

Survey of Principals and Superintendents in a Nine County Region Complete Survey Results

| | 2003 National Superintendents n=1006 % | 2003 National Principals n=925 % | 2004 Nine County Region n=55 % |
|---|---|--|---|
| Which one of the following do you think is the most pressing issue facing your district these days? | | | |
| Insufficient school funding | 70 | 58 | 42 |
| Lack of strong and talented administrators | 6 | 4 | 0 |
| Poor teacher quality | 3 | 3 | 6 |
| Implementation of the No Child Left Behind Act | 0 | 33 | 50 |
| Not Sure | 1 | 2 | 2 |
| Is it your sense that, in recent years, people are paying a lot more attention to the role school administrators play in improving education, or do people tend to overlook the role school administrators play? | | | |
| Paying a lot more attention | 61 | 65 | 76 |
| Tend to overlook | 34 | 28 | 20 |
| Not sure | 6 | 7 | 4 |
| If you had to pick on of the following, which comes closest to your own view? Talented superintendents/principals who leave the field are most likely to leave because they are frustrated by | | | |
| Low pay and prestige | 3 | 9 | 7 |
| Politics and bureaucracy | 82 | 49 | 36 |
| Lack of effort from students | 0 | 1 | 2 |
| Unreasonable demands brought about by higher standards and accountability | 13 | 38 | 51 |
| Not sure | 2 | 4 | 4 |
| Which comes closer to your own view on the impact that higher standards and accountability have on superintendents / principals? | | | |
| Higher standards and accountability compel the more talented and committed superintendents/principals to stay, and drive out the less able ones | 46 | 35 | 19 |
| The talented and committed superintendents/principals are driven out of the field because of unreasonable standards and accountability | 27 | 43 | 57 |
| Not sure | 27 | 22 | 24 |
| Which of these best describes your typical experience when trying to get things done the way you want them to be done? | | | |
| You often feel like your hands are tied by the way things are done in this school system | 15 | 21 | 29 |

| | | | |
|--|----|----|----|
| You can usually get things done the way you want but you must work around the system | 47 | 45 | 26 |
| The system helps you get things done the way you want | 35 | 31 | 40 |
| Not sure | 3 | 3 | 5 |

When it comes to your budget, would you say that:

| | | | |
|---|----|----|----|
| Lack of funding is such a critical problem that only minimal progress can be made | 27 | 23 | 24 |
| Lack of funding is a problem but you can make progress given what you have | 68 | 68 | 56 |
| Lack of funding is not much of a problem for you | 4 | 10 | 18 |
| Not sure | 0 | 0 | 2 |

Please indicate how close each of these statements comes to your own view about the impact that litigation may or may not have on your district.

I'd do things differently in my district/school if I were free from the constant threat of litigation

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 47 | 38 | 52 |
| Not too close -- Not close at all | 53 | 61 | 48 |
| Not sure | 0 | 1 | 0 |

It's gotten to the point where the fear of being accused of sexual abuse has made educators wary of being alone with kids or showing them affection

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 58 | 56 | 43 |
| Not too close -- Not close at all | 42 | 44 | 57 |
| Not sure | 0 | 0 | 0 |

Special education laws have encouraged a sense of entitlement among parents, making them too quick to threaten legal action to get their way

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 88 | 80 | 80 |
| Not too close -- Not close at all | 12 | 20 | 20 |
| Not sure | 0 | 0 | 0 |

There's so much focus on documentation and due process that it's difficult to take action against students who are discipline problems

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 63 | 66 | 80 |
| Not too close -- Not close at all | 37 | 34 | 20 |
| Not sure | 0 | 0 | 0 |

Here are some problems or challenges that school administrators may face. Please indicate how close each of the following comes to describing your own experiences in your district

Daily emergencies rob me of time that would be better spent in the classroom or on teaching issues

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 56 | 74 | 74 |
| Not too close -- Not close at all | 44 | 26 | 26 |
| Not sure | 0 | 0 | 0 |

