



PROPOSAL FOR:

Classification and Compensation Study

PRESENTED TO: St. Charles Parish Public Schools

November 10, 2016 at 12 p.m.

MOVING EDUCATION FORWARD



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SUBMITTAL LETTER

Battelle for Kids (BFK) is pleased to submit this proposal due November 10, 2016 to partner with St. Charles Parish Public Schools (SCPPS) for Conducting a Salary Study.

Please contact Emily Douglas edouglas@bfk.org with any questions regarding this proposal. Emily is Director of Human Capital at BFK, located at 1160 Dublin Road, Suite 500, Columbus, OH 43215. Her phone number is (614)488-5437 x248.

This proposal shall be valid until completion of the proposal as described in Timelines of Events and the staff proposed is available immediately to work on this project.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Paul Cynkar', with a stylized flourish at the end.

Paul Cynkar, M.Ed.

Chief Operating Officer | **Battelle for Kids** | **Phone** (614) 488-KIDS (5437) x244 | **Fax** (614) 481-8997

COSTS

Following are cost estimates for the services and solutions to support this work. The proposed budget reflects all services and deliverables described within this proposal, which can be revised should SCPPS decide not to move forward with specific deliverables. Estimates are subject to change should the scope be modified. More information is available upon request.

SALARY STUDY		
Classification Study		
	Subtotal: \$	15,000
Compensation Study		
	Subtotal: \$	74,000
Overall Cost for Project:		\$ 89,000

QUALIFICATIONS

Battelle for Kids is a national, not-for-profit organization dedicated to moving education forward for students by supporting the educators who work with them every day. We provide innovative services, solutions, and products that empower teachers, develop leaders, and improve school systems to advance student-centered learning and ensure the growth and success of all.

We believe in the power of education. We know that by helping educators to become their best, we have the opportunity to change lives. Whether you're talking to a former teacher creating one of our professional learning resources, a software developer on our technology team, a business professional developing processes that make implementation more efficient, or a communications expert working with a school district to launch a new initiative, everything we do is guided by this core belief.

We're an organization focused on developing innovative strategies for sustainable impact in schools. We do this by collaborating with school systems as our partners to solve problems, developing and piloting big ideas that will offer new opportunities for students, and delivering tools and resources to support educators every step of the way. Over the last 15 years, we've been innovating and helping educators nationally and internationally leverage these powerful strategies and solutions to ensure a pathway to success for every child.

Empowering Teachers

The heart and soul of education comes down to the interaction between a teacher and a class of students. It's that simple—and that complex. We provide professional learning and resources in areas that help teachers tap their unique potential and move education forward, such as:

- Learning standards
- Instruction
- Assessment
- Data literacy
- Teacher development



Developing Leaders

The role of a school leader has never been more important, or more challenging. We help leaders develop the skills to lead in the complex environment of education today in areas, such as:

- Culture
- Instructional support
- Data coaching
- Maximizing talent



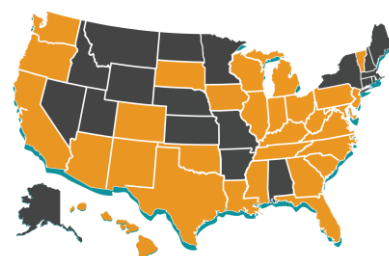
Improving School Systems

Partner. While that term can be over-used, it is a true reflection of the way we work with school systems. We roll up our sleeves to help state departments of education and school districts strategically plan and implement large-scale initiatives to create thriving learning environments—providing counsel and implementation support for:

- Strategic planning
- Success measures
- Human capital systems
- Communication



Battelle for Kids is headquartered in Columbus, Ohio, but you can find us across the country—attending and hosting events, presenting, and working side-by-side with fellow educators around our common goal: pathways to success for every student. Our work has impacted more than 6 million students and more than 400,000 educators. Today, we are proud to collaborate with state departments of education, urban, suburban and rural school districts, and other education-focused organizations in more than 30



Battelle for Kids' staff members, consultants, and faculty have a wealth of experience serving as teachers, principals, superintendents, in other education leadership roles, as well as in business, project management, technology, and communications.

TEAM LEADS

The following individuals will serve as team leads in providing strategic counsel and implementation support for this engagement. Their bios follow in the subsequent pages of this proposal.

- Strategic Direction and Engagement Manager: Tony Bagshaw
- Human Capital Lead: Emily Douglas
- Marketing and Communications Lead: Julianne Nichols

The expertise of others will be called upon to implement this work as well.

Tony Bagshaw, Managing Director of Human Capital (Insert Role)

Tony leads a team committed to helping school systems adopt cohesive human capital management systems that prepare them to attract, select, develop, and retain talent, while fostering a culture of continuous improvement and support. Tony has served in many leadership roles across Battelle for Kids. A common thread across these roles is his ability to provide strategic counsel around leadership, developing talent, and change management at the state and local levels.

Most recently under his leadership, BFK has been collaborating with the American Association of School Personnel Administrators (AASPA) to build a highly recognized and highly regarded national certification program and standards geared toward individuals who practice and lead people-related work in PK–12 education. He also has led Battelle for Kids' work partnering with educators in Tennessee for several years. Battelle for Kids was Tennessee's largest implementation partner in support of its Race to the Top initiative and currently provides state-wide access to online courses and resources through the BFK Tennessee portal (www.BFK.org/Tennessee).

He also formerly led several school improvement collaboratives focus on increasing student achievement based on value-added analysis, professional development, research and sharing best practices. These initiatives spanned approximately 100 districts in Ohio.

Tony joined Battelle for Kids in 2007 after serving 21 years as a teacher, coach, and administrator at the elementary, middle, and high school levels. He also worked as an assistant superintendent, where he was responsible for curriculum, human resources, data, and testing.

Professional Experience

Battelle for Kids, 2007–Present

- **Managing Director, Strategic Engagement** (2015–Present)
- **Managing Director, Human Capital** (2009–2015)
- **Senior Director, Knowledge Management** (2007–2009)

Wyoming City Schools, 2005–2007

Assistant Superintendent

- Managed all aspects of human resources.
- Designed, selected and implemented all materials and curricula for K–12.

- Pursued, disaggregated and interpreted all data for district as testing coordinator.
- Managed district participation in SOAR and T-CAP.
- Managed \$24M budget as Executive Finance Committee member.
- Oversaw Teacher Appraisal documentation and process.
- Monitored and interpreted negotiated agreement as Contract Negotiations team member.

Lakota Local Schools, 1997–2005

Elementary Principal (1999–2005)

- Managed district participation in SOAR.
- Participated in three rounds of contract negotiations.
- Designed and implemented all hiring systems including 1,200 participant job fair.
- Conceptualized, designed and implemented Lakota Marathon for Kids as key member of five levy campaigns.
- Managed overhaul of district technology including design and implementation of multiple data point system used to hire new Chief Information Officer.
- Moved status of Adena Elementary from *Continuous Improvement* to *Excellent*.

Junior High School Assistant Principal (1997–1999)

Lawrenceburg Community Schools, 1986–1997 **6–8 Grade Mathematics Teacher**

Education

- Indiana University Southeast, Master of Science, Secondary Mathematics
- Indiana University Southeast, Bachelor of Science, Secondary Mathematics

Emily Douglas, Director of Human Capital (Insert Role)

In her role as a Human Capital Director, Emily has served as a compensation advisor, educator, or design-facilitator for more than 60 districts across the country, as well as two state education agencies. She has also worked with districts on comprehensive human capital, change management, and organizational redesign efforts. Emily speaks frequently at state and national conferences on the topics of human capital, organizational development and strategy, evaluation, strategic compensation, performance management, change management, and hiring.

She also maintains the *K–12 Talent Manager* blog for *Education Week*, where she writes about effective strategies for recruiting, selection, developing, and recognizing educators to ensure the best learning experience for students. In 2013, she selected by Anthony Salcito, Vice President of Worldwide Education at Microsoft, as a “Hero in Education” and recognized by *Workforce* magazine as an “HR Game Changer.” This award honor the next generation of workplace leaders under forty who are making their mark in the field of Human Resources. In 2014, Emily was selected as a Phi Delta Kappa Emerging Leader in Education.

Prior to joining Battelle for Kids, Emily served as the director of human resources and senior consultant associate for a consulting firm and worked with clients, such as Honda R&D, Dale Carnegie, Mount Sinai Hospital in New York City, Bermuda Hospital Systems, and The City of Sandusky and Boys Village. Emily also is the founder and executive director of Grandma’s Gifts, a non-profit, all-volunteer organization that works to end poverty through education. Grandma’s Gifts supports Appalachian schools and families by providing goods, services and opportunities.

The organization has been featured on *The Oprah Winfrey Show* as well as in *Time*, *People*, and *National Geographic* magazines.

In 1998, Emily was the recipient of the President's Service Award, the highest award given to a U.S. citizen for public service. She also was named a *Columbus Business First* 2010 *Forty Under 40* honoree for her community involvement and professional development.

Professional Experience

Battelle for Kids, 2009–Present

Director

Project Specialist

Kurron Shares of America, 2007–2009

HR Director and Senior Consulting Associate

- Managed all HR activities including strategy formulation, compensation, rewards, payroll, negotiation and management of benefits, legal/compliance, recruitment, screening, hiring, onboarding, career development, time and attendance and creation of policies/procedures.
- Acted as a Senior Consultant on various projects, providing knowledge and expertise around the areas of change, talent and project management, as well as organizational development, human resources practices and process improvement.
- Responsible for locating and applying for RFP's listed within the Federal Business Opportunities Web site and consulting on any HR related projects in the United States and Bermuda.

Emerson Network Power Liebert Brand, 2006–2009

Lean Six Sigma Yellow and Green Belt Trainer

- Created activities for more than 140 Emerson Network Power employees on Lean and Six Sigma.
- Assisted the Emerson Network Power Master Black Belt in the training 650+ employees.

The Ohio State University Office of Minority Affairs, Special Program Unit, 2005–2008

Graduate Administrative Assistant in charge of American Indian Recruitment

- Created and updated the 'Resource Guide for American Indian Prospective Graduate and Professional Students.
- Communicated with Big Ten Institutions' American Indian Recruitment Officers and Tribal/Appalachian colleges concerning graduate recruiting events, scholarships, funding, student life and cultural events at The Ohio State University.

Independent Consultant, 2001–2007

- Worked with various clients non-profit, government, health care, and for profit clients in the industries of automotive, retail, power, and technology, assisting in strategy formulation, organizational development, performance management, process management, event organization, communications, continuous improvement, compensation evaluation, employee evaluation, pay for performance, as well as employee engagement and satisfaction survey and programs.

National Public Speaker, 1996–Present

- Act as a speaker on topics such as youth community service, volunteerism, Appalachia, education, literacy, leadership, optimism and work with Grandma's Gifts.

- Speaker to more than 1,500,000 school children and adults across the United States.

Certifications

- The Ohio State University, Fisher College of Business, Lean Certification
- The Ohio State University Fisher College of Business, Six Sigma Green Belt
- Emerson Network Power, Lean Six Sigma Black Belt (LSSBB)
- Human Resources Certification Institute, Senior Professional in Human Resources (SPHR)

Education

- The Ohio State University, Fisher College of Business, Master of Business Administration (MBA)
- The Ohio State University, Fisher College of Business, Master of Labor and Human Resources (MLHR)
- Miami University, Bachelor of Arts, Political Science

Julianne Nichols, Managing Director of Marketing and Communications (Insert Role)

With nearly 20 years of experience including more than 11 years in communications for education-focused organizations, Julianne is the Managing Director of the Marketing & Communications Team at Battelle for Kids. She leads a team of marketing and communications specialists and graphic designers who provide counsel and implementation support to roll out large-scale school improvement initiatives at the district, collaborative, and state levels, particularly in the areas of branding and messaging; teacher and leader engagement; and parent and community engagement.

She has helped support the development of communications efforts and resources for The Ohio Standard, a broad base of supporters dedicated to successful adoption and implementation of Ohio's New Learning Standards for English, math, science, and social studies. She also has provided marketing counsel to support the development and promotion of a variety of standards implementation teacher planning tools.

In 2012, she participated in Battelle for Kids' Global Education Study, which was designed to explore the drivers leading to student success in five of the highest-performing school systems across the world. Julianne participated in the Hong Kong team's trip, helped plan a Global Education Summit in the United States, and facilitated the development of a monograph, videos, and other resources for educators.

Julianne has provided counsel and implementation support to dozens of education organizations, including the Tennessee Department of Education (First to the Top statewide rollout); the Houston Independent School District, TX (ASPIRE educational-improvement and performance-management model branding and implementation); and the Lubbock Independent School District, TX (empowering educational excellence (e3) framework branding and implementation).

Under her leadership, Battelle for Kids has been honored to receive more than 60 national and statewide awards for marketing, communications, and graphic design on behalf of our organization and the educators we serve.

Professional Experience

Battelle for Kids, 2005–Present

Managing Director, Marketing and Communications (2015–present)

Senior Director, Marketing and Communications (2008–2015)

Marketing Director (2006–2008)

Communications Coordinator (2005–2006)

Griffin Communications, 2002–2005

Assistant Vice President of Client Services (2004–2005)

Senior Account Executive (2002–2004)

- **Client Service and Team Management:** Served as a team leader developing strategic marketing communications plans for corporate, health care, professional service and not-for-profit clients. Conducted research as a foundation for plan development. Facilitated strategic planning sessions and retreats with client executives, employees and advisory boards to present plan strategies and engage organizations in prioritizing goals and strategies, determining implementation timelines and defining measurement tools. Developed and implemented strategic plans including board engagement, internal communications, advertising, fund raising, Web site and collateral materials development, and public, community, and media relations to introduce and/or reinforce an organization's brand, messages and services.
Managed accounts, including: delegating tasks to team members, managing budgets, serving as daily client contact and proactively growing business with existing clients.
- **Internal Marketing and Business Development:** Managed internal marketing efforts, including: helping develop the agency's graphic standards manual, capabilities brochure, proposal template, case studies, testimonials and other business development tools. Developed and implemented a plan to promote the agency's 10th Anniversary year, including: a client appreciation event, new brand materials rollout and contributions to 10 not-for profit organizations in honor of the agency's 10 years of business. Supported new business development including writing proposals, participating in pitch meetings and showcasing the agency's expertise. Wrote award-winning nominations for senior staff and client initiatives. Secured media placements about agency news.
- **Recruiting, Training and Mentorship:** Managed recruiting efforts, including: screening and interviewing all candidates, conducting orientation and providing training for all new staff. Managed the Griffin Academy Internship Program including serving as the supervisor, managing assignments and offering mentorship for interns. Provided mentorship to the administrative assistant and junior-level staff, providing counsel and managing workloads. Conducted staff training regarding new procedures and policies for more effective account management, client service and internal operations. Assisted the transition of the agency's move to a new office space.

Squire, Sanders & Dempsey L.L.P., 2000–2002

Regional Marketing Coordinator, Columbus & Cincinnati Office

- Developed the Columbus and Cincinnati offices' strategic marketing plan to support client and product/service development for traditional and emerging practice groups. Identified the marketing tactics, collateral, budget and timeline to support these efforts.
- Served as a regional representative of the Firmwide Development/Marketing Team, supporting the expansion of the firm's infrastructure and global initiatives.
- Assisted partners in developing practice area business plans. Helped create client service teams charged with implementing plan objectives. Identified marketing tactics to support business development. Identified ways to integrate local efforts with firm wide initiatives. Managed a business development training program for senior associates. Provided

business development support, proposals, and award nomination development.

- Audited the office's community and industry involvement to identify leadership opportunities for partners and associates. Coordinated marketing activities, including client seminars and firm mailings.
- Improved the media relations and advertising program by redirecting the strategy to coincide with the marketing plan's objectives. Managed relationship with the public relations firm, including: providing direction regarding article positioning and placement. Increased media coverage and decreased budget expenses. Developed/implemented the office's advertising campaign, including overseeing design, developing relationships with advertising sales representatives and maintaining the budget.

Paul Werth Associates, 1998–2000

Account Executive (1999–2000)

Assistant Account Executive (1998–1999)

- Provided strategic counsel and implementation support related to branding/positioning, CEO rollouts, employee communications, event planning, media relations, product/service rollouts, and sports marketing.
- Provided marketing and communications counsel for industries including: accounting, architecture, asset management, computers/software, health care, human resources, industrial/manufacturing, Internet utilities, restaurant, retail, scientific research indexing, and university relations.
- Provided media relations support resulting in international, national, regional and local media placements in daily, weekly and monthly publications, television, and radio. Wrote nominations for clients resulting in award-winning recognition. Pitched story ideas to business and technology reporters from industry-specific, national daily, and Internet publications.

Education

- Master of Business Administration, Capital University School of Management
- Bachelor of Science, Journalism, *summa cum laude*, Ohio University

Professional Memberships and Affiliations

- Public Relations Society of America, National and Ohio chapters

METHODOLOGY

DEVELOPING AND IMPLEMENTING EFFECTIVE COMPENSATION SYSTEMS

Educational improvement must involve comprehensive, cohesive, and aligned systems to recruit, select, grow, and retain effective educators. Districts and schools that consistently find, develop, retain, and constantly improve their people will create better outcomes for students.

The Battelle for Kids (BFK) Human Capital Strategy (see image below) outlines our comprehensive approach for integrating and aligning Human Capital Systems to promote transformational change.

As part of this strategy, BFK provides evidence-based solutions to help districts create strategically aligned compensation systems, selection processes, evaluation tools, and performance-management programs.

For the purposes of this proposal and in the coming pages we will address how our competency in pay plan development informs how our partners navigate the **adaptive and technical challenges** of nuanced or newly-designed compensation models.

Adaptive challenges

amongst educators in terms of changes in compensation scales are overcome through BFK's blended professional learning environments anchored in promoting understanding of the "why" the District is on a path of change. We leverage transparent communications counsel and, if selected and aligned to the vision of SCPPS, could provide the District a full suite of branded communication templates and customized content to start engaging employees in the pay plan study and design process.

Technical challenges amongst systems are overcome by providing stakeholders the opportunity to anticipate problems before they arise and proactively find solutions to those anticipated problems before they produce unwanted results. This proactive approach addresses systems-thinking, process management, and process ownership of administering the logistics of the nuanced or newly-designed pay plan. We offer direct consulting and host technical



assistance software, such as BFK•Award®, that solves many of the technical challenges associated with nuanced or newly-designed pay models.

Partnering with visionary organizations in the past has made it clear from our perspective that in order for the District to remain competitive in the comprehensive educator labor market—or, put more eloquently, the community of adult learners who impact kids every day in a school setting—it must first understand the value of each tier of similar careers across the District. Understanding the value of current/incumbent practitioners' careers as well as anticipating the value of career opportunities available to them and external ideal candidates will inform the District's Human Capital System about how to brand itself in order to attract diverse educator talent.

BFK's approach to pay plan development will be explained further in this section, but the following seven factors drive all of our partner-engagements:

1. Inclusion of stakeholder feedback
2. Ensuring alignment to mission, vision and/or strategic plan
3. Open and honest communications across employee boundaries
4. System and process transparency
5. Internal equity (i.e., similar expectations of success for similar jobs)
6. External competitiveness
7. Sound costing/valuation processes that are replicable and sustainable post-experience

WORK STREAM 1: DISCOVERY AND CURRENT-STATE ANALYSIS

BFK proposes one (1) onsite visit of two (2) days in this work stream. The purpose of this two-day event is to listen to the District team talk about compensation practices in general and the compression issues present in the teacher scale, specifically. During this phase BFK and SCPPS will collaborate in person to define the parameters of each scale's pay plan: for example, focus group members, core team members, comparison districts, sample sizes, and relevant databases. This phase also includes:

- Conducting an introductory meeting and process overview.
- Capturing employee total compensation variables for costing: pay scales and merit increases, supplemental contracts, cost of living adjustments, summary plans of health and wellness benefits, fringe benefits, paid-time-off allocations and/or compensatory time, applicable employer taxes and insurances, and the defined workweek and contract days for each scale.
- Sharing policy or protocol documentation like organizational charts, wage and salary personnel policies, performance evaluation tools and past performance history, and current job descriptions.

WORK STREAM 2: COLLECT STAKEHOLDER FEEDBACK

The theoretical root of this proposed pay plan study is centered on equity. As Adams' Equity Theory (1963) suggests, and what our partner experiences reveal to us, individuals' satisfaction in the workplace is closely tied to their perceptions of fairness. That is, people subconsciously compare the inputs they offer (e.g., time, hard work, skill) and the resulting rewards or other outcomes to the inputs and outcomes of those around them to determine whether they believe they have received fair treatment. Their perceptions can serve as a motivator or de-motivator, depending on whether employees feel that their ratio of inputs to outcomes is comparable to those of the people they see as their equals.

Employees tend to make subconscious comparisons of this nature with their own colleagues, as well as those outside of the organization. For instance, a school principal might compare his or her role, responsibilities, and compensation with those of teachers, central office staff, and other principals in the district; as well as principals in neighboring districts. Based on this comparison, if he or she believes that another district can offer “a better deal,” he or she may elect to transfer to that district. This is why collecting stakeholder feedback during a compensation study can be an invaluable investment for any organization—it allows that organization to make internal and external comparisons in anticipation of its current or prospective employees’ need for fair and equitable compensation as well as get a pulse on how employees perceive compensation systems and processes.

BFK’s approach to gathering stakeholder feedback would be to rely upon three (3) different methods of data collection:

- Open forum
- Focus groups
- Staff survey

Open Forums

Open forum invitations will be sent to all district staff allowing them to come to a session to share comments, concerns, and feedback in regards to SCPPS’s compensation systems and processes. Multiple 30–60 minute forum sessions will be offered allowing individuals the ability to provide feedback in a timely manner.

Focus Groups

BFK will work with SCPPS district leaders to build three different focus groups for stakeholder engagement:

1. Teachers
2. Administrators
3. Classified staff

These groups would then be asked to participate in 1–2 hour long sessions to discuss compensation system strengths, weaknesses, and opportunities.

Staff Survey

From our amount of experience collecting feedback from stakeholders and involving stakeholders in the design and analysis of systems, BFK believes that the utilization of a survey around staff’s feelings pertaining to compensation system fairness, processes, and more. This allows individuals who were unable or not willing to attend the open forum session the ability to provide input.

Utilizing best practices, BFK uses questions from the Pay Satisfaction Questionnaire (PSQ) developed by Heneman and Schwab (1985) and the Benefits Satisfaction Questionnaire (BSQ) specifically the version analyzed by Balkin and Griffeth (1993). These questions have been used over time and can provide SCPPS with a great deal of information concerning staff’s satisfaction with compensation and benefits.

The following are examples from the PSQ and BSQ (results are for example purposes only and are not true district results):

Questions	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
My benefits package.	15%	41%	22%	16%	7%
My most recent pay increase.	1%	8%	27%	20%	43%
Influence my performance has on my pay.	2%	12%	46%	19%	20%
Amount the district contributes toward my benefits.	8%	40%	35%	9%	7%
The increases I have typically received in the past.	3%	18%	32%	17%	29%
The value of my benefits.	13%	44%	22%	12%	9%
Consistency of the districts pay policies.	3%	17%	32%	18%	29%
How my base pay increases are determined.	1%	10%	37%	22%	30%
The organization's pay structure.	2%	17%	35%	20%	27%

Results from the survey will be added to the final findings and recommendations report. BFK will leave these questions with SCPPS so the organization can continue to survey staff concerning their satisfaction with benefits and compensation into the future.

WORK STREAM 3: JOB ANALYSIS AND JOB EVALUATION

Job analysis is the process of reviewing the minimum qualifications, working conditions, and major areas of responsibility for each job as well as the supervision/reporting structure and work flow structure. A major function of job analysis is to determine whether an organization's job descriptions are accurate. This can be accomplished by comparing the written information from the job description with employee accounts (gathered through forums, focus groups and staff surveys) of their roles and responsibilities. Based on findings from the job analysis, job descriptions may be updated to reflect recent changes or ensure accuracy. For the purposes of this proposal and given the expectation of delivering a final report by April of 2017, job description redesign is out of scope for this proposal.

Step	Traditional	Battelle for Kids
Job analysis	✓	✓
Job Evaluation	X	✓
Market Data Collection	✓	✓
Job Grouping	✓	✓
New Compensation Grouping	✓	✓
Analysis	✓	✓
Recommendations	✓	✓

Job evaluation is the process of valuing jobs based on competencies identified in job analysis and via employee and employer accounts of the competencies needed to continuously improve. Job evaluation also takes into account a job's or department's work flow—that is, the flow of information and deliverables between people and processes—in order to see how work is done from a “big picture” perspective. Referencing the District's strategic plan, collecting process-related data from all departments and jobs, and aligning to other HR systems like staffing, evaluation and professional development are all part of the job evaluation phase. BFK uses the

point factor method for job evaluation. In this practice, jobs are “graded” by breaking them down into competencies and assigning a point value to each competency.

District-wide competencies that move the District forward serve as the pay-differentiators from one position to another. These competencies/differentiators include but are not limited to leadership, communications, supervision/span of control, job complexity, specificity of knowledge, strategic impact, etc. This phase of the overall process will include:

- Defining competencies that SCPPS values.
- Creating a job evaluation manual and securing district approval.
- Obtaining district approval of point values for the selected jobs as part of the study.

The other benefit to this phase of the work is that SCPPS can use the job evaluation manual post-study to place new positions or reclassify positions that need reviewed. This math-based approach does wonders for districts, governments, hospitals, nonprofits, and businesses globally who employ it correctly as it is a way to ensure true internal job equity and placement.

WORK STREAM 4: MARKET SURVEY AND MARKET ANALYSIS

Following the job evaluation, a market analysis is conducted. This process involves benchmarking jobs in external markets that are similar to the organization in some way, such as industry, geographic location, size, or strategy. Data are collected from these competitive or comparative groups to identify jobs that are similar to those of the organization conducting the salary study. Similarity is determined based on competencies rather than job titles, which can be misleading.

BFK and SCPPS will collaboratively finalize a survey methodology to determine competitive pay rates for the respective scales and together will determine the set of organizations selected for study. BFK will collect salary data, and in some cases (where feedback to BFK as the third-party is sparse) will ask SCPPS to help connect us to the organizations they would like to compare to.

As indicated in the RFP, sources of compensation data include salary surveys and/or relevant databases, such as those maintained by the Bureau of Labor Statistics, the Occupational Information Network, and the Society for Human Resource Management. In benchmarking positions against the market, BFK will use multiple data points to lessen variability and maintain compliance with Sherman Antitrust Act guidelines, and review salary data for outliers that might skew the findings.

It is important to note that seeking compensation through surveys are regulated by the Sherman Antitrust Act of 1890 and a series of related Antitrust Safety Zone statements issued by the U.S. Department of Justice and Federal Trade Commission. According to these agencies, organizations conducting their own salary surveys can be seen as practicing illegal price-fixing. To ensure they do not violate safe harbor under these guidelines, organizations must make sure that:

- Surveys are conducted by a third party,
- Data provided by survey participants are more than three months old,
- At least five organizations report data for each disseminated statistic,
- No data source represents more than 25 percent on a weighted basis of that statistic.

BFK will use data collected through this process to construct a market line that illustrates the relationship between an organization's jobs included in the compensation study and market rates paid by competitors. The market compensation study will be grounded in competencies

and job points (see Job Analysis and Evaluation) to ensure jobs identified as being similar are, in fact, similar. Job points will also be instrumental in helping to analyze internal pay structures for consistency among the different classes.

During this phase BFK will ensure that recommendations include salary ranges based on internal job structure and external pay information from the market analysis, and are guided by the organization's compensation philosophy for all stakeholders identified in the RFP—aggregated here as certified, classified, and administrator staff. Current salaries can then be placed into the ranges so BFK and SCPPS can reflect on how to redesign scales to ensure retention and sustainability. If we find significant discrepancies between current position compensation and the market analysis, then BFK will provide detailed, written recommendations to help the district rectify them during the pay scale design phase, outlined in the next work stream. All data tables, data files and original Microsoft Excel/Access files will be left with the district upon completion of the report so SCPPS can continue to monitor and update the compensation system in the future.

WORK STREAM 5: PAY PLAN RECOMMENDATION REPORT

BFK will present key findings from the compensation study to the SCPPS project team in a consolidated report with recommendations to the District prior to the Final Report to the Board of Education, as indicated in the RFP as April 2016 or earlier. Recommendations may include: a new pay structure or salary ranges, jobs whose pay need to be held or adjusted, jobs or tiers of jobs in need of pay increases, a process for formulating pay for new jobs/job descriptions in the future, career and compensation progression, or career ladder, model recommendations with phases for implementation, and a process for adjusting the pay structure annually based on economic factors. Other recommendations may include suggestions on the reclassification or consolidation of positions and/or titles and/or information on strategies to be externally competitive and endure internal job and pay equity. BFK will outline costs associated with these recommendations, along with expected benefits of sustainability for the District for a number of years.

BFK will ensure that recommendations and costing align to the proper tiers of the employee pay scales identified in the RFP:

- Existing Teacher Scale and policy options to handle compression issues
- Existing VHSL coaching supplements
- Existing Administrator scale
- Extracurricular Activities Scale and miscellaneous salary supplements
- Existing Classified Pay Scale

These studies and the culminating report will be delivered along with the necessary documentation and materials to ensure the District is able to maintain the system independently. If an entirely new approach to compensation is recommended from the current structure, BFK would assist SCPPS with establishing an adjusted or “new” compensation philosophy. Given the fact the District is asking for thought leadership around the Future Teacher Scale, we are pleased to propose services in Work Stream 6 that address the ideation and thought leadership our team could provide.

WORK STREAM 6: COMMUNICATIONS PROCESSES

BFK has many years of experience providing change management, communications counsel and implementation support to introduce and build support for school districts' compensation models. We collaborate with districts to help them address the adaptive and technical

challenges in rolling out this educational-improvement strategy to all stakeholder groups. When you engage in change with people, rather than imposing change to people, the effort is more meaningful and each individual owns the change. When it comes to implementing a new compensation model, many districts veer off course as they do not have a transparent system that employees perceive as “fair.” BFK has learned the importance of stakeholder engagement and clear and effective communications to mitigate common pitfalls and ensure buy-in at all levels. We will work with SCPPS to develop a communications action plan and 1-page message framework with audience specific recommendations to inform the district’s efforts to introduce this work effectively to all stakeholders so that they understand why and how this initiative will lead to increased student success.

The communications plan will propose meaningful connections, events, activities, and other channels to grow buy-in, solicit stakeholder feedback, build stakeholder knowledge, and provide support to stakeholders during implementation and share implementation successes and lessons learned.

