

US School District 50 Superintendent Search Survey

October 2026

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Methodology

The survey results contained in this document reflect HYA's research related to superintendent leadership standards. The survey addresses district performance and desired superintendent characteristics in four 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.

Understanding stakeholder views regarding the state of the district and the desired profile of the next superintendent helps the district prioritize leadership characteristics that will advance the community's goals.

Executive Summary

The US School District 50 Superintendent Search Survey survey was completed by 28 stakeholders. The largest stakeholder group surveyed was Administrator, representing 28.6% of all respondents. The second largest stakeholder group was Board Member, at 28.6% of all respondents. The third largest participant group were Community Member at 10.7% of all respondents.

Regarding the State of the District, the following statements received the highest favorable ratings:

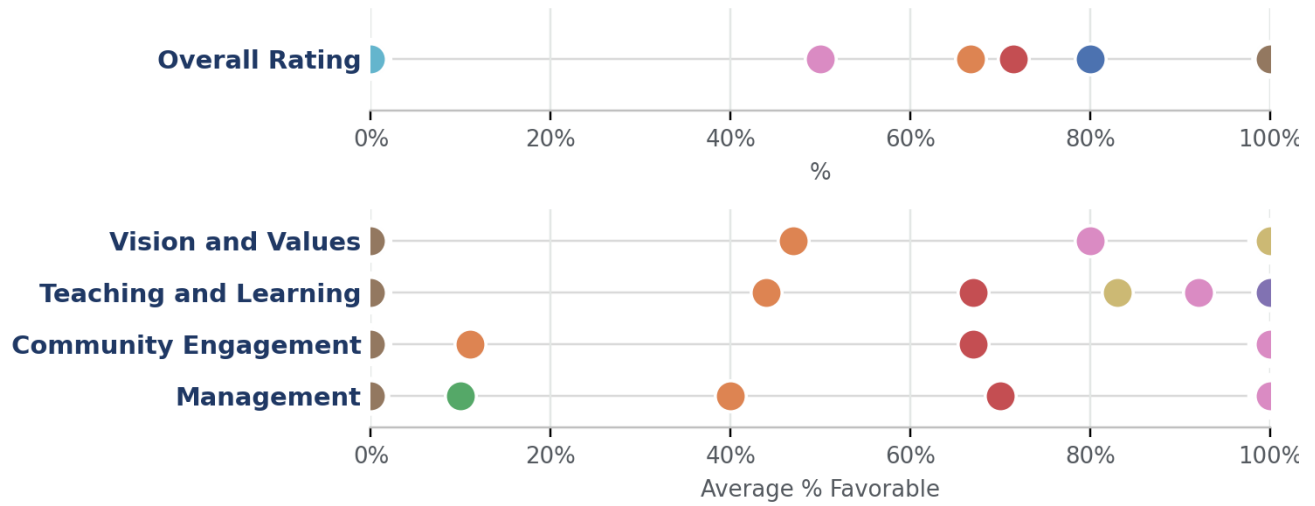
- The district makes decisions based on information from data and research. (VV)
- The district is working to close achievement and opportunity gaps. (VV)
- The district is heading in the right direction. (VV)
- The district has high performance standards for all students. (VV)
- The district provides a well-rounded educational experience for all students. (TL)

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

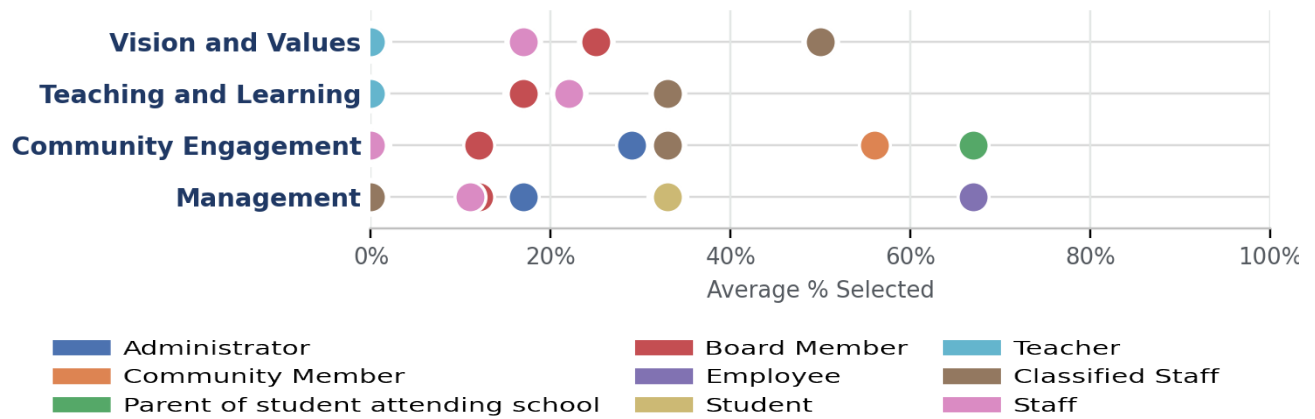
- Demonstrate a deep understanding of educational research and emerging best practices and implement strategies (TL)
- Be visible throughout the District and actively engaged in community life (CE)
- Provide a clear, compelling vision for the future
- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators (VV)
- Provide transparent communication (CE)

