

**2026 EDUCATIONAL
ADEQUACY STUDY**

**PRINCIPALS ■
SURVEY REPORT**



PREPARED FOR THE SENATE AND HOUSE INTERIM
COMMITTEES ON EDUCATION
NOVEMBER 3, 2025



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INTRODUCTION

Three surveys of Arkansas educators (one each for superintendents, principals and teachers) provide one category of evidence for the Arkansas Senate and House Education Committees’ biennial educational adequacy study. These data are considered in conjunction with school- and district-level data provided by local education associations and the Arkansas Department of Education; related data from other states and the nation; and secondary research into educational topics and best practices.

In December, the Bureau of Legislative Research (BLR) asked the state’s public school principals to select one of three windows of dates during the spring semester that would be most convenient for them to complete the survey. As a result, surveys were distributed to Arkansas’s 1,035 public school principals on April 14, 2025. Principals were asked to submit completed surveys by April 25, 2025, with 16 subsequent emails reminding them about the survey after the due date over the following eight weeks. The final survey was received on June 22, 2025. A total of 496 principals responded to the survey for a response rate of 47.9%. The margin of error is less than $\pm 1\%$ at a 95 percent confidence level.¹

Principals Survey Information in a Glance:

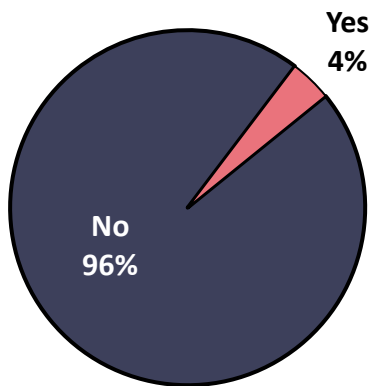
Survey Distributed:	April 14, 2025	1,035
Survey Due:	April 25, 2025	
Final submittal:	June 22, 2025	496
Response Rate:	47.9%	

Each survey question appears below with the response options and the percent of principals responding to each option. Unless otherwise noted, 496 principals responded to each question.

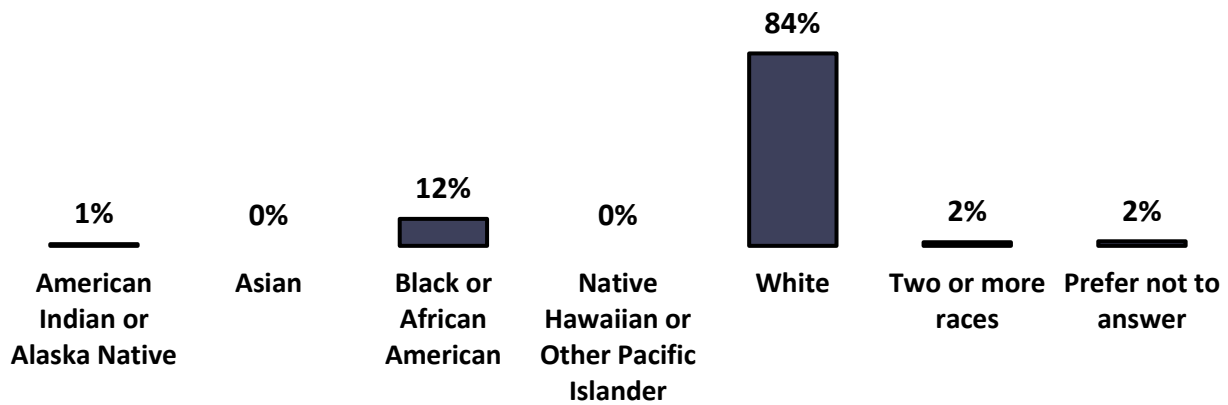
¹ The margin of error calculation incorporated a “finite population correction” (FPC) applied to the standard error (SE) calculation for a confidence level of 95% because the population of principals was a known 1,035.

BACKGROUND AND PRINCIPAL PREPARATION

1. Are you of Hispanic or Latino origin?



2. How would you describe yourself.



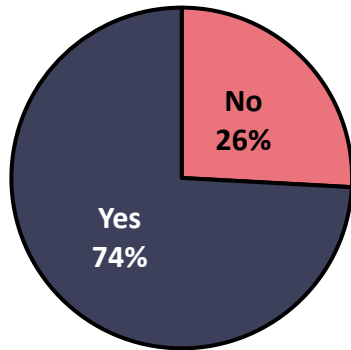
3. BEFORE you became a principal, how many years of elementary, middle, or secondary teaching experience did you have?

(Count part of a year as 1 year. Write "0" if you had no years of teaching experience before becoming a principal.)

Average number of years: 12.9

Range of years: 0-38

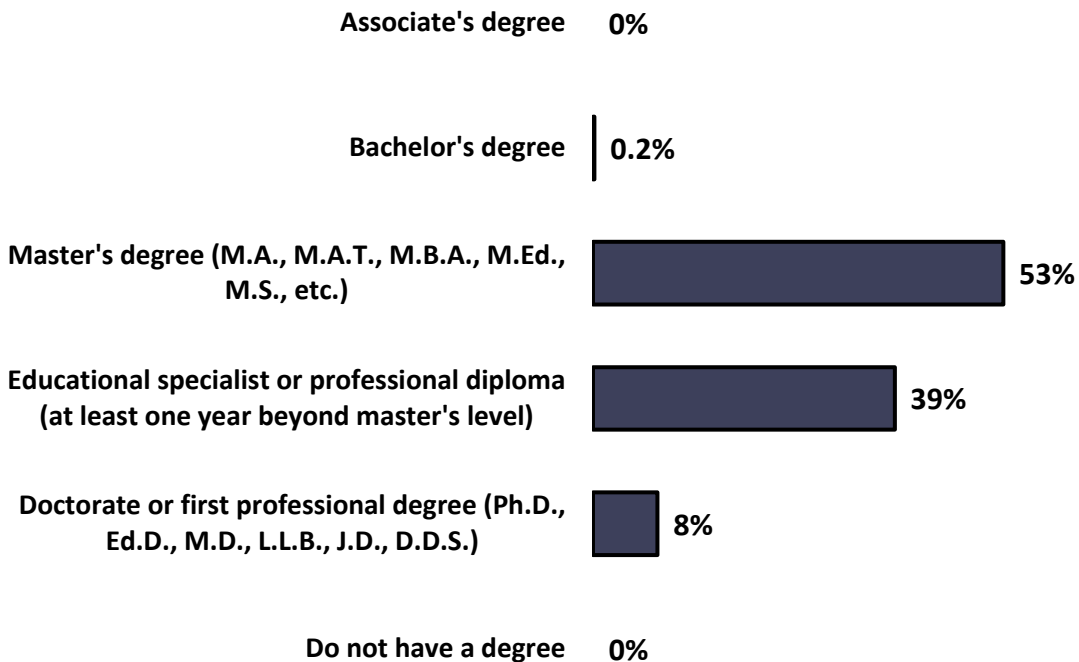
4. BEFORE you became a principal, did you hold the position of assistant principal, building-level administrator, instructional facilitator, or curriculum-program administrator, including temporary administrator positions?



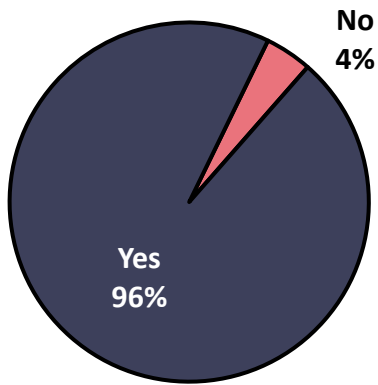
5. PRIOR to the 2024-25 school year, how many years did you serve as the principal of THIS OR ANY OTHER school?
Do NOT include any years you served as ASSISTANT principal. Count part of a year as 1 year. Write "0" if this is your first year serving as principal of THIS OR ANY OTHER school.

Average number of years: 5.8
Range of years: 0-41

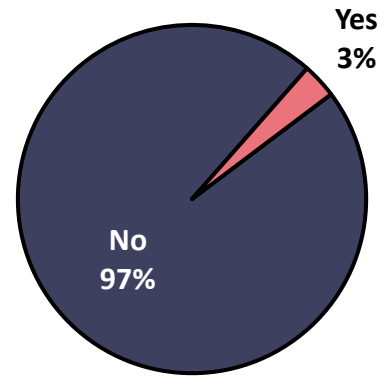
6. What is the highest degree you have earned?



