

**VOL 2
APPENDIX C**

**Arkansas Department of Education
2004 Survey of District Superintendents and Principals**

**Prepared for and in
Collaboration with
Management Analysis and Planning, Inc.**

by

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Introduction

At the request of Management Analysis and Planning, Inc. (MAP), the UALR Institute of Government Survey Research Center (SRC) conducted a telephone survey from September 20 through October 25, 2004. The goal of the survey was to obtain information regarding the Arkansas Department of Education from Arkansas District Superintendents and Principals.

The Arkansas Department of Education (ADE) provided the database used in the survey. The SRC contacted all 254 superintendents and successfully completed interviews with 222 superintendents. Of the 1,081 principals listed in the database, the SRC randomly selected and completed interviews with 573 principals.

All questions used in the survey were jointly developed by the SRC and MAP. The SRC was responsible for all data collection, analysis, and reporting of survey results. Each survey question is presented with the corresponding count and percent frequencies, cross-tabulated by superintendents or principals, and categorized by school district size.

Group Overview

A majority of district superintendents and principals believes that the general quality of public education has improved during the past five years. An even larger majority believes that the Arkansas public schools are in good shape to deliver the quality of education students will need in the next ten years. The most important challenges that educators believe they will face in the next five years will be issues relating to State Accountability, No Child Left Behind, and Funding.

In order to meet future challenges, both groups report several issue areas in which they are in need of ADE assistance. The largest areas of need are in issues relating to:

- _ Teacher Certification
- _ Federal & State Categorical Programs
- _ Student Assessment
- _ Instructional Improvement
- _ Distance Learning/Education Technology
- _ English Proficiency
- _ Teacher Professional Development

Principals and superintendents have firm opinions regarding the level of priority that should be placed on ADE functions. ADE functions that a majority of either or both groups rated as a "Very High Priority" are related to the following:

- _ Representing public education interests in the state legislature
- _ Providing leadership in curriculum or instruction
- _ Enforcing state accreditation regulations
- _ Organizing and providing staff development opportunities

Survey respondents report a high level of need in several areas of instruction. The instructional areas needing "Much Assistance" from the ADE are:

- _ Student assessment
- _ Mathematics
- _ Science
- _ Reading or Language Arts
- _ Visual and performing arts
- _ History or social studies

Performance & Characteristics by District Size

Administrators were asked to rate the ADE's overall performance on a scale from "A" to "F". Responses from most school districts' enrollment size categories were close to the average, especially those from superintendents. Exceptions to this are more negative than average responses from principals in districts of 1,001 to 2,500 students and 2,501 to 5,000 students and more positive than average ratings from principals of the districts with more than 5,000 students.

Respondents also were asked to rate the Department on several administrative and professional characteristics. Superintendents and principals from the smaller size category (501 to 1,000 students) gave more negative responses than average on Administrative Efficiency and Effectiveness, whereas administrators of the smallest district of 500 or fewer students rated the ADE better than the average on these aspects.

In the mid-size category of 1,001 to 2,500 students, more principals rated the ADE's effectiveness in getting things done for their districts as "average" or "poor"; the same was true of Informative and Effective Communication. Superintendents of these mid-size districts rated the ADE lower than average on Administrative Efficiency; Creativity in Adopting New Approaches or Innovations; and, to some extent, on Flexibility in Adapting to New Roles and Functions.

With regard to the two largest size categories, superintendents in the districts of 2,501 to 5,000 students rated the Department's Competency and Professionalism and Creativity in Adopting New Approaches as "average" or "poor" more so than the average superintendent. Superintendents in both of the largest size categories rated the Department lower than average on Openness and Accessibility to People in the Local Districts, Effectiveness in Getting Things Done for their Districts, Provision of Timely and Accurate Information, and Informative and Effective Communication with Districts and Educators.

ADE Staff Expertise by District Size

In areas of ADE's staff expertise, larger districts' administrators, especially superintendents, gave ratings of "average" or "poor" more often than the overall sample. In particular, ADE staff expertise appears to be of greater concern to these administrators in 12 of the 15 expertise areas in the survey. Expertise in Categorical Programs and Curriculum Framework and Standards Development received lower ratings from superintendents in districts of more than 5,000 students.

Smaller district administrators either responded in a manner close to average or more positively than average. The areas of greater concern in these districts came from superintendents in the districts with 500 or fewer students: Student Transportation, Categorical Programs, and Apportionment of Revenues to Local Districts.

ADE Assistance Needs by District Size

Arkansas public school administrators were asked to rate the ADE's current help in providing quality education and its ability to influence the quality of education needed ten years from now. As a whole, school administrators gave responses hovering around average: "good job" or "neither good nor bad job" on current help and "in good shape" or "in poor shape" on Ability to Influence Quality of Education in Ten Years. Principals were more positive than superintendents, overall, on both questions.

When viewed by size of district enrollment, the more notable tendencies were that superintendents of the three largest size categories tended to rate the Department more negatively than superintendents of smaller districts.

Superintendents of school districts of 1,001 to 2,500 enrollees were slightly more likely than average to want assistance in Professional Development and in issues related to Students with Limited English Proficiency. Superintendents of school districts with enrollments of 2,501 to 5,000 students were slightly more likely to need assistance in Selection of Textbook and Instructional Materials and in issues related to students with Limited English Proficiency. Superintendents of districts with over 5,000 students wanted more help than average in Professional Development for Teachers and Administrators. They also reported a need for assistance in Mathematics, History or Social Studies, and Science Instruction more than the average superintendent did.

Other administrators, especially principals from smaller school districts, also had tendencies to report need for ADE assistance more than average. Principals from the two smallest categories of enrollment size were more likely to report a need for assistance in Textbook and Instructional Materials Selection as well as in Distance Learning and Education Technology. Principals in the smallest size category (500 or fewer students) as well as both principals and superintendents in the second smallest size category (501 to 1,000) were more likely than average to report a need for help in Student Transportation. Superintendents in this second smallest size category also were more likely to need the ADE's help with Categorical Programs.

Other areas of need noted by smaller districts, especially the principals in the smallest size category, were in Mathematics, Reading or Language Arts, Visual and Performing Arts, and Science Instruction.

Remaining areas of needs that exceeded the average response were from principals in the mid-size enrollment category of 1,001 to 2,500 students. Like their counterparts in the two smallest size categories, this group of principals more frequently reported a need for assistance in Student Transportation. Principals in the districts with 1,001 to 2,500 enrollees were the only group more likely than average to want more assistance in Budgeting, Accounting, and Other Business services.

1. Thinking about the general quality of public education from Kindergarten through 12th grade in Arkansas today, how would you grade it on a scale ranging from A to F?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
A	24	10.8	61	10.6
B	150	67.6	331	57.8
C	45	20.3	162	28.3
D	3	1.4	13	2.3
Don't Know	0	0.0	6	1.0
Total	222	100	573	100
District Size: 500 or Fewer				
A	1	3.1	3	6.7
B	21	65.6	29	64.4
C	10	31.3	12	26.7
D	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
A	10	11.9	13	9.0
B	62	73.8	80	55.6
C	10	11.9	43	29.9
D	2	2.4	6	4.2
Don't Know	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
A	11	16.2	15	9.6
B	44	64.7	93	59.6
C	13	19.1	43	27.6
D	0	0.0	5	3.2
Total	68	100	156	100
District Size: 2,501 to 5,000				
A	2	8.0	13	12.7
B	18	72.0	59	57.8
C	5	20.0	28	27.5
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
A	0	0.0	17	13.5
B	5	38.5	70	55.6
C	7	53.8	36	28.6
D	1	7.7	1	0.8
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

2. Do you think the general quality of public education from Kindergarten through 12th grade in Arkansas during the past five years has ...

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Greatly Improved	54	24.3	149	26.0
Improved	146	65.8	351	61.3
Remained About the Same	17	7.7	48	8.4
Decreased	3	1.4	19	3.3
Greatly Decreased	1	0.5	2	0.3
Don't Know	1	0.5	4	0.7
Total	222	100	573	100
District Size: 500 or Fewer				
Greatly Improved	6	18.8	15	33.3
Improved	23	71.9	20	44.4
Remained About the Same	2	6.3	9	20.0
Decreased	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Greatly Improved	18	21.4	33	22.9
Improved	54	64.3	90	62.5
Remained About the Same	12	14.3	14	9.7
Decreased	0	0.0	5	3.5
Don't Know	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Greatly Improved	19	27.9	36	23.1
Improved	43	63.2	101	64.7
Remained About the Same	2	2.9	9	5.8
Decreased	2	2.9	8	5.1
Greatly Decreased	1	1.5	1	0.6
Don't Know	1	1.5	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Greatly Improved	8	32.0	29	28.4
Improved	17	68.0	62	60.8
Remained About the Same	0	0.0	8	7.8
Decreased	0	0.0	2	2.0
Greatly Decreased	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Greatly Improved	3	23.1	36	28.6
Improved	9	69.2	78	61.9
Remained About the Same	1	7.7	8	6.3
Decreased	0	0.0	3	2.4
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

3. What is your opinion of Arkansas public schools' ability to deliver the quality education students will need 10 years from now! Would you say the schools ...

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Are in Very Good Shape	18	8.1	43	7.5
Are in Good Shape	168	75.7	418	72.9
Are in Poor Shape	16	7.2	41	7.2
Are in Very Poor Shape	0	0.0	3	0.5
May Not Meet Challenge	20	9.0	63	11.0
Don't Know	0	0.0	4	0.7
Refused	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Are in Very Good Shape	5	15.6	3	6.7
Are in Good Shape	21	65.6	30	66.7
Are in Poor Shape	1	3.1	5	11.1
May Not Meet Challenge	5	15.6	7	15.6
Total	32	100	45	100
District Size: 501 to 1,000				
Are in Very Good Shape	9	10.7	11	7.6
Are in Good Shape	66	78.6	105	72.9
Are in Poor Shape	6	7.1	10	6.9
Are in Very Poor Shape	0	0.0	1	0.7
May Not Meet Challenge	3	3.6	16	11.1
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Are in Very Good Shape	2	2.9	12	7.7
Are in Good Shape	54	79.4	118	75.6
Are in Poor Shape	3	4.4	11	7.1
Are in Very Poor Shape	0	0.0	1	0.6
May Not Meet Challenge	9	13.2	13	8.3
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Are in Very Good Shape	2	8.0	7	6.9
Are in Good Shape	17	68.0	74	72.5
Are in Poor Shape	5	20.0	3	2.9
May Not Meet Challenge	1	4.0	16	15.7
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Are in Very Good Shape	0	0.0	10	7.9
Are in Good Shape	10	76.9	91	72.2
Are in Poor Shape	1	7.7	12	9.5
Are in Very Poor Shape	0	0.0	1	0.8
May Not Meet Challenge	2	15.4	11	8.7
Refused	0	0.0	1	0.8
Total	13	100	126	100

4. Based on your experiences with the Arkansas Department of Education, how would you grade the Department's overall performance on a scale ranging from A to F?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
A	3	1.4	24	4.2
B	59	26.6	174	30.4
C	109	49.1	265	46.2
D	42	18.9	93	16.2
F	9	4.1	15	2.6
Don't Know	0	0.0	2	0.3
Total	222	100	573	100
District Size: 500 or Fewer				
A	1	3.1	2	4.4
B	9	28.1	13	28.9
C	14	43.8	23	51.1
D	6	18.8	5	11.1
F	2	6.3	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
A	2	2.4	6	4.2
B	24	28.6	38	26.4
C	41	48.8	71	49.3
D	14	16.7	24	16.7
F	3	3.6	5	3.5
Total	84	100	144	100
District Size: 1,001 to 2,500				
A	0	0.0	3	1.9
B	17	25.0	43	27.6
C	35	51.5	78	50.0
D	13	19.1	31	19.9
F	3	4.4	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
A	0	0.0	4	3.9
B	7	28.0	32	31.4
C	10	40.0	40	39.2
D	7	28.0	20	19.6
F	1	4.0	5	4.9
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
A	0	0.0	9	7.1
B	2	15.4	48	38.1
C	9	69.2	53	42.1
D	2	15.4	13	10.3
F	0	0.0	2	1.6
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

5. How would you rate the Department in helping you provide quality education to your students? Would you say it has done a ...

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Good Job	1	0.5	30	5.2
Good Job	76	34.2	232	40.5
Neither Good nor Bad Job	90	40.5	230	40.1
Poor Job	44	19.8	64	11.2
Very Poor Job	10	4.5	14	2.4
Don't Know	0	0.0	1	0.2
Refused	1	0.5	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Good Job	0	0.0	4	8.9
Good Job	18	56.3	22	48.9
Neither Good nor Bad Job	5	15.6	16	35.6
Poor Job	8	25.0	3	6.7
Very Poor Job	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Very Good Job	1	1.2	10	6.9
Good Job	26	31.0	57	39.6
Neither Good nor Bad Job	38	45.2	54	37.5
Poor Job	15	17.9	17	11.8
Very Poor Job	4	4.8	6	4.2
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Good Job	0	0.0	8	5.1
Good Job	20	29.4	51	32.7
Neither Good nor Bad Job	30	44.1	73	46.8
Poor Job	15	22.1	20	12.8
Very Poor Job	2	2.9	3	1.9
Don't Know	0	0.0	1	0.6
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Good Job	0	0.0	3	2.9
Good Job	8	32.0	45	44.1
Neither Good nor Bad Job	12	48.0	39	38.2
Poor Job	2	8.0	12	11.8
Very Poor Job	3	12.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Very Good Job	0	0.0	5	4.0
Good Job	4	30.8	57	45.2
Neither Good nor Bad Job	5	38.5	48	38.1
Poor Job	4	30.8	12	9.5
Very Poor Job	0	0.0	2	1.6
Refused	0	0.0	2	1.6
Total	13	100	126	100

6. What is your opinion of the Arkansas Dept of Education's ability to influence the quality of education students will need 10 years from now? Would you say the Dept ...

