

DPS SUPERINTENDENT SEARCH FORUM 3

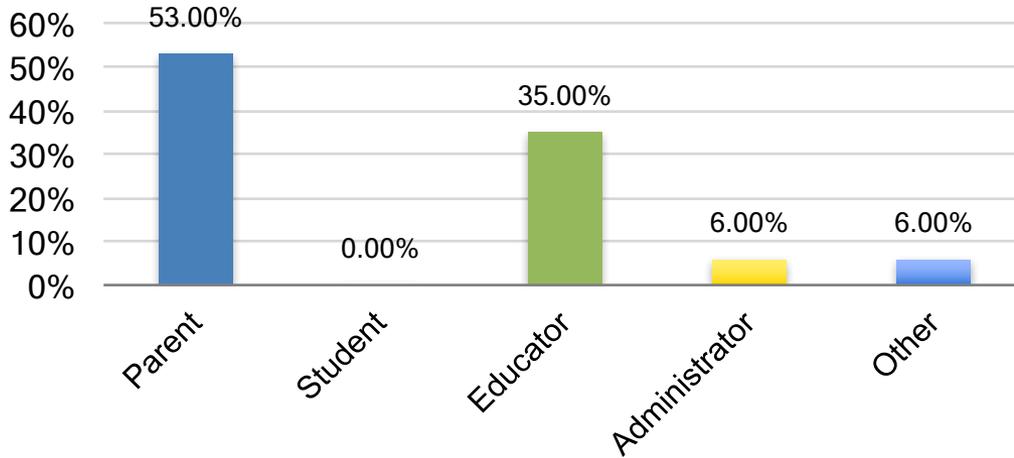
THOMAS JEFFERSON HIGH SCHOOL

September 13th 2018



Demographic Summary

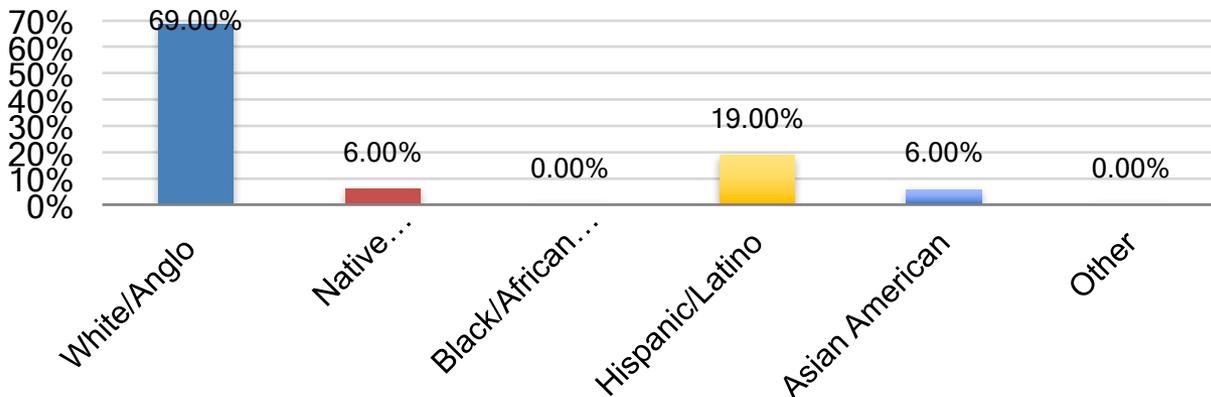
Relationship with Denver Public Schools



