



## **Superintendent Search Input Sessions & Surveys**

### **Comprehensive Report**

**January 22, 2026**

The information in the report is the result of multiple meetings conducted by Jennier Settle and Doug Williams with Impact Education Specialists. Groups included in the sessions were Administration, Faculty and Community. Special acknowledgement to Director of Communications Amanda McCune, Administrative Assistant Michelle Arellano and District Media Coordinator Dee Scott for assistance in coordinating and providing support for the sessions and surveys,

This report is derived from sessions conducted on two days in Frisco. Groups invited to participate included: Central Office, Directors and Support Positions, Campus Administration, Faculty and Staff, Support Groups, Student Advisory Groups, Civic and Town Members. During each session, attendees answered the following questions: (1) What are the strengths of Frisco ISD? (2) What are areas that could be improved? (3) What characteristics and skills do you believe the new superintendent should possess?

Surveys were sent to stakeholders to seek feedback on the questions from the sessions. They were also asked to evaluate key issues ahead for Frisco ISD and traits and characteristics deemed to be most important for the district. The report is being provided to the Frisco ISD Board of Trustees as they begin the process of interviewing candidates for the vacant superintendent's position.

### **Ideal Superintendent Profile**

The ideal superintendent for Frisco ISD should possess an in-depth understanding of the district, including its culture, strengths, and challenges. This knowledge will minimize the learning curve and facilitate a smooth transition into leadership. The candidate must exemplify a balanced leadership approach, combining operational efficiency with instructional effectiveness, ensuring all departments work collaboratively toward a unified vision. Visibility within the community and schools is crucial; the superintendent should actively engage with local government and stakeholders to build strong relationships that foster trust and collaboration. Effective communication skills are essential for conveying the district's goals and addressing concerns from students, staff, and the community.

A commitment to student and teacher success is paramount, with the ideal candidate prioritizing safety, well-being, and a positive learning environment. They should advocate for innovative practices, demonstrating a willingness to adopt creative solutions that meet diverse student needs while being open to constructive feedback. Furthermore, the superintendent should embody principles of servant leadership, promoting transparency and ethical decision-making for the benefit of all within the district. An approachable demeanor is necessary to encourage collaboration, parent involvement, and a supportive atmosphere for both staff and students.

The new leader should focus on professional development that equips teachers with practical tools and foster a culture of accountability and high expectations. Addressing pressing issues such as teacher retention, balanced staffing, financial sustainability, and community engagement will be crucial to maintain a thriving educational environment. Ultimately, the next superintendent must demonstrate a steadfast commitment to comprehensive education, ensuring access for all Frisco ISD students and staff to resources and opportunities, while also prioritizing academic rigor and preparing students for future success.

## **Superintendent Search Input Sessions**

### **Qualities & Characteristics for the next superintendent that were highlighted included:**

In-depth Knowledge of the District: The ideal candidate should have a strong understanding of Frisco ISD, including its culture, strengths, and challenges, to minimize the learning curve.

Balanced Leadership Approach: They should maintain a balance between operational efficiency and instructional effectiveness, ensuring all departments work collaboratively toward a common vision.

Community and School Visibility: The superintendent must be visible in the community and schools, actively engaging with local government and stakeholders to foster relationships.

Effective Communication Skills: Strong communication abilities are essential for conveying the district's vision and effectively addressing concerns from students, staff, and the community.

Commitment to Student and Teacher Success: The candidate should prioritize the safety, happiness, and effectiveness of students and teachers, demonstrating genuine care and respect for diversity.

Innovative and Forward-Thinking: A willingness to adopt innovative approaches to meet student needs while being open to constructive criticism and challenges to the status quo is crucial.

Servant Leadership and Integrity: The superintendent should embody servant leadership principles, promoting transparency, accountability, and ethical decision-making for the benefit of the district.

Approachable and Supportive: They should foster an approachable atmosphere, encouraging collaboration, parent involvement, and a supportive environment for both staff and students.

### **Strengths of Frisco ISD were identified as:**

Commitment to Academic Excellence: The district maintains high academic standards with a rigorous curriculum and a focus on student achievement across all campuses.