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Is in Very Good Shape	3	1.4	32	5.6
Is in Good Shape	78	35.1	306	53.4
Is in Poor Shape	83	37.4	105	18.3
Is in Very Poor Shape	7	3.2	9	1.6
May Not Meet Challenge	50	22.5	116	20.2
Don't Know	0	0.0	4	0.7
Refused	1	0.5	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Is in Very Good Shape	1	3.1	3	6.7
Is in Good Shape	12	37.5	24	53.3
Is in Poor Shape	12	37.5	7	15.6
Is in Very Poor Shape	2	6.3	0	0.0
May Not Meet Challenge	5	15.6	11	24.4
Total	32	100	45	100
District Size: 501 to 1,000				
Is in Very Good Shape	2	2.4	7	4.9
Is in Good Shape	33	39.3	79	54.9
Is in Poor Shape	32	38.1	24	16.7
Is in Very Poor Shape	1	1.2	3	2.1
May Not Meet Challenge	15	17.9	30	20.8
Don't Know	0	0.0	1	0.7
Refused	1	1.2	0	0.0
Total	84	100	144	100
District Size: 1,001 to 2,500				
Is in Very Good Shape	0	0.0	9	5.8
Is in Good Shape	23	33.8	77	49.4
Is in Poor Shape	23	33.8	33	21.2
Is in Very Poor Shape	2	2.9	2	1.3
May Not Meet Challenge	20	29.4	33	21.2
Don't Know	0	0.0	1	0.6
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Is in Very Good Shape	0	0.0	4	3.9
Is in Good Shape	6	24.0	54	52.9
Is in Poor Shape	9	36.0	22	21.6
Is in Very Poor Shape	2	8.0	1	1.0
May Not Meet Challenge	8	32.0	19	18.6
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Is in Very Good Shape	0	0.0	9	7.1
Is in Good Shape	4	30.8	72	57.1
Is in Poor Shape	7	53.8	19	15.1
Is in Very Poor Shape	0	0.0	3	2.4
May Not Meet Challenge	2	15.4	23	18.3
Total	13	100	126	100

7. Please rate the Department of Education on each of the following categories as excellent, good, average, or poor. How about competency and professionalism?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	7	3.2	51	8.9
Good	78	35.1	276	48.2
Average	105	47.3	197	34.4
Poor	32	14.4	47	8.2
Don't Know	0	0.0	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	6	13.3
Good	18	56.3	20	44.4
Average	8	25.0	17	37.8
Poor	5	15.6	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	5	6.0	13	9.0
Good	25	29.8	68	47.2
Average	38	45.2	47	32.6
Poor	16	19.0	15	10.4
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	15	9.6
Good	25	36.8	71	45.5
Average	38	55.9	57	36.5
Poor	4	5.9	13	8.3
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	7	6.9
Good	7	28.0	50	49.0
Average	13	52.0	36	35.3
Poor	5	20.0	9	8.8
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	10	7.9
Good	3	23.1	67	53.2
Average	8	61.5	40	31.7
Poor	2	15.4	8	6.3
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

8. How about administrative efficiency in handling bureaucratic matters and processes?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	4	1.8	17	3.0
Good	34	15.3	120	20.9
Average	78	35.1	241	42.1
Poor	106	47.7	194	33.9
Don't Know	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	2	6.3	1	2.2
Good	7	21.9	12	26.7
Average	10	31.3	20	44.4
Poor	13	40.6	12	26.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	1	1.2	4	2.8
Good	9	10.7	24	16.7
Average	32	38.1	72	50.0
Poor	42	50.0	44	30.6
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	4	2.6
Good	11	16.2	29	18.6
Average	23	33.8	63	40.4
Poor	33	48.5	60	38.5
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	3	2.9
Good	5	20.0	21	20.6
Average	9	36.0	40	39.2
Poor	11	44.0	38	37.3
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	5	4.0
Good	2	15.4	34	27.0
Average	4	30.8	46	36.5
Poor	7	53.8	40	31.7
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

9. How about openness and accessibility to people in the local districts?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	7	3.2	48	8.4
Good	51	23.0	185	32.3
Average	87	39.2	196	34.2
Poor	77	34.7	139	24.3
Don't Know	0	0.0	3	0.5
Refused	0	0.0	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	2	6.3	6	13.3
Good	6	18.8	14	31.1
Average	14	43.8	18	40.0
Poor	10	31.3	7	15.6
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	2	2.4	12	8.3
Good	19	22.6	46	31.9
Average	35	41.7	56	38.9
Poor	28	33.3	30	20.8
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	2	2.9	9	5.8
Good	19	27.9	51	32.7
Average	23	33.8	47	30.1
Poor	24	35.3	49	31.4
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	8	7.8
Good	5	20.0	27	26.5
Average	9	36.0	40	39.2
Poor	10	40.0	26	25.5
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	13	10.3
Good	2	15.4	47	37.3
Average	6	46.2	35	27.8
Poor	5	38.5	27	21.4
Don't Know	0	0.0	2	1.6
Refused	0	0.0	2	1.6
Total	13	100	126	100

10. How about effectiveness in getting things done for your district?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	6	2.7	25	4.4
Good	44	19.8	166	29.0
Average	92	41.4	242	42.2
Poor	80	36.0	128	22.3
Don't Know	0	0.0	11	1.9
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	2	6.3	3	6.7
Good	9	28.1	18	40.0
Average	8	25.0	18	40.0
Poor	13	40.6	6	13.3
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	3	3.6	9	6.3
Good	14	16.7	33	22.9
Average	31	36.9	64	44.4
Poor	36	42.9	35	24.3
Don't Know	0	0.0	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	3	1.9
Good	16	23.5	42	26.9
Average	36	52.9	76	48.7
Poor	15	22.1	33	21.2
Don't Know	0	0.0	2	1.3
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	2	2.0
Good	5	20.0	31	30.4
Average	9	36.0	39	38.2
Poor	11	44.0	26	25.5
Don't Know	0	0.0	4	3.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	8	6.3
Good	0	0.0	42	33.3
Average	8	61.5	45	35.7
Poor	5	38.5	28	22.2
Don't Know	0	0.0	2	1.6
Refused	0	0.0	1	0.8
Total	13	100	126	100

11. How about providing timely and accurate information?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	4	1.8	33	5.8
Good	41	18.5	156	27.2
Average	82	36.9	216	37.7
Poor	95	42.8	168	29.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	4	8.9
Good	6	18.8	14	31.1
Average	14	43.8	21	46.7
Poor	11	34.4	6	13.3
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	1	1.2	14	9.7
Good	17	20.2	34	23.6
Average	36	42.9	56	38.9
Poor	30	35.7	40	27.8
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	2	2.9	5	3.2
Good	12	17.6	39	25.0
Average	21	30.9	59	37.8
Poor	33	48.5	53	34.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	7	6.9
Good	6	24.0	30	29.4
Average	6	24.0	38	37.3
Poor	13	52.0	27	26.5
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	3	2.4
Good	0	0.0	39	31.0
Average	5	38.5	42	33.3
Poor	8	61.5	42	33.3
Total	13	100	126	100

12. How about flexibility in adapting to new roles and functions?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	5	2.3	18	3.1
Good	38	17.1	170	29.7
Average	111	50.0	249	43.5
Poor	68	30.6	127	22.2
Don't Know	0	0.0	9	1.6
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	0	0.0	2	4.4
Good	7	21.9	16	35.6
Average	18	56.3	18	40.0
Poor	7	21.9	9	20.0
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	3	3.6	4	2.8
Good	12	14.3	44	30.6
Average	47	56.0	62	43.1
Poor	22	26.2	32	22.2
Don't Know	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	2	2.9	5	3.2
Good	14	20.6	41	26.3
Average	27	39.7	76	48.7
Poor	25	36.8	34	21.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	4	3.9
Good	5	20.0	30	29.4
Average	10	40.0	41	40.2
Poor	10	40.0	24	23.5
Don't Know	0	0.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	3	2.4
Good	0	0.0	39	31.0
Average	9	69.2	52	41.3
Poor	4	30.8	28	22.2
Don't Know	0	0.0	4	3.2
Total	13	100	126	100

13. How about leadership in the promotion of public education?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	13	5.9	56	9.8
Good	82	36.9	244	42.6
Average	97	43.7	202	35.3
Poor	28	12.6	66	11.5
Don't Know	2	0.9	5	0.9
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	2	6.3	4	8.9
Good	10	31.3	21	46.7
Average	17	53.1	19	42.2
Poor	3	9.4	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	3	3.6	13	9.0
Good	28	33.3	53	36.8
Average	39	46.4	49	34.0
Poor	13	15.5	26	18.1
Don't Know	1	1.2	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	7	10.3	12	7.7
Good	25	36.8	67	42.9
Average	23	33.8	60	38.5
Poor	12	17.6	16	10.3
Don't Know	1	1.5	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	8	7.8
Good	15	60.0	47	46.1
Average	9	36.0	35	34.3
Poor	0	0.0	11	10.8
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	19	15.1
Good	4	30.8	56	44.4
Average	9	69.2	39	31.0
Poor	0	0.0	12	9.5
Total	13	100	126	100

14. How about informative and effective communication with districts and educators?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	6	2.7	42	7.3
Good	64	28.8	205	35.8
Average	86	38.7	205	35.8
Poor	66	29.7	121	21.1
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	3	6.7
Good	14	43.8	17	37.8
Average	9	28.1	12	26.7
Poor	8	25.0	13	28.9
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	3	3.6	15	10.4
Good	18	21.4	51	35.4
Average	36	42.9	50	34.7
Poor	27	32.1	28	19.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	2	2.9	6	3.8
Good	22	32.4	50	32.1
Average	25	36.8	61	39.1
Poor	19	27.9	39	25.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	8	7.8
Good	9	36.0	35	34.3
Average	7	28.0	39	38.2
Poor	9	36.0	20	19.6
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	10	7.9
Good	1	7.7	52	41.3
Average	9	69.2	43	34.1
Poor	3	23.1	21	16.7
Total	13	100	126	100

15. How about minimal intrusiveness into the dealings of your school district?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	11	5.0	32	5.6
Good	52	23.4	198	34.6
Average	83	37.4	218	38.0
Poor	75	33.8	116	20.2
Don't Know	1	0.5	8	1.4
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	4	8.9
Good	6	18.8	18	40.0
Average	10	31.3	15	33.3
Poor	15	46.9	8	17.8
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	5	6.0	8	5.6
Good	20	23.8	46	31.9
Average	32	38.1	58	40.3
Poor	26	31.0	30	20.8
Don't Know	1	1.2	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	2	2.9	9	5.8
Good	19	27.9	49	31.4
Average	23	33.8	61	39.1
Poor	24	35.3	36	23.1
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	2	8.0	5	4.9
Good	5	20.0	34	33.3
Average	9	36.0	38	37.3
Poor	9	36.0	23	22.5
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	1	7.7	6	4.8
Good	2	15.4	51	40.5
Average	9	69.2	46	36.5
Poor	1	7.7	19	15.1
Don't Know	0	0.0	3	2.4
Refused	0	0.0	1	0.8
Total	13	100	126	100

16. How about creativity in adopting new approaches or innovations in solving problems?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	2	0.9	24	4.2
Good	50	22.5	182	31.8
Average	109	49.1	244	42.6
Poor	60	27.0	116	20.2
Don't Know	1	0.5	7	1.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	0	0.0	2	4.4
Good	10	31.3	18	40.0
Average	16	50.0	18	40.0
Poor	6	18.8	6	13.3
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	1	1.2	6	4.2
Good	24	28.6	49	34.0
Average	42	50.0	58	40.3
Poor	16	19.0	30	20.8
Don't Know	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	9	5.8
Good	9	13.2	42	26.9
Average	32	47.1	72	46.2
Poor	26	38.2	32	20.5
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	2	2.0
Good	6	24.0	30	29.4
Average	10	40.0	45	44.1
Poor	9	36.0	23	22.5
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	5	4.0
Good	1	7.7	43	34.1
Average	9	69.2	51	40.5
Poor	3	23.1	25	19.8
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

