



2022–2023 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

Non-MEMBER VERSION

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2022–2023 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

EXECUTIVE SUMMARY

The 2022–2023 AASA Superintendent Salary & Benefits Study marks the ninth consecutive edition of this study. The 2022–2023 version employed a slightly revised and updated survey instrument. The survey tracked the demographics, salary, benefits, and other elements of the employment agreements of school superintendents throughout the country.

This year’s study results are based on 2,443 complete responses — the highest response rate since inception of the study in 1999. The survey was distributed online and relied on superintendents responding to 69 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 for the 2020 Decennial Study 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 2022 analysis on private sector CEO

compensation and its relationship to median employee pay: <https://www.epi.org/press/ceo-pay-rose-more-than-11-in-2021-ceos-were-paid-399-times-as-much-as-a-typical-worker-in-2021-an-all-time-record/>

METHODOLOGY

The research team was comprised of Tara Thomas, AASA legislative analyst; Dr. Christopher H. Tienken, AASA Research Professor in Residence and Associate Professor of Education Leadership, Management, and Policy; Dr. Li Kang, Seton Hall University; and Seton Hall University doctoral students Nadia Bennett, Sean Cronin, and Jillian Torrento. Technical assistance was provided by Dr. 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 between July – September 2022 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. Sharon L. Contreras, Superintendent, Guilford County Schools, Greensboro, NC.
- 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. Gregory C. Hutchings, Jr., Superintendent, Alexandria City Public Schools, Alexandria, VA.
- Dr. Michael Lubelfeld, Superintendent of Schools, North Shore School District 112, Highland Park, IL.

Using a commercially prepared mailing list of American public school superintendents, email invitations to participate were distributed during the months of September and October 2022. No official count of the number of public school superintendents exists. The National Center for Education Statistics reported that there were 13,452 school districts as of the last count in 2019, but that number includes non-operating districts, counties that have multiple districts but only one superintendent, and districts that share a superintendent. 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 the analysis of the data collected. In some cases, the 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:

- 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 it should be noted that the number of valid responses received was the largest since the inception of the current survey that was first administered in 2012.

After each data display in the report, authors offer general statements 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 2,450 total responses to the survey. After carefully checking the data, responses from seven participants were omitted as the research team found them to be invalid because of issues related to missing salaries and other entries. The final sample size was 2,443. The seven omitted participant responses equated to 0.29% of the total responses; 99.71% of the total responses were retained.

Readers will note that respondents omitted responses to some questions. Therefore, the n-value will be less than 2,443 in some cases. In addition, some percentages in the tables presented may total between 99.4% and 100.8% 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.

*** 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 constitute the largest racial 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.

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 and use appropriate APA citation style. 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 AASA Policy Analyst Tara Thomas for her expertise and efforts to manage the nearly 169,000-cell spreadsheet containing the data collected in this study and to Maree Sneed of Hogan and Lovells for her ongoing advice and input.

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Christopher H. Tienken, Ed.D.
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LIST OF TABLES

	Page
<u>Section #1: General Demographics of Respondents</u>	9
Table 1.1	Respondent count by state (Q7)
Table 1.2A	Age (Q4)
Table 1.2B	Race/cultural group (Q6)
Table 1.2C	Gender (Q5)
Table 1.2D	Gender (Q5) and age (Q4)
Table 1.2E	Gender (Q5) and race/cultural group (Q6)
Table 1.3A	Enrollment (Q8) and race/cultural group (Q6)
Table 1.3B	Gender (Q5) and district enrollment (Q8)
Table 1.4A	Gender (Q5) and district description (Q9)
Table 1.4B	District description (Q9) and race/cultural group (Q6)
Table 1.5A	Years as superintendent (Q11)
Table 1.5B	Years in present position (Q10)
Table 1.5C	Years in your present position (Q10) and gender (Q5)
Table 1.5D	Years in position (Q10) and race/cultural group (Q6)
Table 1.6A	Economic condition of district (Q21)
Table 1.6B	Enrollment (Q8) and economic condition of district (Q21)
Table 1.7A	Terminal degree (Q12)
Table 1.7B	Terminal degree (Q12) and gender (Q5)
Table 1.7C	Terminal degree (Q12) and race/cultural group (Q6)
Table 1.8	Professional plans for 2023–2024 (Q19)
Table 1.9	Per pupil spending (Q20) and enrollment (Q8)
<u>Section #2: Salary</u>	24
Table 2.1	Superintendent base salary 2022–2023(Q13) and enrollment (Q8)
Table 2.2	Superintendent base salary (Q13) and gender (Q5)
Table 2.3	Superintendent base salary (Q13) and racial/cultural group (Q6)
Table 2.4.	Superintendent salary (Q13) and terminal degree (Q12)
Table 2.5	Associate superintendent base salary (Q14) and district enrollment (Q8)
Table 2.6	High school principal base salary (Q15) and district enrollment (Q8)
Table 2.7	Middle school principal base salary (Q16) and district enrollment (Q8)
Table 2.8	Elementary school principal base salary (Q17) and district enrollment (Q8)
Table 2.9	Beginning teacher base salary (Q18) and district enrollment (Q8)
Table 2.10	Ratio of median superintendent salary (Q13), beginning teacher salary (Q18), and district enrollment (Q8) 2022–2023

Section #3: Evaluation 30

Table 3.1	How often employment contract requires performance evaluation (Q51)
Table 3.2	Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation? (Q47)
Table 3.3A	Is performance linked to objectives/goals from previous evaluations? (Q48)
Table 3.3B	Race/cultural group (Q6) and formal performance evaluation linked to objectives or directions specified in previous year's performance (Q48)
Table 3.4	Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation (Q47) and enrollment (Q8)
Table 3.5	Is your performance evaluation linked to student outcomes/performance? (Q49) [Includes gender, race / ethnicity & enrollment]
Table 3.6	Is the outcome of your formal performance evaluation released to the public? (Q50) [Includes gender, race / ethnicity & enrollment]
Table 3.7	Does your employment agreement include a specific and detailed listing of your duties and responsibilities? (Q43)
Table 3.8A	Does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q44)
Table 3.8B	Gender (Q5) and does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q44)

Section #4: Retirement Benefits 35

Table 4.1	Is your retirement plan/system contribution based on your salary? (Q55)
Table 4.2	Does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q57)
Table 4.3	Enrollment (Q8) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q57)
Table 4.4	Gender (Q5) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q57)

Section #5: Insurance Benefits 38

Table 5.1A	What health insurance coverage, paid by the district, do you receive in your employment agreement? (Q59)
Table 5.1B	Coverage paid for family of superintendent (Q60)
Table 5.2	Does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees? (Q58)
Table 5.3A	District contributes to post-retirement health insurance coverage (Q61)
Table 5.3B	District contributes to post-retirement health insurance (Q61) and enrollment (Q8)
Table 5.3C	Post-retirement health insurance (Q61) and gender (Q5)
Table 5.4	Enrollment (Q8) and percentage of retirement contribution paid by your district (Q56) [Includes gender]

Section #6: Retirement System Participation 41

Table 6.1	How many years of participation in the state retirement program are required to be vested? (Q53)
Table 6.2	Is there a maximum salary cap on the calculation of your state retirement benefits? (Q54)
Table 6.3	Is your retirement calculation based on your salary? (Q55)
Table 6.4A	What portion of your state funded pension contribution is paid by the school district? (Q56)
Table 6.4B	Gender (Q5) and what portion of your state funded pension contribution is paid by the school district? (Q56)
Table 6.4C	Enrollment (Q8) percentage of retirement contribution paid by your district? (Q56)

Section #7: Miscellaneous Benefits 44

Table 7.1	Master list of miscellaneous benefits (Q52)
Table 7.2A	Gender (Q5) and annual days of sick leave (Q28)
Table 7.2B	Gender (Q5) and maximum sick leave accrual (Q29)
Table 7.2C	Cap on sick leave carryover (Q37)
Table 7.3A	Annual vacation days (Q30)
Table 7.3B	Cap on vacation leave carryover (Q38)
Table 7.4	Cap on personal leave carryover (Q39)
Table 7.5	Upon departure from the district, how is sick leave accrual handled? (Q34)
Table 7.6	Upon departure from the district, how is vacation leave accrual handled? (Q35)
Table 7.7	Upon departure from the district, how is personal leave accrual handled? (Q36)
Table 7.8	If there is a cap on vacation/personal leave days that can be carried over and that cap is exceeded, how are days exceeding the cap handled? (Q40)
Table 7.9	Term of current employment contract? (Q22)
Table 7.10	Does your present employment contract have an incentive/performance clause (i.e., a defined provision providing a reward for accomplishing a predetermined objective)? (Q23)
Table 7.11	Does your contract have a severance (buyout) clause? (Q25)
Table 7.12	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)? (Q27)
Table 7.13	Is your employment agreement base salary subject to a cap? (Q41)
Table 7.14A	Evergreen (rollover) provision (Q24)
Table 7.14B	Race/cultural group (Q6) and evergreen (rollover) provision (Q24)
Table 7.15	Indemnification/hold harmless (Q26)

Section #8: Use of Legal Counsel 52

Table 8.1A	Did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)
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Table 8.1B	Gender (5) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)
Table 8.1C	Race/cultural group (Q6) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)
Table 8.1D	Enrollment (Q8) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)
Table 8.2A	Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement? (Q64)
Table 8.2B	Gender (Q5) and did the school district use legal counsel to assist in the development and/or negotiations of your contract? (Q64)
Table 8.2C	Enrollment (Q8) and did the school district use legal counsel in negotiating the employment agreement? (Q64)
Table 8.2D	Race/cultural group (Q6) and did the school district employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q64)

Section #9: Memberships..... 57

Table 9.1	AASA membership (Q66)
Table 9.2	AASA membership (Q66) and gender (Q5)
Table 9.3	AASA membership (Q66) and race/cultural group (Q6)
Table 9.4.	Professional association membership dues paid by the school district? (Q62)
Table 9.5	Other national education organizations to which you belong (Q68)

Section #10: Survey Instrument..... 60

SECTION #1: GENERAL DEMOGRAPHICS OF RESPONDENTS

Table 1.1. Respondent count by state (Q7)

State	Frequency	Percent
Alabama	29	1.19%
Alaska	14	0.57%
Arizona	26	1.06%
Arkansas	110	4.5%
California	107	4.38%
Colorado	24	0.98%
Connecticut	9	0.37%
Delaware	2	0.08%
Florida	1	0.04%
Georgia	18	0.74%
Idaho	32	1.31%
Illinois	177	7.25%
Indiana	49	2.01%
Iowa	48	1.96%
Kansas	123	5.03%
Kentucky	11	0.45%
Louisiana	7	0.29%
Maine	25	1.02%
Maryland	6	0.25%
Massachusetts	25	1.02%
Michigan	83	3.4%
Minnesota	59	2.42%
Mississippi	11	0.45%
Missouri	110	4.5%
Montana	40	1.64%
Nebraska	44	1.8%

State	Frequency	Percent
Nevada	9	0.37%
New Hampshire	29	1.19%
New Jersey	67	2.74%
New Mexico	14	0.57%
New York	122	4.99%
North Carolina	20	0.82%
North Dakota	13	0.53%
Ohio	81	3.32%
Oklahoma	38	1.56%
Oregon	29	1.19%
Pennsylvania	150	6.14%
Rhode Island	5	0.2%
South Carolina	15	0.61%
South Dakota	15	0.61%
Tennessee	18	0.74%
Texas	51	2.09%
Utah	4	0.16%
Vermont	14	0.57%
Virginia	26	1.06%
Washington	52	2.13%
West Virginia	1	0.04%
Wisconsin	83	3.4%
Wyoming	24	0.98%
Missing	373	15.27%
Total	2,443	100%

Findings: A total of 2,450 responses were received. The total return is the largest since the inception of the project and compares favorably with recent editions of the study: (2021–22 N=1,785; 2020–21 N=1509, 2019–20 N=1,259, 2018–19, N=1,433, 2017–18 N=1,172 and 2016–17 N=1,392). The final sample consisted of 2,443 complete responses.

A total of 49 states were represented with two participants from Canada and no participants from the District of Columbia or Hawaii.

