



PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

**Community Engagement and Profile Report
December 17, 2020**

Presented by

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BWP and Associates Consultants

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The following report provides data and information gathered through a community engagement and audit process for Prince William County Public Schools (PWPCS). The purpose of this process is the development of a leadership profile which is represented by the qualities, characteristics and desired skills identified through community input. Upon approval by the Prince William County School Board, this profile will be used as the basis for the recruitment, identification and selection of the superintendent. A special note of thanks is given to Division Counsel, Mary McGowan, and her executive assistant, Claudia Cartagena, and to B. Simpson, Sarah Espinosa, Lynmara Colon, Jason Stephens and Lucky Davila for their planning, support, and assistance.

Report Format

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I. COMMUNITY ENGAGEMENT OBJECTIVES

1. To identify perceived strengths and challenges of the Prince William County Public Schools.
2. To identify desired qualities and characteristics of next superintendent.
3. To build community understanding and support for the superintendent search process.
4. To ensure broadest possible community participation in superintendent search process.

II. SUMMARY OF COMMUNITY ENGAGEMENT ACTIVITIES

BWP search team members conducted an extensive Community Engagement process that included focus groups with invitees that included: nonprofits, businesses, parent groups, faith groups, staff, students, county supervisor members, school board members and the entire Prince William County community. The information provided reflects the overall themes that emerged from input and feedback from the numerous constituent groups between November 30 – December 3, 2020. Information was gathered by BWP and Associates consultants via individual ZOOM interviews, focus group discussions, community forums and emails. The process also consisted of an online survey utilizing Survey Monkey which was available in ten languages: English, Spanish, Arabic, Urdu, Korean, Chinese, Vietnamese, Dari, Farsi, and Pashto. In order to address Board and community concerns about engaging all segments of the community, group participants were asked to serve as “search ambassadors” and use their contacts and outreach efforts to inform and encourage participation within those groups and throughout the search process. The focus group facilitator team included Dr. Kevin Castner and Dr. E. Wayne Harris. All data and written feedback were gathered and analyzed exclusively by the BWP team.

On November 30 – December 3, the search team facilitated 30 scheduled interviews and meetings and 3 public forum meetings. Approximately 220 individuals participated in these sessions. In addition, we received over 25 emails.

The online survey included 7,752 responses: English – 6,992, Spanish – 736, Arabic – 5, Chinese – 3, Korean – 7, Pashto – 1, Vietnamese – 4, None for Farsi and Dari. Included in this number is 920 student responses – 851 in English and 69 in Spanish.

This multifaceted approach to community engagement reflects the Prince William County School Board’s commitment to receive input from students, employees and members of the community. The process has yielded a significant amount of thought-provoking responses which provide clear guidance as the search process proceeds.

III. COMMUNITY SURVEY RESULTS

Listed below are the highest rated responses to each of the five non-demographic questions from the online survey. This data was gleaned from 7,754 responses.

The online survey results may be found in Appendices B-G. An analysis of the data indicates that 80% of the respondents live in Prince William County, 84% of the respondents have or have had students in PWCPs schools, 40% of the respondents are employed by PWCPs, of which 46% are teachers.

- A. **Survey Question #1 requested responders to select the three most significant strengths of Prince William County Schools from the following list:** Supportive Community, Excellent teachers and staff, Size of district, Location of district, Available resources, Good school facilities, Supportive parents, Reputation of district, Financial management, Technology, Effective leadership, Curriculum, Educational options and programs.

The top results were:

1. Excellent teachers and staff – 62 %
2. Educational options and programs – 44%
3. Supportive community/ Good school facilities – 26%
4. Available resources – 23%

- B. **Survey Question #2 requested responders to select the three most important leadership skills they would like to see in a superintendent from the following list:** Communication skills, Instructional skills, Managerial skills, Financial skills, Organizational skills, Interpersonal skills, Public relations skills.

The top results were:

1. Communication skills – 78%
2. Managerial skills – 45%%
3. Organizational skills – 39%
4. Interpersonal skills – 38%

- C. **Survey Question #3 requested responders to select the three most important characteristics they would like a superintendent to exhibit from the following list:** Commitment to the community, Enthusiasm, Integrity, Good judgement, Innovation, Team builder, Change agent,

Risk taker, Negotiator, Peacemaker, Visionary, Communicator, Empathetic leadership, Positive impact on student achievement.

The top results were:

1. Positive impact on student achievement - 47%
2. Integrity – 46%
3. Good judgement – 38%
4. Commitment to the community – 37%

- D. **Survey Question #4 requested responders to indicate whether they believed the item was either extremely important, important, or not important in the new superintendent from the following list:** Experience as: a superintendent with a proven track record of success; a superintendent in a district of similar size, an assistant superintendent, a district level administrator, a principal, a classroom teacher, Experience in: finance , personnel, instruction, facility construction and management, with technology, a multicultural environment, strategic planning, a culturally diverse community.

The top results under the choice of "extremely important/important" were:

1. Experience in strategic planning – 97%
2. Experience in Instruction – 95%
3. Experience in a culturally diverse community /Experience in a multi-cultural community – 92%
4. Experience as a superintendent with a proven record of success – 91%

- E. **Survey Question #5 requested responders to select what they consider to be the three most important issues or concerns facing the district in the next five years from the following list:** Community relations, Curriculum, Growth, Facilities, Funding, Educational options and programs, Instruction, Personnel, Technology, Operational logistics, Closing the achievement gap.

The top results were:

1. Funding – 45%
2. Growth – 40%
3. Educational options and programs – 33%
4. Closing the achievement gap – 32%

Additionally, the option for additional comments was also provided via direct email to Dr. Kevin Castner, a member of the consultant team. We have received over 25 comments. The survey data is being presented as a representation of quantitative community input.

IV. FEEDBACK FROM FOCUS GROUP MEETINGS, COMMUNITY FORUMS AND EMAILS

Qualitative data was collected from constituent participants which included ZOOM individual interviews, focus groups, and hard copies/emails. There were 28 interview sessions and 3 community Forums.

In summary, 16 constituent groups were represented throughout the process.

Appendix A provides the feedback transcript of comments from all groups. While notes were taken, they were not meant to be provided as verbatim statements, but rather to summarize while capturing the essence of the participants' perceptions as related to the question prompts. It is important to note that any references about specific individuals were not included. Thus far, through interviews, focus groups, community forums and emails, over 250 participants provided qualitative data by responding to the following prompts:

1. What do you see as the greatest strengths of Prince William County Public Schools?
2. What do you see as the greatest challenges faced by Prince William County?
3. What qualities and characteristics does the next superintendent of Prince William County Public Schools need to possess and demonstrate?

Below are the three questions and a summary of “prominent” responses received. Responses were deemed to be “prominent” when they were expressed multiple times during the sessions and/or when they were considered uniquely relevant and insightful.

QUESTION 1 – WHAT DO YOU SEE AS THE GREATEST STRENGTHS OF THE PRINCE WILLIAM COUNTY PUBLIC SCHOOLS? (Survey Question 1)

- ❖ **Excellent teachers and staff (62%)** – excellent teachers and dedicated staff; highly committed teachers, staff and principals; phenomenal staff; positive experiences with teachers; good leadership at multiple levels in system.
- ❖ **Educational options and programs (44%)** – strong instructional programs; specialty school programs – schools of choice; variety of specialty programs – something for everyone; robotics; high quality academic programs; academic rigor; efforts to involve non-English speakers, strong SPED program; excellent SPED support; many programs for a world class education; professional development programs at the district and school level; technology.
- ❖ **Supportive Community (25%)** – caring community that supports schools; parental involvement; large district but family feel; great place to work and raise a family; active community.
- ❖ **Good school facilities (26%)** – excellent facilities – beautiful and safe.
- ❖ **Diversity** – multicultural connections; diversity of students and county; different types of students – a United Nations; diverse community that is unique – mix of urban, suburban and rural; diversity – a collective group of students from everywhere.
- ❖ **Performance** – great student performance with the resources we have – good bang for the buck; well-run system with competent staff; high graduation rate; can-do attitude and innovative spirit; innovative county; efficiency in staffing and use of resources; fiscal management; do more with less as compared to other districts
- ❖ **Site-based management** – site-based management allows principals to allocate resources in area of greatest need; supports innovation.
- ❖ **Other** – Large system but small feel; financial support of Prince William County Supervisors – support during COVID; continuity of leadership over the years.

Question 2 – WHAT DO YOU SEE AS THE GREATEST CHALLENGES FACED BY THE PRINCE WILLIAM COUNTY PUBLIC SCHOOLS? (Survey Question 5)

- ❖ **Funding (45%)** – challenge to equitably distribute funds; low per pupil allocation; a world class system needs to have competitive salaries to attract the best; need more teacher resources; need competitive salaries – funding per pupil is \$3,000 less than Fairfax; uncertainty of financial impact of COVID.
- ❖ **Growth (40%)** – growth challenge; population growth; size of the schools – especially the high schools; boundary and facility equity issues.
- ❖ **Educational options and programs (33%)** – Because of COVID – figuring out how to open schools safely; challenge of moving forward with online learning and virtual schooling; expansion of PK program.
- ❖ **Closing the achievement gap (32%)** – Closing the achievement gap; divisiveness between East and West – lack of equity in the East – 70% advanced diploma in West, 19% in East; higher dropout rates for students of color; perception of excessive discipline action and expulsions for students of color; gap in work ethic and motivation of some students; disproportionate discipline/suspension rates of students of color and enrollment in AP courses.
- ❖ **Equity** – challenge to equitably distribute funds; need to create equity in all parts of county; East vs. West dynamics; equity is #1 issue; inequities – West/Central/East – segregation of students by race and socioeconomic status; increased resources and support for underrepresented families; segregated school, facility and boundary issues; huge inequity among schools regarding resources, facilities and funding; resources relate to zip code – East vs. West; lack of formal process to address equity – one person office is not enough.
- ❖ **Site-based management** - site-based management issues regarding spending and power; site-based management is a challenge and an issue where schools run so differently and where every principal is different in providing an equitable education; lack of consistency of programs in schools as a result of site-based management – system of schools vs. school system; site-based management puts pressure on

use of resources and can create disparity in schools; lack of cohesion among schools – site-based management is confusing – the loud voice gets the most attention; site-based challenges leads to disparity of resources.

- ❖ **Diversity** - Complexity of ethnically diverse county; hiring practices – need to increase diversity of staff at all levels; need to promote diversity within the system; need greater diversity with senior staff; teachers do not reflect the diversity of the population; not enough diversity in administration – does not reflect the students and community; students responding to survey reported concerns about racism; lack of cultural sensitivity; need more growth opportunities for qualified Black applicants; need commitment to improve greater staff diversity.
- ❖ **Other** – Perceived concern about culture of retaliation; teachers fear raising concerns; climate of fear amongst teachers; retaliation against teachers who file complaint.

Challenges of geography of the system; parent engagement; communication with parents; lack of community engagement and outreach in poorer communities; issues of teen health, drug use and vaping.

QUESTION 3 – WHAT QUALITIES AND CHARACTERISTICS DOES THE NEXT SUPERINTENDENT OF PRINCE WILLIAM COUNTY PUBLIC SCHOOLS NEED TO POSSESS AND DEMONSTRATE? (Survey Questions – 2, 3, 4)

Response to this question is organized into four areas: Instructional Leadership, Communications, Management and Personal Qualities and Leadership Characteristics.

Visionary Instructional Leadership

- ❖ **Experience as a superintendent with a proven record of success (91%)/ Positive impact on student achievement (47%)** – Proven record of focus on student achievement; demonstrated ability to close the achievement gap; demonstrated success in closing the achievement gap; improve test scores – all scores – SATs and achievement gaps.

- ❖ **Experience as a classroom teacher (89%)/Experience in instruction (95%) – Instructional skills (28%)** - Experience in working with SPED and EL populations; strong background in SPED and experience in working with diverse populations; understanding of SPED and EL students; background as a teacher and administrator in a district like us; understanding of virtual learning; interest in providing support to students by expanded support for mental health issues; support of career and technical education; technologically adept.
- ❖ **Experience in a multicultural environment (92%)/ Experience in a culturally diverse community** - Experience as a superintendent in a diverse system the size and complexity of PWCPS; ability to work with different populations and bridge the socioeconomic and ethnicity gaps; experience in a large diverse district; experience in leading a minority – majority division; ability to address equity issues; promotes equity of access for all students; commitment to equity; change agent in addressing equity issues; understanding of issues regarding diversity; understanding of issues regarding equity challenge; willingness to have an open dialogue about racism and racial disparities in county; belief in restorative justice.
- ❖ **Visionary (17%)** - Innovative thinker; promotes innovation; visionary for all of community; forward thinker who can make changes; visionary who can provide direction for the school system; demonstrates strategic leadership with an instructional vision and global mindset; visionary leader who can communicate vision; forward thinker who can make change; ability to articulate what they want and what it will look like (Vision); ability to take the system to the next level; will take “World Class Education” literally.

Communications

- ❖ **Communication skills (78%)** - Good communicator with ability to interact with all segments of community; will seek out and hear student voices; listens to student voices; team builder; ability to bring people together; visibility; visible in the schools; collaborative leadership approach; proven communicator with ability to clearly articulate vision; great listener; effective communicator who can relate to entire diverse community; coalition builder who fosters an environment of inclusivity and support.

Management

- ❖ **Organizational skills (39%)/Managerial skills (45%)** – Strong organizational skills; politically savvy; ability to deal with intense political interests in pulling people together; understanding of the politics of schools; can set expectations and stand in front of and set direction; experience in managing lots of moving pieces; deep understanding of site-based management.
- ❖ **Experience in finance 90%/Financial skills (35%)** – Understanding of finance and balanced budgets; sound manager of funds; fiscally responsible.
- ❖ **Experience in strategic planning (97%)** – Experience as a strategic planner with strong organizational skills; ability to have continuous improvement/strategic planning experience and hold people accountable; understanding the uniqueness of site-based management; ability to evaluate the strengths and weaknesses of site-based management
- ❖ **Experience in personnel – (92%)** – Ability to promote diversity in attracting and retaining high quality staff; ability to attract a good and diverse staff at the school and central office levels; will hire teachers and staff that reflect the community.
- ❖ **Board/Superintendent** - Works well with the Board and leads by example; collaborates well with the Board; experience with Superintendent and Board governance; work and partner with the Board; experience in navigating/working with Board.

