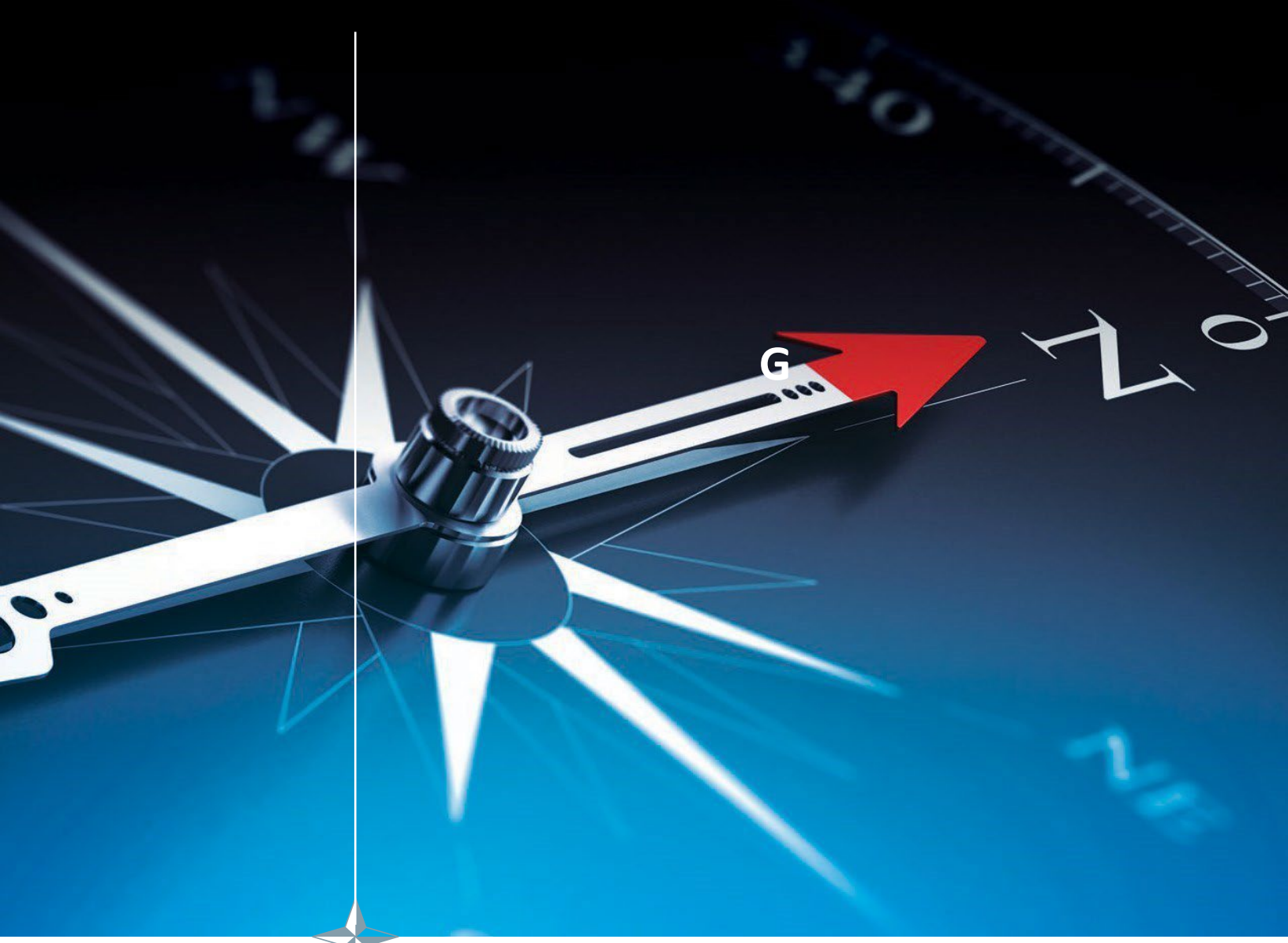

BWP

HORRY COUNTY SCHOOLS SUPERINTENDENT SEARCH

Community Engagement Report

BWP and Associates October 21, 2024

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I. COMMUNITY ENGAGEMENT OBJECTIVES

A. To identify the perceived strengths and challenges of Horry County Schools.
B. To identify desired qualities and characteristics of the next superintendent.
C. To build community understanding and support for the superintendent search process.
D. To ensure the broadest possible community participation in the superintendent search process.

II. SUMMARY OF COMMUNITY ENGAGEMENT ACTIVITIES

The BWP search team conducted an extensive Community Engagement Process that involved Horry County employees, students, and the Horry County community. The process consisted of an online survey and numerous meetings with constituent groups.

On September 24-26, 2024, the search team facilitated 25 small group discussions, individual interviews, and 9 community forums. Sessions were held with school board members, central office administrators and staff, school staff groups, students, governmental officials, and community members. (*Attachment 1*)

Over 450 individuals participated in these sessions, and we received 11 emails.

The online survey, *Finding a Leader for Our Future*, was designed and posted on the school system website. The survey was available beginning September 16 and closed on September 30, 2024. There are 2,780 completed surveys – 2,142 parents and 1,012 staff. (See Attachment 2, which includes a number of surveys completed in English (2,740), Spanish (30), Portuguese (6), Arabic (0), Vietnamese (0), and Mandrian (4), and 341 student responses. (*Attachments 2/3)*

This multifaceted approach to community engagement reflects the Horry County School Board's commitment to seeking input from students, employees, and community members. The process has yielded significant thought-provoking responses that provide clear guidance as the search proceeds.

III. QUANTITATIVE COMMUNITY SURVEY RESULTS

Below are the three highest-rated responses to each of the five non-demographic questions from the online survey, *Finding a Leader for Our Future*. Preliminary data were gleaned from 319 responses, and Attachment 1 contains the survey results.

A. Survey Question #1 asked respondents to **select the three most significant strengths of Saint Paul Public Schools from the following list**: Supportive community, Excellent teachers and staff, Size of the district, Available resources, Good school facilities, Supportive parents, Reputation of the district, Financial management, Technology, Effective leadership, Curriculum, and Educational options and programs.

The top three results were:

1. Excellent teachers and staff – 57 %
2. Educational options and programs – 37%
3. Supportive community – 29%
4. Good school facilities – 28 %

B. Survey Question #2 requested responders to **select the three important skills you would like to see in a superintendent from the following list**: Communication/public relations skills, Instructional skills, Managerial skills, Leadership skills, and Interpersonal skills. The three top results were:

1. Leadership skills – 81%
2. Communication/public relations – 58%
3. Interpersonal skills – 37 %

C. Survey Question #3 requested responders to **select the three most important characteristics you would like a superintendent to exhibit** from the following list: Commitment to the community, Enthusiasm, Integrity, Good judgment, Innovation, Team-building skills, Change-agent mindset, Risk-taking ability, Negotiation skills, Peacemaking ability, and Visionary outlook.

The three top results were:

1. Integrity – 65%
2. Commitment to the community– 55%
3. Good judgement – 49%
4. Visionary outlook – 34%

D. Survey Question #4 requested responders to i**ndicate whether you believe the item is either extremely important, important, or not important in the new superintendent from** the following list: Doctorate degree, Experience as: a superintendent with a proven record of success, Experience as a superintendent in a district of similar size, Experience as an assistant superintendent, Experience as a district-level administrator, Experience as a principal, Experience as a classroom teacher, Experience in finance, Experience in personnel, Experience in instruction,

Experience in facility construction and management, Experience in technology, Experience in a multicultural environment, Experience in strategic planning, Experience in the Southeast.

The top three results were:

1. Experience in strategic planning - 97%
2. Experience in instruction – 95%
3. Experience in personnel and as a classroom teacher– 93%
4. Experience as a superintendent – 89%

E. Survey Question #5 requested responders to **select what they consider to be the three most important issues or concerns facing the district in the next five years** from the following list: Community relations, Curriculum, Growth, Facilities, Funding, Educational options and programs, Instruction, Personnel, Technology.

The top three results were:

1. Growth – 77%
2. Facilities – 41%
3. Personnel – 40%
4. Funding – 33%

IV. QUALITATIVE FEEDBACK FROM OPEN PUBLIC FORUMS AND FOCUS GROUPS

Below are the responses collected from the interviews, small group meetings and community Forums. Each session was structured to receive feedback related to three questions:

What do you see as the strengths of Horry County Schools?

What are the greatest challenges in Horry County Schools?

What qualities, characteristics, and experiences does the next superintendent of Horry County Schools need to possess and demonstrate?

Below are the three questions and "prominent responses" received from each session. Responses were deemed to be "prominent" when they were expressed multiple times during the sessions and/or when they were considered uniquely relevant and insightful. For organizational purposes, the "prominent responses" were organized using the relevant top-rated categories on the Community Survey.

STRENGTHS OF HORRY COUNTY SCHOOLS?

