

Scarborough Public Schools

SB Presentation



Analysis of 3 year Collective Bargaining Agreement

collaboratively prepared and designed by SPS Leadership

presented by Julie R. Kukenberger, Superintendent

October 20, 2016



Tonight we will discuss:

- Welcome and Thank You for Support of a Competitive CBA
- The Value of Our Teachers
- How Education is Changing
- National and Local Teacher Shortages
- Our Teachers by the Numbers
- Why This CBA is Good For:
 - Our Kids
 - Our Community
 - Our Teachers
- CBA Analysis
- Questions and Comments

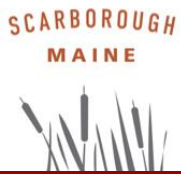


Thank you for supporting our teachers!



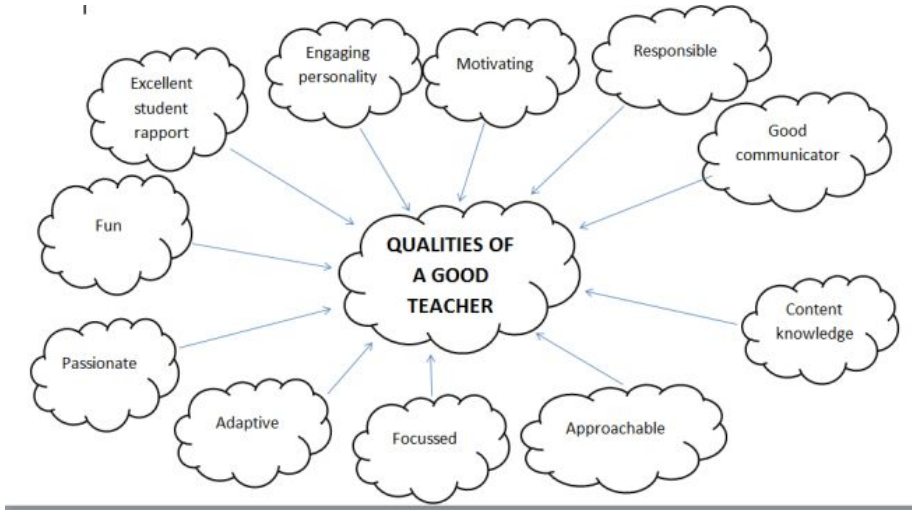
“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

—Rita Pierson



The Value of Our Teachers:

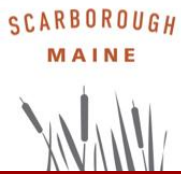
Two hundred studies have shown that the **only factor that can create student achievement is a knowledgeable, skillful teacher** (National Commission on Teaching and America's Future, 1996).



What does education look like today?