PRIOR EXPERIENCE/REFERENCES

Mesa County Valley School District 51 (MCVS)—Colorado

Contact: Phil Onofrio, Chief Financial Officer
Address: 2115 Grand Ave, Grand Junction, CO 81501
Phone: (970) 343-2886
E-mail: Phil.Onofrio@d51schools.org

Description of Services: During the 2013–2014 school year, Mesa County Valley School District 51 and BFK began a partnership to create a strategic compensation system for all district staff. BFK began the engagement with extensive support of the board to engage the community and local media as to why the district intended to pursue strategic compensation, what the district hopes to achieve through strategic compensation, and how the district planned to go about the design process. We then worked to engage and educate key stakeholders, providing access to Battelle for Kids' Strategic Compensation Online Courses and Gallery Walk, to learn and reflect on compensation systems nationally. Led design team meetings that included teachers, building leaders, district administrators, support staff, board members, and the local newspaper to create the district's guiding principles, review district strategy, and plan for grant project proposal submission. We then assisted the teachers association in the design of a new teacher compensation program for more than 1,500 teachers. Assisted the district in financial modeling and creating appropriate contract language. The contract was approved by a vote of the teachers in May 2014. Finally we provided research, best practices, data, and articles to teams reviewing building leader, support staff, administration, and executive staff compensation. BFK will work with these design teams throughout the 2014–2015 school year.

Currently, BFK is working with the district on a compensation study that focuses on administrative staff. While this work only just began this work, we are currently building the job evaluation booklet and selecting 30 jobs to study, evaluate, and then rebuild the districts compensation system.

Toledo Public Schools—Ohio.

Contact: Brian Murphy, Deputy Superintendent
Address: 420 E. Manhattan Blvd., Toledo, OH 43608
Phone: 419-671-0430
Email: bmurphy@tps.org

Description of Services: BFK is working with Toledo Public Schools (TPS) to develop a strategic plan to guide the district to meeting goals set forth in its transformation plan and performance audit, while adhering to its mission, vision, and core commitments. To ensure the strategic plan is accepted and adopted across the district, BFK has worked with TPS to engage internal and external stakeholders, including school board members, the superintendent, the superintendent's cabinet, principals, teachers, community and business leaders, and parents. BFK also conducted an in-depth discovery to identify existing building and department goals that should be consolidated into the master strategic plan. Working with TPS, we will establish alignment between all district initiatives and ensure that appropriate measures are in place so the district can monitor and celebrate its progress well into the future.

Cleveland Municipal School District (CMSD)—Ohio.

Contact: Christina Fowler-Mack, Chief of New and Innovative Schools and Programs
Address: 1111 Superior Ave E., Suite 1800, Cleveland, OH 44114
Phone: (216)838-0108
Email: CHRISTINE.FOWLER-MACK@CMSDNET.NET

Description of Services: Battelle for Kids began working with Cleveland Municipal School District in 2012 to design a new career pathway system for teachers, in conjunction with the Cleveland Teachers Union (Local 279, AFT affiliate) that relies on Ohio Teacher Evaluation System data as well as a new compensation system for Building Leaders based upon Ohio Principal Evaluation System data. BFK completed this work in conjunction with district administrator, teachers, and building leaders. Currently BFK works with the district to execute the payout of performance stipends and base pay increases to teachers using the BFK•Award® solution. BFK also has worked with CMSD to review the base pay compensation for Principals and Assistant Principals. This compensation study involved rewriting job descriptions, creating an evaluation manual, evaluating principal and assistant principal roles, collecting market data, running a market analysis and making recommendations for pay scale adjustments and a new pay system.

Tulsa Public Schools (TPS)—Oklahoma. During the 2012–2014 school years, TPS, the second largest district in Oklahoma, engaged BFK to re-imagine and support its efforts to attract, hire, and retain the most effective teachers. BFK collaborated with stakeholders to develop a recruitment campaign to:

- Create awareness of career opportunities among pre-service and practicing teachers as well as associations and partner organizations that recommend candidates.
- Build a network of candidates.
- Foster relationships with student teachers.
- Tell TPS' story as the district of choice in Oklahoma, including the advantages of building a life in the greater Tulsa area.
- Build current instructional and non-instructional staff's ability to reinforce this messaging and serve as district ambassadors.
- Clarify job descriptions and simplify the application process.
- Streamline human resources systems and introduce an intentional selection process, including candidate screening, interviewing, evaluating, hiring, onboarding, and retention.

To support the campaign, BFK partnered with TPS to:

1. Develop a brochure and pocket cards to share with teacher candidates as well as parents, community leaders, and foundations.
2. Redesign the district's "Careers" website to feed into the online application process.
3. Create posters and materials to place in Colleges of Education across Oklahoma and surrounding states to attract pre-service teachers.
4. Explore advertising opportunities in education and business publications to reach target candidates and put the district on the map.

To date, these efforts have helped TPS to:

- Build internal morale/pride and reinforce the district's commitment to excellence and supporting its teachers by displaying recruitment materials featuring TPS educators in every district building.
- Establish relationships with 19 Oklahoma colleges/universities and surrounding states from which TPS' most effective teachers are recruited. Strengthen existing relationships with four in-state universities that provide student teachers.
- Participate in 23 recruitment events during the 2013–2014 school year.
- Receive 1,155 applications since 2013–2014.
- Hire nearly 500 individuals in certified-teaching positions and fill every teacher vacancy in preparation for the 2015–2016 school year—despite a statewide teacher shortage—ensuring that every classroom is led by a certified teacher.

- Receive, in partnership with BFK, the 2014 Mark of Excellence from the Ohio School Public Relations Association, the 2014 Award of Distinction from the Communicator Awards, and the 2015 Award of Excellence for Internal/External Communications from the Oklahoma School Public Relations Association.

“The collaboration between BFK, our Human Capital/recruitment team, and our Communications department made for an outstanding recruitment campaign. You are amazing!”
—Talia Shaull, Chief Human Capital Officer, Tulsa Public Schools

In addition, BFK has supported TPS on a number of school-improvement efforts related to data quality, hiring, onboarding, the development of departmental scorecards, and processes to promote a performance-based culture, communications, and the revision of hundreds of job descriptions. BFK also supported the district in its superintendent search.

Maricopa County Education Service Agency—Arizona. BFK has collaborated with Basis Policy Research to assist the Maricopa County Education Service Agency (MCESA) with developing, implementing, monitoring, and evaluating tools and processes for selecting career pathway candidates in six local school districts under MCESA’s Rewarding Excellence in Instruction and Leadership (REIL) program. BFK is providing expertise around program design and measures to support the development of MCESA’s Selecting Teachers to Enter Pathways (STEP) process, including collaborating with REIL staff and other stakeholders to create a multiple data point system for screening teachers and principals for possible placement in career pathway positions. BFK is working with REIL to identify and train a core group of peer evaluators to assist in the selection process across the six REIL districts. In addition to supporting the design and implementation of the STEP assessment tool, BFK provided counsel to assist MCESA and the REIL Management Team in determining the appropriate career path placements for teachers and principals.

Lee County Public Schools (LCPS)—Florida. In 2013, BFK began collaborating with LCPS to support the district’s efforts to develop a strategic compensation system and career ladder program for teachers. Initial efforts involved engaging stakeholders to design a strategic compensation system for teachers and principals that reflects LCPS’s specific needs and values and is compliant with state laws and guidelines. As part of the compensation system, BFK is assisting LCPS in designing career ladders that create meaningful growth opportunities for teachers.

Fulton County Schools—Georgia. BFK has provided consulting, human capital solutions, and communications support for Fulton County Schools’ strategic compensation model. The model is being developed by educators for educators with a committee composed of teachers, principals, and central office administrators. As a part of this work, we:

- Partnered with the district to explore professional development and communications opportunities to prepare teachers for the statewide Teacher Evaluation System.
- Facilitated professional learning impacting 100+ educators across the district.
- Conducted, compiled, and provided feedback on the trainings’ learning process and content.
- Provided a communications plan, editorial calendar, and web recommendations to drive awareness and engagement in further defining the Teacher Keys Effectiveness System and effective teaching in the district’s educational-improvement initiatives through new and existing channels.
- Delivered infographics with impactful teacher and student behaviors as well as tips and reflection questions to support principals and teachers in implementing the System.

- Created guidelines and strategic objectives/measures that support five major goal areas identified by an initial, larger district exploration taskforce and aligned visuals to support ongoing discussion around implementation.
- Developed messaging, branding, a communications plan, an editorial calendar, and print and website information to support communications about the implementation of GO Comp, the district's integrated strategic compensation system.

TIMELINES

Process Step	Timeline
1. Discovery & Current State Analysis	December 2016
2. Stakeholder Feedback Collection	January 2017
3. Job Analysis and Job Evaluation	January and February 2017
4. Market Study & Market Analysis	February and March 2017
5. Pay Plan Recommendations Report	March 2017
6. Communications Processes	March and April 2017

SAMPLE DOCUMENTS

Following this page in the proposal, please find example reports from Cleveland Metropolitan School District and Salt River Schools.

We also have included a Survey Monkey example from our work with Great Oaks Career and Technical Center in Ohio.



Section F. EXAMPLE OF FINAL PAY PLAN REPORT

CONFIDENTIAL: Proprietary information not subject to public disclosure under the Virginia Freedom of Information Act.

Teacher Compensation Study

Prepared for Salt River Schools by Battelle for Kids

October 2015

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SECTION 1

Introduction

At the request of Salt River Schools, Battelle for Kids (BFK) completed a comprehensive compensation study focused on understanding the value of the role of K-12 teachers relative to the external labor market.

With an increased demand for educated, highly skilled workers in today's global economy, our schools have been charged with the responsibility of providing students with the knowledge and experiences necessary to compete and succeed. However, these new pressures and high expectations have been accompanied by significant reductions in school funding in many states, forcing us all to think about how we can do more with less. School leaders have focused on strategies around performance accountability and continuous improvement of processes and people. The focus on people—particularly teachers—is perhaps the greatest priority. Who we attract into teaching, how we retain the best teachers, and how we develop leaders in a classroom and building is not only critical to accelerating student growth and achievement but also maximizing limited school resources.

The process began with collecting benchmark data from 19 public, charter, community schools, and other organizations in the state of Arizona. Overall data shows Salt River to be among the top, if not the top, paying employer of teachers for individuals with one to four years of service. Yet, while the data shows that Salt River is the highest paying employer of teachers for starting pay, they sit further into the middle of the benchmark group when looking at midpoint pay.

It is important to note that there is no “right” or “wrong” when it comes to where an organization sits in the market comparable to other organizations. Rather, the question is where strategically does an organization desire to sit when it comes to compensation in the market.

Other interesting findings include the fact that six of the 19 benchmark school organizations in the Phoenix and Scottsdale area are not utilizing a traditional step-and-lane or step-and-level salary schedule and six are not paying for PhD/EdD's. These are important findings as Salt River must be able to compete with these districts for talent. These findings and more are followed by five recommendations with explanations and data for consideration of Salt River Schools moving forward.

It is important to know that Battelle for Kids completes compensation studies for districts nationally and we are honored to be able to provide this information to Salt River Schools.

Understanding Compensation Studies

Why conduct a compensation study?

A compensation study is the process of analyzing an organization's pay structures to ensure fairness, equality, and external market equity. In examining the practices of successful organizations, it is evident that maintaining a strong and strategic compensation system is essential to helping organizations stay competitive in the market and attract and retain top talent. Compensation studies can help employers develop such a system, as well as control their expenses, promote employee engagement and high performance, identify inconsistencies in their job classification structure, and ensure compliance with statutory requirements.

The theoretical root of the compensation study is centered on equity. As Adams' equity theory suggests, individuals' satisfaction in the workplace is closely tied to their perceptions of fairness. That is, people subconsciously compare the inputs they offer (e.g., time, hard work, skill) and the resulting rewards or other outcomes to the inputs and outcomes of those around them to determine whether they believe they have received fair treatment. Their perceptions can serve as a motivator or demotivator, depending on whether employees feel that their ratio of inputs to outcomes is comparable to those of the people they see as their equals.

Employees tend to make subconscious comparisons of this nature with their own colleagues, as well as those outside of the organization. For instance, a school principal might compare his or her role, responsibilities, and compensation with those of teachers, central office staff, and other principals in the district; as well as principals in neighboring districts. Based on this comparison, if he or she believes that another district can offer "a better deal," he or she may elect to transfer to that district. This is why a compensation study can be an invaluable investment for any organization—it allows that organization to make internal and external comparisons in anticipation of its current or prospective employees' need for fair and equitable compensation.

Additionally, a sound and well-structured compensation system can increase organizations' ability to comply with federal legislation such as the following:

- Fair Labor Standards Act (1938): Sets minimum wage and certain guidelines around working conditions.
- Equal Pay Act (1963): Requires equal pay for equal work
- Age Discrimination in Employment Act (1967): Prohibits age discrimination in employer practices such as performance-based pay systems
- Lilly Ledbetter Fair Pay Act (2009): Resets the statute of limitations on pay discrimination lawsuits each time an allegedly discriminatory paycheck is issued

For these reasons and more, compensation studies are becoming more common in school districts. Districts are relying on this practice to determine the best ways to allocate limited resources in a way that positions them as an employer of choice for high-performing staff.

The Process

Due to the fact that we are only looking at teaching positions for this study, the first step in the process is conducting a market analysis. This process involves benchmarking jobs in markets that are similar to the organization in some way, such as industry, geographic location, size, or strategy. Data are collected from these competitive or comparative groups to identify jobs that are similar to those of the organization conducting the salary study. Similarity is determined based on duties and level of responsibility rather than job titles, which can be misleading.

In addition, compensation information for identified comparison jobs is collected and compared with the organization's current compensation package, or parts of it, such as salary and bonuses. Sources of compensation data may include salary surveys or databases such as those maintained by the Bureau of Labor Statistics, the Occupational Information Network, and the Society for Human Resource Management. It is important to note that seeking compensation through surveys are regulated by the Sherman Antitrust Act of 1890 and a series of related Antitrust Safety Zone statements issued by the U.S. Department of Justice and Federal Trade Commission. According to these agencies, organizations conducting their own salary surveys can be seen as practicing illegal price-fixing. To ensure they do not violate safe harbor under these guidelines, organizations must make sure that:

- Surveys are conducted by a third party,
- Data provided by survey participants are more than three months old,
- At least five organizations report data for each disseminated statistic,
- No data source represents more than 25 percent on a weighted basis of that statistic, and
- Reporting is aggregated such that recipients are unable to identify compensation offered by any specific provider.

Survey data are then analyzed to construct a market line that illustrates the relationship between an organization's jobs included in the compensation study and market rates paid by competitors. This information allows the organization to then structure its compensation system. Determining pay amounts is generally driven by an organization's compensation philosophy, which typically includes one or some combination of the following:

- Match the market: Paying roughly the same as competitors.
- Lead the market: Pay rates higher than those of competitors.
- Lag the market: Pay rates lower than those of competitors.

There are several advantages and disadvantages to consider when adopting one or some of these compensation philosophies. For instance, matching the market can help an organization remain competitive in a cost effective way, but may need to be revisited frequently to account for economic changes. Leading the market can help an organization remain highly competitive, but can be costly. Lagging the market is generally not considered unless an organization is simply not financially capable of paying higher rates, but can still be a workable option for cutting costs. Organizations that employ this strategy may wish to couple it with some non-monetary rewards to help attract and retain talent. For

some organizations, a combination of these options may be the most appropriate approach. They might, for example, match the market for most positions, and lead the market for hard-to-staff positions.

The next step is to create salary ranges based on internal job structure and external pay information from the market analysis, and guided by the organization's compensation philosophy. Current salaries can then be placed into the ranges, then determining appropriate pay grades for various jobs.

SECTION 2

Market Comparisons

The first step in establishing the market for benchmarking purposes is to select which districts' data will be included in the market. To determine the most appropriate rate for a given position, organizations benchmark their salary schedules against compensation data from a set of other organizations that are specific to the organization's industry, geographic region, and other specific organization characteristics. The following is a summary of key segments of the education marketplace across the nation and the state of Arizona. This data will provide context to the trends observed within the market segment targeted for benchmarking in this analysis.



Arizona Compensation Data

Teacher compensation data came from across the state of Arizona the findings are provided below. Nineteen organizations including public schools, communities, the Bureau of Indian Education, and charter schools were benchmarked for the purpose of this study. This organization were selected due to their geographic location or market. This data was pulled from the various districts websites or requested from organizations between August and September of 2015.

Organizations Benchmarked Included:

1. Arizona Department of Justice
2. Balsz Elementary
3. Bureau of Indian Education
4. Blackwater Community Schools
5. Chandler
6. Gila Crossing Community Schools
7. Gilbert
8. Isaac School District 5
9. Mesa Public Schools
10. Nadaburg Unified
11. Noah Webster
12. Paradise Valley
13. Phoenix Elementary
14. Phoenix Union High School

15. Roosevelt School District #66
16. Scottsdale Unified
17. Tempe
18. Tolleson Elementary District
19. Tucson

Benchmark Findings

The chart below contains Arizona Teacher pay schedules for the 2015-2016 school year. In some situations data is from the 2012-2013, 2013-2014, or 2014-2015 school year. This is due to the fact that this is the data that districts had posted on their website as the current teacher schedule. In the situation schedules did not reflect a 2015-2016 data, we adjusted the data 2 percent for each school year. That means that a 2014-2015 schedule was adjusted 2 percent and a 2013-2014 schedule was adjust 2 percent and then those figures another 2 percent. This is done as a result of best practice.

	2013-2014	2014-2015	2015-2016
Arizona Dept of Justice			X
Balsz		X	
BIE			X
Blackwater Community Schools			X
Chandler			X
Gila Crossing Community Schools			X
Gilbert			X
Isaac School District 5			X
Mesa Public Schools	X		
Nadaburg			X
Noah Webster			X
Paradise Valley			X
Phoenix Elementary		X	
Phoenix Union HS			X
Roosevelt School District #66		X	
Scottsdale Unified	X		
Tempe			X
Tolleson Elementary District		X	
Tucson		X	

Tolleson Elementary District data is also included, but it is important to note that figures do not include 301 monies.

The chart below compares bachelor's degree pay by step. It also shows the total steps in that column of the schedule on the far right under "total steps." The important thing to note is that six organizations currently show that they have a starting pay for bachelor's degree level pay, but no true steps based on years of service as are they using some type of performance pay for teachers. It is also important to note

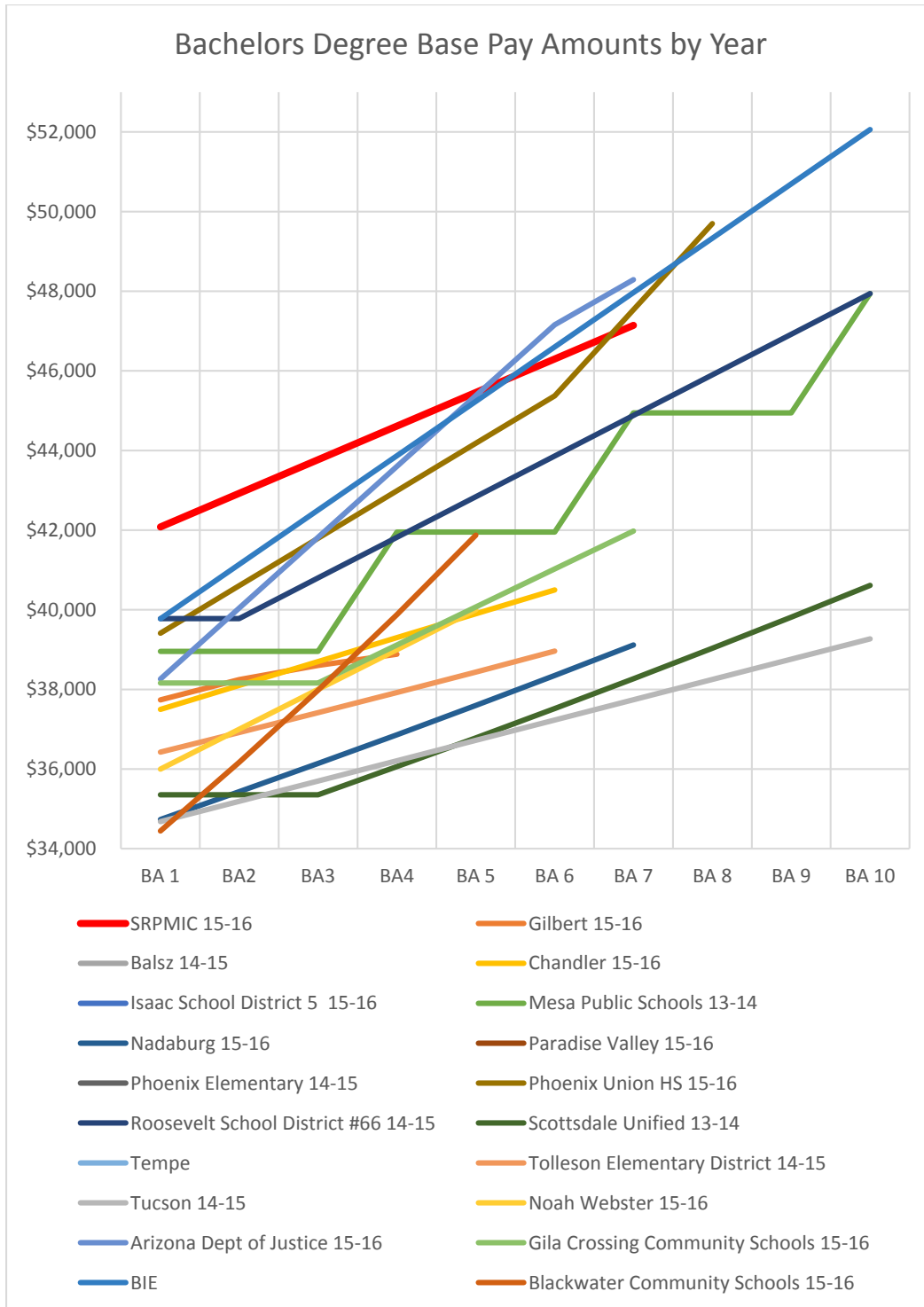
that many (8) organizations have few years of service steps, similar to Salt River, and five organizations have anywhere from 18 to 31 years of service steps.

	BA 1	BA2	BA3	BA4	BA 5	BA 6	BA 7	BA 8	BA 9	BA 10	Total Steps
SRPMIC 15-16	\$42,081	\$42,926	\$43,769	\$44,613	\$45,456	\$46,300	\$47,144				7
Gilbert 15-16	\$37,737	\$38,247	\$38,602	\$38,883							4
Balsz 14-15	\$35,945										Min, PERF
Chandler 15-16	\$37,500	\$38,100	\$38,700	\$39,300	\$39,900	\$40,500					5 then PERF
Isaac School District 5 15-16	\$39,562										STEPLESS
Mesa Public Schools 13-14	\$38,956	\$38,956	\$38,956	\$41,951	\$41,951	\$41,951	\$44,946	\$44,946	\$44,946	\$47,943	21
Nadaburg 15-16	\$34,735	\$35,430	\$36,139	\$36,861	\$37,598	\$38,350	\$39,117				7
Paradise Valley 15-16	\$36,622										Min, PERF
Phoenix Elementary 14-15	\$33,660										Min, PERF
Phoenix Union HS 15-16	\$39,411	\$40,604	\$41,796	\$42,989	\$44,182	\$45,372	\$47,535	\$49,696			8
Roosevelt School District #66 14-15	\$39,780	\$39,780	\$40,800	\$41,820	\$42,840	\$43,860	\$44,880	\$45,900	\$46,920	\$47,940	23
Scottsdale Unified 13-14	\$35,355	\$35,355	\$35,355	\$36,061	\$36,783	\$37,518	\$38,268	\$39,035	\$39,814	\$40,611	20
Tempe	\$34,743										Min, PERF
Tolleson Elementary District 14-15	\$36,424	\$36,916	\$37,416	\$37,923	\$38,437	\$38,961					6
Tucson 14-15	\$34,680	\$35,190	\$35,700	\$36,210	\$36,720	\$37,230	\$37,740	\$38,250	\$38,760	\$39,270	31
Noah Webster 15-16	\$36,000	\$37,000	\$38,000	\$39,000	\$40,000						5?, no schedule
Arizona Dept of Justice 15-16	\$38,262	\$40,042	\$41,821	\$43,601	\$45,380	\$47,159	\$48,291				7
Gila Crossing Community Schools 15-16	\$38,162	\$38,162	\$38,162	\$39,116	\$40,070	\$41,024	\$41,978				7
BIE	\$39,775	\$41,140	\$42,505	\$43,870	\$45,235	\$46,600	\$47,965	\$49,330	\$50,695	\$52,060	18
Blackwater Community Schools 15-16	\$34,446	\$36,169	\$37,978	\$39,877	\$41,872						5

Currently, Salt River has the highest starting bachelor's degree pay. This can be seen in the pay in the chart below as well as in the graphical representation of the data.

Order	District	BA 1
1	SRPMIC 15-16	\$ 42,081
2	Roosevelt School District #66 14-15	\$ 39,780
3	BIE	\$ 39,775
4	Isaac School District 5 15-16	\$ 39,562
5	Phoenix Union HS 15-16	\$ 39,411
6	Mesa Public Schools 13-14	\$ 38,956
7	Arizona Dept of Justice 15-16	\$ 38,262
8	Gila Crossing Community Schools 15-16	\$ 38,162
9	Gilbert 15-16	\$ 37,737
10	Chandler 15-16	\$ 37,500
11	Paradise Valley 15-16	\$ 36,622
12	Tolleson Elementary District 14-15	\$ 36,424
13	Noah Webster 15-16	\$ 36,000
14	Balsz 14-15	\$ 35,945
15	Scottsdale Unified 13-14	\$ 35,355
16	Tempe	\$ 34,743
17	Nadaburg 15-16	\$ 34,735
18	Tucson 14-15	\$ 34,680
19	Blackwater Community Schools 15-16	\$ 34,446
20	Phoenix Elementary 14-15	\$ 33,660

The graph below compares bachelor's degree pay for the first 10 years of service. It is important to note that while Salt River has the highest starting bachelor's degree compensation, other organizations pass Salt River, starting when individuals have three years of experience or more.



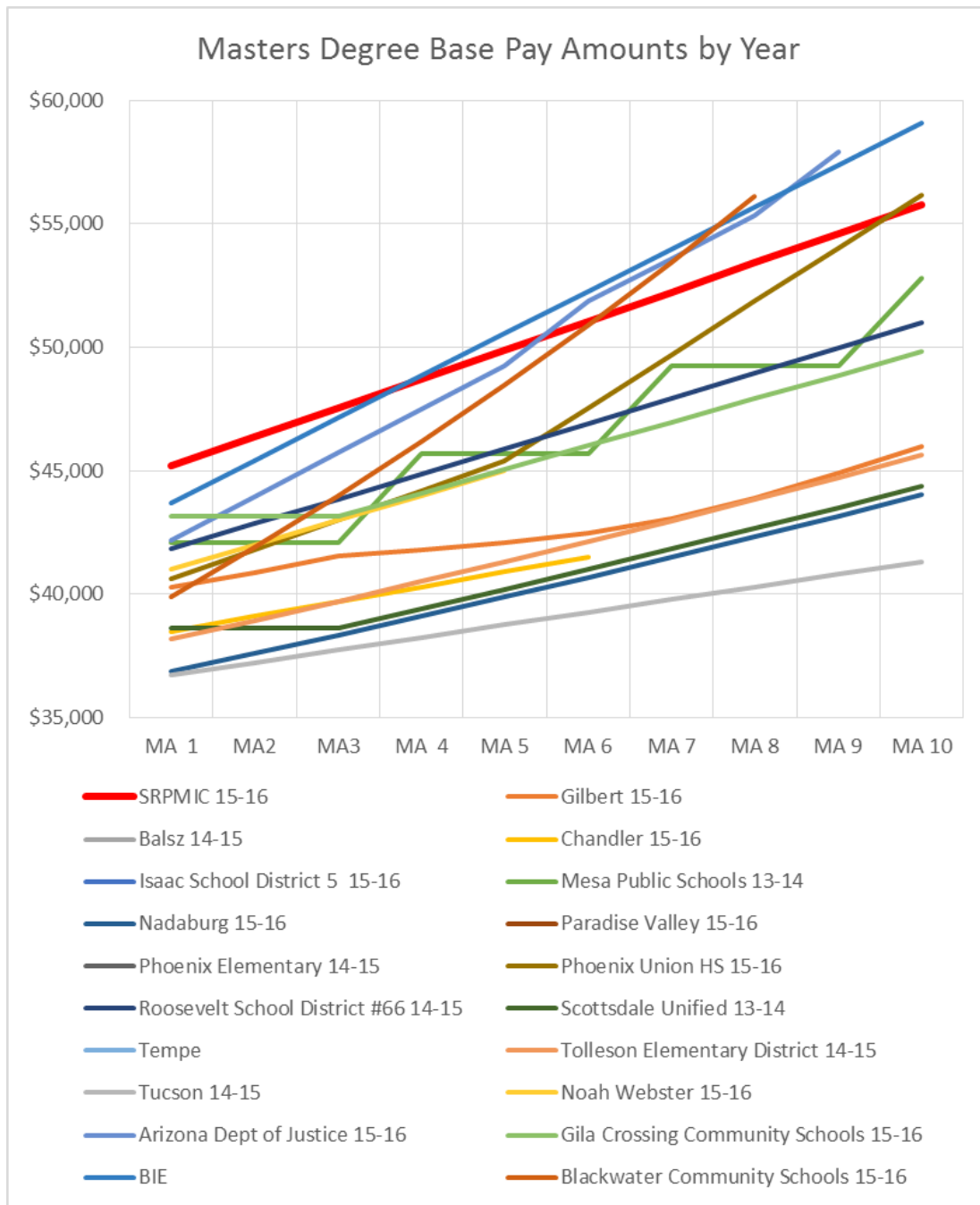
The chart below compares master's degree pay by step. It also shows the total steps in that column of the schedule on the far right under "total steps." The important thing to note is that six organizations currently show that they have a starting pay for master's degree level pay, but no true steps based on years of service as are they using some type of performance pay for teachers.

