Introduction

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

The KASB Teacher Contract 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 Contract Details and Negotiations Settlement Surveys. In addition, many of the questions formerly asked on the Teacher Contract Details Survey have been moved to the Calendar, Supplemental Pay, Employee Relations, and Retirement 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.

Key Findings

- Between 1995-96 and 2015-16:
  - The average teacher base salary increased 47% from $23,427 to $34,386, while the average fringe benefits increased 236% from $1,767 to $5,935.
  - The average base salaries for teachers have increased at a higher rate for larger districts.
  - The increases in board-paid fringe benefits for districts of different sizes have been fairly consistent, with teachers at larger districts receiving more fringe benefits than those from smaller districts.
o The largest increase in the average package increases were seen between 2004-05 and 2005-06, and the largest decreases in the average package increases were seen between 2008-09 and 2009-10.

o The average number of negotiation sessions went from between 5 and 6 to just under 4 sessions.

o Negotiation session length has been consistently around 2 hours, with larger districts reporting longer sessions.

o District negotiations costs have gone from just under $2,000 per district to just under $1,000 per district.

o Total district time spent on negotiations for small and medium districts has remained between 50 and 100 hours.

o Total district time spent on negotiations for large districts has gone from between 400 and 500 hours to between 100 and 200 hours.

o Districts reporting impasse decreased from 16% to 4%.

o Districts reporting joint impasse decreased from 9% to 3%.

o Districts reporting that unilateral contracts were issued remained below 2%.

o The average contract length decreased from 1.2 years to 1.0 years, indicating more districts moved from 2 year contracts to 1 year contracts.

o Average annual leave allocations by type have remained fairly consistent with the following average number of days per year: Sabbatical 179, Emergency 53, Family 67, All Purpose 10, Medical 10, Personal 3, Bereavement 4, Maternity 26, Legal 3, Association 8, Professional 3, and Other 5.

o Average daily substitute pay increased from $61.56 to $89.87.

o Districts paying for unused leave increased from 70% to 95%.

o Districts paying for unused leave at retirement increased from 50% to 75%.

o Districts paying for unused leave at maximum accumulation increased from 30% to 60%.

o Districts paying for unused leave at death or resignation remained around 30%.

o The maximum accumulation of leave to be paid for small and medium districts remained between 40 and 60 days.

o The maximum accumulation of leave to be paid for large districts increased from 80 to 110 days.

o The daily reimbursement rate for unused leave increased from $30 to $57.

o Large districts went from paying more than the state average and more than small and medium districts for unused pay to paying less than these groups.

o Districts with a paid leave bank increased from 50% to 84%.

o Districts with voluntary paid leave banks increased from 35% to 70%.

o Districts with teacher controlled paid leave banks increased from 40% to 60%, then decreased to 36% after districts started reporting joint committee-controlled paid leave banks.

o The maximum number of days allowed in paid leave banks increased from 150 to 200.

o Teacher contributions into paid leave banks remained around 2.5 days per teacher.

o Board contributions into paid leave banks decreased from 71 days to 41 days.

o Individual teacher max usage of paid leave banks remained around 35 days.
Between 1996-97 and 2015-16:
- Districts with negotiation settlements tied to enrollment decreased from 15.1% to 2.2%.
- Districts with binding arbitration of grievances in their agreements increased from 7.2% to 9.4%.
- Districts with tuition reimbursement plans decreased from 18.8% to 22.5%.
- Districts with limits on salary schedule placements for new hires decreased from 22.7% to 14.6%.
- Districts including disciplinary procedures in their negotiated agreements increased from 19.4% to 25.5%.
- Districts including due process language in their agreements increased from 29.6% to 31.1%.
- Districts including site based management language in their agreements increased from 2.3% to 4.1%.
- Districts requiring positive evaluations for step movement increased from none to 4.1%.
- Districts reporting that their Board had no flexibility to change the use of contract days increased from 15.5% to 19.9%.

Between 1997-98 and 2015-16:
- Teachers on average used between 6 and 7 days per year.
- Teachers in larger districts were likely to use more days than those from smaller districts.

Between 1999-00 and 2015-16:
- Districts reporting agreements could be reopened for salary schedule or fringe benefits changes decreased from 6% to 2%.
- Districts reporting agreements could be reopened for contract day changes decreased from 7% to 1%.
- Districts reporting agreements could be reopened for unspecified items decreased from 6% to 3%.
- Districts reporting salary schedules could be reopened for enrollment changes decreased from 6% to 1%.
- Districts reporting salary schedules could be reopened for legislative changes decreased from 6% to 3%.

Between 2001-02 and 2015-16:
- Districts including FMLA provisions in their agreements decreased from 62.5% to 47.2%.
- Larger districts were more likely to include FMLA provisions in their agreements.

Between 2007-08 and 2015-16:
- Districts reporting joint committee controlled paid leave banks increased from 50% to 55%.

