Superintendent Search

Online Stakeholder Feedback Survey Final Report

Thompson School District R2-J

Loveland, Colorado

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McPherson Jacobson, LLC

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Executive Recruitment & Development

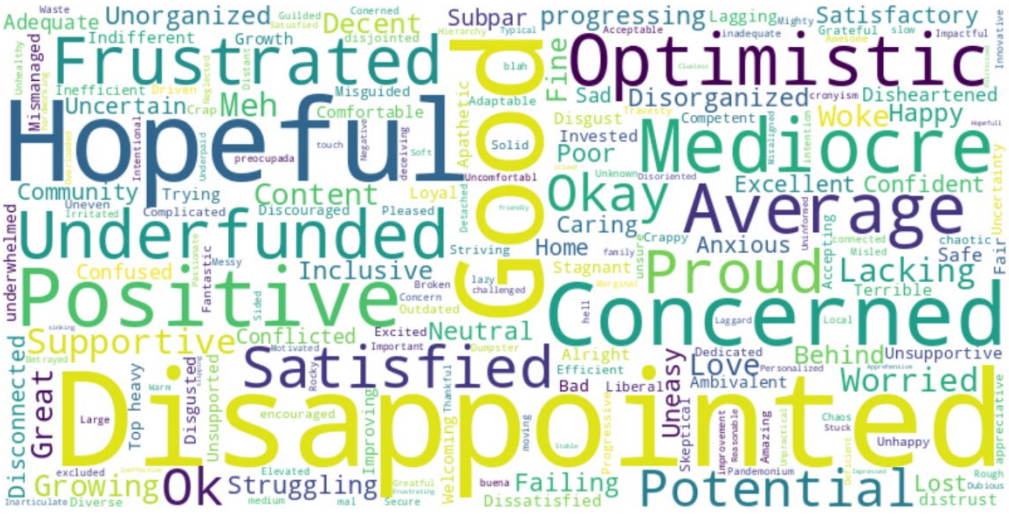
Executive Summary

This report summarizes stakeholder feedback in the Thompson School District Superintendent Search from 1,244 online survey submissions gathered between February 26 and March 12, 2025. There were 1,241 surveys submitted in English and three surveys submitted in Spanish.

Stakeholders were presented with the opportunity to respond to a combination of multiple choice, rating scale, and constructed response questions. The cumulative results (all respondent groups combined) of answers to these questions are included in this executive summary. Responses disaggreated by specific respondent groups are presented as separate addemdums to this report. Constructed response trend results, when present, are provided for respondent groups with at least 100 responses (n >100).

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 parents of current students (52%). This group was followed by staff members (33%), students (5%), community members (4%), others (3%), and parents of former students (3%)

2. Respondents were then asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:



3. Respondents were then asked via constructed response to answer the question, "What are three strengths of the school district that superintendent candidates should know?" The 10 most common themes emerging from these responses (in rank order) included:

    1. Dedicated and Caring Teachers/Staff
    2. Community Engagement and Support
    3. Diversity, Equity, and Inclusion
    4. Academic Excellence and High Expectations
    5. Variety of Academic and Extracurricular Opportunities
    6. Focus on Student-Centered Learning
    7. Strong Communication and Transparency
    8. Safety and Security
    9. Continuous Improvement and Innovation
    10. Social-Emotional Learning and Support

4. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Communications	2.33
Relationships with Families	2.26
Student Achievement	2.25
Relationships with Staff Members	2.11
Preparing Students for College and Career	2.08
Transparency	1.92
Financial Management	1.61

5. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Staff Recruitment and Retention	46.58%
Teacher Quality	33.76%
School Safety and Security	28.36%
Academic Outcomes	27.88%
Financial Management	26.43%
College and Career Readiness	22.00%
Diversity and Engagement	17.81%
Family and Community Relations	17.41%
Special Education Services	17.32%
Facilities and Grounds	15.87%
Mental Health Services	15.71%

Social Emotional Learning	14.34%
Communication	14.26%

6. As a follow-up question, respondents were asked to identify any additional critical issues the next superintendent should make a priority. Five frequent themes emerged as additional critical issues. They were:

