

HEADS OF JEWISH COMMUNITY DAY SCHOOLS

A PORTRAIT OF THE FIELD

OCTOBER 2015

RAVSAK

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OVERVIEW

RAVSAK: The Jewish Community Day School Network undertook this study to provide day school leaders with information that they urgently need to know in order to make data-driven decisions regarding head of school compensation and professional development. Lacking this information, these leaders often find themselves making decisions in the dark, without realistic bases for comparison or a full picture of what schools can and should offer heads to attract, retain and support them in their position. For the first time, school leaders are receiving the information they need, arrayed in useful sections with data that is displayed in charts, explained and analyzed. All the material here was selected and designed with the utility of school leaders foremost in mind.

RAVSAK is a field leader that provides day schools with the information and perspectives they need to succeed. This study is a tribute to our member schools for to their willingness to share their information, anonymously, with the larger field, so as to generate a comprehensive portrait of day school headship that can be of benefit to all. With a staggering completion rate of 99%, we can state with confidence that the study is comprehensive and reliable. We believe that the information presented in this report is of relevance far beyond our membership, and will be of interest and use to leaders of a variety of day schools and potentially other independent schools as well. “Heads of Jewish Day Schools: A Portrait of the Field” is a shining example of the fruitful, dynamic interplay between individual schools and the field as a whole. As an organization poised to capitalize upon and maximize that dynamic, RAVSAK is pleased to present this report and looks forward to further opportunities to leverage the wisdom and experience within day schools for fieldwide learning and growth.

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INTRODUCTION

In the search for a head of school, boards and prospective heads of school frequently contact RAVSAK at the time compensation is negotiated. As a resource for a growing network of over 135 Jewish community day schools across the globe, RAVSAK is turned to for guidance on day school policies and practices regarding head of school compensation, including salary and benefits.

Perceiving a need for a comprehensive survey of the field, RAVSAK collected data from heads of school about their backgrounds and compensation. The survey was designed to elicit information that could provide perspective and guidance both to boards of directors and heads of school, showing the range of current practices and revealing the diversity of options deployed today in Jewish day schools.

DATA COLLECTION

In February of 2014, our team of researchers designed a questionnaire with 62 questions to profile heads of school. The survey was sent electronically to 113 seated heads of school (the other member schools did not have sitting heads at the time) who were asked to provide detailed information covering the demographics of their school (such as location, grades served, budget size), head of school educational and experience background, total compensation of salary and detailed benefits and a self-assessment of professional strengths and areas to improve upon. RAVSAK received a 99% response rate. (Nearly all respondents completed the survey in full, with only a few exceptions.)

The data were analyzed and compared to produce useful metrics and to reveal trends across the field that are made available in this report.

INFORMATION LEARNED

From this process, RAVSAK has affirmed that the field of Jewish community day schools offers disparate benefits and compensation, often but not always correlated to school size and professional experience. In addition, we have discerned larger patterns with respect to professional development of heads of school as they evolve from novice to more seasoned leaders. Finally, this survey enables us to make more informed and nuanced recommendations to boards and heads of school based on concrete data from the field.

HOW TO USE THIS REPORT

It is our hope that this report will prove invaluable in many ways. While we are certain that the data found herein will be essential in negotiating and renegotiating contracts, we fully intend for our constituents to be informed about what compensation and professional development opportunities can be offered to attract, train and retain the very best professionals in our networks. In addition to contract negotiation, we hope that boards will use this report to assess how they can better support heads of school with career-building, ongoing professional development. We likewise believe that this research will be meaningful to those organizations focused on cultivating the next generation of Jewish educational leaders.



EXECUTIVE SUMMARY

Our schools are diverse. Most of the day schools in the RAVSAK network fall on the smaller size, with 44% having an enrollment of 150 students or fewer. On the larger end, 24% of schools have enrollments of over 400 students. Our day schools are located across the globe in cities and suburbs of varying sizes, with slightly over half (54%) located in major cities or suburbs of major cities. Participating schools have budgets ranging from under \$500,000 to well over \$10 million. The most common budget size identified was between \$1.1 and 3 million, yet only 30% of respondents fell in that category, an index on the diversity of our field.

Our heads of school similarly vary in terms of the backgrounds and experience that they bring to these top leadership positions. The vast majority of Jewish community day school leaders have served in their current position for 10 years or less. While 43% of heads of school have served in their current headship for a length of time between 3 and 10 years (21% 3-5 years, 22% 6-10 years), nearly the same number, 39%, have served in their current positions for 2 years or less. Nonetheless, most come to their position with solid work credentials: 80% of heads had prior experience in educational leadership.

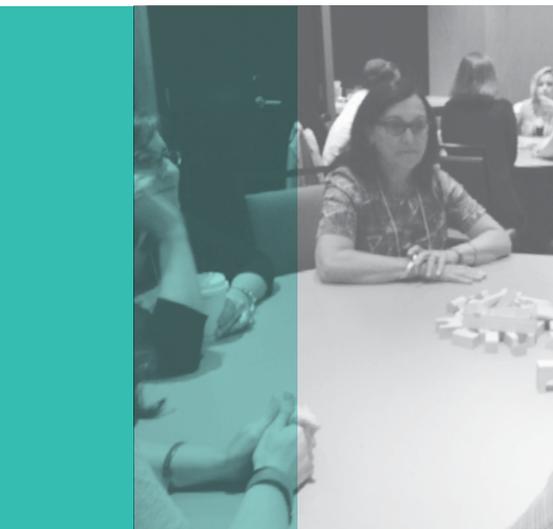
The particular educational background of a head of school was less important in achieving headship than professional experience. The survey indicated that heads of school generally possess an advanced educational background of some sort, with degrees varying from the rabbinate to doctorates and master's degrees in different disciplines. The majority of RAVSAK heads (62%) had not attended a Jewish day school themselves, which may be attributed in part due to the rapid growth in the field over the past 30 years.

Among respondents, 54% of heads of school are women and 46% of heads of school are men. Data indicate a substantial difference in grades served between men and women: 82% of the women who are heads of school lead schools that serve K-6 or K-8, as compared to 57% of men. By contrast, more men than women lead schools with high schools (43% vs. 18%). Regarding school size, far more women than men lead our smallest schools of under 100 students (46% vs. 18%). There remains a lingering salary disparity by gender, with women represented far more at the bottom of the range and men represented in far greater percentages at the top.