Personal Qualities and Leadership Characteristics

- ❖ **Integrity (46%)** – Honest; fair, servant leader; trustworthy; trust builder; patience; relationship builder; puts people before politics; can make tough calls even politically unpopular; good character.
- ❖ **Good judgment (38%)** – Measured leadership under pressure; measured implementation of changes; reflective; boldness and willingness to navigate through tough places.
- ❖ **Interpersonal skills (38%)** – Has authenticity; can motivate students and staff; loves kids; thick skinned; trust builder; listens to student voices and will be visible in schools; visibility in the schools and community; humility; can build good relationships; collaborative with all groups; positive impact

on the underserved; a risk taker. Servant leader who can build relationships and give parents, teachers and students a voice; courage.

- ❖ **Commitment to the community (37%)** – Looking for long-term commitment; will demonstrate will to be here – boldness and willingness to navigate through tough places; willing to set down roots

V. UTILIZING COMMON THEMES FOR DEVELOPMENT OF LEADERSHIP PROFILE

An analysis of the quantitative data collected from the search survey and the qualitative data comments from public meetings, interviews and small group discussions served as the basis for the development of a draft Leadership Profile for Prince William County’s next superintendent. Responses from this data are organized into four areas: **Visionary Instructional Leadership; Communication; Management; and Personal Qualities and Leadership Attributes.**

We present this Leadership Profile to the Board as a draft and encourage review by Board members. When the Board is comfortable with approving it, we will proceed to add it to our website and advertising, to let potential candidates know what the Board is looking for in its next Superintendent.

VI. DRAFT LEADERSHIP PROFILE

The Prince William County School Board seeks an outstanding visionary and innovative instructional leader who has solid experience and proven success leading and working in a culturally diverse school system and community.

The successful candidate will have demonstrated success working collaboratively with the School Board, staff, and community to create increased opportunities for students to prepare for a successful future. The Board seeks candidates who can demonstrate a “match and fit” with the leadership qualities and characteristics listed below.

Visionary Instructional Leader

- A dynamic leader, who has demonstrated successful experience in a diverse community, and has implemented successful programs and initiatives that challenge all students to achieve at higher levels, leading to the closing of the achievement gap.

- A progressive approachable leader with a solid instructional background who understands large and complex organizations, has been successful navigating the dynamics of change and will take bold action.
- An innovative executive leader, who exhibits the passion to work with staff in an open and encouraging manner and has demonstrated a commitment to high standards and expectations for all staff and students.
- A forward-thinking leader who understands teaching and learning and will initiate multifaceted educational programs to prepare each student for college and/or career readiness.

Effective Communicator

- A visible and approachable individual, skilled as an emphatic communicator, committed to working cooperatively with the School Board, staff, students and community.
- An active listener who understands and values transparency, communicates effectively with diverse audiences, creates a culture of respect, and builds trust in the school community.
- An excellent communicator and team builder who will bring all stakeholders of a diverse community together.
- An individual who employs a collaborative approach in seeking ideas and support that will address and eliminate inequities which affect students' opportunities to prepare for success.

Collaborative Manager

- A transparent ethical manager who demonstrates fiscal and operational expertise using a participatory process to identify and solve complex issues.
- A thoughtful leader and strategic planner who has demonstrated success addressing enrollment growth, attendance zone adjustments, and adding new facilities.
- An adept politically astute leader and manager, who can navigate an everchanging political landscape and will build relationships with the School Board, County officials, parents, and community.

- An individual who has demonstrated expertise overseeing fiscal and human resources.
- A leader who will create and implement a plan, that includes the necessary fiscal and human resources, designed to increase staff diversity at all levels, and establish programs that equitably benefit all students.
- A leader who brings an open and forward-thinking management style and is respected as one who can engage, motivate and hold people accountable in managing a progressive school system and staff.

Personal Qualities and Leadership Characteristics

- A transparent personable leader who is a balanced, thoughtful decision maker with the courage to address necessary issues for the benefit of all students.
- A student-focused leader who is honest, ethical, dedicated, has authenticity, thick-skinned and who is visible in the schools and committed to the community.
- A leader who demonstrates ethical behavior, good judgement and integrity in all leadership actions and exhibits the courage to confront attitudes and behavior of racism and other disparities that disrupt opportunities for student success.

VI. FINAL COMMENTS

The BWP search team members have learned much about the Prince William County School System and community and were very impressed with the willingness of participants to share candidly. The team enjoyed meeting key community, school, and district leaders. The Prince William community should be proud of the extent to which multiple segments of the population participated in this search process. We found the staff to be extremely capable and dedicated. We are hopeful that the next superintendent will take full advantage of community support and resources. The BWP Search team will use the final approved Leadership Profile to actively engage in the recruitment stage of your search process.

Thank you for the opportunity to work with the Board, the community, and district employees in our collected efforts to find an outstanding leader for Prince William County Public Schools.

APPENDICES

- Appendix A Focus Groups and Community Forum Responses
- Appendix B Online Survey Results English
- Appendix C Online Survey Results Spanish
- Appendix D Online Survey Results Students
- Appendix E Online Survey Results Summary of other languages

**Appendix A – Interview and Focus Group Feedback
Transcriptions**

Board & Supervisor Interviews - 9 meetings - 9 people

Strengths:

Diversity**** and multicultural connections; specialty school programs – schools of choice***; robotics***; phenomenal staff; strong staff and teachers in schools**; highly committed faculty staff and principals; near Washington D.C.; active community; continuity of leadership over the years in the schools and school system – a steady hand; good leadership at multiple levels in system; overall well run system with competent staff; resources available for school system families; (wraparound services; excellent facilities – beautiful and safe; great performance with the resources we have – good bang for the buck; good mix of urban, suburban and rural; innovation in our schools; strong fiscal management.

Challenges:

Growth challenge; rapid growth in parts of the county; expansion of PK; timing of superintendent search in middle of COVID; because of COVID – figuring out how to open schools safely; challenge of moving forward with online learning and virtual schooling; management of the budget and facilities; community relations dynamics – size and diversity of constituents in a minority-majority county; East v. West dynamics; need to raise the bar for achievement levels of all students; the complexity of an ethnically diverse county; hiring practices – need to increase diversity of staff at all levels**; need to promote diversity within system; lack of diversity in staffing**; transparency and communication concerns; site-based management issues* regarding spending and use of power; challenge of site-based management*; fear/concern about culture of retaliation – teachers don't think they can speak freely*; relationship with the supervisors; low per pupil allocation; top-down leadership; equity is #1 issue; need to create educational equity in parts of the county.

Characteristics and qualities desired:

Understanding of issues of regarding diversity; understanding that equity needs does not mean treating every one equal; understanding of equity challenge**; proven record of focus on student achievement; demonstrated ability to close the achievement gaps; integrity**; good judgement; person of their word; good communicator with the Board, team player with team building skills; honest communicator – willingness to share good, bad, ugly; will seek out and hear student voices; communication skills; good communicator with ability to interact with all segments of community; visibility**; ability to be part of a team; willingness to be here long-term; experience as a superintendent in a diverse system the size and complexity as PWCPs***; forward thinking with the challenges of virtual schooling; knowledge of best practices, work of current researchers and educators – what works; ability to work with different populations and

bridge the socioeconomic and ethnicity gaps**; support career and college readiness; high expectations for learning for all students; voice for the voiceless; demonstrate the courage to take stand on sensitive issues like rezoning and school renaming and address the pockets of segregated schools; willingness to diversify top staff and other staff positions*; work with, communicate with and build relationships with the Board and create protocols and written procedures; technologically adept; experience dealing with the politics in schools; bipartisan leadership; collaborative leadership approach; reflect the diversity of the county; willing to take risks; deep understanding of site-based management; ability to address fear of retribution; reflective; has empathy; SPED experience; clear vision; approachable; commitment to equity; tough skin; love for children; active in the community; ability to provide outreach to community and parents; works well with the Board and leads by example; open minded in dealing with challenges; ability to leverage strengths of our students in preparing them for success; providing leadership to attract a diverse pool of candidates for PWCPS; demonstrate will to be here – boldness and willingness to navigate thru tough places; skill in strategic planning; strong background in school finance; ability to work with board as a governance team; ability to work collaboratively with elected officials.

Religious, Faith Groups - 2 meetings - 4 people

Strengths:

Diversity; majority-minority county; religious groups and others engaged in tutoring our kids.

Challenges:

Challenges of geography of the school system; need greater diversity with senior staff, principals and teachers; East v. West; to be a world class system needs to have competitive salaries to attract the best – per pupil spending is not world class; equity of per pupil spending in schools; rigor of instruction; understanding transient needs of huge military and federal government workers presence; way people who file complaints are treated; increased resources and support for underrepresented families.

Characteristics and qualities desired:

Need good communicator with interpersonal skills; someone who is a good listener with collaboration skills; a team builder; has ability to speak and work with a diverse community; experience in a diverse large district; has the ability to attract good people and surround themselves with good leadership; has ability to be forthright in addressing issues; a strategic planner with strong organization skills; needs to reflect the diversity of the county; welcomes and respects religious communities beliefs and tenants of faith and that we all know have a profound impact on the development of children.

Forums - 3 meetings - 290 registered - 71 attendees - 9 language translators

Strengths:

Very diverse population and diversity of students - diversity*****; Quality of Teachers**; Quality of Staff*****; Academic Rigor; sound Academics*; Academic Specialty programs**; Specialty programs; high quality academic programs*****; High school graduation rate has climbed; “Can Do” attitude/Innovative spirit – figure out how to do it no matter the challenge**; financial Support of Prince William County Board of Supervisors (COVID challenge & other financial support)*; school facilities; with COVID, everyone has come together to support student learning, student, ability to weigh in *; well-known county; strong relationships, community; high test scores; excellent facilities; school facilities; SPED – established SEAC & made positive changes in last 5 years; enormous effort to involve non-English speakers; resources*; student leadership opportunities; location – proximity to DC***.

Challenges:

Teachers do not reflect the diversity of the population***** (students never had an African American male teacher); lack of diversity in administrators*****; need for promotions/incentives to bring minorities to teach and in leadership; not enough diversity in administration (do not reflect our students/community**; losing a lot of teachers & morale is low*; disconnect between leadership & what teachers are doing on a daily basis; need to retain teachers; climate of fear amongst teachers**; retaliation against people who filed complaints; lack of teacher voice, representation and input – frustration with staff – should have more input in procedures, curriculum; no teacher representatives on school board; resources**, funding, need more teacher resources; budget*; divisiveness between East and West – lack of equity in the East**** -70% advanced diplomas in west, 19% in east; inequities – West/Central/East**; deliberate segregation of students by race and socioeconomic status*, double standards; access – classes not the same from one school to the other; achievement gap****; test scores have been stagnant for 10 years; many graduates are not college ready; dropout rates for students of color*; increase specialty programs at each school; need for soft skills for students outside of those who go to college; improve preparation for all students for 21st century jobs and life; need more career tech opportunities**; primary focus has to be getting the kids taught what they need to be taught so that eventually employees will look like the community – prepare them to take over;

Communication with parents; parent engagement – sometimes parents don’t understand rights, feel overwhelmed, intimidated; PWCS needs to empower parents to take an active and effective role; excessive disciplinary action – students of color***** (including expulsion rates

for students of color); systemic racism** – students responding to survey reported concerns about racism; reputation; how they will address post-COVID work in our division; must be focused on kids; willingness to reevaluate curriculum; reduce class sizes; work needs to done on facilities, including technology; site-based management system (every principal different and providing an equitable education is a challenge/issue when schools run so differently); not allow personal agendas of administrators to disrupt positive school culture; SPED – need to deal with students who don't fall cleanly within one learning disability; with universal instruction, reading supports for early intervention, best practice.

Characteristics and qualities desired:

Give everyone opportunities to excel; person who understands diversity; represents the lived experience of this community*****; experience in diverse system****; diversity*****; need a superintendent who understands how diversity improves learning, sets up students for global economy, capitalize on diversity, documented success in closing the achievement gap; proven track record of multiculturalism; recruit more diverse teachers; prioritize fairness regardless of race, age, gender identity or gender; experience leading a majority-minority division; considers the struggles of minorities, is willing to have an open dialogue about racism and racial disparities in the County ***; provide equal opportunity to all students; understand our diverse community; recognize and appreciate diversity; has the ability to recruit diverse teachers and staff**; a person with a record of prior achievements; will hire teachers that reflect the community; documented success in closing achievement gap; innovative thinker**; believe in ingenuity/promotes innovation*; visionary leader***; vision for all of community; cultivate healthy work culture; prioritizes fairness; assure same resources for east and west – trades programs, finances; ability to connect with and understand all facets of our populations and stakeholders; ability to connect with students and values developing relationships with students; spend quality time in classrooms; prioritize resources for teachers; prioritize in-person learning because virtual school is creating damage to brain development; patience; integrity and character****; transparency*; solution to the problems here in the County – be willing to say these are our challenges and here are the solutions to the problem; honesty**; genuine concerns for students and employees; understanding of fiscal and balanced budgets; good communicator with experience adjusting to crises**; genuine concerns for students and employees; diversity of education – some kids thrive in virtual, some in-person; some limited programs to allow different experiences – willing to look at how to provide more educational experiences, specialty programs (trade, online); advocate for students; belief in restorative justice practices; has been a teacher, principal, assistant superintendent; strong understanding of SPED*; familiar with IDEA & 504, need to speak to special education concerns; focus on vocational training – those students who need extra support; approachable; technology forward thinking; skills in fiscal management; collaborator; contemporary knowledge of

pedagogy (inquiry based instruction); powerfully connected to training and professional development for teachers; understanding of virtual learning; resilient and nimble; ability to galvanize consensus; advocate for additional financial resources, politically savvy; high level of emotional intelligence; dedicated to continuing the mission; ability to hire and retain world class talent; organic – opportunity for someone who has come up through the ranks of PWCS; explore IEPs for gifted students; young, innovative, person of color; add a bilingual school; not afraid to engage with the community, not afraid to hear from the community; will explore different kinds of models – Saturday school – open mind to other types of pedagogy and learning that goes beyond the classroom; provide equal opportunity to all students; visit all the schools – get a lot of understanding about different areas of the county; take “World Class Education” literally; ability to increase partnerships with the community**; will question systems in place – for example, examine how we approach reading instruction & literacy skills; goes out of way to maintain a personal relationship with parents, teachers, students; proactive – value inclusive decision-making; proven communicator with ability to clearly articulate vision***; great listener***; collaborate well with school board; ability to work with stakeholders**; coalition builder who fosters an environment of inclusivity and support**; survey students; encourages experimentation; transparency****; sound manager of funds; students not college ready – next superintendent needs to address this issue*; improve test scores – all scores – SATs and achievement gaps; relationships – take advantage of non-profit expertise to be able to provide additional enrichment and after school programming for the school division*; commitment to equity***; likeable, personable; cares about staff; fosters relationships with students; ability to think outside of the box, leverage our strengths; ability to move us to top echelon of best practices; emphasis on experiential learning (look at omni-channel educational experience) – someone not afraid to look at these opportunities; look at problems as opportunities – find solutions where everyone wins; be servant leader – and serve the children; vocational high school focused on trades**; ability to attract best qualified people; make tough calls even if politically unpopular; person open minded to various curriculum possibilities.

