



Cincinnati Public Schools Superintendent Search Community Update

November 15, 2021



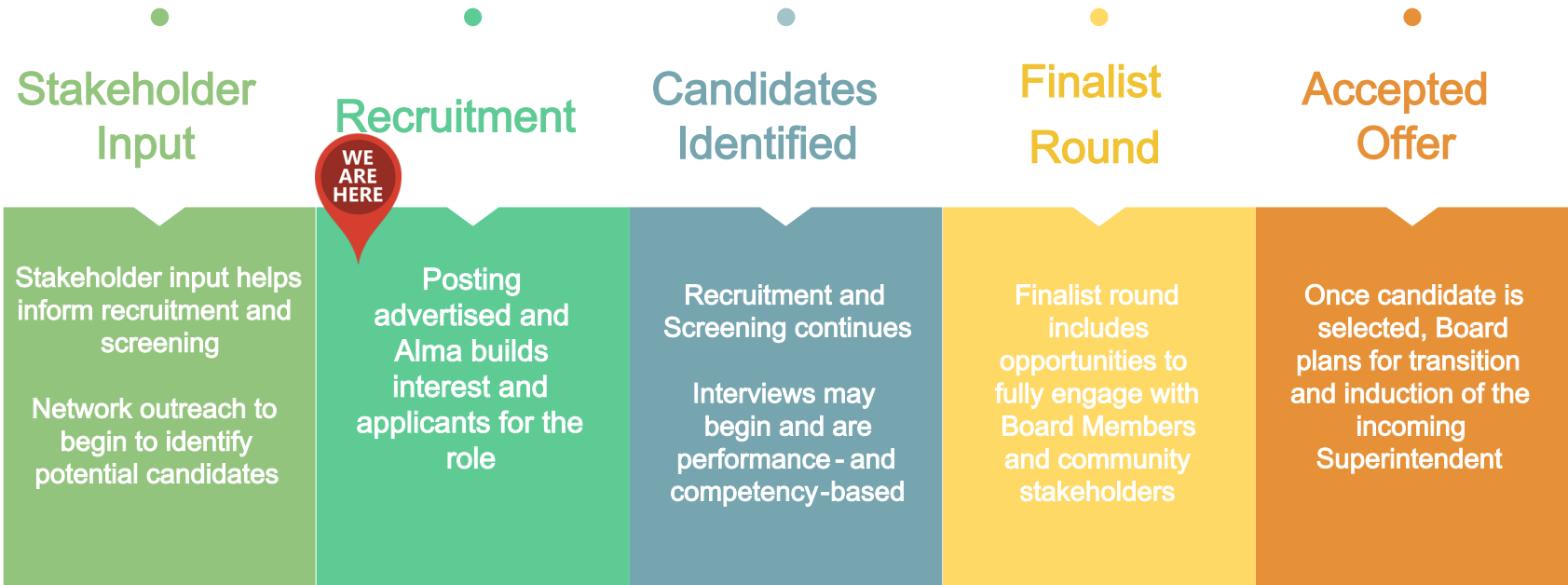
Our Shared Purpose

Our goal is to recruit, screen and select the next Superintendent of Cincinnati Public Schools.

Our purpose is to lead a transparent search process with integrity, guided by the input of the Board and the greater Cincinnati community, and designed to mitigate bias every step of the way.



Search Process Steps



*Job Profile is now live at www.AlmaAdvisoryGroup.com

3 Primary Activities to Participate

3 COMMUNITY GATHERINGS

1 in each region of the city.

Focus was to learn about the process and engage in conversations with the community.

Breakout groups allowed deeper input.

INTERVIEWS & FOCUS GROUPS

1:1 interviews and focus groups with teachers, students, principals, staff, union leaders and community partners

Allowed deeper discussions by role.

STAFF & COMMUNITY SURVEY

Survey launched 10/25/21

Extended deadline to 11/5/21 to expand participation, with a focus on adding teacher and student voice



Community Engagement



40

MEETINGS

Community gatherings (in person and virtual), focus groups, 1-on-1s, student panels, board member interviews

234

PARTICIPANTS

Parents, students, teachers, school leaders, district staff, community leaders and partners, and alumni



