



2016 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

Non-MEMBER VERSION

LESLIE A. FINNAN
ROBERT S. MCCORD

DANIEL A. DOMENECH, AASA EXECUTIVE DIRECTOR
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EXECUTIVE SUMMARY

The 2016 AASA Superintendent Salary & Benefits Study marks the fifth 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 1,392 responses (15 percent response rate). The survey was distributed online and relied on superintendents to respond to 47 items with the understanding that report of findings would contain no personally identifiable information.

Consequently, data must be considered descriptive and not necessarily representative of all superintendents. However, the report is rich with information and serves as a useful snapshot of the salary and benefits of superintendents for the 2016-17 school year. For a more detailed examination of the superintendency, *The Study of the American Superintendent: 2015 Mid-Decade Update* and its 2010 predecessor are available at: (http://my.aasa.org/AASA/Toolbox/Policy_and_Advocacy_Resources/AASA/Toolbox/Policy_Advocacy_Resources.aspx). In addition, state-specific model superintendent employment agreements are also available on the AASA website (http://my.aasa.org/AASA/Toolbox/Other_Resources/Model_Contracts.aspx).

This year, as in the past four years, more than 90 percent of respondents reported that they served in suburban and rural districts with nearly 70 percent of respondents self-reported serving in rural districts. This is generally representative of the distribution of school districts nationwide.

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 somewhat older than their male counterparts. The average and median age of all respondents was 52.

The median salary distributed by district enrollment ranged from just \$90,000 for the smallest districts to nearly \$230,000 for superintendents serving in the largest enrollment school districts. All positions from superintendent to teacher show that salaries increase relative to district enrollment size.

The report of findings profiles the benefits received by superintendents, including, but not limited to contribution to annuities or private retirement plans, medical/hospital coverage, dental coverage, vision coverage, disability insurance, and medical and dental insurance coverage for the family of the superintendent. Respondents also overwhelmingly support professional memberships.

INTRODUCTION

The 2016 AASA Superintendents Salary and Benefits Study is intended to provide superintendents with actionable information needed to manage and negotiate their compensation and benefits. This edition marks the fifth year the association has undertaken a comprehensive study on public school superintendent compensation benefits. Prior to that, most school superintendents relied 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. 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 earlier editions of this study are available on the AASA website and provide valuable retrospective data (<http://www.aasa.org/research.aspx>).

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>). This study was updated in 2015 and is available on the AASA website (<http://www.aasa.org/research.aspx>).

The research team authoring this report of findings was led by Leslie A. Finnan, AASA senior legislative analyst and Robert S. McCord, AASA research consultant.

METHODOLOGY

An extensive survey instrument was developed in 2012 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 each subsequent year as a result of input received. 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 2016. At the same time, state association executive directors were contacted to encourage their members to respond to the online survey. Superintendents had the capacity to forward the link to their staff members for input in completing the survey in their area of expertise.

REPORT OF FINDINGS

This report of findings is divided into 11 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, some survey fatigue is commonly reported by superintendents and could have 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. After each data display, the report authors have offered a general statement of findings. It is the intent of the authors to allow the reader the opportunity to disaggregate the data in a manner they find useful in working with their board.

Having clearly identified the limitations inherent in any endeavor of this sort, the report that follows is replete with important information that can prove very 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 Leslie Finnan at the American Association of School Administrators (AASA).

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 Ng at AASA 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 Ng for their expertise and tireless efforts to manage the nearly 70,000 cell spreadsheet containing the data collected in this study.

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SECTION #1: GENERAL DEMOGRAPHICS OF RESPONDENTS

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	0.6%	ND	12	0.9%
AL	20	1.4%	NE	41	2.9%
AR	24	1.7%	NH	10	0.7%
AZ	26	1.9%	NJ	45	3.2%
CA	65	4.7%	NM	16	1.1%
CO	25	1.8%	NV	3	0.2%
CT	15	1.1%	NY	82	5.9%
DE	4	0.3%	OH	47	3.4%
FL	7	0.5%	OK	39	2.8%
GA	21	1.5%	OR	14	1.0%
IA	56	4.0%	PA	60	4.3%
ID	22	1.6%	RI	2	0.1%
IL	109	7.8%	SC	5	0.4%
IN	53	3.8%	SD	14	1.0%
KS	29	2.1%	TN	18	1.3%
KY	12	0.9%	TX	59	4.2%
LA	3	0.2%	UT	7	0.5%
MA	16	1.1%	VA	11	0.8%
MD	4	0.3%	VT	8	0.6%
ME	13	0.9%	WA	40	2.9%
MI	48	3.4%	WI	86	6.2%
MN	57	4.1%	WV	3	0.2%
MO	53	3.8%	WY	8	0.6%
MS	7	0.5%	Canada	1	0.1%
MT	47	3.4%	Omitted State	6	0.4%
NC	10	0.7%	Total	1392	100.0%

Findings:

- A total of 1,392 usable responses were received, representing an approximately 15 percent return rate. This return represents a substantial increase from that received in 2015 response (N=728).
- All states except Hawaii (including the District of Columbia) were represented including one international response. 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 (non Hispanic)	Other	Omitted Racial/Cultural Group	
Male	10 (1.0%)	2 (0.2%)	12 (1.1%)	23 (2.2%)	2 (0.2%)	992 (94.5%)	8 (0.8%)	1 (0.1%)	1050 (100%)
Female	5 (1.6%)	0 (0%)	17 (5.4%)	9 (2.9%)	0 (0%)	281 (89.2%)	2 (0.6%)	1 (0.3%)	315 (100%)
Omitted Gender	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (22.2%)	0 (0%)	21 (77.8%)	27 (100%)
Total	15 (1.1%)	2 (0.1%)	29 (2.1%)	32 (2.3%)	2 (0.1%)	1279 (91.9%)	10 (0.7%)	23 (1.7%)	1392 (100%)

Findings:

- Similar to previous studies, males outnumbered females by a four-to-one ratio, though this year’s response represents greater participation by female superintendents than generally previous years.
- Respondents were overwhelmingly white (non Hispanic) at 91.9 percent.
- Small numbers of minority superintendent respondents make findings for those groups difficult. However, this year’s minority response was greater than in previous years.