Table 1.2A. Age (Q4)

Age	Frequency	Percent
30-40	79	3.23%
41-50	769	31.48%
51-60	1297	53.09%
61-70	245	10.03%
70+	18	0.74%
Missing	35	1.43%
Total	2,443	100.00%

Findings: As with the 2021–2022 study, the mean and median age of superintendents was 52. The modal response was 51–60 followed by 41–50. Almost 85% of respondents were ages of 41– to 60 years old. A slightly higher percentage of superintendents were in the 41–50 age range (31.48%) in the 2022–2023 study compared to 29.83% in 2012. The percentage of superintendents ages 60+ decreased from 19.48% in 2012 to 12.20% in 2022–2023.

Table 1.2B. Race/cultural group (Q6)

Race / Ethnicity	Frequency	Percent
White (Not Hispanic or Latino)	2,172	88.91%
Black or African American	94	3.85%
Hispanic or Latino	72	2.95%
Asian	6	0.25%
Native Hawaiian or other Pacific Islander	4	0.16%
American Indian or Alaska Native	15	0.61%
Two or more races	26	1.06%
Prefer not to answer	34	1.39%
Other	9	0.37%
Missing	11	0.45%
Total	2,443	100%

Findings: Approximately 89% of respondents identified as White, followed by almost 4% Black or African American, and approximately 3% Hispanic or Latino.

Table 1.2C. Gender (Q5)

Gender	Frequency	Percent
Male	1,780	72.86%
Female	646	26.44%
Missing	17	0.70%
Total	2,443	100%

Findings: The percentage of males (72.86%) was slightly less than the finding reported in the AASA 2020 Decennial Study of the Superintendent in which 74% of respondents identified as male.

Table 1.2D. Gender (Q5) and age (Q4)

Age	Male	Female	Missing	Total
30-40	65	14	0	79
	3.65%	2.17%	0.00%	3.23%
41-50	593	174	2	769
	33.31%	26.93%	11.76%	31.48%
51-60	927	365	5	1297
	52.08%	56.50%	29.41%	53.09%
61-70	164	80	1	245
	9.21%	12.38%	5.88%	10.03%
70+	13	4	1	18
	0.73%	0.62%	5.88%	0.74%
Missing	18	9	8	35
	1.01%	1.39%	47.06%	1.43%
Total	1780	646	17	2,443
	100.00%	100.00%	100.00%	100.00%

Findings: Higher percentages of males fell within the 41–50 age range, whereas a higher percentage of females fell within the 51–60 and 61–70 age ranges.

Table 1.2E. Gender (Q5) and race/cultural group (Q6)

Age	Female	Male	Total
White (Not Hispanic or Latino)	556	1614	2170
	85.91%	90.37%	89.11%
Black or African American	43	51	94
	6.67%	2.86%	3.86%
Hispanic or Latino Asian	24	49	73
	3.72%	2.74%	3.00%
Native Hawaiian or other Pacific Islander	1	3	4
	<1%	<1%	<1%
American Indian or Alaska Native	4	11	15
	<1%	<1%	<1%
Two or more races	7	20	27
	1.08%	1.12%	1.11%
Prefer not to answer	5	30	34
	<1%	1.68%	1.40
Other	5	12	16
	<1%	<1%	<1%
Total	645	1783	2,435

Findings: Overall, there was a bit more racial/cultural diversity in the ranks of female superintendents compared to males (86% White female versus 90% White male). There was a higher percentage of superintendents who identified as female and Black or African American compared to those who identified as male and Black or African American.

Table 1.3A. Enrollment (Q8) and race/cultural group (Q6)

Race/Ethnicity	Fewer than 300	300 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 to 49,999	50,000 to 99,999	100,000 or more	Missing	Total
White (Not Hispanic or Latino)	233	715	680	251	177	89	16	5	1	5	2,172
	10.73%	32.92%	31.31%	11.56%	8.15%	4.1%	0.74%	0.23%	0.05%	0.23%	100%
Black or African American	2	14	24	11	19	12	6	3	3	0	94
	2.13%	14.89%	25.53%	11.7%	20.21%	12.77%	6.38%	3.19%	3.19%	0%	100%
Hispanic or Latino	12	11	11	12	12	10	3	0	1	0	72
	16.67%	15.28%	15.28%	16.67%	16.67%	13.89%	4.17%	0%	1.39%	0%	100%
Asian	0	1	0	1	2	2	0	0	0	0	6
	0%	16.67%	0%	16.67%	33.33%	33.33%	0%	0%	0%	0%	100%
Native Hawaiian or other Pacific Islander	2	0	1	1	0	0	0	0	0	0	4
	50%	0%	25%	25%	0%	0%	0%	0%	0%	0%	100%
American Indian or Alaska Native	9	4	1	1	0	0	0	0	0	0	15
	60%	26.67%	6.67%	6.67%	0%	0%	0%	0%	0%	0%	100%
Two or more races	3	9	8	1	1	2	1	0	1	0	26
	11.54%	34.62%	30.77%	3.85%	3.85%	7.69%	3.85%	0%	3.85%	0%	100%
Prefer not to answer	3	14	7	7	1	0	1	0	0	1	34
	8.82%	41.18%	20.59%	20.59%	2.94%	0%	2.94%	0%	0%	2.94%	100%
Other	0	0	2	3	2	1	1	0	0	0	9
	0.00%	0.00%	22.22%	33.33%	22.22%	11.11%	11.11%	0.00%	0.00%	0.00%	100.00%
Missing	1	4	1	2	0	1	0	0	0	2	11
	9.09%	36.36%	9.09%	18.18%	0%	9.09%	0%	0%	0%	18.18%	100%
Total	265	772	735	290	214	117	28	8	6	8	2,443
	10.85%	31.6%	30.09%	11.87%	8.76%	4.79%	1.15%	0.33%	0.25%	0.33%	100%

Findings: Where sufficient numbers existed, there were differences by race/cultural group and enrollment. Almost 87% of superintendents who identified as White work in districts with enrollments of fewer than 5,000 students compared to 54.25% of superintendents who identified as Black or African American and 48.46% of superintendents who identified as Hispanic or Latino.

Only 13.48% of superintendents who identified as White worked in districts with more 5,000 students compared to 45.75% of superintendents who identified as Black or African American and 51.34% of superintendents who identified as Hispanic or Latino.

Table 1.3B. Gender (Q5) and district enrollment (Q8)

Enrollment	Female		Male		Grand Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Fewer than 300	82	12.71%	182	10.24%	264	10.90%
300 to 999	203	31.47%	563	31.66%	766	31.61%
1,000 to 2,999	177	27.44%	556	31.27%	733	30.25%
3,000 to 4,999	85	13.18%	202	11.36%	287	11.84%
5,000 to 9,999	59	9.15%	155	8.72%	214	8.83%
10,000 to 24,999	26	4.03%	89	5.01%	115	4.75%
25,000 to 49,999	8	1.24%	20	1.12%	28	1.16%
50,000 to 99,999	3	0.47%	4	0.22%	7	0.35%
100,000 or more	2	0.31%	4	0.22%	6	0.31%
Grand Total	645	100%	1775	100%	2420	100%

Findings: Consistent with national school district enrollment data, the majority of superintendents who responded to the survey (61.86%) were from districts with enrollments of 300–2,999 students with no recent appreciable difference by gender of superintendents serving in each enrollment band.

Table 1.4A. Gender (Q5) and district description (Q9)

Type	Male	Female	Missing	Total
Rural	1,238	417	8	1,663
	69.55%	64.55%	47.06%	68%
Suburban	436	173	7	616
	24.49%	26.78%	41.18%	25.21%
Urban	102	55	0	157
	5.73%	8.51%	0%	6%
Missing	4	1	2	7
	0.22%	0.15%	11.76%	0.29%
Total	1,780	646	17	2,443
	100.00%	100.00%	100.00%	100%

Findings: When asked to identify the setting of their school district, 68% of the respondents, regardless of gender, indicated that their district was best described as rural which is 5% higher than the previous year and 25.21% described their district as suburban, compared to 25% the previous year. Little difference existed between gender and district description where sample size was large.

Table 1.4B. District description (Q9) and race/cultural group (Q6)

	Rural	Suburban	Urban	Missing	Total
	1,525	540	102	5	2,172
White (Not Hispanic or Latino)	70.21%	24.86%	4.70%	0.23%	100.00%
Black or African American	29	34	31	0	94
	30.85%	36.17%	32.98%	0%	100.00%
Hispanic or Latino	38	15	19	0	72
	52.78%	20.83%	26.39%	0%	100.00%
Asian	1	3	2	0	6
	16.67%	50.00%	33.33%	0%	100.00%
Native Hawaiian or other	4	0	0	0	4
Pacific Islander	100.00%	0%	0%	0%	100.00%
American Indian or Alaska Native	15	0	0	0	15
	100.00%	0%	0%	0%	100.00%
Two or more races	17	8	1	0	26
	65.38%	30.77%	3.85%	0%	100.00%

Findings: Where sufficient numbers existed, higher percentages of superintendents who identified as White (70.21%) and Hispanic or Latino (52.78%) work in rural districts compared to 30.85% of superintendents who identified as Black or African American.

Table 1.5A. Years as superintendent (Q11)

Years	Frequency	Percent
Less than 1 year	205	8.39%
1–5 years	956	39.13%
6–10 years	687	28.12%
11–15 years	358	14.65%
16–20 years	157	6.43%
21–25 years	62	2.54%
26–30 years	9	0.37%
31–35 years	1	0.04%
36–40 years	3	0.12%
40+ years	1	0.04%
Missing	4	0.16%
Total	2,443	100%

Findings: Similar to 2021–2022, almost half — 47.52% — of respondents had five years or less experience as a superintendent with 52.48% reporting being a superintendent for more than five years.

Table 1.5B. Years in present position (Q10)

Years	Frequency	Percent
Less than 1 year	317	12.98%
1–5 years	1,171	47.93%
6–10 years	639	26.16%
11–15 years	221	9.05%
16–20 years	59	2.42%
21–25 years	21	0.86%
26–30 years	7	0.29%
31–35 years	1	0.04%
36–40 years	2	0.08%
40+ years	1	0.04%
Missing	4	0.16%
Total	2,443	100%

Findings: Similar to the findings from 2021–2022, approximately 61% of superintendents have been in their present positions for five years or less.

Table 1.5C. Years in your present position (Q10) and gender (Q5)

Years	Male	Female	Missing	Total
Less than 1 year	135	69	1	205
	7.58%	10.70%	5.88%	8.39%
1–5 years	642	308	6	956
	36.07%	47.75%	35.29%	39.13%
6–10 years	515	170	2	687
	28.93%	26.2%	11.76%	28.12%
11–15 years	290	65	3	358
	16.29%	10.08%	17.65%	14.65%
16–20 years	132	23	2	157
	7.42%	3.57%	11.76%	6.43%
21–25 years	51	10	1	62
	2.87%	1.55%	5.88%	2.54%
26–30 years	9	0	0	9
	0.51%	0	0	0.37%
31–35 years	1	0	0	1
	0.06%	0%	0%	0.04%
36–40 years	3	0	0	3
	0.17%	0%	0%	0.12%
40+ years	1	0	0	1
	0.06%	0%	0%	0.04%
Missing	1	1	2	4
	0.06%	0.16%	11.76%	0.16%
Total	1,780	645	17	2,443
	100%	100%	100%	100%

Findings: Overall, males had more time in their present position than females. A larger percentage of females (58.45%) had fewer than six years of experience in their current positions compared to males (43.65%), whereas 23.71% of males have been in their present position 11–20 compared to 13.65% of females.