Students - 1 meeting - 14 people

Strengths:

Variety of specialty programs – something for everyone; nontraditional education programs provide support of student needs; diversity of students – different types of students – a “United Nations”; outstanding, excellent teachers; hard working staff; positive experiences with teachers; diversity of clubs; most everything positive; pay for AP and SAT exams.

Challenges:

Inequity of funding in some schools; equity issues – harsh discipline of students of color; racism; homophobia; hate needs to stop; gap in work ethic and motivation of some students; achievement gap; need more wholesome grading system; look at school start times; provide more dual enrollment opportunities; greater focus of outreach to different groups; difference between older and newer schools and their programs and comparable resources; need greater diversity in teachers and administrators; issues of teen health and drug use and vaping.

Student Survey – responses from students – systemic racism (not comfortable or safe, racism, islamophobia, homophobia, students are afraid no action will be taken) – Need superintendent who will address these issues.

Characteristics and qualities desired:

Must be passionate about being superintendent in Prince William; get to know students; has interest in reaching out to students and seeking their opinions; willingness to listen to student voices; cares about and visits all schools; visible in schools; listens to student voices; focused on change – willing to do new things; interest in providing support to students by providing expanded support for mental health issues; needs to hammer out and help students cope with racial and hate issues; understands equity issues and can work towards fixing problems of inequity; need superintendent to be cool; honest, approachable; has authenticity; involved in student activities; puts people before politics; visionary; a risk taker; forward thinker who can make changes.

**Superintendent and Parent Advisory Groups, School Board
Advisory Groups and Task Forces - 2 meetings - 7people**

Strengths:

Diverse community that is unique – has people from all over the world; caring community that supports the schools, variety/diversity of middle school and high school specialty programs; strong academic programs; excellent SPED support; innovative county.

Challenges:

Equity** – segregated schools and facility issues and boundary issues; lack of consistency of programs in schools as a result of site-based management system of schools vs. school system; East v. West issues; lack of community engagement and outreach in poorer communities; teachers fear raising concerns; transportation concern regarding scheduling; dysfunctional relationship with Superintendent and Board.

Characteristics and qualities desired:

Would like person of color; need to engage community in more ways beyond surveys; consensus builder who can bring people together; love of people; ability to connect and listen to our teachers; change agent in addressing equity issues; visionary who can provide direction for the school system; fiscally responsible – strong financial background; transparency; integrity very important; good judgement; servant leader who can build relationships and give parents, teachers and students a voice; ability to work on achievement gap.

Equity Groups (includes PWCHRC, NAACP) - 2 meetings - 11 people

Strengths:

Multicultural population; geographic location to D.C.; diverse population with a high graduation rate of 93%; positive attempt to acknowledge diversity and challenge of equity; outstanding program options and resources; site-based management is a strength; outstanding and effective teachers**; broad community support; allocation of resources.

Challenges:

Race issues – lack of cultural sensitivity*; huge inequity among schools regarding resources, facilities and funding; need more racial balance in schools; need more teachers of color**; lack of evidence in hiring of diverse administrative staff; more growth needed in opportunities for qualified black applicants; closing the achievement gap; disproportionate discipline/ suspension rates of students of color and enrollment in AP courses; population growth; concern of transition of leadership during pandemic.

Characteristics and qualities desired:

Effective communicator who can relate to entire diverse community; measured approach before changing things; person of color – demographic should drive selection; innovative thinker with the ability to promote diversity in attracting and retaining high quality staff**, address equity issues – equity gaps and eliminate racism; approachable and will be visible in the schools and engage community; honest and fair; demonstrates strategic leadership with an instructional vision and global mindset; strong background in SPED and experience in working with diverse populations**; collaborative; good manager of resources; ability to address issue around discipline of black students; will work well with NAACP and community organizations; classroom experience; experience with conflict resolution.

Directors and Supervisors - 1 meeting - 32 people

Strengths:

Staff dedication; amazing staff top to bottom; supportive community; diversity of students; support of offices for schools; diverse opportunities for students; specialty programs **; many programs for a world class education; excellent college and career preparation; work guides for students; commitment to grow staff; evaluation system that maintains focus on student learning; family feel; maintaining close community feel; support of EL; large system with small system feel; financial stability; support for professional learning.

Challenges:

Providing education during pandemic; keeping pace with changes – pandemic recovery; diversity is a strength and challenge; growth of county and students; getting sufficient resources; maintaining competition with other districts; hiring and retention of SPED staff; hiring a diverse staff*; recruit and retain a diverse work force; lack of representation of students of color in certain programs; closing the achievement gap**; site-based management cause challenges – no common language of understanding; need more of a systems approach to the work ; ability to grow own leaders; entering into a digital transformation; no prior knowledge of PWCPs; time to participate in professional learning; explore needs for vocational students as they move into the work place; becoming more efficient – working smart.

Characteristics and qualities desired:

Background as a teacher and administrator in a district this size***; collaborative***, calm measured leadership approach under pressure; experience in navigating/working with Board; experience in alignment of funding to multiple programs; focus on learning with clear vision and expectations; team builder; willing to set down roots; will value multilingual students and diversity to system; excellent communicator; approachable; promotes diversity in leadership**; change maker who can motivate students and staff; has vision for building a bridge to the future; risk taker; courage; understands of SPED/ EL students; embraces equity – all students get what they need; great communicator; an innovator / supports innovative ideas/progressive**; considerate; high integrity***; has heart of a true leader in a diverse school division; bridge builder; open minded; doing the right thing for the students; ability to have a continuous improvement / strategic plan and to hold people accountable; equity of access for students across the board.

Middle School Principals - 1 meeting - 11 people**Strengths:**

Professional development at district and school level; diversity**; mentorship program to support new teachers; standards-based grading system; visibility of superintendent in the schools; accessibility to central office and level of collaboration; organizational structure that supports collaboration; site-based management; large system but small feel*; student-centered approach to learning and assessment; technology; specialty programs at elementary, MS and HS; financial management.

Issues/challenges/concerns:

Hiring a retention of quality teachers; need commitment to improve greater staff diversity; Board – Superintendent relationship; lack of formal process to address equity – 1 person office; need of relationships to leverage site-based management; communication; competitive salaries funding – per pupil \$3,000 less than Fairfax; challenge of serving underserved students.

Characteristics and qualities desired:

Visionary leader who can communicate vision and make long-term commitment; candidate that reflects the diversity of the division; experience from a diverse system of comparable size**; experience with Superintendent and Board governance; transparency; student-centered approach**; ability to hire good staff; collaborative approach; relationship builder.

High School Principals - 1 meeting - 10 people

Strengths:

Parent involvement; diversity is a strength but not always being used to our advantage; site-based allows principals to allocate resources in area of greatest need; personal level of communication we receive from the Superintendent*; support of HS principals for each other; ability to adjust and make changes based on situations at each school; some parts of division are very organized facilities/construction/some schools; specialty programs in schools giving students opportunities for choice; efficiency in staffing and use of resources; flat leadership model; large system that feels small; performance of students; empowerment.

Challenges:

Lack of Leadership/cohesion in some parts of the KLC – student learning; divide exists between site-based folks and non-site based on Board; vision should support the work of the schools; leadership and support for Athletics at the county level; organizational issues - gap between implementation and planning in every department; Cohesion – KLC work should be driven by needs of schools and committees are not just to check a box – get input from people – what is the issue, how do we help you? Meeting the needs of all students; attracting and retaining

teachers/staff; purposeful growing your own staff; continued free access to leaders; attention to equity and providing resources as needed in schools**.

Characteristics and qualities desired:

Strong leadership qualities and ability to communicate/articulate what they want and what it will look like (VISION); understand not every school looks the same/has the same needs/solves problems in same fashion; we need a Supt who understands secondary level; personable and willing to listen/realistic and grounded in reality; have a plan for teacher/administrative retention going forward; opportunity to recast new post COVID direction.

Elementary Principals - 1 meeting - 11 people

Strengths:

Many resources; financial support; the people – highly skilled administrators and school leadership and teachers; collaboration between schools and central office; small feel in large district; diversity in county and school system; support of the administration; have ability to try new things – site-based decisions; size a strength and challenge; educational options for students.

Challenges:

Many families have economic challenges; mental health needs of students; site-based management put pressure in use of resources with decisions in principal hands and can create disparity in schools; lack of standardization in school – multiple examples; leadership structure can cause communications issues/confusion; too many initiatives at once*; decisions get pushed down without funding; need additional administrative support in elementary schools; cannot freely express concerns without consequences*.

Characteristics and qualities desired:

Ability to deal with intense political interests in pulling people together; approachable, can build relationships; genuinely interests in hearing people's thoughts/good listener; innovative – proactive with technology; risk taker; can set expectations and stand in front of and set direction; ability to evaluate site-based management approach and funding allocations; effective communicator***; visible; transparency; proactive visionary; experience with diverse community; integrity; fair; honest; trustworthy; patience; relationship builder*; visionary – can set strong vision and can hands-on drive vision.

Teachers/ Teacher Advisory Committee – 2 meetings - 10+ people

Strengths:

Dedicated and caring teachers and staff*; diversity in student population; area where we live; diversity in county/students**; technology; specialty programs*; opportunities for students; community minded; Ombudsperson; professional development*; supporting future teacher educator programs; network of support; leadership opportunities for students; ROP for teachers and staff.

Challenges:

Communication needs to be better from Superintendent and staff; diversity in hiring of leadership positions; culture of retaliation/ morale issue*; teachers overextended; challenges of COVID and disconnect between staff and teachers; focus on salaries to recruit and retain high quality teachers; poor East end vs. rich Western end schools, not only perception but reality lack of diversity in hiring leadership positions; SPED resources to support students; site-based management inconsistencies school to school, lack of accountability; demonstration of appreciation for hard working staff; eliminate them (teachers) vs us (Kelly Center).

Characteristics and qualities desired:

Good communicator; system-wide communication*; focus on staff diversity; look at site-based management; focus on social justice; accessible; visibility in the schools*; embrace diversity and understanding of diversity at all fronts*; progressive; measured implementation of new initiatives; pick most qualified person to be next superintendent; parents should have a voice.

Associate Superintendents - 1 meeting - 14 people

Strengths:

Large district but family feel; large but acts small; trust leaders to make decisions; strong leaders and great people; world class education taken to heart – will do whatever it takes; access; specialty schools*; do more with less as compared to other districts.

Challenges:

Funding challenges; competing with the competition for staff; size of some schools – especially HS; lean central office staff.

Characteristics and desired skills:

Understanding the uniqueness of site-based management; high level of political acumen – politically savvy; skills to work with and partner with the Board; strong leader with the ability to inspire; visionary - ability to take system to next level; humility with the ability to understand what you do not know; ability to keep and retain talented people; focus on children and outcome of learning; good listener; hands-on leader; strong background in HR; understanding of collective bargaining; understanding of a diverse, large school system**; will honor traditions of the past but will inspire us to get better.

Professional Employee Organizations/Groups - 1 meeting - 6 people

Strengths

Excellent staff; amazing educators; diversity; schools performing well - 100% of schools accredited; Ombudsman position; diversity*; support during COVID; high quality of professional development; specialty programs.

Challenges:

Need for site-based management training to insure consistence of programs; equity issues; culture of fear; resources relate to zip code – East vs. West; uncertainty of financial impact of COVID; unknown impact of virtual learning.

Characteristics and desired skills:

Priorities should include not just support for students but also staff; will listen and learn before making any changes; have student representative on the Board – why not a teacher representative*; will value staff dialog - inviting input before making changes; patience; leadership positions that reflects the community.

Classified Employees – 1 meeting = 2 people

Strengths:

Amazing teachers and support staff; program options for MS and HS students – specialty centers; large system but small town feel; great place to work and raise a family; support staff are “worker bees”.

Challenges:

Increased accountability of top staff; lack of opportunities for professional growth; redefine view of alternative school – not just discipline; COVID brought to light inequities in availability to technology; need to diversify staff; unfair treatment of classified staff by principals and central office staff; addressing learning gaps; addressing equity of funding; increase opportunities to support students with trauma and mental health issues.

Characteristics and qualities desires:

Integrity; transparent; can build trust; commitment to PWCPD – not for self but to advance the district; advance with times – fresh new ideas; values SPED; increased accountability for top staff*; embrace diversity that reflects this community; fairness – equity regarding all employees – address unfair treatment of staff.

Special Education Community (Parents and Employees, SEAC) - 1 meeting - 7 people

Strengths:

Quality of staff all way round – especially SPED; strong teachers and support staff; diversity – collective group from everywhere**; student opportunities – specialty programs.

Challenges:

Inequities across schools – resources not always available; need to increase salaries to hire and retain quality teachers; school-based management is confusing – the loud voice gets most

attention; some schools overcrowded; moving forward during the pandemic; socioeconomic divide; outdated infrastructure in some schools; parents not sure who to ask. Lack of cohesion among schools – site-based challenges lead to disparity of resources.

