

CHAPTER 4

ANALYSIS OF DATA

The purpose of this chapter is to present the data collected in the study. This section of the study describes the findings of the survey in relation to the affect, if any, the Standards of Learning (SOLs) and No Child Left Behind (NCLB) have had on the superintendency in the Commonwealth of Virginia. The data collected and analyzed answered two of the four research questions which include 1) What is the relationship, if any, between the SOLs and the tenure of the superintendents in the Commonwealth of Virginia?, and 2) What is the relationship, if any, between NCLB and the tenure of the superintendents in the Commonwealth of Virginia?

This chapter is organized in the following manner: research design, respondents' demographical variables, and descriptive statistics for superintendents' responses to Part I (SOL & NCLB items), and Part II (Other Influences). Tables are incorporated with the data to support the findings.

Research Design

Conducted in this study was a descriptive survey method. Data were collected by use of a survey questionnaire and consisted of three parts. Part I of the survey posed ten questions related to the affect of the Standards of Learning on superintendent tenure and ten questions regarding the affect of No Child Left Behind on superintendent tenure. Part II of the survey asked about Other Influences in relation to superintendent tenure, and Part III requested information on age, race, gender, years of superintendency experience, years of superintendency experience within the district, total district enrollment, number of schools and total enrollment within the district, and whether Adequate Yearly Progress was made. Questions for Parts I and II were presented on a Likert-type scale with response items which included Strongly Disagree, Disagree, Agree, and

Strongly Agree. Questions were numbered one through ten in the SOL section of Part I, one through ten in the NCLB section of Part I, and one through six in the Other Influences section of Part II. For the purpose of analyzing the data in SPSS, the questions were numbered one through twenty-six, incorporating all questions for each section. The survey instrument is shown in Appendix A.

A total of 132 surveys were mailed via United States Postal Service to superintendents in the Commonwealth of Virginia. Of the 132 surveys, 99 were returned representing a 75% response rate. Because the number of surveys returned met the criteria pre-determined in Chapter 3, disaggregation and analysis of data was initiated and generated using a p value of .05. The descriptive statistics for each item, including minimum, maximum, mean, and standard deviation, are presented in Table 1.

The Virginia Association for School Superintendents (VASS) was contacted to obtain the names of superintendent search organizations in the Commonwealth of Virginia. Based on the information that was received from VASS, initial contact was made with the search firm that conducts the majority of superintendent searches in Virginia. Information from the firm indicated that the organization relies heavily on recruitment of applicants along with an open application process. Heavy recruitment of applicants versus applicants applying on their own would skew the applicant pool data and was determined not to be useful in addressing the applicant pool research questions in this study. Therefore, the researcher was unable to report data in this study that would address the superintendent applicant pool.

Demographics

In Part III of the survey questionnaire, respondents were requested to provide information on age, gender, race/ethnicity, years of experience as a superintendent, years of experience as a superintendent within current district, total student enrollment within their district, student enrollment in the district, number of schools within the district, as well as whether the district made Adequate Yearly Progress (AYP) as noted in Figure 1 and Table 2.

Table 1

Descriptive Statistics Variables	N	Range of Scores		Mean	Std. Dev
		Minimum	Maximum		
1. In general, the SOL's have had a positive influence on education in Virginia.	99	2	4	3.22	0.526
2. The SOLs have had a positive effect on my day-to-day operations.	96	1	4	2.93	0.637
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.	99	1	4	2.00	0.571
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system	99	1	4	2.41	0.639
5. As a result of the SOLs, I have considered leaving the education profession.	98	1	4	1.63	0.616
6. The SOLs will influence my decision to retire earlier than I had originally planned.	99	1	4	1.75	0.690
7. The SOLs have made my job more difficult.	99	1	4	2.41	0.742
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.	99	1	3	1.70	0.483
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.	99	1	4	1.88	0.558
10. The amount of time required to	99	1	4	1.80	0.571

Table 1

Descriptive Statistics		Range of Scores			
Variables	N	Minimum	Maximum	Mean	Std. Dev
educate the community about the district's SOL accreditation status has caused me to consider changing professions.					
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.	98	1	4	1.95	0.889
12. NCLB has had a positive effect on my day-to-day operations.	99	1	4	1.90	0.802
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.	99	1	4	2.60	0.914
14. The district's AYP status is a fair measurement of my leadership in the school division.	99	1	4	1.63	0.632
15. As a result of the NCLB act, I have considered leaving the education profession.	99	1	3	2.03	0.614
16. NCLB will influence my decision to retire earlier than I had originally planned.	99	1	4	2.12	0.746
17. NCLB has made my job more difficult.	99	1	4	3.07	0.811
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.	99	1	3	1.87	0.583
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.	99	1	4	1.95	0.578
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.	99	1	4	1.95	0.645
21. My interactions with the School Board will affect my decision to stay with the school division.	99	1	4	3.37	0.632
22. I have considered leaving the	99	1	4	1.81	0.724

Table 1

Descriptive Statistics Variables	N	Range of Scores		Mean	Std. Dev
		Minimum	Maximum		
district due to unrealistic expectations set by School Board members.					
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.	99	1	4	2.15	0.705
24. The demands of local politics in the school district have caused me to consider leaving the school district.	99	1	4	2.30	0.826
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.	99	1	4	1.98	0.654
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.	99	1	4	1.86	0.535

Table 2

Demographics		
Variable	N	%
Age		
30 or younger	0	0.0
31-40	0	0.0
41-50	18	18.2
51 or older	81	81.8
Gender		
Male	70	70.7
Female	25	25.3
No Response	4	4.0
Race		
Caucasian	81	81.8
African-American	12	12.1
Hispanic	0	0.0
Asian	1	1.0
Other	0	0

Table 2

Demographics		
Variable	N	%
No Response	5	5.1
Experience as Superintendent		
0-5	45	45.5
6-10	23	23.2
11-15	17	17.2
16-20	8	8.1
21-25	1	1.0
26-30	1	1.0
31 +	3	3.0
No Response	1	1.0
Experience as Superintendent in current district		
0-5	65	65.7
6-10	22	22.2
11-15	7	7.1
16-20	4	4.0
26-30	1	1.0
District Enrollment		
0-999	7	7.1
1000-2400	31	31.3
2500-4999	28	28.3
5000-9999	13	13.1
10000-19999	12	12.1
20000+	8	8.1
Number of School in District		
1-5	32	32.3
6-10	18	18.2
11-20	22	22.2
21-30	5	5.1
31+	10	10.1
No Response	12	12.1
Adequate Yearly Progress Status		
Yes	29	29.3
No	70	70.7

Age/Gender

All respondents were at least 41 years of age. The data show that 18.2% of the respondents were between the ages of 41 and 50, and 81.8% were 51 or older. The largest percentage of respondents was male (70.7%), while 25.3% were female and 4% of respondents did not indicate their gender.

Race

Caucasians represented 81.8% of respondents, African-Americans represented 12.1% and Asians represented 1% of respondents. There were no Hispanic or Other races represented among the respondents.

Years of Experience as Superintendent

According to the data, 85.9% of respondents have between zero and fifteen years of experience. Those with 16 or more years of experience as superintendent represented 13.1% of respondents, and 1% of respondents did not indicate years of experience as superintendent.

Years of Superintendent Experience with Current District

The data indicated that 87.9% of respondents have been with their current school district for up to ten years, while 7.1% have been with their current district between 11 and 15 years, and the remaining 5% have 16 to 30 years of experience within their current district.

Enrollment

Over half (59.6%) of respondents indicated enrollment of 1,000 to 4,999 students. A third (33.3%) indicated enrollment greater than 5,000 students, and 7.5% indicated 999 or less students enrolled.

Schools

Half (50.5%) of respondents indicated that there are between one and ten schools in the district, 27.3% of respondents marked that there are between 11 and 30 schools, and 10.1% noted that there are 31 or more schools within the district. Twelve respondents (12.1%) did not provide this information.

Adequate Yearly Progress (AYP)

Respondents were asked to indicate whether their district made AYP. Seventy percent noted that their district did not make AYP, and 30% indicated that AYP was made.

Analysis of Responses

The two research questions were the focus of the study and each survey item was dedicated to answering those questions. A Likert-type scale was provided for the respondents to select the response that most closely reflected their thoughts on the matter. The SPSS computer program was used to generate descriptive analyses through the use of Chi-square in cross tabulations, and to determine frequency. Tables are included to represent respondent responses and to report the significant findings in the study.

Overall Responses to SOL Items

Table 3 displays the superintendents overall responses to the ten SOL items that were presented on a Likert-type scale. As represented in Table 3, a review of the data indicated that collectively 95% of respondents agree and strongly agree that SOLs have had a positive influence in Virginia and 75% agree or strongly agree that SOLs have had a positive effect on day-to-day operations and, at least 90% disagree that they have considered leaving the education profession as a result of the SOLs.

Table 3

Overall Responses to SOL Items

Variables	N	%
1. In general, the SOL's have had a positive influence on education in Virginia.		
Strongly Disagree	0	0
Disagree	5	5.1
Agree	67	67.7
Strongly Agree	27	27.3
2. The SOLs have had a positive effect on my day-to-day operations.		
Strongly Disagree	1	1.0
Disagree	20	20.2
Agree	60	60.6
Strongly Agree	15	15.2
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.		
Strongly Disagree	15	15.2
Disagree	70	70.7
Agree	13	13.1
Strongly Agree	1	1.0
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.		
Strongly Disagree	6	6.1
Disagree	48	48.5
Agree	43	43.4
Strongly Agree	2	2.0
5. As a result of the SOLs, I have considered leaving the education profession.		
Strongly Disagree	42	42.4
Disagree	51	51.5
Agree	4	4.0
Strongly Agree	1	1.0
6. The SOLs will influence my decision to retire earlier than I had originally planned.		
Strongly Disagree	37	37.4
Disagree	52	52.5
Agree	8	8.1
Strongly Agree	2	2.0

Table 3

Overall Responses to SOL Items			
Variables	N	%	
7. The SOLs have made my job more difficult.			
Strongly Disagree	12	12.1	
Disagree	37	37.4	
Agree	47	47.5	
Strongly Agree	3	3.0	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.			
Strongly Disagree	31	31.3	
Disagree	67	67.7	
Agree	1	1.0	
Strongly Agree	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.			
Strongly Disagree	21	21.2	
Disagree	70	70.7	
Agree	7	7.1	
Strongly Agree	1	1.0	
10. The amount of time required to educate the community about the district's SOL accreditation has caused me to consider changing professions.			
Strongly Disagree	26	26.3	
Disagree	69	69.7	
Agree	2	2.0	
Strongly Agree	2	2.0	

Overall Responses for NCLB Items

Table 4 displays the superintendents overall responses to NCLB items that were presented on a Likert-type scale. As presented in Table 4, 70% of respondents strongly disagreed or disagreed that NCLB had a positive influence on education in Virginia, and 78.7% strongly disagreed or disagreed that NCLB has had a positive effect on their day-to-day operations. This is significantly different from the responses regarding the effects of the SOLs on education in Virginia and day-to-day operations as revealed in Table 2. Although 84.9% indicated that NCLB

has made their job more difficult, the respondents also revealed that NCLB is not an influence when determining whether to leave the education profession (79.8%) or to retire early (75.8%). Responses were evenly split on whether NCLB interferes with what superintendents have to do versus what they should be doing (49.5% strongly disagreed or disagreed and 50.5% agreed and strongly agreed).