Student Behavior and Discipline
- Increased behavioral issues in schools
- Bullying prevention and enforcement of consequences
- Classroom disruptions affecting learning environments
- Concerns about restorative justice policies being ineffective

Academic Standards and Curriculum
- Focus on core academics (math, reading, writing, science)
- Reducing the number of initiatives and focusing on student outcomes
- More support for career and technical education
- Standardized curriculum across schools

Political Ideology
- Concerns about political and social ideologies in education
- Desire for schools to focus on academics over social issues
- Ensuring equal access to education for all students, including diverse and marginalized populations
- Calls for eliminating DEI programs from schools

School Operations and Scheduling
- More planning time for teachers instead of ineffective professional development sessions
- Standardizing policies across schools to reduce inconsistencies

Technology and Cell Phone Policies
- Reducing student access to cell phones during class
- Integrating technology in meaningful ways for learning
- Ensuring equal access to technology across schools

7. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	47.38%
Places the needs of students above anything else	34.09%
Possesses a background in public education	32.80%
Takes responsibility and is accountable for their actions	27.56%
Promotes safety and security across the district	26.91%
Is committed to equitable access to learning for all students	26.43%

Values educating the whole child	24.98%
Engages and listens to stakeholders	22.80%
Builds strong community relationships	22.32%
Spends time in classrooms	21.35%
Communicates effectively	20.63%
Uses data to make informed and transparent decisions	20.47%
Delivers improved student outcomes	18.86%
Promotes student participation in the arts, athletics, and extracurricular activities	18.05%
Fosters creativity, risk taking, and innovation	15.07%
Thinks and acts strategically	14.26%
Builds strong and diverse teams	13.94%
Stands firm behind decisions that may not be popular	13.70%
Resolves conflicts with dignity and grace	12.65%
Values school autonomy	12.17%
Adapts effectively to changing circumstances	10.88%
Previous experience as a superintendent	9.67%
Maintains a vision focused on the future	8.22%

8. Respondents were then asked via constructed response to identify any additional characteristics the next superintendent should have. Two frequent themes emerged from these comments. They included:

Commitment to Teachers and Staff

- Supports teacher retention and professional growth
- Understands classroom challenges and realities
- Values input from teachers and principals
- Reduces bureaucratic obstacles for educators
- Respects teacher autonomy and expertise
- Prioritizes teacher and staff morale

Prioritization of Academics Over Ideology

- Strong advocate for public education and core academics
- Supports career/college readiness programs
- Avoids extreme political influences in curriculum and policy
- Maintains high educational standards
- Encourages critical thinking and problem-solving skills

9. Respondents were next encouraged to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:

- Outdoor Activities & Natural Beauty
- Climate: 300 Days of Sunshine
- Small Town Feel with Big Opportunities

- Proximity to Mountains & Denver
- Supportive & Caring Community
- Vibrant Arts & Culture
- Quality of Life

10. Finally, respondents were asked if there were additional things they thought the Board of Education should consider during this search process. The most common themes arising from these comments included:

Leadership & Experience

- Preference for an external hire to bring fresh ideas and avoid entrenched internal conflicts.
- Proven track record in improving student achievement, teacher retention, and community engagement.
- Superintendent experience preferred, with a strong understanding of Colorado education laws.
- Long-term commitment to the district rather than using the role as a steppingstone.
- A hands-on leader who is visible in schools and engages with students, teachers, and parents.

Academic Excellence & Student Success

- Prioritize core academics (reading, writing, math, civics, and science) over ideological debates.
- Address student behavior issues and provide teachers with support to enforce discipline.
- Expand vocational, career, and technical education (CTE) alongside traditional college prep.
- Ensure strong support for special education, mental health services, and individualized learning plans.
- Data-driven decision-making and evidence-based approaches to improve education.

Political Neutrality & Focus on Students

- Avoid political agendas (both left and right) and focus on education rather than activism.
- Divided views on DEI (Diversity, Equity, and Inclusion); some see it as essential, while others oppose it.
- Concerns over book bans, gender identity discussions, and the politicization of education.
- The superintendent should unite, not divide, and serve all students fairly and equitably.

