Superintendent Search

Executive Summary

The Grapevine-Colleyville ISD superintendent search began with the facilitation of stakeholder meetings, which included gatherings with community members, parents, teachers, staff, principals, and district leaders. Stakeholder meetings were conducted in-person and by Zoom conferencing to ensure all GCISD stakeholders were given an opportunity to provide input. In addition, a Candidate Profile Survey opened on December 5, 2022, for stakeholders to contribute and offer suggestions regarding the selection of the new superintendent both in English and Spanish. In total, 1,325 responses were received during the 30-day period the survey was open for participation. The following report summarizes the collective input derived from all stakeholder participants.

Section One: Stakeholder Meetings

GCISD Community and Key Stakeholder Meeting Input

1. **What scares you most about getting a new Superintendent?**

Many of the same sentiments expressed in the staff meeting were that the new Superintendent won't be innovative, will be politically minded, and not concerned about diversity. Other concerns were with the quality of candidates because of how the District is portrayed publicly right now. The group shared concerns that the individual would not embrace the diversity of the student body. There is a fear that the political climate will affect the person and the position. Many members echoed a fear that special programs will continue to be cut and students will suffer because of that.

2. **What do you consider to be the strengths of GCISD?**

Many strengths of GCISD were expressed but the majority of the participants shared the multiple avenues and pathways for all types of students to succeed, including the specialized campuses and programs to meet a variety of needs for students, along with the teachers and staff who work at GCISD and invest in the diverse populations in order to focus on student success. A variety of special programs, diverse population, high academic achievement, excellent teachers, and a culture of support.

3. **What concerns do you have for GCISD?**

The community articulated a lack of community and inclusion, the need to recruit and retain quality staff, concerns regarding the financial future of the District as well as focusing on the types and quality of the programs offered. The political divisiveness within the group itself was evident and articulated at the meeting. There is a concern that the political divide and teacher compensation will result in a loss of quality teacher talent.

4. What do you think will be the most important issue for the new superintendent to address?

Achievement gaps following COVID, teacher retention, campus safety, and healing the factures in the community were paramount.

5. What are the most important personal qualities or characteristics you feel are needed for the next superintendent of GCISD?

A strong, confident leader who was a consensus builder with good morals and exhibits humility that can make good decisions for all of GCISD. Servant leadership, empathy, and consensus builder.

6. What do you think are the most important skills or education that is needed for the next superintendent of GCISD?

A visionary with an educationally sound background who can navigate a politically charged environment and consistently do the right thing with a proven track record of turning around a district by improving scores and academics. Also, an individual that has experience with diversity and is skilled in working with individuals from all backgrounds with a strong network of educational professionals. Some community members shared they would like someone with assistant superintendent experience. The community is looking for a candidate who will be visible on campuses, communicate their priorities, and show a willingness to listen to all groups.

7. What priorities will the next superintendent of GCISD need to address in the first 100 days of service?

Teacher morale, which affects teacher turnover and attracting quality teachers seemed to be a priority. Listening to all stakeholders before making quick changes was a consistent theme as well as coming in as a transparent communicator with an ability to focus on academics. Staff shortages, clear communication about the path forward, and rebuilding a culture of trust and respect.

8. How important do you think it is for the next superintendent to have experience in Texas?

The room was pretty split with advocates for Texas experience reasoning that the accountability system, finance issues specific to Texas, as well as advocating legislatively at the state level were critical. Others felt like fresh ideas and someone who could come from a different culture could adapt by bringing in support staff with finance, TEKS, and the accountability system.

Section Two: Candidate Profile Survey Responses

Q1: Stakeholder Categories

Q2: Stakeholder Categories

Category	
I live in Grapevine-Colleyville ISD.	
My children attend school in Grapevine-Colleyville ISD.	
My children attended school in Grapevine-Colleyville ISD.	
I represent a non-child household.	
I attended Grapevine-Colleyville ISD.	
I am a student at Grapevine-Colleyville ISD.	
I am employed by Grapevine-Colleyville ISD.	

Q3: Years in Community

Category	Percentage
0-4 years	~12%
5-10 years	~24%
11-20 years	~31%
more than 20 years	~34%