The average reported salary is \$161,000. As a general rule, as school size and budget increases, so does head of school salary. Schools with over 400 students have an average salary of \$248,000 for their heads of school; by contrast, those containing fewer than 150 students have average salaries of \$98,000.

Salary is, of course, only one part of a head of school's compensation package. 71% of heads of school receive medical insurance and 46% receive dental insurance from their schools. 53% receive some type of school-funded health insurance for their families, whether funded by the school in part or in whole. Smaller numbers receive individual life insurance, vision and short- or long-term disability insurance policies from schools.

In terms of benefits outside of insurance, most schools offer a range of retirement plans, tuition remission options, coaching, and community and professional memberships. 59% of heads receive retirement benefits in the form of a 401K or 403B from their school, with contributions varying widely. 51% of schools offer tuition abatement for a head of school's children or grandchildren to attend their school. Of those that receive tuition reimbursement, most heads receive either half or full tuition.



Coaching is a benefit that 39% of schools provide their leaders. While coaches are slightly more available in the early years of headship at a school, there is not a direct correlation between coaching and number of years of school leadership experience. The survey asked heads of school to identify leadership tasks in which they need support, and the data were correlated to years of headship experience.

By and large, heads of school, no matter how long they have served in top leadership positions, identify their greatest strengths as their interpersonal skills, rather than operational or technical skills. The three greatest strengths heads identified are Vision, Communication/People Skills and Team Building/Collaboration. While these strengths are not necessarily unusual given the nature of the job and what it takes for a person to achieve a leadership position, what is surprising is that these same strengths were listed repeatedly irrespective of years of experience.

In general, heads of school seek the most support for operational or management skills and often selected Budget/Finance, Fundraising, Strategic/Long Range Planning, Legal and Marketing. Most heads of school come to headship with a background as an educational leader or Jewish day school professional and likely have not had significant opportunity to work on these operational and management areas before. Schools and boards should consider ways to strengthen leaders in those areas.

Heads of school were asked to choose factors that most influenced their understanding of alignment with their current or future school. By far the most important factor selected (79%) was a strong belief in the school's mission. Two other factors most frequently cited were enjoying the school culture and feeling aligned with the school's commitment to Jewish values.

TAKEAWAYS

1. Many heads of school remain in their positions for only a brief tenure, which indicates that many schools experience frequent turnover in leadership. This situation is particularly prevalent in small schools. Training and coaching of both heads and lay leaders are critically important to help stem the frequent transitions of leadership, providing the necessary skills to help heads of school be more successful and remain in positions longer.
2. School leaders should reimagine executive compensation for heads of school more broadly, from a tight focus on salary to an array of inducements to support top quality talent in leadership.
3. Our heads of school indicated similar areas in need of greater support. Schools would do well to train or coach them in those areas, helping heads to improve their job performance, grow on the job, and avert or better manage challenges that arise.
4. Jewish community day schools are venues where women have achieved top leadership positions, yet have space to improve with respect to gender equality and compensation. Much of the

discrepancy arises from the fact that more women are heads of schools with smaller enrollments and budgets, and more men are heads at schools that are larger. Nevertheless, school boards should be aware of the discrepancy and hold themselves accountable to equal pay regardless of gender.

IMPLICATIONS

Across the landscape of Jewish organizations, including Jewish community day schools, our leadership is aging. This trajectory matches trends in the larger independent school field. As a new generation will soon come into headship of schools, we are faced with an opportunity and a challenge.

We have an obligation to provide greater training to our novice heads of schools as well as those that are more seasoned. Our most experienced educational leaders and our novice heads need help developing their business acumen. As educators at their core, many of these leaders do not feel comfortable with budgeting, board development or fundraising. This is an opportunity for RAVSAK, partnering communal organizations, funders and the schools themselves to strategize about how to best support heads of school in these areas.

This survey will help schools, whether the head is a longstanding veteran or a new hiree, consider a range of options regarding compensation and have some bases for comparison. In addition to market salaries, greater contributions to retirement plans or tuition for children and grandchildren at the head's school or another school or college might help attract and retain talent. Schools can think outside the box for benefits that add value to a head of school's total compensation package and that signal to the head that he or she is valued. Furthermore, incoming heads or those renegotiating now have data to support requests they might make in their own contracts.

AUDIENCE

In addition to day school boards and heads, other professionals in the day school field and Jewish communal sector may also be interested in this information. Graduate students contemplating their career paths, seasoned educators looking to advance, local federations thinking about allocations and philanthropists invested in the future of day school education all have an interest in comprehensive information on compensation and professional development.

Conducted by RAVSAK, the research focuses only on Jewish community day schools and does not purport to represent trends in the entire day school field. Nevertheless, we believe that the data will be useful to Reform, Conservative and Modern Orthodox day schools, and that there are likely many realities that apply fieldwide. This study may also be of interest more broadly to boards and heads of independent and faith-based schools outside the Jewish world, offering a comparative perspective that may illuminate commonalities and challenges along with significant differences.

METHODOLOGY

In the spring of 2013, 113 heads of RAVSAK's then 130-member Jewish community day schools were asked to participate in a study by answering a list of questions that would create a portrait of themselves and their schools. The other 17 schools in the network did not have heads at that time and, accordingly, were not asked to participate in the survey.

In spite of the survey's considerable length, an overwhelming 99% of those invited to participate responded. We anticipated that heads of school would be very willing to provide information because the data would be helpful in creating transparency around the subject of compensation and professional development needs. Accordingly, the usefulness of the data made it easier to attract such a high response rate.

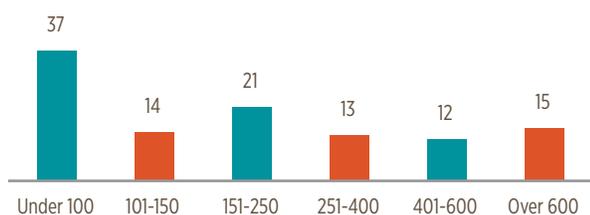
Each head of school contacted by RAVSAK was sent an electronic questionnaire of 62 detailed questions. The vast majority of these questions could be answered by selecting a response from a drop-down menu. For example, a head of school might be asked which professional organizations he or she is a member of, or how many years of experience he or she has had as a Jewish day school professional. Some questions were yes/no, others asked for a precise numerical figure, and a third type required individual input (e.g., additional benefits or other types of compensation not listed). This methodology yielded precise information on RAVSAK heads and, through statistical analysis and comparison of the results, enabled us to see broad patterns across schools.

