

Classification, Compensation and Benefits Study for Spotsylvania County Public Schools

FINAL REPORT



Evergreen Solutions, LLC

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Chapter 1 – Introduction

In October 2016, Evergreen Solutions was retained by Spotsylvania County Public Schools (SCPS) to conduct a Classification, Compensation and Benefits Study for the Division. This compensation and classification study is primarily designed to focus on internal and external equity of both the structure by which employees are compensated as well as the way positions relate and compare to one another across the organization.

Internal equity relates to the fairness of an organization's compensation practices among its current employees. Specifically, by reviewing the skills, capabilities, and duties of each position, it can be determined whether similar positions are being compensated in a similar manner within the organization. The classification component of this study is aimed at resolving any inconsistencies related to job requirements and providing some clarity to the plan in place.

External equity deals with the differences between what an organization is paying for each classification and what compensation is available in the market place for the same skills, capabilities, and duties.

As part of the study, Evergreen Solutions was tasked with:

- collecting and reviewing current environmental data present in Spotsylvania County Public Schools;
- reviewing job descriptions and obtaining job analysis questionnaires from employees;
- conducting a market salary and benefits survey, and providing feedback to Spotsylvania County Public Schools regarding current market competitiveness;
- conducting a classification analysis to assess internal equity and the efficiency of the current classification plan;
- developing strategic positioning recommendations using market data and best practices;
- developing a compensation structure and implementation cost plan for Spotsylvania County Public Schools;
- developing and submitting draft and final reports summarizing findings and recommendations; and



- updating job descriptions that reflect recommended classification changes and employee responses to the JAT, and Fair Labor Standards Act (FLSA) recommendations.

1.1 STUDY METHODOLOGY

Evergreen Solutions combined qualitative as well as quantitative data analysis to produce an equitable solution in order to maximize the fairness and competitiveness of an organization's compensation structure and practices. Project activities included:

- conducting a project kick-off meeting;
- conducting orientation sessions with employees;
- facilitating employee focus group sessions between October 24 – November 4, 2016;
- conducting a salary survey;
- developing recommendations for compensation management;
- developing detailed implementation plans; and
- creating the draft and final reports.

Kickoff Meeting

The kickoff meeting provided an opportunity to discuss the history of the organization, finalize the work plan, and begin the data collection process. Data collection of relevant background material (including existing pay plans, organization charts, policies, procedures, training materials, job descriptions, and other pertinent material) is part of this process.

Employee Outreach

Employee Outreach consisted of orientation sessions and focus group meetings. Orientation sessions provided an opportunity for employees and supervisors to learn more information about the purpose of the study, and receive specific information related to their participation in the study process—especially the use of the Job Assessment Tool (JAT). The focus group sessions allowed employees, supervisors, and senior management to identify practices that are working well and to suggest areas for improvement with regard to compensation, classification, and the performance evaluation process. The collective feedback received during these sessions is summarized in **Chapter 2** of this report.

Classification Analysis

To perform an analysis of the classification systems, all employees were asked to complete a JAT in which they have the opportunity to describe the work they performed in their own words. Supervisors then reviewed the employee JATs and provide additional information as needed. The information provided in the completed JATs was then used in the classification analysis in two ways:

- First, the work described was reviewed to ensure that classification titles were appropriate.



- Second, the JATs were evaluated to quantify, through a scoring methodology, each classification's relative value within the organization.

Each classification's score is based on the employee and supervisor responses to the JAT. The scores allowed for a comparison of classifications across the Division.

Analysis of Current Conditions

This analysis provided an overall assessment of the existing pay plans and related employee data at the time the study began. The existing pay plans, the progression of employee salaries through pay grades, employee tenure, and the distribution of employees in the Division only were all examined during this process. The findings of this analysis is summarized in **Chapter 3** of this report.

Market Analysis

The external market is defined as identified peers that have similar characteristics, demographics, and service offerings as the target organization. Benchmark positions were identified from each area and level of the organization and include a large cross-section of positions in the Division. These are listed in **Chapter 4**. Once the target and benchmark information is finalized, a survey tool was created to solicit salary and benefits information from each of the peer organizations. When the results were received, the data are analyzed and entered to provide aggregate findings. The results of the salary and benefits surveys are provided in **Chapters 4 and 5**.

Compensation Philosophy

Evergreen facilitated meetings with senior managers to develop a documented philosophy with regard to employee compensation. This philosophy is based on arriving at decisions on several key factors and provided the framework for the recommended classification and compensation system, and related pay practices.