Diverse Student Opportunities: A strong emphasis on providing a wide range of opportunities for students, including extracurricular activities, Career and Technical Education (CTE), and dual credit programs.

**Supportive Community and Culture:** The district fosters a small-town feel within a large district, promoting a sense of belonging for diverse families and prioritizing student mental health.

**Collaboration and High-Quality Staff:** Effective collaboration among high-quality teachers, staff, and competent leadership enhances the educational experience and student outcomes.

**Financial Transparency and Governance:** Commitment to financial transparency and effective governance ensures that resources are allocated appropriately and supports a community-based local accountability system.

**Innovative Approaches:** The implementation of Future Ready initiatives and the incorporation of technology and innovation into the curriculum help prepare students for future challenges.

**Strong Support Systems:** Layers of support, including instructional coaches and counseling services, provide the necessary resources for both students and teachers to succeed.

**Focus on Future Readiness:** The district emphasizes preparing students for post-graduation success, ensuring a resource-rich environment that meets their needs and expectations.

**Some commonly mentioned areas for enhancement included:**

**Enhancement of the GT Program:** Elevate the Gifted and Talented program with a rigorous curriculum and effective teaching practices tailored to diverse student needs.

**Shift to Learning-Centric Approach:** Move away from traditional grading systems to prioritize student experiences and understanding, fostering a culture focused on learning rather than GPA.

**Differentiated Instruction:** Increase differentiation in instruction from early grades to accommodate various learning styles, ensuring all students receive personalized support.

**Professional Development and Collaboration:** Invest in ongoing teacher training and promote collaboration across campuses for consistent educational practices and instructional design.

**Expanded Academic Opportunities:** Provide additional experiences, including practical skills training and exposure to career paths, to enhance student engagement and preparedness for the future.

**Culturally Responsive Practices:** Implement culturally and linguistically responsive instruction to meet the diverse needs of all learners.

**Increased Communication and Community Engagement:** Improve district-wide communication, engage parents, and strengthen community support for staff and school activities to enhance transparency and involvement.

**Equitable Staffing and Support for Teachers:** Advocate for equitable salaries and staffing, empower teachers with autonomy, and implement appreciation initiatives to retain high-performing staff and foster a supportive environment.

### **Summary of areas to address regarding Academic Achievement**

**Enhancement of GT Program:** The Gifted and Talented (GT) program should be elevated to higher standards, emphasizing rigorous curriculum and effective teaching practices that cater to diverse student needs.

**Focus on Learning Over Grades:** Shift the emphasis from traditional grading systems to a learning-centric approach, fostering a culture that values student experiences and in-depth understanding rather than GPA and class rank.

**Differentiated Instruction:** Increase differentiation of instruction for students starting in earlier grades to better accommodate varying learning styles and capabilities, ensuring all students receive tailored support.

**Teacher Training and Collaboration:** Invest in professional development for teachers on instructional design and effective strategies, promoting collaboration across campuses for consistency in educational practices.

**Academic Opportunities and Experiences:** Provide additional academic experiences and opportunities, including practical skills training and exposure to future career paths, to enhance student engagement and preparedness.

**Culturally Responsive Practices:** Implement culturally and linguistically responsive instruction alongside to meet the diverse needs of all learners, ensuring equitable access to education.

### **Summary of areas to address regarding Quality Staff**

**Professional Learning for Teachers:** Emphasize ongoing professional development and support for new teachers, ensuring they have access to resources and mentorship to foster their growth.

**Equitable Staffing and Compensation:** Advocate for equitable salaries and differentiated staffing assignments based on campus needs rather than a uniform approach, addressing local cost-of-living challenges.

**Support for Teacher Autonomy:** Encourage backing for teachers' decisions and implementing a signed Parent Code of Conduct to protect their time and resources, fostering a supportive environment.

**Accountability and Evaluation:** Utilize evaluation systems like TTESS to hold staff accountable for performance and align expectations across all levels, ensuring consistency in responsibilities and outcomes.

**Retention Strategies:** Develop strategies to retain high-performing staff, including mentorship programs for new teachers and competitive compensation that matches private sector opportunities.

**Collaboration and Communication:** Foster a culture of collaboration, where all staff, including support positions, are celebrated and supported, while also promoting open dialogue about expectations and accountability.