My district has experienced an enormous increase in responsibilities and mandates without getting the resources necessary to fulfill them

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 93 | 88 | 83 |
| Not too close -- Not close at all | 7 | 12 | 17 |
| Not sure | 0 | 0 | 0 |

Too often, administrators are obligated to spend a disproportional amount of money and other resources on special education issues

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 83 | 65 | 42 |
| Not too close -- Not close at all | 17 | 34 | 56 |
| Not sure | 0 | 1 | 2 |

It's very hard to get a true assessment of a teacher or principal through formal observations, because people tend to tailor their performance

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 47 | 59 | 70 |
| Not too close -- Not close at all | 53 | 41 | 26 |
| Not sure | 1 | 0 | 4 |

Keeping up with all the local, state, and federal mandates handed down to the schools takes up way too much time

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 86 | 84 | 87 |
| Not too close -- Not close at all | 14 | 16 | 13 |
| Not sure | 0 | 0 | 0 |

The requirements for certifying administrators should be changed to include a lot more focus on practical, hands-on experience

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 74 | 78 | 83 |
| Not too close -- Not close at all | 24 | 20 | 13 |
| Not sure | 2 | 3 | 4 |

The superintendency is a high-stress, high-visibility job - you have to be able to withstand a lot of heat

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 98 | 91 | 85 |
| Not too close -- Not close at all | 2 | 5 | 11 |
| Not sure | 0 | 4 | 4 |

There are people in my district/school whose jobs are protected by district/school politics, friendships, or family ties

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 42 | 48 | 72 |
| Not too close -- Not close at all | 57 | 51 | 25 |
| Not sure | 1 | 1 | 3 |

When it comes to talented educators, wealthier districts invariably get the cream of the crop

| | | | |
|-----------------------------------|----|----|----|
| Very close -- Somewhat close | 72 | 70 | 75 |
| Not too close -- Not close at all | 26 | 27 | 23 |
| Not sure | 2 | 4 | 2 |

Please indicate whether these potential problems have gotten worse, gotten better, or stayed about the same in your district/school in recent years

Parents complaining about school personnel or second-guessing their decisions

| | | | |
|-----------------------|----|----|----|
| Gotten worse | 53 | 51 | 44 |
| Gotten better | 11 | 12 | 15 |
| Stayed about the same | 36 | 36 | 41 |
| Not sure | 1 | 1 | 0 |

Parents complaining about too much academic pressure on their kids

| | | | |
|-----------------------|----|----|----|
| Gotten worse | 29 | 37 | 33 |
| Gotten better | 12 | 12 | 11 |
| Stayed about the same | 57 | 49 | 54 |
| Not sure | 2 | 2 | 2 |

Reduced funding for the schools

| | | | |
|-----------------------|----|----|----|
| Gotten worse | 85 | 80 | 67 |
| Gotten better | 4 | 3 | 2 |
| Stayed about the same | 11 | 15 | 29 |
| Not sure | 0 | 1 | 2 |

Uninformed or sensationalist coverage of education in the local press

| | | | |
|-----------------------|----|----|----|
| Gotten worse | 55 | 55 | 50 |
| Gotten better | 12 | 10 | 2 |
| Stayed about the same | 33 | 34 | 48 |
| Not sure | 1 | 1 | 0 |

The volume and complexity of federal and state regulations regarding special education

| | | | |
|-----------------------|----|----|----|
| Gotten worse | 83 | 81 | 72 |
| Gotten better | 3 | 3 | 4 |
| Stayed about the same | 15 | 15 | 22 |
| Not sure | 0 | 1 | 2 |

How much do you know about the specific elements of the No Child Left Behind Act (NCLB)?

| | | | |
|-------------|----|----|----|
| Know a lot | 57 | 41 | 33 |
| Some | 39 | 52 | 61 |
| A little | 4 | 7 | 6 |
| None at all | 0 | 0 | 0 |
| Not sure | 0 | 0 | 0 |

