

**POSITION PROFILE FOR  
SUPERINTENDENT OF THE DEKALB COUNTY SCHOOL DISTRICT**



**INTRODUCTION**

The DeKalb County School District (DCSD) is a community of families and neighborhoods located in the Atlanta Georgia Metropolitan Region. With over 101,000 students, the district is the 3rd largest in Georgia and the 29th largest in the United States. The district provides a wide range of course offerings that constitute a comprehensive educational program for students from preschool through 12th grade. DCSD takes great pride in offering parents and students a variety of school choices in addition to sound programs at over 100 traditional schools. Currently, the district operates 142 school units including 10 "start-up" charter schools and 5 "conversion" charter schools. Combined enrollment at all charter schools approaches 8,000 students. During the 2014-15 school year, the two "start-up" charter schools with the highest enrollment are the DeKalb Academy of Technology and Environment which opened in 2005 and the Leadership Preparatory Academy, opening in 2010. The two "conversion" charter schools with enrollments of over 1,300 students are Peachtree Charter Middle School and Chamblee Charter High School.

DCSD also offers special educational focus opportunities at theme and magnet schools, including prominent examples such as Kittredge Magnet School for High Achievers, the DeKalb School of the Arts and Arabia Mountain EIC Model High School. Recognizing the different academic needs, skills, and talents of a unique and diverse student population, DCSD is firmly committed to providing school choice to parents through a variety of programs. Programs ranging from serving specific grade levels to the entire populations are designed to emphasize global thinking, academic programs that reach beyond grade level standards, science, technology, performing arts, career studies, world languages, and opportunities to transition to college prior to graduating from high school.

One of the primary strengths of the DeKalb County School District as cited by participants in the stakeholder engagement process was the diversity of the students, families and communities served in the school system. The international flavor represented by diverse cultures, languages and ethnicities is viewed as a component that provides for real life experiences and broadens the base of student knowledge and skills in successfully preparing to compete in a global society. Across the district, students representing 156 nationalities speak 162 languages and dialects. Almost 23,000 students speak English as a secondary language with close to 13,000 whose primary language is Spanish.

**MISSION OF THE DEKALB COUNTY SCHOOL DISTRICT**

The DCSD mission is to ensure student success, leading to higher education, work, and life-long learning.

**VISION OF THE DEKALB COUNTY SCHOOL DISTRICT**

The vision of the DeKalb County School District is to inspire the community of learners to achieve educational excellence. The district's motto is "Inspire - Achieve - Excel".

**BOARD OF EDUCATION GOALS AND DISTRICT STRATEGIC PLANNING FRAMEWORK**

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### STRATEGIC PLANNING

The DCSD Strategic Plan is reviewed regularly with a complete revision scheduled every five years. The latest complete revision was completed during the 2013-2014 school year resulting in the establishment of the 2014-2019 Strategic Plan with input from parents, teachers and from business, civic and other community leaders. Regional Superintendents collaborated with principals and consultants from the Georgia School Boards Association and the Georgia Leadership Institute for School Improvement to align school improvement plans with the DCSD Strategic Plan.

The DCSD Board of Education is actively engaged in the process of strategic planning to pursue a vision of excellence through a framework of continuous quality improvement. This strategic planning process consists of a coherent structure of 5 strategic focus areas accompanied by related board goals and measurable objectives outlined through commensurate and challenging action plans.

The core beliefs and commitments of the school district are reflected in the following statements:

- Focusing on teaching and learning
- Embedding an equitable and accessible 21st century learning environment supported by the use of emerging technologies throughout the curriculum
- Providing a safe and orderly learning & working environment
- Improving organizational effectiveness
- Maintaining fiscal responsibility
- Ensuring effective district & school leadership
- Ensuring that an effective teacher instructs every class
- Communicating to stakeholders in an open, honest, and accurate manner
- Embracing our community's linguistic and cultural diversity & using it to enhance the educational environment through equity and access
- Creating an environment where everyone is valued and respected, encouraged to contribute, and recognized for his/her efforts
- Holding everyone accountable for educational excellence

