

**LYNCHBURG CITY SCHOOLS**  
**Lynchburg, VA**  
**LEADERSHIP PROFILE REPORT**  
**October 4, 2011**

**Introduction**

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) on September 19 and 20, 2011, to identify the new superintendent of Lynchburg City Schools (LCS). The data contained in this report were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings, augmented by the results of the online survey completed by all stakeholder groups. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent, the current strengths of the district, and what are perceived to be the major challenges the new superintendent will need to tackle. Interestingly, the input from the focus groups regarding key characteristics desired in a new superintendent consistently aligns with the data from the survey.

**Participation**

The numbers of participants, by stakeholder group, in the two methods of data collection are listed below:

<b>Group</b>	<b>Personal Interviews/Focus Groups</b>	<b>Online Survey</b>
School Board	9	N/A
Parents	7	345
Community	35	67
Teachers	8	220
Support Staff	8	86
Administration	22	49
Students	24	9
<b>TOTAL</b>	<b>113</b>	<b>776</b>

It should be noted that the “community” group listed above was composed of business leaders, clergy, members of the education foundation, community leaders, representatives of local colleges and universities, and key city officials, including some city council members and city staff. School Board member comments were derived from individual interviews.

The responses provided by the individuals and focus groups during the interviews are listed beginning on page 11 of the report, after the section labeled "Consistently-Reported Themes," which are listed on page 6. A report on the key survey data begins on page 7, and a first draft of superintendent characteristics, to be discussed with the entire Board on October 4, can be found on page 20. A separate appendix lists all comments made on the survey, although negative statements about a single individual have been redacted. Comments are simply listed; there was no attempt to prioritize them. Finally, many focus group participants indicated that they had also completed the online survey.

It should be emphasized that the data in this report are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

### **Strengths of the District**

When asked about the strengths of LCS, almost all groups noted the community's commitment to and longstanding support of public education, the quality of staff, the range of program options for all types of students, and the socio-economic and racial diversity of the student body, something that is seen by many as providing an enriching experience for students and staff alike.

The Board itself is proud of its ability to work together effectively on behalf of the community and the students, and the cooperation that exists between the school system, local businesses, and local institutions of higher education. Board members noted their willingness to respond to unique school needs that are locally supported, e.g., school uniforms and a year-round calendar. Several also noted the "family-focus" of parents in the community.

Both Board and parent focus group members noted that Lynchburg city residents pay more in taxes than those living in surrounding jurisdictions, and that the reason they do that is because of the quality, diversity, and range of program options offered by LCS.

The Board and the faculty recorded their appreciation for good school safety, while parents and faculty both commented on the excellent facilities (with the exception of Heritage High School) and the impressive AP/dual language program. It was noted by several that the number of students in the AP program in particular allows both LCS high schools to score in the top tier of the Newsweek high school rankings. Finally, both the community and the faculty appreciate the volunteer support provided by citizens and parents.

## **Challenges/Concerns/Issues Facing the District**

While there is much to be proud of in LCS, the focus group input focused on really two major areas.

The number one challenge, almost universally expressed, was around school finances. This school system, like other systems in Virginia, is fiscally dependent on an elected governmental entity, in this case, the Lynchburg City Council. Amidst the national economic downturn, there is increasing pressure almost everywhere to reduce school funding; the resulting tough decisions for both the City Council and the School Board have been difficult.

In the same vein, most groups highlighted the toll that four years of staff salary freezes are taking on employee morale. Parents and business leaders noted reductions in career and vocational programs that cause them concern. Several focus group members felt that not all City Council members were sensitive to the important role the school system plays “as an engine of economic development.”

On a related, more positive note, several participants pointed to the recent joint study of the facility problems at Heritage High School as being a model for both governmental cooperation and community involvement. Those same people expressed cautious optimism that the City Council, school system, and the community at large could reach agreement on the best and most efficient course of action related to that facility.