Q4: Most Important Sources of Information about GCISD

Source	Percentage
newspaper (print or online)	~13%
neighbors/friends	~20%
district website	~41%
school flyers	~9%
district student	~15%
district publications	~35%
district employees	~31%
district social media	~44%
other social media	~17%
other source	~5%
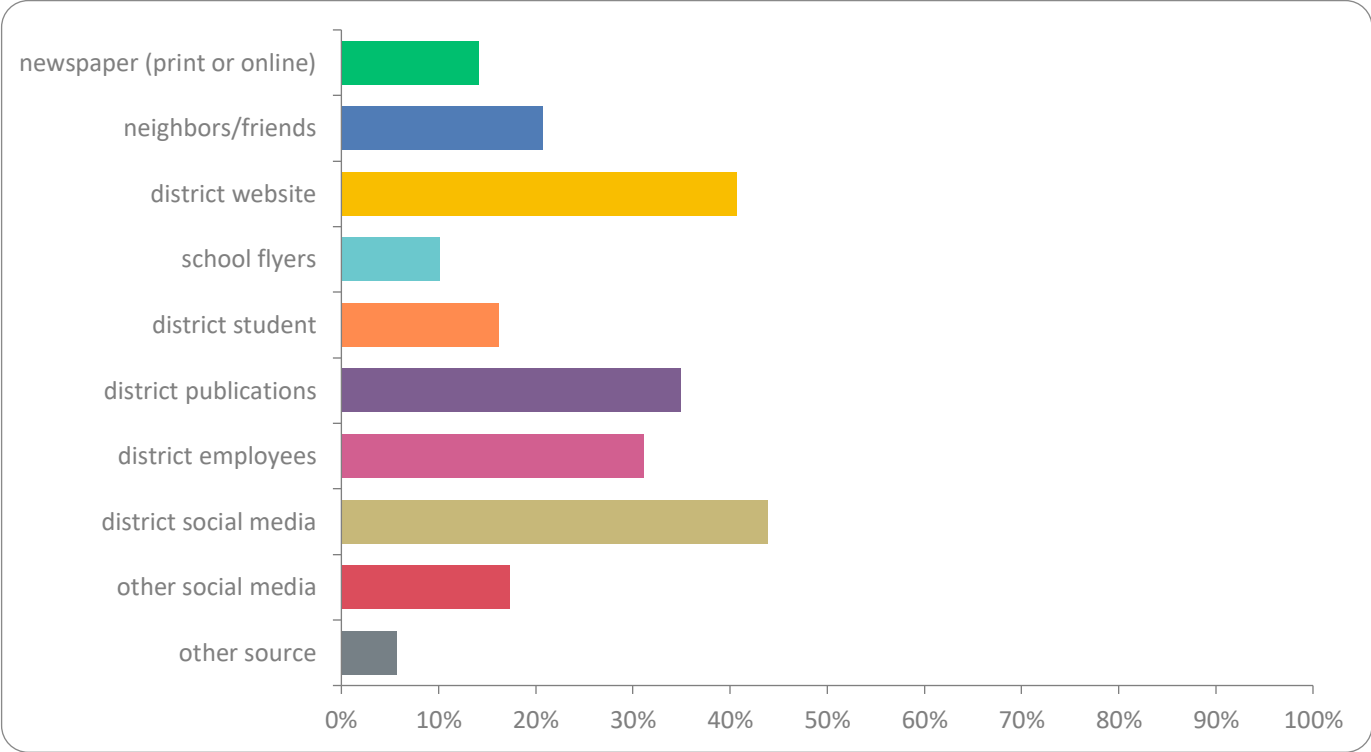
Q5: What GCISD is known for

- Known for being a great school district for quality academics and extracurricular activities
- Providing an excellent education for students
- Excellence in education, forward thinking
- Has previously been known as one of the Top 100 places to work
- Well-funded schools and excellent teachers
- Innovation and excellence
- Being a destination employer and top ranked institution to work for
- Personalized learning programs
- Currently the district is known for divisiveness
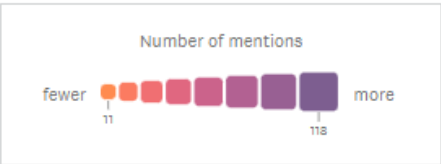
Q6: GCISD Does Well and Should Continue

- Variety of academic and athletic programs
- Great teachers
- Gifted and Talented Services & Broad AP Offerings
- Giving students opportunities to explore different academic paths
- Educating students in an inclusive well-rounded manner where they feel supported by staff and ready for higher-level academics in college or for the career of their choice.

- Special services (special education) and school-community (at the campus-level).
- Attracting well qualified staff
- Specialized programs like dual language, ASPIRE, etc.
- Rigorous academics, good programs, good atmosphere and community
- Parent involvement, diverse programs for a multitude of student interests

Specialized programs extracurricular activities
want see college athletics great teachers think Offer variety school district
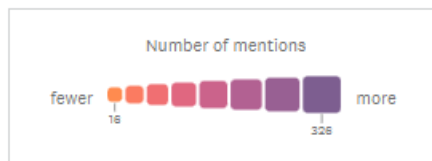choice communication Aspire program also Collegiate Academy high quality one
GT programs teaching including GT school board etc advanced academics excellent
innovative past focus academics well community parents fine arts feel much
options year keep staff district provide GCISD continue diverse Hiring GT Aspire
leaders see strong used needs **students** support love experience activities
now curriculum make learning go Offer many care students
dual language high kids teachers best programs known interests
value level children school great education high school back sports
support students work classes opportunities students
create resources quality education employees opportunities amazing
leadership education students special programs ASPIRE Academy
meet needs Technology needs students best teachers support teachers

Number of mentions

fewer ■■■■■■■ more
13   237

Q7: GCISD's Most Serious Challenge

- Employee retention
- Unity
- Politics have infiltrated our district and divided our community.
- Losing focus on the purpose of a school, learning.
- Moral of teachers, overworked, budgets being cut
- Serious political divisions and teacher shortages
- Hiring and retaining good teachers
- Taxes are extremely inflated
- Diversity and inclusiveness
- Negative press
- Keeping qualified teachers in the district

- Divided school board
- The politicization of academics and creation of divisiveness in the community and in the classroom.
- Loss of focus on academics

Q8: Personal Qualities Desired in New Superintendent

- Experience in education
- History of being superintendent for similar sized school district and economic status
- Strong background in education, non-partisan, open-minded
- Honesty and integrity proven leadership.
- Extensive experience as a K-12 educator and administrator.
- Non political
- Someone who wants to bring test scores up and cares about the quality of teachers we hire.
- A person who will make tough decisions that is in best interest of the whole
- Experience as a campus administrator
- Time in the classroom
- Willing to represent all students and parents

- Caring, loyal, respects diversity
- Team player. Teaching experience
- Collaborator, good listener, trustworthy.
- Humanity, empathy, compassion

