

Snapshot of the Superintendency – 2009 New York State Council of School Superintendents

The *Snapshot VII* Committee co-chairs and writing team members will share the results of the statewide survey through a power point presentation that will be designed for interactive dialogue between presenters and audience.

Every three years since 1992, the New York State Council of School Superintendents has conducted a survey of its membership. Designed to provide longitudinal data about the changing nature of the chief school officer profession in New York, each publication of the survey results illustrates the superintendents of its time, hence the name, *The Snapshot*. The data collection for *Snapshot VII* was conducted in the spring of 2009. The results detail the changing make-up of the individuals who comprise the superintendency in terms of demographics, preparation, and path to the superintendency. The findings provide insight into the Board and Superintendent relationship that characterize a high-performing and effective governance team. Critical data regarding retirement trends, contractual benefits, the leadership gap, and superintendents' perceptions will be featured.

In this study which the 7th iteration of the *Snapshot*, School District Governance has been defined by the *Code of Conduct of the New York State School Board's Association* (2008). Participants will note what makes highly effective governance teams as reported by Superintendents of Schools in the State of New York. Much of this discussion will focus on how Boards of Education and superintendents can build upon their strengths as a governance team to continue the work of improving education for all children.

Dr. Robert R. Ike
Superintendent of Schools,
Palmyra-Macedon CSD

Dr. Edward M. Fale
Superintendent of Schools, Valley Stream
UFSD #24

Dr. Marilyn C. Terranova
Superintendent of Schools,
Eastchester UFSD



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SNAPSHOT 2009

The 7th Triennial Study of
the Superintendency in
New York

Authors/Research Team

Marilyn C. Terranova, Ph.D.,
Eastchester UFSD, Author/Editor

Edward M. Fale, Ph.D., Valley
Stream UFSD 24,
Co-Chair, Author

Robert R. Ike, Ed.D., Palmyra-
Macedon CSD,
Co-Chair, Author

Thomas L. Rogers, Ed.D.,
NYSCOSS, Executive Director,
Author/Editor

Contributing Authors

Gerald M. Cattaro, Ed.D.,
Fordham University

Mary Beth Fiore, Elmira Heights CSD

Maria C. Rice, New Paltz CSD

Leslie Ford, Ed.D., Onteora CSD

Harriet Copel, Ed.D.,
Shoreham-Wading River CSD

Elaine Zseller, Ph.D., Program
Supervisor Data Analysis and
Curriculum Support, Nassau BOCES

Purpose:

To describe the Superintendency
as it currently exists in NYS

- Demographic & Gender differences by region
- General Contract Provisions
- Leadership Teams: Boards of Education and Superintendents
- Recruitment and Longevity
- Focus on Student Achievement
- Recommendations for Future Study