Analysis

State of the District Summary



Leadership Profile Summary



Leadership Profile Details

Respondents were asked to select four statements they deem most important in selecting a new superintendent. Each stakeholder group's four most frequently selected statements are shown in HYA green; gray cells indicate statements outside that group's top four. Statements selected by several groups demonstrate areas of consensus.

 Top 4  Not Top 4

	All (28)	Administrator (8)	Community Member (3)	Parent of student attending school (2)	Board Member (8)	Employee (1)	Student (1)	Teacher (1)	Classified Staff (1)	Staff (3)
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	32%									
Be visible throughout the District and actively engaged in community life	32%									
Provide a clear, compelling vision for the future	29%									
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	25%									
Provide transparent communication	25%									
Effectively plan and manage the long-term financial health of the District	21%									
Establish a culture of high expectations for all students and personnel	18%									
Understand and be sensitive to the needs of a diverse student population	18%									
Be an effective manager of the Districts' day-to-day operations	18%									
Recruit, employ, and retain effective personnel throughout the District and its schools	18%									
Integrate personalized educational opportunities into the instructional program	14%									
Provide guidance for district-wide curriculum and instruction	7%									

Appendix I: State of the District Item Analysis

Percentages selecting the two most favorable response options for each item are presented below.

OVERALL

	All (21)	Administrator (5)	Community Member (3)	Parent of student attending school (2)	Board Member (7)	Employee (1)	Student (1)	Teacher (0)	Classified Staff (1)	Staff (2)
Please rate the overall quality of education in the District.	67%	80%	67%	0%	71%	0%	100%	0%	100%	50%

VISION AND VALUES

	All (21)	Administrator (5)	Community Member (3)	Parent of student attending school (2)	Board Member (7)	Employee (1)	Student (1)	Teacher (0)	Classified Staff (1)	Staff (2)
The district provides a clear, compelling shared vision for the future.	72%	100%	33%	0%	100%	100%	100%	0%	0%	50%
The district is heading in the right direction.	76%	100%	33%	0%	100%	100%	100%	0%	0%	100%
The district has high performance standards for all students.	76%	100%	67%	0%	100%	100%	100%	0%	0%	50%
The district makes decisions based on information from data and research.	81%	100%	67%	0%	100%	100%	100%	0%	0%	100%
The district is working to close achievement and opportunity gaps.	78%	100%	33%	0%	100%	100%	100%	0%	0%	100%

TEACHING AND LEARNING

	All (21)	Administrator (5)	Community Member (3)	Parent of student attending school (2)	Board Member (7)	Employee (1)	Student (1)	Teacher (0)	Classified Staff (1)	Staff (2)
The district provides a well-rounded educational experience for all students.	76%	100%	33%	0%	100%	100%	100%	0%	0%	100%
Teachers personalize instructional strategies to address individual learning needs..	61%	100%	67%	0%	50%	100%	0%	0%	0%	100%
District schools are safe.	76%	100%	33%	0%	100%	100%	100%	0%	0%	100%
The social and emotional needs of students are being addressed.	65%	100%	33%	0%	50%	100%	100%	0%	0%	100%
Students are on track to be ready for the next grade and ultimately college and career ready.	65%	100%	33%	0%	50%	100%	100%	0%	0%	100%
Technology is integrated into the classroom.	67%	100%	67%	0%	50%	100%	100%	0%	0%	50%

COMMUNITY ENGAGEMENT

	All (21)	Administrator (5)	Community Member (3)	Parent of student attending school (2)	Board Member (7)	Employee (1)	Student (1)	Teacher (0)	Classified Staff (1)	Staff (2)
The district engages the community as a partner to improve the school system.	62%	100%	0%	0%	50%	100%	100%	0%	0%	100%
There is transparent communication from the District.	69%	100%	0%	0%	75%	100%	100%	0%	0%	100%
The district engages with diverse racial, cultural and socio-economic groups.	71%	100%	33%	0%	75%	100%	100%	0%	0%	100%

