

**Superintendent Search
Stakeholder Feedback Summary Report**

***Cripple Creek-Victor
School District
Cripple Creek, Colorado***

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EXECUTIVE RECRUITMENT & DEVELOPMENT

Cripple Creek-Victor School District Superintendent Search Stakeholder Feedback Report

This report summarizes stakeholder feedback in the Cripple Creek-Victor School District Superintendent Search from 101 paper survey questionnaire submissions gathered beginning October, 2024 and an additional 62 online survey responses gathered January 3 – 17, 2025.

Stakeholders were presented with the opportunity to respond to five (5) questions with a “yes” or “no” response. Stakeholders were also presented with an opportunity to provide written comments for the Board of Education to consider during the search.

The cumulative results (all respondent groups combined) of answers to these questions are included in this summary.

Paper-and-Pencil Survey Card Responses

1. When asked to identify the one group that most closely identified the respondent’s connection to the school district, the largest group, as expected, of respondents self-identified as current parents (39%). The balance of survey responses was made up of community members (33%), staff members (14%) and former parents (8%), and other (6%).
2. Respondents were then asked, *“Is it important to you that our next superintendent has previous experience in Colorado school districts?”* In response to this question:
 - 79% of respondents answered “YES” in response to this question.
 - 21% of respondents answered “NO” in response to this question.
3. Respondents were next asked, *“Is it important to you that our next superintendent has experience as a classroom teacher?”* In response to this question:
 - 91% of respondents answered “YES” in response to this question.
 - 9 % of respondents answered “NO” in response to this question.
4. Respondents were next asked, *“Is it important to you that our next superintendent has experience as a school principal?”* In response to this question:

- 68% of respondents answered “YES” in response to this question.
 - 32% of respondents answered “NO” in response to this question.
5. Respondents were next asked, “*Is it important to you that our next superintendent has experience as a superintendent of schools?*” In response to this question:
- 52% of respondents answered “YES” in response to this question.
 - 48% of respondents answered “NO” in response to this question.
6. Finally, respondents were asked, “*Is it important to you that our next superintendent lives in the school district?*” In response to this question:
- 78% of respondents answered “YES” in response to this question.
 - 22% of respondents answered “NO” in response to this question.
7. Respondents were then given the opportunity to “*provide any additional comments for the Board of Education to consider during the upcoming superintendent search.*”

Executive Summary

While most respondents to each of the five (5) questions indicated the issue in question was important to them, a comparison of level of responses indicates:

1. The most important experience requirement to stakeholders is that the next superintendent has previous experience as a classroom teacher.
2. The most split experience requirement is that of previous superintendent experience. Respondents were almost evenly divided (52% to 48%) about whether they viewed previous superintendent experience as important.
3. Fewer than ten (10) narrative responses to the prompt seeking comments for the Board of Education were collected which did not provide a sample size large enough to discern significant trends or themes.

Online Survey Responses

1. When asked to identify the one group that most closely identified the respondent’s connection to the school district, the largest group of online survey respondents self-identified as staff members (48%). The balance of survey responses was made up of current parents (30%), community members (9%), students (8%) former parents (3%), and other (2%).
2. Respondents were then asked, “*Is it important to you that our next superintendent has previous experience in Colorado school districts?*” In response to this question:

- 59% of respondents answered “YES” in response to this question.
 - 41% of respondents answered “NO” in response to this question.
3. Respondents were next asked, “*Is it important to you that our next superintendent has experience as a classroom teacher?*” In response to this question:
- 88% of respondents answered “YES” in response to this question.
 - 12 % of respondents answered “NO” in response to this question.
4. Respondents were next asked, “*Is it important to you that our next superintendent has experience as a school principal?*” In response to this question:
- 79% of respondents answered “YES” in response to this question.
 - 21% of respondents answered “NO” in response to this question.
5. Respondents were next asked, “*Is it important to you that our next superintendent has experience as a superintendent of schools?*” In response to this question:
- 37% of respondents answered “YES” in response to this question.
 - 63% of respondents answered “NO” in response to this question.
6. Finally, respondents were asked, “*Is it important to you that our next superintendent lives in the school district?*” In response to this question:
- 68% of respondents answered “YES” in response to this question.
 - 32% of respondents answered “NO” in response to this question.
7. Respondents were then given the opportunity to “*provide any additional comments for the Board of Education to consider during the upcoming superintendent search.*”

Staff Comments

Staff comments about the next superintendent of schools reveal several common themes:

Leadership and Experience:

- Desire for a superintendent with previous experience and impressive leadership skills.
- Experience at all levels of instruction (elementary, middle school, high school) and in a small school system.

Visibility and Presence:

- Superintendent should be available, visible, and hands-on in the buildings and classrooms every day.

Community Ties and Continuity:

- Importance of having ties to the community and continuing the current vision and direction of the school district.
- Integration of current progress and direction with the superintendent's own mission.

Support for Staff and Students:

- Willingness to work closely with principals, support teachers, and help with afternoon duties and after-school activities.
- Knowledge of classroom management, trauma-informed teaching, and understanding the unique needs of the district.

Financial and Grant Experience:

- Financial awareness, knowledge of Title 1 resources, and experience in securing grants.

Stability and Long-term Commitment:

- Desire for a superintendent intending to build stability and positivity for at least five years.

Educational Vision:

- Understanding of neuroscience, trades departments, and post-secondary options for students and adults.

Personality Traits:

- Emphasis on being people-friendly and willing to engage with staff and students.

Overall, the staff seems to desire a leader who is experienced, visible, community-oriented, supportive, financially savvy, and committed to the district's long-term success and unique needs.

Other Respondents' Comments

Other respondent comments about the next superintendent of schools also reveal several common themes:

Experience in Rural and Remote Communities:

- Preference for candidates with experience in Colorado rural school districts and familiarity with the challenges of remote mountain communities.
- Openness to hiring someone who can be trained and learn from the experience, even if they lack prior experience.

Student Well-being:

- Emphasis on caring about students' mental and physical well-being.
- Experience with low SES (socioeconomic status) schools.

Staff Improvement:

- Desire for a superintendent who will push the entire staff to be better teachers and address low standards at Cripple Creek High School.
- Importance of pushing for higher education for students.

Values and Transparency:

- Someone with good values, honesty, openness, and transparency, who can think outside the box for difficult situations.
- Openness to candidates from outside the community who may bring fresh perspectives and innovative ideas.

Financial Awareness:

- Constant awareness of the budget situation and financial goals for the school district and each school, with no history of misusing funds.

Rapport with Public and Parents:

- Good rapport with the public and parents/guardians of students.

These themes emphasize a desire for a well-rounded, experienced, and community-oriented leader who can address the unique needs and challenges of the school district.