

# NATIONAL SCHOOL BOARD STUDY

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THE UNIVERSITY *of*  
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MCLEAN INSTITUTE FOR PUBLIC SERVICE  
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## National School Board Study—Survey Results

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### Educational Mission

The McLean Institute for Public Service and Community Engagement at the University of Mississippi advances transformative service throughout the University and fights poverty through education in Mississippi. The Institute acts as a bridge to connect students and faculty on campus to community organizations that work to address Mississippi's most pressing social and economic issues. Public schools serve as leaders in fostering an entrepreneurial mindset in K-12 students. Critically important in the educational development of students are school boards across the country as they serve as the first line of local governance support for local school districts. The following survey results offer an insight into school board members' perceptions on multiple issues which impact school districts and students.

### Public Schools and School Boards in the United States

There are 98,277 K-12 public schools in the U.S.<sup>1</sup>. The break down is: a) Elementary schools: 66,758; b) Secondary schools: 24,040; c) Combined schools: 6,788; and d) Other: 691. The long-term trend in the United States shows a decline in the total number of public schools from almost 250,000 in 1930 to 98,277 in 2016. There are approximately 90,000 school board members governing more than 13,000 school districts<sup>2</sup>.

### Public School Students in fall 2019<sup>3</sup>?

About 50.8 million students will attend elementary, middle, and high schools across the United States. Of the 50.8 million public school students<sup>4</sup>: 1) 1.4 million will attend prekindergarten, 2) 3.7 million will attend kindergarten, 3) 35.5 million will attend prekindergarten to eighth grade, and 4) 15.3 million will attend grades 9 to 12 (NCES, 2019).

### What are the demographics of public school students<sup>5</sup>?

The projected 50.8 million public school students entering prekindergarten through grade 12 in fall 2019 is expected to include: 1) 23.7 million White students, 2) 13.9 million Hispanic students, 3) 7.7 million Black students, 4) 2.7 million Asian student, 5) 2.1 million students of Two or more races, 6) 0.5 million American Indian/Alaska Native students, and 7) 0.2 million Pacific Islander students.

### Changing School Demographics of Public Schools in the United States

The number of White students continues to decrease from 28.3 million in 2004 to 23.7 million in 2019. The number of Hispanic students has increased from 9.3 million in 2004 to 13.9 million in 2019. The number of Black students decreased from 8.4 million in 2004 to 7.7 million in 2019, and the number of Asian/Pacific Islander students increased from 2.2 million in fall 2004 to 2.9 million in 2019 ([https://nces.ed.gov/programs/coe/pdf/coe\\_cge.pdf](https://nces.ed.gov/programs/coe/pdf/coe_cge.pdf)).

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<sup>1</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of Education Statistics, 2017* (NCES 2018-070), [Table 105.50](#).

<sup>2</sup> Hess, Frederick M., et al. *School Boards Circa 2010: Governance in the Accountability Era*. Thomas B, 2010.

<sup>3</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1990-91 through 2016-17; Private School Universe Survey (PSS), 1995-96 through 2015-16; National Elementary and Secondary Enrollment Projection Model, 1972 through 2028; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2018, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 2000 through 2028. (This table was prepared March 2019.)

<sup>4</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1980-81; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2016-17; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2028. (This table was prepared March 2019.)

<sup>5</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1998-99 through 2016-17; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2028. (This table was prepared March 2019.)

## Sampling Technique

The 2019 study is a follow-up to a national school board study conducted in 2007. In the 2007 study, school districts for each state were listed in alphabetical order, then twenty school districts were randomly chosen from each state. School board members' email addresses were collected from district websites. The 2019 study was a convenient sample, with some districts sampled from the earlier study and random online searches of school board members. The primary goal for the 2019 study was to assess the changes in perceptions of school board members since 2007. There will be comparison tables throughout to share this analysis.

The self-completion online survey was sent through Qualtrics in 2019 (Zoomerang in 2007) to all respondents' email addresses. Included in the email was a request to complete the survey along with a web link that would take each respondent to the online self-completion survey. The respondents had the option to "opt-out" of the survey, which would remove them from receiving any further requests from participating in the survey. Respondents who chose to "opt-out" of the survey were counted as refusals. Respondents who received the email and clicked the web link taking them to the self-completion questionnaire were recorded as a visit. Qualtrics records email addresses that were contacted but the respondent did not receive the email as a bounced email.

In 2007, the email addresses of approximately 7,000 school board members were collected from public school districts' websites in all fifty U.S. states. On October 16, 2007 a request to fill out a self-completion survey on national school board members was sent to all respondents. Follow-up requests were sent to respondents who did not respond to the initial request. During the time that the survey was open for completion 2,808 respondents chose to "visit" the survey, 497 respondents chose to "opt-out." No email addresses were recorded as "hard" bounced, and 345 email addresses were recorded as "soft" bounced. The total number of completed questionnaires was 1,938. The survey was closed on October 29, 2007.

In 2019, the email addresses of approximately 5,000 school board members were collected from public school districts' websites in all fifty U.S. states. On June 27, 2019 a request to fill out a self-completion survey on national school board members was sent to all respondents. Follow-up requests were sent to respondents who did not respond to the initial request. Approximately 1,400 respondents started the survey, with 1,124 completing the questionnaire. The final surveys went out on July 26, 2019.

The overall results are presented in this report. When questions were similar to the 2007 study, comparable tables are provided to demonstrate perception changes among school board members across the United States. Large school districts across the country were oversampled. See a list of the top 10 largest school districts by the National Center for Education Statistics in 2015<sup>6</sup>.

Rank	District name	State	Enrollment
1	New York City	NY	981,667
2	Los Angeles Unified	CA	639,337
3	Chicago	IL	387,311
4	Miami-Dade County	FL	357,579
5	Clark County	NV	325,990
6	Broward County	FL	269,098
7	Houston	TX	215,627
8	Hillsborough County	FL	211,923
9	Orange County	FL	196,951
10	Palm Beach County	FL	189,322

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<sup>6</sup> National Center for Education Statistics. Table 215.30. Enrollment, poverty, and federal funds for the 120 largest school districts, by enrollment size in 2015: Selected years, 2014-15 through 2017.

How long have you been a school board member?

Length of School Board Term	Study Year	
	2007	2019
Less than 1 year	259 (13.0%)	167 (15.9%)
1 - 4 years	760 (38.0%)	322 (30.8%)
5 - 9 years	594 (29.7%)	241 (23%)
10 - 14 years	231 (11.6%)	156 (14.9%)
15 or more years	156 (7.8%)	159 (15.2%)
<b>Total</b>	<b>2000 (100%)</b>	<b>1045 (100%)</b>

How many years are in one school board term?

Year	2007	2019
1	36 (1.8%)	18 (1.69%)
2	65 (3.2%)	34 (3.19%)
3	532 (26.6%)	230 (21.58%)
4	1227 (61.3%)	682 (63.98%)
5	118 (5.9%)	44 (4.13%)
6	25 (1.2%)	42 (3.94%)
Other, please specify	0	16 (1.50%)
<b>Total</b>	<b>2,003 (100%)</b>	<b>1,066 (100%)</b>

In your last election for the school board seat, did you run opposed or unopposed?

Opposed or Unopposed	Study Year	
	2007	2019
Opposed	1196 (60.0%)	657 (61.9%)
Unopposed	688 (34.5%)	351 (33.1%)
Other, please specify	109 (5.5%)	54 (5.1%)
<b>Total</b>	<b>1993 (100.0%)</b>	<b>1062 (100.0%)</b>

Other, please specify

Appointed

There were 5 candidates on the ballot and another 4 or 5 write in candidates. Ballot candidates won.

All candidates run at-large. The top vote getters are elected, so no candidate runs for a specific seat.

Primary election

Unopposed but with a strong write in candidate

Appointed to fulfill vacated seat

Opposed only because someone decided to run as a write-in candidate

Was a last minute write in

In our community, the Mayor appoints school board members.

Appointed by City council

Appointment by the mayor and confirmed by the city council

How many members serve on the school board? (2019)

#	%	Count
3	0.19%	2
4	0.19%	2
5	29.30%	312
6	2.72%	29
7	44.51%	474
8	1.78%	19
9	16.06%	171
Other, please specify	5.26%	56
Total	100%	1065

Other answers (2019):

10 (.6%), 11 (1.2%), 12 (.8%), 13 (.2%), 14 (.4%), 15 (.6%), 18 (.2%)

How many students are in your district<sup>7</sup>?

		2007	2019
< 1,000	Count	244	89
	% within Study Year	12.3%	8.4%
1,000 - 5,000	Count	861	409
	% within Study Year	43.3%	38.5%
5,001 - 10,000	Count	338	213
	% within Study Year	17.0%	20.1%
10,001 - 20,000	Count	252	148
	% within Study Year	12.7%	13.9%
20,001 - 50,000	Count	214	140
	% within Study Year	10.8%	13.2%
More than 50,000	Count	79	63
	% within Study Year	4.0%	5.9%
Total	Count	1988	1062
	% within Study Year	100.0%	100.0%

How many schools are in your district?

		2007	2019
1 - 5	Count	697	299
	% within Study Year	35.0%	28.1%
6 - 10	Count	544	311
	% within Study Year	27.3%	29.3%
11 - 19	Count	297	172
	% within Study Year	14.9%	16.2%
20 - 50	Count	305	174
	% within Study Year	15.3%	16.4%
More than 50	Count	149	107
	% within Study Year	7.5%	10.1%
Total	Count	1992	1063
	% within Study Year	100.0%	100.0%

<sup>7</sup> School districts with small enrollments are common in the U.S, with approximately 47% of school districts serving fewer than 1,000 students. School districts between 1,000 to 5,000 serve almost 40% of U.S. students. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 1979-80 through 2009-10.

What type of area is your school district located in? (2019) Question not asked in 2007.

	%	Count
Urban	20.29%	197
Suburban	39.13%	380
Rural	34.60%	336
Other	5.97%	58
Total	100%	971

What state is your school board located?

