



Superintendent Search Input Sessions & Surveys

Executive Summary

July 15, 2026

The information in the report is the result of multiple meetings conducted by Jennifer Settle, Kevin Worthy and Doug Williams with Impact Education Specialists. Groups included in the sessions were Administration, Faculty, Students and Community. Special acknowledgment to Lisa Ciatti, Director of Community Engagement, Nancy Nichols, Executive Assistant, and Kelly Juntunen, Community Engagement Coordinator for assistance in organizing the sessions and providing support for the sessions and surveys,

This report is derived from sessions conducted on two days in Prosper. Groups invited to participate included: Central Office, Directors and Support Positions, Campus Administration, Faculty and Staff, Support Groups, Student Advisory Groups, Civic and Town Members. During each session, attendees answered the following questions: (1) What are the strengths of Prosper ISD? (2) What are areas that could be improved? (3) What characteristics and skills do you believe the new superintendent should possess?

Surveys were sent to stakeholders to seek feedback on the questions from the sessions. They were also asked to evaluate key issues ahead for Prosper ISD and traits and characteristics deemed to be most important for the district. The report is being provided to the Prosper ISD Board of Trustees as they begin the process of interviewing candidates for the vacant superintendent's position.

Ideal Superintendent Profile

The ideal superintendent for Prosper ISD must be a highly visible, student-first leader who leads from the front to become a regular fixture around the district. The candidate works tirelessly in building authentic relationships with families across all campuses. This candidate should bring an outside, "fresh eyes" perspective, backed by a proven track record of managing rapid growth grounded in their own extensive, hands-on classroom teaching experience. As a seasoned educational executive, they will balance the heart of an educator with a working command of Texas school finance, enabling them to navigate tight budget constraints, eliminate administrative waste, and directly support the district's programs.

The community seeks a humble, approachable, and collaborative partner who listens to veteran staff, respects instructional autonomy and actively gathers stakeholder feedback before enacting major policy shifts. At the same time, this leader must possess an uncompromising, ethical compass to fearlessly communicate the "why" behind tough choices. Navigating the pressures of explosive demographic shifts with a resilient, "thick skin," this decisive superintendent will confidently navigate social media scrutiny, stand firmly as a defender of educators, and uphold student discipline and proactive safety measures. Ultimately, the chosen leader will champion Prosper ISD's highly regarded "brand name" of academic excellence, fiercely protecting the district's unique local traditions and tight-knit "small-town feel" for every student.

Superintendent Search Input Sessions

Qualities & Characteristics for the next superintendent that were highlighted included:

Active Visibility and Student-First Presence: The ideal leader must be highly accessible and regularly present across all campuses, engaging authentically with families and attending academic, athletic, fine arts, and special education events rather than remaining isolated in the central office.

External Experience with Large-District Growth: There is a strong preference for a candidate with outside experience, possessing "fresh eyes" who brings an objective perspective and a proven track record as a successful superintendent in a fast-growing, large Texas district, backed by extensive hands-on classroom teaching experience.

Uncompromising Integrity, Fairness, and Transparency: Stakeholders demand an honest, fearlessly transparent communicator who explicitly explains the "why" behind difficult decisions, models high ethical standards without political motivations, eliminates fears of retaliation, and actively dismantles nepotism in favor of merit-based advancements.

Instructional Leadership and Academic Excellence: The superintendent must balance the heart of an educator with the discipline of a CEO—focusing on student achievement, utilizing data-informed frameworks, emphasizing high-quality curriculum over public relations, and preparing students for job markets through expanded Career and Technical Education programs.

Empowering, Supporting, and Retaining Teachers: The community emphasizes the need to recruit and retain top-tier staff by providing competitive compensation, mitigating teacher burnout, and ensuring educators feel safe, trusted in their expertise, and firmly backed against classroom behavioral disruptions or parent entitlement.

Fiscal Stewardship and Administrative Realignment: The candidate must possess deep knowledge of Texas school finance to audit spending, trim unnecessary bureaucracy and "ivory tower" waste, and directly redirect those financial resources to classrooms, campus facilities, and instructional staff.

Resilience and Resolve Under Pressure: The superintendent must be a decisive, courageous leader who can confidently navigate social media scrutiny and vocal minorities, handle rapid demographic shifts, and firmly execute necessary administrative overhauls while defending the district's educators.

Inclusivity and Preservation of Identity: The next leader must be a collaborative, culturally inclusive, and unbiased advocate who supports the broad spectrum of needs of all students—including special education and varied socioeconomic backgrounds—all while honoring and preserving the district's unique local traditions, history, and core values.

Strengths of Prosper were identified as:

Exceptional Teaching Staff, Autonomy, and Well-Being: The district's educators and paraprofessionals are widely praised for their deep commitment, caring nature, and ability to build supportive relationships. Stakeholders value a professional culture that grants teachers instructional autonomy, treats them with respect, and prioritizes a healthy work-life balance and overall well-being.

Top-Tier Facilities, Safety, and Growth Management: Respondents consistently highlight the district's beautiful, modern campus buildings, cutting-edge technology, and collegiate-style learning spaces. Backed by strategic planning and successful bond initiatives, these top-tier facilities are paired with a proactive security infrastructure, featuring a dedicated, standalone district police department that provides peace of mind amid rapid growth.