	MA 1	MA2	MA3	MA 4	MA 5	MA 6	MA 7	MA 8	MA 9	MA 10	Total Steps
SRPMIC 15-16	\$ 45,176	\$ 46,352	\$ 47,528	\$ 48,705	\$ 49,881	\$ 51,058	\$ 52,234	\$ 53,410	\$ 54,587	\$ 55,763	15
Gilbert 15-16	\$ 40,297	\$ 40,863	\$ 41,569	\$ 41,801	\$ 42,087	\$ 42,452	\$ 43,072	\$ 43,888	\$ 44,919	\$ 45,976	13
Balsz 14-15	\$ 37,945										Min, PERF
Chandler 15-16	\$ 38,500	\$ 39,100	\$ 39,700	\$ 40,300	\$ 40,900	\$ 41,500					6, PERF
Isaac School District 5 15-16	\$ 41,902										STEPLESS
Mesa Public Schools 13-14	\$ 42,103	\$ 42,103	\$ 42,103	\$ 45,667	\$ 45,667	\$ 45,667	\$ 49,232	\$ 49,232	\$ 49,232	\$ 52,800	21
Nadaburg 15-16	\$ 36,851	\$ 37,588	\$ 38,340	\$ 39,107	\$ 39,889	\$ 40,686	\$ 41,499	\$ 42,330	\$ 43,177	\$ 44,040	12
Paradise Valley 15-16	\$ 38,731										Min, PERF
Phoenix Elementary 14-15	\$ 36,135										Min, PERF
Phoenix Union HS 15-16	\$ 40,604	\$ 41,796	\$ 42,989	\$ 44,182	\$ 45,372	\$ 47,535	\$ 49,696	\$ 51,857	\$ 54,017	\$ 56,178	13
Roosevelt School District #66 14-15	\$ 41,820	\$ 42,840	\$ 43,860	\$ 44,880	\$ 45,900	\$ 46,920	\$ 47,940	\$ 48,960	\$ 49,980	\$ 51,000	20
Scottsdale Unified 13-14	\$ 38,632	\$ 38,632	\$ 38,632	\$ 39,405	\$ 40,193	\$ 40,997	\$ 41,818	\$ 42,654	\$ 43,506	\$ 44,376	25
Tempe	\$ 37,129										Min, PERF
Tolleson Elementary District 14-15	\$ 38,193	\$ 38,901	\$ 39,718	\$ 40,505	\$ 41,311	\$ 42,135	\$ 42,978	\$ 43,839	\$ 44,720	\$ 45,621	16
Tucson 14-15	\$ 36,720	\$ 37,230	\$ 37,740	\$ 38,250	\$ 38,760	\$ 39,270	\$ 39,780	\$ 40,290	\$ 40,800	\$ 41,310	\$51k max
Noah Webster 15-16	\$ 41,000	\$ 42,000	\$ 43,000	\$ 44,000	\$ 45,000						5?, no schedule
Arizona Dept of Justice 15-16	\$ 42,176	\$ 43,956	\$ 45,736	\$ 47,508	\$ 49,244	\$ 51,849	\$ 53,585	\$ 55,322	\$ 57,926		9
Gila Crossing Community Schools 15-16	\$ 43,144	\$ 43,144	\$ 43,144	\$ 44,098	\$ 45,052	\$ 46,006	\$ 46,960	\$ 47,914	\$ 48,868	\$ 49,822	15
BIE	\$ 43,705	\$ 45,415	\$ 47,125	\$ 48,835	\$ 50,545	\$ 52,255	\$ 53,965	\$ 55,675	\$ 57,385	\$ 59,095	18
Blackwater Community Schools 15-16	\$ 39,877	\$ 41,872	\$ 43,965	\$ 46,164	\$ 48,472	\$ 50,894	\$ 53,441	\$ 56,111			8

Currently, Salt River has the highest starting master's degree pay after the COLA increase in October 2015. Prior to this increase, Salt River had the second highest starting master's degree pay (by \$57). This can be seen in the pay in the chart below as well as in the graphical representation of the data.

Order	District	MA 1
1	SRPMIC 15-16	\$45,176
2	BIE	\$43,705
3	Gila Crossing Community Schools 15-16	\$43,144
4	Arizona Dept of Justice 15-16	\$42,176
5	Mesa Public Schools 13-14	\$42,103
6	Isaac School District 5 15-16	\$41,902
7	Roosevelt School District #66 14-15	\$41,820
8	Noah Webster 15-16	\$41,000
9	Phoenix Union HS 15-16	\$40,604
10	Gilbert 15-16	\$40,297
11	Blackwater Community Schools 15-16	\$39,877
12	Paradise Valley 15-16	\$38,731
13	Scottsdale Unified 13-14	\$38,632
14	Chandler 15-16	\$38,500
15	Tolleson Elementary District 14-15	\$38,193
16	Balsz 14-15	\$37,945
17	Tempe	\$37,129
18	Nadaburg 15-16	\$36,851
19	Tucson 14-15	\$36,720
20	Phoenix Elementary 14-15	\$36,135

The graph below compares master's degree pay for the first 10 years of service. It is important to note that while Salt River has the second highest starting master's degree compensation, other organizations pass Salt River, starting when individuals have three years of experience or more.



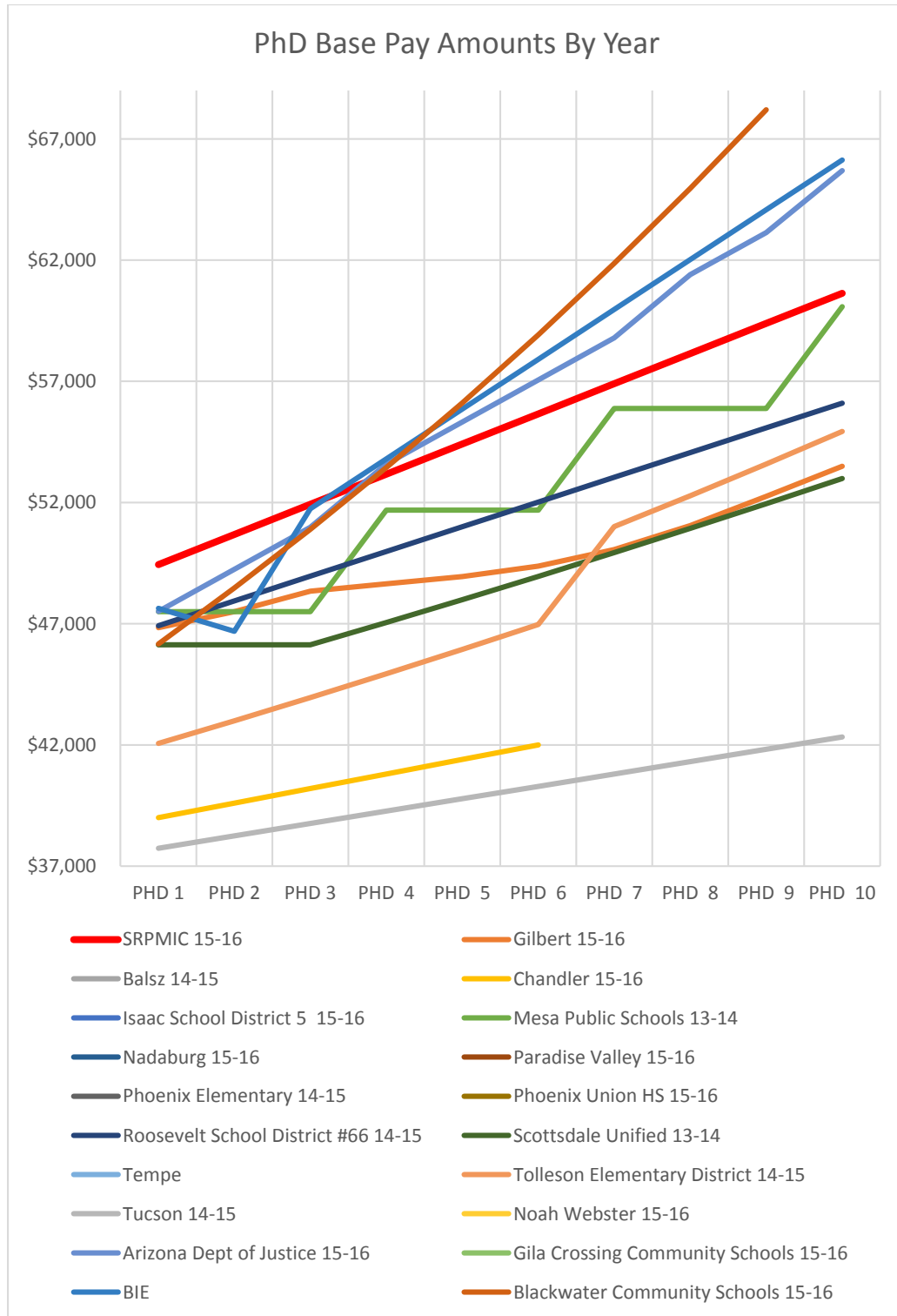
The chart below compares PhD/EdD pay by step. It is important to note that six organizations do not currently compensate for PhD/EdD. Meanwhile six organizations currently show that they have a starting PhD/EdD-level pay, but no true steps based on years of service as are they using some type of performance pay for teachers.

	PHD 1	PHD 2	PHD 3	PHD 4	PHD 5	PHD 6	PHD 7	PHD 8	PHD 9	PHD 10	Total Steps
SRPMIC 15-16	\$51,168	\$52,456	\$53,742	\$55,030	\$56,317	\$57,605	\$58,892	\$60,179	\$61,467	\$62,753	23
Gilbert 15-16	\$46,838	\$47,499	\$48,342	\$48,644	\$48,948	\$49,374	\$50,062	\$51,046	\$52,255	\$53,498	20
Balsz 14-15											N/A
Chandler 15-16	\$39,000	\$39,600	\$40,200	\$40,800	\$41,400	\$42,000					6, PERF
Isaac School District 5 15-16	\$49,450										STEPLESS
Mesa Public Schools 13-14	\$47,496	\$47,496	\$47,496	\$51,687	\$51,687	\$51,687	\$55,882	\$55,882	\$55,882	\$60,079	21
Nadaburg 15-16											N/A
Paradise Valley 15-16	\$46,377										Min, PERF
Phoenix Elementary 14-15											N/A
Phoenix Union HS 15-16											N/A
Roosevelt School District #66 14-15	\$46,920	\$47,940	\$48,960	\$49,980	\$51,000	\$52,020	\$53,040	\$54,060	\$55,080	\$56,100	15
Scottsdale Unified 13-14	\$46,128	\$46,128	\$46,128	\$47,052	\$47,993	\$48,954	\$49,931	\$50,931	\$51,949	\$52,989	26
Tempe	\$43,147										Min, PERF
Tolleson Elementary District 14-15	\$42,061	\$42,995	\$43,953	\$44,934	\$45,940	\$46,971	\$51,006	\$52,280	\$53,589	\$54,933	19
Tucson 14-15	\$37,740	\$38,250	\$38,760	\$39,270	\$39,780	\$40,290	\$40,800	\$41,310	\$41,820	\$42,330	\$52k max
Noah Webster 15-16											N/A
Arizona Dept of Justice 15-16	\$47,508	\$49,244	\$50,981	\$53,585	\$55,322	\$57,057	\$58,794	\$61,398	\$63,135	\$65,692	10
Gila Crossing Community Schools 15-16											N/A
BIE	\$47,635	\$46,690	\$51,745	\$53,800	\$55,855	\$57,910	\$59,965	\$62,020	\$64,075	\$66,130	18
Blackwater Community Schools 15-16	\$46,164	\$48,472	\$50,894	\$53,441	\$56,111	\$58,918	\$61,863	\$64,957	\$68,204		8

Currently, Salt River has the highest starting PhD/EdD degree pay. Yet, Salt River had the second highest PhD/EdD pay (only by \$12) prior to the October 2015 COLA adjustment. This can be seen in the pay in the chart below as well as in the graphical representation of the data.

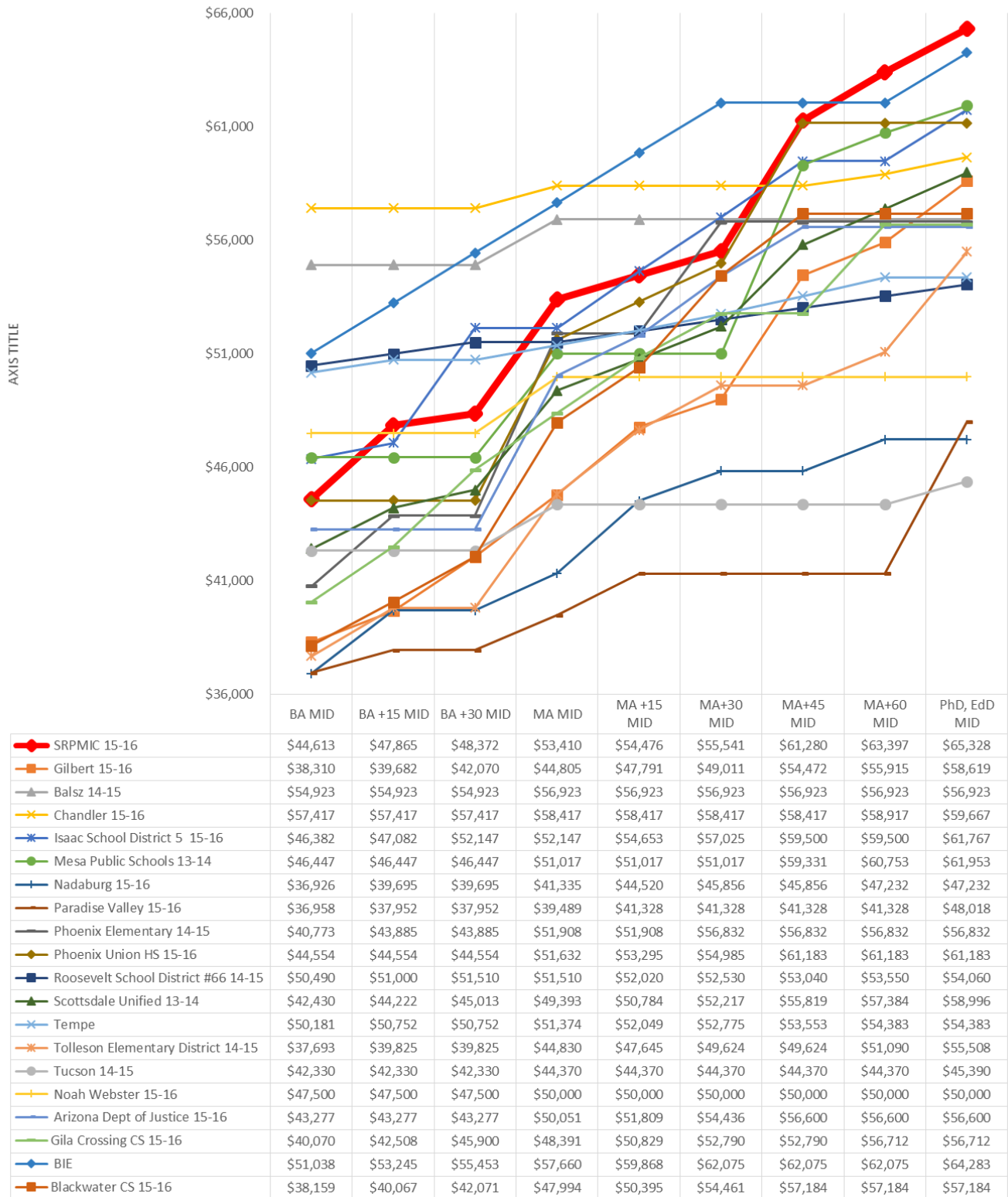
Order	District	PhD/EdD 1
1	SRPMIC 15-16	\$ 51,168
2	Isaac School District 5 15-16	\$ 49,450
3	BIE	\$ 47,635
4	Arizona Dept of Justice 15-16	\$ 47,508
5	Mesa Public Schools 13-14	\$ 47,496
6	Roosevelt School District #66 14-15	\$ 46,920
7	Gilbert 15-16	\$ 46,838
8	Paradise Valley 15-16	\$ 46,377
9	Blackwater Community Schools 15-16	\$ 46,164
10	Scottsdale Unified 13-14	\$ 46,128
11	Tempe	\$ 43,147
12	Tolleson Elementary District 14-15	\$ 42,061
13	Chandler 15-16	\$ 39,000
14	Tucson 14-15	\$ 37,740
15	Balsz 14-15	N/A
16	Nadaburg 15-16	N/A
17	Phoenix Elementary 14-15	N/A
18	Phoenix Union HS 15-16	N/A
19	Noah Webster 15-16	N/A
20	Gila Crossing Community Schools 15-16	N/A

The graph below compares PhD/EdD pay for the first 10 years of service. It is important to note that while Salt River has the second highest starting master's degree compensation, other organizations pass Salt River, starting when individuals have four years of experience or more.



Another comparison can be done of pay midpoints, rather than minimums or starting pay. The graph and data below show that while Salt River sits at first place when it comes to starting pay, midpoint pay, tells a different story.

TEACHER BASE PAY MIDPOINTS



Currently, Salt River has the 9th highest bachelor's degree midpoint pay. The ranking of benchmarked organizations can be seen in the pay in the chart below. (It is important to note that placement on this list is a strategic decision that Salt River is in control of. There are no rules or best practices when it comes to placing yourself in the market in comparison to other organizations. Yet, it is best practice to have a strategy for where the organization should sit in comparison to other organizations.)

Order	District	BA MID
1	Chandler 15-16	\$ 57,417
2	Balsz 14-15	\$ 54,923
3	BIE	\$ 51,038
4	Roosevelt School District #66 14-15	\$ 50,490
5	Tempe	\$ 50,181
6	Noah Webster 15-16	\$ 47,500
7	Mesa Public Schools 13-14	\$ 46,447
8	Isaac School District 5 15-16	\$ 46,382
9	SRPMIC 15-16	\$ 44,613
10	Phoenix Union HS 15-16	\$ 44,554
11	Arizona Dept of Justice 15-16	\$ 43,277
12	Scottsdale Unified 13-14	\$ 42,430
13	Tucson 14-15	\$ 42,330
14	Phoenix Elementary 14-15	\$ 40,773
15	Gila Crossing CS 15-16	\$ 40,070
16	Gilbert 15-16	\$ 38,310
17	Blackwater CS 15-16	\$ 38,159
18	Tolleson Elementary District 14-15	\$ 37,693
19	Paradise Valley 15-16	\$ 36,958
20	Nadaburg 15-16	\$ 36,926

Currently, Salt River has the 4th highest master's degree midpoint pay. The ranking of benchmarked organizations can be seen in the pay in the chart below. (It is important to note that placement on this list is a strategic decision that Salt River is in control of. There are no rules or best practices when it comes to placing yourself in the market in comparison to other organizations. Yet, it is best practice to have a strategy for where the organization should sit in comparison to other organizations.)

Order	District	MA MID
1	Chandler 15-16	\$ 58,417
2	BIE	\$ 57,660
3	Balsz 14-15	\$ 56,923
4	SRPMIC 15-16	\$ 53,410
5	Isaac School District 5 15-16	\$ 52,147
6	Phoenix Elementary 14-15	\$ 51,908
7	Phoenix Union HS 15-16	\$ 51,632
8	Roosevelt School District #66 14-15	\$ 51,510
9	Tempe	\$ 51,374
10	Mesa Public Schools 13-14	\$ 51,017
11	Arizona Dept of Justice 15-16	\$ 50,051
12	Noah Webster 15-16	\$ 50,000
13	Scottsdale Unified 13-14	\$ 49,393
14	Gila Crossing CS 15-16	\$ 48,391
15	Blackwater CS 15-16	\$ 47,994
16	Tolleson Elementary District 14-15	\$ 44,830
17	Gilbert 15-16	\$ 44,805
18	Tucson 14-15	\$ 44,370
19	Nadaburg 15-16	\$ 41,335
20	Paradise Valley 15-16	\$ 39,489

Currently, Salt River has the highest PhD/EdD degree midpoint pay. (Salt River was ranked 2nd in PhD/EdD pay until the October 2015 COLA was put into place. After the COLA increase, Salt River moved into first place for PhD/EdD pay.) The ranking of benchmarked organizations can be seen in the pay in the chart below. (It is important to note that placement on this list is a strategic decision that Salt River is in control of. There are no rules or best practices when it comes to placing yourself in the market in comparison to other organizations. Yet, it is best practice to have a strategy for where the organization should sit in comparison to other organizations.)

Order	District	PhD/EdD MID
1	SRPMIC 15-16	\$ 65,328
2	BIE	\$ 64,283
3	Mesa Public Schools 13-14	\$ 61,953
4	Isaac School District 5 15-16	\$ 61,767
5	Phoenix Union HS 15-16	\$ 61,183
6	Chandler 15-16	\$ 59,667
7	Scottsdale Unified 13-14	\$ 58,996
8	Gilbert 15-16	\$ 58,619
9	Blackwater CS 15-16	\$ 57,184
10	Balsz 14-15	\$ 56,923
11	Phoenix Elementary 14-15	\$ 56,832
12	Gila Crossing CS 15-16	\$ 56,712
13	Arizona Dept of Justice 15-16	\$ 56,600
14	Tolleson Elementary District 14-15	\$ 55,508
15	Tempe	\$ 54,383
16	Roosevelt School District #66 14-15	\$ 54,060
17	Noah Webster 15-16	\$ 50,000
18	Paradise Valley 15-16	\$ 48,018
19	Nadaburg 15-16	\$ 47,232
20	Tucson 14-15	\$ 45,390

SECTION 3

Additional Important Findings

Teacher Incentive Fund: Performance-based Compensation

Unlike many places in the country, Salt River has a unique situation due to a federal grant than many local public schools are participating in called the Teacher Incentive Fund. The idea for the Teacher Incentive Fund (TIF) was first introduced in 1996 by the (then) Secretary of Education, Margaret Spellings. There have been four rounds of TIF since 2007. TIF grants are five-year competitive grants. TIF Rounds 1 through 4 (until July 2014) were managed through the office of Academic Improvement and Teacher Quality Programs at the US Department of Education (USDOE) and was originally established to encourage groups to look at teacher and principal compensation in a different way. In July 2014, the Teacher Incentive Fund transitioned from the Office of Elementary and Secondary Education to the Office of Innovation and Improvement.

The USDOE notes on their website that the program goals of TIF are to:

1. Improve student achievement by increasing teacher and principal effectiveness;
2. Reform teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
3. Increase the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and
4. Creating sustainable performance-based compensation systems.

Round 1 of TIF awarded \$99 million in 2007 and Round 2 award \$97 million in 2008. Between Round 1 and 2, 33 projects, across 109 districts in 18 states were awarded funding. Then TIF Round 3 in 2010 awarded \$400 million to approximately 54 organizations across nine states. Round 1, 2, and 3 grant recipients include states such as Tennessee, Ohio, South Carolina, New York, South Dakota, and more. Districts such as Prince George County (MA), Miami-Dade County Public Schools (FL), Memphis City Schools (TN), Houston Independent School (TX), Denver Public Schools (CO), Chicago Public Schools (IL), Charlotte-Mecklenburg Public Schools (NC), **Maricopa County (AZ)**, Pittsburgh School District (PA), Seattle Public and Schools (WA).

TIF Round 4 was awarded during the 2012 fiscal year to 35 award applicants. The grant had two focuses, the general competition and the science, technology, engineering, and math (STEM) competition. Districts, charterers, and nonprofits nationally received funding including groups in California, New York, Massachusetts, South Carolina, Texas, Florida, Colorado, Arizona, and more.

USDOE's website notes that:

"The TIF program uses performance-based compensation and related supports for educators to catalyze improvements in a district's human capital management system to drive increased

student outcomes. By providing educators with performance-based compensation, including robust career ladder opportunities and a range of related educator supports--such as peer-to-peer coaching and job-embedded professional development--the TIF program aims to improve student outcomes by increasing educators' effectiveness.

The program has funded 131 projects to improve pay structures, reward effective teachers and principals and provide greater professional opportunities to educators in high poverty schools. The projects have served over 2,000 schools in more than 300 urban, suburban, and rural school districts in 36 states and Washington, D.C. based on the core premise that educators have the greatest impact on student learning across various in-school factors, TIF awards competitive grants to States, districts, or partnerships with non-profit organizations.

TIF grantees have used federal funding to develop and fund teacher leadership positions and incentivize teachers to serve in high-need schools. Projects have included: teacher career pathway programs that diversified roles in the teaching force; teacher career pathways that recognize, develop, and reward excellent teachers as they advance through various career stages; incentives for effective teachers who take on instructional leadership roles within their schools; incentives that attract, support, reward, and retain the most effective teachers and administrators at high-need schools; rigorous, ongoing leadership development training for teacher leaders and principals, leadership roles for teachers aimed at school turnaround; and the creation of new salary structures based on effectiveness.”¹

Maricopa County Educational Service Agency (MCESA) is the recipient of two of the largest TIF Round 3 and 4 grants distributed by USDOE, totaling over \$108 million.

MCESA's TIF Round 3 program is called REIL which stands for “Rewarding Excellence in Instruction and Leadership.” REIL was funded at the rate of \$51.5 million over five years. The website for the program notes that the main components of the program are:

- Rigorous, fair and transparent educator evaluations
- Targeted professional learning
- Tools for measuring student success
- Establishment of multiple career pathways
- Sustainable, differential, performance-based compensation

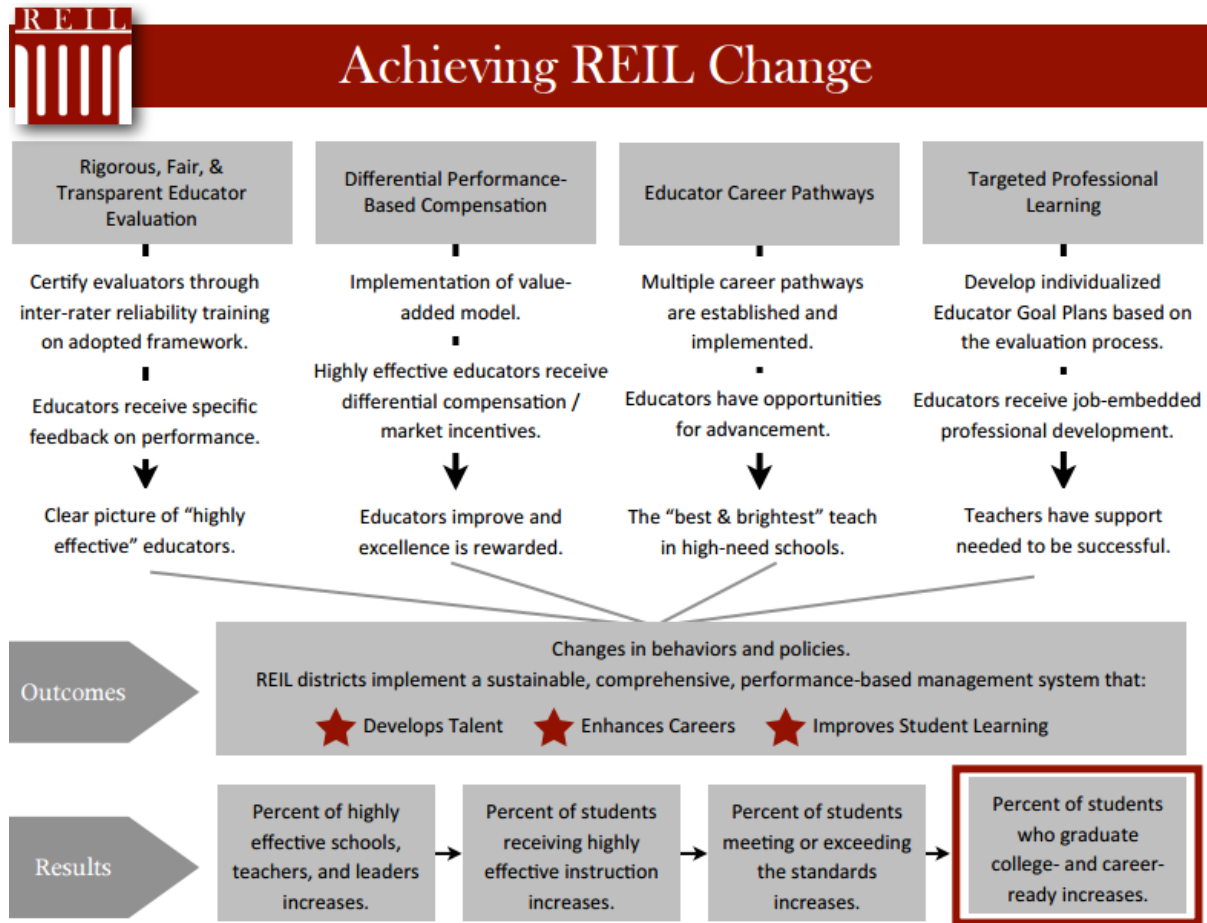


The website for the program notes that the theory of change is:

“REIL is guided by a clearly articulated theory of change. Over the course of the initiative, REIL will advance the vision of a Performance-Based Management System, leading to development and implementation of two key components: a comprehensive Performance-Based Evaluation

¹ Teacher Incentive Fund: Purpose. Accessed October 3, 2015.
<http://www2.ed.gov/programs/teacherincentive/index.html>.

