Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in June 2015, for the new principal at Chimborazo Elementary School (CES) in Richmond, Virginia. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings, and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the superintendent in determining the primary characteristics desired in the new principal. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the school and some of the challenges that it will be facing in the coming years. The online survey data is very consistent with the input of the focus groups.

Participation

The numbers of participants and/or focus groups sessions, by stakeholder group, in the two methods of data gathering are listed below:

<table>
<thead>
<tr>
<th>Group</th>
<th>Personal interviews or focus groups</th>
<th>Online Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Parents/Community</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

The school administrators were individually interviewed. A focus group session open to all other staff was held. Three parent/community meetings were offered. All interviews and focus group meetings were held on June 23, 2015, at Chimborazo Elementary School.

The responses provided by the individuals and focus groups during the interviews are listed in two places; 1) “Consistent Themes,” which are listed beginning on page 4 of the report and 2) all responses from individual and group meetings, which begin on page 5. They are listed alphabetically with no attempt to
prioritize them. A separate appendix lists all comments made by survey respondents, in no particular order, although negative statements about single individual(s) have been redacted. Finally, a first draft of new principal characteristics, to be discussed with the superintendent on July 7, 2015, can be found on page 15. The on-line survey statistical sections and the open-ended comments amplify the findings from the focus groups.

It should be emphasized that the data from the focus groups is 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 superintendent’s consideration when he selects a new principal.

**Strengths**

When asked about the strengths of Chimborazo Elementary School, both parents and staff members immediately talked about the community. The CES community is characterized as family-like and vibrant. Both groups know that the community is changing - which has led to some of the challenges discussed below. But strong community support for the school is recognized and appreciated. Corporate partners provide needed resources. Volunteers give many hours of service. One staff members noted, “We feel like lots of people in the community ‘have our back’.”

Many respondents also praised the CHS staff for its dedication to the students. The word “caring” was used repeatedly in reference to teachers and support staff. The hard work of the faculty was also noted. Both parents and staff members reported that teachers are open to direction, and teachers described themselves as flexible and resilient.

There is much to be proud of in the history of Chimborazo Elementary School. The dedicated staff, supported by a caring community, has overcome many challenges. At this point in its history, the staff and parents should take justifiable pride in being the first IB PYP school in the region. This distinction reflects the school’s positive potential.

**Challenges**

A lack of consistency at Chimborazo was discussed as a problem by both staff and parents. Staff talked more about inconsistency in policies and practices related to student discipline; parents more about delivery of instruction. Both groups brought up a need for better vertical articulation as students are impacted by differences in quality of instruction and student management as they go from grade-to-grade.

Both groups expressed concern about the state and district’s emphasis on improving SOL test scores and its impact on instructional practices. There is worry about how the implementation of the IB program can be successful in this environment. A lack of accountability and clear standards for staff performance is also an issue and a perceived cause for inconsistency in academics and in discipline.
The Chimborazo community is changing. New families and businesses are impacting the area’s image and culture. This change has caused mistrust and communication problems between some staff members and some parents. Communication was cited as a big problem for parents who find it difficult to get information and assistance at every level. Staff expressed concern that the new families who have economic power and political influence are not representative of the school’s demographics. Although both parents and staff reported that the IB program is a great opportunity, both groups were somewhat skeptical that it will bring about the changes some parents want.

**Desired Characteristics**

To meet the challenges at Chimborazo, the new principal will need to be a strong and confident leader.

Candidates for this position will need to have the experience and background required to raise expectations and improve performance both in student management and instruction.

The candidates for this position need to have expertise in curriculum and instruction. Although direct experience with IB PYP is not a requirement, candidates should become knowledgeable about this program and be committed to its successful implementation at Chimborazo.

Most of all, Chimborazo Elementary School’s next principal should be someone with the communication skills and character to build trust within the school and with the community. Both parents and staff have great hopes for the future of this school; both groups care about the students and want what they perceive to be best for them. The new principal will need to forge new relationships between the staff and community that builds on their shared goals. Candidates for this principalship should also be enthusiastic motivators who can continue to build support and pride for Chimborazo in the school and community.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the superintendent 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 staff and parents. The consultants would like to thank all the participants who attended focus groups meetings or completed the online survey. Also, we would like to thank all of the Richmond City staff members who assisted with our meetings and single out for praise Dr. Anthony Leonard and Ms. Kara Lancaster-Gay for their efforts in facilitating our time in the Division.

