



# **2020–21 AASA SUPERINTENDENT SALARY & BENEFITS STUDY**

**Non-MEMBER VERSION**

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## EXECUTIVE SUMMARY

The 2020-21 AASA Superintendent Salary & Benefits Study marks the ninth consecutive edition of this study. The 2020-2021 version employed a slightly revised and updated survey instrument. The survey tracks the demographics, salary, benefits, and other elements of the employment agreements of school superintendents throughout the country.

This year's study is based on 1,518 responses. The survey was distributed online and relied on superintendents responding to 64 items with the understanding that the report of findings would contain no personally identifiable information. Therefore, readers must consider the data descriptive and not necessarily representative of all superintendents. The study is intended to provide superintendents with actionable information needed to negotiate and manage their compensation and benefits.

Prior to the AASA efforts to study this topic, most school superintendents relied on the annual salary study sponsored by the Education Research Service (ERS) to benchmark their compensation and benefits. The closure of ERS nearly a decade ago created a void in data about superintendent salary and benefits. AASA responded to the need for data by developing a comprehensive study of the salary and benefits of school superintendents that far exceeded previous studies undertaken on this topic. AASA is particularly well suited for this task because it represents the vast majority of school superintendents in the country and has been most active in collecting and disseminating to its members critical data needed to inform superintendent decision making about a host of topics.

AASA is committed to refining this work over time, thus maximizing the benefit to superintendents. The earlier editions of this study are available on the AASA website and provide valuable retrospective data (<http://www.aasa.org/research.aspx>).

This work complements *The American School Superintendent: 2020 Decennial Study* edited by Professor Christopher H. Tienken, the AASA Research Professor in Residence and Associate Professor of Education Leadership, Management and Policy from Seton Hall University, sponsored by AASA in conjunction with Phi Delta Kappa. The official press release can found at: <https://www.aasa.org/content.aspx?id=44397>.

The complete book is published through Rowman and Littlefield:  
<https://rowman.com/ISBN/9781475858471/The-American-Superintendent-2020-Decennial-Study>

In addition, there is an inevitable comparison between public and private sector CEOs. Useful in this discussion is the work of *Economic Policy Institute* in its analysis on private sector CEO compensation and its relationship to median employee pay:  
<https://www.epi.org/publication/ceo-compensation-surged-14-in-2019-to-21-3-million-ceos-now-earn-320-times-as-much-as-a-typical-worker/#:~:text=In%202019%2C%20the%20ratio%20of,in%20the%20top%200.1%25>.

## METHODOLOGY

The research team was comprised of Christian Rogers, AASA legislative analyst; Dr. Christopher H. Tienken, AASA Research Professor in Residence and Associate Professor of Education Leadership, Management, and Policy; Dr. George J. Petersen, Professor and Founding Dean of the College of Education at Clemson University; and Dr. Lavetta Ross, quantitative research professor/adjunct, Monmouth University. Assistance was also provided by Robert S. McCord, AASA research consultant. The research was conducted under the direct supervision of Noelle Ellerson Ng, AASA Associate Executive Director, Policy and Advocacy.

An extensive survey instrument was originally developed in 2012 with the assistance of Professors Theodore J. Kowalski (University of Dayton), I. Phillip Young (University of South Carolina), Terry Orr (Bank Street College) and Christopher C. Stream (University of Nevada, Las Vegas). The survey instrument was revised in June and July 2020 by the research team for the current edition of the study. The research team sent the revised instrument for peer review by eight superintendents:

- Dr. Burke Royster, Superintendent Greenville County Schools, Greenville, SC.
- Dr. Lee D'Andrea, Superintendent (Retired), Anderson School District Four and Pickens County School District, SC.
- Dr. Holly Edds, Superintendent, Orcutt Union School District, Orcutt, CA.
- Dr. Anne Hubbard, Superintendent, Hope Elementary School District, Santa Barbara, CA.
- Mrs. Susan Salucci, Assistant Superintendent of Human Resources, Orcutt Union School District, Orcutt, CA.
- Dr. Michael Lubelfeld, Superintendent of Schools, North Shore School District 112, Highland Park, IL.
- Dr. Angelica M. Ramsey, Superintendent of Schools, Pleasant Valley School District, Camarillo, CA.
- Mr. Kenyon Kummings, Superintendent of Schools, Wildwood City School District, NJ.

Further revisions were made to the survey instrument for clarity and to aid readability following the peer review.

Using a commercially prepared mailing list of American public school superintendents, more than 8046 email invitations to participate were distributed during the months of October, November, and December 2020. State association executive directors were contacted to encourage their members to respond to the online survey.

## **REPORT OF FINDINGS**

This report of findings is divided into 11 sections and relies solely on measures of central tendency for this analysis of the data collected. These data are generally disaggregated by gender, district enrollment, and racial/cultural group.

As noted in previous reports, there are limitations on the proper use of the data. For example, when the responses for certain items are disaggregated by racial/cultural group, the number of responses may be insufficient to support decision making. Care should be exercised in drawing conclusions or inferences on this data element. In addition, some survey fatigue is commonly reported by superintendents and could have impacted the return rate, although the number of valid responses exceeded the 2019-2020 study by 100+.

Superintendents are inundated with research requests resulting in selective participation in those studies seen as most important to the role of the superintendent or of benefit to their district. After each data display, the report authors have offered a general statement of findings. It is the intent of the authors to allow the readers the opportunity to disaggregate the data in a manner they find useful in working with their board of education.

There were 1,518 responses to the survey. After carefully checking the data, responses from nine participants were omitted as the research team found them to be invalid because of issues such as unverifiable salary entries or too many questions that were not answers. The final sample size was 1,509. The nine omitted participant responses equated to 0.6% of the total responses; 99.4% of the sample was retained.

The researcher did have to omit some incomplete responses to individual questions and participants themselves chose to omit some responses to specific questions. Those questions with the highest percentages of omitted responses centered on salary information for assistant/associate/deputy superintendent, high school principal, middle school principal, elementary school principal, and the starting salary for a first-year teacher with a BA. The salary responses for superintendents had the lowest percentage of omitted data (n=14, 0.9%), followed by elementary school principal salary

data (n=101, 7%), then high school principal salary data (n=138, 9%), and starting salary for a first-year teacher with a BA (n=140, 9.1%).

The highest percentage of omitted data occurred for the assistant/associate/deputy superintendent (n=548, 36.7%). This is not uncommon because some school districts do not have such a position because of enrollment size or budget constraints. The second largest amount of data omitted was salary data for middle school principals (n=285, 18.7%). Again, this could be due to the configuration of some school districts, such as grades PreK-8 or PreK-6. In addition, some total percentages may total between 99.5% and 100.2% due to rounding.

Having clearly identified the limitations inherent in a study of this magnitude, the report that follows is replete with important information that can prove very useful to superintendents.

#### **END NOTES:**

Many additional data elements were collected beyond those reported in this document. AASA members interested in investigating in greater depth an element of this study beyond those reported herein or are interested in offering suggestions for improvement of this research undertaking are invited to contact Noelle Ellerson Ng directly at AASA, The School Superintendents Association.

Those citing the data presented herein and/or findings are asked to include acclamation of AASA. Requests to use the data from this study or those that preceded it should contact Noelle Ellerson Ng at AASA for details and requirements. Finally, AASA reserves all rights to the ownership and use of these data.

Special thanks are extended to Christian Rogers for his expertise and tireless efforts to manage the nearly 70,000-cell spreadsheet containing the data collected in this study and to Maree Sneed of Hogan and Lovells for her ongoing advice and input.

Christopher H. Tienken  
February 2021

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Table 1.1. Respondents count by state (Q1)

State	Count	%
Alabama	36	2.39%
Alaska	13	0.86%
Arizona	31	2.05%
Arkansas	15	0.99%
California	29	1.92%
Canada	2	0.13%
Colorado	13	0.86%
Connecticut	28	1.86%
Florida	3	0.20%
Georgia	32	2.12%
Idaho	17	1.13%
Illinois	103	6.83%
Indiana	109	7.22%
Iowa	46	3.05%
Kansas	25	1.66%
Kentucky	5	0.33%
Louisiana	1	0.07%
Maine	11	0.73%
Maryland	2	0.13%
Massachusetts	18	1.19%
Michigan	88	5.83%
Minnesota	70	4.64%
Mississippi	11	0.73%
Missouri	52	3.45%
Montana	17	1.13%
Nebraska	25	1.66%

State	Count	%
Nevada	7	0.46%
New Hampshire	11	0.73%
New Jersey	29	1.92%
New Mexico	19	1.26%
New York	137	9.08%
North Carolina	9	0.60%
North Dakota	8	0.53%
Ohio	54	3.58%
Oklahoma	24	1.59%
Omitted	37	2.45%
Oregon	14	0.93%
Pennsylvania	96	6.36%
Rhode Island	14	0.93%
South Carolina	11	0.73%
South Dakota	14	0.93%
Tennessee	25	1.66%
Texas	20	1.33%
Utah	4	0.27%
Vermont	8	0.53%
Virginia	21	1.39%
Washington	46	3.05%
West Virginia	3	0.20%
Wisconsin	80	5.30%
Wyoming	16	1.06%
Total	1509	100%

Findings: A total of 1,509 usable responses were received, representing an approximate 18.8% return rate. The total return compares favorably with previous editions of the study (2019-20 N=1,259, 2018-19, N=1,433, 2017-18 N=1,172 and 2016-17 N=1,392)

A total of 48 states are represented with two participants from Canada and no participants from the District of Columbia, Hawaii or Delaware.

Table 1.2. Gender (Q61) and race/cultural group (Q60)

	Male	Female	Prefer not to respond	Omitted	Total
White (Not Hispanic or Latino)	1023	313	4	8	1348
	75.9%	23.2%	0.3%	0.6%	100%
Black or African American	38	38	0	1	77
	49.4%	49.4%	0.0%	1.3%	100%
Hispanic/Latinx	28	15	0	0	43
	65.1%	34.9%	0.0%	0.0%	100%
Asian	5	2	0	0	7
	71.4%	28.6%	0.0%	0.0%	100%
Native American or Native Alaska	9	5	0	0	14
	64.3%	35.7%	0.0%	0.0%	100%
Other	6	2	0	0	8
	75.0%	25.0%	0.0%	0.0%	100%
Omitted	4	0	0	8	12
	33.3%	0.0%	0.0%	66.7%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: No notable variance in superintendent identity when gender and race/cultural group are considered over the term of the studies while the under representation of some race/cultural groups is noted.

Table 1.3. Gender (Q61) and district enrollment (Q2)

Enrollment	Female		Male		Prefer not to respond		Omitted		Grand Total	
Fewer than 300	9	2.40%	40	3.59%	0	0%	0	0%	49	3.25%
300 to 999	75	20%	257	23.09%	1	25%	4	23.53%	337	22.33%
1,000 to 2,999	141	37.60%	391	35.13%	1	25%	7	41.18%	540	35.79%
3,000 to 4,999	57	15.20%	160	14.38%	1	25%	1	5.88%	219	14.51%
5,000 to 9,999	48	12.80%	144	12.94%	0	0%	3	17.65%	195	12.92%
10,000 to 24,999	38	10.13%	84	7.55%	1	25%	2	11.76%	125	8.28%
25,000 to 49,999	4	1.07%	19	1.71%	0	0%	0	0%	23	1.52%
50,000 to 99,999	3	0.80%	11	0.99%	0	0%	0	0%	14	0.93%
100,000 or more	0	0%	4	0.36%	0	0%	0	0%	4	0.27%
Omitted	0	0%	3	0.27%	0	0%	0	0%	3	0.20%
Grand Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Consistent with national school district enrollment data, the majority of superintendents responding to the survey are from small and intermediate size school

districts (300-4,999) with no recent appreciable difference by gender of superintendents serving in each enrollment band.

Table 1.4. Gender (Q61) and district description (Q3)

School District Description	Female		Male		Prefer not to respond		Omitted		Total	
Rural	235	62.67%	627	56.33%	2	50%	9	52.94%	873	57.85%
Suburban	123	32.80%	370	33.24%	2	50%	5	29.41%	500	33.13%
Urban	12	3.20%	116	10.42%	0	0%	3	17.65%	131	8.68%
Omitted	5	1.33%	0	0%	0	0%	0	0%	5	0.33%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: When asked to identify the setting of their school district, nearly 53 percent of the respondents, regardless of gender, indicated that their district is best described as rural with almost 30 percent describing their district as suburban and 18 percent as urban. This is closely aligned with data from the National Center on Educational Statistics.

