What's Happening

Leadership characteristics and practices in South Carolina charter schools

Zena H. Rudo
American Institutes for Research

Mark A. Partridge
Florida State University

Key findings

South Carolina charter school leaders reported that the greatest motivators for entering their field were implementing innovative practices and creating a certain school culture or climate. They reported spending more time on activities related to communication with families and on school regulations and policies than on other tasks. Additionally, many reported spending time daily on school safety. Seventy-five percent of the leaders were White, 65 percent were female, and 93 percent had at least a master's degree. Although 88 percent had six or more years of leadership experience in education or another field, 52 percent had two or fewer years as a charter school leader.

A majority of leaders reported being frequently challenged by state education agency requirements and services and by sponsor intervention but being rarely or never challenged by staffing issues or board intervention. Leaders reported that school staff had more influence over policies related to classroom instruction, academic guidance, athletics, and student assessment than the leaders did.

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE

Institute of Education Sciences
U.S. Department of Education

REL SOUTHEAST
Regional Educational Laboratory
At Florida State University

Summary

Charter school stakeholders in South Carolina, including officials at the South Carolina Department of Education, personnel at the Public Charter School Alliance of South Carolina, and leaders of South Carolina charter schools, expressed interest in understanding the leadership characteristics and practices of charter school leaders across the state. Stakeholders were especially interested in how charter school leaders spend their work hours, what challenges the leaders face, and who influences policies in the charter schools.

Regional Educational Laboratory Southeast helped develop an online survey of characteristics and practices that was administered by the South Carolina Department of Education to leaders of all charter schools in South Carolina. Leaders at 40 of the state's 66 charter schools—1 per school—responded to the survey. This report describes the process for developing the leadership survey and provides descriptive results of the survey.

The key findings on the characteristics of the charter school leader respondents are:
- Seventy-five percent were White, 65 percent were female, and 93 percent had at least a master's degree.
- Eighty-eight percent had six or more years of leadership experience in education or another field, and 52 percent had two or fewer years of leadership experience in charter schools.
- The leaders' salaries had no obvious link to their leadership experience.
- Implementing innovative practices and creating a certain school culture or climate were the highest ranked motivations for becoming a charter school leader.

The key findings on time management, challenges, and influences on policy are:
- On average, charter school leaders reported working 60 hours a week, although leaders of charter schools in their first year of operation averaged 69 hours.
- Leaders reported spending the most time each week on activities related to communication with families and on school regulations and policies, and they reported spending the least time on lesson planning and personally providing professional development to staff.
- More than 50 percent of leaders reported spending time each day on school safety and communication with families.
- The majority of leaders reported being more frequently challenged by state education agency requirements and services and sponsor (called an authorizer in some states) involvement than by other challenges but being rarely or never challenged by staffing issues and board intervention.
- Charter school leaders agreed that school staff had more influence over policies related to classroom instruction, academic guidance, athletics, and student assessment than did the leaders. Also, the leaders reported that charter school board members had the most influence over board membership policies and that board members had little influence over other school policies.

Contents

Why this study?

Charter schools have more autonomy and generally face greater pressure to succeed than do traditional public schools (Cannata & Engel, 2012). Leaders of charter schools are expected to manage administrative duties—such as recruiting and hiring staff and securing and maintaining facilities and funding—that are usually supported at the district level for traditional public schools. Having the right leaders in charter schools and understanding their support needs may improve school management and enhance student and school outcomes.

South Carolina state and local charter school policymakers and practitioners have raised questions specific to the characteristics and practices of charter school leaders that might improve school performance in their state. Recognizing the interest and the lack of research in this area, the South Carolina Department of Education and the Public Charter School Alliance of South Carolina requested assistance from Regional Educational Laboratory (REL) Southeast to develop a leadership survey that could serve as a first step toward understanding which characteristics and activities of charter school leaders in South Carolina may lead to success. This report provides descriptive results of the leadership survey that the South Carolina Department of Education administered to charter school leaders in fall 2014.

This report provides descriptive results of the leadership survey that the South Carolina Department of Education administered to charter school leaders in fall 2014 as a first step toward understanding which characteristics and activities of charter school leaders in South Carolina may lead to success

Research on effective leadership qualities for traditional public schools serves as a foundation for learning about charter school leaders' characteristics and the potential relationships between those characteristics and school outcomes (Folsom, Osborne-Lampkin, & Herrington, 2015; Rice, 2010). For example, several studies have found that a traditional public school principal's gender and years of experience are important to school success (Branch, Hanushek, & Rivkin, 2009; Clark, Martorell, & Rockoff, 2009; Roser, Brown, & Kelsey, 2009). Questions on these and other traits were included in the survey for this study to help the South Carolina Department of Education and the Public Charter School Alliance of South Carolina increase state and local stakeholders' understanding of the charter school leadership landscape in South Carolina. That understanding may provide insights into attributes to consider for subsequent studies on charter school outcomes.

Charter school leaders' practices, challenges, and roles have also been studied, although the research is limited. Some studies have found that fiscal and facility struggles and enhanced communication with the public are more central issues for charter school leaders than for leaders in traditional public schools (Cannata & Engel, 2012; Goff, Mavrogordato, & Goldring, 2012; Gross, 2011). In other studies charter school leaders reported spending more of their time on—and being challenged by—student performance, staffing, and state standards, activities and concerns that echo those of traditional school leaders (Bickmore & Sulentic Dowell, 2011; Dressler, 2001). The research has provided additional information on leadership practices—for example, that teachers do not influence a charter school leader's instructional policies (Goff et al., 2012).

The survey for this study asked South Carolina charter school leaders about the practices described in this literature as well as other practices identified by South Carolina Department of Education administrators that are specific to their state. Having a better understanding of those practices will help the department and the Public Charter School Alliance of South Carolina provide targeted services to charter school leaders across the state, including professional development on strategies for managing specific tasks, resolving challenges, and collaborating with policy influencers.

What the study examined

The number of charter schools in South Carolina has grown considerably since passage of the South Carolina Charter Schools Act in 1996. At the beginning of the 2014/15 school year the state had 66 charter schools, 10 of which had opened that year. Of the 66 charter schools, 8 are virtual schools. One charter school sponsor in South Carolina (called an authorizer in some states) is a public school district comprising only charter schools. That district, the South Carolina Public Charter School District, has 31 of the 66 charter schools. The sponsors for the other 35 charter schools are local public school districts with both charter and traditional schools.

Each of South Carolina's charter schools is accountable to its sponsor's board of trustees. The South Carolina Department of Education develops the charter school application template, outlines the process, and provides technical support. The sponsor approves the application and monitors the school to ensure success.

The South Carolina Department of Education has continued to improve the amount and types of data it collects about charter schools and is interested in learning more about charter school leaders and, more specifically, about those leaders' practices

The South Carolina Department of Education has continued to improve the amount and types of data it collects about charter schools. Available data include school and student accountability, basic demographics, and common data collected from all public schools in the state. However, South Carolina is interested in learning more about charter school leaders and, more specifically, about those leaders' practices. Recognizing that desire and wanting to further develop support services to increase charter school success, the department administered an online survey for charter school leaders throughout the state, developed with REL Southeast in collaboration with other stakeholders.

The survey focused on the following four questions:
- What are the demographic, education, and employment characteristics and job motivations of South Carolina charter school leaders?
- How do South Carolina charter school leaders spend their work hours?
- What are the challenges faced by charter school leaders in South Carolina?
- Who influences school policies in South Carolina charters?

The data and methods used to conduct the survey are summarized in boxes 1 and 2 and detailed in appendix A. Box 2 outlines the survey topics under four broad categories corresponding to each major research question (leader characteristics, time management practices, challenges, and influences on policy). Appendix C contains the survey instrument.

Leaders of 40 charter schools responded to the survey. Thirty-seven were brick-and-mortar schools, and three were virtual schools. The grade-level composition of the schools varied, with one school serving only prekindergarten and kindergarten students and another serving only students in grades 11 and 12. Twenty-two schools served students beginning in prekindergarten, kindergarten, or grade 1 through grades 4–12. One school started with grade 3 and another with grade 5. Some secondary schools began with grades 6, 7, or 9, but not all of them went through grade 12. Although the charter schools' grade-level compositions differed, their instructional days were generally similar; they were open, on average, 7.3 hours a day for 180 days of student instructional time. Most of the 40 charter schools had been open for at least two years, but three schools had just opened in the 2014/15 school year. Leaders typically managed only one campus, but three of the school leaders managed two campuses. The South Carolina Public Charter School District was the sponsor for 19 of the 40 schools surveyed.

