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Date May, 1972

A CRITICAL ANALYSIS OF TEACHER ATTITUDES TOWARD SALARY
SCHEDULES, MERIT PAY, AND DIFFERENTIATED STAFFING

by

RONALD LEE HALL

A professional paper submitted to the Graduate Faculty in
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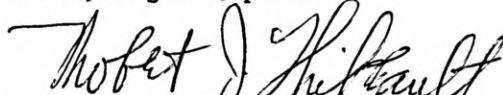
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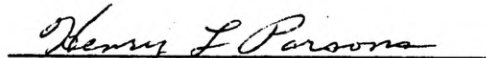
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ABSTRACT

The purpose of this study was to determine the attitudes of Great Falls Educators toward various types of remuneration and evaluation. Namely, was an evaluatory program acceptable or did local educators prefer a type of structured non-evaluatory salary schedule. Data was obtained through the use of a questionnaire on a sample of 165 educators from the 945 educators within School District No. 1, Great Falls, Montana.

Four basic conclusions were drawn from the survey of Great Falls Educators. One, there is an inadequacy in the amount of an educator's remuneration. The remunerative inadequacy increases as the experience and education of the educator increases. Two, a structured salary schedule was favored by educators. Three, improvements in a structured salary schedule should maintain the present spread or increase the spread slightly and concentrate on improving the schedule in relation to the increase in the cost of living. Consideration should be given to providing twelve month employment for career educators, allowing for summer schools, summer curriculum development, and summer education for the educator. Finally, evaluation is necessary for the improvement of educators, but not for determining economic remuneration.

A recommendation was made for the Great Falls Education Association to work toward improvement of the present structured salary schedule. Another recommendation was to investigate, develop, and work toward a supplemental program to this salary schedule which would allow continual employment for career educators, a program which would meet the needs of the students, educators, and the community.

Chapter 1

INTRODUCTION

For many years educators have been on the low end of the professional pay scales (MEA, 1970). For some time this was generally accepted: educators were to be poorly remunerated. However, in recent years, several factors have caused a change in this attitude: first, education is now one of the nation's largest businesses; second, the educational profession has been selected by a large number of primary wage earners--men or heads of households; and third, the youth of today are demanding more and better education.

Recently, as a result of education's changing complexion, educators throughout the nation have increased their economic demands. The economic demands of educators have, in turn, created great economic problems in the financing of education.

In this chapter, the groundwork is laid for a survey of teachers' attitudes toward means of remuneration. The research topic is formally stated in addition to an outline of precisely what questions the research attempted to answer. An explanation of the importance of the study is included, as is a general description of the research model that was used. The limitations inherent in the research are stated in order to place the study in its proper perspective. General terms are defined to clarify their meaning with respect to this study.

STATEMENT OF THE PROBLEM

The problem was to determine the opinion of Great Falls educators toward various aspects of structured salary schedules, merit pay, differential staffing, and evaluation criteria to be used in determining economic remuneration.

What guidelines would educators recommend for salary levels in light of the present economic conditions? What guidelines would educators recommend for improvement when equitable salary levels are achieved?

IMPORTANCE OF THE STUDY

The economic remuneration of teachers within our society is fast becoming a major problem. At the present time, the payment of teachers for services rendered is largely dependent upon taxation; furthermore, each spring the continued economic support of Montana teachers and schools is subject to the desires of the voters. Presently, the tax dollar is being squeezed from all sides and is continually being increased to support the many services required by society. With this in mind, there is much discussion by school boards, administrators, educators, and citizens about the following questions: What is the best way to remunerate teachers? What is the real economic worth of an educator? Are all educators of equal value, thus requiring equal remuneration? How can the increasing wage demands and costs of education be supported?

It is time educators make some practical and intelligent decisions about their economic value and remuneration. This study was designed to determine the attitudes of Great Falls educators toward economic worth and remuneration, thus giving direction to future negotiations.

GENERAL QUESTIONS TO BE ANSWERED

1. Are Great Falls educators satisfied with the amount of pay and the annual increases they receive within our present structured salary schedule?
2. What is the attitude of Great Falls educators toward a structured salary schedule?
3. What is the attitude of Great Falls educators toward merit pay?
4. What is the attitude of Great Falls educators toward differential staffing?
5. What do Great Falls educators feel is an adequate salary for the beginning teacher, the teacher with advanced education and experience, and what means should be used to improve salaries?
6. Do Great Falls educators want to compete for compensation?
7. Do Great Falls educators desire evaluation of performance to determine their compensation?

GENERAL PROCEDURE

In order to accomplish the stated objectives, it was necessary to construct an instrument with a dual purpose. The instrument consisted of philosophy and examples of each compensatory schedule. The philosophy was used as a means of introducing and explaining each means of compensation. The example was a hypothetical example designed by the researcher using the same or nearly the same total dollar value for each compensatory schedule. The total dollar value used was closely related to the amount of money presently spent by School District No. 1 for salaries. By keeping the dollar value constant, the instrument showed the similarities and differences in the three schedules being considered. A hypothetical evaluatory tool was constructed by the researcher and presented with the merit pay and differential staffing schedules.

This instrument was completed by a sample of 156 of 954 teachers in the Great Falls Public Schools who were in attendance at a Great Falls Education Association (GFEA) meeting to consider salary settlement for the 1972-73 school year. The data necessary for the study was compiled from the returns.

LIMITATIONS AND DELIMITATIONS

In this study, the survey was limited to a sample (neither random nor stratified random) of 156 teachers from School District No. 1, Great Falls, Montana. These 156 teachers consisted of 65 elementary,

80 secondary, and 11 administrative personnel. The elementary, secondary, and administrative personnel consisted of 88 males and 68 females, 110 were tenured and 46 nontenured. The instrument considered only the ideas of the researcher on structured salary schedules, merit pay, differential staffing, and a procedure for evaluation of teachers. Sample schedules and an evaluation procedure were constructed as examples of each plan. The sample schedules were limited to a hypothetical number of dollars. The hypothetical dollar figures were closely related to the actual number of dollars outlayed for teacher salaries at the time of the study.

The reactions of teachers to the instrument were limited to specific questions about each means of remuneration.

DEFINITIONS

The terms used throughout this study are listed below:

Structured salary schedule. A plan by which promotion, increase in pay, and general advancement within a school system are determined by years of experience and the amount of education. Every step or level of the schedule has an index value which determines the dollar increase of each step or level.

Merit pay. A plan by which promotion, increase in pay, and general advancement within a school system are determined by the degree

of efficiency with which the teachers perform their duties. The plan may be combined with other plans, such as experience or training evaluation, in arriving at salary promotion and requires an evaluatory tool.

Differential staffing. A plan by which promotion, increase in pay, and general advancement within a school system are determined by assigning staff members to various levels of responsibility. Each level has differing amounts of governing and teaching responsibilities. Requires an evaluatory tool.