### **Summary of areas to address regarding Programs**

**Improved Communication:** Enhance district-wide communication about all programs, moving away from ineffective platforms like WorkVivo to ensure information is accessible and clear.

**Emphasis on Academics:** Shift focus from sports to academics, closing programs that do not engage students and ensuring that resources are allocated effectively to support curriculum diversification.

**Systematic Program Implementation:** Roll out new programs systematically, considering their impact on the entire school community rather than in isolation, and utilizing a Professional Learning Community (PLC) approach.

**Increased Funding and Resources:** Advocate for more funding to ensure equitable resources across schools, encouraging a diverse curriculum that meets the needs of all students.

**Expanded Extracurricular Activities:** Provide access to a wider range of team sports and after-school clubs at the middle school level, alongside practical skills instruction, such as computer literacy.

**Strengthened Support for Special Populations:** Match staffing for special education and English as a Second Language (ESL) programs to their respective populations, and offer resources to assist families from diverse backgrounds in navigating the school system.

### **Summary of areas to address regarding Culture**

**Enhanced Communication:** Increase opportunities for staff to engage with upper administration and improve transparency with parents regarding district focus and implementation efforts.

**Empowerment and Autonomy for Teachers:** Foster a culture that empowers teachers with autonomy, while establishing clear expectations to promote parent satisfaction and a sense of belonging among students.

**Appreciation and Support for Staff:** Implement initiatives to help teachers feel appreciated and connected, particularly during important milestones, while ensuring smooth zoning transitions between schools.

**Community Engagement:** Strengthen community support for staff and enhance communication about school news and activities, especially at the high school level, to maintain parental involvement.

**Cultural Responsiveness:** Provide communications in multiple languages to support the diverse immigrant community and ensure all families feel connected and understood within the school system.

**Focus on Continuity and Trust:** Maintain continuity in leadership and practices to uphold the trust and professionalism of staff, avoiding unnecessary changes that could disrupt the positive culture of the district.

## Superintendent Search Survey - Staff

### Length of Respondent Tenure

|                    |       |
|--------------------|-------|
| Less than 5 years  | 27.9% |
| 6 to 10 years      | 27.5% |
| 11 to 20 years     | 33.6% |
| More than 20 years | 11.0% |

### Key Issues Average by Level of Importance (Smaller Number More Important)

| Key Issue Facing District             |      |
|---------------------------------------|------|
| Declining Enrollment                  | 4.05 |
| Budget Shortfall                      | 3.47 |
| Sustainability / Planning             | 4.36 |
| Competition / Other Education Choices | 4.84 |
| Infrastructure Needs                  | 4.53 |
| Teacher Recruitment Retention         | 3.17 |
| High Quality Teaching & Learning      | 3.81 |

### Traits / Characteristics Average for Next Superintendent (Smaller Number More Important)

| Traits / Characteristics Possessed |      |
|------------------------------------|------|
| Visionary Leadership               | 4.53 |

|                                      |      |
|--------------------------------------|------|
| Strong Communicator                  | 4.00 |
| Emotional Leadership                 | 4.34 |
| Problem Solving Skills               | 3.95 |
| Integrity & Ethics                   | 3.68 |
| Adaptability                         | 5.04 |
| Decision Making                      | 5.31 |
| Commitment to Continuous Improvement | 4.90 |

**Qualities & Characteristics for the next superintendent that were highlighted included:**

Listening and Communication: Emphasize the importance of open communication, transparency, and a willingness to listen to teachers and staff to foster trust and collaboration.

Instructional Leadership: The new superintendent should have strong instructional leadership skills, ideally with recent classroom experience, to understand the challenges educators face and support their needs effectively.

Teacher Retention and Support: Prioritize teacher retention through competitive salaries, support for classroom management, and recognition of the hard work teachers do, ensuring a positive and supportive work environment.

Community and Student Focus: Demonstrate a commitment to prioritizing student needs and well-being while navigating community dynamics, ensuring that decisions enhance both educational quality and student safety.

Vision and Strategic Planning: Exhibit a clear vision for the district's future, including plans for addressing declining enrollment and aligning departmental goals to support campus success and collaboration.

