



Madison Public Schools

Superintendent Search Update  
BOE Meeting: September 26, 2023

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Strategic Educational Advantage, LLC

## Strategic Educational Advantage:

- ❑ will present an analysis of the Survey Results.
- ❑ will present an analysis and summary of the Stakeholder and Community Forum Notes.
- ❑ will present drafts of the Profile of the Candidate and an Advertisement for the position based upon our findings.

*Meeting Agenda . . .*

The survey was comprised of 12 questions requiring a rating from:  
Most Important, Important, Neutral, Not Too Important or Least Important.  
654 stakeholders completed the survey.

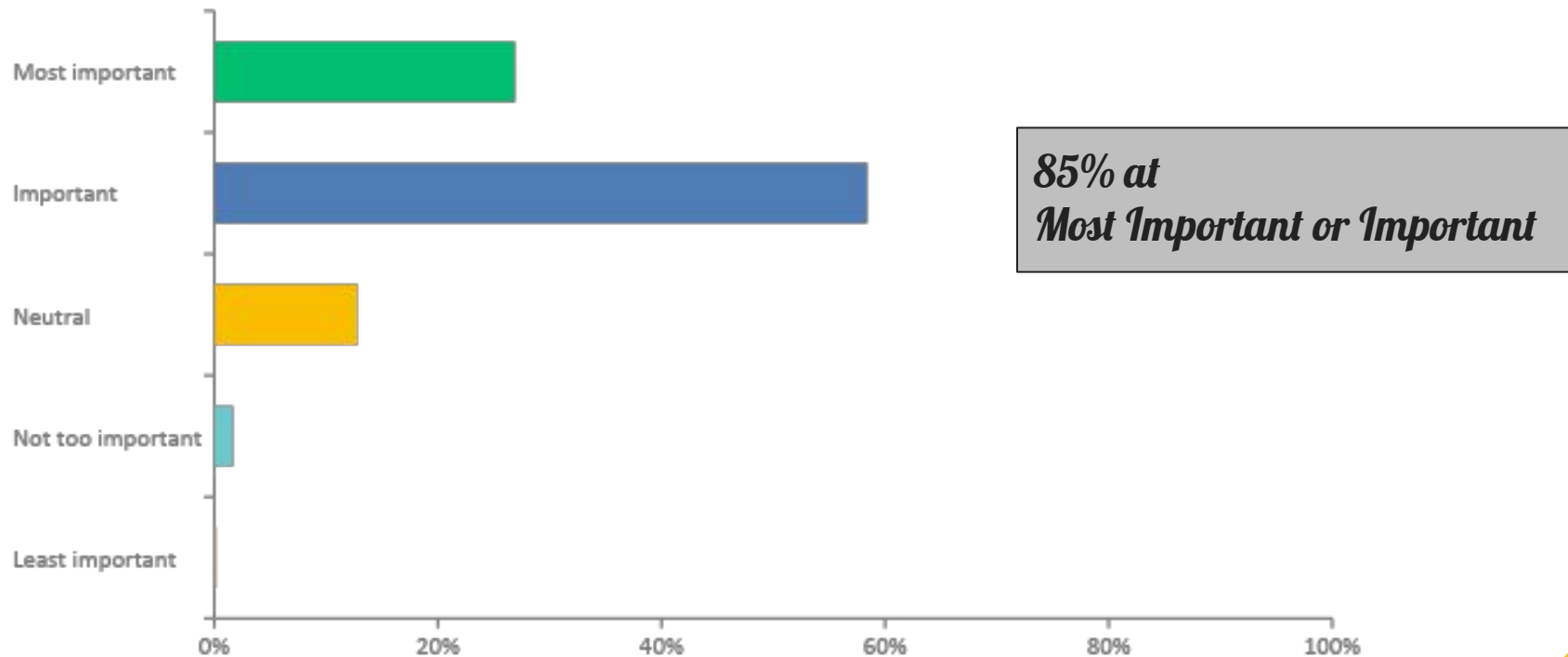
Respondents indicated their stakeholder group as:  
Parent, Community Member, Student, Teacher, Support Staff or Administrator.

The survey results were disaggregated by group.  
An aggregate report representing the entire Madison Public Schools  
Community was generated and will be reviewed this evening. An analysis of  
the stakeholders and community forums will also be presented.

*Overview . . .*

Group	Completed Survey
Parent	524
Community Member	30
Student	9
Teacher	70
Support Staff	15
Administrator	6
<b>Totals</b>	<b>654</b>

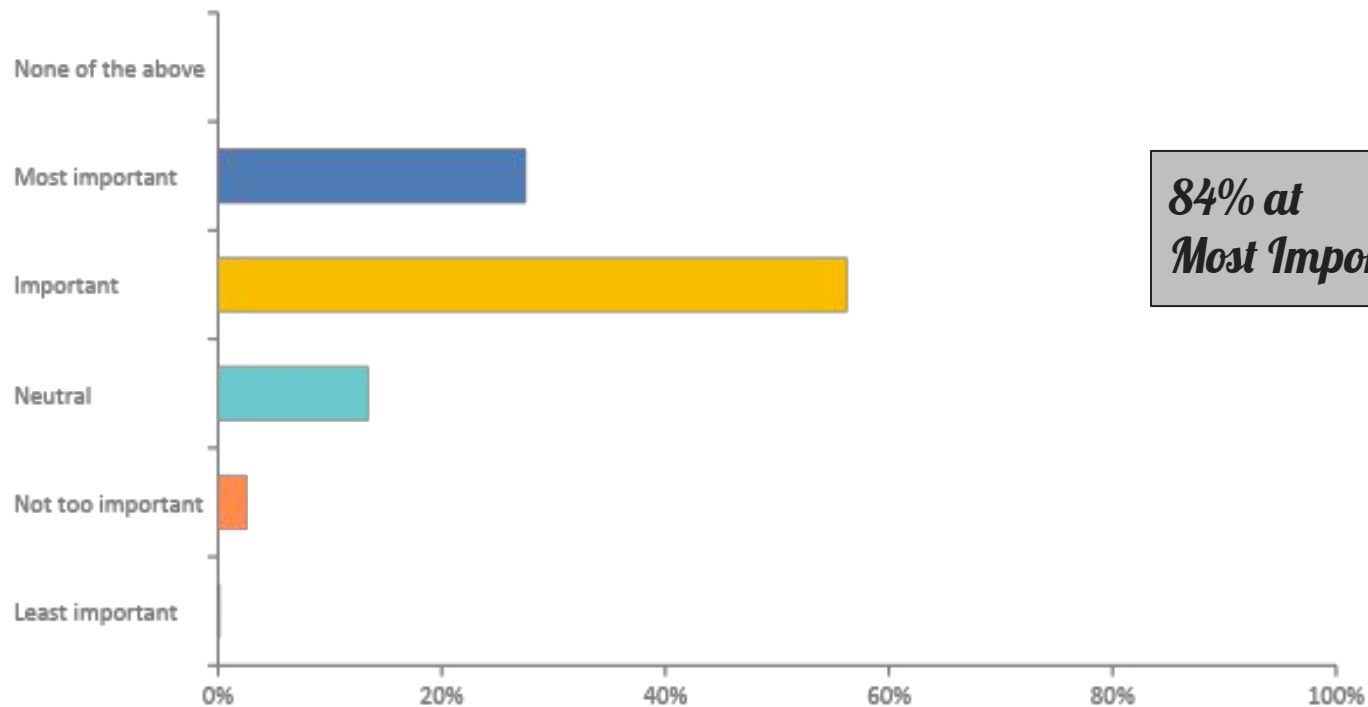
*Survey Respondent Breakdown . . .*



*Q 2: Has experience as a school district Superintendent*

ANSWER CHOICES	RESPONSES	
Most important	26.91%	176
Important	58.41%	382
Neutral	12.84%	84
Not too important	1.68%	11
Least important	0.15%	1
TOTAL		654