Table 1.3 Gender (Q44) and district enrollment (Q5)

Gender	2016-2017 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	118 (11.2%)	595 (56.7%)	241 (23%)	52 (5.0%)	29 (2.8%)	15 (1.4%)	1050 (100%)
Female	44 (14.0%)	164 (52.1%)	79 (25.1%)	16 (5.1%)	8 (2.5%)	4 (1.3%)	315 (100%)
Omitted Gender	2 (7.4%)	10 (37%)	3 (11.1%)	3 (11.1%)	1 (3.7%)	8 (29.6%)	27 (100%)
Total	164 (11.8%)	769 (55.2%)	323 (23.2%)	71 (5.1%)	38 (2.7%)	27 (1.9%)	1392 (100%)

Finding:

- Consistent with school district enrollment data, the majority of superintendents were from intermediate size districts (300-2,499 students).

Table 1.4 Gender (Q44) and district description (Q6)

Gender	District Description				
	Urban	Suburban	Rural	Omitted District Description	Total
Male	60 (5.7%)	257 (24.5%)	724 (69%)	9 (0.9%)	1050 (100%)
Female	19 (6%)	76 (24.1%)	218 (69.2%)	2 (0.6%)	315 (100%)
Omitted Gender	0 (0%)	8 (29.6%)	13 (48.1%)	6 (22.2%)	27 (100%)
Total	79 (5.7%)	341 (24.5%)	955 (68.6%)	17 (1.2%)	1392 (100%)

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 is closely aligned with data from the National Center on Education Statistics¹.

Table 1.5 Gender (Q44) and age (Q43)

Gender	Descriptive Data on Age			
	Minimum	Maximum	Mean	Median
Male	30	79	51.8	51
Female	34	72	53.1	53
Omitted Gender	45	68	56.8	57
Total	30	79	52.1	52

Finding:

- Consistent with earlier versions of the study, the mean age for female superintendents is greater than their male counterparts. This supports the findings of other AASA studies of the superintendency where females tend to enter the role later and have greater experience in the roles leading to assuming a superintendency.

Table 1.6 Gender (Q44) and longevity in present position (Q8)

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	67 (6.4%)	576 (54.9%)	285 (27.1%)	73 (7%)	42 (4%)	7 (0.7%)	1050 (100%)
Female	17 (5.4%)	166 (52.7%)	84 (26.7%)	32 (10.2%)	15 (4.8%)	1 (0.3%)	315 (100%)
Omitted Gender	1 (3.7%)	10 (31%)	6 (22.2%)	2 (7.4%)	0 (0%)	8 (29.6%)	27 (100%)
Total	85 (6.1%)	752 (54%)	375 (26.9%)	107 (7.7%)	57 (4.1%)	16 (1.2%)	1392 (100%)

¹ <https://nces.ed.gov/surveys/ruraled/tables/a.1.a.-1.asp>

Finding:

- When asked about their longevity in their present position, slightly more than half indicated one to five years.

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	34 (3.2%)	398 (37.9%)	305 (29%)	169 (16.1%)	138 (13.1%)	6 (0.6%)	1050 (100%)
Female	13 (4.1%)	122 (38.7%)	85 (27%)	62 (19.7%)	32 (10.2%)	1 (0.3%)	315 (100%)
Omitted Gender	0 (0%)	10 (37%)	7 (7.4%)	2 (7.4%)	2 (7.4%)	6 (22.2%)	27 (100%)
Total	47 (3.4%)	530 (38.1%)	397 (28.5%)	233 (16.7%)	172 (12.4%)	13 (0.9%)	1392 (100%)

Finding:

- Males report somewhat longer longevity in the superintendency than females although the longevity of female superintendents has increased substantially as evidenced by earlier editions of this study and that of *The American School Superintendent: 2010 Decennial Study*.

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	111 (10.6%)	549 (52.3%)	379 (36.1%)	11 (1.1%)	1050 (100%)
Female	26 (8.3%)	177 (56.2%)	109 (34.6%)	3 (1%)	315 (100%)
Omitted Gender	2 (7.4%)	9 (33.3%)	8 (29.6%)	8 (29.6%)	27 (100%)
Total	139 (10%)	735 (52.8%)	496 (35.6%)	22 (1.6%)	1392 (100%)

Finding:

- In 2015, 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 36 percent of both genders described their districts as in declining economic condition. Not much has changed since the last study, save one item: female superintendents report serving in districts with somewhat improved economic conditions over what was reported the year before. It is noted that, while not dramatic, the trend over the five years of the study suggests an improving economic condition in American school districts.

