



**Director of Institutional Research and Analytics
Ransom Everglades School
Miami, FL**

The mission of Ransom Everglades School is to provide an educational environment in which the pursuit of honor, academic excellence and intellectual growth is complemented by the concern for the physical, cultural and character development of each student.

THE SEARCH

Ransom Everglades School (RE), a top-tier independent day school in the Miami-Coconut Grove area, seeks a forward-thinking, intellectually curious, and collaborative strategist and analyst to serve as its first Director of Institutional Research and Analytics. Contributing to a culture of excellence and continual innovation, the director will join one of the world's leading independent schools as it deepens a commitment to data-informed self-evaluation in support of the school's day-to-day operations, mission, and strategic goals. This is an opportunity to partner with the Head of School, the Chief Operating Officer, senior leadership, and other key stakeholders in leading and shaping institutional research for the RE community.

Reporting to the Chief Operating Officer, the Director of Institutional Research and Analytics will promote a culture of data-informed decision-making across the school, taking the lead in integrating institutional research more closely with departments schoolwide. The position will communicate with diverse audiences, create sustainable processes, and demonstrate deep knowledge of current trends in institutional research. In addition to providing the data and analysis required to support institutional effectiveness in day-to-day operations, the Director of Institutional Research and Analytics will be a partner and thought leader, advising Ransom Everglades' leadership on trends and key issues to enhance the School's standing.

The successful candidate will demonstrate an ability to think broadly about institutional effectiveness, data governance, and the influence of data analysis on curriculum, student learning outcomes, school initiatives, admission, and college counseling. They will provide guidance on ways that institutional research should interface with other functions and offices, and how it can most effectively support the academic enterprise for student success. Demonstrated experience in institutional research, assessment, information management, and analytics will be priorities. This person must have a record of collaborating across divisions or departments, as well as working with unstructured data to find the truth behind observations. The Director will support campus-wide initiatives, such as accreditation and strategic

planning. Exceptional communication skills and the ability to synthesize and present complex data in a clear, concise, and understandable manner are essential attributes for the role.

Ransom Everglades School has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. Please direct all confidential inquiries, nominations, and applications to the search firm as indicated at the end of this document.

THE ROLE OF THE DIRECTOR OF INSTITUTIONAL RESEARCH AND ANALYTICS

Ransom Everglades School is committed to building out and expanding upon the use of meaningful data to inform both daily operations and strategic decisions across the School. The overarching charge for the Director of Institutional Research and Analytics is to catalyze more sophisticated analysis, planning, and evaluation and bring greater clarity to that work. They will serve as an expert in the field of institutional research and as a strategist with a robust capacity for critical thinking, while also remaining aware of the challenges and trends taking place in the field. The Director will report to the Chief Operating Officer and work closely with staff in the Technology Services department.

OPPORTUNITIES AND CHALLENGES

Specific opportunities and challenges for this new Director include:

Develop a framework for institutional research at RE

In close consultation with the Head of School, COO, and other senior leaders, the Director will think critically about how they can best support the School. To optimize RE's capacity for data-informed decision-making, the Director will probe RE's data, provide well-vetted, data-centric answers to that probing, and translate those answers to the School community. In leading these inquiries, the Director will identify and introduce innovative approaches to institutional research and strategies for addressing emerging data needs. They will generate comprehensive reports, analyses, and dashboards for internal and external stakeholders, including state, federal, and accreditation agencies. In collaboration with leadership, the Director will establish goals and priorities for the work and build out the capacity to deliver needed services. This will include developing processes and procedures as needed to streamline the work.

Support data integration, security, and streamlined data access

Ransom Everglades is committed to being data-informed, which entails ensuring that a wide variety of campus constituencies are able to access unified data from a common platform. In determining the most effective means for accessing consistent, reliable data and the ability to work with that data to make well-informed choices, the Director of Institutional Research and Analytics will evaluate the systems and processes used to gather data and distill it into information that decision-makers can employ. The Director will work with Technology Services to ensure that data is collected accurately and is easily accessible to

users to give them the tools they need to gain insights and make decisions. At present, data is stored in Tableau. The new Director will create, implement, and manage data warehousing and ensure integration of various data sources, prioritizing integrity of the mining, interpretation, and use of data across campus. Developing and maintaining data governance policies and procedures to ensure data integrity and security will be priorities for the new role.

