

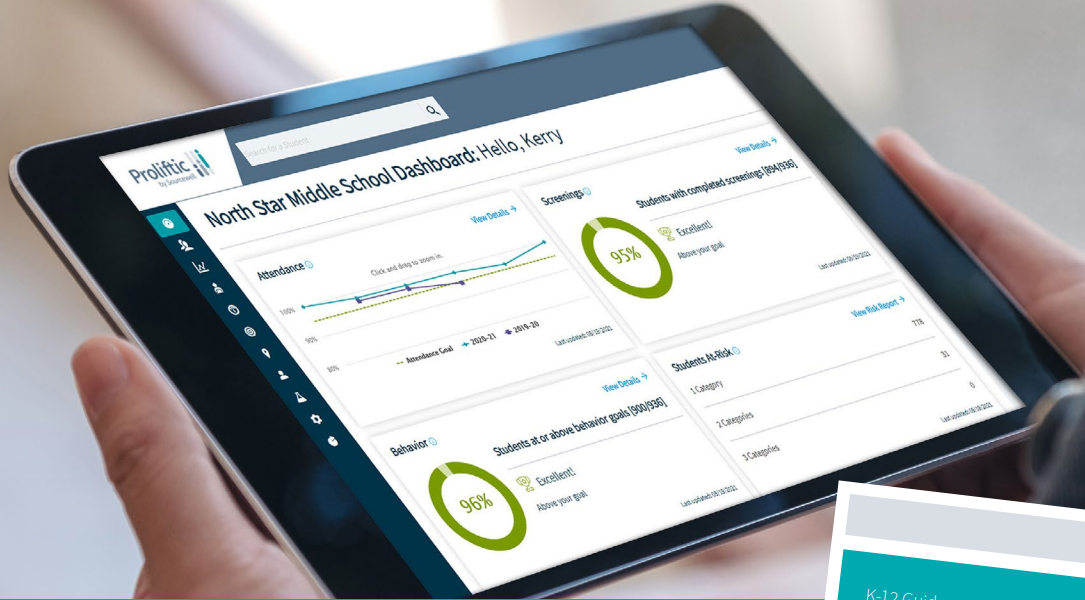


2021–22 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

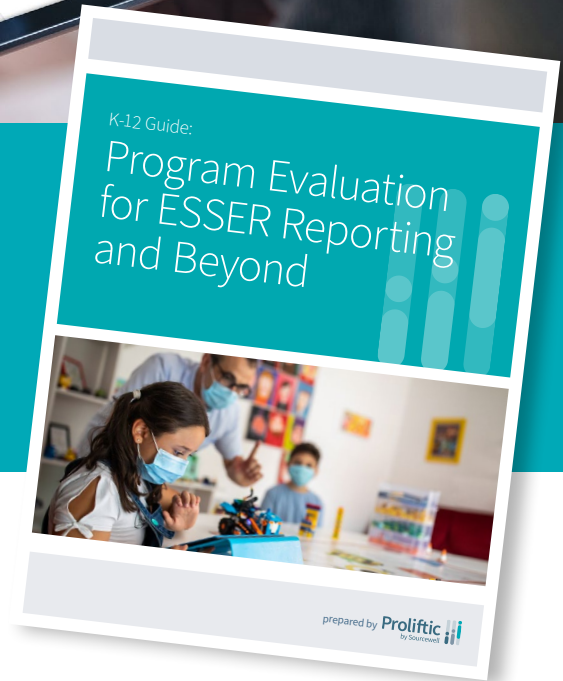
Non-MEMBER VERSION

**Tara Thomas
Christopher H. Tienken, Ed.D.
Li Kang
George J. Petersen, Ph.D.**

**DANIEL A. DOMENECH, AASA EXECUTIVE DIRECTOR
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2021–22 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

EXECUTIVE SUMMARY

The 2021–22 AASA Superintendent Salary & Benefits Study marks the ninth consecutive edition of this study. The 2021–2022 version employed a slightly revised and updated survey instrument. The survey tracks the demographics, salary, benefits, and other elements of the employment agreements of school superintendents throughout the country.

This year's study results are based on 1,776 complete responses—an increase of 258 over the previous year. The survey was distributed online and relied on superintendents responding to 69 items with the understanding that the report of findings would contain no personally identifiable information. Therefore, readers must consider the data descriptive and not necessarily representative of all superintendents. The study is intended to provide superintendents with actionable information needed to negotiate and manage their compensation and benefits.

Prior to the AASA efforts to study this topic, most school superintendents relied on the annual salary study sponsored by the Education Research Service (ERS) to benchmark their compensation and benefits. The closure of ERS nearly a decade ago created a void in data about superintendent salary and benefits.

AASA responded to the need for data by developing a comprehensive study of the salary and benefits of school superintendents that far exceeded previous studies undertaken on this topic. AASA is particularly well suited for this task because it represents the vast majority of school superintendents in the country and has been most active in collecting and disseminating to its members critical data needed to inform superintendent decision making about a host of topics.

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

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

The complete book is published through Rowman and Littlefield:

<https://rowman.com/ISBN/9781475858471/The-American-Superintendent-2020-Decennial-Study>

In addition, there is an inevitable comparison between public and private sector CEOs. Useful in this discussion is the work of *Economic Policy Institute* in its 2021 analysis on private sector CEO

compensation and its relationship to median employee pay: <https://www.epi.org/blog/preliminary-data-show-ceo-pay-jumped-nearly-16-in-2020-while-average-worker-compensation-rose-1-8/>

METHODOLOGY

The research team was comprised of Tara Thomas, AASA legislative analyst; Dr. Christopher H. Tienken, AASA Research Professor in Residence and Associate Professor of Education Leadership, Management, and Policy; Li Kang, doctoral graduate assistant, Seton Hall University; and Dr. George J. Petersen, Professor and Founding Dean of the College of Education at Clemson University. Assistance was also provided by Dr. Robert S. McCord, AASA research consultant. The research was conducted under the direct supervision of Noelle Ellerson Ng, AASA Associate Executive Director, Policy and Advocacy.

An extensive survey instrument was originally developed in 2012 with the assistance of Professors Theodore J. Kowalski (University of Dayton), I. Phillip Young (University of South Carolina), Terry Orr (Bank Street College), and Christopher C. Stream (University of Nevada, Las Vegas). The survey instrument was revised in July, August, and September 2021 by the research team for the current edition of the study. The research team sent the revised instrument for peer review by nine superintendents:

- Dr. Sharon L. Contreras, Superintendent, Guilford County Schools, Greensboro, NC.
- Dr. Burke Royster, Superintendent, Greenville County Schools, Greenville, SC.
- Dr. Lee D'Andrea, Superintendent (Retired), Anderson School District Four and Pickens County School District, SC.
- Dr. Holly Edds, Superintendent, Orcutt Union School District, Orcutt, CA.
- Dr. Anne Hubbard, Superintendent, Hope Elementary School District, Santa Barbara, CA.
- Mrs. Susan Salucci, Assistant Superintendent of Human Resources, Orcutt Union School District, Orcutt, CA.
- Dr. Gregory C. Hutchings, Jr., Superintendent, Alexandria City Public Schools, Alexandria, VA.
- Dr. Michael Lubelfeld, Superintendent of Schools, North Shore School District 112, Highland Park, IL.
- Dr. Angelica M. Ramsey, Superintendent of Schools, Midland Independent School District, Midland, TX.

Additional questions were added (n=5), and further revisions were made to the survey instrument for clarity and to aid readability based on the feedback from the peer review.

Using a commercially prepared mailing list of American public school superintendents, 6,974 email invitations to participate were distributed during the months of October and November 2021. State association executive directors were contacted to encourage their members to respond to the online survey.

REPORT OF FINDINGS

This report of findings is divided into 11 sections with 101 tables, and relies solely on measures of central tendency for this analysis of the data collected. In some cases, the data are generally disaggregated by gender, district enrollment, and racial/cultural group.

As noted in previous reports, there are limitations on the proper use of the data:

- When the responses for certain items are disaggregated by racial/cultural group, the number of responses may be insufficient to support decision making.
- Care should be exercised in drawing conclusions or inferences on this data element.
- In addition, some survey fatigue is commonly reported by superintendents and could have impacted the return rate, although it should be noted that the number of valid responses exceeded the 2020–2021 study by 258+ and this study had the highest number of completed surveys since at least 2012.

After each data display in the report, authors offer general statements of findings. It is the intent of the authors to allow the readers the opportunity to disaggregate the data in a manner they find useful in working with their board of education.

There were 1,785 responses to the survey. After carefully checking the data, responses from nine participants were omitted as the research team found them to be invalid because of issues related to missing salary and other entries. The final sample size was 1,776. The nine omitted participant responses equated to 0.5% of the total responses; 99.5% of the total responses were retained.

Readers will note that respondents omitted responses to some questions. Therefore, the n-value will be less than 1,776 in some cases. The questions with the highest percentages of omitted responses centered on salary information for assistant/associate/deputy superintendent (n=858, 48%), middle school principal (n=417, 23%), and race/ethnicity (n=44, 2.5%).

The highest percentage of omitted data occurred for the assistant/associate/deputy superintendent (48%). Some school districts do not have such a position because of enrollment size or budget constraints. The second largest amount of data omitted by respondents was salary figures for middle school principals (23%). Again, this could be due to the configuration of some school districts, such as grades PreK–8 or PreK–6. In addition, some percentages in the tables presented may total between 99.4% and 100.3% due to rounding.

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

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

END NOTES:

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

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

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Special thanks are extended to AASA Policy Analyst Tara Thomas for her expertise and efforts to manage the nearly 70,000-cell spreadsheet containing the data collected in this study and to Maree Sneed of Hogan and Lovells for her ongoing advice and input.

Christopher H. Tienken
February 2022

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SECTION #1: GENERAL DEMOGRAPHICS OF RESPONDENTS

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State	Count	%	State	Count	%
Alabama	31	1.74%	Nevada	2	0.11%
Alaska	11	0.62%	New Hampshire	24	1.34%
Arizona	25	1.4%	New Jersey	37	2.07%
Arkansas	10	0.56%	New Mexico	34	1.9%
California	26	1.46%	New York	137	7.68%
Colorado	15	0.84%	North Carolina	14	0.78%
Connecticut	32	1.79%	North Dakota	13	0.73%
Delaware	3	0.17%	Ohio	47	2.63%
Florida	3	0.17%	Oklahoma	29	1.62%
Georgia	33	1.85%	Oregon	14	0.78%
Idaho	18	1.01%	Pennsylvania	83	4.65%
Illinois	97	5.43%	Rhode Island	4	0.22%
Indiana	102	5.71%	South Carolina	4	0.22%
Iowa	27	1.51%	South Dakota	43	2.41%
Kansas	27	1.51%	Tennessee	33	1.85%
Kentucky	10	0.56%	Texas	28	1.57%
Louisiana	11	0.62%	Utah	4	0.22%
Maine	10	0.56%	Vermont	15	0.84%
Maryland	5	0.28%	Virginia	49	2.75%
Massachusetts	10	0.56%	Washington	54	3.03%
Michigan	112	6.27%	West Virginia	3	0.17%
Minnesota	57	3.19%	Wisconsin	72	4.03%
Mississippi	34	1.9%	Wyoming	14	0.78%
Missouri	99	5.55%	(Missing)	122	6.83%
Montana	73	4.09%	Total	1,785	100%
Nebraska	25	1.4%			

Findings: A total of 1,785 responses were received. The total return compares favorably with previous editions of the study: (2020–21 N=1509, 2019–20 N=1,259, 2018–19, N=1,433, 2017–18 N=1,172 and 2016–17 N=1,392). The final sample consisted of 1,776 complete responses and represents the largest sample since 2013.

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

Table 1.2A. Age (Q62)

	Frequency	Percent
30-40	70	3.94%
41-50	685	38.57%
51-60	814	45.83%
61-70	167	9.4%
70+	15	0.84%
Omitted	25	1.41%
Total	1,776	100

Findings: The mean and median age of superintendents was 52. The modal response was 51–60 followed by 41–50. Approximately 84% of respondents were ages of 41– to 60-years-old.

