



KANSAS ASSOCIATION OF SCHOOL BOARDS

Serving Educational Leaders, Inspiring Student Success

2016 KASB Employee Relations Survey Report

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Introduction

This report includes the data reported by Kansas Public School Districts to the Kansas Association of School Boards related to Employee Relations from the 1995-96 school year through the 2015-16 school year.

The KASB Employee Relations Survey changed format beginning with the 2016-17 school year. This report presents the data in the new format, and utilizes data formerly collected via the Teacher Employee Relations, Teacher Contract Details, and Negotiations Surveys. Data is presented at the state level in this report, but is available by district, KASB Region, KSHSAA Class, KNEA Uniserv, and High School League at kasbresearch.org.

Note that due to the small numbers reported on this survey, and because not all districts responded each year, statewide totals have been estimated by dividing the total of all responses by the number of districts responding, then multiplying that district average by the total number of districts in the state.

Key Findings

- Teachers at the bachelor's level made up the majority until 2009-10, when teachers at the master's level were reported at 49.7% compared to 48.8% with bachelor's degrees. This switched back in 2015-16 based on the records received to date.
- Teachers with Specialist and Doctorate degrees consistently make up less than 2% of the teacher population.
- The statewide estimated number of teachers was between 35,000 and 40,000 from 1988-89 to 2013-14, when that number dropped to 33,000, possibly due to the survey response rate.

- Teachers with 11+ years' experience make up between 37.8% (2013-14) and 47.6% (1998-99) of the teacher population, followed by teachers with 4-10 years' experiences with between 28.6% (1998-99) and 36.3% (2011-12) of the population, then teachers with less than 4 years falling between 22.3% (2011-12) and 31.0% (2007-08).
- A total of between 16 and 49 supplemental contracts were eliminated annually statewide between 1995-96 and 2009-10.
- In 2010-11, an estimated 872 supplemental contracts were eliminated statewide, dropping to 290 the following year then remaining below 200 a year through 2015-16.
- In 2010-11, an estimated 937 teacher positions were eliminated. This dropped to 408 the following year, then down to less than 150 until 2014-15, when it increased to 281 and then to 388 in 2015-16.
- The largest numbers in 1995-96 came from teachers requesting release from their contracts at almost 400. This decreased to just over 100 by 2015-16. Teachers resigning equaled approximately 200 in 1995-96, increasing to close to 250 by 2015-16. Non-tenured, non-renewed teachers equaled just under 200 in 1995-96, decreasing to under 100 by 2015-16. Tenured non-renewed teachers have been between 0 and 70 the entire time, and terminated teachers have been less than 16 per year.
- Districts did not renew a total of 192 non-tenured teachers in 1996-97. This decreased to around 150 until 2002-03, when the number increased to 306. Numbers dropped to a low point of 68 in 2005-06 before jumping up to 413 in 2010-11, then decreasing to 90 or less from 2012-13 to 2015-16.
- Teachers in their first year make up the majority of non-tenured positions non-renewed from 1996-97 (55.2%) until 2010-11, when 2nd year teachers were the largest group (43.3%). After that, 1st year teachers were again the majority until 2014-15, when 3rd year teachers made up the largest group (44.2%), then the 1st years were once again the largest group in 2015-16 (51.3%).
- There is very little reporting of cases where teachers request a hearing before the board when non-renewed (tenured or non-tenured) or terminated.
- Hearings finding in favor of the board are reported much more often than those finding in favor of the teacher or resulting in court actions.
- There are more cases where teachers resign than where non-tenured teachers are non-renewed, followed by cases where non-tenured teachers are non-renewed, then cases where teachers (tenured or non-tenured) are terminated.
- Requests for release from contracts generally decreased from 2000-01 through 2010-11, then showed some spikes between then and 2015-16.
- Requests for release that were withdrawn are reported as a small percentage of all requests, with the exception of 2013-14.
- In most cases where a request for release was granted, a suitable replacement was found, in less than half of the cases damages were assessed, and in a very small percentage of cases no replacement was found and no damages were assessed.
- The number of cases where a request for release was denied increased between 1995-96 through 2001-02, then decreased through 2005-06 before spiking in 2008-09. After this time, the reporting for these cases has been very low.
- In the majority of cases reported, the teacher left anyway, with a much smaller percentage opting to stay.
- Boards appear to have become less likely to pursue certificate removal in cases where teachers left after a request was denied in more recent years.
- The number of cases where a teacher was non-renewed, terminated, or resigned and found work is higher than the number of cases where a teacher requested release from their contract, was denied, and left then found work.

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Counts

Chart 1 shows the estimated number of teachers statewide by highest level of education. Teachers at the bachelor's level made up the majority until 2009-10, when teachers at the master's level were reported at 49.7% compared to 48.8% with bachelor's degrees. This switched back in 2015-16 based on the records received to date. Teachers with Specialist and Doctorate degrees consistently make up less than 2% of the teacher population.

In terms of numbers, the statewide estimate was between 35,000 and 40,000 from 1988-89 to 2013-14, when that number dropped to 33,000. However, it is important to note that the lower response rate on this survey since 2013-14 likely has an impact on the trends presented.

Chart 2 shows the estimated number of teachers statewide by years of experience. Teachers with 11+ years' experience make up between 37.8% (2013-14) and 47.6% (1998-99) of the teacher population, followed by teachers with 4-10 years' experiences with between 28.6% (1998-99) and 36.3% (2011-12) of the population, then teachers with less than 4 years falling between 22.3% (2011-12) and 31.0% (2007-08). The data does not suggest a consistent increasing or decreasing trend for any of these groups over time.

