



STAKEHOLDER SURVEY REPORT

Presented To
Springfield Public Schools

May 2026



Purpose of the Report

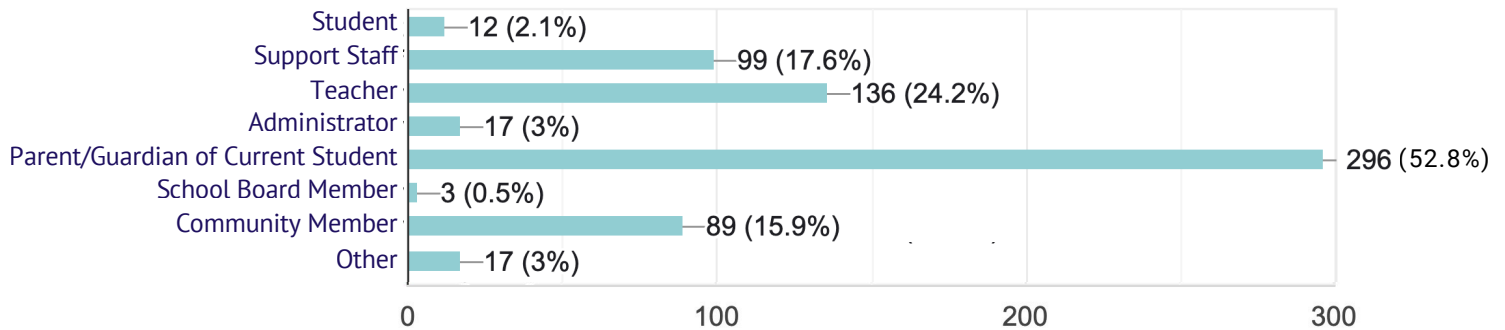
This report is intended to inform the Springfield Public Schools Board of Education about the desired qualifications constituents hope to have in the interim superintendent.

The search team from Grundmeyer Leader Services recently conducted a survey from April 21 through May 8, 2026. The survey yielded 561 of unique responses from parents, teachers, community members, support staff, students, and others, with some respondents selecting more than one affiliation with the school district.

The feedback from the survey report will be used to guide the hiring process to ensure the interim superintendent is a good fit for the district and community.

Please identify which group best fits your affiliation with the school district. (Check all that apply.)

561 responses



Search Timeline



Strengths for Springfield Public Schools

- **CARING AND DEDICATED STAFF**
 - **GROWTH IN GRADUATION RATES AND STUDENT ACHIEVEMENT**
 - **COMMUNITY PARTNERSHIPS FOR STUDENT ENRICHMENT**
 - **STUDENT EXPERIENCES AND EXTRACURRICULAR OPPORTUNITIES**
-

"There are loads of hard-working people in this district. They love our students and want to do their best to support them in all ways."

"Incredible staff who really care about kids and families. Staff and student resilience."

"There are many dedicated and compassionate individuals in the district who genuinely care about students and take pride in their work."

"Graduation rates are at an all time high, elementary reading and math scores are up."

"Improved elementary reading and math scores. Early literacy success. Graduation rates are improving in special education."

"Graduation rates are up."

"Strong partnerships with families and the community also help create a supportive and connected school district."

"Individual teachers and booster volunteers who actively pursue relationships with community organizations for the sole purpose of supporting their students. Examples with the Chamber of Commerce are mock interviews, energy audits, classroom equipment and learning enhancements, and scholarship selection processes."

"Engaging students in CTE programs that provide relevant, real-life learning for students."

"I think some of our community partnerships are great. Willamalane of course is huge for students by providing extracurricular activities throughout the year."

"Dual Immersion program, after school enrichment (OBOB, STEM teams, bands, etc.) successful athletic programs, A3 art and theater, SHS CTE program."

"Many of our schools have excellent and innovative music programs. One particular high school focuses on community building, group and project based learning which is a terrific college readiness model. Another high school offers truly hands-on skills for students to learn various trades."

