Superintendent Search Input Sessions & Surveys

Executive Summary

September 16, 2026

Overview

The information in the report is the result of multiple meetings conducted by Keith Bryant and Doug Williams with Impact Education Specialists. Groups included in the sessions were Administration, Faculty, Students and Community. Special acknowledgement to Jennifer Puffer and Cooper Welch for assistance in organizing the sessions and providing support for the sessions and surveys.

This report is derived from sessions conducted on two days in Community ISD. Groups invited to participate included: Auxiliary Staff, Leadership Team, Central Office Staff, Campus Administrators and Cabinet, Campus Teachers and Staff and Parents and Community Members. During each session, attendees answered the following questions: (1) What are the strengths of Community ISD? (2) What are areas that could be improved? (3) What characteristics and skills do you believe the new superintendent should possess?

Surveys were sent to stakeholders to seek feedback on the questions from the sessions. They were also asked to evaluate key issues ahead for Community ISD and traits and characteristics deemed to be most important for the district. The report is being provided to the Community ISD Board of Trustees as they begin the process of interviewing candidates for the vacant superintendent's position.

Ideal Superintendent Profile

The ideal superintendent for Community ISD is a leader of strong character who demonstrates integrity, honesty, ethics, and transparency in all decisions. Survey responses consistently emphasized the importance of clear, open communication and a willingness to listen to employees, parents, students, and community members. Stakeholders want a superintendent who is approachable, visible, and actively engaged in schools and throughout the community. This leader should build trusting relationships while also having the confidence and courage to make difficult decisions based on what is best for students and the district as a whole.

Community ISD stakeholders also desire a superintendent who understands and values the people who make the district successful. The ideal leader will support teachers and staff, recognize the realities of working in classrooms and schools, and create a culture where employees feel heard, respected, valued, and held to high expectations. Respondents frequently described the need for a collaborative and emotionally intelligent leader who can bring people together, strengthen morale, develop effective teams, and maintain the close-knit community atmosphere that is important to the district. Above all, decisions should remain student-centered, with a strong focus on high-quality teaching, learning, academic achievement, and opportunities for every student.

Finally, the next superintendent should be a visionary and strategic leader prepared to guide Community ISD through continued growth and change. Stakeholders are looking for someone with strong problem-solving skills, sound judgment, adaptability, and a commitment to continuous improvement. The superintendent should understand the challenges associated with a growing district, including facilities, finances, staffing, programs, and long-range planning, while maintaining a clear focus on academic excellence. The ideal candidate will balance vision with action—setting clear priorities, holding people accountable, following through on commitments, and working collaboratively with the Board, staff, families, and community to move Community ISD confidently into the future.

Community ISD Superintendent Search Survey

Survey period: September 08, 2026 - September 21, 2026 | 343 responses

Executive overview. Stakeholders want the next superintendent to keep teaching and learning at the center, strengthen the district's ability to recruit and retain excellent staff, and lead with integrity, clear communication, sound judgment, and continuous improvement. Written comments celebrate Community ISD's close relationships and community feel while identifying communication, growth planning, employee support, academic consistency, and organizational alignment as priorities for the next chapter.

Key Findings

- High-Quality Teaching & Learning is the leading district priority (average rank 2.09; 76.4% rated it 1 or 2), followed by Teacher Recruitment & Retention (2.34; 70.8%).
- Integrity & Ethics is the highest-ranked superintendent trait (2.31), with Strong Communication Skills, Problem-Solving Skills, and Continuous Improvement forming the next strongest group.
- The most common strengths are supportive staff/relationships and a strong small-town sense of community.
- The most common improvement themes are communication/transparency, growth-related facilities, employee retention/support, academic rigor/instruction, and leadership alignment/accountability.

Stakeholder Participation

Respondents could select more than one relationship to the district, so percentages are not mutually exclusive.

Parents/guardians were the largest affiliation group, followed by faculty and staff.

Priority Issues for the Next Superintendent

The strongest quantitative signal is a focus on the instructional core and the people who deliver it. Infrastructure, budget, and sustainability planning form a closely grouped second tier of concern.

Average recorded rank; lower scores indicate greater importance.

Three Takeaways

- Teaching and learning should remain the central lens for major district decisions, resource allocation, and accountability.
- Recruitment and retention should be treated as a strategic leadership priority, not simply a human-resources function; comments frequently connect retention to support, pay, morale, consistency, and workload.
- Growth, infrastructure, budget, and sustainability are interconnected. Stakeholders will likely expect the next superintendent to communicate a clear long-range plan and the tradeoffs required to execute it.