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. ~ Donald D. Quinn

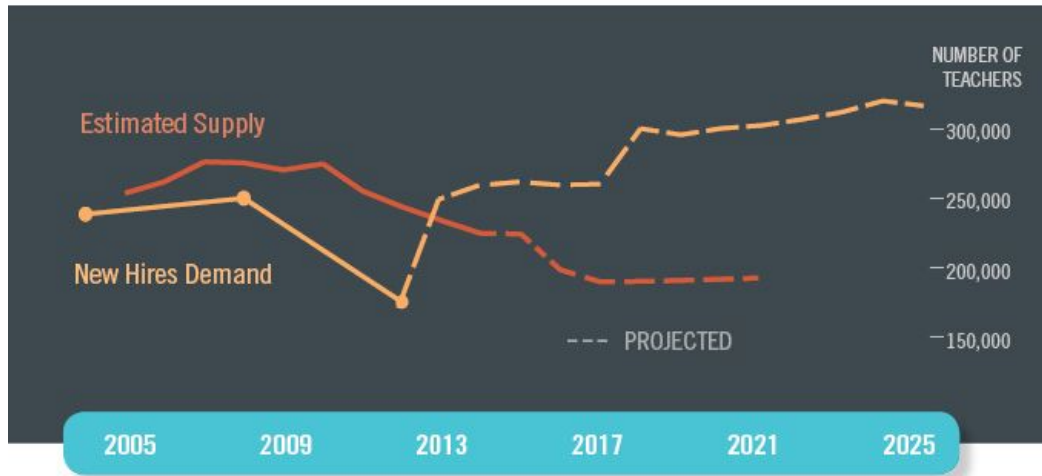




National Teacher Shortage

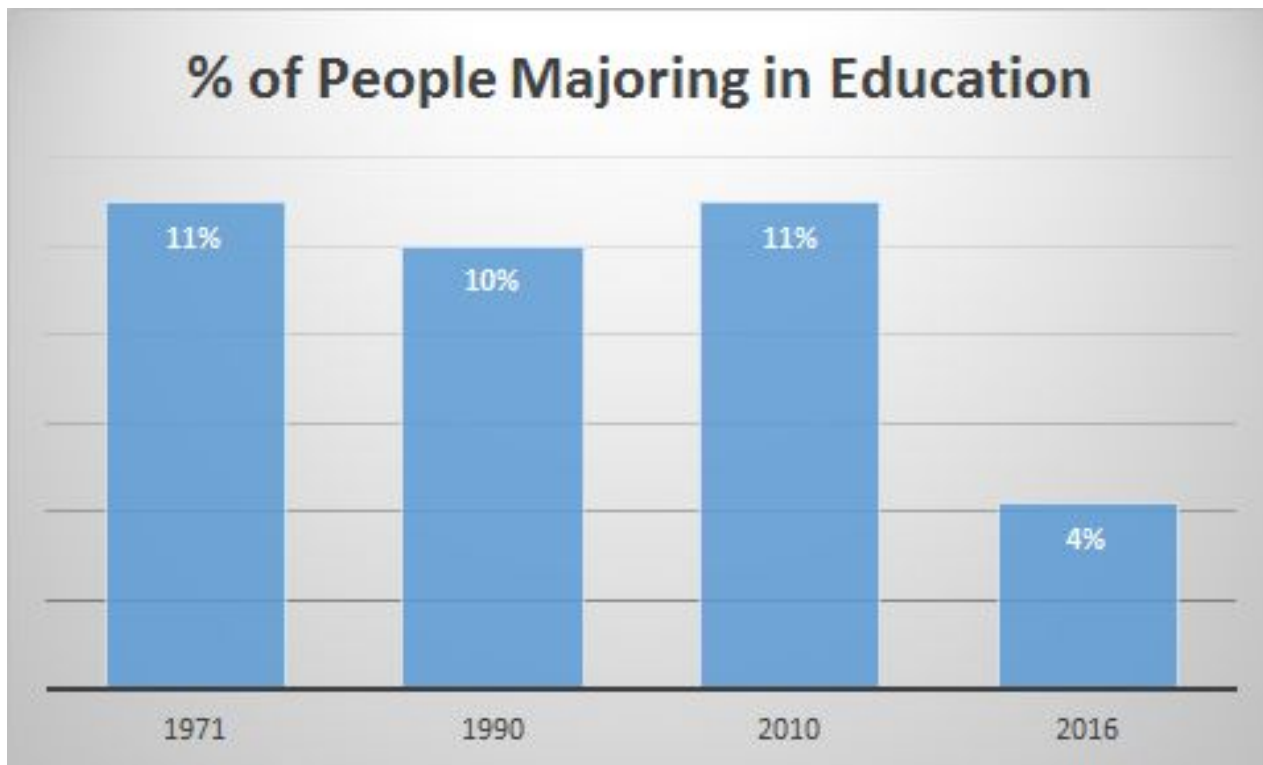
TEACHER SUPPLY AND DEMAND PROJECTIONS

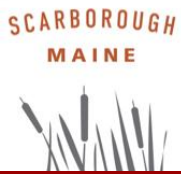
The Learning Policy Institute calculates that, if current market trends persist, U.S. schools could face an estimated shortfall of 112,000 teachers by 2018, with demand continuing to grow into the 2020s.





What does the future hold?





Local Teacher Shortage

In **Maine** alone, an estimated **5%** of current teachers will be **eligible for retirement by 2018**. In **Scarborough, 12.5%** of our teachers are currently **eligible for retirement**, and another **6%** are within **5 years of normal retirement age**.



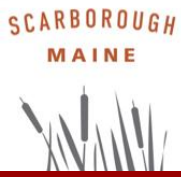


The only way to improve student achievement

- “The only factor that increased student achievement was the significance of a teacher.”
- “Studies have shown that teacher **preparation** is one of the strongest predictors of student achievement.”
- “Studies have shown that teacher **expertise** is the single most important factor in determining student achievement.”
- The bottom line: we **can’t have good schools without good teachers.**

"Strong teachers don't teach content; Google has content. Strong teaching connects learning in ways that inspire kids to learn more and strive for greatness."