Box 1. Survey development

South Carolina Department of Education staff and other charter school stakeholders in South Carolina were actively involved in the initial development of the survey. First, the study team met with South Carolina Department of Education charter school staff, members of the Public Charter School Alliance of South Carolina, and charter school leaders in South Carolina to discuss their needs and goals for a leadership survey. Next, the study team conducted a literature scan, focusing on valid and reliable education leadership surveys. Based on stakeholder comments and the literature scan, the study team developed a draft survey that was shared with leaders at the South Carolina Department of Education, leaders at the Public Charter School Alliance of South Carolina, Regional Educational Laboratory (REL) Southeast staff working on other school leadership projects, Southeast Comprehensive Center personnel working with the South Carolina Department of Education, and staff at the U.S. Department of Education's Institute of Education Sciences. The study team revised the draft on the basis of comments received from those groups and piloted the survey with charter school leaders in a different state, using their feedback to further revise the survey.

The survey questions asked about leader characteristics, time spent on tasks, challenges to school leaders' jobs, and influences in decisionmaking. General survey topics related to those tasks, challenges, and influences were organized into four categories:
- Leader characteristics
  ◦ Demographic—race/ethnicity and gender
  ◦ Education—degree and participation in an education leadership program
  ◦ Employment—experience, salary, and motivation for taking job
- Time management practices
  ◦ Time use—total work hours and hours spent on tasks
  ◦ Task regularity—task frequency
- Challenges
  ◦ Frequency with which leaders face various challenges
- Influences on policy
  ◦ Charter school stakeholders' roles

The survey was undertaken to provide the South Carolina Department of Education and other stakeholders with information specific to the state, not to produce findings that could be generalized to the national charter school population.

Box 2. Study methodology

The South Carolina Department of Education administered the online survey to the leaders of all 66 charter schools operating in the state during the 2014/15 school year. Forty school leaders responded, resulting in a response rate of 61 percent. The study team analyzed the survey data using descriptive methods, generally including calculating averages and percentages. Survey responses were analyzed to determine the number of leaders who provided answers to each of the survey items. For respondents' reports of daily or monthly hours spent on a task, the survey team converted those hours into weekly hours to standardize the analysis of time spent on tasks. For open-ended responses, the study team reviewed the data for key themes and analyzed the commonalities and differences among those responses. Detailed information on study methodology can be found in appendix A.

What the study found

This section describes the survey findings about charter school leaders' characteristics, the time they spent on tasks, and the challenges they faced. In addition, this section highlights charter school leaders' perceptions about how much influence different entities—the leaders themselves, other staff at the school, the charter board and sponsor, and the South Carolina Department of Education—have over their school policies.

Characteristics of South Carolina charter school leaders

The South Carolina charter school leader respondents had many similar characteristics, demographically and educationally. Employment characteristics—including years of leadership experience, salary, and motivation for taking on the job—varied, but some patterns of commonality were evident.

Seventy-five percent of respondents identified themselves as White, 65 percent identified themselves as female, and 93 percent had at least a master's degree. The race/ethnicity, gender, and education of respondents varied little. The largest racial/ethnic group was White, followed by Black (23 percent; figure 1). Thirty-seven of the 40 leaders had at least a master's degree, and all but three (98 percent) had a degree in education. The remaining 3 leaders had a bachelor's degree, one of which was in education. Additionally, 24 respondents (60 percent) had participated in training programs in education leadership.

Eighty-eight percent of respondents had six or more years of leadership experience; 52 percent had two or fewer years of experience as a charter school leader. Respondents had broad experience as educators and were generally experienced leaders but not necessarily of charter schools. Of the 40 leaders, 35 (88 percent) had six or more years of leadership experience in education or another field, and 32 (80 percent) had experience in education.

The race/ethnicity, gender, and education of respondents varied little

Figure 1. Most South Carolina charter school leader respondents were White and female, 2014
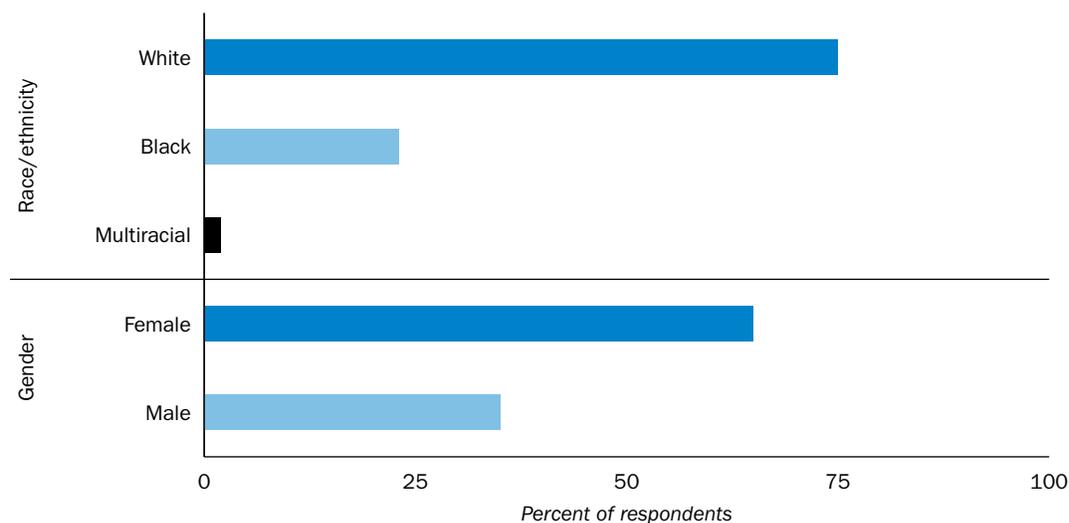
Note: *n* = 40.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Fifty-eight percent of all the leaders had more than 10 years of leadership experience, and 30 percent had 6–10 years of experience (figure 2). Of the 40 leaders, 21 (53 percent) had two or fewer years of experience as leaders of charter schools, and 8 (20 percent) had no charter school leadership experience. All but 1 of the 40 leaders had teaching experience.

Respondents typically earned $60,000–$85,000, irrespective of their leadership experience. Respondents' salaries had no obvious link to leadership experience. About half of the 37 respondents who provided salary information earned $60,000–$85,000, and their leadership experience ranged from 0 to 40 years. The other half were almost equally distributed across three salary ranges: less than $60,000, $85,001–$100,000, and more than $100,000. Those respondents also had a wide range of years of leadership experience (3 to 47 years); however, charter school leaders earning the lowest (less than $60,000) and highest (more than $100,000) salaries had similar leadership experience of more than 10 years. Across all earning levels there was little difference in respondents' years of leadership experience in charter schools (see figure B1 in appendix B).

Implementing innovative practices and creating a certain school culture or climate were the highest ranked motivations for becoming a charter school leader. Thirty-seven respondents drew from a list of factors to rank their top three motivations for becoming a charter school leader. Implementing innovative practices was selected as the number one motivation by the most respondents (27 percent). Implementing innovative practices and creating a certain school culture or climate were each selected as one of the top three motivations by 63 percent of respondents. Fifty-four percent of respondents selected impacting change for many students as one of their top three motivations, and 49 percent selected accomplishing the school's mission. Among other top three motivations, 39 percent of respondents selected motivating/inspiring teacher quality, and 17 percent selected

Of the 40 charter school leaders, 35 had six or more years of leadership experience in education or another field. Fifty-eight percent had more than 10 years of leadership experience, and 30 percent had 6–10 years of experience

Figure 2. South Carolina charter school leader respondents reported having many years of leadership experience, but only a few of those years were in charter schools, 2014
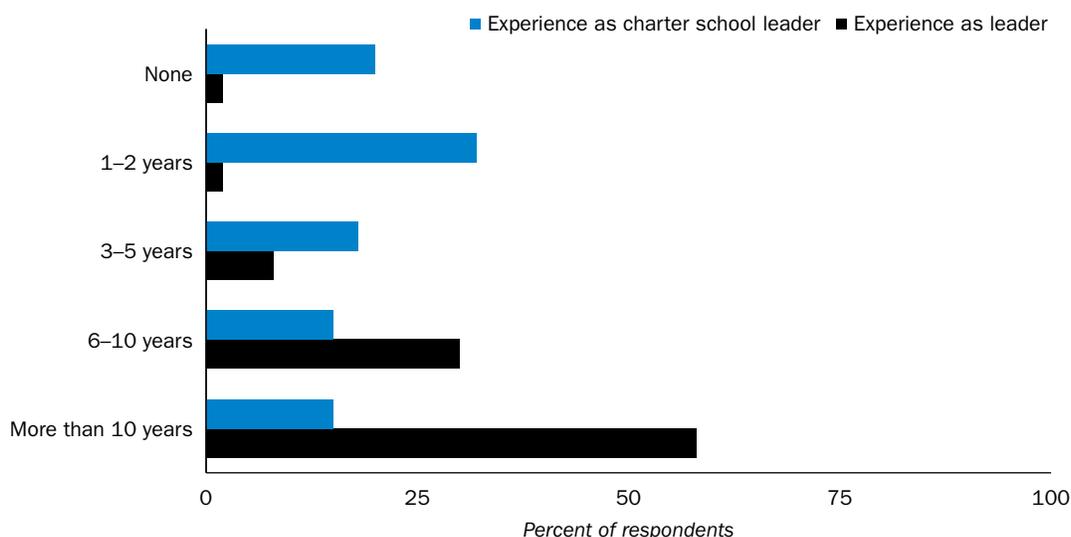
Note: *n* = 40. Leadership experience includes time in charter schools, noncharter private and public schools, district offices, higher education institutions, businesses, and other organizations.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

opportunity for autonomy. Eight percent selected promotion to a leadership position. The lowest ranked reason was to move into an education environment (3 percent).