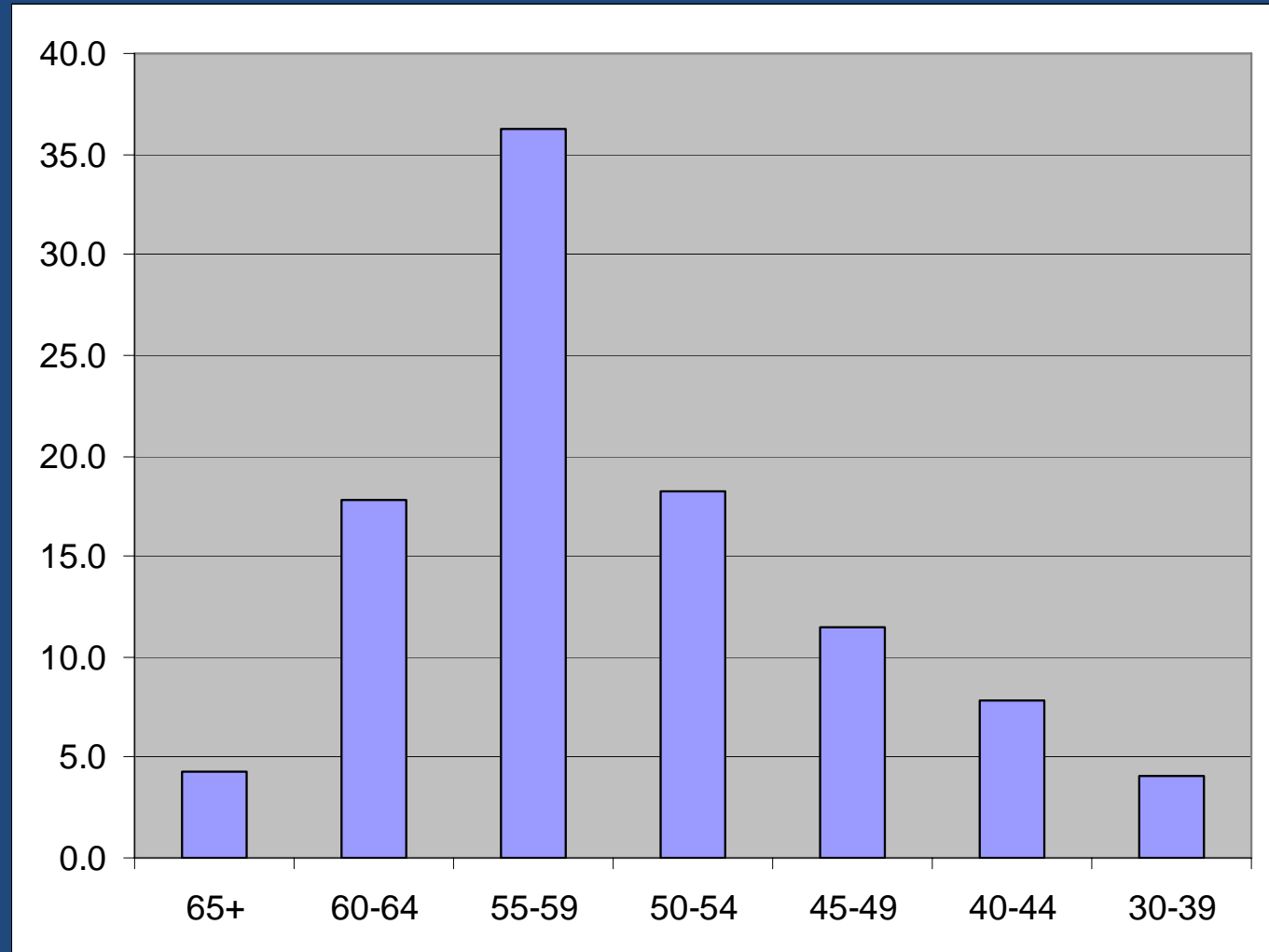
Response Rate



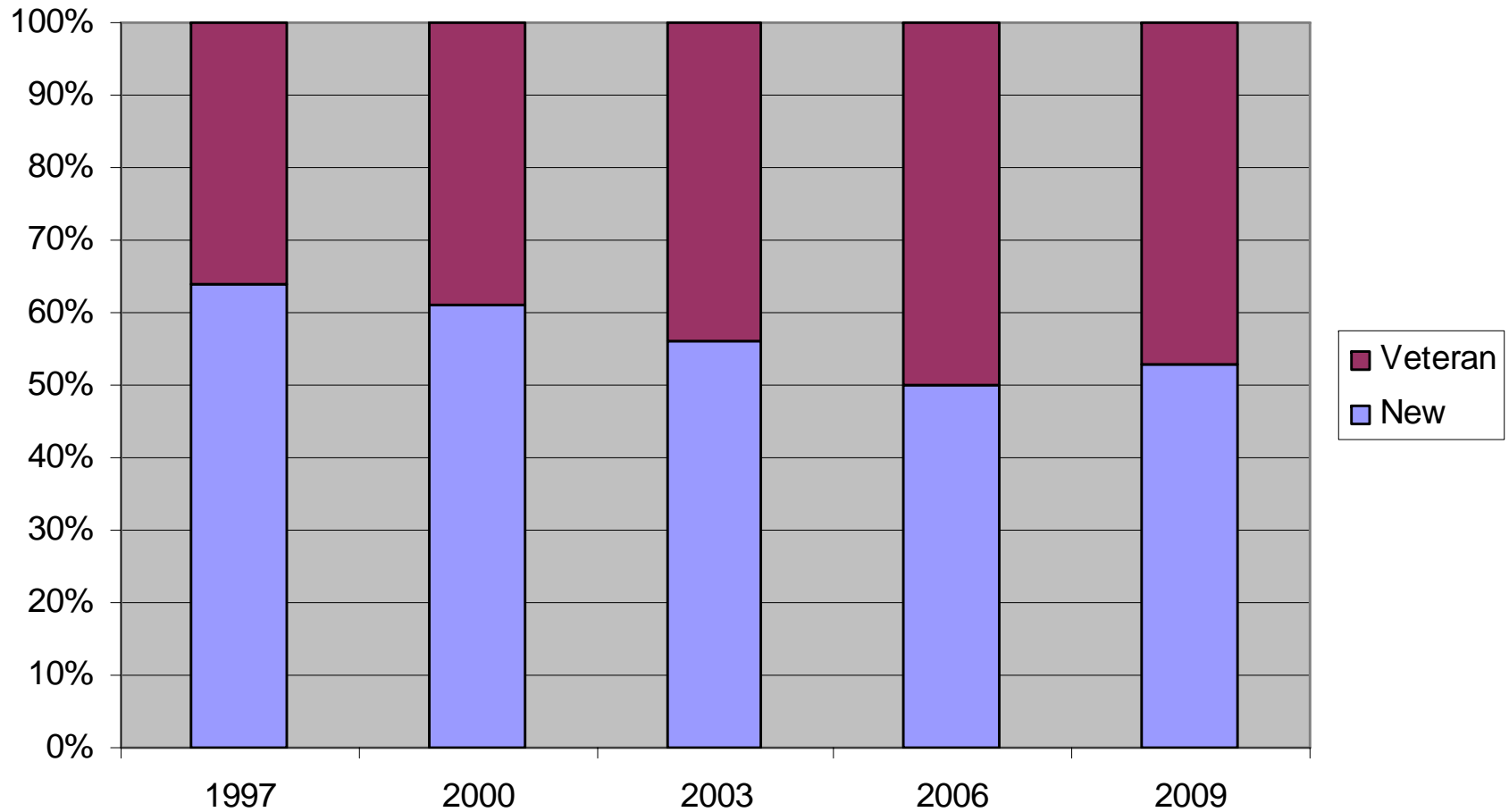
- 7th iteration
- 1991
- Surveyed 698 superintendents
- Response rate was 66%
 - 63% to 74.4% over the life of the survey (1991).
- Electronic Survey

Percent of Superintendents by Age

In the past 3 years, approximately 1/3 of New York's superintendents intended to retire. Another 46 (or 10%) are anticipated to retire this year (2009-10).



