LEADERSHIP PROFILE REPORT

Monona Grove School District
March 13, 2024

SELECTION PROCESS

The Monona Grove School Board has retained the services of HYA to assist the Board with the hiring of the next superintendent. The consultants will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to: Mike Richie at mikerichie@hyasearch.com or Scott Winch at scottwinch@hyasearch.com.

EXECUTIVE SUMMARY

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during February, 2024 for the new superintendent of the Monona Grove School District. The data contained herein was obtained from input the HYA consultants received when they met with individuals and groups in either interviews or focus group settings. The interviews and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder interviews and focus groups collected information regarding the strengths of the organization and some of the challenges that it will be facing in the coming years. It should be emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group.

All seven current School Board members were interviewed by an HYA Associate. In addition, HYA conducted 20 focus groups. A total of 105 stakeholders, including high school students, participated in the focus groups. A survey was also conducted from February 12, 2024 through February 26, 2024, which resulted in 678 responses.

The same questions were asked during each interview, focus group, and email response, and were as follows:
1. What are the strengths of the Monona Grove School District that the next superintendent can build upon?
2. What are the challenges facing the Monona Grove School District that the next superintendent should be aware of, or you would like to see be addressed?
3. What characteristics or traits are you looking for in your new superintendent?
4. Is there anything else you would like to share with us or that we should know about the Monona Grove School District .

Through the information gathered, common themes were generated by the respondents. In this summary report, we will highlight what those common themes were as identified by the following four groups:
- Community
- Board
- Staff
- Students

Process

The structure of the individual meetings, forums, and focus groups was open, allowing for participants to build upon each other's comments. All of those involved in providing input in the selection of the next Monona Grove School District Superintendent were asked to respond to the questions above.

Participation

The total number of individuals participating within focus groups was 105. The HYA consultant held seven (7) interviews and hosted twenty (20) focus groups.

Interviews / Focus Groups
Staff Focus Group - Elementary
Staff Focus Group - 6-12
Parents/Family and Community Forum (open to everyone)
MG 21 Students - 6-12
Cottage Grove Chamber Members
High School Students - Group #1
High School Students - Group #2
Staff Focus Group - PK-12
Parent Equity Council
Principals/Assistant Principals/Deans
Administrators District level
Monona Chamber
Governmental Leadership/City Officials
Union Leadership
Certified Staff and Support Staff
Monona Grove Education Foundation
MG 21 Governance Board
Parents/Family and Community Forum (open to everyone)
PTA/PTO/All Booster Support Clubs (all schools together)
Support Staff Open Meeting (any/all support staff)

Description of the District

The Monona Grove School District is a growing school district located just outside of Madison, in south central Wisconsin. The district serves students and families who reside in the communities of Monona and Cottage Grove, Wisconsin–charming communities that offer a variety of attractions and activities for all ages and interests such as superb local dining, shopping, festivals, and outdoor recreation.

Monona Grove is a school district of approximately 3,700 students in pre-kindergarten through 12th grade with an operating budget of approximately $55 million. There are seven schools in the district (four elementaries, a middle school, a high school and a public charter school serving students in grades 6-12). The Monona Grove School District employs over 500 staff members (the student to staff ratio is 13:1). Staff members in all operations are dedicated and committed to the care of the students, facilities, and community. The district takes pride in its highly qualified and knowledgeable staff members. Currently, more than half the teachers hold a Master's Degree or Ph.D. Monona Grove students attend elementary schools in their community, then come together and attend middle school and high school as one community.

Monona Grove School District has a mission to be a safe, equitable, and inclusive learning community for everyone. Their vision is engaged learning where equity is prioritized. In the Monona Grove School District, equity means every student gets what they need in order to be successful. Whether it's a higher level of challenge or extra support, each student gets what is needed, in the classroom with their peers. This work is embedded throughout the district, in every department, every school, every employee group. The Monona Grove School District has been working for several years to disrupt the systems in place that allow inequities to persist in schools, but there is always more work to do as the job of creating equity for all students is never complete. The Monona Grove School District commits to the disruption of societal and historical inequities and elimination of disparities and believes strongly in the value of diversity, inclusion, equity, and justice and works to maximize the educational outcomes for each and every student through the equity framework for its K-12 curriculum. Key competencies expected in the Monona Grove School District include being passionate about student learning; being an anti-bias, anti-racist educator; being a proactive communicator and relationship builder; being a reflective learner; and being a resilient, resourceful collaborator.

Other priorities and points of pride:
- Strategic planning: The Monona Grove School District is currently in year two of a five-year strategic plan.
- Continuous improvement: For over a decade, Monona Grove schools have been committed to evaluate, assess and improve through the components of the continuous improvement model.
- Sustainability: Since 2009, MGSD has been working to improve energy efficiency and sustainable practices. Monona Grove High School is currently the site of the largest solar roof array on a public K-12 building in Wisconsin; a ground mount solar array at Granite Ridge School is being planned.
- Fiscal responsibility and stewardship: In 2022, the Monona Grove School District passed a recurring operational referendum for $11.4 million.

The University of Wisconsin–Madison is located five miles from Monona and ten miles from Cottage Grove. UW-Madison is a public land-grant research university and serves as the official

state university of Wisconsin and the flagship campus of the University of Wisconsin System, while also earning recognition as a "Public Ivy". The 933-acre main campus, located on the shores of Lake Mendota, includes four National Historic Landmarks. Its academic programs include 136 undergraduate majors, 148 master's degree programs, and 120 doctoral programs. A major contributor to Wisconsin's economy, the university is the largest employer in the state, with over 24,232 faculty and staff.