Table 1.5. Age (Q59) and gender (Q61) of superintendent

	Male	Female	Prefer not to respond	Omitted	Total
33	2	0	0	0	2
	100%	0.0%	0.0%	0.0%	100%
34	2	0	0	0	2
	100%	0.0%	0.0%	0.0%	100%
35	4	3	0	0	7
	57.1%	42.9%	0.0%	0.0%	100%
36	3	0	0	0	3
	100%	0.0%	0.0%	0.0%	100%
37	2	2	0	1	5
	40.0%	40.0%	0.0%	20.0%	100%
38	17	1	0	0	18
	94.4%	5.6%	0.0%	0.0%	100%
39	13	3	0	0	16
	81.3%	18.8%	0.0%	0.0%	100%
40	18	4	0	0	22
	81.8%	18.2%	0.0%	0.0%	100%
41	15	3	0	0	18
	83.3%	16.7%	0.0%	0.0%	100%
42	19	6	0	0	25

	76.0%	24.0%	0.0%	0.0%	100%
43	26	9	0	0	35
	74.3%	25.7%	0.0%	0.0%	100%
44	30	7	0	0	37
	81.1%	18.9%	0.0%	0.0%	100%
45	41	6	0	0	47
	87.2%	12.8%	0.0%	0.0%	100%
46	40	18	0	0	58
	69.0%	31.0%	0.0%	0.0%	100%
47	64	14	0	0	78
	82.1%	17.9%	0.0%	0.0%	100%
48	67	15	0	0	82
	81.7%	18.3%	0.0%	0.0%	100%
49	59	13	0	0	72
	81.9%	18.1%	0.0%	0.0%	100%
50	70	14	0	1	85
	82.4%	16.5%	0.0%	1.2%	100%
51	62	35	0	0	97
	63.9%	36.1%	0.0%	0.0%	100%
52	74	26	2	0	102
	72.5%	25.5%	2.0%	0.0%	100%
53	75	21	0	1	97
	77.3%	21.6%	0.0%	1.0%	100%
54	52	18	0	0	70
	74.3%	25.7%	0.0%	0.0%	100%
55	54	14	0	0	68
	79.4%	20.6%	0.0%	0.0%	100%
56	34	20	0	0	54
	63.0%	37.0%	0.0%	0.0%	100%
57	29	26	0	0	55
	52.7%	47.3%	0.0%	0.0%	100%
58	29	20	0	0	49
	59.2%	40.8%	0.0%	0.0%	100%
59	30	17	2	1	50
	60.0%	34.0%	4.0%	2.0%	100%
60	36	9	0	0	45
	80.0%	20.0%	0.0%	0.0%	100%
61	17	8	0	0	25
	68.0%	32.0%	0.0%	0.0%	100%

62	18	8	0	0	26
	69.2%	30.8%	0.0%	0.0%	100%
63	22	7	0	2	31
	71.0%	22.6%	0.0%	6.5%	100%
64	13	6	0	1	20
	65.0%	30.0%	0.0%	5.0%	100%
65	15	6	0	0	21
	71.4%	28.6%	0.0%	0.0%	100%
66	11	2	0	0	13
	84.6%	15.4%	0.0%	0.0%	100%
67	10	3	0	0	13
	76.9%	23.1%	0.0%	0.0%	100%
68	3	3	0	0	6
	50.0%	50.0%	0.0%	0.0%	100%
69	5	0	0	0	5
	100%	0.0%	0.0%	0.0%	100%
70	9	0	0	0	9
	100%	0.0%	0.0%	0.0%	100%
71	9	2	0	0	11
	81.8%	18.2%	0.0%	0.0%	100%
72	3	0	0	0	3
	100%	0.0%	0.0%	0.0%	100%
73	1	2	0	0	3
	33.3%	66.7%	0.0%	0.0%	100%
74	2	1	0	0	3
	66.7%	33.3%	0.0%	0.0%	100%
75	1	0	0	0	1
	100%	0.0%	0.0%	0.0%	100%
Omitted	7	3	0	10	20
	35.0%	15.0%	0.0%	50.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Most superintendents report being in their late forties and early fifties with little variation in responses by gender.



Table 1.6. Years in your present position (Q5) and gender (Q61)

Years in Current Position	Female		Male		Prefer not to respond		Omitted		Grand Total	
Less than 1 year	12	3.20%	167	15%	0	0%	3	17.65%	182	12.06%
1 - 5 years	205	54.67%	498	44.74%	2	50%	9	52.94%	714	47.32%
6-10 years	123	32.80%	286	25.70%	2	50%	5	29.41%	416	27.57%
11-15 years	35	9.33%	108	9.70%	0	0%	0	0%	143	9.48%
16-20 years	0	0%	31	2.79%	0	0%	0	0%	31	2.05%
21-25 years	0	0%	8	0.72%	0	0%	0	0%	8	0.53%
26-30 years	0	0%	5	0.45%	0	0%	0	0%	5	0.33%
31-35 years	0	0%	3	0.27%	0	0%	0	0%	3	0.20%
36-40 years	0	0%	1	0.09%	0	0%	0	0%	1	0.07%
40+ years	0	0%	1	0.09%	0	0%	0	0%	1	0.07%
Omitted	0	0%	5	0.45%	0	0%	0	0%	5	0.33%
Grand Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Most superintendents reported serving in their present position for less than five years, with just 13 percent serving more than ten years. This finding is consistent with previous findings. No appreciable difference is noted when service in present position is considered by gender.

Table 1.7. Gender (Q61) and longevity as superintendent (Q6)

Years of Experience	Female		Male		Prefer not to respond		Omitted		Total	
Less than 1 year	0	0%	126	11.32%	0	0%	0	0%	126	8.35%
1 - 5 years	205	54.67%	309	27.76%	0	0%	0	0%	514	34.06%
6-10 years	122	32.53%	327	29.38%	2	50%	5	29.41%	456	30.22%
11-15 years	35	9.33%	203	18.24%	2	50%	9	52.94%	249	16.50%
16-20 years	0	0%	95	8.54%	0	0%	0	0%	95	6.30%
21-25 years	0	0%	41	3.68%	0	0%	0	0%	41	2.72%
26-30 years	3	0.80%	7	0.63%	0	0%	0	0%	10	0.66%
31-35 years	6	1.60%	0	0%	0	0%	0	0%	6	0.40%
36-40 years	3	0.80%	0	0%	0	0%	0	0%	3	0.20%
40+ years	1	0.27%	0	0%	0	0%	0	0%	1	0.07%
Omitted	0	0%	5	0.45%	0	0%	3	17.65%	8	0.53%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Male superintendents reported serving in the superintendency longer than females, although the longevity of female superintendents has increased substantially over the previous years of this study and *The American School Superintendent: 2020 Decennial Study*.

Table 1.8. Gender (Q61) and economic condition of district (Q14)

	Declining economic condition		Stable economic condition		Strong economic condition		Omitted		Grand Total	
Female	375	70%	0	0%	0	0%	0	0.0%	375	25%
Male	162	30%	833	100%	107	84%	11	100%	1113	74%
Prefer not to respond	0	0%	0	0%	4	3%	0	0.0%	4	0%
Omitted	0	0%	0	0%	17	13%	0	0.0%	17	1%
Grand Total	537	100%	833	100%	128	100%	11	100%	1509	100%

Findings: In the 2019-20 report 32 percent of female superintendents described their districts as in declining economic condition along with 25.1 percent of male superintendents. The findings for this year's investigation show a trend of more superintendents, male and female, feeling less optimistic about the economic stability of their districts.

Table 1.9. Racial/cultural group of superintendents (Q60) and district enrollment (Q2)

Enrollment	White (not Hispanic or Latino)		Other		Omitted		Total	
Fewer than 300	45	3.34%	2	25%	0	0%	49	3.25%
300 to 999	302	22.40%	2	25%	2	16.67%	337	22.33%
1,000 to 2,999	476	35.31%	3	37.50%	4	33.33%	540	35.79%
3,000 to 4,999	192	14.24%	0	0%	2	16.67%	219	14.51%
5,000 to 9,999	180	13.35%	1	12.50%	2	16.67%	195	12.92%
10,000 to 24,999	112	8.31%	0	0%	2	16.67%	125	8.28%
25,000 to 49,999	20	1.48%	0	0%	0	0%	23	1.52%
50,000 to 99,999	14	1.04%	0	0%	0	0%	14	0.93%
100,000 or more	4	0.30%	0	0%	0	0%	4	0.27%
Omitted	3	0.22%	0	0%	0	0%	3	0.20%
Total	1348	100%	8	100%	12	100%	1509	100%

Findings: As previously reported, White (not Hispanic) superintendents represent the majority of superintendents responding to the study regardless of district size, which is consistent with the findings of *The American School Superintendent: 2020 Decennial Study* as well as findings from the 2019–2020 salary studies.

Note: As indicated in the introduction, care should be exercised in drawing conclusions or inferences from the very small numbers of respondents in some of the racial/cultural groups, other than the fact that White (not Hispanic) superintendents are the largest group represented in the study. Other racial/cultural groups appear to be underrepresented in the superintendent ranks, especially when compared to the racial/cultural profile of American public school enrollment.

Table 1.10. Racial/cultural group (Q60) and description of school district (Q3)

Racial/ Cultural Group	Rural		Suburban		Urban		Omitted		Total	
Asian	2	0.23%	0	0%	0	0%	5	100%	7	0.46%
Black or African American	77	8.82%	0	0%	0	0%	0	0%	77	5.10%
Hispanic/Latinx	43	4.93%	0	0%	0	0%	0	0%	43	2.85%
Native American or Native Alaskan	14	1.60%	0	0%	0	0%	0	0%	14	0.93%
Other	8	0.92%	0	0%	0	0%	0	0%	8	0.53%
White (not Hispanic or Latino)	717	82.13%	500	100%	131	100%	0	0%	1348	89.33%
Omitted	12	1.37%	0	0%	0	0%	0	0%	12	0.80%
Total	873	100%	500	100%	131	100%	5	100%	1509	100%

Findings: Considering the small representation of some racial/cultural group respondents, it is difficult to draw conclusions from these data, although the absence of diversity in urban districts again represents an anomaly when one considers the diversity of the student population generally understood to be enrolled in many urban districts.

Table 1.11. Age (Q59) and racial/cultural group (Q60)

			White (Not Hispanic or Latino)	Black or African American	Hispanic/ Latinx	Asian	Native American or Native Alaska	Other	Omitted	Total
	33	Count	0	2	0	0	0	0	0	2
		%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	34	Count	2	0	0	0	0	0	0	2
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	35	Count	6	0	0	1	0	0	0	7
		%	85.7%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	100%
	36	Count	3	0	0	0	0	0	0	3
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	37	Count	5	0	0	0	0	0	0	5
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	38	Count	18	0	0	0	0	0	0	18
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	39	Count	14	1	0	0	1	0	0	16
		%	87.5%	6.3%	0.0%	0.0%	6.3%	0.0%	0.0%	100%
	40	Count	20	1	1	0	0	0	0	22
		%	90.9%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	100%
	41	Count	18	0	0	0	0	0	0	18
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	42	Count	24	1	0	0	0	0	0	25
		%	96.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	43	Count	30	3	1	0	1	0	0	35
		%	85.7%	8.6%	2.9%	0.0%	2.9%	0.0%	0.0%	100%
	44	Count	32	3	1	0	0	1	0	37
		%	86.5%	8.1%	2.7%	0.0%	0.0%	2.7%	0.0%	100%
	45	Count	42	2	0	0	2	0	1	47
		%	89.4%	4.3%	0.0%	0.0%	4.3%	0.0%	2.1%	100%
	46	Count	52	3	1	0	1	1	0	58
		%	89.7%	5.2%	1.7%	0.0%	1.7%	1.7%	0.0%	100%
	47	Count	69	7	0	1	0	1	0	78
		%	88.5%	9.0%	0.0%	1.3%	0.0%	1.3%	0.0%	100%
	48	Count	74	3	5	0	0	0	0	82
		%	90.2%	3.7%	6.1%	0.0%	0.0%	0.0%	0.0%	100%
	49	Count	65	2	3	2	0	0	0	72
		%	90.3%	2.8%	4.2%	2.8%	0.0%	0.0%	0.0%	100%
	50	Count	76	4	4	0	0	1	0	85
		%	89.4%	4.7%	4.7%	0.0%	0.0%	1.2%	0.0%	100%
	51	Count	86	9	1	0	0	1	0	97
		%	88.7%	9.3%	1.0%	0.0%	0.0%	1.0%	0.0%	100%
	52	Count	89	6	5	0	2	0	0	102
		%	87.3%	5.9%	4.9%	0.0%	2.0%	0.0%	0.0%	100%
	53	Count	85	6	4	0	1	1	0	97
		%	87.6%	6.2%	4.1%	0.0%	1.0%	1.0%	0.0%	100%
	54	Count	60	6	4	0	0	0	0	70
		%	85.7%	8.6%	5.7%	0.0%	0.0%	0.0%	0.0%	100%
	55	Count	66	2	0	0	0	0	0	68
		%	97.1%	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	56	Count	50	0	2	0	2	0	0	54
		%	92.6%	0.0%	3.7%	0.0%	3.7%	0.0%	0.0%	100%
	57	Count	52	2	1	0	0	0	0	55

		%	94.5%	3.6%	1.8%	0.0%	0.0%	0.0%	0.0%	100%
	58	Count	41	3	3	0	1	1	0	49
		%	83.7%	6.1%	6.1%	0.0%	2.0%	2.0%	0.0%	100%
	59	Count	47	1	1	1	0	0	0	50
		%	94.0%	2.0%	2.0%	2.0%	0.0%	0.0%	0.0%	100%
	60	Count	44	1	0	0	0	0	0	45
		%	97.8%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	61	Count	22	1	0	0	2	0	0	25
		%	88.0%	4.0%	0.0%	0.0%	8.0%	0.0%	0.0%	100%
	62	Count	24	0	1	0	0	0	1	26
		%	92.3%	0.0%	3.8%	0.0%	0.0%	0.0%	3.8%	100%
	63	Count	26	1	2	1	0	1	0	31
		%	83.9%	3.2%	6.5%	3.2%	0.0%	3.2%	0.0%	100%
	64	Count	18	1	1	0	0	0	0	20
		%	90.0%	5.0%	5.0%	0.0%	0.0%	0.0%	0.0%	100%
	65	Count	19	1	1	0	0	0	0	21
		%	90.5%	4.8%	4.8%	0.0%	0.0%	0.0%	0.0%	100%
	66	Count	11	2	0	0	0	0	0	13
		%	84.6%	15.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	67	Count	12	0	0	0	1	0	0	13
		%	92.3%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	100%
	68	Count	4	2	0	0	0	0	0	6
		%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	69	Count	4	0	1	0	0	0	0	5
		%	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	100%
	70	Count	9	0	0	0	0	0	0	9
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	71	Count	11	0	0	0	0	0	0	11
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	72	Count	3	0	0	0	0	0	0	3
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	73	Count	3	0	0	0	0	0	0	3
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	74	Count	2	1	0	0	0	0	0	3
		%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	75	Count	1	0	0	0	0	0	0	1
		%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
	Omit	Count	9	0	0	1	0	0	10	20
		%	45.0%	0.0%	0.0%	5.0%	0.0%	0.0%	50.0%	100%
Total		Count	1348	77	43	7	14	8	12	1509
		%	89.3%	5.1%	2.8%	0.5%	0.9%	0.5%	0.8%	100%

Findings: Taking into consideration the small number of respondents from some racial/cultural groups, there was little variance in the range of the median age of superintendents.