Total number of dollars. The amount of money required to pay all of the teachers within the school district.

Evaluatory tool. The criteria and means for determining the teacher effectiveness within the school district.

SUMMARY

The researcher used the survey instrument to educate the Great Falls teachers on the philosophy of a structured salary schedule, merit pay, and differential staffing.

One hundred fifty-six Great Falls teachers and administrators were questioned to determine their attitudes toward the best means of economic compensation, toward the best means of distributing a total number of dollars for teachers' salaries, and toward evaluatory and non-evaluatory means of determining pay.

The results of this survey can be used to give direction to the Great Falls negotiation team in future negotiations with the Great Falls School Board.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter discussed many and varied approaches to teacher compensation. Compensation may be dependent on the number of students choosing to enroll in a class, with interest in the class determining the best teacher and also that teacher's compensation. There are various types of merit pay plans in which evaluation for merit is determined by some form of student achievement. In some merit pay plans, evaluation is determined by subjective or objective evaluation of teacher effectiveness. In some differential staffing plans, teachers are compensated according to their categorical level of responsibility. Finally, in many types of salary schedules, structured and unstructured, teachers are remunerated according to experience and education. Each plan depends on the definition of the situation within the local community.

This chapter discusses the problem that education is now encountering in meeting the salary demands of educators, regardless of what type of remunerative plan is used. A review of the pros and cons of evaluatory and non-evaluatory ratings in determining compensation is presented, as well as a review of three major means of remuneration and a review of evaluation procedures.

THE PRESENT PROBLEMS ENCOUNTERED IN EDUCATIONAL PAY

Teachers feel that educators are underpaid. The struggle to increase teachers' salaries has been, is, and will be a tough battle. With this in mind, many educators feel that local districts (teachers, administrators, and school boards) should begin to consider all means of compensation in order to determine the best way to pay teachers. After careful evaluation, the means of compensation which best satisfies the needs of the teachers, the district, and the community would be selected. A salary plan to fit the local needs should be formulated, and educators (teachers, administrators, and school boards) would then sell this plan to their community.

Evaluatory pay plans have heretofore evoked a negative reaction among teachers, and for this reason have not been studied by teacher groups. It is the feeling of the educators that it is the job of education to show interest in improving all aspects of education. Therefore, they stress the studying and analyzing of all salary plans, maintaining that only in this way can educators promote what they think is best or prevent what they think is poor (Second Annual Workshop on Merit Ratings, 1959).

Harris (1969) says that there are differences among teachers, and there is a limit to how much any teacher is worth to a community. New ways must be found to reward teacher excellence. School boards, realizing teachers are underpaid, have problems in finding a solution.

Since the largest part of school budgets consist of teacher salaries, it is understandable that boards are concerned about the amount and the ways teachers are being paid. Boards realize no pay plan is going to save money; but in order to support and fight for higher salaries, all aspects of the salary plan must be justifiable.

Harris further states that the community is presently hard hit by inflation, which is causing local taxes to soar. Because of this, taxpayers have become increasingly critical of taxes and the voting of new taxes or levies. Often, however, because of poor publicity, lack of understanding, or indifference, the taxpayers will vote against educational levies only because taxes are too great. The consequences of defeated levies are not considered in their frustrated efforts to reduce taxes. Therefore, a dilemma is developing from the conflicting attitudes and desires of the teacher, boards, and taxpayers. The solution to such a dilemma comes from a collective critical study which is designed to reach a decision.

PROS AND CONS OF EVALUATION VERSUS NON-EVALUATION IN PAY PLANS

Traditionally, during the last half century, teachers have been paid by some form of non-evaluatory salary schedule. Traditionally, the mention of evaluatory salary plans creates negative responses from most educators. According to Brighton (1962), one of the reasons for the

negative response is a misunderstanding of the word evaluation. Evaluation, to Brighton, means a cooperative process of appraisal which leads to individual and group improvement.

The Iowa State Education Association (1968) lists the following pros and cons of evaluation for merit pay and non-evaluation. Those in favor of evaluatory pay say:

1. Teachers should be paid in proportion to excellence.
2. Payment on education and experience preserves mediocrity.
3. Other businesses and professions use evaluation for increased pay.
4. The public is more willing to pay when they know pay is commensurate with ability.
5. Increased salary provides great incentives for improvement.
6. The tenure law protects the poor teacher, merit would reward the good teachers.
7. Merit pay would keep the good teacher in the classroom.

Those not in favor of evaluation say:

1. No reliable method has been discovered for evaluation and merit.
2. Effectiveness in teaching is difficult to measure.
3. Staff members might begin to exhibit characteristics important to the rater.

4. Through proper evaluation before tenure, incompetents can be eliminated.

5. Merit pay reduces staff morale and also tends to isolate the administrators from the teachers.

6. Merit squelches teacher ambition and questioning because of fear.

7. Many systems trying merit rating have discarded them because greater negative than positive results have developed.

The Montana Education Association Teacher Education and Professional Standards (MEA TEPS) Committee (1972) says that since the performance of all educators is crucial in the education process, it is essential that performance be evaluated periodically. They provide the following guidelines to be used in setting up evaluation procedures:

I. Procedural guidelines

- A. The evaluation process should start with a self-appraisal as well as evaluation by other persons which could include immediate supervisors and any other certified personnel.
- B. The evaluation process should be on-going with conferences between the teacher and the other evaluator members after each visitation.
- C. The evaluation process may consist of different instruments for different position classifications and different instruments for varying lengths of service.
- D. The emphasis during the actual visitation should be on performance rather than on the personality of the teacher.
- E. If the teacher accepts an evaluation report, he should sign the formal copy of it. One copy is placed in his permanent file and the other copy is given to the teacher. A teacher

has the right to protest his evaluation and ask for reconsideration. The teacher should be provided the opportunity to write a rebuttal to the evaluator's conclusions on the original instrument. All evaluation reports in the teacher's file should be available for his inspection at his request.

- F. Training workshops should be conducted regularly within the system on the evaluation procedures.
- G. All applicants for teaching positions should be fully informed about the school's evaluation program prior to their signing the initial contract.
- H. All evaluation programs need to be reviewed periodically to assure that they keep pace with the needs of the local school system.

II. Guidelines for evaluating performance

A. The teacher in the classroom

1. Plans, prepares, and organizes well.
2. Possesses an adequate knowledge of subject(s) taught
3. Conveys enthusiasm for subject(s) taught
4. Demonstrates genuine concern for students
5. Maintains objectivity in exploring topics and questions
6. Sets realistic goals and evaluates student performance in light of these goals
7. Maintains effective discipline through behavioral management
8. Possesses voice and speech qualities which allow clear presentation
9. Adapts teaching methods and aids to teaching situations
10. Is conscious of good behavior management and positive reinforcement techniques

II. B. The teacher as a staff member

1. Contributes to a friendly intraschool relationship
2. Demonstrates respect for opinions of colleagues and cooperates responsibly with education colleagues
3. Accepts willingly a fair share of out-of-class assignments
4. Exhibits dress and personal appearance appropriate to his position

C. The teacher as a member of his profession

1. Observes professional ethics and standards
2. Maintains membership in professional organizations, including areas of specialization
3. Participates in the activities of his professional organization
4. Exhibits personal growth and development within the profession

D. The teacher and the community

1. Works diplomatically with parents
2. Relates well to the community in areas which complement the school program
3. Acts as a loyal interpreter of the school to the community

The TEPS Committee recommends that the prime purpose for evaluation should be to encourage the improvement of instruction. For a program of evaluation to be effective, the administration and teaching staff should work together to formulate the program.