How much actual change has your district/school made to its policies and programs as a result of NCLB?

| | | | |
|-----------------|----|----|----|
| A lot of change | 25 | 24 | 35 |
| Some | 58 | 58 | 56 |
| A little | 15 | 15 | 6 |
| None at all | 2 | 3 | 0 |
| Not sure | 0 | 0 | 3 |

Which of the following best describes your view of the intent of NCLB?

| | | | |
|--|----|----|----|
| It is an effort to improve the nation's public schools and is motivated by good intentions | 40 | 46 | 47 |
| It is a disguised effort to attack and destroy public education | 31 | 18 | 9 |
| It is motivated solely by politics | 22 | 29 | 36 |
| Not sure | 7 | 7 | 8 |

Which of the following best describes your view of the practical effectiveness of NCLB?

| | | | |
|---|----|----|----|
| It will probably work | 5 | 4 | 5 |
| It will require many adjustments before it can work | 61 | 65 | 62 |
| It probably won't work | 33 | 30 | 26 |
| Not sure | 2 | 2 | 7 |

Which one of these comes closest to your view about the ultimate impact NCLB will have on academic standards in your state?

| | | | |
|--|----|----|----|
| Standards will be raised | 38 | 37 | 52 |
| Standards will be lowered to make it easier to show progress | 23 | 25 | 31 |
| There will be little impact on standards | 40 | 38 | 17 |

Some people have voiced concerns about specific parts of NCLB. For each of the following, please indicate if it is a major concern to you, a minor concern, or not a concern at all.

The consequences and sanctions for schools are unfair

| | | | |
|----------------------|----|----|----|
| Major concern | 58 | 57 | 73 |
| Minor concern | 35 | 35 | 27 |
| Not a concern at all | 7 | 7 | 0 |
| Not sure | 1 | 1 | 0 |

It is an intrusion by the federal government into areas traditionally left to local government

| | | | |
|----------------------|----|----|----|
| Major concern | 60 | 53 | 41 |
| Minor concern | 30 | 36 | 48 |
| Not a concern at all | 0 | 10 | 9 |
| Not sure | 1 | 1 | 2 |

It relies too much on standardized testing

| | | | |
|----------------------|----|----|----|
| Major concern | 64 | 73 | 67 |
| Minor concern | 28 | 22 | 29 |
| Not a concern at all | 8 | 4 | 2 |
| Not sure | 0 | 1 | 2 |

It is an unfunded mandate

| | | | |
|----------------------|----|----|----|
| Major concern | 89 | 88 | 76 |
| Minor concern | 10 | 9 | 15 |
| Not a concern at all | 1 | 2 | 5 |

| | | | |
|----------|---|---|---|
| Not sure | 1 | 1 | 4 |
|----------|---|---|---|

Overall, do you think NCLB's requirement that districts and states break out and publicize students' standardized test scores and achievement by race and other groupings is:

| | | | |
|---|----|----|----|
| Helpful, because it forces schools to address gaps in achievement | 50 | 37 | 24 |
| Counter-productive, because it stigmatizes groups with lower scores | 38 | 50 | 71 |
| Not sure | 12 | 14 | 5 |

NCLB will require schools to show adequate yearly progress with the standardized test scores of students who receive special education or who are English learners. In your view is this aspect of the law:

| | | | |
|---|----|----|----|
| Reasonable and doable | 7 | 9 | 4 |
| Reasonable and doable but would require major changes | 42 | 40 | 18 |
| Unreasonable and undoable | 49 | 48 | 74 |
| Not sure | 3 | 4 | 4 |

NCLB will require states to test all students each year in grades 3 to 8 and at least once in grades 10 to 12. Which comes closer to your view about this aspect of the law?

| | | | |
|---|----|----|----|
| This amounts to too much testing and will interfere with good teaching and learning | 36 | 37 | 29 |
| This is useful because data will show where improvement is necessary before it's too late | 55 | 53 | 56 |
| Not sure | 9 | 10 | 15 |