7. Do you currently hold a license or certification in “school administration”?



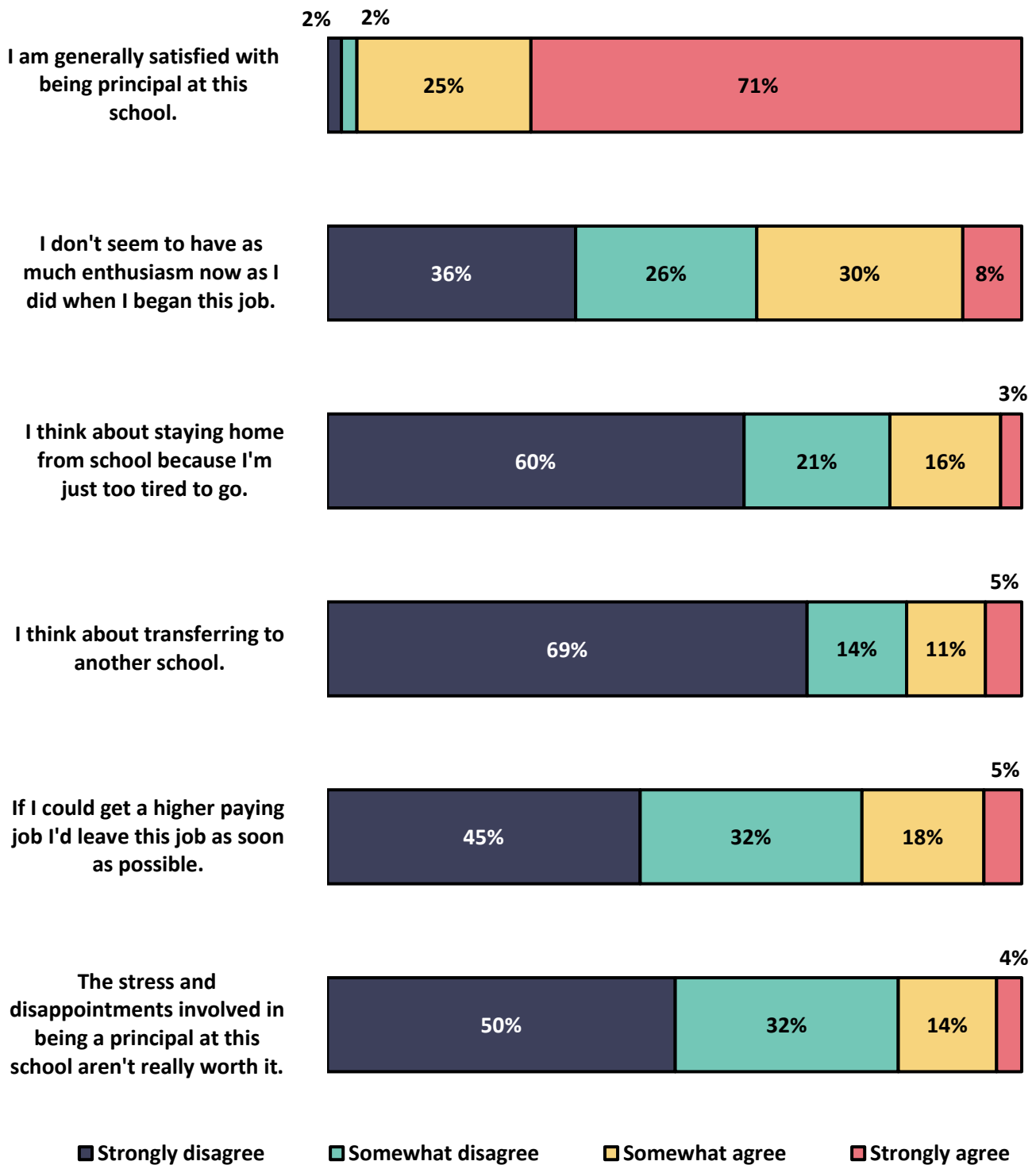
8. In addition to serving as a principal, are you CURRENTLY teaching in THIS school? Do not include time spent as a short-term substitute teacher.



9. BACKGROUND AND PRINCIPAL PREPARATION: Respondents were allowed to make comments about the preceding topic.

PRINCIPAL PERCEPTIONS AND WORKING CONDITIONS

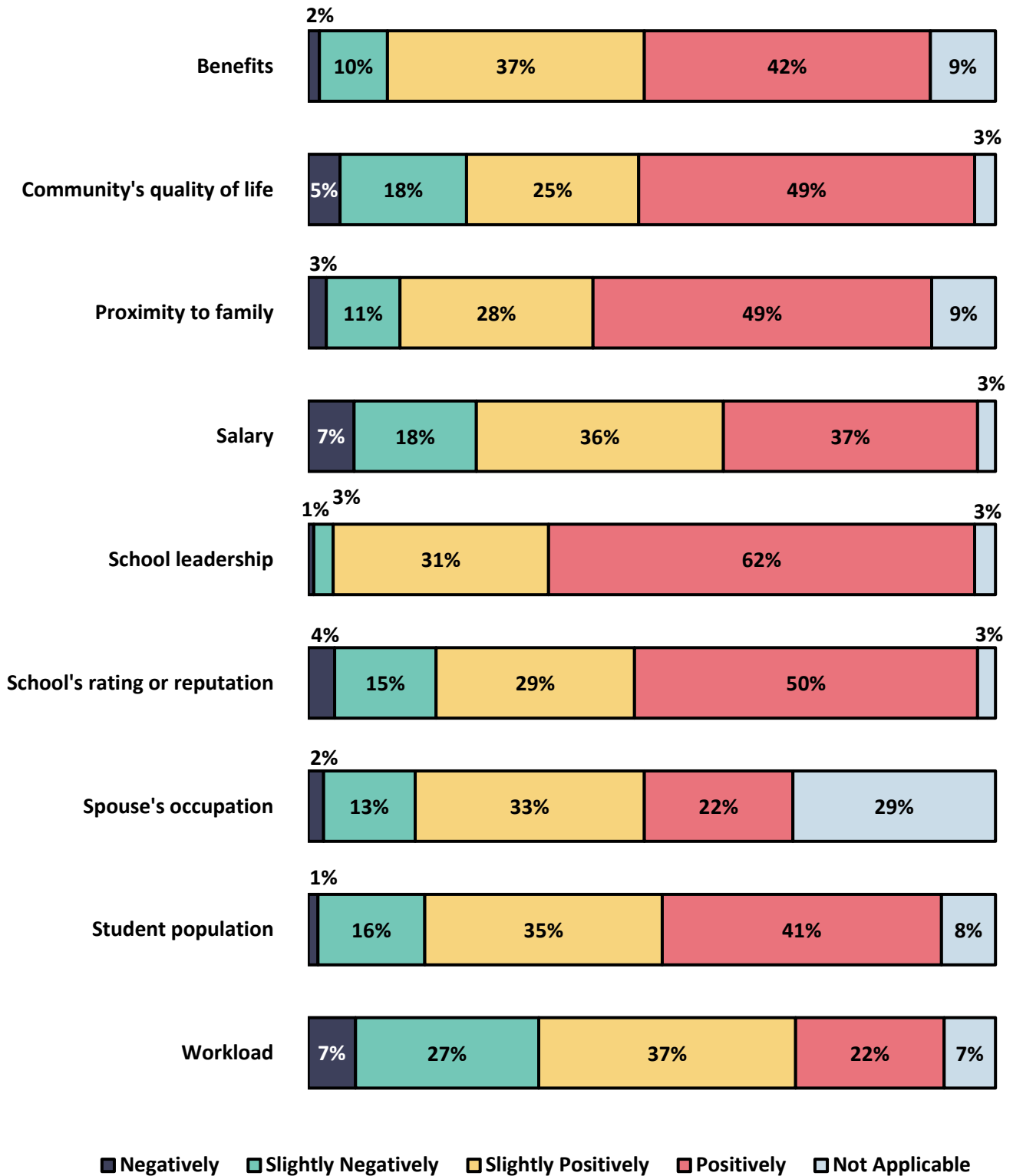
10. To what extent do you agree or disagree with each of the following statements?



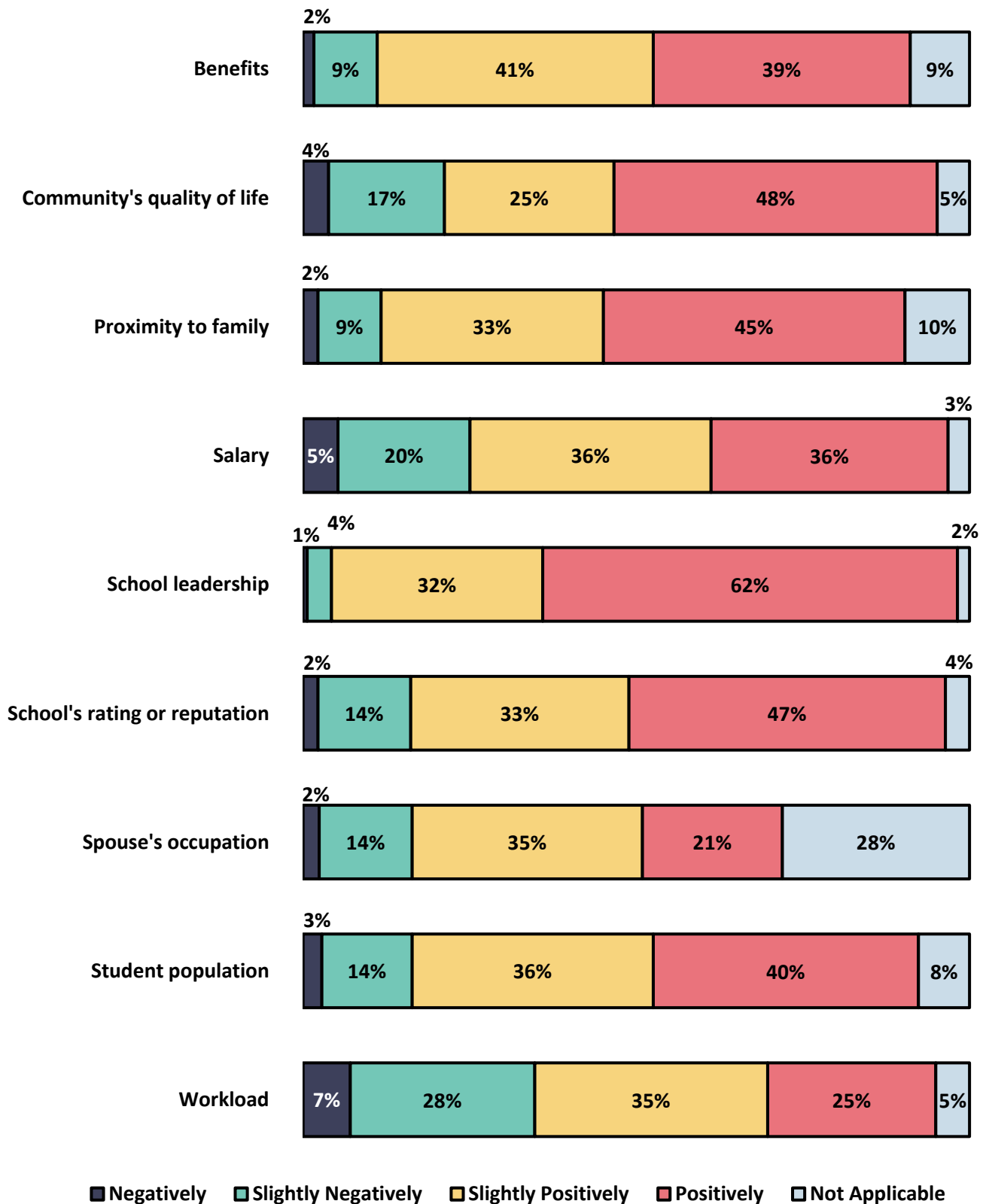
11. **PRINCIPAL PERCEPTIONS AND WORKING CONDITIONS:** Respondents were allowed to make comments about the preceding topic.

