

Members

Rep. Robert Behning, Co-Chairperson
Rep. Rhonda Rhoads
Rep. Wendy McNamara
Rep. Greg Porter
Rep. Shelli VanDenburgh
Rep. Clyde Kersey
Sen. Dennis Kruse, Co-Chairperson
Sen. Ryan Mishler
Sen. Ron Grooms
Sen. Earline Rogers
Sen. Frank Mrvan
Sen. Timothy Skinner



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
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Committee
David Lusan, Fiscal Analyst for the Committee
Chuck Mayfield, Fiscal Analyst for the Committee

Authority: IC 2-5-33.5

MEETING MINUTES¹

Meeting Date: July 28, 2011
Meeting Time: 1:00 P.M.
Meeting Place: State House, 200 W. Washington
St., House Chambers
Meeting City: Indianapolis, Indiana
Meeting Number: 1

Members Present: Rep. Robert Behning, Co-Chairperson; Rep. Rhonda Rhoads; Rep. Wendy McNamara; Rep. Greg Porter; Rep. Shelli VanDenburgh; Rep. Clyde Kersey; Sen. Dennis Kruse, Co-Chairperson; Sen. Ryan Mishler; Sen. Earline Rogers.

Members Absent: Sen. Ron Grooms; Sen. Frank Mrvan; Sen. Timothy Skinner.

The meeting was called to order at 1:10 p.m. After asking the members to introduce themselves, Rep. Behning, co-chairperson, read the Committee's charges from the Legislative Council. He then called upon Dennis Brooks, Department of Education, to begin the testimony.

Dr. Brooks, senior assistant to Superintendent of Public Instruction Tony Bennett, stated that Dr. Bennett feels strongly about the issue of superintendent compensation, and encourages school corporations to spend money wisely. The process of superintendent compensation needs to be transparent and focus on performance. Dr. Bennett feels that school corporations need the flexibility to attract the best candidates for superintendent

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative> Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

and to be competitive with districts in other states, and thus would not support salary caps for superintendents.

Dr. Tom Little, president, Indiana Association of Public School Superintendents and superintendent of the Perry Township, Marion County, school corporation, stated that the primary questions for consideration are how much is a chief executive officer who is responsible for the education and safety of children worth, and who should set the amount of the CEO's worth, a school board that is in the position to know local needs, or the state. He pointed out that school boards assemble compensation packages to attract and retain the best candidates, and would oppose salary caps. He distributed a packet of letters from superintendents around the state (Exhibit A).

Dr. Jeff Butts, superintendent of the Wayne Township, Marion County, school corporation, explained that the severance package received by a previous Wayne Township superintendent that many considered excessive is not the norm for Wayne Township or other school corporations, and should not be used as a reason to change state law or take away local control over salary issues. He distributed a letter containing his testimony (Exhibit B).

Ron Barnes, a former superintendent who is now a search consultant for school boards, stated that he has been a search consultant for over 25 years, working on more than 100 searches nationwide. While he favors performance-based contracts, he thinks a salary cap would be bad public policy, as artificially capping compensation would dramatically limit an already limited pool of candidates. Currently, very few candidates from outside Indiana apply for Indiana superintendent positions, and he thinks the high turnover rate among Indiana superintendents would rise with caps. He distributed a publication from the Educational Research Service concerning school administration (Exhibit C).

Dr. Eugene White, superintendent of Indianapolis Public Schools, referred to his letter included in Exhibit A, and urged the Committee to leave salaries as an item of local control.

Chris Himsel, superintendent of the Northwest Allen School Corporation, stated that every community is different, and the school board is elected to know their community. Thus, they are in the best position to set the salary necessary to attract a superintendent to the school corporation.

Ron Felger, president of the Northwest Allen school board, pointed out that school boards take their jobs seriously, and that salary decisions are best left at the local level.

Frank Bush, Indiana School Boards Association, stated that a local school board needs to have the flexibility to make decisions in the best interests of the local community, and that school boards will not appreciate a cap that would make it difficult to perform the job of choosing the best superintendent for their school corporations.

The co-chairperson requested that the Legislative Services Agency provide information concerning superintendent compensation around Indiana for the last five years. The next meeting was set for August 25, and the meeting was adjourned at 2:35 p.m.

John G. Ellis
Executive Director
Email: jellis@iapss-in.org

Jim Freeland
Director of Membership Services
Email: jfreeland@iapss-in.org



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Interim Education Study Committee July 28, 2011

IAPSS Speakers:

1. Dr. Tom Little, President IAPSS – Supt. Perry Township (also presenting)
2. Dr. Jeff Butts, Supt. Wayne Township
3. Dr. Ron Barnes, National Supt. Search Consultant
4. Dr. Eugene White, Indianapolis Public Schools
5. ~~Dr.~~ Chris Himsel, Superintendent (with Board President Ron Felger), Northwest Allen Schools

Other IAPSS Superintendents wishing to speak:

Supt. Rocky Killion, West Lafayette Schools
Supt. Judy DeMuth, Monroe County Schools
Supt. John Bevan, Southeastern School Corporation
Supt. Peggy Hinckley, Warren Township Schools
Supt. Russ Mikel, Bremen Public Schools
Supt. Chris Daughtry, Central Noble Schools
Supt. John Williams, Rush County Schools
Supt. Brad Schuldt, Culver Community Schools
Supt. Cathy Egolf, East Washington Schools
Supt. Steven Kain, Richland-Bean Blossom CSC
Supt. Denis Ward, Danville Community Schools
Supt. Stephen Fisher, New Castle Schools
Supt. Dan Roach, Decatur County Schools
Supt. Ryan Snoddy, Northwestern School Corp.
Supt. Derek Arrowood, Sheridan Community Schools
Supt. Walter Bourke, Franklin Township Schools
Supt. John Hunter, Union Township Schools

PRESENTED TO THE INTERIM EDUCATION
STUDY COMMITTEE MEMBERS ON
SUPERINTENDENT COMPENSATION

JULY 28, 2011

1:00 P.M.

STATE HOUSE

HOUSE CHAMBERS

INDIANAPOLIS, INDIANA

BY:

INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS
PRESIDENT, DR. THOMAS J. LITTLE, JR., SUPERINTENDENT,
MSD OF PERRY TOWNSHIP

INTERIM STUDY COMMITTEE ON
EDUCATION MEETING
JULY 28, 2011

EXHIBIT A

The following superintendents have submitted letters provided to you in this booklet.

| | |
|-------------------|---|
| | |
| Derek Marshall | Attica Consolidated School Corp. |
| Tim Ogle | Avon Community School Corporation |
| Travis Madison | Barr-Reeve Community Schools, Inc. |
| Doug Haas | Benton Community School |
| Daniel Sichting | Bloomfield School District |
| David Shaffer | Brown County Schools |
| Jim Snapp | Brownsburg Community School Corporation |
| Dan L. Foster | Caston School Corporation |
| Dennis Chambers | Cowan Community School Corporation |
| Brad Schuldt | Culver Community Schools Corporation |
| Denis Ward | Danville Community School Corporation |
| Daniel Roach | Decatur County Community Schools |
| Sherry Grate | DeKalb County Central USD |
| Jeffrey Stephens | DeKalb County Eastern Community SD |
| Franzy Fleck | East Gibson School Corporation |
| Ron Gard | East Porter County School Corporation |
| Cathy Egolf | East Washington School Corporation |
| Randy Harris | Eastern Hancock County, CSC of |
| Tracy Caddell | Eastern Howard School Corporation |
| Robert Klitzman | Eastern Pulaski Community |
| Tom Hunter | Greensburg Community Schools |
| David Edds | Greenwood Community School Corporation |
| Michael Boskovich | Highland, School Town of |
| Eugene White | Indianapolis Public Schools |
| A.J. Gappa | Knox Community School Corporation |
| Jeff Hauswald | Kokomo-Center Township Consolidated SC |
| Larry Veracco | Lake Central School Corporation |
| Steve Morris | Lanesville Community School Corp. |
| Robert Taylor | Lebanon Community School Corporation |
| Douglas Arnold | Maconaquah School Corporation |
| Tom Patterson | Madison Consolidated Schools |
| John Trout | Madison-Grant United SC |
| Steve Edwards | Marion Community Schools |
| Tony Lux | Merrillville Community School Corporation |
| Judith DeMuth | Monroe County Community SC |
| Julie Wood | Monroe-Gregg School District |
| William Riggs | Mt. Vernon CSC |
| Bruce Hibbard | New Albany-Floyd County Consolidated SC |
| Steve Fisher | New Castle CSC |
| James Thorne | New Durham Township, MSD of |
| Matthew Prusiecki | Nineveh-Hensley-Jackson United Sch. Corp |
| Wylie Sirk | North Adams Community Schools |
| Brian Harmon | North Gibson Community Schools |
| Lynn Johnson | North Judson-San Pierre Sch. Corp. |



METROPOLITAN SCHOOL DISTRICT OF PERRY TOWNSHIP

6548 Orinoco Avenue • Indianapolis, Indiana 46227-4820 • (317) 789-3700 • Fax (317) 780-4224

Dr. Thomas J. Little, Jr.
Superintendent
tlittle@msdpt.k12.in.us

"Engagement of Students is Our Priority"

Interim Study Committee – Compensation of Indiana Public School CEO's

Thank you for the opportunity to provide a voice from someone who currently serves as a superintendent of schools in Marion County. I have had the honor of serving this community for the past three years as their superintendent of schools. I love this community and thoroughly enjoy my job. I also have had the opportunity to serve as the superintendent of schools in Kokomo-Center Schools community and also the Jay School Corporation community. My passion is making dreams, hopes, and aspirations real for children.

You may note that the word "serve" is used three times in describing my work. I am employed by the Board of Education to serve the community and lead their school district. I purchased a home, shop, hold positions on community boards, and actively participate in community activities because I am entrenched in this community. This is truly a twenty-four / seven responsibility and I embrace those expectations. This is not a complaint, simply a reality of the job that every superintendent understands when they accept the position.

As the CEO of Perry Township Schools, I am responsible for the education and safety of 15,000 children, 1,900 employees, and a 92 million dollar budget. The increased levels of accountability in education that have been passed during our last legislative session are welcome. The bar that has been set to improve academic achievement, graduation rate, as well as a focus on developing college bound students, has been established.

We all understand the key to meeting these goals is tenacious and quality leadership. The question on the table is what is that worth? I suggest that the mechanism is in place to answer this question. Your local school boards and community will set this wage and benefit package. Local control is at the heart of Indiana politics and should not be undermined.

Sincerely,

Dr. Thomas J. Little Jr.
Superintendent

"Building Futures"

The Metropolitan School District of Wayne Township

Phone: (317) 227-8604

Fax: (317) 243-5744

Email: jeff.butts@wayne.k12.in.us

Education Center

1220 South High School Road

Indianapolis, Indiana 46241



Jeffrey K. Butts, Ph.D.

Superintendent of Schools

July 28, 2011

Re: Testimony before the Interim Education Committee on Superintendent Compensation

Co-Chair Behning, Co-Chair Kruse, and Distinguished Members of the Interim Education Committee,

My name is Jeff Butts and I am the current Superintendent in the Metropolitan School District of Wayne Township located on the west side of Indianapolis. I would like to thank you for the opportunity today to present testimony on an issue that my district has recently heightened the awareness about in Indiana. I have had the opportunity to speak extensively within my community over the past six months on the topic of a Superintendent's contract and Superintendent compensation with our teachers, administrators, community members, students, and the media.

While my testimony today could include many data points on the value of the Superintendentcy, including the number of days and hours worked; community involvement; daily instructional and educational leadership; responsibility for students, employees, budget, school busses, meals served; facilities, curriculum, legal compliance, and many others; I will save those points for my colleagues who have submitted written testimony and will be permitted to speak before you today. Instead, my goal today is to provide some context to the circumstance in which Wayne Township was a catalyst.

As elected State Legislators, you have a significant amount of information you must become an expert on each session. You are asked to read, comprehend, investigate, discuss, debate, and become an expert on a multitude of topics outlined in an exhaustive amount of paper. You rely on the colleagues in your party and at times those on the other side of the isle to give you important perspectives, details and facts. You utilize members of your staff to do research and provide abstracts on these many topics. You seek the legal opinions and advice of the Legislative Services Agency. You are given direction, encouragement, and guidance from high ranking political officials in our legislature. And you seek to represent the constituents who elected you to your position and the community in which you reside. Through this process, and over the years, you develop a level of trust among those you work with. Through this trust you value and rely upon the information they provide so that you can make the most informed decision possible. And then you must cast your vote based on your understanding of this information and the guidance you have been provided.

In some cases, amendments are added, riders attached, and language included that was not present in the version you initially utilized to gain understanding and clarity. These changes may include items that you would not have otherwise supported and may provide unintended consequences or conflict with language in other legislation. Additionally, what you believed the legislation clearly stated may

WE ARE WAYNE

not be as clear to your voting public and begins to be interpreted in ways you did not intend. This can result in legal challenges and require a review and revision of that legislation in the future.

In many professions and in our own personal lives we are faced with contracts and other legal documents that we are asked to sign. Purchasing or refinancing a home is a perfect example. When any of us have purchased a home, we attend a closing at a title company and are asked to sign several documents. We are not provided with sufficient time in many cases to fully read all of these legal-sized documents and trust that the terms we agreed to with our broker and the seller are accurately stated. In March I refinanced my home with the same mortgage company I have been with for the past 10 years. I was asked to read, understand, and agree to all of the language included in the packet I am holding up. While I had the time at home to read through these packets, I certainly cannot say that I had a complete understanding of all the legal terms, definitions, and descriptions included in these legal-sized pages. I had a level of trust with my long-time mortgage company that allowed me to sign these documents with a level of certainty that my interests were protected. You may recall a similar situation in your own lives or know of someone who has recently.

The safest time for a student to be in a school is immediately following a security concern at their school due to the heightened awareness of the situation. The same can be said today for Superintendent contracts. For the 315 Superintendents listed in the Indiana Department of Education School Directory and the districts they serve, there is a heightened awareness of their contract. Through recent conversations with my colleagues across Indiana, many have shared that they have reviewed their contract with the School Board in the past 6 months. In the M.S.D. of Wayne, my contract was negotiated very differently than the contracts of the previous Superintendent. The Board of Education had extensive legal advice, gained a full understanding of every aspect of the contract, and have a signed copy in their possession. Nearly every media website in Central Indiana and several other counties in the state has also posted a copy of my contract and several other Superintendents contracts. Our local communities are more aware today of what the Boards of Education have negotiated with their Superintendent than ever before.

The legislature has passed a great deal of legislation in recent years that has and will significantly change education in Indiana. As Indiana moves toward being a leader in education reform in this country, the leadership at all levels becomes even more critical in making sure these changes are implemented in a way that best serves all children in Indiana and provides them with the tools for success. While we continue to analyze, interpret, and come to consensus on the recent changes to education enacted through this last legislative session, change without strong leadership will not result in a positive result for our children. It will, conversely, result in less opportunity for children and diminished opportunities for success if that change is not implemented with fidelity, accountability and clear direction. To this end, the success of the progressive and innovative changes you passed in this last session are dependent upon quality Superintendents working with their locally elected Boards of Education, administrators, teachers, and community.

In addition, legislative changes have impacted the powers of the elected school boards chosen to represent their community. The governance of a school district has dramatically changed and a diminished level of local control exists in each of our communities. The Superintendent's contract and Board Policy are among the most important obligations that remain with the locally elected Board of Education. In Wayne, there are seven elected members on the Board. These individuals meet 21 times

WE ARE WAYNE

each year to conduct official business in their regularly scheduled meetings. They receive information from me and from my staff which allows them to determine their position on any agenda item that requires a vote. They seek clarity and additional information from staff and constituents so that their vote is in the best interests of our children and our district. In order for this system to work effectively, a level of trust has to exist between the Board and the Superintendent. If trust is not established, the students, parents, teachers, employees, and community ultimately suffer. It is this very trust that must be cultivated, nurtured, and reinforced so that our children are best served.

I can fully understand the emotions and concern the previous Superintendent's Contract has raised with you and your constituents across this state. But this situation is certainly not the norm and is more the exception across districts and Superintendents in Indiana. Locally elected School Boards serve our communities with the interests of our children in mind. They run for the Board of Education to serve their community and make their community a better place to live and raise a family. Boards must represent their community and the value placed on the public schools.

To that end, each local community's values must also be considered when making decisions in the best interests of their schools. In my tenure, I have had the pleasure to work in rural, suburban, and now an urban district. While the one constant in each of these communities is the successful future of our children, each experience has carried a different set of ideals, values, and areas of focus within the community. Based on the beliefs, philosophies, competence, and voting record of our locally elected Boards of Education, they are held accountable by their voting public. A one-size-fits-all model as a result of a unique circumstance does not allow for these locally elected School Boards to perform one of its most important tasks or represent the values of their community.

In closing, your responsibility as a State Legislature is enormous and one that each of you takes very seriously. The same is true in the M.S.D. of Wayne Township with our elected School Board. In the same way that you would never intentionally cast a vote that would be detrimental to any Indiana citizen, neither would our Boards. Unfortunately, unique situations and circumstances arise that cause reflection, reconsideration, and a change in practice the ultimately benefits everyone involved. This is certainly the case in the M.S.D. of Wayne Township. The trust we place in the people we work with and for is critical to our continued success. That trust must continue to be nurtured and we must empower those we place that trust in. I urge you to reflect upon those whom you trust and the situations in which that trust has proven beneficial, as well as those situations in which the results were not as you had hoped. Those times where trust has not worked favorably cannot lead to an eternal cynicism that trust can never exist again. It cannot lead to the belief that our locally elected Boards of Education cannot be trusted with the values of their community and the importance of educating their children. We must trust that our citizens will hold every elected official accountable for their actions and make their beliefs, values, and opinions known on election day, the way our system was designed to be.

It is with the deepest gratitude that you have allowed me the opportunity to speak today. I appreciate the opportunity to place context on the unique circumstances in the M.S.D. of Wayne Township that brought us here to discuss this agenda item. I will be happy to answer any questions you may have or provide any additional clarity to my comments this afternoon.

WE ARE WAYNE



Indianapolis Public Schools

The John Morton-Finney Center for Educational Services
120 East Walnut Street
Indianapolis, IN 46204

TEL 317-226-4411 • FAX 317-226-4936

Eugene G. White, Ed.D.
Superintendent

IAPSS
One North Capitol; Suite 1215
Thomas J. Little, Jr.
Indianapolis, IN 46204

Dear Tom:

Please share my position and view on Superintendents compensation with the Interim Study Committee.

I am including six (6) pages from the 2008 Council of Great City Schools survey on Superintendents salaries in the council school districts. The Council represents the nation's largest urban school districts. The Council's sixty-six (66) districts serve approximately 7.2 million of America's 48.7 million K-12 students (15 percent), and thirty (30) percent of the nation's low-income students, students of color, and English language learners. With such a disproportionate number of poor and minority students, urban school superintendents clearly face a greater set of challenges than our counterparts throughout the nation. I am proud to say that the Indianapolis Public Schools (IPS) is one of these school districts.

I want the members of the Interim Study Committee to understand these were the salaries in the summer of 2008. They have increased since this survey was taken.

I shouldn't have to request that my salary reflect the responsibilities and challenges inherent in the job of an urban Superintendent, but this data makes the case for parity and equality with my professional peers in urban districts around the Country.

I will make every effort to attend the Committee meeting to answer any questions related to the data I am sharing with the Interim Study Committee. I truly thank you, Tom, and the members of the Committee for your time and consideration of this matter.

Sincerely,

A handwritten signature in black ink that reads "Eugene G. White". The signature is written in a cursive, flowing style.

Eugene G. White, Ed.D.
Superintendent

Enclosures (6)

Surveys were received from the following districts:

| | |
|-----------------------|-------------------|
| Albuquerque | Milwaukee |
| Anchorage | Minneapolis |
| Atlanta | New Orleans |
| Austin | Newark |
| Baltimore | Norfolk |
| Boston | Oakland |
| Broward County | Oklahoma City |
| Charlotte-Mecklenburg | Omaha |
| Chicago | Orlando |
| Christina (DE) | Palm Beach County |
| Cincinnati | Philadelphia |
| Clark County | Pittsburgh |
| Columbus | Portland |
| Dallas | Providence |
| Denver | Richmond |
| Detroit | Rochester |
| East Baton Rouge | Sacramento |
| Fresno | Salt Lake City |
| Houston | San Diego |
| Indianapolis | San Francisco |
| Jackson | Seattle |
| Jacksonville | Shreveport |
| Kansas City | St. Louis |
| Long Beach | St. Paul |
| Los Angeles | Tampa |
| Louisville | Toledo |
| Miami-Dade County | |

Salaries

- Average CGCS superintendent salaries have increased from roughly \$139,000 in 1997 to approximately \$228,000 in 2008. Accounting for inflation (by reporting in 2008 dollars), average CGCS superintendent salaries have increased from \$191,000 in 1997 to \$228,000 in 2008. These changes reflect a real increase in earnings of 19 percent since 1997, but less than one percent since 2006. (Figure 6)
- Figure 7 shows the distribution of superintendent salaries since 1997. 2008 salaries for CGCS superintendents ranged from \$120,000 to \$327,500. Six percent of CGCS superintendents made less than \$150,000 in 2008, while approximately 46 percent of CGCS superintendents made \$250,000 or more per year.
- CGCS superintendent salaries appear to vary somewhat by tenure, though the relationship is not linear. The average salary for a CGCS superintendent with five or more years experience is \$214,000, the average salary for those with between one and five years experience is \$248,000, and the average salary of those superintendents with one year or less experience is \$227,000. (Figure 8)
- Figure 10 reports average CGCS superintendent salary by student enrollment. Average CGCS superintendent salaries appear to vary substantially according to the size of the district. The average salary for a CGCS superintendent with fewer than 50,000 students is \$197,000. In a district with between 50,000 and 100,000 students the average salary is \$226,000. In a district with between 100,000 and 200,000 students the average salary is \$271,000. And in a district with 200,000 or more students the average salary is \$286,000.
- In 2008, average salaries of black and white superintendents are nearly identical,² while the average salary for male superintendents is roughly \$23,000 more than the average salary of female superintendents. (Figure 11) However, this figure is unadjusted for district size.
- According to the available data, the average CGCS superintendent salary is larger than that of their counterparts nationwide. The latest year for which comparable data exist is the 2005-2006 school year. In 2005-2006, the average salary across all district superintendents was \$116,244 while the CGCS average was \$207,547. (Figure 12)³

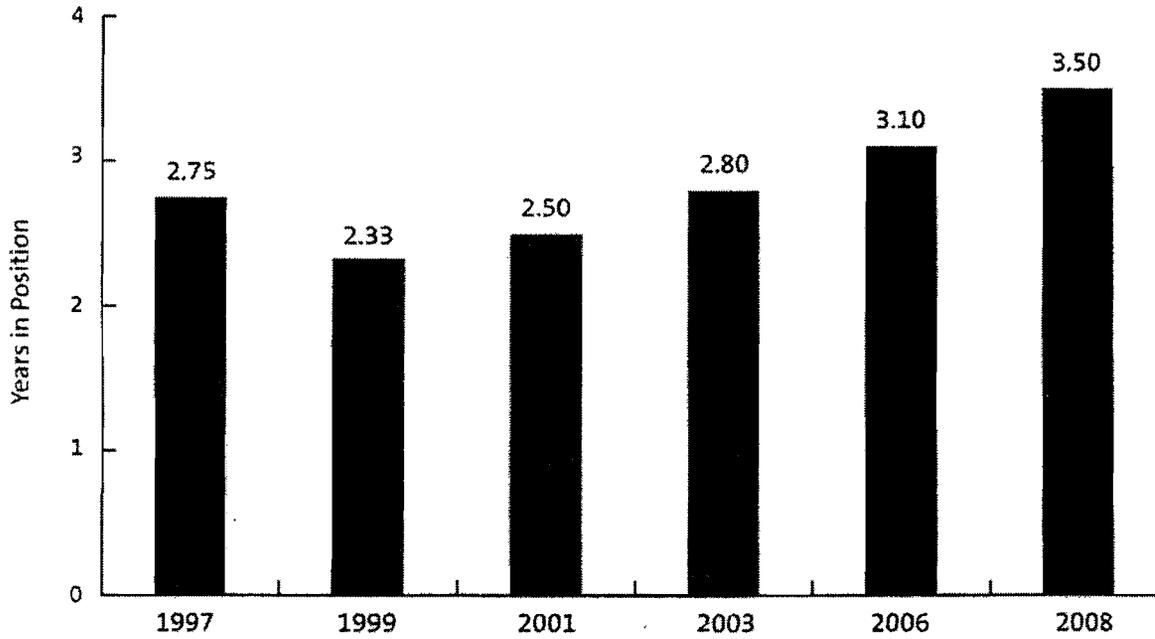
Benefits and Bonuses

- Only one third of responding superintendents reported receiving financial bonuses or pay-for-performance provisions. Where benefits were reported, the amount of the annual bonus or pay-for-performance provision in 2008 ranged from \$5,000 to \$75,000.
- Seventy-seven percent of CGCS superintendents reported having access to car or receiving a car allowance, 77 percent reported having an IRA/403b or other retirement account, and two percent reported received a housing allowance in 2008.
- The average benefits package for CGCS superintendents was valued at approximately \$58,000 in 2008.

² Salary results for Hispanic superintendents are not reported due to the small sample size.

³ Education Week, 2006

**Figure 3. Average Tenure of CGCS Superintendents:
1997, 1999, 2001, 2003, 2006, and 2008**



**Figure 4. Percent of CGCS Superintendents by Tenure:
1997, 1999, 2001, 2003, 2006, and 2008**

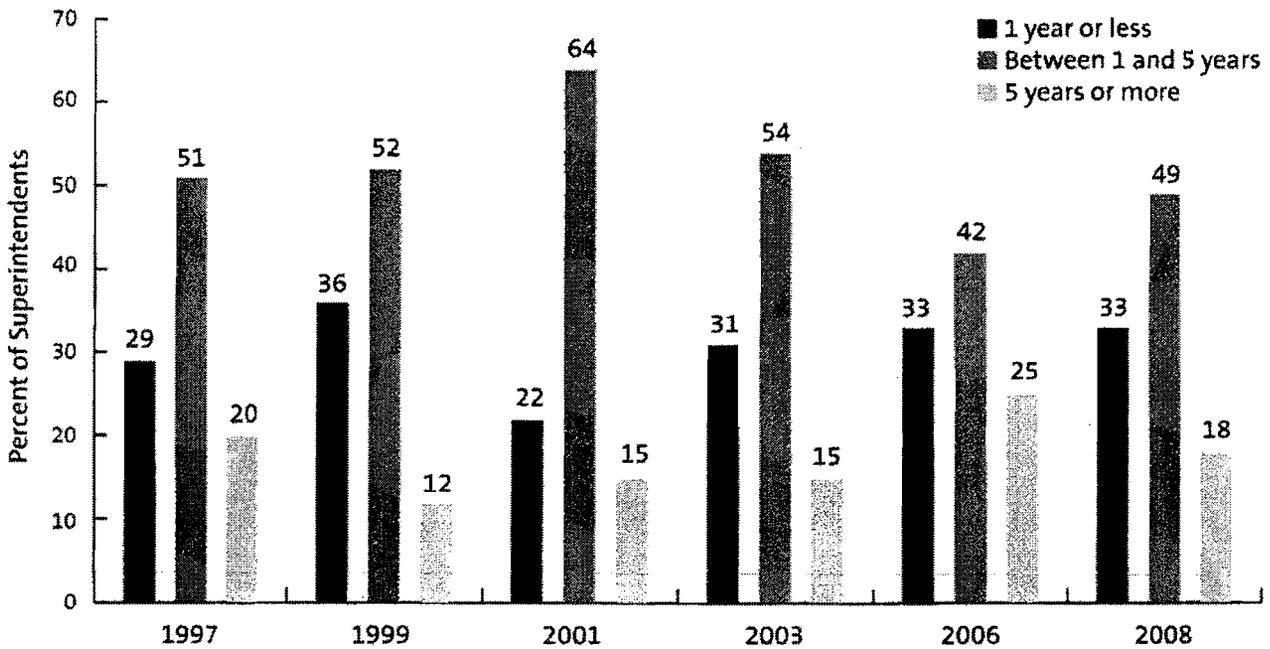


Figure 7. Percent of CGCS Superintendents by Salary Range: 1997, 1999, 2001, 2003, 2006, and 2008

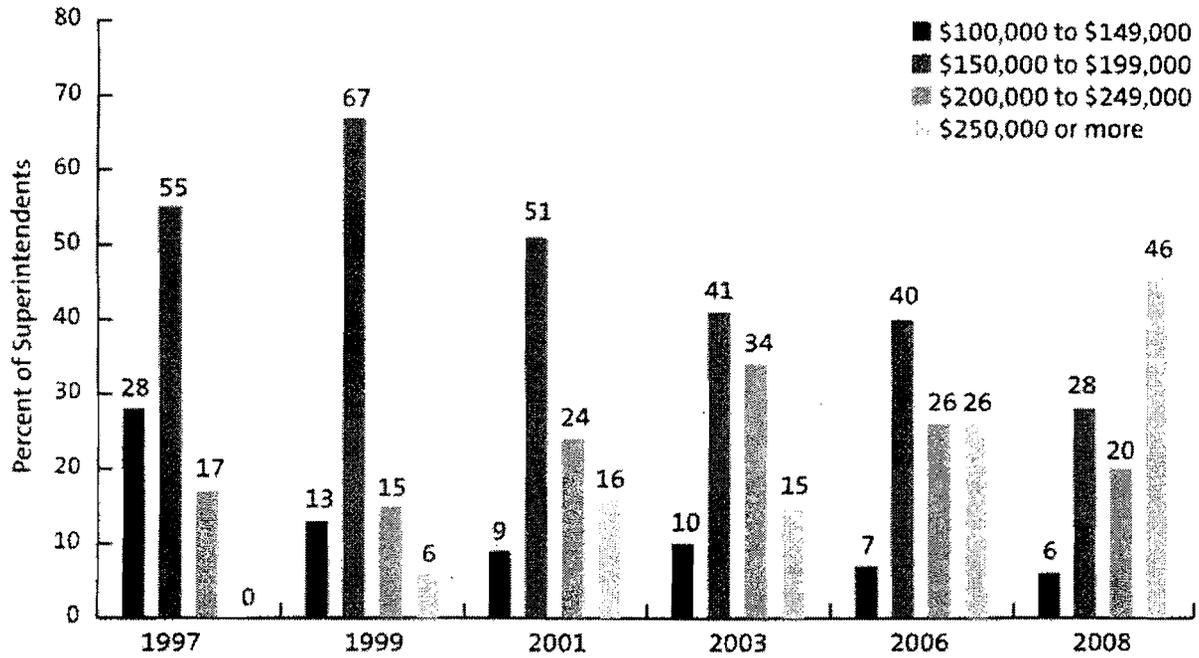


Figure 8. Average Annual CGCS Superintendent Salary by Tenure in 2008

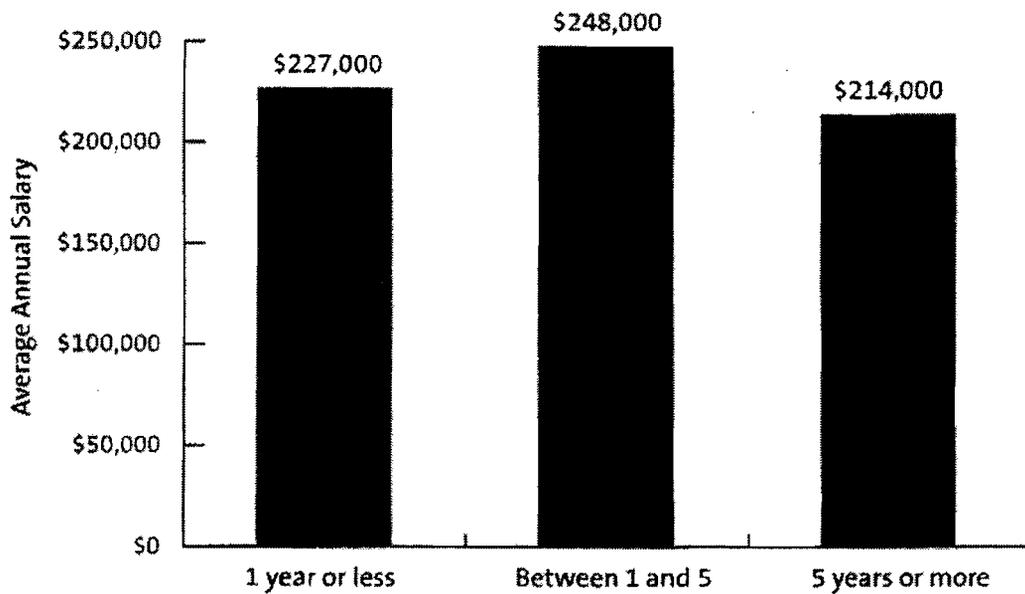
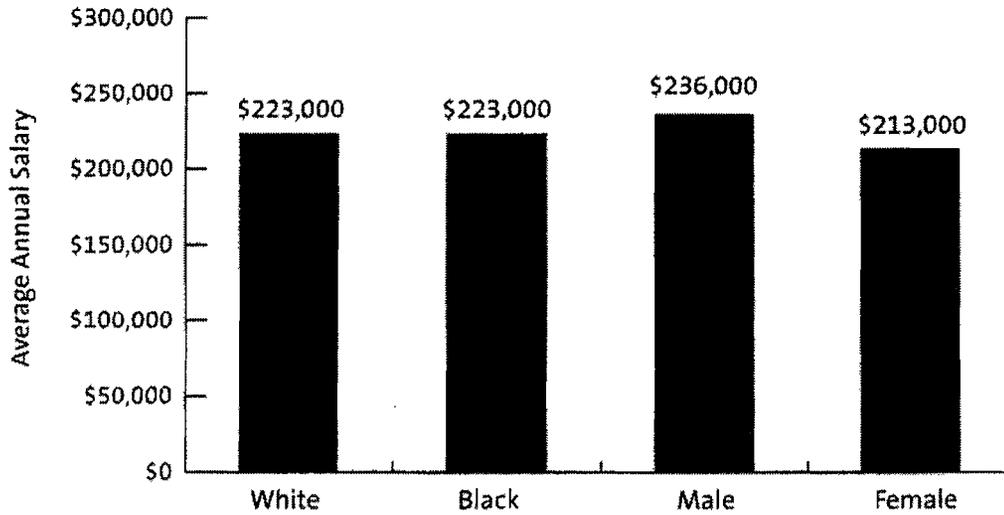
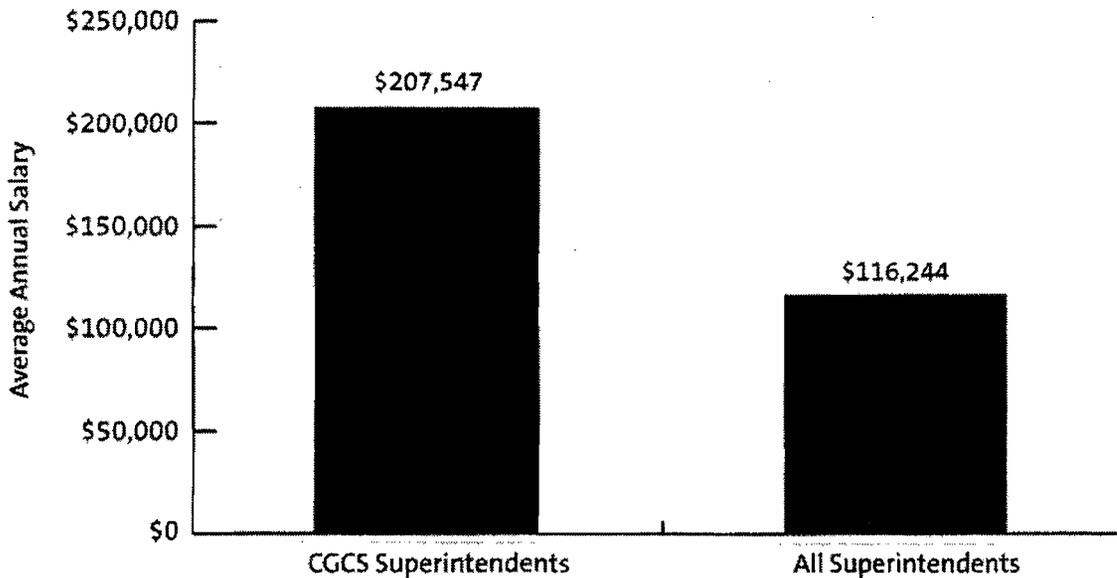


Figure 11. Average Annual CGCS Superintendent Salary by Race/Ethnicity and Gender in 2008*



*Salary results for Hispanic superintendent are not reported due to the small sample size.

Figure 12. Average CGCS Superintendent Salary in 2006 and Average Salary for Superintendents Nationwide* in 2005-06
*From Education Week, 2006



RERERENCES:

Council of the Great City Schools (2006). Urban school superintendents: Characteristics, tenure, and salary. *Urban Indicator* 8(1), 1-10.

Education Week. (July 26, 2006). Salaries and wages in public schools. Retrieved September 18, 2008, from <http://www.edweek.org/media/43ers-data.pdf>

Educational Research Service. (2006). *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2005-2006*. Arlington, VA.

Snipes, J., Horwitz, A., Soga, K., & Casserly, M. (2008). *Beating the odds: An analysis of student performance and achievement gaps on state assessments (Results from the 2006-2007 school year)*. Washington, DC: The Council of Great City Schools.



**MERRILLVILLE COMMUNITY
SCHOOL CORPORATION**

6701 Delaware Street, Merrillville, IN 46410-3586
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Ass't Superintendent

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Services

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LINDA C. JONAITIS
Member

July 27, 2011

Legislative Study Committee on School Superintendent Salaries

Committee Members,

Please consider that local School Boards should maintain the right to compete for whom they believe is the best candidate to fill the position of Superintendent of Schools. There is sufficient accountability at the local level for School Board members making decisions about the amount of salary and fringe benefits their Superintendent receives.

The current State administration continues to profess the value of competition. Why would the State want to tie the hands of School Boards to compete for the most important leadership position in the school system?!

The current administration has already put into law the ability to recognize special academic needs as a factor in allowing higher wages for teachers, how could the same not be allowed as a factor in competing for a talented Superintendent candidate to improve school performance, especially in school systems with greater challenges related to underprivileged students of poverty?

If the philosophy is competition, then don't limit the opportunity of School Boards to compete for the best. Doing so will only favor the school systems with the fewest academic challenges and be one more step in abandoning the needs of the most academically challenged school systems.

Respectfully,

Dr. Tony Lux
Superintendent of Merrillville Schools

*The West Lafayette Community School Corporation
1130 N. Salisbury Street
West Lafayette, IN 47906
765-746-1602*

*Dr. Rocky Killion
Superintendent*

July 25, 2011

Dear Study Committee:

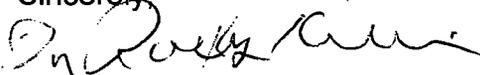
I want to thank you for taking the time to look into superintendent wages and benefits. Currently, as superintendent of the West Lafayette Community School Corporation, I make \$124,000 a year (which has been at this level since my appointment in July 2007.) In 2008 I voluntarily took a 40% reduction in my retirement annuity which is now at \$3,600 per year. My other benefit from the school district is that of group health insurance. I do not receive a car allowance and I do not have a retirement package in my current contract.

My school district's student enrollment is approximately 2,200 students and I have oversight of approximately 270 employees. Not only do I put in over 50+ office hours during most school weeks, I typically work many nights and weekends during the school year. As superintendent, it is very important that I attend parent, school board, staff, and civic meetings which typically occur in the evening. Also, I attend many school-related events during the weekends including academic competitions, concerts, athletic events and social functions.

I truly believe local school boards have the responsibility for deciding superintendent salary and benefits. I feel it is important to keep local control over decisions such as this. Superintendents are employees of local school boards. Superintendents work for the communities they serve and negotiate their salary with their respective elected Boards of Education. Capping salaries will not account for the length of service, level of education, expertise in community/demographics, commitment to a community's quality of life, and/or cost of living. Capping salaries based on student enrollment or other methodologies would starve small rural schools and possibly high poverty school districts from a quality candidate pool of superintendents and negate their potential longevity of service to that community due to salary restrictions.

In your deliberations I hope you will support local control for these types of decisions. If you want to deal with the "extremes" found in superintendent contracts, then you should consider dealing with those extremes on a case-by-case basis. Please do not micromanage ALL school boards in Indiana because of a handful of extreme compensation examples.