Number of mentions
fewer ● 15 ... 195 more
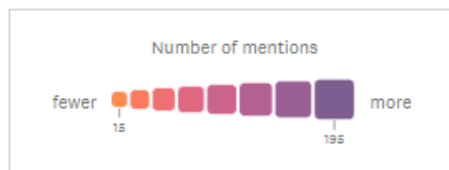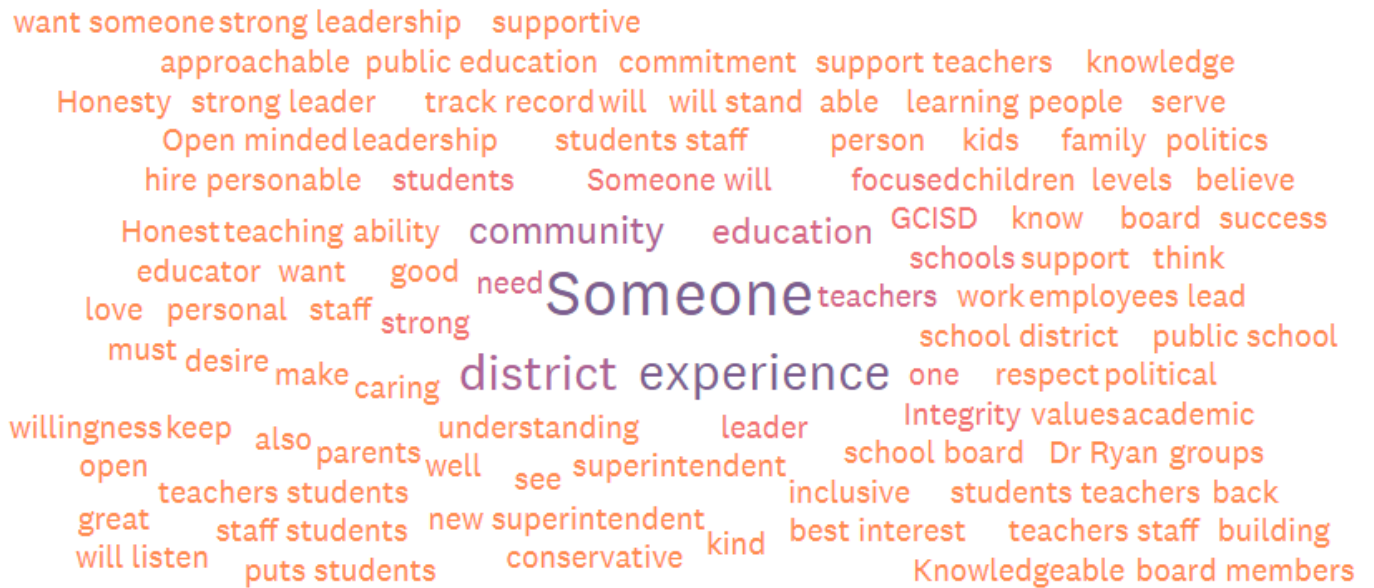
Q9: Skills Necessary for the New Superintendent

- Community builder, inspiring instructor and administrative leader, strong management and delegation skills, talent spotter
- Hold a Doctorate Degree, years of experience in education and executive experience
- Finance, communication, networking, knowledge of classroom needs & curriculum, personable.
- Leadership, consensus building, positive attitude, trustworthiness, ethical.
- Confidence in making hard decisions.
- Strong leadership skills, a backbone, community leadership
- Open communication between parents and teachers
- Communication, instructional leadership, and addressing achievement gaps
- Strong communication skills
- Experience is large districts with similar demographics, and proven successful.

compassion Good communication
good communicator problem solver people skills willingness back best students
Strong communication Open minded school district make decisions groups way
skills ability empathy keep know Strong leadership Integrity working
budgeting educator understanding Communication knowledgefocus Great need someone
classroom schools able Leadership experience leader lead things right school finance
school board ability strong See educational
policies person Must students s district good Someone values Visionary
background teachers staff management
Transparency makeemployees teachers need community skills kids want issues
parents communication skills staff board education will Listeningpeople believe
teaching vision GCISD support one new superintendent leadership skills Diplomacy
time children students staff good listener respect professional important
Organization Patience students teachers ability workcare board members
Excellent superintendent needs Excellent communication

Number of mentions
fewer 13 ... 147 more

Q10: Ranking of District Needs (5 signifies most important)

	1	2	3	4	5	TOTAL
Achievement gaps in curriculum	13.95% 178	24.76% 316	23.59% 301	25.24% 322	12.46% 159	1,276
School finance/budget issues	10.30% 131	22.25% 283	35.38% 450	23.58% 300	8.49% 108	1,272
Recruitment/retention of quality staff	27.49% 353	10.83% 139	8.33% 107	12.85% 165	40.50% 520	1,284
Technology	23.11% 296	21.31% 273	16.00% 205	20.06% 257	19.52% 250	1,281
Public relations	23.77% 308	20.29% 263	16.82% 218	18.67% 242	20.45% 265	1,296

