

HOW FAT CATS HAVE TAKEN OVER OUR PUBLIC EDUCATION SYSTEM



Student achievement & learning experiences and enhancements continue being negatively impacted as result of the continuing increases of school superintendent's & administrator's salaries & benefit packages.

Excessively high administrator salaries create income inequality due most in part to superintendents and other administrators receiving far more in salary and benefit packages than the average teacher in their respective school districts. This is unfair to the public. Working families pay for levies through their property taxes yet student learning does not improve. Higher taxes, more frequent levies and bonds do not equate to increased student achievement or enhanced learning opportunities for students.

Superintendents and Administrators in our public school systems have "clearly forgotten" our taxes being paid for public education is to educate children and enhance student learning first, not enrich Superintendents, Administrators, and Unions. Obscenely high superintendent salaries are the direct result of the monopoly they have over the public education system. In fact, many states pay their school superintendents more than they pay their Governors.

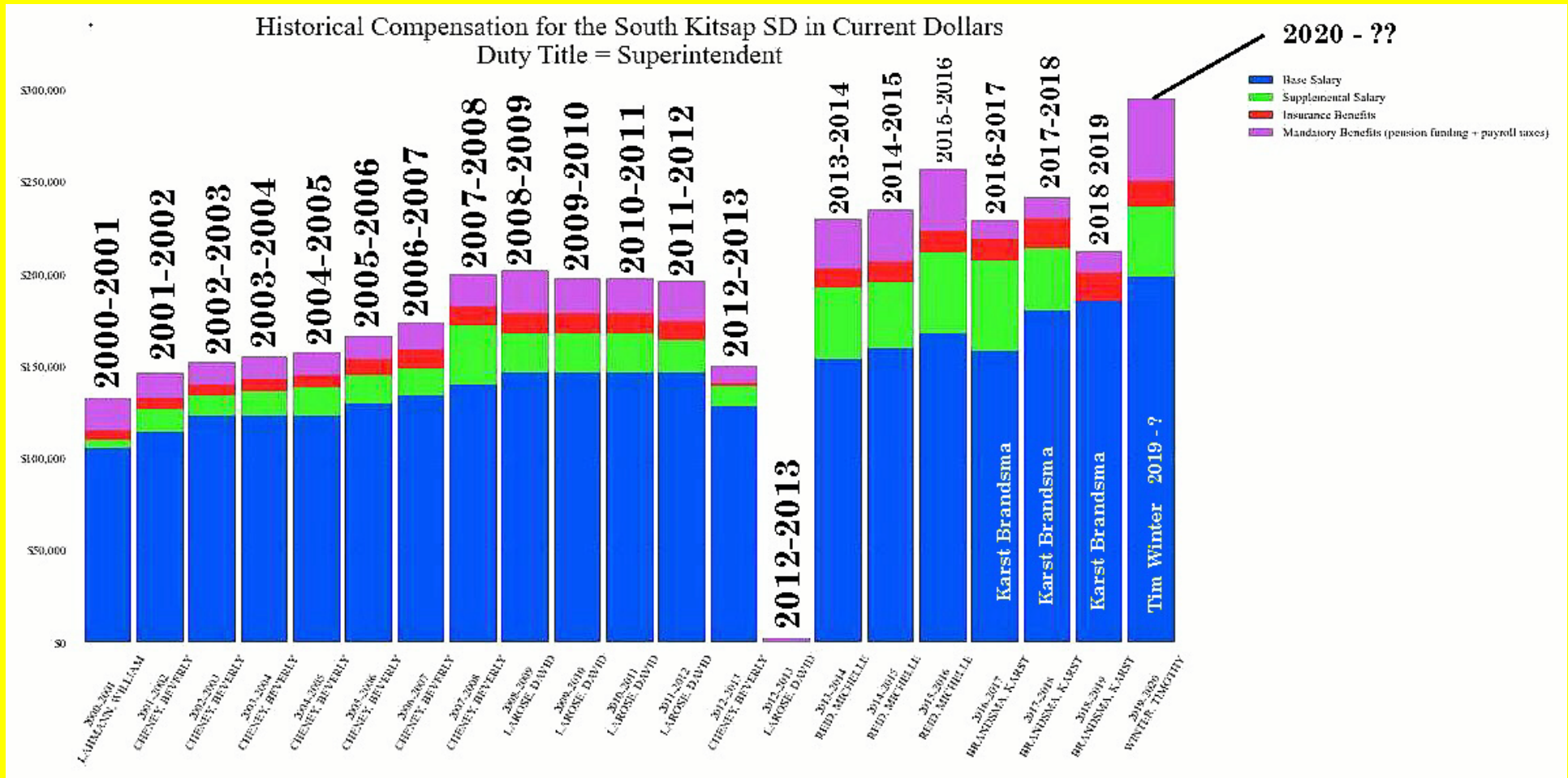
The Twelve States