Proportion of Veterans

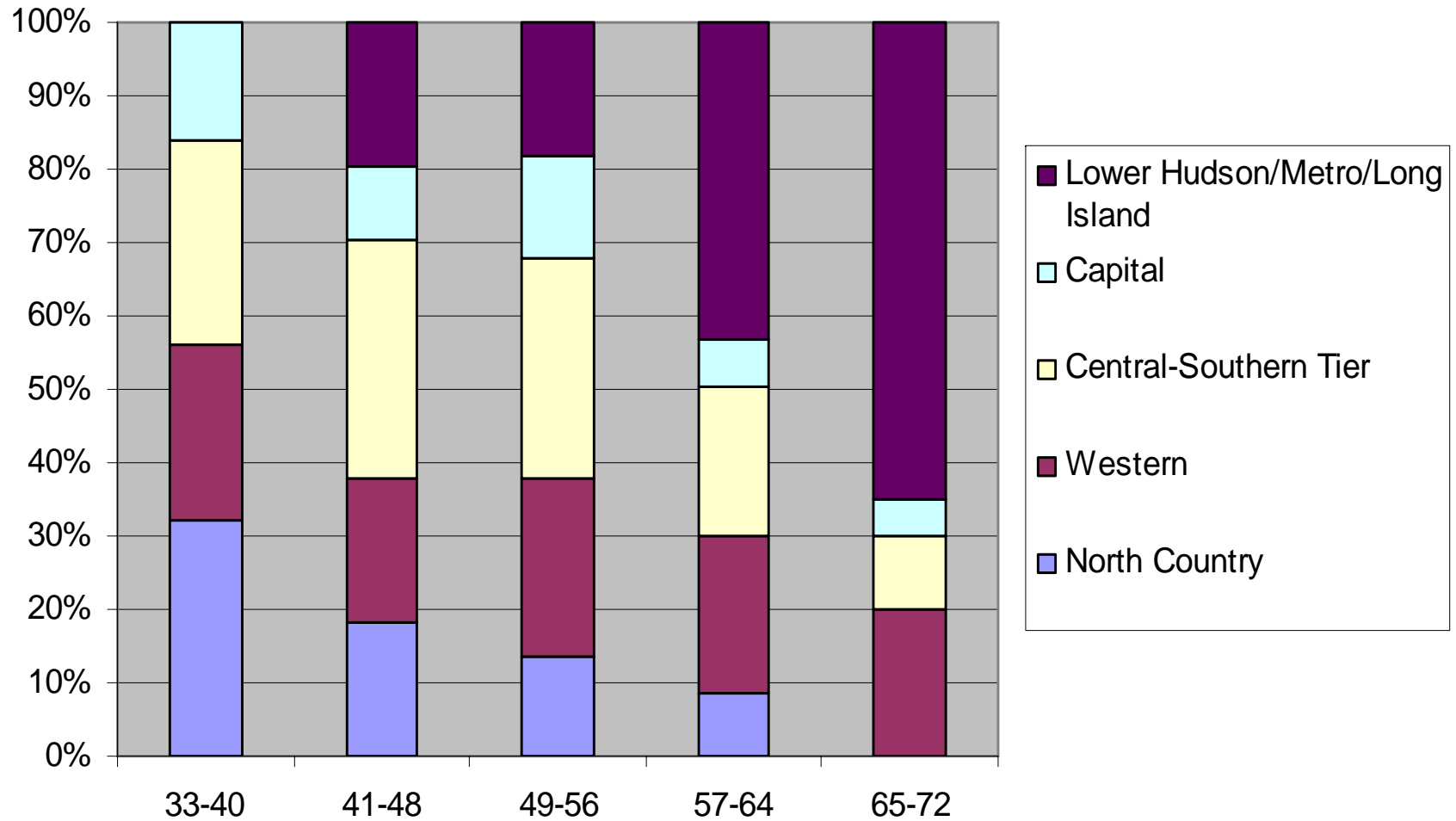


Differences Between New and Veteran Superintendents

	2006		2009	
	New	Veteran	New	Veteran
Average current age	52 years	57.3 years	52 years	57 years
Average age at first superintendency	48.6 years	42.8 years	48.7 years	44.1 years
Percent intending to retire in the next five years			33.8%	58.8%
Percent women	33.2%	14.3 %	35.0%	24.0%
Percent with School Aged Children	36.2%	17.2%	37.0%	22.0%
Percent with Doctorate	30.1%	46.9%	22.2%	37.6%
Length of contract term: 3 years	65.1%	41.8%	62.4%	40.7%
5 years	23.4%	43.3%	22.3%	43.1%
Percent in Tier I of retirement system	19.5%	39.8%	5.0%	10.6%
Percent Married			88.2%	88.1%

New Superintendents (<6 years as a superintendent)

Age by Region



Gender Differences

- The number of women in the superintendency has continued to increase.
- Women enter the superintendency later in life.



Gender Differences

- More women have doctorates than men.
- One-quarter of the appointments in 2008-09 were women.