Cultural Understanding: Have a deep understanding of the district's history, culture, and the diverse community it serves, ensuring equitable access to resources and opportunities for all students.

**Accountability and Ethical Decision-Making:** Maintain high ethical standards and accountability, making decisions that are in the best interest of students and staff, even in the face of external pressures.

**Innovative Problem-Solving:** Be open to creative solutions for challenges within the district, including revising outdated practices and fostering a culture of continuous improvement and responsiveness to change.

**Strengths of Frisco ISD were identified as:**

**Commitment to Academic Excellence:** The district maintains high academic standards with a rigorous curriculum and a focus on student achievement across all campuses.

**Diverse Student Opportunities:** A strong emphasis on providing a wide range of opportunities for students, including extracurricular activities, Career and Technical Education (CTE), and dual credit programs.

**Supportive Community and Culture:** The district fosters a small-town feel within a large district, promoting a sense of belonging for diverse families and prioritizing student mental health.

**Collaboration and High-Quality Staff:** Effective collaboration among high-quality teachers, staff, and competent leadership enhances the educational experience and student outcomes.

**Financial Transparency and Governance:** Commitment to financial transparency and effective governance ensures that resources are allocated appropriately and supports a community-based local accountability system.

**Innovative Approaches:** The implementation of Future Ready initiatives and the incorporation of technology and innovation into the curriculum help prepare students for future challenges.

**Strong Support Systems:** Layers of support, including instructional coaches and counseling services, provide the necessary resources for both students and teachers to succeed.

**Focus on Future Readiness:** The district emphasizes preparing students for post-graduation success, ensuring a resource-rich environment that meets their needs and expectations.

**Some commonly mentioned areas for enhancement included:**

Grading Policy Concerns: There is a widespread call for a revision of the grading policy, including the reinstatement of midterms/finals, accountability for late work, and clearer standards for retesting to enhance student learning and preparation for real-world expectations.

Communication Improvement: Both internal and external communication need enhancement, particularly regarding changes in policies, pay structures, and expectations, to ensure all stakeholders are informed and aligned with district goals.

Teacher Retention and Pay: Concerns about competitive salaries and better compensation for teachers and support staff are prevalent, with suggestions for retention bonuses and equitable pay scales compared to neighboring districts.

Support for Special Education: There is a pressing need for increased staffing in special education, including itinerant staff, to better support students with disabilities and improve overall educational outcomes.

Behavior Management: Calls for consistent discipline policies and support for teachers in managing student behavior are strong, with a focus on holding students accountable for their actions and ensuring parents understand their role in this process.

Professional Development: There is a demand for more meaningful professional development that equips teachers with practical tools, rather than data-centric training that does not translate to classroom support.

Infrastructure and Resources: Concerns about aging facilities and the need for better resource allocation to support both teachers and students are highlighted, along with a call for a balanced budget that prioritizes educational needs over administrative costs.

Community and Parental Engagement: Strengthening community buy-in and improving communication with parents about educational practices and policies are critical for fostering a supportive environment for students and teachers alike.

## Superintendent Search Survey - Parents & Community

### Respondent Demographics

#### Length of Residency

|                    |       |
|--------------------|-------|
| Less than 5 years  | 12.7% |
| 6 to 10 years      | 21.3% |
| 11 to 20 years     | 38.9% |
| More than 20 years | 27.1% |

|             |       |
|-------------|-------|
| Parent %    | 81.0% |
| Community % | 19.0% |

### Key Issues Average by Level of Importance (Smaller Number More Important)

| Key Issue Facing District             |      |
|---------------------------------------|------|
| Declining Enrollment                  | 4.67 |
| Budget Shortfall                      | 4.24 |
| Sustainability / Planning             | 4.54 |
| Competition / Other Education Choices | 4.48 |
| Infrastructure Needs                  | 4.01 |
| Teacher Recruitment Retention         | 2.72 |
| High Quality Teaching & Learning      | 2.69 |

**Traits / Characteristics Average for Next Superintendent ((Smaller Number More Important)**

| <b>Traits / Characteristics Possessed</b> |      |
|---|------|
| Visionary Leadership                      | 4.48 |
| Strong Communicator                       | 4.12 |
| Emotional Leadership                      | 4.35 |
| Problem Solving Skills                    | 4.12 |
| Integrity & Ethics                        | 3.50 |
| Adaptability                              | 5.30 |
| Decision Making                           | 5.25 |
| Commitment to Continuous Improvement      | 4.53 |

**Qualities & Characteristics for the next superintendent that were highlighted included:**

Financial and Philanthropic Leadership: The new superintendent should develop a sustainable financial model, collaborating with the Frisco Education Foundation to create a long-term endowment that supports district initiatives.