17. Please tell me the level of priority the Department should place on each function. How about organizing and providing staff development opportunities and programs?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very High Priority	82	36.9	296	51.7
Somewhat High Priority	105	47.3	222	38.7
Somewhat Low Priority	33	14.9	37	6.5
Very Low Priority	0	0.0	6	1.0
Not a Priority at All	2	0.9	11	1.9
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	9	28.1	26	57.8
Somewhat High Priority	18	56.3	17	37.8
Somewhat Low Priority	5	15.6	1	2.2
Not a Priority at All	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	26	31.0	76	52.8
Somewhat High Priority	40	47.6	52	36.1
Somewhat Low Priority	17	20.2	13	9.0
Very Low Priority	0	0.0	3	2.1
Not a Priority at All	1	1.2	0	0.0
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	33	48.5	81	51.9
Somewhat High Priority	28	41.2	57	36.5
Somewhat Low Priority	7	10.3	13	8.3
Not a Priority at All	0	0.0	4	2.6
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	9	36.0	50	49.0
Somewhat High Priority	12	48.0	41	40.2
Somewhat Low Priority	3	12.0	5	4.9
Very Low Priority	0	0.0	2	2.0
Not a Priority at All	1	4.0	4	3.9
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	5	38.5	63	50.0
Somewhat High Priority	7	53.8	55	43.7
Somewhat Low Priority	1	7.7	5	4.0
Very Low Priority	0	0.0	1	0.8
Not a Priority at All	0	0.0	2	1.6
Total	13	100	126	100

18. How about managing and monitoring federal programs?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	34	15.3	195	34.0
Somewhat High Priority	151	68.0	293	51.1
Somewhat Low Priority	31	14.0	62	10.8
Very Low Priority	0	0.0	5	0.9
Not a Priority at All	6	2.7	12	2.1
Don't Know	0	0.0	4	0.7
Refused	0	0.0	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	4	12.5	17	37.8
Somewhat High Priority	24	75.0	24	53.3
Somewhat Low Priority	3	9.4	3	6.7
Not a Priority at All	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	12	14.3	46	31.9
Somewhat High Priority	60	71.4	75	52.1
Somewhat Low Priority	8	9.5	15	10.4
Very Low Priority	0	0.0	2	1.4
Not a Priority at All	4	4.8	3	2.1
Don't Know	0	0.0	1	0.7
Refused	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	12	17.6	55	35.3
Somewhat High Priority	46	67.6	77	49.4
Somewhat Low Priority	9	13.2	18	11.5
Very Low Priority	0	0.0	1	0.6
Not a Priority at All	1	1.5	3	1.9
Don't Know	0	0.0	2	1.3
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	5	20.0	34	33.3
Somewhat High Priority	11	44.0	52	51.0
Somewhat Low Priority	9	36.0	13	12.7
Very Low Priority	0	0.0	1	1.0
Not a Priority at All	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	1	7.7	43	34.1
Somewhat High Priority	10	76.9	65	51.6
Somewhat Low Priority	2	15.4	13	10.3
Very Low Priority	0	0.0	1	0.8
Not a Priority at All	0	0.0	3	2.4
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

19. How about assisting local schools and districts with financial management?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	64	28.8	152	26.5
Somewhat High Priority	93	41.9	239	41.7
Somewhat Low Priority	50	22.5	119	20.8
Very Low Priority	5	2.3	28	4.9
Not a Priority at All	9	4.1	24	4.2
Don't Know	1	0.5	10	1.7
Refused	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Very High Priority	10	31.3	15	33.3
Somewhat High Priority	10	31.3	17	37.8
Somewhat Low Priority	10	31.3	12	26.7
Not a Priority at All	1	3.1	1	2.2
Don't Know	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	22	26.2	42	29.2
Somewhat High Priority	40	47.6	58	40.3
Somewhat Low Priority	16	19.0	28	19.4
Very Low Priority	2	2.4	9	6.3
Not a Priority at All	4	4.8	2	1.4
Don't Know	0	0.0	4	2.8
Refused	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	22	32.4	40	25.6
Somewhat High Priority	30	44.1	69	44.2
Somewhat Low Priority	13	19.1	30	19.2
Very Low Priority	0	0.0	8	5.1
Not a Priority at All	3	4.4	6	3.8
Don't Know	0	0.0	3	1.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	6	24.0	22	21.6
Somewhat High Priority	9	36.0	45	44.1
Somewhat Low Priority	7	28.0	24	23.5
Very Low Priority	2	8.0	4	3.9
Not a Priority at All	1	4.0	7	6.9
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	4	30.8	33	26.2
Somewhat High Priority	4	30.8	50	39.7
Somewhat Low Priority	4	30.8	25	19.8
Very Low Priority	1	7.7	7	5.6
Not a Priority at All	0	0.0	8	6.3
Don't Know	0	0.0	3	2.4
Total	13	100	126	100

20. How about representing public education interests in the state legislature?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	129	58.1	423	73.8
Somewhat High Priority	61	27.5	104	18.2
Somewhat Low Priority	22	9.9	31	5.4
Very Low Priority	6	2.7	7	1.2
Not a Priority at All	4	1.8	4	0.7
Don't Know	0	0.0	4	0.7
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	15	46.9	32	71.1
Somewhat High Priority	11	34.4	8	17.8
Somewhat Low Priority	4	12.5	4	8.9
Very Low Priority	2	6.3	0	0.0
Not a Priority at All	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	44	52.4	99	68.8
Somewhat High Priority	26	31.0	32	22.2
Somewhat Low Priority	11	13.1	8	5.6
Very Low Priority	2	2.4	2	1.4
Not a Priority at All	1	1.2	2	1.4
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	44	64.7	102	65.4
Somewhat High Priority	16	23.5	37	23.7
Somewhat Low Priority	5	7.4	13	8.3
Very Low Priority	1	1.5	3	1.9
Not a Priority at All	2	2.9	0	0.0
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	16	64.0	81	79.4
Somewhat High Priority	5	20.0	15	14.7
Somewhat Low Priority	2	8.0	2	2.0
Very Low Priority	1	4.0	2	2.0
Not a Priority at All	1	4.0	1	1.0
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	10	76.9	109	86.5
Somewhat High Priority	3	23.1	12	9.5
Somewhat Low Priority	0	0.0	4	3.2
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

21. How about providing leadership in curriculum or instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	126	56.8	364	63.5
Somewhat High Priority	83	37.4	172	30.0
Somewhat Low Priority	11	5.0	33	5.8
Very Low Priority	2	0.9	2	0.3
Not a Priority at All	0	0.0	1	0.2
Don't Know	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Very High Priority	14	43.8	31	68.9
Somewhat High Priority	17	53.1	12	26.7
Somewhat Low Priority	1	3.1	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	45	53.6	88	61.1
Somewhat High Priority	35	41.7	46	31.9
Somewhat Low Priority	3	3.6	9	6.3
Very Low Priority	1	1.2	0	0.0
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	46	67.6	96	61.5
Somewhat High Priority	17	25.0	45	28.8
Somewhat Low Priority	5	7.4	13	8.3
Very Low Priority	0	0.0	1	0.6
Not a Priority at All	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	14	56.0	64	62.7
Somewhat High Priority	9	36.0	31	30.4
Somewhat Low Priority	1	4.0	6	5.9
Very Low Priority	1	4.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	7	53.8	85	67.5
Somewhat High Priority	5	38.5	38	30.2
Somewhat Low Priority	1	7.7	3	2.4
Total	13	100	126	100

22. How about enforcing state accreditation regulations?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	92	41.4	327	57.1
Somewhat High Priority	110	49.5	202	35.3
Somewhat Low Priority	19	8.6	36	6.3
Very Low Priority	0	0.0	3	0.5
Not a Priority at All	1	0.5	4	0.7
Don't Know	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	9	28.1	29	64.4
Somewhat High Priority	17	53.1	15	33.3
Somewhat Low Priority	5	15.6	1	2.2
Not a Priority at All	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	30	35.7	74	51.4
Somewhat High Priority	49	58.3	61	42.4
Somewhat Low Priority	5	6.0	7	4.9
Very Low Priority	0	0.0	1	0.7
Not a Priority at All	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	36	52.9	89	57.1
Somewhat High Priority	28	41.2	57	36.5
Somewhat Low Priority	4	5.9	7	4.5
Very Low Priority	0	0.0	1	0.6
Not a Priority at All	0	0.0	1	0.6
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	9	36.0	59	57.8
Somewhat High Priority	12	48.0	31	30.4
Somewhat Low Priority	4	16.0	10	9.8
Very Low Priority	0	0.0	1	1.0
Not a Priority at All	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	8	61.5	76	60.3
Somewhat High Priority	4	30.8	38	30.2
Somewhat Low Priority	1	7.7	11	8.7
Not a Priority at All	0	0.0	1	0.8
Total	13	100	126	100

23. How about helping develop local district capacity for planning school improvement activities?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very High Priority	57	25.7	176	30.7
Somewhat High Priority	112	50.5	273	47.6
Somewhat Low Priority	38	17.1	98	17.1
Very Low Priority	9	4.1	15	2.6
Not a Priority at All	6	2.7	9	1.6
Don't Know	0	0.0	2	0.3
Total	222	100	573	100
District Size: 500 or Fewer				
Very High Priority	6	18.8	15	33.3
Somewhat High Priority	18	56.3	19	42.2
Somewhat Low Priority	6	18.8	9	20.0
Very Low Priority	1	3.1	1	2.2
Not a Priority at All	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	17	20.2	42	29.2
Somewhat High Priority	47	56.0	66	45.8
Somewhat Low Priority	13	15.5	32	22.2
Very Low Priority	3	3.6	3	2.1
Not a Priority at All	4	4.8	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	23	33.8	42	26.9
Somewhat High Priority	33	48.5	84	53.8
Somewhat Low Priority	11	16.2	22	14.1
Very Low Priority	1	1.5	4	2.6
Not a Priority at All	0	0.0	3	1.9
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	8	32.0	30	29.4
Somewhat High Priority	8	32.0	49	48.0
Somewhat Low Priority	5	20.0	17	16.7
Very Low Priority	3	12.0	3	2.9
Not a Priority at All	1	4.0	2	2.0
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	3	23.1	47	37.3
Somewhat High Priority	6	46.2	55	43.7
Somewhat Low Priority	3	23.1	18	14.3
Very Low Priority	1	7.7	4	3.2
Not a Priority at All	0	0.0	2	1.6
Total	13	100	126	100

24. How about assessing progress of students toward statewide goals?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	67	30.2	207	36.1
Somewhat High Priority	123	55.4	282	49.2
Somewhat Low Priority	28	12.6	68	11.9
Very Low Priority	1	0.5	8	1.4
Not a Priority at All	2	0.9	4	0.7
Don't Know	1	0.5	3	0.5
Refused	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Very High Priority	11	34.4	19	42.2
Somewhat High Priority	20	62.5	20	44.4
Somewhat Low Priority	1	3.1	6	13.3
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	25	29.8	41	28.5
Somewhat High Priority	46	54.8	73	50.7
Somewhat Low Priority	12	14.3	21	14.6
Very Low Priority	1	1.2	3	2.1
Not a Priority at All	0	0.0	3	2.1
Don't Know	0	0.0	2	1.4
Refused	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	17	25.0	59	37.8
Somewhat High Priority	40	58.8	80	51.3
Somewhat Low Priority	9	13.2	15	9.6
Very Low Priority	0	0.0	1	0.6
Not a Priority at All	1	1.5	1	0.6
Don't Know	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	9	36.0	42	41.2
Somewhat High Priority	11	44.0	46	45.1
Somewhat Low Priority	4	16.0	11	10.8
Very Low Priority	0	0.0	2	2.0
Not a Priority at All	1	4.0	0	0.0
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	5	38.5	46	36.5
Somewhat High Priority	6	46.2	63	50.0
Somewhat Low Priority	2	15.4	15	11.9
Very Low Priority	0	0.0	2	1.6
Total	13	100	126	100

25. How about approving courses offered by local districts?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	39	17.6	147	25.7
Somewhat High Priority	91	41.0	266	46.4
Somewhat Low Priority	54	24.3	113	19.7
Very Low Priority	16	7.2	17	3.0
Not a Priority at All	21	9.5	24	4.2
Don't Know	1	0.5	6	1.0
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	5	15.6	11	24.4
Somewhat High Priority	15	46.9	15	33.3
Somewhat Low Priority	9	28.1	17	37.8
Very Low Priority	2	6.3	2	4.4
Not a Priority at All	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	19	22.6	39	27.1
Somewhat High Priority	31	36.9	65	45.1
Somewhat Low Priority	17	20.2	30	20.8
Very Low Priority	5	6.0	4	2.8
Not a Priority at All	11	13.1	5	3.5
Don't Know	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	11	16.2	39	25.0
Somewhat High Priority	31	45.6	71	45.5
Somewhat Low Priority	17	25.0	28	17.9
Very Low Priority	5	7.4	6	3.8
Not a Priority at All	4	5.9	10	6.4
Don't Know	0	0.0	2	1.3
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	4	16.0	29	28.4
Somewhat High Priority	8	32.0	50	49.0
Somewhat Low Priority	6	24.0	16	15.7
Very Low Priority	4	16.0	2	2.0
Not a Priority at All	3	12.0	3	2.9
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	0	0.0	29	23.0
Somewhat High Priority	6	46.2	65	51.6
Somewhat Low Priority	5	38.5	22	17.5
Very Low Priority	0	0.0	3	2.4
Not a Priority at All	2	15.4	6	4.8
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

