



2017-18 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

Non-MEMBER VERSION

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EXECUTIVE SUMMARY

The 2017-18 AASA Superintendent Salary & Benefits Study marks the sixth edition of this study, employing a revised survey instrument. 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 1,172 responses (approximately a 14 percent response rate). The survey was distributed online and relied on superintendents responding to 50 items with the understanding that the 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 2017-18 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 on the AASA website:

<http://www.aasa.org/pages/templates/gsearch.aspx?q=The%20study%20of%20the%20American%20Superintendent>

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 five years, more than 90 percent of respondents reported that they served in suburban and rural districts with 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 slightly less than a four-to-one ratio. Respondents are also overwhelmingly white (not Hispanic). Female respondents also tended to be somewhat older than their male counterparts. The average and median age of all respondents is 52.

The median base salary distributed by district enrollment ranged from \$96,750/\$94,000 (male/female) for the smallest districts to \$260,000/\$259,892 (male/female) for superintendents serving in the largest enrollment school districts. All positions, from superintendent to teacher, show that salaries increase relative to district enrollment size as well as slight increases over previous years.

INTRODUCTION

The 2017-18 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 sixth year the association has undertaken a comprehensive study on public school superintendent compensation benefits, employing a revised survey instrument. 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 developing 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, with the assistance Robert S. McCord, AASA research consultant. The research was conducted under the direct supervision of Noelle Ellerson Ng, AASA Associate Executive Director, Policy and Advocacy.

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 2017. 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 relies solely on measures of central tendency for this analysis of the data collected. These data are 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 are disaggregated by racial/ethnic group, the number of responses is 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 readers 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 Leslie Finnan at AASA for details and requirements. Finally, AASA reserves all rights to the ownership and use of these data.

Special thanks are extended to co-author Leslie Finnan for her 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>Percent</i>
AK	12	1.0
AL	27	2.3
AR	70	6.0
AZ	13	1.1
CA	31	2.6
CO	9	0.8
CT	15	1.3
DE	0	0.0
FL	3	0.3
GA	9	0.8
HI	0	0.0
IA	26	2.2
ID	12	1.0
IL	72	6.1
IN	84	7.2
KS	21	1.8
KY	9	0.8
LA	2	0.2
MA	9	0.8
MD	4	0.3
ME	8	0.7
MI	23	2.0
MN	90	7.7
MO	35	3.0
MS	4	0.3
MT	16	1.4
NC	4	0.3

<i>State</i>	<i>Number of Responses</i>	<i>Percent</i>
ND	9	0.8
NE	16	1.4
NH	6	0.5
NJ	22	1.9
NM	22	1.9
NV	7	0.6
NY	58	4.9
OH	47	4.0
OK	20	1.7
OR	7	0.6
PA	38	3.2
RI	8	0.7
SC	2	0.2
SD	25	2.1
TN	7	0.6
TX	35	3.0
UT	2	0.2
VA	12	1.0
VT	3	0.3
WA	17	1.5
WI	179	15.3
WV	2	0.2
WY	12	1.0
No response	8	0.7
Total	1172	100.0

Findings:

- A total of 1,172 usable responses were received, representing an approximately 14 percent return rate. This return represents a substantial increase from that received in 2015-16 response (N=728) while somewhat of a reduction from the responses (N=1,392) received in 2016. Despite the swings in response rates, demographics of the respondents have changed very little over the years.
- All states except Hawaii (with a single superintendent) and Delaware are represented.

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	3 (0.3)	1 (0.1)	12 (1.3)	14 (1.6)	0 (0.0)	850 (95.4)	9 (1.0)	2 (0.2)	891 (100.0)
Female	3 (1.1)	1 (0.4)	10 (3.8)	7 (2.7)	1 (0.4)	239 (90.5)	3 (1.1)	0 (0.0)	264 (100.0)
Omitted Gender	0 (0.0)	0 (0.0)	2 (11.8)	0 (0.0)	0 (0.0)	5 (29.4)	1 (5.9)	9 (52.9)	17 (100.0)
Total	6 (0.5)	2 (0.2)	24 (2.0)	21 (1.8)	1 (0.1)	1094 (93.3)	13 (1.1)	11 (0.9)	1172 (100.0)

Findings:

- Similar to previous studies, male respondents outnumbered females by slightly less than a four-to-one ratio. Over the past five editions of this study, we have seen a slow but consistent growth in female superintendents responding, suggesting an increase in females in the superintendency.
- Respondents are overwhelmingly white (not Hispanic) accounting for 93.3 percent of the respondents.
- The small number of minority superintendent respondents make definitive findings for those groups difficult.

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

Gender	2017-18 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	92 (10.3)	538 (60.4)	190 (21.3)	40 (4.5)	24 (2.7)	7 (0.8)	891 (100.0)
Female	29 (11.0)	141 (53.4)	62 (23.5)	17 (6.4)	8 (3.0)	7 (2.7)	264 (100.0)
Omitted Gender	0 (0.0)	9 (52.9)	2 (11.8)	0 (0.0)	0 (0.0)	6 (35.3)	17 (100.0)
Total	121 (10.3)	688 (58.7)	254 (21.7)	57 (4.9)	32 (2.7)	20 (1.7)	1172 (100.0)

Finding:

- Consistent with nationwide school district enrollment data, the majority of superintendents are from intermediate size districts (300-2,499 students) with no recent appreciable change in the profile by gender of superintendents serving in each enrollment band.