Table 1.12. Racial/cultural group (Q60) and years in current position (Q5)

Years in Current Position	Asian		Black or African American		Hispanic/Latinx		Native American or Native Alaskan	
Less than 1 year	0	0%	0	0%	0	0%	0	0%
1 - 5 years	7	100%	77	100%	43	100%	14	100%
6-10 years	0	0%	0	0%	0	0%	0	0%
11-15 years	0	0%	0	0%	0	0%	0	0%
16-20 years	0	0%	0	0%	0	0%	0	0%
21-25 years	0	0%	0	0%	0	0%	0	0%
26-30 years	0	0%	0	0%	0	0%	0	0%
31-35 years	0	0%	0	0%	0	0%	0	0%
36-40 years	0	0%	0	0%	0	0%	0	0%
40+ years	0	0%	0	0%	0	0%	0	0%
Omitted	0	0%	0	0%	0	0%	0	0%
Total	7	100%	77	100%	43	100%	14	100%

Years in Current Position	Other		White (not Hispanic or Latino)		Omitted		Total	
Less than 1 year	0	0%	182	13.50%	0	0%	182	12.06%
1 - 5 years	8	100%	553	41.02%	12	100%	714	47.32%
6-10 years	0	0%	416	30.86%	0	0%	416	27.57%
11-15 years	0	0%	143	10.61%	0	0%	143	9.48%
16-20 years	0	0%	31	2.30%	0	0%	31	2.05%
21-25 years	0	0%	8	0.59%	0	0%	8	0.53%
26-30 years	0	0%	5	0.37%	0	0%	5	0.33%
31-35 years	0	0%	3	0.22%	0	0%	3	0.20%
36-40 years	0	0%	1	0.07%	0	0%	1	0.07%
40+ years	0	0%	1	0.07%	0	0%	1	0.07%
Omitted	0	0%	5	0.37%	0	0%	5	0.33%
Total	8	100%	1348	100%	12	100%	1509	100%

Findings: Given the small number of respondents from some racial/cultural groups, White (not Hispanic) superintendents have served longer in their current position than their counterparts from other racial/cultural groups.

Table 1.13. Racial/cultural group (Q60) and years as superintendent (Q6)

Years of experience as a superintendent	Asian		Black or African American		Hispanic/Latinx		Native American or Native Alaskan	
Less than 1 year	0	0%	0	0%	0	0%	0	0%
1 - 5 years	7	100%	77	100%	43	100%	14	100%
6-10 years	0	0%	0	0%	0	0%	0	0%
11-15 years	0	0%	0	0%	0	0%	0	0%
16-20 years	0	0%	0	0%	0	0%	0	0%
21-25 years	0	0%	0	0%	0	0%	0	0%
26-30 years	0	0%	0	0%	0	0%	0	0%
31-35 years	0	0%	0	0%	0	0%	0	0%
36-40 years	0	0%	0	0%	0	0%	0	0%
40+ years	0	0%	0	0%	0	0%	0	0%
Omitted	0	0%	0	0%	0	0%	0	0%
Total	7	100%	77	100%	43	100%	14	100%

Years of experience as a superintendent	Other		White (not Hispanic or Latino)		Omitted		Total	
Less than 1 year	0	0%	126	9.35%	0	0%	126	8.35%
1 - 5 years	8	100%	353	26.19%	12	100%	514	34.06%
6-10 years	0	0%	456	33.83%	0	0%	456	30.22%
11-15 years	0	0%	249	18.47%	0	0%	249	16.50%
16-20 years	0	0%	95	7.05%	0	0%	95	6.30%
21-25 years	0	0%	41	3.04%	0	0%	41	2.72%
26-30 years	0	0%	10	0.74%	0	0%	10	0.66%
31-35 years	0	0%	6	0.45%	0	0%	6	0.40%
36-40 years	0	0%	3	0.22%	0	0%	3	0.20%
40+ years	0	0%	1	0.07%	0	0%	1	0.07%
Omitted	0	0%	8	0.59%	0	0%	8	0.53%



Total	8	100%	1348	100%	12	100%	1509	100%
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Findings: While the numbers are too small for most racial/cultural groups to draw definitive conclusions, the evidence in this year's investigation shows White (not Hispanic) superintendents have served longer in the superintendency than non-White superintendents.

Table 1.14. Racial/cultural group (Q60) and economic condition of district (Q14)

Economic Condition	Asian		Black or African American		Hispanic/Latinx		Native American or Native Alaskan	
Declining economic condition	7	100%	77	100%	43	100%	14	100%
Stable economic condition	0	0%	0	0%	0	0%	0	0%
Strong economic condition	0	0%	0	0%	0	0%	0	0%
Omitted	0	0%	0	0%	0	0%	0	0%
Total	7	100%	77	100%	43	100%	14	100%

Economic Condition	Other		White (not Hispanic or Latino)		Omitted		Total	
Declining economic condition	8	100%	376	27.89%	12	100%	537	35.59%
Stable economic condition	0	0%	833	61.80%	0	0%	833	55.20%
Strong economic condition	0	0%	128	9.50%	0	0%	128	8.48%
Omitted	0	0%	11	0.82%	0	0%	11	0.73%
Total	8	100%	1348	100%	12	100%	1509	100%

Findings: In the 2019-20 report, over one-fourth of superintendent respondents reported that their districts were in declining economic condition.

The findings for this year's investigation show a trend of more superintendents feeling less optimistic about the economic stability of their districts with over 35% indicating their districts to be in declining economic conditions and 55% indicating their districts to be in stable condition. Again, care should be taken with over-interpreting the data because of the limited number of minority superintendents responding to the survey.



## SECTION #2: SALARY

Table 2.1. Superintendent base salary 2020-2021 (Q7) and enrollment (Q2)

Enrollment	25%	Median	75%	N
Fewer than 300	94000	108000	134000	49
300 to 999	112000	127460	145000	337
1,000 to 2,999	126759	143000	171000	540
3,000 to 4,999	149000	165500	194750	219
5,000 to 9,999	168750	192000	215943	195
10,000 to 24,999	181775	207000	236753	125
25,000 to 49,999	205000	240000	279000	23
50,000 to 99,999	192600	248000	305797	14
100,000 or more	164500	242500	331362	4
Omitted	140349	180698.5	191048	3

Findings: Consistent with previous years, salaries increase as district enrollment increases.

Table 2.2. Superintendent base salary (Q7) and gender (Q61)

Gender	Minimum	25%	Median	75%	Maximum	N
Female	65000	106275	127961	170000	223000	375
Male	102000	135000	157000	198950	345000	1113
Prefer not to respond	150000	150000	183471	183471	217350	4
Omitted	150000	150000	150000	216000	428000	17
Total						1509

Findings: There is a discernable difference in salaries by gender with males reporting higher base salaries.

Table 2.3. Superintendent base salary (Q7) and racial/cultural group (Q60)

Race/Ethnicity	Minimum	25%	Median	75%	Maximum	N
Asian	65000	79250	95000	95000	95000	7
Black or African American	95000	99000	106000	110000	112000	77
Hispanic/Latinx	112000	117000	120000	123500	125000	43
Native American or Native Alaskan	125400	125900	126000	127492	127500	14
Other	130500	130967	131000	131003	131325	8
White (not Hispanic or Latino)	80000	135000	160000	195000	428000	1348
Omitted	127500	127990	128000	130000	130030	12
Total						1509

Findings: When base salary is considered by racial/cultural group, some variation is noted, although the small number of respondents in some groups makes definitive analysis difficult if not inappropriate.

Table 2.4A. Associate superintendent base salary (Q8) and district enrollment (Q2)

Enrollment	Minimum	25%	Median	75%	Maximum	N
Fewer than 300	236670	246000	255842	282250	345000	49
300 to 999	103000	120000	132000	145000	160000	337
1,000 to 2,999	65000	124000	147000	173375	373752	540
3,000 to 4,999	81500	135000	160000	200000	428000	219
5,000 to 9,999	160680	171500	182500	198000	224500	195
10,000 to 24,999	72000	200000	210447	236000	365446	125
25,000 to 49,999	111000	115000	117300	120000	122500	23
50,000 to 99,999	225000	225625	229592	232687	236000	14
100,000 or more	109200	109800	110000	110181	110725	4
Omitted	207000	207000	207000	207000	207000	3
Total						1509

Findings: Consistent with findings in previous editions of the study, the larger the student enrollment of the district, the higher the mean base salary for assistant/associate superintendents when sample sizes exceed 100 responses. It is noted

that in districts with lower enrollments, these positions often do not exist. A modest but consistent increase in median salaries is seen over previous editions of this study.

Table 2.4B. High school principal base salary (Q9) and district enrollment (Q2)

Enrollment	Minimum	25%	Median	75%	Maximum	Count
Fewer than 300	0	0	0	0	0	49
300 to 999	116000	121000	128601	136400	149000	337
1,000 to 2,999	55000	83000	90000	95000	100000	540
3,000 to 4,999	105060	110000	110000	115000	116000	219
5,000 to 9,999	149000	155000	160000	180000	208000	195
10,000 to 24,999	100000	100000	103000	104000	105000	125
25,000 to 49,999	105000	105000	105000	105000	105000	23
50,000 to 99,999	0	0	0	0	0	14
100,000 or more	105000	105000	105000	105000	105000	4
Omitted	0	0	0	0	0	3
Total						1509

Findings: The mean base salaries of high school principals are loosely related to district enrollment in some categories. Please note that there were no responses for the rows listed as 0.

Table 2.4C. Middle school principal base salary (Q10) and district enrollment (Q2)

Enrollment	Minimum	25%	Median	75%	Maximum	N
Fewer than 300	0	0	0	0	0	49
300 to 999	119000	125000	135000	150000	230000	337
1,000 to 2,999	55000		85000		98000	540
3,000 to 4,999	105000		110000		119000	219
5,000 to 9,999	0	0	0	0	0	195
10,000 to 24,999	98000	100000	100000	100000	102087	125
25,000 to 49,999	103000		104250		105000	23
50,000 to 99,999	0	0	0	0	0	14
100,000 or more	103000	103000	103000	103000	103000	4
Omitted	0	0	0	0	0	3
Grand Total						1509

Findings: Similar to their high school counterparts, middle school principal base median salaries are loosely related to district enrollment and generally increase as district enrollment increases. Please note that there were no responses for the rows listed as 0.

Table 2.4D. Elementary school principal base salary (Q11) and district enrollment (Q2)

Enrollment	Minimum	25%	Median	75%	Maximum	N
Fewer than 300	55000	60000	65000	65000	67000	49
300 to 999	80000	82000	85000	88000	90000	337
1,000 to 2,999	105000	111000	120000	135000	205000	540
3,000 to 4,999	90000	92532	95000	97000	99048	219
5,000 to 9,999	70000	72000	75000	77000	80000	195
10,000 to 24,999	100000	100000	102000	102000	105000	125
25,000 to 49,999	99427	100000	100000	100000	100000	23
50,000 to 99,999	67000	68000	68000	68750	70000	14
100,000 or more	100000	100000	100000	100000	100000	4
Omitted	50000	50000	50000	52500	55000	3
Total						1509

Findings: Elementary school principals generally follow the same trend as their high school and middle school counterparts, although for the second time, their 2020 median base salary in the largest districts has crossed the \$100,000 line. This trend has continued since the 2017 study. In this year's investigation, this trend was also observed in medium and small sized districts.

Table 2.4E. Beginning teacher base salary (Q12) and district enrollment (Q2)

Enrollment	Minimum	25%	Median	75%	Maximum	N
Fewer than 300	0	0	0	0	0	49
300 to 999	44000	45000	46400	48500	51000	337
1,000 to 2,999	24500	35319	37500	39000	40000	540
3,000 to 4,999	41334	42000	42138	43000	44000	219
5,000 to 9,999	51000	52413	54973	56826	95000	195
10,000 to 24,999	40000	40000	40150	41000	41000	125
25,000 to 49,999	41000	41000	41000	41000	41260	23
50,000 to 99,999	0	0	0	0	0	14
100,000 or more	41000	41000	41000	41000	41000	4
Omitted	0	0	0	0	0	3
Total						1509

Findings: There does not appear to be a relationship between district enrolment and beginning teacher salary. The highest median base salaries appear to be found in district with 5,000-9,999 students. Please note there were no responses for the rows listed as 0.

Table 2.5. Ratio of median superintendent salary (Q7) starting teacher salary, and district enrollment (Q2) 2020–2021

Enrollment	Superintendent Median Salary Median	Beginning Teacher Median Base Salary	Ratio 2020-2021
Fewer than 300	108000	45000	1:2.4
300 to 999	127460	40000	1:3.2
1,000 to 2,999	143000	43000	1:3.3
3,000 to 4,999	165500	40000	1:4.1
5,000 to 9,999	192000	42000	1:4.5
10,000 to 24,999	207000	40000	1:5.1
25,000 to 49,999	240000	45000	1:5.3
50,000 to 99,999	248000	46500	1:5.3
100,000 or more	242500	45500	1:5.3
Omitted	180699	59000	1:3.6

Findings: The median entry-level salary of teachers is presented compared with the median salary of superintendents arrayed by district size. The data confirms that as the district enrollment increases so does the ratio of superintendent compensation. In addition, the ratio appeared to widen over the past six survey periods, regardless of district enrollment.

## SECTION #3: EVALUATION

Table 3.1A. How often employment contract requires performance evaluation (Q42)

Frequency of Evaluation	Number	Percentage
Annually	1376	91.1%
Biennially	38	2.5%
Never	19	1.2%
Other	47	3.1
Omitted	8	0.5%
Total	1509	

Findings: Over 90% of superintendents are evaluated annually.

Table 3.1B. How often employment contract requires performance evaluation (Q42) and gender (Q61)

	Male	Female	Prefer not to respond	Omitted	
Annually	1029	347	3	17	1396
	73.7%	24.9%	0.2%	1.2%	100%
Biennially	29	9	0	0	38
	76.3%	23.7%	0.0%	0.0%	100%
Never	12	7	1	0	20
	60.0%	35.0%	5.0%	0.0%	100%
Other	36	11	0	0	47
	76.6%	23.4%	0.0%	0.0%	100%
Omitted	7	1	0	0	8
	87.5%	12.5%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Gender is not related to frequency of evaluation.



Table 3.2A. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation? (Q38)

Yes	No	Omitted	Total
662	828	19	1509
39.8%	57.9%	1.5%	100%

Findings: About four out of ten superintendent contracts specify the process, measures, and indicators to be used in the formal performance evaluation.