Table 4

Overall Responses for NCLB Items			
Variables	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.			
Strongly Disagree	37	37.4	
Disagree	33	33.3	
Agree	24	24.2	
Strongly Agree	4	4.0	
12. NCLB has had a positive effect on my day-to-day operations.			
Strongly Disagree	34	34.3	
Disagree	44	44.4	
Agree	18	18.2	
Strongly Agree	3	3.0	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.			
Strongly Disagree	10	10.1	
Disagree	39	39.4	
Agree	31	31.3	
Strongly Agree	19	19.2	
14. The district's AYP status is a fair measurement of my leadership in the school division.			
Strongly Disagree	44	44.4	
Disagree	49	49.5	
Agree	5	5.1	
Strongly Agree	1	1.0	

Table 4

Overall Responses for NCLB Items			
Variables	N	%	
15. As a result of the NCLB act, I have considered leaving the education profession.			
Strongly Disagree	17	17.2	
Disagree	62	62.6	
Agree	20	20.2	
Strongly Agree	0	0	
16. NCLB will influence my decision to retire earlier than I had originally planned.			
Strongly Disagree	17	17.2	
Disagree	58	58.6	
Agree	19	19.2	
Strongly Agree	5	5.1	
17. NCLB has made my job more difficult.			
Strongly Disagree	7	7.1	
Disagree	8	8.1	
Agree	55	55.6	
Strongly Agree	29	29.3	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.			
Strongly Disagree	24	24.2	
Disagree	64	64.6	
Agree	11	11.1	
Strongly Agree	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.			
Strongly Disagree	17	17.2	
Disagree	72	72.7	
Agree	8	8.1	
Strongly Agree	2	2.0	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.			
Strongly Disagree	20	20.2	
Disagree	67	67.7	
Agree	9	9.1	
Strongly Agree	3	3.0	

Overall Responses to Other Influences

Represented in Table 5 are the superintendents overall responses to the six Other Influences that were presented on a Likert-type scale. Overall, respondents indicated that neither unrealistic expectations set by the School Board members (87.8%), extra evening responsibilities (72.8%), demands of local politics (64.6%), lack of local funding support for education (85.9%), or community pressure to meet accreditation standards (93.9%) would cause them to consider leaving the district. However, the respondents did indicate that interactions with the School Board would affect their decision to stay with the district (95.9%).

Table 5

Overall Responses to Other Influences

Variables	N	%
21. My interactions with the School Board will affect my decision to stay with the school division.		
Strongly Disagree	2	2.0
Disagree	2	2.0
Agree	52	52.5
Strongly Agree	43	43.4
22. I have considered leaving the district due to unrealistic expectations set by School Board members.		
Strongly Disagree	34	34.3
Disagree	53	53.5
Agree	9	9.1
Strongly Agree	3	3.0
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.		
Strongly Disagree	15	15.2
Disagree	57	57.6
Agree	24	24.2
Strongly Agree	3	3.0

Table 5

Overall Responses to Other Influences

Variables	N	%
24. The demands of local politics in the school district have caused me to consider leaving the school district.		
Strongly Disagree	14	14.1
Disagree	50	50.5
Agree	26	26.3
Strongly Agree	9	9.1
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.		
Strongly Disagree	19	19.2
Disagree	66	66.7
Agree	11	11.1
Strongly Agree	3	3.0
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.		
Strongly Disagree	21	21.2
Disagree	72	72.7
Agree	5	5.1
Strongly Agree	1	1.0

Responses to the Effects of the SOLs

Age

Table 6 displays, based on age, the superintendents responses to the ten SOL items that were presented on a Likert-type scale. According to the data, there is a significant relationship between the age of the respondents and their responses for items 1, 3, 7, 9 and 10. The sub-population for the group ages 41-50 is only 18 (n=18). Therefore, each response represents 5.6 percentage points, making interpretation tenuous.

Table 6

Responses to the Effects of the SOLs based on Age

Variables	41-50		51 or older		Chi-Square
	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.					
Strongly Disagree	0	0	0	0	.018
Disagree	3	16.7	2	2.5	
Agree	13	72.2	54	66.7	
Strongly Agree	2	11.1	25	30.9	
2. The SOLs have had a positive effect on my day-to-day operations.					
Strongly Disagree	1	5.6	0	0	.151
Disagree	5	27.8	15	19.2	
Agree	10	55.6	50	64.1	
Strongly Agree	2	11.1	13	16.7	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.					
Strongly Disagree	0	0	15	18.5	.042
Disagree	14	77.8	56	69.1	
Agree	3	16.7	10	12.3	
Strongly Agree	1	5.6	0	0	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.					
Strongly Disagree	2	11.1	4	4.9	.343
Disagree	11	61.1	37	45.7	
Agree	5	27.8	38	46.9	
Strongly Agree	0	0	2	2.5	
5. As a result of the SOLs, I have considered leaving the education profession.					
Strongly Disagree	7	41.2	35	43.2	.942
Disagree	9	52.9	42	51.9	
Agree	1	5.9	3	3.7	
Strongly Agree	0	0	1	1.2	

Table 6

Responses to the Effects of the SOLs based on Age					
Variables	41-50		51 or older		Chi-Square
	N	%	N	%	
6. The SOLs will influence my decision to retire earlier than I had originally planned.					
Strongly Disagree	6	33.3	31	38.3	.462
Disagree	9	50.0	43	53.1	
Agree	3	16.7	5	6.2	
Strongly Agree	0	0	2	2.5	
7. The SOLs have made my job more difficult.					
Strongly Disagree	0	0	12	14.8	.052
Disagree	8	44.4	29	35.8	
Agree	8	44.4	39	48.1	
Strongly Agree	2	11.1	1	1.2	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.					
Strongly Disagree	3	16.7	28	34.6	.283
Disagree	16	83.3	52	64.2	
Agree	0	0	1	1.2	
Strongly Agree	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.					
Strongly Disagree	1	5.6	20	24.7	.052
Disagree	14	77.8	56	69.1	
Agree	2	11.1	5	6.2	
Strongly Agree	1	5.6	0	0	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.					
Strongly Disagree	0	0	26	32.1	.022
Disagree	16	88.9	53	65.4	
Agree	1	5.6	1	1.2	
Strongly Agree	1	5.6	1	1.2	

Gender

Table 7 reports disaggregated data on SOL items based on superintendent gender. The data show that there is no significant relationship between gender and the responses. Chi-square ranged from .063 to .547.

Table 7

Responses to the Effects of the SOLs based on Gender

Variables	Male		Female		Chi-Square
	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.					
Strongly Disagree	0	0	0	0	.473
Disagree	4	5.7	0	0	
Agree	47	67.1	18	72.0	
Strongly Agree	19	27.1	7	28.0	
2. The SOLs have had a positive effect on my day-to-day operations.					
Strongly Disagree	1	1.4	0	0	.063
Disagree	13	18.8	6	26.1	
Agree	48	69.6	10	43.5	
Strongly Agree	7	10.1	7	30.4	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.					
Strongly Disagree	10	14.3	5	20.0	.539
Disagree	51	72.9	15	60.0	
Agree	8	11.4	5	20.0	
Strongly Agree	1	1.4	0	0	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.					
Strongly Disagree	6	8.6	0	0	.411
Disagree	32	45.7	13	52.0	
Agree	31	44.3	11	44.0	
Strongly Agree	1	1.4	1	4.0	

Table 7

Responses to the Effects of the SOLs based on Gender

Variables	Male		Female		Chi-Square
	N	%	N	%	
5. As a result of the SOLs, I have considered leaving the education profession.					
Strongly Disagree	29	42.0	10	40.0	.547
Disagree	35	50.7	15	60.0	
Agree	4	5.8	0	0	
Strongly Agree	1	1.4	0	0	
6. The SOLs will influence my decision to retire earlier than I had originally planned.					
Strongly Disagree	25	35.7	11	44.0	.287
Disagree	36	51.4	13	52.0	
Agree	8	11.4	0	0	
Strongly Agree	1	1.4	1	4.0	
7. The SOLs have made my job more difficult.					
Strongly Disagree	7	10.0	5	20.0	.454
Disagree	25	35.7	8	32.0	
Agree	35	50.0	12	48.0	
Strongly Agree	3	4.3	0	0	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.					
Strongly Disagree	24	34.3	7	28.0	.219
Disagree	46	65.7	17	68.0	
Agree	0	0	1	4.0	
Strongly Agree	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.					
Strongly Disagree	17	24.3	4	16.0	.331
Disagree	48	68.6	18	72.0	
Agree	5	7.1	2	8.0	
Strongly Agree	0	0	1	4.0	

Table 7

Responses to the Effects of the SOLs based on Gender

Variables	Male		Female		Chi-Square
	N	%	N	%	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.					
Strongly Disagree	19	27.1	7	28.0	.088
Disagree	50	71.4	15	60.0	
Agree	1	1.4	1	4.0	
Strongly Agree	0	0	2	8.0	

Race

Table 8 reports disaggregated data on SOL items based on superintendent race. The data show no statistically significant relationship between race and the respondents' responses.

Respondents agree or strongly agree that the SOLs have had a positive effect on education in Virginia and that the SOLs have had a positive effect on the day-to-day operations.

Table 8

Responses to the Effects of the SOLs based on Race

Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.							
Strongly Disagree	0	0	0	0	0	0	.699
Disagree	4	4.9	0	0	0	0	
Agree	53	65.4	10	83.3	1	100	
Strongly Agree	24	29.6	2	16.7	0	0	
2. The SOLs have had a positive effect on my day-to-day operations.							
Strongly Disagree	1	1.3	0	0	0	0	.806
Disagree	17	21.8	1	8.3	0	0	
Agree	47	60.3	10	83.3	1	100	
Strongly Agree	13	16.7	1	8.3	0	0	

Table 8

Responses to the Effects of the SOLs based on Race

Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.							
Strongly Disagree	14	17.3	1	8.3	0	0	.144
Disagree	54	66.7	11	91.7	0	0	
Agree	12	14.8	0	0	1	100	
Strongly Agree	1	1.2	0	0	0	0	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.							
Strongly Disagree	5	6.2	1	8.3	0	0	.984
Disagree	38	46.9	6	50.0	0	0	
Agree	36	44.4	5	13.6	1	100	
Strongly Agree	2	2.5	0	0	0	0	
5. As a result of the SOLs, I have considered leaving the education profession.							
Strongly Disagree	35	43.2	4	33.3	0	0	.881
Disagree	41	50.6	8	66.7	1	100	
Agree	4	4.9	0	0	0	0	
Strongly Agree	1	1.2	0	0	0	0	
6. The SOLs will influence my decision to retire earlier than I had originally planned.							
Strongly Disagree	32	39.5	4	33.3	0	0	.957
Disagree	40	49.4	7	58.3	1	100	
Agree	7	8.6	1	8.3	0	0	
Strongly Agree	2	2.5	0	0	0	0	
7. The SOLs have made my job more difficult.							
Strongly Disagree	11	13.6	1	8.3	0	0	.769
Disagree	30	37.0	3	25.0	0	0	
Agree	37	45.7	8	66.7	1	100	
Strongly Agree	3	3.7	0	0	0	0	

Table 8

Responses to the Effects of the SOLs based on Race

Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.							
Strongly Disagree	29	35.8	2	16.7	0	0	.647
Disagree	51	63.0	10	83.3	1	100	
Agree	1	1.2	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.							
Strongly Disagree	20	24.7	1	8.3	0	0	.892
Disagree	54	66.7	10	83.3	1	100	
Agree	6	7.4	1	8.3	0	0	
Strongly Agree	1	1.2	0	0	0	0	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.							
Strongly Disagree	25	30.9	1	8.3	0	0	.462
Disagree	53	65.4	10	83.3	1	100	
Agree	2	2.5	0	0	0	0	
Strongly Agree	1	1.2	1	8.3	0	0	

Experience as a Superintendent

Table 9 displays data on responses disaggregated by the respondents' years of experience as a superintendent. Chi-square for each item reveals no significance. Interpretation based on chi-square may be weak because the population in three of the seven categories was less than ten.

Superintendent's Experience Within the District

Data disaggregated by superintendents' years of experience within the district is reported in Table 10. Chi-square indicates no significance between years of experience within the district and responses to the SOL items. Superintendents at the varying levels of experience within their respective school district agree or strongly agree that the SOLs have had a positive influence on education in Virginia. Superintendents disagree or strongly disagree that the SOLs will influence their decision to retire early, leave the district, or leave the profession. Respondents also disagree that students' performance on the SOLs is a fair measurement of their leadership in the district.

