

Report

Merit Pay for School Administrators

Educational Research Service, Inc.

Educational Research Service, Inc.
1800 Avenue K, Suite 100
Baltimore, Maryland 21204
Phone: (301) 343-7400



ERS Report

Merit Pay for School Administrators

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1800 North Kent Street
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Glen E. Robinson
President
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FOREWORD

For half a century, merit pay for teachers has been intensely debated in school systems of various sizes and in virtually every state in the nation. Merit pay for school administrators, while not attracting the degree of controversy that has surrounded the issue of merit pay for teachers, has been used in some school systems as a step toward promoting increased accountability of school management. These programs have implemented merit pay using a number of different techniques, from management-by-objectives, to point and weighting systems for salary determination.

Current data on the extent to which merit pay and incentives are actually used in the compensation of all categories of educational personnel have not been available. To help fill this void, ERS has conducted the most comprehensive survey to date on merit pay and incentive plans for administrators, teachers, and support personnel as well. The results of this broad study are presented in three companion reports. This Report, *Merit Pay for School Administrators*, is part 2. Part 1 reports data on merit pay for *teachers* and part 3 contains information on merit pay for *school support staff*.

The data in these studies are reported separately by four school system enrollment groups (large, medium, small, and very small) and, in many tables, by eight geographic regions. System-by-system listings identify school systems that reported having a merit pay or incentive plan in operation in 1977-78 and those systems that reported having a merit program in the past, but that had since discontinued it. Two important aspects of the reports are examples of merit pay or incentive plans that were in operation when the study was conducted and an analysis of the reasons for school systems discontinuing merit pay or incentive plans that they had in the past. Since the general review on merit pay and incentives contains information relevant to both administrative and teacher merit plans, portions of the review included in this Report also appear in the companion study, *Merit Pay for Teachers*.

We hope that this study will be helpful to school boards, school management, and others concerned with the issue of merit pay for school administrators.

ERS expresses gratitude and appreciation to the hundreds of school superintendents and their staff members throughout the nation who supplied the data contained in this Report. Their willingness and ability to provide this information has made the Report possible.

Glen Robinson
Director of Research
Educational Research Service

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HIGHLIGHTS

- Management-by-objectives, adopted seriously by industry in the early 1960s, was being applied to educational management by the end of that decade. MBO is currently being used by some school systems in an attempt to link performance and pay.
- Successful merit pay plans for school administrators, according to some, include increases large enough to be worthwhile, clearly defined levels of responsibility and objectives, open communication between administrators and the school board, and a salary structure that provides increases on no more than a yearly basis and that also allows negative adjustments.
- Merit pay provisions included in the salary structure for school administrators, according to some, should stress the importance of establishing a plan to suit the needs of the individual school system. Among the items included in administrative salary structures are a base salary and addends for preparation, staff responsibility, time worked, and performance.
- Many state and local governments have used employee incentives to spur productivity. Educational incentives, suggestion awards, output-oriented merit increases, and task systems have been tried most frequently. Few federal employees receive merit raises, although government proposals and recent legislation have advocated compensating higher level workers according to merit.
- After the inflation rate declined in 1977 from record highs in 1974-75, many businesses and industrial firms implemented programs designed to link salary to job performance. Among the kinds of merit programs tried are: pay for completion of performance-related goals and objectives, one time bonuses, overtime pay for exempt employees, stock options available for all employees, and allowing incentive pay found at the top levels of management to be pushed down to lower-level managers.
- Although the survey data for the last decade are too varied to establish definite trends, none of the studies located in a search of the literature found as many as 10 percent of responding school systems using merit pay for administrators.
- In 1978 ERS surveyed all school systems in the United States that enrolled 300 or more pupils on their use of merit pay and incentives for administrators. Of the responding school systems, 434 (15.3 percent) reported a merit pay or incentive plan for administrators in 1977-78.
- Of the 202 school systems that indicated when their merit pay or incentive plans for administrators were established, 58 (28.7 percent) reported setting up their plans in 1975 or 1976. Forty-six school systems (22.8 percent) said that their administrative merit pay plans were begun in 1977 or 1978.
- 202 of the responding school systems (7.1 percent) were considering instituting a merit pay or incentive plan for administrators in 1977-78.
- 112 of the responding school systems (3.9 percent) formerly had a merit pay or incentive plan for administrators but had since discontinued it.

- Of the 95 responding school systems that formerly had a merit pay or incentive plan for administrators and that provided beginning and ending dates for their programs, 68 (71.6 percent) had plans that lasted less than five years.
- 96 (40.2 percent) of the 239 responding school systems that gave some indication of why their merit pay or incentive plans for teachers (and in some instances, administrators) were no longer operational reported serious administrative problems with their former programs; 92 of these school systems (38.4 percent) indicated that personnel problems were a major determinant for the abandonment of their plans.
- A wide variety of components used in merit pay plans for administrators were noted in copies of plans provided by school systems to ERS for review. The components used in these plans include: plans based totally or partially on merit; increases provided by stated dollar or percentage amounts; general, traditional, and management-by-objectives rating measures; salary ranges for individual position categories; point systems or weighting scales for determining salary increases; and a traditional salary schedule or steps.

Review of the Literature on Merit Pay for School Administrators

Can a service institution like a school be managed for performance? Some educators say that: "Schools aren't businesses. They don't produce tangible products like cement, scissors, or computers. How can educators--administrators and teachers alike--be held accountable for something as intangible as 'student learning'?"

Some school boards and administrators have been involved in the introduction of merit pay plans in their school systems. Many have seen or heard of traditional merit ratings such as those that grade administrators on attributes like "job knowledge," "creativity," "initiative," and "personal appearance." Many are skeptical about the appropriateness of these to the evaluation of administrative performance. How can these measures be judged objectively? How well do they measure an administrator's effectiveness in managing an instructional program or a school operation? Given the history of some short-term successes and many long-term failures, is merit pay for school administrators a viable concept that can be practically applied in school management to promote increased accountability?

The review of the literature on merit pay and incentive programs for administrators that follows includes:

- the relationship between merit pay and management-by-objectives, designed to reward results-oriented performance
- setting up a merit pay program for school administrators
- recommendations for including merit pay in the salary structure of school administrators
- use of merit pay for school administrators at the local level
- use of merit pay and incentives at the local, state, and federal government levels
- use of merit pay and incentives in business and industry
- trends in merit pay programs for school administrators.

MERIT PAY AND MBO

In trying to achieve administrative accountability, some school systems, when instituting merit pay for administrators, have been leery of the failings of former methods and have sought newer approaches. One of these is management-by-objectives (MBO) which was adopted in many industries in the early 1960s, and by the end of that decade was being applied

to educational management* [14:1]** It has since been adopted by some school systems in an attempt to link performance and pay. MBO seeks to reward administrators according to results-oriented performance. Drucker (1973) believes that schools can be managed for performance:

Achievement is never possible except against specific, limited, clearly defined targets, in business as well as in a service institution. Only if targets are defined can resources be allocated to their attainment, priorities and deadlines set, and somebody be held accountable for results. [13:140]

Odiorne (1965) defined management-by-objectives as

a process whereby the superior and subordinate jointly identify goals, define individual major areas of responsibility in terms of results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members. [41:55]

MBO provides a system for accomplishing what many have claimed to be impossible--a measurement of tangible results. Knezevich (1974) added an "R" (standing for results) to MBO, hoping that by using the term MBO/R, it might "minimize the possibility of stopping after objectives were identified and agreed on. The name of the MBO/R game is achievement." [30:8] The essence of MBO/R, Knezevich said, involves:

*This section does not attempt to provide a comprehensive view of MBO, but rather a brief introduction. For a fuller treatment of MBO in education, see: Knezevich [30; 31], Baker [3], Dunn [14], Bell [5], and McGrew and Hafeman [34].

**References cited in the text are noted by numbers within the brackets. The number before the colon indicates the entry number within the bibliography beginning on page 124; the number following the colon indicates the page within the entry. Where no colon appears, the citation refers to the entire entry. Multiple citations are separated by semicolons.

formulating objectives, winning commitment to them, clustering resources around them, and managing to obtain desired results. [30:8] Presented in Figure 1 on page 3 is a model of the MBO process.

Management-by-objectives is not a panacea nor is it an easy system to implement. Problems will continue to exist. But since MBO focuses on holding employees accountable for results rather than for means or inputs, it is a system worthy of review for school systems contemplating merit pay for their administrators.

SETTING UP A MERIT PAY PROGRAM FOR SCHOOL ADMINISTRATORS

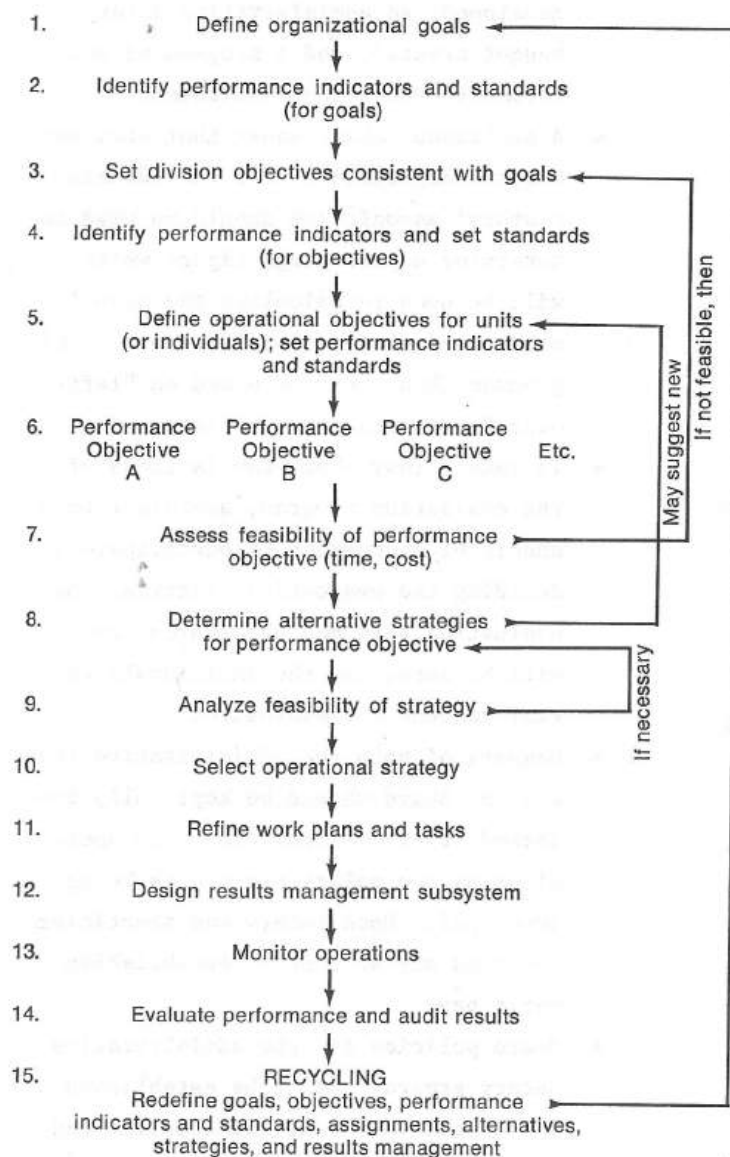
How can school policy makers best prepare for establishing pay-for-performance in their school systems? Foremost is recognizing the advantages and disadvantages inherent in any merit pay system, as well as considering suggestions from those experienced in administering merit salary structures.

In describing the merit pay program for principals in the Grand Forks (North Dakota) School District, Bergquist (1972) noted several positive and negative judgments that were generated by the program:

Positive Judgments:

1. The requirement of stating performance objectives gives supervisors and principals a basis on which to judge performances.
2. Use of a Merit Factor promotes the achievement of District goals by use of reward reinforcement--long recognized as a good management psychology process.
3. The Merit Factor allows a Superintendent a means by which to communicate very concretely the type of performance desired. (The traditional reemployment or firing alternatives provide no such mechanism.)

FIGURE 1.--General Systems MBO/R Model



4. The availability of a potential for extrinsic reward motivates some individuals to put forth more effort than they normally would. Each employment period can become a separate challenge, "game," and/or entity.
5. The typical principal will not experience further upward career development; therefore, the dimension of a Merit Factor adds a certain zest to his professional life. It promotes self improvement and self competition.
6. Accomplishment of some of the more sophisticated performance objectives can require the cooperation of several principals; thus, the divisiveness charge against the use of the Merit Factor is questionable.
7. The requirement of formal visitations by central administrators tends to cause more awareness of what occurs in various buildings than would otherwise be the case.
8. Knowledge of an impending evaluation that will have an immediate tangible consequence tends to cause increased communication among professional staff members.
9. Knowledge of the desire to evaluate performance causes principals to attempt in-school program evaluations; there seems to be more effort to provide the value of resource expenditure.
10. Continuing evaluation of management personnel is consistent with evaluation of other instructional staff members. It tends to create a feeling of fairness among other staff members, even though a Merit Factor is applied only to principals. [6:22]

Negative Judgments:

1. Application of the Merit Factor causes a great deal of jealousy and friction among the principals.
2. Principals have lost a portion of their sense of job security.
3. The school visitation process is time consuming for principals and central administrators.
4. Central administrators are spending at least 20 percent of their time in the schools, consequently they are somewhat difficult to contact.

SOURCE: Knezevich, Stephen J. *Management by Objectives and Results--A Guidebook for Today's School Executive*. Prepared for AASA National Academy for School Executives. Arlington, Virginia: American Association of School Administrators, 1973, p. 27. Used with permission.

5. The stating of performance objectives is time consuming, and it tends to restrict "free wheeling" principals.
6. The Merit Factor results in such a small reward that some principals feel it is unimportant.
7. Patrons of school attendance areas served by an "average" principal feel cheated. (This assumes that the Merit Factor reward becomes public knowledge.)
8. Some principals have flaunted merit ratings (both low and high). (For example, a principal with a low rating might choose to publicize this fact to his friends and acquaintances in an attempt to generate antagonism toward the evaluators. The principal with a high rating might discreetly "leak" such information to individuals in his acquaintance.) Such activity has the potential to cause dissension within the principals group. Since there is no limitation of Merit Factor award, any competition should be self competition (improvement), and comparisons to other principals performance and reward [are] really not appropriate.
9. The accomplishment of the performance objectives might be considered, by some principals, as a limit of endeavor rather than a minimum set of purposes for an employment period. [6:21-22]

According to Neal Meitler (1974) of Anderson/Roethle and Associates, a Milwaukee management consulting firm, the fundamental steps required to make a program of merit pay for administrators effective include:

- Sufficient money must be made available for allowing merit increases so that these increases will be large enough to seem worthwhile. If not, the effort involved in solving the problems associated with starting such a program will be wasted.
- The superintendent must have the final say in determining the amount of salary increases which each administrator receives.

- The principles of salary administration developed in private enterprise should be used, i.e., levels of responsibility should be established, salary ranges developed, an administrative salary budget created, and a program of performance evaluation instituted.
- A published salary index that does not require negotiation with the administrators' association should be used to determine a percentage figure which will be used to calculate the annual salary budget for administrators. This program should not be based on "left-overs" from teacher negotiations.
- To reduce fear about the fairness of the evaluation program, administrators should be encouraged to participate in deciding the evaluation criteria, the evaluation form and procedures that will be used, and the individuals who will conduct the evaluation.
- Members of both the administrative team and the Board should be kept fully informed of all deliberations and decisions as the salary program is being developed. Uncertainty and skepticism can ruin any attempt at establishing merit pay.
- Board policies for the administrative salary program should be established. These policies should be specific and should provide the assurances that administrators consider necessary for their own welfare, as well as to ensure the program's success. [36]

Herman (1977) detailed seven major factors that should be considered when establishing an administrative salary format based on performance:

1. Performance pay should be granted on the basis of a review of as many objective data as are feasible to assemble. The granting of or taking away of

salary needs to be based on objective proof that the administrator is or is not successfully doing the job he was told to do, and evaluation must not be based upon the color of the administrator's eyes or on some factor that was not indicated as an important one by the evaluators. Productivity of the administrator should be the major basis of evaluation.

2. A true performance salary structure will allow for increases and decreases in salary.
3. A good performance plan will allow consistently high achievers to receive salaries that are well in excess of what would have been granted under traditional salary structures.
4. Performance pay should be granted on a yearly basis, and it should not be "baked in" for all future years. It is wise to remember that an administrator may have an excellent performance one year, while displaying a poor performance in another year.
5. A true performance salary structure will permit the granting of very large raises in any one year.
6. A true performance salary plan must still include a maximum salary. Even the most productive administrator must have a top salary limit beyond which even he cannot go.
7. Include other major factors as determined by the local school district. [25:5]

SOME WAYS OF INCLUDING MERIT PAY IN THE SALARY STRUCTURES OF SCHOOL ADMINISTRATORS

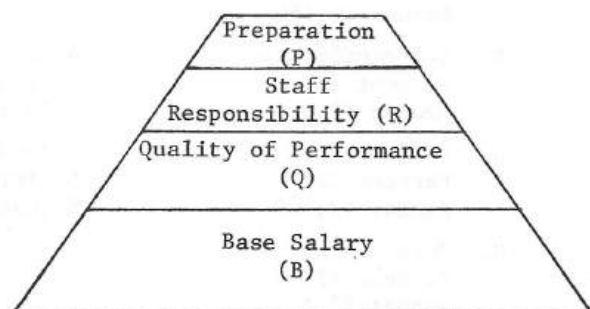
Traditionally, there have been three types of salary schedule structures for school administrators: (1) ratio or index schedules, which are related in some way to the teachers' schedule (e.g., teachers' B.A. maximum salary = 1.00), (2) schedules that provide for additional dollar amounts to be added to the teachers' schedule, and (3) schedules that

are independent of teachers' schedules. In 1967-68, over half of the 344 principals' salary schedules analyzed by the NEA Research Division in school systems with 12,000 or more pupils were *indexed* to teachers' schedules. [47:15] By 1974-75, almost two thirds of the 215 principals' salary schedules examined by ERS in school systems with 10,000 or more pupils were *independent* of teachers' salary schedules. [38:10] This trend away from index schedules may reflect a serious concern over a possible conflict of interest that may arise during negotiations when administrative salaries are set in relation to teachers' salaries. [23:15-16]

Administrative salary schedules, including a base salary and various addends, typically reward one or more of the following criteria:

- academic degree level
- years of administrative experience
- responsibility of the position
- length of the work year
- extra responsibilities assigned to the position
- quality of performance.

Castetter and Heisler (1974) of the University of Pennsylvania developed a system for compensating school administrators which incorporates both automatic and non-automatic salary increments. Their compensation structure (illustrated below) is designed to recognize values inherent in each job position and values which reflect the relationship of the administrator to the position. [8:27-28]



SALARY COMPENSATION: B+Q+R+P

The base salary is calculated by determining the relative worth of each administrative position by assigning various indices and weights to each of six major job classifications (superintendent, assistant/deputy superintendent, director/coordinator, principal, assistant principal, department head), and then translating these into dollar values. There are at least four kinds of addends to the base salary: preparation, experience, performance, and intra-level responsibility (e.g., size of a principal's staff).

Which factors to include and the emphasis given to each one must be decided by local school districts. However, Castetter and Heisler stated that "the trouble with numerous

plans for compensating administrators is that the experience factor is given greater emphasis than the performance or effectiveness factor." [8:51] They stressed that performance appraisal should be linked to individual position responsibilities and should tie together the district's salary plan with specific goals and objectives. [8:52]

How performance can affect administrative salaries is illustrated in the author's discussion of a hypothetical school system. The system set a limit for individual compensation equal to 45 percent of the base salary at each position level. It then decided to weight the salary components in the following manner:

Compensation Determinant	Rank Order of Importance	Arbitrary Weight	Percent of Base Salary*	Derivation
Performance	1	5(a)	18%	a/d x .45
Responsibility	2	4(b)	15	b/d x .45
Preparation	3	3(c)	12	c/d x .45
Total Weight		12(d)	45%	

*Values adjusted to multiples of 3%. [8:55]

The percentages calculated for performance, responsibility, and preparation then were translated in three steps into dollar equivalents, given a base salary of \$17,500 for principals:

Step 1 Select Determinants, Set Maximum Limits	Step 2 Select Automatic Addends, Determine Size and Number	Step 3 Select Non-Automatic Addends, Determine Size and Number
Base Salary \$17,500		
Maximum Addends		
A. <i>Performance</i> Percent 18% Amount \$3,150		<i>Non-Automatic</i> 6 at 3% \$525 to \$3,150
B. <i>Responsibility</i> Percent 15% Amount \$2,625	<i>Automatic</i> 5 at 3% \$525 to \$2,625	
C. <i>Preparation</i> Percent 12% Amount \$2,100	<i>Automatic</i> 6% for Doctorate* \$1,050	
D. <i>Total</i> Percent 45% Amount \$7,875		

*No addend is provided for master's degree, which is a position prerequisite. [8:56]

Shown in Table A is an illustration of the Castetter and Heisler salary plan as applied to the individual salaries of this school system's administrative staff.

Heddinger (1973) noted that the Pennsylvania Association of Secondary School Principals

has suggested the following formula for determining secondary school principals' salaries that attempts to avoid much of the conflict inherent in index or ratio salary systems [23:13-14]:

Salary =	Basic Salary (Experience, degree)	+	Time (Extra Months & Hours)	+	Responsibility (Number supervised, school size, environ- mental conditions, special projects, singular responsibility)	+	Performance (Evaluation of performance, dedica- tion to duty, willing- ness to accept addi- tional assignments)
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For example:

\$18,500 =	\$10,000	+	\$4,000	+	\$3,000	+	\$1,500
------------	----------	---	---------	---	---------	---	---------

Herman (1977) provided some practical suggestions for determining administrative salary schedules based on two components: a basic rate of pay and performance increments. Variables relating to basic and performance pay that should be considered in setting salaries for administrators include:

A. Basic Salary Structure Variables

1. Establish a basic salary structure using comparable salaries for similar positions in neighboring school districts.
2. Establish a basic structure built upon a teacher salary schedule with an added amount for the responsibilities of the administrative position and the length of the work year.
3. Develop a basic structure using the superintendent's salary as a base. All other positions would receive some lesser amount of salary that would relate to the specific responsibilities of the administrative positions and the length of the work year.
4. Develop a structure similar to that of the superintendent's salary, but use another administrative position, such as an elementary principal or assistant superintendent, as the base control variable.

5. Establish a structure built upon some arbitrary dollar amount, ratio, or other methodology.
6. Under any basic structure, consideration for inclusion or exclusion should be given to: annual cost of living adjustments, recruiting power as related to supply and demand factors, credit for years of experience, credit for level of education, weightings of position responsibilities when compared to other positions, and other factors as determined by the local school district.

B. Performance Pay Salary Structure Variables

1. Establish a structure based on specific job description tasks, performance objectives, or some other means determined as valid by the local school district.
2. Establish bonuses of a fixed or variable dollar amount, such as \$50 to \$500 depending on the accomplished fact and degree of accomplishment, for each predetermined task or objective.
3. Use other means of distributing performance pay as determined by the local district.
4. Numbers 1, 2, and/or 3 above, to be provided as additions to the basic salary structure or there will be no basic salary structure provided. In cases of total

TABLE A.--Translating the Compensation Plan into Individual Salaries

I. Assumptions:

Base salary range - \$13,000 to \$31,000; Number of responsibility levels=6; Minimum preparation, Superintendent and Deputy Superintendent, Doctorate; Assistant Superintendents, M+30; All other positions, M. All administrators on 12 month schedule.

II. Formula:

- B - Base Salary B= _____
 - R - Responsibility fraction (Total staff of: 30-39=.03; 40-49=.06; 50-59=.09; 60-69=.12; 70...=.15).
Multiply by base salary. R= _____
 - P - Preparation fraction (M+30=.06; Doctorate=.12--unless position requires either). Multiply by base salary. P= _____
 - Q - Quality performance addend (.05 x number of awards for quality performance). Multiply by base salary. Q= _____
- Salary = B + R + P + Q

III. Salary Computations:

Position Title	Compen- sation Index	B Base Salary	R-Responsibility			P-Preparation			Q-Performance			Salary B+R+P+Q
			Total Staff	Fraction (.030)	Addend (R)	Level	Fraction (.060)	Addend (P)	No. of Awards	Fraction (.050)	Addend (Q)	
Supt.	2.3845	\$31,000				D*	---	\$ ---	2	.10	\$3100	\$34,100
Dep. Supt.	2.0768	26,998				D*	---	---	1	.05	1350	28,348
Asst. Supt., Business	1.9230	24,999				M+30*	---	---	1	.05	1250	26,249
Asst. Supt., Personnel	1.9230	24,999				M+30*	---	---	3	.15	3750	28,749
Asst. Supt., Research	1.9230	24,999				D	.06	1500	1	.05	1250	27,749
Asst. Supt., Planning	1.9230	24,999				M+30*	---	---	---	---	---	24,999
Coord. Curr.	1.5538	20,199				M+30	.06	1212	3	.15	3030	24,441
Coord. P.Serv.	1.5538	20,199				M*	---	---	1	.05	1010	21,209
H.S. Prin.	1.2769	16,600	57	.09	\$1494	D	.12	1992	3	.15	2490	22,576
J.H.S. Prin.	1.2769	16,600	49	.06	996	M+30	.06	996	2	.10	1660	20,252
El.S. Prin.	1.2769	16,600	35	.03	498	D	.12	1992	5	.25	4150	23,240
El.S. Prin.	1.2769	16,600	18	---	---	M*	---	---	3	.15	2490	19,090
El.S. Prin.	1.2769	16,600	18	---	---	M+30	.06	996	1	.05	830	18,426
Asst. Prin.	1.0923	14,200				M+30	.06	852	2	.10	1420	16,472
Asst. Prin.	1.0923	14,200				M*	---	---	---	---	---	14,200
Dept. Head	1.0000	13,000				M*	---	---	1	.05	650	13,650
Dept. Head	1.0000	13,000				M+30	.06	780	3	.15	1950	15,730
Dept. Head	1.0000	13,000				M*	---	---	2	.10	1300	14,300

* Minimum preparation specified for position.

SOURCE: Castetter, William B. and Richard S. Heisler. *Planning the Financial Compensation of School Administrative Personnel*. 3d ed. Philadelphia, Pennsylvania: Center for Field Studies, Graduate School of Education, University of Pennsylvania, 1974, pp. 62-63. Copyright 1974 by the Center for Field Studies. Used with permission.

performance pay structure, the entire salary amount granted shall be determined by variables outlined in 1, 2 and/or 3, above. [25:5-6]

Herman briefly described the following sample structure formats:

1. Arbitrary Salary Base

<i>Salary Minimum</i>	<i>Probationary Years</i>	<i>Performance Growth</i>	<i>Salary Maximum</i>
x	x + 1, x + 2	Increments of \$500 each, multiple increments available to maximum	x + 20

2. Superintendent's Salary Base

Salary Minimum = 50% of superintendent's salary
Salary Maximum = 100% of superintendent's salary

<i>Position</i>	<i>Minimum</i>	<i>Performance Steps</i>	<i>Maximum</i>
Asst. Elementary Principal	50%	Variable Increments	60%
Asst. Secondary Principal	55%	" "	65%
Elementary Principal	60%	" "	70%
Middle or Jr. High Principal	65%	" "	75%
Senior High Principal	70%	" "	80%
Assistant Superintendent	75%	" "	85%
Deputy Superintendent	80%	" "	90%

- Notes: 1. Any position not named could be fitted into this structure.
2. Any position, such as elementary principal or assistant superintendent, could be used as the base in lieu of the superintendent. In such case, the percentages or ratios would be appropriately modified.

3. Comparable Position Salary Base

Minimum (based on mean or median salary for like positions in the geographic area)

<i>Position</i>	<i>Minimum</i>	<i>Performance Steps</i>	<i>Maximum</i>
Elementary Principal	\$20,000	Variable Increments	\$28,000
Senior High Principal	22,000	" "	32,000
Other	?	" "	?

4. Teacher's Salary Base

<i>Minimum</i>	<i>Performance Steps</i>		<i>Maximum</i>
1.00 ratio	Variable Increments	Elementary Principal	1.10
		Secondary Principal	1.15
		Other	?

- Notes:*
1. Each administrator would be placed on the appropriate teacher salary step for his/her degrees and years of experience. A daily rate of pay would be computed, and this daily rate would be multiplied by the number of days actually worked. This figure would be used to determine the base salary of each administrator.
 2. In addition, administrators would receive performance pay increments between the stipulated minimums and maximums computed.

5. Current Salary Base

<i>Minimum</i>	<i>Current Salary</i>	<i>Maximum</i>
-10 increments	Absolute dollars	+ 10 increments

- Notes:*
1. The increments could be granted on the basis of \$100 (or some other figure) for each task completed or performance objective achieved or a combination of both variables. Decreases would be made for tasks or objectives not achieved.
 2. A weighted task or objective scheme, which would allow \$50 to \$500 (or some other figure) for each task or objective, based on a weighting priority.

6. Arbitrary Base plus Stipulated Increments

Base = \$15,000

<i>Minimum</i>	<i>Increments</i>		<i>Maximum</i>
\$15,000	Multiples + or -\$500	Elementary Principal	\$30,000
		Senior High Principal	35,000
		Other	?

- Notes:*
1. Increments of \$500 each will be granted (decrease or increase from current salary) based upon achievement of each performance objective or some other measurement. The number of increments granted an individual in any one year shall be limited to 10.
 2. No administrator shall exceed the maximums indicated.
 3. The board shall review maximums yearly and modify them if necessary or desirable.

7. Any Other Format That Is Workable and Acceptable. [25:6-8]

USE OF MERIT PAY FOR SCHOOL ADMINISTRATORS AT THE LOCAL LEVEL

School policy bodies that are considering instituting merit pay programs for administrators can draw on the experience of school systems that have previously put merit programs into practice. A major section of this ERS Report (pp. 55-123) presents descriptions of merit pay or incentive plans that were operating in 1977-78. Eight other plans, located in a search of the merit pay literature, are described below.

Scottsdale, Arizona

Salary increases for Scottsdale administrators below the cabinet level in 1974-75 were based on the successful completion of specified programs, goals, and objectives and on ratings received on the "Administrator Performance Review" evaluation instrument. Scottsdale's merit pay plan and evaluation procedures described below both won first prizes at the 1976 National Personnel Administrative Conference. [45]

Each administrator was required to submit a statement of goals and objectives for his or her position, agreed on by the administrator and immediate supervisor, by June 1, with modifications accepted until June 30. By May 15 of the following year, supervisors evaluated administrators to measure their performance as outlined in job descriptions and their success in meeting the established goals and objectives. At this time, supervisors completed the "Administrator Performance Review," which consisted of items relating to educational leadership, communication ability, management ability, and professional growth and self-improvement.

Ratings were made on a scale ranging from outstanding to effective, minimally acceptable, and unsatisfactory. Disagreements that arose over the results of the evaluations were handled through an additional conference, or ultimately, through an appeal process. [45]

Two master salary schedules were established. One contained ranges with minimums, midpoints, and maximums of administrative salaries, from principals to coordinators; the other included the same information for technical and program support administrators, from psychologists to fiscal agents. [45]

Salary increases on these schedules were granted in dual fashion. All administrators received a general wage adjustment in equal percentage amounts, based on Board action. Performance-based merit increases were determined by appropriate supervisors, reviewed by the superintendent and administrative manager, and approved by the Board. Administrators at the final step of their salary ranges could receive only the general wage adjustment but not a merit increase. [45]

Scottsdale still uses this administrative salary plan, according to information received in a follow-up call to the school system in March 1979.

Glendale, California

According to Taylor (1975), the Glendale Unified School District contracted with a nationally-known management consulting firm to conduct a study to determine an appropriate method of scheduling administrative salaries. Results of the study show that the two traditional criteria used in educational salary administration--academic degree level and years of experience--were retained in the

firm's recommendations. Nine factors common to all administrative job positions in different degrees were identified:

1. total years in current position
2. total certificated experience
3. highest degree earned
4. credit beyond the bachelor's degree
5. number of months worked per year
6. extra hours per week required by the position
7. level of management responsibility
8. consequence of error
9. effectiveness

Potential point values were calculated for each factor. Merit pay was to be tied to management-by-objectives. The dollar values of these points would then be figured by computer analysis. [51]

Glendale reported in the 1978 ERS survey that merit pay was not a factor in compensating administrators. Mr. Walter Collins related by telephone that this plan became too sophisticated and was never adopted for use. Glendale presently does not compensate administrators according to merit, but according to time in the position.

Salmon, Idaho

At the request of a candidate who was seeking the superintendent's job in Salmon, the school board agreed to implement his program of merit pay--for the new superintendent's own performance. As described by the board's chairman, Robert Stoddard, in the January 1979 issue of *The American School Board Journal*, merit pay for Salmon's chief executive officer was an idea that the school board had been considering for some time, but which needed the spur of a person willing and eager to face the challenge of being paid for performance, not qualifications.

Stanley Bippus, the candidate who was appointed superintendent, stipulated that the

board adopt his proposed system for paying him according to merit. With a few modifications, the board agreed. For example, Bippus said he would not expect his contract to be renewed if he failed to get at least a 3.5 overall rating for the first two grading periods. The board rejected this idea, citing search and relocation costs.

The superintendent would be graded like a student and would receive his pay according to a point schedule: A=5 points; B=4 points; C=3 points; D=2 points; and F=1 point. A pay committee of eight, consisting of one principal, teacher, non-certificated employee, and student, and two board members and community members, would evaluate Bippus' performance in a number of categories. The superintendent mentioned such areas as leadership, finance, organization, management, and employee morale; the board could amend this to include other categories as well. It was stressed that the pay committee would act independently of the board and for the sole purpose of evaluating the superintendent's performance for determining his salary adjustment. However, the board also made it clear that it would still be the final evaluator. The overall rating would be linked to salary in the following manner:

a score of 4.1 - 5.0 = \$1,000 bonus
 a score of 3.1 - 4.0 = \$ 500 bonus
 a score of 2.1 - 3.0 = *forfeit* \$ 500
 a score below 2.0 = *forfeit* \$1,000

Bippus received an A- on his first evaluation and the \$1,000 increase. The school system's 120 other employees also receive a grade for their performance, but their salaries are not affected by it. The board plans to place all the system's administrators on this merit pay plan for school year 1979-80 and the superintendent is attempting to persuade the teachers to accept the idea voluntarily. The board admits that its program is not "perfect," but it says "it's a step in the right direction." [49]

In a telephone conversation, Bippus said that Salmon administrators themselves suggested that merit pay be included in their negotiation package and that an attempt was being made to allow teachers to decide in confidence whether to be placed on a merit pay plan or remain on the traditional salary schedule.