Chart 1: Teachers by Education

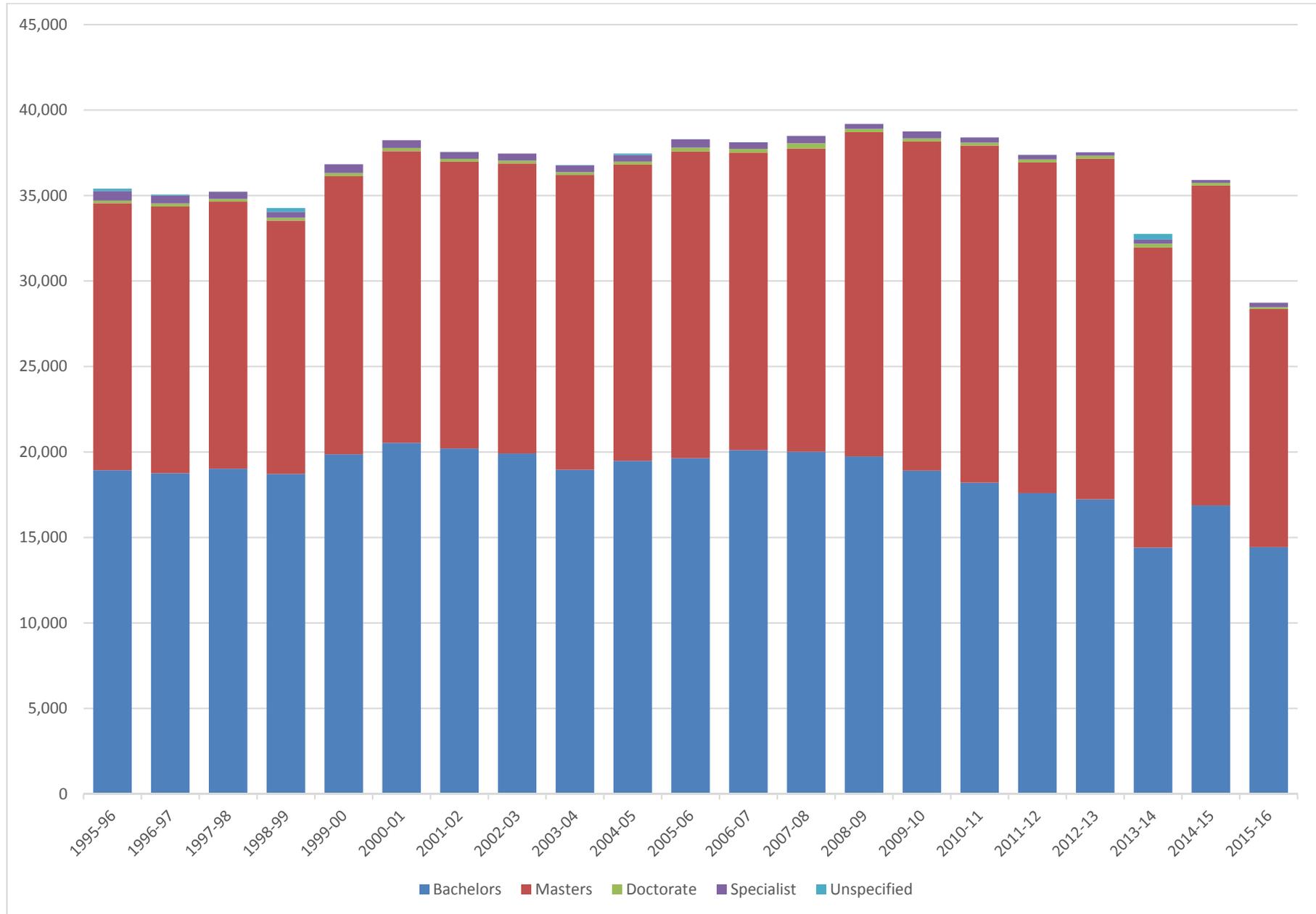
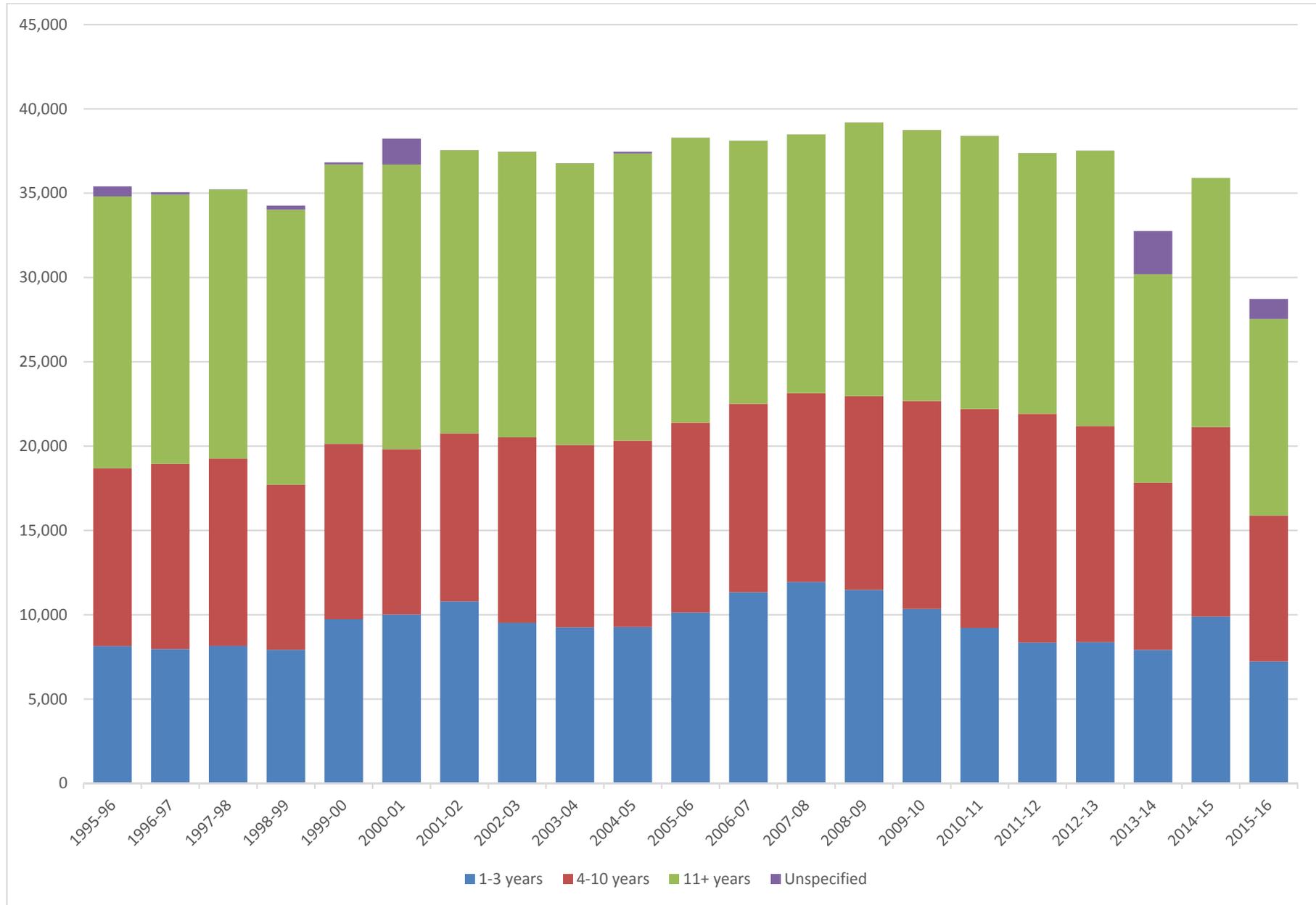