Table 1.2B. Race/cultural group (Q64)

	Frequency	Percent
White (Not Hispanic or Latino)	1,547	87.11%
Black or African American	76	4.28%
Hispanic or Latino	53	2.98%
Asian	9	0.51%
Native Hawaiian or other Pacific Islander	1	0.06%
American Indian or Alaska Native	23	1.30%
Prefer not to answer	44	2.48%
Other	7	0.39%
Omitted	16	0.90%
Total	1,776	100%

Findings: Approximately 87% of respondents identified as White, followed by 4% Black or African American, and 3% Hispanic or Latino.

Table 1.2C. Gender (Q63)

	Frequency	Percent
Male	1,324	74.55%
Female	427	24.04%
Prefer not to answer	9	0.51%
Omitted	16	0.90%
Total	1,776	100%

Findings: Approximately 3 out of 4 superintendents identified as male. This finding is similar to the AASA 2020 Decennial Study of the Superintendent in which 74% of respondents identified as male.

Table 1.2D. Gender (Q63) and age (Q62)

	Male	Female	Omitted	Total
30–40	59	11	0	70
	4.46%	2.58%	0%	4%
41–50	527	154	4	685
	29.67%	36.07%	<1%	39%
51–60	608	201	5	814
	45.92%	47.07%	<1%	46%
61–70	112	53	2	167
	8.46%	12.41%	<1%	1%
70+	13	2	0	15
	0.98%	0.47%	0%	<1%
Omitted	5	6	14	25
	0%	1%	<1%	<1%
Total	1,324	427	25	1,776
	74.55%	24.04%	<1%	100%

Findings: There was little variance by gender relative to the age of respondents.

Table 1.2E. Race/cultural group (Q64) and age (Q62)

	30–40	41–50	51–60	61–70	70+	Omitted	Total
White (Not Hispanic or Latino)	56	605	728	141	11	6	1,547
	3.62%	39.11%	47.06%	9.11%	0.71%	0.39%	100%
Black or African American	6	30	31	7	1	1	76
	7.89%	39.47%	40.79%	9.21%	1.32%	1.32%	100%
Hispanic or Latino	2	19	20	7	2	3	53
	3.77%	35.85%	37.74%	13.21%	3.77%	5.66%	100%
Asian	1	4	3	1	0	0	9
	11.11%	44.44%	33.33%	11.11%	0%	0%	100%
Native Hawaiian or other Pacific Islander	0	1	0	0	0	0	1
	0%	100%	0%	0%	0%	0%	100%
American Indian or Native Alaska	0	8	9	6	0	0	23
	0%	34.78%	39.13%	26.09%	0%	0%	100%
Other	0	2	3	2	0	0	7
	0%	28.57%	42.86%	28.57%	0%	0%	100%
Prefer not to answer	4	15	20	3	1	1	44
	9.09%	34.09%	45.45%	6.82%	2.27%	2.27%	100%
Omitted	1	1	0	0	0	14	16
	6.25%	6.25%	0%	0%	0%	87.5%	100%
Total	70	685	814	167	15	25	1,776
	3.94%	38.57%	45.83%	9.4%	0.84%	1.41%	100%

Findings: There is no notable variance in superintendent identity between gender and race/cultural group where a sufficient number of respondents exist.

Table 1.3A. Enrollment (Q2) and race/culture group (Q64)

	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	Omitted	Total
White (Not Hispanic or Latino)	134	389	523	207	166	91	25	9	2	1	1,547
	8.66%	25.15%	33.81%	13.38%	10.73%	5.88%	1.62%	0.58%	0.13%	0.06%	100%
Black or African American	3	7	18	13	15	10	7	2	1	0	76
	3.95%	9.21%	23.68%	17.11%	19.74%	13.16%	9.21%	2.63%	1.32%	0%	100%
Hispanic or Latino	2	10	14	4	11	6	4	0	2	0	53
	3.77%	18.87%	26.42%	7.55%	20.75%	11.32%	7.55%	0.00%	3.77%	0%	100%
Asian	0	1	2	2	1	3	0	0	0	0	9
	0%	11.11%	22.22%	22.22%	11.11%	33.33%	0%	0%	0%	0%	100%
Native Hawaiian or other Pacific Islander	0	1	0	0	0	0	0	0	0	0	1
	0%	100.00%	0%	0%	0%	0%	0%	0%	0%	0%	100%
American Indian or Native Alaska	3	13	7	0	0	0	0	0	0	0	23
	13.04%	56.52%	30.43%	0%	0%	0%	0%	0%	0%	0%	100%
Other	1	3	1	0	1	1	0	0	0	0	7
	14.29%	42.86%	14.29%	0.00%	14.29%	14.29%	0%	0%	0%	0%	100%
Prefer not to answer	11	8	15	2	6	2	0	0	0	0	44
	25.00%	18.18%	34.09%	4.55%	13.64%	4.55%	0%	0%	0%	0%	100%
Omitted	1	6	8	1	0	0	0	0	0	0	16
	6.25%	37.50%	50.00%	6.25%	0%	0%	0%	0%	0%	0%	100%
Total	155	438	588	229	200	113	36	11	5	1	1,776
	8.73%	24.66%	33.11%	12.89%	11.26%	6.36%	2.03%	0.62%	0.28%	0.06%	100%

Findings: Where sufficient numbers exist, there are differences by race/cultural group and enrollment. There are larger percentages of superintendents who identify as White in districts with enrollments ranging from fewer than 300 students to 2,999 students, whereas districts with 3,000–24,999 students are led by higher percentages of superintendents identifying as Black or African American and Hispanic or Latino.

Table 1.3B. Gender (Q63) and district enrollment (Q2)

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

Findings: Consistent with national school district enrollment data, the majority of superintendents responding to the survey are from small and intermediate size school districts (300–4,999) with no recent appreciable difference by gender of superintendents serving in each enrollment band.

Table 1.4. Gender (Q63) and district description (Q3)

District Type	Female		Male		Omitted		Prefer not to answer		Total	
	#	%	#	%	#	%	#	%	#	%
Rural	275	15.48%	844	47.52%	10	0.56%	5	0.28%	1134	63.85%
Suburban	111	6.25%	374	21.06%	6	0.34%	3	0.17%	494	27.82%
Urban	41	2.31%	101	5.69%	0	0.00%	1	0.06%	143	8.05%
Omitted	0	0.00%	5	0.28%	0	0.00%	0	0.00%	5	0.28%
Total	427	24.04%	1324	74.55%	16	0.90%	9	0.51%	1776	100.00%

Findings: When asked to identify the setting of their school district, nearly 63% of the respondents, regardless of gender, indicated that their district is best described as rural with almost 28% describing their district as suburban, and 8% as urban.

Table 1.5A. Years as superintendent (Q5)

	Count	%
Less than 1 year	164	9.23%
1-5 years	657	36.99%
6-10 years	531	29.90%
11-15 years	240	13.51%
16-20 years	113	6.36%
21-25 years	44	2.48%
26-30 years	14	0.79%
31-35 years	9	0.51%
36-40 years	2	0.11%
40+ years	1	0.06%
Omitted	1	0.06%
Total	1776	100.00%

Findings: Almost half—46%—of respondents have five years or less experience as a superintendent. Where numbers were sufficient, there was little difference in most cases based on race/cultural group and years of experience. However, differences were noted for superintendents with 11–15 years of experience. In this category, there were higher percentages of superintendents who identified as White (13.83%) and Hispanic or Latino (11.84%) compared to those who identified as Black or African American (5.66%).

Table 1.5B. Years in present position (Q4)

	Count	%
Less than 1	247	13.91%
1–5 years	843	47.47%
6–10 years	491	27.65%
11–15 years	125	7.04%
16–20 years	46	2.59%
21–25 years	11	0.62%
26–30 years	6	0.34%
31–35 years	4	0.23%
36–40 years	2	0.11%
40+ years	0	0.00%
Omitted	1	0.06%
Total	1776	100.00%

Findings: Approximately 61% of superintendents have been in their current positions for five years or less.

Table 1.5C. Years in your present position (Q5) and gender (Q63)

	Female		Male		Omitted		Prefer not to answer		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 1 year	44	10.30%	119	8.99%	1	0.06%		0.00%	164	9.23%
1–5 years	206	48.24%	440	33.23%	9	0.51%	2	0.11%	657	36.99%
6–10 years	120	28.10%	405	30.59%	3	0.17%	3	0.17%	531	29.90%
11–15 years	37	8.67%	199	15.03%	2	0.11%	2	0.11%	240	13.51%
16–20 years	15	3.51%	98	7.40%	0	0.00%	0	0.00%	113	6.36%
21–25 years	2	0.47%	41	3.10%	1	0.06%	0	0.00%	44	2.48%
26–30 years	2	0.47%	11	0.83%	0	0.00%	1	0.06%	14	0.79%
31–35 years	1	0.23%	7	0.53%	0	0.00%	1	0.06%	9	0.51%
36–40 years	0	0.00%	2	0.15%	0	0.00%	0	0.00%	2	0.11%
40+ years	0	0.00%	1	0.08%	0	0.00%	0	0.00%	1	0.06%
Omitted	0	0.00%	1	0.08%	0	0.00%	0	0.00%	1	0.06%
Total	427	100%	1324	100%	16	0.90%	9	0.51%	1776	100%

Findings: Overall, males have more time in their present positions than females. A larger percentage of females (48%) have one to five years of experience in their present positions compared to males (33%), whereas 15% of males have 11–15 years of experience compared to 8.67% of females.

Table 1.6A. Economic condition of district (Q14)

Economic Condition	Count	%
Declining economic condition	476	26.80%
Stable economic condition	962	54.17%
Growing economic condition	337	18.98%
Omitted	1	0.06%
Total	1776	100.00%

Findings: The findings for this year’s investigation suggest that a smaller percentage (26.8%) of superintendents believe their districts are in declining economic conditions compared to the 2020–21 report in which 35.5% of superintendents described their districts as having declining economic. Less than 20% believe their districts are currently in growing economic conditions.

Table 1.6B. Enrollment (Q2) and economic condition of district (Q14)

District Enrollment	Declining economic condition		Stable economic condition		Growing economic condition		Omitted		Total	
	N	%	N	%	N	%	N	%	N	%
Fewer than 300	75	48.39%	68	43.87%	12	7.74%	0	0.00%	155	8.73%
300 to 999	154	35.16%	236	53.88%	48	10.96%	0	0.00%	438	24.66%
1,000 to 2,999	161	27.38%	333	56.63%	93	15.82%	1	0.06%	588	33.11%
3,000 to 4,999	33	14.41%	134	58.52%	62	27.07%	0	0.00%	229	12.89%
5,000 to 9,999	28	14.00%	110	55.00%	62	31.00%	0	0.00%	200	11.26%
10,000 to 24,999	13	11.50%	57	50.44%	43	38.05%	0	0.00%	113	6.36%
25,000 to 49,999	6	16.67%	17	47.22%	13	36.11%	0	0.00%	36	2.03%
50,000 to 99,999	2	18.18%	6	54.55%	3	27.27%	0	0.00%	11	0.62%
100,000 or more	3	60.00%	1	20.00%	1	20.00%	0	0.00%	5	0.28%
Omitted	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	0.06%
Total	476	26.80%	962	54.17%	337	18.98%	1	0.06%	1776	100%

Findings: Where sufficient numbers exist, as enrollment increases the percentage of districts in declining economic condition increases and the percentage of districts in growing economic conditions increases.

Table 1.7A. Terminal degree (Q6)

Terminal Degree	Count	%
CPA	2	0.11%
EdD	758	42.68%
EdS	159	8.95%
JD	12	0.68%
Masters	674	37.95%
PhD	167	9.40%
Other (Please specify):6th Year in Leadership	1	0.06%
Other (Please specify):BS, MS, Specialist, Superintendent Certificate (MN)	1	0.06%
Other (Please specify):CAS - SDA	1	0.06%
Other (Please specify):CAS Certificate of Advanced Study	1	0.06%
Total	1776	100.00%

Findings: Almost 43% of respondents hold an EdD, followed by 38% with a masters, and 9.4% hold a PhD.