The online survey platform that was used ensured anonymity. On rare occasions, bad data was removed from the tabulations. As will be seen below, we ran numerous correlations to delve more deeply into the significance of the results. Thanks to the integrity of the survey process and comprehensiveness of the response, we are confident in the quality and validity of this report.



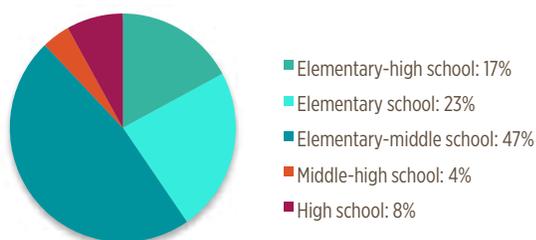
PARTICIPATING SCHOOL INFORMATION

Student Enrollment*

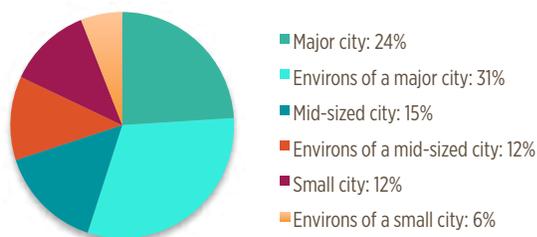


*All figures in the charts represent a numeric count unless followed by a % mark.

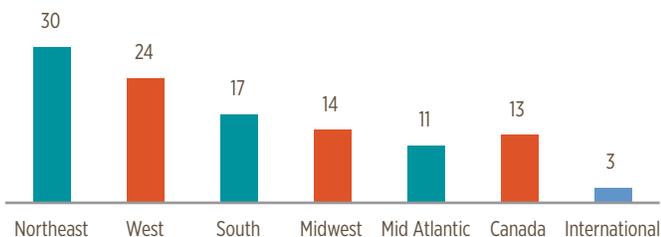
Grades Served



Locality



Region



ENROLLMENT

Many of our schools are considered small. Indeed, of the schools surveyed, 33% contain fewer than 100 students, and 45% of the schools serve 150 or fewer students.

On the other end of the spectrum, there are several large schools in our network. In fact, 25% of the RAVSAK schools participating in this survey have more than 400 students enrolled. There are 12 schools with student bodies between 401-600 students and 15 schools with a student population of 600 or more.

The remaining schools fall in the middle of the school size range. The second highest concentration of schools occurs at the 151-250 student size, with 21 schools in this range. When we add the 13 schools with enrollment between 251-400 students, we find that 30% of our schools fall in this mid-size range of 151-400 students.

GRADES SERVED

The vast majority of our schools provide in elementary and middle school education. 23% serve elementary grades exclusively; an additional 47% serve students up to grade 8. 17% of our schools serve from K or 1 to 12. 4% of the participating schools serve 7th to 12th grades, and 8% serve high school grades (9-12) only.

LOCALITY

A majority of Jewish community day schools (55%) are supported by large urban communities: 31% of schools are situated in suburbs of major city centers while 24% are situated within an urban city center itself.

With respect to mid-sized cities, 27% of Jewish community day schools serve those communities in either the city limits or the suburbs. The remaining 18% of schools are located within a small city or a suburb of a small city. While it is unsurprising that more community day schools serve larger cities, where the vast majority of contemporary Jews live, what is noteworthy is that nearly half of community day schools are *not* located in those cities. In other words, community day schools serve smaller Jewish communities to a much greater degree than their demographic representation in the overall Jewish population.

REGION

RAVSAK network schools exist across the globe. Three of our respondent schools are located outside of North America, in Australia, England and South Africa. The highest concentration of schools is located within North America: 13 in Canada, and the remainder in the United States.

Within the United States, 30 schools are located across the Northeast. The regions of the country with the next highest concentration of community day schools are the West with 24, the South with 17, the Midwest with 14, and the Mid-Atlantic region with 11.

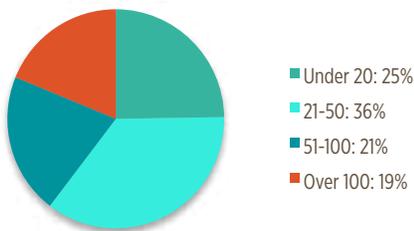
Operating Budget



Budget Compared with Enrollment

Annual Budget	School Enrollment	Total
Under \$500,000	Under 100	9
	101-150	2
\$501,000-\$1M	Under 100	13
	101-150	2
	151-250	7
\$1.1M-\$3M	Under 100	15
	101-150	10
	151-250	7
	251-400	1
\$3.1M-\$5M	101-150	2
	151-250	8
	251-400	1
	401-600	6
\$5.1M-\$10M	151-250	5
	251-400	9
	401-600	6
	Over 600	5
Over \$10M	151-250	1
	251-400	3
	401-600	6
	Over 600	10

Staffing



ANNUAL OPERATING BUDGETS

Jewish community day schools have annual operating budgets of widely varying sizes. At the extremes, 9% have annual budgets of \$500,000 or less, while 18% of schools have an annual budget over \$10 million dollars.

The largest percentage of schools, 29%, had budgets between \$1.1 million dollars and \$3 million dollars. The next largest concentration, 22% of schools, reported budgets between \$5.1 million and \$10 million dollars, and 10% had a budget between \$3.1 million and \$5 million dollars.

Of note is the fact that school size and school budget trends align imperfectly. For example, of schools with enrollments under 100, 9 schools have a budget of under \$500,000, while for 15 their budget is \$1.1-\$3.0 million. Schools with 151-250 students have budgets ranging from \$1.1-\$3.0 million to over \$10 million. The larger schools as expected are grouped in the higher budget categories, but those too allow for a wide range: schools of 401-600 are split evenly between \$5.1-\$10 million and over \$10 million; schools with over 600 split 1/3 and 2/3 between those categories. This range is quite understandable given the nature of day schools as independent organizations that do their own fundraising and budgeting and reflect the financial resources of their backers and the local community.

