

A DESCRIPTIVE STUDY OF COMPENSATION PRACTICES  
FOR NONCERTIFIED PERSONNEL OF SELECTED  
SCHOOL DISTRICTS IN FIVE  
MIDWESTERN STATES

By

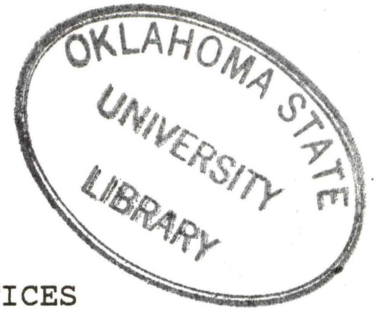
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## CHAPTER I

### INTRODUCTION

School districts strive to be fair and equitable in compensating employees, and most school districts report that salary schedules are valuable in compensating certified employees equitably. Noncertified school personnel also contribute to the health and safety of students, but school districts use salary schedules for noncertified personnel based on subjective criteria. In order to have a fair and equitable compensation schedule for noncertified personnel, pay grades, that can be justified, need to be established. The schedule developed would help contribute to making the "other half" of the educational team a partner in support of the educational purpose of each institution.

#### Statement of the Problem

This study addressed the problem of the lack of well defined compensation systems for noncertified employees. This problem contributes to employee dissatisfaction when compensation is not congruent between groups of employees performing comparable tasks (Belcher, 1979).

#### Purpose of the Study

The purpose of this study was to examine the

compensation ranges in use by selected school districts in order to establish pay grades for noncertified employees. Pay ranges of 64 school districts from five Midwestern states were analyzed.

### Research Objectives

In order to classify and establish pay ranges by job classifications, the survey had three objectives.

1. To identify the demographics of the school districts.
2. To identify compensation other than salary.
3. To establish specific pay grades for each selected job classification in the study.

### Limitations

The study was limited to districts with a population between 4,000 and 15,000 students in the five states.

The classifications were limited to full-time custodians, secretarial workers, maintenance workers, food service workers and educational aides. Bus drivers were not included because most are part-time employees. Trip or route payments would be difficult to equate to hourly rates. If bus drivers were full-time employees, they would be classified in one of the surveyed occupations.

Finally, the study was limited to the determination of pay grades, excluding data such as job analysis or evaluation.

## Assumptions

The districts with enrollments between 4,000 and 15,000 students were assumed to be representative of each other in the duties of noncertified employees. Smaller districts would not have the specialization desired in the classifications to be studied. The overlapping of positions such as custodian and maintenance would exist. If larger districts were included, the survey would have had to be expanded to include supervisory positions that were salaried, in addition to hourly.

The five Midwestern states selected were Kansas, Missouri, Oklahoma, Colorado, and Nebraska. These five states were assumed to be representative of a discrete geographical region.

Job classifications surveyed were assumed to be similar enough in task and responsibilities to be comparable. The survey was designed to describe what existed in noncertified pay, not what should exist.

## Definitions

The following definitions of terms were used in the study:

Noncertified employee: A district employee not required by the school district to have a teaching or administrative certificate. This included five clusters: custodians, secretarial workers, maintenance workers, food

service workers, and educational aides.

Custodial personnel: An employee whose responsibilities include keeping the building interiors and exteriors clean.

Secretarial personnel: An employee with school office or administrative clerical responsibilities.

Food service personnel: An employee whose responsibilities include preparing or serving food consumed by students.

Educational aide: An employee whose responsibilities include giving direct classroom assistance to teachers. Paraprofessional and teacher aide are both synonymous with educational aide.

Maintenance personnel: An employee whose responsibilities include the upkeep of both facilities and equipment.

Instructional personnel: Employees who are certified teachers. Certified means the same as instructional in this study.

Job classification: Operationally defined as a designation for a specific job which has similar tasks and responsibilities from one employer to another.

Minimum: The minimum salary that would be paid to an employee in any job classification.

Maximum: The maximum salary that would be paid to an employee in any job classification.

Pay grade: The grouping of jobs based upon similar

pay.

Public school district: A political jurisdiction of the state created to provide common education through grade 12. For this study, it includes students, employees and other resources. District means the same as public school district.

Compensation range: The range from minimum to maximum pay for a job classification. This does not include nonpay compensation factors.

Enrollment groups: The districts were identified by the number of students and were analyzed by establishing enrollment groups. The study included three groups:

1. Group A: 4,000-8,999 students
2. Group B: 9,000-11,999 students
3. Group C: 12,000-15,000 students

#### Organization of the Study

Chapter I introduces the study, presents the statement of the problem, describes the statement of purpose, outlines the research objectives, includes the limitations and assumptions, and defines the terms used in the study.

Chapter II is a review of the literature related to the study. Chapter III is a discussion of the methods used in the study. Chapter IV discusses the analysis of the data, and Chapter V includes the summary, conclusions, and recommendations.

## Chapter II

### REVIEW OF LITERATURE

#### Introduction

This research focused primarily on compensation practices of noncertified school district personnel and to a lesser extent, the compensation practices of instructional personnel. A limited amount of literature is available related to compensation for school district noncertified personnel. The information came primarily from studies of total school district compensation plans or from government and industry guidelines. The literature review included material covering compensation policies of both certified and noncertified school employees. Both salary and non-salary compensation policies were reviewed. The literature review included the basis used for establishing pay grades, methods for classifying employees, and compensation methods.

#### Compensation Policy

The review of literature indicated several areas affecting compensation policy. General educational patterns, employee evaluations, extrinsic and intrinsic factors, and skill levels required in job responsibilities were reviewed.

Local school systems tend to adopt a general pattern of salary and wages from the field of education when determining compensation plans (Castetter, 1976). Implied policy rather than compensation related factors determines official compensation policies. Compensation related factors vary, but include compensation plans that attract, motivate, and retain employees, and compete with other employers while at the same time, control costs (Bisinger, 1983). Improved performance can result from precise and well understood, identifiable standards and criteria, as long as they are accompanied by adequately controlled finances (Sloma, 1980).

Brennan (1980) reported the following criteria as components of a sound salary compensation system:

1. Realistic hiring rates to attract qualified candidates.
2. Increases to competitive midpoint in the proper period of time.
3. Further increases for retention and motivation of senior employees.
4. Valid and defensible communications of salary information.
5. Administrative convenience.

He felt that the last was the least important, but it was the most used by firms today.

Compensation systems include various categories, such as salary, fringe benefits, stock options, and car



allowance, but the two most frequently mentioned in the literature were salary and fringe benefits (Castetter, 1976). Brennan (1980) advocated developing a compensation plan to link salary increases to maturity of the employee. Compensation plans would be enhanced by this method if individual job evaluations were carried out effectively.

Another consideration in compensation policy is the issue of extrinsic versus intrinsic pay. Policy should address the issue of extrinsic (dollars and cents) value. Intrinsic (social acceptance, self esteem, actualization of self, etc.) value is harder to define. For example, collecting garbage has little intrinsic value, so extrinsic pay may have to be used to compensate for that lack of intrinsic value (Ellig, 1980).

Strong evidence indicated even less available guidelines for compensating noncertified personnel than certified personnel (Ybarra, 1982). Even though districts have compensation policies for instructional personnel, many do not have a sound structure for determining salaries for noninstructional personnel (Rhone, 1976). In the area of certified personnel, the accepted practice has been to assume that compensation policies are easily related from one teaching position to another (Ybarra, 1982). For example, the area of responsibility for a second year speech teacher and a second year English teacher are considered comparable despite the differences in the content areas. Noncertified personnel positions require more clarification

of skill level and job descriptions than certified positions.

A greater number of variables can be applied to the description of noncertified job classifications. The difficulty of general duties, training required, working conditions, and remuneration are examples of variables (Fryklund, 1970). Therefore, the rate of compensation for noncertified positions needs clarification. An example of the need for accurate clarification between two noncertified job classifications might be a plumber and food server. A plumber would require higher compensation than a food server because of the difference in required training and difficulty of responsibilities inherent in the jobs.

Districts have lacked motivation to pay noncertified personnel the market value for their skills. They have been reluctant to reduce the available budget for instructional personnel by diverting it to support personnel (Castetter, 1976).

#### Job Classification Plan

Clustering jobs into pay ranges has been given much support as the most desirable basis for pay determination. Job clusters are positions with congruent tasks and responsibilities (Ellig, 1980). Developing a sound classification plan that includes both a salary schedule and fringe benefit program has never been easy (Castetter, 1976).

Henderson (1984, p.1), identified technical problems in

developing job clusters for a compensation classification plan as follows:

1. Accurate and precise description of job content
2. Identification and weighing performance standards
3. Allocation of sufficient resources and other support systems
4. Non-job-related contributions that influence productivity
5. Measurement processes and rating instruments
6. Use of raters who have not had the opportunity and ability to rate performance
7. Timing of performance review
8. Training of involved personnel

Organizations have tried to establish a classification system only to find they had little uniformity in the job descriptions (Holmes, 1977). Two sources give guidance in this area. The Navy used a method called the structured job analysis procedure for grouping jobs in job families or grades. This procedure identified similarities of job characteristics (McCormick, 1974). The Position Classification in the Public Service (1970) is another example of an effort to gain uniformity in job descriptions. They also established pay scales consistent and logical in relationship to work performed.

#### Compensation Plan

A compensation plan may be distinguished from a classification plan. A compensation plan pays employees comparative to the prevalent wages for that position, while a classification plan pays employees based on the job description. Professionals use the compensation plan most frequently because it is easier to define the compensation both

for higher paying jobs and lower paying jobs. Higher paying jobs are usually compared nationally, while lower paying jobs are compared locally or regionally (Milkovich, 1984).

Successful compensation plans vary the pay range to allow the midpoint to reflect the competitive market value of the job. Starting pay also can be competitive and can allow for pay increases above the midpoint to further reward the worker (Brennan, 1980). Compensation plans also allow the worker to compete for available jobs based on employee qualifications. If workers are aware of prevailing market rates for particular skills, their interest in advertised positions will be determined by favorable salary comparisons within the market. If the comparison is acceptable, job applications usually result (Thurow, 1975).

Problems occur when pay is based on a compensation plan. One problem occurs when a job is in compensation range four, but the job market dictates paying in compensation range five. Few would apply for positions with this discrepancy. Another problem occurs when employees perceive their compensation range to include jobs with responsibilities equivalent to jobs in a higher paid compensation range. Dissatisfaction results (Lawler, 1971). Compensation plans also incur problems when salary increases are based on length of service. It works better to have rate or step increases based on merit rather than length of service. A combination of merit and length of service is also a possibility (Fogel, 1964).

## Compensation Ranges

Compensation ranges allow for compensation differences among workers. Most frequently, length of service determines the step within a grade. Industry and public employers are increasingly moving toward the use of compensation ranges (Fogel, 1964).

Many compensation ranges are determined by external market data (Milkovich, 1984). Internal equity has appeared to be less important than external alignment for establishing compensation levels. Informal evaluations and classification of positions have allowed districts to follow this procedure (Bisinger, 1983). Additionally, some firms' wages for a particular job are not necessarily independent of all other wages, but may relate more closely to other firms' wage rates and are, therefore, dictated by others rather than by the firms themselves (Milkovich, 1984).