Far too many of our tax dollars go to redundant school district administrator positions and politically motivated school unions. The financial interests of these institutions and organizations continue to put the greed of adults ahead of the best interests of education of our students. South Kitsap School District is but one of 295 school districts throughout our state. SKSD superintendent salaries have skyrocketed from 2019 through 2020 and will continue to rise through 2021 and beyond.

How Much Can a School Superintendent Make in a Year?

The salaries of school superintendents in the U.S. typically range from \$106,901 to \$229,359, with the national average salary of \$164,444 per year, as of January 2021, according to Salary.com. Here's how the numbers for SKSD have stacked up beginning in 2000 and as last reported in 2020. SKSD's current superintendent is compensated approximately \$300,000 in salary and benefits per year.



The above graph documents past and current South Kitsap School District Superintendent's pay rates beginning in 2000 through 2020. 2021 information is still forthcoming from the Office of Superintendent of Public Instruction.

(Note sharp salary and benefits increases beginning in 2019 after Superintendent Winter replaced Interim Superintendent Brandt)

REPORT

School Superintendents: Vital or Irrelevant?

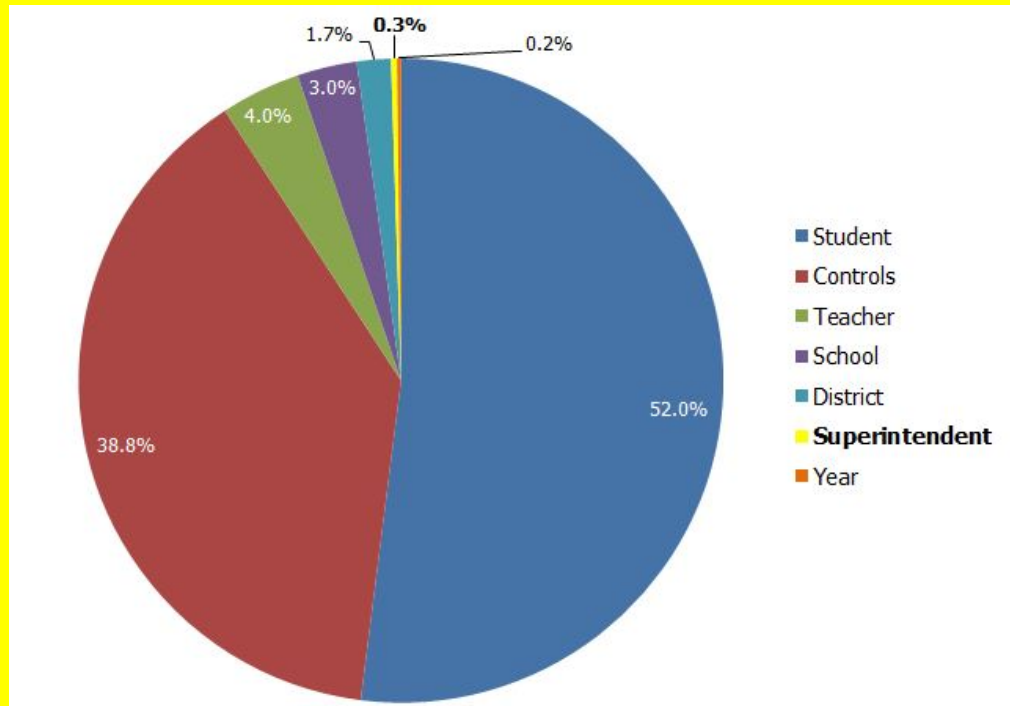
Matthew M. Chingos, Katharine M. Lindquist, and Grover J. “Russ” Whitehurst · Wednesday, September 3, 2014