Between 2010-11 and 2015-16:
- An average of between 6% and 10% of responding districts indicated they offered an “incentive” or “retention” bonus.
- The minimum bonus amounts have remained fairly consistent between $750 and $1,000.
- The maximum amounts started just above $2,000 in 2010-11 decreasing to under $1,500 in 2012-13 and remaining there.
Base Salary and Fringe Benefits

Chart 1 shows the average base salary and board-paid fringe benefits from 1995-96 to 2015-16. The average base salary increased 47% from $23,427 to $34,386, while the average fringe benefits increased 236% from $1,767 to $5,935.

Chart 2 shows the average base salaries by district size. The average base salaries for teachers were very similar in 1995-96, but have increased at a higher rate for larger districts. As of 2015-16, the average base salary for teachers in districts with 5001-50000 students was $37,675, compared to $35,464 for teachers in districts with 501 to 5000 students and $33,081 for teachers in districts with 1-500 students.

Chart 3 shows the average board-paid fringe benefits by district size. The increases for districts of different sizes have been fairly consistent, with teachers at larger districts receiving more fringe benefits than those from smaller districts. The largest district group saw a decline in reported fringe benefits from 2010-11 to 2011-12, and the average values reported did not increase back to where they were receiving the most in fringe benefits until the 2015-16 school year.

Chart 4 shows the average percent package increase by district size. Again, larger districts saw higher increases on average than smaller districts. The largest increase in the average package increases were seen between 2004-05 and 2005-06, and the largest decreases in the average package increases were seen between 2008-09 and 2009-10. It is important to note that the average package increases were between 2% and 5% from 1995-96 and 2004-05, but have been between 1% and 3% from 2009-10 to 2015-16.
Chart 1: Base and Fringe

The chart illustrates the trend of base and fringe salaries from 1995-96 to 2015-16. The blue area represents the base salary, while the red area represents the board-paid fringe. Over the years, both salaries have shown an upward trend, with the fringe salaries consistently higher than the base salaries.
Chart 2: Base by District Size
Bonuses

Chart 5 shows the percent of districts reporting they offer an “incentive” or “retention” bonus. Data is only included from 2010-11 to 2015-16 due to low response rates on this item in previous years (and as can be seen, there were no responses from districts with between 5001 and 50000 students for 2014-15 and 2015-16). On average, between 6% and 10% of responding districts indicated they offered such a bonus.

Chart 6 shows the average minimum and maximum bonus amounts from 2010-11 to 2015-16. The minimum bonus amounts have remained fairly consistent between $750 and $1,000. The maximum amounts started just above $2,000 in 2010-11 decreasing to under $1,500 in 2012-13 and remaining there.
Negotiations

Chart 7 shows the average number of negotiation sessions by district size. As can be seen, the statewide average went from between 5 and 6 in 1995-96 to just under 4 sessions in 2015-16. The number of sessions was much higher and less consistent for districts with between 5001 and 50000 students, but also showed a downward trend.

Chart 8 shows the average session length by district size. Statewide the average session length has been consistently around 2 hours, with sessions being slightly shorter for smaller districts and longer for larger districts. There was also a spike in 2004-05 for the largest districts.

Chart 9 shows total district costs for negotiations by district size. Statewide the average cost has gone from just under $2,000 in 1995-96 to just under $1,000 in 2015-16. Small district costs were slightly below this, and medium sized districts were right in line with this. Large districts showed less consistent annual amounts, but have shown a more noticeable downward trend than the other groups.

Chart 10 shows the total district time spent on negotiations. The statewide average, as well as the average for small and medium districts, has been very consistent, between 50 and 100 hours. Total time for large districts started between 400 and 500 hours, and has come down to between 100 and 200 hours.
Chart 7: Negotiation Sessions
Chart 8: Negotiation Length

Session Length (Hours)

- 0-500
- 501-5000
- 5001-50000
- Total
Chart 10: Negotiation Staff Hours
**Contract Provisions**

Charts 11a and 11b show the percent of districts including certain provisions in their teacher contracts. In 1996-97, 15.1% of districts reported that settlement was tied to enrollment, compared to 2.2% in 2015-16. Binding arbitration of grievances were reported by 7.2% in 1996-97, compared to 9.4% in 2015-16. 18.8% of districts reported including a tuition reimbursement plan in 1995-96, compared to 22.5% in 2015-16. 22.7% of districts had limits on salary schedule placement for new hires in 1996-97 decreasing to 14.6% in 2015-16. 19.4% in 1996-97 and 25.5% in 2015-16 indicated including disciplinary procedures. 29.6% in 1996-97 and 31.1% in 2015-16 indicated that due process procedures were included. 2.3% in 1996-97 and 4.1% in 2015-16 reported that site-based management language was included in the agreements. No districts reported requiring positive evaluations for step movement in 1996-97, and 4.1% reported this requirement in 2015-16. Finally, 15.5% in 1996-97 and 19.9% in 2015-16 reported that the Board had no flexibility to change the use of contract days under the agreement.
Chart 11b: Contract Provisions

- **Dure process procedures included**
- **Site based management language included**
- **Positive evaluation required for step movement**
- **BOE has no flexibility to change use of contract days**
Impasse

Chart 12 shows the percent of districts reporting that impasse was declared, that it was a joint impasse, and that a unilateral contract was issued. 16% of districts in 1995-96 and approximately 4% in 2015-16 reported that impasse was declared. 9% of districts indicated this was a joint impasse in 1995-96, compared to 3% in 2015-16. The number of districts reporting that unilateral contracts were issued has remained less than 2%.
Chart 12: Impasse

- Impasse Declared
- Joint
- Unilateral Contract Issued
Contract Years

Chart 13 shows the average teacher contract length by district size. All groups have shown a decrease in average contract length from around 1.2 years to closer to 1.0 years, indicating that more districts have gone to single year contracts over the years.