Chart 2: Teachers by Experience

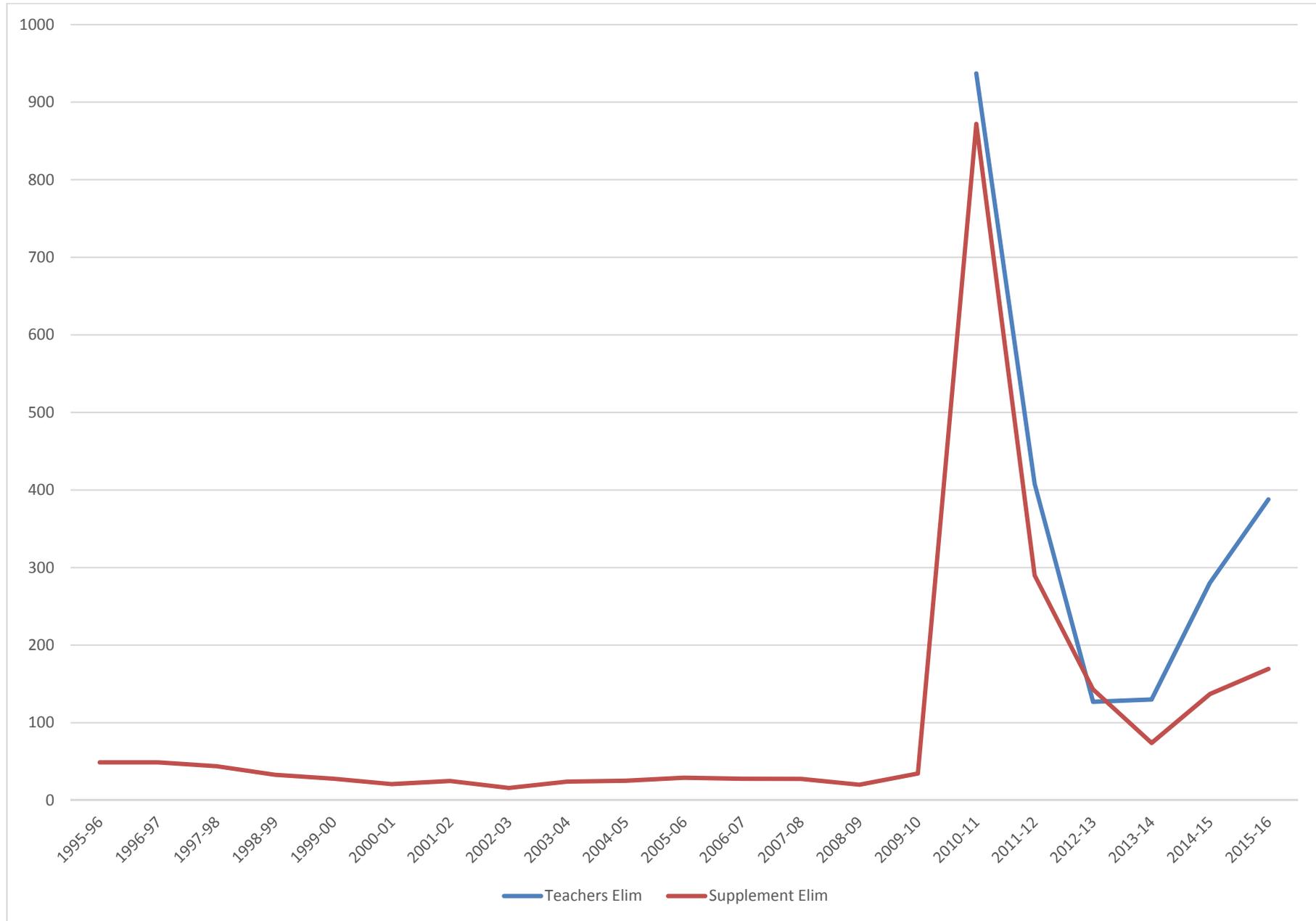


Positions Eliminated

Chart 3 shows the estimated number of positions eliminated for teachers and supplemental contracts. A total of between 16 and 49 supplemental contracts were eliminated annually statewide between 1995-96 and 2009-10. In 2010-11, an estimated 872 supplemental contracts were eliminated statewide, dropping to 290 the following year then remaining below 200 a year through 2015-16.

The number of teachers eliminated was not collected until 2010-11, when an estimated 937 teacher positions were eliminated. This dropped to 408 the following year, then down to less than 150 until 2014-15, when it increased to 281 and then to 388 in 2015-16.

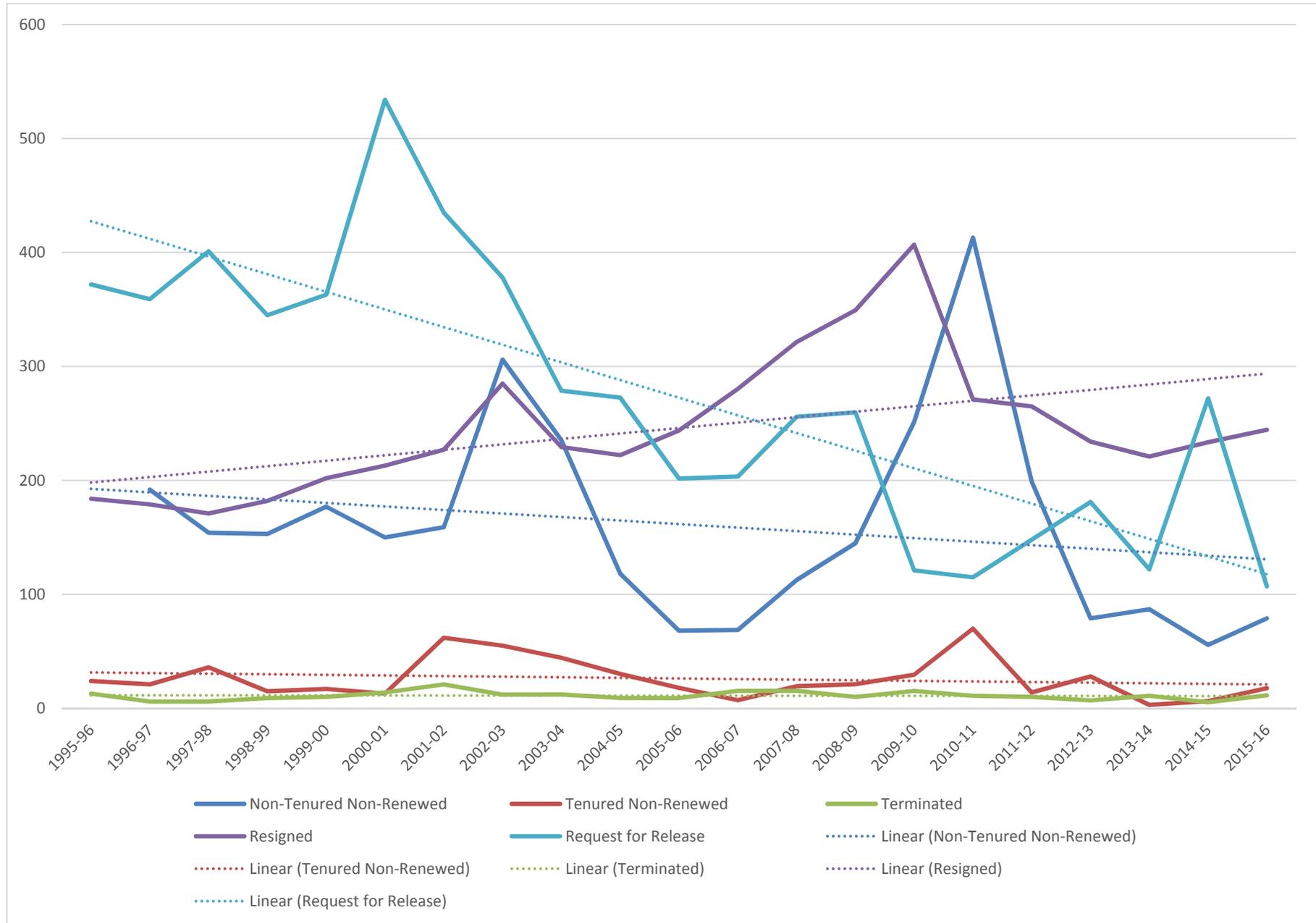
Chart 3: Positions Eliminated



Action Counts

Chart 4 shows the estimated numbers statewide for non-tenured teachers non-renewed, tenured teachers non-renewed, teachers (tenured and non-tenured) who were terminated, teachers (tenured and non-tenured) who resigned, and teachers who requested a release from their current contract. The largest numbers in 1995-96 came from teachers requesting release from their contracts at almost 400. This decreased to just over 100 by 2015-16. Teachers resigning equaled approximately 200 in 1995-96, increasing to close to 250 by 2015-16. Non-tenured, non-renewed teachers equaled just under 200 in 1995-96, decreasing to under 100 by 2015-16. Tenured non-renewed teachers have been between 0 and 70 the entire time, and terminated teachers have been less than 16 per year.

Chart 4: Action Counts



Non-Tenured, Non-Renewed

Chart 5 shows the estimated number of non-tenured teachers that were non-renewed statewide, broken out by years at the district. In terms of overall numbers, districts did not renew a total of 192 non-tenured teachers in 1996-97. This decreased to around 150 until 2002-03, when the number increased to 306. Numbers dropped to a low point of 68 in 2005-06 before jumping up to 413 in 2010-11, then decreasing to 90 or less from 2012-13 to 2015-16.

Teachers in their first year make up the majority of non-tenured positions non-renewed from 1996-97 (55.2%) until 2010-11, when 2nd year teachers were the largest group (43.3%). After that, 1st year teachers were again the majority until 2014-15, when 3rd year teachers made up the largest group (44.2%), then the 1st years were once again the largest group in 2015-16 (51.3%).