Prominent responses" from the Community Engagement Sessions include:

A. **Question 1 (Q1 – Strengths) – WHAT DO YOU SEE AS THE GREATEST STRENGTHS OF HORRY COUNTY SCHOOLS?**

Prominent responses" from the Community Engagement Sessions include:

1. Excellent teachers and staff (57%)
   Great seasoned staff of teachers, administrators and support staff, outstanding teachers and principals, strong leadership in the schools and district, committed hard working staff.

2. Educational options and programs - (37%)
   Variety of educational options for students, wealth of opportunities for students, technology-infused classrooms, after school programs, variety of educational options that provide support for all students, great place to live and work.

3. Supportive Community (29%)
   Tremendous community support, partnerships with Costal Carolina University and Georgetown Tech Community College, parental support, people want to come here, great community – one on top areas in country to retire, sound fiscal situation (1% sales tax), strong community partnerships.

4. Good school facilities (28%)
   Great facilities, financial ability to build schools to accommodate growth, excellent buildings.

   Additional comments:

   Strong record of academic success,
   Faith-based community,
   Excellent emphasis on security,
   Unique diverse population,
   High performing district,

Wealth of resources,
Support provided for teachers and students,
Great students,
Diversity – people come from everywhere.

B. **Question 2 (Q 5 – Important issues)– WHAT DO YOU SEE AS THE GREATEST CHALLENGES FACED BY HORRY COUNTY SCHOOLS?**

Prominent responses from the Community Engagement Sessions include:

1. Growth (77%)
   Overcrowding in some schools, keeping up with growth, challenge of meeting needs of all students (57 languages), transient population, growth in SPED and ESOL population, changing demographics, sheer size of district (1,254 square miles).

2. Facilities (41%)
   Planning to accommodate growth, continue to keep up with infrastructure needs, long range planning for growth

3. Personnel (40%)
   Transparency in hiring practices, hiring teachers whose demographics match the student population, lack of people of color in district, Concern not all jobs posted, teacher and staff recruitment especially with SPED and ESOL experience, recruiting high-quality teachers.

4. Funding (33%)
   Responding to funding for growth, one size does not fit all in funding for schools – financial needs of different communities not the same, equity for rural area.

Additional comments:

Increase support of mental health needs of students,
providing programs to serve diverse needs of students,
status quo mind set – getting people to change,
mediocrity is a challenge – lack of desire for innovation,
test scores need improvement,
need to address achievement gaps in student performance,
need more parental involvement,
need more communication from schools and Board,

additional alternative options for students with discipline issues, addressing drop outs and transient issues,

cell phone usage, diversity is a strength and a challenge, and need consistent policies and procedure.

C. **Question 3 – WHAT QUALITIES AND CHARACTERISTICS DOES THE NEXT SUPERINTENDENT NEED TO POSSESS AND DEMONSTRATE?**

****Please note that Survey Questions 2, 3, and 4 relate to the qualities and characteristics of the next superintendent, and there is some degree of overlap in listing prominent responses.*

Prominent responses Qualities (Survey question 2 – 3 most important skills) and from the Community Engagement Sessions follow:

1. Leadership skills (81%)
   Visionary leadership, visionary with the ability to more district forward and prepare students for jobs not yet invented, innovator, outside the box thinker, hands on leadership style, hands on leadership style, will be boots on the ground leader, servant leaders, puts children first above all else, will trust people to do their job and hold them accountable.

2. Communications/public relations – 58%
   Transparency, visible and active in the schools and community, strong communication skills, collaborator, ability to collaborate and build relationships, unifier and listener, will hear student voices, ability to maintain and expand community partnerships.

3. Interpersonal skills – 37%
   Honest, fair, sincere, relatable, approachable, courageous, strong core values, servant leader, enthusiastic, common sense, good role model.

Additional comments:

Ability to work with 12-member Board,

Strong management skills – need CEO type leader.

II. Prominent responses Characteristics (Survey question 3 – 3 most important characteristics) from the Community Engagement Sessions follow:

A. Integrity – (65%)
Ethical leader, strong integrity, honesty, ability to take a stand in face of opposition.

B. Commitment to the community – (55%) C. Good judgement – 49%
Wants to be here, advocate for the district, invested in the community, love for the district.

C. *Good judgement – 49%*
Sound decision-making abilities, strong managerial skills, ability to navigate politics, politically savvy.

Additional comments:

Understands and embraces diversity,
Cultural awareness,
Understanding of equity in promoting a culture of inclusivity and respect for all students and staff.

III. Prominent responses (Survey question 4 – Extremely important/important) from the Community Engagement Sessions follow:

A. Experience in strategic planning - (97 %)
Strategic thinker, experience in strategic planning, experience working with growth districts and its multiple impacts on the community.

B. Experience in instruction - (95%)
Instructional expertise, experience working with special needs students – SPED, ESOL and underserved students, demonstrated record of improving academic achievement – test scores; track record of moving the needle on student achievement and closing achievement gaps, experience in serving the needs of all students in creating options for diverse population.

C. Experience in personnel – (93%)
Ability to inspire teachers and staff, understands the importance of hiring staff that reflects the student demographics, ability to develop a strong executive team.

D. Experience as a classroom teacher - (92%)
Experience at all levels of a school system – especially being a successful teacher

E. Experience as a superintendent with a proven record of success – (89%)

Reputation for focusing on academic excellence, Fiscal expertise, Experience in serving needs of a diverse group of students and supporting their needs with educational options to help them be successful, Expertise in safety and security measures to support students and their families, and Experience in the challenges of significant growth and the importance of strategic conversations with the business community and county government leaders.

Additional comments:
Understanding the importance of consistency throughout a larger district through the vertical and horizontal alignment of policies and procedures,

Management approach that supports school-based autonomy to address the unique needs of each school.

V. COMMON THEMES ACROSS SURVEY RESPONSES TO QUESTION 2 – Three most important leadership skills you would like a superintendent to have

QUESTION 3 – Three most important characteristics you would like a superintendent to exhibit

QUESTION 4 – Indicate whether you believe it is extremely important/important in the new superintendent

COMMUNITY ENGAGEMENT GROUP RESPONSES TO What Qualities and Characteristics Does the Next Superintendent Need to Possess and Demonstrate?

Following a thorough analysis of the data collected from the Community Surveys, Public meetings, Interviews and Group discussions, we have developed a Draft Leadership
Profile.

To organize our thoughts, the BWP search team focused on four major descriptors that capture the most frequent themes from the Community Survey, Community Engagement Sessions, and emails we received. These include:

- Visionary Instructional Leader
- Effective Communicator
- Collaborative Manager
- Personal Qualities

VI. DRAFT LEADERSHIP PROFILE 2024

The recommended draft Leadership Profile describes the qualities, characteristics, experiences, and skills the next Superintendent of Horry County Schools must demonstrate and possess. This document helps clarify the type of leader who is the best match and fit to lead Horry County Public Schools forward.

HORRY COUNTY SCHOOLS
Superintendent Search
DRAFT Leadership Profile

The Horry County Board seeks an outstanding visionary and instructional leader with a successful commitment to excellence. Desired Superintendent Qualifications include:

- A highly visible, forward-thinking superintendent who will enhance the school division's collaborative, innovative, and diverse culture.
- A visionary educator who is an effective communicator and a strategic leader who fosters accountability among team members.
- A trusted public education leader who has experience managing growth, division resources and knowledge of sound fiscal procedures.
- An accomplished leader who strives to create positive working relationships with the School Board, County Government and Community.

VISIONARY INSTRUCTIONAL LEADER.

- A visionary and progressive leader with a deep understanding of teaching and learning, dedicated to launching diverse educational programs that prepare every student for post-secondary education and career readiness.
- A leader who actively supports and collaborates with school staff.
- A leader who demonstrates the courage to implement initiatives that expand opportunities to meet the needs of all students.
- A leader with a proven track record of enhancing student achievement and improving school environments.

EFFECTIVE COMMUNICATOR

- A leader who is both visible and approachable has strong communication skills and is dedicated to collaborating with the School Board, Supervisors, Staff, Students, Parents, and the Community.

- A skilled collaborator who can unite all facets of a diverse community.
- An attentive listener who appreciates transparency and fosters trust within the community.
- A decisive leader who considers various perspectives before reaching a final conclusion.

COLLABORATIVE MANAGER

- A leader skilled in strategic planning, capable of effectively leveraging all available resources to fulfill the district's growth and infrastructure requirements.
- An innovative and strategic leader with the experience to build on existing strengths while enhancing areas that need improvement, making informed decisions along the way.
- A politically astute leader and manager capable of moving Horry County forward. This individual can navigate changes to address an increasingly diverse student population by fostering and maintaining positive relationships with the School Board, Board of Supervisors, parents, and the community.
- A leader dedicated to developing and implementing a plan that integrates crucial fiscal and human resources, aiming to increase staff diversity at all levels and establish programs and facilities that benefit every student.

PERSONAL QUALITIES

- A leader who is approachable, politically astute, and has effectively allocated resources to support initiatives benefiting all students.
- A transparent servant leader known for being a thoughtful and measured decision-maker who possesses the courage to tackle essential issues for the greater good of all students.
- A leader dedicated to students, characterized by ethics, authenticity, passion, and a visible presence within schools and the broader community.
- A leader who is consistently guided by the principle of making decisions that prioritize the best interests of every student.