RECRUITMENT AND RETENTION

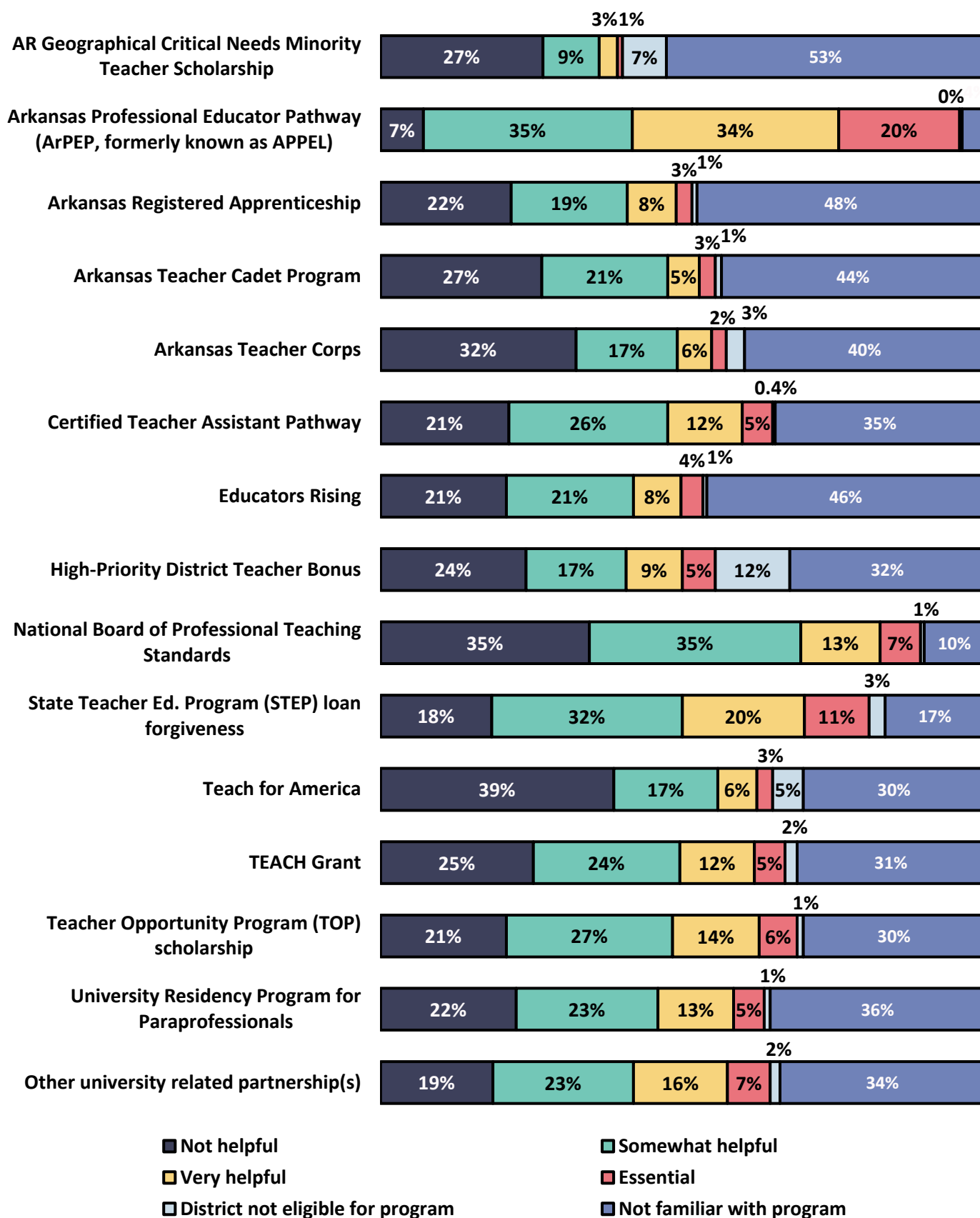
12. How do the following items impact your ability to RECRUIT TEACHERS to your school?



13. How do the following items impact your ability to RETAIN TEACHERS at your school?



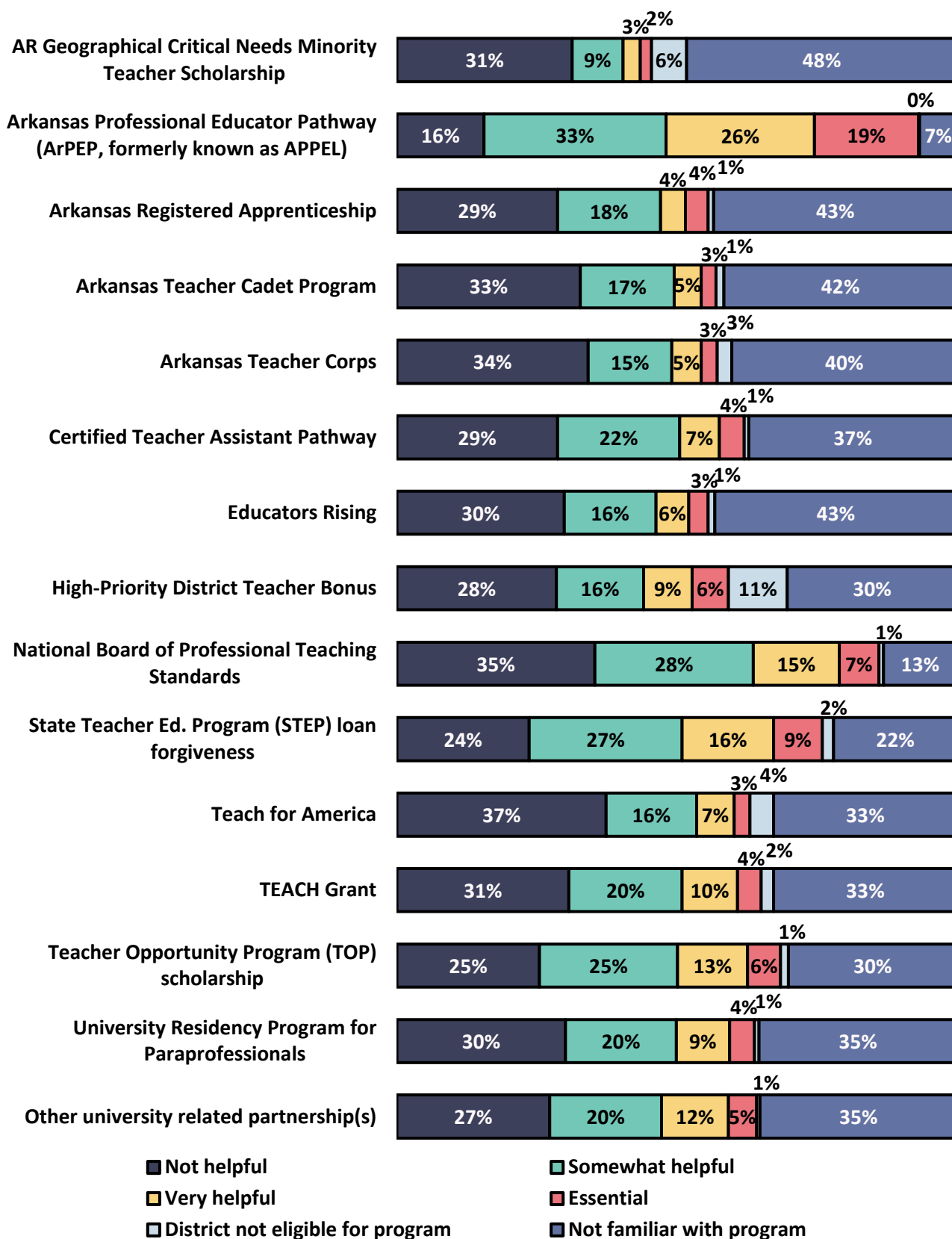
14. Please RATE the following programs in terms of their helpfulness in RECRUITING high quality teachers to your school.



15. Please list other RECRUITING program(s) you've found useful in RECRUITING teachers to your school.

Responses include AmeriCorps; Aspiring Teacher Licensure Pathway, district-provided daycare, four-day school week, individual recruiting efforts, iTeach, JAG, job fairs, LEAP, MAT, talent searches, Reach University.

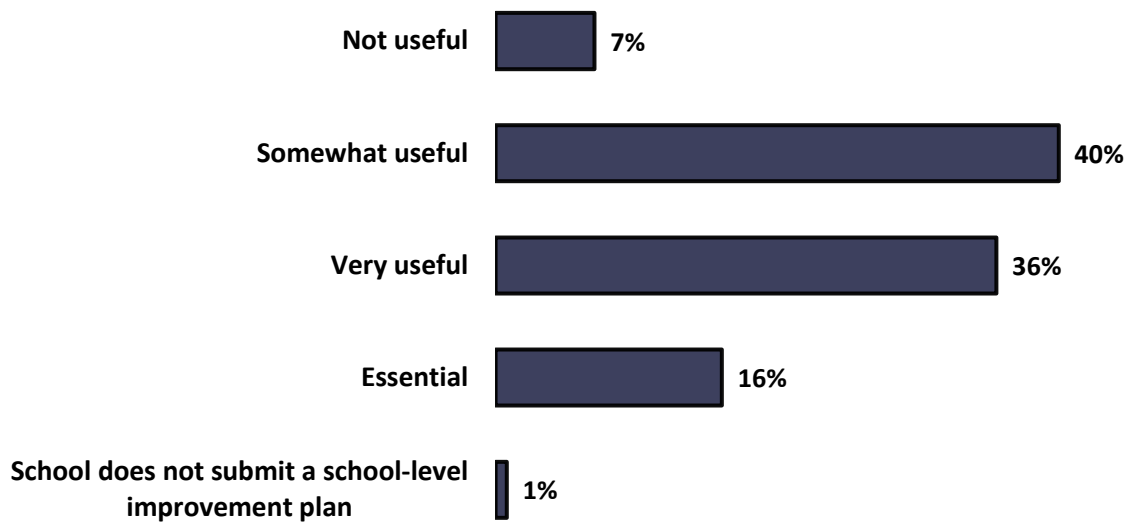
16. Please RATE the following programs in terms of their helpfulness in RETAINING high quality teachers in your school.



