2024–2025 AASA SUPERINTENDENT SALARY & BENEFITS SURVEY

Non-Member Version

2024–2025 AASA Superintendent Salary & Benefits Study

NON-MEMBER VERSION

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2024–2025 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

EXECUTIVE SUMMARY

The 2024–2025 AASA Superintendent Salary & Benefits Study marks the thirteenth consecutive edition of this report. The national 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 2,077 complete responses. 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).

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 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.aasa.org/resources/resource/to-cap-or-not-to-cap)
(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 Government Affairs Manager; Dr. Christopher H. Tienken, AASA Research Professor in Residence, Associate Professor of Education

Leadership, Management, and Policy, Seton Hall University, NJ, 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, NJ; Dr. Li Kang, University of Alabama, AL; Dr. Sean Cronin, Matawan School District, NJ; and Seton Hall University Education Leadership doctoral students Elizabeth Nunez and Ryan Gorman. The research was conducted under the direct supervision of Noelle Ellerson Ng, AASA Associate Executive Director, Advocacy and Governance.

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 over the years to reflect changes in the compensation landscape. The latest revision occurred between July – September 2024 under the direction of Dr. Christopher Tienken for the current edition of the study. Peer review feedback of the survey was received by nine superintendents:

- Dr. Daniel Hile, Noblesville School District, Noblesville, IN.
- Dr. Bryan Luizzi, New Canaan Public Schools, New Canaan, CT.
- Dr. Jennifer Kelsall, Ridgewood Community High School, Norridge, IL.
- Dr. Lance Evans, Superintendent, New Albany City School District, New Albany, MS.
- Heidi Sipe, Superintendent, Umatilla School District 6R, Umatilla, OR.
- Randall W. Squier, Coxsackie-Athens Central School District, NY.
- Dr. Rupak Gandhi, Fargo School District 1, Fargo, ND.
- Dr. Dan J. Schnoes, Educational Services Unit #3, LaVista, NE.
- Dr. Eric Conti, Burlington Public Schools, Burlington, MA.

The review resulted in revisions to improve the clarification of the response choices of three questions.

Using a commercially prepared mailing list of public school superintendents in the United States, email invitations to participate in the survey were distributed during the months of October and November 2024. Additionally, AASA collaborated with the Association of Latino Administrators and Superintendents (ALAS) with dissemination to their membership.

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 80-page report of findings is divided into 11 sections with 94 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.

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 2,088 total responses to the survey. After carefully checking the data, responses from eleven participants were omitted as the research team found them to be invalid because the respondent was either an interim superintendent working on a per diem contract or a respondent did not report valid data. The final sample size was 2,077. The eleven omitted participant responses equated to 0.05% of the total responses; 99.95% 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 2,077 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 an element of this study in greater depth 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, Advocacy and Governance, for her support and guidance and to AASA Government Affairs Manager 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.
March 2025

AASA would like to thank K–12 *Insight* for powering the 2024-2025 Superintendent Salary Survey

K12 *Insight*

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SECTION #1:
DEMOGRAPHICS OF RESPONDENTS

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State	Frequency	Percent
Alabama	26	1.25%
Alaska	9	0.42%
Arizona	50	2.40%
Arkansas	31	1.65%
California	96	4.62%
Colorado	29	1.39%
Connecticut	15	0.72%
Delaware	2	0.10%
Florida	6	0.29%
Georgia	29	1.40%
Idaho	25	1.20%
Illinois	232	11.16%
Indiana	66	3.17%
Iowa	46	2.21%
Kansas	65	3.13%
Kentucky	45	2.17%
Louisiana	8	0.38%
Maine	27	1.30%
Maryland	3	0.14%
Massachusetts	20	0.96%
Michigan	82	3.95%
Minnesota	67	3.22%
Mississippi	9	0.42%
Missouri	106	5.10%
Montana	47	2.26%
Nebraska	44	2.11%
Nevada	7	0.33%
New Hampshire	17	0.82%
New Jersey	77	3.71%
New Mexico	12	0.58%
New York	111	5.33%
North Carolina	17	0.82%
North Dakota	22	1.06%
Ohio	100	4.81%
Oklahoma	57	2.74%
Oregon	41	1.96%
Pennsylvania	116	5.58%
Rhode Island	4	0.19%
South Carolina	8	0.38%
South Dakota	11	0.53%
Tennessee	20	0.96%
Texas	59	2.83%
Utah	13	0.62%
Vermont	12	0.58%
Virginia	23	1.11%
Washington	52	2.50%
West Virginia	4	0.19%
Wisconsin	71	3.42%
Wyoming	12	0.58%
Missing	26	1.25%
Total	2,077	100%

Findings: A total of 2,077 valid responses were received. The total return is one of the largest since the inception of the project in 1999 and compares favorably with recent editions of the study:

2023-2024 N=2,706 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	2025	2023
≤30	3	0.14%	0%
31-40	73	3.51%	3.23%
41-50	714	34.38%	31.48%
51-60	1,072	51.61%	53.09%
61-70	187	9.00%	10.03%
70+	18	0.87%	0.74%
Missing	10	0.48%	1.43%
Total	2,077	100%	100%

Findings: The mean age of the superintendent was 52.23, two years older than the previous year and the same as 2022–2023. The median age was 52, as it was in the 2022–2023 study. The modal response was 51–60 years of age (51.61%) and 38.01% of respondents were 50 years old or younger in 2024–2025 compared to 34.71% in 2022–2023.

Similar to last year, nearly 86% of respondents were ages 41–60 years old. More people appear to be ascending to the superintendent position at an earlier age than over a decade ago. A noticeably higher percentage of superintendents were in the 41–50 age range (34.38%) in the 2024–2025 study compared to 29.83% in 2012. The percentage of superintendents ages 60+ decreased from 19.48% in 2012 to just 9.87% in 2024–2025.

Table 1.2B. Race/cultural group (Q6)

Race / Ethnicity	Frequency	Percent
White (Not Hispanic or Latino)	1,800	86.91%
Black or African American	97	4.68%
Hispanic or Latino	92	4.44%
Asian	7	0.34%
Native Hawaiian or Other Pacific Islander	1	0.05%
American Indian or Alaska Native	22	1.06%
Two or more races	17	0.82%
Prefer not to answer	28	1.35%
Other	7	0.34%
Total	2,071	100%

Findings: Approximately 87% of respondents identified as White followed by almost 4.7% Black or African American and 4.44% Hispanic or Latino.

Table 1.2C. Gender (Q5)

Gender	Frequency	Percent
Male	1,518	73.19%
Female	549	26.47%
Prefer Not to Answer	6	0.29%
Other	1	0.05%
Total	2,074	100%

Findings: The gender breakdown was similar to last year.

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

Age	Male	Female	Other	Prefer Not to Respond	Total
≤30	3	0	0	0	3
	0.20%	0.00%	0.00%	0.00%	0.14%
31-40	58	15	0	0	73
	3.82%	2.73%	0.00%	0.00%	3.57%
41-50	526	183	1	2	714
	34.65%	33.33%	100%	33.33%	34.38%
51-60	774	296	0	2	1072
	50.99%	53.92%	0.00%	33.33%	51.61%
61-70	136	50	0	1	187
	8.96%	9.11%	0.00%	16.67%	9.00%
70+	16	2	0	0	18
	1.05%	0.36%	0.00%	0.00%	0.87%
Missing	5	3	0	1	10
	0.33%	0.55%	0.00%	16.67%	0.48%
Total	1,518	549	1	6	2,077
	100%	100%	100%	100%	100%

Findings: Similar to the previous year, slightly higher percentage of females fell within the 51–60 age range compared to males (54% versus 51%).

Table 1.3A. Enrollment (Q8)

	Frequency	Percent
Fewer than 300	259	12.47%
300 to 999	602	28.98%
1,000 to 2,999	634	30.52%
3,000 to 4,999	239	11.51%
5,000 to 9,999	195	9.39%
10,000 to 24,999	98	4.72%
25,000 to 49,999	34	1.64%
50,000 to 99,999	9	0.43%
100,000 or more	3	0.14%
Missing	4	0.19%
Total	2,077	100%

Findings: Almost 60% of district enrollment for the sample 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	169	89	1	259
	11.15%	16.24%	.004%	
300 to 999	430	170	2	602
	28.36%	31.02%	.003%	
1,000 to 2,999	490	139	3	632
	32.32%	25.36%	.00%	
3,000 to 4,999	173	66	0	239
	11.41%	12.04%	0.00%	
5,000 to 9,999	140	54	1	195
	9.23%	9.85%	.005%	
10,000 to 24,999	82	16	0	98
	5.41%	2.92%	0.00%	
25,000 to 49,999	24	10	0	34
	1.58%	1.82%	0.00%	
50,000 to 99,999	6	3	0	9
	0.40%	0.55%	0.00%	
100,000 or more	2	1	0	3
	0.13%	0.18%	0.00%	
Total	1,516	548	7	2,071