Financial Responsibility & Resource Management

- Address concerns about financial mismanagement and ensure strong fiscal oversight.
- Prioritize directing funds to classrooms and teachers rather than expanding district bureaucracy.
- Increase teacher pay and provide better resources for educators.

- Explore cost-saving measures, including a potential 4-day school week to improve retention.
- Transparent budgeting and communication with the community regarding funding.

Teacher & Staff Support

- Improve teacher retention and morale through better pay and working conditions.
- Provide professional development to help teachers address student behavior and learning challenges.
- Reduce micromanagement and allow educators more autonomy in their classrooms.
- Ensure administrative support for teachers dealing with student discipline issues.

Community Engagement & Trust

- Improve transparency and communication with parents, teachers, and community members.
- Rebuild trust in district leadership and ensure decision-making is collaborative and inclusive.
- Increase outreach to Spanish-speaking families and marginalized communities.
- Encourage parent and teacher involvement in district policies and hiring decisions.

School Safety & Student Well-being

- Strengthen anti-bullying initiatives and create a safe learning environment for all students.
- Improve mental health support and counseling services.
- Ensure discipline policies are effective and fair while holding students accountable.

Charter Schools & School Choice

- Mixed opinions on charter schools: Some want more school choice, while others emphasize strengthening public schools.
- Superintendent should work with both traditional public and charter schools to ensure quality education across the district.

Governance & Board Behavior

- Some view board members as too political, ineffective, or disconnected from community concerns.
- Calls for setting aside personal agendas and working together for the district's success.

Future-Focused Leadership & Innovation

- Strategic planning for growth and adapting to demographic and educational shifts.
- Innovation in education, including potential schedule changes (e.g., a 4-day school week).
- Balancing traditional education values with modern teaching approaches.

- Strengthening relationships with state and federal education agencies to advocate for students.

Respondents most often urge the Board of Education to choose a superintendent based on experience, leadership ability, and commitment to education, without political bias.

Respondents assert that the next leader must be fiscally responsible, politically neutral, and deeply invested in student success. Transparency, academic excellence, and meaningful engagement with teachers and parents are top priorities.

There is an opportunity to rebuild trust, improve educational outcomes, and unify the district.

Respondent Group: Parents of Current Students
648 Responses

This section summarizes stakeholder feedback in the Thompson School District Superintendent Search from 648 respondents who identified themselves as parents of current students.

1. Respondents were asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:

2. Respondents were then asked via constructed response to answer the question, "What are three strengths of the school district that superintendent candidates should know?" The 10 most common themes emerging from these responses (in rank order) included:

    1. Dedicated and caring teachers
    2. Strong community support
    3. Diversity and inclusivity
    4. Quality of education
    5. Variety of school options
    6. Extracurricular activities
    7. Communication
    8. Student-centered approach
    9. Safety and security
    10. Dedicated support staff

3. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Communications	2.41
Relationships with Families	2.25
Student Achievement	2.18
Relationships with Staff Members	1.96
Transparency	1.93
Preparing Students for College and Career	1.84
Financial Management	1.46

4. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Teacher Quality	41.55%
Staff Recruitment and Retention	38.29%
School Safety and Security	33.02%
Academic Outcomes	28.06%
College and Career Readiness	25.58%
Financial Management	21.09%
Special Education Services	18.29%
Family and Community Relations	17.52%
Diversity and Engagement	17.21%
Facilities and Grounds	17.05%
Social Emotional Learning	15.50%
Mental Health Services	13.80%
Communication	10.85%

5. As a follow-up question, respondents were asked to identify any additional critical issues the next superintendent should make a priority. Five frequent themes emerged as additional critical issues. They were:

    - Teacher compensation: Many responses highlight that teachers are underpaid, making it difficult to retain quality educators.
    - Growth and overcrowding: The district is described as growing rapidly, which may lead to challenges in managing class sizes and resources.
    - Transportation issues: Busing is mentioned as a significant problem, affecting student access to schools.
    - Balancing diverse needs: There are conflicting views on topics like diversity, equity, and inclusion (DEI), with some supporting these initiatives and others opposing them.
    - Political and ideological tensions: Some responses highlight conflicts between conservative and progressive viewpoints within the community, affecting district policies and decisions.

6. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	49.30%
Places the needs of students above anything else	38.45%
Promotes safety and security across the district	30.70%
Takes responsibility and is accountable for their actions	29.30%
Possesses a background in public education	28.53%
Values educating the whole child	27.44%
Is committed to equitable access to learning for all students	24.81%
Delivers improved student outcomes	22.79%
Promotes student participation in the arts, athletics, and extracurricular activities	22.02%
Builds strong community relationships	20.93%
Spends time in classrooms	20.16%
Uses data to make informed and transparent decisions	20.00%
Engages and listens to stakeholders	18.60%
Communicates effectively	18.45%
Builds strong and diverse teams	14.42%
Fosters creativity, risk taking, and innovation	14.42%
Thinks and acts strategically	14.11%
Resolves conflicts with dignity and grace	12.56%
Stands firm behind decisions that may not be popular	11.32%
Adapts effectively to changing circumstances	9.46%
Maintains a vision focused on the future	8.53%
Values school autonomy	8.06%
Previous experience as a superintendent	6.98%

7. Respondents were then asked via constructed response to identify any additional characteristics the next superintendent should have. Two frequent themes emerged from these comments. They included:

    - Knowledge of educational best practices
    - Commitment to diversity, equity, and inclusion (DEI)

8. Respondents were next encouraged to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:

    - Strong community support
    - Quality education
    - Diversity and inclusivity
    - School choice
    - Extracurricular activities

- Safe environment
- Growing community
- Location
- Career opportunities

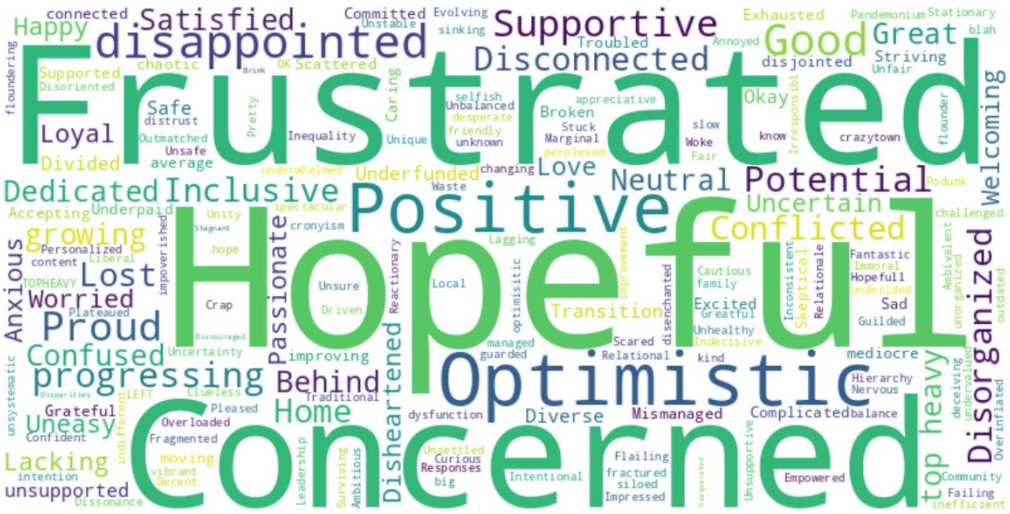
9. Finally, respondents were asked if there were additional things they thought the Board of Education should consider during this search process. The most common themes arising from these comments included:

    - Leadership: Strong leadership skills are crucial.
    - Communication: Effective communication with parents, staff, and the community.
    - Student-Centered: A focus on students' needs and success.
    - Transparency and Honesty: Openness and integrity in decision-making.
    - Knowledge of Education: Understanding of best practices in education and curriculum.
    - Budgeting and Planning: Skill in managing resources and planning for the future.
    - Community Engagement: Ability to connect with and involve the community.
    - Support for Teachers and Staff: Valuing and supporting the educators and staff.
    - Advocacy: Being an advocate for students, families, and staff, especially those marginalized.