East Allen County, Indiana

A system of management-by-objectives was instituted in the East Allen County Schools (New Haven, Indiana) in fall 1971. A planning committee identified six variables that it considered important for determining administrative salaries: management experience, training, decision making, authority, supervision, and length of contract required to carry out the activities defined in the job description. These variables were incorporated into a numerical responsibility factor. For example, the superintendent's position was given a rating of 10.0, the fiscal officer an 8.0, and principals received ratings of 6.4 to 7.8, depending on the school's size and grade levels. [1:52]

Each position has a range of \pm 15 percent from a midpoint salary. There are five equal steps between the minimum and midpoint. The midpoint salary for each position is taken by multiplying the position's numerical responsibility factor by the midpoint of the superintendent's salary. Thus, a high school principal in charge of a school of more than 1,500 students has a responsibility factor of 7.8. Multiplying this number by the superintendent's midpoint salary (\$30,235) gives the principal's midpoint salary (rounded to \$23,585). The salary range then would be from 15 percent below (\$20,045) to 15 percent above (\$27,125) the midpoint. [1:54]

Movement between the ranges is attained only through "commendable distinguished performance" as indicated by the administrator's evaluation. Evaluations are reviewed by the superintendent and sent to the Board for approval. Merit pay is granted on a yearly basis, to a maximum of three percent of the contractual base salary. In order for an administrator to retain the pay increase, he or she must be rated at the previous level or higher in subsequent evaluations. Administrators below their position's midpoint salary may receive merit pay in addition to an automatic step increment. However, administrators above their position's midpoint receive a cost-of-living salary adjustment if their work has been meritorious. [1:52]

Appeals of an immediate supervisor's salary decision are made to a review board appointed by the superintendent; ultimately they may reach the Board of School Trustees. A committee consisting of two elementary principals, two secondary principals and/or assistant principals, two central-office administrators, and the director of personnel and school/community relations is selected annually to review and update the school system's MBO program. [1:53]

In the ERS survey, East Allen County responded that it is continuing to compensate administrators according to merit. (See p.42.) However, in a phone call to the system's personnel office in March 1979, ERS learned that the merit provision had been since taken out of East Allen County's administrative MBO program.

Kalamazoo, Michigan

A series of articles appearing in *The American School Board Journal* in 1974 described the performance-based salary plans for

Kalamazoo's superintendent and administrators. Superintendent William Coats (later superintendent of the Grosse Pointe, Michigan, public schools, whose merit pay plan is presented on pp. 69-72) was the driving force behind Kalamazoo's merit programs. [24; 26; 28]

Coats pegged his salary increases to his performance in attaining certain goals and objectives for the school system as set earlier in the school year by the Board and superintendent. "If he has been successful," his contract read, "his salary will be increased from one percent to a maximum of ten percent, depending upon the board's evaluation. If, on the other hand, the board has been dissatisfied with the superintendent's performance, his salary will be decreased from a minimum of one to a maximum of ten percent, again based on the board's judgment." For the 1973-74 school year, Coats received the maximum increase of 10 percent (\$3,000). [24] As the president of the Kalamazoo school board related:

Putting the salary risk clause into Bill Coats' contract wasn't the school board's idea. . . . It was Bill Coats' idea. He didn't want a conventional contract. He wanted to be directly accountable to the board for his performance, and he believes that real accountability means putting your salary on the line. Really, how else can school boards expect to push accountability measures for their other administrators and for their teachers if those boards don't make their superintendents truly accountable? [28:34]

Likewise, the salary increases of Kalamazoo's administrators were based on their performance in meeting stated objectives established at the start of the school year. (This program was not implemented without opposition from the local administrators' association.) At certain times throughout the year, the superintendent and his assistants checked the progress of each administrator. At the end of the year, six different inputs, each

carrying a separate weight, were considered in rating a principal's performance:

1. Teachers' evaluations on an "Administrator Image Questionnaire."
2. The assistant superintendent's evaluation on a rating form based on the principal's success in meeting the performance objectives (which carried the most weight of all the ratings).
3. Evaluation by central office personnel who frequently deal with the principal on the Administrator Image Questionnaire.
4. The principal's self-evaluation on the Administrator Image Questionnaire.
5. Student evaluations on a Student Opinion Questionnaire (for feedback purposes only).
6. Student achievement gains at the principal's school as measured by the *Metropolitan Achievement Test* were compared with the achievement goals established by the principal earlier in the year [26:32, 35]

Higher-level positions had higher salary risks associated with them. For assistant superintendents, salary increases could range from -8 percent to +9 percent. For principals, salary increases could be from 0-7 percent. [26:32]

As described on pages 72-82), Kalamazoo's 1977-78 merit program for administrators has changed little in the last four years and was still in operation in school year 1978-79.

North St. Paul-Maplewood, Minnesota

In the 1975 Report titled *Methods of Scheduling Salaries for Principals*, ERS described the performance-based salary plan of the North St. Paul-Maplewood Public Schools. The following position ratios, mid-points, and ranges were

approved by the Board of Education and were delineated in the document "Administrative Performance Assessment and Salary Determination."

<u>POSITION</u>	<u>POSITION RATIO</u>	<u>MID-POINT</u>	<u>RANGES</u>
Superintendent	1.00	\$31,500	\$28,000 - 35,000
Assistant Superintendent	.84	26,500	23,000 - 30,000
Senior High Principal	.79	25,000	21,500 - 28,500
Business Manager			
Junior High Principal	.73	23,000	19,500 - 26,500
Elementary Principal			
Senior High Assistant	.68	21,500	18,000 - 25,000
Junior High Assistant			
Directors (12 months)	.65	20,500	17,000 - 24,000

After agreement on salary for the first year in a new position is reached, the difference between this salary and the top of the range for that year became the amount available for increases based upon performance. This sum would be available for distribution over the next three years of employment, dependent upon the percentage of achievement of objectives. The percentage of each administrator's range available for increases was listed as follows:

- Year 1 - 40 percent of the difference between current salary and the top of the range
- Year 2 - 35 percent of the difference between current salary and the top of the range
- Year 3 - 25 percent of the difference between current salary and the top of the range
- Year 4 and subsequent years until the range is changed - the total amount of the difference between an administrator's actual salary and the top of the range would be available. [38:78]

North St. Paul-Maplewood reported in the 1978 ERS survey that its merit pay plan for administrators was begun in 1972 and discontinued in 1975 with the formation of a bargaining unit for principals.

I. RESPONSIBILITY = \$100 x Index Number
(Based on 38 weeks)

	Index Numbers	
	Principal	Asst. Principal
Elementary	122	108
Junior High	125	117
Senior High	138	121

II. TIME = 2.6% x number of weeks worked exceeding 38

III. MERIT
(Ranked by superintendent; based on factors I and II)

Normal/Average = 0	
Plus 1.5%	Plus 6.0%
Plus 3.0%	Plus 7.5%
Plus 4.5%	Plus 9.0%

IV. EXPERIENCE
(Base = 0 years of administrative experience)

Years of Administrative Experience			
1	\$200	4	\$ 800
2	\$400	5	\$1000
3	\$600	6	\$1200

(Four years of administrative experience accepted from outside the district.)

Grand Forks, North Dakota

According to Bergquist (1972), merit recognition was one of five factors that determined salaries for principals in Grand Forks in the early 1970s. The system was based on management-by-objectives. The merit factor, as determined by the superintendent, was based on responsibility and time factors. Other factors, as shown in the 1971-72 schedule below, included payment for experience and training.

V. TRAINING
(Base = M.A.)

Academic Degree Level	
B.A.+45 (including M.A.)	\$ 300
B.A.+60	\$ 600
B.A.+75	\$ 900
Specialist	\$1200
Doctor's	\$1500

[6:20-21]

Under this schedule, a junior high school principal working 48 weeks could have earned up to \$1,418 in merit pay.

RESPONSIBILITY	\$100 x 125 = \$12,500
TIME	2.6% x 10 = 26
RESPONSIBILITY X	
TIME	\$12,500 x 1.26 = \$15,750
MERIT	\$15,750 x 9% = \$ 1,418

In 1970-71 principals received merit pay ranging from \$0 to \$975 in a lump-sum bonus paid between June 15 and July 15. [6:21]

The Grand Forks Public Schools reported to ERS in 1978 that their merit program for administrators ended in 1972 because minimal criteria were established for making merit judgments and the program became a divisive force within the school system. (See page 53).

Pennridge, Pennsylvania

For a merit pay program to run smoothly and remain effective, it must be reviewed periodically so that potential and actual trouble spots can be located and resolved and new features can be added. How one school system developed, and then refined, its merit program over a number of years can be found in a case study of the Pennridge School District (Perkasie, Pennsylvania). Information on the Pennridge system was provided by a 1975 paper by superintendent William Keim [29] and materials he submitted to ERS in connection with its 1978 survey on merit pay.

In 1970 Pennridge linked merit pay for administrators to an interconnected system of

management-by-objectives and team management. The program emphasizes both individual and common objectives, developed individually and through teams. For example, in school years 1976-77 and 1977-78, one overall district goal was chosen; for the latter year, it was improving student discipline. Individual administrators also added one or two of their own objectives to be accomplished during the school year. As Keim explained the rationale of the program:

1. The management team concept is absolutely necessary to operate a successful school system.
2. Management-by-objectives, with at least some of the goals and objectives being the same for each administrator, works toward a unified team which strives for the same overall goal-- a better educational system.
3. MBO also lends itself to "dovetailing" with a school board's long range plan which might be called the "Overall Mission Goals."
4. A planned performance approach is necessary if administrators are to be judged and evaluated by the individuals to whom they are responsible.

Each fall goals and objectives are submitted to the superintendent. He and his administrative assistants evaluate administrators twice annually, at the middle and end of the school year. The superintendent is responsible for the final evaluation and salary increase, subject to the Board's approval. Administrators were eligible to receive a maximum of four percent of their base salary for merit in 1974; in 1975, the maximum was raised to five percent. By 1977-78, the maximum percentage figure allowed for merit pay had been abandoned in favor of a flat dollar amount--\$750.

The evaluation instruments also changed from 1974 to 1977. In 1974, administrators could earn a possible 1,000 points--750 for routine administrative functions and 250 points for special goals and objectives. By 1977, points for the two subcategories were eliminated, with the total points remaining at 1,000.

The item "quality of reports" was replaced in 1977 with "community relations"; however, the item "reports" was added to the "communications" category. Average performance was increased from a ranking of 5 to 7 across all categories. These differences are reflected in the evaluation instruments below:

January 1974:

APPRAISAL OF ADMINISTRATIVE PERFORMANCE

(A)

Qualities	Performance										Weighted Points	Number of Points Per Performance Unit	Total
	1	2	3	4	5	6	7	8	9	10			
Educational Leadership											140	14	
Organizational Skill											100	10	
Attitude											60	6	
Initiative											70	7	
Communication											70	7	
School Climate											80	8	
Quality of Reports											70	7	
Discipline											70	7	
Appearance of School											50	5	
Personal/Professional Growth											40	4	
TOTAL											750	75	

Average

(B)

EVALUATION SHEET FOR SPECIAL GOALS & OBJECTIVES

GOALS	Weight Assigned	First Sem.	End of Year
#			
Objectives:			
1.			
2.			
3.			
#			
1.			
2.			
3.			
#			
1.			
2.			
3.			

APPRAISAL OF ADMINISTRATIVE PERFORMANCE

Qualities											Weighted Points	Number of Points Per Performance Unit	Total
	1	2	3	4	5	6	7	8	9	10			
Educational Leadership											190	19	
Organizational Skill											120	12	
Attitude											80	8	
Initiative											90	9	
Communication/Reports											100	10	
School Climate											100	10	
Community Relations											110	11	
Discipline											100	10	
Appearance of School											60	6	
Personal/Professional Growth											50	5	
TOTAL											1000	100	

Average

The letter that the superintendent sends to administrators in June informing them of their final evaluation results and the dollar amount of their merit increase also illustrates the evolution of the Penridge system. In 1973 final copies of the two evaluation instruments (the administrator performance sheet and evaluation of goals and objectives) were attached to the letter. In the letter itself, the superintendent ranked each individual with the group of 19 Penridge administrators:

Your Points _____ Rank _____ No. of Adm. _____
 _____ out of 750 points or _____ of _____
 _____ out of 250 points or _____ of _____
 _____ out of 1000 points or _____ of _____
 (Rank of "1" is high and rank of "19" is low.)

In 1974 final copies of the two evaluation instruments again were sent along with the superintendent's letter. This time, individuals were given their standing in relation to the group of

18 district administrators by quartiles:

- 1st Quartile highest 4 scores
- 2nd Quartile next 5 scores
- 3rd Quartile next 5 scores
- 4th Quartile lowest 4 scores

Appraisal of Administrative Performance (750 points) _____ Quartile
 Special Goals and Objectives (250 points) _____ Quartile
 Combined Rating (1000 points) _____ Quartile

The superintendent also stated that the Board was given the composite results of the administrator evaluations and rankings so that no one individual could be identified.

In 1978 a copy of the final evaluation was attached to the letter. The procedure for determining merit pay, agreed to by the administrators and the Board at the start of the school year, was explained. Each point beyond 700 was worth \$2.50. Thus, an administrator

scoring 800 on his or her evaluation would receive \$250 in merit pay for the 1977-78 school year. No group comparisons were made. It again was noted that no board member requested or was informed of individual rankings.

USE OF MERIT PAY AND INCENTIVES IN GOVERNMENTAL EMPLOYMENT

Employees in many state and local government jobs are compensated at least in part by some type of merit pay or incentive plan. However, few federal employees are granted additional compensation for superior service.

According to a 1975 report published by the National Commission on Productivity and Work Quality, state and local governments have employed a wide variety of incentives to stimulate employee productivity. In addition to reviewing recent publications and interviewing experts on employee incentives, the Commission also sent a questionnaire to all cities in the country with a population greater than 50,000, all counties with more than 100,000 population, all 50 state governments, and a 10 percent sample of cities between 25,000 and 50,000 population. A number of telephone follow-ups and, in a few cases, site visits were made to obtain more detailed information. The Commission found that 93 percent of the 41 responding states and 84 percent of the 509 responding local governments reported experience with at least one type of incentive plan. [15:4]

The Commission identified and defined 16 different types of employee incentives that were being tried by state and local governments. Since local school systems could apply many of these incentive plans to their own operations, descriptions of these various plans are listed below:

1. *Attendance Incentives* involve monetary or nonmonetary inducements to improve employee attendance. They can be used to encourage a reduction in sick leave use or lateness.
2. *Career Development* involves the provision of well-defined promotional opportunities, such as career ladders, and their integration with training programs designed to qualify employees for the positions available.
3. *Competition and Contests* usually involve monetary or nonmonetary rewards designed to encourage employees, individually or as groups, to improve performance in some facet of work (e.g., a prize for the fewest complaints received).
4. *Educational Incentives* are official monetary or nonmonetary considerations given to encourage employees to continue their formal professional or technical education.
5. *Job Enlargement* includes a variety of formal approaches designed to make the jobs of supervisory and nonsupervisory personnel more interesting or more responsible. For example:
 - a. *Job rotation*: rotating an employee through several different assignments. Excluded here is rotation which is part of standard training programs for new employees.
 - b. *Team efforts*: the grouping of employees into teams to encourage more cooperation and a broader and more varied view of the work process by the team members.
 - c. *Increased participation*: the expansion of opportunities for employees to contribute to decision-making or problem-solving activities which are usually reserved for management and engineering personnel.
 - d. *Job redesign*: a redefinition of work assignments to enrich and widen employee work efforts, perhaps incorporating all elements of job enlargement described above.
6. *Output-Oriented Merit Increases* are permanent, nonpromotional increases in wages or salary given through the merit system on the basis of high-quality performance rather than, for example, for education.

7. *Performance Bonuses* are financial rewards paid to individual employees specifically for high job performance. They do not result in permanent salary or wage increases.
8. *Performance Targets* involve the identification of specific work-related targets. The degree of progress in meeting these targets may then be used as an important criterion in providing benefits or penalties. Such targets can be set by the employee (as in management by objectives) or by higher management.
9. *Piecework* is the practice of basing a worker's pay directly on the amount of output he produces. Variations of this practice include: payment of a specified amount of money for each unit of output produced; payment for each unit produced over a standard amount; or payment in terms of "standard hours" earned for each unit produced.
10. *Productivity Bargaining*, although not itself an incentive, is the formal process of using labor-management negotiations to link added employee rewards or benefits explicitly to productivity increases.
11. *Safety Incentives* are monetary or nonmonetary awards designed to encourage employees to improve their safety records.
12. *Shared Savings* is a financial reward distributed among employees of a department or of the entire organization. It is based upon the cost savings which the department or organization generates within a given period.
13. *Suggestion Award Programs* encourage employees to contribute ideas to decrease costs, increase the quality of service, or otherwise improve the operations of their organization. Either monetary or nonmonetary awards may be given for suggestions that are adopted.
14. *Task Systems* involve paying a day's wages to employees who may leave work when they complete their assigned tasks, regardless of the length of time involved. For example, many sanitation workers are paid for eight hours, although they may leave work after completing their pickup route in less than eight hours.
15. *Variations in Working Hours*, such as staggered hours, the four-day work-week, gliding hours, flexible hours, and similar programs, can be viewed as nonmonetary incentives.
16. *Work Standards* precisely specify the work to be accomplished by employees or groups of employees (e.g., maintenance or repair time for a specific activity, minutes to take a welfare application, etc.) [15:3-4]

As shown in Table B, the most frequently reported incentive systems at the state level (as indicated by over 60 percent of the respondents) were educational incentives,* suggestion awards, and output-oriented merit increases. Twenty percent or more of the states reported using work standards incentives, variations in working hours, job enlargement incentives, and performance targets. The most frequently evaluated incentive program at the state level was the system of varying working hours, evaluated by five of the nine states using it (56 percent). Of the 25 states using output-oriented merit increases, only one (4 percent) reported a formal evaluation of the program. Both large and small state governments reported using incentive systems, with the following states showing the highest use of different types of incentive programs: California, Oregon, Idaho, Minnesota, Texas, Connecticut, and Pennsylvania. [15:5-6]

* Although educational incentives are included in this summary for government employees, in the teaching profession educational incentives are not usually considered to be merit pay but a part of the basic salary schedule.

TABLE B.--State Government Usage of Employee Incentives: A Summary of Survey Results from 41 States as of August-September 1973

Incentive	No. of States Reporting Use	% of 41 Respondents	Reported Formal Evaluations	% of Reported Programs Evaluated
Educational Incentives	28 ¹	68%	4	14%
Suggestion Awards	26 ¹	63	6	23
Output-Oriented Merit Increases	25 ²	61	1	4
Work Standards	10	24	1	10
Variations in Working Hours	9	22	5	56
Job Enlargement	8	20	2	25
Performance Targets	8	20	2	25
Attendance Incentives	7	17	0	0
Performance Bonuses	4	10	0	0
Piecework	3	7	1	33
Safety Incentives	2	5	0	0
Competition and Contests	1	2	0	0
Task Systems	0	0	0	0
Shared Savings	0	0	0	0
Productivity Bargaining	0	0	0	0
None	3	7	--	--
Items Reported	131	--	22	--

¹Includes two suggestion award programs which have been discontinued.

²Includes one output-oriented merit increase system which is reported as no longer in use.

SOURCE: *Employee Incentives to Improve State and Local Government Productivity*. Washington, D.C.: National Commission on Productivity and Work Quality, March 1975, p. 5.

At the local government level, educational incentives, output-oriented merit increases, and task systems were the incentive systems used most often, as indicated in Column 4 of Table C. Approximately one-fourth of the respondents indicated usage of suggestion awards, attendance incentives, and variations in working hours. Few of the incentive programs were evaluated by local governments. Breakdowns of the local government data showed that cities of larger than 50,000 population were more likely to use incentives than cities of 25,000 to 50,000 population, and cities were more likely to use incentives than the counties surveyed. [15:6]

Federal employees, on the other hand, have rarely been awarded merit increments in the past. However, the new Civil Service Reform Act of 1978 was designed to make possible merit incentives for certain employees. The past experience of the federal government with merit pay illustrates some of the pitfalls that well-intentioned plans have encountered. Most federal civilian employees should be given a performance evaluation under the provisions of chapter 43, title 5 of the United States Code, formerly referred to as the Performance Rating Act of 1950. But from the start, the language of the law stymied federal agencies when they tried to implement the law's provisions.

TABLE C.--Local Government Usage of Employee Incentives: A Summary of Survey Results from 509 Jurisdictions as of August-December 1973¹

Incentive	COLUMN 1 Cities 25-50,000		COLUMN 2 Cities Larger than 50,000		COLUMN 3 Counties Larger than 100,000		COLUMN 4 Total of all Cities and Counties (Col. 1 + Col. 2 + Col. 3)		COLUMN 5 Evaluation of the Incentive Programs	
	No. of Cities Re- porting Use	% of 40 Respond- ents	No. of Cities Re- porting Use	% of 315 Respond- ents	No. of Counties Report- ing Use	% of 154 Respond- ents	No. of Cities/ Counties Report- ing Use	% of 509 Respond- ents	No. of Re- ported Evalu- ations	% of Total No. of Pro- grams Re- ported (Col. 5 ÷ Col. 4)
Educational Incentives	22	55	218	69	63	41	303	60	14	7
Output-Oriented Merit Increases	17	43	135	43	61	40	213	42	22	10
Task Systems	17	43	131	42	9	6	157	31	17	11
Suggestion Awards	6	15	93	30	29	19	128	25	8	6
Attendance Incentives	7	18	85	27	26	17	118	23	12	10
Variations in Working Hours	6	15	77	24	33	21	116	23	19	16
Safety Incentives	4	10	73	23	14	9	91	18	5	6
Job Enlargement	2	5	54	17	17	11	73	14	4	6
Work Standards	2	5	37	12	27	18	66	13	0	0
Performance Targets	4	10	41	13	10	7	55	11	0	0
Performance Bonuses	0	0	27	9	5	3	32	6	4	13
Productivity Bargaining	2	5	20	6	5	3	27	5	2	7
Competition & Contests	1	3	14	4	0	0	15	3	1	7
Shared Savings	0	0	3	1	1	1	4	1	2	67
Piecework	0	0	3	1	0	0	3	1	1	33
Others ²	0	0	23	7	7	5	30	6	0	0
None	7	18	30	10	47	31	84	17	--	--
Total Items Reported	90	--	1,034	--	307	--	1,431	--	111	8

¹A total of 772 survey questionnaires were mailed: 52 to cities 25-50,000 in population, 408 to cities of more than 50,000, and 312 to counties of more than 100,000 population. 76.9 percent of these jurisdictions responded.

²This includes career development programs, nonmonetary rewards and recognition (e.g., service pins, banquets), deferred compensation, attendance at seminars, and negative incentives (e.g., denial of step increases).

SOURCE: *Employee Incentives to Improve State and Local Government Productivity*. Washington, D.C.: National Commission on Productivity and Work Quality, March 1975, p. 7.

A three-tiered classification scheme was set up to recognize "outstanding," "satisfactory," and "unsatisfactory" performance. In practice, the "satisfactory" category was defined much too broadly and the "outstanding" category too narrowly, requiring that " a performance rating of outstanding may be given only when *all* aspects of performance not only exceed normal requirements, but are outstanding and deserve special commendation." [Emphasis added]

Raters soon found that few employees are outstanding in *all* aspects of their performance and thus could not be given an "outstanding" rating under the terms of the law. Moreover, the burdens that the law placed on rating an employee "unsatisfactory" caused one top federal official to comment that it should be no surprise that there have been so few "unsatisfactory" ratings of federal employees, but that there should have been any at all. This situation has caused many managers to give employees a "satisfactory" rating whether their performance was just below outstanding or just above unsatisfactory. As a result, the three tiers effectively have been reduced to a single level, with 99 percent of all employees rated under the law since 1954 receiving a rating of "satisfactory." [17:5-8]

In his presidential campaign, his 1978 State of the Union Message, and his recommendations for legislation to the Congress, President Carter called for a reorganization of the Civil Service System and a restoration of the merit principle for federal employees. Government studies had already proposed changes in the methods of compensating federal employees before Mr. Carter assumed office, but it was not until the passage of the Civil Service Reform Act (Public Law 95-454) on October 13, 1978, that these proposals were transformed into policy.

In December 1975 the President's Panel on Federal Compensation, chaired by Vice President Nelson Rockefeller, recommended to President Ford that the General Schedule (GS), the basic pay system for federal white-collar workers, be replaced by a Clerical/Technical Service and a Professional/Administrative/Managerial/Executive Service. The Panel also recommended that employees in the Professional/Administrative/Managerial/Executive Service should be paid principally according to merit, rather than length of service:

For employees in occupations which provide significant opportunity for individual initiative and individual impact on the character of the job being performed, a procedure for granting within-grade increases which provides a closer and clearer connection between performance and within-grade pay advancement than is possible under current procedures is needed. Both the size and the frequency of an employee's within-grade advancement should be tied directly to his performance on the job.

The Panel recommends replacement of the current system for granting within-grade increases with a "merit increase" system for employees of the proposed new Professional/Administrative/Managerial/Executive Service. The new system should place greater emphasis on the recognition and reward of meritorious performance than on time in grade. Advancement within the grade should be on the basis of performance of a demonstrably meritorious nature. A period of testing should precede actual implementation.

The new within-grade system should not apply to employees in the proposed new Clerical/Technical Service, who should continue to receive within-grade increases based on length of service and satisfactory performance.

Annual performance appraisals should provide the basis for an employee's eligibility for within-grade advancement.

Supervisory training should be improved to ensure objectivity and fairness in the evaluation of employee performance.

A "merit increase budget" or other control technique should be established to ensure that costs of merit increases are properly regulated.

The system should take into consideration the experience of the private sector with merit increase plans, and should be thoroughly tested prior to implementation.

A system with these features will provide proper incentives for superior performance, and will better fulfill the legal requirement that "pay distinctions be maintained in keeping with work and performance distinctions." [Emphasis in the original] [46:14-15]

The General Accounting Office (GAO) recommended changes in federal compensation patterns in two reports to Congress. In October 1975, GAO reported that legislation should be enacted to establish more rational white-collar pay systems.

To support this goal, the Chairman of the Civil Service Commission and the Director of the Office of Management and Budget should

- develop logical homogenous groupings of white-collar occupations,
- design pay standards and systems appropriate to each group,
- develop an assessment and adjustment process for each system,
- develop a method of granting within-grade salary increases reflecting an individual's contribution to the job which is integrated with a performance appraisal system, and
- propose legislation to establish such pay systems and pay-setting processes.

Since these matters affect employees directly, employee representatives should participate in the development [of these systems] so that employees' views are considered. . . . [18:i-ii]

GAO also noted that the need for a more direct link between performance and pay is particularly acute in the higher skill levels. At

the "supergrade" levels (GS 16-18), the salary structure narrows considerably, allowing for little financial recognition of performance. [18:34-35]

In a March 1978 report titled *Federal Employee Performance Rating Systems Need Fundamental Changes*, GAO found that "most of the 10 performance rating systems [it] reviewed in Federal agencies are not meeting the objectives of the legislation even though it has been in existence for more than 25 years." [17:i] Problems associated with the current federal performance systems include:

- forms focusing on rating instead of performance
- systems leaving supervisors with too much discretion in implementing procedures
- failure in developing performance requirements
- insufficient supervisor-employee discussions
- inadequate agency review of assigned performance ratings
- inadequate supervisory training [17:16-23]

As it did in October 1975, GAO recommended that the Civil Service Commission develop a method of granting within-grade and quality step salary increases linked to performance achievement. [17:51-52]

The Civil Service Reform Act of 1978 [54] incorporates many of the recommendations made by these earlier government task forces. However, the changes relating to merit pay and incentives apply only to management personnel. Provisions of the law that specifically deal with merit pay include:

1. Establishment of performance appraisal systems by executive and other agencies included under the law. The results of these appraisals will be used "as

a basis for training, rewarding, reassigning, promoting, reducing in grade, retaining, and removing employees." Employees will be informed what their job's performance standards are and what the critical elements in their positions are by no later than October 1, 1981. An agency may reduce in grade or remove an employee for "unacceptable performance," defined as failure to meet the established performance standards in one or more critical elements of the job. Employees may appeal rulings of unacceptable performance to the Merit Systems Protection Board. [Title II, Sec. 203]

2. Merit recognition instituted for employees in the Senior Executive Service.

A newly-created Senior Executive Service (SES) will consist of high level government managers, approximately 9,200 persons with classifications of GS-16, 17, or 18 on the General Schedule or Levels IV or V on the Executive Schedule. "The Senior Executive Service shall be administered so as to--

- (1) provide for a compensation system, including salaries, benefits, and incentives, and for other conditions of employment, designed to attract and retain highly competent senior executives;
- (2) ensure that compensation, retention, and tenure are contingent on executive success which is measured on the basis of individual and organizational performance (including such factors as improvements in efficiency, productivity, quality

of work or service, cost efficiency, and timeliness of performance and success in meeting equal employment opportunity goals);

- (3) assure that senior executives are accountable and responsible for the effectiveness and productivity of employees under them;
- (4) recognize exceptional accomplishment. . . . " [Title IV, Sec. 402]

Performance awards for career appointees in the Senior Executive Service may be paid to as many as 50 percent of those in SES positions within each agency during any fiscal year. This provision does not apply to agencies with less than four such positions. Awards will be based on the recommendation of special performance review boards established by each agency. Agency heads determine the amount of these performance awards, which may not exceed 20 percent of the employee's base salary. [Title IV, Sec. 407]

Managers in the SES also will be eligible to receive two special awards:

- the rank of *Meritorious Executive* for "sustained accomplishment." Winners of this award will receive a lump-sum payment of \$10,000. No more than five percent of the Senior Executive Service may receive this rank during any fiscal year.
- the rank of *Distinguished Executive* for "sustained extraordinary accomplishment." Winners of this award will receive a lump-sum payment of \$20,000. No more than one percent

of the Senior Executive Service may receive this rank during any fiscal year.

Each agency may recommend to the newly created Office of Personnel Management those career employees who have rendered outstanding performance over a period of years. Winners of these special awards will receive their bonuses in addition to their base salary and other performance awards available to the Senior Executive Service. [Title IV, Sec. 406]

3. Merit pay and cash awards instituted for middle-management government employees.

The Office of Personnel Management will establish a merit pay system to reward the 70,000 government employees classified as GS-13, 14, or 15 on the General Schedule. Automatic salary increases will be eliminated. Agency heads are responsible for providing merit increases (contingent upon available funds) within the range of the employee's base pay. Pay increases will be determined by considering individual performance and organizational accomplishment, and will be based on factors such as:

- any improvement in efficiency, productivity, and quality of work or service, including any significant reduction in paperwork;
- cost efficiency;
- timeliness of performance; and
- other indicators of the effectiveness, productivity, and quality of performance of the employees for whom the employee is responsible.

Cash awards may be paid by the President or agency heads or both to any employee covered by the merit pay system who

- by the employee's suggestion, invention, superior accomplishment, or other personal effort, contributes to the efficiency, economy, or other improvement of Government operations or achieves a significant reduction in paperwork; or
- performs [for the President's award, "an exceptionally meritorious"] special act or service in the public interest in connection with or related to the employee's Federal employment.

Cash awards normally may not exceed \$10,000. However, if the suggestion, invention, or accomplishment is "highly exceptional and unusually outstanding," the award may exceed \$10,000 but not \$25,000. [Title V, Sec. 501]

4. Personnel research programs and demonstration projects authorized.

Appropriate programs and projects will be authorized "to permit Federal agencies to experiment, subject to congressional oversight, with new and different personnel management concepts in controlled situations to achieve more efficient management of the Government's human resources and greater productivity in the delivery of service to the public." [Sec. 3] Listed among possible demonstration projects are methods of providing group or individual incentives or bonuses. [Title VI, Sec. 601]

USE OF MERIT PAY AND INCENTIVES IN BUSINESS AND INDUSTRY

For years the typical method of compensating top level executives in business and industry has been a system of salary and bonus. However, fewer companies have instituted merit pay or incentive plans for middle-managers.

Torrence (1962) reported that two-thirds of the 405 manufacturing companies whose compensation plans were studied by the National Industrial Conference Board provided "extra-compensation" for their managers. Officers and top executives received these bonuses in 94 percent of the companies having such a plan. Intermediate executives were eligible to receive bonuses in 68 percent of these companies, and first-line supervisors in 39 percent of these firms. [53; 12:3] In an earlier study by the National Industrial Conference Board (1960), 25 percent of 363 manufacturing and nonmanufacturing companies surveyed awarded a Christmas or end-of-year bonus to first-line supervisors. [10:59; 12:3]

In a survey of the 100 leading industrial companies in the U.S., Towers, Perrin, Forster & Crosby (1968) found that 96 used some kind of incentive award or stock option plan for compensating their executives. Incentive awards were made by 78 companies, stock options by 84 companies, and a combination of incentive awards and stock options by 66 of the companies surveyed. Of the 78 companies that had executive incentive awards, 58 provided for both current and deferred payments, 17 paid all incentives currently, and three deferred all incentives until termination or retirement. [16]

Sibson (1978) found that bonuses were an integral part of the total compensation package for chief executive officers in business and industry. In Sibson & Co.'s Fourteenth Annual

Management Compensation Study, estimated bonuses for chief executive officers ranged from \$17,000 in companies doing \$2-5 million in sales to \$140,000 in companies with \$1-3 billion of annual sales. (See Table D.) Stated in percentages, these bonuses accounted for approximately one-fourth of top management's total compensation in companies with sales of \$2-100 million and about one-third in companies with sales of \$100 million to \$3 billion. Few companies did not have a bonus system for their top managers. [48]

In the late 1970s, the existence of formal bonus plans has varied among industrialized countries. Two-thirds of the publicly-held U.S. companies offered their executives performance-based bonuses [33], while 57 percent of West German companies, 31 percent of British companies, and only 12 percent of Dutch companies offered bonuses to their top executives. [32]

When inflation rates hit record highs of 11.0 percent in 1974 and 9.1 percent in 1975, many companies granted their employees regular periodic raises to help fight rising costs. By 1977 companies were again trying to link salary to job performance as inflation began to decline. [27] Sibson reported that "incentive pay programs for middle-level management came of age in 1977," with about five percent of all companies having incentives for at least some of their mid-level managers. [48]

However, economic problems still persist. Inflation and higher taxes continue. Another major problem is the phenomenon of "compression," which as *Business Week* describes it, works at both the bottom and top ends of the salary structure to squeeze the pay of the workers in the middle. At the bottom end, new employees often are hired at a higher salary than that being paid to employees with 1-2 years of

TABLE D.--Salaries and Bonuses of Chief Executive Officers
of Industrial Companies

Sales (in millions)	Salaries and Bonuses (in thousands) ^{1/}		Sales (in millions)	Salaries and Bonuses (in thousands) ^{1/}	
1. SMALL COMPANY			3. LARGE COMPANY		
From \$2 to \$5	Salary	\$ 52	From \$150 to \$250	Salary	\$146
	Bonus	17		Bonus	67
	Total	\$ 69		Total	\$213
From \$5 to \$12	Salary	\$ 62	From \$250 to \$400	Salary	\$170
	Bonus	22		Bonus	82
	Total	\$ 84		Total	\$252
From \$12 to \$25	Salary	\$ 75	From \$400 to \$600	Salary	\$190
	Bonus	29		Bonus	93
	Total	\$104		Total	\$283
2. INTERMEDIATE COMPANY			4. VERY LARGE COMPANY		
From \$25 to \$50	Salary	\$ 88	From \$600 to \$750	Salary	\$206
	Bonus	33		Bonus	105
	Total	\$121		Total	\$311
From \$50 to \$100	Salary	\$108	From \$750 to \$1000	Salary	\$224
	Bonus	43		Bonus	119
	Total	\$151		Total	\$343
From \$100 to \$150	Salary	\$122	From \$1000 to \$3000	Salary	\$254
	Bonus	52		Bonus	140
	Total	\$174		Total	\$394

^{1/}Updated to reflect levels as of January 1979.