STRUCTURED SALARY SCHEDULES

There are many arguments for and against a non-evaluated salary schedule. Mehdesian (1970) says that administrators and boards tend to dislike non-evaluated schedules. On the other hand, teachers tend to be strongly in favor of them. At the present time, non-evaluated salary schedules dominate the means of remuneration for educators.

Mahdesian says,

The truth is, salary schedules do not make sense, but they do work. Teachers want to be paid on the basis of experience and earned credit. They do not want it any other way. The concern of teachers is not with the method of distribution but with the amount of compensation.

Most salary schedules are structured with credit being given for experience and education. The schedule can be built with regular horizontal and vertical increments (increases), or the schedule can be built with horizontal and vertical indices (proportionate factors which result in progressively larger increases). The Montana Education Association (1970) recommends a structured or indicized salary schedule that has a starting index of 1.000 and increases 5.5 per cent for every quarter of college credit (15 hours) and increases approximately 8 per cent on the index for every year of experience up to 15 years. If this is converted to a dollar value, some of the representative figures are as follows:

MEA recommended start - BA \$7,600 - index of 1.000
BA after 10 years - \$12,930 - index of 1.700
MA at the start - \$8,850 - index of 1.165

MA after 15 years - \$18,890 - index of 2.485
 PhD at the start - \$11,360 - index of 1.619
 PhD after 15 years - \$25,500 - index of 3.355

Realizing that not many schools approach these recommended levels, the MEA proposes a program of implementation by which each district can work toward these recommended goals.

MERIT PAY

The subject of merit pay has evoked many diverse comments from educators.

In spite of all the protests by teachers, the majority of whom are against merit rating, we refuse to believe that it is impossible to identify superior teaching service. The continuing inflationary tendencies in the economy, the growing school population, the increasing competition for the tax dollar, the expanding educational programs, the pressure for upgrading of professional staffs, and the growing emphasis nationally on quality in education have conspired to force more thoughtful examination of the place which merit and evaluation should have in teacher promotion, in pay increases, and in the whole scheme of professional employment and advancement (Rogers, 1959).

In the past, many merit pay programs have met with failure. Weissman (1969) lists the following as the reasons problems are encountered with merit programs:

1. The programs are poorly inaugurated without teacher consent, create low morale, a sense of injustice, misunderstanding, dissension, suspicion, discrimination, opposition by teacher organizations, extra record keeping, and dissatisfaction with the instrument used for evaluation (primarily subjective).
2. The reliability and validity in measuring teacher effectiveness.

Weissman lists the following considerations as a means of achieving success with merit programs:

1. Sound research beforehand and the development of a local program for local conditions
2. The involvement of all parties in developing the parts of the program
3. Evaluation agreed upon, confidential, but open to the individual
4. Superimposing high enough merit pay on a good salary schedule and not limiting the number who will receive merit pay.
5. Assistance for improvement for those poorly evaluated, plus a means of arbitration in cases of dispute
6. Constant revision and evaluation of the program in operation

Merit pay programs are presently very limited in number. NEA Research Division (1970) estimates about 7 per cent of the nation's school districts show a merit program for the school year 1969-70.

DIFFERENTIAL STAFFING

Recent trends in education point toward a new type of evaluatory pay or education accountability. An unsigned editorial in Nations Schools (1970) points out that differential staffing seems to be a natural way to help school boards and administration to overcome two major problems:

1. How to make efficient use of the differences in teacher personalities, backgrounds, interests, and levels of competence and training as a basis for assigning differential tasks and responsibilities

2. How to make teaching more financially rewarding so the most competent teacher can afford to stay in the classroom

The unsigned editorial in Nations Schools also states that differential staffing implies a restructuring and redeployment of teaching personnel. A differential staff includes classroom teachers at various levels of pay--assigned on the basis of training, competence, educational goals, and difficulty of task--subject specialists, special service personnel, and a greater number of subprofessionals and non-professionals, such as interns and aides.

The Nations Schools editorial presents the following example of a differentiated program within a department of a large high school:

1. A master teacher who controls operations
2. Senior teachers who work with a master teacher in curriculum formation, as well as teaching
3. Staff teachers who have teaching responsibilities only
4. Associate teachers who work in an intern relationship

Many educators feel that differentiated staffing may be the practice by which teaching can achieve a more professional status. Differential staffing seems to have educators excited as a new means of providing education with accountability (Montana School Board Association, 1970).

EVALUATION

The problem with evaluation at the present time lies in formulating a universally acceptable means of evaluating teacher effectiveness. Many advocates of evaluation for accountability talk in objective terms while others talk in subjective terms.

White (1964) has studied evaluation processes extensively. The most effective means of evaluation he found consisted of only three questions:

1. What are the teacher's outstanding strengths?
2. What are the teacher's outstanding weaknesses?
3. What steps have you taken to strengthen the teacher's weaknesses?

Finley (1967), a superintendent in Barrington, Illinois, stated that all personnel should be evaluated. The evaluator must spend at least an hour on three occasions and follow up each visit with a discussion with the teacher. The teacher signs the evaluation if he agrees. If he disagrees, his comments are added; and in the case of unresolved disagreement, the superintendent is called in as a mediator. Finley also stated that evaluation is subjective. There is no other way to evaluate people, so that is the way we do it. It works.

"The National Education Association Research Memo" (1970) expresses the belief that it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its

services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of:

1. Factors that determine professional competence
2. Factors that determine the effectiveness of competent professionals
3. Methods of evaluating effective professional service
4. Methods of recognizing effective professional service through self-realization, personal status, and salary

The National Education Association feels that all educators should have access to their personal files. A procedure should be established for the evaluation of administrators, as well as teachers.

Each district has its own characteristics and, therefore, should establish its own evaluatory methods--subjective or objective--to suit the needs of that district. As stated before, the biggest single reason for a negative attitude toward evaluatory pay lies in the evaluation procedures for teacher effectiveness.

SUMMARY

Traditionally, in the last half century, the majority of teachers have been paid on a non-evaluatory pay schedule. Recently teachers have become more determined to gain higher salaries, the result being an increase in wages which, in time, has increased taxation.