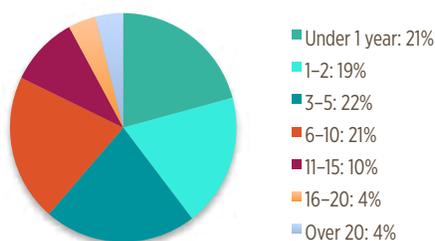
SCHOOL STAFF NUMBERS

Just as schools have varying enrollment and budget sizes, they vary in the number of faculty and staff who work at their schools. 36% of schools have 21-50 employees, and 21% of schools have a faculty or staff size between 51-100 individuals. In the extremes, 19% of schools have over 100 employees, while 25% of schools have a faculty and staff of 20 or fewer.

MEET THE HEADS OF SCHOOL

RAVSAK conducted research to learn more about who holds the top leadership positions in its network of Jewish community day schools. Respondents were asked to give answers describing their prior experience, background and length of tenure in current positions. This information offers portraits of the types of individuals who lead a Jewish community day school.

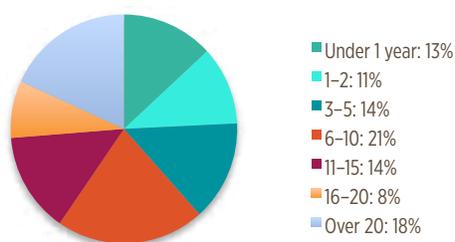
Years Spent in Current Position



Small School Heads—Years at Current Position

	Under 100	101-150
Under 1 year	8	3
1-2 years	11	4
3-5 years	9	3
6-10 years	5	3
11-15 years	1	0
Over 20 years	1	0

Total Years Spent as a Head of School



TIME SPENT IN CURRENT HEADSHIP

Many of our heads are novice or relatively new to their school. 39% of heads of school have been in their positions for 2 years or less, 20% for less than 1 year. These data suggest both high rates of turnover and a pattern of short tenures for many schools and heads. A sizable number (43%) of our heads of school have been in their current position between 3 and 10 years. Despite the high rate of turnover, some successful heads manage to stay in their role for the long haul. 18% of the heads of school have held their current position for 11 years or more, with 13% having served 11 to 20 years and 5% having served 20 years or longer. These heads present a counter narrative to their newer and less grounded peers.

The challenge of longevity in headship is particularly acute at small schools. 80% of heads at our smallest schools, with 100 or fewer students, have been at their job for 5 years or less—a staggering and heartwrenching statistic that testifies to the many challenges that these schools and their heads face. Small schools, with their remarkably dedicated stakeholders, are critical anchors for Jewish life and learning in communities far and wide. They require longer, more consistent leadership for them to thrive.

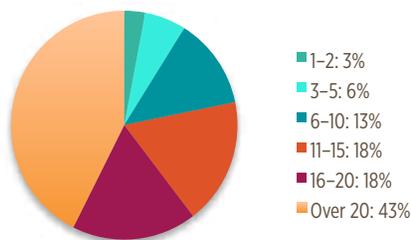
TOTAL EXPERIENCE AS A HEAD OF SCHOOL

This chart presents a very different picture of the field. Although many school heads are new to their role at a particular school, a considerable number come to the role after extensive experience in headship in other schools, whether public, secular independent or another Jewish day school. For example, in their current position, 40% of heads have been there 0-2 years and only 8% have 16 or more years; by contrast, in total years of headship experience, more day school heads are found at the high end (24% with 0-2 years versus 26% with 16 or more years). Clearly, many day school boards look to headship experience as a primary qualification for the post.

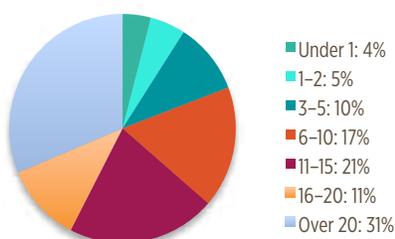
PROFESSIONAL EXPERIENCE

The majority of the current heads of school have spent significant time in educational leadership or as Jewish day school professionals. The survey asked respondents two questions: how many years' experience they had working in educational leadership in any setting, and how many they had working in Jewish day schools. Over 80% of all current heads of school have held a previous position in educational leadership, including day school leadership. 43% of heads of school have spent over 20 years in educational leadership positions, and 31% have spent over 20 years as a Jewish day school professional. 36% of the heads of school have spent between 11 and 20 years in educational leadership, and 32% have spent between 11 and 20 years as a Jewish day school professional. The data suggest that the majority of day school heads have worked their way up the ladder of educational professional opportunities over many years.

Years in Educational Leadership



Years as a Day School Professional



Educational Degrees

Teaching credential/certificate	43
BA in education	29
BA in Jewish studies	15
BA/BS—other	55
MA in education	59
MA in Jewish studies	20
MSW	1
MBA	4
MA/MS—other	16
Doctorate in education	14
Doctorate in Jewish studies	1
Doctorate—other	6
Rabbinical ordination	14

Grades Served, by Gender

Grades	M	F
K	0	1
K-6	2	3
K1-6	3	1
K-8	9	14
K-12	8	6
1-6	3	13
1-8	12	18
1-12	3	2
7-12	3	2
9-12	8	1

As may be expected, the number of heads of school with limited prior headship experience is lower. 27% of respondents have spent 3-10 years as a Jewish day school professional, and 19% have spent 3-10 years in educational leadership. Only 3% of the heads of school reported 2 years or less experience in educational leadership, and 9% reported 2 years or less experience as a Jewish day school professional. (This number primarily reflects the many day school heads with prior leadership experience in public or non-Jewish independent schools.) Strikingly, very few people from outside the educational world are chosen to lead day schools.

EDUCATIONAL EXPERIENCE

Of the heads of schools, close to 90% have advanced degrees. 53% have earned a master's in education, indicating, not surprisingly, that a majority of school heads have consciously prepared for a career in education. 18% have a master's in Jewish studies. 19% have a doctorate in education or another field, 13% have rabbinic ordination and many reported another degree or certification, ranging from Juris Doctorate (four) to school administration and even theater. There is no obvious correlation between the highest degree attained and income: rabbis and PhDs are represented across the salary spectrum regardless of school size and location.

In addition to listing undergraduate studies and graduate studies, RAVSAK also asked the heads of school to note whether they had attended Jewish day schools or ever lived in Israel. 41% had lived in Israel at some point in their lives, a number vastly beyond the average among North American Jews. This number may reflect the impact that living in Israel has for people to devote their careers to the Jewish community, or perhaps the importance that day schools attach to such experience as aligned with their Jewish mission. 38% of the heads of school had attended a Jewish day school, ranging from one to 12 years complete schooling.