Time management practices of South Carolina charter school leaders

Although many respondents reported spending about the same total amount of time each week in their charter school leadership position, the number of hours that they reported spending in different leadership tasks varied. Respondents also reported many similarities in how often they managed specific tasks, whether daily, weekly, or monthly.

Respondents worked an average of 60 hours a week, although leaders of newly opened charter schools averaged 69 hours. Most respondents worked more than the typical 40-hour work week but only slightly more than the average 58.1 hours that public school principals reported on the most recent national Schools and Staffing Survey (Bitterman, Goldring, & Gray, 2013). The leaders of three newly opened charter schools reported working 65–71 hours a week.

Respondents spent the most time each week on communication with families and on school regulations and policies and the least time on lesson planning and personally providing professional development to staff. Survey respondents reported spending a range of hours on individual tasks; however, the responses clearly revealed where respondents had invested more of their time (table 1). On average, respondents reported spending 5.5 hours a week on communicating with families and the same number of hours on school regulations and policies—the most time spent weekly on any of the tasks in the survey. They spent slightly less time, but still more than 5.0 hours a week, on the following tasks:
- School vision, such as setting goals and promoting expectations (5.4 hours a week).
- Conducting classroom observations and walk-throughs (5.4 hours a week).
- Compliance adherence, such as documentation, contacts, and meetings (5.2 hours a week).

Respondents spent fewer than five hours a week on each of the other tasks (see table 1). Of those tasks, respondents averaged 4.9 hours a week on school finance, 4.7 hours a week on mentoring teachers, and 1.1–3.8 hours a week on the remaining tasks. They reported spending the fewest hours a week on lesson planning (1.1 hours a week) and personally providing professional development to staff (1.3 hours a week). A few respondents reported spending an average of 1.3 hours a week on athletics, but most did not report any hours or replied "not applicable" for the task, explaining that their charter schools do not have an athletics program.

More than half of respondents reported spending time each day on school safety and communication with families. Many respondents managed specific tasks with the same frequency daily, weekly, or monthly (table 2). Twenty-two of 39 respondents (56 percent) reported spending time each day on school safety, and 22 of 38 respondents (58 percent) reported spending time each day on communication with families. More than half of respondents reported spending time on instructional leadership tasks each week but not necessarily every day. Those tasks included mentoring and evaluating staff, planning and providing professional development, and meeting with or observing staff. Many respondents also reported managing academic and performance-related activities each week. A majority of respondents reported spending time each month on South Carolina Department of

Most respondents worked more than the typical 40-hour work week but only slightly more than the average 58 hours that public school principals reported on the most recent national Schools and Staffing Survey

Table 1. How South Carolina charter school leader respondents spent their time, 2014

Task	Number of respondents	Average hours per week
Internal administration		
School regulations and policies (for example, meetings, reports)	23	5.5
Vision (for example, setting goals, promoting expectations)	22	5.4
Compliance adherence (for example, documentation, contacts, meetings)	24	5.2
Finance (for example, budget, audit)	24	4.9
Personnel issues (for example, recruiting, hiring, reports)	24	3.8
School safety	21	3.2
Facility (for example, contracts, maintenance)	21	3.1
Development (for example, fundraising, grant writing)	25	1.8
External administration		
Public relations or awareness	23	3.0
Sponsor needs	23	3.0
Board needs	22	1.8
South Carolina Department of Education needs	22	1.8
Instruction or curriculum		
Conducting classroom observations or walk-throughs	25	5.4
Mentoring teachers	23	4.7
Curriculum development and/or monitoring	24	3.6
Evaluating staff	25	2.6
Examining and discussing student work	23	2.6
Reviewing student performance reports or data	25	2.5
Classroom teaching/demonstrating instruction	25	2.3
Planning and creating professional development	25	1.6
Personally providing professional development	24	1.3
Lesson planning	24	1.1
Student interaction		
Discipline	22	3.4
Academic guidance	22	3.0
Student assessment	24	2.3
Athletics	22	1.3
Family and community		
Communication with families	22	5.5
Communication with businesses or organizations	25	1.8
Events or activities to engage families and stakeholders	23	1.5

Note: *n* = 25. Excludes responses with a frequency but no number of hours for a task and responses with a number of hours for a task but no frequency. Daily and monthly hours reported were converted to weekly hours for a consistent metric for analysis (see appendix A). The total number of weekly hours spent on the individual tasks for each of the 25 respondents did not equal the total number of hours that those same leaders reported in the survey question about the total number of weekly hours worked.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Education and board needs. For all other tasks, respondents reported spending varying frequencies of time (daily, weekly, monthly, or some other frequency; see table B1 in appendix B). In addition, approximately 65 percent of respondents provided information on both the number of hours they spent on each task and the frequency with which they performed those tasks. Their responses showed that although they may have managed specific tasks

Table 2. Tasks managed daily, weekly, or monthly by more than half of South Carolina charter school leader respondents, 2014

Task	Respondents	
	Number	**Percent**
Daily		
Communication with families	22 of 38	58
School safety	22 of 39	56
Weekly		
Curriculum development and/or monitoring	25 of 37	67
Reviewing student performance reports or data	26 of 39	67
Academic guidance	22 of 37	59
Evaluating staff	22 of 39	57
Examining and discussing student work	22 of 39	57
Lesson planning	18 of 32	56
Communication with businesses or organizations	22 of 39	56
Student assessment	21 of 38	55
Conducting classroom observations or walk-throughs	21 of 38	55
Compliance adherence	21 of 39	54
Sponsor needs	20 of 37	54
Planning and creating professional development	21 of 39	54
Mentoring teachers	20 of 38	53
Personally providing professional development	20 of 39	51
Monthly		
South Carolina Department of Education needs	24 of 39	61
Board needs	20 of 39	51

Note: *n* = 39. Not all respondents provided responses for each task.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Eighty-two percent of respondents identified South Carolina Department of Education regulations, reporting, and timelines as challenges occurring at least sometimes, the highest percentage of any challenge

with similar frequencies, they spent a range of hours daily, weekly, or monthly on each task (see table B2 in appendix B).

Challenges for South Carolina charter school leaders

Respondents identified the most and least frequent challenges that made meeting their schools' goals difficult. In general, they reported facing most challenges infrequently.

Respondents' most frequent challenges were associated with South Carolina Department of Education and sponsor involvement. Eighty-two percent of respondents identified South Carolina Department of Education regulations, reporting, and timelines as challenges occurring at least sometimes, the highest percentage of any challenge (figure 3). They also reported that South Carolina Department of Education communication and information accessibility (63 percent) and South Carolina Department of Education support services (61 percent) posed frequent challenges. Sponsor involvement by a local education agency sponsor or the South Carolina Public Charter School District to monitor a charter school's academic, fiscal, and contractual success also was identified by 60 percent of respondents as a frequent challenge. Overall, respondents identified few challenges as occurring all or most of the time: most challenges, such as those associated with instruction and curriculum, student intervention, and family and community

support, were identified by about half of respondents as occurring at least sometimes and by the other half as occurring rarely or never (see figure B2 in appendix B).

More than 70 percent of respondents reported rarely or never facing staffing and board intervention challenges. Although respondents reported facing a variety of challenges at least sometimes, other challenges were relatively rare (see figure 3). Most respondents reported that staff dismissal (89 percent), staff retention (84 percent), and board intervention (82 percent) were not frequent problems affecting their ability to meet their schools' goals. Many leaders (74 percent) also reported staff recruitment as rarely or never challenging.