High Quality Teaching & Learning	**Teacher Recruitment & Retention**	**Infrastructure Needs**	**Budget Shortfall**	**Sustainability Planning**
76% rated 1-2	71% rated 1-2	52% rated 1-2	52% rated 1-2	50% rated 1-2

Leadership Profile: What Stakeholders Want

The rankings point to a superintendent who combines character, communication, practical problem-solving, and a continuous-improvement mindset. The written comments add an equally strong expectation for visibility, listening, collaboration, student focus, staff support, and experience leading through growth.

Average rank; lower scores indicate greater importance.

Recurring Themes in Written Leadership Comments

- Communication, listening & transparency - mentioned in 40.4% of substantive leadership comments
- Student-centered and supportive of staff - mentioned in 38.0% of substantive leadership comments
- Visionary, decisive leadership - mentioned in 37.1% of substantive leadership comments
- Collaborative, relational & approachable style - mentioned in 26.9% of substantive leadership comments
- Integrity, ethics & trust - mentioned in 23.7% of substantive leadership comments
- Experience with growth / comparable districts - mentioned in 21.6% of substantive leadership comments

Leadership profile in one sentence: A trustworthy, visible communicator who listens, builds relationships, supports students and staff, makes timely decisions, and has the strategic experience to guide a growing district.

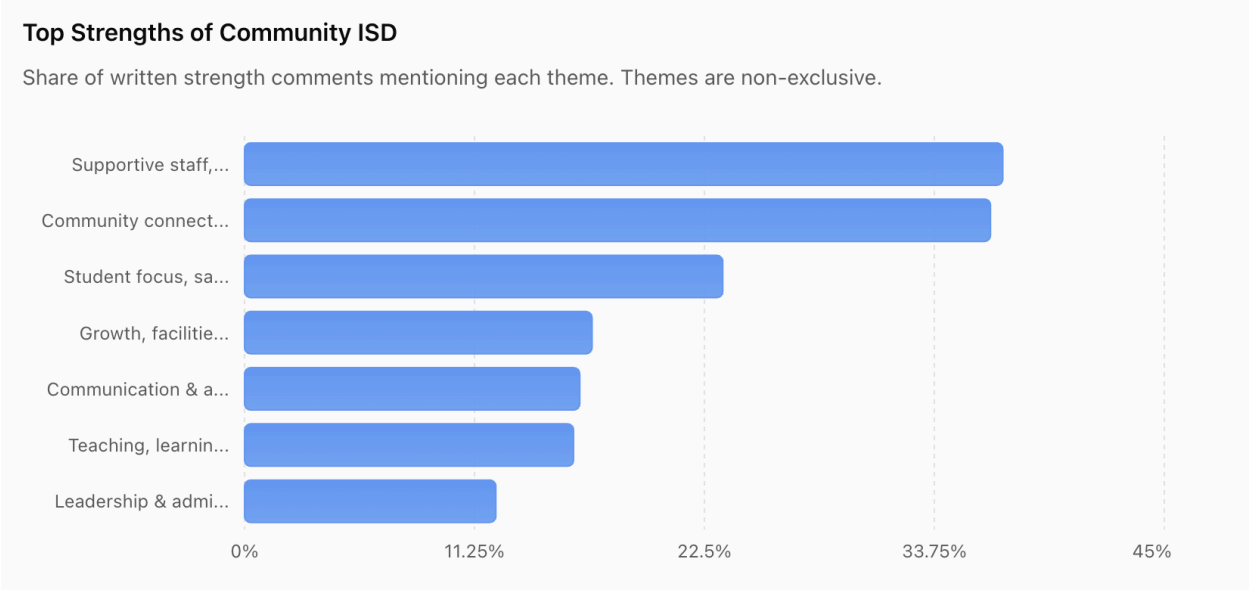
Community ISD Strengths – Summary

Survey responses show that Community ISD's greatest strengths center on its people, relationships, and strong sense of community. Stakeholders consistently described a district where students are cared for, employees are supportive, and families value the close-knit culture.