VII. FINAL COMMENTS

The BWP search team members have learned much about the Horry County School System and community and were very impressed with the willingness of participants to share candidly. The team enjoyed meeting key community, school, and district leaders. We found the staff to be capable and dedicated. We were pleased to hear about the variety of program offerings, especially the amount of technology available to faculty and students. We hope the next superintendent will fully utilize community support and resources. The team will use the approved Leadership Profile to actively engage in the recruitment stage of the search process for selecting your next leader.

APPENDIX A

Interview and Focus Group Feedback Transcriptions

Board Interviews – 12 meetings

Strengths:

- Great people
- Great, seasoned staff of teachers, administrators, janitors, cafeteria workers, bus drivers, nurses, media specialists, etc.
- Outstanding teachers and principals
- Education students receive
- Community wants to be involved, a community committed to students
- Strong Board that works together
- Unique, diverse population
- Seeks to try and get better, improve
- Provide opportunities for all students – not just college but multiple options for trades and apprenticeships
- Support of Fine Arts
- Long run of consistency in many positions
- Great leadership
- Good students
- Good community, one of the top areas in the country to retire
- Growing county
- Diversity – people come from everywhere
- Great place to live and work
- Strong record of academic success, strong test scores
- Strong organizational structure
- Buildings and construction
- Sound fiscal situation – 1% sales tax, $1.6 Billion budget
- Good partnerships

Challenges:

- Major growth
- Overcrowding in some schools
- Need for more parental involvement
- More communication from schools to the Board, staying in contact with parents
- Keeping up with complex federal, state and local regulations related to curriculum standards, testing, student privacy laws, unfunded mandates
- Still combating learning loss from COVID-19
- Serving the underserved students
- Difficulty in hiring and retaining teachers and staff and bus drivers
- Staff turnover
- Aging staff – 68% 25 years or more
- Diversity of thought
- Lack of moving forward
- Lack of strong academic goals – test scores could be better
- Transient population
- Mediocrity is a challenge – lack of desire for innovation

- Nepotism – jobs are not always posted
- Meeting the needs of all students – 57 languages
- Size of district – 1,254 square miles
- Safety and security, safety concerns
- Transparency
- Governance model
- More money for athletics
- Mindset of people
- Greater focus on strategic planning
- Student achievement and growth
- Need to trim the fat
- Eliminate things that are not working
- More teacher training

***Characteristics and Qualities Desired*:**

- Christian morals and values
- Integrity and high morals
- Honesty
- Sincere
- Open-minded
- High expectations for high academic achievement
- Strong management skills
- Ability to surround self with the best people and hold people accountable
- Big heart
- Team player
- Hands-on leadership style
- Will look to hiring staff outside the system and not just promote within
- Loyalty to the Board
- Transparency will establish an open culture
- Fair
- Committed to leadership development
- Ability to work with the Board
- Even keeled
- Ability to give staff autonomy
- Not the same old thing – innovative and will more district forward
- Visible and active in schools and the community, strong community engagement
- Focused on doing what's right
- Advocate for students
- Ability to improve current academics, can address 3rd grade reading
- Focused on academic excellence
- Compassionate
- Visionary leadership
- Educational expertise
- Ability to collaborate and build relationships
- Great relationships with the Board, community and staff
- Ability to steer clear of land mines
- Ethical leadership
- Resilience and problem-solving skills
- Strong communication skills
- Cultural competence
- Educational expertise
- Adaptability and innovation
- Decision-making abilities

Community Forums – 165

Conway Area, Green Sea Floyds Area, Myrtle Beach Area, Carolina Forest Area, North Myrtle Beach Area, St. James Area, Aynor Area, Loris Area, Socastee Area

Strength:

- Funding
- Excellent staff
- Parental support
- Diversity
- Resources
- Innovative
- Professional development ahead of the curve
- Small community -faith-based
- Genuine kindness
- Great social media presence
- Sense of community is deep/strong
- Committed hard-working staff
- Choices we give our students
- Diversity
- After-school programs
- Excellent staff
- Professional development ahead of the curve
- Faith-based community
- Excellent staff
- Parental support
- Funding
- Diversity of community
- Great opportunities for students
- Support provided for teachers and students
- Dedicated staff
- Tremendous community support
- Wealth of resources
- Technology-infused classrooms
- Great facilities
- Diverse student body
- Various educational options for students
- Admired by other school districts in the state

Challenges:

- Growth
- Facility's needs
- Teacher shortage
- Retention of teachers
- Moral
- Mistrust
- Student discipline
- Huge area

- Diversity – strength and challenge
- Fast growing
- No towns
- Wi-Fi in rural areas
- Many languages groups
- Dropouts, transient students
- Expanding litigation
- Equity for rural areas
- Special education students "left behind"
- Communications with individual communities
- Keeping our teachers
- Test scores need improvement
- Lack of transparency
- Teachers have a voice
- Keeping up with growth
- Need for additional schools
- Hiring teachers whose demographics match the student population
- Teacher and staff recruitment
- Providing a safe place for staff to speak up with concerns
- Transparency in hiring practices
- Large teacher-to-student ratios
- Additional alternative options for students with discipline issues
- Finding avenues to give employees a voice
- Less reactive and more proactive on issues
- Cell phone usage of students
- Leadership development for staff for promotional opportunities
- Increased social-emotional support for students
- Changing population
- Achievement gaps
- Transportation issues
- Concern for safety and security
- Dealing with social media
- Mistrust
- Facility needs
- Teacher shortage

Characteristics/Qualities:

- Understands diversity
- Understand the uniqueness of the community
- Open-minded
- Roll up sleeves – will be boots on the ground - visible
- Face of the district
- Communicator

- Educator – instructional leader
- Open liberal leader
- Hands-on
- Instructional expertise
- Collaborator
- Honesty
- Integrity
- "Worked their way up the ladder"
- Leadership experience
- Collaborative leader – not a dictator
- embraces diversity
- Family oriented
- Special education expertise
- Open-minded
- Visibility in the schools and community
- Innovation
- Site-based management approach that creates autonomy to address the unique needs of each school
- Ability to develop a strong executive team
- Understanding of diversity
- Experience as a classroom teacher
- Relatable, approachable
- A great communicator
- Open to changes
- Growth mindset
- Embraces career readiness
- Educational background with boots-on-the-ground experiences
- Willingness to work with community and non-profit organizations/ volunteers
- Puts children first above all else
- Empowers employees to do their jobs
- Not work in silos but seek input from employees who are subject matter experts in their fields
- Allow more seats at the table to troubleshoot ideas and issues
- Visible leader in our community
- Willing and able to make tough decisions
- Visionary
- Experience in working with special needs students
- Sincere
- Servant leader
- Open-minded
- Ability to think outside the box
- Not a yes person to the Board
- Believes in a co-management system with parents and community

- Interest in going back to a model program where polity comes from the community with viable input and the Board takes power back from the superintendent

Elementary Principals – 25

Strengths:

- Here for the children
- Equity in all schools
- Strong professional development
- Teachers have the ability for leadership
- Academic focus/relationships
- Strong District Achievement
- Strong Leadership in Schools and the District
- Community Partnerships
- Long Term Plan
- Great support from the district office

Challenges:

- Recruitment of teachers, Special Ed., Art, Foreign Language
- Rapid Growth
- Multiple Languages and special needs
- Schools with difficult needs
- More communication between the Board and Principals
- Hiring is difficult
- More inspirational practices
- Clear communication with everyone on the same page
- Best practices shared
- Growth to the Special Ed. population

Characteristics and Qualities Desired:

- Encourager and motivator
- Visionary leader
- Invested in the district
- Experienced

- Gets into the trenches
- Visible
- Available and responsive
- Academic Growth
- Takes a firm stance
- Values relationships
- Fights for staffing
- Diversity
- Integrity
- Love for the district

Middle School Principals – 10

Strengths:

- Forward thinking
- Fiscally sound
- Quality people
- Develops people
- Listens to stakeholders
- Listens to stakeholder
- Excellent emphasis on security
- People "look out for you"

Challenges

- Size causes "silos" at times
- Sheer size
- Systemic communications (because of size)

Characteristics and Qualities Desired:

- Innovator
- Financial expertise
- Communicator
- Present/Visible
- Firm, supportive, empathetic
- Strategic planner
- Servant leader
- Trusts leaders
- Engages stakeholders
- Funding formulas are outdated
- Need innovative solutions to buses, discipline and custodial issues
- Diversity
- Understands the history of the district
- Ability to manage/work with the board
- Instructional leader

- Safety and security experience
- Vision
- Superintendent experience
- Has "edge" when necessary
- Data expertise

High School Principals – 20

Strengths:

- Strong leadership
- Resource rich
- Known for growing your own
- High-quality people
- Students first
- Wealth of opportunities provided to students
- High expectations
- Strong core values
- Opportunities for professional development
- Resources
- Parental support
- Uniqueness but commonality of purpose
- Tradition rich
- Unified District