Recommendations

During the recommendation phase of the study, Evergreen Solutions developed a market-based pay plan and slot classifications into the plan based on internal and external equity. Next, implementation options were developed to transition employee salaries into the new pay plans, and the associated costs of adjusting employee salaries are estimated.

Information was then provided to Spotsylvania County Public Schools on how to execute the recommended salary adjustments, as well as how to maintain the recommended compensation and classification system over time. A summary of the findings of the study and the associated recommendations can be found in **Chapter 6**.



1.2 REPORT ORGANIZATION

This report includes six chapters:

- Chapter 1 – Introduction
- Chapter 2 – Summary of Employee Outreach
- Chapter 3 - Assessment of Current Conditions
- Chapter 4 – Salary Survey Results
- Chapter 5 – Benefits Survey Results
- Chapter 6 – Recommendations



Chapter 2 – Summary of Employee Outreach

Evergreen consultants visited Spotsylvania County Public Schools during the weeks of October 24, 2016 and October 31, 2016 to conduct outreach sessions. During the first week, joint county and school orientation presentations were held. During the second week, Evergreen conducted focus group sessions with Division employees. The orientation segment of the outreach sessions gave employees and supervisors an opportunity to learn about the study process and about their role in the study. During the focus group segment, Evergreen consultants asked questions designed to gather feedback on several topics related to the study. This feedback provided the Evergreen Team with valuable knowledge of employee opinions on the Division's current compensation and classification systems.

The Evergreen team held ten (10) orientation sessions during the onsite visit. Orientation sessions were generally 45-50 minutes, and included one or all of the following: a brief overview of the study and a detailed walk-through of the Job Assessment Tool (JAT) process—which all employees included in the study were asked to complete online. About 350 individuals, representing employees from both the County and the Schools, attended Evergreen's orientation sessions. In addition, a link to the presentation was sent to employees and placed on the Division's website for employees who were unable to attend one of the sessions.

The Evergreen Team also conducted focus groups as part of the onsite visit. Approximately 435 employees attended one of 54 focus groups sessions held over a five-day period. The objective of the focus groups was to collect feedback on strengths and weaknesses of the Division's current compensation and classification plan directly from the employees. Focus groups, like orientation sessions, lasted for approximately 45-50 minutes.

The remainder of this chapter summarizes the comments made by focus group participants. **It is important to note that the views shared in this summary may not reflect the viewpoints of Evergreen nor the SCPS Administration.** Evergreen, however, used much of the information as a basis for further investigation throughout the course of the study. In all instances, Evergreen has removed any information that may identify the commenter.

Comments and feedback have been organized into the following five sections:

- 2.1 General Feedback
- 2.2 Compensation
- 2.3 Classification
- 2.4 Benefits
- 2.5 Summary



2.1 GENERAL FEEDBACK

Although the purpose of the focus group sessions was to discuss compensation and classification, the first two questions asked by Evergreen consultants generally received feedback related to issues beyond these two topics. In some cases, even questions related specifically to compensation and classification yielded feedback outside of these domains. This section provides feedback received unrelated to compensation and classification, per se, but important to framing the context in which this study is occurring.

Important factors frequently shared by employees as reasons for coming to work for and/or remaining with the Division included:

- **Home Town** – A number of employees said they went to school in Spotsylvania and either remained here or came back to the area after college because this was their home; the only job they applied for was in the Spotsylvania County Public Schools. Some indicated that working in the schools was a family tradition; parents and siblings worked here and this is where they also wanted to work. Others said they returned home after working in other areas of the state or country; a job in the school division became available and provided them an opportunity to come home and be near their families. Still others said they came to the area for various reasons, fell in love with the area and to them this is now home; they have no intention of leaving.
- **Family-friendly schedules** – Many parents said they came to work for the Division because the schedules allowed them to have more time for their families and to be home on those days when the children were not in school, both during the holidays and the summers. Others said they felt that the work schedules provided balance between work and family that was not possible in higher-demand private sector jobs.
- **Love the Work and the People** – The satisfaction of working in a field where they can use their skills and abilities was a major reason given by many people for staying in the Division. Some employees noted that the Division’s current leadership is more collaborative, which also contributes to their job satisfaction and the overall collegial atmosphere. Others said their fellow employees are like family, and they enjoyed the way their co-workers functioned as a well-oiled machine when they had a task to complete.
- **Solid Benefit Package** – Employees in nearly every focus groups said the benefit offerings (both health and retirement) are what enticed them to seek employment with the Division. Many employees said that keeping these benefits was a major reason for staying with the Division. Although some noted that the rising cost of health insurance had, in some instances, decreased their take-home pay, most recognized that the cost of their health insurance plans was generally better than other school systems and businesses. Most tenured employees agreed that the retirement plan and the health insurance provided to retirees by the Division was a strong contributor to their decision to remain.