Respectfully submitted,
Ann Monday

Brad Draeger
Summary of Consistently Reported Themes

Strengths

• Community - family-like, vibrant, good place to work and live
• Staff - caring, willing to work hard, open to direction, flexible
• Support - resources from business (CAP ONE) and other community partners, volunteers

Challenges

• Accountability - concerns about performance of staff at all levels; need for support for struggling and/or beginning teachers
• Communication/trust - parental dissatisfaction with communication at many levels, including with individual teachers; staff feeling that relationships with some parents are strained; tension caused by rapid economic, social, cultural changes that are creating a divide
• Discipline - need for a balance between loving discipline appropriate for many Chimborazo students and natural and consistent consequences that maintain a positive climate for all
• Instructional practices - conflict between shift to IB PYP and pressure on raising SOL scores, emphasis on SOL’s from district and state; lack of needed vertical articulation and consistent, quality instruction

Characteristics

• Communication and bridge-building skills - will confront the hard issues of race, culture and change, make sure that all voices are heard, and build trust and unity
• Inspirational, motivating, dedicated - must be enthusiastic, supportive and positive, lead by example, and put in the necessary time and energy
• Instructional expertise and strength - will facilitate changes needed for PYP implementation and overall instructional improvement, help teachers who need assistance (mentor/coach), and improve staff performance
• Strong, confident educational leadership - has the authority and strength needed to raise expectations, can withstand the pressures related to SOL scores, and improve student management practices and policies where needed
Comments from Interviews and Focus Group Meetings

Listed in alphabetical order

Staff

Strengths

• A lot of people "have our back" - want the school to succeed - business, community partners
• Businesses etc that support school - network of support
• Lots of volunteers - math buddies, watch dogs, book buddies, churches
• Loving discipline that is attempted to be maintained
• Parents have communicated that they feel safer with kids here
• Parents opt to bring students here because of school climate, safety appreciation of all children's strengths
• Previous principal served 17 years and brought caring and stability to the school
• Relatively stable faculty - but more turnover recently
• Respect and caring for students - people who understand them and know what their lives are like, especially in regard to violence
• Spirit of community, family -like atmosphere, support from parents
• Staff is flexible and resilient - in regard to instruction and changes in leadership, staff makes the best of things
• Staff really does want what is best for students, even when people do things differently
• Staff works hard
• Student voice is encouraged and nurtured here
• Teachers are committed and overall are good

Challenges

• Admin team must be strong - look at performance of all
• Conflict between the shift to the IB PYP model and pressure on raising SOL scores
• Could have a "private school" in a public school if only selected parent voices are listened to
• Different views about what caring for students looks like which can be based on personal, cultural views
• Discipline - must be consistently enforced, need for logical and consistent consequences -
• Impact of State School Improvement process on staff and curriculum

• Improvement in SOL scores needed to meet state standards, will be hard with another leadership change to sustain improvement

• Inconsistency and weakness in response to discipline

• Inconsistency with discipline - one grade level may not have an office referral all year, others every day

• Losing parents who worked to get IB PYP in place to other RCS and private schools

• New vocal parents with the skills to influence things - based only on their own perceptions and beliefs.

• Not much vertical coordination

• Parent activism among those who are involved in the re-gentrification of the neighborhood who will turn on staff who do not do what they want

• Parents take their children out of this school after 2nd grade - don't really support the school

• Parents who are not building bridges with the staff and in the community

• RPS needs to support strong leaders - not have a culture where principals are undermined and disrespected

• Some parents go directly to the ex director of elementary education and/or superintendent - and disrespect the principal - this lack of chain of command makes it hard for any principal to be seen as strong

• Some teachers need help with classroom management - can’t just be handled by admin

• Teacher attendance - too much sick leave used, lots of absences on Fridays

• Teacher relationships with some parents are strained - because of the feeling that they misuse power and influence to get what they want

• Teachers need structure and follow through

• Use of resource staff - is everyone performing and doing their jobs? If leadership does not handle performance, it under-minds confidence

**Characteristics**

• A leader strong enough to build relationship with all parents - those who have money and influence and those who do not

• Able to withstand the inevitable push back that change brings - and will stand strong for beliefs

• Balance between a team builder and authority - helps to empower teachers

• Best interests of students must be the driver of all decisions -

• Can develop an atmosphere with loving discipline BUT also clear expectations

• Can facilitate the vertical coordination needed for PYP

• Can forge new productive relationships with our school
• Can relate to - and love - children in trauma