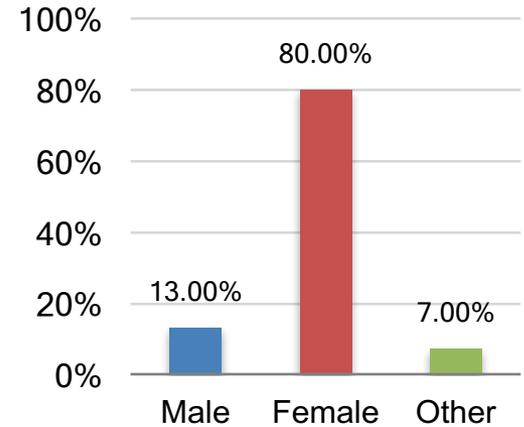
Total Participants



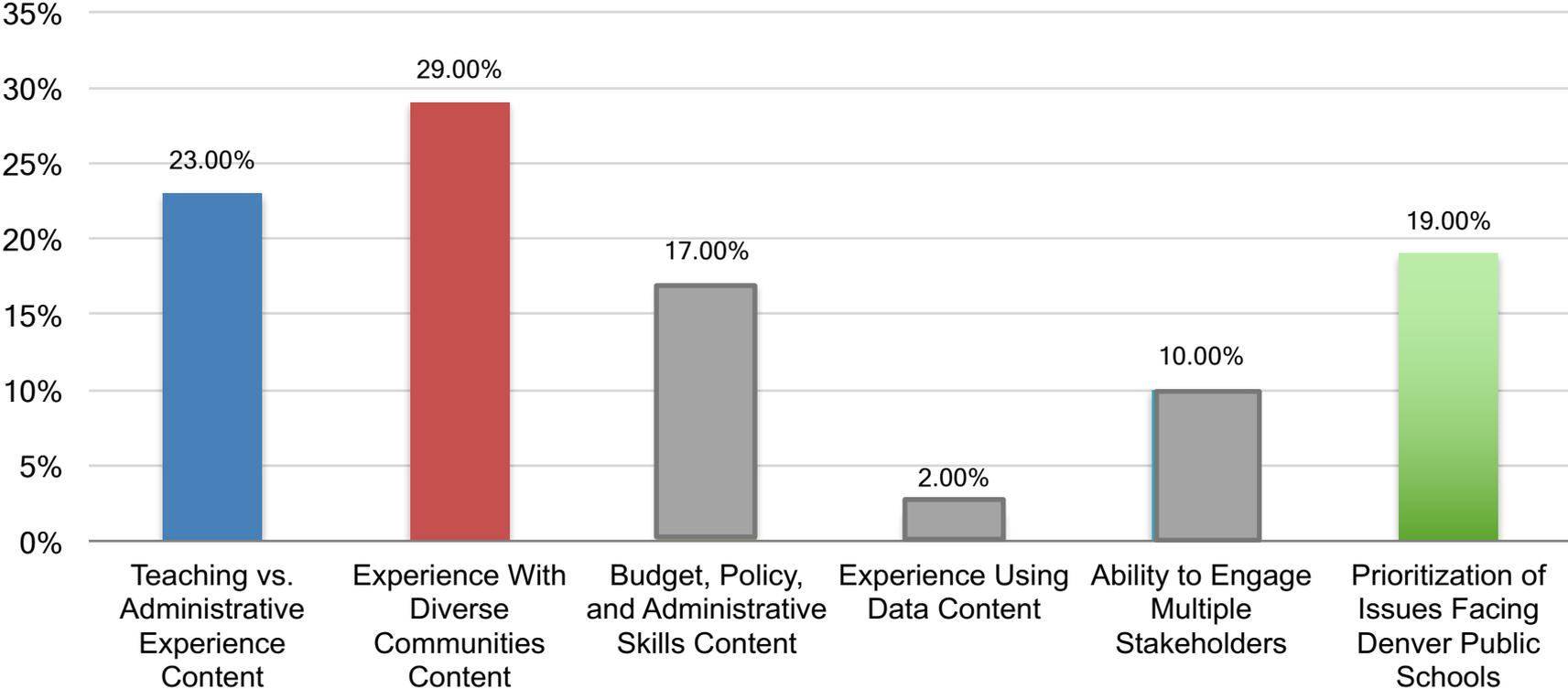
Race/Ethnicity



Gender

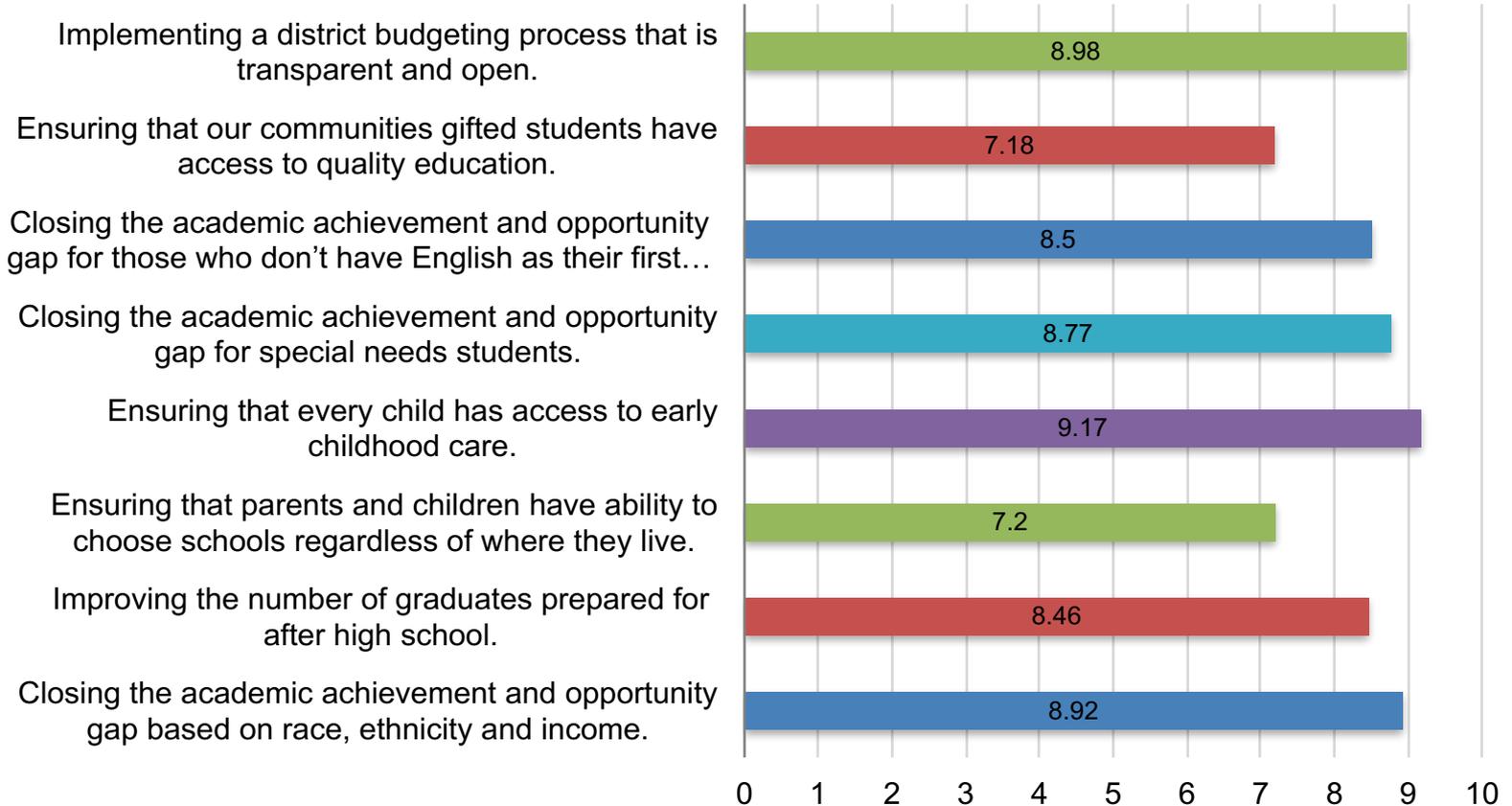


Participant-Driven Topics Discussed (Top 3)