Visit the Monona Grove School District website for more information: **Home - Monona Grove School District**

DESIRABLE CHARACTERISTICS OF NEXT SUPERINTENDENT

Many of the discussions pertaining to strengths and challenges for the Monona Grove School District flow into the expectations/characteristics for the next superintendent. Several of the characteristics that are present in the profile for the next superintendent build on the current strengths of the organization in addition to addressing the challenges ahead. The search team will seek a new superintendent who will understand issues facing the District. It will be important for the new superintendent to constantly foster positive energy, and must know or be willing to get to know the Monona and Cottage Grove communities. The new superintendent must be a good listener, be genuine, be trusted, have integrity, and build relationships that will be the driving force to all of the work in the Monona Grove School District. It is vital that the new leader communicate effectively with all stakeholders, be a good listener and a team player. It is an expectation of all stakeholders that the new superintendent will be visible in the schools and in the community, be engaged and be present.

It is imperative that the new superintendent be able to manage the similarities and the differences of the two communities the Monona Grove School District serves. The person will be able to articulate a systemic communication plan that is transparent, open, and builds trust through respectful and collaborative relationships within the school and across the community. Staff and students want to see the next superintendent in the schools on a regular basis and make connections with staff and students.

The new superintendent will also need to have Board governance skills, make difficult decisions and must be able to put things in simple terms when explaining them. The ideal candidate will have educational administrative leadership experience and be a strong instructional leader. A critical characteristic of the new superintendent is that he or she **MUST** be approachable and be a people person.

Monona Grove School District Superintendent Desired Candidate Profile

The Monona Grove School District seeks a superintendent who in collaboration with the Board, staff, students, parents and community will focus the district on shared goals and vision. After seeking input from Board members, staff, students, parents and community members via individual and group interviews and focus groups, the Monona Grove School District seeks a strong, visionary superintendent who possesses the following characteristics:

A visionary, inspirational leader who:
- Builds strong relationships with all stakeholders and understands the Monona and Cottage Grove communities.
- Builds strong School Board and superintendent relationships with a clear understanding of governance and the development of governance skills.
- Develops and implements a collaborative vision with the Board, community, staff, students, and administrators.
- Listens to and effectively represents the interests and concerns of students, staff, parents, and administrators.
- Inspires, motivates, supports, and empowers the staff/principals to lead change with transparency.
- Attracts, leads, evaluates, and retains an effective team of administrators and staff.
- Places the students at the center of every decision.
- Collaborates by seeking input prior to making decisions and communicates the rationale behind each decision.
- Fosters an open and safe environment that is focused on student and staff well being.
- Promotes a vision of excellence, innovation, and equity to the students, staff, Board, and community.
- Understands and is skilled in a continuous improvement model.

An exceptional communicator and consensus builder who:
- Communicates regularly, clearly and concisely in a way that engages and values stakeholders.
- Seeks and sustains professional and collaborative relationships with Board Members based upon commonly agreed goals.
- Demonstrates courage in the face of challenges and the ability to navigate complex situations with confidence and empathy.
- Is visible throughout the school building and community and is actively engaged in building and sustaining positive relationships with all students, staff and stakeholders.
- Is able to create a positive and collaborative working relationship with the staff, city, businesses, non-profit organizations and the community.
- Fosters trust and respect among the Board, staff, and community by listening, being decisive and courageous.
- Has the ability to resolve conflict effectively.
- Is open and honest, dedicated, visible and energetic.
- Possesses public relations skills, is technologically literate and collaborative.

An experienced educational leader who:
- Is laser focused on student success.
- Can successfully enhance the district's reputation for excellence in academics, programs, activities, athletics and the arts.
- Understands the importance of using data to skillfully implement the existing strategic plan.
- Is confident, decisive, and resilient.
- Is a talented facilitator who can motivate and engage all stakeholders.
- Is fiscally responsible, has knowledge of school finance and aligns budgets, long-range plans and operational procedures with the organization's vision, mission, and goals.

- Effectively plans and manages the long-term financial situation and the demographics of the school district.
- Exhibits integrity and a high level of emotional intelligence.
- Has the ability to work with and develop relationships with all school district employees and the Board, targeted to student success.
- Is accountable and holds others accountable.

A successful candidate will:
- Have exemplary, executive-level, K-12 educational leadership experience.
- Have a track record of authentic leadership.
- Be a team player and in the trenches with staff and lead by example.
- Have an awareness and understanding of Federal, State and local policy.

IDENTIFIED BY COMMUNITY: Strengths of the Monona grove School District
Based on the Data Analysis Collected
1. Strong arts/music programs across the district. In addition, students have a wide variety of extracurricular opportunities.
2. Staff is genuinely invested in the students' education.
3. Strong focus/emphasis on inclusivity across the district.
4. People move to Monona Grove because of the school district.
5. MG 21 - project based charter school provides another learning option for students, the district is very supportive of MG 21.

IDENTIFIED BY COMMUNITY: Challenges of the Monona Grove School District
Based on the Data Analysis Collected
1. How the schools are separated (grade structure).
2. There seems to be a challenge with transparency with the administration.
3. It was stated that the teachers need more of a voice and need to be listened to.
4. There is some dissension between Cottage Grove and Monona.
5. Keeping things equitable between the schools.
6. Need to go back to pre-COVID days with allowing volunteers back in the school and bringing back in school/community events so families get to know each other.