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	228	2	11	0	1	5	4	7	1	259
%	88.03%	0.77%	4.25%	0.00%	0.39%	1.93%	1.54%	2.70%	0.39%	100%
300 to 999	544	16	16	1	0	11	3	7	3	601
%	90.52%	2.66%	2.66%	0.17	0.00%	1.83%	0.50%	1.16%	0.5.%	100%
1,000 to 2,999	560	32	21	2	0	3	2	11	2	633
%	88.47%	5.06%	3.32%	0.32	0.00%	0.47%	0.32%	1.74%	0.32%	100%
3,000 to 4,999	204	12	17	3	0	0	2	0	0	238
%	85.71%	5.04%	7.14%	1.26	0.00%	0.00%	0.84%	0.00%	0.00%	100%
5,000 to 9,999	168	13	7	0	0	0	4	2	0	194
%	86.6%	6.7%	3.61%	0.00%	0.00%	0.00%	2.06%	1.03%	0.00%	100%
10,000 to 24,999	68	12	14	1	0	1	1	0	0	97
%	70.1%	12.37%	14.43%	1.03	0.00%	1.03%	1.03%	0.00%	0.00%	100%
25,000 to 49,999	19	7	5	0	0	1	1	1	0	34
%	55.88%	20.59%	14.71%	0.00%	0.00%	2.94%	2.94%	2.94%	0.00%	100%
50,000 to 99,999	6	2	1	0	0	0	0	0	0	9
%	66.67%	22.22%	11.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
100,000 or more	1	1	0	0	0	0	0	0	1	3
%	33.33%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.33%	100%
Total	1,798	97	92	7	1	21	17	28	7	2,068
% Race/Cultural Group	86.94%	4.69%	4.45%	0.34%	0.05%	1.02%	0.82%	1.35%	0.34%	100%

Findings: Where sufficient numbers existed, there were differences by race/cultural group and enrollment. Approximately 73% of superintendents who identified as White worked in districts with enrollments of fewer than 3,000 students compared to 52% of superintendents who identified as Black or African American and 52% of superintendents who identified as Hispanic or Latino.

Table 1.4A. District description (Q9)

	Frequency	Percent
Rural	1,380	66.44%
Suburban	548	26.38%
Urban	144	6.93%
No Response	5	0.24%
Total	2,077	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	246	11	1	1	259
	94.98%	4.25%	0.39%	0.39%	100%
300 to 999	533	56	13	0	602
	88.54%	9.30%	2.16%	0.00%	100%
1,000 to 2,999	428	173	32	1	634
	67.51%	27.29%	5.05%	0.16%	100%
3,000 to 4,999	101	121	16	1	239
	42.26%	50.63%	6.69%	0.42%	100%
5,000 to 9,999	54	109	32	0	195
	27.69%	55.90%	16.41%	0.00%	100%
10,000 to 24,999	15	56	27	0	98
	15.31%	57.14%	27.55%	0.00%	100%
25,000 to 49,999	0	14	19	1	34
	0.00%	41.18%	55.88%	2.94%	100%
50,000 to 99,999	0	6	3	0	9
	0.00%	66.67%	33.33%	0.00%	100%
100,000 or more	1	1	1	0	3
	33.33%	33.33%	33.33%	0.00%	100%
Missing	2	1	0	1	4
	50.00%	25.00%	0.00%	25.00%	100%
Total	1,380	548	144	5	2,077
	66.44%	26.38%	6.93%	0.24%	100%

Findings: Not surprisingly, there was a relationship between enrollment and urbanicity. As enrollment increased, the percentage of districts categorized as urban and suburban increased and those categorized as rural decreased.

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

	Rural	Suburban	Urban	No Response	Total
White (Not Hispanic or Latino)	1,247	468	81	4	1,800
	69.28%	26.00%	4.50%	0.22%	100%
Black or African American	31	33	33	0	97
	31.96%	34.02%	34.02%	0.00%	100%
Hispanic or Latino	41	29	22	0	92
	44.57%	31.52%	23.91%	0.00%	100%
Asian	2	5	0	0	7
	28.57%	71.43%	0.00%	0.00%	100%
Native Hawaiian or other Pacific Islander	1	0	0	0	1
	100%	0.00%	0.00%	0.00%	100%
American Indian or Alaska Native	20	0	2	0	22
	90.91%	0.00%	9.09%	0.00%	100%
Two or more races	10	5	2	0	17
	58.82%	29.41%	11.76%	0.00%	100%
Other	3	3	1	0	7
	42.86%	42.86%	14.29%	0.00%	100%
Prefer not to say	23	3	2	0	28
	82.14%	10.71%	7.14%	0.00%	100%
Missing	2	2	1	1	6
	33.33%	33.33%	16.67%	16.67	100%
Total	1,380	548	144	5	2,077
	66.44%	26.38%	6.93%	0.24%	100%

Findings: Where sufficient numbers existed, higher percentages of superintendents who identified as White (69.28%) worked in rural districts compared to superintendents who identified as Black or African American (32%) and Hispanic or Latino (44.57%).

Conversely, higher percentages of superintendents who identified as Black or African American (34%) and Hispanic or Latino (24%) worked in urban districts compared to superintendents who identified as White (4.50%).

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

Type	Male	Female	Other	Prefer not to say	Total
Rural	1,024	350	0	4	1,380
	67.46%	63.75%	0.00%	66.67%	66.44%
Suburban	395	150	1	2	548
	26.02%	27.32%	100%	33.33%	26.38%
Urban	96	48	0	0	144
	6.32%	8.74%	0.00%	0.00%	6.93%
Missing	3	1	0	0	5
	0.20%	0.18%	0.00%	0.00%	0.24%
Total	1,518	549	1	6	2,077
	100%	100%	100%	100%	100%

Findings: There were slight differences by gender and district description. A slightly higher percentage of males (67%) worked in rural districts compared to females (64%). Conversely, a slightly higher percentage of females (9%) worked in urban districts compared to males (6%).

Table 1.5A. Years as superintendent (Q11)

Years	Frequency	Percent
Less than 1 year	143	6.88%
1–5 years	853	41.07%
6–10 years	575	27.68%
11–15 years	312	15.02%
16–20 years	116	5.58%
21–25 years	49	2.36%
26–30 years	15	0.72%
31–35 years	6	0.29%
36–40 years	2	0.10%
40+ years	3	0.14%
No Response	3	0.14%
Total	2,077	100%

Findings: Similar to the results from 2022 and 2023, almost half — 47.95% — 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	15	45	45	16	13	5	3	1	0	0	143
	10.49%	31.47%	31.47%	11.19%	9.09%	3.50%	2.10%	0.70%	0.00%	0.00%	100%
1-5 years	115	240	258	101	81	36	13	7	1	1	853
	13.48%	28.14%	30.25%	11.84%	9.50%	4.22%	1.52%	0.82%	0.12%	0.12%	100%
6-10 years	65	174	170	71	52	31	9	0	1	2	575
	11.30%	30.26%	29.57%	12.35%	9.04%	5.39%	1.57%	0.00%	0.17%	0.35%	100%
11-15 years	38	91	99	30	33	17	4	0	0	0	312
	12.18%	29.17%	31.73%	9.62%	10.58%	5.45%	1.28%	0.00%	0.00%	0.00%	100%
16-20 years	13	31	37	13	13	4	4	0	0	1	116
	11.21%	26.72%	31.90%	11.21%	11.21%	3.45%	3.45%	0.00%	0.00%	0.86%	100%
21-25 years	7	14	18	4	1	4	0	0	1	0	49
	14.29%	28.57%	36.73%	8.16%	2.04%	8.16%	0.00%	0.00%	2.04%	0.00%	100%
26-30 years	1	5	2	3	2	1	1	0	0	0	15
	6.67%	33.33%	13.33%	20.00%	13.33%	6.67%	6.67%	0.00%	0.00%	0.00%	100%
31-35 years	3	1	0	1	0	0	0	1	0	0	6
	50.00%	16.67%	0.00%	16.67%	0.00%	0.00%	0.00%	16.67%	0.00%	0.00%	100%
36-40 years	1	0	1	0	0	0	0	0	0	0	2
	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
40+ years	1	0	2	0	0	0	0	0	0	0	3
	33.33%	0.00%	66.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
No Response	0	1	2	0	0	0	0	0	0	0	3
	0.00%	33.33%	66.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	259	602	634	239	195	98	34	9	3	4	2,077
	12.47%	28.98%	30.52%	11.51%	9.39%	4.72%	1.64%	0.43%	0.14%	0.19%	100%

Findings: There did not appear to be a strong relationship between years of experience as a superintendent and enrollment.

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

Years	Male	Female	Other/ Prefer Not to Answer	Total
Less than 1 year	97	45	1	143
	6.39%	8.20%	0.00%	6.88%
1–5 years	578	270	5	853
	38.08%	49.18%	50.00%	41.07%
6–10 years	423	150	2	575
	27.87%	27.32%	16.67%	27.68%
11–15 years	245	66	1	312
	16.14%	12.02%	16.67%	15.02%
16–20 years	104	11	1	116
	6.85%	2.00%	16.67%	5.58%
21–25 years	45	4	0	49
	2.96%	0.73%	0.00%	2.36%
26–30 years	14	1	0	15
	0.92%	0.18%	0.00%	0.72%
31–35 years	6	0	0	6
	0.40%	0.00%	0.00%	0.29%
36–40 years	2	0	0	2
	0.13%	0.00%	0.00%	0.10%
40+ years	3	0	0	3
	0.20%	0.00%	0.00%	0.14%
Missing	1	2	0	3
	0.07%	0.36%	0.00%	0.14%
Total	1,518	549	10	2,077
	100%	100%	100%	100%