Enrollment

Table 11 presents disaggregated data regarding the effects of SOLs by the enrollment of the school division in which the superintendent serves. Chi-square for items 5, 8, 9, and 10 indicate a statistical significance. A closer look at the data reveals that, for each of these items, the majority of the population within each category responded disagreed or strongly disagreed. This would indicate a lopsided distribution.

Number of Schools Within the District

Table 12 presents SOL survey items disaggregated based on number of schools within respondents' respective school district. The data indicate no significance between the number of schools in a district and the responses provide by superintendents. One hundred percent of superintendents, representing school districts with eleven or more schools, indicated that the SOLs have had a positive effect on education in Virginia. Over 90% of respondents indicated that the SOLs have not caused them to consider leaving the education profession.

Table 9

Responses to the Effects of the SOLs based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.															
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.632
Disagree	3	6.7	1	4.3	0	0	1	12.5	1	100	0	0	3	100	
Agree	28	62.2	16	69.6	12	70.6	7	87.5	0	0	0	0	0	0	
Strongly Agree	14	31.1	6	26.1	5	29.4	0	0	0	0	1	10	0	0	
2. The SOLs have had a positive effect on my day-to-day operations.															
Strongly Disagree	1	2.3	0	0	0	0	0	0	0	0	0	0	0	0	.499
Disagree	7	15.9	5	22.7	4	23.5	4	57.1	0	0	0	0	0	0	
Agree	27	61.4	15	68.2	11	64.7	3	20.0	1	100	0	0	3	100	
Strongly Agree	9	45.0	2	9.1	2	11.8	0	0	0	0	1	100	0	0	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.															
Strongly Disagree	6	13.3	7	30.4	1	5.9	0	0	0	0	1	100	0	0	.407
Disagree	32	71.1	14	60.9	14	82.4	5	62.5	1	100	0	0	3	100	
Agree	6	13.3	2	8.7	2	11.8	3	37.5	0	0	0	0	0	0	
Strongly Agree	1	2.2	0	0	0	0	0	0	0	0	0	0	0	0	

Table 9

Responses to the Effects of the SOLs based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30 +		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.															
Strongly Disagree	2	4.4	2	8.7	1	5.9	1	12.5	0	0	0	0	0	0	.973
Disagree	21	46.7	11	47.8	10	58.8	4	50.0	1	100	0	0	1	33.3	
Agree	22	48.9	9	39.1	6	35.3	3	37.5	0	0	1	100	2	66.7	
Strongly Agree	0	0	1	4.3	0	0	0	0	0	0	0	0	0	0	
5. As a result of the SOLs, I have considered leaving the education profession.															
Strongly Disagree	19	42.2	9	40.9	7	41.2	3	37.5	0	0	1	100	2	66.7	.993
Disagree	24	53.3	11	50.0	9	52.9	5	62.5	1	100	0	0	1	33.3	
Agree	1	2.2	2	9.1	1	5.9	0	0	0	0	0	0	0	0	
Strongly Agree	1	2.2	0	0	0	0	0	0	0	0	0	0	0	0	
6. The SOLs will influence my decision to retire earlier than I had originally planned.															
Strongly Disagree	15	33.3	10	43.5	5	29.4	3	37.5	0	0	1	100	2	66.7	.839
Disagree	26	57.8	9	39.1	10	58.8	5	62.5	1	100	0	0	1	33.3	
Agree	2	4.4	4	17.4	2	11.8	0	0	0	0	0	0	0	0	
Strongly Agree	2	4.4	0	0	0	0	0	0	0	0	0	0	0	0	

Table 9

Responses to the Effects of the SOLs based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
7. The SOLs have made my job more difficult.															
Strongly Disagree	3	6.7	4	17.4	1	5.9	1	12.5	0	0	1	100	1	33.3	.506
Disagree	20	44.4	6	26.1	7	41.2	3	37.5	1	100	0	0	0	0	
Agree	20	44.4	12	52.2	9	52.9	4	50.0	0	0	0	0	2	67.7	
Strongly Agree	2	4.4	1	4.3	0	0	0	0	0	0	0	0	0	0	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.															
Strongly Disagree	9	20.0	9	39.1	7	41.2	3	37.5	0	0	1	100	1	33.3	.795
Disagree	35	77.8	14	60.9	10	58.8	5	62.5	1	100	0	0	2	67.7	
Agree	1	2.2	0	0	0	0	0	0	0	0	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.															
Strongly Disagree	4	8.9	9	39.1	5	29.4	1	12.5	0	0	1	100	1	33.3	.249
Disagree	38	84.4	10	43.5	11	64.7	7	87.5	1	100	0	0	2	67.7	
Agree	2	4.4	4	17.4	1	5.9	0	0	0	0	0	0	0	0	
Strongly Agree	1	2.2	0	0	0	0	0	0	0	0	0	0	0	0	

Table 9

Responses to the Effects of the SOLs based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.															
Strongly Disagree	7	15.6	9	39.1	4	23.5	2	25.0	0	0	1	100	2	67.7	.760
Disagree	36	80.0	12	52.2	13	76.5	6	75.0	1	100	0	0	1	33.3	
Agree	1	4.3	1	4.3	0	0	0	0	0	0	0	0	0	0	
Strongly Agree	1	4.3	1	4.3	0	0	0	0	0	0	0	0	0	0	

Table 10

Responses to the Effects of the SOLs based on Superintendent Experience Within District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.											
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	.715
Disagree	3	4.6	1	4.5	0	0	1	25.0	0	0	
Agree	46	70.8	13	59.1	5	71.4	2	50.0	1	100	
Strongly Agree	16	24.6	8	36.4	2	28.6	1	25.0	0	0	
2. The SOLs have had a positive effect on my day-to-day operations.											
Strongly Disagree	1	1.6	0	0	0	0	0	0	0	0	.991
Disagree	12	18.8	6	28.6	1	14.3	1	33.3	0	0	
Agree	41	64.1	12	57.1	5	71.4	1	33.3	1	100	
Strongly Agree	10	15.6	3	14.3	1	14.3	1	33.3	0	0	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.											
Strongly Disagree	9	13.8	5	22.7	1	14.3	0	0	0	0	.970
Disagree	45	69.2	15	68.2	6	85.7	3	75.0	1	100	
Agree	10	15.4	2	9.1	0	0	1	25.0	0	0	
Strongly Agree	1	1.5	0	0	0	0	0	0	0	0	

Table 10

Responses to the Effects of the SOLs based on Superintendent Experience Within District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.											
Strongly Disagree	3	4.6	3	13.6	0	0	0	0	0	0	.107
Disagree	31	47.7	11	50.0	3	42.9	2	50.0	1	100	
Agree	31	47.7	7	31.8	4	57.1	1	25.0	0	0	
Strongly Agree	0	0	1	4.5	0	0	1	25.0	0	0	
5. As a result of the SOLs, I have considered leaving the education profession.											
Strongly Disagree	25	39.1	10	45.5	4	57.1	2	50.0	1	100	.960
Disagree	36	56.3	10	45.5	3	42.9	2	50.0	0	0	
Agree	2	3.1	2	9.1	0	0	0	0	0	0	
Strongly Agree	1	1.6	0	0	0	0	0	0	0	0	
6. The SOLs will influence my decision to retire earlier than I had originally planned.											
Strongly Disagree	21	32.3	9	40.9	4	57.1	2	50.0	1	100	.568
Disagree	39	60.0	9	40.9	2	28.6	2	50.0	0	0	
Agree	3	4.6	4	18.2	1	14.3	0	0	0	0	
Strongly Agree	2	3.1	0	0	0	0	0	0	0	0	
7. The SOLs have made my job more difficult.											
Strongly Disagree	5	7.7	4	18.2	1	14.3	2	50.0	0	0	.573
Disagree	25	38.5	9	40.9	3	42.9	0	0	0	0	
Agree	33	50.8	8	36.4	3	42.9	2	50.0	1	100	
Strongly Agree	2	3.1	1	4.5	0	0	0	0	0	0	

Table 10

Responses to the Effects of the SOLs based on Superintendent Experience Within District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.											
Strongly Disagree	14	21.5	10	45.5	5	71.4	2	50.0	0	0	.171
Disagree	50	76.9	12	54.5	2	28.6	2	50.0	1	100	
Agree	1	1.5	0	0	0	0	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.											
Strongly Disagree	7	10.8	10	45.5	3	42.9	1	25.0	0	0	.219
Disagree	51	78.5	11	50.0	4	57.1	3	75.0	1	100	
Agree	6	9.2	1	4.5	0	0	0	0	0	0	
Strongly Agree	1	1.5	0	0	0	0	0	0	0	0	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.											
Strongly Disagree	12	18.5	8	36.4	3	42.9	2	50.0	1	100	.650
Disagree	49	75.4	14	63.6	4	57.1	2	50.0	0	0	
Agree	2	3.1	0	0	0	0	0	0	0	0	
Strongly Agree	2	3.1	0	0	0	0	0	0	0	0	

Adequate Yearly Progress (AYP)

Data in Table 13 shows disaggregation based on whether districts made AYP. As displayed in Table 13, 29.2% respondents marked yes and seventy (70.7%) indicated that their school district did not make AYP. Whether the district made AYP or not made no significant difference in the responses.

Responses to the Effects of NCLB

Age

Table 14 presents the data generated using the SPSS computer program to run cross tabulations on age using chi-square. Based on $p \leq .05$, the Pearson Chi-Square indicators show that there is no significant difference in the responses based on age, except for item 20. For item 20, chi-square was .037, indicating a significant relationship between age and the responses given.

Gender

Table 15 reports the disaggregated data for responses to the effects of NCLB based on gender. Regarding gender, chi-square ranged from .306 to .984, representing no significant relationship between gender and respondents' responses.

Race

Table 16 presents NCLB data disaggregated by superintendent race. As presented in Table 16, chi-square for items 11-20 ranged from .161 to .948, demonstrating no significant difference in responses based on race. The data show that 75% of African-Americans, 70% of Caucasians, and 100% of Asians strongly disagree or disagree that NCLB has had a positive impact on education in Virginia. Respondents also revealed that NCLB has made their job more difficult (African-American, 82.7%, Caucasian, 91.6%, and Asian, 100%).

Table 11

Responses to the Effects of the SOLs based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.													
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0.710
Disagree	1	14.3	3	9.7	1	3.6	0	0	0	0	5	5.1	
Agree	3	42.9	20	64.5	18	64.3	10	76.9	10	83.3	67	67.7	
Strongly Agree	3	42.9	8	25.8	9	32.1	3	23.1	2	16.7	27	27.3	
2. The SOLs have had a positive effect on my day-to-day operations.													
Strongly Disagree	0	0	1	3.3	0	0	0	0	0	0	0	0	0.858
Disagree	1	14.3	9	30.0	3	11.5	2	15.4	4	33.3	1	12.5	
Agree	4	57.1	17	56.7	19	73.1	8	61.5	7	58.3	5	62.5	
Strongly Agree	2	13.3	3	10.0	4	15.4	3	23.1	1	8.3	2	25.0	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.													
Strongly Disagree	2	28.6	5	16.1	4	14.3	1	7.7	2	16.7	1	12.5	0.977
Disagree	4	57.1	20	64.5	20	71.4	10	76.9	10	83.3	6	75.0	
Agree	1	14.3	5	16.1	4	14.3	2	15.4	0	0	1	12.5	
Strongly Agree	0	0	1	3.2	0	0	0	0	0	0	0	0	