Table 1.9 Racial/cultural group (Q45) and district enrollment (Q5)

Racial/ Cultural Group	2016-17 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 Enrollment	
American Indian or Alaska Native	0 (0%)	9 (60%)	6 (40%)	0 (0%)	0 (0%)	0 (0%)	15 (100%)
Asian	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Black or African American	2 (6.9%)	15 (51.7%)	11 (37.9%)	1 (3.5%)	0 (0%)	0 (0%)	29 (100%)
Hispanic or Latino	6 (18.8%)	16 (50%)	10 (31.3%)	0 (0%)	0 (0%)	0 (0%)	32 (100%)
Native Hawaiian or Pacific Islander	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
White (non Hispanic)	154 (12%)	710 (55.5%)	292 (22.8%)	67 (5.2%)	37 (2.9%)	19 (1.5%)	1279 (100%)
Other	0 (0%)	8 (80%)	2 (20%)	0 (0%)	0 (0%)	0 (0%)	10 (100%)
Omitted Racial/ Cultural Group	1 (4.4%)	8 (34.8%)	2 (8.7%)	3 (13%)	1 (4.3%)	8 (34.8%)	23 (100%)
Total	164 (11.8%)	769 (55.2%)	323 (23.2%)	71 (5.1%)	38 (2.7%)	27 (1.9%)	1392 (100%)

Finding:

- As in the previously reported, white (non Hispanic) superintendents represented the vast majority of superintendents responding to the study 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, 2014, and 2015 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 student and teacher population.

Table 1.10 Racial/cultural group (Q45) and description of school district (Q6)

<i>Racial/ Cultural Group</i>	<i>Description of School District</i>				
	Rural	Suburban	Urban	Omitted Description	Total
American Indian or Alaska Native	12 (80%)	3 (20%)	0 (0%)	0 (0%)	15 (100%)
Asian	2 (100%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Black or African American	16 (55.2%)	9 (31%)	4 (13.8%)	0 (0%)	29 (100%)
Hispanic or Latino	23 (71.9%)	9 (28.1%)	0 (0%)	0 (0%)	32 (100%)
Native Hawaiian or Pacific Islander	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2 (100%)
White (non Hispanic)	883 (69%)	312 (24.4%)	74 (5.8%)	10 (0.8%)	1279 (100%)
Other	6 (60%)	3 (30%)	1 (10%)	0 (0%)	10 (100%)
Omitted Racial/ Cultural Group	12 (52.2%)	4 (17.4%)	0 (0%)	7 (30.4%)	23 (100%)
Total	955 (68.6%)	341 (24.5%)	79 (5.7%)	17 (1.2%)	1392 (100%)

Finding:

- Considering the small number of other racial/cultural group respondents, it makes it very difficult to draw conclusions from these data, although the absence of diversity in urban districts represents an anomaly when one considers the diversity of the student population generally understood to be enrolled in urban districts.

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	37	62	51.7	53
Asian	43	45	44	44
Black or African American	42	67	51.3	49
Hispanic or Latino	38	70	51.7	52
Native Hawaiian or Pacific Islander	47	57	52	52
White (non Hispanic)	30	79	52.2	52
Other	41	61	49.5	48.5
Omitted Racial/ Cultural Group	48	63	55.5	55.5
Total	37	70	51.4	50.5

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. This is consistent with previous editions of this study.

Table 1.12 Racial/cultural group (Q45) and years in present position (Q8)

Racial/ Cultural Group	Years in Present Position						Total
	1 year or Less	1-5 Years	6-10 Years	11 -15 Years	16 Years or More	Omitted Years	
American Indian or Alaska Native	0 (0%)	10 (66.7%)	3 (20%)	1 (6.7%)	1 (6.7%)	(0%)	15 (100%)
Asian	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Black or African American	2 (6.9%)	15 (51.7%)	9 (31%)	2 (6.9%)	1 (3.5%)	0 (0%)	29 (100%)
Hispanic or Latino	1 (3.1%)	18 (56.3%)	12 (37.5%)	0 (0%)	1 (3.1%)	0 (0%)	32 (100%)
Native Hawaiian or Pacific Islander	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
White (non Hispanic)	81 (6.3%)	695 (54.3%)	342 (26.7%)	101 (7.9%)	53 (4.1%)	7 (0.6%)	1279 (100%)
Other	0 (0%)	6 (60%)	2 (20%)	1 (10%)	0 (0%)	1 (10%)	10 (100%)
Omitted Racial/ Cultural Group	1 (4.4%)	7 (30.4%)	6 (26.1%)	2 (8.7%)	1 (4.3%)	6 (26.1%)	23 (100%)
Total	85 (6.1%)	753 (54.1%)	376 (27%)	107 (7.7%)	57 (4.1%)	14 (1%)	1392 (100%)

Findings:

- Half of superintendents have served in their present position from 1-5 years. A quarter of superintendents have served from 6-10 years. While small increases in tenure was found, those increases are consistent over the term of these studies.
- The number of minority respondents is too small to identify any trends.

Table 1.13 Racial/cultural group (Q45) and years as superintendent (Q9)

Racial/ Cultural Group	Years As a Superintendent						Total
	1 year or Less	1-5 Years	6-10 Years	11 -15 Years	16 Years or More	Omitted Years	
American Indian or Alaska Native	0 (0%)	7 (46.7%)	4 (26.7%)	4 (26.7%)	0 (0%)	0 (0%)	15 (100%)
Asian	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Black or African American	1 (3.4%)	1137.9	10 (34.5%)	4 (13.8%)	3 (10.3%)	0 (0%)	29 (100%)
Hispanic or Latino	0 (0%)	11 (34.4%)	11 (34.4%)	1 (3.1%)	9 (28.1%)	0 (0%)	32 (100%)
Native Hawaiian or Pacific Islander	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
White (non Hispanic)	46 (3.6%)	490 (38.1%)	358 (28%)	219 (17.1%)	159 (12.4%)	7 (0.6%)	1279 (100%)
Other	0 (0%)	3 (30%)	4 (40%)	2 (20%)	0 (0%)	1 (10%)	10 (100%)
Omitted Racial/ Cultural Group	0 (0%)	4 (17.9%)	7 (30.4%)	3 (13%)	1 (4.3%)	8 (34.8%)	23 (100%)
Total	47 (3.4%)	528 (37.9%)	396 (28.5%)	233 (16.7%)	172 (12.4%)	16 (1.1%)	1392 (100%)