Influences on school policies reported by South Carolina charter school leaders

Overwhelmingly, respondents reported having more influence over most school policies than do their boards, their sponsors, the South Carolina Department of Education, and other staff at their schools. However, for some policies related to instruction, student interaction, and board membership respondents reported that other entities have more influence than they do.

Respondents reported that school staff had more influence over policies related to student assessment, athletics, classroom instruction, and academic guidance than they did. Although respondents reported having the most influence over almost all school policies, they reported not having the greatest influence over most policies involving interactions with students. Instead, they reported that others at their schools, such as teachers, had more than 50 percent of the influence over those policies (table 3). On average, the

Overwhelmingly, respondents reported having more influence over most school policies than do their boards, their sponsors, the South Carolina Department of Education, and other staff at their schools

Figure 3. South Carolina charter school leader respondents' most-frequent challenges were associated with South Carolina Department of Education and sponsor involvement, 2014
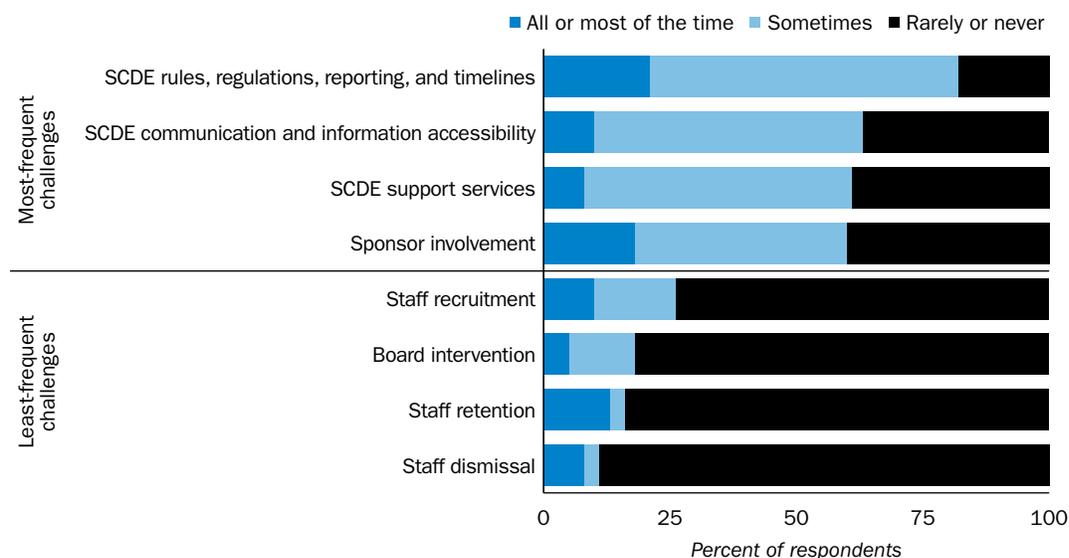
SCDE is the South Carolina Department of Education.

Note: *n* = 38.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Table 3. Influences on school policies reported by South Carolina charter school leaders, 2014 (average percent of influence)

Policy	School leader	Others at school[a]	Board	Sponsor	South Carolina Department of Education
Internal administrative					
Personnel issues	**70**	23	26	13	8
Finance	**51**	26	35	11	8
Development	**61**	33	25	13	10
Facility	**57**	27	37	13	9
School safety	**61**	30	26	16	10
External administrative					
Board membership	36	34	**63**	11	14
Public relations or awareness	**60**	25	29	10	9
Instruction or curriculum					
Classroom teaching or demonstrating instruction	48	**55**	20	10	16
Curriculum development and/or monitoring	**52**	45	20	15	12
Evaluating staff	**65**	36	17	13	10
Professional development	**61**	38	19	10	11
Student interaction					
Academic guidance	45	**51**	19	8	10
Discipline	**53**	45	17	8	8
Athletics	29	**54**	13	6	6
Student assessment	41	**56**	19	9	18
Family and community					
Communication with families	**55**	39	19	8	10
Communication with businesses or organizations	**63**	30	23	9	8

Note: *n* = 37. Bold indicates that the entity reported has the highest percentage of influence, on average. The percentages that respondents reported across the different influencing entities for each policy area did not always equal 100, although the survey instructions specified that was the aim.

a. The constituents of this category were not specified.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

leaders in the charter schools reported having the most influence over personnel policies (70 percent) and policies related to evaluating staff (65 percent).

Respondents reported that the charter school board had more influence over board membership policies than any other entity had but exerted little influence over other school policies. Respondents reported that the board had the greatest influence over board membership (63 percent) but 13–37 percent of the influence over other school policies (see table 3). In addition, respondents reported that their sponsors and the South Carolina Department of Education had the least influence over school policies, averaging 6–18 percent.

Implications of the study findings and next steps

This study provides a snapshot of charter school leadership in South Carolina. The South Carolina Department of Education and the Public Charter School Alliance of South Carolina are interested in applying the information from this study to the charter school

policies and practices they promote. For example, the majority of leaders in this study reported that communication with families was a daily activity and that, on average, they spent more hours each week on that activity than on many other activities. These findings may have implications for professional development for charter school leaders with respect to engaging families and developing innovative ways of communicating with them.

Several of the study's findings may also have implications for staff recruitment—specifically, of leaders and teachers. Recognizing that the charter school leaders in this study were similar—many were White and two-thirds were female—diversity in leadership may be a factor to consider in developing leadership recruitment policies and practices across the state. With respect to teachers, many respondents reported that staffing issues, particularly dismissal and retention, were rarely or never challenges and that they spent few hours each week on lesson planning, classroom teaching, and demonstrating instruction. That finding may imply that the leaders do an effective job of recruiting teachers and that the strategies they use may be helpful to board members and other leaders who are opening new charter schools. Additionally, criticism of high teacher turnover and issues of recruitment of high-quality teachers are often cited as potential risks of the charter school model (Goff et al., 2012; Sawchuk, 2015). This finding seems to suggest that school leaders in South Carolina do not report these objections to the charter school model as a problem.

That many respondents reported that staffing issues were rarely challenges and that they spent few hours each week on lesson planning, classroom teaching, and demonstrating instruction may imply that the leaders do an effective job of recruiting teachers and that the strategies they use may be helpful to board members and other leaders who are opening new charter schools

The findings from this study may also elicit an interest in obtaining additional information. The South Carolina Department of Education plans to consider adapting questions from the leadership survey for its charter school annual report survey. The responses to the questions may provide longitudinal information about changes in the leadership landscape and time management practices of charter school leaders across the state; that information could be used to develop new staffing policies and to adapt charter application processes. Similarly, the top reasons selected for becoming charter school leaders (implementing innovative practices and creating a certain school culture or climate) may increase interest in learning about the factors that motivate leaders, knowledge that could influence the types of professional development and support activities (as well as the topics addressed in those activities) that charter stakeholders in the state offer school leaders.

The information from this study alone does not yield meaningful recommendations for changes to leadership policies and practices; however, more rigorous research could link school leadership characteristics and time management practices to school and student performance and other outcomes. The next step may be to connect leadership characteristics and practices to outcomes related to student achievement, student and parental satisfaction, and other important measures. One potential next step is to identify all the unique practices of schools that have high accountability ratings or that perform favorably on some other analysis or metric.

Limitations of the study

Charter school stakeholders in South Carolina wanted to understand the characteristics and practices of charter school leaders across the state and eventually learn what connection those characteristics and practices might have to charter school success. The findings offer a descriptive picture of who leads South Carolina charter schools and how they manage their time but offer no evidence that any characteristic or practice that the leaders identified resulted in any changes to student achievement. Therefore, the question of what

effect leaders' characteristics and practices might have on student and school outcomes can be answered only with studies carefully designed to measure causal relationships.

This study's most notable limitations were the response rates for the survey and for some of the individual survey items. The survey was administered to one leader in each charter school and to all charter sponsors across South Carolina. Although the survey yielded a response rate of 61 percent from charter school leaders, only 1 percent of sponsors provided adequate data. Therefore, sponsors were excluded from the analysis, and findings were based solely on the responses of leaders in the charter schools. Similarly, although 40 leaders responded, fewer than 40 provided information on some survey items. This was noteworthy for items requesting information about the hours spent on tasks for which the response rate was 53–63 percent of the 40 respondents and 32–38 percent of all 66 leaders operating charter schools in South Carolina in 2014/15. The leaders who responded to the overall survey and to individual items generally represented the various geographic regions in the state in which charter schools operate; however, the sample size is small. Because all charter school leaders did not respond, the results may neither fully depict the characteristics and practices of all charter school leaders in South Carolina nor extend to other states.