Personal Differences Between The Genders

	2006		2009	
	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>
Average current age	55.3	54.2	55.5	53.8
Average age of first superintendency	49.7	44.7	49.2	45.4
<u>Ethnicity:</u>				
White	93.8%	96.7%	95.6%	96.6%
African-American	3.9%	1.2%	2.9%	1.6%
Hispanic	0.01%	1.2%	1.5%	0.0%
Native American			0.7%	0.6%
Asian American			0.0%	0.6%
Percent with Doctorate	40.9%	37.4%	31.4%	28.8%
First Superintendency	71.9%	46.3%	77.2%	64.1%
Position in district immediately prior	38.3%	28.3%	42.3%	33.4%
Average # of years as superintendent	5.4	9.1	5.8	7.9

Family Differences Between the Genders

	2006		2009	
	Women	Men	Women	Men
<u>Marital Status:</u>				
Married	73.2%	90.7%	75.2%	90.4%
Divorced	17.3%	4.0%	12.4%	5.0%
Partnered			1.5%	1.2%
Never Married			7.3%	2.8%
Not Married			22.7%	9.3%
Percent with School Aged Children	12.5%	31.5%	14.6%	36.3%

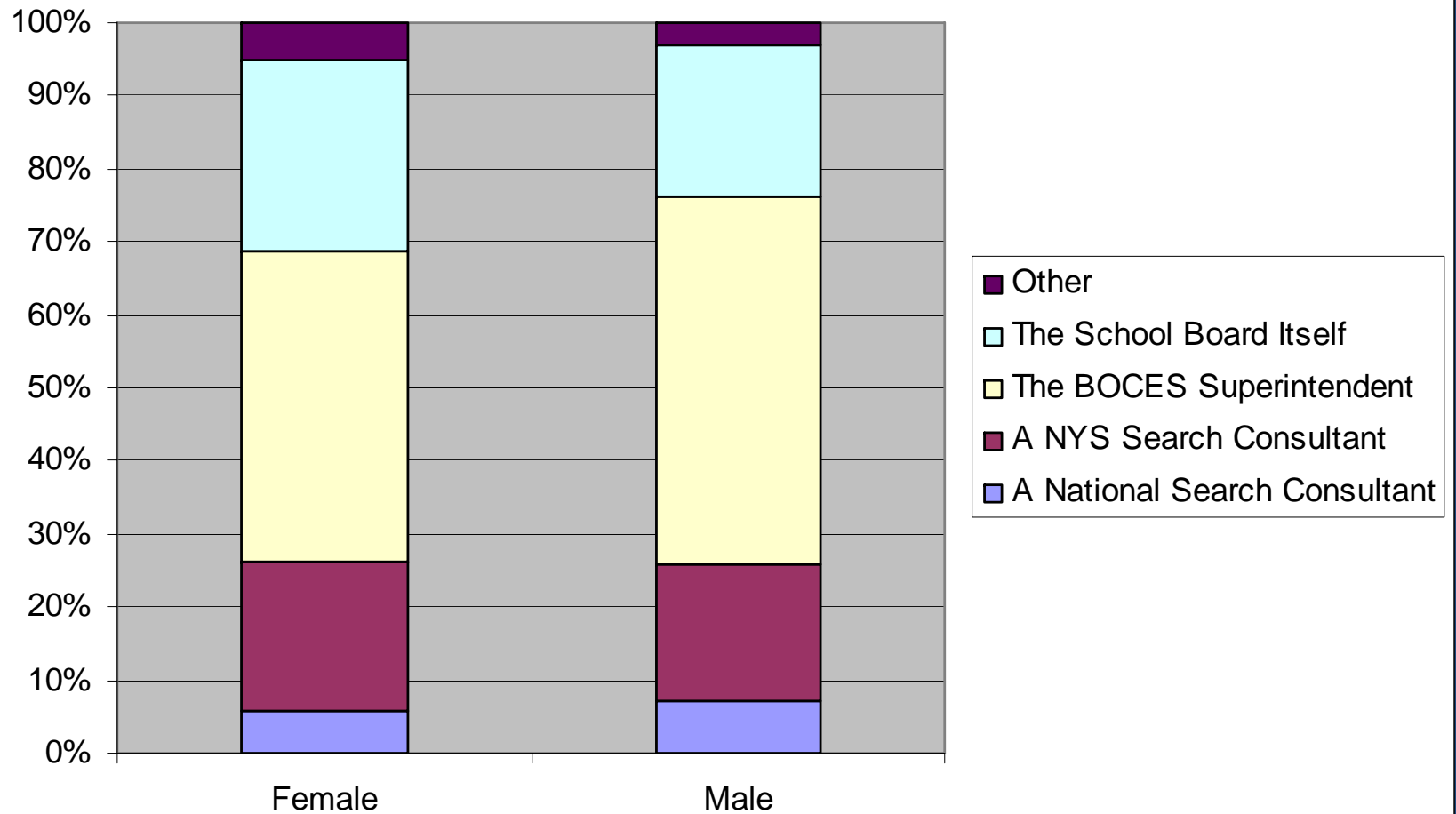
Greatest Incentives to Apply

Desire to take on greater challenges	36%
Having greater influence on the lives of children	24%

Conduct of The Search

	North Country	Western	Central/ Southern Tier	Capital	Lower Hudson/ Long Island
National search consultant	0.0%	2.0%	1.9%	0.0%	20.5%
NYS consultant	5.4%	20.4%	19.4%	9.1%	28.3%
BOCES superintendent	71.4%	55.1%	63.0%	63.6%	20.5%
School board itself	23.2%	22.4%	15.7%	27.3%	30.7%