Compensation ranges establish an upper and lower limit. The upper limit to the grade is the point where the value of the employee to the organization ceases to be economically feasible. Extending the upper limit could occur when the value of the position to the organization increases or the external competition changes the market value. Establishing a lower limit reduces the temptation to hire or move a person into a position at a pay level less than the value of the position. Such a practice contributes to poor morale. It also often encourages the district to compensate by

giving larger-than-normal pay increases to bring the employee's pay level back in line. Such adjustments, in turn, create additional morale problems with other employees (Brennan, 1984).

In designing salary ranges, the midpoint is another major consideration. The midpoint of the range should be the point at which an employee is proficient in a job (Green, 1982). According to Green, nonexempt positions which include most noncertified job classifications, should range between  $\pm 10$  percent of the midpoint. Green indicated that higher level positions should have a range  $\pm 30$  percent of the midpoint. Rhone (1976) indicated he used a  $\pm 15$  percent for noncertified school employees even though he recognized the industry differential is  $\pm 10$  percent. He used the higher limit because of limited opportunities for advancement in school districts in comparison to industry.

#### Compensation Surveys

In the report on Position-Classification in the Public Service (1970), one of the most important objectives mentioned by the authors was equity in establishing and administering pay levels for public service positions. Organizations with compensation plans use surveys to gather information for updating or establishing pay levels. Most organizations are willing to exchange past or present pay rates in exchange for others doing the same (Milkovich, 1984).

The study on wages and salaries discussed in the Education Research Service report (1985) used data gathered from school districts concerning actual salaries being paid in each of the job classifications under study. This information did not provide a basis for comparison of salary ranges.

#### Determination of Pay Grades

Establishing pay grades allows different jobs of equal value to be grouped together. The compensation range of each job classification determines the pay grades. There can be any number of pay grades (Rhone, 1976).

Pay grades are also affected by compensation factors such as fringe benefits. Generalizations about such factors can be made when establishing compensation policy for support personnel job classifications that fall into like ranges (Doran, 1983). Doran considered noncertified school district employees to be support personnel.

#### Summary

The literature review in this chapter was designed to provide background information about creating compensation plans for noncertified school district personnel. A discussion of concepts forming the foundation of compensation policies was followed by the presentation of a rationale and a description of processes used in grouping noncertified jobs. A limitation to this research review

resulted from limited relevant studies dealing directly with compensation plans for noncertified school personnel. The observations and concepts presented were derived from studies that were only generally related to this research. Because the literature review indicated greater reliance on compensation plans than classification plans, this study surveyed salary ranges, which are characteristics of compensation plans.



## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this study was to determine existing compensation ranges that may be used to establish pay grades for grouping job classifications. The study compared and contrasted compensation ranges in selected school districts for various job classifications of noncertified employees. A secondary consideration of the study concerned aspects of pay and fringe benefit compensation practices for certified instructional personnel.

#### Instrument

An objective of the survey was to generate a data base of information concerning compensation practices of selected districts. The questionnaire (see Appendix A) was developed by the researcher following a literature search which produced a number of survey tools that have been applied to this area of study. After reviewing existing questionnaires, an initial draft of the instrument proposed for this study was critiqued by two academic researchers familiar with this technique of data gathering. Upon revision, the instrument was further refined by a panel of experts from

related fields of study. The refined version of the questionnaire resulting from this process was then presented to four school district administrators who were not included in the survey population for pilot testing. Pilot test sites included the Wichita school district and surrounding districts with student populations under 4,000. Each administrator selected for this pilot test program was recognized for his knowledge and experience in the area of noncertified personnel. Following the pilot testing, final revisions were made, and the instrument was presented for final approval and subsequent use in the data collection process.

Demographic data gathered included information identifying the district by student population, the number of noncertified employees, number of schools, and the supervising administrator of noncertified personnel. Non-salary compensation data was requested for both noncertified and certified personnel. Minimum and maximum salary limits were requested for both the instructional employees and noncertified employees.

#### Population

Public school districts with enrollments between 4,000 and 15,000 students in the Midwestern states of Kansas, Missouri, Oklahoma, Colorado, and Nebraska comprised the population for the study. Noncertified job classifications with multiple responsibilities were excluded. Larger

districts employing salaried supervisory personnel in charge of specialized areas, such as foremen, were also excluded.

The State Department of Education in each of the states included in the survey identified districts meeting the population requirements of the study. They provided a list of the districts in each state which fit the parameters defined for this survey and a directory of the name and address of the administrators of those districts.

The state departments indicated that the information requested in the survey, although available for certified personnel, was available for noncertified staff only through individual districts.

### Methodology

The survey was mailed to administrators responsible for noncertified personnel in each of the districts. The survey was mailed in late January 1986 with a requested return date of two weeks. A pre-addressed, stamped envelope was enclosed along with a cover letter explaining the study (Appendix B). A completed sample survey was included to clarify any questions that might arise concerning the type of response required on the questionnaire. Cooperation was encouraged by making available, if desired, the results of the study. After two weeks, a second mailing went to those districts not responding to the first request.

Information gathered from returned questionnaires was analyzed as described in the following section.

## Data Treatment

The data obtained from each district were compiled to determine the average minimum and maximum salaries for each job classification studied. The researcher determined the average minimum salary for all job classifications would be the basis for establishing pay grades. Pay grade minimum and maximum limits were used for placing job classifications into pay grades and should not be used as actual compensation ranges. The researcher determined 10 pay grades for all job classifications included in the study to assist in differentiating data for comparison and contrast. A higher or lower number of pay grades could be used in determining a compensation plan. The lowest average minimum pay rate was subtracted from the highest average minimum pay rate to determine the compensation range for all job classifications. This range was then divided by 10 to establish an equal spread for each pay grade. Job classifications were then placed into a grade using average minimum salary as the discriminating factor.

Descriptive procedures were then applied to allow further analysis and comparison. Compensation data for both noncertified personnel and instructional personnel were analyzed to determine differences and similarities existing in the population of the study. Both noncertified personnel and instructional personnel were categorized by the total population, by each state, and by district enrollment. The

enrollment groups used in this study are described in the definitions section of Chapter I.

The job classifications with the most responses in each cluster were selected for analysis. This enabled the researcher to analyze the job classification that represented the most districts.

### Summary

Chapter III described the development of the questionnaire and the data collection process employed in this study. The population selected was school districts with student populations between 4,000 and 15,000 from five Midwestern states. The survey was conducted in January and February of 1986. The data gathered were organized using selected descriptive procedures contained in the SPSSX User's Guide (1983) computer program. Pay grades were established using the average minimum salary for each job classification surveyed. Each job classification was then assigned to a pay grade. Each cluster was then analyzed to determine the number of pay grades within each cluster. The job classification with the most responses in each cluster was compared by state and enrollment group.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

The purpose of the study was to examine compensation ranges in use by selected school districts in order to establish pay grades for noncertified employees. The questionnaire used in the survey was designed to collect data on compensation ranges for noncertified employees divided into five clusters, and to a lesser extent instructional employees.

The survey demographics describes the responding school districts by the number of students, number of noncertified employees, the number of schools, and the supervisor for noncertified employees.

The population surveyed was all school districts with enrollments between 4,000 and 15,000 students in five Midwestern states. Of the 79 schools surveyed, 64 responded, giving an 81 percent return. Enrollment groups established were as follows:

1. Group A: 4,000-8,999 students
2. Group B: 9,000-11,999 students
3. Group C: 12,000-15,000 students

The data analysis indicated nonsalary compensation for

both noncertified and certified personnel. The benefit ranges are presented by enrollment group and state.

The analysis of salary compensation data for certified personnel answered four questions:

1. What were the average minimum and maximum salaries?
2. What was the range between the average minimum and maximum salaries?
3. What were the lowest and highest reported salaries?
4. What was the spread between the lowest and highest reported salaries?

Three questions were answered for salary compensation for noncertified personnel:

1. In what pay grade should the job classifications be placed?
2. What were the average maximum and minimum salaries?
3. What was the spread between the average maximum and minimum salaries?

The data are presented for all job classifications and then by one job classification for each of the five clusters.

#### Description of the Survey Demographics

The following analysis categories the districts in the three enrollment groups by number of students, number of noncertified employees, number of schools, and supervisors of noncertified personnel. The data analysis also presents a cross tabulation of the noncertified employees, number of

schools, and supervisors with the enrollment groups.

The analysis of the data obtained for all responding districts indicated 46 schools in enrollment group A, 11 in enrollment group B and seven in enrollment group C. Appendix F includes a complete summary of questionnaire demographics.

One district with fewer than 100 noncertified employees responded. Sixteen districts with between 100 and 200 employees responded, and 21 with 200 to 300 employees responded. Twelve responded from districts with 300 to 400 noncertified employees. In the 400 to 500 category, six districts responded, and there were seven responses with over 500 noncertified employees. One district returning the questionnaire did not respond to this question.

One district did not respond to the question asking for the number of schools. Fourteen with five to nine schools responded, and the most responses (26) were from districts with 10 to 14 schools. Twenty-three districts had 15 or more schools.

All responding districts reported a supervisor for noncertified employees. One district responded that the superintendent supervised the noncertified personnel, and one indicated the deputy superintendent was the supervisor. Forty districts reported their supervisor was either the associate or assistant superintendent. The business manager was named as the supervisor by three districts, and 19 responded in the "other" category.



A cross tabulation of the enrollment of the districts with the number of noncertified employees indicated that as the enrollment of a district increased, the number of noncertified staff increased. One district had fewer than 100 employees (Table I). One district in group A had as many as 400 staff employees, but most of the districts in that group had between 100 and 299 employees (35 out of 45). Two districts in group B had as few as 299 employees, but the other nine of the 11 had over 300. One district in group C had fewer than 399 employees, but six of the seven had over 400. One district did not respond to how many noncertified staff members it had.

A cross tabulation of the enrollment of the districts with the number of schools indicated that as the enrollment of the district increased, the number of schools increased. No district reported fewer than five schools, and 14 (21.9 percent), all in group A, had between five and nine schools (Table II). Fifty percent of the districts in group A had between 10 and 14 schools. Eight of the 11 districts in group B had 15 or more schools, and none had less than 10. All of the districts in group C had 15 or more schools.

In the cross tabulation of the enrollment of the district with the supervisor of noncertified personnel, 62.5 percent of all the districts reported the assistant or associate superintendent as the supervisor for noncertified employees (Table III). In group B, less than 50 percent indicated noncertified personnel reported to the assistant

TABLE I

NUMBER OF NONCERTIFIED EMPLOYEES  
BY ENROLLMENT GROUP

NUMBER OF STUDENTS	NUMBER OF NONCERTIFIED EMPLOYEES						ROW TOTAL
	LESS THAN 100	100/ 199	200/ 299	300/ 399	400/ 499	500 AND MORE	
GROUP A	1	16	19	8	1		45
GROUP B			2	3	3	3	11
GROUP C				1	2	4	7
COLUMN TOTAL	1	16	21	12	6	7	63

TABLE II  
NUMBER OF SCHOOLS BY ENROLLMENT GROUP

NUMBER OF STUDENTS	NUMBER OF SCHOOLS			ROW TOT/%
	5-9	10-14	15 AND OVER	
GROUP A	14	23	9	46
GROUP B		3	8	11
GROUP C			7	7
TOTAL	14	26	24	64
PERCENT	21.9	40.6	37.5	100.0

TABLE III  
SUPERVISOR OF NONCERTIFIED PERSONNEL  
BY ENROLLMENT GROUP

NUMBER OF STUDENTS	SUPERVISOR					ROW TOT/%
	SUPT.	DEPUTY SUPT.	ASSOC/ASST SUPT.	BUS MGR	OTHER	
GROUP A	1	1	30	3	11	46
GROUP B			5		6	11
GROUP C			5		2	7
TOTAL	1	1	40	3	19	64
PERCENT	1.6	1.6	62.5	4.7	29.7	100.0

or associate superintendent. Only the districts in group A indicated that noncertified personnel reported to the superintendent or deputy superintendent, and only one of each was reported. Almost 30 percent (29.7) reported the supervisor to be a job classification other than the superintendent, deputy, associate/assistant superintendent or the business manager. Further analysis of the "other" category indicated that the supervision of noncertified personnel was divided among more than one person in many of the districts. The most frequently mentioned were the directors/supervisors of the various areas.