In recent years, research has confirmed that teachers, principals, and school districts have meaningful effects on students’ academic achievement. But what about the highly visible person in charge of the school district? As the highest ranking official in a district, the superintendent receives a lot of credit when things go well, and just as much blame when they don’t. But there is almost no quantitative research that addresses the impact of superintendents on student learning outcomes. “School Superintendents: Vital or Irrelevant?” provides some of the first empirical evidence on the topic.

In this report, the authors examine the extent to which school district effects on student learning are due to the superintendent in charge, as compared to characteristics of districts that are independent of their leaders. Analyzing student-level data from the states of Florida and North Carolina for the school years 2000-01 to 2009-10, the authors find that:

1. School district superintendent is largely a short-term job. The typical superintendent has been in the job for three to four years.
2. Student achievement does not improve with longevity of superintendent service within their districts.
3. Hiring a new superintendent is not associated with higher student achievement.
4. Superintendents account for a very small fraction (0.3 percent) of student differences in achievement. This effect, while statistically significant, is orders of magnitude smaller than that associated with any other major component of the education system, including: measured and unmeasured student characteristics; teachers; schools; and districts.
5. Individual superintendents who have an exceptional impact on student achievement cannot be reliably identified.

Figure. Variance in Fourth and Fifth Grade Student Achievement in Mathematics Associated with Various Influences, North Carolina, 2000-01 to 2009-10



Ultimately, the authors conclude that when district academic achievement improves or deteriorates, the superintendent is likely to be playing a part in an ensemble performance in which the superintendent's role could be filled successfully by many others. In the end, it is the system that promotes or hinders student achievement. Superintendents are largely indistinguishable.

qualifying for free or reduced price lunch, variance in student achievement associated with teachers, and so on), but that differ on civic commitment to the schools, leadership at the school board level, philanthropic involvement, press scrutiny, plans for economic development, family services, etc. These differences play out in a number of ways, one of which could include the type of person who serves as superintendent. An activist school board in the community that is more committed to its schools and to wider community improvements may attract a superintendent that reflects those community values. That superintendent would have some impact on student achievement, but all the things that made this district different from its demographically similar twin in the first place also would have direct routes into the schools that bypass the superintendent, such as higher teacher morale and lower turnover, parents with higher aspirations for their children and lower levels of drug abuse, and so forth. Because the superintendent is merely a reflector of these variables, whereas the district encompasses them, the district has more influence on student achievement than the superintendent.

What do these findings imply for policy? The transformative school district superintendent who single-handedly raises student achievement through dent of will, instructional leadership, managerial

talent, and political acumen may be a character of fiction rather than life. At the least, such individuals are very difficult to identify using quantitative tools. Further, real superintendents, defined as the entire class from the best to the worst, have very little influence on student achievement collectively compared to all other components of the traditional education system that we measure.

A parent who wants the best education for her child would be well advised to care about the teacher and classroom to which her child is assigned and the school in which that classroom is embedded. The district and community in which the school and classroom exist are also worthy of some of her attention as is the curriculum her child will encounter. But, with rare exceptions, the coming and going of school superintendents can be off her radar screen.

Superintendents associated with substantive improvements in district performance are quite rare, likely to be playing a part in an ensemble performance that doesn't depend uniquely on them, and difficult to identify reliably using the best empirical strategies presently available. In the end, it is the system that promotes or hinders student achievement. Superintendents are largely indistinguishable creatures of that system. ■

Sources

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Information regarding which districts elect vs. appoint superintendents is available from the FLDOE Education Information and Accountability Services at <http://www.fldoe.org/eias/flmove/supers.asp>.