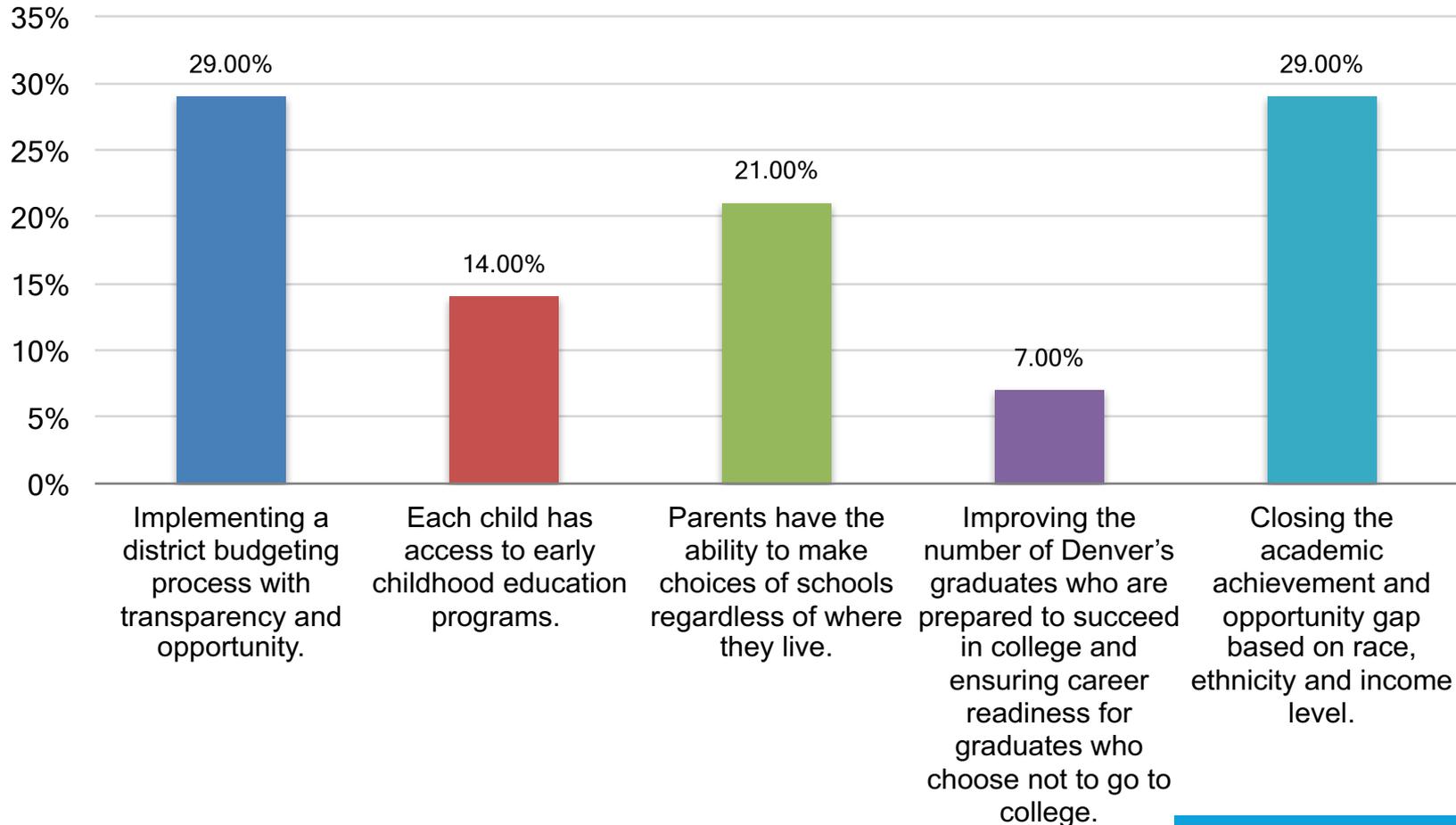
Prioritization of Issues Facing DPS

Which of the following issues facing Denver's Public Schools should the next superintendent prioritize to improve the quality of Denver's public schools?



Prioritization of Issues Facing DPS

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Prioritization of Issues Facing DPS

Small Sample of Participant Feedback from Table Discussions

Some participants expressed a desire for a leader who prioritizes supporting the mental and emotional health of students, as well as their academic needs.

Some emphasized a desire for funding which would support the hiring of social workers and therapists to help students combat a trending surge of overwhelm and stress, noting “we have more police officers in our school than counselors.”

Some said it would be helpful to have a leader who is familiar with the history of DPS and all of the changes the district has experienced over a short period of time.

Participants brought up several concerns regarding gentrification and its impact on the district in regards to transportation needs, lack of affordability and access, and an enrollment gap for students of color and low-income students.

Prioritization of Issues Facing DPS

Small Sample of Participant Feedback from Table Discussions

Several participants vocalized the need to prioritize inclusivity and diversity initiatives - such as providing more resources for immigrants and their families, particularly those whose primary language is one other than English.

