

Superintendent Search

Prince George's County Public Schools

SURVEY ANALYSIS & LEADERSHIP PROFILE REPORT

April 10, 2026



The Prince George's County Executive's Office partnered with PoliHire to conduct a national search for the next Superintendent of Prince George's County Public Schools (PGCPS). As part of this effort, we facilitated a comprehensive assessment to better understand community priorities, perceptions of the school system, and expectations for future leadership. We collected a total of 4,269 responses between February 27, 2026 and March 27, 2026 through a districtwide survey and targeted stakeholder engagement. The survey was offered in both English and Spanish. This

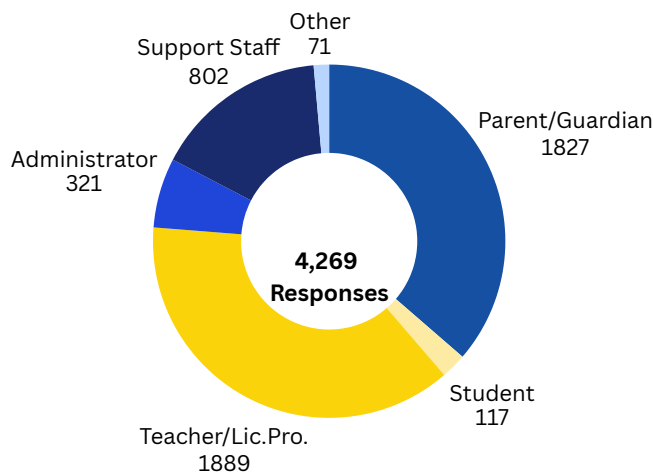
report reflects what we heard across those responses—highlighting key themes related to district strengths, challenges, and the leadership characteristics most important to the community.

Our goal in this process was to ensure that stakeholder voice meaningfully informs the recruitment and selection of the next superintendent. The insights shared throughout this report will guide the identification of the highest-caliber of candidates who are best positioned to lead the district effectively—both now and into the future.

We are grateful to all stakeholders who took the time to share their perspectives—your input is central to this work.

*These total to more than 4,269 as some respondents belong to more than one stakeholder group.

Respondent
Stakeholder Groups*



METHODOLOGY

We designed this process to ensure that stakeholder perspectives were not only heard, but meaningfully integrated into the development of the leadership profile. Through survey data and targeted engagement, we gathered input across stakeholder groups and synthesized those perspectives into key themes and priorities—ensuring that the profile reflects both the community's voice in defining the qualities stakeholders are seeking in their next leader, as well as the demands of the role. This leadership profile will serve as a guiding framework for candidate identification, evaluation, and selection.

We also collected zip code information to understand the geographical representation of our survey responses. The 4,269 respondents represented more than 200 Zip Codes – overwhelmingly in Prince George's County.

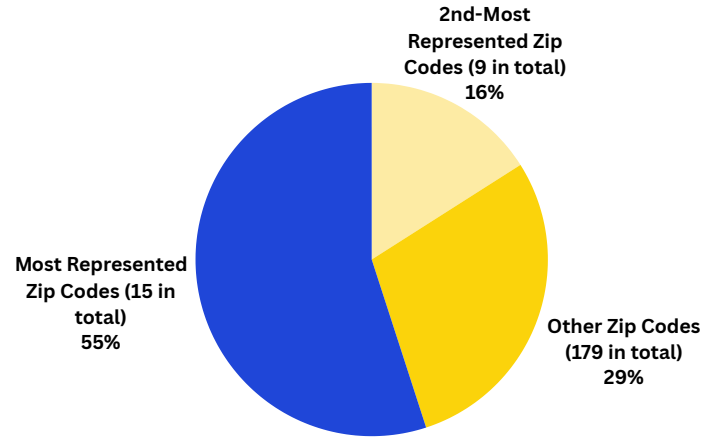
REGIONAL DISTRIBUTION OF SURVEY RESPONSE

Survey participation was strongest in higher-income, homeownership communities in central and southern areas of the county. Lower response rates were observed in more densely populated, lower-income, and linguistically diverse communities in northern Prince George’s County. 12% of the zip codes account for 71% of the responses.

Specifically, the highest engagement was from 20772 and 20774 (Upper Marlboro) and 20715 and 20721 (Bowie).

Survey participation from high-density Latinx communities—including Hyattsville and Landover—was limited relative to overall response volume. This suggests an opportunity for more targeted engagement to ensure representative community voice.