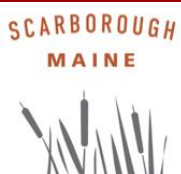
Eric Jensen in Education Week Teacher



Our Teachers by the Numbers

- **310** teachers
 - **82** Scarborough residents
- **79** male teachers
- **231** female teachers
- **199 (64%)** Master's degree or higher - *all teachers must have at least a Bachelor's degree*
- Teacher turnover rate = **5.6%** from FY16-FY17
 - **3** retirements
 - **17** left SPS for other districts, other careers, moved away





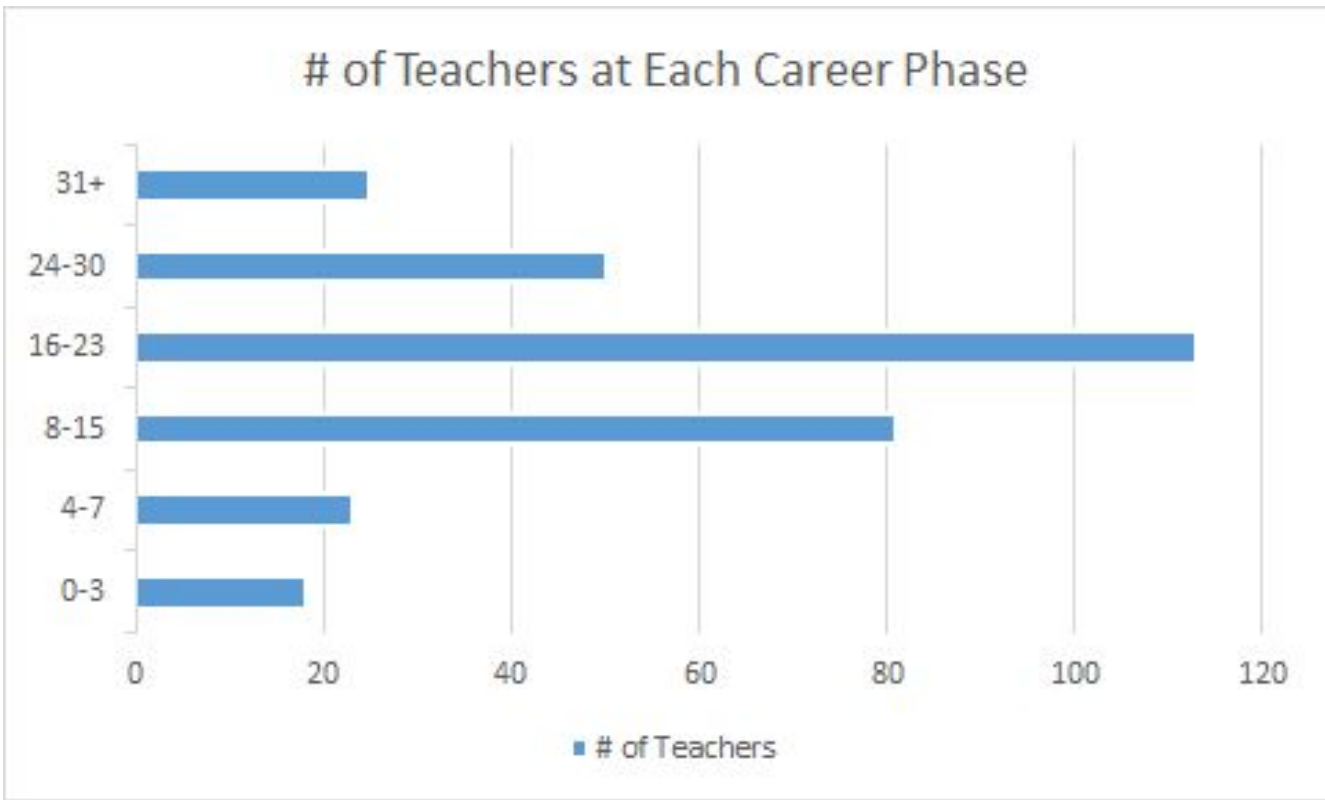
Our Teachers by the Numbers

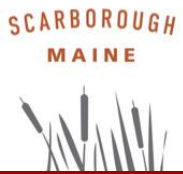
Career Phase	Description	# of SPS Staff
Phase 0-3 years	Commitment: support and challenge	18
Phase 4-7 years	Identity and efficacy in the classroom	23
Phase 8-15 years	Managing changes, growing tensions	81
Phase 16-23 years	Work-life transitions, challenges to motivations and commitment	113
Phase 24-30 years	Challenges to sustaining motivation	50
Phase 31+ years	Sustaining/declining motivation	25