GENDER

46% of the heads of school surveyed are men, and 54% are women. This breakdown reflects a trend of an increased number of men entering positions of day school headship.¹

52% of the female heads of school lead institutions serving grades kindergarten through 8, and 30% of the women heads of school serve schools up to the 6th grade. This means that 82% of the women heads of school work in schools without high schools. As can be seen in the chart, the most striking imbalance is found in high schools: of 9 RAVSAK schools that serve only high school students, just one is headed by a woman.

¹ Of the heads of the 87 RAVSAK member schools in 2004-05, 39% were men and 61% women.

Of male heads, 43% work in schools that include the upper grades: 22% serve K-12 schools, 5% 7-12 and 16% serve high schools. 41% of the men lead schools that go up to 8th grade and 16% serve schools up to 6th grade.

More women lead lower schools or lower and middle schools while more men lead upper schools or schools serving all grades. This suggests a hiring preference for men to lead the upper grades and women to lead lower grades, which may reflect perceived notions about who can most effectively work with different age groups.

Looking at the relationship between the head's gender and school size, the most notable imbalance lies with the smallest schools. Of the 37 schools with 100 or fewer students, 28 are headed by women—46% of all women heads. Only 9 such schools are headed by men, 18% of all male heads. For the balance of the schools, while more heads are men than women—42 as compared to 33—the trends are not obvious, as nearly the same number of men and women lead schools in the largest category, over 600 students.

Headship by Gender and School Size

School Size	Male	Female
Under 100	9	28
101-150	6	8
151-250	14	7
251-400	6	7
401-600	8	4
Over 600	8	7

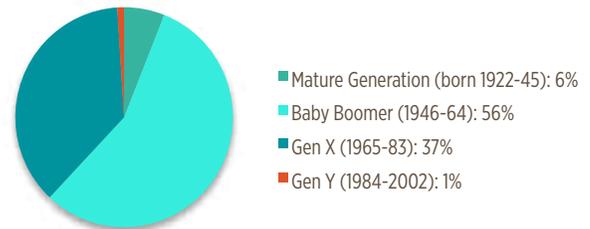
GENERATION

The largest concentration of heads of school by generation, 56%, is in the Baby Boomer Generation, born between 1946 and 1964. The next highest concentration of heads of school are in Generation X, born between 1965 and 1983, with 37%. The Mature Generation (born 1922-1945) is down to 7%, while Generation Y (1984-2002) has just started to break through.

When we focus on age alone, we see that 62% of the heads are 50 or older while 38% of the heads of school are under the age of 50. This likely reflects an expectation that a head of school be an experienced professional.

At the same time, the age differential also reflects an impending change in leadership. With a significant percentage of heads of school in the Baby Boomer Generation, many with retirement on the horizon, there will likely be opportunities for others to come forward and lead in the near future. As a network, RAVSAK can be a point of reference for identifying new leaders and helping many of the schools transition to new heads of school.

Generation



COMPENSATION

Compensation for heads of school includes both salary and benefits. Benefits may range from professional memberships to health insurance to tuition remission and more. The data revealed that benefits received varied widely, as did salaries. RAVSAK believes that this information can help schools in attracting and retaining the very best candidates.

SALARY

The overall average annual salary for a head of school is \$161,000. As might be expected, the larger the school enrollment, the larger the average salary. Schools with over 600 students have an average salary of \$251,000 for their heads of school. The average for 401-600 students is surprisingly close, at \$244,000. With an enrollment between 251 and 400 students, average salary is \$209,000. The average goes down to \$179,000 in schools with enrollments of 151 to 250 and drops to \$98,000 for fewer than 150 students. For schools with 150 or fewer students in or near major cities, the average salary is \$121,000, with a correspondingly lower salary of \$92,000, in and around smaller cities.

Head of school salary and school enrollment likewise track school budget size. Schools with a budget of over \$10 million have an average head of school salary of \$278,000. The average salary for schools with a budget between \$5.1 and 10 million is \$203,000. Heads at schools between \$3.1 and 5 million earn on average \$153,000. For schools with budgets of \$1.1-3 million, the average head of school salary is \$130,000. The number decreases to \$74,000 for schools with budgets of \$501,000 to \$1 million, and further down to \$55,000 for the smallest school budgets of under \$500,000.

Salary and School Size

Salary	Enrollment Under 100	101-150	151-250	251-400	401-600	Over 600
Under \$50,000	3	1	0	0	0	0
\$50,001-\$100,000	18	3	1	0	0	0
\$100,001-\$200,000	13	10	13	6	2	3
\$200,001-\$300,000	1	0	6	5	7	5
Over \$300,000	0	0	1	2	3	4

Salary and Budget Size

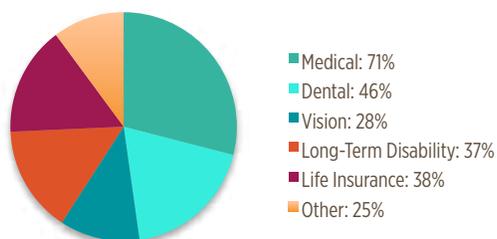
Salary	Operating Budget Under \$500K	\$501K-\$1M	\$1.1M-\$3M	\$3.1M-\$5M	\$5.1M-\$10M	Over \$10M
Under \$50,000	3	1	0	0	0	0
\$50,001-\$100,000	3	12	6	1	0	0
\$100,001-\$200,000	2	1	24	8	12	0
\$200,001-\$300,000	0	0	2	2	10	10
Over \$300,000	0	0	0	0	2	8

Salary and Gender

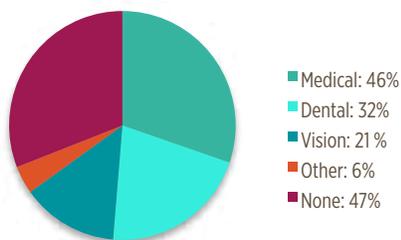
Salary	Men	Women
Under \$50,000	0	4
\$50,001-\$100,000	7	15
\$100,001-\$200,000	19	28
\$200,001-\$300,000	15	9
Over \$300,000	8	2