Regional Distribution of Survey Respondents
Share, by Zip Code, in %



THE FOLLOWING 15 ZIP CODES REPRESENT 55% OF RESPONDENTS (100–308 EACH). BOLD = TOP 2.

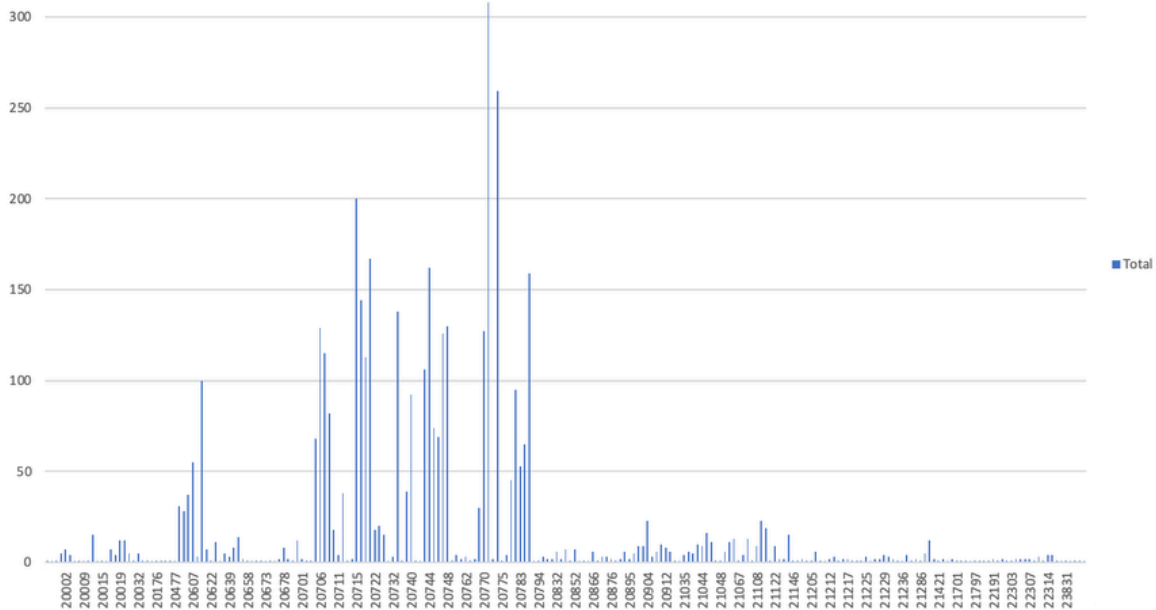
20613	20706	20707	20715	20716	20721	20735	20743	20744	20747
20748	20770	20772	20774	20785					

THE FOLLOWING 9 ZIP CODES REPRESENT 16% OF RESPONDENTS (50–99 EACH). BOLD = TOP 2.

20607	20705	20708	20740	20745	20746	20782	20783	20784	
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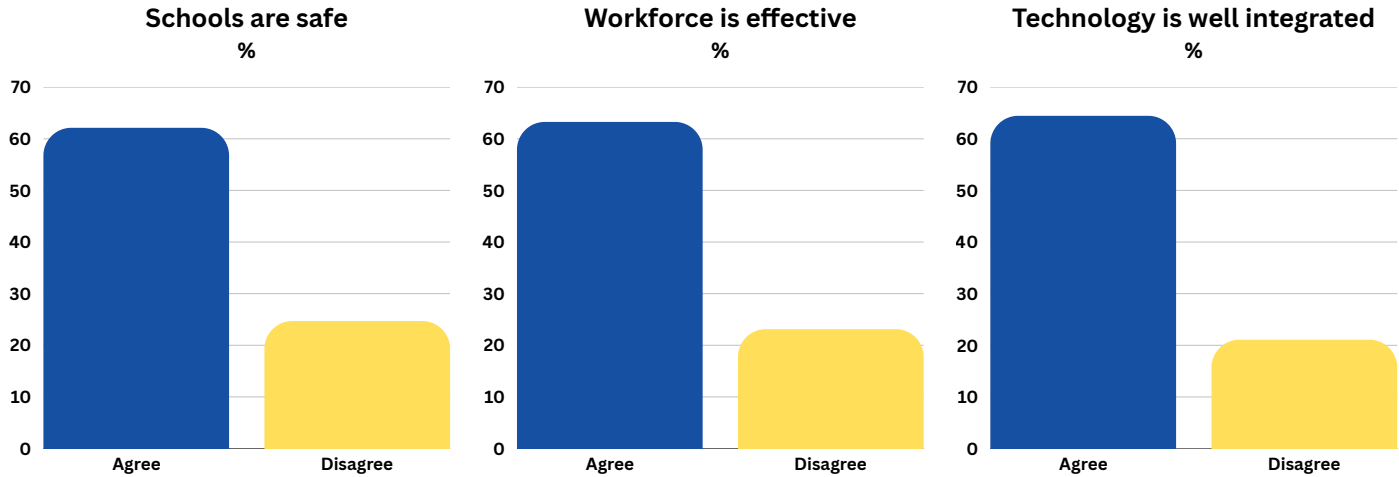
AN ADDITIONAL 179 ZIP CODES REPRESENT 29% OF RESPONDENTS (1–45 EACH).