<b>2007 Study</b>	%	Count	<b>2019 Study</b>	%	Count
Alabama	1.8	36	Alabama	2.4%	21
Alaska	1.6	33	Alaska	0.7%	6
Arizona	3.0	60	Arizona	2.2%	20
Arkansas	1.5	30	Arkansas	1.0%	9
California	6.0	121	California	6.5%	58
Colorado	1.9	38	Colorado	1.4%	12
Connecticut	1.2	24	Connecticut	1.1%	10
Delaware	0.6	13	Delaware	1.2%	11
District of Columbia	0	0	District of Columbia	0.3%	3
Florida	2.4	48	Florida	2.4%	21
Georgia	2.1	42	Georgia	1.5%	13
Hawaii	0.1	3	Hawaii	0.1%	1
Idaho	2.0	40	Idaho	1.1%	10
Illinois	5.2	105	Illinois	4.7%	42
Indiana	2.4	48	Indiana	2.7%	24
Iowa	1.6	32	Iowa	3.3%	29
Kansas	3.7	74	Kansas	2.1%	19
Kentucky	0.9	19	Kentucky	1.1%	10
Louisiana	1.3	27	Louisiana	1.9%	17
Maine	1.1	23	Maine	0.2%	2
Maryland	1.2	25	Maryland	0.8%	7
Massachusetts	2.5	50	Massachusetts	2.6%	23
Michigan	3.8	77	Michigan	3.0%	27
Minnesota	2.2	45	Minnesota	3.4%	30
Mississippi	1.0	20	Mississippi	1.4%	12
Missouri	2.3	47	Missouri	1.5%	13
Montana	1.4	28	Montana	1.4%	12

Nebraska	1.2	25	Nebraska	1.0%	9
Nevada	0.6	13	Nevada	0.7%	6
New Hampshire	2.1	43	New Hampshire	1.9%	17
New Jersey	2.0	40	New Jersey	2.7%	24
New Mexico	0.9	18	New Mexico	0.9%	8
New York	4.9	99	New York	5.5%	49
North Carolina	1.6	33	North Carolina	1.8%	16
North Dakota	0.7	14	North Dakota	0.5%	4
Ohio	1.7	35	Ohio	2.1%	19
Oklahoma	1.5	30	Oklahoma	1.0%	9
Oregon	2.5	50	Oregon	2.2%	20
Pennsylvania	1.8	36	Pennsylvania	3.3%	29
Rhode Island	1.0	20	Rhode Island	1.7%	15
South Carolina	2.1	43	South Carolina	2.4%	21
South Dakota	0.7	14	South Dakota	0.8%	7
Tennessee	2.0	41	Tennessee	3.0%	27
Texas	4.6	93	Texas	2.6%	23
Utah	0.9	19	Utah	2.6%	23
Vermont	0.6	12	Vermont	1.4%	12
Virginia	4.2	85	Virginia	3.3%	29
Washington	1.7	35	Washington	1.5%	13
West Virginia	1.0	21	West Virginia	0.9%	8
Wisconsin	1.3	27	Wisconsin	3.8%	34
Wyoming	1.6	32	Wyoming	0.9%	8
Missing	1.3	27	Missing		
Total	100.0	2013	Total	100.0%	892

- In both studies, approximately half of the school board members received no pay for their service.

How much are school board members paid annually?

		Study Year	
		2007	2019
Not Paid	Count	1096	518
	% within Study Year	54.9%	49.1%
< \$1,000	Count	208	77
	% within Study Year	10.4%	7.3%
\$1,000 - \$5,000	Count	438	275
	% within Study Year	21.9%	26.1%
\$5,001 - \$10,000	Count	95	80
	% within Study Year	4.8%	7.6%
More than \$10,000	Count	85	68
	% within Study Year	4.3%	6.5%
Other, please specify	Count	74	36
	% within Study Year	3.7%	3.4%
Total	Count	1996	1054
	% within Study Year	100.0%	100.0%

How much are school board members paid annually? Other, please specify. (2019)
Portion of individual health benefits or nothing for this California school district.
Members are offered the option of receiving a \$200 per meeting stipend but most waive the payment in this Ohio school district.
Local board 2x a year in the 1-5 K range, intermediate board same range but we are paid bi-monthly.
Receive \$400 stipend.
\$25 per board & committee meeting = less than \$1000 per year in this Wisconsin school district.
\$7,000 annual stipend paid bi-weekly in Massachusetts school district.
\$272.00 per month and +7k for medical in this California school district.
School board members are paid about \$1,250 annually, but I decline the payment in this Rhode Island school district.
\$32,000 in this Virginia school district.
\$1,000 in this New Jersey school district.
\$125 for business meetings only (not paid for committee meetings) with a state imposed limit of \$3,500 per year total annual compensation in this Ohio school district.
\$60 per meeting in this Minnesota school district.
\$24,000 in school district in Virginia.
Not annual salary; \$75 per meeting in this South Dakota school district.
Get many free meals and a few fun trips annually, but no salary in this Arkansas school district.

\$30 per meeting in this Michigan school district.
\$4,400 plus full health benefits in California.
Not paid unless a local levy then \$50 per meeting up to 4,200 per year in this Washington school district.
Less than one thousand, and a third of those monies is taken out for student scholarships in this Nevada school district.
Currently \$4,800 but will increase to \$7,200 in 2020 in this Virginia school district.
\$12,000 for members but \$14,000 for the chair.
One school board was not paid and another was \$100 per month and then raised to \$300 a month my last year of service.
\$75 per meeting - usually \$900 to \$1,500 per year in this South Dakota school district.
\$125 for business meetings only (not paid for committee meetings) with a state imposed limit of \$3,500 per year total annual compensation.
Less than \$1,000 but we sign it back over to the school for scholarships in this Alaska school district.
We have the ability to receive medical benefits but I don't take them.
\$1,200 stipend member/\$1,800 stipend chairman in this school district in North Carolina.
\$30/meeting
\$100 per meeting in this school district in Hawaii.
\$125 per mtg, 1 reg mtg per month plus any special mtgs.
We are supposed to be paid between \$1000 - \$5000 but we forego our stipends to save money for our Rhode Island District.
\$50/day stipend when doing school board activities.
Equip to benefit package amount.

Other, please specify (2007).

"Stipend"" of \$240/month, prorated for absences in this California school district.
\$ 10.00 per meeting in this Maine school district.
\$ 1000 – 5000 in this Virginia school district.
\$ 2,000/year in this Indiana school district.
\$1 per year in this Michigan school district.
\$1,200 Stipend Member/\$1,800 Stipend Chairman in this North Carolina school district.
\$100 per meeting in this Hawaii school district.
\$125 per meeting, no limit on total in this Ohio school district.
\$160.00 per meeting in this West Virginia school district.

\$160/Meeting - Limit of 50 meetings in this Washington school district.
\$18,000 plus \$7,000 expense account in this Maryland school district.
\$250 stipend per meeting attended in this Alaska school district.
\$30 per meeting in this Wisconsin school district.
\$30 per meeting, up to 52 per year in this Michigan school district.
\$300 monthly transportation stipend
\$300.00 in this Maryland school district.
\$32,000 in this Florida school district.
\$32,000 as advised by the state in this Florida school district.
\$350 annual stipend is traditionally returned in this California school district.
\$37,600 in this Florida school district.
\$40 per meeting in this Minnesota school district.
\$50 per meeting up to max of \$4,800 in this Washington school district.
\$55.00 per meeting two meetings a month in this Minnesota school district.
\$6,000.00 in this Virginia school district.
\$75 / month in this Tennessee school district.
\$80/meeting in this Ohio school district.
\$90.00 per meeting in this North Carolina school district.
12,000 in this Ohio school district.
17.50 per meeting in this Vermont school district.
18,000 in this Georgia school district.
24,402.00 in this Florida school district.
25.00 per meeting if 15,000 + students in this Oklahoma school district.
29,000 in this Florida school district.
30.00 per meeting in this Wisconsin school district.
35K in this Florida school district.
37,000 in this Florida school district.
39,000 in this Florida school district.

40,884 in this Florida school district.
400.00 in this New Hampshire school district.
50.00 dollars per meeting in this Michigan school district.
600 in this Louisiana school district.
Approximately \$5,000 plus health insurance in this Alaska school district.
Decided by district enrollment - ours \$32,000 in this Florida school district.
I had no idea that Bd members were ever paid!! New York school district.
Insurance coverage offered in this California school district.
It is illegal to pay school board members in Oregon.
No more than \$6,000/yr in this West Virginia school district.
Not paid (state law) in this Kansas school district.
Not salaried; \$50/meeting; max \$4,800; avg ~\$2,000 in this Washington school district.
Paid \$7200, but I turn mine back to the schools in this South Carolina school district.
Per Deim Rate with max of \$4,800 in this Washington school district.
Per meeting rate (\$50) with cap of \$2400 per year in this Minnesota school district.
Reimbursed \$50 each meeting, bi-monthly meetings
with a \$7,000 expense per year in this Maryland school district.

On average, how many hours per week do you work with school board related issues?

Hours Per Week		Study Year	
		2007	2019
Less than 5	Count	484	270
	% within	24.2%	25.6%
5-10	Count	893	462
	% within	44.6%	43.8%
11-20	Count	415	187
	% within	20.7%	17.7%
More than 20	Count	209	114
	% within	10.4%	10.8%
Other	Count	0	23
	% within	0.0%	2.2%
Total	Count	2001	1056
	% within	100.0%	100.0%

- Compared to the 17% of families who have children ages 3 to 17 nationwide, 38% of school board members have children in school. In 2002, about 49% reported having children currently in school<sup>8</sup>. Approximately 90% of school board members indicate that their children attended or previously attended the school within the district that they were serving.

Do your children attend (or previously attended) school within this district?

		2007	2019
Yes	Count	1840	932
	% within	92.9%	88.4%
No	Count	140	122
	% within	7.1%	11.6%
Total	Count	1980	1054
	% within	100.0%	100.0%

Did you attend school within this district?

		2007	2019
Yes	Count	578	323
	% within	29.0%	30.6%
No	Count	1415	732
	% within	71.0%	69.4%
Total	Count	1993	1055
	% within	100.0%	100.0%

Do you have a full-time job in addition to the school board?

		Study Year	
		2007	2019
Yes	Count	1435	662
	% within	71.7%	62.6%
No	Count	567	395
	% within	28.3%	37.4%
Total	Count	2002	1057
	% within	100.0%	100.0%

<sup>8</sup> Samuels, Christina A. "Survey Detects Shifting Priorities of School Boards." *Education Week*, vol. 30, no. 20, 2011, pp. 1.

Are you a member of the National School Board Association?

		Study Year	
		2007	2019
Yes	Count	1166	505
	% within	58.9%	48.1%
No	Count	814	544
	% within	41.1%	51.9%
Total	Count	1980	1049
	% within	100.0%	100.0%

Are School Board members required to have a college degree?

		Study Year	
		2007	2019
Yes	Count	31	9
	% within	1.6%	0.9%
No	Count	1968	1046
	% within	98.4%	99.1%
Total	Count	1999	1055
	% within	100.0%	100.0%

Are you a current or former teacher?

		2007	2019
Yes	Count	497	320
	% within	24.9%	30.8%
No	Count	1498	720
	% within	75.1%	69.2%
Total	Count	1995	1040
	% within	100.0%	100.0%

Who makes the personnel decisions within your School District?

	2007	2019
Principal	79	79
	4.0%	7.5%
Superintendent	818	674
	40.9%	63.8%
School Board	232	102
	11.6%	9.7%
Other, please specify	868	201
	43.4%	19.0%
Total	1997	1056
	100.0%	100.0%

For the combined studies almost all school board members noted a combination of individuals making the personnel decisions within the school district. See below for a sample of responses.