Q11: Top Priorities for the New Superintendent
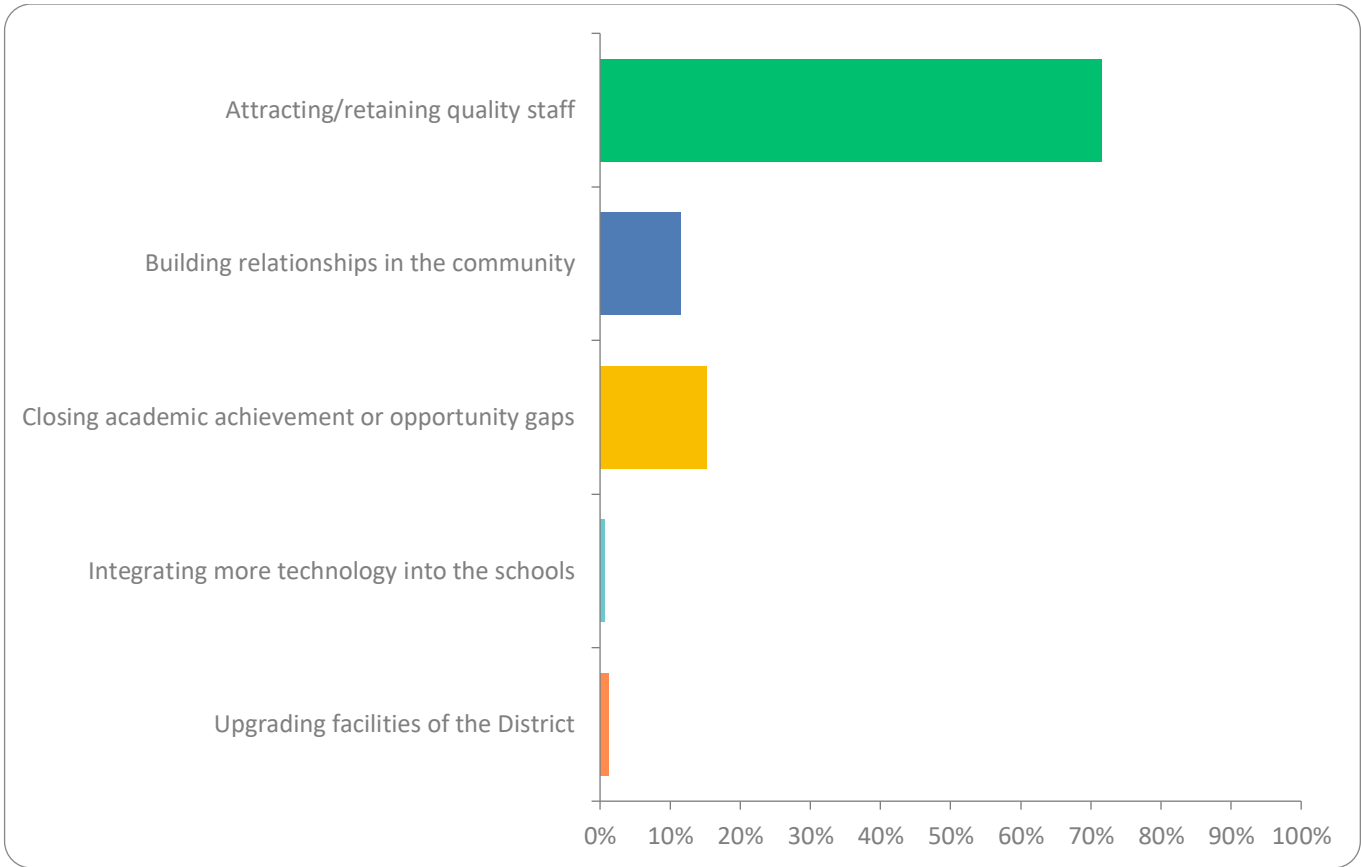
| ANSWER CHOICES	RESPONSES	
Attracting/retaining quality staff	71.47%	932
Building relationships in the community	11.50%	150
Closing academic achievement or opportunity gaps	15.26%	199
Integrating more technology into the schools	0.61%	8
Upgrading facilities of the District	1.15%	15

TOTAL	1304

Q12: Most Important Abilities and Experiences of the Next Superintendent (5 signifies most important)

	1	2	3	4	5	TOTAL	SCORE
Qualifications	28.36% 363	17.73% 227	13.83% 177	15.31% 196	24.77% 317	1,280	3.10
Staff relations	12.42% 159	24.69% 316	29.30% 375	20.63% 264	12.97% 166	1,280	3.03
Board relations	28.69% 367	13.76% 176	13.06% 167	13.68% 175	30.81% 394	1,279	2.96
Community relations	11.42% 146	23.63% 302	23.47% 300	28.64% 366	12.83% 164	1,278	2.92
Personal characteristics	18.74% 241	19.75% 254	20.06% 258	22.01% 283	19.44% 250	1,286	2.96