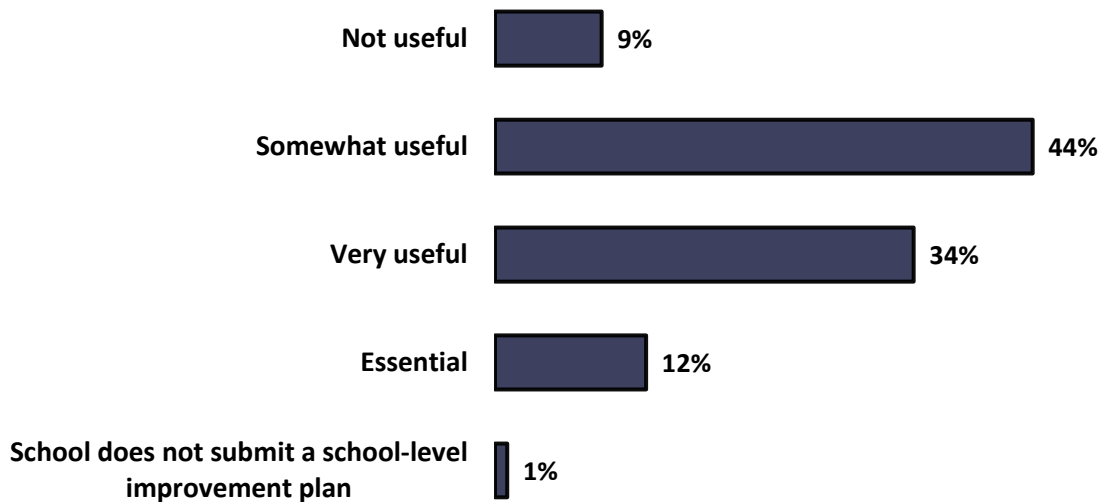
17. Please list other RETENTION program(s) you've found useful in RETAINING teachers in your school. Responses include: Attendance bonuses, coaching support, four-day work week, positive school climate, professional learning communities, REACH University, retention bonuses, waivers to retain content experts.
18. TEACHER RECRUITMENT AND RETENTION: Respondents were allowed to make comments about the preceding topic.

SCHOOL ACCOUNTABILITY

19. How useful is your school-level improvement plan in helping your school plan strategies for improving student achievement?

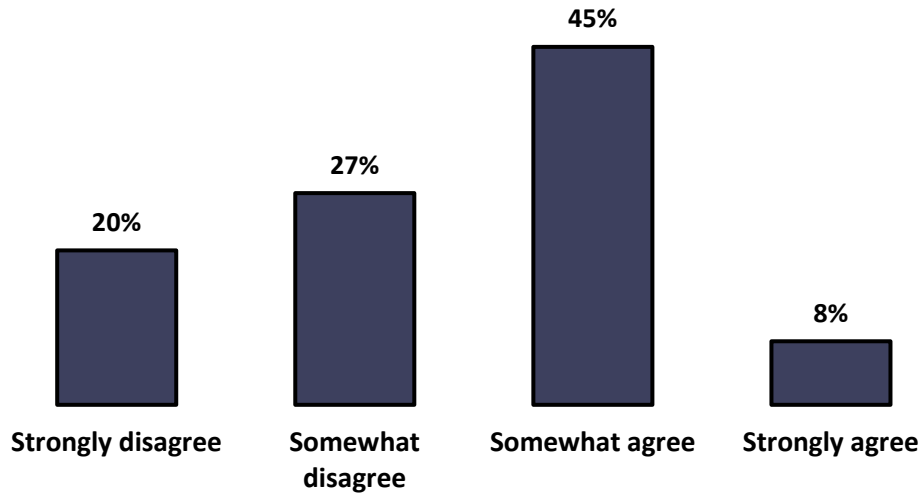


20. How effective has your school-level improvement plan been in improving student achievement?

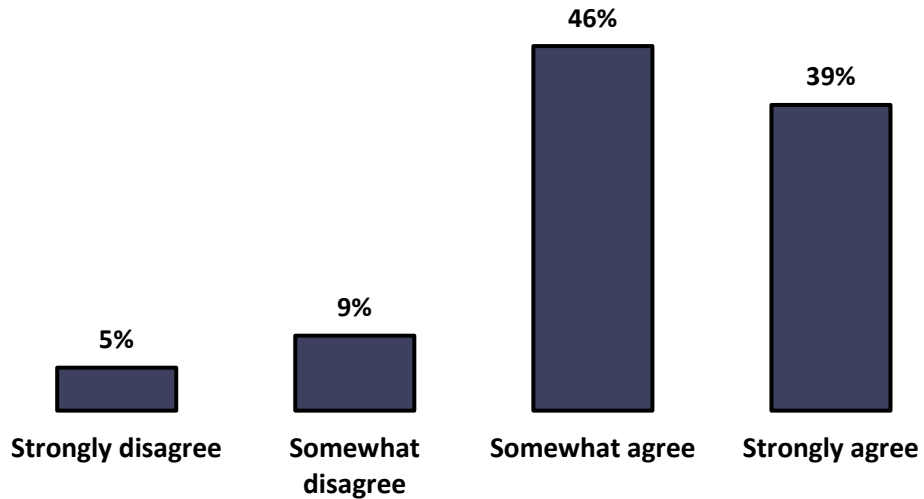


21. Under Arkansas Code Annotated §6-15-2101 *et seq.*, the Arkansas Division of Elementary and Secondary Education (DESE) assigns a letter grade to each school based on the school's ESSA School Index score. To what extent do you agree with the following statements?

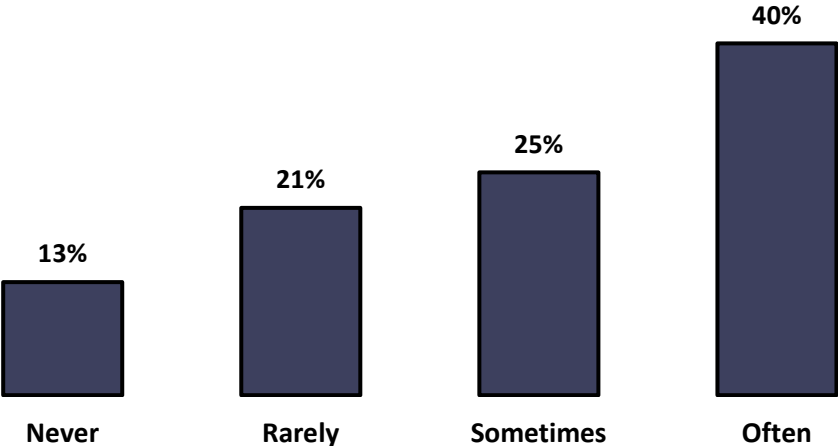
- Letter grades are helpful in determining the areas where my school needs to improve.



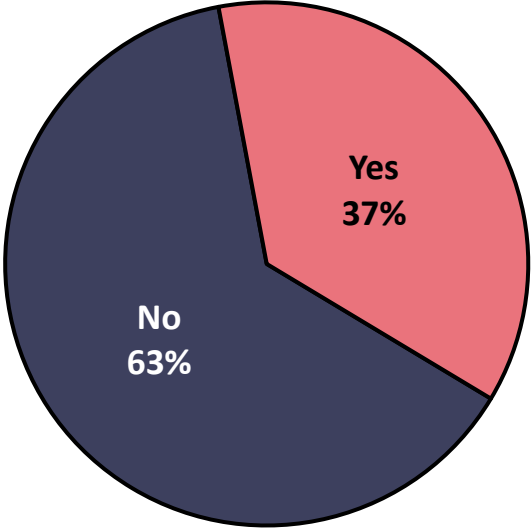
- I know the factors that are used to calculate my school's letter grade.



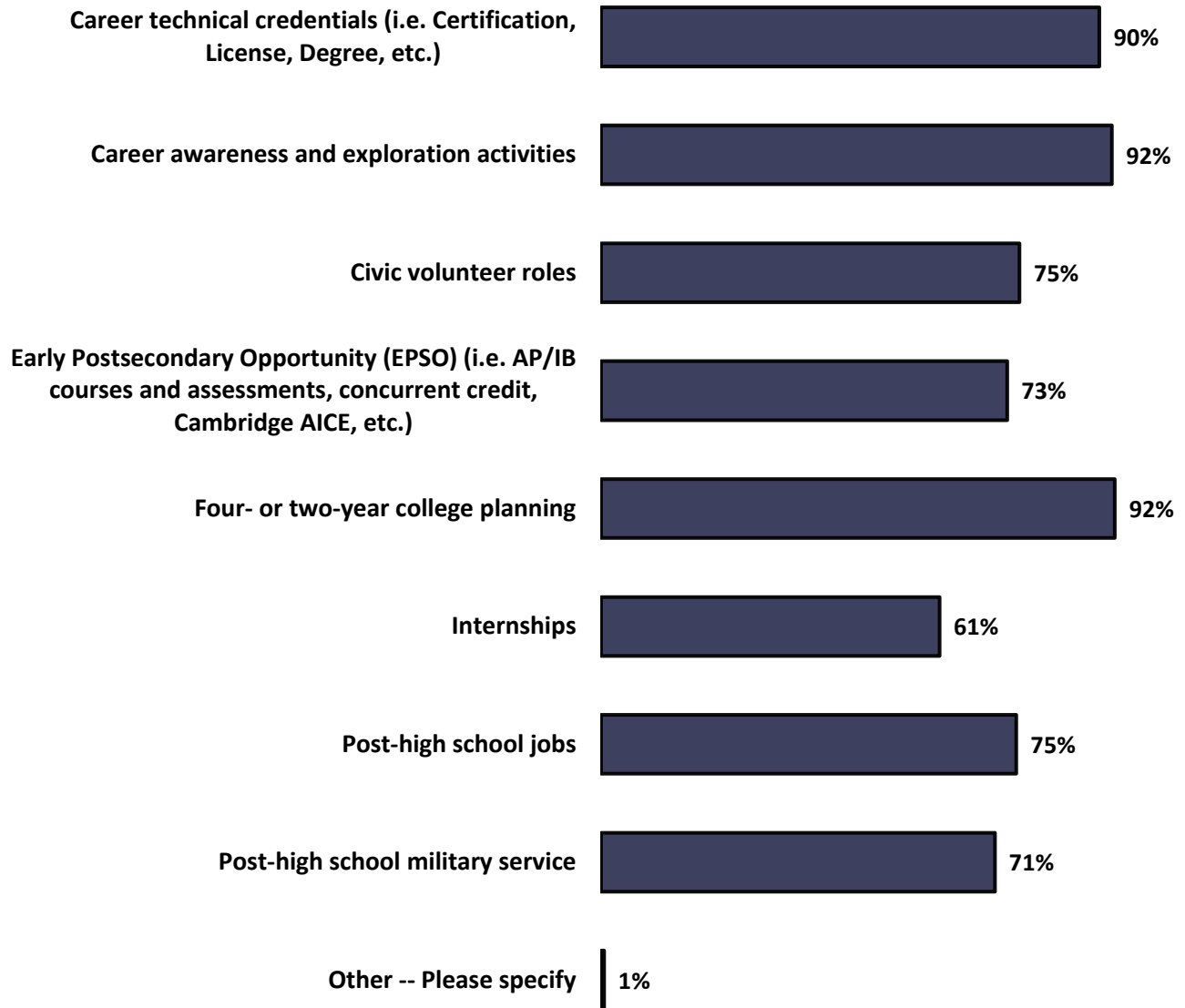
22. Do you consider your school's letter grade when making budgeting decisions for your school?