Finding:

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

Table 1.14 Racial/cultural group (Q45) and economic condition of district (Q13)

Racial/ Cultural Group	Economic Condition of District				Total
	Strong Economic Condition	Stable Economic Condition	Declining Economic Condition	Omitted Economic Condition	
American Indian or Alaska Native	1 (6.7%)	7 (46.7%)	6 (40%)	1 (6.7%)	15 (100%)
Asian	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Black or African American	1 (3.4%)	17 (37.9%)	11 (37.9%)	0 (0%)	29 (100%)
Hispanic or Latino	4 (12.5%)	17 (34.4%)	11 (34.4%)	0 (0%)	32 (100%)
Native Hawaiian or Pacific Islander	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2 (100%)
White (non Hispanic)	130 (10.2%)	677 (52.9%)	460 (36%)	12 (0.9%)	1279 (100%)
Other	1 (10%)	8 (80%)	0 (0%)	1 (10%)	10 (100%)
Omitted Racial/ Cultural Group	2 (8.7%)	7 (30.4%)	4 (17.4%)	10 (43.5%)	23 (100%)
Total	139 (10%)	735 (52.8%)	494 (35.5%)	24 (1.7%)	1392 (100%)

Finding:

- When superintendents 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.

SECTION #2: SALARY

NOTE: A significant amount of information follows concerning salaries paid to 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.

Table 2.1 Superintendent base salary 2016-17(Q10) and district enrollment 2016-17 (Q5) by gender (Q44)

2016-17 Super. Base Salary	2016-17 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	56000	62500	57750	55865	98500	105000	129553	50000	133527	166762
10%	69250	71000	95000	99750	126000	116000	142800	98054	189500	166762
25%	75000	82420	105000	108000	145000	120000	165000	151050	200000	170000
Median	91000	90200	121996	121900	165000	161331	184975	198682	229000	225000
75%	108500	105000	141270	143000	187148	185661	214000	210000	273010	269860
90%	136740	118000	159700	162398	217000	214364	250000	243000	313239	286867
Maximum	177000	134450	276000	260000	320000	272000	279000	258358	393000	305000
N	115	43	590	164	239	79	52	17	29	8

Findings:

- As previously reported, the limited response rate by gender in the largest student enrollment districts makes it difficult to identify trends, while comparison by gender of superintendent salaries suggests that the salaries of male and female superintendents are nearly equal across enrollment categories.
- Consistent with previous years, salaries increase as district enrollment increases.
- The average salary across all district enrollment groups was \$139,470.

Table 2.2A Assistant/associate superintendent base salary 2016-17 (Q11A) and district enrollment 2016-17 (Q5)

2016-17 Assistant/Associate Superintendent Base Salary	2016-17 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	55867	50000	84000	105000
10%		76850	99000	102332	125000
25%		90000	109000	115000	130000
Median	43750	105680	125000	130000	150000
75%		130000	145000	150000	167000
90%		155000	165000	165000	200000
Maximum	47500	201000	220942	240000	215000
N	2	188	273	66	35

Findings:

- As experienced in previous editions of the study, 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.
- A small but consistent increase in median salaries is seen over previous editions of this study.

Table 2.2B High school principal base salary 2016-17 (Q11B) and district enrollment 2016-17 (Q5)

2016-17 High School Principal Base Salary	2016-17 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	35000	27000	60000	65000	80000
10%	50000	70000	87342	90000	87000
25%	62000	78380	100000	100000	100000
Median	72250	90000	112000	115000	115643
75%	80000	100200	126000	126000	125000
90%	89000	110513	151119	140000	135000
Maximum	147000	170000	195000	162000	164000
N	72	669	294	62	36

Finding:

- 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 2016-17 (Q11C) and district enrollment 2016-17 (Q5)

2016-17 Middle School Principal Base Salary	2016-17 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	20000	27000	57473	55000	70000
10%	20000	68000	80000	79802	77000
25%	55000	75000	90000	85000	88235
Median	68000	86000	104000	100000	99500
75%	75000	99183	117000	115000	115000
90%	75000	117000	135000	130000	123200
Maximum	87600	184000	185000	156000	150000
N	7	436	300	65	34

Finding:

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

Table 2.2D Elementary school principal base salary 2016-17 (Q11D) and district enrollment 2016-17 (Q5)

2016-17 Elementary School Principal Base Salary	2016-17 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	20000	27000	55000	50000	60000
10%	45000	65000	73763	74606	70000
25%	56000	73900	83649	80000	83011
Median	68000	83000	95000	95000	90000
75%	75000	94000	110000	110000	105795
90%	85000	109283	130000	125000	119000
Maximum	113568	165000	180000	150000	140000
N	46	680	301	65	34

Finding:

- Elementary school principals generally follow the same trend as their high school and middle school counterparts, although their median base salary has not yet crossed the \$100,000 line.