A combination of administration, superintendent, principal and school board
Human Relations department together with the Principal
A collaborative effort, but our board has final say
Academic Policy Committee of each charter school
Administration & faculty make the decisions for the applicable personnel but must be ratified/agreed by board
Administration recommends, Board Approves
All personnel are recommended to the board by the superintendent; however, the superintendent received recommendations from principals, and other central office employees.
Assistant Superintendent for Human Resources
Associate Superintendent & Principal
Board approves or denies all new positions after requests from administration. Principals hire for their own buildings, superintendent for multi building hires. All new employees are approved by board vote.
Board formally approves certified teacher contract hire, resignation, nonrenewal, but superintendent really responsible
Board has final say
Board hires superintendent and approves all hires, but administrators hire for their sites/departments
Business Manager/Superintendent/Principal
<b>By New Hampshire law, the superintendent nominates all certified and or school-based positions for confirmation by the school board. District office staff is hired without board approval, except for the superintendent, assistant superintendents, business administrator and other senior staff who are nominated by the superintendent and approved by the board. Obviously, the superintendent is chosen by the board without any nomination. The board may not hire staff subject to its vote without a nomination from the superintendent.</b>
Department heads
Depends on level of hire
School Administration with approval of School Board
School Board approves, Superintendent final say
Site-based Decision-Making Council
Some Superintendent, Some Principal
<b>Superintendent recommends, board votes, no rejection in 15 years</b>

Superintendent for central office, principals mostly at school level, but one past board member would get principals to hire executives' wives from his "nonprofit"---YUCK. And we have a serious problem in that probably 15% of staff got their jobs through nepotism, and they are usually not our best employees. Athletics, in particular, is notorious for that, but male administrators generally seem to think we should hire their spouses or kids. One of those intractable issues.
Team Interview/Principal Recommends/Board Accepts
Team of hr and administration except for hire/fire of superintendent
Team Principals and Superintendents
The board has statutory responsibility for approval
<b>The principals and administrators interview and suggest to the board who to hire, until recently, the board hired whoever the administration brought forward, until people with incomplete applications and poor grades were brought forward, which the board refused to hire. This practice of nepotism in hiring is just starting to fade due to the board being cognizant of the fact that they have the power to say not to candidates which do not meet our needs/values. The superintendent has full authority to transfer personnel within the district and the board has no say in the matter.</b>
The Superintendent is the ONLY Board employee.
The Superintendent makes the personnel recommendations and the school board approves it.
Union

I regularly meet with the School District's teachers.

		2007	2019
Agree	Count	805	338
	% within	40.4%	44.0%
Disagree	Count	1189	430
	% within	59.6%	56.0%
Total	Count	1994	768
	% within	100.0%	100.0%

I socialize with other School Board members outside of school board meetings.

		2007	2019
Agree	Count	898	364
	% within	45.1%	49.1%
Disagree	Count	1094	378
	% within	54.9%	50.9%
Total	Count	1992	742
	% within	100.0%	100.0%

Many of the other School Board members are involved in the same organizations I am.

		Study Year	
		2007	2019
Agree	Count	489	179
	% within	24.6%	23.6%
Disagree	Count	1500	578
	% within	75.4%	76.4%
Total	Count	1989	757
	% within	100.0%	100.0%

I feel accepted by the other School Board members.

		2007	2019
Agree	Count	1793	815
	% within	90.4%	90.5%
Disagree	Count	191	86
	% within	9.6%	9.5%
Total	Count	1984	901
	% within	100.0%	100.0%

I feel that our School Board is influential in the community.

		2007	2019
Agree	Count	1739	731
	% within	87.4%	90.9%
Disagree	Count	250	73
	% within	12.6%	9.1%
Total	Count	1989	804
	% within	100.0%	100.0%

More School Board business gets done in private meetings rather than public meetings.

		2007	2019
Agree	Count	300	169
	% within	15.1%	18.9%
Disagree	Count	1690	724
	% within	84.9%	81.1%
Total	Count	1990	893
	% within	100.0%	100.0%

I find that state laws hinder my School Board from getting things done.

		2007	2019
Agree	Count	764	326
	% within	38.5%	44.1%
Disagree	Count	1218	414
	% within	61.5%	55.9%
Total	Count	1982	740
	% within	100.0%	100.0%

Our School District needs change.

		2007	2019
Agree	Count	1152	438
	% within	58.4%	60.2%
Disagree	Count	819	289
	% within	41.6%	39.8%
Total	Count	1971	727
	% within	100.0%	100.0%

Our School District provides a safe environment for students to learn.

		2007	2019
Agree	Count	1896	906
	% within	95.9%	95.6%
Disagree	Count	81	42
	% within	4.1%	4.4%
Total	Count	1977	948
	% within	100.0%	100.0%

Please indicate your views on the following school related issues by marking Agree, Neutral, or Disagree. (2019)  
 Question not asked in 2007.

	Agree	Neutral	Disagree	Total
Funding from the Federal Government is sufficient for our local school district.	13.75% (n=142)	13.75% (n=142)	72.51% (n=749)	100% (n=1033)
School safety is a top priority for our school district.	85.95% (n=893)	10.97% (n=114)	3.08% (n=32)	100% (n=1039)
I support the Common Core State Standards for our school district.	34.43% (n=357)	33.85% (n=351)	31.73% (n=329)	100% (n=1037)
Standardized testing is a big problem in education.	57.27% (n=595)	28.39% (n=295)	14.34% (n=149)	100% (n=1039)
Teacher salaries should be increased.	69.08% (n=717)	22.16% (n=230)	8.77% (n=91)	100% (n=1038)
Student poverty is a growing problem in our school district.	67.57% (n=700)	18.92% (n=196)	13.51% (n=140)	100% (n=1036)
The average class size in our school district should be smaller.	48.27% (n=501)	28.71% (n=298)	23.03% (n=239)	100% (n=1038)

Schools should be used as sites for after-school programs.

		2007	2019
Agree	Count	1923	901
	% within	96.8%	98.1%
Disagree	Count	64	17
	% within	3.2%	1.9%
Total	Count	1987	918
	% within	100.0%	100.0%

The Superintendent is doing a good job.

		2007	2019
Agree	Count	1795	773
	% within	91.1%	89.2%
Disagree	Count	175	94
	% within	8.9%	10.8%
Total	Count	1970	867
	% within	100.0%	100.0%

There are times when the School Board's role and the Superintendent's role are confused.

		2007	2019
Agree	Count	982	437
	% within	49.7%	51.9%
Disagree	Count	994	405
	% within	50.3%	48.1%
Total	Count	1976	842
	% within	100.0%	100.0%

There is a willingness for others in the community to get involved with education.

		2007	2019
Agree	Count	1515	606
	% within	76.1%	78.6%
Disagree	Count	475	165
	% within	23.9%	21.4%
Total	Count	1990	771
	% within	100.0%	100.0%

Most parents are willing to serve on the School Board.

		2007	2019
Agree	Count	152	32
	% within	7.7%	3.7%
Disagree	Count	1819	827
	% within	92.3%	96.3%
Total	Count	1971	859
	% within	100.0%	100.0%

The public has too little to say in how schools are run.

		2007	2019
Agree	Count	476	190
	% within	24.1%	25.9%
Disagree	Count	1496	545
	% within	75.9%	74.1%
Total	Count	1972	735
	% within	100.0%	100.0%

Every Student Succeeds Act (previous "No Child Left Behind in 2007") is good for our School District.

		2007	2019
Agree	Count	638	169
	% within	32.2%	32.4%
Disagree	Count	1341	352
	% within	67.8%	67.6%
Total	Count	1979	521
	% within	100.0%	100.0%

The teachers within our School District are paid enough.

		2007	2019
Agree	Count	1040	237
	% within	52.3%	29.1%
Disagree	Count	948	577
	% within	47.7%	70.9%
Total	Count	1988	814
	% within	100.0%	100.0%

The Superintendent within our School District is paid enough.

		2007	2019
Agree	Count	1707	781
	% within	85.8%	88.2%
Disagree	Count	282	104
	% within	14.2%	11.8%
Total	Count	1989	885
	% within	100.0%	100.0%

Schools within our School District should offer bilingual (English and Spanish) instruction.

		2007	2019
Agree	Count	958	477
	% within	48.7%	62.5%
Disagree	Count	1011	286
	% within	51.3%	37.5%
Total	Count	1969	763
	% within	100.0%	100.0%

There should be term limits placed on how long a School Board member serves.

		2007	2019
Agree	Count	622	293
	% within	31.2%	38.2%
Disagree	Count	1373	474
	% within	68.8%	61.8%
Total	Count	1995	767
	% within	100.0%	100.0%

Being a School Board member takes me away from my family too often.

		2007	2019
Agree	Count	535	216
	% within	27.0%	28.6%
Disagree	Count	1444	538
	% within	73.0%	71.4%
Total	Count	1979	754
	% within	100.0%	100.0%

Being a School Board member is a rewarding service despite the low financial pay.

		2007	2019
Agree	Count	1929	901
	% within	96.7%	97.1%
Disagree	Count	66	27
	% within	3.3%	2.9%
Total	Count	1995	928
	% within	100.0%	100.0%

I have strong social networking ties with business owners in my School District.

		2007	2019
Agree	Count	954	420
	% within	48.0%	61.0%
Disagree	Count	1035	269
	% within	52.0%	39.0%
Total	Count	1989	689
	% within	100.0%	100.0%

How much influence does a School Board member have over local government decisions?

		2007	2019
A lot	Count	60	68
	% within	3.1%	6.7%
A moderate amount	Count	599	245
	% within	31.0%	24.0%
A little	Count	858	437
	% within	44.4%	42.8%
None at all	Count	414	271
	% within	21.4%	26.5%
Total	Count	1931	1021
	% within	100.0%	100.0%

I am involved with clubs or organizations outside the School Board.

		2007	2019
Yes	Count	1628	857
	% within	84.4%	84.1%
No	Count	302	162
	% within	15.6%	15.9%
Total	Count	1930	1019
	% within	100.0%	100.0%

How often do you socialize with other School Board members on unrelated school board matters?

		2007	2019
Daily	Count	13	6
	% within	0.7%	0.6%
Weekly	Count	236	106
	% within	12.3%	10.4%
Monthly	Count	869	448
	% within	45.1%	44.1%
Never	Count	807	457
	% within	41.9%	44.9%
Total	Count	1925	1017
	% within	100.0%	100.0%

How many years have you lived in your community?

		2007	2019
Less than 5	Count	55	22
	% within	2.8%	2.2%
6 - 10	Count	181	64
	% within	9.3%	6.3%
11 -20	Count	499	217
	% within	25.7%	21.3%
More than 20	Count	1207	714
	% within	62.2%	70.2%
Total	Count	1942	1017
	% within	100.0%	100.0%

There are School Board members who can stop progress from taking place.

		2007	2019
Agree	Count	1464	726
	% within	75.3%	82.7%
Disagree	Count	480	152
	% within	24.7%	17.3%
Total	Count	1944	878
	% within	100.0%	100.0%

Over the past 10 years Educational changes have gone in the right direction.

		2007	2019
Agree	Count	1258	327
	% within	65.1%	48.4%
Disagree	Count	675	348
	% within	34.9%	51.6%
Total	Count	1933	675
	% within	100.0%	100.0%

When my School District is recognized for excellence it is a reflection on the School Board leaders.

		2007	2019
Agree	Count	1319	424
	% within	68.2%	67.4%
Disagree	Count	614	205
	% within	31.8%	32.6%
Total	Count	1933	629
	% within	100.0%	100.0%

Now that I am a School Board member, I am more recognized in the community.

		2007	2019
Agree	Count	1396	570
	% within	71.8%	79.1%
Disagree	Count	547	151
	% within	28.2%	20.9%
Total	Count	1943	721
	% within	100.0%	100.0%

Enrollment growth within my School District is growth for the community.

		2007	2019
Agree	Count	1701	798
	% within	89.0%	94.0%
Disagree	Count	211	51
	% within	11.0%	6.0%
Total	Count	1912	849
	% within	100.0%	100.0%

My School District is vital for the economy within our local community.

		2007	2019
Agree	Count	1732	853
	% within	89.3%	95.7%
Disagree	Count	208	38
	% within	10.7%	4.3%
Total	Count	1940	891
	% within	100.0%	100.0%

School Board members’ relationship with the local community leaders is a positive one.