NCLB requires that by the end of the 2005-2006 school year, all teachers of the core academic subjects much be "highly qualified" - i.e. fully certified and have an academic major or pass a subject-matter test in the subjects they teach. Do you think it is realistic or unrealistic to expect your district to meet this requirement?

| | | | |
|-------------|----|----|----|
| Realistic | 55 | 59 | 64 |
| Unrealistic | 42 | 37 | 33 |
| Not sure | 4 | 4 | 3 |

Under NCLB, schools that fail to make adequate yearly progress are identified as "in need of improvement" and face increasing consequences. How do you think parents and community members would respond if this happened to schools in your own district? Do you think they would be most likely to:

| | | | |
|--|----|----|----|
| Blame educators and the schools for failing to improve | 72 | 76 | 60 |
| Blame the law and policies for wrongly labeling the schools | 16 | 13 | 29 |
| Rally to the schools with extra funding and support to help them improve | 4 | 4 | 2 |
| Not sure | 8 | 7 | 9 |

Some states require high school students to pass a test before they are awarded a diploma. In general, do you think these exit exams:

| | | | |
|---|----|----|----|
| Should require students to demonstrate basic skills and knowledge | 53 | 60 | 61 |
| Should require higher levels of skills and knowledge | 24 | 19 | 13 |
| Are a bad idea to begin with | 20 | 16 | 22 |
| Not sure | 3 | 5 | 4 |

Now assuming there are no problems with the high school exit exams themselves, how do you think your state would respond if it seems that too many students and schools fail to measure up to this kind of test? Do you think your state would:

| | | | |
|--|----|----|----|
| Water down the test so that more students and schools pass | 15 | 19 | 24 |
| Postpone implementing the sanctions | 40 | 34 | 30 |
| Stick to its original plan | 30 | 27 | 17 |
| Not sure | 16 | 21 | 29 |

In your state, does being fully certified guarantee that the typical principal has what it takes to be a good administrator, does it only guarantee a minimum of skills, or does it guarantee very little?

| | | | |
|--|----|----|----|
| Guarantees typical principal has what it takes | 8 | 21 | 7 |
| Guarantees a minimum of skills | 45 | 38 | 46 |
| Guarantees very little | 45 | 36 | 43 |
| Not sure | 1 | 4 | 4 |

In your district, which of these is the biggest part of a principals evaluation? How well they do when it comes to:

| | | | |
|------------------------------------|----|----|----|
| Managing their building and budget | 10 | 20 | 20 |
| Raising student achievement | 63 | 48 | 35 |
| Maintaining teacher quality | 11 | 6 | 7 |
| None of these are biggest | 15 | 21 | 32 |
| Not sure | 1 | 5 | 6 |

How would you rate your principals when it comes to:

**Superintendents
Only n=9**

Holding teachers accountable for instruction and student achievement

| | | |
|-------------------|----|----|
| Excellent -- Good | 67 | 78 |
| Fair -- Poor | 33 | 22 |
| Not sure | 1 | 0 |

Insuring that students and teachers keep student achievement as the single most important goal

| | | |
|-------------------|----|----|
| Excellent -- Good | 77 | 78 |
| Fair -- Poor | 23 | 22 |
| Not sure | 1 | 0 |

Matching professional development to the needs of the staff in their building

| | | |
|-------------------|----|----|
| Excellent -- Good | 63 | 67 |
| Fair -- Poor | 36 | 33 |
| Not sure | 1 | 0 |

Moving ineffective teachers out of their building

| | | |
|-------------------|----|----|
| Excellent -- Good | 36 | 56 |
| Fair -- Poor | 62 | 44 |
| Not sure | 2 | |

*Principals Only
n=46*

How would you rate your superintendent when it comes to:

Attracting and choosing the best possible principals

| | | |
|-------------------|----|----|
| Excellent -- Good | 72 | 70 |
| Fair -- Poor | 23 | 24 |
| Not sure | 4 | 6 |