23. Does your school include 9th, 10th, 11th, or 12th grades?

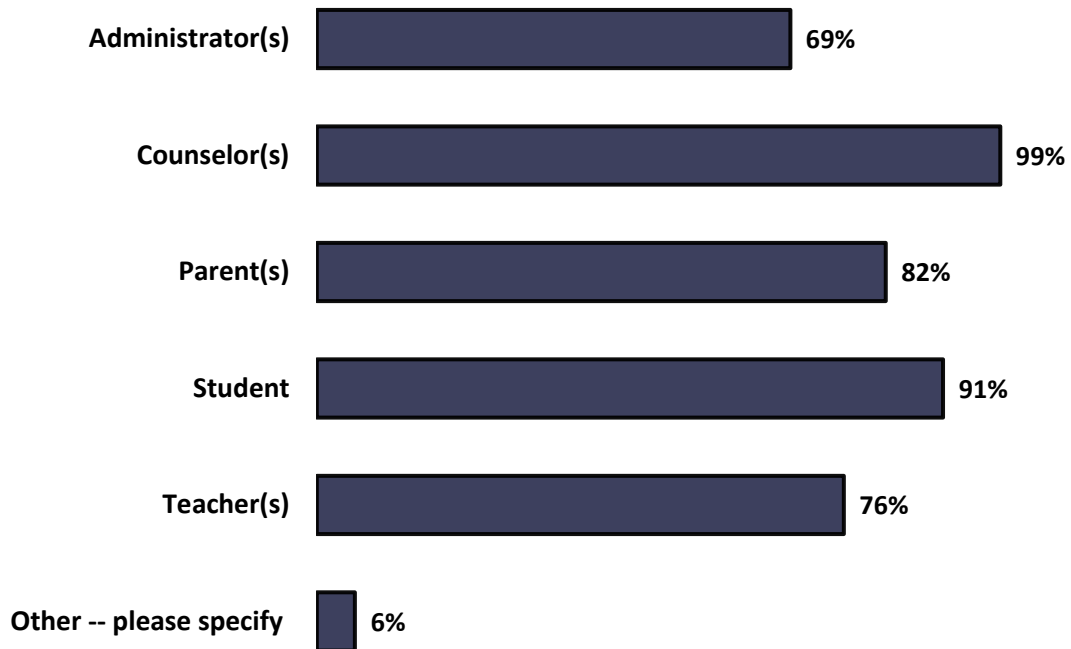


24. Please indicate which elements are included in the student success plans in your school? (Please check all that apply.)* (If no, skip to question 29.)



*Multiple responses from 181 principals – percentages will not add to 100% due to principals reporting in multiple categories. The “other” category included one response indicating Pre-AP courses are part of their student success plans.

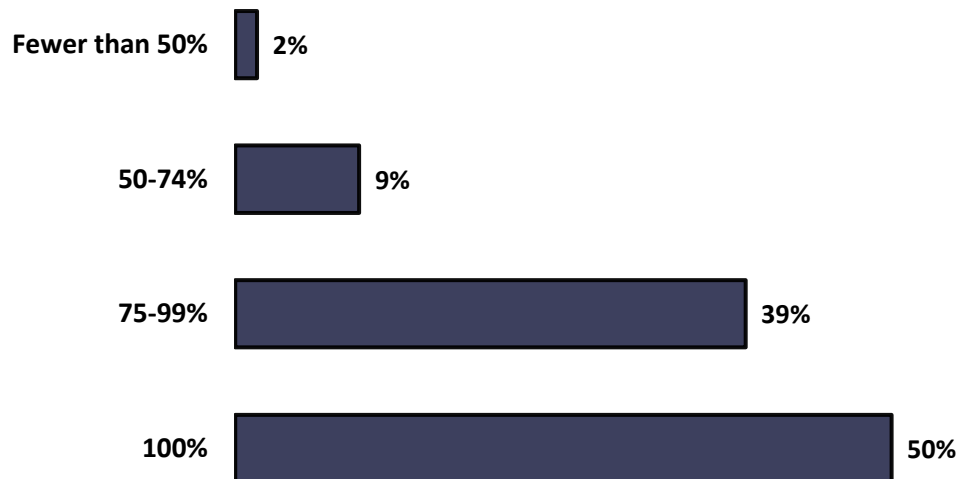
25. Who is involved in creating the individual student success plans? (Please check all that apply.)*



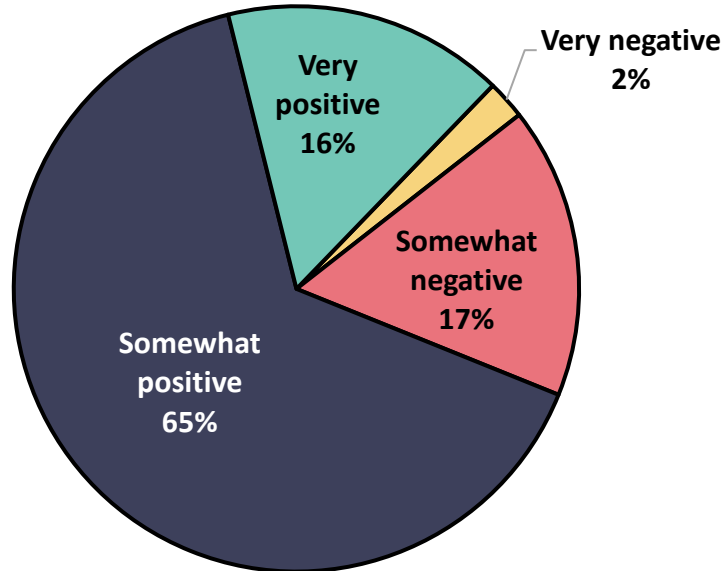
“Other” answers include career coach and career and technical education director.

* Multiple responses from 181 principals

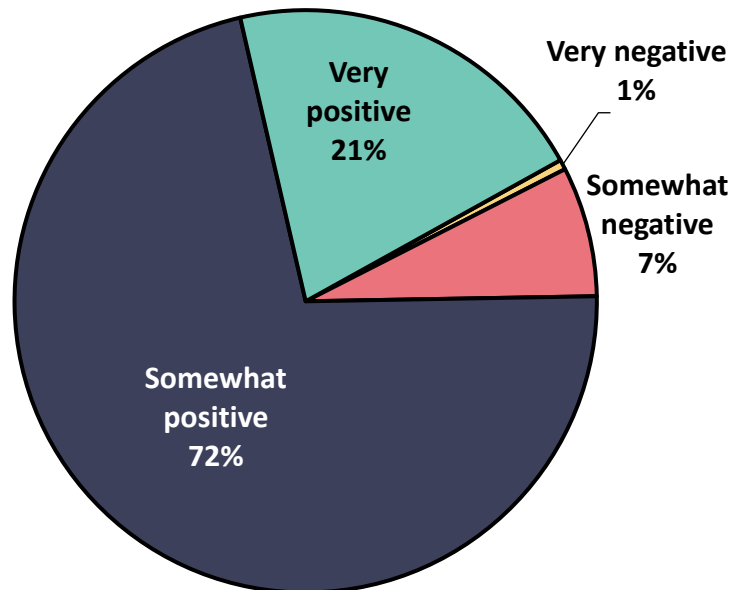
26. Please indicate the percentage of rising 9th-grade through 12th-grade students who have a student success plan.



27. Overall, how would you characterize the impact on school personnel of creating student success plans?



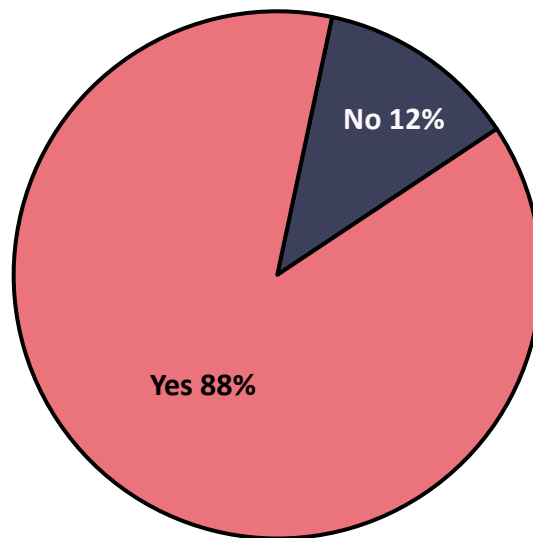
28. Overall, how would you characterize the impact on students of creating student success plans?



29. SCHOOL ACCOUNTABILITY: Respondents were allowed to make comments about the preceding topic.

SCHOOL-BASED MENTAL HEALTH

30. In the 2024-25 school year, did your school have mental health therapists, including both employee and non-employee therapists, working in your schools to provide mental health therapy services directly to students? Therapists include school psychology specialists, psychologists, licensed associate counselors, licensed professional counselors, and psychiatrists who provide therapy services. Do not count school guidance counselors.