Q13: Ranking of Education and Experience of the New Superintendent

Legend: Not Important, Important, Extremely Important, Don't Know
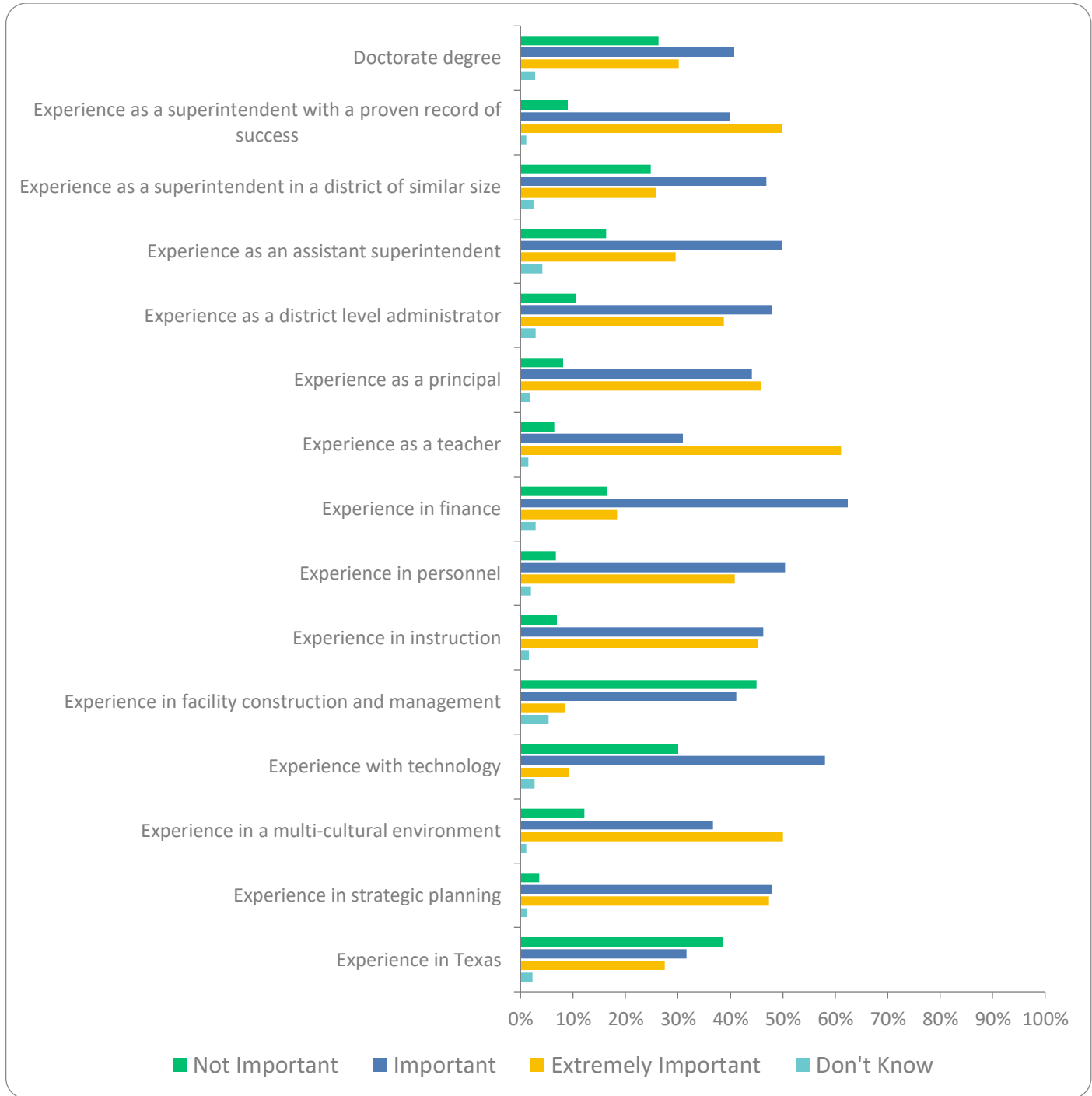
	NOT IMPORTANT	IMPORTANT	EXTREMELY IMPORTANT	DON'T KNOW	TOTAL
Doctorate degree	26.31% 342	40.77% 530	30.15% 392	2.77% 36	1300

Experience as a superintendent with a proven record of success	9.04% 118	39.97% 522	49.92% 652	1.07% 14	1306
Experience as a superintendent in a district of similar size	24.79% 323	46.89% 611	25.86% 337	2.46% 32	1303
Experience as an assistant superintendent	16.32% 213	49.96% 652	29.58% 386	4.14% 54	1305
Experience as a district level administrator	10.49% 136	47.88% 621	38.78% 503	2.85% 37	1297
Experience as a principal	8.07% 105	44.12% 574	45.89% 597	1.92% 25	1301
Experience as a teacher	6.43% 84	30.93% 404	61.10% 798	1.53% 20	1306
Experience in finance	16.41% 214	62.35% 813	18.40% 240	2.84% 37	1304
Experience in personnel	6.76% 88	50.38% 656	40.86% 532	2.00% 26	1302
Experience in instruction	6.91% 90	46.31% 603	45.16% 588	1.61% 21	1302
Experience in facility construction and management	44.98% 587	41.15% 537	8.51% 111	5.36% 70	1305
Experience with technology	30.03% 391	58.06% 756	9.22% 120	2.69% 35	1302

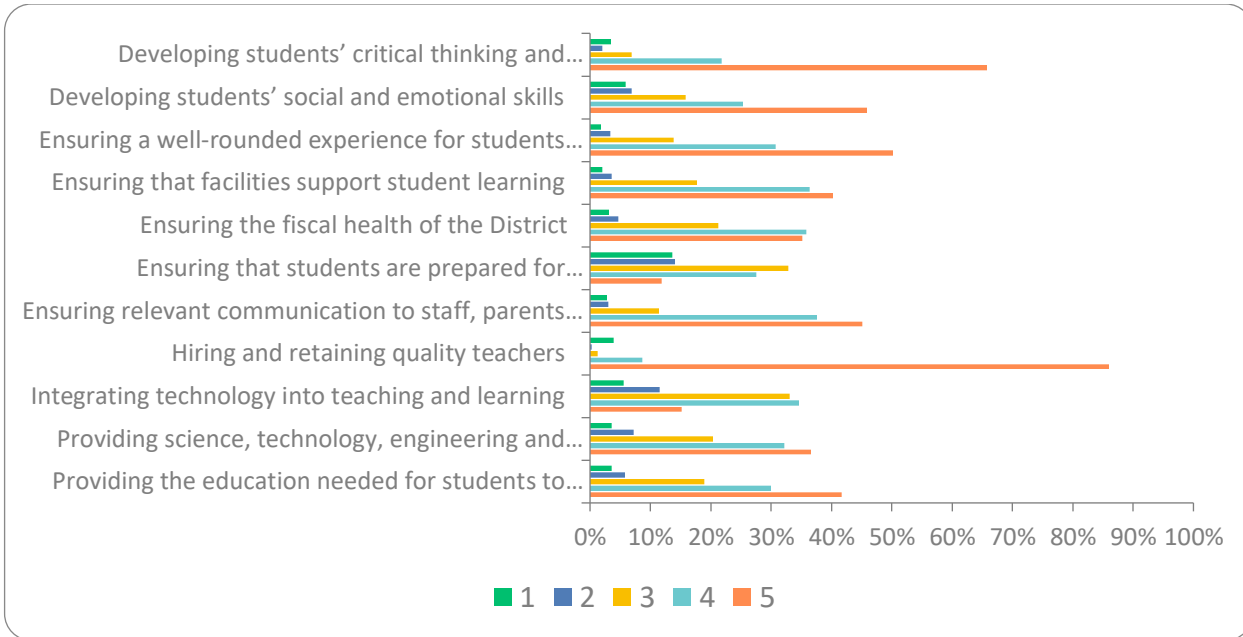|					
Experience in a multi-cultural environment	12.19% 159	36.73% 479	50.0% 652	1.07% 14	1304
Experience in strategic planning	3.52% 46	47.93% 626	47.40% 619	1.15% 15	1306
Experience in Texas	38.59% 504	31.62% 413	27.49% 359	2.30% 30	1306