Table 2.2E Beginning teacher base salary 2016-17 (Q11E) and district enrollment 2016-17 (Q5)

2016-17 Beginning Teacher Base Salary	2016-17 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	25535	25000	28000	31600	30000
10%	27743	31500	34000	33000	34000
25%	31000	33500	36000	35000	37000
Median	33400	36000	39657	39211	41849
75%	37670	40000	45000	42000	47500
90%	43154	47000	50688	46000	52500
Maximum	67000	60000	60071	55315	58800
N	138	734	310	64	37

Finding:

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

Table 2.3 Ratio of 2016-17 median superintendent salaries (Q10) with that of beginning teacher median base salary (Q11E) by district enrollment 2016-17 (Q5)

2016-17 Superintendent/ Beginning Teachers	2016-17 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	91000	121996	165000	185658	227000
Beginning Teacher Median Base Salary	33400	36000	39657	39211	41849
Ratio 2016-17	1:2.7	1:3.4	1:4.2	1:4.7	1:5.4
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 private sector 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 confirms that as the district enrollment increases so does the ratio. In addition, the ratio has appeared to widen over the past three survey periods regardless of the district enrollment. What remains to be investigated is the impact of teacher shortage on the ratios in the future.

SECTION #3: EVALUATION

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

<i>Responses</i>	<i>Data</i>	
	Count	%
Annually	1247	89.6%
Biennially	30	2.2%
Other	79	5.7%
Never	13	0.9%
Omitted	23	1.7%
Total	1392	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	694	40.6%
No	680	39.8%
Omitted	336	19.7%
Total Responses	1710	100.0%

Note: 318 responded both "yes" and "no."

Finding:

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

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	763	54.7%
No	607	43.5%
Omitted	26	1.8%
Total Responses	1396	100.0%

Note: 4 responded 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.

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

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	213	15.3%
No	1155	82.7%
Omitted	29	2.1%
Total Responses	1397	100.0%

Note: 5 responded 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 surveys.

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

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	522	36.7%
No	862	66.7%
Omitted	29	2%
Total Responses	1421	100.0%

Note: 21 responded both "yes" and "no," resulting in no appreciable impact on data.

Finding:

- Slightly more than one-third of superintendents indicated that student outcomes/performance data are included in their evaluations. Over the past three surveys, use of student outcomes/performance in superintendents' evaluation is trending downward.

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

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	492	35.2%
No	879	62.8%
Omitted	28	2%
Total Responses	1399	100.0%

Note: 7 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- The public release of the formal evaluation of the superintendent has decreased slightly from previous levels to slightly more than three in 10.

SECTION #4: RETIREMENT BENEFITS

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)	21	1.5%
Yes, (\$1,000 -\$5,000)	182	13.1%
Yes, (\$5,001-\$10,000)	116	8.3%
Yes, More than \$10,000	123	8.8%
No	923	66.3%
Omitted	27	1.9%
Total Responses	1392	100.0%

Finding:

- Slightly more than one-third of the superintendents responding to the survey indicated they receive a district contribution to an annuity or private retirement account.

Table 4.2 Is your retirement plan/system contribution based on your salary? (Q31)

<i>Responses</i>	<i>Data</i>	
	Count	%
Yes	1187	85.3%
No	90	6.5%
Omitted	26	1.9%
District Does Not Make Contribution	89	6.4%
Total Responses	1392	100.0%

Finding:

- Similar to previous 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	1028	73.7%
No	198	14.2%
Omitted	171	12.3%
Total	1395	100.0%

Note: 3 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- The medical/hospital coverage of superintendents increased slightly from 75.6 percent in 2014-15 to 79.1 percent for 2015-16 while retreating somewhat this year. A significant number of superintendents selected to omit responding to this item.

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	796	57.1%
No	416	29.8%
Omitted	182	13.1%
Total	1394	100.0%

Note: 2 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- Dental coverage for superintendents decreased slightly from the previous survey. Again, a significant number of superintendents omitted this item.

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	583	41.9%
No	594	42.7%
Omitted	215	15.4%
Total	1392	100.0%

Finding:

- A small increase in vision/optical coverage also occurred. Again, a significant number of superintendents omitted this item.

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	616	44.1%
No	589	42.2%
Omitted	192	13.7%
Total	1397	100.0%

Note: 5 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- The provision of disability coverage also grew by several percent over the results from the last survey, with somewhat more than half of the responding superintendents receiving disability coverage. Again, a significant number of superintendents omitted this item.

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	790	56.7%
No	399	28.6%
Omitted	204	14.7%
Total	1393	100.0%

Note: 1 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- Somewhat more than half of the families of superintendents who responded to the survey are covered by medical/hospital insurance paid by the district. This represents a 9 percent decrease over the previous year. Again, a significant number of superintendents omitted this item.

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	653	46.9%
No	506	36.3%
Omitted	234	16.8%
Total	1393	100.0%

Note: 1 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- District-paid dental coverage for the superintendent’s family was provided for slightly less than half of those responding to the survey. This represents a small decrease over previous levels. Again, a significant number of superintendents omitted this item.

Table 5.7 What health insurance coverage do you receive in your contract? Coverage paid for superintendent’s family: vision/optical (Q36C)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	463	33.2%
No	664	47.7%
Omitted	266	19.1%
Total	1393	100.0%

Note: 1 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- Slightly less than one in three families of superintendents who responded receive district-paid vision/optical coverage. Again, a significant number of superintendents omitted this item.

Table 5.8 What health insurance coverage do you receive in your contract? Coverage paid for superintendent’s family: disability (Q36D)

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	227	16.3%
No	824	59.1%
Omitted	342	24.6%
Total	1393	100.0%

Note: 1 responded both “yes” and “no,” resulting in no appreciable impact on data.

Finding:

- A decrease in family disability benefit was reported with only about one in six superintendent families covered by a district-paid disability policy. Again, a significant number of superintendents omitted this item.

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

<i>Response</i>	<i>Data</i>	
	Count	%
Yes	360	25.9%
No	1011	72.6%
Omitted	21	1.5%
Total Responses	1392	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 received this benefit in 2014-15. Again reversing the trend, 27.3 percent of 2015-16 survey respondents reported receiving the benefit.