Challenges:

- Growth
- One size does not fit all – the needs of different communities are not the same
- Diversity – strength and challenge
- Understanding of diversity
- Size challenge
- Transient population
- Status quo mindset – getting people to accept change
- Serving the needs of all students
- Recruiting high-quality teachers
- Poverty levels
- Holding students accountable
- Need to address long-range planning
- Support for the mental health needs of students
- Support for families
- Continue to provide and expand options for all students
- Need for consistent policies and procedures

Characteristics and Qualities Desired:

- Honesty
- Integrity
- Common sense
- Lives core values
- Great communicator to all people
- Experience at levels of a school system – a successful teacher
- Always doing what's best for students
- Ability to take a stand in the face of opposition
- Culture Awareness
- Understanding of diversity
- Relationship builder – team builder
- Will trust people to do their jobs and hold them accountable
- Ability to inspire teachers and staff
- Experience in serving the needs of all students in creating options for diverse populations
- Inclusive decision-making style designed for collaborative input
- Understand the importance of consistency through the vertical and horizontal alignment of policies and procedures in a large district
- Track record of moving the needle on student achievement and closing achievement gaps
- Ability to navigate politics
- Understanding of Horry's uniqueness
- Ability to create a strategic plan and promote a common vision
- Visionary
- Technology Awareness
- Ability to work with the Board

Student Cabinet Representatives – 36

Strengths:

- Community around the school
- Faculty
- Extra-Curricular Activities
- Safety
- Great school spirit
- Strong connection with principal and faculty
- AP and IB classes
- Good communication

Challenges:

- Need more programs at each high school
- Growth
- More funds needed in rural areas
- Too many schools' searches
- More transition activities from middle to high school
- More caring for students
- More bus drivers
- Overcrowded schools
- More attention should be given to the Arts
- More AP classes for 11th and 12th graders
- Classes need to be more engaging

Characteristics and Qualities Desired:

- A local candidate
- Educator
- Supporter of students
- Visible in schools and community
- Open to new ideas
- Keep the schools in good repair
- Good role model
- Understand school funding
- Considers student's opinions
- Creative
- Organized
- Integrity
- A leader
- Not from the area
- Prioritizes safety

Community Partners Meeting – 12

Strengths:

- Financial ability to build schools to accommodate growth
- Very involved parents

Challenges:

- Dealing with diversity

- "Labeling" of special needs students based on demographics
- Lack of people of color working in the system
- Challenging non-profits/community groups to partner with the district

Characteristics and qualities desired:

- Experience with growing districts
- Collaborative problem-solver
- Unifier/listener
- Visible in the community
- Strong communication skills with diverse audiences
- Visionary
- Invested in community
- Supports economic development
- Understand rural communities
- Ability to build partnerships

Parent Committee Representatives – 36

Strengths:

- Variety of programs that match students
- H.S. dual enrollment
- Quality of Education
- Overcrowding
- Good mission statement
- Great Principals

Challenges:

- Poor communication bout school closures
- Not enough bus drivers
- Diversity
- Not building schools fast enough
- Parent involvement

Characteristics and qualities desired:

- Experience as Superintendent
- Been a teacher
- Supportive of staff
- Direct voice to the community
- Manager
- Leadership skills

- Strategic Thinker
- Recruiter
- Enthusiastic
- Visible
- Approachable
- Outside of the box thinker
- Keeps community informed
- Wants to be here

County Partners Meeting – 12

Strengths:

- Innovative
- Partnerships with Coastal Carolina University and Georgetown Tech Community College – dual enrollment programs, Early College
- Working with County Government to embrace growth
- STEM programs and Career and Tech Programs

Challenges:

- Keeping up with growth
- Providing programs to serve diverse groups of students

Characteristics and qualities desired:

- Vision
- Ability to inspire
- Visibility in the community
- Understanding of the demographics and size of the community
- Understanding the importance of partnerships
- Need CEO-type leader
- Collaborative style of leadership
- Understanding of the volume of resources available

Chamber of Commerce – 4

Strengths:

- Reputation of district and community

Challenges:

- Strategic planning for growth and the multiple impacts on the community
- Meeting the diverse needs of incoming students

Characteristics and Qualities Desired:

- Collaborator
- Experience in challenges of significant growth and the importance of strategic conversations with the business community and school system
- Understanding the significance of the 3rd Monday in August school start date
- Innovation
- Visionary with the ability to move the district forward and prepare students for jobs not yet invented

Superintendent Support Staff – 22

Strengths:

- Something for everyone
- Community support
- Small town feel
- Progressive
- Multiple programs to support students

Challenges:

- Rapid growth
- Modular classrooms
- Redistricting – opening new schools
- Addressing the social-emotional needs of students

Characteristics and Desired Skills:

- Large district experience
- Visibility in the schools and community and events – photo op
- Educational background
- Understanding of diversity

- Good communicator but understands the importance of listening
- Familiar with South Carolina/Horry
- Priority to make kids feel safe
- Support for special needs students
- will consider other people's ideas when making decisions; not extreme – left or right
- trustworthy
- can set the tone for moving forward
- experience with growth.

Superintendent Teacher Cabinet - 36

Strengths:

- People in the district
- Professional development
- Resources
- Community support
- Great facilities
- Diverse
- Budget
- Growth
- Different high school options

Challenges:

- Growth
- Diversity
- Staff shortages
- Lack of Transparency
- Lack of diversity in hiring
- Parental involvement
- Size of schools

Characteristics and Qualities Desires:

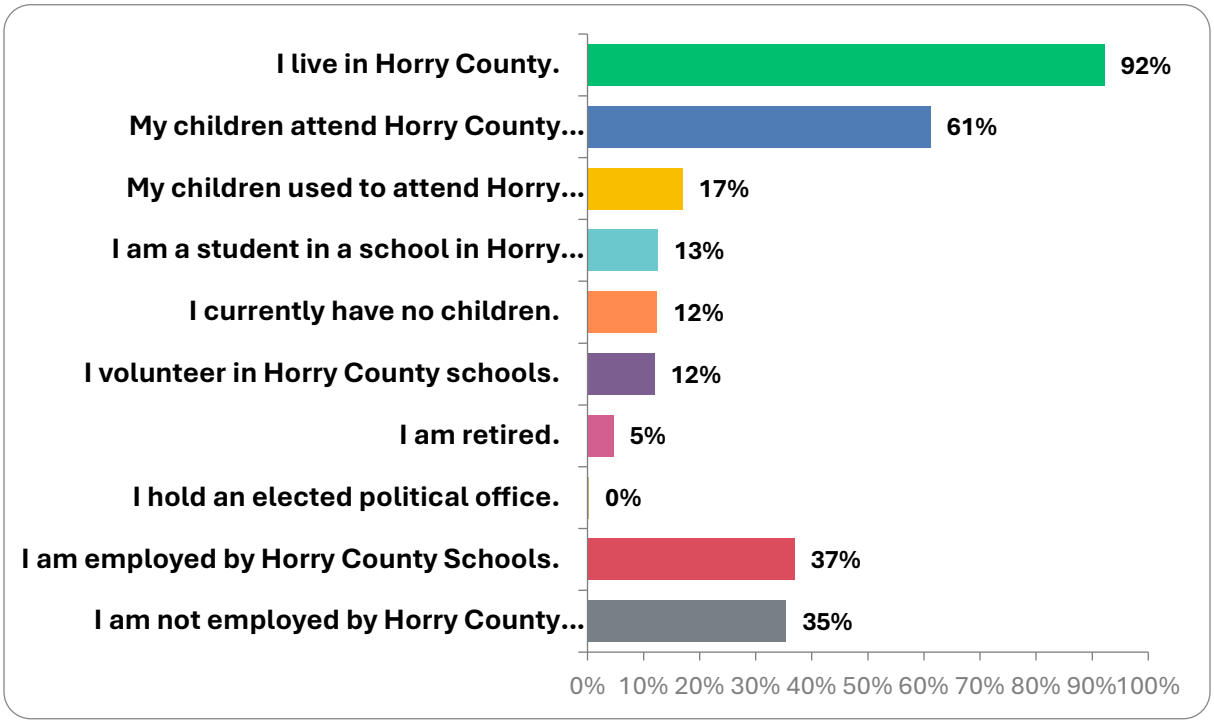
- Giving staff a voice
- Understands equity
- Forward thinking
- Approachable
- Non-partisan
- Understands Special Education