From the core beliefs and commitments shown in the above statements, the DCSD Board of Education establishes the following Goal Areas and Performance Objectives:

#### Goal Area I: Student Success with Equity and Access

- Improve student's mastery of learning standards
- Provide equitable access to academically rigorous courses and programs
- Increase graduation rate for all students

#### Goal Area II: Stakeholder Engagement

- Provide a safe, orderly, and positive school environment
- Increase stakeholder involvement and engagement
- Increase use of technology and innovative strategies

#### Goal Area III: Staff Efficacy and Excellence

- Improve district processes to attract highly qualified staff
- Develop a highly effective and accountable workforce
- Retain highly qualified staff

#### Goal Area IV: Internal and External Communication

- Improve and ensure district internal communication

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- Bridge and improve communication with external stakeholders

### Goal Area V: Organizational Effectiveness and Efficiency

- Develop an efficient organizational structure that supports a performance based culture
- Establish a decision-making model that sustains a high performance organization
- Improve efficient use of resources, processes and management structure to support system innovation

### **State of the District Overview for Program Improvements and Innovations**

**The Bridge Initiative** – to ensure a comprehensive, cross-functional, integrated approach to identifying and addressing the needs of high-achieving, marginal, and under-performing students who are also categorized as economically disadvantaged according to a thorough review and analysis of data. The goals of the Bridge Initiative were to address three issues:

- 1) student achievement
- 2) teacher and leader quality
- 3) parent engagement.

**Title I Summer Reading Program** - to provide additional instructional support to 3,300 students during the month of June with academic support from approximately 200 teachers. This would be part of all district-level summer program support for approximately 20,000 students.

### **Growth and Achievement Model (GAM) SY2014-2015**

A major GAM focus is improving instruction and achievement outcomes in mathematics. The district implemented an initiative to improve mathematics outcomes by focusing on the instructional design, instructional process, and academically challenging environment. This math focus is the leading edge initiative to be extended ultimately to all subject areas.

Areas of focus are:

- 1) teaching grade-level content standards aligned to the Georgia Milestones curriculum standards
- 2) remediating reading or math basic skill deficits to support content mastery
- 3) providing students consistent opportunities to respond to constructed and extended assessment response formats in preparation for the Georgia Milestones
- 4) providing students opportunities to read informational text in an effort to improve Lexile scores
- 5) providing students with consistent writing experiences.

### **BUDGET PRIORITIES TARGETED FOR ACADEMIC ACHIEVEMENT**

- \$27.2 million in enhancements to directly support academic achievement.
- \$5.3 million in textbook acquisition and restoration
- \$1.1 million for a student diagnostic needs assessment software system
- \$350,000 in student wraparound services
- \$1 million for the career pathways initiative
- \$500,000 for language interpreters
- \$300,000 for band uniforms and instrument repair
- \$1 million for a meritorious attendance program

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### TRANSPORTATION SERVICE IMPROVEMENTS

- Upgraded school bus radio system providing improved communication with bus drivers.
- 10 new diesel buses purchased and deployed
- 2 compressed natural gas (CNG) buses purchased and deployed
- 10 new low emission diesel special needs buses purchased and deployed
- 62 new low emission diesel regular school buses purchased with voter approved SPLOST funding and 31 new buses purchased and deployed with support from state bonds.
- GPS vehicle tracking system installed to provide real-time location of all school buses and service vehicles.

### SCHOOL SAFETY AND SECURITY

- Over \$4 million in additional funds budgeted in FY2015 for student and school safety including six school resource officers for elementary schools, training for school crossing guards, new uniforms, 10 new police cars, new security cameras and electronic security access.
- All school and centers have completed a safe school plan, ensuring that each campus is prepared to respond to acts of violence, hazardous materials, radiological disasters, natural disasters and acts of terrorism during the school day.
- School Resource Officers are assigned to the middle (18) and high schools (22).
- 115 campus security personnel currently serve all secondary schools and a number of elementary schools. Each has receives annual training in first aid, CPR, AED, and CPI.