Findings: Approximately 57% of female superintendents had five years or less of experience as a superintendent compared to a little more than 44% 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)	118	726	490	289	105	46	15	5	1	2	3	1,800
	6.56%	40.33%	27.22%	16.06%	5.83%	2.56%	0.83%	0.28%	0.06%	0.11%	0.17%	100%
Black or African American	9	46	30	8	3	1	0	0	0	0	0	97
	9.28%	47.42%	30.93%	8.25%	3.09%	1.03%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Hispanic or Latino	6	44	33	7	1	1	0	0	0	0	0	92
	6.52%	47.83%	35.87%	7.61%	1.09%	1.09%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Asian	1	4	2	0	0	0	0	0	0	0	0	7
	14.29%	57.14%	28.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Native Hawaiian or other	0	0	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%	0.00%	0.00%	0.00%	100%
American Indian or Alaska Native	2	5	6	3	4	0	0	0	1	1	0	22
	9.09%	22.73%	27.27%	13.64%	18.18%	0.00%	0.00%	0.00%	4.55%	4.55%	0.00%	100%
Two or more races	3	6	7	1	0	0	0	0	0	0	0	17
	17.65%	35.29%	41.18%	5.88%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Prefer not to answer	2	14	5	3	3	1	0	0	0	0	0	28
	7.14%	50.00%	17.86%	10.71%	10.71%	3.57%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Other	1	4	1	1	0	0	0	0	0	0	0	7
	14.29%	57.14%	14.29%	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Missing	1	4	1	0	0	0	0	0	0	0	0	6
	16.67%	66.67%	16.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	143	853	575	312	116	49	15	6	2	3	3	2,077
	6.88%	41.07%	27.68%	15.02%	5.58%	2.36%	0.72%	0.29%	0.10%	0.14%	0.14%	100%

Findings: Where numbers were sufficient, there were differences by race/cultural group and years of experience as a superintendent. Approximately 53% of superintendents who identified as White had more than five years of experience compared to superintendents who identified as Black or African American (43.30%) and Hispanic or Latino (45.65%).

Table 1.6A. Years in present position (Q10)

Years	Frequency	Percent
Less than 1 year	215	10.35%
1–5 years	1,109	53.39%
6–10 years	481	23.16%
11–15 years	200	9.63%
16–20 years	48	2.31%
21–25 years	15	0.72%
26–30 years	3	0.14%
31–35 years	5	0.24%
36–40 years	0	0.00%
40+ years	1	0.05%
Missing	0	0.00%
Total	2,077	100%

Findings: Almost 63% of superintendents had 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	Missing	Total
Less than 1 year	159	54	0	1	1	215
	10.47%	9.84%	0.00%	16.67%	33.33%	10.35%
1–5 years	786	318	1	3	1	1,109
	51.78%	57.92%	100%	50.00%	33.33%	53.39%
6–10 years	355	124	0	1	1	481
	23.39%	22.59%	0.00%	16.67%	33.33%	23.16%
11–15 years	156	44	0	0	0	200
	10.28%	8.01%	0.00%	0.00%	0.00%	9.63%
16–20 years	41	6	0	1	0	48
	2.70%	1.09%	0.00%	16.67%	0.00%	2.31%
21–25 years	13	2	0	0	0	15
	0.86%	0.36%	0.00%	0.00%	0.00%	0.72%
26–30 years	3	0	0	0	0	3
	0.20%	0.00%	0.00%	0.00%	0.00%	0.14%
31–35 years	4	1	0	0	0	5
	0.26%	0.18%	0.00%	0.00%	0.00%	0.24%
36–40 years	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
40+ years	1	0	0	0	0	1
	0.07%	0.00%	0.00%	0.00%	0.00%	0.05%
Total	1,518	549	1	6	3	2,077
	100%	100%	100%	100%	100%	100%

Findings: Overall, males had slightly more time in their current present positions than females. A larger percentage of females (67.76%) had fewer than six years of experience in their current positions compared to males (62.25%).

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)	176	950	422	186	44	14	3	4	0	1	0	1,800
	9.78%	52.78%	23.44%	10.33%	2.44%	0.78%	0.17%	0.22%	0.00%	0.06%	0.00%	100%
Black or African American	13	61	16	5	2	0	0	0	0	0	0	97
	13.40%	62.89%	16.49%	5.15%	2.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Hispanic or Latino	10	54	24	3	0	1	0	0	0	0	0	92
	10.87%	58.70%	26.09%	3.26%	0.00%	1.09%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Asian	1	3	3	0	0	0	0	0	0	0	0	7
	14.29%	42.86%	42.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Native Hawaiian or other	1	0	0	0	0	0	0	0	0	0	0	1
	100%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
American Indian or Alaska Native	6	8	4	2	2	0	0	0	0	0	0	22
	27.27%	36.36%	18.18%	9.09%	9.09%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Two or more races	3	9	4	1	0	0	0	0	0	0	0	17
	17.65%	52.94%	23.53%	5.88%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Prefer not to answer	3	16	5	3	0	0	0	1	0	0	0	28
	10.71%	57.14%	17.86%	10.71%	0.00%	0.00%	0.00%	3.57%	0.00%	0.00%	0.00%	100%
Other	1	4	2	0	0	0	0	0	0	0	0	7
	14.29%	57.14%	28.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	1	4	1	0	0	0	0	0	0	0	0	6
	16.67%	66.67%	16.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
												2077

Findings: Where numbers were sufficient, there were some differences based on race/cultural group and years in present position. A higher percentage of superintendents who identified as Black or African American (76%) indicated they were in their present positions fewer than six years compared to superintendents who identified as White (63%) or Hispanic or Latino (70%).

Table 1.7A. Economic condition of district (Q21)

Economic condition of the district	Frequency	Percent
Declining economic condition	623	30.00%
Growing economic condition	294	14.16%
Stable economic condition	1,158	55.75%
Missing	2	0.10%
Total	2,077	100.00%

Findings: Similar to last year, 30% of superintendents believed their districts were in declining economic conditions. This finding is lower than the results 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	108	17.34%	136	11.74%	15	5.10%	259	12.47%
300 to 999	221	35.47%	335	28.93%	46	15.65%	602	28.98%
1,000 to 2,999	176	28.25%	373	32.21%	85	28.91%	634	30.52%
3,000 to 4,999	55	8.83%	137	11.83%	47	15.99%	239	11.51%
5,000 to 9,999	36	5.78%	100	8.64%	58	19.73%	194	9.39%
10,000 to 24,999	15	2.41%	54	4.66%	29	9.86%	98	4.72%
25,000 to 49,999	8	1.28%	15	1.30%	10	3.40%	33	1.64%
50,000 to 99,999	1	0.16%	6	0.52%	2	0.68%	9	0.43%
100,000 or more	2	0.32%	1	0.09%	0	0.00%	3	0.14%
Missing	1	0.16%	1	0.09%	2	0.68%	4	0.19%
Total	623	100%	1158	100%	294	100%	2075	100%

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

Table 1.8A. Terminal degree (Q12)

Terminal Degree	Frequency	Percent
Masters	801	38.57%
MBA	13	0.63%
CPA	2	0.10%
JD	7	0.34%
EdS	300	14.44%
EdD	739	35.57%
PhD	151	7.27%
Other	64	3.08%
No Response	0	0.00%
Total	2,077	100%

Findings: More than 4 out of 10 (43.18%) of respondents held a doctorate (EdD, PhD, or JD).

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

	Male		Female		Prefer Not to Answer		Other		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
CPA	2	0.13%	0	0.00%	0	0.00%	0	0.00%	2	0.10%
EdD	517	34.06%	219	39.89%	2	33.33%	1	100%	739	35.58%
EdS	246	16.21%	53	9.65%	0	0.00%	0	0.00%	300	14.44%
JD	5	0.33%	2	0.36%	0	0.00%	0	0.00%	7	0.34%
Masters	603	39.72%	194	35.34%	3	50.00%	0	0.00%	801	38.57%
MBA	9	0.59%	4	0.73%	0	0.00%	0	0.00%	13	0.63%
PhD	93	6.13%	57	10.38%	0	0.00%	0	0.00%	151	7.27%
Other	43	2.83%	20	3.64%	1	16.67%	0	0.00%	64	3.08%
Missing	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1,518	100%	549	100%	6	100%	1	100%	2,077	100%

Findings: Where numbers were sufficient, a noticeably higher percentage of females held a doctorate (50.63%) compared to males (40.52%).

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

	CPA	EdD	EdS	JD	Masters	MBA	PhD	Other	Total
White (Not Hispanic or Latino)	2	610	283	6	710	10	122	57	1,800
	0.11%	33.89%	15.72%	0.33%	39.44%	0.56%	6.78%	3.17%	100%
Black or African American	0	65	4	0	12	1	13	2	97
	0.00%	67.01%	4.12%	0.00%	12.37%	1.03%	13.40%	2.06%	100%
Hispanic or Latino	0	43	3	1	30	2	10	3	92
	0.00%	46.74%	3.26%	1.09%	32.61%	2.17%	10.87%	3.26%	100%
Asian	0	3	0	0	3	0	1	0	7
	0.00%	42.86%	0.00%	0.00%	42.86%	0.00%	14.29%	0.00%	100%
Native Hawaiian or other Pacific Islander	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	100%	0.00%	0.00%	0.00%	100%
American Indian or Alaska Native	0	5	3	0	12	0	2	0	22
	0.00%	22.73%	13.64%	0.00%	54.55%	0.00%	9.09%	0.00%	100%
Two or more races	0	3	3	0	9	0	2	0	17
	0.00%	17.65%	17.65%	0.00%	52.94%	0.00%	11.76%	0.00%	100%
Prefer not to answer	0	4	2	0	19	0	1	2	28
	0.00%	14.29%	7.14%	0.00%	67.86%	0.00%	3.57%	7.14%	100%
Other	0	4	1	0	2	0	0	0	7
	0.00%	57.14%	14.29%	0.00%	28.57%	0.00%	0.00%	0.00%	100%
Missing	0	2	1	0	3	0	0	0	6
	0.00%	33.33%	16.67%	0.00%	50.00%	0.00%	0.00%	0.00%	100%
Total	2	739	300	7	801	13	151	64	2,077
	0.10%	35.58%	14.44%	0.34%	38.57%	0.63%	7.27%	3.08%	100%

Findings: Where numbers were sufficient, differences existed by race/cultural group. Higher percentages of superintendents who identified as Black or African American (80.41%) held a doctorate compared to those who identified as White (41%) and those who identified as Hispanic or Latino (57.7%).