All the information gained from the survey was self-reported, another factor that must be considered. In addition, the survey was administered by the South Carolina Department of Education, the state agency that influences education policy and oversees school funding, and that fact may have produced some biased responses. To minimize that bias, the charter school leaders were notified that their identities would be kept confidential.

Appendix A. Survey process and methodology

Charter school staff at the South Carolina Department of Education requested assistance from Regional Educational Laboratory (REL) Southeast in developing the Charter School Leadership Survey and analyzing the responses. Research and charter school staff at the department worked closely with the study team at all stages of the survey process, beginning with the development of the survey and concluding with the reporting of survey results.

Survey development

The study team began developing survey items on the Charter School Leadership Survey after meeting with charter school staff and administrators at the South Carolina Department of Education, members of the Public Charter School Alliance of South Carolina, and charter school leaders in South Carolina. The initial meetings included discussions of stakeholders' questions, ideas, and needs relating to South Carolina charter school leadership, the type of data available in the state, and current research knowledge of charter and traditional school leadership. The stakeholders' primary interests were to learn how charter school leaders vary demographically and how they spend their time at work. They were also interested in how external entities, such as charter school boards and the South Carolina Department of Education, influence school policy decisionmaking and what challenges charter school leaders face. The study team used the information gleaned from those meetings, from subsequent discussions with South Carolina Department of Education staff, and from a literature search that was conducted to uncover any extant leadership surveys focused on traditional or charter school leadership or both.

The study team found only one survey that specifically targeted charter school leaders —the principal survey from the Evaluation of Charter School Impacts (Gleason, Clark, Tuttle, & Dwoyer, 2010). That survey was based on the school and principal questionnaires of the U.S. Department of Education's National Center for Education Statistics Schools and Staffing Survey (SASS). The study team used items from the SASS principal and school questionnaires for this study because the items had been validated and disseminated repeatedly. Specifically, items relating to demographics, education, experience, time use, income, school structure, autonomy, innovation, challenges, and influences were adopted from the national survey.

Throughout the development of the South Carolina survey, the study team shared drafts of the questions with South Carolina Department of Education staff for their feedback. The SASS items were adapted for relevance to the South Carolina charter school landscape. For example, the term *sponsor* was substituted for *authorizer* because charter school authorizers in South Carolina are referred to as sponsors. In addition, response options of salary ranges replaced the open-ended response to encourage a higher response rate.

Survey pilot and administration

In April 2014 the study team piloted a paper version of the survey to six charter school leaders in Florida. Five of those leaders completed the survey, and adjustments were made on the basis of the survey results as well as on the feedback the five Florida leaders

provided. In addition, the study team asked the leaders participating in the pilot to answer five questions upon completion of the survey:

- About how long did the survey take to complete?
- Were any questions difficult or confusing? If so, please indicate which question numbers were difficult/confusing and a brief explanation as to why.
- Were any questions intrusive or likely to elicit a dishonest response? If so, please indicate which question numbers and a brief explanation as to why.
- Were there any general areas of leadership you felt were omitted in this survey that could be important in understanding charter school leadership issues? If so, please indicate additional areas that should be covered.
- Please provide any other general feedback you feel would be helpful.

The most important feedback received was that the survey took 30–60 minutes to complete and that school leaders found the time-related questions presented in a matrix to be cumbersome. The study team and South Carolina Department of Education stakeholders believed that the survey completion time was acceptable, and the survey was converted to an online format to facilitate completion of the time-related questions as well as certain other survey questions. The online version of the survey was created using Survey Gizmo software.

After the survey was modified in response to the initial pilot, it was submitted to the South Carolina Department of Education and the Institute of Education Sciences for review and approval. Once it was approved by both entities, it was administered by the South Carolina Department of Education in September 2014 to all 66 charter school leaders and 17 charter school sponsors. Forty charter school leaders and eight sponsors responded to the survey. The South Carolina Department of Education gave the data collected to the study team, who developed a survey database and cleaned the data. The study team discovered that of the eight sponsors who responded, only one sponsor provided adequate data that could be analyzed. Therefore, the sample of survey responses was limited to charter school leaders only; their response rate was 61 percent.

Data analysis

Survey responses were analyzed for the number of leaders who provided answers to each of the survey items. The study team used spreadsheets and statistical software to calculate descriptive statistics including means, percentages, ranges, and counts. In addition, to determine the amount of time spent on tasks for all respondents, the study team performed calculations to standardize the hours reported because the hours were identified in daily, weekly, and monthly hour allotments. To convert daily hours to weekly hours, the study team multiplied the daily hours that a respondent reported by five (the typical number of days in a school week). To determine weekly hours when a leader reported monthly hours, the study team divided the monthly hours spent on a task by 4.33 (the average number of weeks per month). When a respondent indicated that a task was not applicable or provided hours for most of the tasks but missed one or more, each task was assigned an imputed value of zero to represent the number of hours. After creating a normalcy plot of data on the reported number of hours spent on tasks, the data were reviewed for outliers, with an understanding of the typical number of hours worked per week. The study team also conducted three tests for outliers: the Grubbs' test (Grubbs, 1969), the Tietjen–Moore test (Tietjen & Moore, 1972), and the generalized extreme studentized deviate test (Rosner,

1983). The results of those tests indicated that responses of 20 or more hours per week were extreme outliers; therefore, the responses were not used in the analysis of the hours that leaders spent on tasks. Because all items were examined descriptively and the response rate was less than 100 percent, the findings should be interpreted with caution.

Appendix B. Supplemental statistics

This appendix includes results from responses on the leadership survey conducted with leaders in charter schools in South Carolina. Results are depicted in tables and figures and focus on charter school leaders' experience and salaries, hours spent on tasks, frequency of tasks, and challenges faced.

Charter school leaders were asked to report on their time management of tasks—that is, the frequency of time they spent on individual tasks daily, weekly, monthly, or another frequency and the specific number of hours they spent on each of the tasks. The frequency with which the survey respondents performed various tasks is presented in table B1. Some respondents provided data for both the frequency of time and the number of hours they spent on individual tasks. Table B2 displays the mean hours and range of hours spent on a task by frequency and number of respondents for each task.

Survey respondents' experience, salaries, and the challenges they face provide some insight into who is leading South Carolina charter schools. The percentage of survey respondents with different years of charter school leadership experience and receiving various salaries is displayed in figure B1. Survey respondents identified many challenges—such as those associated with instruction and curriculum, student interaction, and family and community support—as occurring at least sometimes, but almost equal percentages of leaders perceived those problems as occurring rarely or never (figure B2).

Table B1. Tasks that South Carolina charter school leader respondents reported managing, by frequency, 2014

Task	Daily Percent	Daily Number	Weekly Percent	Weekly Number	Monthly Percent	Monthly Number	Other frequency Percent	Other frequency Number
Internal administrative								
Personnel issues (*n* = 39)	25.6	10	33.3	13	33.3	13	7.7	3
School regulations and policies (*n* = 39)	41.0	16	48.7	19	10.3	4	0.0	0
Compliance adherence (*n* = 39)	38.5	15	53.8	21	7.7	3	0.0	0
Finance (*n* = 39)	43.6	17	48.7	19	5.1	2	2.6	1
Development (*n* = 38)	5.3	2	34.2	13	50.0	19	10.5	4
Facility (*n* = 39)	23.1	9	17.9	7	48.7	19	10.3	4
School safety (*n* = 39)	56.4	22	25.6	10	10.3	4	7.7	3
Vision (*n* = 39)	43.6	17	46.2	18	10.3	4	0.0	0
External administrative								
South Carolina Department of Education needs (*n* = 39)	0.0	0	30.8	12	61.5	24	7.7	3
Sponsor needs (*n* = 37)	5.4	2	54.1	20	35.1	13	5.4	2
Board needs (*n* = 39)	10.3	4	33.3	13	51.3	20	5.1	2
Public relations/awareness (*n* = 39)	28.2	11	48.7	19	23.1	9	0.0	0
Instruction or curriculum								
Classroom teaching/demonstrating instruction (*n* = 37)	16.2	6	40.5	15	32.4	12	10.8	4
Lesson planning (*n* = 32)	0.0	0	56.3	18	15.6	5	28.1	9
Curriculum development and/or monitoring (*n* = 37)	13.5	5	67.6	25	16.2	6	2.7	1
Conducting classroom observation/walk-throughs (*n* = 38)	34.2	13	55.3	21	10.5	4	0.0	0
Mentoring teachers (*n* = 38)	36.8	14	52.6	20	2.6	1	7.9	3
Evaluating staff (*n* = 39)	10.3	4	56.4	22	23.1	9	10.3	4
Examining and discussing student work (*n* = 39)	10.3	4	56.4	22	23.1	9	10.3	4
Reviewing student performance reports/data (*n* = 39)	10.3	4	67.7	26	15.4	6	7.7	3
Planning and creating professional development (*n* = 39)	2.6	1	53.8	21	41.0	16	2.6	1
Personally providing professional development (*n* = 39)	2.6	1	51.3	20	38.5	15	7.7	3
Student interaction								
Academic guidance (*n* = 37)	18.9	7	59.5	22	10.8	4	10.8	4
Discipline (*n* = 35)	45.7	16	42.9	15	5.7	2	5.7	2
Athletics (*n* = 34)	0.0	0	32.4	11	20.6	7	47.1	16
Student assessment (*n* = 38)	10.5	4	55.3	21	21.1	8	13.2	5
Family and community								
Communication with families (*n* = 38)	57.9	22	36.8	14	0.0	0	5.3	2
Communication with businesses/organizations (*n* = 39)	10.3	4	56.4	22	28.2	11	5.1	2
Events/activities to engage families/stakeholders (*n* = 38)	7.9	3	36.8	14	50.0	19	5.3	2