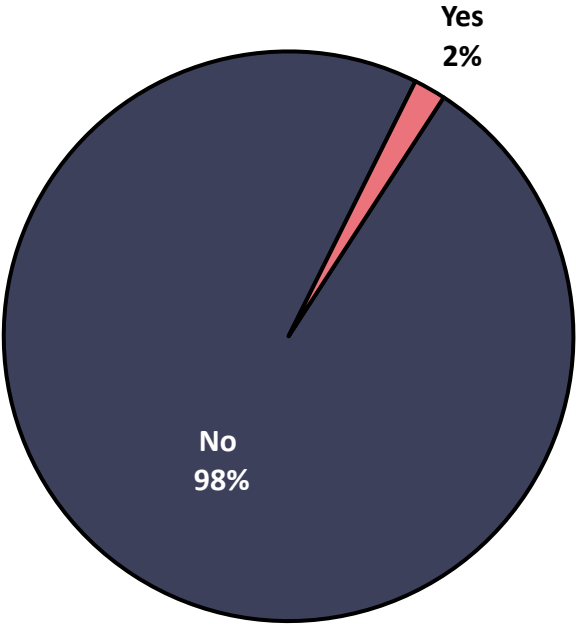
31. What percentage of students receive mental health services beyond what school counselors provide? (434 principals responding)

- Range: 0% – 100%
- Average: 15.5% of students receive more mental health services
- 52% reported between 10% and 20% of their students receive mental health services beyond what their school counselors provide.
- Only two districts reported they had no students receiving services beyond what school counselors provide.

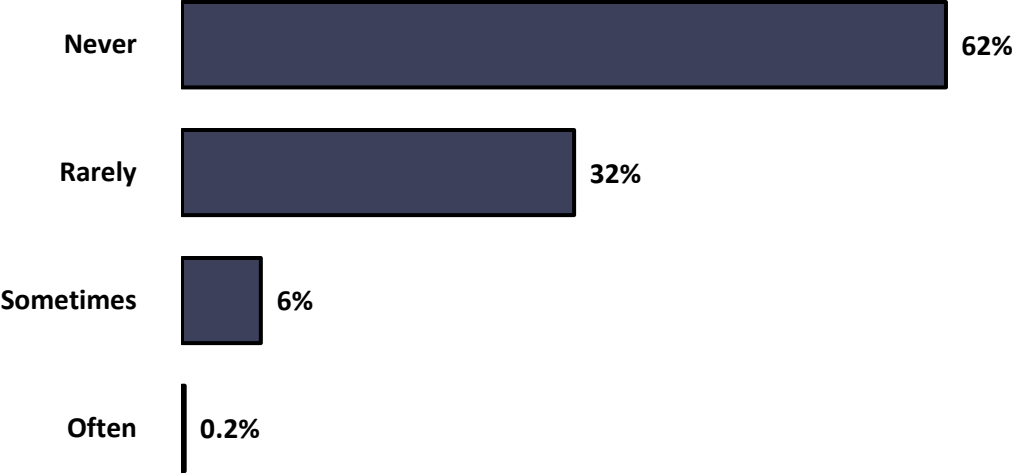
32. **SCHOOL-BASED MENTAL HEALTH:** Respondents were allowed to make comments about the preceding topic.

SCHOOL SAFETY

33. Are you a principal of a virtual school? (If yes, skip to question 44.)

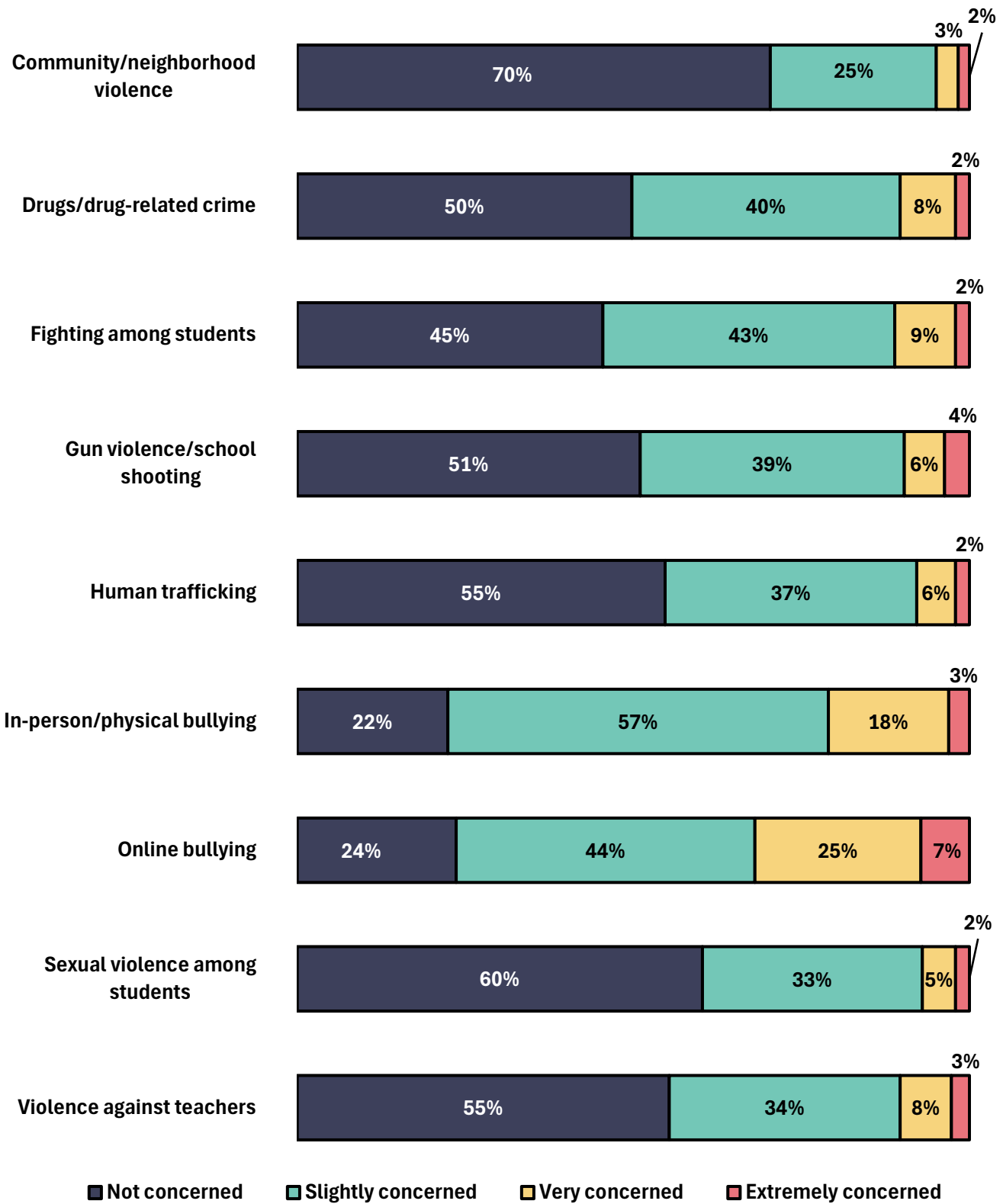


34. When you are at school, how often do you fear for your own physical safety?*



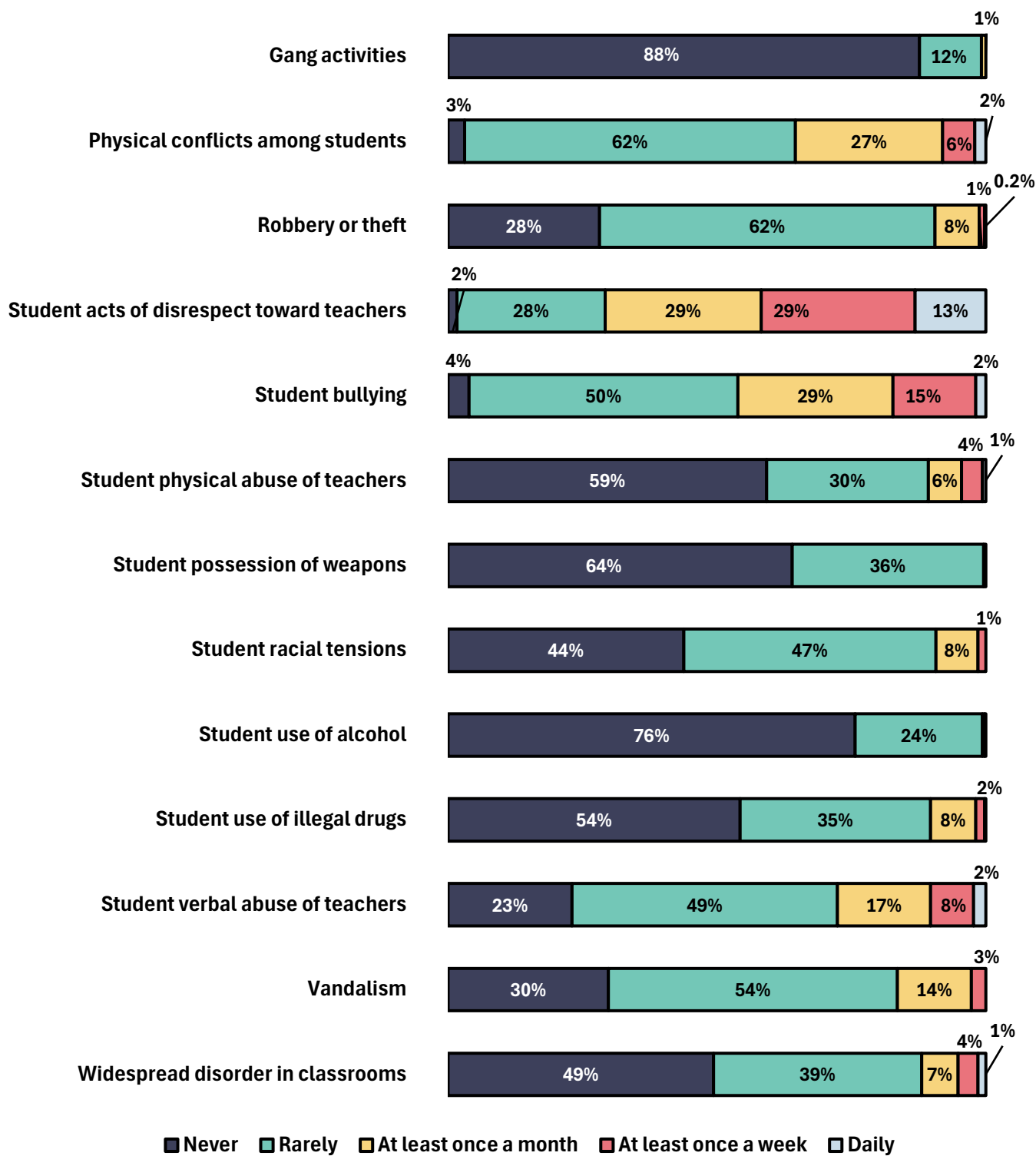
*486 principals responding

35. Please RATE the extent to which you are concerned with the following safety issues.*



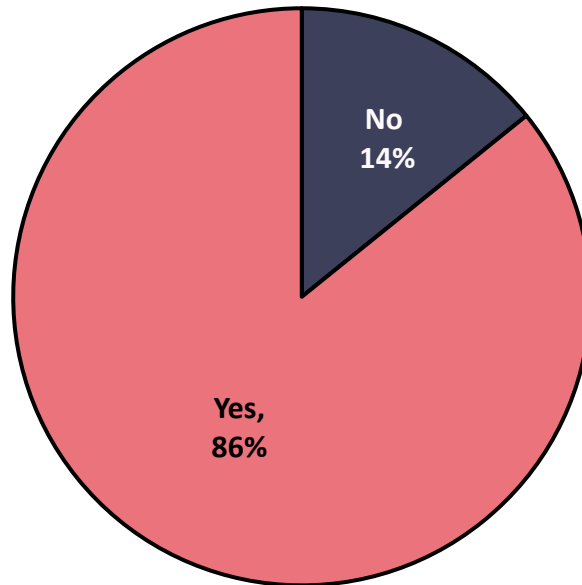
*486 principals responding

36. In the 2024-25 school year, to the best of your knowledge, how often did the following types of problems occur at this school? (At this school is defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events are in session.)*



