



2023–2024 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

Non-MEMBER VERSION

**Tara Thomas
Christopher H. Tienken, Ed.D.
Jennifer Timmer, Ph.D.
Sean Cronin, Ed.D.
Samantha Lott-Velez
Michael J. Fetherman**

David Schuler, Ph.D., AASA EXECUTIVE DIRECTOR

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February 2024**



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“

I think it's pretty simple. They save time. They allow us to focus on other aspects of our school district. They save us money. They save us resources. It's really a simple plug-in that just makes all the sense in the world.

Public school district superintendents continue to feel the weight of shrinking education funding. Procurement has become more arduous, with copious hours spent on district purchasing tasks. To combat the strain, districts look to government cooperative procurement as an additional arm of their purchasing team.

There are many procurement organizations for education, so it is important to look for those with exceptional customer service, keen knowledge of states' regulations, and a diverse selection of affordable and customizable contracts.

Sourcewell is a government cooperative procurement organization, with over 40 years of dedicated service helping government,

education, and nonprofits work more efficiently through national, competitively solicited contract purchasing solutions.

Offering speedier contract creation and the opportunity to leverage economies of scale, with organizations like Sourcewell, district purchasers can essentially stop bidding and buy what they want when they want it (because Sourcewell has already done it for you).

One school district in Illinois has done just that, and they want other districts to learn from their experiences with cooperative purchasing to gain strategies to better streamline and improve purchasing processes through cooperative procurement to save them time, money and their sanity.

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The challenge

Dr. Nick Polyak, Superintendent of Leyden High School District 212 in Franklin Park, Ill., is the leader of a small district of approximately 3,800 students and staff. He has had extensive experience with cooperative purchasing and with Sourcewell.

With just two high schools, Leyden High School District 212 knows size can matter. They don't have a robust Buildings and Grounds department, for example, and they rely on fewer people than in larger districts to make the same big procurement decisions.

“
It's the totality of all the things they offer and the support they give.

Before using Sourcewell, Leyden district leaders would commit a lot of time preparing bid specifications for purchasing goods and services. There were multiple week-long review processes, before they could bring any of the bids to their Board of Education. Using Sourcewell to assist with the procurement process, Leyden district staff has saved valuable time and resources (in some cases weeks) that could be dedicated to other critical tasks in the buildings that were not receiving as much attention.

The solution

In Dr. Polyak's words, “Imagine our staff to be experts in every possible field of goods and services for which they need to buy, such that they can write specifications, knowing the exact details to focus on. The learning curve is so huge, it's unrealistic, and our time could be used more efficiently in other areas. It's been a life saver to have a partner in procurement who can say **‘we've already done that for you, we've already put those bids together, we've already vetted them.’** You would never know until you're in the job



Campus view of East Leyden High School, Leyden High School District 212, Franklin Park, IL

as to what goes into some of these procurement processes, so that you're legally covered, so that you can present information to your community and to your board of education. They don't prepare you for these things in doctoral programs.”

The impact

Leyden is a partner with Sourcewell, because they find them to be trustworthy, and that's what a district should be looking for. According to Dr. Polyak, “Sourcewell is a part of the Minnesota government, so they're respected and vetted, and they can be depended on for having the years of experience and thousands of agencies who also depend on them.

“Sourcewell's customer service is also second to none. Whenever there have been issues or questions, they're very responsive. They've helped in any way we've needed, and the availability of products they have is unbelievable. If it's something you need, they've probably done the work on it, and they can help you with it.

“It's the totality of all the things they offer and the support they give. We've worked with Sourcewell to buy classroom furniture. We've worked with them to buy maintenance equipment, snowplows, and mowers. We've worked with them to put in an artificial turf athletic field. When you think about the broadness of all those different products and processes, it's really remarkable.

“I think it's pretty simple. They save time. They allow us to focus on other aspects of our school district. They save us money. They save us resources. It's really a simple plug-in that just makes all the sense in the world to get the quantity of scale of what they've done to support school districts.

“In full transparency, I'm not the direct link to cooperative purchasing or Sourcewell. It's our chief school business official, our supervisor of buildings and grounds. When they come back to me and rave about the customer service, then I know it's good — it's making our people's lives easier. When our people are happy, I'm happy. When I'm happy, the board of education and the community are happy... so it all works.”



Nicholas Polyak, serves as the superintendent for Leyden Community High School District #212 in Illinois. He began his educational career as a high school math

teacher and has since served as a dean of students, assistant principal and director of instruction and staff development. He served his first superintendency at Illinois Valley Central School District #321.

Polyak currently co-leads AASA's Aspiring Superintendents Academy® Hybrid Learning Model and leads AASA's Transformational Leadership Consortium.

2023–2024 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

EXECUTIVE SUMMARY

The 2023–2024 AASA Superintendent Salary & Benefits Study marks the twelfth consecutive edition of this report. The 2023–2024 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 2,706 complete responses — the highest response rate since inception of the study in 1999. The survey was distributed online and relied on superintendents responding to 66 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 in 2011 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 the 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 Christopher H. Tienken, EdD, the AASA Research Professor in Residence, Associate Professor of Education Leadership, Management, and Policy from Seton Hall University, and External Member of the Faculty in the Department of Education Sciences at the University of Catania, Italy. The *2020 Decennial Study* was sponsored by AASA in conjunction with Phi Delta Kappa. The official press release for the 2020 Decennial Study can be found at: <https://www.aasa.org/content.aspx?id=44397>.

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

Discussion of superintendent salaries and benefits brings about the inevitable comparison between public and private sector CEOs. Useful in this discussion is the article that appeared in the *AASA School Administrator* in September 2023, “To Cap or Not To Cap,” by Christopher Tienken (<https://www.aasa.org/resources/resource/to-cap-or-not-to-cap>) and the work of the *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 policy analyst; Dr. Christopher H. Tienken, AASA Research Professor in Residence, Associate Professor of Education Leadership, Management, and Policy, Seton Hall University and External Member of the Faculty in the Department of Education Sciences at the University of Catania, Italy; Dr. Jennifer Timmer, Assistant Professor of Education Leadership, Management, and Policy Seton Hall University; Dr. Sean Cronin, Matawan School District, NJ; and Seton Hall University doctoral students Samantha Lott-Velez, Assistant Superintendent, and Michael J. Fetherman, Superintendent. 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 slightly between July – September 2023 under the direction of Dr. Christopher Tienken for the current edition of the study. Peer review feedback of the survey was received by eight superintendents:

- Dr. Raymond Sanchez, Superintendent, Tarrytown Union Free School District, Sleepy Hollow NY.
- Dr. Tim Dilg, Superintendent, Valley Park School District, St. Louis, MO.
- Dr. Wendy Birhanzel, Superintendent, Harrison School District Two, Colorado Springs, CO.
- Krestin Bahr, Superintendent, Peninsula School District 401, Gig Harbor, WA.
- Dr. Lance Evans, Superintendent, New Albany City School District, New Albany, MS.
- Heidi Sipe, Superintendent, Umatilla School District 6R, Umatilla, OR.
- David Law, Superintendent, Minnetonka ISD 276, Minnetonka, MN.
- Dr. Rupak Gandhi, Superintendent, Fargo School District 1, Fargo, ND.

The review resulted in the elimination of three questions. Using a commercially prepared mailing list of American public school superintendents, email invitations to participate were distributed during the months of October and November 2023. No official exact count of the number of public school superintendents exists. The National Center for Education Statistics reported that there were 19,071 school districts as of the last count in 2021, 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 93-page report of findings is divided into 11 sections, includes 104 tables, and relies solely on measures of central tendency for the analysis of the data collected. In some cases, the data are 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 and enrollment, the number of responses may be insufficient to support decision making.
- Care should be exercised in generalizing results to all superintendents in the country.
- 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 boards of education.

There were 2,711 responses to the survey. After carefully checking the data, responses from five 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 2,706. The five omitted participant responses equated to 0.19% of the total responses; 99.81% of the total responses were retained in the sample.

****** Readers will note that respondents omitted responses to some questions. Therefore, the n-value fluctuates among the questions and can be less than 2,706 in some cases. In addition, some percentages in the tables presented may total between 99.4% and 100.6% due to rounding. Note that some percentage totals have been rounded to the nearest full percentage point to aid in readability.

******* 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 student enrollment.

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 for the purpose of contract negotiations.

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 Noelle Ellerson Ng, AASA Associate Executive Director, Policy and Advocacy, for her support and guidance and to AASA Policy Analyst Tara Thomas for her expertise and efforts to manage the nearly 176,000-cell spreadsheet containing the data collected for this study. The authors acknowledge Maree Sneed of Hogan and Lovells for her ongoing advice and input.

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Christopher H. Tienken, Ed.D.
February 2024

**AASA would like to thank K-12 *Insight* for powering the 2023-2024
Superintendent Salary Survey**



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Alabama	45	1.66%
Alaska	16	0.59%
Arizona	67	2.48%
Arkansas	45	1.66%
California	119	4.40%
Colorado	36	1.33%
Connecticut	38	1.40%
Delaware	5	0.18%
Florida	6	0.22%
Georgia	21	0.78%
Idaho	36	1.33%
Illinois	296	10.93%
Indiana	85	3.14%
Iowa	66	2.44%
Kansas	88	3.25%
Kentucky	21	0.78%
Louisiana	7	0.26%
Maine	30	1.11%
Maryland	10	0.37%
Massachusetts	22	.81%
Michigan	129	4.77%
Minnesota	85	3.14%
Mississippi	15	0.55%
Missouri	131	4.84%
Montana	46	1.70%
Nebraska	50	1.85%

State	Frequency	Percent
Nevada	13	0.48%
New Hampshire	23	.85%
New Jersey	96	3.55%
New Mexico	21	0.78%
New York	158	5.84%
North Carolina	23	0.85%
North Dakota	22	0.81%
Ohio	127	4.69%
Oklahoma	69	2.55%
Oregon	45	1.66%
Pennsylvania	169	6.24%
Rhode Island	17	0.63%
South Carolina	12	0.61%
South Dakota	22	0.44%
Tennessee	29	1.07%
Texas	80	2.96%
Utah	18	0.66%
Vermont	25	0.92%
Virginia	32	1.18%
Washington	57	2.11%
West Virginia	5	0.18%
Wisconsin	105	3.88%
Wyoming	21	0.78%
Missing	2	0.07%
Total	2,706	100%

Findings: A total of 2,706 valid responses were received. The total return is the largest since the inception of the project in 1999 and compares favorably with recent editions of the study:

2022-2023 N=2,444 2021–2020 N=1,785 2020–2021 N=1,509
 2019-2020 N=1,259 2018–2019 N=1,433 2017–2018 N=1,172

A total of 49 states were represented. No responses were received from the District of Columbia or Hawaii.

Table 1.2A. Age (Q4)

Age	Frequency	2024	2023
≤30	4	0.15%	0%
31-40	109	4.03%	3.23%
41-50	950	35.11%	31.48%
51-60	1366	50.48%	53.09%
61-70	235	8.68%	10.03%
70+	24	0.89%	0.74%
Missing	18	0.67%	1.43%
Total	2,706	100%	100%

Findings: The mean age of the superintendent was 50, two years younger than the previous year (52). The median age was 52, as it was in the 2022–2023 study. The modal response was 51–60 years of age and 39.29% of respondents were 50 years old or younger in 2023–2024 compared to 34.71% last year.

Over 85% of respondents were ages 41–60 years old. A noticeably higher percentage of superintendents were in the 41–50 age range (35.11%) in the 2023–2024 study compared to 29.83% in 2012. The percentage of superintendents ages 60+ decreased from 19.48% in 2012 to just 9.57% in 2023–2024.

Table 1.2B. Race/cultural group (Q6)

Race / Ethnicity	Frequency	Percent
White (Not Hispanic or Latino)	2366	87.44%
Black or African American	121	4.47%
Hispanic or Latino	106	3.92%
Asian	15	0.55%
Native Hawaiian or Other Pacific Islander	3	0.11%
American Indian or Alaska Native	26	0.96%
Two or more races	18	0.67%
Prefer not to answer	41	1.52%
Other	10	0.37%
Total	2706	100%

Findings: Approximately 87% of respondents identified as White, followed by almost 4.5% Black or African American, and approximately 4% Hispanic or Latino.

Table 1.2C. Gender (Q5)

Gender	Frequency	Percent
Male	1,974	72.95%
Female	722	26.68%
Prefer Not to Answer	9	0.33%
Other	1	0.04%
Total	2,706	100%

Findings: There were only minor changes in the gender breakdown compared to the previous study.

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

Age	Male	Female	Other	Prefer Not to Respond	Total
≤30	4	0	0	0	4
	0.20%	0.00%	0.00%	0.00%	0.15%
31-40	85	24	0	0	109
	4.31%	3.32%	0.00%	0.00%	4.03%
41-50	702	243	0	5	950
	35.56%	33.66%	0.00%	55.56%	35.11%
51-60	984	379	1	2	1,366
	49.85%	52.49%	100%	22.22%	50.48%
61-70	169	66	0	0	235
	8.56%	9.14%	0.00%	0.00%	8.68%
70+	18	6	0	0	24
	0.91%	0.83	0.00%	0.00%	0.89%
Missing	12	4	0	2	18
	0.61%	0.55%	0.00%	22.22%	0.67%
Total	1,974	722	1	9	2,706
	100%	100%	100%	100%	100%

Findings: Similar to the previous year, slightly higher percentages of males fell within the 41–50 age range, whereas a slightly higher percentage of females fell within the 51–60 age range.