Table 1.7B. Terminal degree (Q6) and gender (Q63)

	Female		Male		Omitted		Total	
	N	%	N	%	N	%	N	%
CPA	0	0.00%	2	0.15%	0	0.00%	2	0.11%
EdD	206	48.24%	544	41.21%	8	32.00%	758	42.78%
EdS	25	5.85%	132	10.00%	2	8.00%	159	8.97%
JD	0	0.00%	10	0.76%	2	8.00%	12	0.68%
Masters	152	35.60%	510	38.64%	12	48.00%	674	38.04%
PhD	44	10.30%	122	9.24%	1	4.00%	167	9.42%
Total	427	100.00%	1320	100.00%	25	100.00%	1772	100.00%

Findings: Where numbers are sufficient, a higher percentage of female superintendents hold an EdD (48%) compared to males (41%).

Table 1.7C. Terminal degree (Q6) and race/cultural group (Q64)

	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White (not Hispanic or Latino)		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CPA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	2	0.1%
EdD	8	7.4%	6	66.7%	47	61.8%	27	51.9%	0	0.0%	653	42.3%	758	42.8%
EdS	3	13%	0	0.0%	2	2.6%	3	5.8%	1	0.1%	145	9.4%	159	8.9%
JD	0	0.0%	0	0.0%	1	1.3%	1	1.9%	0	0.0%	8	0.5%	12	0.7%
MS/MA	12	52.2%	2	22.2%	10	13.2%	12	23.1%	0	0.0%	601	38.9%	674	38%
PhD	0	0.0%	1	11.1%	16	21.1%	9	17.3%	0	0.0%	135	8.7%	167	9.4%
Total	23	100%	9	100%	76	100%	52	100%	1	0.1%	1544	100%	1772	100%

Findings: Where numbers are sufficient, differences exist by race/cultural group. Higher percentages of superintendents who identify as Black or African American (61.8%) hold an EdD compared to those who identify as White (42.3%). Conversely, only 13.2% of superintendents who identify as Black or African American hold a master’s degree compared to 38.9% of superintendents who identify as White.

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

SECTION #2: SALARY

Table 2.1. Superintendent base salary 2021–2022 (Q7) and enrollment (Q2)

	Min	25%	Median	75%	Max	Count
Fewer than 300	65000	89500	105000	122000	225000	155
300 to 999	74845	109726	125000	142460	256652	438
1,000 to 2,999	80000	127950	145000	167000	363171	588
3,000 to 4,999	99650	150733	172500	200000	365000	229
5,000 to 9,999	110000	169750	193757	213000	370000	200
10,000 to 24,999	125000	185822	213000	242164	349307	113
25,000 to 49,999	141500	202250	247000	298800	354128	36
50,000 to 99,999	198700	216266	253000	275443	365000	11
100,000 or more	119000	152650	228941	265446	334000	5
Mean			\$158,670			

Findings: Consistent with previous years, salaries increase as district enrollment increases. It should be noted that sample sizes for enrollments beyond 49,999 were small and not useful for statistical purposes. The overall median salary for the entire sample was \$147,000 and the mean was \$158,670.

Table 2.2. Superintendent base salary (Q7) and gender (Q63)

	Minimum	25%	Median	75%	Maximum	N
Female	65000	121000	143700	179000	370000	427
Male	72500	122804	148969	185866	365000	1324
Prefer not to answer	90000	125000	160000	205000	225000	9
Omitted	87000	131865	145600	163800	363171	16

Findings: As in previous years, there is a difference in salaries by gender with males reporting higher base salaries. Female superintendents earn approximately 96% of what male superintendents earn.

Table 2.3. Superintendent base salary (Q7) and racial/cultural group (Q64)

Race/Cultural Group	Minimum	25%	Median	75%	Maximum	N
American Indian or Alaska Native	82000	102000	115000	130000	169700	23
Asian	170000	196000	215000	272514	349307	9
Black or African American	87700	141500	185000	217606.3	334000	76
Hispanic or Latino	70000	145600	180000	216599	363171	53
White (not Hispanic or Latino)	65000	122000	145718	180125	370000	1547
Native Hawaiian/other Pacific Islander	99670	99670	99670	99670	99670	1
Omitted	87000	132000	146000	172500	363171	16
Other	96500	119206.5	140676	171326	204500	7
Prefer not to answer	68000	114500	137750	185000	305000	44

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

Table 2.4. Superintendent salary (Q7) and terminal degree (Q6)

Terminal Degree	Minimum	25%	Median	75%	Maximum	N
EdD	74845	135000	165000	206000	370000	758
EDS	85000	108610	123550	144696	238000	159
PhD	85000	134500	160000	203500	336000	167
Masters	65000	116350	135653	165000	365000	694
JD	107605	143625	166100	204250	300000	12
CPA	140000	160590	181180	201770	222360	2

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

Table 2.5. Associate superintendent base salary (Q8) and district enrollment (Q2)

District Enrollment	Minimum	25%	Median	75%	Maximum	Omitted	N
Fewer than 300	40000	80000	90000	117500	140500	140	15
300 to 999	65000	92244.75	101000	124000	185000	355	83
1,000 to 2,999	75000	104000	116000	135000	259116	218	370
3,000 to 4,999	75000	117500	135000	155320	250000	16	213
5,000 to 9,999	64000	122265.8	144500	164269.5	265000	6	194
10,000 to 24,999	89000	135000	149000	175000	250000	0	113
25,000 to 49,999	100000	152500	170000	188000	258000	1	35
50,000 to 99,999	127765	155250	172000	179000	225000	1	10
100,000 or more	148000	165963.8	180975	197500	220000	1	4
					Total	738	1037

Findings: Consistent with findings in previous editions of the study, the larger the student enrollment of the district, the higher the mean base salary for assistant/associate superintendents when sample sizes exceed ten responses. It is noted that in districts with lower enrollments, these positions often do not exist. A modest but consistent increase in median salaries is seen over previous editions of this study.

Table 2.6. High school principal base salary (Q9) and district enrollment (Q2)

	Minimum	25%	Median	75%	Maximum	Omitted	N
Fewer than 300	55000	70000	78000	91000	150000	63	92
300 to 999	50000	82000	90780	100000	177000	50	388
1,000 to 2,999	65000	94788	103000	119000	220000	28	560
3,000 to 4,999	70000	105103	118000	135000	235000	18	211
5,000 to 9,999	64000	108000	125000	145000	219000	11	189
10,000 to 24,999	77000	109622.8	125000	142747.8	187000	3	110
25,000 to 49,999	75000	117500	130000	143000	178000	1	35
50,000 to 99,999	95000	104318.8	125000	140000	180000	1	10
100,000 or more	95000	114999	115000	127000	150000	0	5
Omitted	50000	50000	50000	50000	50000	0	1
					Total	175	1601

Findings: Consistent with findings in previous editions of the study, the larger the student enrollment of the district, the higher the mean base salary for high school principal when sample sizes exceed 35 responses.

Table 2.7. Middle school principal base salary (Q10) and district enrollment (Q2)

	Minimum	25%	Median	75%	Maximum	Omitted	N
Fewer than 300	52000	67125	75000	87383	115000	120	35
300 to 999	50000	80000	89000	100000	170000	200	238
1,000 to 2,999	59000	85000	95000	110750	215000	62	526
3,000 to 4,999	65000	95000	110000	125000	198526	12	217
5,000 to 9,999	64000	98000	115000	131500	201000	10	190
10,000 to 24,999	70000	99771.5	110000	129500	175000	6	107
25,000 to 49,999	70000	100000	110000	126500	160000	1	35
50,000 to 99,999	80000	93512.5	117500	130000	170000	1	10
100,000 or more	85000	100000	111397	120000	145000	0	5
					Total	412	1363

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

Table 2.8. Elementary school principal base salary (Q11) and district enrollment (Q2)

District Enrollment	Minimum	25%	Median	75%	Maximum	Omitted	N
Fewer than 300	52000	67125	75000	87500	180000	92	63
300 to 999	50000	75000	86000	99249.25	160000	37	401
1,000 to 2,999	57000	82000	90857	107000	215000	22	566
3,000 to 4,999	58000	90000	100000	120000	191947	8	221
5,000 to 9,999	62000	90000	105000	125000	190000	10	190
10,000 to 24,999	60000	90926.03	104000	122000	162000	5	108
25,000 to 49,999	70000	91850	103000	117212.2	148000	1	35
50,000 to 99,999	75000	88000	111025	123750	160000	1	10
100,000 or more	82000	90000	108397	117000	145000	0	5
					Total	176	1599

Findings: Elementary school principals generally follow the same trend as their high school and middle school counterparts; median salary increases as enrollment increases. In addition, for the third year in a row, their 2021 median base salary in districts with enrollments of 10,000 or more has crossed the \$100,000 line.

Table 2.9. Beginning teacher base salary (Q12) and district enrollment (Q2)

	Minimum	25%	Median	75%	Maximum	Omitted	N
Fewer than 300	27193	34825	40000	43500	76000	4	151
300 to 999	30000	38000	40695	45000	75000	7	431
1,000 to 2,999	30000	39149	42000	47000	90000	6	582
3,000 to 4,999	34000	40287.5	44947	51504	90000	5	224
5,000 to 9,999	35000	42000	46000	52785	85000	3	197
10,000 to 24,999	30500	41000	43000	49000	76000	0	113
25,000 to 49,999	38000	42153	46000	54135	78000	1	35
50,000 to 99,999	44000	45500	47500	51150	71000	0	11
100,000 or more	42000	46919	48500	52000	65000	0	5
Omitted	37000		37000		37000		1
					Total	26	1750

Findings: There appears to be a slight relationship between district enrollment and beginning teacher salary. Where there are a sufficient number of responses, the highest median base salaries appear to be found in districts with 5,000–9,999 students.

Table 2.10. Ratio of median superintendent salary (Q7), beginning teacher salary (Q12), and district enrollment (Q2) 2021–2022

Enrollment	Superintendent Median Salary Median	Beginning Teacher Median Base Salary	Ratio 2021-2022 & 2020-2021
Fewer than 300	105000	40000	1:2.6 (21-22) 1:2.4 (20-21)
300 to 999	125000	40695	1:3.1 (21-22) 1:3.2 (20-21)
1,000 to 2,999	145000	42000	1:3.45 (21-22) 1:3.3 (20-21)
3,000 to 4,999	172500	44947	1:3.8 (21-22) 1:4.1 (20-21)
5,000 to 9,999	193757	46000	1:4.2 (21-22) 1:4.5 (20-21)
10,000 to 24,999	213000	43000	1:5 (21-22) 1:5.1 (20-21)
25,000 to 49,999*	247000	46000	1:5.36 (21-22) 1:5.3 (20-21)
50,000 to 99,999*	253000	47500	1:5.3 (21-22) 1:5.3 (20-21)
100,000 or more*	228941	48500	1:4.7 (21-22) 1:5.3 (20-21)

*= sample size less than 40

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

This year’s data suggest that the ratio between median superintendent salary and median salary for a starting teacher narrowed in almost all enrollment categories. Furthermore, the 2021–2022 ratios of median superintendent salary by enrollment to median starting teacher salary by enrollment are now less than those from 2015–2016.

Where numbers were sufficient, the ratios between the median base salary for a superintendent and the median base salary for a starting teacher ranged from 1:2.6 to 1:5.

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

SECTION #3: EVALUATION

Table 3.1A. How often employment contract requires performance evaluation (Q45)

Frequency of Evaluation	Number	Percent
Annually	1,608	90.54%
Biennially (every 2 years)	24	1.35%
More than once a year	98	5.52%
Never	20	1.13%
Other	17	0.96%
Omitted	9	0.51%
Total	1776	100.1%

Findings: More than 90% of superintendents are evaluated annually, whereas only 1.35% are evaluated every two years. Only 1.13% of superintendents indicated that they were never evaluated.

Table 3.1B. How often employment contract requires performance evaluation (Q45) and gender (Q63)

Frequency	Male	Female	Prefer not to respond	Omitted	Total
Annually	1,200	391	8	9	1,608
	74.63%	24.32%	0.5%	0.56%	100%
Biennially (every 2 years)	17	7	0	0	24
	70.83%	29.17%	0%	0%	100%
More than once a year	75	21	1	1	98
	76.53%	21.43%	1.02%	1.02%	100%
Never	18	2	0	0	20
	90%	10%	0%	0%	100%
Omitted	1	2	0	6	9
	11.11%	22.22%	0%	66.67%	100%
Other	13	4	0	0	17
	76.47%	23.53%	0%	0%	100%

Findings: Gender is not related to frequency of evaluation.