### TECHNOLOGY ENHANCEMENTS

- **Wireless Access Infrastructure** - completed in all 137 schools, centers, and departments.
- **Active Boards in Every Classroom** - to improve learning productivity by integrating innovative 21st century learning environments.
- **19,000 New Computers in Classrooms** - to equip students and teachers with current tools of enhanced technology hardware.
- **New Student Information System and Parent Portal** - to facilitate an environment of collaboration and enhanced communication to serve students, teachers and stakeholders.
- **District Records and Retention Schedule for Central Office Records** - created a systematic process for storing, retaining and discarding records in a centralized location.
- **Internet bandwidth increased from 2.5 gigs to 10.5 gigs.** - improves internet speed for state mandated testing and assessments.
- **Office 365 Student Advantage Program** - provides every student with 5 free downloads of Microsoft Office for their home and devices of choice.
- **21ST Century Technology Framework Developed** - provides a shared vision for innovative technology integration to support teaching, learning and assessment.
- District Mobile Application - used to communicate with parents and stakeholders, keep everyone informed, and engage stakeholders. The App has over 10,000 downloads.

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**Education Special Purpose Local Option Sales Tax (E-SPLOST) Construction Major Projects Completed or Scheduled**

- Miller Grove High School Addition
- Martin Luther King, Jr. High School Addition and Renovation
- Southwest DeKalb High School Addition and Renovation
- New Chamblee Charter High School
- New Fernbank Elementary School
- New Peachcrest Elementary School
- New Clifton/Gresham Park Elementary School
- New Rockbridge Elementary School
- New Pleasantdale Elementary School
- New Smoke Rise Elementary School
- New Austin Elementary School
- Redan High School Addition
- Henderson Middle School Addition and Renovation
- New McNair Middle School

**SCHOOL FLEXIBILITY OPTIONS** - were studied by the Flexibility Advisory Committee (FAC), a superintendent appointed committee that drafted an Executive Summary for the superintendent to assist in making a recommendation as to which flexibility option would best serve the schools and district. This allowed the district to meet the state deadline of June 30, 2015 to submit a Letter of Intent regarding flexibility options to the Georgia Department of Education. These options providing for increased district flexibility in exchange for increased accountability include the models of Investing in Educational Excellence (IE<sup>2</sup>) school system, Charter System, and Status Quo School System in addition to other options such as a System of Charter Clusters or a System of Charter Schools. The Superintendent made a recommendation to the DeKalb County School District Board of Education in April, 2014 to pursue the Charter System option. In addition to the five community engagement sessions held to discuss the available options during the 2013-2014 school year, five more community engagement meetings have been conducted at the beginning of the 2014-2015 school year to solicit input on the district's charter application in the area of innovative practices and local school governance. The district's charter application was completed and submitted to the Board at the October, 2014 meeting.

**MCNAIR HIGH SCHOOL COLLEGE AND CAREER ACADEMY** (proposed) is designed as a partnership with Georgia Piedmont Technical College and DeKalb business leaders. This program would be the first in Georgia for a large urban district with a high concentration of economically disadvantaged students. As part of the Bridge Initiative to improve student achievement, the district was awarded funding as part of the state grant application to conduct industry research and best practices. Pending full award of state grant funding, the McNair High School College and Career Academy is planned for implementation in the 2015-2016 school year.

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**DEVRY UNIVERSITY ADVANTAGE ACADEMY (DUAA)** – establishes a dual enrollment, dual credit program, allowing students to earn an associate degree from an accredited university while finishing high school. Students across the district are eligible to participate in this program housed at Arabia Mountain High School. The primary goal of the program is to increase the number of DeKalb County students employed in technology-intensive industries.

**JOBS FOR GEORGIA GRADUATES (JGG)** – a drop-out prevention program in five high schools with the lowest graduation rates (Clarkston, Cross Keys, Lithonia, McNair and Towers). Through a partnership of local schools, businesses, communities and the Georgia Department of Labor, one career specialist is assigned to each designated school to support students who have been subject to high impact factors for not finishing high school. Program support provides follow up services designed to increase graduation rates and facilitate a successful transition from school to work.