		2007	2019
Agree	Count	1763	739
	% within	90.9%	92.3%
Disagree	Count	177	62
	% within	9.1%	7.7%
Total	Count	1940	801
	% within	100.0%	100.0%

Local elected officials make decisions that positively affect the schools within our district.

		2007	2019
Agree	Count	1333	443
	% within	69.7%	71.5%
Disagree	Count	580	177
	% within	30.3%	28.5%
Total	Count	1913	620
	% within	100.0%	100.0%

Schools within my School District will improve their test scores in the next 5 to 10 years.

		2007	2019
Agree	Count	1856	719
	% within	95.9%	94.5%
Disagree	Count	80	42
	% within	4.1%	5.5%
Total	Count	1936	761
	% within	100.0%	100.0%

School Board members should be more accessible to the public.

		2007	2019
Agree	Count	1493	513
	% within	77.4%	85.8%
Disagree	Count	437	85
	% within	22.6%	14.2%
Total	Count	1930	598
	% within	100.0%	100.0%

We are almost done, but I would like to ask you if the following issues are potential problems for students within your School District. Please indicate your views on these issues by marking from Serious Problem to Not a Problem. (2019)

	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Don't know/No opinion	Total
Teenage pregnancy	3.10% (n=31)	20.70% (n=207)	46.00% (n=460)	23.90% (n=239)	6.30% (n=63)	100% (n=1000)
Bullying/physical or online	24.19% (n=217)	49.16% (n=441)	24.19% (n=217)	1.11% (n=10)	1.34% (n=12)	100% (n=897)
School violence	5.60% (n=56)	24.50% (n=245)	46.80% (n=468)	21.80% (n=218)	1.30% (n=13)	100% (n=1000)
Gang Behavior	3.70% (n=33)	12.21% (n=109)	29.56% (n=264)	50.50% (n=451)	4.03% (n=36)	100% (n=893)
Drug and alcohol abuse	22.12% (n=221)	45.65% (n=456)	27.53% (n=275)	2.30% (n=23)	2.40% (n=24)	100% (n=999)
Absenteeism	18.86% (n=188)	33.90% (n=338)	34.00% (n=339)	10.53% (n=105)	2.71% (n=27)	100% (n=997)
Disorganization/feeling overwhelmed	12.36% (n=123)	32.06% (n=319)	31.66% (n=315)	14.67% (n=146)	9.25% (n=92)	100% (n=995)
Eating right and staying healthy	7.60% (n=76)	38.70% (n=387)	35.30% (n=353)	12.90% (n=129)	5.50% (n=55)	100% (n=1000)
Not resolving relationship issues	8.04% (n=80)	29.95% (n=298)	35.68% (n=355)	10.75% (n=107)	15.58% (n=155)	100% (n=995)

Poor grades/not studying or reading enough	12.12% (n=121)	36.27% (n=362)	36.27% (n=362)	9.02% (n=90)	6.31% (n=63)	100% (n=998)
Poor sleep habits	11.06% (n=110)	39.60% (n=394)	28.74% (n=286)	4.82% (n=48)	15.78% (n=157)	100% (n=995)
Wasting time/procrastinating	6.96% (n=69)	34.07% (n=338)	34.98% (n=347)	5.75% (n=57)	18.25% (n=181)	100% (n=992)
Lack of home support	24.30% (n=218)	42.36% (n=380)	23.75% (n=213)	4.91% (n=44)	4.68% (n=42)	100% (n=897)
Poverty	35.53% (n=318)	34.08% (n=305)	24.36% (n=218)	4.69% (n=42)	1.34% (n=12)	100% (n=895)
Mental Health challenges	36.42% (n=326)	41.45% (n=371)	16.76% (n=150)	0.89% (n=8)	4.47% (n=40)	100% (n=895)

<b>Describe any other challenges for students not listed above. More than 200 school board members responded with other comments.</b>
Major problem in focusing on "standards" and not the child. This is especially true at lower grades. Kindergarten should not have curriculum/standards/tests for example. Learning through play is paramount. Our nationwide hyper focus on standards is a major cause for many of our mental health issues with students. School has become an adverse stressor for many and it has started in the lower grades. Since the 1980s, we have gone in the wrong direction with education in the U.S. (New York school district)
Single parenting (Minnesota school district)
Entitled parents who bully teachers, staff, and school board especially via social media and board members who do the same. (Texas school district)
Social Emotional welfare (New York school district)
Transportation is a big problem due to families living in rural area. (Utah school district)
Parents both working-no one home or available to attend school functions etc. (Pennsylvania school district)
Our district is facing a vaping issue which the district is educating parents, teachers, and children about prevention, health impact and working with city to change local laws to protect our youth. (Massachusetts school district)
High School Students do not always have a good balance of leisure time and school related academic pressures. There are a great number of students that are enrolled in dual credit courses (HS and college course credit). Many are also over enrolled individually in honors classes. This puts a great amount of pressure on H.S. students to spend many hours on homework while also balancing extracurricular involvements. Students are so competitive, comparing grades and test scores among peers it creates constant stress on the individuals. Not enough emphasis is placed on vocational 2 year programs as options. This community has a negative attitude toward careers that are not based on acquiring a 4 year college degree. More internships for plumbing electricians and mechanics and other skilled trades should be valued and offered as dual credits for HS seniors. Businesses like WI electric are in need of skilled workers and these opportunities should be developed and not overlooked. (Wisconsin school district)
Our School District has welcomed immigrants from almost 100 countries with almost 100 languages and cultures; we have integrated an enormous number of newcomers into our community but certainly this is and will continue to be a challenge for us. We will not allow federal agents to seize children in our schools and we will uphold the American Dream which is our proud history but the fear that current policies have created have terrorized many of our families, including families of teachers and school staff. Our district must deal with this challenge. Our district is ethnically diverse but residentially segregated, and this leads to silos and stereotypes; we need to make more efforts to mix our populations in normal situations to reduce suspicion and rivalries. Our School District has enormous economic disparities, creating social friction and potential conflict, which we must monitor and try to contain. (Florida school district)
Not having staff such as teachers and principals that mirrors the students. (New Hampshire school district)
Lack of digital connection for students to complete assignments. (New York school district)

Pressure from college application process. Pressure to succeed in athletics. (New York school district)
We live in a community where the cost of living is very high and we have poor families sharing one room of space with other families or living basements. (New York school district)
Surviving and rebuilding after the National Disaster in California's Camp Fire complex of Paradise Untied School District. Lack of things for age groups 18 and under to do in our community even before the fire. Lack of education or support in the adults that are raising these children.
Language barriers, especially for parents. Immigration concerns and ICE removing loved ones. (Oregon school district)
Too much emphasis on testing within the schools and the district and the state. (Tennessee school district)
We need more options for students with disabilities. Out of district schools cost much more and schools are not compensated properly for those children so districts tend to keep them in district even when they need out of district placement. Discipline is a very large issue. It seems like state and federal regulations prevent teachers and administration from properly disciplining and/or expelling students when needed. This is more prevalent when there is a student with an IEP / disability that is disturbing the whole class. I have had more parents and students ask me why we have two different standards for students. At the very beginning of school this starts to create students that think they can do what those others are doing because they and their parents do not understand why some students are not disciplined the same way. I agree that we need to teach and help all students, but letting students with disabilities get away with more in a school does not help them or the district in the long term. Having worked with many individuals with disabilities in the past many of them were blindsided when they found out the outside world would not let issues slide like their schools did. (New Hampshire school district)
We have a large number of latch-key children. (West Virginia school district)
We are a high poverty, high ESL pre-K through 8th grade district. (Illinois school district)
A very high-achieving, insular, high pressured environment with a good number of helicopter parents. Students, teachers and parents driven by grades, rankings, test scores, getting into the best college. A lot of stress, anxiety, and drugs in this competitive school climate. (Ohio school district)
Employment opportunities and recreational opportunities for our youth. (Virginia school district)
Anxiety Management of social media (Illinois school district)
Residential segregation leading to school segregation. Distrust between teachers and administration, leading to low teacher morale. Not enough authentic parent engagement. (California school district)
Diverse needs due to various immigrant settlement within the city. Issues ranging from poverty, language barriers, trauma. Federal/state funding nonexistent to support these unique needs. University gap in teacher preparation. Aging infrastructure and school buildings resulting in environmental hazards and poor perception of public schools. Influx of charter schools. Lack of structure and policy to inform growth, review and partnership with public education. (New Mexico school district)
National climate of hate and discrimination and fear. (Minnesota school district)
Most of these are "don't know" because we get no data on the topics even though we ask. Our board rejected by vote to get a report on student behavior issues. Board members ask but do not get data. We have about 44% of free and reduced lunch. Is poverty a problem? I don't know. Using this statistic to project educational ability is wrong. Our district does it all the time. Children who may live in poverty are not necessarily poor academic performers. "The clothes are old but never are they dirty." The mental health piece is very concerning to me. When I first arrived, I felt we had a greater focus on mental health than academics. That has only gotten worse in the last few months. There is now a move to implement "Social and Emotional Learning" in the district. At first K-5 as a pilot program. Our "Strategic Plan" proposes to many social workers to the district to accommodate mental health issues. I want to see a focus on academic improvement not social skills and assessments on group behavior and group think. There has been no discussion on what data will be collected and to whom it will be shared. Students' mental health and self-esteem will lift when they feel accomplishment and accepted for who they are. We are not doing that. (New Hampshire school district)
Cell phone use during the school day. Some class sizes remain too large at the secondary level. Inconsistency in deliverance of special education services. (Virginia school district)

To clarify -- I used "moderate problem" most often as an answer to acknowledge that something is a problem but do not know where it falls on a minor to serious scale. Overuse of high-stakes testing is a serious problem brought on by state and federal mandates. (Arizona school district)
Foster care/adoption/grandparent care. (Wyoming school district)
We have extremely large class sizes, underpaid teachers, and a suicide epidemic. (Utah school district)
In my district transportation for students who walk to school, and merger of schools whereas students don't feel accepted. (Mississippi school district)
The whole mentality that the public has that change in education will have an immediate impact on test scores. It takes years for that to show up. (Indiana school district)
Disorganization/feeling overwhelmed might be more than a minor problem - just guessing. A lot of our students are involved in many activities - sports, the arts...over involvement? Increasing use of e-cigarettes is a concern. (Wisconsin school district)
1. Peer pressure 2. Students feeling or not finding a place where they "belong" 3. Haves vs. have-nots (somewhat related to peer pressure and comparing) 4. Social Media and always-on electronic devices 5. Stigma associated with asking for help. (Missouri school district)
Discrimination against sexual orientation/gender expression. (Colorado school district)
Homeless, stable family environments. (South Carolina school district)
1. Internet distraction, leading to 1. a. Collapsed skills in time management 1. b. Depression 1. c. Inability to read or respond to social cues. 1. d. Inaccurate sense of what works for success (Oregon school district)
We believe an 'adulthood' course should be offered as kids aren't taught how to 'survive' after graduation and too many families in our district live on government aid so their kids likely will too unless they get some help from School. We need to teach about interviewing, saving, bank accounts, credit (good and bad), and on and on and on.
Many of our students must come from another country in order to attend school in our School District. Waking at 4:30am to walk to the bus to ride to the bridge to catch another bus to the school before breakfast at 7:30am. After school, these students must make the same trek home where there are often no utilities. (Texas school district)
Inability to travel and afford local educational places (zoo, museums, local arts celebrations, etc.) and so they can further their understandings, knowledge, daycare opportunities during 3rd shift times. (Michigan school district)
Overscheduling (Wisconsin school district)
Single parent homes-parent works and child is left at home alone -no one enforcing homework completion -poor attendance -no social skills being taught. Social media is a huge challenge for our students. This is where bullying often begins and ends, resulting in low self-esteem and sometimes suicide. (Ohio school district)
Pressure from parents for "success." Too many activities and not enough unstructured time.
Challenge of career choice, selecting an appropriate pathway by student, establishing and maintaining cooperative and shared educational goals by school board and the funding county board.
Language barrier for non-English speaking students. (Florida school district)
Vaping is a very serious problem within our school district, teens and pre-teens are very quickly getting addicted to nicotine and their ability to conceal these devices and use them during school is widespread. We need addiction treatments services and communication outreach on this danger. Our school districts in MI are not funded by the state in a fair manner, the funding mechanism, when installed in 1994 for politicized and we have a system of haves and have nots which is a primary reason why MI is near the bottom in student achievement. (Michigan school district)
Homeless youth (Nevada school district)
Anxiety caused by intense pressure to get into Ivy League Universities, a lot of overachievers taking on too much. (Missouri school district)
I marked "moderate problem" for many of the above questions, because while a large majority of our students might not be experiencing one of the above challenges, but for the ones who are, it is a "Serious Problem." So, when I say "School violence" is not a serious problem, I mean that we are not dealing with incidents on a regular