Note: As indicated in the introduction, care should be exercised in drawing conclusions or inferences from the 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 2025–2026 (Q19)

Professional Plans	Count	%
Continue serving as superintendent at my current district	1,864	89.74%
Continue working in education, but pursue a different (non-superintendent) position	20	0.96%
Leave education for other reason (Specify Reason):	2	0.10%
Leave education to retire	51	2.46%
Leave education to work in a non-education field	6	0.29%
Retire and work as an interim superintendent	13	0.63%
Retire, and then be re-hired to continue working in a different district within the same state	11	0.53%
Retire, and then be re-hired to continue working in education in another state	6	0.29%
Retire, and then be re-hired to continue working in my current district	6	0.29%
Retire, and then pursue an education-related position outside of K-12 public schools	30	1.44%
Serve as superintendent at a different district within the same state	55	2.65%
Serve as superintendent in another state	9	0.43%
Omitted	4	0.19%
Total	2,077	100%

Findings: Similar to findings over the last three years, almost 9/10 (89.74%) of respondents intend to remain as superintendent in their current district next year (2025–2026). Overall, 92.82% reported they would continue to serve in the position of superintendent. Only 5.64% 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 2024-25 per pupil expenditure	Frequency	Percent
Less than $5,000	62	2.99%
$5,000-7,499	283	13.63%
$7,500-9,999	416	20.03%
$10,000-12,499	500	24.07%
$12,500-14,999	359	17.28%
$15,000+	426	20.51%
Missing	31	1.49%
Total	2,077	100.00%

Findings: Approximately 44% 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		100,000+	
Per Pupil Spending	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than $5,000	12	4.71%	13	2.19%	20	3.20%	6	2.56%	5	2.58%	3	3.06%	2	6.25%	1	12.50%	0	0.00%
$5,000-$7,499	44	17.25%	76	12.79%	96	15.36%	28	11.97%	25	12.89%	6	6.12%	5	15.63%	0	0.00%	1	33.33%
$7,500 - $9,999	39	15.29%	127	21.38%	135	21.60%	40	17.09%	36	18.56%	28	28.57%	5	15.63%	4	50.00%	2	66.67%
$10,000 - $12,499	61	23.92%	159	26.77%	135	21.60%	56	23.93%	58	29.90%	23	23.47%	8	25.00%	0	0.00%	0	0.00%
$12,500 - $14,999	36	14.12%	108	18.18%	116	18.56%	40	17.09%	36	18.56%	19	19.39%	4	12.50%	0	0.00%	0	0.00%
$15,000+	63	24.71%	111	18.69%	123	19.68%	64	27.35%	34	17.53%	19	19.39%	8	25.00%	3	37.50%	0	0.00%
Total*	255	100%	594	100%	625	100%	234	100%	194	100%	98	100%	32	100%	8	100%	3	100%

Findings: Larger districts do not necessarily have lower per pupil costs than smaller districts**.** For example, approximately 60% of districts with enrollments above 10,000 students spend more than $10,000 per student compared to 63% of districts with enrollments below 10,000.

*N count was 2,043.

SECTION #2: SALARY

Table 2.1. Superintendent base salary 2024–2025 (Q13) and enrollment (Q8)

	Min	25%	**Median**	75%	Max	N
Fewer than 300	58000	80000	**100000**	121000	205481	259
300 to 999	70000	105000	**119100**	135000	230000	602
1,000 to 2,999	72315	115000	**130000**	158000	287000	634
3,000 to 4,999	90000	130000	**150000**	176000	260000	239
5,000 to 9,999	95000	135916	**155000**	180000	312000	195
10,000 to 24,999	100000	147000	**165000**	189500	300000	98
25,000 to 49,999	110000	171250	**202500**	220000	275000	34
50,000 to 99,999	140000	150000	**180000**	208099	220000	9
100,000 or more	190000	190000	**190000**	190000	190000	3
Total						2073
Mean Salary			**169,343**			

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 $169,343, an increase of 2.1% over last year. 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 $158,721, approximately a 1.74% increase over last year. The median salary figure is generally accepted by economists as a more accurate measure because it is less affected by outliers.

Although median and mean 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 2024 dollars, would be $175,679, which is $6,336 above this year's reported mean salary.

The inflation adjusted median salary from 2013 would be $165,773 today, which is $7,052 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	57000	128668	**157500**	205752	392000	547
Male	50000	131500	**158821**	195276	394000	1515
Prefer not to answer	76000	114375	151500	213900	245000	6
Other	213905	213905	213905	213905	213905	1

Findings: Keeping mind that males are overrepresented in the superintendency (73%) compared to females (26%), the median salary of male superintendents was slightly higher than that of females for only the 6th time in the last 13 years.

Female superintendents earned 99.16% of what males earned in 2024–2025.

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	90000	111250	130056	149750	275000	22
Asian	105000	178500	243193	259000	286000	7
Black or African American	83480	160000	190000	240000	378000	97
Hispanic or Latino	85000	162500	211250	253750	368237	90
Native Hawaiian or other Pacific Islander	75000	75000	75000	75000	75000	1
Two or more races	63000	136000	190000	230000	283000	17
White (not Hispanic or Latino)	50000	130000	155178	192066	392000	1796
Other	75000	138020	197850	230625	264981	9
Prefer not to answer	76000	135500	148000	161000	394000	27

Findings: Where sufficient numbers of respondents existed, some variation was noted in median salaries. Superintendents who identified as Black or African American and Hispanic or 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 or African American and Hispanic or Latino worked 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	112200	141064	169928	198791	227655	2
EdD	60000	149838	**186000**	229625	394000	736
EdS	60000	115950	135000	158168	265000	300
JD	115000	174650	209100	291199	341374	7
MA/MS/MED	50000	125000	146889	175000	392000	799
MBA	110000	135000	150030	170000	277000	13
PhD	95000	145000	**181000**	223500	378000	151
Other (Please specify):	81000	137678	160750	191125	303955	60

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	50000	121000	140500	165000	303955	1380
Suburban	104000	182669	215000	246602	384595	548
Urban	117290	178514	210500	255250	394000	144
Omitted	115000	164000	174400	185000	185016	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	58000	80000	100000	121000	205481	226	259
300 to 999	70000	105000	119100	135000	230000	480	602
1,000 to 2,999	72315	115000	130000	158000	287000	219	634
3,000 to 4,999	90000	130000	150000	176000	260000	19	239
5,000 to 9,999	95000	135916	155000	180000	312000	15	195
10,000 to 24,999	100000	147000	165000	189500	300000	3	98
25,000 to 49,999	110000	171250	202500	220000	275000	0	34
50,000 to 99,999	140000	150000	180000	208099	220000	0	9
100,000 or more	190000	190000	190000	190000	190000	2	3
Omitted	101000	118000	135000	142500	150000	1	4
Total						965	2077

Findings: Consistent with findings in previous editions of the study, base salary for assistant/associate superintendents increased as enrollment increased. 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	45000	75000	85000	96750	200000	125	259
300 to 999	130	86645	96439	109000	183000	88	602
1,000 to 2,999	51570	100000	115000	130000	254000	63	634
3,000 to 4,999	75000	113880	129186	150416	260000	21	239
5,000 to 9,999	72000	120000	132000	153000	250000	14	195
10,000 to 24,999	60000	115000	130000	154500	210049	3	98
25,000 to 49,999	90000	117000	140000	165000	225000	3	34
50,000 to 99,999	115000	120000	130000	149602	200000	0	9
100,000 or more	85000	97500	110000	122500	135000	1	3
Omitted	80000	97500	115000	142500	170000	1	4
Total						319	2077

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 the 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	45000	76500	85000	100000	150000	211	259
300 to 999	60000	82949	92672	105000	175000	268	602
1,000 to 2,999	51570	92000	109000	125097	225000	65	634
3,000 to 4,999	65000	102001	118000	141440	250000	12	239
5,000 to 9,999	70000	110000	120000	142000	213700	10	195
10,000 to 24,999	60000	105000	120000	135000	191456	8	98
25,000 to 49,999	80000	100000	127000	150000	200000	6	34
50,000 to 99,999	105000	115373	130020	145000	180000	1	9
100,000 or more	135000	135000	135000	135000	135000	2	3
Omitted	72000	91000	110000	120000	130000	1	4
Total						584	2077

Findings: Similar to their high school counterparts, middle school principal base median salaries were 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	40000	72000	80000	90750	150000	141	259
300 to 999	58000	80000	92000	105000	175000	49	602
1,000 to 2,999	50000	90000	101000	120000	245000	32	634
3,000 to 4,999	65000	95000	110000	130000	225000	13	239
5,000 to 9,999	60000	98000	112000	130000	198000	8	195
10,000 to 24,999	61000	97500	110000	131132	184999	7	98
25,000 to 49,999	70000	93750	112500	136502	190000	6	34
50,000 to 99,999	80000	100000	117000	131107	170000	0	9
100,000 or more	135000	135000	135000	135000	135000	2	3
Omitted	70000	87500	105000	112500	120000	1	4
Total						259	2077