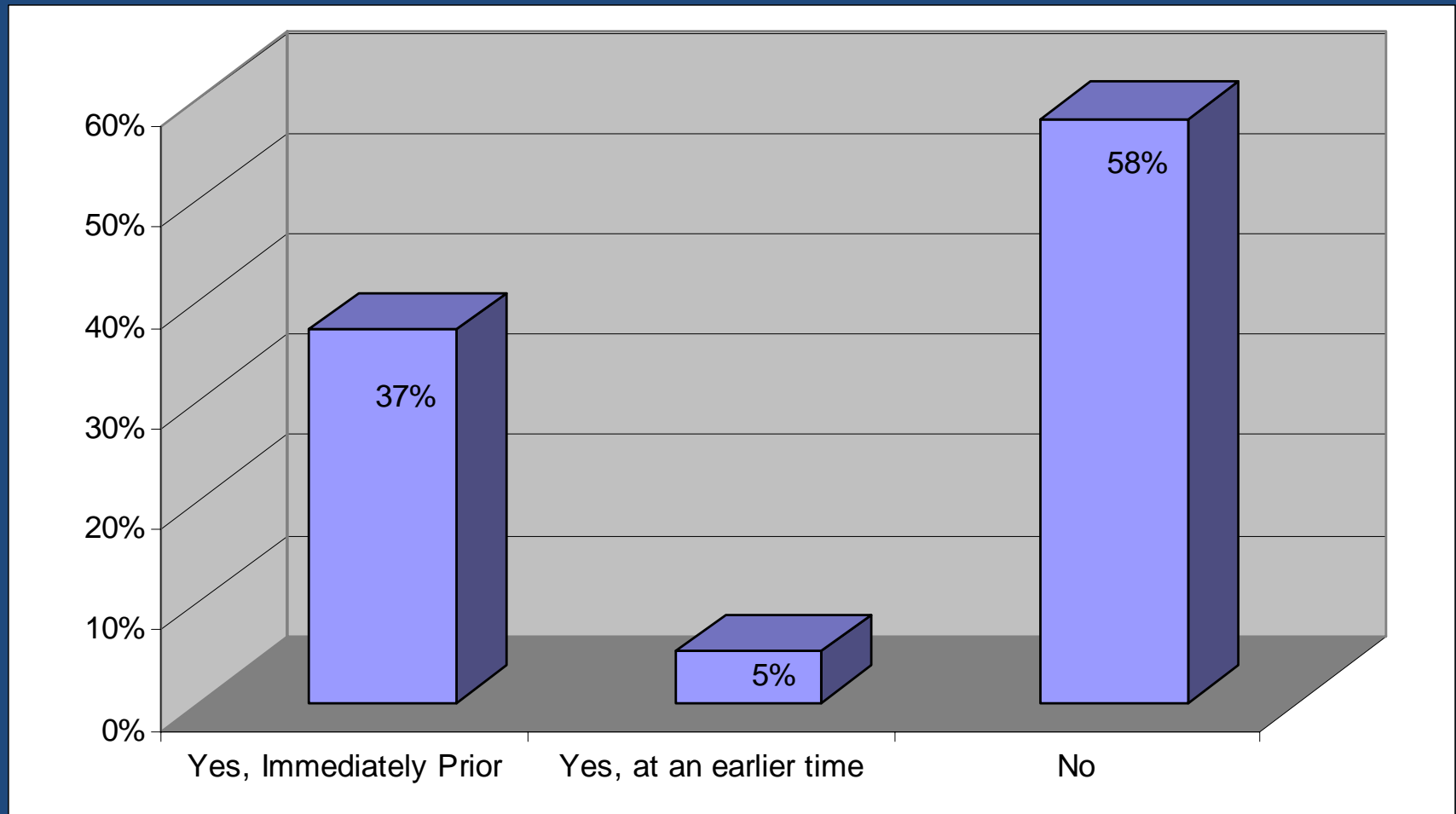
Recruitment by Gender



Invitation to Apply

	Age 33 - 48	Age 49 - 56	Age 57 - 72
Personal invitation from search consultant	9.8%	19.9%	21.8%
Personal invitation from District Superintendent	18.5%	18.4%	11.69%
Personal invitation from Board Member	28.3%	19.9%	31.1%
Response to advertisement	43.5%	41.8%	35.2%

Held a position in district prior to assuming current superintendency



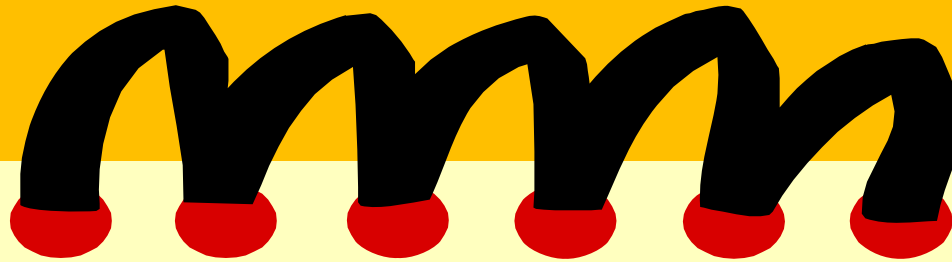


General Contract Provisions

- 52% of superintendents have 3-year contracts; 32% have 5-year contracts.
- Majority of veteran superintendents (13-15 yrs of experience) tend to have 5-year contracts.
- 20-25% of superintendents' contracts include a longevity bonus, an increase from *Snapshot VI*.