Sincerely,



Dr. Rocky Killion
Superintendent of Schools
The West Lafayette Community School Corporation



Richmond Community Schools

300 Hub Etchison Parkway · Richmond, IN 47374
Phone (765) 973-3300

July 26, 2011

Interim Study Committee on Education
Indiana General Assembly
200 W. Washington Street
Indianapolis, IN 46204

Ladies and Gentlemen:

Thank you for raising the topic of compensation for Indiana school superintendents. I trust that you will conduct a thorough study and that you will let your research findings guide you to a decision that you have yet to form. The purpose of my correspondence is to acquaint you with facts as I know them, and I limit my facts to my own situation as superintendent of the Richmond Community Schools.

I signed my first 3-year contract with the Richmond Community Schools in July 2004 for an annual salary of \$120,000. I have neither sought nor accepted a pay raise in the intervening seven years. I have received one bonus for achieving a student achievement goal, but I have rejected a number of others due to poor timing in the collective bargaining with teachers at those times, or, as was the case last month, due to less than ideal corporation revenue projections. One year I requested that my bonus be used to help underwrite transportation costs for a group of students promoting Richmond as an All-America city. The investment paid off – Richmond was awarded the designation!

I am not telling you this to convince you of my altruistic nature. Be assured that I appreciate financial compensation. I receive an auto allowance; I receive an annual contribution to an annuity worth 4% of my contract; I receive the same health insurance coverage that any Richmond Community Schools teacher receives; I have a corporation paid life insurance plan for twice my salary; I have my professional memberships paid, I receive 25 paid vacation days, and I am encouraged to attend professional conferences.

For this compensation I am on call 24 hours a day, seven days a week. There are weeks in the year that I have obligations every night - athletic events, literacy nights, school board meetings, and student performances. I am arguably the most visible person in this city, having had my picture appear more frequently in the newspaper than any other local personality. I am responsible for 800 employees, a nearly 46 million dollar budget, over 5000 students, and 16 buildings.

I serve with no compensation on the boards of the Chamber of Commerce, the Richmond Symphony Orchestra, the Boys & Girls Club, the East Central Indiana Education Service Center, and the Indiana University East Advisory Board. I own my residence within this community, attend a local church, purchase groceries locally, buy clothes from local merchants, subscribe to the local newspaper, monitor local politics, frequent local restaurants, donate to local causes – and I love this community.

I am not advocating for higher compensations for superintendents, nor am I complaining about the compensation for superintendents. Communities work through their boards and superintendents to determine what is appropriate. I do request that you honor the judgment of those who serve on boards such as those for whom I work. I request that you honor the authority they have to exercise their judgment in marshaling the resources to secure the services of employees who are committed to making good things happen with and for the young people of this community.

I applaud you for focusing attention on this topic; you have a difficult task as you search for ways to conserve funds. I respectfully request that you trust the locally elected school board officials throughout the state to use their best judgment to do the same...in much the same way we trust you to use yours.

Sincerely,



Allen B. Bourff, Ed.D.
Superintendent



Oak Hill United School Corporation

1474 North 800 West - 27 • Box 550 • Converse, Indiana 46919 • Phone: 765.395.3341 • Fax: 765.395.3343
Web Site: www.ohusc.k12.in.us

DATE: July 26, 2011

TO: Interim Study Committee

As a small rural school corporation Superintendent I want to make sure that my voice is heard as there is consideration for the future of salary and benefits of my position.

1. Our local tax payers (through the elected school board members) have a right to determine a fair compensation for my time and effort on behalf of students in our community.
2. The job description for my position is broad and the time commitment is immense. I am not aware of any other position in my school corporation community that equals it.
3. The errors of a few should not impact the livelihood of many. It seems that this topic coming to the forefront is based on a couple of well publicized situations that were not appropriate. The umbrella of "solving the problem" is potentially hurting those who are not offenders and therefore not involved in the problem.

I appreciate the committee's consideration of this input.

A handwritten signature in cursive script that reads "Joel Martin".

Joel Martin
Superintendent
Oak Hill United School Corporation

Greenwood Community School Corporation

605 West Smith Valley Road
Greenwood, IN 46142



Telephone: (317) 889-4060
Fax: (317) 889-4068

July 26, 2011

Members of the Study Committee,

I believe it is imperative that you understand a little more of the work public school superintendents face in Indiana prior to developing new legislation that will hamper the ability to earn fair compensation for our work.

As the superintendent of Greenwood Community Schools, I oversee the largest fast food operation in our city. We have six cafeterias that served at least one meal everyday and in some buildings two meals. This past school year we operated with a budget of approximately 1.5 million dollars. In all we feed nearly four thousand students during the course of a school day.

As superintendent, I oversee the largest public transportation system in our city. Greenwood Community School Corporation operates 36 busses throughout the day as well as transportation of students to our vocational school and special education coop.

I am the chief executive officer of an organization that employs 435 people making us one of the largest employers in Johnson County. As superintendent, I am also the person responsible for making sure that our teachers and employees abide by state and federal law whether it is employment law, student rights or educational statutes and rules that create the framework by which we do business.

Perhaps most importantly as superintendent, I am responsible for an annual budget of approximately thirty-five million dollars that has required a tremendous effort in planning and allocation to make work over the past five years as state funding has been reduced.

While all the above has been unfolding on an annual basis Greenwood Schools under my leadership has been named an A school corporation by the Indiana Department of Education and has maintained the lowest tax rate of any public school corporation in Johnson County.

While working to continuously improve the work we do for children in our community I have personally worked the past three years without a raise, in fact, I took a reduction in salary last year as I moved our administrators, myself included, away from a 100% insurance premium payment.

Compensation for superintendents is locally developed in line with community expectations and capabilities. In my position, there is little, if any job security. If my board decides I should no longer have a position in Greenwood, my contract is not renewed. I have no security to rely on such as veteran teachers do. The pressure of this position is never ending. We are the first to give credit when we have successes and the first to hear a complaint when there is a problem.

I would hope as elected officials you will weigh your thoughts about superintendent compensation with an ear to what the job actually entails and not by the headlines generated by less than 2% of superintendents in the state. I believe superintendent compensation should be a decision by local school boards who are the officials charged with policy making for a school district and know a superintendent's work on a daily basis.

Finally, I would like to add that creating a ceiling that limits superintendent compensation will be an obstacle in the encouragement of talented younger administrators and teachers from aspiring to the position. When principals realize they will make little more than they are currently making for the added responsibility and pressure they will be very reluctant to move into a superintendency. We will see fewer sitting superintendents migrate into Indiana and a greater numbers migrate out into states that have no such compensation ceiling.

Superintendent compensation should remain a function of local authority.

Sincerely,

A handwritten signature in cursive script that reads "David E. Edds".

David E. Edds Ed.D.

Superintendent

Greensburg Community Schools
1312 W. Westridge Parkway
Greensburg, IN 47240

Dear Committee Members,

I think you really need to look at what you are getting from most Superintendents in the state of Indiana. As a superintendent with 11 years experience in that position and 30 years experience as an educator I receive about \$125,000 yearly in salary. In my duties I am in charge of 250 employees and all of the problems that in business would be handled by an HR department. This includes following all labor laws, employment regulations, IRS concerns, Insurance regulations, PERF, TRF, and other financial concerns. I develop a \$25 million dollar budget every year with all state and federal regulations that must be followed. I hire and fire all employees. I run a transportation system for 2200 students including 33 buses. I run a food service that provides breakfast and lunch to 2200 students. I am in charge of maintaining \$95 million dollars in facilities and equipment. I must develop Technology Plans, Discipline Plans, Reading Plans, School Safety Plans, and all of the other DOE State mandates that continue to increase each year. I do not have an Assistant Superintendent but fortunately I have hired great people that help in these areas.

I spend time in court defending against frivolous lawsuits that waste our resources. I have relationships with local government, local law enforcement, local OFC, local Health Department, local Hospital, local Mental Health Services, and participate with service organizations such as the Optimist Club, Kiwanis Club, FOP, etc. I am a member of or have at some time been appointed a member of the Chamber of Commerce, EDC, BZA, Plan Commission, United Fund, Christmas Cheer Fund and local YMCA.

My day begins at 6:00 A.M. and ends whenever I can get home. I attend all school functions including sporting events, music and art events, academic events, recognition programs, PTO events, and serve on many non-profit organizations in our community. Most of my days are in excess of 12 hours of work. I am available 24 hours a day and I am often taken to task on this. Our school system for example provided emergency housing for tornado victims this past year. I helped set up that with the Red Cross on a Saturday. My phone number is in the phone book and I receive many calls at all hours of the day and night. My contract is for 260 days a year which is every day but Saturday and Sunday. I get three weeks vacation a year and rarely take all of it. This school system is my life and I love it and take great pride in what we have accomplished. I have great people around me and they work tirelessly to the same goal that I have and that is to provide the best education possible to our children. Our community uses the school facilities for all kinds of activities and they are always made available and often that is possible because I am at the facility to supervise.

How many business CEOs have a work day that compares or have anymore responsibilities? My main concern is the well being of 2200 students and 250 employees and not just the bottom line. In these tough times I have not taken any type of raise for the past three years. I grew up in this community and I realize that my salary is high for most people but not for those that supervise as many people or that have as much responsibility as I do. In examining Superintendent's salaries please look at what is expected of us and don't base your decision on a few outlandish exceptions. The Superintendents that I know and respect deserve all the compensation they get.

Sincerely,



Tom Hunter, Superintendent
Greensburg Schools

7-20-11

Southeastern

SCHOOL  CORPORATION

July 20, 2011

Rep. Robert Behning, Co-Chairperson
Rep. Rhonda Rhoads
Rep. Wendy McNamara
Rep. Gregory Porter
Rep. Shelli VanDenburgh
Rep. Clyde Kersey
Sen. Dennis Kruse, Co-Chairperson
Sen. Ryan Mishler
Sen. Ron Grooms
Sen. Earline Rogers
Sen. Timothy Skinner
Sen. Frank Mrvan

As you begin your study of superintendent compensation throughout Indiana, including salary and salary related fringe benefits and accident, sickness, health, dental, and retirement benefits I would urge you to compare those salary and fringe benefit packages to the CEO's of any comparable sized business. If you do so, I do not believe that you will find most superintendent salary and fringe packages out of line. The reality is that in many of our communities the superintendent runs the biggest business in town.

Like many of you, I was shocked and disgusted by the superintendent retirement package that received so much attention in the Indianapolis area media this past year. In no way can I justify or defend such a package. I do not, however, believe that this represents a typical or even common superintendent contract.

My highest paid teacher makes \$325/day for a 185-day work year. My daily rate is \$376/day for a 261-day year. I don't believe the extra \$51/day is excessive for being on call 24/7/365. Superintendents are never off duty. I do receive full health insurance coverage whereas my senior teacher is covered at 60%. Other than that my entire fringe benefit package exactly mirrors that of my teaching staff, including my retirement package (1.75% of my salary put into a 403b each year).

Regarding the establishment of a statewide salary schedule based on school corporation ADM I would remind you that frequently those of us with smaller enrollments must wear many hats and deal with more day to day issues than those with larger enrollments and more extensive support staffs. The variance between districts, not only in size but also demographics, community expectations, cost of living, and breadth of programs make any single salary schedule difficult if not impossible to implement fairly. If also removes from local control the ability to go out and attract the best people – something I would think every Corporation would want to do.

Southeastern is not a rich corporation. We are very careful with our citizen's money while providing quality experiences and education for our students, various forms of entertainment for our citizens, and a positive focus for each of our communities. Our citizens support everything we do. They trust us and believe in us. We would never violate that trust. I urge you to leave decisions on compensation to the wisdom of local communities to decide what is in their unique best interests.

Sincerely,



Dr. John K. Bevan
Superintendent

Stephen L. Edwards
Superintendent



Education Service Center
1240 S. Adams Street
Marion, IN 46953
Phone: 765-662-2546
Fax: 765-651-2043

Marion Community Schools

Raising the bar of excellence in education

July 26, 2011

Education Study Committee
Indiana State House
200 W. Washington Street
Indianapolis, IN 46204-2786

Members of the Education Study Committee:

I am writing this letter because I am concerned your committee might recommend the establishment of statewide guidelines for salary and benefit packages for Indiana school superintendents, based upon their school corporations' ADM or other factors. I ask your committee not to recommend the establishment of such guidelines and support the concept of local control, while acknowledging the positive impact skilled and dedicated superintendents have on the school districts they serve.

It is the function of local school boards to recruit, select and determine the salary and benefit packages of superintendents who serve their school districts. This should not be a state function. Local school boards answer to the communities they serve.

Skilled superintendents are vitally important to local school districts. Their job responsibilities are multi-faceted. They are the CEO of the one of the largest organizations in their communities and are responsible for hundreds of employees, large transportation systems, large food service operations, facility maintenance and planning. Their responsibilities also include providing for every aspect of student well-being for hundreds of students, 24 hour a day community relations, working with labor unions, and overseeing multi-million dollar budgets while keeping their school districts fiscally sound. They are essentially on call 24 hours a day and have a great deal of job related stress. A successful superintendent is vital for improving student learning.

A statewide standard for the compensation of school superintendents would create the motivation for good young superintendents and superintendent candidates to find work outside of Indiana, or in other professions, that reward good management skills. Can Indiana and our public schools afford to have less than the best leadership possible?

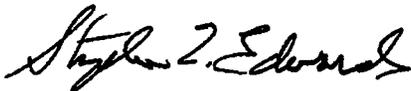
Could the consideration of a standardized state compensation package for school superintendents be part of a plan to support a goal of directing more money to the classroom? Without question, quality classroom instruction supported by adequate resources will improve student learning. However, effective classroom instruction does not occur in classrooms across school districts

without quality leadership. Research has proven that skilled superintendents improve student achievement in the districts they serve, and this is evident in school districts across Indiana.

Some small districts with urban characteristics have smaller ADM counts than other districts but much more challenging environments. Would superintendents be willing to work in these challenging environments for the same compensation as other districts with fewer challenges? The answer to that question is obvious.

What the Education Study Committee recommends will have little impact on me. As the Superintendent of Marion Community Schools, I am near the end of my career. A certain decision could hasten my retirement but perhaps that is a good thing. My fear is that the state becoming involved in setting the compensation packages for Indiana school superintendents could have a profound and negative impact on the ability of school districts, especially smaller urban districts, to secure effective leaders for their schools. If school competition is a good thing, do not tie the hands of local school boards and put them in a position where they cannot compete, especially small urban districts that are already faced with tremendous challenges.

Sincerely,

A handwritten signature in cursive script that reads "Stephen L. Edwards".

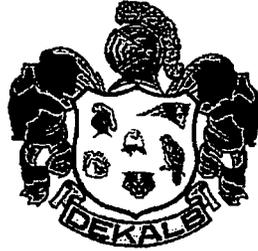
Stephen L. Edwards
Superintendent
Marion Community Schools

pc: Marion Community Schools Board of School Trustees

DeKalb County Central United School District

ADMINISTRATION

Sherry L. Grate Ed.D., Superintendent
Lynn M. Simmers, Assistant Superintendent
Angie M. Lockwood, Business Manager



BOARD OF SCHOOL TRUSTEES

Rob Miller, President
Jay Baumgartner, Secretary
Bruce Buttermore, Vice President
Luanne Betz-Gerig, Vice President
Tim Haynes, Vice President

July 26, 2011

Dear Legislative Study Committee Members,

As you meet to discuss the compensation packages of CEO's of Indiana's public schools, I would like to provide some additional information regarding the role and responsibilities bestowed upon me as the CEO of our school district and ambassador for our community.

I currently serve as the CEO of one of the largest organizations in our community. While the following duties are not all encompassing, this outline will provide a mere snapshot of the diverse responsibilities and duties of the superintendent's role at DeKalb Central Schools:

- Serving on-call 24/7 to meet the needs of our students and stakeholders
- Attaining a stellar graduation rate
- On an annual basis, striving to increase student achievement, improve PL221 and AYP status
- Public relations ambassador
- Leadership of 500 employees
- Providing 4,000 students a comprehensive educational experience while recognizing the individual needs of each student and adapting to meet those needs
- Ensuring that our fleet of 50 buses safely transports our students to and from school 180 days of the academic school year
- Serving as one of three district level administrators leading a district of over 4,000 students and 500 employees
- Serving as a responsible fiscal agent of taxpayer dollars that includes general fund expenditures over \$25 million.
- Provide school safety assurances that each and every student will be able to access their educational services in a safe and non-threatening environment
- Provide social and emotional resources to 4,000 students
- Administer the services for 6 schools and 500 employees with a total administrative team of 13 members in the entire district
- Maintain appropriate disciplinary procedures and documentation of student attendance
- Prepare 4,000 students to graduate high school and be college and career ready upon graduation
- Provide early intervention resources for all students to be reading on grade level by the third grade
- Allocate resources for highly mobile families who move in and out of our district on a weekly basis

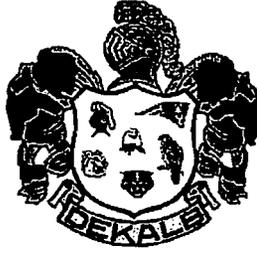
3326 County Road 427 • Waterloo, IN 46793
(260)920-1011 • (877)368-1010 • FAX (260)837-7767
www.dekalb.k12.in.us

EXCELLENCE...EVERYONE...EVERYDAY

DeKalb County Central United School District

ADMINISTRATION

Sherry L. Grate Ed.D., Superintendent
Lynn M. Simmers, Assistant Superintendent
Angie M. Lockwood, Business Manager



BOARD OF SCHOOL TRUSTEES

Rob Miller, President
Jay Baumgartner, Secretary
Bruce Buttermore, Vice President
Luanne Betz-Gerig, Vice President
Tim Haynes, Vice President

- Integrate technological infrastructure and resources that will prepare our 4,000 students for 21st century learning
- Provide competent health care employees to serve the health care needs of our 4,000 students
- Establish and implement a district wellness policy to ensure the healthiness of our 500 employees
- Serve as director of human resources to hire the best and the brightest professionals to serve as educators, administrators, and support staff to meet the needs of our most precious asset-4,000 students
- Ensure students of many different talents and interests are provided equal opportunity to march in the band, sing in the choir, or perform in the athletic arena
- Prepare and distribute well-balanced breakfast and lunch meals to 4,000 students for 180 days throughout the school year, as well as providing summer meals to families in our community
- Create and sustain positive working relationships with School Board Members that will result in raising the academic achievement of 4,000 students in our district

Building leadership capacity from within the local ranks has become even more challenging in recent years. Teachers have considered the fact that they can be a classroom teacher, coach a sport, and maintain a very low level of stress and bring home a salary of \$80,000 (daily rate of \$432), while being protected by a more stable contractual environment and able to remain employed by the same school corporation until retirement. Benefit packages are negotiated by a group of teachers for the benefit of an entire group.

In comparison, a superintendent is on call 24/7, is contracted typically for 240+ days per calendar year, must be able to withstand high levels of stress, and may be one Board election away from moving to the next school district, with a greater level of risk for sustaining long-term employment in a community. My current salary is \$114,800 for 240 days (daily rate of \$478). Benefit packages have had a history in our school district of following the same line of thought and consideration as teacher packages.

I am a young superintendent, optimistic about the difference I can make in the lives of many children for years to come. Thank you for considering the diverse rewards and challenges superintendents face on a daily basis and how unique this position of CEO is in comparison to the roles of CEO's of other major corporations.

Sincerely,

Sherry L. Grate, Ed.D.
Superintendent

3326 County Road 427 • Waterloo, IN 46793
(260)920-1011 • (877)368-1010 • FAX (260)837-7767
www.dekalb.k12.in.us

EXCELLENCE...EVERYONE...EVERYDAY

DEKALB COUNTY EASTERN COMMUNITY SCHOOL DISTRICT

300 East Washington Street • Butler, IN 46721 • 260-868-2125 • FAX 260-868-2562

July 25, 2011

Dear Representatives and Senators,

I have spoken with Senator Kruse and he has extensive information regarding my contract and duties so I will briefly outline my concerns regarding salary caps. DeKalb County EASTERN C.S.D. has employed me for 28 years; first as an elementary school principal then as Assistant Superintendent and for the past 15 years as Superintendent. I have witnessed teacher's salary increases in the double digits as the state attempted to "catch up" from historically low salaries. I have seen and implemented across the board salary freezes due to levy shortfalls as a result of the County Auditor's inaccurate calculations. I recall federal price control efforts on fuel and oil in the 1970's that proved to be disastrous. Throughout my time as a school administrator and despite the ebb and flow of the economy, my belief in the free market has never waived.

When compared to area schools, my faculty and administrators fall in the last quartile for salaries. When I compare base salary and benefits for teachers at the maximum earnings in my district with my salary, my top paid teachers makes about \$1.90 more an hour than the Superintendent. Part of this is my fault since I have not taken a board paid salary increase for three years.

I am a small school specialist. My school district's current enrollment is 1,423. That being said, I am also the Local Education Agency (LEA) for the; 1) Four County Area Vocational Center and 2) Northeast Indiana Special Education Cooperative. These two entities add another 2,026 students to my area of responsibility, but not to my ADM. Additionally, I am the fiscal agent and HIPAA Compliance Office for the Northeast Indiana School Insurance Consortium providing health, life and long-term disability for 1,128 employees in six school districts along with 2,417 dependents. These organizations pay me additional compensation for my expertise and in recognition of the liabilities, both personal and professional.

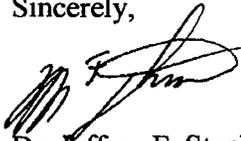
The 2011 Indiana General Assembly has just implemented the most educationally intensive mandates in the past 30 years. The overriding effort was introducing market forces into the educational arena. It appears the challenge to this committee is to deny that these same forces exist for Chief Educational Officers (CEOs) at the district level.

It is the mission of DeKalb County Eastern C.S.D., in concert with the community, to provide all learners with skills to adapt intellectually and socially to their changing environment.



While the state supplies the General Fund revenue, the governing school boards sign the local contracts and are in the best position to decide the value for services rendered. While the current system may have some flaws or an occasional outrage, this is still America and local elected officials have to be trusted to do the right thing.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Jeffrey F. Stephens". The signature is stylized and cursive, with a large initial "J" and "S".

Dr. Jeffrey F. Stephens
Superintendent

BROWNSBURG COMMUNITY SCHOOL CORPORATION

444 EAST TILDEN DRIVE
BROWNSBURG, INDIANA 46112
(317) 852-5726
Fax (317) 852-1015
TDD (317) 852-1499

Summer Education Study Committee
Indiana State Capitol Building
200 West Washington Street
Indianapolis, Indiana 46204-2715

July 26, 2011

Dear Committee Members:

This summer one of your tasks is to examine the compensation of Indiana's public school superintendents. It is unfortunate that in a very few cases clarity and integrity have broken down along with the communication process between a superintendent and the school board he or she serves. These rare cases have garnered much attention—and rightly so. As a superintendent I am embarrassed that a colleague or two acted in this manner and apologize for the workload this major lapse in judgment and character has caused for you.

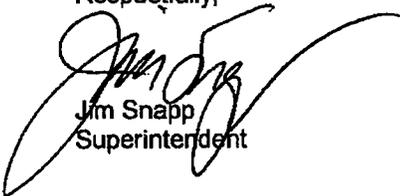
No doubt you will hear from many superintendents who may be negatively impacted by legislative intervention into local decisions made by elected school board members. You will also hear about the magnitude of our jobs, the budgets we oversee, the number of staff we supervise and the on call nature of our positions. You may also hear about the number of educational degrees one has obtained, along with years of practical experience to become a superintendent or even how restrictions may further limit the pool of potential candidates for this challenging position. All of these issues and more are true.

The purpose of my letter, however, is to share with you my point of view. I started my career as a superintendent just barely a year ago in Brownsburg. The position of Superintendent of Brownsburg Community School Corporation wasn't a job for me; it was *the* job for me. I graduated from Brownsburg High School many years ago and chose to be an educator because of the powerful impact the good people of Brownsburg schools had on me. Returning to Brownsburg was an opportunity for me to give back to the community that had so generously given to me and changed my life in such a powerful way. While returning to the community one graduated from might be rare, giving back in the form of a lifelong commitment to a community and children is not rare in this profession.

My colleagues and I work long hours, sometimes besieged with criticism for tough decisions we must make—often based on inaccurate information. Quite honestly, there are just a few folks who like to attack those in public positions because they feel it is their right. In spite of the long hours, tremendous workload and at times, public criticism, we still find this profession rewarding each time we interact with a child, parent, fellow educator or community member. It is those impactful relationships that make being a superintendent worth it.

I have two requests. First, please do not lump all superintendents into the same category as the few who misused their positions for personal gain. Secondly, allow those elected locally and closest to the decision making to do just that—make the decisions regarding the superintendent they appointed.

Respectfully,



Jim Snapp
Superintendent



SUNMAN-DEARBORN COMMUNITY SCHOOLS

1 TROJAN PLACE, SUITE B
ST. LEON, INDIANA 47012
PHONE: 812-623-2291
FAX: 812-623-3341

DR. JEFFREY HENDRIX
Superintendent

KRIS WILSON
Director of Support Services

MARY ANN BAINES
Director of Human Resources

CHARLES BLAKE
Director of Financial Operations

July 26, 2011

Dear Interim Study Committee Members,

I am writing to you today to express my concerns about the mistaken belief that all superintendents in the State of Indiana receive compensation that is not commensurate with their job duties. As a superintendent with over 27 years experience as a teacher, building administrator, and superintendent, I want to make it known that the toughest job that I have had in the field of education has been as a superintendent. Let me explain.

As the superintendent of Sunman-Dearborn Community Schools, I have faced numerous challenges. In my first two years, I inherited a deficit of \$2.4 million dollars in my General Fund in 2009. Governor Daniel's reduction in the budget of 3.5% actually reduced Sunman-Dearborn's General Fund dollars 10%. If decisions were not made by the beginning of 2010 to reduce expenditures, the Sunman-Dearborn Community School Corporation would have reached a deficit of \$5.2 million dollars by December of 2010. With the writing of this letter today, Sunman-Dearborn Community Schools is currently operating its General Fund in the black. This is because of my leadership and diligence in reducing expenditures. How was I able to reduce our budget?

The process began in February of 2010, I met with teachers in my 6 school buildings explaining the deficit in our General Fund. Next, I held several community meetings to discuss how the budget process worked and how Sunman-Dearborn Community Schools had reached a deficit level in its General Fund based on the reduction of revenues and our expenditures exceeding those revenues. The real work began when the Sunman-Dearborn School Board and I held several budget reduction meetings to make the tough decisions on how to reduce our expenditures. Furthermore, I went into negotiations with the Sunman-Dearborn Education Association on a new contract. Between the budget reductions and the willingness of the Education Association to freeze their salaries for the next three years, I was able to reduce our expenditures.

My work, however, did not stop at that point. With the change in the school transfer policy and the impact of the economy on jobs in our area, several students were leaving the district to either attend other neighboring districts or leave the area altogether. I began to develop a public relations plan to keep our current students, and recruit new students to the district. This plan has made a difference in our enrollments. From an average loss of over 100 students a year for the 3 years before I assumed the superintendency, I was able to reduce those losses to 10 students this past school year. Currently, I am confident that our student population is stable, and that we can begin growing as a district.

Equal Opportunity Employer

No person shall on the basis of age, race, color, religion, sex, handicapping conditions, or national origin, including limited English proficiency, be excluded from participation in, denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection. Information requested is used only to determine the applicants ability to meet job criteria and perform satisfactorily.

During my first two years in this position, I also began looking at ways to maintain and upgrade our building facilities to improve our energy costs. I was able to obtain a \$2 million dollar Qualified School Construction Bond. This bond money is being used to replace old boilers, controls and air conditioning units that were not energy efficient. We replaced lighting in several buildings that will increase our energy conservation. From all of this work, my projections show that when the bond is paid off in 2021, the savings from this project will actually pay for the work.

As a superintendent, I am also involved in personnel issues. In my first year, I had an elementary principal leave the corporation. I put into place an interview process that took several weeks to complete. Beginning with the advertisement of the position, collection of applications, screening of the applications, I then recruited a committee of administrators, teachers, school board members, support staff and parents to participate in the interview process. This process helped our district select the best candidate for the position. I am pleased to write that this candidate has been an excellent building leader in our district.

Most importantly, I spend countless hours working with my building administrators and teachers to find the best ways possible to improve student achievement. Whether it is through professional development, collaborative meetings, or classroom observations, my goal is to have an attitude of "Whatever it Takes!" to help our students in the Sunman-Dearborn School Corporation to be successful.

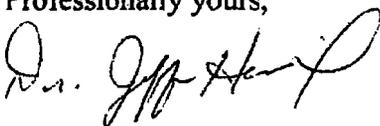
I am sharing this information with the committee to help the members understand that the job of a superintendent is varied, complex and very stressful. Superintendents deal with major problems such as lawsuits to daily problems such as students having money stolen from their lockers. In the winter, I am up every morning at 5 AM driving the roads to see if school can take place. I am in classrooms working with teachers to improve instruction, curriculum and assessment. I am meeting with the public, school board and concerned parents. I am responsible for a \$40 million dollar budget. I oversee the instruction of 4200 students in 6 school buildings. I have over 500 employees. I have my hands in curriculum, instruction, assessment, maintenance, finances, food service, technology, public relations, bus transportation and personnel items on a regular basis.

Am I qualified to hold this position? Yes! I have dedicated myself to obtaining the necessary education to hold this position. I currently hold a bachelor's degree, masters' degree, specialists' degree and a doctorate. How many CEOs in the private sector hold this many degrees?

In conclusion, it is my hope that the interim committee members will read this letter and better understand the magnitude of the job of a superintendent. For me, it has been the best job a person could ever have. Why? Because I can see the difference that I make in the lives of children each and every day to provide them with the best educational opportunities available that will help them have successful lives.

Thank you.

Professionally yours,



Dr. Jeff Hendrix

Dr. Sandra Weaver
Superintendent



Dr. Brian K. Dawson
Assistant Superintendent

Metropolitan School District of Wabash County

July 26, 2011

To Whom It May Concern:

I would like this letter to be presented to the Interim Study Committee discussing compensation for CEO's of Indiana's public schools.

As the superintendent of Metropolitan School District of Wabash County, I am the CEO of one of the largest organizations in the county. I oversee operations for 2400 students and almost 500 employees. We continue to cut administrative positions and did so this year by cutting a central office administrator. The duties of this job were absorbed by other central office staff.

My job focuses on student achievement. It is my intent to base my decisions on how to best improve student learning. I need to balance that with our financial situation.

I am on call 24 hours a day, 7 days a week, 365 days a year. I do not resent this, however it is a career that can take over everything else in my life. I attend numerous functions outside the normal school activities like sporting events, school plays, high school graduations, and academic competitions. I recently enjoyed visiting with students and parents at the 4-H fair. I feel it is my job to be there and see what are students are doing during the summer. I meet with former graduates and ask, "What did we do well? How can we improve?" I buy their lunch during these meetings since they are starving college students and I never ask the district to reimburse these costs. We offer a "Best of the Best" art program for talented art students in the county and I attend their art show and am one of the largest purchasers there.

At the start of the year, I meet with each senior graduate to be. I want to know who I will meet on the stage at graduation. I encourage them to complete their education and continue with post high school education. I ask what activities they are involved in so I can be sure to be there and cheer them on. I read to all kindergarten and first grade classes and give each class a copy of the book that I sign encouraging them to be great readers. I meet with students at a Superintendent's Student Advisory that meets monthly in both high schools.

I am currently planning opening day for staff to implement Professional Learning Communities. We will reconfigure elementary schools this fall allowing teachers more collaboration times. This effort took additional board meetings beyond the two we

conduct each month. I met with the Lions Club in one town I serve and held a community wide meeting in another town I serve. All stakeholders are given the opportunity to ask questions and hear about their schools and their students.

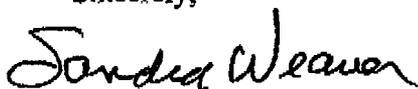
I will meet with every coach this year at a mandatory meeting to explain Indiana Code on reporting abuse and let them know that on my watch we will not allow bullying in locker rooms.

All of my staff work hard. It is my job to support each staff member. My staff members are given due process for job performance. I know that I am one board election away from a job change at any time. I have the honor of working for a tremendous board. I have asked them the legacy they want to leave to the district. Each one wants to do what they can to improve instruction, finances and student learning.

My current contract is for 260 days with 20 vacation days. Like many of you I work from home and my smart phone allows me to access email and be available always for emergencies. I am never unavailable. That is the job I signed on for and I am proud of our district's accomplishments and my part in those.

The calculations that were sent out originally stated that I would be in line for a raise by your standards. Would I like a raise? Yes. I have not had a raise in three years and have taken a cut in benefits. In my opinion, my board needs to determine that. They offered me a raise last year and I turned it down because I could not in good conscience accept it when our district is struggling financially. What is the legacy you want to leave? It is my hope you will let local boards determine the contracts of their CEO's. Thank you for considering my input.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Weaver".

Sandra Weaver

*COMMUNITY SCHOOL CORPORATION OF
EASTERN HANCOCK COUNTY*

10370 E. 250 N.

Charlottesville, Indiana 46117

317-936-5444

July 26, 2011

Dear Members of the Education Study Committee,

My letter is to express concerns as you study the compensation for superintendents in the State of Indiana.

First, I believe this should be a local issue handled by the school board that has been elected to handle all matters pertaining to their school district. This should not be a state matter. I can only speak for my school district, but I believe my school board has been very responsive to the economic conditions we face as well as responsible to our community. In February, 2010, I and the remainder of my central office staff took a two percent pay cut, and to date, that has not been returned to previous salary levels.

Second, there are very few people that are knowledgeable about all of the duties and job responsibilities handled by a school superintendent. They also do not realize exactly how large the "business" is of running a school district. My school district is the largest business in the school district.

My duties as superintendent include: chief executive officer of the school district, director of curriculum, chief financial officer of the district, oversee a budget of \$9 million, responsible for following all Indiana Department of Education rules and regulations, oversee the maintenance of all buildings and grounds, maintain a transportation system of 28 vehicles, ensure the safety of not only the buildings but the safety of each student and staff member and most important, that all students in the school district have their educational needs met by the school district.

The only reason that you are studying the compensation of all school superintendents in Indiana is because of one contract of a former superintendent in Marion County. This contract represents less than one percent of all contracts in Indiana.

I recommend that this matter be dropped by the education study committee and look at issues that have a much greater impact on the education provided to students in our state.

Sincerely,



Randy Harris, Superintendent

East Gibson School Corporation

133 E. Morton St.
Oakland City, Indiana 47660
Phone: (812) 749-4755
Fax (812) 749-3343

DR. FRANZY FLECK, PH.D.
Superintendent of Schools

July 26, 2011

Issue: Capping Superintendent Salaries and Benefits

I am writing this letter opposing a bill that would cap salaries and insurance benefits for superintendents. I'm the CEO of one of the largest organizations in our community. I'm responsible for management of:

- Kitchens that prepare and serve 850 meals each day;
- A bus fleet of 20 buses that covers 600 route miles every day;
- Five buildings that have to be warm in the Winter, cool in the Summer, and safe at all times;
- 3 administrators
- 90 teachers and aides
- 59 bus drivers, custodians and secretaries;
- Preparation, collection, and disbursement of an annual budget of \$10 million.

When things go right at school - it was expected and no big deal. But when things go wrong my phone is the first to ring. My work year and work day are only matched in government by the day and year of most high school principals. In a single day, I need to be ready to:

- explain our attendance and graduation rate;
- identify the best reading program;
- explain the cost and benefits of going to soy diesel from regular diesel;
- defend the basketball coach in a losing season & keep his/her pride from overtaking logic in a winning season ; and
- evaluate every decision for its impact on student achievement and the graduation rate.

Teachers do very important work, but my job and their job are not the same by any measure. If you divide a top of the scale teacher's salary by 185 contract days and multiply it by my 240 work days, much of the difference goes away. The balance of the difference is attributable to the added responsibilities, greater risk and less stability. Every superintendent is just one election away from being out on the street. Most teachers work a career in one place. In 2011, you will not find many experienced Superintendents who have done that.

If you would like more information please call me at 812-749-4755

Sincerely,

Franzy Fleck, Ph.D.
Superintendent
East Gibson School Corporation

Sheridan Community Schools



24795 Hinesley Road • Sheridan, Indiana 46069-1199 • 317.758.4172 • 317.758.6248 Facsimile

Derek Arrowood, Ph. D. Superintendent

July 25, 2011

INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

Representative Robert Behning, Co-Chairperson
Representative Rhonda Rhoads
Representative Wendy McNamara
Representative Gregory Porter
Representative Shelli VanDenburgh
Representative Clyde Kersey
Senator Dennis Kruse, Co-Chairperson
Senator Ryan Mishler
Senator Ron Grooms
Senator Earline Rogers
Senator Tim Skinner
Senator Frank Mrvan

My name is Derek Arrowood and I am proud to be the Superintendent of Sheridan Community Schools in Sheridan, Indiana. I have served in this capacity for the last six years and am the 2nd longest serving Superintendent in the history of our school district since we were consolidated in 1967. I am also the 2nd longest tenured of the Superintendents currently serving in Hamilton County. SCS is a relatively small district, about 1,100 students, located in the northwestern corner of Hamilton County. SCS is one of six public school districts located in Hamilton County and the smallest. My previous experience was as an elementary principal in the Tippecanoe School Corporation. TSC is one of the 20 largest school corporations in the state. During my time there I served as principal of the largest elementary school in Indiana. After being offered the position of Superintendent in Sheridan I initially turned the job down based on the compensation level of the previous Superintendent. The SCS Board agreed at that time to increase the level of compensation to a more competitive salary and one that would not cause me to take a pay cut from my salary as an elementary principal. I have stayed in Sheridan for the past six years because the Board of School Trustees values the leadership and expertise I provide to our district and has been willing to compensate me accordingly. More importantly, I find the work that I am doing here of value to our community. I make a difference. During my first three years in our district I received pay increases based solely on merit. For the last three years the Board of Trustees has frozen my salary at my request. Despite our positive academic growth by any measure the State Department of Education has chosen to assess our school, we chose to freeze my salary based on our local financial issues. I believe our positive academic growth is due in part to not only my leadership, but the stability of having just one Superintendent for the last six years. I appreciate the interest of the Interim Study Committee of Education in Superintendent salaries, but believe this issue is the responsibility of the local School Boards. Across our great state School Boards are charged with the responsibility of making the decision of how and how much to compensate the local Superintendent. I believe these Board are more than capable of making appropriate compensation decisions.

Respectfully submitted,

Derek Arrowood

Madison Consolidated Schools

Superintendent

Dr. Thomas G. Patterson

**2421 Wilson Avenue
Madison, Indiana 47250**

812-273-8511

Fax 812-273-8516

Board of School

Todd Bass

Greg Bentz

Carl L. Glesing

Andrew D. Lytle

Carl G. Schaum

Director of Operations & Personnel

Mr. Michael Robinson

Friday, July 22, 2011

Dear Education Study Committee Members:

As an Indiana practicing superintendent for the last thirteen years, I would respectfully ask that, in your deliberations and investigation into the issue of superintendent salary, you are careful not to restrict the ability of a superintendent to bargain salary and benefits with her or his local school board.

Recently you have passed legislation regarding teachers that is an attempt to allow for pay being based on merit. I think it would be an illogical follow up to now restrict the pay of superintendents when that position is one of the few in education that has successfully relied on competition among the ranks to reward individuals with quality leadership skills.

I believe the system has worked well over the years with a very few, limited cases. I would further ask that you not make salary limiting rules based on those few cases. Such abuses usually take care of themselves in that the offending individual either does not live up to expectations and is dismissed or he or she actually proves to be worthy and deserving of the amount.

Sincerely,

Dr. Tom Patterson, Superintendent



Richland-Bean Blossom

Community School Corporation

600 South Edgewood Drive, Ellettsville, Indiana 47429

• Phone: (812) 876-7100 • Fax: (812) 876-7020 • Web: www.rbbccsc.k12.in.us

SUPERINTENDENT

Steven M. Kain
skain@rbbccsc.k12.in.us

ASSISTANT SUPERINTENDENT

Dr. Carol Gardiner
cgar6586@rbbccsc.k12.in.us

SCHOOL BOARD

Mr. Jimmie D. Durnil
Mr. Dana Robert Kerr
Mr. Larry Thrasher
Ms Debra Walcott
Mr. Randall C. Wright

VISION

Living, learning and leading
together to achieve 90, 90, 90.

MISSION

Our mission is to work in
cooperation with the
community and families to
provide students with an
education that promotes
responsible citizenship and
encourages problem solving
and creativity.

July 20, 2011

To whom it may concern:

The Superintendent of the Richland-Bean Community School Corporation is the CEO of the largest business in the community. The Superintendent is responsible for the management of

- 5 Kitchens that prepare and serve 1,800 meals each day;
- A bus fleet of 41 yellow taxis that cover 1,100 route miles each day
- 8 buildings that have to be warm in the winter, cool in the summer and safe at all times
- 14 administrators
- 300 teachers and instructional assistants
- 100 bus drivers, monitors, custodians, maintenance workers and clerical personnel
- Preparation, collection and disbursement of an annual budget of 30 million dollars
-

When things go right at school-it was expected and no big deal. But when things go wrong, my phone is the first to ring.

