



# **2015 AASA SUPERINTENDENTS SALARY & BENEFITS STUDY**

**NON-MEMBER VERSION**

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## EXECUTIVE SUMMARY

The 2015 AASA Superintendents Salary & Benefits Study marks the fourth edition of this study. This survey tracks the demographics, salary, benefits and other elements of the employment contracts of school superintendents throughout the country. This year's study is based on 728 responses, a 5.6 percent return rate. This is lower than previous years, and does lead to some limitations in drawing conclusions from the findings. However, the report is rich with information and serves as a useful snapshot of the superintendency. For a more detailed examination of the superintendency, be sure to read the *Study of the American Superintendent: 2015 Mid-Decade Update*, available at [my.aasa.org](http://my.aasa.org).

This year, as in the last four years, nearly 70 percent of respondents reported that they work in rural districts. This is close to the U.S. Department of Education data, which found that 57 percent of districts were defined as rural in 2010-11.<sup>1</sup> Black and Hispanic/Latino respondents serve in suburban and urban districts more than their counterparts.

Also consistent with findings of the previous years, male respondents outnumbered females by a four to one ratio. Respondents were also overwhelmingly White (non-Hispanic). Female respondents also tended to be older than males. The average and median age of all respondents was 53.

The median salary was \$131,000, average was \$140,021, which both increased around 15 percent from 2014. It is important to note the smaller sample size in this study before making conclusions. All positions from superintendent to teacher show that salaries increase relative to district enrollment size.

This year, respondents report an increase in many benefits, including contribution to annuity or private retirement plan, medical/hospital coverage, dental coverage, vision coverage, disability insurance and medical and dental insurance coverage for the family of the superintendent. Districts also overwhelmingly support professional memberships – this year showed a marked increase in payment of national organization membership.

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<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11 (versions 1a and 1b); "Public Elementary/Secondary School Universe Survey," 2010–11 (version 2a). See tables A.1.a.-1, A.1.a.-2, and A.1.a.-3 at <http://nces.ed.gov/surveys/ruraled/>.

In superintendent contracts, the most common contract length was three years, with few contracts lasting more than three years. Severance clauses have become more common over the years – this year, 25 percent of respondents have one. Salary caps, while mentioned often in the press, are not common in superintendent contracts. Only 6 percent have one, with over half of those required by state law.

This year also showed a 10 percent increase in boards' use of legal counsel in developing or negotiating contract – 60 percent do so. Superintendent use of legal counsel is also increasing, but still lags far behind at 25 percent.

## INTRODUCTION

The 2015 AASA Superintendents Salary and Benefits Study is intended to provide superintendents with actionable information needed to manage their compensation. This edition marks the fourth year the association has undertaken a comprehensive study on public school superintendent compensation. Prior to that, most school superintendents had to rely on the annual salary study sponsored by Education Research Service (ERS) to benchmark their compensation and benefits. With the closure of ERS, a void was created for such data. AASA responded to this need by creating a comprehensive study of the salary and benefits of school superintendents that far exceeded previous studies undertaken on this topic. AASA is particularly well-suited for this task because it represents the vast majority of school superintendents in the country and has been most active in collecting and disseminating to its members critical data needed to inform decision making. AASA is committed to refining this work over time, thus maximizing the benefit to superintendents. The preceding editions of this study are available on the AASA website and provide valuable retrospective data. [http://www.aasa.org/uploadedFiles/Publications/2014\\_supt\\_salary\\_public.pdf](http://www.aasa.org/uploadedFiles/Publications/2014_supt_salary_public.pdf)  
<http://www.aasa.org/content.aspx?id=33054>

This work complements *The American School Superintendent: 2010 Decennial Study* (Kowalski et al. 2010), also sponsored by AASA, and available from Roman & Littlefield (<https://rowman.com/ISBN/9781607099963>).

The research team authoring this report of findings was led by Leslie A. Finnan, AASA senior legislative analyst and Noelle Ellerson, AASA associate executive director, policy and advocacy. The research team was assisted in review by Robert S. McCord, AASA consultant, Christopher C. Stream, associate professor of the School of Environmental and Public Affairs, University of Nevada, Las Vegas and by George J. Petersen, founding dean, Eugene T. Moore School of Education, Clemson University.

## METHODOLOGY

An extensive survey instrument was developed in 2012 and with the assistance of Professors Theodore J. Kowalski (University of Dayton), I. Phillip Young (University of South Carolina), Terry Orr (Bank Street College), and Christopher C. Stream (University of Nevada, Las Vegas). This survey instrument was further refined for use in 2015 as a result of input received from superintendents participating in the 2012 - 2014 studies. Using a commercially prepared mailing list of American public school superintendents, more than 9,000 email invitations to participate were distributed during the month of September 2015. At the same time, state association executive directors were contacted to encourage their members to respond to the Internet survey. Superintendents had the capacity to forward the link to their staff members for input in completing the survey in

their area of expertise. The response to the 2012 study numbered 1,280 or about 14 percent, while the number of superintendents responding to the 2013 study nearly doubled to 2,369 or more than 25 percent. The 2014 survey resulted in 1,711 responses, or about 19 percent of those surveyed. In 2015 a total of 728 usable responses were received. This precipitous erosion in the return rate suggests survey fatigue linked with the need to audit the vendor-provided listing.

## REPORT OF FINDINGS

This report of findings is divided into 9 sections and solely relies on measures of central tendency for this analysis of the data collected. These data were generally disaggregated by gender, district enrollment and racial/ethnic group.

As with any ambitious effort of this sort, there are limitations on the proper use of the data. For example, when the responses for certain items were disaggregated by racial/ethnic group, the number of responses was insufficient to support decision making. Care should be exercised in drawing conclusions or inferences on this particular data element. In addition, survey fatigue is apparent among superintendents and impacted the return rate. Superintendents are inundated with research requests resulting in selective participation in those studies seen as most important to the role of the superintendent or of benefit to their district. While retreating significantly in the 2015 study, the dramatic growth in the 2013 response rate over that received in 2012 is an indication of the importance superintendents place on collecting these data, while the 2015 estimated participation rate of 5.6 percent is far less than is desired and reasonably raises questions of whether the data fairly represents the entire population thus limiting the application of more comprehensive statistical treatment.

Having clearly identified the limitations inherent in any endeavor of this sort, the report that follows is rich with information that can prove useful to superintendents.

## END NOTES:

Many additional data elements were collected beyond those reported in this document. AASA members interested in investigating in greater depth a particular element of this study beyond those reported herein or are interested in offering suggestions for improvement of this research undertaking are invited to directly contact Noelle Ellerson.

Those citing the data presented herein and/or findings are asked to include acclamation of AASA. Requests to use the data from this study or those that preceded it should contact Noelle Ellerson for details and requirements. Finally, AASA reserves all rights to the ownership and use of these data.

Special thanks is extended to co-authors Leslie Finnan and Noelle Ellerson for their expertise and tireless efforts to manage the nearly 300,000 cell spreadsheet containing the data collected in this study.