#### Nonsalary Compensation

##### Noncertified Personnel Fringe Benefits

The following analysis indicated nonsalary compensation data for both noncertified and certified personnel. Benefit ranges are presented by enrollment group and state. A cross tabulation of the enrollment of the district and the noncertified personnel fringe benefits indicated the highest percentage of responses (29.7 percent) was in the \$800-\$999 range (Table IV). Group A indicated nine out of 11 in the less than \$600 range. That enrollment group was spread from four in the \$1,000 range to 14 in the \$800-\$999 range. Thirty-seven (57.6 percent of the total) reported fringe benefits of less than \$1,000.

A cross tabulation of each state with the amount of fringe benefits for noncertified personnel indicated two

TABLE IV  
ANNUAL NONCERTIFIED PERSONNEL FRINGE  
BENEFITS BY ENROLLMENT GROUP

NUMBER OF STUDENTS	LESS THAN \$600	FRINGE BENEFIT RANGES					ROW TOT/%
		\$600/ \$799	\$800/ \$999	\$1000/ \$1199	\$1200/ \$1399	\$1400/ OVER	
GROUP A	9	6	14	4	5	8	46 71.9
GROUP B	1		3	1	2	4	11 17.2
GROUP C	1	1	2			3	7 10.9
TOTAL	11	7	19	5	7	15	64
PERCENT	17.2	10.9	29.7	7.8	10.9	23.5	100.0

states, Kansas and Colorado, with more responses in the middle ranges (Table V). Two states, Missouri and Nebraska, responded more frequently in the higher ranges. One state, Oklahoma, responded in the lower ranges, with no districts paying \$1,000 or more in fringe benefits. Nebraska had 66.6 percent reporting in the \$1,400 and over range. Missouri was about evenly spread among the top four ranges with nine in the \$800-\$999 range and 16 in the top three. Only one was in the less than \$600 range.

Certified Instructional Personnel  
Fringe Benefits

The cross tabulation of the enrollment of the district and the certified personnel fringe benefits indicated a higher allocation of fringe benefits for certified personnel than for noncertified personnel. Forty (63.5 percent) respondents allocated \$1,000 or more (Table VI). This was 21.1 percent more in the \$1,000 range for instructional personnel than for noncertified. Twenty-four districts (38.1 percent) reported fringe benefits of \$1,400 and over for their certified instructional personnel with only three (4.8 percent) reporting less than \$600. None of group C reported less than \$600. More in each enrollment group responded in the \$1,400 and over range.

The cross tabulation by state with the amount of fringe benefits for certified personnel indicated a similar response to the cross tabulation for noncertified personnel, with the exception of Oklahoma. Oklahoma responded most

TABLE V

ANNUAL CERTIFIED INSTRUCTIONAL PERSONNEL  
FRINGE BENEFITS BY ENROLLMENT GROUP

NUMBER OF STUDENTS	LESS THAN \$600	FRINGE BENEFIT RANGES					ROW TOT/%
		\$600/ \$799	\$800/ \$999	\$1000/ \$1199	\$1200/ \$1399	\$1400/ OVER	
GROUP A	2	3	13	6	6	15	45 71.4
GROUP B	1		2	1	2	5	11 17.5
GROUP C		1	1	1		4	7 11.1
TOTAL	3	4	16	8	8	24	63
PERCENT	4.8	6.3	25.4	12.7	12.7	38.1	100.0

TABLE VI

ANNUAL NONCERTIFIED PERSONNEL  
FRINGE BENEFITS BY STATE

STATE	LESS THAN \$600	FRINGE BENEFIT RANGES					ROW TOT/%
		\$600/ \$799	\$800/ \$999	\$1000/ \$1199	\$1200/ \$1399	\$1400/ OVER	
KS	2	1	4	1	1	1	10 15.6
MO	1		9	4	5	7	26 40.6
OK	7	4	1				12 18.8
CO		1	4		1	1	7 10.9
NE	1	1	1			6	9 14.1
TOTAL	11	7	19	5	7	15	64
PERCENT	17.2	10.9	29.7	7.8	10.9	23.5	100.0

frequently in the lower ranges for noncertified personnel but for certified personnel, 50 percent of the responses ranked in the highest range of \$1,400 and over (Table VII). The other 50 percent of the Oklahoma responses were in the bottom three ranges, with 25 percent in the lowest range. All of the other states were within one response in each range of being the same in the certified personnel as in the noncertified personnel.

#### Certified Instructional Personnel Salary Compensation Data

The questionnaire asked for the minimum and maximum salary ranges for instructional personnel. This analysis presents the average minimum and maximum salaries and the range. The spread between the maximum and minimum reported salaries is also presented.

The average minimum salary for instructional personnel was \$15,929, and the average highest maximum salary was \$31,785--a range of \$15,856 (Table VIII). The lowest minimum salary reported (\$13,375) and the highest maximum salary reported (\$42,000) were in districts in group A. The highest average minimum (\$16,445) and maximum (\$33,776) were both in group B. The lowest average minimum (\$15,320) was in group C, and the lowest average maximum (\$31,200) was in group A.

The lowest minimum salary reported for instructional personnel (\$13,375) was in Nebraska, as was the highest



TABLE VII  
ANNUAL CERTIFIED INSTRUCTIONAL FRINGE  
BENEFITS BY STATE

STATE	FRINGE BENEFIT RANGES						ROW TOT/%
	LESS THAN \$600	\$600/ \$799	\$800/ \$999	\$1000/ \$1199	\$1200/ \$1399	\$1400/ OVER	
KS		1	3	2	2	2	10 15.9
MO			8	5	4	8	25 39.7
OK	3	2	1			6	12 19.0
CO		1	2	1	2	1	7 11.1
NE			2			7	9 14.3
TOTAL	3	4	16	8	8	24	63
PERCENT	4.8	6.3	25.4	12.7	12.7	38.1	100.0

TABLE VIII  
INSTRUCTIONAL PERSONNEL COMPENSATION  
COMPARISON BY ENROLLMENT GROUP

NUM OF STU	INSTRUCTIONAL PERSONNEL COMPENSATION					
	AVER. MIN. SALARY	AVER. MAX. SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN. TO MAX
GROUP A	15,898	31,200	15,402	13,375	42,000	28,625
GROUP B	16,445	33,776	17,331	15,100	41,009	25,909
GROUP C	15,320	32,413	17,093	16,034	38,824	22,790
ALL	15,929	31,785	15,856	16,034	42,000	28,625

reported maximum (\$42,000). (See Table IX.) The lowest average maximum (\$28,584) was in Oklahoma. The highest average minimum (\$16,438) was in Colorado. There was only a \$38 difference among the Kansas, Missouri, and Oklahoma average minimums. The highest average maximum (\$36,072) was in Colorado, and it was \$3,334 above the nearest state average maximum. The largest range (\$19,634) between the average minimum and the average maximum was in Colorado. Nebraska had the largest spread between the lowest and highest reported salaries--\$28,625. The smallest range between the average minimum and maximum--\$12,416--was in Oklahoma.

#### Noncertified Personnel Salary

##### Compensation Data

The following analysis of the data indicates how the job classifications were placed in each pay grade, what the average maximum and minimum salaries were, and what the spread was between the average minimum and maximum salaries.

The analysis of the data obtained for all job classifications allowed the researcher to create 10 pay grades for the purpose of grouping the job classifications.

##### Job Classification Placement in Pay Grades

The portion of the 55 job classifications that fell into each pay grade ranged from 1 in pay grades nine and ten to 12 in grade three (Table X). Five of the 10 pay grades

TABLE IX  
INSTRUCTIONAL PERSONNEL COMPENSATION  
COMPARISON BY STATE

STATE	INSTRUCTIONAL PERSONNEL COMPENSATION					
	AVER. MIN. SALARY	AVER. MAX. SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN. TO MAX
KANSAS	16,206	31,055	14,849	14,300	37,500	23,200
MISSOURI	16,194	32,069	15,875	14,000	40,630	26,630
OKLAHOMA	16,168	28,584	12,416	15,000	35,994	20,994
COLORADO	16,438	36,072	19,694	16,034	41,009	14,975
NEBRASKA	14,784	32,738	17,954	13,375	42,000	28,625
ALL	15,929	31,784	15,855	13,375	42,000	28,625

TABLE X  
PAY GRADES FOR NONCERTIFIED EMPLOYEES DETERMINED  
BY THE AVERAGE MINIMUM SALARY

GRADE NUMBER	NUMBER IN THE GRADE	MINIMUM OF THE GRADE	MAXIMUM OF THE GRADE
1	7	4.54	4.89
2	3	4.90	5.24
3	12	5.25	5.59
4	9	5.60	5.94
5	8	5.95	6.29
6	4	6.30	6.64
7	6	6.65	6.99
8	4	7.00	7.34
9	1	7.35	7.69
10	1	7.70	8.01

Spread in each grade determined by dividing the difference between the lowest average minimum salary and the highest average minimum salary by 10  $(\frac{8.07 - 4.54}{10}) = .347$  rounded to the nearest cent.

included six or more job classifications and the other five pay grades had four or less. A spread of 35 cents was established for each pay grade. The total spread was \$3.47 from the lowest to the highest.

### Pay Grade Analysis

Three job clusters of employees represented in the seven job classifications were in pay grade one (Table XI). Food service and educational aide clusters each had three job classifications. The secretarial cluster included one. The number of responses was more than 40 for all but two of the job classifications. The spread from the lowest to highest average minimum salary was 27 cents. The same comparison for the average maximum salaries indicated a spread of 79 cents.

Three job classifications were placed in pay grade two (Table XII). These job classifications included one in food service and two in secretarial clusters. The number of responses ranged between 22 and 29. Only a one cent spread separated the average minimum salaries, but 81 cents separated the average maximum salary.