Table 11

Responses to the Effects of the SOLs based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.													
Strongly Disagree	1	14.3	2	6.5	2	7.1	0	0	1	8.3	0	0	0.438
Disagree	4	57.1	19	61.3	9	32.1	8	61.5	6	50.0	2	25.0	
Agree	2	28.6	10	32.3	15	53.6	5	38.5	5	41.7	6	75.0	
Strongly Agree	0	0	0	0	2	7.1	0	0	0	0	0	0	
5. As a result of the SOLs, I have considered leaving the education profession.													
Strongly Disagree	1	14.3	9	30.0	18	64.3	3	23.1	5	41.7	6	75.0	0.228
Disagree	5	71.4	20	66.7	8	28.6	9	69.2	7	58.3	2	25.0	
Agree	0	0	1	3.3	2	7.1	1	7.7	0	0	0	0	
Strongly Agree	1	14.3	0	0	0	0	0	0	0	0	0	0	
6. The SOLs will influence my decision to retire earlier than I had originally planned.													
Strongly Disagree	2	28.6	8	25.8	16	57.1	3	23.1	4	33.3	4	50.0	0.209
Disagree	4	57.1	20	64.5	9	32.1	8	61.5	7	58.3	4	50.0	
Agree	0	0	3	9.7	3	10.7	1	7.7	1	8.3	0	0	
Strongly Agree	1	14.3	0	0	0	0	1	7.7	0	0	0	0	

Table 11

Responses to the Effects of the SOLs based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
7. The SOLs have made my job more difficult.													
Strongly Disagree	1	14.3	2	6.5	6	21.4	1	7.7	1	8.3	1	12.5	0.360
Disagree	1	14.3	12	38.7	8	28.6	3	23.1	8	66.7	5	62.5	
Agree	5	71.4	15	48.4	13	46.4	9	69.2	3	25.0	2	25.0	
Strongly Agree	0	0	2	6.5	1	3.6	0	0	0	0	0	0	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.													
Strongly Disagree	1	14.3	5	16.1	15	53.6	1	7.7	6	50.0	3	37.5	0.169
Disagree	6	85.7	26	83.9	13	46.4	11	84.6	6	50.0	5	62.5	
Agree	0	0	0	0	0	0	1	7.7	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.													
Strongly Disagree	1	14.3	2	6.5	12	42.9	1	7.7	3	25.0	2	25.0	0.358
Disagree	5	71.4	26	83.9	15	53.6	12	92.3	7	58.3	5	62.5	
Agree	0	0	3	9.7	1	3.6	0	0	2	16.7	1	12.5	
Strongly Agree	1	14.3	0	0	0	0	0	0	0	0	0	0	

Table 11

Responses to the Effects of the SOLs based on Enrollment													
Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.													
Strongly Disagree	1	14.3	3	9.7	14	50.0	2	15.4	3	25.0	3	37.5	0.077
Disagree	5	71.4	26	83.9	14	50.0	10	76.9	9	75.0	5	62.5	
Agree	0	0	1	3.2	0	0	1	7.7	0	0	0	0	
Strongly Agree	1	14.3	1	3.2	0	0	0	0	0	0	0	0	

Table 12

Responses to the Effects of the SOLs based on Number of Schools within the District												
Variables	1-5		6-10		11-20		21-30		31+		Chi-Square	
	N	%	N	%	N	%	N	%	N	%		
1. In general, the SOL's have had a positive influence on education in Virginia.												
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0.732	
Disagree	2	6.3	2	11.1	0	0	0	0	0	0		
Agree	20	62.5	13	72.2	16	72.7	4	80.0	8	80.0		
Strongly Agree	10	31.3	3	16.7	6	27.3	1	20.0	2	20.0		

Table 12

Responses to the Effects of the SOLs based on Number of Schools within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
2. The SOLs have had a positive effect on my day-to-day operations.											
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0.888
Disagree	8	26.7	3	16.7	4	18.2	1	20.0	2	20.0	
Agree	18	60.0	14	77.8	13	59.1	3	60.0	6	60.0	
Strongly Agree	4	13.3	1	5.6	5	22.7	1	20.0	2	20.0	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.											
Strongly Disagree	6	18.8	3	16.7	2	9.1	1	20.0	1	10.0	0.227
Disagree	17	53.1	15	83.3	17	77.3	4	80.0	8	80.0	
Agree	9	28.1	0	0	3	13.6	0	0	1	10.0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.											
Strongly Disagree	4	12.5	0	0	1	4.5	1	20.0	0	0	0.404
Disagree	17	53.1	10	55.6	10	45.5	2	40.0	3	30.0	
Agree	11	34.4	8	44.4	11	50.0	2	40.0	7	70.0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	

Table 12

Responses to the Effects of the SOLs based on Number of Schools within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
5. As a result of the SOLs, I have considered leaving the education profession.											
Strongly Disagree	11	34.4	11	61.1	8	36.4	2	40.0	6	60.0	0.808
Disagree	18	56.3	7	38.9	13	59.1	3	60.0	4	40.0	
Agree	2	6.3	0	0	1	4.5	0	0	0	0	
Strongly Agree	1	3.1	0	0	0	0	0	0	0	0	
6. The SOLs will influence my decision to retire earlier than I had originally planned.											
Strongly Disagree	10	31.3	11	61.1	6	27.3	1	20.0	5	50.0	0.608
Disagree	17	53.1	6	33.3	13	59.1	4	80.0	5	50.0	
Agree	4	12.5	1	5.3	2	9.1	0	0	0	0	
Strongly Agree	1	3.1	0	0	1	4.5	0	0	0	0	
7. The SOLs have made my job more difficult.											
Strongly Disagree	3	9.4	3	16.7	0	0	1	20.0	1	10.0	0.396
Disagree	9	28.1	9	50.0	10	45.5	3	60.0	6	60.0	
Agree	19	59.4	5	27.8	12	54.5	1	20.0	3	30.0	
Strongly Agree	1	3.1	1	5.6	0	0	0	0	0	0	

Table 12

Responses to the Effects of the SOLs based on Number of Schools within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.											
Strongly Disagree	8	25.0	7	38.9	7	31.8	1	20.0	4	40.0	0.782
Disagree	24	75.0	11	61.1	14	63.6	4	80.0	6	60.0	
Agree	0	0	0	0	1	4.5	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.											
Strongly Disagree	6	18.8	6	33.3	2	9.1	1	20.0	3	30.0	0.181
Disagree	23	71.9	10	55.6	20	90.9	2	40.0	6	60.0	
Agree	2	6.3	2	11.1	0	0	2	40.0	1	10.0	
Strongly Agree	1	3.1	0	0	0	0	0	0	0	0	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.											
Strongly Disagree	6	18.8	6	33.3	5	22.7	1	20.0	4	40.0	0.933
Disagree	24	75.0	11	61.1	16	72.7	4	80.0	6	60.0	
Agree	1	3.1	0	0	1	4.5	0	0	0	0	
Strongly Agree	1	3.1	1	5.6	0	0	0	0	0	0	

Table 13

Responses to the Effects of the SOLs based on Adequate Yearly Progress (AYP)

Variables	Yes		No		Chi-Square
	N	%	N	%	
1. In general, the SOL's have had a positive influence on education in Virginia.					
Strongly Disagree	0	0	0	0	0.334
Disagree	2	6.9	3	4.3	
Agree	22	75.9	45	64.3	
Strongly Agree	5	17.2	22	31.4	
2. The SOLs have had a positive effect on my day-to-day operations.					
Strongly Disagree	0	0	1	1.5	0.178
Disagree	7	25	13	19.1	
Agree	20	71.4	40	58.8	
Strongly Agree	1	3.6	14	20.6	
3. The SOLs interfere with what I have to do versus what I should be doing as a superintendent.					
Strongly Disagree	5	17.2	10	14.3	0.905
Disagree	20	69.0	50	71.4	
Agree	4	13.8	9	12.9	
Strongly Agree	0	0	1	1.4	
4. The students' performance on the SOLs is a fair measurement of my leadership in the school system.					
Strongly Disagree	3	10.3	3	4.3	0.180
Disagree	17	58.6	31	44.3	
Agree	8	27.6	35	50.0	
Strongly Agree	1	3.4	1	1.4	
5. As a result of the SOLs, I have considered leaving the education profession.					
Strongly Disagree	12	42.9	30	42.9	0.533
Disagree	16	57.1	35	50.0	
Agree	0	0	4	5.7	
Strongly Agree	0	0	1	1.4	

Table 13

Responses to the Effects of the SOLs based on Adequate Yearly Progress (AYP)

Variables	Yes		No		Chi-Square
	N	%	N	%	
6. The SOLs will influence my decision to retire earlier than I had originally planned.					
Strongly Disagree	12	41.4	25	35.7	0.542
Disagree	16	55.2	36	51.4	
Agree	1	3.4	7	10.0	
Strongly Agree	0	0	2	2.9	
7. The SOLs have made my job more difficult.					
Strongly Disagree	4	13.8	8	11.4	0.665
Disagree	12	41.4	25	35.7	
Agree	13	44.8	34	48.6	
Strongly Agree	0	0	3	4.3	
8. Given the requirements of the SOL accreditation process, I would not choose the career of superintendency.					
Strongly Disagree	8	27.6	23	32.9	0.693
Disagree	21	72.4	46	65.7	
Agree	0	0	1	1.4	
Strongly Agree	0	0	0	0	
9. Insufficient funding to support the SOLs has caused me to consider leaving the district.					
Strongly Disagree	6	20.7	15	21.4	0.362
Disagree	19	65.5	51	72.9	
Agree	3	10.3	4	5.7	
Strongly Agree	1	3.4	0	0	
10. The amount of time required to educate the community about the district's SOL accreditation status has caused me to consider changing professions.					
Strongly Disagree	7	24.1	19	27.1	0.144
Disagree	19	65.5	50	71.4	
Agree	1	3.4	1	1.4	
Strongly Agree	2	6.9	0	0	

Table 14

Responses to the Effects of the NCLB based on Age

Variables	41-50		51		Chi-Square
	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.					
Strongly Disagree	7	38.9	30	37.5	0.800
Disagree	6	33.3	27	33.8	
Agree	5	27.8	19	23.8	
Strongly Agree	0	0	4	5.0	
12. NCLB has had a positive effect on my day-to-day operations.					
Strongly Disagree	7	38.9	27	33.3	0.669
Disagree	9	50.0	35	43.2	
Agree	2	11.1	16	19.8	
Strongly Agree	0	0	3	3.7	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.					
Strongly Disagree	0	0	10	12.3	0.061
Disagree	4	22.2	35	43.2	
Agree	8	44.4	23	28.4	
Strongly Agree	6	33.3	13	16.0	
14. The district's AYP status is a fair measurement of my leadership in the school division.					
Strongly Disagree	9	50.0	35	43.2	0.685
Disagree	9	50.0	40	49.4	
Agree	0	0	5	6.2	
Strongly Agree	0	0	1	1.2	
15. As a result of the NCLB act, I have considered leaving the education profession.					
Strongly Disagree	1	5.6	16	19.8	0.300
Disagree	12	66.7	50	61.7	
Agree	5	27.8	15	18.5	
Strongly Agree	0	0	0	0	

Table 14

Responses to the Effects of the NCLB based on Age					
Variables	41-50		51		Chi-Square
	N	%	N	%	
16. NCLB will influence my decision to retire earlier than I had originally planned.					
Strongly Disagree	1	5.6	16	19.8	0.302
Disagree	12	66.7	46	56.8	
Agree	3	16.7	16	19.8	
Strongly Agree	2	11.1	3	3.7	
17. NCLB has made my job more difficult.					
Strongly Disagree	0	0	7	8.6	0.578
Disagree	1	5.6	7	8.6	
Agree	11	61.1	44	54.3	
Strongly Agree	6	33.3	23	28.4	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.					
Strongly Disagree	2	11.1	22	27.2	0.306
Disagree	13	72.2	51	63.0	
Agree	3	16.7	8	9.9	
Strongly Agree	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.					
Strongly Disagree	1	5.6	16	19.8	0.235
Disagree	14	77.8	58	71.6	
Agree	3	16.7	5	6.2	
Strongly Agree	0	0	2	2.5	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.					
Strongly Disagree	1	5.6	19	23.5	0.037
Disagree	12	66.7	55	67.9	
Agree	3	16.7	6	7.4	
Strongly Agree	2	11.1	1	1.2	