My work year and day is unmatched in government employment.

In a single day, I need to be ready to

- Explain construction techniques
- Explain our attendance, graduation rates, and test scores
- Identify the best curricular programs
- Explain the cost benefits of diesel buses
- Defend the basketball coach in a losing season and keep the coach's pride from overcoming logic in a winning season
- Evaluate every decision for its impact on student learning
- Explain school funding to people who can't balance their personal checkbook

Why are superintendents paid so much more than teachers?

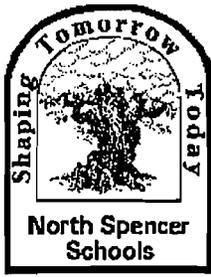
- Teachers do very important work, but my job and their jobs are not the same by any measure.
- If you divide my salary 12 months and theirs by 9 months much of the difference goes away
- The balance of the difference is attributable to the added responsibilities, greater risk and less stability

What is meant by greater risk and less stability?

- I am just one election away from being out on the street
- Most teachers work their entire career in one place-superintendents rarely do

Sincerely,

Steven M. Kain
Superintendent of Schools



NORTH SPENCER COUNTY SCHOOL CORPORATION

Box 316, 3720 E SR 162

Lincoln City, Indiana 47552

812-937-2400 Fax: 812-937-7187

Internet Home Page: www.nspencer.k12.in.us

To: Interim Study Committee
From: Dan Scherry, Superintendent
Re: Superintendent Compensation
Date: July 20, 2011

While there are many variables and items to address in regard to superintendent compensation, I would like to focus your attention on the concept of basing salary on ADM. Listed below are a few examples from my perspective as to why this would not be in the best interest regarding equity or finance:

1. Smaller corporations do not hire assistant superintendents; therefore, they are accepting all responsibility including:
 - Being instructional leader
 - Curriculum Director
 - Director of Facilities and Maintenance
 - Transportation Director
 - Business Manager
 - Data Collector for state reports
 - Technology Director
 - Grant writer
 - School/Community Liason
2. School Boards are elected by "local" communities and are informed and capable to know what compensation can and should be afforded
3. Corporations of 2000 students or less are constantly assessing the need to add/subtract administrators. Paying a superintendent \$100,000 and two assistants \$80,000 a piece would be much more expensive than paying a superintendent \$120,000 and one assistant \$80,000.
4. Having the freedom to improve yourself and your job situation is the motivation that our country is built on.

Please do not allow one or two rogue superintendents' benefit packages to blemish your interpretation of who and what we are as individuals. Personally, my benefit package is far below the state average, but I think the message of being a government controlled state is more cause for concern.

With Regard,

Dan Scherry



ROSSVILLE CONSOLIDATED SCHOOL DISTRICT

James W. Hanna, Ph.D., *Superintendent*

One Robert Egly Drive • P.O. Box 11 • Rossville, Indiana 46065

Telephone: 765-379-2990 • Fax: 765-379-3014 • jhanna@rcsd.k12.in.us

July 22, 2011

Interim Study Committee on Educational Issues
200 W Washington Street
Indianapolis, IN 46204-2786

RE: Superintendent Compensation

Dear Legislator,

The Interim Study Committee on Education Issues is scheduled to hear testimony on superintendent's compensation throughout Indiana on July 28, 2011. Unfortunately, my duties as superintendent have me scheduled to be at our insurance trust meeting and I am unable to share my testimony in person. It is my hope that this letter will adequately reflect my thoughts and feelings on superintendent's compensation throughout Indiana.

I am beginning my twelfth year as Superintendent of Rossville Consolidated School District. Rossville is a relatively small school district that has a tradition of excellent student performance in academics, athletics, and the arts. Students enter Rossville Elementary on the north end and exit graduates of Rossville High School on the south. Students' transition through the building encounters a group of very caring and compassionate staff members that focus on the whole child while being supported by parents and a community that expects high achievement. My responsibilities are never ending in supporting the growth and development of a system that will foster student excellence and continue to make Rossville a preeminent school corporation.

I was hired in July of 2000 by a board of education that was replacing a retiring superintendent, Charles Whitlock, after twenty years of service. Mr. Whitlock began his career upon the retirement of Robert Egly who began in 1964, saw the district through consolidation, and retired after 16 years of service. The board and community were very diligent in their search and continue to have high expectations of the Superintendent of Schools. Board members understand the complexities of the district and have the best information at hand to determine the compensation. The compensation package is not overly generous, includes fringe benefits such as life insurance, long term disability insurance, sick leave, personal leave, health insurance, and retirement benefits that are reasonable. Matter of fact, my salary is \$ 98,030 which happens to be the lowest in the county of all superintendents and one of the lowest in the area.

Please understand that I am acceptable of that salary because it is an agreement that I have established with my local school board. My duties and hourly compensation actually turns out to be less than classroom teachers for Rossville. This committee needs to understand the number of

hours that this position requires. I didn't have a real good accounting of the hours until the year we added time clocks to the district for classified employees. I wanted to experience the requirement of punching a time clock that I was demanding of classified employees. I decided to clock in and clock out each time I was at work or at a school related activity. I was amazed at the results. From January 1, 2004, until December 31, 2004 I logged in a total of 2,536.88 hours. Of those hours, 2300.88 were actual clock hours worked for 238 days. The other 236 were accounted for holidays and leave days. Sadly, I discovered that I worked an average of 9.6 hours per day. This was also time that I had given up to be with my wife and my one year old child. I never get that time back, but I did it because it was the time necessary to do the job.

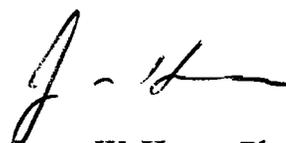
The job itself has gotten harder and harder over the years. Many of the duties of a superintendent are similar despite the size of the district. However, I have discovered coming from an assistant superintendent's position in a district of approximately 3,800 students to a superintendent position of approximately 1,000 students that you are required to wear many more hats. The ADM count of students is in no way a determining factor of the responsibilities a superintendent faces. A superintendent is still responsible for all the records, regulations, and rules no matter the size of the district. The corporation of 3,800 in which I served I had the responsibility for curriculum and technology. Another person was responsible for business management, another for transportation, another for building and grounds, and yet another for food service. All those areas fall under my responsibility at Rossville Schools. If there is a transportation issue dealing with a route or a driver, I as superintendent deal with it. If there is a problem in the building, I deal with it. If we are deficient in a curricular area, I work to resolve the problem. I could go on and on.

My responsibilities and influence extend beyond the school house gate to the community. I currently am a member of our local business association and have held leadership roles with the group. I am involved with the county's emergency management team and hold the responsibility for transportation logistics if needed. I recently became a member of the board of directors for our local volunteer ambulance.

The local school corporation board of education should have the right to determine the compensation scheduled for their superintendent. The local boards understand the issues they face on a daily basis. They are elected officials and should be accountable to their constituents. If they have faltered, then it is the responsibility for the local community to hold them accountable.

Finally, school corporations, no matter their size, want a leader that is working for their best interest. I am worried that if a system is put into place where a local school corporation cannot control their destiny, they may falter. The failure will not be on local officials that could be held accountable but on state officials that make all the financial determinations.

Respectfully,



James W. Hanna, Ph. D.
Superintendent

Tippecanoe Valley School Corporation
8343 South State Road 19
Akron, IN 46910
Phone: 574.353.7741
Fax: 574.353.7743

Mr. Brett R. Boggs, Ed.S.
Superintendent

Dr. Daniel V. Kramer, Ph.D.
Assistant Superintendent

July 20, 2011

Dear Member of the Education Study Committee,

Thank you for serving as a member of the Indiana Senate Education Study Committee. Your service on this committee and your interest in public education are appreciated. I am writing to share my thoughts on the topic of Superintendent Compensation that will be discussed by the Committee on July 28th.

1. My primary objection to the establishment of a statewide salary schedule for superintendents is the continued loss of local control. A locally elected/appointed school board should determine their superintendent's salary, not the State of Indiana. The rhetoric out of Indianapolis is all about increasing local control, but the reality is State control of local schools continues to increase at an alarming rate. For example, we were recently informed the revenue our school district can generate for bus replacement will now be determined for us. This will no longer be a local decision.
2. The establishment of a statewide salary schedule for superintendents appears to be an effort to reign in school districts in which the salary of the superintendent of schools is viewed as too high. As often is the case, all Indiana school districts will be needlessly impacted by legislation needed to deal with only a few.
3. As the CEO of the largest employer in our community I have all the responsibilities and headaches that accompany this position. There are CEOs of smaller employers in my community that are paid a much higher salary. I suspect this is the case in many Indiana school districts. Why the insinuation that Indiana's superintendents are overpaid when many are likely underpaid when compared to others with a similar level of responsibility?

4. School districts are having difficulty finding quality superintendents for vacant positions. A statewide salary schedule will do nothing to improve this situation. In fact, Indiana is likely to lose quality superintendents to other states.

5. During the recent legislative session there was a proposal that each superintendent's salary be based on the governor's salary and the Average Daily Membership of the school district. Why use the governor's salary as the basis on which to establish the salary of Indiana's superintendents? Our governor is a very wealthy man. His salary is likely irrelevant to him. In contrast, I am not a very wealthy man and rely on my salary for the care of my family now and in the future.

The salary of the local superintendent of schools should be determined by the members of the locally elected/appointed school board. The establishment of a statewide salary schedule – a move toward increased State control of public schools – is not in the best interest of public education in Indiana.

Thank you for listening and for your sincere interest in doing what's best for public education in the communities you represent.

Sincerely,

A handwritten signature in black ink that reads "Brett R. Boggs". The signature is written in a cursive style with a large initial "B".

Brett R. Boggs
Superintendent



Yorktown Community Schools

8800 W. Smith Street

Yorktown, IN 47396

Phone: 765-759-2720 Fax: 765-759-7894

July 24, 2011

*Superintendent
Jennifer McCormick*

Representative Robert Behning, Co-Chairperson & Senator Dennis Kruse, Co-Chairperson

Interim Study Committee on Education Issues

*Treasurer
Leslie Rittenhouse*

Re: Indiana Superintendent Compensation Considerations

*Deputy Treasurer
Teresa Hoffherr*

Dear Representative Behning and Senator Kruse:

*Corp. Secretary/
SSN Coordinator
Bev LaVelle*

This letter is to provide you with considerations as you lead your committee into discussions regarding the topic of "Superintendent Compensation". As you begin your discussions, it would be prudent to reflect upon current literature and research regarding effective superintendents. Marzano and Waters (2009) lead this charge with research indicating that district leadership has a measurable impact on student achievement; thus, supporting the notion that effective superintendents do have an academic impact on student learning.

*School Board
Cathy Alexander
Mark Clevenger
Pat LaVelle
Tom Simpson
Steve Smith*

In addition, out of 31 pieces of current literature recently reviewed for my dissertation on the topic of effective superintendents, 36 personal characteristics and professional skills were mentioned in at least three or more sources. Interestingly, eight of those 36 personal characteristics or professional skills were mentioned in at least ten pieces of literature. Even more impressive is the magnitude of the complexity surrounding each of the 36 items. Examples of such personal characteristics and professional skills essential for the an effective superintendent include the following: empowers/develops others, understands and manages school finance, establishes and monitors clear academic goals, displays curricular and instructional leadership skills, operates a safe and effective environment, serves as a child advocate, connects and builds community partnerships, formulates student-focused policies, maintains and models high expectations, and effectively communicates to all stakeholders.

Obviously, the question of does district leadership really matter, has been already affirmatively answered by Marzano and Waters (2009) and the complexity of the position has been established. In order to effectively serve the students and community of Yorktown, I have been diligent in developing my own skills as have many other superintendents by completing over 100 graduate hours of formalized higher education, attending workshops on such topics as law, budgeting, human resources, facilities, curriculum and instruction, school safety, and grant writing. I also attend community Chamber events, serve on various committees and boards, hold community forums, and support students at numerous school related events.



Home of the Tigers!

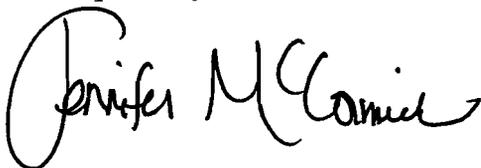
This type of time commitment is not a topic of complaint by those holding such an important position nor should it be discussed as a measurability issue. It should be a topic reflecting the commitment necessary to serve the children in our communities. For superintendents, there is no eight hour day; nor is there a ten hour day. The time commitment necessary for this 365 day commitment is 24 hours a day, 7 days a week. Whether monitoring the safety of the roads at 4:30 a.m., observing classrooms at 1:00 p.m., or attending a school-related function at 7:00 p.m., superintendents are doing so as a commitment to serve and protect our students. My family and personal time sacrifices are a community gain; thus, our students benefit and deserve no less. This sacrifice is given by all who assume such a vital educational and community position.

In addition, consideration must be given to the vast variety of responsibilities superintendents in many districts are now taking on due to current finance stressors. Yorktown is a district of 2,200 students, and is our community's largest employer. When I accepted the position of superintendent, I also gained the responsibilities once assigned to the assistant superintendent of curriculum and instruction position. In addition, like many fellow superintendents, I am also highly involved in building-level initiatives, food service, facilities, and transportation.

As true with many result oriented programs, projects, or entities; such as, the State of Indiana's competitive business growth initiatives, Indiana Department of Education's partnerships, professional team organizations' successes, customer satisfaction, or a student achievement, we must be reminded that as a society, we will get in return what we are committed to "pay for". As a parent, educator, and community member, I hope the committee takes the principle of return into account as important decisions are made.

I do appreciate your time and commitment to doing what is best for Indiana students, one of which is my own child. In addition, I would be happy to discuss any of the aforementioned discussion considerations with any and all of the committee members.

Respectfully,

A handwritten signature in black ink that reads "Jennifer McCormick". The signature is written in a cursive style with a large, looping initial "J".

Jennifer McCormick
Superintendent
Yorktown Community Schools

Culver Community Schools Corporation

Brad Schuldt - Superintendent

www.culver.k12.in.us

Aubbaenaubbee Township
Fulton County

North Bend Township
Starke County

Tippecanoe Township
Pulaski County

Union Township
Marshall County

Interim Study Committee

Dear Committee Members:

It is my understanding that you will be receiving input on the matter of Superintendent's salaries and benefits in the State of Indiana. I know your time is important so I will try to be succinct.

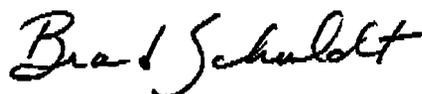
It is my view that the size of the student population shouldn't be the only determination as to the salary of a Superintendent. In our case here at Culver Community (enrollment 1018) our entire central office staff consists of 3.5 people. I have been the Superintendent here for 16 years. I have no Ass't Superintendent and share my secretary with a Vocational Director of 10 school corporations. We have a Treasurer and a Deputy Treasure who completes the central office staff.

As Superintendent, I have three principals, directors of transportation, food service, and technology all reporting to me. I am involved in most all human resource issues. I have a total of 140 full time employees under my direct supervision. This includes the responsibility of overseeing school improvement efforts and state reporting of data. The CEO's of businesses in our county that are that large or larger have significantly higher salary and benefits than my \$108,000 salary. My annuity is not excessive at 5%. I have not had a raise for two school years and have reduced my expense reimbursements to less than \$1500 per year. Because of the shortage of qualified Superintendents, the going rate for temporary replacements in our area is more than my salary with 16 years in the current position.

I simply do not feel that the majority of the Superintendents in our state are realizing the same benefits of those that may have caught your attention in an unfavorable way. Please allow the local Boards to determine the appropriate salary for the Superintendent.

Thank you for your time.

Sincerely,



Brad Schuldt, Superintendent
Culver Community Schools

Mailing Address
P.O. Box 231
Culver, IN 46511-0231

Location
700 School Street

Phone 574-842-3364
Fax 574-842-4615

BOARD MEMBERS

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Ryan A. Sieber
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BLOOMFIELD SCHOOL DISTRICT

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Superintendent

Daniel A. Sichtung

July 26, 2011

Indiana General Assembly
Interim Summer Study Committee
Indianapolis, IN 47424

To Whom It May Concern:

I am deeply distressed by the Indiana General Assembly's Interim Study Committee on Superintendent or Administrative Compensation. I believe the work of the Interim Study Committee is tied to a compensation package in Marion County that was unethical. Members of the General Assembly understand each profession has members who engage in activities that are illegal or unethical. A vast majority of Superintendents in Indiana operate under a compensation package that is probably far less compensation for the hours and days invested.

I want to paint a picture of the average work day for me. I awake somewhere around 5:30 A.M. I am in the office by 6:30 A.M. prior to the first school bus being on the road. If it is inclement weather, I am on the road at 4:15 A.M. to check road conditions. If I am in the office, I answer phones from parents who want to know if the bus has missed picking up their children. I also take phone calls from parents reporting student absences until the first building secretary arrives at approximately 6:30 A.M.

During the normal working hours for all employees, I tend to the following issues:

- I am an expert on corporation health insurance issues
- I make sure all injury claims are reported to our property casualty insurance carrier. I also try to avert potential claims by reducing risks.
- I tend to a \$10 million dollar budget.
- I am the Human Resources expert for my district.
- I oversee a non-certified staff of 34 people. I keep up on changes in laws effecting these people
- I am the transportation director for a fleet of sixteen full size buses and four mini-buses.
- I am the food service director for a staff of 14 people preparing 360 meals during the course of the school year. I field complaints about portion sizes and the type of food served.
- I am the educational leader and answer to the public for why our students are successful or unsuccessful in post-secondary educational environments. I also answer to the public for why our student achievement is exceptional or poor.
- I represent the school corporation at numerous meetings involving Special Education, Vocational Education, Chamber of Commerce, and Rotary Civic Club.
- I am on call 24/7 for issues and problems.

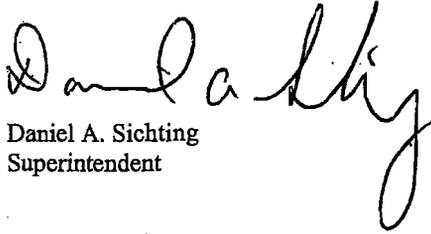
My work day ends at 5:00 or 5:30 P.M. At times on Friday, my work day might end at 4:15 P.M. after the last bus leaves the route. I go home for an hour for dinner and many days come back to school to attend an ECA event. The contractual day for a teacher ends at 3:30 P.M. Also, I should mention that I often work Saturday mornings for a few hours to catch up on items that I couldn't get done during the week with people in the building. Also, I attend ECA activities on Friday and Saturday evenings. So from

November to March, I am in attendance at a boy's basketball or girl's basketball game.

My compensation package is \$58.93 additional dollars per day higher than the highest paid teacher. I believe my corporation gets a very good deal for my services. In terms of my benefit package, I receive the same annuity percentage as teachers. I receive two (2%) additional percent toward a health insurance premium than a classroom teacher. The reason for the additional health insurance premium is non-certified staff and administrators are on a flat dollar premium. Teacher contractually has a percentage of health insurance premiums. The additional dollars given to non-cert and administrators health insurance premiums was a tool to get the certified teachers to move off the percentage to a flat dollar figure.

In my opinion, it is a mistake to mandate Superintendent Compensation packages. Currently, there has been a shortage of qualified Superintendent candidates for positions. It is important for the CEO of an educational organization to have an educational background. Some of our state leaders believe a CEO of any large business can be a Superintendent. I believe my fourteen years of teaching experience allow me to be a business and educational leader.

Sincerely,

A handwritten signature in cursive script that reads "Daniel A. Sichtung". The signature is written in black ink and is positioned to the right of the typed name.

Daniel A. Sichtung
Superintendent

Zionsville Community Schools

900 Mulberry Street • Zionsville, Indiana 46077 • Phone: 317-873-2858 Fax: 317-873-8003 • www.zcs.k12.in.us

Executive Leadership Team

SCOTT ROBISON, Ph.D., *Superintendent of Schools*
ROBERT BOSTWICK, M.S., *Executive Director of Operations*
MICHAEL SHAFER, C.P.A., *Chief Financial Officer*
CATHY FUELLING, M.S., *Director of Unified Student Services*
PATTI BOSTWICK, B.S., *Chief Technology Officer*



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July 26, 2011

General Assembly Summer Study Committee: Superintendent Salaries
c/o Dr. Thomas Little, Superintendent, MSD Perry Township – Indianapolis

Dear Study Committee Members:

I respectfully ask that you approach the task before you with as much objectivity as you can personally muster. There are weeds so very close to the stroll you are about to take.

Extreme data and exaggerated rhetoric about conditions, benefits, compensation/retirement largess that are **not** present for 99% of Indiana public school superintendents I have encountered must not form the basis for public policy. Leader compensation in Indiana's local public schools is a marketplace that has experienced a few notable outlier extremes. Mostly, market forces have taken effect as would be expected during economic crisis and market wide recalibration. Local control works here. Please consider:

- I was hired in 2006 as the CEO of the largest employer in the county.
- I was charged with leading a rapidly growing school district of 5,000+ students and their families.
- Annual budgets/obligations exceeded \$60 million.
- There were nearly 800 employees and roughly 20,000 ready and well engaged customers/critics-at-the-ready

The dizzying array of roles required of a local school superintendent is not widely understood. The span of leadership skills, talents, and dispositions required of successful superintendents alone justifies the slightly higher than teacher compensation that is Indiana's norm. Adding job stressors of student safety, community and state politics, unionization, and the isolating context compound the extent to which my slightly better than teacher compensation is well justified.

Noting that most superintendent work days well exceed 12 hours and include significant parts of most weekends, my superintendent compensation in one of the most successful school districts¹ in Indiana:

1. Is, when adjusted for number of annual work days, just slightly more than the daily rate of a top of the scale teacher with a couple of extra-curriculars (coaching or running a student club)
2. Requires more than 75 additional work days than the teaching role
3. Has not elevated since 2007 due to the financial crisis
4. Has been voluntarily lowered by more than \$6,000 in each of the most recent two years

¹ A school leader role in Zionsville comes with the test score benefits of having most students emerge from enriched homes with parents who care about educational attainment. Our schools' effectiveness in maximizing this mostly well prepared raw human capital has been proven. Leading here is greatly more controversial, divisive, litigious, and precarious than in any of the other five Indiana school districts where I have worked previously. This is not to say that it is harder than, say, working in a community of abject poverty or of similar affluence. Rather, the point is that local conditions vary and are idiosyncratically intricate. This leadership enterprise is simply not well suited to setting the "market" scale as though ADM equals sameness.

5. Provides for annual and daily leadership decisions that ensure the protection and safe passage of now nearly 6,000 youth
6. Provides for annual and daily attention to the details of making student growth services continue even with severe funding shortages in both the General Fund and in tax supported funds due to property tax caps²
7. Provides for leadership integrity through internal accountability that ensures ethical handling of everything from students' confidential information to employee misconduct to financial stewardship for the community's common good
8. Provides for annual and daily leadership on matters of logistical management of the tens of thousands of daily interactions of humans in nine dynamic centers of activity, movement, challenge, and service delivery
9. Provides for annual and daily leadership on matters of communication with a variety of publics via an array of media channels
10. Provides the annual and daily leadership location where day-to-day and long-term activities of a massive organization pass, turn, stop, or find innovation and/or reset

I know of no professional person from the Zionsville community who leads a similarly large and diffuse operation for anything less than **twice** my annual compensation. I am a social entrepreneur, and I have always chased a bottom line that involves uplifting young people. This appears to be difficult to understand (or appropriately affix a valuation for) by those not involved professionally in common good pursuits (social work, clergy, etc.). I sometimes hear private sector-engaged critics indicate that my lack of a traditional profit motivated bottom line should relegate me to less than professional compensation. In the main, private sector employed parents of my current and past students offer heartfelt gratitude for the array of youth services and opportunities I champion. The majority of them also express disbelief about my paltry compensation and working conditions in view of complex politics, rules, laws, and agencies.

As legislative leaders, I thank you for allowing me to share from a perspective not afforded air time in recent rhetorical flurries in the mainstream media and elsewhere. Please go carefully into the space of autocratic regulation of that which is highly nuanced. Superintendent leadership is diffuse leadership, though perceived widely, and in error, to be direct, private sector style autocratic direction of people, processes, and things. The misunderstood role breeds erroneous assumptions and animus from some. Outlier truths about one percent or so of Indiana superintendents is not the whole story.

Your professional objectivity in dealing with the myriad opinions in play is much appreciated. Thank you for your consideration.

Sincerely,



Scott Robison, Ph.D.
Superintendent of Schools
Zionsville Community Schools

² I began flattening the ZCS organizational chart long before financial crisis with the aim of placing leader resource closest to our youth. The resulting efficiencies have served us well in protecting the core mission during financial scarcity. Much is written and said about "inefficient local public schools" without telling the truth of supervisory spans and lean leadership staffing like ours in the Zionsville Community Schools. New evaluation mandates will exacerbate the pains of our leanness, and we will be creative and efficient in response. I thank legislators who can rise above the politics and acknowledge this mixed bag that is very often a great deal for Indiana's taxpayers—no matter what the prevailing noise says about the matter.

July 26, 2011

Education Study Committee

Re: Superintendent Compensation---Salary and Benefits

As you begin to study and consider Superintendent Compensation---Salary and Benefits, I would also like for the Committee to study and consider the roles, responsibilities and stress of Superintendents.

I am the Superintendent for Monroe-Gregg School District. A small rural, yet growing, school district located about 30 minutes southwest of downtown Indianapolis. We have a student population of 1485 students, 93 teachers, 100 classified employees, three Principals, one Assistant Principal, one Athletic Director, one Transportation Director, one Director of Maintenance and a Food Service Director. The Central Office staff is made up of a Treasurer, Payroll Clerk, Secretary and myself--Superintendent. As you can see, we do not have a lot of excess Administrators or staff for a growing rural school District. Therefore, I wear many hats in one day and throughout one year.

While overseeing a 10 million dollar budget, I also am responsible for overseeing District Wide Professional Development for certified and classified staff, Curriculum Alignment of all K-12 instruction, Instructional Programming K-12, Technology Implementation and Instructional Programming, Safety of the students and staff, a Food Service Department, Transportation of students to and from school and activities, Extra Curricular and Co-Curricular opportunities, Wellness opportunities for staff, Health Clinics for students and staff, Upkeep of the building and grounds, Coordination our Athletic Facilities for various Youth Leagues and Coordination of our Facilities for various Community Functions held at our Schools and all this while participating in the basic day-to-day meetings requested of me by outside community organizations, state organizations, the Teacher's Association, Board Members, community members and parents.

Please understand my day can start as early as 4:00 a.m. for road checks (which I do) for fog, snow, ice and flooding and end as late as 10:00 p.m. following a local meeting or school activity. My telephone (now a blackberry) is never off or away from my side. I am expected to answer it at all times and answer emails immediately. If I do not, I am questioned as to why I didn't answer it immediately or why it took me 12 hours to respond. This even occurs while on vacation or simply spending time with my family in the evening and weekends. My time is no longer mine. Something most CEO's, lay people or legislators understand. I also work a 260 day contract even though I may have holidays off, I am really still on call.

Lastly, my job does not come with security. I could be voted out of my position at any given Board Meeting. That knowledge comes with its own added stress on me and my family.

I hope you will consider all of these and the fact I have not had a raise in three years as you begin your Study on Superintendent Salary and Benefits.

Thank you

Dr. Julie Wood

Northwestern School Corporation

Where Excellence In Education is a Tradition

July 26, 2011

To: Interim Study Committee Members
From: Ryan Snoddy, Superintendent
RE: Compensation for Indiana Public School Superintendents

Thank you for taking time to consider my thoughts regarding Indiana Public School Superintendent compensation. Certainly in the economic times that the state has experienced in the last few years, we must look critically at all expenses. Please do not lose sight of the fact that as public school superintendents we must look at those expenses just as carefully as you do as legislators. However, please also realize that in addition to receiving the highest compensation in the school district, we are also individually held accountable first by local school boards and secondly by local constituents. We reside in our communities daily and in that environment we must justify all educational expenditures. Likewise, we are held accountable for those expenditures by all members of our local community including those same board members, parents, staff, and community members who do not have children in school. Certainly the compensation of the superintendent must be justified and our local school board is held accountable for that decision.

At Northwestern School Corporation, the superintendent compensation is determined annually by a five member school board elected by local constituents. Factors that are used to determine the compensation level are varied. Annually the board considers factors including, but not limited to: superintendent performance, budget preparation and implementation, level of success of corporation operations, instructional and staff leadership, problem resolution, crisis management, school corporation vision and planning, policy implementation, staff performance, and ultimately student performance. In a society founded upon democracy, liberty, and a free marketplace, I believe locally determined decisions are in the best interest of the school corporation and community.

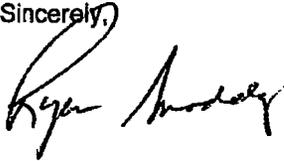
This information does not come from a superintendent that is overly compensated. My annual salary is below the state average, below the regional average, and below the average for like sized school corporations. While my performance reviews and school board feedback would justify a compensation increase, due to economic conditions, I have not recommended or accepted an increase in compensation for the past two years. I do not receive a corporation owned vehicle, have no car allowance, do not have fully paid insurance, nor do I have a golden severance package upon retirement. These are conditions that have been negotiated and discussed fairly and accepted by both parties (board and superintendent). Please also note that I have spent my entire career in the Northwestern School Corporation, beginning as a teacher, then administrator, and superintendent for the past 13 years. This has only been possible due to my positive performance reviews and my desire to do the best job for the students in my community. I hope to continue to be able to serve my community; however, I prefer to work with our local school board and community with regard to compensation. They



possess the most accurate knowledge of my ability and performance and are best suited to make compensation decisions for Northwestern School Corporation regardless of who serves as superintendent.

Please feel free to contact me if you have any questions regarding this information.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan Snoddy". The signature is written in a cursive style with a large initial "R".

Ryan Snoddy, Superintendent
Northwestern School Corporation



7203 EAST U.S. HIGHWAY 36
AVON, IN 46123
Phone: (317) 544-6000
Fax: (317) 544-6001
www.avon-schools.org

July 26, 2011

Education Study Committee,

I am writing to provide some perspective on the issue of superintendent compensation in Indiana and the possibility of a legislatively prescribed salary scale for superintendents. I understand the desire of legislators to study this topic and hope the conclusion drawn will be based upon logic and strategic planning for our state's education system.

As a superintendent for nearly ten years, I have been fortunate to work with many dedicated school boards and individual school board members. These public servants accept tremendous responsibility with few accolades other than knowing they have provided a valuable public service to their communities. As an employee of these boards, I can say without exception, they have represented their constituents in a responsible manner and have bargained superintendent pay with a singular motivation to provide appropriate leadership to their school districts. Boards in Indiana now face a national market for school leaders. We must not inhibit their abilities to represent their communities with more government regulations.

With a belief that the role of legislation is to promote smaller government and fewer restrictions, we trust the marketplace to set fair salaries and allow local communities to decide the fate of their school leadership. Boards are certainly being held responsible throughout our state and are not hesitant to change leadership when they deem appropriate. In superintendent contract negotiations, further limits will drive candidates out of state and virtually end any migration into Indiana since no adjoining states have such regulation.

I realize that some legislators want to restrict superintendent salaries in some way, but I urge you to allow local boards of education the freedom and responsibility to set appropriate salaries for their superintendents.

Respectfully,

A handwritten signature in black ink, appearing to read "Timothy L. Ogle", is written over a vertical line that runs down the page.

Dr. Timothy L. Ogle
Superintendent of Schools

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Maryanne B. McMahan, Ph.D.



Tippecanoe School Corporation

21 Elston Road
Lafayette, Indiana 47909-2899

July 26, 2011

Dear Legislative Education Summer Study Committee,

It is my understanding you are reviewing superintendent compensation throughout Indiana, including salary and salary related fringe benefits. Within this scope you are reviewing whether the establishment of a statewide salary schedule based upon school corporation enrollment would be beneficial to governing bodies and the state. I respectfully ask you to consider the following information during your deliberations.

The Tippecanoe School Board of Trustees vests the primary responsibility for administration of this Corporation in the Superintendent of Schools. The appointment of the Superintendent is, therefore, one of the most important functions the Board can perform. The determination of salary and salary related fringe benefits as well as the length of employment with the corporation are set by the local Board of School Trustees.

I encourage you to consider the fact that School Boards are elected by the particular community in which they serve to work in tandem with the Superintendent to set policy and provide oversight to the corporation. I do not support a statewide superintendent salary schedule. This is a decision that should be left to the local elected school board who has hired their superintendent. Please do not continue to legislate items that are already within the control of a local board of education; such as mandating that school board elections take place in November. The education of our children is certainly not a one size fits all mantra, if you create a statewide salary schedule you are in essence further removing local control from elected school boards.

When I first became aware of the summer study committee I viewed a mock/draft model that was developed how superintendent salaries would be contingent on a formula that was based off the Governor's salary in a proportionate relation to the enrollment size of a district. Ironically, under that model, I would be due a pay raise; or suffice to say I would not be at the artificially created cap that was developed. I am curious why this draft model is even comparing a Governor's salary to a public school superintendent's salary. I'd be interested in reading the research and literature behind that particular thought.

I hope you understand that any "extreme" or egregious contracts are not the norm among superintendents. Please do not focus on a select few that have been publicized in the media recently. I would be happy to share in great deal any and everything listed in my contract. This would include the voluntary 3% salary reduction I took in 2010 and the voluntary reduction of 5% of the board's

contribution to my health insurance plan. Additionally, my salary and salary related benefits are frozen for 2011.

I'm the CEO of one of the largest organizations in our community. I'm responsible for the management of:

- 17 Kitchens that prepare and serve +/-10,000 meals each day.
- A bus fleet of 150 buses that covers 8,000 route miles every day.
- 22 buildings that have to be warm in the winter and cool in the summer, and safe at all times.
- 39 administrators.
- 1,100 teachers and aides.
- 300 bus drivers, custodians and secretaries.
- Preparation, collection, and disbursement of an annual budget of +/- \$100 million.
- When things go right at school it was expected, but when things go wrong my phone is the first to ring.
- My work year and work day are only matched in government by the day and year of most high school principals; 12 month contracts.
- Spend time in all 19 schools on a regular and frequent basis to stay abreast of student needs.
- Attend countless events and activities on nights and weekends.
- In a single day, I need to be ready to:
 - explain our attendance and graduation rate;
 - identify the best reading program;
 - explain the cost and benefits of going to seat belts on school busses;
 - defend the principal against an upset parent;
 - and evaluate every decision for its impact on student achievement and the graduation rate.
- I could go on, but will be sensitive to your time and stop listing further duties.

I truly appreciate your willingness to read this letter. I would be there in person to present my testimony before your committee; however I will be meeting with our corporation committee to continue our work towards developing a new teacher evaluation system so I apologize for not attending in person.

I would be happy to share any additional information you need regarding my particular contractual situation here in Lafayette, IN. In closing, I ask you to not further erode a local control issue by legislating a decision that rests with a local elected school board.

Sincerely,



Scott D. Hanback, Ph.D.
Superintendent of Schools

PLYMOUTH COMMUNITY SCHOOL CORPORATION

Office of the Superintendent

TELEPHONE 574-936-3115

FAX 574-936-3160

Administration Office

611 Berkley Street

Plymouth, IN 46563

July 26, 2011

Dear Summer Study Committee on Superintendent's Salaries:

It is my understanding that there may be a desire to establish specific limits for salary and benefits of superintendents due to the size of the school corporation. Although I have no idea the type of impact this would have on my salary, which has been frozen at \$108,000 for the last three years and is based on a 260-day contract, I would urge you to consider more than just the size of our school.

As an example, Plymouth has approximately 3,500 students. Including myself, there are two administrators at the central office. Collectively, we administrate over curriculum, assessment, professional development, transportation, food service, technology, nurses, secretaries, maintenance, and a 33-million-dollar budget.

Personally, I am also in charge of school cancellations and delays, which means from December through March I am up at 4:00 a.m. nearly every day making a decision on the safety of going to school on time or going to school at all. I am the Superintendent 24/7 whenever I am in the community. I am expected to be at ball games, concerts, plays, and community events.

Larger corporations have assistants who handle most of these duties. Even many schools the size of Plymouth have two or three assistants who handle many of these duties. Also, many superintendents work fewer days a year.

Hopefully, you will realize that there are more factors than just size that should go into the payment and benefits of a superintendent. Please remember that the number of days that a superintendent works and the number of assistants are other factors that should be taken into consideration.

Finally, our Board does a good job of keeping track of my salary and work load as compared to other schools of Plymouth's size. They do their due diligence every year when my contract is being considered. I can only speak for Plymouth, but I believe that local control works in this district.

Thank you for taking the time to read my letter.

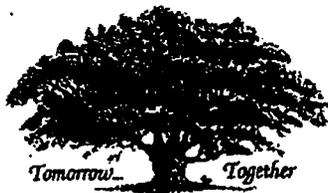
Respectfully,



Daniel Tyree

NEW ALBANY-FLOYD COUNTY
CONSOLIDATED SCHOOL CORPORATION

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New Albany, IN 47151-1087
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www.nafcs.k12.in.us



July 26, 2011

Bruce A. Hibbard, Ph.D.
Superintendent

Bradley J. Snyder
Deputy Superintendent

Bill Briscoe
Assistant to the
Superintendent

Fred McWhorter II, RSBO
Chief Business Officer

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Member

Dear Study Committee:

As the Superintendent of the New Albany Floyd County Consolidated School Corporation, I am the CEO of the largest employer in Floyd County. Our district has 1,698 employees. I am the leader of the 15th largest school district in the State of Indiana. We educate 12,000 students with a total budget of nearly \$150,000,000. We maintain 2,663,210 square feet of facilities, 396 acres of grounds, and 4,100 computers. On average, we serve 8,684 lunches and 2,175 breakfasts each day. Our buses travel 9,938 miles every day.

Prior to my arrival to Floyd County, our district suffered from the lowest ISTEP+ scores in the district's history in the spring of 2009. Under my leadership, our district has gone from only 68.5% of students passing the math section to 86%. Moreover, one-third of our students earned Pass+ in math. In 2009 in English/Language Arts, our district had just 69% of the students passing. However this year, our students are passing at a 81% rate. As a district, we have made AYP for two consecutive years (first time in the district's history).

When I became the NAFCS Superintendent, the district was faced with a tremendous budget shortfall. I worked fervently with our school board and staff to develop a \$6.6 million budget reduction plan during the first seven months of my tenure. Providing leadership and vision to the district, we were able to make many difficult decisions such as closing four elementary schools, eliminating central administration positions, and changing health insurance benefits of non-bargaining unit employees to a flat dollar amount and a three tiered choice plan. We changed the district grade configuration to K-4, 5-8, 9-12. With the closing of buildings and changing grade configurations, it was necessary to change elementary and middle school boundaries, school start times, and bus routes. Ultimately, we seamlessly moved over 5,000 students and 100 teachers to a different building for the 2010/2011 school year.

What pains me most about the nature of this letter is that I am having to defend my salary to this committee made up of people that don't even know me. As a former Clinton County Republican Party Vice-chairman, let me remind the committee that you are, in my opinion, undermining local control. The Trustees of the New Albany Floyd County School Board are elected officials. They

should be determining my salary. They have to defend their decisions to their constituents.

I believe several members of this committee voted to increase the level of competition in education in our State. You voted for vouchers and more charter schools. You are for market driven forces. If so, then how could you conversely be for capping salaries for superintendents?

Often, I hear people talk about our State's greatest resource being our children. If you want quality individuals leading the very institutions that impact our children's futures the greatest, then please continue to let the elected officials at the local level use market driven forces to determine my salary.

Respectfully,

A handwritten signature in black ink, appearing to read "Bruce A. Hibbard", with a stylized flourish at the end.

Bruce A. Hibbard, PhD



PLAINFIELD COMMUNITY SCHOOL CORPORATION

July 26, 2011

Dear Interim Study Committee,

This letter is in response to your review of superintendent salaries and benefits. My name is Scott Olinger and I am the superintendent of the Plainfield Community School Corporation.

I am not going to speak in detail on the \$50,000,000 budget I oversee, the 550 plus employees under my supervision or the almost 5,000 students I am charged with providing the best possible education, but I am going to address facts about our corporation and details about my role as superintendent. Our community is very proud of our school system. In terms of achievement we are a top 10 school corporation with an outstanding staff of professionals. What makes me even more proud is that over the last few years we have lived within our budget. For this current year we are adding an additional 8-10 teachers. I am telling you this because we have done everything the State and the DOE have asked of us during this economic downturn. Our school board has worked very closely with our administrative team and teachers to live within our means while still providing an outstanding education. We do not foresee a referendum in our future.