Table 15D. Years in position (Q10) and race/cultural group (Q6)

	1-5 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years	40+ years	6-10 years	Less than 1 year	Missing	Total
White (Not Hispanic or Latino)	1,021	206	54	21	5	1	2	1	578	281	2	2,172
	47.01%	9.48%	2.49%	0.97%	0.23%	0.05%	0.09%	0.05%	26.61%	12.94%	0.09%	100%
Black or African American	55	4	1	0	1	0	0	0	17	16	0	94
	58.51%	4.26%	1.06%	0%	1.06%	0%	0%	0%	18.09%	17.02%	0%	100%
Hispanic or Latino	42	4	0	0	1	0	0	0	16	9	0	72
	58.33%	5.56%	0%	0%	1.39%	0%	0%	0%	22.22%	12.5%	0%	100%
Asian	4	0	0	0	0	0	0	0	2	0	0	6
	66.67%	0%	0%	0%	0%	0%	0%	0%	33.33%	0%	0%	100%
Native Hawaiian or other	3	0	0	0	0	0	0	0	1	0	0	4
	75%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	100%
American Indian or Alaska Native	4	2	2	0	0	0	0	0	4	3	0	15
	26.67%	13.33%	13.33%	0%	0%	0%	0%	0%	26.67%	20%	0%	100%
Two or more races	18	0	0	0	0	0	0	0	6	2	0	26
	69.23%	0%	0%	0%	0%	0%	0%	0%	23.08%	7.69%	0%	100%
Prefer not to answer	13	4	1	0	0	0	0	0	12	4	0	34
	38.24%	11.76%	2.94%	0%	0%	0%	0%	0%	35.29%	11.76%	0%	100%
Other	5	0	1	0	0	0	0	0	1	2	0	9
	55.56%	0.00%	11.11%	0.00%	0.00%	0.00%	0.00%	0.00%	11.11%	22.22%	0.00%	100.00%
Missing	6	1	0	0	0	0	0	0	2	0	2	11
	54.55%	9.09%	0%	0%	0%	0%	0%	0%	18.18%	0%	18.18%	100%
Total	1,171	221	59	21	7	1	2	1	639	317	4	2,443
	47.93%	9.05%	2.42%	0.86%	0.29%	0.04%	0.08%	0.04%	26.16%	12.98%	0.16%	100%

Findings: Where numbers were sufficient, there were some differences based on race/cultural group and years in present position. Higher percentages of superintendents who identified as Hispanic or Latino (58.33%), or Black or African American (58.51%) indicated they were in their present positions 1–5 years compared to superintendents who identified as White (47.01%).

The statistics are similar for total years of experience as a superintendent with superintendents who identified as Hispanic or Latino (54.17%) or Black or African American (47.87%) indicated they had 1–5 years of total experience as a superintendent compared to superintendents who identified as White (38.40%).

Table 1.6A. Economic condition of district (Q21)

Economic Condition	Frequency	Percentage
Declining Economic Condition	795	32.54%
Stable Economic Condition	1272	52.07%
Growing Economic Condition	371	15.19%
Missing	5	0.20%
Grand Total	2443	100%

Findings: The findings for this year’s investigation suggest that a higher percentage (32.54%) of superintendents believed their districts were in declining economic conditions compared to the previous year (26.8%), but less than those from 2020–2021 report in which 35.5% of superintendents described their districts as having declining economic conditions.

Table 1.6B. Enrollment (Q8) and economic condition of district (Q21)

District Enrollment	Declining economic condition		Stable economic condition		Growing economic condition		Missing		Total	
	N	%	N	%	N	%	N	%	N	%
Fewer than 300	130	49.06%	121	45.66%	14	5.28%	0	0%	265	10.85%
300 to 999	324	41.97%	385	49.87%	63	8.16%	0	0%	772	31.60%
1,000 to 2,999	227	30.88%	409	55.65%	97	13.20%	2	0.08%	735	30.09%
3,000 to 4,999	49	16.90%	172	59.31%	69	23.79%	0	0%	290	11.87%
5,000 to 9,999	36	16.82%	114	53.27%	64	29.91%	0	0%	214	8.76%
10,000 to 24,999	20	17.09%	50	42.74%	47	40.17%	0	0%	117	4.79%
25,000 to 49,999	3	10.71%	13	46.43%	11	39.29%	1	0.04%	28	1.15%
50,000 to 99,999	2	25.00%	4	50.00%	2	25.00%	0	0%	8	0.33%
100,000 or more	1	16.67%	1	16.67%	4	66.67%	0	0%	6	0.25%
Missing	3	0.12%	3	0.12%	0	0.00%	2	0.08%	8	0.33%
Total	795		1272		371		5		2443	100%

Findings: Where sufficient numbers existed, as enrollment increased the percentage of superintendents who indicated their districts were in declining economic condition decreased and the percentage of districts in growing economic conditions increased.

Table 1.7A. Terminal degree (Q12)

Terminal Degree	Frequency	Percent
CPA	5	0.2%
EdD	845	34.59%
EdS	376	15.39%
JD	15	0.61%
MA/MS/MED (Masters)	939	38.44%
MBA	18	0.74%
PhD	172	7.04%
Other (Various Types)	69	2.82%
Missing	4	0.16%
Total	2,443	100%

Findings: Almost 42% of respondents held a doctorate (35% EdD; 7% PhD), followed by 38% with a masters.

Table 1.7B. Terminal degree (Q12) and gender (Q5)

	Male		Female		Missing		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
CPA	4	0.22%	1	0.16%	0	0	5	0.20%
EdD	583	32.75%	256	39.69%	6	35.29%	845	34.59%
EdS	308	17.30%	66	10.23%	2	11.76%	376	15.39%
JD	13	0.73%	2	0.31%	0	0	15	0.61%
MA/MS/MED (Masters)	708	39.78%	224	34.73%	7	41.18%	939	38.44%
MBA	16	0.90%	2	0.31%	0	0	18	0.74%
PhD	101	5.76%	71	10.85%	0	0	172	7.04%
Other	46	2.58%	23	3.57%	0	0	69	2.82%
Missing	1	0.06%	1	0.16%	2	11.76%	4	0.16%
Total	1,780	100.00%	646	100.00%	17	100.00%	2,443	100.00%

Findings: Where numbers were sufficient, a higher percentage of female superintendents held an EdD (39.69%) compared to males (32.75%). A higher percentage of female superintendents held a PhD (10.85%) compared to males (5.76%)

Table 1.7C. Terminal degree (Q12) and race/cultural group (Q6)

	CPA	EdD	EdS	JD	Masters	MBA	PhD	Other	Missing	Total
	4	725	356	11	851	16	144	63	2	2,172
White (Not Hispanic or Latino)	0.18%	33.38%	16.39%	0.51%	39.18%	0.74%	6.63%	2.90%	0.09%	100.00%
Black or African American	0	53	5	0	16	1	18	1	0	94
	0%	56.38%	5.32%	0%	17.02%	1.06%	1.06%	19.15%	0%	100.00%
Hispanic or Latino	1	29	4	1	28	0	6	3	0	72
	1%	40.28%	5.56%	1.39%	38.89%	0%	0.00%	8.33%	0%	100.00%
Asian	0	1	0	0	3	0	2	0	0	6
	0%	16.67%	0%	0%	50.00%	0%	0.00%	33%	0%	100.00%
Native Hawaiian or other	0	1	1	0	2	0	0	0	0	4
Pacific Islander	0%	25.00%	25.00%	0%	50.00%	0%	0%	0%	0%	100.00%
American Indian or Alaska Native	0	0	4	1	10	0	0	0	0	15
	0%	0%	26.67%	6.67%	66.67%	0%	0%	0%	0%	100.00%
Two or more races	0	11	2	1	8	1	1	2	0	26
	0%	42.31%	7.69%	3.85%	30.77%	3.85%	3.85%	3.85%	0%	100.00%
Prefer not to answer	0	14	3	1	16	0	0	0	0	34
	0%	41.18%	8.82%	2.94%	47.06%	0%	0%	0%	0%	100.00%
Other	0	6	0	0	2	0	1	0	0	9
	0%	66.67%	0%	0%	22.22%	0%	0.00%	11%	0%	100.00%
Missing	0	5	1	0	3	0	0	0	2	11
	0%	45.45%	9.09%	0%	27.27%	0%	0%	0%	18%	100.00%
Total	5	845	376	15	939	18	172	69	4	2,443
	0.20%	34.59%	15.39%	0.61%	38.44%	0.74%	0.74%	7.04%	0.16%	100.00%

Findings: Where numbers were sufficient, differences existed by race/cultural group. Higher percentages of superintendents who identified as Black or African American (56.38%) held an EdD compared to those who identified as White (33.38%). Conversely, only 13.2% of superintendents who identified as Black or African American held a master’s degree compared to 38.9% of superintendents who identified as White.

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 were the largest group represented in the study. Other racial/cultural groups appeared to be underrepresented in the superintendent ranks, especially when compared to the racial/cultural profile of American public school enrollment.

Table 1.8. Professional Plans for 2023–2024 (Q19)

Professional Plan	Count	Percent
Continue serving as superintendent at my current district	2177	89.11%
Continue working in education, but pursue a different (non-superintendent) position	35	1.43%
Leave education for other reason	3	0.12%
Leave education to retire	50	2.05%
Leave education to work in a non-education field	11	0.45%
Retire and work as an interim superintendent	16	0.65%
Retire, and then be re-hired to continue working in a different district within the same state	8	0.33%
Retire, and then be re-hired to continue working in my current district	13	0.53%
Retire, and then be re-hired to continue working in education in another state	11	0.45%
Retire, and then pursue an education-related position outside of K-12 public schools	32	1.31%
Serve as superintendent at a different district within the same state	65	2.66%
Serve as superintendent at a non-public school	1	0.04%
Serve as superintendent in another state	10	0.41%
Missing	11	0.45%
Total	2443	100.00%

Findings: 89.11% of superintendents intended to remain as superintendent in their current district next year (2023–2024). Only approximately 6.05% of superintendents indicated they would leave public education and only 5.32% stated they would retire and .57% stated they would leave education for some other reason or go to work in a non-education related field.

Table 1.9. Per pupil spending (Q20) and enrollment (Q8)

Enrollment	Less than \$5,000		\$5,000-7,499		\$7,500-\$9,999		\$10,000-12,499		\$12,500-14,999		\$15,000+		Missing		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fewer than 300	27	10.19%	33	12.45%	48	18.11%	54	20.38%	42	15.85%	54	20.38%	7	0.29%	265	10.85%
300 to 999	27	3.50%	148	19.17%	165	21.37%	211	27.33%	100	12.95%	108	13.99%	13	0.53%	772	31.60%
1,000 to 2,999	30	4.08%	103	14.01%	205	27.89%	168	22.86%	114	15.51%	109	14.83%	6	0.25%	735	30.09%
3,000 to 4,999	7	2.41%	38	13.10%	65	22.41%	72	24.83%	49	16.90%	52	17.93%	7	0.29%	290	11.87%
5,000 to 9,999	10	4.67%	28	13.08%	52	24.30%	52	24.30%	38	17.76%	30	14.02%	4	0.16%	214	8.76%
10,000 to 24,999	1	0.85%	20	17.09%	32	27.35%	35	29.91%	16	13.68%	12	10.26%	1	0.04%	117	4.79%
25,000 to 49,999	0	0.00%	2	7.14%	13	46.43%	4	14.29%	4	14.29%	2	7.14%	3	0.12%	28	1.15%
50,000 to 99,999	0	0.00%	1	12.50%	3	37.50%	1	12.50%	2	25.00%	1	12.50%	0	0%	8	33%
100,000 or more	1	16.67%	2	33.33%	1	16.67%	2	33.33%	0	0.00%	0	0.00%	0	0%	6	25%
Missing	0	0.00%	1	0.04%	1	0.04%	1	0.04%	1	0.04%	0	0.00%	4	0.16%	8	0.33%
Total	103		376		585		600		366		368		45		2443	100%

Findings: Larger districts do not necessarily have lower per pupil costs than smaller districts. Almost half (48.5%) of the districts represented in the sample spend between \$7,500–\$12,499 per pupil.

SECTION #2: SALARY

Table 2.1. Superintendent base salary 2022–2023 (Q13) and enrollment (Q8)

	Min	25%	Median	75%	Max	Count
Fewer than 300	50125	90000	106000	125000	240000	265
300 to 999	84000	110000	125000	145000	330000	772
1,000 to 2,999	116000	132633	150000	175000	400000	735
3,000 to 4,999	66000	154638	180300	214806	369326	290
5,000 to 9,999	120819	175407	200000	227000	368131	214
10,000 to 24,999	116000	186935	225000	254090	400000	117
25,000 to 49,999	90000	224500	258000	292250	354526	28
50,000 to 99,999	253000	264365	300934	327425	364000	8
100,000 or more	103000	242500	297500	309750	328000	6
Mean			\$156,468			

Findings: Consistent with previous years, salaries increased as district enrollment increased. It should be noted that sample sizes for enrollments beyond 49,999 were small and not useful for statistical purposes. The mean salary was \$156,468 in 2022–2023, compared to \$158,670 the previous year. The overall median salary for the entire sample was \$145,000 in 2022–2023 compared to \$147,000 the previous year.

The mean salary in 2012–2013 was \$131,171 and the median was \$123,775. The mean salary has increased approximately 16.2% over the last decade whereas the median salary has risen about 14.7% during the same time period.