Huberman, 1989; Day, Sammons, & Stobart, 2007

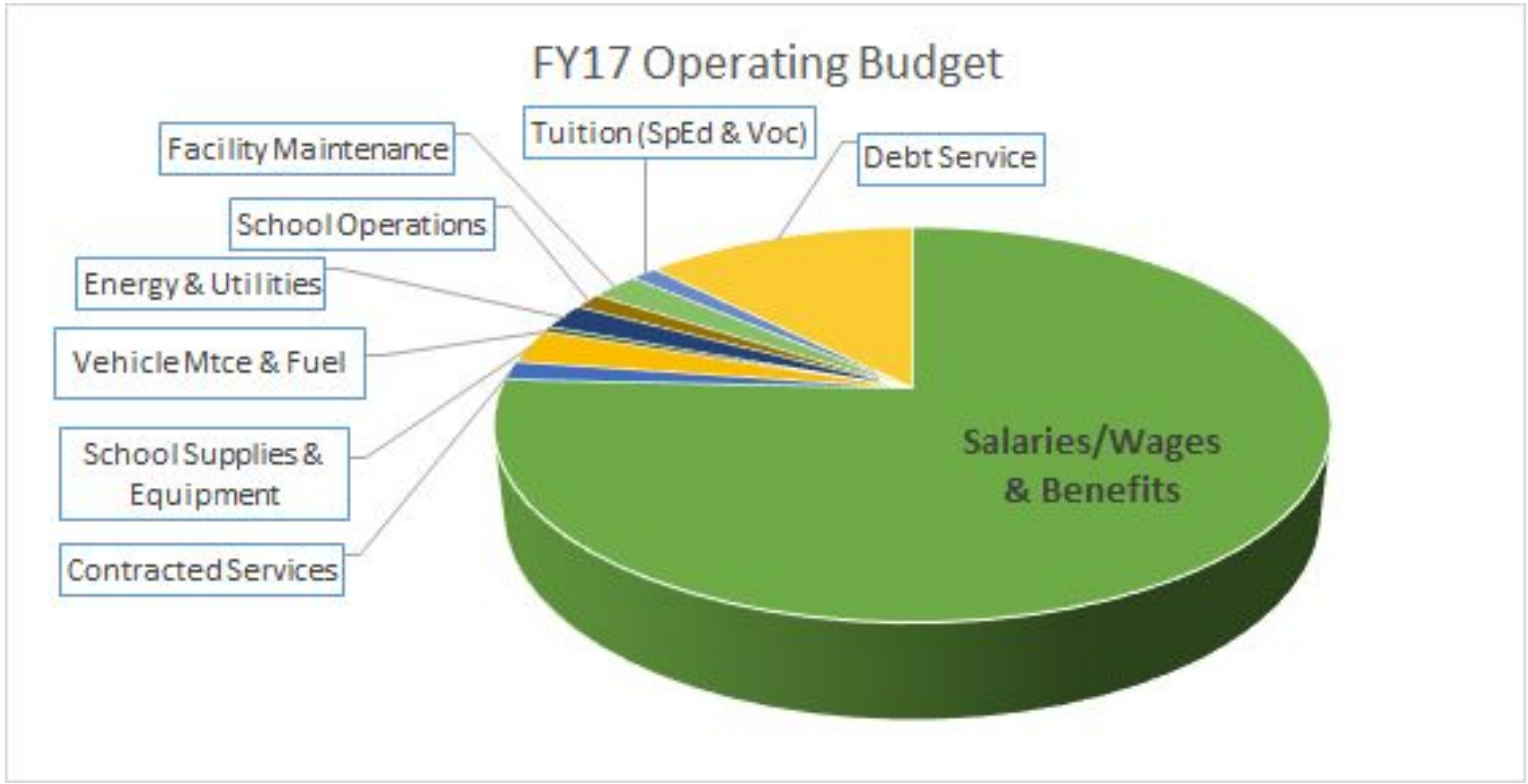


Our Teachers by the Numbers





Human Capital



Why is the CBA Good for Our Kids?