SOURCE: Sibson, Robert E. "Managers' Pay Reaches All-Time High But. . . ." *Nation's Business*, 66 (November 1978), p. 53. Copyright 1978 by *Nation's Business*, The Chamber of Commerce of the United States. Reprinted with permission.

experience and workers paid on an hourly basis sometimes earn more than their supervisors. At the top end, high-level executives, whose big salaries have come under close public scrutiny, have targeted more of their total compensation into bonuses, options, and fringe benefits, rather than into salaries. These executive salaries, which are not realistic yardsticks of top managements' total

compensation packages, act as a ceiling for the salaries below. Especially acute is the persistence of these problems in the face of new salary plans, incentive schemes, fringe benefit programs, and evaluation systems designed to keep good people in the organization. [52:82-83]

A number of firms have adopted new merit pay or incentive plans. Over half of the 493

companies surveyed by David A. Weeks of the Conference Board said that they had recently revised their system of employee evaluation. Many other companies indicated that they were trying new salary approaches. [27:1] Some of these methods include:

1. measuring employee performance more realistically--The Continental Group, a large manufacturer of containers, abandoned a system based only on "a write-up from the manager stating why an increase was justified" and replaced it with a system of performance evaluations with set standards for judging the quality and quantity of an employee's work. "Truly outstanding" workers may get a 12 percent increase under the new system, but marginal-to-satisfactory employees will not get any merit increase. [27:1]
2. setting performance-related goals in advance for many jobs--At General Electric Corp., goals for hiring and promoting minorities and women have been established, and managers are evaluated in part on how well they meet these goals. Employees and managers at International Multifoods Corp. in Minneapolis mutually decide goals for the year, with the end results helping to determine merit increases. [27:1]
3. instituting one-time bonuses for exceptional performance which are not permanently added to the employee's base salary--At Pitney-Bowes, the business equipment manufacturer, about 2,000 employees are eligible for a lump-sum, once-a-year bonus of up to 15 percent of their base pay. This payment can even be awarded to employees at the top of their salary range. As of early 1977, 140 Pitney-Bowes employees had received a bonus of this kind, ranging from \$2,715 for a technician to \$5,160 for a middle manager. Xerox Corp. also has a special one-time bonus award for outstanding service, usually 10 percent of the employee's salary. [27:1; 52:88]
4. granting overtime pay to exempt employees--Pitney-Bowes was experimenting with an overtime pay program in 1977 for its exempt employees, including senior executives. The overtime pay is for work beyond 45 hours a week on four consecutive weeks. The plan applies to both managers and professionals, such as engineers. [52:83]
5. offering stock options to all employees--Citicorp's employees can choose "book-value stock" instead of common stock, making themselves less open to stock market fluctuations. Book-value stock allows employees to share in the growth of the bank if the book value of the stock increases, even though price of the common stock does not change. A Citibank vice-president estimates that if book-value stock had been available over the last decade, it would have returned 13.4 percent a year. Wang Laboratories, Inc. has a stock option plan for all its employees, where every six months they are given options equal to 3 percent of their salary for that period. After five years the options are completely vested and can be exercised when the employee reaches age 60. [52:83]
6. allowing incentive pay found at the top levels of management to be pushed

down to lower-level managers--At International Harvester Co., about 200 senior executives can be awarded incentive pay ranging from 15 to 60 percent of their salary under a plan tying the company's performance to the group's and the individual's performance. Another program applies to 2,400 managers, including plant managers, administrators, marketing personnel, and engineers, where incentives range from 10 to 35 percent of their pay, based on similar criteria found in the top executives' plan. [52:88]

7. reviewing salaries more frequently and providing bigger distinctions among raises--

In the fall of 1976, a survey of 250 companies by Sibson & Co. found that 21 percent of the companies considered giving merit increases more than once a year. Only 11 percent said in the previous year that they would give raises that often [27:1] New hires at Alcoa probably will get a raise within the first four months, and many managers receive increases more than once a year. Depending on an employee's performance, raises at Pullman Kellogg are given anywhere from six to 18 months, replacing an annual raise under the previous system. Distinctions among the size of merit increases vary with the company. Where Xerox's highest raise is 13 percent, Westinghouse Electric Corp.'s is 19 percent, and Digital Equipment Corp.'s is 30 percent. In one large corporation, the difference in "good" and "adequate" performance as reflected in pay raise differentials has

increased to 30 percent from 15 percent five years ago. [52:85]

For these plans to work, traditional problems associated with merit pay and incentive programs must be overcome. These problems are much the same in business and industry as in education:

- Supervisors often hesitate to give their workers negative evaluations that will result in no pay increase.
- Job performance is quite difficult to measure accurately.
- Increased use of cost-of-living raises for union workers puts added pressure on managers to give their unorganized white-collar workers similar across-the-board raises. This reduces the money that has been set aside for merit increases.
- Traditional merit pay plans frequently do not reward outstanding performance. According to one management consultant, "you can explain maybe 95 percent of the variation in pay by using factors such as the level of the employee in the organization, the number of employees supervised, or the length of service. Not one of the factors is the employee's performance." [27:1]

TRENDS IN MERIT PAY PROGRAMS FOR SCHOOL ADMINISTRATORS

Surveys conducted over the last decade show that few school systems included any kind of merit pay provision in their compensation plans for administrators. The survey data are too varied to establish definite trends; however, none of these studies found as many as 10 percent of the responding school systems using merit pay for school administrators.

The NEA Research Division (1970) reported that, of the 814 administrative salary schedules it analyzed for school year 1969-70, only 20 (2.5 percent) had features for rewarding administrators for superior service. According to a study conducted by the Minnesota Elementary School Principals Association cited by NEA, 23 school systems in Minnesota used some form of merit pay for elementary school principals in 1969-70, a marked increase from the four systems in the state that reported using merit pay for elementary school principals in 1968-69. [39; 40]

The NEA Research Division (1971) also published the results of a survey of merit provisions for administrators and teachers for 1970-71. Included in this study were 1,781 school systems that responded to NEA's annual salary schedule survey. As presented in Table E, 158 (8.9 percent) of the total responding systems said that their salary policy included merit provisions for both administrators and teachers or administrators only. This includes 45 school systems that NEA did not use in their count because "no further information [about these plans] was given." Approximately half of these systems had a merit pay plan for both administrators and teachers and half used merit pay for administrators only. [20]

Barracough (1973) reported the results of a survey of merit pay programs for secondary school administrators in 1972-73 that was conducted by the National Association of Secondary School Principals (NASSP). Information on 60 school systems was analyzed. Half of these systems (30) had some type of merit pay program for secondary school administrators. Of these 30 responses, eight systems (26.7 percent) computed merit increments as a percentage of the base salary; six systems (20.0 percent) had merit increments that usually were expressed as a dollar amount. Five systems (16.7 percent) determined

merit increases by multiplying the base salary by a rating factor based on merit. Three systems (10.0 percent) calculated merit increments on a point basis and three systems indicated that merit was a consideration in salary determination, without the existence of any formal program of merit pay. Merit increases were recommended most often by the superintendent, in 13 of the 22 systems supplying these data, or 59.1 percent. Merit increases were approved by the board of education less frequently (in seven systems, or 31.8 percent) and by the administrator's immediate supervisor least often (in two systems, or 9.1 percent). [4]

In 1973 the two national principals' associations (the National Association of Secondary School Principals and the National Association of Elementary School Principals) gathered data on principals' salaries from 119 urban school systems. Nine systems (7.6 percent) reported information on merit increments for principals:

<u>School System</u>	<u>Type of merit increment</u>
Chicago, Ill.	Not specified
Philadelphia, Pa.	Performance based
Portland, Ore.	Double increments
Madison, Wisc.	Merit appraisal, varies
Parma, Ohio	Not specified
Peoria, Ill.	Up to 10%
Topeka, Kans.	4 increments
Erie, Pa.	\$500 - \$3,000
Allentown, Pa.	\$300 or \$700 annually

[55]

In *Methods of Scheduling Salaries for Principals*, an analysis of 272 salary schedules for principals in school year 1974-75, Educational Research Service found 23 school systems (8.5 percent) with some kind of merit provision for principals. [38] Table F lists these systems and gives a brief explanation of the type of merit pay program in these systems.

TABLE E.--Merit Provisions for School Administrators, 1970-71

Merit Provisions Reported for:	School Systems Responding		Percent of Total Responding Systems
	Number	Percent	
Both administrators and teachers	82	51.9%	4.6%
Administrators only	76*	48.1	4.3
TOTAL	158	100.0	8.9

Total Reporting Systems - 1,781

* Includes 45 school systems that had merit provisions for administrators (but not for teachers) as part of their salary policy that were not included in NEA's tabulations because "no further information [about these plans] was given."

SOURCE: George, Glenda N. *Survey of Merit Provisions for Teachers and Administrators, 1970-71*. Research Memo 1971-14. Washington, D.C.: National Education Association, Research Division, April 1971, p. 1.

TABLE F.--School Systems That Included a Merit Provision in Their Salary Schedules for Principals, 1974-75

School System and Enrollment	Comments
CALIFORNIA	
Huntington Beach (H.S.), 19,340	All movement on the salary schedule is contingent upon a merit evaluation.
Mountain View (Elem.), 2,956	Board of Trustees establishes salary ranges; superintendent determines the individual's specific salary within the range.
COLORADO	
Arapahoe Co. #6, Littleton, 17,827	Annual increases are determined on an individual basis as related to the "Management by Objectives" program, and as recommended by the superintendent.
CONNECTICUT	
West Hartford, 10,874	Scheduled maximums are exclusive of a maximum of three performance increments ranging from satisfactory to notable.
FLORIDA	
Alachua Co., Gainesville, 22,512	Scheduled maximums are exclusive of two possible merit increments of \$175 or \$350 which may be added upon recommendation of immediate supervisor with approval of the appropriate assistant superintendent.
Pinellas Co., Clearwater, 92,264	Scheduled maximums are exclusive of a merit increment at Step 6.

TABLE F (Continued)

School System and Enrollment	Comments
ILLINOIS	
Alton, 11,854	Salary placement for principals based on merit.
Decatur, 19,187	Salary increases are based on individual performance as recommended to the Board by the superintendent.
Rantoul (Elem.), 3,200	Advancement on the schedule is based on the recommendation of the superintendent with the approval of the Board.
KANSAS	
Kansas City, 30,444	Scheduled salaries are exclusive of four possible merit increments after 5, 10, 15, and 20 years.
Wichita, 53,301	Scheduled maximums are exclusive of two possible merit increments "where performance is judged outstanding" and approved by the Board.
MICHIGAN	
Ann Arbor, 19,169	Scheduled maximums exclude one super-maximum merit increment of \$500
Midland, 12,129	Scheduled maximums are mid-point amounts of the ranges; they may be increased by up to 15% for "exceptionally meritorious service."
MINNESOTA	
North St. Paul-Maplewood, North St. Paul, 11,490	Movement on the schedule is based on performance.
NEW JERSEY	
Westfield, 7,665	Scheduled maximums are exclusive of merit increments.
OHIO	
Lakewood, 10,302	Salary for senior high school principal arrived at by individual negotiation, not by a salary schedule.
OREGON	
Eugene, 21,616	Advancement on schedule depends on annual job performance evaluation.
PENNSYLVANIA	
Antietam, 1,391	Administrators with a rating of "excellent" are entitled to a merit increase (in \$200 increments, up to \$600 per year).
North Penn, Lansdale, 11,155	Amount of increment subject to a "Quality of Service Factor."
State College, 8,094	All increases are based on a performance evaluation of pre-established goals and objectives.

(Continued)

TABLE F (Continued)

School System and Enrollment	Comments
RHODE ISLAND Cranston, 14,095	All increments are based on "satisfactory" or "very satisfactory" performance.
TEXAS Arlington, 26,786	Salaries of senior high principals are determined individually by the Board.
WISCONSIN Elmbrook, Brookfield, 10,735	Advancement from minimum to maximum salary is based on merit.

SOURCE: *Methods of Scheduling Salaries for Principals*. Arlington, Virginia: Educational Research Service, 1975, pp. 21-92.

ERS Survey of Merit Pay and Incentive Plans in Public Education, 1977-78

In April 1978, Educational Research Service mailed a brief survey instrument on merit pay and incentive plans to the superintendents of all 11,502 public school systems in the United States enrolling 300 or more pupils. This universe includes 99 percent of the 44,540,000 public school pupils enrolled in the nation in fall 1976.

The survey instrument included questions on both current (school year 1977-78) and past practices of school systems' merit pay or incentive plans for compensating administrators, teachers, and support staff. Merit pay plans were defined as any procedure for compensating employees for outstanding service; incentive plans were defined as any compensation procedure designed to encourage better performance of employees. School systems which determined employee salaries primarily by salary schedules based on steps and academic preparation levels or similar measures were instructed

to report as a merit pay or incentive plan any part of the schedule which provided compensation based upon performance evaluation. Longevity or "supermaximum" increments that are granted automatically were not to be considered merit provisions.

SURVEY DESIGN AND INSTRUMENT

Of the 11,502 questionnaires that were mailed to school systems, a total of 2,848 usable replies were received, for an overall response rate of 24.8 percent. Of the 740 school systems in the country with 10,000 or more pupils, 49.7 percent returned usable replies. Half of the total responses returned were from very small systems (300 to 2,499 pupils). The response data for the four categories of school systems, grouped according to the size of pupil enrollment, were:

<u>Enrollment Group</u>	<u>Number of School Systems Queried</u>	<u>School Systems Responding</u>		<u>Percent of Total Responding Systems</u>
		<u>Number</u>	<u>Percent</u>	
Large (25,000 or more pupils)	185	108	58.4%	3.8
Medium (10,000 to 24,999 pupils)	555	260	46.8	9.1
Small (2,500 to 9,999 pupils)	3,278	1,053	32.1	37.0
Very Small (300 to 2,499 pupils)	7,484	1,427	19.1	50.1
TOTAL	11,502	2,848	24.8	100.0

The listing below presents the number of school systems queried, the number and percent of school systems responding, and the percent

of total responding systems, classified according to eight geographic regions:

<u>Geographic Region</u> *	<u>Number of School Systems Queried</u>	<u>School Systems Responding</u>		<u>Percent of Total Responding Systems</u>
		<u>Number</u>	<u>Percent</u>	
New England	691	185	26.8%	6.5%
Mideast	1,719	553	32.2	19.4
Southeast	1,654	321	19.4	11.3
Great Lakes	2,665	724	27.2	25.4
Plains	1,890	395	20.9	13.9
Southwest	1,332	252	18.9	8.8
Rocky Mountains	402	103	25.6	3.6
Far West	1,149	315	27.4	11.1
TOTAL	11,502	2,848	24.8	100.0

* States included in geographic regions: New England: CT, ME, MA, NH, RI, VT; Mideast: DE, DC, MD, NJ, NY, PA; Southeast: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV; Great Lakes: IL, IN, MI, OH, WI; Plains: IA, KS, MN, MO, NE, ND, SD; Southwest: AZ, NM, OK, TX; Rocky Mountains: CO, ID, MT, UT, WY; Far West: AK, CA, HI, NV, OR, WA.

Respondents to the survey included school systems from all 50 states and the District of Columbia. Excluding Hawaii and the District of Columbia, each of which have only one school system within its jurisdiction, two states had response rates of 50 percent or more (Delaware

and Maryland) and 11 others had response rates of 30 percent or more, with the largest including: Pennsylvania (39.7 percent), Florida (37.3 percent), Virginia (36.6 percent), and Washington (34.0 percent).

<u>State</u>	<u>School Systems Queried</u>	<u>School Systems Responding Number</u>	<u>Percent</u>
Alabama	127	25	19.7%
Alaska	33	6	18.2
Arizona	134	28	20.9
Arkansas	308	34	11.0
California	717	189	26.4
Colorado	118	37	31.4
Connecticut	151	43	28.5
Delaware	23	12	52.2
District of Columbia	1	1	100.0
Florida	67	25	37.3
Georgia	187	36	19.3
Hawaii	1	1	100.0
Idaho	88	20	22.7
Illinois	829	237	28.6
Indiana	303	77	25.4
Iowa	408	66	16.2
Kansas	256	65	25.4
Kentucky	178	21	11.8
Louisiana	66	17	25.8
Maine	126	25	19.8
Maryland	24	12	50.0
Massachusetts	272	80	29.4

State	School Systems	School Systems Responding	
	Queried	Number	Percent
Michigan	517	158	30.6%
Minnesota	389	91	23.4
Mississippi	152	20	13.2
Missouri	404	62	15.3
Montana	111	24	21.6
Nebraska	208	53	25.5
Nevada	14	3	21.4
New Hampshire	47	15	31.9
New Jersey	488	143	29.3
New Mexico	67	22	32.8
New York	679	185	27.2
North Carolina	145	34	23.4
North Dakota	100	25	25.0
Ohio	611	178	29.1
Oklahoma	351	52	14.8
Oregon	169	43	25.4
Pennsylvania	504	200	39.7
Rhode Island	39	12	30.8
South Carolina	92	28	30.4
South Dakota	125	33	26.4
Tennessee	146	21	14.4
Texas	780	150	19.2
Utah	39	8	20.5
Vermont	56	10	17.9
Virginia	131	48	36.6
Washington	215	73	34.0
West Virginia	55	12	21.8
Wisconsin	405	74	18.3
Wyoming	46	14	30.4
TOTAL	11,502	2,848	24.8

FINDINGS OF THE SURVEY

This study presents an analysis of data relating to current and past practice in the use of merit pay and incentive plans for administrators in school year 1977-78. Data in most of the tables in this Report are presented by school system enrollment group and geographic region. Numbers and percentages in all tables are based on the number of respondents to the survey as a whole. For example, the percents in the listing "total responding systems" in each table are based on the total of 2,848 systems that returned usable survey forms.

Current practice.--Tables 1 through 4 show the extent to which merit pay or incentive plans for administrators were being used or considered across the country in 1977-78. Following Table 4 is a system-by-system listing of the responding school systems that indicated they had some type of merit pay or incentive plan for administrators.

School systems considering instituting a merit pay or incentive plan for compensating administrators.--As shown in Table 1, 202 (7.1 percent) of the respondents indicated that they were considering instituting a merit pay or incentive plan for compensating administrators in 1977-78.

TABLE 1.--School Systems Considering Instituting a Merit Pay or Incentive Plan for Compensating Administrators, by Enrollment Group and Geographic Region, 1977-78

	School Systems Considering Such a Plan	
	Number	Percent of Total Responding Systems
A. Enrollment Group		
Large (25,000 or more pupils)	9	8.3%
Medium (10,000 to 24,999 pupils)	24	9.2
Small (2,500 to 9,999 pupils)	99	9.4
Very Small (300 to 2,499 pupils)	70	4.9
TOTAL RESPONDING SYSTEMS	202	7.1
B. Geographic Region		
New England	15	8.1%
Mideast	55	9.9
Southeast	21	6.5
Great Lakes	49	6.8
Plains	25	6.3
Southwest	12	4.8
Rocky Mountains	3	2.9
Far West	22	7.0
TOTAL RESPONDING SYSTEMS	202	7.1

The largest percent of school systems considering such a plan was found in the Mideast, (9.9 percent), small systems (9.4 percent), and medium systems (9.2 percent); the smallest percent was found in the Rocky Mountains (2.9 percent), the Southwest (4.8 percent), and very small systems (4.9 percent).

School systems reporting a merit pay or incentive plan for administrators, 1977-78.-- More than 15 percent of the responding school systems (434) said that they had a merit pay

or incentive plan for administrators in operation in 1977-78 (Table 2). School systems in the Mideast (24.4 percent), small systems (21.7 percent), medium systems (21.2 percent), and systems in the Great Lakes (20.0 percent) reported the highest percentage of plans operating in that year. School systems in the Southeast (4.4 percent), Far West (8.3 percent), and very small systems (9.6 percent) reported the lowest percentage of merit pay or incentive plans for administrators. Listed in Table 3 are the number and percent of school systems

TABLE 2.--School Systems Reporting a Merit Pay or Incentive Plan for Administrators, by Enrollment Group and Geographic Region, 1977-78

	School Systems with a Current Plan	
	Number	Percent of Total Responding Systems
A. Enrollment Group		
Large (25,000 or more pupils)	13	12.0%
Medium (10,000 to 24,999 pupils)	55	21.2
Small (2,500 to 9,999 pupils)	229	21.7
Very Small (300 to 2,499 pupils)	137	9.6
TOTAL RESPONDING SYSTEMS	434	15.3
B. Geographic Region		
New England	24	13.0%
Mideast	135	24.4
Southeast	14	4.4
Great Lakes	145	20.0
Plains	50	12.7
Southwest	26	10.3
Rocky Mountains	14	13.6
Far West	26	8.3
TOTAL RESPONDING SYSTEMS	434	15.3

with a merit pay or incentive plan for administrators in 1977-78, according to state. School systems in Pennsylvania reported the most plans (58), followed by New York and Illinois (47 each), Michigan (31), Ohio (28), New Jersey (27), and Wisconsin (24). Responses from seven states and the District of Columbia indicated no use of merit pay or incentive plans for administrators in 1977-78. More than 20 percent of the school systems in the following states were found to have a plan for administrators at this time: Wisconsin (32.4 percent)--24 systems; Pennsylvania (29.0 percent)--58 sys-

tems; New York (25.4 percent)--47 systems; Colorado (24.3 percent)--9 systems; Connecticut (23.3 percent)--10 systems; and Indiana (20.8 percent)--16 systems.

Date when merit pay or incentive plans for administrators were established.--Of the 202 school systems that indicated when their merit pay or incentive plans for administrators were established, 58 (28.7 percent) reported setting up their plans in either 1975 or 1976. (See Table 4.) Forty-six systems (22.8 percent) said that their administrator merit pay or

TABLE 3.--School Systems Reporting a Merit Pay or Incentive Plan
for Administrators, by State, 1977-78

State	School Systems with a Current Plan	
	Number	Percent of Total Responding Systems
1. Pennsylvania	58	29.0%
2. New York	47	25.4
Illinois	47	19.8
4. Michigan	31	19.6
5. Ohio	28	15.7
6. New Jersey	27	18.9
7. Wisconsin	24	32.4
8. Indiana	16	20.8
Texas	16	10.7
10. Minnesota	13	14.3
California	13	6.9
12. Connecticut	10	23.3
13. Colorado	9	24.3
Nebraska	9	17.0
15. Missouri	8	12.9
Massachusetts	8	10.0
17. Kansas	7	10.8
Iowa	7	10.6
19. Oregon	6	14.0
Oklahoma	6	11.5
Washington	6	8.2
22. South Dakota	4	12.1
Virginia	4	8.3
24. Tennessee	3	14.3
25. Maryland	2	16.7
Rhode Island	2	16.7
Wyoming	2	14.3
New Hampshire	2	13.3
Mississippi	2	10.0
New Mexico	2	9.1
Maine	2	8.0
Arizona	2	7.1
32. Alaska	1	16.7
Utah	1	12.5
Delaware	1	8.3
Louisiana	1	5.9
Idaho	1	5.0
Montana	1	4.2
Alabama	1	4.0
North Dakota	1	4.0
South Carolina	1	3.6
Arkansas	1	2.9
North Carolina	1	2.9
TOTAL RESPONDING SYSTEMS*	434	15.3

* Includes the following states in which no school systems reported a merit pay or incentive plan for administrators:

District of Columbia
Florida
Georgia
Hawaii

Kentucky
Nevada
Vermont
West Virginia

TABLE 4.--Date When Merit Pay or Incentive Plans Were Established
for Administrators in Responding School Systems

Date Established	Responding School Systems	
	Number	Percent
1977-1978	46	22.8%
1975-1976	58	28.7
1973-1974	34	16.8
1971-1972	32	15.8
1960-1970	27	13.4
earlier than 1960	5	2.5
TOTAL RESPONDING SYSTEMS*	202	100.0
Median	1975	
Range: Earliest	1926	
Latest	1978	

* Total in this column do not equal totals found in Tables 2 and 3 because some school systems did not indicate when they established their merit pay or incentive plans for administrators.

incentive plans were begun in 1977 or 1978. The median date that these plans were instituted was 1975, with the earliest plan beginning in 1926 and the latest in 1978.

SYSTEM-BY-SYSTEM LISTING OF SCHOOL SYSTEMS REPORTING A MERIT PAY OR INCENTIVE PLAN FOR ADMINISTRATORS, 1977-78

Listed below are the 434 school systems that reported a merit pay or incentive plan for administrators in 1977-78, arranged alphabetically by state. Each listing contains:

- the name of the school system
- a designation of (Elem.) or (H.S.) for non-unified systems
- the location of the superintendent if the city is different from the name of the school system

- the fall 1977 enrollment of the system, in parentheses
- the date that the plan was begun, if provided.

ALABAMA (1)

Selma City (6,500)

ALASKA (1)

Anchorage (40,000)--1978

ARIZONA (2)

Show Low (1,450)--1977

Wellton #24 (400)

ARKANSAS (1)

Delta Special, Rohwer (680)

CALIFORNIA (13)

Berkeley (13,000)

Capistrano (16,000)

Chula Vista City (15,000)

Claremont (5,956)--1975

Hanford, Elem. (3,000)

Hillsborough City (1,300)--1977

Irvine (11,385)--1976

Lancaster (6,600)

Poway (14,800)

Red Bluff Union (1,560)

CALIFORNIA (continued)

Rialto (10,500)
 San Ramon Valley, Danville (13,500)--
 1977
 Union, San Jose (6,200)--1977

COLORADO (9)

Alamosa (2,300)--1976
 Boulder Valley, Boulder (23,500)
 Cherry Creek, Englewood (17,800)--
 1960s
 Eagle Co., Eagle (2,000)--1977
 Fountain (3,450)
 Littleton (17,800)--1974
 St. Vrain Valley, Longmont (14,928)
 Weld Co., Greeley (10,350)--1977
 Westminster (14,294)

CONNECTICUT (10)

Bethel (3,640)
 Bloomfield (3,570)
 Bristol (10,692)
 Brookfield (3,200)--1974
 East Hartford (9,700)
 Glastonbury (5,700)
 Newington (6,015)--1974
 Old Saybrook (2,000)
 Westport (6,200)--1973
 Wethersfield (5,200)--1971

DELAWARE (1)

Capital, Dover (6,500)--1973

IDAHO (1)

Kendrick (360)

ILLINOIS (47)

Addison (4,725)--1975
 Adlai E. Stevenson H.S., Prairie
 View (1,287)--1977
 Aledo (1,367)
 Alsip, Worth (2,000)--1970
 Arcola (910)--1977
 Belvidere (5,500)
 Bloomingdale (1,235)
 Bloomington (6,200)--1972
 Brimfield (690)
 Cass, Darien (770)
 Chicago (511,875)
 Decatur (17,830)
 Des Plaines (4,987)
 East Alton (1,200)
 Edgar Co., Hume (450)
 Elmhurst (9,200)
 Geneva (2,466)
 Glen Ellyn 41 (3,353)--1970
 Glenbard H.S., Glen Ellyn (8,457)
 Glenbrook H.S., Glenview (5,250)
 Glenview (3,472)
 Hazel Crest (1,450)--1974
 Hinsdale Elem. (2,821)
 Homewood-Flossmoor, Flossmoor (3,425)
 --1959
 Jacksonville (4,900)

ILLINOIS (continued)

Joliet, Elem. (9,750)
 Lake Park, H.S., Roselle (2,450)--1978
 Lyons, H.S., La Grange (4,725)
 McHenry, Elem. (3,000)
 Mundelein, Elem. (1,602)--1977
 Palatine (11,340)--1970
 Palisades, Hinsdale (600)--1977
 Pekin, H.S. (3,200)--1976
 Peoria (22,796)
 Prairie Grove, Crystal Lake (500)--1974
 Rich Twp., H.S., Park Forest (4,212)--
 1953
 Roxana (3,085)
 Shabbona (583)
 Skokie 68 (1,845)
 Skokie 73.5 (900)
 Sterling (5,600)--1972
 Summit Hill, Frankfort (1,202)--1974
 Township, H.S., Palatine (11,700)
 Valley View, Romeoville (13,500)--1976
 Wheaton (11,000)
 Wilmette (3,400)
 Wood Dale (1,286)

INDIANA (16)

Bartholomew, Columbus (13,000)--1977
 Crown Point (6,051)--1974
 Decatur Twp., West Newton (4,408)
 East Allen Co., New Haven (12,000)
 East Noble, Kendallville (4,100)--1975
 Elkhart (13,000)--1975
 Gary (36,000)
 Lakeland, LaGrange (2,496)--1976
 Logansport (5,200)--1976
 Merrillville (7,542)
 Monroe Co., Bloomington (12,350)
 Mooresville (4,110)
 Penn-Harris-Madison, Osceola (7,000)--
 1972
 Richmond (10,000)
 Tippecanoe Valley, Mentone (2,200)--1978
 Wabash Co., Wabash (3,300)--1976

IOWA (7)

College, Cedar Rapids (2,897)--1967
 Iowa City (8,900)
 Linn-Mar, Marion (3,300)--1976
 Maquoketa (2,100)--1976
 Marshalltown (6,535)
 Newton (4,500)--1976
 Prairie City (460)

KANSAS (7)

Garden City (4,625)
 Hays (3,200)--1975
 Independence (2,670)--1975
 Newton (3,463)
 Norton (990)
 Topeka (17,831)
 Wichita (47,541)

LOUISIANA (1)
St. Charles Parish, Luling (8,800)

MAINE (2)
S.A.D. 50, Thomaston (1,134)
S.A.D. 54, Skowhegan (3,300)--1973

MARYLAND (2)
Carroll Co., Westminster (20,150)--1976
Montgomery Co., Rockville (112,000)--
1962

MASSACHUSETTS (8)
Barnstable, Hyannis (5,500)--1977
Braintree (7,106)--1975
Easton, South Easton (3,800)--1977
Lincoln-Sudbury, Sudbury (1,730)
Needham (6,710)
Pittsfield (11,097)--1976
Wayland (3,650)--1972
Winthrop (3,500)--1969

MICHIGAN (31)
Battle Creek (9,700)
Berrien Springs (2,294)
Brandywine, Niles (2,257)
Coldwater (4,200)--1976
Elk Rapids (1,126)
Gaylord (2,700)
Gibraltar, Rockwood (4,297)--1977
Grosse Pointe (10,214)
Gull Lake, Richland (2,945)
Hartland (3,327)
Holt (4,513)
Kalamazoo (15,000)--1972
Kearsley, Flint (5,000)
L'Anse Creuse, Mt. Clemens (8,600)
Livonia (29,000)
Manton (836)
Marcellus (1,138)--1972
Marshall (3,200)
Mason (3,503)--1966
Midland (11,350)--1968
Monroe (8,903)
Pennfield, Battle Creek (2,095)
Perry (2,048)
Ravenna (1,385)--1968
Rochester (10,203)--1970
Rockford (4,200)
St. Joseph (3,715)--1977
Thornapple-Kellogg, Middleville
(2,100)--1975
Utica (28,200)--1970
Vicksburg (2,946)--1970
Warren (31,000)--1970

MINNESOTA (13)
Chisago Lakes, Lindstrom (2,100)
Columbia Heights (5,800)--1976
Edina (9,000)--1973
Fridley (4,597)--1977
Hawley (800)
Hutchinson (3,200)

MINNESOTA (continued)
Mankato (8,500)--1977
Minnetonka, Excelsior (7,000) [central-
office]
Mounds View, St. Paul (13,800)
Rochester (15,000)
Roseau (1,403)
West St. Paul (5,600)--1972
White Bear Lake (9,390)--1972

MISSISSIPPI (2)
Meridian (9,000)--1975
Tishomingo Co., Iuka (2,200)

MISSOURI (8)
Cape Girardeau (4,636)
Dexter (2,300)
Grandview (6,200)
Ladue, St. Louis (4,452)
Lee's Summit (6,500)
Parkway, Chesterfield (24,605)--1965
St. Charles (8,377)--1977
Union (2,615)--1976

MONTANA (1)
Big Timber (350)

NEBRASKA (9)
Columbus (3,125)
Crete (1,346)
Grand Island (6,600)--1975
Hastings (3,690)
Kearney (3,650)
Millard, Omaha (10,200)
Norris, Firth (1,300)
Valley (713)--1977
Westside, Omaha (8,000)

NEW HAMPSHIRE (2)
Dover (4,265)--1973
Salem (5,200)--1976

NEW JERSEY (27)
Bergenfield (5,100)
Branchburg Twp., Somerville (1,400)--
1976
East Windsor Reg., Hightstown (5,700)
Franklin Lakes (1,400)
Freehold Twp. (3,650)
Gloucester Twp., Blackwood (5,653)--
1977
Haddonfield (2,286)--1977
Hanover Twp., Cedar Knolls (1,819)--
1974
Hanover Park Reg. H.S., East Hanover,
(2,411)
Harrington Park (756)
Maple Shade (2,900)
Medford Twp. (2,600)--1977
Metuchen (2,468)
Monmouth Reg. H.S., Tinton Falls
(1,267)--1975
Montville Twp. (3,700)

NEW JERSEY (continued)

Mountain Lakes (1,400)
 Palmyra (1,600)
 Parsippany-Troy Hills, Parsippany
 (9,700)
 Piscataway Twp. (7,640)--1975
 Red Bank (1,099)
 Rochelle Park (475)--1926
 Rumson (872)
 Summit (4,600)
 Union City (8,807)
 Warren Twp. (1,520)--1973
 West Windsor-Plainsboro, Princeton
 Jct. (2,612)
 Westfield (6,800)

NEW MEXICO (2)

Deming (3,650)--1972
 Los Alamos (4,726)

NEW YORK (47)

Ardsey (2,128)
 Brockport (3,900)
 Byram Hills, Armonk (2,101)
 Cambridge (1,234)
 Canastota (2,600)--1972
 East Ramapo, Spring Valley (14,700)
 East Rochester (1,747)--1971
 Glen Cove (4,000)
 Greece, North Greece (13,000)--1969
 Harborfields, Greenlawn (4,445)--1972
 Hastings (1,714)
 Hendrick Hudson, Montrose (2,850)--
 1977
 Herricks, New Hyde Park (4,300)--1975
 Honoye Falls-Lima, Honoye Falls (2,122)
 Hudson Falls (3,678)
 Ichabod Crane, Valatie (2,800)--1978
 Island Park (1,400)
 Johnson City (3,550)--1971
 Lake Shore, Angola (4,600)--1970
 Lansingburgh, North Troy (3,000)
 Lawrence, Cedarhurst (6,313)--1977
 Lockport (6,600)
 Mahopac (5,789)
 Massapequa (12,757)--1975
 Merrick (2,100)--1974
 Nanuet (2,500)--1971
 Niskayuna (4,564)
 North Colonie (5,897)--1972
 North Rose-Wolcott, Wolcott (2,250)
 North Shore, Sea Cliff (2,960)
 Norwich (3,040)--1976
 Pearl River (3,200)--1969
 Pelham (2,650)
 Penfield (5,300)
 Pittsford (6,278)--1950
 Public Schools of the Tarrytowns,
 North Tarrytown (2,684)--1975
 Rhinebeck (1,545)--1973
 Scarsdale (4,800)
 Schalmont, Schenectady (2,626)
 Three Village, Setauket (10,400)

NEW YORK (continued)