System that will identify variations in teacher and principal performance, and a Performance-Based Compensation System to reward such variations accordingly. By rewarding excellence and addressing ineffective teaching and leading, REIL will institutionalize the conditions that ensure students graduate college- and career-ready, which will be critical as Arizona strives to shift to a knowledge-based economy.”²



MCESA TIF Round 3 organizations included:

- Alhambra Elementary
- Gila Bend Unified
- Isaac Elementary
- Nadaburg Unified
- Tolleson Elementary

MCESA’s TIF Round 4 program is called REIL-TNG, which stands for “Rewarding Excellence in Instruction and Leadership – The Next Generation.” REIL-TNG was funded at the rate of \$57.8 million. This program

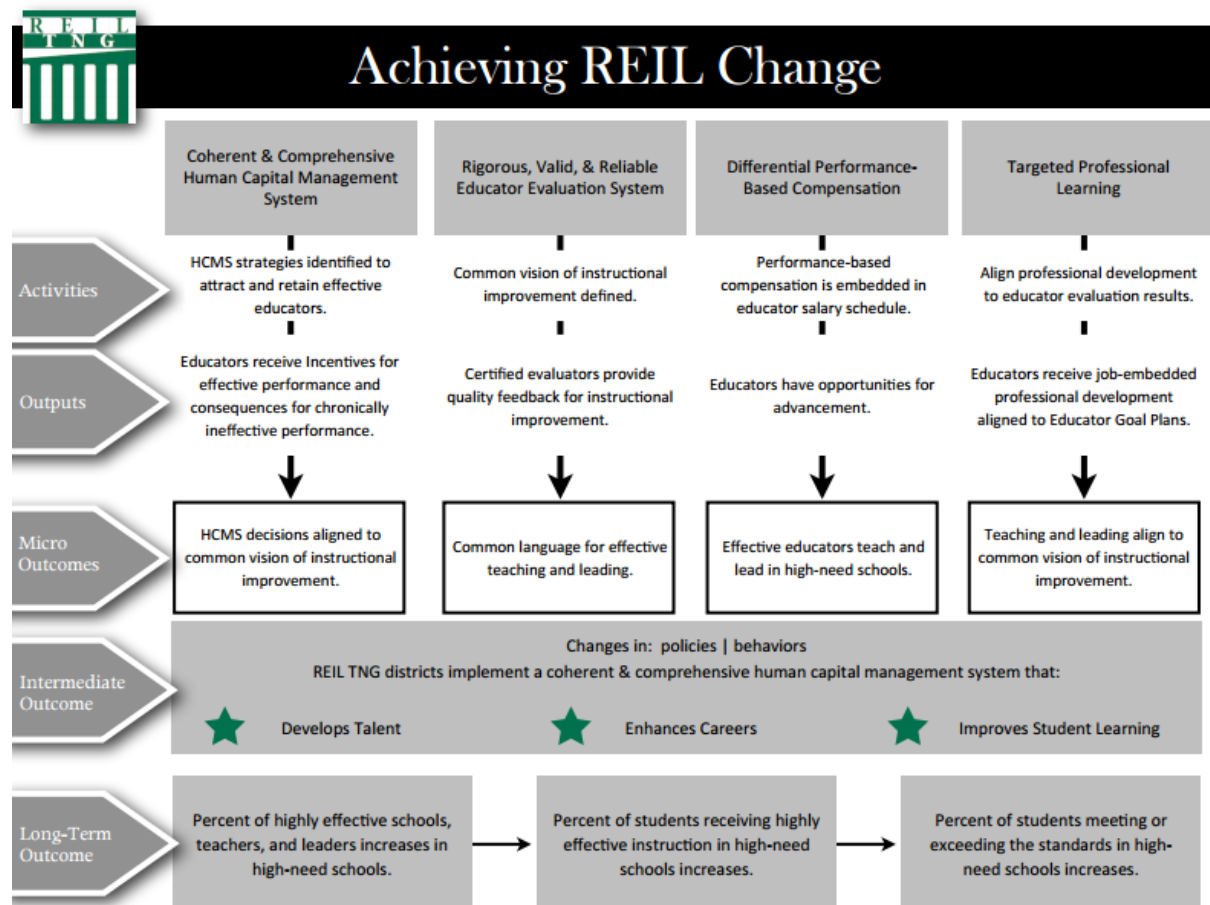
² Rewarding Excellence in Instruction and Leadership. Accessed: September 27, 2015.
<http://mcesa.schoolwires.net/site/Default.aspx?PageID=288>.

was to build and focus a human capital management system. The website for the program notes that the six guiding principles of this work are:

- Educator compensation should be aligned to a common vision of instructional improvement.
- Initial salary placement should attract top teaching talent through the establishment of a competitive salary.
- Base pay placement and progression is designed to significantly reward long-term performance and rely less on years of experience and education units and degrees.
- Base pay progression should reward effective educators by reducing the gap between initial and peak earnings.
- Base pay progression is designed with an established end point.
- The overall salary structure should be designed to foster collaboration (in order to maximize the number of educators benefiting from base-pay progression based on effectiveness), as opposed to competition (limiting the number of educators who can benefit from base-pay progression based on effectiveness).



The theory of change for REIL-TNG can be seen in the model below.



MCESA TIF Round 4 organizations included:

- Balsz Elementary
- AZ Juvenile Corrections
- Maricopa County Regional
- Mobile Elementary
- Phoenix Elementary
- Roosevelt Elementary
- Wilson Elementary

While these programs are grant funded, they are important to include as they change the market landscape in the Phoenix and Scottsdale area when it comes to teacher compensation.

Other Important Findings

While conducting research on teacher base pay, other interesting information came to light concerning teacher compensation in benchmarked organizations.

Balsz Elementary District – Performance-based Pay

For example, Balsz Elementary District has a minimum and maximum pay, yet increases are performance-based, and stipends are available.

Increases to base-pay are determined by your evaluation focus. The information below was taken directly from the Balsz website:

- Teachers who receive a Highly Effective rating on their evaluation will receive up to \$3,000.00 plus up to an additional \$2,250.00 if the teacher retains employment for the following school year.
- Teachers who receive an Effective A rating on their evaluation will receive up to \$2,000.00 plus up to an additional \$1,500.00 if the teacher retains employment for the following school year.
- Teachers who receive an Effective B rating on their evaluation will receive up to \$1,200.00 plus up to an additional \$900.00 if the teacher retains employment for the following school year.
- All Teachers will receive \$1000.00 through 301 Funds
- Developing, Effective or Highly Effective Teachers can qualify for Performance Pay of \$1000.00 from 301 Funds. All fund payments are based on tax collections and will be adjusted accordingly by the state of Arizona and will be prorated based on individuals' length of contract year
- Teachers earning a Masters or Doctoral degree in an approved area will receive \$2000.00

The district also offers various stipends that are highly compensated. This information below is also taken directly from the district's website.

- Curriculum Instructional Coach Teachers will receive a \$5,000 stipend added to their contract.
- National Board Certified Teachers will receive an \$1,000 stipend added to their contract based on the requirement to maintain satisfactory evaluations and the provision that the individual is working in their area of focus on the National Board Certification.
- Special Education Teachers with primary assignments of 1) Inclusion for General Education Classrooms, 2) Self-contained Autism, 3) Special education Preschool, and 4) Self-contained ED will receive a \$5,000 stipend added to their contract.
- Gifted Education Teachers will receive a \$3,000 stipend added to their contract.

Chandler – Performance Compensation and Rewards for Individual Professional Growth

On Chandler's website they also mention a few interesting pieces of information when it comes to teacher compensation. They note that there are additional opportunities for increased earnings, with individuals being eligible for up to \$2,700 in performance pay. They also note that there is an incentive for their Journey 2020 program that allows teachers to earn up to an additional \$500.

Chandler also rewards teachers for "Professional Growth: \$50.00 in district credit / \$70.00 for university credit / \$80.00 for District-initiated credit."

Isaac – Stepless Salary Schedules and Longevity

Isaac has yet another model of how they look at base pay. They have a "stepless salary schedule." They also still compensate for longevity (unless you were an employee in 1998/1999 who received the top step). The longevity payment amounts are below.

- 5 years = \$250
- 10 years = \$500
- 15 years = \$1,000
- 20 years = \$1,500
- 25 years = \$2,000

Nadaburg – Years of Experience in Hard-to-Fill Positions and Longevity

Nadaburg is again different from the organizations above. The District will accept up to 10 years of prior experience for salary schedule placement, but only for "hard-to-fill" positions (Math, Science, and Special Education). They also still compensate for longevity. Employees with more than 15 years of service with the district will receive a stipend of \$200 for each additional year up to a maximum of \$1,000 per year above the salary schedule amount.

Paradise Valley

Has an additional addendum for teachers. They are eligible for performance-based pay as well as other stipends to reward additional duties and retention. Below are a list of stipends available.

- Special Education Self-Contained Teachers: \$2030
- National Board Certified Teachers: \$1578
- Hard-to-Fill Positions: \$500 to \$5000 (for first three years)
- Return to work: 1.5% of Base Salary if hired before October 1, 2015

Roosevelt

Roosevelt is another district that compensates for longevity. Yet, the individual must complete “consecutive years of service.” Currently the schedule works as defined below:

- 10 – 14 years: \$500
- 15 – 19 years: \$1000
- 20 – 24 years: \$1500
- 25 – 29 years: \$2000
- 30+ years: \$2500

SECTION 4

Recommendations

The following are recommendations made by Battelle for Kids to Salt River concerning their compensation system and practices for teachers. Recommendations should be evaluated by Salt River individually and in comparison to the organizations strategy and fiscal health. Any changes to the compensation system should then be appropriately planned, coordinated with human resources, and approved by the Board (where appropriate and in accordance with Board policy).

1. Ensure Sound Processes

In compensation and human resource management, sound processes are the cornerstone of reliable and defensible decisions. Battelle for Kids recommends that Salt River continue to plan and document processes around the placement of teachers onto the salary schedule and the updating of the schedule. While some of these processes are documented, others are not, causing confusion in-between departments. Further, it appears as if in the past processes have not been followed when it comes to placing teachers on the schedule, meaning that some individuals negotiated their years of service while others were placed on the schedule based on true years of service. (There are currently four teachers who negotiated their pay when hired prior to 2015-2016.) These placements call into question the validity of past processes.

We **do not** recommend that four individuals who benefited from being placed higher on the schedule due to their negotiations be moved to (down in this situation) to their appropriate step. Yet, going forward, it is important that processes in place be observed and followed to ensure internal equity and fairness. Yet, in the situation Salt River has a hard-to-staff position (even already being the highest paid employer of teachers), the Superintendent should be able to offer/approve that individual a stipend (not base pay compensation) as designed and decided upon by the organization.

2. 301 Monies

During conversations with various district staff members, there also seemed to be questions and anxiety concerning 301 monies. We recommend that this topic be assigned to a specific department staff member (ideally the leader of Human Resources) to ensure planning is done early, meetings on the topic are regular, and teachers are involved throughout the process. Battelle for Kids has had great success when it comes to involving teacher in the design and management of their own

compensation system. This empowering move is not always easy, but increases teacher buy-in, trust, and dedication – all things that benefit organization culture. We also recommend that the finance department complete a mini-audit of 301 practices in the past three to five years, so HR, Finance, and the Superintendent can sit down and plan appropriately for the future.

3. Midpoint Increase

Due to the strategic decision of the Board in the past concerning competitive rates as well as the financial situation of Salt River, we suggest that Salt River look at both minimums and midpoints when considering market competitiveness, specifically for teachers. While having high first year pay, this means that Salt River can effectively hire new teachers with little to no experience into the organization. Yet, teachers new to the profession typically take one to three years to become comfortable teaching and prepared to lead a classroom daily. This means that Salt River spends a great deal of time and resources growing new teachers with less than three years of experience. At this point Salt River moves from the highest paid employer to lower in the list and by time we reach midpoint pay, sits somewhere in the middle of the benchmarked group for bachelors and master's degree teachers (which make up the majority of individuals teaching in Salt River).

While individuals entered into the teaching profession for various reasons, many will tell you that pay is not one of them. Yet, we know from behavioral research that individuals are rational and will trade organizations in the situation where they feel they are more capable of serving their family. This all means that based on the construction of the current schedule, Salt River may be attracting new-to-the-profession teachers and training them, only for them to leave for surrounding organizations when it makes financial sense (around five to seven years). An in-depth study of teachers by degree, years of service, and exit/retention would need to be completed in Salt River.

Yet, regardless of the findings of the review of data mentioned above, altering the schedule to be one of the highest paid employers in the area through year five to seven would allow Salt River to effectively recruit and retain highly effective teachers, being the highest paid employer in the region. It is also important to note that most districts in the area only accept 5 a maximum of five years of previous experience on their schedule. Thus, if Salt River can ensure that they are the highest paid (using midpoints) at step 5 or 6 respectively, staff would have to take a pay reduction if they leave for another organization.

4. Salary Schedule Changes

Currently, Salt River's teacher salary schedule (pre COLA adjustment made in October 2015) can be seen below and has nine columns. While many districts in the United States still use a salary schedule, in Battelle for Kids experiences, most organizations have a schedule with six to eight columns. Further, many organizations benchmarked in the Phoenix/Scottsdale area are not using nine columns. Others (six organizations of 19) are not compensating for degrees above a masters.

SALT RIVER PIMA-MARICOPA INDIAN COMMUNITY EDUCATION DIVISION CERTIFIED SALARY SCHEDULE SCHOOL YEAR 2015/16									
Years	BA	BA + 15	BA + 30	MA*	MA +15	MA +30	MA + 45 EdS	MA + 60	PhD, EdD
0-1	\$40,658	\$41,639	\$42,619	\$43,648	\$44,678	\$45,707	\$46,951	\$48,194	\$49,438
2	\$41,474	\$42,619	\$43,648	\$44,785	\$45,814	\$46,844	\$48,194	\$49,438	\$50,682
3	\$42,289	\$43,599	\$44,678	\$45,921	\$46,951	\$47,980	\$49,438	\$50,682	\$51,925
4	\$43,104	\$44,579	\$45,707	\$47,058	\$48,087	\$49,117	\$50,682	\$51,925	\$53,169
5	\$43,919	\$45,559	\$46,736	\$48,194	\$49,224	\$50,253	\$51,925	\$53,169	\$54,413
6	\$44,734	\$46,539	\$47,766	\$49,331	\$50,360	\$51,390	\$53,169	\$54,413	\$55,657
7	\$45,550	\$47,520	\$48,795	\$50,468	\$51,497	\$52,526	\$54,413	\$55,657	\$56,900
8			\$49,825	\$51,604	\$52,634	\$53,663	\$55,657	\$56,900	\$58,144
9			\$50,854	\$52,741	\$53,770	\$54,800	\$56,900	\$58,144	\$59,388
10				\$53,877	\$54,907	\$55,936	\$58,144	\$59,388	\$60,631
11				\$55,014	\$56,043	\$57,073	\$59,388	\$60,631	\$61,875
12				\$56,150	\$57,180	\$58,209	\$60,631	\$61,875	\$63,119
13				\$57,287	\$58,316	\$59,346	\$61,875	\$63,119	\$64,362
14				\$58,424	\$59,453	\$60,482	\$63,119	\$64,362	\$65,606
15				\$59,560	\$60,590	\$61,619	\$64,362	\$65,606	\$66,850
16							\$65,606	\$66,850	\$68,093
17							\$66,850	\$68,093	\$69,337
18							\$68,093	\$69,337	\$70,581
19							\$69,337	\$70,581	\$71,825
20							\$70,581	\$71,825	\$73,068
21							\$71,825	\$73,068	\$74,312
22								\$74,312	\$75,556
23									\$76,799
National Board Certification for Teachers (NBCT) = \$1,500									
Education Board approved: April 20, 2015									

Battelle for Kids recommends that Salt River convene a group of highly effective teachers to review and consider changes to the current salary schedule structure. Below we have detailed possible changes that we believe may reflect the desires of the current staff, would be easier for HR to manage, could (if shared appropriately) would make the district more appealing to individuals looking for jobs, and would align more closely to research on degrees and teacher effectiveness.

Bachelor's Degree Compensation

For example, it would benefit 24 of 25 bachelor's degree teachers if there was one bachelor's degree column that started at \$40,658 and extended to \$50,854 over 9 years. The data below shows the steps where bachelor's degree teachers currently sit. This change would benefit anyone who has not reached the max bachelors pay.

BA	FTE Count	BA+15	FTE Count	BA +30	FTE Count
Step 0-1 (Step 1)	4	Step 0-1 (Step 1)	0	Step 0-1 (Step 1)	0
BA Step 2	0	BA + 15 Step 2	1	BA + 30 Step 2	0
BA Step 3	4	BA + 15 Step 3	0	BA + 30 Step 3	0
BA Step 4	1	BA + 15 Step 4	0	BA + 30 Step 4	0
BA Step 5	2	BA + 15 Step 5	0	BA + 30 Step 5	0
BA Step 6	2	BA + 15 Step 6	0	BA + 30 Step 6	0
BA Step 7	6	BA + 15 Step 7	4	BA + 30 Step 7	0
				BA + 30 Step 8	0
				BA + 30 Step 9	1

The new schedule could look like this:

Years	BA
1	\$ 42,081
2	\$ 43,400
3	\$ 44,719
4	\$ 46,038
5	\$ 47,357
6	\$ 48,677
7	\$ 49,996
8	\$ 51,315
9	\$ 52,634

The midpoint of this schedule would be \$47,357, which would move Salt River from 9th place in the region for midpoint to 7th. Yet, it is important to note, that this change would make Salt River the highest paid bachelor's degree organization in the study for years one through 9. Even with the midpoint for bachelor's degrees being 9th with the new schedule, having the highest pay for years one through five or six, would meet the recommendation mentioned above in "3. Midpoint Increase"

IMPORTANT: To move individuals to this schedule they would be placed on the dollar amount closest to their current pay. It is important in compensation system changes that individuals are not singled out and moved backwards on a teacher schedule. A financial analysis of this change to the system would also need to be completed and reviewed by finance, the Chief Financial Officer, and the Superintendent.

Master's Degree Compensation

Further, the same thing could be done with master's degrees, starting them at \$43,648 and having them top out at \$71,825 (MA +45/step 21) or \$74,312 (MA+60/Step 22) over 22 or 23 years. The

data below shows the steps where bachelor's degree teachers currently sit. This would benefit 50 of 51 teachers who are currently placed somewhere in the masters columns. This change would benefit anyone who has not reached the max master's pay.

MA	FTE Count	MA+15	FTE	MA +30	FTE	MA +45/EdS	FTE	MA +60	FTE
Step 0-1 (Step 1)	0	Step 0-1 (Step 1)	0	Step 0-1 (Step 1)	0	Step 0-1 (Step 1)	0	Step 0-1 (Step 1)	0
MA Step 2	3	Step 2	0	Step 2	0	Step 2	0	Step 2	0
MA Step 3	3	Step 3	0	Step 3	0	Step 3	0	Step 3	0
MA Step 4	1	Step 4	0	Step 4	0	Step 4	0	Step 4	0
MA Step 5	1	Step 5	0	Step 5	0	Step 5	0	Step 5	0
MA Step 6	5	Step 6	1	Step 6	1	Step 6	0	Step 6	1
MA Step 7	8	Step 7	0	Step 7	0	Step 7	0	Step 7	0
MA Step 8	4	Step 8	0	Step 8	1	Step 8	1	Step 8	0
MA Step 9	3	Step 9	0	Step 9	0	Step 9	0	Step 9	0
MA Step 10	3	Step 10	0	Step 10	0	Step 10	0	Step 10	0
MA Step 11	1	Step 11	0	Step 11	1	Step 11	0	Step 11	0
MA Step 12	0	Step 12	0	Step 12	0	Step 12	0	Step 12	0
MA Step 13	1	Step 13	1	Step 13	1	Step 13	0	Step 13	0
MA Step 14	3	Step 14	0	Step 14	0	Step 14	0	Step 14	0
MA Step 15	5	Step 15	0	Step 15	0	Step 15	0	Step 15	0
						Step 16	0	Step 16	0
						Step 17	0	Step 17	0
						Step 18	0	Step 18	0
						Step 19	0	Step 19	0
						Step 20	0	Step 20	0
						Step 21	1	Step 21	0
								Step 22	1

The new schedule could look like the schedule on the right.

The midpoint of this schedule would be \$61,044, which would move Salt River from 4th place in the region for midpoint to 1st.

IMPORTANT: To move individuals to this schedule they would be placed on the dollar amount closest to their current pay. It is important in compensation system changes that individuals are not singled out and moved backwards on a teacher schedule. A financial analysis of this change to the system would also need to be completed and reviewed by finance, the Chief Financial Officer, and the Superintendent.

This would also resolve the midpoint issue addressed above in recommendation three.

Years	MA
1	\$ 45,176
2	\$ 46,618
3	\$ 48,061
4	\$ 49,503
5	\$ 50,946
6	\$ 52,389
7	\$ 53,831
8	\$ 55,274
9	\$ 56,716
10	\$ 58,159
11	\$ 59,602
12	\$ 61,044
13	\$ 62,487
14	\$ 63,930
15	\$ 65,372
16	\$ 66,815
17	\$ 68,257
18	\$ 69,700
19	\$ 71,143
20	\$ 72,585
21	\$ 74,028
22	\$ 75,470
23	\$ 76,913

PhD/ Education Doctorate Compensation

The data below shows the steps where PhD/EdD degree teachers currently sit. Currently, only 3 teachers currently hold a PhD or EdD at Salt River.

PhD/EdD	FTE Count
Step 0-1 (Step 1)	0
PhD/EdD Step 2	0
PhD/EdD Step 3	0
PhD/EdD Step 4	0
PhD/EdD Step 5	1
PhD/EdD Step 6	0
PhD/EdD Step 7	0
PhD/EdD Step 8	0
PhD/EdD Step 9	0
PhD/EdD Step 10	0
PhD/EdD Step 11	0
PhD/EdD Step 12	0
PhD/EdD Step 13	0
PhD/EdD Step 14	0
PhD/EdD Step 15	0
PhD/EdD Step 16	0
PhD/EdD Step 17	0
PhD/EdD Step 18	0
PhD/EdD Step 19	0
PhD/EdD Step 20	0
PhD/EdD Step 21	0
PhD/EdD Step 22	2
PhD/EdD Step 23	0

It is important to note that of the 19 organizations benchmarked, six no longer pay for PhD/EdD. Further, six other organizations benchmarked may have a starting pay for an individual with a PhD/EdD but measures of performance are the drives for pay increases, not years of service.

Nationally speaking, it is important to note that many districts nationally are moving away from compensating teachers for these degrees.

We recommend that a group of teachers brought together to review possible changes to teacher compensation review current research on the effectiveness of advanced degrees.

IMPORTANT: We would suggest that regardless of that group's decision on how to move forward with PhD/EdD compensation, for individuals currently on this scale or staff who have started a PhD/EdD program as of January 1, 2015, have the ability to be grandfathered into a new system. Meaning that **that those individuals have the choice AND ability remain on the current schedule throughout their tenure at Salt River and/or are retroactively placed on the PhD/EdD schedule.**

Comparing the New Suggest Scale to the Current Teacher Scale

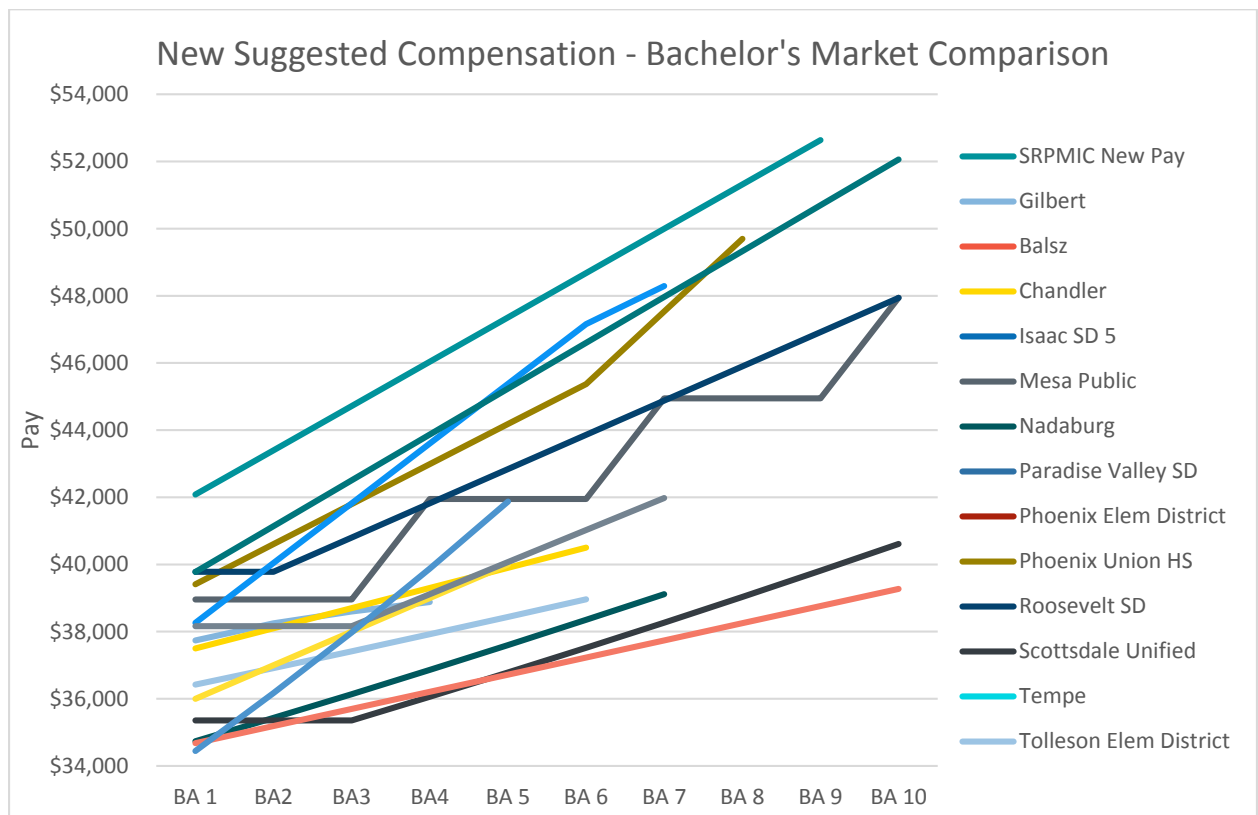
Below you will find the new recommended pay scales for bachelor's and master's degree teachers. These are the same scales seen above.

Years of Service	Bachelors Degree	Years of Service	Masters Degree
1	\$ 42,081	1	\$ 45,176
2	\$ 43,400	2	\$ 46,618
3	\$ 44,719	3	\$ 48,061
4	\$ 46,038	4	\$ 49,503
5	\$ 47,357	5	\$ 50,946
6	\$ 48,677	6	\$ 52,389
7	\$ 49,996	7	\$ 53,831
8	\$ 51,315	8	\$ 55,274
9	\$ 52,634	9	\$ 56,716
10	\$ 52,634	10	\$ 58,159
11	\$ 52,634	11	\$ 59,602
12	\$ 52,634	12	\$ 61,044
13	\$ 52,634	13	\$ 62,487
14	\$ 52,634	14	\$ 63,930
15	\$ 52,634	15	\$ 65,372
16	\$ 52,634	16	\$ 66,815
17	\$ 52,634	17	\$ 68,257
18	\$ 52,634	18	\$ 69,700
19	\$ 52,634	19	\$ 71,143
20	\$ 52,634	20	\$ 72,585
21	\$ 52,634	21	\$ 74,028
22	\$ 52,634	22	\$ 75,470
23	\$ 52,634	23	\$ 76,913

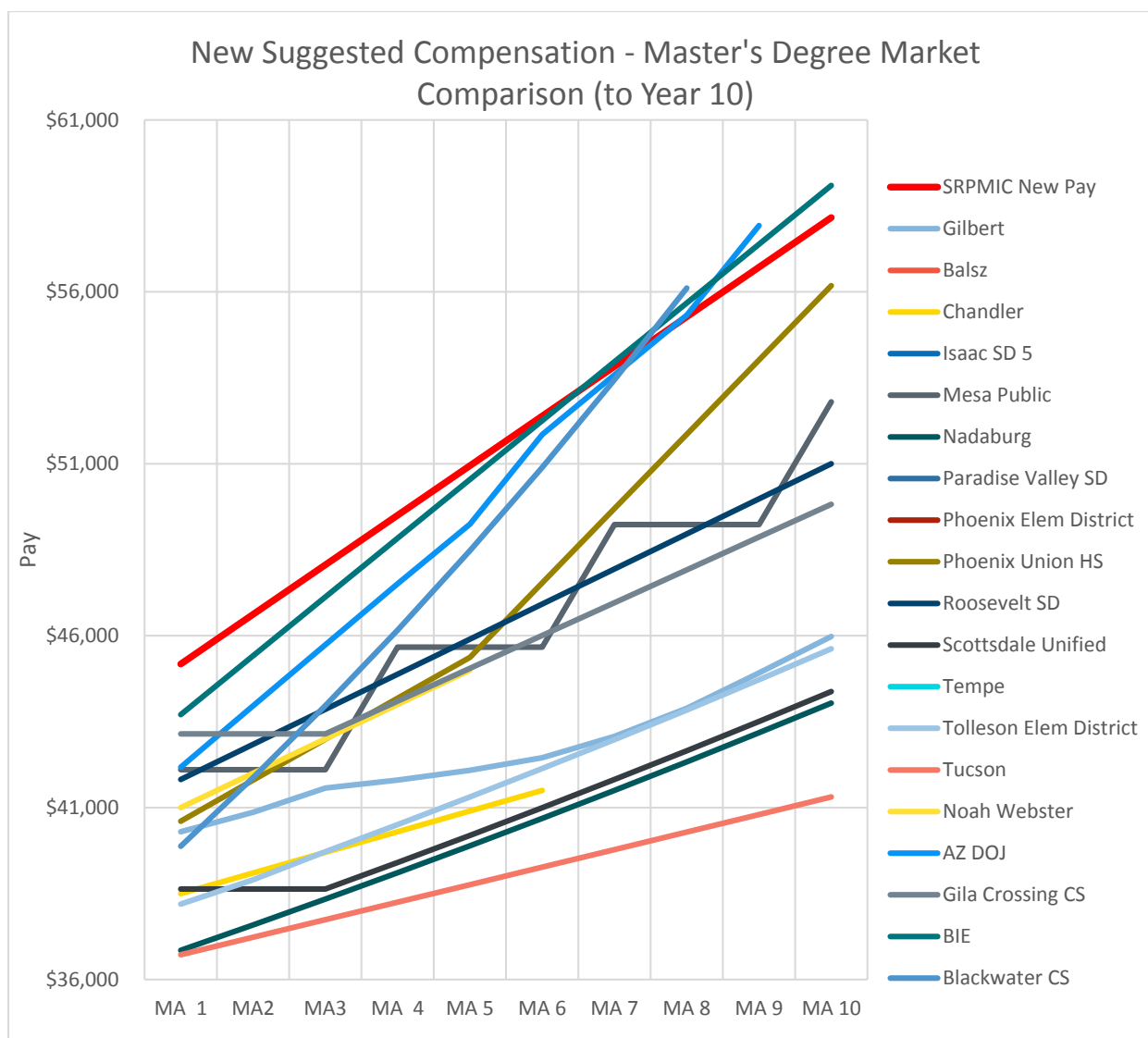
The next chart is a graphical representation of the scales in comparison to each other. The steps between years are even, making the line have an even slope. The X-axis represents 'years of service' and the Y-axis marks pay. The blue line represents bachelor's degree base pay and the orange line master's degree pay.



Comparing the New Suggest Scale to the Market



The chart above shows that with suggested changes, Salt River Schools would be the highest paying bachelor's degree employer of teachers in the market comparison area for years one through ten. It is important to note that the comparison done is only for years one through 10. This means that other districts could surpass Salt River in bachelor's degree pay in year 11 and above.