- **Avoiding a Commute** – A large number of employees said they worked for the Division because they had no desire to commute to higher paying jobs in other parts of the state. Some had commuted for a time and said they returned to the Division because they grew dissatisfied with the commute. Driving a few minutes on back roads or uncongested highways was far preferable to the alternative—even when higher paying jobs may be available further North.
- **Love for the Children** – Many employees, including many that have no direct contact with students on a regular basis, said they came to the Division and remained here because they loved the children. Several said they felt a sense of pride and self-satisfaction knowing that what they were doing was giving back to the community.
- **Opportunities for Advancement** – Several employees said they came to Spotsylvania because the Division had more schools, more types of jobs, and more opportunities to move and advance within the system than some of the smaller school divisions in the area. Being able to continually gain experience in a more diverse setting also provided a great deal of job satisfaction.
- **Pay Spread Over 12 Months** – Many employees said they appreciated the fact that the Division spread their salaries evenly over 12 months—regardless of the contract term. Having a paycheck over the summer months and having the insurance premiums included over 12 paychecks was far preferable to the 10-month payments that some neighboring divisions provided.

Factors other than compensation, classifications and benefits were frequently mentioned as impacting/undermining employee morale and contributing to higher turnover rates included:

- **Teachers Recruitment and Hiring** - A number of principals and other staff noted that the Division was missing the opportunity to hire high-quality teachers by not extending contracts during the Regional Job Fair due to the budget being approved in May. Many expressed frustration about losing great teacher candidates because, unlike some other competing school divisions, they could not give candidates a solid commitment at job fairs. Staff perceived that some other districts were immediately able to offer letters of intent and, as a result, are securing the brightest and best at recruitment fairs. Some said that their school began the year with permanent substitute teachers in some classrooms because suitable teachers could not be found. Others said that even when a vacancy occurs mid-year, they must hire permanent substitutes for the second semester. Staff felt that having the ability to extend early contracts for a percent of the known hard-to-fill openings for the new year, with or without making a permanent school assignment, would help the Division to secure highly desirable candidates earlier in the process while still giving current teachers an opportunity to request new assignments.



2.2 COMPENSATION

Specific comments shared by employees related to compensation practices, policies, and procedures at the Division included the following:

- **Compression** – Many employees said that freezes to the Step System have caused some inequities. For example, some tenured employees indicated they were making the same amount, or in some cases, less than new hires due to the absence of step increases. According to some employees, in some instances, new hires are not given credit for all of their past experience.
- **Restoring and Maintaining the Step System** – A major concern for most employees involved the Division’s ability to restore the steps or make the current employees whole in term of where they should be on the step system. This was of particular concern to employees nearing retirement, since the lower salaries will ultimately impact their annuities at retirement. Restoring the steps is a major concern for many employees interviewed, although the step system has reportedly been adjusted for teachers.
- **Starting Salaries** – Many longer-tenured employees shared that the starting rates were competitive when they were hired, but over the years they felt that the Division has started to fall behind when compared to others. Employees and supervisors gave examples of positions that have gone unfilled for long periods, and positions where the turnover was extremely high. In the higher level positions where advanced degrees and certifications are required, employees said neighboring districts were offering considerably more and were offering additional incentives at the time of hire.
- **Substitute Pay and Availability** – Finding substitutes is hard, and finding high quality substitutes is even more difficult according to most employees. The continual need for substitutes at all levels is not being met, which in many instances puts undue hardship on the remaining staff. Most felt that building a strong pool of substitutes from which to pull would require considerably higher pay scales. In addition, nurses indicated that they are required to find their own substitutes from a list of approved people. On a day when either they or their families are ill, phoning a number of people to find a substitute is difficult. Making use of the automated system for more types of substitutes might also be desirable.
- **Service Credit** – Employees said the Division recently changed the practice restricting the maximum amount of service credit which can be recognized at the time of hire from 15 years to 20 years in an effort to bring new employees in at competitive pay levels. Yet, a number of new employees said they were not given full credit for past service prior to that change. Employees questioned the fairness of the process, and newer employees indicated that when they realized the practice changed in subsequent years, it affected their morale.