Key strengths include:

- Supportive staff, strong relationships, and genuine care for students
- Strong community connection and small-town culture
- Student focus, safety, and sense of belonging
- Growth in facilities and resources
- Communication and accessibility
- Quality teaching, learning, and student programs
- Committed leadership and administration

A clear message from respondents is that as Community ISD continues to grow, stakeholders want the district to preserve its family atmosphere and strong relationships while continuing to expand opportunities for students.



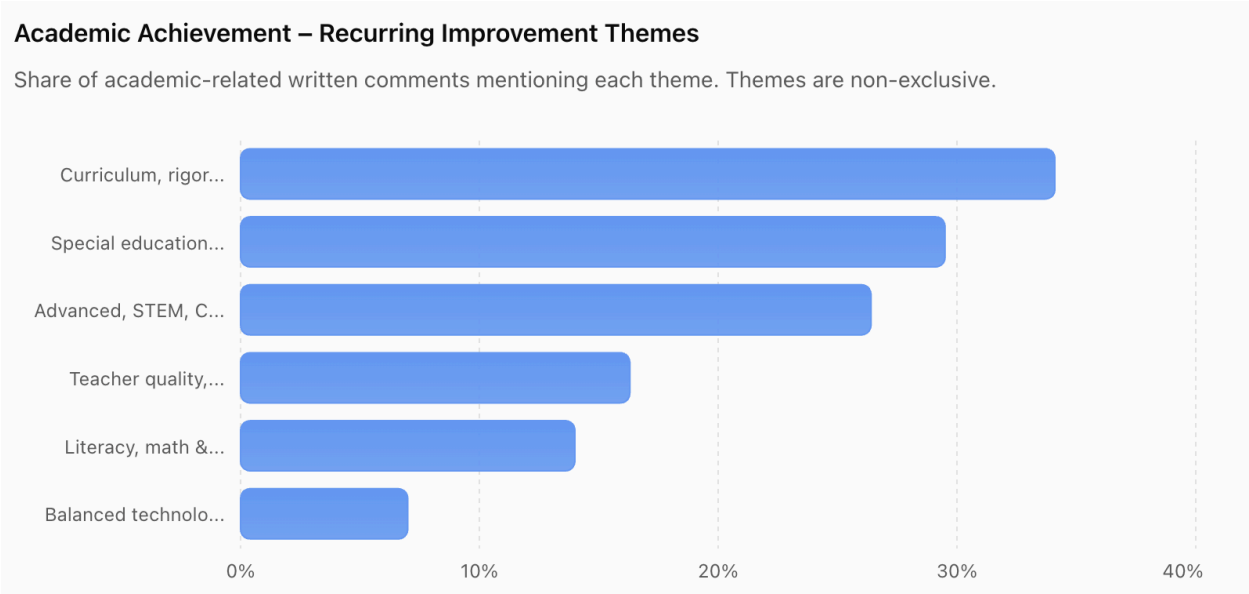
Academic Achievement – Areas for Improvement

Survey responses indicate that stakeholders want Community ISD to place a stronger emphasis on consistent, high-quality instruction and improved student academic performance across all campuses.

Key areas for improvement include:

- Strengthening curriculum, instructional consistency, and academic rigor
- Closing learning gaps through stronger intervention, Special Education, 504, and student support services
- Improving foundational skills, particularly in reading, literacy, math, and core academic subjects
- Providing teachers with stronger training, instructional resources, and support
- Expanding challenging learning opportunities, including advanced academics, STEM, CTE, and college/career preparation

Overall, stakeholders want Community ISD to ensure that all students receive rigorous instruction, appropriate academic support, and opportunities to reach their highest potential.