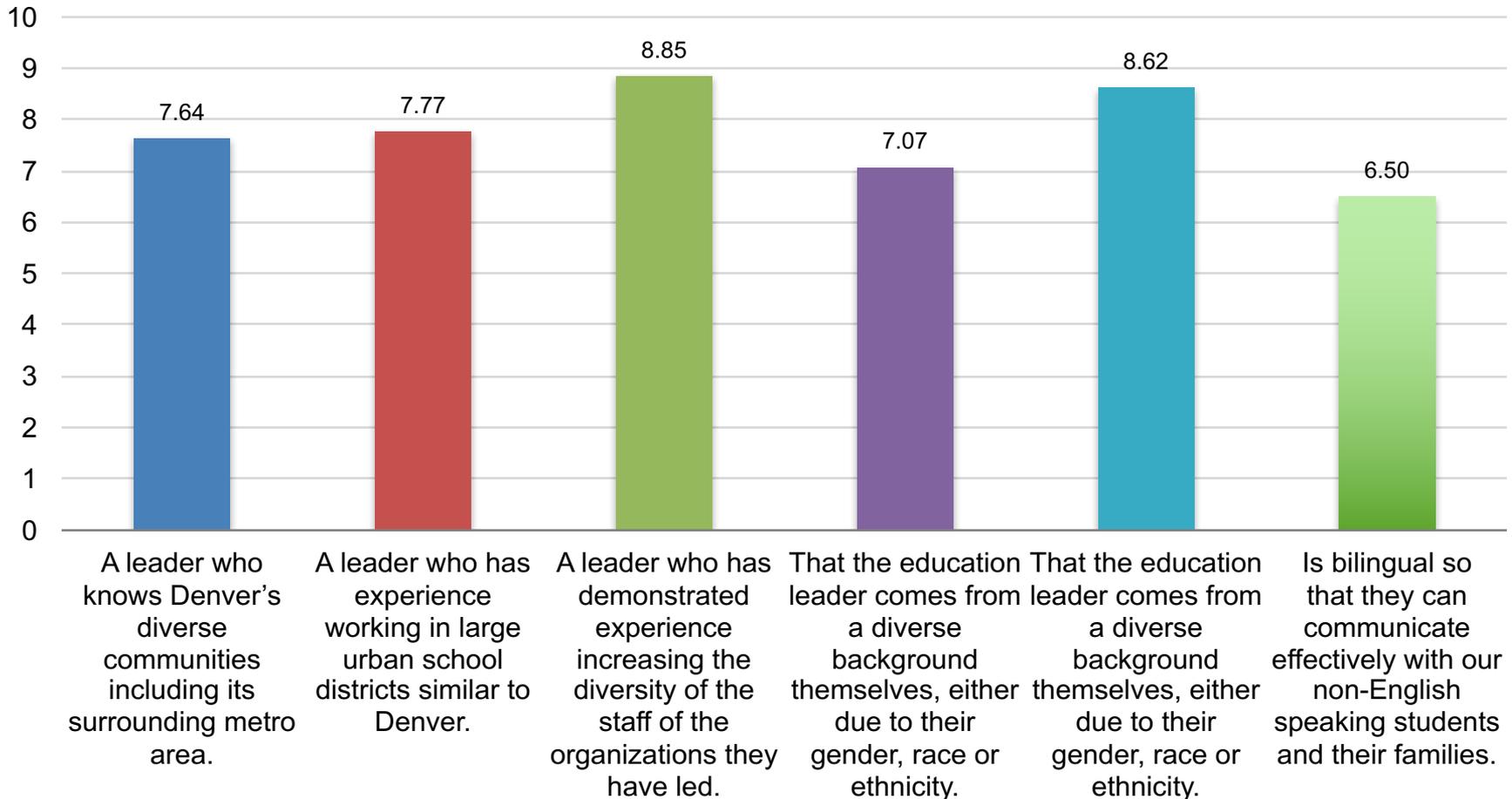
Some present said they would like to see quality schools in every neighborhood and would like to see charter and neighborhood schools collaborating more.

Most participants said they need a leader who knows how to manage and prioritize a budget and that they want to see financial transparency from leadership. Some expressed a desire for financial autonomy at each school.

Some present discussed the need to find other measures for evaluation rather than placing such a large emphasis on standardized testing. Instead, they said they want a leader who will “place more trust in the educators” and commit to “teach the child, not the test.”

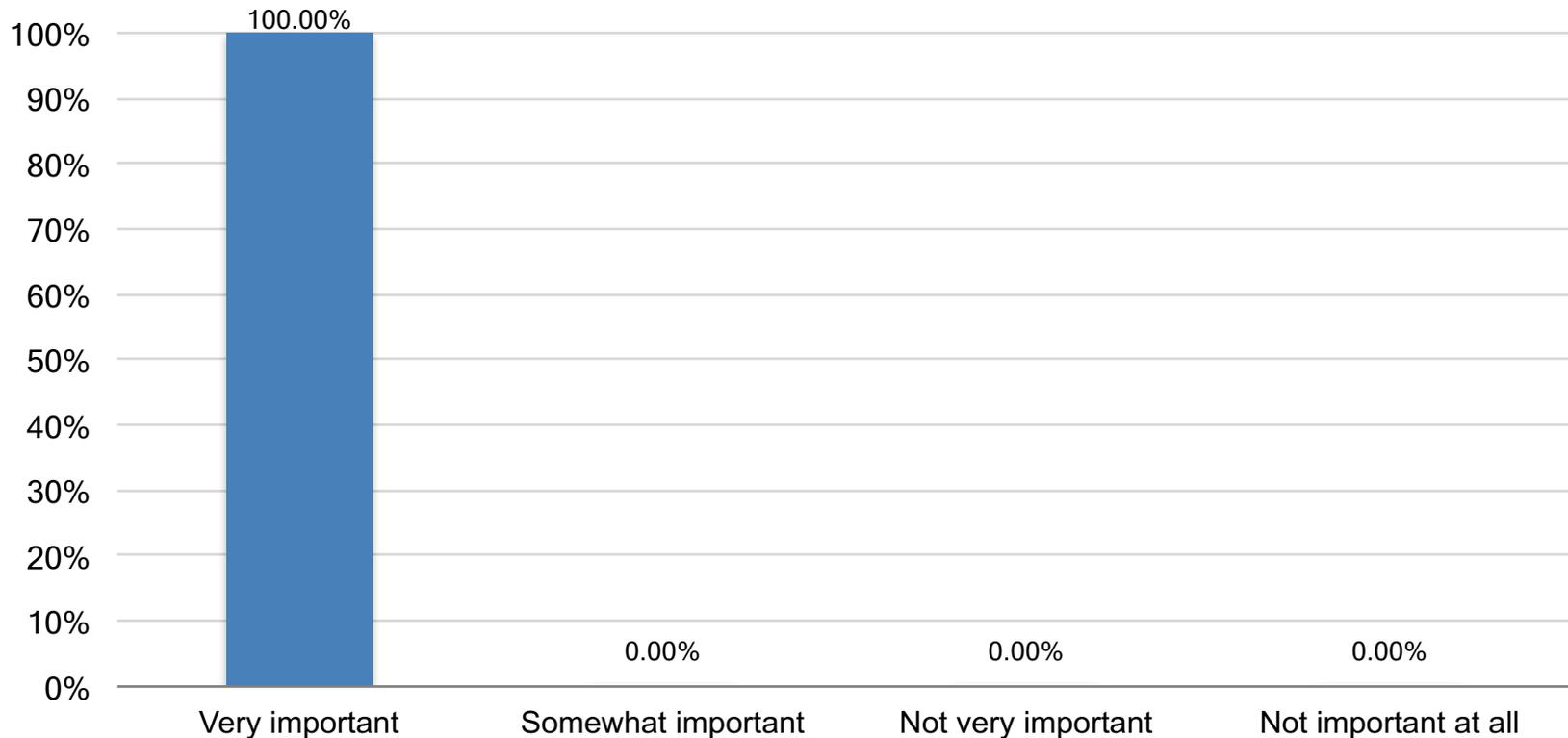
Experience with Diverse Communities

Please let us know how important each of the following qualities of a superintendent are to you on the scale following each quality.