Educate the RE community on analytic skills and digital literacy

The Director will be responsible for educating school leaders on the benefits and outcomes of analytics initiatives, as well as ensuring that end users understand how to access and avail themselves of available tools. They will advise various users on the appropriate methodology and analyses to assess student learning, review academic programs, inform support-unit review, respond to accreditation, engage in curriculum development, write grant proposals, and develop new programs within their offices. The Director will also be expected to educate the community on the value of high-quality data input, not just data output. Notably, the Director will be open to community feedback and questions and will be transparent and inclusive in sharing and incorporating feedback.

Support the assessment of teaching and learning at Ransom Everglades

The work of the Director must be in service of student learning and success. They will work with RE leaders to think about ways to harness qualitative and quantitative data to measure and assess learning objectives and educational outcomes. The Director will promote and facilitate those discussions, and support the creation, analysis, and synthesis of data that will help the school better understand educational outcomes and strategic priorities.

Consult and advise broadly across RE

It is essential that senior academic and administrative leaders have the data and analyses needed to ensure that RE meets its goals and moves forward strategically. The Director must be proactive in anticipating the School's information and data needs, suggesting areas of inquiry, and helping to frame key questions. They will help to identify information needs, enhance data literacy, and support strategic planning through evidence-based decision-making. They will also serve as a thought partner to the Head of School and her leadership team on strategic issues. The Director will collaborate on ways to drive critical levers that impact RE's ranking, student persistence and success, and academic quality by using predictive modeling, trend analysis, data mining, and other tools to identify emerging challenges and opportunities.

More broadly, the Director will support the entire school, working across departments to strengthen practices regarding data collection, aggregation, and analysis and provide support for creative problem-solving and engaged discussions. The Director will consult about the kinds of measurements that can be used and work with staff in various departments, including technology services, admission, advancement, and college counseling to develop tools and systems to provide accurate, consistent, and responsive

service to ensure that meaningful data is accessible and reliable. Strong relationships will be vital to creating a culture of data-driven decision-making, as will timely, accurate responses to requests for institutional data and analytical support.

QUALIFICATIONS AND CHARACTERISTICS

The following qualifications represent the broad set of skills and personal qualities important for success as the Director of Institutional Research and Analytics. While no candidate will embody every quality, ideal candidates will bring many of the following professional qualifications and attributes:

- Demonstrated experience – ideally a minimum of five years – in institutional research, data analytics, information management, data governance, and/or institutional reporting, as well as experience with data analysis tools, database software, applications, and/or statistical software;
- Sophisticated understanding of effective, rigorous institutional research and decision support in the context of education imperatives; proven success at improving and transforming existing institutional effectiveness systems informed by best practices in similar institutions;
- Knowledge of relational database design and management and expertise in a major database package;
- An understanding of trends in college admission, education, and data and advanced analytics;
- Familiarity with the requirements and processes related to assessment in an independent school;
- Excellent interpersonal, analytical, and presentation skills;
- Ability to work effectively in a matrix organization with stakeholders with diverse perspectives;
- Demonstrated commitment to diversity and fostering an equitable environment;
- An enthusiasm for helping chart the course of a new, evolving role with complex and ever-changing facets;
- A Master's degree in a related field such as statistics, data science, or educational research.

APPLICATIONS, NOMINATIONS, AND INQUIRIES

Ransom Everglades School has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. All confidential inquiries, nominations, referrals, and applications (resumes and letters of interest) should be sent electronically to:

Berkley Braden, Managing Associate
Dan Rodas, Partner
Mia Carpiniello, Senior Associate
Nicole Sancilio, Senior Search Coordinator
Isaacson, Miller

<https://www.imsearch.com/open-searches/ransom-everglades-school/director-institutional-research>

Ransom Everglades School (RE) provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or genetics. In addition to federal law requirements, RE complies with applicable state and local laws governing nondiscrimination in employment in every location in which RE has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training. RE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status.