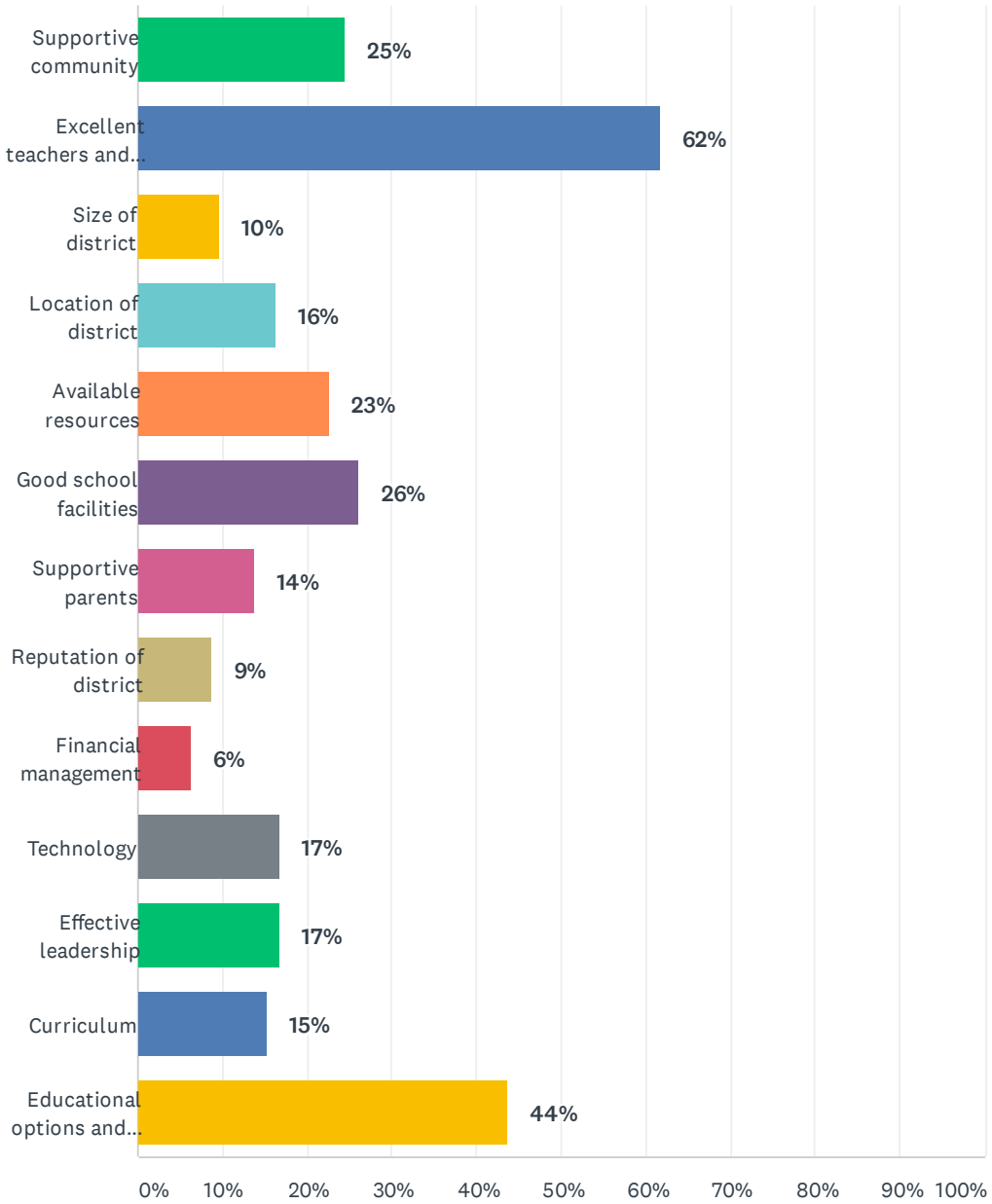
Characteristics and qualities desired:

Engages and includes all families; parents as partners; experience in a large diverse system**;
capable of thinking outside of box and can build a new box; builds relationships with post-secondary institutions; has the foresight to take PWCPs to next level; has the ability to build positive Board relationships and team work; experience in managing lots of moving pieces; fiscally responsible.

Appendix B – English Survey Results

Q1 Select from the list below the three most significant strengths of the Prince William County Public Schools.

Answered: 6,992 Skipped: 0

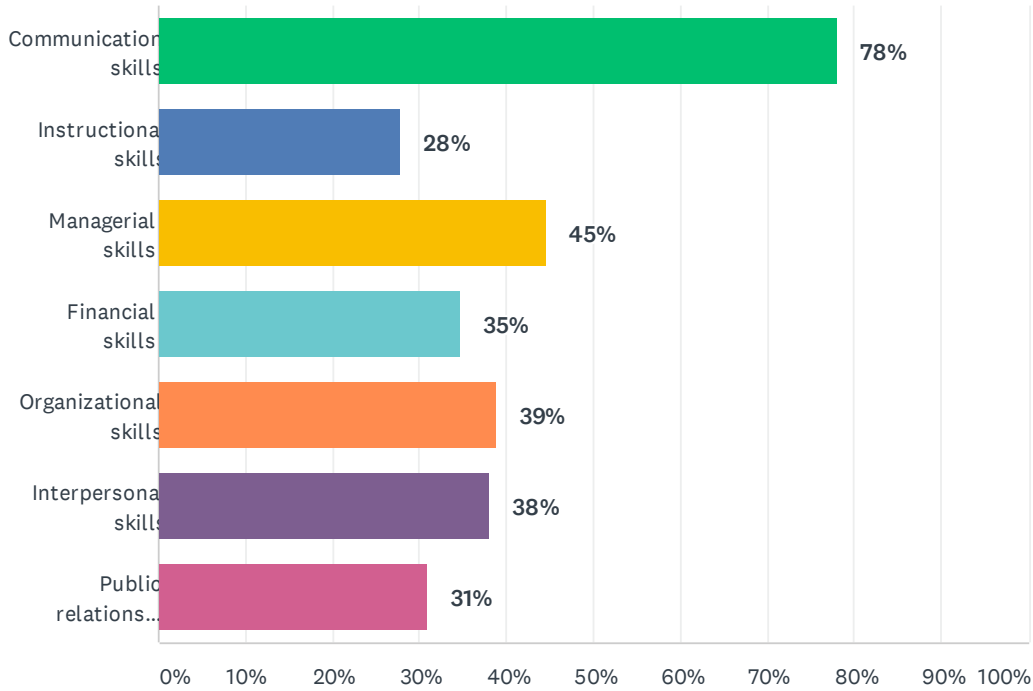


Prince William County Public Schools
Superintendent Search Survey

Supportive community	25%	1,717
Excellent teachers and staff	62%	4,309
Size of district	10%	674
Location of district	16%	1,141
Available resources	23%	1,575
Good school facilities	26%	1,831
Supportive parents	14%	960
Reputation of district	9%	613
Financial management	6%	433
Technology	17%	1,166
Effective leadership	17%	1,168
Curriculum	15%	1,062
Educational options and programs	44%	3,061
Total Respondents: 6,992		

Q2 Select from the list below the three most important leadership skills you would like a superintendent to have:

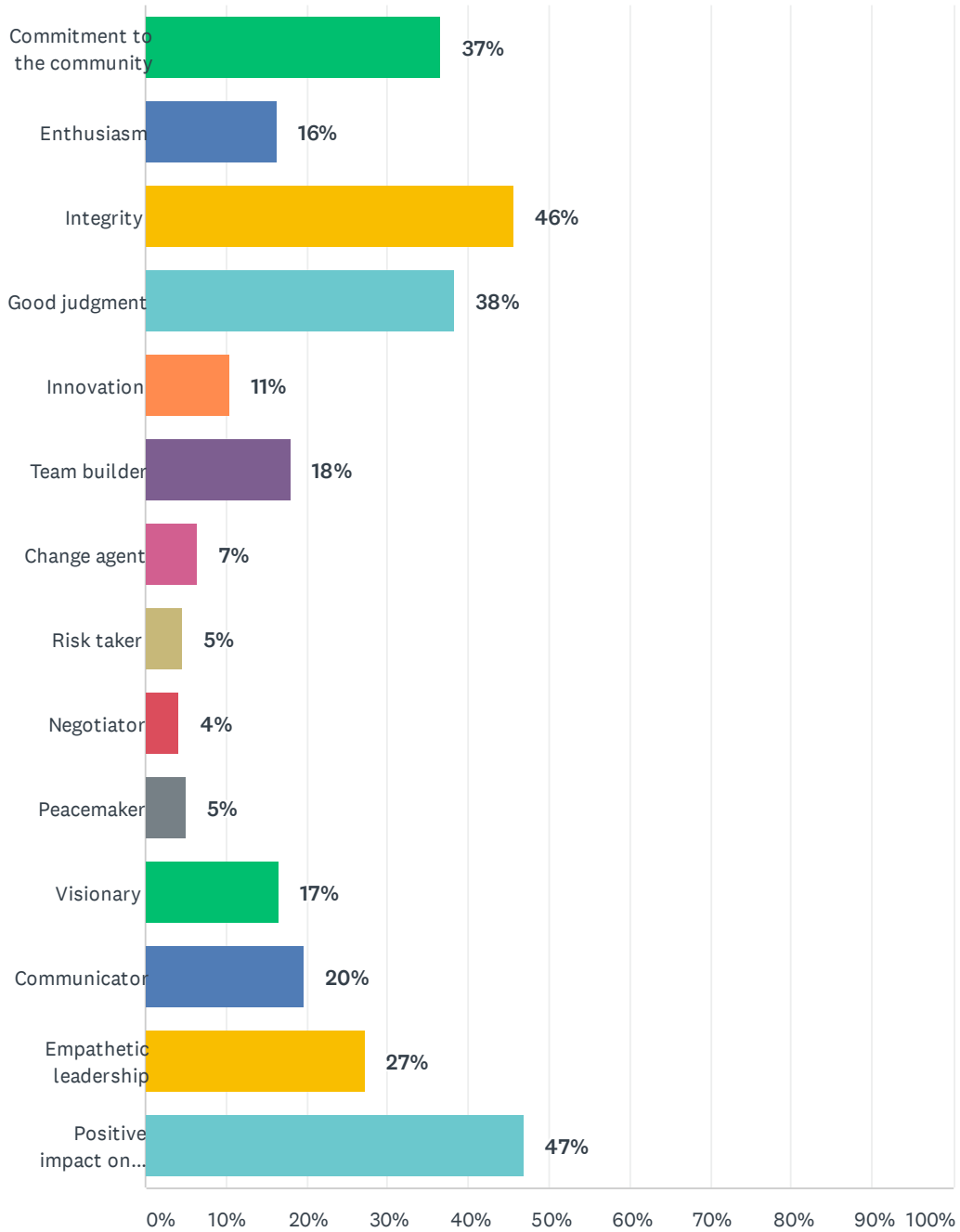
Answered: 6,757 Skipped: 235



ANSWER CHOICES	RESPONSES	
Communication skills	78%	5,268
Instructional skills	28%	1,879
Managerial skills	45%	3,008
Financial skills	35%	2,344
Organizational skills	39%	2,635
Interpersonal skills	38%	2,574
Public relations skills	31%	2,086
Total Respondents: 6,757		

Q3 Select from the list below the three most important characteristics you would like a superintendent to exhibit:

Answered: 6,539 Skipped: 453



Prince William County Public Schools
Superintendent Search Survey

ANSWER CHOICES	RESPONSES	
Commitment to the community	37%	2,400
Enthusiasm	16%	1,061
Integrity	46%	2,979
Good judgment	38%	2,497
Innovation	11%	690
Team builder	18%	1,183
Change agent	7%	429
Risk taker	5%	299
Negotiator	4%	274
Peacemaker	5%	325
Visionary	17%	1,079
Communicator	20%	1,282
Empathetic leadership	27%	1,773
Positive impact on student achievement	47%	3,058
Total Respondents: 6,539		

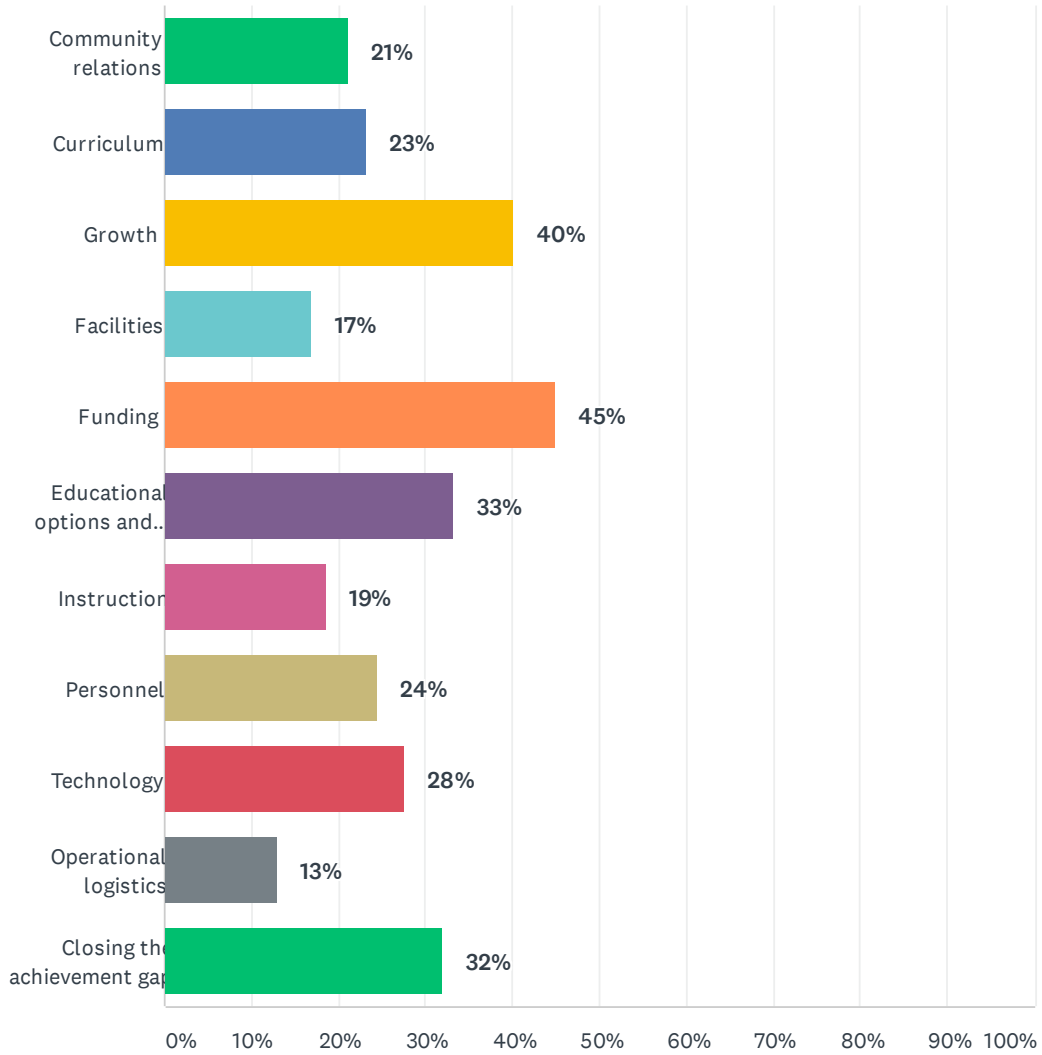
Q4 For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in the new superintendent:

Answered: 6,259 Skipped: 733

	EXTREMELY IMPORTANT	IMPORTANT	NOT IMPORTANT	TOTAL
Doctorate degree	20% 1,242	46% 2,819	34% 2,068	6,129
Experience as a superintendent with a proven record of success	50% 3,087	41% 2,551	9% 555	6,193
Experience as a superintendent in a district of similar size	32% 2,003	49% 3,030	19% 1,189	6,222
Experience as an assistant superintendent	24% 1,499	56% 3,502	19% 1,202	6,203
Experience as a district level administrator	33% 2,031	54% 3,343	13% 814	6,188
Experience as a principal	49% 3,038	40% 2,461	11% 714	6,213
Experience as a classroom teacher	59% 3,642	30% 1,865	11% 700	6,207
Experience in finance	33% 2,063	56% 3,490	10% 641	6,194
Experience in personnel	38% 2,375	53% 3,295	8% 514	6,184
Experience in instruction	53% 3,293	42% 2,581	5% 324	6,198
Experience in facility construction and management	21% 1,293	54% 3,320	25% 1,572	6,185
Experience with technology	37% 2,278	54% 3,336	9% 575	6,189
Experience in a multi-cultural environment	61% 3,778	31% 1,932	8% 500	6,210
Experience in strategic planning	54% 3,351	43% 2,676	3% 173	6,200
Experience in a culturally diverse community	61% 3,817	30% 1,878	8% 521	6,216

Q5 What do you consider to be the three most important issues or concerns facing the Prince William County Public Schools in the next five years?