Vernon-Verona-Sherrill, Verona (3,432)
 Watervliet (1,482)--1974
 Wayne, Ontario Center (3,050)--1974
 Webster (8,300)--1972
 West Irondequoit, Rochester (4,498)
 Whitesboro (5,355)--1977
 York, Retsof (1,200)

NORTH CAROLINA (1)

Nash Co., Nashville (12,500)

NORTH DAKOTA (1)

Fargo (9,600)--1971

OHIO (28)

Ashtabula (6,466)--1977
 Bexley, Columbus (2,350)--1972
 Brecksville (4,000)--1975
 Chagrin Falls (2,020)--1972
 Clear Fork Valley, Bellville (1,882)
 Deer Park, Cincinnati (2,350)
 Euclid (7,425)--1971
 Federal Hocking, Stewart (1,545)--1977
 Findlay (8,005)--1973
 Forest Hills, Cincinnati (8,500)--1977
 Franklin Monroe, Pittsburg (1,004)--1973
 Grandview Heights, Columbus (1,544)--
 1977
 Jackson, Massillon (5,300)--1975
 Madeira (1,700)
 Mariemont, Cincinnati (1,665)--1974
 Marion (8,000)--1972
 Mayfield, Cleveland (5,000)
 Mentor (11,715)
 Montpelier (1,343)
 North Ridgeville (5,240)--1976
 Oberlin (1,850)--1976
 Osnaburg, East Canton (1,425)
 Revere, Bath (3,269)
 Upper Arlington, Columbus (7,044)--1973
 Warren, Vincent (2,975)
 West Carrollton (5,327)
 Woodmore, Woodville (1,380)
 Worthington (6,450)

OKLAHOMA (6)

Bartlesville (6,905)--1975
 Carnegie (830)
 Elk City (1,800)
 Hominy (720)--1975
 Oklahoma City (48,000)
 Ripley (420)

OREGON (6)

Administrative 1, Bend (6,629)--1974
 LaGrande (2,890)--1976
 Lake Oswego (6,000)
 Lincoln, Newport (5,100)
 McLoughlin, Milton-Freewater (510)
 Salem (22,452)

PENNSYLVANIA (58)

Allentown (16,200)--1972
 Bangor (2,976)
 Bethel Park (8,018)
 Bristol Borough, Bristol (1,678)--1976
 Central Bucks, Doylestown (11,954)
 Churchill, Pittsburgh (4,250)--1973
 Corry (3,200)--1976
 Cumberland Valley, Mechanicsburg (7,900)--1974
 Dover (3,500)
 Downingtown (7,044)
 East Penn, Emmaus (6,400)
 Governor Mifflin, Shillington (4,350)--1970
 Great Valley, Malvern (3,900)--1950
 Greensburg-Salem, Greensburg (5,200)--1977
 Hanover (2,332)
 Harbor Creek (3,400)--1975
 Hatboro-Horsham, Horsham (4,657)
 Hollidaysburg (4,870)--1975
 Hopewell, Aliquippa (4,350)--1976
 Interboro, Prospect Park (4,500)
 Keystone Oaks, Pittsburgh (4,496)--1974
 Lewisburg (2,400)--1972
 Ligonier Valley, Ligonier (3,650)--1976
 Lower Moreland, Huntingdon Valley (2,871)--1974
 Manheim Twp., Lancaster (4,900)
 Marple-Newton, Newton Square (5,650)--1969
 Moon, Coraopolis (5,000)--1977
 Neshaminy, Langhorne (11,000)
 Norristown (7,850)--1976
 North East (2,209)--1975
 North Penn, Lansdale (10,500)
 Octorara, Atglen (2,638)--1977
 Palmerton (2,135)--1970
 Pen Argyl (1,980)--1975
 Penridge, Perkasie (6,000)--1970
 Pequea Valley, Kinzers (2,090)
 Peters Twp., McMurray (3,460)--1976
 Pleasant Valley, Brodheadsville (2,260)--1977
 Quaker Valley, Sewickley (2,340)--1976
 Quakertown (4,205)--1972
 Radnor Twp., Wayne (3,905)--1974
 Reading (13,200)--1977
 Selingsgrove (3,270)--1978
 Spring Grove (4,228)
 State College (7,400)
 Tredyffrin-Easttown, Berwyn (5,900)
 Turkeyfoot Valley, Confluence (718)--1969
 Upper Moreland Twp., Willow Grove (4,545)
 Upper Perkiomen, East Greenville (3,300)
 Upper St. Clair, Pittsburgh (5,000)
 Wallingford-Swarthmore, Wallingford (4,000)--1975
 Wattsburg (2,550)

PENNSYLVANIA (continued)

West Chester (11,285)
 West Shore, Lemoyne (9,020)--1972
 Williamsport (9,300)--1977
 Williams Valley, Tower City (1,655)
 Wilson, West Lawn (4,696)--1976
 Wyomissing (1,800)--1972

RHODE ISLAND (2)

Foster-Gloucester, North Scituate (2,450)
 Portsmouth (3,200)

SOUTH CAROLINA (1)

Spartanburg Co. #3, Glendale (3,500)

SOUTH DAKOTA (4)

Baltic (353)
 Clark (651)
 Scotland (660)
 Webster (979)

TENNESSEE (3)

Fayetteville (1,050)
 Kingsport (6,200)
 Oak Ridge (5,654)

TEXAS (16)

Abernathy (1,250)--1960
 Alief (6,248)--1972
 Bishop (1,480)--1977
 Boys Ranch (412)
 Corpus Christi (39,000)--1977
 Dickinson (4,508)--1976
 Ft. Sam Houston, San Antonio (1,588)
 Hawley (575)
 Houston (208,000)--1975
 (asst., assoc., and dep. supts)
 La Feria (1,800)
 Lewisville (8,550)
 Magnolia (1,908)--1974
 Memphis (800)
 Midland (15,600)
 Perryton (1,900)
 Texarkana (6,300)

UTAH (1)

Salt Lake City (24,000)

VIRGINIA (4)

Charlottesville (5,800)--1972
 Danville (8,300)
 Portsmouth (21,230)--1976
 Prince Edward Co., Farmville (2,265)

WASHINGTON (6)

Edmonds, Lynnwood (22,000)--1974
 Lake Chelan, Chelan (825)
 Longview (8,100)
 Orcas Island, East Sound (340)
 Shelton (3,450)--1966
 Waitsburg (305)--1967

WISCONSIN (24)

Beaver Dam (3,400)--1975
 Brillion (984)
 Brown Deer (2,800)
 Cedarburg (3,550)--1973
 D.C. Everest, Schofield (4,977)
 Edgerton (2,217)--1975
 Ft. Atkinson (2,847)--1977
 Fox Point-Bayside, Milwaukee (974)--
 1972
 Glendale-River Hills, Glendale (1,366)
 Johnson Creek (770)--1977
 Kenosha (19,750)
 Kettle-Moraine, Wales (3,337)--1971
 Lake Mills (1,331)--1977
 Madison (28,171)--1970
 Neenah (7,146)
 Nicolet, H.S., Milwaukee (2,080)
 Pulaski (2,783)
 Racine (26,303)--1974
 Rhinelander (4,000)
 River Falls (2,560)
 Sheboygan (10,800)--1977
 Stevens Point (8,000)
 Stoughton (3,300)--1971
 Watertown (4,000)--1973

WYOMING (2)

Converse Co. 2, Glenrock (900)
 Sublette Co. 9, Big Piney (600)

Past practice.--Tables 5 and 6 present data on school systems that formerly had a merit pay or incentive plan for administrators.

Reasons given by responding superintendents on why merit pay or incentives failed in their school systems are examined in Tables 7 through 11. Following Table 11 is a system-by-system listing of the responding systems that indicated they had a previous merit pay or incentive plan for administrators, but have since discontinued it.

School systems that formerly had a merit pay or incentive plan for administrators.--Of the 2,848 school systems responding to the survey, 112 (3.9 percent) reported that they had instituted a merit pay or incentive plan in the past for administrators, but did not have such a plan in operation in 1977-78. (Table 5) Past plans were noted most often by medium

systems (8.8 percent) and systems in New England (8.1 percent)

Number of years that past merit pay or incentive plans were in operation.--Superintendents were asked to provide beginning and ending dates for their past merit pay or incentive plans. Of the 95 responding school systems that formerly had a merit pay or incentive plan for administrators and that provided beginning and ending dates for their programs, more than one-third (37.9 percent) had plans that lasted one or two years and slightly less than one-third (30.5 percent) had plans that lasted three or four years. (See Table 6.) The mean number of years that these past plans were operational was four; the median, three. Eight school systems (8.4 percent) had a plan that was more than 10 years old when it was discontinued, as shown below:

<u>number of school systems</u>	<u>number of years that the plan was in operation</u>
4	11 years
1	13
2	17
1	20

Reasons why merit pay or incentive plans were discontinued.--The survey form asked respondents whose school systems had a merit pay or incentive plan which was discontinued to comment briefly on the reasons why their plans had been abandoned. Two hundred thirty-nine school systems gave some indication of why their merit pay or incentive plans were no longer operational. The majority of responses dealt with merit pay or incentives for teachers, although some systems which indicated the existence of a past plan for teachers and administrators or teachers and support staff gave a response that could apply to one or both plans.

TABLE 5.--Schools Systems That Formerly Had a Merit Pay or Incentive Plan for Administrators, by Enrollment Group and Geographic Region

	School Systems with a Former Plan	
	Number	Percent of Total Responding Systems
A. Enrollment Group		
Large (25,000 or more pupils)	7	6.5%
Medium (10,000 to 24,999 pupils)	23	8.8
Small (2,500 to 9,999 pupils)	60	5.7
Very Small (300 to 2,499 pupils)	22	1.5
TOTAL RESPONDING SYSTEMS	112	3.9
B. Geographic Region		
New England	15	8.1%
Mideast	33	6.0
Southeast	8	2.5
Great Lakes	30	4.1
Plains	14	3.5
Southwest	3	1.2
Rocky Mountains	4	3.9
Far West	5	1.6
TOTAL RESPONDING SYSTEMS	112	3.9

The reasons why merit pay or incentive plans were discontinued are discussed in the following section and in Tables 7 through 11. All percents in these tables are based on the total of 239 respondents who supplied information to this question. The total number of responses is greater than 239 because some school systems gave more than one reason why their plans were discontinued. The following listing shows the five major categories of responses and the number and percent of total responses for each category:

Category	Total Responses	
	Number	Percent
1. administrative problems	96	40.2%
2. personnel problems	92	38.4
3. collective bargaining	43	18.0
4. financial problems	40	16.7
5. other problems	14	5.9

Administrative problems.--Ninety-six school systems (40.2 percent) reported serious administrative problems with their former merit pay or

TABLE 6.--Number of Years That Merit Pay or Incentive Plans Were in Operation in Responding School Systems That Formerly Had Plans for Administrators

Number of Years	Responding School Systems	
	Number	Percent
less than 1	3	3.2%
1-2	36	37.9
3-4	29	30.5
5-6	11	11.6
7-8	6	6.3
9-10	2	2.1
more than 10	8	8.4
TOTAL RESPONDING SYSTEMS*	95	100.0
Mean	4	
Median	3	
Range: Low	less than 1**	
High	20	

* Totals in this column do not equal totals found in Table 5 because some school systems did not provide beginning or ending dates for their former merit pay or incentive plans for administrators.

** Plan began and ended in the same year.

incentive plans, as shown in Table 7. Approximately one-fourth (23.1 percent) of the respondents indicated that difficulties in administering their school systems' merit pay or incentive plan in general, and in evaluating personnel and applying the criteria fairly in particular, were major causes for their abandonment. Nine respondents (3.8 percent) said that either changes in the school system's leadership or philosophy or the subjectiveness of the plan had a substantial negative impact. In five systems (2.1 percent), major administrative reasons for failure were that merit pay was dropped at the request of the supervisor or evaluator and that the plan made no difference

in teaching performance, thus failing to accomplish its main objective.

Personnel problems.--Ninety-two systems (38.4 percent) reported that personnel problems largely led to the abandonment of their merit pay or incentive plans. (Table 8) Forty respondents (16.7 percent) indicated that merit pay or incentive plans had been unsuccessful in their school systems because of dislike by teachers and teacher unions. Another 14.2 percent (34 respondents) said that merit pay had destroyed morale and caused staff dissension and jealousy. Nine systems (3.8 percent) stated that the merit concept became lost when virtually all personnel

TABLE 7.--Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Administrative Problems

Reason	School Systems That Discontinued Their Merit Pay or Incentive Plans	
	Number	Percent
Difficulties in administering the plan, especially in evaluating personnel and applying the criteria fairly	55	23.1%
Changes in school system leadership/philosophy	9	3.8
Plan too subjective	9	3.8
Dropped at the request of the supervisor/evaluator	5	2.1
Plan made no difference in teaching performance/did not accomplish its objectives	5	2.1
Plan too complicated/poor established	5	2.1
Benefits not sufficient to offset the problems caused by the plan	3	1.2
Plan lacked sufficient structure	3	1.2
Standards varied from school to school and from level to level	2	0.8
TOTAL RESPONDING SYSTEMS	96	40.2

under the program began to receive merit increases. Difficulties in distinguishing between merit and favoritism was a major problem in seven systems (2.9 percent). As the superintendent of a medium Texas school system explained, "The people who received merit pay were not always the most competent." The superintendent of a very small South Dakota system which currently has a merit pay plan for teachers stated that some "teachers have refused the merit increase because they fear the wrath of the remaining teachers."

Collective bargaining.--Data on the 43 school systems that experienced problems with collective bargaining and merit pay are presented in Table 9. Collective bargaining in general was given as a major factor in the abandonment

of 22 school systems' merit pay or incentive plans (9.2 percent). Nineteen systems (8.0 percent) reported that teachers had negotiated the plan out of their contract. Some of the respondents in New York State indicated that their merit pay or incentive plans were dropped due to the Taylor Law and in Pennsylvania due to Act 195; both are state collective bargaining statutes. Another superintendent in a very small South Dakota school system described his experiences with collective bargaining and merit pay:

Negotiators convinced the Board and administrators that the simple index-ratio salary schedule would be so "fair" and would be less work for the Board and administrators. However, once the schedule was adopted the teachers have refused to consider any kind of merit pay schedule and seek only to get agreement on increased increments and added steps.

TABLE 8.--Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Personnel Problems

Reason	School Systems That Discontinued Their Merit Pay or Incentive Plans	
	Number	Percent
Disliked by teachers/teacher unions	40	16.7%
Destroyed morale; caused staff dissension/jealousy	34	14.2
Concept of "merit" lost when virtually all personnel under the plan received merit increases	9	3.8
Difficulties in distinguishing between "merit" and favoritism	7	2.9
Feeling that recognition should be passed around so that all would benefit	2	0.8
TOTAL RESPONDING SYSTEMS	92	38.4

TABLE 9.--Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Collective Bargaining

Reason	School Systems That Discontinued Their Merit Pay or Incentive Plans	
	Number	Percent
Collective bargaining in general	22	9.2%
Teachers negotiated the plan out of their contract	19	8.0
Attorneys advised the school system that merit pay and collective bargaining are incompatible	2	0.8
TOTAL RESPONDING SYSTEMS	43	18.0

Financial problems.--Financial difficulties caused 40 responding school systems (16.7 percent) to discontinue their merit pay or incentive plans. (See Table 10.) Thirty respondents (12.6 percent) indicated that their merit pay plans had suffered from a lack of funds, were too expensive to operate, or did not provide incentives high enough to make the plan work. Single salary schedules

replaced merit pay or incentive plans in five of the responding systems (2.1 percent). Comments received from two school systems with former merit pay plans for administrators could also apply to teacher merit pay plans. The superintendent of a medium size school system in Wisconsin said that "significant salary adjustments due to inflation made merit considerations insignificant and became irritants rather

TABLE 10.--Reasons Why Responding School Systems Discontinued Their Merit Pay or Incentive Plans: Financial Problems

Reason	School Systems That Discontinued Their Merit Pay or Incentive Plans	
	Number	Percent
Lack of funds/too expensive/incentives too low to make the plan work	30	12.6%
Single salary schedules replaced the merit pay plan	5	2.1
Plan dropped after a negotiated increase in the salary schedule	3	1.2
Funds for the plan were negotiated out of the budget by the teachers' union and added to the base salary	2	0.8
TOTAL RESPONDING SYSTEMS	40	16.7

than incentives." The superintendent of a medium system in New Jersey commented that:

When it was found that certain administrators qualified for merit pay, the Board did not want to pay it. It wanted to subscribe to the idea but did not want to pay the price. Merit pay systems are not ways of holding down salaries. [Emphasis in the original]

Other problems.--As shown in Table 11, 14 respondents (5.9 percent) provided other types of reasons why merit pay or incentives were discontinued in their school systems. Six superintendents (2.5 percent) said that merit pay is considered illegal in their states, according to state law and opinions by the state auditor's office. An administrator in a large Wisconsin school system responded that "newspaper publicity, including listing names of merit pay recipients, destroyed the plan's confidentiality." The superintendent of a very small Iowa system bluntly summed up his experiences with merit pay--"horrible--no way would we reconsider starting it."

SYSTEM-BY-SYSTEM LISTING OF SCHOOL SYSTEMS THAT FORMERLY HAD A MERIT PAY OR INCENTIVE PLAN FOR ADMINISTRATORS

Tabulated below are the 112 school systems that reported a past merit pay or incentive plan for administrators. Arranged alphabetically by state, each listing contains the same information as detailed on page 41 for school systems with a current plan, except that:

- the beginning and ending dates of the plans are given beside each listing
- "NR" indicates that no response was given on the survey form for the beginning or ending dates, or both dates.

	<u>began</u>	<u>ended</u>
ARIZONA (1)		
Ampitheater, Tucson (8,700)	1974	1975
CALIFORNIA (2)		
Cabrillo, Half Moon Bay (3,284)	1975	1977
Lennox (3,500)	1976	1977
CONNECTICUT (4)		
Darien (4,981)	1973	1976
Farmington (3,100)	1973	1977

TABLE 11.--Reasons Why Responding School Systems Discontinued
Their Merit Pay or Incentive Plans: Other Problems

Reason	School Systems That Discontinued Their Merit Pay or Incentive Plans	
	Number	Percent
Merit pay illegal, according to state law and state auditor's office	6	2.5%
State program that was discontinued (Florida)	3	1.2
Pilot plan, state-funded, that was discontinued (Texas)	3	1.2
Public pressure against the plans	2	0.8
TOTAL RESPONDING SYSTEMS	14	5.9

	<u>began</u>	<u>ended</u>
CONNECTICUT (continued)		
South Windsor (4,500)	1968	1973
Windsor (4,982)	NR	1965
DELAWARE (1)		
Seaford (3,812)	1972	1977
FLORIDA (7)		
Bradford Co., Starke (3,875)	1961	1965
Dade Co., Miami (235,000)	NR	NR
Highlands Co., Sebring (7,800)	1950	1970
Hillsborough Co., Tampa (116,000)	1955	1959
Lake Co., Tavares (17,018)	1970	1973
Santa Rosa Co., Milton (12,300)	1959	1961
Taylor Co., Perry (4,000)	NR	NR
GEORGIA (1)		
Atlanta (79,534)	1965	1976
IDAHO (1)		
Idaho Falls (10,500)	1970	1977
ILLINOIS (9)		
Belleville, Elem. (3,111)	1972	1977
Cahokia (6,450)	1975	1976
Collinsville (7,471)	1971	1973
Elgin (25,785)	1972	1974

	<u>began</u>	<u>ended</u>
ILLINOIS (continued)		
Homewood (2,067)	1976	1976
Lockport, H.S. (2,600)	1970	1973
Mattoon (4,800)	NR	1962
Park Forest (3,150)	1960	1966
Seneca Twp., H.S., Seneca (320)	1976	1976
INDIANA (2)		
Fayette Co., Connersville (6,042)	1972	1975
Perry Twp., Indianapolis (12,025)	1970	1977
IOWA (1)		
Mason City (5,703)	1968	1974
KANSAS (3)		
Kansas City (27,000)	1971	1973
Shawnee Mission (39,173)	1970	1974
Turner, Kansas City (4,600)	1975	1977
MASSACHUSETTS (8)		
Fitchburg (5,700)	1975	1977
Hanover (3,304)	1974	1977
Marblehead (3,972)	1972	1974
Newton (14,555)	1966	1977
Sudbury (2,877)	1966	1976
Tantasqua, Sturbridge (3,500)	1963	1966
Westford (3,607)	1965	1970
Westwood (3,350)	NR	1970

	<u>began</u>	<u>ended</u>		<u>began</u>	<u>ended</u>
MICHIGAN (8)			NEW YORK (continued)		
Ann Arbor (17,996)	1974	1977	North Salem (1,323)	1974	1977
Grandville (4,350)	1969	1972	Plainedge, Bethpage (5,000)	1973	1975
Mayville (1,655)	1972	1975	Union-Endicott, Endicott (7,040)	1970	1971
Mt. Clemens (5,199)	1969	1973	Waverly (2,315)	1975	1977
Northville (4,219)	1972	1976	NORTH DAKOTA (2)		
Plymouth (15,274)	1974	1976	Grand Forks (9,600)	1968	1972
West Bloomfield (5,850)	1973	1976	Montefiore, Wilton (315)	NR	1965
Wayland (2,604)	NR	1977	OHIO (7)		
MINNESOTA (5)			Aurora (1,956)	1965	1976
Mahtomedi (1,805)	1974	1977	Bedford (6,300)	1971	1977
Minnetonka, Excelsior (7,000) [principals]	1960	1973	Mad River-Green, Springfield (3,249)	1959	1969
Mound (3,586)	1976	1977	Margaretta, Castalia (623)	1975	1977
North St. Paul-Maplewood, North St. Paul (11,443)	1972	1975	North Central, Creston (1,750)	1950	1967
Osseo (14,500)	1965	1971	Vermilion (3,920)	1972	1973
MISSOURI (1)			Willoughby-Eastlake, Willoughby (13,200)	1970	1975
Clayton (1,900)	1968	1970	OREGON (2)		
MONTANA (1)			Medford (10,300)	1961	1972
Bozeman (4,500)	1975	1977	Silverton, Elem. (1,100)	1960	1977
NEBRASKA (1)			PENNSYLVANIA (14)		
Lexington (1,700)	1977	1978	Abington (9,100)	mid- 1950s	mid- 1960s
NEW HAMPSHIRE (1)			Bristol Twp., Bristol (12,156)	1973	1975
Mascoma Valley Reg., West Canaan (1,261)	1970	1974	Chartius Valley, Carnegie (5,200)	1958	1966
NEW JERSEY (6)			Colonial, Plymouth Meeting (6,338)	NR	1977
Glassboro (2,460)	1971	1973	Edgewood, Pittsburgh (850)	NR	1969
Hamilton Twp., Trenton (14,009)	1975	1976	Ephrata (3,950)	NR	NR
Monroe Twp., Williamstown (3,984)	1974	1976	Erie (15,725)	1973	1973
Montgomery Twp., Skillman (1,650)	1974	1976	Lakeview, Stoneboro (1,752)	1968	1970
Phillipsburg (4,000)	1972	1975	Methacton, Fairview Village (4,911)	1970	1972
Willingboro Twp. (12,000)	1971	1972	Pottstown (4,012)	1970	1977
NEW YORK (12)			Shaler, Glenshaw (8,300)	1976	1977
Amherst-Snyder, Amherst (1,039)	1972	1975	Sharon (3,600)	1960	NR
Commack (12,323)	1971	1974	Springfield, Orelan (2,850)	1971	1978
East Irondequoit, Rochester (4,050)	1971	1974	Upper Darby (10,435)	NR	NR
Guilderland (5,096)	1971	1974	RHODE ISLAND (2)		
Hauppauge (7,200)	1974	1977	Cranston (12,788)	1976	1977
Kingston (10,500)	1965	1966	North Kingstown (5,288)	NR	1974
Mohonasen, Schenectady (3,300)	NR	1973			
North Bellmore (2,464)	NR	NR			

	<u>began</u>	<u>ended</u>
SOUTH DAKOTA (1)		
Sioux Falls (15,800)	1973	1975
TEXAS (2)		
DeKalb (1,274)	1965	1970
Ft. Worth (69,977)	1964	1969
UTAH (2)		
Garfield Co., Panguitch (800)	1975	1976
Logan (3,500)	1961	1963

	<u>began</u>	<u>ended</u>
WASHINGTON (1)		
Central Valley, Spokane (10,600)	1976	1977
WISCONSIN (4)		
Appleton (12,513)	1971	1974
Ashwaubenon, Green Bay (4,000)	NR	1977
West Allis (10,796)	1973	1977
Wisconsin Rapids (6,857)	NR	1978

Examples of 1977-78 Merit Pay or Incentive Plans for Administrators

In June 1978, ERS sent a follow-up letter to respondents who had indicated on their survey form that their school systems currently or formerly had a merit pay or incentive plan for administrators, teachers, or support staff. Only those systems that had a merit pay or incentive plan that was discontinued after 1970 were included in the follow-up of systems with a past plan. The follow-up letter requested copies of these school systems' current or past merit pay or incentive plans, along with any other pertinent materials that might be related to the plans, such as feasibility studies, evaluations of the plans, and collective bargaining provisions mentioning the plans.

The 35 examples included in this Report were obtained from school systems responding to this follow-up request. The examples below were selected to represent the wide variety of types of merit pay plans for administrators that were being used in public school systems in 1977-78. The descriptions of these merit pay plans are presented in their original form, with minimal editing done for style, space considerations, or format consistency. Inclusion of materials in this Report does not imply endorsement by ERS or its sponsoring organizations.

The matrix on page 56 is provided to show in summary form features common to these sample programs of merit pay for administrators. The individual components listed in this matrix are only those which were found in an analysis of materials received by ERS from school systems responding to the follow-up request. It may be possible that in practice some of these merit pay plans contain features that should appear in this listing, but which are contained in material not supplied to ERS for review. The matrix presents information on the following components:

- scope of merit salary increases
 - totally based on merit
 - partially based on merit
- method of providing individual increases
 - stated dollar amount
 - stated percentage amount
- type of rating measure used
 - a general statement that the superintendent is responsible for evaluating merit increases
 - a traditional, non-MBO evaluation approach
 - a management-by-objectives approach
- other common features
 - salary ranges for individual position categories
 - a point system or weighting scale for determining salary increases
 - a traditional salary schedule or steps.

Examples of Features Found in Merit Pay Plans for Administrators

Example Number	Page	School System	Salary Increases		Individual Increase		Rating Measures			Salary Ranges	Points/Weights	Schedule/Steps
			Totally Merit	Partially Merit	\$ Stated	%	Supt. Recomm.	Trad. Eval.	MBO			
1	57	Capistrano, CA		x		1-5	x		x			x
2	59	St. Vrain Valley, CO	x						x	x		
3	60	Weld Co., CO	x						x		x	x
4	65	Glenview, IL	x			0-15	x		x			
5	66	Bartholomew, IN		x	0-\$1000		x					
6	67	St. Charles Parish, LA	x				x			x		
7	68	Wayland, MA	x				x			x		
8	69	Battle Creek, MI		x		0-8			x			
9	69	Grosse Pointe, MI		x					x	x		
10	72	Kalamazoo, MI	x			0-10	x	x	x	x	x	x
11	82	L'Anse Creuse, MI		x		0-index % + 1%			x			x
12	85	Midland, MI	x	x		0-4				x		
13	88	Pennfield, MI		x		0-4,5						x
14	89	St. Joseph, MI		x		1-10	x					x
15	90	Hutchinson, MN	x				x	x				
16	90	Minnetonka, MN		x		0-5; 0-10				x		
17	93	Kearney, NE		x								x
18	94	Dover, NH		x		0-4						x
19	95	Montville, NJ		x	0-\$500; 0-\$700				x			x
20	96	Parsippany-Troy Hills Twp., NJ	x		\$333-\$3200					x		
21	97	East Ramapo, NY		x					x			
22	97	Hendrick Hudson, NY	x	x		2/3 below to 1/3 above teachers' increase	x		x		x	
23	99	Pelham, NY		x		0-4			x	x		
24	102	P.S. of the Tarrytowns, NY	x		0-\$3500 (2 yrs.)		x		x			
25	105	Schalmont, NY		x								
26	106	Mayfield, OH		x*								
27	106	Central Bucks, PA	x			0-12			x			
28	107	Hollidaysburg, PA		x								
29	107	Norristown, PA	x						x		x	
30	111	West Chester, PA	x						x		x	
31	115	Corpus Christi, TX	x						x			x
32	116	Danville, VA	x			0-8			x			
33	116	Brown Deer, WI	x							x		x
34	120	Stoughton, WI	x*						x			x
35	123	Converse Co. 2, WY		x		0-10						

* double increments provided for merit

E 1

CAPISTRANO UNIFIED SCHOOL DISTRICT (San Juan Capistrano, California)
Fall 1977 Enrollment: 16,000

Administrators in the Capistrano Unified School District are rated according to their success in accomplishing individual management objectives and broader performance factors. For example, the Board of Trustees established 19 management objectives in three major areas (instruction, personnel relations and management, and school/community relations) for the purpose of giving specific direction to the superintendent. Likewise, administrators are rated on their success in meeting management objectives and also are evaluated on a scale of A-B-C-D-F in 17 more general performance factors:

- | | |
|------------------------|---|
| 1. quality of work | 10. communication skills |
| 2. quantity of work | 11. adaptability |
| 3. dependability | 12. planning |
| 4. use of funds | 13. instructing, guiding, or directing others |
| 5. knowledge | 14. organizing |
| 6. image and attitude | 15. evaluating and developing subordinates |
| 7. creativity | 16. working with others |
| 8. initiative | 17. judgment |
| 9. emotional stability | |

Guaranteed Base Salary

The Guaranteed Base annual experience increment is given for each year of employment within the district based on the recommendation of the manager's immediate supervisor.

Upon initial employment, year-to-year credit for comparable administrative experience is granted. The Board of Trustees reserves the right, upon initial employment, to place a managerial employee at any experience step.

Annual Salary Schedule Placement

The performance of each manager is appraised annually by the individual's immediate supervisor. The appraisal format is based on a system of management by objectives.

It is the supervisor's responsibility to make the annual recommendation of whether or not an individual shall be recommended for an incentive salary increment. Recommendations are for a minimum of 1% to a maximum of 5%, based on 1% intervals.

Recommendations for incentive salary increments are submitted to the superintendent, who makes recommendations to the School Board. A maximum of 20% of the managerial personnel for any given year may receive an incentive salary increment. The Board of Trustees gives the final approval to annual salary increments after consideration of the immediate supervisor's and superintendent's recommendations.

Advanced Degree Incentive

In addition to the annual salary payment, including both the Guaranteed Base Salary plus any incentive salary which may be awarded, payment of \$675 is given for an earned Doctorate Degree.

MANAGEMENT SALARY SCHEDULE

COMPENSATION RANGE	Guaranteed Base Salary—Annual Experience Increments					Incentive Salary
	1	2	3	4	5	
Schedule 1	9,936	10,440	10,968	11,508	12,096	Maximum increase of 5% added to Guaranteed Base for a one year period
Schedule 2	10,440	10,968	11,508	12,096	12,720	
Schedule 3	11,244	11,820	12,420	13,056	13,728	
Schedule 4	13,056	13,728	14,424	15,144	15,900	
Schedule 5	13,728	14,424	15,144	15,900	16,716	
Schedule 6	14,784	15,516	16,320	17,124	18,000	
Schedule 7	15,144	15,900	16,716	17,568	18,444	

CAPISTRANO UNIFIED SCHOOL DISTRICT (Continued)

MANAGEMENT SALARY SCHEDULE (Continued)

COMPENSATION RANGE	Guaranteed Base Salary-Annual Experience Increments					Incentive Salary
	1	2	3	4	5	
Schedule 8	15,516	16,320	17,124	18,000	18,912	Maximum increase of 5% added to Guaranteed Base for a one year period.
Schedule 9	16,320	17,124	18,000	18,912	19,872	
Schedule 10	17,568	18,444	19,404	20,364	21,408	
Schedule 11	18,912	19,872	20,880	21,948	23,064	
Schedule 12	20,339	21,356	22,424	23,545	24,722	
Schedule 13	21,926	23,025	24,176	25,385	26,654	
Schedule 14	22,063	23,166	24,325	25,541	26,818	
Schedule 15	23,844	25,037	26,288	27,603	28,983	
Schedule 16	25,306	26,571	27,899	29,294	30,759	
Schedule 17	27,402	28,772	30,210	31,721	33,307	
Schedule 18	28,116	29,522	30,998	32,548	34,175	

<u>Schedule 1</u> Bus Driver Trainer	<u>Schedule 2</u> Dispatcher	<u>Schedule 3</u> Custodial Coordinator Grounds Maintenance Coordinator Head Storekeeper	<u>Schedule 4</u> Maintenance Crew Chief Vehicle Maintenance Coordinator Head Payroll
<u>Schedule 5</u> Operations Manager	<u>Schedule 6</u> Maintenance Manager Purchasing Agent Transportation Manager Grounds/Graphics Manager	<u>Schedule 7</u> Safety/Energy Coordinator	<u>Schedule 8</u> Business Manager
<u>Schedule 9</u> Director/Food Services	<u>Schedule 10</u> Building Inspector II	<u>Schedule 11</u> Chief Construction Inspector	<u>Schedule 12</u> Accounting Manager Alternative School Resource Specialist Cluster Leaders, CVHS Coordinator, Community Relations Elementary Teaching Assistant Principal ESL Resource Specialist Indian Resource Specialist MGM Resource Specialist Reading Resource Specialist Student Affairs Advisor, CVHS
<u>Schedule 13</u> Community Education Assistant Principal District Music Coordinator Elementary Asst. Principal Junior High School Vice-Principal Library Media Coordinator	<u>Schedule 14</u> Coordinator, Pupil Personnel Services Data Systems Coordinator High School Vice- Principal Personnel Manager Principal/Teacher/ Counselor Continuation School	<u>Schedule 15</u> Comptroller Elementary Principal Facilities Coordinator High School Asst. Principal	<u>Schedule 16</u> Community Education Principal Junior High School Principal
		<u>Schedule 17</u> Director, Special Education & Pupil Services High School Principal Director Facilities & Services	<u>Schedule 18</u> Director, Elementary Education Director, Secondary Education

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ST. VRAIN VALLEY SCHOOL DISTRICT (Longmont, Colorado)
Fall 1977 Enrollment: 14,928

Administrative Policy 4141.4 outlines merit pay for administrators in the St. Vrain Valley School District:

A. Salary Ranges:

<u>Grade Level</u>	<u>Function</u>	<u>Salary Ranges</u>
50	Assistant Superintendents	\$23,000 to \$35,000
49	Assistant to Superintendent	\$20,500 to \$31,000
48	Directors	\$20,500 to \$31,000
47	Administrative Assistant	\$20,500 to \$30,000
46	Secondary Principals	\$20,500 to \$30,000
45	Elementary Principals	\$17,500 to \$27,000
44	Secondary Asst. Principals	\$17,500 to \$27,000
43	Supervisory, Instructional	\$15,000 to \$25,000
42	Elem. Asst. Principals, Coordinators	\$15,000 to \$25,000

B. Proposals to Implement These Criteria:

1. All financial adjustments will be made on July 1.
2. No administrator will be placed lower or higher than the salary range.
3. No administrator will receive a reduction in salary.
4. Effective July 1 of each year, administrators may receive an increase of their previous year's salary as an adjustment based on the previous school year performance, but not to exceed the salary range of the established position.
5. Salary ranges will be reviewed annually the fourth quarter of each calendar year.
6. Procedures for yearly performance increment shall be:
 - a. Carried out with immediate supervisor.
 - (1) Assistant Superintendents with Superintendent.
 - (2) Assistant to Superintendent and Director of Staff Relations with Superintendent.
 - (3) Directors with Assistant Superintendent.
 - (4) Principals with Directors.
 - (5) Administrative Assistant to Superintendent with Superintendent.
 - (6) Assistant Principals with Principals.
 - (7) Supervisors and Coordinators with Directors.
 - (8) The final responsibility shall rest with the Superintendent.
 - b. Based on fulfillment of mutually developed goals and objectives, professional growth, additional and/or unique responsibilities inherent to a particular administrative assignment, and other contributions to educational programs of the school district.