Significant Participation in Community Survey

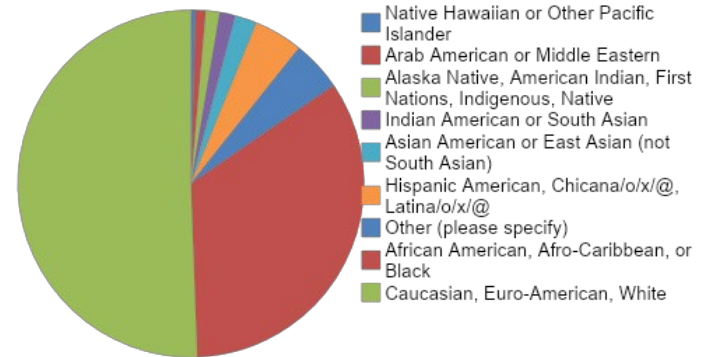
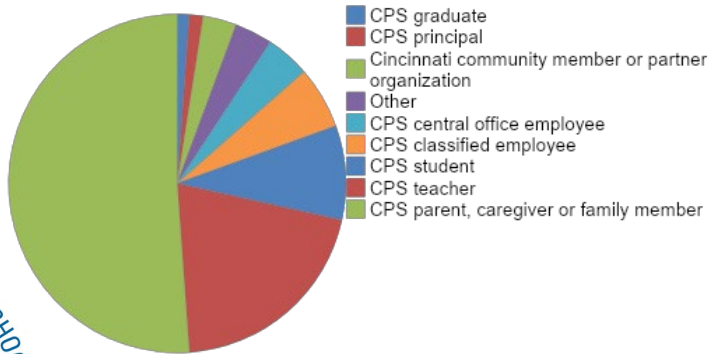
3,589

SURVEY RESPONSES

INCLUDES

1,051

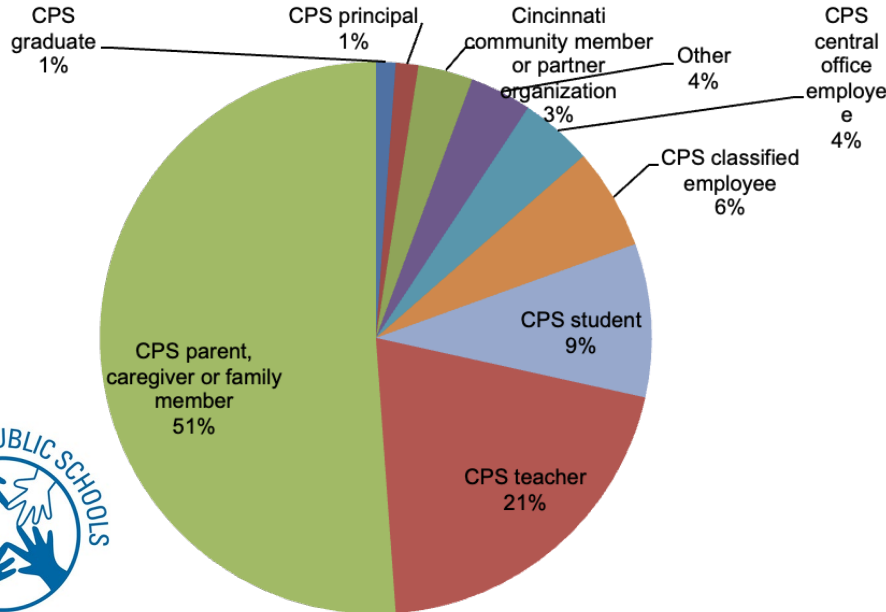
ADDED AFTER DEADLINE EXTENSION



Survey had high participation from many groups

Of the 3,589:

SURVEY RESPONSES



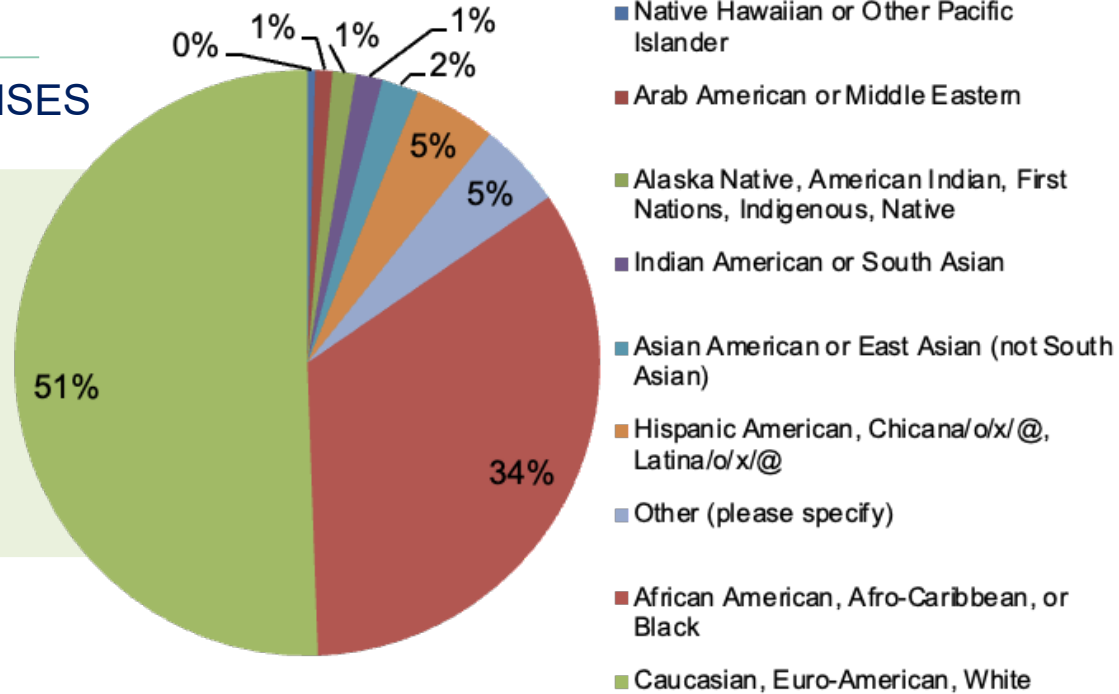
- 81% of respondents were Parents, Teachers and Students
 - 51% Parents, caregivers
 - 21% Teachers
 - 9% Students
- 100% of schools represented
- 92% of Principals responded (61 total)
- 224 classified staff
- 166 Central Office staff
- 110 community members