- **Credit for Advanced Degrees and Certifications** – Employees in categories that require advance degrees indicated that they believe the Division should compensate employees for dual Master’s Degrees, hours past a Master’s Degree or Master’s requiring additional credit hours. They pointed out that they were aware of many other divisions that did recognize and compensate staff for these categories. Staff at other levels within the Division believe that, in some instances, additional education or certifications beyond the minimum job-related requirements were not recognized or compensated. In general, some of these employees said that they felt that they were not being encouraged to become more productive employees by improving themselves educationally. However, it is important to note that additional pay is offered for a Master’s degree plus 15 hours and Doctorate degrees.
- **Option to be Paid Bi-Monthly** – Employees said the monthly pay process made it difficult for a number of employee groups and caused serious hardships for newly hired teachers. The monthly payment schedule meant that in some cases, newly hired teachers went six weeks without a check. For someone relocating to the area, allowing bills to accumulate for this period means that it will take months for them to be able to catch up. Teachers and some classified employees believe that the monthly salary schedule was difficult to manage, and many said they had to supplement their salary with part time jobs to pay for daily living expenses. Having a better system for providing new teachers some type of advance during that first month, and giving some employees the option of being paid bi-monthly was a topic of discussion by many focus groups.
- **Pay for Added Duties** – Many school-based staff said the principals require them to attend summer training, or their workload demands that they come in for additional days or hours. Some employees asked that there be more consistent guidelines for principals, supervisors and managers about when and how they must compensate employees for working additional days or hours. One suggestion from principals was a summer pay scale or guideline that could be consistently applied.
- **Recruitment and Retention Issues** - Employees stated that the Division has noticeable recruitment and retention issues for the following areas/positions:
 - Behavioral Support Teachers
 - Bus Driver/Bus Driver Substitute
 - Counselor Directors
 - Information Technology positions (in general)
 - Math Teachers
 - Nurses/Substitute Nurses
 - Occupational, Speech and Physical Therapists
 - Paraprofessionals (particularly in Special Education)
 - Spanish and other World Language Teachers
 - Special Education Teachers
 - Substitutes of all kinds



2.3 CLASSIFICATION

General comments provided by employees related to classification included the following:

- **Job Descriptions** – Employees said the current job descriptions do not, in many cases, reflect what they actually do and therefore are incomplete. In many instances, the "Other Duties as Assigned," have grown due to turnover, program changes at the state and federal levels, changes in technology and the like. Many stated that the additional duties they are now performing are more complex and require higher levels of training and skills. For example, many of the classified positions now require computer skills which are not reflected in their current job descriptions. (**Note:** Job descriptions are revised at the end of the study).
- **Classification Consistency** – Employees stated that past experience and/or additional education or certifications above the minimum requirements may or may not result in a new hire being paid at a higher step. In addition, employees said they knew of no process or plan whereby position classifications were re-evaluated when new duties were assigned.
- **Lack of a Career Ladder** – Although the promotion structure for some positions is defined, there were some departments that said the only way to move up is to leave the department for another position. For specific positions such as human resource professional, counselors and some others there are no levels of advancement. Some said that the only way to advance is to wait until someone leaves the Division. Many employees said that they loved their current jobs, but have applied for other positions because they simply need more pay.
- **Stipend Adequacy** – Stipends are in general viewed as inadequate compensation for the time and effort being asked of the individuals performing the additional tasks. In addition, the stipend amounts are the same, but the level of work required to earn the stipend varies significantly. Specific examples included stipends for Department Chairs versus Special Education Chairs, which principals said are differentiated at the elementary level but not at the high school or middle school levels. The levels may be appropriate for the department or grade level chairs, but the Special Education Chair has significant responsibility and time commitments relating to legal compliance issues. In addition, the 504 Coordinators receive no stipends and have many of the same responsibilities as the Special Education Chair. Another inconsistent stipend among schools is the Web Curator position. At the middle school level, this position has a stipend, but not at the elementary and high school levels.
- **Calculation of Days** – During the summer months, employees work 4-10 hour days and the schools and offices are closed on Friday. For most 10- or 11-month employees, a day during the school year is defined as being 7.5 hours. Staff are expected to work a 37.5 work week with 2.5 hours in breaks and/or lunch. For the summer months, however, these employees stated that they believe that most principals or supervisors expect them to work same 10-hour days, and are given credit of 1.25 days for each 9.5 hours worked.