The second major challenge facing a new superintendent is the need to increase student achievement and reduce sub-group achievement gaps that are connected with the No Child Left Behind (NCLB) federal initiative. While many LCS students are performing a very high levels and are being accepted to top colleges and universities, the large percentage of LCS students from economically-disadvantaged backgrounds, as witnessed by almost 60% of the students qualifying for free- and reduced-price lunch, means that there is a strong need to raise expectations for all students, while providing all students with the requisite skills that they will need for a successful future life. Interestingly, the need for increased student academic challenges emerged as a concern expressed by students in their focus groups.

A final future challenge area, which was highlighted by most groups, is the district’s need to re-look at enrollment and attendance areas. The concern here appears to be related to over-crowding issues, along with the socio-economic and racial differences in community housing patterns. Several participants noted the delicate demographic balance that now exists in the schools, and the importance of maintaining parental support as part of any necessary boundary changes. In the last several decades, for multiple reasons, more and more local students are attending private schools or are being home-schooled. Several of those interviewed hope that any future boundary changes won’t accelerate this trend.

## **Desired Characteristics**

In discussing desired characteristics for a new superintendent, many groups commented on the well-received people skills that the current interim superintendent has brought to the position. There is a strong desire that a new permanent superintendent possess many of those same skills and strengths.

Based on past history, the two most often-cited skills desired in a new superintendent centered on approachability and collaborative skills, coupled with decisiveness. Similarly, there was a frequent request for a strong communicator, someone with varied public relations skills who could inspire confidence in parents, business leaders, and community leaders. Such a person could highlight the strengths of the school system along with the decisive action he or she would be taking to make it even stronger.

Several participants, across multiple groups, felt that a risk-taker was needed, but this did not seem to be a universal sentiment; some others talked about the importance of maintaining continuity. Almost everyone, however, expected a new superintendent to be fully engaged in business and community life in the City of Lynchburg, while remaining truly student-centered.

Employees in particular want a superintendent who inspires them with his or her vision, a leader who motivates and cares. Given that there is an expected staff turnover from retirements coming in the near future, there was a strong need for an administrator who does an outstanding job at recruiting and retaining talented staff, and who can delegate duties to staff, while still holding each of them accountable for success.

Participants from all groups reiterate the need for a superintendent who has the highest ethical and moral standards. Skills desired also include the ability to understand and oversee school finances. An understanding of technology and its use in a school setting was also noted by many.

With regard to background and past experiences, there was some consensus that experience in an urban-type setting would be useful. A relatively large number of participants felt that superintendent experience was necessary for this position, but opinions on that issue were quite split, with many others looking for the person with the best fit in terms of leadership skills. Most did not feel it necessary to hire a superintendent with a doctorate, but some noted that, given the education focus of the community, an advanced degree would be valued by many.

The top characteristics that emerged from the extremely strong response to the online survey reinforced many of the themes expressed in the focus group interviews, and, in order of importance, included the following:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members
- Identify, confront, and resolve issues and concerns in a timely manner
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools
- Promote high expectations for all students and personnel
- Have a clear vision of what is required to provide exemplary educational services and implement effective change
- Effectively plan and manage the long-term financial health of the district.

The high level of survey responses, along with the participation in the focus groups and community meetings, are strong indicators in the value the community and staff place on finding a talented leader who can build on the past, while energetically moving the district boldly forward toward greater student achievement and success.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Board to provide the leadership needed to continue to raise academic standards and student performance in spite of major financial challenges.

The consultants would like to thank all the participants who attended focus groups meetings or completed the online survey. The very high level of response to the online survey is indicative of the Board's leadership in reaching out to the community to garner input to assist in this critically-important decision.

Finally the consultants thank Wendie Sullivan in the district office who worked very hard to schedule the consultants' time during their two day visit.