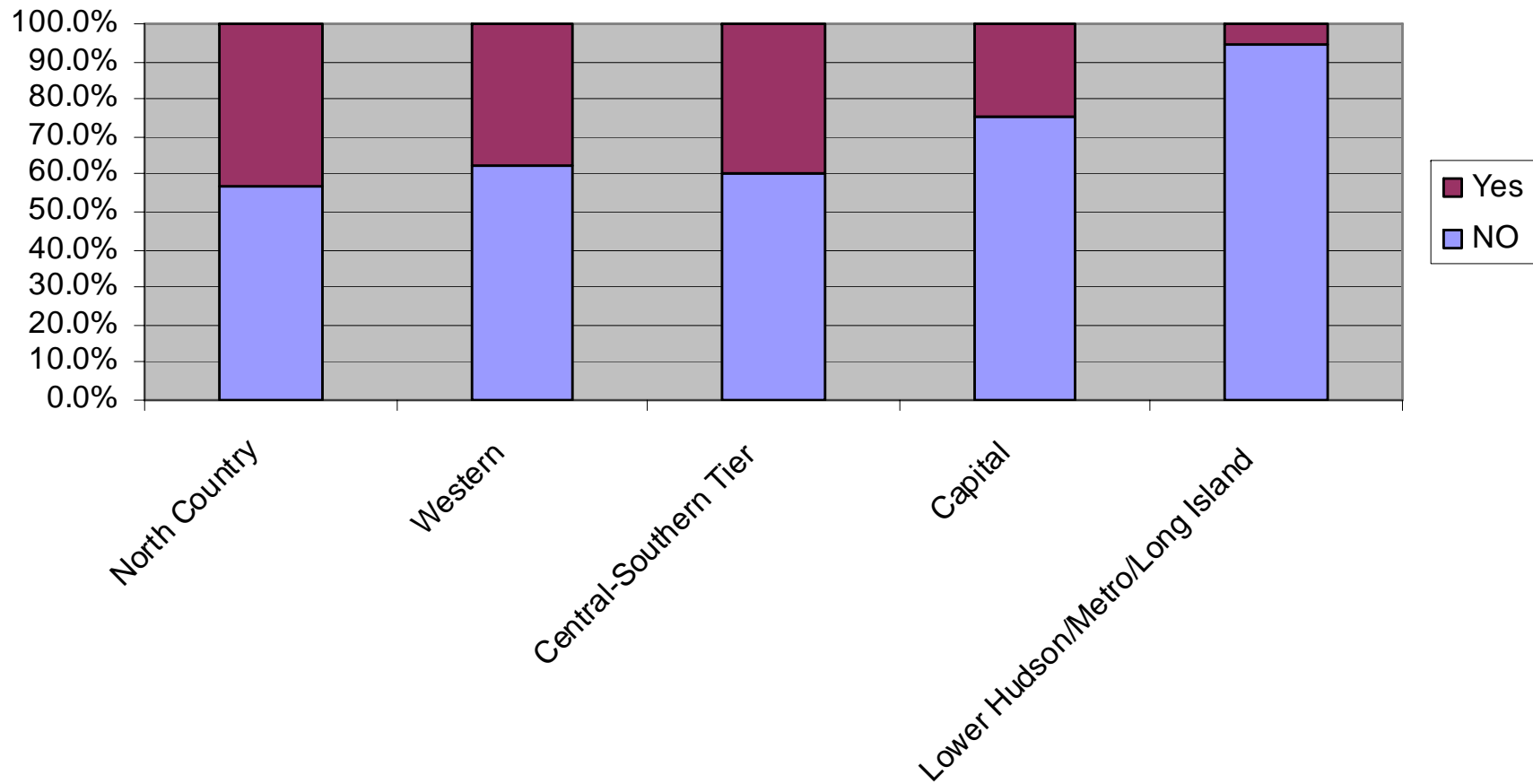


General Contract Provisions



- Salaries vary by region.
- Typically lower salaries were reported upstate with higher salaries in the Downstate suburbs.
- 98% of Districts support professional development and membership in *The Council of School Superintendents*.