Twelve job classifications were placed in pay grade three, more than in any other pay grade. Three clusters were represented, with 9 out of the 12 job classifications coming from the secretarial cluster (Table XIII). The number of responses ranged from 10 (for two job classifications) up to 60 (for two others). The spread in average

TABLE XI

PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
AVERAGE MINIMUM SALARY IN PAY GRADE ONE

NONCERTIFIED JOB CLASSIFICATION	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
COOK	55	\$4.81	\$6.21
HEAD FOOD SERVER	18	4.57	6.32
FOOD SERVER	40	4.54	5.98
DISTRICT GRAPHICS CLERK	11	4.61	6.77
SPECIAL EDUCATION AIDE	51	4.71	6.55
MEDIA CENTER AIDE	41	4.68	6.49
REGULAR CLASSROOM AIDE	52	4.76	6.39
TOTAL OF 7 JOB CLASSIFICATIONS			

TABLE XII

PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
AVERAGE MINIMUM SALARY IN PAY GRADE TWO

NONCERTIFIED JOB CLASSIFICATION	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
ASST. TO H.S. COOK	22	\$5.14	\$6.43
DISTRICT MEDIA CLERK	29	5.15	6.94
SECRETARY TO SUPERVISORS	24	5.15	7.24
TOTAL OF 3 JOB CLASSIFICATIONS			

TABLE XIII  
 PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADE THREE

NONCERTIFIED JOB CLASSIFICATION	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
LEAD II H.S. CUSTODIAN	10	\$5.51	\$8.00
RELIEF CUSTODIAN	40	5.40	6.60
ASST. TO DISTRICT COOK	10	5.30	6.91
H.S ASST. PRIN. SEC.	53	5.32	7.45
MIDDLE SCH. PRIN. SEC.	60	5.57	7.77
M.S. ASST. PRIN. SEC.	42	5.41	7.45
SECRETARY DISTRICT STAFF	23	5.59	7.58
WORD PROCESSOR CLERK	19	5.45	7.36
ATTENDANCE CLERK H.S.	49	5.28	7.27
RECEPTIONIST/SUB/CLERK	43	5.30	7.40
SECRETARY TO ELEM. PRIN.	60	5.40	7.53
SEC. TO COUNSELORS H.S.	53	5.36	7.30
TOTAL OF 12 JOB CLASSIFICATIONS			

minimum salaries was 31 cents. The average maximum salary spread was \$1.40.

Nine job classifications representing three clusters were placed in pay grade four (Table XIV). Six of the nine job classifications had 30 or more responses. The spread from the lowest average minimum salary to the highest was 31 cents. The spread of the average maximum salaries was 62 cents--double the spread for the minimum.

Eight job classifications were placed in pay grade five, and those eight represented four of the clusters (Table XV). The job classification, warehouseman, was listed 10 times in the "other," but was not identified as belonging to any one of the other clusters such as custodial or maintenance. Warehouseman also was in pay grade five. Six of the job classifications had 43 or more responses. The spread in average salaries ranged from 29 cents for minimum salaries to \$1.63 for maximum salaries.

Maintenance worker cluster job classifications were all that were placed in pay grade six (Table XVI). Three of the four job classifications had 18 or fewer responses, and one had 33. The spread of average salaries ranged from 28 cents for minimum salaries to 69 cents for maximum salaries.

Six job classifications were placed in pay grade seven; three clusters were represented (Table XVII). Four of the job classifications had 30 or more responses, with two of those having over 50. The average minimum salary spread between the lowest and highest salary was 26 cents. The

TABLE XIV  
 PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADE FOUR

NONCERTIFIED JOB CLASSIFICATION	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
LEAD I H.S. CUSTODIAN	17	\$5.84	\$8.03
ASST. TO HEAD CUSTODIAN	15	5.76	7.79
CUSTODIAN	57	5.62	7.52
HEAD COOK DISTRICT	24	5.65	7.94
H.S. PRIN. SECRETARY	61	5.70	7.97
ACCOUNTING CLERK	45	5.93	8.14
BOOKKEEPER HIGH SCHOOL	36	5.70	7.75
DATA OPERATOR	30	5.73	7.81
SECRETARY TO DIRECTORS	48	5.72	8.02
TOTAL OF 9 JOB CLASSIFICATIONS			



TABLE XV  
 PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADE FIVE

NONCERTIFIED JOB CLASSIFICATIONS	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
HEAD ELEM. CUSTODIAN	50	\$6.24	\$8.23
WAREHOUSEMAN	10	5.95	7.86
HEAD COOK HIGH SCHOOL	44	6.08	7.47
HEAD COOK MIDDLE SCHOOL	43	5.95	7.27
WELDER II	15	6.24	8.90
PAYROLL CLERK		6.20	8.70
ASST. SUPT. SECRETARY	58	6.19	8.58
ACCOUNTS PAYABLE	48	6.02	8.33
TOTAL OF 8 JOB CLASSIFICATIONS			

TABLE XVI  
 PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADE SIX

NONCERTIFIED JOB CLASSIFICATION	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
BUILDING AND GROUND I	33	\$6.43	\$8.97
ELECTRICIAN II	16	6.55	9.66
CARPENTER II	18	6.64	9.14
EQUIPMENT REPAIR I	15	6.36	9.06
TOTAL OF 4 JOB CLASSIFICATIONS			

TABLE XVII  
 PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADE SEVEN

NONCERTIFIED JOB CLASSIFICATION	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
HEAD H.S. CUSTODIAN	52	\$6.85	\$8.93
HEAD M.S. CUSTODIAN	51	6.78	8.68
EQUIPMENT REPAIR I	30	6.93	9.31
PAINTER II	20	6.82	9.20
BUILDING AND GROUND II	31	6.67	8.99
BOARD CLERK SECRETARY	24	6.89	9.49
TOTAL OF 6 JOB CLASSIFICATIONS			

spread in the average maximum salary was 81 cents.

Two clusters were represented in pay grade eight (Table XVIII). Three of the four job classifications placed in pay grade eight were from the maintenance cluster; the other was from secretarial. The secretarial job classification had 52 responses, and the maintenance job classifications had between 19 and 36. The average minimum salaries had a 24 cent spread; the average maximum salaries, 41 cents.

Pay grades nine and ten had one job classification each; both were maintenance job classifications (Tables XIX and XX). Forty responded for the job classification in pay grade nine, and 38, for the job classification in pay grade ten. The average minimum salary difference in the job classifications in pay grades nine and ten was 32 cents. The difference in the average maximum salary in the two job classifications was 31 cents, which was less than the difference in the minimums.

#### Cluster Analysis

Eight custodial job classifications were placed into pay grades ranging from pay grade three to pay grade seven (Table XXI). Three of the job classifications were in pay grade four, with grades three and seven having two each. The average minimum salaries ranged from \$5.40 for the relief custodian to \$6.85 for the head high school custodian. The spread was \$1.45.

In the food service cluster, eight job classifications

TABLE XVIII

PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
AVERAGE MINIMUM SALARY IN PAY GRADE EIGHT

NONCERTIFIED JOB CLASSIFICATIONS	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
Painter I	36	\$7.26	\$9.40
Welder I	19	7.04	9.30
Plumber II	26	7.04	9.64
Supt. Secretary	52	7.02	9.81
TOTAL OF 4 JOB CLASSIFICATIONS			

TABLE XIX

PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
AVERAGE MINIMUM SALARY IN PAY GRADE NINE

NONCERTIFIED JOB CLASSIFICATIONS	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
CARPENTER I	40	\$7.69	\$9.97
TOTAL OF 1 JOB CLASSIFICATION			

TABLE XX

PLACEMENT OF NONCERTIFIED JOB CLASSIFICATIONS BY  
AVERAGE MINIMUM SALARY IN PAY GRADE TEN

NONCERTIFIED JOB CLASSIFICATIONS	NUMBER OF RESPONSES	AVERAGE MINIMUM SALARY	AVERAGE MAXIMUM SALARY
ELECTRICIAN I	38	\$8.01	\$10.28
TOTAL OF 1 JOB CLASSIFICATION			

TABLE XXI  
 PLACEMENT OF CUSTODIAL JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADES

CUSTODIAL JOB CLASSIFICATION	AVERAGE MINIMUM SALARY (1-2)	PAY GRADES						
		(3)	(4)	(5)	(6)	(7)	(8-10)	
HEAD HIGH SCHOOL	\$6.85						X	
HEAD MIDDLE SCHOOL	6.70						X	
HEAD ELEMENTARY	6.24				X			
LEAD I HIGH SCHOOL	5.84			X				
LEAD II HIGH SCHOOL	5.51	X						
ASSISTANT TO HEAD	5.76			X				
RELIEF CUSTODIAN	5.40	X						
CUSTODIAN	5.62			X				
WAREHOUSEMAN *	5.95				X			
TOTAL 9 JOB CLASSIFICATIONS		0	2	3	2	0	2	0

\*Warehouseman was a job classification determined by having 10 responses and was included in this cluster only for reporting purposes.

ranged from pay grades one to five (Table XXII). The lowest average minimum salary was \$4.54 for the food server job classification, and the highest was \$6.08 for the head cook at the high school. Three job classifications were in pay grade one, and two, in pay grade five. One job classification was in each of the pay grades two to four.

The maintenance job classifications ranged from pay grades five to ten (Table XXIII). The lowest average minimum salary was \$6.24 for the welder II job classification, and the highest was \$8.01 for electrician I. One job classification was in pay grades five, nine and ten. Four job classifications were in pay grade six, and three were in pay grades seven and eight.

The 22 job classifications in the secretarial cluster were spread from one in pay grade one, to one in pay grade eight (Table XXIV). The average minimum salaries ranged from \$4.61 for the district graphics clerk to \$7.02 for the superintendent's secretary. Nine job classifications were in pay grade three, and five were in pay grade four. No job classification was in pay grade six.

The three educational aide job classifications were placed in pay grade one (Table XXV). The difference in the average minimum salaries was eight cents. The media center aide job classification was the lowest at \$4.68 and the regular classroom aide, highest at \$4.76.

TABLE XXII  
 PLACEMENT OF FOOD SERVICE JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADES

FOOD SERVICE JOB CLASSIFICATION	AVERAGE MINIMUM SALARY	PAY GRADES					
		(1)	(2)	(3)	(4)	(5)	(6-10)
HEAD COOK DISTRICT	\$5.65				X		
HEAD COOK HIGH SCHOOL	6.08					X	
HEAD COOK MIDDLE SCHOOL	5.95					X	
ASSISTANT TO DISTRICT	5.30			X			
ASSISTANT TO HIGH SCHOOL	5.14		X				
COOK	4.81	X					
HEAD FOOD SERVER	4.57	X					
FOOD SERVER	4.54	X					
TOTAL 8 JOB CLASSIFICATIONS		3	1	1	1	2	0



TABLE XXIII  
 PLACEMENT OF MAINTENANCE JOB CLASSIFICATIONS BY  
 AVERAGE MINIMUM SALARY IN PAY GRADES

MAINTENANCE JOB CLASSIFICATIONS	AVERAGE MINIMUM SALARY (1-4)	PAY GRADES						
		(5)	(6)	(7)	(8)	(9)	(10)	
ELECTRICIAN I	\$8.01							X
CARPENTER I	7.69							X
PAINTER I	7.26					X		
EQUIPMENT REPAIR I	6.93			X				
WELDER I	7.04					X		
BUILDING AND GROUND I	6.43		X					
ELECTRICIAN II	6.55		X					
CARPENTER II	6.64		X					
PAINTER II	6.82			X				
PLUMBER II	7.04					X		
EQUIPMENT REPAIR II	6.36		X					
WELDER II	6.24	X						
BUILDING AND GROUND II	6.67			X				
TOTAL 13 JOB CLASSIFICATIONS		0	1	4	3	3	1	1