Experience with Diverse Populations: A candidate with a background in larger, diverse cities is preferred, focusing on academic improvement and effective policy implementation to address socio-economic disparities.

Open Communication and Engagement: Strong communication skills are essential for fostering relationships with parents, teachers, and the community, ensuring transparency and responsiveness to concerns.

Focus on Academic Rigor: The superintendent must prioritize academic excellence, reinstating final exams and accountability measures while addressing the need for a balanced approach to student discipline.

Teacher Retention and Support: Emphasizing the importance of retaining quality teachers, the new leader should advocate for competitive salaries, support systems, and a positive work environment.

Community Involvement: The superintendent should actively engage with the community, listening to diverse viewpoints and building trust through consistent, proactive communication.

Commitment to Inclusive Education: A strong dedication to supporting all students, including those in special education and diverse pathways, is crucial for creating equitable learning experiences.

Continuity and Internal Knowledge: Preference for an internal candidate, such as Dr. Todd Fouche, who understands the district's history and culture, ensuring a smooth transition and continuity in leadership.

**Strengths of Frisco ISD were identified as:**

Strong Academic Culture: FISD maintains high expectations for student achievement, supported by engaged families, educators, and community partners, fostering a culture of excellence in education.

Community Support: The district benefits from active parental involvement and community organizations like the Frisco Education Foundation, which supports innovative programs and educational initiatives.

Quality Educators: The presence of dedicated and qualified teachers contributes significantly to student success, with a focus on college preparedness and diverse curricular offerings.

Small School Model: Smaller campuses promote a tight-knit community, allowing for increased student participation in activities and fostering personalized educational experiences.

Diversity and Inclusivity: FISD prioritizes diversity within its student body and staff, offering inclusive programs that cater to varying learning needs and styles.

Focus on Technology and Innovation: The district is adapting to technological advancements while ensuring that educational practices remain relevant and effective, integrating tools like Chromebooks into the learning environment.

Commitment to Special Programs: FISD supports a broad range of programs, including fine arts, CTE (Career and Technical Education), and special education, ensuring comprehensive educational opportunities for all students.

**Community Pride and Reputation:** The district is recognized for its academic achievements and commitment to quality education, creating a favorable reputation that attracts families and fosters community pride.

**Some commonly mentioned areas for enhancement included:**

**Financial Sustainability:** The district should evolve its funding model to create a more predictable and long-term financial support system, moving beyond annual fundraising to a permanent endowment-style approach.

**Equitable Philanthropy:** As Frisco ISD grows, a centralized strategy is needed to ensure consistent funding for enrichment and innovation across all campuses, aligning philanthropic efforts with district priorities.

**Transparent Communication:** Administrators should prioritize honest communication over PR statements, actively listening to parents and staff regarding significant issues, such as school closures and safety concerns.

**Focus on Academics and Accountability:** There is a call for a stronger emphasis on college readiness, including reinstating finals and midterms, along with more rigorous grading and homework expectations to prepare students for the future.

**Teacher Retention and Support:** Addressing teacher pay, reducing class sizes, and providing better administrative support are essential to retaining quality educators and ensuring a strong academic environment.

**Enhanced Facilities and Resources:** The district needs to invest in maintaining and improving facilities, especially in sports and STEM areas, to ensure they meet community expectations and support student engagement.

**Community Engagement:** Strengthening connections between the district and residents is crucial for building trust and ensuring that community needs and perspectives are considered in decision-making.

**Inclusive and Diverse Learning:** A commitment to equity in educational opportunities, including support for special education and diverse student needs, is vital for fostering an inclusive environment that benefits all learners.