Insurance Benefits

Self



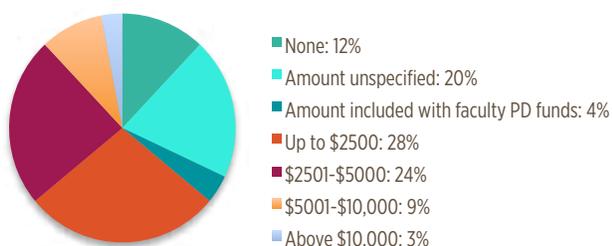
Family



Tuition Abatement

Full	31
76-99%	4
51-75%	3
26-50%	15
11-25%	2
Up to 10%	2

Professional Development Funds



SALARY BY GENDER

Our research makes clear a lingering fieldwide disparity in income based on gender. Among men, 47% of respondents make over \$200,000, and 16% make over \$300,000. Among women heads, the comparable figures are 20% over \$200,000 and 3% over \$300,000. The disparity at the very top is especially noteworthy given the fact that women and men are equally represented at the largest schools (over 600). At the lower end, 14% of male heads compared to 32% of female heads earn \$100,000 or less, and all of the heads earning \$50,000 or less are women.

INDIVIDUAL INSURANCE BENEFITS

Within the RAVSAK network of schools, heads are offered different types of insurance. It is interesting to note what percentage of schools offer which benefits: 71% of respondents received medical insurance, 46% received dental insurance, and 28% received insurance for vision coverage. 37% received long-term disability insurance, and 38% received life insurance. 25% of heads of school received some other type of insurance, whether short-term disability or AFLAC or something else.

While our heads of school overwhelmingly receive medical insurance and a majority receive dental insurance, other benefits are less standardized.

FAMILY INSURANCE BENEFITS

53% of the heads report receiving some insurance benefits for their family paid in full or in part by the respective school. 46% of heads of school receive medical insurance for their families, 32% receive dental benefits, and 21% of families receive vision coverage. 47% of heads of school report that they receive no family insurance benefits from their school of employment. When separated by gender, 65% of the men receive family benefits as compared to 43% of women.

RETIREMENT BENEFITS

RAVSAK asked respondents to indicate whether or not they received a 401K or 403B policy from their school. 59% of heads of school receive retirement plans in the form of a 401K or 403B. Divided by gender, 69% of the men who are heads of school received a 401K or 403B, while 52% of women received such a benefit. It may be that women do not negotiate or ask for this benefit as frequently as men do. Alternatively, this may reflect that women are more often heads of smaller, less affluent schools. Respondents indicated a wide range of school contributions to employee benefits, whether in the form of contributions or matches, from 0% to over 8%, with the largest group falling in the 3-5% range.

TUITION REIMBURSEMENT

RAVSAK asked whether heads of school receive tuition reimbursement for their children or grandchildren at their own schools or other schools. 51% of heads receive this benefit at the school in which they work. Keeping in mind the age range of most heads, this could indicate that the heads of school do not have children or grandchildren who are school age, or do not have grandchildren living in the area.

A small percentage of schools (9%) offer tuition reimbursement for children and/or grandchildren at other schools or colleges.

Of those heads of school who receive tuition abatement, 31 receive full tuition paid for as part of their compensation package. 15 receive tuition reimbursement in an amount between 26% and 50%, the majority receiving 50%. Accordingly, heads of school who receive tuition abatement generally receive either full tuition or half tuition. The other percentage abatements were much less frequent.

PAID VACATION

RAVSAK asked heads of school to report the amount of paid vacation, excluding Jewish holidays and government sanctioned holidays, that was offered as part of their compensation package. The majority, 49%, reported receiving 4 weeks of paid vacation. Among the rest, 19% reported receiving more than 4 weeks, 13% receive 3 weeks, and 14% receive 2 weeks vacation. 3% receive only 1 week of paid vacation beyond secular and religious holidays.

PAID FAMILY LEAVE

42% of heads receive some sort of paid family leave. The terms of this benefit differ considerably. 8 heads reported receiving 6 weeks of paid leave, and 5 reported 2 weeks. Among the rest, in most cases the exact terms were left intentionally vague, to be handled on an ad hoc basis. Some heads outside the US said their benefits were mandated by law. These data speak only to paid family leave and should not be understood as a reflection of compliance with the Family Medical Leave Act.

ANNUAL BONUSES

Heads of school were asked if they received a bonus. While RAVSAK did not collect criteria on what merited bonuses, the survey indicated that 13% of heads of school receive a bonus. Of those, 80% were men. The amount of these bonuses and the criteria used to assess attainment are beyond the scope of this study.

PROFESSIONAL DEVELOPMENT

Another important benefit to heads of school is the availability of professional development funds. These funds can generally be used for conferences, materials, courses, consultants and books. Given rapid changes in the field of education, there is recognition by the overwhelming majority of schools that heads of school need continuing professional development.

88% of heads of school receive some professional development funds. Many heads of school have an unspecified amount or a variable amount.

Other heads of school report receiving a specific amount ranging from \$500 per year to \$30,000, with the vast majority receiving \$5,000 or less

per year. One head negotiated the board's support for a doctorate in educational leadership. A number of heads indicated that funds to attend the RAVSAK conference constituted their PD budget in toto.

RAVSAK also asked heads of school to identify whether or not they received coaches or mentors as part of their professional development package. While the majority do not receive this benefit, a substantial number, 39%, do have coaches or mentors paid for by the school. When sorting the data by gender, the data reveal that 51% of men have coaches compared to 31% of women. One wonders at the source of this disparity.

RAVSAK also sought to understand at what stage in their career heads of school were most likely to have coaches. Not surprisingly, this benefit was seldom offered to heads with 16 or more years of experience. However, there is no norm or direct correlation to years of service as a head of school and the likelihood of receiving a coach: 12% of heads of school in their first 2 years, 8% serving between 3 and 5 years, 13% between 6-10 years, and 5% between 11 and 15 years received coaches. One might have expected to see a higher percentage in the earlier years of headship, tapering off more gradually. Certainly, coaching is one of the keys for enabling the field to retain a higher percentage of novice heads for longer tenure, and we hope to see the percentage of heads in their first two years who receive a coach rise to much higher levels.

OTHER BENEFITS

There is an array of other benefits heads of school receive. Some of these benefits do not cost the school as much as others but can go a long way in adding to a head of school's compensation package by helping integrate the head of school into a larger community.