The job of superintendent is a very stressful and demanding job. From curriculum and discipline issues to bus routes to late night security and maintenance issues, I am on call every hour of every day. My normal workday away from home consists of 12 hour days with many days much longer as there are nightly activities I attend to support our students, teachers and community. My family and my children have suffered the most as I have had to miss many of their activities. A superintendent is never off duty.

I was hired as superintendent 3 years ago. There was no negotiation of my salary. The school board made an offer in good faith and I accepted. I have the same retirement benefits as the teachers in our district. I am very concerned that the State is now considering taking local control away from our school board in order to reduce and or limit salaries and benefits. I feel that is being done mostly due to the contracts awarded to one or two high profile superintendents. Where does it stop? We already have a system in place that can address this issue. If my community feels that I am not doing a good job or that I am over paid for the job I do and that our current board is not listening, can they not vote out our current board to address their concerns? Is this not the democratic system already in place throughout our State?

It is my hope that this committee will listen to the superintendents and school boards across the State and not make decisions based on the contracts awarded to one or two individuals. The majority of us work very hard for what we receive and do so not because of the compensation but because we love our schools and community. Keep control of these decisions where they should be, at the local level.

Sincerely,


Scott Olinger, Superintendent

Mt. Vernon Community School Corporation

1776 W. State Road 234
Fortville, IN 46040-9707
(317) 485-3100
Fax (317) 485-3113

School Board
Kevin Burk
Shelton Oakes
Paul Riddle
Robert Hiday
Vernée Eads

Superintendent
Dr. William J. Riggs

Asst. Superintendent
Mr. Mike Horton

Business Manager
Beverly J. Baugh

July 21, 2011

Rep. Robert Behning, Co-Chairperson
Rep. Rhonda Rhoads
Rep. Wendy McNamara
Rep. Gregory Porter
Rep. Shelli VanDenburgh
Rep. Clyde Kersey

Sen. Dennis Kruse, Co-Chairperson
Sen. Ryan Mishler
Sen. Ron Grooms
Sen. Earline Rogers
Sen. Timothy Skinner
Sen. Frank Mrvan

Dear Members of the Education Study Committee:

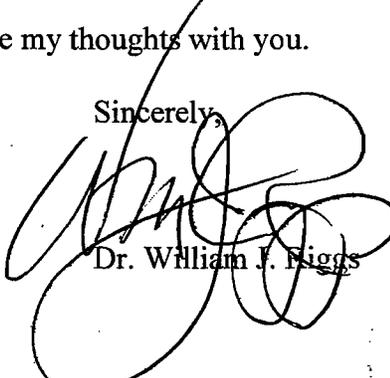
My name is Bill Riggs, and I am the superintendent of the Mt. Vernon Community School Corporation. I'm writing to briefly share my thoughts regarding the compensation of public school superintendents.

I understand why you are discussing this topic. However, the individual situation that led to your concern is an isolated case. Please don't assume all superintendents have contracts that provide a \$1,000,000 severance package.

The salary and fringe benefits of the superintendents are the responsibility of the local school board, and that is where it should be. Each school district is unique, and the elected members of the board are in the best position to understand their community, the challenges confronting the school corporation, and the performance level of the superintendent. We are moving away from the salary schedules for teachers, so why would we want one for superintendents? By the way, I would have received around a \$10,000 raise from the proposal for a statewide salary scheduled based on ADM, had it passed in the last session. That would not have been appropriate for our community.

Thank you for the opportunity to share my thoughts with you.

Sincerely,


Dr. William J. Riggs

To: Interim Study Council

From: John Trout, Superintendent of the Madison-Grant United School Corporation

Re: Compensation for Indiana Superintendents

Date: July 26, 2011

It is obvious that the reason this issue is being discussed, at your level, is due to poor judgment of two Superintendents and their School Board. The actions of these individuals are shameful, and I cannot support their decisions. How an individual takes an outrageous buy-out (pay increase) and then can look at him or herself in the mirror after he rifs teachers and increases class sizes is beyond me.

I am the Superintendent of a school district of 1400 students. I am making the same salary as I did 3 years ago. We have met all of the same short falls and cuts in State support without laying off one teacher or increasing class sizes. Since my arrival, four years ago, our ISTEP Scores have risen 13.4%. We also have the top End of Course Assessment Scores in passing both English/Language Arts and Math of the eleven surrounding High Schools (bottom three, five years ago).

I could give to you data and statistics that would support my compensation, but I would like for you to also consider the impact of your decision. As a rural school district, you could cut the compensation of my position and then you will create an entry level position. People will look at this position as only a means to get a job, and then move on when the opportunity arises. There will not be a consistent leader who impacts our students, and I ask you, "Is this better for our 1400 students?" You will also drive many of us (Superintendents) out of the State to take positions that are similar, but compensated at a much higher level.

Do not punish the entire group, for the sins of two. Come and visit anytime, or call me on my cell phone at 765-667-1346. I would welcome the opportunity to speak to you.

John Trout



SUPERINTENDENT'S OFFICE

P.O. Box 809 • Boonville, Indiana 47601 • 812-897-0400

July 21, 2011

Dear Education Study Committee:

Please accept this letter as input for the July 28, 2011 meeting regarding Superintendent Compensation. I have been Superintendent of the Warrick County School Corporation since 2003. The Warrick County School Corporation (WCSC) consists of three high schools, three middle schools, ten elementary schools and one adult/alternative school. We expect to have 10,000+ students enrolled in these seventeen schools this upcoming school year. I oversee a budget of more than 70 million dollars. WCSC employs more than 550 certified staff and another 375 support staff employees, making us the second largest employer in our county. My salary for the 2011-2012 school year is \$117,259. I do have a corporation automobile and my health, dental, and vision insurance is paid, all but \$1.00.

Over the past eight years I have learned a great deal about being a superintendent of a large public school district. I have learned that as superintendent, you are never "off the clock." This job is 24-hours a day, 7 days week, and very demanding. Overseeing a 70 million dollar budget is a huge responsibility. Ensuring every available dime is used to improve instruction is an enormous task that must be balanced with not overspending and putting your district and your students in a poor financial position. In order to make these decisions, you need to know what curricular programs and ideas are working. Which ideas are supported by research and demonstrate improved student learning. How much of our resources will be spent on technology in the classroom? How will that technology be implemented into the curriculum to enhance student learning? How many teachers can the district budget support? As a superintendent you must see the big picture, and then make sure all the little things are working towards the common goal of improving student learning. That is not a simple job!

While managing the financial resources of the school corporation is very important, it may not be the most vital part of the job. Personnel, and selecting and working with your employees may be the single most important responsibility of a superintendent. Superintendents set high expectations for student achievement and then create an environment in which all stakeholders, students, employees, parents, patrons, and community leaders work as one to accomplish these lofty expectations. Superintendents are responsible for creating a positive working environment for teachers, support staff employees, and administrators. This is difficult because many times the decisions that are best for students may not be what teachers or other district employees want.

Establishing trust and earning the respect of your teachers, support staff, and administrators takes time. Trust and respect is only gained through years of being open, honest, and consistently making decisions that are in the best interest of students. As a superintendent, that is my core belief and I have shared and lived that message from day one. My decisions will be based on what is best for the students of the WCSC.

Superintendents are considered public figures. We are expected to attend school activities, be seen at the county fair, speak at Kiwanis, Rotary, Farm Bureau, and other community organizations. Indiana schools are a very important part of their communities. People want to know what is happening in schools and how our students are achieving. Communicating with these people is essential in earning community support. Superintendents must also spend time and work effectively with numerous local leaders. Establishing strong working relations with local mayors, police departments, fire departments, county commissioners, and other elected officials is essential. Working with school PTO's and other parental organizations is also important. Then there are always your responsibilities with the local media, print, and TV. Establishing positive relations with these folks is very important. Anyone can speak with the media to report great ISTEP scores or other positive news items regarding our schools, but when something bad happens in one of your schools, they will also expect you to answer tough questions and do interviews. Building a good relationship with these folks can make a big difference in how your school district is portrayed through the media and "perceived" by the general public.

Then you must deal with all the day to day responsibilities of the job. Time is spent resolving questions or situations that can arise in transportation, food service, maintenance, and/or custodial areas of your corporation. You are expected to make quick and solid decisions on a wide range of issues. Time must also be set aside to fill out the many required state reports. This is one area that has seen exponential growth over the past several years. Every time you turn around the Indiana DOE or federal government is requesting another report. A decision to cancel school or attend school on days when weather might be an issue is a huge responsibility. Student safety and their lives hang on your ability to make good decisions about things you really have little control over. A superintendent does all of these things and more! Superintendents are responsible for long-term district planning. Plans that deal with capital projects issues, facilities plans, curricular decisions, and even the need to build new facilities require time, advance planning, communicating those plans to your public and allowing them input.

The last component of being a superintendent that must be included is establishing a good working relationship with your school board. Communication with each member of the board is VITAL! Superintendents must develop a team approach with the board in order to set policy, corporation goals, and establish a core belief that our job is to do what is best for our kids. Given board members are elected officials and often change every two years, this is a very challenging part of the superintendent's job. Keeping politics out of schools and out of school board meetings takes a skilled leader. Successful superintendents have a variety of skill sets. Leadership, communication, listening, technology, budget, and people skills are just a few. I do not claim to know everything

about being a superintendent because every day I learn more, but I can tell you this is the most difficult, demanding, and challenging job I have ever worked. It is also the most rewarding job I have ever worked. Watching our students achieve their educational goals through the combined efforts of a devoted group of administrators, teachers, support staff, and school board members is what this job is all about. I appreciate you taking the time to consider my thoughts as you study this issue.

Sincerely,

A handwritten signature in cursive script that reads "Brad Schneider". The signature is fluid and connected, with a large initial "B" and "S".

Brad Schneider
Superintendent, Warrick County School Corporation



NORTH WHITE SCHOOL CORPORATION

Nicholas G. Eccles
Superintendent

W. Dean Cook
Director of Transportation/Buildings and Grounds

Shellie Ruemler
Treasurer

121 W. State Road 16 – Monon, Indiana 47959 – (219) 253-6618 – Fax (219) 253-6488

July 27, 2011

Dear Legislators:

I am writing on behalf of the issue surrounding compensation for public superintendents. I want to start by giving you a brief background about where I have been in education. I have taught at both the elementary and middle school setting. I have coached from elementary to the varsity level in sports. I have been an athletic director, elementary principal, middle school principal, Jr-Sr high school principal and high school principal. I am currently the superintendent of a small rural school district and have also assumed the duties of being an elementary principal as well.

With that being said, I can attest that the superintendent's position is much more complex and has a much greater impact on the overall operations of a school system than any of the other mentioned positions. The pressures associated with budgeting, curriculum and development and accountability are greater now than ever before.

I know that there may be some superintendent's compensation packages in our state that raise eyebrows, but I can attest that most are not near that degree. In fact, taking on this position, I personally have added forty days to my contract and make very little more now than what I did as a Jr-Sr high school principal. The amount of time and dedication to this position is relentless and never ending.

In order to do the right things for students and make changes which are necessary for improvements, a superintendent oftentimes puts their neck on the chopping block. Many times when unpopular decisions are made a superintendent is forced through pressure to leave.

As the state is looking for and demanding changes in our education system, they must understand that schools must be willing to pay enough to entice individuals to come and/or stay to make those tough decisions. The state is looking for competition and in doing so; they need to enable school districts to be competitive in their compensation packages for superintendents.

In summary, most superintendents' salaries are not outside of what should be paid for such a high profile and demanding job. By capping or putting restraints on all schools, you are essentially tying the hands of the locally elected and/or appointed school board members regarding hiring and retaining superintendents.

Professionally,

(By E-Mail)

Members of the Interim Education Committee:

I have taken the superintendent position at Tri-Creek School Corporation. You know what moving, getting acclimated, and doing all the things to start up a school year entails, so please accept my apology for not getting this email to you sooner.

Please share the following thoughts with the legislators.

My current contract includes a salary of \$128,500 with a \$15,000 annuity and \$6,000 car allowance. Insurance is not provided at \$1.00 as in many districts, as I pay a percentage.

My concern with basing salary on ADM only is that we no longer look at the expertise of the individual. Superintendent salaries are already based on ADM and averages in the area. If we are looking at a business model, then being an entrepreneur and trend setter and expert in areas should be additionally compensated as it is in business.

Deb

Dr. Debra Howe, Superintendent
Tri-Creek School Corporation



Monroe County Community School Corporation

A tradition of excellence

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Mrs. Janice L. Bergeson, Director of Secondary Education
Mr. Cameron L. Rains, Director of Elementary Education
Dr. Kathleen Hugo, Director of Special Education

July 26, 2011

Education Study Committee:

As Superintendent of the Monroe County Community School Corporation in Bloomington, Indiana, I serve as CEO of one of the largest employers in the area. The following highlights the size of the organization:

- Students Approximately 11,000
- Employees include:
 - 61 Certified Administrators
 - 690 Teachers
 - 278 Teacher Aides
 - 131 Bus Drivers and Monitors
 - 86 Secretaries
 - 103 Custodian
 - 102 Food Service employees
 - 85 Non-certified Staff (Information Services employees, Nurses, Security Guards, Coordinators, etc.)
- Buildings – Oversee 24 buildings that house students and staff and must have an environment conducive to learning.
- Kitchens – Oversee 21 kitchens that prepare approximately 1.5 million meals each year
- Transportation – Oversee 113 buses and routes with an additional 33 contracted buses and drivers

My work is essentially 365 days per year and on call 24/7. I must respond to the public on all issues and hold my supervisors to the same standard. We do not produce a single product, but do develop the minds that preserve our nation. A Civil Engineer/CEO once said you make more decisions in a day than I do in a week – it's easier when they "don't think" and you just have to move a project from A to B.

I must be ready to respond to and direct:

- Every detail related to the learning of our students with such precision and accountability that each child's test scores improve.
- Ensure the best curriculum with a group of staff members who have their own ideas about what is best for each student with whom they work.
- Ensure all staff are working in the best interest of all students, not just their own or their neighbors.
- Employ the very best teachers and administrators from a pool that may not be the best available. Very minimal recruiting can take place due to the inability of being able to move in a difficult economy.
- Interpret, explain and defend test scores, graduation rates, costs and attendance to the community, even if the school made good progress.
- Ensure clean schools, buildings, grounds and legal construction practices and processes.
- Be responsible for all complaints and/or lawsuits that occur.
- Ensure students are transported safely to all events within a budget that only supports taking students from home to school and school to home.
- Defend and support school personnel when they have done a good job, but are ridiculed because of politics or community expectations.
- Speak at numerous community events and be visible to the community seven days each and every week.
- Convince the public that additional tax revenue is necessary to support a quality education.

Each election, a Superintendent knows she/he could be moving her/his family and that their career could be over in that community due to the politics of School Board elections.

If something goes wrong, if there is a major problem, it is the Superintendent who is responsible. If all goes well, it should have anyway. Indiana needs great Superintendents. It is critical to allow a Board the opportunity to attract the very best people who meet the needs and responsibilities of the community. Change in an organization demands stability. Monroe County Community School Corporation has experienced turnover in the Superintendent position creating a climate of continuously taking "2 steps forward and 5 back".

It is the local community's decision and a matter of local control as to the salaries and benefits of employees, particularly the Superintendent.

Professionally yours,

Judith A. DeMuth, Ed.D.

315 E. North Drive, Bloomington, IN 47401 • Ph. (812) 330-7700 • Fax (812) 330-7813

Our mission: To educate the students for the world of tomorrow. We commit to working with our community to deliver an appropriate and safe learning environment with a curriculum dedicated to excellence that honors the unique and diverse needs of our students.



Perry Central Community School Corporation

18677 Old State Road 37

Leopold, IN 47551

(812) 843-5576 phone; (812) 843-4746 fax

Mary Roberson, Superintendent

mroberson@pccs.k12.in.us

July 26, 2011

Dear Distinguished Committee Members:

I understand that you are taking on the task of reviewing the status of public school superintendents' salaries in the state of Indiana. I appreciate the opportunity to provide some information for your consideration.

First, from a philosophical perspective, I implore you to trust local communities to make the right decisions for their school districts. Local control means that school boards negotiate salaries based on their unique needs. Please allow school boards the trust and leverage to employ the right people for their districts. If caps are put in place, Indiana's talent pool will be drained.

With this being said, I also will address the practical side of the issue. I have heard of superintendent salaries, which are excessive, but I assure you those are the exceptions. Ultimately, I can only speak to my own salary which for a year-round position compares to the daily rate of a teacher with similar years of experience. (My current salary, which has not gone up for four years is \$93,992.) In addition to a bachelor's degree, I have over 125 graduate credit hours and two advanced degrees. Despite having responsibilities, education, and experience that exceed those of a classroom teacher, my benefit package is exactly the same as the teachers in my district.

I am responsible for nearly 200 staff members and 1200 students on a daily basis. Our buses travel 1,200 miles per day, and my mind is never at ease until all of our students are home safely. Our school buildings are open from 6:00 am until 10:00 pm each day. Our corporation has taken on the role of community center, and our constituents feel a part of our school community and are great supporters of education. I manage over \$10 million in annual budgets and deal with all management issues, including health insurance, disability claims, risk management, facility maintenance and use, and much more. The most important part of my job is not about management, though; it is about education.

It is my job to provide the vision for our corporation and to be the instructional leader, working towards ensuring every student reaches his/her greatest potential. The Indiana Department of Education has set a goal of 90% graduation rate. Our corporation is at 96%. Sixty-eight percent of our graduating seniors completed an AP class or received college credit. (The state goal for

this measure is 25%). We are working diligently to reach the state goal of 90% of all students passing state assessments, with current pass rates in the high 80%.

Thank you for considering the important role of school superintendents in the leadership of school districts across the state. Research consistently supports the idea that success in student achievement can only be reached with quality leadership. Please ensure that Indiana schools have the leadership they need to prepare our students for the 21st century.

If I can provide any additional information, please do not hesitate to contact me.

Most sincerely,

A handwritten signature in cursive script that reads "Mary Roberson".

Mary Roberson

ADMINISTRATION

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Superintendent

MICHAEL WILCOX
Assistant Superintendent

KATHY LAND
Secretary

LOUISE S. SMITH
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SANDY PRATT
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Bookkeeper

Decatur County Community Schools

TELEPHONE: (812) 663-4595

FAX: (812) 663-4168

1645 W. State Rd. 46

Greensburg, Indiana 47240

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7-25-11

To Whom it May Concern:

As a public school administrator I believe it necessary to express my thoughts regarding the role of the superintendent in today's educational setting.

The job of today's top school leader includes a wide array of responsibilities. I am expected to be visible in the buildings, oversee curricular changes and progress, direct staffing of all employees, meet with parents and community members, and serve on various committees, both locally and regionally. If the lights are out in a parking lot I hear from someone within the public, or if a bus driver is not prompt on a given morning I will eventually be the one that receives a call from a parent. It is ultimately my responsibility to be certain that boilers are in working order, meals served in our cafeterias meet nutritional guidelines, all federal mandates have been met, and that our spending does not exceed budgetary constraints. These are simply a few of the items that are part of the duties as I work to ensure a successful educational experience for our students and to provide the best use of tax dollars within this community.

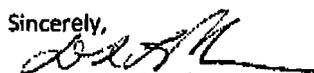
Beginning most days in the office no later than 6:00 a.m. and continuing into the evening tends to be the norm for most superintendents. This does not include the 4:00 a.m. road checks throughout the long Indiana winters that we have experienced for the past few years, making the normal 60-80 hour work week much longer. As such, this is much more than a 9-5 job that extends well beyond the school year calendar and necessitates working twelve months and often six-seven days per week. With the ease of a cell phone call, the job never ends.

While superintendent compensation packages have received a great deal of attention within the past year, particularly in light of a few individual districts, these isolated incidents are not a representation of that of the typical school district within the state of Indiana. Most of us do not have a sizable retirement package for the day that we leave the field of education. Nor do we have car allowances and many of the other perks that have been reported by the media.

If I were to be compensated based upon the results of my performance I believe facts would speak for themselves. As an example, during my four years as superintendent the district has witnessed improvement in standardized test scores, increased the curricular programming and opportunities of all students, continues to add dual credit and early college courses for high school students, is currently renovating four buildings through the use of several zero-to-low interest federal loans, maintains a strong financial balance, and saved more than \$1,000,000 through efforts in energy conservation, as the leading district within the nation for 2010.

If given the chance to alter my career choice and take another path, I would again choose this position. I know that I am making a difference in the lives of students and helping to improve our community. I also believe that most school boards take their roles seriously and provide their administrators with compensation packages appropriate for their given district. As such, it is my opinion that this should remain a local decision.

Sincerely,


Dr. Daniel L. Roach

"We exist only that boys and girls may be served"



NORTH JUDSON-SAN PIERRE

S C H O O L C O R P O R A T I O N

801 Campbell Drive • North Judson, IN 46366 • Ph (574) 896-2155 • Fax (574) 896-2156

LYNN JOHNSON, Ed.S.
SUPERINTENDENT

July 26, 2011

Dear Representatives,

I was appointed Superintendent of the North Judson-San Pierre School Corporation in January of 2009. My first duty was to decrease the budget by 4.5%. I recommended the closing of a school. Not a popular decision for a new superintendent and one I certainly did not anticipate. Now more cuts: elimination of Small Schools Grant and Restoration Grant, for example. We do more and more on less money.

I devoted many years to my education to get to this position: Bachelors, Masters, Administration, and Educational Specialist. I have a 260 day contract with a current salary of \$100,000. My days are usually 10-12 hours long with morning (6:30 a.m.) and evening meetings. I don't begrudge this; I made this decision. Yes, I do have excellent benefits and a matching annuity. When I compare my compensation package to business models and other corporations, it is significantly less. When I look at my days and hours, I actually made more as a principal.

In a small corporation, the superintendent wears many hats. I supervise eight administrators, food service, transportation (a fleet of 24 buses covering 136 square miles,) maintenance and facilities, 88 teachers and 120 support staff. I am in charge of curriculum and instruction, data, technology, budget (reductions) and, negotiations just to name a few. I have been fortunate to have strong employees to handle various duties but the ultimate responsibility falls to me. The stress is great and the position is performance based. Superintendents are "at will" employees.

I obviously did not enter education for the money. Prior to that, I had been a teacher for 11 years and a building principal for 13 years. My strong educational background has been beneficial to me as the corporation's instructional leader. I have "been there" and can speak from experience. My husband is in business. When his product is faulty, they discard it, create new or change the controls. A business model is not the same; our "products" are children. There is a difference...we don't always have quality control. However, we take all children and do our very best to provide educational, social, and emotional needs for each and every one. If my husband has a "good year," he receives a significant bonus. Not so in education. Given our budget, merit increases will be minimal, as are raises.

Yes, there are bad teachers and poor administrators. We have recommended the non renewal of poor teachers and do not believe in the "dance of the lemons." There are superintendents whose contracts are out of line with fair market value. These are the outliers; this is not the case for most of us.

If you trust the research, there will be fewer and fewer superintendents available to lead corporations. If salaries are capped, what is the incentive to work in a larger corporation where the challenges and responsibilities are massive? I know it has been said that anyone can be a superintendent. We'll see.

My concern is with the profession in general. Teachers are paid less and expected to do more. The truly great minds will no longer choose education. My children are grown. They received a quality education in a public school corporation. They are successful adults in the work force. My greatest worry....who will teach my grandchildren?

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn Johnson". The signature is fluid and cursive, written over the word "Sincerely,".

Lynn Johnson, Ed. S.
Superintendent
North Judson-San Pierre School Corporation
801 Campbell Dr.
North Judson, IN 46366
574-896-2155
ljohnson@njsp.k12.in.us



EASTERN PULASKI COMMUNITY SCHOOL CORPORATION

711 SCHOOL DRIVE
WINAMAC, INDIANA 46996
574-946-4010

ROBERT J. KLITZMAN, Ed.D.
SUPERINTENDENT OF SCHOOLS

FAX: 574-946-4510
klitzmr@epulaski.k12.in.us

TO: Representatives Robert Behning, Rhonda Rhoads, Wendy McNamara, Greg Porter, Shelli VanDenburgh, Clyde Kersey

Senators Dennis Kruse, Ryan Mishler, Ron Grooms, Earline Rogers, Timothy Skinner, Frank Mrvan

FROM: Dr. Robert J. Klitzman, Superintendent of Schools

DATE: July 25, 2011

RE: Education Study Committee Review

The duties, responsibilities, accountability, expectations, and sheer importance of school superintendents are enormous and without precedence in today's accountability driven society. Never before has the end result of student learning been so public, so much in the media, and so much debated in the legislature with legislative mandates from the local level, to the state and national levels, as well as internationally as student test scores are compared. A Superintendent is the one individual who leads the entire local school corporation in fulfilling the promise our country makes to every family, that of providing a free and appropriate education for all students as well as satisfying the societal expectation that all students reach their potential. That's an enormous responsibility with accompanying levels of stress and pressure from within and without.

To become a superintendent of a school, an individual must achieve certain levels of expertise by successfully completing carefully designed academic courses, programs, and earning advanced degrees and licenses. I will only speak of my own journey to the superintendency. I have a 4-year Bachelor's Degree allowing me to teach. In addition, I have the advanced degrees as follows: Master's Degree in Guidance and Counseling; Administrative License (requiring additional course work); Educational Specialist Degree allowing me to receive the Superintendent's License; and a Doctorate Degree to help me be in a better position to guide a school district toward its goal of helping each student reach his/her personal best. In addition to the time, commitment, and expenditure outlay



Kids Are Our Future

of earning the advanced degrees and licensing, I have invested 40 years of my life to the students of public schools. I have taught at the High School and Middle School levels, served as Counselor at the Middle School and Elementary School levels; coached 3 sports, was Athletic Director, Assistant Principal, Director of Curriculum, and Director of Transportation – all experiences leading up to becoming a superintendent.

Many school superintendents are what is called “one man shops.” That is, many of the additional duties fall on the Superintendent. In schools such as mine, I serve as the Curriculum Director, Compliance Officer, Public Records, Public Information Officer, and even check the roads on snowy or foggy mornings to ensure it is safe to put buses on the roads. With recent legislation and Indiana Department of Education initiatives, superintendents’ responsibilities and duties have been greatly increased, for example Collective Bargaining, Evaluation Instruments, Merit Pay, New AYP and School Accountability (PL221), updates via technology, and many more.

I would venture a guess that those in the private sector with my years of service, experience, and advanced degrees notes above are not only highly compensated (salary and benefits), but my compensation package would pale in comparison to theirs.

Local communities, through the local school board, have the authority to set the superintendent’s compensation as they choose – that is their right. As you conduct your hearing, please look at the whole complex and elaborate picture of a community and its school and the role the school and superintendent play in that environment.

If you have any questions, I would be very pleased to try to answer them for you.

DR. ROBERT MAHON
Superintendent



JOYCE RUNYON
Treasurer

PEGGY HUESMAN
Deputy Treasurer-Payroll

WESTERN WAYNE SCHOOLS

July 26, 2011

To the Legislative Study Committee on Education:

It is my understanding that your committee is currently reviewing information and holding hearings relative to school superintendent compensation (salaries and benefits) to determine if legislation will be introduced in the upcoming or a future legislative session regarding limiting superintendent compensation legislatively. I do understand that during the past several months there have been some news stories regarding extravagant compensation packages for a very few superintendents in the state. However, the focus of each story has always been about one or two superintendents. The vast majority of superintendents, including myself, do not have compensation packages even close to what has been reported regarding the isolated few. In fact, according to data collected last school year regarding superintendent salaries, my salary comes in several thousand dollars less than the state average and is the next to the lowest superintendent salary in our county. I am now beginning my third consecutive year without any type of salary increase. When comparing salaries between teachers and administrators, please keep in mind that the primary reason my salary is greater than a veteran teacher in our school corporation is that I am on contract and working year-round where our teachers work 184 days per year.

Other things you might consider in your deliberations would be the role and responsibilities of the local superintendent. In our community, I am responsible for all aspects of school operations and represent the largest employer. I am the only central office administrator in our school corporation. Ultimately, when problems occur or issues arise that move beyond the individual school building level, they come to my office. Such issues and areas of responsibility include instruction and curriculum, student achievement, transportation and student safety (example: checking roads at 4:30 a.m. in the fall and winter when fog, ice, and snow become transportation issues), school finance, personnel, facilities, athletics and extra-curricular, custodial and maintenance, cafeteria, and so on.

Please keep in mind that school boards at the local level are the gatekeepers regarding the superintendent's compensation, and the vast majority of school boards take that responsibility seriously by not approving extravagant compensation packages for any school employee. I urge you to not react negatively by imposing punitive or unnecessary legislation on all superintendents in the state as a result of a small handful of school boards and superintendents who have used school funds to excess. That small group is by far the exception and not the rule. Thank you for your consideration in this matter!

Respectfully Submitted,

A handwritten signature in cursive script that reads "Robert Mahon".

Dr. Robert Mahon, Superintendent



Attica Consolidated School Corporation

To: Education Study Committee
From: Derek Marshall
Superintendent
Re: Administrative Salaries

1. I'm the CEO of one of the largest organizations in our community. I'm responsible for management of:
 - Kitchens that prepare and serve 4 meals each day and 2 meals a day year round.
 - A bus fleet of 7 buses that run double routes every day;
 - 3 buildings that have to be warm in the Winter, cool in the Summer, and safe at all times;
 - 3 administrators
 - 100 teachers, aides, bus drivers, custodians and secretaries;
 - Preparation, collection, and disbursement of an annual budget of \$5.8 million.
2. When things go right at school - it was expected and no big deal. But when things go wrong my phone is the first to ring.
3. My work-year and workday are only matched in government by the day and year of most high school principals.
4. In a single day, I need to be ready to:
 - explain our attendance and graduation rate;
 - identify the best reading program;
 - explain the cost and benefits of going to soy diesel from regular diesel;
 - defend the basketball coach in a losing season & keep his/her pride from overtaking logic in a winning season; and

- evaluate every decision for its impact on student achievement and the graduation rate.
-

You ask why we are “paid so much”?

1. Teachers do very important work, but my job and their job are not the same by any measure. Indiana has had a historic practice of building superintendent contracts off of a teacher contract and treating superintendents as something like the head teacher. In 2011, that practice is flawed because the jobs are very different.
2. If you divide a top of the scale teacher’s salary by 185 contract days and multiply it by my 260 workdays, much of the difference goes away. The balance of the difference is attributable to the added responsibilities, greater risk and less stability.
3. Most teachers work a career in one place. In 2011, you will not find many experienced Superintendents who have done that.

It is certainly true that using extreme examples of superintendent pay that are <2% of the marketplace as a base for public policy/legislation tends to produce legislation that punishes those who did nothing worthy of punishment. “Extreme facts make bad law”.

Sincerely,

Derek Marshall
Superintendent
Attica Consolidated School Corporation
205 E Sycamore St
ATTICA, IN 47918
1-765-762-7000

**THE NORTH VERMILLION COMMUNITY SCHOOL CORPORATION
5551 NORTH FALCON DRIVE
CAYUGA, INDIANA 47928**

Office (765) 492-4033
Office (765) 492-3002
Fax (765) 492-7001

July 25, 2011

**Michael F. Turner
SUPERINTENDENT**

To: Dr. John Ellis, IAPSS Executive Director
Re: Information Regarding Superintendent's Compensation

**Diana Crowder
TREASURER**

**Shelly Harrison
SECRETARY**

**Pamela Carli
TECHNOLOGY DIRECTOR**

Dr. Ellis:

I have a scheduled meeting with the DLGF Wednesday afternoon and will not be able to attend the meeting in Indiana as requested. However, due to the importance of your meeting with Interim Study Committee On Education Issues, I am supplying you with my superintendent's information as requested.

Board of School Trustees

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**Roger P. Lewis
VICE PRESIDENT**

**John R. Garner
SECRETARY**

David W. Bailey

Michael D. Smith

Rick O. Weir

Larry D. Wickens

Please feel free to share it with whomever you deem necessary.

Educationally yours,

Mike Turner

Michael F. Turner, Ed.S.

North Vermillion Corporation Information:

- North Vermillion Community School Corporation #8010
 - Student Enrollment: Currently expecting 755 students - North Vermillion Elementary (K-6) 404 students and North Vermillion Jr-Sr HS (7-12) 351.
 - North Vermillion Elementary has had Full Day Kindergarten since August 1993 when the new elementary opened its doors.
 - North Vermillion's campus is located one mile north of Cayuga, Indiana on the west side of Indiana State Road 63. The elementary, jr-sr high and administration offices are located on this one-campus site. The school district stretches west to east from the Illinois/Indiana state line to the Wabash River and north to south from U.S. 136 to just north of Dana, Indiana.
 - Total # of Administrators: 1 Superintendent, 1 Elementary Principal, 1 Jr-Sr HS Asst. Principal & 1 Jr-Sr HS Principal.
 - Staffing: 60 teachers + approximately 40 classified staff.

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Michael F. Turner
SUPERINTENDENT

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Michael D. Smith

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Larry D. Wickens

- 11 Regular Bus Routes – all contracted + one special education route.
- Years of Experience – Starting 36th year (18 years in the classroom, 10 years as a building principal & starting 8th year as a superintendent).

- The North Vermillion Superintendent's office consists of one-administrator, one Secretary/Deputy Treasurer and one Treasurer. Jobs/duties such as public relations, transportation including drug & alcohol supervisor, school delays/cancellations, campus security, special education, budget construction, overall business operations and finance issues, co or chief contract negotiator for corporation, corporation testing coordinator, policy improvement, programming and curriculum improvements, personnel, vocational education and etc. all fall under the duties of the superintendent plus anything else as assigned by the Board. Some duties are assisted with by building level administrators. The Maintenance, Food Services and Technology Departments are the only other departments with a director that reports directly to the superintendent. The superintendent is expected to be on-call 24/7/365. Even while on vacation the superintendent is expected to regularly check their email, check in periodically with the central office staff &/or Board President and leave a contact number in case of an emergency.

Superintendent's Contract Details:

- Superintendent's Contract – July 1 through June 30. Currently renewed annually and only for one year at a time. Current contract extends through June 30, 2012.
- Contracted Days – 245.
- Contract Salary - \$89,425.00 annually / \$365.00 per day for 2011-2012. Salary was frozen at \$89,425.00 beginning the 2009-2010 school year, continued through 2010-2011 and now the present school year due to reductions in State Tuition Support monies. Teacher salary schedule has also remained the same
- Vacation Days – 15. Must be used between July 1 & June 30 (use them or lose them; no carry over or buy back of unused days).
- Approved Holidays + 3 Additional Days - 9 (July 4, Labor Day, Thanksgiving + the day after, Christmas + the day before or after, New

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**Michael F. Turner
SUPERINTENDENT**

**Diana Crowder
TREASURER**

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SECRETARY**

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Rick O. Weir

Larry D. Wickens

Year's Day + the day before or after & Memorial Day) w/3 additional days at the superintendent's choosing.

- Health Insurance: Board insurance contribution capped at \$15,000 for Superintendent. Superintendent has option of insurance plan selection. Currently I have selected to utilize a Health Savings Account (HSA) plan.
- Paid Life Insurance in the amount of \$100,000.00 (Superintendent pays tax on anything over \$50,000).
- Paid 4% 403(b) matching contribution program.
- Conference expenses as approved by the Board,
- Paid State professional dues (institutional level only).
- Personal, Professional, Sick and Bereavement Days, ADD/disability income protection and paid teacher retirement is the same as the teachers' master agreement with the corporation.



Southwest Allen County Schools

4824 Homestead Road
Fort Wayne, Indiana 46814
Phone: (260) 431-2010
Fax: (260) 431-2063
E-Mail: syager@sacs.k12.in.us

Dr. Steven Yager
Superintendent

July 26, 2011

To Whom It May Concern:

This letter is intended to serve as my testimony to the Education Study Committee, specifically regarding superintendent compensation, salary and benefits. I would prefer to present my information to you in person, however, I am scheduled to attend and speak to prospective superintendents during a conference held this week in Chicago.

I am the superintendent of MSD Southwest Allen County Schools (SACS) in Fort Wayne. Ours is a growing suburban district of 6,700 students. The total school budget is \$72,000,000 with over 800 certified and classified employees. Like many other school districts SACS is a high profile district with a clientele who maintains high expectations and standards for our educators.

While I could go into detail regarding the daily, weekly, monthly and annual tasks and expectations for my position it may be best to simply state, "my job is to handle every facet of every part of the student and staff days 365 days a year." Public school leaders do not have time off without always being "on call". That being said, I wouldn't have it any other way. School leaders love their work and have been blessed with a true calling to help boys and girls achieve.

When the question of school leader compensation arose during the last legislative session, I contacted the local Chamber of Commerce president and two local CEO search firms. My goal was to compare the total compensation package for leaders in private firms with similar budgets and numbers of employees with leaders of public education in school systems the size of SACS. The response was somewhat surprising. Private industry compensation (salary only) ranged from a low \$250,000 to over \$500,000. My wage and fringe benefit package is \$187,000. I have not received an increase in my total compensation package for two years and have not been promised anything for the third year. At the same time, all measurable educational data in the district continues to climb in a positive direction. I share this with you not to complain about my situation but to prove to you school leaders work hard, provide positive leadership, are of great character and, when compared with the private sector, are not over compensated. Like other school leaders, my days begin by 5:00 AM

To Whom It May Concern:
July 26, 2011
Page 2

and, depending on the daily responsibilities, may end after 10:00 PM. Again, this is a career I have chosen and would not have it any other way.

To consider a freeze or reduction in the compensation package for school administrators will most likely reduce the pool and quality of potential leaders who strive to work with the public school programs in Indiana. As I share my experiences with aspiring superintendents this week in Chicago I believe they may reconsider their leadership aspirations when hearing that their responsibilities increase their job security and compensation (at least in the state of Indiana) may decrease. The results for potential school district leaders in Indiana could be devastating. I urge you to study the ramifications of such a move – especially for the future of Indiana boys and girls.

Sincerely,



Steven L. Yager
Superintendent

SLY:cas



KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

MR. JEFF HAUSWALD, SUPERINTENDENT

jhauswald@kokomoschools.com

July 26, 2011

Board of School
Trustees

To Whom It May Concern:

Wayne Luttrell
President

Please accept this letter voicing some concern over the topic of superintendent's salaries for public schools in Indiana currently being debated by the Education Study Committee. While I respect any goal of reducing administrative costs, I believe that such reductions must be done in a broader, more comprehensive manner than addressing the pay of one administrator for a district.

Marsha Bowling
Vice President

In discussing this matter, please consider the following:

- Superintendents have a varying degree in the amount of administrative assistance within their respective districts;
- Superintendents have a varying degree of expected days and hours of work;
- Superintendents have a varying degree of additional responsibilities beyond traditional expectations. For example, within my district, I have several cooperative agreements that I oversee, as well as a 500+ student early childhood education program that covers three counties. Each superintendent could likely create a similar list;
- School boards have a varying degree of expectations for incoming superintendents. Upon accepting my current position, it was reiterated that I was expected to purchase an additional home to be part of the community thus increasing the costs associated with my new position by an estimated amount of \$20,000 (house plus utilities).

Cristi Brewer-Allen
Trustee

Harold Canady
Trustee

Joe Dunbar
Trustee

Crystal Sanburn
Trustee

This list could go on and on. Primarily, I share my concern about a standardization of this amount because of the complexities that truly can be understood only by local communities and the boards elected to represent them. Recently, a push has been made to allow individual autonomy for local communities, and I believe this proves counterintuitive to those desires. Moreover, such a socialized approach to establishing a salary should be considered in a larger topic of all positions. Why not establish standardized salaries for teachers, teaching assistants, custodians, secretaries, etc.? I believe the answer should involve different expectations; and perhaps, different costs of living. I fully realize that living in an urban setting, or some suburban settings, may incur greater costs than living in a small town or a rural setting.

Mission Statement

Our mission is to provide a quality education for all students in a safe and secure environment.

In summary, I ask that you please fight to allow local schools to continue making such decisions based on their needs. My contract, including salary and benefits, has been thoroughly discussed and shared in the local media and the majority of citizens appear to understand the justification behind the pay (which pales in comparison to leaders in the private sector with similar responsibilities). If community members did not support this, they could replace the current decision-makers to address their concern. Standardizing salaries is a step closer to socialism, and one that I fully believe should be addressed with extreme caution in today's society.

Respectfully,

Jeff Hauswald,
Superintendent

East Washington School Corporation



"All for one and one for all"

1050 North Eastern School Road ♦ Pekin, IN 47165

Phone 812-967-3926 ♦ Fax 812-967-5797

To: Education Study Committee
From: Cathy Egolf, Superintendent, East Washington School Corporation
Regarding: Superintendent compensation

As you debate the topic of superintendent compensation I would ask that you have a clear understanding of what a rural superintendent's role is in the district. I can only speak on behalf of rural superintendents but I know that the similarities of all superintendents are many.