Getting the best possible budget for the district

| | | |
|-------------------|----|----|
| Excellent -- Good | 77 | 74 |
| Fair -- Poor | 20 | 26 |
| Not sure | 3 | 0 |

Giving principals the support and backing they need

| | | |
|-------------------|----|----|
| Excellent -- Good | 69 | 76 |
| Fair -- Poor | 30 | 24 |
| Not sure | 1 | 0 |

Putting the interests of the district ahead of his or her career

| | | |
|-------------------|----|----|
| Excellent -- Good | 73 | 76 |
| Fair -- Poor | 24 | 22 |
| Not sure | 3 | 2 |

Putting their initiatives into action and making them work

| | | |
|-------------------|----|----|
| Excellent -- Good | 70 | 65 |
| Fair -- Poor | 27 | 28 |
| Not sure | 2 | 7 |

Working with the schools board and other local officials

| | | | |
|-------------------|--|----|----|
| Excellent -- Good | | 81 | 80 |
| Fair -- Poor | | 17 | 20 |
| Not sure | | 1 | 0 |

Which comes closer to your view about moving a successful principal to a low-performing school?

| | | | |
|--|----|----|----|
| It is an excellent way to turn a school around with proven talent | 62 | 41 | 43 |
| It is a bad strategy because it robs a high-performing school of a successful leader | 17 | 30 | 24 |
| Not sure | 21 | 29 | 33 |

Now please indicate whether each of the following is currently happening in your district or not

Principals are being evaluated according to their ability to judge and improve teacher quality

| | | | |
|---------------------|----|----|----|
| Currently Happening | 78 | 57 | 43 |
| Not happening | 19 | 33 | 35 |
| Not sure | 3 | 10 | 22 |

Principals are much more likely to be removed or reassigned when student achievement is low in their building

| | | | |
|---------------------|----|----|----|
| Currently Happening | 43 | 29 | 6 |
| Not happening | 50 | 54 | 68 |
| Not sure | 7 | 18 | 26 |

Students' standardized test scores at the classroom level are part of how individual teachers are evaluated

| | | | |
|---------------------|----|----|----|
| Currently Happening | 31 | 30 | 30 |
| Not happening | 67 | 67 | 61 |
| Not sure | 2 | 4 | 9 |

There's a concerted effort to tackle the achievement gap between minority and white students

| | | | |
|---------------------|----|----|----|
| Currently Happening | 83 | 76 | 67 |
| Not happening | 13 | 18 | 22 |
| Not sure | 4 | 7 | 11 |

There's greater focus on quickly improving the language skills of non-English-speaking students

| | | | |
|---------------------|----|----|----|
| Currently Happening | 84 | 76 | 35 |
| Not happening | 12 | 15 | 44 |
| Not sure | 4 | 9 | 21 |

Generally speaking, do you think it is a good idea or a bad idea to hold principals accountable for students' standardized test scores at the building level?

| | | | |
|-----------|----|----|----|
| Good idea | 73 | 41 | 32 |
|-----------|----|----|----|

| | | | |
|----------|----|----|----|
| Bad idea | 18 | 45 | 46 |
| Not sure | 9 | 15 | 22 |

In your district, to what extent are students' standardized test scores at the building level part of a principal's performance appraisal? Are they:

| | | | |
|---|----|----|----|
| An explicit part of the performance appraisal | 31 | 26 | 6 |
| An informal but understood part of the process | 53 | 48 | 56 |
| Not really a part of how principals are evaluated | 15 | 24 | 31 |
| Not sure | 1 | 3 | 7 |

And generally speaking, do you think it is a good idea or a bad idea to hold superintendents accountable for students' standardized test scores at the district level?

| | | | |
|-----------|----|----|----|
| Good idea | 72 | 46 | 28 |
| Bad idea | 18 | 39 | 46 |
| Not sure | 11 | 15 | 26 |