Table 2.2. Superintendent base salary (Q13) and gender (Q5)

	Minimum	25%	Median	75%	Maximum	N
Female	65000	119000	146031	191874	400000	646
Male	50125	121357	145000	179974	369326	1780
Missing	113000	138750	168438	187500	253000	16

Findings: Although males were overrepresented in the superintendency (74%) compared to females (26%), the median salary of female superintendents was slightly higher than that of males for the 6th time during the last 11 years.

Male superintendents earned 99% of what females earned in 2022–2023. The data suggest that this difference was not a function of district enrollment as females tended to work in smaller districts, nor was it a result of years of experiences, as females in this year’s survey reported having fewer years of experience in the superintendency.

The results from the 2022–2023 Salary and Benefit Study stand in contrast to pre-pandemic national wage data. Nationally, females earn about 82% of what men earn across all job categories and levels of education (Georgetown University Center on Education and the Workforce, 2018). The wage gap nationally persists even when comparing men and women with equal education attainment. In fields that require advanced degrees and have higher percentages of females employed compared to males, like education, a pay gap favoring males still exists. Females earn 90% of what males earn in the field

of pharmacology and 81% in pharmaceutical administration. In the general social sciences, females earn about 77% of what males earn.

Source: Georgetown University Center on Education and the Workforce. (2018). Women Can't Win: Despite Making Educational Gains and Pursuing High-Wage Majors, Women Still Earn Less than Men.

Table 2.3. Superintendent base salary (Q13) and racial/cultural group (Q6)

Race/Cultural Group	Minimum	25%	Median	75%	Maximum	N
American Indian or Alaska Native	80000	89500	112000	123000	192000	15
Asian	98262	223077	237500	268750	368131	6
Black or African American	90000	146000	197500	237250	400000	94
Hispanic or Latino	73000	143513	169925	223250	343201	72
Native Hawaiian or other Pacific Islander	111670	129018	139930	165044	225000	4
Two or more races	65000	107500	144000	216000	354526	26
White (not Hispanic or Latino)	52000	120000	143569	178000	369326	2172
Prefer not to answer	50125	121500	145450	178761	302000	34
Other (Please specify):	115000	165000	196198	243000	310000	9

Findings: When base salary was considered by racial/cultural group, some variation was noted, with Black and African American and Hispanic and Latino earning more than superintendents who identified as White. Care should be taken in interpreting the data because of the small number of respondents in some groups making definitive analysis difficult, if not inappropriate.

Table 2.4. Superintendent salary (Q13) and terminal degree (Q12)

Terminal Degree and Present Base Salary						
	Min	25%	Median	75%	Max	N
6th Year	96000	107030	142853	176500	181000	4
ABD (All but doctorate)	118885	131250	155250	185011	206000	7
B.A.	82400	101557	122000	139050	146000	5
CAS/CAGS	62500	135500	145000	167500	279184	25
CPA	127500	138500	160038	182000	226000	5
EdD	70000	135000	169950	212975	400000	848
EdS	50125	111240	127000	150000	275618	381
JD	105000	130000	171900	194750	296000	15
MA/MS/MED (Masters)	52000	116418	137500	164850	368131	945
MBA	85000	136500	166000	187725	325000	18
PhD	79560	129178	159500	195250	356000	176
Superintendent Certificate/Licensure	122000	131000	140000	141750	143500	3
Other	82000	100000	126711	160947	256000	7
Missing	187000	187750	188500	189250	190000	3

Findings: Where sufficient numbers of responses existed, superintendents with either an EdD or PhD had high median salaries.

Table 2.5. Associate superintendent base salary (Q14) and district enrollment (Q8)

District Enrollment	Minimum	25%	Median	75%	Maximum	Missing	Total N
Fewer than 300	80000	90375	95500	110000	136500	238	265
300 to 999	60000	94250	105000	125000	211733	645	772
1,000 to 2,999	79571	105000	121000	140000	250000	278	735
3,000 to 4,999	75000	120000	138250	168250	250000	22	290
5,000 to 9,999	88000	130000	150000	174250	275000	10	214
10,000 to 24,999	75000	140000	160000	190000	275000	2	117
25,000 to 49,999	85000	159704	175000	200000	259765	1	28
50,000 to 99,999	170000	178340	182500	213510	245000	0	8
100,000 or more	85000	163725	185000	216250	230000	0	6
					Total	1201	2443

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

Table 2.6. High school principal base salary (Q15) and district enrollment (Q8)

	Minimum	25%	Median	75%	Maximum	Missing	N
Fewer than 300	39000	70000	80000	91507	150000	120	265
300 to 999	60000	80328	90000	100000	175000	102	772
1,000 to 2,999	70700	95000	105000	120000	235000	60	735
3,000 to 4,999	73000	109400	120000	142250	230000	23	290
5,000 to 9,999	82000	112000	131500	150000	225000	13	214
10,000 to 24,999	82000	115000	135306	154250	225000	5	117
25,000 to 49,999	90000	115625	129780.5	146448	172000	2	28
50,000 to 99,999	100000	118750	131605	145000	168000	0	8
100,000 or more	80000	130375	140750	161250	189000	0	6
Missing	101000	106500	112000	127000	142000	4	8
					Total	329	2443

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 high school principal when sample sizes exceeded 35 responses.

Table 2.7. Middle school principal base salary (Q16) and district enrollment (Q8)

	Minimum	25%	Median	75%	Maximum	Missing	N
Fewer than 300	47000	67750	77500	89808	115000	216	265
300 to 999	58215	78000	88000	100000	175000	381	772
1,000 to 2,999	60000	87000	99095	115000	212000	74	735
3,000 to 4,999	65000	96075	110004.5	134250	226000	15	290
5,000 to 9,999	70000	100000	115000	135000	200000	11	214
10,000 to 24,999	75000	100000	120000	140000	214000	6	117
25,000 to 49,999	80000	106000	115000	127500	162000	1	28
50,000 to 99,999	90000	109680	120000	128750	146280	0	8
100,000 or more	75000	115500	125000	145000	168000	0	6
Missing	95000	106750	118500	130250	142000	5	8
					Total	709	2443

Findings: Similar to their high school counterparts, middle school principal base median salaries were loosely related to district enrollment and generally increased as district enrollment increased.

Table 2.8. Elementary school principal base salary (Q17) and district enrollment (Q8)

District Enrollment	Minimum	25%	Median	75%	Maximum	Missing	N
Fewer than 300	39000	68000	75000	87000	126500	155	265
300 to 999	55000	75000	85000	98000	165000	58	772
1,000 to 2,999	55000	85000	95000	110000	219670	25	735
3,000 to 4,999	65000	90000	105000	125000	195000	12	290
5,000 to 9,999	60000	94500	108000	125500	200000	11	214
10,000 to 24,999	72000	95000	110000	130000	210000	5	117
25,000 to 49,999	50000	95000	105000	115000	142509	1	28
50,000 to 99,999	85000	105000	114445	120030	140000	0	8
100,000 or more	75000	106100	115000	135000	168000	0	6
Missing	87000	91000	95000	115000	135000	4	8
					Total	271	2443

Findings: Elementary school principals generally followed the same trend as their high school and middle school counterparts: median salary increased as enrollment increased. In addition, for the first time, their 2022–2023 median base salary in districts with enrollments of 3,000–4,999 exceeded \$100,000.

Table 2.9. Beginning teacher base salary (Q18) and district enrollment (Q8)

	Minimum	25%	Median	75%	Maximum	Missing	N
Fewer than 300	28700	37775	40000	44354	60501	10	265
300 to 999	29700	38000	41000	45000	62000	13	772
1,000 to 2,999	30731	40000	43500	49000	64118	27	735
3,000 to 4,999	32000	42000	46000	52000	61682	20	290
5,000 to 9,999	35000	43000	47000	52000	60770	12	214
10,000 to 24,999	35500	43475	48000	53800	63683	7	117
25,000 to 49,999	35000	44809	48500	52599	60000	2	28
50,000 to 99,999	37000	43038	50000	51785	55000	1	8
100,000 or more	43700	46033	49566	53750	56000	0	6
Missing	32000	37500	37900	40196	54000	2	8
					Total	94	2443

Findings: Where numbers were sufficient, there appeared to be a relationship between district enrollment and beginning teacher salary in this year’s results.

Table 2.10. Ratio of median superintendent salary (Q13), beginning teacher salary (Q18), and district enrollment (Q8) 2022–2023

Enrollment	Superintendent Median Salary Median	Beginning Teacher Median Base Salary	Ratio 2021–2022 & 2020–2021
Fewer than 300	106000	40000	1:2.65 (22–23) 1:2.6 (21–22) 1:2.4 (20–21)
300 to 999	125000	41000	1:3.0 (22–23) 1:3.1 (21–22) 1:3.2 (20–21)
1,000 to 2,999	150000	43500	1:3.45 (22–23) 1:3.45 (21–22) 1:3.3 (20–21)
3,000 to 4,999	180300	46000	1:3.92 (22–23) 1:3.8 (21–22) 1:4.1 (20–21)
5,000 to 9,999	200000	47000	1:4.25 (22–23) 1:4.2 (21–22) 1:4.5 (20–21)
10,000 to 24,999	225000	48000	1:4.7 (22–23) 1:5 (21–22) 1:5.1 (20–21)
25,000 to 49,999*	258000	48500	1:5.36 (21–22) 1:5.3 (20–21)
50,000 to 99,999*	300934	50000	1:5.32 (22–23) 1:5.3 (21–22) 1:5.3 (20–21)
100,000 or more*	297500	49566	1:6.0 (22–23) 1:4.7 (21–22) 1:5.3 (20–21)

*= sample size less than 40

Findings: A metric of importance in the private sector was the ratio of the entry level worker compensation with the base salary (without incentives) of the CEO. The median entry-level base salary of teachers was presented compared with the median base salary of superintendents arrayed by district size for a three-year time period: 2022–2023, 2021–2022, and 2020–2021.

This year’s data suggest that the ratio between median superintendent salary and median salary for a starting teacher remained relatively stable over the three-year time period across enrollment groups. Furthermore, the 2022–2023 ratios of median superintendent salary by enrollment to median starting teacher salary by enrollment are now less than those from 2015–2016.

Where numbers were sufficient, the ratios between the median base salary for a superintendent and the median base salary for a starting teacher ranged from 1:2.65 to 1:4.7.

The Harvard Law School Forum on Corporate Governance reported in 2018 that the ratio of CEO base salary to entry level employee base salary for the 3000 small and mid-cap corporations that comprise the Russell 3000 (excluding the 500 largest corporations in the United States) was 1:166. The AFL-CIO reported that the 2020 ratio of CEO base salary to entry level employee base salary for the 500 largest corporations in the United States was 1:299.

SECTION #3: EVALUATION

Table 3.1. How often employment contract requires performance evaluation (Q51)

Frequency of Evaluation	Number	Percent
Annually	2199	90.01%
Biennially (every 2 years)	27	1.11%
More than once a year	123	5.03%
Never	38	1.56%
Other	43	1.76%
Missing	13	0.53%
Total	2443	100%

Findings: About 90% of superintendents were evaluated annually, whereas only 1.11% were evaluated every two years. Only 1.56% of superintendents indicated they were never evaluated.

There were no differences in frequency of evaluation based on gender.

Table 3.2. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation? (Q47)

	Count	%
Yes	1119	45.80%
No	1309	53.58%
Missing	15	0.61%
Total	2443	100.00%

Findings: Almost 46% of superintendent contracts specified the process, measures, and indicators to be used in the formal performance evaluation, whereas more than half did not.

Table 3.3A. Is performance linked to objectives/goals from previous evaluations? (Q48)

	Frequency	Percent
Yes	1255	51.37%
No	1167	47.77%
Missing	21	0.86%
Total	2443	100%

Findings: A little more than half of superintendents had their performance linked to objectives/goals from previous evaluations. There was no notable difference based on gender.