Note: Not all leaders responded to all items. Percentages for each task may not total 100 because of rounding.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Table B2. Tasks and average number of hours spent on each by South Carolina charter school leader respondents, by frequency, 2014

| Task	Daily		Weekly		Monthly	
	Average number of hours (range)	Number of respondents	Average number of hours (range)	Number of respondents	Average number of hours (range)	Number of respondents
Internal administrative						
Personnel issues (for example, recruiting, hiring, reports)	1.3 (1.0–2.0)	6	5.3 (1.0–15.0)	8	4.6 (1.0–10.0)	10
School regulations and policies (for example, meetings, reports)	1.6 (0.5–2.5)	10	4.5 (1.0–10.0)	9	5.0 (2.0–10.0)	4
Compliance adherence (for example, documentation, contacts, meetings)	1.5 (0.5–2.0)	7	4.7 (1.0–10.0)	15	5.0 (4.0–6.0)	2
Finance (for example, budget, audit)	1.6 (0.5–3.0)	8	3.7 (1.0–15.0)	14	5.0 (4.0–6.0)	2
Development (for example, fund raising, grant writing)	0	0	3.8 (1.0–10.0)	8	4.4 (1.0–10.0)	14
Facility (for example, contracts, maintenance)	0.8 (0.5–1.0)	3	3.8 (1.0–10.0)	12	5.1 (0.5–10.0)	4
School safety	1.2 (0.5–2.0)	9	1.9 (1.0–3.0)	7	2.3 (2.0–3.0)	3
Vision (for example, setting goals, promoting expectations)	1.8 (1.0–3.0)	7	4.5 (1.0–10.0)	12	2.3 (2.0–3.0)	3
External administrative						
South Carolina Department of Education needs	0	0	3.8 (2.0–10.0)	8	2.8 (0.5–6.0)	14
Sponsor needs	1.3 (0.5–2.0)	2	4.3 (1.0–15.0)	12	3.0 (1.0–5.0)	7
Board needs	1.5 (1.0–2.0)	2	2.3 (1.0–5.0)	6	2.8 (1.0–6.0)	13
Public relations/awareness	1.4 (1.0–2.0)	5	2.5 (0.5–6.0)	11	4.1 (1.0–6.0)	7
Instruction or curriculum						
Classroom teaching/demonstrating instruction	1.3 (1.0–2.0)	4	3.0 (2.0–5.0)	9	2.3 (1.0–5.0)	9
Lesson planning	0	0	2.2 (1.0–5.0)	11	2.3 (2.0–3.0)	4
Curriculum development and/or monitoring	1.5 (1.0–2.0)	3	3.8 (1.0–10.0)	16	3.0 (1.0–6.0)	4
Conducting classroom observation/walk-throughs	1.7 (0.5–3.0)	9	4.2 (1.0–10.0)	13	5.0 (2.0–8.0)	3
Mentoring teachers	1.3 (0.5–2.0)	9	3.8 (1.0–10.0)	13	0	0
Evaluating staff	1.0 (1.0)	2	3.4 (1.0–6.0)	14	3.6 (1.0–8.0)	8
Examining and discussing student work	1.2 (0.5–2.0)	3	2.6 (1.0–5.0)	16	1.0 (1.0)	2
Reviewing student performance reports/data	1.0 (1.0)	1	2.8 (1.0–5.0)	19	3.2 (1.0–7.0)	5
Planning and creating professional development	0	0	2.6 (1.0–5.0)	12	2.6 (1.0–5.0)	13

(continued)

Table B2. Tasks and average number of hours spent on each by South Carolina charter school leader respondents, by frequency, 2014 *(continued)*

Task	Daily		Weekly		Monthly	
	Average number of hours (range)	Number of respondents	Average number of hours (range)	Number of respondents	Average number of hours (range)	Number of respondents
Personally providing professional development	0	0	2.0 (0.5–5.0)	11	2.3 (1.0–5.0)	12
Student interaction						
Academic guidance	1.1 (0.5–2.0)	4	2.8 1.0–10.0	14	6.7 (1.0–15.0)	3
Discipline	1.0 (0.3–2.0)	7	3.3 (1.0–10.0)	12	.5 (.5)	1
Athletics	0	0	3.5 (1.0–7.0)	8	0.9 (0.3–2.0)	6
Student assessment	1.0 (1.0)	1	3.0 (1.0–10.0)	15	2.9 (1.0–10.0)	7
Family and community						
Communication with families	1.3 (1.0–2.0)	13	4.1 (1.0–10.0)	9	0	0
Communication with businesses/organizations	1.3 (1.0–1.5)	2	1.9 (1.0–5.0)	15	2.0 (1.0–5.0)	7
Events/activities to engage families/stakeholders	0	0	2.4 (1.0–6.0)	8	4.1 (1.0–10.0)	15