Answered: 6,174 Skipped: 818

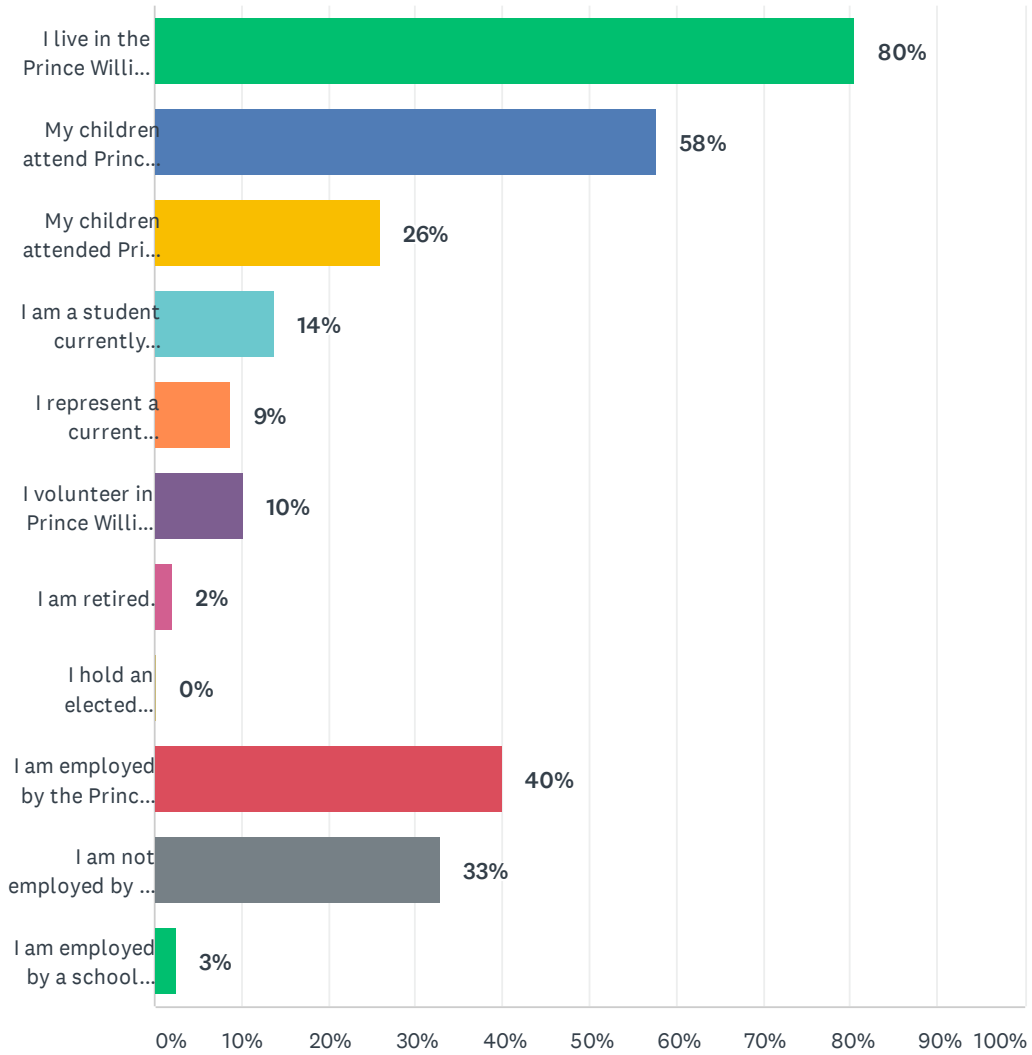


Prince William County Public Schools
Superintendent Search Survey

ANSWER CHOICES	RESPONSES	
Community relations	21%	1,305
Curriculum	23%	1,434
Growth	40%	2,480
Facilities	17%	1,049
Funding	45%	2,772
Educational options and programs	33%	2,051
Instruction	19%	1,146
Personnel	24%	1,510
Technology	28%	1,700
Operational logistics	13%	802
Closing the achievement gap	32%	1,970
Total Respondents: 6,174		

Q6 Please indicate all which apply to you:

Answered: 6,122 Skipped: 870

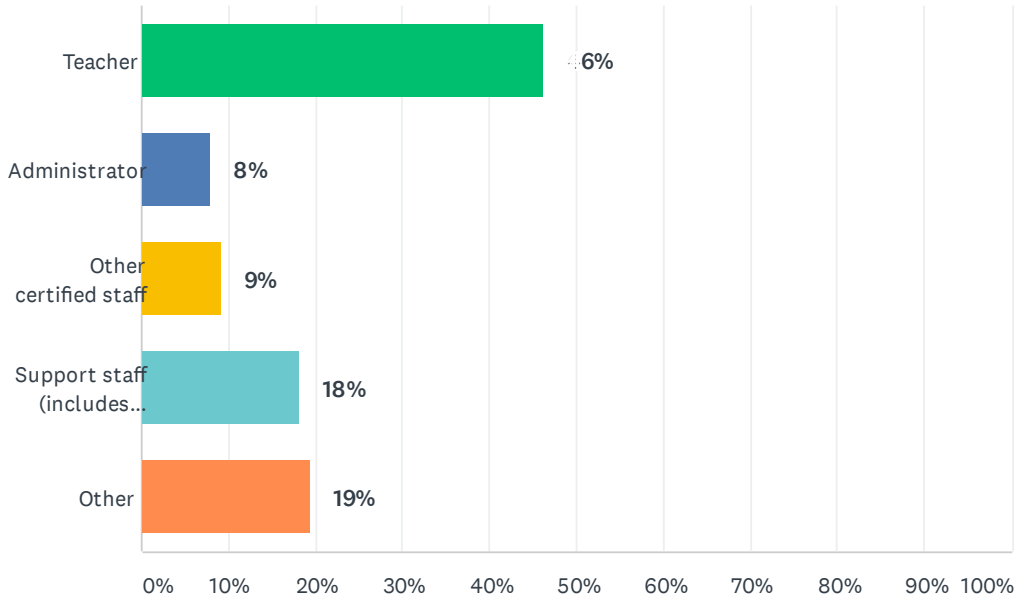


Prince William County Public Schools
Superintendent Search Survey

ANSWER CHOICES	RESPONSES	
I live in the Prince William County Public Schools attendance area.	80%	4,928
My children attend Prince William County Public Schools.	58%	3,530
My children attended Prince William County Public Schools.	26%	1,584
I am a student currently enrolled in Prince William County Public Schools.	14%	851
I represent a current non-child household.	9%	534
I volunteer in Prince William County Public Schools.	10%	628
I am retired.	2%	134
I hold an elected political office.	0%	19
I am employed by the Prince William County Public Schools.	40%	2,440
I am not employed by the Prince William County Public Schools.	33%	2,009
I am employed by a school district other than the Prince William County Public Schools.	3%	154
Total Respondents: 6,122		

Q7 If you are employed by Prince William County Public Schools, please specify your position:

Answered: 2,972 Skipped: 4,020

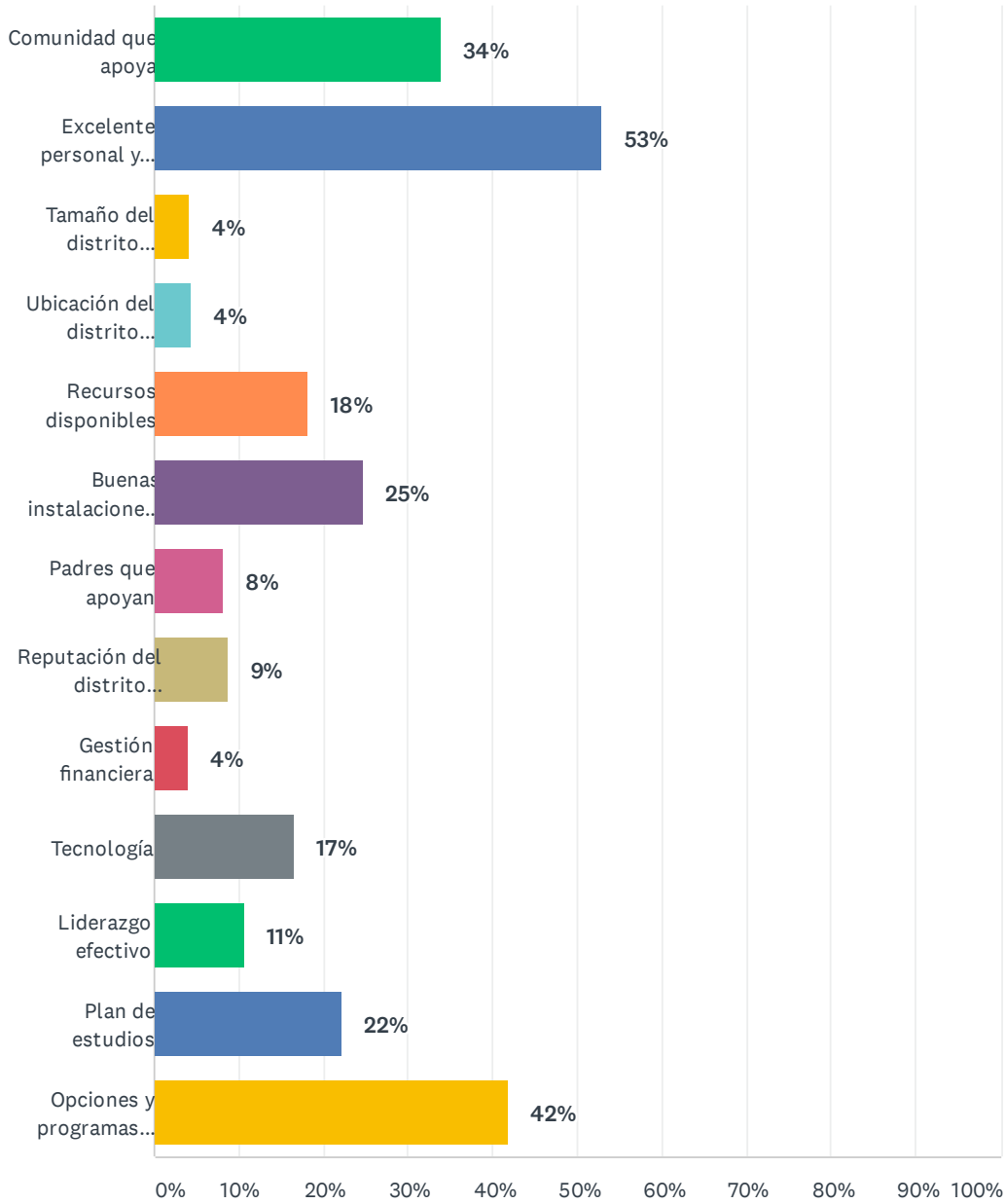


ANSWER CHOICES	RESPONSES	
Teacher	46%	1,376
Administrator	8%	234
Other certified staff	9%	276
Support staff (includes secretary, instructional assistant, custodian, bus driver, food service, maintenance)	18%	541
Other	19%	579
Total Respondents: 2,972		

Appendix C – Spanish Survey Results

Q1 De la lista a continuación, seleccione las tres fortalezas más importantes de las Escuelas Públicas del Condado de Prince William.