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

Gender	District Description				Total
	Urban	Suburban	Rural	Omitted District Description	
Male	44 (4.9)	210 (23.6)	634 (71.2)	3 (0.3)	891 (100.0)
Female	22 (8.3)	66 (25.0)	175 (66.3)	1 (0.4)	264 (100.0)
Omitted Gender	1 (5.9)	1 (5.9)	15 (88.2)	0 (0.0)	17 (100.0)
Total	67 (5.7)	277 (23.6)	824 (70.3)	4 (0.3)	1172 (100.0)

Finding:

- When asked to describe the setting of their district, approximately 70 percent of the respondents, regardless of gender, indicated that their district is best described as rural while about a quarter describe their district as suburban. This is very closely aligned with data from the National Center on Education Statistics, which shows that 5.7 percent of districts are urban, 22.9 percent are suburban, and 71.5 percent are town or rural.

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

Table 1.5 Gender (Q44) and age (Q43)

Gender	Descriptive Data on Age			
	Minimum	Maximum	Mean	Median
Male	31	80	51.7	52
Female	28	71	52.8	53
Omitted Gender	34	65	49.2	48.5
Total Across Genders	28	80	51.9	52

Finding:

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

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	76 (8.5)	450 (50.5)	238 (26.7)	77 (8.6)	46 (5.2)	4 (0.4)	891 (100.0)
Female	28 (10.6)	154 (58.3)	57 (21.6)	18 (6.8)	7 (2.7)	0 (0.0)	264 (100.0)
Omitted Gender	2 (11.8)	9 (52.9)	4 (23.5)	1 (5.9)	1 (5.9)	0 (0.0)	17 (100.0)
Total	106 (9.0)	613 (52.3)	299 (25.5)	96 (8.2)	54 (4.6)	4 (0.3)	1172 (100.0)

Finding:

- More than half of respondents have served in their present position for 1-5 years, with less than 15 percent topping 10 years.

Table 1.7 Gender (Q44) and longevity as a superintendent (Q9)

Gender	Longevity as a Superintendent						Total
	1 Year or Less	1-5 Years	6-10 Years	11-15 Years	16 Years or More	Omitted Longevity	
Male	46 (5.2)	309 (34.7)	274 (30.8)	132 (14.8)	125 (14.0)	5(0.5)	891 (100.0)
Female	17 (6.4)	118 (44.7)	80 (30.3)	34 (12.9)	14 (5.3)	1(0.3)	264 (100.0)
Omitted Gender	2 (11.8)	6 (35.3)	7 (41.2)	1 (5.9)	1 (5.9)	0(0.0)	17 (100.0)
Total	65 (5.5)	433 (36.9)	361 (30.8)	167 (14.2)	140 (11.9)	6(0.5)	1172 (100.0)

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	113 (12.7)	492 (55.2)	282 (31.6)	4 (0.4)	891 (100.0)
Female	28 (10.6)	136 (51.5)	99 (37.5)	1 (0.4)	264 (100.0)
Omitted Gender	0 (0.0)	8 (47.1)	7 (41.2)	2 (11.8)	17 (100.0)
Total	141 (12.0)	636 (54.3)	388 (33.1)	7 (0.6)	1172 (100.0)

Findings:

- In 2013, 49.6 percent of the respondents described their districts as economically stable while 43.1 percent of respondents described their districts as in declining economic condition. Since then, district economic conditions have improved steadily, albeit not dramatically.
- Female superintendents are consistently less optimistic about the economic stability of their district. This trend has been consistent in recent years.

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

Racial/ Cultural Group of Superintendent	2017-18 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	2 (33.3)	4 (66.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (100.0)
Black or African American	1 (4.2)	9 (37.5)	6 (25.0)	3 (12.5)	5 (20.8)	0 (0.0)	24 (100.0)
Hispanic or Latino	6 (28.6)	4 (19.0)	8 (38.1)	2 (9.5)	1 (4.8)	0 (0.0)	21 (100.0)
Native Hawaiian or Pacific Islander	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)	1 (100.0)
White (not Hispanic)	111 (10.1)	658 (60.1)	234 (21.4)	51 (4.7)	26 (2.4)	14 (1.3)	1094 (100.0)
Other	2 (15.4)	8 (61.5)	2 (15.4)	1 (7.7)	0 (0.0)	0 (0.0)	13 (100.0)
Omitted Racial/ Cultural Group	1 (9.1)	8 (72.7)	2 (18.2)	0 (0.0)	0 (0.0)	0 (0.0)	11 (100.0)
Total	123 (10.5)	691 (59.0)	254 (21.7)	57 (4.9)	33 (2.8)	14 (1.2)	1172 (100.0)

Finding:

- As in the previously reported, white (not Hispanic) superintendents represent the vast majority of superintendents responding to the study regardless of district size, which is consistent with the findings of *The American School Superintendent: 2010 Decennial Study* as well as findings from the 2013-2017 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 (not 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>				
	Urban	Suburban	Rural	Omitted Description	Total
American Indian or Alaska Native	0 (0.0)	0 (0.0)	6 (100.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)	2 (100.0)
Black or African American	7 (29.2)	9 (37.5)	8 (33.3)	0 (0.0)	24 (100.0)
Hispanic or Latino	5 (23.8)	4 (19.0)	12 (57.1)	0 (0.0)	21 (100.0)
Native Hawaiian or Pacific Islander	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic)	52 (4.8)	260 (12.8)	778 (71.1)	4 (0.4)	1094 (100.0)
Other	2 (15.4)	2 (15.4)	9 (69.2)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	0 (0.0)	0 (0.0)	11 (100.0)	0 (0.0)	11 (100.0)
Total	67 (5.7)	277 (23.6)	824 (70.3)	4 (0.3)	1172 (100.0)