Table 1.3A. Enrollment (Q8)

	Frequency	Percent
Fewer than 300	316	11.68%
300 to 999	767	28.34%
1,000 to 2,999	840	31.04%
3,000 to 4,999	327	12.08%
5,000 to 9,999	245	9.05%
10,000 to 24,999	149	5.51%
25,000 to 49,999	35	1.29%
50,000 to 99,999	15	0.55%
100,000 or more	6	0.22%
Missing	6	0.22%
Total	2,706	100%

Findings: Almost 60% of district enrollment ranges from 300 to 2,999 students.

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

	Men	Women	Other/Prefer Not to Answer	Total
Fewer than 300	218	98	0	316
	11.06%	13.59%	0	
300 to 999	560	200	7	767
	28.42%	27.73%	0.23%	
1,000 to 2,999	629	209	2	840
	31.92%	28.98%	0.07%	
3,000 to 4,999	232	95	0	327
	11.78%	13.59%	0	
5,000 to 9,999	172	73	0	245
	8.95%	10.12%	0	
10,000 to 24,999	117	32	0	149
	8.73%	4.43%	0	
25,000 to 49,999	29	6	0	35
	1.47%	.83%	0	
50,000 to 99,999	8	7	0	15
	.41%	.97%	0	
100,000 or more	5	1	0	6
	.25%	.13%	0	
Total	1,970	721	9	2,702*
	72.95%	26.68%	0.33%	

*There were four missing responses for this question.

Findings: There was little difference where numbers were sufficient. Overall, approximately 70% of females and males in the sample worked in a district with fewer than 3,000 students.

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

	White (Not Hispanic or Latino)	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islander	American Indian or Alaska Native	Two or more races	Prefer not to answer	Other	Total
Fewer than 300	282	2	11	1	1	8	2	8	1	316
%	11.94	1.63	10.37	6.66	33.33	30.76	11.11	19.51	10.00	
300 to 999	691	22	17	2	1	9	7	16	2	767
%	29.26	18.18	16.03	13.33	3.333	34.61	38.88	39.02	20.00	
1,000 to 2,999	756	34	20	1	0	8	4	12	5	840
%	32.02	28.99	18.86	6.66	0	30.76	22.22	29.26	50.00	
3,000 to 4,999	282	16	18	6	0	0	1	3	1	327
%	11.94	13.22	16.98	6.66	0	0	5.55	7.31	10.00	
5,000 to 9,999	206	18	18	0	0	0	1	1	1	245
%	8.72	14.87	16.98	0	0	0	5.55	2.43	10.00	
10,000 to 24,999	108	20	14	4	0	0	3	0	0	149
%	4.57	16.52	13.20	2.67	0	0	16.66	0	0	
25,000 to 49,999	27	3	4	0	0	1	0	0	0	35
%	1.14	2.47	3.77	0	0	3.84	0	0	0	
50,000 to 99,999	8	5	2	0	0	0	0	0	0	15
%	.33	4.13	1.88	0	0	0	0	0	0	
100,000 or more	1	1	2	1	1	0	0	0	0	6
%	.04	.82	1.88	6.66	33.33	0	0	0	0	
Total	2,361	121	106	15	3	26	18	40	10	2,700
% Race/Cultural Group	87.44	4.47	3.92	0.55	0.11	0.96	0.67	1.52	0.37	100

Findings: Where sufficient numbers existed, there were differences by race/cultural group and enrollment. Approximately 73% of superintendents who identified as White work in districts with enrollments of fewer than 3,000 students compared to 48% of superintendents who identified as Black or African American and 45% of superintendents who identified as Hispanic or Latino.

Table 1.4A. District description (Q9)

	Frequency	Percent
Rural	1,779	65.74%
Suburban	726	26.83%
Urban	196	7.24%
No Response	5	0.18%
Total	2,706	100%

Findings: As is the case nationally, over 60% of the superintendents in this sample worked in rural districts.

Table 1.4B. District description (Q9) and enrollment (Q8)

	Rural	Suburban	Urban	Missing	Total
Fewer than 300	295	19	2	0	316
	93.35%	6.01%	0.63%	0	100%
300 to 999	681	70	16	0	767
	88.79%	9.13%	2.09%	0	100%
1,000 to 2,999	581	222	35	2	840
	69.17%	26.43%	4.17%	0.24%	100%
3,000 to 4,999	116	182	29	0	327
	35.47%	55.66%	8.87%	0	100%
5,000 to 9,999	73	125	47	0	245
	29.8%	51.02%	19.18%	0	100%
10,000 to 24,999	25	77	47	0	149
	16.78%	51.68%	31.54%	0	100%
25,000 to 49,999	3	20	12	0	35
	8.57%	57.14%	34.29%	0	100%
50,000 to 99,999	0	10	5	0	15
	0	66.67%	33.33%	0	100%
100,000 or more	2	1	3	0	6
	33.33%	16.67%	50%	0	100%
Total	1,776	726	196	2	2,700
	65.74%	26.83%	7	0.18%	100%

Findings: Where numbers were sufficient, there is a relationship between enrollment and urbanicity. As enrollment increases, the percentage of districts categorized as urban and suburban increases and those categorized as rural decreases. Approximately 93% of districts with fewer than 300 students were categorized as rural, whereas only 16.78% of districts with 10,000–24,999 students were categorized as rural.

Only 63% of districts with fewer than 300 students were categorized as urban, whereas almost 32% of districts with 10,000–24,999 students were categorized as urban.

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

	Rural	Suburban	Urban	No Response	Total
White (Not Hispanic or Latino)	1,601	639	122	4	2,366
	67.67%	27.01%	5.16%	0.17%	100%
Black or African American	42	39	40	0	121
	34.71%	32.23%	33.06%	0	100%
Hispanic or Latino	51	27	28	0	106
	48.11%	25.47%	26.42%	0	100%
Asian	7	5	3	0	15
	46.67%	33.33%	20%	0	100%
Native Hawaiian or other Pacific Islander	3	0	0	0	3
	100%	0	0	0	100%
American Indian or Alaska Native	24	0	2	0	26
	92.31%	0	7.69%	0	100%
Two or more races	13	4	1	0	18
	72.22%	22.22%	5.56%	0	100%
Other	7	3	0	0	10
	70%	30%	0	0	100%
Prefer not to say	31	9	0	1	41
	75.61%	21.95%	0	2.44%	100%
Total	1,779	726	196	5	2,706
	65.74%	26.83%	7.24%	0.18	100%

Findings: Where sufficient numbers existed, higher percentages of superintendents who identified as White (67.67%) work in rural districts compared to superintendents who identified as Black or African American (34.71%) and Hispanic or Latino (48.11%).

Conversely, higher percentages of superintendents who identified as Black or African American (33.06%) and Hispanic or Latino (26.42%) work in urban districts compared to superintendents who identified as White (5.16%).

Table 1.4D. District description (Q9) and gender (Q5)

Type	Male	Female	Other	Prefer not to say	Total
Rural	1,322	449	1	7	1,779
	66.97%	62.19%	100%	77.78%	65.74%
Suburban	523	202	0	1	726
	26.49%	27.98%	0	11.11%	26.83%
Urban	127	69	0	0	196
	6.43%	9.56%	0	0	7.24%
Missing	2	2	0	1	5
	0.1%	0.28%	0	11.11%	0.18%
Total	1,974	722	1	9	2,706
	100%	100%	100%	100%	99.99%

Findings: There were slight differences by gender and district description. A slightly higher percentage of males (67%) worked in rural districts compared to females (62%). Conversely, a slightly higher percentage of females (9.56%) worked in urban districts compared to males (6.43%).

Table 1.5A. Years as superintendent (Q11)

Years	Frequency	Percent
Less than 1 year	200	7.39%
1–5 years	1,094	40.43%
6–10 years	747	27.61%
11–15 years	412	15.23%
16–20 years	168	6.21%
21–25 years	61	2.25%
26–30 years	12	0.44%
31–35 years	6	0.22%
36–40 years	3	0.11%
40+ years	1	0.04%
No Response	2	0.07%
Total	2,706	100%

Findings: Similar to the results from 2022 and 2023, almost half — 47.82% — of respondents had five years or less experience as a superintendent.

Table 1.5B. Years as superintendent (Q11) and enrollment (Q8)

	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
Less than 1 year	31	60	49	21	25	12	2	0	0	0	200
	15.5%	30%	24.5%	10.5%	12.5%	6%	1%	0	0	0	100%
1-5 years	130	330	323	142	95	48	12	10	2	2	1,094
	11.88%	30.16%	29.52%	12.98%	8.68%	4.39%	1.1%	0.91%	0.18%	0.18%	100%
6-10 years	86	215	231	90	64	46	7	3	3	2	747
	11.51%	28.78%	30.92%	12.05%	8.57%	6.16%	0.94%	0.4%	0.4%	0.27%	100%
11-15 years	40	97	149	45	42	25	12	2	0	0	412
	9.71%	23.54%	36.17%	10.92%	10.19%	6.07%	2.9% ¹	0.49%	0	0	100%
16-20 years	22	38	55	23	15	12	1	0	0	2	168
	13.1%	22.62%	32.74%	13.69%	8.93%	7.14%	0.6%	0	0	1.19%	100%
21-25 years	5	19	24	5	2	5	1	0	0	0	61
	8.2%	31.15%	39.34%	8.2%	3.28%	8.2%	1.64%	0	0	0	100%
26-30 years	0	5	6	1	0	0	0	0	0	0	12
	0	41.67%	50%	8.33%	0	0	0	0	0	0	100%
31-35 years	1	2	1	0	1	1	0	0	0	0	6
	16.67%	33.33%	16.67%	0	16.67%	16.67%	0	0	0	0	100%
36-40 years	1	1	1	0	0	0	0	0	0	0	3
	33.33%	33.33%	33.33%	0	0	0	0	0	0	0	100%
40+ years	0	0	0	0	0	0	0	0	1	0	1
	0	0	0	0	0	0	0	0	100%	0	100
No Response	0	0	1	0	1	0	0	0	0	0	2
	0	0	50%	0	50%	0	0	0	0	0	100
Total	316	767	840	327	245	149	35	15	6	6	2,706
	11.68%	28.34%	31.04%	12.08%	9.05%	5.51%	1.29%	0.55%	0.22%	0.22%	100%

Findings: Where the number of responses was sufficient, there does appear to be a relationship between enrollment and years of experience as a superintendent. As enrollment increases, so do the years of experience. For example, almost half (45.5%) of superintendents with five or fewer years of experience work in districts with less than 1,000 students compared to superintendents with 11–15 years of experience (33.25%).

Table 1.5C. Years as superintendent (Q11) and gender (Q5)

Years	Male	Female	Other	Prefer Not to Answer	Total
Less than 1 year	131	68	0	1	200
	6.64%	9.42%	0	11.11%	7.39%
1–5 years	722	367	1	4	1,094
	36.58%	50.83%	100%	44.44%	40.43%
6–10 years	576	167	0	4	747
	29.18%	23.13%	0	44.44%	27.61%
11–15 years	332	80	0	0	412
	16.82%	11.08%	0	0	15.23%
16–20 years	139	29	0	0	168
	7.04%	4.02%	0	0	6.21%
21–25 years	52	9	0	0	61
	2.63%	1.25%	0	0	2.25%
26–30 years	12	0	0	0	12
	0.61%	0	0	0	0.44%
31–35 years	5	1	0	0	6
	0.25%	0.14%	0	0	0.22%
36–40 years	3	0	0	0	3
	0.15%	0	0	0	0.11%
40+ years	1	0	0	0	1
	0.05%	0	0	0	0.04%
Missing	1	1	0	0	2
	0.05%	0.14%	0	0	0.07%
Total	1,974	722	1	9	2,706
	100%	100%	100	100	100

Findings: Approximately 60% of female superintendents have five years or less of experience as a superintendent compared to about 43% of male superintendents.

Tables 1.5D. Years as superintendent (Q11) and race/cultural group (Q6)

	Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years	40+ years	No Response	Total
White (Not Hispanic or Latino)	170	928	649	383	159	57	11	4	3	0	2	2,366
	7.19%	39.22%	27.43%	16.19%	6.72%	2.41%	0.46%	0.17%	0.13%	0	0.08%	100%
Black or African American	13	66	27	11	1	2	0	1	0	0	0	121
	10.74%	54.55%	22.31%	9.09%	0.83%	1.65%	0	0.83%	0	0	0	100%
Hispanic or Latino	7	49	39	7	2	2	0	0	0	0	0	106
	6.6%	46.23%	36.79%	6.6%	1.89%	1.89%	0	0	0	0	0	100%
Asian	2	9	3	0	0	0	0	0	0	1	0	15
	13.33%	60%	20%	0	0	0	0	0	0	6.67%	0	100%
Native Hawaiian or other	0	2	1	0	0	0	0	0	0	0	0	3
	0	66.67%	33.33%	0	0	0	0	0	0	0	0	100%
American Indian or Alaska Native	1	12	5	3	4	0	0	1	0	0	0	26
	3.85%	46.15%	19.23%	11.54%	15.38%	0	0	3.85%	0	0	0	100%
Two or more races	2	6	7	2	0	0	1	0	0	0	0	18
	11.11%	33.33%	38.89%	11.11%	0	0	5.56%	0	0	0	0	100%
Prefer not to answer	5	15	14	5	2	0	0	0	0	0	0	41
	12.2%	36.59%	34.15%	12.2%	4.88%	0	0	0	0	0	0	100%
Other	0	7	2	1	0	0	0	0	0	0	0	10
	0	70%	20%	10%	0	0	0	0	0	0	0	100%
Total	200	1,094	747	412	168	61	12	6	3	1	2	2,706
	7.39%	40.43%	27.61%	15.23%	6.21%	2.25%	0.44%	0.22%	0.11%	0.04%	0.07%	100%

Findings: Where numbers were sufficient, there were differences by race/cultural group and years of experience as a superintendent. Approximately 54% of superintendents who identified as White had more than five years of experience compared to superintendents who identified as Black or African American (34.71%) and Hispanic or Latino (47.17%).