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 since the study's inception, their 2024–2025 median base salary in districts with enrollments of 1,000–2,999 exceeded $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	28000	39227	41094	46481	87000	3	259
300 to 999	23200	41000	44000	48195	89000	10	602
1,000 to 2,999	32000	43000	47372	53137	85186	9	634
3,000 to 4,999	33193	45000	50000	55984	84000	7	239
5,000 to 9,999	35000	45761	50000	55000	93500	4	195
10,000 to 24,999	35000	46925	50000	56123	70532	0	98
25,000 to 49,999	36000	50100	55000	60000	80000	1	34
50,000 to 99,999	42000	50464	55024	60000	65000	1	9
100,000 or more	37000	42750	48500	54250	60000	1	3
Omitted	39130	43533	47500	50800	53200	0	4
Total						36	2077

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) 2024–2025

Enrollment	Superintendent Median Salary Median	Beginning Teacher Median Base Salary	4-year Comparison
Fewer than 300	112500	41094	**2.73:1 (24–25)** 2.74:1 (23–24) 2.65:1 (22–23) 2.6:1 (21–22)
300 to 999	132723	44000	**3.02:1 (24–25)** 3.1:1 (23–24) 3.0:1 (22–23) 3.1:1 (21–22)
1,000 to 2,999	160000	47372	**3.38:1 (24–25)** 3.5:1 (23–24) 3.45:1 (22–23) 3.45:1 (21–22)
3,000 to 4,999	192000	50000	**3.84:1 (24–25)** 4.0:1 (23–24) 3.92:1 (22–23) 3.8:1 (21–22)
5,000 to 9,999	203500	50000	**4.07:1 (24-25)** 4.21:1 (23-24) 4.25:1 (22–23) 4.2:1 (21–22)
10,000 to 24,999	226885	50000	**4.54:1 (24–25)** 4.53:1 (23–24) 4.7:1 (22–23) 5:1 (21–22)
25,000 to 49,999*	250000	55000	**4.55:1 (24–25)** 5:1 (23–24) 5.36:1 (21–22) 5.3:1 (20–21)
50,000 to 99,999*	289000	55024	**5.25:1 (24–25)** 5.66:1 (23–24) 5.32:1 (22–23) 5.3:1 (21–22)
100,000 or more*	201000	48500	**4.14:1 (24–25)** 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 four-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 ratios between median superintendent salary and median salary for a starting teacher are some of the lowest reported over

last four years across enrollment groups. Furthermore, the 2024–2025 ratios of median superintendent salary by enrollment to median starting teacher salary by enrollment continued to remain generally below the ratios from almost a decade ago in 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	1,813	87.29%
Biennially (every 2 years)	41	1.97%
More than once a year	139	6.69%
Never	31	1.49%
Other	42	2.02%
Missing	11	0.53%
Total	2,077	100%

Findings: Approximately 87% 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	Percent
Yes	937	45.11%
No	1,125	54.16%
Missing	15	0.72%
Total	2,077	100%

Findings: Approximately 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 3.3. Is your formal performance evaluation linked to goals, objectives or directions specified in the previous year's performance? (Q46)

	Frequency	Percent
Yes	1,040	50.07%
No	1,019	49.06%
Missing	18	0.87%
Grand Total	2,077	100%

Findings: Half of superintendents had their performance linked to objectives/directions from previous evaluations, down slightly from last year. There was not a notable difference based on gender.

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

	Frequency	Percent
Yes	793	38.18%
No	1,266	60.95%
Missing	18	0.87%
Total	2,077	100%

Findings: Similar to last year, approximately 38% of superintendents had their formal performance evaluations linked to student outcomes/performance. Since 2015–2016, percentages have fluctuated between 34.1% in 2015–2016 to 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)	657	1,129	14	1,800
	36.50%	62.72%	0.78%	100%
Black or African American	61	35	1	97
	62.89%	36.08%	1.03%	100%
Hispanic or Latino	47	44	1	92
	51.09%	47.83%	1.09%	100%
Asian	1	5	1	7
	14.29%	71.43%	14.29%	100%
American Indian or Native Alaska	7	15	0	22
	31.82%	68.18%	0.00%	100%
Native Hawaiian or other Pacific Islander	0	1	0	1
	0.00%	100%	0.00%	100%
Two or more races	9	8	0	17
	52.94%	47.06%	0.00%	100%
Other	3	4	0	7
	42.86%	57.14%	0.00%	100%
Prefer not to answer	5	22	1	28
	17.86%	78.57%	3.57%	100%
Total	793	1,266	18	2,077
	38.18%	60.95%	0.87%	100%

Findings: Where numbers were sufficient, there appeared 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 worked 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	79	179	1	259
	30.50%	69.11%	0.39%	100%
300 to 999	206	389	7	602
	34.22%	64.62%	1.16%	100%
1,000 to 2,999	236	395	3	634
	37.22%	62.30%	0.47%	100%
3,000 to 4,999	102	132	5	239
	42.68%	55.23%	2.09%	100%
5,000 to 9,999	95	99	1	195
	48.72%	50.77%	0.51%	100%
10,000 to 24,999	52	46	0	98
	53.06%	46.94%	0.00%	100%
25,000 to 49,999	15	18	1	34
	44.12%	52.94%	2.94%	100%
50,000 to 99,999	4	5	0	9
	44.44%	55.56%	0.00%	100%
100,000 or more	2	1	0	3
	66.67%	33.33%	0.00%	100%
Missing	2	2	0	4
	50.00%	50.00%	0.00%	100%
Total	793	1,266	18	2,077
	38.18%	60.95%	0.87%	100%

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

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

	Frequency	Percent
Yes	716	34.47%
No	1,339	64.47%
Missing	22	1.06%
Total	2077	100%

Findings: A little more than 34% of superintendents had the outcomes of their formal evaluation released to the public — a small decrease 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 is the outcome of your formal performance evaluation released to the public? (Q48)

Enrollment	Yes	No	Missing	Total
Fewer than 300	84	173	2	259
	32.43%	66.80%	0.77%	100%
300 to 999	161	432	9	602
	26.74%	71.76%	1.50%	100%
1,000 to 2,999	238	391	5	634
	37.54%	61.67%	0.79%	100%
3,000 to 4,999	93	142	4	239
	38.91%	59.41%	1.67%	100%
5,000 to 9,999	85	109	1	195
	43.59%	55.90%	0.51%	100%
10,000 to 24,999	36	62	0	98
	36.73%	63.27%	0.00%	100%
25,000 to 49,999	14	19	1	34
	41.18%	55.88%	2.94%	100%
50,000 to 99,999	3	6	0	9
	33.33%	66.67%	0.00%	100%
100,000 or more	2	1	0	3
	66.67%	33.33%	0.00%	100%
Missing	0	4	0	4
	0.00%	100.00%	0.00%	100%
Total	716	1,339	22	2,077
	34.47%	64.47%	1.06%	100%

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

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

	Count	Percent
Yes	1,092	52.58%
No	976	46.99%
Missing	9	0.43%
Total	2077	100%

Findings: Almost 53% of all superintendents had a detailed agreement regarding duties and responsibilities in their employment contract.

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

	Count	Percent
Yes	503	24.22%
No	1,566	75.40%
Missing	8	0.39%
Total	2,077	100%

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

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	347	16.71%
No	1,719	82.76%
Missing	11	0.53%
Total	2,077	100%

Finding: Almost 83% of superintendents did 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	1,860	89.55%
No	136	6.55%
District does not contribute on my behalf to a retirement plan/system	70	3.37%
Missing	11	0.53%
Total	2,077	100%

Findings: Almost 90% of superintendents indicated that their retirement contribution was based on annual salary, down slightly from 93% in 2022-2023.

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)	43	2.07%
Yes ($1,000–$5,000)	283	13.63%
Yes ($5,001–$10,000)	248	11.94%
Yes (More than $10,000)	276	13.29%
No	1,207	58.11%
Missing	20	0.96%
Total	2,077	100%

Findings: Almost 41% of superintendents had a provision in their contract that included a contribution to an annuity by the district, an increase of a little more than 4% from 2022–2023. The most common contribution amounts were $1,000–$5,000 (13.63%) and more than $10,000 (13.29%).

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	10	17	9	7	210	6	259
	3.86%	6.56%	3.47%	2.70%	81.08%	2.32%	100%
300 to 999	16	101	52	28	399	6	602
	2.66%	16.78%	8.64%	4.65%	66.28%	1.00%	100%
1,000 to 2,999	11	112	91	76	343	1	634
	1.74%	17.67%	14.35%	11.99%	54.10%	0.16%	100%
3,000 to 4,999	1	29	37	51	119	2	239
	0.42%	12.13%	15.48%	21.34%	49.79%	0.84%	100%
5,000 to 9,999	2	15	40	60	75	3	195
	1.03%	7.69%	20.51%	30.77%	38.46%	1.54%	100%
10,000 to 24,999	2	6	11	39	39	1	98
	2.04%	6.12%	11.22%	39.80%	39.80%	1.02%	100%
25,000 to 49,999	1	1	6	13	12	1	34
	2.94%	2.94%	17.65%	38.24%	35.29%	2.94%	100%
50,000 to 99,999	0	1	0	2	6	0	9
	0.00%	11.11%	0.00%	22.22%	66.67%	0.00%	100%
100,000 or more	0	1	1	0	1	0	3
	0.00%	33.33%	33.33%	0.00%	33.33%	0.00%	100%
Missing	0	0	1	0	3	0	4
	0.00%	0.00%	25.00%	0.00%	75.00%	0.00%	100%
Total	43	283	248	276	1,207	20	2,077
	2.07%	13.63%	11.94%	13.29%	58.11%	0.96%	100%

Findings: Where the numbers were sufficient, there was a positive relationship with receiving an annuity above $5,000 and enrollment.