In your district, to what extent are students' standardized test scores at the district level part of a superintendent's performance appraisal? Are they:

| | | | |
|--|----|----|----|
| An explicit part of the performance appraisal | 29 | 18 | 5 |
| An informal but understood part of the process | 48 | 31 | 42 |
| Not really a part of how superintendents are evaluated | 22 | 24 | 22 |
| Not sure | 2 | 27 | 31 |

Which comes closer to your view on using 2-3 year employment contracts for administrators?

| | | | |
|--|----|----|----|
| Overall I'm in favor because it will create a sense of urgency for administrators, and they'll have to rise to the challenge | 56 | 34 | 22 |
| Overall I'm opposed because administrators won't have enough time or autonomy to show results that quickly | 29 | 43 | 41 |
| Not sure | 15 | 23 | 37 |

Do you think that the push for standards, testing and accountability in your state is a fad that in time will go away or is this something that is here to stay?

| | | | |
|-------------------------|----|----|----|
| A fad that will go away | 7 | 10 | 9 |
| Something here to stay | 87 | 85 | 84 |
| Not sure | 7 | 6 | 7 |

Which comes closest to your view?

| | | | |
|--|----|----|----|
| Standardized tests do much more harm than good - the schools would be better off if they were completely abandoned | 3 | 5 | 4 |
| Standardized tests are a necessary evil - ultimately, the schools need some kind of standardized assessment | 52 | 61 | 56 |
| Standardized tests are necessary and valuable - they are a reliable yardstick for measuring student performance | 44 | 33 | 40 |

| | | | |
|----------|---|---|---|
| Not sure | 1 | 1 | 0 |
|----------|---|---|---|

If you heard that many students in your school district did poorly on a standardized test, which of the following would be your most likely reaction?

| | | | |
|--|----|----|----|
| That these students simply lack the ability to do well | 4 | 9 | 18 |
| That something was wrong with how the test was designed | 9 | 17 | 15 |
| That the schools failed to adequately prepare the students | 71 | 51 | 39 |
| Not sure | 16 | 23 | 28 |

In your state, does being fully certified guarantee that the typical teacher has what it takes to be a good teacher, does it only guarantee a minimum of skills, or does it guarantee very little?

| | | | |
|--------------------------------------|----|----|----|
| Guarantees teacher has what it takes | 5 | 11 | 5 |
| Guarantees a minimum of skills | 61 | 56 | 49 |
| Guarantees very little | 34 | 31 | 42 |
| Not sure | 1 | 2 | 4 |

When it comes to working on the substance of teaching - e.g. curriculum, teaching techniques, mentoring and professional development - do you find that you are doing:

| | | | |
|--|----|----|----|
| More than you used to | 83 | 75 | 89 |
| Less than you used to | 7 | 9 | 7 |
| Or have things stayed about the same in recent years | 10 | 15 | 2 |
| Not sure | 1 | 2 | 2 |

And when it comes to working on these things, do you wish you could be doing:

| | | | |
|--|----|----|----|
| A lot more | 74 | 70 | 56 |
| A little more | 16 | 19 | 20 |
| Or are you satisfied with how much you are currently doing | 9 | 10 | 20 |
| Not sure | 1 | 1 | 4 |

Thinking about the professional development that teachers in your district/school have had in the recent past, did it actually make them better teachers, or did it make little difference?

| | | | |
|-------------------|----|----|----|
| Better teachers | 78 | 66 | 51 |
| Little difference | 19 | 29 | 42 |
| Not sure | 3 | 5 | 7 |

Among these three reforms, which do you think would be a better way to improve the quality of teaching

| | | | |
|--|----|----|----|
| Expand the pool of qualified applicants by increasing pay for all teachers | 33 | 35 | 36 |
| Improve working conditions in school by reducing class size | 23 | 36 | 31 |

| | | | |
|---|----|----|----|
| Make it easier for districts to financially reward outstanding teachers | 38 | 25 | 26 |
| Not sure | 6 | 5 | 7 |