### **Accreditation Status**

DCSD was upgraded from the status of Accredited-Warning to Accredited-Advised on February 13, 2015 according to the following:

- The decision to elevate the District’s accreditation status was based on a three-day visit in December 2014. The SACS report recognized the “concerted effort and focused work of the Board, Superintendent Thurmond, system staff and personnel at all levels to stabilize the system and create a culture of trust and transparency.”
- SACS also acknowledged the District’s considerable fiscal progress, noting a budget surplus of \$31 million for Fiscal Year 2014 and for operating in a “financially responsible and transparent manner.”
- The report concluded with an observation that the District is at a “crossroads” and faces two “major transitions” -- the search for a new superintendent and transition to a seven member Board. The report challenges the Board to “leverage the progress” that has been made in the past two years to resolve these challenges.
- SACS directed the District to address 14 required actions in order to approve its accreditation status. Eleven action items have been completed.

### **Georgia Accrediting Commission (GAC)**

The district is pursuing dual accreditation with the Georgia Accrediting Commission (GAC) for all DCSD high schools.

- October - January, 2015 - District leaders assisted high schools with compiling evidence of standards compliance in preparation for GAC school site visits in January, 2015.
- March, 2015 - the GAC Board of Commissions make a final decision on the dual accreditation application process for DCSD high schools.
- January, 2015-GAC consultants conducted school site visits of 23 high schools in DeKalb. As a result of their review the recommendation will be submitted to the GAC Board of Commissions that all 23 high schools receive Accredited status.
- March, 2015-The GAC Board of Commissions will make a final decision on the accreditation application for DCSD high schools.

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**Wallace Foundation Grant - Principal Supervisor Initiative**

**Purpose of the Initiative**

The Grant is part of the *Principal Supervisor Initiative*, which recognizes that the principal supervisor is a crucial position to help principals do their jobs better, but one that has been hampered by the changing nature of how the position is defined, and how candidates are recruited, hired and evaluated. Those in the principal supervisor position often have little experience or training for the job, the number of principals they supervise prevents them from focusing on improving principal performance, and the principal supervisor role needs to move from a compliance focus to a focus on improving principal performance. To ensure that principal supervisors' work is well supported in a sustained way, the DCSD will undergo an assessment (audit) of the current organizational structures of central office and design detailed and feasible plans for restructuring.

The chief purpose of the initiative is to assess if the role of principal supervisors shifts from overseeing compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, will this improve the effectiveness of the principals with whom they work? Answers to these questions will be captured by an independent third-party evaluation. Overall the *Principal Supervisor Initiative* is expected to last five years (four years of district site work and a fifth year for the evaluation to complete the collection and analysis of data).

**SCHOOL CHOICE OVERVIEW**

Parents in DeKalb County have the opportunity to make choices regarding their children's public school education. The DeKalb County School District offers a variety of school choice programs to students currently enrolled in public schools, private schools, and home schools. The programs are designed to address interests such as math, science, technology, performing arts, environmental studies, engineering, career explorations, world languages, and advanced studies. Since the number of student placements is limited per program and grade level, all eligible students applying are not guaranteed enrollment. Students are selected to enroll in the programs using an automated random student selection process. Magnet programs provide satellite transportation services according to available and approved funding each school year. Students enrolled in all other school choice programs who reside outside of the program's home attendance zones do not receive transportation services.

School Choice Programs	Programs	Grades Served	Students Served	Special Features
Start Up Charter	10	K-12	5100	A newly formed school created by private individuals, private organizations, or state and local public entities. These schools are often in non-traditional settings
Conversion Charter	5	K-12	3800	An existing public school that has converted from a traditional school to a charter school. Typically, these schools are housed in traditional public school facilities.
Coralwood Partnership	1	Ages 3-6	200	This program provides an integrated educational setting that places students with disabilities alongside students who are developing typically.
DeKalb Early College Academy	1	9-12	275	This program offers students the opportunity to obtain not only a traditional college preparatory high school diploma but also the possibility to earn up to 60 college credits and/or a two-year Associate of Arts degree from Georgia Perimeter College.
Employee Student Transfers	All Schools	K-12	350	State and Board policy allows provision for employees who work full-time for the DCSD to enroll their children into the school in which they work or a school in the vertical feeder