• Can support legitimate parent empowerment - for parents who need to connect with the school - not just those who have the power of social influence

• Committed to PYP

• Confident - act with knowledge and sureness - strong backbone

• Has a high level of instructional competence - such as Nat Board Certification

• Inspirational and motivating

• Knows that a “zero tolerance” policy in discipline will not work

• Must be sure that all parent voices are heard and respected - not just those with economic and social influence

• Must have the strength and commitment to implement PYP - and not get mired in test score pressure

• Quality performance must be expected across the board

• Strong instructional leader - will be in classrooms, from Head Start to 5th grade

• Understands how the past year has impacted staff and community - the lack of certainty and consistency has had an effect

• Visible to all students - students seeing the principal regularly can have a positive impact; students should know who the principal is --- and what he/she does

• Will assist teachers who need help

• Will be a caring leader to staff

• Will be enthusiastic and positive and supportive

• Will bring new and unique ideas about student management

• Will deal with the diversity of both students and staff - we have changed

• Will not just “talk the talk”

• Will promote conversations about what works, about the hard issues of culture and expectations

• Will put in the time needed - works long days

• Will take on the issue of chain of command

• Willing to work beyond the school day - to be out in the community, reaching out
Parents

Strengths

• A sense that this is a community school - a desire for community

• Corporate relationships help the school - i.e., CAP ONE

• Dedication among the faculty

• Did a good job of trying to bring parents along as IB PYP was being developed

• Dr. Bedden is an asset

• Epicenter of a dynamic community - with a historical heritage - with people from different backgrounds - has an energy that puts the school on the map

• For a school with high poverty a good number of caring men involved in the school

• individual teachers who care about the school

• Investment of parents, staff and community to make this a good school

• Kindergarten program is considered good

• Parents and staff work together, stick together and try to make a positive change

• Positive energy in school and community

• Resources that the community provides - community partners - CAP ONE

• Richmond and this specific community are positive and interesting and up and coming - a good place to work and live

• School is at the center of a vibrant neighborhood

• Support staff are real anchors in this school - really care for the students

• Teachers seem open to direction for changes in instruction

• This school was selected for IB PYP - process shows the strengths and possibilities of the school and community

• Unique moment in time in this community - cultural revival in this community -

• VPI (pre-school) program is good

Challenges

• Communication does not promote cross-cultural trust building

• Communication is poor at every level - lacking timeliness, clarity, consistency

• Communication regarding grades and ongoing assessment is a problem

• Community is looking for school improvement - but there has not been the strong leadership to make it happen
• Historic mistrust and fear among faculty - due to leadership style
• Inconsistency in instruction, homework, initiatives that are started and never finished
• Lack of instructional cohesiveness - what is being taught from grade to grade
• Parents have trouble communicating with administrators, teachers, hearing about school events
• Parents who want accountability are seen as a threat
• Parents who want to help are seen as a problem, not an asset
• Pressure for development of academic skills without the support teachers need
• Pressure on staff without admin support -
• PTA lacks the resources that other schools have to provide financial support
• Racial, social and economic separation within the city of Richmond
• Teachers lack understanding of what good instruction looks like; some do not know the basics about what you should see routinely in classrooms
• Teaching only to SOL test - as the only measure of success - especially in reading and math
• This community is rapidly changing
• Unhealthy culture on staff - faculty is “wounded”
• While there are some really great teachers, there are teachers who are not performing

• Characteristics
• Appreciates diversity of the entire community - can pull from all areas and make us feel like it is one big team
• Can inspire
• Committed to peace and unity in the community - so that when there is misunderstanding, conflict, people will be brought together - rather than always divisions to fester.
• Doesn’t just address test score “gaps”, but know best, research-based practices; “data-driven” is not the most important skill
• Experience with mentorship of new teachers and staff development
• Expertise in teacher evaluation and development - will work to improve teacher skills
• Has strong expertise in reading instruction and/or will select staff with knowledge of reading programs and practices -
• Has expertise in behavior management in a high poverty setting - will help teacher be more effective - will model good skills -
• Integrity, honesty, peace-making, trust-building
• Knows what good instruction “looks like”, and can help teachers learn

• Knows what works in instruction - based on research and practice - and/or knows where to get ideas and resources

• Needs to be able to speak meaningfully to all groups - as this community continues to change; can deal with the hard issues in this changing community

• Someone with fresh eyes - with an open-minded perspective

• Superb communication skills - will build trust with teachers and parents - contributes to healing and team building

• Understands the culture of poverty - but also know how to raise the bar, raise expectation.