With the increase in taxation, the taxpayers are beginning to be concerned about education. School boards, because of concerned taxpayers, are trying to justify the budget; therefore, they are seeking the consideration of teachers toward accountability or evaluation in governing educational salary programs.

Many economic remuneration programs have been devised. The most common categories are non-evaluated salary schedules, merit pay, and differential staffing. The first program is non-evaluatory while the last two are evaluatory in structure.

The present difficulty is that everyone is in a hurry to find a solution. All parties concerned need time to assess the problem of teacher salaries, come together, and arrive at a definite conclusion or decision, and then work cooperatively toward a common goal.

Chapter 3

PROCEDURES

The problem under investigation was to determine the attitudes of 156 Great Falls educators toward the various aspects of salary remuneration. The instrument was designed to inform the educators of the philosophy inherent in evaluatory and non-evaluatory programs. This chapter describes the procedures used to carry out the study. The discussion included information about the population, the survey procedure, the instrument used, and the method of organizing and interpreting the data.

POPULATION DESCRIPTION AND SURVEY PROCEDURES

The study surveyed 156 educators from the Great Falls School System--teachers and administrators under contract for the 1971-72 school year. All of these educators, except Central Administration, are represented by the Great Falls Education Association during annual negotiations. The survey was administered and completed by those 156 educators present at the GFEA meeting, where the 1972-73 negotiation package was presented and voted upon. All educators present were asked to complete the survey before the formal meeting began.

DEFINITION OF CATEGORIES

This study involved the development of three salary programs, each with approximately the same dollar value cost to the district. A non-evaluatory program with a structure salary schedule is presently in effect in Great Falls. However, the program presented here shows approximately a 3 per cent increase over the 1970-71 schedule presently in effect. Two new evaluatory programs, merit pay and differentiated staffing, are presented. Evaluatory criteria are also presented.

Structured Salary Schedule

The structured salary schedule has a base, or starting salary, of \$7,200 (Table 1, page 24). The horizontal structure, or index, is .0385 for seven steps (BA, BA +15, BA +30, MA, MA +15, MA +30, and MA +45). The vertical structure, or index, is .0485 for one to thirteen years of experience. The top salary, a Masters Degree plus 45 hours, is \$15,990. The total cost of the salary schedule to School District No. 1 is approximately \$9,203,515. This figure was determined by using the salary placement chart (number of teachers on each salary step) for 1970-71. The number of people on each step was multiplied by the salary for that step. Totaling these figures, the researcher arrived at the total cost of the salary schedule.

Table 1

**Structured Salary Schedule
Dollar Figures**

Exp.	BA	BA +15	BA +30	MA	MA +15	MA +30	MA +45
0	7,200	7,480	7,755	8,035	8,310	8,590	8,865
1	7,550	7,860	8,170	8,480	8,790	9,100	9,415
2	7,900	8,245	8,585	8,930	9,275	9,615	9,960
3	8,250	8,625	9,000	9,380	9,755	10,130	10,510
4	8,600	9,010	9,420	9,825	10,235	10,645	11,055
5	8,950	9,390	9,835	10,275	10,720	11,160	11,605
6	9,295	9,775	10,250	10,725	11,200	11,675	12,150
7	9,645	10,155	10,665	11,175	11,680	12,190	12,700
8	9,995	10,535	11,080	11,620	12,165	12,705	13,250
9	10,345	10,920	11,495	12,070	12,645	13,220	13,795
10	10,695	11,300	11,910	12,520	13,125	13,735	14,345
11		11,685	12,325	12,965	13,610	14,250	14,890
12			12,740	13,415	14,090	14,765	15,440
13				13,865	14,570	15,280	15,990

Total Cost - \$9,203,515

Table 2

Merit Pay Schedule Superimposed on a
Salary Schedule Dollar Figures

Exp.	BA	BA +15	BA +30	MA	MA +15	MA +30	MA +45
0	7,200	7,480	7,755	8,035	8,310	8,290	8,865
1	7,550	7,860	8,170	8,480	8,790	9,100	9,415
2	7,900	8,245	8,585	8,930	9,275	9,615	9,960
3	8,250	8,625	9,000	9,380	9,755	10,130	10,510
4	8,600	9,010	9,420	9,825	10,235	10,645	11,055
5	8,950	9,390	9,835	10,275	10,720	11,160	11,605
6	9,295	9,775	10,250	10,725	11,200	11,675	12,150
	9,500		10,500		12,000		13,000
7	9,645	10,155	10,665	11,175	11,680	12,190	12,700
8	9,995	10,535	11,080	11,620	12,165	12,705	13,250
9	10,345	10,920	11,495	12,070	12,645	13,220	13,795
	10,500		11,500		13,500		14,000
10	10,695	11,300	11,910	12,520	13,125	13,735	14,345
11		11,685	12,325	12,965	13,610	14,250	14,890
12			12,740	13,415	14,090	14,765	15,440
	11,500		13,000		15,000		16,000
13				13,865	14,570	15,280	15,990
					16,000		17,000

Basic typed Figures are Non-Merit Figures

Script typed Figures and Red Areas are Merit Figures and Areas

Total Cost Basic typed Figures - \$9,203,515

Total Cost 100% Script Typed Figures - \$9,421,490

Merit Schedule

The merit schedule is superimposed on the \$7,200 structured salary schedule (Table 2, page 25). On the structured salary schedule, after four years of experience and receiving tenure, the individual teacher will be placed either on the same structured salary schedule or on the merit schedule, depending on evaluation. This program requires evaluation for advancement in the merit areas. A teacher who does not meet the standards for merit pay will follow the \$7,200 structured salary schedule. The merit schedule has four horizontal columns and four vertical columns which are outlined in red. A teacher reaching one of the red merit areas through experience and/or education who qualifies for merit pay through evaluation would receive the script figure for that area in place of the non-merit figure shown in basic type. The merit schedule has a starting salary of \$7,200. The top of the schedule at a Masters Degree plus 45 hours is \$17,000. The approximated cost of this schedule, assuming everyone receives merit, is \$9,421,490. The total cost was determined in the same manner as the structured salary schedule. However, the researcher assumed that everybody in the merit areas received merit pay.

