- Strong education background – came through the ranks
- Strong instructional background
- Strong leader
- School safety must be a priority
- Student achievement: “COVID years” had no accountability for student academic achievement – grades given for free. Students given multiple opportunities to test and retest. Past two years have mostly been “reactive” to circumstances and not proactive.
- Student mental health needs to be a top issue.
- Student safety a priority
- Student-centered
- Successful in moving students forward
- Support all facets (arts, academics, CATE, athletics) to develop well-rounded students
- Support different schools
- Support principals
- Support/recognize custodial staff
- Support the role of parenting within the district, to include being responsive to parents. Parents haven't been allowed in the schools in the past 2 years. Recognize that there is a “public” in public schools.
- Supportive of families in crisis
- Supports career and technology education
- Supports professional development and curriculum
- Supports teachers through actions
- Survey to teachers - what do they need
- Take all opinions into consideration but stand up for what is right
- Take care of support staff
- Take input - good and bad - and implement what's best for our students
- Talk to people in the grocery store, gas station, church, restaurants, etc. to get input

OFFICE COPY

- Technical (trade) framework: Need a superintendent who pushes for a technical (trade) framework for students. Not all students will go to college. Need to offer preparation (from middle school on) for pathways to manufacturing, agriculture, etc. Get more students into the technical colleges system. Recognizing that much work has been done but need to do more. There are lots of opportunities for partnerships but must start earlier.
- Their children should attend schools in the district
- Thick skinned
- Thinks creatively
- Transformative thinker - vision for district
- Transparent
- Truly listen
- Trustworthy
- Truthful
- Understand differences in all high schools/communities
- Understand diversity of the county
- Understand educational crisis
- Understand negative perception of education
- Understand the climate - work to earn back trust
- Understand the unique needs of different schools
- Understand value of technology
- Understanding
- Understands children of poverty
- Understands continuous improvement
- Understands demands on students for workforce
- Understands dynamic nature of growth and building schools
- Understands elementary instructional and grading systems and makes sure students are being challenged
- Understands issues facing education today such as CRT
- Understands legal constraints
- Understands local climate and culture
- Understands social media and how to use it as a positive tool for communication
- Understands workforce development
- Unifier - heals small fractures
- Unity and inclusiveness
- Value community and be willing to be a part of it
- Values inclusiveness
- Values parents and the family unit
- Values strong partnerships with business community
- Values technology
- Visible at school activities
- Visible in schools and community
- Visionary
- Visionary - see big picture

OFFICE COPY

- Visionary - sell all partners on vision
- Visit schools
- Visit special education classrooms to have a better understanding of issues and needs
- We need a superintendent who will gather students back (address decreasing enrollment)
- Welcoming, caring
- Well versed in all levels (elementary, secondary)
- Will address inequities in the district
- Will balance traditional teaching strategies with the use of technology for instruction
- Will be accountable
- Will be a strong advocate at the state level for public education
- Will be a champion for those in the district that take “heat or criticism” for decisions and will stand up and support those individuals during challenging times
- Will be consistent with communication to all groups, internal and external
- Will encourage and expect robust advisory council representation at all schools
- Will focus on needs of all students across the district, not just high achievers
- Will have a long-term commitment to the district
- Will have a goal of all students being successful
- Will make sure that a strong discipline program is in place across the district
- Will implement a zero-tolerance discipline program
- Will provide full time SROs in all schools or employ a private security company to staff all schools
- Will make sure that all staff feels valued and cared for
- Will make all stakeholders feel welcome and will welcome their input
- Will not try to run a school district like a business
- Will provide the best quality education for all students
- Will provide focus on teacher recruitment and retention
- Will respond as required to FOIA requests in a timely manner
- Will review district office staffing to make sure it is staffed at an appropriate level
- Will take time to learn the history and culture of the communities in Lexington One
- Will value the hard work that has already occurred in the district to get to where we are
- Willing to address discipline and emotional issues post-COVID
- Willing to address racial issues/concerns
- Willing to build relationships with community leaders
- Willing to grow
- Willing to have dialogue with stakeholders
- Willing to have public forums to get feedback
- Willing to invest in manpower
- Willing to learn (study what’s working; what’s not)