Chart 6 shows the estimated number of cases statewide where hearings were requested and/or held, and if held whether the results were for the board, the teacher, and/or if court actions resulted. As can be seen, reporting for these items is very low, and it is difficult to identify consistent trends other than to say that hearings finding in favor of the board are reported much more often than those finding in favor of the teacher or resulting in court actions, that the largest number of hearings requested were reported in 1995-96 and 2012-13, and that the largest number of hearings held were in 1996-97 and 2015-16.

Chart 5: Non-Tenured, Non-Renewed by Year

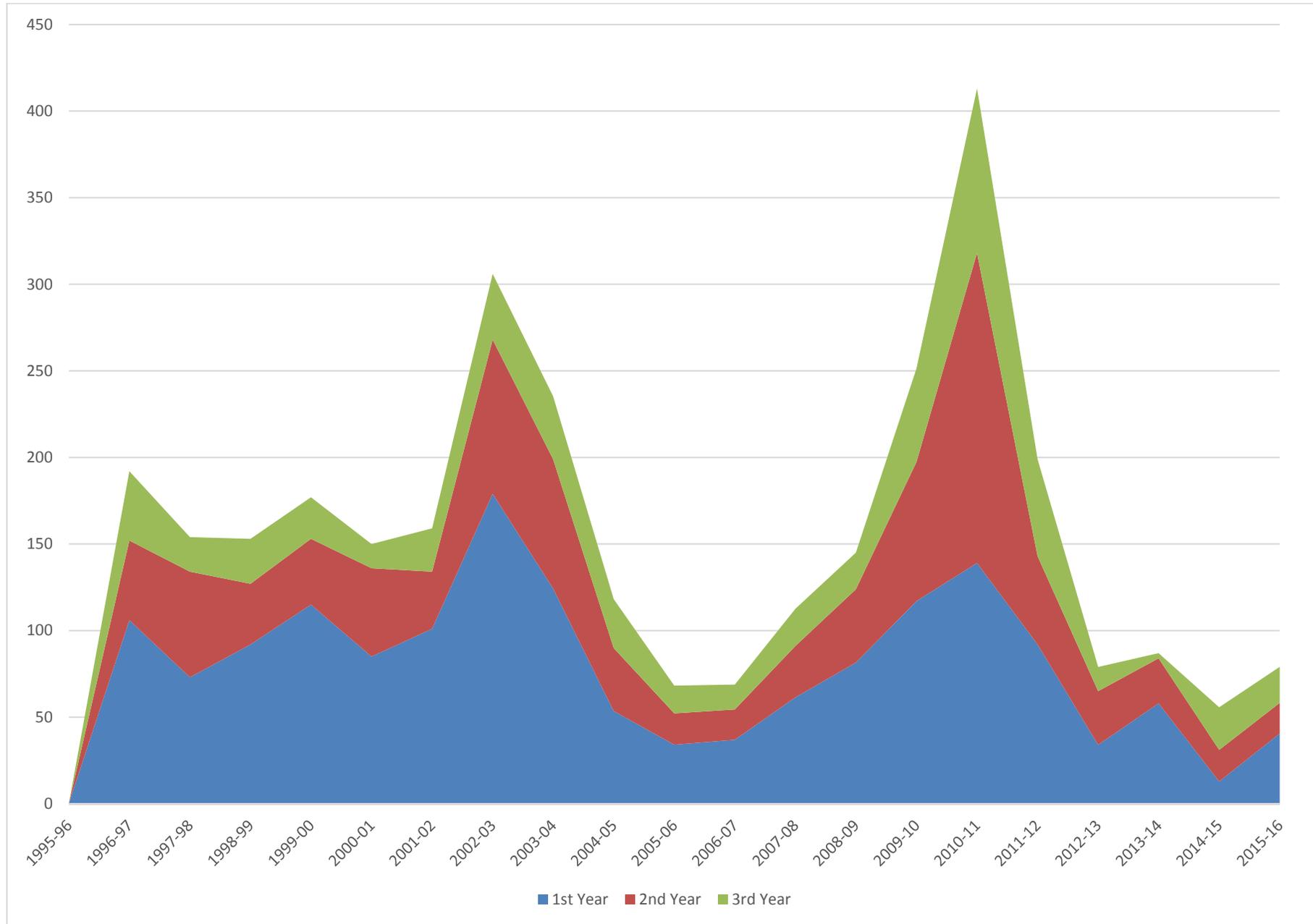
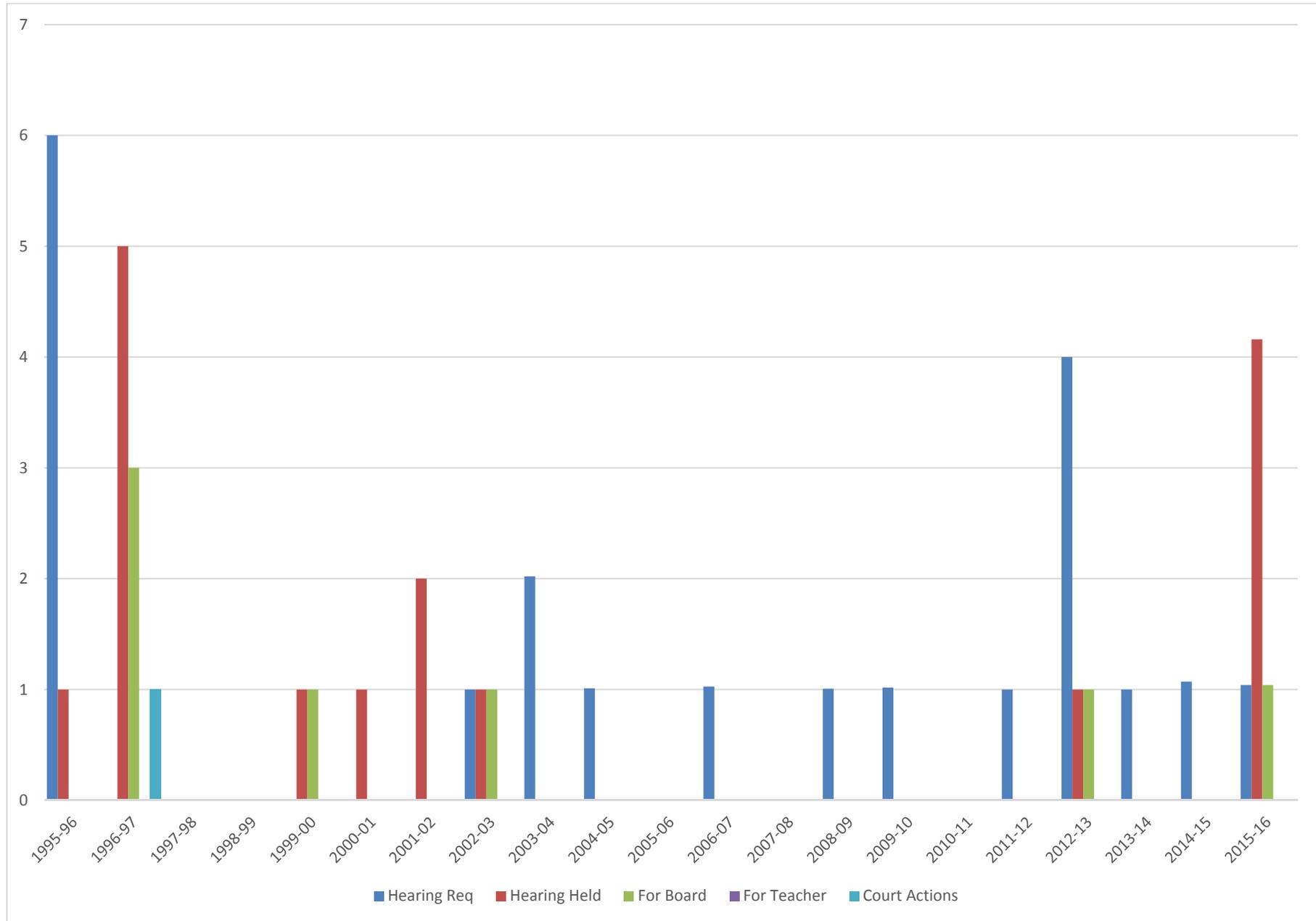