Differential Staffing

The differential staffing schedule has a starting salary of \$7,200 (Table 3, page 27). There are five categories of educators:

1. Staff Teacher - 100 per cent teaching responsibility, BA

Table 3
Differential Staffing Schedule

Total Cost - \$9,552,900			
		NON-TENURE	NON-TENURE
		NON-TENURE	SUPERVISING TEACHER MA +
		RESEARCH TEACHER MA + EXCEPTIONAL MA	\$16,300 - 20,500 12 MONTHS
			\$15,300 - 19,500 12 MONTHS
		TENURE	
		MASTER TEACHER MA EXCEPTIONAL BA +	\$13,200 - 16,500 10 or 11 MONTHS
		TENURE	
		SENIOR TEACHER BA + EXCEPTIONAL BA	\$9,300 - 13,500 10 MONTHS
		TENURE	
		STAFF TEACHER BA	\$7,000 - 11,000 10 MONTHS
		100% Teaching	No Teaching
		4/5 Teaching	3/5 Teaching
		POSSIBLE PROPOSAL FOR TEACHER DISTRIBUTION	1/Curr. Area
		Remainder of staff	2/HS Curr. Area
		322 Teachers	2/JHS Curr. Area
		321 Teachers	1/4 Elem. Curr. Area

degree, tenured position

2. Senior Teacher - 100 per cent teaching responsibility, BA plus degree or exceptional BA, tenured position

3. Master Teacher - four-fifths teaching responsibility, one-fifth curriculum responsibility, MA degree or exceptional BA plus degree, tenured position

4. Research Teacher - three-fifths teaching responsibility, two-fifths curriculum responsibility, MA plus degree or exceptional MA, nontenured position

5. Supervising Teacher - non-teaching, MA plus degree, non-tenured position

This program requires evaluation for movement on the schedule. The top salary on this schedule is \$20,500. The total cost to School District No. 1 is approximately \$9,552,900. To determine the total cost, the researcher had to set up a hypothetical plan for the district. The plan total assumed one supervisory teacher per curriculum area--total 12 teachers; two research teachers per curriculum area in high school and junior high school, and one for every four elementary schools per curriculum area--a total of 144 teachers; Master teacher, the same distribution as the research teacher--total of 144 teachers; the Senior teachers and Staff teachers divided equally to fill out the remainder of the staff--total of 371 Senior teachers, 322 Staff teachers: Total staff--945 teachers. The researcher then assumed that all of the

teachers in each category were at the lowest salary for their category.

Evaluation

The evaluation tool is designed on a subjective basis. The individuals responsible for conducting the evaluation are listed along with the evaluation criteria. A grievance procedure is built in for the educator feeling he has been unfairly evaluated (see Appendix A, page 48 and 49.

Questionnaire

The questionnaire was designed to determine the attitudes of various subgroups in the population. The subgroups consisted of 65 elementary teachers, 80 secondary teachers, 11 administrators, 88 male educators, 68 female educators, 110 tenure educators, and 46 nontenure educators. This questionnaire can be found in Appendix B, pages 50-54.

METHOD OF COLLECTING DATA

The instrument used in this study was an example of salary programs of equal costs and an evaluation procedure for educating the population in regard to the theories behind the program. The informative instrument was accompanied by a questionnaire. The instrument was checked for comprehensiveness by submitting to selected administrative and faculty members representing elementary and secondary schools. The representatives were asked their opinions as to whether the questions

and schedules were clearly presented. Any areas needing revision were rewritten into final form.

The salary programs and the questionnaire were distributed at a local GFEA meeting where the informative section of the instrument was explained by the researcher. The assembly was then asked to complete the questionnaire.

METHOD OF ORGANIZING THE DATA

The data was tabulated and the responses from all educators converted to percentages answering each question. These percentages are presented in Chapter Four, along with the question, so that the reader may relate the response percentage to the question.

The data was tabulated and the responses of the subgroups converted to the percentages answering each question. All of the percentages are presented in tabular form in Appendix C, pages 55-57. The question is referred to by number only in the table.

SUMMARY

This study had two purposes. The instrument was designed to:

1. Inform and educate the Great Falls teachers on various types of remuneration. The instruments included the strengths and weaknesses of the programs, suggestions about what can be done and cannot be done with each program, and the advantages and disadvantages of each program.

2. Survey the educators of Great Falls to determine their opinions on the type of remuneration best suited to their individual needs.

The purpose of point one is that many educators do not understand the philosophy and do not have available the material or the time to study the remunerative plans to understand which program would best suit their needs.

In regard to point two, the questions were designed to determine if subgroups of educators have different attitudes. Questions one through four were grouped to determine the general philosophy of educators toward equitable remuneration. Question five determined which plan the educators felt best satisfied their needs. Questions six and seven were used to determine the opinions of educators on how to improve structured salary schedules. Questions eight through thirteen were used to determine attitudes of educators toward evaluation for economic remuneration. See Appendix B, page 50, for the complete Questionnaire.

It was the purpose of this study to give direction to the Great Falls Education Association according to the desires of local educators. The Association can then better pursue the problem of educational salaries.

Chapter 4

ANALYSIS OF THE DATA

In this chapter, the results of the questionnaire on teacher attitudes are reported. The percentage of teachers answering each question is given along with the question asked. In Appendix C, pages 55-57, the sample subgroup percentages are compared with the sample population percentages. Not all of those sampled answered each question; therefore, the answer percentages were determined by dividing the total number responding to each question into the number of responses for each part of the question. The percentage was rounded to the nearest hundredth.

The results of this questionnaire were used to answer the six questions posed in the paper on page three. The responses to questions one through four are used to provide information concerning question one on page three. The responses to questions five, six, and seven are used to provide information concerning question two on page three. The responses to questions five, eight, nine, ten, eleven, twelve, and thirteen are used to provide information concerning questions three, four, five, six, and seven on page three.

The data (Table 4, page 33) shows the per cent increase of the recommended median sample salary with the present salary. This enables the reader to compare the recommended increases of beginning teachers with the recommended increases of teachers at the top of the schedule.

Table 4

Percentage Increases of the Recommended Teacher
Salaries Over the Present Salaries

Salary schedule placement	Recommended salary range	Present salary	Percent increase
BA Start	\$ 7,500 - \$ 8,000	\$ 6,975	7.5 - 15.0
MA Top Salary	\$17,000 - \$18,000	\$13,430	26.5 - 34.0
MA +45 Top	\$19,500 +	\$15,490	29.1 +

Comparison of Question with Percentage
Responses from the Sample Population

Question 1: Are Great Falls educators' top salaries adequate to meet the demands of today's society? Consider an educator's preparation and the profession--\$14,000/10 mos. = \$16,800/12 mos.; \$15,500/10 mos. = \$18,100/12 mos.

Yes: 33.97 per cent

No: 66.03 per cent

Question 2: If the answer to Question 1 is no, what do you think is an adequate top salary?

MA TOP SALARY

\$14,000 - \$14,500	1.45%
\$14,500 - \$15,000	23.19%
\$15,000 - \$16,000	8.70%
\$16,000 - \$17,000	13.04%
\$17,000 - \$18,000	31.88%
\$18,000 +	21.74%

Mode Range \$17,000 - \$18,000
Mdn. Range \$17,000 - \$18,000

MA +45 TOP SALARY

\$15,500 - \$16,000	6.17%
\$16,000 - \$16,500	2.47%
\$16,500 - \$17,500	8.64%
\$17,500 - \$18,500	12.35%
\$18,500 - \$19,500	3.70%
\$19,500 +	66.67%

Mode Range \$19,500 +
Mdn. Range \$19,500 +

Question 3: Are Great Falls educators' beginning salaries adequate, for a young teacher, to meet the demands of today's society? Consider the educator's preparation and profession--\$7,100/10 mos. = \$8,500/12 mos.