• Will admit when he/she is wrong - will lead by example

• Will help staff and community have hard honest conversations about issues that matter - race/diversity, change, trust -

• Will implement researched based reading practices

• Will provide professional development for teacher - will mentor and coach - will provide meaningful feedback - (especially true for new teachers)

• Will set a tone that is not all about test scores

• Will support and appreciate the staff; will empower teachers to be excellent,
The Principal Profile survey was completed by 48 stakeholders. Thirty-eight percent of respondents were staff. Thirty-three percent were community members, and another 29 percent were parents.

<table>
<thead>
<tr>
<th>Stakeholder Groups</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Member</td>
<td>16</td>
<td>33.3</td>
</tr>
<tr>
<td>Parent</td>
<td>14</td>
<td>29.2</td>
</tr>
<tr>
<td>Staff</td>
<td>18</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The top-rated characteristics respondents selected for a principal were:

- Have a clear vision for the school that leads to academic improvement and social-emotional growth for all students. (VV)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and other administrators. (CC)
- Be approachable and trustworthy. (CE)
- Promote high expectations for all students and personnel. (VV)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were two items that certain stakeholders valued more than others.

- Staff was significantly more likely than parents to select the Community Engagement item “Be approachable and trustworthy.”
- Parents were significantly more likely than community members to select the Management item “Recruit, employ, evaluate, and retain effective personnel.”
<table>
<thead>
<tr>
<th>Number</th>
<th>Item Description</th>
<th>ALL (48)</th>
<th>Comm. (16)</th>
<th>Parent (14)</th>
<th>Staff (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have a clear vision for the school that leads to academic improvement and social-emotional growth for all students.</td>
<td>65%</td>
<td>69%</td>
<td>79%</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Foster a positive professional climate of mutual trust and respect among faculty, staff, and other administrators.</td>
<td>58%</td>
<td>44%</td>
<td>79%</td>
<td>56%</td>
</tr>
<tr>
<td>3</td>
<td>Be approachable and trustworthy.</td>
<td>50%</td>
<td>44%</td>
<td>29%</td>
<td>72%</td>
</tr>
<tr>
<td>4</td>
<td>Promote high expectations for all students and personnel.</td>
<td>50%</td>
<td>44%</td>
<td>71%</td>
<td>39%</td>
</tr>
<tr>
<td>5</td>
<td>Lead in an encouraging, participatory, and team-focused manner, recognizing staff and student accomplishments.</td>
<td>48%</td>
<td>44%</td>
<td>43%</td>
<td>56%</td>
</tr>
<tr>
<td>6</td>
<td>Maintain a positive school culture by treating everyone fairly, equitably, and with dignity and respect.</td>
<td>48%</td>
<td>44%</td>
<td>57%</td>
<td>44%</td>
</tr>
<tr>
<td>7</td>
<td>Create, develop, and sustain relationships that result in active student engagement in both academics and school programs and activities.</td>
<td>42%</td>
<td>50%</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>8</td>
<td>Create a safe and orderly school environment.</td>
<td>42%</td>
<td>50%</td>
<td>14%</td>
<td>56%</td>
</tr>
<tr>
<td>9</td>
<td>Recruit, employ, evaluate, and retain effective personnel.</td>
<td>40%</td>
<td>19%</td>
<td>71%</td>
<td>33%</td>
</tr>
<tr>
<td>10</td>
<td>Be accessible to students, staff, and parents.</td>
<td>38%</td>
<td>31%</td>
<td>29%</td>
<td>50%</td>
</tr>
<tr>
<td>11</td>
<td>Provide meaningful guidance around curriculum, instructional support programs and services, assessment programs, and professional development.</td>
<td>35%</td>
<td>38%</td>
<td>57%</td>
<td>17%</td>
</tr>
<tr>
<td>12</td>
<td>Hold a deep appreciation for diversity and the importance of providing a caring school environment.</td>
<td>31%</td>
<td>31%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>13</td>
<td>Be a visible presence in the school and at school events.</td>
<td>27%</td>
<td>38%</td>
<td>7%</td>
<td>33%</td>
</tr>
<tr>
<td>Item Number</td>
<td>Description</td>
<td>ALL (48)</td>
<td>Comm. (16)</td>
<td>Parent (14)</td>
<td>Staff (18)</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>14</td>
<td>Identify, confront, and resolve issues and concerns in a timely manner.</td>
<td>27%</td>
<td>13%</td>
<td>21%</td>
<td>44%</td>
</tr>
<tr>
<td>15</td>
<td>Develop strong relationships with all segments of the parent population and with the larger community.</td>
<td>25%</td>
<td>44%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>16</td>
<td>Be collaborative, yet decisive</td>
<td>25%</td>
<td>31%</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>17</td>
<td>Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.</td>
<td>25%</td>
<td>25%</td>
<td>43%</td>
<td>11%</td>
</tr>
<tr>
<td>18</td>
<td>Communicate effectively with a variety of audiences and in a variety of ways (including multiple languages, if appropriate).</td>
<td>19%</td>
<td>19%</td>
<td>14%</td>
<td>22%</td>
</tr>
<tr>
<td>19</td>
<td>Uphold a high professional standard of personal conduct.</td>
<td>19%</td>
<td>19%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>20</td>
<td>Be an effective manager of the school’s day-to-day operations.</td>
<td>17%</td>
<td>25%</td>
<td>0%</td>
<td>22%</td>
</tr>
<tr>
<td>21</td>
<td>Increase academic performance and accountability for all students, including special needs populations and students in any special programs found in this school.</td>
<td>15%</td>
<td>19%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>22</td>
<td>Have a deep understanding of instruction and the role of educational technology.</td>
<td>13%</td>
<td>13%</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>23</td>
<td>Manage and allocate school finances effectively and equitably.</td>
<td>10%</td>
<td>13%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>24</td>
<td>Utilize student achievement data to drive the school’s instructional decision-making.</td>
<td>10%</td>
<td>6%</td>
<td>7%</td>
<td>17%</td>
</tr>
<tr>
<td>25</td>
<td>Align budgets, long-range plans, and operational procedures with the school and district’s vision, mission, and goals.</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Chimborazo Elementary School
Principal
Desired Characteristics