*Q14: Ranking of Priorities for the New Superintendent (5 signifies highest priority)*

	1	2	3	4	5	TOTAL
Developing students' critical thinking and problem-solving skills	3.46% 45	2.08% 27	6.85% 89	21.79% 283	65.82% 855	1299
Developing students' social and emotional skills	5.95% 77	6.95% 90	15.83% 205	25.33% 328	45.95% 595	1295
Ensuring a well-rounded experience for students (extra-curricular, etc.)	1.85% 24	3.32% 43	13.89% 180	30.71% 398	50.23% 651	1296
Ensuring that facilities support	2.08% 27	3.55% 46	17.68% 229	36.45% 472	40.23% 521	1295

student learning						
Ensuring the fiscal health of the District	3.09% 40	4.71% 61	21.24% 275	35.83% 464	35.14% 455	1295
Ensuring that students are prepared for standardized assessments	13.68% 177	14.06% 182	32.84% 425	27.51% 356	11.90% 154	1294
Ensuring relevant communication to staff, parents and community	2.78% 36	3.01% 39	11.42% 148	37.65% 488	45.14% 585	1296
Hiring and retaining quality teachers	3.94% 51	0.23% 3	1.23% 16	8.64% 112	85.96% 1114	1296
Integrating technology into teaching and learning	5.56% 72	11.58% 150	33.05% 428	34.59% 448	15.21% 197	1295
Providing science, technology, engineering and math (STEM) programs	3.55% 46	7.26% 94	20.39% 264	32.20% 417	36.60% 474	1295
Providing the education needed for students to	3.56% 46	5.80% 75	18.95% 245	30.01% 388	41.69% 539	1293

place in advanced classes in middle/high school		

Q15: Stakeholder Vision Statements for GCISD's Future
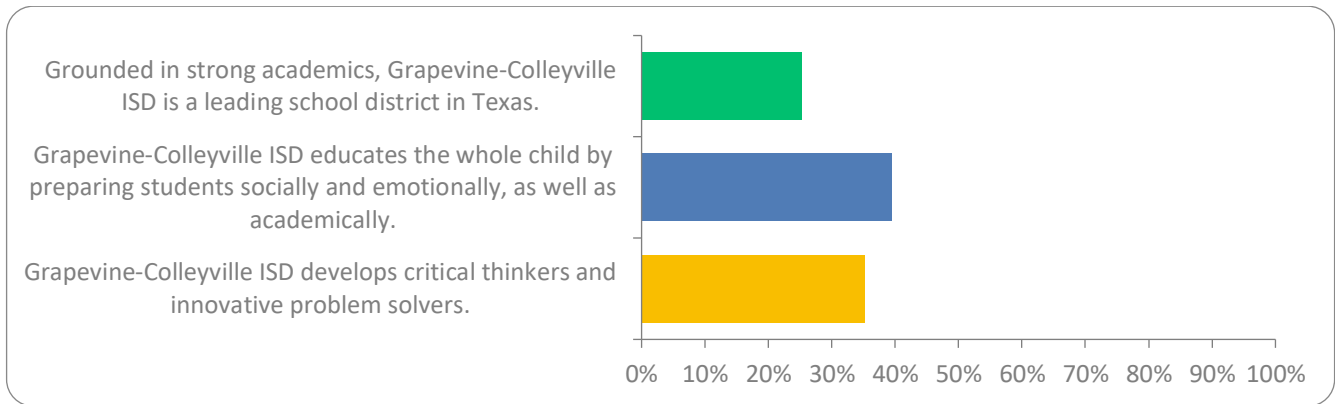

ANSWER CHOICES	RESPONSES	
Grounded in strong academics, Grapevine-Colleyville ISD is a leading school district in Texas.	25.35%	325
Grapevine-Colleyville ISD educates the whole child by preparing students socially and emotionally, as well as academically.	39.47%	506
Grapevine-Colleyville ISD develops critical thinkers and innovative problem solvers.	35.18%	451
TOTAL		1282