Table 1.6A. Years in your present position (Q10)

Years	Frequency	Percent
Less than 1 year	296	10.94%
1–5 years	1,400	51.74%
6–10 years	662	24.46%
11–15 years	244	9.02%
16–20 years	65	2.4%
21–25 years	23	0.85%
26–30 years	6	0.22%
31–35 years	4	0.15%
36–40 years	4	0.15%
40+ years	1	0.04%
Missing	1	0.04%
Total	2,706	100%

Findings: Almost 63% of superintendents have been in their current position fewer than six years. There was not a relationship between time in current position and enrollment.

Table 1.6B. Years in present position (Q10) and gender (Q5)

Years	Male	Female	Other	Prefer Not to Answer	Total
Less than 1 year	203	92	0	1	296
	10.28%	12.74%	0	.33%	10.94%
1–5 years	1,000	394	1	5	1,400
	50.66%	54.57%	100%	.35%	51.74%
6–10 years	497	162	0	3	662
	25.18%	22.44%	0	.45%	24.46%
11–15 years	195	49	0	0	244
	9.88%	6.79%	0	0	9.02%
16–20 years	50	15	0	0	65
	2.53%	2.08%	0	0	2.4%
21–25 years	20	3	0	0	23
	1.01%	0.42%	0	0	0.85%
26–30 years	4	2	0	0	6
	0.2%	0.28%	0	0	0.22%
31–35 years	1	3	0	0	4
	0.05%	0.42%	0	0	0.15%
36–40 years	3	1	0	0	4
	0.15%	0.14%	0	0	0.15%
40+ years	0	1	0	0	1
	0	0.14%	0	0	0.04%
Missing	1	0	0	0	1
	0.05%	0	0	0	0.04%
Total	1,974	722	1	9	2,706
	100%	100%	100v	100%	100

Findings: Overall, males have slightly more time in their current present positions than females. A larger percentage of females (67%) have fewer than six years of experience in their current positions compared to males (61%).

Table 1.6C. Years in present position (Q10) and race/cultural group (Q6)

	Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years	40+ years	No Response	Total
White (Not Hispanic or Latino)	256	1,192	592	230	63	19	6	2	4	1	1	2,366
	10.82%	50.38%	25.02%	9.72%	2.66%	0.8%	0.25%	0.08%	0.17%	0.04%	0.04%	100%
Black or African American	16	82	18	4	0	1	0	0	0	0	0	121
	13.22%	67.77%	14.88%	3.31%	0	0.83%	0	0	0	0	0	100%
Hispanic or Latino	10	56	32	5	1	2	0	0	0	0	0	106
	9.43%	52.83%	30.19%	4.72%	0.94%	1.89%	0	0	0	0	0	100%
Asian	2	10	2	0	0	1	0	0	0	0	0	15
	13.33%	66.67%	13.33%	0	0	6.67%	0	0	0	0	0	100%
Native Hawaiian or other	0	1	2	0	0	0	0	0	0	0	0	3
	0	33.33%	66.67%	0	0	0	0	0	0	0	0	100%
American Indian or Alaska Native	2	15	5	1	1	0	0	2	0	0	0	26
	7.69%	57.69%	19.23%	3.85%	3.85%	0	0	7.69%	0	0	0	100%
Two or more races	4	10	3	1	0	0	0	0	0	0	0	18
	22.22%	55.56%	16.67%	5.56%	0	0	0	0	0	0	0	100%
Prefer not to answer	6	26	7	2	0	0	0	0	0	0	0	41
	14.63%	63.41%	17.07%	4.88%	0	0	0	0	0	0	0	100%
Other	0	8	1	1	0	0	0	0	0	0	0	10
	0	80%	10%	10%	0	0	0	0	0	0	0	100%
Total	296	1,400	662	244	65	23	6	4	4	1	1	2,706
	10.94%	51.74%	24.46%	9.02%	2.4%	0.85%	0.22%	0.15%	0.15%	0.04%	0.04%	100%

Findings: Where numbers were sufficient, there were some differences based on race/cultural group and years in present position. Superintendents who identified as Black or African American (81%) indicated they were in their present positions fewer than six years compared to superintendents who identified as White (61%) or Hispanic or Latino (62%).

Table 1.7A. Economic condition of district (Q21)

Economic condition of the district	Frequency	Percent
Declining economic condition	789	29.16%
Growing economic condition	396	14.63%
Stable economic condition	1,519	56.13%
Missing	2	0.07%
Total	2,706	100.00%

Findings: The findings suggest that a lower percentage (29.16%) of superintendents believed their districts were in declining economic conditions compared to the previous year (32.54%) and those from 2020–2021 (35.5%).

Table 1.7B. Economic condition of district (Q21) and enrollment (Q8)

District Enrollment	Declining economic condition		Stable economic condition		Growing economic condition		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	129	16.35%	168	11.06%	18	4.55%	316	11.68%
300 to 999	308	39.04%	407	26.79%	52	13.13%	767	28.34%
1,000 to 2,999	212	26.87%	518	34.10%	109	27.53%	840	31.04%
3,000 to 4,999	57	7.22%	194	12.77%	76	19.19%	327	12.08%
5,000 to 9,999	48	6.08%	128	8.43%	69	17.42%	245	9.05%
10,000 to 24,999	24	3.04%	72	4.74%	53	13.38%	149	5.51%
25,000 to 49,999	5	0.63%	17	1.12%	13	3.28%	35	1.29%
50,000 to 99,999	2	0.25%	9	0.59%	4	1.01%	15	0.55%
100,000 or more	1	0.13%	4	0.26%	1	0.25%	6	0.22%
Missing	3	0.38%	2	0.13%	1	0.25%	6	0.22%
Total	789		1519		396		2704	100%

Findings: Higher percentages of districts with enrollments of 3,000 or more students reported experiencing growing economic conditions, whereas high percentages of districts with fewer than 1,000 students reported experiencing declining economic conditions.

Table 1.8A. Terminal degree (Q12)

Terminal Degree	Frequency	Percent
Masters	1,017	37.58%
MBA	19	0.7%
CPA	2	0.07%
JD	11	0.41%
EdS	371	13.71%
EdD	1,000	36.95%
PhD	208	7.69%
Other	77	2.85%
No Response	1	0.04%
Total	2,706	100%

Findings: Almost 45% of respondents held a doctorate (EdD, PhD, or JD), an increase of three percentage points from the previous year.

Table 1.8B. Terminal degree (Q12) and gender (Q5)

	Male		Female		Prefer Not to Answer		Other		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
CPA	2	0.10%	0	0.00	0	0.00	0	0.00	2	0.07%
EdD	709	35.92%	288	38.89%	3	33.33%	0	0.00	1000	36.95%
EdS	308	15.60%	62	8.59%	1	11.11%	0	0.00	371	13.71%
JD	10	0.51%	1	0.14%	0	0.00	0	0.00	11	0.41%
Masters	742	37.59%	270	37.40%	5	55.56%	0	0.00	1017	37.58%
MBA	11	0.56%	8	1.11%	0	0.00	0	0.00	19	0.70%
PhD	135	6.84%	73	10.11%	0	0.00	0	0.00	208	7.69%
Other	56	2.84%	20	2.77%	0	0.00	1	100%	77	2.85%
Missing	1	0.05%	0	0.00	0	0.00	0	0.00	1	0.04%
Total	1974	100%	722	100%	9	100%	1	100%	2706	100%

Findings: Where numbers were sufficient, a slightly higher percentage of females held an EdD (38.89%) compared to males (35.92%). A higher percentage of female superintendents held a PhD (10.11%) compared to males (6.84%).

Table 1.8C. Terminal degree (Q12) and race/cultural group (Q6)

	CPA	EdD	EdS	JD	Masters	MBA	PhD	Other	Missing	Total
White (Not Hispanic or Latino)	1	855	350	10	892	17	167	73	1	2366
	0.04%	36.14%	14.79%	0.42%	37.70%	0.72%	7.06%	3.09%	0.04%	100%
Black or African American	1	78	7	0	19	0	15	1	0	121
	0.83%	64.46%	5.79%	0.00	15.70%	0.00	12.40%	0.83%	0.00	100%
Hispanic or Latino	0	39	2	0	49	1	14	1	0	106
	0.00	36.79%	1.89%	0.00	46.23%	0.94%	13.21%	0.94%	0.00	100%
Asian	0	7	1	0	4	0	2	1	0	15
	0.00	46.67%	6.67%	0.00	26.67%	0.00	13.33%	6.67%	0.00	100%
Native Hawaiian or other Pacific Islander	0	1	1	0	1	0	0	0	0	3
	0.00	33.33%	33.33%	0.00	33.33%	0.00	0.00	0.00	0.00	100%
American Indian or Alaska Native	0	2	2	0	19	1	2	0	0	26
	0.00	7.69%	7.69%	0.00	73.08%	3.85%	7.69%	0.00	0.00	100%
Two or more races	0	7	1	0	5	0	5	0	0	18
	0.00	38.89%	5.56%	0.00	27.78%	0.00	27.78%	0.00	0.00	100%
Prefer not to answer	0	9	6	0	25	0	1	0	0	41
	0.00	21.95%	14.63%	0.00	60.98%	0.00	2.44%	0.00	0.00	100%
Other	0	2	1	1	3	0	2	1	0	10
	0.00	20.00%	10.00%	10.00%	30.00%	0.00	20.00%	10.00%	0.00	100%
Total	2	1000	371	11	1017	19	208	77	1	2706
	0.07%	36.95%	13.71%	0.41%	37.58%	0.70%	7.69%	2.85%	0.04%	100%

Findings: Where numbers were sufficient, differences existed by race/cultural group. Higher percentages of superintendents who identified as Black or African American (76.86%) held an EdD or PhD compared to those who identified as White (43.20%) and those who identified as Hispanic or Latino (50%).

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 1.9. Professional plans for 2023–2024 (Q19)

Professional Plans	%	Count
Continue serving as superintendent at my current district	88%	2,380
Continue working in education, but pursue a different (non-superintendent) position	1.47%	40
Leave education for other reason (Specify Reason):	0.07%	2
Leave education to retire	2.47%	67
Leave education to work in a non-education field	0.67%	18
Retire and work as an interim superintendent	0.81%	22
Retire, and then be re-hired to continue working in a different district within the same state	0.44%	12
Retire, and then be re-hired to continue working in education in another state	0.30%	8
Retire, and then be re-hired to continue working in my current district	0.33%	9
Retire, and then pursue an education-related position outside of K-12 public schools	1%	28
Serve as superintendent at a different district within the same state	3.22%	87
Serve as superintendent at a non-public school	0.04%	1
Serve as superintendent in another state	0.81%	22
Omitted	0.37%	10
Total	100%	2706

Findings: Similar to last year’s findings, almost 9/10 (88%) of respondents intend to remain as superintendent in their current district next year (2024–2025) and overall, 92.03% reported they will continue to serve in the position of superintendent. Only 5.35% of respondents stated they would retire next year.

There were no differences by gender or race/cultural group where the number of responses was sufficient.

Care should be taken when interpreting these numbers as sampling bias may influence the results.

Table 1.10A. Per pupil spending (Q20)

Projected 2023-24 per pupil expenditure	Frequency	Percent
Less than \$5,000	93	3.44%
\$5,000-7,499	375	13.86%
\$7,500-9,999	606	22.39%
\$10,000-12,499	635	23.47%
\$12,500-14,999	412	15.23%
\$15,000+	525	19.40%
Missing	60	2.22%
Total	2,706	100.00%

Findings: Almost 46% of districts spend \$7,500–\$12,499 per pupil.

Table 1.10B. Per pupil spending (Q20) and enrollment (Q8)

Enrollment	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		Grand Total		
	N	%	N	%	N	%	N	%	N	%	N	%					N	%	
Per Pupil Spending																			
Less than \$5,000	22	23.66%	16	17.2 %	24	25.81%	11	11.83%	11	11.83%	7	7.53%	1	1.08%	1	1.08%	93	3.44%	
\$5,000- \$7,499	39	10.40%	130	34.67%	100	26.67%	39	10.40%	35	9.33 %	22	5.87%	8	2.13%	2	0.53%	375	13.86%	
\$7,500 - \$9,999	51	8.42 %	174	28.71%	215	35.48%	68	11.22%	48	7.92 %	38	6.27%	8	1.32%	0	0.00%	606	22.39%	
\$10,000 - \$12,499	64	10.08%	197	31.02%	208	32.76%	55	8.66%	69	10.87%	29	4.57%	9	1.42%	3	0.47%	635	23.47%	
\$12,500 - \$14,999	47	11.41%	107	25.97%	125	30.34%	63	15.29%	36	8.74 %	28	6.80%	3	0.73%	1	0.24%	412	15.22%	
\$15,000+	81	15.43%	128	24.38%	157	29.90%	84	16.00%	42	8%	21	4%	4	1%	5	0.95%	525	19.40%	
Total	316	11.68%	767	28.34%	840	31.04%	327	12.08%	245	9.05 %	149	5.51%	35	1.29%	15	0.55%	2,640	97.8%	

Findings: Larger districts do not necessarily have lower per pupil costs than smaller districts. For example, 10% of districts with fewer than 300 students spend \$10,000–\$12,999 per pupil compared to 11% of districts with enrollments of 5,000–9,999 students. Almost half (45.86%) of the districts represented in the sample spend between \$7,500–\$12,499 per pupil.

*N count was 2,640. Responses for districts with enrollments of 100,000 or above were excluded due to small N count.