Respondent Group: Staff Members
412 Responses

This section summarizes stakeholder feedback in the Thompson School District Superintendent Search from 412 respondents who identified themselves as staff members.

1. Respondents were asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:



2. Respondents were then asked via constructed response to answer the question, "What are three strengths of the school district that superintendent candidates should know?" The 10 most common themes emerging from these responses (in rank order) included:

    1. Dedicated and Caring Teachers/Staff
    2. Community Support/Parent Involvement
    3. Diversity and Inclusivity
    4. Variety of School Options/School Choice
    5. Strong Academics/Quality Education
    6. Communication
    7. Extracurricular Activities
    8. Safe Environment
    9. Location
    10. Student-Centered Approach

3. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Student Achievement	2.41
Preparing Students for College and Career	2.40
Relationships with Families	2.39
Relationships with Staff Members	2.38
Communications	2.33
Transparency	1.99
Financial Management	1.83

4. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Staff Recruitment and Retention	63.11%
Financial Management	33.25%
Academic Outcomes	25.49%
School Safety and Security	20.63%
Teacher Quality	20.39%
Special Education Services	19.42%
Communication	18.93%
Diversity and Engagement	18.93%
Family and Community Relations	18.20%
Mental Health Services	17.23%
College and Career Readiness	15.53%
Facilities and Grounds	15.53%
Social Emotional Learning	11.10%

5. As a follow-up question, respondents were asked to identify any additional critical issues the next superintendent should make a priority. Four frequent themes emerged as additional critical issues. They were:

    - Low Teacher Pay/Compensation: This is the most dominant concern. It's seen as a major factor affecting retention and recruitment.
    - Staffing Shortages/Getting Subs: Difficulty finding substitute teachers is a recurring problem.
    - Bussing/Transportation Issues: This is specifically mentioned as a "huge issue" affecting the accessibility and smooth functioning of the school district.
    - DEI Focus: Some felt there was too little and some felt there was too much.

6. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	47.82%
Possesses a background in public education	40.78%
Is committed to equitable access to learning for all students	30.58%
Engages and listens to stakeholders	28.64%
Places the needs of students above anything else	26.46%
Communicates effectively	23.54%
Takes responsibility and is accountable for their actions	23.30%
Builds strong community relationships	23.06%
Values educating the whole child	22.57%
Uses data to make informed and transparent decisions	22.09%
Promotes safety and security across the district	21.12%
Spends time in classrooms	20.39%
Values school autonomy	18.45%
Stands firm behind decisions that may not be popular	16.75%
Fosters creativity, risk taking, and innovation	16.02%
Thinks and acts strategically	14.08%
Builds strong and diverse teams	14.08%
Adapts effectively to changing circumstances	13.35%
Previous experience as a superintendent	13.35%
Promotes student participation in the arts, athletics, and extracurricular activities	12.62%
Delivers improved student outcomes	10.68%
Resolves conflicts with dignity and grace	10.68%
Maintains a vision focused on the future	7.77%

7. Respondents were then asked via constructed response to identify any additional characteristics the next superintendent should have. No additional discernable trends were identified.

8. Respondents were next encouraged to identify three things that might encourage a candidate to relocate to the area. The most frequent responses included:

    - Quality of Teachers/Staff
    - Community/Parent Involvement
    - School Choice/Variety of Programs
    - Location
    - Diversity/Inclusion
    - Extracurricular Activities/Athletics
    - Career Opportunities
    - Safe Schools
    - Small Class Size