Table 3.2A. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation? (Q41)

	Frequency	Percent
Yes	783	44.09%
No	981	55.24%
Omitted	12	0.68%
Total	1,776	100%

Findings: Almost 45% of superintendent contracts specify the process, measures, and indicators to be used in the formal performance evaluation, whereas more than half do not.

Table 3.2B. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation (Q41) and gender? (Q63)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	582	189	5	7	783
	74.33%	24.14%	0.64%	0.89%	100%
No	737	237	4	3	981
	75.13%	24.16%	0.41%	0.31%	100%
Omitted	5	1	0	6	12
	41.67%	8.33%	0%	50.00%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.90%	100%

Findings: Male and female superintendents were equally likely to have their contracts specify the process, measures, and indicators to be used in formal evaluations. About 44% of superintendents had this provision in their contract regardless of gender, whereas 56% did not. This marks a change for females compared to one year ago (2020–2021) in which 39.2% had the provision. There was no change for males compared to one year ago.

Table 3.3. Is performance linked to objectives/goals from previous evaluations? (Q42)

	Frequency	Percent
Yes	904	50.8%
No	855	48.1%
Omitted	17	1.0%
Total	1,776	100%

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

Table 3.4. Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation (Q42) and race/cultural group? (Q64)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	769	768	9	1,546
	49.71%	49.71%	0.58%	100%
Black or African American	49	27	0	76
	64.47%	35.53%	0%	100%
Hispanic or Latino	34	17	2	53
	64.15%	32.08%	3.77%	100%
Asian	4	5	0	9
	44.44%	55.56%	0%	100%
Native Hawaiian or other Pacific Islander	1	0	0	1
	100%	0%	0%	100%
American Indian or Native Alaska	9	14	0	23
	39.13%	60.87%	0%	100%
Other	4	3	0	7
	57.14%	42.86%	0%	100%
Prefer not to answer	26	17	1	44
	59.09%	38.64%	2.27%	100%
Omitted	7	3	6	16
	43.75%	18.75%	37.50%	100%
Total	903	855	18	1,776
	50.84%	48.14%	1.01%	100%

Findings: Where numbers were sufficient, there was a difference between racial/cultural groups concerning the inclusion of directions or objectives from the previous year’s assessment in the superintendents’ performance assessment. Black or African American (64.5%) and Hispanic or Latino (64%) superintendents were more likely to have such a clause in their contract, compared to White superintendents, but care should be taken to interpret the findings in light of a small sample size (Black or African American n=76 and Hispanic or Latino n=53).

Table 3.5. Is your formal performance evaluation linked to student outcomes/performance? (Q43)

	Frequency	Percent
Yes	719	40.48%
No	1,044	58.78%
Omitted	13	0.73%
Total	1,776	100%

Findings: About 41% of superintendents had evaluations linked to student outcomes/performance in some way—about 2% less than last year. Since 2015, percentages have fluctuated between 34.1% and almost 43% (42.8%; 41.2%; 36.7%; 35.1%; 34.1%).

Table 3.6A. Is the outcome of your formal performance evaluation released to the public? (Q44)

	Frequency	Percent
Yes, by employment agreement	168	9.46%
Yes, by state law	517	29.11%
No	1,070	60.25%
Omitted	21	1.18%
Total	1,776	100%

Findings: Almost 40% of superintendents had the outcomes of their formal evaluation released to the public—no change from the previous year, but 6% higher than 2019. Only approximately 10% have this clause as part of their negotiated contract, whereas 29% are required by state law. When considered by gender, there was little difference in the percentage of female superintendents whose employment agreement requires the formal evaluation to be made public (8.4%) compared to male superintendents (9.6%).

Table 3.6B. Enrollment (Q2) and is the outcome of your formal performance evaluation made public? (Q44)

Enrollment:	No	Omitted	Yes, by employment agreement	Yes, by state law	Total
Fewer than 300	103	4	13	35	155
	66.45%	2.58%	8.39%	22.58%	100%
300 to 999	295	7	29	107	438
	67.35%	1.6%	6.62%	24.43%	100%
1,000 to 2,999	341	7	60	180	588
	57.99%	1.19%	10.2%	30.61%	100%
3,000 to 4,999	126	1	22	80	229
	55.02%	0.44%	9.61%	34.93%	100%
5,000 to 9,999	106	1	25	68	200
	53%	0.5%	12.5%	34%	100%
10,000 to 24,999	68	1	13	31	113
	60.18%	0.88%	11.5%	27.43%	100%
25,000 to 49,999	22	0	4	10	36
	61.11%	0%	11.11%	27.78%	100%
50,000 to 99,999	7	0	0	4	11
	63.64%	0%	0%	36.36%	100%
100,000 or more	2	0	2	1	5
	40%	0%	40%	20%	100%
Omitted	0	0	0	1	1
	0%	0%	0%	100%	100%
Total	1,070	21	168	517	1,776
	60.25%	1.18%	9.46%	29.11%	100%

Findings: Superintendents in districts with enrollments of 300–999 students are least likely (6.62%) to have a negotiated clause in their contract that requires the outcome of their performance evaluation,

whereas superintendents in districts with enrollments of 5,000–9,999 are most likely (12.5%) to have such a contract. However, such a negotiated clause remains rare.

Table 3.7A. Gender (Q63) and employment agreement includes specific and detailed listing of duties and responsibilities (Q36)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	669	174	5	7	855
	78.25%	20.35%	0.58%	0.82%	100%
No	643	250	4	8	905
	71.05%	27.62%	0.44%	0.88%	100%
Omitted	12	3	0	1	16
	75.00%	18.75%	0%	6.25%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.90%	100%

Findings: Approximately 48% of all superintendents have a detailed agreement regarding duties and responsibilities in their employment contract. A higher percentage of male superintendents (50.5%) than female superintendents (40.7%) have this provision. This year’s finding is in contrast to last year in which female superintendents were slightly more likely to have such a listing of duties and responsibilities.

Table 3.7B. Gender (Q63) and formal performance evaluation linked to objectives or directions specified in previous year’s performance (Q42)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	693	198	6	6	903
	76.74%	21.93%	0.66%	0.66%	100%
No	623	225	3	4	855
	72.87%	26.32%	0.35%	0.47%	100%
Omitted	8	4	0	6	18
	44.44%	22.22%	0%	33.33%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.90%	100%

Findings: Male superintendents are slightly more likely (52.3%) to have their formal performance evaluations linked to objectives or directions specified in previous year’s performance compared to female superintendents (46.3%). Gender was not a determining factor in last year’s study.

Table 3.7C. Gender (Q63) and performance evaluation linked to student outcomes/performance (Q43)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	548	164	6	1	719
	76.22%	22.81%	0.83%	0.14%	100%
No	771	261	3	9	1,044
	73.85%	25%	0.29%	0.86%	100%
Omitted	5	2	0	6	13
	38.46%	15.38%	0%	46.15%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

Findings: Approximately 40.5% of all superintendents have their performance evaluation linked to student outcomes. A slightly higher percentage of males (41.3%) have performance evaluation linked to student outcomes/performance compared to females (38.4%).

Table 3.7D. Enrollment (Q2) and is your formal performance evaluation linked to student outcomes/performance? (Q43)

	Yes	No	Omitted	Total
Fewer than 300	29	124	2	155
	18.71%	80%	1.29%	100%
300 to 999	134	301	3	438
	30.59%	68.72%	0.68%	100%
1,000 to 2,999	249	333	6	588
	42.35%	56.63%	1.02%	100%
3,000 to 4,999	104	124	1	229
	45.41%	54.15%	0.44%	100%
5,000 to 9,999	104	95	1	200
	52%	47.5%	0.5%	100%
10,000 to 24,999	67	46	0	113
	59.29%	40.71%	0%	100%
25,000 to 49,999	21	15	0	36
	58.33%	41.67%	0%	100%
50,000 to 99,999	7	4	0	11
	63.64%	36.36%	0%	100%
100,000 or more	4	1	0	5
	80%	20%	0%	100%
Omitted	0	1	0	1
	0%	100%	0%	100%
Total	719	1,044	13	1,776
	40.48%	58.78%	0.73%	100%

Findings: Where a sufficient number of respondents exist, there is a strong relationship between enrollment and the formal performance evaluation being linked to student outcomes/performance. The percentage of superintendents whose formal evaluation is linked to student outcomes increases as enrollment increases and ranges from 18.71% for enrollments of fewer than 300 students to 80% for enrollments of 100,000 students or more. Caution should be used when interpreting the results for enrollments of 50,000–99,999 and 100,000 or more students due to small sample sizes.

Table 3.8A. Racial/cultural group (Q64) and formal performance evaluation linked to objectives or directions specified in previous year’s performance (Q42)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	769	768	9	1,546
	49.71%	49.71%	0.58%	100%
Black or African American	49	27	0	76
	64.47%	35.53%	0%	100%
Hispanic or Latino	34	17	2	53
	64.15%	32.08%	3.77%	100%
Asian	4	5	0	9
	44.44%	55.56%	0%	100%
Native Hawaiian or other Pacific Islander	1	0	0	1
	100%	0%	0%	100%
American Indian or Native Alaska	9	14	0	23
	39.13%	60.87%	0%	100%
Other	4	3	0	7
	57.14%	42.86%	0%	100%
Prefer not to answer	26	17	1	44
	59.09%	38.64%	2.27%	100%
Omitted	7	3	6	16
	43.75%	18.75%	37.50%	100%
Total	903	855	18	1,776
	50.84%	48.14%	1.01%	100%

Findings: Where numbers were sufficient, there was a difference between racial/cultural groups concerning the inclusion of directions or objectives from the previous year’s assessment of the superintendents’ performance assessment. Black or African American (64.5%) and Hispanic or Latino (64%) superintendents were more likely to have such a clause in their contract compared to White superintendents, but care should be taken to interpret the findings in light of a small sample size (Black or African American n=76 and Hispanic or Latino n=53).

Table 3.8B Racial/cultural group (Q64) and performance evaluation linked to student outcomes/performance (Q43)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	601	941	5	1,547
	38.85%	60.83%	0.32%	100%
Black or African American	52	24	0	76
	68.42%	31.58%	0%	100%
Hispanic or Latino	29	22	2	53
	54.72%	41.51%	3.77%	100%
Asian	3	6	0	9
	33.33%	66.67%	0%	100%
Native Hawaiian or other Pacific Islander	0	1	0	1
	0%	100%	0%	100%
American Indian or Native Alaska	5	18	0	23
	21.74%	78.26%	0%	100%
Other	4	3	0	7
	57.14%	42.86%	0%	100%
Prefer not to answer	24	20	0	44
	54.55%	45.45%	0%	100%
Omitted	1	9	6	16
	6.25%	56.25%	37.5%	100%
Total	719	1,044	13	1,776
	40.48%	58.78%	0.73%	100%

Findings: Where a sufficient number of respondents exist, there is a difference by racial/cultural group in the percentage of superintendents whose performance evaluation is linked to student outcomes/performance with 68% of Black or African American superintendents and 54% of Hispanic or Latino superintendents having clauses that require their performance evaluations to be linked to student outcomes/performances compared to 39% of White superintendents. Caution should be taken when interpreting the results due to the smaller sample sizes for Black or African American (n=76) and Hispanic or Latino superintendents (n=53).