OFFICE COPY

- Willing to own up to mistakes
- Willing to take input from stakeholders who have been in district for a long time
- Works to keep schools' autonomy
- Zero Tolerance (discipline)

Consistent themes in all meetings

The next superintendent should be:

- Able to take a stand
- Adaptable
- An active member in our community
- An advocate
- An ambassador
- Caring
- Compassionate
- Collaborative thinker
- Consistent
- Engaging
- Decisive
- Good communications skills are necessary – speaking skills and listening skills
- Good Leader
- Good Manager
- High moral character
- Innovative
- Integrity
- Motivational
- Not passive
- Person of conviction
- Relational (students, staff, families, business partners)
- Strong
- Thick-skinned
- Transparent
- Unifier
- Visible and active in the community
- Visionary
- Welcoming

The next superintendent should have:

- Ability to set long-range goals/plans
- Experience with foreign language immersion program
- Experience working with diverse community
- Experience with budgeting and finance
- Experience in a large/fast growing district
- Experience with buildings, facilities management, bond referendums
- Experience in strategic planning
- Past Classroom and building administration experience
- Strong instructional background

Priority issues that the next superintendent will face:

- Appreciation of all components of education: academics, arts, athletics (Whole child)
- Balancing autonomy in schools and district-wide goals
- City/County Council and Board/District not working together
- Discipline/Emotional issues post-COVID
- Dual Enrollment (all students)
- Education crisis post-COVID
- Equity for students
- Expectations to respect culture/tradition of community
- Diversity in hiring (Staff needs to reflect student population)
- Diversity of community
- Foreign Language immersion program needs improving
- Funding Transparency
- Grading system offers no motivation/challenge. Has lowered quality of education
- Grow senior leadership team
- History of retaliation
- Huge achievement gap
- Issues in resources/fairness
- Mental Health issues for students and staff
- Racial issues/concerns in the district
- Safety Issues
- Special Education Program needs to be improved
- Teacher recruitment/retention
- Transportation issues
- Will need to work to earn back trust

ONLINE SURVEY RESULTS

Question 1 What group do you represent?

Group	Number of Participants	Percentage
Administrator	123	4.78%
Community Member	47	1.83%
Parent	1,397	54.29%
Student	21	0.82%
Support Staff	305	11.85%
Teacher	680	26.43%
TOTAL	2,573	
Skipped Question	13	

Question 2 Rank these qualifications, characteristics, and professional experiences in order of importance from 1-10 with 1 being most important:

All Survey Participants

1. Skilled communicator (both internal and external)
2. Demonstrated a strong background in curriculum and instruction
3. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
4. Live within the district and willing to make a long-term commitment
5. Experience in district budget development and management
6. Demonstrated experience in working with diverse groups
7. Demonstrated involvement within the community, civic clubs, churches, etc.
8. Demonstrated commitment to athletics and other extracurricular activities
9. Commitment to and understanding of emerging technology in education
10. Commitment to building constructive relationships with the business community, higher education, and legislative delegation

OFFICE COPY

Responses by Group

Administrators

1. Skilled communicator (both internal and external)
2. Demonstrated a strong background in curriculum and instruction
3. Live within the district and willing to make a long-term commitment
4. Experience in district budget development and management
5. Demonstrated experience in working with diverse groups
6. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
7. Demonstrated involvement within the community, civic clubs, churches, etc.
8. Demonstrated commitment to athletics and other extracurricular activities
9. Commitment to building constructive relationships with the business community, higher education, and legislative delegation
10. Commitment to and understanding of emerging technology in education

Community Member

Rank these qualifications, characteristics, and professional experiences in order of importance from 1-10 with 1 being most important:

1. Live within the district and willing to make a long-term commitment
2. Skilled communicator (both internal and external)
3. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
4. Demonstrated a strong background in curriculum and instruction
5. Experience in district budget development and management
6. Commitment to building constructive relationships with the business community, higher education, and legislative delegation
7. Demonstrated involvement within the community, civic clubs, churches, etc.
8. Demonstrated experience in working with diverse groups
9. Commitment to and understanding of emerging technology in education
10. Demonstrated commitment to athletics and other extracurricular activities

Parent

1. Skilled communicator (both internal and external)
2. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
3. Live within the district and willing to make a long-term commitment
4. Demonstrated a strong background in curriculum and instruction
5. Experience in district budget development and management
6. Demonstrated experience in working with diverse groups
7. Demonstrated involvement within the community, civic clubs, churches, etc.
8. Demonstrated commitment to athletics and other extracurricular activities
9. Commitment to and understanding of emerging technology in education

OFFICE COPY

10. Commitment to building constructive relationships with the business community, higher education, and legislative delegation

Student

1. Skilled communicator (both internal and external)
2. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
3. Live within the district and willing to make a long-term commitment
4. Experience in district budget development and management
5. Demonstrated commitment to athletics and other extracurricular activities
6. Demonstrated involvement within the community, civic clubs, churches, etc.
7. Commitment to building constructive relationships with the business community, higher education, and legislative delegation
8. Demonstrated a strong background in curriculum and instruction
9. Demonstrated experience in working with diverse groups
10. Commitment to and understanding of emerging technology in education

Support Staff

1. Skilled communicator (both internal and external)
2. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
3. Demonstrated a strong background in curriculum and instruction
4. Live within the district and willing to make a long-term commitment
5. Experience in district budget development and management
6. Demonstrated experience in working with diverse groups
7. Demonstrated involvement within the community, civic clubs, churches, etc.
8. Commitment to building constructive relationships with the business community, higher education, and legislative delegation
9. Commitment to and understanding of emerging technology in education
10. Demonstrated commitment to athletics and other extracurricular activities

Teacher

1. Skilled communicator (both internal and external)
2. Demonstrated a strong background in curriculum and instruction
3. Live within the district and willing to make a long-term commitment
4. Commitment to insuring strong accountability measures for principals and teachers toward student achievement results
5. Demonstrated experience in working with diverse groups
6. Experience in district budget development and management
7. Demonstrated involvement within the community, civic clubs, churches, etc.
8. Commitment to building constructive relationships with the business community, higher education, and legislative delegation
9. Demonstrated commitment to athletics and other extracurricular activities
10. Commitment to and understanding of emerging technology in education

OFFICE COPY

Question 3 In choosing the next superintendent, which path or strategy below do you think the Board of Trustees should take? (Choose ONE answer)

All participants

	Skipped	18
	Answered	2568
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	53.97%	1386
Find a candidate who will stay the course and continue the good work of the current administration.	23.21%	596
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	22.82%	586

Answer by Group

Administrator

	Skipped	0
	Answered	123
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	66.67%	82
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	17.89%	22
Find a candidate who will stay the course and continue the good work of the current administration.	15.45%	19

Community Member

	Skipped	0
	Answered	47
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	46.81%	22
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	36.17%	17
Find a candidate who will stay the course and continue the good work of the current administration.	17.02%	8

OFFICE COPY

Parent

	Skipped	9
	Answered	1388
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	50.36%	699
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	25.36%	352
Find a candidate who will stay the course and continue the good work of the current administration.	24.28%	337

Student

	Skipped	0
	Answered	21
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	57.14%	12
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	23.81%	5
Find a candidate who will stay the course and continue the good work of the current administration.	19.05%	4

Support Staff

	Answered	304
	Skipped	1
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	54.93%	167
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	23.68%	72
Find a candidate who will stay the course and continue the good work of the current administration.	21.38%	65

Teacher

	Skipped	8
	Answered	672
Find a candidate with the same basic educational and management philosophy as the current administration, but who can make some necessary changes.	59.52%	400
Find a candidate who will stay the course and continue the good work of the current administration.	23.81%	160
Find a very different kind of candidate - one who is ready to take the district in a significantly different direction.	16.67%	112