Table 3.3B. Race/cultural group (Q6) and formal performance evaluation linked to objectives or directions specified in previous year's performance (Q48)

Race / Cultural Group	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1094	1061	18	2172
	50.37%	48.85%	0.82%	100%
Black or African American	55	38	1	94
	58.51%	40.43%	1.06%	100%
Hispanic or Latino	47	24	1	72
	65.28%	33.33%	1.39%	100%
Asian	4	2	0	6
	66.67%	33.33%	0%	100%
Native Hawaiian or other Pacific Islander	3	1	0	4
	75%	25%	0%	100%
American Indian or Native Alaska	12	3	0	15
	80%	20%	0%	100%
Two or more races	13	13	0	26
	50%	50%	0%	100%
Other	5	4	0	9
	55.56%	44.44%	0%	100%
Prefer not to answer	17	16	1	34
	50%	47.06%	2.94%	100%
Total	1255	1167	21	2443
	51.37%	47.77%	0.86%	100%

Table 3.4. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation (Q47) and enrollment? (Q8)

Enrollment	Yes	No	Missing	Total
Fewer than 300	122	139	4	265
	46.04%	52.45%	1.51%	100.00%
300 to 999	318	447	7	772
	41.20%	57.90%	0.90%	100.00%
1,000 to 2,999	357	377	1	735
	48.57%	51.29%	.14%	100.00%
3,000 to 4,999	137	152	1	290
	47.24%	52.45%	.34%	100.00%
5,000 to 9,999	106	108	0	214
	49.53%	50.47%	0.00%	100.00%
10,000 to 24,999	55	62	0	117
	47.01%	52.99%	0.00%	100.00%
25,000 to 49,999	13	14	1	28
	46.42%	50.00%	3.58%	100.00%
50,000 to 99,999	3	5	0	8
	37.50%	62.50%	0.00%	100.00%
100,000 or more	5	1	0	6
	83.33%	16.67%	0.00%	100.00%
Missing	3	4	1	8
	37.50%	50.00%	12.50%	100.00%
Total	1119	1309	15	2443
	45.80%	53.58%	0.61%	100.00%

Findings: Similar to the previous year, where numbers were sufficient, superintendents in districts with enrollments of 300–999 students were less likely to have their employment contracts specify the process, measures, and indicators to be used for their formal performance evaluations.

Although differences were noted by race / ethnicity, with superintendents who identified as Black or African American and Hispanic or Latino demonstrating the inclusion of this provision more frequently, it is believed those differences were related to enrollments and not race, as noted in Table 1.3A.

Table 3.5. Is your formal performance evaluation linked to student outcomes/performance? (Q49)

	Frequency	Percent
Yes	909	37.21%
No	1,511	61.85%
Missing	23	0.94%
Total	2,443	100%

Findings: There was a decrease in the percentage of superintendents whose formal performance evaluation was linked to student outcomes / performance from about 41% in 2021–2022 to 37.21%

in 2022–2023. Since 2015–2016, percentages have fluctuated between 34.1% in 2015–2016 and almost 43% in 2020–2021. (41% 42.8%; 41.2%; 36.7%; 35.1%; 34.1%).

There were no differences noted by gender. There was a positive relationship between enrollment and this provision. As enrollment increased, the frequency of having the provision in a contract increased.

Where numbers were sufficient, superintendents who identified as Black or African American (54.26%) and Hispanic or Latino (50%) more frequently had this provision included compared to superintendents who identified as White (36%). However, this appears to be a function of enrollment, with the majority of superintendents who identified as White serving in smaller districts.

Table 3.6. Is the outcome of your formal performance evaluation released to the public? (Q50)

	Frequency	Percent
Yes	845	34.59%
No	1570	64.27%
Missing	28	1.15%
Total	2,443	100%

Findings: Almost 35% of superintendents had the outcomes of their formal evaluation released to the public — a 5% decrease from the previous year, and only 1% higher than 2019–2020. When considered by gender and race / ethnicity, there were no notable differences.

Table 3.7. Does your employment agreement include a specific and detailed listing of your duties and responsibilities? (Q43)

	Count	%
Yes	1251	51.21%
No	1180	48.30%
Missing	12	.49%
Total	2443	100.00%

Findings: Slightly more than 51% of all superintendents had a detailed agreement regarding duties and responsibilities in their employment contract, 3% higher than last year.

Table 3.8A. Does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q44)

	Count	%
Yes	597	24.44%
No	1829	74.87%
Missing	17	.70%
Total	2443	100.00%

Findings: Only 1 in 4 superintendents had a process in their contract for handling complaints / criticisms.

Table 3.8B. Gender (Q5) and does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q44)

	Female		Male		Missing		Total	
	N	%	N	%	N	%	N	%
Yes	136	21.05%	455	25.56%	6	1%	597	24.44%
No	506	78.33%	1314	73.82%	9	.5%	1829	74.86%
Missing	4	0.62%	11	0.62%	2	11.77%	17	00.7%
Total	646	26.44%	1780	72.86%	17	.7%	2443	100.00%

Findings: Males were slightly more likely to have a process in their contract for handling complaints / criticisms (25.56%) than females (21.05%).

When enrollment was considered, there was little difference for districts with more than 300 students. Superintendents in districts with enrollments of 300 or less were more likely (30%) to have such a provision.

SECTION #4: RETIREMENT BENEFITS

Table 4.1. Is your retirement plan/system contribution based on your salary? (Q55)

	Frequency	Percent
Yes	2,264	92.67%
No	96	3.93%
District does not contribute on my behalf to a retirement plan/system	51	2.09%
Missing	32	1.31%
Total	2,443	100%

Findings: Almost 93% of superintendents indicated that their retirement contribution was based on annual salary.

Table 4.2. Does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q57)

	Frequency	Percent
Yes (Less than \$1,000)	65	2.66%
Yes (\$1,000–\$5,000)	344	14.08%
Yes (\$5,001–\$10,000)	239	9.78%
Yes (More than \$10,000)	241	9.86%
No	1513	61.93%
Missing	41	1.68%
Total	2,443	100%

Findings: Approximately 36% of superintendents had a provision in their contract that included a contribution to an annuity by the district. The data suggest a decrease of 10 percentage points from last year when 46% of superintendents indicated they had such a provision. This appears to be the first decrease since at least 2016. The most common contribution was \$1,000–\$5,000 (14.08%).

Table 4.3. Enrollment (Q8) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q57)

	Yes (Less than \$1,000)	Yes (\$1,000–\$5,000)	Yes (\$5,001–\$10,000)	Yes (More than \$10,000)	No	Missing	Total
Fewer than 300	14	15	9	2	218	7	265
	5.28%	5.66%	3.40%	0.75%	82.26%	2.64%	100%
300 to 999	28	112	47	25	545	15	772
	3.63%	14.51%	6.09%	3.24%	70.60%	1.94%	100%
1,000 to 2,999	15	130	99	62	423	6	735
	2.04%	17.69%	13.47%	8.44%	57.55%	0.82%	100%
3,000 to 4,999	3	53	44	40	146	4	290
	1.03%	18.28%	15.17%	13.79%	50.34%	1.38%	100%
5,000 to 9,999	3	23	27	57	100	4	214
	1.40%	10.75%	12.62%	26.64%	46.73%	1.87%	100%
10,000 to 24,999	2	7	7	43	54	4	117
	1.71%	5.98%	5.98%	36.75%	46.15%	3.42%	100%
25,000 to 49,999	0	3	4	7	14	0	28
	0%	10.71%	14.29%	25%	50%	0%	100%
50,000 to 99,999	0	1	0	4	3	0	8
	0%	12.5%	0%	50%	37.5%	0%	100%
100,000 or more	0	0	1	1	4	0	6
	0%	0%	16.67%	16.67%	66.67%	0%	100%
Missing	0	0	1	0	6	1	8
	0%	0%	0.42%	0%	0.40%		100%
Total	65	344	239	241	1,513	41	2,443
	2.66%	14.08%	9.78%	9.86%	61.93%	1.68%	100%

Findings: Where a sufficient number of respondents existed, there was a relationship, by enrollment, in the percentage of superintendents whose districts contributed to an annuity. As enrollment increased, the amount of the contribution superintendents received increased.

Table 4.4. Gender (Q5) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q57)

	Male	Female	Missing	Total
Yes (Less than \$1,000)	50	15	0	65
	2.81%	2.32%	0%	100%
Yes (\$1,000–\$5,000)	243	97	4	344
	13.65%	15.02%	1.16%	100%
Yes (\$5,001–\$10,000)	183	50	6	239
	10.28%	8.51%	2.51%	100%
Yes (More than \$10,000)	183	55	3	241
	75.93%	22.82%	1.24%	100%
No	1098	412	3	1513
	61.69%	63.78%	0.20%	100%
Missing	23	17	1	41
	1.29%	2.63%	2.44%	100%
Total	1,780	646	17	2,443
	72.86%	26.44%	0.70%	100%

Findings: There was little difference, by gender, in the percentage of superintendents who had their district contribute to an annuity.

SECTION #5: INSURANCE BENEFITS

Table 5.1A. What health insurance coverage do you receive in your employment agreement? (Q59)

	Frequency	Percent
Medical/Hospital	1,659	67.91%
Dental	1,195	48.92%
Vision/Optical	895	36.64%
Disability	467	19.12%
All EXCEPT Disability and/or Vision	117	4.79%
All of the above	672	27.51%

Findings: Medical/hospital was the most common type of insurance included in the superintendent contract (67.91%), followed by dental (48.92%).

Table 5.1B. Coverage paid for family of superintendent (Q60)

	Frequency	Percent
Medical/Hospital	1,336	54.69%
Dental	1,048	42.90%
Vision/Optical	791	32.38%
Disability	105	4.30%
All EXCEPT Disability and/or Vision	114	4.67%
All of the above	407	16.66%

Findings: As in previous years, Medical/hospital (54.69%) and dental (42.90%) were the most common family coverage paid for by the district.

Table 5.2. Does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees? (Q58)

	Count	%
Yes	1,166	47.73%
No	1,244	50.92%
Missing	33	1.35%
Total	2,443	100%

Findings: Almost 48% of superintendents received a district contribution to life insurance apart from the insurance benefits provided for all employees, a decrease of 5% compared to the previous year.

Table 5.3A. District contributes to post-retirement health insurance (Q61)

	Frequency	Percent
Yes	469	19.20%
No	1,941	79.45%
Missing	33	1.35%
Total	2,443	100%

Findings: Only approximately 20% of superintendents had a provision in which the district contributed to post-retirement health insurance, compared to 2020–2021 when 35% of superintendents indicated they had such a provision.

Table 5.3B. District contributes to post-retirement health insurance (Q61) and enrollment (Q8)

	Yes	No	Missing	Total
Fewer than 300	20	238	7	265
	7.55%	89.81%	2.64%	100%
300 to 999	115	647	10	772
	14.90%	83.81%	1.30%	100%
1,000 to 2,999	170	561	4	735
	23.13%	76.33%	0.54%	100%
3,000 to 4,999	73	212	5	290
	25.17%	73.10%	1.72%	100%
5,000 to 9,999	58	152	4	214
	27.10%	71.02%	1.87%	100%
10,000 to 24,999	25	90	2	117
	21.37%	76.92%	1.71%	100%
25,000 to 49,999	5	23	0	28
	17.86%	82.14%	0%	100%
50,000 to 99,999	1	7	0	8
	12.5%	87.5%	0%	100%
100,000 or more	1	5	0	6
	16.67%	83.33%	0%	100%
Missing	1	6	1	8
	0.21%	0.31%		100%
Total	469	1,941	33	2,443
	19.20%	79.45%	1.35%	100%

Findings: Where a sufficient number of respondents existed, there was a partial relationship between enrollment and having a provision for post-retirement contributions to health insurance from the district. The percentage of superintendents with the provision increased as enrollment increased up to districts with enrollments of 10,000 or more students.

Table 5.3C. District contributes to post-retirement health insurance (Q61) and enrollment gender (Q5)

	Male	Female	Missing	Total
Yes	331	137	1	469
	18.60%	21.21%	0.21%	19.20%
No	1428	498	15	1,941
	80.22%	77.09%	0.77%	79.45%
Missing	21	11	1	33
	1.18%	1.70%		1.35%
Total	1,780	646	17	2,443
	100%	100%	100%	100%

Findings: There was a slight difference, by gender, in the percentage of superintendents who had their district contribute to post-retirement health insurance (Male= 18.60%; Female 21.21%)

Table 5.4. Enrollment (Q8) and percentage of retirement contribution paid by your district (Q56)

Enrollment:	0–24%	25–49%	50–74%	75–100%	No state funded pension	Missing	Total
Fewer than 300	120	22	31	61	13	18	265
	45.28%	8.30%	11.70%	23.02%	4.91%	6.80%	100%
300 to 999	380	49	106	170	32	35	772
	49.22%	6.35%	13.73%	22.02%	4.15%	4.53%	100%
1,000 to 2,999	326	94	78	185	25	27	735
	44.35%	12.79%	10.61%	25.17%	3.40%	3.67%	100%
3,000 to 4,999	125	52	34	54	5	20	290
	43.10%	17.93%	11.72%	18.62%	1.72%	6.90%	100%
5,000 to 9,999	91	24	26	53	8	12	214
	42.52%	11.21%	12.15%	24.77%	3.74%	5.61%	100%
10,000 to 24,999	53	15	16	21	7	5	117
	45.30%	12.82%	13.68%	17.95%	5.98%	4.27%	100%
25,000 to 49,999	11	4	5	6	1	1	28
	39.29%	14.29%	17.86%	21.43%	3.57%	3.57%	100%
50,000 to 99,999	3	1	2	2	0	0	8
	37.5%	12.5%	25%	25%	0%	0%	100%
100,000 or more	2	1	1	2	0	0	6
	33.33%	16.67%	16.67%	33.33%	0%	0%	100%
Missing	5	0	0	2	0	1	8
	0.45%	0%	0%	4.45%	0%	0.84%	100%
Total	1,116	262	299	556	91	119	2,443
	45.68%	10.72%	12.24%	22.76%	3.72%	4.87%	100%

Findings: Similar to the results from the previous year, regardless of enrollment or race or cultural group, almost 46% of superintendents had up to 24% of their retirement contribution paid for by their district. Approximately 23% of superintendents had 91–100% of their contributions paid for by the district.