Finding:

- Considering the small representation of some racial/cultural group respondents, it is 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	38	58	51.4	53
Asian	57	58	57.5	57.5
Black or African American	43	62	51.4	50
Hispanic or Latino	32	67	50.1	50
Native Hawaiian or Pacific Islander	62	62	62.0	62
White (not Hispanic)	28	80	52.0	52
Other	40	64	50.3	49.5
Omitted Racial/Cultural Group	44	52	48.0	48
Total	28	80	51.9	52

Finding:

- When the number of respondents is considered, not a great variation is 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)

<i>Racial/ Cultural Group</i>	<i>Years in Present Position</i>						<i>Total</i>
	<i>1 year or Less</i>	<i>1-5 Years</i>	<i>6-10 Years</i>	<i>11 -15 Years</i>	<i>16 Years or More</i>	<i>Omitted Years</i>	
American Indian or Alaska Native	0 (0.0)	4 (66.7)	0 (0.0)	0 (0.0)	2 (33.3)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	1 (50.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (100.0)
Black or African American	5 (20.8)	14 (58.3)	5 (20.8)	0 (0.0)	0 (0.0)	0 (0.0)	24 (100.0)
Hispanic or Latino	1 (4.8)	11 (52.4)	8 (38.1)	0 (0.0)	1 (4.8)	0 (0.0)	21 (100.0)
Native Hawaiian or Pacific Islander	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic)	96 (8.8)	569 (52.0)	280 (25.6)	96 (8.8)	49 (4.5)	4 (0.4)	1094 (100.0)
Other	2 (15.4)	8 (61.5)	2 (15.4)	0 (0.0)	1 (7.7)	0 (0.0)	13 (100.0)
Omitted Racial/ Cultural Group	2 (18.2)	5 (45.5)	3 (27.3)	0 (0.0)	1 (9.1)	0 (0.0)	11 (100.0)
Total	106 (9.0)	613 (52.3)	299 (25.5)	96 (8.2)	54 (4.6)	4 (0.3)	1172 (100.0)

Findings:

- As reported in Table 1.6, half of superintendents have served in their present position from 1-5 years. A quarter of superintendents have served from 6-10 years.
- The number of racial/cultural group 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 (0.0)	2 (33.3)	1 (16.7)	2 (33.3)	1 (16.7)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (100.0)
Black or African American	2 (8.3)	11 (45.8)	8 (33.3)	3 (12.5)	0 (0.0)	0 (0.0)	24 (100.0)
Hispanic or Latino	1 (4.8)	9 (42.9)	9 (42.9)	0 (0.0)	2 (9.5)	0 (0.0)	21 (100.0)
Native Hawaiian or Pacific Islander	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic)	59 (5.4)	400 (36.6)	333 (30.4)	162 (14.8)	134 (12.2)	6 (0.5)	1094 (100.0)
Other	1 (7.7)	6 (46.2)	5 (38.5)	0 (0.0)	1 (7.7)	0 (0.0)	13 (100.0)
Omitted Racial/ Cultural Group	2 (18.2)	4 (36.4)	3 (27.3)	0 (0.0)	2 (18.2)	0 (0.0)	11 (100.0)
Total	65 (5.5)	433 (36.9)	361 (30.8)	167 (14.2)	140 (11.9)	6 (0.5)	1172 (100.0)

Finding:

- While the numbers are too small for most racial/cultural groups to draw definitive conclusions, there is some evidence that minority superintendents have served longer in the superintendency than white (not Hispanic) superintendents.

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	0 (0.0)	3 (50.0)	3 (50.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	1 (50.0)	1 (50.0)	0 (0.0)	2 (100.0)
Black or African American	1 (4.2)	11 (45.8)	12 (50.0)	0 (0.0)	24 (100.0)
Hispanic or Latino	2 (9.5)	10 (47.6)	9 (42.9)	0 (0.0)	21 (100.0)
Native Hawaiian or Pacific Islander	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic)	137 (12.5)	599 (54.8)	353 (32.3)	5 (0.5)	1094 (100.0)
Other	1 (7.7)	6 (46.2)	6 (46.2)	0 (0.0)	13 (100.0)
Omitted Racial/ Cultural Group	0 (0.0)	5 (45.5)	4 (36.4)	2 (18.2)	11 (100.0)
Total	141 (12.0)	636 (54.3)	388 (33.1)	7 (0.6)	1172 (100.0)

Finding:

- When superintendents self-reported the economic condition of their district, about half indicated that their district is in stable condition regardless of the racial/cultural identity of the superintendent. Still, one third of districts are in declining economic condition. Again, care should be taken with over interpreting the data due to the limited number of minority superintendents responding to the survey.