SECTION #2: SALARY

Table 2.1. Superintendent base salary 2023–2024 (Q13) and enrollment (Q8)

	Min	25%	Median	75%	Max	N
Fewer than 300	60000	95000	112500	130000	267540	316
300 to 999	61020	116000	132723	153000	322000	767
1,000 to 2,999	75000	138249	160000	186625	312000	840
3,000 to 4,999	98000	165000	192000	223000	370000	327
5,000 to 9,999	100000	178000	203500	230000	398494	245
10,000 to 24,999	122500	199999	226885	259000	378380	149
25,000 to 49,999	154000	211625	250000	282000	403800	35
50,000 to 99,999	121000	249000	289000	318828	444124	15
100,000 or more	137000	164500	201000	305000	395000	6
						2700
Mean Salary			165799			

Findings: Consistent with results since the inception of the study, median salaries generally demonstrate an increase as district enrollments increase. However, caution should be taken with interpretations for enrollments above 24,999 due to smaller sample sizes.

The mean salary for the respondents in this year’s sample was \$165,799. The mean salary is an indicator of the average salary of the population, but means can be affected by outliers; unusually high or low numbers. Therefore, we also report the median salary for the various enrollment categories. The median salary for the entire sample was \$156,000. The median salary figure is generally accepted by economists as a more accurate measure because it is less affected by outliers.

Although salaries in our samples have increased over the last decade, evidence suggests they have not kept pace with inflation. The mean salary reported for the 2013 sample was \$131,171. and the median was \$123,775. When adjusted for inflation, using the Bureau of Labor Statistics Consumer Price Index calculator, the mean real wage for superintendents in 2013, using 2023 dollars, would be \$172,651, which is \$6,852 above this year’s reported mean salary. The inflation adjusted median salary from 2013 would be \$162,916, which is \$6,916 above this year’s median salary. Stated another way, over the last decade, superintendent real wages have decreased about \$7,000 below where they should be if their salaries were annually adjusted for inflation.

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

	Min	25%	Median	75%	Max	N
Female	60000	128000	156780	199966	398494	722
Male	60000	128164	156000	192000	444124	1974
Prefer not to answer	100000	120000	132400	150000	165000	9
Other	114400	114400	114400	114400	114400	1

Findings: Although males were overrepresented in the superintendency (73%) compared to females (27%), the median salary of female superintendents was slightly higher than that of males for the 7th time during the last 12 years.

Male superintendents earned 99.5% of what females earned in 2023–2024. 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 slightly fewer years of experience in the superintendency.

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

Race/Cultural Group	Min	25%	Median	75%	Max	N
American Indian or Alaska Native	75000	108500	124750	133750	190000	26
Asian	85000	166385	213000	257500	282500	15
Black or African American	85000	155000	192656	242282	358000	121
Hispanic or Latino	85000	161642	199539	236500	444124	106
Native Hawaiian or other Pacific Islander	137000	137494	137988	146156	154323	3
Two or more races	90000	120000	146000	212772	259064	18
White (not Hispanic or Latino)	60000	127408	154515	189730	403800	2366
Other (Please specify):	96000	118663	141750	175750	198000	10
Prefer not to answer	60000	134000	142800	165500	225000	41

Findings: Where sufficient numbers of respondents existed, some variation was noted in median salaries. Superintendents who identified as Black and African American and Hispanic and Latino had higher median salaries than superintendents who identified as White. Care should be taken in interpreting the data because of the small number of respondents in some groups and the overrepresentation of superintendents who identified as White, making definitive analysis difficult, if not inappropriate. Some of the variation in median salaries may be due to the fact that higher percentages of superintendents who identified as Black and African American and Hispanic and Latino work in larger and more urbanized districts.

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

Degree Type	Min	25%	Median	75%	Max	Count
CPA	157000	157750	158500	159200	160000	2
EdD	74780	145000	181000	221000	403800	1000
EdS	60000	116000	137000	162000	288710	375
JD	116500	136500	185071	198000	286000	11
MA/MS/MED	60000	120650	141835	174000	334000	1027
MBA	65800	117750	145550	189079	275625	19
PhD	89000	143875	173500	210250	444124	208
Other (Please specify):	83000	135750	155000	191711	304000	63
Omitted						1

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

Table 2.5. Superintendent base salary (Q13) and district description (Q9)

Type	Min	25%	Median	75%	Max	N
Rural	60000	119411	137910	163000	322000	1779
Suburban	98000	175000	205000	239614	444124	726
Urban	114429	176478	202500	236750	398494	196
Omitted	120000	146686	150000	160000	177049	5

Findings: The median salary in rural districts was lower than that of suburban and urban. Some of the difference may be related to rural districts having smaller enrollments on average than suburban and urban districts.

Table 2.6. Associate superintendent base salary (Q14) and district enrollment (Q8)

Enrollment	Min	25%	Median	75%	Max	Omitted	N
Fewer than 300	60000	92000	100000	110000	183578	286	316
300 to 999	75000	100100	117000	135000	227775	261	767
1,000 to 2,999	74000	112000	125821	150000	235750	310	839
3,000 to 4,999	90486	128500	145000	178000	257000	22	327
5,000 to 9,999	88250	130000	154500	175000	280000	15	245
10,000 to 24,999	90000	140500	160000	185000	300000	3	149
25,000 to 49,999	115000	151250	172985	196250	260000	1	35
50,000 to 99,999	145000	178629	200000	220000	260342	4	15
100,000 or more	120000	135000	175000	179471	215000	1	6
Omitted	122000	126500	131000	135500	140000	4	7
Total						907	2706

Findings: Consistent with findings in previous editions of the study, base salary for assistant/associate superintendents increases as enrollment increases. It is noted that in districts with lower enrollments, these positions often do not exist.

Table 2.7. High school principal base salary (Q15) and district enrollment (Q8)

Enrollment	Min	25%	Median	75%	Max	Omitted	N
Fewer than 300	50000	70000	80000	92000	170000	129	316
300 to 999	60000	85000	95000	105000	197000	107	767
1,000 to 2,999	60000	99950	111590	125000	230000	79	840
3,000 to 4,999	80000	110185	125000	148750	240000	32	327
5,000 to 9,999	73742	114000	130000	150000	219396	15	245
10,000 to 24,999	65000	111500	130000	155733	236000	6	149
25,000 to 49,999	100000	115000	128709	146625	205664	1	35
50,000 to 99,999	113000	133000	142789	155000	174591	4	15
100,000 or more	97000	109468	120000	125750	150000	0	6
Omitted	85000	104600	124200	130699	137937	3	6
Total						376	2706

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. Omitted responses are due mostly to some districts not having high schools or the position of high school principal.

Table 2.8. Middle school principal base salary (Q16) and district enrollment (Q8)

Enrollment	Min	25%	Median	75%	Max	Omitted	Count
Fewer than 300	50000	70000	76250	98750	125000	242	316
300 to 999	55000	80000	90000	101500	175000	353	767
1,000 to 2,999	60000	90000	105000	120000	215000	81	840
3,000 to 4,999	68000	102000	117000	140000	215000	18	327
5,000 to 9,999	68656	104885	118000	135000	212000	17	245
10,000 to 24,999	63000	100000	115340	139500	223000	11	149
25,000 to 49,999	87000	105447	119639	134087	183000	3	35
50,000 to 99,999	105000	117359	123000	144000	151695	4	15
100,000 or more	98971	105000	110000	113000	140000	1	6
Omitted	80000	97479	114958	116073	117188	3	6
Total						733	2706

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

Enrollment	Min	25%	Median	75%	Max	Omitted	N
Fewer than 300	45000	65000	75000	89000	150000	168	316
300 to 999	57000	80000	90000	102349	230000	86	767
1,000 to 2,999	55000	88000	100000	116997	230000	33	840
3,000 to 4,999	65000	95000	109000	120000	200000	18	327
5,000 to 9,999	65000	93712	110000	126337	222000	14	245
10,000 to 24,999	60000	95000	110000	129044	209000	9	149
25,000 to 49,999	75000	99000	110096	122500	176000	4	35
50,000 to 99,999	97000	109538	122500	137331	150000	3	15
100,000 or more	89000	96807	105000	120000	135000	1	6
Omitted	75000	93626	112252	113685	115117	3	6
Total						339	2706

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 2023–2024 median base salary in districts with enrollments of 1,000–2,999 reached \$100,000.

Table 2.10. Beginning teacher base salary (Q18) and district enrollment (Q8)

Enrollment	Min	25%	Median	75%	Max	Omitted	N
Fewer than 300	27800	38000	41000	46000	68000	11	316
300 to 999	31000	40000	42500	47513	88899	11	767
1,000 to 2,999	30000	42000	45717	50700	75000	15	840
3,000 to 4,999	30000	43721	48000	55000	85000	5	327
5,000 to 9,999	34000	44655	48336	53784	88000	8	245
10,000 to 24,999	38000	45000	50000	55000	89000	6	149
25,000 to 49,999	41500	45500	50000	54976	69358	0	35
50,000 to 99,999	40000	48272	51500	54696	61000	1	15
100,000 or more	44466	484000	50115	70000	72000	1	6
Omitted	35000	36250	41622	44047	57000	0	6
Total						58	2706

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

Table 2.11. Ratio of median superintendent salary (Q13), beginning teacher salary (Q18), and district enrollment (Q8) 2023–2024

Enrollment	Superintendent Median Salary Median	Beginning Teacher Median Base Salary	3-year Comparison
Fewer than 300	112500	41000	2.74:1 (23–24) 2.65:1 (22–23) 2.6:1 (21–22)
300 to 999	132723	42500	3.1:1 (23–24) 3.0:1 (22–23) 3.1:1 (21–22)
1,000 to 2,999	160000	45717	3.5:1 (23–24) 3.45:1 (22–23) 3.45:1 (21–22)
3,000 to 4,999	192000	48000	4.0:1 (23–24) 3.92:1 (22–23) 3.8:1 (21–22)
5,000 to 9,999	203500	48336	4.21:1 (23–24) 4.25:1 (22–23) 4.2:1 (21–22)
10,000 to 24,999	226885	50000	4.53:1 (23–24) 4.7:1 (22–23) 5:1 (21–22)
25,000 to 49,999*	250000	50000	5:1 (23–24) 5.36:1 (21–22) 5.3:1 (20–21)
50,000 to 99,999*	289000	51500	5.66:1 (23–24) 5.32:1 (22–23) 5.3:1 (21–22)
100,000 or more*	201000	50115	4.0:1 (23–24) 6.0:1 (22–23) 4.7:1 (21–22)

*= sample size less than 40

Findings: A metric of importance in the private sector is the ratio of the entry level worker compensation to the base salary (without incentives) of the CEO. The three-year calculations for median entry-level base salary of teachers were presented compared with the median base salary of superintendents arrayed by district size. 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 2023–2024 ratios of median superintendent salary by enrollment to median starting teacher salary by enrollment continued to remain below the ratios from 2015–2016.

As noted in “To Cap or Not to Cap” in the *AASA School Administrator* (Tienken, 2023), the AFL-CIO reported that the 2021 ratio of CEO base salary to entry level employee base salary for the 500 largest corporations in the United States was 299:1. A 2021 report by Willis Towers Watson found that the average pay ratio of CEOs to entry level employees in the S&P 1500 group of companies was 102:1.

SECTION #3: EVALUATION

Table 3.1. Frequency of performance evaluations (Q49)

Frequency of Evaluation	Number	Percent
Annually	2413	89.17%
Biennially (every 2 years)	53	1.96%
More than once a year	159	5.88%
Never	35	1.29%
Other	39	1.44%
Missing	7	0.26%
Total	2706	100%

Findings: Almost 90% of superintendents were evaluated annually, whereas only 2% were evaluated every two years. There were no differences in frequency of evaluation based on gender.

Table 3.2. Does your employment agreement specify the process, measures, and indicators to be used for your formal performance evaluation? (Q45)

	Count	%
Yes	1216	44.94%
No	1475	54.51%
No Response	1	0.04%
Missing	14	0.52%
Total	2706	100%

Findings: Almost 45% of superintendents have the process, measures, and indicators used for their formal evaluation specified in their employment agreement. There was no difference from the previous year and there were no significant differences by gender.

Table 3.3A. Is your formal performance evaluation linked to objectives or directions specified in the previous year's performance? (Q46)

	Frequency	Percent
Yes	1,330	49.15%
No	1,365	50.44%
Missing	11	0.41%
Grand Total	2,706	100%

Findings: Almost half of superintendents had their performance linked to objectives/directions from previous evaluations, down slightly from last year. 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 (Q46)

Race / Cultural Group	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1156	1201	9	2366
	48.86%	50.76%	0.38%	100%
Black or African American	65	56	0	121
	53.72%	46.28%	0.00%	100%
Hispanic or Latino	56	48	2	106
	52.83%	45.28%	1.89%	100%
Asian	9	6	0	15
	60.00%	40.00%	0.00%	100%
American Indian or Native Alaska	8	18	0	26
	30.77%	69.23%	0.00%	100%
Native Hawaiian or other Pacific Islander	2	1	0	3
	66.67%	33.33%	0.00%	100%
Two or more races	9	9	0	18
	50.00%	50.00%	0.00%	100%
Other	4	6	0	10
	40.00%	60.00%	0.00%	100%
Prefer not to answer	21	20	0	41
	51.22%	48.78%	0.00%	100%
Total	1330	1365	11	2706
	49.15%	50.44%	0.41%	100%

Findings: Where numbers were sufficient, there were slight differences by race/cultural group. Superintendents who identified as White were least likely (48.86%) to have their formal performance evaluation linked to objectives or directions specified in previous year’s performance compared to superintendents who identified as Black or African American or Latino or Hispanic. The differences found this year were smaller than last year. There were no differences based on gender.