TABLE XXIV

PLACEMENT OF SECRETARIAL JOB CLASSIFICATIONS  
BY AVERAGE MINIMUM SALARY IN PAY GRADES

SECRETARIAL JOB CLASSIFICATION	AVERAGE MINIMUM SALARY	PAY GRADES									
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9-10)	
PAYROLL CLERK	\$6.20					X					
BOARD CLERK/SECRETARY	6.84							X			
SUPERINTENDENT SECRETARY	7.02								X		
ASST. SUPT. SECRETARY	6.19					X					
H.S. PRINCIPAL SECRETARY	5.70				X						
H.S. ASST. PRIN. SEC.	5.32			X							
MIDDLE SCH. PRIN. SEC.	5.57			X							
M.S. ASST. PRIN. SEC.	5.41			X							
ACCOUNTING CLERK	5.93				X						
ACCOUNTS PAYABLE	6.02					X					
SECRETARY DISTRICT STAFF	5.59			X							
BOOKKEEPER HIGH SCHOOL	5.70				X						
WORD PROCESSOR CLERK	5.45			X							
ATTENDANCE CLERK H.S.	5.28			X							
DATA OPERATOR	5.73				X						
RECEPTIONIST/SUB/CLERK	5.30			X							
SECRETARY TO DIRECTORS	5.72				X						
SECRETARY TO ELEM. PRIN.	5.40			X							
SEC. TO COUNSELORS H.S.	5.36			X							
DISTRICT MEDIA CLERK	5.15		X								
SECRETARY TO SUPERVISORS	5.15		X								
DISTRICT GRAPHICS CLERK	4.61	X									
TOTAL 22 JOB CLASSIFICATIONS		1	2	9	5	3	0	1	1	0	

TABLE XXV  
 PLACEMENT OF EDUCATIONAL AIDE JOB CLASSIFICATIONS  
 BY AVERAGE MINIMUM SALARY IN PAY GRADES

EDUCATIONAL AIDE JOB CLASSIFICATION	AVERAGE MINIMUM SALARY	(1)	(2-10)
SPECIAL EDUCATION	\$4.71	X	
MEDIA CENTER	4.68	X	
REGULAR CLASSROOM	4.76	X	
TOTAL 3 JOB CLASSIFICATIONS		3	0

### Pay Grade Comparison by State

The pay grades established for noncertified personnel determined a minimum for pay grade one of \$4.54 per hour and a maximum for pay grade ten of \$8.01 (Table XXVI). The interval for each pay grade was 35 cents. The lowest minimum--\$3.87--was in Nebraska. The highest maximum--\$11.33--was in Colorado. The largest interval--71 cents--of all states pay grades was also in Colorado. The smallest interval--30 cents--was in Kansas.

### Compensation Comparison of Five Job Classifications

The following is an analysis of one job classification for each of the five clusters by enrollment group and state. Job classifications selected for analysis and the number of responses for each were: custodians, 57; cook, 55; carpenter I, 40; elementary principal secretary, 60; and regular classroom aide, 52 (Appendix F).

### By Enrollment Group

A comparison of the custodian job classification by enrollment group indicated no difference in average minimum salary of groups A and B. The average minimum salary for both was \$5.56, placing them in pay grade three (Table XXVII). The two enrollment groups had only a six cent (\$5.62-\$5.56) difference from the overall average which

TABLE XXVI  
COMPARISON OF PAY GRADES BY STATE

GRADE NUMBER	TOTAL		KANSAS		MISSOURI		OKLAHOMA		COLORADO		NEBRASKA	
	MIN	MAX	MIN	MAX	MIN	MAX	MIN	MAX	MIN	MAX	MIN	MAX
1	4.54	4.89	4.50	4.80	4.18	4.44	4.70	5.14	4.27	4.98	3.87	4.28
2	4.90	5.24	4.81	5.10	4.45	4.70	5.15	5.58	4.99	5.69	4.29	4.69
3	5.25	5.59	5.11	5.40	4.71	4.96	5.59	6.02	5.70	6.40	4.70	5.10
4	5.60	5.94	5.41	5.70	4.97	5.22	6.03	6.46	6.41	7.11	5.11	5.51
5	5.95	6.29	5.71	6.00	5.23	5.48	6.47	6.90	7.12	7.82	5.52	5.92
6	6.30	6.64	6.01	6.30	5.49	5.74	6.91	7.34	7.83	8.53	5.93	6.33
7	6.65	6.99	6.31	6.60	5.75	6.00	7.35	7.78	8.54	9.25	6.34	6.74
8	7.00	7.34	6.61	6.90	6.01	6.26	7.79	8.22	9.26	9.95	6.75	7.15
9	7.35	7.69	6.91	7.20	6.27	6.52	8.23	8.66	9.96	10.66	7.16	7.56
10	7.70	8.01	7.21	7.54	6.52	6.78	8.67	9.07	10.67	11.33	7.57	7.99
INTERVALS	.35		.30		.26		.44		.71		.41	

TABLE XXVII

## CUSTODIAN COMPENSATION COMPARISON BY ENROLLMENT GROUP

ENROLL GROUP WITH PAY GRADE PLACEMENT IN ( )	CUSTODIAN COMPENSATION						SPREAD MIN TO MAX
	AVG MIN SALARY	AVG MAX SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED		
GROUP A	(3) 5.56	7.42	1.86	3.50	8.92	5.42	
GROUP B	(3) 5.56	7.86	2.30	4.35	10.28	5.93	
GROUP C	(5) 6.09	7.78	1.69	4.80	9.37	4.57	
ALL	(4) 5.62	7.52	1.90	3.50	10.28	6.78	

placed them in pay grade four. Group C had an average minimum salary of \$6.09, which placed it in pay grade five. The highest average maximum salary--\$7.86--was in group B. It also had the highest range of \$2.30. The lowest minimum salary reported was \$3.50 in group A, and the highest was \$4.80 in group C. The highest maximum salary reported was \$10.28 in group B.

A comparison of the cook job classification with the different enrollment groups placed group A in pay grade one (Table XXVIII) and groups B and C in pay grade two. The difference between the lowest average minimum salary and the highest was 14 cents (\$4.92-\$4.78), with group A the lowest and group B the highest. The difference in the average maximum salary was 27 cents (\$6.41-\$6.14), placing the lowest and highest in the same respective groups as the average minimum salaries.

A comparison of the carpenter I job classification with the different enrollment groups placed two of the enrollment groups in completely different pay grades. Group B was in pay grade seven, and group C was in pay grade ten. The overall placement was in pay grade nine, with an average minimum salary of \$7.69 (Table XXIX). Group A was in pay grade nine with an average minimum salary of \$7.50. Group C had an average minimum of \$9.26, which placed it in pay grade ten. The lowest minimum salary reported was \$4.00, and the highest maximum salary reported was \$16.15. Both of these were in group A. The lowest range of \$1.54 was in

TABLE XXVIII

## COOK COMPENSATION COMPARISON BY ENROLLMENT GROUP

ENROLL GROUP WITH PAY GRADE PLACEMENT IN ( )	AVG MIN SALARY	COOK COMPENSATION			MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
		AVG MAX SALARY	RANGE MAX - MIN	MIN			
GROUP A (1)	4.78	6.14	1.36	3.35	7.90	4.55	
GROUP B (2)	4.92	6.41	1.49	3.68	7.50	3.82	
GROUP C (2)	4.90	6.30	1.40	4.20	7.25	3.05	
ALL (1)	4.81	6.21	1.40	3.35	7.90	4.55	

TABLE XXIX

CARPENTER I COMPENSATION COMPARISON BY  
ENROLLMENT GROUP

ENROLL GROUP WITH PAY GRADE PLACEMENT IN ( )	AVG MIN SALARY	CARPENTER I COMPENSATION			MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
		AVG MAX SALARY	RANGE MAX - MIN	MIN			
GROUP A (9)	7.50	9.80	2.30	4.00	16.15	12.15	
GROUP B (7)	6.98	10.02	3.04	5.37	12.85	7.48	
GROUP C (10)	9.26	10.80	1.54	7.40	11.32	3.92	
ALL (9)	7.69	9.97	2.28	4.00	16.15	12.15	



group C, and the highest range of \$3.04 was in group B.

A comparison of the elementary principal secretary job classification with enrollment groups placed them in two different pay grades. Groups A and B were in pay grade three, which was the same as the overall placement (Table XXX). Group A had the lowest average minimum salary of \$5.30. Group C had an average minimum salary of \$5.84, which placed it in pay grade four.

A comparison of the regular classroom aide job classification with enrollment groups indicated that two of the three enrollment groups had average minimum salaries placing them in the same pay grade as the overall placement. The other enrollment group was placed in the next pay grade. The overall placement was pay grade one, which had an average minimum salary of \$4.76 (Table XXXI). Group A and group C had average minimums of \$4.64 and \$4.82, respectively, which also placed them in pay grade one. Group B had an average minimum of \$5.24, which placed it in pay grade two.

#### By State

A comparison of the custodian job classification by states indicated an overall average minimum of \$5.62, average maximum of \$7.52, and a range of \$1.90 (Table XXXII). The pay grade was four. Three states, Kansas, Missouri, and Nebraska, had average minimums placing them in pay grade three. Oklahoma had an average minimum of \$5.69, placing it in pay grade four. Colorado had an average

TABLE XXX

ELEMENTARY PRINCIPAL SECRETARY COMPENSATION  
COMPARISON BY ENROLLMENT GROUP

ELEMENTARY PRINCIPAL SECRETARY COMPENSATION							
ENROLL GROUP	AVG	AVG	RANGE	MINIMUM	MAXIMUM	SPREAD	
WITH PAY GRADE	MIN	MAX	MAX -	SALARY	SALARY	MIN	TO MAX
PLACEMENT	SALARY	SALARY	MIN	REPORTED	REPORTED	IN ( )	
GROUP A	(3) 5.30	7.44	2.14	3.50	10.59	7.09	
GROUP B	(3) 5.49	7.86	2.37	3.69	9.55	5.86	
GROUP C	(4) 5.84	7.69	1.85	4.55	9.20	4.65	
ALL	(3) 5.40	7.53	2.13	3.50	10.59	7.09	

TABLE XXXI

REGULAR CLASSROOM AIDE COMPENSATION COMPARISON  
BY ENROLLMENT GROUP

REGULAR CLASSROOM AIDE COMPENSATION							
ENROLL GROUP	AVG	AVG	RANGE	MINIMUM	MAXIMUM	SPREAD	
WITH PAY GRADE	MIN	MAX	MAX -	SALARY	SALARY	MIN	TO MAX
PLACEMENT	SALARY	SALARY	MIN	REPORTED	REPORTED	IN ( )	
GROUP A	(1) 4.64	6.33	1.69	3.35	7.85	4.50	
GROUP B	(2) 5.24	6.51	1.27	3.16	8.33	5.17	
GROUP C	(1) 4.82	6.66	1.84	4.00	8.46	4.46	
ALL	(1) 4.76	6.39	1.63	3.16	8.46	5.30	

TABLE XXXII  
CUSTODIAN COMPENSATION COMPARISON BY STATE

STATE WITH GRADE PLACEMENT IN ( )	CUSTODIAN COMPENSATION					
	AVER. MIN SALARY	AVER. MAX SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
KS (3)	5.48	7.82	2.34	4.48	10.28	5.80
MO (3)	5.56	7.42	1.86	3.50	8.92	5.42
OK (4)	5.69	7.20	1.51	4.64	8.35	3.71
CO (5)	6.19	8.45	2.26	5.00	9.37	4.37
NE (3)	5.35	7.16	1.81	3.75	7.98	4.23
ALL (3)	5.62	7.52	1.90	3.50	10.28	6.78

minimum of \$6.19, placing it in pay grade five. The state with the largest range (\$2.34) for custodians was Kansas. It also had the largest spread (\$5.80). Oklahoma reported the smallest range (\$1.51) as well as the smallest spread (\$3.71) for minimum to maximum salaries. The lowest reported minimum (\$3.50) was in Missouri, and the highest (\$10.28) was in Kansas.