Table 3.8C. Race and culture group (Q64) and is the outcome of your formal performance evaluation made public? (Q44)

	No	Yes, by employment agreement	Yes, by state law	Omitted	Total
White (Not Hispanic or Latino)	932	139	464	12	1,547
	60.25%	8.99%	29.99%	0.78%	100%
Black or African American	44	14	18	0	76
	57.89%	18.42%	23.68%	0%	100%
Hispanic or Latino	37	5	9	2	53
	69.81%	9.43%	16.98%	3.77%	100%
Asian	7	0	2	0	9
	77.78%	0%	22.22%	0%	100%
Native Hawaiian or other Pacific Islander	1	0	0	0	1
	100%	0%	0%	0%	100%
American Indian or Native Alaska	16	4	3	0	23
	69.57%	17.39%	13.04%	0%	100%
Other	3	0	4	0	7
	42.86%	0%	57.14%	0%	100%
Prefer not to answer	25	3	15	1	44
	56.82%	6.82%	34.09%	2.27%	100%
Omitted	5	3	2	6	16
	31.25%	18.75%	12.5%	37.5%	100%
Total	1,070	168	517	21	1,776
	60.25%	9.46%	29.11%	1.18%	100%

Findings: Although not a common provision, where a sufficient number of respondents exist, Black or African American superintendents are more likely (18.42%) to have their performance evaluation made public than White (9%) and Hispanic or Latino superintendents (9.43%). However, readers should interpret this finding with caution given the small sample size of Black or African American superintendents (n=76) and Hispanic or Latino superintendents (n=53).

Table 3.9. Gender (Q63) and does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q37)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	317	79	0	5	401
	79.05%	19.70%	0%	1.25%	100%
No	1,004	347	9	10	1,373
	73.28%	25.33%	0.66%	0.73%	100%
Omitted	3	1	0	1	5
	60.00%	20.00%	0	20.00%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.90%	100%

Findings: When considered by gender, female superintendents (18.5%) are somewhat less likely to have their employment agreement include a specific and detailed process for handling complaints/criticisms compared to males (23.9%).

Table 3.10. Gender (Q63) and does your employment agreement include a provision allowing the board to reassign you to another role in the district? (Q38)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	121	35	1	1	158
	76.58%	22.15%	0.63%	0.63%	100%
No	1,195	390	8	13	1,606
	74.41%	24.28%	0.50%	0.81%	100%
Omitted	8	2	0	2	12
	66.67%	16.67%	0%	16.67%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.90%	100%

Findings: Only 8.9% of all respondents have a contract provision that allows the board to reassign them to another role in the district. There is little difference, when considered by gender, in the percentage of superintendents who have such a contract provision.

SECTION #4: RETIREMENT BENEFITS

Table 4.1. Is your retirement plan/system contribution based on your salary? (Q50)

	Frequency	Percent
Yes	1,658	93.24%
No	63	3.55%
District does not contribute on my behalf to a retirement plan/system	35	1.97%
Omitted	22	1.24%
Total	1,776	100%

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

Table 4.2. Does the school district make a contribution to an annuity or private retirement account that you have? (Q52)

	Frequency	Percent
Yes (Less than \$1,000)	33	1.86%
Yes (\$1,000-\$5,000)	282	15.88%
Yes (\$5,001-\$10,000)	233	13.12%
Yes (More than \$10,000)	244	13.74%
No	960	54.05%
Omitted	24	1.35%
Total	1,776	100%

Findings: Approximately 46% of superintendents have a provision in their contract that includes a contribution to an annuity by the district. The percentage of superintendents with this benefit increased 2% compared to last year's results and 13% since 2016 when only 33% received such a benefit. The most common contribution is \$1,000–\$5,000 (15.88%) following by more than \$10,000 (13.74%) and \$5,001–\$10,000 (13.12%).

Table 4.3. Enrollment (Q2) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q52)

	Yes (Less than \$1,000)	Yes (\$1,000–\$5,000)	Yes (\$5,001–\$10,000)	Yes (More than \$10,000)	No	Omitted	Total
Fewer than 300	6	15	13	0	119	2	155
	3.87%	9.68%	8.39%	0%	76.77%	1.29%	100%
300 to 999	9	92	36	17	277	7	438
	2.05%	21%	8.22%	3.88%	63.24%	1.6%	100%
1,000 to 2,999	14	107	91	63	305	8	588
	2.38%	18.2%	15.48%	10.71%	51.87%	1.36%	100%
3,000 to 4,999	2	40	39	37	108	3	229
	0.87%	17.47%	17.03%	16.16%	47.16%	1.31%	100%
5,000 to 9,999	2	20	37	59	81	1	200
	1%	10%	18.5%	29.5%	40.5%	0.5%	100%
10,000 to 24,999	0	6	11	51	43	2	113
	0%	5.31%	9.73%	45.13%	38.05%	1.77%	100%
25,000 to 49,999	0	2	5	10	18	1	36
	0%	5.56%	13.89%	27.78%	50%	2.78%	100%
50,000 to 99,999	0	0	0	5	6	0	11
	0%	0%	0%	45.45%	54.55%	0%	100%
100,000 or more	0	0	1	2	2	0	5
	0%	0%	20%	40%	40%	0%	100%
Omitted	0	0	0	0	1	0	1
	0%	0%	0%	0%	100%	0%	100%
Total	33	282	233	244	960	24	1,776
	1.86%	15.88%	13.12%	13.74%	54.05%	1.35%	100%

Findings: Where a sufficient number of respondents exist, there is a relationship, by enrollment, in the percentage of superintendents whose districts contribute to an annuity. As enrollment increases, the percentage of superintendents with this provision increases. The percentage ranges from approximately 24% in districts with enrollments of fewer than 300 students to approximately 62% in districts with 10,000 to 24,999 students. Gender was not associated with enrollment in this study.

Table 4.4. Gender (Q63) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q52)

	Male	Female	Prefer not to respond	Omitted	Total
Yes (Less than \$1,000)	23	9	0	1	33
	69.7%	27.27%	0%	3.03%	100%
Yes (\$1,000–\$5,000)	209	73	0	0	282
	74.11%	25.89%	0%	0%	100%
Yes (\$5,001–\$10,000)	179	51	3	0	233
	76.82%	21.89%	1.29%	0%	100%
Yes (More than \$10,000)	194	49	0	1	244
	79.51%	20.08%	0%	0.41%	100%
No	712	239	6	3	960
	74.17%	24.9%	0.63%	0.31%	100%
Omitted	7	6	0	11	24
	29.17%	25%	0%	45.83%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

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

SECTION #5: INSURANCE BENEFITS

Table 5.1A. What health insurance coverage do you receive in your employment agreement? (Q54)

	Frequency	Percent
Medical/Hospital	1,172	65.99%
Dental	829	46.68%
Vision/Optical	613	34.52%
Disability	398	22.41%
All EXCEPT Disability and/or Vision	569	32.04%
All of the above	76	4.28%

Findings: Medical/Hospital was the most common type of insurance included in the superintendent contract (66%), followed by Dental (46.68%).

Table 5.1B. Coverage paid for family of superintendent (Q55)

	Frequency	Percent
Medical/Hospital	995	56.02%
Dental	750	42.23%
Vision/Optical	563	31.70%
Disability	563	31.70%
All EXCEPT Disability and/or Vision	324	18.24%
All of the above	105	5.91%

Findings: As in previous years, Medical/Hospital (56%) and Dental (42.23%) were the most common family coverage paid for by the district.

Table 5.2. Gender (Q63) and does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees? (Q53)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	721	212	6	2	941
	76.62%	22.53%	0.64%	0.21%	100%
No	590	209	3	3	805
	73.29%	25.96%	0.37%	0.37%	100%
Omitted	13	6	0	11	30
	43.33%	20%	0%	36.67%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

Findings: Almost 53% of superintendents receive a district contribution to life insurance apart from the insurance benefits provided for all employees. There is a slight difference, based on gender, in the percentage of superintendents who received a contribution to life insurance. Males are somewhat more likely (54.4%) to have such a provision compared to females (49%). Overall, approximately 53% have such a provision in their contract.

Table 5.3A. District contributes to post-retirement health insurance (Q56)

	Frequency	Percent
Yes	361	20.33%
No	1,389	78.21%
Omitted	26	1.46%
Total	1,776	100%

Findings: Only approximately 20% of superintendents have a provision in which the district contributes to post-retirement health insurance, compared to last year when 35% of superintendents indicated they had such a provision.

Table 5.3B. District contributes to post-retirement health insurance (Q56) and enrollment (Q2)

	Yes	No	Omitted	Total
Fewer than 300	17	137	1	155
	10.97%	88.39%	0.65%	100%
300 to 999	64	366	8	438
	14.61%	83.56%	1.83%	100%
1,000 to 2,999	121	459	8	588
	20.58%	78.06%	1.36%	100%
3,000 to 4,999	65	161	3	229
	28.38%	70.31%	1.31%	100%
5,000 to 9,999	62	136	2	200
	31%	68%	1%	100%
10,000 to 24,999	18	93	2	113
	15.93%	82.3%	1.77%	100%
25,000 to 49,999	10	25	1	36
	27.78%	69.44%	2.78%	100%
50,000 to 99,999	4	7	0	11
	36.36%	63.64%	0%	100%
100,000 or more	0	4	1	5
	0%	80%	20%	100%
Omitted	0	1	0	1
	0%	100%	0%	100%
Total	361	1,389	26	1,776
	20.33%	78.21%	1.46%	100%

Findings: Where a sufficient number of respondents exist, there is a relationship between enrollment and having a provision for post-retirement contributions to health insurance from the district. Other than the enrollment category of 10,000–24,999, the percentage of superintendents who receive post-retirement contributions to health insurance increases as enrollment increases.

Table 5.3C. Post-retirement health insurance (Q56) and gender (Q63)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	277	81	1	2	361
	76.73%	22.44%	0.28%	0.55%	100%
No	1,039	340	8	2	1,389
	74.8%	24.48%	0.58%	0.14%	100%
Omitted	8	6	0	12	26
	30.77%	23.08%	0%	46.15%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

Findings: There is essentially no difference, by gender, in the percentage of superintendents who have their district contribute to post-retirement health insurance (Male= 21%; Female 19%)

Table 5.4. Race/cultural group (Q64) and percentage of retirement contribution paid by your district? (Q51)

	0–24%	25–49%	50–74%	75–100%	No state funded pension	Omitted	Total
White (Not Hispanic or Latino)	729	146	249	339	43	41	1,547
	47.12%	9.44%	16.1%	21.91%	2.78%	2.65%	100%
Black or African American	29	11	11	13	5	7	76
	38.16%	14.47%	14.47%	17.11%	6.58%	9.21%	100%
Hispanic or Latino	24	4	5	14	3	3	53
	45.28%	7.55%	9.43%	26.42%	5.66%	5.66%	100%
Asian	2	0	3	4	0	0	9
	22.22%	0%	33.33%	44.44%	0%	0%	100%
Native Hawaiian or other Pacific Islander	8	0	3	10	2	0	23
	34.78%	0%	13.04%	43.48%	8.7%	0%	100%
American Indian or Native Alaska	1	0	0	0	0	0	1
	100%	0%	0%	0%	0%	0%	100%
Other	2	1	1	2	0	1	7
	28.57%	14.29%	14.29%	28.57%	0%	14.29%	100%
Prefer not to answer	19	6	8	7	0	4	44
	43.18%	13.64%	18.18%	15.91%	0%	9.09%	100%
Omitted	3	0	0	1	0	12	16
	18.75%	0%	0%	6.25%	0%	75%	100%
Total	817	168	280	390	53	68	1,776
	46%	9.46%	15.77%	21.96%	2.98%	3.83%	100%

Findings: Regardless of race or cultural group, 46% of superintendents have up to 24% of their retirement contribution paid for by their district. Approximately 22% of superintendents have 91–100% of their contributions paid for by the district.

Table 5.5. Memberships paid for (Q57)

	Frequency	Percent
Community Organizations (e.g., Rotary, Chamber of Commerce)	967	54.45%
Regional Professional Organizations (e.g., state association)	1670	94.03%
National Professional Organizations (e.g., AASA)	1,541	86.77%
Other	20	.13%

Findings: Lower percentages of respondents had their national professional organization memberships paid in their contracts in 2021 (86.8%) compared to 2020 (94.5%). There was also a reduction in the percentage of local/communication organization members paid for (54.5%) compared to 2020 (58.3%). There was essentially no change in the percentage of respondents who had their regional/state organization membership paid for by the district.

SECTION #6:

HIRE/REHIRE; RETIREMENT SYSTEM PARTICIPATION

Table 6.1. Have you been rehired for your present position as superintendent after retiring in the state system? (Q60)

	Frequency	Percent
Yes	82	4.62%
No	1,670	94.03%
Omitted	24	1.35%
Total	1,776	100%

Findings: Only 4.62% of superintendents have been rehired for their present position as superintendent after retiring in the state system.