Table 3.2B. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation (Q38) and gender? (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	506	147	1	8	662
	73.7%	24.9%	0.2%	1.2%	100%
No	29	9	0	0	38
	76.3%	23.7%	0.0%	0.0%	100%
Omitted	12	7	1	0	20
	60.0%	35.0%	5.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Male superintendents are somewhat more likely (45.6%) to have their employment contract specify the process, measures, and indicators to be used in the formal performance evaluation compared to females (39%.2).

Table 3.3. Is performance linked to objectives/ goals from previous evaluations? (Q39)

Yes	No	Omitted	Total
781	706	22	1509
51.6%	46.7%	1.4%	100%

Findings: A little more than half of superintendents have their performance linked to objectives/ goals from previous evaluations.

Table 3.4. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation (Q38) and race/cultural group? (Q61)

	Yes	No	Omitted	
White (Not Hispanic or Latino)	591	740	17	1348
	43.8%	54.9%	1.3%	100%
Black or African American	27	49	1	77
	35.1%	63.6%	1.3%	100%
Hispanic/Latinx	22	21	0	43
	51.2%	48.8%	0.0%	100%
Asian	4	3	0	7
	57.1%	42.9%	0.0%	100%
Native American or Native Alaska	6	7	1	14
	42.9%	50.0%	7.1%	100%
Other	5	3	0	8
	62.5%	37.5%	0.0%	100%
Omitted	7	5	0	12
	58.3%	41.7%	0.0%	100%
Total	662	828	19	1509
	43.9%	54.9%	1.3%	100%

Findings: Where numbers were sufficient, there was little difference between racial/cultural groups concerning the inclusion of directions or objectives from the previous year's assessment in the superintendent's performance assessment. Black superintendents were the least likely to have such a clause in their contract, but care should be taken to interpret the findings in light of a small sample size (n=77).

Table 3.5. Is your formal performance evaluation linked to student outcomes /performance? (Q40)

Yes	No	Omitted	Total
637	851	21	1509
42.7%	57.1%	1.4%	100%

Findings: Almost 43% of superintendents had evaluations linked to student outcomes/performance in some way. Since 2015/2016, percentages have fluctuated but this year's results are the highest observed in six years: 41.2%/36.7%/35.1%/34.1%

Table 3.6. Is the outcome of your formal performance evaluation released to the public?  
(Q41)

Yes	No	Omitted	Total
602	885	22	1509
39.9%	58.6%	1.5%	100%

Findings: Almost 40% of superintendents had the outcomes of their formal evaluation released to the public. This represents an increase of approximately 6% compared to last year's results.

Table 3.7A. Gender (Q61) and employment agreement includes specific and detailed listing of duties and responsibilities (Q35)

	Male	Female	Prefer not to respond	Omitted	
Yes	552	201	2	13	768
	71.9%	26.2%	0.3%	1.7%	100 %
No	549	173	2	4	728
	75.4%	23.8%	0.3%	0.5%	100%
Omitted	12	1	0	0	13
	92.3%	7.7%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Approximately 50% of superintendents have a detailed agreement regarding duties and responsibilities in their employment contract. A slightly higher percentage of female superintendents than male superintendents have this provision.

Table 3.7B. Gender (Q61) and formal performance evaluation linked to objectives or directions specified in previous year's performance (Q39)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	572	199	1	9	781
	73.2%	25.5%	0.1%	1.2%	100%
No	525	170	3	8	706
	74.4%	24.1%	0.4%	1.1%	100%
Omitted	16	6	0	0	22
	72.7%	27.3%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Gender is not a determining factor in whether the formal performance evaluation is linked to objectives or directions specified in previous year's performance

Table 3.7C. Gender (Q61) and performance evaluation linked to student outcomes/ performance (Q40)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	467	161	1	8	637
	73.3%	25.3%	0.2%	1.3%	100%
No	628	211	3	9	851
	73.8%	24.8%	0.4%	1.1%	100%
Omitted	18	3	0	0	21
	85.7%	14.3%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: An equal percentage of males and females (approximately 43%) have performance evaluation linked to student outcomes/performance.

Table 3.7D. Gender (Q61) and formal performance evaluation made public (Q41)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	429	166	0	7	602
	71.3%	27.6%	0.0%	1.2%	100%
No	666	205	4	10	885
	75.3%	23.2%	0.5%	1.1%	100%
Omitted	18	4	0	0	22
	81.8%	18.2%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: When considered by gender, female superintendents (44.2%) are somewhat more likely to have their formal evaluation released to the public compared to male superintendents (38.5%).

Table 3.8A. Racial/cultural group (Q60) and specific and detailed listing of duties and responsibilities (Q35)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	688	649	11	1348
	51.0%	48.1%	0.8%	100%
Black or African American	31	45	1	77
	40.3%	58.4%	1.3%	100%
Hispanic/Latinx	19	23	1	43
	44.2%	53.5%	2.3%	100%
Asian	5	2	0	7
	71.4%	28.6%	0.0%	100%
Native American or Native Alaska	10	4	0	14
	71.4%	28.6%	0.0%	100%
Other	7	1	0	8
	87.5%	12.5%	0.0%	100%
Omitted	8	4	0	12
	66.7%	33.3%	0.0%	100%
Total	768	728	13	1509
	50.9%	48.2%	0.9%	100%

Findings: Black superintendents were less likely to have a specific and detailed listing of duties and responsibilities in their contract. However, the findings should be interpreted with caution given the small sample size of Black superintendents (n=77).

Table 3.8B. Racial/cultural group (Q60) and formal performance evaluation linked to objectives or directions specified in previous year's performance (Q39)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	693	636	19	1348
	51.4%	47.2%	1.4%	100%
Black or African American	40	36	1	77
	51.9%	46.8%	1.3%	100%
Hispanic/Latinx	26	17	0	43
	60.5%	39.5%	0.0%	100%
Asian	3	4	0	7
	42.9%	57.1%	0.0%	100%
Native American or Native Alaska	8	4	2	14
	57.1%	28.6%	14.3%	100%
Other	6	2	0	8
	75.0%	25.0%	0.0%	100%
Omitted	5	7	0	12
	41.7%	58.3%	0.0%	100%
Total	781	706	22	1509
	51.8%	46.8%	1.5%	100%

Findings: Where a sufficient number of respondents exist, there is little difference by racial/cultural group.

Table 3.8C Racial/cultural group (Q60) and performance evaluation linked to student outcomes/performance (Q40)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	569	761	18	1348
	42.2%	56.5%	1.3%	100%
Black or African American	33	43	1	77
	42.9%	55.8%	1.3%	100%
Hispanic/Latinx	19	23	1	43
	44.2%	53.5%	2.3%	100%
Asian	2	5	0	7
	28.6%	71.4%	0.0%	100%
Native American or Native Alaska	5	8	1	14
	35.7%	57.1%	7.1%	100%
Other	4	4	0	8
	50.0%	50.0%	0.0%	100%
Omitted	5	7	0	12
	41.7%	58.3%	0.0%	100%
Total	637	851	21	1509
	42.2%	56.4%	1.4%	100%

Findings: Where a sufficient number of respondents exist, there is little difference by racial/cultural group in the percentage of superintendents whose performance evaluation is linked to student outcomes/performance.

Table 3.8D. Racial/cultural group (Q60) and formal performance evaluation made public (Q41)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	525	803	20	1348
	38.9%	59.6%	1.5%	100.0%
Black or African American	34	42	1	77
	44.2%	54.5%	1.3%	100.0%
Hispanic/Latinx	24	19	0	43
	55.8%	44.2%	0.0%	100.0%
Asian	3	4	0	7
	42.9%	57.1%	0.0%	100.0%
Native American or Native Alaska	7	6	1	14
	50.0%	42.9%	7.1%	100.0%
Other	3	5	0	8
	37.5%	62.5%	0.0%	100.0%
Omitted	6	6	0	12
	50.0%	50.0%	0.0%	100.0%
Total	602	885	22	1509
	39.9%	58.6%	1.5%	100.0%

Findings: Where a sufficient number of respondents exist, Black and Hispanic superintendents are slightly more likely to have their performance evaluation made public. However, readers should interpret this finding with caution given the small sample size of Black superintendents (n=77 & n=43).

Table 3.9. Gender (Q61) and does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q36)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	289	81	0	2	372
	77.7%	21.8%	0.0%	0.5%	100%
No	808	291	4	15	1118
	72.3%	26.0%	0.4%	1.3%	100%
Omitted	16	3	0	0	19
	84.2%	15.8%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: When considered by gender, female superintendents (21.6%) are slightly less likely to have their employment agreement include a specific and detailed process for handling complaints/criticisms compared to males (25.9%).

Table 3.10. Racial/cultural group (Q60) and does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q36)

	Yes	No	Omitted	
White (Not Hispanic or Latino)	329	1003	16	1348
	24.4%	74.4%	1.2%	100%
Black or African American	22	54	1	77
	28.6%	70.1%	1.3%	100%
Hispanic/Latinx	11	30	2	43
	25.6%	69.8%	4.7%	100%
Asian	1	6	0	7
	14.3%	85.7%	0.0%	100%
Native American or Native Alaska	4	10	0	14
	28.6%	71.4%	0.0%	100%
Other	3	5	0	8
	37.5%	62.5%	0.0%	100%
Omitted	2	10	0	12
	16.7%	83.3%	0.0%	100%
Total	372	1118	19	1509
	24.7%	74.1%	1.3%	100%

Findings: Where a sufficient number of respondents exist, there is little difference by race/cultural group.

Table 3.11. Gender (Q61) and does your employment agreement include a provision allowing the board to reassign you to another role in the district? (Q37)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	82	31	0	2	115
	71.3%	27.0%	0.0%	1.7%	100%
No	1018	338	4	15	1375
	74.0%	24.6%	0.3%	1.1%	100%
Omitted	13	6	0	0	19
	68.4%	31.6%	0.0%	0.0%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: There is little difference, when considered by gender, in the percentage of superintendents who have a contract provision allowing the board to reassign them to another role in the district. Less than 10% of superintendents have this provision.





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## SECTION #4: RETIREMENT BENEFITS

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Table 4.1. Does the school district make a contribution to an annuity or private retirement account that you have? (Q49)

Yes	No	Omitted	Total
663	824	22	1509
43.9%	54.6%	1.5%	100%

Findings: Approximately 44% of superintendents have a clause in their contract that includes a contribution to an annuity by the district. The percentage of superintendents with this benefit continues to increase compared to results in previous years.

Table 4.2. Is your retirement plan/system contribution based on your salary? (Q47)

	Frequency	Percent
Yes	1407	93.2
No	53	3.5
The district does not contribute	30	2.0
Omitted	19	1.3
Total	1509	100.0

Findings: More than 93% of superintendents indicated that their retirement contribution is based on annual salary.

Table 4.3. Does the school district make a contribution to an annuity or private retirement account (Q49) and enrollment? (Q2)

		Yes less than \$1,000	Yes \$1,001- \$5,000	Yes \$5,001 - \$10,000	Yes more than \$10,000	No	Omit	Total
Enrollment	Fewer than 300	2	5	7	3	32	0	49
		4.1%	10.2%	14.3%	6.1%	65.3%	0.0%	100%
	300-999	12	38	43	42	197	5	337
		3.6%	11.3%	12.8%	12.5%	58.5%	1.5%	100%
	1,000-2,999	10	95	79	64	283	9	540
		1.9%	17.6%	14.6%	11.9%	52.4%	1.7%	100%
	3,000-4,999	8	33	32	36	107	3	219
		3.7%	15.1%	14.6%	16.4%	48.9%	1.4%	100%
	5,000-9,999	1	35	27	18	111	3	195
		0.5%	17.9%	13.8%	9.2%	56.9%	1.5%	100%
	10,000- 24,999	4	18	14	21	66	2	125
		3.2%	14.4%	11.2%	16.8%	52.8%	1.6%	100%
	25,000- 49,999	0	4	2	3	14	0	23
		0.0%	17.4%	8.7%	13.0%	60.9%	0.0%	100%
	50,000- 99,999	0	2	0	1	11	0	14
		0.0%	14.3%	0.0%	7.1%	78.6%	0.0%	100%
	100,000- more	0	1	1	1	1	0	4
		0.0%	25.0%	25.0%	25.0%	25.0%	0.0%	100%
	Omitted	0	0	1	0	2	0	3
		0.0%	0.0%	33.3%	0.0%	66.7%	0.0%	100%
Total		37	231	206	189	824	22	1509
		2.5%	15.3%	13.7%	12.5%	54.6%	1.5%	100%

Findings: Where a sufficient number of respondents exist, there is little difference, by enrollment, in the percentage of superintendents whose districts contribute to an annuity.

Table 4.4. Does the school district make a contribution to an annuity or private retirement account (Q49) and race/cultural group? (Q60)

	Yes less than \$1,000	Yes \$1,001-\$5,000	Yes \$5,001 - \$10,000	Yes more than \$10,000	No	Omit	Total
White (Not Hispanic or Latino)	35	220	183	167	733	10	1348
	2.6%	16.3%	13.6%	12.4%	54.4%	0.7%	100%
Black or African American	1	7	14	13	39	3	77
	1.3%	9.1%	18.2%	16.9%	50.6%	3.9%	100%
Hispanic /Latinx	1	1	3	4	33	1	43
	2.3%	2.3%	7.0%	9.3%	76.7%	2.3%	100%
Asian	0	1	3	1	2	0	7
	0.0%	14.3%	42.9%	14.3%	28.6%	0.0%	100%
Native American or Native Alaska	0	1	0	1	12	0	14
	0.0%	7.1%	0.0%	7.1%	85.7%	0.0%	100%
Other	0	1	3	1	3	0	8
	0.0%	2.5%	37.5%	12.5%	37.5%	0.0%	100%
Omitted	0	0	0	2	2	8	12
	0.0%	0.0%	0.0%	16.7%	16.7%	66.7%	100%
Total	37	231	206	189	824	22	1509
	2.5%	15.3%	13.7%	12.5%	54.6%	1.5%	100%

Findings: Where a sufficient number of respondents exist, there is little difference, by race or cultural group, in the percentage of superintendents whose districts contribute to an annuity.