ST. VRAIN VALLEY SCHOOL DISTRICT (Continued)

- c. The appropriate supervisor will provide an annual evaluation, in writing, outlining the administrator's performance for that contract year.
 - d. The rationale for any adjustment made in the recommended increment by persons other than the immediate supervisor shall be provided in written form to the immediate supervisor and to the administrator.
 - e. Administrative inservice should be provided for administrators.
7. The yearly budget should include adequate funds to provide monies for all administrators.
 8. All administrators shall receive notice of their pay adjustment on or before April 1.

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WELD COUNTY SCHOOL DISTRICT 6 (Greeley, Colorado)
Fall 1977 Enrollment: 10,350

ADMINISTRATION and LEADERSHIP:
A Reward System for Both

Dissatisfaction with a salary system that rewarded everyone equally without regard to the tasks undertaken prompted the administrative salary committee, with the encouragement of the Board of Education, to begin a year-long study seeking ways to improve the district's compensation system. Foremost in the minds of the committee members was the development of a system that would reward excellence, and if possible, find a way to have each individual competing only with himself.

DUAL PAY SYSTEM

First, a structure was developed that compensates an administrator for performing those normal duties which support his particular portion of the administrative organization. The principal who manages his school within established practices and policies is generally maintaining the status quo in performing the administrative segment of his job. Secondly, the structure includes a system to encourage and reward administrators for going beyond the maintenance of status quo into the leadership function of their jobs.

LEADERSHIP OBJECTIVES

Under the leadership bonus pay system developed by the committee and approved by the Board of Education, each administrator in the district submits specific written leadership objectives in the fall, for the coming school year. These objectives are thoroughly discussed and reviewed with the administrator's immediate supervisor. A point value is assigned to the objectives by the administrator and the supervisor to establish their relative importance. A consistent format is followed by each administrator in writing objectives.

1. Goal statement.
2. Objectives.
3. Activities to be used.
4. Evidences of success.

These leadership activities are outgrowths of goals established by the Board of Education for the coming school year. The objectives are developed so that each administrator knows the goals of those people above him in the organizational chart and the central thrust of the school district. These written objectives allow the district to establish a well defined unified effort toward common goals. Once the leadership objectives have been approved the administrator begins to work toward their accomplishment in close harmony with his supervisor.

WELD COUNTY SCHOOL DISTRICT 6 (Continued)

Ultimately, through the process of self-evaluation and supervisor evaluation, a determination is made with regard to the total number of points earned on each of the objectives during the year. The administrator is competing with himself and no one else. Administrators are not ranked or compared, on the basis of total points earned. A bonus payment based on the total number of points earned is awarded in July of each year.

BASIC SALARY STRUCTURE

Figure I illustrates the salary structure that has been developed for the Greeley School District. It should be noted that the mathematical design used in a district must possess the characteristics desired for that district alone. It should possess arbitrary mathematical separations between positions that are accepted, or necessary, in the individual district. This particular salary structure is based upon the key salary represented at the entry level for a senior high school principal working eleven months. Any other salary on the schedule can be derived from that point by adding or subtracting \$750 as you move horizontally from one base to another, or by adding or subtracting the dollar amounts shown that vertically differentiate between jobs with varying responsibilities.

To calculate the salaries other than eleven-month salaries for positions below the senior high principal, the eleven-month salary is adjusted to the desired work year. By basing all salaries below the senior high principal on eleven-month salaries, better representation is given as to what the actual salary would be if all administrators worked the same work year. The separation between bases is \$750 and does not represent a traditional increment since movement from one base to another is accomplished by earning a required number of leadership points.

LEADERSHIP BONUS PAYMENT

The administrator and supervisor establish a numerical weight for each leadership objective that is written. A total of 100 leadership points may be earned by any administrator for leadership demonstrated during a given school year. One hundred twenty leadership points must be accumulated for the administrator to move to the next higher base on the administrative salary structure. Thus, an individual will need two full years of above average leadership performance to move from one base to the next.

A leadership bonus payment will be awarded on July 1 of each year based on the degree of completion of leadership objectives by each administrator. All money set aside for leadership bonus payments will be expended for this purpose each year. Thus the dollar value of an earned point is contingent upon the total points earned by the administrator's group, not upon the total number of points possible.

To illustrate, if the given district had ten administrators who wrote leadership objectives for 100 points per person, there would be 1,000 possible points. If \$10,000 had been set aside for this purpose then each point initially would be worth \$10. However, if only 500 points were actually earned and payment was made on the initial contracted point value, the district would be withholding obligated funds. Therefore, the point value is determined on the 500 points rather than the 1,000 points, with each point worth \$20. Bonus payments are made annually and are not added to the ongoing base salary of the administrator. This helps control some of the rapid escalation that occurs in most salary schedules.

BUDGETARY SAFEGUARDS

A salary schedule of this type requires safeguards within the budgetary process to make certain that it can be funded each year. Three variables must be considered:

1. X = the amount of money required for base changes for employees.
2. Y = the amount of money required for changes in the key salary in any given year.
3. Z = the amount of money required for the payment of leadership bonus points.

Once understood, those three variables, X, Y, and Z, comprise a formula ($X + Y + Z =$ the amount of money available for administrative salaries in a budget year). It is extremely important that X, Y, and Z must be flexible. In the first year of implementation in this school district there will

WELD COUNTY SCHOOL DISTRICT 6 (Continued)

be very little money expended for X, allowing the dollars available for changes to fall into Y and Z. In the following year, with many administrators having earned enough leadership points to make a base change, X will increase significantly with a subsequent decrease in either Y or Z.

SALARY SCHEDULE

Figure II provides the actual administrative salary schedule adopted by the Board of Education for this school district. By actually placing numbers in the blanks, a school district may localize the salary schedule to meet its specific needs. The concept can be used anywhere with a mathematical structure developed for the specific needs of a particular school district.

SIGNIFICANCE

The advantage of this compensation system for the Greeley School District is the renewed enthusiasm it has created among administrators toward their leadership roles. The establishment of written leadership objectives has begun to develop a sense of cohesiveness and unity toward a common purpose. Administrators are expected to manage their particular job in an exemplary manner. However, it is the leadership demonstrated by the administrators that will allow this district to change with the times, to maintain its vigor, and to create an exemplary educational environment for the students in the Greeley community.

LEADERSHIP POINTS PAYMENT

The administrative and supervisory staffs in this district are compensated on a leadership points basis. A total of 200 leadership points may be earned by an administrator for leadership demonstrated during a given school year. Leadership points are earned by an administrator for the district to work in the field. Points are earned by an administrator for the district to work in the field. Points are earned by an administrator for the district to work in the field.

A leadership points program will be established in this district. The program will be based on the following principles: 1. Leadership points will be earned by an administrator for leadership demonstrated during a given school year. 2. Leadership points are earned by an administrator for the district to work in the field. 3. Leadership points are earned by an administrator for the district to work in the field.

In addition, if the district had an administrative staff who were compensated on a leadership points basis, there would be a 100-point program. If the district had an administrative staff who were compensated on a leadership points basis, there would be a 100-point program. If the district had an administrative staff who were compensated on a leadership points basis, there would be a 100-point program.

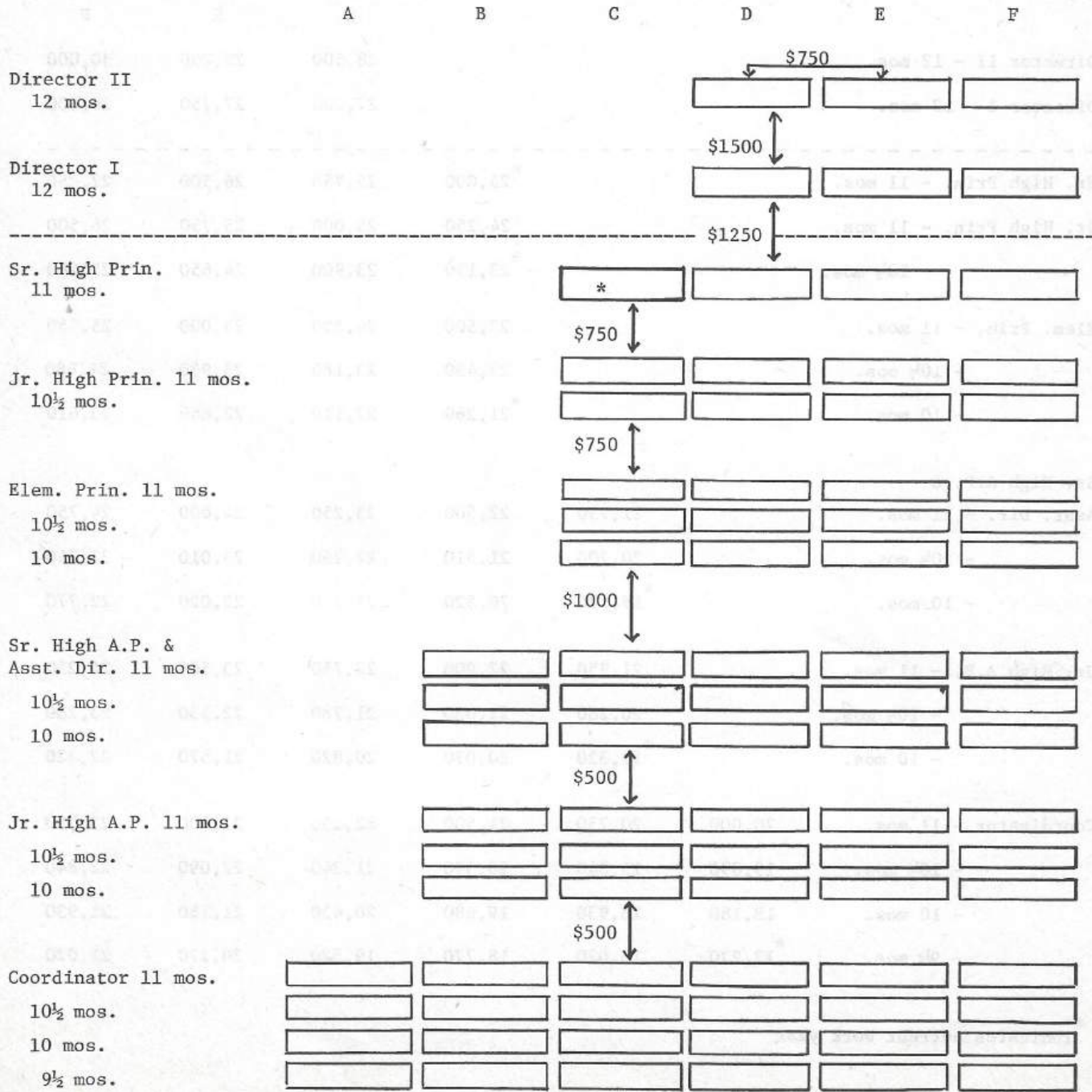
BUDGETARY SCHEDULE

A salary schedule of this type requires administrative staff who are compensated on a leadership points basis. This type of salary schedule is based on the following principles: 1. Leadership points will be earned by an administrator for leadership demonstrated during a given school year. 2. Leadership points are earned by an administrator for the district to work in the field. 3. Leadership points are earned by an administrator for the district to work in the field.

Y = the amount of money required for changes in the pay salary in any given year
Z = the amount of money required for the payment of leadership points
X = the amount of money required for the payment of leadership points

Figure I

ADMINISTRATIVE SALARY STRUCTURE
Weld County School District 6
Greeley, Colorado



*Indicates key salary

WELD COUNTY SCHOOL DISTRICT 6 (Continued)

Figure II

 ADMINISTRATIVE SALARY SCHEDULE
 Weld County School District 6
 Greeley, Colorado

January 1, 1978

	A	B	C	D	E	F
Director II - 12 mos.				28,500	29,250	30,000
Director I - 12 mos.				27,000	27,750	28,500

Sr. High Prin. - 11 mos.			*25,000	25,750	26,500	27,250
Jr. High Prin. - 11 mos.			24,250	25,000	25,750	26,500
- 10½ mos.			*23,150	23,900	24,650	25,400
Elem. Prin. - 11 mos.			23,500	24,250	25,000	25,750
- 10½ mos.			22,430	23,180	23,930	24,680
- 10 mos.			*21,260	22,110	22,860	23,610
Sr. High A.P. & Asst. Dir. - 11 mos.		21,750	22,500	23,250	24,000	24,750
- 10½ mos.		20,700	21,510	22,260	23,010	23,760
- 10 mos.		*19,770	20,520	21,270	22,020	22,770
Jr. High A.P. - 11 mos.		21,250	22,000	22,750	23,500	24,250
- 10½ mos.		20,280	21,030	21,780	22,530	23,280
- 10 mos.		*19,320	20,070	20,820	21,570	22,320
Coordinator - 11 mos.	20,000	20,750	21,500	22,250	23,000	23,750
- 10½ mos.	19,090	19,840	20,590	21,340	22,090	22,840
- 10 mos.	18,180	18,930	19,680	20,430	21,180	21,930
- 9½ mos.	*17,270	18,020	18,770	19,520	20,270	21,020
* Indicates current work year						

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GLENVIEW PUBLIC SCHOOLS (Glenview, Illinois)
Fall 1977 Enrollment: 3,472

ADMINISTRATIVE SALARY STRUCTURE

Annually, administrators serving in the Glenview Public Schools are evaluated and assigned a salary category based on performance in their area of responsibility, contributions to the Glenview Public Schools and activities in the profession. The basis for the evaluation of the administrator's performance and placement in Categories A, B or C is the regular evaluation procedure utilized within the school district. Placement in Categories D or E is based upon expected performance in the administrator's role plus achievement of the criteria identified for Categories D or E.

Criteria to be achieved for placement in the various categories follow:

CATEGORY A - MARGINAL PERFORMANCE

An administrator who meets or exceeds less than 80% of the evaluative criteria on the principal evaluation form or who experiences continuing problems in the administration of his/her area of responsibility is considered marginal. Such administrators shall be advised of the areas of concern and shall be given a specific time limit for correcting them prior to being recommended for reassignment or dismissal. Administrators performing in the marginal range will be expected to move into the "acceptable" category in no more than 12 months.

CATEGORY B - ACCEPTABLE PERFORMANCE

1. Meets or exceeds standards on at least 80% of the evaluative criteria on the administrator's respective evaluation form.
2. Maintains adequate relationships with the staff, community and pupils.
3. Accepts and utilizes directives from District administrative and support staffs.
4. Shows evidence of improvement and striving toward the "expected performance" category.

CATEGORY C - EXPECTED PERFORMANCE

1. Meets all requirements for acceptable performance.
2. Maintains good staff-administration relationships.
3. Maintains good administration-community relationships.
4. Maintains good administration-pupil relationships.
5. Develops realistic goals and objectives for improvement and achievement.
6. Generally meets or exceeds standards on the evaluative criteria on the administrator's evaluation form.
7. Operates a good school or departmental program.

CATEGORY D - COMMENDABLE PERFORMANCE

1. Meets all requirements for expected performance.
2. Assumes leadership responsibilities at the local District level.
3. Develops and implements innovative and/or exemplary programs in his area of responsibility.
4. Has an awareness of those opportunities which extend beyond his area of responsibility and capitalizes on them (federal funding, state funding, special projects, etc.)
5. Shows evidence of above average concern for the public relations aspect of the administrative role through publications, news articles, etc., on a regular basis.
6. Is involved in Regional and State professional activities.

CATEGORY E - DISTINGUISHED PERFORMANCE

1. Meets all requirements for commendable performance.
2. Assumes leadership among the Glenview administrators. This criteria will not be met if an administrator is selected as a chairman or something of that nature. It will require

GLENVIEW PUBLIC SCHOOLS (Continued)

evidence of real leadership in tackling or resolving problems which exist at the building or district level or making recommendations which would lead to significant improvement at these levels.

3. Is involved in the community and is recognized as an educational leader. Activities which would bring additional credit to the School System through the individual's involvement.
4. Has attained or is working toward the attainment of the highest professional academic preparation available.
5. Is active and visible with State and National professional associations.
6. Makes presentations at National and/or State Conferences and Workshops.
7. Maintains visibility through publications.

Salary is awarded on the basis of performance and the achievement of the above criteria. After annual evaluations are completed, the Superintendent makes recommendations to the Board of Education regarding the placement of each administrator in the appropriate category. Upon approval of such placement, the Board of Education on the Superintendent's recommendations awards salary increments as follows:

- Category A - no increment
- Category B - 4% increment up to 96% of established median
- Category C - 5-7% increment up to 104% of established median
- Category D - 8-11% increment up to 112% of established median
- Category E - 12-15% increment up to 120% of established median

Annually, the Board of Education reviews the established median salary and adjusts it according to the prevailing salary trends in the respective job areas.

Salary ranges for the 1976-77 fiscal year for 11 administrative positions were as follows:

	Low	Median	High
Asst. Supt. Educational Services	\$24,000	\$30,000	\$36,000
Asst. Supt. Business Services	23,200	29,000	34,800
Director of Curriculum	22,400	28,000	33,600
Director of Research & Pupil Services	22,400	28,000	33,600
Junior High Principal	22,000	27,500	33,000
Elementary Principal	20,000	25,000	30,000
Supervisor Bldgs. & Grounds	18,000	22,500	27,000
Asst. Principal-Jr. High	17,000	21,250	25,500
Administrative Assistant	13,600	17,000	20,400
Accounts Supervisor	11,600	14,500	17,400
Cafeteria Supervisor	10,000	12,500	15,000

(For a detailed description of Glenview's evaluation procedures, based on the assessment of duties outlined in administrators' job descriptions and in pre-established management objectives, see [2].) [2:7]

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X 5

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION (Columbus, Indiana)
Fall 1977 Enrollment: 13,000

Salaries paid to Bartholomew administrators below the cabinet level in 1977-78 reflected five factors:

1. a base administrative salary for 180 days: \$18,200
2. a pro rata adjustment for additional days worked

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION (Continued)

3. a responsibility factor for the position: ranging from \$3,500 for a high school principal to \$800 for a junior high school department chairperson (5-9 teachers).
4. education earned beyond the master's degree level: \$22 per credit, with a maximum of \$1,100.
5. a merit factor: not to exceed \$1,000.

Yearly salaries for the administrative cabinet are established by the Board of Education on the recommendation of the superintendent. The superintendent's salary is established by the Board.

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ST. CHARLES PARISH SCHOOLS (Luling, Louisiana)
Fall 1977 Enrollment: 8,800

The objectives of the administrator performance pay plan in St. Charles Parish is to assure a clearly understandable procedure for periodic performance reviews. The plan applies to all principals, assistant principals, and administrative interns. Administration of the provisions and procedures of the plan is under the jurisdiction of the Assistant Superintendent of Instruction on a day-to-day basis through the Superintendent. The final responsibility rests with the School Board. Performance salary adjustments are discretionary and are recommended by the Superintendent, subject to the approval of the Board. Where special adjustments become evident, they may be recommended by the Superintendent to the Board.

Performance evaluation of principals is conducted by assistant superintendents, with the final recommendation for increases resting with the Superintendent. Performance adjustments above the base are granted for one year only. Administrators who have not earned, by performance, upward adjustments from the base in any two consecutive years are notified that the Board intends to terminate their employment. An administrator then has a third year to earn a performance adjustment before final termination.

Salary adjustments funded by state and local allocations are added to both the lower and upper ends of the range scale. Principals responsible for supervising and evaluating more than 65 FTE staff members calculate their salary from the base of the range, plus \$750. Principals supervising and evaluating less than 15 FTE staff calculate their salary from the base of the range, less \$750.

Salary Schedule for Principals and Assistant Principals
Adopted by the School Board on September 13, 1977

	Base	Maximum
Principals		
Senior High (12 mos.)		
Ph.D.	\$24,400.00	\$27,400.00
M + 30	23,400.00	26,400.00
M	22,400.00	25,400.00
Junior High (11 mos.)		
Ph.D.	22,733.34	25,733.34
M + 30	20,733.34	23,733.34
M	19,233.34	22,233.34
Elementary (11 mos.)		
Ph.D.	21,483.34	24,483.34
M + 30	19,983.34	22,983.34
M	18,483.34	21,483.34

ST. CHARLES PARISH SCHOOLS (Continued)

Salary Schedule for Principals and Assistant Principals (continued)

	Base	Maximum
Assistant Principals		
Senior High (200 days)		
Ph.D.	\$21,066.67	\$24,066.67
M + 30	19,066.67	22,066.67
M	18,066.67	21,066.67
Junior High (200 days)		
Ph.D.	19,816.67	22,816.67
M + 30	18,066.67	21,066.67
M	17,316.67	20,316.67
Elementary (9½ mos.)		
Ph.D.	17,983.34	20,983.34
M + 30	15,983.34	18,983.34
M	15,483.34	18,483.34

Academic year administrative interns are on the elementary level assistant principal scale.

E 7
X

WAYLAND PUBLIC SCHOOLS (Wayland, Massachusetts)
Fall 1977 Enrollment: 3,650

The negotiated agreement between the Wayland School Committee and the Wayland Association of School Administrators provides for performance-based salary increases for personnel included in the WASA unit. Salary adjustments in the period from July 1, 1976 to June 30, 1979 are determined by the Superintendent's evaluation within a specified salary range:

	Low	High
High School Principal	\$28,000	\$34,500
Junior High School Principal	27,000	31,000
Elementary School Principal	24,500	28,750
Assistant Principal	23,500	27,750

In March 1978, the Committee and the Association agreed to increase these ranges for the 1979 fiscal year, as shown below:

	Low	High
High School Principal	\$30,000	\$36,500
Junior High School Principal	28,000	33,000
Elementary School Principal	25,800	30,700
Assistant Principal	24,900	29,700

Available money allotted for annual administrator salary increases was:

- \$15,000 for the first year of the agreement (6.7% of the total funds for administrators' salaries)
- \$13,000 for the second year of the agreement (5.5% of the total funds for administrators' salaries)
- \$14,000 for the third year of the agreement (5.5% of the total funds for administrators' salaries)

E 8

BATTLE CREEK PUBLIC SCHOOLS (Battle Creek, Michigan)
Fall 1977 Enrollment: 9,700

In the Battle Creek Public Schools, 25 of the district's 49 administrators are paid on merit. Typically an evaluation is completed by the person or persons to whom the administrator reports. The evaluations are reviewed by the Associate Superintendent and the Superintendent, and they prepare a recommendation for the Board of Education. Administrators may request a conference with the Superintendent and/or Associate Superintendent to review the evaluation and the salary recommendation.

On the administrator's evaluation instrument, evaluators are urged to review the entire rating form before beginning their evaluation. Comments which demonstrate the justification for a particular mark are encouraged. Administrators are rated in 10 areas on a scale of Unsatisfactory-Fair-Satisfactory-Good-Excellent:

1. Personal Characteristics
 - A. Appearance
 - B. Health and Vitality
 - C. Disposition
2. Leadership Characteristics (include decision making, willingness to accept responsibility, ability to effect change, enthusiasm, initiative)
3. Success in Problem Solving (judgment, logical thinking, creativity, imagination, the means, the results)
4. Professional Knowledge and Understanding (Does the administrator keep current in his/her field of responsibility?)
5. Success in Supervision (Does the administrator evaluate and improve the performance of those in his/her area of responsibility?)
6. Ability to Build Morale (Consider interpersonal relationships . . . delegation . . . ability and willingness to listen to other points of view . . . acknowledgment of worth in others)
7. Community Relations (To what extent does the administrator exhibit a commitment to the community through service . . . through school system awareness and public relations?)
8. Attention to Detail and Routine (Consider the administrator's awareness of district services, timely completion of reports, follow-through in his/her area of responsibility)
9. Attendance
Days absent this school year _____
10. Summary Evaluation
 - A. Strengths
 - B. Improvement Needed
 - C. Further Comments

In the last few years, salary increases based on administrator evaluations have ranged from 3 to 8 percent. In some cases, a salary freeze has been recommended.

E 9

GROSSE POINTE PUBLIC SCHOOLS (Grosse Pointe, Michigan)
Fall 1977 Enrollment: 10,214

EVALUATION OF ADMINISTRATIVE PERFORMANCE

Topics for Evaluation

The performance of administrators is evaluated on the basis of several key topics. The topics vary somewhat from year to year as a function of changing job expectations and demands. During the year of a millage election, for instance, leadership in the campaign becomes an important job

GROSSE POINTE PUBLIC SCHOOLS (Continued)

responsibility and, therefore, an appropriate topic for evaluation. Evaluation topics unique to an administrator become part of the evaluation on the initiative of the administrator being evaluated or the evaluator.

The topics below comprised the major areas of evaluation for principals and assistant principals in 1976-77.

Daily Operation	Interpreter of Management Positions
Individual Job Targets	Involvement in School Activities
Follow-Through on Central Office Directives	Relationship with Staff
Millage Campaign	Supervision of Pupil Personnel Teachers
Evaluation of Staff	Communication with Parents and Community
Administration of Contract	Communication with Students
Employment and Deployment of Staff	District Instructional Goals
Supervision of Plant	Monitoring the Curriculum
Supervision of Budget	Knowledge of Curriculum
Initiative and Leadership	

The topics below comprised the major areas of evaluation for directors and assistant superintendents in 1976-77:

Daily Operation	Interpreter of Management Positions
Quality of Departmental Operation	Administration of Employee Contracts
Relationship with Principals and Assistant Principals	Communication with Community
Evaluation of Principals and Assistant Principals	Supervision of Departmental Budget
Relationship with Nonadministrative Staff in Schools	Management Style
Follow-Through on Directives	Communication Skills

The June 1978 administrator evaluation instrument measured managerial performance on a scale of Superior-Excellent-Satisfactory-Concern Indicated-Unsatisfactory in the following categories:

1. General Administration
 - A. Basic School Operation
 - B. Leadership and Personal Qualities
 - C. Active Support of Policies, Programs, and Procedures
 - D. Supervision of Employees
 - E. Employee Relations
 - F. Involvement in School Life
 - G. Business Affairs
 - H. Supervision of Instruction
 - I. Fulfilling Responsibilities Directed by Department of Personnel
 - J. Fulfilling Responsibilities Directed by Department of Support Services
 - K. Individual Objectives
2. Board of Education Goals
 - A. Achievement in the Basic Skills
 - B. Quality of Supervision
 - C. Communication with Parents and Citizens

GROSSE POINTE PUBLIC SCHOOLS (Continued)

2. Board of Education Goals (continued)

- D. Personalizing and Individualizing Relationships with Students
- E. Involving People in the Decision-Making Process
- F. Relationships with Employee Groups
- G. Teacher Evaluation
- H. Providing Opportunities for Students to Assume and Practice the Privileges and Responsibilities of Active Citizenship
- I. Promoting Academic Excellence
- J. Fostering the Cultural Development of Students
- K. Fulfilling Responsibilities in Regard to District Objectives
- L. Other

3. Overall Evaluation

Calendar

1. A goal-setting conference is conducted for each principal by appropriate directors. By October 15
2. Principals and directors submit a comprehensive listing of objectives and projects referenced to district goals. By October 31
3. Based on recommendations from directors (or from the principal in the case of an assistant principal), the Assistant Superintendent-Instruction recommends appropriate action to the Superintendent for any administrator whose contract was not extended the preceding June By January 31
4. Each administrator submits a Report of Achievements based on the key evaluation topics for the year and the listing of objectives and projects for his or her school or department for the review of the Assistant Superintendent-Instruction. By May 15
5. Guided by the key evaluation topics, members of the Superintendent's cabinet complete independent written evaluation recommendations for each principal and assistant principal for the review of the Assistant Superintendent-Instruction. Principals complete written evaluation recommendations for assistant principals for the review of the Assistant Superintendent-Instruction. By May 30
6. The Assistant Superintendent compiles all evaluation recommendations and prepares a tentative composite evaluation for each principal and assistant principal. First week of June
7. The Superintendent and Assistant Superintendent-Instruction conduct pre-evaluation conferences to discuss the tentative evaluation. Principals are included in the conferences for assistant principals, and members of the Superintendent's cabinet are also included as appropriate. Second week of June
8. Guided by the key evaluation topics and the Report of Achievements, the Assistant Superintendent-Instruction prepares a tentative evaluation for each member of the Superintendent's cabinet. Second week of June
9. The Superintendent issues written evaluations to all administrators. By June 30

GROSSE POINTE PUBLIC SCHOOLS (Continued)

Performance pay

A budget is established for administrative salary increases, a portion of which is earmarked for performance pay. In 1977-78, for instance, 3/7 of this budget was set aside for this purpose. An index is established for the purpose of determining each administrator's share of performance pay. The table below is used for principals and assistant principals.

Rating	Assistant Principal		Elementary Principal	Middle School Principal	High School Principal
	10½ mos.	11 mos.			
Superior	1.00	1.05	1.10	1.15	1.30
	.89	.93	.98	1.02	1.16
	.78	.82	.86	.89	1.01
Excellent	.67	.70	.73	.77	.87
	.56	.58	.61	.64	.72
	.44	.47	.49	.51	.58
Satisfactory	.33	.35	.37	.38	.43
	.22	.23	.24	.26	.29
	.11	.12	.12	.13	.14
Concern Indicated	-0-		-0-	-0-	-0-
Unsatisfactory	-0-		-0-	-0-	-0-

The value of a 1.00 share is determined by dividing the total dollar base for performance pay by the total earned shares of the entire administrative group as determined by final performance ratings. Each administrator's performance pay is his or her earned share as a ratio to a 1.00 share.

E 10
X

KALAMAZOO PUBLIC SCHOOLS (Kalamazoo, Michigan)
Fall 1977 Enrollment: 15,000

Administrator Accountability Salary System

In an effort to reward excellence, an accountability based salary system has been implemented for all administrators. The system provides for salary adjustments for either or both of the following reasons: (1) performance and (2) reclassification. Assessments of performance are based upon the extent to which an administrator achieves meaningful performance objectives and upon supervisor(s) ratings. Additional feedback from relevant evaluators will be provided to each administrator. Reclassification is based upon the studies of the scope and function of a position.

Salary minimums and maximums are reported in Appendix A.

The formula for 1978-79 will provide salary increases for acceptable performance. Percentages, salary ranges, and other specifics of performance evaluation components for administrators should be reviewed and updated annually.

Performance Evaluation Components

In using the Administrator Accountability Salary System to assess performance, the Superintendent bases decisions on two components: (1) supervisor ratings and (2) achievement of performance objectives. Degree of achievement of these components are reflected in a numerical assessment of overall performance. The maximum value is 100 points, with ratings having a maximum weight of 25 points and performance objectives having a maximum weight of 75 points.

KALAMAZOO PUBLIC SCHOOLS (Continued)

Two rating scales will be utilized: (1) Administrator Image Questionnaire (Appendix B), and (2) Administrator Performance Review (Appendix C). The Administrator Image Questionnaire forms will be utilized by those raters designated an Assigned Weight of zero (0) (Table 1). Raters whose evaluations influence a salary increase use the Administrator Performance Review.

A 5-point rating scale is utilized on the Administrator Image Questionnaire form. Raters using the Administrator Performance Review form assess performance as (1) Unsatisfactory, (3) Meets Performance Requirements, or (5) Exceptional. Ratings of 1 or 5 are explained in writing. Scoring of rating forms and arithmetic computations are performed by a computer-based operation resulting in the summary information presented in Table 1. These data will be discussed with each administrator during the annual review of performance and salary.

A sample of the form used to summarize the evaluation of a Secondary Principal is shown in Table 1. Procedures for compiling this summary are discussed in the example below. Procedures are the same for all other administrative positions with the exception that some administrators may be rated by more than one supervisor.

TABLE 1

ADMINISTRATOR PERFORMANCE PROFILEPOSITION - Secondary Principal

<u>Column 1</u> Source of Ratings	<u>RATINGS</u>			
	<u>Column 2</u> Assigned Weights	<u>Column 3</u> Multiple Factor	<u>Column 4</u> Overall Average Rating	<u>Column 5</u> Achieved Points Col. 4 x Col. 3
1. Self	0	0	0	0
2. Director of Secondary Instruction	25	5.0	3.2	16.0
3. Assistant Superintendents	0	0	0	0
4. People within Departments	0	0	0	0
5. Resource People	0	0	0	0
6. Teacher	<u>0</u>	0	0	<u>0</u>
	25			16.0

PERFORMANCE OBJECTIVES

Rated by:)		
Director of Secondary)	75	45.0
Instruction and)		
Assistant Superintendent))		
for Building Services)		
TOTAL POINTS		<u>100</u>	<u>61.0</u>

PERCENT SALARY ADJUSTMENT = 7.1

KALAMAZOO PUBLIC SCHOOLS (Continued)

1. Ratings

- a. The Assigned Weights column reflects the maximum number of points allowed for the rating groups. The total weight for supervisor(s) ratings is 25%.
- b. The Achieved Points column is a computation based upon supervisor ratings. The figure in the Assigned Weights column is divided by 5 to determine the Multiple Factor to be used to calculate achieved points. This Multiple Factor provides for the proper weighting in the Achieved Points column. Note that the value in the Achieved Points column is based upon a Multiple Factor of 5 times the Overall Average Rating from the Sources of Ratings. Where applicable, other Achieved Points are derived by applying the same procedure to other Sources of Ratings. The total Achieved Points derived from the ratings component is a summation of Achieved Points for each Source of Ratings.

2. Performance Objectives

The other component of the administrator accountability model is the extent to which an administrator achieves the stated performance objectives agreed to by the supervisor. Administrators are expected to incorporate system-wide goals and objectives in the formulation of their own performance objectives. While there is significant commonality of objectives, all administrators have certain objectives unique to their assignments. Each administrator's supervisor conducts appropriate conferences and assesses relevant data in determining the weighted importance of objectives and in examining the extent to which an administrator achieves performance objectives. In the evaluation of Principals, the Directors of Elementary and Secondary Instruction assess those performance objectives related to instruction and the Assistant Superintendent for Building Services evaluates those performance objectives related to non-instructional areas. Table 2 narrative describes determination of the extent to which performance objectives are achieved by the example.