Table 6.2. Are you drawing retirement from one state and working as a superintendent in another state? (Q61)

	Frequency	Percent
Yes	74	4.17%
No	1,678	94.48%
Omitted	24	1.35%
Total	1,776	100%

Findings: Only 4.17% of superintendents are drawing retirement in one state while working as a superintendent in another.

Table 6.3. Do you participate in a state retirement system? (Q47)

	Frequency	Percent
Yes	1,742	98.09%
No	20	1.13%
Omitted	14	0.79%
Total	1,776	100%

Findings: Almost all (98.1%) of superintendents participate in a state retirement system.

Table 6.4. How many years of participation in the state retirement program are required to vest?
(Q48)

	Frequency	Percent
1	44	2.48%
2	0	0%
3	56	3.15%
4	22	1.24%
5	560	31.59%
6	11	0.62%
7	48	2.70%
8	33	1.86%
9	3	0.17%
10 or more	931	52.59%
Omitted	63	3.60%
Total	1,776	100%

Findings: Most superintendents need 10 or more years to vest (52.9%). Five years was the second most common time period (31.6%).

Table 6.5. Is there a maximum salary cap on the calculation of your state retirement benefits? (Q49)

	Frequency	Percent
Yes	243	13.68%
No	1,005	56.59%
Not sure	505	28.43%
Omitted	23	1.30%
Total	1,776	100%

Findings: The majority of superintendents (56.6%) do not have a maximum salary cap on the calculation of their state retirement. Almost 30% were not sure.

Table 6.6. Is your retirement calculation based on your salary? (Q50)

	Frequency	Percent
Yes	1,658	93.24%
No	63	3.55%
The district does not contribute on my behalf to a retirement plan/system	35	1.97%
Omitted	22	1.24%
Total	1,776	100%

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

Table 6.7. What portion of your state funded pension contribution is paid by the school district?
(Q51)

	Frequency	Percent
0-24%	817	46.00%
25-49%	168	9.46%
50-74%	280	15.77%
75-100%	390	21.96%
No state funded pension	53	2.98%
Omitted	68	3.93%
Total	1,776	100%

Findings: The three most common percentages paid by the district are: 0–24% (46%); 75–100% (22%); 50–74% (15.77%). There were no discernable differences when data were disaggregated by gender or race/cultural group or enrollment.

SECTION #7: MISCELLANEOUS BENEFITS

Table 7.1A. Master list of miscellaneous benefits (Q46)

	Number	Frequency	Percent
Deferred compensation (e.g., tax sheltered annuity)	b1	808	45.5
Guaranteed vesting in a retirement plan	b2	604	34.01
Life insurance (accumulates value for you)	b3	1,019	57.38
Conference attendance with fees paid	b4	1,538	86.6
Support for a coach or mentor for the superintendent	b5	210	11.82
Physical exam	b6	597	33.61
Professional liability coverage in excess of any amount specified in state or local law	b7	482	27.14
Tuition reimbursement (e.g. doctorate, additional degree, etc.)	b8	452	25.45
College savings plan	b9	8	0.45
Provision allowing you to engage in outside consulting	b10	545	30.69
Provision allowing you to engage in outside teaching	b11	421	23.7
Smart phone or similar communications device	b12	984	55.41
Computer (e.g., laptop, iPad, etc.)	b13	1,014	57.09
District credit card	b14	598	33.67
Auto/vehicle stipend	b15	375	21.11
Mileage stipend	b16	678	38.18
District vehicle	b17	209	11.77
Home internet stipend	b18	65	3.66
Membership dues paid for professional organization(s)	b19	1,504	84.68
Other		88	0.95

Findings: The most common miscellaneous benefits included:

- b4 – Conference attendance with fees paid (86.6%)
- b19 – Membership dues paid for professional organizations (84.68%)
- b3 – Life insurance that accumulates value for you (57.38%)
- b13 – Computer/laptop/tablet (57.09%)
- b12 – Smart phone of similar device (55.41%)
- b1 – Deferred compensation/annuity (45.5%)
- b16 – Mileage stipend (38.18%)

Table 7.1B. Master list of miscellaneous benefits (Q46) and enrollment (Q2)

Enrollment	b1	b2	b3	b4	b5	b6	b7	b8	b9	b10
Fewer than 300	39	51	63	20	20	34	41	24	0	34
	25.16%	32.9%	40.65%	12.9%	12.9%	21.94%	26.45%	15.48%	0%	21.94%
300 to 999	159	148	240	55	55	127	96	116	2	104
	36.3%	33.79%	54.79%	12.56%	12.56%	29%	21.92%	26.48%	0.46%	23.74%
1,000 to 2,999	282	194	355	56	56	196	165	173	1	178
	47.96%	32.99%	60.37%	9.52%	9.52%	33.33%	28.06%	29.42%	0.17%	30.27%
3,000 to 4,999	119	86	140	29	29	82	61	63	2	73
	51.97%	37.55%	61.14%	12.66%	12.66%	35.81%	26.64%	27.51%	0.87%	31.88%
5,000 to 9,999	115	75	126	27	27	85	70	56	2	88
	57.5%	37.5%	63%	13.5%	13.5%	42.5%	35%	28%	1%	44%
10,000 to 24,999	70	36	65	14	14	50	31	17	1	50
	61.95%	31.86%	57.52%	12.39%	12.39%	44.25%	27.43%	15.04%	0.88%	44.25%
25,000 to 49,999	16	8	19	6	6	14	10	1	0	14
	44.44%	22.22%	52.78%	16.67%	16.67%	38.89%	27.78%	2.78%	0%	38.89%
50,000 to 99,999	5	5	9	2	2	5	5	1	0	3
	45.45%	45.45%	81.82%	18.18%	18.18%	45.45%	45.45%	9.09%	0%	27.27%
100,000 or more	3	1	2	1	1	3	3	1	0	1
	60%	20%	40%	20%	20%	60%	60%	20%	0%	20%
Omitted	0	0	0	0	0	1	0	0	0	0
	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Total	808	604	1,019	210	210	597	482	452	8	545
	45.5%	34.01%	57.38%	11.82%	11.82%	33.61%	27.14%	25.45%	0.45%	30.69%

	b11	b12	b13	b14	b15	b16	b17	b18	b19
Fewer than 300	23	64	96	67	8	35	20	7	121
	14.84%	41.29%	61.94%	43.23%	5.16%	22.58%	12.9%	4.52%	78.06%
300 to 999	77	214	230	141	41	163	39	12	365
	17.58%	48.86%	52.51%	32.19%	9.36%	37.21%	8.9%	2.74%	83.33%
1,000 to 2,999	139	332	325	199	111	254	50	19	493
	23.64%	56.46%	55.27%	33.84%	18.88%	43.2%	8.5%	3.23%	83.84%
3,000 to 4,999	61	141	137	73	57	87	36	7	204
	26.64%	61.57%	59.83%	31.88%	24.89%	37.99%	15.72%	3.06%	89.08%
5,000 to 9,999	75	123	127	58	81	82	24	11	178
	37.5%	61.5%	63.5%	29%	40.5%	41%	12%	5.5%	89%
10,000 to 24,999	31	73	68	37	54	37	25	4	100
	27.43%	64.6%	60.18%	32.74%	47.79%	32.74%	22.12%	3.54%	88.5%
25,000 to 49,999	12	26	19	15	16	13	8	2	30
	33.33%	72.22%	52.78%	41.67%	44.44%	36.11%	22.22%	5.56%	83.33%
50,000 to 99,999	3	8	9	7	6	4	5	2	10
	27.27%	72.73%	81.82%	63.64%	54.55%	36.36%	45.45%	18.18%	90.91%
100,000 or more	0	3	2	0	1	2	2	1	2
	0%	60%	40%	0%	20%	40%	40%	20%	40%
Omitted	0	0	1	1	0	1	0	0	1
	0%	0%	100%	100%	0%	100%	0%	0%	100%
Total	421	984	1,014	598	375	678	209	65	1,504
	23.7%	55.41%	57.09%	33.67%	21.11%	38.18%	11.77%	3.66%	84.68%

Findings: The most common benefits, regardless of enrollment were:

- b3 – Life insurance that accumulates value for you
- b12 – Smart phone or similar communication device
- b13 – Computer/laptop/tablet
- b19 –Membership dues paid for professional organizations

As enrollment increases, so, too, does the percentage of superintendents who receive deferred compensation and an executive physical/medical exam.

Table 7.1C. Does the school district contribute to the premiums on a term insurance policy apart from the insurance benefits provided for all employees? (Q53)

	Count	%
Yes	941	52.98%
No	805	45.33
Omitted	30	1.69%
Total	1,776	100%

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

Table 7.1D. Gender (Q63) and does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees? (Q53)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	721	212	6	2	941
	76.62%	22.53%	0.64%	0.21%	100%
No	590	209	3	3	805
	73.29%	25.96%	0.37%	0.37%	100%
Omitted	13	6	0	11	30
	43.33%	20%	0%	36.67%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

Findings: There is a slight difference, favoring males (54.4%) compared to females (49.6%) who receive a contribution on the premiums for life insurance.

Table 7.2A. Gender (Q63) and days of sick leave (Q21)

Number of Sick Days	Female		Male		Omitted / Prefer not to answer		Total	
	N	%	N	%	N	%	N	%
0-3 days	11	2.58%	21	1.59%	0	0.00%	32	1.80%
4-6 days	11	2.58%	20	1.51%	0	0.00%	31	1.75%
7-10 days	80	18.74%	245	18.50%	3	<1%	328	18.47%
11-15 days	251	58.78%	796	60.12%	19	1.07%	1066	60.02%
16-20 days	51	11.94%	157	11.86%	1	<1%	209	11.77%
21-25 days	11	2.58%	37	2.79%	0	0.00%	48	2.70%
26+ days	12	2.81%	43	3.25%	0	0.00%	55	3.10%
Omitted	0	0.00%	5	0.38%	2	<1%	7	0.39%
Total	427	100.00%	1324	100.00%	16	0.90%	1776	100.00%

Findings: About 60% of superintendents receive 11–15 days of sick leave. As was the case in previous surveys, the findings for days of sick leave demonstrate little difference by gender or year over year.

Table 7.2B. Gender (Q63) and maximum sick leave accrual (Q22)

Maximum Accrual of Sick Days	Female		Male		Omitted		Total	
	N	%	N	%	N	%	N	%
0-25 days	36	8.43%	62	4.68%	2	12.50%	100	5.63%
26-50 days	33	7.73%	64	4.83%	2	12.50%	99	5.57%
51-75 days	29	6.79%	88	6.65%	2	12.50%	119	6.70%
76-100 days	62	14.52%	161	12.16%	4	25.00%	227	12.78%
101-150 days	39	9.13%	169	12.76%	3	18.75%	211	11.88%
151-200 days	50	11.71%	155	11.71%	1	6.25%	206	11.60%
200+ days	170	39.81%	613	46.30%	11	68.75%	794	44.71%
Omitted	8	1.87%	12	0.91%	0	0.00%	20	1.13%
Total	427	100.00%	1324	100.00%	16	100.00%	1776	100.00%

Findings: As was the case in past studies, regardless of gender, 200+ days of sick leave accrual is most common among superintendents (44.71%).

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

	Count	%
Yes	439	24.72%
No	1327	74.72%
Omitted	10	0.56%
Total	1776	100.00%

Findings: As was the case in previous studies, most superintendents (75%) do not have a cap on sick leave carryover. The was no difference when gender is considered.

Table 7.3A. Annual vacation days (Q23)

	Count	%
0–3 days	35	1.97%
4–6 days	13	0.73%
7–10 days	139	7.83%
11–15 days	248	13.96%
16–20 days	570	32.09%
21–25 days	521	29.34%
26+ days	246	13.85%
Omitted	4	0.23%
Total	1776	100.00%

Findings: Roughly 32% of superintendents receive 16–20 days of vacation leave, followed by 29% of superintendents who receive 21–25 days. No differences were found by gender or race/cultural group.