*Q 2: Has experience as a school district Superintendent*



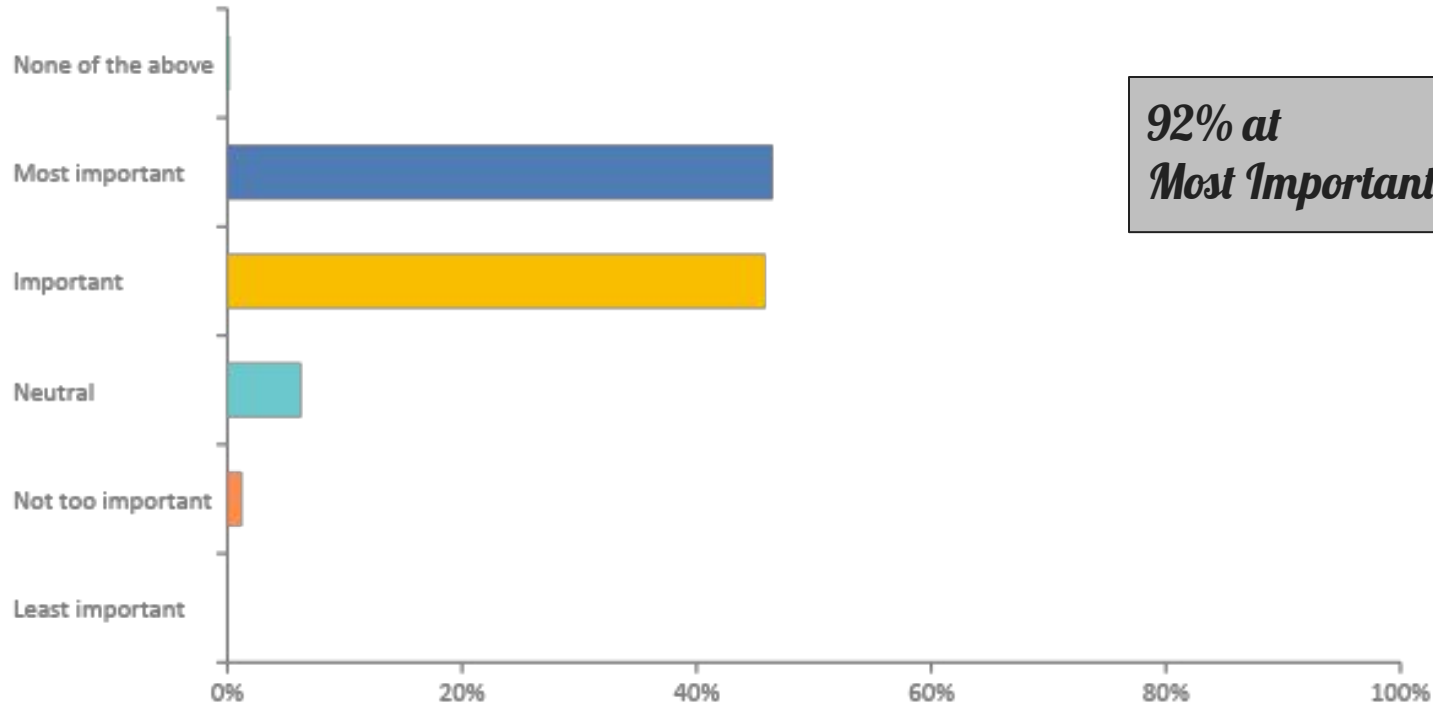
**84% at  
Most Important or Important**

*Q3: Has experience with implementing or managing a school district with specialized educational programs such as Career and Tech Education, Gifted and Talented, and Special Education*

ANSWER CHOICES	RESPONSES	
Most important	27.52%	180
Important	56.27%	368
Neutral	13.46%	88
Not too important	2.60%	17
Least important	0.15%	1
<b>TOTAL</b>		<b>654</b>

*Q3: Has experience with implementing or managing a school district with specialized educational programs such as Career and Tech Education, Gifted and Talented, and Special Education*



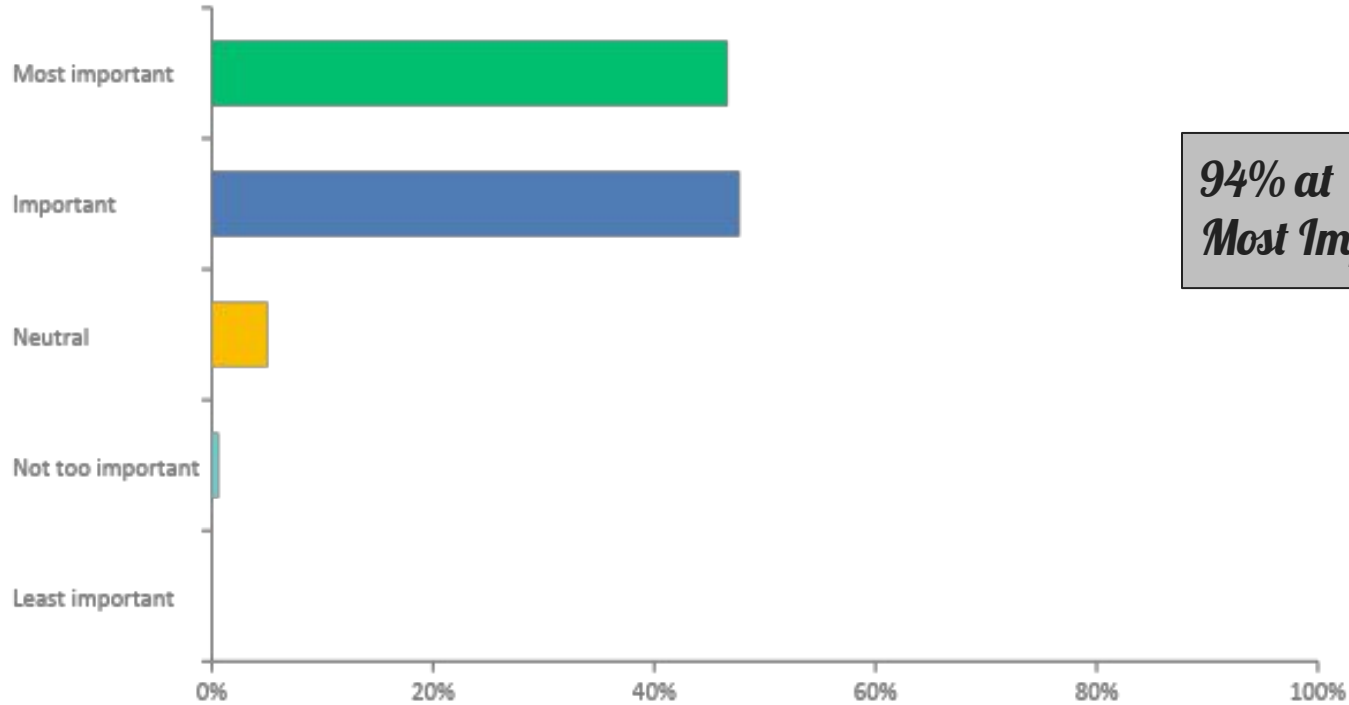


**92% at  
Most Important or Important**

***Q4: Demonstrates expertise in and up-to-date knowledge of effective curriculum and instructional practices***

ANSWER CHOICES	RESPONSES	
Most important	46.48%	304
Important	45.87%	300
Neutral	6.27%	41
Not too important	1.22%	8
Least important	0%	0
TOTAL		653