In addition to the general comments, employees identified specific positions and titles needing attention during the study:

- **High School Athletic/Activity Directors** are currently paid on a teacher plus 40-day contract, meaning that their pay is limited; they have only a limited number of days off during the summer months and have no annual leave. They do not teach but rather administer multiple programs and supervise both staff and volunteer coaches. These employees feel that converting their contract to a 12-month administrator contract would provide them more opportunities and flexibility in terms of time off as well as more accurately reflect the level and type of work performed. The role of this position needs to be effectively defined.
- **Instructional Coordinators** are on a teacher plus 40-day contract, meaning that their pay is restricted; they have only a limited number of days off during the summer months and have no annual leave. They do not teach but rather have varying duties similar to that of an assistant principal but, in most cases, without responsibility for discipline. According to principals, the coordinators are treated as part of the school leadership team. The role needs to be effectively defined
- **Middle School Athletic Directors** are required to teach and also ensure that all of the legal and compliance issues relating to sports, practices, concussions and the like are adhered to. They are paid a stipend of \$2,772 and this is perceived as inadequate for the amount responsibility. Either the stipend should be increased or the teaching workload reduced to provide adequate time for the individual to sustain the programs.
- **Nurses** believe they are currently on the teacher pay scale, but they have no teaching credentials and are required to be licensed as Registered Nurses—which is a professional designation. However, the Division maintains a separate pay table for nurses.
- **Guidance Secretary/Registrars** perceive that their job requires additional levels of expertise, but are currently compensated at the same level as other general clerical staff. They believe that their responsibilities and skill sets are different and should be reviewed.
- **Administrative Interns** are aspiring leaders who provide administrative support in schools that do not meet the Virginia Standards of Quality for a full-time Assistant Principal. These employees are compensated as 12-month teachers. The entry-level leadership position is intended to be held by the employee for a short period of time. Administrative Interns are expected to effectively demonstrate leadership abilities resulting in a promotion to Assistant Principal. A time limit should be placed on how long the employee should hold the position.
- **Program Analysts/Assistants** are reportedly at a higher level than secretaries. The position was renamed following the last pay and classification study. Many directors, however, were unclear on this classification, and many employees classified as



Program Analyst/Assistants feel the title is too general for the different types of work each employee is performing.

- **Library Administrative Positions** are reportedly filled with employees with varying classifications at different schools and grade levels. Administrators perceive that the position is clerical in nature, but does not have the level of responsibility or workload associated with other front office staff, yet some are classified the same while others are not. The recommendation was to reclassify all of these positions as Library Assistants and establish an appropriate salary range for the work they actually perform.
- **Office Paraprofessionals/Secretaries** and their supervisors shared that they do not agree with the division of these two positions. Employees classified as Paraprofessionals feel as though they do as similar and as much work as the Secretaries in the Middle and High Schools, and requested that Evergreen review this naming practice.
- **Counselors and Directors of Counseling** are paid the same hourly wage, but the directors work 20 additional days. Most counselors said the director's position is not easily filled as counselors do not want the added level of responsibility or the loss of summer leave since the directors are on a teacher plus 40-day contract. There is no stipend for the directors, only the additional pay for the additional days worked. Further, since the position is not technically at the "director" level, some proposed a change of title accordingly.
- **Bus Drivers** are always brought in at entry level salary, unlike in some other divisions or for other positions in the Division. This factor is perceived to cause high turnover in bus drivers.

2.4 BENEFITS

General comments provided by employees related to benefits included the following:

- In general, employees are happy with their health and retirement benefits. Benefits were cited by many as the primary reason they came to the Division and is one of the top reasons many employees have for staying with Spotsylvania County Public Schools.
- Benefits such as personal, sick and annual leave as well as school holidays and summer's off were all shared as reasons why many employees came to the Division and have stayed.
- Employees in general stated that the presentations held during open enrollment were limited, and many employees said the timing was such that they could not attend. All said they were good about answering questions, but most employees said they did not understand their benefit options and would prefer to have on-line resources they could access at their convenience to study their benefits and various options available to them.