SECTION #2: SALARY

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 2017-18(Q10) and district enrollment 2017-18 (Q5) by gender (Q44)

2017-18 Super. Base Salary	2017-18 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	32,710	39,400	30,000	47,379	102,648	93,559	140,000	154,500	130,650	89,831
10%	63,000	65,000	93,200	90,163	125,000	130,000	147,000	159,000	133,000	89,831
25%	78,056	73,185	103,200	105,000	145,000	140,000	165,000	165,000	205,180	193,500
Median	96,750	94,000	117,523	124,240	165,000	165,000	182,227	185,000	260,000	259,892
75%	109,061	100,000	134,000	139,634	190,000	189,000	227,245	198,000	295,694	285,000
90%	130,000	121,447	155,000	166,428	218,100	229,000	238,523	220,000	340,000	295,000
Maximum	242,328	133,000	299,000	298,135	297,000	295,000	272,000	243,000	405,000	316,820
N	92	29	538	141	190	62	40	17	24	8

Findings:

- As previously reported, the limited response rate by gender in the largest student enrollment districts makes it difficult to identify trends in these districts; the salaries of male and female superintendents in similar sized districts do not differ significantly.
- Consistent with previous years, salaries increase as district enrollment increases.

Table 2.2A Assistant/associate superintendent base salary 2017-18 (Q11A) and district enrollment 2017-18 (Q5)

2017-18 Assistant/Associate Superintendent Base Salary	2017-18 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	75,000	30,000	60,000	85,000	100,000
10%		79,541	101,000	99,081	110,000
25%		90,500	112,000	119,000	134,000
Median	107,000	104,021	127,525	135,000	151,023
75%		125,000	150,000	156,000	180,541
90%		152,000	184,000	175,000	200,000
Maximum	236,571	240,000	233,868	187,000	215,000
N	5	120	202	53	30

Findings:

- Consistent with findings in previous editions of the study, the larger the student enrollment of the district the higher the mean base salary for assistant/associate superintendents. It is noted that in the smallest of districts, these positions often do not exist.
- A modest but consistent increase in median salaries is seen over previous editions of this study, while the maximum salaries in some of the small enrollment districts appear to be inflated.

Table 2.2B High school principal base salary 2017-18 (Q11B) and district enrollment 2017-18 (Q5)

2017-18 High School Principal Base Salary	2017-18 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	23,000	30,000	78,000	72,500	85,000
10%	50,000	70,047	90,000	87,000	90,000
25%	55,500	78,933	102,687	102,285	104,064
Median	70,500	90,000	115,000	116,000	120,000
75%	85,000	100,000	132,631	127,690	135,000
90%	93,000	110,900	160,000	149,317	145,805
Maximum	190,000	192,000	220,007	173,091	175,000
N	46	610	240	53	33

Finding:

- As the district student enrollment grows so do the mean base salaries of high school principals, although the maximum salaries in some of the small enrollment districts appear to be inflated.

Table 2.2C Middle school principal base salary 2017-18 (Q11C) and district enrollment 2017-18 (Q5)

2017-18 Middle School Principal Base Salary	2017-18 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	27,500	30,000	60,000	68,000	75,000
10%		68,000	82,000	79,043	88,000
25%		76,000	92,000	90,000	95,000
Median	71,250	86,950	105,205	105,000	110,000
75%		98,000	123,000	115,000	120,000
90%		112,000	142,000	126,382	128,000
Maximum	115,000	193,700	201,130	155,000	155,000
N	2	352	241	55	31

Finding:

- Similar to their high school counterparts, middle school principal base median salaries generally increase as district enrollment increases, while the maximum salaries in some of the small enrollment districts appear to be inflated.

Table 2.2D Elementary school principal base salary 2017-18 (Q11D) and district enrollment 2017-18 (Q5)

2017-18 Elementary School Principal Base Salary	2017-18 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	27,500	30,000	44,106	65,000	65,000
10%	37,500	65,000	76,000	70,000	80,000
25%	50,000	74,000	85,000	80,000	88,950
Median	62,000	84,000	98,000	98,000	100,000
75%	73,500	93,156	112,000	106,260	110,000
90%	93,000	103,000	135,000	120,000	122,000
Maximum	115,362	192,000	200,000	145,000	160,000
N	30	605	244	55	31

Finding:

- Elementary school principals generally follow the same trend as their high school and middle school counterparts, although for the first time their 2017 median base salary in the largest districts has finally crossed the \$100,000 line. The maximum salaries in some of the small and intermediate enrollment districts appears to be inflated.

Table 2.2E Beginning teacher base salary 2017-18 (Q11E) and district enrollment 2017-18 (Q5)

2017-18 Beginning Teacher Base Salary	2017-18 District Enrollment				
	Less than 300	300 to 2,499	2,500 to 9,999	10,000 to 24,999	25,000 or more
Minimum	24,183	25,725	30,450	32,000	33,000
10%	29,000	32,144	35,500	34,106	37,000
25%	32,000	34,500	37,500	37,000	39,100
Median	35,000	37,000	40,000	41,000	42,686
75%	38,800	39,512	44,906	44,000	52,000
90%	44,000	43,504	50,000	46,000	52,900
Maximum	55,429	88,000	75,000	55,101	65,400
N	117	678	251	56	33

Finding:

- The trend of the relationship between district size and increasing median salary holds true for teachers, but in a less dramatic range compared to their administrative counterparts.

Table 2.3 Ratio of 2017-18 median superintendent base salaries (Q10) with that of beginning teacher median base salary (Q11E) by district enrollment 2017-18 (Q5)

2017-18 Superintendent/ Beginning Teachers	2017-18 Median Base 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	94,000	118,000	165,000	182,900	260,000
Beginning Teacher Median Base Salary	35,000	37,000	40,000	41,000	42,686
Ratio 2017-18	1:2.7	1:3.2	1:4.1	1:4.5	1:6.1
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:

- As mentioned above, a metric of growing importance in the private sector is the ratio of the entry level worker compensation with the base salary (without incentives) of the CEO. Accordingly, the median entry-level salary of teachers is presented 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 generally widen over the past four survey periods regardless of the district enrollment.