Yes: 32.69 per cent

No: 67.31 per cent

Question 4: If your answer to Question 3 is no, what do you think is an adequate beginning salary?

BA BEGINNING SALARY

\$ 7,000 - \$ 7,500	25.24%
\$ 7,500 - \$ 8,000	25.24%
\$ 8,000 - \$ 9,000	30.10%
\$ 9,000 - \$10,000	16.50%
\$10,000 - \$11,000	1.94%
\$11,000 +	.97%

Mode Range \$8,000 - \$9,000

Mdn. Range \$7,500 - \$8,000

Question 5: Rate the following three salary programs in the order of your preference. One for the program you like the best as a means of economic remuneration and three as the program you like least.

First Preference - percentage voting program first

Structured Salary Schedule	87.74%
Differential Staffing	7.10%
Merit Pay	5.16%

Second Preference - percentage voting program second

Differential Staffing	63.73%
Merit Pay	27.45%
Structured Salary Schedule	8.82%

Third Preference - percentage voting program third

Merit Pay	64.17%
Differential Staffing	28.33%
Structured Salary Schedule	7.50%

Question 6: Structured Salary Schedules. Select the response you like best.

- a) Improve the structured salary schedule at a rate greater

than the annual cost of living index.

b) Improve the structured salary schedule at a rate equal to the annual cost of living index.

c) Improve the structured salary schedule at a rate equal to the annual cost of living index plus a career incentive, such as annual salary for career educators to allow them time to work on curriculum, teach summer school, or pursue advanced education.

Answer a) 23.13 per cent

Answer b) 7.50 per cent

Answer c) 69.38 per cent

Question 7: Structured salary schedules. Select the answer you like best:

a) Improve the present salary schedule by increasing the present index; i.e., increasing the increments or making a wider spread between the beginning and the top.

b) Improve the present salary schedule by increasing the present salaries on a percentage basis; i.e., maintaining the present increments and maintaining the present spread between the beginning salary and the top.

Answer a) 45.64 per cent

Answer b) 54.36 per cent

Question 8: Evaluated schedules. Do you mind being evaluated to determine your economic remuneration?

Yes: 46.79 per cent

No: 53.21 per cent

Question 9: Evaluated schedules. If your answer to Question 8 was no, which of the following would you prefer?

- a) Subjective evaluation
- b) Objective evaluation
- c) The present evaluation form for School District No. 1
- d) None of these

Answer a) 14.46 per cent

Answer b) 31.33 per cent

Answer c) 39.76 per cent

Answer d) 14.46 per cent

Question 10: Evaluated schedules. If your answer to Question 9 was (d), please give your suggestions below.

Not enough comments related to the questions were given (10 to enable the researcher to make an accurate evaluation.

Question 11: Evaluated schedules. If your answer to Question 8 was no, by whom would you prefer to be evaluated?

- a) Evaluation by the principal and/or assistant principal or immediate supervisor
- b) Evaluation by an educational committee
- c) None of these

Answer a) 61.16 per cent

Answer b) 27.63 per cent

Answer c) 9.21 per cent

Question 12: Evaluated schedules. If your answer to Question 11 is (c), please give your suggestions below.

Not enough comments related to the questions were given (15) to enable the researcher to make an accurate evaluation.

Question 13: Evaluated schedules. If evaluation is used to determine economic remuneration, should the number with superior ratings be preset by a committee?

Yes: 25.35 per cent

No: 75.65 per cent

SUMMARY

In this chapter, the results of the salary questionnaire were reported.

The population sample results for each question are listed along with the question. This enables the reader to readily compare the results with the question. These results will be critically analyzed in Chapter Five by the researcher. The analysis will enable the reader to answer questions on page three and to give suggestions of direction to the local unit.

Appendix C, pages 55-57, allows the reader to compare subgroup

sample percentage responses with the sample population results. Many inferences about various subgroups or factions have been made in the past by educators. The results provide a means to compare responses of the various subgroups.

Table 4, page 33, allows the reader to compare the per cent of increase for the recommended salaries when compared with the present salaries.

The method used to calculate the response percentages was outlined in this chapter.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the results of the study are interpreted by the researcher with respect to determining the attitudes of the 156 educators toward remuneration. These findings are compared to the population subgroups; and whenever a noticeable difference occurs, the researcher interprets the significance of the difference.

The researcher interpreted the results and used the interpretations to suggest direction to the local educators for future improvement and suggests areas for further research.

SUMMARY

The researcher analyzed the results of the questionnaire and made recommendations for the use of the results.

The questionnaire indicated there is a need to increase compensation. This increase should not be determined by an evaluation procedure, even though evaluation is a reality and is acceptable to the teacher. The increase should be through an improved program related to a salary schedule, such as a 20 per cent improvement of wages by implementing twelve-month employment for career educators.

The researcher recommends, by using the results of this study, that Great Falls educators work as a unified group investigating, studying, and creating a program that will fit the needs of educators,

students, and the community.

CONCLUSIONS

Educators lately have been pushing much harder and with more unified efforts to raise their present economic level in society. The change has been significant. As a result of this change, the community taxpayers have begun to question the method of payment and the economic worth of educators. Most educators, on the other hand, feel their fair economic worth has not yet been reached. In the present society, the success of educators improving their net worth depends on a thorough knowledge of the attitudes of educators and taxpayers toward salaries as well as all possible avenues for improving salaries.

Teacher Attitudes Toward Adequacy of Remuneration

Questions one through four show a significant percentage of the 156 educators feel they are inadequately remunerated in regard to both starting salaries and top salaries (adequate 33.9 per cent--inadequate 66.03 per cent). The subgroup comparison shows that elementary teachers, females, and non-tenure teachers are slightly less concerned about salaries. The categories (elementary, female, nontenure) are probably closely related because their population in School District No. 1 consists of young single or second income women.

The educators show concern for all salaries. However, they show more concern for increasing the top salaries and for their future than for increasing beginning salaries. Table 4, page 33, shows educators recommend a greater per cent increase for top salaries than beginning salaries. The table shows educators recommend 7.5 to 15 per cent increase for the beginning salaries, a 26.5 to 34 per cent increase for top Masters Degree salaries, and a 29.1 plus per cent increase for top Masters Degree plus 45 credits salaries. In analyzing these figures, the researcher feels they show that educators still feel that they are underpaid; this feeling increases as the educator grows in experience and education.

Teacher Attitudes Toward Structured
Salary Schedules, Merit Pay, and
Differential Staffing

Question five indicates that 156 educators overwhelmingly rank structured salary schedules number one--87.74 per cent of the 156 educators ranked structured salary schedules first. This ranking is made even stronger because many people did not rank the other plans. Ranking the other plans into second and third is not an indication of preference due to the strong support given a structured salary schedule. The subgroup variation from the population was insignificant in this category. Teachers show that even though many complaints are filed against structured salary schedules as not being a fair way to pay, these are what the teachers want as a means of compensation.