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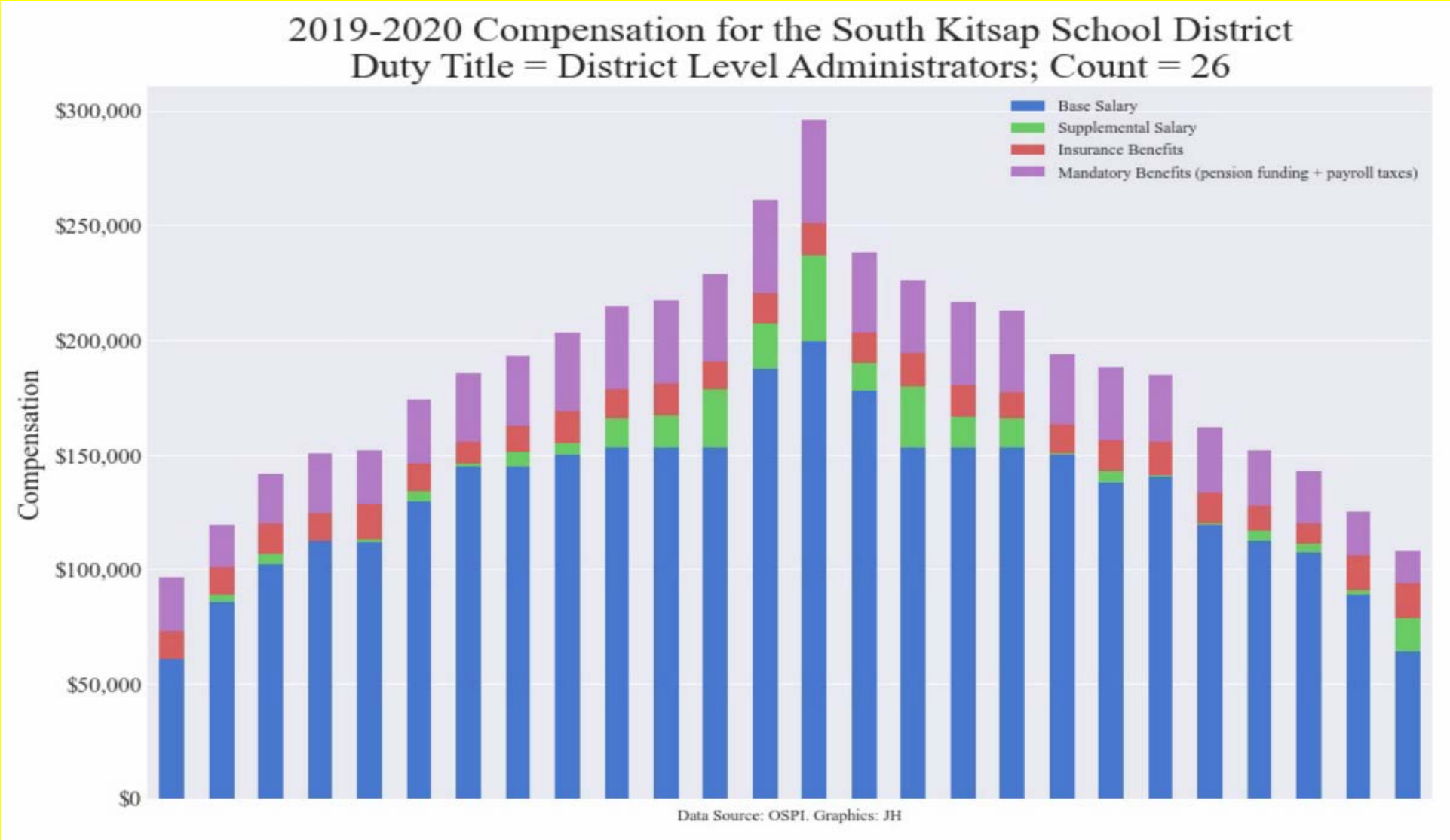
OUR KIDS ARE NOT CASH COWS!