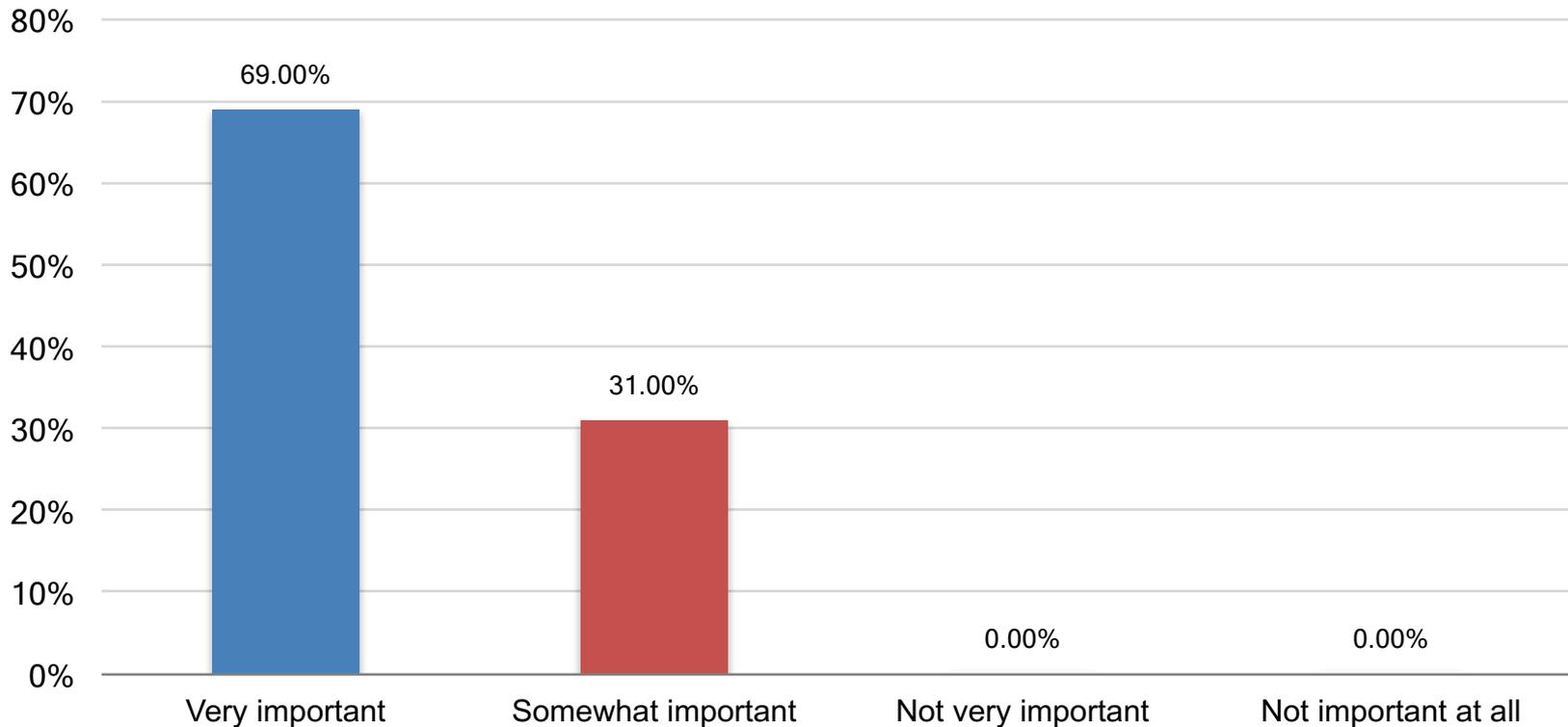
Experience with Diverse Communities

In your opinion, how important is it that our next leader has a high value for diversity, equity and inclusion and has demonstrated a commitment to ensuring that Denver's teachers and school leadership reflect the demographics of our community?