Nearly Half of Responses Came from Community Members of Color

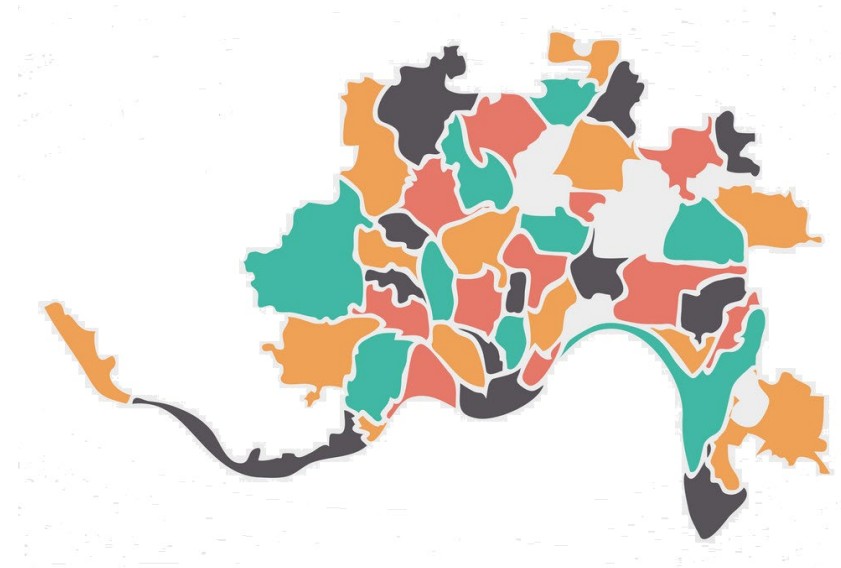
Of the 3,589:

SURVEY RESPONSES

- 49% People of Color



Community Engagement



100+
ZIP CODES

Most Represented

45211	205 responses
45238	194 responses
45208	193 responses
45230	163 responses
45213	137 responses



Community Engagement

WHAT WE HAVE LEARNED

Diverse ideas. Honest, vocal, and candid points of view.



Community Engagement

THERE IS SHARED DESIRE
TO EMPHASIZE LEARNING ...

... AND TO THINK MORE
HOLISTICALLY ABOUT
STUDENT AND STAFF NEEDS

- Developing **Students as Critical Independent Thinkers**, who know they are valuable to society
- **Accelerating learning and growth** in spite of the pandemic
- Fostering a commitment to **caring for and belonging to a diverse cultural community**
- Resources **support mental health and well-being**
- **Environments where students feel safe**, know who they can talk to, and are cared for as whole people
- **Support Site -Based leadership of schools**, allocating resources equitably and providing proactive development and support to staff



Community Engagement

There are challenges felt deeply across multiple stakeholder groups

- Decisions feel top-down and prioritize politics & power over students & staff
- Broken trust, lack of honest communication and accountability
- Operational deficiencies - transportation, food, safety
- Out-of-touch leadership: people feel unheard, devalued

EQUITY IS A POLARIZING TOPIC

Many CPS students and staff strongly support the district's goals for **equity and anti-racism**.

There is a clear need for greater understanding about **policies and practices impacting equity** and someone with a deft hand at navigating difficult conversations.



Community Engagement

ONE IDEA ABOVE ALL: A DESIRE FOR A STRONGER SENSE OF PARTNERSHIP AND COLLABORATION

Visible and present in the community and schools.

Open lines of communication

Responsiveness to parent concerns.