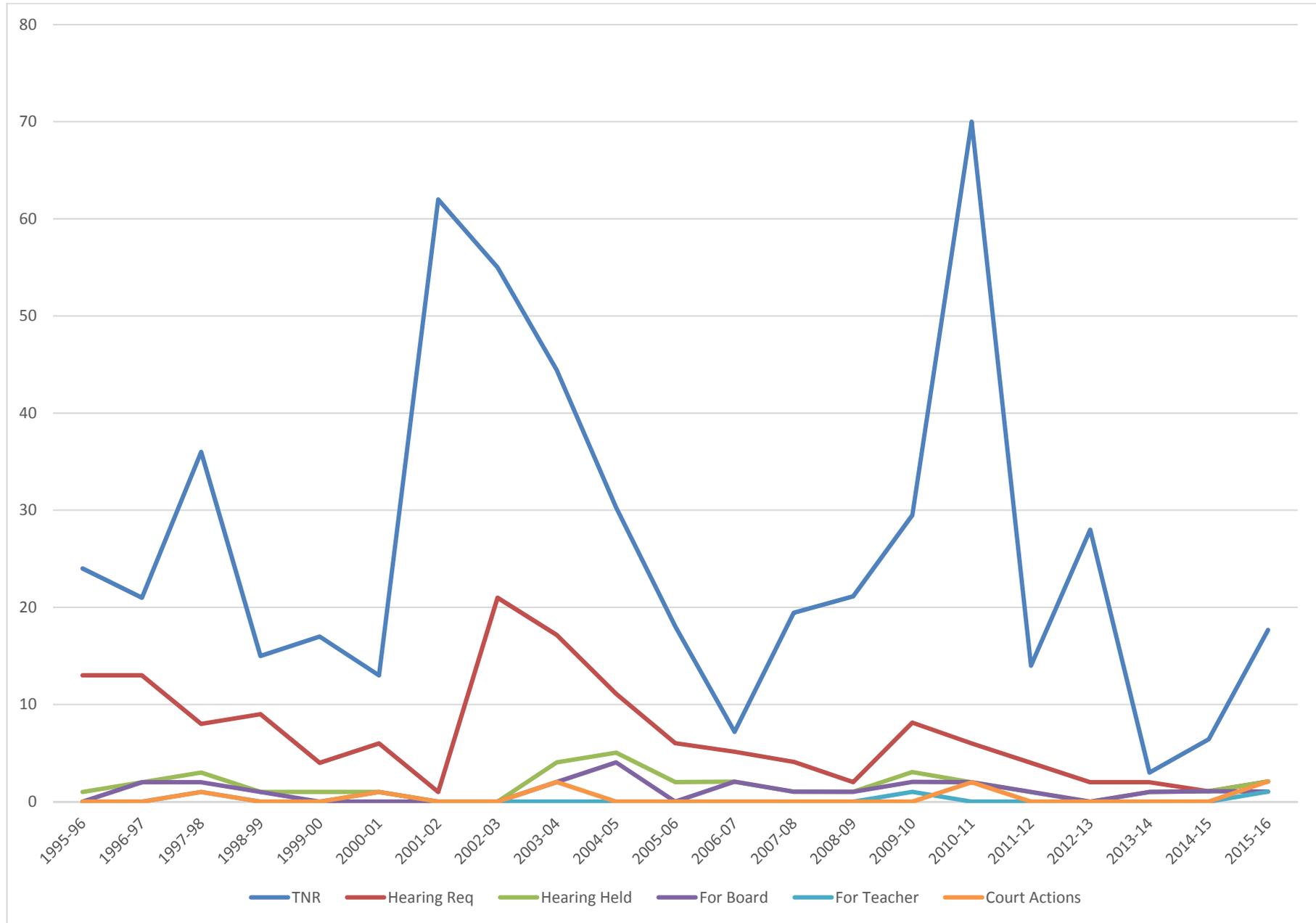
Chart 6: Non-Tenured, Non-Renewed Hearings



Tenured, Non-Renewed

Chart 7 shows the estimated number of tenured teachers non-renewed statewide, as well as the hearings requested, held, and if held whether findings were in favor of the board, the teacher, and/or if court actions resulted. As with the non-tenured, non-renewed hearings, the number of hearings held is very small compared to the total number of teachers non-renewed and the number of hearings requested, and in most cases the results of the hearings are in favor of the board rather than the teacher. In terms of statewide numbers, the value ranges for these figures are notably lower than that for the non-tenured, non-renewed numbers.