Table 15

Responses to the Effects of the NCLB based Gender

Variables	Male		Female		Chi-Square
	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.					
Strongly Disagree	27	39.1	8	32.0	0.676
Disagree	21	30.4	11	44.0	
Agree	18	26.1	5	20.0	
Strongly Agree	3	4.3	1	4.0	
12. NCLB has had a positive effect on my day-to-day operations.					
Strongly Disagree	24	34.3	9	36.0	0.984
Disagree	31	44.3	11	44.0	
Agree	13	18.6	4	16.0	
Strongly Agree	2	2.9	1	4.0	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.					
Strongly Disagree	8	11.4	2	8.0	0.486
Disagree	29	41.4	8	32.0	
Agree	19	27.1	11	44.0	
Strongly Agree	14	20.0	4	16.0	
14. The district's AYP status is a fair measurement of my leadership in the school division.					
Strongly Disagree	32	45.7	10	40.0	0.796
Disagree	34	48.6	13	52.0	
Agree	3	4.3	2	8.0	
Strongly Agree	1	1.4	0	0	
15. As a result of the NCLB act, I have considered leaving the education profession.					
Strongly Disagree	14	20.0	3	12.0	0.420
Disagree	40	57.1	18	72.0	
Agree	16	22.9	4	16.0	
Strongly Agree	0	0	0	0	

Table 15

Responses to the Effects of the NCLB based Gender					
Variables	Male		Female		Chi-Square
	N	%	N	%	
16. NCLB will influence my decision to retire earlier than I had originally planned.					
Strongly Disagree	14	20.0	3	12.0	0.785
Disagree	38	54.3	16	64.0	
Agree	14	20.0	5	20.0	
Strongly Agree	4	5.7	1	4.0	
17. NCLB has made my job more difficult.					
Strongly Disagree	6	8.6	1	4.0	0.484
Disagree	7	10.0	1	4.0	
Agree	36	51.4	17	68.0	
Strongly Agree	21	30.0	6	24.0	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.					
Strongly Disagree	17	24.3	7	28.0	0.622
Disagree	46	65.7	14	56.0	
Agree	7	10.0	4	16.0	
Strongly Agree	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.					
Strongly Disagree	14	20.0	3	12.0	0.306
Disagree	51	72.9	17	68.0	
Agree	4	5.7	4	16.0	
Strongly Agree	1	1.4	1	4.0	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.					
Strongly Disagree	15	21.4	5	20.0	0.610
Disagree	48	68.6	15	60.0	
Agree	5	7.1	4	16.0	
Strongly Agree	2	2.9	1	4.0	

Table 16

Responses to the Effects of the NCLB based on Race

Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.							
Strongly Disagree	31	38.8	3	25.0	1	100	0.689
Disagree	25	31.3	6	50.0	0	0	
Agree	20	25.0	3	25.0	0	0	
Strongly Agree	4	5.0	0	0	0	0	
12. NCLB has had a positive effect on my day-to-day operations.							
Strongly Disagree	26	32.1	6	50.0	1	100	0.723
Disagree	37	45.7	4	33.3	0	0	
Agree	15	18.5	2	16.7	0	0	
Strongly Agree	3	3.7	0	0	0	0	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.							
Strongly Disagree	10	12.3	0	0	0	0	0.315
Disagree	33	40.7	4	33.3	0	0	
Agree	25	30.9	5	41.7	0	0	
Strongly Agree	13	16.0	3	25.0	1	100	
14. The district's AYP status is a fair measurement of my leadership in the school division.							
Strongly Disagree	35	43.2	6	50.0	0	0	0.948
Disagree	41	50.6	5	41.7	1	100	
Agree	4	4.9	1	8.3	0	0	
Strongly Agree	1	1.2	0	0	0	0	
15. As a result of the NCLB act, I have considered leaving the education profession.							
Strongly Disagree	16	19.8	1	8.3	0	0	0.161
Disagree	48	59.3	10	83.3	0	0	
Agree	17	21.0	1	8.3	1	100	
Strongly Agree	0	0	0	0	0	0	

Table 16

Responses to the Effects of the NCLB based on Race

Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
16. NCLB will influence my decision to retire earlier than I had originally planned.							
Strongly Disagree	16	19.8	1	8.3	0	0	0.393
Disagree	46	56.8	8	66.7	0	0	
Agree	14	17.3	3	25.0	1	100	
Strongly Agree	5	6.2	0	0	0	0	
17. NCLB has made my job more difficult.							
Strongly Disagree	6	7.4	1	8.3	0	0	0.668
Disagree	8	9.9	0	0	0	0	
Agree	46	56.8	7	58.3	0	0	
Strongly Agree	21	25.9	4	33.3	1	100	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.							
Strongly Disagree	21	25.9	3	25.0	0	0	0.897
Disagree	52	64.2	7	58.3	1	100	
Agree	8	9.9	2	16.7	0	0	
Strongly Agree	0	0	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.							
Strongly Disagree	17	21.0	0	0	0	0	0.666
Disagree	55	67.9	11	91.7	1	100	
Agree	7	8.6	1	8.3	0	0	
Strongly Agree	2	2.5	0	0	0	0	

Table 16

Responses to the Effects of the NCLB based on Race							
Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.							
Strongly Disagree	20	24.7	0	0	0	0	0.535
Disagree	52	64.2	10	83.3	1	100	
Agree	7	8.6	2	16.7	0	0	
Strongly Agree	2	2.5	0	0	0	0	

Experience as a Superintendent

A report of responses regarding the effects of NCLB based on years of experience as a superintendent is presented in Table 17. Based on chi-square, items, 15 and 17 indicated a significant relationship between superintendent experience and the responses provided. For item 15, there was one respondent in the 21-25 years of experience category, and one respondent in the 26-30 years of experience category. Both strongly agreed or agreed that as a result of the NCLB they would consider leaving the education profession. Majority of respondents in other categories indicated the same (0-5 – 80%, 6-10 – 69.5%, 11-15, 82.3%, 16-20 – 100%, 30+ – 66.7%). For item 17, superintendents with 20 years or less experience showed a higher percentage in each category of those who agreed or strongly agreed that NCLB has made their job more difficult. Of the five remaining respondents, with 21 or more years of experience, one agreed that NCLB has made their job more difficult.

Superintendent Experience Within Current District

An analysis of responses regarding the effects of NCLB based on superintendent experience within their current district is presented in Table 18. Chi-square data reveals no

significant relationship between superintendent years of experience within their respective school district and responses given. Of the 99 respondents, 88% have 10 or less years of superintendency experience within their current district, and 12% have 11 or more years of experience within their current district.

Enrollment

Table 19 presents disaggregation of responses to NCLB items based on enrollment. Analysis based on chi-square, reveals no significant differences between enrollment and responses provided.

Number of Schools Within the District

The disaggregated data regarding the effects of NCLB based on the number of schools within a district is presented in Table 20. Chi-square for item 19 (.004) indicates a significant relationship between the number of schools within the district and superintendents' responses.

Adequate Yearly Progress (AYP)

Table 21 displays data on responses to the effects of NCLB based on whether or not school districts made AYP as reported by the respondents. Respondents, overall, strongly disagreed or disagreed that NCLB has had a positive influence on education in Virginia. Also, respondents overall indicated that they have not considered leaving the district, or the education profession as a result of NCLB.

Table 17

Responses to the Effects of the NCLB based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30 +		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.															
Strongly Disagree	17	37.8	9	39.1	6	35.3	3	42.9	0	0	0	0	1	33.3	0.701
Disagree	13	28.9	8	34.8	6	35.3	4	57.1	0	0	0	0	2	66.7	
Agree	14	31.1	4	17.4	4	23.5	0	0	1	100	1	100	0	0	
Strongly Agree	1	2.2	2	8.7	1	5.9	0	0	0	0	0	0	0	0	
12. NCLB has had a positive effect on my day-to-day operations.															
Strongly Disagree	16	35.6	8	34.8	5	29.4	3	37.5	0	0	0	0	1	33.3	0.713
Disagree	18	40.0	10	43.5	9	52.9	5	62.5	0	0	0	0	2	66.7	
Agree	10	22.2	4	17.4	2	11.8	0	0	1	100	1	100	0	00	
Strongly Agree	1	2.2	1	4.3	1	5.9	0	0	0	0	0	0	0	0	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.															
Strongly Disagree	4	8.9	3	13.0	2	11.8	1	12.5	0	0	0	0	0	0	0.858
Disagree	15	33.3	6	26.1	8	47.1	5	62.5	1	100	1	100	2	66.7	
Agree	17	37.8	7	30.4	4	23.5	2	25.0	0	0	0	0	1	33.3	
Strongly Agree	9	20.0	7	30.4	3	17.6	0	0	0	0	0	0	0	0	

Table 17

Responses to the Effects of the NCLB based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
14. The district's AYP status is a fair measurement of my leadership in the school division.															
Strongly Disagree	17	37.8	14	60.9	8	47.1	2	25.0	0	0	1	100	1	33.3	0.371
Disagree	27	60.0	6	26.1	8	47.1	6	75.0	1	100	0	0	1	33.3	
Agree	1	2.2	2	8.7	1	5.9	0	0	0	0	0	0	1	33.3	
Strongly Agree	0	0	1	4.3	0	0	0	0	0	0	0	0	0	0	
15. As a result of the NCLB act, I have considered leaving the education profession.															
Strongly Disagree	3	6.7	5	21.7	4	23.5	2	25.0	0	0	1	100	2	66.7	0.062
Disagree	33	73.3	11	47.8	10	58.8	6	75.0	1	100	0	0	0	0	
Agree	9	20.0	7	30.4	3	17.6	0	0	0	0	0	0	1	33.3	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16. NCLB will influence my decision to retire earlier than I had originally planned.															
Strongly Disagree	3	6.7	5	21.7	4	23.5	2	25.0	0	0	1	100	2	66.7	0.242
Disagree	32	71.1	9	39.1	10	58.8	5	62.5	1	100	0	0	0	0	
Agree	8	17.8	7	30.4	2	11.8	1	12.5	0	0	0	0	1	33.3	
Strongly Agree	2	4.4	2	8.7	1	5.9	0	0	0	0	0	0	0	0	

Table 17

Responses to the Effects of the NCLB based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
17. NCLB has made my job more difficult.															
Strongly Disagree	1	2.2	3	13.0	0	0	2	25.0	0	0	0	0	1	33.3	0.003
Disagree	1	2.2	2	8.7	3	17.6	1	12.5	1	100	0	0	0	0	
Agree	31	68.9	6	26.1	12	70.6	3	37.5	0	0	1	100	1	33.3	
Strongly Agree	12	26.7	12	52.2	2	11.8	2	25.0	0	0	0	0	1	33.3	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.															
Strongly Disagree	6	13.3	7	30.4	7	41.2	2	25.0	0	0	1	100	1	33.3	0.483
Disagree	33	73.3	13	56.5	9	52.9	6	75.0	1	100	0	0	2	66.7	
Agree	6	13.3	3	13.0	1	5.9	0	0	0	0	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.															
Strongly Disagree	4	8.9	5	21.7	5	29.4	2	25.0	0	0	1	100	0	0	0.656
Disagree	35	77.8	16	69.6	11	64.7	6	75.0	1	100	0	0	3	100	
Agree	5	11.1	2	8.7	0	0	0	0	0	0	0	0	0	0	
Strongly Agree	1	2.2	0	0	1	5.9	0	0	0	0	0	0	0	0	

Table 17

Responses to the Effects of the NCLB based on Experience as a Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.															
Strongly Disagree	5	11.1	6	26.1	5	29.4	2	25.0	0	0	1	100	1	33.3	0.802
Disagree	31	68.9	15	65.2	11	64.7	6	75.0	1	100	0	0	2	66.7	
Agree	7	15.6	1	4.3	1	5.9	0	0	0	0	0	0	0	0	
Strongly Agree	2	4.4	1	4.3	0	0	0	0	0	0	0	0	0	0	

Table 18

Responses to the Effects of the NCLB based Superintendent Experience With Current District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.											
Strongly Disagree	24	36.9	7	31.8	3	42.9	2	66.7	1	100	0.628
Disagree	22	33.8	7	31.8	3	42.9	1	33.3	0	0	
Agree	18	27.7	6	27.3	0	0	0	0	0	0	
Strongly Agree	1	1.5	2	9.1	1	14.3	0	0	0	0	