SECTION #6: HIRE/REHIRE

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	99	7.1%
No	1267	91.0%
Omitted	26	1.9%
Total Responses	1392	100.0%

Finding:

- Fewer 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 represents a small decrease over previous 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	75	5.4%
No	1293	92.9%
Omitted	24	1.7%
Total Responses	1392	100.0%

Finding:

- Very few superintendents are drawing retirement from one state while serving as a superintendent in another state and the percentage is decreasing.

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	1193	85.7%
Guaranteed Vesting in Retirement Plan	531	38.1%
Paid Physical Exam	508	36.5%
Provision for Conducting Outside Consulting	465	33.4%
Professional Liability Coverage	422	30.3%
Provision for Conducting Outside Teaching	377	27.1%
Tuition Reimbursement	375	26.9%
Whole Life Insurance (Accumulates to employee)	291	20.9%
Deferred Compensation	122	8.8%
Support for Coach/Mentor for Superintendent	106	7.6%
College Savings Plan	5	0.4%

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, there was no marked change in participation in benefits.

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	650	46.7%
No	709	50.9%
Omitted	33	2.4%
Total	1392	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 (Q18A/B)

Gender	Annual Allowance - Sick Leave							Mean
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	
Male	30	28	190	655	78	10	16	13.3
Female	6	11	65	186	27	5	4	12.7

Gender	Maximum Accrual Allowance - Sick Leave							Mean
	0-25 Days	26-50 Days	51-75 Days	76-100 Days	101-150 Days	151-200 Days	201+ Days	
Male	73	66	48	115	149	112	187	170.4
Female	16	22	19	29	43	38	53	169.4

Finding:

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

Table 7.4 Gender (Q44) and vacation leave provision (Q19A/B)

Gender	Annual Allowance - Vacation Leave							Mean
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	
Male	36	3	85	160	312	279	132	20.1
Female	13	2	30	37	113	69	38	19.7

Gender	Maximum Accrual Allowance - Vacation Leave							Mean
	0-25 Days	26-50 Days	51-75 Days	76-100 Days	101-150 Days	151-200 Days	201+ Days	
Male	475	268	46	19	7	1	3	25
Female	151	78	8	6	6	1	1	25.1

Finding:

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

Table 7.5 Gender (Q44) and personal leave provision (Q20A/B)

Gender	Annual Allowance - Personal Leave							Mean
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	
Male	659	220	37	42	5	3	10	3.9
Female	204	60	12	7	2	1	3	3.9

Gender	Maximum Accrual Allowance - Personal Leave							Mean
	0-25 Days	26-50 Days	51-75 Days	76-100 Days	101-150 Days	151-200 Days	201+ Days	
Male	711	12	9	15	6	2	1	6.7
Female	214	4	2	2	1	1	2	7.7

Finding:

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

Table 7.6 Gender (Q44) and upon departure from the district, how is sick leave accrual handled? (Q21A-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	396 (37.7%)	518 (49.3%)	136 (13%)	1050 (100%)	128 (40.6%)	152 (48.3%)	35 (11.1%)	315 (100%)
Payment Made to Supt	448 (42.7%)	493 (47%)	109 (10.4%)	1050 (100%)	126 (40%)	157 (49.8%)	32 (10.2%)	315 (100%)
Credit/ Payment Made at Daily Rate	327 (31.1%)	484 (46.1%)	239 (22.8%)	1050 (100%)	96 (30.5%)	152 (48.3%)	67 (21.3%)	315 (100%)

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.

Table 7.7 Gender (Q44) and upon departure from the district, how is vacation leave accrual handled? (Q22A-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	160 (15.2%)	718 (68.4%)	172 (16.4%)	1050 (100%)	49 (15.6%)	224 (71.1%)	42 (13.3%)	315 (100%)
Payment Made to Supt	615 (58.6%)	316 (30.1%)	119 (11.3%)	1050 (100%)	178 (56.5%)	103 (32.7%)	34 (10.8%)	315 (100%)
Credit/ Payment Made at Daily Rate	552 (52.6%)	307 (29.2%)	191 (18.2%)	1050 (100%)	157 (49.8%)	88 (27.9%)	70 (22.2%)	315 (100%)

Finding:

- Not unlike sick leave, leveraging vacation leave into a payment occurs 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? (Q23A-C)

Handling of Personal Leave Accrual	Gender/Response							
	Male				Female			
	Yes	No	Omit	Total	Yes	No	Omit	Total
Credited to Retirement	168 (16%)	622 (59.2%)	260 (24.8%)	1050 (100%)	49 (15.6%)	205 (65.1%)	61 (19.4%)	315 (100%)
Payment Made to Supt	260 (24.8%)	565 (53.8%)	225 (21.4%)	1050 (100%)	77 (24.4%)	181 (57.5%)	57 (18.1%)	315 (100%)
Credit/ Payment Made at Daily Rate	185 (17.6%)	510 (48.6%)	355 (33.8%)	1050 (100%)	56 (17.8%)	155 (49.2%)	104 (33%)	315 (100%)

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 2016-2017 employment contract? (Q14)

Gender	Term of 2016-17 Contract							
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5+ Years	Omit	Total
Male	22 (2.1%)	128 (12.2%)	244 (23.2%)	431 (41%)	114 (10.9%)	104 (9.9%)	7 (0.7%)	1050 (100%)
Female	10 (3.2%)	45 (14.3%)	76 (24.1%)	130 (41.3%)	26 (8.3%)	28 (8.9%)	0 (0%)	315 (100%)
Omitted Gender	1 (3.7%)	7 (25.9%)	2 (7.4%)	4 (14.8%)	2 (7.4%)	3 (11.1%)	8 (29.6%)	27 (100%)
Total	33 (2.4%)	180 (12.9%)	322 (23.1%)	565 (40.6%)	142 (10.2%)	135 (9.7%)	15 (1.1%)	1392 (100%)

Finding:

- Little evidence exists in the term of the present contract when considered by gender. Four out of ten respondents were operating under of four-year terms.