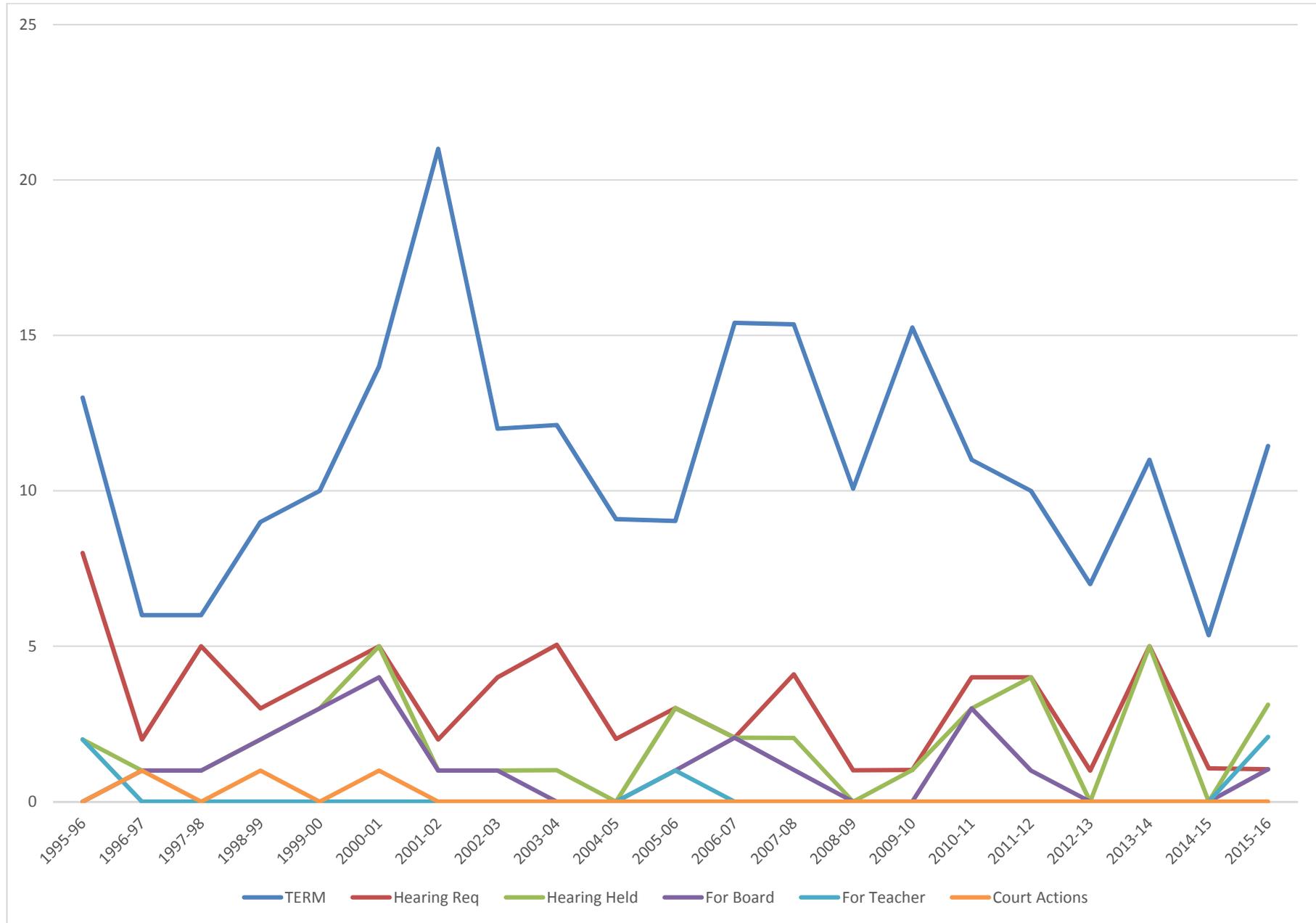
Chart 7: Tenured, Non-Renewed



Terminated

Chart 8 shows the estimated number of teachers terminated statewide, along with the number requesting hearings, hearings held, hearings finding in favor of the board, in favor of the teacher, and those resulting in court actions. The trends again indicate that a small percentage of terminations result in hearings, and the vast majority of hearings held find in favor of the board. The number of terminations statewide is much smaller than the numbers for non-renewed positions.

Chart 8: Terminated

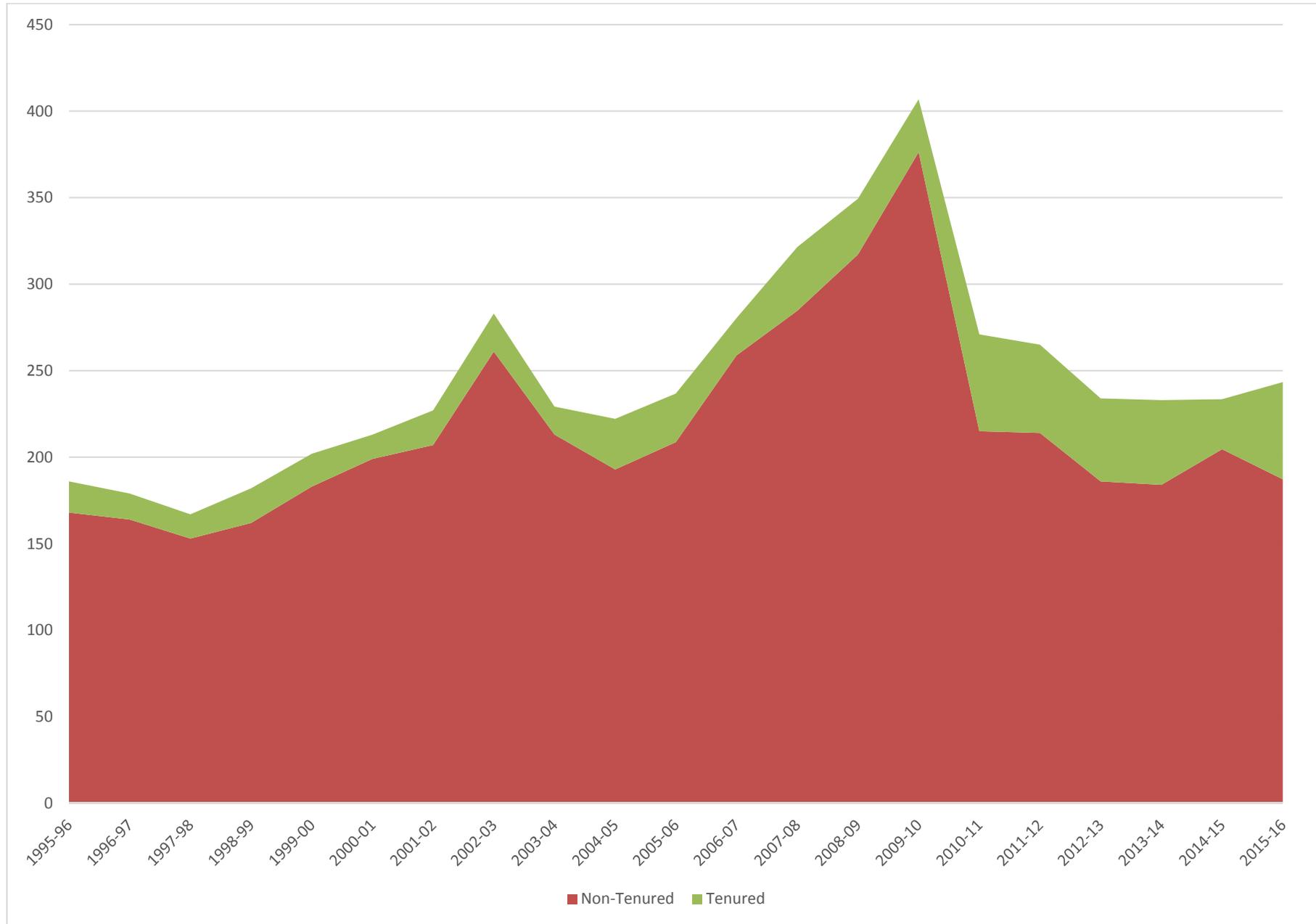


Resigned

Chart 9 shows the estimated number of teachers statewide that resign each year. As can be seen, these numbers are much larger than those seen for teachers non-renewed or terminated. The peak came in 2009-10, when an estimated 407 teachers resigned per district, and the lowest value was in 1997-98, when 171 teachers statewide resigned.

The majority of teachers resigning each year are non-tenured versus tenured, however since 2010-11, tenured teachers resigning makes up a larger percentage of the total than in previous years.

Chart 9: Resigned



Request for Release

Chart 10 shows the estimated number of teachers statewide requesting to be released from their contracts, and the number that ultimately withdraw their request. It would appear that requests for release generally decreased from 2000-01 through 2010-11, then showed some spikes between then and 2015-16. Requests that were withdrawn are reported as a small percentage of all requests, with the exception of 2013-14.

Chart 11 shows the average number of cases where a request for release was granted, and in those cases where a suitable replacement was found, damages were filed, or where no replacement and no damages were reported. The trend for the average number of releases granted follows that for the number of release requests overall. The data indicates that in most cases, a suitable replacement was found, in less than half of the cases damages were assessed, and in a very small percentage of cases no replacement was found and no damages were assessed.

Chart 12 shows the estimated number of cases statewide where a request for release was denied, and in those cases where the teacher stayed, the teacher left, or where the teacher left and the board pursued certificate removal. The number of cases where a request for release was denied increased between 1995-96 through 2001-02, then decreased through 2005-06 before spiking in 2008-09. After this time, the reporting for these cases has been very low. In the majority of cases reported, the teacher left anyway, with a much smaller percentage opting to stay. Boards appear to have become less likely to pursue certificate removal in cases where teachers left after a request was denied in more recent years.