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## SECTION #1: GENERAL DEMOGRAPHICS OF RESPONDENTS

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Table 1.1 Respondents Count by State (Q4)

<i>State</i>	<i>Number of Responses</i>	<i>%</i>	<i>State</i>	<i>Number of Responses</i>	<i>%</i>
AK	9	1.2%	NC	2	0.3%
AL	5	0.7%	ND	12	1.6%
AR	11	1.5%	NE	24	3.3%
AZ	14	1.9%	NH	7	1.0%
CA	12	1.6%	NJ	12	1.6%
CO	6	0.8%	NM	8	1.1%
CT	7	1.0%	NV	5	0.7%
DC	1	0.1%	NY	36	4.9%
DE	3	0.4%	OH	24	3.3%
FL	2	0.3%	OK	17	2.3%
GA	8	1.1%	OR	8	1.1%
HI	0	0.0%	PA	45	6.2%
IA	29	4.0%	RI	4	0.5%
ID	10	1.4%	SC	6	0.8%
IL	40	5.5%	SD	17	2.3%
IN	63	8.7%	TN	16	2.2%
KS	11	1.5%	TX	13	1.8%
KY	7	1.0%	UT	2	0.3%
LA	3	0.4%	VA	7	1.0%
MA	8	1.1%	VT	5	0.7%
MD	3	0.4%	WA	17	2.3%
ME	6	0.8%	WI	51	7.0%
MI	22	3.0%	WV	5	0.7%
MN	33	4.5%	WY	7	1.0%
MO	35	4.8%	No answer	4	0.5%
MS	1	0.1%	Total	728	100%
MT	25	3.4%			

**Findings:**

- A total of 728 usable responses were received which represents approximately 5.6 percent return rate which a substantial erosion in response rate and signals the need to revisit the methodology to return to a more acceptable response rate.
- All states except Hawaii, including the District of Columbia, were represented. No state appears to be overrepresented.

Table 1.2 Gender (Q44) and Racial/Cultural Group (Q45)

Gender	Racial/Cultural Group								Total
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White (not Hispanic)	Other	Omitted Racial/Cultural Group	
Male	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(0.1)	581(99.8)	0(0.0)	0(0.0)	582(79.9)
Female	3(2.3)	2(0.2)	12(9.0)	15(11.3)	0(0.0)	91(68.4)	10(7.5)	0(0.0)	133(18.3)
Omitted Gender	3(23.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	10(76.9)	13(1.8)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Findings:

- Similar to previous studies, males outnumbered females by a four to one ratio.
- Respondents were overwhelmingly White (not Hispanic) (92.3 percent).
- Weak minority participation in several groups makes it difficult to generalize for those groups from the findings.

Table 1.3 Gender (Q44) and District Enrollment (Q5)

Gender	2015-2016 District Enrollment						Total
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or More	Omitted District Size	
Male	48(8.3)	306(52.7)	162(27.9)	47(8.1)	12(2.1)	6(1.0)	581(79.8)
Female	13(9.7)	67(50.0)	38(28.4)	9(6.7)	5(3.7)	2(1.5)	134(18.4)
Omitted Gender	1(7.7)	8(61.5)	3(23.1)	0(0.0)	1(7.7)	0(0.0)	13(1.8)
Total	62(8.5)	381(52.3)	203(27.9)	56(7.7)	18(2.5)	8(1.1)	728(100.0)

Finding:

- When gender and district enrollment of respondents are taken into account, the majority of superintendents participating in the survey were from intermediate size districts (300-2,499), regardless of gender.

Table 1.4 Gender (Q44) and District Description (Q6)

Gender	District Description				
	Urban	Suburban	Rural	Omitted District Description	Total
Male	42(91.3)	140(72.9)	393(81.7)	6(66.7)	581(79.8)
Female	4(8.7)	48(25.0)	79(16.4)	3(33.3)	134(18.4)
Omitted Gender	0(0.0)	4(2.1)	9(4.7)	0(0.0)	13(1.8)
Total	46(6.3)	192(26.4)	481(66.1)	9(1.2)	728(100.0)

Finding:

- When asked to describe the setting of their district, nearly 70 percent of the respondents, regardless of gender, indicated that their district was best described as rural while about a fourth describe their district as suburban. This represents a small decrease in rural respondents and equally small increase in suburban response level.

Table 1.5 Gender (Q44) and Age (Q43)

Gender	Descriptive Data on Age			
	Minimum	Maximum	Mean	Median
Male	30	73	53	53
Female	37	67	55	55
Omitted Gender	34	67	54	56
Total	30	73	53	53

Finding:

- As a confirmation of that found in *The American School Superintendent: 2010 Decennial Study*, females were found to be generally older than their male counterparts in both mean and median data, with an overall median and average age of 53.

Table 1.6 Gender (Q44) and Longevity in Present Position (Q8)

Gender	Longevity in Present Position						
	1 Year or Less	1-5 Years	6-10 Years	11-15 Years	16 Years or More	Omitted Longevity	Total
Male	76(13.0)	280(48.2)	147(25.3)	50(8.6)	27(4.7)	1(0.1)	581(79.8)
Female	15(11.2)	84(62.3)	26(1.9)	7(0.5)	1(0.1)	1(0.1)	134(18.4)
Omitted Gender	2(15.3)	7(53.8)	4(30.8)	0(0.0)	0(0.0)	0(0.0)	13(1.8)
Total	93(12.8)	371(51.0)	177(24.3)	57(7.8)	28(3.8)	2(0.3)	728(100.0)

Findings:

- When asked about their longevity in their present position, half indicated one to five years with males reporting longer longevity.
- Compared with the 2013 and 2014 results, a trend toward longer longevity was indicated.

Table 1.7 Gender (Q44) and Longevity as Superintendent (Q9)

Gender	Longevity in Present Position						Total
	1 Year or Less	1-5 Years	6-10 Years	11-15 Years	16 Years or More	Omitted Longevity	
Male	76(13.1)	280(48.2)	147(25.3)	50(8.6)	26(4.5)	2(0.1)	581(79.8)
Female	15(11.2)	84(62.7)	26(19.4)	7(5.2)	0(0.0)	2(0.1)	134(18.4)
Omitted Gender	2(15.3)	7(53.8)	4(30.8)	0(0.0)	0(0.0)	0(0.0)	13(1.8)
Total	93(12.8)	371(51.0)	177(24.3)	57(7.8)	26(3.6)	4(0.5)	728(100.0)

Findings:

- When asked about their longevity as a superintendent, males also trended toward longer longevity in the superintendency than females.
- As in the previous item, when compared with the 2013 and 2014 results, a small trend toward longer longevity as a superintendent was indicated.