- Out-of-the-box thinker
- Forward thinker
- Wants to stay
- Optimistic

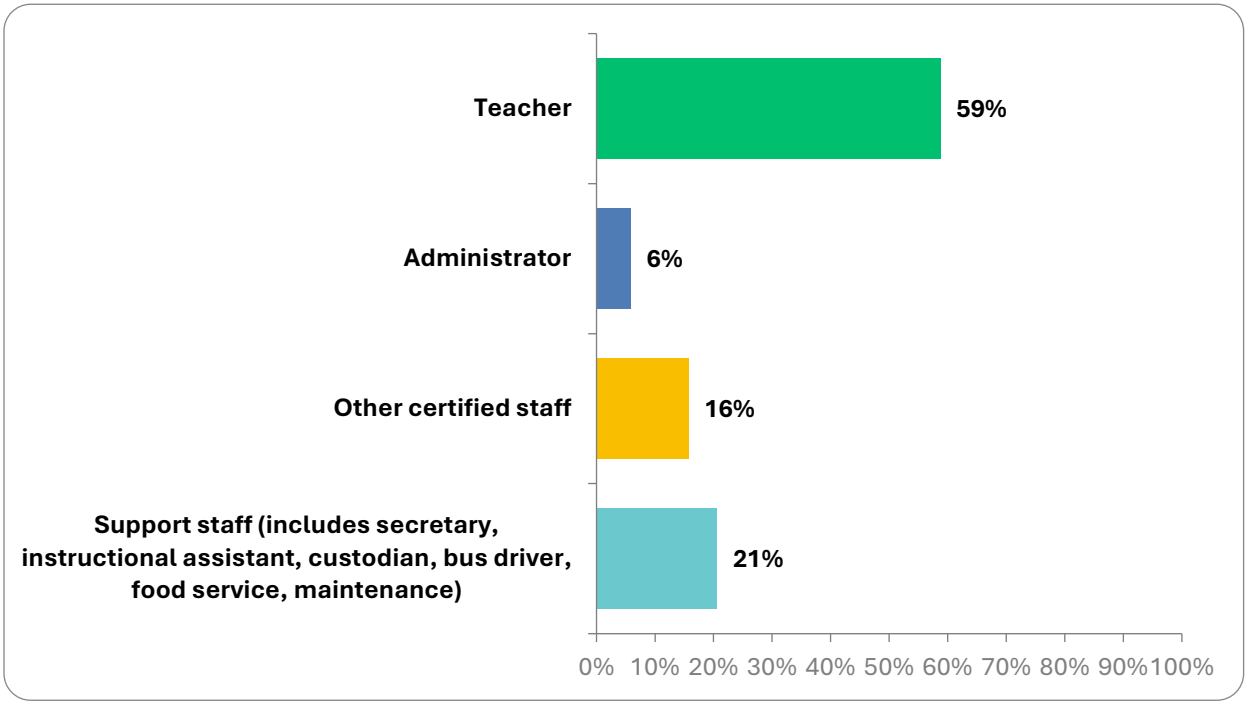
APPENDIX B

English and Language Groups

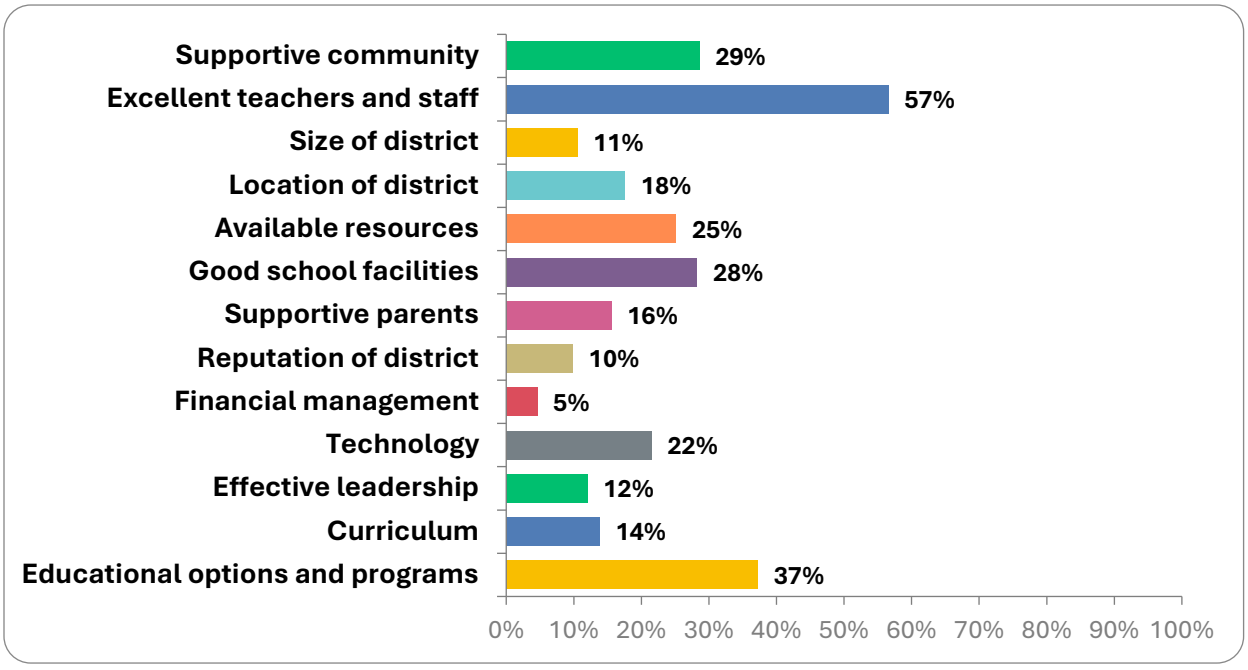
Q1: *Please indicate all that applies*



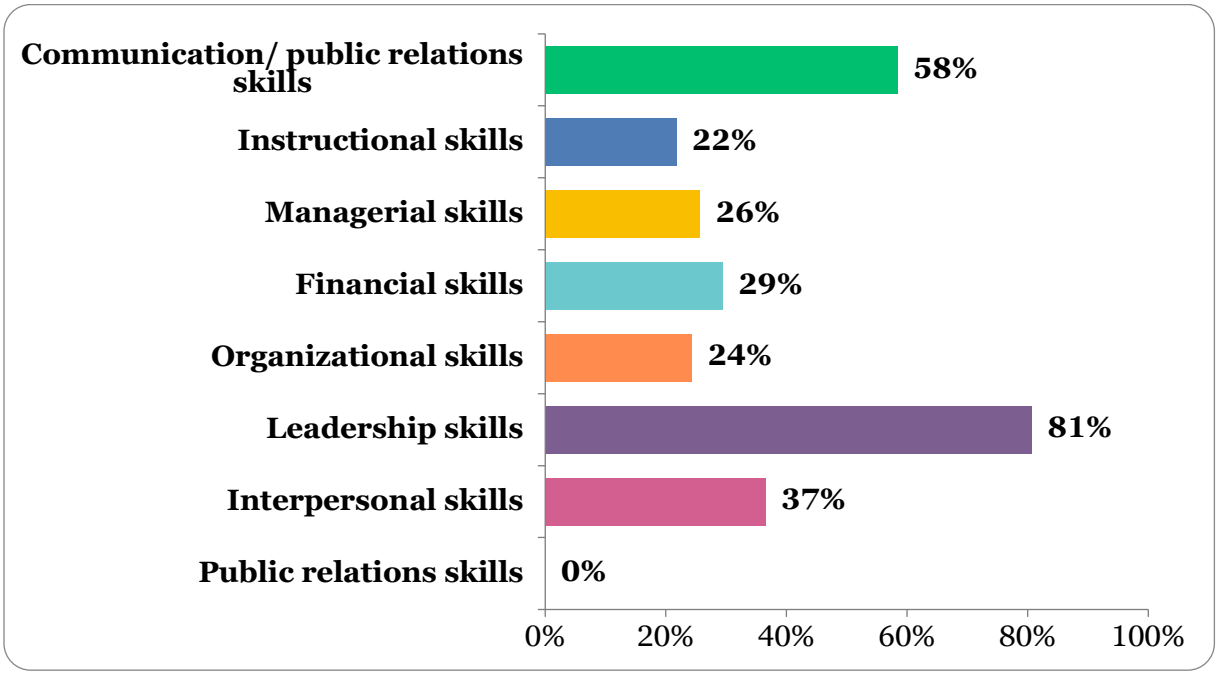
Q2: If you are employed by Horry County Schools, please specify your position:



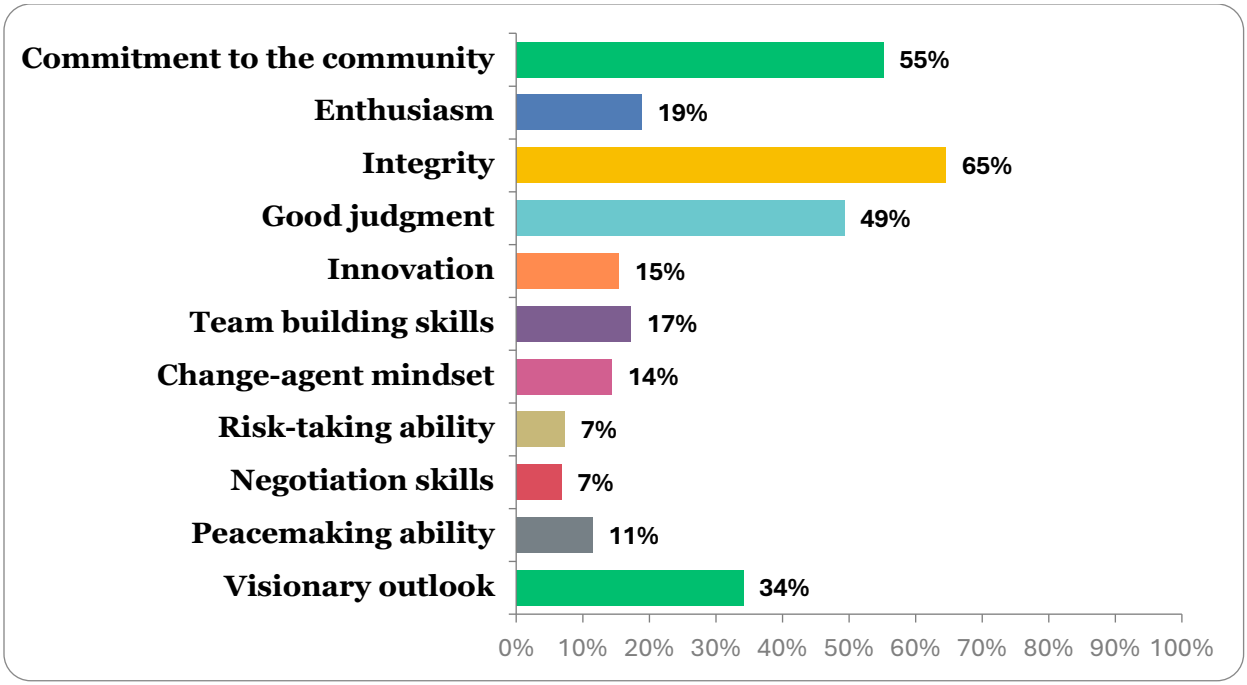
Q3: Select from the list below the three most significant strengths of the district:



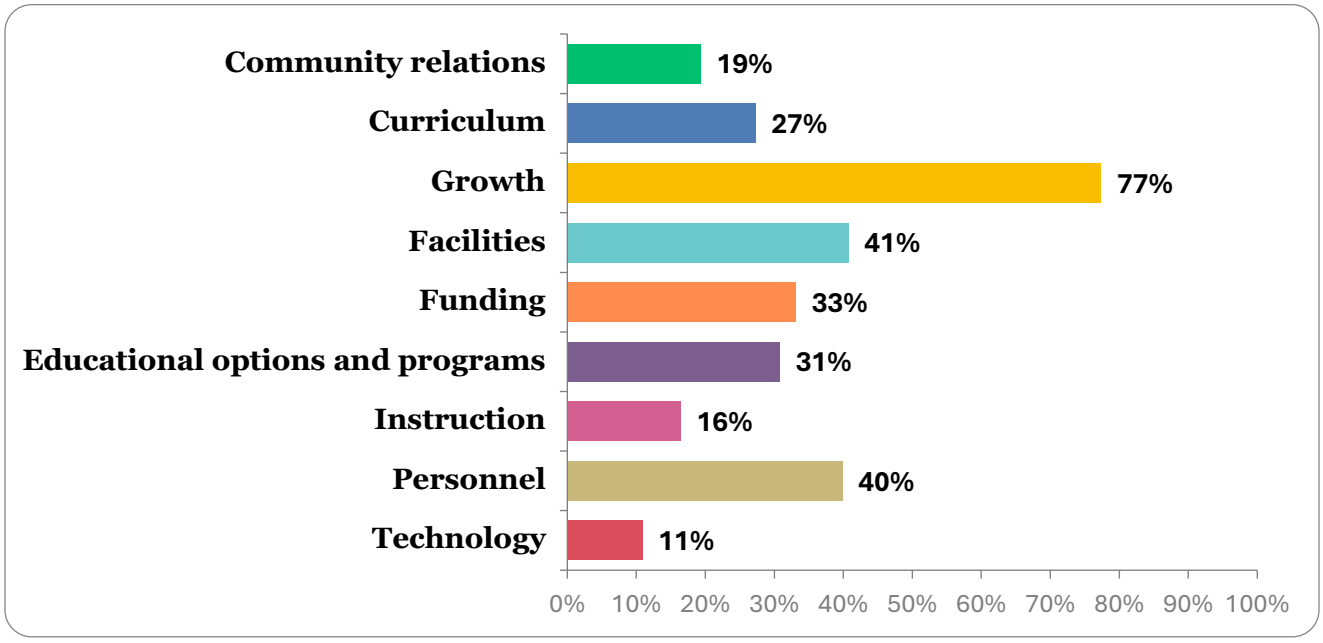
Q4: What are the most important skills you would like to see in a superintendent?



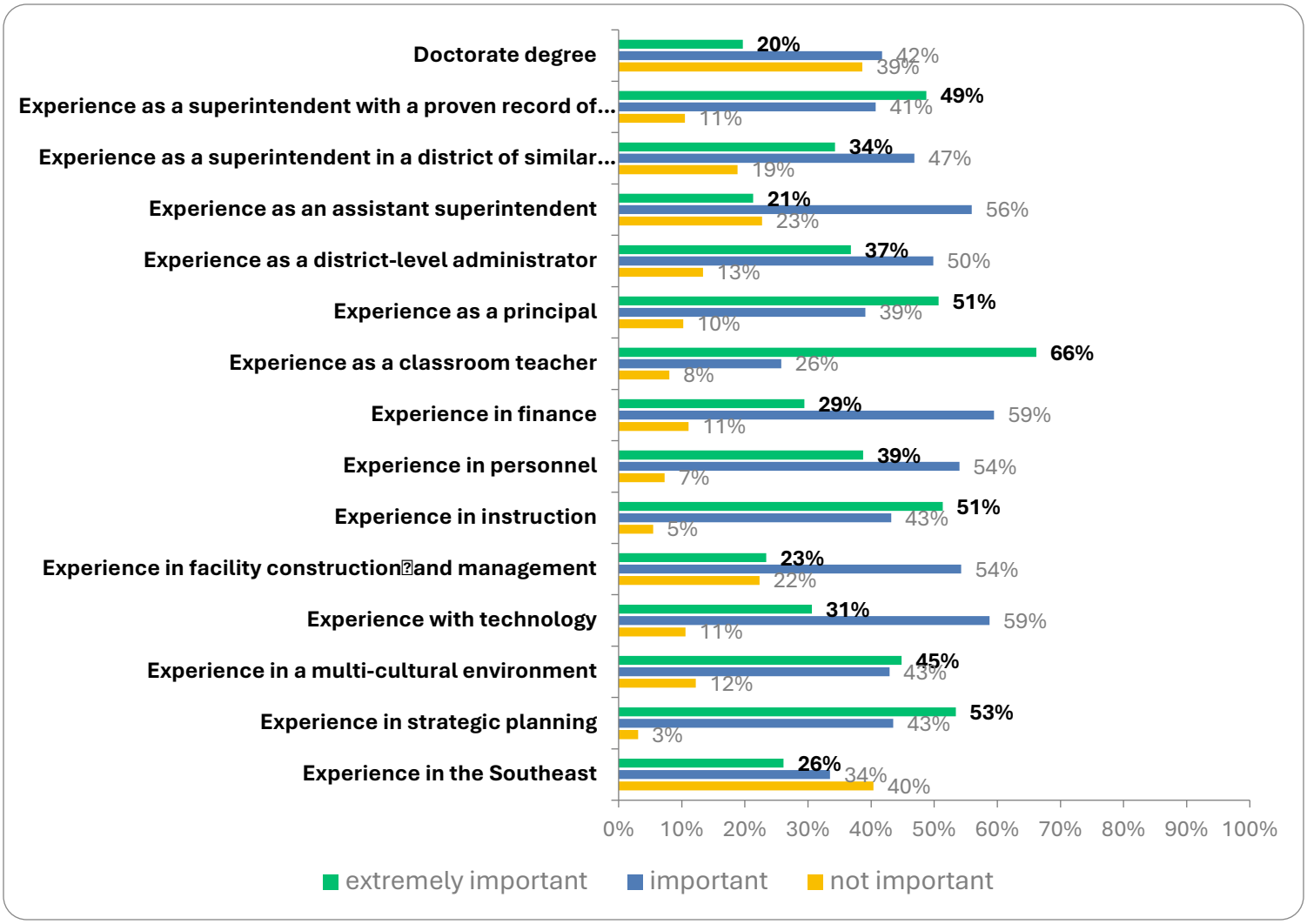
Q5: What are the three most important characteristics you would like a superintendent to exhibit:



Q7: In your opinion, what are the three most important issues or concerns facing the district in the next five years?