Chart 10: Request for Release

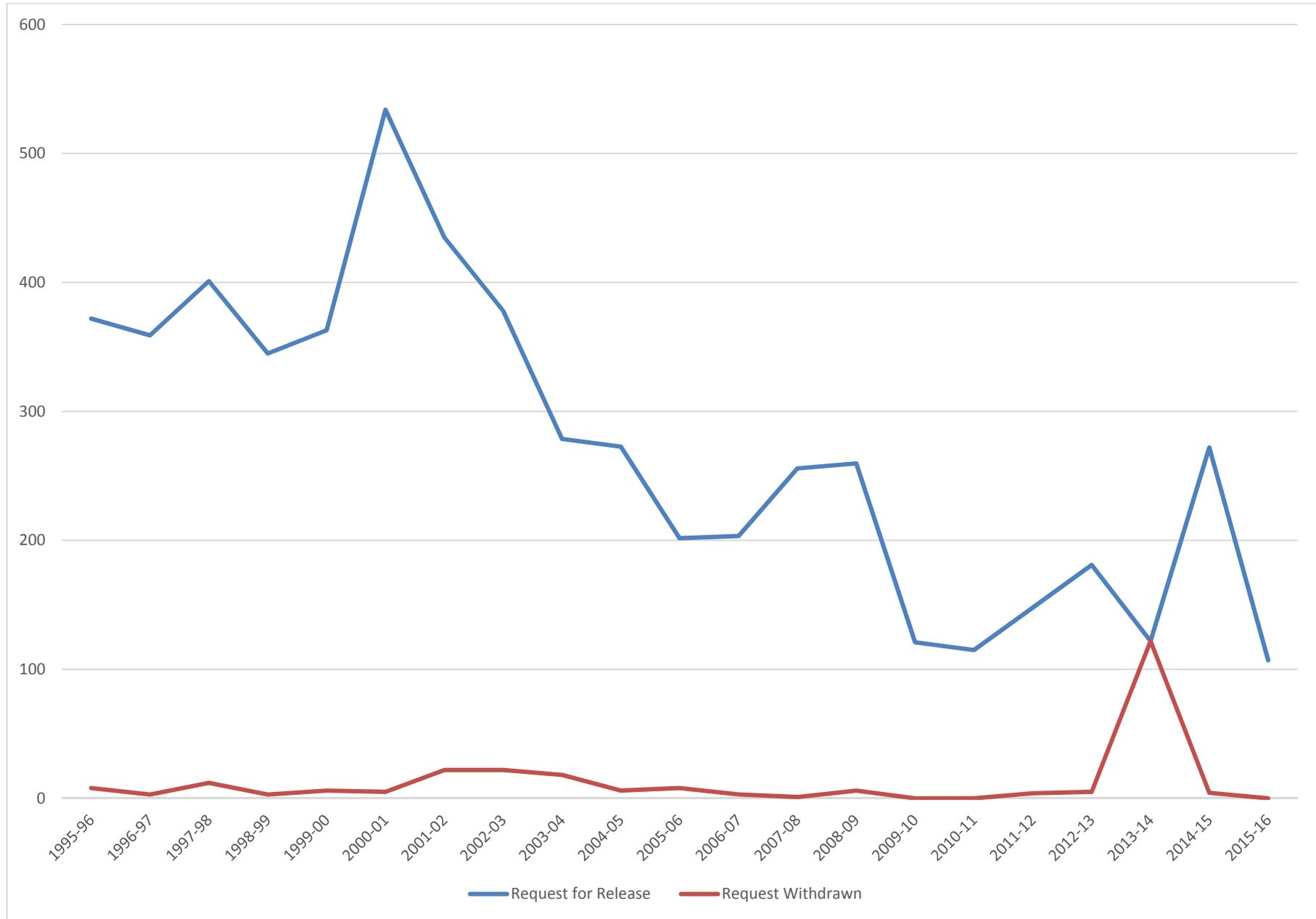


Chart 11: Release Granted

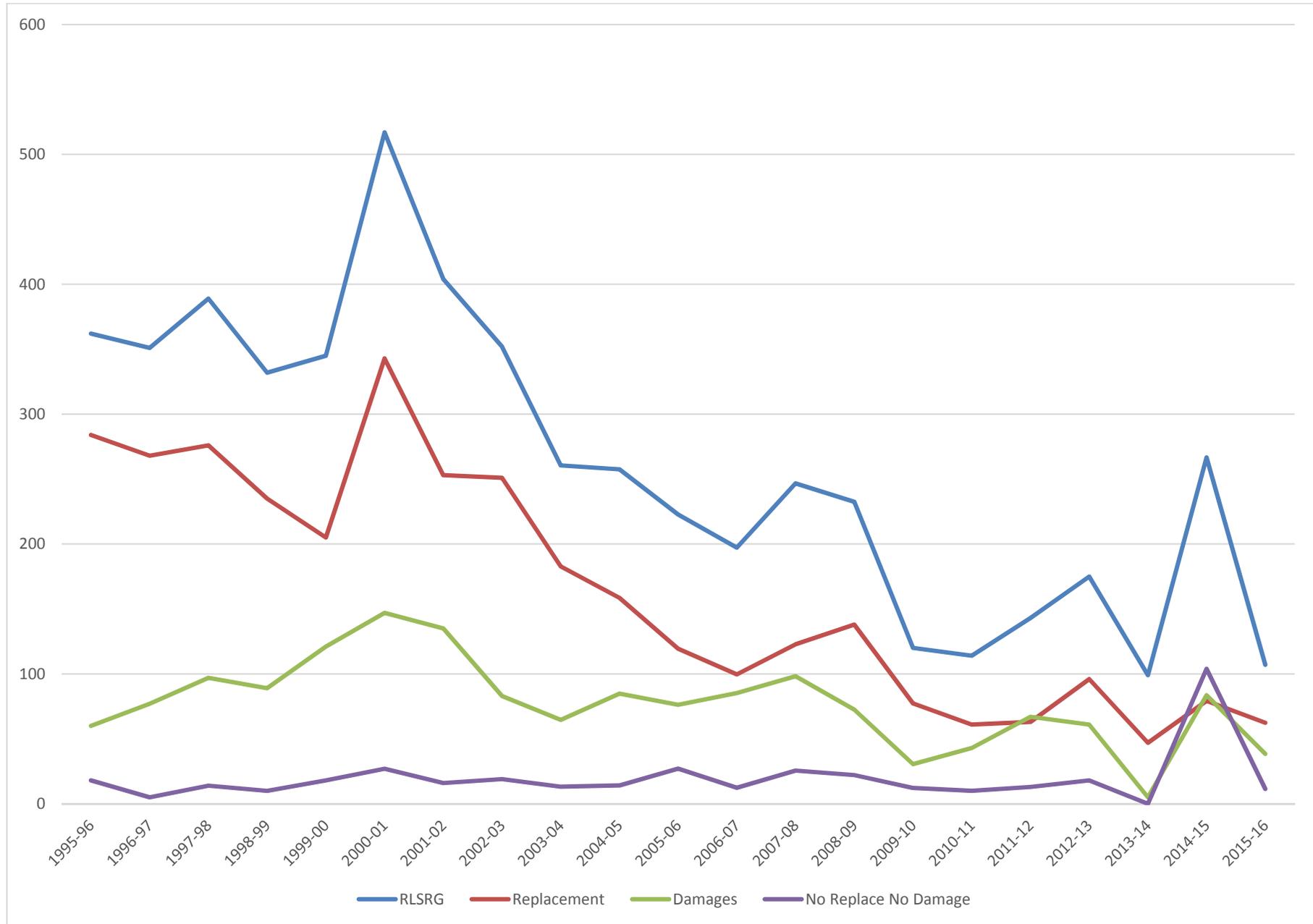
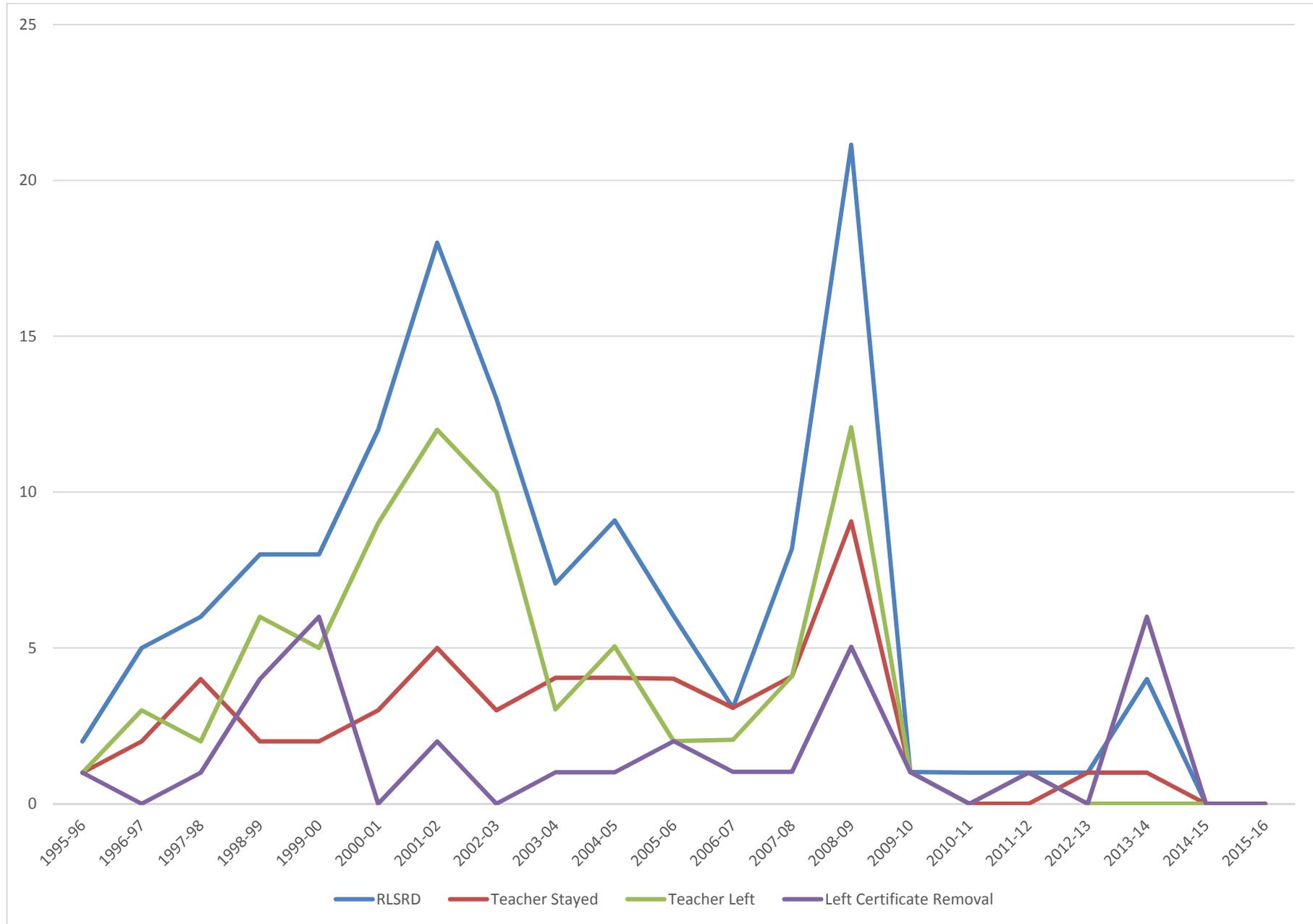