basis--but any instance is a serious problem. Same thing with eating right, sleep habits, procrastinating, home support--these are all serious problems for the students affected. (Wisconsin school district)
We have some children in our community that are homeless. (Georgia school district)
Excessive testing (Idaho school district)
Expectations by teachers, Districting, Equity and Parity. Informed parental involvement. Support for CTE. (North Carolina school district)
I do not consider it "school violence", but emotional behaviors in the classroom are a serious problem, especially at the elementary level.
Increasing charter schools which take our students.
High level of Student Anxiety; not enough money to provide socio-emotional counseling.
Parents must work out of School District because there are no good jobs here. Households do not have traditional 2 parent families. This has a direct impact on social and emotional learning environments. (Montana school district)
Parental support for schools. (Louisiana school district)
Persistent Trauma with students. Poor performance of Black students over decades. (California school district)
Vaping Challenging students, not having teachers use curriculums (Montana school district)
Violence in communities is a larger issue in Washington, DC than is school-based violence. Our children witness an enormous amount of violence and carry with them the residual trauma for years without adequate mental health services. (District of Columbia school district)
Vaping (Rhode Island school district)
Lacking additional classroom support staff; constant issues with IEP's and 504 plan provisions not being met; low staff morale district wide impacts classroom. (California school district)
This question presumes that I am intimately knowledgeable about the students in my district. My district is always concerned about the privacy of individuals who may be dealing with one or more of the issues you list above. So even a school board member isn't provided with a lot of detail. Violence, bullyism, absenteeism, these are all metrics that are measured and reported, so those I would know about. And I know that some children have mental health challenges due to the scope of special needs programs we have. Other than that, I'm not sure it would be appropriate that I would even know about these things, unless of course some incident was caused as a result. (Rhode Island school district)
Scheduling activities & classes based on block schedule format.
Language with illegal status student/families and Home Schooling without proper oversight/standards/monitoring such initiatives. (Kentucky school district)
Rural isolated community leads to more isolation for students who "don't fit in". HUGE lack of mental health facilities and practitioners. (Wyoming school district)
Social media, vaping. (Arizona School district)
ESL; high special needs population requiring a disproportionately higher percentage of the district's budget. (Pennsylvania school district)
Social media leading to anti-social behaviors. (Pennsylvania school district)
Parental involvement for poor and minority students is a serious problem in my school district. High turnover of teachers in high poverty and/or low performing schools is a serious problem. High concentration of high poverty students in some schools is a very serious problem. (North Carolina school district)
Suicide, Depression, Anxiety, Lack of funding for supporting students in crisis. (Minnesota school district)
Lack of adequate mental health resources.
Homelessness is a serious issue especially after a major disaster (Camp Fire) plus all the families suffering the after effects are experiencing increasing emotional and mental health issues. These include staff and students who lost their homes or are now 'sharing' with extended families or friends. The Chico as well as larger Butte Co community

have become consumed with the related issues to the Camp Fire so local context can get lost. There is some strain between charter schools and the district but overall, we have a good relationship. (California school district)
Poor, outdated facilities, declining enrollment, school budgets.
A lot of stress around college admissions. We have a VERY diverse population because we just merged three towns into one school district. One town, the town that I live in and represent, is affluent, one more in the middle, and a third that is very mixed with a lot of students on FRL and living below the poverty line. So, I answered this more through the lens of someone representing the affluent town. I am beginning to understand the needs of the other communities I now represent as well!
Language barrier Responsible for too much at home -- or in some cases, not given *enough* responsibility (culture/sexism clash). (New Jersey school district)
The only challenges I hear from students are they receive too small of food portions at lunch. The District is only allowed to offer portionable sizes in alignment with the federal standards. I believe this was started in the Obama administration. I understand that many children in the U.S. are overweight, and, in my opinion, this is due to their and their parent's laziness. However, in rural Idaho, many children either play sports or work after school on farms, ranches, and for other business owners. They burn constant calories. Our athletes and farming community children are far from overweight. They need larger meat portions, more protein, more carbs, and not so much salad. Many of our children need food immediately after school (especially the athletes, farm and ranch kids, and after-school job kids) because they are hungry. I understand you may not read this, nor pay much attention to this, but let individual schools create their own proportions and menus within their districts. Secondly, and this is so sad, we have become a dependent country, and instead of having the parents "Parent" their children, Parents seem to rely on the schools to teach morals and common sense, feed their children, and parent the children. We are very fortunate in our small community as most of our parents are just that...Parents...and they do the disciplining; expect respect, and make sure healthy food is plentiful. I have heard that obesity is among the poor because for whatever reason, parents cannot feed their children healthy foods. That is so untrue. It does not cost very much to feed children properly. It's laziness on the part of the parents. I am a prime example of a very low income wage earner and my children have never gone hungry, have never been obese, and are healthy, striving individuals. We just have learned to do "without" some things we "think" we may need rather than the actual "need." Maybe it's time to send the parents back to school to teach them how to budget, cook, be active, and to quit being so lazy. Thank you for reading. Good luck!! (Idaho school district)
Latchkey kids (Vermont school district)
Too many broken homes. Financial issues because of high poverty rate. (Virginia school district)
Learning environments (Louisiana school district)
Homelessness. Nutrition during summers and weekends. (Minnesota school district)
Problems like lack of home support and poverty are very serious problems for the students affected, but fewer students are affected by these problems. Another key issue for us is lack of student engagement and interest in their education. (Rhode Island school district)
Suicide is a serious problem in my district. (Virginia school district)
Marginalized groups - racial, LGBTQ, low-income, non-English speaking. (Massachusetts school district)
We don't meet the requirements for free lunch, but many students go hungry. (New York School District)
Weak home environments, which may or may not be related to poverty. (Arizona school district)
Students need help with supplies and they need more options for education, currently the options provided are limited, close minded and outdated. (California school district)
Equitable access to extra-curricular activities (Alaska school district)
A large number of our children are in Foster Homes or are being raised by grandparents, and some by great-grandparents. (California school district)
Vaping is becoming a very serious problem. (Florida school district)

Lack of adequate state support (funding) for public education.
English Language learners is a big issue, and ESE, Special Need students, very hard to meet the varying exceptionalities. (Florida school district)
Homelessness, High degrees of students trauma, neglect requiring additional mental health support. Family involvement where language and culture can be a challenge. (Minnesota school district)
Different discipline for students that are not athletes. Athletes receive less discipline than non athletes. Team selection is based on nepotism (not equal selection), transportation for school activities. Lack of access for advanced courses no say in reading assignments.
Racial bias (Vermont school district)
Meaningful Parental Involvement in daily life is the largest issue I see that would make the biggest difference. This includes involvement in with their online life. This is the first generation of parenting young kids who have access to the technological revolution. Respect of privacy and general lack of engagement with online life has led to children parenting themselves through issues.
Behavior problems, homelessness, food scarcity, professional role models. (Arizona school district)
Rural living is terrific in many ways and for various benefits. However, unless parents are willing to drive a couple hours, children don't even have the experience of an elevator or escalator...let alone a moving sidewalk! Nearest town to mine with stoplights is 20 miles...you get my drift... (New Hampshire school district)
NEED VISION OF EQUITY AND ALTERNATIVE TEACHING STRATEGIES FOR MANY DIFFERENT BACKGROUNDS, COLOR, LANGUAGE AND LEARNING STYLES OF STUDENTS. (Oregon school district)
Parental involvement in the schools, especially in the high poverty schools
Housing instability is a huge problem for students and families in my district. Gentrification and development speculation have made housing prices skyrocket. We have a significant problem with homelessness, but even greater problem of housing instability, with students/families couch surfing or bouncing from one rental to another. Many students are experiencing a dramatic increase in school mobility - in some schools there is classroom turnover of 25-35% year over year, often during the year. With every move, students' academic progress is set back, sometimes by as much as 6 months. (Oregon school district)
Stress from counselors & principals pushing students towards taking advanced placement classes. (Pennsylvania school district)
Homelessness (Kansas school district)
Homelessness (New York school district)
We are a moderately affluent, well-educated community. People focus on our 40% FRL rate, but that is far below the national mean, and should be no excuse for mediocrity. We have significant challenges in that we have elementary schools, middle schools, and junior highs along with a large high school, so kids are constantly transitioning and even our best principals have trouble knowing the kids. No one wants to address that since it would be hard. We also have a problem in that our secondary teachers are pretty good in my view, at least many are, but elementary only average, so kids who are advantaged cannot find teachers smart enough to challenge them (so they try to leave for a way oversubscribed charter in 7th grade), and kids who are disadvantaged lack the teachers who can mentor them (so they often must go to the alternative school for high school). That will take years to fix, and I am not sure we really will. Complacency is the enemy of excellence. (Arkansas school district)
This district comprises seven towns that are far apart. Our buses travel over 4000 miles a day. Despite our best efforts students spend too much time traveling to school and sports events.
No internet at home to do work from. (Arkansas school district)
Pressures of high performing suburban school district. (Massachusetts school district)
We are a primarily white rural district which makes it especially difficult for our non-white students. Even if they are treated well by their peers and teachers, they rarely see anyone like them in their classrooms. We would love to hire more minority teachers, but because of the lack of diversity in our area, we have few people of color apply to work for us. (Iowa school district)
Lack of parental support for the students and the schools! (Alabama school district)