Comparing the cook job classification by states indicated an overall average minimum of \$4.81, an average maximum of \$6.21 and a range of \$1.40 (Table XXXIII). The cook job classification was in pay grade one. Kansas (\$4.78), Oklahoma (\$4.79), and Nebraska (\$4.53) had average minimums that were in pay grade one. Missouri (\$4.92) and Colorado (\$4.98) had average minimums that were in pay grade two. The lowest average minimum (\$4.53) was in Nebraska, and the highest (\$4.98) was in Colorado. The smallest range (\$1.14) was in Missouri, and the largest range (\$1.87) was in Kansas. The lowest minimum salary reported (\$3.35) was in Nebraska, and the highest minimum salary reported (\$4.27) was in Colorado. The smallest spread from minimum to maximum (\$3.15) was in Kansas, and the largest spread from minimum to maximum (\$4.49) was in Missouri.

The carpenter I comparison indicated a wide spread of pay grades from state to state. The minimum average salaries for Oklahoma, Colorado, and Nebraska placed them in pay grade ten (Table XXXIV). The average minimum for all states (\$7.69) placed it in pay grade nine. Missouri had

TABLE XXXIII

## COOK COMPENSATION COMPARISON BY STATE

STATE WITH GRADE PLACEMENT IN ( )	COOK COMPENSATION					
	AVG MIN SALARY	AVG MAX SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
KS (1)	4.78	6.65	1.87	4.20	7.35	3.15
MO (2)	4.92	6.06	1.14	3.50	7.90	4.40
OK (1)	4.79	6.38	1.59	3.73	7.75	4.02
CO (2)	4.98	6.33	1.35	4.27	7.46	3.19
NE (1)	4.53	5.87	1.34	3.35	7.38	4.03
ALL (1)	4.81	6.21	1.40	3.35	7.90	4.55

TABLE XXXIV

## CARPENTER I COMPARISON BY STATE

STATE WITH PAY GRADE PLACEMENT IN ( )	CARPENTER I COMPENSATION					
	AVG MIN SALARY	AVG MAX SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
KS (9)	7.39	10.13	2.74	5.80	11.75	5.95
MO (7)	6.74	9.31	2.57	4.00	12.22	8.22
OK (10)	8.39	10.76	2.37	5.38	16.15	10.77
CO (10)	8.47	10.18	1.71	6.63	11.32	4.69
NE (10)	7.99	9.68	1.69	5.00	12.02	7.02
ALL (9)	7.69	9.97	2.28	4.00	16.15	12.15

the lowest average minimum (\$6.74), placing it in pay grade seven. The lowest range (\$1.69) was in Nebraska, and the highest (\$2.74) was in Kansas. The lowest minimum salary reported (\$4.00) was in Missouri, with the highest (\$16.15) in Oklahoma. The largest spread (\$10.77) was also in Oklahoma. The lowest (\$4.69) was in Colorado.

Comparison of the elementary principal secretary job classification by states indicated a wide spread in the pay grade based on average minimum salary. Nebraska, with the lowest average minimum salary (\$4.69) was in pay grade one (Table XXXV). Colorado was in pay grade six, with the highest average minimum salary of \$6.37. All states combined average minimum was \$5.40, which placed the elementary principal secretary job classification in pay grade three. The range revealed a difference of only 35 cents between the low (\$1.97) in Oklahoma and the high (\$2.32) in Kansas. The lowest minimum salary (\$3.50) reported was in Missouri and the highest (\$4.70), in Colorado. Colorado reported the highest maximum salary (\$10.59); Kansas reported the lowest (\$8.07).

The regular classroom aide classification varied only one pay grade in all five states. The average minimum for all states was \$4.76, placing that classification in pay grade one (Table XXXVI). Kansas (\$4.63) and Nebraska (\$3.94) also were in pay grade one. The other three states were in pay grade two, with a difference of only 14 cents between them (\$5.09-\$4.95). Kansas had the largest range of

TABLE XXXV

ELEMENTARY PRINCIPAL SECRETARY COMPENSATION  
COMPARISON BY STATE

STATE WITH PAY GRADE PLACEMENT IN ( )	ELEMENTARY PRINCIPAL SECRETARY COMPENSATION					
	AVG MIN SALARY	AVG MAX SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
KS (3)	5.27	7.59	2.32	4.69	8.67	3.98
MO (3)	5.37	7.46	2.09	3.50	9.30	5.80
OK (3)	5.51	7.48	1.97	3.69	9.25	5.56
CO (6)	6.37	8.64	2.27	4.70	10.59	5.89
NE (1)	4.69	6.80	2.11	3.80	8.07	4.27
ALL (3)	5.40	7.53	2.13	3.50	10.59	7.09

TABLE XXXVI

REGULAR CLASSROOM AIDE COMPENSATION COMPARISON BY STATE

STATE WITH PAY GRADE PLACEMENT IN ( )	REGULAR CLASSROOM AIDE COMPENSATION					
	AVG MIN SALARY	AVG MAX SALARY	RANGE MAX - MIN	MINIMUM SALARY REPORTED	MAXIMUM SALARY REPORTED	SPREAD MIN TO MAX
KS (1)	4.63	6.69	2.06	4.00	7.43	3.43
MO (2)	5.09	6.10	1.01	3.95	8.33	4.38
OK (2)	4.96	6.72	1.76	3.16	8.46	5.30
CO (2)	4.95	6.92	1.97	3.99	7.81	3.82
NE (1)	3.94	5.82	1.88	3.35	7.38	4.03
ALL (1)	4.76	6.39	1.63	3.16	8.46	5.30

\$2.06, and Missouri, the smallest at \$1.01. Oklahoma reported the lowest minimum salary (\$3.16); Kansas had the highest (\$4.00). Oklahoma also had the highest reported maximum salary (\$8.46). Nebraska reported the lowest (\$7.38). The spread from minimum salary to maximum salary indicated Kansas with the lowest (\$3.43) and Oklahoma with the highest (\$5.30).

#### Summary

Sixty four districts responded to the survey for an 81 percent return. Forty six of the 64 districts were in enrollment group A. Fifty districts had fewer than 400 noncertified employees. Forty had between 4 and 15 schools. Forty districts indicated the supervisor for noncertified employees was either the associate or assistant superintendent.

Thirty-seven or 57.6 percent of the districts responding provided less than \$1,000 in fringe benefits to the noncertified employees. Nebraska and Missouri had more districts providing higher fringe benefits, and Oklahoma had no districts reporting over \$1,000 in fringe benefits for noncertified employees.

Forty (63.5 percent) of the responding districts provided over \$1,000 in fringe benefits to certified instructional employees. Oklahoma had 50 percent of the responding districts providing over \$1,400 in fringe benefits to these employees.



Enrollment group A reported the lowest minimum salaries and the highest maximum salaries for certified instructional employees. Those salaries were \$13,375 and \$42,000 and were reported by Nebraska. The lowest average minimum and highest average maximum salaries were in group B. Oklahoma reported the lowest average minimum salary while Colorado had the highest. Three states, Kansas, Missouri and Oklahoma had only a \$38 difference in their average minimum salaries.

Ten pay grades based on average minimum salaries were developed to group the noncertified employee job classifications. Thirty-five cents was the spread from the bottom to the top of each pay grade. The most placed in a pay grade were 12 job classifications; the least, was one (in two pay grades).

The secretarial cluster had the most pay grades (seven) ranging from pay grade one to eight. The educational aide cluster included only pay grade one. The custodial cluster had four; food service had five; and the maintenance cluster had six pay grades.

The job classifications selected from each job cluster for comparison by enrollment groups and states were custodian, cook, carpenter I, elementary principal secretary and regular classroom aide. The enrollment groups for carpenter I varied significantly by pay grades. Group B was in pay grade seven; group A, in pay grade nine; and Group C, in pay grade ten. Group B had an average minimum salary of

\$6.98 and group C, \$9.26. Colorado had the highest average salaries for all job classifications compared except for regular classroom aide. Nebraska had the lowest average salaries for all job classifications except for carpenter I.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study determined pay grades that could be used for noncertified employees. The administration of a given district can use this study to develop a well defined compensation system for noncertified employees. The employee morale should not deteriorate for lack of understanding as to where or why a job classification was placed on a salary schedule if a well defined compensation system is in place. In the literature review, compensation and classification plans were reviewed to develop a feasible method for grouping job classifications in school districts. The compensation plan was identified as the most feasible.

Districts with enrollments of 4,000-15,000 students in five Midwestern states were selected as the population to study. A mail questionnaire was used to collect the data. The questionnaire was designed to collect demographic information about the school districts and compensation data about both noncertified and certified instructional employees. Sixty four districts from the population of 79 responded, giving an 81 percent return.

## Conclusions

School districts need to look at the number of noncertified employees in relation to the number of students. A comparison of school districts with other districts in their enrollment category would allow them to determine whether they need to reevaluate the staffing levels of noncertified employees.

School districts in Oklahoma were providing a proportionately higher amount of fringe benefits to certified instructional employees than to noncertified employees. This may create potential morale problems between these two employee groups.

Colorado school districts had high average minimum and maximum salaries reported for noncertified and instructional employees. Nebraska had low average minimum salaries for the instructional and noncertified employees. If compensation were the main criteria in determining where employees would want to work, Colorado would be attractive and Nebraska would not.

The compensation data for noncertified employees for all job classifications were sufficient to develop a compensation plan consisting of ten pay grades. Two job classifications, carpenter I and electrician I, were substantially above the other job classifications in average minimum salary. They were both at the upper limit of their respective pay grades.

The secretarial cluster had job classifications in

seven different pay grades from pay grade one through six and pay grade eight. This allows employees gaining additional experience or education to advance. The wide range in pay grades creates potential morale problems. New employees could begin in a higher pay grade than present employees.

In the larger enrollment group, the average minimum salary for the job classification carpenter I was \$1.57 higher than the average minimum salary for all school districts. This increased the overall average.

### Recommendations

#### For Research

1. Study the same population to determine if a consistent pattern exists between number of students and number of employees. Many schools and few students may mean excess employees. It would be useful to combine in the study the issue of what school enrollment is optimum.
2. Determine if salaries and fringe benefits are related. An additional consideration would be the relationship between fringe benefits and salary ranges.
3. Study actual pay in districts to explain why the highest and lowest salaries were reported in the smallest enrollment group. What other criteria affect actual pay?
4. Conduct regional studies. Many variables affect the results of a survey of just one state.

### For Implementation

In order to implement the grouping of job classifications by pay grades, the following actions are recommended:

1. Put each job classification into the appropriate pay grade. After grouping, determine the salaries for each pay grade.