Table 1.8 Gender (Q44) and Economic Condition of District (Q13)

Gender	Economic Condition of District				Total
	Strong Economic Condition	Stable Economic Condition	Declining Economic Condition	Omitted Economic Condition	
Male	59(10.2)	322(55.4)	197(34.0)	3(0.1)	581(79.8)
Female	12(0.9)	56(41.8)	64(47.8)	2(0.2)	134(18.4)
Omitted Gender	1(7.7)	9(69.2)	3(23.1)	0(0.0)	13(1.8)
Total	72(9.9)	387(53.2)	264(36.3)	5(0.7)	728(100.0)

Findings:

- More than half of the male superintendents and somewhat more than 40 percent of the female superintendents described their districts as economically stable while nearly 40 percent of both genders described their districts as in declining economic condition. It is noted that, while not dramatic, the trend over the four years of the study suggests an improving economic condition.

- When considering gender and the perceived economic condition of their district, female superintendents tend to self-report leading districts with greater economic challenges than do their male counterparts.

Table 1.9 Racial/Cultural Group (Q45) and District Enrollment (Q5)

Racial/ Cultural Group	2015-16 District Enrollment						
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or More	Omitted Enrollment	Total
American Indian or Alaska Native	0(0.0)	4(1.1)	1(0.5)	0(0.0)	1(5.6)	0(0.0)	6(0.8)
Asian	0(0.0)	2(0.5)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(0.3)
Black or African American	0(0.0)	4(1.1)	3(1.5)	4(7.1)	1(5.6)	0(0.0)	12(1.6)
Hispanic or Latino	2(3.2)	4(1.1)	6(3.0)	1(1.8)	2(11.1)	0(0.0)	15(2.1)
Native Hawaiian or Pacific Islander	0(0.0)	1(0.5)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1(0.1)
White (not Hispanic)	58(93.6)	355(93.2)	190(93.6)	50(89.3)	13(72.2)	6(75.0)	672(92.3)
Other	1(1.6)	5(0)	2(1.0)	1(1.8)	0(0.0)	1(12.5)	10(1.4)
Omitted Racial/ Cultural Group	1(1.6)	6(1.6)	1(0.5)	0(0.0)	1(5.6)	1(12.5)	10(1.4)
Total	62(8.5)	381(52.3)	203(27.9)	56(7.7)	18(2.5)	8(1.1)	728(100.0)

Finding:

- As in the previous results, white (non-Hispanic) superintendents represented the vast majority of superintendents regardless of student enrollment which is consistent with the findings of *The American School Superintendent: 2010 Decennial Study* as well as findings from the 2012, 2013, and 2014 salary studies. Note: As indicated in the introduction, care should be exercised in drawing conclusions or inferences from the very small numbers of respondents in some of the racial/cultural groups other than the fact that white (non-Hispanic) superintendents are the largest group represented in the study and minorities appear to be

underrepresented in the superintendent ranks especially when compared to the racial/cultural profile of American public school enrollment.

Table 1.10 Racial/Cultural Group (Q45) and Description of School District (Q6)

<i>Racial/ Cultural Group</i>	<i>Description of School District</i>				Total
	Rural	Suburban	Urban	Omitted Description	
American Indian or Alaska Native	4(66.6)	2(33.3)	0(0.0)	0(0.0)	6(0.8)
Asian	2(100.0)	0(0.0)	0(0.0)	0(0.0)	2(0.3)
Black or African American	2(16.6)	7(58.3)	3(25.0)	0(0.0)	12(1.6)
Hispanic or Latino	8(53.3)	4(26.7)	3(20.0)	0(0.0)	15(2.1)
Native Hawaiian or Pacific Islander	1(100.0)	0(0.0)	0(0.0)	0(0.0)	1(0.1)
White (not Hispanic)	449(66.9)	176(26.2)	39(5.8)	8(1.2)	672(92.3)
Other	8(80.0)	1(10.0)	1(10.0)	0(0.0)	10(1.4)
Omitted Racial/Cultural Group	7(70.0)	2(20.0)	0(0.0)	1(10.0)	10(1.4)
Total	481(66.1)	192(26.4)	46(6.3)	9(1.2)	728(100.0)

Finding:

- Black/ African American and Hispanic/Latino respondents reported serving in larger percentage in suburban and urban districts than their counterparts. Provided the small numbers of other racial/cultural group respondents makes it very difficult to draw conclusions from the data.



Table 1.11 Racial/Cultural Group (Q45) and Age (Q43)

<i>Racial/ Cultural Group</i>	<i>Descriptive Data on Age</i>			
	Minimum	Maximum	Mean	Median
American Indian or Alaska Native	43	62	52	52
Asian	44	57	51	51
Black or African American	40	61	50	49
Hispanic or Latino	37	68	54	55
Native Hawaiian or Pacific Islander	56	56	56	56
White (not Hispanic)	30	73	53	54
Other	43	67	51	49
Omitted Racial/Cultural Group	34	67	48	47
Total	30	73	53	53

Finding:

- When the number of respondents is considered, not a great variation was found between the mean or median age of those responding when disaggregated by racial/cultural group.

Table 1.12 Racial/Cultural Group (Q45) and Years in Present Position (Q8)

Racial/ Cultural Group	Years in Present Position						
	1 year or Less	1-5 Years	6-10 Years	11 -15 Years	16 Years or More	Omitted Years	Total
American Indian or Alaska Native	1(16.7)	2(33.3)	2(33.3)	0(0.0)	1(16.7)	0(0.0)	6(0.8)
Asian	0(0.0)	2(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(0.3)
Black or African American	3(25.0)	7(58.3)	1(8.3)	1(8.3)	0(0.0)	0(0.0)	12(1.6)
Hispanic or Latino	2(13.3)	8(53.3)	4(26.7)	0(0.0)	1(6.7)	0(0.0)	15(2.1)
Native Hawaiian or Pacific Islander	0(0.0)	0(0.0)	1(100.0)	0(0.0)	0(0.0)	0(0.0)	1(0.1)
White (not Hispanic)	85(12.7)	339(50.5)	165(24.6)	55(8.2)	26(3.9)	2(0.1)	672(92.3)
Other	0(0.0)	8(80.0)	1(10.0)	1(10.0)	0(0.0)	0(0.0)	10(1.4)
Omitted Racial/ Cultural Group	2(20.0)	5(50.0)	3(30.0)	0(0.0)	0(0.0)	0(0.0)	10(1.4)
Total	93(12.8)	371(51.0)	177(24.3)	57(7.8)	28(3.8)	2(0.3)	728(100.0)

Finding:

- Half of superintendents have served in their present position for from 1-5 years. A quarter of superintendents have served from 6-10 years.
- The tenure in their present position by racial/cultural group includes too few respondents to identify trends.