Zip Code Distribution of Survey Respondents



DISTRICT STRENGTHS

We asked stakeholders to reflect on what is working well across the district. Several consistent strengths emerged, and they provide a strong foundation upon which the next superintendent can build.

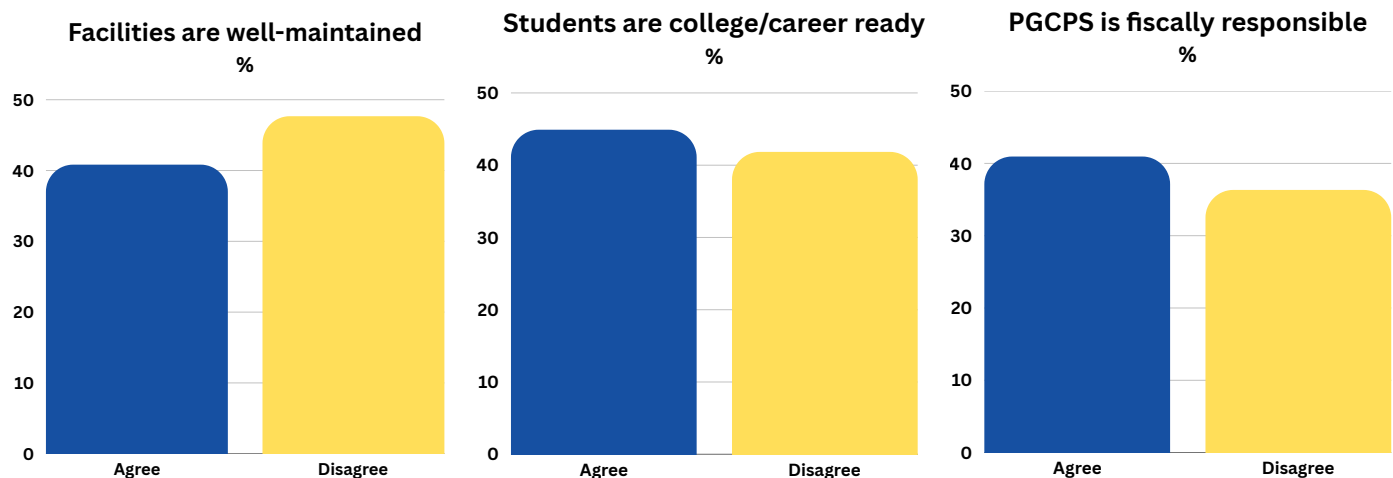


School safety: Suggesting generally positive perceptions of school environments

Workforce effectiveness: Indicating confidence in teachers, administrators, and support staff

Technology integration: Reflecting progress toward modern learning environments

OPPORTUNITIES FOR IMPROVEMENT



Facilities maintenance: The most consistently cited area of concern

College and career readiness: Indicating a need to strengthen student outcomes and preparedness

Fiscal responsibility: Reflecting a need to increase confidence in financial stewardship

LEADERSHIP PRIORITIES

To better understand stakeholders' expectations of the next superintendent, we asked respondents to complete the following prompt:

The next Prince George's County public schools superintendent needs to be highly skilled in _____ so they can address the issue of _____.

WORD CLOUD: BLANK 1



WORD CLOUD: BLANK 2



What we heard most clearly was the importance of communication. This was the most frequently cited skill, followed by leadership, management, instructional leadership, strategic leadership, problem-solving, transparency, listening, and fiscal responsibility. Respondents consistently connected these leadership skills to pressing district needs, including:

- Student achievement and achievement gaps
- Budgeting and funding
- Communication and transparency
- District culture and community trust
- School safety and student behavior
- Teacher retention and support
- Special education (student needs, safety, programs, budgeting)

Collectively, these responses suggest stakeholders are looking for a superintendent who is both a strong communicator and an operationally excellent leader— someone who can lead instruction, manage systems, and restore confidence across the district.