Vast Programming, Fine Arts, and CTE Pathways: The district provides an excellent, expansive array of opportunities to support a well-rounded education. This includes rigorous academics, competitive 6A athletics, elite fine arts programs, and a comprehensive Career and Technical Education (CTE) curriculum designed to provide robust pathways for both college and non-college tracks.

Preserving a "Small Town" Community Spirit: Despite explosive population growth and expansion, there is deep pride in local traditions and community connection. The district has successfully maintained a supportive, close-knit "family feel" that is deeply rooted in family values, community pride, and active parent involvement.

"Students First" Philosophy and Inclusive Support: A foundational commitment exists to put kids first, ensuring every student feels seen and loved. This includes providing dedicated athletic and social pathways for special needs students, along with specialized, unique early learning initiatives such as the Suzuki strings program, Hope Squad, and highly supportive speech pathology services.

Visible, Approachable Leadership and Open Communication: The district boasts a tradition of highly supportive, top-down leadership where superintendents and administrators are visibly active on campuses and deeply connected with families. This visibility is paired with proactive, transparent, two-way communication that offers frequent opportunities for parents, staff, and students to voice their opinions through listening circles and committees.

A Culture of Overall Excellence and Foundational Values: Prosper ISD has established a highly regarded "brand name" in North Texas, characterized by high expectations for academic achievement, character, and continuous improvement. This culture pairs academic rigor with a

commitment to upholding traditional community values, patriotism, and a shared vision for preparing well-rounded students for life after high school.

Commitment to Professional Learning and Collaboration: Recognized for a strong "people-first" culture, the district fosters a growth mindset by actively utilizing Professional Learning Communities (PLCs). This collaborative mindset allows educators to work together effectively to implement targeted academic interventions and continuous instructional improvement.

Some commonly mentioned areas for enhancement included:

Overhauling Substitute Teacher Quality and Sourcing: Stakeholders heavily criticize the declining quality of outsourced substitute teachers. There is an urgent demand for a more rigorous vetting and qualification process to ensure substitutes possess strong classroom management skills and meet a strict requirement to communicate clearly so student learning is not compromised.

Elevating Teacher and Paraprofessional Compensation and Support: To combat low morale, minimize burnout, and retain top-tier talent, the district must offer highly competitive salaries and benefits. This includes directly addressing pay compression for veteran teachers, establishing pay equity for campus paraprofessionals, protecting planning time, and reducing the burden of excessive daily duties, meetings, and repetitive professional development.

Streamlining Administration and Reallocating Funds: Respondents frequently call for an analysis of the district's organizational chart. They urge the district to cut redundant administrative roles and reallocate salaries directly toward classrooms, campus-level staff, and essential instructional needs where adjustments are available.

Enhancing Leadership Integrity, Safety, and Transparency: There is a powerful demand for absolute transparency regarding budgets, safety incidents, and earlier periods of public scrutiny. District and campus leaders must create structures to ensure hiring and advancements are strictly merit-based, eliminate fears of retaliation, and implement firmer student discipline, stricter campus security, and decisive anti-bullying measures.

Refining Specialized Student Support: Stakeholders highlight a critical need for increased staffing, stronger oversight, and leadership support in the Special Education department to ensure strict adherence to student IEPs and expand inclusion opportunities. Additionally, the community urges the district to balance high-achieving GT metrics by investing heavily in Multi-Tiered System of Supports (MTSS) resources to "teach up" and aid struggling middle learners.

Optimizing Classroom Instruction and Technology Use: Multiple parents and staff express serious concern over an over-reliance on digital devices, Chromebooks, and video-based learning, especially in early grades. They advocate for a reduction in screen time, more rigorous direct instruction, stricter student cell phone enforcement, a focus on real-world skills over test scores, and a reassessment of generous elementary "redo" grading policies.

Mitigating Growth, Infrastructure, and Boundary Disruptions: As rapid population growth continues, families express frustration over overcrowded campuses and reactive rezoning. The community calls for proactive, long-term infrastructure planning to minimize school disruptions and ensure that resources and high-quality campus facilities remain equitable across all zoning areas.

Expanding Career, Technical, and Extracurricular Flexibility: The district needs to establish better collaboration and scheduling grace between athletic, fine arts, and academic programs so multi-interest students are not required to focus on one passion. Furthermore, respondents suggest expanding access by standardizing foundational Career and Technical Education (CTE) courses across all home campuses and providing district transportation to high-cost specialized programs.

Superintendent Search Survey - Parents & Community

Evaluate the following challenges in relation to the level of importance for the next superintendent, with 1 being the most important and 7 being the least important.	
	Score
Managing Growth	4.46
Budget Shortfall	3.75
Sustainability Planning	3.11
Competition and Choices	2.62
Infrastructure Needs	2.75
Teacher Recruitment and Retention	5.26
High Quality Teaching and Learning	6.04

Rank the following traits / characteristics that you believe to be most important for the next superintendent with 1 being the most important and 8 being the least important.	
	Score
Visionary Leadership	5.30
Strong Communication Skills	5.34
Emotional Intelligence	4.43
Problem-Solving Skills	4.64
Integrity and Ethics	6.88
Adaptability	2.85
Decisiveness	2.69
Commitment to Continuous Improvement	3.87