- a. The Performance Objective Number column lists each performance objective to be evaluated. Labels for objectives represented by the various numbers are listed. Total numbers of objectives will vary among the administrative positions. However, all administrators shall state a minimum of fifteen (15) performance objectives each school year.
- b. The Weighted Importance column indicates the relative importance of each objective. The amount of importance for an objective should reflect mutual agreement between the supervisor and the administrator. Examples of different values for Weighted Importance are shown in Table 2.
- c. In the Degree of Accomplishment column, a 5-point scale is used to reflect the supervisor's assessment of the extent to which an objective has been accomplished. As indicated above, conferences are held with the administrator and the supervisor to examine data and to assign appropriate weights and values. The supervisor has the responsibility for making the final decision regarding the degree of accomplishment for each objective.
- d. The value in the Achieved Points column is determined by multiplying the degree of accomplishment for an objective by the multiple factor. The multiple factor is determined by dividing the maximum weight for performance objective (75) by the total of the weighted importance in column 2 times 5.0 and multiplying the result by the individual weighted importance. The multiple factor provides for a proper weighting in the Achieved Points column. As an example, Objective #9 has a multiple factor of 1.40 and a degree of accomplishment of 3: therefore, the achieved point value of 4.2 is equal to 3 times 1.40.

KALAMAZOO PUBLIC SCHOOLS (Continued)

TABLE 2
PERFORMANCE OBJECTIVES
EVALUATION FORM

POSITION - <u>Secondary Principal</u>				
<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>	<u>Column 4</u>	<u>Column 5</u>
Performance Objective Number	Weighted Importance	Multiple Factor Total ($(75 \div (\text{Wt. Imp.} \times 5.0)) \times \text{Wt. Imp.}$)	Degree of Accomplishment Each	Achieved Points (Col. 4 x Col. 3)
1	5	1.74	3.00	5.22
2	5	1.74	3.00	5.22
3	4	1.40	3.00	4.20
4	3	1.05	3.00	3.15
5	3	1.05	3.00	3.15
6	5	1.74	1.00	1.74
7	5	1.74	3.00	5.22
8	5	1.74	5.00	8.70
9	4	1.40	3.00	4.20
10	4	1.40	3.00	4.20
	43			45.00

(More Objectives May be Listed as Needed)

NOTE: Labels for objectives represented by the various numbers are listed below.

1. Parent Involvement
2. Implementation of Testing Programs
3. Utilization of Test Results
4. Elimination of Racial and Sex Discrimination
5. Alternatives to Suspensions
6. Differentiation of Staff
7. Staff Morale
8. Student Morale
9. Extra Curricular Activities
10. Staff Inservice

*An administrator may have any number of objectives or any assigned weighted importance for objectives.

e. The total achieved points derived for performance objectives is a summation of the achieved points for each objective.

3. Total Points

In the example above, the administrator achieved a score of 61.0 points out of a possible 100 points. To determine the administrator's salary adjustment, Table 3 is used to convert 61.0 to a percent change of 7.1%. An adjustment of 7.1% is then applied to the

KALAMAZOO PUBLIC SCHOOLS (Continued)

appropriate base or salary. These values are the primary determinants in making decisions relative to salary adjustments.

4. Performance Expectations

An administrator must achieve 40 points or higher on the Administrator Accountability System and achieve a degree of accomplishment of 3 or higher on at least 75% of his/her performance objectives to qualify for a salary increase. Failure of an administrator to meet such minimum performance expectations shall result in placement of that administrator on probationary status. The Superintendent shall notify the administrator in writing of the terms of the probation.

Evaluation Summary - Superintendent

A written summary of each administrator's performance, including salary adjustment, is shared with the administrator by the Supervisor, Superintendent and/or other appropriate administrators. During the evaluation summary conference, every effort will be made to share and discuss all relevant data. Final determination regarding performance and salary adjustments is made by the Superintendent.

Grievance Procedure

This procedure shall be implemented to resolve complaints arising out of utilization of the evaluation system.

- Step 1. Grievance shall be set out in writing and delivered to grievant's evaluator(s) within ten (10) working days of the evaluation.
- Step 2. If the evaluator(s) and grievant cannot resolve the controversy to their mutual satisfaction, the grievant shall, within fifteen (15) working days from the evaluation, submit his/her written grievance to the Chairperson of the grievance panel which is comprised of an elected representative from each level of Administration. If any member of the grievance panel is an interested party in the grievance, he/she shall be replaced by an administrator mutually acceptable to both parties. Within twenty (20) working days from the occurrence of the evaluation, said panel shall convene and hear evidence from both grievant and evaluator(s). Either party may be represented by an advocate at this informal hearing. All evidence relative to the grievance or defense is admissible. Either party may make a record of the hearing at its option. Within twenty-five (25) working days of the evaluation, the Chairperson of the grievance committee shall deliver to the Superintendent of Schools, a written statement of the majority opinion of the panel. This statement shall briefly state the:
- (1) issues involved in the complaint
 - (2) credible facts supporting each party's position
 - (3) majority recommendation for resolution of the controversy
 - (4) reasons for the recommendation
 - (5) signatures of the persons in accord with the recommendation

The panel may also deliver a minority opinion to the Superintendent at the option of the minority voters. That statement shall be in the same form as the majority opinion.

The Superintendent shall give the grievant a decision, in writing, stating his/her resolution of the controversy within thirty (30) days of the submission of the panel's opinion. At that time, the grievant shall have access to the written recommendation of the grievance panel.

If an administrator who has been evaluated by the Superintendent asks for a grievance hearing, the majority recommendation and possible minority recommendation shall be transmitted to the Personnel Committee of the Board. The Personnel Committee may issue a written decision in the matter, or such Committee may designate a person or committee to issue such written decision.

KALAMAZOO PUBLIC SCHOOLS (Continued)

TABLE 3
SALARY RELATED TO POINTS ACHIEVED
ADMINISTRATORS
1978-79

ACHIEVED POINTS	SALARY PERCENTAGE	ACHIEVED POINTS	SALARY PERCENTAGE
Below 40	0.0	66	7.6
40	5.0	67	7.7
41	5.1	68	7.8
42	5.2	69	7.9
43	5.3	70	8.0
44	5.4	71	8.1
45	5.5	72	8.2
46	5.6	73	8.3
47	5.7	74	8.4
48	5.8	75	8.5
49	5.9	76	8.6
50	6.0	77	8.7
51	6.1	78	8.8
52	6.2	79	8.9
53	6.3	80	9.0
54	6.4	81	9.1
55	6.5	82	9.2
56	6.6	83	9.3
57	6.7	84	9.4
58	6.8	85	9.5
59	6.9	86	9.6
60	7.0	87	9.7
61	7.1	88	9.8
62	7.2	89	9.9
63	7.3	90	10.0
64	7.4	Above 90	10.0
65	7.5		

NOTE: In order to qualify for a salary increase, it is necessary to achieve 40 points or higher and to receive ratings of 3 or higher on at least 75% of the Performance Objectives of the Accountability System.

KALAMAZOO PUBLIC SCHOOLS (Continued)

APPENDIX A

SALARY MINIMUMS AND MAXIMUMS

Superintendent	\$34,000 (base)	\$42,000
Assistant Superintendent	28,000 (base)	35,000
Accountant	15,000	25,000
Administrator	15,000	25,000
Assistant Principal	17,500	25,000
Auditor	15,000	25,000
Consultant	13,200	22,000
Coordinator	17,100	28,500
Dean	17,500	25,000
Director - Assoc. Director	19,700	32,000
Elementary Principal	17,850	25,500
JFK Principal	17,850	25,500
Principal Intern	14,525	20,750
Purchasing Agent	15,000	25,000
Secondary Principal - 12 mos.	21,800	32,000
Secondary Principal - 10 mos.	18,160	26,655
Specialist	13,200	22,000

(Pay increases for administrators below base are figured on salary.)

10 month base	\$19,500	12 month base	\$22,000
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KALAMAZOO PUBLIC SCHOOLS (Continued)

APPENDIX B											
1	2	3	4	5	6	7	8	9	10	ADMINISTRATOR IMAGE QUESTIONNAIRE	RESPONSE KEY
Source Group											1 = poor
Do Not Write in this Space										<ul style="list-style-type: none"> • Use a No. 2 pencil • Erase errors completely 	2 = fair
											3 = satisfactory
											4 = good
											5 = excellent
1.										Does this person express his/her ideas smoothly and articulately?	1 2 3 4 5
2.										Is this person patient, understanding, considerate and courteous?	1 2 3 4 5
3.										Does this person show interest and enthusiasm toward her/his work?	1 2 3 4 5
4.										Does this person demonstrate a thorough knowledge and understanding of those areas of school administration related to his/her job role?	1 2 3 4 5
5.										Does this person demonstrate the initiative and persistence needed to accomplish goals and objectives?	1 2 3 4 5
6.										Does this person support those responsible to him/her?	1 2 3 4 5
7.										Does this person adjust rapidly to changes in plans or procedures?	1 2 3 4 5
8.										Does this person function effectively under pressure?	1 2 3 4 5
9.										Does this person consider divergent views?	1 2 3 4 5
10.										Does this person encourage staff members to raise questions and express opinions?	1 2 3 4 5
11.										Does this person assign tasks to personnel capable of carrying them out?	1 2 3 4 5
12.										Does this person show a willingness to try new approaches or methods?	1 2 3 4 5
13.										Does this person clearly define and explain what is expected of staff members?	1 2 3 4 5
14.										Does this person treat staff members in an unbiased and impartial manner?	1 2 3 4 5
15.										Does this person create a feeling of unity and enthusiasm among those in contact with her/him?	1 2 3 4 5
16.										Does this person demonstrate a sense of humor at appropriate times?	1 2 3 4 5
17.										Does this person make effective decisions?	1 2 3 4 5
18.										Does this person effectively evaluate programs, practices and personnel?	1 2 3 4 5
19.										Does this person coordinate the efforts of those responsible to him/her so that the organization operates at peak efficiency?	1 2 3 4 5
20.										Is this person conscious of the problems that exist on your level?	1 2 3 4 5
21.										Does this person maintain control of her/his emotions when things are not going right?	1 2 3 4 5
22.										Does this person demonstrate leadership which results in meeting important goals and objectives?	1 2 3 4 5
23.										Are this person's grooming and attire appropriate?	1 2 3 4 5
24.										Are this person's communications properly written and do they accurately express his/her thoughts and ideas?	1 2 3 4 5
25.										Does this person support the policies, procedures and philosophy of the superintendent's office?	1 2 3 4 5
26.										Does this person create an atmosphere in her/his building (or department) which is conducive to effectively meeting goals and objectives?	1 2 3 4 5
27.										Does this person create a sense of trustworthiness when interacting with him/her?	1 2 3 4 5

KALAMAZOO PUBLIC SCHOOLS (Continued)

APPENDIX C

ADMINISTRATOR PERFORMANCE REVIEW
Kalamazoo Public Schools

Full Name (Last Name First)		Title		
Date		Division or Building		
RATE ONLY THOSE FACTORS WHICH APPLY TO THE EMPLOYEE'S POSITION		Date From _____	to _____	INDICATE ACTUAL DATES DURING WHICH EMPLOYEE WAS UNDER YOUR SUPERVISION
Exceeds Work Performance Standards		If "Below Work Performance Standards" or "Exceeds Work Performance Standards" is circled, please give your reasons for this rating. If "Below," indicate suggestions for improvement.		
Meets Work Performance Standards		Suggestions or comments made by Supervisor		
Below Work Performance Standards		1	3	5
1. Expresses ideas smoothly and articulately.		1	3	5
				Suggestions or comments made by Supervisor
2. Uses patience, understanding, consideration, and courtesy.		1	3	5
				Suggestions or comments made by Supervisor
3. Shows interest and enthusiasm toward work.		1	3	5
				Suggestions or comments made by Supervisor
4. Demonstrates a thorough knowledge and understanding of those areas of school administration related to his/her job role.		1	3	5
				Suggestions or comments made by Supervisor
5. Demonstrates the initiative and persistence needed to accomplish goals and objectives.		1	3	5
				Suggestions or comments made by Supervisor
6. Supports those responsible to him/her.		1	3	5
				Suggestions or comments made by Supervisor
7. Adjusts rapidly to changes in plans or procedures.		1	3	5
				Suggestions or comments made by Supervisor
8. Functions effectively under pressure.		1	3	5
				Suggestions or comments made by Supervisor
9. Considers divergent views.		1	3	5
				Suggestions or comments made by Supervisor
10. Encourages staff members to raise questions and express opinions		1	3	5
				Suggestions or comments made by Supervisor

(continued)

KALAMAZOO PUBLIC SCHOOLS (Continued)

		APPENDIX C (continued)			
		Exceeds Work Performance Standards	Meets Work Performance Standards	Below Work Performance Standards	If "Below Work Performance Standards" or "Exceeds Work Performance Standards" is circled, please give your reasons for this rating. If "Below," indicate suggestions for improvement.
		1	3	5	Suggestions or comments made by Supervisor
11.	Assigns tasks to personnel capable of carrying them out	1	3	5	Suggestions or comments made by Supervisor
12.	Shows a willingness to try new approaches or methods.	1	3	5	Suggestions or comments made by Supervisor
13.	Defines and explains what is expected of staff members.	1	3	5	Suggestions or comments made by Supervisor
14.	Treats staff members in an unbiased and impartial manner.	1	3	5	Suggestions or comments made by Supervisor
15.	Creates a feeling of unity and enthusiasm among those in contact with her/him.	1	3	5	Suggestions or comments made by Supervisor
16.	Makes effective decisions.	1	3	5	Suggestions or comments made by Supervisor
17.	Evaluates programs, practices, and personnel effectively.	1	3	5	Suggestions or comments made by Supervisor
18.	Coordinates the efforts of those responsible to him/her so that the organization operates at peak efficiency.	1	3	5	Suggestions or comments made by Supervisor
19.	Maintains control of her/his emotions when things are not going right.	1	3	5	Suggestions or comments made by Supervisor
20.	Demonstrates leadership which results in meeting important goals and objectives.	1	3	5	Suggestions or comments made by Supervisor
21.	Is appropriately dressed and groomed.	1	3	5	Suggestions or comments made by Supervisor
22.	Communicates effectively in writing and accurately expresses his/her thoughts and ideas.	1	3	5	Suggestions or comments made by Supervisor

APPENDIX C (continued)

	1	3	5	
Exceeds Work Performance Standards				If "Below Work Performance Standards" or "Exceeds Work Performance Standards" is circled, please give your reasons for this rating. If "Below" indicate suggestions for improvement. <hr/> Suggestions or comments made by Supervisor
Meets Work Performance Standards				
Below Work Performance Standards				
23. Supports the policies, procedures, and philosophy of the superintendent's office.	1	3	5	<hr/> Suggestions or comments made by Supervisor
24. Creates an atmosphere in her/his building (or department) which is conducive to effectively meeting goals and objectives.	1	3	5	<hr/> Suggestions or comments made by Supervisor
25. Creates a sense of trustworthiness when interacting with him/her.	1	3	5	<hr/> Suggestions or comments made by Supervisor

	Signature of Supervisor	Title	Date
My signature below is an acknowledgment that I have seen and discussed this evaluation.			
	Signature of Administrator	Title	Date

(Source: *Personnel Policies for Administrators*. Kalamazoo, Michigan: Kalamazoo Public Schools, April 3, 1978.)

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L'ANSE CREUSE PUBLIC SCHOOLS (Mt. Clemens, Michigan)
 Fall 1977 Enrollment: 8,600

Administrators in the L'Anse Creuse Public Schools are rated in 13 major areas, as illustrated in the evaluation form below. Evaluations marked with an asterisk are considered serious shortcomings; these ratings require a follow-up evaluation. Administrators with these low ratings are given specific recommendations for improvement. Continued low ratings may have an effect on contract renewal. Due to the requirements of certain positions, the evaluator in certain instances may alter the weighted allowances found in the rating form.

The Board of Education determines an index percentage figure for the purpose of granting salary increases beyond the normal increment as stated in the existing salary schedule. The

L'ANSE CREUSE PUBLIC SCHOOLS (Continued)

evaluation form has a total of 1,000 points--a rating of 4 in each area earns an administrator 800 points; a rating of 3 in each area, 600 points, etc. Merit increases are based on the following ranges:

<u>points earned</u>	<u>merit increase</u>
599 or less	none
600 - 799	index percentage less 1%
800 - 899	index percentage
900 or more	index percentage plus 1%

		Low	High				
A. AREA OF SPECIALIZATION:							
1.	Knowledge of	1	2	3	4	5	x (3) = _____ (15)
2.	Training in	1	2	3	4	5	x (2) = _____ (10)
3.	Updating of training	1	2	3	4	5	x (2) = _____ (10)
B. COMMUNITY:							
1.	Activities within building	1	2	3	4	5	x (3) = _____ (15) NA
2.	Attitude of community toward Administrator	1	2	3	4	5	x (2) = _____ (10) NA
C. CURRICULUM:							
1.	Articulation	1	2	3	4	5	x (2) = _____ (10) NA
2.	Knowledge of	1	2	3	4	5	x (3) = _____ (15) NA
3.	Ability to implement	*1	*2	*3	4	5	x (3) = _____ (15) NA
4.	Leadership in developing	1	2	3	4	5	x (2) = _____ (10) NA
5.	Committee participation	1	2	3	4	5	x (2) = _____ (10) NA
6.	Coordinating committee participation	1	2	3	4	5	x (1) = _____ (5) NA
D. FINANCE AND BUSINESS MANAGEMENT:							
1.	Implementation of cost-saving techniques	1	2	3	4	5	x (2) = _____ (10)
2.	Responsibility for and wise use of funds	*1	*2	*3	4	5	x (3) = _____ (15)
3.	Timely preparation of budget	1	2	3	4	5	x (3) = _____ (15)
4.	Realistic involvement of staff	1	2	3	4	5	x (2) = _____ (10)
E. GENERAL ORGANIZATION AND ADMINISTRATION:							
1.	Ability to administer the office staff and noninstructional staff	1	2	3	4	5	x (3) = _____ (15)
2.	Ability to make short and long range plans	1	2	3	4	5	x (2) = _____ (10)
3.	Ability to set goals	1	2	3	4	5	x (2) = _____ (10)
4.	Rapport with students	*1	*2	*3	4	5	x (3) = _____ (15) NA
5.	Rapport with staff	*1	*2	*3	4	5	x (3) = _____ (15)
6.	Rapport with community	*1	*2	*3	4	5	x (3) = _____ (15)
7.	Rapport with others	1	2	3	4	5	x (2) = _____ (10)
8.	Follow up on goals as set	1	2	3	4	5	x (2) = _____ (10)
9.	General organizational procedures	1	2	3	4	5	x (2) = _____ (10)
10.	Proper utilization and dissemination of information requested of others	1	2	3	4	5	x (2) = _____ (10)
11.	Reports, timely	1	2	3	4	5	x (3) = _____ (15)
12.	Reports, accurate	*1	*2	*3	4	5	x (3) = _____ (15)
13.	Utilization of reports received	1	2	3	4	5	x (3) = _____ (15)
14.	Responsive to Board requests	*1	*2	*3	4	5	x (3) = _____ (15)
15.	Responsive to Supt. requests	*1	*2	*3	4	5	x (3) = _____ (15)
16.	Responsive to other requests	1	2	3	4	5	x (3) = _____ (15)
17.	Solves problems at appropriate level	*1	*2	*3	4	5	x (3) = _____ (15)

L'ANSE CREUSE PUBLIC SCHOOLS (Continued)

18.	Visibility within building	1	2	3	4	5	x	(3) = _____	(15)	NA
19.	Visibility on grounds	1	2	3	4	5	x	(2) = _____	(10)	NA
20.	Visibility at non-student activities	1	2	3	4	5	x	(2) = _____	(10)	NA
21.	Implements policies	*1	*2	*3	4	5	x	(3) = _____	(15)	
22.	Enforces implementation of policies by all staff members	*1	*2	*3	4	5	x	(3) = _____	(15)	
F. INSTRUCTIONAL PROGRAM:										
1.	Evaluation of	1	2	3	4	5	x	(3) = _____	(15)	NA
2.	Reasonably provides material needs for	*1	*2	*3	4	5	x	(3) = _____	(15)	NA
3.	Utilizes resources in building	1	2	3	4	5	x	(3) = _____	(15)	NA
4.	Utilizes resources in community	1	2	3	4	5	x	(2) = _____	(10)	NA
5.	Utilizes resources of personnel	1	2	3	4	5	x	(3) = _____	(15)	NA
6.	Utilizes resources of equipment	1	2	3	4	5	x	(3) = _____	(15)	NA
G. PARENT-RELATIONSHIPS										
1.	Involvement	1	2	3	4	5	x	(3) = _____	(15)	NA
2.	Communications	1	2	3	4	5	x	(2) = _____	(10)	NA
3.	Rapport	1	2	3	4	5	x	(2) = _____	(10)	NA
H. PERSONAL QUALITIES:										
1.	Ability to inspire and lead	1	2	3	4	5	x	(3) = _____	(15)	
2.	Ability to make reasonable decisions	*1	*2	*3	4	5	x	(3) = _____	(15)	
3.	Acceptance of responsibility	1	2	3	4	5	x	(3) = _____	(15)	
4.	Appropriateness of dress	1	2	3	4	5	x	(2) = _____	(10)	
5.	Neatness of dress	1	2	3	4	5	x	(1) = _____	(5)	
6.	Attitude	*1	*2	*3	4	5	x	(3) = _____	(15)	
7.	Creativity	1	2	3	4	5	x	(2) = _____	(10)	
8.	Innovative ideas and practices	1	2	3	4	5	x	(2) = _____	(10)	
9.	Not making same, or like, mistake repeatedly	*1	*2	*3	4	5	x	(3) = _____	(15)	
10.	Reasonable expectations of other administrators	1	2	3	4	5	x	(2) = _____	(10)	
11.	Appropriate responses to crisis	*1	*2	*3	4	5	x	(3) = _____	(15)	
12.	Sensitivity to people	1	2	3	4	5	x	(3) = _____	(15)	
13.	Willingness to assist others	1	2	3	4	5	x	(2) = _____	(10)	
14.	Ability to respect confidential communications	*1	*2	*3	4	5	x	(3) = _____	(15)	
I. PROFESSIONAL ACTIVITIES:										
1.	Growth	1	2	3	4	5	x	(2) = _____	(10)	
2.	Participation	1	2	3	4	5	x	(2) = _____	(10)	
3.	Loyalty (sells and represents L'Anse Creuse)	*1	*2	*3	4	5	x	(3) = _____	(15)	
4.	Teacher inservice	1	2	3	4	5	x	(3) = _____	(15)	NA
5.	Willingness to put in necessary time	*1	*2	*3	4	5	x	(3) = _____	(15)	
6.	Articles submitted for publication	1	2	3	4	5	x	(1) = _____	(5)	
7.	Writing for grants-in-aid for L'Anse Creuse	1	2	3	4	5	x	(1) = _____	(5)	NA
J. SCHOOL PLANT AND OPERATION:										
1.	Activities participation	1	2	3	4	5	x	(2) = _____	(10)	NA
2.	Health, safety and welfare effectiveness	*1	*2	*3	4	5	x	(3) = _____	(15)	
3.	Maintenance of	*1	*2	*3	4	5	x	(3) = _____	(15)	
4.	Organization of	1	2	3	4	5	x	(2) = _____	(10)	
5.	Providing materials for	1	2	3	4	5	x	(2) = _____	(10)	

L'ANSE CREUSE PUBLIC SCHOOLS (Continued)

K. SPECIAL ITEMS:											
1.	Non-curriculum committee involvement	1	2	3	4	5	x	(2)	=	_____	(10)
2.	District level involvement	1	2	3	4	5	x	(2)	=	_____	(10)
L. STAFF RELATIONSHIPS:											
1.	Ability to reprimand effectively	1	2	3	4	5	x	(3)	=	_____	(15)
2.	Evaluation documentation	*1	*2	*3	4	5	x	(3)	=	_____	(15)
3.	Quality of supervision	*1	*2	*3	4	5	x	(3)	=	_____	(15)
4.	Responsiveness to staff needs	*1	*2	*3	4	5	x	(3)	=	_____	(15)
M. STUDENT RELATIONSHIPS:											
1.	Activity attendance	1	2	3	4	5	x	(2)	=	_____	(10) NA
2.	Control	*1	*2	*3	4	5	x	(3)	=	_____	(15) NA

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MIDLAND PUBLIC SCHOOLS (Midland, Michigan)
Fall 1977 Enrollment: 11,350

Administrators' Salary Program

For a number of years, administrators in the Midland Public Schools were paid whatever they would have received on the teacher salary schedule, plus an additional allocation for the responsibility they assumed as an administrator. Over the years, many inequities developed in this procedure, and a point was reached in which the administrative staff urged a review of the total salary structure. Simultaneously, the Board of Education began to stress that administrative salaries should be related more to the degree of responsibility assumed and to performance, and less to the amount of preparation or years of service in a position. To meet these objectives of both the Board and the administrative team, Hay Associates, a management consultant firm, was hired in 1968 to conduct a salary study and make recommendations for improvement. Hay Associates was chosen largely because the firm had worked for many years with Dow Chemical Company, the largest employer in Midland, and many citizens in the community were familiar with Hay Associates' management concepts. The Board felt that this familiarity might help gain public support.

The purposes publicly stated for the original study were:

1. The development of comprehensive and useful job descriptions for all administrative positions.
2. The determination of proper internal relative job worth for these positions.
3. The development of internally equitable salary ranges for all jobs within the study.
4. The assessment of meaningful external salary comparisons.
5. The delineation of an externally competitive salary practice to attract and retain competent personnel.
6. The analysis and evaluation of the organization and suggestions concerning its present and transitional structure and relationships.

The consultant firm began by asking that a carefully prepared and specific job description be written for every administrative position in the school district. So that the job descriptions were written by the people who actually did the work, the administrators themselves, not the superintendent, the assistant superintendent, or the Board of Education, prepared them. The consultant firm and a steering committee of administrators edited the job descriptions for consistency in format and terminology. Each job description was written in four sections:

MIDLAND PUBLIC SCHOOLS (Continued)

1. A brief statement of the basic function of the position ("Basic Function")
2. A description of the operational efforts required by the position ("Nature of Position")
3. A statement of the number of dollars, staff, or students for which the incumbent in the position is responsible ("Dimensions")
4. A listing of general, specific, and related activities that an incumbent must perform to meet the responsibilities of the position ("Principal Activities to Attain Accountability Objective")

Using these job descriptions, the consultant firm applied a fairly complex formula which it has developed to determine the degree of job responsibility of each position. The formula computes a point value for each position by using three broad criteria:

1. Know-How: "What does the incumbent need to know to do the job satisfactorily?" Know-How has breadth (comprehension), depth (thoroughness), and a requirement for human relations skills.
2. Problem-Solving: "How much do you have to use your head?" Problem-Solving is the amount of "self-starting" thinking required in both a frame of thinking and problem reference.
3. Accountability: "How important is the job?" Accountability is measured in terms of freedom to act, job impact on end results, and the magnitude indicated by the general dollar-size of the area most clearly affected.

A "profiling" technique also determined the percentage breakdown of the content of each job among the three criteria.

While the consultant firm developed job responsibility points for each administrative position, the steering committee of administrators applied the same formula. The results, which were arrived at separately, were then compared to eliminate discrepancies. What emerged was an agreement on the comparative number of points of responsibility for each management position. The range of points was then subdivided into 12 levels of responsibility, each level being calculated on an interval of 15% from the lowest to the highest. The administrative jobs were then placed on the appropriate level of responsibility, as shown below:

As of January 1978:

Level	Range of Points	Job Title	Length of Assignment	
			12 months	11 months
1	1832 - 2107	Superintendent	x	
2	1593 - 1831			
3	1385 - 1592	Asst. Superintendent	x	
4	1204 - 1384			
5	1047 - 1203			
6	910 - 1046	Director	x	
7	791 - 909	High School Principal	x	
8	688 - 790	Intermediate Principal		x
		Supervisor of Service Operations	x	
9	598 - 687	Elementary Principal	x	or x
10	520 - 597	Assistant Principal, High School	x	
		Assistant Principal, Intermediate		x
		Coordinator of Instruction	x	or x
		Supervisor of Business Affairs	x	
11	452 - 519	Administrative Assistant		x
		Administrator of Continuing Education	x	
12	393 - 451	Department Head	x	or x

MIDLAND PUBLIC SCHOOLS (Continued)

The consultant firm developed a salary range for each level in the administrative structure. A midpoint for the salary range was established, and a figure 15% below and 15% above the midpoint amount was calculated. The resulting minimum and maximum figures have become the range for these administrative levels. The midpoint amounts were originally established by factors which related these amounts to the master's maximum on the teacher salary schedule, both in Midland and in other school districts in Michigan comparable to Midland.

Administrators newly appointed to a position begin at the base amount of the lower half of the salary range. They move through the lower half of the range on the basis of two factors: the number of years of experience on the administrative job and the quality of performance as determined by their annual job evaluation. An administrator evaluated as performing "satisfactorily" could expect to move through the lower half of the salary range for the position at a rate increase of 1.5% of the base amount each year. This administrator would reach the midpoint of the salary range in about 12 years. On the other hand, an administrator evaluated as performing "well" on the job would move at a rate increase of 3.0% a year, and would reach the midpoint in about six years. An administrator evaluated as performing "meritoriously" would move at a rate increase of 4.0% a year, and reach the midpoint in about four years. All administrators progress through the lower half of the range yearly until they reach the midpoint. The rate of their ascent through this lower half of the salary range is controlled by the quality of their performance.

Once administrators reach the midpoint figure, however, their movement through the upper half of the range is based solely on the quality of their performance. From the midpoint on only meritorious performance brings further movement on the salary range for their position. But an administrator who reaches the midpoint of the salary range for the position and is performing meritoriously may continue to move through the upper half of the range to a salary amount 15% above the midpoint. As an example, in 1977-78, 10 out of 64 administrators, or 16%, were evaluated as performing meritoriously. One is below midpoint for his salary range, and nine are above midpoint for their ranges. The highest placement after 10 years of operation of this system is midpoint + 6.

Each spring after consultation with the Administrative Problems Committee and in consideration of other factors such as salary increases granted to teachers and increases in the cost of living, the Board decides how much the salary ranges for administrators will be increased. Then at the first Board meeting in June of every year the salary for each administrator is formally approved. This occurs whether or not settlements have been achieved in negotiations with teachers. All fringe benefits granted in negotiations to teachers are also extended to administrators.

The key to the successful operation of such a salary arrangement is the administrator's evaluation. An annual evaluation of each administrator, including a recommendation for the administrator's salary for the following year, is performed by the person to whom the administrator reports. Department heads are evaluated by principals, principals by directors, and directors by the assistant superintendent. This approach of tying each administrator's salary to performance has one clear value: it makes an administrator pragmatically aware for whom he or she works.

The only members of the management team who are not evaluated in this pattern are the superintendent and the assistant superintendent. The superintendent is evaluated annually by the Board of Education and his salary is set by the Board. The assistant superintendent is evaluated informally by the superintendent. The salary of the assistant superintendent is also set by the Board, after consultation with the superintendent.

The evaluations of administrators who are being recommended for merit consideration on the salary schedule are reviewed prior to presentation to the administrator by a Merit Review Committee consisting of four directors and the assistant superintendent. This committee must approve the evaluation before the evaluator discusses the administrator's evaluation. The purpose of this step is to guarantee that meritorious service is being recognized. Recognition can be positive as well as negative. Thus, the members of the committee may say to any administrator who evaluates other administrators: "Why ISN'T so-and-so being recommended for merit consideration? His work seems excellent to us" just as readily as they may say: "Why IS this person being recommended for meritorious service? His work doesn't seem that good to us."

MIDLAND PUBLIC SCHOOLS (Continued)

All members of the management team work on two-year contracts. These are extended for two years at the end of the first year of each contract as long as the administrator's service is satisfactory or better. If it is not satisfactory, then the second year of the two-year contract is a year of probation. None of Midland's administrative staff is on tenure in their administrative positions, although all of them hold tenure in the district as teachers. An administrator performing in less than adequate manner has one year after being advised in writing of an inadequacy to bring performance up to an acceptable standard. If improvement does not occur, it is recommended that he or she should be terminated as an administrator and return to a teaching assignment within the school district. This recommendation may be reviewed in a meeting of the Board of Education, which may be private. To date, every administrator recommended for termination has chosen to resign and be reassigned as a teacher.

In conclusion, a committee of citizens of the school district with experience in industrial salary administration was appointed in 1977 to study and review the salary program in operation in the Midland Schools. This committee ultimately reported to the Board of Education and the public that the salary program was fair, well understood by the staff, and seemed to be operating in an equitable fashion. The citizens committee recommended its continuation.

(Excerpted from: Wineland, Betty, James I. Morgan, and George H. Owen. "The Board and Its Administrators--Salaries and Evaluation." Paper presented at the annual conference of the Michigan Association of School Boards and the Michigan Association of School Administrators, October 1977. 14 pp.)

E **13** PENNFIELD PUBLIC SCHOOLS (Battle Creek, Michigan)
X Fall 1977 Enrollment: 2,095

In the Pennfield Schools, administrators' salary increases are a function of five factors beyond the base salary: years of experience, educational preparation, responsibility, time, and merit. The Board changes the base salary each year, which is related to the maximum teachers' scheduled salary.

Annual Salary = Base + Experience + Educational Preparation + Responsibility + Time + Merit

BASE = \$17,500

EXPERIENCE		RESPONSIBILITY		MERIT	
Years	% of base	Level	% of base	Rating	% of base
0	0	Responsible for building & other areas	1.5	Satisfactory	0 - 1.5
1	.125	Responsible for Junior High School	2.0	Good	2.0 - 3.0
2	.25	Responsible for High School	2.5	Excellent	3.5 - 4.5
3	.375	Responsible for areas beyond building level	3.0		
4	.50				
5	.625				
6	.75				
7	.875				
8	1.0				
9	1.125				
10	1.25				
		TIME			
		Length	% of base		
		187 days	0		
		202 days	.25		
		210 days	.50		
		220 days	.75		
		240 days	1.0		
EDUCATIONAL PREPARATION					
Level	% of base				
M.A.	.50				
M.A.+30	.75				
M.A.+60	1.0				
Ph.D.	1.25				

PENNFIELD PUBLIC SCHOOLS (Continued)

- Satisfactory: meets job description; performs tasks as expected
- Good: shows initiative in job; meets all areas of evaluation with adequate standard; takes leadership role
- Excellent: performs with enthusiasm in total job description; rates with high performance in all areas of evaluation; takes leadership to improve educational program and operation of the district; performs unpleasant tasks in appropriate manner

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ST. JOSEPH PUBLIC SCHOOLS (St. Joseph, Michigan)
Fall 1977 Enrollment: 3,715

Salaries of principals in the St. Joseph Public Schools are based on the following factors: a base salary, increments for experience as an administrator, the assigned position, length of the work year, extra responsibilities assigned, and a merit award. The base salary may be adjusted annually by the Board of Education. The Superintendent is responsible for recommending assignments to positions, assigning extra responsibilities, and awarding merit pay.

Merit awards are determined by the Superintendent at the end of the contract year. They are prorated throughout the next contract year, or if the principal leaves the district, they are paid in one lump sum.

For the contract year 1977-78, no individual was paid less than the salary received for the 1976-77 contract year. For the contract year 1978-79, no individual principal will receive less than a \$750 increase over his or her present salary.