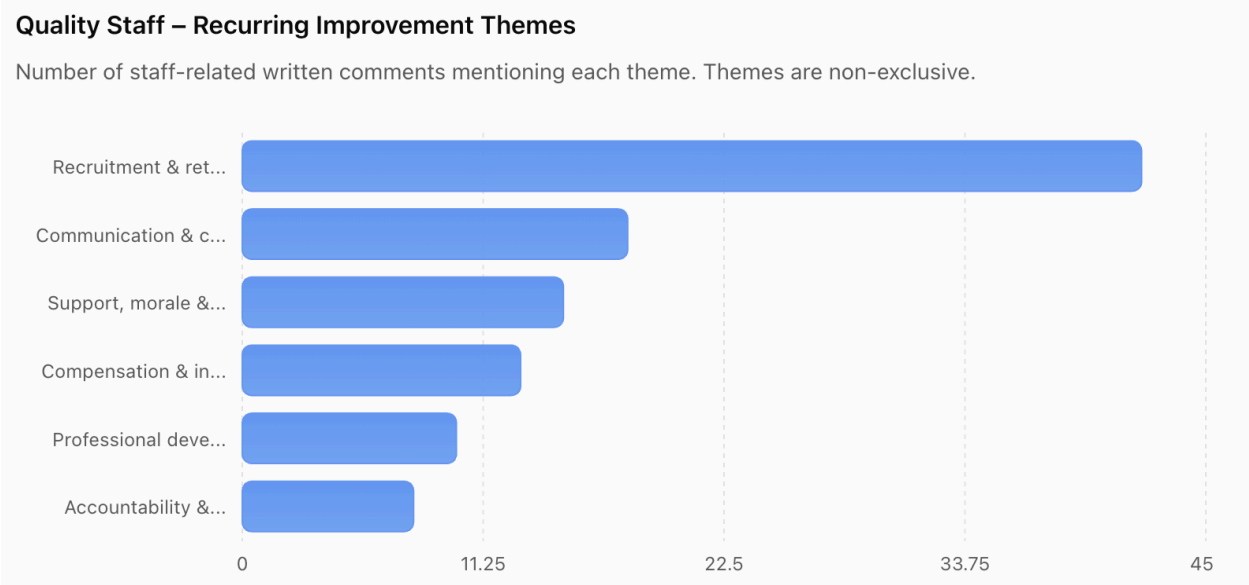
Quality Staff – Areas for Improvement

Survey responses indicate that stakeholders want Community ISD to strengthen its efforts to recruit, retain, support, and develop high-quality employees.

Key areas for improvement include:

- Improving teacher and staff recruitment and retention
- Providing competitive pay, incentives, and recognition
- Increasing professional development, training, and instructional support
- Strengthening staff morale and ensuring employees feel valued and supported
- Maintaining high expectations and accountability for staff performance
- Improving communication and consistency in systems and expectations

Overall, stakeholders want Community ISD to create an environment where high-quality employees are attracted to the district, supported in their work, and motivated to remain and grow professionally.



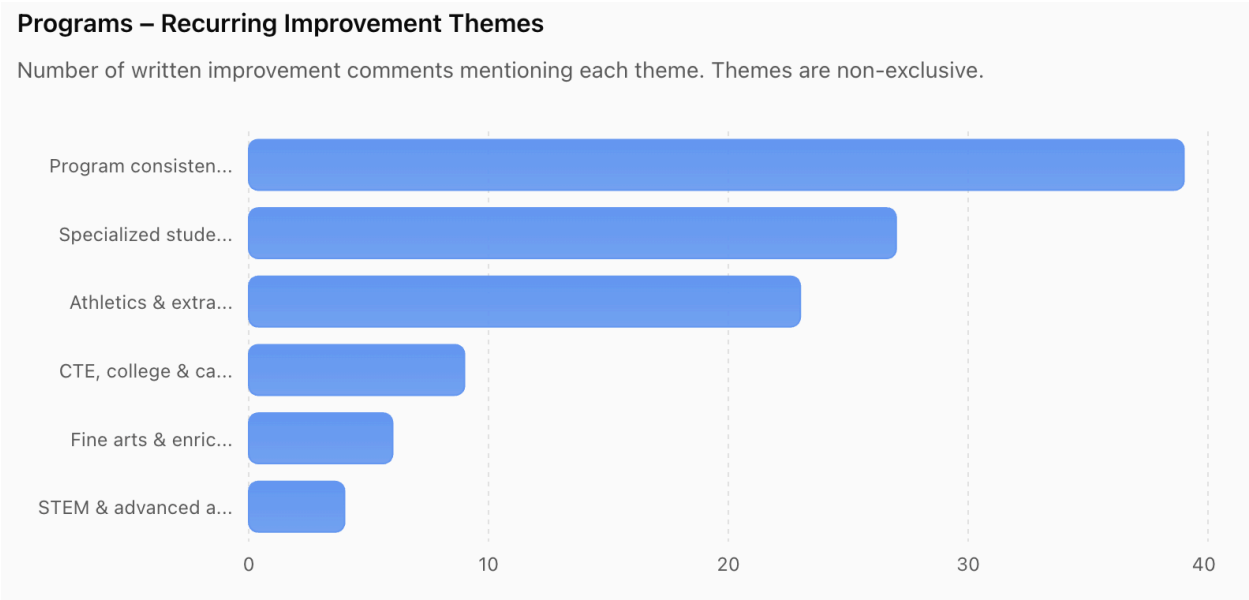
Programs – Areas for Improvement

Survey responses indicate that stakeholders would like Community ISD to provide more consistent, equitable, and well-supported programs across campuses and grade levels.