The chart above shows that with suggested changes, Salt River Schools would be the highest paying master's degree employer of teachers in the market comparison area for years one through six. This would align with the recommendations above. Further, since most districts do not accept more than five or six year of service for new hires, this would make Salt River highly competitive when it comes to hiring new staff and retaining effective staff.

Research on Degrees and Teacher Effectiveness

For decades, school districts have rewarded educators for earning advanced degrees with salary increases and/or bonuses. At this point the research is mixed about the relationship between degree attainment and teacher effectiveness. Some researchers have found a weak or conditional relationship, while others have discovered no connection between advanced degrees and student achievement. Below are a sampling of research/findings on the topic:

- The 2010 report, "Human Capital in Boston Public Schools: Rethinking How to Attract, Develop and Retain Effective Teachers" from the National Council on Teacher Quality, shares the results of a meta-analysis of 17 different studies (and 102 "unique estimates"). The authors note, "Out of 102 statistical tests that were examined, 64.7% (n=66) of the estimates indicated that teachers' advanced degrees did not have any significant impact on student achievement. On the other hand, 25.5% (n=26) indicated a negative effect, and 9.8% (n=10) suggested a positive effect of teachers' advanced degrees on student achievement."
- In a 2007 study of Chicago public school teachers, Aaronson, Barrow, and Sanders found that only 10 percent of the variance in student learning and teacher effect could be explained by teachers' experience, credentials, degrees, or the college or university they attended.
- In another 2007 study, Clotfelter, Ladd, and Vigdor noted "that having a graduate degree is not predictive of higher achievement compared to having a teacher without a graduate degree."
- In a research synthesis, Goe (2007) concludes that a teacher's course taking and degree attainment in mathematics are positively correlated with student achievement in mathematics, especially at the high school level. While content specialization and degree in other subjects have not been found to be strongly correlated with student achievement, Goe acknowledges that these other subjects have not been researched to the extent that mathematics achievement has been addressed.
- In a 2005 paper by Hanushek, Kain, O'Brien, and Rivkin, the authors note that when looking at test scores of fourth through eighth graders in Texas, there was no correlation between teachers with master's degrees and student gains.
- In 2003, Jennifer King Rice reviewed five studies (Summers and Wolfe, 1977; Ratledge, 1979; Murnane and Phillips, 1981; Harnisch, 1987; Link and Monk, 1994) and found that the impact of advanced degrees at an elementary school level is mixed, yet, "evidence suggests that teachers who have earned advanced degrees have a positive impact on high school mathematics and science achievement when the degrees earned were in these subjects."
- Betts, Zau and L. Rice (2003) found differences across grade levels and subjects. At the elementary school level, holding a master's degree as a teacher had a positive, statistically significant effect on student achievement gains in math, but the effect was not significant in reading. Conversely, at the high school level, holding a master's degree or Ph.D. had a positive, statistically significant effect on reading gains, but not in math.
- According to a Center for Educator Compensation Reform research synthesis, "Goldhaber and Brewer's (1997, 1998) analyses of the 1998 National Educational Longitudinal Study also revealed that high school students assigned to teachers who held master's degrees in mathematics made greater gains in mathematics achievement than students whose teachers did not have advanced degrees or who held advanced degrees in other subjects. Similarly, high school teachers with bachelor's degrees in science were also more effective at increasing student achievement in science than teachers who taught science but either had no degree or a bachelor's degree in a non-science subject. Subject-specific degrees had no effect on student achievement in English or history, however."

As researchers continue to investigate the connection between degree attainment and educator effectiveness, it will be interesting to see how districts respond with their human capital decisions. Battelle for Kids provided Salt River with further research and articles on the topic of degrees and teacher effectiveness created by USDOE technical assistance providers (researchers from various institutions nationally). They can be found attached to this report.

5. Exploration of Strategic Compensation

Strategic compensation is the alignment of district compensation systems to district strategies. While many equate this with paying for test scores, this is not that case as many organizations have a great number of priorities outside testing. Due to the REIL MCESA work being done by many organizations in the Phoenix/Scottsdale area, Battelle for Kids suggests that Salt River convene a group of teachers to attend facilitated sessions where they learn and discuss strategic compensation systems and determine whether they have a place in Salt River schools.

IMPORTANT: It is important to note that Battelle for Kids believes this decision is one to be made by the organization staff, board, and community alone and *never* by an outside provider of services.

It is also important to note that typically, this would not be a recommendation of Battelle for Kids in a compensation study, but we cannot ignore the market competition Salt River Schools faces when it comes to recruiting and retaining talent. Rarely will one see as many close competitors (in the education sector) in a state where they have not been mandated to build new compensation systems undertaking this work.

Yet, in the situation Salt River decides to explore strategic compensation, Battelle for Kids recommends three important key aspects that we have learned make K-12 organizations successful. Specifically, the importance of:

1. Stakeholder involvement
2. Learning and reflecting
3. Gathering staff feedback in the process

Stakeholder Involvement

Districts around the country are working on a variety of initiatives that require collaborative design and stakeholder buy-in. Likewise, the success of a district's strategic compensation program relies heavily on stakeholder engagement and buy-in. When stakeholders are invested in the model design process and compensation system, they become the force driving the initiative. If employees do not see the importance of participating in or supporting a strategic compensation system, they will not do so. It is essential, therefore, that every district builds a design team of internal and external stakeholders that is engaged in a collaborative exploration or planning process.

Design teams should contain individuals from diverse job titles, experiences, training or preparation backgrounds, belief systems, performance levels, ages, genders, races, ethnicities, etc. Most design teams are comprised of at least a majority of teachers, when working on change initiatives that affect teachers.

All individuals should be willing and capable of participating to the best of their ability. It is the district's responsibility to ensure design team members become full partners in change. An important characteristic of design teams is that it includes informal leadership as well. Everyone knows who the opinion leaders are in the district and these individuals should be included in the discovery and design process from the beginning. All individuals should be willing and capable of participating to the best of their ability as well as have the desire to represent the group they are there to represent. It is the district's responsibility to ensure design team members become full partners in education reform.

The boxes below contain examples of possible internal and external stakeholders who could be included in your district's design team. Teams should contain between 15 and 20 members, with no more than 25 or 30 members and no less than 10.

Internal Stakeholders (Options)	External Stakeholders (Options)
<ul style="list-style-type: none"> ▪ Elementary Teacher (Core Subject) ▪ Middle School Teacher (Core Subject) ▪ High School Teacher (Core Subject) ▪ Special Education Teacher (Any Level) ▪ Art/Physical Education/Music Teacher ▪ Career Technical Education (Any Level, where applicable) ▪ Alternative School Teacher (Any Level, where applicable) ▪ Counselor, Speech Therapist, Librarian (Any Level) ▪ Teacher Association Representative (Local) ▪ Elementary Principal ▪ Middle School Principal ▪ High School Principal ▪ Assistant Principal ▪ Superintendent ▪ Assistant Superintendent ▪ Human Resources Employee and/or Payroll Employee (Where Applicable) ▪ Research/Data Accountability Employee (Where Applicable) ▪ Professional Development Coordinator (Where Applicable) ▪ Strategy/District Direction Employee (Where Applicable) 	<ul style="list-style-type: none"> ▪ Board Member ▪ Chamber of Commerce Member ▪ Teacher Association Representative (State Level) ▪ Local Business Member (Preferably an executive or high-level human resources employee who is familiar with a merit/pay-for-performance system within their organization) ▪ Nonprofit/Community Organization Member ▪ Local College or University Representative (Preferably from College of Education) ▪ Large District Donor ▪ Elected Official ▪ Parent ▪ State Association Member (i.e. School Boards Association, Personnel Directors Association, etc.)

After design team members have been selected and expectations shared, it is important to decide whether the group is an ‘advisory committee’ or a ‘decision making body.’ Advisory committees come up with plans and ideas to then be shared with the board or a leadership body that votes whether to “approve” or “accept”, “deny”, or “accept/approve with changes.” A decision making body is just that, the committee has the ability to plan and vote internally and when ‘passed’ the plan is then implemented. **If undertaking only an exploration process, the Design Team can act as a body that votes on whether or not to proceed with creating a system after learning more about strategic compensation.** Successful districts have been known to use either model of decision making, but, the group must be informed from the start concerning their level of decision making authority.

It is also important for the Superintendent to be involved in these conversations from the beginning. Successful Superintendents must realize that all design team members have equal voice, which means they’re no longer “the boss.” This means that this work is not for the meek. This work is not easy. This means that as a Superintendent an individual must be able to hand the power reins over to a team to make decisions. If this sounds like something that’s not in the realm of possibility for your leaders, this work and process is not for you.

Learning

Compensation system changes for teacher is a hot topic nationally. Yet, the hard part is that often terms are often switched or misused leading to even more confusion and chaos. Not to mention, pay is a topic that hits close to home... literally. Without pay people can’t pay their mortgage or rent, feed their family, pay off those immense student loans, or cloth their children. This is not a project to be undertaken if it is not taken seriously.

We always recommend that Design Team Members and district staff should be provided with articles, activities, and presentations on compensation, behavioral research, perceptual data, multiple measures, example models, and more. Having an understanding of terms, behaviors, measures, systems, compensation, benefits, variable pay (bonuses or stipends), career pathways, and more will aid in a collaborative design process.

It is important to know that there is research that supports the design of such systems as well research that does not. One must look at information that both supports a system that moves away from the “norm” and research that does not. It is also important to do a little homework on the research firms or evaluators who have written the materials you are reviewing as while we hate to say this, at times this can alter the information presented.

Topics to Learn About	
<ul style="list-style-type: none"> - What makes up total compensation and each parts current worth, including: <ul style="list-style-type: none"> ○ Benefits (health, vacation, retirement, etc.) 	<ul style="list-style-type: none"> - Levels of measurement - Student growth vs. student achievement - Power of multiple measures

<ul style="list-style-type: none"> ○ Base Pay ○ Variable Pay (bonuses, stipends, supplements) ○ Cost of Living ○ Non-monetary rewards <ul style="list-style-type: none"> - Market-based Pay - Rewards - Behavioral research - Perceptual Data 	<ul style="list-style-type: none"> - Teacher Leadership - Career Ladders/Pathways/Lattice - HR Law ○ FMLA <ul style="list-style-type: none"> - Alternative Compensation Systems – also known as differentiated compensation - District Model Examples - Teacher Incentive Fund
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From years of experience working with very different types of design teams and districts, it's important to recognize that strongly held personal beliefs will always trump research. However, it's important to present credible research that represents different positions and viewpoints for a balanced conversation.

Gather Feedback from Staff

Giving a voice to employees means that a district is interested in designing initiatives that match the desires of the people who work there. Incentives by their nature must fit the groups or individuals you are trying to incent. Thus, surveying teachers and principals on their perceptions of collaboration, compensation, and desired “rewards” is important. The decision to move forward with designing a strategic compensation system must reflect both district strategy and staff feedback.

Whether Salt River decides to build a strategic compensation system or not, we suggest that the organization involve teachers in a thoughtful conversation on the topic to decide whether this is a viable and desirable path for the division.

SECTION 5

About this Study

Battelle for Kids is a national, not-for-profit organization that provides counsel and solutions to advance the development of human capital, the use of strategic measures, practices for improving educator effectiveness, and communication with all stakeholders. At the heart of this work is an unwavering focus on accelerating student growth.

This analysis is not intended to provide, nor should anyone consider that it provides, legal advice. Nothing in this document constitutes the practice of law and should not be relied upon as such. Legal advice is dependent upon the specific circumstances of each situation and upon the law in specific jurisdictions. Do not rely on legal information without consulting an attorney licensed to practice law in your jurisdiction. Legal information in particular can change rapidly and will vary in application and interpretation in different jurisdictions. Battelle for Kids expressly disclaims liability for injury or damages of any kind arising out of use, misuse or reliance on any information contained herein, for any errors or omissions of information contained in this document or for any information provided with this document.

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COMPENSATION STUDY

Prepared for
Cleveland Metropolitan School District
Presented by Battelle for Kids, September 2013

Revised, January 2014

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EXECUTIVE SUMMARY

At the request of CMSD, Battelle for Kids (BFK) completed a comprehensive compensation study focused on understanding and identifying the role of the Principal and Assistant Principal positions within the district as well as understanding the value of these positions relative to each other and the external labor market.

The process began with an in depth analysis of the Principal job including job description review and revision. Next the Principal role was evaluated using the Job Evaluation Manual. The Job Evaluation Manual contains eleven (11) job evaluation factors, which combine to measure the strategic value of jobs relative each other. Once the Principal position was evaluated a market analysis was conducted utilizing both national, state and local market data. Overall state data showed a drop in both Principal and Assistant Principal pay since the 2010-2011 school year, however this can likely be attributed to economic trends and transitions in the composition of the workforce. For benchmarking purposes data from districts with an average pay less one standard error greater than one standard deviation above CMSD average pay were excluded from the analysis.

In analyzing the position of CMSD's salary schedule relative to market rates, CMSD's pay schedules are relatively in line with the market, even at the first steps of the salary schedule. Assistant Principals are between 2% and 6% below the market average. High school Principals are typically near the market average, but the K-8 school Principals specifically are closer to the market (4% below to 3% above) relative to their high school counterparts (6% to 13% above).

Overall in the aggregate, CMSD pay is comparable to the Ohio 8 Coalition districts. Cleveland, however, is significantly lower in comparison to the average pay of Columbus City for both Assistant Principals (5% below) and Principals (10% below) and is also lower than Cincinnati City for Principals (over 10% below), the two most comparable districts in terms of student count and district revenues. Additionally, CMSD's average pay mirrors the overall average rate in the north region, but yet lags behind many districts in the region, especially at and above the median of the pay distribution. CMSD also lags behind the average pay of other regions of the state, a common trend for districts in the north region.

As CMSD competes for talent the district will need to consider how the distribution of Principal pay affects their ability to not only hire but retain highly effective leaders.

UNDERSTANDING COMPENSATION STUDIES

Why Conduct a Compensation Study?

A compensation study is the process of analyzing an organization's pay structures to ensure fairness, equality, and external market equity. In examining the practices of successful organizations, it is evident that maintaining a strong and strategic compensation system is essential to helping organizations stay competitive in the market and attract and retain top talent. Compensation studies can help employers develop such a system, as well as control their expenses, promote employee engagement and high performance, identify inconsistencies in their job classification structure, and ensure compliance with statutory requirements.

The theoretical root of the compensation study is centered on equity. As Adams' equity theory suggests, individuals' satisfaction in the workplace is closely tied to their perceptions of fairness. That is, people subconsciously compare the inputs they offer (e.g., time, hard work, skill) and the resulting rewards or other outcomes to the inputs and outcomes of those around them to determine whether they believe they have received fair treatment. Their perceptions can serve as a motivator or demotivator, depending on whether employees feel that their ratio of inputs to outcomes is comparable to those of the people they see as their equals.

Employees tend to make subconscious comparisons of this nature with their own colleagues, as well as those outside of the organization. For instance, a school Principal might compare his or her role, responsibilities, and compensation with those of teachers, central office staff, and other Principals in the district; as well as Principals in neighboring districts. Based on this comparison, if he or she believes that another district can offer "a better deal," he or she may elect to transfer to that district. This is why a compensation study can be an invaluable investment for any organization—it allows that organization to make internal and external comparisons in anticipation of its current or prospective employees' need for fair and equitable compensation. Additionally, a sound and well-structured compensation system can increase organizations' ability to comply with federal legislation such as the following:

- Fair Labor Standards Act (1938): Sets minimum wage and certain guidelines around working conditions.
- Equal Pay Act (1963): Requires equal pay for equal work
- Age Discrimination in Employment Act (1967): Prohibits age discrimination in employer practices such as performance-based pay systems
- Lilly Ledbetter Fair Pay Act (2009): Resets the statute of limitations on pay discrimination lawsuits each time an allegedly discriminatory paycheck is issued

For these reasons and more, compensation studies are becoming more common in school districts. Districts are relying on this practice to determine the best ways to allocate limited resources in a way that positions them as an employer of choice for high-performing staff.

The Process

The first step in a compensation study is to conduct a job analysis for all relevant positions to determine their minimum qualifications, working conditions, major areas of responsibility, reporting structure, work flow structure, and other key information. A major function of the job analysis is to determine whether an organization's job descriptions are accurate. This can be accomplished by comparing the written information from the job description with employee accounts (gathered through interviews, surveys, or similar methods) of their roles and responsibilities. Based on findings from the job analysis, job descriptions may be updated to reflect recent changes or ensure accuracy.

Next, current and accurate job descriptions are used as a base for the job evaluation, which often involves one of the following four methods:

- Job ranking: Places jobs in a hierarchy based on their importance to the organization.
- Job classification: Places jobs involving similar competencies into groups, or classes.
- Point factor: "Grades" jobs by breaking them down into competencies and assigning a point value to each competency. Competencies are capabilities that an organization values and that differentiate pay from one job to the next. They may include leadership, communication, supervision/span of control, job complexity, specificity of knowledge, and strategic impact.
- Factor comparison: Combines the point factor and job ranking methods.

Following the job evaluation, a market analysis is conducted. This process involves benchmarking jobs in markets that are similar to the organization in some way, such as industry, geographic location, size, or strategy. Data are collected from these competitive or comparative groups to identify jobs that are similar to those of the organization conducting the salary study. Similarity is determined based on duties and level of responsibility rather than job titles, which can be misleading.

In addition, compensation information for identified comparison jobs is collected and compared with the organization's current compensation package, or parts of it, such as salary and bonuses. Sources of compensation data may include salary surveys or databases such as those maintained by the Bureau of Labor Statistics, the Occupational Information Network, and the Society for Human Resource Management. It is important to note that seeking compensation through surveys are regulated by the Sherman Antitrust Act of 1890 and a series of related Antitrust Safety Zone statements issued by the U.S. Department of Justice and Federal Trade Commission. According to these agencies, organizations conducting their own salary surveys can be seen as practicing illegal price-fixing. To ensure they do not violate safe harbor under these guidelines, organizations must make sure that:

- Surveys are conducted by a third party,
- Data provided by survey participants are more than three months old,
- At least five organizations report data for each disseminated statistic,

- No data source represents more than 25 percent on a weighted basis of that statistic, and
- Reporting is aggregated such that recipients are unable to identify compensation offered by any specific provider.

Survey data are then analyzed to construct a market line that illustrates the relationship between an organization's jobs included in the compensation study and market rates paid by competitors. This information allows the organization to then structure its compensation system. Determining pay amounts is generally driven by an organization's compensation philosophy, which typically includes one or some combination of the following:

- Match the market: Paying roughly the same as competitors.
- Lead the market: Pay rates higher than those of competitors.
- Lag the market: Pay rates lower than those of competitors.

There are several advantages and disadvantages to consider when adopting one or some of these compensation philosophies. For instance, matching the market can help an organization remain competitive in a cost effective way, but may need to be revisited frequently to account for economic changes. Leading the market can help an organization remain highly competitive, but can be costly. Lagging the market is generally not considered unless an organization is simply not financially capable of paying higher rates, but can still be a workable option for cutting costs. Organizations that employ this strategy may wish to couple it with some non-monetary rewards to help attract and retain talent. For some organizations, a combination of these options may be the most appropriate approach. They might, for example, match the market for most positions, and lead the market for hard-to-staff positions.

The next step is to create salary ranges based on internal job structure and external pay information from the market analysis, and guided by the organization's compensation philosophy. Current salaries can then be placed into the ranges, then determining appropriate pay grades for various jobs.

After the Study

It is advisable for organizations to examine their compensation systems every few years to keep up with changing market conditions. Major events, such as significant changes in the labor market or the emergence of new competitors may warrant a reassessment as well.

CMSD COMPENSATION STUDY FOCUS

The focus of this compensation study is to:

- Understand and identify what the role of the Principal and Assistant Principal are in CMSD schools
- Understand the value of these positions relative to each other and to the external labor market

PRINCIPAL JOB DESCRIPTION

Cleveland Metropolitan School District (CMSD) updated the Principal job description in August 2013. This job description was utilized for the job evaluation process.

JOB EVALUATION

Job evaluation objectively assigns point values to jobs within an organization and is correlated to compensation. The Principal position in CMSD was evaluated for this study based on the work normally and regularly required from an employee. The point values are based on two premises:

1. Certain identifiable factors are present in all jobs within a job family but to varying degrees.
2. These identifiable factors can be objectively measured or evaluated.

Job evaluation is the foundation of this compensation study. Job evaluation is not about an individual or the performance of an individual, team, or department. Job evaluation is about the job and the associated duties and responsibilities of the job as listed in the job description. The process Battelle for Kids (BFK) executed for job evaluation is outlined below.

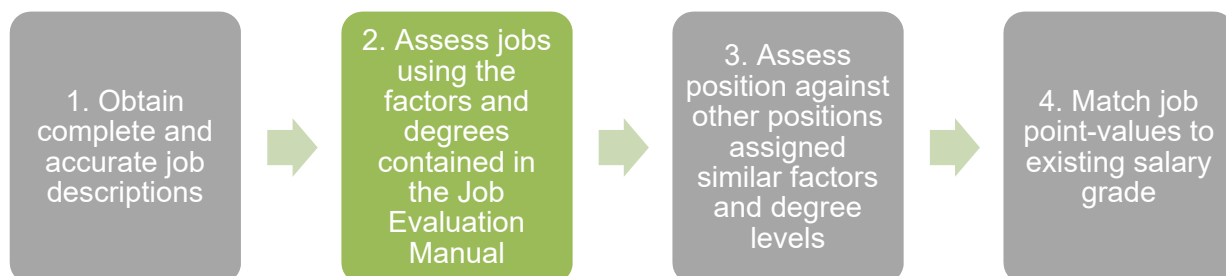
Job Evaluation Process

Process Step 1:



In order to accomplish the first step of the process, CMSD wrote a new job description for the Principal position that encompasses the regular activities of Principals across the district.

Process Step 2:



The second step in the process involved evaluating the four jobs in this compensation study's sample using the Job Evaluation Manual. The Job Evaluation Manual contains eleven (11) job evaluation factors, which combine to measure the strategic value of jobs relative each other. The factors are structured into multiple degrees, and each degree corresponds with a specific number of points. The total points assigned from each factor represent the strategic value of the job to the district, that is, the level of scope, influence, responsibility, and accountability the job has for achieving district-wide goals. The maximum possible score in this compensation study is 500 points. The CMSD Job Evaluation Manual contains all of the factors, their definitions, and a rubric for scoring. The Job Evaluation Manual below defines the factors and outlines the degrees and maximum point values for each factor.

Job Evaluation Manual

1. *Strategic Impact: 5 degrees, 70 maximum points*

This factor measures the degree to which the position can influence the goals of the organization (i.e., budgeting, auditing, and stakeholder satisfaction, funding generation). Focus is on the individual action/initiative required, the level and extent of input into plans and goals, as well as the level and extent of execution of responsibilities. Cost or impact of success or error is also a consideration.

Degrees	Points	Descriptions
1	14	Execution of routine transactions with limited direct impact on organizational goals. Little or no independent action or initiative required to carry out assigned duties.
2	28	Execution of routine economic transactions with some impact on organizational goals. Primarily follows prescribed procedures, but may utilize some independent action or initiative within prescribed bounds.
3	42	Execution of non-routine activities having moderate impact on organizational goals. Moderate-level individual action or initiative required in implementing organizational goals through work activities of self and others.
4	56	Provides input into operational plans impacting organizational goals. Responsible for input to and execution of operational plan. Moderate- to high-level individual action or initiative required in implementing organizational goals through work activities.
5	70	Involved in development of strategy to meet goals of the organization. Formulates operational plan to meet organizational goals. High-level individual action/initiative required in implementing organizational goals through work activities.

2. Freedom of Action: 5 degrees, 70 maximum points

This factor measures the requirements of the position for planning, problem solving, and creative activities requiring initiative, judgment and individual action. When evaluating this factor, consideration should be given to the environment in which the individual actions are made, e.g. (1) the degree of supervision received; (2) the presence or absence of established policies and procedures. Consider the amount of deviation permitted or the action that is expected within the policies, procedures, and methods as established for the position. The nature of the work and the results desired may restrict the necessity for independent action.

Degrees	Points	Descriptions
1	14	Work is routine and repetitive. Practices and procedures are detailed and readily understood. Variation and possible emergencies are limited so that the employee can be told in advance what to do or can rely on previous experience or summon supervision.
2	28	Work is routine but varied and follows direct and detailed instruction or procedures. Supervision is always available; however, employee is expected to solve routine problems and rely to some degree on previous experience.
3	42	Work requires some planning of own time, scheduling of details, selecting of procedures and determining information to be assembled or collected. Employee is expected to act within standards and established procedures, but questionable matters are discussed with supervisor.
4	56	Work requires planning of a number of interrelated steps where the results depend upon the nature or sequence of the steps taken. Work requires selecting, combining, adapting, or modifying present methods or techniques. Must solve common problems and carry on without supervision, except for unusual cases.
5	70	Work requires problem solution and/or assignments of a complex nature where the interrelation of various factors is not clear but requires analysis and interpretation with final results in mind. Supervision is limited to assignment of tasks, discussion of problems and review of results. Activities are covered by functional practices which provide general direction as to means and results within an established field.

3. **Accountability: 5 degrees, 60 maximum points**

This factor measures the responsibility for results, for getting work done, and for exercising the necessary degree of care in the process. It also measures the impact of an error on internal organizational operations or on the organization's stakeholders and what would be necessary to correct it.

Note: Errors may be in computations or judgments. Consider only reasonably normal errors.

Degrees	Points	Descriptions
1	12	Work involves negligible opportunity for error or involves others to a very limited extent. All work is checked or errors picked up in subsequent operations within the organization. Cost of correction is negligible.
2	24	Work involves some opportunity for error, but the activities are confined to a small portion of the total organizational unit. Work is subject to check by proving to some well-defined standard. Errors would affect the work of others to the extent of requiring time and effort to trace and correct.
3	36	Work involves a moderate but constant opportunity for error, limited only by daily, periodic, or subsequent spot check or examination. While such errors could become serious, they are generally confined within the organization or have limited impact on select, individual internal or external stakeholders.
4	48	Work is of such a nature that complete and correct performance is hard to control. Probable errors would be difficult to detect but are generally confined within the organization or have limited impact on internal or external stakeholders.
5	60	Work is of such nature that errors are sometimes very hard to locate and could result in either a significant loss to employee productivity, organizational goals or a loss of prestige in the eyes of the public.

4. Scope of Responsibility: 5 degrees, 50 maximum points

This factor measures the degree to which the position exercises management oversight of people, function, and/or organizational unit and is accountable for results. Focus is on contacts and the presence or absence and degree of leadership activities such as coaching, supervising, participating in the selection and development of associates, and involvement in performance management.

Degrees	Points	Descriptions
1	10	Accountability is limited to individual activities; little or no influence on the actions of other associates. Contact is limited to providing and/or receiving information, primarily within the area.
2	20	Accountable for outcomes impacting a limited portion of a process; responsibility may include specific, technical expertise with other associates. Contact involves explanations and/or interpretation of information, primarily within the work area.
3	30	Accountable for others to the extent that instruction and follow-up are required, as well as the imparting of routine skills to other associates. Involved at an informal level in activities such as selection and development of associates. Contact involves explanation and/or interpretation of information across related work areas.
4	40	Accountable for functional or department results: influences a large number of associates and imparts operational and organizational skills necessary to achieve results. Responsible for coaching, supervising, selecting, and developing associates. Contact occurs across organizational areas and involves discussion and/or recommendations regarding policies, practices, etc.
5	50	Accountable for results of an organization involving complex and multiple functions: imparts strategic skills to other associates. Responsible for leadership of others in supervisory positions; impacts the supervisory, selection, development, and performance management activities of others. Contact occurs across organizational areas and involves input to decision-making regarding policies, practices, etc. having broad organizational impact.

5. Complexity of Supervision: 5 degrees, 50 maximum points

This factor measures the responsibility for training, guidance, leadership, direction, control, and supervision of others in the performance of their work. It includes organizing work, making plans and schedules, and providing leadership and supervision toward organizational goals.

Degrees	Points	Descriptions
1	10	Provides assistance to others, as directed, by answering questions or providing basic training.
2	20	Exercises immediate guidance, assigns and allocates work, and provides basic training. Performs detailed work of the same or closely allied nature.
3	30	Supervises or assists in supervising others. Plans and schedules work and applied policy, as directed. May make performance appraisals and recommend salary increases. May also perform work of the same or closely allied nature.
4	40	Supervises others by appraising performance, recommending salary increases, and resolving routine personnel problems. Plans and schedules work and may recommend changes in existing methods.
5	50	Supervises others, generally with the aid of one or more assistants. Interviews prospective employees, appraises performance, determines or recommends salary increases, and resolves personnel problems. Plans and schedules work and recommends or orchestrates changes in existing procedures to further productivity towards organizational goals.

6. Stakeholder Contact and Communications: 6 degrees, 50 maximum points

This factor measures the requirement of responsibility for sharing information and securing cooperation and agreement, meetings, dealing with and maintaining contacts with key internal and external stakeholders, which includes but is not limited to district management, legislative officials, representatives of the general public, parents, students, outside organizations and other organizational units (schools, contractors, vendors, etc.).

Degrees	Points	Descriptions
1	8	Requires little or no responsibility for making personal contacts outside of the organization. Little, if any, communications, public relations, or stakeholder engagement responsibilities
2	16	Requires limited responsibility for making occasional written or oral contacts with employees, students, the general public, other departments or divisions, or with persons at all levels outside of the organization unit for the purpose of furnishing or obtaining information on non-specialized matters; or for making regular routine contacts with the general public.
3	24	Requires responsibility for making regular written or oral contacts with employees, students, general public, persons in other organization units, or outside organizations and representatives for the purpose of furnishing or obtaining information, explaining semi-specialized matters, explaining the purpose and value of procedures and regulations relation to the duties of the position, or occasional contacts with officials at higher levels in outside agencies and in other organization units on situations requiring cooperation and explanation of services and activities.

7. After School Activity Event Management and Supervision: 3 degrees, 50 maximum points

This factor measures the extent to which the position participates in and/or oversees activities on school grounds or in school facilities outside of the regular school day.

Degrees	Points	Descriptions
0	0	No responsibility for managing or supervising activities outside of the regular school day.
1	20	Responsibility for managing or supervising less than 5 hours of activities outside of the regular school day per week.
2	30	Responsibility for managing or supervising less than 10 hours of activities outside of the regular school day per week.
3	50	Responsibility for managing or supervising more than 10 hours of activities outside of the regular school day per week.

8. General Fund Budgets: 3 degrees, 30 maximum points

This factor is used to measure the responsibility or accountability for financial resources.