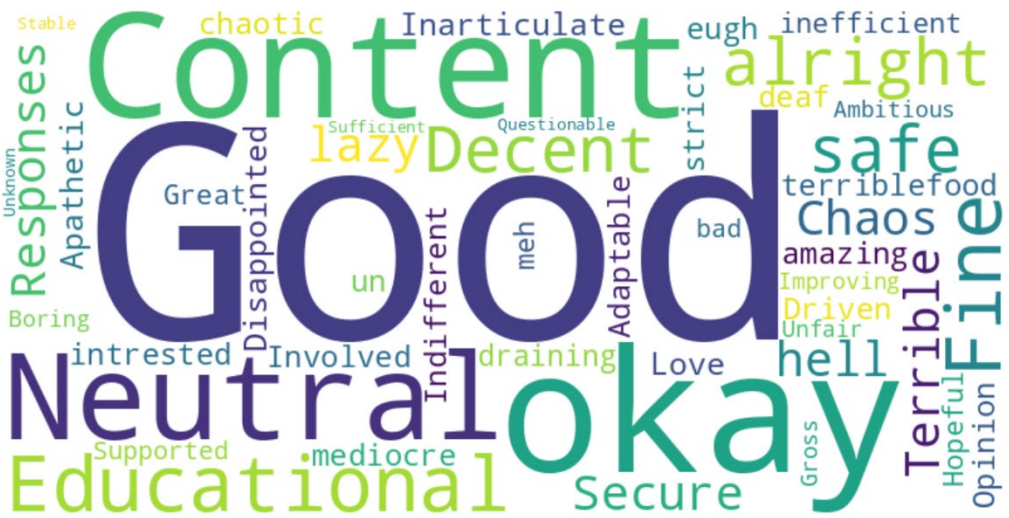
9. Finally, respondents were asked if there were additional things they thought the Board of Education should consider during this search process. The most common themes arising from these comments included:

    - External Hire with Experience: Staff strongly favor an external hire, preferably someone with previous superintendent experience.
    - Support for Teachers & Staff – Staff want a leader who trusts educators, reduces micromanagement, provides meaningful professional development, and prioritizes morale and retention.
    - Commitment to Diversity & Inclusion – As the district's demographics shift, the superintendent must bridge conservative and diverse perspectives while fostering equity and inclusion for all students and staff.
    - Community Engagement & Family Support – A superintendent who builds relationships with families and community stakeholders will be crucial to securing future funding and restoring public confidence in the district.
    - Vision for the Future – The district is facing shifting demographics, funding challenges, and political pressures. The new leader must have a clear strategic vision and the ability to navigate these challenges effectively.

Respondent Group: Students
62 Responses

This section summarizes stakeholder feedback in the Thompson School District Superintendent Search from 62 respondents who identified themselves as a student.

1. Respondents were asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:



2. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Preparing Students for College and Career	2.34
Relationships with Staff Members	2.31
Student Achievement	2.16
Communications	2.05
Relationships with Families	2.05
Transparency	1.56
Financial Management	1.40

3. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

School Safety and Security	38.71%

Teacher Quality	38.71%
Mental Health Services	29.03%
Social Emotional Learning	27.42%
College and Career Readiness	25.81%
Communication	25.81%
Financial Management	24.19%
Diversity and Engagement	22.58%
Academic Outcomes	19.35%
Facilities and Grounds	14.52%
Staff Recruitment and Retention	14.52%
Special Education Services	6.45%
Family and Community Relations	4.84%

4. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Places the needs of students above anything else	58.06%
Spends time in classrooms	41.94%
Takes responsibility and is accountable for their actions	32.26%
Promotes safety and security across the district	30.65%
Builds strong community relationships	25.81%
Demonstrates high integrity and ethics and leads by example	22.58%
Is committed to equitable access to learning for all students	22.58%
Resolves conflicts with dignity and grace	22.58%
Thinks and acts strategically	20.97%
Values educating the whole child	20.97%
Promotes student participation in the arts, athletics, and extracurricular activities	20.97%
Fosters creativity, risk taking, and innovation	17.74%
Communicates effectively	17.74%
Possesses a background in public education	17.74%
Builds strong and diverse teams	16.13%
Delivers improved student outcomes	16.13%
Uses data to make informed and transparent decisions	16.13%
Values school autonomy	14.52%
Adapts effectively to changing circumstances	11.29%
Engages and listens to stakeholders	8.06%
Maintains a vision focused on the future	8.06%
Previous experience as a superintendent	8.06%
Stands firm behind decisions that may not be popular	6.45%

Respondent Group: Community Members
54 Responses

This section summarizes stakeholder feedback in the Thompson School District Superintendent Search from 54 respondents who identified themselves as community members.