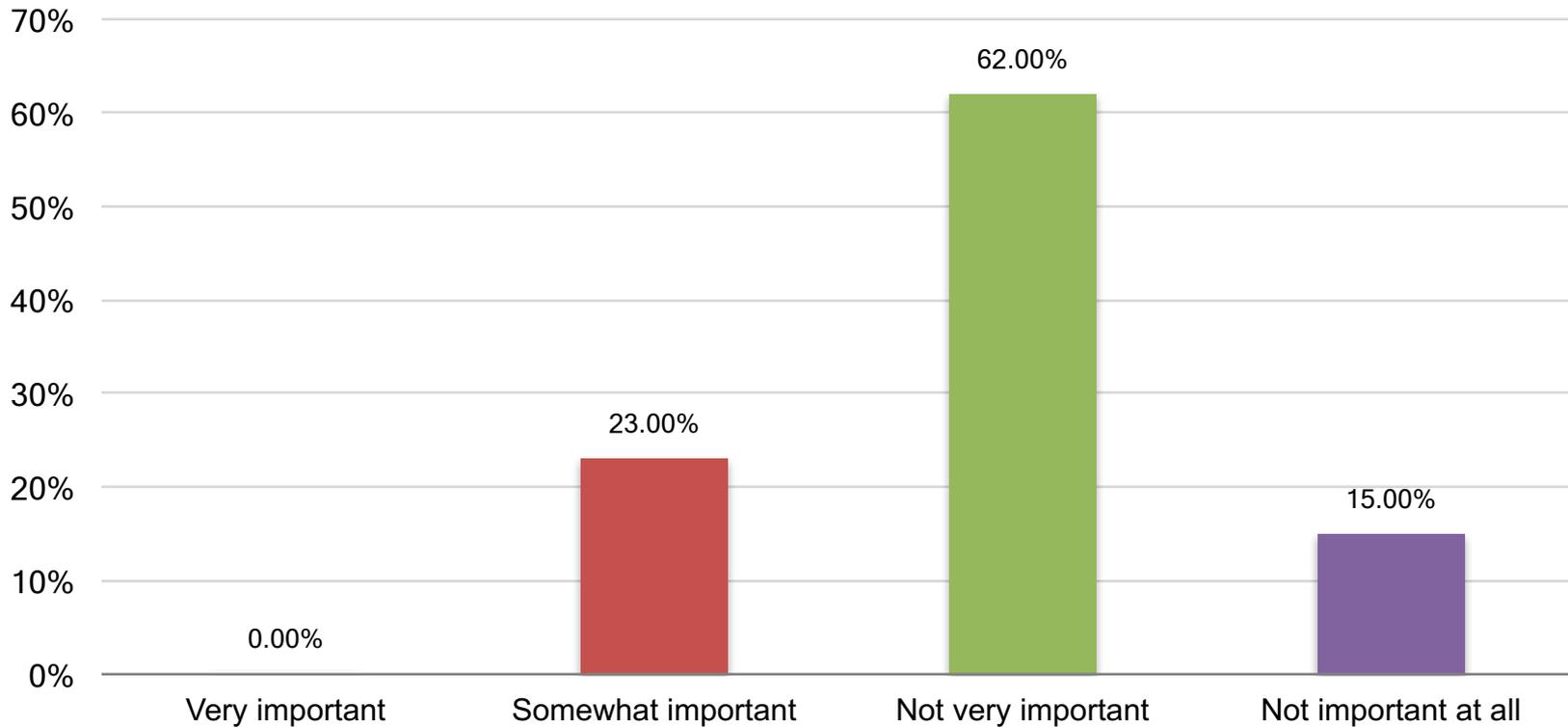
Experience with Diverse Communities

In your opinion how important is it that our next leader has experience leading school districts with student bodies that are similar to Denver in their demographic profile?



Experience with Diverse Communities

How important is it to you that the next superintendent of Denver Public Schools be from Denver or have experience working in DPS?



Experience with Diverse Communities

Small Sample of Participant Feedback from Table Discussions

Several present stressed the importance of diverse representation among educators and administrators.

Participants discussed the pressing need for the superintendent to have experience working with diverse communities. Some expressed a desire for this leader to have experience with inner city, rural, and urban populations.

Many participants expressed the desire to introduce diverse curriculum into the classroom to foster culturally relevant dialogue among a diverse student population.

Many participants indicated that it is imperative for this leader to understand the needs of parents and families who do not speak English. Some suggested an emphasis on English language learning and other programs to mitigate these challenges.

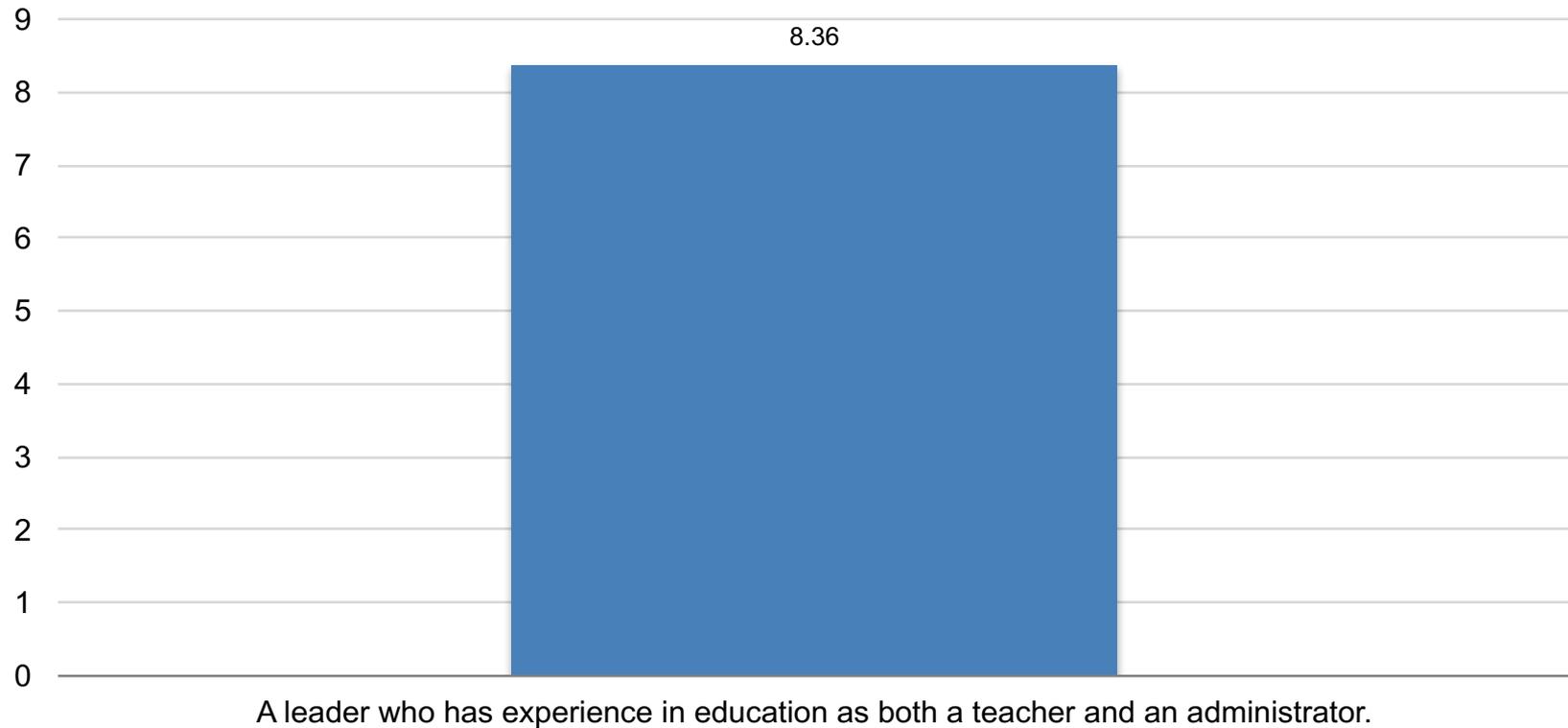
Some said they are looking for a leader who understands restorative justice and will scrutinize practices which alienate or unfairly target minority students.