Appendix

RANSOM EVERGLADES SCHOOL

History

In the early nineteen-hundreds, Paul C. Ransom founded an Adirondack-Florida School to provide students the opportunity to split their education between an old logging camp in the mountains of New York and Pine Knot Camp on the shore of Biscayne Bay. Mr. Ransom's values of self-reliance, public service, and developing multiple forms of intelligence were the crux of this migratory boarding school. Each campus emphasized a student's relationship between learning and nature. In 1949, the Adirondack-Florida School moved to Coconut Grove permanently and was renamed the Ransom School for Boys.

In 1955, the Everglades School for Girls was created only two miles from the Ransom School. The founders of this school shared core values with Mr. Ransom, believing in experiential learning and the value of community involvement. Unlike many other schools of that era, the Everglades School for Girls did not discriminate based on race, religion, or social status. In 1974, the two institutions merged to form the Ransom Everglades School. The Everglades campus on Silver Bluff became the middle school; the Ransom campus on Biscayne Bay housed the upper school. In the years since, RE has become one of America's preeminent independent day schools, with Paul Ransom's ideals remaining ever present in the school today. Reflective of RE's impressive trajectory, in 2024 [Spear's Magazine](#) named Ransom Everglades one of the top 10 best private schools in the nation and one of the top 100 in the world.

Leadership

Rachel Rodriguez

Mrs. Rachel Rodriguez, Head of School, joined the Ransom Everglades community in 2005 as Assistant Director of the Middle School. Two years into that role, she stepped up to serve as Head of the Middle School and led in that capacity for the next 14 years. During Mrs. Rodriguez's middle school tenure at RE, she taught English each year, helped create the middle school advisory program, led tours of the middle school for prospective families, and prioritized the wellbeing of her students.

Mrs. Rodriguez worked as an educational consultant during the 2021-2022 school year before she was tapped to return to Ransom Everglades as the Interim Head of School in the 2022-2023 school year. Following a national search, Mrs. Rodriguez was selected to serve in the permanent Head of School role in 2023. Throughout her time in leadership at Ransom Everglades, Mrs. Rodriguez has continued to lead and uphold RE's rich history of excellence. As Head of School, she has set forth a new set of core values for the school, [The RE Way](#), which includes support and community, diversity and inclusion, honor and excellence, service and outreach, and joy and wellbeing.

Prior to RE, Mrs. Rodriguez worked in the Miami-Dade County Public Schools for 15 years as a teacher, English Department chair, Exceptional Education Department co-chair, and education specialist. Mrs. Rodriguez graduated from Florida International University with a Bachelor of Science and from Nova Southeastern University with a Master of Science. In 2018, she completed a Certificate in Advanced Education Leadership from Harvard Graduate School of Professional Education.

David Clark

David Clark '86, Chief Operating Officer, is a proud Ransom Everglades alumnus with deep ties to the community. Mr. Clark rejoined Ransom Everglades in 2022 to serve as Interim Head of Upper School and Chief Operating Officer. As COO, Mr. Clark oversees RE's athletics, admission, advancement, and business offices. In his role, Mr. Clark is heavily focused on ensuring that all students feel included and supported in the Ransom Everglades community.

Mr. Clark graduated from Dartmouth College with a Bachelor of Arts in Mathematics, modified with Engineering, and had the opportunity to play in the NFL with the Cincinnati Bengals. After a career-ending injury, Mr. Clark returned to RE to work in the mathematics and computer science department, later taking the roles of dean of students and head football coach. After eight years at RE, Mr. Clark then joined Pine Crest School in Fort Lauderdale, FL where he served as dean of students, assistant upper school head, and interim upper school head. From 2014 until his departure to RE in 2022, Mr. Clark served as Head of School for Pine Crest School on the Boca Raton campus.

Mrs. Rodriguez and Mr. Clark work collaboratively with one another to serve the needs of the greater RE community and lead the school with a team-based approach. Together, they are highly engaged with RE students and families to ensure their success during and following their RE experience.