Degrees	Points	Descriptions
1	0	No budget responsibility or accountability.
2	10	Limited budget responsibility and accountability.
3	30	Significant / major budget responsibility and accountability.

9. Safety of Others: 4 degrees, 30 maximum points

Refers to the requirement, either by authority or the inherent nature of the job, for complying with or enforcing compliance with standard safety measures, good housekeeping practices and the exercise of care to assure the safety of, and prevent illness of or injury to, the general public or other employees in connection with public and employee safety, public health, and similar type of work.

The determination of the degree and the point rating for safety of others responsibility is based upon the kind and extent of care which must be exercised and the probability and severity of accidents attributable to carelessness or negligence of the employee, presuming that others are exercising reasonable prudence in the interest of their own safety, and on the amount of responsibility for supervision of others in carrying out this responsibility.

Degrees	Points	Descriptions
0	0	Requires <u>no</u> responsibility and provides minimum opportunity for exercise of care to effect safety of others in performing duties of the position.
1	6	Requires <u>some</u> responsibility for safety or health of others and/or for occasional interaction with law enforcement for the enforcement of the laws and standards of public safety and health.
2	13	Requires <u>considerable</u> responsibility for safety or health of others and/or for <u>regular</u> interaction with law enforcement for the enforcement of the laws and standards of public safety and health.
3	21	Requires <u>high-level supervisory responsibility and accountability</u> or <u>responsibility for inspecting or monitoring program compliance</u> for public safety or health and/or for <u>continuous</u> interaction with law enforcement for the enforcement of the laws and standards of public safety and health.
4	30	Requires management responsibility for supervision of a major public safety or health function and for the enforcement of the laws and standards of public safety or health

10. Education and Training: 6 degrees, 25 maximum points

This factor measures the amount of education and/or training required to successfully perform the duties of the position.

Degrees	Points	Descriptions
1	0	Training and education required only as to permit employee to orally communicate and comprehend written/spoken instruction.
2	4	High school education required as evidenced by a high school diploma or GED.
3	8	All of the above required plus some post-high school training or certification in job-related areas.
4	12	Relevant 2-year college degree.
5	18	Relevant 4-year college degree.
6	25	Relevant Graduate or Professional Degree, or Certification beyond a 4-year degree. (Examples: Master's Degree in Education or related field, Law School and Bar Association Acceptance: (J.D. & Lawyer), Doctoral Degree (Ph.D. or Ed.D. in Education Administration or related field)

11. Physical Demands: 4 degrees, 15 maximum points

This factor measures the physical effort required by your job, measured by its nature and frequency. Light, physical activity would be considered walking, climbing stairs, standing, carrying a brief case or box weighing 25 pounds or less, etc. Heavy physical activity would be considered using heavy machinery; frequent climbing, crawling, and kneeling, and/or frequently carrying objects more than 25 pounds.

Degrees	Points	Descriptions
1	0	Normal – Normal effort or occasional periods of light physical activity.
2	5	Occasional moderate – Occasional moderate effort or frequent periods of light physical activity.
3	10	Frequent moderate – Frequent moderate effort or almost continuous periods of light physical activity or occasional heavy physical activity.
4	15	Continuous moderate – Almost continuous moderate effort or frequent heavy physical activity.

Definitions

Factors: Those characteristics in the work that the organization values, which help pursue its strategy and achieve its objectives.

Degrees: Scales that reflect differences within each factor.

Points: The value associated with each degree level. For example, Strategic Impact has 5 degrees for 70 total points with each degree defined incrementally as 14 points more than the previous degree. The degrees, however, are not required to have points assigned incrementally. For example, General Fund Budgets has three degrees; the first degree is worth zero points, the second worth 10 points, and the third worth 30. This distribution of points to their corresponding degree reflects the increased effort required or the strategic value of the function above that of lower degrees.

Process Step 3:



The purpose of evaluating jobs was to establish the relative ranking of jobs within an organizational group by means of a systematic analysis of the job content. Using the information from the first two tasks of the Job Evaluation Process, an evaluation score was produced. In any job evaluation process, there is no guarantee that any position will receive the maximum points (500) available.

Process Step 4:



The fourth task in the Job Evaluation Process is to match the points derived from the BFK Job Evaluation Manual against the distribution of pay across the market. The following sections will outline the process for establishing the market, and will include a summary of how national, state, and local compensation data factor into the analysis and how CMSD compares to the overall market.

MARKET COMPARISONS

To determine the most appropriate rate for a given position, organizations benchmark their salary schedules against compensation data from a set of other organizations that are specific to the organization's industry, geographic region, and other specific organization characteristics. The following is a summary of key segments of the education marketplace across the nation

and the state of Ohio. This data will provide context to the trends observed within the market segment targeted for benchmarking in this analysis.

National Compensation Data

The following chart represents the national trend in Principal and Assistant Principal Compensation from 2004 to 2010. Educational Research Service (ERS), creator of the National Survey of Salaries and Wages in Public Schools, closed in the fall of 2011. Thus, all available national survey data is from prior to 2010. While 2010 is the last year compensation data was reported on a national scale, compensation data collected in the state of Ohio since 2010 reflects stagnation and/or reductions in average annual pay rather than the increases commonly observed in the market, making 2010 viable as reliable data to review and benchmark.

This data was found on the National Association of Secondary School Principals website and pulled from the 2010 ERS survey. Nationally, these average compensation figures are high relative to district pay data observed in 2011-2012 and 2012-2013.

High School Principal Compensation			
School Year	National Average Salaries	Great Lakes Region (OH included)	Enrollment 25,000 students or more
2004-2005	\$86,938	-	-
2005-2006	\$90,260	-	-
2006-2007	\$92,965	-	-
2007-2008	\$97,486	-	-
2008-2009	\$99,365	-	-
2009-2010	\$102,287	\$100,473	\$107,846

Middle School Principal Compensation			
School Year	National Average Salaries	Great Lakes Region (OH included)	Enrollment 25,000 students or more
2004-2005	\$81,514	-	-
2005-2006	\$84,685	-	-
2006-2007	\$87,866	-	-
2007-2008	\$91,334	-	-
2008-2009	\$93,478	-	-
2009-2010	\$95,003	\$94,574	\$98,008

High School Assistant Principal Compensation			
School Year	National Average Salaries	Great Lakes Region (OH included)	Enrollment 25,000 students or more
2004-2005	\$71,401	-	-
2005-2006	\$73,622	-	-
2006-2007	\$75,121	-	-
2007-2008	\$79,391	-	-
2008-2009	\$81,083	-	-
2009-2010	\$93,074	\$85,210	\$82,241

Middle School Assistant Principal Compensation			
School Year	National Average Salaries	Great Lakes Region (OH included)	Enrollment 25,000 students or more
2004-2005	\$67,600	-	-
2005-2006	\$70,268	-	-
2006-2007	\$73,020	-	-
2007-2008	\$76,053	-	-
2008-2009	\$77,476	-	-
2009-2010	\$79,164	\$80,514	\$76,715

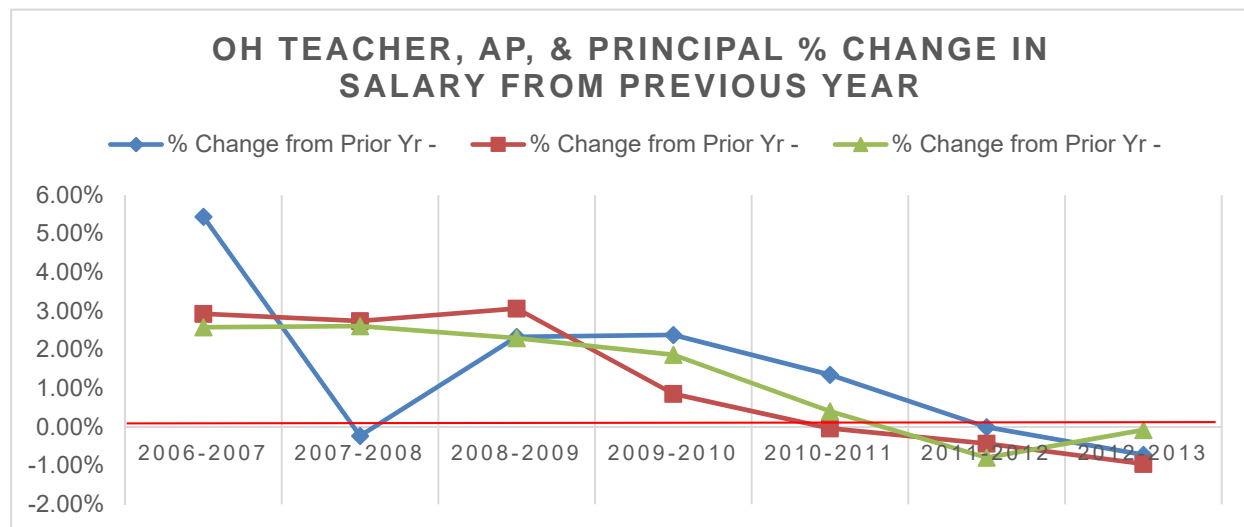
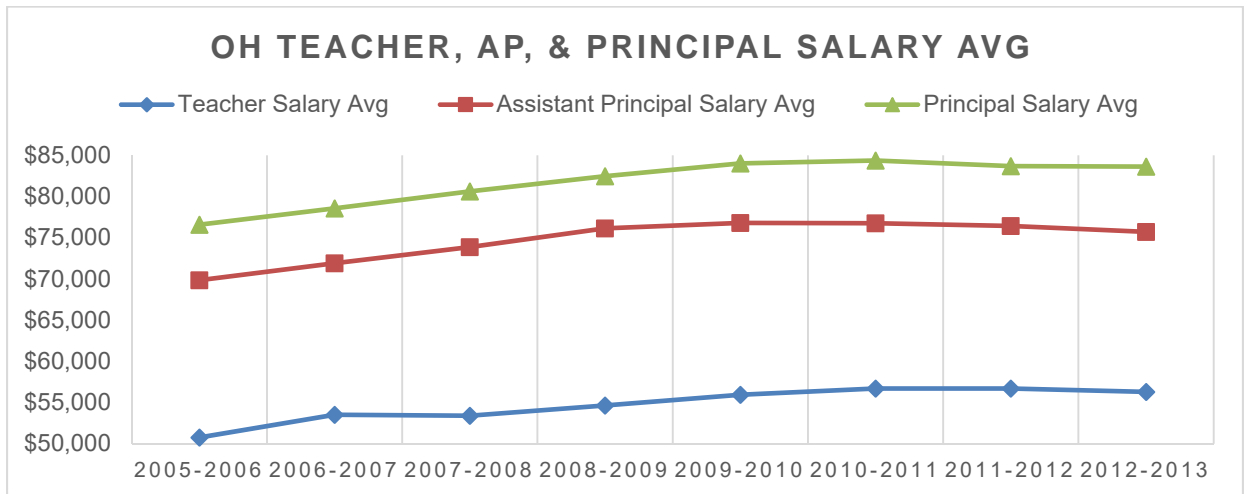
Ohio Compensation Data

Beyond compensation data from the national market, Principal and Assistant Principal Compensation averages from across the state of Ohio are provided below. This data was pulled from the Ohio Department of Education's database. The chart below contains Ohio Teacher, Assistant Principal, and Principal pay data from the 2005-2006 school year to the 2012-2013 school year. Reflected in red highlight in the chart, average pay for Assistant Principals has actually dropped since the 2010-2011 school year, by about \$1,000. Likewise, average pay for Principals has also dropped since 2010-2011 school year, approximately \$700.

Please note these numbers are averages, which could be influenced as easily by economic trends as transitions in the composition in the workforce caused by factors such as changes to the retirement system, which have motivated many Principals and Assistant Principals (with more years of experience – resulting in higher pay) to retire. The increase in Principal turnover has likely caused an overall reduction in years of service, years in profession, and years in position for Principals in the state of Ohio, meaning that newer individuals (with less years of experience) would represent a larger share of the labor market and cause an apparent reduction in average pay for Principals.

Ohio Teacher, AP, & Principal Pay Trends						
School Year	Teacher Salary Avg	% Change from Prior Yr.	Assistant Principal Salary Avg	% Change from Prior Yr.	Principal Salary Avg	% Change from Prior Yr.
2005-2006	\$50,771	-	\$69,850	-	\$76,587	-
2006-2007	\$53,534	5.44%	\$71,896	2.93%	\$78,564	2.58%
2007-2008	\$53,410	-0.23%	\$73,867	2.74%	\$80,614	2.61%
2008-2009	\$54,656	2.33%	\$76,131	3.06%	\$82,467	2.30%
2009-2010	\$55,958	2.38%	\$76,786	0.86%	\$84,008	1.87%
2010-2011	\$56,715	1.35%	\$76,758	-0.04%	\$84,352	0.41%
2011-2012	\$56,715	0.00%	\$76,430	-0.43%	\$83,683	-0.79%
2012-2013	\$56,307	-0.72%	\$75,700	-0.96%	\$83,620	-0.08%

The following two graphs represent the data found in the chart above. The graphs illustrate trends in compensation from the 2005-2006 school year to the 2012-2013 school year.



Ohio 8 Coalition Compensation Data

Within the Ohio market, the Ohio 8 Coalition districts, of which CMSD is a part, provide a key dataset by which to benchmark CMSD.



Ohio 8 Coalition districts include:

1. Akron City,
2. Canton City,
3. Cincinnati City,
4. Cleveland Municipal,
5. Columbus City, Dayton City,
6. Dayton City,
7. Toledo City, and
8. Youngstown City.

While similar in that each represents a district of significant size in terms of student enrollments and FTEs within the state of Ohio, the districts are geographically spread across the state and have varying enrollment numbers and FTE counts, ranging from just over 5,000 students in Youngstown City Schools to nearly 50,000 in Columbus City School in the 2012-2013 school year.

Ohio 8 Coalition Enrollment								
School Year	Akron City	Canton City	Cincinnati City	Cleveland Municipal City	Columbus City	Dayton City	Toledo City	Youngstown City
2012-2013	21,854	9,269	29,928	38,717	49,494	13,750	21,333	5,235
2011-2012	22,159	9,541	28,719	40,871	49,462	13,934	21,645	5,561
2010-2011	22,603	9,750	32,009	43,202	49,616	14,174	22,277	6,088
2009-2010	23,395	9,834	32,525	46,697	51,352	13,987	25,195	6,541
2008-2009	23,439	10,153	33,121	47,615	51,963	14,393	25,816	6,819
20087-2008	24,986	10,273	33,781	50,078	52,894	15,023	27,200	7,215

The districts also have a wide range of Principal and Assistant Principal FTE counts.

FTE's Per District, Per School Year									
School Year	Role	Akron City	Canton City	Cincinnati City	Cleveland Municipal City	Columbus City	Dayton City	Toledo City	Youngstown City
2011-2012	Principal	50	21	54	158	114	31	46	15
2010-2011	Principal	51	22	56	116	115	34	52	16
2009-2010	Principal	51	20	56	121	120	32	53	17.5
2008-2009	Principal	55	20	57	124	120	35	53	20
2007-2008	Principal	54	22	62	123	115	35	57	21
2011-2012	Assistant Principal	41	11	37.6	82	73	18	35.5	7
2010-2011	Assistant Principal	36.5	9	41	72	68	24	42	5
2009-2010	Assistant Principal	37	9	39.5	78	74	22	40	4
2008-2009	Assistant Principal	41	10	33	78	66	20	37	6
2007-2008	Assistant Principal	43	12	41	70	60	13	39	11

A review of Principal and Assistant Principal pay across the Ohio 8 Coalition districts reveals trends concerning average pay. In 2011-2012, CMSD sat approximately \$2,000 above the Ohio 8 Coalition average Principal pay (\$87,745 to \$85,650) but approximately \$2,000 below the Assistant Principal average pay (\$74,492 to \$76,305).

Average Salary per Role										
School Year	Role	Akron City	Canton City	Cincinnati City	Cleveland Municipal City	Columbus City	Dayton City	Toledo City	Youngstown City	AVG PAY
2011-2012	Principal	\$94,265	\$83,526	\$103,167	\$87,745	\$96,232	\$75,379	\$70,626	\$74,257	\$85,650
2010-2011	Principal	\$95,439	\$87,286	\$102,947	\$87,234	\$96,169	\$76,971	\$73,131	\$74,540	\$86,715
2009-2010	Principal	\$94,333	\$83,466	\$101,843	\$91,642	\$91,612	\$77,459	\$74,656	\$77,492	\$86,563
2008-2009	Principal	\$93,100	\$81,665	\$101,533	\$91,182	\$90,914	\$76,873	\$73,110	\$80,756	\$86,142
2007-2008	Principal	\$89,426	\$79,174	\$98,966	\$84,874	\$89,234	\$75,790	\$70,441	\$78,150	\$83,257
2011-2012	Assistant Principal	\$78,335	\$82,413	\$81,793	\$74,492	\$88,383	\$69,503	\$64,220	\$71,302	\$76,305
2010-2011	Assistant Principal	\$81,758	\$83,427	\$82,074	\$70,970	\$88,929	\$66,007	\$66,135	\$71,604	\$76,363
2009-2010	Assistant Principal	\$82,193	\$82,041	\$83,677	\$75,973	\$85,144	\$68,288	\$66,466	\$72,017	\$76,975
2008-2009	Assistant Principal	\$80,106	\$79,841	\$83,475	\$75,972	\$84,467	\$66,467	\$66,449	\$68,844	\$75,703
2007-2008	Assistant Principal	\$76,849	\$80,553	\$79,212	\$69,171	\$82,224	\$65,226	\$63,448	\$68,324	\$73,126

Selected Market Survey Comparison Districts

The first step in establishing the market for benchmarking purposes is to select which districts' data will be included in the market. Starting with a dataset of Principal and Assistant Principal base pay from the 2010-2011 school year from the Ohio Education Management Information System (EMIS), districts whose pay level at one standard error below their district average was greater than Cleveland's pay at one standard error above Cleveland's average pay were excluded from the analysis.

This decision was guided by the assumption that these districts' pay schedules and practices were so significantly higher than Cleveland, they would significantly and adversely skew the analysis. The remaining districts (outlined in the following chart) are most likely to represent a range of the market within which the CMSD pay schedules are likely to fall.

Districts Included in the Compensation Study with Key Points in the Pay Distribution				
District	Schools	Employees	Average	Error
Akron City	40	71	\$87,415.23	\$9,772.49
Aurora City	4	6	88,396.17	10,540.60
Avon Lake City	7	10	93,355.40	11,957.92
Avon Local	5	8	85,767.75	14,232.04
Canton City	19	29	82,493.69	77,40.46
Canton Local	3	6	87,375.00	13,553.90
Chagrin Falls	4	5	93,908.40	8,630.39
Cincinnati City	52	82	94,076.85	12,725.55
Cleveland Municipal	91	191	93,534.31	8,788.60
Columbus City	117	192	74,306.09	7,494.46
Dayton City	29	47	103,350.60	7,992.29
East Cleveland City	5	10	92,751.75	10,808.97
Hudson City	6	12	91,407.93	12,157.45
Lakewood City	10	15	78,267.29	8,714.08
Lakewood Local	4	7	89,668.44	9,720.02
Lorain City	10	18	91,976.10	10,673.37
Parma City	17	29	105,738.71	9,557.69
Rocky River City	4	7	89,750.32	14,917.28
Shaker Heights City	8	19	81,391.23	8,903.21
Strongsville City	10	13	67,133.38	5,762.94
Toledo City	46	89	76,946.15	5,146.21
Youngstown City	11	13	93,534.31	8,788.60

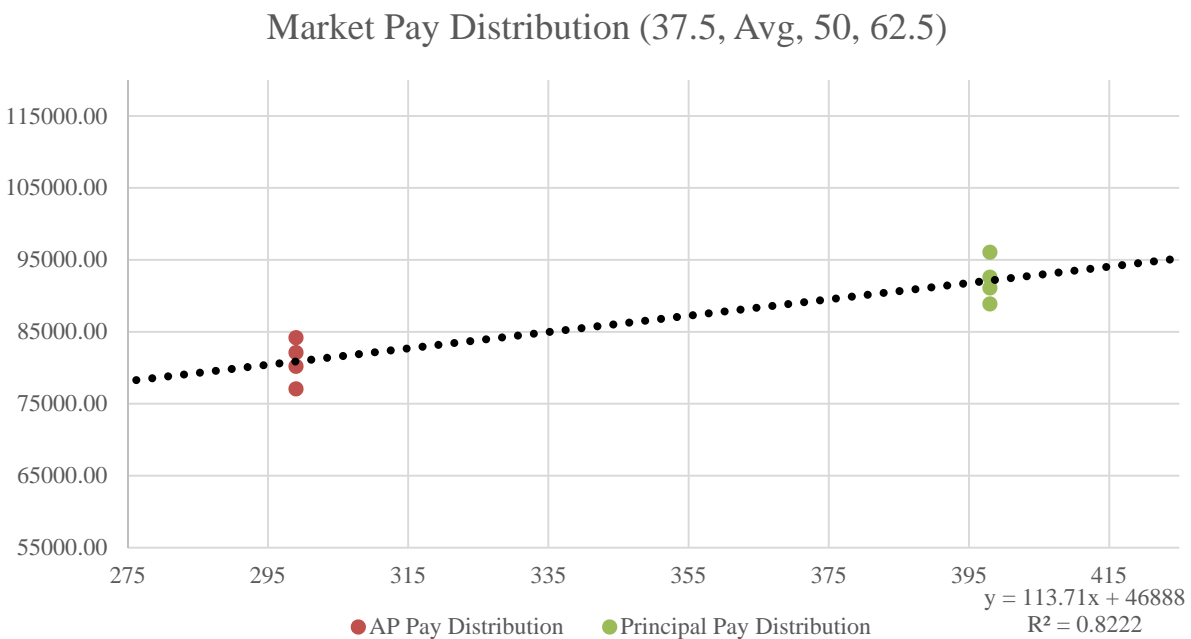
Establishing Pay Lines for the Market Based on Comparison Districts

Identifying General Trends in the Market Pay Distribution

With so many data points all initially distributed around a mean within the distribution for each position, very little, if any, trend data emerged from the initial regression of the market pay data.

To reduce noise in the distribution to reveal the market trend across positions, the study examined trends across the middle quartile (25%) of the distribution. Given the data displayed such significant variability within each position, especially with the data further removed from the average of its distribution, the most logical method to reduce noise in the distribution was to focus on the central tendency of each position's data.

This process helped mitigate noise from pay factors related not to the strategic value of the position but rather to other factors that influence where employee's pay is set by a district. To assess trends across the central tendencies of the data, the middle quartile (25%) of the distribution was examined, and a single market pay distribution line was created to evaluate the general fit of the market pay data with job evaluation process.



With all points combined into one market pay line (also called the trend line or the market regression), there exhibited a strong and positive correlation of .82 between the market pay for each position and the job points assigned to the position from the Job Evaluation process. This correlation reveals a strong shared variance between the pay data associated with each position and its value in job points, a positive indicator that this process significantly reduced noise within the distribution of the market data and revealed a positive relationship between the strategic value of the position (in terms of job points) and its value in the market.

Establishing the Range of Market Pay

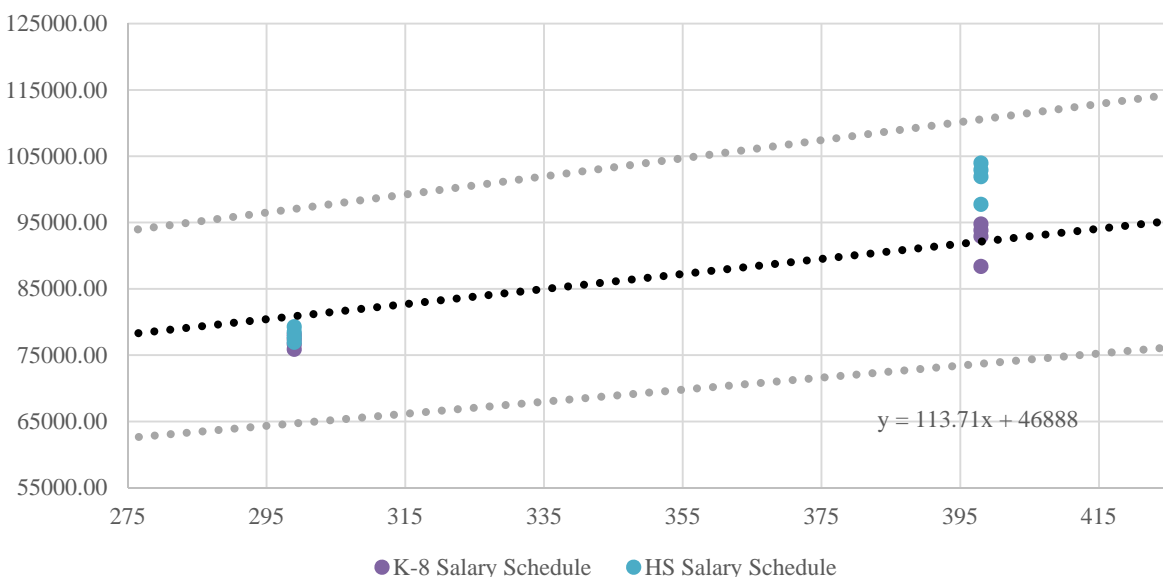
To establish an appropriate range of compensation for the market, 20 percent was both added to and subtracted from the pay line data (i.e., the regression line derived from the average rate of each position) and created regression lines from the 20%-above and 20%-below data points to establish a ceiling and floor for the pay competitiveness of the market. The following data points were used to plot three regression lines to represent the four positions in the market: the average market rate, 20 percent below the market rate and 20 percent above the market rate.

Job Title	Points	Pay Line	Line -20%	Line +20%
Principal	398	\$ 92,144.58	\$ 73,715.66	\$ 100,573.50
Assistant Principal	299	80,887.29	64,709.83	97,064.75

The CMSD Principal salary schedule for each of the positions was then plotted against the three market pay distributions.

		CMSD Salary Schedule - Annual Pay			
Role	Step	1 Year	2-4 Years	5-6 Years	7+ Years
K-8 School Assistant Principal		\$ 75,899.20	\$ 76,658.40	\$ 77,424.88	\$ 78,115.44
High School Assistant Principal		\$ 76,960.00	\$ 77,729.60	\$ 78,506.48	\$ 79,290.64
K-8 School Principal		\$ 88,400.00	\$ 92,914.64	\$ 93,843.36	\$ 94,781.44
High School Principal		\$ 97,760.00	\$ 101,920.00	\$ 102,939.20	\$ 103,968.59

Market Pay Lines (+/- 20%) with Salary Schedules



Findings

In analyzing the position of CMSD's average pay relative to the market, CMSD's Principal and Assistant Principal pay schedules are comparable to the market. Assistant Principals across all steps are only 2% to 6% below the market average. High school Principal steps are at or above the market average with high school Principals (6% to 13% above) exceeding their K-8 counterparts (4% below to 3% above) by a significant margin.

CMSD Salary Schedule – Average Rates vs. Pay Line (1 Year and 2-4 Years)					
Role	Pay Line	1 Year	Percent to Market	2-4 Years	Percent to Market
K-8 School Assistant Principal	\$ 80,887.29	\$ 75,899.20	(6%)	\$ 76,658.40	(5%)
High School Assistant Principal	80,887.29	76,960.00	(5%)	77,729.60	(4%)
K-8 School Principal	92,144.58	88,400.00	(4%)	92,914.64	1%
High School Principal	92,144.58	97,769.00	6%	101,920.00	11%

CMSD Salary Schedule – Average Rates vs. Pay Line (1 Year and 2-4 Years)					
Role	Pay Line	5-6 Years	Percent to Market	7+ Years	Percent to Market
K-8 School Assistant Principal	\$ 80,887.29	\$ 77,424.88	(4%)	\$ 78,115.44	(3%)
High School Assistant Principal	80,887.29	78,506.48	(3%)	79,290.64	(2%)
K-8 School Principal	92,144.58	93,843.36	(2%)	94,781.44	(3%)
High School Principal	92,144.58	102,939.20	(12%)	103,968.59	(13%)

Subgroup comparison

As the second largest district in the state of Ohio and the largest in the northern part of the state, CMSD is not like every other district in the state. To understand how the nuances of CMSD and the district's compensation system fit within the market, it is important to evaluate CMSD's pay schedules relative to its district peers. This study chose three subgroups for comparison: district student count, district total revenue, and geographic location. Utilizing student count and total revenue reflect the increased complexity associated with the scale of services and operations in large urban school districts. Utilizing geographic location provides context to the primary labor market in which Cleveland competes for talent. If Cleveland is generally competitive with the Ohio 8 Coalition but lags significantly behind its local market, the district will have difficulty recruiting and retaining talent.

Market Subgroup Comparison								
	Districts	Schools	FTEs	Average	Error	37.5	50	62.5
Student Count								
Big 8	7	297	523	\$ 85,543	\$ 13,693	\$ 81,177	\$ 85,873	\$ 90,881
More than 4600	6	42	106	89,895	11,673	85,631	88,548	92,479
Less than 4600	8	35	59	92,634	13,464	88,585	94,507	99,082
District Revenue								
Big 8	7	297	523	85,543	13,693	81,177	85,873	90,881
More than \$60M	7	47	116	91,055	11,991	86,081	89,398	93,572
Less than \$60M	7	30	49	90,447	13,352	85,155	92,492	95,387
Location								
North	17	173	360	83,390	14,018	77,684	83,637	88,067
Central	3	149	246	89,426	11,544	86,249	90,204	94,186
South	1	52	82	94,077	12,726	87,108	94,777	102,806
Cleveland	1	91	191	83,952	9,129	76,432	85,000	89,341

Overall in the aggregate, CMSD is on par with its Ohio 8 Coalition counterparts. Where CMSD has more compression (i.e., lower highs and higher lows) in the range of its pay distribution relative to the other districts, overall the middle quartile of the CMSD distribution is fairly comparable.

CMSD is, however, lower in comparison to the average pay of Columbus City and Cincinnati City, the two most comparable districts in terms of student count and district revenues. Average pay in CMSD lags Columbus City for both Assistant Principals pay (over 10% below) and Principal pay (5% below). And while Principal pay in CMSD is comparable to Columbus City, it lags 10.6% behind Cincinnati City.

At a strategic level, organizations can choose to lag the market for positions that require relatively low skill, are not strategically important to the organization, or have an abundance of talent readily available in the labor market, none of which apply to the role of Principal or Assistant Principal in a school. As CMSD competes for talent as baby boomers continue to retire and educators continue to exit the profession, CMSD will need to consider how the distribution of Principal pay, especially at the top half of the distribution, affects their ability to retain their highly effective leaders.