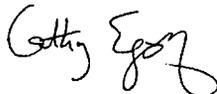
1. I am responsible for the management of the largest employer in the community with a payroll of over 200 (3 principals, 2½ asst. principals, ½ transportation director, 1 mechanic, 4 secretaries, 3 ECA (extra-curricular) treasurers, 100 teachers, 26 bus drivers, 3 bus monitors, 21 cafeteria employees, 18 aides/tutors, 13 custodians, 1 tech director and 2 technology asst., and 3½ district staff (including myself) as well as 5 board members.
2. Our student count last year was 1,639.
3. Our cafeterias serve approximately 200 breakfasts per day and over 1,200 lunches daily making us the biggest restaurant in the district.
4. We have a transportation fleet of 28 buses with one full-time mechanic. Our bus routes cover a little over 1000 miles daily.
5. There are six buildings on our campus which must be maintained year round.
6. The district owns 266.6 acres for which we lease 93 acres to a farmer for revenue. The rest of it is used by the school for academic purposes (school buildings and an outdoor science lab, baseball, softball, football/track, and tennis).
7. For 2011, our district office, prepared, is collecting and disbursing an annual budget of \$15,737,516.
8. I am responsible for academic achievement throughout the district.
9. On any given day I field questions regarding busing issues, inclement weather, an unhappy parent, our attendance and graduation rate, a discussion on the best fuel prices, energy efficiency, basketball coaches, student retention, nutritional values of our lunch program, and school finance.
10. I have overseen bus inspections, been on the board of special ed. co-ops, been a director of the health insurance board, served on the vocational education board, been active in community affairs and committees, attended sporting, musical, and academic events at all levels.

I have spent my career in rural communities and in a rural district, as you can see, the superintendent wears many hats. A superintendent's job is very different from that of a teacher.

Teachers focus on the immediate needs of each individual student and their job is extremely important. I must know and understand the needs of all students as well as the needs of every adult in the system and the ability to work with and meet the needs of the community at large. If you divide my salary of \$105,000 into a 260 day contract and the top salary of a teacher of \$67,814 into a 184 day contract you will note that I make \$35.30 more per day. The balance of the difference is attributable to the added responsibilities, greater risk and less stability. Most teachers work a career in one place. In 2011, you will not find many experienced Superintendents who have done that. Every superintendent is one board election away from having a board that is now unhappy.

Don't misunderstand me, I love my job and I do it well. It is not uncommon for me to have a 60 hour work week. I would only ask that I be duly compensated and that it be a decision agreed upon between myself and the local school board. I am not asking to be held accountable for less but I do not understand why those in Indianapolis should know more about the local needs and expectations of a school district than the local school board.

Respectfully,

A handwritten signature in cursive script that reads "Cathy Egolf".

Cathy Egolf, Supt., East Washington School Cooperation

July 26, 2011

Indiana General Assembly Study Committee

To Whom It May Concern:

Please accept this letter as a response to the proposed cap on salaries and insurance benefits for Indiana Superintendents. I am currently completing my first year as superintendent at the North Knox School Corporation. Prior to my employment, North Knox, like many small schools experienced a trend where first year superintendents used this school system as a means of gaining experience before moving on to a larger school corporation.

I am fortunate that not only do I have the support of my School Board, but they also recruited me to come to North Knox. However, had our local School Board not been able to offer me the salary commensurate of the position and their expectations of me, I may not have agreed to accept the position.

The position of Superintendent of Schools in a small school requires you to oversee all aspects of a school setting. In larger schools, superintendents employ one or more assistants who figure and maintain the budget, oversee transportation and custodial services, staff and community relations, and student education and curriculum requirements. In a small school setting, one person is responsible for all of these aspects. Therefore if the pay scale is based on a school's ADM, it could mean that a school superintendent with a larger ADM and numerous assistants may be paid a larger salary than the salary of a school superintendent with no assistants and a lower ADM.

When I accepted the position of Superintendent of North Knox School Corporation, my School Board asked that I undertake several tasks and offered a salary based on the requirements they were placing on me. During my first year as superintendent, I cut a million dollars from our budget, closed a school and restructured the remaining schools. These tasks were completed in addition to my regular day to day responsibilities.

During inclement or even the threat of inclement weather, my day starts off at approximately 4:00 a.m. checking road conditions to see if school buses will be able to safely run their routes. This is followed by numerous phone calls to school staff and radio/television stations notifying them of delays or cancellations. As superintendent it is also my responsibility to oversee any financial, transportation, custodial, teaching or parent problem that cannot be handled by the director or principal.

For a superintendent, the normal work day does not end at 4:00 or 5:00 p.m. The position of superintendent also serves as an ambassador to the community. It is expected that a school superintendent serve on various committees and boards within the community as well as showing support by attending school functions and athletic events. It is not uncommon for my day to start between 4-6:00 a.m. and conclude anywhere between 8-10:00 p.m. that evening.

By taking away local control and input in what a community and School Board would like to pay a superintendent, you are also controlling who may or may not be hired at that school system. Recent legislation would like for teacher salaries to be more competitive allowing school corporations to compete on more equal ground financially for teachers with greater teaching abilities and attributes. The process of setting salary limitations on superintendents defeats this competitive nature for school corporations and communities to seek the best qualified candidates of their choice. Had our School Board not had the ability to offer a salary of their choice without a cap, much of what has been taken care of this past year may not have been achieved.

I hope that you will reconsider the proposal to cap the salary and insurance benefits. If you would like to speak to me in greater detail about this matter, please feel free to contact me.

Sincerely,

Dr. Darrel Bobe
Superintendent
North Knox School Corporation

North Montgomery Community School Corporation

480 West 580 North
Crawfordsville, IN 47933-7306
Phone: (765) 359-2112 Fax: (765) 359-2111
www.nm.k12.in.us

July 22, 2011

Dear Interim Study Committee on Education Issues:

As you discuss Superintendent compensation, please be aware of some of the duties that accompany the position. As Superintendent of North Montgomery Community School Corporation, I am the executive leader of one of the largest employers in the community. I am responsible for the management of many divisions within the district. Due to budget constraints I now fill the previous role of assistant superintendent of curriculum as well. The list below outlines a few of my responsibilities:

- Kitchens that prepare and serve 3500 meals each day;
- A bus fleet of 50 buses that cover over 220 square miles every day;
- Five buildings that have to be climate controlled and safe at all times;
- 16 administrators;
- 252 teachers and aides;
- 84 bus drivers, custodians and secretaries;
- Preparation, collection, and disbursement of an annual budget of over \$20 million.

When issues arise, my phone is the first to ring, and I am on call 24 hours, 365 days per year. In a single day, I need to be ready to explain our attendance and graduation rate; identify best instructional practice within all content areas; explain the cost and benefits of various energy savings efforts; defend various issues to the media; and evaluate every decision for its impact on student achievement, attendance, graduation rate and/or student safety.

In addition to these matters, much time is dedicated to making public appearances (student performances, services organizations, realtor luncheons, athletic events, etc.); and working with community organizations (drug task force, character counts, chamber of commerce). These things are not required, but are certainly necessary to foster a collaborative, cohesive community.

As you discuss the topic of compensation for this type of position, please consider the diverse roles and expectations associated with the Superintendency. Few executive leaders that I know outside of the world of education would accept the level of pay I earn and the hours I give. I do it because I care about our students and preserving a successful model of public education.

Respectfully,

Dr. Colleen Moran

Colleen Moran, PhD

SUPERINTENDENT OF SCHOOLS
Dr. Colleen Moran
cmoran@nm.k12.in.us

DIRECTOR OF BUSINESS & TRANSPORTATION
Jim McBee
jmcbce@nm.k12.in.us

DIRECTOR OF TECHNOLOGY
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ADMINISTRATIVE ASSISTANT
Jean Mull
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DIRECTOR OF FOOD SERVICES
Karyn Needham
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SCHOOL TOWN OF HIGHLAND

9145 Kennedy Ave - Highland, Indiana 46322
(219) 924-7400 - FAX (219) 922-5637
www.highland.k12.in.us

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Sherri Mitchell, *Director*
Gary Sutton, *Director*
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David Turoci, *Member*

7/25/2011

Dr. John Ellis
IAPSS Director
Dr. Thomas J. Little
IAPSS President
One North Capitol, Suit 1215
Indianapolis, IN 46204

Dear John and Thomas:

Allow me to present to you my thoughts on the topic of Superintendent compensation in Indiana, which will be discussed during the Interim Study Committee on Education Issues meeting on July 28, 2011. With 38 years in public education and six as superintendent, I believe I would be remiss by not interjecting my thoughts on this subject.

In order to put a perspective on the topic of superintendent compensation, one must first understand why an educator would want to seek a position in school administration. In my case, I wanted to have a greater impact on my school community by helping make decisions that would affect all students and staff. I never gave up the lofty goals I had as a young teacher. Most superintendents I know feel they have the leadership abilities to succeed in this position. Superintendents do not just step into their positions. Most work years in administration to qualify and earn the title of superintendent. After 15 years in administration, earning an Ed.S., renewing my superintendents license every 5 years by taking six (6) hours of graduate level courses, and learning my trade with such positions as building principal, technology director, transportation director, facilities director, business manager, and assistant superintendent, I was given the opportunity to lead our district as superintendent in 2006. Each step of the way, I was also rewarded with additional compensation for taking on more responsibility and assigned duties. During most of these years, our district has remained financially sound with a level student population. No matter what, it was the decision of our school board to determine my compensation.

Over the years, administration compensation was determined by a formula based upon a range of pay and a percentage of the superintendent's base salary. As the superintendent's base salary increased, so did the range of pay for administrators. Now that I am the superintendent, I am keenly aware of the impact my salary has on the administrators who work for our district. The three years of no pay raise for myself has also impacted each of our administrators.

Each year, the school board of trustees evaluates me based upon goals that were agreed upon the prior year. However, the increase in compensation has not been based upon any set standard of improvement. It is solely based upon the financial health of our district. My first contract was for \$125,000 and after three years it grew to \$128,750 (3%). In years 2004-06, there were no pay increases. Before the takeover of the General Fund by the state in 2009, our local property taxes and state support allowed for a 2%-3% wage increase for all employees. Due to the loss of state revenues and local support (\$1.8 million), there have been no pay increases in our district since 2009, and a 2%-5% decrease since 2010. There have also been decreases in the benefits for administrators in health insurance (all administrators pay the same 20% contribution along with a \$2,000-\$4,000 deductible, including the

superintendent). Administrators have lost their 2% annuity benefit, and the superintendent's annuity has been reduced by half.

The purpose of pointing out these reductions is to demonstrate the absurdity of determining the pay of an administrator or any employee through any other means except the financial health of the corporation. The School Town of Highland has reached its third consecutive year of **Exemplary Progress** in the state PL221 rankings. The district's growth in test scores over the last 5 years has been remarkable. Our professional development initiatives speak volumes to our commitment to student growth and learning. All of our administrators and teachers are committed to improving student learning through hard work and best practices. This has all occurred despite the fact that our free and reduced lunch population has gone from 12% to 32% in the last seven years, and our ELL student population has doubled at the same time to 150 students. The rewards to our students are obvious. The rewards to our staff have been intrinsic only. Student academic growth is evident; staff financial growth is non-existent.

To base superintendent salaries on the ADM of their district has merit only if the following is true:

- All students in Indiana receive the exact same tuition support per student for each district
- All teachers in Indiana receive the same pay and benefits
- All educational programs cost the same
- All administration and operational costs are the same
- There are no differences in the expectations a community has for its schools (once those expectations change costs either go up or down)
- Superintendents in Indiana have all lost their desire to improve their financial status (no matter how well their districts perform)

The above list may describe the lack of ingenuity on the part of Indiana government and the IDOE to find ways to adequately fund school budgets in the light of a one billion dollar budget surplus. It also describes how low wage expectations will eventually filter into low expectations by superintendents for their districts. You cannot "beat" superintendents into submission with lower compensation and benefits. They are much too intelligent and caring of a group, and I am sorry to say they are also very mobile. You only have to look at New Jersey to see the exodus of superintendents from a state with a state wide superintendent salary schedule. Should a state look with pride to adequately compensated educational institutions, or brag about how much lower wages are compared to their neighboring states? I would hope for the former.

I regret if my comments seem to be condescending and full of sarcasm, but I am fighting to keep our district afloat financially in these tough times without the help of our state or DOE. Now the state seems to be determined to put one more nail in our educational coffin by singling out my job, when I believe I have already imposed the cuts necessary to my compensation and benefits. I am proud of what my district has accomplished, and I continue to work hard at my job for the benefit of our students.

Sincerely;

Michael D. Boskovich
Superintendent of Schools
School Town of Highland



Rockville Community School Corporation

602 Howard Avenue • Rockville, Indiana 47872 • (765) 569-5582 Fax: (765) 569-6650

Dr. Randall M. Kerkhoff
Superintendent of Schools

David D. Mahurin
Jr/Sr High Principal

Sheila J. Rohr
Elementary Principal

26 July 2011

Education Study Committee
House Chambers
200 West Washington Street
Indianapolis, Indiana 46204

Dear Education Study Committee:

I have sat back and listened this past legislative year as education has taken a beating, dwelling on how badly Indiana is educating its students. Now that the ISTEP test results have been released, the state has improved from the previous year. There is an article by John T. Harvey on "Why US education deserves our praise (and funding)," dated July 8, 2011. The link to this article is <http://blogs.forbes.com/johntharvey/2011/07/08/save-our-schools/>. The reason I included this article for your review is that it emphasizes that the United States is doing the job in education and it compares the United States to the rest of the world.

The superintendents of Indiana schools work very hard to meet the ever-increasing demands placed upon us. Some school corporations are fortunate to have more than one administrator in central office. I am not one of those school systems. I work with food service, transportation, maintenance, curriculum, buildings and grounds, technology, public relations, and all the budget requirements. I am also the Human Resource Officer. I am also on several boards such as our Health Insurance Trust, Special Education Cooperative, Vocational Education Cooperative, Ivy Tech Learning Center, and several county boards, as well as local service organizations.

The goal for Rockville Community Schools is to educate our students to the best of their abilities and so they can pass all requirements, local and state. Student improvement is always a high priority. To know how the students are doing, a superintendent needs to be in the buildings, observing, talking with students, teachers and administrators. This does not include all the other activities I am expected to attend within the community.

When I compare how superintendents are compensated in Indiana to superintendents in other states, Indiana ranks towards the bottom. Nancy Protheroe from Educational Research Service published in 2008 a small book Titled "Answering the Critics of School Administration: What are the Facts?" This publication points out several misperceptions. It is worth the read.

I make these points because those of us who devote our lives to caring for all children in the public schools DO work hard and we DO make a difference. I have been told many times, I do not get paid enough for all the things I have to do and the abuse I take from the public. If you have any questions, please feel free to contact me.

Sincerely,

Randall M. Kerkhoff, Ed.D.
Superintendent

Education...A continuous process...Its responsibility must be a combined effort to the school, home and community.

J. Sue Berry
Jeffrey S. Gooch

Roger L. Bridge
Rusty L. Akers

School Board of Trustees
Pamela S. Burgess
Ronald B. Wheeler

Pamela J. Ferguson
Gary Hanner - Legal Counsel



NORTH GIBSON SCHOOL CORPORATION

Office of the Superintendent

1108 N. Embree St.
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Fax: 812-386-1531

To: Legislative Study Committee Members
From: Brian Harmon, Superintendent
Date: 7/25/11
Re: Superintendent's Compensation Review

I would like the opportunity to address my thoughts to the committee regarding a review of superintendent's compensation.

Please do not let the actions of a few provide for potentially bad, unproductive legislation. Jon Bailey, attorney with Bose, McKinney, and Evans states "extreme facts make bad law".

As superintendent I am the CEO of one of the largest organizations in our community. I am responsible for management of:

- Kitchens that prepare and serve meals
- A bus fleet of 35 buses
- Numerous buildings to supervise maintenance and safety
- Administrators
- Teachers and Aides
- Bus Drivers, Custodians, and Secretaries
- School Board Relations
- Preparation, execution, and monitoring of a \$24 million budget
- Constant problem solving
- Media correspondence
- Extra-curricular issues/concerns
- Long-term planning
- Facility planning
- Virtual 24/7 access and accountability

And yes,
Student achievement and accountability

The last I looked, the average lifespan for a superintendent in any one position for Indiana was 2.4 years. We have long known that true sustained student improvement can only come from stability among Board members and superintendents.

The superintendent's position is full of risk and very little stability at times. Caps on compensation will only serve to increase this risk and lower stability for high quality practitioners.

Superintendent
Brian Harmon, Ph.D.

Assistant Superintendent
Linda Coleman, Ph.D.

Construction Finance Manager
R. Thomas Miller, Ph.D.

Treasurer
Mrs. Marlene Fisher

Deputy Treas./Adm. Asst.
Mrs. Nancy Leukhardt

Human Resource Manager
Mrs. Jerica Davis

Personnel
Mrs. Tina Burton

Why do superintendents make more than teachers? Not counting the increased risk and lower stability, if you divide a top of the scale teacher's salary by 182 contract days and multiply it by my 260 work days, much of the difference goes away.

Politicians on both sides of the aisle seem to say the marketplace should dictate compensation for upper level management. Why should this not apply to superintendent compensation? Yes, a rare few may have somehow gotten compensation packages that are out of line. However, this is extremely rare and normally quickly corrected. Please don't put in place legislation that would severely damage the 99% of superintendent's fairly compensated as determined by the need and marketplace.

The superintendent's position can be risky, stressful, and also very rewarding. I can't imagine me doing anything else. Please review the facts carefully before creating any type of damaging legislation. Thank you

Sincerely,

Brian Harmon, Ed. D.,
Superintendent
North Gibson Community Schools



Tipton Community School Corporation

221 North Main Street
Tipton, Indiana 46072-1698
Telephone: (765)675-2147
Fax: (765)675-3857

July 26, 2011

To: Members of the Education Study Committee
From: Kevin R. Emsweller, Superintendent
RE: Superintendent Compensation: Salaries and Benefits

Unfortunately, I cannot attend the hearing as you begin the discussion regarding public school superintendent's compensation. As a new superintendent (effective July 1, 2011), I am immersed in becoming familiar with my new position so that a smooth beginning for the 2011-2012 school year can take place in a couple of weeks for our students, parents, and staff.

While I am new to the superintendent's position, I have been involved in public education for a number of years. So I know first hand the diverse knowledge and skills that are needed to effectively lead a school corporation. That knowledge certainly doesn't make it any easier or reduce the amount of time needed to perform the expected tasks. I'm sure you will hear from experienced superintendents that can attest to the worth of the position.

With less than a month of experience in this office, I have already dealt with teacher contracts, bus contracts, consulting with attorneys on legal issues, policy revisions, health insurance premium increases, and special education issues with parents and our local cooperative. I have worked with the previous superintendent in developing the budget to present to our school board for approval. Among other things, we have struggled on how to maintain an updated, safe, and reliable bus fleet for safely transporting students, when the state has placed a cap on the bus replacement funds that do not cover our cost. I have looked over our facilities as we provide safe, comfortable learning environment for our students. I have reviewed replacement of flooring, painting of walls, more protective landscaping, and HVAC and boiler repairs to name a few items. And July is the slow month. This does not include working with the staff to implement the mandates the state has imposed on us: performance-based appraisals and pay, positive behavior plans, reading plans, etc. That will begin in earnest next month and continue on for many more months.

As the CEO for the Tipton Community School Corporation, I am responsible for many things: budgets, insurance, staffing, building and grounds, curriculum, meeting state and federal requirements, safety of students and staff, transportation, food service, personnel, community relations, etc. I have worked long and hard over my career to get to the point of feeling confident that I can successfully do these things and lead our corporation to provide the best possible education for the youth of our community. The entrusted leaders of the Tipton

Community School Corporation (the elected school board) have provided me with a fair and reasonable compensation package for that leadership. Their collective decision of this compensation, based on Tipton values, does not need to be usurped by the legislative body in Indianapolis.

In the past few months, I, like many of you, have read the local media accounts of some of the compensation packages of superintendents reported in the Indianapolis media. I can't say that I agree with what has been provided to a very small handful of superintendents. By choice, I have never worked in a large metropolitan school district. Those superintendents may be deserving of the compensation received - maybe not. But the point is - it is a local decision. If it is the wrong decision, the people of that locality can argue and take steps to correct the error – not the General Assembly.

If the committee decides to proceed with establishing the compensation for superintendents, why stop there. You should then proceed to establishing compensation packages for others who are paid through Indiana revenues: police and firemen, mayors, teachers and other officials.

I don't believe my compensation package as a public school superintendent is excessive and in need of state intervention. I believe that the locally elected officials (the school board) are capable of determining and have determined the fair market value for the services I provide to the local community. I trust that as members of this committee you will value this local control and not establish predefined limits for compensation for local leaders.

Respectfully yours,



Kevin R. Emsweller
Superintendent
Tipton Community School Corporation



Dr. Tracy A. Caddell
Superintendent of Schools

221 West Main Street
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Greentown, IN 46936-1455

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✉: tracy.caddell@eastern.k12.in.us
🌐: www.eastern.k12.in.us

July 27, 2011

To: Interim Study Committee Members
From: Dr. Tracy Caddell, Superintendent *Tracy Caddell*

Re: Superintendent Compensation

Thank you for the opportunity to offer my views on superintendent compensation and benefits. As a superintendent for ten years and a public educator for 23 years, I have enjoyed the opportunity to work with wonderful children and outstanding teachers in four school corporations. Being a teacher and an administrator has fulfilled a lifelong dream which started when I was an at-risk student in Switzerland County, Indiana. I never imagined what a blessing it would be to be able to say that I was a public employee who had the privilege of serving thousands of children. For that opportunity I am most grateful.

As I enter my 24th year, I am becoming tired of being vilified by our governor; our legislature; and the press. Today, I pick up a copy of the Kokomo Perspective and I have been made a caricature; the Howard County superintendents, burning taxpayer money away as if we are only in education to fill our pockets. The innocence of going into education to be a public servant is being replaced by the realization that our Indiana legislature is fueling the flames of discontent by holding a meeting to determine if superintendent salaries and benefits should be capped, and that all superintendents have been painted with a broad brush of being out to steal taxpayer money. For most of us, nothing could be further from the truth.

I did not go into education for the money. My current daily rate is \$50 more per day more than my senior teachers. That would translate into approximately an additional \$6.25 per hour. That is of course, if I only work an eight hour day. Most days are at least ten hours, with many during the school year being twelve to fourteen hours. But for the sake of the argument let's use eight hours. For an additional \$6.25 an hour I have the responsibility of the safety and security of 1350 children; a multimillion dollar budget; and the obligation to help each child reach his or her full potential, both as a citizen and as an educated member of our society. I am the curriculum director; the food service director; the homeless liaison; the civil rights compliance officer; the public relations officer; and the director of personnel. I am on call 24-7 and have had at least three vacations shortened in my 10 years as a superintendent for issues related to the district. I have missed my own children's performances so that I could attend functions for the district - *for an additional \$6.25 an hour*. Please find me any other business, private or public, where the CEO is held to such a high standard with little financial return. I am not complaining, just asking the question. The real question you should be asking is why? Why, under today's climate of vilification of school superintendents, does anyone want the job? Fortunately, for the legislature, the answer to that question rarely changes; to serve children.

May God bless each of you as you carry out your duties as a representative of the people. Thank you for the opportunity to share my thoughts on this issue.



DANVILLE COMMUNITY SCHOOL CORPORATION

200 WARRIOR WAY DANVILLE, IN 46122 Phone: 317-745-2212 FAX: 317-745-3924
www.danville.k12.in.us

DR. DENIS WARD
SUPERINTENDENT

July 26, 2011

Legislative Education Study Committee
Indiana General Assembly
Indiana State Capitol
200 W. Washington Street
Indianapolis, IN 46204-2785

Dear Study Committee Members:

I'm writing you this letter to express my sincere concern about the topics that you will be addressing in your study meetings this summer. It is my opinion as a taxpayer in this great state that any law based upon extreme examples equals a bad law. And that is exactly what the question before you at this time is based upon. The actual facts do not support the notion that ALL School Superintendents are overpaid, and that their compensation is "out of control". It is my opinion as well as many other citizens that the reason for this study committee is based upon the recent issues concerning one retiring Marion County Superintendent's package. My simple question is why should a law be considered when the actual offenders equal less than 2% of all school corporations in the state?

In our school corporation, my hourly rate is \$50.43 which is only \$3.65 cents more than a teacher who is at the top of our certified salary scale. I hardly see this as out of control or excessive considering the following differences in our levels of responsibilities:

Teacher at the top of the salary scale is responsible for teaching 7.5 hours per day for 185 days.

My responsibilities includes being the CEO of the third largest employer in our community and overseeing:

- A food service program that serves over 2,200 meals per day
- A bus fleet of 42 buses that cover 1,370 route miles every day
- 7 buildings that have to be maintained in order to be cool in the summer, warm in the winter, and provide a safe environment at all times for our students and community
- 13 administrators
- 205 teachers and instructional aides
- 61 bus drivers, housekeeping, food service, maintenance, and secretaries
- An annual budget of 25 million dollars, which at the end of the current fiscal year was balanced (when comparing general fund revenue vs. expenditures)

Very few public servants have a job which carries more responsibility and has less stability than a public school superintendent. Please don't allow one or two situations to determine the outcome for the entire core of dedicated and hard working public servants.

Respectfully Submitted,

Denis E. Ward, Ph.D.
Superintendent

TOM JOHNSON
ASSISTANT SUPERINTENDENT FOR
FINANCIAL SERVICES

JAMES BRYANT
DIRECTOR OF
ALTERNATIVE EDUCATION

BRAD M. FISCHER
DIRECTOR OF
INFORMATION SERVICES

DR. GLENDA K. PATE
DIRECTOR OF SPECIAL
EDUCATION & TESTING

LYLE MESSENGER
COORDINATOR OF
SPECIAL PROJECTS

BOARD OF SCHOOL TRUSTEES

DEBBI S. AUSTIN SCOTT E. BESS TODD CLONCS WILLIAM H. BRADSHAW BRANDON K. LAWSON



RUSH COUNTY SCHOOLS

Dr. John E. Williams, Superintendent

July 26, 2011

Summer Education Study Committee Members:

As Superintendent of the Rush County Schools I have a variety of responsibilities. The primary one is ensuring that approximately 2700 young people are provided outstanding educational opportunities to become productive, successful citizens in our community, state and nation. There is none more challenging in my opinion.

In addition I must ensure that our 170 certified teachers complimented by 300 support staff (aides, custodians, secretaries, nurses, maintenance personnel and transportation personnel) as well as 13 administrators are provided the resources necessary to accomplish their responsibilities which in turn help insure the first goal listed above.

These resources include but are not limited to:

Physical facilities that include 5 elementary schools, a middle school, a high school, a transportation center and a central office.

Funding to provide these resources in the form of an approximate annual budget of \$26,000,000.00 for the General Fund, Capital Projects Fund, Debt Service Fund, Transportation Fund and Bus Replacement Fund.

Safe working conditions and adequate compensation for the personnel listed above
Curricular Offerings that meet rigorous state and local standards

Technology to supplement and enhance the curricular offerings as well as allow our operational tasks to be accomplished efficiently and effectively.

The list is endless

In helping to see that the responsibilities of the position of Superintendent of the Rush County Schools were met, when I was hired (July 2006) a compensation package was agreed upon by the Board of School Trustees and me. Both of parties felt like each received a fair deal. My point being that it is the local school board and the person being employed that should be able to strike the agreement and NOT be bound by restrictions placed by the legislature.

I am confident no one in the private sector would take on the responsibilities associated with my position for the compensation to which I agreed. For the record, my salary is below the State average for superintendents when using the data compiled in the annual Management Survey developed by the Indiana School Boards Association. It is unfortunate, but our teachers are paid below the state average as well.

The responsibilities of the superintendent are becoming more and more daunting. Restricting compensation and benefits for this position has the potential of greatly diminishing the pool of qualified candidates and causing practicing superintendents to reevaluate their employment.

I would encourage the committee not to recommend altering and/or restricting the manner in which compensation for Superintendents is determined.

Sincerely,

Dr. John E. Williams
Superintendent



Brown County Schools

Superintendent
David Shaffer

Assistant Superintendent
Dr. Dennis Goldberg

Treasurer
Carol Sue Owens

Director of Student Services
Alan Kosinski

Director of Technology
John Emkes

Director of Student Learning
Deborah Harman

Director of Food Service
Mari Bolin

Director of Maintenance
Thomas Ferry

Director of Transportation
Roger Cline

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Nashville, IN 47448

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July 22, 2011

Interim Study Committee
Indiana House of Representatives
200 W. Washington St.
Indianapolis, IN

To Whom It May Concern:

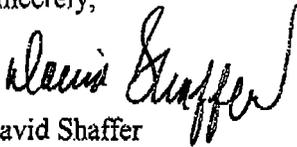
As a 39 year veteran of public education who has been a Public School Superintendent for 4 years, I would like to offer some thoughts about my position as the Committee considers the compensation of Superintendents throughout the State of Indiana. I would offer several facts as an introduction: 1. Salaries vary widely throughout our state as do the range of benefit packages. These are determined by locally elected school boards throughout the state who have the rightful authority to make these determinations. 2. Responsibilities included variations also based upon the size of the local school corporation and its staffing status. Smaller rural District Superintendents generally have a wider range of direct responsibilities whereas larger District Superintendents have staffing which allows a greater delegation of authority to subordinate administrators. 3. Regardless of the size of the District the Superintendent oversees all employees and all students. The authority over these 2 groups makes our position unique for its responsibilities and specific duties. 4. Superintendents typically have responsibility for student supervision, budget planning, curriculum planning, personnel matters, community relations, and business and facility management. This variety of duties makes the role of the Superintendent as CEO unique from other CEO's.

Superintendents are typically on call 24 hours per day and 7 days per week. When school begins I will generally have 3 nights of responsibility through each week as well as many Saturdays and a Sunday event on occasion. As the head of the school district in a smaller community, it is an expectation that I be present in support of the events and activities that take place in 6 different school buildings. I make the determination about whether school is cancelled or delayed in the winter as well as other inclement times. During this time of the school year my day begins at 4:00 a.m. and extends through the evening's events if school is not cancelled. I field questions about and resolve food service issues, buildings and grounds issues and personnel matters. I attend community events as the representative of the local school district. I oversee an approximate \$25 million budget and receive a salary of \$104,000 as well as benefits for health insurance and other perquisites.

I am somewhat amazed that this Study Committee is looking at this issue. It appears to me that local school boards are quite capable of exercising their designated authority to contract all employees. The recent intrusion on this authority by the General Assembly in the area of local school board elections is a disturbing usurpation of power taken the state legislature. This is an unfortunate pattern which does not serve our local communities well. I respectfully request that the Committee consider this trend and begin to reverse it.

I realize that because of the wide variance in salary and compensation packages, the impression is that as a group, Superintendents are overpaid. I doubt that comparable statistics with business would serve to prove this impression. Thank you for considering my points on this matter.

Sincerely,

A handwritten signature in cursive script that reads "David Shaffer". The signature is written in black ink and is positioned above the printed name.

David Shaffer

Superintendent

Brown County Schools

**Legislative Study Committee
Superintendent Compensation**

I am very much in disagreement with any proposal that would cap compensation for the position of superintendent of schools. School boards and superintendents define the future of the schools for communities over time and the board of education needs the flexibility of setting salary and benefits in order to attract the candidate with the best skill set to meet the needs of the school community.

School corporations come in various sizes. The superintendent has to lead various assistants in large corporations or do it all in small corporations. The complex nature of the school business today requires a competent, energetic individual. Budgeting is one of the most difficult issues since the dollar resource has declined, as expenses have increased. This duty falls on the superintendent

As superintendent, I am not afforded the job security I believe others have. My responsibilities include much more than any other employee of the school corporation and I feel that the school board needs to have the freedom to offer financial incentives to balance those responsibilities with the employment uncertainty.

I feel that placing a cap on salaries or other benefits for superintendents would be wrong and respectfully request that it not be done.

**Anthony E. Nonte, Superintendent
Shoals Community School Corporation**

EAST PORTER COUNTY SCHOOL CORPORATION

A School District of Four-Star Schools!

July 20, 2011

Indiana House of Representatives
Representative Robert Behning
200 W. Washington Street
Indianapolis, IN 46204-2786

Dear Representative Behning:

Since you are a member of the Education Study Committee, I wanted to write to you about one of the topics under your consideration – superintendent compensation. I understand there is a thought to base a superintendent's compensation on the number of students enrolled in the school district. The fewer the number of students in the school district, the smaller the level of compensation.

It may be thought that since there are fewer students, the superintendent has fewer responsibilities. To begin, the number of reports, state and federal mandates, laws, and student achievement requirements are the same in all school districts regardless of size. Simply because a school district may be small does not relieve the superintendent from compliance requirements.

Being the superintendent of a medium-sized school district with approximately 2,400 students bordered by larger school districts with 6,000 to 8,000 students, I can tell you that I have more duties than my colleagues of those larger districts. In larger school districts, there are more administrators with whom to divide the work. In smaller school districts, the superintendent wears many different hats such as transportation coordinator, food service director, curriculum coordinator, director of buildings and grounds, ISTEP coordinator, and hearing office for student discipline to name a few. To think that simply because a school district has fewer students means that the superintendent has less work is false.

I have discussed the topic of state control of superintendent compensation with our school board president and he and I share the same thought – determining compensation is the responsibility of the school board. The local school board represents the community members who elected them and should be allowed to govern with the authority they have been given. Developing a salary schedule for superintendents is akin to a salary schedule for teachers, which as you know will be abandoned in the coming years.

In summary, leave control of compensation with the local school board. They know their employees and community and know what the community expects for performance and compensation.

Sincerely,



Dr. Rod Gardin
Superintendent

(219) 766-2214
Post Office Box 370

Kouts, Indiana 46347

(219) 766-2885 fax
502 East College Avenue

The #1 School District in Northwest Indiana!

SCHOOL CITY OF WHITING
1500 Center Street
Whiting, IN 46394
(219) 659-0656

To: Interim Study Committee on Educational Issues

From: Dr. Sandra T. Martinez, Superintendent

Date: July 25, 2011

Re: Perspective on Superintendent Compensation

Superintendent compensations should remain within the purview of local control since each school community is different and each superintendent's job description differs as a result. Local school boards are in the position to be most knowledgeable in regard to the district's expectations for the superintendent's performance and the compensation that is related to that performance. Local decisions determine the compensation that best fits the district's budget and the district's compensation model.

A review of Indiana superintendents' contracts would show that the majority of superintendents' contracts are not excessive. When my salary is divided up by the number of days that I work, my daily rate is @\$496.00. I work an average of 10 hours/day. My benefits are exactly the same as those received by all certified staff in the district. I do not receive perks such as an automobile or a customized severance plan.

Furthermore, there are no certified mid-level management certified staff in our organization. The certified staff consists of the superintendent and the principals. There are no assistants, no deans, and no vice-principals. My job duties include every facet of running a school district, including curriculum, grant-writing, special education, ESL, High Ability, transportation, maintenance/operations, food service, community relations, safety specialist, fiscal manager, and many other areas of responsibilities.

I am highly trained for my position. I earned a doctorate at Purdue University, West Lafayette, and in my 35 years in public education, I have served as a teacher, principal, curriculum director, assistant superintendent, and have been a superintendent for ten years.

Recently, I learned that the IEERB Board was seeking mediators at a rate of \$150/hr. I know that my current job duties and experiences have prepared me to serve in this capacity. I mediate conflicts with staff, parents, and students on a frequent basis. I cannot understand why the hourly rate for the mediator is not disputed, but the hourly rate for the superintendent (with strong mediation skills) is of concern. I truly believe that my responsibilities as the Superintendent of Schools for the School City of Whiting are just as valuable as an IEERB mediator, yet the difference in hourly rate comparison suggests otherwise. (\$50/hr. v \$150/hr.).

I am proud to be a public school educator and have always worked to improve the educational experiences of our Indiana students. I have prepared myself for this current position as superintendent through education and work experience. I agree that there should be more transparency in superintendents' compensation packages since the taxpayer has a right to know this information. However, ultimately, it should be the local school board's decision on the value placed on the employment of their superintendent.

Your time commitment to reviewing this topic is appreciated.

TRI-CENTRAL COMMUNITY SCHOOLS

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Dan DeLong
Kolby Dickover
Jerry Fernung
Carol Kinder

SUPERINTENDENT
Lee Williford, Ph.D.

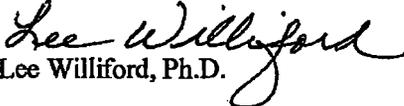
To: Interim Study Committee Members
From: Lee Williford, Ph.D.
RE: Compensation for Indiana Public School
Superintendents

Being a superintendent of a public school has its unique challenges, especially in times of scarcity of resources. Since each school corporation has its own local set of operational characteristics, it should be the option of a local school board to determine the job expectations for the superintendent they have chosen. In addition, the local board should be able to determine the compensation package for whomever they select.

While I am traditionally a positive person when it comes to public education, my fears and the greatest fears of many of my colleagues who are educational leaders in the state are now coming to fruition. By that I am referring to the micromanagement of schools by the state through the controls tied to the state purse strings. Not many superintendents believed that when the general fund support of schools was taken over by the legislature and sales tax income was the designated funding pool (instead of local property taxes) for a school's general fund that the state would allow 'local control' to continue. As the litany of public school mandates increases the state's resources to fund those mandates seem to be decreasing—truly an inverse proportionality. Since in most cases the superintendent is the highest paid person on the local public school's payroll, it has become, for some legislators, the biggest target for the state to attempt to control educational costs. Superintendents are used to that treatment because that is a 'union' tactic used by unions in negotiations for teacher salaries. The cry is that 'administrators are overpaid.' Everyone is able to play that game as evidenced by the following questions that could be posited:

Why aren't legislators paid the same as the governor?
Why aren't manufacturing line workers paid the same as the CEO?
And the list goes on.

I continue to try to maintain a positive outlook for public education, but frankly, the inspiration for my continuation as a part of the school management team comes from seeing the eager faces in the classrooms and not from the seemingly endless diatribes of dissatisfaction from the press and the legislative processes we must endure. Public education is good and I am proud to be a public school superintendent receiving adequate compensation for the job.


Lee Williford, Ph.D.

Challenge Inspire Educate

METROPOLITAN SCHOOL DISTRICT of NEW DURHAM TOWNSHIP

207 E. Valparaiso Street, Westville, Indiana 46391-9712

Phone (219) 785-2239 • Fax (219) 785-4584

Administration

James L. Thorne, Ph.D., Superintendent

Wm. Mark Yates, Secondary Principal

Larry Cook, Elementary Principal

Kenneth Shilt, Athletic Director/Asst. Principal

Board of Trustees

Nancy R. Milcarek, President

Wayne R. Hodge, Vice President

Dr. Tim Willis, Secretary

Richard D. Oberle, Deputy Secretary

Lynn M. Wilson, Member

July 25, 2011

Education Study Committee Indiana Legislature

It has come to my attention that you are considering a legislative "remedy" to the problem of School Superintendent salaries in Indiana. I've been told you are looking to base this on ADM.

As the superintendent of a smaller district, I can assure you that my community is certainly getting a great "bang for their buck" from me. Just because we have an ADM of less than 1000 students, I still am responsible for 13 school buses carrying hundreds of kids, hundreds of miles each day. I've been under many a school bus as we go through bus inspection, as I am also the Transportation Director. As transportation director, I work with the drivers every day and also am responsible for driving our country roads at 4:30am in the winter to determine if school is in session or not.

I then must come in and work on improving our curriculum and our test scores at both the elementary and secondary levels. As the Assistant Superintendent for both Elementary and Secondary curriculum, not a day goes by that I am not meeting with teachers at every grade level, looking to improve teaching and learning. At the elementary we are looking to improve reading by implementing a technology based science curriculum as well as utilizing DIBELS (Dynamic Indicators of Basic Early Literacy Skills) at K-2nd grades. At the secondary level, we are adding two AP courses and additional dual credit courses. Once again, I am to be the curriculum leader for our district. If scores and or the graduation rate do not increase, I am held responsible by the community.

In our smaller district, I am also the Technology Director, updating the web page, making sure information for parents is accurate and timely. During this current summer, we are fortunate to have qualified for a Qualified School Construction Bond (QSCB) to do HVAC renovations and upgrades to reduce utilities and free up some very limited general fund dollars. As the Director of Maintenance, I am responsible for making sure we have air conditioning when our students show up on the first day of school.

Finally, in between all of the above mentioned duties, I am responsible for the effective and efficient calculation of an annual budget. With shrinking dollars and a county that is years behind, I am responsible for making sure we have adequate staffing and materials to educate our students.

Why do I do this? For the kids. May of these activities are performed in a business setting every day. The bottom line, profit, is the measuring stick for the evaluate of effectiveness. Our measuring stick is the success of students and therefore our future.

Please take the above information and all the other information received from superintendent's across the state as you make your decisions.

Sincerely,

A handwritten signature in black ink that reads "James Thorne, Ph.D." The signature is written in a cursive style with a large, looping initial 'J'.

