

# Record Keeping in the United States: Counting Women Superintendents

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# An Accurate and Timeline Account of Women's Representation in Leadership is Important

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- ☐ Women are under-represented in leadership positions
- ☐ Data help us name a problem
- ☐ Change requires comparative data
- ☐ Progress (or lack of progress) needs to be documented
- ☐ Data can be a catalyst for action

# What We Know in 2019

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## Public school principals

- Women 46% (2015/2016)
- Women 52% (2011/2012)
- Women 25% (1987/1988)
- Black women 4.6% (2015/2016)
- White women 36.7% (2015/2016)

# What We Know in 2019

## Public school superintendents

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- 132,853 School districts in the United States
- Women: 27.1% (2015, AASA)
- White women: 24.6% (2015, AASA)
- Black women: 1.4% (2015, AASA)
- Latina: .7% (2015, AASA)
- Other race/ethnicities Women: .4 (2015, AASA)

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- Belief by some that the “gender problem” is solved. It’s just a matter of time.
- Urgency for change has slowed.
- Demand for better data is muted.



# But what if we look at the numbers like this?

	Percent Teachers	Percent Principals	Percent Superintendents
All Women	77.0	52.0	26.8
White women	63.1	41.0	24.6
Black women	5.0	3.8	1.4
Hispanic women	5.0	4.0	.7
All “other” ethnic/racial groups of women	4.0	N/A	.1

# Who Collects the Data?

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## Superintendents

- ❑ AASA Surveys: Decade and Mid-decade. Last data 2015; but other surveys on other topics more recent that include demographic

## Public School Principals

- ❑ Schools and staffing survey. US Department of Education, National Center for Education Statistics. Last data publicly available 2011-2012; 2015 -2016 only available through restricted data

# Limitations of the Data

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- ❑ Department of Education data is not current; It is 2019 and the data available to the public is from 2011/2012
- ❑ Department of Education does not collect data on superintendents
- ❑ AASA surveys on the superintendency occur every 5 to 10 years.
- ❑ Superintendent samples are not necessarily representative

# Biggest Limitation: Sample

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- ❑ Population from which sample is drawn: All school districts/schools; organizational membership
- ❑ Sample selection method: Volunteer vs random
- ❑ Non-response bias is not tested
- ❑ Racial/ethnic groups are “collapsed” or removed if cell size is too small

# This complacency goes beyond leadership data

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- ☐ Don't disaggregate by gender (US Department of Education in data available to public)
- ☐ Don't disaggregate by race and gender (US Department of Education in data available to public)
- ☐ Don't include information of racial/ethnic groups that have low representation.



# Some Positive Trends

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- ❑ The conversations that have begun in schools about trans-gendered students have led to people questioning what we really mean by gender.
- ❑ This helps draw attention to be able to talk about the difference between gender identity and gender performance