SECTION #3: EVALUATION

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

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Annually	1061	90.5
Biennially	32	2.7
Other	56	4.8
Never	18	1.5
Omitted	5	0.4
Total	1172	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	Percent
Yes	531	45.3
No	632	53.9
Omitted	12	1.0
Total Responses	1172	100.0

*3 responded both yes and no

Finding:

- Less than half of the respondent superintendents indicate that they have measures and indicators to be used in their formal evaluation included in their employment agreement.

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	Percent
Yes	613	52.3
No	547	46.7
Omitted	12	1.0
Total Responses	1172	100.0

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	Percent
Yes	188	16.0
No	971	82.8
Omitted	14	1.2
Total Responses	1172	100.0

*1 responded both yes and no

Finding:

- Similar to the previous findings, only one in six superintendent evaluations employ 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	Percent
Yes	411	35.1
No	763	65.1
Omitted	13	1.1
Total Responses	1172	100.0

*15 responded both yes and no

Finding:

- Slightly less than one-third of superintendents indicated that student outcomes/performance data are included in their evaluations. Over the past four surveys, use of student outcomes/performance in superintendents’ evaluation has trended downward.

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

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	373	31.8
No	787	67.2
Omitted	13	1.1
Total Responses	1172	100.0

*1 responded both yes and no

Finding:

- The public release of the formal evaluation of the superintendent has decreased somewhat from previous levels to slightly more than 3 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>School District Contribution</i>	<i>Data</i>	
	Count	Percent
Yes (Less than \$1,000)	22	1.9
Yes, (\$1,000 -\$5,000)	223	19.0
Yes, (\$5,001-\$10,000)	92	7.8
Yes, More than \$10,000	112	9.6
No	684	58.4
Omitted	39	3.3
Total Responses	1172	100.0

Finding:

- Slightly less than 4 in 10 of the superintendents responding to the survey indicated they receive a district contribution to an annuity or private retirement account held by the superintendent. The trend over the years suggests that this benefit is slowly increasing in popularity with superintendents.

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

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	952	81.2
No	119	10.2
Omitted	12	1.0
District Does Not Make Contribution	89	7.6
Total Responses	1172	100.0

Finding:

- Similar to previous findings, nearly 8 out of 10 of the respondents indicated that the district contribution to the retirement plan/system is based on salary.

SECTION #5: INSURANCE BENEFITS

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	Percent
Yes	811	69.2
No	184	15.7
Omitted	178	15.2
Total	1172	100.0

*1 responded both yes and no

Finding:

- The medical/hospital coverage of superintendents decreased somewhat from previous levels. 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	Percent
Yes	640	54.6
No	342	29.2
Omitted	192	16.4
Total	1172	100.0

*2 responded both yes and no

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	Percent
Yes	421	35.9
No	539	46.0
Omitted	212	18.1
Total	1172	100.0

Finding:

- A small decrease in vision/optical coverage has 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	Percent
Yes	533	45.5
No	454	38.7
Omitted	186	15.9
Total	1172	100.0

*1 responded both yes and no

Finding:

- The provision of disability coverage grew slightly over the results from the last survey. 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	Percent
Yes	681	58.1
No	324	27.6
Omitted	169	14.4
Total	1172	100.0

*2 responded both yes and no

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. 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	Percent
Yes	588	50.2
No	397	33.9
Omitted	188	16.0
Total	1172	100.0

*1 responded both yes and no

Finding:

- District-paid dental coverage for the superintendent’s family is provided for slightly more than half of those responding to the survey. This represents a small increase 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	Percent
Yes	371	31.7
No	587	50.1
Omitted	216	18.4
Total	1172	100.0

*2 responded both yes and no

Finding:

- Somewhat more than three in ten 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 insurance (Q36D)

<i>Response</i>	<i>Data</i>	
	Count	Percent
Yes	220	18.8
No	664	56.7
Omitted	291	24.8
Total	1172	100.0

*3 responded yes and no

Finding:

- A small increase in family disability benefit is 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	Percent
Yes	325	27.7
No	836	71.3
Omitted	11	0.9
Total Responses	1172	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. This has risen significantly over the years to nearly 28 percent this year. The impact of Medicare participation is not included in the survey.

SECTION #6: HIRE/REHIRE; RETIREMENT SYSTEM PARTICIPATION

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	83	7.1
No	1084	92.5
Omitted	5	0.4
Total Responses	1172	100.0

Finding:

- Fewer than 1 in 10 superintendents indicated that they have been rehired as a superintendent after retiring from that state's or another state's retirement system.

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	59	5.0
No	1106	94.4
Omitted	7	0.6
Total Responses	1172	100.0

Finding:

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

Note: Tables 6.3 – 6.6 represent new survey items.

Table 6.3 Do you participate in a state retirement system? (Q47)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	1026	87.5
No	141	12.0
Omitted	5	0.4
Total Responses	1172	100.0

Finding:

- Nearly 9 out of 10 superintendents participate in a state retirement system.

Table 6.4 How is your state retirement program best described? (Q48)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Defined Benefit	519	44.3
Defined Contribution	257	21.9
Hybrid of the Two	224	19.1
Omitted	172	14.7
Total Responses	1172	100.0

Finding:

- Defined benefit programs dominate state retirement programs.

Table 6.5 How many years of participation in the state retirement program are required to vest? (Q49)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
1-3	119	10.2
4-6	40	3.4
7-10	327	27.9
More than 10	277	23.6
Omitted	236	20.1
Total Responses	1172	100.0

Finding:

- Vesting requirements are clustered around the 10-year mark.