ADDITIONAL DATA

District Comparison Data by Role

Districts Included in the Compensation Study – Assistant Principals						
District	Schools	FTEs	Average	Error	Min	Max
Akron City	18	32	\$78,762.06	\$5,710.82	\$66,028.00	\$90,712.00
Aurora City	2	2	76,591.00	683.07	76,108.00	77,074.00
Avon Lake City	2	3	83,127.33	6,330.91	76,031.00	88,196.00
Avon Local	1	3	80,933.33	20,065.23	60,000.00	100,000.00
Canton City	4	9	82,196.67	7,395.48	71,029.00	91,597.00
Canton Local	3	3	79,598.33	13,576.50	68,470.00	94,725.00
Chagrin Falls	1	1	80,000.00		80,000.00	80,000.00
Cincinnati City	27	32	81,818.75	6,734.14	69,209.00	102,806.00
Columbus City	41	73	89,569.75	7,739.31	76,294.00	108,561.00
Dayton City	11	18	68,816.28	4,724.09	59,518.00	75,821.00
East Cleveland City	0	0	--	--	--	--
Hudson City	3	6	88,668.33	3,962.02	85,729.00	96,042.00
Lakewood City	3	5	82,525.20	5,703.92	74,635.00	88,584.00
Lakewood Local	3	3	72,898.00	9,617.38	62,129.00	80,631.00
Lorain City	2	7	82,157.71	7,927.06	65,840.00	88,910.00
Parma City	8	13	83,440.23	3,940.42	74,331.00	89,324.00
Rocky River City	2	3	103,956.00	5,046.71	99,477.00	109,424.00
Shaker Heights City	4	11	81,159.82	8,603.83	67,730.00	93,488.00
Strongsville City	3	3	78,228.33	3,680.55	73,997.00	80,688.00
Toledo City	34	41	63,892.59	4,043.56	56,917.00	75,267.00
Youngstown City	1	2	77,208.50	8,314.87	71,329.00	83,088.00

Cleveland Data – Assistant Principals						
District	Schools	FTEs	Average	Error	Min	Max
Cleveland Municipal	51	80	\$80,208.45	\$11,192.40	\$56,917.00	\$109,424.00

Districts Included in the Compensation Study – Principals						
District	Schools	FTEs	Average	Error	Min	Max
Akron City	38	39	\$94,515.26	\$5,875.94	\$80,865.00	\$109,292.00
Aurora City	4	4	94,298.75	6,756.95	87,000.00	100,565.00
Avon Lake City	7	7	97,738.86	11,242.95	80,593.00	114,352.00
Avon Local	5	5	88,668.40	11,185.33	75,325.00	103,423.00
Canton City	19	20	82,627.35	8,075.03	68,123.00	98,285.00
Canton Local	3	3	95,151.67	9,670.56	84,065.00	101,850.00
Chagrin Falls	4	4	97,385.50	4,325.51	92,492.00	101,050.00
Cincinnati City	50	50	101,922.04	8,835.92	68,623.00	113,083.00
Columbus City	116	119	95,966.34	8,531.55	71,079.00	119,017.00
Dayton City	29	29	77,713.55	6,879.29	70,164.00	95,000.00
East Cleveland City	5	10	103,350.60	7,992.29	89,677.00	117,004.00
Hudson City	6	6	96,835.17	14,188.67	72,222.00	115,145.00
Lakewood City	10	10	95,849.30	12,235.38	85,559.00	128,893.00
Lakewood Local	4	4	82,294.25	6,305.27	75,256.00	88,714.00
Lorain City	9	11	94,448.00	7,635.10	77,730.00	109,184.00
Parma City	16	16	98,911.50	9,261.63	87,867.00	120,780.00
Rocky River City	4	4	107,075.75	12,655.34	95,387.00	123,367.00
Shaker Heights City	8	8	101,562.25	13,821.60	81,113.00	127,556.00
Strongsville City	10	10	82,340.10	9,916.86	69,839.00	107,000.00
Toledo City	46	48	69,901.56	5,592.86	61,541.00	86,044.00
Youngstown City	11	11	76,898.45	4,985.00	68,226.00	85,325.00

Districts Included in the Compensation Study – Principals						
District	Schools	FTEs	Average	Error	Min	Max
Cleveland Municipal	91	111	\$91,093.77	\$13,267.41	\$61,541.00	\$128,893.00

ABOUT THIS STUDY

Battelle for Kids is a national, not-for-profit organization that provides counsel and solutions to advance the development of human capital, the use of strategic measures, practices for improving educator effectiveness, and communication with all stakeholders. At the heart of this work is an unwavering focus on accelerating student growth.

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COMPENSATION REVIEW Recommendations Report

Prepared for
Cleveland Metropolitan School District
Presented by Battelle for Kids, September 2013

Revised, January 2014

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EXECUTIVE SUMMARY

Based on the findings of the compensation study and the goals of CMSD to advance principal leadership to improve the performance of its schools, Battelle for Kids (BFK) has provided recommendations for the development of a career pathway system. Included in these recommendations is the application of the compensation study findings to CMSD principal salary schedules and the alignment of these schedules with the proposed career pathway system.

The career pathways system is a critical function for bringing meaning to the Principal Differentiated Compensation System (PDCS). The ultimate goal of integrating a career pathways system is to align career growth and development with current and emerging district needs and to integrate those elements with a system of rewards to recognize and appreciate performance outcomes generated from that growth and development. BFK recommends creating a career pathway structure that mirrors the Cleveland Differentiated Compensation System (CDCS) for teachers and includes five tiers: three base-level tiers and two stipend-level tiers. The base-level tiers of the proposed structure of the career pathways allows multiple pathways for principal career progression. Allowing multiple pathways for growth and development that continue to yield appropriate increases in compensation reinforce continued professional growth and career progression. The stipend-level tiers are reached through a competitive application process that leverages multiple sources of data and perspectives to ensure potential candidates have the right skills to fulfill the role and a strong fit within the context of where the duties will be assigned.

In tandem with the implementation of a career pathways system, BFK recommends adjusting the CMSD salary schedules to both support the career progression of principals and improve the district's ability to compete for and retain talent relative to its large urban and regional peers. Based on the compensation study findings, BFK provides the following recommendations to CMSD regarding adjustments to the Principal and Assistant Principal salary schedules to improve their competitiveness in the market and application of these changes to their incumbent staff and new hires moving forward:

- Adjust the distribution of the first and top step of the assistant principal salary schedule to equal that of the principal salary schedule
- Establish performance-based steps within the new pay ranges
- Place current staff in the new steps and use the salary schedule for new placements
- Freeze pay of staff whose current pay is above the top step

And finally, since student enrollment was not considered as a factor in the Job Classification process, BFK developed an enrollment stipend in conjunction with the compensation study to recognize the increased difficulty and complexity associated with managing a larger school with higher student enrollment. The proposed stipend amounts are included in this recommendation, as well as the estimated cost to CMSD to implement this stipend.

Overall, the purpose of this report is to inspire and guide the thinking of CMSD and initiate dialogue within the district on how best to align district needs with the career growth and development of principals utilizing compensation best practices. The implications of these recommendations will affect multiple functions across the district and the district's ability to recruit, hire, and retain highly effective leaders and to mobilize these leaders into roles and positions where their growing skills are needed most.

CAREER PATHWAYS FOR PRINCIPALS

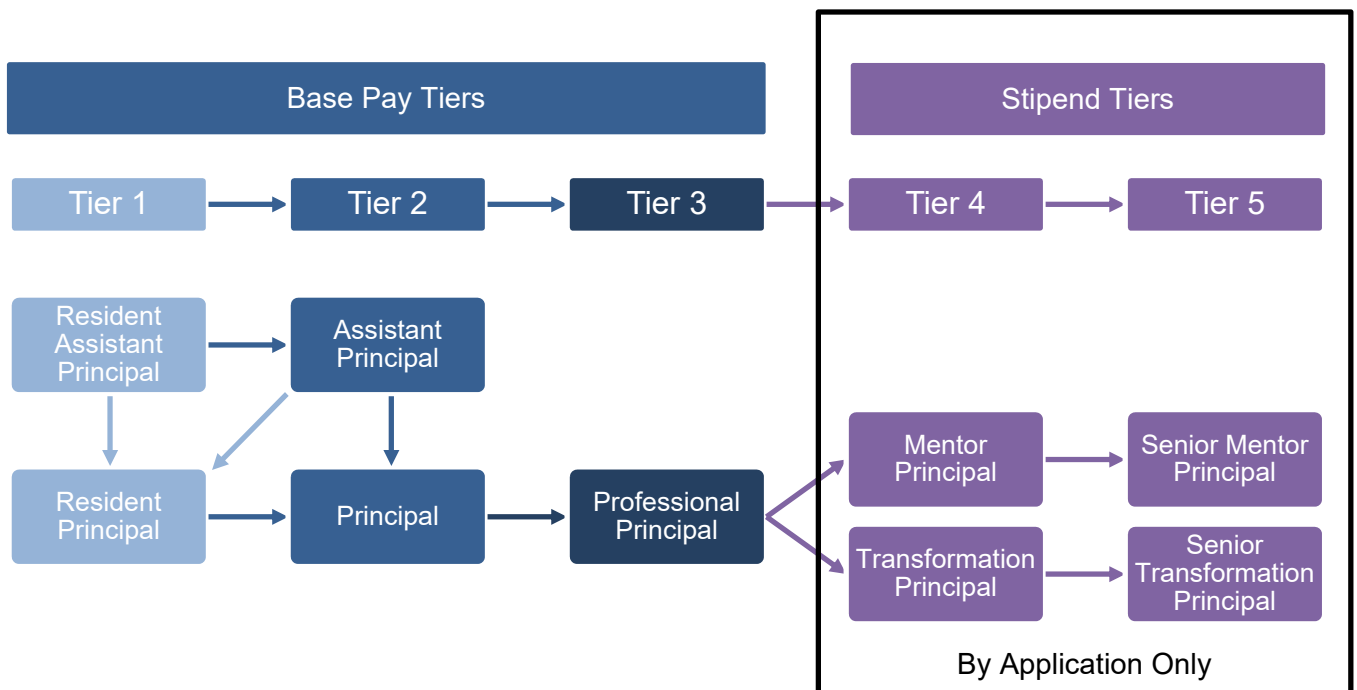
Recommended Career Pathway System for CMSD

Career Path Tiers

The proposed Principal Differentiated Compensation System (PDCS) is intended to parallel that of the Cleveland Differentiated Compensation System (CDCS) for teachers, which includes five tiers of roles for educators: Resident, Professional, Specialist, Leader, and Expert. BFK recommends the following five tiers for the PDCS:

- Resident Assistant Principal / Resident Principal
- Assistant Principal / Principal
- Professional Principal
- Mentor Principal / Transformation Principal
- Senior Mentor Principal / Senior Transformation Principal

BFK recommends these five tiers be organized into three base-level tiers and two stipend-level tiers, arranged in the following sequence and steps.

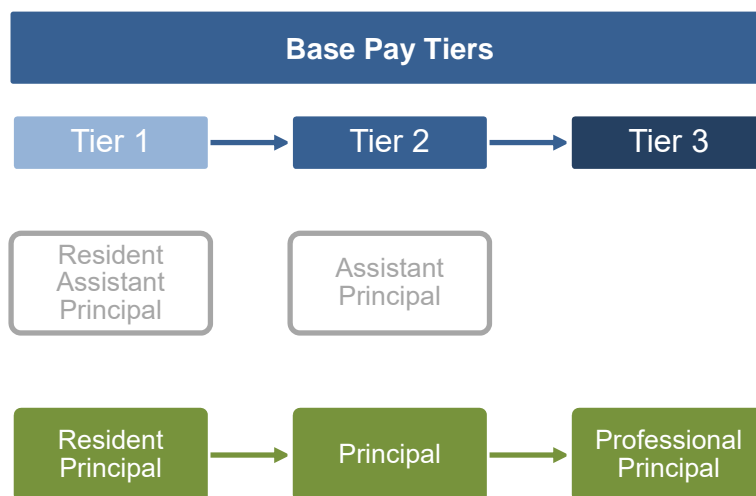


Base-Level Tiers (Tiers 1, 2, and 3)

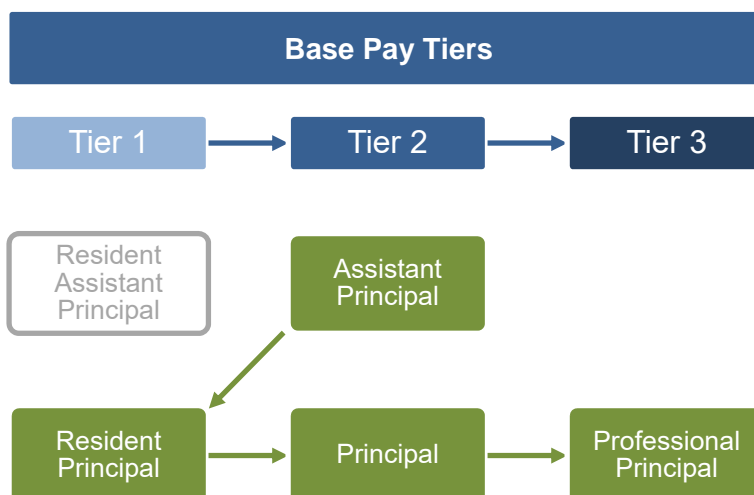
The first three tiers of the PDCS would follow performance-based step increases. New staff could enter the PDCS at any step within the first three tiers. BFK proposes dividing the set of Assistant Principal tiers into six (6) equal steps and the set of Principal tiers into ten (10) equal steps. The steps have been aligned such that mobility across positions or school types would provide logical incremental base-level compensation adjustments to reflect the varying level of responsibilities and accountability for the staff member's role. The following is the structure of the Career Pathway System. Annual rates for each step will be applied in the recommendations section.

Proposed PDCS Career Pathway Structure Organized by Steps and Roles							
Tier	Step	Assistant Principal		Principal		Step	Role
		K-8 School	High School	K-8 School	High School		
1. Resident Assistant Principal	1						
	2						
	3						
	4						
2. Assistant Principal	5					1	1. Resident Principal
	6					2	
	APX					3	2. Principal
						4	
						5	
						6	
						7	3. Professional Principal
						8	
						9	
						10	
						PX	

There are multiple means by which a staff member might move from Tier 1 to Tier 3. Staff members could move directly from Tier 1 to Tier 2 to Tier 3, as with the case of a staff member moving from Resident Principal, to Principal, to Professional Principal.



Staff could also move laterally across the career ladder as they pursue Tier 3 of the PDCS. For example, an Assistant Principal (Tier 2, Step 5 or 6) may move laterally on the career ladder to the Resident Principal position (Tier 1, Step 1 or 2) to gain the needed skills and competencies to assume the title of Principal (Tier 2, Step 3) before progressing to Professional Principal (Tier 3).



The PDCS career pathways are constructed such that many logical combinations are possible for career progression, but it would be unlikely for a staff member to move from Tier 1 to Tier 3 without first moving through Tier 2. The steps are also organized such that logical sequences of career progressions provide reasonable increases in compensation to reward past effectiveness and reflect changes and increases in professional responsibilities.

For more specific information on how staff would move through the base-level career pathways steps, please refer to the section “How Staff Move through the Career Pathway System.” For information on the recommended compensation associated with each step in the PDCS, please refer to the section “Recommendations for Applying Findings of Compensation Study to CMSD Salary Schedules.”

Stipend-Level Tiers (Tiers 4 and 5)

Once a principal becomes a Professional Principal (Tier 3 on the PDCS career pathway structure), they have achieved the highest levels of base pay available to principals in the district. As these principals season their professional practice and sustain their success, the next most logical growth opportunity for these principals is to either mentor others to become highly effective principals or assume a leadership role in the most underperforming CMSD schools and facilitate a school transformation process.

In Tier 4, principals could assume a role either as a Mentor Principal or a Transformation Principal. Mentor principals have responsibility for working with Assistant Principals and/or Principals to grow their leadership and management capabilities, including their effectiveness as an instructional leader focused on improving school climate, teacher effectiveness, and student outcomes. Transformation Principals would be responsible for leading turnaround efforts in target schools. Job descriptions for these positions are included in the subsequent section titled “Job Descriptions for Stipend Positions.”

In Tier 5, principals who have successfully performed the duties in their Tier 4 role would be able to assume a role as a Senior Mentor Principal or a Senior Transformation Principal and coach staff in Tier 4 of the PDCS career pathway to support their professional growth and the success of their school.

Given the varying demand and/or capacity for mentorship and turnaround leadership, these positions would be offered in terms of up to three years each with stipends paid annually based on specified performance indicators. BFK recommends stipend amounts increase progressively each year within the three year cycle and reset at the beginning of each new cycle. The following are the recommended stipend amounts for each role and each year in the role:

Pay Schedule for Stipend Tiers by Role and Years in Role					
Role	Year	Tier 4	Role	Year	Tier 5
Mentor Principal	1	\$ 1500	Mentor Principal	1	\$ 3000
	2	\$ 2000		2	\$ 3500
	3	\$ 2500		3	\$ 4000
Turnaround Principal	1	\$ 2500	Turnaround Principal	1	\$ 5000
	2	\$ 3000		2	\$ 5500
	3	\$ 3500		3	\$ 6000

If breaks occur within the middle of a three-year cycle, the stipend amount should continue with the next step from the last step completed. For example, if a principal is a first year Mentor Principal in the 2012-2013 school year, but there is no demand for Mentor Principals in the 2013-2014 school year, the Mentor Principal should receive the stipend amount for Year 2 in Tier 4 in the 2014-2015 school year if he or she resumes his or her position as a Mentor Principal in that school year.

How Staff Are Placed in a Base-Level Step in the Career Pathway System

To begin using the new salary schedule, current Principals and Assistant Principals should be placed in the correct step in the salary schedule. To determine on which step a staff member belongs:

- Begin at Step 1 for the staff member's role. If their annual base pay is higher than the rate of that step, move to the next highest step.
- Compare the staff member's pay rate to each step until the rate of the step is higher than the rate of the staff member's annual base pay. Place the staff member in the last step in which their annual base pay was greater than that of the step.

For example, assume a high school Principal has annual base pay of \$99,950. Using the following chart, the principal would be compared to the steps in the high school column under the Principal section (both highlighted in yellow). Since the principal's annual base pay is higher than the rate of Steps 1, 2, 3, and 4 (highlighted in green) but not higher than Step 5 (highlighted in red), the principal should be placed in Step 4, the last step in which the principal's annual base pay was higher than the step.

Recommended Salary Schedule with Steps and Roles							
Role	Step	Assistant Principal		Principal		Step	Role
		K-8 School	High School	K-8 School	High School		
Resident Assistant Principal	1	\$ 73,150	\$ 74,250				
	2	74,150	75,250				
	3	75,150	76,250				
	4	76,150	77,250				
Assistant Principal	5	77,150	78,250	\$ 88,400	\$ 97,650	1	Resident Principal
	6	78,150	79,250	89,100	98,350	2	
	APX	--	--	89,800	99,050	3	Principal
				90,500	99,750	4	
				91,200	100,450	5	
				91,900	101,150	6	
				92,600	101,850	7	Professional Principal
				93,300	102,550	8	
				94,000	103,250	9	
				94,700	103,950	10	
						PX	

Any staff member with annual base pay exceeding the rate of the highest step for his or her role should be assigned to the X step (APX for Assistant Principals or PX for Principals) and his or her pay should be frozen.

New staff should be placed in the first step for the role in which the district hired them (Assistant Principal or Principal). New hires can be given a designation other than Resident based on their previous experience and/or if they display competencies, efficacy, and/or evidence to illustrate their abilities are above that of someone typically newer to the role.

How Staff Move through the Career Pathway System

Base-Level Tiers (Tiers 1, 2 and 3)

Similar to the CDCS for teachers, Principals would move between steps and tiers by accumulating Accomplishment Credits (ACs). Similar to the CDCS plan, Principals and Assistant Principals would be required to accrue 15 ACs to progress one step on the salary schedule. Movement across tiers within the same role (i.e., from Resident Assistant Principal to Assistant Principal or from Resident Principal to Principal to Professional Principal) would be automatic based on the acquisition of ACs. Mobility across roles (from any Assistant Principal position to any Principal position) would be based on available openings and district selection and placement processes (i.e. mobility from Step 6 on the Assistant Principal tier to Step 1 on the Principal band is not automatic based on accumulation of ACs).

Recommended ACs

Similar to the CDCS for teachers, BFK recommends ACs be founded on performance-based outcomes. BFK recommends the following items be awarded with ACs.

Recommended Accomplishment Credits (ACs) for PDCS Career Pathways System		
Category	Item	ACs*
Performance	OPES Rating of Accomplished	15
	OPES Rating of Skilled	8
	OPES Rating of Developing	5
	OPES Rating of Ineffective	0
Attendance	Teacher Attendance over 90%	1
	Teacher Attendance over 95%	2
	Personal Attendance over 95%	1
Growth and Development	Engagement in Professional Learning	Up to 2
	Progress against School Improvement Plans	1
School Climate	Principal Report Card Result of A+ or A	2
	Principal Report Card Result of A-, B+ or B	1
	Gallup Student Poll	1
Operational Excellence	Budget Spending At or Below Expected Levels	1

*Maximum ACs possible in one school year based on these items would be 25.

These ACs were selected for their focus on performance, both at the individual level and the school level. They included measures influenced by multiple perspectives from central office, staff, and students, as well as elements of personal growth and development. Attendance was included as a measure of capacity for productivity and as an indirect measure of school climate (the assumption being it is difficult for teachers to teach and grow their skills and for students to learn if teachers are not in school; consequently, teachers are more likely to have higher rates of absenteeism under ineffective leaders). School climate measures are included to complement productivity measures in OPES and to illustrate the principal's effectiveness in mentoring, growing, developing, creating, and supporting a school-climate conducive to learning. Operational excellence measures the ability to effectively manage available resources.

Accumulation of ACs and Promotion into New Steps

Wherever Principals enter the career pathway system, they will need 15 ACs to advance to the next step on the pathway. Total ACs (i.e., ACs accumulated in previous years combined with ACs earned in the current school year) will be tabulated during the summer following each school year and step increases will be awarded for the school year following the accumulation of 15 or more ACs. If the total ACs earned at the end of a school year is a multiple of 15, CMSD should award multiple steps to the Principal until the remaining number of ACs is less than 15.

Examples of Accumulation of ACs and Promotion into New Steps

Examples of Accumulation of ACs and Promotion Into New Steps								
Principal	2013-2014					2014-2015		
	Step at BOY	ACs at BOY	ACs Earned	Total ACs as of 2013-2014	Step Increase Earned?	Step at BOY	Remaining ACs	ACs to Next Step
Principal A	1	12	8	20	Yes—1 Step	2	5	10
Principal B	3	5	6	11	No	3	11	4
Principal C	5	13	25	38*	Yes—2 Steps*	7	8	7

*Steps are awarded for every 15 ACs accumulated. Depending on what ACs are offered as part of the PDCS, principals may be able to accumulate enough ACs to move multiple steps within one academic year. Leftover ACs should never total more than 15 ACs, and steps should be awarded until less than 15 ACs remain or the staff member reaches the top of the career ladder for their role.

How would a principal earn a one-step promotion on the career pathway?

Assume Principal A begins the 2013-2014 school year on Step 1 with 12 ACs and earns another 8 ACs during the year. As of the end of the 2013-2014 school year, Principal A has earned a total of 20 ACs. Since Principal A has exceeded the 15 ACs needed for a step increase, the district will advance the Principal to Step 2 for the 2014-2015 school year. He or she will then begin the 2014-2015 school year on Step 2 with only the remaining 5 ACs. Principal A will need 10 or more ACs in the 2014-2015 school year to advance to Step 3 on the career pathway system.

When would a principal not earn a promotion?

Assume Principal B begins the 2013-2014 school year on Step 3 with 5 ACs and earns another 6 ACs during the year. As of the end of the 2013-2014 school year, Principal B has only earned a total of 11 ACs. Since Principal B has **not** exceeded the 15 ACs needed for a step increase, they would not receive a step increase for the 2014-2015 school year. Principal B will retain all of his or her 11 ACs and will need to accumulate 4 over the 2015-2016 school year to advance to Step 4 on the PDCS career pathway.

How would a principal earn a promotion of multiple steps?

Assume Principal C begins the 2013-2014 school year on Step 5 with 13 ACs and earns the maximum of 25 ACs during the year. As of the end of the 2013-2014 school year, Principal C has earned a total of 38 ACs. Since Principal C has exceeded not only the 15 ACs needed for a step increase, but also a multiple of 15 ACs, they would be awarded a step for every 15 ACs earned. In this case, Principal C's would jump two steps on the career pathway. He or she will then begin the 2014-2015 school year on Step 7 (as a Professional Principal) with only the remaining 8 ACs.

Mobility across Principal Positions and Retaining ACs

If a staff member transitions from an Assistant Principal to a Principal or a Principal to an Assistant Principal, the staff member should be slotted into the step associated with the new role that most closely aligns to their step position in the previous role. The staff member should also retain any remaining ACs from the previous year.

For example, Resident Principals transitioning to Assistant Principals should be slotted into the corresponding horizontal Assistant Principal step (Principal Step 1 to Assistant Principal Step 5 or Principal Step 2 to Assistant Principal Step 6), and Principals or Professional Principals should be slotted into the top step for Assistant Principals.

While these staff members would have their compensation adjusted up or down to correspond with the change of role and step on the career pathway system, they would retain their relative position to the next step. Meaning if they had 8 ACs prior to the transition, they would retain their 8 ACs in the new position

Compensating Principals and Assistant Principals at the Top Steps in the Band for ACs

When Principals and Assistant Principals reach the top step of their corresponding career pathways, the district should continue to reward their performance even though they have achieved the maximum base pay for their pay band. Rather than awarding base pay increases, CMSD should award stipends for every 15 ACs earned. Recommendations for the amount of the stipend are included in the recommendations section titled “How to Use the Salary Schedule with New Placements.”

Stipend-Level Tiers (Tiers 4 and 5)

Given the varying need and specialized nature of the roles in Tiers 4 and 5 of the Career Pathway System, these stipend positions would be based on a selection and review process facilitated by the central office. BFK recommends stipend positions have three-year terms, and retention in the position is based both on district need and on individual performance in the position. While recommending three-year terms with escalating pay for both roles within each of the two tiers, BFK also recommends that Principals can repeat each position or take on a different stipend position, but should restart at the first year pay step for the stipend at the onset of each new term.

BFK also recommends advancement to the senior positions in Tier 5 is based on district need and on individual performance in the corresponding role in Tier 4, and would also be limited to a three year period. More information on the selection and review process is provided in the following section titled “Selection and Review Process for Stipend Positions.”

Recommended Mobility Policies

One of the most significant managerial challenges with a strategic compensation system is ensuring staff are rewarded not only for their performance, but also at a level that is appropriate for their role within the organization. With high levels of turnover and mobility across the district, CMSD must clearly connect how compensation is affected by mobility across roles or school type. The following are policy recommendations to guide the administration of the compensation system. BFK recommends that whatever policy decisions CMSD makes regarding mobility and compensation, CMSD should be transparent and communicate them clearly with all principals, potential principals, and any key stakeholders.

Type of Mobility*	Application	Recommendation
Transition from any Assistant Principal to any Principal role	For Resident Assistant Principals transitioning to any Principal position	Transition this staff from their current step to the lowest step associated with the position they are entering.
	For Assistant Principals transitioning to Resident Principal	Transition this staff horizontally to the corresponding step on the pathway (Assistant Principal Step 5 to Resident Principal Step 1 or Assistant Principal Step 6 to Resident Principal Step 2).
Transitioning from any Principal role to any Assistant Principal role	For Resident Principals transitioning to Resident Assistant Principal	Transition this staff from their current step to the highest step associated with the Resident Assistant Principal (assumes all steps associated with Resident Principal are higher than all steps associated with Resident Assistant Principal).
	For Resident Principals transitioning to Assistant Principal	Transition this staff horizontally to the equivalent step for the Assistant Principal (Resident Principal Step 1 to Assistant Principal Step 5 or Resident Principal Step 2 to Assistant Principal Step 6).
	For Principals or Professional Principals transitioning to any Assistant Principal role	Transition this staff from their current step to the highest step associated with the Assistant Principal (assumes all steps associated with Resident Principal are higher than all steps associated with Resident Assistant Principal).
Transitioning Between School Types	From high school to K-8 school or K-8 school to high school	Staff retain the same step on the career pathway but pay will shift (up or down) to the amount corresponding to the step in the pathway associated with their new school type.

*In all mobility cases, staff retain any remaining ACs they have accumulated but not yet applied towards their next step increase

Selection and Annual Evaluation Process for Stipend Positions

Selection Process for Tier 4 Stipend Positions

Professional Principals pursuing a role as either a Mentor or Transformation Principal must participate in a competitive application process to be selected for the Tier 4 stipend position. The purpose of the competitive application process is to ensure not only that candidates are highly qualified, but also are the right fit to fulfill the needed duties of the district. Components of the selection process should include, but are not limited to, the following items:

- Gallup® Principal Insight
- Prior OPES evaluation scores
- Résumé review
- Changes in value-added scores over time
- Personal interview with Chief Academic Officer and/or Area Superintendent (to demonstrate personal passion for the position)
- Behavioral and/or case interviews with current and/or successful past Mentor Principals (to demonstrate creative and practical thinking for success)
- Interviews with current staff and faculty under supervision by the principal (to determine effectiveness as a leader and manager)
- Prior Principal Report Card scores
- Student feedback and/or student-led tours of school facilities
- Realistic job preview / job shadowing of current employee
- Writing sample / written personal statement

Data from each component of the selection process should be considered as part of the whole body of evidence to determine whether an applicant might be the right fit for a given position. Given the potential for measurement error from any one data point, the entire body of evidence should be evaluated to determine whether a preponderance of evidence exists to suggest whether an applicant would be a valuable asset to the district in a Tier 4 stipend position.

Principals who have achieved a Tier 4 stipend position must reapply for their Tier 4 stipend positions after completing their three-year term.

Selection Process for Tier 5 Senior-Level Stipend Positions

Principals who completed a term in a Tier 4 stipend position or a term in a Tier 5 senior-level stipend position will be eligible to apply (or reapply) for the Tier 5 senior-level stipend position. The application process for the Tier 5 senior-level stipend position will mirror the process for selecting candidates for the Tier 4 stipend position. In addition to the application process, performance data from the previous term in the stipend position will also be utilized to evaluate whether the candidate is the right fit for the position to which he or she applied.