High numbers of transient students. (Montana school district)
Racial tension (California school district)
Respect and support for transgender students. (Wisconsin school district)
The main problem that I see is that parents are enabling their children too much. The parents step in for them too often and blame the school or division for things that should be dealt with in the home, therefore the students blame the schools/teachers and it becomes harder to work with the students. Many parents are relying on the schools to be parents instead of themselves. (Virginia school district)
Inadequate infrastructure, trailer classrooms etc.
I would include homelessness in the poverty topic as well as lack of parents'/guardians' abilities to positively advocate for their child(ren). I believe the previous, more intense focus, on passing graduation requirement tests with an attitude that college graduation is the only road to success, has seriously limited the scope of the relevance of an education to many families in my city. We are starting to turn this around to elevating apprenticeships, vocational education, and multiple paths to economic stability. (Indiana school district)
Programs not put in place to assist their needs. Mental issues. We need an Alternative School. (Indiana school district)
Minor vaping issues and lack of education on vaping. (Illinois school district)
Students/children are "over-programmed" by their parents and don't have enough unstructured time at the high school level, all students should be required to do at least 2 seasons of a sport and be involved in at least one additional extra-curricular activity. Finally, I understand that fewer and fewer high school students have part-time jobs, and that many students going off to college have never had a part-time job; something needs to be done about this, as such jobs serve important educational benefits as well. (Delaware school district)
Parents of Students living in poverty are believed to care little about education. I disagree, I think they are working multiple low wage jobs. High performing Students have stress & emotional issues. (Florida school district)
Lack of diversity in the teaching staff. Understanding and use of culturally responsive teaching strategies. (Minnesota school district)
Funding support from elected officials
Implicit and explicit bias/race relations in our predominantly white, liberal community where people think they are open minded but in practice are not.
Parent support and living in multi homes. Dads/Moms. (Michigan school district)
Vaping (Georgia school district)
Racism and homophobia in the schools (Oregon school district)
Homelessness, alternative learning needs, uncertainty of State government supports (scholarships, social service supports, etc)
A segment of our students has a sense of entitlement...that education should be handed them on a silver platter, so that they don't perceive they need to invest time and energy into their education. Over-emphasis on sports leaves some of our non-athletic students feeling left out. (Oregon school district)
Too much focus on athletics. (Iowa school district)
Groups of people such as Transgender, African American, Protestant or Atheist ext. thinking they need special privileges over others when all people should be treated equal regardless of their race, creed, sexual orientation, beliefs or social economic status. (Washington school district)
a) Possibility of an active shooter attacking them. We've actively prepared for this, but it still is a student concern. b) Growing concern of opioids, c) Too much attention given test scores instead of a well-rounded education. The humanistic aspect of the educational process is often ignored. ("Takes too much time and you can't test this "touchy-feelie" stuff. Morality and appropriate behavior are the job of the parents to teach") (California school district)
Peer pressure, social media distractions, competition and racial bias

Homelessness, food insecurity, racial tensions, unrealistic expectations, (often from parental pressures). (Wisconsin school district)
Vaping has become a major problem in our school and I have been told that respect for teachers and administration is not what it should be. (Minnesota school district)
Racism - our community is over 90% white and many of our students of color exist in a biased and racist culture every day. (Minnesota school district)
Dealing with pressure to perform. Time necessary for homework and extracurriculars.
Low income and single parent families need more help than we can offer due to the lack of funds. (Michigan school district)
Our school buildings are old and there have not, been enough funds to repair them. This year a county wide tax increase was approved to improve facilities throughout the entire county. Private schools and the smaller communities around Springfield have been siphoning off our students because they have newer facilities and a higher income level. Basically, the county students outside of Springfield don't have Title schools.
Parents with drug abuse problems. Social media - impact on self-esteem, etc. Stress - family and student Behavioral health-disruptive behaviors. (Arizona school district)
Some of the questions are impossible for an individual board member to answer. My district is made of an affluent community where most students have two college educated parents. The achievement gap is a huge issue for us. Some board members would characterize the "over involvement" of parents as a problem. I do not. I see it as an asset. We have good attendance at board meetings and even better viewership of meetings we post to YouTube. I feel lucky to share ideas and resources with an engaged community. (Michigan school district)
Peer pressure, parent pressure, racial discrimination. (Virginia school district)
Parents who are pushing their children to be number one. Students not having enough down time. Parents over schedule their children's time. Teachers having low expectations for their students.
Parents do not know how to coach students to be successful in school and in to college. (California school district)
We're seeing a rise in homelessness as property values soar! (California school district)
Parental involvement (Alabama school district)
Parental Neglect and Abuse (Alabama school district)
1. Stress from AP classes and AP testing 2. too much State and Federal testing 3. graded on memorization not leaning (Wisconsin school district)
Colleges expect too much from students leaving high school. Students who want into the 'good' state school or private schools must have extensive resumes of activities, leadership, sports, community service and more. The stress of trying to have enough activities and experiences to get into a 'good' school is a problem. (Washington school district)
Home life, dealing with alcoholism and opiate addictions by other family members. (Alaska school district)
Lack of exposure to positive role models.
Little to no parental involvement in struggling schools. (South Carolina school district)
Social media is a universal problem and keeping check on it at school and with parents can prove to be a challenge. We are a small district in a moderately comfortable social and economical area. We get almost no title one or extra financial support from the state. The parents formed a foundation and fund raise every year to allow the students to have an art and music program. They raise approximately \$200,000 per year. This allows the students to have an enriched curriculum. Special Ed expenses need to be compensated at a higher level by the state and federal government. The costs can be unknown year to year and can affect the general budget. (California school district)
Believe it or not we do have racism in our schools. (Wisconsin school district)
We have non-qualified teachers and our central office is do top heavy in nepotism, friends and family that out kids never see the funds didn't on them fir programs, textbooks, etc. (Alabama school district)
Lack of parental involvement in schools and at home. (Florida school district)

Stress! Students as well as parents are sometimes too concerned about how their child compares to other “gifted or athletic” students. Students receiving a quality education. Having enough resources & experiences to prepare students for their future. (Colorado school district)
Support for second language learners; support black students, support for LGBTQ students, support for SpEd. (Colorado school district)
Over-involvement of Parents... It is wonderful for them to be engaged in their students' school. It is an issue when they feel they are entitled to dictate all activities related to their child(ren). (South Carolina school district)
We are a majority-minority district in a community that was, until recently, predominantly middle and upper-middle class yet ethnically diverse, as well as highly regarded for its academic excellence. However, demographic shifts in the last 2-3 decades have led to a community that is deeply divided, both economically and socially, and that is largely unsupportive of the public schools. About half the school-age children in our town come from Orthodox Jewish families who prefer to send their children to religious schools; these families also happen to represent the upper socioeconomic tier of the community and many are vocal in their resentment about how high school spending/taxes are in our district. The result is a public school population that is increasingly African American, Latino, or Asian; nearly half our students now qualify for free and reduced lunch; many of our parents are unable to provide their children with the support they need to thrive academically. Nevertheless, we have a pool of gifted teachers and administrators who battle against the odds to help each child succeed to the best of their abilities, making it possible for the students who take advantage of these opportunities to get an excellent education--and understanding of how to get along with people from diverse cultures--that prepares them well for success in college and beyond.
Homelessness, parent over-involvement in student discipline, social media/bullying. (California school district)
The burden of having to grow up faster than being a child. (Alaska school district)
Lack of parental involvement in their child’s education both in and out of school.
Lack of home support for behavior, studying, participation
Vaping and juuling lack of clarity on alternate paths equal access to enrichment opportunities. (New Jersey school district)
A lack of clarity by adults about what 21st century learning and job skills are and why they are important. Over labeling what STEM education and classes are and an unrealistic picture of the potential of those careers. (Washington school district)
Much of the above [problems] is lack of parental support and everything being pushed on to the schools. (Delaware school district)
Neighborhoods are intentionally segregated, which leads to segregated schools. Therefore, children who live in low socioeconomic households/neighborhoods are not experiencing or benefiting from socioeconomic and racial diversity. I would like to see more natural or incentives for integration of our neighborhoods, which would increase the diversity in our schools without busing children across town. (Virginia school district)
The lack of home support and lack of parental involvement are huge issues. Poverty is a huge issue. Not recognizing the issues or blaming the results from these issues on something or someone else is also a big problem. Another challenge is the push for everyone to go to college. Many do not want this or cannot afford this option, and are made to feel as a failure if they do not attend a 4 year program to earn a degree. We need to get more kids into trades and skilled manufacturing training to capture their attention and provide them the means to earn a living. (Minnesota school district)
Lack of motivation, seeing success as daunting, unease at moving away from their town and friends. (Alabama school district)
Vaping (Georgia school district)
The use of vaping devices--pressure to do well and take AP classes (anxiety). (Illinois school district)
Poor standards. Inconsistent curriculum. Incoherent decisions based on educational fads. Failure of individual board members to conduct themselves in accordance with board policies and procedures. Lack of consistent assessment data needed to determine the efficacy of programs. Educational direction determined by political dogma instead of the tried and true methods of inculcating fundamental academic skills. The "soft bigotry of low

expectations" for students who need a different approach than the 4 walls of the traditional classroom. (New Hampshire school district)
Disproportionate number of Black students to # in Special Education and in discipline. (California school district)
Recognizing the important of obtaining a quality education. Obtaining a marketable skill while in high school even if college is not on the radar. (Virginia school district)
Community stress and high parental expectations are a problem for our students. (Massachusetts school district)
Unfunded mandated Federal and State programs and compliance issues that do not benefit our students and diffuses our focus on educating the youth of our community. We have 22 languages spoken in our elementary schools by 48 students. Teaching English as a second language is a tremendous challenge to the District. We cannot focus our efforts on a few European languages. (Pennsylvania school district)
Lack of access to advanced educational opportunities that would lead to acceptance in colleges out-of-state plus lack of job opportunities in-state. (Vermont school district)
Availability of a quality preschool (Iowa school district)
Life skills such as home economics and learning about things like respect, hard work, and earning things not being entitled to them just for being alive. (Vermont school district)
Stress from society - from expectations for excellence to worries based on national political actions. (Iowa school district)
Students perceive pressure to succeed (e.g., good grades, get into the best colleges). Parent expectations are high. On the other end, we have a large number of immigrants who are struggling to get by. We have 45 languages spoken in the homes in our district. (California school district)
Fitting in and overachievement (New York school district)
Homelessness due to gentrification. Immigration status is disruptive to family stability. (California school district)
Bullying is a nationwide issue and a community issue. Parents are too quick to blame bullying on the schools when it truly starts at home. The community must fact the issue of bullying together. (Ohio school district)
Poverty is the single greatest obstacle to student success. (Kentucky school district)
Vaping (California school district)
Our school district suffered a major devastating fire that burned down most homes, businesses and our schools. The MENTAL HEALTH issues of staff, students and families is and will continue to be our greatest issue within the next 10 years as the district and families rebuild. (California school district)
Students arriving with limited education experiences. (New Jersey school district)
Pressures to excel in an academically challenging environment which are exacerbated by parents and desire to get into top colleges. (Pennsylvania school district)
Lack of familial support and encouragement regarding education; High level of poverty within the District; Higher than average level of single parent families. (Montana school district)
The normal stresses that have become part of young lives. Too many choices. Social media acceptance
The most important one is bullying and gang behavior, which the administrations seems unwilling to challenge or correct.
Worry about the future due to lack of jobs in the area. There is no industry and the only new businesses being courted by our City leaders are low-paying retail and restaurant jobs. Students know that they will either have to leave their hometown or be resigned to working 2-3 jobs with no benefits just to survive here. The odds are better of course for wealthy students. (Tennessee school district)
Social Media impacts the atmosphere at school. On-line Bullying is continuing problem. (Virginia school district)
Lack of connection with minority students and minority alumni. Minority Students lack the dream for achievement. (Missouri school district)
State testing overwhelms too many of our students and their families. Such a high price to pay for the state to prove to taxpayers that our students are learning; what a group of test developers think they should know. A student portfolio assessment would provide the same appraisal of the students' growth. (North Carolina school district)