Table 7.3B. Cap on vacation leave carryover (Q31)

	Count	%
Yes	1405	79.11
No	359	20.21
Omitted	12	0.68
Total	1776	100

Findings: Approximately 79% of superintendents have some type of cap on vacation leave carryover. There was not a significant difference by race/cultural group or gender where numbers were sufficient. Likewise, there was not a relationship based on enrollment.

Table 7.4. Cap on personal leave carryover (Q32)

	Count	%
Yes	1252	70.50%
No	507	28.55%
Omitted	17	0.96%
Total	1776	100.00%

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

Table 7.5. Upon departure from the district, how is sick leave accrual handled? (Q27)

	Count	%
Credited to retirement	403	22.69%
No payment for accrued sick leave upon departure	541	30.46%
Payment made to superintendent calculated at a daily rate	392	22.07%
Payment made to superintendent calculated at a negotiated rate below daily rate	431	24.27%
Omitted	9	0.51%
Total	1776	100.00%

Findings: Almost 1 of 3 superintendents do receive payment for accrued sick leave upon departure. There were no meaningful differences in this provision based on gender.

Table 7.6. Upon departure from the district, how is vacation leave accrual handled? (Q28)

	Count	%
Credited to retirement	92	5.18%
No payment for accrued vacation leave upon departure	454	25.56%
Payment made to superintendent calculated at a daily rate	1107	62.33%
Payment made to superintendent calculated at a negotiated rate below daily rate	117	6.59%
Omitted	6	0.34%
Total	1776	100.00%

Findings: The majority of superintendents (62.33%) receive a payment calculated at a daily rate. Gender does not impact how vacation leave accrual upon departure is handled.

Table 7.7. Upon departure from the district, how is personal leave accrual handled? (Q29)

	Count	%
Credited to retirement	217	12.22%
No payment for accrued personal leave upon departure	1016	57.21%
Payment made to superintendent calculated at a daily rate	383	21.57%
Payment made to superintendent calculated at a negotiated rate below daily rate	145	8.16%
Omitted	15	0.84%
Total	1776	100.00%

Findings: More than half (57.21%) of superintendents do not receive payment for accrued personal leave upon departure. There are not meaningful differences, based on gender, on how leave accrual upon departure is handled.

Table 7.8. If there is a cap on vacation/personal leave days that can be carried over and that cap is exceeded, how are the days exceeding the cap handled? (Q33)

	N	%
Credited toward retirement	62	3.59%
Forfeited with no additional compensation	812	47.07%
Paid out as additional compensation	522	30.26%
There is no cap	243	14.09%
Omitted	29	1.68%
Other (Please explain):	4	0.23%
Other (Please explain):1/2 of vacation can be paid out annually and 5 days can roll over but must be used by Aug 31	1	0.06%
Other (Please explain):5 max reimbursed at daily rate	1	0.06%
Other (Please explain): Added to sick days.	45	2.61%
Other (Please explain): After 30 accrued, then anything above 30 are lost	1	0.06%
Other (Please explain): All unused vacation and personal leave is rolled into sick leave at the end of each year.	1	0.06%
Other (Please explain): Any carry over not used in the next year by January 1st is lost.	1	0.06%
Other (Please explain): Can be paid for up to 5 days over cap if not used.	1	0.06%
Other (Please explain): Can roll over every year- but can only accrue 40 for pay out at end of contract	1	0.06%
Other (Please explain): Excess vacation is placed in non-elective TSA. Excess personal are paid at daily rate.	1	0.06%
Other (Please explain): If over 20 days, there are moved to sick leave.	1	0.06%
Other (Please explain): If unused after two years the days turn into sick days.	1	0.06%
Other (Please explain): No personal days, Superintendent can cash out 30 days annually. 30 days maximum can carry over.	1	0.06%
Other (Please explain): No vacation or personal leave days - 215 required work days	1	0.06%
Other (Please explain): Paid for up to 19 days of vacation at daily rate and paid for up to 3 personal days at negotiated rate (3 days - \$100 per day, 2 days - \$90 per day, 1 day - \$80)	1	0.06%
Other (Please explain): Personal days accrued to sick time. Maximum sick time is 240 days.	1	0.06%
Other (Please explain): Personal days roll into sick days the following year	1	0.06%
Other (Please explain): Vacation capped at 50 and then I could buy out 10 per year. Personal days convert to sick days and rolled into sick accrual maxing out at 200 with no credit beyond that.	1	0.06%
Other (Please explain): Vacation day cap is 30 days; Unused personal days convert to sick leave	1	0.06%
Other (Please explain): Vacation/personal leave rolls into sick days, which is capped at 150 days.	1	0.06%
Total	1735	100.56%

Findings: There were multiple options cited by superintendents. The most common provision is that days that exceed the cap are forfeited (47%).

Table 7.9. Term of current employment contract? (Q15)

Term of Agreement	Count	%
Less than 1 year	39	2.20%
1 year	124	6.98%
2 years	326	18.36%
3 years	776	43.69%
4 years	226	12.73%
5+ years	283	15.93%
Omitted	2	0.11%
Total	1776	100.00%

Findings: Almost 44% of superintendents have a three-year contract, followed by 16% who have a contract of five years or more. There were no differences noted when gender and/or race/cultural group are considered.

Table 7.10. Does your present employment contract have an incentive/performance clause (i.e., a defined provision providing a reward for accomplishing a predetermined task or objective)? (Q16)

	Count	%
Yes	261	14.70%
No	1514	85.25%
Omitted	1	0.06%
Total	1776	100.00%

Findings: Approximately 15% of superintendents have a performance clause in their contracts compared to 17% in 2021 and 10% in 2020.

Where numbers were sufficient, there were differences by race/cultural group. Performance clauses were more common for superintendents who identify as Black or African American (23.7%) than superintendents who identified as White (14%). There were no differences by gender.

Table 7.11. Does your contract have a severance (buyout) clause? (Q18)

	Count	%
Yes	583	32.83%
No	1189	66.95%
Omitted	4	0.23%
Total	1776	100.00%

Findings: Approximately one out of three superintendents have a severance/buyout provision. More than half (55.3%) of superintendents who identify as Black or African American have the provision compared to approximately 40% of superintendents who identify as Latino or Hispanic and 33% of superintendents who identify as White. There were no differences by gender.

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

	Count	%
Yes	225	12.67%
No	1542	86.82%
Omitted	9	0.51%
Total	1776	100.00%

Findings: Only 12.67% of superintendents have 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 (Q34) and gender? (Q63)

	Female		Male		Omitted		Prefer not to answer		Total	
	N	%	N	%	N	%	N	%	N	%
Yes, based on district policy, regulation or practice	18	1.01%	53	2.98%	3	0.17%	0	0.00%	74	4.17%
Yes, based on state law	28	1.58%	57	3.21%	2	0.11%	1	0.06%	88	4.95%
No	371	20.89%	1198	67.45%	11	0.62%	8	0.45%	1588	89.41%
Omitted	2	0.11%	7	0.39%	0	0.00%	0	0.00%	9	0.51%
Other	8	0.06%	0	0.00%	0	0.00%	0	0.00%	1	0.06%

Findings: There is not a difference based on gender. Approximately 89% of all superintendents do not have a salary cap on their base salary.

Table 7.14A. Evergreen (rollover) provision (Q17)

	Count	%
Yes	531	29.90%
No	1240	69.82%
Omitted	5	0.28%
Total	1776	100.00%

Findings: Almost seven out of ten superintendents do not have this provision. There was no difference based on gender.

Table 7.14B. Race/cultural group (Q64) and evergreen (rollover) provision (Q17)

Race/Cultural Group	Yes		No		Omitted		Total	
	N	%	N	%	N	%	N	%
American Indian or Alaska Native	5	21.74%	18	78.26%	0	0.00%	23	1.30%
Asian	2	22.22%	7	77.78%	0	0.00%	9	0.51%
Black or African American	18	23.68%	58	76.32%	0	0.00%	76	4.28%
Hispanic or Latino	6	11.32%	46	86.79%	1	0.06%	53	2.98%
Native Hawaiian or other Pacific Islander	0	0.00%	1	100.00%	0	0.00%	1	0.06%
Omitted	6	37.50%	10	62.50%	0	0.00%	16	0.90%
Other	2	28.57%	5	71.43%	0	0.00%	7	0.39%
Prefer not to answer	14	31.82%	30	68.18%	0	0.00%	44	2.48%
White (not Hispanic or Latino)	478	30.90%	1065	68.84%	4	0.23%	1547	87.11%
Total	531	29.90%	1240	69.82%	5	0.28%	1776	100.00%

Findings: Where numbers are sufficient, there is a small difference by race/cultural group with approximately 31% of superintendents who identify as White reporting this provision compared to almost 24% of superintendents who identify as Black or African American and 11% of superintendents who identify as Latino or Hispanic.

Table 7.15. Indemnification/hold harmless (Q19)

	Count	%
Yes	816	45.95%
No	500	28.15%
Not necessary as it is already provided by law	442	24.89%
Omitted	18	1.01%
Total	1776	100.00%

Findings: Approximately 28% of superintendents do not have an indemnification/hold harmless provision in their contracts. There was little difference based on gender or race/cultural group.

SECTION #8: USE OF LEGAL COUNSEL

Table 8.1A. Did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q58)

	Frequency	Percent
Yes	630	35.47%
No	1,131	63.68%
Omitted	15	0.84%
Total	1,776	100%

Findings: Approximately 35.5% of respondents used legal counsel or other outside agents to assist in the development/negotiations of the employment contract. In 2019–2020, 30% of respondents used legal counsel or other outside agents.

Table 8.1B. Gender (63) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q58)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	449	178	2	1	630
	71.27%	28.25%	0.32%	0.16%	100%
No	875	248	7	1	1,131
	77.37%	21.93%	0.62%	0.09%	100%
Omitted	0	1	0	14	15
	0%	6.67%	0%	93.33%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

Findings: A significantly higher percentage of female respondents (41.6%) used legal counsel or other outside agents assist in the development and/or negotiations of your employment agreement compared to male superintendents (33.9%).

Table 8.1C. Race/cultural group (Q64) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q58)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	538	1,009	0	1,547
	34.78%	65.22%	0%	100%
Black or African American	41	35	0	76
	53.95%	46.05%	0%	100%
Hispanic or Latino	26	26	1	53
	49.06%	49.06%	1.89%	100%
Asian	5	4	0	9
	55.56%	44.44%	0%	100%
Native Hawaiian or other Pacific Islander	0	1	0	1
	0%	100%	0%	100%
American Indian or Native Alaska	3	20	0	23
	13.04%	86.96%	0%	100%
Other	4	3	0	7
	57.14%	42.86%	0%	100%
Prefer not to answer	12	32	0	44
	27.27%	72.73%	0%	100%
Omitted	1	1	14	16
	6.25%	6.25%	87.5%	100%
Total	630	1,131	15	1,776
	35.47%	63.68%	0.84%	100%

Findings: Discounting the small number of respondents by some racial/cultural groups, there is evidence of variance in the percentages of superintendents who employed legal counsel or other outside agents: 53.9% of Black or African American superintendents and 49% of Hispanic or Latino superintendents who employed legal counsel or other outside agents compared to 34.7% of White superintendents.

Table 8.1D. Enrollment (Q2) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q58)

	Yes	No	Omitted	Total
Fewer than 300	28	126	1	155
	18.06%	81.29%	0.65%	100%
300 to 999	125	308	5	438
	28.54%	70.32%	1.14%	100%
1,000 to 2,999	212	368	8	588
	36.05%	62.59%	1.36%	100%
3,000 to 4,999	93	135	1	229
	40.61%	58.95%	0.44%	100%
5,000 to 9,999	92	108	0	200
	46%	54%	0%	100%
10,000 to 24,999	53	60	0	113
	46.9%	53.1%	0%	100%
25,000 to 49,999	16	20	0	36
	44.44%	55.56%	0%	100%
50,000 to 99,999	9	2	0	11
	81.82%	18.18%	0%	100%
100,000 or more	2	3	0	5
	40%	60%	0%	100%
Omitted	0	1	0	1
	0%	100%	0%	100%
Total	630	1,131	15	1,776
	35.47%	63.68%	0.84%	100%

Findings: Where a sufficient number of respondents exist, there is a relationship between enrollment and superintendent use of legal counsel or other outside agents. In general, as enrollment increases so, too, does the use of legal counsel or outside agents.