*486 principals responding

37. Are there school safety personnel, commonly referred to as resource officers, assigned to your building(s)?* (If no, skip to question 40.)

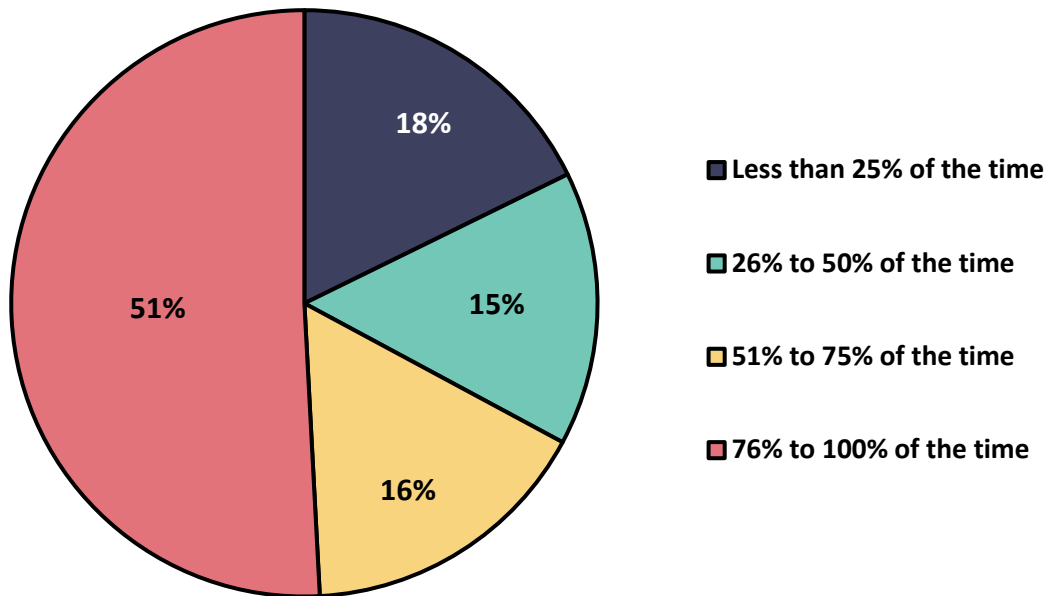


**486 principals responding*

38. How many school safety personnel, commonly referred to as resource officers, are assigned to your building? (417 principals responded "yes" to the previous question only 415 provided a number in response to this question.)

- Range: 0.25 – 5.0 safety personnel/resource officers
- Average: 1.2 safety personnel/resource officers
- 84% or 349 districts reported having one school safety personnel/resource officer assigned to their building

39. How often are school safety personnel, commonly referred to as resource officers, present in your building?*

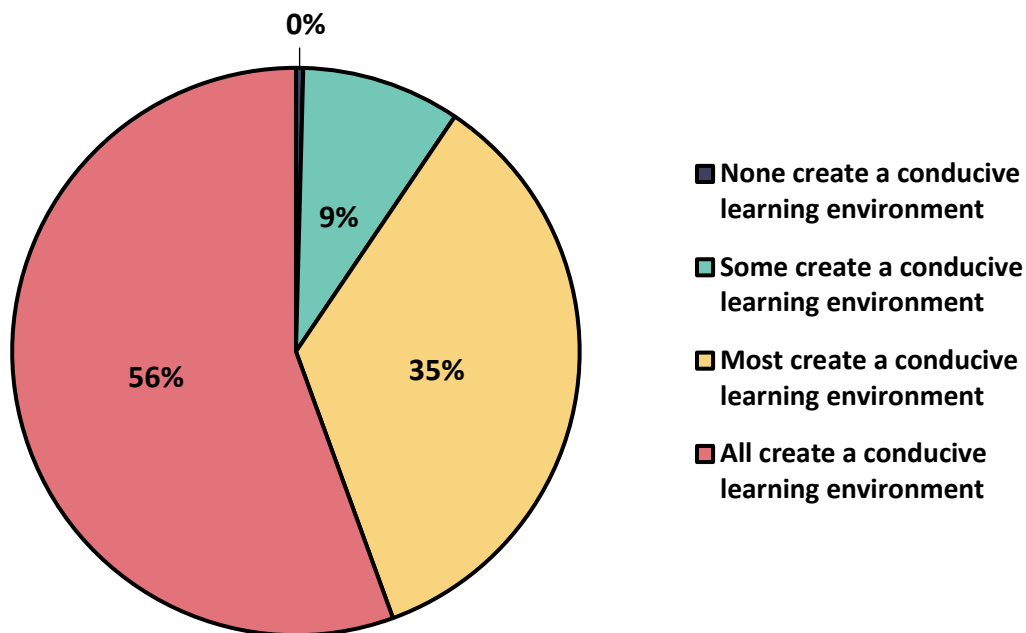


*417 principals responding

40. **SCHOOL SAFETY:** Respondents were allowed to make comments about the preceding topic.

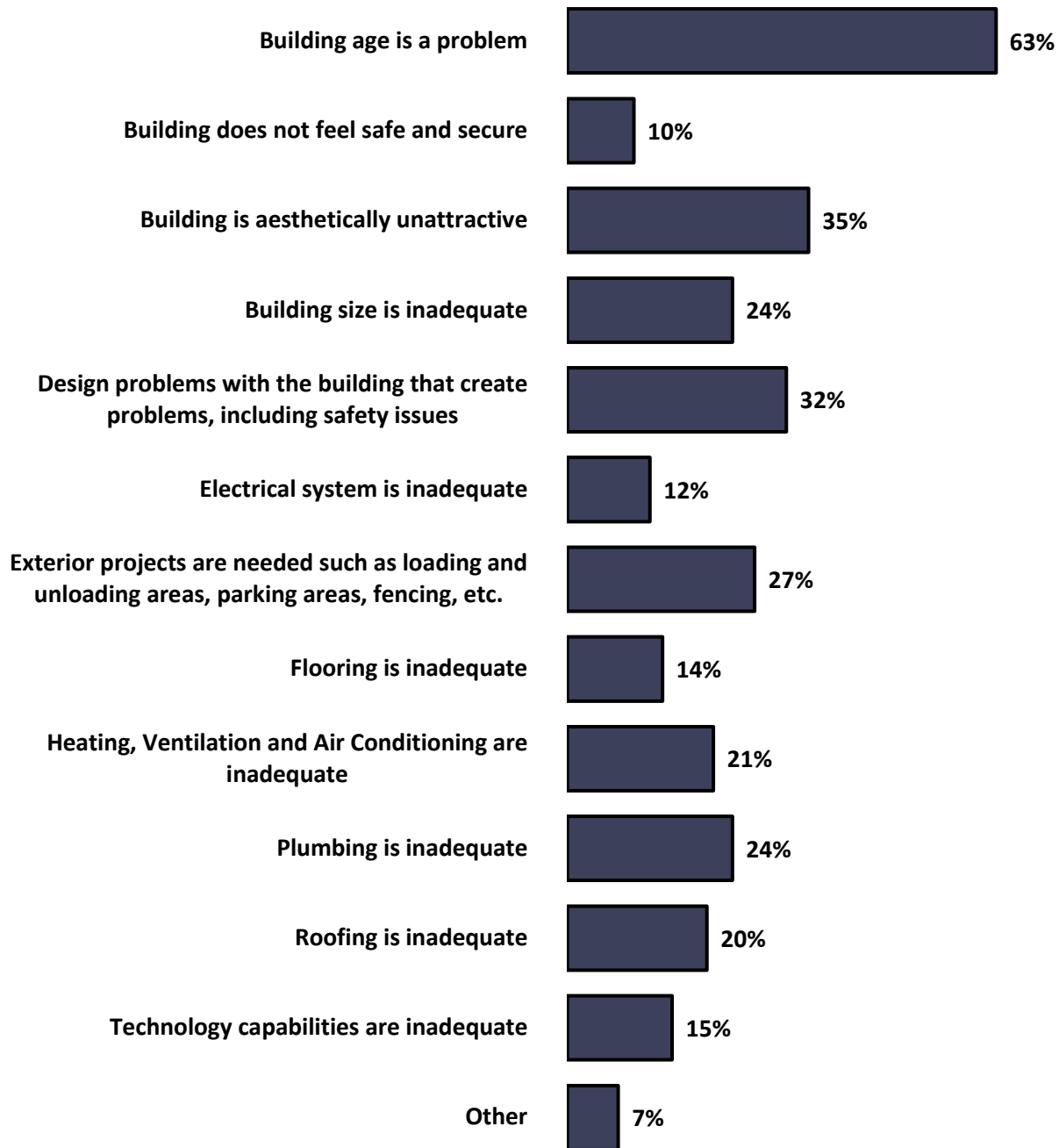
SCHOOL FACILITIES

41. How would you describe the physical condition of the school building(s) in your school?*



*486 principals responding

42. If you responded that most, some, or none of your school buildings create a conducive learning environment, please identify the types of building problems below. *(Please check all that apply.)**