KEY LEADERSHIP CHARACTERISTICS

Across responses, we heard a clear and consistent message: stakeholders are looking for a superintendent that can strengthen trust, improve culture, and deliver results across the district.

The following five characteristics reflect what emerged most strongly throughout this process:



Community-Centered & Transparent Communicator



Operationally Strong and Results-Driven Leader



Strategic and Responsible Fiscal Steward



Culture-BUILDER and Organizational Leader



Instructionally Focused Education Leader

LEADERSHIP CHARACTERISTICS (cont.)

Across responses, we heard a clear and consistent message: stakeholders are seeking a superintendent that can strengthen trust, improve culture, and deliver results across the district.

In a system as large and complex as Prince George’s County Public Schools, these priorities reflect what stakeholders shared about their experiences within the system, as well as the expectations they hold for future leadership.

To further understand stakeholder priorities, we asked participants to rank key leadership skill areas based on what they believe is most important for the next Superintendent of Schools. The following five characteristics reflect the skill areas that were most consistently prioritized, along with themes that emerged through broader stakeholder input.

Community-Centered and Transparent Communicator

Across responses, we consistently heard that communication is central to building trust. Stakeholders are looking for a leader who communicates clearly, consistently, and transparently—and who engages meaningfully with the Board, staff, families, and the broader community.

Why This Matters..

In a public school system, effective communication is essential to building and maintaining trust, transparency, and alignment across a wide range of stakeholders. Because school systems operate in highly visible, community-centered environments where decisions impact students, families, staff, and the public, clear and consistent communication fosters understanding, strengthens relationships, and supports successful implementation of district priorities.

What Success Looks Like...

- Communicates clearly and consistently across all stakeholder groups
- Builds trust through open, honest, and timely communication
- Ensures stakeholders are informed, engaged, and connected to district priorities

Culture-Builder and Organizational Leader

We heard a strong desire for a more cohesive and positive organizational culture—one grounded in accountability, collaboration, and shared responsibility. Stakeholders consistently connected culture directly to staff morale, alignment, and retention.

Why This Matters..

Organizational culture plays a critical role in the effectiveness of a public school system. In large and complex districts, a shared sense of accountability and collaboration helps align staff around common goals, supports retention, and contributes to a stable, high-performing environment.

Culture-BUILDER and Organizational Leader (cont.)

We heard a strong desire for a more cohesive and positive organizational culture—one grounded in accountability, collaboration, and shared responsibility. Stakeholders consistently connected culture directly to staff morale, alignment, and retention.

What Success Looks Like...

- Fosters a culture grounded in accountability and collaboration
- Promotes shared ownership of goals and outcomes
- Strengthens staff morale, alignment, and retention

Operationally Strong and Results-Driven Leader

Stakeholders emphasized the importance of strong operational leadership. We heard a need for greater consistency, clearer systems, and improved execution across the district.

Why This Matters..

Effective operations are essential to delivering consistent services across schools and departments. Strong operational leadership ensures that systems and processes are aligned, enabling the district to execute priorities, support schools, and achieve measurable outcomes.

What Success Looks Like...

- Effectively manages systems and district operations
- Aligns priorities, resources, and processes
- Drives measurable progress and accountability

Instructionally Focused Educational Leader

Student outcomes remain a central priority. Stakeholders emphasized the importance of a strong instructional foundation and a deep understanding of teaching and learning to improve student achievement, close achievement gaps, and strengthen college and career readiness.

Why This Matters..

Teaching and learning are at the core of a public school system. Instructional leadership ensures that academic priorities remain central, supporting improved student outcomes, addressing achievement gaps, and preparing students for future success.

What Success Looks Like...

- Maintains a clear focus on teaching and learning
- Drives improved student outcomes and closes achievement gaps
- Supports high-quality, student-centered instructional practices

Strategic and Responsible Fiscal Steward

We heard the importance of financial transparency and responsible resource allocation. Stakeholders want confidence that decisions are aligned with district priorities and support student success.

Why This Matters..

Public school systems must manage resources responsibly while maintaining public trust. Strategic financial stewardship ensures that resources are aligned with district priorities and used effectively to support student outcomes.