Table 18

Responses to the Effects of the NCLB based Superintendent Experience With Current District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
12. NCLB has had a positive effect on my day-to-day operations.											
Strongly Disagree	22	33.8	6	27.3	3	42.9	2	50.0	1	100	0.660
Disagree	30	46.2	9	40.9	3	42.9	2	50.0	0	0	
Agree	12	18.5	6	27.3	0	0	0	0	0	0	
Strongly Agree	1	1.5	1	4.5	1	14.3	0	0	0	0	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.											
Strongly Disagree	6	9.2	3	13.6	1	14.3	0	0	0	0	0.436
Disagree	20	30.8	12	54.5	3	42.9	3	75.0	1	100	
Agree	22	33.8	5	22.7	3	42.9	1	25.0	0	0	
Strongly Agree	17	26.2	2	9.1	0	0	0	0	0	0	
14. The district's AYP status is a fair measurement of my leadership in the school division.											
Strongly Disagree	25	38.5	12	54.5	4	57.1	2	50.0	1	100	0.781
Disagree	36	55.4	8	36.4	3	42.9	2	50.0	0	0	
Agree	4	6.2	1	4.5	0	0	0	0	0	0	
Strongly Agree	0	0	1	4.5	0	0	0	0	0	0	

Table 18

Responses to the Effects of the NCLB based Superintendent Experience With Current District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
15. As a result of the NCLB act, I have considered leaving the education profession.											
Strongly Disagree	6	9.2	7	31.8	2	28.6	1	25.0	1	100	0.081
Disagree	46	70.8	10	45.5	3	42.9	3	75.0	0	0	
Agree	13	20.0	5	22.7	2	28.6	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
16. NCLB will influence my decision to retire earlier than I had originally planned.											
Strongly Disagree	6	9.2	7	31.8	2	28.6	1	25.0	1	100	0.165
Disagree	42	64.6	10	45.5	4	57.1	2	50.0	0	0	
Agree	15	23.1	3	13.6	0	0	1	25.0	0	0	
Strongly Agree	2	3.1	2	9.1	1	14.3	0	0	0	0	
17. NCLB has made my job more difficult.											
Strongly Disagree	3	4.6	4	18.2	0	0	0	0	0	0	0.192
Disagree	3	4.6	4	18.2	0	0	1	25.0	0	0	
Agree	39	60.0	7	31.8	6	85.7	2	50.0	1	100	
Strongly Agree	20	30.8	7	31.8	1	14.3	1	25.0	0	0	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.											
Strongly Disagree	10	15.4	9	40.9	4	57.1	1	25.0	0	0	0.156
Disagree	47	72.3	11	50.0	3	42.9	2	50.0	1	100	
Agree	8	12.3	2	9.1	0	0	1	25.0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	

Table 18

Responses to the Effects of the NCLB based Superintendent Experience With Current District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.											
Strongly Disagree	6	9.2	7	31.8	3	42.9	1	25.0	0	0	0.273
Disagree	50	76.9	15	68.2	4	57.1	2	50.0	1	100	
Agree	7	10.8	0	0	0	0	1	25.0	0	0	
Strongly Agree	2	3.1	0	0	0	0	0	0	0	0	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.											
Strongly Disagree	8	12.3	7	31.8	3	42.9	1	25.0	1	100	0.211
Disagree	45	69.2	15	68.2	4	57.1	3	75.0	0	0	
Agree	9	13.8	0	0	0	0	0	0	0	0	
Strongly Agree	3	4.6	0	0	0	0	0	0	0	0	

Table 19

Responses to the Effects of NCLB based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.													0.417
Strongly Disagree	4	57.1	10	32.3	11	40.7	4	30.8	6	50.0	2	25.0	
Disagree	0	0	15	48.4	8	29.6	5	38.5	4	33.3	1	12.5	
Agree	2	28.6	5	16.1	7	25.9	4	30.8	2	16.7	4	50.0	
Strongly Agree	1	14.3	1	3.2	1	3.7	0	0	0	0	1	12.5	
12. NCLB has had a positive effect on my day-to-day operations.													0.332
Strongly Disagree	4	57.1	11	35.5	11	39.3	3	23.1	4	33.3	1	12.5	
Disagree	1	14.3	16	51.6	10	35.7	8	61.5	6	50.0	3	37.5	
Agree	1	14.3	3	9.7	7	25.0	2	15.4	2	16.7	3	37.5	
Strongly Agree	1	14.3	1	3.2	0	0	0	0	0	0	1	12.5	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.													0.514
Strongly Disagree	0	0	1	3.2	5	17.9	2	15.4	1	8.3	1	12.5	
Disagree	2	28.6	9	29.0	14	50.0	5	38.5	5	41.7	4	50.0	
Agree	4	57.0	13	41.9	4	14.3	5	38.5	3	25.0	2	25.0	
Strongly Agree	0	14.3	8	25.8	5	17.9	1	7.7	3	25.0	1	12.5	

Table 19

Responses to the Effects of NCLB based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
14. The district's AYP status is a fair measurement of my leadership in the school division.													
Strongly Disagree	2	28.6	16	51.6	13	46.4	6	46.2	5	41.7	2	25.0	0.732
Disagree	5	71.4	15	48.4	13	46.4	5	38.5	6	50.0	5	62.5	
Agree	0	0	0	0	1	3.6	2	15.4	1	8.3	1	12.5	
Strongly Agree	0	0	0	0	1	3.6	0	0	0	0	0	0	
15. As a result of the NCLB act, I have considered leaving the education profession.													
Strongly Disagree	0	0	2	6.5	9	32.1	1	7.7	3	25.0	2	25.0	0.141
Disagree	4	57.1	22	71.0	14	50.0	8	61.5	8	66.7	6	75.0	
Agree	3	42.9	7	22.6	5	17.9	4	30.8	1	8.3	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0	
16. NCLB will influence my decision to retire earlier than I had originally planned.													
Strongly Disagree	0	0	2	6.5	9	32.1	1	7.7	3	25.0	2	25.0	0.201
Disagree	5	71.4	23	74.2	11	39.3	6	46.2	7	58.3	6	75.0	
Agree	2	28.6	5	16.1	6	21.4	5	38.5	1	8.3	0	0	
Strongly Agree	0	0	1	3.2	2	7.1	1	7.7	1	8.3	0	0	

Table 19

Responses to the Effects of NCLB based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
17. NCLB has made my job more difficult.													
Strongly Disagree	0	0	1	3.2	3	10.7	0	0	2	16.7	1	12.5	0.178
Disagree	0	0	0	0	3	10.7	1	7.7	2	16.7	2	25.0	
Agree	6	85.7	22	71.0	12	42.9	9	69.2	3	25.0	3	37.5	
Strongly Agree	1	14.3	8	25.8	10	35.7	3	23.1	5	41.7	2	25.0	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.													
Strongly Disagree	2	28.6	6	19.4	10	35.7	1	7.7	3	25.0	2	25.0	0.483
Disagree	3	42.9	21	67.7	15	53.6	10	76.9	9	75.0	6	75.0	
Agree	2	28.6	4	12.9	3	10.7	2	15.4	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.													
Strongly Disagree	0	0	3	9.7	10	35.7	0	0	2	16.7	2	25.0	0.133
Disagree	6	85.7	24	77.4	17	60.7	12	92.3	8	66.7	5	62.5	
Agree	1	14.3	4	12.9	1	3.6	0	0	1	8.3	1	12.5	
Strongly Agree	0	0	0	0	0	0	1	7.7	1	8.3	0	0	

Table 19

Responses to the Effects of NCLB based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.													
Strongly Disagree	1	14.3	3	9.7	10	35.7	1	7.7	3	25.0	2	25.0	0.170
Disagree	4	57.1	21	67.7	18	64.3	9	69.2	9	75.0	6	75.0	
Agree	2	28.6	5	16.1	0	0	2	15.4	0	0	0	0	
Strongly Agree	0	0	2	6.5	0	0	1	7.7	0	0	0	0	

Table 20

Responses to the Effects of NCLB based on Number of Schools Within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.											
Strongly Disagree	15	46.9	5	29.4	10	45.5	1	20.0	3	30.0	0.817
Disagree	11	34.4	6	35.3	7	31.8	2	40.0	2	20.0	
Agree	5	15.6	5	29.4	5	22.7	2	40.0	4	40.0	
Strongly Agree	1	3.1	1	5.9	0	0	0	0	1	10.0	
12. NCLB has had a positive effect on my day-to-day operations.											
Strongly Disagree	14	43.8	6	33.3	8	36.4	1	20.0	1	10.0	0.525
Disagree	15	46.9	7	38.9	11	50.0	2	40.0	5	50.0	
Agree	2	6.3	4	22.2	3	13.6	2	40.0	3	30.0	
Strongly Agree	1	3.1	1	5.6	0	0	0	0	1	10.0	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.											
Strongly Disagree	1	3.1	3	16.7	3	13.6	1	20.0	1	10.0	0.551
Disagree	8	25.0	7	38.9	9	40.9	3	60.0	5	50.0	
Agree	15	46.9	6	33.3	6	27.3	0	0	3	30.0	
Strongly Agree	8	25.0	2	11.1	4	18.2	1	20.0	1	10.0	

Table 20

Responses to the Effects of NCLB based on Number of Schools Within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
14. The district's AYP status is a fair measurement of my leadership in the school division.											
Strongly Disagree	17	53.1	7	38.9	10	45.5	2	40.0	2	20.0	0.269
Disagree	15	46.9	11	61.1	10	45.5	2	40.0	7	70.0	
Agree	0	0	0	0	2	9.1	1	20.0	1	10.0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
15. As a result of the NCLB act, I have considered leaving the education profession.											
Strongly Disagree	2	6.3	5	27.8	2	9.1	2	40.0	3	30.0	0.162
Disagree	21	65.6	10	55.6	15	68.2	3	60.0	7	70.0	
Agree	9	28.1	3	16.7	5	22.7	0	0	0	0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
16. NCLB will influence my decision to retire earlier than I had originally planned.											
Strongly Disagree	2	6.3	5	27.8	2	9.1	2	40.0	3	30.0	0.424
Disagree	22	68.8	8	44.4	13	59.1	2	40.0	7	70.0	
Agree	6	18.8	4	22.2	5	22.7	1	20.0	0	0	
Strongly Agree	2	6.3	1	5.6	2	9.1	0	0	0	0	

Table 20

Responses to the Effects of NCLB based on Number of Schools Within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
17. NCLB has made my job more difficult.											
Strongly Disagree	0	0	1	5.6	2	9.1	1	20.0	1	10.0	0.098
Disagree	0	0	3	16.7	1	4.5	2	40.0	2	20.0	
Agree	22	68.8	9	50.0	11	50.0	1	20.0	5	50.0	
Strongly Agree	10	31.3	5	27.8	8	36.4	1	20.0	2	20.0	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.											
Strongly Disagree	7	21.9	6	33.3	2	9.1	2	40.0	3	30.0	0.604
Disagree	20	62.5	11	61.1	18	81.8	3	60.0	6	60.0	
Agree	5	15.6	1	5.6	2	9.1	0	0	1	10.0	
Strongly Agree	0	0	0	0	0	0	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.											
Strongly Disagree	2	6.3	7	38.9	1	4.5	1	20.0	3	30.0	0.004
Disagree	26	81.3	11	61.1	20	90.9	2	40.0	5	50.0	
Agree	4	12.5	0	0	0	0	1	20.0	2	20.0	
Strongly Agree	0	0	0	0	0	0	1	20.0	0	0	

Table 20

Responses to the Effects of NCLB based on Number of Schools Within the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.											
Strongly Disagree	3	9.4	6	33.3	3	13.6	2	40.0	3	30.0	0.476
Disagree	22	68.8	12	66.7	16	72.7	3	60.0	6	60.0	
Agree	6	18.8	0	0	2	9.1	0	0	1	10.0	
Strongly Agree	1	3.1	0	0	1	4.5	0	0	0	0	