Question six was designed to determine whether teachers felt they had reached a maximum fair wage for ten months' employment, and if they were interested in a change in school structure to allow for twelve months' employment for teachers. The responses indicate teachers are interested in being employed twelve months (69.38 per cent selected answer (c), related to improvement by twelve-month employment). The responses tend to indicate that many educators tend to believe remuneration is possibly getting close to being equitable. By combining the responses for answers (b) and (c), we get 76.88 per cent who want improvement by means other than increasing the present structure at a rate greater than the cost of living index. However, when you consider that 66.03 per cent and 67.31 per cent feel wages are inadequate to meet today's demands--the results fail to agree. The researcher interprets this to indicate that teachers are not satisfied with present wages; however, when wages are critically analyzed, one sees they are not as inequitable as they might seem. The survey indicates that educators realize wages could be increased significantly if school organization were changed to allow use of manpower and facilities for twelve months.

There is very little variation in the subgroups. The only inference that might be drawn, and it is slight, is that females tend to feel they are adequately remunerated for ten months' work. This inference is made by comparing the response percentages of elementary

teachers and female teachers with the other response percentages.

Question seven was designed to indicate whether teachers felt the spread between the beginning salaries and the top salaries was fair or should be increased. The question was asked because a major criticism of past salary settlements has been on the weight placed upon the salaries at the top of the salary schedule. The responses indicate almost an even split, with a slightly higher percentage indicating the spread is now adequate. These results, when compared with the results of six, indicate improvement should be along the lines of maintaining the present spread or increasing the spread slightly and concentrating on improving the schedule in relation to the increase in the cost of living index.

Teacher Attitudes Toward Evaluation
to Determine Economic Remuneration

Questions eight through thirteen were designed to indicate attitudes toward evaluation to determine economic remuneration and to determine what type of evaluation procedure was preferred. The results show an almost even division of opinion with a slightly higher percentage indicating they do not mind being evaluated. In this area, the female and non-tenure teachers indicate a dislike for evaluation, whereas the population and other subgroups indicate a slight acceptance of evaluation.

When the researcher compares the total responses for questions

eight through thirteen along with some of the few comments made in questions ten and twelve, there is an indication of favor for a slight acceptance of evaluation, but an uncertainty toward a fair type of evaluatory program. This assumption is made because 156 answered question eight, whereas less than 90 responded to the remaining questions. If any strength was shown for a type of procedure, it would be an evaluatory program which did not predetermine the number of superior ratings; the evaluation was subjective in form, and the evaluation was by the building principal and/or assistant principal or immediate supervisor.

RECOMMENDATIONS

The study shows the 156 Great Falls educators are concerned with total compensation. The researcher chooses to analyze and make recommendations in the light of present-day community problems.

Great Falls educators want to consider other means of remuneration in addition to a structured salary schedule. They want to make full use of the staff and the facilities of Great Falls. The researcher suggests educators increase salaries by developing a program which will allow twelve-month employment for the career educator. After careful research into the needs of Great Falls, educators can develop a program by which the career educators' salary can be increased by 20 per cent through twelve-month employment, and full use can be made of staff and

facilities. This will enable Great Falls to continually provide students with maximum educational opportunities.

Evaluation is an on-going process in School District No. 1. To eliminate the complaint that we have some incompetent teachers, the local educators should strive for the development of a strong evaluatory program by administrators. If the administrators do a satisfactory job of evaluation during the first few development years of an educator, unsatisfactory educators can be strengthened or, if necessary eliminated. Therefore, evaluation should be used to improve or eliminate the educator and not to determine his economic worth. The researcher feels the guidelines for evaluation suggested by the Montana Education Association Teacher Education and Professional Standards Committee outlined on pages 12 through 14 can be used as guidelines by all local educators in improving all facets of education.

Part of this study deals with subgroup factions within education. This was done because complaints are often directed toward one group or another for slowing progress in the district. The researcher feels this study shows most factions of the population have similar attitudes. The researcher recommends that the population work with a unified effort to create programs which will solve educators' financial needs, students' needs, and the community's needs. The researcher feels this can be done, since the population is consistent in their attitudes toward various types of salary schedules and the means to be used to improve them.

APPENDICES

APPENDIX A

EVALUATION PROCEDURE

This procedure lists who the evaluators will be for secondary and elementary schools. The plan is an objective evaluation of the teacher and is designed to assist the evaluator in understanding their weaknesses.

EVALUATORS

Secondary

Principal

Assistant Principal

Supervisor - if one

Elementary

Principal

Supervisor

EVALUATION CRITERIA

What are the teacher's outstanding strengths?

What are the teachers outstanding weaknesses?

What steps has the teacher taken to improve his weaknesses or himself?

What steps have you, the evaluator, taken to help the teacher and his problems?

EVALUATION PROCEDURE

Rate the teacher and discuss the rating with the teacher.

Have the teacher sign the evaluation.

TEACHER PROCEDURE

Sign the evaluation if you agree.

If you disagree, add your comments.

If the disagreement goes unresolved, call in the superintendent
as a mediator.

APPENDIX B

GREAT FALLS EDUCATION ASSOCIATION SALARY SURVEY

<u>EDUCATIONAL RESPONSIBILITY</u>	<u>SEX</u>	<u>TENURE</u>
Elementary _____	Male _____	Tenure _____
Junior High School _____	Female _____	Non-Tenure _____
Senior High School _____	<u>ASSOCIATION COMMITMENT</u>	
Elementary Administration _____	GFEA _____	
Secondary Administration _____	AFT _____	
Central Administration _____	NONE _____	

1. Are Great Falls Educators' top salaries adequate to meet the demands of today's society? Consider an educator's preparation and the profession - \$14,000/10 mos. = \$16,000/12 mos.; \$15,500/10 mos. = \$18,100/12 mos.

Yes _____

No _____

2. If the answer to question one is no, what do you think is an adequate top salary?

MA Top Salary _____ MA +45 Top Salary _____

3. Are Great Falls Educators beginning salaries adequate, for a young educator, to meet the demands of today's society? Consider the educators preparation and the profession - \$7,100/10 mos. =

\$8,500/12 mos.

Yes _____

No _____

4. If your answer to question three is no, what do you think is an adequate beginning salary?

Adequate beginning salary \$ _____

Presently, Great Falls has a structured salary schedule based upon an individual's education preparation and his length of service in the system. The following questions are designed to give the association ideas and direction for the future.

5. Rate the following three salary programs in the order of your preference. One for the program you like the best as a means of economic remuneration and three as the program you like the least.

Structured Salary Schedule _____

Merit Salary Schedule _____

Differential Staffing Schedule _____

Structured Salary Schedule

6. Select the response you like best and record in the space provided below.
- a. Improve the structured salary schedule at a rate greater than the annual cost of living index.