Chart 14 shows the items that districts report as criteria for reopening either the agreements or the salary schedules. Between 1999-00 and 2015-16, the percent of districts reporting that salary schedule changes or fringe benefits changes were grounds for contract reopening went from around 6% to around 2%, contract day changes from about 7% to about 1%, and unspecified items from around 6% to around 3%. 6% of districts in 1999-00 and 1% in 2015-16 indicated that enrollment changes were grounds for reopening the salary schedule, and during this time legislative changes were grounds in 6% down to 3%.
Chart 14: Reopeners
Leave

Chart 15 shows the average daily substitute rate by district size. Substitutes are paid more on average at larger districts, however the data suggests the larger districts have actually decreased the amount they pay substitutes in recent years. Statewide, the average daily rate for substitutes went from $61.56 in 1995-96 to $89.87 in 2015-16.

Charts 16a, 16b, and 16c show the average annual leave allocations by leave type. The data suggests that the trends have been fairly consistent over time, showing the following average number of days per year: Sabbatical 179, Emergency 53, Family 67, All Purpose 10, Medical 10, Personal 3, Bereavement 4, Maternity 26, Legal 3, Association 8, Professional 3, and Other 5. Note that KASB also collects information on the maximum accumulation for these leave types, but the reporting has been too inconsistent to identify trends and therefore information on these data elements was not included in this report.

Chart 17 shows the percent of districts that include FMLA provisions in their agreements. Statewide approximately 62.5% of districts included these as of 2001-02, compared to 47.2% in 2015-16. Larger districts were more likely to include such provisions.

Chart 18 shows the average leave used by each teacher by district size. The average number of leave days used by each teacher in a school year remained fairly consistent between 6 and 7 days statewide, with teachers from larger districts more likely to use more leave days.

Chart 19 shows the percent of districts paying teachers for unused pay, and when such payments are made. In 1995-96 about 70% of districts paid for unused leave, compared to 95% as of 2015-16. 50% of districts indicated they paid for these days at retirement, compared to approximately 75% in 2015-16. The percent of districts paying at maximum accumulation went from 30% to approximately 60%, while the percent paying at death or at resignation remained around 30%.

Chart 20 shows the average reported maximum unused days that can be paid by district size. The state average, as well as the average for small and medium districts, showed a slight increase between 1995-96 and 2015-16, but remained between 40 and 60 days. Large districts showed an upward trend, with approximately 80 days increasing to around 110 days.

Chart 21 shows the average daily rate of reimbursement for unused days by district size. Statewide the average increased from around $30 in 1995-96 to $57 in 2015-16. Medium districts consistently paid higher than the state average, and small districts paid consistently lower. Large districts paid more than the state average until 2003-04, and by 2007-08 were paying on average less per day than all other groups.

Chart 22 shows the number of districts reporting a paid leave bank, and the conditions of such a bank. Approximately 50% of districts reported having paid leave banks in 1995-96, compared to 84% in 2015-16. 35% of districts reported that paid leave banks were voluntary in 1995-96, compared to 70% in 2015-16. 40% of districts reported having teacher-controlled paid leave banks in 1995-96. This amount increased to over 60% in 2003-04, then down to 36% in 2015-16. Part of the decrease in teacher-controlled paid leave banks is the introduction of joint committees. KASB started asking about these in 2007-08, when almost 50% of districts reported having such a committee. This increased to 55% by 2015-16.
Chart 23 shows the number of days allowed in the bank, contributed by the board, contributed by teachers, and the max each individual teacher can use. The maximum number of days in the bank was reported consistently around 150 days from 1995-96 through 2012-13, then increased to over 200 by 2015-16. The number of days contributed by each teacher has consistently around 2.5 days, while the board contribution has decreased from 71 days in 1995-96 down to 41 days in 2015-16. Individual teacher max usage has remained consistently around 35 days.
Chart 16a: Annual Leave Allocations

- Sabbatical
- Emergency
- Family
- Maternity

Page 29 of 39
Chart 16b: Annual Leave Allocations

- All Purpose
- Medical
- Personal
- Bereavement
Chart 16c: Annual Leave Allocations

Legal
Association
Professional
Other
Chart 17: FMLA
Chart 18: Leave Use
Chart 19: Unused Pay
Chart 21: Unused Reimbursement Rate
Chart 22: Paid Leave Bank
Chart 23: Paid Leave Bank Days