26. How about approving professional development activities provided by co-ops or local districts?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very High Priority	39	17.6	142	24.8
Somewhat High Priority	78	35.1	255	44.5
Somewhat Low Priority	65	29.3	122	21.3
Very Low Priority	23	10.4	25	4.4
Not a Priority at All	17	7.7	28	4.9
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	5	15.6	8	17.8
Somewhat High Priority	14	43.8	20	44.4
Somewhat Low Priority	9	28.1	13	28.9
Very Low Priority	3	9.4	2	4.4
Not a Priority at All	1	3.1	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	17	20.2	35	24.3
Somewhat High Priority	23	27.4	63	43.8
Somewhat Low Priority	26	31.0	33	22.9
Very Low Priority	9	10.7	6	4.2
Not a Priority at All	9	10.7	7	4.9
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	15	22.1	38	24.4
Somewhat High Priority	27	39.7	70	44.9
Somewhat Low Priority	16	23.5	30	19.2
Very Low Priority	6	8.8	9	5.8
Not a Priority at All	4	5.9	8	5.1
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	1	4.0	34	33.3
Somewhat High Priority	10	40.0	44	43.1
Somewhat Low Priority	8	32.0	17	16.7
Very Low Priority	3	12.0	4	3.9
Not a Priority at All	3	12.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	1	7.7	27	21.4
Somewhat High Priority	4	30.8	58	46.0
Somewhat Low Priority	6	46.2	29	23.0
Very Low Priority	2	15.4	4	3.2
Not a Priority at All	0	0.0	8	6.3
Total	13	100	126	100

27. How about adopting textbooks?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very High Priority	23	10.4	83	14.5
Somewhat High Priority	78	35.1	207	36.1
Somewhat Low Priority	72	32.4	196	34.2
Very Low Priority	27	12.2	35	6.1
Not a Priority at All	22	9.9	47	8.2
Don't Know	0	0.0	4	0.7
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very High Priority	5	15.6	7	15.6
Somewhat High Priority	7	21.9	17	37.8
Somewhat Low Priority	13	40.6	12	26.7
Very Low Priority	5	15.6	5	11.1
Not a Priority at All	2	6.3	3	6.7
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very High Priority	9	10.7	27	18.8
Somewhat High Priority	32	38.1	54	37.5
Somewhat Low Priority	22	26.2	45	31.3
Very Low Priority	10	11.9	6	4.2
Not a Priority at All	11	13.1	11	7.6
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very High Priority	8	11.8	19	12.2
Somewhat High Priority	29	42.6	55	35.3
Somewhat Low Priority	17	25.0	57	36.5
Very Low Priority	8	11.8	13	8.3
Not a Priority at All	6	8.8	10	6.4
Don't Know	0	0.0	1	0.6
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very High Priority	1	4.0	17	16.7
Somewhat High Priority	7	28.0	34	33.3
Somewhat Low Priority	13	52.0	35	34.3
Very Low Priority	2	8.0	6	5.9
Not a Priority at All	2	8.0	10	9.8
Total	25	100	102	100
District Size: More than 5,000				
Very High Priority	0	0.0	13	10.3
Somewhat High Priority	3	23.1	47	37.3
Somewhat Low Priority	7	53.8	47	37.3
Very Low Priority	2	15.4	5	4.0
Not a Priority at All	1	7.7	13	10.3
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

28. Please rate each expertise category as either excellent, good, average, or poor. How about staff expertise in textbook and instructional materials selection?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	6	2.7	30	5.2
Good	74	33.3	224	39.1
Average	110	49.5	243	42.4
Poor	20	9.0	47	8.2
Don't Know	12	5.4	29	5.1
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	0	0.0	1	2.2
Good	14	43.8	17	37.8
Average	14	43.8	20	44.4
Poor	4	12.5	2	4.4
Don't Know	0	0.0	5	11.1
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	4	4.8	10	6.9
Good	30	35.7	58	40.3
Average	38	45.2	55	38.2
Poor	6	7.1	18	12.5
Don't Know	6	7.1	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	2	2.9	7	4.5
Good	21	30.9	61	39.1
Average	36	52.9	67	42.9
Poor	6	8.8	15	9.6
Don't Know	3	4.4	6	3.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	4	3.9
Good	6	24.0	38	37.3
Average	14	56.0	49	48.0
Poor	3	12.0	8	7.8
Don't Know	2	8.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	8	6.3
Good	3	23.1	50	39.7
Average	8	61.5	52	41.3
Poor	1	7.7	4	3.2
Don't Know	1	7.7	12	9.5
Total	13	100	126	100

29. How about staff expertise in improving instruction through professional development for teachers and administrators?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	9	4.1	65	11.3
Good	70	31.5	228	39.8
Average	105	47.3	214	37.3
Poor	37	16.7	58	10.1
Don't Know	1	0.5	8	1.4
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	5	15.6	9	20.0
Good	9	28.1	20	44.4
Average	10	31.3	13	28.9
Poor	8	25.0	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	3	3.6	14	9.7
Good	34	40.5	57	39.6
Average	37	44.0	51	35.4
Poor	10	11.9	22	15.3
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	14	9.0
Good	23	33.8	63	40.4
Average	33	48.5	63	40.4
Poor	10	14.7	14	9.0
Don't Know	1	1.5	2	1.3
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	12	11.8
Good	2	8.0	34	33.3
Average	17	68.0	44	43.1
Poor	6	24.0	12	11.8
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	16	12.7
Good	2	15.4	54	42.9
Average	8	61.5	43	34.1
Poor	3	23.1	7	5.6
Don't Know	0	0.0	6	4.8
Total	13	100	126	100

30. How about staff expertise in student assessment?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	17	7.7	62	10.8
Good	90	40.5	229	40.0
Average	84	37.8	211	36.8
Poor	30	13.5	61	10.6
Don't Know	1	0.5	10	1.7
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	6	18.8	9	20.0
Good	12	37.5	20	44.4
Average	10	31.3	14	31.1
Poor	4	12.5	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	6	7.1	15	10.4
Good	38	45.2	59	41.0
Average	29	34.5	58	40.3
Poor	11	13.1	12	8.3
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	3	4.4	10	6.4
Good	30	44.1	64	41.0
Average	26	38.2	59	37.8
Poor	8	11.8	20	12.8
Don't Know	1	1.5	3	1.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	2	8.0	12	11.8
Good	7	28.0	37	36.3
Average	11	44.0	37	36.3
Poor	5	20.0	14	13.7
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	16	12.7
Good	3	23.1	49	38.9
Average	8	61.5	43	34.1
Poor	2	15.4	13	10.3
Don't Know	0	0.0	5	4.0
Total	13	100	126	100

31. How about staff expertise in distance learning and education technology?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	13	5.9	45	7.9
Good	82	36.9	190	33.2
Average	90	40.5	220	38.4
Poor	31	14.0	47	8.2
Don't Know	6	2.7	70	12.2
Refused	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	2	6.3	2	4.4
Good	15	46.9	22	48.9
Average	9	28.1	17	37.8
Poor	6	18.8	2	4.4
Don't Know	0	0.0	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	5	6.0	17	11.8
Good	36	42.9	49	34.0
Average	32	38.1	54	37.5
Poor	8	9.5	11	7.6
Don't Know	3	3.6	13	9.0
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	5	7.4	11	7.1
Good	27	39.7	42	26.9
Average	27	39.7	63	40.4
Poor	6	8.8	17	10.9
Don't Know	3	4.4	23	14.7
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	5	4.9
Good	2	8.0	27	26.5
Average	14	56.0	47	46.1
Poor	8	32.0	8	7.8
Don't Know	0	0.0	15	14.7
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	10	7.9
Good	2	15.4	50	39.7
Average	8	61.5	39	31.0
Poor	3	23.1	9	7.1
Don't Know	0	0.0	17	13.5
Refused	0	0.0	1	0.8
Total	13	100	126	100

32. How about staff expertise in recruiting and selecting beginning teachers?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	1	0.5	18	3.1
Good	23	10.4	114	19.9
Average	81	36.5	240	41.9
Poor	101	45.5	152	26.5
Don't Know	15	6.8	46	8.0
Refused	1	0.5	3	0.5
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Good	8	25.0	18	40.0
Average	13	40.6	12	26.7
Poor	10	31.3	14	31.1
Don't Know	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	0	0.0	6	4.2
Good	11	13.1	29	20.1
Average	28	33.3	59	41.0
Poor	36	42.9	40	27.8
Don't Know	8	9.5	9	6.3
Refused	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	3	1.9
Good	4	5.9	31	19.9
Average	28	41.2	65	41.7
Poor	31	45.6	50	32.1
Don't Know	4	5.9	7	4.5
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	2	2.0
Good	0	0.0	18	17.6
Average	10	40.0	44	43.1
Poor	14	56.0	24	23.5
Don't Know	1	4.0	12	11.8
Refused	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	7	5.6
Good	0	0.0	18	14.3
Average	2	15.4	60	47.6
Poor	10	76.9	24	19.0
Don't Know	1	7.7	17	13.5
Total	13	100	126	100

33. How about staff expertise in issues related to teacher certification?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	11	5.0	50	8.7
Good	61	27.5	207	36.1
Average	56	25.2	185	32.3
Poor	93	41.9	123	21.5
Don't Know	1	0.5	7	1.2
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	3	9.4	5	11.1
Good	14	43.8	17	37.8
Average	5	15.6	14	31.1
Poor	10	31.3	9	20.0
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	4	4.8	17	11.8
Good	24	28.6	51	35.4
Average	16	19.0	45	31.3
Poor	40	47.6	30	20.8
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	4	5.9	7	4.5
Good	16	23.5	58	37.2
Average	21	30.9	49	31.4
Poor	26	38.2	41	26.3
Don't Know	1	1.5	0	0.0
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	7	6.9
Good	5	20.0	37	36.3
Average	7	28.0	36	35.3
Poor	13	52.0	19	18.6
Don't Know	0	0.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	14	11.1
Good	2	15.4	44	34.9
Average	7	53.8	41	32.5
Poor	4	30.8	24	19.0
Don't Know	0	0.0	3	2.4
Total	13	100	126	100

34. How about staff expertise in issues related to student transportation?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	19	8.6	22	3.8
Good	99	44.6	169	29.5
Average	81	36.5	238	41.5
Poor	18	8.1	33	5.8
Don't Know	5	2.3	110	19.2
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	5	15.6	1	2.2
Good	11	34.4	19	42.2
Average	10	31.3	17	37.8
Poor	6	18.8	5	11.1
Don't Know	0	0.0	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	8	9.5	11	7.6
Good	40	47.6	55	38.2
Average	29	34.5	55	38.2
Poor	4	4.8	8	5.6
Don't Know	3	3.6	15	10.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	5	7.4	4	2.6
Good	36	52.9	47	30.1
Average	22	32.4	64	41.0
Poor	5	7.4	8	5.1
Don't Know	0	0.0	33	21.2
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	4	3.9
Good	10	40.0	26	25.5
Average	11	44.0	44	43.1
Poor	2	8.0	5	4.9
Don't Know	1	4.0	23	22.5
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	2	1.6
Good	2	15.4	22	17.5
Average	9	69.2	58	46.0
Poor	1	7.7	7	5.6
Don't Know	1	7.7	36	28.6
Refused	0	0.0	1	0.8
Total	13	100	126	100

35. How about staff expertise in issues related to funding and administration of federal and state categorical programs such as Title 1?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	25	11.3	81	14.1
Good	86	38.7	268	46.8
Average	88	39.6	169	29.5
Poor	23	10.4	33	5.8
Don't Know	0	0.0	22	3.8
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	6	18.8	7	15.6
Good	7	21.9	28	62.2
Average	14	43.8	9	20.0
Poor	5	15.6	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	8	9.5	25	17.4
Good	39	46.4	58	40.3
Average	32	38.1	48	33.3
Poor	5	6.0	8	5.6
Don't Know	0	0.0	5	3.5
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	10	14.7	22	14.1
Good	25	36.8	68	43.6
Average	25	36.8	46	29.5
Poor	8	11.8	12	7.7
Don't Know	0	0.0	8	5.1
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	11	10.8
Good	11	44.0	52	51.0
Average	10	40.0	30	29.4
Poor	3	12.0	4	3.9
Don't Know	0	0.0	5	4.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	16	12.7
Good	4	30.8	62	49.2
Average	7	53.8	36	28.6
Poor	2	15.4	8	6.3
Don't Know	0	0.0	4	3.2
Total	13	100	126	100

36. How about staff expertise in apportionment of revenues to local school districts?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	26	11.7	41	7.2
Good	90	40.5	238	41.5
Average	82	36.9	194	33.9
Poor	22	9.9	43	7.5
Don't Know	2	0.9	55	9.6
Refused	0	0.0	2	0.3
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	4	12.5	4	8.9
Good	9	28.1	19	42.2
Average	15	46.9	15	33.3
Poor	4	12.5	4	8.9
Don't Know	0	0.0	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	11	13.1	11	7.6
Good	33	39.3	57	39.6
Average	31	36.9	48	33.3
Poor	7	8.3	14	9.7
Don't Know	2	2.4	13	9.0
Refused	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	9	13.2	12	7.7
Good	29	42.6	57	36.5
Average	21	30.9	53	34.0
Poor	9	13.2	15	9.6
Don't Know	0	0.0	18	11.5
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	2	8.0	8	7.8
Good	13	52.0	46	45.1
Average	9	36.0	34	33.3
Poor	1	4.0	6	5.9
Don't Know	0	0.0	8	7.8
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	6	4.8
Good	6	46.2	59	46.8
Average	6	46.2	44	34.9
Poor	1	7.7	4	3.2
Don't Know	0	0.0	13	10.3
Total	13	100	126	100