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				pattern of the school in which they work.
McNair Discovery Learning Academy	1	K-5	35	Student achievement is heightened through community connections, participation in fine arts and world language courses and the utilization of performance-based learning.
International Baccalaureate Schools/Programs	9	K-12	4900	The IB Programme focuses on the development of the whole student, addressing social, physical, emotional and cultural needs. At the same time, students receive a strong foundation in all major areas of knowledge. The programme strives to help children develop an international perspective - to become aware and sensitive to the points of view of people in other parts of the world.
Magnet Schools/Programs	13	K-12	4300	Programs offering a rigorous instructional program while using special learning themes such as science and technology and performing arts.
Montessori Programs	2	K-5	220	Programs feature multi-age classrooms where children learn at their own pace through hands-on experience, using materials especially prepared for discovery.
Theme Schools	7	PreK-8	4800	Performance based learning infused with world language studies, science, and fine arts. A structured learning environment includes uniforms and parental involvement.
DCSD utilizes a random automated process to select eligible applicants for School Choice Programs. Performing Arts school applicants audition for placement.				

### **DCSD Superintendent Duties and Responsibilities**

The Superintendent of Schools is the chief executive officer of the Board of Education and has charge of the administration of the schools under the policy making authority of the Board of Education. The Superintendent has total oversight for and provides leadership and direction relative to all issues attendant to personnel management, the daily implementation of curricular and co-curricular programs and activities in a large, urban school system and all other operations of the school system; assures compliance with established Board goals, school system strategic plan, and all legal and procedural requirements attendant to the effective operation of the school system; reports directly to the DeKalb Board of Education (Board) and acts as the Board's agent for the assurance of policy implementation; and serves as the Board's primary representative to DCSD students and their parents/guardians, personnel, and the community served.

### **Specific Duties and Responsibilities for the DCSD Superintendent of Schools**

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Ensures the administration of programs, activities and operations in accordance with applicable federal, state and local laws, Georgia Department of Education requirements, and Board policies and rules and regulations; has overall oversight responsibility for the daily operation of schools and all departments in the school system
- Provides educational leadership in support of Board goals, school system initiatives and community needs; maintains current knowledge of trends in education and advises the Board regarding appropriate courses of action



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- Provides leadership in the continuous development, evaluation and revision of the instructional program to comply with legal requirements and the stated goals and objectives of the Board
- Advises the Board in areas requiring policy development or revision; assists in formulating Board policies by providing Board with necessary data and information; directs the maintenance of a written policy manual of current DCSD policies
- Interprets and implements DCSD policies and incorporates such interpretations in a written set of administrative rules, regulations and procedures; administers Board policies and regulations personally or by delegation to appropriate staff
- Provides leadership to DCSD's financial and business operations; provides for the preparation and presentation of the annual budget to the Board for adoption; assures implementation of the approved budget and appropriate fiscal accountability
- Plans, develops and directs a community relations program to inform the public of school system developments and concerns; recommends specific programs and activities to promote a positive relationships between DCSD and the community; establishes and maintains contact with media representatives, community groups, parent and civic organizations, local agencies and others; provides information, receives input and serves as liaison between the community and the Board; represents DCSD at professional and civic functions

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**Knowledge, Skills & Abilities Required for the DCSD Superintendent of Schools**

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; all relevant federal, state, and local laws and regulations attendant to public education; DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements.

Skill in oral, written and interpersonal communication; coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; leading change process in a large, complex and diverse organization, analytical processing; negotiation, diplomacy and public relations.

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; use relevant computer applications; prioritize, delegate and manage multiple assignments simultaneously.

**Performance Factors as Specified in the DCSD Job Description for Superintendent of Schools**

*Interaction with Others:* Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

*Concentration:* Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

*Stressful Circumstances:* Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

*Independent Judgment:* Ability to complete work tasks without being given procedure directions relative to work steps or the final project.