Research shows that **effective teachers are the most important factor contributing to student achievement**. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. **Choosing effective teachers is critically important for schools trying to improve their performance** (ERN, 2013).

An ineffective teacher can affect student learning for years, but having two ineffective teachers in subsequent years can damage a student's academic career (Sack, 1999).



Why is the CBA Good for Our Community?

Ferguson (1991) found in a large scale study that **every additional dollar spent on raising teacher quality netted greater student achievement gains than did any other use of school resources.**

The key is not to prioritize what's on your schedule, but to schedule your priorities.

- Stephen Covey



Why is the CBA Good for Our Teachers?

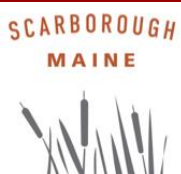
What is new in this 3 year CBA:

- Salary tables adjusted to approach a more competitive wage
- COLA - .5% in yr. 1, 1% in yr. 2, 1.5% in yr. 3
- 6+ steps that encourage longevity
- Stipend Scale that supports development of teacher leaders
- 6 additional hours of collaboration and professional learning time

Not new:

- Benefit package maintained 80% of Choice Plus plan





Why is this CBA Good for Our Teachers?

Total Compensation Package	Actual FY16 Employer Cost	Projected FY17 Employer Cost	Projected FY18 Employer Cost	Projected FY19 Employer Cost
Health Benefits	\$3,015,614	\$3,296,688	\$3,466,300	\$3,644,815
Leadership Stipends	\$92,112	\$100,300	\$101,768	\$103,737
Tuition Reimbursement	\$76,430	\$82,900	\$82,900	\$82,900
Salaries	\$17,411,223	\$18,551,945	\$19,421,498	\$20,322,452
Total CBA Cost	\$20,595,379	\$22,031,833	\$23,072,466	\$24,153,904
% Change from previous yr.		+6.97%*	+4.72%	+4.69%

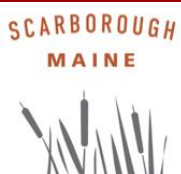
*includes 7 new positions - **base change** from FY16 to FY17 = **4.94%**



Why is this CBA Good for Our Teachers?

Cost of COLA, steps, lane changes, and parity	Actual FY16 Contract/cost	Projected FY17 Impact	Projected FY18 Impact	Projected FY19 Impact
COLA	2.5%	.5%	1%	1.5%
Parity	-	1/3 of avg. diff.	1/3 of avg. diff.	1/3 of avg. diff.
Salaries	\$17,411,223	\$18,551,945	\$19,421,498	\$20,322,452
% Change from previous yr.	+4.31%	+6.55%*	+4.69%	+4.64%

*includes 7 new positions - **base change** from FY16 to FY17 = **4.14%**

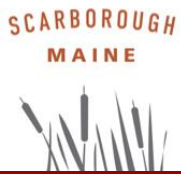


Striving to Establish a Competitive Wage Base Salary Analysis - BA Step 1

BA; Step 1	Scarborough	Falmouth	Difference	RSU 21	Difference	So Portland	Difference	Yarmouth	Difference
FY16	34,964	37,498	-2,534	35,343	-379	37,628	-2,664	37,602	-2,638
FY17	35,823	38,623	-2,800	36,050	-227	38,569	-2,746	38,542	-2,719
FY18	36,858	?	?	36,771	+87	39,533	-2,675	39,506	-2,648
FY19	38,067	?	?	?	?	?	?	40,592	-2,525

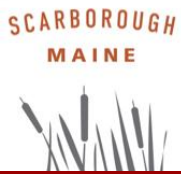
Let's analyze our progress through three teacher samples:

- **Teacher #1:** newly hired, bachelor's degree, 0 years experience (BABS step 1) - progression FY17-FY19
- **Teacher #2:** Master's degree, 15 years experience
- **Teacher #3:** Master's +30, 25 years experience



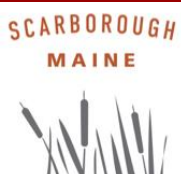
Sample Analysis FY16 (expired CBA)