Q16: Goals for the New Superintendent

- Bring the community back together
- Give raises to employees
- Improve core education
- Provide equality for all learners
- Raising academic testing scores
- Retaining great teachers
- Depoliticize our district and re-unite the community
- Maintaining and advancing the well-rounded excellence
- Build community relationships
- Strong curriculum, staff raises, teacher retention
- Lead our educators with integrity and expectations
- Bridge the gap between both sides
- Calm the waters and refocus on student success
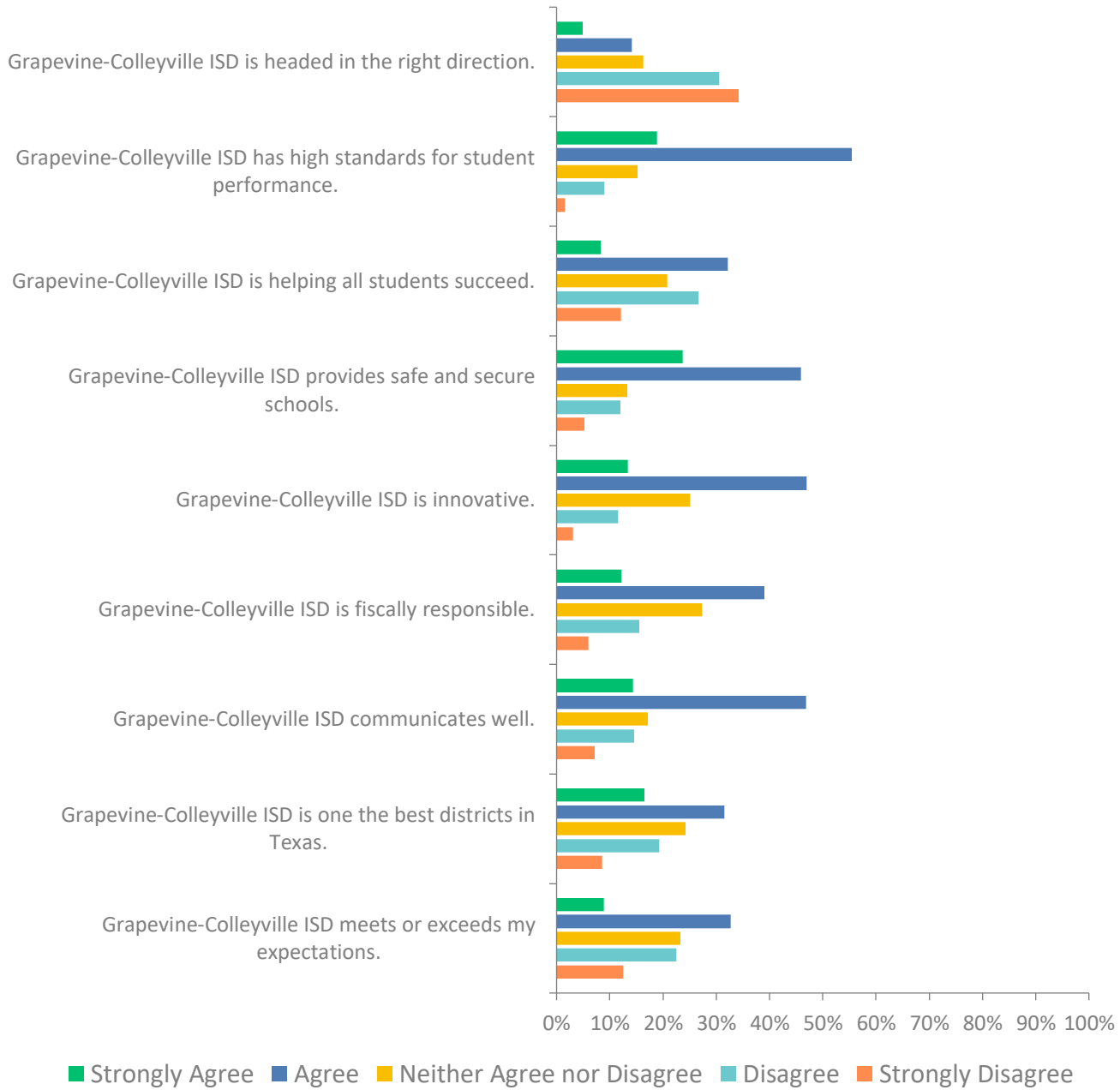- Reestablishing a culture of innovation and trust

Q17: Most Critical Issues for the New Superintendent to Address

- Divisiveness of the community and teacher shortage/retention
- Divided school board and community
- Hiring great teachers
- Morale of staff and community due to mistrust of divisive Board policies
- Curriculum resources and equity across all schools
- Academic performance. Focus on skill development.
- Creating unity among all of the key constituents so that everyone can focus on how to achieve better student outcomes.
- Raising the standard of academics
- Rebuild trust with teachers, students, and families
- The retention of educators and raising the pay scale or lessening the teacher workload
- Loss of staff moral due to the actions of the current school board
- Making up the learning lost to COVID years
- Making GCISD a desirable place to work for teachers
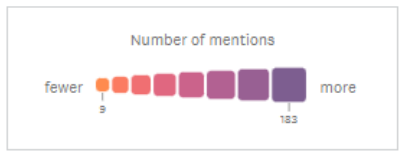
Q18: Ranking of Statements Concerning GCISD

Grapevine-Colleyville ISD is headed in the right direction.

Grapevine-Colleyville ISD has high standards for student performance.

Grapevine-Colleyville ISD is helping all students succeed.

Grapevine-Colleyville ISD provides safe and secure schools.

Grapevine-Colleyville ISD is innovative.

Grapevine-Colleyville ISD is fiscally responsible.

Grapevine-Colleyville ISD communicates well.