After seeking input from Division leadership, staff, and parents/community via focus groups, interviews, and an online survey, the Richmond City Public Schools seeks a **strong, committed educational leader** who has the following characteristics:

- Possesses the ability to build relationships and trust within the faculty and staff and with all constituencies in the Chimborazo community
- Understands the impact of poverty, but demands high academic and behavioral standards for all students and ensures social-emotional growth and academic achievement for all students
- Possesses knowledge and experience with providing a challenging curriculum for all students
- Develops, evaluates and retains exemplary staff members
- Is approachable, collaborative and trustworthy, providing the staff and faculty support as well as direction

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

- Is or able to be certified as a Virginia principal
- Demonstrates a solid track record of increasing responsibilities and success
- Has experience as a teacher, school based and/or central office administrator or equivalent leadership position
Richmond Public Schools
Richmond, Virginia

Principal – Elementary – Chimborazo Elementary School

Richmond Public Schools (RPS) seeks a dynamic, energetic, and highly-visible school leader to develop, guide and mentor the staff and students with high expectations for all students. RPS serves over 23,000 students, representing the region’s diverse socioeconomic mix. Richmond Public Schools (RPS) is comprised of 26 elementary schools, including one charter school, eight middle schools, five comprehensive high schools and three specialty schools. U. S. News and World Report ranked Richmond Community and Open high schools among the state’s top public high schools. And Franklin Military Academy stands as the nation’s first public military school. The district also operates two regional Governor’s School programs. Gifted and talented students are served by SPACE (Special Program for Academic and Creative Excellence) at the elementary and middle school levels, and by advanced placement and dual enrollment courses at the high school level. Academically advanced students may also earn the prestigious International Baccalaureate (IB) diploma at Thomas Jefferson High School or apply to attend the Maggie L. Walker Governor's School for Government and International Studies and the Appomattox Governor's School for the Arts and Technology.

Chimborazo Elementary School is the first elementary school in central Virginia to offer the International Baccalaureate (IB) World School® Primary Years Programme (PYP), an internationally acclaimed transdisciplinary program designed for students ages 3 to 12 that focuses on the development of the whole child and inquiry-based learning. RPS is seeking a leader with IB knowledge or experience and/or successful implementation of new curricula. This principal position is an exciting opportunity to lead a school with active parent involvement and high expectations.

RPS hopes to name the new principal by September with a start date of September 1 to January 1, 2016. Ability to be licensed as an elementary principal in Virginia is required.

A Leadership Profile on the position will be available on the ECRA/HYA website by July 8th and will include a list of the most desired characteristics based on staff and community input.

To learn more or to apply online, visit: www.ecragroup.com/active-searches