Current Challenges for Springfield Public Schools

- **STAFF SUPPORT, MORALE, AND RETENTION**
 - **STUDENT SUPPORT, BEHAVIOR, AND MEANINGFUL INSTRUCTION**
 - **BUDGET AND RESOURCES**
 - **COMMUNICATION, TRUST, AND TRANSPARENCY**
-

“Staff does not feel valued or respected or part of a team. We are micromanaged and overworked. Staff are burnt-out. We are understaffed for the level of support needed.”

“Budget shortfalls leading to staffing cuts harms morale, erodes trust, and hurts student outcomes. Class sizes and student behaviors increase, while support staff decreases. Teachers feel undervalued, and under supported.”

“Demands of the job as well as uncertainty/upheaval from staffing cuts have resulted in low morale.”

“Violent and disruptive students need support AND consequences. Parent involvement with these students in particular should be required.”

“Discipline. The behavior of a few should not steal the learning environment or opportunities of the remainder of the class. Behavior is a real struggle for teachers and students.”

“High achieving students are not being stimulated and challenged. Spending too much time and wasted money on non-academic topics. The curriculum is failing to provide a well-rounded education. ”

“Questionable necessity and effectiveness of technology use in elementary schools.”

“Errors in budgeting/spending, lack of support for classroom teachers, old buildings that need replaced, more resources for students.”

“Losing teaches to budget cuts is a net negative for everyone.”

“It feels like all trust has been lost between staff and district leadership. There needs to be a more collaborative environment. Lack of teacher and staff voices heard. Communication, clear expectations, and consistency.”

“There is a SEVERE lack of trust and disconnect between teachers/parents and school board/district admin. There is zero transparency and accountability at the district level.”

“The district leadership has been so far out touch with what is going on in our schools and what the needs are for our students and staff. Communication (real communication where the leadership actually listens to the needs of each building).”

Desired Skills & Qualifications

Respondents provided input on the top personal traits and professional skills and qualifications they hope to have in the interim superintendent, including:

1	Demonstrates ethics, integrity, and transparency	61.1%
2	Fosters a positive culture and climate for teachers and staff	54.4%
3	Effectively manages district resources	51.2%
4	Holds self and others accountable for decisions and actions	50.1%
5	Is approachable, accessible, and welcoming	46.0%
6	Recruits, hires, supports, develops, and retains effective staff	44.4%
7	Demonstrates collaborative leadership	41.7%
8	Promotes a community of care and support for students	37.8%



Advice for the Interim Superintendent

"We want you to succeed! You won't know the students, know the teachers, know the families if you don't spend time with us. Be present!"

"The staff at SPS are the most dedicated people I've ever worked with. We want a strong and collaborative leader. If you lead in a positive and effective manner you will have great support from everyone employed in this district. Be visible, be involved, be an inspiration."

"Be visible, be in the schools, put your phone down and your laptop away and participate. Develop a culture of caring and support."

"Always have an open heart and an open mind; listen to the students and districts needs."

"Be a servant leader, not an authoritarian leader. Stand strong on moral values and students success."

"Springfield is a truly special place... and we will be that again soon!"

"Get along and have a sense of humor!! Think outside the box!!"

"Be ethical and transparent."

"Make time for your own family and self care—being open, honest, and accountable can be difficult to maintain especially when everyone else isn't always doing the same. It's a marathon, not a sprint."

"Stop lowering the bar so advanced students can't succeed. Life's not fair. There is no such thing as equal playing ground in life."

"Powerful districts are forged through teamwork. Be visible and available. The small moments matter. People need to be heard and seen before they are ready to trust new leadership."

"Your abilities to heal and bring fresh vision are welcome and we want to support you in this challenging and complex job."

"The greatest impact will come from moving the district from well-intentioned efforts to a coherent, system-driven approach that provides stability for staff, clarity for students, and confidence for the community."

**Be guided by what is best
for our students.**

For more information about the position itself or the hiring timeline, please visit the GLS website at www.grundmeyerleadersearch.com or contact lead search consultant Rob Hess (robhessbtc@gmail.com).