Respectfully submitted,

Brad Draeger  
Alan Leis  
Diana McCauley

## Summary of Consistently-Reported Themes

### *Strengths*

- Breadth of program offerings to meet a variety of student needs
- Community support for public education; strong history and tradition of excellence
- Dedicated teachers and staff
- Diversity of student body
- Number of business partnerships

### *Challenges/Concerns/Issues*

- Budget/finances and the need to work on this issue effectively with City Council
- Diversity, including the differences between the two high schools, the socio-economic diversity in the community (number of students on free- and reduced-price lunch) and the lack of racial diversity in some programs and at some schools
- Need for increased student achievement and a reduction in achievement gaps
- Need to re-look at boundaries/attendance areas
- Need to renovate or rebuild the Heritage High School facility
- Staff morale (related to fourth year of a pay freeze)

### *Characteristics*

- Approachability
- Collaborative skills
- Decisiveness
- Ethics and trustworthiness
- Experience in urban-type setting
- Financial savvy
- High community involvement and engagement with business community
- Leader with vision who is inspirational, motivational, and caring
- Personnel skills in order to attract, retain, and then delegate to key staff
- Risk-taker
- Strong communicator with good marketing/PR skills
- Understanding of technology

# Stakeholder Survey on Desired Characteristics in the New Superintendent

The Superintendent Profile survey was completed by 776 stakeholders. Almost half of respondents were parents (45 percent), about 28 percent were teachers, another 11 percent were support staff, 9 percent were community members, and the rest were administrators, or students.

		Frequency	Percent
Valid	Administrator	49	6.3
	Community Member	67	8.6
	Parent	345	44.5
	Student	9	1.2
	Support Staff	86	11.1
	Teacher	220	28.4
	<b>Total</b>		<b>776</b>

The top-rated characteristics that respondents selected are:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Identify, confront, and resolve issues and concerns in a timely manner. (CE)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Promote high expectations for all students and personnel. (VV)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Effectively plan and manage the long-term financial health of the District. (M)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages. It is interesting to note that the top items selected span the entire spectrum of leadership areas identified from the research as reviewed by HYA. (See page 9)

In addition, a statistical analysis of variance for each item examined whether the mean scores by stakeholder group differed significantly. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Administrators were significantly more likely than support staff to select the Vision and Values item “Have a clear vision of what is required to provide exemplary educational services and implement effective change” .
- Parents were significantly more likely than teachers and support staff to select the Vision and Values item “Promote high expectations for all students and personnel”.
- Teachers were significantly more likely than community members to select the Instructional Leadership item “hold a deep understanding of the teaching/learning process and of the importance of educational technology.
- Parents were significantly more likely than teachers to select the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students including special needs populations”.
- Administrators were more likely than parents and support staff, and students were significantly more likely than community members and parents and support staff to select the Instructional Leadership item “utilize student achievement data to drive the District’s instructional decision-making”.
- Community members were significantly more likely than parents, support staff, teachers and students to select the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media and community partners.”
- Administrators and teachers were significantly more than likely than parents and students to select the Communication and Collaboration item “foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators”.
- Teachers and support staff were significantly more likely than parents to select the Management item “effectively plan and manage the long-term financial health of the District”
- Parents were significantly more likely than administrators, support staff, and teachers to select the Management item “recruit, employ, evaluate, and retain effective personnel throughout the District and its schools”
- Parents were significantly more likely than community members to select the Management item “guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.”



## Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		<b>ALL (776)</b>	<b>ADMIN (49)</b>	<b>COM (67)</b>	<b>PARNT (345)</b>	<b>STDNT (9)</b>	<b>SS (86)</b>	<b>TCHR (220)</b>
<b>1</b>	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	<b>52%</b>	37%	36%	55%	44%	50%	56%
<b>2</b>	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	<b>47%</b>	57%	34%	46%	33%	55%	49%
<b>3</b>	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	<b>44%</b>	59%	33%	35%	0%	52%	56%
<b>4</b>	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	<b>39%</b>	22%	42%	48%	56%	28%	31%
<b>5</b>	Promote high expectations for all students and personnel. (VV)	<b>37%</b>	27%	37%	45%	33%	27%	32%
<b>6</b>	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	<b>36%</b>	51%	33%	41%	22%	24%	33%
<b>7</b>	Effectively plan and manage the long-term financial health of the District. (M)	<b>36%</b>	43%	39%	27%	22%	47%	43%
<b>8</b>	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	<b>32%</b>	37%	24%	31%	33%	27%	38%
<b>9</b>	Lead in an encouraging, participatory, and team-focused manner. (CC)	<b>29%</b>	22%	22%	28%	11%	30%	35%
<b>10</b>	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	<b>28%</b>	20%	13%	31%	11%	16%	33%
<b>11</b>	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	<b>28%</b>	20%	15%	33%	56%	28%	23%
<b>12</b>	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	<b>26%</b>	27%	28%	33%	22%	23%	15%
<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>			

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<b>13</b>	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	<b>26%</b>	8%	25%	28%	11%	21%	27%
<b>14</b>	Be visible throughout the District and actively engaged in community life. (CE)	<b>25%</b>	22%	22%	25%	22%	22%	28%
<b>15</b>	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	<b>25%</b>	22%	27%	27%	33%	30%	20%
<b>16</b>	Involve appropriate stakeholders in the decision-making process. (CC)	<b>22%</b>	29%	15%	20%	22%	21%	25%
<b>17</b>	Strive for continuous improvement in all areas of the District. (VV)	<b>21%</b>	16%	13%	26%	11%	20%	17%
<b>18</b>	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	<b>21%</b>	22%	42%	15%	0%	21%	23%
<b>19</b>	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	<b>20%</b>	18%	30%	17%	11%	30%	20%
<b>20</b>	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	<b>19%</b>	22%	19%	19%	11%	16%	20%
<b>21</b>	Maintain positive and collaborative working relationships with the school board and its members. (CE)	<b>19%</b>	22%	13%	17%	33%	21%	21%
<b>22</b>	Seek a high level of engagement with principals and other school-site leaders. (CC)	<b>19%</b>	24%	16%	19%	22%	13%	19%
<b>23</b>	Be an effective manager of the District's day-to-day operations. (M)	<b>18%</b>	27%	16%	15%	22%	23%	20%
<b>24</b>	Utilize student achievement data to drive the District's instructional decision-making. (IL)	<b>12%</b>	27%	9%	11%	44%	8%	12%
<b>25</b>	Act in accordance with the District's mission, vision, and core beliefs. (VV)	<b>10%</b>	14%	9%	9%	11%	10%	11%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>
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# Comments from Interviews and Focus Group Meetings

September 19 & 20

Listed in alphabetical order

“/” indicates multiple similar responses from group

## BOARD

### *Strengths*

Board that works well together  
Community support for public education /  
Community task force to address issues at Heritage HS  
Cooperative efforts with business and other community partners //  
Diversity, ethnic and socio-economic ///  
Family-friendly community /  
Great staff ///  
History/tradition of excellence ///  
Large number of colleges and universities and other post-high school opportunities /  
Safe schools  
Wide range of programs to meet student needs /////  
Willingness to provide creative solutions to problems at individual schools, e.g., year-round calendar and uniforms

### *Challenges/Concerns/Issues*

Achievement gap, underperforming student subgroups (AYP) /  
Building a good central office team that supports schools (as openings occur)  
Building partnerships with business and community /  
Creating culture of accountability  
Finances – working with the City Council effectively /////  
Greater staff diversity ////  
Heritage High School facility  
Improved communication /  
Improvements in curriculum and instruction  
Tactical and operational issues relative to school system operations /  
Increased parental involvement  
More recognition of student accomplishments  
Need for long-range plan  
Need for review of elementary redistricting  
Overall improved student achievement  
Overcoming some City Council members’ lack of support for public education /  
Staff development – getting staff on “same page”  
Staff salary raises  
Upcoming loss of senior teachers