Table 4.5. Does the school district make a contribution to an annuity or private retirement account (Q49) and gender? (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes less than \$1,000	23	14	0	0	37
	62.2%	37.8%	0.0%	0.0%	100%
Yes \$1,001-\$5,000	170	58	0	3	231
	73.6%	25.1%	0.0%	1.3%	100%
Yes \$5,001 - \$10,000	154	49	2	1	206
	74.8%	23.8%	1.0%	0.5%	100%
Yes more than \$10,000	156	33	0	0	189
	82.5%	17.5%	0.0%	0.0%	100%
No	603	213	2	6	824
	73.2%	25.8%	0.2%	0.7%	100%
Omit	7	8	0	7	22
	31.8%	36.4%	0.0%	31.8%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: There is little difference, by gender, in the percentage of superintendents who have their district contribute to an annuity. The most common contribution is \$1,000-\$5,000 (15.1%), followed by \$5,001-\$10,000 (13.8%).

Table 4.6. Does the school district make a contribution to an annuity or private retirement account (Q49) and current degree status? (Q62)

	Bachelor's	Master's	MBA	Ed. Specialist	Ed.D.	J.D.	Ph.D.	Other	Omitted	Total
Yes less than \$1,000	0	11	1	7	15	0	2	1	0	37
	0.0%	29.7%	2.7%	18.9%	40.5%	0.0%	5.4%	2.7%	0.0%	100%
Yes \$1,001- \$5,000	0	69	0	47	87	0	21	7	0	231
	0.0%	29.9%	0.0%	20.3%	37.7%	0.0%	9.1%	3.0%	0.0%	100%
Yes \$5,001 - \$10,000	0	56	2	47	68	3	23	5	2	206
	0.0%	27.2%	1.0%	22.8%	33.0%	1.5%	11.2%	2.4%	1.0%	100%
Yes more than \$10,000	0	35	2	17	84	1	45	5	0	189
	0.0%	18.5%	1.1%	9.0%	44.4%	0.5%	23.8%	2.6%	0.0%	100%
No	1	236	2	118	367	3	65	30	2	824
	0.1%	28.6%	0.2%	14.3%	44.5%	0.4%	7.9%	3.6%	0.2%	100%
Omit	0	5	1	1	3	1	2	0	9	22
	0.0%	22.7%	4.5%	4.5%	13.6%	4.5%	9.1%	0.0%	40.9%	100%
Total	1	412	8	237	624	8	158	48	13	1509
	0.1%	27.3%	0.5%	15.7%	41.4%	0.5%	10.5%	3.2%	0.9%	100%

Findings: Overall, district contributions to an annuity was not influenced by degree status. However, superintendents with a Ph.D. were more frequently provided “more than 10,000” in contributions (28%) than those with an Ed.D. (13%) and an MA degree (8%).

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## SECTION #5: INSURANCE BENEFITS

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Table 5.1A. What health insurance coverage do you receive in your employment agreement? (Q51)

Types of Health Insurance Paid by District for Superintendent	N	%
Medical/Hospital	988	65.47%
Omitted	521	34.53%
Total	1509	100%

Findings: Medical/Hospital was the most common type of insurance included in the superintendent contract. Percentages have fluctuated between 65.5% and 79.1% since 2015-16.

Table 5.1B. Coverage paid for family of superintendent (Q52)

Types of Health Insurance Paid by District for family of Superintendent	N	%
Dental	721	47.78%
Omitted	788	52.22%
Total	1509	100%

Findings: Dental was the most common additional family coverage paid for by the district beyond basic Medical/Hospital coverage

Table 5.2A. District contribution to life insurance (Q50) and race/cultural group (Q60)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	720	608	20	1348
	53.4%	45.1%	1.5%	100%
Black or African American	39	34	4	77
	50.6%	44.2%	5.2%	100%
Hispanic/Latinx	18	23	2	43
	41.9%	53.5%	4.7%	100%
Asian	6	1	0	7
	85.7%	14.3%	0.0%	100%
Native American or Native Alaska	10	4	0	14
	71.4%	28.6%	0.0%	100%
Other	4	4	0	8
	50.0%	50.0%	0.0%	100%
Omitted	2	2	8	12
	16.7%	16.7%	66.7%	100%
Total	799	676	34	1509
	52.9%	44.8%	2.3%	100%

Findings: Where a sufficient number of respondents exist, there is little difference, by race or cultural group, in the percentage of superintendents who have their district contribute to life insurance.

Table 5.2B. District contribution to life insurance (Q50) and gender (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	592	203	1	3	799
	74.1%	25.4%	0.1%	0.4%	100%
No	503	164	3	6	676
	74.4%	24.3%	0.4%	0.9%	100%
Omitted	18	8	0	8	34
	52.9%	23.5%	0.0%	23.5%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Approximately three of four superintendents have district contribution to life insurance, regardless of gender.

Table 5.3A. District contributes to post-retirement health insurance (Q53)

Yes	No	Omitted	Total
530	953	26	1509
35.1%	63.1%	1.8%	100%

Findings: A little more than one-third (35.1%) of superintendents have the district contribute to post-retirement health insurance.

Table 5.3B. District contributes to post-retirement health insurance (Q53) and enrollment (Q2)

	Yes	No	Omitted	Total
Fewer than 300	17	31	1	49
	34.7%	63.3%	2.0%	100%
300-999	107	221	9	337
	31.8%	65.6%	2.7%	100%
1,000-2,999	198	335	7	540
	36.7%	62.0%	1.3%	100%
3,000-4,999	84	133	2	219
	38.4%	60.7%	0.9%	100%
5,000-9,999	68	124	3	195
	34.9%	63.6%	1.5%	100%
10,000-24,999	39	83	3	125
	31.2%	66.4%	2.4%	100%
25,000-49,999	11	12	0	23
	47.8%	52.2%	0.0%	100%
50,000-99,999	2	12	0	14
	14.3%	85.7%	0.0%	100%
100,000-more	3	1	0	4
	75.0%	25.0%	0.0%	100%
Omitted	1	1	1	3
	33.3%	33.3%	33.3%	100%
Total	530	953	26	1509
	35.1%	63.2%	1.7%	100%



Findings: Where a sufficient number of respondents exist, there is little difference by district enrollment, in the percentage of superintendents who have their district contribute to post-retirement health insurance.

Table 5.3C. Post-retirement health insurance (Q53) and gender (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	394	129	2	5	530
	74.3%	24.3%	0.4%	0.9%	100%
No	708	239	2	4	953
	74.3%	25.1%	0.2%	0.4%	100%
Omitted	11	7	0	8	26
	42.3%	26.9%	0.0%	30.8%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: There is almost no difference, by gender, in the percentage of superintendents who have their district contribute to post-retirement health insurance.

Table 5.3D. Post-retirement health insurance (Q53) and race/cultural group (Q60)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	481	852	15	1348
	35.7%	63.2%	1.1%	100%
Black or African American	27	47	3	77
	35.1%	61.0%	3.9%	100%
Hispanic/Latinx	14	29	0	43
	32.6%	67.4%	0.0%	100%
Asian	1	6	0	7
	14.3%	85.7%	0.0%	100%
Native American or Native Alaska	2	12	0	14
	14.3%	85.7%	0.0%	100%
Other	3	5	0	8
	37.5%	62.5%	0.0%	100%
Omitted	2	2	8	12
	16.7%	16.7%	66.7%	100%
Total	530	953	26	1509

	35.1%	63.2%	1.7%	100%
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Findings: Where a sufficient number of respondents exist, there is little difference, by race or cultural group, in the percentage of superintendents who have their district contribute to post-retirement health insurance.

Table 5.4. Percentage of retirement contribution paid by your district (Q48) and race/ cultural group (Q60)

	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	Omit	Total
White (Not Hispanic or Latino)	427	219	69	51	149	44	14	10	16	287	62	1348
	31.7%	16.2%	5.1%	3.8%	11.1%	3.3%	1.0%	0.7%	1.2%	21.3%	4.6%	100%
Black or African American	31	11	5	1	3	2	3	0	1	15	5	77
	40.3%	14.3%	6.5%	1.3%	3.9%	2.6%	3.9%	0.0%	1.3%	19.5%	6.5%	100%
Hispanic/ Latinx	12	7	5	3	6	2	1	0	0	5	2	43
	27.9%	16.3%	11.6%	7.0%	14.0%	4.7%	2.3%	0.0%	0.0%	11.6%	4.7%	100%
Asian	1	2	0	0	0	2	0	0	0	2	0	7
	14.3%	28.6%	0.0%	0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	28.6%	0.0%	100%
Native American or Native Alaska	2	3	1	1	3	0	0	0	1	3	0	14
	14.3%	21.4%	7.1%	7.1%	21.4%	0.0%	0.0%	0.0%	7.1%	21.4%	0.0%	100%
Other	0	2	1	2	0	0	0	0	0	2	1	8
	0.0%	25.0%	12.5%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	12.5%	100%
Omitted	1	0	0	1	1	0	0	0	0	0	9	12
	8.3%	0.0%	0.0%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100%
Total	474	244	81	59	162	50	18	10	18	314	79	1509
	31.4%	16.2%	5.4%	3.9%	10.7%	3.3%	1.2%	0.7%	1.2%	20.8%	5.2%	100%

Findings: Regardless of race or cultural group, superintendents will most commonly have up to 20% of their retirement contribution paid for by their district. Approximately one of five White (21.3%) and Black (19.5%) superintendents has 91-100% of their contributions paid for by the district.

Table 5.5. Memberships paid for (Q54)

Professional association membership due, paid by the school district	N	%
Community organization (e.g., Rotary, Chamber of Commerce)	880	58.3%
National Professional Organizations (e.g., AASA)	1382	91.5%
Regional Professional Organizations (e.g., state association)	1427	94.5%
Omitted	838	18.51%
Respondents	1509	100%

Findings: More than 91% of respondents had their national professional organization memberships paid in their contracts and 94.5% had their regional professional organization memberships paid for by their district in their contracts. About 60% had local organization memberships paid in their contracts.

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## SECTION #6:

### HIRE/REHIRE; RETIREMENT SYSTEM PARTICIPATION

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Table 6.1A. Have you been rehired for your present position as superintendent after retiring in the state system? (Q57)

Yes	No	Omitted	Total
94	1394	21	1509
6.2%	92.3%	1.5%	100%

Findings: Only 6.2% of superintendents have been rehired for their present position as superintendent after retiring in the state system.

Table 6.1B. Have you been rehired for your present position as superintendent after retiring in the state system (Q57) and gender?(Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	70	23	0	1	94
No	1033	348	4	9	1394
Omitted	10	4	0	7	21
Total	1113	375	4	17	1509

Findings: There was no difference between male (6.3%) and female superintendents (6.1%) being rehired for their present position after retiring.

Table 6.2. Are you drawing retirement from one state and working as a superintendent in another state? (Q58)

	Percent	Frequency
Yes	62	4.1
No	1427	94.6
Omitted	20	1.3
Total	1509	100.0

Findings: Only 4.1% of superintendents are drawing retirement in one state while working as a superintendent in another.

Table 6.3. Do you participate in a state retirement system? (Q44)

Yes	No	Omitted	Total
1478	18	13	1509
97.9%	1.2%	0.9%	100%

Findings: Almost all (97.9%) of superintendents participate in a state retirement system.

Table 6.4. How many years of participation in the state retirement program are required to vest? (Q45)

	Frequency	Percent
1	41	2.7
2	2	.1
3	36	2.4
4	16	1.1
5	445	29.5
6	8	.5
7	48	3.2
8	27	1.8
9	4	.3
10 or more	838	55.5
Omitted	44	2.9
Total	1509	100

Findings: Most superintendents need 10 or more years to vest (55.5%). Five years was the second most common time period (29.5%).

Table 6.5. Is there a maximum salary cap on the calculation of your state retirement benefits? (Q46)

	Frequency	Percent
Yes	231	15.3
No	899	59.6
Not sure	359	23.8
Omitted	20	1.3
Total	1509	100

Findings: The majority of superintendents (59.6%) do not have a maximum salary cap on the calculation of their state retirement. Almost a quarter (23.8%) were not sure.

Table 6.6. Is your retirement calculation based on your salary? (Q47)

	Percent	Frequency
Yes	1407	93.2
No	53	3.5
The district does not	30	2.0
Omitted	19	1.3
Total	1509	100

Findings: Most superintendents (93.2%) have their retirement calculations based on salary.

Table 6.7A. Percentage of retirement contribution paid by your district (Q48) and gender (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
0-10%	337	131	2	4	474
	71.1%	27.6%	0.4%	0.8%	100%
11-20%	186	57	0	1	244
	76.2%	23.4%	0.0%	0.4%	100%
21-30%	60	20	0	1	81
	74.1%	24.7%	0.0%	1.2%	100%
31-40%	42	16	0	1	59
	71.2%	27.1%	0.0%	1.7%	100%
41-50%	123	37	2	0	162
	75.9%	22.8%	1.2%	0.0%	100%
51-60%	42	7	0	1	50
	84.0%	14.0%	0.0%	2.0%	100%
61-70%	13	5	0	0	18
	72.2%	27.8%	0.0%	0.0%	100%
71-80%	10	0	0	0	10
	100%	0.0%	0.0%	0.0%	100%
81-90%	12	6	0	0	18
	66.7%	33.3%	0.0%	0.0%	100%
91-100%	247	67	0	0	314
	78.7%	21.3%	0.0%	0.0%	100%
Omitted	41	29	0	9	79
	51.9%	36.7%	0.0%	11.4%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: There is no discernable difference by gender. The three most common percentages paid by the district were 0-10%, 91-100%, and 41-50%, respectively.