Table 3.4. Formal performance evaluation linked to student outcomes/performance? (Q47)

	Frequency	Percent
Yes	1,047	38.69%
No	1,641	60.64%
Missing	18	0.67%
Total	2,706	100%

Findings: There was a small increase in the percentage of superintendents whose formal performance evaluation was linked to student outcomes/performance from 37.21% in 2022–2023 to 38.69%. Since 2015–2016, percentages have fluctuated between 34.1% in 2015–2016 and almost 43% in 2020–2021. There were no differences noted by gender.

Table 3.5A. Formal performance evaluation linked to student outcomes/performance (Q47) and race/cultural group (Q6)

Race / Cultural Group	Yes	No	Missing	Total
White (Not Hispanic or Latino)	882	1470	14	2366
	37.28%	62.13%	0.59%	100%
Black or African American	64	57	0	121
	52.89%	47.11%	0.00%	100%
Hispanic or Latino	59	43	4	106
	55.66%	40.57%	3.77%	100%
Asian	7	8	0	15
	46.67%	53.33%	0.00%	100%
American Indian or Native Alaska	4	22	0	26
	15.38%	84.62%	0.00%	100%
Native Hawaiian or other Pacific Islander	1	2	0	3
	33.33%	66.67%	0.00%	100%
Two or more races	8	10	0	18
	44.44%	55.56%	0.00%	100%
Other	4	6	0	10
	40.00%	60.00%	0.00%	100%
Prefer not to answer	18	23	0	41
	43.90%	56.10%	0.00%	100%
Total	1047	1641	18	2706
	38.69%	60.64%	0.67%	100%

Findings: Where numbers are sufficient, there appears to be a relationship between race/ethnicity and the performance evaluation being linked to student outcomes. However, this should be interpreted carefully, as evidence suggests that the relationship may be related to enrollment rather than race and the fact that more superintendents of color work in larger districts compared to superintendents who identified as White (See Table 1.3 and 3.5B).

Table 3.5B. Formal performance evaluation linked to student outcomes (Q47) and enrollment (Q8)

Enrollment	Yes	No	Missing	Total
Fewer than 300	99	216	1	316
	31.33%	68.35%	0.32%	100%
300 to 999	263	500	4	767
	34.29%	65.19%	0.52%	100%
1,000 to 2,999	324	509	7	840
	38.57%	60.60%	0.83%	100%
3,000 to 4,999	137	188	2	327
	41.90%	57.49%	0.61%	100%
5,000 to 9,999	113	129	3	245
	46.12%	52.65%	1.22%	100%
10,000 to 24,999	77	71	1	149
	51.68%	47.65%	0.67%	100%
25,000 to 49,999	22	13	0	35
	62.86%	37.14%	0.00%	100%
50,000 to 99,999	9	6	0	15
	60.00%	40.00%	0.00%	100%
100,000 or more	3	3	0	6
	50.00%	50.00%	0.00%	100%
Missing	0	6	0	6
	0.00%	100.0%	0.00%	100%
Total	1,047	1,641	18	2,706
	38.69%	60.64%	0.67%	100%

Findings: There was a positive relationship between enrollment and this provision. As enrollment increases, the frequency of having the provision in a contract increases.

Table 3.6A. Is the outcome of your formal performance evaluation released to the public? (Q48)

	Frequency	Percent
Yes	979	36.18%
No	1,708	63.12%
Missing	19	0.70%
Total	2,706	100%

Findings: A little more than 36% of superintendents had the outcomes of their formal evaluation released to the public — a small increase of less than 1% from the previous year and similar to 2019–2020. When considered by gender there were no notable differences.

Table 3.6B. Enrollment (Q8) and the outcome of your formal performance evaluation released to the public? (Q48)

Enrollment	Yes	No	Missing	Total
Fewer than 300	93	221	2	316
	29.43%	69.94%	0.63%	100%
300 to 999	241	520	6	767
	31.42%	67.80%	0.78%	100%
1,000 to 2,999	333	501	6	840
	39.64%	59.64%	0.71%	100%
3,000 to 4,999	127	200	0	327
	38.84%	61.16%	0.00%	100%
5,000 to 9,999	104	138	3	245
	42.45%	56.33%	1.22%	100%
10,000 to 24,999	49	99	1	149
	32.89%	66.44%	0.67%	100%
25,000 to 49,999	17	17	1	35
	48.57%	48.57%	2.86%	100%
50,000 to 99,999	8	7	0	15
	53.33%	46.67%	0.00%	100%
100,000 or more	5	1	0	6
	83.33%	16.67%	0.00%	100%
Missing	2	4	0	6
	33.33%	66.67%	0.00%	100%
Total	979	1708	19	2706
	36.18%	63.12%	0.70%	100%

Findings: There is a relationship between enrollment and this provision. As enrollment increases (excluding districts with enrollments of 10,000–24,999), the prevalence of this provision increases.

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

	Count	Percent
Yes	1,386	51.22%
No	1,314	48.56%
Missing	6	.22%
Total	2,706	100%

Findings: Slightly more than 51% of all superintendents had a detailed agreement regarding duties and responsibilities in their employment contract — no difference from last year.

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

	Count	Percent
Yes	643	23.76%
No	2,058	76.05%
Missing	5	0.18%
Total	2,706	100%

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		Other		Missing		Total	
	N	%	N	%	N	%	N	0%	N	%
Yes	152	21.05%	491	24.87%	0	0%	0	0%	643	23.76%
No	569	78.81%	1479	74.92%	1	100%	9	100%	2058	76.05%
Missing	1	0.14%	4	0.20%	0	0%	0	0%	5	0.18%
Total	722	100%	1974	100%	1	100%	9	0%	2706	100%

Findings: Males were slightly more likely to have a process in their contract for handling complaints/criticisms (24.87%) 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.

Table 3.9. Does your employment agreement include a provision detailing how communications between the board and superintendent are to occur? (Q42)

	Frequency	Percent
Yes	443	16.37%
No	2,252	83.22%
Missing	11	0.41%
Total	2,706	100%

Finding: Most (83.22%) superintendents do not have this provision in their employment agreement.

SECTION #4: RETIREMENT BENEFITS

Table 4.1. Is your retirement plan/system contribution based on your salary? (Q52)

	Frequency	Percent
Yes	2,426	89.65%
No	170	6.28%
District does not contribute on my behalf to a retirement plan/system	103	3.81%
Missing	7	0.26%
Total	2,706	100%

Findings: Almost 90% of superintendents indicated that their retirement contribution was based on annual salary, down slightly from 93% the previous year.

Table 4.2. Does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q54)

	Frequency	Percent
Yes (Less than \$1,000)	62	2.29%
Yes (\$1,000–\$5,000)	379	14.01%
Yes (\$5,001–\$10,000)	304	11.23%
Yes (More than \$10,000)	334	12.34%
No	1,613	59.61%
Missing	14	0.52%
Total	2,706	100%

Findings: Almost 40% of superintendents had a provision in their contract that included a contribution to an annuity by the district, an increase of almost 4% from the previous year. The most common contribution amount was \$1,000–\$5,000 (14.01%).

Table 4.3. Enrollment (Q8) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q54)

	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	11	24	12	4	262	3	316
	3.48%	7.59%	3.80%	1.27%	82.91%	0.95%	100%
300 to 999	18	118	59	35	533	4	767
	2.35%	15.38%	7.69%	4.56%	69.49%	0.52%	100%
1,000 to 2,999	19	144	121	76	478	2	840
	2.26%	17.14%	14.40%	9.05%	56.90%	0.24%	100%
3,000 to 4,999	8	48	44	70	154	3	327
	2.45%	14.68%	13.46%	21.41%	47.09%	0.92%	100%
5,000 to 9,999	3	32	44	66	100		245
	1.22%	13.06%	17.96%	26.94%	40.82%	0.00%	100%
10,000 to 24,999	1	6	17	56	68	1	149
	0.67%	4.03%	11.41%	37.58%	45.64%	0.67%	100%
25,000 to 49,999	2	3	3	18	8	1	35
	5.71%	8.57%	8.57%	51.43%	22.86%	2.86%	100%
50,000 to 99,999	0	2	3	7	3	0.00%	15
	0.00%	13.33%	20.00%	46.67%	20.00%	0.00%	100%
100,000 or more	0	2	0	2	2	0	6
	0.00%	33.33%	0.00%	33.33%	33.33%	0.00%	100%
Missing	0	0	1	0	5	0	6
	0.00%	0.00%	16.67%	0.00%	83.33%	0.00%	100%
Total	62	379	304	334	1,615	12	2,706
	2.29%	14.01%	11.23%	12.34%	59.61%	0.52%	100%

Findings: Where the numbers were sufficient, there were some relationships, by enrollment, in the percentage of superintendents whose districts contributed to an annuity, especially for superintendents that received \$10,000 a year or more in contributions. Superintendents in districts with 300 or fewer students were the least likely to receive the benefit (17%) compared with superintendents in larger districts (e.g., 5,000–9,999 students: approximately 60%).

Table 4.4. Gender (Q5) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q54)

	Male	Female	Other	Missing	Total
Yes (Less than \$1,000)	44	18	0	0	62
	2.23%	2.49%	0.00%	0.00%	2.29%
Yes (\$1,000–\$5,000)	268	107	0	4	379
	13.58%	14.82%	0.00%	44.44%	14.01%
Yes (\$5,001–\$10,000)	237	67	0	0	304
	12.01%	9.28%	0.00%	0.00%	11.23%
Yes (More than \$10,000)	254	80	0	0	334
	12.87%	11.08%	0.00%	0.00%	12.34%
No	1163	444	1	5	1613
	58.92%	61.50%	100.00%	55.56%	59.61%
Missing	8	6	0	0	14
	0.41%	0.83%	0.00%	0.00%	0.52%
Total	1,974	722	1	9	2,706
	100%	100%	100%	100%	100%

Findings: There were some differences noted in the categories above \$5,000, by gender, in the percentage of superintendents who had their district contribute to an annuity. However, enrollment appears to be an influential factor to whether a superintendent receives an annuity.

SECTION #5: INSURANCE BENEFITS

Table 5.1A. What health insurance coverage, paid by the district, do you receive in your employment agreement? (Q56)

	Frequency	Percent
Medical/Hospital	1,836	67.85%
Dental	1,328	49.08%
Vision/Optical	1,019	37.66%
Disability	530	19.59%
All EXCEPT Disability and/or Vision	136	5.03%
All of the above	818	30.23%

Findings: Medical/hospital was the most common type of insurance included in the superintendent contract (67.85%), followed by dental (49.08%). The findings were similar to the previous year.

Table 5.1B. Coverage paid for family of superintendent (Q57)

	Frequency	Percent
Medical/Hospital	1,374	50.78%
Dental	1,116	41.24%
Vision/Optical	866	32.00%
Disability	116	4.29%
All EXCEPT Disability and/or Vision	138	5.10%
All of the above	441	16.30%

Findings: As in previous years, medical/hospital (50.78%) and dental (41.24%) 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? (Q55)

	Count	%
Yes	1,343	49.63%
No	1,337	49.41%
Missing	26	0.96%
Total	2,706	100%

Findings: Almost 50% of superintendents received a district contribution to life insurance apart from the insurance benefits provided for all employees. This finding represented an increase of almost three percentage points compared to the previous year but still two percentage points lower than 2021–2022.

Table 5.3A. District contributes to post-retirement health insurance coverage (Q58)

	Frequency	Percent
Yes	524	19.36%
No	2,171	80.23%
Missing	11	0.41%
Total	2,706	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 coverage (Q58) and enrollment (Q8)

	Yes	No	Missing	Total
Fewer than 300	19	294	3	316
	6.01%	93.04%	0.95%	100%
300 to 999	109	654	4	767
	14.21%	85.27%	0.52%	100%
1,000 to 2,999	189	650	1	840
	22.50%	77.38%	0.12%	100%
3,000 to 4,999	85	240	2	327
	25.99%	73.39%	0.61%	100%
5,000 to 9,999	71	174	0	245
	28.98%	71.02%	0.00%	100%
10,000 to 24,999	38	111	0	149
	25.50%	74.50%	0.00%	100%
25,000 to 49,999	6	28	1	35
	17.14%	80.00%	2.86%	100%
50,000 to 99,999	5	10	0	15
	33.33%	66.67%	0.00%	100%
100,000 or more	1	5	0	6
	16.67%	83.33%	0.00%	100%
Missing	1	5	0	6
	16.67%	83.33%	0.00%	100%
Total	524	2,171	11	2,706
	19.36%	80.23%	0.41%	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 10,000–24,999 students.

Table 5.3C. District contributes to post-retirement health insurance coverage (Q58) and gender (Q5)

	Male	Female	Other	Missing	Total
Yes	366	157	0	1	524
	18.54%	21.75%	0.00%	11.11%	19.36%
No	1600	562	1	8	2,171
	81.05%	77.84%	100.00%	88.89%	80.23%
Missing	8	3	0	0	11
	0.41%	0.42%	0.00%	0.00%	0.41%
Total	1,974	722	1	9	2,706
	100%	100%	100%	100%	100%

Findings: There was a small difference, by gender, in the percentage of superintendents who had their district contribute to post-retirement health insurance (Male= 18.54%; Female= 21.75%)

Table 5.4 Percentage of retirement contribution paid by your district (Q53)

	Frequency	Percent
0–24%	1,204	44.49%
25–49%	240	8.87%
50–74%	354	13.08%
75–100%	740	27.35%
No state funded pension	92	3.40%
Missing	76	2.81%
Total	2,706	100%

Findings: Similar to the results from the previous year, regardless of enrollment, gender, and race or cultural group, almost 45% of superintendents had up to 24% of their retirement contribution paid for by their district. Approximately 27% of superintendents had 75–100% of their contributions paid for by the district, an increase of 4% from the previous year.