Some present expressed their concern that a leader has already been chosen and that the forums are merely a formality.

Some indicated a desire to have an adequate allocation of time to carefully discern which candidate will best serve the needs of the district, suggesting an interim superintendent through the spring term.

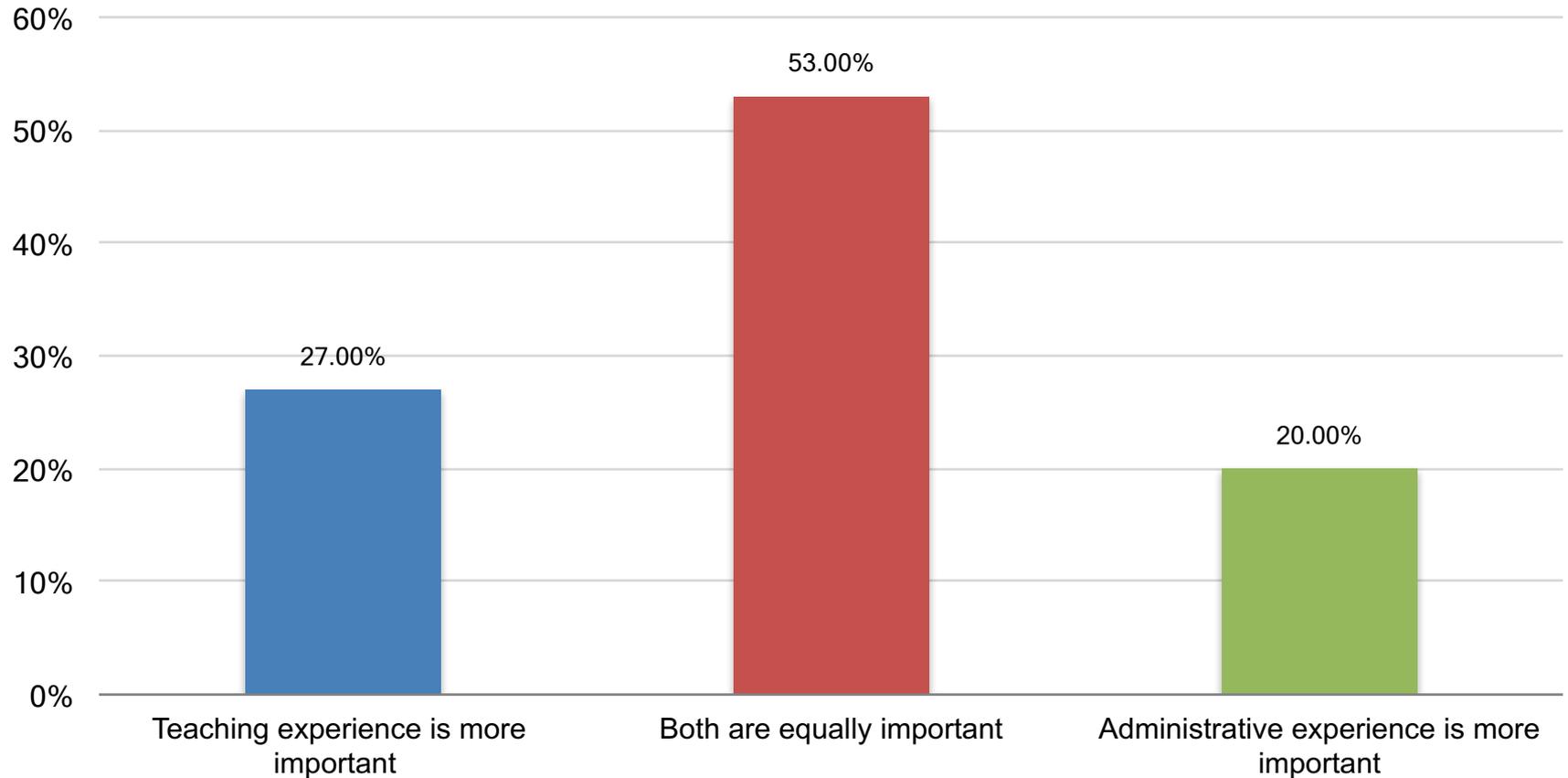
Teaching and Administration Experience

Please let us know how important this is to you on a scale of 1 – 10.