MANAGEMENT

	All (21)	Administrator (5)	Community Member (3)	Parent of student attending school (2)	Board Member (7)	Employee (1)	Student (1)	Teacher (0)	Classified Staff (1)	Staff (2)
Facilities are well maintained.	71%	100%	33%	50%	50%	100%	100%	0%	0%	100%
The district is fiscally responsible.	76%	100%	33%	0%	100%	100%	100%	0%	0%	100%
The district employs effective teachers, administrators and support staff in its schools.	71%	100%	33%	0%	75%	100%	100%	0%	0%	100%
Employees are held accountable to high standards.	71%	100%	33%	0%	75%	100%	100%	0%	0%	100%
District technology infrastructure is sufficient to support use of technology in the classroom.	71%	100%	67%	0%	50%	100%	100%	0%	0%	100%

Appendix II: Leadership Profile Item Analysis

Respondents were asked to select four desired leadership characteristics. Percentages are presented by stakeholder group.

	All (28)	Administrator (8)	Community Member (3)	Parent of student attending school (2)	Board Member (8)	Employee (1)	Student (1)	Teacher (1)	Classified Staff (1)	Staff (3)
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	32%	25%	67%	50%	25%	0%	100%	0%	0%	33%
Be visible throughout the District and actively engaged in community life	32%	38%	67%	0%	38%	0%	0%	0%	100%	0%
Provide a clear, compelling vision for the future	29%	12%	33%	50%	25%	100%	100%	0%	100%	0%
Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	25%	25%	33%	0%	38%	0%	0%	0%	100%	0%
Provide transparent communication	25%	38%	67%	100%	0%	0%	0%	0%	0%	0%
Effectively plan and manage the long-term financial health of the District	21%	0%	100%	50%	12%	0%	0%	0%	0%	33%
Establish a culture of high expectations for all students and personnel	18%	25%	0%	0%	12%	0%	100%	0%	0%	33%
Understand and be sensitive to the needs of a diverse student population	18%	12%	33%	100%	0%	100%	0%	0%	0%	0%
Be an effective manager of the Districts' day-to-day operations	18%	25%	0%	0%	12%	100%	100%	0%	0%	0%
Recruit, employ, and retain effective personnel throughout the District and its schools	18%	25%	0%	50%	12%	100%	0%	0%	0%	0%
Integrate personalized educational opportunities into the instructional program	14%	25%	0%	0%	0%	0%	0%	0%	100%	33%
Provide guidance for district-wide curriculum and instruction	7%	0%	0%	0%	25%	0%	0%	0%	0%	0%

Executive Due Diligence

HYA offers executive due diligence services, completed by independent third-party investigators, as part of their search process. The investigative procedures are comprehensive and thorough with a focus on the public school landscape - well beyond what constituents will produce through a simple internet search. The executive due diligence includes on site research of primary source documents at relevant county court houses for civil and criminal record history. Each background search requires 7-10 working days to complete.

Two packages are offered: comprehensive and standard. The Comprehensive Package includes a news and social media analysis. The news media investigation provides a better understanding of a candidate's leadership style, public relations skills and priorities. The news media investigation draws upon over 28,000 specialized publications and 900 newswires in 200 countries and includes 30 years of credible archived information. Special focus is given to publications in communities where the candidate has lived or worked. The social media review includes a review of text and images on sites such as Twitter, LinkedIn, personal blogs and industry websites. The analysis provides a summary of candidate generated activity with highlights of negative alerts.

The Standard Package was designed in response to requests for a simpler cabinet or principal position background check; it does not include the news and social media analysis.

	Comprehensive \$1950	Standard \$1100
Personal Profile Summary	x	x
Social Security Trace	x	x
County Criminal Record History	x	x
Federal Criminal Record History	x	x
County Civil Record History	x	x
Department of Motor Vehicles License Information	x	x
Education (Degree) Verification	x	x
Credit Report	x	x
Investigation of all Aliases Identified within Past 7 Years	x	x
Investigation of all Jurisdictions of Residence, Education, and Employment within Past 7 Years	x	x
University and Academic Program Accreditation	x	x
National Criminal Record History	x	x
National Sex Offender Search	x	x
News Media Review	x	
Social Media Review	x	