FY16	Scarborough	Falmouth	RSU 21	So Portland	Yarmouth	Avg Difference
Teacher 1 Step 1; BA	34,964	37,498	35,343	37,628	37,602	-2,054
Teacher 2 Step 16; MA	59,940	67,496	62,995	66,297	69,188	-6,554
Teacher 3 Step 26; MA+30	73,623	76,870	73,525	71,313	78,588	-1,451
Contract Expires	8/31/2019	8/31/2017	8/31/2018	8/31/2018	8/31/2019	



Sample Analysis FY17 (new CBA)

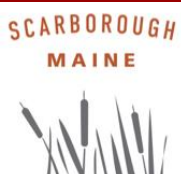
FY17	Scarborough	Falmouth	RSU 21	So Portland	Yarmouth	Avg Difference
Teacher 1 Step 2; BA	37,067	40,554	37,852	38,569	40,470	-2,294
Teacher 2 Step 17; MA	63,084	69,521	64,255	69,056	70,918	-5,354
Teacher 3 Step 27; MA+30	74,744	79,177	74,995	73,096	80,554	-2,212
Contract Expires	8/31/2019	8/31/2017	8/31/2018	8/31/2018	8/31/2019	



Sample Analysis FY18 (new CBA)

FY18	Scarborough	Falmouth	RSU 21	So Portland	Yarmouth	Avg Difference
Teacher 1	39,884	?	40,448	41,415	43,457	-1,889
Teacher 2	66,353	?	66,702	71,159	73,876	-4,226
Teacher 3	76,358	?	76,495	74,924	83,358	-1,901

FY18	Scarborough	Falmouth	RSU 21	So Portland	Yarmouth	Avg Difference
Teacher 1 Step 3; BA	39,884	40,554	40,448	41,415	43,457	-1,585
Teacher 2 Step 18; MA	66,353	69,521	66,702	71,159	73,876	-3,962
Teacher 3 Step 28; MA+30	76,358	79,177	76,495	74,924	83,358	-2,131



Sample Analysis FY19 (new CBA)

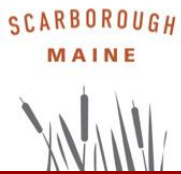
FY19	Scarborough	Falmouth	RSU 21	So Portland	Yarmouth	Avg Difference
Teacher 1	43,201	?	?	?	46,681	-3,480
Teacher 2	69,911	?	?	?	75,908	-5,997
Teacher 3	78,277	?	?	?	85,650	-7,373

FY19	Scarborough	Falmouth	RSU 21	So Portland	Yarmouth	Avg Difference
Teacher 1 Step 4; BA	43,201	40,554	40,448	41,415	46,681	+927
Teacher 2 Step 19; MA	69,911	69,521	66,702	71,159	75,908	-912
Teacher 3 Step 29; MA+30	78,277	79,177	76,495	74,924	85,650	-785



How does this compare to the expired CBA?



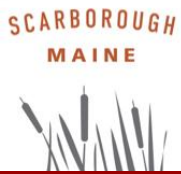


Budget to Actual Historical Salary Analysis

FY14-FY16 Expired CBA

FY13 Budget	FY13 Actual Expended	Budget-to -Actual	FY14 Budget	FY14 Actual Expended	Budget-to o-Actual	FY15 Budget	FY15 Actual Expended	Budget-to -Actual	FY16 Budget	FY16 Actual Expended	Budget-to -Actual	
15,452,429	15,323,438	128,991	16,060,133	16,004,893	55,240	16,760,828	16,692,393	68,435	17,459,924	17,411,223	48,701	
Budget change year-to-year			607,704				700,695				699,096	
			3.93%				4.36%				4.17%	
Actual change year-to-year				681,455				687,500				718,830
				4.45%				4.30%				4.31%

2013-2016 CBA: agreed COLA 1.5% year 1; 2% year 2; 2.5% year 3.



Projected Budget Salary Analysis FY17-FY19 New CBA

FY16 Budget	FY16 Actual Expended	Budget-to-Actual	FY17 Budget	Projected FY17	Projected FY18	Projected FY19
17,459,924	17,411,223	+48,701	18,393,696	18,551,945	19,421,498	20,322,452
Projected change year-to-year				1,140,722	869,553	900,954
				6.55%*	4.69%	4.64%

***includes 7 new positions - base change from FY16 to FY17 = 4.14%**