Requirement to Live in District

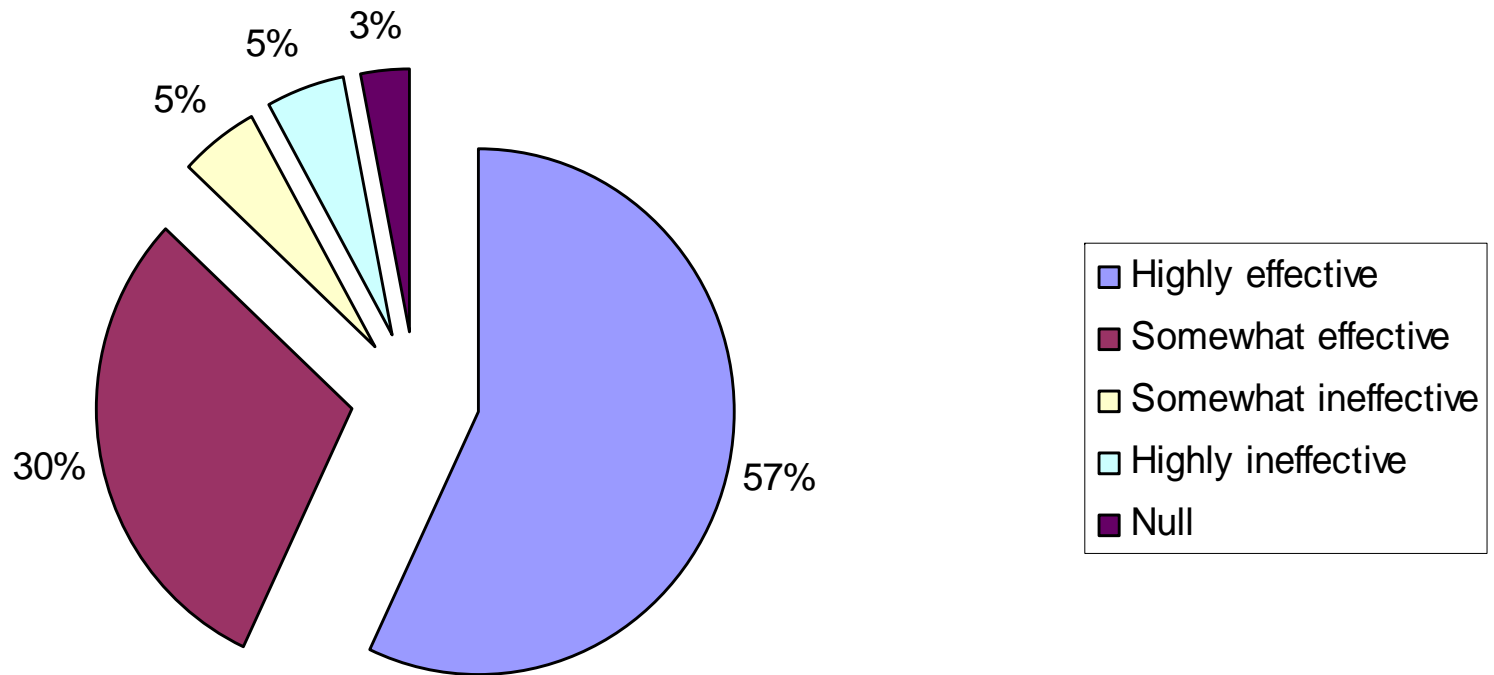


Leadership Teams

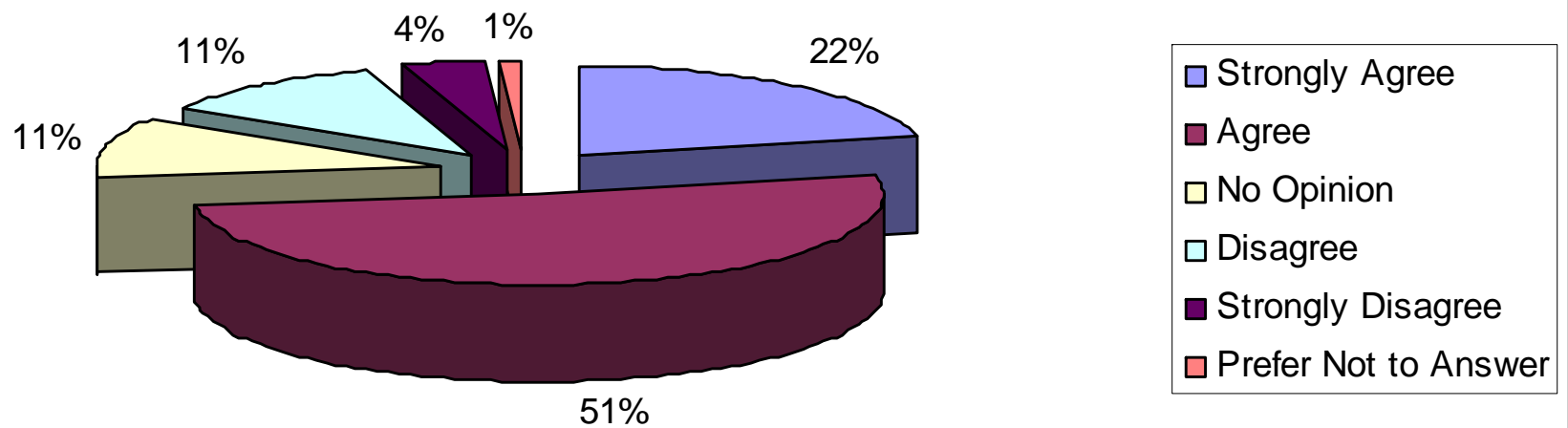
Superintendents and Boards of Education

- Typical Board Characteristics
 - Meet two times per month, with meetings lasting 2-3 hours.
 - Have only audit committee or \geq to 4 subcommittees.
 - Meet 1 or 2 times with superintendent for professional development.
 - Reflect attitudes of the community.

My Board of Education is...



My BOE is focused on closing the achievement gap.



NYSSBA Code of Conduct

- work with fellow school board members in a spirit of harmony and **cooperation** in spite of differences of opinion that arise during vigorous debate of points at issue.
- base decisions upon available facts in each situation; to base each vote upon honest conviction, unswayed by partisan bias; thereafter, to abide by and **uphold the final majority decision** of the board.
- keep **confidential** matters pertaining to the schools, which are either legally required to be kept confidential and/or, if disclosed, would needlessly injure individuals or the schools.
- recognize that the **primary function of a school board** is to establish policies (which are in conformity with applicable law and regulations) by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the superintendent of schools and his/her staff.
- strive to build and exercise a **relationship with the superintendent** that is constructive and positive and which enables district staff to function as effectively as possible.
- welcome and **encourage active involvement** by citizens, including parents and organizations in board activities regarding establishing school policy and developing future plans.