SALARY GUIDES FOR PRINCIPALS

- | | | |
|---|----------------------------------|----------|
| 1. Base Salary:
(Experience as
evaluated by
the Superin-
tendent) | Beginning Administrator: | \$13,750 |
| | After One Year of Experience: | \$14,438 |
| | After Two Years of Experience: | \$15,125 |
| | After Three Years of Experience: | \$15,813 |
| | After Four Years of Experience: | \$16,500 |
| | After Five Years of Experience: | \$17,187 |
| | After Six Years of Experience: | \$17,875 |
| | After Seven Years of Experience: | \$18,563 |
2. Assigned Positions: 10% applied to the individual's Base Salary shall be paid for responsibilities as an Elementary School Principal, and three (3) additional work weeks shall be allowed.
- 15% applied to the individual's Base Salary shall be paid for responsibilities as a Junior High School Principal, and four (4) additional work weeks shall be allowed.
- 20% applied to the individual's Base Salary shall be paid for responsibilities as a Senior High School Principal and eight (8) additional work weeks shall be allowed.
- 10% applied to the individual's Base Salary shall be paid for responsibilities as a Senior High School Assistant Principal, and four (4) additional work weeks shall be allowed.
3. Length of the Work Year Compensation: 2.5% applied to the sum of the individual Base Salary and Assigned Position Allowance shall be paid for each work week (forty clock hours) beyond the regular School Year.

ST. JOSEPH PUBLIC SCHOOLS (Continued)

4. Extra Responsibilities: 10% applied to the individual's Base Salary shall be paid, if a Principal is assigned to two schools, and one (1) additional work week shall be allowed.

10% applied to the individual's Base Salary shall be paid, if a Principal is assigned duties as Assistant for Personnel and Curriculum, and three (3) additional work weeks shall be allowed.

10% applied to the individual's Base Salary shall be paid, if a Principal is assigned duties as Assistant for Summer Programs, Career Education Programs and the Testing Program, and four (4) additional work weeks shall be allowed.

6% applied to the individual's Base Salary shall be paid, if a Principal is assigned duties as Special Education Coordinator.

5. Merit Award: The Superintendent shall authorize a percentage between 1% and 10%, to be applied to the sum of the individual's Base Salary and Assigned Position Allowance, for exceptional job performance and for meeting established Goals.

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HUTCHINSON PUBLIC SCHOOLS (Hutchinson, Minnesota)
Fall 1977 Enrollment: 3,200

At least once a year, but many times twice, the superintendent of the Hutchinson Public Schools completes an evaluation of the administrators directly responsible to him. Middle management administrators are reviewed in turn by the administrator responsible to the superintendent. The Board of Education meets annually with a representative committee of administrators to discuss the administrative contract and agree on a total cash settlement. The Hutchinson administrators are not formally organized nor are they recognized by the state bureau as a formal bargaining group. Once the Board and administrators agree on the total amount to be distributed, the superintendent determines the salary and fringe benefit increase for each of the 13 administrators responsible to him. Once increases have been determined by the superintendent, they are submitted to the administrators without option for further negotiation.

The "Administrator Evaluation Profile" used in Hutchinson provides the basis for salary increases and includes three general rating areas--task analysis, personal characteristics, and professional growth. Administrator effectiveness in numerous subcategories within this framework is rated on a scale from 1 (least effective) to 6 (most effective). Space is provided on the evaluation instrument for comments on areas and techniques for improvement, as well as the evaluator's responsibility in these areas.

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MINNETONKA PUBLIC SCHOOLS (Excelsior, Minnesota)
Fall 1977 Enrollment: 7,000

The salary structure and principles are outlined for central-office administrators in the Minnetonka Schools Policy No. 3.0:

3.0 Salary Structure and Principles of Application:

3.1 Responsibility Groupings (salary categories)

- 3.11 The salary structure for administrative positions shall consist of salary categories which shall progress in an orderly alignment from the lowest category to the highest.

MINNETONKA PUBLIC SCHOOLS (Continued)

3.2 Salary Ranges

- 3.21 Minimum Salary is the salary which would normally be paid to an individual hired for or promoted to a given position.
- 3.211 Minimum salary is normally set at 80% of career level salary
- 3.212 Salary payments above the minimum salary, but not to exceed the career level salary, may be justified where the newly hired or promoted person has training and experience in excess of the minimum position requirements.
- 3.22 Career Level Salary is the salary which is considered to be fair and equitable compensation for an administrator who is fully qualified from the standpoint of training and experience, and who has proven ability to perform in all areas for which he or she is accountable.
- 3.221 There are six even increments between minimum and career salaries.
- 3.222 Advancement of one year on the range is expected for satisfactory job performance and continually improved performance.
- 3.2221 In appraisal of performance, the position responsibility write-up for each position will be reviewed by the administrator's immediate supervisor.
- 3.2222 Failure to fulfill expectations involve:
- 3.22221 Discussion(s) with the individual as to areas for improvement;
- 3.22222 Possible withholding of increments; and/or
- 3.22223 Removal from the position.
- 3.223 The amount of salary adjustment for an administrator should reflect increases in line with adjustments in the overall salary structure in addition to movements from minimum to career level.
- 3.224 Salary payments over the career level shall be reserved for those administrators who consistently perform the important areas of accountability assigned to their position in a superior manner.
- 3.23 Merit Potential is the highest salary that can be justified in a position with the responsibilities ascribed thereto.
- 3.231 Any payments over the career level salary for a position are done on the basis of merit. Such payments are reserved for those administrators who consistently perform the important areas assigned to their position in a superior manner.
- 3.232 Merit is not to exceed 10% for line positions and 5% for staff positions.
- 3.24 The overall salary structure will be reviewed annually and adjustments made when necessary to assure that favorable salary levels are maintained.
- 3.25 The salary ranges for administrative positions in 1977-78 are shown on an attachment to this policy.

MINNETONKA PUBLIC SCHOOLS (Continued)

DISTRICT ADMINISTRATIVE AND SUPERVISORY
SALARY RANGES 1977-78

	1977-78		<u>MERIT POTENTIAL</u>
	<u>MINIMUM</u>	<u>CAREER LEVEL</u>	
Superintendent	\$33,012	\$41,265	Merit Potential is a figure 10% above Career Level except in the case of Administrative Assistants and Coordinators where it is 5%. Salaries paid beyond Career Level are on a merit basis.
Dir., Bus. Services	26,630	33,287	
Dir., Admin. Services	26,277	32,846	
Dir., Secondary Education	25,422	31,802	
Dir., Elementary Education	24,297	30,371	
Dir., Special Education	22,976	28,720	
Coor., R&D	20,751	25,939	
Coor., Community Services	18,835	23,544	
Supervisor, SLBP	16,414	20,517	
Supv., School Health Services	16,471	20,589	
Supv., Buildings/Grounds	14,685	18,356	
Business Assistant	14,575	18,219	
Supv., Trans./Pur.	13,847	17,309	
Asst. Supv., Buildings/Grounds	12,962	16,202	
Supv., Food Service	11,786	14,733	
Coor., Public Relations (½)	6,858	8,572	
Secy. to Supt. (Board)	10,272	12,840	
Secy. to Bus. Dir.	8,239	10,299	
Asst. Supv., Food Services	7,024	8,780	
Coor., Volunteers (½)	3,899	4,874	

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KEARNEY PUBLIC SCHOOLS (Kearney, Nebraska)
Fall 1977 Enrollment: 3,650

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ADMINISTRATIVE SALARY WORK SHEET

NAME _____ DATE _____

POSITION _____ MA BASE \$10,788 (1977-78)

SCHEDULE

- 1. Length of contract
 - 10½ months (215 days) 1.16 _____
 - 11 months (225 days) 1.22 _____
 - 12 months (235 days) 1.38 _____

- 2. Degree and Experience
 - MA+45 or Sixth Year .06 _____
 - Doctorate .12 _____
 - Each year administrative experience in Kearney .037 _____
 - Previous administrative experience - per year .037 _____

- 3. Responsibility
 - Sr. High Principal .50 _____
 - Jr. High Principal .40 _____
 - Elementary Principal .30 _____
 - Asst. Secondary Principal .30 _____
 - Director of Instruction .30 _____
 - Business Manager .30 _____
 - Media Coordinator .10 _____

- 4. Performance
 - .10 - .30 _____
 - Total Ratio _____

RECOMMENDED SALARY _____

Comments:

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x 18**DOVER SUPERVISORY UNION 11 (Dover, New Hampshire)
Fall 1977 Enrollment: 4,265

An August 1977 memorandum from the superintendent to school committee members and administrators described the administrative salary guide for positions of assistant principals, principals, assistant superintendents, and the superintendent.

Salaries

- A. Salaries will be based on the teachers' salary program with the following ratios established. Longevity increments shall be added after the ratio establishes the salary.
1. Superintendent
 - 1.9 first step
 - 2.0 second step
 - 2.1 fifth year (Effective 7/1/78)
 2. Assistant Superintendent for Business Affairs
Assistant Superintendent for Elementary Education
High School Principal
 - 1.40 first step
 - 1.45 second step
 - 1.50 third step
 - 1.60 fourth step - Principal-fifth year (Effective 7/1/78)
 - 1.75 fifth year - Assistant Superintendent only (Effective 7/1/78)
 3. High School Assistant Principals including Vocational Director
 - 1.20 first step
 - 1.25 second step
 - 1.30 third step - Assistant Principal (Effective 7/1/78)
 - 1.35 fifth year - Vocational Director only (Effective 7/1/78)
 4. Junior High School Principal
 - 1.25 first step
 - 1.30 second step
 - 1.35 third step
 - 1.40 fifth year (Effective 7/1/78)
 - 4a. Assistant Junior High Principal
 - 1.15 first step
 - 1.20 second step
 - 1.25 third step
 5. Elementary Principals
 - 1.20 first step
 - 1.25 second step
 - 1.30 third step
 - 1.35 fifth year (Effective 7/1/78)
 - 5a. Assistant Elementary Principal
 - 1.05 first step
 - 1.10 second step
- B. All ratios shall be based on the maximum of the teachers' salary scale under the academic column applicable for the individual administrator.
- C. Merit raises of 2% to a maximum of 10% may be assigned by the Superintendent to any of the above listed personnel. A maximum of 4% per year may be expended to any one administrator. This 2% will be a 2% of the total salary minus longevity.
- D. Administration does believe that it should have a set salary guide, but if the community judges that the total teaching staff is not to get a pay raise, then the administrators, by their professional salary program as listed above, also will not receive a raise.
- E. Total coverage for family, as well as individual Blue Cross/Blue Shield, including a dental program, shall be provided.

DOVER SUPERVISORY UNION 11 (Continued)

Administrators' contracts shall have a letter of anticipated goals attached as of July 1 annually. Such goals shall be written by the applicant administrator and be approved by the Superintendent and School Committee prior to July 1 annually.

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MONTVILLE TOWNSHIP PUBLIC SCHOOLS (Montville, New Jersey)
Fall 1977 Enrollment: 3,700

The 1977-79 contract between the Montville Township Board of Education and the Montville Township Administrators Association states that each member of the MTAA will receive a base salary increase of \$1,400 for the 1977-78 contract year and \$1,200 for the 1978-79 contract year, providing the administrator is within the acceptable or commendable range of the evaluation instrument. Tenured administrators are observed and evaluated at least twice a year, and non-tenured administrators, at least three times a year. Merit pay is based on the administrator's final evaluation.

MTAA members who score 174 or higher in the commendable range of their evaluation will receive an additional \$500 merit increase for the 1977-78 contract year and a \$700 merit increase for the 1978-79 contract year. Merit salary increases become part of the administrator's base salary.

Rating Scale

Commendable	157 - 210
"Competent" Acceptable	105 - 156
Needs Improvement	52 - 104
Unsatisfactory	0 - 51

	<u>Unsatis- factory</u> 0	<u>Needs Improvement</u> 1	<u>"Competent" Acceptable</u> 2	<u>Commendable</u> 3	
I. <u>Personal Characteristics</u>					
A. Appearance	_____	_____	_____	_____	x 1.0 ()
B. Health and Vitality	_____	_____	_____	_____	x 1.0 ()
C. Disposition	_____	_____	_____	_____	x 1.0 ()
II. <u>Leadership Characteristics</u> (Willingness to make decisions and accept responsibility; forcefulness; ability to effect desirable change; enthusiasm and initiative shown in work)	_____	_____	_____	_____	x 10.0 ()
III. <u>Success in Problem Solving</u> (Judgment, logical thinking, creativity, imagination)	_____	_____	_____	_____	x 7.0 ()
IV. <u>Professional Knowledge and Understanding</u> (Keeps current on educational trends)	_____	_____	_____	_____	x 6.0 ()
V. <u>Success in Supervision</u> (Evaluating and improving teaching; developing a strong instructional program)	_____	_____	_____	_____	x 10.0 ()

MONTVILLE TOWNSHIP PUBLIC SCHOOLS (Continued)

	Unsatisfactory <u>0</u>	Needs Improvement <u>1</u>	"Competent" Acceptable <u>2</u>	Commendable <u>3</u>	
VI. <u>Ability to Build Morale</u> (Democratic in inter-personal relations; delegates; listens to other points of view)	_____	_____	_____	_____	x 5.0 ()
VII. <u>Relations with Colleagues</u> (Professional Ethics)	_____	_____	_____	_____	x 7.0 ()
VIII. <u>Relations with Community</u>	_____	_____	_____	_____	x 8.0 ()
IX. <u>Relations with Students</u>	_____	_____	_____	_____	x 10.0 ()
X. <u>Attention to Detail and Routine</u>	_____	_____	_____	_____	x 4.0 ()

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS (Parsippany, New Jersey)
Fall 1977 Enrollment: 9,700

Central-office administrators in Parsippany-Troy Hills Township were given salary increases in 1977-78 according to the administrative salary guide reproduced below. No performance adjustment, regardless of the rating received, caused the salary of an administrator to exceed the maximum salary for a position. This guide is presented by the superintendent to the Board of Education annually for review.

ADMINISTRATIVE CATEGORY	MINIMUM	MAXIMUM	MIN-MAX RANGE	FAIR	GOOD	VERY GOOD	OUTSTANDING
Superintendent	\$32,000	\$48,000	\$16,000	\$1,070	\$1,600	\$2,285	\$3,200
Assistant Superintendents Business Administrator	27,000	40,500	13,500	900	1,350	1,930	2,700
Dir., Secondary Education	22,900	34,350	11,450	763	1,145	1,635	2,290
District Coordinators	20,000	30,000	10,000	667	1,000	1,430	2,000
Administrative Assistants	14,000	21,000	7,000	467	700	1,000	1,400
Supervisor of Buildings & Grounds	15,000	22,500	7,500	500	750	1,070	1,500
Transportation Coordinator							
Assistant Business Admin.	11,000	16,000	5,000	333	500	714	1,000
Clerical & Financial Supv.	9,000	14,000	5,000	333	500	714	1,000

RATINGS

OUTSTANDING - means the individual excels in performing all tasks in the job description, performance objectives and development plan.

VERY GOOD - means the individual does better than an acceptable job (well above fully satisfactory) in performing all tasks in his job description.

GOOD - means the individual does an acceptable job (fully satisfactory) in performing all tasks in his job description.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS (Continued)

FAIR - means the individual performs below an acceptable level (marginal-needs improvement) in carrying out the tasks in his job description.

POOR - means the individual's performance in carrying out the tasks in his job description is unacceptable, needing immediate attention and corrective work.

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EAST RAMAPO CENTRAL SCHOOL DISTRICT (Spring Valley, New York)
Fall 1977 Enrollment: 14,700

At East Ramapo, the Board of Education has established in the current negotiation agreement with the central office administrators an amount of money available for pay increases that totals 8% of the total salary account. Of this 8%, individual administrators are guaranteed 3% raises based on the previous year's salary. The remaining dollars in the account are applied to the individual salaries on a merit basis and at the sole discretion of the Superintendent of Schools. The Board has clearly stated that it will in no way monitor or attempt to influence the disbursement of these monies on a merit basis and that the Superintendent may expend either all the money involved, or any portion of it. In addition to the central office administrators who are organized, there are five top ranking administrators who are classified as managerial and their salaries are set in exactly the same way. The district hopes to move to a broader based merit pay plan in the future, involving building administrators. But at the present time, the plan is operational at only the central office level.

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HENDRICK HUDSON SCHOOL DISTRICT (Montrose, New York)
Fall 1977 Enrollment: 2,850

The salary incentive plan in Hendrick Hudson is explained in the 1976-81 negotiation agreement between the district and the district administrators' association:

X. SALARY

- A. The salaries for the incumbent administrators of the unit shall be determined by applying the current ratio, column and step plan.
- B. The following minimum-maximum ranges as of 1977-78 school year are to be utilized as a basis for all new/replacement administrative positions:

	<u>MINIMUM</u>	<u>MAXIMUM</u>
H. S. Principal	\$31,500	\$40,000
M. S. Principal	29,500	38,000
Elementary Principal		
Large	28,500	36,000
Medium	27,500	34,000
Small	26,500	32,500
Assistant Principal		
H. S.	26,500	33,500
M. S.	25,250	32,500
Guidance Director	24,250	31,500

1. Initial Salary and Adjustments:

- a. Having established the minimum-maximum range for each position, the initial salary for a new and/or replacement administrator may be the minimum or an adjusted salary within the range depending upon experience, degree, administrative background and other factors as determined by the employer. In no case is the initial salary to exceed the midpoint of the range to permit the opportunity to evaluate the individual's performance and compensate accordingly.

HENDRICK HUDSON SCHOOL DISTRICT (Continued)

- b. Adjustments to the minimum-maximum ranges should be considered annually in keeping with, but not to exceed, the percentage of increase in the teachers' salary schedule.
2. Performance Areas for Evaluation:
- a. To evaluate the effectiveness and the quality of performance of the administrator in the execution of the duties of the position, these areas for evaluation will be considered:
- Professional Leadership
1. Program development
 2. Personal development
 - Team loyalty
 - Relationship with other administrators
 - Participation in professional meetings
 3. Implementation of board policy and administrative regulations.
- Competencies:
1. Instructional
 - Supervision and evaluation of staff
 - Supervision and evaluation of current programs
 - Implementation and evaluation of new programs
 2. Noninstructional
 - Fiscal control
 - Operation and maintenance of plant
 - Attention to detail
- Communications
1. Internal
 - Students
 - Staff
 - Central administration
 2. External
 - Parents
 - Community
 - Out-of-school organizations
3. Performance Appraisal
- a. It shall be the responsibility of the Superintendent, or his designee, to evaluate the performance of each building principal annually and make a recommendation to the Board of Education for salary determination. This evaluation shall take into account both a self-assessment from each administrator, which shall be required, and where necessary, a third party evaluation should a major difference between the two evaluations exist. In the case of the Assistant Principals and Guidance Director, the evaluation of the immediate supervisor will be considered by the Superintendent.
4. Salary Schedule Plan
- a. Effective July 1, 1977, any new and/or replacement administrators represented by the D.A.A. will be placed on a salary plan which includes a percentage range based upon the percentage increase for the teachers on an annual basis. Implementation of this performance pay plan will be as follows:

HENDRICK HUDSON SCHOOL DISTRICT (Continued)

PERFORMANCE	SALARY FACTOR
Meets some but not all of the performance criteria of expectations for the position.	- 2/3 of teachers' percentage increase
Meets the performance criteria of expectations for the position	- Same percentage increase as the teachers
Performs at an exceptionally high level for the position	- 1/3 above the teachers/ percentage increase
The evaluation and salary determination will be done annually.	
No administrator included in this salary schedule plan will exceed the maximum of the range for the applicable position for the current year.	

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PELHAM PUBLIC SCHOOLS (Pelham, New York)
Fall 1977 Enrollment: 2,650

The Pelham Union Free School District is administered by a Superintendent, an Assistant Superintendent for Instruction and an Assistant to the Superintendent for Business Affairs. Annually, the Board of Education reviews the compensation of these administrators and makes appropriate adjustments in their salaries according to the following principles.

Two basic factors are considered by the Board in its annual review: the performance of the individual administrator, and the median salary of administrators, with similar responsibilities, of other school districts in southern Westchester County. The southern Westchester school districts are those listed in the Chief School Administrators study (BOCES Administrative Salary Survey).

Performance is measured by the success of the individual administrator in achieving his annual objectives. The objectives of the Superintendent are proposed by the Superintendent and approved by the Board. The objectives of the Assistants are proposed by them to the Superintendent for his approval.

At the end of each school year the Board evaluates the performance of the Superintendent in achieving his annual objectives for that year. Based on this evaluation, the Superintendent's performance is rated on a scale extending from inadequate to outstanding. In establishing his salary, the Board is guided by the level of performance and the median salary for the position in southern Westchester County.

The performance of the Assistants is evaluated by the Superintendent at the end of each school year in terms of the achievement of their annual objectives and each Assistant is rated on a scale extending from inadequate to outstanding. Their salaries are recommended to the Board by the Superintendent who takes into consideration the level of performance and the median salary for the position in southern Westchester County.

Each year the Board establishes the percentage range of salary increase. The range for 1975-76 was from 0 to 12%. Ranges for 1976-77 and 1977-78 are set forth in Appendix A of the administrators' negotiated agreement.

APPENDIX A

Salaries

For the term of this Agreement, the salaries of all administrators employed by the District will be determined by evaluation of the Superintendent, and recommended to the Board of Education for approval, on the basis of the current evaluation system, adopted 13 December 1973, attached

PELHAM PUBLIC SCHOOLS (Continued)

hereto as Appendix B, or other such system to which the Superintendent and the Pelham Administrators Association shall agree and which the Board of Education shall adopt.

The minimum increase for all administrators for the 1976-77 school year shall be 3.5% above the 1975-76 salary. In addition, there shall be a potential further increase of 3.5% to be based on performance in accordance with the aforementioned system of evaluation.

The minimum increase for all administrators for the 1977-78 school year shall be 3.0% above the 1976-77 salary. In addition, there shall be a potential increase of 4.0% to be determined on the basis of performance as detailed above.

For the 1978-79 school year, contract negotiations will be reopened solely for the purpose of considering salary modifications.

An award higher than 7.0% may be made, but none may be lower than the minimum in each year of the agreement. No mention of the Superintendent's salary recommendation will be made part of the permanent record of the administrator.

No administrator shall be entitled to any extra compensation for performance of the duties of the position in which he is employed and every administrator is expected to perform such duties at such times, either before, during or after the school year as the duties of the position normally require.

Administrators' salaries shall be computed on a fiscal year basis July 1 to June 30. Any administrator performing eleven months' service during a school year shall be entitled to a full year's salary.

The Agreement proposed is to resolve all existing disputes and the salaries fixed are also subject to all the provisions of the law and the Board's By-Laws and agreements.

APPENDIX B

Evaluation of Administrators

Objectives: To evaluate the effectiveness and the quality of performance of the administrator in the execution of the duties of the position.

Procedures: The Superintendent to write a comprehensive evaluation, covering the performance areas specified below; written evaluation given to administrator at least 48 hours prior to a conference with the Superintendent to discuss the evaluation; administrator to acknowledge evaluation by signature, with the right to append to the evaluation a written comment. Evaluations will be annual for all administrators.

Performance Areas for Evaluation:

- A. Communications
 1. Internal
 - a. Students
 - b. Staff
 - c. Central administration
 2. External
 - a. Parents
 - b. Community
 - c. Out-of-School organizations

PELHAM PUBLIC SCHOOLS (Continued)

B. Competencies

1. Instructional
 - a. Supervision of staff
 - b. Supervision of current programs
 - c. Knowledge of the field
2. Non-instructional
 - a. Fiscal control
 - b. Operation and maintenance of plant
 - c. Attention to detail

C. Professional Leadership

1. Educational Philosophy
2. Program Development
3. Personal Development
 - a. Participation in professional meetings
 - b. Relationship with other administrators
 - c. Team loyalty
4. Implementation of Administrative and Board policy

D. Summary Statement and Recommendation

(Reference: PAA Contract for 1972-74, Article II 2d. Adopted by the Board of Education 12/17/73.)

Method of Computing Administrative Salary Level

Administrator's Name _____

Position _____

The following salary computation is in accordance with the contract negotiated between the BOE and PAA for the school year 1977-78.

1.	Base Salary		\$ _____
2.	Guarantee	$3\% \times \$ \frac{\text{Base Salary}}{\text{Base Salary}}$	= \$ _____
3.	Performance	$\frac{\text{Rating Factor}}{\text{Rating Factor}} \times 5\% \text{ Percent at Risk} = \frac{\text{Performance Percentage}}{\text{Performance Percentage}}$	
4.	Performance Percentage	$\% \times \$ \frac{\text{Base Salary}}{\text{Base Salary}}$	= \$ _____
5.	Higher Award		\$ _____
	Total Salary		\$ _____

Received:

Administrator's Signature

Approved:

Superintendent's Signature

Date _____

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PUBLIC SCHOOLS OF THE TARRYTOWNS (North Tarrytown, New York)
Fall 1977 Enrollment: 2,684

Article II ("Salary") of the 1977-79 negotiated agreement between the district and the Association of Supervisors and Administrators addresses merit pay compensation:

1. Individual merit increases will be recommended by the Superintendent of Schools based upon the Superintendent's merit evaluation of each individual according to Performance Areas for Administrators' Goals and Appraisal (issued February 1975). The merit evaluation will be shared with each administrator and a written evaluation will be provided. Thereafter, the Board will review and act upon the recommendation of the Superintendent. Each administrator shall have the right to review and request reconsideration by the Superintendent prior to transmittal to the Board.
2. The Unit as listed in Section 1 of Article II will be guaranteed an expenditure for merit increases of no less than \$12,000 for the period July 1, 1977 - June 30, 1978 and \$10,000 for the period July 1, 1978 - June 30, 1979.
3. The range of merit increase for each individual administrator shall be from a low of \$0 to a maximum of \$3,500 for the two year period. Merit increases for any year shall be deemed augmenting the base salary thereafter.
4. The unit agrees to continue to work with Members of the Central Office Administration staff on the evaluation, revision or modification of the merit criteria. Any change in the merit criteria is subject to the approval of the Board of Education.

PERFORMANCE AREAS FOR ADMINISTRATORS' GOALS AND APPRAISAL

- A - AREAS OF PRINCIPAL'S RESPONSIBILITY
B - AREAS OF COORDINATOR'S RESPONSIBILITY

A & B - SUPERVISION OF INSTRUCTIONAL STAFF

As part of his/her responsibilities, the principal/coordinator with the appropriate personnel and within Board policies and budgetary limits:

- * Follows the system standards and procedures established by the Board of Education for observation and evaluation of tenure and non-tenure teachers.
- # Establishes an ongoing evaluation system for helping instruction-related personnel work toward reaching their potential.
- * Orients staff to teacher evaluation purposes, procedures and contractual due dates.
- # Encourages and specifically provides opportunities and assistance to all staff members in improving their performance.
- # Knows, accepts, respects and deals appropriately with the individual characteristics, educational background of each teacher.
- ** Establishes an ongoing evaluation system for helping athletic coaches work toward reaching their potential.

A & B - EFFECTIVENESS IN IMPROVING INSTRUCTIONAL PROGRAM

As part of his/her responsibilities, the principal/coordinator, in cooperation with the appropriate personnel and within Board policies and budgetary limits:

PUBLIC SCHOOLS OF THE TARRYTOWNS (Continued)

- # Develops and maintains a comprehensive system to evaluate student growth and modify the instructional program to meet the changing needs of students.

Sets the goals for growth in student performance as measured by a program developed in cooperation with an evaluation team.

- # Makes sure materials and equipment used in instruction are appropriate, up-to-date, and of high quality.

- # Requests and utilizes the services of professional and community resources.

Establishes and maintains a varied curriculum for students of differing abilities, needs, talents and interests.

Coordinates the instructional program between grade levels and buildings.

A - STUDENT RELATIONSHIPS

As part of his/her responsibilities, the principal, in cooperation with the appropriate personnel and within Board policies and budgetary limits:

- # Focuses the total school operation, including all policies, practices, and procedures on the needs of students as the major priority.
- # Generates student cooperation, respect, and morale.
- # Seeks to provide a humanistic and democratic atmosphere where each student is regarded with worth and dignity.
- # Accepts the philosophy and promotes the practice that student participation in the planning of school programs through methods appropriate to the age of students is critical to the overall success of the school.
- # Provides a system of communication among students, staff and administration.
- # Gives recognition to students for their accomplishments.
- # Maintains high standards for the health and safety of students.

A & B - RELATIONSHIP WITH CENTRAL OFFICE

As part of his/her responsibilities, the principal/coordinator, in cooperation with the appropriate department, and within Board policies and budgetary limits:

- # Accomplishes effectively management matters required by Central Office.

Participates to the extent possible, in the formulation of the overall philosophy and program of the school system.

Relates a school's philosophy and program to the philosophy and program of the school system.

- # Communicates on any significant matter affecting the welfare of school or system.

- * Recommends personnel for employment; coordinator assists in the process.

- # Develops and manages a building budget; coordinator assists in the
- * process.

- ** Develops and manages an interscholastic athletic budget.

PUBLIC SCHOOLS OF THE TARRYTOWNS (Continued)

A - OFFICE AND PLANT OPERATIONS AND MANAGEMENT

- **# Makes efficient and economical use of plant and personnel.
- **# Strives to insure the health and safety of all persons using the plant.
- **# Involves appropriate staff members in choosing equipment, supplies and developing school facilities.
- **# Provides for safeguarding the school plant and facilities.
- **# Effectively supervises routine school management matters. (Consult attached list of specific duty areas for assistant principal.)
- **# Plans for reasonable control and organization for all school and school-related functions.
 - # Provides for efficient scheduling and programming for staff and students.
 - # Seeks to upgrade the performance of non-instructional personnel, such as clerks, aides, custodians and non-instructional volunteers.

A & B - COMMUNITY RELATIONSHIPS

As part of his/her responsibilities, the principal/coordinator, in cooperation with the appropriate personnel, and within Board policies and budgetary limits:

- # Identifies and utilizes community resources.
- # Maintains effective relationships with existing building-oriented, community and parent groups and initiates ad hoc groups as necessary.
- # Promotes parental and community understanding of the philosophy, direction and programs of the school.
- # Promotes constructive relationships between the school district and entire community.
 - Involves staff in community relations program.
- # Provides easy accessibility to promote communication between parents and school.

A & B - STAFF RELATIONSHIPS

As part of his/her responsibilities, the principal/coordinator, in cooperation with the appropriate personnel, and within Board policies and budgetary limits:

- # Generates a high degree of staff cooperation, respect and morale.
 - Gives recognition to staff members for accomplishment.
 - Fosters professional growth and development of staff members with opportunities for inter-visitations, demonstrations, conferences, workshops and research projects.
- # Involves the staff in the decision-making process.
- # Adheres to the contractual agreements of all bargaining groups.
- # Provides effective orientation programs for new staff members within the building.

*Applicable to coordinator only at the junior and senior high.

**Applicable to Athletic Director in terms of athletic program only.

#Applicable to assistant principal in terms of assisting the principal where duties are delegated.

PUBLIC SCHOOLS OF THE TARRYTOWNS (Continued)

Assistant Principals

The assistant principal assists the principal in effectively supervising routine school management matters:

- Supervises field trips
- Administers discipline
- Coordinates the activities of special learning programs
- Coordinates the use of display boards and cases
- Coordinates student programs
- Coordinates the preparation of a calendar of school events
- Arranges for assembly programs
- Arranges for substitute teachers
- Supervises attendance and punctuality procedures
- Supervises and coordinates the preparation of all testing schedules
- Supervises the school plant including lockers, room utilization, and requests for equipment or materials
- Coordinates use of all rooms
- Administers safety drills
- Works on master schedule

Pre-Kindergarten Director

1. The Director, working under the supervision of the Building Principal, is responsible for the overall operation of the program. All policies and practices of the school: maintenance of records; the preparation of the budget; the planning and development of all aspects of the program--its scope and content; the ordering and purchasing of instructional materials and equipment; the supervision of instruction; staff and community relations; recruitment and supervision of staff, professional and nonprofessional, are to be the responsibility of the Director and the Building Principal.

2. Fostering professional growth and providing for the improvement of job skills is the responsibility of the Director. Attendance at professional meetings, conferences or seminars or visitations to other educational centers are arranged for by the Director. Organizing parent participation in the program and meeting with community groups is another of the Director's responsibilities.

E 25 SCHALMONT CENTRAL SCHOOLS (Schenectady, New York)
X Fall 1977 Enrollment: 2,626

Article XIV of the Schalmont administrators negotiation agreement discusses administrator salary increases:

ARTICLE XIV

The administrators covered by this contract and employed as of July 1, 1977 and the administrators covered under this contract and employed as of July 1, 1978 will receive the sum of \$10,000 during 1977-1978 and respectively \$10,000 in 1978-1979 above their existing salaries, distributed on the following basis:

- a. 75% or \$7,500 of the \$10,000 will be distributed equally across the board to all administrators employed as of July 1, 1977 and \$7,500 as of July 1, 1978.
- b. 25% or a sum of \$2,500 will be distributed by the Board based on individual performance of those administrative employees employed as of July 1, 1977 and \$2,500 will be distributed by the Board based on individual performance for administrators employed as of July 1, 1978.

[Distribution predicated on review and evaluation given by the Superintendent and reviewed with the Board of Education.]

E 26 MAYFIELD CITY SCHOOLS (Cleveland, Ohio)
X Fall 1977 Enrollment: 5,000

Administrators in the Mayfield City Schools are governed by the following "merit provisions":

1. For each block of 9 hours as listed of college graduate credit (up to 27) above the Master's Degree as of September 1, 1968 - add \$650.
2. Upon obtaining a Doctor's Degree add \$650 to previously obtained credit up to 27 hours.
3. For serving as an officer of a professional or school district civic organization - up to \$200 in year of service depending on Superintendent's evaluation
4. For a signed professional article in a journal - up to \$100, no more than \$100 per year, depending on Superintendent's evaluation
5. On Superintendent's recommendation for outstanding performance and service, a principal or central office staff member may be "double jumped" on the established yearly experience schedule. If the present schedule is improved, principals and central office staff will not be placed on the new schedule without the Superintendent's recommendation.
6. The Board of Education will review salaries annually taking into consideration changes in cost of living and differentials with other professional positions both locally and in the area.
7. The Board reserves the right to change salary relationships due to change in duties and responsibilities.
8. Placement on schedule shall be accomplished by the Superintendent after considering the individual's training and experience background. In general, new appointees shall not be placed at a higher salary than a present employee with similar training and experience.
9. Effective with the 1976-77 school year, the Superintendent may add \$100 to the salary of elementary principals heading buildings which have an October ADM of over 300 and/or which house innovative or special programs requiring unusual leadership efforts.

E 27 CENTRAL BUCKS SCHOOL DISTRICT (Doylestown, Pennsylvania)
X Fall 1977 Enrollment: 11,954

About five years ago, the Central Bucks School District had a systematic program of compensating administrators according to merit, but it was abandoned because the Board of Education considered it too expensive. In the past few years, the Board has given the superintendent a lump sum amount to cover budgeted salary increases for approximately 44 administrators. Salary increases have ranged from 0 - 12 percent. The superintendent must be able to justify his recommendations.

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HOLLIDAYSBURG AREA SCHOOL DISTRICT (Hollidaysburg, Pennsylvania)
Fall 1977 Enrollment: 4,870

PROCEDURE FOR DETERMINING ADMINISTRATIVE SALARIES

1. Salary increases for building administrators shall consist of two parts - a flat increment and a merit bonus.
2. The total salary increase available to any administrator in a given year shall not exceed the product of the highest salary paid to any building administrator the previous year multiplied by the cost of living index as published by _____ on _____.
3. The flat increment shall be equal to the increment granted to teachers in the bargaining unit for the same year plus \$100 for each ten month administrator and \$200 for each twelve month administrator. This increment shall be granted only to those administrators rated satisfactory by the district superintendent.
4. The maximum merit bonus available to any administrator in a given year shall be the difference between the total salary increase available as determined in Section 2 and the flat increment granted in Section 3. (Section 2 minus Section 3 = Maximum Merit bonus)

The School Board shall have sole discretion in determining if a merit increment is to be granted to any individual and, also, the amount.