Desired Characteristics of the Next Monona Grove Superintendent as identified by the COMMUNITY		
Positive attitude	Listen to the teachers	Respond to emails in a timely/meaningful way
Don't run it like a business	Listen to other points of view	Must be able to agree to disagree
Transparency	Help to close achievement gaps	Continue progress that has been made in diversity
Be accountable	Good management skills	Vested interest in the district, parent equity council
Experienced	Hire good people	Vested in diversification of the staff
Town hall meetings	Focus on literacy	Someone that can carry our MG brand
Open minded	Watch the taxpayer dollar	Visible and out in the community
Progressive	Understanding of charter schools	Face of the district, outreach and great personality

Responsiveness	Ingrained in the community	Balance of confidence and humility
Communication	Must be out in front of people	Work with foundation to bring in gifts
Work well with the Board	Risk taker	Open lines of communication with city officials
Collaborative	Empathy for others	Advocate at the state level for school funding
Be creative	Relationship builder	Strong leader and willing to shake things up a bit
Be inspirational	Must be present	Someone that wants to be here for the long haul
Diversity in the position	Admit mistakes	Classroom teaching experience
Balancing act, from high achievement to low achievmenet, family supports at home		
All decisions need to be based on the kids, they must be the priority		
Understand school finance and figure out how be be creative with school funding		
If Superintendent can't be at an event he/she needs to make sure someone is there representing the district		
Focus on learning and not all the other stuff going on in schools		
Need to be part of both communities and be able navigate the two communities		
Interested in different educational models, new and innovative		
Strong leader and dig in with the work that needs to be done		
Goodwill tour, would be a good thing to do for new superintendent		

IDENTIFIED BY SCHOOL BOARD: Strengths of the Monona Grove School District
Based on the Data Analysis Collected

1. Location of being by Madison but not in Madison.
2. Strong community support across the school district and the high educational level of stakeholders.
3. The Board is easy to get along with as long as there is good communication and no surprises.
4. Strong extracurriculars, many opportunities for students. A very strong music program.
5. Great values across the district.

IDENTIFIED BY SCHOOL BOARD: Challenges of the Monona Grove School District
Based on the Data Analysis Collected

1. Will need to navigate the two communities, the challenges and differences of both communities. The two districts are not contiguous, this in itself can be tricky at times.
2. Need more diversity in staff, district needs to be more welcoming for staff of color. When we have this it will be better for students of color.
3. Test scores have dropped since COVID.
4. We are an average school district and should not be.
5. Some challenges (labor issues) between the union and superintendent/board.

Desired Characteristics of the Next Monona Grove Superintendent as identified by the BOARD		
Longevity	More cohesion with MG21 (6-12)	Reach out to Board if needing assistance
Thorough	Support diversity	Ensure students of color have a voice
Strong leadership	Collaborate with Board and staff	Strategic thinker
Get people to perform	Knowledge of school finances	Innovative, think outside of the box
Raise the bar	Holds staff/admin accountable	Experience with diverse population
Instructional leadership	Authentic leadership	Make sure teachers are heard and represented
Data driven	Good judge of audience	Visible in the district at games and concerts etc.
Good communication skills	Board mix and training	Get the most out of staff, improve achievement
Best practices	Visible, get into the buildings	Will need to earn the trust of both communities
Empower stakeholders	Systematic improvements	Member of both communities (engaged)
Good personality	Strategic plan that looks at data	Institute, maintain and adhere best practices
Models as a coach	Good vision	Look at grade structure, research on transitions
Humility and not a big ego	Knows/understand the community	Supports data based decision making
Depth and experience to be tactful in a meaningful way		
Love to see someone that is not a superintendent, an underdog candidate, undrafted free agent		
Consider a non-traditional candidate, someone that is not a superintendent, don't believe superintendent drives the district, teachers drive the district, we need an educator that is a good leader		
Transparency, share the good, the bad and the ugly with the Board		
Listen to concerns that the Board, families and teachers bring to them		
Important to state stance on issue (clear vision so staff understands), assertive person		
Robust practices in making complex decisions, show me the data, what was your process		
Understands curriculum and data and share it with community		
Philosophy around communication and transparency		
Be a leader with the staff and make sure staff has a voice, clear understanding of challenges the teachers face		
Schedule workshops with the Board and administrative team		
Must know that the Board is their supervisor but also his/her partner, need to get the Board to understand ideas and bounce ideas and thoughts off of Board Members		

IDENTIFIED BY STAFF: <u>Strengths</u> of the a Monona Grove School District
Based on the Data Analysis Collected
1. Passionate and supportive staff.
2. Facilities are in good shape.
3. District provides ample opportunity for professional learning.
4. Opportunities for students, there is great variety and aligning with career possibilities. Best educational practices in place and good process for updating or adopting new curriculum.
5. Strong performing arts department and lots of opportunities for students.

IDENTIFIED BY STAFF: <u>Challenges</u> of the Monona Grove School District
Based on the Data Analysis Collected
1. Growing student population and the growing needs of student population.
2. Having two separate communities, they can feel far apart.
3. Transparency can be an issue and not a lot of input from the doers, more top down. There is a disconnect between the district office and schools, communication needs to be improved.
4. Onboarding in the buildings can be hard, more orientation for everyone would be nice (teachers and support staff).
5. Broken trust between superintendent and staff (handbook changes), the challenges between the union and district office.