SECTION #6: RETIREMENT SYSTEM PARTICIPATION

Table 6.1. Is there a maximum salary cap on the calculation of your state retirement benefits? (Q51)

	Frequency	Percent
Yes	457	16.89%
No	1700	62.82%
Not sure	534	19.73%
Missing	15	0.55%
Total	2,706	100%

Findings: Approximately 63% of superintendents did not have a cap on the calculation of their state retirement benefits, representing an increase of almost 10 percentage points from the previous year. Almost 20% were not sure whether a salary cap existed.

Table 6.2. Is your retirement calculation based on your salary? (Q52)

	Frequency	Percent
Yes	2,426	89.65%
No	170	6.28%
District does not contribute on my behalf to a retirement plan/system	103	3.81%
Missing	7	0.26%
Total	2,706	100%

Findings: Most superintendents (89.65%) had their retirement calculations based on salary.

Table 6.3A. Gender (Q5) and what portion of your state funded pension contribution is paid by the school district? (Q53)

Gender	0–24%	25–49%	50–74%	75–100%	No state funded pension	Missing	Total
Male	858	173	286	558	59	40	1974
	43.47%	8.76%	14.49%	28.27%	2.99%	2.03%	100%
Female	341	67	66	179	33	36	722
	47.23%	9.28%	9.14%	24.79%	4.57%	4.99%	100%
Other	1	0	0	0	0	0	1
	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Missing	4	0	2	3	0	0	9
	44.44%	0.00%	22%	33.33%	0%	0.00%	100%
Total	1,204	240	354	740	92	76	2,706
	44.49%	8.87%	13.08%	27.35%	3.40%	2.81%	100%

Findings: Males were slightly 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 6.3B. Enrollment (Q8) and what portion of your state funded pension contribution is paid by the school district? (Q53)

Enrollment	0–24%	25–49%	50–74%	75–100%	No state funded pension	Missing	Total
Fewer than 300	137	15	45	84	22	13	316
	43.35%	4.75%	14.24%	26.58%	6.96%	4.11%	100%
300 to 999	377	58	89	192	28	23	767
	49.15%	7.56%	11.60%	25.03%	3.65%	3.00%	100%
1,000 to 2,999	369	80	115	239	21	16	840
	43.93%	9.52%	13.69%	28.45%	2.50%	1.90%	100%
3,000 to 4,999	139	37	41	91	6	13	327
	42.51%	11.31%	12.54%	27.83%	1.83%	3.98%	100%
5,000 to 9,999	109	30	30	69	4	3	245
	44.49%	12.24%	12.24%	28.16%	1.63%	1.22%	100%
10,000 to 24,999	52	14	26	43	8	6	149
	34.90%	9.40%	17.45%	28.86%	5.37%	4.03%	100%
25,000 to 49,999	15	2	6	9	2	1	35
	42.86%	5.71%	17.14%	25.71%	5.71%	2.86%	100%
50,000 to 99,999	4	2	2	5	1	1	15
	26.67%	13.33%	13.33%	33.33%	6.67%	6.67%	100%
100,000 or more	1	1		4			6
	33.33%	16.67%	16.67%	33.33%	0%	0%	100%
Missing	1	1		4			6
	16.67%	16.67%	0.00%	66.67%	0.00%	0.00%	100%
Total	1,204	240	354	740	92	76	2,706
	44.50%	8.87%	13.08%	27.35%	3.40%	2.81%	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 (Q50)

Benefits	Number	Frequency	Percent
Deferred compensation (e.g., tax sheltered annuity)	b1	1,084	40.06%
Guaranteed vesting in a retirement plan	b2	787	29.10%
Life insurance (accumulates value for you)	b3	1,445	53.40%
Conference attendance with fees paid	b4	2,297	84.89%
Support for a coach or mentor for the superintendent	b5	393	14.52%
Physical exam	b6	731	27.01%
Professional liability coverage in excess of any amount specified in state or local law	b7	586	21.66%
Tuition reimbursement (e.g. doctorate, additional degree, etc.)	b8	739	27.21%
College savings plan	b9	14	0.52%
Provision allowing you to engage in outside consulting	b10	786	29.05%
Provision allowing you to engage in outside teaching	b11	570	21.06%
Smart phone or similar communications device	b12	1,442	53.29%
Computer (e.g., laptop, iPad, etc.)	b13	1,532	56.61%
District credit card	b14	963	35.59%
Auto/vehicle stipend	b15	502	18.55%
Mileage stipend	b16	1,070	39.54%
District vehicle	b17	260	9.61%
Home internet stipend	b18	89	3.29%
Membership dues paid for professional organization(s)	b19	2,349	86.81%
Other		145	5.36%

Findings: Top seven most common miscellaneous benefits included in contracts:

- b19 – Membership dues paid for professional organizations (86.81%)
- b4 – Conference attendance with fees paid (84.89%)
- b13 – Computer/laptop/tablet (56.11%)
- b12 – Smart phone or similar device (53.29%)
- b3 – Life insurance that accumulates value for you (53.40%)
- b1 – Deferred compensation/annuity (40.06%)
- b16 – Mileage stipend (39.54%)

Table 7.2A. Annual days of sick leave (Q28)

Number of Sick Days	Count	Percent
0–3 Days	65	2.40%
4–6 Days	57	2.11%
7–10 Days	455	16.81%
11–15 Days	1,609	59.46%
16–20 Days	340	12.56%
21–25 Days	87	3.22%
26+	78	2.88%
Missing	15	0.55%
Total	2,706	100%

Findings: The majority of superintendents (59.46%) 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. Annual sick leave accrual (Q28) and district description (Q9)

Number of Sick Days	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
0-3 Days	52	2.92%	11	1.52%	2	1.02%	65	2.40%
4-6 Days	48	2.70%	5	0.69%	4	2.04%	57	2.11%
7-10 Days	354	19.90%	75	10.33%	25	12.76%	455	16.81%
11-15 Days	1,048	58.91%	450	61.98%	108	55.10%	1,609	59.46%
16-20 Days	190	10.68%	113	15.56%	36	18.37%	340	12.56%
21-25 Days	40	2.25%	38	5.23%	9	4.59%	87	3.22%
26+	39	2.19%	30	4.13%	9	4.59%	78	2.88%
Missing	8	0.45%	4	0.55%	3	1.53%	15	0.55%
Total	1779		726		196		2,706	100%

Findings: Sick leave was across various district types was generally distributed evenly except for 15+days of leave. Superintendents in urban districts were more likely to receive more than 15 days of sick leave annually.

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

	Count	%
Yes	729	26.94%
No	1,957	72.32%
Missing	20	0.74%
Total	2,706	100%

Findings: Approximately 72% of superintendents did not have a cap on sick leave carryover—an increase of 2% from last year. There was not a significant difference when gender was considered.

Table 7.2D. Enrollment (Q8) and cap on sick leave carryover (Q37)

District Student Enrollment	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	99	31.33%	213	67.41%	4	1.27%	316	100%
300 to 999	233	30.38%	531	69.23%	3	0.39%	767	100%
1,000 to 2,999	217	25.83%	619	73.69%	4	0.48%	840	100%
3,000 to 4,999	71	21.71%	253	77.37%	3	0.92%	327	100%
5,000 to 9,999	63	25.71%	182	74.29%	0	0%	245	100%
10,000 to 24,999	30	20.13%	116	77.85%	3	2.01%	149	100%
25,000 to 49,999	10	28.57%	23	65.71%	2	5.71%	35	100%
50,000 to 99,999	4	26.67%	10	66.67%	1	6.67%	15	100%
100,000 or more	1	16.67%	5	83.33%	0	0%	6	100%
No Response	1	16.67%	5	83.33%	0	0%	6	100%
Total	729	26.94%	1,957	72.32%	20	0.74%	2,706	100%

Findings: Generally, where numbers are sufficient, superintendents who work in districts with more than 1,000 students are less likely to have caps on sick leave carryover than those in districts with fewer than 1,000 students.

Table 7.3A. Annual vacation days (Q30)

Annual vacation days	Count	Percent
0-3 Days	115	4.25%
4-6 Days	24	0.89%
7-10 Days	215	7.95%
11-15 Days	346	12.79%
16-20 Days	850	31.41%
21-25 Days	788	29.12%
26+	356	13.16%
Missing	12	0.44%
Total	2706	100%

Findings: Roughly 31% of superintendents received 16–20 days of vacation leave, followed by 29% of superintendents who received 21–25 days. No significant differences were found by gender or race/cultural group.

Table 7.3B. District description (Q9) and annual vacation days (Q30)

Number of Sick Days	Rural		Suburban		Urban		Missing		Total	
	N	%	N	%	N	%	N	%	N	%
0–3 Days	94	5.28%	16	2.20%	5	2.55%	0	0.00%	115	4.25%
4–6 Days	22	1.24%	2	0.28%	0	0.00%	0	0.00%	24	0.89%
7–10 Days	194	10.91%	12	1.65%	9	4.59%	0	0.00%	215	7.95%
11–15 Days	285	16.02%	45	6.20%	16	8.16%	0	0.00%	346	12.79%
16–20 Days	596	33.50%	207	28.51%	45	22.96%	2	40.00%	850	31.41%
21–25 Days	386	21.70%	317	43.66%	84	42.86%	1	20.00%	788	29.12%
26+	194	10.91%	124	17.08%	36	18.37%	2	40.00%	356	13.16%
Missing	8	0.45%	3	0.41%	1	0.51%	0	0.00%	12	0.44%
Total	1,779		726		196		5		2706	100%

Findings: Higher percentages of superintendents working in suburban and urban districts receive more than 20 days of vacation compared to those working in rural districts. The mode was 16-20 days.

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

	Count	Percent
Yes	2,162	79.90%
No	520	19.22%
Missing	24	0.89%
Total	2,706	100%

Findings: Approximately 80% 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.

Table 7.3D: Enrollment (Q8) and cap on vacation leave carryover (Q38)

District Student Enrollment	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	217	68.67%	93	29.43%	6	1.90%	316	100%
300 to 999	617	80.44%	144	18.77%	6	0.78%	767	100%
1,000 to 2,999	697	82.98%	137	16.31%	6	0.71%	840	100%
3,000 to 4,999	268	81.96%	59	18.04%	0	0%	327	100%
5,000 to 9,999	197	80.41%	46	18.78%	2	0.82%	245	100%
10,000 to 24,999	116	77.85%	31	20.81%	2	1.34%	149	100%
25,000 to 49,999	28	80%	6	17.14%	1	2.86%	35	100%
50,000 to 99,999	13	86.67%	1	6.67%	1	6.67%	15	100%
100,000 or more	5	83.33%	1	16.67%	0	0%	6	100%
No Response	4	66.67%	2	33.33%	0	0%	6	100%
Total	2,162	79.90%	520	19.22%	24	0.89%	2,706	100%

Findings: Superintendents in districts with fewer than 300 students were the most likely not to have a cap (29%), whereas those in districts with enrollments of 1,000–2,999 were the most likely to have a cap (83%).

Table 7.4A. Cap on personal leave carryover (Q39)

	Count	Percent
Yes	1,920	70.95%
No	748	27.64%
Missing	38	1.40%
Total	2,706	100%

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 7.4B. Enrollment (Q8) and cap on personal leave carryover (Q39)

District Student Enrollment	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	217	68.67%	95	30.06%	4	1.27%	316	100%
300 to 999	537	70.01%	222	28.94%	8	1.04%	767	100%
1,000 to 2,999	626	74.52%	201	23.93%	13	1.55%	840	100%
3,000 to 4,999	229	70.03%	94	28.75%	4	1.22%	327	100%
5,000 to 9,999	169	68.98%	76	31.02%	0	0%	245	100%
10,000 to 24,999	99	66.44%	44	29.53%	6	4.03%	149	100%
25,000 to 49,999	25	71.43%	8	22.86%	2	5.71%	35	100%
50,000 to 99,999	10	66.67%	5	33.33%	0	0%	15	100%
100,000 or more	3	50%	2	33.33%	1	16.67%	6	100%
No Response	8	83.33%	1	16.67%	0	0%	6	100%
Total	1,920	70.95%	748	27.64%	38	1.40%	2706	100%

Findings: Where numbers were sufficient, superintendents in districts with fewer than 300 students were the most likely not to have a cap (30%), whereas those in districts with enrollments of 1,000–2,999 were the most likely to have a cap (74.52%).

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

Method	Count	Percent
Credited to retirement	739	27.31%
No payment for accrued sick leave upon departure	716	26.46%
Payment made to superintendent calculated at a daily rate	562	20.77%
Payment made to superintendent calculated at a negotiated rate below daily rate	664	24.54%
Missing	25	0.92%
Total	2,706	100%

Findings: Similar to last year, approximately 27% of superintendents did not receive payment for accrued sick leave upon departure, whereas almost 21% received a payment calculated at a daily rate. 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	Percent
Credited to retirement	113	4.18%
No payment for accrued vacation leave upon departure	808	29.86%
Payment made to superintendent calculated at a daily rate	1,579	58.35%
Payment made to superintendent calculated at a negotiated rate below daily rate	185	6.84%
Missing	21	0.78%
Total	2,706	100%

Findings: The majority of superintendents (58.35%) received a payment calculated at a daily rate; however, the percentage was 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	Percent
Credited to retirement	371	13.71%
No payment for accrued personal leave upon departure	1,481	54.73%
Payment made to superintendent calculated at a daily rate	553	20.44%
Payment made to superintendent calculated at a negotiated rate below daily rate	268	9.90%
Missing	33	1.22%
Total	2,706	100.00%

Findings: More than half (54.73%) of superintendents were in a “use it or lose it” situation and 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 7.8A. 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)

Method	N	Percent
Credited toward retirement	74	2.73%
Forfeited with no additional compensation	1,287	47.56%
Missing	33	1.22%
Paid out as additional compensation	778	28.75%
There is no cap	364	13.45%
Other*	170	6.28%
Total	2,706	100%

Findings: There were multiple “other” 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.