2.4.1 HEALTHCARE

- The majority of employees stated they felt the healthcare plans offered by the Division were very good. On the downside, many employees noted that premium increases had negated all or most of their recent cost of living increases; in years when there were no cost of living increases, the higher premiums meant they were actually taking home less money than they had in the past.
- A number of employees said they liked the fact that they had options from which to select a healthcare plan that matched their needs and the needs of their families.
- Employees that have declined the Division’s healthcare coverage because they are covered by their spouse plan said they felt they should receive some type of additional compensation. Some employees with double coverages (Division and spouse’s plan) said they would consider dropping the Division plan if there was some level of offsetting compensation.

2.4.2 RETIREMENT

- Employees repeatedly stated that they appreciated the fact that they had retirement benefits, but many said they were concerned about the loss of salary increases in recent years and how that would ultimately impact their retirement annuities.
- Employees expressed concern about the Division’s policy of paying out accumulated sick leave at \$30 per day at the time of retirement rather than compensating them fully for the time they earned. Additionally, employees stated that they are required to invest the money they receive for unused leave, which creates a series of logistical issues.

2.4.3 ADDITIONAL BENEFITS

- Nearly all employees were pleased with the amount of sick leave provided by the Division. In the past, Spotsylvania County Public Schools had a sick leave bank. Now the Division provides a short-term disability plan for an employee that pays a percentage of the employee’s salary after five days of leave. However, some employees expressed an interest in the return of the sick bank.
- The option to enroll an employee’s children in the Division schools without additional tuition is a great benefit for parents who live outside the Spotsylvania.
- A number of employees said they wanted more flexibility in the manner in which leave was accrued and used. Most of these individuals preferred that leave be granted more generically, thereby allowing the employee to use the time for sick, personal or vacations as they see fit, or as the needs arise.



2.5 SUMMARY

Employee feedback reported above represents both common issues that exist in many organizations as well as issues that are unique to Spotsylvania County Public Schools. The feedback received by the Evergreen Team during outreach at the Division was generally positive when considered as a whole. Employees believe that the Division continues to be a very good place to work—attributed to the benefits (health and retirement) as well as the positive relationships most employees have with their co-workers. However, it is apparent that employees perceive weaknesses in certain areas related to compensation and classification, which they point to as a primary source of overall concern.

The Evergreen Team uses the information in this chapter as one component of the groundwork for this study. The comments and suggestions received during the outreach sessions are considered throughout the remainder of the study, including the development of the market and benefits surveys described in **Chapters 4 and 5** and the development of recommendations included in **Chapter 6** of this report.



Chapter 3 – Assessment of Current Conditions

The purpose of this chapter is to provide an overall assessment of the compensation system in place at Spotsylvania County Public Schools (SCPS) and a brief analysis of employee demographics. Data included here reflect the demographics in place in Fall 2016 and should be considered a snapshot in time. **The data contained within this chapter provide the baseline for analysis through the course of this study, but are not sufficient cause for recommendations in isolation.** By reviewing employee data, Evergreen gained a better understanding of the structure and methods in place, as well as identified issues for both further review and potential revision.

3.1 ANALYSIS OF SALARY SCHEDULES

This section contains an overview of the SCPS salary schedules. A total of 17 salary schedules are used by the Division and are included in this study. Note that teachers are further broken down by months worked; for example, the teacher schedule is displayed in the Division's compensation plan for 10-month teachers, 10.5-month teachers, and 11-month teachers. However, for purposes of this analysis, these various month-based iterations are displayed as one pay plan, as they all possess the same structural characteristics.

Exhibit 3A displays a summary of the Division's 17 salary schedules—summarized for ease of comparison. These schedules contain a total of 229 unduplicated job titles (not all of which are filled) and 3,069 employees. For each salary schedule, the exhibit provides:

- name of the schedule;
- each pay grade on the schedule;
- the value of each pay grade at minimum, midpoint and maximum;
- the range spread for each pay grade;
- progression percentage between pay grades;
- the number of steps per pay grade;
- the number of employees per pay grade; and
- the number of unique classification titles by pay grade.

A summary of each salary schedule included in this study and displayed in **Exhibit 3A** is provided below:

- **Administrative Assistants:** This salary schedule contains two grades—with range spreads of 78.3 percent and 69.5 percent. There are a total of two classification titles and seven employees within this salary schedule. Each grade has 35 steps.