Table 8.2A. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement? (Q59)

	Frequency	Percent
Yes	1,096	61.71%
No	663	37.33%
Omitted	17	0.96%
Total	1,776	100%

Findings: Almost 62% of school districts used legal counsel to assist in the development and/or negotiations of the superintendents’ employment contract compared to just 35.5% of superintendents. In 2020–2021, 65% of districts employed counsel.

Table 8.2B. Gender (Q63) and did the school district use legal counsel to assist in the development and/or negotiations of your contract? (Q59)

	Male	Female	Prefer not to respond	Omitted	Total
Yes	820	267	8	1	1,096
	74.82%	24.36%	0.73%	0.09%	100%
No	503	158	1	1	663
	75.87%	23.83%	0.15%	0.15%	100%
Omitted	1	2	0	14	17
	5.88%	11.76%	0%	82.35%	100%
Total	1,324	427	9	16	1,776
	74.55%	24.04%	0.51%	0.9%	100%

Findings: There was not a significant difference, by gender, whether the board used legal counsel in contract negotiations (Male = 61.9% and Female = 62.5%)

Table 8.2C. Enrollment (Q2) and did the school district use legal counsel in negotiating the employment agreement? (Q59)

	Yes	No	Omitted	Total
Fewer than 300	49	105	1	155
	35.47%	63.68%	0.84%	100%
300 to 999	200	232	6	438
	45.66%	52.97%	1.37%	100%
1,000 to 2,999	378	201	9	588
	35.47%	63.68%	0.84%	100%
3,000 to 4,999	166	62	1	229
	72.49%	27.07%	0.44%	100%
5,000 to 9,999	164	36	0	200
	82%	18%	0%	100%
10,000 to 24,999	101	12	0	113
	89.38%	10.62%	0%	100%
25,000 to 49,999	25	11	0	36
	69.44%	30.56%	0%	100%
50,000 to 99,999	10	1	0	11
	90.91%	9.09%	0%	100%
100,000 or more	3	2	0	5
	60%	40%	0%	100%
Omitted	0	1	0	1
	0%	100%	0%	100%
Total	1,096	663	17	1,776
	61.71%	37.33%	0.96%	100%

Findings: Where a sufficient number of respondents exist, there is a relationship between enrollment and district use of legal counsel or other outside agents in superintendent contract negotiations. In general, the percentage of districts using legal counsel increases as enrollment increases, except in districts with enrollments of 1,000–2,999 students.

Table 8.2D. Race/cultural group (Q64) and did the school district employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q59)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	941	604	2	1,547
	60.83%	39.04%	0.13%	100%
Black or African American	66	10	0	76
	86.84%	13.16%	0%	100%
Hispanic or Latino	42	10	1	53
	79.25%	18.87%	1.89%	100%
Asian	9	0	0	9
	100%	0%	0%	100%
Native Hawaiian or other Pacific Islander	0	1	0	1
	0%	100%	0%	100%
American Indian or Native Alaska	9	14	0	23
	39.13%	60.87%	0%	100%
Other	3	4	0	7
	42.86%	57.14%	0%	100%
Prefer not to answer	1	1	14	16
	6.25%	6.25%	87.5%	100%
Omitted	25	19	0	44
	56.82%	43.18%	0%	100%
Total	1,096	663	17	1,776
	61.71%	37.33%	0.96%	100%

Findings: Where a sufficient number of respondents exist, higher percentages of districts led by a superintendent of color (Black or African American 86.8%; Hispanic or Latino 79.3%) employed legal counsel compared to districts led by White superintendents (60.8%).

SECTION #9: MEMBERSHIPS

Table 9.1. AASA membership (Q65)

	Frequency	Percent
Yes	1,555	87.56%
No	200	11.26%
Omitted	21	1.18%
Total	1,776	100%

Findings: Approximately 88% respondents were AASA members compared to 92% in the prior year.

Table 9.2. AASA membership (Q65) and gender (Q63)

	Male	Female	Omitted	Total
Yes	1,172	373	10	1,555
	89%	87%	<1%	100%
No	149	50	01	200
	11%	12%	0%	100%
Omitted	3	4	14	21
	<1%	1%	<1%	100%
Total	1,324	427	25	1,776
	100%	100%	<1%	100%

Findings: Gender was not related to AASA membership.

Table 9.3. AASA membership (Q65) and race/cultural group (Q64)

	Yes	No	Omitted	Total
White (Not Hispanic or Latino)	1,359	183	5	1,547
	87.85%	11.83%	0.32%	100%
Black or African American	73	3	0	76
	96.05%	3.95%	0%	100%
Hispanic or Latino	49	3	1	53
	92.45%	5.66%	1.89%	100%
Asian	9	0	0	9
	100%	0%	0%	100%
Native Hawaiian or other Pacific Islander	1	0	0	1
	100%	0%	0%	100%
American Indian or Native Alaska	18	5	0	23
	78.26%	21.74%	0%	100%
Other	6	1	0	7
	85.71%	14.29%	0%	100%
Prefer not to answer	38	5	1	44
	86.36%	11.36%	2.27%	100%
Omitted	2	0	14	16
	12.5%	0%	87.5%	100%
Total	1,555	200	21	1,776
	87.56%	11.26%	1.18%	100%

Findings: Where numbers were sufficient, there was a small difference in membership by race/cultural background. A slightly higher percentage of superintendents who identify as Black or African American (96%) were AASA members compared to superintendents who identified as White (87.85%).

Table 9.4. Professional association membership dues paid by the school district? (Q57)

	Frequency	Percent
Community Organizations (e.g., Rotary, Chamber of Commerce)	967	54.45%
Regional Professional Organizations (e.g., state association)	106	93.97%
National Professional Organizations (e.g., AASA)	1,541	86.77%
Other	20	1.13%

Findings: Most superintendents have regional and national organization dues included in their contract.

Table 9.5. Other national education organizations to which you belong (Q67)

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

SECTION #10:
2021–22 AASA SALARY & BENEFITS STUDY
SURVEY INSTRUMENT

REVISED: 10/18/2021

General Demographics

1. Name of state where your school district is located
[Note: Dropdown of all states]

2. 2021-22 District student enrollment
 - A. Fewer than 300
 - B. 300 to 999
 - C. 1,000 to 2,999
 - D. 3,000 to 4,999
 - E. 5,000 to 9,999
 - F. 10,000 to 24,999
 - G. 25,000 to 49,999
 - H. 50,000 to 99,999
 - I. 100,000 or more

3. My school district is best described as: (Select one option)
 - A. Rural
 - B. Suburban
 - C. Urban

Profile - Superintendent

4. 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

5. 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
6. Terminal degree
- A. MA/MS
 - B. EdD
 - C. PhD
 - D. JD
 - E. MBA
 - F. Other (Textbox)
7. What is your present (2021–22) annual base salary? (Please use whole numbers with no commas.)
- \$ _____

Workforce Profile

8. What is the estimated average annual base salary for an associate/assistant/deputy superintendent position in your district?
9. What is the estimated average annual base salary for a high school principal position in your district?
10. What is the estimated average annual base salary for a middle school principal position in your district?
11. What is the estimated average annual base salary for an elementary school principal position in your district?
12. What is the estimated average beginning base salary for a 10-month teacher with a bachelor's degree, no advanced degree, and no experience?

Fiscal Profile

13. What is your projected 2021–2022 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+

14. 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

15. 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
16. Does your present employment agreement have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)?
- A. Yes
 - B. No
17. Does your present employment contract have a rollover (evergreen) provision (Meaning the contract automatically renews on a periodic basis)?
- A. Yes
 - B. No
18. Does your employment agreement have a severance (buyout) clause?
- A. Yes
 - B. No
19. Does your employment agreement contain an indemnification/hold harmless provision?
- A. Yes
 - B. No
 - C. Not necessary as it is already provided by state law
20. Does your employment agreement have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)?
- A. Yes
 - B. No
21. How many days of sick leave are you provided annually?
- A. 0–3 Days
 - B. 4–6 Days
 - C. 7–10 Days
 - D. 11–15 Days
 - E. 16–20 Days
 - F. 21–25 Days
 - G. 26+ Days

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

27. Upon your departure from the school district, 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
28. 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
29. 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
30. Is there a cap on the number of sick leave days that can be carried over from one year to the next year?
- A. Yes
 - B. No
31. Is there a cap on the number of vacation leave days that can be carried over from one year to the next year?
- A. Yes
 - B. No
32. Is there a cap on the number of personal leave days that can be carried over from one year to the next year?
- A. Yes
 - B. No
33. 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
34. 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

35. 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
36. Does your employment agreement include a specific and detailed listing of your duties and responsibilities?
- A. Yes
 - B. No
37. Does your employment agreement include a specific and detailed process for handling complaints/criticisms?
- A. Yes
 - B. No
38. Does your employment agreement include a provision allowing the board to reassign you to another role in the district?
- A. Yes
 - B. No
39. Does your state have a cap on amount paid for buy outs?
- A. Yes
 - B. B. No
40. If your state has a statute that caps the maximum duration of an employment contract, what is the cap?
- A. Less than 3 years
 - B. 3 years
 - C. 4 years
 - D. 5 years
 - E. 6 years
 - F. More than 6 years
 - G. There is no cap

Performance Evaluation

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

- A. Yes
 - B. No
44. Is the outcome of your formal performance evaluation made public?
- A. Yes, by employment agreement
 - B. Yes, by state law
 - C. No
45. How frequently are you evaluated?
- A. Annually
 - B. More than once a year
 - C. Biennially (Every 2 years)
 - D. Never
 - E. Other

Miscellaneous Benefits

46. 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)
47. Do you participate in a state retirement system?
- A. Yes
 - B. No

48. How many years of participation in the state retirement program are required to be vested?
- A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
 - F. 6
 - G. 7
 - H. 8
 - I. 9
 - J. 10 or more
49. Is there a maximum salary cap on the calculation of your state retirement benefits?
- A. Yes
 - B. No
 - C. Not sure
50. Is your retirement plan/system contribution based on your salary?
- A. Yes
 - B. No
 - C. The district does not contribute on my behalf to a retirement plan/system.
51. 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
52. 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
53. 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

54. What health insurance coverage, paid by the district, do you receive in your employment agreement? (Mark all that apply)
- A. Medical/Hospital
 - B. Dental
 - C. Vision/Optical
 - D. Disability
 - E. All the above
 - F. All EXCEPT Disability and/or Vision
55. What health insurance coverage, paid by the district, do you receive in your employment agreement for your family? (Mark all that apply)
- A. Medical/Hospital
 - B. Dental
 - C. Vision/Optical
 - D. Disability
 - E. All the above
 - F. All EXCEPT Disability and/or Vision
56. Do you receive any post-retirement health insurance coverage as part of your contract?
- A. Yes
 - B. No
57. Which of your professional association membership dues are paid by the school district?
- A. Community organization (e.g., Rotary, Chamber of Commerce)
 - B. Regional Professional Organizations (e.g., state association)
 - C. National Professional Organizations (e.g., AASA)

Legal Counsel Use / Hire-Rehire

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

Personal Information

62. Your age:
_____ [Note: *Actual age asked for; not dropdown*]
63. Your gender:
A. Male
B. Female
C. Prefer not to answer
64. Your race/cultural group:
A. American Indian or Alaska native
B. Asian
C. Black or African American
D. Hispanic or Latino
E. Native Hawaiian or other Pacific Islander
F. White (not Hispanic or Latino)
G. Other
H. Prefer not to answer
65. Do you presently belong to AASA, The School Superintendents Association?
A. Yes
B. No
66. Do you presently belong to a state superintendent association?
A. Yes
B. No
67. 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)
S. District Administrators Leadership Association

68. One of the byproducts of this study is the collection and development of a bank of contract clauses designed to assist other superintendents craft strong employment agreements with their school districts. Please use the space below to provide the text of the strongest or most creative element of your negotiated agreement. The research team will then assemble and distribute a bank of these contract clauses that is edited to maintain absolute secrecy regarding the superintendent who provided the information.

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