37. How about staff expertise in curriculum framework and standards development?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	12	5.4	107	18.7
Good	105	47.3	255	44.5
Average	86	38.7	161	28.1
Poor	18	8.1	48	8.4
Don't Know	1	0.5	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	2	6.3	9	20.0
Good	15	46.9	24	53.3
Average	14	43.8	10	22.2
Poor	1	3.1	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	6	7.1	26	18.1
Good	39	46.4	58	40.3
Average	30	35.7	46	31.9
Poor	9	10.7	14	9.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	3	4.4	19	12.2
Good	33	48.5	67	42.9
Average	27	39.7	53	34.0
Poor	4	5.9	16	10.3
Don't Know	1	1.5	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	17	16.7
Good	13	52.0	48	47.1
Average	8	32.0	31	30.4
Poor	4	16.0	6	5.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	1	7.7	36	28.6
Good	5	38.5	58	46.0
Average	7	53.8	21	16.7
Poor	0	0.0	10	7.9
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

38. How about staff expertise in planning for school improvement?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	4	1.8	62	10.8
Good	67	30.2	223	38.9
Average	119	53.6	205	35.8
Poor	28	12.6	75	13.1
Don't Know	4	1.8	8	1.4
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	7	15.6
Good	11	34.4	19	42.2
Average	16	50.0	17	37.8
Poor	4	12.5	1	2.2
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	2	2.4	22	15.3
Good	27	32.1	43	29.9
Average	45	53.6	57	39.6
Poor	9	10.7	21	14.6
Don't Know	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	12	7.7
Good	23	33.8	61	39.1
Average	34	50.0	61	39.1
Poor	9	13.2	21	13.5
Don't Know	1	1.5	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	5	4.9
Good	4	16.0	45	44.1
Average	15	60.0	30	29.4
Poor	6	24.0	19	18.6
Don't Know	0	0.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	16	12.7
Good	2	15.4	55	43.7
Average	9	69.2	40	31.7
Poor	0	0.0	13	10.3
Don't Know	2	15.4	2	1.6
Total	13	100	126	100

39. How about staff expertise in issues related to desegregation and equity?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	14	6.3	41	7.2
Good	76	34.2	222	38.7
Average	78	35.1	203	35.4
Poor	30	13.5	44	7.7
Don't Know	23	10.4	63	11.0
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	2	6.3	4	8.9
Good	14	43.8	22	48.9
Average	10	31.3	12	26.7
Poor	3	9.4	4	8.9
Don't Know	3	9.4	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	4	4.8	16	11.1
Good	27	32.1	52	36.1
Average	35	41.7	55	38.2
Poor	7	8.3	8	5.6
Don't Know	10	11.9	13	9.0
Refused	1	1.2	0	0.0
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	6	8.8	6	3.8
Good	27	39.7	59	37.8
Average	19	27.9	50	32.1
Poor	9	13.2	13	8.3
Don't Know	7	10.3	28	17.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	8	7.8
Good	7	28.0	40	39.2
Average	9	36.0	39	38.2
Poor	6	24.0	10	9.8
Don't Know	2	8.0	5	4.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	1	7.7	7	5.6
Good	1	7.7	49	38.9
Average	5	38.5	47	37.3
Poor	5	38.5	9	7.1
Don't Know	1	7.7	14	11.1
Total	13	100	126	100

40. How about staff expertise in conducting accreditation visits?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	12	5.4	66	11.5
Good	97	43.7	265	46.2
Average	84	37.8	177	30.9
Poor	27	12.2	52	9.1
Don't Know	2	0.9	13	2.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	2	6.3	5	11.1
Good	15	46.9	22	48.9
Average	13	40.6	16	35.6
Poor	2	6.3	1	2.2
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	6	7.1	27	18.8
Good	37	44.0	66	45.8
Average	32	38.1	35	24.3
Poor	8	9.5	13	9.0
Don't Know	1	1.2	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	3	4.4	17	10.9
Good	30	44.1	68	43.6
Average	29	42.6	51	32.7
Poor	6	8.8	16	10.3
Don't Know	0	0.0	4	2.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	6	5.9
Good	9	36.0	48	47.1
Average	7	28.0	36	35.3
Poor	8	32.0	11	10.8
Don't Know	1	4.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	1	7.7	11	8.7
Good	6	46.2	61	48.4
Average	3	23.1	39	31.0
Poor	3	23.1	11	8.7
Don't Know	0	0.0	4	3.2
Total	13	100	126	100

41. How about staff expertise in special education?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	22	9.9	69	12.0
Good	101	45.5	268	46.8
Average	73	32.9	177	30.9
Poor	25	11.3	43	7.5
Don't Know	1	0.5	16	2.8
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	4	12.5	4	8.9
Good	15	46.9	30	66.7
Average	10	31.3	9	20.0
Poor	3	9.4	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	6	7.1	24	16.7
Good	40	47.6	59	41.0
Average	30	35.7	50	34.7
Poor	8	9.5	7	4.9
Don't Know	0	0.0	4	2.8
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	9	13.2	17	10.9
Good	29	42.6	82	52.6
Average	20	29.4	39	25.0
Poor	9	13.2	15	9.6
Don't Know	1	1.5	3	1.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	3	12.0	11	10.8
Good	9	36.0	43	42.2
Average	9	36.0	37	36.3
Poor	4	16.0	9	8.8
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	13	10.3
Good	8	61.5	54	42.9
Average	4	30.8	42	33.3
Poor	1	7.7	10	7.9
Don't Know	0	0.0	7	5.6
Total	13	100	126	100

42. How about staff expertise in issues related to programs for students with limited English proficiency?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	5	2.3	30	5.2
Good	78	35.1	189	33.0
Average	90	40.5	229	40.0
Poor	22	9.9	56	9.8
Don't Know	26	11.7	68	11.9
Refused	1	0.5	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	0	0.0	3	6.7
Good	14	43.8	19	42.2
Average	13	40.6	12	26.7
Poor	0	0.0	2	4.4
Don't Know	5	15.6	9	20.0
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	1	1.2	12	8.3
Good	30	35.7	49	34.0
Average	33	39.3	52	36.1
Poor	6	7.1	6	4.2
Don't Know	13	15.5	24	16.7
Refused	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	3	4.4	7	4.5
Good	26	38.2	51	32.7
Average	28	41.2	65	41.7
Poor	7	10.3	16	10.3
Don't Know	4	5.9	17	10.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	2	2.0
Good	6	24.0	39	38.2
Average	10	40.0	48	47.1
Poor	4	16.0	7	6.9
Don't Know	4	16.0	6	5.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	6	4.8
Good	2	15.4	31	24.6
Average	6	46.2	52	41.3
Poor	5	38.5	25	19.8
Don't Know	0	0.0	12	9.5
Total	13	100	126	100

43. Please rate the Department of Education's current capacity to provide statewide leadership for each of the following categories.

How about mathematics instruction?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	9	4.1	48	8.4
Good	88	39.6	287	50.1
Average	91	41.0	167	29.1
Poor	30	13.5	58	10.1
Don't Know	4	1.8	13	2.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	5	11.1
Good	15	46.9	25	55.6
Average	14	43.8	11	24.4
Poor	2	6.3	4	8.9
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	5	6.0	19	13.2
Good	41	48.8	67	46.5
Average	28	33.3	39	27.1
Poor	9	10.7	18	12.5
Don't Know	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	3	4.4	8	5.1
Good	24	35.3	84	53.8
Average	29	42.6	45	28.8
Poor	10	14.7	16	10.3
Don't Know	2	2.9	3	1.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	6	5.9
Good	8	32.0	52	51.0
Average	11	44.0	29	28.4
Poor	6	24.0	12	11.8
Don't Know	0	0.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	10	7.9
Good	0	0.0	59	46.8
Average	9	69.2	43	34.1
Poor	3	23.1	8	6.3
Don't Know	1	7.7	6	4.8
Total	13	100	126	100

44. How about reading or language arts instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	21	9.5	122	21.3
Good	114	51.4	291	50.8
Average	71	32.0	124	21.6
Poor	13	5.9	28	4.9
Don't Know	3	1.4	8	1.4
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	7	21.9	15	33.3
Good	13	40.6	18	40.0
Average	11	34.4	12	26.7
Poor	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	7	8.3	32	22.2
Good	51	60.7	76	52.8
Average	21	25.0	24	16.7
Poor	4	4.8	11	7.6
Don't Know	1	1.2	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	6	8.8	25	16.0
Good	38	55.9	83	53.2
Average	19	27.9	38	24.4
Poor	4	5.9	9	5.8
Don't Know	1	1.5	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	21	20.6
Good	10	40.0	50	49.0
Average	12	48.0	24	23.5
Poor	3	12.0	5	4.9
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	1	7.7	29	23.0
Good	2	15.4	64	50.8
Average	8	61.5	26	20.6
Poor	1	7.7	3	2.4
Don't Know	1	7.7	4	3.2
Total	13	100	126	100

45. How about history or social studies instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	4	1.8	16	2.8
Good	71	32.0	209	36.5
Average	104	46.8	247	43.1
Poor	34	15.3	66	11.5
Don't Know	9	4.1	34	5.9
Refused	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Excellent	0	0.0	1	2.2
Good	13	40.6	20	44.4
Average	17	53.1	21	46.7
Poor	1	3.1	2	4.4
Don't Know	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	2	2.4	5	3.5
Good	34	40.5	53	36.8
Average	33	39.3	57	39.6
Poor	11	13.1	25	17.4
Don't Know	4	4.8	4	2.8
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	1	0.6
Good	22	32.4	55	35.3
Average	32	47.1	72	46.2
Poor	10	14.7	20	12.8
Don't Know	3	4.4	8	5.1
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	4	3.9
Good	2	8.0	34	33.3
Average	13	52.0	47	46.1
Poor	9	36.0	10	9.8
Don't Know	0	0.0	6	5.9
Refused	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	5	4.0
Good	0	0.0	47	37.3
Average	9	69.2	50	39.7
Poor	3	23.1	9	7.1
Don't Know	1	7.7	15	11.9
Total	13	100	126	100

46. How about science instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	4	1.8	32	5.6
Good	78	35.1	218	38.0
Average	100	45.0	238	41.5
Poor	35	15.8	58	10.1
Don't Know	5	2.3	27	4.7
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	0	0.0	2	4.4
Good	11	34.4	21	46.7
Average	19	59.4	17	37.8
Poor	1	3.1	4	8.9
Don't Know	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	2	2.4	11	7.6
Good	37	44.0	57	39.6
Average	30	35.7	60	41.7
Poor	13	15.5	16	11.1
Don't Know	2	2.4	0	0.0
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	7	4.5
Good	26	38.2	61	39.1
Average	31	45.6	63	40.4
Poor	9	13.2	18	11.5
Don't Know	1	1.5	7	4.5
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	5	4.9
Good	4	16.0	38	37.3
Average	13	52.0	43	42.2
Poor	7	28.0	10	9.8
Don't Know	0	0.0	6	5.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	7	5.6
Good	0	0.0	41	32.5
Average	7	53.8	55	43.7
Poor	5	38.5	10	7.9
Don't Know	1	7.7	13	10.3
Total	13	100	126	100

47. How about physical education?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Excellent	3	1.4	9	1.6
Good	46	20.7	171	29.8
Average	109	49.1	261	45.5
Poor	56	25.2	106	18.5
Don't Know	8	3.6	26	4.5
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Good	7	21.9	17	37.8
Average	20	62.5	21	46.7
Poor	4	12.5	6	13.3
Don't Know	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	2	2.4	5	3.5
Good	21	25.0	40	27.8
Average	37	44.0	66	45.8
Poor	20	23.8	30	20.8
Don't Know	4	4.8	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	1	1.5	1	0.6
Good	15	22.1	47	30.1
Average	31	45.6	74	47.4
Poor	19	27.9	28	17.9
Don't Know	2	2.9	6	3.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Good	2	8.0	36	35.3
Average	12	48.0	43	42.2
Poor	11	44.0	17	16.7
Don't Know	0	0.0	6	5.9
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	3	2.4
Good	1	7.7	31	24.6
Average	9	69.2	57	45.2
Poor	2	15.4	25	19.8
Don't Know	1	7.7	10	7.9
Total	13	100	126	100

48. How about visual and performing arts instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	4	1.8	15	2.6
Good	40	18.0	151	26.4
Average	107	48.2	247	43.1
Poor	62	27.9	117	20.4
Don't Know	9	4.1	43	7.5
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	0	0.0	1	2.2
Good	7	21.9	15	33.3
Average	16	50.0	17	37.8
Poor	8	25.0	9	20.0
Don't Know	1	3.1	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	4	4.8	6	4.2
Good	18	21.4	45	31.3
Average	37	44.0	53	36.8
Poor	21	25.0	32	22.2
Don't Know	4	4.8	8	5.6
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	0	0.0	3	1.9
Good	13	19.1	38	24.4
Average	36	52.9	71	45.5
Poor	16	23.5	33	21.2
Don't Know	3	4.4	11	7.1
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	0	0.0	2	2.0
Good	1	4.0	30	29.4
Average	13	52.0	44	43.1
Poor	11	44.0	18	17.6
Don't Know	0	0.0	8	7.8
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	3	2.4
Good	1	7.7	23	18.3
Average	5	38.5	62	49.2
Poor	6	46.2	25	19.8
Don't Know	1	7.7	13	10.3
Total	13	100	126	100