Do you think that the teachers' unions:

| | | | |
|--|----|----|----|
| Sometimes resists doing things that would improve education in your district | 76 | 62 | 24 |
| Usually fights for things that would improve education in your district | 18 | 25 | 16 |
| Not sure | 7 | 12 | 60 |

How much do you agree or disagree with the following statement? The union sometimes fights to protect teachers who really should be out of the classroom.

| | | | |
|--|----|----|----|
| Strongly agree - Somewhat agree | 86 | 84 | 73 |
| Somewhat disagree -- Strongly disagree | 14 | 12 | 5 |
| Not sure | 1 | 4 | 22 |

Please tell me how close each of the following comes to describing your relationship with your school board **Superintendents Only n=9**

I spend a lot of time educating and training my board members to do their jobs appropriately

| | | | |
|-----------------------------------|----|--|----|
| Very close -- Somewhat close | 73 | | 56 |
| Not too close -- Not close at all | 27 | | 44 |
| Not sure | 0 | | 0 |

My board struggles to maintain civility and a proper level of behavior

| | | | |
|-----------------------------------|----|--|----|
| Very close -- Somewhat close | 21 | | 44 |
| Not too close -- Not close at all | 79 | | 56 |
| Not sure | 0 | | 0 |

Relations with my board can completely change overnight with an election

| | | | |
|-----------------------------------|----|--|----|
| Very close -- Somewhat close | 57 | | 33 |
| Not too close -- Not close at all | 41 | | 67 |
| Not sure | 2 | | 0 |

With my board, I have to work hard to keep micro-managing and one-issue partisanship under control

| | | | |
|-----------------------------------|----|--|----|
| Very close -- Somewhat close | 48 | | 22 |
| Not too close -- Not close at all | 51 | | 78 |
| Not sure | 0 | | 0 |

Which comes closer to describing your school board?

| | | | |
|---|----|----|----|
| My board has a cooperative, professional spirit and has the best interests of the kids at heart | 76 | 63 | 78 |
| There's too much dissension, inexperience and single-issue partisanship on my board | 22 | 31 | 22 |
| Not sure | 2 | 6 | 0 |

Which of these would you say was the most valuable in preparing for your current position?

| | | | |
|---|----|----|----|
| Your graduate school studies | 2 | 4 | 8 |
| The mentoring and guidance you've received from people you have worked with | 33 | 52 | 35 |
| Your previous on-the-job experiences | 64 | 44 | 57 |
| Not sure | 1 | 1 | 0 |

Which of these best describes what you learned at the graduate program you went through to become a certified administrator?

| | | | |
|--|----|----|----|
| Other than helping to get the credential, very little of what I learned was useful | 17 | 16 | 23 |
| I learned some useful things that helped prepare me for the job | 69 | 74 | 65 |
| What I learned has proved indispensable in my job | 14 | 10 | 12 |
| Not sure | 1 | 0 | 0 |

How secure do you feel your job is for the next year or two?

| | | | |
|-------------------------------------|----|----|----|
| Very secure -- Somewhat secure | 95 | 95 | 84 |
| Not too secure -- Not secure at all | 4 | 5 | 8 |
| Not sure | 0 | 1 | 8 |

Are you:

| | | | |
|--------|----|----|----|
| Male | 82 | 56 | 53 |
| Female | 19 | 44 | 47 |

Which of the following best describes the location of your school district/school

| | | | |
|--------------------------|----|----|----|
| Urban / Urban-Inner City | 20 | 20 | 8 |
| Suburban | 38 | 24 | 2 |
| Small town | 21 | 27 | 27 |
| Rural | 21 | 29 | 63 |

Nine County Data and School Profiles

Which of the following best describes your race:

| | |
|---|----|
| African American | 25 |
| White | 75 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Native Hawaiian or Other Pacific Islander | 0 |
| Some other race | 0 |

Principals: are you the principal of a/n

| | |
|------------------------------|----|
| Elementary School | 55 |
| Middle or Junior High School | 18 |
| High School | 25 |
| Something else | 2 |