1. Respondents were asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:

2. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Student Achievement	2.09
Communications	2.07
Preparing Students for College and Career	2.02
Relationships with Staff Members	1.93
Relationships with Families	1.91
Transparency	1.91
Financial Management	1.78

3. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Staff Recruitment and Retention	51.85%

Financial Management	35.19%
Teacher Quality	35.19%
Academic Outcomes	33.33%
School Safety and Security	25.93%
Family and Community Relations	22.22%
College and Career Readiness	20.37%
Diversity and Engagement	18.52%
Communication	12.96%
Mental Health Services	12.96%
Social Emotional Learning	12.96%
Facilities and Grounds	11.11%
Special Education Services	7.41%

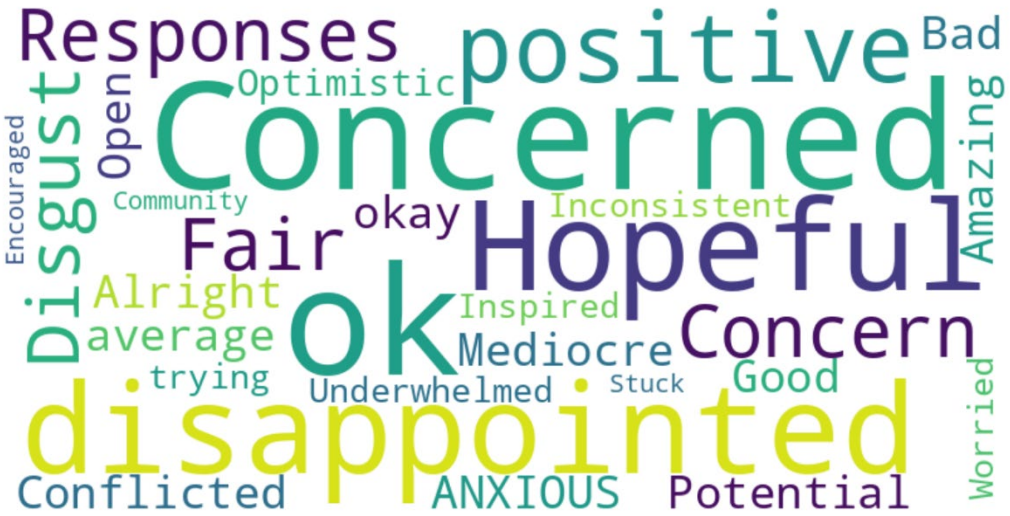
4. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	40.74%
Possesses a background in public education	35.19%
Takes responsibility and is accountable for their actions	31.48%
Builds strong community relationships	29.63%
Delivers improved student outcomes	27.78%
Promotes safety and security across the district	27.78%
Communicates effectively	25.93%
Places the needs of students above anything else	25.93%
Stands firm behind decisions that may not be popular	25.93%
Uses data to make informed and transparent decisions	25.93%
Engages and listens to stakeholders	24.07%
Values educating the whole child	22.22%
Resolves conflicts with dignity and grace	18.52%
Spends time in classrooms	18.52%
Is committed to equitable access to learning for all students	16.67%
Thinks and acts strategically	12.96%
Fosters creativity, risk taking, and innovation	12.96%
Builds strong and diverse teams	11.11%
Previous experience as a superintendent	11.11%
Values school autonomy	9.26%
Maintains a vision focused on the future	7.41%
Adapts effectively to changing circumstances	7.41%
Promotes student participation in the arts, athletics, and extracurricular activities	5.56%

Respondent Group: Other
35 Responses

This section summarizes stakeholder feedback in the Thompson School District Superintendent Search from 35 respondents who identified themselves as "other".