James Thorne, Ph.D.
Superintendent of Schools



South Adams School

1075 Starfire Way, Berne, Indiana 46711

Office: 260-589-3133

Fax: 260-589-2065

Scott Litwiller
Superintendent

Annette Schwartz
Payroll/Administrative Asst

Rebecca Elberstein
Treasurer

Carol Cummings
Title One/Remediation Director

July 26, 2011

Dear Study Committee:

As you research the salary and benefits of school superintendents, I am confident that you will consider the scope of duties performed by the superintendent, the responsibilities that come with being the CEO of the school corporation, and the amount of time and effort it takes to lead a school community.

Southern Adams County is proud of their school, and I take pride in what the staff and students have accomplished at South Adams Schools. Not only have we made significant achievements in academics, we have also molded a school culture oriented towards service learning. Expectations are high. We will continue to strive to improve and better these high levels of achievement. The result is that the community and the school board are pleased with our school.

The majority of school districts serve small towns and rural communities. I just completed my first year as a superintendent, and this past year, I participated in the *Beginning Superintendent Seminar* facilitated by Betty Poindexter. I noticed that the majority of the beginning superintendents have a central office staff similar to mine. Three people run the central office ... a superintendent, a treasurer, and a secretary who also serves as the payroll clerk. We do a lot of work with a barebones staff.

The salaries of a few superintendents listed in the Indianapolis Star are not the norm. They definitely are much more than my salary. My salary does not even reach the state average, but I believe my local school board is treating me well and fairly. This brings me to my main point. **The local school board has the authority to set salaries.** The school board decides the salary and wages for all employees. This is how it should be. Local government is able to make better decisions for its community than state or federal government. As you do your research and write your conclusions, please do not recommend rules that will encroach on the local board's authority.

Thank you for reading and considering my letter and thank you for your service to the state of Indiana.

Respectfully,

Scott Litwiller
Superintendent
South Adams Schools

SOUTH PUTNAM COMMUNITY SCHOOL CORPORATION

3999 S US Highway 231

Greencastle, Indiana 46135-9766

(765) 653-3119 Fax (765) 653-7476

Bruce D. Bernhardt, *Superintendent*
Terri L. Beasley, *Administrative Assistant*

Rebecca J. Samsel, *Treasurer*
Lori A. Siddons, *Secretary*

To Whom It May Concern:

I wish to express my opinion and concern about the idea of regulating salaries of superintendents across the state. I am a superintendent in a smaller, rural school corporation in Putnam County. I understand the study committee is looking at the possibility of tying compensation to the size of the school district. I can assure you that the work that I perform is as vitally important to the students, parents, and members of our community as it is in a larger district. As a matter of fact, I have the direct responsibility in developing and implementing all aspects of the total school budget, the curriculum for all grades, student achievement and assessment, and the management of all employees including administrators, teachers, instructional assistants, custodians, cooks, and bus drivers. I will point out that in larger school districts, many administrative personnel oversee the operations that I have just described. I am, however, solely responsible for this work. When compared to larger districts, our central office administration (one person) is most often lower on a per pupil basis. This means we are spending less for administration, on average, than much larger districts. I would respectfully submit that our smaller school district already provides our community an administrative economic advantage because of our efficiencies.

I am the largest employer in our district, I have a multi-million dollar budget, and my work week is often the longest, perhaps with the exception of the high school principal. I earn approximately 14% more on a daily rate of pay compared to our top salaried teachers and have little, if any, security in my position. It is absolutely true that as superintendent, I am only one school board election and/or vote away from unemployment, even after many years of service to the district. The responsibilities and day to day activities connected to my position in a small school district are widely varied and, I would contend, are multiplied to me personally compared to those in a larger district.

I am one of the few superintendents that have had the privilege of spending my career as a teacher, principal, and superintendent in a single district. I have devoted my life to serving this community and they have rewarded me by providing me with a place to work that I truly love and with a salary I appreciate and believe is appropriate. My salary is already comparable to districts of comparable size in our area and my board and I agree yearly on what we feel meets the needs of our district. I believe, however, it would be an unwarranted penalty to take away the decision making power of my, or any other, school board and tie compensation to the size of the student population without regard to the responsibilities I have previously listed.

Thank you for your consideration.

Sincerely,



Bruce D. Bernhardt,
Superintendent of Schools

NINEVEH-HENSLEY-JACKSON UNITED SCHOOL CORPORATION

802 South Indian Creek Drive

Trafalgar, Indiana 46181

Phone: 317-878-2100

Fax: 317-878-5765

July 26, 2011

Indiana State Legislators,

I have begun my career as Superintendent this summer, 2011. Having been a teacher for seven years and a building level administrator for the past eleven years, beginning to manage an entire school corporation is both a challenge and an opportunity for me. Having been on the job for the past two months, I have been introduced into an entirely new world of responsibility and politics. The scope of how a superintendent can affect a community is limitless. Conversely, the measures of scrutiny are also limitless as they serve as natural "checks and balances" to the power with which a superintendent may wield.

With this said, I find it difficult for others who have not personally served as teacher, principal or superintendent to truly understand the differences in work load and responsibility. All of these positions are important as school corporations serve to help prepare students for the world of the 21st Century. However, the nature of each position is tremendously different. The role of Superintendent may not be tied to a classroom or to a specific building, but it is tied to the day-to-day existence of everything that takes place within an entire school corporation. There is no 185 day contract for a superintendent. It is a contract that is ongoing from the day one signs their initial contract to the day that one steps down from the position. As community servant, the superintendent is responsible for many jobs and the lives of not only student development, but the numerous adults that also serve the community as well.

The local governing body, the school board, is responsible for the salaries of which the position of superintendent commands. Attempting to control that at a state level and restrict the degree of how much a superintendent may earn would be a disservice to the position and drive many competent people away from undertaking such an incredibly important and critical position. Do not allow the extreme contracts of a few superintendents affect the 293 positions within the State of Indiana. The attention those few contracts have brought to forefront have already served the purpose of placing the public burden on the school boards that approve such contracts. The natural "checks and balances" that I earlier referred to are already correcting any of the improprieties that may have already taken place.

Serving as superintendent is both an honor and a responsibility that I taken quite seriously. Please allow each local community compensate such a position as they see fit.

Respectfully,

Matthew J. Prusiecki

Superintendent

Nineveh-Hensley-Jackson United School Corporation

* * * Indian Creek Schools * * *

South Spencer County School Corporation

P.O. Box 26
Rockport, IN 47635
Tel: 812-649-2591
Fax: 812-649-4249

Candis Haskell – Superintendent
Candis.Haskell@sspencer.k12.in.us



July 26, 2011

Dear Committee Members:

This letter is to express my thoughts on the proposed changes and state initiatives in relation to salaries for superintendents. I am beginning my third year as superintendent and feel obligated to relay my opinion, even though I am a "rookie."

First, I believe that the scope of the duties required of a superintendent have evolved in quantity and quality at a rate that very few people comprehend. I have no assistants. We are a school corporation of 1400 students. Below is a list of my duties.

1. I am in charge of all building renovations/refurbishing and the entire lengthy and complicated bond procedure that goes along with obtaining the money to be able to do the renovations. This also involves extensive research and legal steps in determining exactly what work has priority, how best this work can be completed, and what individuals could best do the job.
2. I am in charge of investigating every option to secure more revenue for the school corporation in order to provide the best possible resources, personnel, and learning environment for the students of the community in which I serve. I am expected to always be successful in obtaining this revenue, but am not expected to ask anyone for it.
3. I am in charge of all grant writing and the deadlines, documentation, and implementation that go along with receiving grant money. Our corporation could not operate without grant money.
4. I am accountable for the academic performance of the students within the corporation. I am in charge of making sure that principals have the opportunity to provide all teachers with the professional development they need in order to keep abreast of new strategies and the instructional changes that must occur in order to keep up with our ever-changing world of technology and the drastic evolution in the way students of today learn. I am in charge of providing the resources in order for them to insure that teachers can implement these new strategies.

5. I am in charge of creating, implementing and evaluating a 19 million dollar budget. I am also in charge of explaining this budget to the satisfaction of individuals from all walks of life, all types of backgrounds, and all levels of education in the field of finance.
6. I am in charge of all personnel and the steps involved in job descriptions, appropriate salary compensations, evaluations, hiring, and releasing. I am expected to know, at any given moment, the recent HIPA laws, workman's compensation guidelines, our insurance coverages, retirement benefits, FMLA, and all of the other issues related to personnel.
7. I am expected to be at every sports and/or community event that involves the corporation. My work day begins at 7:00 a.m. and ends between 9:00 and 10:00p.m., Monday through Friday, and many times on Saturday.
8. Although I am new to this corporation, I did not receive a raise for the two years I worked at the previous corporation. I doubt if there will be raises for the next two years at the corporation where I work now. I used my personal money to buy items for the corporation, and I never turned in any of my gas mileage. I paid my own insurance.
9. I attend community meetings, professional meetings, and educational meetings. Our corporation is three hours from Indy, which means that the location of a meeting can determine how productive my work day is.
10. I am in charge of the safe transportation of the students within the corporation. This entails meeting safety guidelines for the busses, the drivers of the busses, and the students. This also requires a quality communication program with instant access to the appropriate personnel.
11. I am in charge of working with principals to help them provide the legal and appropriate education of students with special needs.
12. I am in charge of negotiating teacher contract language and the corporation general fund.
13. Because we can't sell our house, I live separately from my family during the week. The corporation I work for is too far away from our home in order to drive every day. I live in a small efficiency apartment.
14. Because I still believe in the benefits of a quality education in the field of my chosen profession, I am attending school to receive my Ed.D.

Frankly, I could add more to this list, but it is my hope that I have given the committee a glimpse of what I do every day. Every school corporation has different needs, different priorities, and different resources available to them. Why should we all be paid the same?

Sincerely,

Candis Haskell, Superintendent
South Spencer County School Corporation

Southeast Fountain School Corporation

744 East U.S. Highway 136
Heedersburg, Indiana 47987-9783

Mr. Corey Austin, Superintendent

Phone: (765) 294-2254

FAX: (765) 294-3200

IAPSS Members,

The current issues we are facing are of grave concern and the time and effort needed to address this appropriately is few and far between. The influence of such reform has the potential of being extremely damaging to the students of Indiana. I pray that calm heads and patient dialect leads the conversations. My family and I are the future of education and understand that we must partner to make our system stronger and allow differences to be guiding principles not immovable policies.

Please accept my regrets for not attending in person. I trust your focus and clear understandings will be communicated on my behalf.

Yours in Education,
Corey Austin
Superintendent
Southeast Fountain School Corporation.

SHENANDOAH SCHOOL CORPORATION

Office of the Superintendent
5100 North Raider Road
Middletown, IN 47356

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WV: www.shenandoah.k12.in.us

July 21, 2011

Interim Study Committee
Indiana General Assembly
Statehouse, 200 West Washington Street
Indianapolis, IN 46204

Dear Committee on Education Issues,

This is a difficult letter for me to write for it requires me to be boastful of the job I do. I prefer to be a quiet leader who supports the education of each child in my school corporation and every employee who is here to help benefit each child.

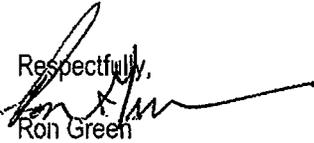
For a good to excellent school administrator there is no real job description, only duties they innately know they must accomplish. If there is a job description that must be referred to, precious time is lost at the expense of what children need on a daily basis. In other words, I came in to school administration thirty (30) years ago knowing what needed to be done, just not quite sure how to best accomplish each task. Over the last thirty (30) years I believe I have learned very well. Like our children here at Shenandoah School Corporation, I am still learning every day. That was my first and only fact about myself.

My next two facts will be on the school corporation, the community, school employees, and the Board of Education. Shenandoah School Corporation (SSC) is a small, rural, 1400 student district, (yes, I counted kindergarteners as whole people), that has been rated as Exemplary by the Indiana Department of Education for four (4) of the last five (5) school years. The fifth year SSC was rated Commendable because we "just did not improve enough". But, we worked hard and "corrected" this.

This type of achievement does not happen by chance. It has happened at SSC because we have children, parents, teachers, staff, and school and district administrators who value public education and work diligently every day. Are there areas where our schools need to improve? Yes, and we are working on those for the benefit of children. Positive results are occurring.

My other fact, as I said, is on the Shenandoah School Corporation Board of Education. This group of five (5) individuals oversees and directs the Superintendent. I think they would tell you that they do not feel they must do a major job of either. They have done what a school board should do; hire a competent individual to run the daily operation and hold them accountable for the results. The Board accepts this challenge as I do on a daily basis. The Board's greatest accomplishment is they put the interest and well-being of each child first and foremost in the decision making process. I believe the results speak for themselves.

SSC will continue to face challenges. Our board of education and employees will always choose to do what is of greatest benefit for each child's education and safety.

Respectfully,

Ron Green
Superintendent of Schools



WHITKO COMMUNITY SCHOOL CORPORATION

P.O. Box 114 432 South First Street Pierceton, IN 46562-0114
Phone (574) 594-2658 or (260) 327-3677 Fax (574) 594-2326 www.whitko.org
Mr. Steven R. Clason — Superintendent

Deborah Collier
President

Jorell Tucker
Vice President

BOARD OF EDUCATION

Roger Boggs
Secretary

Terry Eberly
Member

Cynthia Kreger
Member

July 20, 2011

To honorable Rep. Robert Behning, Rep. Rhonda Rhoads, Rep. Wendy McNamara, Rep. Gregory Porter, Rep. Shelli VanDenburgh, Rep. Clyde Kersey, Sen. Dennis Kruse, Sen. Ryan Mishler, Sen. Ron Grooms, Sen. Earline Rogers, Sen. Timothy Skinner and Sen. Frank Mrvan

Members of the Interim Study Committee on Superintendent's Compensation, thank you for taking your time to look into this matter on behalf of your constituents across the state. I, for one, do not believe that local school boards should have even more of their elected responsibilities taken away through more mandates from the state. This particular issue of salary compensation should be up to their control. They determine compensation schedules for every other employee group and determine general fund expenditures based on what state support is received. It should be their determination what priority and compensation they are willing or able to pay to provide the leadership their district needs.

I see a conflict with the desire on one hand to free schools up to be more business-like in operations with the many reforms passed this legislative session such as SB1 and SB575 while on the other stating if a corporation wanted to go and find the best CEO to run their school, they could only offer them a limited compensation package. Don't get me wrong. I understand the desire to manage budgets well and be as efficient and fiscally responsible as possible. I also know the press has made headlines from some compensation packages across the state that elected officials have arranged with their employees and it makes you wonder whether you should intervene. I say their electorate should determine if they are represented well and this be left up to the local communities to deal with.

If for some reason you decide to look at salary compensation, then I think you should move beyond the Superintendent compensation to the superintendent job expectations. In every district, the superintendent is the leader and "out front" person for the corporation. In very large districts, that role takes more time and they have assistants to do management tasks. In my district of just over 1,800 students, I am the only licensed administrator in the central office. I have a business manager and three clerks to do many management tasks. I not only serve as the face of the corporation but lead curriculum, assessment, professional development, human resources (planning both short and long term), oversee facilities, transportation, food services, and so on. In addition I sit on other Boards such as the Chamber of Commerce and the Economic Development Corporation. Unlike many employees, I work year round, and some people still ask what I do in the summer.

This summer, I worked on how to implement the new legislation with various committees. We negotiated a new contract (yes, I do that - not a hired gun) that meets the new SB575 requirements. We revised the report cards to include Common Core, we are working on the new certified evaluation instruments, we changed our assessment programs to meet state and program requirements, we looked at how to provide ongoing professional development without taking away from student learning, and did this while roofing a couple buildings and paving a couple parking lots. That is in addition to the daily management things that happen all summer, like payroll.

Whitko Schools is one of the largest employers in the area. I venture that is true for the majority of school systems in the state. The local elected Board of School Trustees should set compensation and not tie compensation to some arbitrary thing like ADM. I would say that if a corporation had an assistant superintendent, they could probably hire someone, give them less responsibilities, and set a different compensation.

Our jobs are all called superintendent but, just like you can't compare your electorate district to someone else's in every aspect, neither can we begin setting rules up based on student count alone as all our jobs differ and we are where we are because we can best meet the needs of this particular community and their children.

Thank you for your consideration of my comments.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Clason", with a long horizontal flourish extending to the right.

Steve Clason
Superintendent

**BOARD
MEMBERS**

Galen Graber
Scott Lottes
Joe Cummings

BARR-REEVE COMMUNITY SCHOOLS, INC.

Dr. Brian Harmon
Superintendent of Schools

Mary Lottes
Treasurer

Shirley Bridges
Secretary

July 26, 2011

Representative Behning, Senator Kruse and member of the Committee,

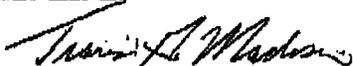
I am writing to convey my thoughts on the work your committee is scheduled to perform regarding school superintendent's compensation and benefits. I understand that as a state, it is important to look at every way to be as efficient as possible. I have some concerns, however, as we continue to take a lot more of the decisions out of local people's hands who have a great deal more information and knowledge about their individual communities and schools.

I know that you all have very tough and time consuming positions that you hold, and I would certainly have no real understanding of the time commitment and dedication it takes to perform all of your tasks and duties. I feel that no one would unless they have held one of those positions themselves. That being said, I know that even legislators from different parts of the state probably have much different positions due to the expectations of their own constituents. I look at school administrators much the same way. A lot about our jobs are very similar, but there are distinct differences dependent upon what our communities expect of us. I feel that any and all compensation and benefits should reflect what those local taxpayers want and expect from us. I personally do not want any more than I feel I deserve, but I certainly don't want any less. My family and I make a lot of sacrifices because of the many "hats" I wear being a superintendent of a smaller district. I am my school's only central office administrator. I am transportation director, food management director, curriculum director, special education and vocational education representative, human resources manager and still manage three school buildings and manage a school board of trustees. It is an expectation of my community that I am visible at most, if not all, of the activities sponsored by the school.

I love my position and look forward to having it for a long time. I knew what I signed up for when I accepted it. I work incredibly hard and earn everything that I receive in my compensation package. I feel that if I didn't, that my board and our taxpayers would insure that something was done to rectify the situation. That is how our system is set up. If boards are informed and educated, they can make the right decisions for their communities and school corporations.

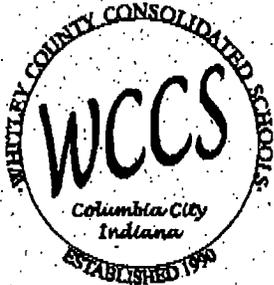
Again, I understand that you have tough jobs and are looking out for what is best for the students in Indiana's schools. Please consider what I have written today from a young administrator just beginning his career as a superintendent. If you have any questions regarding my position or comments, please don't hesitate to get in touch with me. My email is trmadison@barr.k12.in.us and my phone number is (812) 486-3220.

Sincerely,



Travis Madison, Superintendent
Barr-Reeve Community Schools

P.O. Box 97 • Montgomery, IN 47558 • (812) 486-3220 • Fax (812) 486-3509



Whitley County Consolidated Schools

Patricia O'Connor, Ph.D.
Superintendent

Anthony G. Zickgraf
Director of Business & Operations

July 26, 2011

Interim Study Committee
House Chambers of the State House
200 W. Washington
Indianapolis, IN 46204

Re: Superintendent's Compensation

Dear Members of the Interim Study Committee,

The determination of superintendent compensation is a responsibility of local school boards. In Indiana, each school corporation is unique with its own strengths and challenges. Therefore, a local school board needs to have the freedom to interview and hire a superintendent believed to be the best fit for that school corporation. Some school districts have unique issues and problems that demand a highly skilled and knowledgeable superintendent with specialized experience and knowledge. Restricting a local board of school trustees in terms of its superintendent compensation package may lead to the hiring of a person lacking in the necessary skills to meet and manage the concerns of that district. There is no doubt that research supports the critical need of leadership in the school corporations to meet the many demands of education today.

The most egregious side of this issue is not the compensation for superintendents but, once again, a loss of control for local school boards. The latest educational philosophy proposed by the legislation is based on competition. How will a school corporation compete to find the best superintendent for its district when restrictions are placed on it? Local public schools are the key symbol of community pride and identity. Restrictions on a school board's ability to hire the best person for the job further degrades and undermines its authority, legitimacy, and trust. This is not what works best to educate children, and it is not what is best for kids.

Thank you for your attention to my concerns.

Most sincerely,

Dr. Patricia O'Connor

Lake Central School Corporation

8260 Wicker Avenue
Tel: (219) 365-8507

Saint John, IN 46373
Fax: (219) 365-6406



Lawrence Veracco, Ph.D.
Superintendent

Al Gandolfi
Assistant Superintendent

Mark Kellogg
Director of Primary Education

To: Interim Study Committee on Education Issues

From: Larry Veracco

Re: Superintendent Salaries

Date: July 21, 2011

I am sending this correspondence to you in hopes that you carefully consider any step to develop statewide pay scales for the position of Superintendent in Indiana public school corporations.

Rather than list the types of work we all do on a regular basis, or compare the salaries of other executives who lead organizations with as many employees as Indiana Superintendents, I would like to point out some other factors for you to consider as you investigate this issue.

School Superintendents are in demand by those they serve. The community at large expects to have access to school leaders both during the day and at community events. Teachers, coaches, and sponsors, as well as other school corporation employees expect the Superintendent to take interest in their activities, to attend special events and special learning opportunities, as well as be in attendance at other meetings. By meeting the demands of those who lead our students toward outstanding accomplishments, we extend the hours of our duties well beyond those of the average worker.

Additionally, the individual duties performed by Superintendents across the state vary according to the demands of each local community. For instance, in a district like ours, we provide services to children in three separate towns as well as unincorporated areas of three others. Local chambers of commerce in all three towns appreciate my attendance at their meetings and functions and I enjoy the camaraderie of membership in these organizations. However, the activities are in addition to all other school activities which are equally important for me to attend and have created an atmosphere that I readily compare to the time demands of a big city mayor.

Our high school facility that was built in the 60's, has recently experienced significant overcrowding and has also become an increasingly greater drain on our capital projects fund due to the breakdown of many aspects of its' infrastructure. This year we are making a second attempt at passing a capital projects referendum. This process is extremely time consuming and yet essential to sustain the quality of life for citizens in our community for the long term. The ways in which the laws changed require Superintendents and School Boards who seek voter approval for tax increases to spend a

Lake Central School Corporation

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Lawrence Veracco, Ph.D
Superintendent

Al Gandolfi
Assistant Superintendent

Mark Kellogg
Director of Primary Education

considerable amount of time visiting with constituents in order to explain the problems, solutions, and cost to individuals of the recommended improvements. This meaningful work does not take the place of the standard duties of the position but must be performed on top of those duties.

Furthermore, I hope you will consider the significant differences in not only the expectations of individual communities and School Boards but the individual tasks that are considered "normal" in various parts of the state. Finally, the varying cost of living across this state should not be ignored. This notion can be supported by the easily recognized difference in wages across the state in all other sectors of the workforce.

I believe there is no one better to determine the fair market value of the Superintendent salary than a local Board of elected officials. If they extend too rich an offer, they will answer in the next election just as other politicians answer for their decisions regularly throughout this state.

Thank you for taking the time to review my points as you study this topic and thank you for serving the people of Indiana.

KNOX COMMUNITY SCHOOL CORPORATION



#2 REDSKIN TRAIL
KNOX, INDIANA 46534

Mr. A.J. Gappa, Superintendent

(574) 772-1601
FAX: (574) 772-1608
Email: ajgappa@knox.k12.in.us

TO: Education Study Committee
FROM: Superintendent A.J. Gappa

RE: Superintendent Compensation
DATE: July 25, 2011

The purpose of this memorandum to the members of the Education Study Committee regarding the compensation of public school superintendents in Indiana is to express my concern with eliminating the rights of local school boards to determine salary and benefits for their superintendents, administrators, teachers, and support staff. I firmly believe that legislation at the state level to eliminate or limit local control regarding salary or benefits, as well as the establishment of a statewide salary schedule based upon district ADM, would constitute excessive unreasonable control from the state level.

Such action would certainly be unreasonable to single out the superintendents as a group at the exclusion of all other employee groups. Because the superintendent is the Chief Executive Officer (C.E.O.) of the Board of School Trustees, it is the Board's responsibility to hire, evaluate, and determine the salary and benefits of the superintendent. Furthermore, the Superintendent of Schools is most often the C.E.O. of the largest employer in the district. The duties of the superintendent can vary greatly between districts, depending upon its size and the number of central office assistants and support staff. Oftentimes, it is the case that the smaller the district, the greater the range of administrative duties that fall on the superintendent's desk. Thus, any attempt to create a statewide salary schedule based on district ADM would not recognize or compensate for the actual duties and responsibilities of any individual superintendent. Only the district's Board of School Trustees knows, appreciates, and understands what a fair and competitive compensation package would be for its C.E.O.

The salary and benefits logically vary between employee groups due to the amount of education, degrees, and ongoing training required for each employee group within a school district. Teachers have a higher salary and benefit package than support staff, administrators have a higher salary and benefit package than teachers, and the Superintendent of Schools needs to have a higher salary and benefit package than lower level administrators. The duties and responsibilities of the Board of School Trustees clearly establish that it is the Board's duty to hire, fire, determine of salary and benefits of all staff, and establish the policies that govern the school district.

Personally, as Superintendent for Knox Community Schools in Starke County, my duties and responsibilities are quite extensive because I do not have an assistant superintendent. In fact, my time commitment to my administrative duties as the Superintendent of Schools far exceeds my office hours. I attend extra-curricular games and contests and participate in the local civic organizations on a regular basis to maintain community support for the district. I also understand that I am on call 24 hours a day for 7 days each week. Unexpected events or emergencies occur quite frequently. I am always just a phone call away from needing to return to the office or a school building to handle whatever situation arises at a given point in time.

In summary, I want to stress my belief that the salary and benefit schedules for local school districts belongs solely in the hand of the local Board of School Trustees.

High levels of student achievement establish the Knox Community School Corporation as exemplar among Indiana schools.



New Castle Community School Corporation

Community Education Center, 322 Elliott Avenue • New Castle, Indiana 47362

MR. STEPHEN G. FISHER, Ed.S., *Superintendent*

MR. WILLIAM B. PHEFFER, Ed.S. *Assistant Superintendent for Secondary Programs and Facilities*

DR. MARIA SELLS, *Assistant Superintendent for Elementary Programs and Human Resources*

MRS. MEGAN BELL, *Business Manager*

(765) 521-7201

Fax (765) 521-7268

July 25, 2011

To Whom it May Concern:

I am writing this to describe the demanding roles and complex responsibilities associated with my position as Superintendent of the New Castle Community School Corporation. There are so many that I scarcely know where to begin. When I chose to enter this profession, I did so to guide students through their educational experiences; but as time has passed, and with all of the restrictions and changes that have been placed upon public education, I find my role changing on a daily basis. This is something I would term "a slap in the face" for all educators. After all, our main focus is to assist our learners to be competitive in an ever-changing global economy.

Let me describe NCCSC. We are located in a city of 19,000, with the school system being the focal point of the entire community. I am on call 24/7, no matter where I am or what I am doing. As I write this, I am on a brief hiatus from my duties but have been on the phone or the computer much of the time dealing with issues at work. We have six elementary schools, a middle school, and high school serving approximately 3700 students and over 800 employees for which I am directly responsible. Employee issues alone consume around 70% of my time. In addition to these duties, I am responsible for a budget of over 30 million dollars but am currently dealing with a cut of over 3 million dollars in our funding since 2009. I also serve as the LEA for the special education co-op which services over 2000 students and a fantastic vocational school which houses over 25 programs and a growing population.

Being able to focus on student growth and test scores is very important; but I can ill afford to overlook all of my other responsibilities. In addition to those above are the many, many extra-curricular events that I attend to show support for the Arts, Athletics, and Academics. My normal work day is from 5:45 a.m. to as late as it takes to make sure that our learners are supported in their endeavors in and out of the classroom. Being able to hire individuals to specialize in particular areas is a thing of the past due to all of the budget cuts that we have experienced in the past two years. In the public sector, this is not a problem: simply raise the cost of the product to cover costs, or raise taxes to help compensate. I do not have that luxury; I must do more with less. I also have the role of making sure that all of our students are fed and transported to and from school on a daily basis, knowing that our hot meals may be all they receive for the day.

We have an ever-growing free-and-reduced lunch population with one building approaching 90%. I have to make sure our maintenance and custodial staff are fulfilling their duties as well as dealing with the many, many complaints that I receive about anything that someone doesn't like.

The truth of the matter is, I cannot be the instructional leader I need to be because I have ever-changing and growing responsibilities. All of this occurs at the same time that I am expected to lead the corporation into the era of new laws passed this year which no one, not even the legislators themselves, can interpret and explain clearly. Just speak with any CEO of a large corporation responsible for a 30 million dollar budget, and you will see their plate is not as full as a Superintendent's.

I deal with numerous legal issues every year; at this moment, we have three lawsuits on the table. During the past year I have dealt with the horrible tragedy involving the death of a sixth grader, a former aide being killed, and-- just this week--my middle school nurse and her husband losing their lives in a terrible automobile accident. One can only imagine how much time I spend with the media. Just this morning I have spoken to three members of the news media and an attorney--all while I am supposed to be on vacation. If anyone thinks I come to work every day, drive around and visit schools, have a cup of coffee with the cooks, and then go home, that person is sadly mistaken. I have so many hats to wear that I just keep one on that says, "jack of all trades" and hope to master them all. I truly wish that I had more time to visit classrooms and see what wonderful things are going on there; but unfortunately, I seldom get the chance.

I am sure there are many items I have forgotten to include; but after reviewing all of this, I am perplexed that someone is questioning my salary and benefits. I have not received a raise since I signed on in March of 2009 and don't expect one when the real troopers-- our teachers-- don't receive one. I chose this profession because I love children, but I do expect to be compensated as anyone in the public sector would be. I have spent thousands of dollars earning four degrees, and I am very proud of who I am and what I do. I am extremely proud to be the Superintendent of New Castle Community Schools, and I want other professionals to respect what I do just as I respect what they do.

I sincerely hope the committee will realize the very important role I and countless other Superintendents play in the daily lives of the children who are entrusted to them. Thank you for your time and for your consideration of this extremely pivotal issue.

Sincerely,

Stephen G. Fisher



Lanesville Community School Corporation

Steve Morris
Superintendent

2725 Crestview Ave. NE
Lanesville, IN 47136-8601

Phone: 812-952-2555
Fax: 812-952-3762
Email: morriss@lanesville.k12.in.us

Interim Study Committee on Education

July 20, 2011

Dear Committee Members,

I would like to provide a different perspective on superintendent compensation in the State of Indiana. I would be present for your first committee hearing; unfortunately, July 28 is our first day of school for 2011-2012. In my current position, I serve as superintendent of Lanesville Community School Corporation and principal of Lanesville JR/SR High School. This position provides a wonderful opportunity to influence all aspects of the corporation, plus provides a significant cost savings to the local community. My position is uniquely structured and uniquely compensated and would not fit within proposed models of compensating superintendents on school corporation size.

Beyond the scope of my personal situation, the majority of superintendents in our state are not excessively compensated based on the enormous responsibilities of the position. Their pay and benefits are commiserate with the qualifications and accountability of the position. This has also been an issue of local control with school boards and taxpayers that should remain on that level.

Within this history of superintendent compensation, there have been several isolated situations where superintendent pay and benefits are not commiserate with corporation size and accountability, but this is not a situation that is pervasive throughout the state. My recommendation would be to deal with those isolated corporations instead of adopting a law for all schools.

On the topic of graduation rates, the research shows that students not graduating demonstrate at-risk behavior around 6th/7th grade with excessive absences and failing grades. For students that show these characteristics, they need some level of mentoring or support beyond the parental level. Some states have employed "graduation coaches" to work with a caseload of at-risk students to keep them on track. Other strategies include combining school and community resources with wrap-around services to meet the needs of all students. The most direct, no-cost strategy is providing mentors to at-risk middle school students. If every member of the legislature could volunteer to mentor one at-risk student in their home district—truly, that would make a huge difference in improving the graduation rate in our state.

Thank you for the opportunity to provide this perspective and I would welcome the opportunity to discuss these issues with each of you in greater detail.

Sincerely,

Steve Morris, Superintendent/Principal

Triton School Corporation

*Administration Office
100 Triton Drive
Bourbon, IN 46504-1801
Phone: 574-342-2255 Fax: 574-342-8165
E-Mail: www.triton.k12.in.us*



*Carl Hilling, Superintendent
Janet Barker, Business and Finance Director
Mindy Barron, Corporation Secretary
Anita Haines, Receptionist/Accounts Payable*

*Richard Anders, Maintenance Director
Kris Berger, Transportation Director
Mason McIntyre, Athletic Director
Justin Mort, Technology Director*

July 21, 2011

LAPSS
One North Capitol, Suite 1215
Indianapolis, IN 46204

It is always difficult to blow your own horn. Having said that, let's begin by how we offer leadership for the school district. This comes in a variety of ways. First, in developing a respectful relationship with the district's Board of School Trustees and keeping them informed in all aspects of the district. Next would be the relationship with the District's unions and then the district employees and the community the district serves. This goes hand-in-hand with building a relationship with the students and being their advocate in ensuring they are receiving a quality education. There is also the time element which relates to all of the various school events and activities attended, attending community functions, and attending associates conferences and workshops to keep up with the legislative changes. Everyone appears to understand the functions of the classroom teacher and the building administrators, but not the superintendents. The public does mention that teachers only work nine months of the year. The only thing they hang their hat on is the salaries and benefits of the superintendent. This is usually related to those in larger school districts and then all superintendents are painted with the same brush, no matter what their "real" circumstances are!

The public isn't aware that a Superintendent works longer than a teacher's contracted days. A superintendent operates an educational system, employment agency (which is multi-faceted), appraisal system, public relations system, security system, financial service, food service, transportation system, construction company, recreational activities, community entertainment services, custodial services and rental services, just to mention a few areas of their responsibilities. What other chief executive officer does these things and has their positions or salary questioned? Most of the time no one sees the time spent on weekends or after hours on the regular work day that some Superintendents put in. These kinds of things are not discussed or seen. It goes with the job and the territory. Plus the fact that most superintendents returned to school to get advanced degrees (paying their own tuition) which took some added motivation on their part. This would be unlike most executives who get on-the job-training (which are usually paid for) and monetary rewards due to their advancing up the corporate ladder.

Sincerely,

Carl Hilling, Superintendent
Triton School Corporation
chilling@triton.k12.in.us

Lebanon Community School Corporation
Administration Center – Office of the Superintendent



1810 North Grant Street
LEBANON, INDIANA 46052

Fax: (765) 483-3053

Phone: (765) 482-0380

July 20, 2011

To: Members of the Indiana Interim Study Committee on Education
Subject: Compensation for Indiana Public School Superintendents

Dear Membership,

I am writing this letter to express my concerns on the topic of this committee's consideration of a standardized compensation structure for Indiana Public School Superintendents. I personally believe any action of this nature has the potential to severally erode the foundational underpinning on which Indiana public schools have been created and sustained over the last century, that foundation of a community school system, serving the citizens of the community, and governed by the locally elected officials. Local governance combined with community expectations have defined and guided local Indiana school districts and corporations since before the beginning of the 20th century. One of the key elements of local determination in defining and management of local public schools is the authority to hire educators and the establishment of a compensation system for those educators serving the local citizenry.

As a fourth generation Hoosier educator/public school administrator I take pride in my profession and my performance as a school administrator. That sense of dedication and commitment to my local community school system has resulted in what my past performance evaluations have referred to as "exceptional performance in the fulfillment of my contractual obligations and professional responsibilities". As a result of that commitment and sense of local connectivity, I have continued to serve for the last 34 years, to the best of my abilities, in knowing that my services and contributions would be recognized, appreciated, and rewarded by that community in which I serve.

The establishment of a state mandated compensation program would diminish the authority of all local governance on influencing and defining a school system that is responsive to local expectations and needs. This in turn would greatly contribute to the erosion of that sense of community and obligation that is paramount in establishing the critical element of connectivity between a school superintendent and the community he or she serves. Under such a system of standardized compensation where lies a Superintendents sense of obligation and commitment, the local community or the state?

The compensation for a Superintendent of a public school system should be based on the scope of responsibility, the productivity of effort and the accountability of results that is provided in overseeing the education of children. It should be based on the individual accomplishments and not on a "one size fits all" model.

Respectfully submitted,

Dr. Robert L. Taylor, Ed.D.

Charles Tait
Assistant Superintendent

Chad A. Martin
Director of Technology

Robert L. Taylor
Superintendent

Diane Scott
Director of Curriculum

Bob Ross
Director of Operations



July 20, 2011

Dear Legislators,

I fully confess to you that I am not the best writer, but due to prior arrangements, I am unable to come to you in person.

I have grave concerns about legislation setting salaries and compensation benefits for superintendents. First of all, much like other professions, unless you have done the job there is really not a full understanding of the time, effort, energy, etc. that one must give. Sacrifices such as family time (often missing your own children's events), health (the stress and strain of this position can be detrimental), and even social as many of us have no life outside of the school and that's okay because that's what we chose to do with our lives.

I feel many times the General Assembly speaks out of both sides of it's mouth and I feel this would be one instance that would confirm this. There has been and is so much talk about providing local control, but if the General Assembly sets the salary and/or benefits that can be paid to a superintendent I certainly believe this once again takes away local control. I wonder if the General Assembly sets superintendent salaries/benefits if they will have a state pay schedule for teachers, university presidents/professors, etc. since they all use state tax money as well.

If a somewhat struggling school corporation is limited by state legislation to determine salary/benefits and they have the potential to hire someone who they believe can really help to improve that corporation, but this person could be at a 'better' school with similar salary/benefits, I think this would be detrimental and schools need this flexibility in the hiring or renewal process.

I feel as though we have been told by party leadership to run schools more like a business, however, again I wonder about others coming in to tell the business how much salary they are permitted to pay their chief executive officer/president.

I will say that my salary is fair and average for my size of corporation (slightly less than 800 k-12) and I do receive some insurance benefits, however, beyond that I receive nothing more than teachers do. No car allowance, no huge retirement balloon, no big annuity payments, etc.

I thank you for your time, but I feel if the General Assembly is going to start telling schools how much they can pay for salaries/benefits to superintendents, you might as well have a state pay-scale for all administrators, teachers, instructional assistants, cooks, nurses, bus drivers, etc. because you are taking away local control and flexibility within school corporations.

Again, thank you for your time.

Sincerely,

Dan L. Foster

Dan L. Foster, Ed. S.
Superintendent
Caston School Corporation

July 26, 2011

State Legislators:

This letter addresses the concept of having a statewide salary for superintendents or some other "cap" on their salaries. While you probably will get some letters from superintendents, I thought you should have a letter from someone not directly connected with this salary issue.

Although I was a superintendent in Indiana and in Illinois years ago, I have been a university professor in Ohio, Illinois, and now at Ball State University since those superintendencies.

One of my responsibilities at Ball State is to work with the Indiana Public School Study Council, a group of 27 superintendents throughout the state. We meet during the year to discuss issues, hear presentations, and share success stories about academic programs in their schools. I have been impressed by the professional dedication of these men and women who work so hard to improve their schools. It is evident from their comments that their first priority is to serve their students and improve their educational programs.

As I mentioned, I was a superintendent in Illinois years ago and worked in Ohio as a professor. In spite of the news stories and television coverage about some superintendent contracts, it is well known in the profession that, in general, superintendents in Illinois make substantially more in salary and fringe benefits than their counterparts in Indiana. Also, the retirement systems in all of the states surrounding Indiana are better than the Indiana system. For example, superintendents retiring in Illinois can receive up to 75% of their salary, while those in similar situations in Indiana might receive less than 50% of their salaries, and Illinois salaries are higher than Indiana salaries. Also, it takes five years to be "vested" or eligible for retirement in Illinois, and it takes ten years in Indiana. Indiana has lost good superintendents to Illinois and other states because the salaries and the retirement systems are better for them in those states. We cannot afford to lose our best leaders to other states.

I realize that some legislators want to restrict superintendent salaries in some way, but I would urge you to allow local boards of education the freedom and responsibility to set appropriate salaries for their superintendents.

Sincerely,

William L. Sharp

Professor

MACONAQUAH SCHOOL CORPORATION

Dr. Douglas M. Arnold
Superintendent
Ext. 1000

Dr. James M. Callane
Assistant Superintendent
Ext. 1050

To: Members of the Interim Study Committee on Superintendents' Salaries

From: Dr. Douglas Arnold, Superintendent, Maconaquah Schools

Date: July 26, 2011

As a member of the Indiana Association of Public School Superintendents, I have been asked to send a letter regarding superintendent compensation in the state of Indiana. I would first share that if I were the Chief Executive Officer of Chrysler Corporation, Delphi-Delco, Coca-Cola, Duke Energy or any other large organization that employs large numbers of people and serves the public, I would not be asked to defend my salary, benefits or position. It's only because I am a public school educator, paid with tax dollars, that this letter is necessary. It's interesting that we are being asked to run our schools like a business, but when we do and are asking to be compensated as such, we are not treated as leaders in the business world. After recent legislation passed the Indiana General Assembly, it is clear that my performance and that of my principals and teachers is being tied to student test performance. I have no problem with being accountable for the performance of my students and staff. So, how should that be compensated?