Table 1.13 Racial/Cultural Group (Q45) and Years as Superintendent (Q9)

Racial/ Cultural Group	Years As a Superintendent						
	1 year or Less	1-5 Years	6-10 Years	11 -15 Years	16 Years or More	Omitted Years	Total
American Indian or Alaska Native	0(0.0)	2(33.3)	2(33.3)	2(33.3)	0(0.0)	0(0.0)	6(0.8)
Asian	0(0.0)	2(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(0.3)
Black or African American	0(0.0)	5(41.7)	3(25.0)	2(16.7)	1(8.3)	1(8.3)	12(1.6)
Hispanic or Latino	3(20.0)	5(33.3)	5(33.3)	0(0.0)	2(13.3)	0(0.0)	15(2.1)
Native Hawaiian or Pacific Islander	0(0.0)	0(0.0)	1(100.0)	0(0.0)	0(0.0)	0(0.0)	1(0.1)
White (not Hispanic)	52(7.7)	217(32.3)	176(26.2)	113(16.8)	111(16.5)	3(0.1)	672(92.3)
Other	0(0.0)	4(40.0)	4(40.0)	1(10.0)	1(10.0)	0(0.0)	10(1.4)
Omitted Racial/ Cultural Group	2(20.0)	3(30.0)	3(30.0)	1(10.0)	1(10.0)	0(0.0)	10(1.4)
Total	57(7.8)	238(32.7)	194(26.6)	119(16.3)	116(15.9)	4(0.5)	728(100.0)

Finding:

- While the numbers were small for some racial/cultural groups, one-third of superintendents report serving in the superintendency for 1-5 years while a little more than a quarter reported 6-10 years.

Table 1.14 Racial/Cultural Group (Q45) and Economic Condition of District (Q13)

<i>Racial/ Cultural Group</i>	<i>Economic Condition of District</i>				Total
	Strong Economic Condition	Stable Economic Condition	Declining Economic Condition	Omitted Economic Condition	
American Indian or Alaska Native	2(33.3)	1(16.7)	3(50.0)	0(0.0)	6(0.8)
Asian	0(0.0)	2(100.0)	0(0.0)	0(0.0)	2(0.3)
Black or African American	2(16.7)	7(58.3)	3(25.0)	0(0.0)	12(1.6)
Hispanic or Latino	2(13.3)	5(33.3)	8(53.3)	0(0.0)	15(2.1)
Native Hawaiian or Pacific Islander	0(0.0)	1(100.0)	0(0.0)	0(0.0)	1(0.1)
White (not Hispanic)	66(9.8)	361(53.7)	242(36.0)	3(0.1)	672(92.3)
Other	0(0.0)	3(30.0)	6(60.0)	1(10.0)	10(1.4)
Omitted Racial/ Cultural Group	0(0.0)	7(70.0)	2(20.0)	1(10.0)	10(1.4)
Total	72(9.9)	387(53.2)	264(36.3)	5(0.7)	728(100.0)

Finding:

- When superintendent self-reported the economic condition of their district, slightly more than half indicated that their district was in stable condition regardless of the racial/cultural identity of the superintendent. Reports of declining economic conditions occurred in a third of the districts.

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## SECTION #2: SALARY

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NOTE: A significant amount of information follows concerning salaries paid to the superintendents and their staff. For the purposes of comparisons, ratios have been calculated for median superintendent salaries and that of teachers (See Table 2.3). The logic employed is that in the private sector, a commonly used metric (ratio) is calculated based on the base salary of the CEO and that of the entry-level worker in the organization. Without great difficulty, other metrics can be calculated using these data presented herein.

Table 2.1 Superintendent Base Salary 2015-16(Q10) and District Enrollment 2015-16 (Q5) by Gender (Q44)

2015-16 Super. Base Salary	2015-16 District Enrollment									
	Less than 300		300 to 2,499		2,500 to 9,999		10,000 to 24,999		25,000 or more	
Gender	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Minimum	55000	64000	75500	94000	92500	116500	97000	155000	200800	121000
10%	68000	110000	95000	99400	120000	131000	140349	155000	200800	121000
25%	73500	94000	105000	109000	133000	150000	167300	159585	225000	121000
Median	90904	89350	118000	122003	155000	163000	187729	177000	252770	194000
75%	116000	84700	136157	148000	180000	188000	205500	209500	279000	213000
90%	139750	137000	157000	170000	207000	200000	240000	210000	299810	216300
Maximum	238717	137000	248178	251500	290000	235000	289950	264902	322171	216300
N	48	13	306	67	162	38	47	9	12	5

### Findings:

- As previously reported, the limited response rate by gender in the largest student enrollment districts makes it difficult to identify trends, while in intermediate size districts the mean base salary for females outpaces that of their male counterparts.
- The median salary was \$131,000 and the average was \$140,021.

Table 2.2A Assistant/ Associate Superintendent Base Salary 2015-16 (Q11A) and District Enrollment 2015-16 (Q5)

2015-16 Assistant/Associate Superintendent Base Salary	2015-16 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum		50000	70000	84000	103000
10%		74700	95000	95000	120123
25%		86000	105406	120000	134124
Median		98500	120000	130840	149121
75%		112029	135000	150000	160933
90%		130000	160000	160000	177000
Maximum		190000	240000	187000	180000
N	0	98	177	54	17

Finding:

- As expected, the larger the student enrollment of the district the higher the mean base salary for assistant/associate superintendents. Of course in the smallest of districts, these positions often do not exist.

Table 2.2B High School Principal Base Salary 2015-16 (Q11B) and District Enrollment 2015-16 (Q5)

2015-16 High School Principal Base Salary	2015-16 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	40000	46000	65000	75000	98093
10%	42000	72000	87500	83000	99805
25%	60000	80000	100000	95000	110000
Median	75000	88700	110000	110000	125410
75%	84313	100000	125000	128000	130000
90%	91000	110000	142000	140000	135000
Maximum	118000	190000	210000	165000	136331
N	33	343	187	53	17

Findings:

- Likewise as the district student enrollment grows so do the mean base salaries of high school principals.

Table 2.2C Middle School Principal Base Salary 2015-16 (Q11C) and District Enrollment 2015-16 (Q5)

2015-16 Middle School Principal Base Salary	2015-16 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	26000	50000	60000	68109	75000
10%	26000	65000	78000	75000	90062
25%	30000	75206	87872	85000	95000
Median	85000	86000	100789	99000	110609
75%	91300	95000	115000	115000	119992
90%	100000	110000	130000	131000	120000
Maximum	101000	182000	210000	155000	125876
N	7	247	193	54	17

Findings:

- Similar to their high school counterparts, middle school principal base mean salaries increase as district enrollment increases.

Table 2.2D Elementary School Principal Base Salary 2015-16 (Q11D) and District Enrollment 2015-16 (Q5)

2015-16 Elementary School Principal Base Salary	2015-16 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	26000	45000	60000	62000	65000
10%	30000	65000	70000	70000	75000
25%	42000	73000	82000	80000	86327
Median	61000	82000	93302	92024	99506
75%	75000	92000	108000	110000	110000
90%	95000	103000	125000	125000	115000
Maximum	106000	151000	200000	145000	121983
N	15	358	193	55	17

Findings:

- Finally, elementary principals enjoy the same trend as their high school and middle school counterparts although their mean base salary has not yet crossed the \$100,000 line in the largest student enrollment districts.

