

# Greene County School District - Superintendent Search

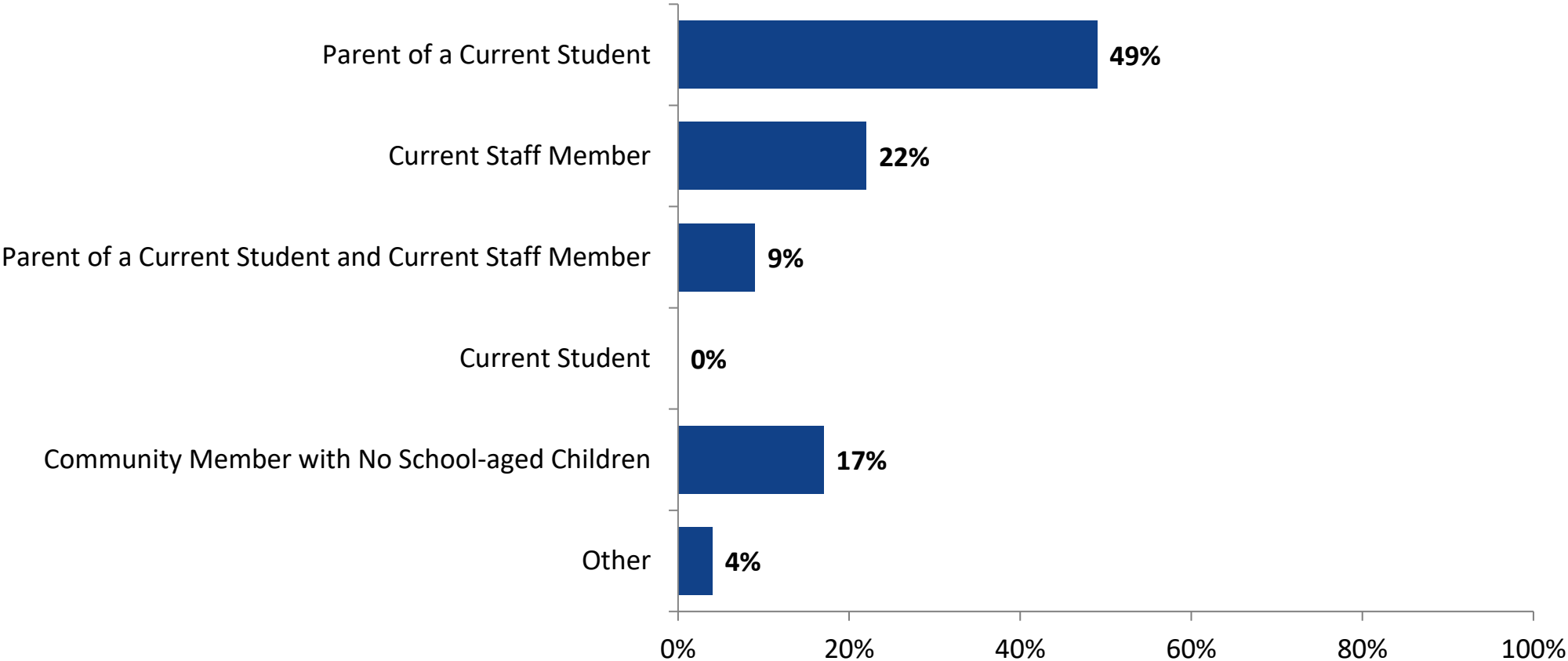
Results and Analysis

McPherson & Jacobson  
2025



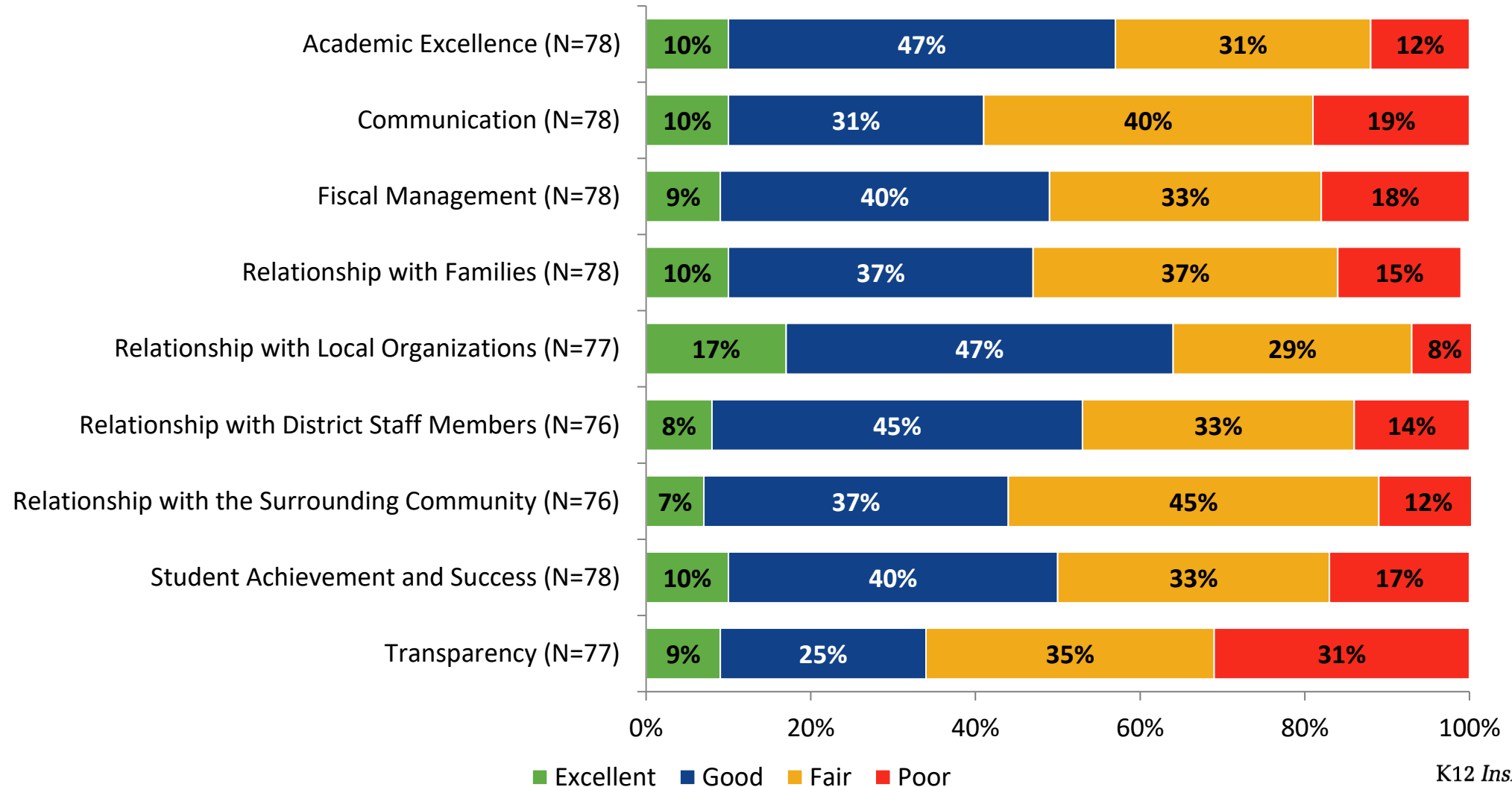
# Relationship to the District

Which of the following best describes your relationship to the district? (N=78)



# Perceptions of the District

Please rate the quality of the following aspects of the district.



# Great Things About the Community and District

**Please tell us great things about your community and school district that potential candidates for superintendent should know. (N=61)**

Greene County is described as a small, close-knit, and diverse community with a strong sense of family, history, and faith.

The school district benefits from a generous tax base, excellent resources, dedicated and caring educators, and strong community and parental support.

Residents highlight the area's safety, scenic surroundings, recreational opportunities, and proximity to major cities.

The schools are noted for recent achievement gains, talented students, and programs like gifted education and career coaching.

Many see Greene County as a community full of potential, committed to improving student outcomes and supporting all children.

# Current Issues

## **What are the issues a new superintendent should know about when coming to this position? (N=62)**

Stakeholders voiced concerns about deep and persistent divisions within Greene County Schools, most notably the stark disparities between Lake Oconee Academy (LOA) and the traditional public schools—often described as segregation along racial, socioeconomic, and opportunity lines. LOA is perceived to serve wealthier, predominantly white families, while the district schools serve more economically disadvantaged and minority students, with unequal access to resources, academic opportunities, and extracurricular activities. This divide fuels resentment, low morale, and a fractured community identity.

Micromanagement and political interference by the chair are also seen as significant challenges that undermine leadership effectiveness and staff trust.

Concerns were raised about a lack of accountability for staff misconduct, inconsistent discipline, bullying, parent disengagement, and inequitable hiring practices driven by favoritism.

The next superintendent must be prepared to address systemic inequities, foster community trust, enforce high standards of professionalism, and build a school system that truly serves and unites all students and

# Significant Challenges

## **What do you believe will be the most significant challenges the next superintendent will have to confront? (N=61)**

Stakeholders identified several challenges the next superintendent of Greene County Schools will need to navigate.

A top concern is the deep division between Lake Oconee Academy (LOA) and the Greene County public schools—seen in inequitable resources, student outcomes, and community perceptions—which has fueled longstanding tensions and mistrust. Participants emphasized the need to unify the district and ensure fairness across all schools.