Table 6.7B. Percentage of retirement contribution paid by your district (Q48) and race/cultural group (Q60)

												Total
	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	Omitted	
White (Not Hispanic or Latino)	427	219	69	51	149	44	14	10	16	287	62	1348
	31.7%	16.2%	5.1%	3.8%	11.1%	3.3%	1.0%	0.7%	1.2%	21.3%	4.6%	100%
Black or African American	31	11	5	1	3	2	3	0	1	15	5	77
	40.3%	14.3%	6.5%	1.3%	3.9%	2.6%	3.9%	0.0%	1.3%	19.5%	6.5%	100%
Hispanic/ Latinx	12	7	5	3	6	2	1	0	0	5	2	43
	27.9%	16.3%	11.6%	7.0%	14.0%	4.7%	2.3%	0.0%	0.0%	11.6%	4.7%	100%
Asian	1	2	0	0	0	2	0	0	0	2	0	7
	14.3%	28.6%	0.0%	0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	28.6%	0.0%	100%
Native American or Native Alaska	2	3	1	1	3	0	0	0	1	3	0	14
	14.3%	21.4%	7.1%	7.1%	21.4%	0.0%	0.0%	0.0%	7.1%	21.4%	0.0%	100%
Other	0	2	1	2	0	0	0	0	0	2	1	8
	0.0%	25.0%	12.5%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	12.5%	100%
Omitted	1	0	0	1	1	0	0	0	0	0	9	12
	8.3%	0.0%	0.0%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100%
Total	474	244	81	59	162	50	18	10	18	314	79	1509
	31.4%	16.2%	5.4%	3.9%	10.7%	3.3%	1.2%	0.7%	1.2%	20.8%	5.2%	100%

Findings: Where sufficient numbers of respondent superintendents exist, there are not noticeable differences viewed by racial/cultural group, regarding the percentage of retirement contribution paid by the district. 0-10% was the most frequent response.

## SECTION #7: MISCELLANEOUS BENEFITS

Table 7.1. Does the school district contribute to the premiums on a term insurance policy apart from the insurance benefits provided for all employees? (Q50)

Yes	No	Omitted	Total
799	676	34	1509
52.9%	44.7%	2.4%	100%

Findings: About 53% of districts contribute to premiums on term insurance apart from insurance benefits provided for all employees.

Table 7.2A. Gender (Q61) and days of sick leave (Q21)

Days of sick leave	Female		Male		Prefer not to respond		Omitted		Total	
0-3 Days	7	1.87%	17	1.53%	0	0%	1	5.88%	25	1.66%
4-6 Days	6	1.60%	17	1.53%	0	0%	0	0%	23	1.52%
7-10 Days	50	13.33%	201	18.06%	2	50%	2	11.76%	255	16.90%
11-15 Days	233	62.13%	655	58.85%	1	25%	8	47.06%	897	59.44%
16-20 Days	48	12.80%	144	12.94%	1	25%	3	17.65%	196	12.99%
21-25 Days	13	3.47%	32	2.88%	0	0%	2	11.76%	47	3.11%
26+ Days	17	4.53%	37	3.32%	0	0%	1	5.88%	55	3.64%
Omitted	1	0.27%	10	0.90%	0	0%	0	0%	11	0.73%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: The findings for days of sick leave demonstrate little difference by gender or year over year.



Table 7.2B. Gender (Q61) and maximum sick leave accrual (Q22)

Max Accrual for Sick Leave	Female		Male		Prefer not to respond		Omitted		Total	
0-25 Days	14	3.73%	51	4.58%	1	25%	0	0%	66	4.37%
26-50 Days	16	4.27%	72	6.47%	1	25%	2	11.76%	91	6.03%
51-75 Days	17	4.53%	58	5.21%	0	0%	0	0%	75	4.97%
76-100 Days	56	14.93%	136	12.22%	0	0%	2	11.76%	194	12.86%
101-150 Days	48	12.80%	160	14.38%	0	0%	1	5.88%	209	13.85%
151-200 Days	37	9.87%	126	11.32%	1	25%	2	11.76%	166	11%
200+ Days	183	48.80%	495	44.47%	1	25%	10	58.82%	689	45.66%
Omitted	4	1.07%	15	1.35%	0	0%	0	0%	19	1.26%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Regardless of gender, 200+ days of sick leave is most common among superintendents.

Table 7.2C. Cap on sick leave carryover (Q30)

Cap on the number of sick days	Count	%
No	1094	72%
Yes	401	27%
Omitted	14	1%
Total	1509	100%

Findings: Most superintendents (72%) do not have a cap on sick leave carryover.

Table 7.3. Cap on vacation leave carryover (Q31)

Cap on the number of vacation days	Count	%
No	274	18.16%
Yes	1221	80.91%
Omitted	14	0.93%
Total	1509	100%

Findings: Approximately 81% of superintendents have some type of cap on vacation leave carryover.

Table 7.4A. Gender (Q61) and days of vacation leave (Q23)

Days of vacation leave	Female		Male		Prefer not to respond		Omitted		Total	
0-3 Days	7	1.87%	22	1.98%	0	0%	1	5.88%	30	1.99%
4-6 Days	2	0.53%	5	0.45%	0	0%	0	0%	7	0.46%
7-10 Days	9	2.40%	67	6.02%	0	0%	1	5.88%	77	5.10%
11-15 Days	37	9.87%	140	12.58%	1	25%	1	5.88%	179	11.86%
16-20 Days	120	32%	352	31.63%	1	25%	7	41.18%	480	31.81%
21-25 Days	138	36.80%	353	31.72%	1	25%	6	35.29%	498	33%
26+ Days	61	16.27%	166	14.91%	1	25%	1	5.88%	229	15.18%
Omitted	1	0.27%	8	0.72%	0	0%	0	0%	9	0.60%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: There are not significant differences in the days of vacation leave by gender. The most common number of days was 21-25, followed by 16-20.

Table 7.4B. Gender (Q61) and vacation leave accrual (Q24)

Vacation leave accrual	Female		Male		Prefer not to respond		Omitted		Grand Total	
0-25 Days	179	47.73%	538	48.34%	2	50%	11	64.71%	730	48.38%
26-50 Days	120	32%	355	31.90%	2	50%	2	11.76%	479	31.74%
51-75 Days	30	8%	74	6.65%	0	0%	2	11.76%	106	7.02%
76-100 Days	11	2.93%	30	2.70%	0	0%	0	0%	41	2.72%
101-150 Days	5	1.33%	19	1.71%	0	0%	2	11.76%	26	1.72%
151-200 Days	1	0.27%	14	1.26%	0	0%	0	0%	15	0.99%
200+ Days	25	6.67%	76	6.83%	0	0%	0	0%	101	6.69%
Omitted	4	1.07%	7	0.63%	0	0%	0	0%	11	0.73%
Grand Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Gender does not influence vacation leave accrual. Approximately 50% of superintendents accrue 0-25 days and 32% accrue 26-50 days.

Table 7.5A. Gender (Q61) and cap on vacation leave (Q31)

Cap on Vacation Leave	Female		Male		Prefer not to respond		Omitted		Total	
No	74	19.73%	196	17.61%	1	25%	3	17.65%	274	18.16%
Yes	300	80%	904	81.22%	3	75%	14	82.35%	1221	80.91%
Omitted	1	0.27%	13	1.17%	0	0%	0	0%	14	0.93%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: There was no difference by gender. Approximately 80% of superintendents have a cap on vacation leave.

Table 7.5B. Gender (Q61) and cap on personal leave accrual (Q26)

Maximum accrual of personal leave	Female		Male		Prefer not to respond		Omitted		Total	
0-25 Days	321	85.60%	953	85.62%	3	75%	17	100%	1294	85.75%
26-50 Days	14	3.73%	35	3.14%	0	0%	0	0%	49	3.25%
51-75 Days	5	1.33%	10	0.90%	0	0%	0	0%	15	0.99%
76-100 Days	5	1.33%	12	1.08%	1	25%	0	0%	18	1.19%
101-150 Days	3	0.80%	9	0.81%	0	0%	0	0%	12	0.80%
151-200 Days	4	1.07%	6	0.54%	0	0%	0	0%	10	0.66%
200+ Days	19	5.07%	70	6.29%	0	0%	0	0%	89	5.90%
Omitted	4	1.07%	18	1.62%	0	0%	0	0%	22	1.46%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Gender was not related to caps on personal leave accrual. The most common cap was 0-25 days.

Table 7.5C. Cap on personal leave carryover (Q32)

Cap on personal leave carryover	Count	N
No	403	26.71%
Yes	1069	70.84%
Omitted	37	2.45%
Total	1509	100%

Findings: Approximately 71% of superintendents have a cap on personal leave carryover.

Table 7.6. Gender (Q61) and upon departure from the district, how is sick leave accrual handled? (Q27)

Upon Departure Sick Leave Accrual	Female		Male		Prefer not to respond		Omitted		Total	
Credited to retirement	82	21.87%	264	23.72%	0	0%	5	29.41%	351	23.26%
No payment for accrued sick leave upon departure	113	30.13%	335	30.10%	3	75%	9	52.94%	460	30.48%
Payment calculated at a negotiated rate below daily rate	97	25.87%	276	24.80%	0	0%	2	11.76%	375	24.85%
Payment calculated at daily rate	79	21.07%	223	20.04%	1	25%	1	5.88%	304	20.15%
Omitted	4	1.07%	15	1.35%	0	0%	0	0%	19	1.26%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Sick leave accrual is not impacted by gender. No differences exist.

Table 7.7. Gender (Q61) and upon departure from the district, how is vacation leave accrual handled? (Q28)

Upon Departure Vacation Leave	Female		Male		Prefer not to respond		Omitted		Total	
Credited to retirement	17	4.53%	46	4.13%	0	0%	1	5.88%	64	4.24%
No payment for accrued sick leave upon departure	90	24%	289	25.97%	1	25%	6	35.29%	386	25.58%
Payment calculated at a negotiated rate below daily rate	20	5.33%	78	7.01%	0	0%	1	5.88%	99	6.56%
Payment calculated at daily rate	245	65.33%	684	61.46%	3	75%	9	52.94%	941	62.36%
Omitted	3	0.80%	16	1.44%	0	0%	0	0%	19	1.26%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Gender does not impact how vacation leave accrual is handled. It is calculated at a daily rate for approximately 62% of superintendents.

Table 7.8. Gender (Q61) and upon departure from the district, how is personal leave accrual handled? (Q29)

Upon Departure Personal Leave	Female		Male		Prefer not to respond		Omitted		Total	
Credited to retirement	47	12.53%	157	14.11%	0	0%	4	23.53%	208	13.78%
No payment for accrued sick leave upon departure	187	49.87%	567	50.94%	2	50%	10	58.82%	766	50.76%
Payment made calculated at a negotiated rate below daily rate	35	9.33%	130	11.68%	0	0%	0	0%	165	10.93%
Payment made calculated at daily rate	98	26.13%	229	20.58%	2	50%	3	17.65%	332	22%
Omitted	8	2.13%	30	2.70%	0	0%	0	0%	38	2.52%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: There are not meaningful differences, based on gender, on how leave accrual is handled.

Table 7.9. Gender (Q61) and what is the term of your 2020–21 employment contract? (Q15)

Term of employment contract	Female		Male		Prefer not to respond		Omitted		Total	
Less than 1 year	5	1.33%	22	1.98%	0	0%	1	5.88%	28	1.86%
1 year	24	6.40%	80	7.19%	0	0%	1	5.88%	105	6.96%
2 years	63	16.80%	198	17.79%	0	0%	3	17.65%	264	17.50%
3 years	163	43.47%	494	44.38%	3	75%	7	41.18%	667	44.20%
4 years	44	11.73%	114	10.24%	0	0%	4	23.53%	162	10.74%
5+ years	75	20%	200	17.97%	1	25%	1	5.88%	277	18.36%
Omitted	1	0.27%	5	0.45%	0	0%	0	0%	6	0.40%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Gender is not related to length of the employment contract. The most common contract lengths are three and five years.

Table 7.10. Gender (Q61) and does your present employment contract have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)? (Q11)

Incentive Performance Clause	Female		Male		Prefer not to respond		Omitted		Total	
No	301	80.27%	917	82.39%	3	75%	13	76.47%	1234	81.78%
Yes	72	19.20%	186	16.71%	1	25%	4	23.53%	263	17.43%
Omitted	2	0.53%	10	0.90%	0	0%	0	0%	12	0.80%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: There are no significant differences by gender. Approximately 19% of female superintendents and 16% of male superintendents have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective).

Table 7.11. Gender (Q61) and does your contract have a severance (buyout) clause? (Q18)

Buyout clause	Female		Male		Prefer not to respond		Omitted		Total	
No	247	65.87%	737	66.22%	4	100%	8	47.06%	996	66%
Yes	126	33.60%	365	32.79%	0	0%	9	52.94%	500	33.13%
Omitted	2	0.53%	11	0.99%	0	0%	0	0%	13	0.86%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Regardless of gender, approximately 33% of superintendents have a buyout clause.

Table 7.12. Gender (Q61) and does your contract have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)? (Q20)

Longevity Clause	Female		Male		Prefer not to respond		Omitted		Total	
No	316	84.27%	957	85.98%	3	75%	17	100%	1293	85.69%
Yes	55	14.67%	140	12.58%	1	25%	0	0%	196	12.99%
Omitted	4	1.07%	16	1.44%	0	0%	0	0%	20	1.33%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: Only 14.6% of female superintendents and 12.5% of male superintendents reported having a longevity clause.

Table 7.13. Is your employment agreement base salary subject to a cap (Q33) and gender? (Q61)

Salary Cap	Female		Male		Prefer not to respond		Omitted		Grand Total	
No	339	90.40%	984	88.41%	4	100%	16	94.12%	1343	89%
Other	7	1.87%	9	0.81%	0	0%	0	0%	16	1.06%
Yes, based on district policy, regulation, or practice	16	4.27%	47	4.22%	0	0%	0	0%	63	4.17%
Yes, based on state law	11	2.93%	59	5.30%	0	0%	1	5.88%	71	4.71%
Omitted	2	0.53%	14	1.26%	0	0%	0	0%	16	1.06%
Grand Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: There is not a difference based on gender. Approximately 90% of all superintendents do not have a salary cap on their base salary.

Table 7.14A. Gender (Q61) and evergreen (rollover) provision (Q17)

Rollover Clause	Female		Male		Prefer not to respond		Omitted		Total	
No	243	64.80%	770	69.18%	2	50%	11	64.71%	1026	67.99%
Yes	132	35.20%	332	29.83%	2	50%	5	29.41%	471	31.21%
Omitted	0	0%	11	0.99%	0	0%	1	5.88%	12	0.80%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%



Findings: Approximately 30% of male superintendents have a rollover provision compared to 35% of female superintendents.