2. Consider a wider spread in the upper compensation ranges for carpenter I and electrician I because of the spread between their average minimum salary and other job classifications.

3. Determine the number of pay grades. Subtract the lowest minimum average from the highest minimum average and divide by the number of pay grades desired.

School districts can use the placement of job classifications developed in this study to compare to their present compensation systems. A similar placement of job classifications in their system to the one developed in this study will give support to the credibility of their system. A substantial difference in placement will be sufficient cause for a school district to reevaluate their job classification placement and possibly their compensation system.

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APPENDIXES

APPENDIX A

OCCUPATIONAL CLUSTER QUESTIONNAIRE

### OCCUPATIONAL CLUSTER QUESTIONNAIRE

1. Please have the administrator in charge of non-certified personnel complete the questionnaire.
2. Using definitions below, please answer all questions.
3. Please complete as soon as possible and return in the enclosed postage-paid envelope.

#### Definition of Non-Certified Personnel

Those employees not required to hold a certificate to perform their duties such as: secretarial workers, custodians, maintenance workers, food service workers and educational aides.

### QUESTIONNAIRE

#### IDENTIFYING YOU

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Number of Students           <ol style="list-style-type: none"> <li>a. <input type="checkbox"/> 4,000 - 8,999</li> <li>b. <input type="checkbox"/> 9,000 - 11,999</li> <li>c. <input type="checkbox"/> 12,000 - 15,000</li> </ol> </li> <li>2. Total Number of Non-Certified           <ol style="list-style-type: none"> <li>a. <input type="checkbox"/> Fewer than 100</li> <li>b. <input type="checkbox"/> 100 - 199</li> <li>c. <input type="checkbox"/> 200 - 299</li> <li>d. <input type="checkbox"/> 300 - 399</li> <li>e. <input type="checkbox"/> 400 - 499</li> <li>f. <input type="checkbox"/> 500 or more</li> </ol> </li> <li>5.</li> </ol> | <ol style="list-style-type: none"> <li>3. Total Number of Schools           <ol style="list-style-type: none"> <li>a. <input type="checkbox"/> Less than 5</li> <li>b. <input type="checkbox"/> 5 - 9</li> <li>c. <input type="checkbox"/> 10 - 14</li> <li>d. <input type="checkbox"/> 15 or more</li> </ol> </li> <li>4. Supervising Administrator for Non-Certified Personnel           <ol style="list-style-type: none"> <li>a. <input type="checkbox"/> Superintendent</li> <li>b. <input type="checkbox"/> Deputy Superintendent</li> <li>c. <input type="checkbox"/> Asst./Assoc. Supt.</li> <li>d. <input type="checkbox"/> Business Manager</li> <li>e. <input type="checkbox"/> Other _____</li> </ol> </li> </ol> |
|--|---|

\_\_\_\_\_  
(NAME)

\_\_\_\_\_  
(SCHOOL DISTRICT)

\_\_\_\_\_  
(TITLE)

\_\_\_\_\_  
Please check if you desire a copy of the results.

#### NON-SALARY COMPENSATION

6. Enter the category of the annual dollar amount of fringe benefits per person for each group. (Exclude vacation & life insurance).
- |                     |                 |                    |                                       |
|---------------------|-----------------|--------------------|---------------------------------------|
| Non-certified _____ | Certified _____ | a) Less than \$600 |                                       |
| b) \$600 - 799      | c) \$800 - 999  | d) \$1,000 - 1,199 | e) \$1,200 - 1,399      f) Over 1,400 |

#### COMPENSATION

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>7. How many pay ranges do you have for:           <ol style="list-style-type: none"> <li>a. _____ non-certified<br/>(example: A-G = 7 ranges)</li> <li>b. _____ instructional<br/>(example: BS,BS+15,MS=3 ranges)</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>8. How many step increases are there from the lowest pay rate to the highest for:           <ol style="list-style-type: none"> <li>a. _____ non-certified<br/>(example: 0-14 years = 15 steps)</li> <li>b. _____ instructional<br/>(example: 0-25 years = 26)</li> </ol> </li> </ol> |
|---|---|

COMPENSATION-cont.

9. What are the pay ranges for the positions in your district that are comparable to the following personnel classifications? If your district does not have a comparable position, leave that line blank. (Instructional give contract basis and non-certified give hourly).

	MINIMUM	MAXIMUM		MINIMUM	MAXIMUM
a. Instructional (those certificated teaching employees of the district).	_____	_____	e. Secretarial (school office or administrative center clerical).		
			Payroll Clerk	_____	_____
b. Custodial (those responsible for keeping interior and exterior clean).			Board Clerk/Sec	_____	_____
Head High School	_____	_____	Supt. Secretary	_____	_____
Head Middle School	_____	_____	Asst. Supt. Secretary	_____	_____
Head Elementary	_____	_____	H.S. Prin. Sec.	_____	_____
Lead I High School	_____	_____	H.S. Asst. Prin. Sec.	_____	_____
Lead II High School	_____	_____	Middle School Prin. Sec.	_____	_____
Assistant to Head	_____	_____	M.S. Asst. Prin. Sec.	_____	_____
Relief Custodian	_____	_____	Accounting Clerk	_____	_____
Custodian	_____	_____	Accounts Payable	_____	_____
Other _____	_____	_____	Secretary District Staff	_____	_____
_____	_____	_____	Bookkeeper High School	_____	_____
_____	_____	_____	Work Processor Clerk	_____	_____
			Attendance Clerk H.S.	_____	_____
c. Food Service (those responsible for preparing and serving food).			Data Operator	_____	_____
Head Cook District	_____	_____	Receptionist/Sub/Clerk	_____	_____
Head Cook High School	_____	_____	Secretary to Directors	_____	_____
Head Cook Middle School	_____	_____	Secretary to Elem. Prin.	_____	_____
Assistant to District	_____	_____	Sec. to Counselors H.S.	_____	_____
Assistant to High School	_____	_____	District Media Clerk	_____	_____
Cook	_____	_____	Secretary to Supervisor	_____	_____
Head Food Server	_____	_____	District Graphics Clerk	_____	_____
Food Server	_____	_____	Other _____	_____	_____
Other _____	_____	_____	_____	_____	_____
			_____	_____	_____
d. Maintenance (those providing upkeep to facilities and equipment).			_____	_____	_____
Electrician I	_____	_____	f. Educational aides (those giving direct assistance in the classroom to the teacher).		
Carpenter I	_____	_____	Special Education	_____	_____
Painter I	_____	_____	Media Center	_____	_____
Equipment Repair I	_____	_____	Regular Classroom	_____	_____
Welder I	_____	_____	Other _____	_____	_____
Building and Ground I	_____	_____	_____	_____	_____
Electrician II	_____	_____			
Carpenter II	_____	_____			
Painter II	_____	_____			
Plumber II	_____	_____			
Equipment Repair II	_____	_____			
Welder II	_____	_____			
Building and Ground II	_____	_____			
Other _____	_____	_____			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			

APPENDIX B

SURVEY COVER LETTER

**DERBY USD 260**

**Dennis G. Thompson**  
Assistant Superintendent

TO:

FROM: Dennis G. Thompson

DATE: January 22, 1986

RE: Classified Salary Survey

We, at Derby USD 260, have been receiving requests to increase compensation ranges from several groups of classified employees in the district. These requests are based on their judgements concerning the comparative value of each compensation range.

We would like to evaluate our placement of each individual job classification to determine whether some groups should be changed. We want to evaluate at one time all positions to eliminate the possibility of changing some because of the request when others may be more justified.

To do this, we would appreciate your help in seeing that the attached survey form is completed and returned in the enclosed envelope. We would encourage a reply by February 6, 1986, so the information can be compiled and used in our meet and confer sessions this spring. It will also enable us to share the results of the findings with you sooner if you care to have them.

The other general questions are being asked to help see if there is a comparison of the overall compensation between classified and certified employees. We are enclosing, for your information, our completed survey form. Survey participants will be sent a copy of the summary by indicating on the survey form it is desired.

Please send back the original copy of the survey form. If you have any questions, please call. Thank you, in advance, for your help.

APPENDIX C

FOLLOW-UP COVER LETTER

**DERBY USD 260**

**Dennis G. Thompson**  
Assistant Superintendent

TO:  
FROM: Dennis G. Thompson  
DATE: February 10, 1986  
RE: Classified Salary Survey

A few weeks ago, we mailed you a copy of the enclosed questionnaire requesting information about the classified salaries in your district. We have received results from some of the other districts, which we hope to summarize and share with anyone desiring a copy.

Since we picked only schools in our size range to survey, it will help make the study more complete if we could also have data from your school. Please return your completed questionnaire in the enclosed envelope as soon as possible, as we will be beginning our meet and confer session in the near future.

Your help is greatly appreciated.



APPENDIX D

CORRESPONDENCE IN RESPONSE TO  
OCCUPATIONAL CLUSTER SURVEY

**BERTHA McCLASKEY**  
*Director, School Data*

314/751-2569

---

Missouri Department of Elementary and Secondary Education  
P.O. Box 480, Jefferson City, Missouri 65102

TO: Dennis Thompson  
FROM: Bertha McClaskey  
DATE: January 15, 1986

Enclosed are the data we discussed by  
telephone this morning.

Please forward a summary of your study  
to the following address:

Dr. Bertha McClaskey  
Director of School Data  
P.O. Bcx 480  
Jefferson City, Missouri 65102

STANLEY ABEL  
ASSISTANT SUPERINTENDENT

*Geary County Unified Schools*

DISTRICT NO. 475  
JUNCTION CITY, KANSAS 66441

P. O. BOX 370  
PHONE: (913)238-6184

January 29, 1986

Dennis G. Thompson  
Assistant Superintendent  
Derby USD 260  
Administrative Center  
120 East Washington  
Derby, Kansas 67037-1489

Dear Mr. Thompson,

Enclosed please find the Occupational Cluster Questionnaire as it pertains to classified employees in USD 475. As I have marked, I am going to be interested in a copy of the results of your questionnaire.

I have also enclosed a copy of this district's Classified Salary Schedule. I want to point out that besides the base salary, which also includes entrance base salary for those beginning work in this district for the first time, there is also an experience factor and an education factor. In completing the minimum and maximum possible salary for each position I used this district's entrance base salary as the minimum and the base salary, which is the base for people employed for two or more years, plus the amount for 30 years of experience. At this time no person has worked 30 years in this district and it is questionable if anyone ever would reach that. The part I did not include in the maximum is the amount classified employees could receive for education beyond high school, which includes such schooling as business school for secretaries. Since there is no way of projecting who might have job-related education over and above high school, I did not include this factor in my maximum. The education factor could skew the results slightly. The two bases and experience applies to all employees, thus that was included.

I trust I have partially made myself clear. If you have any questions, please do not hesitate to give me a call and I will certainly attempt to give clarification. Good luck in compiling the enclosed data!

Sincerely yours,

  
STANLEY ABEL  
Assistant Superintendent

SA/lea  
Enclosures



AN EQUAL OPPORTUNITY EMPLOYER

MESA COUNTY VALLEY SCHOOL DISTRICT NUMBER 51  
DEPARTMENT OF BUSINESS SERVICES  
2115 GRAND AVENUE  
GRAND JUNCTION, COLORADO 81501

BIRNEY L. COX  
EXECUTIVE DIRECTOR OF BUSINESS SERVICES

February 4, 1986

Dennis G. Thompson  
Assistant Superintendent  
Derby USD 260  
120 E. Washington  
Derby, KS  
67037-1489

Dear Mr. Thompson,

Enclosed is the completed survey as you requested and I have included a copy of our Salary Schedule for reference purposes.