Grapevine-Colleyville ISD is one the best districts in Texas.

Grapevine-Colleyville ISD meets or exceeds my expectations.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Grapevine-Colleyville ISD is headed in the right direction.	4.89% 63	14.13% 182	16.23% 209	30.51% 393	34.24% 441	1288
Grapevine-Colleyville ISD has high standards for student performance.	18.81% 243	55.42% 716	15.17% 196	8.98% 116	1.63% 21	1292
Grapevine-Colleyville ISD is helping all students succeed.	8.37% 108	32.15% 415	20.76% 268	26.65% 344	12.08% 156	1291
Grapevine-Colleyville ISD provides safe and secure schools.	23.70% 306	45.86% 592	13.25% 171	12.01% 155	5.19% 67	1291
Grapevine-Colleyville ISD is innovative.	13.35% 172	46.97% 605	25.08% 323	11.57% 149	3.03% 39	1288

Q20: Specific Areas of Expertise for Superintendent Candidates
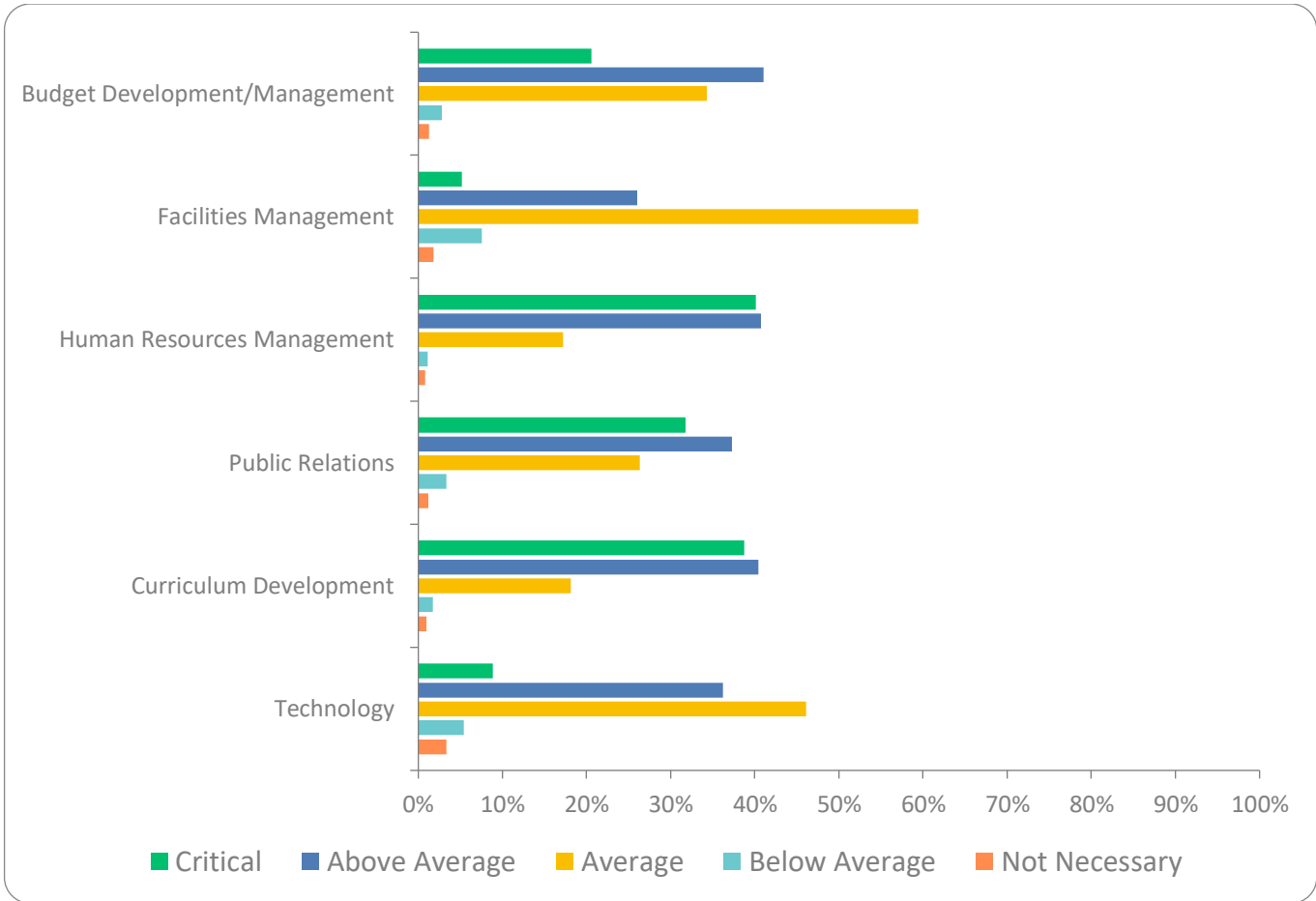
	CRITICAL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT NECESSARY	TOTAL
Budget Development/Management	20.57% 259	41.06% 517	34.31% 432	2.78% 35	1.27% 16	1259
Facilities Management	5.18% 65	25.98% 326	59.44% 746	7.57% 95	1.83% 23	1255
Human Resources Management	40.14% 503	40.70% 510	17.24% 216	1.12% 14	0.80% 10	1253
Public Relations	31.79% 398	37.30% 467	26.36% 330	3.35% 42	1.20% 15	1252
Curriculum Development	38.74% 485	40.42% 506	18.13% 227	1.76% 22	0.96% 12	1252

Technology	8.86%	36.23%	46.13%	5.43%	3.35%	1253
	111	454	578	68	42	