Table 7.14B. Gender (Q61) and indemnification/hold harmless (Q19)

Indemnification/hold harmless	Female		Male		Prefer not to respond		Omitted		Total	
No	110	29.33%	305	27.40%	3	75%	5	29.41%	423	28.03%
Not necessary as it is already provided by state law	85	22.67%	252	22.64%	0	0%	4	23.53%	341	22.60%
Yes	176	46.93%	535	48.07%	1	25%	8	47.06%	720	47.71%
Omitted	4	1.07%	21	1.89%	0	0%	0	0%	25	1.66%
Total	375	100%	1113	100%	4	100%	17	100%	1509	100%

Findings: There are no differences based on gender. About 47% of female superintendents and 48% of male superintendents reported having such a clause when not already provided by law.

Table 7.15. Racial/cultural group (Q60) and what is the term of your 2020-21 employment contract? (Q15)

Racial/cultural group	Less than 1 year		1 year		2 years		3 years	
Asian	0	0%	0	0%	0	0%	3	0.45%
Black or African American	0	0%	7	6.67%	11	4.17%	24 31	3.60%
Hispanic/Latinx	0	0%	5	4.76%	7	2.65%	25 58.1	3.75%
Native American or Native Alaskan	1	3.57%	0	0%	0	0%	8	1.20%
Other	0	0%	0	0%	0	0%	2	0.30%
White (not Hispanic or Latino)	26	92.86%	93	88.57%	246	93.18%	602 44.6	90.25%
Omitted	1	3.57%	0	0%	0	0%	3	0.45%
Total	28	100%	105	100%	264	100%	667	100%

	4 years		5+ years		Omitted		Total	
Asian	3	1.85%	1	0.36%	0	0%	7	0.46%
Black or African American	13	8.02%	21 27%	7.58%	1	16.67%	77	5.10%
Hispanic/Latinx	0	0%	6 14%	2.17%	0	0%	43	2.85%
Native American or Native Alaskan	2	1.23%	2	0.72%	1	16.67%	14	0.93%
Other	1	0.62%	6	2.17%	0	0%	9	0.60%
White (not Hispanic or Latino)	140	86.42%	236 17.5	85.20%	4	66.67%	1347	89.26%
Omitted	3	1.85%	5	1.81%	0	0%	12	0.80%
Total	162	100%	277	100%	6	100%	1509	100%

Findings: Discounting the small number of respondents by some racial/cultural groups, there is evidence of some variance in the term of employment agreements and racial/cultural group. However, regardless of race/cultural group, most superintendents reported having either a three-year or five-year contract.

Table 7.16. Racial/cultural group (Q60) and does your present employment contract have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)? (Q17)

Race/cultural group	No		Yes		Omitted		Total	
Asian	7	0.57%	0	0%	0	0%	7	0.46%
Black or African American	67	5.43%	9	3.42%	1	8.33%	77	5.10%
Hispanic/Latinx	40	3.24%	3	1.14%	0	0%	43	2.85%
Native American or Native Alaskan	11	0.89%	1	0.38%	2	16.67%	14	0.93%
Other	7	0.57%	2	0.76%	0	0%	9	0.60%
White (not Hispanic or Latino)	1094	88.65%	244	92.78%	9	75%	1347	89.26%
Omitted	8	0.65%	4	1.52%	0	0%	12	0.80%
Total	1234	100%	263	100%	12	100%	1509	100%

Findings: The presence of incentive/performance clauses appear in approximately 17% of contracts, representing an increase over that reported in 2020 (10%). Care should be

exercised in interpreting the data by racial/cultural group when respondent numbers are small.

Table 7.17. Racial/cultural group (Q60) and does your contract have a severance (buyout) clause? (Q18)

Severance Clause	No		Yes		Omitted		Total	
Asian	5	0.50%	2	0.40%	0	0%	7	0.46%
Black or African American	43	4.32%	32	6.40%	2	15.38%	77	5.10%
Hispanic/Latinx	25	2.51%	18	3.60%	0	0%	43	2.85%
Native American or Native Alaskan	4	0.40%	9	1.80%	1	7.69%	14	0.93%
Other	4	0.40%	5	1%	0	0%	9	0.60%
White (not Hispanic or Latino)	910	91.37%	427	85.40%	10	76.92%	1347	89.26%
Omitted	5	0.50%	7	1.40%	0	0%	12	0.80%
Total	996	100%	500	100%	13	100%	1509	100%

Findings: Where sufficient numbers of respondent superintendents exist, Black and Hispanic/Latinx superintendents are more likely (approximately 41%) to have a buyout clause compared to White superintendents (31.7%). Overall, about one-third of superintendents have such a clause.

Table 7.18. Racial/cultural group (Q60) and does your contract have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)? (Q20)

Racial/cultural group	No		Yes		Omitted		Total	
Asian	7	0.54%	0	0%	0	0%	7	0.46%
Black or African American	67	5.18%	9	4.59%	1	5%	77	5.10%
Hispanic/Latinx	36	2.78%	7	3.57%	0	0%	43	2.85%
Native American or Native Alaskan	8	0.62%	5	2.55%	1	5%	14	0.93%
Other	7	0.54%	2	1.02%	0	0%	9	0.60%
White (not Hispanic or Latino)	1159	89.64%	170	86.73%	18	90%	1347	89.26%
Omitted	9	0.70%	3	1.53%	0	0%	12	0.80%
Total	1293	100%	196	100%	20	100%	1509	100%

Findings: When respondent counts are sufficient, there is not a meaningful difference, regardless of race/cultural group, in the percentages of superintendents with longevity

clauses. Approximately 13% of superintendents have longevity clauses in their contracts.

Table 7.19. Is there a cap on the number of sick days (Q30) and race/cultural group? (Q60)

Cap on Sick Leave	No		Yes		Omitted		Total	
Asian	5	0.46%	2	0.50%	0	0%	7	0.46%
Black or African American	61	5.58%	16	3.99%	0	0%	77	5.10%
Hispanic/Latinx	34	3.11%	9	2.24%	0	0%	43	2.85%
Native American or Native Alaskan	12	1.10%	2	0.50%	0	0%	14	0.93%
Other	8	0.73%	1	0.25%	0	0%	9	0.60%
White (not Hispanic or Latino)	962	87.93%	371	92.52%	14	100%	1347	89.26%
Omitted	12	1.10%	0	0%	0	0%	12	0.80%
Total	1094	100%	401	100%	14	100%	1509	100%

Findings: When data are aggregated, a lower percentage of non-White superintendents (20%) have a cap on sick days compared to White superintendents (27.8%).

Table 7.20A. Racial/cultural group (Q60) and evergreen (rollover) provision (Q17)

	No		Yes		Omitted		Total	
Asian	5	0.49%	2	0.42%	0	0%	7	0.46%
Black or African American	48	4.68%	28	5.94%	1	8.33%	77	5.10%
Hispanic/Latinx	37	3.61%	6	1.27%	0	0%	43	2.85%
Native American or Native Alaskan	12	1.17%	2	0.42%	0	0%	14	0.93%
Other	8	0.78%	1	0.21%	0	0%	9	0.60%
White (not Hispanic or Latino)	907	88.40%	429	91.08%	11	91.67%	1347	89.26%
Omitted	9	0.88%	3	0.64%	0	0%	12	0.80%
Total	1026	100%	471	100%	12	100%	1509	100%

Findings: Where sufficient numbers of respondent superintendents exist, there is not a meaningful difference in the percentages of superintendents with rollover clauses. About 31% of superintendents have rollover clauses included in their contracts.



Table 7.20B. Racial/cultural group (Q60) and indemnification/hold harmless (Q19)

Race/Cultural group	No		Not necessary as it is already provided by state law		Yes		Omitted		Total	
Asian	1	0.24%	0	0%	6	0.83%	0	0%	7	0.46%
Black or African American	18	4.26%	17	4.99%	40	5.56%	2	8%	77	5.10%
Hispanic/Latinx	10	2.36%	10	2.93%	21	2.92%	2	8%	43	2.85%
Native American or Native Alaskan	4	0.95%	3	0.88%	5	0.69%	2	8%	14	0.93%
Other	1	0.24%	5	1.47%	3	0.42%	0	0%	9	0.60%
White (not Hispanic or Latino)	386	91.25%	306	89.74%	636	88.33%	19	76%	1347	89.26%
Omitted	3	0.71%	0	0%	9	1.25%	0	0%	12	0.80%
Total	423	100%	341	100%	720	100%	25	100%	1509	100%

Findings: The inclusion of a hold harmless clause is not influenced by race/cultural group when respondent counts are sufficient. Overall, approximately 70% of superintendents have a hold harmless clause, either as a result of state law or a provision in their contract.

Table 7.21: List of miscellaneous benefits reported by superintendents (Q43)

Benefit	Data	
	Count	Percent
Deferred compensation (promise to pay you a specific amount at some later date)	699	46.3
Guaranteed vesting in a retirement plan	495	32.8
Whole life insurance (accumulates value for you)	810	53.6
Conference attendance with fees paid	1346	89.1
Support for a coach or mentor for the superintendent	181	11.9
Physical exam	536	35.4
Professional liability coverage in excess of any amount specified in state or local law	381	25.2
Tuition reimbursement	457	30.3
College savings plan	10	0.006
Provision allowing you to engage in outside consulting	553	36.6
Provision allowing you to engage in outside teaching	426	28.2
Cell phone or similar communications device	875	57.9
Computer (e.g., laptop)	887	58.7
District credit card	506	33.5



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## SECTION #8: USE OF LEGAL COUNSEL

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Table 8.1. Did the school district use legal counsel to assist in the development and/or negotiations of your contract? (Q56) and gender (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	718	258	2	4	982
	73.1%	26.3%	0.2%	0.4%	100%
No	390	112	2	6	510
	76.5%	22.0%	0.4%	1.2%	100%
Omitted	5	5	0	7	17
	29.4%	29.4%	0.0%	41.2%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: There was not a significant difference, by gender, whether the board used legal counsel in contract negotiations (Male = 64.8% and Female = 69.7%)

Table 8.2. Did the board use legal counsel in negotiating the employment agreement (Q56) and enrollment? (Q2)

		Yes	No	Omitted	Total
Enrollment	Fewer than 300	31	17	1	49
		63.3%	34.7%	2.0%	100%
	300-999	230	104	3	337
		68.2%	30.9%	0.9%	100%
	1,000-2,999	352	181	7	540
		65.2%	33.5%	1.3%	100%
	3,000-4,999	137	81	1	219
		62.6%	37.0%	0.5%	100%
	5,000-9,999	124	68	3	195
		63.6%	34.9%	1.5%	100%
	10,000-24,999	80	43	2	125
		64.0%	34.4%	1.6%	100%
	25,000-49,999	14	9	0	23
		60.9%	39.1%	0.0%	100%
	50,000-99,999	8	6	0	14
		57.1%	42.9%	0.0%	100%
	100,000-more	4	0	0	4
		100%	0.0%	0.0%	100%
	Omitted	2	1	0	3
		66.7%	33.3%	0.0%	100%
Total		982	510	17	1509
		65.1%	33.8%	1.1%	100%

Findings: Enrollment size did not have a significant relationship to whether a board utilized counsel in contract negotiations.

Table 8.3. Did the board use legal counsel in negotiating the employment agreement (Q56) and race/cultural group? (Q60)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	857	484	7	1348
	63.6%	35.9%	0.5%	100%
Black or African American	67	9	1	77
	87.0%	11.7%	1.3%	100%
Hispanic/Latinx	36	6	1	43
	83.7%	14.0%	2.3%	100%
Asian	6	1	0	7
	85.7%	14.3%	0.0%	100%
Native American or Native Alaska	8	6	0	14
	57.1%	42.9%	0.0%	100%
Other	7	1	0	8
	87.5%	12.5%	0.0%	100%
Omitted	1	3	8	12
	8.3%	25.0%	66.7%	100%
Total	982	510	17	1509
	65.1%	33.8%	1.1%	100%

Findings: In general, a significantly higher percentage of non-White superintendents reported their boards employing counsel for contract negotiations than White superintendents.

Table 8.4. Did the superintendent employ legal counsel to assist in the development and/or negotiations of your contract (Q55) and gender? (Q61)

	Male	Female	Prefer not to respond	Omitted	
Yes	342	140	1	3	486
	70.4%	28.8%	0.2%	0.6%	100%
No	764	230	3	7	1004
	76.1%	22.9%	0.3%	0.7%	100%
Omitted	7	5	0	7	19
	36.8%	26.3%	0.0%	36.8%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: A higher percentage of female superintendents were more likely to use legal counsel (37.3%) than male superintendents (30.7%).

Table 8.5. Did the superintendent use legal counsel in negotiating the employment agreement (Q55) and enrollment? (Q2)

		Yes	No	Omitted	Total
Enrollment	Fewer than 300	18	31	0	49
		36.7%	63.3%	0.0%	100%
	300-999	119	214	4	337
		35.3%	63.5%	1.2%	100%
	1,000-2,999	163	370	7	540
		30.2%	68.5%	1.3%	100%
	3,000-4,999	65	153	1	219
		29.7%	69.9%	0.5%	100%
	5,000-9,999	69	122	4	195
		35.4%	62.6%	2.1%	100%
	10,000-24,999	36	86	3	125
		28.8%	68.8%	2.4%	100%
	25,000-49,999	10	13	0	23
		43.5%	56.5%	0.0%	100%
	50,000-99,999	4	10	0	14
		28.6%	71.4%	0.0%	100%
	100,000-more	2	2	0	4
		50.0%	50.0%	0.0%	100%
	Omitted	0	3	0	3
		0.0%	100%	0.0%	100%
Total		486	1004	19	1509
		32.2%	66.5%	1.3%	100%

Findings: On average, about 33% of superintendents employed legal counsel regardless of enrollment size. A larger percentage, 43.5%, of superintendents in districts with 25,000-49,000 students did employ counsel, but the results must be interpreted with caution as the sample size was only 23 respondents.