1. Respondents were asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:



2. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Preparing Students for College and Career	2.26
Student Achievement	2.20
Communications	2.09
Relationships with Families	2.09
Relationships with Staff Members	2.09
Financial Management	2.03
Transparency	1.97

3. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Staff Recruitment and Retention	62.86%

Academic Outcomes	40.00%
Teacher Quality	37.14%
School Safety and Security	34.29%
Family and Community Relations	22.86%
Financial Management	20.00%
College and Career Readiness	17.14%
Communication	14.29%
Mental Health Services	14.29%
Diversity and Engagement	11.43%
Social Emotional Learning	11.43%
Special Education Services	8.57%
Facilities and Grounds	5.71%

4. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	48.57%
Possesses a background in public education	48.57%
Engages and listens to stakeholders	34.29%
Is committed to equitable access to learning for all students	34.29%
Takes responsibility and is accountable for their actions	28.57%
Promotes safety and security across the district	28.57%
Promotes student participation in the arts, athletics, and extracurricular activities	28.57%
Builds strong community relationships	25.71%
Spends time in classrooms	25.71%
Delivers improved student outcomes	20.00%
Values educating the whole child	20.00%
Values school autonomy	20.00%
Communicates effectively	17.14%
Places the needs of students above anything else	17.14%
Previous experience as a superintendent	17.14%
Uses data to make informed and transparent decisions	17.14%
Fosters creativity, risk taking, and innovation	11.43%
Stands firm behind decisions that may not be popular	11.43%
Resolves conflicts with dignity and grace	8.57%
Thinks and acts strategically	5.71%
Builds strong and diverse teams	5.71%
Maintains a vision focused on the future	5.71%
Adapts effectively to changing circumstances	5.71%

Respondent Group: Parents of Former Students
33 Responses

This section summarizes stakeholder feedback in the Thompson School District Superintendent Search from 33 respondents who identified themselves as parents of former students..

1. Respondents were asked, "What one word best describes how you feel about the district?" Presented here is a word cloud that visually represents the most frequently submitted responses:

2. The next question asked for perceptions (4.0 rating scale) about several operational facets of the Thompson School District. These included (a) Student Achievement, (b) Communications, (c) Preparing Students for College and Career, (d) Relationships with Families, (e) Transparency, (f) Relationships with Staff Members, and (g) Financial Management. The chart below represents the collective ratings of each item:

Operational Facet	Weighted Average
Preparing Students for College and Career	2.22
Student Achievement	2.06
Relationships with Families	1.94
Relationships with Staff Members	1.94
Communications	1.88
Transparency	1.58
Financial Management	1.39

3. Respondents were asked to select the three most critical issues from a list of 13 frequently identified issues in school districts. The ranking of these critical issues (from most important to least important) indicated:

Academic Outcomes	48.48%

Financial Management	42.42%
Staff Recruitment and Retention	36.36%
College and Career Readiness	33.33%
Teacher Quality	33.33%
Facilities and Grounds	18.18%
Special Education Services	18.18%
Family and Community Relations	15.15%
Mental Health Services	15.15%
Diversity and Engagement	12.12%
School Safety and Security	12.12%
Social Emotional Learning	12.12%
Communication	3.03%

4. Respondents were asked to select the five most important characteristics the next superintendent should have from a list of 23 leadership characteristics. The ranking of these characteristics (from most important to least important) was:

Demonstrates high integrity and ethics and leads by example	60.61%
Engages and listens to stakeholders	45.45%
Delivers improved student outcomes	33.33%
Takes responsibility and is accountable for their actions	30.30%
Places the needs of students above anything else	30.30%
Communicates effectively	27.27%
Possesses a background in public education	24.24%
Values educating the whole child	24.24%
Is committed to equitable access to learning for all students	21.21%
Thinks and acts strategically	18.18%
Fosters creativity, risk taking, and innovation	18.18%
Builds strong community relationships	18.18%
Adapts effectively to changing circumstances	18.18%
Stands firm behind decisions that may not be popular	18.18%
Spends time in classrooms	18.18%
Resolves conflicts with dignity and grace	15.15%
Promotes safety and security across the district	15.15%
Builds strong and diverse teams	12.12%
Maintains a vision focused on the future	12.12%
Promotes student participation in the arts, athletics, and extracurricular activities	12.12%
Uses data to make informed and transparent decisions	12.12%
Previous experience as a superintendent	9.09%
Values school autonomy	6.06%