Table 6.6 Is there a maximum salary cap on the calculation of your state retirement benefits? (Q50)

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	127	10.8
No	565	48.2
Not Sure	327	27.9
Omitted	153	13.1
Total Responses	1172	100.0

Finding:

- Nearly half of the respondents indicate that no cap exists on their retirement benefits. More than a quarter were not certain of the existence of a cap.

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	Percent
Conference Attendance Fees Paid	1012	86.3
Guaranteed Vesting in Retirement Plan	470	40.1
Paid Physical Exam	397	33.9
Provision for Conduction Outside Consulting	314	26.8
Professional Liability Coverage	309	26.4
Provision for Conduction Outside Teaching	233	19.9
Tuition Reimbursement	352	30.0
Whole Life Insurance (Accumulates to employee)	247	21.1
Deferred Compensation	105	9.0
Support for Coach/Mentor for Superintendent	85	7.3
College Savings Plan	3	0.3
Provision allowing you to engage in outside consulting	314	26.8
Support of an automobile through use of district vehicle, lease of a vehicle, or a stipend to the superintendent	422	36.0

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 previous surveys, there is little change in the contract benefits received by superintendents.

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)

Response	Data	
	Count	Percent
Yes	519	44.3
No	629	53.7
Omitted	24	2.0
Total	1172	100.0

Finding:

- Somewhat less half of the responding superintendents report receiving a district-paid term insurance policy above that received by other district employees. This represents a small decrease from past responses to this item.

Table 7.3 Gender (Q44) and sick leave provision (Q17A/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	26	16	173	564	60	9	12	12.8
Female	3	6	47	171	19	2	3	12.8

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	51	0	68	123	172	246	148	157.6
Female	21	12	16	34	35	70	46	154.6

Finding:

- Sick leave allowances by gender show little difference year-over-year, while accrual levels decreased by slightly less than 10 percent.

Table 7.4 Gender (Q44) and vacation leave provision (Q18A/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	43	3	90	109	302	216	100	19.4
Female	10	2	21	28	79	80	37	20.7

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	418	208	26	14	2	2	6	22.9
Female	180	62	8	2	2	0	3	24.5

Finding:

- The findings for vacation leave demonstrate 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							Mean
	0-3 Days	4-6 Days	7-10 Days	11-15 Days	16-20 Days	21-25 Days	26+ Days	
Male	590	182	37	14	7	2	7	3.5
Female	153	65	4	8	1	0	2	3.6

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	643	9	2	8	5	1	0	4.9
Female	158	1	4	1	3	1	3	10.4

Finding:

- No difference in personal leave can be seen from previous years or 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	283 (31.8)	495 (55.6)	113 (12.7)	891 (100.0)	100 (37.9)	129 (48.9)	35 (13.3)	264 (100.0)
Payment Made to Super.	401 (45.0)	392 (44.0)	98 (11.0)	891 (100.0)	124 (47.0)	107 (40.5)	33 (12.5)	264 (100.0)
Credit/ Payment Made at Daily Rate	232 (26.0)	504 (56.6)	155 (17.4)	891 (100.0)	83 (31.4)	117 (44.3)	64 (24.2)	264 (100.0)

Finding:

- Regardless of gender, less than half of superintendents who responded report leveraging their sick leave into payments to the superintendent 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	109 (12.2)	649 (72.8)	133 (14.9)	891 (100.0)	37 (14.0)	184 (69.7)	43 (16.3)	264 (100.0)
Payment Made to Super.	468 (52.5)	321 (36.0)	102 (11.4)	891 (100.0)	156 (59.1)	75 (28.4)	33 (12.5)	264 (100.0)
Credit/ Payment Made at Daily Rate	390 (43.8)	346 (38.8)	155 (17.4)	891 (100.0)	131 (49.6)	81 (30.7)	52 (19.7)	264 (100.0)

Finding:

- Leveraging vacation leave into a payment occurs in somewhat more than half of respondents, 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	108 (12.1)	577 (64.8)	206 (23.1)	891 (100.0)	41 (15.5)	155 (58.7)	68 (25.8)	264 (100.0)
Payment Made to Super.	202 (22.7)	488 (54.8)	201 (22.6)	891 (100.0)	56 (21.2)	136 (51.5)	72 (27.3)	264 (100.0)
Credit/ Payment Made at Daily Rate	124 (13.9)	502 (56.3)	265 (29.7)	891 (100.0)	49 (18.6)	117 (44.3)	98 (37.1)	264 (100.0)

Finding:

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

Table 7.9 Gender (Q44) and what is the term of your 2017-18 employment contract? (Q14)

Gender	Term of 2017-18 Contract							Total
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5+ Years	Omit	
Male	30 (3.4)	102 (11.4)	257 (28.8)	356 (40.0)	71 (8.0)	73 (8.2)	2 (0.2)	891 (100.0)
Female	5 (1.9)	37 (14.0)	84 (31.8)	93 (35.2)	22 (8.3)	23 (8.7)	0 (0.0)	264 (100.0)
Omit	1 (5.9)	1 (5.9)	5 (29.4)	8 (47.1)	0 (0.0)	1 (5.9)	1 (5.9)	17 (100.0)
Total	36 (3.1)	140 (11.9)	346 (29.5)	457 (39.0)	93 (7.9)	97 (8.3)	3 (0.2)	1172 (100.0)

Finding:

- As in previous surveys, there is little difference in the term of the present contract when considered by gender. Contract terms of three years or less dominate. Note that state statutory law governs the term of contracts for school superintendents in some states.