*Q4: Demonstrates expertise in and up-to-date knowledge of effective curriculum and instructional practices*

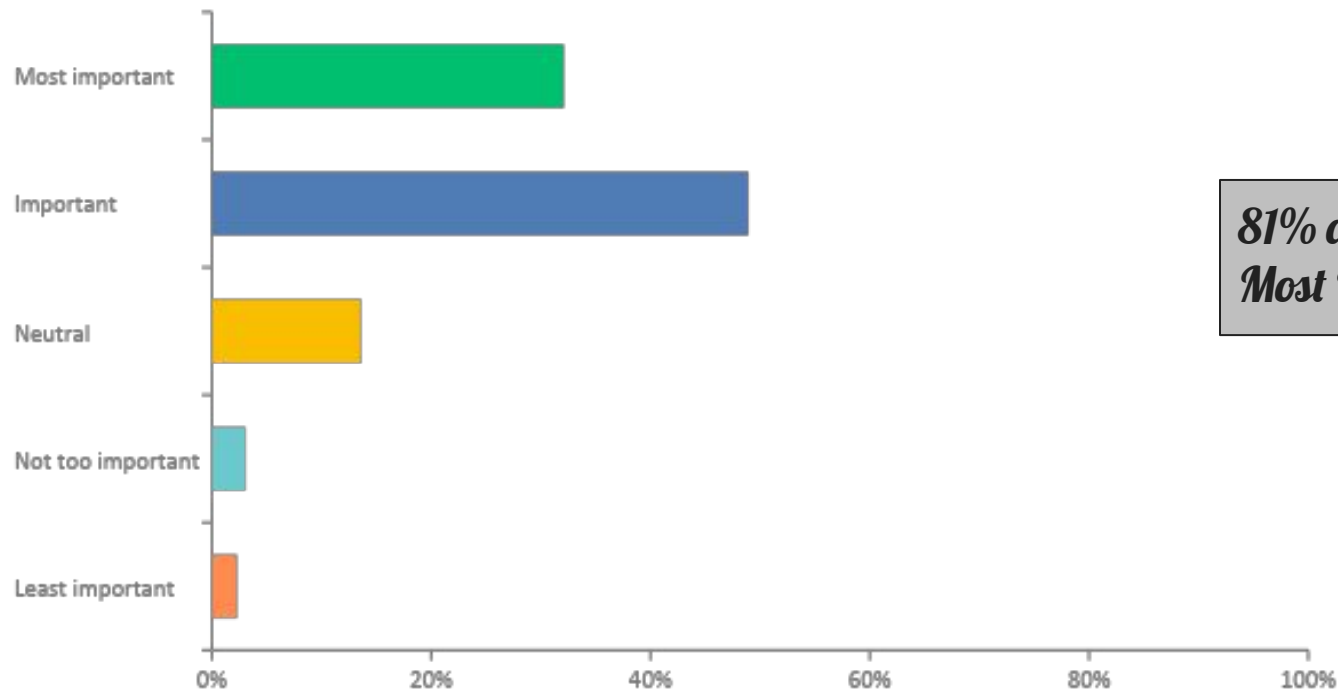


*94% at  
Most Important or Important*

*Q5: Demonstrates experience in managing , developing and overseeing budgets, strategic plans and academic goals*

ANSWER CHOICES	RESPONSES	
Most important	46.64%	305
Important	47.71%	312
Neutral	5.05%	33
Not too important	0.61%	4
Least important	0%	0
TOTAL		654

*Q5: Demonstrates experience in managing, developing and overseeing budgets, strategic plans and academic goals*

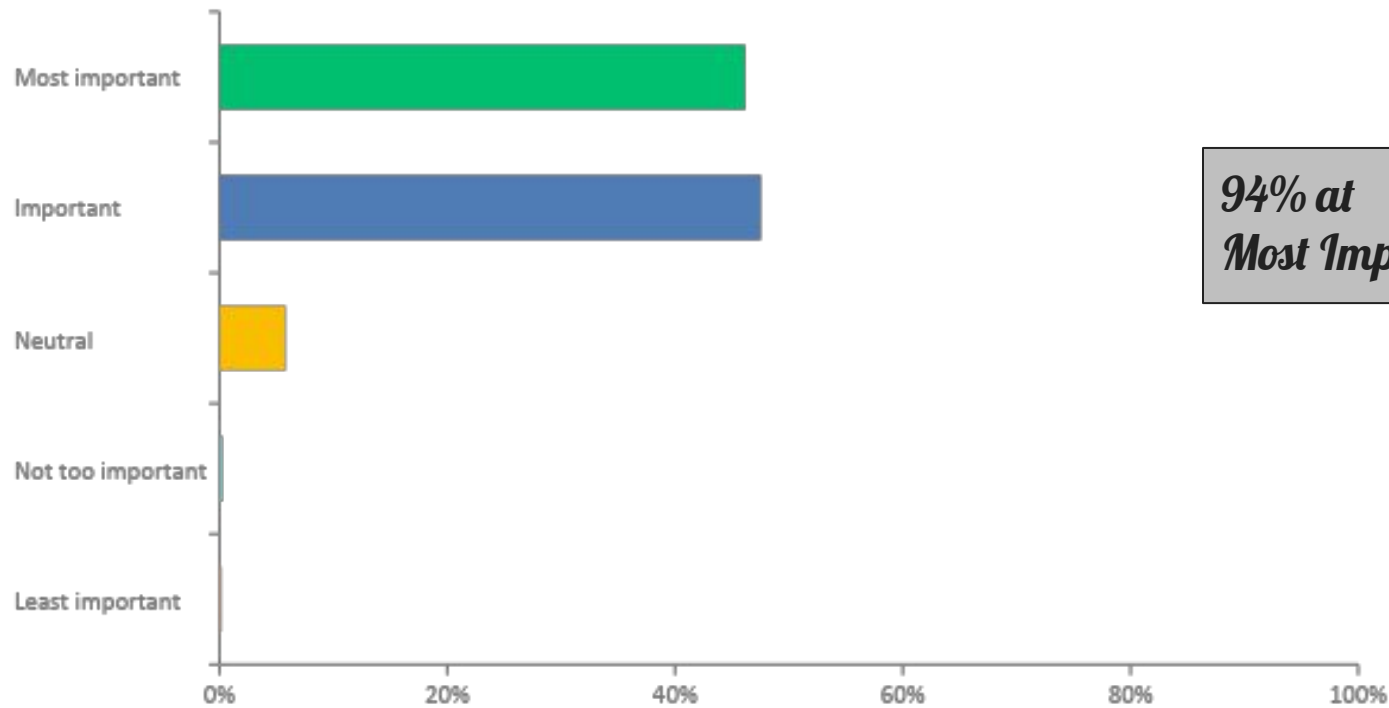


***81% at  
Most Important or Important***

***Q6: Demonstrates experience and measurable results in providing exemplary education to all students, including how to close opportunity and achievement gaps in subgroups***