Answered: 736 Skipped: 0

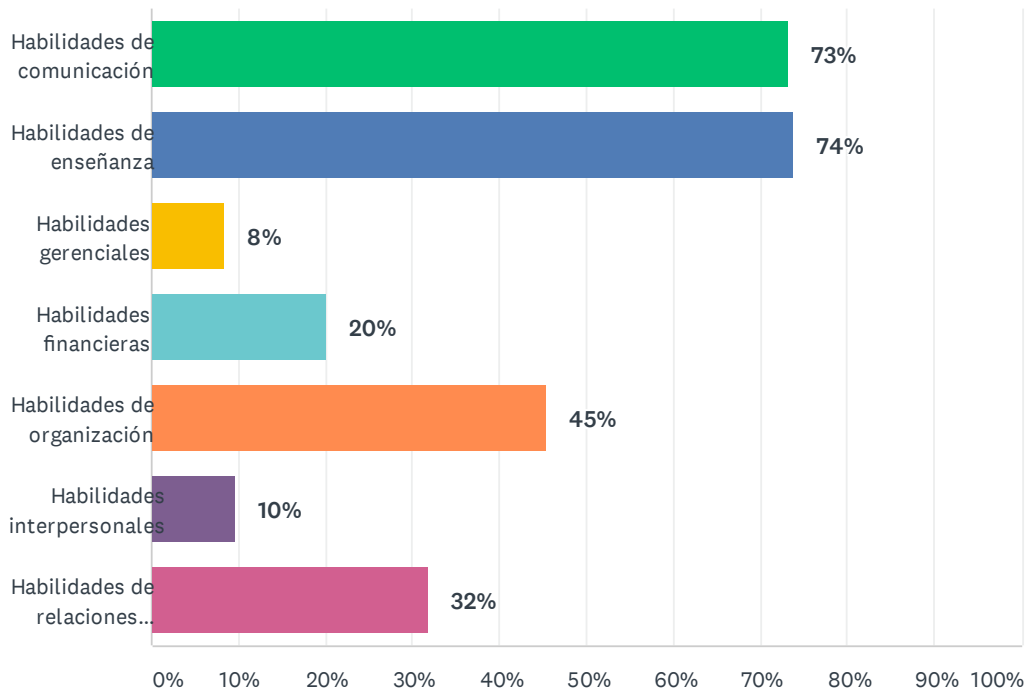


Escuelas Públicas del Condado de Prince William
 Encuesta para la búsqueda del nuevo
superintendente

Comunidad que apoya	34%	249
Excelente personal y plana docente	53%	389
Tamaño del distrito escolar	4%	31
Ubicación del distrito escolar	4%	32
Recursos disponibles	18%	134
Buenas instalaciones escolares	25%	181
Padres que apoyan	8%	60
Reputación del distrito escolar	9%	64
Gestión financiera	4%	29
Tecnología	17%	122
Liderazgo efectivo	11%	78
Plan de estudios	22%	163
Opciones y programas educativos	42%	308
Total Respondents: 736		

Q2 De la lista a continuación, seleccione las tres habilidades de liderazgo más importantes que le gustaría que tuviera el nuevo superintendente:

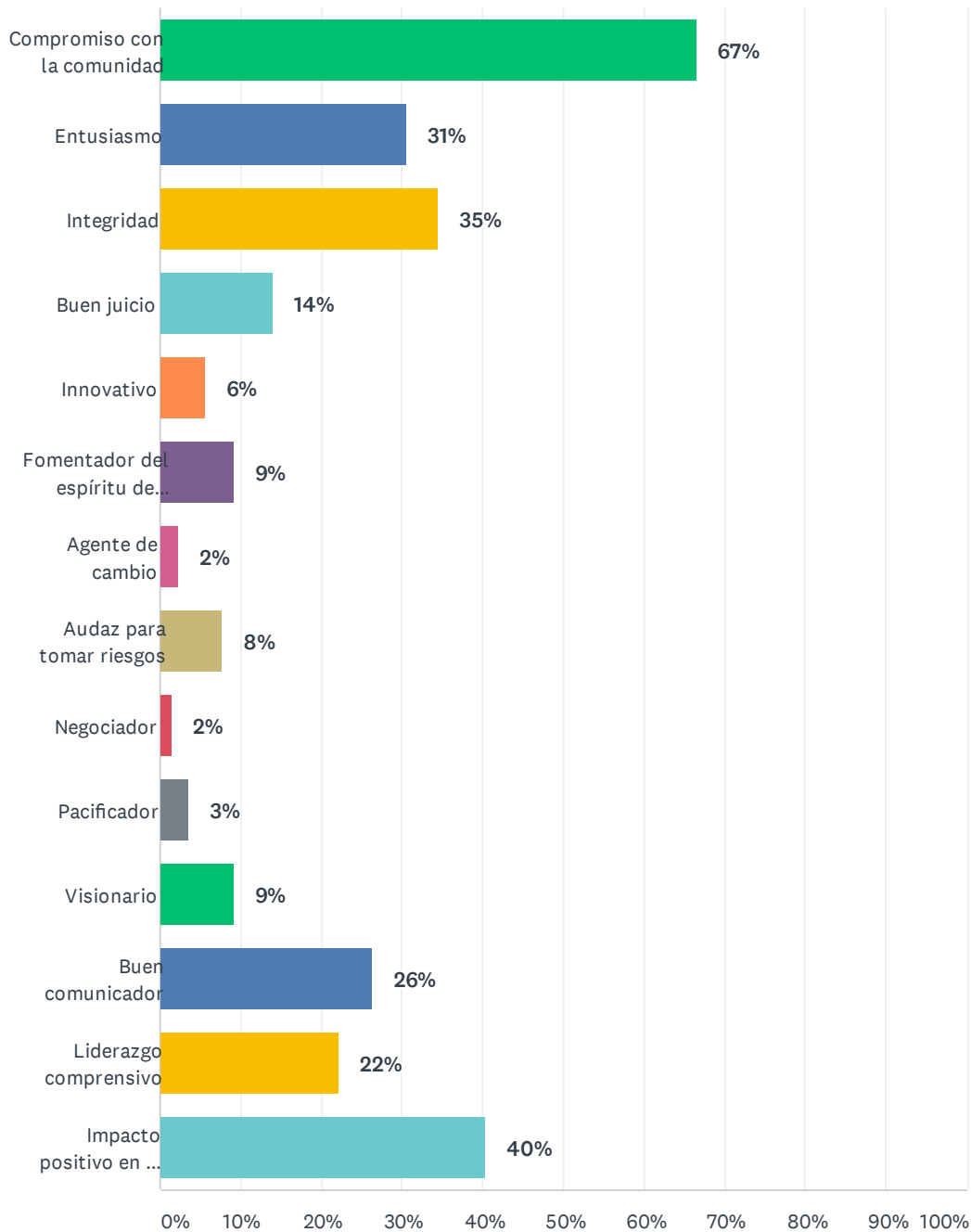
Answered: 693 Skipped: 43



ANSWER CHOICES	RESPONSES	
Habilidades de comunicación	73%	507
Habilidades de enseñanza	74%	512
Habilidades gerenciales	8%	58
Habilidades financieras	20%	139
Habilidades de organización	45%	314
Habilidades interpersonales	10%	67
Habilidades de relaciones públicas	32%	220
Total Respondents: 693		

Q3 De la lista a continuación, seleccione las tres características más importantes que le gustaría que muestre un superintendente:

Answered: 666 Skipped: 70



Escuelas Públicas del Condado de Prince William
 Encuesta para la búsqueda del nuevo
superintendente

ANSWER CHOICES	RESPONSES	
Compromiso con la comunidad	67%	443
Entusiasmo	31%	204
Integridad	35%	230
Buen juicio	14%	94
Innovativo	6%	37
Fomentador del espíritu de grupo	9%	62
Agente de cambio	2%	15
Audaz para tomar riesgos	8%	51
Negociador	2%	10
Pacificador	3%	23
Visionario	9%	61
Buen comunicador	26%	176
Liderazgo comprensivo	22%	148
Impacto positivo en el logro académico	40%	269
Total Respondents: 666		

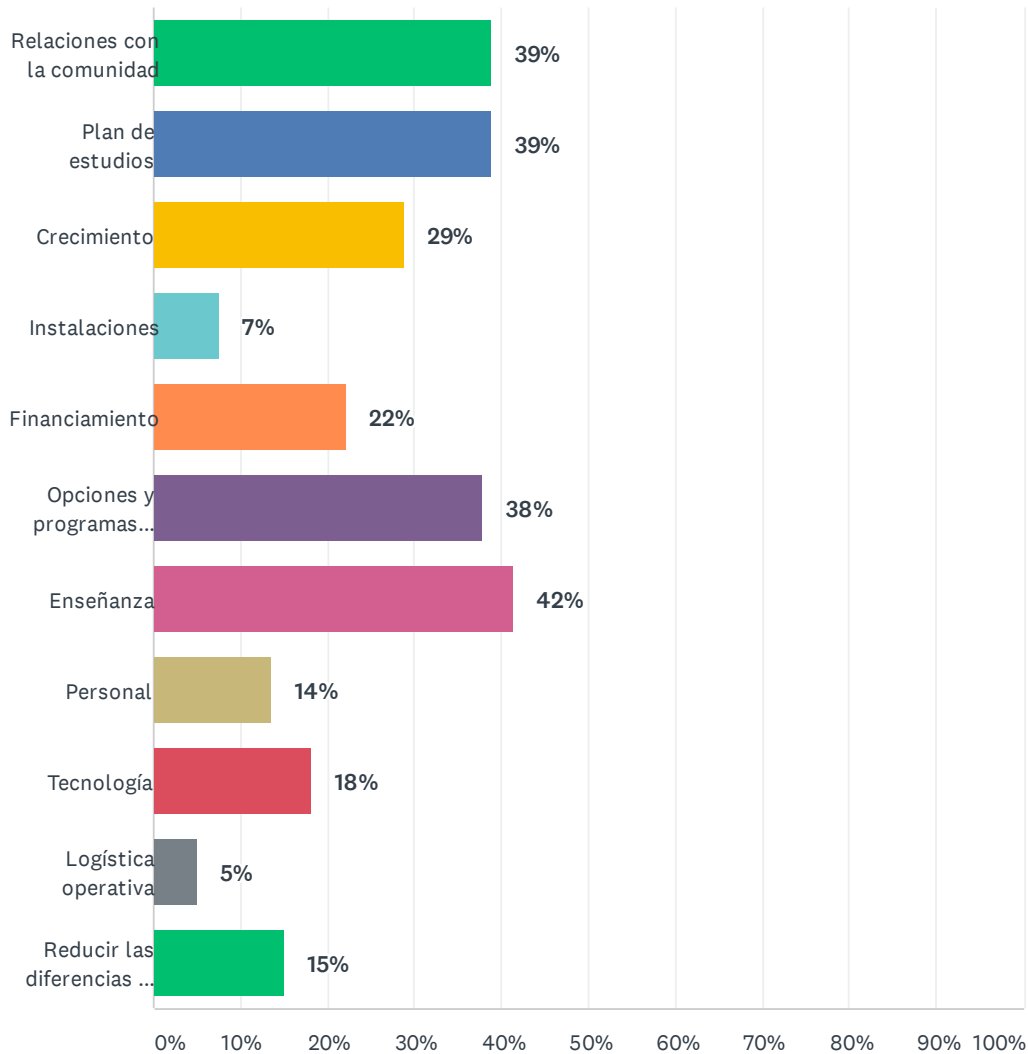
Q4 Para cada uno de los elementos a continuación, indique si cree que la característica es extremadamente importante, importante o no es importante en el nuevo superintendente:

Answered: 616 Skipped: 120

	EXTREMADAMENTE IMPORTANTE	IMPORTANTE	NO IMPORTANTE	TOTAL
Doctorado	37% 217	53% 312	11% 63	592
Experiencia como superintendente con un historial probado de éxito	45% 263	50% 289	5% 30	582
Experiencia como superintendente en un distrito de tamaño similar	33% 189	60% 344	7% 41	574
Experiencia como superintendente asociado	29% 161	65% 366	6% 35	562
Experiencia como administrador a nivel de distrito escolar	44% 249	54% 309	2% 14	572
Experiencia como director	50% 283	46% 262	4% 25	570
Experiencia como docente de aula	45% 254	51% 287	4% 22	563
Experiencia en finanzas	35% 196	58% 323	7% 37	556
Experiencia en personal	46% 255	53% 294	2% 9	558
Experiencia en enseñanza	63% 360	36% 202	1% 6	568
Experiencia en construcción y gestión de instalaciones	28% 157	59% 332	12% 69	558
Experiencia con tecnología	44% 249	54% 301	2% 10	560
Experiencia en un entorno multicultural	42% 234	55% 309	3% 14	557
Experiencia en planificación estratégica	39% 217	59% 326	2% 9	552
Experiencia en una comunidad culturalmente diversa	50% 277	48% 267	2% 13	557

Q5 ¿Cuáles considera usted que son los tres asuntos o preocupaciones más importantes que enfrentarán las Escuelas Públicas del Condado de Prince William en los próximos cinco años?

Answered: 590 Skipped: 146

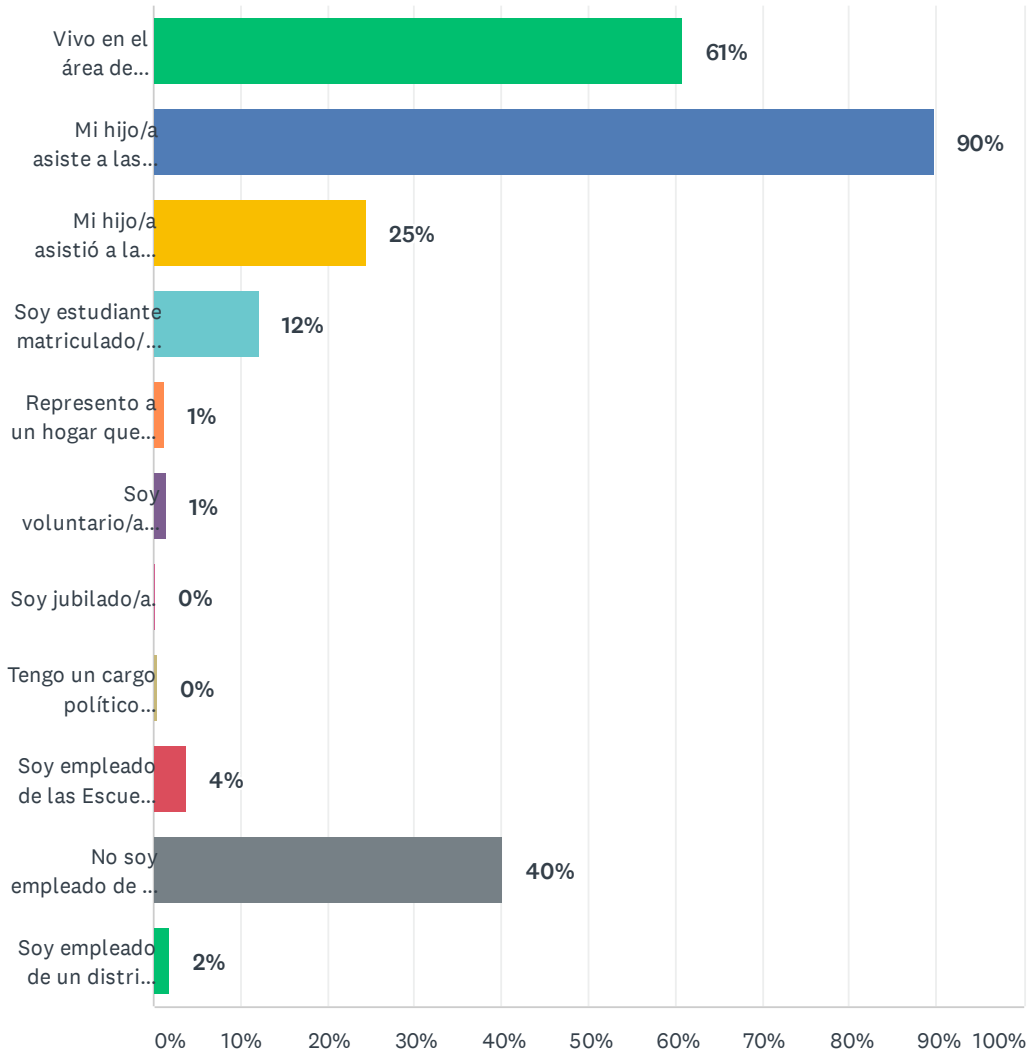


Escuelas Públicas del Condado de Prince William
Encuesta para la búsqueda del nuevo
superintendente

