

SUPERINTENDENT SEARCH PROFILE

Washington Court House City School District

Washington Court House, Ohio

June 4, 2025



Prepared for the Board of Education



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Superintendent Search Profile Report

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This report summarizes the findings from the Superintendent Search Profile focus group forums conducted by K-12 Business Consulting, Inc. (K-12BC) on May 29, 2025, and from written search profiles submitted by stakeholders by the May 30, 2025, deadline. Once the Board of Education selected K-12BC to conduct a superintendent search, a Search Profile Assessment document was created to solicit input from various stakeholders. The information presented in this report was gathered through 39 assessment forms and 25 in-person conversations, which are summarized in this document.

The Search Profile Assessment form was readily available to the district staff, identified stakeholders, plus all individuals who attended the focus group sessions. In addition to the individuals who returned written search profiles, some stakeholders participated in interviews and focus group sessions facilitated by K-12BC. The results of the written Search Profile Assessment form are included in this report, along with several comments received in face-to-face discussions held at community forums.

In accumulating the data used in this report, K-12BC sought opinions, recommendations, and general comments for preferred candidate characteristics, traits, qualifications, and personal demeanor, as well as district strengths, weaknesses, issues, and concerns that may have a bearing on future leadership challenges for your next superintendent. At the request of the Board, K-12BC sought the views of a broad range of individuals in the district to assist in the search process. It was determined that K-12BC would report the findings to the Board without revealing the identities of any stakeholders or staff members who provided information, thus equipping the Board with unbiased data to use as it defined the search profile for the next superintendent.

A Search Profile Assessment form provided a framework for reporting the information compiled by K-12BC. Broad themes were highlighted in each question area and divided into five (5) response groups (support staff members, teachers, administrators, community members, and school board members). Under each question in the report, common themes among the response groups were identified. The first category, "Consistent Themes," are comments frequently heard from all or nearly all five (5) of the response groups. Comments heard less regularly or only in a specific response group are listed under that response group. The comments shown for any response groups are listed in order of frequency, with the most frequent comments appearing first, followed by those of decreasing frequency. It is essential to note that data compilation is not a form of scientific sampling.

K-12BC would like to commend the Board of Education for its efforts to include many school district stakeholders in developing the superintendent search profile given the short timeline involved. Many survey respondents and district focus group participants expressed positive feelings about involvement in this process and the opportunity to help shape the Washington Court House City School District.

STRENGTHS OF THE DISTRICT

Question #1: What are the district's two or three most significant strengths?

CONSISTENT THEMES

- Strong sense of community.
- Communication with administration, teachers, students, families, and stakeholders.
- Hard-working, dedicated employees who genuinely care about their students and families.
- Impressive school facilities.
- Improving financial condition of the district.

BOARD OF EDUCATION MEMBERS

- Strong sense of community.
- Professional, dedicated, and caring staff members and administrators.
- Efficient communication.
- Beautiful facilities.

ADMINISTRATORS

- A strong sense of community with a rich history to build upon.
- High quality of staff, including administrators, teachers, and support staff.
- Professional development afforded staff.
- Ample student resources include curriculum, counseling, student services, and technology.

TEACHERS

- A variety of programs are available for students.
- Students are hard-working and want to learn.
- A supportive community and great families that facilitate positive interactions with the school district and its programs.
- Caring faculty and staff members who utilize best practices and who put students first, fostering growth and success.
- A commitment by staff to foster student-centered values and address individual student mental health needs and family needs.

SUPPORT STAFF

- Community support and a commitment to enhance a strong school-community relationship.
- Dedicated staff that actively supports students in every way possible.
- Providing support for the specific needs of students, both high and low.
- Excellent facilities.

PARENTS AND COMMUNITY

- Strong community connections and an excellent teaching staff.
- Friendly, hard-working students and dedicated staff in the district.
- Opportunities for students, both academically and extracurricular.

IMPORTANT ISSUES FACING THE DISTRICT

Question #2: What are the two or three most important issues facing the district?

CONSISTENT THEMES

- Recruitment and retention of teachers and staff.
- Renewal of 1% School District Income Tax by 2027.
- Fiscal responsibility and closely monitoring state funding.
- Poor communication from the top down.
- Implementing programs and a consistent direction.

