

Manchester Public School District Leadership Profile Report

July 11, 2016

Presented by:
Dwight Pfennig, Ed. D.
Gary Burton, Ph. D.



HYA Executive Search
Hazard, Young, Attea & Associates

Survey/Online Participants

Group	Personal Interviews or Focus Groups	Online Survey
Board	14	N/A
Public/Town Officials	7	N/A
Administrators	16	6
Non-Parent Community Members	16	26
Parents		53
Business Community Members	2	5
Support Staff	5	18
Teachers	4	30
Total	64	138

Consistently Reported Themes

Strengths

- Administrators, principals and the teaching staff
- City is being reborn – public support of program via donations and volunteerism. The community will respond positively when asked properly.
- Commitment to the community's children
- Great people through the city – coaches, officials, teachers – they care about the city and are will to give back to Manchester.
- Longevity of staff and their historical perspective
- Major public institutions– hospitals, colleges, arts, athletics, high tech businesses
- Manchester celebrates diversity
- Manchester is a wonderful city – people, awards, and partnerships. There is a huge untapped potential throughout the city
- Non-profits community that will be willing to step “up to the plate”

Consistently Reported Themes

Strengths

- Opportunities for students – extra-curricular both during and after the school day
- People are exposed to a variety of cultures
- People stay because they like to work (not to get rich)
- Public fund raising/giving
- Quality and diversity of the teaching staff - been through difficult times, willing to spend their own money on their students, committed to their students, and supportive of each other (they don't think they are appreciated)
- STEAM project with UNH Manchester at West High School
- The district's staff – people are the strength of this district
- Unique city with its diversity and people who want to make positive change
- Up and coming “high tech” community – on the brink of something great

Consistently Reported Themes

Challenges/Concerns/Issues

- Additional professional development opportunities are needed
- Challenge of city politics
- Challenges associated with diversity – refugees, immigrants and minorities (the number of languages spoken within the city)
- Civility in Board meetings needs to improve
- Dealing with a micromanaging Board
- Declining student enrollments - no more tuition students after 2018
- Engaging stakeholders in Board decisions
- Equalize resources across the district
- Facing redistricting in a reasonable manner
- Having the school Board communicate a positive message
- Keeping the district on an upward trajectory
- Lack of adequate funding is a problem and a reality
- Maintaining opportunities for students
- Mindset of the community about the schools is not positive – the majority wants change but has been silent

Consistently Reported Themes

Challenges/Concerns/Issues

- Money - always in short supply
- Needs of special education children and their parents
- Overcrowding/class sizes
- Politics in the city cast an “intangible cloud over everything”
- Revenue – underfunding of critical areas
- Some people aren’t doing their jobs - no one holds them accountable. This is unfair to the others.
- Superintendent longevity. Turnover is hurting the district.
- Superintendent needs to stand up to the school board
- Superintendent Visible in the schools
- Tax cap and fiscal limitations
- The Mayor is too powerful
- Tying re-birth of Manchester to the School District
- Knowledgeable of special education procedures/laws
- Maintains an open line of communication with all unions

Consistently Reported Themes

Desired Characteristics

- A champion of children
- Ability to build strong community partnerships
- Builder of consensus within the community
- Can technically detail the budget process
- Communicates effectively with Board and community
- Confidence in saying what needs to be said
- Experience at the superintendent/central office level
- Experience in dealing with a dynamic political environment
- Has had successful experience in a dynamic urban school system
- Is culturally competent – understands immigrant and refugee concerns
- Political awareness and savvy – put politics aside and do what is right for the students
- Politically savvy at the State level as well as locally
- Self-confidant in working with the Board
- Someone who creates a vision upon which you can focus
- Someone with people skills but can be assertive.
- Stands up for beliefs and doesn't fold under political pressure
- Tough – has a backbone and thick skin
- Understand the equitable distribution of resources
- Understands the value of diversity
- Will place/allocate funds where they are needed most.

On-Line Survey Participants

	Frequency	Percent
Administrator	6	4.3
Teacher	30	21.7
Support Staff	18	13.0
Parent	53	38.4
Non-Parent Community Member	26	18.8
Business Community Member	5	3.6
Total	138	100.0

Percentages may not add to one hundred percent due to rounding.