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	Total
Yes	641	224	865
	42.22%	40.80%	100%
No	877	325	1,202
	57.77%	59.19%	100%
Total	1,518	549	2,067
	100%	26.43%	100%

Findings: There was little difference, by gender, in the percentage of superintendents who had their district contribute to an annuity. Enrollment appeared to be an influential factor to whether a superintendent received an annuity.

SECTION #5: INSURANCE BENEFITS

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

	Frequency	Percent
All EXCEPT Disability and/or Vision	516	24.84%
All of the above	860	41.41%
Dental	1017	48.96%
Disability	418	20.12%
Medical/Hospital	1376	63.74%
Vision/Optical	805	38.75%

Findings: Having all types of insurance coverage except disability and/or vision was the least common provision. Medical/hospital was the most common type of insurance included in the superintendent contract (63.74%), followed by dental (48.96%). The findings were similar to the previous year.

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	1,023	49.25%
No	1,034	49.78%
Missing	20	0.96%
Total	2,077	100%

Findings: Almost 50% of superintendents received a district contribution to life insurance apart from the insurance benefits provided for all employees. This finding is similar to the results from 2023–2024.

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

	Frequency	Percent
Yes	361	17.38%
No	1,695	81.61%
Missing	21	1.01%
Total	2,077	100%

Findings: Only approximately 17% 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	16	240	3	259
	6.18%	92.66%	1.16%	100%
300 to 999	80	515	7	602
	13.29%	85.55%	1.16%	100%
1,000 to 2,999	132	499	3	634
	20.82%	78.71%	0.47%	100%
3,000 to 4,999	54	185	0	239
	22.59%	77.41%	0.00%	100%
5,000 to 9,999	45	145	5	195
	23.08%	74.36%	2.56%	100%
10,000 to 24,999	20	76	2	98
	20.41%	77.55%	2.04%	100%
25,000 to 49,999	10	23	1	34
	29.41%	67.65%	2.94%	100%
50,000 to 99,999	3	6	0	9
	33.33%	66.67%	0.00%	100%
100,000 or more	0	3	0	3
	0.00%	100%	0.00%	100%
Missing	1	3	0	4
	25%	75%	0.00%	100%
Total	361	1,695	21	2,077
	17.38%	81.61%	1.01%	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 through 9,999 students.

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

	Male	Female	Missing	Total
Yes	275	86	0	361
	18.11%	15.66%	0.00%	17.39%
No	1,226	459	9	1,685
	80.76%	83.60%	100%	81.17%
Missing	17	4	0	21
	1.11%	0.7%	0.00%	1.01%
Total	1,518	549	9	2,076
	100%	100%	100%	100%

Findings: Similar to last year, approximately 17% of superintendent had this provision. There was a small difference, by gender, in the percentage of superintendents who had their districts contribute to post-retirement health insurance (Male= 18.11%; Female= 15.66%)

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

	Frequency	Percent
0–24%	982	47.28%
25–49%	179	8.62%
50–74%	251	12.08%
75–100%	538	25.90%
No state funded pension	62	2.99%
Missing	65	3.13%
Total	2,077	100%

Findings: Similar to the results from the previous year, regardless of enrollment, gender, and race or cultural group, approximately 47% of superintendents had up to 24% of their retirement contribution paid for by their district. Approximately 26% of superintendents had 75–100% of their contributions paid for by the district.

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	319	15.36%
No	1,311	63.12%
Not sure	435	20.94%
Missing	12	0.58%
Total	2,077	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 2022–2023 and similar to last year. Almost 21% were not sure whether a salary cap existed.

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

	Frequency	Percent
Yes	1,860	89.55%
No	136	6.55%
District does not contribute on my behalf to a retirement plan/system	70	3.37%
Missing	11	0.53%
Total	2,077	100%

Findings: Most superintendents (89.55%) 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	712	132	204	391	42	37	1,518
	46.90%	8.70%	13.44%	25.76%	2.77%	2.44%	100%
Female	265	47	47	142	20	28	549
	48.27%	8.56%	8.56%	25.87%	3.64%	5.10%	100%
Other	0	0	0	1	0	0	1
	0.00%	0.00%	0.00%	100%	0.00%	0.00%	100%
Missing	2	0	0	1	0	0	3
	66.67	0.00%	0.00%	33.33%	0.00%	0.00%	100%
Total	3	0	0	3	0	0	6
	50%	0.00%	0.00%	50%	0.00%	0.00%	100%

Findings: Males were slightly more likely to have 50–100% of their pension contribution paid by the district whereas females were slightly 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	132	8	35	60	11	13	259
	50.97%	3.09%	13.51%	23.17%	4.25%	5.02	100%
300 to 999	286	40	72	165	21	18	602
	47.51%	6.64%	11.96%	27.41%	3.49%	2.99%	100%
1,000 to 2,999	302	65	78	156	22	11	634
	47.63%	10.25%	12.30%	24.61%	3.47%	1.74%	100%
3,000 to 4,999	106	27	27	63	6	10	239
	44.35%	11.30%	11.30%	26.36%	2.51%	4.18%	100%
5,000 to 9,999	93	23	18	54	1	6	195
	47.69%	11.79%	9.23%	27.69%	0.51%	3.08%	100%
10,000 to 24,999	45	8	16	25	1	3	98
	45.92%	8.16%	16.33%	25.51%	1.02%	3.06%	100%
25,000 to 49,999	12	5	4	10	0	3	34
	35.29%	14.71%	11.76%	29.41%	0.00%	8.82%	100%
50,000 to 99,999	4	1	1	2	0	1	9
	44.44%	11.11%	11.11%	22.22%	0.00%	11.11%	100%
100,000 or more	1	1	0	1	0	0	3
	33.33%	33.33%	0.00%	33.33%	0.00%	0.00%	100%
Missing	1	1	0	2	0	0	4
	25%	25%	0.00%	50%	0.00%	0.00%	100%
Total	982	179	251	538	62	65	2,077
	47.28%	8.62%	12.08%	25.90%	2.99%	3.13%	100%

Findings: Enrollment did not have a strong relationship 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	850	40.92%
Guaranteed vesting in a retirement plan	b2	615	29.61%
Life insurance (accumulates value for you)	b3	1,088	52.28%
Conference attendance with fees paid	b4	1,693	81.51%
Support for a coach or mentor for the superintendent	b5	275	13.24%
Physical exam	b6	506	24.36%
Professional liability coverage in excess of any amount specified in state or local law	b7	449	21.62%
Tuition reimbursement (e.g. doctorate, additional degree, etc.)	b8	558	26.87%
College savings plan	b9	7	0.34%
Provision allowing you to engage in outside consulting	b10	606	29.18%
Provision allowing you to engage in outside teaching	b11	429	20.65%
Smart phone or similar communications device	b12	1,126	54.21%
Computer (e.g., laptop, iPad, etc.)	b13	1,130	54.41%
District credit card	b14	707	34.04%
Auto/vehicle stipend	b15	401	19.31%
Mileage stipend	b16	800	38.52%
District vehicle	b17	234	11.27%
Home internet stipend	b18	76	3.66%
Membership dues paid for professional organization(s)	b19	1,788	86.09%
Other		93	4.48%

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

b19 – Membership dues paid for professional organizations (86.09%)
b4 – Conference attendance with fees paid (81.51%)
b13 – Computer/laptop/tablet (54.41%)
b12 – Smart phone or similar device (54.21%)
b3 – Life insurance that accumulates value for you (52.28%)
b1 – Deferred compensation/annuity (40.92%)
b16 – Mileage stipend (38.52%)

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

Number of Sick Days	Count	Percent
0–3 Days	47	2.26%
4–6 Days	40	1.93%
7–10 Days	360	17.33%
11–15 Days	1244	59.89%
16–20 Days	256	12.33%
21–25 Days	76	3.66%
26+	47	2.26%
Missing	7	0.34%
Total	2077	100%

Findings: The majority of superintendents (59.89%) 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. In addition, sick leave across various district types (i.e., rural, urban, suburban), was generally distributed evenly except for 15+days of leave. Superintendents in urban districts were somewhat more likely to receive more than 15 days of sick leave annually than superintendents in rural and suburban districts.

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

	Count	%
Yes	525	25.28%
No	1537	74.00%
Missing	15	0.72%
Total	2077	100%

Findings: Approximately 74% of superintendents did not have a cap on sick leave carryover —an increase of 2% from last year and 4% from 2022–2023. There was not a significant difference when gender was considered.

Table 7.3A. Annual vacation days (Q30)

Annual vacation days	Count	Percent
0–3 Days	98	4.72%
4–6 Days	26	1.25%
7–10 Days	161	7.75%
11–15 Days	304	14.64%
16–20 Days	650	31.30%
21–25 Days	541	26.05%
26+	289	13.91%
Missing	8	0.39%
Total	2077	100%

Findings: Approximately 31% of superintendents received 16–20 days of vacation leave, followed by 26% of superintendents who received 21–25 days. No significant differences were found by gender or race/cultural group.