<p>Hunger, class sizes are too large, inclusion of students makes it difficult for teachers and all students levels mixed makes it difficult for the students - too much diversity causes to many distractions, school days are too short, lack of parent participation and support, experienced teachers pay is pretty good, but beginning teachers need to be paid more, preschool students kindergarten students need more play and social time. Grades pre K, K and First are requiring too much of many students; they need time to develop more skills than reading and writing. They aren't being allowed to be children, and it is not showing higher levels of educational development as they continue their education. Small children do not have the attention span to sit still to learn as they are being required to do, and they used to have a half day of school and now they attend a full day requiring them to be restricted to too much structure for longer than their ages are capable of doing well. There is little time for creativity or imagination skills to be developed.</p>
<p>Parents who have poor or absent parenting skills. We offer free Parenting with Love and Logic classes, but those who really need it won't come. Parents who don't support student learning outside of the classroom. Parents who blame their student's poor achievement or behavior on teachers, who then burn out and leave the profession. (California school district)</p>
<p>District has a shortage on certified/qualified teachers. (Mississippi school district)</p>
<p>We live in a community of high poverty and very wealthy. The county has changed drastically over the last 20 years. The disparity was less. Our county is less about ranching and the rural life and more about tourism and art. There are jobs available but no one who is in the service industry can afford to live here. The family usually has both parents working so less time is available for being involved with their kids in school related activities. I think they want to support their children but can't. Drugs are alcohol are a problem not only for the kids but the parents as well. (Montana school district)</p>
<p>Mental health. Feeling pressure. Poverty. (Missouri school district)</p>
<p>Ethnic prejudice (Kansas school district)</p>
<p>The enormous pressure from society. Our societal stress is more difficult for children. (Kansas school district)</p>
<p>Anxiety (Connecticut school district)</p>
<p>Suicide (Montana school district)</p>
<p>Many students working long hours and not enough focus on schoolwork. Many come from disadvantaged homes without proper resources (internet, supplies, etc.). Students who cope with parents on drugs. Students who cope with parent co-habituating with numerous partners ... no stability in home &amp; sometimes abuse. (North Carolina school district)</p>
<p>Homelessness, poverty, support from home. (Colorado school district)</p>
<p>Schools using developmentally inappropriate curriculum. (Michigan school district)</p>
<p>Stress of standardized testing, one parent homes, uninvolved parents, uncertainty of their futures, lack of civility by the "adults" in leadership roles. (Pennsylvania school district)</p>
<p>Children having to fill the role of adults in the home at too young an age - due to absent parent, working parent, addicted or inattentive parent. (Oklahoma school district)</p>
<p>Lack of parental support and involvement is a moderately widespread problem. (Oklahoma school district)</p>
<p>Multi-generational poverty, young girls having babies, crime. (Virginia school district)</p>
<p>Poverty, access to work, English language, child care and sibling care. (Ohio school district)</p>
<p>Social media focus (Wisconsin school district)</p>
<p>Sexualization of our children and schools being view more a social environment than one for acquiring the knowledge and learning skills they need to become successful adults and citizens. Teen pregnancy, STDs, drug alcohol abuse, mental disorders - the root problem often is the early sexualization of our children. Their addiction to social media and devices which undermines their ability to form successful relationships. Teachers lack of content knowledge within their areas of instruction and the teachers themselves not thinking it is a big deal themselves - "so what, students can just look up what they want to know" was the comment of dozens of teachers</p>

before our AZ State Brd of Ed as they waved their cellphones at us. Too often, when I was on school board or state board, the message from teachers was "just do the best you can" not "strive for excellence." (Arizona school district)
Poverty which leads to a number of the issues above. (Indiana school district)
Social media/phone/ gaming addiction - We are a military community, so mobility and parental deployments are an issue -
Overall stress of too much homework. (Massachusetts school district)
Providing resources for a high concentration of low economic families. (Mississippi school district)
Understanding that it is not about the A. Learn that life will resolve and work out even if you do not get every A. Become a citizen of the world and learn to savor joy. (New York school district)
Being out of home before graduating due to poverty issues. Family instability due to poverty. Parental lack of knowledge regarding child development. Lack access to full day, full year child care, resulting in lifetime under achievement. Lack access to educational supports such as competent, paid tutors. Lack access to robust arts and performing arts education. Transportation barriers. Lack opportunities to be physically and socially active. (Nebraska school district)
Housing instability, food insecurity (Oregon)
Our school does not have a school psychologist or other professional who can handle mental health issues. (Delaware school district)
Social media and the way kids are growing up under a microscope is a challenge for them. Mental health has been a growing problem. (Oregon school district)
Mental health issues, suicide, fragmented families, adverse childhood experiences, parents who don't speak English and don't understand or trust the school system, poverty. (Utah school district)
Graduation rate! (Georgia school district)
Feeling disconnected; family issues; more poverty than some realize.
Not enough alternative solutions to high school dropouts, however our school board has no jurisdiction over our public/private high school. (New Hampshire school district)
Social pressure from other students and perceived influences (Texas school district)
future economic conditions and employability

What is your gender?

	Study Year	
	2007	2019
Male	1042	468
	54.6%	47.5%
Female	865	518
	45.4%	52.5%
Total	1907	986
	100.0%	100.0%

<sup>9</sup>In 2010, according to Hess and Meeks, 56 percent of board members were male and 44 percent female. In 2002, board members were 61 percent male and 39 percent female.

What is your marital status? Are you currently?

	Study Year	
	2007	2019
Single (never married)	42 2.2%	36 3.6%
Married	1713 90.2%	817 82.1%
Divorced	96 5.1%	83 8.3%
Widowed	32 1.7%	50 5.0%
Separated	17 0.9%	9 0.9%
Total	1900 100.0%	995 100.0%

In general, was your employment during 2018?

	%	Count
Employed, working 40 or more hours per week	51.09%	493
Employed, working 1-39 hours per week	15.13%	146
Not employed, looking for work	0.31%	3
Not employed, NOT looking for work	2.80%	27
Retired	23.21%	224
Disabled, not able to work	0.73%	7
Caregiver (e.g., children, elderly)	0.52%	5
Homemaker	3.11%	30
Full-time student	0.31%	3
Part-time student	0.00%	0
Other	2.80%	27
Total	100%	965

<sup>9</sup> Hess, Frederick M. and Olivia Meeks. *School Boards Circa 2010: Governance in the Accountability Era*. Thomas B, 2010.

Which of the following best describes your current occupation (2019)?

	%	Count
Building and Grounds Cleaning and Maintenance Occupations	0.22%	2
Healthcare Support Occupations	1.72%	16
Farming, Fishing, and Forestry Occupations	1.40%	13
Architecture and Engineering Occupations	3.56%	33
Arts, Design, Entertainment, Sports, and Media Occupations	1.94%	18
Sales and Related Occupations	6.25%	58
Computer and Mathematical Occupations	1.94%	18
Legal Occupations	4.20%	39
Office and Administrative Support Occupations	2.05%	19
Life, Physical, and Social Science Occupations	0.97%	9
Management Occupations	7.33%	68
Protective Service Occupations	0.65%	6
Business and Financial Operations Occupations	6.68%	62
Healthcare Practitioners and Technical Occupations	4.20%	39
Personal Care and Service Occupations	0.32%	3
Education, Training, and Library Occupations	16.06%	149
Food Preparation and Serving Related Occupations	0.32%	3
Production Occupations	0.75%	7
Installation, Maintenance, and Repair Occupations	0.75%	7
Construction and Extraction Occupations	1.94%	18
Community and Social Service Occupations	4.09%	38
Transportation and Materials Moving Occupations	0.32%	3
Retired	18.97%	176
Other	13.36%	124
Total	100%	928

In general, would you say that your health is excellent, good, fair or poor?

		2007	2019
Excellent	Count	947	413
	% within	49.7%	41.4%
Good	Count	882	525
	% within	46.3%	52.7%
Fair	Count	73	54
	% within	3.8%	5.4%
Poor	Count	5	5
	% within	0.3%	0.5%
Total	Count	1907	997
	% within	100.0%	100.0%

Which political affiliation do you most closely associate with?

		Study Year	
		2007	2019
Independent		377	196
		20.8%	20.4%
Democrat		660	398
		36.4%	41.4%
Republican		734	324
		40.5%	33.7%
Other, please specify		41	44
		2.3%	4.6%
Total		1812	962
		100.0%	100.0%

How many years of formal education have you completed?

	Study Year	
	2007	2019
9th to 12th grade (No High School Diploma)	1 0.1%	1 0.1%
High school diploma (or equivalency)	64 3.3%	14 1.4%
Some college, no degree	258 13.5%	79 7.9%
Trade/technical/vocational training	0 0.0%	23 2.3%
Associate (two-year) degree	137 7.2%	49 4.9%
Bachelors (four-year) degree	622 32.5%	295 29.5%
Graduate or professional degree	830 43.4%	538 53.9%
Total	1912 100.0%	999 100.0%

Which racial or ethnic group do you most closely identify yourself with?

	Study Year	
	2007	2019
Black (African American)	108 5.8%	93 9.5%
White (Caucasian)	1671 89.6%	809 82.7%
American Indian/Native American	17 0.9%	13 1.3%
Hispanic or Latino	35 1.9%	28 2.9%
Asian or Pacific Islander	9 0.5%	7 0.7%
Other, please specify	25 1.3%	28 2.9%
Total	1865 100.0%	978 100.0%

<sup>10</sup>In an earlier study from 2011, close to 81 percent of school board members were white, 12 percent were African-American, and 3 percent were Hispanic. In 2002 those percentages were 85.5 percent white, about 8 percent black and about 4 percent Hispanic. The greatest diversity was seen in school boards that served large districts.

Which category best describes your age? (2019)

	%	Count
18-24	0.30%	3
25-34	1.31%	13
35-44	13.94%	138
45-54	25.66%	254
Over 54	58.79%	582
Total	100%	990

Which category best describes your age? (2007)

		Frequency	Percent
Valid	18-29	14	.7
	30-39	131	6.5
	40-49	638	31.7
	50-59	739	36.7
	60 and over	379	18.8
	Total	1901	94.4
Missing	System	112	5.6
Total		2013	100.0

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<sup>10</sup> Samuels, Christina A. "Survey Detects Shifting Priorities of School Boards." *Education Week*, vol. 30, no. 20, 2011, pp. 1.

Which category best describes your total 2018 household income BEFORE taxes? (2019)

	%	Count
Less than \$25,000.	0.76%	7
\$25,000 to \$34,999.	1.52%	14
\$35,000 to \$49,999.	5.64%	52
\$50,000 to \$74,999.	11.50%	106
\$75,000 to \$99,999.	16.92%	156
\$100,000 to \$149,999.	27.55%	254
\$150,000 to \$199,999.	16.05%	148
\$200,000 or more	20.07%	185
Total	100%	922

Which category best describes your total 2006 household income BEFORE taxes? (2007)

		Frequency	Percent
Valid	Less than \$10,000	3	.1
	Between \$10,000 and \$19,999	5	.2
	Between \$20,000 and \$29,999	15	.7
	Between \$30,000 and \$39,999	45	2.2
	Between \$40,000 and \$49,999	68	3.4
	Between \$50,000 and \$59,999	103	5.1
	Between \$60,000 and \$69,999	138	6.9
	Over \$70,000	1355	67.3
	Total	1732	86.0
Missing	System	281	14.0
Total		2013	100.0

The following tables offer comparisons for the different regions of the United States.