BOARD OF EDUCATION MEMBERS

- Replacing retired staff members.
- Recruiting and retention of quality staff.
- Increasing academic progress.
- State funding for public education in the new state budget.

ADMINISTRATORS

- Poor community perception.
- Absence of a shared vision among the leadership team, seeking one voice and one leader.
- Lack of follow-through and implementing programs.
- Renewal of income tax in 2027.
- Growing and mentoring from within, we should train and promote our existing staff to advance to the next level.
- Enrollment decline.
- Decline in recent state report card standing.

TEACHERS

- Behaviors of students and how to manage them.
- Lack of parental/family involvement in our students' education.
- Lack of follow-through and implementation of ideas and programs.
- Improving staff and student morale.

SUPPORT STAFF

- Communication from the top down.
- Obtaining qualified staff for positions.

PARENTS AND COMMUNITY

- Academic decline.

CHARACTERISTICS OF NEW SUPERINTENDENT

Question #3: Please tell us your two or three characteristics the Board should look for in a new Superintendent.

CONSISTENT THEMES

- A person who possesses the skill and will to work with the board, administration, staff, parents, and community members and bring people together.
- A leader who is committed to high expectations.
- An unbiased person, willing to listen to all stakeholders, treats people with respect and responds to questions and data requests honestly and with transparency.
- One who is a good steward of money and can adhere to a budget.
- An approachable, open-minded administrator who will be visible and vested in the community and the school district.
- An experienced administrator who can effectively establish and maintain interpersonal relationships with staff and community stakeholders.
- An individual who will collaboratively develop a fresh, new vision for the district.

BOARD OF EDUCATION MEMBERS

- An approachable leader who will interact and communicate positively with the Board, staff, students, and the community while staying in touch with district-wide day-to-day activities.
- A visionary who will carefully consider the issues that will impact the district long term.
- A leader who will be visible and can listen to input and effectively get everyone pulling in the same direction.
- An honest, approachable, proven communicator with strong interpersonal skills.
- Someone who will become invested in the community, its students, and their events.

ADMINISTRATORS

- A leader who will be accessible, visible, collaborative, and vested in the community and the district.
- An administrator who establishes and maintains relationships and partnerships with district employees and community stakeholders.
- Someone who is committed to initiating improvements through data-based decision-making and teamwork.
- An energetic, flexible listener who puts students first and can promote the district's successes.
- An individual who understands special education, funding, and best practices.
- A person who comprehends and will work to maintain community trust and support.
- A leader who is a good steward and manager of money.

TEACHERS

- A leader who will listen to people and can bring people together. A consistent vision and direction are repeated characteristics.
- An experienced administrator who values and accepts our school district and community.
- A person who possesses a genuine commitment to supporting staff and bringing people together.
- An approachable person who will put students first and have high expectations for students and staff.
- A person with high moral character who is a transparent and is a quality communicator.
- A demonstrated leader who has integrity and who is both open-minded and empathetic.

SUPPORT STAFF

- A leader who will work to bring all our district staff and community together.
- An excellent communicator who is personable, collaborative, visible, flexible, and approachable.
- An individual who will provide compassion to all and do what is in the best interests of students and staff.
- One who will lead by example, inspire staff, and display a positive community presence.
- A leader who is willing to try new ideas shows open-mindedness, strong decision-making ability, and the ability to hold district employees accountable.
- A leader who can help manage district resources, so we maintain financial health.

PARENTS AND COMMUNITY

- A people-person who puts students first and brings people together.
- An administrator who will be present in the community to build relationships with parents and community members.
- An individual who is an approachable, transparent, and effective communicator who will communicate effectively with citizens and parents.