ANSWER CHOICES	RESPONSES	
Most important	32.11%	210
Important	48.93%	320
Neutral	13.61%	89
Not too important	3.06%	20
Least important	2.29%	15
<b>TOTAL</b>		<b>654</b>

*Q6: Demonstrates experience and measurable results in providing exemplary education to all students, including how to close opportunity and achievement gaps in subgroups*



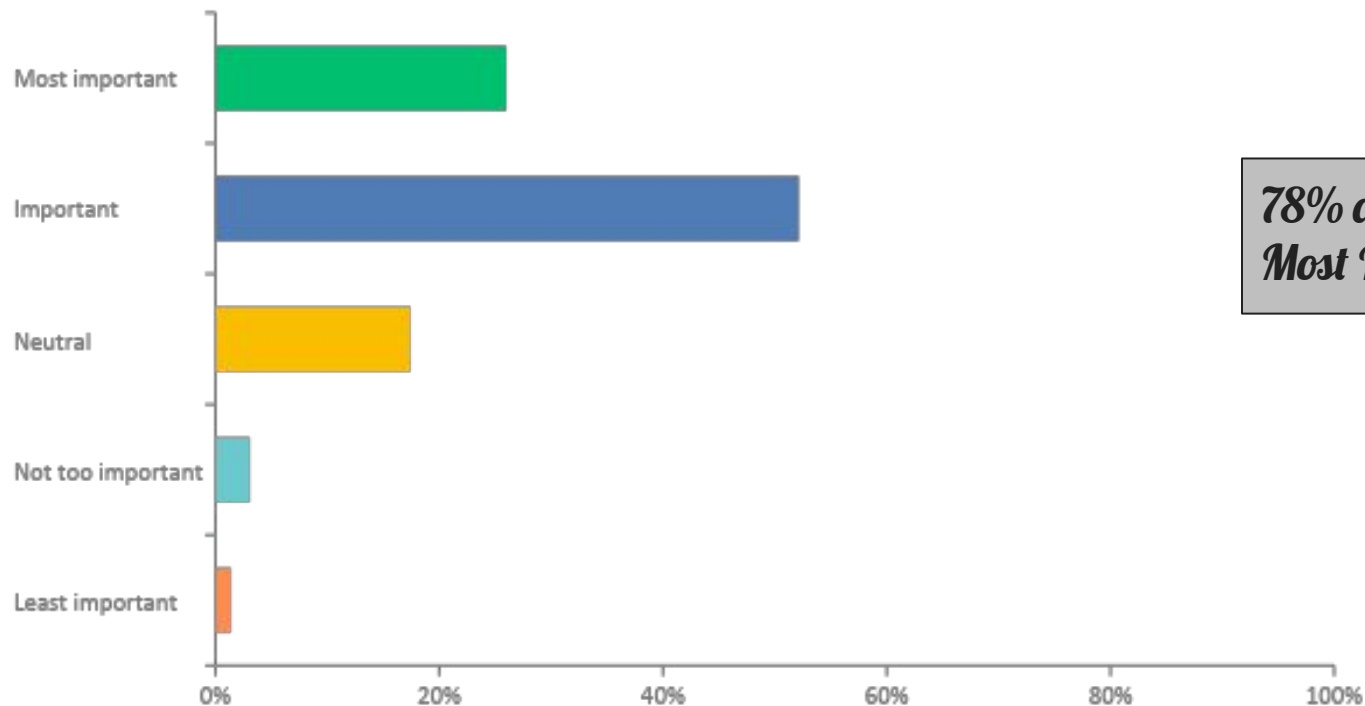
***94% at  
Most Important or Important***

***Q7: Demonstrates experience in recruiting, hiring, and retaining effective district and school personnel***

ANSWER CHOICES	RESPONSES	
Most important	46.18%	302
Important	47.55%	311
Neutral	5.81%	38
Not too important	0.31%	2
Least important	0.15%	1
TOTAL		654

*Q7: Demonstrates experience in recruiting, hiring, and retaining effective district and school personnel*



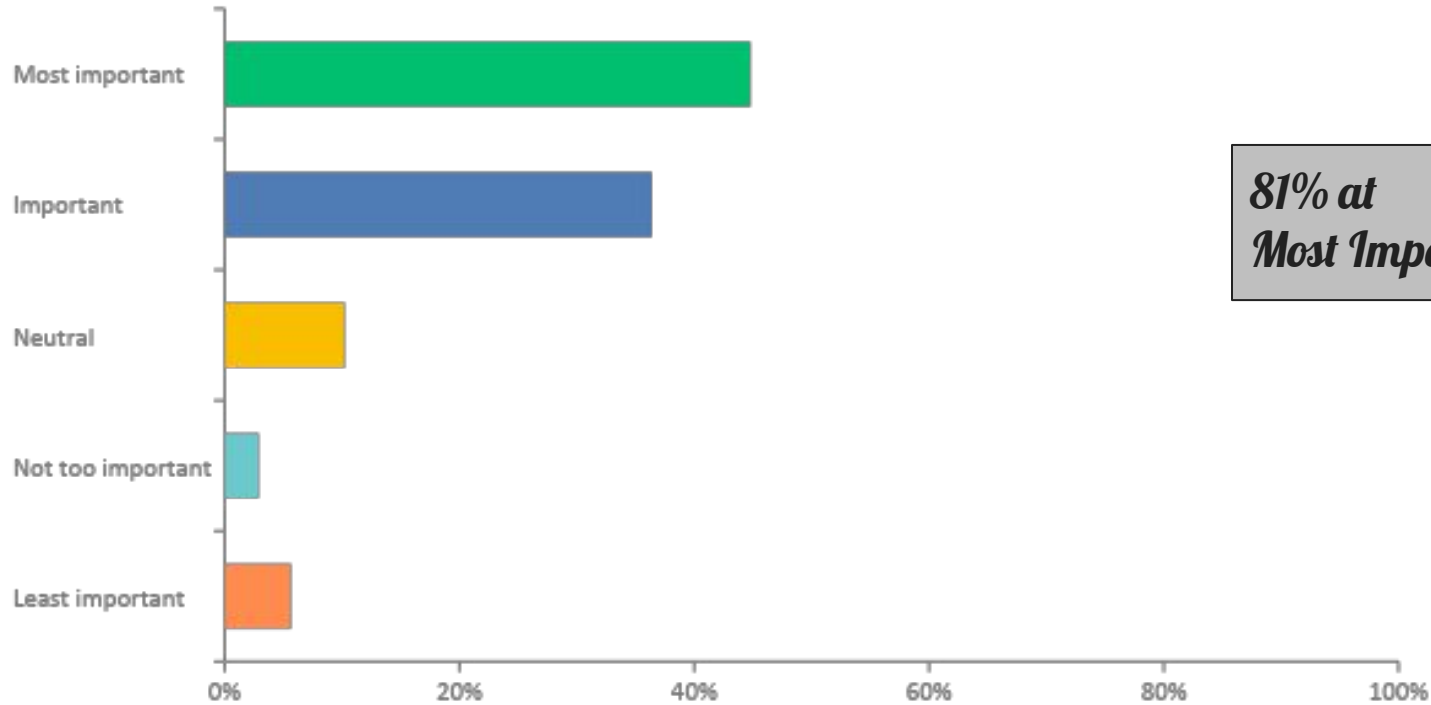


***78% at  
Most Important or Important***

***Q8: Able to maintain a positive and productive relationship with the Board of Education and encourage their development through school board workshops and webinars***