### *Characteristics*

Ability to build bridges with community  
Able to delegate and monitor  
Approachable and engaging /  
Collaborative decision-maker  
Confident and assertive, but not authoritarian  
Effective communicator using multiple media; strong marketing skills /  
Experience as superintendent //  
Experience in school system with “urban” needs  
Fair and compassionate /  
Financial savvy /  
Good problem-solver  
Recipient of doctoral degree //  
Solid track record of accomplishments  
Someone with fresh perspectives  
Strong leadership skills, someone who inspires, motivates, and cares //  
Timely decision-maker ///  
Trustworthy /  
Visionary  
Willingness to take risks /

## **ADMINISTRATORS**

### *Strengths*

Commitment to technology  
Diversity of student body and community  
Plethora of educational initiatives and curriculum offerings //  
Professional development opportunities  
Quality of teachers and staff  
School Board

### *Challenges/Concerns/Issues*

Budget and finances ///  
Large percentage of students on free- and reduced-price lunch  
Large presence of one private school, including students being home-schooled  
Level of student achievement  
Need to rebuild/replace Heritage High School  
No raises for staff for four years  
Redistricting

### *Characteristics*

Ability to build solid relationships with City Council  
Customer-focused  
Decision-maker //  
Knowledge of elementary education  
Leader who understands issues of an urban-type district  
Not a micro-manager  
Supportive of administrators  
Understanding of 21<sup>st</sup> century skills  
Understanding of finances //

## COMMUNITY

### *Strengths*

Business partnerships  
Diversity /////  
Focus on students  
Great teachers ////  
Health care in community  
Highly-educated community  
Large cadre of volunteers ///  
Parental involvement //  
Parents who care  
Presence of higher education institutions  
Quality of life in Lynchburg ///  
Range of program offerings (arts, academics, co-curricular, and athletics) /////  
Supportive community /////

### *Challenges/Concerns/Issues*

Ability to recruit quality senior staff  
Able to build bridges to local businesses and City Council /  
Budget/finances /////  
Bullying at all grade levels  
Challenges related to diversity /////  
Dysfunctional board  
Excessive focus on SOLs  
Growing population of disenchanting citizens  
Maintaining career-vocational programs  
Over-crowded classes  
Polarized politics  
Policies that need to be updated and uniformly enforced  
Population opting for private schools  
Redistricting //  
Student achievement overall and subgroup gaps ///  
Timeframe for superintendent search

### *Characteristics*

Ability and experience in an urban environment  
Able to establish good rapport with business community  
Business-savvy, but an educator  
Confident  
Holds folks accountable

Knowledgeable of school law  
Looks boldly at technology  
Morale builder  
Not from within  
Open communicator ///  
Possesses political fortitude to redistrict  
Prior experience as a superintendent //  
Proactive  
Public relations skills  
Recognition that good public schools bring new businesses to City  
Sensitive to diversity issues //  
Strong financial skills /////  
Supportive of teachers //  
Willing to “suit up and show up”

## **FACULTY**

### *Strengths*

Business partnerships  
Diversity  
Good facilities (except Heritage)  
Great community  
Large number of great teachers ///  
Safe schools  
Strong AP and dual enrollment programs /  
Strong board  
Strong parental support  
Volunteer programs  
Well-regarded preschool program

### *Challenges/Concerns/Issues*

Achievement gap  
Competition between two high schools  
Curriculum and technology  
Discipline  
Expanded career and vocational programs  
Greater parental involvement  
Need to reorganize central office staff

### *Characteristics*

Able to recruit and delegate  
Advocate for schools  
Cares about staff and will help solve bureaucratic problems  
Communicator ///  
Decision-maker //  
Dedicated to kids  
Doesn't intimidate  
Empathy and approachability  
Good at working with City Council  
Has fresh ideas, but willing to maintain continuity  
Motivator  
Promotes and recognizes student achievement  
Recognizes staff for good work  
Risk-taker  
Thick skin – not easily rattled  
Visionary