ANSWER CHOICES	RESPONSES	
Relaciones con la comunidad	39%	230
Plan de estudios	39%	230
Crecimiento	29%	170
Instalaciones	7%	44
Financiamiento	22%	131
Opciones y programas educativos	38%	224
Enseñanza	42%	245
Personal	14%	80
Tecnología	18%	108
Logística operativa	5%	30
Reducir las diferencias en los logros académicos	15%	89
Total Respondents: 590		

Q6 Indique todas las opciones que se aplican a usted:

Answered: 571 Skipped: 165

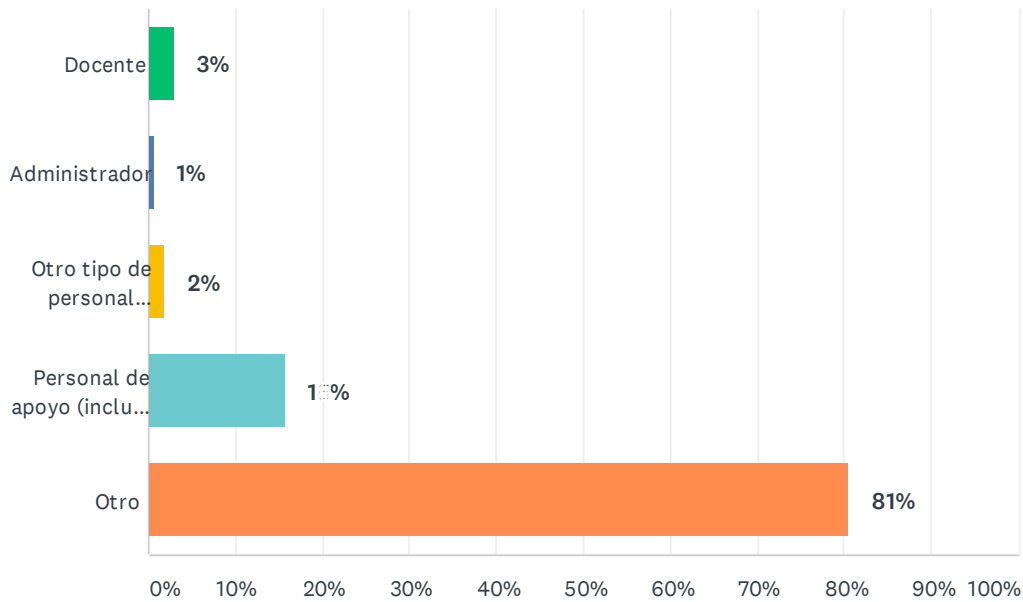


Escuelas Públicas del Condado de Prince William
 Encuesta para la búsqueda del nuevo
superintendente

ANSWER CHOICES	RESPONSES	
Vivo en el área de asistencia de las Escuelas Públicas del Condado de Prince William.	61%	348
Mi hijo/a asiste a las Escuelas Públicas del Condado de Prince William.	90%	513
Mi hijo/a asistió a las Escuelas Públicas del Condado de Prince William.	25%	140
Soy estudiante matriculado/a actualmente en una de las Escuelas Públicas del Condado de Prince William.	12%	69
Represento a un hogar que actualmente no tiene niños.	1%	7
Soy voluntario/a en las Escuelas Públicas del Condado de Prince William.	1%	8
Soy jubilado/a.	0%	1
Tengo un cargo político electo.	0%	2
Soy empleado de las Escuelas Públicas del Condado de Prince William.	4%	22
No soy empleado de las Escuelas Públicas del Condado de Prince William.	40%	229
Soy empleado de un distrito escolar que no es las Escuelas Públicas del Condado de Prince William.	2%	11
Total Respondents: 571		

Q7 Si usted es empleado/a de las Escuelas Públicas del Condado de Prince William, especifique su puesto:

Answered: 165 Skipped: 571

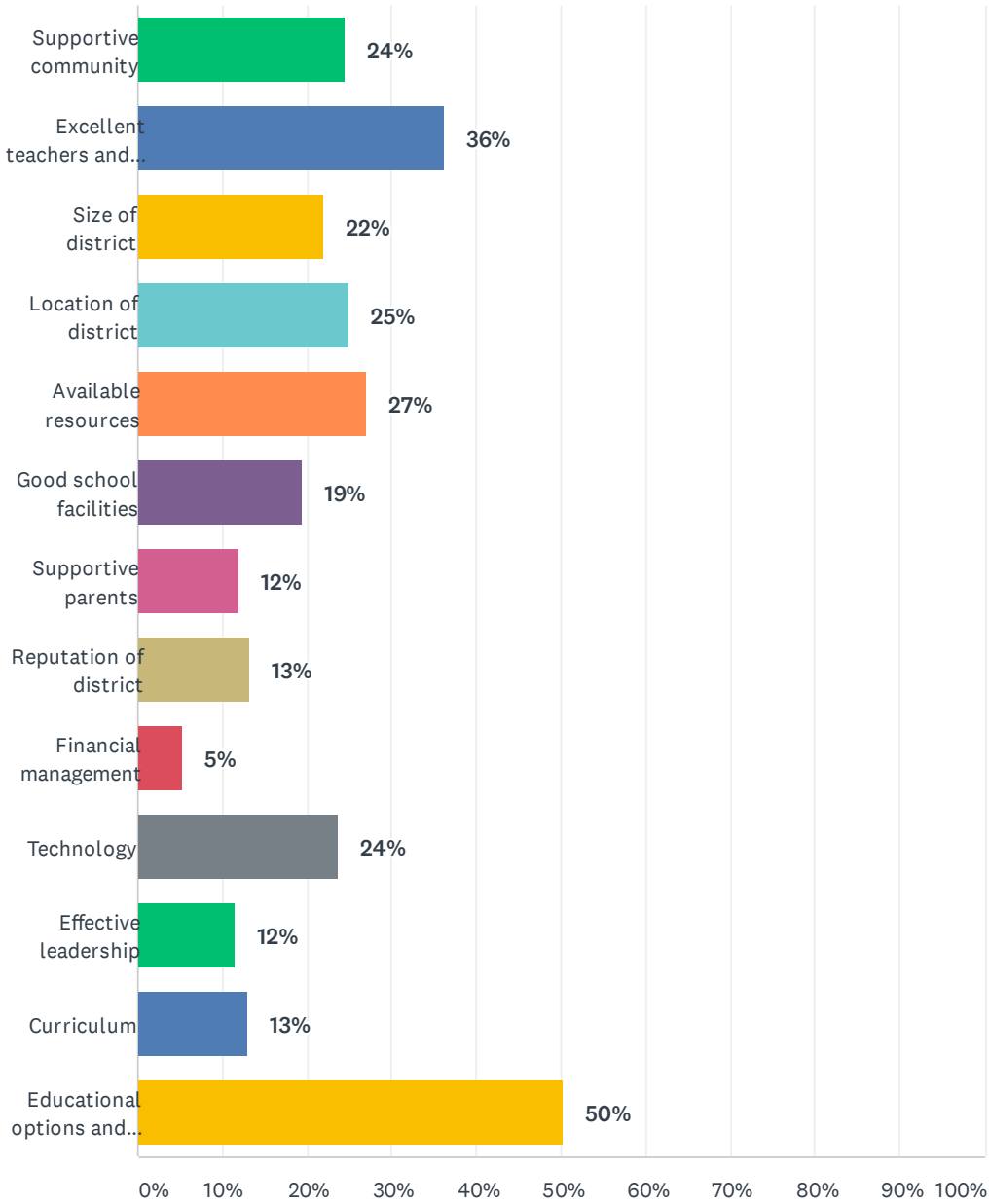


ANSWER CHOICES	RESPONSES	
Docente	3%	5
Administrador	1%	1
Otro tipo de personal certificado	2%	3
Personal de apoyo (incluye secretaria/o, asistente de enseñanza, personal de limpieza, conductor de autobús, servicio de alimentos, mantenimiento)	16%	26
Otro	81%	133
Total Respondents: 165		

Appendix D - Student Survey Results

Q1 Select from the list below the three most significant strengths of the Prince William County Public Schools.

Answered: 851 Skipped: 0

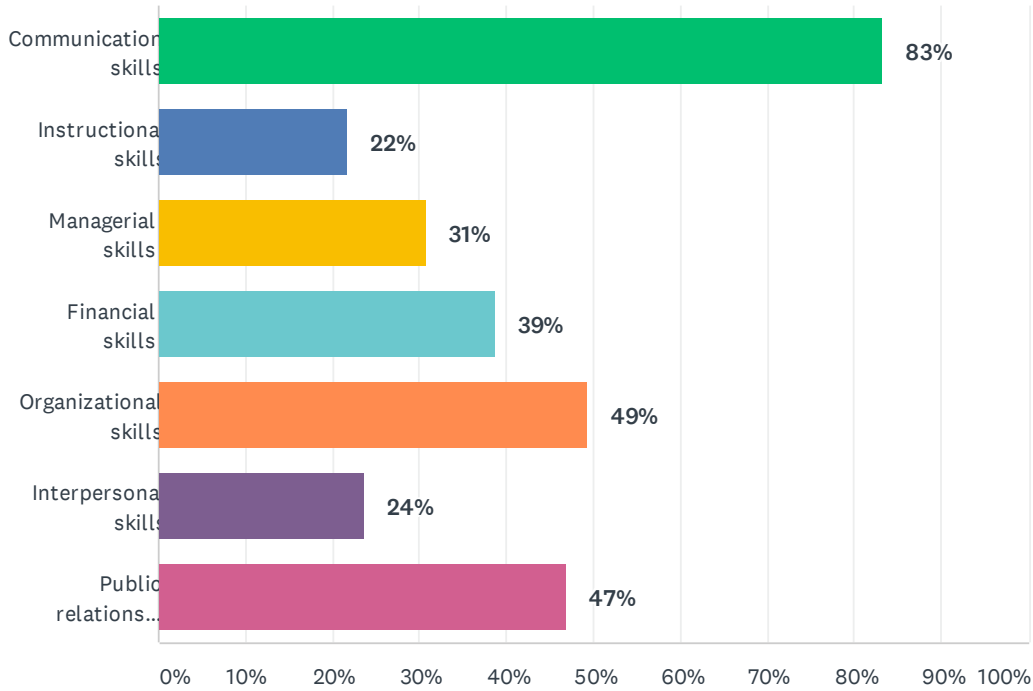


Prince William County Public Schools
Superintendent Search Survey

Supportive community	24%	208
Excellent teachers and staff	36%	308
Size of district	22%	187
Location of district	25%	212
Available resources	27%	230
Good school facilities	19%	165
Supportive parents	12%	102
Reputation of district	13%	113
Financial management	5%	45
Technology	24%	202
Effective leadership	12%	98
Curriculum	13%	110
Educational options and programs	50%	428
Total Respondents: 851		

Q2 Select from the list below the three most important leadership skills you would like a superintendent to have:

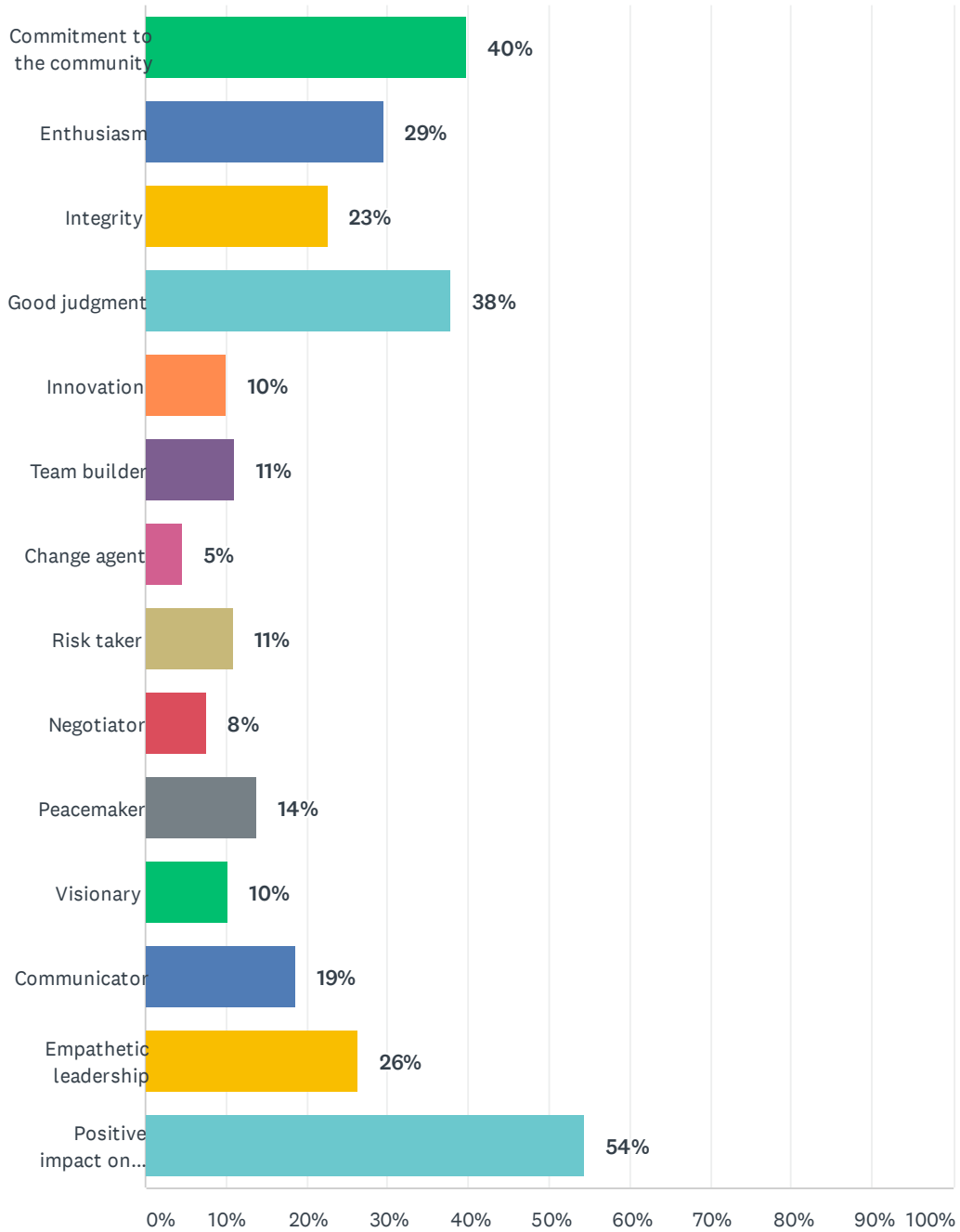
Answered: 851 Skipped: 0



ANSWER CHOICES	RESPONSES	
Communication skills	83%	709
Instructional skills	22%	186
Managerial skills	31%	262
Financial skills	39%	329
Organizational skills	49%	420
Interpersonal skills	24%	201
Public relations skills	47%	399
Total Respondents: 851		