ANSWER CHOICES	RESPONSES	
Most important	25.99%	170
Important	52.14%	341
Neutral	17.43%	114
Not too important	3.06%	20
Least important	1.38%	9
<b>TOTAL</b>		<b>654</b>

*Q8: Able to maintain a positive and productive relationship with the Board of Education and encourage their development through school board workshops and webinars*

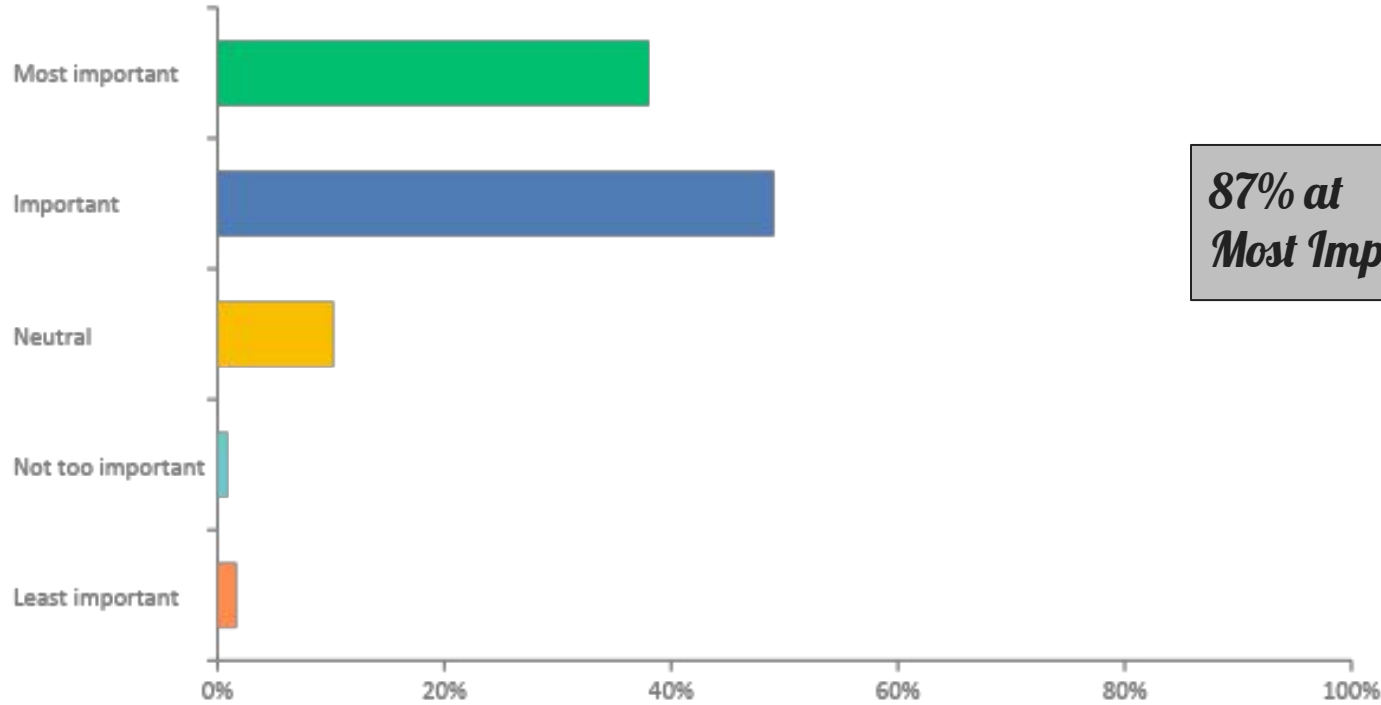


*81% at  
Most Important or Important*

*Q9: Encourages growth, achievement and excellence for every student regardless of the characteristics of how they identify including socio-economic status, race, ethnicity, religion, sexual orientation or gender identity*

ANSWER CHOICES	RESPONSES	
Most important	44.80%	293
Important	36.39%	238
Neutral	10.24%	67
Not too important	2.91%	19
Least important	5.66%	37
<b>TOTAL</b>		<b>654</b>

*Q9: Encourages growth, achievement and excellence for every student regardless of the characteristics of how they identify including socio-economic status, race, ethnicity, religion, sexual orientation or gender identity*