Table 2.2E Beginning Teacher Base Salary 2015-16 (Q11E) and District Enrollment 2015-16 (Q5)

2015-16 Beginning Teacher Base Salary	2015-16 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	24193	26500	30610	30743	32441
10%	26000	31852	34000	33000	35069
25%	30000	33314	35000	36000	38000
Median	32800	35500	38489	39500	40250
75%	35069	39000	43557	43000	43074
90%	42110	44121	50000	47000	47000
Maximum	51850	60169	65000	51000	50500
N	59	374	200	55	18

Findings:

- The trend holds true for mean base salaries for teachers but with a less dramatic range.

Table 2.3 Ratio of 2015-16 Median Superintendent Salaries (Q10) with that of Beginning Teacher Median Base Salary (Q11E) by District Enrollment 2015-16 (Q5)

2015-16 Superintendent/ Beginning Teachers	2015-16 Median Salaries (Number of Respondent Superintendents)				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Superintendent Median Salary	90452	119000	160000	185834	240000
Beginning Teacher Median Base Salary	32800	35500	38489	39500	40250
Ratio 2015-16	1:2.8	1:3.4	1:4.2	1:4.7	1:6.0
Ratio 2014-15	1:2.5	1:3.2	1:3.9	1:4.5	1:5.0

Finding:

- An important metric often calculated in the business community is the ratio of the entry level worker compensation with that of the CEO. Accordingly, the median entry level salary of teachers was compared with the median salary of the superintendents arrayed by district size. The data suggests that as the district enrollment increases so does the ratio. In addition, the ratio appears to widen over the past two survey periods regardless of the district enrollment, although additional data will need to be collected to establish a trend.



## SECTION #3: EVALUATION

Table 3.1 How often does your employment contract require performance evaluation? (Q29)

<i>Responses</i>	<i>Data</i>	
	Count	%
Annually	667	91.6%
Biennially	15	2.1%
Other	35	4.8%
Never	7	1.0%
Omitted	4	0.5%
Total	728	100.0%

Finding:

- As reported in previous studies on the topic, 9 out of 10 superintendents are evaluated annually.

Table 3.2 Does your employment contract specify the process, measures, and indicators to be used for your formal performance evaluation? (Q27A)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	335	46.0%
No	389	53.4%
Omitted	7	1.0%
Total Responses	731	100.4%

\* Note: 3 respondents selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- Only half of the respondent superintendents indicate that they have included in their employment contract the process, measures and indicators to be used in their formal evaluation.

Table 3.3 Is your formal performance evaluation linked to objectives or directions specified in the previous year's performance? (Q27B)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	394	54.1%
No	331	45.5%
Omitted	7	1.0%
Total Responses	732	100.5%

\* Note: 4 respondents selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- Linking objectives and directions from previous evaluations with the present evaluation occurs only in slightly more than half the evaluations of superintendents, showing a slight increase over the previous year's findings.

Table 3.4 Is your formal performance evaluation linked to a 360 degree feedback? (Q27C)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	125	17.2%
No	597	82.0%
Omitted	8	1.1%
Total Responses	730	100.3%

\* Note: 2 respondents selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- Similar to the previous findings, only one in six superintendent evaluations employs 360 degree feedback. No discernable change occurred in this item from the previous year.

Table 3.5 Is your formal performance evaluation linked to student outcomes/performance? (Q27D)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	300	41.2%
No	421	57.8%
Omitted	11	1.5%
Total Responses	732	100.5%

\* Note: 4 respondents selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- Four in 10 superintendents indicated that student outcomes/performance data are included in their evaluations. This percentage decreased somewhat from 2013-14 to 2014-15 but then increased to previous levels in the 2015-16 study.

Table 3.6 Is the outcome of your formal performance evaluation made public? (Q27E)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	274	37.6%
No	442	60.7%
Omitted	13	1.8%
Total Responses	729	100.1%

\* Note: 1 respondent selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- The public release of the formal evaluation of the superintendent has increased slightly from previous levels to nearly 4 in 10.

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## SECTION #4: RETIREMENT BENEFITS

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Table 4.1 Does the school district make a contribution to an annuity or private retirement account that you have? (Q33)

<i>Contribution</i>	<i>Data</i>	
	Count	%
Yes (Less than \$1,000)	7	1.0%
Yes, (\$1,000 -\$5,000)	111	15.2%
Yes, (\$5,001-\$10,000)	71	9.8%
Yes, More than \$10,000	77	10.6%
No	452	62.1%
Omitted	10	1.4%
Total Responses	728	100.0%

Finding:

- Somewhat less than 40 percent of the superintendents responding to the survey indicated they receive a district contribution to an annuity or private retirement account. This represents a slight increase over the previous year.

Table 4.2 Superintendent Base Salary 2015-16 (Q10) and does the school district make a contribution to an annuity or private retirement account that you have? (Q33)

<i>Contribution</i>	<i>Data</i>	
	Mean Salary	Difference from Total Mean
Yes (Less than \$1,000)	113646	-26375
Yes, (\$1,000 -\$5,000)	132836	-7185
Yes, (\$5,001-\$10,000)	151340	11319
Yes, More than \$10,000	178647	38626
No	133805	-6216
Omitted	136117	-3904
Total Responses	140021	

Finding:

- This table examines if some districts offset lower salaries with greater benefits. In the case of contribution to retirement, this is not the case. Superintendents receiving higher contributions to retirement also, on average, receive higher salaries than their counterparts.

Table 4.3 Is your retirement plan/system contribution based on your salary? (Q31)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	646	88.7%
No	48	6.6%
Omitted	1	0.1%
District Does Not Make Contribution	33	4.5%
Total Responses	728	100.0%

Finding:

- Nearly nine out of 10 of the respondents indicated that the district contribution to the retirement plan/system was based on salary.

## SECTION #5: INSURANCE BENEFIT

Table 5.1 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent: Medical/Hospital (Q35A)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	576	79.1%
No	79	10.9%
Omitted	75	10.3%
Total	730	100.3%

Finding:

- The medical/hospital coverage of superintendents has increased slightly from 75.6 percent in 2014-15 to 79.1 for 2015-16.

Table 5.2 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent: Dental (Q35B)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	450	61.8%
No	200	27.5%
Omitted	80	11.0%
Total	730	100.3%

Finding:

- Dental coverage for the superintendent increased slightly since the previous survey.

Table 5.3 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent: Vision/Optical (Q35C)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	328	45.1%
No	316	43.4%
Omitted	86	11.8%
Total	730	100.3%

\* Note: 2 respondents selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- A small increase in vision/optical coverage also occurred.

Table 5.4 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent: Disability Insurance (Q35D)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	382	52.5%
No	266	36.5%
Omitted	83	11.4%
Total	731	100.4%

\* Note: 3 respondents selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- The provision of disability coverage also grew by several percent over the last year, with slightly more than half of the responding superintendents receiving disability coverage.