Table 8.6. Did the superintendent use legal counsel in negotiating the employment agreement (Q55) and race and cultural group? (Q60)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	429	910	9	1348
	31.8%	67.5%	0.7%	100%
Black or African American	27	49	1	77
	35.1%	63.6%	1.3%	100%
Hispanic/Latinx	21	21	1	43
	48.8%	48.8%	2.3%	100%
Asian	2	5	0	7
	28.6%	71.4%	0.0%	100%
Native American or Native Alaska	2	12	0	14
	14.3%	85.7%	0.0%	100%
other	4	4	0	8
	50.0%	50.0%	0.0%	100%
Omitted	1	3	8	12
	8.3%	25.0%	66.7%	100%
Total	486	1004	19	1509
	32.2%	66.5%	1.3%	100%

Findings: A slightly lower percentage of White superintendents used legal counsel (31.8%) compared to non-White superintendents (36.8%).

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## SECTION #9: MEMBERSHIPS

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Table 9.1. AASA membership (Q63)

Yes	No	Omitted	Total
1404	83	22	1509
92.2%	5.3%	2.5%	100%

Findings: The majority of respondents were AASA members (92%)

Table 9.2. AASA membership (Q63) and gender (Q61)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	1044	348	3	9	1404
	74.4%	24.8%	0.2%	0.6%	100%
No	60	20	1	2	83
	72.3%	24.1%	1.2%	2.4%	100%
Omitted	9	7	0	6	22
	40.9%	31.8%	0.0%	27.3%	100%
Total	1113	375	4	17	1509
	73.8%	24.9%	0.3%	1.1%	100%

Findings: Almost three quarters of responding members were male with approximately a quarter (24.8%) being female.

Table 9.3. AASA membership (Q63) and race/cultural group (Q60)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	1261	76	11	1348
	93.5%	5.6%	0.8%	100%
Black or African American	72	4	1	77
	93.5%	5.2%	1.3%	100%
Hispanic/Latinx	38	3	2	43
	88.4%	7.0%	4.7%	100%
Asian	7	0	0	7
	100%	0.0%	0.0%	100%
Native American or Native Alaska	14	0	0	14
	100%	0.0%	0.0%	100%
Other	8	0	0	8
	100%	0.0%	0.0%	100%
Omitted	4	0	8	12
	33.3%	0.0%	66.7%	100%
Total	1404	83	22	1509
	93.0%	5.5%	1.5%	100%

Findings: Race/cultural background was not a significant determinant of membership.

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## SECTION #11: SURVEY INSTRUMENT

REVISED: 8/31/2020

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### General Demographics

1. Name of state where your school district is located  
[Note: dropdown of all states]
2. 2020-21 District student enrollment
  - A. Fewer than 300
  - B. 300 to 999
  - C. 1,000 to 2,999
  - D. 3,000 to 4,999
  - E. 5,000 to 9,999
  - F. 10,000 to 24,999
  - G. 25,000 to 49,999
  - H. 50,000 to 99,999
  - I. 100,000 or more
3. My school district is best described as: (Select one option)
  - A. Rural
  - B. Suburban
  - C. Urban
4. As of Oct. 1, 2020, in your district, about what percent of students were in each of the following categories: (Less than (or equal to) 5%, 6 to 15%, 16 to 25%, 26 to 50%, 51% or more)
  - A. Racial/ethnic minority
  - B. Eligible for free/reduced lunch
  - C. Qualified for special education
  - D. Immigrants/refugees
  - E. English Language Learners
  - F. Homeless

### Profile - Superintendent

5. How many years have you been employed in your present position?
  - A. Less than 1
  - B. 1-5 years
  - C. 6-10 years



- D. 11-15 years
  - E. 16-20 years
  - F. 21-25 years
  - G. 26-30 years
  - H. 31-35 years
  - I. 36-40 years
  - J. 40+ years
6. How many years of experience do you have as a superintendent?
- A. Less than 1 year
  - B. 1 - 5 years
  - C. 6-10 years
  - D. 11-15 years
  - E. 16-20 years
  - F. 21-25 years
  - G. 26-30 years
  - H. 31-35 years
  - I. 36-40 years
  - J. 40+ years
7. Which of the following best describes your race/ethnicity?
- A. Native American or Native Alaskan
  - B. Asian
  - C. Black or African-American
  - D. Native Hawaiian or other Pacific Islander
  - E. Hispanic/Latinx
  - F. White
  - G. Other
8. What is your gender?
- A. Male
  - B. Female
  - C. Other/choose not to respond
9. What is your current degrees status?
- A. Bachelor's
  - B. Master's
  - C. Ph.D.
  - D. Ed.D.
  - E. J.D.
  - F. MBA
  - G. Educational Specialist
  - H. Other

10. What is your present (2020-2021) annual base salary? (Please use whole numbers with no commas.)  
\$\_\_\_\_\_

### **Workforce Profile**

11. What is the estimated average annual base salary for an Associate/ Assistant/Deputy superintendent position in your district?  
Answer: \_\_\_\_\_  
N/A
12. What is the estimated average annual base salary for a high school principal position in your district?  
Answer: \_\_\_\_\_  
NA
13. What is the estimated average annual base salary for a middle school principal position in your district?  
Answer: \_\_\_\_\_  
NA
14. What is the estimated average annual base salary for an elementary school principal position in your district?
15. What is the estimated average beginning base salary for a nine-month teacher with a bachelor's degree, no advanced degree, and no experience?

### **Fiscal Profile**

13. What is your projected 2020-2021 per pupil expenditure from the general fund?
- A. Less than \$5,000
  - B. \$5,000-7,500
  - C. \$7,500-10,000
  - D. \$10,000-12,500
  - E. \$12,500-15,000
  - F. \$15,000 +
14. What is your perception of the general economic condition in the area in which the district is located?
- A. Strong economic condition
  - B. Stable economic condition
  - C. Declining economic condition

### Contract Terms

15. What was the complete duration of your latest employment agreement?
  - A. Less than 1 year
  - B. 1 year
  - C. 2 years
  - D. 3 years
  - E. 4 years
  - F. 5+ years
16. Does your present employment agreement have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)?
  - A. Yes
  - B. No
17. Does your present employment contract have a rollover (evergreen) provision (meaning the contract automatically renews on a periodic basis)?
  - A. Yes
  - B. No
18. Does your employment agreement have a severance (buyout) clause?
  - A. Yes
  - B. No
19. Does your employment agreement contain an indemnification/hold harmless provision?
  - A. Yes
  - B. No
  - C. Not necessary as it is already provided by state law
20. Does your employment agreement have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)?
  - A. Yes
  - B. No
21. How many days of sick leave are you provided annually?
  - A. 0-3 Days
  - B. 4-6 Days
  - C. 7-10 Days
  - D. 11-15 Days

- E. 16-20 Days
  - F. 21-25 Days
  - G. 26+ Days
22. What is the maximum accrual of sick leave for all years of employment?
- A. 0-25 Days
  - B. 26-50 Days
  - C. 51-75 Days
  - D. 76-100 Days
  - E. 101-150 Days
  - F. 151-200 Days
  - G. 200+ Days
23. How many days of vacation leave are you provided annually?
- A. 0-3 Days
  - B. 4-6 Days
  - C. 7-10 Days
  - D. 11-15 Days
  - E. 16-20 Days
  - F. 21-25 Days
  - G. 26+ Days
24. What is the maximum accrual of vacation leave for all years of employment?
- A. 0-25 Days
  - B. 26-50 Days
  - C. 51-75 Days
  - D. 76-100 Days
  - E. 101-150 Days
  - F. 151-200 Days
  - G. 200+ Days
25. How many days of personal leave are you provided annually?
- A. 0-3 Days
  - B. 4-6 Days
  - C. 7-10 Days
  - D. 11-15 Days
  - E. 16-20 Days
  - F. 21-25 Days
  - G. 26+ Days
26. What is the maximum accrual of personal leave for all years of employment?
- A. 0-25 Days
  - B. 26-50 Days
  - C. 51-75 Days

- D. 76-100 Days
  - E. 101-150 Days
  - F. 151-200 Days
  - G. 200+ Days
27. Upon your departure from the school district, what is the primary way that sick leave accrual is handled?
- A. Credited to retirement
  - B. Payment made to superintendent calculated at daily rate
  - C. Payment made to superintendent calculated at a negotiated rate below daily rate
  - D. No payment for accrued sick leave upon departure
28. Upon your departure from the school district, what is the primary way that vacation leave accrual is handled?
- A. Credited to retirement
  - B. Payment made to superintendent calculated at daily rate
  - C. Payment made to superintendent calculated at a negotiated rate below daily rate
  - D. No payment for accrued sick leave upon departure
29. Upon your departure from the school district, what is the primary way that personal leave accrual is handled?
- A. Credited to retirement
  - B. Payment made to superintendent calculated at daily rate
  - C. Payment made to superintendent calculated at a negotiated rate below daily rate
  - D. No payment for accrued sick leave upon departure
30. Is there a cap on the number of sick leave days that can be carried over from one year to the next year?
- A. Yes
  - B. No
31. Is there a cap on the number of vacation leave days that can be carried over from one year to the next year?
- A. Yes
  - B. No
32. Is there a cap on the number of personal leave days that can be carried over from one year to the next year?
- A. Yes
  - B. No

33. Is your employment agreement base salary subject to a 'cap' imposed by any of the following? (Select one option)
- A. Yes, based on state law
  - B. Yes, based on district policy, regulation, or practice
  - C. No
  - D. Other
34. Does your employment agreement include a provision detailing how communications between the board and superintendent are to occur? (e.g., from individual board members to the chair of the board to the superintendent)
- A. Yes
  - B. No
35. Does your employment agreement include a specific and detailed listing of your duties and responsibilities?
- A. Yes
  - B. No
36. Does your employment agreement include a specific and detailed process for handling complaints/criticisms?
- A. Yes
  - B. No
37. Does your employment agreement include a provision allowing the board to reassign you to another role in the district?
- A. Yes
  - B. No

### **Performance Evaluation**

38. Does your employment agreement specify the process, measures, and indicators to be used for your formal performance evaluation?
- A. Yes
  - B. No
39. Is your formal performance evaluation linked to objectives or directions specified in the previous year's performance?
- A. Yes
  - B. No
40. Is your formal performance evaluation linked to student outcomes / performance?

- A. Yes
  - B. No
41. Is the outcome of your formal performance evaluation made public?
- A. Yes, by employment agreement
  - B. Yes, by state law
  - C. No
42. How frequently are you evaluated?
- A. Annually
  - B. Biennially (every 2 years)
  - C. Never
  - D. Other

### **Miscellaneous Benefits**

43. Which of the following benefits are provided in your employment agreement? (Mark all that apply)
- A. Deferred compensation (e.g., tax sheltered annuity)
  - B. Guaranteed vesting in a retirement plan
  - C. Life insurance (accumulates value for you)
  - D. Conference attendance with fees paid
  - E. Support for a coach or mentor for the superintendent
  - F. Physical exam
  - G. Professional liability coverage in excess of any amount specified in state or local law
  - H. Tuition reimbursement
  - I. College savings plan
  - J. Provision allowing you to engage in outside consulting
  - K. Provision allowing you to engage in outside teaching
  - L. Smart phone or similar communications device
  - M. Computer (e.g., laptop)
  - N. District credit card
  - O. District automobile
  - P. Mileage reimbursement for travel around the district
44. Do you participate in a state retirement system?
- A. Yes
  - B. No
45. How many years of participation in the state retirement program are required to vest?
- A. 1

- B. 2
  - C. 3
  - D. 4
  - E. 5
  - F. 6
  - G. 7
  - H. 8
  - I. 9
  - J. 10 or more
46. Is there a maximum salary cap on the calculation of your state retirement benefits?
- A. Yes
  - B. No
  - C. Not sure
47. Is your retirement plan/system contribution based on your salary?
- A. Yes
  - B. No
  - C. The district does not contribute on my behalf to a retirement plan/system.
48. What portion of your state funded pension contribution is paid by the school district?
- A. 0-24%
  - B. 25-49%
  - C. 50-74%
  - D. 75-99%
49. Does the school district contribute to a tax-deferred annuity or private retirement account on your behalf?
- A. Yes (Less than \$1,000)
  - B. Yes (\$1,000 -\$5,000)
  - C. Yes (\$5,001-\$10,000)
  - D. Yes (more than \$10,000)
  - E. No
50. Does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees?
- A. Yes
  - B. No
51. What health insurance coverage do you receive in your employment agreement?  
(Mark all that apply)



- A. Medical/Hospital
  - B. Dental
  - C. Vision/Optical
  - D. Disability
52. Coverage paid for family (Mark all that apply)
- A. Medical/Hospital
  - B. Dental
  - C. Vision/Optical
  - D. Disability
53. Do you receive any post-retirement health insurance coverage?
- A. Yes
  - B. No
54. Which of your professional association membership dues are paid by the school district?
- A. Community organization (e.g., Rotary, Chamber of Commerce)
  - B. Regional Professional Organizations (e.g., state association)
  - C. National Professional Organizations (e.g., AASA)

**Legal Counsel Use/Hire-Rehire**

55. Did you employ legal counsel to assist in the development and/or negotiations of your employment agreement?
- A. Yes
  - B. No
56. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement?
- A. Yes
  - B. No
57. Have you been rehired for your present position as superintendent after retiring in the state system?
- A. Yes
  - B. No
58. Are you drawing retirement from one state and working as a superintendent in another state?
- A. Yes
  - B. No

## Personal Information

59. Your age:  
\_\_\_\_\_ [Note: Actual age asked for; not dropdown]
60. Your race/cultural group:
- A. American Indian or Alaska native
  - B. Asian
  - C. Black or African American
  - D. Hispanic or Latino
  - E. Native Hawaiian or other Pacific Islander
  - F. White (not Hispanic or Latino)
  - G. Other
  - H. Prefer not to answer
61. Your gender:
- A. Male
  - B. Female
  - C. Prefer not to answer
62. What is your current degree status?
- A. Bachelor's
  - B. Master's
  - C. MBA
  - D. Ed. Specialist
  - E. Ed.D.
  - F. J.D.
  - G. Ph.D.
  - H. Other
63. Do you presently belong to AASA, The School Superintendents Association?
- A. Yes
  - B. No
64. One of the byproducts of this study is the collection and development of a bank of contract clauses designed to assist other superintendents craft strong employment agreements with their school district. Please use the space below to provide the text of the strongest or most creative element of your negotiated agreement. The research team will then assemble and distribute a bank of these contract clauses that is edited to maintain absolute secrecy regarding the superintendent who provided the information.