* See Appendix for complete list of the 170 “Other” responses and examples of how carryover is handled.

Table 7.8B. Enrollment (Q8) and 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)

District Student Enrollment	Credited toward retirement		Forfeited with no additional compensation		Missing		Other		Paid out as additional compensation		There is no cap		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fewer than 300	5	1.58	145	45.89	8	2.53	19	6.01	84	26.58	55	17.41	316	100
300 to 999	15	1.96	387	50.46	7	0.91	44	5.74	200	26.08	114	14.86	767	100
1,000 to 2,999	23	2.74	424	50.48	5	0.60	52	6.19	228	27.14	108	12.86	840	100
3,000 to 4,999	11	3.36	154	47.09	7	2.14	27	8.26	98	29.97	30	9.17	327	100
5,000 to 9,999	10	4.08	95	38.78	2	0.82	15	6.12	95	38.78	28	11.43	245	10%
10,000 to 24,999	9	6.04	53	35.57	2	1.34	9	6.04	52	34.90	24	16.11	149	100
25,000 to 49,999	0	0	13	37.14	2	5.71	3	8.57	13	37.14	4	11.43	35	100
50,000 to 99,999	1	6.67	8	53.33	0	0	1	6.67	5	33.33	0	0	15	100
100,000 or more	0	0	4	66.67	0	0	0	0	1	16.67	1	16.67	6	100
No Response	0	0	4	66.67	0	0	0	0	2	33.33	0	0	6	100
Total	74	2.73	1287	47.56	33	1.22	170	6.28	778	28.75	364	13.45	2706	100

Findings: Superintendents in districts with 3,000 or more students were more likely to have vacation and/or personal days paid out as extra compensation.

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

Term of current employment contract	Frequency	Percent
Less than 1 year	74	2.73%
1 year	191	7.06%
2 years	464	17.15%
3 years	1168	43.16%
4 years	308	11.38%
5+ years	498	18.40%
Missing	3	0.11%
Grand Total	2706	100%

Findings: Similar to the last two years, approximately 43% of superintendents had a three-year contract, followed by 18% who had a contract of five years or more. There were no significant differences noted when race/cultural group were considered.

Table 7.9B. Term of current employment contract (Q22) and gender (Q5)

Term of employment contract	Female		Male		Other		Missing		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Less than 1 year	18	2.49%	56	2.84%	0	0%	0	0%	74	2.73%
1 year	56	7.76%	134	6.79%	0	0%	1	.52%	191	7.06%
2 years	106	14.68%	356	18.03%	1	100%	1	.02%	464	17.15%
3 years	322	44.60%	841	42.60%	0	0%	5	.04%	1168	43.16%
4 years	74	10.25%	233	11.80%	0	0%	1	.03%	308	11.38%
5+ years	144	19.94%	353	17.88%	0	0%	1	.02%	498	18.40%
Missing	2	0.28%	1	0.05%	0	0%	0	0%	3	0.11%
Grand Total	722		1974		1		9		2697	100.0%

Findings: There were no significant differences noted by gender.

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

Incentive/ performance clause	Count	Percent
Yes	370	13.67%
No	2328	86.03%
Missing	8	0.30%
Total	2706	100%

Findings: Similar to the previous year, almost 14% 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 (25.62%) than superintendents who identified as White (12.85%) or Latino or Hispanic (22.64). As noted earlier, this could be related to enrollment rather than race/cultural group. There were no differences by gender.

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

	Count	Percent
Yes	920	34%
No	1771	65.45%
Missing	15	0.55%
Total	2706	100.00%

Findings: About 1/3 (34%) of superintendents had a severance/buyout provision.

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)

Longevity Clause	Count	Percent
Yes	353	13.05%
No	2340	86.47%
Missing	13	0.48%
Total	2706	100%

Findings: Only 13% 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	Percent
Yes, based on district policy regulation or practice	163	6.02%
Yes, based on state law	151	5.58%
No	2355	87.03%
Other	25	0.92%
Missing	12	0.44%
Total	2706	100%

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

Table 7.14. Evergreen (rollover) provision (Q24)

Evergreen (rollover) provision	Count	Percent
Yes	813	30.04%
No	1882	69.55%
Missing	11	0.41%
Total	2706	100.00%

Findings: Approximately 30% of superintendents have this provision. There was no significant difference based on gender.

Table 7.15. Indemnification/hold harmless (Q26)

Indemnification/hold harmless Clause	Count	Percent
Yes	1231	45.49%
No	842	31.12%
Not necessary as it is already provided by law	590	21.08%
Missing	43	1.59%
Total	2706	100.00%

Findings: Approximately 45% of superintendents had an indemnification/hold harmless provision in their contracts, almost the same as in 2021–2022 (46%). There was little difference based on gender.

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? (Q60)

	Frequency	Percent
Yes	972	35.92%
No	1,730	63.93%
Missing	4	0.15%
Total	2,706	100%

Findings: Approximately 36% of respondents used legal counsel or other outside agents to assist in the development/negotiations of the employment contract. There has been an increase of six percentage points since 2019–2020 when 30% of respondents indicated they used legal counsel or other outside agents.

Table 8.1B. Gender (Q5) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q60)

Gender	Yes	No	Total
Men	649	1,321	1,970
	32.94%	67.06%	100%
Women	322	400	722
	44.60%	55.40%	100%
Other/Prefer not to Answer	1	9	10
	10%	90%	100%
Total	972	1,730	2,702
	35.97%	64.03%	100%

Findings: A significantly higher percentage of female respondents (44.60%) used legal counsel or other outside agents assist in the development and/or negotiations of their employment agreement compared to male superintendents (32.94%).

Table 8.1C. Enrollment (Q8) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q60)

	Yes	No	Total
Fewer than 300	79	237	316
	25%	75%	100%
300 to 999	241	524	765
	31.50%	68.50%	100%
1,000 to 2,999	299	541	840
	35.6%	64.4%	100%
3,000 to 4,999	125	201	326
	38.34%	61.66%	100%
5,000 to 9,999	122	123	245
	49.8%	50.2%	100%
10,000 to 24,999	76	72	148
	51.35%	48.65%	100%
25,000 to 49,999	15	20	35
	42.86%	57.14%	100%
50,000 to 99,999	11	4	15
	73.33%	26.67%	100%
100,000 or more	4	2	6
	66.67%	33.33%	100%
Missing	0	6	6
	0	100	100%
Total	972	1,730	2,702
	35.97%	64.03%	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 8.1D. 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? (Q60)

	Yes	No	Total
White (Not Hispanic or Latino)	814	1,550	2,364
	34.43%	65.56%	100%
Black or African American	67	53	120
	55.83%	44.12%	100%
Hispanic or Latino	54	51	105
	51.43%	48.57%	100%
Asian	10	5	15
	66.67%	33.33%	100%
Native Hawaiian or other Pacific Islander	1	2	3
	33.33%	66.67%	100%
American Indian or Alaska Native	3	23	26
	11.54%	88.46%	100%
Two or more races	6	12	18
	33.33%	66.67%	100%
Other	4	6	10
	40%	60%	100%
Prefer not to say	13	28	41
	31.71%	68.29%	100%
Total	972	1,730	2,706
	35.92%	63.93%	100%

Findings: Where responses were sufficient, there was evidence of variance in the percentages of superintendents who employed legal counsel or other outside agents. Approximately, 55% of superintendents who identified as Black or African American and 51% of superintendents who identified as Hispanic or Latino employed legal counsel or other outside agents compared to 34% of superintendents who identified as White.

As noted earlier in the report, care should be taken in interpreting these findings. The data suggest that enrollment might be a contributing factor to the differences between race/cultural group results. (See Table 8.1C above and Table 1.3C)

Table 8.2A. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement? (Q61)

	Frequency	Percent
Yes	1,644	60.75%
No	1,055	38.99%
Missing	7	0.26%
Total	2,706	100%

Findings: Almost 61% of school districts used legal counsel to assist in the development and/or negotiations of the superintendents’ employment contract, an increase of almost five percentage points compared to last year. However, 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? (Q61)

	Yes	No	Total
Men	1,176	793	1,969
	59.73%	40.27%	100%
Women	464	256	720
	64.44%	35.56%	100%
Other/Prefer not to Answer	4	6	10
	40%	60%	100%
Total	1,644	1,055	2,699
	60.91%	39.09%	100%

Findings: Boards of education used legal counsel in contract negotiations with females more than with males (Female = 64.44% and Male = 59.73%).

Table 8.2C. Enrollment (Q8) and did the school district use legal counsel in negotiating the employment agreement? (Q61)

	Yes	No	Total
Fewer than 300	122	194	316
	38.61%	61.39%	100%
300 to 999	383	382	765
	50.07%	49.93%	100%
1,000 to 2,999	525	313	838
	62.65%	37.35%	100%
3,000 to 4,999	244	80	324
	74.31%	24.69%	100%
5,000 to 9,999	199	46	245
	81.22%	18.78%	100%
10,000 to 24,999	125	24	149
	83.89%	16.11%	100%
25,000 to 49,999	30	5	35
	85.71%	14.29%	100%
50,000 to 99,999	12	3	15
	80%	20%	100%
100,000 or more	4	2	6
	66.67%	33.33%	100%
Missing	0	6	6
	0	100	100%
Total	1,644	1,055	2,699
	60.91%	39.09%	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? (Q61)

	Yes	No	Total
White (Not Hispanic or Latino)	1,403	958	2,361
	59.42%	40.58%	100%
Black or African American	96	25	121
	79.34%	20.66%	100%
Hispanic or Latino	87	17	104
	83.65%	16.35%	100%
Asian	11	4	15
	73.33%	26.67%	100%
Native Hawaiian or other Pacific Islander	2	1	3
	66.67%	33.33%	100%
American Indian or Alaska Native	8	18	26
	30.77%	69.23%	100%
Two or more races	10	8	18
	55.56%	44.44%	100%
Other	6	4	10
	60%	40%	100%
Prefer not to say	21	20	41
	51.22%	48.78%	100%
Total	1,644	1,055	2,699
	60.91%	39.09%	100%

Findings: Where a sufficient number of respondents existed, higher percentages of districts led by a superintendent of color (Black or African American 79%; Hispanic or Latino 83%) employed legal counsel compared to districts led by White superintendents (59%). Enrollment may have been a contributing factor to the differences.

SECTION #9: MEMBERSHIPS

Table 9.1. AASA membership (Q63)

	Frequency	Percent
Yes	2050	75.76%
No	645	23.84%
Missing	11	0.40%
Total	2706	100%

Findings: Almost 76% of respondents were AASA members, an increase of almost four percentage points from last year.

Table 9.2. AASA membership (Q63) and gender (Q5)

	Yes	No	Total
Men	1,488	479	1,967
	75.65%	24.35%	100%
Women	555	163	718
	77.30%	22.70%	100%
Other/Prefer not to Answer	7	3	10
	70%	30%	100%
Total	2,050	645	2,695
	76.07%	23.93%	100%

Findings: No significant differences by gender existed.

Table 9.3. AASA membership (Q63) and race/cultural group (Q6)

	Yes	No	Total
White (Not Hispanic or Latino)	1,786	572	2,358
	75.74%	24.26%	100%
Black or African American	102	18	120
	85%	15%	100%
Hispanic or Latino	74	30	104
	71.15%	28.85%	100%
Asian	13	2	15
	86.67%	13.33%	100%
Native Hawaiian or other Pacific Islander	1	2	3
	33.33%	66.67%	100%
American Indian or Alaska Native	18	8	26
	69.23%	30.77%	100%
Two or more races	13	5	18
	72.22%	27.78%	100%
Other	8	2	10
	80%	20%	100%
Prefer not to say	35	6	41
	85.37%	14.63%	100%
Total	2,050	645	2,695
	76.07%	23.93%	100%

Findings: Where numbers were sufficient, there were noticeable differences in membership by race/cultural background. A higher percentage of superintendents who identified as Black or African American (85%) were AASA members compared to superintendents who identified as White (75%) or Hispanic and Latino (71%).

Table 9.4. AASA membership (Q63) and district type (Q9)

Type	Yes	No	Total
Rural	1,258	513	1,771
	71.03%	28.97%	100%
Suburban	621	104	725
	85.66%	14.34%	100%
Urban	167	27	194
	86.08%	13.92%	100%
Missing	4	1	5
	80	20	100%
Total	2,050	645	2,695
	76.07%	23.93%	100%

Findings: Superintendents in rural districts were 14 percentage points less likely to be AASA members compared to those in suburban or urban districts.

Table 9.5. Professional association membership dues paid by the school district (Q59)

	Frequency	Percent
Community Organizations (e.g., Rotary, Chamber of Commerce)	1302	48.18%
Regional Professional Organizations (e.g., state association)	2509	92.78%
National Professional Organizations (e.g., AASA)	2136	79%

Findings: Almost 93% of superintendents have regional organizations paid for in their contract.

Table 9.6. Other national education organizations to which you belong (Q65)

- 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 Institute

SECTION #10: SURVEY INSTRUMENT

REVISED: 09/15/2023

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/or 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.

In order to maintain the integrity of the data, please only complete this survey if you are a full-time superintendent with a contract.

1. Name (optional)
 2. District Name (optional)
 3. Zip code of District (optional)
-

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. 2023–24 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 (2023–24) 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, Step 1, 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 2023–2024 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

Performance Evaluation

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

48. Is the outcome of your formal performance evaluation made public?
- A. Yes, by employment agreement
 - B. Yes, by state law
 - C. No
49. 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

50. 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)
51. Is there a maximum salary cap on the calculation of your state retirement benefits?
- A. Yes
 - B. No
 - C. Not sure
52. 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.