How Community Input Will Support the Process

- **Community Input is the driving force behind the Superintendent Job Profile, strengthening the role description** and competencies that will be used to recruit and screen candidates
- Community input following **engagement with finalists** will be reviewed by the board to inform their final decision



About the Job Profile

THE KEY RESPONSIBILITIES - THE “WHAT”

- Foster an intentionally inclusive and diverse school system, supporting the whole student for strong academic growth and achievement
- Strengthen relationships and build trust
- Develop a clear strategy
- Support a thriving workforce
- Lead effective systems and operations

... AND THE SKILLS NEEDED - THE “HOW”:

- Student-Centered Decision Making
- Commitment to Equity
- Innovative and Inspirational Leadership
- Effective Relationship Building and Communication
- Extraordinary Team Leadership and Management



*Viewable at www.AlmaAdvisoryGroup.com

Thank you!

www.AlmaAdvisoryGroup.com



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Advisory Group

Appendix

Community Gatherings and Focus Groups Detailed Summary



Our Community Gatherings

We asked Four Guiding Questions:

- 1. Imagine your students' future - the one you hope your school has prepared them for. What do you see in place? Describe what it looks like.**
- 2. What are some of the barriers or challenges you see that prevent your students from reaching their greatest level of achievement in school?**
- 3. What opportunities/resources/skills would the superintendent bring to our school that would strengthen the district's ability to meet students' needs?**
- 4. What would you like to see from us that would demonstrate to you that what you shared with us made a difference in this process?**



Voices of the Community

1) Your Vision for Your Students:

- **Critical Independent Thinkers** - Know they are valuable to society and can advocate for themselves and represent who they are
- **They Have a Deep Understanding of Everyone's History** and a commitment to caring for and belonging to a diverse cultural community
- **They Can See their Path Forward in Many Directions:** Employment, Enrollment, Enlisting
- **Students Feel Safe**, know who they can talk to, are cared for as whole people - physical, social, emotional wellness
- **Excited to be Lifelong Learners** and recognize That Learning Happens Everywhere
- **Developed Resourceful and Transferable Skills That Meet Their Specific Needs**, Help Build an Equitable Environment & Courageous Culture Around Them



Voices of the Community

2) Challenges and Barriers:

- **Students Have Fallen Out of the Center of Efforts:** Politics and Self-Preservation Are Competing Interests
- **Top-Down Management isn't Allocating Resources Equally Amongst Schools** Generating Skepticism, Low Morale, Inequitable Responses to Community Needs
- **Systems are So Complex That They Aren't Usable:** Leadership is Unreachable, Inaccessible Supports for New-Comers
- **Partnerships Between City, Community Leaders, and Corporations are Underutilized** and Difficult to Sustain
- **Students Experience Adverse Homelife Experiences** (Trauma pre/post COVID: Grief, Loss, Homelessness, Mental Health, Poverty)
- **Missed Opportunities to Celebrate Successes of the District:** Narrative Shared with Community is That the District is Continually Failing
- **Communication Between Stakeholders Feels Dishonest:** "We Don't Tell Each Other the Truth" Leading to an Unsupportive Environment, Reactive Responses to Challenges, Unaccountability to Outcomes



Voices of the Community

3) Skills, Competencies for the New Superintendent

- **Unwavering Personal Drive to Do What's Best for Students.** Willing to Stand Up to and Endure Criticism from all sides with Grace and Firm Resolve
- **Collaborative Leadership:** Someone Who is Able to Build Open Collaborative Relationships Between All Stakeholder Groups and Skillfully Leverage team Strengths
- **Visibility:** Visible Within All Spaces, Builds Solidarity and Rallies Support (In the Trenches)
- **Transparent:** Speaks with a Believable Sense of Honesty About Where the District is Succeeding and Where it Isn't, Takes Ownership of Personal Shortcomings and Holds Themselves and Others Accountable to High Expectations (Trust-Worthy)
- **Deep Awareness of Culturally Responsive Education,** Trauma Informed, Intimate Knowledge of Interconnected Systems and Social Justice, Strong Realistic Vision
- **Can Navigate Difficult Conversations** of Competing Business, Educational, Political Interests with Professionalism and Student-Centered Advocacy
- **Willing to Be in the Role for the Long Haul,** Strategizes Long Term and is Committed to Seeing Vision Through (Endurance for Future)



Voices of the Community

4) Alma Accountability

- **Consistent Distillation** of what's been shared into the job description/profile
- **See The Report of Progress** throughout the process
- **Assurance That We Are Reaching Out to All the Community Stakeholders:** Those who aren't typically involved
- **Transparency of Themes** that were generated from all conversations
- **Ensure That the Candidate Explicitly Meets the Key Criteria** identified in community gatherings
- **Alma Reflects the Community's Investment** in its work product



Search Process Overview