I would like to qualify our response in that we are feeling the same need to review our current salary schedules. There is a need for internal realignment within the schedules which are appropriate as well as a comparison to the local market.

We have the comparative salary information for certified salaries on a state-wide basis which is generally our competitive market area. But we lack the information of comparative data to the local market for classified salaries.

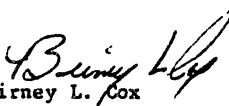
We are in a little bit of a unique position in that we went through a boom period with the development of oil shale which accelerated salaries particularly in the classified area at an unprecedented rate. With the collapse of the energy market and the closing down of the oil shale projects we have gone through some very severe downward economic adjustments.

Because of the changes that have occurred in the economic base of the community the District's classified salaries probably more favorably compare to the local market place than we did at the height of the boom period.

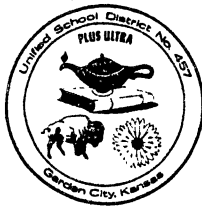
As you can see, in reviewing the Clerical/Secretarial Salary Schedule we have multiple steps and classifications listed. It is our intent to reduce the number of classifications and steps.

I will be interested to see the results of your survey and I hope the information that we have supplied will be helpful to you.

Sincerely,

  
Birney L. Cox  
Executive Director of Business

Enclosure



**SUPERINTENDENT**  
DR JIM O PHIFER

**ASSISTANT SUPERINTENDENTS**

DR RONALD J LANTAFF  
Administration & Personnel  
CHARLES O STONES  
Instruction  
ROBERT H RAGAN  
Finance

**BOARD OF EDUCATION**

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# Unified School District 457

201 Buffalo Jones Avenue • Garden City, Kansas 67846 • (316) 275-9656

January 27, 1986

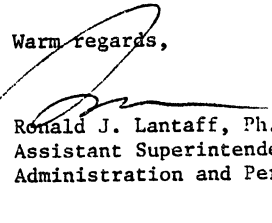
Dennis G. Thompson  
Assistant Superintendent  
USD #260  
120 E. Washington  
Derby, Ks 67037

Dear Mr. Thompson:

Enclosed find the completed Occupational Cluster Questionnaire. I hope you find the information useful in your meet and confer sessions this spring.

I would appreciate a copy of the findings when your survey is completed.

Warm regards,

  
Ronald J. Lantaff, Ph.D.  
Assistant Superintendent for  
Administration and Personnel

Enc:

RJL/jam

APPENDIX E

SCHOOLS RESPONDING TO SURVEY

NAME OF SCHOOL	CITY, STATE
Salina USD 305	Salina, Kansas
Emporia USD 253	Emporia, Kansas
Lawrence USD 497	Lawrence, Kansas
Junction City USD 475	Junction City, Kansas
Manhattan USD 383	Manhattan, Kansas
Garden City USD 457	Garden City, Kansas
Hutchinson USD 308	Hutchinson, Kansas
Topeka USD 501	Topeka, Kansas
Olathe USD 233	Olathe, Kansas
Derby USD 260	Derby, Kansas
School Dist. of St. Joseph	St. Joseph, Missouri
Ferguson Florissant R II	Florissant, Missouri
Independence Sch. Dist. #30	Independence, Missouri
Columbia Sch. Dist. #93	Columbia, Missouri
Rockwood R VI	Eureka, Missouri
Francis Howell R III	St. Charles, Missouri
Mehlville R IX	St. Louis, Missouri
Blue Springs R IV	Blue Springs, Missouri
Fox C 6	Arnold, Missouri
Consolidated Sch. Dist. 2	Raytown, Missouri
Ft. Zumwalt Sch. Dist.	O'Fallon, Missouri
Joplin R VIII	Joplin, Missouri
Jefferson City Sch. Dist.	Jefferson City, Missouri
Lee's Summit R VII	Lee's Summit, Missouri
Ritenour Sch. Dist.	Ritenour, Missouri
Normandy Sch. Dist.	St. Louis, Missouri
Northwest R I	House Springs, Missouri
St. Charles Sch. Dist.	St. Charles, Missouri
Fort Osage RI	Independence, Missouri
University City Sch. Dist.	University City, Missouri
Riverview Garden Sch. Dist.	St. Louis, Missouri
Cape Girardeau Sch. Dist.	Cape Girardeau, Missouri
Lindbergh R VIII	St. Louis, Missouri
Poplar Bluff R I	Poplar Bluff, Missouri
Waynesville R VI	Waynesville, Missouri
Kirkwood R VII	Kirkwood, Missouri
Stillwater Schools	Stillwater, Oklahoma
Mustang Schools	Mustang, Oklahoma
Ponca City Schools	Ponca City, Oklahoma
Yukon Schools	Yukon, Oklahoma
Jenks Schools	Jenks, Oklahoma
Bartlesville Schools	Bartlesville, Oklahoma
Muskogee Schools	Muskogee, Oklahoma
Enid Schools	Enid, Oklahoma
Union Schools	Tulsa, Oklahoma
Norman Schools	Norman, Oklahoma
Broken Arrow Schools	Broken Arrow, Oklahoma
Moore Schools	Moore, Oklahoma
Mapleton Sch. Dist. 1	Denver, Colorado
St. Vrain Valley Sch. Dist. RE1J	Longmont, Colorado

NAME OF SCHOOL	CITY, STATE
Mesa Co. Valley Sch. Dist. 51	Grand Junction, Colorado
Greeley Sch. Dist. 6	Greeley, Colorado
Douglas Co. Sch. Dist. RE1	Castle Rock, Colorado
Widefield Sch. Dist. 3	Colorado Spngs, Colorado
Academy Sch. Dist. 20	Colorado Spngs, Colorado
Pueblo Co. Sch. Dist. 70	Pueblo, Colorado
Millard Public Schools	Omaha, Nebraska
Bellevue Public Schools	Bellevue, Nebraska
Grand Island Public Schools	Grand Island, Nebraska
Papillion-Lavista Public Schools	Lavista, Nebraska
Westside Community Schools	Omaha, Nebraska
North Platte Public Schools	Platte, Nebraska
Fremont Public Schools	Fremont, Nebraska
Kearney Public Schools	Kearney, Nebraska



APPENDIX F

SUMMARY OF OCCUPATIONAL  
CLUSTER QUESTIONAIRE

## SUMMARY OF OCCUPATIONAL

## CLUSTER QUESTIONNAIRE

## OCCUPATIONAL CLUSTER QUESTIONNAIRE

1. Please have the administrator in charge of non-certified personnel complete the questionnaire.
2. Using definitions below, please answer all questions.
3. Please complete as soon as possible and return in the enclosed postage-paid envelope.

## Definition of Non-Certified Personnel

Those employees not required to hold a certificate to perform their duties such as: secretarial workers, custodians, maintenance workers, food service workers and educational aides.

## QUESTIONNAIRE

## IDENTIFYING YOU

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Number of Students           <ol style="list-style-type: none"> <li>a. <u>46</u> 4,000 - 8,999</li> <li>b. <u>11</u> 9,000 - 11,999</li> <li>c. <u>7</u> 12,000 - 15,000</li> </ol> </li> <li>2. Total Number of Non-Certified           <ol style="list-style-type: none"> <li>a. <u>1</u> Fewer than 100</li> <li>b. <u>13</u> 100 - 199</li> <li>c. <u>21</u> 200 - 299</li> <li>d. <u>12</u> 300 - 399</li> <li>e. <u>6</u> 400 - 499</li> <li>f. <u>7</u> 500 or more</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>3. Total Number of Schools           <ol style="list-style-type: none"> <li>a. <u>0</u> Less than 5</li> <li>b. <u>14</u> 5 - 9</li> <li>c. <u>26</u> 10 - 14</li> <li>d. <u>23</u> 15 or more</li> </ol> </li> <li>4. Supervising Administrator for Non-Certified Personnel           <ol style="list-style-type: none"> <li>a. <u>1</u> Superintendent</li> <li>b. <u>1</u> Deputy Superintendent</li> <li>c. <u>40</u> Asst./Assoc. Supt.</li> <li>d. <u>3</u> Business Manager</li> <li>e. <u>19</u> Other _____</li> </ol> </li> </ol> |
| <ol style="list-style-type: none"> <li>5. <b>** BOLD NUMBERS INDICATE NUMBER OF RESPONSES</b></li> </ol>  |  |

(NAME) \_\_\_\_\_

(SCHOOL DISTRICT) \_\_\_\_\_

(TITLE) \_\_\_\_\_

Please check if you desire a copy of the results.

## NON-SALARY COMPENSATION

6. Enter the category of the annual dollar amount of fringe benefits per person for each group. (Exclude vacation & life insurance).

A-11	B-7	C-19	A-3	B-4	C-16
Non-certified <b>D-5</b>	<b>E-7</b>	<b>F-15</b>	Certified <b>D-8</b>	<b>E-8</b>	<b>F-24</b>
b) \$600 - 799	c) \$800 - 999	d) \$1,000 - 1,199	e) \$1,200 - 1,399	f) Over 1,400	a) Less than \$600

## COMPENSATION

7. How many pay ranges do you have for:
  - a. 12.6 non-certified (example: A-G = 7 ranges)
  - b. 7.2 instructional (example: BS,BS+15,MS=3 ranges)
8. How many step increases are there from the lowest pay rate to the highest for:
  - a. 11.3 non-certified (example: 0-14 years = 15 steps)
  - b. 18.3 instructional (example: 0-25 years = 26)



VITA <sup>2</sup>

Dennis G. Thompson

Candidate for the Degree of  
Doctor of Education

Thesis: A DESCRIPTIVE STUDY OF COMPENSATION PRACTICES FOR  
NONCERTIFIED PERSONNEL OF SELECTED SCHOOL DISTRICTS  
IN FIVE MIDWESTERN STATES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Boise City, Oklahoma, in 1945.  
Married to the former Gayle Steele, also of Boise  
City. Lived primarily in Oklahoma and Kansas.

Education: Earned a Bachelor of Science in Finance and  
General Business, Oklahoma State University,  
Stillwater, in 1967; a Master of Science in  
Distributive Education, Oklahoma State University  
in 1972; and completed the requirements for the  
Doctor of Education degree, Oklahoma State  
University, July, 1986.

Professional Experience: From 1967 to 1968 was an  
auditor for U.S. General Accounting Office. From  
1968 to 1970 was an office manager and purchasing  
specialist for Oklahoma State University. From  
1970 to 1972 was an auditor for Oklahoma State  
Department of Vocational-Technical Education.  
From 1972 to 1974 was a cooperative vocational  
education instructor for Central Tech Area Vo-Tech  
school. From 1974 to 1978 owned and operated a  
lumber/hardware business, teaching business  
education during the 1975-76 school year for Boise  
City High School. From 1978 to 1981 was a  
secondary school principal for Syracuse USD 494.  
From 1981 to 1984 was Dean of Community Services  
for Garden City Community College. From 1984 to  
present, assistant superintendent for operations,  
Derby USD 260.