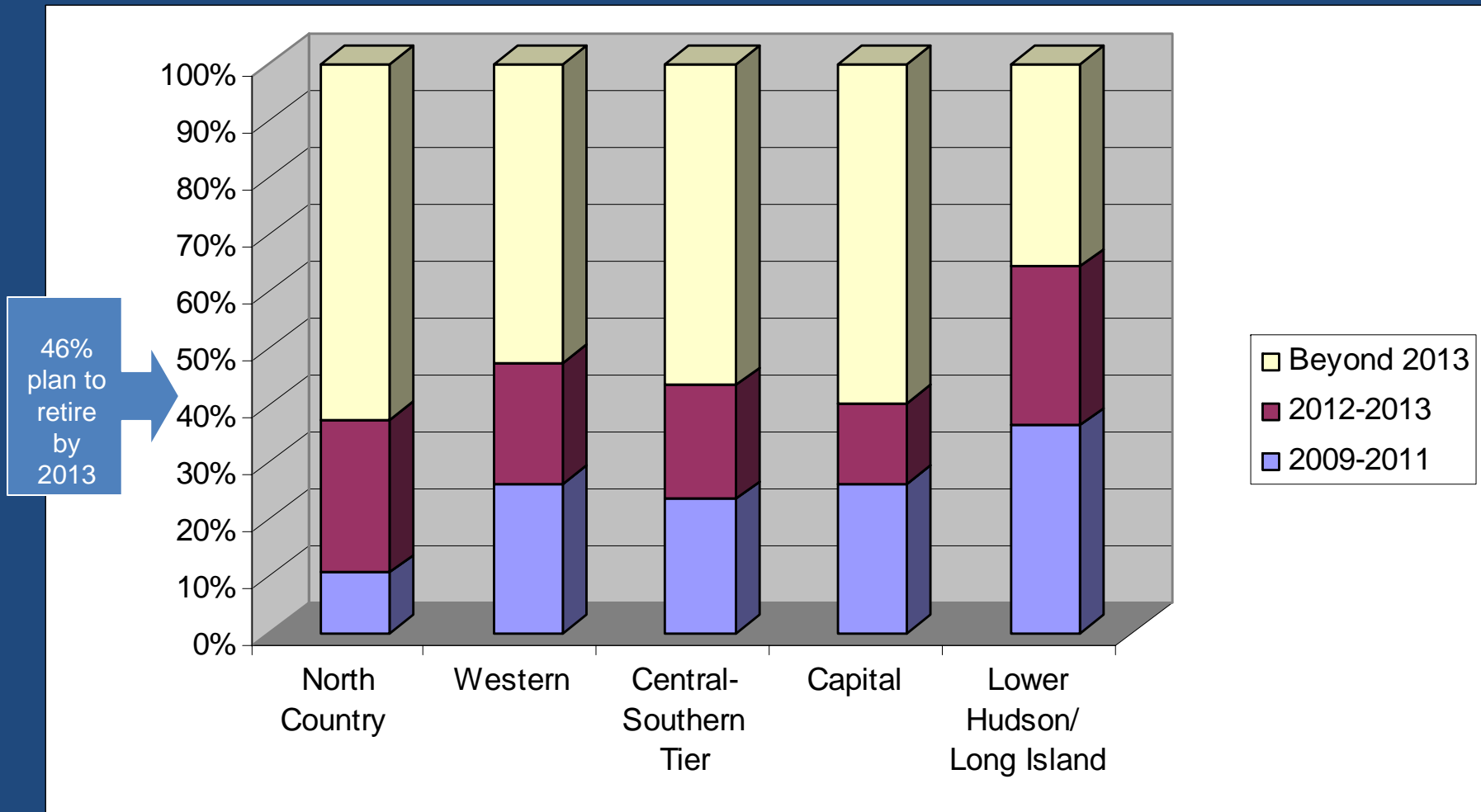
Characteristics of Effective and Ineffective Boards

	Effective Boards	Ineffective Boards
Board members work in a spirit of harmony and cooperation (strongly agree/ agree)	97%	31%
Board members keep matters confidential (strongly agree/ agree)	86%	29%
Board members base decisions upon available facts in each situation (strongly agree/ agree)	93%	26%
Board members recognize that their primary function is to establish policy (strongly agree/ agree)	86%	25%
Board members welcome and encourage active involvement by stake holders (strongly agree/ agree)	97%	63%

Additional Characteristics of Effective Boards

- Longer-serving superintendents.
- Community places high value on good public schools.
- Higher levels of superintendent job satisfaction resulting in less stress.
- BOE members uphold the final majority decision.
- BOE supports superintendent's recommendations.
- Similar to earlier findings.

Retirements within Region



RECOMMENDATIONS

- **RECOMMENDATION 1**

Stable leadership teams aligned with student achievement are essential to the Superintendent and Board of Education roles, responsibilities and relationship.

RECOMMENDATIONS

- **RECOMMENDATION 2**

Continue to enhance efforts to recruit women and diverse candidates into the superintendency.

RECOMMENDATIONS

- **RECOMMENDATION 3**

Recruitment of new superintendents

- About kids

- Strong leadership team

- Boards demonstrate effective characteristics

Thank You!

Contact Information:

Ed Fale

supt24@aol.com

Bob Ike

robert.ike@palmacsd.org