SUPERINTENDENT CHARACTERISTICS BY RANKING

1 = MOST IMPORTANT

TO

10 = LEAST IMPORTANT

CRITERIA	BOE	ADMIN	TEACHERS	SUPPORT STAFF	COMMUNITY & PARENTS	H.S. STUDENTS
Ability and willingness to deal fairly with faculty, staff, students and parents	3	2	2	2	1	0
Effective at creating and a vision for the district	2	1	3	3	7	0
Expertise in design and implementation of instruction and curriculum	9	7	9	10	8	0
Effective with both written and verbal communication	6	6	4	1	3	0
Successful experience as a superintendent	7	10	10	9	9	0
Experience with socially and economically diverse student populations	10	8	8	8	10	0
Fiscal management expertise	8	4	6	4	5	0
Effective organizational and management skills	5	5	7	5	6	0
Personal involvement and interest in the community	4	9	5	6	2	0
Strong interpersonal and public relations skills	1	3	1	7	4	0

RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS--ALL GROUPS

1-5 MOST IMPORTANT TO **6-10 LEAST IMPORTANT**

RANK	TOP 5 CHARACTERISTICS
1	Ability and willingness to deal fairly with faculty, staff, parents, and students.
2	Effective at creating and implementing a vision for the district.
3	A leader who can help drive improvements in academic performance.
4	A leader with strong interpersonal and public relations skills.
5	Personal involvement and interest in the community.

RANK	BOTTOM 5 CHARACTERISTICS
6	Effective organizational and management skills.
7	Fiscal management expertise.
8	Experience in socially and economically diverse student populations.
9	Expertise in the design and implementation of instruction and curriculum.
10	Successful experience as a superintendent.

SUMMARY

The information gathered through surveys and focus group sessions reveals substantial similarities across all groups regarding the Washington Court House City School District's strengths, issues, and challenges, as well as the characteristics desired in the next superintendent.

The consistent themes expressed by groups and individuals about the Washington Court House City School District's *greatest strengths* include: (A) A strong sense of community, (B) Communication with administration, teachers, students, families, and stakeholders; and (C) Hard-working, dedicated employees who genuinely care about their students and families.

The top *concerns and challenges* facing the Board of Education and the new superintendent in the future – all of which appeared on surveys received and were expressed during the focus group sessions – include the following: (A) Renewing the district income tax by 2027, (B) Recruitment and retention of teachers and staff; (C) Improving communication from the top down; and (D) State funding in the new state budget;

It is often challenging to capture all the *characteristics* respondents sought in a new superintendent. Indeed, no person could embody all the desired attributes of the new superintendent. The clear majority of survey respondents and focus group session participants expressed the need for the new superintendent to possess the following characteristics: (A) A person who has the skill and will to work with the board, administration, staff, parents, and community members, and bring people together; (B) A leader who is committed to high expectations; (C) An unbiased person, willing to listen to all stakeholders, treats people with respect, and responds to questions and data requests honestly and with transparency; and (D) Someone who is an effective, honest, quality communicator, who values developing meaningful partnerships between the community and the school district.

The consistent themes summarized above were shared with K-12BC during the focus group sessions with 25 attendees and as submitted in writing on the 39 surveys returned to K-12BC. The themes also closely

matched the top five (5) desired superintendent characteristics of the new superintendent, in the eyes of the sub-groups that responded to Question #4 in the survey. (See page 6 above).

The new superintendent must be visibly active in the school buildings and the community. The Board needs a leader who will foster the development of positive and respectful working relationships among the Board members, administration, staff and community members in regard to the district as whole. They must also embrace the traditional “Blue Lion” values that are evident in the districts history as well as the strong sense of school community that exists. The new superintendent will need to address concerns about staff turnover in the district and the ability to retain and attract quality new staff members with limited resources. The new superintendent must be an administrator who is sincere, approachable, collaborative, and able to demonstrate trustworthiness and integrity in their dealings with all stakeholders.

We believe that the right candidate for superintendent will recognize that: (1) The Washington Court House City School District is a close-knit community that shares a rich history with the school district; (2) Parents and the community care about the school district and are willing to be supportive; and (3) The district has well-established community values, and who are committed to working with school officials and district staff members to move the district and their students forward.

This position will interest the right superintendent candidates. They will see the district challenges as opportunities to bring the district and stakeholders together to increase student achievement and success. We believe we will find the right candidates with the attributes outlined herein who possess the skills and energy needed to address current and future issues expressed by survey respondents and will be happy to lead the district and the community into the future.

Respectfully submitted:

K-12 Business Consulting, Inc.