49. How about student assessment?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Excellent	9	4.1	59	10.3
Good	95	42.8	260	45.4
Average	91	41.0	187	32.6
Poor	25	11.3	63	11.0
Don't Know	2	0.9	4	0.7
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Excellent	1	3.1	9	20.0
Good	18	56.3	22	48.9
Average	10	31.3	11	24.4
Poor	3	9.4	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Excellent	4	4.8	15	10.4
Good	40	47.6	63	43.8
Average	34	40.5	57	39.6
Poor	6	7.1	9	6.3
Total	84	100	144	100
District Size: 1,001 to 2,500				
Excellent	3	4.4	7	4.5
Good	28	41.2	72	46.2
Average	27	39.7	57	36.5
Poor	9	13.2	19	12.2
Don't Know	1	1.5	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Excellent	1	4.0	9	8.8
Good	7	28.0	48	47.1
Average	12	48.0	31	30.4
Poor	5	20.0	13	12.7
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Excellent	0	0.0	19	15.1
Good	2	15.4	55	43.7
Average	8	61.5	31	24.6
Poor	2	15.4	19	15.1
Don't Know	1	7.7	2	1.6
Total	13	100	126	100

50. How would you rate the regional Education Service Cooperatives' usefulness in assisting local school districts improve student achievement?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Useful	145	65.3	303	52.9
Somewhat Useful	63	28.4	216	37.7
Not Very Useful	8	3.6	32	5.6
Not Useful at All	5	2.3	9	1.6
Don't Know	1	0.5	13	2.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Useful	20	62.5	25	55.6
Somewhat Useful	8	25.0	17	37.8
Not Very Useful	2	6.3	3	6.7
Not Useful at All	2	6.3	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Very Useful	63	75.0	91	63.2
Somewhat Useful	18	21.4	47	32.6
Not Very Useful	3	3.6	4	2.8
Not Useful at All	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Useful	52	76.5	81	51.9
Somewhat Useful	15	22.1	62	39.7
Not Very Useful	1	1.5	10	6.4
Not Useful at All	0	0.0	3	1.9
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Useful	7	28.0	47	46.1
Somewhat Useful	16	64.0	47	46.1
Not Very Useful	1	4.0	6	5.9
Not Useful at All	1	4.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Very Useful	3	23.1	59	46.8
Somewhat Useful	6	46.2	43	34.1
Not Very Useful	1	7.7	9	7.1
Not Useful at All	2	15.4	2	1.6
Don't Know	1	7.7	13	10.3
Total	13	100	126	100

51. The regional Education Service Cooperatives are not part of the Department of Education. Do you find this arrangement to be ...

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Effective	129	58.1	191	33.3
Somewhat Effective	59	26.6	237	41.4
Somewhat Ineffective	23	10.4	97	16.9
Very Ineffective	7	3.2	22	3.8
Don't Know	4	1.8	25	4.4
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Effective	21	65.6	14	31.1
Somewhat Effective	5	15.6	16	35.6
Somewhat Ineffective	6	18.8	12	26.7
Very Ineffective	0	0.0	1	2.2
Don't Know	0	0.0	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very Effective	61	72.6	61	42.4
Somewhat Effective	17	20.2	58	40.3
Somewhat Ineffective	1	1.2	16	11.1
Very Ineffective	3	3.6	6	4.2
Don't Know	2	2.4	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Effective	36	52.9	60	38.5
Somewhat Effective	25	36.8	64	41.0
Somewhat Ineffective	4	5.9	26	16.7
Very Ineffective	2	2.9	4	2.6
Don't Know	1	1.5	2	1.3
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Effective	9	36.0	28	27.5
Somewhat Effective	8	32.0	42	41.2
Somewhat Ineffective	7	28.0	23	22.5
Very Ineffective	1	4.0	5	4.9
Don't Know	0	0.0	3	2.9
Refused	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very Effective	2	15.4	28	22.2
Somewhat Effective	4	30.8	57	45.2
Somewhat Ineffective	5	38.5	20	15.9
Very Ineffective	1	7.7	6	4.8
Don't Know	1	7.7	15	11.9
Total	13	100	126	100

52. Vocational Education and Workforce Preparation is not part of the Department of Education. Do you find this arrangement to be ...

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Effective	48	21.6	85	14.8
Somewhat Effective	94	42.3	212	37.0
Somewhat Ineffective	52	23.4	121	21.1
Very Ineffective	26	11.7	41	7.2
Don't Know	2	0.9	109	19.0
Refused	0	0.0	5	0.9
Total	222	100	573	100
District Size: 500 or Fewer				
Very Effective	13	40.6	9	20.0
Somewhat Effective	12	37.5	18	40.0
Somewhat Ineffective	6	18.8	12	26.7
Very Ineffective	1	3.1	4	8.9
Don't Know	0	0.0	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very Effective	19	22.6	30	20.8
Somewhat Effective	41	48.8	58	40.3
Somewhat Ineffective	17	20.2	27	18.8
Very Ineffective	6	7.1	9	6.3
Don't Know	1	1.2	18	12.5
Refused	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Effective	14	20.6	20	12.8
Somewhat Effective	30	44.1	60	38.5
Somewhat Ineffective	17	25.0	35	22.4
Very Ineffective	7	10.3	9	5.8
Don't Know	0	0.0	31	19.9
Refused	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Effective	2	8.0	14	13.7
Somewhat Effective	9	36.0	32	31.4
Somewhat Ineffective	7	28.0	23	22.5
Very Ineffective	6	24.0	9	8.8
Don't Know	1	4.0	22	21.6
Refused	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Very Effective	0	0.0	12	9.5
Somewhat Effective	2	15.4	44	34.9
Somewhat Ineffective	5	38.5	24	19.0
Very Ineffective	6	46.2	10	7.9
Don't Know	0	0.0	36	28.6
Total	13	100	126	100

53. Recently passed legislation removes the Accountability function from the Dept of Education and establishes a division that would report directly to the State Board of Education. Do you believe this arrangement will be ...

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Effective	13	5.9	57	9.9
Somewhat Effective	62	27.9	246	42.9
Somewhat Ineffective	79	35.6	158	27.6
Very Ineffective	66	29.7	75	13.1
Don't Know	2	0.9	36	6.3
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Effective	0	0.0	6	13.3
Somewhat Effective	8	25.0	19	42.2
Somewhat Ineffective	14	43.8	10	22.2
Very Ineffective	9	28.1	7	15.6
Don't Know	1	3.1	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Very Effective	8	9.5	20	13.9
Somewhat Effective	22	26.2	50	34.7
Somewhat Ineffective	26	31.0	56	38.9
Very Ineffective	28	33.3	13	9.0
Don't Know	0	0.0	4	2.8
Refused	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Effective	3	4.4	7	4.5
Somewhat Effective	25	36.8	72	46.2
Somewhat Ineffective	27	39.7	40	25.6
Very Ineffective	13	19.1	27	17.3
Don't Know	0	0.0	10	6.4
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Effective	2	8.0	5	4.9
Somewhat Effective	3	12.0	54	52.9
Somewhat Ineffective	11	44.0	22	21.6
Very Ineffective	8	32.0	13	12.7
Don't Know	1	4.0	8	7.8
Total	25	100	102	100
District Size: More than 5,000				
Very Effective	0	0.0	19	15.1
Somewhat Effective	4	30.8	51	40.5
Somewhat Ineffective	1	7.7	30	23.8
Very Ineffective	8	61.5	15	11.9
Don't Know	0	0.0	11	8.7
Total	13	100	126	100

54. Recently passed legislation removes the School Facilities function from the Dept of Education and establishes a division that would report directly to the State Board of Education. Do you believe this arrangement will be ...

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Effective	14	6.3	56	9.8
Somewhat Effective	66	29.7	282	49.2
Somewhat Ineffective	81	36.5	148	25.8
Very Ineffective	58	26.1	60	10.5
Don't Know	3	1.4	27	4.7
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Effective	1	3.1	3	6.7
Somewhat Effective	8	25.0	21	46.7
Somewhat Ineffective	12	37.5	10	22.2
Very Ineffective	11	34.4	10	22.2
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very Effective	9	10.7	18	12.5
Somewhat Effective	18	21.4	67	46.5
Somewhat Ineffective	35	41.7	41	28.5
Very Ineffective	20	23.8	15	10.4
Don't Know	2	2.4	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Effective	2	2.9	10	6.4
Somewhat Effective	30	44.1	81	51.9
Somewhat Ineffective	22	32.4	42	26.9
Very Ineffective	14	20.6	17	10.9
Don't Know	0	0.0	6	3.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Effective	2	8.0	8	7.8
Somewhat Effective	6	24.0	55	53.9
Somewhat Ineffective	9	36.0	23	22.5
Very Ineffective	7	28.0	8	7.8
Don't Know	1	4.0	8	7.8
Total	25	100	102	100
District Size: More than 5,000				
Very Effective	0	0.0	17	13.5
Somewhat Effective	4	30.8	58	46.0
Somewhat Ineffective	3	23.1	32	25.4
Very Ineffective	6	46.2	10	7.9
Don't Know	0	0.0	9	7.1
Total	13	100	126	100

55. Do you think the roles and responsibilities of each of the following have been clearly communicated to you?

How about the State Board of Education?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Yes	97	43.7	253	44.2
No	124	55.9	317	55.3
Don't Know	1	0.5	2	0.3
Refused	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Yes	13	40.6	18	40.0
No	19	59.4	26	57.8
Refused	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Yes	31	36.9	61	42.4
No	52	61.9	83	57.6
Don't Know	1	1.2	0	0.0
Total	84	100	144	100
District Size: 1,001 to 2,500				
Yes	33	48.5	63	40.4
No	35	51.5	93	59.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Yes	14	56.0	51	50.0
No	11	44.0	49	48.0
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Yes	6	46.2	60	47.6
No	7	53.8	66	52.4
Total	13	100	126	100

56. How about the state Department of Education?				
	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Yes	123	55.4	409	71.4
No	99	44.6	162	28.3
Don't Know	0	0.0	1	0.2
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Yes	20	62.5	29	64.4
No	12	37.5	15	33.3
Refused	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Yes	41	48.8	100	69.4
No	43	51.2	44	30.6
Total	84	100	144	100
District Size: 1,001 to 2,500				
Yes	42	61.8	111	71.2
No	26	38.2	45	28.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Yes	13	52.0	74	72.5
No	12	48.0	28	27.5
Total	25	100	102	100
District Size: More than 5,000				
Yes	7	53.8	95	75.4
No	6	46.2	30	23.8
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

57. In your opinion, how effectively does the Arkansas Department of Education communicate with the local districts?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Effectively	18	8.1	103	18.0
Somewhat Effectively	119	53.6	313	54.6
Somewhat Ineffectively	67	30.2	126	22.0
Very Ineffectively	18	8.1	29	5.1
Don't Know	0	0.0	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Effectively	5	15.6	9	20.0
Somewhat Effectively	19	59.4	25	55.6
Somewhat Ineffectively	4	12.5	10	22.2
Very Ineffectively	4	12.5	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very Effectively	5	6.0	26	18.1
Somewhat Effectively	44	52.4	84	58.3
Somewhat Ineffectively	29	34.5	25	17.4
Very Ineffectively	6	7.1	9	6.3
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Effectively	8	11.8	26	16.7
Somewhat Effectively	35	51.5	82	52.6
Somewhat Ineffectively	18	26.5	41	26.3
Very Ineffectively	7	10.3	7	4.5
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Effectively	0	0.0	18	17.6
Somewhat Effectively	14	56.0	57	55.9
Somewhat Ineffectively	10	40.0	23	22.5
Very Ineffectively	1	4.0	4	3.9
Total	25	100	102	100
District Size: More than 5,000				
Very Effectively	0	0.0	24	19.0
Somewhat Effectively	7	53.8	65	51.6
Somewhat Ineffectively	6	46.2	27	21.4
Very Ineffectively	0	0.0	8	6.3
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