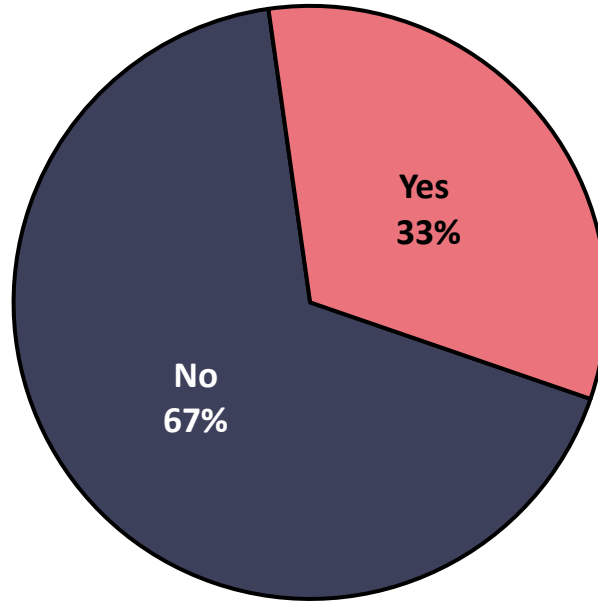


**Multiple responses from 216 principals. Percentages will not add to 100% due to principals responding to multiple categories. Other responses include: playgrounds, flooding problems, drainage problems, and need for space for CTE.*

43. **SCHOOL FACILITIES:** Respondents were allowed to make comments about the preceding topic.

CAREER AND TECHNICAL EDUCATION

44. Are you a high school principal?* (If no, skip to question 48.)

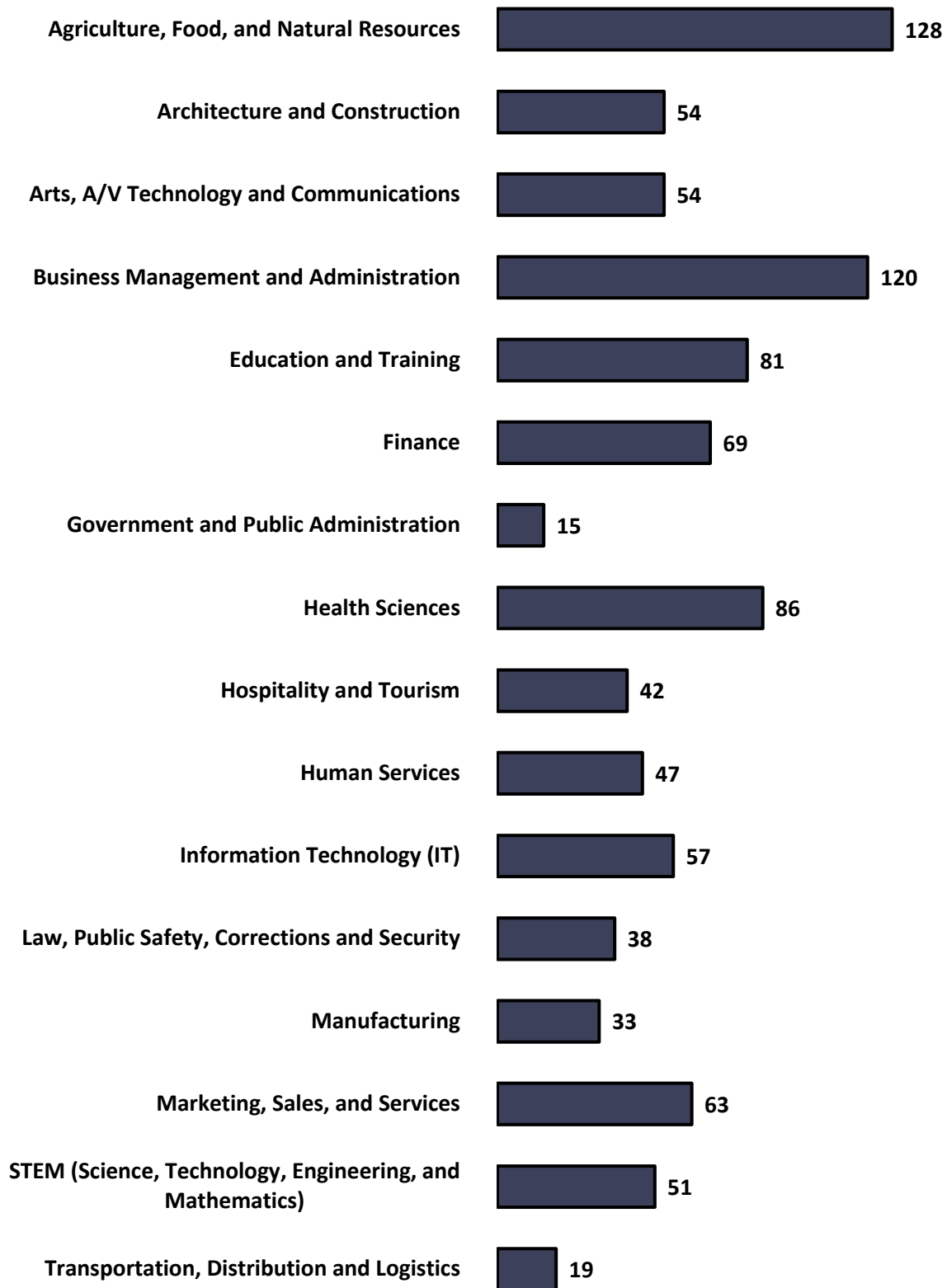


45. Please select the option that best describes how CTE programs of study are offered. A program of study represents at least three units of sequenced career and technical education courses.*



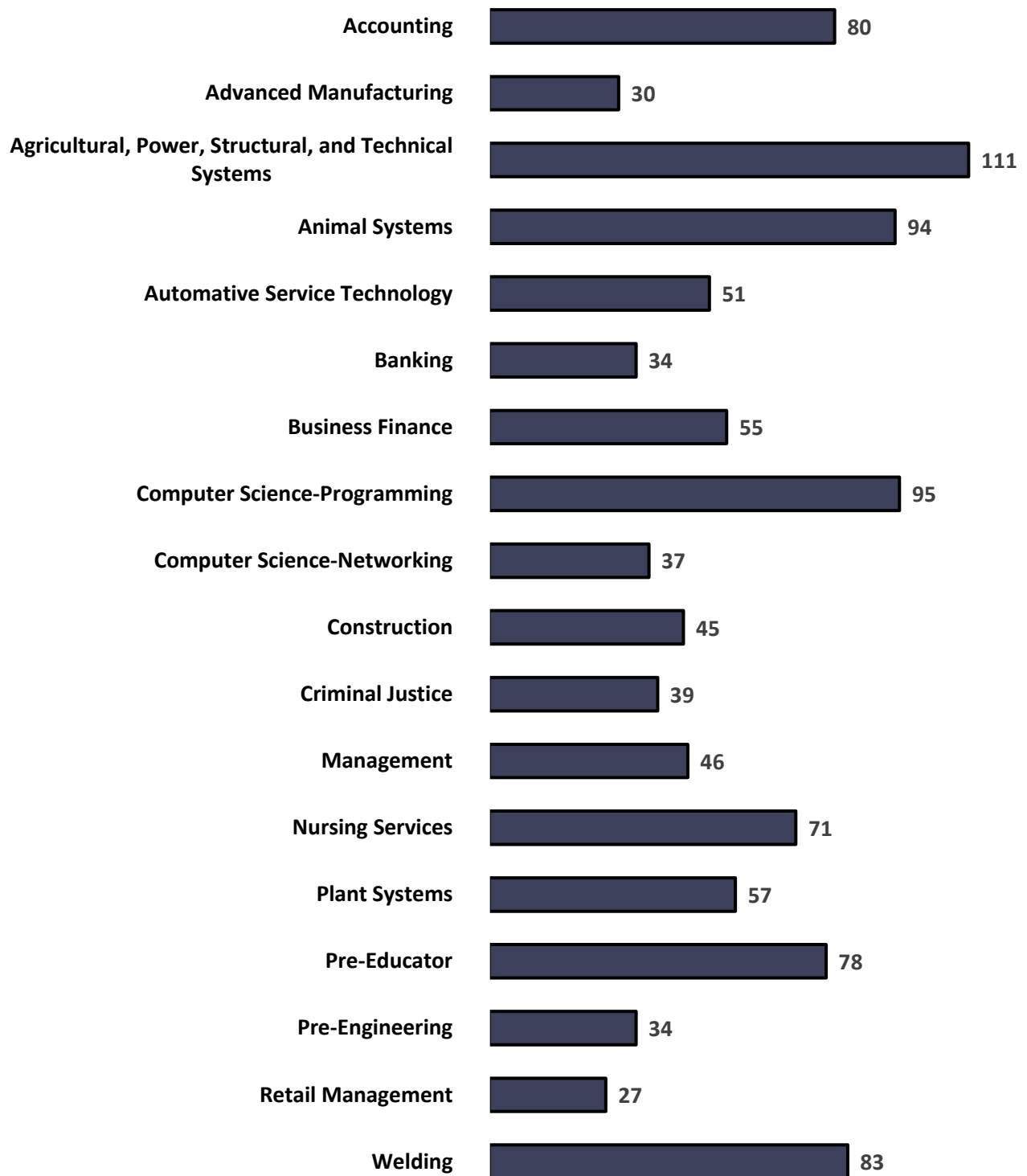
**161 principals responding*

46. Please identify how many programs of study were offered in the career clusters below. (Please enter "0" if you do not offer any programs of study in that cluster.)*



*161 principals responding - A total of 957 Career Clusters reported.

47. Of the following high-wage, high-demand (H2) pathways approved for the 2024-25 school year, please identify how many career-ready pathways were offered? (Please enter "0" if you did not offer any career-ready pathways.)



**161 principals responding - A total of 1,067 High-Demand Pathways reported.*

48. **CTE PROGRAMS:** Respondents were allowed to make overall comments, some of which will be used in relevant adequacy reports.

COMMENTS

49. Please provide any comments you would like to make to legislators that would help them in making decisions about improving the teaching environment or student achievement.

Respondents were allowed to make overall comments.