Desired Characteristics of the Monona Grove School District Superintendent as identified by the <u>STAFF</u>		
Solid SEL background	Work with administrative team	Value spending time in the schools
Fiscally responsible	Wants to be here and wants to stay here	Work with equitable change
Keep it simple	Social justice oriented person	Fresh ideas into the district, strategic plan
Not top down	Presence in the schools and community	Visionary, strong leader, consistent leader
Transparency	Courageous leader	Emotionally supportive
Humility	Supportive of the building leaders	Approachable but out in the district
Educational background	Passion and joy for education	Experience as a superintendent
Good listener	Keep building autonomy	Superintendent evaluates the principals
Effective communicator	Presence in the buildings	Dependable, follow through
Presence in the buildings	Accessible	Get out and meet people, especially early on
Accountability	Committed to the growth of the staff	Enhance educational environment for kids
Willingness to work with DPI	Share why decisions are made	Keeps students as the northstar of the job
Personable, someone you can have a conversation with		
Equity lens (staff included) and have follow through		

Bring more cohesion between the schools, allow staff to collaborate better
Experience in multiple levels of education, teacher, building experience
Shared leadership, collaborative effort but sometimes you need to make decision
Emotional intelligence to understand what is being said
Dedicated to the job and district, understands ACT 20
Understand and know the history, two communities
Don't be a bull in the china shop, learn the district
Don't work out of a vacuum know what roles people have
Don't underestimate the Monona/Cottage Grove dynamic which is a growing

IDENTIFIED BY STUDENTS: Strengths of the Monona Grove School District
Based on the Data Analysis Collected

1. Very inclusive and good at welcoming schools.
2. Students have a voice.
3. Great staff and the teachers are very close. Teachers want what's best for students and they will assist students in other subjects, not just what they teach.
4. Great co-curricular activities and many opportunities for students in both co-curricular and academics.
5. High school students feel that they connect with other schools (students) across the district.

IDENTIFIED BY STUDENTS: Challenges of the Monona Grove School District
Based on the Data Analysis Collected

1. Connection from schools to community, need to have better connections with the community.
2. Perception, lack of understanding of what students do at MG21
3. Would like to see a more diverse staff and a more diverse curriculum.
4. Would like to see teachers post a syllabus at the beginning of the semester so students can plan better. If a person misses class and goes to ask the teacher for help the common response is to check CANVAS. Students feel if they reach out to the teacher he/she should help the student not just have them check CANVAS.
5. Who is the superintendent? Would like to see him/her in the building on a regular basis.

Desired Characteristics of the Monona Grove Superintendent as identified by the STUDENTS		
Be visible, visit the schools	Attend the activities	Understand the issues and try to resolve things
Passionate	More open	Supportive of nontraditional schools
Engaged with students	Invested	Outside the box thinker, new ideas
Knowledgeable and educated	Get to know the students	Active role in connecting with students
Get to know the students	Good communicator	Accepting of different lifestyles

Advocate for the teachers	Respect all departments	Students want to see more of the superintendent
Take charge and hold principals and staff accountable		Someone willing to put in extra effort

CONCLUSION

The Monona Grove School District has a long standing history of pride and support for community schools. Community support, a caring staff, the rich variety of student opportunities in academics, arts, athletics and extracurricular activities, and responsible fiscal stewardship was noted as a strength of the MGSD. Additionally, the MGSD faces challenges the new superintendent should be aware of and prepared to address. Strengthening the culture through authentic leadership, improving student achievement, supporting staff, increasing engagement, demonstrating transparency, improving communication, and by seeking input of stakeholders is paramount for the future of MGSD. In addition it is important that the new superintendent be present, engaged and visible; visiting the schools on a regular basis.

Two data collection methods were used for this report. The findings from the online survey and the findings from interviews and focus groups were consistent. Both methods revealed a strong focus on the needed improvements in communication and culture. The findings on the top characteristics desired in the next leader were also tightly aligned across both methods of data collection. A visionary leader, transparent communicator, and relationship builder is desired. It should be noted that the survey report is disaggregated by stakeholder response groups. The desired characteristics of the new superintendent were closely aligned across all response groups. The greatest variance across stakeholder groups occurred in data collected on the state of the district. Administrators/directors rating of the MGSD was highest while the students rating of the school district was lowest, (see page 4 of survey report). No conclusions on the variance were drawn, however, the report calls attention to the need for future study and communication.

Thank you for the opportunity to work with the Monona Grove School District, we look forward to finding your next leader that fits the criteria of your stakeholders. The HYA Associates would like to thank the MGSD staff who helped coordinate the schedules, invitations, dates and arrangements which supported the data collection for this report. Additionally, we thank all participants who shared their thoughts, opinions and suggestions throughout this search process. The MGSD surely will build on its past successes with support from stakeholders as it moves into the next chapter of supporting all students for a successful future. We congratulate the current superintendent on numerous accomplishments and wish him well in retirement. We value the opportunity to work with your school district and we look forward to finding your next leader that fits the criteria of your stakeholders.

Respectfully submitted,
Mike Richie, HYA Vice President
Scott Winch, HYA Associate

DATA SUMMARY

The interviews and focus groups of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding the Monona Grove School District.

Strengths as Identified by Parents/Community Members:

- Teachers are amazing, dedicated
- Good job getting community into buildings, get parents involved and outreach programs are great
- Staff works well together
- Districts reputation, class size, school size
- Academic reputation is excellent
- City of Monona is fantastic, a great place for families
- Strong community, strong school
- Cottage Grove is growing, more students for the district
- Academics are strong
- Good reputation
- Great academics
- Involved parents
- Great fine arts programs
- Good relationship with the city and work together
- Great rapport with SRO, students asked him to go on trip to NY with students
- Performing well
- Ability to grow
- Great resources and highly educated community
- Values education, high bar
- Support the Education Foundation
- Proud graduates of school
- Really great teachers
- Support of equity and inclusion
- So many opportunities for students
- Inclusivity around students with special needs
- Good reputation
- High standards
- Good initiatives
- School is doing a good job, make a safe place for all students
- Overall a great place to live and go to school
- Like the feel of the collaborative team feel of the district

Strengths as Identified by Board Members:

- Can get things done a lot faster in a Monona Grove compared to Madison
- Passed referendums
- Strong teachers
- Good relationship between the staff and administration
- Leaders in addressing equity
- Superintendent does a great job meeting with people of color and listening
- Teachers seem to enjoy their jobs, lots of cohesion

- Strong tradition where parents went there, now kids go there and there is a lot of pride
- Nice place to live
- Community expects to be involved
- Board is easy as long as there is good communication and no surprises
- Care for each other from the community
- Adaptability, community and school can come together
- Well respected
- 13:1 student/teacher ratio
- Good policies in place
- High graduation rate
- Strong teacher mentoring program
- Charter school is great
- DEI is a major focus
- Dedicated staff
- Important equity focus
- Curriculum is getting stronger
- Arts programming, music and athletics
- District is well run
- Ability to hire good employees
- Good Board

Strengths as Identified by Staff:
- Passionate staff
- Supportive staff
- Supportive community
- Transparent district, this is why the community trusts the district
- Facilities are in good shape
- Materials that are needed for a high quality education
- District provides ample opportunity for professional learning
- Opportunities for kids, variety and aligning with career possibilities
- Strong staff
- School district is well respected
- Support is there from administration for work with equity and inclusion
- Schools have a lot of volunteers, parents are involved
- Communication from schools is very good
- Many staff work here and have students in the district
- Facilities are in great shape
- Strong performing arts department in all schools, many opportunities
- Small class sizes
- Resource rich, staff and students seem to get what they need
- Less transitions for kids, buildings
- Comparatively well staffed
- Data says staff feels supported
- Positive relationship between district and buildings
- Alignment between Board and buildings is good
- Goals are clear and we stick to them
- Strategic plan and the pillars around them
- Forward thinking district
- Commitment to mission, vision and equity in the district
- Systems and structures in place, won't need a lot of fixing
- Hiring practices, ensures quality staff coming in the district

- Committed to comprehensive school program, curricular and extra curricular
- Very supportive community
- Staff pay has increased 8% last year
- Alignment in mission and vision
- Supportive community
- Financial support, referendums have passed
- Work is aligned in the same direction, district to building
- District is sweet spot in size
- Willing to invest in doing what is best for kids
- Hire people that align with mission and vision
- Positive number of OE, need to limit due to the growth
- Systems towards equity, inclusion
- Continuous improvement is always in the forefront
- Student culture survey indicates good experiences
- Kids feel comfortable coming to school
- Breakfast in the classroom in the elementary schools
- Focused on student/family experience
- Investment in student services is very high in the district
- Staff input is valued in the district, staff feels like they have a say
- Communities are very involved in the school and very supportive with referendums
- Staff live in the community
- Many graduates come back to work in the district
- Dedicated staff
- District has added student services and health support across the district
- Best educational practices in place and good process for update or adopting new curriculum
- Licensed library media specialist in each building

Strengths as Identified by Students:

- Very inclusive and good at welcoming schools
- Open and flexible school
- Two new students said how much better Monona Grove is compared to their old district
- Invest in MG21 and support MG21
- Hands on learning and projects connected to MG21
- Student driven education
- Students have a voice
- Good special needs programing
- Likes the 9:00 am start time at MG21
- Likes the autonomy
- MG21 like the small school feel, staff really gets to know the students
- Great staff
- Great extracurriculars
- Good community to be in
- Very open to diversity
- High school does connect with other schools across the district
- Great staff
- Teachers are very close
- All teachers are willing to help
- Counselors are awesome
- Student services department is great
- Like later start times for the schools
- Lots of electives and clubs

- Students feel safe
- Custodians are great
- Lots of opportunities
- Great teachers
- New grading policy is good
- Many opportunities to be involved in sports, clubs, activities etc.
- Helping out in the community

Challenges as Identified by Parents/Community Members:
- Decisions are made from higher up, movement of administration not keeping kids in mind
- Funding
- Transportation can be an issue getting kids to participate
- The Monona vs Cottage Grove can be a big deal
- Hard for parents to become involved because of geographics, gaps between schools
- The term equity is used all the time, what does this mean?
- No deadlines for assignments, it's a suggestion, if kids don't get an assignment turned in it still a 50% not a 0
- Can't mention Halloween or Christmas but can say Celebrate the Dead, what is the end goal, no concrete answers from the administration on this
- Need to have grace and understanding when dealing with kids, all families are different and have challenges
- Seems that differentiation goes down and not up in the classroom, all resources go down not up
- School funding is an issue, financial challenges
- Diversity, not as diverse as some of the neighbors
- Handling of racial incidents
- Always can improve academics
- More career focused opportunities, not just college bound students, prepare students for the workforce, levy business partnerships
- Some people support some of the DEI initiatives but not all of it
- Strong facilities at 4K to 8, high school needs some attention
- ACT data is not heading in the upward trajectory, same for the Forward test
- "Us and Them" between the two communities
- Lack of people applying for foundation funds, is the information shared with staff
- What are the results of the initiatives, what is the data saying, results are going down
- Not as great as we say we are
- More willingness to accept support from families, people want to help and give financial support but it is denied, not equitable to ask for money so we just won't go on field trips
- How does the district grow bigger and better, need to push the envelope forward
- District thinks they are so awesome, but we aren't anymore
- Lots of administrative jobs at district office, seems like we keep adding them
- Need to utilize Communication Director in a better capacity
- Split between Monona and Cottage Grove
- School finance
- Staff is not being heard
- Why is staff is leaving, staff retention
- Growth in Cottage Grove, with facilities will be a challenge
- Planning for the neighborhood schools and change in grade structure, and what staff will go where will be a challenge
- Cottage Grove can grow where Monona cannot grow as much or very little
- Will need to build a relationship of trust