Table 5.5 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent’s Family: Medical/Hospital (Q36A)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	475	65.2%
No	207	28.4%
Omitted	47	6.5%
Total	729	100.1%

\* Note: 1 respondent selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- Nearly two out of three families of superintendents who responded to the survey are covered by medical/hospital insurance paid by the district. This represents a 5 percent increase over the previous year.

Table 5.6 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent’s Family: Dental (Q36B)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	391	53.7%
No	282	38.7%
Omitted	57	7.8%
Total	730	100.3%

Finding:

- District-paid dental coverage for the superintendent’s family was provided for slightly more than half of those responding to the survey.

Table 5.7 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent’s Family: Vision/Optical (Q36C)

Response	Data	
	Count	%
Yes	282	38.7%
No	379	52.1%
Omitted	68	9.3%
Total	729	100.1%

\* Note: 1 respondent selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- Slightly more than one in three families of superintendents who responded receive district-paid vision/optical coverage.

Table 5.8 What health insurance coverage do you receive in your contract? Coverage Paid for Superintendent’s Family: Disability (Q36D)

Response	Data	
	Count	%
Yes	143	19.6%
No	471	64.7%
Omitted	115	15.8%
Total	729	100.1%

\* Note: 1 respondent selected both "yes" and "no"; resulting in no appreciable impact on data.

Finding:

- An increase in family disability benefit was experienced in 2015-16 but only about one in five superintendent families are covered by a district-paid disability policy.

Table 5.9 What health insurance coverage do you receive in your contract? Do you receive any post-retirement health insurance coverage? (Q37)

Response	Data	
	Count	%
Yes	199	27.3%
No	526	72.3%
Omitted	3	0.4%
Total Responses	728	100.0%

Finding:

- The issue of post-retirement insurance coverage is an important matter for district leaders. In the 2012-13 study, 17.6 percent of the respondents reported having post-retirement health coverage in their employment agreement. In 2013-14 28.1 percent reported having that benefit. Reversing this trend, only 23.0 percent enjoyed this benefit in 2014-15. Again reversing the trend, 27.3 percent of 2015-16 survey respondents reported receiving the benefit.



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## SECTION #6: HIRE/REHIRE

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Table 6.1 Have you been rehired for your present position as superintendent after retiring in the state system? (Q41)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	59	8.1%
No	664	91.2%
Omitted	5	0.7%
Total Responses	728	100.0%

Finding:

- Less than one in 10 superintendents who responded indicated that they have been rehired as a superintendent after retiring from that state's or another state's retirement system. This mirrors the previous year results.

Table 6.2 Are you drawing retirement from one state and working as a superintendent in another state? (Q42)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	52	7.1%
No	670	92.0%
Omitted	6	0.8%
Total Responses	728	100.0%

Finding:

- Very few superintendents are drawing retirement from one state while serving as a superintendent in another state.

## SECTION #7: MISCELLANEOUS BENEFITS

Table 7.1 Which of the following contract benefits are provided in your employment contract? Mark all that apply. (Q30)

<i>Benefit</i>	<i>Data</i>	
	Count	%
Conference Attendance Fees Paid	657	90.2%
Guaranteed Vesting in Retirement Plan	304	41.8%
Paid Physical Exam	293	40.2%
Provision for Conduction Outside Consulting	251	34.5%
Professional Liability Coverage	217	29.8%
Provision for Conduction Outside Teaching	216	29.7%
Tuition Reimbursement	207	28.4%
Whole Life Insurance (Accumulates to employee)	149	20.5%
Deferred Compensation	71	9.8%
Support for Coach/Mentor for Superintendent	39	5.4%
College Savings Plan	5	0.7%

**Note:** Multiple answers per participant possible. Percentages added exceed 100 since a participant may select more than one answer for this question.

**Finding:**

- When compared to the responses from a year earlier, change in participation in benefits was not markedly different. Worth noting is a slight increase in the use of deferred compensation over the past three years.

Table 7.2 Does the school district contribute to the premiums on a term insurance policy apart from the insurance benefits provided for all employees? (Q34)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	358	49.2%
No	363	49.9%
Omitted	7	1.0%
Total	728	100.0%

Finding:

- Nearly half of the responding superintendents reported receiving a district-paid term insurance policy above that received by other district employees. This is consistent with past responses to this item.

Table 7.3 Gender (Q44) and Sick Leave Provision (Q17A/B)

Gender	<i>Annual Allowance - Sick Leave</i>							Mean
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	
Male	13	12	120	356	43	8	8	13
Female	4	3	15	91	18	1	2	13

Gender	<i>Maximum Accrual Allowance - Sick Leave</i>							Mean
	0-25 Days	26-50 Days	51-75 Days	76-100 Days	101-150 Days	151-200 Days	201+ Days	
Male	44	33	39	66	94	78	114	172
Female	9	6	11	11	13	15	20	167

Finding:

- Sick leave allowances including accrual arrayed by gender show little difference year over year.

Table 7.4 Gender (Q44) and Vacation Leave Provision (Q18A/B)

Gender	<i>Annual Allowance - Vacation Leave</i>							Mean
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	
Male	21	2	46	73	221	21	67	20
Female	4	1	11	7	46	40	24	21

Gender	<i>Maximum Accrual Allowance - Vacation Leave</i>							Mean
	0-25 Days	26-50 Days	51-75 Days	76-100 Days	101-150 Days	151-200 Days	201+ Days	
Male	301	165	25	13	8	3	5	30
Female	60	35	7	3	1	1	1	35

Finding:

- As with sick leave, vacation leave demonstrates little or no difference when arrayed by gender year over year.

Table 7.5 Gender (Q44) and Personal Leave Provision (Q19A/B)

Gender	Annual Allowance - Personal Leave							
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	Mean
Male	402	114	18	13	3	1	4	3
Female	90	30	3	2	0	0	2	4

Gender	Maximum Accrual Allowance - Personal Leave							
	0-25 Days	26-50 Days	51-75 Days	76-100 Days	101-150 Days	151-200 Days	201+ Days	Mean
Male	470	3	3	6	2	1	5	9
Female	102	2	0	2	0	0	0	5

Finding:

- Similar to sick and vacation leave, no difference is in evidence for personal leave by gender.

Table 7.6 Gender (Q44) and Upon Departure from the District, How is Sick Leave Accrual Handled? (Q20A-C)

Handling of Sick Leave Accrual	Gender/Response							
	Male				Female			
	Yes	No	N/A or Omit	Total	Yes	No	N/A or Omit	Total
Credited to Retirement	2(0.3)	579(99.7)	0(0.0)	581(100.0)	0(0.0)	134(100.0)	0(0.0)	134(100.0)
Payment Made to Super.	265(45.6)	267(46.0)	49(8.4)	581(100.0)	57(42.5)	65(48.5)	12(9.0)	134(100.0)
Credit/ Payment Made at Daily Rate	160(27.5)	316(54.4)	105(18.1)	581(100.0)	49(36.6)	57(42.5)	28(20.9)	134(100.0)

Finding:

- Regardless of gender, less than half of superintendents who responded reported leveraging their sick leave into payments to the superintendent upon their departure from the district. In a departure from the previous year survey almost no superintendent benefited from payments to retirement credit for unused sick upon departure from the district.