Table 21

Responses to the Effects of the NCLB based on AYP

Variables	Yes		No		Chi-Square
	N	%	N	%	
11. In general, the implementation of NCLB has had a positive influence on education in Virginia.					
Strongly Disagree	7	25.0	30	42.9	0.311
Disagree	10	35.7	23	32.9	
Agree	9	32.1	15	21.4	
Strongly Agree	2	7.1	2	2.9	
12. NCLB has had a positive effect on my day-to-day operations.					
Strongly Disagree	6	20.7	28	40.0	0.223
Disagree	14	48.3	30	42.9	
Agree	8	27.6	10	14.3	
Strongly Agree	1	3.4	2	2.9	
13. NCLB interferes with what I have to do versus what I should be doing as a superintendent.					
Strongly Disagree	4	13.8	6	8.6	0.238
Disagree	13	44.8	26	37.1	
Agree	10	34.5	21	30.0	
Strongly Agree	2	6.9	17	24.3	
14. The district's AYP status is a fair measurement of my leadership in the school division.					
Strongly Disagree	11	37.9	33	47.1	0.373
Disagree	15	51.7	34	48.6	
Agree	2	6.9	3	4.3	
Strongly Agree	1	3.4	0	0	
15. As a result of the NCLB act, I have considered leaving the education profession.					
Strongly Disagree	6	20.7	11	15.7	0.788
Disagree	18	62.1	44	62.9	
Agree	5	17.2	15	21.4	
Strongly Agree	0	0	0	0	

Table 21

Responses to the Effects of the NCLB based on AYP					
Variables	Yes		No		Chi-Square
	N	%	N	%	
16. NCLB will influence my decision to retire earlier than I had originally planned.					
Strongly Disagree	6	20.7	11	15.7	0.240
Disagree	15	51.7	43	61.4	
Agree	8	27.6	11	15.7	
Strongly Agree	0	0	5	7.1	
17. NCLB has made my job more difficult.					
Strongly Disagree	3	10.3	4	5.7	0.110
Disagree	5	17.2	3	4.3	
Agree	15	51.7	40	57.1	
Strongly Agree	6	20.7	23	32.9	
18. Given the requirements of NCLB, if I had to do it over, I would not choose the career of superintendency.					
Strongly Disagree	8	27.6	16	22.9	0.710
Disagree	17	58.6	47	67.1	
Agree	4	13.8	7	10.0	
Strongly Agree	0	0	0	0	
19. Insufficient Title I funding to support NCLB mandates has caused me to consider leaving the district.					
Strongly Disagree	6	20.7	11	15.7	0.691
Disagree	20	69.0	52	74.3	
Agree	3	10.3	5	7.1	
Strongly Agree	0	0	2	2.9	
20. The amount of time required to educate the community about the district's AYP has caused me to consider changing professions.					
Strongly Disagree	8	27.6	12	17.1	0.279
Disagree	17	58.6	50	71.4	
Agree	2	6.9	7	10.0	
Strongly Agree	2	6.9	1	1.4	

Responses to the Effects of Other Influences

Age

Data presented in Table 22 represent data disaggregated by superintendent age as it relates to the effects of Other Influences on the superintendency. The data in Table 22 indicates that there is no statistical significance among responses based on age. The data reveals that 100% of respondents age 41-50, and 95% of respondents age 51 or older agree or strongly agree that interactions with the School Board will affect their decision to stay with the school division. Data also show that 94.4% of respondents ages 41-50 and 86.4% of respondents age 51 or older strongly disagree or disagree that they will consider leaving the district due to unrealistic expectations of School Board members. Two-thirds of the respondents age 51 or older marked that they strongly disagree or disagree that the demands of local politics in the school district have caused them to consider leaving the school district, and over 50% of respondents 41-50 replied the same.

Table 22

Responses to the Effects of Other Influences based on Age

Variables	41-50		51		Chi-Square
	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.					
Strongly Disagree	0	0	2	2.5	0.729
Disagree	0	0	2	2.5	
Agree	11	61.1	41	50.6	
Strongly Agree	7	38.9	36	44.4	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.					
Strongly Disagree	4	22.2	30	37.0	0.341
Disagree	13	72.2	40	49.4	
Agree	1	5.6	8	9.9	
Strongly Agree	0	0	3	3.7	

Table 22

Responses to the Effects of Other Influences based on Age					
Variables	41-50		51		Chi-Square
	N	%	N	%	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.					
Strongly Disagree	1	5.6	14	17.3	0.541
Disagree	12	66.7	45	55.6	
Agree	4	22.2	20	24.7	
Strongly Agree	1	5.6	2	2.5	
24. The demands of local politics in the school district have caused me to consider leaving the school district.					
Strongly Disagree	1	5.6	13	16.0	0.426
Disagree	9	50.0	41	50.6	
Agree	7	38.9	19	23.5	
Strongly Agree	1	5.6	8	9.9	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.					
Strongly Disagree	2	11.1	17	21.0	0.610
Disagree	12	66.7	54	66.7	
Agree	3	16.7	8	9.9	
Strongly Agree	1	5.6	2	2.5	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.					
Strongly Disagree	2	11.1	19	23.5	0.364
Disagree	16	88.9	56	69.1	
Agree	0	0	5	6.2	
Strongly Agree	0	0	1	1.2	

Gender

Data disaggregated by superintendent gender is represented in Table 23 as it relates to Other Influences on the superintendency. Items 21 and 22 indicate a significant relationship

between gender and respondents' responses. For item 21, 97.1% of males and 92% of females agreed or strongly agreed that interactions with the School Board will affect their decision to stay with the division. In response to item 22, 90% of males and 80% of females strongly disagreed or disagreed that they have considered leaving the district due to unrealistic expectations set by School Board members.

Table 23

Responses to the Effects of Other Influences based on Gender

Variables	Male		Female		Chi-Square
	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.					
Strongly Disagree	2	2.9	0	0	0.030
Disagree	0	0	2	8.0	
Agree	40	57.1	9	36.0	
Strongly Agree	28	40.0	14	56.0	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.					
Strongly Disagree	25	35.7	8	32.0	0.034
Disagree	38	54.3	12	48.0	
Agree	7	10.0	2	8.0	
Strongly Agree	0	0	3	12.0	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.					
Strongly Disagree	13	18.6	2	8.0	0.331
Disagree	38	54.3	18	72.0	
Agree	16	22.9	5	20.0	
Strongly Agree	3	4.3	0	0	

Table 23

Responses to the Effects of Other Influences based on Gender					
Variables	Male		Female		Chi-Square
	N	%	N	%	
24. The demands of local politics in the school district have caused me to consider leaving the school district.					
Strongly Disagree	12	17.1	2	8.0	0.088
Disagree	37	52.9	12	48.0	
Agree	18	25.7	6	24.0	
Strongly Agree	3	4.3	5	20.0	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.					
Strongly Disagree	16	22.9	3	12.0	0.705
Disagree	44	62.9	18	72.0	
Agree	8	11.4	3	12.0	
Strongly Agree	2	2.9	1	4.0	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.					
Strongly Disagree	15	21.4	6	24.0	0.389
Disagree	51	72.9	17	68.0	
Agree	4	5.7	1	4.0	
Strongly Agree	0	0	1	4.0	

Race

Table 24 displays superintendent responses to Other Influences items based on race. The analyses of each item indicate no significant relationship between race and the responses provided by respondents. At least 75% of Caucasian and African-American respondents indicated that they strongly disagreed or disagreed on items 22, 23, 25, and 26. The Asian respondent disagreed on items 22, 25, and 26, but agreed with item 23. Respondents agreed or strongly agreed with item 21 (Caucasian – 96.3%, African- American – 91.7%, and Asian – 100%).

Table 24

Responses to the Effects of Other Influences based on Race

Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.							
Strongly Disagree	2	2.5	0	0	0	0	0.670
Disagree	1	1.2	1	8.3	0	0	
Agree	42	51.9	6	50.0	0	0	
Strongly Agree	36	44.4	5	41.7	1	100	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.							
Strongly Disagree	32	39.5	1	8.3	0	0	0.201
Disagree	39	48.1	10	83.3	1	100	
Agree	8	9.9	0	0	0	0	
Strongly Agree	2	2.5	1	8.3	0	0	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.							
Strongly Disagree	14	17.3	1	8.3	0	0	0.583
Disagree	47	58.0	8	66.7	0	0	
Agree	17	21.0	3	25.0	1	100	
Strongly Agree	3	3.7	0	0	0	0	
24. The demands of local politics in the school district have caused me to consider leaving the school district.							
Strongly Disagree	13	16.0	1	8.3	0	0	0.665
Disagree	43	53.1	6	50.0	0	0	
Agree	18	22.2	4	33.3	1	100	
Strongly Agree	7	8.6	1	8.3	0	0	

Table 24

Responses to the Effects of Other Influences based on Race							
Variables	Caucasian		African American		Asian		Chi-Square
	N	%	N	%	N	%	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.							
Strongly Disagree	18	22.2	1	8.3	0	0	0.868
Disagree	51	63.0	9	75.0	1	100	
Agree	9	11.1	2	16.7	0	0	
Strongly Agree	3	3.7	0	0	0	0	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.							
Strongly Disagree	19	23.5	2	16.7	0	0	0.662
Disagree	58	71.6	8	66.7	1	100	
Agree	3	3.7	2	16.7	0	0	
Strongly Agree	1	1.2	0	0	0	0	

Experience as Superintendent

The response data for the effects of Other Influences based on respondents' experience as a superintendent is presented in Table 25. Chi-square analysis for each item indicate no significant relationship between superintendent experience and the responses provided.

Superintendent Experience With Current District

Table 26 presents chi-square analyses based on the years of superintendent experience within their current district. Item 26, with chi-square of .017, indicated a significant relationship between years of experience within the district and responses provided. This analysis may be tenuous because a greater number of respondents have ten or less years of experience with their current district causing their response to weight much less than those who have 16-20 years of experience with their responses carrying a weight of 25% each.

Table 25

Responses to the Effects of Other Influences based on Experience as Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.															
Strongly Disagree	0	0	1	4.3	0	0	1	12.5	0	0	0	0	0	0	0.642
Disagree	2	4.4	0	0	0	0	0	0	0	0	0	0	0	0	
Agree	26	57.8	8	34.8	11	64.7	4	50.0	1	100	0	0	2	67.7	
Strongly Agree	17	37.8	14	60.9	6	35.3	3	37.5	0	0	1	100	1	33.3	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.															
Strongly Disagree	14	31.1	7	30.4	6	35.3	3	37.5	0	0	1	100	2	66.7	0.565
Disagree	26	57.8	10	43.5	11	64.7	5	62.5	1	100	0	0	0	0	
Agree	3	6.7	5	21.7	0	0	0	0	0	0	0	0	1	33.3	
Strongly Agree	2	4.4	1	4.3	0	0	0	0	0	0	0	0	0	0	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.															
Strongly Disagree	4	8.9	5	21.7	2	11.8	1	12.5	0	0	1	100	2	66.7	0.173
Disagree	32	71.1	12	52.2	7	41.2	4	50.0	1	100	0	0	0	0	
Agree	7	15.6	6	26.1	7	41.2	3	37.5	0	0	0	0	1	33.3	
Strongly Agree	2	4.4	0	0	1	5.9	0	0	0	0	0	0	0	0	

Table 25

Responses to the Effects of Other Influences based on Experience as Superintendent