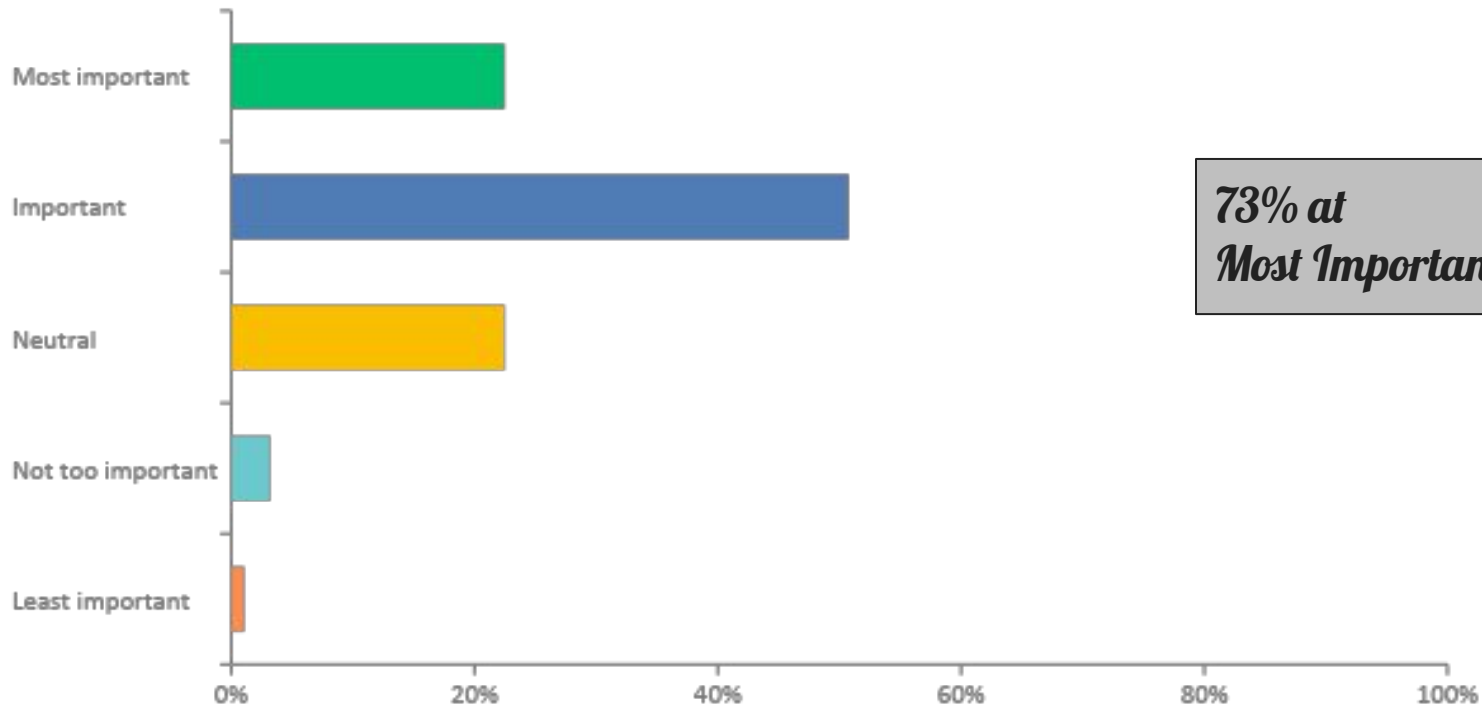


***87% at  
Most Important or Important***

***Q10: Communicates effectively and inclusively addressing concerns both orally and in writing for all constituent groups***

ANSWER CHOICES	RESPONSES	
Most important	38.07%	249
Important	49.08%	321
Neutral	10.24%	67
Not too important	0.92%	6
Least important	1.68%	11
TOTAL		654

*Q10: Communicates effectively and inclusively addressing concerns both orally and in writing for all constituent groups*



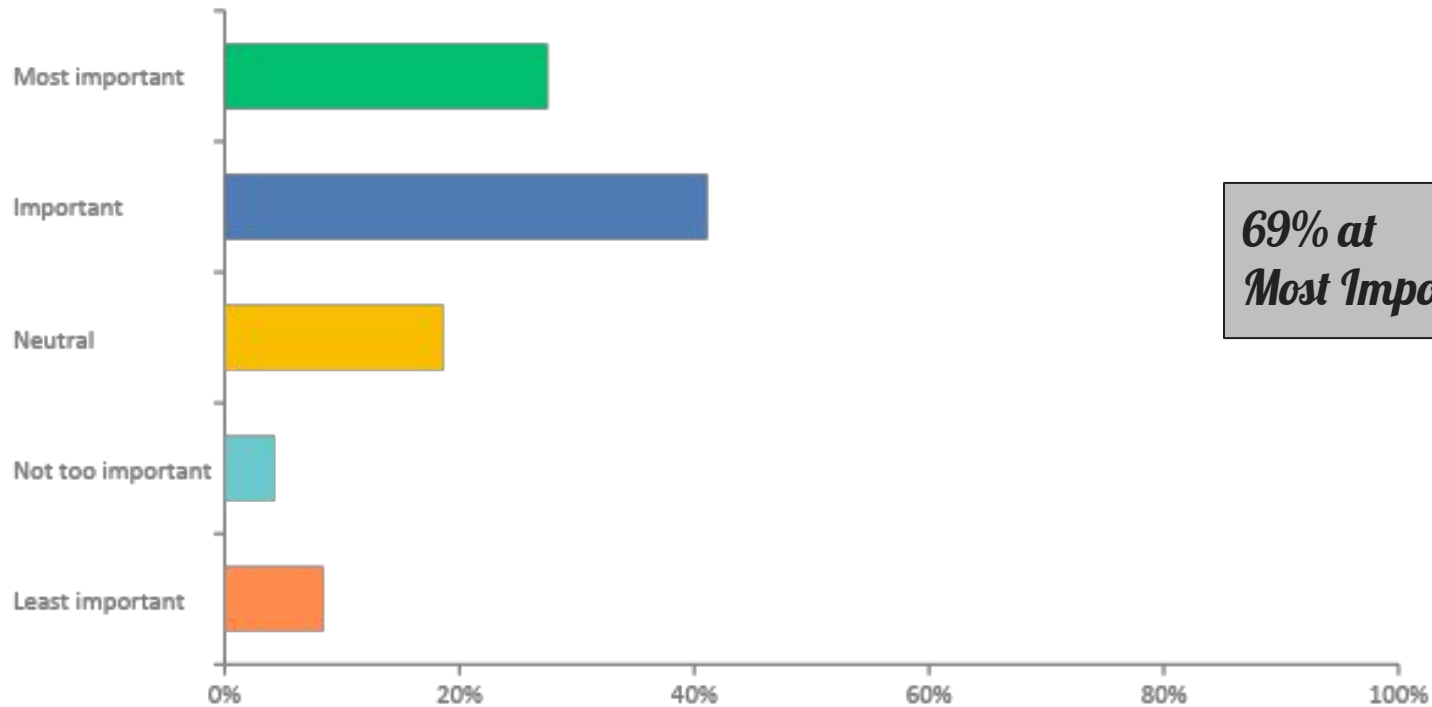
**73% at  
Most Important or Important**

*Q11: Superintendent should be a visible presence at school and community events*

ANSWER CHOICES	RESPONSES	
Most important	22.48%	147
Important	50.76%	332
Neutral	22.48%	147
Not too important	3.21%	21
Least important	1.07%	7
TOTAL		654

*Q11: Superintendent should be a visible presence at school and community events*