There were no notable differences by gender.

SECTION #6: RETIREMENT SYSTEM PARTICIPATION

Table 6.1. How many years of participation in the state retirement program are required to be vested? (Q53)

Years	Frequency	Percent
1	53	2.17%
2	4	0.16%
3	76	3.11%
4	28	1.15%
5	825	33.77%
6	10	0.41%
7	80	3.27%
8	36	1.47%
9	3	0.12%
10 or more	1,176	48.14%
I do not participate in a state retirement program	14	0.57%
Missing	138	5.65%
Total	2,443	100%

Findings: Most superintendents needed 10 or more years to vest (48.14.%). Five years was the second most common time period needed to vest (33.77%).

Table 6.2. Is there a maximum salary cap on the calculation of your state retirement benefits? (Q54)

	Frequency	Percent
Yes	306	12.53%
No	1339	54.81%
Not sure	741	30.33%
Missing	57	2.33%
Total	2443	100%

Findings: The majority of superintendents (54.81%) did not have a maximum salary cap on the calculation of their state retirement. Almost 30% were not sure if a salary cap existed.

Table 6.3. Is your retirement calculation based on your salary? (Q55)

	Frequency	Percent
Yes	2,264	92.67%
No	96	3.93%
District does not contribute on my behalf to a retirement plan/system	51	2.09%
Missing	32	1.31%
Total	2,443	100%

Findings: Most superintendents (92.67%) had their retirement calculations based on salary.

Table 6.4A. What portion of your state funded pension contribution is paid by the school district? (Q56)

	Frequency	Percent
0–24%	1,116	45.68%
25–49%	262	10.72%
50–74%	299	12.24%
75–100%	556	22.76%
No state funded pension	91	3.72%
Missing	119	4.87%
Total	2,443	100%

Findings: As in previous years, the three most common percentages paid by the district were: 0–24% (46%); 75–100% (23%); 50–74% (12%).

Table 6.4B. Gender (Q5) and what portion of your state funded pension contribution is paid by the school district? (Q56)

Gender	0–24%	25–49%	50–74%	75–100%	No state funded pension	Missing	Total
Male	788	192	245	435	64	56	1,780
	44.27%	10.79%	13.76%	24.44%	3.60%	3.15%	100%
Female	320	67	51	120	27	61	646
	49.54%	10.37%	7.89%	18.58%	4.18%	9.44%	100%
Missing	8	3	3	1	0	2	17
	0.72%	1.15%	1%	0.18%	0%	1.68%	100%
Total	1,116	262	299	556	91	119	2,443
	45.68%	10.72%	12.24%	22.76%	3.72%	4.87%	100%

Findings: Males were more likely to have 50–100% of their pension contribution paid by the district whereas females were more likely to have 0–24% paid by the district.

Table 6.4C. Enrollment (Q8) percentage of retirement contribution paid by your district? (Q56)

Enrollment:	0–24%	25–49%	50–74%	75–100%	No state funded pension	Missing	Total
Fewer than 300	120	22	31	61	13	18	265
	45.28%	8.30%	11.70%	23.02%	4.91%	6.80%	100%
300 to 999	380	49	106	170	32	35	772
	49.22%	6.35%	13.73%	22.02%	4.15%	4.53%	100%
1,000 to 2,999	326	94	78	185	25	27	735
	44.35%	12.79%	10.61%	25.17%	3.40%	3.67%	100%
3,000 to 4,999	125	52	34	54	5	20	290
	43.10%	17.93%	11.72%	18.62%	1.72%	6.90%	100%
5,000 to 9,999	91	24	26	53	8	12	214
	42.52%	11.21%	12.15%	24.77%	3.74%	5.61%	100%
10,000 to 24,999	53	15	16	21	7	5	117
	45.30%	12.82%	13.68%	17.95%	5.98%	4.27%	100%
25,000 to 49,999	11	4	5	6	1	1	28
	39.29%	14.29%	17.86%	21.43%	3.57%	3.57%	100%
50,000 to 99,999	3	1	2	2	0	0	8
	37.5%	12.5%	25%	25%	0%	0%	100%
100,000 or more	2	1	1	2	0	0	6
	33.33%	16.67%	16.67%	33.33%	0%	0%	100%
Missing	5	0	0	2	0	1	8
	0.45%	0%	0%	4.45%	0%	0.84%	100%
Total	1,116	262	299	556	91	119	2,443
	45.68%	10.72%	12.24%	22.76%	3.72%	4.87%	100%

Findings: Enrollment did not appear to be related to the percentage of retirement contribution paid by the district.

SECTION #7: MISCELLANEOUS BENEFITS

Table 7.1. Master list of miscellaneous benefits (Q52)

Benefits	Number	Frequency	Percent
Deferred compensation (e.g., tax sheltered annuity)	b1	877	35.90%
Guaranteed vesting in a retirement plan	b2	732	29.96%
Life insurance (accumulates value for you)	b3	1,229	50.31%
Conference attendance with fees paid	b4	1,996	81.70%
Support for a coach or mentor for the superintendent	b5	297	12.16%
Physical exam	b6	662	27.10%
Professional liability coverage in excess of any amount specified in state or local law	b7	529	21.65%
Tuition reimbursement (e.g. doctorate, additional degree, etc.)	b8	654	26.77%
College savings plan	b9	15	0.61%
Provision allowing you to engage in outside consulting	b10	663	27.13%
Provision allowing you to engage in outside teaching	b11	516	21.12%
Smart phone or similar communications device	b12	1,266	51.82%
Computer (e.g., laptop, iPad, etc.)	b13	1,388	56.81%
District credit card	b14	823	33.69%
Auto/vehicle stipend	b15	440	18.01%
Mileage stipend	b16	890	36.43%
District vehicle	b17	305	12.48%
Home internet stipend	b18	87	3.56%
Membership dues paid for professional organization(s)	b19	2,046	83.75%
Other		140	5.73%

Findings: The most common miscellaneous benefits included:

- b19 – Membership dues paid for professional organizations (83.75%)
- b4 – Conference attendance with fees paid (81.70%)
- b13 – Computer/laptop/tablet (56.81%)
- b12 – Smart phone of similar device (51.82%)
- b3 – Life insurance that accumulates value for you (50.31%)
- b16 – Mileage stipend (36.43%)
- b1 – Deferred compensation/annuity (35.90%)

Table 7.2A. Gender (Q5) and annual days of sick leave (Q28)

Number of Sick Days	Female		Male		Total	
	N	%	N	%	N	%
0–3 days	17	2.63%	44	2.47%	61	2.50%
4–6 days	13	2.01%	42	2.36%	56	2.29%
7–10 days	103	15.94%	348	19.55%	453	18.54%
11–15 days	415	64.24%	1072	60.22%	1500	61.40%
16–20 days	70	10.84%	177	9.94%	247	10.11%
21–25 days	15	2.32%	53	2.98%	68	2.78%
26+ days	11	1.70%	40	2.25%	51	2.09%
Missing					17	0.29%
Total	646		1780		2443	100.00%

Findings: The majority of superintendents (61.40%) received 11–15 days of sick leave per year. As was the case in previous surveys, the findings for days of sick leave demonstrated little difference by gender.

Table 7.2B. Gender (Q5) and maximum sick leave accrual (Q29)

Maximum Accrual of Sick Days	Female		Male		Total	
	N	%	N	%	N	%
0–25 days	48	7.43%	96	5.39%	145	5.94%
26–50 days	30	4.64%	98	5.51%	128	5.24%
51–75 days	59	9.13%	130	7.30%	190	7.78%
76–100 days	95	14.71%	239	13.43%	337	13.79%
101–150 days	62	9.60%	230	12.92%	292	11.95%
151–200 days	72	11.15%	166	9.33%	241	9.86%
200+ days	261	40.40%	801	45.00%	1069	43.76%
Missing					41	1.68%
Total	646		1780		2443	100.00%

Findings: As was the case in past studies, regardless of gender, 200+ days of sick leave accrual was most common among superintendents (43.76%).

Table 7.2C. Cap on sick leave carryover (Q37)

	Count	%
Yes	695	29.26%
No	1727	70.70%
Missing	1	0.04%
Total	2443	100.00%

Findings: Approximately 70% of superintendents did not have a cap on sick leave carryover. There was not a significant difference when gender was considered.

Table 7.3A. Annual vacation days (Q30)

	Count	%
0–3 days	99	4.05%
4–6 days	22	0.90%
7–10 days	236	9.66%
11–15 days	373	15.27%
16–20 days	763	31.23%
21–25 days	660	27.02%
26+ days	277	11.34%
Missing	13	0.53%
Total	2443	100.00%

Findings: Roughly 31% of superintendents received 16–20 days of vacation leave, followed by 27% of superintendents who received 21–25 days. No significant differences were found by gender or race/cultural group.

Table 7.3B. Cap on vacation leave carryover (Q38)

	Count	%
Yes	1962	81.14
No	456	18.85
Missing	25	.10
Total	2443	100.09

Findings: Approximately 81% of superintendents had some type of cap on vacation leave carryover. There was not a significant difference by race/cultural group or gender where numbers were sufficient. Likewise, there was not a relationship based on enrollment.

Table 7.4. Cap on personal leave carryover (Q39)

	Count	%
Yes	1716	71.26
No	692	28.73
Missing	35	1.40
Total	2443	101.39

Findings: Approximately 71% of superintendents had a cap on personal leave carryover. There were no discernable differences when gender or race/cultural background were considered.

Table 7.5. Upon departure from the district, how is sick leave accrual handled? (Q34)

Method	Count	%
Credited to retirement	639	26.16%
No payment for accrued sick leave upon departure	654	26.77%
Payment made to superintendent calculated at a daily rate	671	27.47%
Payment made to superintendent calculated at a negotiated rate below daily rate	459	18.79%
Missing	20	0.82%
Total	2443	100.00%

Findings: Approximately 27% of superintendents did not receive payment for accrued sick leave upon departure. There were no meaningful differences in this provision based on gender.

Table 7.6. Upon departure from the district, how is vacation leave accrual handled? (Q35)

Method	Count	%
Credited to retirement	112	4.58%
No payment for accrued vacation leave upon departure	782	32.01%
Payment made to superintendent calculated at a daily rate	1370	56.08%
Payment made to superintendent calculated at a negotiated rate below daily rate	161	6.59%
Missing	18	0.74%
Total	2443	100.00%

Findings: The majority of superintendents (56.08%) received a payment calculated at a daily rate; however, the percentage was noticeably lower than in 2021–2022 (62.33%). Gender did not impact how vacation leave accrual upon departure was handled.

Table 7.7. Upon departure from the district, how is personal leave accrual handled? (Q36)

Method	Count	%
Credited to retirement	307	12.57%
No payment for accrued personal leave upon departure	1347	55.14%
Payment made to superintendent calculated at a daily rate	466	19.07%
Payment made to superintendent calculated at a negotiated rate below daily rate	287	11.75%
Missing	36	1.47%
Total	2443	100.00%

Findings: More than half (55.14%) of superintendents did not receive payment for accrued personal leave upon departure. There were not meaningful differences based on gender on how leave accrual upon departure was handled.