Board of Trustees

Ransom Everglades School is governed by a Board of Trustees of 29 members, each serving initial, three-year terms. The Board's by-laws clearly define the roles and responsibilities of Trustees with the Board assuming fiduciary and policy-setting responsibility. The Board convenes 10 standing committees to advance its work.

School Community

Ransom Everglades is home to 1,168 students, grades 6-12, spread across a Middle School and an Upper School. In a diverse and inclusive community, over 59 percent of students identify as multicultural, and 20 percent speak a language other than English at home. In a community environment that values diversity and inclusion, RE promotes leadership, resilience, and service to others.

At the heart of the RE academic experience are the distinguished members of the faculty, who share the highest standards of classroom teaching and, in many cases, hold advanced degrees in their fields. The average length of service for Ransom Everglades faculty is 19 years, with approximately thirty percent being faculty of color. Many faculty members also serve as student advisors. Students are assigned an advisor in ninth grade and continue with the same advisor all four years, with the advisor providing course selection guidance in addition to being a trusted resource and mentor.

Ransom Everglades requires every student to master basic sailing, canoeing, and kayaking skills to graduate. One of the most distinctive aspects of Ransom Everglades' experiential pedagogy is the annual Outward Bound program for ninth graders. Preparation for Outward Bound is part of the ninth grade Bay Studies curriculum and includes instruction in canoeing and the use of a map and compass.

RE also provides a unique and intensive language program that requires all students to obtain a level four proficiency in Spanish, Portuguese, French, or Chinese. Many students take AP Spanish in the eighth grade, leading the way for additional language proficiency in the upper school. RE also offers rising seniors an opportunity to apply for fellowships that support summer projects and an independent study for credit program, connecting students with a faculty mentor.

With academic excellence at the forefront, members of the Class of 2024 have taken 594 AP exams, with 87 percent of students earning a 3 or better. The mean SAT score is an impressive 705 for Reading and 703 for Math; the mean ACT composite is 32. Notably, the Class of 2024 boasted 16 Commended Scholars. RE students become Presidential Scholars; start their own non-profits; win national prizes for photography, robotics, and debate; and compete at regional, state, and national levels of athletics. RE has 24 varsity sports and is also known for its remarkable arts program, which includes offerings such as symphonic band, jazz combo, strings ensemble, theatrical performances, studio art, and architectural modeling. Starting in grade seven, students engage in structured research projects across disciplines, resulting in the gathering and analyzing of data and the crafting of original work.

For more information about academics at Ransom Everglades, including Mrs. Rodriguez's academic vision and the School's approach to teaching and learning, please visit: <https://www.ransomeverglades.org/>. For more information on the grading scale and academic coursework, please refer to RE's [school profile](#).

Coconut Grove, FL

Coconut Grove—founded in 1873 by an eclectic mix of pioneers, artists, intellectuals, and adventurers—is the oldest neighborhood of Miami, located along the shores of Biscayne Bay just south of the city's downtown business district. Today, Coconut Grove is a sought-out residential community known for its diversity, as well as for its shops, restaurants, open-air cafes, parks and gardens, and year-round arts programming. With its waterfront on Biscayne Bay, this is also a popular boating, sailing, and fishing community.

A key attraction of Coconut Grove is the easy access to the greater Miami and Miami Beach community. Miami is the fourth largest urban area in the nation, home to over 6.1 million people. The majority of Miami's residents have emigrated—or are born to parents who emigrated—from countries in the Caribbean and Central and South America. The result is an eclectic community amidst a tropical landscape unlike any other in the United States. With a unique culture inspired by its climate, proximity to Central and South America, and financial prosperity, Miami is an exciting and increasingly international city and is a major hub for finance, commerce, media, entertainment, and the arts.

Downtown Miami features the largest concentration of international banks in the United States. The city is also home to several hospitals, research centers, corporations, and recreational companies. Abundant cultural and artistic life, as well as plentiful outdoor recreational opportunities, make the area both vibrant and interesting.