58. The single most important challenge your district is likely to face during the next five years'

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
NCLB, St. Acctblty	65	29.3	146	25.5
Adequate Funding	53	23.9	71	12.4
Recruit/Retain Teachers	18	8.1	25	4.4
Adequate Facilities	14	6.3	30	5.2
Improv Student Achvmt	29	13.1	107	18.7
Other	43	19.4	189	33.0
Don't Know	0	0.0	5	0.9
Total	222	100	573	100
District Size: 500 or Fewer				
NCLB, St. Acctblty	2	6.3	8	17.8
Adequate Funding	15	46.9	12	26.7
Recruit/Retain Teachers	2	6.3	1	2.2
Adequate Facilities	1	3.1	1	2.2
Improv Student Achvmt	2	6.3	4	8.9
Other	10	31.3	18	40.0
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
NCLB, St. Acctblty	28	33.3	34	23.6
Adequate Funding	22	26.2	22	15.3
Recruit/Retain Teachers	7	8.3	4	2.8
Adequate Facilities	6	7.1	6	4.2
Improv Student Achvmt	9	10.7	31	21.5
Other	12	14.3	45	31.3
Don't Know	0	0.0	2	1.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
NCLB, St. Acctblty	20	29.4	36	23.1
Adequate Funding	12	17.6	16	10.3
Recruit/Retain Teachers	5	7.4	12	7.7
Adequate Facilities	6	8.8	11	7.1
Improv Student Achvmt	11	16.2	33	21.2
Other	14	20.6	48	30.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
NCLB, St. Acctblty	9	36.0	25	24.5
Adequate Funding	2	8.0	10	9.8
Recruit/Retain Teachers	4	16.0	3	2.9
Adequate Facilities	1	4.0	7	6.9
Improv Student Achvmt	4	16.0	22	21.6
Other	5	20.0	35	34.3
Total	25	100	102	100
District Size: More than 5,000				
NCLB, St. Acctblty	6	46.2	43	34.1
Adequate Funding	2	15.4	11	8.7
Recruit/Retain Teachers	0	0.0	5	4.0
Adequate Facilities	0	0.0	5	4.0
Improv Student Achvmt	3	23.1	17	13.5
Other	2	15.4	43	34.1
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

59. In your opinion is this challenge fairly typical of challenges faced by school districts statewide?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Yes	193	86.9	466	81.3
No	26	11.7	93	16.2
Don't Know	3	1.4	14	2.4
Total	222	100	573	100
District Size: 500 or Fewer				
Yes	23	71.9	33	73.3
No	8	25.0	11	24.4
Don't Know	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Yes	78	92.9	124	86.1
No	4	4.8	17	11.8
Don't Know	2	2.4	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Yes	57	83.8	126	80.8
No	11	16.2	24	15.4
Don't Know	0	0.0	6	3.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Yes	23	92.0	84	82.4
No	2	8.0	16	15.7
Don't Know	0	0.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Yes	12	92.3	99	78.6
No	1	7.7	25	19.8
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

60. For each of the following areas, do you feel the Department's assistance is very needed, somewhat needed, generally not needed, or almost never needed?
How about assistance in textbook and instructional materials selection?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Needed	15	6.8	46	8.0
Somewhat Needed	84	37.8	231	40.3
Generally Not Needed	60	27.0	185	32.3
Almost Never Needed	63	28.4	109	19.0
Don't Know	0	0.0	2	0.3
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Needed	3	9.4	2	4.4
Somewhat Needed	10	31.3	25	55.6
Generally Not Needed	8	25.0	10	22.2
Almost Never Needed	11	34.4	8	17.8
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	5	6.0	19	13.2
Somewhat Needed	33	39.3	56	38.9
Generally Not Needed	25	29.8	44	30.6
Almost Never Needed	21	25.0	25	17.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	4	5.9	10	6.4
Somewhat Needed	25	36.8	64	41.0
Generally Not Needed	18	26.5	52	33.3
Almost Never Needed	21	30.9	30	19.2
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	2	8.0	6	5.9
Somewhat Needed	11	44.0	49	48.0
Generally Not Needed	5	20.0	29	28.4
Almost Never Needed	7	28.0	18	17.6
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	1	7.7	9	7.1
Somewhat Needed	5	38.5	37	29.4
Generally Not Needed	4	30.8	50	39.7
Almost Never Needed	3	23.1	28	22.2
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

61. How about in improving instruction through professional development for teachers and administrators?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Needed	74	33.3	230	40.1
Somewhat Needed	105	47.3	281	49.0
Generally Not Needed	29	13.1	43	7.5
Almost Never Needed	13	5.9	18	3.1
Don't Know	1	0.5	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Needed	4	12.5	20	44.4
Somewhat Needed	24	75.0	20	44.4
Generally Not Needed	2	6.3	3	6.7
Almost Never Needed	2	6.3	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	27	32.1	64	44.4
Somewhat Needed	37	44.0	62	43.1
Generally Not Needed	14	16.7	12	8.3
Almost Never Needed	6	7.1	6	4.2
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	32	47.1	62	39.7
Somewhat Needed	26	38.2	78	50.0
Generally Not Needed	8	11.8	12	7.7
Almost Never Needed	2	2.9	4	2.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	6	24.0	43	42.2
Somewhat Needed	12	48.0	51	50.0
Generally Not Needed	4	16.0	5	4.9
Almost Never Needed	2	8.0	2	2.0
Don't Know	1	4.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	5	38.5	41	32.5
Somewhat Needed	6	46.2	70	55.6
Generally Not Needed	1	7.7	11	8.7
Almost Never Needed	1	7.7	4	3.2
Total	13	100	126	100

62. How about in student assessment?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Needed	82	36.9	239	41.7
Somewhat Needed	118	53.2	292	51.0
Generally Not Needed	17	7.7	29	5.1
Almost Never Needed	5	2.3	13	2.3
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	8	25.0	21	46.7
Somewhat Needed	19	59.4	20	44.4
Generally Not Needed	5	15.6	2	4.4
Almost Never Needed	0	0.0	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	31	36.9	61	42.4
Somewhat Needed	45	53.6	73	50.7
Generally Not Needed	6	7.1	7	4.9
Almost Never Needed	2	2.4	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	30	44.1	62	39.7
Somewhat Needed	34	50.0	83	53.2
Generally Not Needed	3	4.4	7	4.5
Almost Never Needed	1	1.5	4	2.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	9	36.0	45	44.1
Somewhat Needed	13	52.0	51	50.0
Generally Not Needed	1	4.0	4	3.9
Almost Never Needed	2	8.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	4	30.8	50	39.7
Somewhat Needed	7	53.8	65	51.6
Generally Not Needed	2	15.4	9	7.1
Almost Never Needed	0	0.0	2	1.6
Total	13	100	126	100

63. How about in distance learning and education technology?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Needed	93	41.9	182	31.8
Somewhat Needed	93	41.9	284	49.6
Generally Not Needed	25	11.3	50	8.7
Almost Never Needed	9	4.1	24	4.2
Don't Know	2	0.9	33	5.8
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	14	43.8	18	40.0
Somewhat Needed	14	43.8	24	53.3
Generally Not Needed	2	6.3	2	4.4
Almost Never Needed	1	3.1	1	2.2
Don't Know	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	46	54.8	57	39.6
Somewhat Needed	32	38.1	68	47.2
Generally Not Needed	5	6.0	8	5.6
Almost Never Needed	1	1.2	2	1.4
Don't Know	0	0.0	9	6.3
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	22	32.4	47	30.1
Somewhat Needed	32	47.1	76	48.7
Generally Not Needed	9	13.2	19	12.2
Almost Never Needed	4	5.9	4	2.6
Don't Know	1	1.5	10	6.4
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	6	24.0	24	23.5
Somewhat Needed	12	48.0	55	53.9
Generally Not Needed	5	20.0	9	8.8
Almost Never Needed	2	8.0	7	6.9
Don't Know	0	0.0	7	6.9
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	5	38.5	36	28.6
Somewhat Needed	3	23.1	61	48.4
Generally Not Needed	4	30.8	12	9.5
Almost Never Needed	1	7.7	10	7.9
Don't Know	0	0.0	7	5.6
Total	13	100	126	100

64. How about in recruiting and selecting beginning teachers?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Needed	66	29.7	183	31.9
Somewhat Needed	61	27.5	189	33.0
Generally Not Needed	58	26.1	116	20.2
Almost Never Needed	37	16.7	77	13.4
Don't Know	0	0.0	8	1.4
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	10	31.3	19	42.2
Somewhat Needed	9	28.1	11	24.4
Generally Not Needed	9	28.1	9	20.0
Almost Never Needed	4	12.5	6	13.3
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	31	36.9	47	32.6
Somewhat Needed	20	23.8	45	31.3
Generally Not Needed	16	19.0	31	21.5
Almost Never Needed	17	20.2	20	13.9
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	16	23.5	46	29.5
Somewhat Needed	21	30.9	56	35.9
Generally Not Needed	22	32.4	33	21.2
Almost Never Needed	9	13.2	20	12.8
Don't Know	0	0.0	1	0.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	5	20.0	31	30.4
Somewhat Needed	8	32.0	41	40.2
Generally Not Needed	7	28.0	14	13.7
Almost Never Needed	5	20.0	13	12.7
Don't Know	0	0.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	4	30.8	40	31.7
Somewhat Needed	3	23.1	36	28.6
Generally Not Needed	4	30.8	29	23.0
Almost Never Needed	2	15.4	18	14.3
Don't Know	0	0.0	3	2.4
Total	13	100	126	100

65. Is the Department's help very needed, somewhat needed, generally not needed, or almost never needed in issues related to teacher certification?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Needed	132	59.5	343	59.9
Somewhat Needed	80	36.0	203	35.4
Generally Not Needed	5	2.3	15	2.6
Almost Never Needed	5	2.3	11	1.9
Don't Know	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	15	46.9	23	51.1
Somewhat Needed	16	50.0	19	42.2
Generally Not Needed	1	3.1	1	2.2
Almost Never Needed	0	0.0	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	53	63.1	75	52.1
Somewhat Needed	26	31.0	65	45.1
Generally Not Needed	4	4.8	1	0.7
Almost Never Needed	1	1.2	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	43	63.2	100	64.1
Somewhat Needed	23	33.8	48	30.8
Generally Not Needed	0	0.0	4	2.6
Almost Never Needed	2	2.9	4	2.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	13	52.0	66	64.7
Somewhat Needed	11	44.0	30	29.4
Generally Not Needed	0	0.0	5	4.9
Almost Never Needed	1	4.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	8	61.5	79	62.7
Somewhat Needed	4	30.8	41	32.5
Generally Not Needed	0	0.0	4	3.2
Almost Never Needed	1	7.7	1	0.8
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

66. How about in issues related to student transportation?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Needed	37	16.7	70	12.2
Somewhat Needed	113	50.9	232	40.5
Generally Not Needed	36	16.2	145	25.3
Almost Never Needed	36	16.2	77	13.4
Don't Know	0	0.0	48	8.4
Refused	0	0.0	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Very Needed	7	21.9	8	17.8
Somewhat Needed	14	43.8	21	46.7
Generally Not Needed	6	18.8	5	11.1
Almost Never Needed	5	15.6	8	17.8
Don't Know	0	0.0	3	6.7
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	16	19.0	22	15.3
Somewhat Needed	43	51.2	61	42.4
Generally Not Needed	11	13.1	37	25.7
Almost Never Needed	14	16.7	17	11.8
Don't Know	0	0.0	7	4.9
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	13	19.1	19	12.2
Somewhat Needed	33	48.5	67	42.9
Generally Not Needed	14	20.6	37	23.7
Almost Never Needed	8	11.8	19	12.2
Don't Know	0	0.0	14	9.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	1	4.0	14	13.7
Somewhat Needed	17	68.0	39	38.2
Generally Not Needed	2	8.0	26	25.5
Almost Never Needed	5	20.0	13	12.7
Don't Know	0	0.0	10	9.8
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	0	0.0	7	5.6
Somewhat Needed	6	46.2	44	34.9
Generally Not Needed	3	23.1	40	31.7
Almost Never Needed	4	30.8	20	15.9
Don't Know	0	0.0	14	11.1
Refused	0	0.0	1	0.8
Total	13	100	126	100

67. How about in issues related to funding and administration of federal and state categorical programs such as Title I, Child Nutrition, and Special Education?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Very Needed	106	47.7	276	48.2
Somewhat Needed	104	46.8	261	45.5
Generally Not Needed	7	3.2	15	2.6
Almost Never Needed	5	2.3	8	1.4
Don't Know	0	0.0	13	2.3
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	19	59.4	23	51.1
Somewhat Needed	13	40.6	19	42.2
Generally Not Needed	0	0.0	1	2.2
Almost Never Needed	0	0.0	1	2.2
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	35	41.7	71	49.3
Somewhat Needed	44	52.4	67	46.5
Generally Not Needed	4	4.8	1	0.7
Almost Never Needed	1	1.2	2	1.4
Don't Know	0	0.0	3	2.1
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	35	51.5	82	52.6
Somewhat Needed	30	44.1	65	41.7
Generally Not Needed	1	1.5	2	1.3
Almost Never Needed	2	2.9	2	1.3
Don't Know	0	0.0	5	3.2
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	10	40.0	40	39.2
Somewhat Needed	12	48.0	54	52.9
Generally Not Needed	2	8.0	4	3.9
Almost Never Needed	1	4.0	1	1.0
Don't Know	0	0.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	7	53.8	60	47.6
Somewhat Needed	5	38.5	56	44.4
Generally Not Needed	0	0.0	7	5.6
Almost Never Needed	1	7.7	2	1.6
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