What Success Looks Like...

- Demonstrates sound financial judgment and stewardship
- Aligns resources to strategic priorities
- Reinforces confidence through transparency and accountability

CONCLUSION

What we heard throughout this process was clear and consistent: stakeholders are looking for leadership that can **build trust, strengthen culture, and improve execution** across the school system. The next superintendent must be able to:

- Communicate clearly and transparently
- Foster a strong, aligned organizational culture
- Improve operational performance and accountability
- Maintain a focused commitment to student outcomes

Through this process, we will identify leaders who bring the experience, judgment, and leadership capacity needed for this role—leaders who can navigate a complex, highly visible environment, balance diverse perspectives, and remain focused on what matters most: student success.

Ultimately, the district will benefit from a leader who can **align people, systems, and strategy**, ensuring that vision translates into measurable results and sustained confidence in Prince George's County Public Schools.

YOUR OPINION, PLEASE: The Search for the Superintendent of Prince George's County Public Schools

Survey of the PGC Public Schools Community

PoliHire is partnering with the County Executive of Prince George's County and the Maryland State Department of Education to recruit the next Superintendent of Prince George's County Public Schools (PGCPS).

We are seeking your input, because the voice of the Prince George's County community is essential in this search. Please take 5-7 minutes to respond to this anonymous survey.

Thank you!

* 1. Are you a resident of Prince George's County, Maryland?

Yes

No

* 2. What is your zip code? (Knowing which part of Prince George's County you live in helps us develop a better, more granular understanding of the survey responses.)

* 3. Please select the category or categories that describe your connection to Prince George's County Public Schools (PGCPS). Please select all that apply.

Parent/Guardian of PGCPS Student

Student in PGCPS

Teacher/Licensed Professional in PGCPS

Administrator in PGCPS

Support Staff in PGCPS

None of the above

4. On a scale of 1 to 5 stars - with 1 being "not at all" and 5 being "very well" - please rate PGCPS when it comes to fulfilling its mission to *"Provide a transformative educational experience anchored by excellence in equity - developing 21st century competencies and enabling each student's unique brilliance to flourish in order to build empowered communities and a more inclusive and just world."*



* 5. How much do you agree or disagree with the idea that **PGCPS provides a well-rounded educational experience for all students?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 6. How much do you agree or disagree with the idea that **PGCPS schools are safe?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 7. How much do you agree or disagree with the idea that **PGCPS teachers personalize instructional strategies to address individual learning needs?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 8. How much do you agree or disagree with the idea that **PGCPS students are on track to be ready for the next grade and, ultimately, for college and career?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 9. How much do you agree or disagree with the idea that **technology is well integrated into PGCPS classrooms?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 10. How much do you agree or disagree with the idea that **PGCPS engages the community as a partner to improve the school system?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 11. How much do you agree or disagree with the idea that **there is transparent communication coming from PGCPS?**

- | | |
|--|---|
| <input type="radio"/> Completely agree | <input type="radio"/> Somewhat disagree |
| <input type="radio"/> Somewhat agree | <input type="radio"/> Completely disagree |
| <input type="radio"/> Neither agree nor disagree | |

* 12. How much do you agree or disagree with the idea that **PGCPS facilities are well maintained?**

- Completely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Completely disagree











* 13. How much do you agree or disagree with the idea that, **as a district, PGCPS is fiscally responsible?**

- Completely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Completely disagree

* 14. How much do you agree or disagree with the idea that **PGCPS employs effective teachers, administrators, and support staff in its schools?**

- Completely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Completely disagree

* 15. The Superintendent will need to draw upon many skills. Understanding that even multi-talented leaders don't possess skills in equal measure, how would you prioritize the skills that Prince George's County needs in its Superintendent of Schools? (Prioritize by clicking and dragging the skill areas in to priority order from top to bottom.)

-   Innovation: A leader with their finger on the pulse of next-generation technologies and leading-edge organizational processes
-   Community: A leader with the ability to understand, respond to, prioritize, and effectively communicate and connect with residents
-   Operations: A leader capable of effectively implementing and managing a wide range of organizational programs and initiatives
-   Consensus-building: A leader able to help resolve conflict and unify staff under a single vision
-   Culture: A leader who is able to inspire trust and successfully promote a commitment to excellence from teachers, students, administrators, support

16. Fill in the blanks: The next Superintendent needs to be highly skilled in _____ so they can address the issue of _____.

First blank (max 2 words)

Second blank (max 2 words)