		Percentage of Respondents Who Selected Each Item (By Subgroups)								
		Number indicates rank order by overall results	National HYA Benchmark	ALL (138)	Admin. (6)	Teacher (30)	S.S. (18)	Parent (53)	Non-Parent Comm. (26)	Bus. Comm. (64)
M-Management	1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	49%	83%	60%	61%	34%	58%	20%
	2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	44%	17%	47%	50%	45%	46%	20%
CC-Communication & Collaboration	3	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	42%	50%	37%	28%	43%	50%	60%
	4	Be visible throughout the District and actively engaged in community life.	33%	37%	17%	50%	39%	36%	31%	20%
CE-Community Engagement	5	Identify, confront, and resolve issues and concerns in a timely manner.	31%	37%	33%	27%	28%	47%	35%	40%
	6	Promote high expectations for all students and personnel.	34%	35%	0%	33%	39%	42%	35%	0%
	7	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	33%	0%	30%	22%	42%	38%	20%
IL-Instructional Leadership	8	Be an effective manager of the District's day-to-day operations.	21%	31%	17%	30%	39%	34%	23%	40%
	9	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	30%	67%	47%	33%	17%	27%	20%
VV-Vision & Values	10	Effectively plan and manage the long-term financial health of the District.	30%	30%	33%	30%	39%	23%	31%	60%
	11	Seek a high level of engagement with principals and other school-site leaders.	21%	29%	50%	33%	39%	17%	35%	40%
Key	12	Lead in an encouraging, participatory, and team-focused manner.	31%	29%	67%	47%	33%	19%	23%	0%

	Percentage of Respondents Who Selected Each Item (By Subgroups)									
	Number indicates rank order by overall results	National HYA Benchmark	ALL (138)	Admin. (6)	Teacher (30)	S.S. (18)	Parent (53)	Non-Parent Comm. (26)	Bus. Comm. (64)	
M-Management	13	Strive for continuous improvement in all areas of the District	31%	29%	33%	20%	33%	30%	31%	40%
CC- Communication & Collaboration	14	Maintain positive and collaborative working relationships with the school board and its members.	25%	29%	17%	20%	28%	32%	42%	0%
	15	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	28%	33%	40%	39%	28%	8%	20%
	16	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	28%	50%	27%	28%	23%	42%	0%
	17	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	26%	50%	27%	39%	21%	23%	20%
CE- Community Engagement	18	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	26%	17%	20%	17%	32%	31%	20%
	19	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	26%	33%	20%	28%	34%	19%	0%
IL-Instructional Leadership	20	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	25%	17%	37%	22%	23%	23%	20%
	21	Involve appropriate stakeholders in the decision-making process.	23%	25%	0%	33%	17%	23%	35%	0%
	22	Communicate effectively with a variety of audiences and in a variety of ways.	27%	24%	0%	23%	28%	28%	23%	0%
VV-Vision & Values	23	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	22%	33%	13%	28%	30%	4%	60%
	24	Act in accordance with the District's mission, vision, and core beliefs.	27%	11%	17%	10%	22%	8%	4%	40%
Key	25	Utilize student achievement data to drive the District's instructional decision-making.	17%	11%	33%	17%	6%	13%	0%	0%

Manchester Public Schools

Desired Characteristics for the New Superintendent

After seeking input from its Board members, parents, staff, students, and community via focus groups, interviews, and an online survey, the Board of Education of the Manchester Public School District seeks a strong educational leader who possesses the following characteristics:

- Honesty, integrity, and resilience in dealing with difficult decisions and varying opinionated personalities involved in local and state governance, School Board membership, and union leadership.
- Communication skills and visibility that indicates an equitable approach to all students, parents, and facilities through frequent engagement through various media and in person.
- Excellent financial acumen.
- Administrative and teaching experience that serves as a foundation for understanding the evaluation of instruction, meeting the individual student needs of a diverse population, and making sound program adjustments based upon changing student needs.
- Adaptability in developing a professional presence throughout the community that is transparent and welcoming.

Manchester Public Schools

Desired Characteristics for the New Superintendent

With regard to leadership experiences and accomplishments, the successful candidate:

- Demonstrate clear and effective means of working with Manchester's diverse population through previous evidence based experiences and be able to apply what has been experienced to meet increased challenges presented by Manchester's continually changing demography.
- Demonstrate community engagement and transparency focused upon existing partnerships and forging new ones that will increase the school district's ability to provide programs, Pre-K-12 that reflect basic literacy combined with 21st Century skill development.
- Demonstrate proven skills (development, presentation, implementation) in a capped budget environment that will communicate a clear relationship between meeting the demands of an excellent comprehensive educational program and the community's ability to afford that program.
- Demonstrate skilled leadership in developing a well-planned and sequenced professional development program that supports curriculum analysis and evaluation, classroom best practices that are research based, and the uniform implementation of such practices on a school district basis.
- Demonstrate district wide achievement results that point to the reduction of achievement gaps between and among all student group via the implementation of best practices within classrooms and the evaluation of those practices.
- Demonstrate an ability to find solutions to complex school district issues (overcrowding, redistricting, school closings, etc.) that require community engagement reaching consensus and the public's acceptance of those solutions.
- Demonstrate political acumen on a Federal, State and local level. Provide evidence of working effectively with elected and appointed officials to solve critical school based problems in school funding, special education, student and family support services, and unfunded mandates.