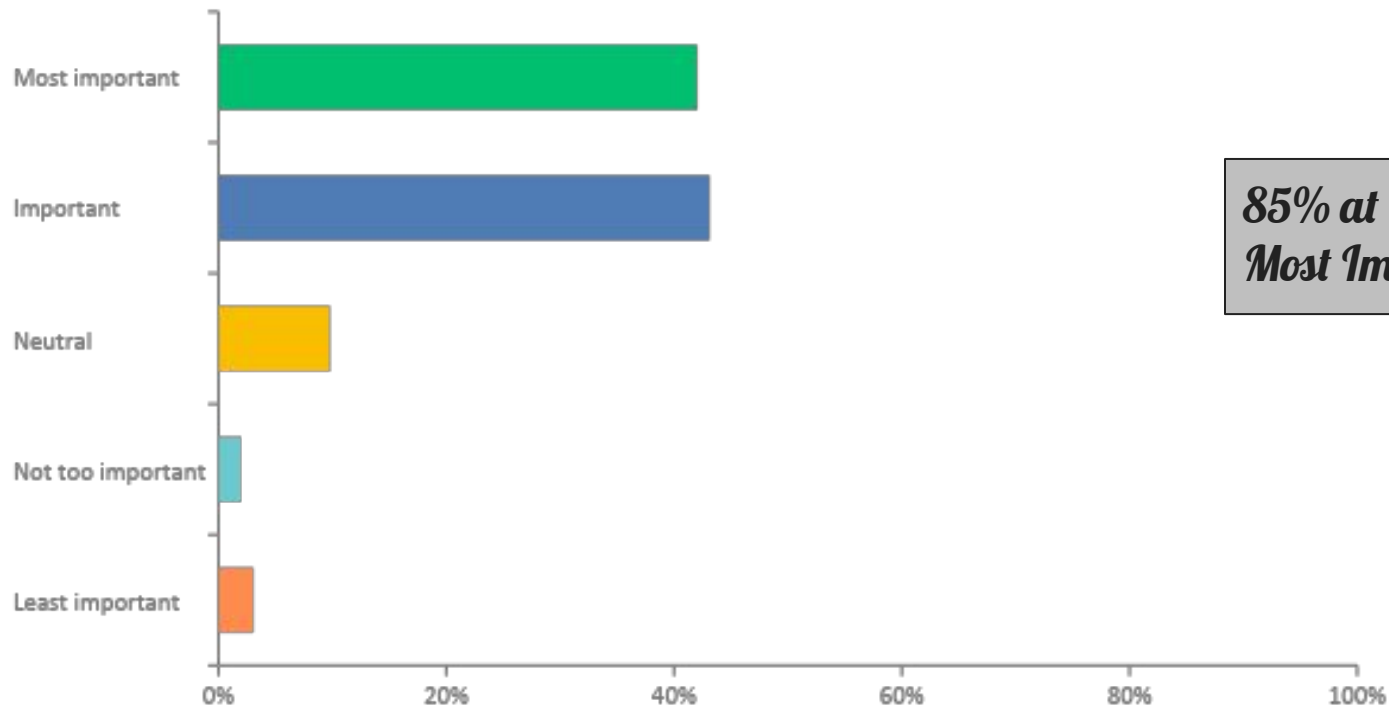


***69% at  
Most Important or Important***

***Q12: Actively develops and promotes an inclusive environment which celebrates all social identifying characteristics that are important to our students and staff***

ANSWER CHOICES	RESPONSES	
Most important	27.52%	180
Important	41.13%	269
Neutral	18.65%	122
Not too important	4.28%	28
Least important	8.41%	55
<b>TOTAL</b>		<b>654</b>

*Q12: Actively develops and promotes an inclusive environment which celebrates all social identifying characteristics that are important to our students and staff*



*85% at  
Most Important or Important*

*Q13: Has a strong understanding of social and emotional learning, mental health and wellness concepts for students and staff*

ANSWER CHOICES	RESPONSES	
Most important	42.05%	275
Important	43.12%	282
Neutral	9.79%	64
Not too important	1.99%	13
Least important	3.06%	20
TOTAL		654

*Q13: Has a strong understanding of social and emotional learning, mental health and wellness concepts for students and staff*

## Comparing Aggregate Data to Individual Groups

Respondents: Parents - 524; Students - 9;  
Community - 30; Teachers - 70;  
Support Staff - 15; Administrators - 6

Question/Topic	All Groups: Most Important/Important	Groups with Differences of More than 5% (+ or -)
2. Experienced Superintendent	85%	Support Staff: 73%, Administrators: 50%, Students: 100%
3. Experience with Specialized Educational Programs	84%	Community: 77%
4. Knowledge of Effective Curriculum and Instruction	92%	Administrators: 50%, Students: 100%
5. Knowledge of Budgets, Strategic Plans and Academic Goals	94%	Administrators: 100%, Students: 100%
6. Providing an Exemplary Education for all Students while Closing Opportunity and Achievement Gaps	81%	Support Staff: 93%, Administrators: 67%

# Comparing Aggregate Data to Individual Groups

(con't.)

Respondents: Parents - 524; Students - 9;  
Community - 30; Teachers - 70;  
Support Staff - 15; Administrators - 6

Question/Topic	All Groups: Most Important/Important	Groups with Differences of More than 5% (+ or -)
<b>7. Experience in Recruitment, Hiring and Retaining Personnel</b>	94%	Administrators: 83%, Support Staff: 80%
<b>8. Positive and Productive Relationship with the BOE</b>	78%	Community: 87%, Students: 89%
<b>9. Academic Equity Regardless of How Students Identify</b>	81%	Teachers: 91%, Support Staff: 100%, Students: 33%
<b>10. Communicates Effectively and Inclusively both Orally and in Writing</b>	87%	Students: 67%; Support Staff: 93%
<b>11. Visible Presence at School and Community Events</b>	73%	Students: 89%, Teachers: 89%, Administrators: 83%, Support Staff: 80%

## Comparing Aggregate Data to Individual Groups *(cont'd.)*

Respondents: Parents - 524; Students - 9;  
Community - 30; Teachers - 70;  
Support Staff - 15; Administrators - 6

Question/Topic	All Groups: Most Important/Important	Groups with Differences of More than 5% (+ or -)
<b>12. Develops and Promotes an Inclusive Environment which Celebrates All Identifying Characteristics of Students and Staff</b>	69%	Support Staff: 93%, Students: 33% Teachers: 89%, Administrators: 100% (Note-Parents at 66% and the Community at 67%)
<b>13. Understanding of Social/Emotional Learning, Mental Health and Wellness for Students and Staff</b>	85%	Teachers: 93%, Support Staff: 100%

# Summary of the Forum Notes

Coding is an important technique in qualitative research such as anthropology, ethnography and other observer and participant-observer methods. In summary:

- ❖ Identify and name codes with open coding.
  - codes are identified without any restrictions or purpose other than to discover meaning
- ❖ Collect notes and ideas with memoing.
- ❖ Identify categories and sub-categories. A core category should:
  - Be *central*, with many relationships to other categories.
  - Be *easy to relate* to other codes and categories.
  - Appear *frequently* in the data, denoting its importance.
  - *Supports theories* that already appear and which might be proposed.
  - *Moves ideas forward* as links and more meaning is uncovered.
- ❖ Find relationships with axial coding
  - open coding is about identification and naming, axial coding is about links and relationships
- ❖ Seek the core category.
- ❖ Integrate categories with selective coding.
- ❖ Triangulate to confirm ideas for validity. (Used Survey Data Results)
- ❖ Iterate to develop a grounded theory. (Profile of Candidate)

Strauss, A. and Corbin, J. (1990). *Basics of Qualitative Research*, Newbury Park, CA: Sage



# *Focus Group Interview Process*

Type of interviews: Individual and group interviews that included: Madison Students; Madison Middle and HS Students; Board of Education Members; Faculty/Staff; Central Office Administration/Staff; Madison Administrators; Members of Bargaining groups; Parents; and Community Open Forum.

All stakeholders were asked 3 Overarching Research Questions:

- 1) What are the strengths of the Madison School District?
- 2) What are the challenges or areas of growth for the district?
- 3) What are the characteristics that you would like to see in the next Madison Superintendent?