Table 7.3B. Enrollment (Q8) and cap on vacation leave carryover (Q38)

District Student Enrollment	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	183	70.66%	72	27.80%	4	1.54%	259	100%
300 to 999	467	77.57%	132	21.93%	3	0.50%	602	100%
1,000 to 2,999	510	80.44%	121	19.09%	3	0.47%	634	100%
3,000 to 4,999	198	82.85%	37	15.48%	4	1.67%	239	100%
5,000 to 9,999	160	82.05%	33	16.92%	2	1.03%	195	100%
10,000 to 24,999	77	78.57%	20	20.41%	1	1.02%	98	100%
25,000 to 49,999	18	52.94%	16	47.06%	0	0.00%	34	100%
50,000 to 99,999	7	77.78%	2	22.22%	0	0.00%	9	100%
100,000 or more	2	66.67%	1	33.33%	0	0.00%	3	100%
No Response	3	75.00%	1	25.00%	0	0.00%	4	100%
Total	1,625	78.24%	435	20.94%	17	0.82%	2,077	100%

Findings: Similar to years past, almost 80% of superintendents had a cap on vacation leave carryover. Where numbers were sufficient, some differences existed by enrollment. Superintendents in districts with fewer than 300 students were the most likely not to have a cap (28%), whereas those in districts with enrollments of 3,000 to 4,999 were the most likely to have a cap (83%), followed by those in districts with enrollments of 5,000 to 9,999 (82%).

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

	Count	Percent
Yes	1,403	67.55%
No	651	31.34%
Missing	23	1.11%
Total	2,077	100%

Findings: Approximately 68% 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	158	61.00%	96	37.07%	5	1.93%	259	100%
300 to 999	409	67.94%	188	31.23%	5	0.83%	602	100%
1,000 to 2,999	442	69.72%	190	29.97%	2	0.32%	634	100%
3,000 to 4,999	163	68.20%	72	30.13%	4	1.67%	239	100%
5,000 to 9,999	142	72.82%	50	25.64%	3	1.54%	195	100%
10,000 to 24,999	58	59.18%	36	36.73%	4	4.08%	98	100%
25,000 to 49,999	21	61.76%	13	38.24%	0	0.00%	34	100%
50,000 to 99,999	6	66.67%	3	33.33%	0	0.00%	9	100%
100,000 or more	2	66.67%	1	33.33%	0	0.00%	3	100%
No Response	2	50.00%	2	50.00%	0	0.00%	4	100%
Total	1,403	67.55%	651	31.34%	23	1.11%	2,077	100%

Findings: Where numbers were sufficient, superintendents in districts with fewer than 300 students were the most likely not to have a cap (37%), whereas those in districts with enrollments of 1,000–9,000 were the most likely to have a cap (68–73%).

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

Method	Count	Percent
Credited to retirement	600	28.89%
No payment for accrued sick leave upon departure	503	24.22%
Payment made to superintendent calculated at a daily rate	478	23.01%
Payment made to superintendent calculated at a negotiated rate below daily rate	484	23.30%
Missing	12	0.58%
Total	2,077	100%

Findings: Similar to last year, approximately 29% of superintendents received payment for accrued sick leave upon departure, whereas almost 24% 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	110	5.30%
No payment for accrued vacation leave upon departure	614	29.56%
Payment made to superintendent calculated at a daily rate	1217	58.59%
Payment made to superintendent calculated at a negotiated rate below daily rate	117	5.63%
Missing	19	0.91%
Total	2,077	100%

Findings: The majority of superintendents (58.59%) received a payment calculated at a daily rate. This percentage was similar to last year (58.35%). 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	306	14.73%
No payment for accrued personal leave upon departure	1091	52.53%
Payment made to superintendent calculated at a daily rate	447	21.52%
Payment made to superintendent calculated at a negotiated rate below daily rate	205	9.87%
Missing	28	1.35%
Total	2,077	100%

Findings: More than half (52.53%) 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 when gender was considered.

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

Method	N	Percent
Credited toward retirement	71	3.42%
Forfeited with no additional compensation	926	44.58%
Paid out as additional compensation	588	28.31%
There is no cap	319	15.36%
Other	131	6.31%
Missing	42	2.02%
Total	2.077	100%

Findings: The most common provision was that days exceeding the cap were forfeited (45%). Approximately 28% of superintendents had the days paid out as additional compensation. Superintendents in districts with 3,000+ students were somewhat more likely to have their days paid as additional compensation.

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

Term of current employment contract	Frequency	Percent
Less than 1 year	50	2.41%
1 year	138	6.64%
2 years	383	18.44%
3 years	873	42.03%
4 years	266	12.81%
5+ years	367	17.67%
Total	2077	100%

Findings: Similar to the last two years, approximately 42% of superintendents had a three-year contract, followed by 18% who had contracts of two years and 18% with contracts of five years or more. There were no significant differences noted when race/cultural group were considered.

Table7.9B. Term of current employment contract (Q22) and gender (Q5)

Term of employment contract	Female		Male		Other		Prefer not to Answer		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1 year	4	0.73	46	3.03	0	0	0	0	0	0.00	50	2.41
1 year	42	7.65	94	6.19	0	0	1	16.67	1	33.33	138	6.64
2 years	106	19.31	274	18.05	0	0	2	33.33	1	33.33	383	18.44
3 years	222	40.44	650	42.82	0	0	0	0	1	33.33	873	42.03
4 years	73	13.30	190	12.52	0	0	3	50	0	0.00	266	12.81
5+ years	102	18.58	264	17.39	1	100	0	0	0	0.00	367	17.67
Total	549		1,518		1		6		3		2,077	100

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	299	14.40%
No	1773	85.36%
Missing	5	0.24%
Total	2077	100%

Findings: Approximately 14% of superintendents had a performance clause in their contracts compared to 10% in 2019–2020.

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

	Count	Percent
Yes	727	35.00%
No	1345	64.76%
Missing	5	0.24%
Total	2077	100%

Findings: A little more than 1/3 (35%) 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	247	11.89%
No	1826	87.92%
Missing	4	0.19%
Total	2,077	100%

Findings: Approximately 12% 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	130	6.26%
Yes, based on state law	112	5.39%
No	1796	86.47%
Other	26	1.25%
Missing	13	0.63%
Total	2077	100%

Findings: Approximately 86% 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	630	30.33%
No	1,444	69.52%
Missing	3	0.14%
Total	2,077	100%

Findings: Approximately 30% of superintendents had a rollover provision. The data are similar to the findings from 2021–2022. There was no significant difference based on gender.

Table 7.15. Indemnification/hold harmless (Q26)

Indemnification/hold harmless Clause	Count	Percent
Yes	943	45.40%
No	644	31.01%
Not necessary as it is already provided by law	471	22.68%
Missing	19	0.91%
Total	2,077	100%

Findings: Approximately 45% of superintendents had an indemnification/hold harmless provision in their contracts, similar to those 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	774	37.27%
No	1288	62.01%
Missing	15	0.72%
Total	2077	100%

Findings: Approximately 37% 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 almost 13 percentage points since 2015 when 24.6% 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	Missing	Total
Male	523	984	11	1,518
	34.45%	64.82%	0.73%	100%
Women	249	296	4	549
	45.36%	53.92%	0.72%	100%
Other	1	0	0	1
	100%	0%	0%	100%
Other/Prefer not to Answer	1	5	0	6
	16.67%	83.33%	0%	100%
Total	774	1,288	15	2,077
	37.27%	62.01%	0.72%	100%

Findings: A significantly higher percentage of female respondents (45.36%) used legal counsel or other outside agents to assist in the development and/or negotiations of their employment agreement compared to male superintendents (34.45%).

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	Missing	Total
Fewer than 300	72	185	2	259
	27.80%	71.43%	0.77%	100%
300 to 999	202	393	7	602
	33.55%	65.28%	1.16%	100%
1,000 to 2,999	225	408	1	634
	35.49%	64.35%	0.16%	100%
3,000 to 4,999	114	123	2	239
	47.70%	51.46%	0.84%	100%
5,000 to 9,999	94	99	2	195
	48.21%	50.77%	1.03%	100%
10,000 to 24,999	44	54	0	98
	44.90%	55.10%	0.00%	100%
25,000 to 49,999	19	14	1	34
	55.88%	41.18%	2.94%	100%
50,000 to 99,999	3	6	0	9
	33.33%	66.67%	0.00%	100%
100,000 or more	0	3	0	3
	0.00%	100%	0.00%	100%
Missing	1	3	0	4
	25.00%	75.00%	0.00%	100%
Total	774	1,288	15	2,077
	37.27%	62.01%	0.72%	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	Missing	Total
White (Not Hispanic or Latino)	639	1147	12	1,798
	35.54%	63.79%	0.67%	100%
Black or African American	55	41	1	97
	56.70%	42.27%	1.03%	100%
Hispanic or Latino	49	42	1	92
	53.26%	45.65%	1.09%	100%
Asian	4	3	0	7
	57.14%	42.86%	0%	100%
Native Hawaiian or other Pacific Islander	0	1	0	1
	0%	100%	0%	100%
American Indian or Alaska Native	4	18	0	22
	18.18%	81.82%	0%	100%
Two or more races	8	9	0	17
	47.06%	52.94%	0%	100%
Other	4	5	0	9
	44.44%	55.56%	0%	100%
Prefer not to say	7	20	1	28
	25%	71.43%	3.57%	100%
Missing	4	2	0	6
	66.67%	33.33%	0%	100%
Total	774	1,288	15	2,077
	37.27%	62.01%	.72%	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, 57% of superintendents who identified as Black or African American and 53% of superintendents who identified as Hispanic or Latino employed legal counsel or other outside agents compared to 36% 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.