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)

Gender	Incentive/Performance Clause			Total
	Yes	No	Omitted Clause	
Male	88 (9.9)	794 (89.1)	9 (1.0)	891 (100.0)
Female	34 (12.9)	229 (86.7)	1 (0.4)	264 (100.0)
Omitted Gender	0 (0.0)	16 (94.1)	1 (5.9)	17 (100.0)
Total	122 (10.4)	1039 (88.7)	11 (0.9)	1172 (100.0)

Finding:

- Only about 1 in 10 superintendents have an incentive provision in their contract. The year-over-year comparison shows a trend of small decreases in the use of this provision in contracts for superintendents.

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

Gender	Severance Clause			Total
	Yes	No	Omitted Clause	
Male	179 (20.1)	707 (79.3)	5 (0.6)	891 (100.0)
Female	60 (22.7)	203 (76.9)	1 (0.4)	264 (100.0)
Omitted Gender	2 (11.8)	14 (82.4)	1 (5.9)	17 (100.0)
Total	241 (20.6)	924 (78.8)	7 (0.6)	1172 (100.0)

Finding:

- A little less than a quarter of superintendents, regardless of gender, report having a severance clause in their employment agreement.

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	87 (9.8)	797 (89.5)	7 (0.8)	891 (100.0)
Female	16 (6.1)	248 (93.9)	0 (0.0)	264 (100.0)
Omitted Gender	1 (6.3)	15 (93.8)	1 (0.0)	17 (100.0)
Total	104 (8.9)	1060 (90.5)	7 (0.6)	1172 (100.0)

Finding:

- Longevity clauses are even less common than severance clauses, with fewer than 1 in 10 males and even fewer 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	42 (4.7)	22 (2.5)	803 (90.1)	18 (2.0)	6 (0.7)	891 (100.0)
Female	17 (6.4)	7 (2.7)	234 (88.6)	6 (2.3)	0 (0.0)	264 (100.0)
Omitted Gender	0 (0.0)	2 (11.8)	14 (82.4)	0 (0.0)	1 (5.9)	17 (100.0)
Total	59 (5.0)	31 (2.6)	1051 (89.8)	24 (2.0)	7 (0.5)	1172 (100.0)

Finding:

- Relatively few superintendents report being subject to salary caps.

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

Gender	Evergreen Provision			
	Yes	No	Omitted Provision	Total
Male	320 (35.9)	566 (63.5)	5 (0.6)	891 (100.0)
Female	98 (37.1)	165 (62.5)	1 (0.4)	264 (100.0)
Omitted Gender	5 (29.4)	11 (64.7)	1 (5.9)	17 (100.0)
Total	423 (36.1)	742 (63.3)	8 (0.5)	1172 (100.0)

Finding:

- One in three superintendents has a rollover provision, although this has increased slightly over previous surveys.

Table 7.15 Racial/cultural group (Q45) and what is the term of your 2017-18 employment contract? (Q14)

Term of 2017-18 Contract	Racial/Cultural Group							Total
	Less than 1 year	1 Year	2 Years	3 Years	4 years	5+ Years	Omitted Term	
American Indian or Alaska native	0 (0.0)	2 (33.3)	1 (16.7)	3 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	2 (100.0)
Black or African American	1 (4.2)	2 (8.3)	6 (25.0)	11 (45.8)	2 (8.3)	2 (8.3)	0 (0.0)	24 (100.0)
Hispanic or Latino	1 (4.8)	3 (14.3)	5 (23.8)	9 (42.9)	2 (9.5)	1 (4.8)	0 (0.0)	21 (100.0)
Native Hawaiian or other Pacific Islander	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic or Latino)	33 (3.1)	130 (11.9)	328 (30.0)	420 (38.4)	88 (8.0)	93 (8.5)	2 (0.2)	1094 (100.0)
Other	0 (0.0)	1 (7.7)	4 (30.8)	8 (61.5)	0 (0.0)	0 (0.0)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	1 (9.1)	2 (18.2)	2 (18.2)	4 (36.4)	0 (0.0)	0 (0.0)	2 (18.2)	11 (100.0)
Total	36 (3.1)	140 (11.9)	346 (29.5)	456 (38.9)	93 (8.3)	97 (8.3)	4 (0.3)	1172 (100.0)

Finding:

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

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)

<i>Incentive/ Performance Provision</i>	<i>Racial/Cultural Group</i>			
	Yes	No	Omitted Provision	Total
American Indian or Alaska native	0 (0.0)	6 (100.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	2 (100.0)	0 (0.0)	2 (100.0)
Black or African American	4 (16.7)	20 (83.3)	0 (0.0)	24 (100.0)
Hispanic or Latino	5 (23.8)	16 (76.2)	0 (0.0)	21 (100.0)
Native Hawaiian or other Pacific Islander	0 (0.0)	1 (100.0)	0 (0.0)	1 (100.0)
White (not Hispanic or Latino)	110 (10.1)	974 (89.0)	10 (0.9)	1094 (100.0)
Other	3 (23.1)	10 (76.9)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	0 (0.0)	0 (0.0)	1 (9.1)	11 (100.0)
Total	122 (10.4)	1039 (88.7)	11 (0.9)	1172 (100.0)

Finding:

- The presence of incentive/performance clauses appear in slightly more than one in ten contracts, representing a decrease over that reported the previous survey. Care should be exercised in interpreting the data by racial/ethnic group when respondent numbers are small.