- Parents are having a hard time trusting the district
- Need some shaking up
- Some of the changes will be a challenge, not turning in work and getting a 50 and not a 0
- Student behavior
- Consistency within schools where one school can do something but the other school can not do it, Amazon wish list - can do it in Monona Grove but not in Cottage Grove
- Feels like good old boys club
- PTO wants to help but at times are not allowed to purchase items or provide resources
- The district is slow in bringing back pre-COVID activities and welcoming people into the buildings
- High OE Apps, may start getting limited
- Plan for high school space
- Potential facilities referendum
- Does the Board have a unified identity

Challenges as Identified by Board Members:
- Two communities can pit each other against each other on certain items
- Mental health of staff and students
- Making the two communities feel important
- More work in equity, need to do a deep dive, middle school has some concerns and students feel that they are not heard by principal
- Superintendent will need to work with the middle school
- Special ed programs need to be more robust, the district does not encourage students to advocate for themself, students need more leadership, student voice.
- Support the housing project in Cottage Grove (think outside the box here) transportation summer school etc. and any marginalized families that need support
- Because the community is so strong the community can be impediment to change
- Strong union can be impediment to change
- Board expects to be involved, will need to lead them and bring Board along
- Two communities separated by seven miles of Madison
- Cottage Grove is growing
- Need to use more data, what is the absentee rate?
- Communication needs to improve, Board needs more information
- External hires are in question
- We need to see continuous improvement, goals and assessment
- Leadership at the middle school
- HR Leadership
- Struggle in areas of academics, math, especially students of color
- Family engagement is basically non existent
- Communications can be improved, making weird unforced errors
- Two city district can be challenging
- Aging buildings, keeping an eye on facilities
- Limited funding
- Challenges to racial diversity

Challenges as Identified by Staff:
- Growing student population
- Growing needs of student population
- Both communities are growing
- Continue to provide supports that are needed
- Address racial inequities

- Having two separate communities, can feel far apart
- Equity and inclusion practices can be challenging, maybe have more family and community involvement
- Transparency can be an issue
- Not a lot of input from the doers, more top down
- Onboarding in the buildings can be hard, more orientation for everyone would be nice (teachers and support staff)
- Disconnect between district office and schools, communicate out to the schools more often
- Space in the school buildings, kids being turned away from courses because of space
- 4K-2 new building structure
- Student behaviors
- PD for staff
- Support into practice
- Facilities (athletic) could be upgraded, many things off campus and spread out
- Diversity of staff
- Recruit staff
- Lack of quality subs
- Evaluating systems, if something is working what will we do
- Need more check in on big initiatives the district is working on
- Who has what role at district level, clear direction for the buildings
- Continuity between buildings as students transition
- Servicing two communities can be difficult
- Challenges among union needs
- Sometimes need a directive and not work through things
- Board management, new superintendent and potential new Board Members
- Facilities needs at the high school
- Disproportionate data in student levels, equity, race socio economic
- Reconfiguring of the elementary buildings has started but will be going on (boundaries)
- Broken trust between superintendent and staff (handbook changes)
- Communication from the district office
- Shifting of staff (administrators) within the school district during the school year
- Equity concerns, culture is not welcoming for marginalized groups, not a diverse staff
- LGBTQ/diversity issues across the district, we need to actually care about DEI
- There is a focus on black students but need to pay attention to all other marginalized students
- Challenges between the union and district office
- Communication to stakeholder are written at an advanced level, need to be mindful of communication
- Too top heavy
- Staff does not feel supported

Challenges as Identified by Students:
- Need to make more accommodations for students
- Don't like the changes in the math programming, students do not like Mid School Math
- Chronically online, students feel they spend too much time on their Chromebooks
- Perception, lack of understanding of what students do at MG21
- Other schools have a negative perception of MG21 as they think it's the easy school and students don't do much work, this really bothers the MG21 students
- MG21 students feel they are going too fast in literacy and math
- Schools in the district don't come together enough
- Staff diversity

- Diversity when it comes to curriculum
- Connection from schools to community, need to have a better connection
- Negative environment for teachers of color, had three and all left the same year and they were not here very long, students would like to see more teachers of color in the high school
- Lacking school spirit, students feel they can't do much for school spirit during the games
- AAVE - Vernacular English
- Need a longer lunch period
- More AP opportunities for younger grades
- Would like to see weighted grades
- Special education department could use use more staffing/programming
- Staff compensation
- Who is the superintendent, would like to see him/her in the building
- More encouragement for students
- Need more college prep prior to senior year
- If involved in activities sign off on phy ed so students can take more classes
- Need more than one semester of personal finance
- More attention to students with poor grades
- More prep for ACT, more training
- Certain sports over other sports, make sure everything is equal
- Very difficult to change teachers or transfer classes, needs to be more of an understanding of why this is important
- More consistencies with the same class/different teacher, very frustrating to teachers
- Need to assign teachers to resource rather than having them rotate, can't get help with calculus when a non-math teacher is assigned to a resource
- Would like to see teachers post a syllabus at the beginning of the semester
- Test center should be open at lunch time
- Teachers should have a similar set up in CANVAS
- If a person misses class and goes to ask the teacher for help a common response is to check CANVAS, students feel if they reach out to the teacher he/she should help the student
- Need to have a universal retake policy

Monona Grove School District Survey for Superintendent Search

HYA | HAZARD
YOUNG
ATTEA
ASSOCIATES

TABLE OF CONTENTS

METHODOLOGY

The survey results contained in this document are based on HYA's research related to superintendent leadership standards. The survey addresses both district performance and desired characteristics of the superintendent in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders

- Teaching and Learning (TL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change

- Community Engagement (CE) - The leader's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision

- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the district and the desired profile of the next superintendent, this report will help the district prioritize the desired characteristics of the superintendent in a way that will advance the priorities of the community.