11% of heads of school receive a school-funded or complimentary synagogue membership. 23% receive a school-funded or complimentary JCC membership. The JCC benefit is more common in the South than the Northeast region of the United States (41% as compared to 24%). 47% of schools fund a professional membership for a head of school, a surprising finding of this study.

Respondents were also asked whether or not they received paid sabbaticals. 11% of the participating heads indicated that they do receive a paid sabbatical. Eligibility ranges from 3 to 10 years of headship, with an average of 7 years of service. The length of the sabbatical varied from 1 month to 1 year and averaged 3 months.

RAVSAK also sought data on discretionary funds; 38% of heads of school reported receiving such a fund. RAVSAK did not collect data on the amount of the fund, nor on spending parameters.

80% of heads of school receive some personal technology in the form of a desktop, laptop, tablet or other benefit. Of these, the laptop is the most common at 54%. 49% reported their monthly cellphone bill paid in full or in part by the school.

SELF REPORT ON STRENGTHS, SUPPORT AND AREAS OF GROWTH

Heads of school were asked to identify what they considered to be their greatest areas of strength and areas in need of support or growth. They were presented with 24 areas and asked to select their 3 greatest strengths and 3 greatest needs of support.

We acknowledge that these data were self-reported and do not reflect what other stakeholders might think a leader's greatest strengths or improvement areas should be. These data were critical in understanding how RAVSAK, school boards and other educational institutions can best support our heads of school in order to maintain top quality leadership in the most influential positions of our Jewish community day schools. The results reveal some fieldwide commonalities that might inform programming offered by Jewish educational agencies.

STRENGTHS

By and large, heads of school, no matter how long they have served, identify their greatest strengths in their interpersonal skills rather than operational or technical skills.

The three greatest self-identified strengths cited are Vision, Communication/People Skills and Team Building/Collaboration, with Vision by far the most selected category (43%). Jewish day schools are driven by their mission and vision: they require inspirational leadership to recruit students, meet development goals, accomplish educational benchmarks, create a strong sense of community, build identity, and more.

These strengths are consistent across experience with only minor divergences. For heads of school in their position for less than 10 years, another category that was frequently selected is Creativity and Innovation.

For heads of school serving over 20 years, Supervision and Evaluation are listed as a greatest strength. After so many years of service, heads of school believe they have remained in their positions not only because of their ability to articulate vision and innovate educational programming, but also because of their skills in supervising and evaluating faculty and staff.

Self-Identified Strengths

Vision	47
Communication/people skills	35
Team building/collaboration	33
Creativity/innovation	30
Judaic leadership	16
Public speaking	16
Community building/relations	15
Facilitating change	14
Strategic/long term planning	12
Commitment to professional/personal development	12
Empathy	12
Content knowledge	10
Supervision/evaluation	10
Board relations and development	9
Fundraising	9
Budget/finance	8
Hiring	8
Mentoring/coaching	7
21st century learning	6
Organization/time management	6
Resilience	6
Programming	3
Marketing	2
Legal HR	1

Self-Identified Professional Growth Needs

Fundraising	39
Budget/finance	37
Strategic/long term planning	32
Legal HR	30
Marketing	30
Board relations and development	21
21st century learning	20
Supervision/evaluation	18
Judaic leadership	18
Organization/time management	11
Facilitating change	10
Commitment to professional/personal development	9
Community building/relations	8
Mentoring/coaching	7
Public speaking	6
Developing Resilience	6
Creativity/innovation	5
Programming	5
Team building/collaboration	4
Hiring	4
Vision	3
Content knowledge	3
Communication/people skills	1

Factors Informing a Head's Alignment with a School

Strong belief in school's mission	86
Commitment to Jewish values	47
School culture	41
Strong academic program	32
Strong administrative team/support	30
Respect for work/life balance	18
Strong board leadership	17
Strong connections with the Jewish community	15
Job description	11
Size of school	9
Location of school	7
Commitment to Israel	7
Salary	3
Strong culture of fundraising	2
Benefits	1
Facilities	1

GREATEST NEEDS FOR SUPPORT

In general, heads of school seek the most support for operational or management skills and often selected Budget/Finance, Fundraising, Strategic/Long Range Planning, Legal and Marketing as areas for growth. 21st Century Learning and Board Relations/Development are two other top areas identified as needing support.

Heads of school may come to the field as educators first, and as noted earlier, often have many years of experience as leaders or professionals in Jewish day schools. Accordingly, educators who want to be heads of school must develop business acumen and skills, either through prior experience or on-the-job training.

We also looked at the correlation between length of service and self-identified needs. For heads of school in their position for less than 10 years, Budget/Finance, Fundraising and Strategic Planning are listed as the 3 greatest needs of support. Interestingly, heads who have served in their position from 10 to 20 years list 21st Century Learning as their greatest need, followed by Legal/Human Resources. Heads with 20 or more years of service list Marketing as their main need.

FACTORS INFORMING PROFESSIONAL GROWTH OR DEVELOPMENT

Jewish community day school leaders were asked to identify 3 major factors that inform or influence their professional comfort—in other words, the factors most important to them relation to their schools. Participants in the survey were asked to select from 16 categories. 79% indicated a strong belief in the school's mission was the matter of greatest importance to them. The next factors most often selected were commitment to Jewish values and school culture.

This final chart provides schools with a strong read on the motivations of day school heads. Heads are people who are strongly mission-driven, and motivated by a desire to impart Jewish values. These elements of vision, of a school's core purposes, vastly outweigh pragmatic factors related to the school (board leadership, size, fundraising) or to themselves (work/life balance, location, salary). Day school boards can take these expressed factors into account in their efforts to recruit, support and retain talented and successful day school heads.

IMPLICATIONS AND RECOMMENDATIONS

EMERGING LEADERSHIP

Reflecting national trends in independent school education, as reported by the National Association for Independent Schools (“The State of Headship”), there is concern that the Jewish community day school field could face a similar leadership crisis in the coming decades with so many pending retirements. Day school headship continues to be a profession of mature leaders.