Table 7.17 Racial/cultural group (Q45) and does your contract have a severance (buy-out) clause? (Q24)

<i>Incentive/ Performance Provision</i>	<i>Racial/Cultural Group</i>			
	Yes	No	Omitted Provision	Total
American Indian or Alaska native	2 (33.3)	3 (50.0)	1 (16.7)	6 (100.0)
Asian	1 (50.0)	1 (50.0)	0 (0.0)	2 (100.0)
Black or African American	8 (33.3)	16 (66.7)	0 (0.0)	24 (100.0)
Hispanic or Latino	9 (42.9)	12 (57.1)	0 (0.0)	21 (100.0)
Native Hawaiian or other Pacific Islander	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic or Latino)	217 (19.8)	872 (79.7)	5 (0.5)	1094 (100.0)
Other	2 (15.4)	11 (84.6)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	1 (9.1)	9 (81.8)	1 (9.1)	11 (100.0)
Total	241 (20.6)	924 (78.8)	7 (0.6)	1172 (100.0)

Finding:

- Where sufficient number of respondents exists, slightly more than one in five of respondents in each racial/cultural group had a severance provision that represents small decrease 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)

Incentive/ Performance Provision	Racial/Cultural Group			
	Yes	No	Omitted Provision	Total
American Indian or Alaska native	0 (0.0)	6 (100.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	2 (100.0)	0 (0.0)	2 (100.0)
Black or African American	1 (4.2)	23 (95.8)	0 (0.0)	24 (100.0)
Hispanic or Latino	3 (14.3)	18 (85.7)	0 (0.0)	21 (100.0)
Native Hawaiian or other Pacific Islander	0 (0.0)	1 (100.0)	0 (0.0)	1 (100.0)
White (not Hispanic or Latino)	99 (9.0)	988 (90.3)	7 (0.6)	1094 (100.0)
Other	1 (7.7)	12 (92.3)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	0 (0.0)	10 (90.9)	1 (9.1)	11 (100.0)
Total	104 (8.9)	1060 (90.4)	8 (0.7)	1172 (100.0)

Finding:

- As with the severance provision, and where sufficient numbers allow analysis, generally 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	Incentive/Performance Provision					
	Yes - Based on State Law	Yes - Based on District Policy, Reg. or Practice	No	Other	Omitted	Total
American Indian or Alaska native	0 (0.0)	0 (0.0)	6 (100.0)	0 (0.0)	0 (0.0)	6 (100.0)
Asian	0 (0.0)	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)	2 (100.0)
Black or African American	2 (8.3)	2 (8.3)	19 (79.2)	1 (4.2)	0 (0.0)	24 (100.0)
Hispanic or Latino	1 (4.8)	0 (0.0)	20 (95.2)	0 (0.0)	0 (0.0)	21 (100.0)
Native Hawaiian or other Pacific Islander	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic or Latino)	56 (5.1)	29 (2.7)	981 (89.7)	23 (2.1)	5 (0.5)	1094 (100.0)
Other	0 (0.0)	0 (0.0)	13 (100.0)	0 (0.0)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	0 (0.0)	0 (0.0)	9 (81.8)	0 (0.0)	2 (18.2)	11 (100.0)
Total	59 (5.0)	31 (2.6)	1051 (89.7)	24 (2.0)	7 (0.6)	1172 (100.0)

Finding:

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

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

Racial/Cultural Group	Incentive/Performance Provision			
	Yes	No	Omitted Provision	Total
American Indian or Alaska native	2 (33.3)	3 (50.0)	1 (16.7)	6 (100.0)
Asian	0 (0.0)	2 (100.0)	0 (0.0)	2 (100.0)
Black or African American	5 (20.8)	19 (79.2)	0 (0.0)	24 (100.0)
Hispanic or Latino	6 (28.6)	15 (71.4)	0 (0.0)	21 (100.0)
Native Hawaiian or other Pacific Islander	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
White (not Hispanic or Latino)	402 (36.7)	687 (62.8)	5 (0.5)	1094 (100.0)
Other	4 (30.8)	9 (69.2)	0 (0.0)	13 (100.0)
Omitted Racial/Cultural Group	3 (27.3)	7 (63.6)	1 (9.1)	11 (100.0)
Total	423 (36.1)	742 (63.3)	7 (0.6)	1172 (100.0)

Finding:

- Where sufficient numbers of respondent superintendents exist, viewed by racial/ethnic group, the presence of an evergreen provision occurred in slightly more than one in three contracts. This has changed only slightly both up and down over the years.

SECTION #8: USE OF LEGAL COUNSEL

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

<i>Responses</i>	<i>Data</i>	
	Count	Percent
Yes	596	50.9
No	566	48.3
Omitted Response	10	0.9
Total	1172	100.0

Finding:

- Slightly more than half of boards used legal counsel in the development and/or negotiation of contracts. While lower than last year’s findings, this shows an increase from the first iteration of this study.

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	282	24.1
No	878	74.9
Omitted Response	12	1.0
Total	1172	100.0

Finding:

- While half of boards use legal counsel to assist in negotiating the superintendent’s employment agreement, only one in four superintendents seeks legal assistance concerning the negotiations of their employment agreement. The disparity is best described as striking.

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	Percent
Regional Professional Organizations (e.g., state association)	1120	95.6
National Professional Organizations (e.g., American Association of School Administrators)	811	69.2

*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 support of national organization membership.