Variables	0-5		6-10		11-15		16-20		21-25		26-30		30 +		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
24. The demands of local politics in the school district have caused me to consider leaving the school district.															
Strongly Disagree	3	6.7	5	21.7	3	17.6	1	12.5	0	0	1	100	1	33.3	0.646
Disagree	25	55.6	8	34.8	10	58.8	4	50.0	1	100	0	0	1	33.3	
Agree	12	26.7	7	30.4	3	17.6	3	37.5	0	0	0	0	1	33.3	
Strongly Agree	5	11.1	3	13.0	1	5.9	0	0	0	0	0	0	0	0	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.															
Strongly Disagree	4	8.9	8	34.8	4	23.5	1	12.5	0	0	1	100	1	33.3	0.600
Disagree	34	75.6	13	56.5	11	64.7	6	75.0	1	100	0	0	1	33.3	
Agree	5	11.1	2	8.7	1	5.9	1	12.5	0	0	0	0	1	33.3	
Strongly Agree	2	4.4	0	0	1	5.9	0	0	0	0	0	0	0	0	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.															
Strongly Disagree	6	13.3	7	30.4	5	29.4	1	12.5	0	0	1	100	1	33.3	0.665
Disagree	37	82.2	14	60.9	10	58.8	7	87.5	1	100	0	0	2	66.7	
Agree	2	4.4	2	8.7	1	5.9	0	0	0	0	0	0	0	0	
Strongly Agree	0	0	0	0	1	5.9	0	0	0	0	0	0	0	0	

Table 26

Responses to the Effects of Other Influences based on Superintendent Experience with current District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.											
Strongly Disagree	0	0	1	4.5	0	0	1	25.0	0	0	0.228
Disagree	2	3.1	0	0	0	0	0	0	0	0	
Agree	35	53.8	11	50.0	4	57.1	1	25.0	1	100	
Strongly Agree	28	43.1	10	45.5	3	42.9	2	50.0	0	0	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.											
Strongly Disagree	18	27.7	9	40.9	4	57.1	2	50.0	1	100	0.775
Disagree	38	58.5	10	45.5	3	42.9	2	50.0	0	0	
Agree	6	9.2	3	13.6	0	0	0	0	0	0	
Strongly Agree	3	4.6	0	0	0	0	0	0	0	0	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.											
Strongly Disagree	6	9.2	6	27.3	1	14.3	1	25.0	1	100	0.192
Disagree	41	63.1	12	54.5	2	28.6	2	50.0	0	0	
Agree	16	24.6	4	18.2	3	42.9	1	25.0	0	0	
Strongly Agree	2	3.1	0	0	1	14.3	0	0	0	0	

Table 26

Responses to the Effects of Other Influences based on Superintendent Experience with current District

Variables	0-5		6-10		11-15		16-20		26-30		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
24. The demands of local politics in the school district have caused me to consider leaving the school district.											
Strongly Disagree	5	7.7	7	31.8	1	14.3	1	25.0	0	0	0.529
Disagree	34	52.3	9	40.9	4	57.1	2	50.0	1	100	
Agree	18	27.7	5	22.7	2	28.6	1	25.0	0	0	
Strongly Agree	8	12.3	1	4.5	0	0	0	0	0	0	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.											
Strongly Disagree	7	10.8	9	40.9	2	28.6	1	25.0	0	0	0.348
Disagree	47	72.3	11	50.0	5	71.4	2	50.0	1	100	
Agree	8	12.3	2	9.1	0	0	1	25.0	0	0	
Strongly Agree	3	4.6	0	0	0	0	0	0	0	0	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.											
Strongly Disagree	9	13.8	7	31.8	3	42.9	1	25.0	1	100	0.017
Disagree	53	81.5	13	59.1	3	42.9	3	75.0	0	0	
Agree	3	4.6	2	9.1	0	0	0	0	0	0	
Strongly Agree	0	0	0	0	1	14.3	0	0	0	0	

Enrollment

Table 27 presents data disaggregated by district enrollment. Items 22 and 25 indicate a significant relationship between district enrollment and respondents' responses. For item 22, over two-thirds of respondents in each category revealed that they strongly disagreed or disagreed that they have considered leaving the district due to unrealistic expectations set by the School Board. On item 25, superintendents who indicated enrollment of 1,000 or more strongly disagreed or disagreed that they have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council (76.95 to 100%), while over 50% of superintendents with enrollment of 999 or less strongly agreed or agreed that they have considered leaving due to lack of funding support.

Number of Schools in the District

The analyses to Other Influences items based on number of schools within respondents' district is presented in Table 28. Chi-square data indicates no significant difference between responses based on number of schools within the district. In categories 6-10, 11-20, and 21-30, 100% of respondents agreed or strongly agreed that interactions with the School Board will affect their decision to stay with the district. In categories 1-5 and 31+, respondents revealed 96.9% and 80% agreed or strongly agreed, respectively. Regarding whether community pressure to meet accreditation standards would cause respondents to leave the superintendency, in categories 21-30 and 31+, 100% of respondents strongly disagreed or disagreed, at least 90% of respondents in the remaining categories strongly disagreed or disagreed.

Table 27

Responses to the Effects of Other Influences based on based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.													
Strongly Disagree	0	0	1	3.2	1	3.6	0	0	0	0	0	0	0.389
Disagree	0	0	1	3.2	0	0	0	0	0	0	1	12.5	
Agree	4	57.1	20	64.5	9	32.1	9	69.2	6	50.0	4	50.0	
Strongly Agree	3	42.9	9	29.0	18	64.3	4	30.8	6	50.0	3	37.5	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.													
Strongly Disagree	3	42.9	9	29.0	16	57.1	3	23.1	0	0	3	37.5	0.057
Disagree	3	42.9	19	61.3	9	32.1	7	53.8	10	83.3	5	62.5	
Agree	1	14.3	2	6.5	3	10.7	1	7.7	2	16.7	0	0	
Strongly Agree	0	0	1	3.2	0	0	2	15.4	0	0	0	0	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.													
Strongly Disagree	0	0	3	9.7	8	28.6	2	15.4	0	0	2	25.0	0.260
Disagree	4	57.1	23	74.2	12	42.9	6	46.2	8	66.7	4	50.0	
Agree	2	28.6	5	16.1	7	25.0	5	38.5	3	25.0	2	25.0	
Strongly Agree	1	14.3	0	0	1	3.6	0	0	1	8.3	0	0	

Table 27

Responses to the Effects of Other Influences based on based on Enrollment

Variables	0-999		1000-2400		2500-4999		5000-9999		10000-19999		20000+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	N	%	
24. The demands of local politics in the school district have caused me to consider leaving the school district.													
Strongly Disagree	0	0	3	9.7	8	28.6	1	7.7	0	0	2	25.0	0.276
Disagree	3	42.9	19	61.3	10	35.7	7	53.8	6	50.0	5	62.5	
Agree	2	28.6	8	25.8	8	28.6	3	23.1	4	33.3	1	12.5	
Strongly Agree	2	28.6	1	3.2	2	7.1	2	15.4	2	16.7	0	0	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.													
Strongly Disagree	1	14.3	3	9.7	11	39.3	0	0	2	16.7	2	25.0	0.001
Disagree	2	28.6	24	77.4	15	53.6	10	76.9	9	75.0	6	75.0	
Agree	2	28.6	4	12.9	2	7.1	3	23.1	0	0	0	0	
Strongly Agree	2	28.6	0	0	0	0	0	0	1	8.3	0	0	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.													
Strongly Disagree	0	0	6	19.4	9	32.1	1	7.7	3	25.0	2	25.0	0.086
Disagree	6	85.7	24	77.4	17	60.7	10	76.9	9	75.0	6	75.0	
Agree	0	0	1	3.2	2	7.1	2	15.4	0	0	0	0	
Strongly Agree	1	14.3	0	0	0	0	0	0	0	0	0	0	

Table 28

Responses to the Effects of Other Influences based on Number of School in the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.											
Strongly Disagree	1	3.1	0	0	0	0	0	0	0	0	0.087
Disagree	0	0	0	0	0	0	0	0	2	20.0	
Agree	16	50.0	11	61.1	14	63.6	2	40.0	4	40.0	
Strongly Agree	15	46.9	7	38.9	8	36.4	3	60.0	4	40.0	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.											
Strongly Disagree	12	37.5	10	55.6	3	13.6	0	0	3	30.0	0.130
Disagree	17	53.1	5	27.8	15	68.2	4	80.0	7	70.0	
Agree	2	6.3	3	16.7	2	9.1	1	20.0	0	0	
Strongly Agree	1	3.1	0	0	2	9.1	0	0	0	0	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.											
Strongly Disagree	4	12.5	4	22.2	2	9.1	0	0	2	20.0	0.713
Disagree	22	68.8	8	44.4	10	45.5	4	80.0	6	60.0	
Agree	5	15.6	5	27.8	9	40.9	1	20.0	2	20.0	
Strongly Agree	1	3.1	1	5.6	1	4.5	0	0	0	0	

Table 28

Responses to the Effects of Other Influences based on Number of School in the District

Variables	1-5		6-10		11-20		21-30		31+		Chi-Square
	N	%	N	%	N	%	N	%	N	%	
24. The demands of local politics in the school district have caused me to consider leaving the school district.											
Strongly Disagree	5	15.6	3	16.7	1	4.5	0	0	2	20.0	0.419
Disagree	16	50.0	9	50.0	8	36.4	4	80.0	7	70.0	
Agree	8	25.0	5	27.8	8	36.4	1	20.0	1	10.0	
Strongly Agree	3	9.4	1	5.6	5	22.7	0	0	0	0	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.											
Strongly Disagree	6	18.8	6	33.3	1	4.5	0	0	3	30.0	0.087
Disagree	20	62.5	8	44.4	19	86.4	4	80.0	7	70.0	
Agree	4	12.5	4	22.2	2	9.1	0	0	0	0	
Strongly Agree	2	6.3	0	0	0	0	1	20.0	0	0	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.											
Strongly Disagree	6	18.8	7	38.9	3	13.6	0	0	3	30.0	0.707
Disagree	23	71.9	10	55.6	17	77.3	5	100.0	7	70.0	
Agree	2	6.3	1	5.6	2	9.1	0	0	0	0	
Strongly Agree	1	3.1	0	0	0	0	0	0	0	0	

Adequate Yearly Progress (AYP)

Table 29 presents responses relative to AYP status. Based on chi-square analyses, there is no significant relationship between AYP status and respondents' responses. The statistics show that whether the school district made AYP or not, respondents overall strongly disagreed or disagreed with items 22, 23, 24, 25, and 26. Also, respondents who did make AYP and those that did not make AYP agreed or strongly agreed (96.6% and 95.7%, respectively) with item 21.

Table 29

Responses to the Effects of Other Influences based on AYP

Variables	Yes		No		Chi-Square
	N	%	N	%	
21. My interactions with the School Board will affect my decision to stay with the school division.					
Strongly Disagree	1	3.4	1	1.4	0.720
Disagree	0	0	2	2.9	
Agree	16	55.2	36	51.4	
Strongly Agree	12	41.4	31	44.3	
22. I have considered leaving the district due to unrealistic expectations set by School Board members.					
Strongly Disagree	11	37.9	23	32.9	0.684
Disagree	15	51.7	38	54.3	
Agree	3	10.3	6	8.6	
Strongly Agree	0	0	3	4.3	
23. All of the extra evening responsibilities placed on family time is a factor that has caused me to consider leaving the profession.					
Strongly Disagree	3	10.3	12	17.1	0.532
Disagree	18	62.1	39	55.7	
Agree	8	27.6	16	22.9	
Strongly Agree	0	0	3	4.3	

Table 29

Responses to the Effects of Other Influences based on AYP

Variables	Yes		No		Chi-Square
	N	%	N	%	
24. The demands of local politics in the school district have caused me to consider leaving the school district.					
Strongly Disagree	3	10.3	11	15.7	0.128
Disagree	13	44.8	37	52.9	
Agree	12	41.4	14	20.0	
Strongly Agree	1	3.4	8	11.4	
25. I have considered leaving the district due to a lack of local funding support for education from the board of supervisors/city council.					
Strongly Disagree	7	24.1	12	17.1	0.874
Disagree	18	62.1	48	68.6	
Agree	3	10.3	8	11.4	
Strongly Agree	1	3.4	2	2.9	
26. Community pressure to meet accreditation standards will cause me to leave the superintendency.					
Strongly Disagree	7	24.1	14	20.0	0.369
Disagree	19	65.5	53	75.7	
Agree	2	6.9	3	4.3	
Strongly Agree	1	3.4	0	0	