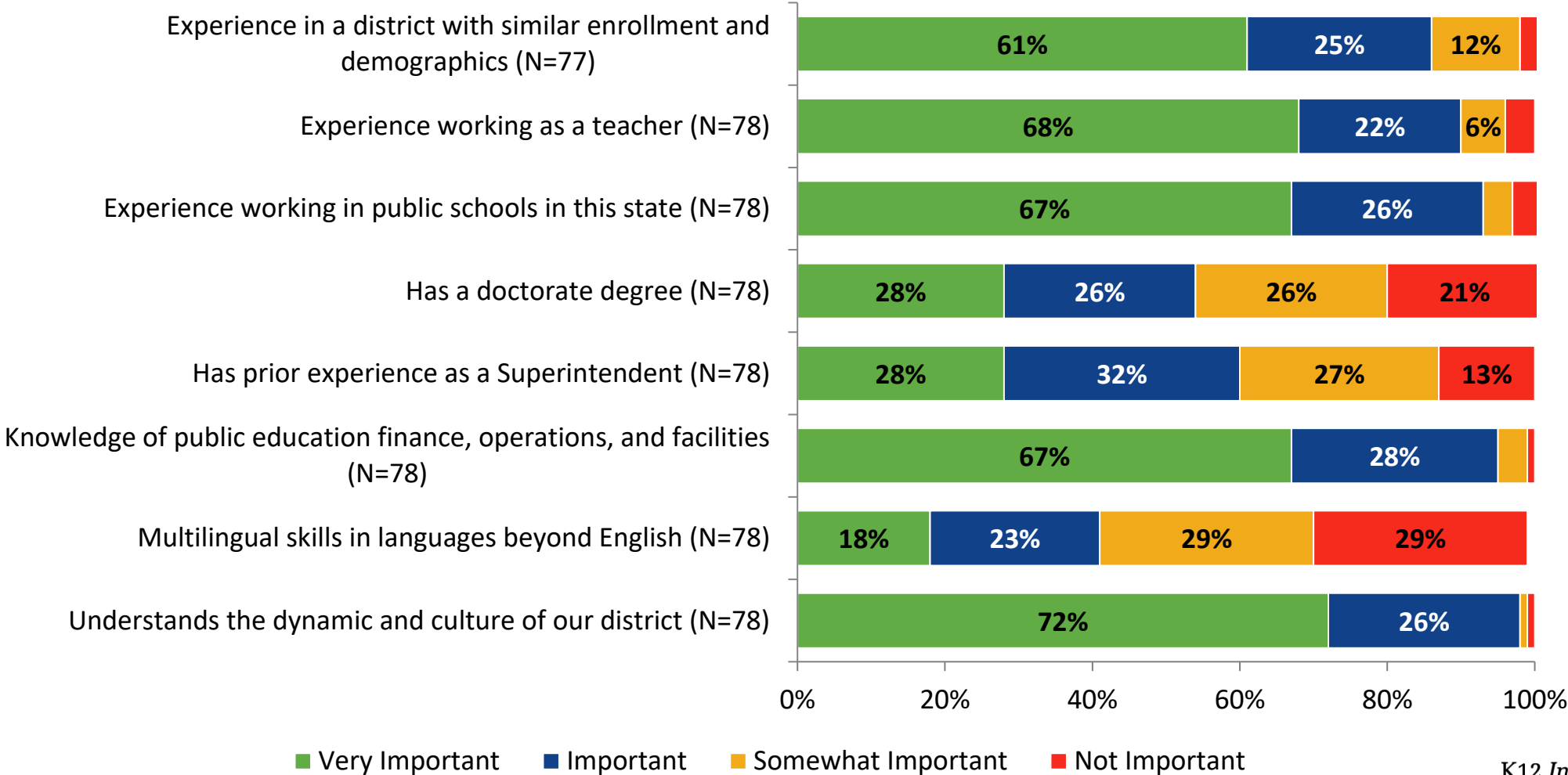
Other challenges include micromanagement and overreach from board members, which undermines leadership and staff morale.

The new superintendent will also need to address staff accountability, remove ineffective personnel, build trust across diverse community groups, and promote equity in budgeting and resource distribution.

Additional concerns include limited parent involvement, teacher retention, the negative influence of community politics, and ensuring consistent discipline and high expectations for all students.

# Areas of Expertise

Listed below are specific areas of expertise that different superintendent candidates may possess. From your perspective, how much importance should the Board of Education place on each area?



# Qualities, Skills, Characteristics

## **What qualities, skills, and characteristics do you feel the next superintendent needs to have in order to be successful? (N=62)**

Community members expressed a clear desire for the next superintendent of Greene County Schools to be a strong, ethical, and student-centered leader with deep experience in education—particularly in rural, Title I, and low-income settings.

The ideal candidate should be a visible and approachable presence in schools, known for strong communication, transparency, and the ability to build trusting relationships with staff, students, families, and the broader community.

Key qualities include integrity, accountability, empathy, courage, and a commitment to equity.

Stakeholders emphasized the importance of someone who lives in the community, understands its unique culture and challenges, and is ready to lead with vision—not politics or favoritism.

Experience as a teacher and school-level administrator, a firm but fair approach to discipline and expectations, and the ability to unify diverse groups and drive systemic, lasting improvements were frequently mentioned.

Some also expressed a desire for a faith-driven leader with a genuine passion for children and a commitment to doing what is right for all students, regardless of background.





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