53. 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
54. 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
55. 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
56. 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
57. 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
58. Do you receive any post-retirement health insurance coverage as part of your contract?
- A. Yes
 - B. No
59. Which of your professional association membership dues are paid by the school district? (Select all that apply)
- 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

60. 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
61. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement?
- A. Yes
 - B. No
62. Are you drawing retirement from one state and working as a superintendent in another state?
- A. Yes
 - B. No

Other Information

63. Do you presently belong to AASA, The School Superintendents Association?
- A. Yes
 - B. No
64. Do you presently belong to a state superintendent association?
- A. Yes
 - B. No
65. 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)

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

Appendix A

170 “Other” responses for Q40 Sick Leave Carryover Provisions

Other, please explain: Converted to sick leave.	5
Other, please explain:	4
Other, please explain: Converted to sick days.	3
Other, please explain: Credited to sick leave.	3
Other, please explain: Rollover to sick leave.	2
Other, please explain: Rolled to sick.	2
Other, please explain: Turned into sick days.	2
Other, please explain: Rolled into sick leave.	2
Other, please explain: Vacation and Personal Leave Days Can Not Be Carried Over/Forward From One Year To The Next.	1
Other, please explain: Rolled over into sick days.	1
Other, please explain: Paid with a maximum of five days.	1
Other, please explain: Can carry over 20 days (capped) of annual leave each year. If unused at resignation or retirement, can be paid for 20 days of unused vacation.	1
Other, please explain: Can request 5 carried over to the next year but under a total cap.	1
Other, please explain: Personal leave does not exist as a part of the superintendent’s contract and there is no cap of the amount of vacation leave that can be accrued.	1
Other, please explain: Can sell back up to 10 days at per diem.	1
Other, please explain: The Board shall advance the superintendent thirty (30) days of annual leave. Upon completion of each year of the Contract, the Board will pay the superintendent for no more than fifteen (15) days of accumulated and unused annual leave at his then applicable per diem rate (1/260 of annual salary). If, due to the demands of his job, the superintendent has accumulated unused annual leave by June 30 each year of more than thirty-four (34) days, then he is allowed to convert up to ten (10) days per year to sick leave.	1
Other, please explain: Unused personal days are converted to sick days, which count toward credit for state retirement.	1
Other, please explain: Vacation days that are not used are lost.	1
Other, please explain: Carried over to sick leave.	1
Other, please explain: Paid out at a negotiated lower rate.	1
Other, please explain: Certificated employees (including Admin) are not awarded vacation leave, only sick leave.	1
Other, please explain: Personal days exceeding the cap roll over into sick days.	1
Other, please explain: Compensation can be negotiated.	1
Other, please explain: Roll into sick leave.	1

Other, please explain: Convert personal to sick.	1
Other, please explain: Rolls into sick days.	1
Other, please explain: Convert to sick days.	1
Other, please explain: These roll over into my sick days bank.	1
Other, please explain: Converted to sick days.	1
Other, please explain: Transferred to sick days.	1
Other, please explain: Any excess days are converted to sick days	1
Other, please explain: Up to 10 credited back, carry over for 2s	1
Other, please explain: 10 days carried.	1
Other, please explain: Vacation days are not granted. Personal leave not used is transferred to sick leave with no cap on sick leave.	1
Other, please explain: Converted to sick leave, which can be carried over. Any unused days are paid out upon retirement at a lower rate.	1
Other, please explain: Can be paid for up to 5 days over cap if not used.	1
Other, please explain: Become sick days.	1
Other, please explain: Only 40 days are allowed to be both credited toward retirement; only if there are other employees in district given vacation days. All vacation days are eligible for payout at daily rate at retirement.	1
Other, please explain: Credited toward sick days.	1
Other, please explain: Paid out for 10 days only.	1
Other, please explain: Credited toward sick leave accrual.	1
Other, please explain: Personal day in excess of 7 days are rolled into sick day balance.	1
Other, please explain: Days are sold back at the end of each fiscal year to avoid exceeding the cap.	1
Other, please explain: Personal leave converts to sick leave.	1
Other, please explain: Days convert to sick days.	1
Other, please explain: PN is turned in to sick leave. I don't earn vacation. I am on a positive work calendar.	1
Other, please explain: Do not receive sick, vacation or personal.	1
Other, please explain: Rolled into accrued sick leave.	1
Other, please explain: Employees may not accrue vacation days and are not paid for unused vacation days.	1
Other, please explain: Board may approve additional carryover.	1
Other, please explain: Excess personal/vacation leave balances are transferred to sick leave. Also, superintendent can choose to have 10 days of excess vacation leave paid at per diem at the end of each fiscal year.	1
Other, please explain: State personal leave days can be accrued and used towards purchase of an additional year of service; local days are forfeited.	1
Other, please explain: Excess personal days are carried over as sick days.	1
Other, please explain: They roll into sick days.	1
Other, please explain: Excess personal days roll into sick leave.	1
Other, please explain: They turn into sick days.	1

Other, please explain: First 5 days unused are paid at the per diem rate and 5 days can be carried over to a maximum of 25 days. 1

Other, please explain: Transferred to my sick day bank. 1

Other, please explain: Half can roll over. 1

Other, please explain: Can accumulate up to 150 days. Can request payment for up to 50 days at any time, essentially keeping me from exceeding the 150 limit. 1

Other, please explain: Unused vacation days are paid at daily rate into 403b account at the end of each school year. 1

Other, please explain: Up to 4 vacation days can be rolled into sick; any personal days over 8 are rolled into sick. 1

Other, please explain: Vacation days are compensated up to 5 days; personal days beyond 5 roll into sick and are ultimately credited toward retirement. 1

Other, please explain: I am able to carry over unlimited number of vacation days, however, upon leaving the district I will only be paid for up to 32 days and will forfeit any days over. 1

Other, please explain: Vacation days can carry over and have no cap. Personal days are capped at 3 per year and do not carry over. 1

Other, please explain: I am not allowed to carry anything over other than sick days: Use them or lose them — all other days 1

Other, please explain: Vacation is paid out at the daily rate, personal leave rolls over as sick leave with no payout. 1

Other, please explain: I can carry over 15 day of vacation. I can get paid out for 5 additional days' vacation and 3 personal days. 1

Other, please explain: Paid out annually or roll to sick. 1

Other, please explain: I can carry over 5 vacation days. Any days beyond that are forfeited. Personal leave days do not accrue as personal leave, but they carry over as sick leave days if they are not used in a year. I am given 12 days per year for sick/personal. 5 of the 12 may be used for personal business. 1

Other, please explain: Paid out at daily rate, limited to 10 days. 1

Other, please explain: I can carry over up to 30 but I get 30 each year so it is impossible to exceed the cap. 1

Other, please explain: Paid up to 5 days — carry over up to 15 days. 1

Other, please explain: I can cash in 12 days per year at per diem rate. 1

Other, please explain: Personal converts to sick with no cap. Lose vacation time. 1

Other, please explain: I can get paid out for up to 5 at my daily rate. I can rollover 10; any others would be forfeited. 1

Other, please explain: Personal days are moved to sick days and 5 vacation days are retained and the rest go to sick days. 1

Other, please explain: I can rollover as many per year up to a total of 49. 1

Other, please explain: Personal days not used are moved to sick days. Vacation days up to 10 are paid out any not used past that are lost. 1

Other, please explain: I currently do not have a provision in my contract allowing me to carry over vacation/ personal days to the next year. 1

Other, please explain: Personal leave days turn into sick days.	1
Other, please explain: I do not have vacation/personal days as I am an interim.	1
Other, please explain: Personal/vacation days can't be carried over.	1
Other, please explain: Provision in contract to sell back at current hourly rate up to 20 days per year.	1
Other, please explain: I don't have personal/vacation/paid holidays. My contract is 230 days with sick days. I simply work the days that I should to a min of 230.	1
Other, please explain: Roll to sick days.	1
Other, please explain: I have a bucket of 20 days. If I use 12 days then the district adds the 12 days to the bucket the following year to equal 20 days.	1
Other, please explain: Beyond cap, vacation days are forfeited and personal days are transferred to sick days.	1
Other, please explain: I have a positive work year as teachers do; e.g., no vacation or personal days only sick leave.	1
Other, please explain: Rolled over to sick days.	1
Other, please explain: Limit to 240 cap, then does not accumulate hours.	1
Other, please explain: Forfeited unless mutually agreed upon to carry over and used in July. This has happened twice.	1
Other, please explain: Limited to 7 personal necessity days/year to be used from sick leave bank. No rollover of these days and no cash value for payout.	1
Other, please explain: Taken as vacation days to the actual termination date.	1
Other, please explain: Maximum 5 days' vacation paid out as additional compensation.	1
Other, please explain: They can roll with "board permission." We do that in a resolution each year.	1
Other, please explain: May seek approval for additional compensation pay out.	1
Other, please explain: There are no vacation/personal leave days available.	1
Other, please explain: May sell back 3 personal days at year end, any excess days convert to sick time.	1
Other, please explain: They roll into sick leave.	1
Other, please explain: Moved over to sick days.	1
Other, please explain: They will pay out 2 days of personal leave at a reduced rate each year. For vacation days, they will pay out a maximum of 24 days at your daily rate when you leave the district.	1
Other, please explain: Moved to sick days.	1
Other, please explain: Those days roll over to the accumulated sick days.	1
Other, please explain: Must use within six months or forfeited. Unused personal days turn into sick days.	1
Other, please explain: Transfer to sick days.	1
Other, please explain: My contract is for me to work 203 days. I can be paid per diem for up to 20 days for a total of 223/year.	1
Other, please explain: Transferred to sick leave.	1
Other, please explain: My contract is part time and flexible. Sick, personal, and vacation days can be taken but made up elsewhere.	1
Other, please explain: Unlimited accrual, but a buy-back provision of up to 10 unused day per year.	1

Other, please explain: My district does not allow any carry over or saving vacation leave or personal leave and does not pay for any not used. 1

Other, please explain: Unused vacation and personal days cannot be carried over from one year to the next. I chose cap because the cap would be zero. Use them annually or lose them. 1

Other, please explain: My district has PTO days, not sick/vacation/personal leave. 1

Other, please explain: Unused vacation days for a year become additional sick days moving forward. 1

Other, please explain: My vacation days do not carry over they convert to sick. 1

Other, please explain: Up to 10 days are paid. 1

Other, please explain: No carry over. 1

Other, please explain: Up to 5 bought back, 5 roll over, lose the rest w/out compensation (vacation days). 1

Other, please explain: No carryover allowed for vacation; unused personal leave rolls into sick leave days. 1

Other, please explain: Vacation days are capped and if you go over they are lost. Personal days that are over are converted to sick leave and kept in that way. 1

Other, please explain: No carry over of vacation days. 1

Other, please explain: Vacation days are forfeited with no additional compensation; personal days are paid out as additional compensation at \$75/day. 1

Other, please explain: No days can be carried over from ne year to the next. 1

Other, please explain: Vacation days are use it or lose it. 1

Other, please explain: VEBA. 1

Other, please explain: We are permitted to roll over vacation days to not exceed 40 per year; we can sell back up to 7 vacation days each year as no one ever uses all 25 we are given and we are not permitted to have more than 40; Anything above the 7 we can sell back that exceeds the 40 are lost. I've lost between 5 and 10 days for the last 3 years or so. 1

Other, please explain: Vacation is forfeited with no additional compensation, personal are converted to sick days. 1

Other, please explain: We cap it and offer no compensation. Certain years, we will offer a buy back, but not every year. 1

Other, please explain: Vacation — per diem payment for up to 5 days. Remainder of unused days are forfeited. 1

Other, please explain: 5 paid out, above five forfeited with no compensation. 1

Other, please explain: No vacation leave is accrued. Personal leave over the cap is rolled into sick leave. 1

Other, please explain: We can buy out up to 7 days if you have them. 1

Other, please explain: When this happened one year, the Board agreed to pay out the days over the cap, as an exception. 1

Other, please explain: We do not carry over vacation days. We do not have personal days. Personal/sick days are the same. 1

Other, please explain: 1. Following the COVID-19 pandemic, my Board and I agreed that the traditional model of pre-determined leave/accrual and buy-out schedule is not conducive to the role of a superintendent. Therefore, we negotiated a structure where the superintendent can take leave as they seem fit, determined by the ebb and flow of their work and all most of the previous buy-out/accrual structures will stay in place

for compensation. The contract language provides flexibility and is an economic benefit to the superintendent without being an exhaustive cost to the district. It is an increase to the district, but the BOE is paying the superintendent to get the work done and take time as they need versus paying them to be off for a predetermined amount of time, which may or may not be feasible/realistic. 1

Other, please explain: No vacation granted, no cap on PN. 1

Other, please explain: No vacation days can be carried over. The superintendent can accumulate and be compensated for up to 7 vacation days in a contract year. Personal leave turns into sick time and goes toward retirement credit. 1

Other, please explain: No pay on personal, negotiate payment for vacation. 1

Other, please explain: No vacation days are rolled over, just lost. 1

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DIY Surveys

Engage is a DIY, cloud-based survey solution built for K-12 school districts to help school leaders build, administer, and analyze community surveys.

The **AASA Superintendent Salary & Benefits Survey** is powered by K12 Insight



Managed Research

Our expert team has the experience and tools to help school districts collect feedback then analyze data that identifies gaps and opportunities impacting the school environment.



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K12 Insight offers expert-led, interactive virtual and in-person workshops to help uplevel your frontline staff's soft skills and ensure your intentional customer service plan is executed well at every level.



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