*Decision Making:* Ability to make appropriate business decisions.

*Organizational Skills:* Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

*Attention to Detail:* Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

*Public Contact:* Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

*Attendance and Dependability:* Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

*Travel:* Ability to travel throughout the school district and across the country and abroad on behalf of the school district.

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### STATISTICAL PROFILE FOR THE DEKALB COUNTY SCHOOL DISTRICT

DCSD student enrollment numbers have increased by approximately 3% over the past five years. After a very modest decrease from the 2010-11 school year to 2011-12, the district has seen an enrollment increase each of the past four years. This growth in enrollment is attributed to supportive families, a dedicated teaching staff and leadership initiatives focused on promoting instructional programs that have are designed to produce a positive impact on the core business of teaching and learning.

School Year	Total Enrollment	Black		Hispanic		White		Asian		Other	
		#	%	#	%	#	%	#	%	#	%
2010-11	98,115	68,947	<b>70.1</b>	11,885	<b>12.2</b>	10,648	<b>10.9</b>	4,808	<b>4.9</b>	1,827	<b>1.9</b>
2011-12	98,088	67,641	<b>68.9</b>	12,435	<b>12.7</b>	10,811	<b>11.0</b>	5,383	<b>5.5</b>	1,818	<b>1.9</b>
2012-13	98,910	66,949	<b>67.6</b>	13,433	<b>13.6</b>	10,938	<b>11.1</b>	5,726	<b>5.8</b>	1,864	<b>1.9</b>
2013-14	99,388	66,155	<b>66.6</b>	14,552	<b>14.6</b>	10,840	<b>10.9</b>	5,955	<b>6.0</b>	1,886	<b>1.9</b>
2014-15	101,103	65,979	<b>65.3</b>	16,009	<b>15.8</b>	10,947	<b>10.8</b>	6,144	<b>6.1</b>	2,024	<b>2.0</b>

Over the same five year span, the official designation of poverty indicators for student enrollment have increased by approximately 4%. This increase in student and family poverty challenges the district to implement innovative and productive programs in support of the goal of increasing student academic performance measures and eliminating the achievement gap.

School Year	Free Lunch Participation	Reduced Lunch Participation	Free & Reduced Lunch Participation	Free & Reduced Lunch Participation %
2010-11	62,379	6,055	68,434	69.75
2011-12	63,867	5,907	69,774	71.13
2012-13	65,573	5,078	70,651	71.43
2013-14	67,918	4,415	72,333	72.78
2014-15	69,723	4,672	74,395	73.58

As with all school districts, education is a human resource enterprise. The table below shows the number of staff members employed by the DeKalb County School District as reported on August 1, 2014. Throughout the community engagement process completed as an essential first step in the superintendent selection process, stakeholders consistently cited a committed and dedicated teaching force as one of the primary strengths of the DeKalb County School District.

Employee Status	Number	Employee Status	Number
Full-time	11,964	School-Based	13,220
Part-time	2,034	Teachers	6,043
		Central Office	778
Total	13,994	Total	13,994

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**Summary**

The DeKalb County School District Board of Education is seeking a Superintendent of Schools with a proven track record of successfully addressing critical issues in a large, urban school district with a wide range of ethnic and socio-economic diversity. The Board is also targeting a decisive, data-driven educator who demonstrates a student-centered focus on the core business of teaching and learning. The next Superintendent will effectively collaborate with both professional staff and community leaders to pursue an academic vision and execute a mission that elevates all learners to achieve at or above grade level standards. A successful candidate will value accountability in designing and charting a clear course of action while mobilizing the necessary resources to implement sound educational programs. The Board seeks an energetic and inspiring team leader with exemplary management skills who will energize others through appropriate and effective delegation of responsibilities.

The Board intends to appoint a Superintendent who will unify a wide variety of community constituents including students, educators, business leaders, and public officials. The DCSD Board of Education also expects to appoint a visionary leader who thinks critically, listens attentively, communicates clearly, prioritizes strategically and values consensus attained from considering a wide range of diverse perspectives.