- b. Improve the structured salary schedule at a rate equal to the annual cost of living index.
- c. Improve the structured salary schedule at a rate equal to the annual cost of living index plus career incentives such as an annual salary for career educators to allow them time to work on curriculum, teach summer school, or pursue advanced education.

ANSWER TO SIX _____

Comments to Six:

7. Select the answer you like best and record in the space provided below.

- a. Improve the present salary schedule by increasing the present index; i.e., increasing the increments or making a wider spread between the beginning and the top.
- b. Improve the present salary schedule by increasing the present individual's salaries on a percentage basis; i.e., maintaining the present increments and maintaining the present spread between the beginning salary and the top.

ANSWER TO SEVEN _____

Comments to Seven:

Evaluated Schedules

8. Do you mind being evaluated to determine your economic remuneration?

Yes _____

No _____

9. If your answer to eight is no, which of the following would you prefer? Record your answer in the space provided below.

a. Subjective evaluation

b. Objective evaluation

c. The present evaluation form for School District No. 1

d. None of these

ANSWER TO NINE _____

10. If your answer to nine was (d), please give your suggestions below.

11. If your answer to eight is no, by whom would you prefer to be evaluated? Record your answer in the space provided below.

a. Evaluation by the principal and/or the assistant principal or immediate supervisor

b. Evaluation by an educational committee

c. None of these

ANSWER TO ELEVEN _____

12. If your answer to eleven is (c), please give your suggestions
below.

13. If evaluation is used to determine economic remuneration, should
the number with superior ratings be preset by a committee?

Yes _____

No _____

Additional Comments:

APPENDIX C

Table 5

Percentage Answers to the Questionnaire Questions For
the Total Population and Educational Subgroups

Question response	Percentage of population or subgroup							
	Pop.	Elem.	Sec.	Admin.	Male	Female	Tenure	N.Ten.
1) Yes	33.97	49.23	22.50	27.27	26.14	44.12	28.18	46.67
No	66.03	50.77	77.50	72.73	73.86	55.88	71.82	53.33
2) MA								
\$14,000-\$14,500	1.45	0	2.13	0	2.17	0	2.04	0
\$14,500-\$15,000	23.19	15.00	27.66	0	28.26	12.04	26.53	15.00
\$15,000-\$16,000	8.70	10.00	8.51	0	10.87	4.35	8.16	10.00
\$16,000-\$17,000	13.04	5.00	14.89	50.00	15.22	8.70	12.24	15.00
\$17,000-\$18,000	31.88	30.00	31.91	50.00	23.91	47.83	28.17	40.00
\$18,000 +	21.74	40.00	14.89	0	19.57	26.09	22.45	20.00
Mode Range = \$17,000 - \$18,000					Median Range = \$17,000 - \$18,000			
MA + 45								
\$15,500-\$16,000	6.17	5.00	5.56	14.29	9.09	0	6.56	5.00
\$16,000-\$16,500	2.47	0	1.85	14.29	3.64	0	3.28	0
\$16,500-\$17,500	8.64	0	11.11	14.29	12.73	0	11.48	0
\$17,500-\$18,500	12.35	5.00	14.81	14.29	10.91	15.38	14.75	5.00
\$18,500-\$19,500	3.70	5.00	1.85	14.29	3.64	3.85	3.28	5.00
\$19,500 +	66.67	85.00	64.81	28.57	60.00	80.77	60.66	85.00
Mode Range = \$19,500 +					Median Range = \$19,500 +			

Table 5 (continued)

Question response	Percentage of population or subgroup						
	Pop.	Elem.	Sec.	Admin.	Male	Female	Tenure
3) Yes	32.69	48.44	20.00	33.33	21.59	47.06	33.93
No	67.31	51.56	80.00	66.67	78.41	52.94	66.07
4) BA Start							
\$ 7,000-\$ 7,500	25.24	45.16	15.62	25.00	22.58	32.43	18.57
\$ 7,500-\$ 8,000	25.24	22.58	28.12	12.50	22.58	32.43	27.14
\$ 8,000-\$ 9,000	30.10	16.13	32.81	62.50	38.71	24.32	32.86
\$ 9,000-\$10,000	16.50	16.13	18.75	0	20.97	10.81	20.00
\$10,000-\$11,000	1.94	0	3.13	0	3.23	0	0
\$11,000 +	.97	0	1.56	0	1.61	0	1.43
Mode Range = \$8,000 - \$9,000							
Median Range = \$7,500 - \$8,000							
5) Schedule							
1*	87.74	85.14	81.25	80.00	81.18	95.71	88.39
2	8.82	6.67	10.00	14.29	13.11	2.38	8.57
3	7.50	0	14.29	9.09	13.24	0	7.06
Merit							
1	5.16	0	8.75	10.00	8.24	8.43	6.25
2	27.45	20.00	36.00	14.29	39.34	9.52	28.59
3*	64.17	77.36	51.79	63.64	48.53	84.62	61.18
Diff.Staf.							
1	7.10	2.70	10.00	10.00	10.59	2.86	5.36
2*	63.73	73.33	54.00	71.43	47.54	88.10	62.86
3	28.33	22.64	33.93	27.27	38.24	15.38	31.76
* Mode Rank							

Table 5 (continued)

Question response	Percentage of population or subgroup						
	Pop.	Elem.	Sec.	Admin.	Male	Female	Tenure N.Ten.
6) a)	23.13	15.38	28.92	25.00	27.78	17.14	22.61 24.44
b)	7.50	9.23	7.23	0	4.44	11.43	7.83 6.67
c)	69.38	75.38	63.86	75.00	67.78	71.43	69.57 68.89
7) a)	45.64	33.87	54.67	50.00	48.19	42.42	49.54 35.00
b)	54.36	66.13	45.33	50.00	51.81	57.58	50.46 65.00
8) Yes	46.79	59.09	40.51	18.18	38.37	57.14	43.64 52.17
No	53.21	40.91	59.49	81.82	61.63	42.86	55.45 47.82
9) a)	14.46	7.41	18.75	12.50	20.75	3.33	16.13 9.52
b)	31.33	29.63	37.50	0	37.74	20.00	32.26 28.57
c)*	39.76	51.85	31.25	50.00	27.64	70.00	35.48 52.38
d)	14.46	11.11	12.50	37.50	18.87	6.67	16.13 9.52
	* Mode						
11) a)*	61.16	66.67	64.29	50.00	57.14	74.07	63.64 61.90
b)	27.63	29.17	23.81	40.00	32.65	18.52	27.27 28.57
c)	9.21	4.17	11.90	10.00	10.20	7.41	9.09 9.52
	* Mode						
13) Yes	25.35	26.09	23.73	20.00	23.81	25.00	31.82 17.95
No	75.65	73.91	76.27	80.00	76.19	75.00	68.18 82.05

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