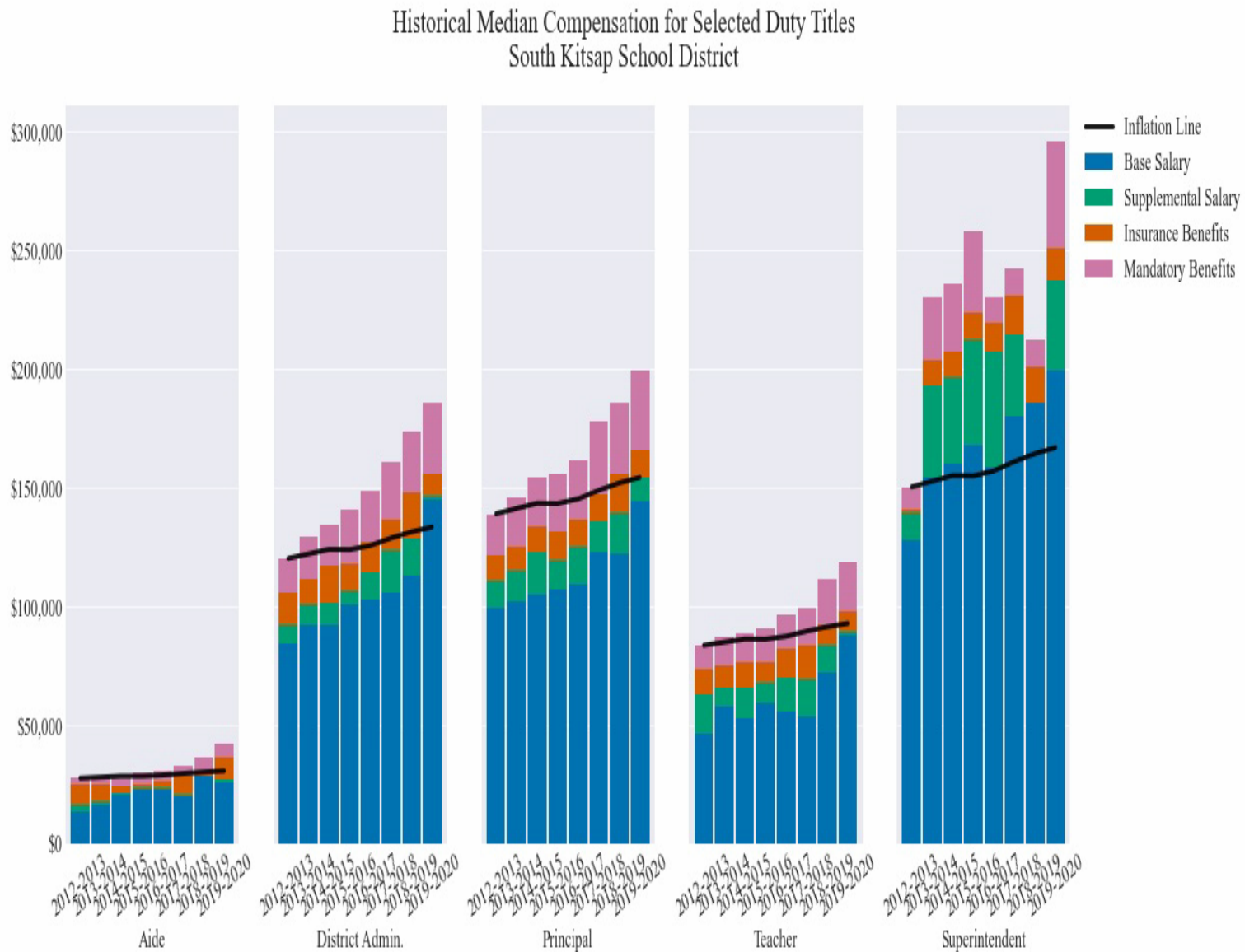
Our Kids are not a product to be used to harvest money and cash in on public school districts so stop treating them like "CASH COWS". Unfortunately, Unions have a major stake in competing for education dollars. Today unions represent 67 percent of the nation's 3 million active public elementary and secondary school teachers. Suffice to say collective bargaining agreements through negotiated rules and regulations work to establish school policies and govern how teachers, administrators, parents, and students interact in the delivery of educational services. For teachers the critical finding seems to be not whether teachers unions raise or lower student achievement, but how they influence the effectiveness of schools. Disparities in the way unions affect students of varying ability can be explained in part by the standardizing effect of unions on schools. While national union organizations have talked about reform, many such efforts have been initiated by local affiliates, sometimes with resistance from their parent organizations. States have established standards-based accountability systems more on principle and their promise than on any evidence of their effectiveness. Effective schools are not honeycombs of individual autonomous classrooms, but rather well-designed and well-executed systems and processes.