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	1,282	61.72%
No	778	37.46%
Missing	17	0.82%
Total	2,077	100%

Findings: Almost 62% of school districts used legal counsel to assist in the development and/or negotiations of the superintendents' employment contract, similar to the finding from 2020–2021 (65%).

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

	Yes	No	Missing	Total
Fewer than 300	97	161	1	259
	37.45%	62.16%	0.39%	100%
300 to 999	312	283	7	602
	51.83%	47.01%	1.16%	100%
1,000 to 2,999	420	212	2	634
	66.25%	33.44%	0.31%	100%
3,000 to 4,999	184	52	3	239
	76.99%	21.76%	1.25%	100%
5,000 to 9,999	151	41	3	195
	77.44%	21.03%	1.53%	100%
10,000 to 24,999	81	17	0	98
	82.65%	17.35%	0%	100%
25,000 to 49,999	29	4	1	34
	85.29%	11.76%	2.95%	100%
50,000 to 99,999	6	3	0	9
	66.67%	33.33%	0%	100%
100,000 or more	1	2	0	3
	66.67%	33.33%	0%	100%
Missing	1	3	0	4
	25%	75%	0%	100%
Total	1,282	778	17	2,077
	61.72%	37.46%	0.82%	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 district use of counsel increased as enrollment increased.

SECTION #9: MEMBERSHIPS

Table 9.1. AASA membership (Q63)

	Frequency	Percent
Yes	1,556	74.92%
No	5175	24.89%
Missing	4	0.19%
Total	2,077	100%

Findings: Almost 75% of respondents were AASA members, a slight decrease from last year and similar to the results from 2020.

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

	Yes	No	Missing	Total
Men	1129	387	2	1518
	74.37%	25.49%	0.13%	100%
Women	421	126	2	549
	76.68%	22.95%	0.36%	100%
Other/Prefer not to Answer	4	3	0	7
	57.14%	42.86%	0%	100%
Missing	2	1	0	3
	66.67%	33.33%	0%	100%
Total	1,556	517	4	2,077
	74.92%	24.89%	0.19%	100%

Findings: No significant differences by gender existed.

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

	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1351	445	2	1798
	75.14%	24.75%	0.11%	100%
Black or African American	75	21	1	97
	77.32%	21.65%	1.03%	100%
Hispanic or Latino	65	26	1	92
	70.65%	28.26%	1.09%	100%
Asian	4	3	0	7
	57.14%	42.86%	0.00%	100%
Native Hawaiian or other Pacific Islander	1	0	0	1
	100%	0.00%	0.00%	100%
American Indian or Alaska Native	17	5	0	22
	77.27%	22.73%	0.00%	100%
Two or more races	15	2	0	17
	88.24%	11.76%	0.00%	100%
Other	5	4	0	9
	55.56%	44.44%	0.00%	100%
Prefer not to say	21	7	0	28
	75%	25%	0.00%	100%
Missing	2	4	0	6
	33%	66.67	0.00%	100%
Total	1556	517	4	2077
	74.92%	24.89%	0.19%	100%

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

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

Type	Yes	No	Total
Rural	1030	347	3
	74.64%	25.14%	0.22%
Suburban	407	141	0
	74.27%	25.73%	0.00%
Urban	115	28	1
	79.86%	19.44%	0.69%
Missing	4	1	0
	80.00%	20.00%	0.00%
Total	1556	517	4
	74.92%	24.89%	0.19%

Findings: Superintendents in rural and suburban districts were five percentage points less likely to be AASA members compared to those in 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)	959	46.17%
Regional Professional Organizations (e.g., state association)	1,856	90.80%
National Professional Organizations (e.g., AASA)	1,607	77.37%
None of these	77	3.76%

Findings: Almost 91% of superintendents had 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
S. National Association of School Superintendents
T. California Catholic Conference
U. Association of Career Technical Educators, National Career and Technical Leadership Association
V. Forum for Western Pennsylvania Superintendents
W. National Association of Federally Impacted Schools

SECTION #10: CREATIVE CONTRACT PROVISIONS

Note: This section is reserved for members.

SECTION #11: SURVEY INSTRUMENT

REVISED: 10/16/2024

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 <u>without</u> 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 contact 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 (buyout) 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 goals, 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 contribution to the retirement plan/system calculated based on your salary?

A. Yes
B. No
C. The district does not contribute on my behalf to a retirement plan/system.
D. Unsure how the contribution is calculated

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
F. Amount varies because it is recalculated annually

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?

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?

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.

Streamline Procurement, Empower Education

For more information on Cooperative Purchasing and how it can benefit your district, please download Sourcewell's free and easy to follow roadmap, ***The Decider Guide: When to use cooperative purchasing to add public dollar power***.

Increase A+ student performance with three essential infrastructure upgrades

Boost student performance with high-quality school environments while improving health and well-being.

Infrastructure upgrades are necessary to maintain critical areas within the school environment yet funding for facility upgrades plummeted by nearly $85 billion per year since 2016.* Despite the funding gap, upgrading district infrastructure with **sustainable solutions that are durable, affordable, and lasting** is a key priority.

While deciding where to spend the reduced funding, the following upgrades are most impactful for student performance.

Sourcewell

*Katherine Flynn, New study links modernized schools to better academic performance, *AIA Architect*, July 22, 2024, aia.org/aia-architect/article/new-study-links-modernized-schools-better-academic-performance.

Upgrade 1: technology

Upgrading existing technology and keeping up with technological advances can impact how educators and students feel in their school environment. School safety initiatives have increasingly shown how important it is to help the school community feel safer in district buildings. Technology upgrades allow a district to make room for more robust safety initiatives, which can lead to more focus on educating and learning. Additionally, technology upgrades such as Artificial Intelligence, Virtual Reality, and personalized instruction open the door to more creative learning opportunities.

Upgrade 2: improved ventilation and filtration

Well-ventilated areas can limit exposure to pathogens in the air that can lead to illness and decreased attendance. At the height of the Covid 19 pandemic, there were rapid upgrades made to ventilation systems for the health and safety of educators and students. These upgrades minimized exposure to the virus, aiding in the return to classrooms and giving educators and students the peace of mind knowing they are being physically cared for. Similarly, updating filtration systems provide cleaner water and reduce toxins found in older systems, thereby making the environment less likely to be a continual source of staff and student health incidences that lead to decreased attendance. Since attendance matters, more successful student academic performance will follow.

Click here to learn more about delivering better learning environments and making a big impact on student performance.

Questar III BOCES uses cooperative purchasing every day for materials such as office supplies, automotive parts, computer equipment and more. Over the years, Sourcewell contracts have proven to be easy to use, allowing us to free up valuable resources. Goods and services can be obtained more quickly, and with less effort.

—Gladys Cruz, superintendent, Questar III BOCES (NY)

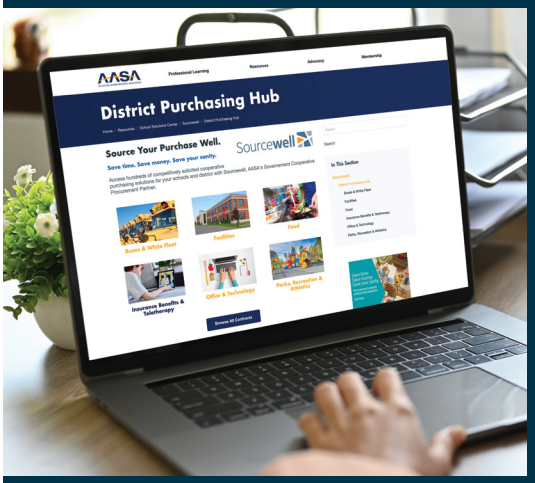
Upgrade 3: enhancing the physical environment

Sunlight can impact how we feel. Consequently, students and staff will feel better and more energized in a bright, clean learning space, with comfortable seating and plenty of room to move around. Incremental upgrades like replacing older incandescent bulbs with bulbs that provide more natural light — that create brighter, more cheerful spaces — can inspire excitement for teaching and learning, as well as boost emotional and physical health. By providing more comfortable furniture, more open spaces, and modular classroom arrangements, you can renew excitement for education. These types of solutions can increase student success.

Know before you purchase

You can save time, money, and your sanity with cooperative purchasing. There are many cooperative purchasing organizations for education, so it is important to look for those with exceptional customer service, keen knowledge of local regulations, and a diverse selection of affordable and customizable contracts.

Sourcewell is a government cooperative purchasing organization, with over 40 years of dedicated service helping education and government work more efficiently through national, competitively solicited contract purchasing solutions. Offering speedier contract creation and the opportunity to use economies of scale, with organizations like Sourcewell, district purchasers can essentially use Sourcewell's procurement process as their own and buy what they want when they want it.



With just a few clicks of the **District Purchasing Hub**, a simple to use online resource, districts gain access to hundreds of Sourcewell contract solutions with top suppliers in most industry categories. **Access here**.

Hundreds of schools in our district ... deliver healthier indoor environments, better daylighting and acoustics, and are more comfortable. These factors make a big difference in how students perform in the classroom and boosts their overall wellbeing when they are at school.

—Christos Chrysiliou, Chief Eco-Sustainability Officer, LA Unified School District and CHPS Board Member

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Most school crises stem from poor service architecture. A unified service framework resolves this, letting you focus on achievement and success.

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Dr. Scott Menzel, Superintendent, Scottsdale Unified School District (AZ)

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"Let's Talk ensures inquiries are routed to the right people, helping us respond professionally, effectively, and on time — every time."

Dr. Joe Gothard, Superintendent, Madison Metropolitan School District (WI)

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