EXECUTIVE SUMMARY

The Monona Grove School District Survey for Superintendent Search was completed by 678 stakeholders. With over half the respondents, the largest stakeholder group surveyed were parents of students attending school. Parents of students attending school represented 56.8 percent of all respondents. Certified/licensed staff made up the second most populous stakeholder group at 18.0 percent of all respondents. The third largest participant group were students at 13.1 percent of all respondents.

Regarding the State of the District, the following statements were perceived to be district strengths:

- Technology is integrated into the classroom. (TL)

- Facilities are well maintained. (M)

- District schools are safe. (TL)

- District technology infrastructure is sufficient to support use of technology in the classroom. (M)

- The District employs effective teachers, administrators and support staff in its schools. (M)

The top-rated leadership profile characteristics constituents desire in a new superintendent are:

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (CE)

- Establish a culture of high expectations for all students and personnel (VV)

- Recruit, employ, and retain effective personnel throughout the District and its schools (M)

- Provide transparent communication (CE)

- Be visible throughout the District and actively engaged in community life (CE)

ANALYSIS

State of the District Summary

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.
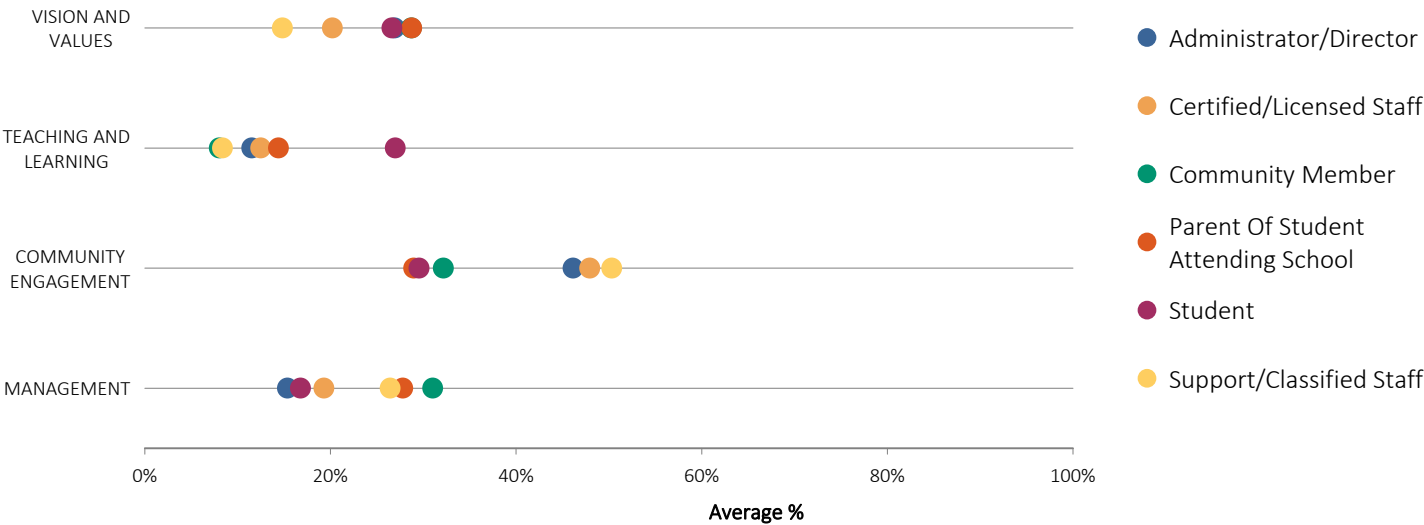
State of the District Results by Constituent Group
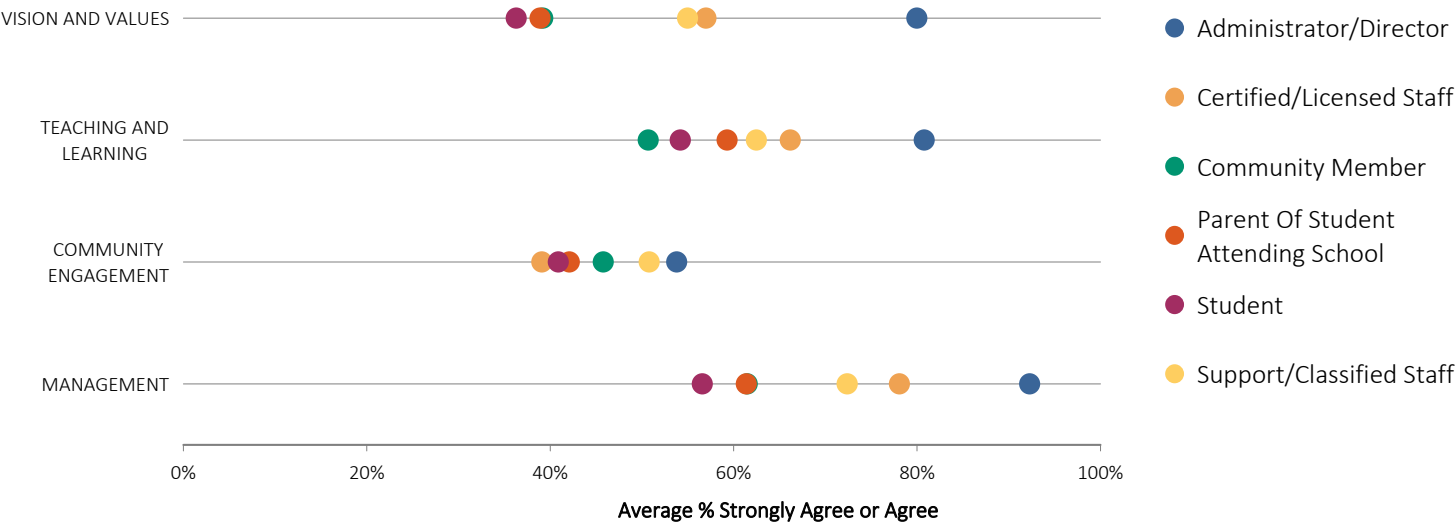
Leadership Profile Summary

Respondents were asked to select leadership statements that are most important in selecting a new superintendent. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.