1) The **Northeast** includes Connecticut, Delaware, District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, Rhode Island, Vermont, New Jersey, New York, and Pennsylvania.

2) The **Midwest** consists of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

3) The **South** claims more states than any other region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

4) The **West** comprises Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, and Wyoming.

Which political affiliation do you most closely associate with?

Study Year				Northeast	Midwest	South	West
2007	Which political affiliation do you most closely associate with?	Independent	Count	89	109	80	86
			% within	25.7%	22.6%	16.6%	19.3%
		Democrat	Count	144	151	171	180
			% within	41.6%	31.3%	35.6%	40.4%
		Republican	Count	105	210	221	168
			% within	30.3%	43.6%	45.9%	37.7%
		Other, please specify	Count	8	12	9	12
			% within	2.3%	2.5%	1.9%	2.7%
		Total	Count	346	482	481	446
			% within	100.0%	100.0%	100.0%	100.0%
2019	Which political affiliation do you most closely associate with?	Independent	Count	45	49	34	33
			% within	25.4%	20.6%	17.5%	18.1%
		Democrat	Count	88	89	66	79
			% within	49.7%	37.4%	34.0%	43.4%
		Republican	Count	35	85	86	61
			% within	19.8%	35.7%	44.3%	33.5%
		Other, please specify	Count	9	15	8	9
			% within	5.1%	6.3%	4.1%	4.9%
		Total	Count	177	238	194	182
			% within	100.0%	100.0%	100.0%	100.0%

I regularly meet with the School District's teachers

Study Year				Northeast	Midwest	South	West
2007	I regularly meet with the School District's teachers	Agree	Count	105	219	221	235
			% within	27.4%	40.6%	42.2%	48.2%
		Disagree	Count	278	320	303	253
			% within	72.6%	59.4%	57.8%	51.8%
Total			Count	383	539	524	488
			% within	100.0%	100.0%	100.0%	100.0%
2019	I regularly meet with the School District's teachers	Agree	Count	42	73	68	85
			% within	27.8%	41.0%	46.9%	59.0%
		Disagree	Count	109	105	77	59
			% within	72.2%	59.0%	53.1%	41.0%
Total			Count	151	178	145	144
			% within	100.0%	100.0%	100.0%	100.0%

Our School District needs change.

Study Year				Northeast	Midwest	South	West
2007	Our School District needs change.	Agree	Count	223	304	294	294
			% within	58.7%	57.0%	57.2%	60.6%
		Disagree	Count	157	229	220	191
			% within	41.3%	43.0%	42.8%	39.4%
Total			Count	380	533	514	485
			% within	100.0%	100.0%	100.0%	100.0%
2019	Our School District needs change.	Agree	Count	91	98	91	76
			% within	65.9%	54.7%	63.2%	57.6%
		Disagree	Count	47	81	53	56
			% within	34.1%	45.3%	36.8%	42.4%
Total			Count	138	179	144	132
			% within	100.0%	100.0%	100.0%	100.0%

Schools should be used as sites for after-school programs.

Study Year				Northeast	Midwest	South	West
2007	Schools should be used as sites for after-school programs.	Agree	Count	369	526	498	473
			% within	97.6%	96.9%	95.4%	97.5%
		Disagree	Count	9	17	24	12
			% within	2.4%	3.1%	4.6%	2.5%
	Total	Count	378	543	522	485	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	Schools should be used as sites for after-school programs.	Agree	Count	170	221	177	162
			% within	98.8%	98.7%	97.3%	97.6%
		Disagree	Count	2	3	5	4
			% within	1.2%	1.3%	2.7%	2.4%
	Total	Count	172	224	182	166	
		% within	100.0%	100.0%	100.0%	100.0%	

There are times when the School Board's role and the Superintendent's role are confused.

Study Year				Northeast	Midwest	South	West
2007	There are times when the School Board's role and the Superintendent's role are confused.	Agree	Count	198	259	260	226
			% within	52.7%	48.1%	50.0%	46.8%
		Disagree	Count	178	279	260	257
			% within	47.3%	51.9%	50.0%	53.2%
	Total	Count	376	538	520	483	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	There are times when the School Board's role and the Superintendent's role are confused.	Agree	Count	90	104	89	72
			% within	57.3%	50.5%	51.1%	47.7%
		Disagree	Count	67	102	85	79
			% within	42.7%	49.5%	48.9%	52.3%
	Total	Count	157	206	174	151	
		% within	100.0%	100.0%	100.0%	100.0%	

Every Student Succeeds Act (previous "No Child Left Behind" in 2007) is good for our School District.

Study Year				Northeast	Midwest	South	West
2007	No Child Left Behind is good for our School District.	Agree	Count	97	173	190	158
			% within	25.7%	32.2%	36.5%	32.8%
		Disagree	Count	281	365	331	323
			% within	74.3%	67.8%	63.5%	67.2%
	Total	Count	378	538	521	481	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	Every Student Succeeds Act is good for our School District.	Agree	Count	27	37	44	30
			% within	31.4%	29.1%	36.7%	31.9%
		Disagree	Count	59	90	76	64
			% within	68.6%	70.9%	63.3%	68.1%
	Total	Count	86	127	120	94	
		% within	100.0%	100.0%	100.0%	100.0%	

The teachers within our School District are paid enough.

Study Year				Northeast	Midwest	South	West
2007	The teachers within our School District are paid enough.	Agree	Count	294	346	163	212
			% within	77.0%	64.2%	31.2%	43.8%
		Disagree	Count	88	193	360	272
			% within	23.0%	35.8%	68.8%	56.2%
	Total	Count	382	539	523	484	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	The teachers within our School District are paid enough.	Agree	Count	89	65	14	27
			% within	61.8%	35.7%	7.5%	18.2%
		Disagree	Count	55	117	172	121
			% within	38.2%	64.3%	92.5%	81.8%
	Total	Count	144	182	186	148	
		% within	100.0%	100.0%	100.0%	100.0%	

The Superintendent within our School District is paid enough.

Study Year				Northeast	Midwest	South	West
2007	The Superintendent within our School District is paid enough.	Agree	Count	350	469	442	390
			% within	91.6%	87.2%	84.7%	80.2%
		Disagree	Count	32	69	80	96
			% within	8.4%	12.8%	15.3%	19.8%
	Total	Count	382	538	522	486	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	The Superintendent within our School District is paid enough.	Agree	Count	153	198	151	138
			% within	93.3%	89.2%	85.3%	86.3%
		Disagree	Count	11	24	26	22
			% within	6.7%	10.8%	14.7%	13.8%
	Total	Count	164	222	177	160	
		% within	100.0%	100.0%	100.0%	100.0%	

Schools within our School District should offer bilingual (English and Spanish) instruction.

Study Year				Northeast	Midwest	South	West
2007	Schools within our School District should offer bilingual (English and Spanish) instruction.	Agree	Count	141	259	280	248
			% within	37.2%	48.3%	54.2%	52.0%
		Disagree	Count	238	277	237	229
			% within	62.8%	51.7%	45.8%	48.0%
	Total	Count	379	536	517	477	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	Schools within our School District should offer bilingual (English and Spanish) instruction.	Agree	Count	66	110	114	102
			% within	50.4%	57.6%	70.8%	71.8%
		Disagree	Count	65	81	47	40
			% within	49.6%	42.4%	29.2%	28.2%
	Total	Count	131	191	161	142	
		% within	100.0%	100.0%	100.0%	100.0%	

There are School Board members who can stop progress from taking place.

Study Year				Northeast	Midwest	South	West
2007	There are School Board members who can stop progress from taking place.	Agree	Count	270	397	396	358
			% within	73.2%	74.6%	78.3%	75.1%
	Disagree	Count	99	135	110	119	
		% within	26.8%	25.4%	21.7%	24.9%	
	Total	Count	369	532	506	477	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	There are School Board members who can stop progress from taking place.	Agree	Count	142	176	150	130
			% within	85.5%	81.5%	82.4%	83.3%
	Disagree	Count	24	40	32	26	
		% within	14.5%	18.5%	17.6%	16.7%	
	Total	Count	166	216	182	156	
		% within	100.0%	100.0%	100.0%	100.0%	

Over the past 10 years Educational changes have gone in the right direction.

Study Year				Northeast	Midwest	South	West
2007	Over the past 10 years Educational changes have gone in the right direction.	Agree	Count	230	351	332	308
			% within	62.2%	66.4%	66.0%	65.4%
	Disagree	Count	140	178	171	163	
		% within	37.8%	33.6%	34.0%	34.6%	
	Total	Count	370	529	503	471	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	Over the past 10 years Educational changes have gone in the right direction.	Agree	Count	57	84	57	63
			% within	45.2%	50.6%	40.1%	55.3%
	Disagree	Count	69	82	85	51	
		% within	54.8%	49.4%	59.9%	44.7%	
	Total	Count	126	166	142	114	
		% within	100.0%	100.0%	100.0%	100.0%	

My School District is vital for the economy within our local community.

Study Year				Northeast	Midwest	South	West
2007	My School District is vital for the economy within our local community.	Agree	Count	305	486	477	412
			% within	82.4%	91.9%	94.3%	86.7%
	Disagree	Count	65	43	29	63	
		% within	17.6%	8.1%	5.7%	13.3%	
	Total	Count	370	529	506	475	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	My School District is vital for the economy within our local community.	Agree	Count	140	211	177	163
			% within	91.5%	96.8%	97.3%	97.0%
	Disagree	Count	13	7	5	5	
		% within	8.5%	3.2%	2.7%	3.0%	
	Total	Count	153	218	182	168	
		% within	100.0%	100.0%	100.0%	100.0%	

Schools within my School District will improve their test scores in the next 5 to 10 years.

Study Year				Northeast	Midwest	South	West
2007	Schools within my School District will improve their test scores in the next 5 to 10 years.	Agree	Count	354	506	484	458
			% within	95.9%	95.7%	96.2%	96.2%
	Disagree	Count	15	23	19	18	
		% within	4.1%	4.3%	3.8%	3.8%	
	Total	Count	369	529	503	476	
		% within	100.0%	100.0%	100.0%	100.0%	
2019	Schools within my School District will improve their test scores in the next 5 to 10 years.	Agree	Count	111	185	159	138
			% within	87.4%	95.9%	97.0%	96.5%
	Disagree	Count	16	8	5	5	
		% within	12.6%	4.1%	3.0%	3.5%	
	Total	Count	127	193	164	143	
		% within	100.0%	100.0%	100.0%	100.0%	

Student poverty is a growing problem in our school district. (2019)

				Northeast	Midwest	South	West
Student poverty is a growing problem in our school district.	Agree	Count	115	173	164	127	
		% within	77.2%	79.4%	93.7%	84.7%	
	Disagree	Count	34	45	11	23	
		% within	22.8%	20.6%	6.3%	15.3%	
Total	Count	149	218	175	150		
	% within	100.0%	100.0%	100.0%	100.0%		

To cite this study: Nylander, Albert. "National School Board Study." McLean Institute for Public Service and Community Engagement. January 2020.

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