Annual Evaluation Process

Principals in stipend positions will set performance goals in collaboration with the Chief Academic Officer or Area Superintendent (or designee). These principals will meet monthly with the Chief Academic Officer or Area Superintendent to discuss successes, issues, challenges, and needs to advance the growth and development of self and mentees and review performance data twice during the school year and once at the end of the school year.

Performance goals used to evaluate Mentor Principals will include feedback from mentees and measurable and quantifiable performance metrics of mentees. Performance goals used to evaluate Transformation Principals will include feedback from walkthroughs by other highly effective principals, instructional experts, or the Chief Academic Officer or Area Superintendent, as well as formative assessment data, feedback from student perception data, and feedback from staff, faculty, and parents.

Principals who meet or exceed at least 75% of their agreed upon performance goals will be eligible to retain their stipend position and advance one year on the stipend position's salary schedule, assuming there is sufficient need and funding from the district for the position.

Job Descriptions for Stipend Positions

Tier 4 – Mentor Principal

Minimum qualifications

In addition to qualifications of high school or K-8 school Principal:

- Must be on Step 9 or 10 of the Principal career pathway.
- Evidence of successful mentoring and coaching of people within the principal's scope of responsibility and influence, including teacher leaders, assistant principals, and/or parents.
- Evidence of building and leading effective school-based teams through complex situations.
- Evidence of growth of one or more mentees via state evaluation measures and specific goals created by the mentee and mentor.
- Evidence of ability to promote and sustain a positive school culture and climate conducive to high performance and growth from staff, faculty, and students.
- Evidence of growth as evidenced by Value-Added data at met or above.
- Strong knowledge of curriculum, Common Core State Standards, and formative instructional practices, including implementation strategies.
- Rating of Skilled or Distinguished in OPES for three (3) consecutive years OR evidence of value-added growth in majority of teachers with value-added results in the building for three (3) consecutive years.
- Score of A or better on the Principal Report Card
- Completed the previous school year in good standing with the district.
- Currently in good standing with the district.

Responsibilities

Mentor Principals will act as coaches and mentors for other principals across the district. Mentor principals are highly effective principals who are willing to coach, mentor, and grow other school leaders as well as provide critical formative feedback for improvement. Mentor Principals will be highly respected by their peers as being exemplary models for increasing student academic progress and achievement as well as leading and growing others in their building.

- Support the growth and development of teacher leaders, Resident Assistant Principals, Assistant Principals, and/or Resident Principals to become Principals and Professional Principals.
- Support the growth and development of administrators and central office support staff (e.g., instructional coaches) as identified by the Chief Academic Officer or Area Superintendent.
- Participate in onboarding of new principals and assistant principals to the district and/or to the profession.

Tier 4 – Transformation Principal

Minimum qualifications

In addition to qualifications of high school or K-8 school Principal:

- Must be on Step 9 or 10 of the Principal career pathway.
- Evidence of building and leading effective school-based teams through complex situations.
- Evidence of growth of one or more mentees via state evaluation measures and specific goals created by the mentee and mentor.
- Evidence of ability to promote and sustain a positive school culture and climate conducive to high performance and growth from staff, faculty, and students.
- Evidence of growth as evidenced by Value-Added data at above for at least two out of the past three years.
- Strong knowledge of curriculum, Common Core State Standards, and formative instructional practices, including collaborating with and leading educators to execute implementation strategies for each of these initiatives.
- Rating of Skilled or Distinguished in OPES for three (3) consecutive years OR evidence of value-added growth in majority of teachers with value-added results in the building for three (3) consecutive years.
- Score of A or better on the Principal Report Card.
- Completed the previous school year in good standing with the district.
- Currently in good standing with the district.

Responsibilities

In order to achieve dramatic change in a persistently struggling school, research suggests that a Principal needs to demonstrate specific competencies and willingness to engage in specific

action steps that are different from the work that would be done at an already high-performing school.

Successful turnaround principals will:

- Be driven to create a premier school and understand the concrete steps needed to get there
- Have the interpersonal skills to motivate and influence others to accomplish goals
- Exhibit self-confidence and resolve in decision-making and leadership
- Define both high-priority goals that get immediate results and a long-term strategy for success
- Use his or her knowledge of school climate and culture, instructional leadership, and coaching skills to make changes that are in opposition to the schools cultural norms and existing practice

Tier 5 – Senior Mentor Principal

Minimum qualifications

In addition to qualifications of high school or K-8 school Principal:

- Must be on Step 10 of the Principal career pathway.
- Completion of at least one full term (3 years) as a Mentor Principal.
- Evidence of growth of three or more principal mentees via the Mentor Principal role.

Responsibilities

- Support the growth and development of Mentor Principals.
- Evaluation of Mentor Principals and submission of progress reports for each mentee to the Chief Academic Officer or designee.

Tier 5 – Senior Transformation Principal

Minimum qualifications

In addition to qualifications of high school or K-8 school Principal:

- Must be on Step 10 of the Principal career pathway.
- Evidence of successful mentoring and coaching of people within the principal's scope of responsibility and influence, including teacher leaders, assistant principals, and/or parents.
- Completion of at least one full term (3 years) as a Transformation Principal with evidence of improved student growth demonstrated by data from value-added analysis.
- Evidence of growth of three or more principal mentees via the Transformation Principal role.

Responsibilities

- Support the growth and development of Transformation Principals
- Evaluation of Transformation Principals and submission of progress reports for each mentee to the Chief Academic Officer or designee

RECOMMENDATIONS FOR APPLYING FINDINGS OF THE COMPENSATION STUDY TO CMSD SALARY SCHEDULES

Based on the findings of the compensation study, BFK provides the following recommendations to CMSD on how to adjust the Principal and Assistant Principal salary schedules to improve their competitiveness in the market and how to apply these changes to their incumbent staff and new hires moving forward.

Recommended Adjustments to the Salary Schedule

The findings of the compensation study revealed CMSD's Principal and Assistant Principal pay schedules are comparable to the overall market. Assistant Principals across all steps are only 2% to 6% below the market average. Principal steps are at or above the market average with high school principals (6% to 13% above) exceeding their K-8 counterparts (4% below to 3% above) by a significant margin. The findings, however, also revealed CMSD Principal and Assistant Principal salary schedules lagged behind their in-state, large urban peers.

CMSD is lower in comparison to the average pay of Columbus City and Cincinnati City, the two most comparable districts in terms of student count and district revenues. Average pay in CMSD lags Columbus City for assistant principals by over 10% (\$89,569.75 to \$80,208.45), and principal pay in CMSD lags both Columbus City and Cincinnati City by 5% (\$95,966.34 to \$91,093.77) and 10% (\$101,922.04 to \$91,093.77), respectively.

As indicated in the compensation study, lagging the market is typically not a viable option for recruiting and retaining the talent needed to sustain and advance organizational success. Lagging the market can contribute to higher levels of staff turnover, which can be highly disruptive to student learning, staff development, and school improvement and turnaround efforts.

To support CMSD's efforts to recruit and retain highly effective principals, this study provides the following recommendations:

- Adjust the distribution of the first and top step of the assistant principal salary schedule to equal that of the principal salary schedule
- Establish performance-based steps within the new pay ranges
- Place current staff in the new steps and use the salary schedule for new placements
- Freeze Pay of Staff Whose Current Pay Is above the Top Step

Adjust the Distribution of the First and Top Step of the Assistant Principal Salary Schedule to Equal That of the Principals

While the findings of the compensation study revealed CMSD's salary schedules are generally at or above the overall market, further analysis revealed that the assistant principal salary schedules and the K-8 school principal salary schedule are closer to market trends than the high school principal salary schedule. The top step of the assistant principal position is within 3% of the market. The top step for the principal position is 3% above the market trend for K-8 school principals and 13% above for high school principals.

Given the relative competitiveness for talent in the principal position relative to the assistant principal position, the distribution of each position relative to the market is reasonable. The principal position involves more accountability and responsibility and requires more complex knowledge, skills, and abilities to be successful in the role. Within each position, however, there are differences in the distribution of pay across the steps of the band from the first to the top. The assistant principal position is significantly more compressed than the principal position (a distribution of 97% between the first and top step for assistant principals versus 93% for principals).

BFK recommends reducing first step of the assistant principal position approximately 3.5% to bring alignment to the distribution of the steps within the position relative to the principal. This adjustment would incentivize employees beginning in the Resident Assistant Principal role to earn ACs to advance up the career ladder. And for employees beginning in the Assistant Principal role (Step 5 on the salary schedule), their beginning compensation would be comparable, and even slightly higher, than the current first step on the salary schedule for assistant principals (\$77,150 for the proposed Step 5 compared to \$75,899 for K-8 and \$76,960 for high school).

The following chart represents the recommended adjustment to the assistant principal salary schedule and the proposed first step for each of the four principal positions.

CMSD Salary Schedule – Adjustment of First Step of Assistant Principal Roles							
Role	Top Step	1 st Step	Percent Difference	Adjustment to Step 1	Result	New 1 st Step	Percent Difference
K-8 School Assistant Principal	\$ 78,115	\$ 75,899	97.2%	(3.52%)	\$ 73,153	\$ 73,150	93.6%
High School Assistant Principal	79,290	76,960	97.1%	(3.41%)	74,254	74,250	93.7%
K-8 School Principal	94,781	88,400	93.3%	0.00%	88,400	88,400	93.3%
High School Principal	103,968	97,760	94.0%	0.00%	97,760	97,650	93.9%

Establish Performance-Based Steps within the New Pay Ranges

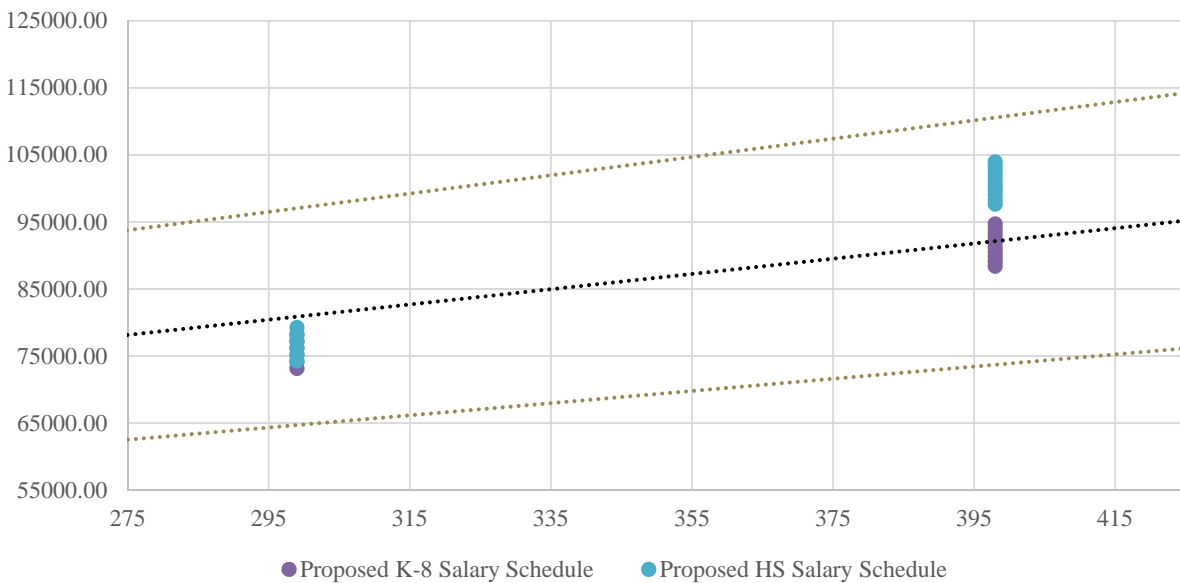
Given the recommendation to use even increments of ACs for promotion into higher steps in the PDCS career pathway system, BFK recommends using even pay increments for each step within the Assistant Principal and Principal pathways as to avoid perceptions of diminishing returns for their effort as they advance to higher steps.

For the Assistant Principal pathway, the range of the band (\$5,000) divided evenly across the five steps yields an increase of \$1,000 to annual base pay per step. For the Principal pathway, the range of the band (\$6,300) divided evenly across the nine steps yields an increase of \$700 to annual base pay per step. The following chart displays the amount for each step for each role and how the steps align across roles and school types.

Recommended Salary Schedule with Steps and Aligned to Career Pathway Roles							
Role	Step	Assistant Principal		Principal		Step	Role
		K-8 School	High School	K-8 School	High School		
Resident Assistant Principal	1	\$ 73,150	\$ 74,250				
	2	74,150	75,250				
	3	75,150	76,250				
	4	76,150	77,250				
Assistant Principal	5	77,150	78,250	\$ 88,400	\$ 97,650	1	Resident Principal
	6	78,150	79,250	89,100	98,350	2	
	APX	--	--	89,800	99,050	3	Principal
				90,500	99,750	4	
				91,200	100,450	5	
				91,900	101,150	6	
				92,600	101,850	7	Professional Principal
				93,300	102,550	8	
				94,000	103,250	9	
				94,700	103,950	10	
						PX	

With these rates assigned to each step, the following graphs reflects how the proposed salary schedule fits within the overall market.

Adjusted Salary Schedule Relative to Market Pay Lines



Place Current Staff in the New Steps and Use the Salary Schedule for New Placements

To begin using the new salary schedule, current Principal and Assistant Principals should be placed in the correct step in the salary schedule. To determine on which step a staff member belongs:

- Begin at Step 1 for the staff member's role. If their annual base pay is higher than the rate of that step, move to the next highest step.
- Compare the staff member's pay rate to each step until the rate of the step is higher than rate of the staff member's annual base pay. Place the staff member in the last step in which their annual base pay was greater than that of the step.

For example, assume a high school Principal has annual base pay of \$99,950. Using the following chart, the principal would be compared to the steps in the high school column under the principal section (both highlighted in yellow). Since the principal's annual base pay is higher than the rate of Steps 1, 2, 3, and 4 (highlighted in green) but not higher than Step 5 (highlighted in red), the principal should be placed in Step 4, the last step in which the principal's annual base pay was higher than the step.

Recommended Salary Schedule with Steps and Roles							
Role	Step	Assistant Principal		Principal		Step	Role
		K-8 School	High School	K-8 School	High School		
Resident Assistant Principal	1	\$ 73,150	\$ 74,250				
	2	74,150	75,250				
	3	75,150	76,250				
	4	76,150	77,250				
Assistant Principal	5	77,150	78,250	\$ 88,400	\$ 97,650	1	Resident Principal
	6	78,150	79,250	89,100	98,350	2	
	APX	--	--	89,800	99,050	3	Principal
				90,500	99,750	4	
				91,200	100,450	5	
				91,900	101,150	6	
				92,600	101,850	7	Professional Principal
				93,300	102,550	8	
				94,000	103,250	9	
				94,700	103,950	10	
						PX	

Any staff with annual base pay exceeding the rate of the highest step for his or her role should be assigned to the X step (APX for Assistant Principals or PX for Principals) and his or her pay should be frozen.

Freeze Pay of Staff Whose Current Pay Is above the Top Step

According to the recommended salary schedule, once a Principal or Assistant Principal reaches the top step for their role he or she will be unable to receive base increases unless he or she changes roles or school type (with the exception of high school principals, who already have the highest possible rate of all principal positions). The inherent challenge with this structure is finding ways to reward the high achieving principals who reach the top step for their role. BFK recommends that any Principal or Assistant Principal on the top step for their role receive stipends of \$500 for every 15 ACs they receive. Regardless of how many stipends Assistant Principals receive while at the top of the band, they should still track into the appropriate step on the pathway if they transition into a Principal role within CMSD.

Recommendations for Enrollment Stipend

Since student enrollment is not considered as a factor in the Job Classification process, BFK developed an enrollment stipend in conjunction with the compensation study to recognize the increased difficulty and complexity associated with managing a larger school with higher student enrollment. Student enrollment data from the Fall Enrollment (Headcount) – October 2012, Ohio Department of Education was reviewed for each school and is included below in Table 1. Based on the data, the following stipends are recommended.

Tiered Enrollment Stipend		
Tier 1	Greater than 1000 students (per Fall Enrollment Headcount)	\$2,000.00
Tier 2	500 – 999 students (per Fall Enrollment Headcount)	\$1,000.00

Estimated Cost to CMSD:

Tier 1:	3 schools @ \$2,000.00	\$6,000.00
Tier 2:	17 schools @ \$1,000.00	\$17,000.00
Total Estimated Cost (based on 2012 data)		\$23,000.00

Eligibility Requirement:

For the purposes of this stipend each principal must meet an attendance eligibility requirement. Each principal must be present a minimum of 95% of the scheduled work days for the school year in order to be eligible to receive the enrollment stipend.

Table 1 – CMSD Schools by Enrollment

Tier 1 – highlighted in blue; Tier 2 – highlighted in red

School Name	Total Students	School Name	Total Students
James Ford Rhodes High School	1345	Adlai Stevenson School	433
John Adams High School	1108	H Barbara Booker Elementary School	429
Lincoln-West High School	1108	Scranton School	425
John Marshall High School	870	Carl & Louis Stokes Central Academy	416
John F Kennedy High School	799	Clara E Westropp School	414
Glenville High School	727	Nathan Hale School	407
Luis Munoz Marin School	687	Charles Dickens School	405
Collinwood High School	668	Marion-Sterling Elementary School	401
Joseph M Gallagher School	652	Robinson G Jones Elementary School	399
Clark School	637	Willson School	391
Max S Hayes High School	609	Robert H Jamison School	385
East Technical High School	595	Michael R. White	384
Tremont Montessori School	595	William C Bryant Elementary School	384
Denison	568	Walton School	384
Benjamin Franklin	567	John Hay School of Science & Medicine	377
Garfield Elementary School	563	Iowa-Maple Elementary School	371
Miles Park School	548	Cleveland School of Arts Lower Campus	366
Cleveland School Of The Arts High School	544	Buhrer	365
Artemus Ward	525	Patrick Henry School	365
Franklin D. Roosevelt	502	Case	357
Andrew J Rickoff	500	Warner Girls Leadership Academy	357
Riverside School	486	Anton Grdina	355
George Washington Carver	478	Euclid Park Elementary School	354
Wilbur Wright School	473	Wade Park	352
Charles A Mooney School	466	Mary M Bethune	349
Mound Elementary School	466		
Harvey Rice Elementary School	463		
Memorial School	453		
Charles W Eliot School	451		
Marion C Seltzer Elementary School	441		

School Name	Total Students
Newton D Baker School	348
Paul Revere Elementary School	342
East Clark	328
Watterson-Lake School	319
Jane Addams Business Careers High School	314
Orchard School	311
Garrett Morgan Schl Of Science School	311
Louis Agassiz School	309
Campus International School	307
MC^2 STEM High School	306
Waverly Elementary School	306
Bolton	304
Hannah Gibbons-Nottingham Elementary School	302
John Hay School of Architecture & Design	302
Miles School	300
Mary B Martin School	297
Douglas MacArthur	295
Whitney Young School	295
Almira	293
McKinley School	293
Oliver H Perry Elementary School	293
Daniel E Morgan School	291
Health Careers Center High School	291
Thomas Jefferson School	287

School Name	Total Students
Fullerton School	282
Carl F Shuler	272
New Technology West	270
Sunbeam	251
Law & Municipal Careers @ MLK	237
Louisa May Alcott Elementary School	228
Buckeye-Woodland School	227
Ginn Academy	217
Willow School	212
Paul L Dunbar Elementary School @ Kentucky	209
Valley View Elementary School	209
Design Lab @ Jane Addams	208
John Hay Early College High School	207
SuccessTech Academy School	200
Washington Park	195
The School of One	186
Kenneth W Clement	164
New Technology HS@East Tech	154
Early Childhood Development	122
Facing History High School@Charles Mooney	54
Captain Arthur Roth	0
Ohio Learning Program	0

ABOUT THIS STUDY

Battelle for Kids is a national, not-for-profit organization that provides counsel and solutions to advance the development of human capital, the use of strategic measures, practices for improving educator effectiveness, and communication with all stakeholders. At the heart of this work is an unwavering focus on accelerating student growth.

This analysis is not intended to provide, nor should anyone consider that it provides, legal advice. Nothing in this document constitutes the practice of law and should not be relied upon as such. Legal advice is dependent upon the specific circumstances of each situation and upon the law in specific jurisdictions. Do not rely on legal information without consulting an attorney licensed to practice law in your jurisdiction. Legal information in particular can change rapidly and will vary in application and interpretation in different jurisdictions. Battelle for Kids expressly disclaims liability for injury or damages of any kind arising out of use, misuse or reliance on any information contained herein, for any errors or omissions of information contained in this document or for any information provided with this document.

Directions

Please take a moment to fill out the following survey for Great Oaks classified staff and read all instructions carefully. Although most of your questions will be answered in each section's directions using the examples or the descriptions we have given, we know that you may still have questions after the survey is completed. So, please try to document your questions and we will talk about them when we convene as a team.

This survey will help us understand your job duties and responsibilities. This survey does NOT gauge, judge or determine your performance, rather it is to better understand what you do in your job. Responses will be used to learn more about your position and to update your current job description. Complete survey responses are greatly appreciated and very important to the success of this project!

A progress bar will appear in the survey to let you know how much of the analysis you have completed. Also, please DO NOT USE THE BACK BUTTON/ICON at the top of the screen of your internet browser. Using the back button/icon will restart your survey and you will have to begin again. This means multiple entries will be recorded for you of which one will be incomplete.

If you have any questions, please contact your project lead at Battelle for Kids, Thom Griffith.

Thom Griffith, MLHR

Sr. Specialist

614-488-KIDS ext. 155

tgriffith@bfk.org

www.battelleforkids.org

Part 1 - General Information

NOTE: Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

* 1. Employee Name

* 2. Employee Email Address

* 3. Department:

* 4. Job Title:

* 5. Normal Working Hours:

* 6. Reports to (name please):

Part 2 - Work Content

Major Tasks—List below the Top Five (5) most important tasks that are required of your job, as well as a description of the duties required. Please list them in order of importance with the most important task listed as Major Task #1, and so on. We know there are probably more than just five (5) tasks that you are asked to do every day. We can explore those more when we meet face to face. NOTE: Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

* 7. Major Task#1

* 8. Please describe Major Task #1 below:

* 9. Major Task #2

* 10. Please describe Major Task #2 below:

* 11. Major Task#3

* 12. Please describe Major Task #3 below:

* 13. Major Task#4

* 14. Please describe Major Task #4 below:

15. Major Task #5

16. Please describe Major Task #5 below:

* 17. Please indicate what percentage of time, from 0 to 100 percent, that each major task consumes. Make sure that the total percentage adds up to 100 percent. It is not necessarily "bad" if a major task takes up a minor amount of time. We know that major tasks like "budgeting" may be very important but take a small percentage of time compared with other tasks required for the position. If you'd like to add some additional information about your tasks, use the "Other" section beneath the table below.

Remember to try and add up all the major tasks to 100%. If there are more tasks than five (5), then document them and we can discuss when we convene face to face.

NOTE: Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

	Percent of Time Spent
Major Task #1	<input type="text"/>
Major Task #2	<input type="text"/>
Major Task #3	<input type="text"/>
Major Task #4	<input type="text"/>
Major Task #5	<input type="text"/>

Other (please specify)

Part 3 - Qualifications

- * 18. **KNOWLEDGE:** Check any of the types of knowledge below needed to perform your work tasks and provide additional details on the activities that make up each item in the section where comments can be made.

NOTE: Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

- ☐ Education Law (in general)
- ☐ Employee Handbook
- ☐ Frequently Asked Questions of the Department
- ☐ Highly Sensitive or Confidential Information
- ☐ Personal computing (PC) applications for word processing, making spreadsheets, analyzing data, storing data, printing, etc.
- ☐ Policies and Procedures
- ☐ Tools and Equipment
- ☐ Teaching and Learning

Additional details related to KNOWLEDGE needed for your job (please specify):

- * 19. **BASIC SKILLS AND ABILITIES**

NOTE: Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

- ☐ Reading
- ☐ Writing
- ☐ Speaking
- ☐ Mathematical
- ☐ Physical

Please specify:

- * 20. **C.) SPECIFIC SKILLS AND ABILITIES:** Check any of the skills below that are needed to be successful in carrying out your major tasks of your position. For more detailed definitions of the skills listed, please refer to the Skills and Abilities Reference Sheet attached to the email we sent that invited you take this

survey. The Skills and Abilities Reference Sheet was attached to that email. If you cannot find the email we sent, just let Michelle or Thom know and we will send it again.

NOTE: This question was incorrectly created and has since been updated. Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

- ☐ Active Listening
- ☐ Analyzing Data and Information
- ☐ Assisting and Caring for Others
- ☐ Coaching and Developing Others
- ☐ Communicating with Persons Outside of Great Oaks
- ☐ Communicating with Supervisors, Peers or Subordinates
- ☐ Complex Problem Solving
- ☐ Coordinating the Work and Activities of Others
- ☐ Critical Thinking
- ☐ Developing Teams
- ☐ Developing Objectives and Strategies
- ☐ Equipment Maintenance
- ☐ Equipment Selection
- ☐ Establishing/Maintaining Interpersonal Relationships
- ☐ Estimating the Quantifiable Characteristics of Products, Events, or Information
- ☐ Evaluating Information to Determine Compliance with Standards
- ☐ Guiding, Directing, and Motivating Subordinates
- ☐ Inspecting Equipment, Structures, or Material
- ☐ Installation
- ☐ Instructing
- ☐ Judging the Qualities of Things, Services, or People
- ☐ Judgment and Decision Making
- ☐ Making Decisions and Solving Problems
- ☐ Management of Financial Resources
- ☐ Management of Material Resources
- ☐ Management of Personnel Resources
- ☐ Monitor Processes, Materials, or Surroundings
- ☐ Monitoring and Controlling Resources

- ☐ Negotiation
- ☐ Operation Monitoring
- ☐ Organizing, Planning, and Prioritizing Work
- ☐ Performing Administrative Activities
- ☐ Performing for or Working Directly with the Public
- ☐ Programming
- ☐ Provide Consultation and Advice to Others
- ☐ Quality Control Analysis
- ☐ Repairing
- ☐ Resolving Conflicts and Negotiating with Others
- ☐ Scheduling Work and Activities
- ☐ Science
- ☐ Service Orientation
- ☐ Social Perceptiveness
- ☐ Thinking Creatively
- ☐ Time Management
- ☐ Troubleshooting

Please specify:

* 21. D.) EDUCATION: Check any of the types of education, licenses and certificates necessary to acquire the knowledge and skills to perform the responsibilities of the position and indicate any specific courses or areas of specialization when necessary. Please list the types of education, licenses and certificates that are "basic requirements," rather than what might be on a "wish list" of education requirements. For example, although some employees may have a Master's Degree, it may not be a basic requirement. That said, you tell us what you think is needed to be successful at Great Oaks and we can talk about it together as a team.

NOTE: Please do not click the BACK button/icon at the top of the screen of your internet browser. This will restart your survey.

- ☐ Completion of high school education/GED
- ☐ Vocational training
- ☐ Associate's degree
- ☐ Some job-related college coursework
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Certification from a machinery or equipment manufacturer
- ☐ License to drive a vehicle or operate large vehicles
- ☐ Certificate of achievement or completion (from a specialized training program, for example)
- ☐ Requires continuous education throughout career in order to maintain employment

Part 4 - Working Conditions, Hazards & Physical Demands

Please respond to ALL of the following questions by selecting the option that BEST fits your job on a normal basis.

* 22. WORKING CONDITIONS

This factor measures the physical surroundings and the potential hazards with which jobs are performed. It considers the unpleasantness of conditions surrounding the job and health and accidental hazards associated with the work; which cannot be eliminated from the job. Examples of unpleasant conditions surrounding the job, include heat or cold, noise, fumes, dust, dirt, lighting and inclement weather.

- ☐ None - Job requires no exposure to undesirable conditions and minor risks.
- ☐ Occasional - Job requires occasional exposure to undesirable conditions and minor risks.
- ☐ Moderate - Job requires occasional exposure to undesirable conditions and moderate risks OR job requires moderate exposure to undesirable conditions and everyday risks.
- ☐ Frequent - Job requires frequent exposure to major undesirable conditions or significant risks.

* 23. HAZARDS

This factor measures the hazards, both accidental and health, connected with your job. Consider the materials being handled, the machines or tools used, the work position and the possibility of accident.

- ☐ None – Accidental or health hazards do not occur.
- ☐ Accidents improbable outside of minor injuries, such as cuts, scrapes, or bruises. No exposure to chemical or health hazards.
- ☐ Exposure to accidents, health hazards, or chemical hazards may result in injury such as short-term work-time loss, a crushed hand or foot, small burns or blisters, loss of fingers/toes, eye injuries due to flying particles, etc.
- ☐ Exposure to accidents, health hazards, or chemical hazards may result in temporary disability or loss of arm/leg.
- ☐ Exposure to accidents, health hazards, or chemical hazards may result in total disability or loss of life.

* 24. PHYSICAL DEMANDS

This factor measures the physical effort required by your job, measured by its nature and frequency. Light, physical activity would be considered walking, climbing stairs, standing, carrying a brief case or box weighing 25 pounds or less, etc. Heavy physical activity would be considered using heavy machinery; frequent climbing, crawling, and kneeling, and/or carrying 25 pound or more objects frequently.

- ☐ Normal - Normal effort or occasional periods of light physical activity.
- ☐ Occasional moderate - Occasional moderate effort or frequent periods of light physical activity.
- ☐ Frequent moderate - Frequent moderate effort or almost continuous periods of light physical activity or occasional heavy physical activity.
- ☐ Continuous moderate - Almost continuous moderate effort or frequent heavy physical activity.

25. Please explain any additional working conditions, hazards or physical demands that are specific to your job on a normal basis.

A large, empty rectangular box with a thin black border, intended for the user to provide a detailed explanation of working conditions, hazards, or physical demands specific to their job.

Part 5 - Network Analysis

* 26. Check below the type of working interactions required and provide additional details describing those interactions.

- ☐ Direct supervision of others (describe below). -OR- Number of individuals supervised
- ☐ Interactions with external customers and vendors such as parents, community members, state or local government entities or representatives, donors, nonprofit foundations, colleges, suppliers of services or supplies, etc. (describe below).
- ☐ Interactions with own team/department (describe below).
- ☐ Interactions with other teams/departments (describe below).
- ☐ Interactions with past, current or future students (describe below).
- ☐ Additional details

Additional Information

27. In the space below please share any additional information related to your job that you feel is important. This information will be kept confidential.