Leadership Profile Results by Constituent Group

LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

■ Top 4

	All (678)	Administrator/Director (13)	Certified/Licensed Staff (122)	Community Member (26)	Parent Of Student Attending School (385)	Student (89)	Support/Classified Staff (43)
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	52%	■	■	▭	■	■	■
Establish a culture of high expectations for all students and personnel	43%	■	▭	■	■	▭	▭
Recruit, employ, and retain effective personnel throughout the District and its schools	43%	▭	■	■	■	▭	▭
Provide transparent communication	40%	■	■	■	■	▭	■
Be visible throughout the District and actively engaged in community life	32%	■	■	▭	▭	■	■
Effectively plan and manage the long-term financial health of the District	31%	▭	▭	■	▭	▭	▭
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	29%	▭	▭	▭	▭	■	▭
Understand and be sensitive to the needs of a diverse student population	26%	▭	▭	▭	▭	■	▭
Provide a clear, compelling vision for the future	23%	▭	▭	▭	▭	▭	▭
Integrate personalized educational opportunities into the instructional program	17%	▭	▭	▭	▭	▭	▭
Be an effective manager of the District's day-to-day operations	16%	▭	▭	▭	▭	▭	■
Provide guidance for district-wide curriculum and instruction	11%	▭	▭	▭	▭	▭	▭

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (678)	Administrator/Director (13)	Certified/Licensed Staff (122)	Community Member (26)	Parent Of Student Attending School (385)	Student (89)	Support/Classified Staff (43)
OVERALL							
Please rate the overall quality of education in the District.	61%	100%	70%	58%	59%	46%	72%
VISION AND VALUES							
The District provides a clear, compelling shared vision for the future.	47%	92%	70%	54%	40%	33%	60%
The District is heading in the right direction.	40%	92%	48%	31%	37%	38%	42%
The District has high performance standards for all students.	44%	77%	60%	31%	37%	39%	60%
The District makes decisions based on information from data and research.	35%	62%	45%	31%	32%	27%	49%
The District is working to close achievement and opportunity gaps.	47%	77%	56%	42%	44%	39%	56%
TEACHING AND LEARNING							
The District provides a well-rounded educational experience for all students.	50%	85%	54%	38%	48%	47%	56%
Teachers personalize instructional strategies to address individual learning needs.	51%	54%	68%	38%	47%	43%	56%
District schools are safe.	70%	92%	76%	62%	71%	57%	74%
The social and emotional needs of students are being addressed.	50%	77%	52%	31%	52%	39%	53%
Students are on track to be ready for the next grade and ultimately college and career ready.	47%	92%	48%	38%	46%	46%	44%
Technology is integrated into the classroom.	82%	85%	85%	65%	83%	81%	77%
COMMUNITY ENGAGEMENT							
The District engages the community as a partner to improve the school system.	38%	46%	41%	46%	35%	35%	51%
There is transparent communication from the District.	35%	69%	29%	35%	38%	27%	28%
The District engages with diverse racial, cultural and socio-economic groups.	51%	46%	43%	46%	51%	55%	65%
MANAGEMENT							
Facilities are well maintained.	81%	92%	88%	77%	84%	58%	86%
The District is fiscally responsible.	40%	92%	54%	46%	34%	39%	44%
The District employs effective teachers, administrators and support staff in its schools.	67%	92%	79%	54%	63%	61%	74%
Employees are held accountable to high standards.	56%	85%	78%	50%	49%	51%	63%
District technology infrastructure is sufficient to support use of technology in the classroom.	70%	100%	78%	50%	69%	61%	74%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results are presented below by constituent group.

	All (678)	Administrator/Director (13)	Certified/Licensed Staff (122)	Community Member (26)	Parent Of Student Attending School (385)	Student (89)	Support/Classified Staff (43)
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	52%	85%	74%	38%	45%	38%	70%
Establish a culture of high expectations for all students and personnel	43%	46%	34%	42%	54%	21%	23%
Recruit, employ, and retain effective personnel throughout the District and its schools	43%	38%	39%	50%	51%	20%	30%
Provide transparent communication	40%	46%	53%	38%	39%	22%	51%
Be visible throughout the District and actively engaged in community life	32%	54%	46%	31%	24%	30%	60%
Effectively plan and manage the long-term financial health of the District	31%	0%	14%	46%	39%	15%	33%
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	29%	23%	22%	27%	31%	34%	19%
Understand and be sensitive to the needs of a diverse student population	26%	38%	32%	12%	22%	42%	14%
Provide a clear, compelling vision for the future	23%	38%	17%	27%	24%	27%	12%
Integrate personalized educational opportunities into the instructional program	17%	0%	7%	8%	20%	28%	9%
Be an effective manager of the District's day-to-day operations	16%	23%	16%	8%	14%	17%	33%
Provide guidance for district-wide curriculum and instruction	11%	8%	6%	8%	12%	13%	7%