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)? (Q24)

Gender	Incentive/Performance Clause			Total
	Yes	No	Omitted Clause	
Male	155 (14.8%)	884 (84.2%)	11 (1%)	1050 (100%)
Female	49 (15.6%)	265 (84.1%)	1 (0.3%)	315 (100%)
Omitted Gender	3 (11.1%)	16 (59.3%)	8 (29.6%)	27 (100%)
Total	207 (14.9%)	1165 (83.7%)	20 (1.4%)	1392 (100%)

Finding:

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

Table 7.11 Gender (Q44) and does your contract have a severance (buyout) clause? (Q16)

Gender	Severance Clause			Total
	Yes	No	Omitted Clause	
Male	247 (23.5%)	793 (75.5%)	10 (1%)	1050 (100%)
Female	73 (23.2%)	242 (76.8%)	0 (0%)	315 (100%)
Omitted Gender	3 (11.1%)	16 (59.3%)	8 (29.7%)	27 (100%)
Total	323 (23.2%)	1051 (75.5%)	18 (1.3%)	1392 (100%)

Finding:

- A little less than a quarter of superintendents, regardless of gender, report having 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			Total
	Yes	No	Omitted Clause	
Male	79 (7.5%)	959 (91.3%)	12 (1.1%)	1050 (100%)
Female	31 (9.8%)	283 (89.8%)	1 (0.3%)	315 (100%)
Omitted Gender	0 (0%)	19 (70.4%)	8 (29.6%)	27 (100%)
Total	110 (7.9%)	1261 (90.6%)	21 (15%)	1392 (100%)

Finding:

- Longevity clauses are even less common than severance clauses, with fewer than 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	70 (6.7%)	16 (1.5%)	937 (89.2%)	20 (1.9%)	7 (0.7%)	1050 (100%)
Female	17 (5.4%)	7 (2.2%)	285 (90.5%)	5 (1.6%)	1 (0.3%)	315 (100%)
Omitted Gender	2 (7.4%)	2 (7.4%)	3 (11.1%)	1 (3.7%)	19 (70.4%)	27 (100%)
Total	89 (6.4%)	25 (7.8%)	1225 (88%)	26 (1.9%)	27 (1.9%)	1392 (100%)

Finding:

- While media frequently mentions salary caps, relatively few salary caps are reported as impacting superintendents. However, several states are considering implementing them in the next years.

Table 7.14 Gender (Q44) and evergreen (rollover) provision (Q15)

Gender	Evergreen Provision			Total
	Yes	No	Omitted Provision	
Male	380 (36.2%)	662 (63.1%)	8 (0.8%)	1050 (100%)
Female	99 (31.4%)	211 (67%)	5 (1.6%)	315 (100%)
Omitted Gender	3 (11.1%)	15 (55.6%)	9 (33.3%)	27 (100%)
Total	482 (34.6%)	888 (63.8%)	22 (1.6%)	1392 (100%)

Finding:

- Fewer than one in three superintendents have a rollover provision, although some increase is shown over previous surveys.

Table 7.15 Racial/cultural group (Q45) and what is the term of your 2016-17 employment contract? (Q14)

<i>Term of 2016-17 Employment Contract</i>								
<i>Racial/ Cultural Group</i>	<i>Less than 1 Year</i>	<i>1 Year</i>	<i>2 Years</i>	<i>3 Years</i>	<i>4 Years</i>	<i>5+ Years</i>	<i>Omitted</i>	<i>Total</i>
American Indian or Alaska native	0 (0%)	1 (6.7%)	5 (33.3%)	5 (33.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)	15 (100%)
Asian	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)
Black or African American	0 (0%)	5 (17.2%)	5 (17.2%)	12 (41.4%)	4 (13.8%)	3 (10.3%)	0 (0%)	29 (100%)
Hispanic or Latino	1 (3.1%)	3 (9.4%)	10 (31.3%)	14 (43.8%)	2 (6.3%)	2 (6.3%)	0 (0%)	32 (100%)
Native Hawaiian or other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	2 (100%)
White (non Hispanic or Latino)	29 (2.3%)	166 (13%)	297 (23.2%)	525 (41%)	131 (10.2%)	125 (9.8%)	6 (0.5%)	1279 (100%)
Other	2 (20%)	0 (0%)	1 (10%)	5 (50%)	1 (10%)	1 (10%)	0 (0%)	10 (100%)
Omitted	1 (4.3%)	4 (17.4%)	2 (8.7%)	3 (13%)	2 (8.7%)	2 (8.7%)	9 (39.1%)	23 (100%)
Total	33 (2.4%)	179 (12.9%)	322 (23.1%)	565 (40.1%)	142 (10.2%)	135 (9.7%)	16 (1.2%)	1392 (100%)

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)? (Q24)

<i>Racial/Cultural Group</i>	<i>Incentive/ Performance Clause</i>			
	Yes	No	Omit	Total
American Indian or Alaska native	0 (0%)	14 (93.3%)	1 (6.7%)	15 (100%)
Asian	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Black or African American	5 (17.2%)	24 (82.8%)	0 (0%)	29 (100%)
Hispanic or Latino	4 (12.5%)	28 (87.5%)	0 (0%)	32 (100%)
Native Hawaiian or other Pacific Islander	0 (0%)	2 (100%)	0 (0%)	2 (100%)
White (non Hispanic or Latino)	196 (15.3%)	1073 (83.9%)	10 (0.8%)	1279 (100%)
Other	1 (10%)	8 (80%)	1 (10%)	10 (100%)
Omitted	1 (4.4%)	13 (56.5%)	9 (39.1%)	23 (100%)
Total	207 (14.9%)	1164 (83.6%)	21 (1.5%)	1392 (100%)

Finding:

- The presence of incentive/performance clauses appear in slightly more than one in six contracts, representing an increase over that reported in previous surveys. Care should be exercised in interpreting the data by racial/ethnic group when respondent numbers were small.