Table 7.7 Gender (Q44) and Upon Departure from the District, How is Vacation Leave Accrual Handled? (Q21A-C)

Handling of Vacation Leave Accrual	Gender/Response							
	Male				Female			
	Yes	No	N/A or Omit	Total	Yes	No	N/A or Omit	Total
Credited to Retirement	98(16.9)	410(70.6)	73(12.6)	581(100.0)	22(16.4)	100(74.6)	12(9.0)	134(100.0)
Payment Made to Super.	350(60.2)	173(29.8)	58(10.0)	581(100.0)	91(67.9)	35(26.1)	8(6.0)	134(100.0)
Credit/ Payment Made at Daily Rate	318(54.7)	172(29.6)	91(15.7)	581(100.0)	91(67.9)	35(26.1)	8(6.0)	134(100.0)

Finding:

- Not unlike sick leave, leveraging vacation leave into a payment is occurring only in about half of reporting districts, while credit toward retirement accounts is limited.

Table 7.8 Gender (Q44) and Upon departure from the district, how is personal leave accrual handled? (Q22A-C)

Handling of Personal Leave Accrual	Gender/Response							
	Male				Female			
	Yes	No	Omit	Total	Yes	No	Omit	Total
Credited to Retirement	93(16.0)	372(64.0)	116(20.0)	581(100.0)	24(17.9)	86(64.2)	24(17.9)	134(100.0)
Payment Made to Super.	157(27.0)	306(52.7)	118(20.3)	581(100.0)	37(27.6)	67(50.0)	30(22.4)	134(100.0)
Credit/ Payment Made at Daily Rate	101(17.4)	301(51.8)	179(30.8)	581(100.0)	35(26.1)	57(42.5)	42(31.3)	134(100.0)

Finding:

- Credit or payment for personal leave upon departure is very limited and has changed very little since the last survey.

Table 7.9 Gender (Q44) and what is the term of your 2015-2016 employment contract? (Q14)

<i>Term of 2015-16 Contract</i>	<i>Gender</i>			
	Male	Female	Omit	Total
Less than 1-Year	19(3.3)	2(1.5)	0(0.0)	21(2.9)
1 Year	81(13.9)	20(14.9)	1(7.7)	102(14.0)
2 Years	151(26.0)	35(26.1)	5(38.7)	191(26.2)
3 Years	232(39.9)	52(38.8)	5(38.7)	289(39.7)
4 Years	52(9.0)	12(9.0)	1(7.7)	65(8.9)
5+ Years	41(7.1)	13(9.7)	1(7.7)	55(7.6)
Omit	5(0.9)	0(0.0)	0(0.0)	5(0.7)
Total	581(100.0)	134(100.0)	13(100.0)	728(100.0)

Finding:

- Regardless of gender, the most common length of a contract is three years, with very few contracts lasting for longer than three years.

Table 7.10 Gender (Q44) and Does your present employment contract have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)? (Q23)

<i>Gender</i>	<i>Incentive/Performance Clause</i>			Total
	Yes	No	Omitted Clause	
Male	88 (15.1)	490(84.3)	3(0.5)	581(79.8)
Female	28(20.9)	106(79.1)	0(0.0)	134(18.4)
Omitted Gender	4(30.8)	9(69.2)	0(0.0)	13(1.8)
Total	120(16.5)	605(83.1)	3(0.4)	728(100.0)

Finding:

- Only about one in six superintendents have an incentive provision in their contract. The year over year comparison shows small increases in this provision in the contracts.

Table 7.11 Gender (Q44) and Does your contract have a severance (buy out) clause? (Q24)

Gender	Severance Clause			
	Yes	No	Omitted Clause	Total
Male	133(22.9)	444(76.4)	4(0.7)	581(79.8)
Female	44(32.8)	88(65.7)	2(1.5)	134(18.4)
Omitted Gender	2(15.4)	10(76.9)	1(7.7)	13(1.8)
Total	179(24.6)	542(74.5)	7(1.0)	728(100.0)

Finding:

- A little more than 20 percent of males and 30 percent of females have a severance clause in their employment agreement. Inclusion of a severance clause has become more common over the years.

Table 7.12 Gender (Q44) and Does your contract have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)? (Q25)

Gender	Longevity Clause			
	Yes	No	Omitted Clause	Total
Male	54(9.3)	522(89.8)	5(0.9)	581(79.8)
Female	19(14.2)	115(85.8)	0(0.0)	134(18.4)
Omitted Gender	0(0.0)	13(100.0)	0(0.0)	13(1.8)
Total	73(10.0)	650(89.3)	5(0.7)	728(100.0)

Finding:

- Compared to limited inclusion of a severance clause, longevity clauses are even less common, with one in ten male superintendents and slightly more female superintendents including this provision in their employment agreements.

Table 7.13 Gender (Q44) and Is your contract base salary subject to a "cap" imposed by any of the following? (Q26)

Gender	Subject to "Cap"					Total
	Yes - Based on State Law	Yes - Based on District Policy, Reg. or Practice	No	Other	Omitted Cap	
Male	20(3.4)	14(2.4)	541(93.1)	3(0.5)	3(0.5)	581(79.8)
Female	5(3.7)	5(3.7)	120(89.6)	3(2.2)	1(0.7)	134(18.4)
Omitted Gender	2(15.4)	0(0.0)	11(84.6)	0(0.0)	0(0.0)	13(1.8)
Total	27(3.7)	19(2.6)	672(92.3)	6(0.8)	4(0.5)	728(100.0)

Finding:

- While the press frequently mentions salary caps, relatively few salary caps are reported as impacting superintendents. Over half of the salary caps are required by state law.

Table 7.14 Gender (Q44) and Evergreen (Rollover) Provision (Q15)

Gender	Evergreen Provision			Total
	Yes	No	Omitted Provision	
Male	199(34.3)	373(64.2)	9(1.5)	581(79.8)
Female	49(36.6)	84(62.7)	1(0.7)	134(18.4)
Omitted Gender	7(53.8)	5(38.5)	1(7.7)	13(1.8)
Total	255(35.0)	462(63.5)	11(1.5)	728(100.0)

Finding:

- Fewer than one in three superintendents have a rollover provision.