Table 7.8. If there is a cap on vacation/personal leave days that can be carried over and that cap is exceeded, how are the days exceeding the cap handled? (Q40)

Method	N	%
Credited toward retirement	61	2.50
Forfeited with no additional compensation	1162	47.56
Missing	36	1.47
Other (Please explain):	5	.20
Paid out as additional compensation	673	27.55
There is no cap	341	13.96
Other (Please explain) <i>No Details</i>	5	.20
Other (Please explain): Added to sick days.	49	2.00
Other (Please explain): 5 max reimbursed at daily rate	1	
Other (Please explain): 10 max reimbursed at daily rate	1	
Other (Please explain): 25 max reimbursed at daily rate	1	
Other (Please explain): After 30 accrued, then anything above 30 are lost	1	
Other (Please explain): All unused vacation and personal leave is rolled into sick leave at the end of each year.	1	
Other (Please explain): Any carry over not used in the next year by January 1st is lost.	1	
Other (Please explain): Can be paid for up to 5 days over cap if not used.	1	
Other (Please explain): Can roll over every year but can only accrue 40 for pay out at end of contract	1	
Other (Please explain): Excess vacation is placed in non-elective TSA. Excess personal is paid at daily rate.	1	
Other (Please explain): If over 20 days, there are moved to sick leave.	1	
Other (Please explain): If unused after two years the days turn into sick days.	1	
Other (Please explain): No personal days. Superintendent can cash out 30 days annually. 30 days maximum can carry over.	1	
Other (Please explain): No vacation or personal leave days - 215 required work days	1	
Other (Please explain): Paid for up to 19 days of vacation at daily rate and paid for up to 3 personal days at negotiated rate (3 days - \$100 per day, 2 days - \$90 per day, 1 day - \$80)	1	
Other (Please explain): Personal days accrued to sick time. Maximum sick time is 240 days.	1	
Other (Please explain): Personal days roll into sick days the following year	1	
Other (Please explain): Vacation capped at 50 and then I could buy out 10 per year. Personal days convert to sick days and rolled into sick accrual maxing out at 200 with no credit beyond that.	1	
Other (Please explain): Vacation day cap is 30 days; Unused personal days convert to sick leave	1	
Other (Please explain): Vacation/personal leave rolls into sick days, which is capped at 150 days.	1	
Grand Total	2443	100%

Findings: There were multiple options cited by superintendents. The most common provision was that days that exceeded the cap were forfeited (47.56%). Approximately 28% of superintendents had the days paid out as additional compensation.

Table 7.9. Term of current employment contract? (Q22)

	Frequency	Percent
Less than 1 year	59	2.42%
1 year	184	7.53%
2 years	475	19.44%
3 years	1011	41.38%
4 years	291	11.91%
5+ years	418	17.11%
Missing	5	0.20%
Grand Total	2443	100%

Findings: Similar to last year, approximately 41% of superintendents had a three-year contract, followed by 17% who had a contract of five years or more. There were no significant differences noted when gender and/or race/cultural group were considered.

Table 7.10. Does your present employment contract have an incentive/performance clause (i.e., a defined provision providing a reward for accomplishing a predetermined task or objective)? (Q23)

	Count	%
Yes	320	13.10%
No	2118	86.70%
Missing	5	0.20%
Total	2443	100.00%

Findings: Approximately 13% of superintendents had a performance clause in their contracts compared to 15% in 2021–2022, 17% in 2020–2021, and 10% in 2019–2020.

Where numbers were sufficient, there were differences by race/cultural group. Performance clauses were more common for superintendents who identified as Black or African American (26.60%) than superintendents who identified as White (12.62%) or Latino or Hispanic (13.89). There were no differences by gender.

Table 7.11. Does your contract have a severance (buyout) clause? (Q25)

	Count	%
Yes	757	31.12%
No	1675	68.62%
Missing	11	0.36%
Total	2443	100.00%

Findings: Almost 31% of superintendents had a severance/buyout provision. Almost half (48.93%) of superintendents who identified as Black or African American had the provision compared to approximately 48.61% of superintendents who identified as Latino or Hispanic and 29.41% of superintendents who identified as White. There were no differences by gender.

Table 7.12. 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)? (Q27)

	Count	%
Yes	273	11.17
No	2152	88
Missing	18	0.73
Total	2443	100

Findings: Only 11.17% of superintendents had this provision. There were no differences found by gender or racial/cultural group.

Table 7.13. Is your employment agreement base salary subject to a cap? (Q41)

	Count	%
Yes, based on district policy regulation or practice	141	5.77%
Yes, based on state law	123	5.03%
No	2136	87.43%
Other	25	1.02%
Missing	18	.74%
Total	2443	100.00%

Findings: There was not a difference based on gender. Approximately 87% of all superintendents did not have a salary cap on their base salary.

Table 7.14A. Evergreen (rollover) provision (Q24)

	Count	%
Yes	674	27.59%
No	1761	72.08%
Missing	8	0.33%
Total	2443	100.00%

Findings: Approximately 72% of superintendents did not have this provision. There was no difference based on gender.

Table 7.14B. Race/cultural group (Q6) and evergreen (rollover) provision (Q24)

Race/Cultural Group	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
American Indian or Alaska Native	6	40%	9	60%	0	0%	15	0.61%
Asian	2	33.33%	4	66.67%	0	0%	6	0.25%
Black or African American	20	21.28%	74	78.72%	0	0%	94	3.85%
Hispanic or Latino	17	23.61%	55	76.39%	0	0%	72	2.95%
Native Hawaiian or other Pacific Islander	1	25%	3	75%	0	0%	4	0.16%
White (not Hispanic or Latino)	599	27.58%	1566	72.10%	7	0.29%	2172	88.91%
Other	4	44.44%	5	55.56%	0	0%	9	0.36%
Two or More Races	11	42.31%	15	57.69%	0	0%	26	1.06%
Prefer not to answer	10	29.41%	24	70.59%	0	0%	34	1.39%
Missing	4	.16%	6	.25%	1	0.04%	11	0.45%
Total	674		1761		8		2443	100.00%

Findings: Where numbers were sufficient, there was a small difference by race/cultural group with approximately 28% of superintendents who identified as White reporting this provision compared to 21% of superintendents who identified as Black or African American and 24% of superintendents who identified as Latino or Hispanic.

Table 7.15. Indemnification/hold harmless (Q26)

	Count	%
Yes	1031	42.20%
No	854	34.96%
Not necessary as it is already provided by law	517	21.16%
Missing	41	1.68%
Total	2443	100.00%

Findings: Approximately 42% of superintendents had an indemnification/hold harmless provision in their contracts, a slight decrease from 46% last year. There was little difference based on gender or race/cultural group.

SECTION #8: USE OF LEGAL COUNSEL

Table 8.1A. Did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)

	Frequency	Percent
Yes	773	31.66%
No	1,632	66.80%
Missing	38	1.55%
Total	2443	100%

Findings: Approximately 32% of respondents used legal counsel or other outside agents to assist in the development/negotiations of the employment contract. In 2021–2022, 35% of respondents used counsel and in 2019–2020, 30% of respondents indicated they used legal counsel or other outside agents.

Table 8.1B. Gender (5) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)

	Male	Female	Missing	Total
Yes	508	265	14	787
	28.54%	41.02%	0.49%	100%
No	1256	376	24	1656
	70.56%	58.20%	0.94%	100%
Total	1780	646	35	2443

Findings: A significantly higher percentage of female respondents (41.02%) used legal counsel or other outside agents assist in the development and/or negotiations of your employment agreement compared to male superintendents (28.54%).

Table 8.1C. Race/cultural group (Q6) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)

	Yes	No	Total
White (Not Hispanic or Latino)	656	1490	2172
	30.20%	69.80%	100%
Black or African American	51	43	94
	54.25%	45.75%	100%
Hispanic or Latino	30	42	72
	41.67%	58.33%	100%
Asian	5	1	6
	83.33%	16.67%	100%
Native Hawaiian or other Pacific Islander	0	4	4
	0%	100%	100%
American Indian or Native Alaska	2	13	15
	13.33%	86.67%	100%
Two or more races	11	15	26
	42.31%	57.69%	100%
Prefer not to answer	13	20	33
	39.40%	60.60%	100%
Missing	-	-	38
	-	-	100%
Total	773	1632	2443
	35.47%	63.68%	100%

Findings: Discounting the small number of respondents by some racial/cultural groups, there was evidence of variance in the percentages of superintendents who employed legal counsel or other outside agents, 54% of superintendents who identified as Black or African American and almost 42% of superintendents who identified as Hispanic or Latino superintendents employed legal counsel or other outside agents compared to 30% of superintendents who identified as White.

Table 8.1D. Enrollment (Q8) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q63)

	Yes	No	Missing	Total
Fewer than 300	46	214	5	265
	17.35%	80.75%	1.90%	100%
300 to 999	201	567	4	772
	26.04%	73.45%	.51%	100%
1,000 to 2,999	247	481	7	735
	33.61%	65.44%	.95%	100%
3,000 to 4,999	109	177	4	290
	37.59%	61.03%	0.38%	100%
5,000 to 9,999	93	120	1	214
	43.46%	56.07%	.47%	100%
10,000 to 24,999	56	61	0	117
	47.87%	52.14%	0%	100%
25,000 to 49,999	16	11	1	28
	57.14%	39.29%	3.57%	100%
50,000 to 99,999	4	4	0	8
	50%	50%	0%	100%
100,000 or more	3	3	0	6
	50%	50%	0%	100%
Total	775	1,638	15	2428
	35.47%	63.68%	0.84%	100%

Findings: Where a sufficient number of respondents existed, there was a relationship between enrollment and superintendent use of legal counsel or other outside agents. In general, as enrollment increased so, too, did the use of legal counsel or outside agents.

Table 8.2A. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement? (Q64)

	Frequency	Percent
Yes	1,366	55.91%
No	1,056	43.23%
Missing	21	0.86%
Total	2,443	100%

Findings: Almost 56% of school districts used legal counsel to assist in the development and/or negotiations of the superintendents' employment contract compared to just 31.66% of superintendents. In 2020–2021, 65% of districts employed counsel.

Table 8.2B. Gender (Q5) and did the school district use legal counsel to assist in the development and/or negotiations of your contract? (Q64)

	Male	Female	Missing	Total
Yes	946	410	10	1,366
	53.15%	63.57%	58.82%	55.91%
No	822	228	6	1,056
	46.18%	35.19%	35.29%	43.23%
Missing	12	8	1	21
	0.67%	1.24%	5.88%	0.86%
Total	1,780	645	17	2,443
	100%	100%	100%	100%

Findings: Boards of education used legal counsel in contract negotiations with females more frequently than with males (Female = 63.57% and Male = 53.15%)

Table 8.2C. Enrollment (Q8) and did the school district use legal counsel in negotiating the employment agreement? (Q64)

	Yes	No	Missing	Total
Fewer than 300	86	175	4	265
	32.45%	66.04%	1.51%	100%
300 to 999	331	438	3	772
	42.88%	56.74%	0.39%	100%
1,000 to 2,999	435	292	8	735
	59.18%	39.73%	1.09%	100%
3,000 to 4,999	214	74	2	290
	73.79%	25.52%	0.69%	100%
5,000 to 9,999	168	45	1	214
	78.5%	21.03%	0.47%	100%
10,000 to 24,999	97	19	1	117
	82.91%	16.24%	0.85%	100%
25,000 to 49,999	23	4	1	28
	82.14%	14.29%	3.57%	100%
50,000 to 99,999	7	1	0	8
	87.5%	12.5%	0%	100%
100,000 or more	4	2	0	6
	66.67%	33.33%	0%	100%
Missing	1	6	1	8
	12.5%	75%	12.5%	100%
Total	1,366	1,056	21	2,443
	55.91%	43.23%	0.86%	100%

Findings: Where a sufficient number of respondents existed, there was a relationship between enrollment and district use of legal counsel or other outside agents in superintendent contract negotiations. The use of counsel increased as enrollment increased.