**Candidate Profile:**

The successful candidate will be a proven educator who:

- demonstrates ethical leadership as evidenced by quality character traits and unquestioned integrity.
- practices principled and pragmatic leadership by demonstrating a clear commitment to organizational priorities focused on the core business of teaching and learning.
- employs effective strategies of communication which includes attentive listening to constituents and stakeholders on a variety of issues, challenges, opportunities.
- thinks strategically and values diverse opinions in addressing varying needs across a broad district landscape of social, cultural, economic and political perspective.
- collaborates effectively with the elected school board to promote a visionary agenda that anticipates educational challenges and addresses strategic priorities through an enlightened and transparent governance process.
- recruits and retains a quality team of leaders able to build and sustain coalitions across governmental agencies and departments at the federal, state and local level.
- promotes mutual respect in team leaders by delegating responsibly and incorporating appropriate performance measures of accountability.
- embraces efficient and sound business management practices exercised with integrity and fidelity while developing, managing and communicating intricacies of complex budgets.
- is knowledgeable of innovative models of school choice governance, including theme schools, magnet schools, charter schools, charter clusters, charter districts and IE2.

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- maintains a productive networking relationship with other school superintendents to build on successful experiences in benchmark districts with similar conditions and circumstances.
- utilizes the power and potential of technology to empower all constituents through the communication of real time data to inform progress relative to priority goals and district objectives.
- represents the district in an exemplary manner while communicating with local, national, and international media; delivering and making public presentations; and building rapport with external audiences.

**Application Criteria:** The successful candidate will meet or exceed the following qualification criteria and preferences:

**Minimum Qualifications:**

- Education Specialist Degree (Ed.S.);
- A minimum of five (5) years of experience in a public school administrative position (e.g., principal, superintendent);
- Demonstrated personal and professional leadership in the administration of public education;
- Other requirements: Experience, maturity and leadership abilities in appropriate facets of administration; awareness to the needs and objectives of the District, its Strategic Plan, and the ability to supervise and evaluate the work of others. Proven ability to:
  - a) effectively administer, implement, and monitor the Strategic Plan;
  - b) possess personal integrity, self-confidence, and concern for people;
  - c) build positive and appropriate relationships with all district stakeholder groups;
  - d) forge meaningful coalitions with legislative leaders at the local, state, and national levels;
  - e) maintain high expectations for the Board of Education, staff, students, parents, and community;
  - f) show commitment to excellence in student achievement, effective learning and thinking skills;
  - g) exercise effective leadership with the Board of Education in goal setting, long and short range planning, and policy development;
  - h) serve as a good-will ambassador for the District;
  - i) effectively articulate the District's mission.

**Preferred Qualifications:**

An individual who has a regional or national reputation as an educational leader with credentials, demonstrated successful experience, or ability in the following areas:

- Minimum of ten (10) years of experience as an administrator in a school system setting with demonstrated successful advancement through the instructional and/or instructional support administrative hierarchy required;
- Doctorate degree from a Professional Standards Commission approved accredited college or university highly preferred;
- Implementing programs to close achievement gaps by focusing on the needs of all students;
- Leading collaboratively by valuing an inclusive, participatory decision-making process by seeking input from key stakeholders and staff members;
- Pursuing a clear vision and the necessary resources to facilitate progress toward that vision;
- Serving as a responsible steward of the taxpayer's resources;

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- Building and maintaining trust relationships with high impact decision makers such as: elected board members; business and community leaders, city council members, state representatives, and leaders from institutions of higher education;
- Working with legislative and fiscal issues that pertain to education (e.g., analyzing legislative bills, testifying at legislative committee hearings, collaborating with elected representatives);
- Communicating with diverse audiences of various sizes;
- Successfully leading a large organization dedicated to ambitious goals, quality standards, and continuous improvement;

**Compensation:**

Historical compensation for this position has been in a range exceeding \$250,000 with additional benefits as part of the full compensation package. Additional consideration may be considered for a qualified and preferred candidate.

The DeKalb County Board of Education encourages all qualified candidates to apply by the deadline of Friday, April 10, 2015.

For more information and to apply, contact:  
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