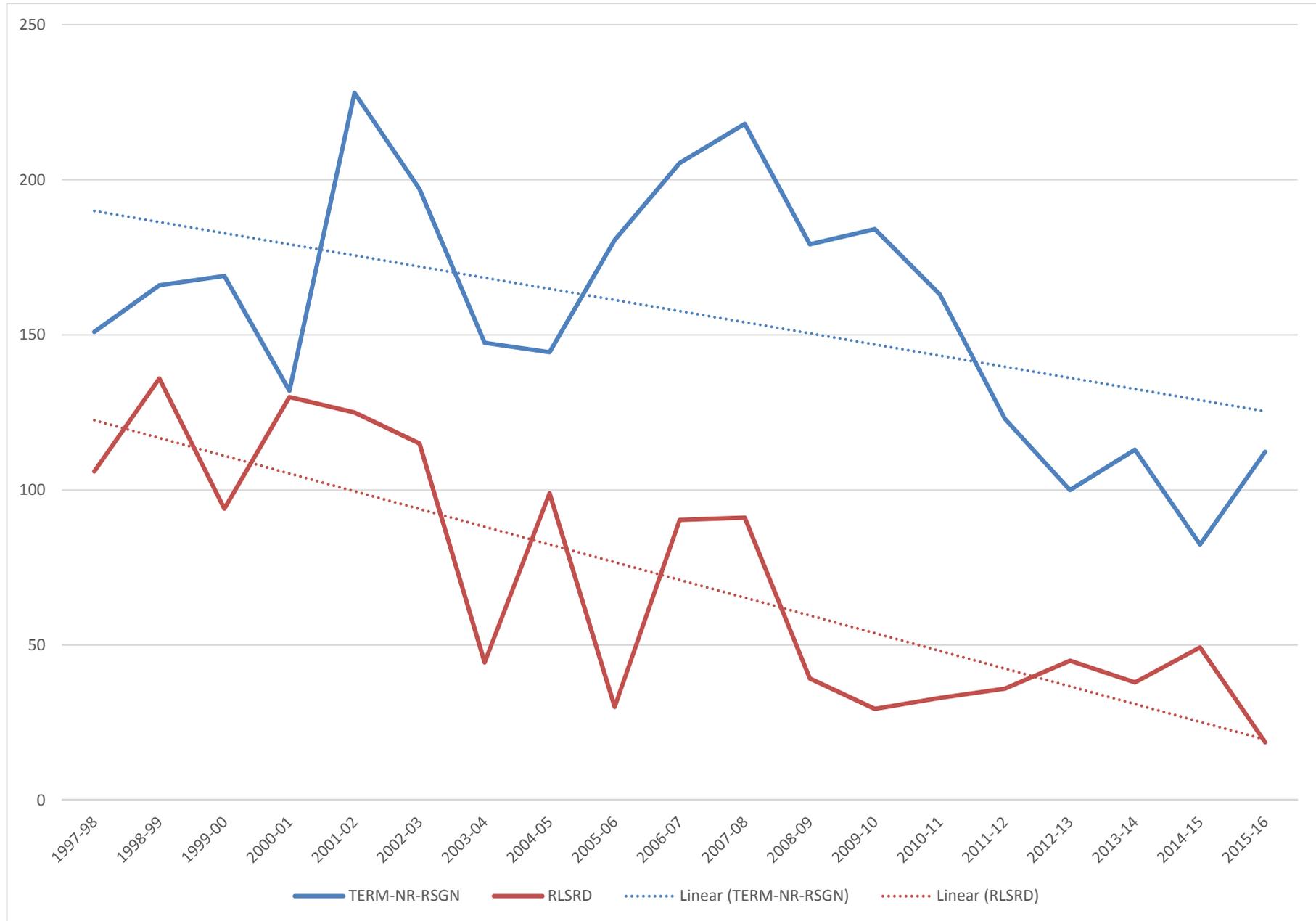
Chart 12: Request Denied



Found Work

Chart 13 shows the estimated number of cases statewide where teachers were either terminated, non-renewed, or resigned and found work compared to cases where a teacher's release request was denied, they left anyway, and found work. The number of cases where a teacher was non-renewed, terminated, or resigned and found work is higher than the number of cases where a teacher requested release from their contract, was denied, and left then found work. Both groups show a general downward trend, particular from 2007-08.

Chart 13: Found Work





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