Table 7.15 Racial/Cultural Group (Q45) and What is the term of your 2015-16 employment contract? (Q14)

Term of 2015-16 Contract	Racial/Cultural Group								
	American Indian or Alaska native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White (not Hispanic or Latino)	Other	Omitted Term	Total
Less than 1-Year	0(0.0)	0(0.0)	1(8.3)	0(0.0)	0(0.0)	20(3.0)	0(0.0)	0(0.0)	21(2.9)
1 Year	2(33.3)	0(0.0)	1(8.3)	3(20.0)	0(0.0)	91(13.5)	2(20.0)	3(30.0)	102(14.0)
2 Years	0(0.0)	1(50.0)	2(16.7)	2(13.3)	1(100.0)	177(26.3)	5(50.0)	3(30.0)	191(26.2)
3 Years	2(33.3)	1(50.0)	5(41.7)	5(33.3)	0(0.0)	269(40.0)	3(30.0)	4(40.0)	289(39.7)
4 Years	0(0.0)	0(0.0)	2(16.7)	2(13.3)	0(0.0)	61(9.1)	0(0.0)	0(0.0)	65(8.9)
5+ Years	0(0.0)	0(0.0)	1(8.3)	3(20.0)	0(0.0)	51(7.6)	0(0.0)	0(0.0)	55(7.6)
Omitted Term	2(33.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	3(0.4)	0(0.0)	0(0.0)	5(0.7)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Finding:

- Discounting some of the small number of respondents by racial/cultural group, there is little variance in the term of employment agreement.

Table 7.16 Racial/Cultural Group (Q45) and Does your present employment contract have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)? (Q23)

Incentive/ Performance Provision	Racial/Cultural Group								
	American Indian or Alaska native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White (not Hispanic or Latino)	Other	Omitted Racial/ Cultural Group	Total
Yes	2(33.3)	0(0.0)	4(25.0)	6(40.0)	0(0.0)	107(15.9)	0(0.0)	1(10.0)	120(16.5)
No	4(66.6)	2(100.0)	8(75.0)	9(60.0)	1(100.0)	562(83.6)	10(100.0)	9(90.0)	605(83.1)
Omit	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	3(0.4)	0(0.0)	0(0.0)	3(0.4)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Finding:

- Consistent with similar disaggregation of the data, the presence of incentive/performance clauses appear in slightly more than one in 6 contracts which represents an increase over that reported in previous surveys.

Table 7.17 Racial/Cultural Group (Q45) and Does your contract have a severance (buy out) clause? (Q24)

Severance Provision	Racial/Cultural Group								
	American Indian or Alaska native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White (not Hispanic or Latino)	Other	Omitted Racial/Cultural Group	Total
Yes	1(16.7)	1(50.0)	5(41.7)	5(33.3)	1(100.0)	162(24.1)	2(20.0)	2(20.0)	179(24.6)
No	5(83.3)	1(50.0)	4(33.3)	10(66.7)	0(0.0)	506(75.3)	8(80.0)	8(80.0)	542(74.5)
Omitted Provision	0(0.0)	0(0.0)	3(25.0)	0(0.0)	0(0.0)	4(0.6)	0(0.0)	0(0.0)	7(1.0)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Finding:

- Where sufficient number of respondents exists, about a quarter of superintendent respondents in each racial/cultural group had a severance provision which represents little change from the previous year survey.

Table 7.18 Racial/Cultural Group (Q45) and Does your contract have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)? (Q25)

Longevity Provision	Racial/Cultural Group								
	American Indian or Alaska native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White (not Hispanic or Latino)	Other	Omitted Racial/Cultural Group	Total
Yes	0(0.0)	0(0.0)	3(25.0)	4(26.7)	0(0.0)	66(9.8)	0(0.0)	0(0.0)	73(10.0)
No	6(100.0)	2(100.0)	9(75.0)	11(73.3)	11(100.0)	601(89.4)	10(100.0)	10(100.0)	650(89.3)
Omitted Provision	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	5(0.7)	0(0.0)	0(0.0)	5(0.7)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Finding:

- As with the severance provision, and where sufficient numbers allow analysis, less than 10 percent of the superintendent respondents have a longevity clause regardless of race/ethnicity.

Table 7.19 Racial/Cultural Group (Q45) and Is your contract base salary subject to a "cap" imposed by any of the following? (Q26)

Salary Cap Provision	Racial/Cultural Group								Total
	American Indian or Alaska native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White (not Hispanic or Latino)	Other	Omitted Racial/Cultural Group	
Yes - Based on State Law	1(16.7)	0(0.0)	0(0.0)	2(13.3)	0(0.0)	24(3.6)	0(0.0)	0(0.0)	27(3.7)
Yes - Based on District Policy, Reg. or Practice	0(0.0)	1(50.0)	1(8.3)	2(13.3)	0(0.0)	15(2.2)	0(0.0)	0(0.0)	19(2.6)
No	5(83.3)	1(50.0)	11(91.7)	11(73.3)	1(100.0)	624(92.9)	9(90.0)	10()	672(92.3)
Other	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	5(0.7)	0(0.0)	0(0.0)	5(0.7)
Omitted Provision	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	4(0.6)	1(10.0)	0(0.0)	5(0.7)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Finding:

- Regardless of race/ethnicity, salary caps generally occur 10 percent of the time.

Table 7.20 Racial/Cultural Group (Q45) and Evergreen (Rollover) Provision (Q15)

Evergreen (Rollover) Provision	Racial/Cultural Group								Total
	American Indian or Alaska native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White (not Hispanic or Latino)	Other	Omitted Racial/Cultural Group	
Yes	3(50.0)	1(50.0)	2(16.7)	3(25.0)	1(100.0)	234(34.8)	5(50.0)	6(60.0)	255(35.0)
No	1(16.7)	1(50.0)	10(83.3)	12(75.0)	0(0.0)	429(63.8)	5(50.0)	4(40.0)	462(63.5)
Omit	2(33.3)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	9(1.3)	0(0.0)	0(0.0)	11(1.5)
Total	6(0.8)	2(0.3)	12(1.6)	15(2.1)	1(0.1)	672(92.3)	10(1.4)	10(1.4)	728(100.0)

Finding:

- Where sufficient numbers of respondent superintendents exist and viewed by racial/ethnic group, the presence of an evergreen provision occurred in less than one in three contracts. No change is reported from previous surveys.

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## SECTION #8: USE OF LEGAL COUNSEL

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Table 8.1 Did the school district use legal counsel to assist in the development and/or negotiations of your contract? (Q40)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	435	59.8%
No	291	40.0%
Omitted Response	2	0.3%
Total	728	100.0%

Finding:

- Nearly 6 in 10 boards use legal counsel in the development and/or negotiation of contracts. This shows a full 10 percent increase over last year.

Table 8.2 Did you employ legal counsel to assist in the development and/or negotiations of your contract? (Q39)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	179	24.6%
No	548	75.3%
Omitted Response	1	0.1%
Total	728	100.0%

Finding:

- Consistent with the increased use of legal counsel by boards, superintendents report their own increased use of legal counsel, while not nearly as dramatic as that of boards.

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## SECTION #9: MEMBERSHIPS

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Table 9.1 Which of your professional association membership dues are paid by the school district? (Q38)

<i>Responses</i>	<i>Data*</i>	
	Count	%
Regional Professional Organizations (e.g., state association)	708	97.3%
National Professional Organizations (e.g., American Association of School Administrators)	625	85.9%

\*Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Finding:

- Overwhelmingly districts support professional memberships for the superintendent. Most dramatic is the increase in payment of national organization membership.