Q6: For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in the new superintendent:



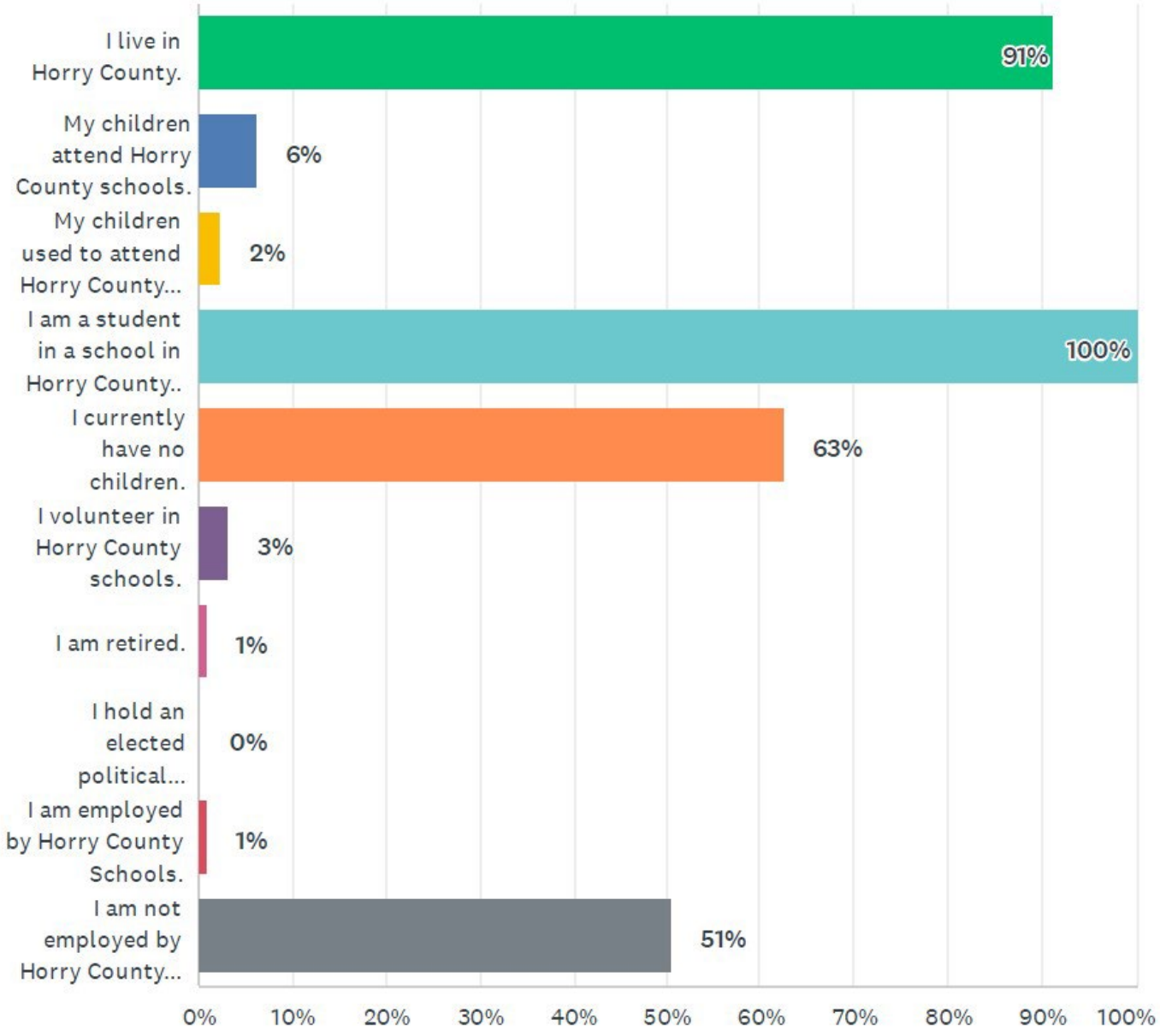
Language Group Survey Response Summary

Conversations	SPANISH	MANDARIN	PORTUGUESE
Q3: Three most significant strengths of Horry County	• Excellent teachers and staff • Good school facilities • Educational options and programs	• Good school facilities • Excellent teachers and staff • Location of district	• Excellent teachers and staff • Good school facilities
Q4: Most important skills you would like to see in a superintendent.	• Leadership skills • Communications/public relations • Interpersonal skills	• Leadership skills • Managerial skills • Organizational skills	• Communications/public relations skills • Organizational skills • Leadership skills
Q5: Three most important characteristics you would like a superintendent to exhibit.	• Commitment to community • Integrity • Visionary outlook	• Integrity • Commitment to community • Good judgment	• Commitment to community • Integrity • Innovation
Q6: Items extremely important in the new superintendent	• Experience as a superintendent in a district of similar size • Experience as a superintendent with a proven record of success • Experience in strategic planning	• Experience as Assistant Superintendent • Experience as the district administrator • Experience in a multicultural environment	• Experience as an assistant superintendent • Experience as a principal
Q7: Three most important issues or concerns facing the district in the next five years	• Educational options • Community relations • Growth	• Growth • Educational options and programs • instruction	• Community relations • Educational options and programs • Growth