South Kitsap School District Administrator Comp. 2019-2020

(Note lowest salary/benefit package for the 26 Administrators starts at \$100,000)



South Kitsap School District Aides, Administrators, Principals, Teachers, and Superintendent's Compensation.



Find below a pointed viewpoint of how things got the way they are.

Abilene Reporter News

VIEWPOINTS

Where our schools went wrong

Ray Cunning

Published 1:00 p.m. CT Dec. 1, 2018

For generations, our education system was rated world's best.

Good teachers overseen by local boards taught millions of students basics and specifics for college or blue collar jobs. Now, we're rated 18th with thousands of high schools degraded into free babysitter services producing millions of illiterates and dropouts with no job potential.

Our education system, plagued by the double whammy of “government” (i.e. bureaucratic) management and “union” control with their corrupt congressmen supporters had to be a disaster.

Unfortunately, unions see our education system as a huge cash cow with millions of paychecks they can tap into. Their organizations, many mob financed and controlled, set up well financed lobbyists charged with romancing every politician and political appointee that could be “influenced” toward union “takeover” of our education system. No lure was spared, luxury vacations, season tickets, loaned luxury planes and even women. They arrange plush jobs for politicians relatives and friends and, of course there is money. It can be “under the table” or, for those wanting to pretend they aren't corrupted, the money could go into their “campaign funds.”

Government management has destroyed or crippled everything they run. Check the V.A., post office or the DMV. Unions have done the same with many industries (auto, garment). Nonetheless, with the aid of a lot of misleading PR and a few “enforcers,” teachers bought into a scam where the carrot is more money and every teacher's dream “effective tenure.”

Any teacher fired, except for the most vile, serious infraction could count on union intercession that could keep the person on the payroll a year or more with no work required.

As the union intends, trying to replace a misfit will have legal costs maybe \$100,000 plus paying the misfit and his replacement for a year or more. So schools are just forced to keep bad teachers (effective tenure).

Unfortunately, like any corrupt operation, unions can never get enough of other people's money. So, they create demands for schools to adopt numerous “busy work programs to take away from teaching and necessitating thousands of new dues paying aides and assistants. They invent new jobs, such as “playground counselor."

As money runs out, schools have to “cut services." More expensive courses that lead to college entry, better blue collar jobs or even school interest. PT, home ec, agriculture and especially shop go by the wayside. Even school nurses are being dropped. Kids get bored and also realize that nothing they are learning will help them get anywhere or even be of interest. So, millions of 16-year-olds hit the streets. They have no education, no job potential and too often, all that is left is gangs and drugs.

For many years, our schools, controlled by a school board of parents, regularly produced educated graduates, ready for college or jobs. Now, large portions of our great system is gone, just so a few union bosses can steal a lot of money and our own congressmen can get big pay offs. No matter how much we would like to have our top rated education system back, its not possible. We would need to throw out all the union crooks and wean dozens of corrupted congressmen from all their illegal perks and payoffs, an impossible task.

The only way now to restore our kids' education is to privatize our schools with oversight by local school boards and the day to day control by companies utilizing programs and techniques proven successful in thousands of charter schools operating at much lower, per student costs. They regularly graduate nearly all their well educated kids.

We can't even fix problems like school security. No intelligent person can deny that “the only way to stop a bad guy with a gun is a trained, good guy with a gun” and that with controlled entrances" is the only possible way to protect our kids. No amount of “panel discussion” or student training programs will stop shooters.

We're prevented from using well trained, (often ex-police or military) armed school staff to protect our kids because so many of our people are personally “afraid of guns”. They were raised to be “scared of guns.” All of us, whether we admit it or not, inherently feel that “other people” are like us.

So, they always picture “guns in schools” as a tiny lady, with a big gun, shaking in fear instead of a trained, armed adult standing between their kids and a killer.

Ray Cunning lives in Breckenridge.