I have been an educator for thirty-six years. I didn't become an educator solely for the pay. But it does concern me when I look at people my age working in a local factory earning in excess of \$100,000 a year. These individuals are good, hard-working people, with or without a high school diploma. I have a Bachelor's, Master's, Educational Specialist, and Doctorate degree in Education. If I were the CEO of Chrysler, Delphi-Delco, Coca-Cola or Duke Energy I would be earning a significantly higher salary than I currently earn.

We have recently concluded contract negotiations with the Maconaquah Education Association and part of our agreement is that our teachers would move from paying \$1.00 annually for a single health insurance plan to paying 30% of the premium, while the corporation pays 70%. Because House Bill 1260 has required districts to change their health insurance payment structures, my Board of Education is asking my administrators to "pay something" for their health insurance. Currently they pay \$1.00 per year. A committee has been formed to research this issue. As I prepared to speak with my Board regarding this issue, I compared our teachers' salaries with surrounding districts and administrators' salaries with the same districts. But the issue that I tried, I think in vain, to communicate was the "responsibility factor" associated with being a public school administrator. I shared that I have been an administrator for thirty-six years. I began my career as a classroom teacher for nine years.

IN PURSUIT OF EXCELLENCE

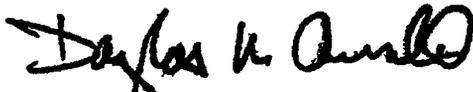
7932 South Strawtown Pike, Bunker Hill, IN 46914-9667 Telephone (765) 689-9131 Fax (765) 689-0995

Since then I have been an assistant principal, principal, assistant superintendent and superintendent in Indiana and Ohio. Is there a difference between my responsibilities as Superintendent of the Maconaquah Schools versus those of a teacher in my school district? If I were a teacher in the Maconaquah Schools, my contract would require me to work 183 days at seven hours and forty minutes each day. As Superintendent of the Maconaquah Schools, I have a 260 day contract and no "set" hours. In fact, I learned as an Assistant Principal at Hammond High School in 1984 that there is no such thing as contracted working hours for building administrators. My job as the Superintendent of the Maconaquah Schools is "24/7" and 365 days a year. When you are a superintendent of a school corporation, you are really never "off duty." So, how do we compensate that level of responsibility? I wonder how I would compare my level of responsibility as superintendent of schools with the CEO of a business or industry? Are they on the job "24/7" and 365 days a year? More importantly, what is their level of responsibility for their employees and, most importantly, their product? As the Superintendent of the Maconaquah Schools I am responsible for 250 certified and classified staff members. I am also responsible for the safety, security, and academic achievement of 2200 students, grades K-12.

So, what should we pay our public school superintendents? The framers of our Constitution saw education as a state or local function. In the state of Indiana, a superintendent's salary is negotiated with the local board of education. That board is elected and accountable to the local tax payers. It is that board that should be responsible for that salary and those benefits. I would hope that you would not allow the bad experience of one school district in the state to impact the way that all superintendents are paid throughout the state. That is one district out of 293.

Thank you for your time and consideration of my thoughts on this topic.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas M. Arnold". The signature is written in a cursive, somewhat stylized font.

Douglas M. Arnold, Ed.D.

Superintendent



Cowan Community School Corporation

Dennis G. Chambers - Superintendent

7-25-2011

To Whom It May Concern:

It is with frustration that I hear of a study committee to cap the salary and benefits of school superintendents. I am a superintendent of a small rural school district. Because of our size, I have no assistant. I do have one high school principal, an elementary principal, and a combined high school assistant principal/athletic director. We four administrators are responsible for all operations of the district. We are accountable to a locally elected school board that prides themselves on the smooth operations of the district. Our compensation and future employment is contingent upon our effective operations.

I hired into the district last year at \$92,000. I was fortunate to be rewarded for my performance by the school board of an increase to \$94,500. All around me are principals with higher salaries. I have a contract for 261 days for my salary. Teachers have 184 days of work. If a teacher in our district was paid for 261 days they would be paid \$79,223 plus any extracurricular duty pay. In addition to the qualifications of our teachers, I have earned a Masters Degree and an Educational Specialist degree to become a superintendent. This education has prepared me to be the personnel director, curriculum director, test coordinator, and business manager of a budget of approximately \$6.5 million. While I have some support staff to support our efforts, I have the final responsibility of our cafeterias, transportation department, maintenance department, curriculum oversight, etc. My community has an expectation for me to be present and visible at countless school activities throughout the year at no additional pay.

Over the last few years, the general assembly has taken an ever increasing role of dictating the operation of our public schools. The general assembly is made up of elected officials very much as our school boards are elected. Our school boards must be given the authority to make the local decisions that are in the best interest of the school districts. Lately in our state, education seems to be facing the concept of competition with growing charter and private school support. Our superintendents and local school boards should be given the opportunity to compete and allow a district to attract the best educational and financial leaders of the school district for which they serve.

As superintendent pay is decreased, so will the quality of the future applicants. The old adage "You get what you pay for." is very relative here. Please allow our local school boards to function in the best interest of the district and to pay for the leaders they need. Indiana is moving teacher pay to a 'merit pay' type system. I am confused as to why superintendent pay would be given a cap rather than paying for the merits of the abilities of the superintendent.

Sincerely,

Dennis G. Chambers

From: Sirk, Wylie [SirkW@nadams.k12.in.us]
Sent: Tuesday, July 26, 2011 2:29 PM
To: Senate District14
Cc: Travis Holdman; lwhite@iapss-in.org
Subject: Superintendent Pay scale

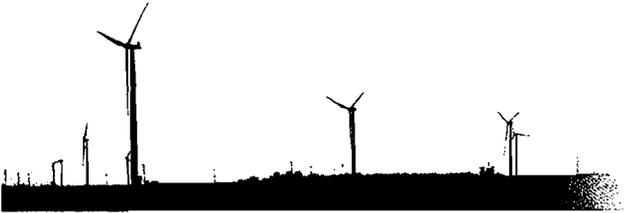
Dear Senator Kruse,

I understand the Interim Study Committee is meeting Thursday, July 28, 2011. One of the issues on the schedule is Indiana Superintendents' pay scale. Over the past year there have been a few superintendent salary issues that I will agree the payment was excessive. However, I would hope that pay scales will still be a local issue governed by the local School Boards.

I am now starting my fifth year in the superintendent position. I am still at the same salary and benefit level as when I started my first year in this superintendent's position. This decision has been governed by the financial level of our district. Local districts have distinct issues that drive decisions for salaries.

Please feel free to contact me if you have any questions. Thank you.

Wylie Sirk
Superintendent
North Adams Community Schools
260.724.7146
sirkw@nadams.k12.in.us
Every Child, Every Chance, Every Day



Benton Community School Corporation
"United, Student-Centered School Corporation"

405 S Grant Avenue • PO Box 512 • Fowler, IN 47944 • ph 765.884.0850 • fax 765.884.1614 • www.benton.k12.in.us

July 20, 2011

Interim Study Committee
House Chambers of the State House
200 West Washington Street
Indianapolis, IN 46204

Dear Interim Study Committee:

As superintendent of Benton Community School Corporation, I am strongly against taking away more local control from local school corporations and their boards of school trustees.

Sincerely,

A handwritten signature in black ink, appearing to read "Destin L. Haas". The signature is fluid and cursive, with the first name being the most prominent.

Destin L. Haas
Superintendent

DLH/kk



WARREN

The future begins here for life-long learning in our diverse community:
integrity, achievement, success.

METROPOLITAN SCHOOL DISTRICT OF WARREN, INDIANA

July 27, 2011

Interim Study Committee on Superintendent Compensation

Dear Committee Members:

Thank you for the opportunity to share my perspective about superintendent compensation. As a 27 year superintendent, I would acknowledge that I have never known any Indiana superintendent that has been able to negotiate such a lucrative contract as the one recently in the news. Thus, I would urge the committee to treat this as an exception, not the rule of thumb for all Indiana superintendents.

Half of Indiana schools are 2000 students or less. That means that in those small towns and cities around Indiana, the superintendent may be one of the highest paid executives within that city or town. As a result, negotiating a lucrative contract that would mirror recent news events is unlikely.

Any business salary schedule reflects compensation based on experience, skill, and level of responsibility. Schools are no different. Teachers work 184 days. I work 260 days. Teachers have a defined 7 ½ hour day in the contract. My days are whatever is necessary, reflecting a "24/7/365" mentality. I carry the burdens of all 20 school/auxiliary buildings. Teachers carry the burden of their classroom. Teachers have a contract with continued employment (with some changes in the new laws). Superintendents are only one election away from the street. We move to our communities and carry the liability of multiple home ownership. Teachers do not have to live in their community.

The key question is this: If your state system is compensating teachers for performance, why would you arbitrarily cap superintendent salaries? We must balance budgets, evaluate staff and improve teacher performance. If we perform, why would we not receive similar consideration for performance pay?

Further, how can you consider capping superintendent salaries when Indiana University just announced a 22% increase for its president and the Ball State University president will receive a 10% increase? What about the rapidly increasing costs of higher education that are putting college out of reach for many children?

Please don't hit an ant with a sledgehammer. Don't punish us all for the sins of the few.

Sincerely,

Peggy Hinckley, Ed.D.
Superintendent of Schools

PH/lw

EDUCATION & COMMUNITY CENTER
975 North Post Road
Indianapolis, Indiana 46219
(317) 869-4300 FAX: (317) 869-4399



Dear Study Committee Member,

You undoubtedly have heard from a number of my colleagues regarding their salary and fringe benefits, the scope of their duties, the expectations and demands of the position as well as the challenges and tenuous nature of serving as a superintendent of schools in Indiana. The purpose of my letter is not to pile more numbers into the discussion; but rather, to offer some perspective.

Having announced my retirement I have had occasion to research the salary and benefits of superintendents of comparable school districts. The total cost to my school district of my salary and benefits is less than any other comparable district. For the record, any interested party may view my entire contract on line at the *Lafayette Journal and Courier*.

Every superintendent has a story to tell. Mine includes a career interrupted by military service. It also includes meeting the state's expectation to earn a masters and doctoral degree at my own expense in order to position myself to serve in a leadership capacity. Part of that requirement meant I had to forego employment for one year in order to fulfill the university's requirement to be in residence for one full year without the distraction of employment. Despite rhetoric to the contrary, coursework in curriculum and instruction, educational finance, school law, tests and measurement, statistics were necessary to serve in the role of superintendent.

I have often described the role of superintendent as someone who is able to resolve conflict and solve problems. A superintendent is someone who makes the system work in spite of itself. That has been made increasingly difficult over time. If you want the best and brightest people providing leadership in Indiana public schools, they need to be compensated accordingly.

Every community and every superintendent has a unique story to write. Local school boards are in the best position to determine how that story should be written. My research would indicate the vast majority of superintendents and boards take this responsibility seriously. Placing some formula in place is not the answer. There is a market place for the talent pool of educational leaders. If the latitude provided local school boards is restricted unduly, the other forty-nine states in the Union will thank you for increasing the talent pool from which they have to draw.

Wise leaders understand they should be careful of what they ask for as they might get it. If you place restrictions on local school boards, you will get the quality of leadership you deserve.

Sincerely,

Edward E. Eiler, Ed.D.

Superintendent

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July 27, 2011

Interim Study Committee
Indiana Legislature
Indianapolis, IN

Dear Study Committee Members:

As the superintendent of a rural school corporation in a small community in Indiana, I am concerned about the future of education in our state. The Flat Rock-Hawcreek community depends on me to guard the quality and continuity of the education of its youngsters while representing the local voice of education. I administer the daily operations of the largest employer in the area, manage a six million dollar budget, and oversee the establishment of a safe and secure environment for over 1,200 people daily. I attend several community or collaborative meetings weekly to push forward initiatives needed to advance educational opportunities for our children. I have no expectation of any time away from the responsibilities of my position. I am available for questions, emergencies, phone calls, and interruptions 24 hours a day seven days a week.

Compensation for my position is commensurate with the work ethic of my community and the budget limitations of my school corporation. It is a local decision and should remain a local decision. My community pays me and my community should decide on what their superintendent should earn.

I am concerned about the future of education in Indiana. The following is a letter I sent to the Flat Rock-Hawcreek constituents on May 11, 2011:

I want you to have some information about the results of the recently ended legislative session and our planning for Flat Rock-Hawcreek School Corporation. This legislative session changed many aspects of the way schools will interact with the state and the way people in schools will interact with one another. Some of those changes are summarized at the end of this email. The budget bill also changed funding for schools.

Every fund available to FRHC is either capped or reduced. Of special concern is our general fund where we pay for most instructional costs including personnel. The total appropriation for 2011 is \$ 6,340,596. Our worst case shortfall projection for 2012 is \$523,843. Another reduction is projected for 2013. As the budget process unfolds this fall, additional information will become available, however, it is clear we will have fewer dollars to spend on instruction in 2012 than we have in 2011. It is also clear, the magnitude of the reduction calls for serious changes. This is indeed a challenge. One action the board took was to reduce the elementary by two teaching positions for next year and to reduce the English as a second language position to a half-time position. The board also took action to offer a retirement incentive to teachers. Although the governor announced full day kindergarten will be fully funded, that statement was quickly

amended by other state officials to clarify the state grant would be funded. For FRHC, we anticipate receiving an additional \$ 1,340 in 2012 for full day kindergarten instead of the \$120,000 which would fully fund FDK in reality. For 2012 we are planning on shifting some expenditures into our capital projects fund instead of paying for them from general fund. This will cause us to adjust how and when we complete upkeep on the facility. The board will also consider other reductions in non-certified personnel. With all of these reductions, we are still not quite to our "balanced budget" goal as projected by our most reliable information to date. We are within 10%. Everything we are working with is a projection. The final 2012 budget is not likely to be certified before February 2012 and actual numbers will become known between now and then as we work through the budget process. I want to restate -- it is clear we will have fewer dollars to spend on instruction in 2012 than we have in 2011.

Our school is not uniquely experiencing budget reductions. Schools across the state are facing similar very difficult decisions. Last year FRHC's budget reduction was necessary because of reduced state support. Belts were tightened, adjustments were made, and staff is leaner this year as a result. Reductions are projected for 2012 and 2013. These are not fun times. Facing the kind of reductions we are facing is a sobering experience.

I understand I am sounding dire, however we have much to be hopeful about.
-- we are not in this alone - elected officials across the state will begin to get feedback from their constituencies about the negative impact of this legislative session on public education
-- we have an extremely strong, supportive community - if we need something for the education of our children, our community will find a way
-- we have an outstanding staff who are dedicated to educating youngsters - we don't let excuses or obstacles keep us from finding a way to help our students
-- our board of school trustees cares deeply about our children and their education and is committed to finding a way to secure our future
-- eventually, reason will prevail - a free public education is the foundation of our country - an educated populace is critical to ensuring the future of our communities; there is no substitute for how locally controlled schools are central to accomplishing this function

As changes occur and facts become known, I will keep you informed. If you have comments or suggestions, I'd welcome a discussion with you.

=====
With the close of this legislative session, the following bills were passed:

HB 1002, charter schools -- 90% of charter school teachers are required to have a teaching license or be in a transition to teaching program (a charter can request a waiver for a lesser %); expands which entities can sponsor a charter school; allows for a virtual charter school in 2011-12

HB 1003, school scholarships (vouchers). HB 1003 is unique since Ohio is the only other state allowing state monies to go to parents for private schools. Ohio limits the vouchers to students in low-scoring school districts only, while the Indiana law is open to all students as long as they qualify with income restrictions; allows parents who home-school to have a \$1,000 tax deduction for unreimbursed educational expenditures

SB 1, teacher evaluation and licensing: new classification system; new evaluation process; new compensation process; new dismissal process - every existing process ends July 1, 2011

SB 575, teacher collective bargaining - makes it unlawful for the school employer to enter into any agreement that would place the school in a position of deficit financing

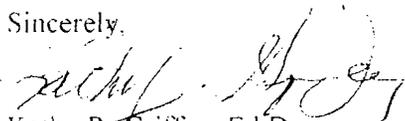
HB 1260 School Health Insurance

The employer share of the cost of coverage under a health plan provided by a school corporation for the school corporation's employees may not exceed by more than twelve percent (12%) the employer share of the cost of coverage under the same type of health plan provided by the State for state employees for any 12 month period. The school corporation shall perform audits once each five (5) years to ensure that covered dependents of school corporation employees are entitled to coverage under the school corporation's employee health coverage program.

I hope you find my comments of value as you proceed with this committee. The constituents, staff, and students of Flat Rock-Hawcreek are proud of their school and of the accomplishments of the children of the community. We believe in local control. We believe in the benefit of public education, and we believe public education is the backbone of our country. The locally controlled common school as established by our state constitution is the ultimate entity responsible to educate our populace. Please support it. Please set aside the attempts of angry individuals to undermine it and to undermine local control.

Thank you.

Sincerely,



Kathy R. Griffey, Ed.D.
Superintendent

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Education Center

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Indianapolis, Indiana 46241



Jeffrey K. Butts, Ph.D.

Superintendent of Schools

July 28, 2011

Re: Testimony before the Interim Education Committee on Superintendent Compensation

Co-Chair Behning, Co-Chair Kruse, and Distinguished Members of the Interim Education Committee,

My name is Jeff Butts and I am the current Superintendent in the Metropolitan School District of Wayne Township located on the west side of Indianapolis. I would like to thank you for the opportunity today to present testimony on an issue that my district has recently heightened the awareness about in Indiana. I have had the opportunity to speak extensively within my community over the past six months on the topic of a Superintendent's contract and Superintendent compensation with our teachers, administrators, community members, students, and the media.

While my testimony today could include many data points on the value of the Superintendency, including the number of days and hours worked; community involvement; daily instructional and educational leadership; responsibility for students, employees, budget, school busses, meals served; facilities, curriculum, legal compliance, and many others; I will save those points for my colleagues who have submitted written testimony and will be permitted to speak before you today. Instead, my goal today is to provide some context to the circumstance in which Wayne Township was a catalyst.

As elected State Legislators, you have a significant amount of information you must become an expert on each session. You are asked to read, comprehend, investigate, discuss, debate, and become an expert on a multitude of topics outlined in an exhaustive amount of paper. You rely on the colleagues in your party and at times those on the other side of the isle to give you important perspectives, details and facts. You utilize members of your staff to do research and provide abstracts on these many topics. You seek the legal opinions and advice of the Legislative Services Agency. You are given direction, encouragement, and guidance from high ranking political officials in our legislature. And you seek to represent the constituents who elected you to your position and the community in which you reside. Through this process, and over the years, you develop a level of trust among those you work with. Through this trust you value and rely upon the information they provide so that you can make the most informed decision possible. And then you must cast your vote based on your understanding of this information and the guidance you have been provided.

In some cases, amendments are added, riders attached, and language included that was not present in the version you initially utilized to gain understanding and clarity. These changes may include items that you would not have otherwise supported and may provide unintended consequences or conflict

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**INTERIM STUDY COMMITTEE ON
EDUCATION MEETING
JULY 28, 2011**

EXHIBIT B

with language in other legislation. Additionally, what you believed the legislation clearly stated may not be as clear to your voting public and begins to be interpreted in ways you did not intend. This can result in legal challenges and require a review and revision of that legislation in the future.

In many professions and in our own personal lives we are faced with contracts and other legal documents that we are asked to sign. Purchasing or refinancing a home is a perfect example. When any of us have purchased a home, we attend a closing at a title company and are asked to sign several documents. We are not provided with sufficient time in many cases to fully read all of these legal-sized documents and trust that the terms we agreed to with our broker and the seller are accurately stated. In March I refinanced my home with the same mortgage company I have been with for the past 10 years. I was asked to read, understand, and agree to all of the language included in the packet I am holding up. While I had the time at home to read through these packets, I certainly cannot say that I had a complete understanding of all the legal terms, definitions, and descriptions included in these legal-sized pages. I had a level of trust with my long-time mortgage company that allowed me to sign these documents with a level of certainty that my interests were protected. You may recall a similar situation in your own lives or know of someone who has recently.

The safest time for a student to be in a school is immediately following a security concern at their school due to the heightened awareness of the situation. The same can be said today for Superintendent contracts. For the 315 Superintendents listed in the Indiana Department of Education School Directory and the districts they serve, there is a heightened awareness of their contract. Through recent conversations with my colleagues across Indiana, many have shared that they have reviewed their contract with the School Board in the past 6 months. In the M.S.D. of Wayne, my contract was negotiated very differently than the contracts of the previous Superintendent. The Board of Education had extensive legal advice, gained a full understanding of every aspect of the contract, and have a signed copy in their possession. Nearly every media website in Central Indiana and several other counties in the state has also posted a copy of my contract and several other Superintendents contracts. Our local communities are more aware today of what the Boards of Education have negotiated with their Superintendent than ever before.

The legislature has passed a great deal of legislation in recent years that has and will significantly change education in Indiana. As Indiana moves toward being a leader in education reform in this country, the leadership at all levels becomes even more critical in making sure these changes are implemented in a way that best serves all children in Indiana and provides them with the tools for success. While we continue to analyze, interpret, and come to consensus on the recent changes to education enacted through this last legislative session, change without strong leadership will not result in a positive result for our children. It will, conversely, result in less opportunity for children and diminished opportunities for success if that change is not implemented with fidelity, accountability and clear direction. To this end, the success of the progressive and innovative changes you passed in this last session are dependent upon quality Superintendents working with their locally elected Boards of Education, administrators, teachers, and community.

In addition, legislative changes have impacted the powers of the elected school boards chosen to represent their community. The governance of a school district has dramatically changed and a diminished level of local control exists in each of our communities. The Superintendent's contract and Board Policy are among the most important obligations that remain with the locally elected Board of

WE ARE WAYNE

Education. In Wayne, there are seven elected members on the Board. These individuals meet 21 times each year to conduct official business in their regularly scheduled meetings. They receive information from me and from my staff which allows them to determine their position on any agenda item that requires a vote. They seek clarity and additional information from staff and constituents so that their vote is in the best interests of our children and our district. In order for this system to work effectively, a level of trust has to exist between the Board and the Superintendent. If trust is not established, the students, parents, teachers, employees, and community ultimately suffer. It is this very trust that must be cultivated, nurtured, and reinforced so that our children are best served.

I can fully understand the emotions and concern the previous Superintendent's Contract has raised with you and your constituents across this state. But this situation is certainly not the norm and is more the exception across districts and Superintendents in Indiana. Locally elected School Boards serve our communities with the interests of our children in mind. They run for the Board of Education to serve their community and make their community a better place to live and raise a family. Boards must represent their community and the value placed on the public schools.

To that end, each local community's values must also be considered when making decisions in the best interests of their schools. In my tenure, I have had the pleasure to work in rural, suburban, and now an urban district. While the one constant in each of these communities is the successful future of our children, each experience has carried a different set of ideals, values, and areas of focus within the community. Based on the beliefs, philosophies, competence, and voting record of our locally elected Boards of Education, they are held accountable by their voting public. A one-size-fits-all model as a result of a unique circumstance does not allow for these locally elected School Boards to perform one of its most important tasks or represent the values of their community.

In closing, your responsibility as a State Legislature is enormous and one that each of you takes very seriously. The same is true in the M.S.D. of Wayne Township with our elected School Board. In the same way that you would never intentionally cast a vote that would be detrimental to any Indiana citizen, neither would our Boards. Unfortunately, unique situations and circumstances arise that cause reflection, reconsideration, and a change in practice the ultimately benefits everyone involved. This is certainly the case in the M.S.D. of Wayne Township. The trust we place in the people we work with and for is critical to our continued success. That trust must continue to be nurtured and we must empower those we place that trust in. I urge you to reflect upon those whom you trust and the situations in which that trust has proven beneficial, as well as those situations in which the results were not as you had hoped. Those times where trust has not worked favorably cannot lead to an eternal cynicism that trust can never exist again. It cannot lead to the belief that our locally elected Boards of Education cannot be trusted with the values of their community and the importance of educating their children. We must trust that our citizens will hold every elected official accountable for their actions and make their beliefs, values, and opinions known on election day, the way our system was designed to be.

It is with the deepest gratitude that you have allowed me the opportunity to speak today. I appreciate the opportunity to place context on the unique circumstances in the M.S.D. of Wayne Township that brought us here to discuss this agenda item. I will be happy to answer any questions you may have or provide any additional clarity to my comments this afternoon.

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Answering the Critics of School Administration: *What Are the Facts?* *Second Edition*

Nancy Protheroe

Educational Research Service

Concerns in Education

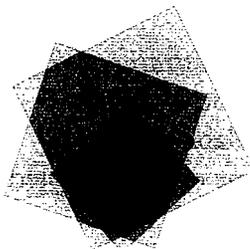
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INTERIM STUDY COMMITTEE ON
EDUCATION MEETING
JULY 28, 2011

EXHIBIT C

Answering the Critics of School Administration: *What Are the Facts?* *Second Edition*

Nancy Protheroe



Because research and information make the difference.

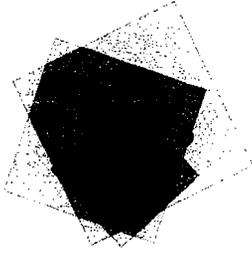
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Introduction

In recent years, public education has undergone especially intense scrutiny. No Child Left Behind (NCLB) and state-related accountability requirements have put the performance of schools and districts under a microscope—with expectations increasing at the same time more students with educational challenges are entering the schools. To make things even more difficult, most states and localities—and, therefore, the schools—are now experiencing especially tight budgets.

This environment makes it especially important that discussions about education focus on issues of substance. Educators need to be in the forefront of defining these issues and providing accurate information for the public to use in discussions about public education and local schools. Sometimes this means that misperceptions will need to be addressed directly—but not defensively—to ensure that the public is working with an accurate knowledge base.

One area of misperception—and one that seems to gain new life every decade or so—relates to school district administration. Called the “blob” by then-Secretary of Education Bennett over 20 years ago, this view of administration has been revisited recently in discussions about the “65 Percent Solution.” The public perception of school administration too often is that it is an over-large bureaucracy diverting critical resources from instruction.

But can this perception be backed up with facts? Is the administrative side of education growing? Are large amounts of school resources going to school administration when they could be better used elsewhere?

We need to address such important questions factually and objectively if we are to make substantial progress in bringing about meaningful educational reform and improvement and in influencing public attitudes about our schools. If these perceptions are not grounded in fact, those sincerely interested in school improvement should move on to other issues.

“All too often in recent months, [I listened to] erroneous claims by legislators and others who have made exaggerated statements about the number of school administrators and administrative costs . . . As I heard time after time the repetition of information, I wanted to jump up and yell, ‘*Just the facts, PLEASE!*’” (Bozza, 2008).

Certainly, there is much that can and should be done to improve school management in specific situations. An analysis of needed improvements, however, is not the purpose of this publication. Rather, the purpose is to examine six different perceptions about school administration that have appeared in the popular press or media to see whether each perception is true or false. These are the six perceptions that will be addressed:

1. Administration is an unnecessary burden on schools and should be curtailed.
2. There are too many administrators.
3. The number of school administrators is growing rapidly and at the expense of instruction.
4. School administrators are paid too much.
5. Increasing amounts of school budgets are going to administration.
6. A lot of money is going to administration that could be better spent for other purposes.

We should keep in mind that in all areas of school operations—instruction as well as administration—the separation of meaningful facts from harmful fiction is fundamental if we are to make substantial improvements in our nation's schools and in student learning.

Perception 1

Administration is an unnecessary burden on schools and should be curtailed.

What the Facts Show:

- ▶ Good school management is recognized as essential for the development and operation of effective schools.
- ▶ Research has identified a link between effective leadership and student learning.
- ▶ Assertive leadership by the school principal, superintendent, and central-office staff is a key element common to effective schools.
- ▶ District-level administrative and professional staffs provide critically needed support for school-level programs.
- ▶ Leadership is especially important when rapid “turnaround” is needed for low-performing schools or districts.

Based on an increasingly strong research base and case studies of successful schools and districts across the nation, the response to this statement is a resounding “Not true!” Research repeatedly demonstrates that good management is essential to effective schools, just as it is to profitable businesses and industries. Joseph Murphy, a long-time observer and analyst of school leadership issues, talks about this:

Over the last three decades, we have learned that leadership is a key element in the school and district improvement algorithm. We have also discovered that a particular type of leadership—learning-focused leadership—characterizes high-performing schools and school districts.... Over the last half century a great deal has been written about the importance of leadership in general and in relation to organizational performance in particular. Academics, practitioners, and reviewers from every field of study have concluded that leadership is a central variable in the equation that defines organizational success. In particular, they consistently highlight leadership as the cardinal element in turning around failing organizations. Looking specifically at education, we

have parallel evidence that leadership is a central ingredient—and often the keystone element—in school and district success as defined in terms of student achievement (2007, pp. 71-72).

Researchers Leithwood, Louis, Anderson, and Wahlstrom agree with Murphy's analysis of the research base. They reviewed available evidence on school and district leadership in an effort to identify what effects, if any, school- and district-level leadership has on student learning. Their conclusions were unequivocal:

Our review of the evidence suggests that successful leadership can play a highly significant—and frequently underestimated—role in improving student learning. Specifically, the available evidence about the size and nature of the effects of successful leadership on student learning justifies two important claims:

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimates its effects. The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects.
2. Leadership effects are usually largest where and when they are needed most. Especially when we think of leaders in formal administrative roles, the greater the challenge the greater the impact of their actions on learning. While the evidence shows small but significant effects of leadership actions on student learning across the spectrum of schools, existing research also shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst (2004, p. 5).

“Leadership is a central ingredient—and often the keystone element—in school and district success as defined in terms of student achievement” (Murphy, 2007, p. 72).

District-level leadership has specifically been identified as an important support for student learning. Repeatedly, case studies confirm that districts can “matter’ in powerfully positive ways for student learning in large numbers of schools and for students of all backgrounds” (Leithwood et al., 2004, p. 39).

In their meta-analysis of research on the influence of school district leaders on student performance, researchers Waters and Marzano focused on superintendent leadership and found strong evidence of

the effect superintendents have on student learning. They found the correlation between an effective superintendent and student learning to equate to almost 10 percentile points on standardized assessments. They go on to highlight the importance of this relationship:

This finding stands in sharp contrast to the notion that district administration is a part of what former Secretary of Education William Bennett characterized as an amorphous “blob” that soaks up valuable resources without adding value to a district’s instructional program. To the contrary, these findings suggest that when district leaders are carrying out their leadership responsibilities effectively, student achievement across the district is positively affected (2007, p. 2).

“Successful leadership can play a highly significant—and frequently underestimated—role in improving student learning” (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 5).

Finally, researchers from the Washington School Research Center report that educators at most of the highly successful schools studied believed their success was due, at least in part, to the level of district support they received. These school-level educators:

describe district personnel as providing vision and direction of the reform efforts. In the most common terms, these district people are credited with setting the expectations, and then with providing the resources, mentoring, and expertise necessary for the schools to achieve the learning goals (Fouts, 2003).

Clearly, good central-office leadership and sound school board governance are not needless add-ons or hindrances to effective schools. They are vital parts of an efficient and effective educational system that can support effective utilization of staff, facilities, equipment, and finances to have maximum effect on the learning of all students, in all grades, and in all schools.

The Complexities of the Job

Let’s begin with the most important point: The people who lead and manage schools are being entrusted with our nation’s most precious resource—our children. In addition, even a brief review of some of the responsibilities of school and district leaders reminds us of how complex this responsibility is in practice. The following excerpt from the *Occupational Outlook Handbook* published by the Bureau of Labor Statistics (2008), the federal agency charged with developing profiles of professions, describes the often overwhelming “nature of work” for school administrators:

Successful operation of an educational institution requires competent administrators. Education administrators provide instructional leadership and manage the day-to-day activities.... set educational standards and goals and establish the policies and

procedures to achieve them. They also supervise managers, support staff, teachers, counselors, librarians, coaches, and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers and other staff, manage career counseling and other student services, administer recordkeeping, prepare budgets, and perform many other duties. They also handle relations with parents, prospective and current students, employers, and the community.

Educational administrators who manage elementary, middle, and secondary schools are called *principals*. They set the academic tone and actively work with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives. Principals confer with staff to advise, explain, or answer procedural questions. They hire, evaluate, and help improve the skills of teachers and other staff. They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials.

Principals also meet and interact with other administrators, students, parents, and representatives of community organizations. Decision making authority has increasingly shifted from school district central offices to individual schools. School principals have greater flexibility in setting school policies and goals, but when making administrative decisions they must pay attention to the concerns of parents, teachers, and other members of the community.

Preparing budgets and reports on various subjects, including finances and attendance, and overseeing the requisition and allocation of supplies also is an important responsibility of principals. As school budgets become tighter, many principals have become more involved in public relations and fundraising to secure financial support for their schools from local businesses and the community.

Principals must take an active role to ensure that students meet national, state, and local academic standards. Many principals develop partnerships with local businesses and school-to-work transition programs for students. Increasingly, principals must be sensitive to the needs of the rising number of non-English speaking [students] and [a] culturally diverse student body. In some areas, growing enrollments also are a cause for concern because they lead to overcrowding at many schools. When addressing problems of inadequate resources, administrators serve as advocates for the building of new schools or the repair of existing ones. During summer months, principals are responsible for planning for the upcoming year, overseeing summer school, participating in workshops for teachers and administrators, supervising building repairs and improvements, and working to make sure the school has adequate staff for the school year.

Schools continue to be involved with students' emotional welfare as well as their academic achievement. As a result, principals face responsibilities outside the academic realm. For example, many schools have growing numbers of students from

dual-income and single-parent families or students who are themselves teenage parents. To support these students and their families, some schools have established before- and after-school childcare programs or family resource centers, which also may offer parenting classes and social service referrals. With the help of community organizations, some principals have established programs to combat increases in crime, drug and alcohol abuse, and sexually transmitted diseases among students.

Administrators in school district central offices oversee public schools under their jurisdiction. This group includes those who direct subject-area programs such as English, music, vocational education, special education, and mathematics. They supervise instructional coordinators and curriculum specialists, and work with them to evaluate curriculums and teaching techniques and improve them. Administrators also may oversee career counseling programs and testing that measures students' abilities and helps to place them in appropriate classes. Others may also direct programs such as school psychology, athletics, curriculum and instruction, and professional development (Bureau of Labor Statistics, 2008).

The “What” of Effective Leadership

In addition to emphasizing the important link between both school and district office leadership and student learning, the increasingly strong research base provides information about what effective leaders do. Murphy sees:

a particular type of leadership [as] especially visible in high-performing schools and school districts. This strand can best be labeled “leadership for learning,” “instructionally focused leadership,” “leadership for school improvement,” or learning-focused leadership. The touchstones for this strand of leadership include the ability of leaders (a) to stay consistently focused on the right stuff—the core technology of schooling, or learning, teaching, curriculum, and assessment—and (b) to make all the other dimensions of schooling (e.g., administration, organization, finance) work in the service of a more robust core technology and improved student learning (2007, p. 72).

He (Murphy, 2007) goes on to summarize the knowledge base on learning-focused leadership at the school level; stating that learning-focused leaders:

- ▶ Develop and steward vision, “making certain that goals are focused on students, feature student learning and achievement, and are clearly defined” (Murphy, 2007, p. 72).
 - ▶ Hire, allocate, and support quality staff.
 - ▶ Maximize content coverage in an aligned curriculum.
 - ▶ Actively monitor student progress.
-

- ▶ Establish positive expectations for academic learning.
- ▶ Maintain high visibility and involvement by spending time in classrooms and “are knowledgeable about and deeply involved in the instructional program of the school” (Murphy, 2007, p. 77).
- ▶ Promote student and teacher incentives through providing “recognition to teachers by distributing leadership, showing personal interest, providing public acknowledgment before colleagues and parents, and giving private praise and encouragement. There is also evidence that learning-focused leaders use rewards and recognition of students to help establish a school learning climate where academic achievement is valued” (Murphy, 2007, p. 78).
- ▶ Promote professional development and practice.
- ▶ Develop a supportive work environment.
- ▶ Forge home-school links.

Research has also identified characteristics of effective district-level leadership. Cawelti and Protheroe, in their review of studies of districts that had rapidly and significantly improved student achievement, highlighted the key role superintendents played in creating the environment needed for this improvement. Specifically, they:

demonstrated that the phrase “high expectations” was to be considered more than merely a slogan. They also acknowledged that the improvement process was not likely to be easy—but made it clear that there would be “no excuses” and that the vision was meant to endure (2003, p. 60).

The districts profiled enrolled high percentages of students from low-income families and other children at high risk of educational failure. Thus, the task for these districts was not easy—making superintendent leadership especially critical. These district leaders had to be skilled in both articulating direction for the district and getting others to buy in to the goal of high expectations of all students, as, without such buy-in, improvement would have been lackluster at best.

“Leadership provides a critical bridge between most educational reform initiatives, and having those reforms make a genuine difference for all students” (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Waters and Marzano also focused on the “what” of effective leadership and identified “district-level leadership responsibilities with a statistically significant ($p < .05$) correlation with average student academic achievement” (2007, p. 2). See the figure on page 10. While one of these responsibilities talks about the school board’s role, five focus specifically on the superintendent. These include:

- ▶ Collaborative goal-setting that includes “all relevant stakeholders, including central office staff, building-level administrators, and board members, in establishing non-negotiable goals for their districts. In particular, they ensure that building-level administrators throughout the district are heavily involved in the goal-setting process since these are the individuals who, for all practical purposes, will implement articulated goals in schools” (Waters & Marzano, 2007, p.3).
- ▶ Establishment of non-negotiable goals for achievement and instruction. This means that “the district sets specific achievement targets for the district as a whole, for individual schools, and for subpopulations of students within the district” (Waters & Marzano, 2007, p. 3).
- ▶ Monitoring of “district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind a district’s actions” (Waters & Marzano, 2007, p. 4).
- ▶ Use of resources to support the goals for instruction and achievement to “ensure that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish the district’s goals” (Waters & Marzano, 2007, p. 4).
- ▶ Creation of a “defined autonomy” relationship with schools. Superintendents encourage principals to lead their schools “within the boundaries defined by the district goals” (Waters & Marzano, 2007, p. 4).

A focus on the future and what it will require of school leaders for improved student achievement is at the core of the tools and resources provided by the Education Leadership Action Network at the Wallace Foundation. Research supported by the Wallace Foundation, some of which has been highlighted here, has identified important knowledge needed by effective educational leaders. Each one of these knowledge areas, listed in the figure on page 16, includes a complex mix of subskills—all of them important to efforts to increase student achievement. And none of them could be characterized as an unnecessary burden to any school district.