Many day schools can expect to have their heads retire over the next decade. A pressing recommendation is that Jewish community day schools create opportunities for emerging leaders to develop the skills and experiences requisite to headship. Jewish day schools should take advantage of the passion, intelligence and desire to become Jewish leaders found among young people already working in the field and provide them with support and training. Initiatives to consider might include ways to expose young Jewish day school leaders (principals, teacher leaders) to key activities of the leadership portfolio, such as bringing them to donor asks, and inviting them to be part of board meetings. Cultivating leadership potential serves to strengthen schools now and prepare the groundwork for future leadership success.

SMALL SCHOOLS

Historically, small schools (150 or fewer students) have difficulty attracting and retaining heads of school. These schools offer lower salaries and limited benefits, in addition to having smaller administrative teams to assist the head of school.

In order to bring in candidates, small schools might make their headships more attractive by leveraging community resources and offering, for example, JCC and/or synagogue memberships for their heads. When increasing salary is not possible, schools can be creative by partnering with local communities to make a school more attractive to a candidate.

Heads of school feel most supported and able to develop professionally when they believe in the mission of the school, enjoy the school culture and feel aligned with the school’s commitment to Jewish values. Small schools, like all schools, would do well to promote their missions, culture and values when bringing in candidates and then continuing to ensure that the environment is maintained in order to help the heads of school thrive.

COMPENSATION

While salary is not listed as a major factor for nonprofit leaders in terms of their professional choices or development, many Jewish day schools offer generous compensation, with larger schools able to offer substantially greater packages. It is apparent among those schools that executive compensation is used to attract talent to leadership.

In order to recruit and retain top talent, highly competitive compensation, including both salary and benefits, must be offered. On the whole, heads of Jewish community day schools are adequately compensated, within a wide range reflective of the diversity of school size, location and budget.

GENDER DISPARITY

From a review of the data, women heads of school tend to earn lower salaries with fewer benefits than those heads of school who are men, not unlike other non- and for-profit institutions. While a variety of factors need to be taken to account, not all of the disparity can be explained by variations of school size, location and budget.

RAVSAK suggests that there is a moral imperative for search committees to offer the same salary and benefits, regardless of gender, to incoming heads.

TRAINING AND COACHING

In order to ensure that novice and early career heads of school have longer tenures, ongoing training and support are necessary. The areas of operational skills are especially important to develop. Our research indicates that heads of school overwhelmingly need support in fundraising, finance, Judaic leadership and marketing. Additional areas for support include recruitment, enrollment and board relations.

Our survey demonstrates that at every stage of a head of school's career, the head of school continues to benefit tremendously from ongoing professional development that aligns with their particular learning needs and wants. Within the independent school world, there has been increased attention to individualized learning opportunities for heads through coaching and mentoring. RAVSAK has launched two new programs to help with coaching and mentoring and, based on this research, will continue to consider head support as a top priority for the day school field.

Training and coaching is all the more important in light of the short average tenure of headship. While this study did not seek to understand tenure and its informing factors, there is no doubt that far too many heads of school are in their positions for far too little time. Many years, we see as many as a quarter to a third of RAVSAK schools announcing new heads. Aside from issues of compensation and professional development, school boards would do well to examine their own weaknesses in their treatment of heads. In so doing, problems such as goal attainment and performance in many areas can be attended to and be seen as opportunities for growth before schools or heads find themselves in crisis situations.

RAVSAK AS NETWORK

As the hub agency for Jewish day schools committed to serving students and families from across the spectrum of Jewish life, RAVSAK understands the vital importance of collecting and disseminating data. In partnership with our schools, other field-building organizations and visionary philanthropic partners, RAVSAK will continue to not only do the necessary research, but also provide the support Jewish schools need to thrive.

RAVSAK will continue to put forth programming to meet the ongoing professional development needs of heads of school. The particular areas RAVSAK seeks to support are coaching, peer-to-peer mentoring and Judaic leadership/learning. RAVSAK intends to find ways to help heads in developing the understanding and skills necessary to succeed in managing the school's operational needs, building their technical and financial acumen, and improving relations between heads and boards.

RAVSAK will continue to seek information from the field as it did through the head of school compensation profiles. Moreover, it will look for specific advice on other ways to ensure success in headship. By communicating these continued findings, RAVSAK will continue to support the field and help improve day schools worldwide.

CONCLUSION

RAVSAK undertook a study of headship and executive compensation in response to the questions and needs of its member schools. In a survey of 62 questions, 113 heads of school were asked to describe their schools, their educational background and leadership experience, their total compensation package, professional strengths, and areas in need of support.

This report is intended to assist not only heads of school, but also school boards, Jewish communal organizations and supporters of Jewish community day schools. Most saliently, the data related to compensation is meant to serve as a guide for those who negotiate contracts for heads of school. Beyond the financial details of salary and benefits, the information in the survey may be instructive on how schools create and instill value in headship positions.

Alignment of school mission with a leader's own values is critical for the success of a head of school. Individuals who feel supported professionally in specified areas will be better heads of school and will in turn have a greater positive impact on their schools. In areas that are identified as in need of greater support, we suggest that schools work with current and emerging leaders to hone certain operational skills to improve the quality and effectiveness of headship.

In addition to receiving this report, each RAVSAK member school was provided with customized data comparing their own school profile to the entire field of respondents. RAVSAK will continue to be available to support heads of school and school boards in areas of compensation, coaching and professional development programs. For those Jewish communal institutions, federations, foundations and individuals with interest, we invite your partnership to ensure that we maintain our support of heads of school with continued research, mentorship and programming.

ACKNOWLEDGEMENTS

First and foremost, RAVSAK would like to thank all of our heads of school and member schools who provided the data necessary to produce this report. We could not disseminate this important information without our members' invested interest and willingness to respond to our inquiry.

We extend gratitude to everyone who worked on designing the survey, compiling information and producing this report. The lead researcher, Betty Winn, herself a retired and highly successful day school head, crafted a survey that would be of maximal interest and utility. She worked closely with Patrick Zagdanski, who ensured that the vehicle found its appropriate technology form for effective data processing and analysis. Special acknowledgment goes to Anna Serviansky for taking the many strands of the survey and weaving them into the current shape of the report. Jeremy Willinger and Dr. Barbara Davis helped by drafting early versions. Dr. Elliott Rabin contributed to the writing, revision, and editing. And thanks to the entire RAVSAK professional team and Board of Directors for working towards the betterment of our network and helping this report reach our constituents.

RAVSAK

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RAVSAK strengthens and sustains the Jewish life, leadership and learning of community day schools, ensuring a vibrant Jewish future.

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