Key areas for improvement include:

- Increasing consistency and access to programs across campuses
- Strengthening Special Education, bilingual, and specialized student services
- Improving athletics and extracurricular opportunities
- Expanding CTE, college/career pathways, STEM, electives, and enrichment
- Providing stronger funding, staffing, facilities, and oversight for programs

Overall, stakeholders want Community ISD to ensure that all students have access to strong, well-resourced programs regardless of the campus they attend.



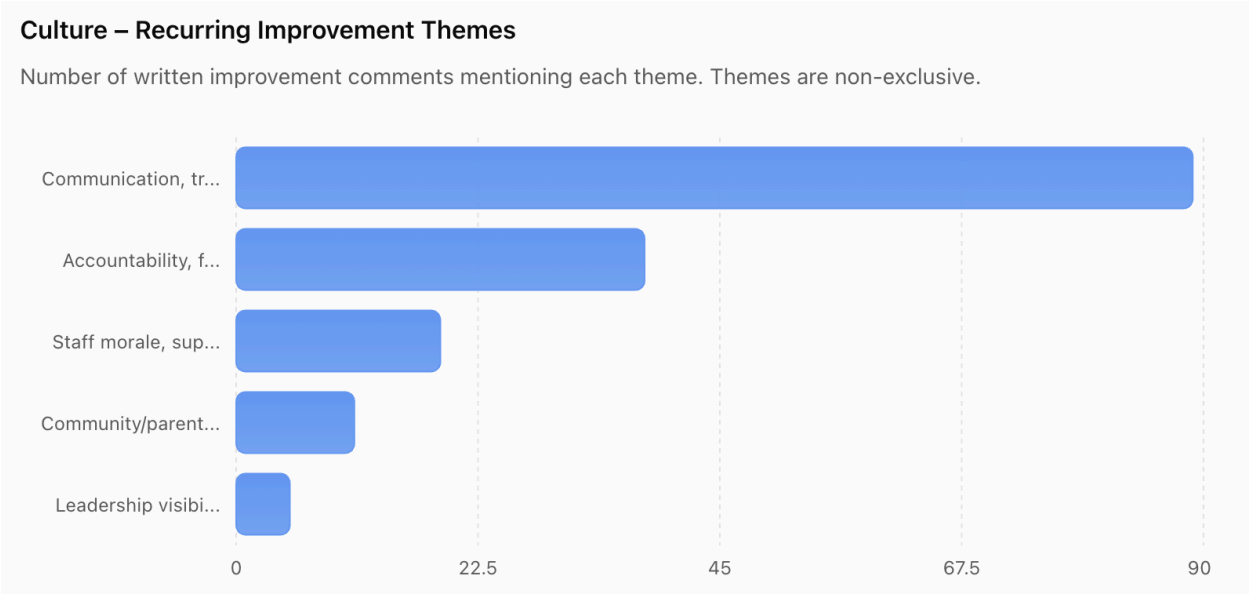
Culture – Areas for Improvement

Survey responses suggest that stakeholders want continued attention to building a positive, consistent, and trusting district culture as Community ISD grows.

Key areas for improvement include:

- Improving communication, transparency, and consistency
- Strengthening staff morale, recognition, and support
- Creating greater accountability, fairness, and follow-through
- Increasing parent and community involvement and district pride
- Ensuring leadership is visible, accessible, and willing to listen

Overall, stakeholders want a culture where employees, families, and students feel valued, heard, supported, and connected to the district.



Implications for the Superintendent Search

- Look for evidence that candidates have improved teaching and learning while building and retaining a strong workforce.
- Ask for concrete examples of transparent communication, active listening, visibility, and relationship-building with staff, families, the board, and community.
- Explore experience with fast growth, facilities, budgeting, and long-range sustainability - including how the candidate explains difficult tradeoffs.
- Assess how candidates create accountability and consistency without weakening the supportive, close-knit culture stakeholders value.