Table 7.17 Racial/cultural group (Q45) and does your contract have a severance (buyout) clause? (Q16)

<i>Racial/Cultural Group</i>	<i>Severance Clause</i>			
	Yes	No	Omit	Total
American Indian or Alaska native	3 (20%)	11 (73.3%)	1 (6.7%)	15 (100%)
Asian	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Black or African American	7 (24.1%)	21 (72.4%)	1 (3.5%)	29 (100%)
Hispanic or Latino	9 (28%)	23 (72%)	0 (0%)	32 (100%)
Native Hawaiian or other Pacific Islander	1 (50%)	1 (50%)	0 (0%)	2 (100%)
White (non Hispanic or Latino)	297 (23.2%)	974 (76.2%)	8 (0.6%)	1279 (100%)
Other	2 (20%)	8 (80%)	0 (0%)	10 (100%)
Omitted	4 (17.4%)	10 (43.5%)	9 (39.1%)	23 (100%)
Total	323 (23.2%)	1050 (75.4%)	19 (1.4%)	1392 (100%)

Finding:

- Where sufficient number of respondents exists, about a quarter of superintendent respondents in each racial/cultural group had a severance provision that 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)

Racial/Cultural Group	Longevity Clause			
	Yes	No	Omit	Total
American Indian or Alaska native	0 (0%)	14 (93.3%)	1 (6.7%)	15 (100%)
Asian	1 (50%)	1 (50%)	0 (0%)	2 (100%)
Black or African American	2 (7%)	27 (93%)	0 (%)	29 (100%)
Hispanic or Latino	2 (6.3%)	29 (90.6%)	1 (3.1%)	32 (100%)
Native Hawaiian or other Pacific Islander	0 (0%)	2 (100%)	0 (0%)	2 (100%)
White (non Hispanic or Latino)	105 (8.2%)	1164 (91%)	10 (0.8%)	1279 (100%)
Other	0 (0%)	9 (90%)	1 (10%)	10 (100%)
Omitted	0 (0%)	14 (60.9%)	9 (39.1%)	23 (100%)
Total	110 (7.9%)	1260 (91.5%)	22 (1.6%)	1392 (100%)

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)

Racial/Cultural Group	Longevity Clause					Total
	Yes - Based on State Law	Yes - Based on District Policy, Reg. or Practice	No	Other	Omitted	
American Indian or Alaska native	0 (0%)	1 (6.7%)	13 (86.7%)	0 (0%)	1 (6.7%)	15 (100%)
Asian	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Black or African American	2 (6.9%)	1 (3.4%)	25 (86.2%)	1 (3.4%)	0 (0%)	29 (100%)
Hispanic or Latino	0 (0%)	1 (3.1%)	30 (93.8%)	1 (3.1%)	0 (0%)	32 (100%)

Native Hawaiian or other Pacific Islander	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)
White (non Hispanic or Latino)	85 (6.6%)	20 (1.6%)	1146 (89.6%)	22 (1.7%)	6 (0.5%)	1279 (100%)
Other	2 (20%)	0 (0%)	7 (70%)	0 (0%)	1 (10%)	10 (100%)
Omitted	0 (0%)	1 (4.3%)	11 (47.8%)	2 (8.7%)	9 (39.1%)	23 (100%)
Total	89 (6.4%)	24 (1.7%)	1236 (88.8%)	26 (1.9%)	17 (1.2%)	1392 (100%)

Finding:

- Regardless of race/ethnicity, salary caps generally occur in less than 10 percent of superintendents' contracts.

Table 7.20 Racial/cultural group (Q45) and evergreen (rollover) provision (Q15)

Racial/Cultural Group	Longevity Clause			
	Yes	No	Omit	Total
American Indian or Alaska native	4 (26.7%)	10 (66.7%)	1 (6.7)	15 (100%)
Asian	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Black or African American	9 (31%)	19 (65.5%)	1 (6.5%)	29 (100%)
Hispanic or Latino	8 (25%)	24 (75%)	0 (0%)	32 (100%)
Native Hawaiian or other Pacific Islander	0 (0%)	2 (100%)	0 (0%)	2 (100%)
White (non Hispanic or Latino)	456 (35.7%)	812 (63.5%)	11 (0.9%)	1279 (100%)
Other	3 (30%)	7 (70%)	0 (0%)	10 (100%)
Omitted	2 (8.7%)	11 (47.8%)	10 (43.5%)	23 (100%)
Total	482 (34.6%)	887 (63.7%)	23 (1.7%)	1392 (100%)

Finding:

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

SECTION #8: USE OF LEGAL COUNSEL

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	757	54.4%
No	610	43.8%
Omitted Response	25	1.8%
Total	1392	100%

Finding:

- Nearly six in 10 boards use legal counsel in the development and/or negotiation of contracts.

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	374	26.9%
No	996	71.6%
Omitted Response	22	1.6%
Total	1392	100%

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.

SECTION #9: MEMBERSHIPS

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)	1301	93.5%
National Professional Organizations (e.g., American Association of School Administrators)	1015	72.9%

Note: Multiple answers per participant possible. Percentages added may exceed 100 as 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.