Q3 Select from the list below the three most important characteristics you would like a superintendent to exhibit:

Answered: 851 Skipped: 0



Prince William County Public Schools
Superintendent Search Survey

ANSWER CHOICES	RESPONSES	
Commitment to the community	40%	338
Enthusiasm	29%	251
Integrity	23%	192
Good judgment	38%	322
Innovation	10%	86
Team builder	11%	94
Change agent	5%	39
Risk taker	11%	93
Negotiator	8%	64
Peacemaker	14%	117
Visionary	10%	87
Communicator	19%	159
Empathetic leadership	26%	224
Positive impact on student achievement	54%	462
Total Respondents: 851		

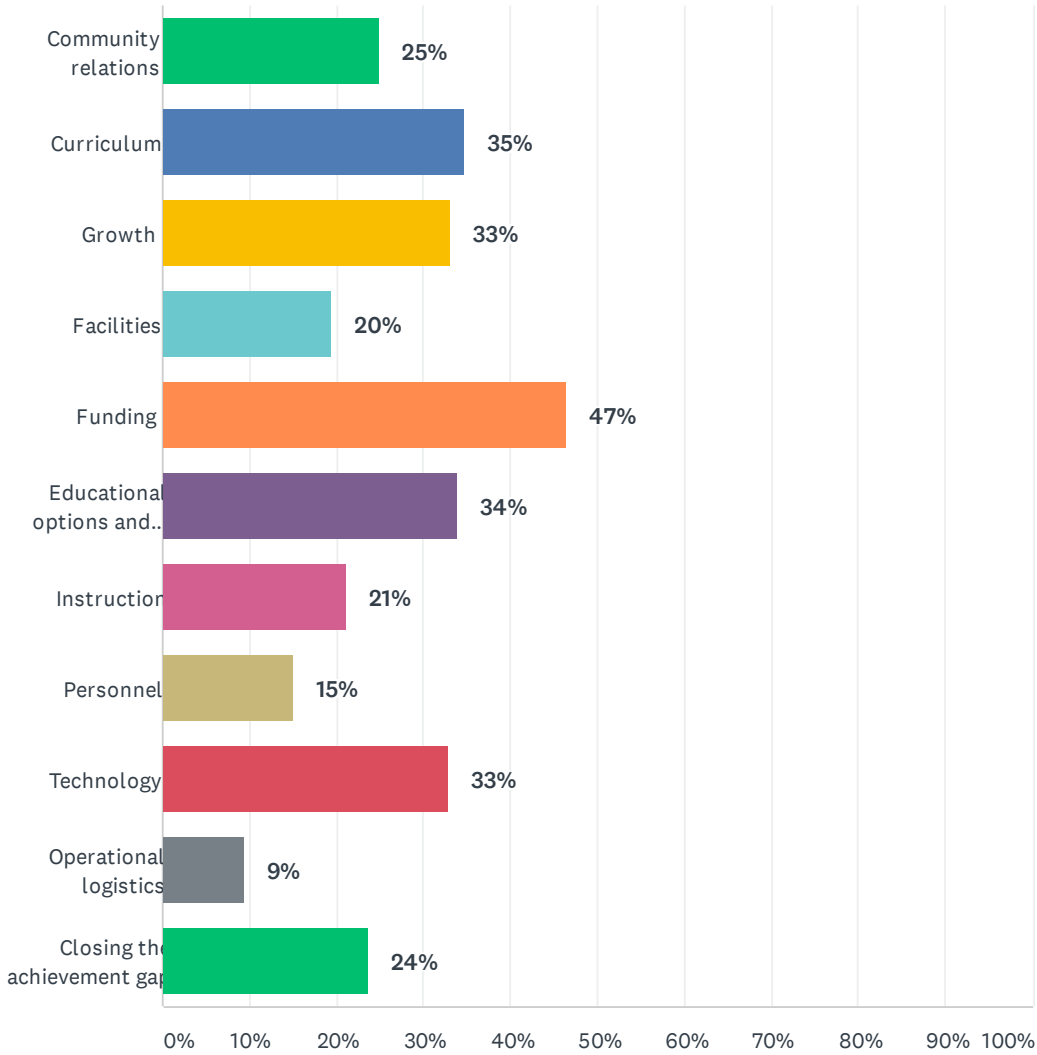
Q4 For each of the items below, indicate whether you believe the item is either extremely important, important, or not important in the new superintendent:

Answered: 848 Skipped: 3

	EXTREMELY IMPORTANT	IMPORTANT	NOT IMPORTANT	TOTAL
Doctorate degree	13% 106	52% 429	35% 285	820
Experience as a superintendent with a proven record of success	41% 346	47% 399	11% 96	841
Experience as a superintendent in a district of similar size	26% 219	48% 406	26% 216	841
Experience as an assistant superintendent	16% 132	57% 478	28% 232	842
Experience as a district level administrator	24% 203	58% 489	18% 149	841
Experience as a principal	26% 222	46% 385	28% 236	843
Experience as a classroom teacher	37% 312	36% 301	27% 224	837
Experience in finance	39% 330	50% 420	11% 89	839
Experience in personnel	37% 311	52% 437	11% 91	839
Experience in instruction	47% 398	45% 381	7% 63	842
Experience in facility construction and management	33% 277	51% 425	16% 136	838
Experience with technology	49% 409	45% 378	7% 55	842
Experience in a multi-cultural environment	69% 585	25% 211	6% 47	843
Experience in strategic planning	56% 469	42% 352	3% 24	845
Experience in a culturally diverse community	69% 587	25% 212	6% 48	847

Q5 What do you consider to be the three most important issues or concerns facing the Prince William County Public Schools in the next five years?

Answered: 851 Skipped: 0

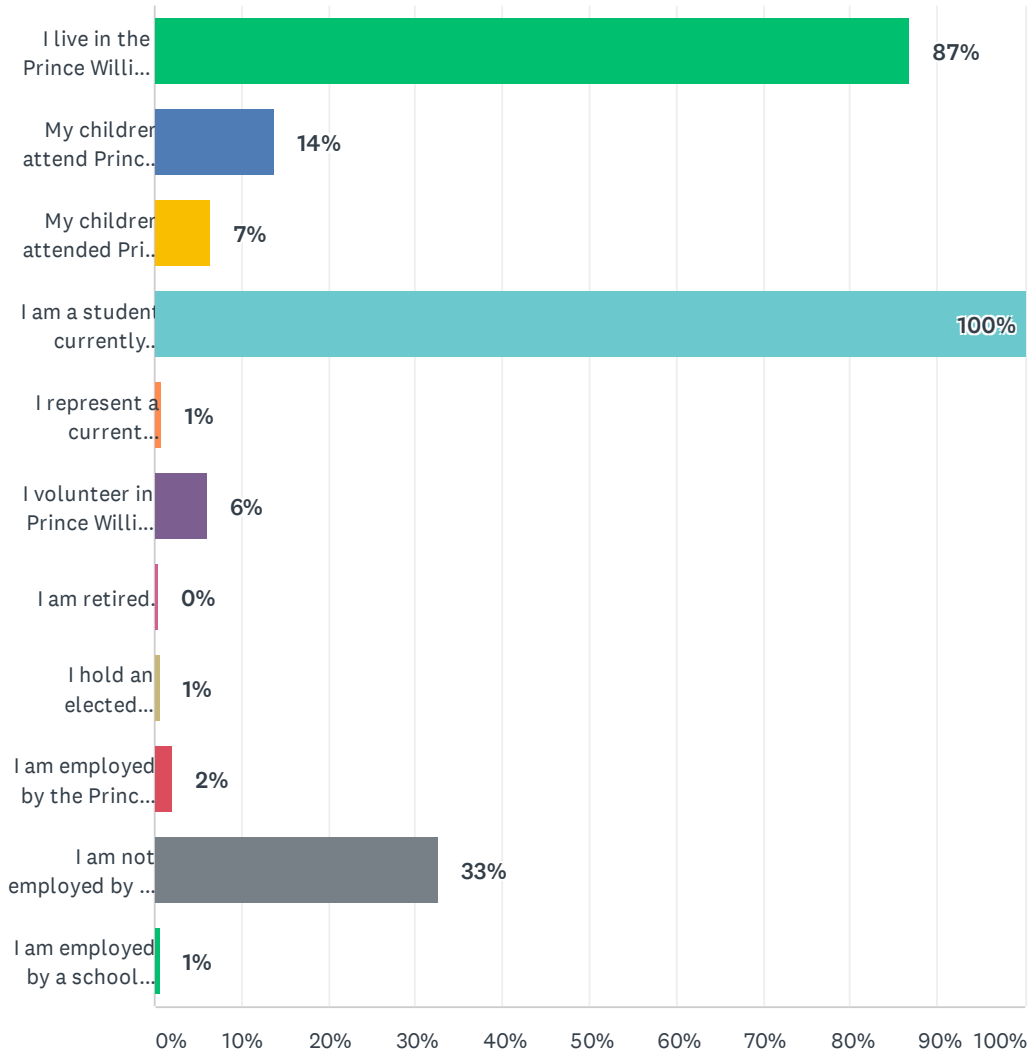


Prince William County Public Schools
Superintendent Search Survey

ANSWER CHOICES	RESPONSES	
Community relations	25%	212
Curriculum	35%	295
Growth	33%	281
Facilities	20%	166
Funding	47%	396
Educational options and programs	34%	289
Instruction	21%	179
Personnel	15%	128
Technology	33%	280
Operational logistics	9%	80
Closing the achievement gap	24%	201
Total Respondents: 851		

Q6 Please indicate all which apply to you:

Answered: 851 Skipped: 0

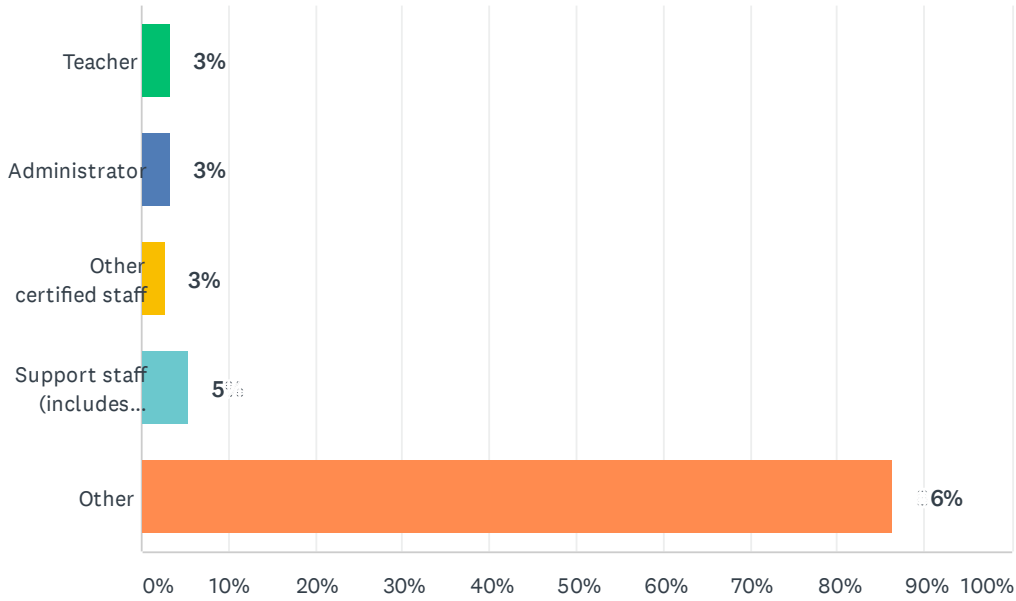


Prince William County Public Schools
Superintendent Search Survey

ANSWER CHOICES	RESPONSES	
I live in the Prince William County Public Schools attendance area.	87%	739
My children attend Prince William County Public Schools.	14%	117
My children attended Prince William County Public Schools.	7%	56
I am a student currently enrolled in Prince William County Public Schools.	100%	851
I represent a current non-child household.	1%	7
I volunteer in Prince William County Public Schools.	6%	51
I am retired.	0%	3
I hold an elected political office.	1%	5
I am employed by the Prince William County Public Schools.	2%	18
I am not employed by the Prince William County Public Schools.	33%	278
I am employed by a school district other than the Prince William County Public Schools.	1%	6
Total Respondents: 851		

Q7 If you are employed by Prince William County Public Schools, please specify your position:

Answered: 146 Skipped: 705



ANSWER CHOICES	RESPONSES	
Teacher	3%	5
Administrator	3%	5
Other certified staff	3%	4
Support staff (includes secretary, instructional assistant, custodian, bus driver, food service, maintenance)	5%	8
Other	86%	126
Total Respondents: 146		

Appendix E -Summary of Other Survey Results

Korean – 7

Arabic – 5

Urdu – 4

Vietnamese – 4

Chinese – 3

Pashto – 1

Farsi – 0

Dari – 0