# ***Strengths of the Madison Public Schools***

**Highly Educated Community**

**Close knit community**

**Teachers and Staff**

**Special Education**

**Large group of involved parents**

**Excellent teachers and support staff**

**Close knit community**

**Strong sense of tradition**

**Staff is wonderful – teachers are engaged**

**Lots of opportunities for students**

**Great opportunity for students to be involved co-curricular activities**

**Cater to students' needs, starts in elementary school and middle school\***

**Availability of teacher (support block) MS & HS**

**Large group of interested/involved parents in the community.**

**Teaching staff is excellent.**

**Staff – help each other**

**People appreciate when you do help**

**Schools -have a good feel – proud town – Dodger driven**

**Staff is very welcoming and are warm**

**Faculty and staff make everyone feel safe**

**Teachers**

**Very traditional**

**Neighborhood schools – individual personality**

**Large group of interested/involved parents in the community.**

**Teaching staff is excellent.**

# *Challenges/~~Areas~~ for Growth*

**A split Board, is seen as dysfunctional**

**Drop in academic performance, especially students of lower Socioeconomic Status**

**Drop in district ratings**

**Facilities in need of repairs.**

**Facilities concerns (boilers, HVAC, roofs)**

**Lack of support for special education classes**

**BOE not working effectively**

**The Special Services Department has had turnover. Lack of leadership and infrastructure of the department.**

**Lack of trust in the BOE and their process.**

**Different groups in the community are “fractured” due to BOE.**

**Need to focus on raising the bar for each individual student**

# *Challenges/~~Areas~~ for Growth*

- Need to work together more effectively**
- Community has forces that try to work against the schools**
- Choose classes – cycles**
- Variety of clubs**
- MS Facilities – particularly lockers**
- Hold staff accountable for their actions**
- Pep rally to generate school spirits**
- Lack of stability in the Middle School Principal position**
- Safety should be a priority**
- Better orientation for all students**
- Special Education department needs to be revamped**
- Dynamic of BOE – not working together**

# ***Madison Themes-Superintendent's Characteristics***

## **Board Governance**

**Not afraid of the BOE, take charge and put the BOE in their place**  
**The new Superintendent needs to remind the BOE of their role**  
**Needs to be experienced or seasoned in dealing with BOE**

## **Leadership**

**Personable/open**

**Treats all students with respect and individuality**

**Hold people/students accountable**

**Board Management**

**Strong and courageous in dealing with a demanding public**

**Team builder. Experienced administrator**

**Hold people/students accountable**

**Engaged with admin/teachers and support them**

**Good leader but also cares for students and is fun**

**Passionate about what they are doing and focus on making things better**

# ***Madison Themes***

## **Strategy and Vision**

**Experience in managing, developing and overseeing budgets, strategic plans and academic goals (from survey)**

**A shared vision for the district's future**

**Don't change for the sake of change**

**Passionate about what they are doing and focus on making things better**

**Committed to the district and what is currently in progress**

**Realizes potential for greatness**

**Vision for the district's future. A shared vision**

**Need to become familiar with the district's history**

## **Facilities**

**Managing the Capital projects while focusing on teaching and learning.**

**Older facilities**

## **Personnel**

**Experience in recruiting, hiring and retaining effective district and school personnel**

# ***Madison Themes***

## **Communication**

**Communicates effectively and inclusively both orally and in writing to all constituent groups**

**Public relation skills in general**

**Communicative, open, collaborative**

**Relationship Builder**

**Good communicator**

**Communication should be consistent**

**Transparency and effective communication**

**Better communication with sending district**

**Effective communicator – with BOE and building leaders**

## **Personal Traits**

**Have care and concern for the people you work with**

**Should be better at holding everyone accountable**

**Superintendent should be visible – learn names of staff**

**Visibility**

**Visible and interactive**

**Be a good leader who cares for students**

**Passionate about what they are doing and focus on making things better**

**Be a relationship builder**

**Personable/open**

**Treats all students with respect and individuality**

**Approachable**

**Engaged with admin/ teachers and support them**

**Don't change for the sake of change**

# ***Madison Themes***

## **Teaching and Learning**

**Up-to-date knowledge of curriculum and instruction (from survey)**

**Closing Achievement Gaps**

**Strong understanding of social/emotional learning, mental health and wellness for students and staff**

**Measured success in closing achievement gaps**

**Experience with specialized school programs such as Career and Tech Ed, Gifted and Talented and Special Education**



# Has the leadership vision that:

- Is a strategic leader who is able to develop a clear vision for the district through collaboration with all stakeholders and who possesses the ability to motivate and hold all accountable to achieve the vision.
- Demonstrate leadership that is dynamic, principled, respected, and trusted.
- Skilled positive leader who serves and leads collaboratively to identify, lead, manage, and sustain necessary changes.
- Systems thinker who can bring overall academic improvement efforts/programs to the district.
- Has a proven track record of success in improving academic rigor and reputation.
- Demonstrates the ability to address all aspects of learning that includes addressing social, emotional, and mental health needs of students and staff.
- Encourages student voice, values their perspective, and uses a system-wide, child-centered approach to support the needs of all children.
- Articulates a clear vision that puts students at the center of the district's work.
- Understands the needs of send/receive districts as well as the choice school program.

## Has the personal traits of:

- Trustworthy leader who demonstrates integrity, honesty, humility, and compassion. Possesses confidence with humility.
- Is a Leader who does not have an ego, is humble and not self-centered or self-serving.
- Genuinely likes people, is deeply caring, authentically passionate about students.
- Is a stand up person who has the ability/self confidence to admit mistakes
- Is a Leader who does not have an ego

## Has the technical skills that:

- Displays the fiscal acumen and experience to responsibly manage a complex public education enterprise through the equitable allocation of resources.
- Displays the skills needed to attract, recruit, retain and maintain a highly qualified, diverse staff.
- Has experience in managing budgets and capital projects.
- Is experienced in contract negotiation, transportation, and capital improvement planning.

## Has the communication skills that:

- Is a trust-builder who is visible, present, and collaborative through interactions with students, teachers, staff, Board, parents, and community members.
- An extraordinary communicator who will listen to, engage, value, inspire and engage a diverse group of stakeholders.
- Visible, approachable, and relatable through involvement, being an active presence in schools and a collaborative, outgoing presence whose community involvement leads to being a recognized community leader.

# Has the leadership traits:

- A visionary leader who Inspires, motivates, supports, and empowers a leadership team to facilitate continuous improvement with transparency.
- Collaborates by seeking input prior to making decisions and communicates the rationale behind decisions.
- Exhibits the ability to build relationships, motivate staff, and to improve staff morale while earning their trust.
- An exceptional communicator and committed consensus-builder who establishes trusting and meaningful relationships with all segments of the district and the community while demonstrating courage in the face of adversity.
- Exhibits the ability to build relationships, motivate staff, and to improve staff morale while earning their trust as well as holding everyone accountable.
- Lead the community to implement a shared vision towards positive student outcomes.
- Demonstrates success in working and partnering with the governing body.
- Has the willingness, conviction, and courage to make and stay with tough decisions that are in the best interest of all students.

***Profile of the Candidate can be found on the Madison School District website.***

## *Next Steps*

- ❑ Finalize the Superintendent Profile.
- ❑ Use the Superintendent Profile to finalize advertisement.
- ❑ Decide where to place appropriate ads.
- ❑ Revisit and commit to timelines.
- ❑ SEA begins the screening process.

The Superintendent Search Process starts tomorrow!

# *SEA - Advertisement Recommendations*

- 1) Education Week-Top School Jobs- \$1299.00
- 2) NJ School Jobs (Through your district Human Resource Department)
- 3)NJASA (New Jersey Association of School Administrators)
- 4) Post on your district's website, Social Media, Twitter, Instagram and LinkedIn accounts as SEA will also do individual and institutional outreach for candidates as well.
- 5) AASA (The School Superintendents Association) \$699.00 member rate
- 6) SEA will actively recruit candidates based on your profile