Table 8.2D. Race/cultural group (Q6) and did the school district employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q64)

	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1,180	973	19	2,172
	54.33%	44.8%	0.87%	100.00%
Black or African American	71	23	0	94
	75.53%	24.47%	0.00%	100.00%
Hispanic or Latino	54	18	0	72
	75.00%	25.00%	0.00%	100%
Asian	5	1	0	6
	83.33%	16.67%	0.00%	100.00%
Native Hawaiian or other Pacific Islander	2	2	0	4
	50.00%	50.00%	0.00%	100%
American Indian or Alaska Native	6	9	0	15
	40.00%	60.00%	0.00%	100.00%
Two or more races	16	10	0	26
	61.54%	38.46%	0.00%	100.00%
Prefer not to answer	20	13	1	34
	58.82%	38.24%	2.94%	100.00%
Other	7	2	0	9
	77.78%	22.22%	0.00%	100.00%
Missing	5	5	1	11
	45.45%	45.45%	9.09%	100.00%
Total	1,366	1,056	21	2,443
	55.91%	43.23%	0.86%	100.00%

Findings: Where a sufficient number of respondents existed, higher percentages of districts led by a superintendent of color (Black or African American 75.53%; Hispanic or Latino 75%) employed legal counsel compared to districts led by White superintendents (54.33%). Enrollment may have been the driving factor.

SECTION #9: MEMBERSHIPS

Table 9.1. AASA membership (Q66)

	Frequency	Percent
Yes	1,748	71.55%
No	675	27.63%
Missing	20	0.82%
Total	2,443	100%

Findings: Approximately 72% respondents were AASA members.

Table 9.2. AASA membership (Q66) and gender (Q5)

	Male	Female	Missing	Total
Yes	1,251	486	11	1,748
	70.28	75.19	64.71	71.55
No	515	156	4	675
	28.93	24.19	23.53	27.63
Missing	14	4	2	20
	0.79	0.62	11.76	0.82
Total	1,780	645	17	2,443
	100	100	100	100

Findings: Slight differences by gender existed with 75% of female superintendents indicating they were AASA members compare to 70% of males.

Table 9.3. AASA membership (Q66) and race/cultural group (Q6)

	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1550	606	16	2172
	71.36%	27.9%	0.74%	100.00%
Black or African American	82	12	0	94
	87.23%	12.77%	0%	100.00%
Hispanic or Latino	41	30	1	72
	56.94%	41.67%	1.39%	100.00%
Asian	5	1	0	6
	83.33%	16.67%	0%	100.00%
Native Hawaiian or other Pacific Islander	3	1	0	4
	75.00%	25.00%	0%	100.00%
American Indian or Alaska Native	12	3	0	15
	80.00%	20.00%	0%	100.00%
Two or more races	19	7	0	26
	73.08%	26.92%	0%	100.00%
Prefer not to answer	26	7	1	34
	76.47%	20.59%	2.94%	100.00%
Other	4	5	0	9
	44.44%	55.56%	0.00%	100.00%
Missing	6	3	2	11
	54.55%	27.27%	18.18%	100%
Total	1,748	675	20	2,443
	71.55%	27.63%	0.82%	100.00%

Findings: Where numbers were sufficient, there was a small difference in membership by race/cultural background. A higher percentage of superintendents who identified as Black or African American (87%) were AASA members compared to superintendents who identified as White (71.36%) or Hispanic and Latino (57%).

Table 9.4. Professional association membership dues paid by the school district? (Q62)

	Frequency	Percent
Community Organizations (e.g., Rotary, Chamber of Commerce)	1101	45.07%
Regional Professional Organizations (e.g., state association)	2263	92.63%
National Professional Organizations (e.g., AASA)	1748	75.52%

Findings: The trend of lower percentages of respondents having their national professional organization memberships paid in their contracts continued with 75.52% of superintendents having the benefit, compared to 86.8% in 2021 and 94.5% in 2020.

There was also a reduction in the percentage of local/communication organization members paid for (45.07%), compared to 54.5% in 2021–2022 and 58.3% in 2020–2021. There was essentially no change in the percentage of respondents who had their regional/state organization membership paid for by the district.

Table 9.5. Other national education organizations to which you belong (Q68)

- A. American Federation of School Administrators
- B. Association of Educational Service Agencies
- C. Association of Latino Superintendents and Administrators
- D. Association of School Business Officials, International
- E. ASCD
- F. Chiefs for Change
- G. Council of Administrators of Special Education
- H. Council of the Great City Schools
- I. International Society for Technology in Education
- J. National Alliance of Black School Educators
- K. National Association of Elementary School Principals
- L. National Association of Secondary School Principals
- M. National Indian Education Association
- N. National Rural Education Association
- O. National Superintendents Roundtable
- P. The Consortium for School Networking (CoSN)
- Q. Urban Superintendents Association of America
- R. District Administrators Leadership Association

SECTION #10: 2022–2023
AASA SALARY & BENEFITS STUDY
SURVEY INSTRUMENT

REVISED: 09/14/2022

General Demographics

In an effort to better understand trends and patterns in superintendent turnover, attrition, and retention, as well as to explore trends in your AASA Salary & Benefits Survey responses across district types, we are offering respondents the opportunity to identify themselves and share their district name.

Your participation in this section of the AASA Annual Superintendent Salary & Benefits Survey is completely voluntary. If you choose to provide your own and your district's name, these responses will remain confidential, and no personally identifiable information will ever be publicized or shared. Responses to these questions will only be used for statistical purposes to connect district data to superintendent survey response data.

1. Name:
2. District Name
3. Zip code of District

Demographic Information: Superintendent and District

4. Your age:
_____ [*Note: Actual age asked for; not dropdown*]
5. Your gender:
 - A. Male
 - B. Female
 - C. Other
 - D. Prefer not to answer
6. 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. Two or more races
 - H. Other
 - I. Prefer not to answer

7. State where your school district is located
[Note: Dropdown of all states]
8. 2022–23 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
9. My school district is best described as: (select one option)
- A. Rural
 - B. Suburban
 - C. Urban

Professional Profile - Superintendent

10. 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
11. 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
12. Terminal degree (Please select the last degree completed, not certification)
- A. MA/MS/MED (Masters)
 - B. EdD

- C. PhD
- D. JD
- E. MBA
- F. EdS
- G. CPA
- H. Other (Textbox)

13. What is your present (2022–23) annual base salary? (**Please use whole numbers without commas.**)

\$ _____

Workforce Profile

14. What is the estimated average annual base salary for an associate/assistant/deputy superintendent position in your district?
15. What is the estimated average annual base salary for a high school principal position in your district?
16. What is the estimated average annual base salary for a middle school principal position in your district?
17. What is the estimated average annual base salary for an elementary school principal position in your district?
18. What is the estimated average beginning base salary for a 10-month teacher with a bachelor's degree, no advanced degree, and no experience?
19. Which of the following best describes your professional plans at the conclusion of this current school year? *Mark one.*
 - Continue serving as superintendent at my current district
 - Serve as superintendent at a different district within the same state
 - Serve as superintendent in another state
 - Serve as superintendent at a non-public school
 - Continue working in education, but pursue a different (non-superintendent) position
 - Retire, and then be re-hired to continue working in my current district
 - Retire, and then be re-hired to continue working in a different district within the same state
 - Retire, and then be re-hired to continue working in education in another state
 - Retire, and then pursue an education-related position outside of K–12 public schools
 - Retire and work as an interim superintendent
 - Leave education to retire
 - Leave education to work in a non-education field
 - Leave education for other reasons (insert reason)

Fiscal Profile

20. What is your projected 2022–2023 per pupil expenditure from the general fund?

- A. Less than \$5,000
 - B. \$5,000–7,499
 - C. \$7,500–9,999
 - D. \$10,000–12,499
 - E. \$12,500–14,999
 - F. \$15,000 +
21. What is your perception of the general economic condition in the area in which the district is located?
- A. Growing economic condition
 - B. Stable economic condition
 - C. Declining economic condition

Contract Terms

22. What is 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
23. 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
24. Does your present employment contract have a rollover (evergreen) provision (meaning the contract automatically renews on a periodic basis)?
- A. Yes
 - B. No
25. Does your employment agreement have a severance (buy-out) clause?
- A. Yes
 - B. No
26. 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
27. 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
28. 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
29. 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
30. 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
31. 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
32. 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
33. 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
34. Upon your departure from the school district, how is sick leave accrual 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
 35. Upon your departure from the school district, how is vacation leave accrual 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 vacation leave upon departure
 36. Upon your departure from the school district, how is personal leave accrual 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 personal leave upon departure
 37. 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
 38. 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
 39. 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
 40. If there is a cap on vacation/personal leave days that can be carried over and that cap is exceeded, the days exceeding the cap are: (e.g. Cap is 10 days but superintendent does not use 15 days)
 - A. Paid out as additional compensation
 - B. Forfeited with no additional compensation
 - C. Credited toward retirement
 - D. Other, please explain (Need a text box here)
 - E. There is no cap
 41. 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

42. 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
43. Does your employment agreement include a specific and detailed listing of your duties and responsibilities?
- A. Yes
 - B. No
44. Does your employment agreement include a specific and detailed process for handling complaints/criticisms?
- A. Yes
 - B. No
45. Does your state have a cap on amount paid for buy outs?
- A. Yes
 - B. B. No
46. If your state has a statue that caps the maximum duration of an employment contract, what is the cap?
- A. Less than 3 years
 - B. 3 years
 - C. 4 years
 - D. 5 years
 - E. 6 years
 - F. More than 6 years
 - G. There is no cap

Performance Evaluation

47. Does your employment agreement specify the process, measures and indicators to be used for your formal performance evaluation?
- A. Yes
 - B. No
48. Is your formal performance evaluation linked to objectives or directions specified in the previous year's performance?
- a. Yes
 - b. No
49. Is your formal performance evaluation linked to student outcomes/performance?
- a. Yes
 - b. No
50. Is the outcome of your formal performance evaluation made public?
- a. Yes, by employment agreement
 - b. Yes, by state law
 - c. No

51. How frequently are you evaluated according to your employment agreement?
- A. Annually
 - B. More than once a year
 - C. Biennially (Every 2 years)
 - D. Never
 - E. Other

Miscellaneous Benefits

52. 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 (e.g. doctorate, additional degree, etc.)
 - 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, iPad, etc.)
 - N. District credit card
 - O. Auto/vehicle stipend
 - P. Mileage stipend
 - Q. District vehicle
 - R. Home Internet stipend
 - S. Membership dues paid for professional organization(s)
 - T. Other (MAKE THIS A TEXT BOX)
53. How many years of participation in the state retirement program are required to be vested?
- A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
 - F. 6
 - G. 7
 - H. 8
 - I. 9
 - J. 10 or more
 - K. Do not participate in state retirement program
54. Is there a maximum salary cap on the calculation of your state retirement benefits?
- A. Yes

- B. No
 - C. Not sure
55. 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.
56. What portion of your state funded pension contribution is paid by the school district?
- A. 0-24%
 - B. 25-49%
 - C. 50-74%
 - D. 75-100%
 - E. No state funded pension
57. 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
58. 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
59. What health insurance coverage, paid by the district, do you receive in your employment agreement? (Mark all that apply)
- A. Medical/Hospital
 - B. Dental
 - C. Vision/Optical
 - D. Disability
 - E. All the above
 - F. All EXCEPT Disability and/or Vision
60. What health insurance coverage, paid by the district, do you receive in your employment agreement for your family? (Mark all that apply)
- A. Medical/Hospital
 - B. Dental
 - C. Vision/Optical
 - D. Disability
 - E. All the above
 - F. All EXCEPT Disability and/or Vision
61. Do you receive any post-retirement health insurance coverage as part of your contract?
- A. Yes
 - B. No

62. 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

63. Did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement?
- A. Yes
 - B. No
64. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement?
- A. Yes
 - B. No
65. Are you drawing retirement from one state and working as a superintendent in another state?
- A. Yes
 - B. No

Other Information

66. Do you presently belong to AASA, The School Superintendents Association?
- A. Yes
 - B. No
67. Do you presently belong to a state superintendent association?
- A. Yes
 - B. No
68. Please list other national education organizations to which you belong.
- A. American Federation of School Administrators
 - B. Association of Educational Service Agencies
 - C. Association of Latino Superintendents and Administrators
 - D. Association of School Business Officials, International
 - E. ASCD
 - F. Chiefs for Change
 - G. Council of Administrators of Special Education
 - H. Council of the Great City Schools
 - I. International Society for Technology in Education
 - J. National Alliance of Black School Educators
 - K. National Association of Elementary School Principals
 - L. National Association of Secondary School Principals
 - M. National Indian Education Association

- N. National Rural Education Association
- O. National Superintendents Roundtable
- P. The Consortium for School Networking (CoSN)
- Q. Urban Superintendents Association of America
- R. Other (Please specify)

69. AASA is interested in collecting and disseminating information about unique and creative contract clauses that female superintendents and superintendents of color have been able to use to advocate for themselves and incorporate into their contracts. Please use the space below to provide your feedback.