## **PARENTS**

### *Strengths*

AP/Dual enrollment programs  
Quality of staff //  
Quality pre-K program  
Quality special education program  
Relatively low class size  
Some modern buildings  
Two high schools  
Wide range of programs //

### *Challenges/Concerns/Issues*

Finances ///  
Heritage High School building  
Improved middle school program  
Increase in graduation rates  
Increased business involvement  
More vocational-technical  
NCLB-related issues  
Need for better transition for special education student from middle to high school  
Need for boundary changes //  
Need for policy review  
Some teachers not good //  
Support for single-parent and dual working-parent families

### *Characteristics*

Ability to connect with business community  
Ability to improve morale  
Ability to increase support for schools  
Advocate for schools as the engine of economic development  
Approachable  
Decisive  
Good at highlighting positives  
Good delegator  
Inclusive – equal opportunity for all  
Possesses sound morals and ethics  
Visible in community //

## **STUDENTS**

### *Strengths*

Athletics and extra-curricular programs  
Career tech programs  
Dedicated teachers //  
Heritage High School

### *Challenges/Concerns/Issues*

Condition of Heritage High School  
Courses with too much busy work  
Divisions (instructional and extracurricular) between black and white students and students with means and those without  
Inadequate pay for teachers  
Insufficient and outdated materials  
Lack of challenge for students  
Lack of rule enforcement for some things and strict enforcement of “silly” rules  
Overcrowded classes  
Relationship between superintendent and city council

### *Characteristics*

Able to encourage parent involvement  
Advocate for funding  
Approachable  
Background—from Lynchburg  
Committed to public education  
Personable  
Student-centered //  
Team player  
Technologically astute //  
Visible //

## **SUPPORT STAFF**

### *Strengths*

Diversity

Great teachers and staff /////

Numerous programs for students ///

Strong business partnerships and community support for public education

### *Challenges/Concerns/Issues*

Employee morale – no raises in four years /////

Finances ///

Heritage High School facility

High free- and reduced-lunch percentages

Need for better collaboration between schools and city government

Presence of private schools

Student achievement

### *Characteristics*

Ability to select and retain good talent

Advocate of professional development

Compassionate

Courageous—risk-taker

Decisive //

Effective communicator /////

Experience in working with local governments

Financially-savvy //

Not a rookie

Skilled at public relations

Strong moral values //

Student-focused

Visionary and knows how to “sell” that vision

Willingness to stay in district 8-9 years

**LYNCHBURG CITY SCHOOLS**  
**Superintendent of Schools**  
**Desired Characteristics**

After seeking input from its Board members, parents, staff, students, and community via focus groups, interviews, and an online survey, the Board of Education of Lynchburg City Schools (LCS) seeks a strong educational leader who possesses the following characteristics:

- Is both collaborative and decisive
- Has a strong presence and involvement in the community, highlighting and recognizing school system strengths and representing students' best interests
- Fosters trust through both communication and personal commitment
- Possesses financial-savvy; understands school finances
- Possesses the ability to work collaboratively with the School Board, the community, and elected City officials
- Has a strong educational vision
- Promotes high expectations for all students and staff
- Recruits, evaluates, and retains outstanding staff members
- Has experience with issues around diversity and bringing disparate groups together
- Has a track record of solid partnerships and involvement with business and community organizations
- Demonstrates fairness, equity, ethics, and honesty
- Understands appropriate use of technology
- Recognizes staff and student successes frequently
- Demonstrates creativity and risk-taking, where appropriate

With regard to leadership experiences and accomplishments, the successful candidate will:

- Is or is able to be certified as a Virginia superintendent
- Demonstrates a solid track record of success
- Has experience in an urban-style system and/or experience as a superintendent (desirable)
- Possesses doctorate (preferred)