Note: Not all leaders responded to all items. Excludes responses of "other frequency," zero hours, or "not applicable" and cases where the study team imputed hours as zeros for missing data.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.
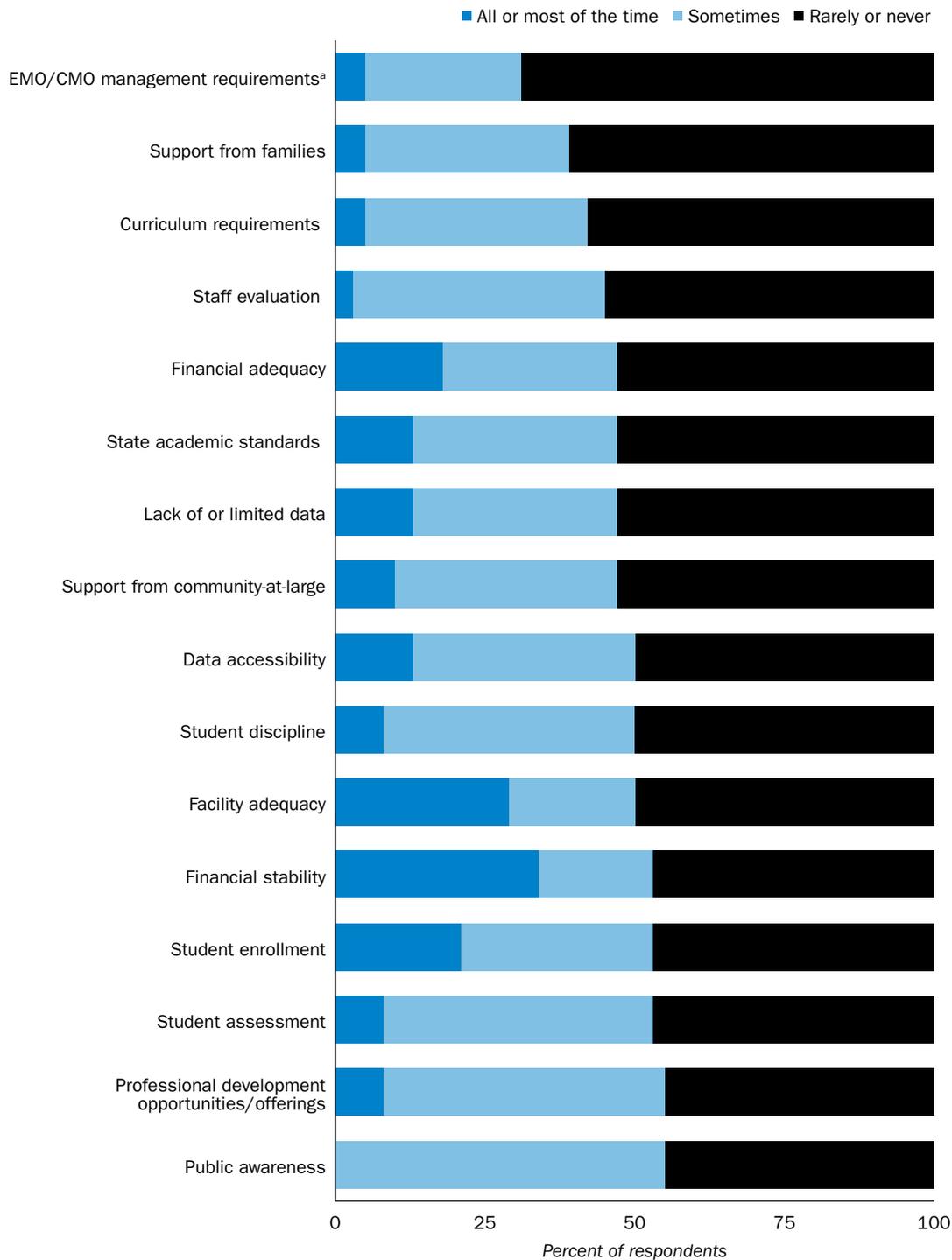
Figure B1. Salaries and charter school leadership experience reported by South Carolina charter school leader respondents, 2014
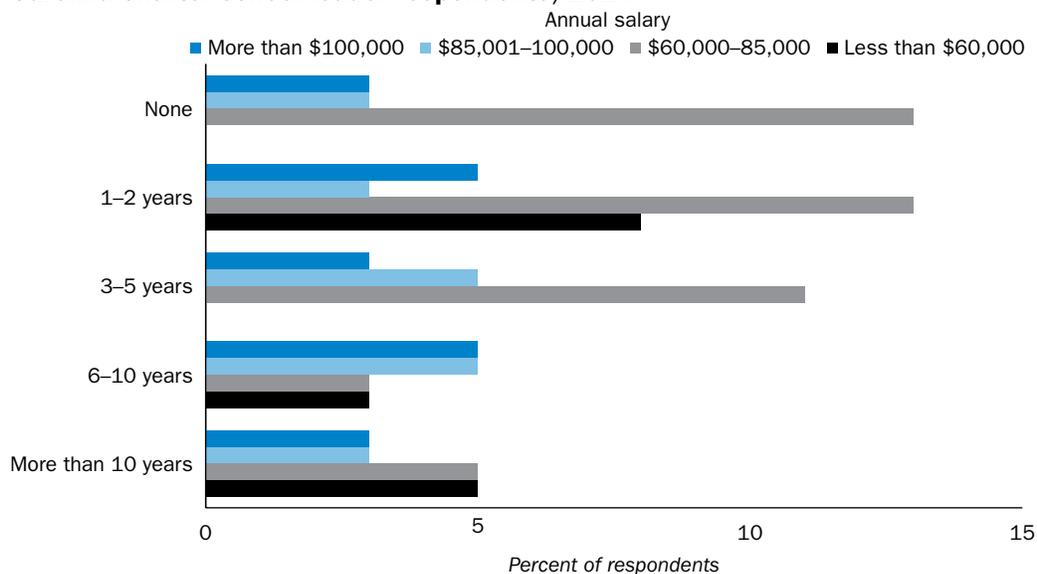
Note: $n = 37$. No respondents earned less than $60,000 in the none and 3–5 years of experience groups.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Figure B2. Type and frequency of challenges that South Carolina charter school leader respondents reported experiencing, 2014

Legend: ■ All or most of the time ■ Sometimes ■ Rarely or never

Categories (top to bottom):
- EMO/CMO management requirements[a]
- Support from families
- Curriculum requirements
- Staff evaluation
- Financial adequacy
- State academic standards
- Lack of or limited data
- Support from community-at-large
- Data accessibility
- Student discipline
- Facility adequacy
- Financial stability
- Student enrollment
- Student assessment
- Professional development opportunities/offerings
- Public awareness

X-axis: 0, 25, 50, 75, 100

Percent of respondents

EMO is education management organization. CMO is charter management organization.

Note: *n* = 38.

a. Twenty of the 38 respondents (53 percent) are not affiliated with an EMO or CMO. Their responses of "not applicable" were imputed as "never"; therefore, the 69 percent finding should be interpreted with extra caution.

Source: Authors' analysis of data collected from the 2014 South Carolina Department of Education Charter School Leadership Survey.

Appendix C. Leadership survey instrument

This appendix contains the survey introduction and survey items that the South Carolina Department of Education (SCDE) administered in fall 2014 to charter school leaders and sponsors throughout the state.

Introduction

This survey is designed to help inform the SCDE in the provision of services and the setting of policy for charter schools in the state. The survey asks for information about your background, job tasks, school environment, and connections with outside resources. Information will be used by Regional Educational Laboratory Southeast for its study of leadership practices in South Carolina charter schools. Your individual and school information will be kept confidential and will not be shared or identified publicly.

Background: Demographics

Q1. What is your school name and ID# (school and district ID#)?

Q2. What is your current title/position/role?

☐ Principal
☐ Executive Director/Director
☐ Dean
☐ Sponsor
☐ Other title, please describe: _____

Please note, if you answered "Sponsor," please skip to question #22 of this survey.

Q3. Are you male or female?   ☐ Male   ☐ Female

Q4. Are you of Hispanic or Latino origin?   ☐ Yes   ☐ No

Q5. What is your race? (*Choose all that apply.*)

☐ White
☐ Black or African American
☐ Asian
☐ American Indian or Alaska Native
☐ Native Hawaiian or Other Pacific Islander
☐ Other race, please describe: _____

Q6. What is the highest degree you have earned? (Please select only one degree level.)

☐ Associate's degree
☐ Bachelor's degree (B.A., B.S., B.E., etc.)
☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
☐ Education specialist or professional diploma
   (at least one year beyond Master's level)
☐ Doctorate or professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
☐ Do not have a degree

Q7. Is your highest degree in an education-related field?   ☐ Yes   ☐ No

Q8. Did you receive specific training to be a school leader? (For example, the SC Developing Aspiring Principals Program, certification/training/degree in school administration or other school leadership specialty, etc.)   ☐ Yes   ☐ No

If yes, please provide the name of the program(s):

Q9. What is your current ANNUAL salary for this position before taxes and deductions?

☐ Less than $60,000
☐ $60,000–85,000
☐ $85,001–100,000
☐ More than $100,000
☐ Prefer not to answer

Q10. How many days per year are you required to work under your current contract?

_____ Days

Q11. Are you responsible for multiple campuses?   ☐ Yes   ☐ No

If Yes, how many? _____

Q12. PRIOR to this school year, how many years did you serve as the leader of this charter school? (Count part of a year as 1 year. If none, indicate 0 years.)

_____ Years

Q13. PRIOR to this school year, how many years did you serve in a leadership/management position? (Count part of a year as 1 year. If none, indicate 0 years.)

_____ Years in a charter school
_____ Years in a non-charter private school
_____ Years in a non-charter public school
_____ Years in a district office
_____ Years in a higher education institution
_____ Years in a business/organization
_____ Years in other position, please describe: _____

Q14. How many years of classroom teaching experience do you have?
(Count part of a year as 1 year. If none, indicate 0 years.)

_____ Years

Q15. Please rank your top three reasons for choosing to become a charter school principal/leader at this school? (1 = top reason, 2 = second reason, and 3 = third reason)

_____ Promotion to leadership position
_____ Move into an educational environment
_____ Implement innovative practices
_____ Motivate and inspire teacher quality
_____ Accomplish school's mission
_____ Impact change for large numbers of students
_____ Create certain school culture and climate
_____ Opportunity for autonomy
_____ Other, explain: _____

Charter school features: Structure

Q16. Have you had the need for a lottery?   ☐ Yes   ☐ No

a. If yes, when?

☐ Every school year since opening
☐ Last school year and this school year
☐ For 3 or more school years
☐ For next school year
☐ This current school year only

b. How many students are on your waiting list for this current school year?
_____

c. How many students are on your waiting list for next school year? _____

Q17. What is the length of your school's day and year?

    a. Hours and minutes in school day? (If it varies by grade level, record the longest amount. Report BOTH hours and minutes, e.g., 6 hours 0 minutes, 5 hours 45 minutes.)

        _____ Hours   _____ Minutes

    b. Days in school year? _____ Days

Autonomy and innovation

Q18. Please describe two practices that have contributed to the success of your school.