APPENDIX C

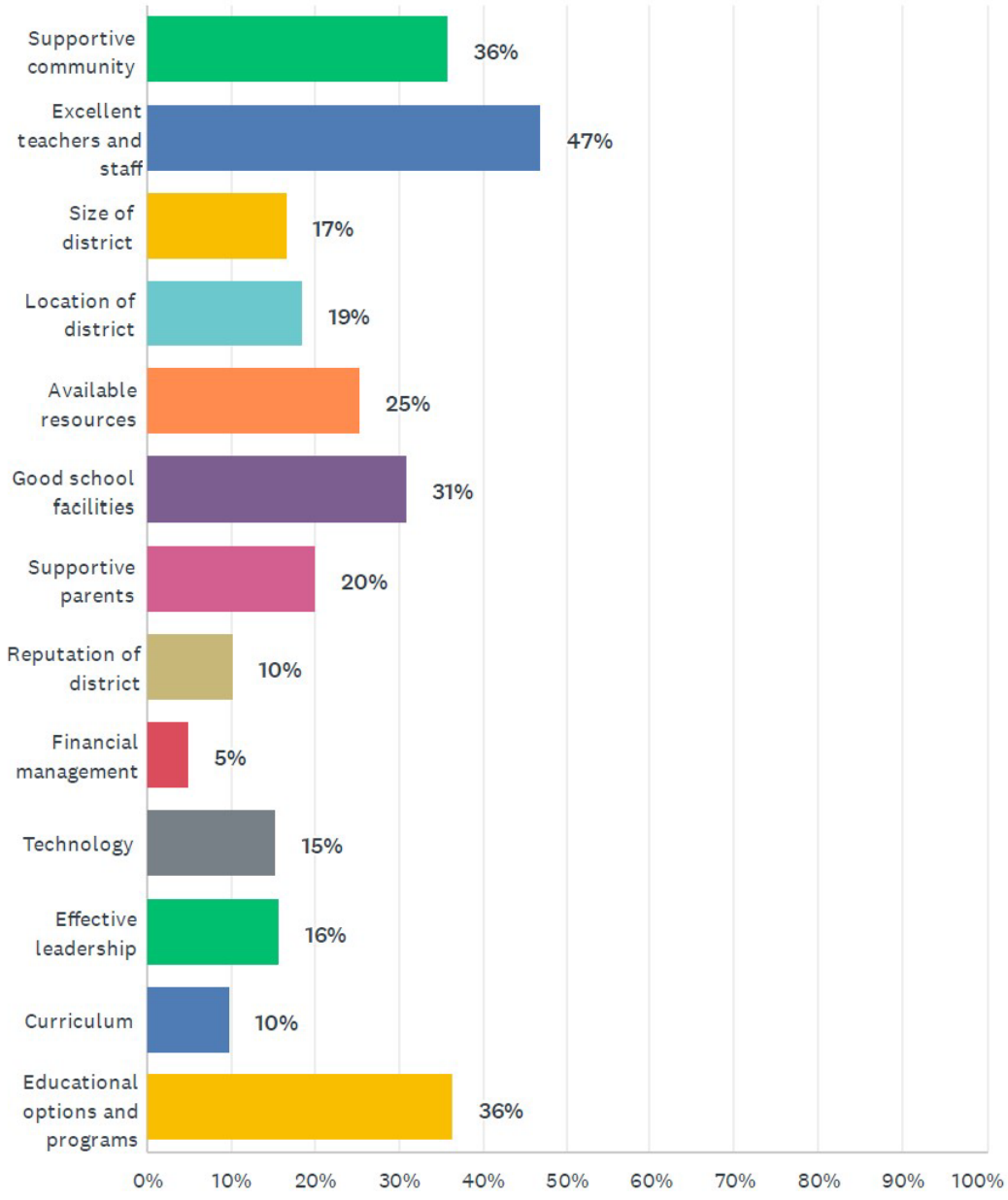
Student Survey

Question 1: ***Please indicate all that applies***



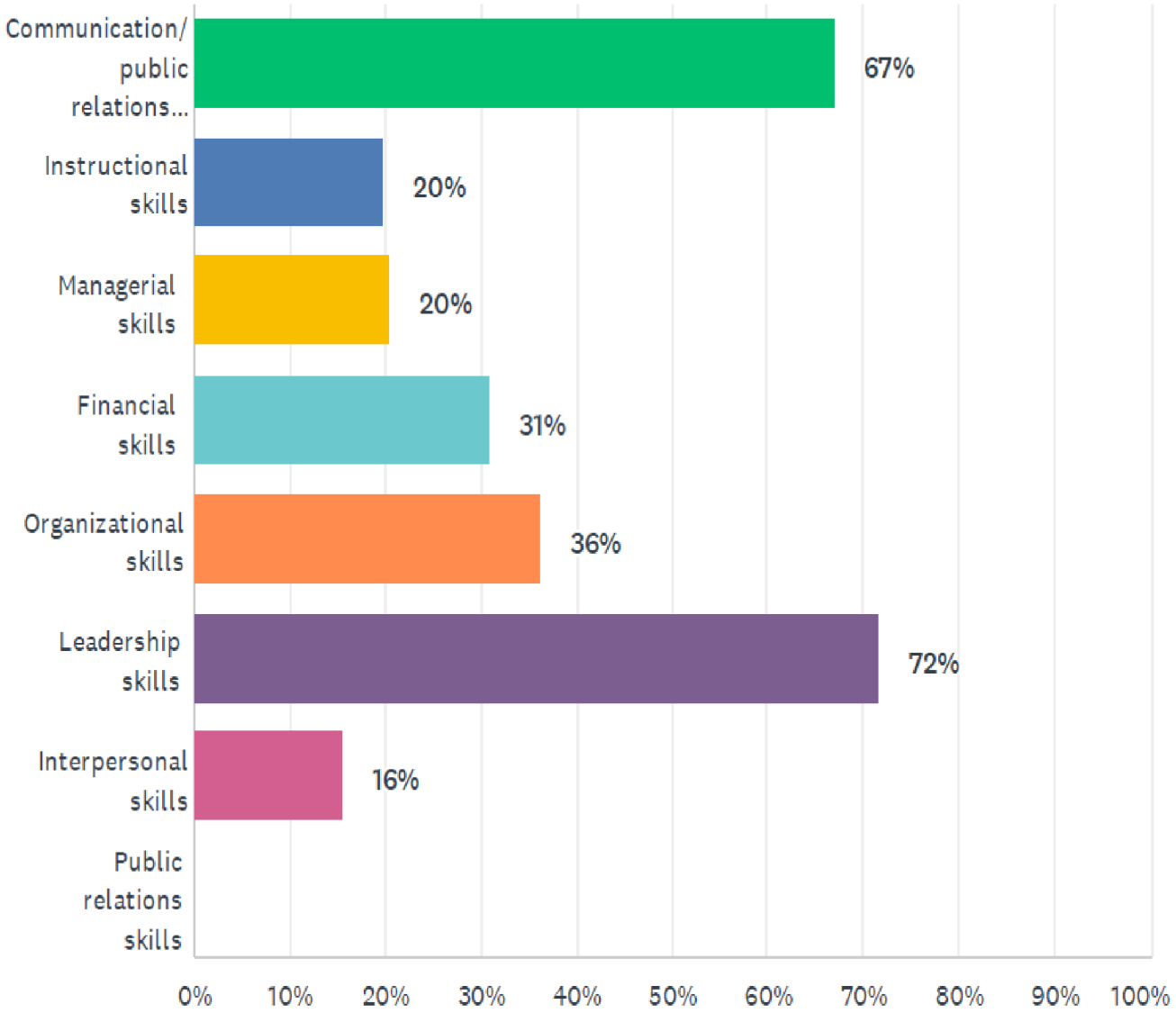
Q3 Select from the list below the three most significant strengths of the district:

Answered: 324 Skipped: 20



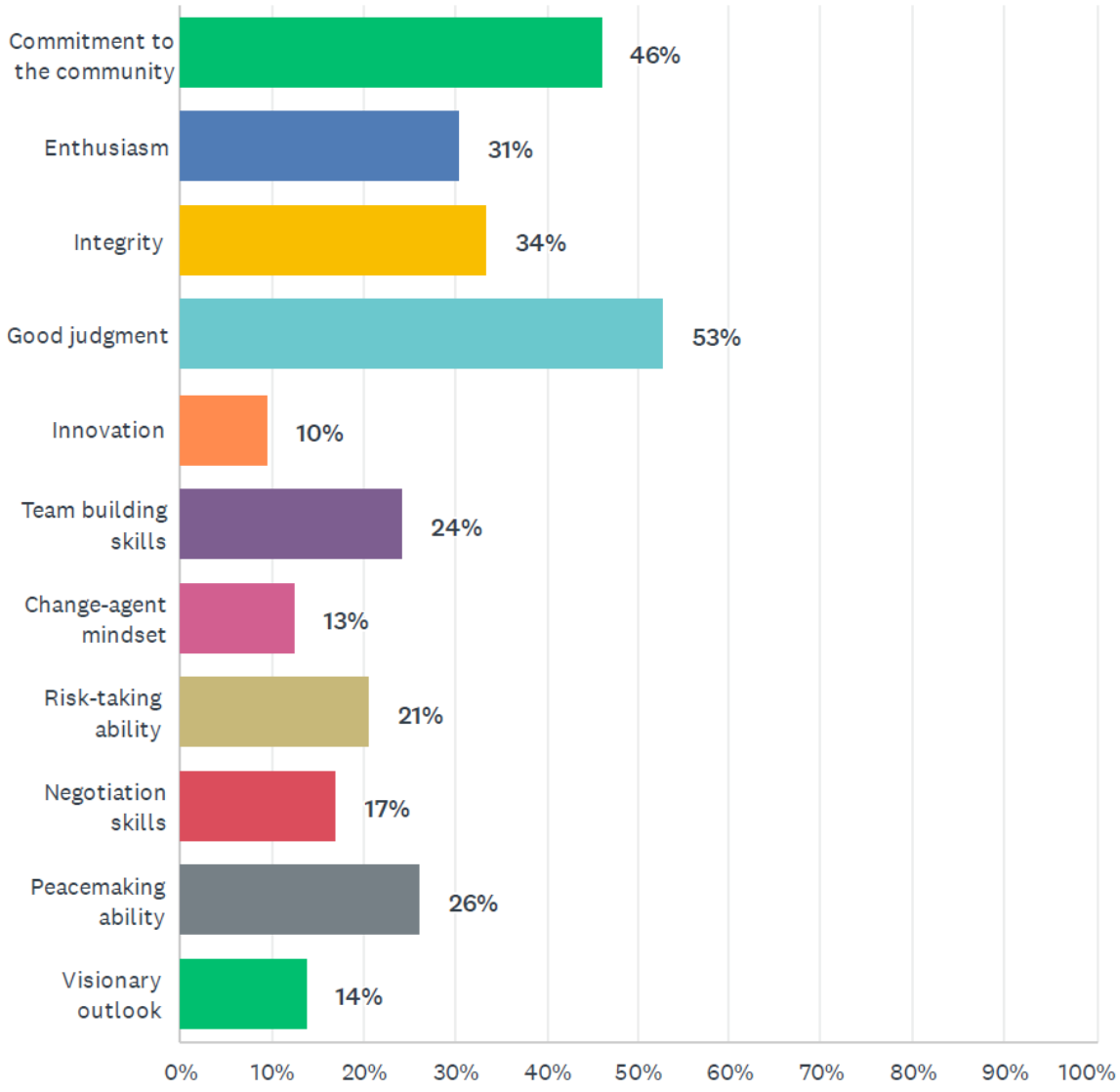
Q4 What are the most important skills you would like to see in a superintendent?

Answered: 314 Skipped: 30



Q5 What are the three most important characteristics you would like a superintendent to exhibit:

Answered: 304 Skipped: 40



Q6 For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in the new superintendent

	EXTREMELY IMPORTANT	IMPORTANT	NOT IMPORTANT	TOTAL
Doctorate degree	25% 63	50% 128	25% 65	256
Experience as a superintendent with a proven record of success	44% 125	48% 135	8% 22	282
Experience as a superintendent in a district of similar size	31% 89	49% 140	19% 54	283
Experience as an assistant superintendent	28% 79	56% 156	16% 44	279
Experience as a district-level administrator	36% 101	53% 147	11% 30	278
Experience as a principal	33% 93	46% 130	21% 58	281
Experience as a classroom teacher	41% 113	41% 114	18% 51	278
Experience in finance	43% 118	48% 133	9% 26	277
Experience in personnel	39% 105	52% 139	9% 25	269
Experience in instruction	49% 136	45% 123	6% 16	275
Experience in facility construction and management	43% 120	45% 126	11% 31	277
Experience with technology	38% 106	52% 145	11% 30	281
Experience in a multi-cultural environment	46% 127	43% 119	12% 32	278
Experience in strategic planning	57% 161	36% 101	7% 19	281
Experience in the Southeast	28% 78	38% 108	34% 95	281

Q7 In your opinion, what are the three most important issues or concerns facing the district in the next five years?

Answered: 285 Skipped: 59