68. How about in budgeting, accounting, and other business services?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Needed	65	29.3	160	27.9
Somewhat Needed	117	52.7	278	48.5
Generally Not Needed	24	10.8	67	11.7
Almost Never Needed	16	7.2	38	6.6
Don't Know	0	0.0	30	5.2
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	7	21.9	17	37.8
Somewhat Needed	16	50.0	19	42.2
Generally Not Needed	5	15.6	3	6.7
Almost Never Needed	4	12.5	5	11.1
Don't Know	0	0.0	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	27	32.1	48	33.3
Somewhat Needed	44	52.4	65	45.1
Generally Not Needed	10	11.9	14	9.7
Almost Never Needed	3	3.6	8	5.6
Don't Know	0	0.0	9	6.3
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	24	35.3	48	30.8
Somewhat Needed	33	48.5	81	51.9
Generally Not Needed	7	10.3	16	10.3
Almost Never Needed	4	5.9	4	2.6
Don't Know	0	0.0	7	4.5
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	4	16.0	20	19.6
Somewhat Needed	17	68.0	54	52.9
Generally Not Needed	1	4.0	12	11.8
Almost Never Needed	3	12.0	7	6.9
Don't Know	0	0.0	9	8.8
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	3	23.1	27	21.4
Somewhat Needed	7	53.8	59	46.8
Generally Not Needed	1	7.7	22	17.5
Almost Never Needed	2	15.4	14	11.1
Don't Know	0	0.0	4	3.2
Total	13	100	126	100

69. How about in issues related to students with limited English proficiency?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Needed	70	31.5	219	38.2
Somewhat Needed	110	49.5	270	47.1
Generally Not Needed	14	6.3	31	5.4
Almost Never Needed	21	9.5	28	4.9
Don't Know	7	3.2	25	4.4
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	3	9.4	12	26.7
Somewhat Needed	19	59.4	22	48.9
Generally Not Needed	4	12.5	4	8.9
Almost Never Needed	2	6.3	5	11.1
Don't Know	4	12.5	2	4.4
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	24	28.6	47	32.6
Somewhat Needed	41	48.8	68	47.2
Generally Not Needed	4	4.8	5	3.5
Almost Never Needed	12	14.3	9	6.3
Don't Know	3	3.6	15	10.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	30	44.1	56	35.9
Somewhat Needed	30	44.1	76	48.7
Generally Not Needed	5	7.4	9	5.8
Almost Never Needed	3	4.4	9	5.8
Don't Know	0	0.0	6	3.8
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	7	28.0	45	44.1
Somewhat Needed	15	60.0	49	48.0
Generally Not Needed	1	4.0	5	4.9
Almost Never Needed	2	8.0	3	2.9
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	6	46.2	59	46.8
Somewhat Needed	5	38.5	55	43.7
Generally Not Needed	0	0.0	8	6.3
Almost Never Needed	2	15.4	2	1.6
Don't Know	0	0.0	2	1.6
Total	13	100	126	100

70. How about in planning instructional improvement?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Very Needed	60	27.0	199	34.7
Somewhat Needed	134	60.4	305	53.2
Generally Not Needed	18	8.1	54	9.4
Almost Never Needed	10	4.5	14	2.4
Don't Know	0	0.0	1	0.2
Total	222	100	573	100
District Size: 500 or Fewer				
Very Needed	7	21.9	16	35.6
Somewhat Needed	21	65.6	25	55.6
Generally Not Needed	2	6.3	3	6.7
Almost Never Needed	2	6.3	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Very Needed	19	22.6	54	37.5
Somewhat Needed	54	64.3	73	50.7
Generally Not Needed	10	11.9	12	8.3
Almost Never Needed	1	1.2	4	2.8
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Very Needed	23	33.8	52	33.3
Somewhat Needed	40	58.8	89	57.1
Generally Not Needed	3	4.4	11	7.1
Almost Never Needed	2	2.9	4	2.6
Total	68	100	156	100
District Size: 2,501 to 5,000				
Very Needed	6	24.0	37	36.3
Somewhat Needed	14	56.0	51	50.0
Generally Not Needed	2	8.0	12	11.8
Almost Never Needed	3	12.0	2	2.0
Total	25	100	102	100
District Size: More than 5,000				
Very Needed	5	38.5	40	31.7
Somewhat Needed	5	38.5	67	53.2
Generally Not Needed	1	7.7	16	12.7
Almost Never Needed	2	15.4	3	2.4
Total	13	100	126	100

72. How much assistance do you need from the Arkansas Department of Education in each of the following areas of instruction?
How about mathematics instruction?

	Superintendents		Principals	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
District Size: All Districts				
Much Assistance	57	25.7	134	23.4
Some Assistance	120	54.1	282	49.2
Little Assistance	35	15.8	124	21.6
No Assistance	9	4.1	29	5.1
Don't Know	0	0.0	4	0.7
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Much Assistance	6	18.8	11	24.4
Some Assistance	21	65.6	26	57.8
Little Assistance	4	12.5	7	15.6
No Assistance	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	24	28.6	38	26.4
Some Assistance	45	53.6	72	50.0
Little Assistance	12	14.3	27	18.8
No Assistance	3	3.6	6	4.2
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	17	25.0	34	21.8
Some Assistance	36	52.9	79	50.6
Little Assistance	12	17.6	29	18.6
No Assistance	2	2.9	13	8.3
Don't Know	0	0.0	1	0.6
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	6	24.0	21	20.6
Some Assistance	11	44.0	50	49.0
Little Assistance	6	24.0	27	26.5
No Assistance	2	8.0	3	2.9
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	4	30.8	30	23.8
Some Assistance	7	53.8	55	43.7
Little Assistance	1	7.7	34	27.0
No Assistance	1	7.7	6	4.8
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

73. How about reading or language arts instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Much Assistance	47	21.2	130	22.7
Some Assistance	126	56.8	301	52.5
Little Assistance	42	18.9	115	20.1
No Assistance	6	2.7	23	4.0
Don't Know	0	0.0	4	0.7
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Much Assistance	2	6.3	11	24.4
Some Assistance	23	71.9	30	66.7
Little Assistance	7	21.9	4	8.9
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	19	22.6	32	22.2
Some Assistance	48	57.1	79	54.9
Little Assistance	14	16.7	27	18.8
No Assistance	3	3.6	5	3.5
Don't Know	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	14	20.6	34	21.8
Some Assistance	38	55.9	84	53.8
Little Assistance	14	20.6	28	17.9
No Assistance	1	1.5	9	5.8
Don't Know	0	0.0	1	0.6
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	9	36.0	22	21.6
Some Assistance	10	40.0	48	47.1
Little Assistance	4	16.0	29	28.4
No Assistance	2	8.0	2	2.0
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	3	23.1	31	24.6
Some Assistance	7	53.8	60	47.6
Little Assistance	3	23.1	27	21.4
No Assistance	0	0.0	7	5.6
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

74. How about history or social studies instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Much Assistance	20	9.0	74	12.9
Some Assistance	137	61.7	310	54.1
Little Assistance	56	25.2	151	26.4
No Assistance	8	3.6	32	5.6
Don't Know	0	0.0	6	1.0
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Much Assistance	3	9.4	5	11.1
Some Assistance	19	59.4	33	73.3
Little Assistance	9	28.1	6	13.3
No Assistance	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	6	7.1	18	12.5
Some Assistance	56	66.7	74	51.4
Little Assistance	19	22.6	42	29.2
No Assistance	3	3.6	10	6.9
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	7	10.3	18	11.5
Some Assistance	40	58.8	85	54.5
Little Assistance	18	26.5	38	24.4
No Assistance	2	2.9	11	7.1
Don't Know	0	0.0	4	2.6
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	3	12.0	15	14.7
Some Assistance	13	52.0	55	53.9
Little Assistance	7	28.0	28	27.5
No Assistance	2	8.0	3	2.9
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	1	7.7	18	14.3
Some Assistance	9	69.2	63	50.0
Little Assistance	3	23.1	37	29.4
No Assistance	0	0.0	7	5.6
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

75. How about physical education instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Much Assistance	14	6.3	74	12.9
Some Assistance	97	43.7	243	42.4
Little Assistance	82	36.9	178	31.1
No Assistance	28	12.6	73	12.7
Don't Know	0	0.0	4	0.7
Refused	1	0.5	1	0.2
Total	222	100	573	100
Significant chi-square test at the .05 level for between-group difference.				
District Size: 500 or Fewer				
Much Assistance	2	6.3	5	11.1
Some Assistance	14	43.8	22	48.9
Little Assistance	12	37.5	17	37.8
No Assistance	4	12.5	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	6	7.1	15	10.4
Some Assistance	41	48.8	59	41.0
Little Assistance	27	32.1	47	32.6
No Assistance	10	11.9	22	15.3
Refused	0	0.0	1	0.7
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	5	7.4	14	9.0
Some Assistance	26	38.2	61	39.1
Little Assistance	26	38.2	49	31.4
No Assistance	10	14.7	30	19.2
Don't Know	0	0.0	2	1.3
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	1	4.0	16	15.7
Some Assistance	9	36.0	49	48.0
Little Assistance	12	48.0	27	26.5
No Assistance	3	12.0	9	8.8
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	0	0.0	24	19.0
Some Assistance	7	53.8	52	41.3
Little Assistance	5	38.5	38	30.2
No Assistance	1	7.7	11	8.7
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

76. How about visual and performing arts instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Much Assistance	23	10.4	83	14.5
Some Assistance	115	51.8	267	46.6
Little Assistance	68	30.6	158	27.6
No Assistance	15	6.8	57	9.9
Don't Know	0	0.0	8	1.4
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Much Assistance	2	6.3	4	8.9
Some Assistance	19	59.4	27	60.0
Little Assistance	10	31.3	14	31.1
No Assistance	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	10	11.9	19	13.2
Some Assistance	44	52.4	65	45.1
Little Assistance	23	27.4	45	31.3
No Assistance	7	8.3	15	10.4
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	9	13.2	19	12.2
Some Assistance	31	45.6	68	43.6
Little Assistance	22	32.4	42	26.9
No Assistance	5	7.4	23	14.7
Don't Know	0	0.0	4	2.6
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	1	4.0	14	13.7
Some Assistance	12	48.0	54	52.9
Little Assistance	10	40.0	28	27.5
No Assistance	2	8.0	5	4.9
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	1	7.7	27	21.4
Some Assistance	9	69.2	53	42.1
Little Assistance	3	23.1	29	23.0
No Assistance	0	0.0	14	11.1
Don't Know	0	0.0	3	2.4
Total	13	100	126	100

77. How about science instruction?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Much Assistance	50	22.5	123	21.5
Some Assistance	125	56.3	314	54.8
Little Assistance	37	16.7	104	18.2
No Assistance	9	4.1	28	4.9
Don't Know	0	0.0	4	0.7
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Much Assistance	8	25.0	10	22.2
Some Assistance	19	59.4	30	66.7
Little Assistance	4	12.5	5	11.1
No Assistance	1	3.1	0	0.0
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	18	21.4	34	23.6
Some Assistance	49	58.3	80	55.6
Little Assistance	14	16.7	24	16.7
No Assistance	3	3.6	6	4.2
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	13	19.1	31	19.9
Some Assistance	40	58.8	85	54.5
Little Assistance	12	17.6	25	16.0
No Assistance	2	2.9	13	8.3
Don't Know	0	0.0	2	1.3
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	7	28.0	21	20.6
Some Assistance	10	40.0	53	52.0
Little Assistance	6	24.0	25	24.5
No Assistance	2	8.0	2	2.0
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	4	30.8	27	21.4
Some Assistance	7	53.8	66	52.4
Little Assistance	1	7.7	25	19.8
No Assistance	1	7.7	7	5.6
Don't Know	0	0.0	1	0.8
Total	13	100	126	100

78. How about student assessment?

	Superintendents		Principals	
	Count	Percent	Count	Percent
District Size: All Districts				
Much Assistance	58	26.1	188	32.8
Some Assistance	133	59.9	299	52.2
Little Assistance	19	8.6	65	11.3
No Assistance	11	5.0	20	3.5
Don't Know	0	0.0	1	0.2
Refused	1	0.5	0	0.0
Total	222	100	573	100
District Size: 500 or Fewer				
Much Assistance	7	21.9	17	37.8
Some Assistance	21	65.6	22	48.9
Little Assistance	3	9.4	5	11.1
No Assistance	1	3.1	1	2.2
Total	32	100	45	100
District Size: 501 to 1,000				
Much Assistance	21	25.0	46	31.9
Some Assistance	53	63.1	77	53.5
Little Assistance	5	6.0	17	11.8
No Assistance	5	6.0	4	2.8
Total	84	100	144	100
District Size: 1,001 to 2,500				
Much Assistance	17	25.0	48	30.8
Some Assistance	40	58.8	82	52.6
Little Assistance	7	10.3	18	11.5
No Assistance	3	4.4	8	5.1
Refused	1	1.5	0	0.0
Total	68	100	156	100
District Size: 2,501 to 5,000				
Much Assistance	8	32.0	35	34.3
Some Assistance	13	52.0	50	49.0
Little Assistance	2	8.0	13	12.7
No Assistance	2	8.0	3	2.9
Don't Know	0	0.0	1	1.0
Total	25	100	102	100
District Size: More than 5,000				
Much Assistance	5	38.5	42	33.3
Some Assistance	6	46.2	68	54.0
Little Assistance	2	15.4	12	9.5
No Assistance	0	0.0	4	3.2
Total	13	100	126	100