    Practice #1:

    Practice #2:

Task management: Task frequency and time use

Q19. In general, how do you spend your time in your role as the school principal/leader or sponsor?

    a. *In the frequency column, if you select "Other" for any task, please include a description of the frequency (e.g., bi-annually, yearly, etc.).*

    b. *If you are not involved in a task listed, please put NA under time spent.*

    c. *If the time you spend on a task is less than an hour or includes part of an hour, please indicate the amount rounded to the closest 1/2 hour (i.e., spend 1–30 minutes = .5 hour, 31–60 minutes = 1.0 hour).*

    d. *If you spend time on a task not included in the list, please tell us the frequency for that task and describe that task in the box below.*

	Frequency (select one per task)				Time spent
	Daily	Weekly	Monthly	Description of other frequency	Hours (to nearest ½ hour)
Internal administrative tasks					
Personnel issues (e.g., recruiting, hiring, reports)					
School regulations and policies (e.g., meetings, reports)					
Compliance adherence (e.g., documentation, contacts, meetings)					
Finance (e.g., budget, audit)					
Development (e.g., fund raising, grant writing)					
Facility (e.g., contracts, maintenance)					
School safety					
Vision (e.g., setting goals, promoting expectations)					
Other, please describe:					

	Frequency (select one per task)				Time spent
	Daily	Weekly	Monthly	Description of other frequency	Hours (to nearest ½ hour)
External administrative tasks (e.g., data, reports, meetings)					
SCDE needs					
Sponsor needs					
Board needs					
Public relations/awareness					
Other, please describe:					
Instruction or curriculum-related tasks					
Classroom teaching/demonstrating instruction					
Lesson planning					
Curriculum development and/or monitoring					
Conducting classroom observation/ walkthroughs					
Mentoring teachers					
Evaluating staff					
Examining and discussing student work					
Reviewing student performance reports/data					
Planning and creating professional development					
Personally providing professional development					
Other, please describe:					
Student interaction tasks					
Academic guidance					
Discipline					
Athletics					
Student assessment					
Other, please describe:					
Family and community tasks					
Communication with families					
Communication with businesses/organizations					
Events/activities to engage families/ stakeholders					
Other, please describe:					

Q20. What are the total hours per week that you spend in your role as principal/leader or sponsor of a charter school?   _____ Hours

Influences and challenges

Q21. On average, how much influence do you and/or others have on your school's policy decisions? (Please place the percentage of influence each role has in making decisions for each category. For example, you may be the only one to make personnel decisions, so place 100 in the "You" column and zeros in all the other columns. Or, you may have 50% of the decisionmaking control, and your board and sponsor get a say, so you may put 50 in the "You" column, and 25 in each of the "Board" and "Sponsor" columns.)

	Percentage of influence on decisions *(total to 100)*					
	You	Others at your school	Board	Sponsor	SCDE	Total percent
Internal administrative policies						
Personnel issues						100
Finance						100
Development						100
Facility						100
School safety						100
Other, please describe:						100
External administrative policies						
Board membership						100
Public relations/awareness						100
Other, please describe:						100
Instruction or curriculum-related policies						
Classroom teaching						100
Curriculum development						100
Evaluating staff						100
Professional development for staff						100
Other, please describe:						100
Student interaction policies						
Academic guidance						100
Discipline						100
Athletics						100
Student assessment						100
Other, please describe:						100
Family and community policies						
Communication with families						100
Communication with businesses/organizations						100
Other, please describe:						100

Q22. How often do the following types of challenges make meeting your school's goals difficult? (If the item listed is not a challenge, please place a check in the "Not Applicable" column.)

	Frequency (select one category per challenge)					
	All the time	Most of the time	Sometimes	Rarely	Never	Not applicable
Internal challenges						
Staff recruitment						
Staff retention						
Staff dismissal						
Financial adequacy						
Financial stability						
Facility adequacy						
Other, please describe:						
External challenges						
SCDE rules/regulations/reporting/timelines						
SCDE support services						
SCDE communication/information accessibility						
Sponsor involvement						
EMO/CMO management requirements						
Board intervention						
Public awareness						
Other, please describe:						
Instruction or curriculum-related challenges						
State academic standards						
Curriculum requirements						
Lack of or limited data						
Data accessibility						
Staff evaluation						
Professional development opportunities/offerings						
Other, please describe:						
Student interaction challenges						
Student enrollment						
Student discipline						
Student assessment						
Other, please describe:						
Family and community challenges						
Support from families						
Support from community-at-large						
Other, please describe:						

Q23. Please also explain other challenges that do not fall into the categories listed in the table: _____
_____
_____
_____
_____

References

Bickmore, D. L., & Sulentic Dowell, M. (2011). Concerns, use of time, and the intersections of leadership: Case study of two charter school principals. *Research in the Schools, 18*(1), 44–61. http://eric.ed.gov/?id=EJ970708

Bitterman, A., Goldring, R., & Gray, L. (2013). *Characteristics of public and private elementary and secondary school principals in the United States: Results from the 2011–12 Schools and Staffing Survey* (NCES No. 2013–313). National Center for Education Statistics Working Paper. Washington, DC: U.S. Department of Education. http://eric.ed.gov/?id=ED544176

Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2009). *Estimating principal effectiveness* (CALDER Working Paper No. 32). The National Center for Analysis of Longitudinal Data in Education Research. Washington, DC: The Urban Institute. http://eric.ed.gov/?id=ED509685

Cannata, M., & Engel, M. (2012). Does charter status determine preferences? Comparing the hiring preferences of charter and traditional public school principals. *Education Finance and Policy, 7*(4), 455–488. http://eric.ed.gov/?id=EJ999972

Clark, D., Martorell, P., & Rockoff, J. E. (2009). *School principals and school performance* (CALDER Working Paper No. 38). The National Center for Analysis of Longitudinal Data in Education Research. Washington, DC: The Urban Institute. http://eric.ed.gov/?id=ED509693

Dressler, B. (2001). Charter school leadership. *Education and Urban Society, 22*(2), 170–185. http://eric.ed.gov/?id=EJ624179

Folsom, J. S., Osborne-Lampkin, L., & Herrington, C. (2015). *A descriptive analysis of the principal workforce in Florida schools* (REL 2015–068). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved January 14, 2016, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015068.

Gleason, P., Clark, M., Tuttle, C. C., & Dwoyer, E. (2010). *The evaluation of charter school impacts: Final report* (NCEE No. 2010–4029). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED510573

Goff, P. T., Mavrogordato, M., & Goldring, E. (2012). Instructional leadership in charter schools: Is there an organizational effect or are leadership practices the result of faculty characteristics and preferences? *Leadership and Policy in Schools, 11*(1), 1–25. http://eric.ed.gov/?id=EJ955941

Gross, B. (2011). *Inside charter schools: Unlocking doors to student success* (National Charter School Research Project). Seattle, WA: Center on Reinventing Public Education. http://eric.ed.gov/?id=ED519943

Grubbs, F. (1969). Procedures for detecting outlying observations in samples. *Technometrics, 11*(1), 1–21. Retrieved November 23, 2015, from http://jstor.org/stable/1266761.

Rice, J. K. (2010). *Principal effectiveness and leadership in an era of accountability: What research says.* Washington, DC: National Center for Analysis of Longitudinal Data in Education Research. http://eric.ed.gov/?id=ED509682

Roser, V., Brown, M. S., & Kelsey, C. L. (2009). Principal gender as related to campus size, level, and academic rating. *Advancing Women in Leadership Journal, 29*(10), 1–14. Retrieved November 20, 2015, from http://www.advancingwomen.com/awl/Vol29_2009/Valer_Rosser.pdf.

Rosner, B. (1983). Percentage points for a generalized ESD many-outlier procedure. *Technometrics, 25*(2), 165–172. Retrieved November 23, 2015, from http://www.jstor.org/stable/1268549?seq=1#page_scan_tab_contents.

Sawchuk, S. (2015, June). Charters look to change perceptions of teacher turnover. *Education Week.* Retrieved August 31, 2016, from http://www.edweek.org/ew/articles/2015/06/03/charters-look-to-change-perceptions-on-teacher.html.

Tietjen, G. L., & Moore, R. H. (1972). Some Grubbs-type statistics for the detection of outliers. *Technometrics, 14*(3), 583–597.

The Regional Educational Laboratory Program produces 7 types of reports

Making Connections
Studies of correlational relationships

Making an Impact
Studies of cause and effect

What's Happening
Descriptions of policies, programs, implementation status, or data trends

What's Known
Summaries of previous research

Stated Briefly
Summaries of research findings for specific audiences

Applied Research Methods
Research methods for educational settings

Tools
Help for planning, gathering, analyzing, or reporting data or research