“One of the hallmarks of districts that have succeeded in moving from low to high performing is an intensive long-term investment in developing instructional leadership capacity at the school and district levels” (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 43).

| Leadership Responsibilities and Practices | | |
|--|--------------|--|
| Superintendent Responsibilities | Avg r | Practices Used by Superintendent and Executive/District Office Staff to Fulfill Superintendent Responsibilities |
| Goal-setting process <i>The superintendent involves board members and principals in the process of setting goals.</i> | .24 | <ul style="list-style-type: none"> • Developing a shared vision for the goal-setting process. • Using the goal-setting process to set goals developed jointly by board and administration. • Developing goals that are coherent and reflect attendant values which support involvement and quality in achievement rather than maintenance of the status quo. • Communicating expectations to central office staff and principals. |
| Non-negotiable goals for achievement and instruction <i>Goals for student achievement and instructional program are adopted and are based on relevant research.</i> | .33 | <ul style="list-style-type: none"> • Modeling understanding of instructional design. • Establishing clear priorities among the district's instructional goals and objectives. • Adopting instructional methodologies that facilitate the efficient delivery of the district's curriculum. • Incorporating varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multiracial student population. • Adopting 5-year non-negotiable goals for achievement and instruction. • Ensuring that a preferred instructional program is adopted and implemented. |
| Board alignment with and support of district goals <i>Board support for district goals for achievement and instruction is maintained.</i> | .29 | <ul style="list-style-type: none"> • Establishing agreement with the board president on district goals. • Establishing agreement with the board president on type and nature of conflict in the district. • Along with the board president, remaining situationally aware, agreeing on the political climate of the school district. • Establishing agreement with the board president on the nature of teaching/learning strategies to be used in the district. • Providing professional development for board members. • Establishing agreement with the board president on the effectiveness of board training. |
| Monitoring goals for achievement and instruction <i>The superintendent monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</i> | .27 | <ul style="list-style-type: none"> • Using an instructional evaluation program that accurately monitors implementation of the district's instructional program. • Monitoring student achievement through feedback from the instructional evaluation program. • Using a system to manage instructional change. • Annually evaluating principals. • Reporting student achievement data to the board on a regular basis. • Ensuring that the curricular needs of all student populations are met. • Observing classrooms during school visits. • Coordinating efforts of individuals and groups within the organization to increase reliability of the system, with adjustments by individuals to quickly respond to system failures. |

| | | |
|--|------------|--|
| <p>Use of resources to support the goals for achievement and instruction</p> <p><i>Resources are dedicated and used for professional development of teachers and principals to achieve district goals</i></p> | <p>.26</p> | <ul style="list-style-type: none"> • Adopting an instructional and resource management system supporting implementation of the district’s instructional philosophy. • Providing extensive teacher and principal staff development. • Training all instructional staff in a common but flexible instructional model. • Controlling resource allocation. • Providing access to professional growth opportunities through the design of a master plan to coordinate inservice activities of the district. |
| <p>Defined autonomy; superintendent relationship with schools</p> <p><i>The superintendent provides autonomy to principals to lead their schools, but expects alignment on district goals and use of resources for professional development.</i></p> | <p>.28</p> | <ul style="list-style-type: none"> • Developing a shared vision and understanding of “defined autonomy.” • Using standards for content and instruction as basic design principles. • Committing the district and schools to continuous improvement. • Screening, interviewing, and selecting teachers along with principals. • Hiring experienced teachers. • Rewarding successful teachers and terminating the employment of unsuccessful teachers. • Establishing teacher evaluation as a priority for principals. • Ensuring that principals speak with teachers about results. • Establishing strong agreed-upon principles/values which direct actions of people. • Ensuring that schools have a clear mission focused on school performance. • Ensuring that school practices are characterized by opportunity for all students to learn. • Including socializing functions in district meetings. • Maintaining high expectations for school performance. • Expecting principals to fulfill instructional leadership responsibilities. • Directing personnel operations to assure a stable yet improving and well-balanced work force. • Ensuring that schools are characterized by an orderly climate. • Promoting innovation. • Developing principal awareness of district goals and actions directed at goal accomplishment. • Providing leadership of curriculum development. • Ensuring that homogeneous ability groupings within classrooms do not segregate students into racial or other inappropriate groups. • Applying district sanctions to students for unsatisfactory academic performance. • Rewarding students beyond standard honor rolls and recognition assemblies for exceptional performance. |

Note: The r correlations reported in this table are derived from McREL’s meta-analysis of research on superintendent leadership and represent the correlation between superintendent responsibilities and average student academic achievement.

Source: Waters & Marzano, 2007, pp. 6-7.

Turnaround Leadership

Effective leadership is especially important to districts and schools that are working to meet increasingly stringent accountability standards while serving students with increasingly diverse and challenging needs. Researchers Rhim, Kowal, Hassel, and Hassel (2007) highlight findings from a cross-sector analysis of turnaround organizations—both inside and outside education—experiencing significant improvement. Leaders directing such turnarounds often engage in a special set of behaviors that provide a context for jump-starting successful change, while still “administering” the day-to-day operations of a school or district. Such leaders typically:

- ▶ Understand the importance of achieving a few tangible wins quickly.
- ▶ Are willing to implement practices deemed necessary to achieve goals even when they deviate from norms.
- ▶ Ensure that organization performance data are collected and analyzed.
- ▶ Make their action plans based on data.
- ▶ Have a driving commitment to obtaining results for their organizations and support this by requiring all staff to change, rather than making it optional.
- ▶ Funnel more time and money into successful tactics while halting unsuccessful tactics.
- ▶ “Act in relentless pursuit of goals, rather than touting progress as ultimate success” (Rhim et al., 2007, p. 19).

“District and school leaders must possess a steely will and a compass set firmly on children’s learning” (Hassel, Hassel, & Rhim, 2007, p. 13).

Learning-Focused School Leaders

- ▶ Develop and steward vision
- ▶ Hire, allocate, and support quality staff
- ▶ Maximize content coverage in an aligned curriculum
- ▶ Actively monitor student progress
- ▶ Establish positive expectations for academic learning
- ▶ Maintain high visibility and involvement by spending time in classrooms
- ▶ Are knowledgeable about and involved in the instructional program of the school
- ▶ Promote student and teacher incentives through personal interest as well as private and public acknowledgement
- ▶ Promote professional development and practice
- ▶ Develop a supportive work environment
- ▶ Forge home-school links

Source: "Restructuring Through Learning Focused Leadership" in *Handbook on Restructuring and Substantial School Improvement*, (Murphy, 2007).

Successful Leadership

Successful leadership can play a highly significant—and frequently underestimated—role in improving student learning.

Source: *Review of Research: How Leadership Influences Student Learning* (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Central-Office Staff Leadership

Educators in highly successful schools “attribute part of their success to the district [and] describe district personnel as providing vision and direction of the reform efforts. In the most common terms, these district people are credited with setting the expectations, and then with providing the resources, mentoring, and expertise necessary for the schools to achieve the learning goals.”

Source: A Decade of Reform: A Summary of Research Findings on Classroom, School, and District Effectiveness in Washington State (Fouts, 2003).

Knowledge Categories of Effective Leaders

- ▶ Visionary leadership
- ▶ Identification and engagement of stakeholders
- ▶ Creation of incentives to drive performance
- ▶ Alignment within a system of policies and practices
- ▶ Guidance of high-quality professional development
- ▶ Support and development of leadership in others
- ▶ Performance measurement to assess practices
- ▶ Capture effective practices of governance partners
- ▶ Enable performance through organizational culture
- ▶ Strategic use of human resources
- ▶ Use of data for instructional decision making
- ▶ Use of financial resources
- ▶ Effective use of time

Source: *Knowledge Categories of Effective Leadership* (Wallace Foundation, 2004).

Perception 2

There are too many administrators.

What the Facts Show:

- ▶ When we examine the facts relating to the perception that there are too many school administrators, we find that school districts are major enterprises performing important public functions with substantially fewer management personnel than are found in business and industry.

It's often easy for critics of school administration to sell the idea that there are too many administrators, especially in the central office. But let's look at the numbers. What percentage of the total school district workforce do administrators represent?

The National Center for Education Statistics of the U.S Department of Education collects staffing data, with the most current data available for the 2005-06 school year. For that year, only 1.1% of all school district employees—slightly more than one in every 100 employees districtwide—were central office administrators, with another 2.8% working as principals or assistant principals (Sable & Garofano, 2007).

For another perspective on the perception that there are too many administrators, we could ask the question: How does the number of administrators in public schools compare with the executive and managerial staffs in business and industry? To do this, we turn to the most authoritative and respected source of such data—the Bureau of Labor Statistics (as shown in the figure titled *Number of Persons Employed per Executive, Administrator, and/or Manager in Selected Industries, 2003* [the last year for which the Bureau of Labor Statistics collected this data] on page 20):

- ▶ The ratio of employees to executive, administrator, and/or manager is higher in elementary and secondary schools (15.2 to 1) than in any other business or industry shown.
- ▶ Only the health care and special assistance industry reports roughly similar staffing patterns, with 11.7 people supervised per executive or administrator.
- ▶ In transportation, there are about 10 staff members per supervisor.
- ▶ In the construction industry, there are just under seven workers for every executive or manager.

- ▶ The average ratio throughout all manufacturing industries is 5.6 to 1.
- ▶ In information (including newspaper, publishing, Internet publishing, Internet service providers, libraries, data processing, etc.), the ratio is 3.6 to 1, which is less than one-fourth the 15.2 staff members for each administrator and supervisor in public schools (Bureau of Labor Statistics, 2003).

These data indicate that, judged by similar management/staffing practices in business and industry, K-12 education is not top-heavy. But are these comparisons valid? The Bureau of Labor Statistics believes they are and uses them in compiling official government reports.

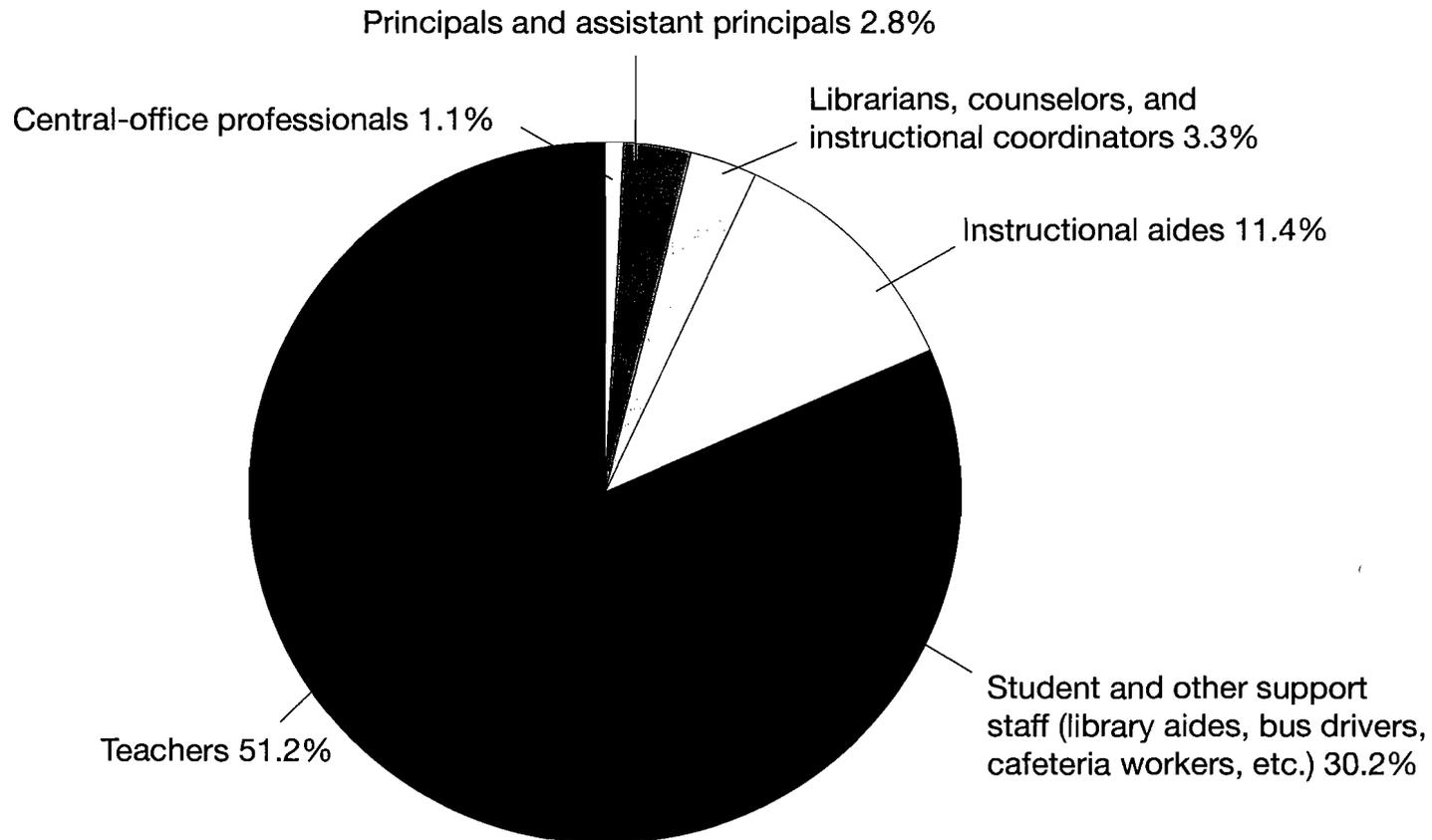
Perhaps the more basic question should be: Do public school administrators have a right to be compared with the managers of big business and service industries? Judged by the size, scope, and importance of their responsibilities, they certainly do.

School administrators both lead and manage basic public service enterprises with total expenditures estimated to be almost \$530 billion in 2005-06 (Zhou, 2008). They employ 6.1 million persons who serve 49 million children and youth (Sable & Garofano, 2007).

At the local school district level, the typical school superintendent manages a substantial operation, directing an annual budget averaging about \$32 million, employing over 400 staff members, and serving some 3,500 students. Thus, the typical school district superintendent manages an enterprise comparable to that managed by the CEO of a \$32 million industrial corporation.

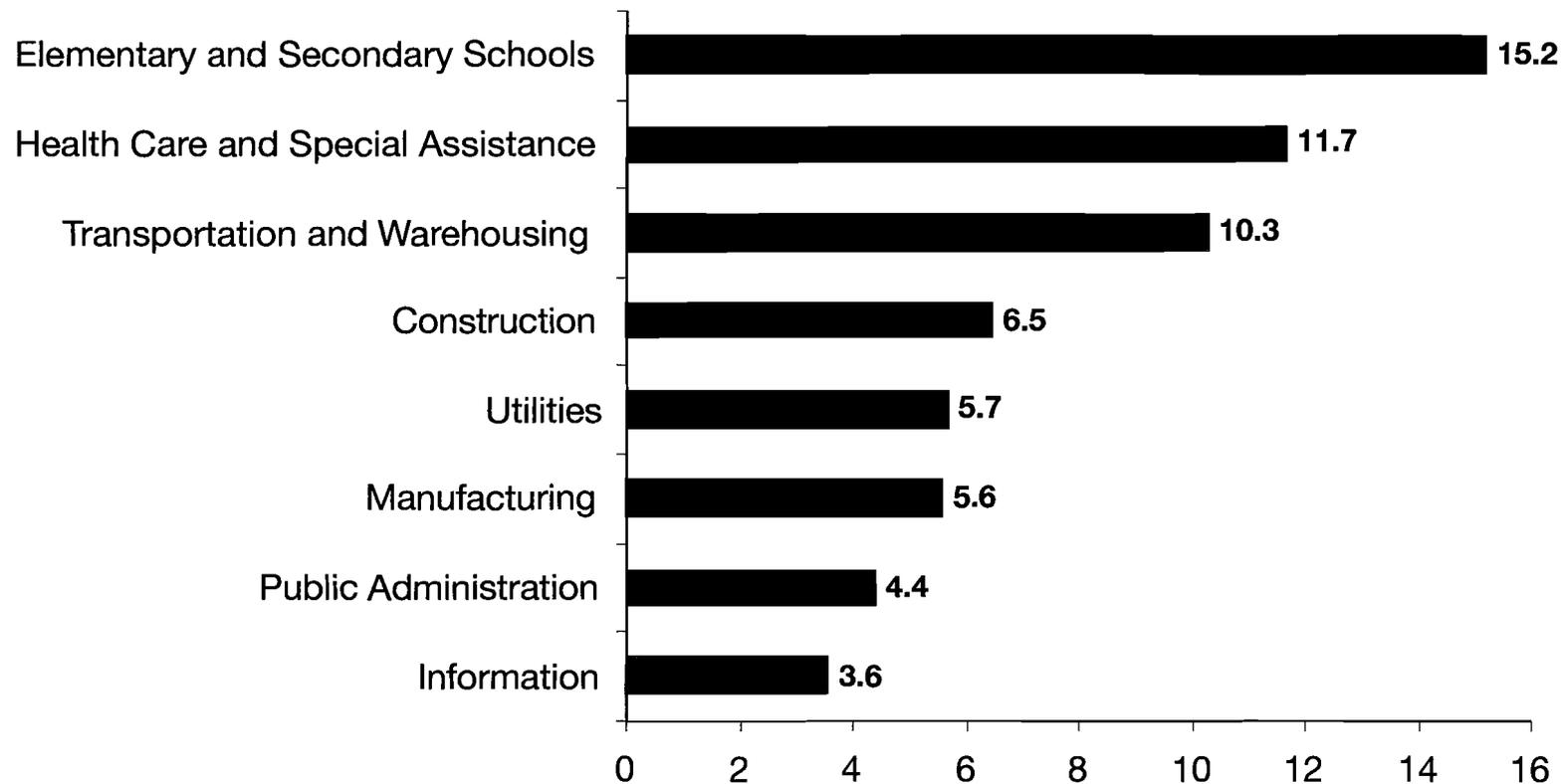
A few school districts have budgets that are comparable to some Fortune 500 companies, the lowest of which has revenues of more than \$4.6 billion in annual sales (*Fortune*, 2008). The superintendents in these districts are both responsible for the education of thousands of students and fiscally accountable for more money than all but a few U.S. corporations.

Personnel Employed in Public School Districts, School Year 2005-06



Source: *Public Elementary and Secondary School Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005-06* (Sable & Garofano, 2007).

Number of Persons Employed per Executive, Administrator, and/or Manager in Selected Industries, 2003



SOURCE: Data provided by the Bureau of Labor Statistics (2003) and analyzed by Educational Research Service

Note: The Bureau of Labor Statistics changed its reporting procedures following 2003, and this type of analysis cannot be done for more recent years.

Perception 3

The number of school administrators is growing rapidly and at the expense of instruction.

What the Facts Show:

- ▶ There has been no increase in central administration at the expense of instruction over a 10-year period.
- ▶ While the ratio of students to district central-office staff has declined slightly over the last decade, the percentage decrease is almost the same as the decline in the number of students per teacher.
- ▶ Significant new and expanded responsibilities, many of which must be performed by central-office staff, have been assigned to school districts in recent years.

Popular notions about the number of administrators focus on two perceptions: First, that there are too many administrators; second, that the number of administrators is growing at the expense of instruction. We have already discussed the first perception. Now, what are the facts about the second?

The National Center for Education Statistics collects data on the total number of school and district employees and on the percentage breakdown of this workforce by employee type. While the total number of people employed by public school districts increased over a 10-year period, the proportions of staff employed in the different categories stayed substantially the same. Certainly, there was no significant increase in the portion of overall staff employed in the central office. For school year 1995-1996, school district administration represented only one in every 100 employees districtwide. The same was true in 2005-2006 (National Center for Education Statistics, 1997; Sable & Garofano, 2007). See the figure on page 25.

Data from the Educational Research Service permits us to look at this picture from another perspective that confirms there have been no significant shifts in the school district employee base towards more administrators. Five years of pupil/teacher ratio data show a 4.3% decline in pupil/teacher ratios, from 16.2 pupils per teacher in 2002-2003 to 15.5 pupils per teacher in 2007-2008. The decline in the pupil/central office administrator ratio over this time period was almost exactly the same—4.0% (from 522 to 501 pupils per staff member) (Educational Research Service 2008b).

When reviewing data about the number of central-office personnel, it also makes sense to look at the associated responsibilities rather than merely at titles such as “superintendent.” Central administration in most school districts covers the following functions:

- ▶ instructional leadership and supervision, including curriculum and staff development
- ▶ student testing and assessment
- ▶ school board-related functions, including elections, the district census, and property tax assessment/collection
- ▶ state and federal relations
- ▶ legal services
- ▶ staff personnel services
- ▶ employee relations and negotiations
- ▶ fiscal services, including budgeting, accounting, and payroll
- ▶ purchasing
- ▶ facilities acquisition and construction services
- ▶ supervision of maintenance and operations, transportation, food service, and other support services
- ▶ public information and community services
- ▶ planning, research, and evaluation

Although the first item on the list—instructional leadership and supervision—is most central to the core mission of a school district, no district could operate without effective attention to the other functions. But those who target a “bloated” administration as a significant problem in our schools often fail to acknowledge these important responsibilities.

Schools and school districts have also been given many additional assignments in recent years, especially since passage of the NCLB legislation. Many of these add to the daily jobs of both central-office and school administrative staff. Let us list just a few of the functions assigned to district-level management as part of school reforms and other demands, such as court orders, federal legislation, and state mandates:

- ▶ improve student test scores
 - ▶ reduce the achievement gap
 - ▶ have every child reading at grade level by third grade
 - ▶ increase students’ critical thinking skills
-

- ▶ find, hire, and retain enough “highly qualified” teachers to cover shortage areas, such as those in math, science, special education, and hard-to-staff schools
- ▶ increase use of (and pay for) “cutting-edge” technology
- ▶ build new and renovate old buildings
- ▶ increase availability of counseling and similar services
- ▶ introduce programs to ensure children will be safe in school
- ▶ improve staff development programs
- ▶ raise student learning of science and math to world-class levels
- ▶ strengthen requirements for graduation
- ▶ reduce class size
- ▶ strengthen career education
- ▶ increase parent involvement

Add another variable—over the past 25 years, the focus in education has broadened from providing education for the “average” student to the goal of meeting the special needs of a wide variety of students. Mandates have included responsibilities for developing special programs for particular groups of students, such as:

- ▶ children with disabilities
- ▶ students for whom English is a second language
- ▶ disadvantaged students
- ▶ prekindergarten children

To serve these students, school districts have developed procedures for identifying student needs, planned programs (often on an individualized basis) to meet these needs, and evaluated whether needs were being met. Developing and maintaining programs for targeted groups of students also adds responsibilities for program supervision, accounting, and compliance with state and federal requirements. Administrative responsibilities related to categorical programs—such as special education and Title I—include preparing applications and reports, developing and managing the budget, managing and supervising the instructional program, hiring and training staff, organizing and meeting with parents, and evaluating program results.

But have significant numbers of administrative staff been added to do these jobs? Let us address the perception that administration has grown at the expense of instruction. A decrease in pupil/teacher ratio is generally applauded by citizens, parents, and teachers as providing a better learning environment for children. Moreover, the public has been willing to pay for what is widely accepted as the enhanced learning conditions provided by smaller classes and additional education services. Several

states have targeted dollars to reducing class size in the early grades, in the hopes that this approach will ensure that students receive the instructional support they need to master the basic skills required for continued success in school. As data already presented indicate, there has been a recent modest decline in the pupil-teacher ratio. There are no data to indicate that a growing administrative staff has negatively affected the pupil-teacher ratio.

After reviewing this data, perhaps two questions should be asked: Are there now enough administrators to effectively operate in a manner that provides a quality education for children? Just as important, are some of the tasks that had been done by central-office staff, many of them required by state or federal mandates, being shifted to principals, resulting in less time for instructional leadership and student contact at the school level?

Percentage of Staff Employed by Public School Districts, by Category

| | 1995-96 | 2005-06 |
|---|---------|---------|
| Teachers | 52.0% | 51.2% |
| Instructional aides | 9.9 | 11.4 |
| Counselors, librarians, and instructional coordinators | 3.4 | 3.3 |
| Student and other support staff (library aides, bus drivers, cafeteria workers, etc.) | 31.2 | 30.2 |
| School administrators | 2.4 | 2.8 |
| School district administrators | 1.0 | 1.1 |

Sources: *Public Elementary and Secondary School Enrollment, High School Completions, and Staff from the Common Core of Data: School Year 2005-06* (Sable & Garofano, 2007) and *Public School Student Staff and Graduate Counts by State, School Year 1995-96* (National Center for Education Statistics, 1997).

Perception 4

School administrators are paid too much.

What the Facts Show:

- ▶ Current differences, when viewed from the standpoint of length of work year, level of education, and experience, are relatively narrow.
- ▶ A comparison of the administrator-to-teacher average salaries to comparable ratios for other industries shows the difference between administrator and teacher salaries to be relatively low.

In examining this perception, let's consider the general agreement that, relative to other professions requiring similar training, teachers' salaries are too low and should be raised to levels that are professionally competitive and market sensitive. This point has been made in virtually every one of the many commission and task force reports on school reform. Although some states and districts are making concerted efforts to address the issue, the Economic Policy Institute reported that the progress made to date has been insufficient to make salaries for teachers market-competitive:

Raising teacher compensation is a critical component in any strategy to recruit and retain a higher quality teacher workforce if the goal is to affect the broad array of teachers—that is, move the quality of the median teacher. Policies that solely focus on changing the composition of the current compensation levels, such as merit or pay-for-performance schemes, are unlikely to be effective unless they also correct the teacher compensation disadvantage in the labor market (Allegretto et al., 2008, p. 2).

The authors go on to provide details of their findings, which point to what they call the “teaching penalty” and erosion in teacher salaries relative to other professions over the last few years:

An analysis of trends in weekly earnings shows that public school teachers in 2006 earned 15% lower weekly earnings than comparable workers . . . The teacher disadvantage in weekly earnings relative to comparable workers grew by 13.4 percentage points between 1979 and 2006, with most of the erosion (9.0 percentage points) occurring in the last 10 years (between 1996 and 2006) (Allegretto et al., 2008, p. 2).

With the low level of teacher salaries as a fundamental point of agreement, and with comparative data from other industries as a backdrop, let's take a more detailed look at salaries in education.

The employment contracts of most school administrators specify a longer work year than do the contracts of most teachers. Therefore, it is appropriate to compare the salaries of these groups in terms of average daily rates of pay. (See the figure on page 28, *Comparing Annual Salaries and Daily Pay Rates, 2007-08*.) The comparison shows:

- ▶ The average pay for classroom teachers is \$264 per day.
- ▶ For elementary school principals, it is \$366 per day, 39% more than for teachers.
- ▶ The average pay for senior high principals is 49% above that for teachers.
- ▶ Assistant superintendents average 80% and superintendents 97% more than teachers.

It is also important to keep in mind that salary schedules in education also reflect differences in the level of training and the years of educational experience of individual persons. Data collected by the National Center for Education Statistics and the American Association of School Administrators indicate superintendents average almost twice the number of years of experience than do teachers, and principals average 22 years compared with 14 for teachers. In addition, about 90% of superintendents and nearly 44% of principals hold degrees beyond a master's degree, compared with only 5.4% of teachers (Glass, Bjork, & Brunner, 2000; Glass & Franceschini, 2007; National Center for Education Statistics, 2004).

These major differences in training and experience, along with differences in responsibilities and length of contract year, all contribute to the range of differences in the average salaries of teachers and administrators, as previously shown.

Another way to look at salaries in education is to compare positions in other industries. In addition, we can look at the comparison between salaries paid supervisors and those they supervise. The table on page 29, *Comparing 2007 Annual Median Salaries for Various Occupations*, highlights median salary data collected by the U.S. Department of Labor, Bureau of Labor Statistics (BLS) as part of its occupational employment and wages program. ERS provides comparison ratios in the right-hand column, which were calculated from the BLS figures. As illustrated in the comparison table, the ratio of administrative salaries to teachers is significantly less than similar comparisons in other fields.

Comparing Annual Salaries and Daily Pay Rates, 2007-08

| | Average Salary | Days on Duty | Daily Rates | Comparison with Teacher Salary |
|--------------------------------------|----------------|--------------|-------------|--------------------------------|
| Teachers | \$49,195 | 186 | \$264 | 1.00 |
| Elementary Principals | 81,935 | 224 | 366 | 1.39 |
| Junior High/Middle School Principals | 88,079 | 227 | 388 | 1.47 |
| Senior High Principals | 90,964 | 231 | 394 | 1.49 |
| Assistant Superintendents | 112,587 | 237 | 475 | 1.80 |
| Superintendents | 125,096 | 241 | 519 | 1.97 |

Source: *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2007-2008*. Data weighted to generate nationally representative averages. (Educational Research Service, 2008a).

Comparing 2007 Annual Median Salaries for Various Occupations

| | Median Salary | Comparison Ratio |
|--|---------------|------------------|
| School Teachers | \$50,936 | |
| Education Administrators, Elementary and Secondary | 82,120 | 1.61 |
| Registered Nurses | 62,480 | |
| Internists, General | 167,270 | 2.68 |
| Paralegals and Legal Assistants | 47,600 | |
| Lawyers | 118,280 | 2.48 |
| Accountants and Auditors | 63,180 | |
| Chief Executives | 151,370 | 2.40 |
| Flight Attendants | 62,880 | |
| Airline Pilots, Copilots, and Flight Engineers | 148,810 | 2.37 |

Source: National employment and wage by occupation data from the Occupational Employment Statistics survey (Bureau of Labor Statistics Data, 2007) and analyzed by Educational Research Service.

Perception 5

Increasing amounts of school budgets are going to administration.

What the Facts Show:

- ▶ The share of school budgets going to administration has not increased at the expense of instruction.
- ▶ The share of school budgets going to administration and instruction has been relatively stable.

Many of the misconceptions about school funding result from a lack of understanding of the complex issues involved. Court decisions, legislation, public demand for expanded services, and, of course, inflation also add to what is needed to fund education.

Another aspect of school expenditures that is often portrayed inaccurately is the pattern of expenditures over time, with much of the public mistakenly believing that money is being shifted from instruction to pay administrative costs. Because public support for schools can be eroded by the belief that money is being spent both inappropriately and inefficiently, it is extremely important that the available data on the cost of education be analyzed with care and precision.

This misperception is easy to address with data from the National Center for Education Statistics. There has also been no shift away from instruction to administration over time, as 1995-96 and 2005-06 data from NCES indicate. In fact, the portion of district expenditures for general administration has decreased slightly over the 10-year period, from 2.4 to 2.1%, with expenditures for instruction (“instruction” and “instructional staff support”) holding steady at about two-thirds of district expenditures (National Center for Education Statistics, 2005; Zhou, 2008). See the figure on page 31.

Average Percentage of Operating Expenditures Allocated to Various Functional Categories

| | 1995-96 | 2005-06 |
|-----------------------------|---------|---------|
| Instruction | 64.6% | 63.5% |
| Instructional staff support | 4.1 | 5.1 |
| Student support services | 5.0 | 5.4 |
| General administration | 2.4 | 2.1 |
| School administration | 6.1 | 5.8 |
| Operations and maintenance | 10.6 | 10.3 |
| Transportation | 4.3 | 4.4 |
| Other support services | 2.9 | 3.3 |

Sources: *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06* (Zhou, 2008) and *Digest of Education Statistics 2004* (National Center for Education Statistics, 2005)

Perception 6

A lot of money is going to administration that could be better spent for other purposes.

What the Facts Show:

- ▶ In the typical school district's budget, there is little money presently going to administration that could be reallocated to improve other functions or programs.
- ▶ Elimination of all funds currently directed toward administration would not eliminate the necessity to perform many of the functions currently assigned to the central office.
- ▶ The research base does not support the contention that allocating a mandated minimum percentage of the budget to the classroom will improve student achievement.

The “65 Percent Solution” argument heard in many states was often intended to characterize the level of administrative expenditures as wasteful, with the remedy a channeling of more school district resources to the classroom. However, data from NCES fail to support the notion that vast levels of resources are being diverted unnecessarily to administration. In 2005-06, only 2.1% of district expenditures (Zhou, 2008) was used to pay for the wide range of activities included in the NCES definition (see the figure on page 35) :

- ▶ Board of Education Activities (also including related functions such as election services and tax assessment and collection services)
- ▶ Legal Services
- ▶ Staff Relations and Negotiations
- ▶ Office of the Superintendent, Deputy, and Assistant Superintendents
- ▶ Community Relations
- ▶ State and Federal Relations

Central-office personnel must ensure that qualified teachers are hired—and that they are paid. Central-office staff makes provisions for and supervises food, transportation, and health-related

services. And the offices of the superintendent and assistant/associate superintendents must plan for future school building and renovation needs. Further, federal government or state legislative mandates *require* many of the functions included in this budget category.

But do the facts support the contention that considerable money now spent on administration could be channeled more productively to instruction—for example, to increase teacher salaries or reduce class size?

A report issued by the Finance Center of the Consortium for Policy Research in Education, which summarizes the results of a 5-year study of school spending patterns, discussed the financial impact of shifting resources away from central administration:

The data reveal that average administrative expenditures in education generally do not support the theory of the administrative “blob”... Expenditures on administration tend to be modest by comparison to benchmarks for other organizations.... Further, the percentages spent on administration in [some] districts are so low that, if the value added by central office services were deemed “not worth it” and the central office were eliminated, there would be very little money to disperse to school sites. Moreover, since many central office functions—fiscal services, transportation coordination, personnel administration, and so on—need to be performed at some level, even eliminating central offices entirely would not allow a district to use all central office administrative dollars for other purposes. In short, our research has found little empirical support for the theory of the educational administrative “blob” (Odden, Monk, Nakib, & Picus, 1995, p. 165).

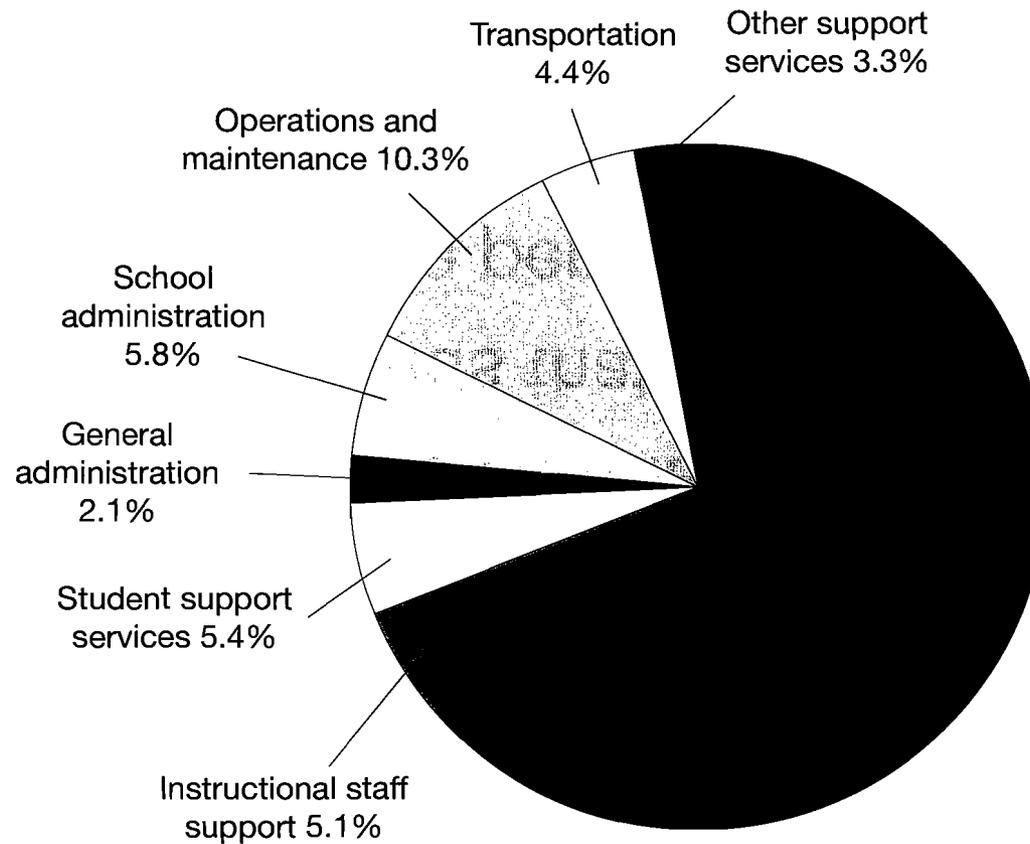
Clearly, in addition to overestimating the possible financial effect that reductions in administration could have on the typical school district’s budget, most proposals to shift resources away from administration have been made without consideration of pertinent financial data or how an enterprise as large and important as public education could function effectively without an adequate, well-trained, and efficient leadership staff.

Finally, let’s return to a direct examination of the argument put forth by proponents of the 65 Percent Solution—specifically, that increasing resources devoted specifically to the classroom will have a positive effect on student achievement. Standard & Poor’s talks about this initiative and reports on the results of its research:

Interestingly, the 65 Percent Solution comes at a time when many education reform initiatives place their emphasis on measurable student outcomes, as opposed to financial inputs. Yet, the 65 Percent Solution is an input-driven initiative, without any measurable outcome, such as a quantified achievement goal or targeted return on resources. This raises the question of whether there is empirical evidence that allocating more money to instruction will necessarily result in higher student achievement.

Standard & Poor's analysis of district-level spending and student achievement data in the states that are currently considering a 65 Percent Solution reveals that higher instructional spending allocations are not consistently linked to higher achievement levels. This does not mean that *how* districts spend their money does not matter; in fact, allocating more money to instruction is a laudable goal. However, mandating a specific spending allocation is not likely to provide a "silver bullet" solution to raising student achievement. The wide range in districts' academic proficiency rates at any given spending allocation suggests that the specific ways that school districts use their instructional dollars may have as much, if not more, of an impact on student achievement as the percentage of dollars spent in the classroom (2005, p. 1).

School District Operating Expenditures, 2005-06



Source: *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06* (Zhou, 2008).

65 Percent Solution

“Standard & Poor’s analysis of data in nine states that are currently considering instituting a 65 Percent Solution shows no significant positive correlation between the percentage of funds that districts spend on instruction and the percentage of students who score proficient or higher on state reading and math tests.”

Source: *The Issues and Implications of the “65 Percent Solution”* (Standard & Poor’s, 2005).

Conclusion

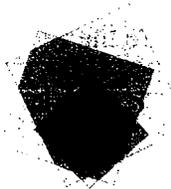
Careful examination of the facts indicate that, as broad generalizations descriptive of school administration, the six perceptions represent misperceptions rather than facts. Unfortunately, these assertions have become part of what much of the public believes about schools; thus, they divert attention away from significant educational issues.

Meaningful improvement of our schools depends on the accurate identification of real and important problems affecting student learning and the proper application of our knowledge and resources toward addressing these problems. We will take a significant step in the right direction if we can move away from the unfounded belief that the size of school administration is one of the major barriers to improving education. The data presented in this publication are intended to help education leaders challenge this misperception and, thus, be able to pursue the real work of school improvement.

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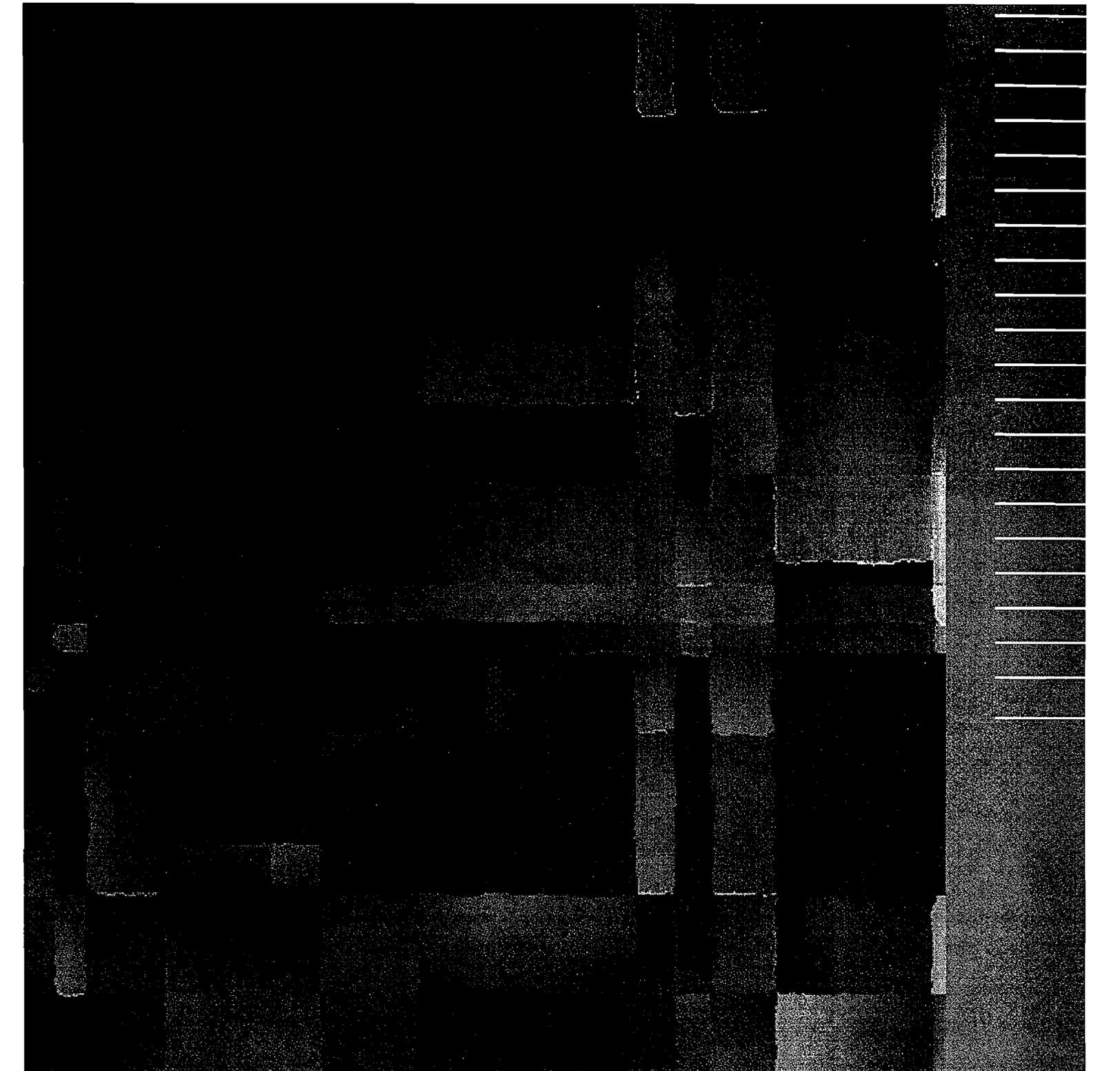
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