Criteria used in determining merit bonus shall consist of self-evaluation by the superintendent and evaluation by the School Board.

Merit bonuses do not become part of an individual's permanent salary. Any bonus granted shall be paid only during the year for which it is designated.

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NORRISTOWN AREA SCHOOL DISTRICT (Norristown, Pennsylvania)
Fall 1977 Enrollment: 7,850

The Board Policy Manual in Norristown contains the following changes and additions to the district's salary policy, adopted in January 1977:

1.3 Salary

1.3.1 Rationale

- a. All salaries for this group will be based upon a salary schedule determined from a relationship between the defined position and the median superintendent's salary for Montgomery County.
- b. In addition to the employee's base salary, he/she will receive a performance stipend if his/her evaluation indicates performance at a level above that expected for the position. (a rating of above 2)

1.3.2 Mechanics for calculating Base salary schedule

- a. Multiply the decimal part of the median Superintendent's salary in Montgomery County, represented by the Responsibility Factor for the defined position, by the Median Superintendent's salary for Montgomery County. Divide this value by two hundred forty-eight (248) days and multiply by the number of defined days employed for the position. This represents the median of the salary range for that position.

NORRISTOWN AREA SCHOOL DISTRICT (Continued)

- b. Determine the salary range for each position by adding and subtracting the percentages listed under Range \pm % in 1.3.3 below.
- c. Determine the salary value for each step by dividing the difference between the minimum and maximum of the range by ten (10) which is the number of spaces between steps on the scale.

1.3.3. Responsibility Factor and Defined percent of minimum and maximums from median.

Position	% or Decimal Part of Median Superintendent Salary (Responsibility Factor)	Range \pm %
Senior High Principal	.7528	11.82
Junior High School	.7142	11.54
Administrative Assistant-Instruction	.6900	11.79
Director, Pupil Personnel	.6808	11.82
Middle School Principal	.6756	11.22
Elementary Principal (large school)	.6735	10.64
Elementary Principal (small school)	.6589	10.83
Vice Principal	.6484	9.23
Supervisor, Special Education	.6432	11.1
Director, Administrative Services	.6390	11.82
Supervisor, Reading	.6390	11.1
Supervisor, Health/Physical Education	.6223	11.1
Assistant Supervisor, Special Education	.6100	11.1
Psychologist	.5357	11.1
Coordinator, Data Processing	.5181	11.1
Coordinator, Transportation	.5181	11.1
Coordinator, Food Services	.4726	11.1
Coordinator, Building and Grounds	.4623	11.1
Coordinator, Custodial Services	.4528	11.1
Coordinator, Purchasing	.4528	11.1
Tax Administrator	.4528	11.1

1.3.4 Determine the base salary for each individual by:

- a. Determining the appropriate step of the salary schedule which is equal to the number of years of service in supervision/administration including the current year.
- b. Read the salary at that step for the position occupied by the individual.

1.3.5 Mechanics for calculating annual performance stipend

$$\frac{\text{Amount rating exceeds 2}}{\text{Decimal part to be received}} = \frac{2}{.10}$$

$$\therefore \text{decimal part to be received} = \frac{(.10) \text{ amount rating exceeds 2}}{2}$$

$$\text{Annual performance stipend} = (\text{decimal part to be received}) (\text{Base salary for position})$$

NORRISTOWN AREA SCHOOL DISTRICT (Continued)

Principal's Evaluation and Rating Form					RATING KEY				
Name of Principal _____					4-Outstanding				
School _____					3-Very Good				
Level _____					2-Expected Level of Performance				
Date _____					1-Needs Improvement				
Time _____ to _____					0-Unsatisfactory				
					0	1	2	3	4
<u>I. Instructional Program</u>									
A. Has selected at least one discipline and implemented a carefully controlled evaluation of the degree to which students are meeting the defined objectives of that program.					A	-	-	-	-
B. Has implemented the school district's defined curriculum continua in each discipline.					B	-	-	-	-
C. Has constructed effective building schedules.					C	-	-	-	-
D. Has identified building objectives with staff.					D	-	-	-	-
E. Has stressed school district's philosophy, goals, and objectives in working with students, staff and community.					E	-	-	-	-
F. Has supported individualized instruction and independent study.					F	-	-	-	-
G. Has overseen pupil evaluation and reporting to parents.					G	-	-	-	-
H. Has provided opportunity and encouragement for teachers to try new reasonable practices and techniques.					H	-	-	-	-
I. Has seen that his students have demonstrated academic growth to at least the predicted level					I	-	-	-	-
J. Has led the staff in the development of an instructional budget that provides the necessary resources for effective teaching and learning					J	-	-	-	-
K. Has reported major educational needs, as discovered cooperatively with staff, to Assistant Superintendent of Instruction.					K	-	-	-	-
<u>II. Personnel</u>									
A. Has observed and evaluated building professional staff a minimum of two times a year for tenured personnel and four times a year for non-tenured personnel and has entered that evaluation data promptly into the data base.					A	-	-	-	-
B. Has observed supportive professional staff and provided input into an annual evaluation of them.					B	-	-	-	-
C. Has observed and evaluated nonprofessional building personnel.					C	-	-	-	-
D. Has participated directly in the selection and orientation of all building personnel.					D	-	-	-	-
E. Has utilized district staff effectively to insure the furtherance of pupil progress.					E	-	-	-	-
F. Has encouraged cooperative and harmonious interaction within the staff and actively developed good staff morale.					F	-	-	-	-
<u>III. Business Management</u>									
A. Has maintained an environment of general cleanliness of the physical plant.					A	-	-	-	-
B. Has made recommendations for improvement of the physical plant when necessary.					B	-	-	-	-
C. Has assumed responsibility for the general care and neat appearance of the site upon which the physical plant is located.					C	-	-	-	-

NORRISTOWN AREA SCHOOL DISTRICT (Continued)

Principal's Evaluation and Rating Form					RATING KEY				
Name of Principal _____					4-Outstanding				
School _____					3-Very Good				
Level _____ Date _____ Time _____ to _____					2-Expected Level of Performance				
					1-Needs Improvement				
					0-Unsatisfactory				
					0	1	2	3	4
III. <u>Business Management</u> (continued)									
D. Has submitted accurate reports on time.					D	-	-	-	-
E. Has provided input into the development of the annual school district budget.					E	-	-	-	-
F. Has managed all areas of the building budget for which a principal is accountable - specifically the 200, 600 and 1200 series.					F	-	-	-	-
G. Has assumed leadership in developing and implementing plans for emergency situations, such as those involving fire or accidents.					G	-	-	-	-
IV. <u>Student Relationships</u>									
A. Has arranged to be accessible to students.					A	-	-	-	-
B. Has used positive as well as negative reinforcement with students.					B	-	-	-	-
C. Has been reasonable and fair in handling student discipline.					C	-	-	-	-
D. Has interpreted rules and regulations equitably.					D	-	-	-	-
E. Has assisted in providing appropriate educational services to all atypical students.					E	-	-	-	-
F. Has encouraged attitudes of cooperation and brotherhood as a way of life.					F	-	-	-	-
V. <u>Personal Growth</u>									
A. Has kept up with current educational trends through reading, meetings, etc.					A	-	-	-	-
B. Has shared his thinking on new ideas and trends with colleagues and teaching staff.					B	-	-	-	-
C. Has participated constructively in professional meetings within and without the district.					C	-	-	-	-
D. Has cooperated with central staff in carrying out policies and programs of district.					D	-	-	-	-
VI. <u>Parent and Community Relations</u>									
A. Has disseminated accurate and timely information regarding building programs and activities.					A	-	-	-	-
B. Has maintained a close and continuous liaison with all recognized parent groups directly related to his/her building.					B	-	-	-	-
C. Has worked cooperatively with parents.					C	-	-	-	-
VII. <u>General</u>									
A. Has maintained effective records on all students and employees and has assumed responsibility for keeping all areas of the data base updated with current information.					A	-	-	-	-
B. Other					B	-	-	-	-
Average Rating _____									
This Evaluation indicates an overall (Satisfactory _____ or Unsatisfactory _____) Performance.									
Comments:									

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WEST CHESTER AREA SCHOOL DISTRICT (West Chester, Pennsylvania)
Fall 1977 Enrollment: 11,285

COMPENSATION PLAN FOR ADMINISTRATORS AND SUPERVISORS

It is the School Board's policy to pay its administrators and supervisors at a level which will attract and hold people with administrative and supervisory ability who can exercise professional leadership in the school system. The plan provides consistent and impartial treatment within the district. The salaries are in a fair relationship with those paid by other school districts for similar assignments.

The Board shall review the compensation plan by January 15 of each year.

The Board shall set the levels of responsibility and salary grade ranges and make adjustments periodically as it determines the need to do so.

Individual salaries of administrators and supervisors will be set by the Board upon recommendations of the Superintendent.

The plan includes job descriptions, compensation and evaluation.

I - JOB DESCRIPTIONS

- Job descriptions provide the duties, responsibilities and authority given for each assignment and job classification.
- Levels of responsibility and salary grades have been established through job ranking. The organization chart for the district shows the authority and interrelationship of the positions on the management team.
- In close relationship to the job descriptions, special objectives (MBOs) will be jointly established by the administrator or supervisor and his/her immediate superior.

II - COMPENSATION

- Levels of responsibility are provided in the plan. Salary grades are provided within each level.

Each administrative and supervisory position in the district has been placed at a level of responsibility and salary grade based on an evaluation of ten factors:

1. Knowledge required: includes formal education, special training and experience.
2. Supervisory responsibility: includes number of people supervised, complexity and scope
3. Accountability: includes immediate and long range planning, freedom to act, execution of duties and effects of job on end results
4. Relationship with others: includes contacts with the public, students, the professional staff and other management team members
5. Financial responsibility: includes development and control of budget and effects of error
6. Physical plant responsibility: includes layout, maintenance and housekeeping

WEST CHESTER AREA SCHOOL DISTRICT (Continued)

- 7. Leadership responsibility: includes initiative, stability, judgment, and motivating and directing others
- 8. Communications responsibility: includes public and private information
- 9. Job conditions: includes physical, mental and coordinative efforts, time spent on the job, problem solving and decision making
- 10. Organizational responsibilities: includes selection, training and assignment of personnel

- A salary range with a minimum and maximum dollar value has been established for each salary grade within the level of responsibility.

If adjustments are to be made they may be due to changes in the area cost-of-living conditions, job turnover and competitive salaries, changes in responsibility value, or for any other reasons determined by the Board.

Placement of individuals within a salary range is dependent on previous experience and performance, present salary, salaries of others in the same job and length of service.

The minimum salary is normally paid to a new administrator or supervisor with little or no experience in the position.

The maximum salary is normally the top dollar value for the position.

No automatic or progressive increments are provided in the plan.

No additional compensation will be paid to administrators or supervisors for work performed during their established 12 month or 10 month work schedule.

- Any salary increases and amounts which may be determined by the Board will be through one or any combination of the following, and will be identified in the individual's salary letter:

<u>Rating</u>	<u>Salary Increase</u>
Unsatisfactory	None
Fair	Nominal
Good, Very Good, Superior	Across-the-board adjustment, merit, promotion adjustment

- Fringe benefits such as insurance programs, paid time off and reimbursement practices provide protection for the administrators and supplement the basic compensation.

III - EVALUATIONS

- The performance of the administrator or supervisor is measured against the requirements of the job description, taking into consideration the status of any special objectives and special assignments.

Performance appraisal is a matter of factual evidence and judgment. An adequate number of observations of the school and/or programs and the administrator or supervisor's performance is to be made by the evaluator to attain sufficient data upon which to base the evaluation.

WEST CHESTER AREA SCHOOL DISTRICT (Continued)

The evaluator will spend a minimum of the equivalent of three (3) days in working with and observing each person under his charge. Immediate feedback should be forthcoming if the evaluator determines areas where improvement in performance is required. The time the evaluator spends observing administrators or supervisors need not be scheduled in advance, be sequential, or occur at any specific time during the year. At least the equivalent of one day should be spent in shadowing the evaluatee. Shadowing is defined here as the unobtrusive observation of the actions of one being evaluated by his/her evaluator.

- In addition to those with a line relationship, the following individuals with a staff relationship may have input into the evaluation process:

A. Principals

1. Director of Finance
2. Director of Instruction (a)
3. Director of Personnel
4. Director of Pupil Services

(a) The Director of Instruction is to be knowledgeable of the working relationship between principals and subject supervisors and to give input to principals when appropriate.

B. Subject Supervisors

1. Assistant Superintendent
2. Principals
3. Director of Personnel
4. Director of Pupil Services
5. Director of Finance

C. Assistant Principals (b)

1. Director of Pupil Services
2. Director of Finance
3. Director of Personnel

(b) Since there is limited and often indirect contact between assistant principals and Central Office administrators, it is expected that feedback will not occur on a regular basis.

Any input from persons with a staff relationship with the evaluatee should be immediate. It is expected that a resolution of the concern should take place through an informal oral discussion. If this is not the case and one's evaluator is to be contacted, the criticism must be written and a copy sent to the evaluatee.

- A minimum of four conferences are to be held between the immediate supervisor and the administrator or supervisor:
 - a. A June conference is to be used to explore objectives for the oncoming year.
 - b. An August conference is to be used to reach agreement on the job objectives and prepare a summary of their relationship to the job description of the administrator or supervisor.
 - c. A November conference is to be used to discuss the progress in achievement of the objectives, necessary modification of priorities and a general evaluation of performance of duties outlined in the job description.
 - d. An April conference is to be used for the final evaluation at which time the Administrator/Supervisor Appraisal form is to be completed.*

*The Superintendent is evaluated on a separate instrument.

WEST CHESTER AREA SCHOOL DISTRICT (Continued)

- Written suggestions for improvement must accompany a summary evaluation of good or less. Any input by persons with a staff relationship to the evaluatee which the evaluator is using as the basis for criticism must be shared. Activities which the evaluatee participates in outside the school setting will not be considered in determining his/her evaluation.
- The Administrator/Supervisor Appraisal form has been developed for use in evaluating the administrator or supervisor. It provides for a final rating of "superior," "very good," "good," "fair," or "unsatisfactory."

The Administrator/Supervisor Appraisal in final written form should be given to the administrator or supervisor within ten days after the fourth conference. A file copy should also be sent to the Personnel Office.

If it becomes necessary to reduce Principals, Assistant Principals, or Supervisors the final rating will be transformed to a numerical value (superior = 4, very good = 3, good = 2, fair = 1 and unsatisfactory = 0) and the individual in the classification being reduced with the lowest numerical score will be suspended first. In case of identical scores, seniority within the district shall be the determining consideration.

SALARY RANGES
(Effective July 1, 1978)

PRINCIPAL/SUPERVISOR

	<u>Minimum</u>	<u>Maximum</u>
I - Senior High School Principal	\$24,400	\$36,600
II - Middle School Principal	23,000	34,500
III - Elementary Principal	21,600	32,400
IV - (A) Assistant Principal	20,800	31,200
(B) Twelve months Supervisor	20,800	31,200
V - Ten months Supervisor	17,200	25,800

DISTRICT OFFICE ADMINISTRATORS

	<u>Minimum</u>	<u>Maximum</u>
I - Superintendent	\$35,900	\$53,900
II - Assistant Superintendent	28,700	43,100
III - (A) Director, Instruction	25,900	38,900
(B) Director, Finance	25,900	38,900
(C) Director, Personnel	25,900	38,900
IV - Director, Pupil Services	23,000	34,500
V - Director, State and Federal Programs	21,600	32,400

(Source: *Compensation Plan for Supervisors and Administrators*. West Chester, Pennsylvania: West Chester Area Schools, July 1978.)

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CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT (Corpus Christi, Texas)
Fall 1977 Enrollment: 39,000

Salary increases for assistant principals and other higher managerial personnel in the Corpus Christi ISD are determined by the Superintendent. He may assign administrators anywhere on the following schedule that he considers appropriate:

M.A. max. (teachers) = \$16,410 = 1.0

Pay Grade	Position	Base	Step									
			1	2	3	4	5	6	7	8	9	10
12	Asst. Prin., Jr. H.S.	\$17,887 1.09	\$18,379 1.12	\$18,872 1.15	\$19,364 1.18	\$19,856 1.21	\$20,348 1.24	\$20,841 1.27	\$21,333 1.30	\$21,661 1.32		
13	2d Asst. Prin., Sr. H.S.	17,887 1.09	18,379 1.12	18,872 1.15	19,364 1.18	19,856 1.21	20,348 1.24	20,841 1.27	21,333 1.30	21,661 1.32		
14	1st Asst. Prin., Sr. H.S.	19,856 1.21	20,348 1.24	20,841 1.27	21,333 1.30	21,825 1.33	22,318 1.36	22,810 1.39	23,138 1.41			
15	Elem. Prin. (0-500)	20,020 1.22	20,513 1.25	21,005 1.28	21,497 1.31	21,989 1.34	22,482 1.37	22,974 1.40	23,466 1.43	23,959 1.46	\$24,287 1.48	
16	Elem. Prin. (501-800)	20,184 1.23	20,677 1.26	21,169 1.29	21,661 1.32	22,154 1.35	22,646 1.38	23,138 1.41	23,630 1.44	24,123 1.47	24,451 1.49	
17	Elem. Prin. (801+) (Step 10: 25,107 (1.53))	20,348 1.24	20,841 1.27	21,333 1.30	21,825 1.33	22,318 1.36	22,810 1.39	23,302 1.42	23,795 1.45	24,287 1.48	24,779 1.51	25,107 1.53
18	Jr. H.S. Prin. (0-700)	22,154 1.35	22,646 1.38	23,138 1.41	23,630 1.44	24,123 1.47	24,615 1.50	25,107 1.53	25,436 1.55			
19	Jr. H.S. Prin. (701-900)	22,318 1.36	22,810 1.39	23,302 1.42	23,795 1.45	24,287 1.48	24,779 1.51	25,271 1.54	25,600 1.56			
20	Jr. H.S. Prin. (901+)	22,428 1.37	22,974 1.40	23,466 1.43	23,959 1.46	24,451 1.49	24,943 1.52	25,436 1.55	25,764 1.57			
21	Sr. H.S. Prin.	25,271 1.54	25,764 1.57	26,256 1.60	26,748 1.63	27,241 1.66	27,333 1.69	28,225 1.72	28,553 1.74			
22	Asst. Dir. (B.A.)	18,090 1.21	18,688 1.25	19,286 1.29	19,884 1.33	20,482 1.37	21,080 1.41	21,678 1.45	22,276 1.49	22,874 1.53		
23	Asst. Dir. (M.A.)	21,169 1.29	21,825 1.33	22,482 1.37	23,138 1.41	23,795 1.45	24,451 1.49	25,107 1.53	25,764 1.57	26,420 1.61		
24	Director (B.A.)	22,575 1.51	23,173 1.55	23,771 1.59	24,369 1.63	24,967 1.67	25,565 1.71	26,163 1.75	26,761 1.79			
25	Director (M.A.)	26,256 1.60	26,912 1.64	27,569 1.68	28,225 1.72	28,882 1.76	29,538 1.80	30,194 1.84	30,851 1.88			

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DANVILLE PUBLIC SCHOOLS (Danville, Virginia)
Fall 1977 Enrollment: 8,300

'At Danville the merit pay plan for administrators is "very subjective." Principals and other administrators are eligible for 0-8 percent merit increases based on the recommendation of the superintendent and approval by the Board of Education. The base administrator pay is calculated on the teachers' salary scale plus additional months employment and a responsibility factor. School year 1977-78 was the first year that this system has been used.

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BROWN DEER SCHOOL DISTRICT (Brown Deer, Wisconsin)
Fall 1977 Enrollment: 2,800

In 1975 the Brown Deer Board of Education adopted a set of guidelines for administering a salary program for school administrators. These guidelines contained new salary ranges, procedures for annual salary adjustments based on changes in the economy, and procedures for merit pay increases based on performance factors and accomplishments under a system of Management by Objectives.

The Brown Deer Schools uses a "management contract" in its MBO system, not to be confused with a regular employment contract. This contract obligates both parties--the supervisor and supervisee--to its terms; it does not leave performance responsibility solely with the supervisee. The supervisor must perform his or her function in a manner that has been agreed to by both parties. Moreover, the district has developed a number of suggestions and guidelines to assist administrators in writing their contracts. The Administrator MBO Contract contains eight sections:

1. Rationale
2. The Objective to Be Realized
3. The Expected Results
4. The Operational Strategies to Be Followed
5. A Definition of Responsibilities
6. Resources That Will Be Needed
7. Monitoring and Evaluation Process
8. Formal Evaluation Dates

Each management objective stands alone as a self-contained unit. The combination of all individual management objectives agreed to by an individual employee constitutes that employee's MBO Contract with the district for a given school year. During quarterly review sessions, each individual management objective is discussed in detail. The administrator being evaluated is given an opportunity to give a progress report relative to each objective and to present any supporting evidence. It is the supervisor's responsibility to provide a typed summary of the review session, which accurately translates the agreements reached by the parties during the session. These summaries, which become official records, list accomplishments to date, accomplishments to be completed in the next quarter, and a summary of accomplishments.

At the conclusion of the last session, the supervisor or supervisee will conduct a final evaluation of the administrator's MBO Contract for the year. As preparation for the final evaluation, the supervisee prepares an "Evaluation of Individual Management Objectives Worksheet" for each objective. This worksheet requires a statement of the objective; a listing of qualifiers for exemplary performance, for a job well done, for a satisfactory job, and for a less than satisfactory job; and a space for explaining any extenuating circumstances which may have prevented the accomplishment of the objective. Each of the performance levels is weighted in the following manner:

Exemplary	7
Well Done	5
Satisfactory	3
Less Than Satisfactory	1

BROWN DEER SCHOOL DISTRICT (Continued)

Based on the evidence presented, the individual rates the objective from 1 to 7 on the work-sheet. The supervisor and supervisee then discuss each objective, with the supervisor establishing a final rating. The ratings for each objective are combined into a composite raw score which is used to assign merit pay to the individual.

The district believes that its MBO system is the primary guarantee that subjectivity will be held to a minimum. The system provides for mutual agreement between the supervisor and the supervisee in terms of the objective(s) to be pursued, the expected outcome(s), and procedures and criteria to be used to assess the results. The district contends that, while no system is foolproof, logic would indicate that as long as all parties use the system as intended, and as long as there exists mutual confidence among those who use the system, it should provide input data on which meaningful evaluations and reliable comparisons of performance can be made. The system uses performance objectives and job responsibilities as the basic ingredients of the administrator evaluation program, and then ties merit compensation to comparative performance levels.

The basic components of the evaluation program are performance objectives and job responsibilities. As described above, performance objectives are evaluated and performance is rated according to a scale of 1 to 7. In addition, job responsibilities have been sub-classified into eight basic administrative functions, which have been assigned weightings as follows:

<u>Function</u>	<u>Weighting</u>
1. Curriculum and Instruction	5
2. Program Development and Evaluation	5
3. Interpersonal Relations	5
4. Staff Development	3
5. General Administration	3
6. Pupil Personnel Services	3
7. Finance	1
8. Professional Growth	1

All performance objectives fit into one or another of these basic job functions. The maximum possible points an administrator can earn for each objective is the maximum performance evaluation rating (7) times the weighting given to the objective in accordance with the appropriate function under which it falls (1, 3 or 5). The administrator's Highest Possible Points Total (H.P.P.T.) is computed by summing the maximum possible points for each objective he or she writes.

The Actual Points Earned (A.P.E.) is determined by multiplying the evaluator's actual rating of each objective by the weighting given to each objective, and then summing the sub-scores. The administrator's Annual Rating Raw Score is determined by dividing the actual points earned by the highest possible points total. The following example is provided to explain this procedure, as well as to describe how these ratings are used in assigning merit pay.

XYZ school system consists of a superintendent and three other administrators (Administrators A, B, and C). This system has adopted an MBO performance rating system, and grants merit pay to administrators based on their annual MBO ratings. The superintendent writes management contracts with each of the three administrators and evaluates their performance for purposes of assigning merit pay.

Administrator A wrote a management contract with the Superintendent consisting of three 5-level objectives, one 3-level and one 1-level objective. Administrator B's contract consisted of one 5-level, three 3-level and two 1-level objectives. Administrator C's contract consisted of three 1-level objectives only.

Illustration I provides data relative to the objectives, weightings, and ratings so that one may follow the nine steps involved in quantifying subjective input data and converting it to a merit pay allocation system.

BROWN DEER SCHOOL DISTRICT (Continued)

ILLUSTRATION I

<u>Function</u>	<u>Weighting</u>	<u>Max. Possible Pts. (7 x Wt.)</u>	<u>Supervisor's Evaluation</u>	<u>Actual Points Earned (Eval. x Wt.)</u>
<u>ADMINISTRATOR A</u>				
Curriculum and Instruction				
Objective A	5	35	7	35
Objective B	5	35	7	35
Objective C	5	35	6	30
Staff Development				
Objective D	3	21	6	18
General Administration				
Objective E	1	7	4	4
		H.P.P.T. = 133	A.P.E. =	122
<u>ADMINISTRATOR B</u>				
Curriculum and Instruction				
Objective A	5	35	7	35
Staff Development				
Objective B	3	21	5	15
Objective C	3	21	6	18
Objective D	3	21	5	15
Finance				
Objective E	1	7	6	6
Professional Growth				
Objective F	1	7	4	4
		H.P.P.T. = 112	A.P.E. =	93
<u>ADMINISTRATOR C</u>				
Finance				
Objective A	1	7	5	5
Professional Growth				
Objective B	1	7	5	5
Objective C	1	7	4	4
		H.P.P.T. = 21	A.P.E. =	14

STEP I Multiply the weight of each item by 7 to derive the highest possible score for each item. Sum all sub-scores to obtain the Highest Possible Points Total (H.P.P.T.).

STEP II Multiply the supervisor's evaluation by the corresponding weight per item to determine the actual points earned per item. Sum all of the sub-scores to obtain the Actual Points Earned (A.P.E.)

Note: There is now a basis to compare the performance of each administrator against his or her highest possible level of performance. It makes little difference if six, ten or twenty performance areas are used

BROWN DEER SCHOOL DISTRICT (Continued)

because the totals will be converted to a Raw Score decimal. However, one must remember that the integrity and validity of this approach is only as good as the means (subjective or objective) used to generate the ratings that are being quantified.

STEP III Divide the Actual Points Earned (A.P.E.) by the Highest Possible Points Total (H.P.P.T.) to derive an Annual Rating Raw Score.

ADMINISTRATOR A

$$\frac{APE}{HPPT} = \frac{122}{133} = .92 \text{ Annual Rating Raw Score}$$

ADMINISTRATOR B

$$\frac{APE}{HPPT} = \frac{93}{112} = .83 \text{ Annual Rating Raw Score}$$

ADMINISTRATOR C

$$\frac{APE}{HPPT} = \frac{14}{21} = .67 \text{ Annual Rating Raw Score}$$

STEP IV Rank order the Raw Scores (see Col. 2 in Illustration II) for all administrators involved in the program.

ILLUSTRATION II

	(Col.1) Present Salary	(Col.2) Rating	(Col.3) Approx. Percent of Merit	(Col. 4) Percent x Individual's Present Sal.	(Col. 5) Adjustment (3.05% x Col. 4)	(Col. 6) Actual Merit Increase (Col. 4 + Col.5)
Adm. A	\$21,000	.92	5%	\$1,050	\$32	\$1,082
B	\$22,500	.83	3%	675	21	696
C	\$24,000	.67	1%	240	7	247
	\$67,500			\$1,965	\$60	\$2,025

STEP V Let us assume that the Board of Education approved a 3% Merit Budget of \$2,025 (.03 x \$67,500). Knowing that an average of 3% is to be allocated, assign an approximate percentage increase to each individual based upon his or her performance rating. (See Col. 3, Illustration II)

STEP VI Calculate what the administrator's dollar increase would be. (See Col. 4, Illustration II)

STEP VII Sum the potential salary increases in Col. 4 and compare it to the \$2,025 available. If it exceeds or falls short of the available dollars, an adjustment can be made. Col. 4 indicates that we are under our budget by \$60. We are, therefore, \$60 ÷ \$1,065 = 3.05% under budget.

STEP VIII Apply the adjustment factor to arrive at the actual increase. Multiply 3.05% times the potential salary increases in Col. 4 to arrive at the adjustments listed in Col. 5.

STEP IX In Col. 6 the adjustments have been made, and the Merit Increases have been determined. These adjustments will be added to next year's salary, but will not be used to cumulatively increase the salary base.

BROWN DEER SCHOOL DISTRICT (Continued)

This illustration is presented as an initial effort to suggest a system that will allow for the quantification of essentially subjective data, and which provides an equitable and reliable method of assigning merit pay increases to administrators. The Brown Deer district understands that as the system is used it will be modified to accommodate changing needs and/or increased wisdom generated through experience.

(Source: *Program Guide: Management by Objectives and Merit Pay for Administrators in the Brown Deer Schools*. Brown Deer, Wisconsin: Brown Deer School District, 1975.)

E
X **34**

STOUGHTON SCHOOL DISTRICT (Stoughton, Wisconsin)
Fall 1977 Enrollment: 3,300

PROCEDURES FOR EVALUATION OF ADMINISTRATORS

Evaluation is essential to and an integral part of a systematic approach to management. It is also a necessary element to a program of planned improvement.

The Board of Education recognizes this need. Consequently, as part of the evaluation procedures for the operation of the school district, it has established the requirement of evaluation at least annually as a condition of its contract with the school administrators.

I. BASIC PRINCIPLES:

It is the intent of the Board of Education that the evaluation procedure will enable the administrator to:

- Understand with increasing accuracy the scope of their duties and responsibilities.
- Establish long and short term goals.
- Place priorities on tasks which are most critical in the performance of duties and responsibilities.
- Clarify relationships with those they direct and supervise and with those who direct and supervise them.
- Improve their own day-to-day operational efficiency, enhance self-image and increase job satisfaction.
- Understand better how they are doing from the point of view of those to whom they look for advice, counsel and guidance.
- Receive suggestions and direction regarding desired improvement.
- Receive commendation and esteem for accomplishments.

II. GUIDELINES:

The administrator shall meet with the superintendent in January of each year for the following purposes:

1. To receive progress reports.
2. To receive a performance evaluation.
3. To develop cooperatively a limited number of specific objectives to be accomplished in the following school year.

The administrator shall meet with the superintendent in June of each year to review the results of efforts in the previous year, to make revisions as necessary in planned objectives for the year ahead and to make adjustments in emphasis as deemed advisable.

Special meetings regarding the planning and evaluation functions shall be scheduled at the request of either the superintendent or the administrator.

STOUGHTON SCHOOL DISTRICT (Continued)

The joint planning and evaluation procedure shall include the development of and agreement on criteria for measurement, procedures, to accomplish objectives and evaluation design.

All planning and evaluation shall be done within the framework of Board policy and existing contracts with employee groups.

The availability of needed resources, existing constraints such as budget, personnel and contract conditions, and other factors which have an effect on the accomplishment of objectives shall be identified and considered in planning and evaluation conferences.

Provision shall be made for help and assistance in areas recognized as needing improvement.

Following the formal evaluation session, the superintendent shall complete a copy of the form set forth below, sign it and give a copy to the administrator. A copy will be retained in the District files to provide a continuous record of the administrator's service.

III. ADMINISTRATIVE CAREER SALARY RANGES:

	<u>H.S. Princ.</u> 1.55	<u>H.S. Asst.</u> 1.28	<u>M.S. Princ.</u> 1.40	<u>M.S. Asst.</u> 1.25	<u>Director/ Elem.Princ.</u> 1.35	<u>Bus.Mgr.</u> 1.40
1	\$19,414	\$16,032	\$17,535	\$15,656	\$16,909	\$17,535
2	19,941	16,467	18,011	16,081	17,368	18,011
3	20,468	16,902	18,487	16,506	17,827	18,487
4	20,995	17,338	18,963	16,931	18,286	18,963
5	21,522	17,773	19,439	17,356	18,745	19,439
6	22,204	18,336	20,055	17,906	19,339	20,055
7	22,886	18,899	20,671	18,456	19,933	20,671
8	23,568	19,462	21,287	19,006	20,527	21,287
9	24,250	20,026	21,903	19,556	21,121	21,903
10	24,932	20,589	22,519	20,106	21,715	22,519

Revised 1977

IV. MERIT SCALE:

Unsatisfactory - No Increment
Satisfactory - Increment
Highly Satisfactory - Double Increment

STOUGHTON SCHOOL DISTRICT (Continued)

V. THE EVALUATION FORM

Evaluation of Performance Based on
Agreed Upon Objectives for the
Designated Period -

Administrative Evaluation

	1	2	3	4	5	NA
1. Program Development						
2. Staff Development (Supervision/ Evaluation Inservice)						
3. Plant Management						
4. Fiscal Management						
5. Student Supervision						
6. Routine Administration						
7. Professional Growth/Contributions						
8. Staff Recruitment/Assignment						
9. Community Relations						
10. Management/Administrative Team Contributions						
11. Policy Implementation						
12. Communication						
13. Resource Utilization						
14. Activity Supervision						
15. Summative						

Key to Recorded Judgment

5 - Outstanding
2 - Poor

4 - Good
1 - Unacceptable

3 - Satisfactory
NA - Not Applicable

Suggestions for Improvement: _____

Signature of Superintendent

Date

Signature of Administrator

Title

Date

E 35 CONVERSE COUNTY SCHOOL DISTRICT 2 (Glenrock, Wyoming)
 Fall 1977 Enrollment: 900

The following salary formula is used to determine the compensation of the district's superintendent, curriculum coordinator, and two principals:

<u>A</u>	+	<u>B</u>	+	<u>C</u>	+	<u>D</u>	+	<u>E</u>
(Base) *		(Increment)		(Time Factor)		(Job Nature)		(Performance Factor) **
\$17,500 *		\$450/yr (if no change in base)		9 months - 0% base 10 months - 11% base 11 months - 22% base (Percent of column A)		Supt. - 35% base H.S. Prin. - 15% base Ele. Prin. - 10% base Curr. Cd. - 3% base (Percent of column A)		0% - 10% of the sum A + B + C + D (Percent recommended by superiors but set at Board's discretion)

* Set at approximately 20% above average teacher's salary. Add \$500 for each 10 years of local service. This base is set for 1978-79.

** % based on the following overall evaluation ratings:

- | | | |
|----------------------------------|---------|---|
| 1. Excellent, exemplary, a model | 8 - 10% | |
| 2. Acceptable, good | 5 - 7% | |
| 3. Could improve | 3 - 4% | -- Definite target goals should result. |
| 4. Poor performance level | 1 - 2% | |
| 5. Dismissal level | None |) Probation should be involved here. |

(Administrators receive the same fringe benefits as the teaching staff.)

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Educational Research Service, Inc.
1800 North Kent Street
Arlington, Virginia 22209
Phone: (703) 243-2100