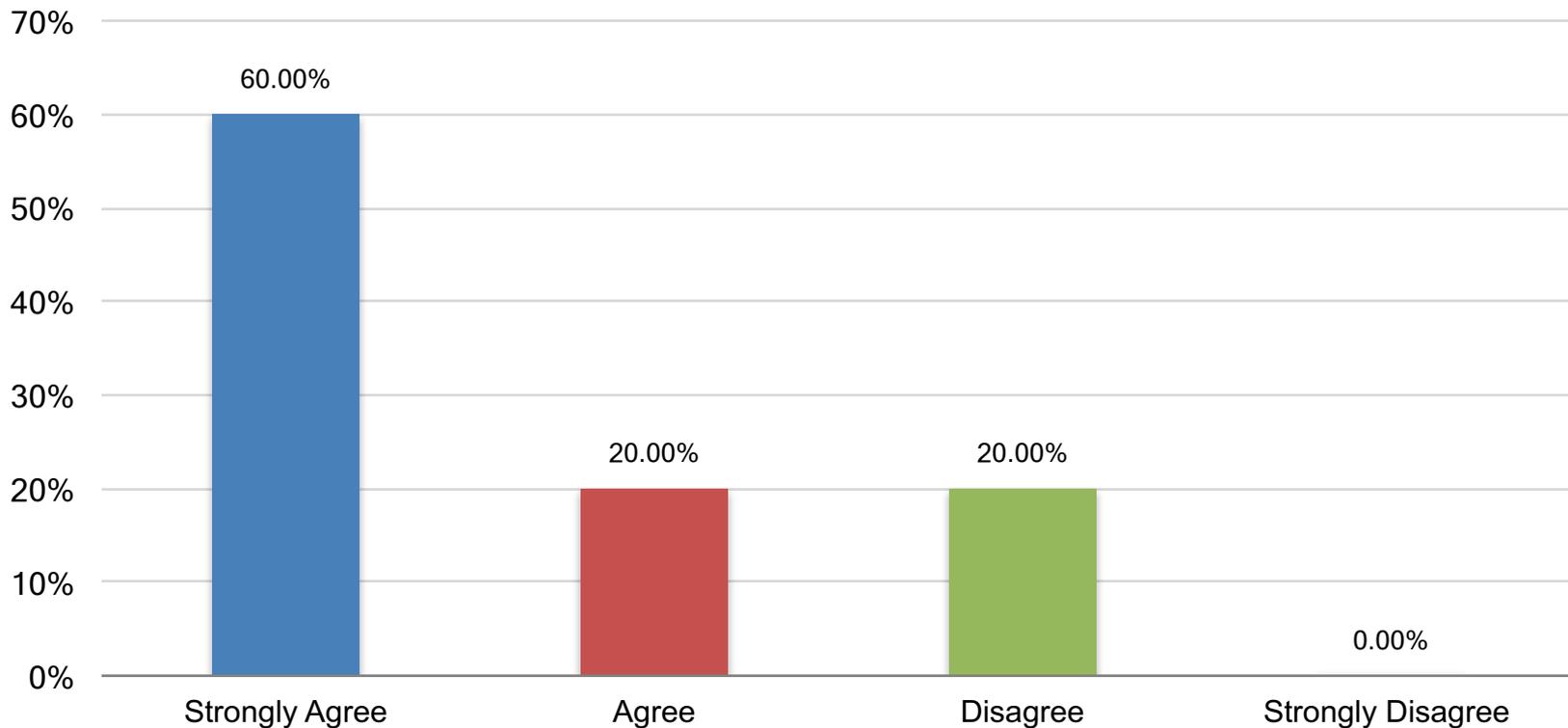
Teaching and Administration Experience

Education leaders often have a mixture of teaching and administrative experience, between these two important areas of expertise which one do you believe is more important for the next superintendent here in Denver to have?



Teaching and Administration Experience

How much do you agree with the following statement: It is impossible for someone to be a great school district superintendent if they have not had deep experience in the classroom as a teacher prior to beginning an administrative career.



Teaching and Administration Experience

Small Sample of Participant Feedback from Table Discussions

Many participants felt that experience in the classroom is a requirement in a leader, and they expressed an overwhelming lack of support for an incoming leader with a corporate or primarily business background. “Education is not a business and you cannot run it like a business.”

Some present expressed a desire for the superintendent to send their own child to a school in the district as an indicator of their emotional investment in the success of DPS.

Many present vocalized a need for their leader to understand the emotional experience of teachers and in particular, and to engage teacher burnout from an informed perspective and with a focus on retention strategies.

Some said that an incoming leader must address wage gaps in order to retain highly qualified educators.

Most participants emphasized the importance of a superintendent who has prior experience with budgets and funding and who will thoroughly examine the budget while working to get more funding at the school level.

Some participants indicated that while teaching experience is necessary and administrative experience is preferable, they are not necessarily looking for someone whose only experience has been in the classroom.

Open Mic Feedback

Some emphasized the importance of considering and implementing community feedback in the selection process and stressed the importance of transparency throughout the process. **“There’s a big rush to replace the Superintendent. The district ran well without a Superintendent when he was on sabbatical and we can do it again.”**

A spokesperson from the Student Board of Education urged decision makers to involve “student voices” in the selection process, stressing that students have firsthand experience with the opportunity gap. **“When we finalize candidates, [it’s imperative] that student board members interview candidates. We have a better sense of who is the right leader for our schools.”**

Individuals stressed the importance of a leader with a background as an educator in public schools.

Open Mic Feedback (cont'd)

Some placed a high priority on the inclusion and representation of students, parents, and teachers in the decision-making process.

She/he must agree that the success of the district relies on the success of every child and their access to a well-rounded education.

She/he must value collaboration over competition and restorative justice over punishment.

Many expressed a strong desire for the Board to be transparent and effectively communicate the anticipated timeline as well as how the community can be involved in this timeline for the duration of the selection process.

Opportunities to Stay Involved

□ **Public comment**

- Public Comment sign up is available online at 10:00 a.m. the Friday prior to the regular Thursday meeting and until 5:00 p.m. the day before the meeting. The form is available on the agenda for public comment on BoardDocs. Sign up is also available by calling 720-423-3210 for those without access to the internet.

- **September 20 at 5:30 p.m.**

□ **Small Stakeholder Meetings**

- Any small group or individual who would like to meet with the board can email supersearch@dpsk12.org to request a meeting.

UPDATES: <https://supersearch.dpsk12.org/communityengagement/>

Upcoming Meetings

September 18, 2018, Tuesday –
5:30-7:30pm at Evie Dennis Campus

September 22, 2018, Saturday –
10-12pm at Montbello Rec Center in Near Northeast Denver
(Manual HS Area)

September 25, 2018, Tuesday –
5:30-7:30pm at Hiawatha Rec Center in Near Northeast Denver
(Manual HS Area)

September 26, 2018, Wednesday –
5:30-7:30pm at South HS 1700 E. Louisiana

September 29, 2018, Saturday –
11am-1pm at North Campus, 2960 Speer Blvd.