**EXHIBIT 3A
CURRENT SALARY SCHEDULES**

Pay Scale	Grade	Min	Mid	Max	Range Spread	Progression	Steps	Emps	Titles
ADMIN ASSISTANTS	18	\$35,955	\$50,026	\$64,097	78.3%	-	35	6	1
	EXEC	\$40,491	\$54,561	\$68,631	69.5%	-	35	1	1
ADMINISTRATORS PAY SCALE	ASUPT	\$108,135	\$127,809	\$147,483	36.4%	-	35	2	1
	ASUPTM	\$111,378	\$131,643	\$151,907	36.4%	3.0%	35	NA	NA
	ASUPTD	\$114,624	\$135,479	\$156,334	36.4%	2.9%	35	NA	NA
	DIR	\$93,672	\$110,715	\$127,758	36.4%	-	35	6	1
	DIRM	\$96,483	\$114,037	\$131,591	36.4%	3.0%	35	NA	NA
	DIREDS	\$97,888	\$115,698	\$133,507	36.4%	1.5%	35	NA	NA
	DIRD	\$99,292	\$117,358	\$135,423	36.4%	1.4%	35	2	1
	DIR1	\$97,419	\$115,284	\$133,149	36.7%	-	35	5	1
	DIR1M	\$100,341	\$118,743	\$137,145	36.7%	3.0%	35	NA	NA
	DIR1D	\$103,263	\$122,201	\$141,139	36.7%	2.9%	35	1	1
	EAPR	\$83,049	\$87,881	\$92,712	11.6%	-	27	12	1
	EAPRM	\$85,541	\$90,518	\$95,494	11.6%	3.0%	27	NA	NA
	EAPRED	\$86,786	\$91,836	\$96,885	11.6%	1.5%	27	1	1
	EAPRD	\$88,031	\$93,154	\$98,276	11.6%	1.4%	27	1	1
	EDIR1	\$102,989	\$120,855	\$138,720	34.7%	-	35	4	1
	EDIR1M	\$106,079	\$124,481	\$142,882	34.7%	3.0%	35	NA	NA
	EDIR1E	\$107,625	\$126,294	\$144,963	34.7%	1.5%	35	NA	NA
	EDIR1D	\$109,169	\$128,107	\$147,044	34.7%	1.4%	35	NA	NA
	EPR	\$92,597	\$107,431	\$122,265	32.0%	-	35	16	2
	EPRM	\$95,376	\$110,654	\$125,931	32.0%	3.0%	35	1	1
	EPRD	\$98,152	\$113,876	\$129,600	32.0%	2.9%	35	NA	NA
	MAPR	\$83,049	\$89,958	\$96,866	16.6%	-	27	7	1
	MAPRM	\$85,541	\$92,657	\$99,772	16.6%	3.0%	27	1	1
	MAPRD	\$88,031	\$95,355	\$102,678	16.6%	2.9%	27	NA	NA
	MPR	\$99,079	\$114,950	\$130,821	32.0%	-	35	8	1
	MPRM	\$102,051	\$118,399	\$134,746	32.0%	3.0%	35	1	1
	MPREDS	\$102,514	\$118,934	\$135,354	32.0%	0.5%	35	1	1
	MPRD	\$105,024	\$121,847	\$138,669	32.0%	2.4%	35	1	1
	SAPR	\$87,199	\$94,108	\$101,017	15.8%	-	27	12	1
	SAPRM	\$89,817	\$96,934	\$104,050	15.8%	3.0%	27	NA	NA
	SAPRED	\$91,124	\$98,344	\$105,563	15.8%	1.5%	27	NA	NA
	SAPRD	\$92,433	\$99,756	\$107,079	15.8%	1.4%	27	3	1
SPR	\$106,014	\$122,997	\$139,980	32.0%	-	35	3	2	
SPRM	\$109,196	\$126,688	\$144,180	32.0%	3.0%	35	NA	NA	

**EXHIBIT 3A (Continued)
CURRENT SALARY SCHEDULES**

Pay Scale	Grade	Min	Mid	Max	Range Spread	Progression	Steps	Emps	Titles
	SPREDS	\$110,786	\$128,533	\$146,279	32.0%	1.5%	35	NA	NA
	SPRD	\$112,376	\$130,377	\$148,378	32.0%	1.4%	35	3	1
	SUPV11	\$77,667	\$89,035	\$100,403	29.3%	-	35	1	1
	SUPV	\$87,199	\$99,962	\$112,725	29.3%	-	35	4	1
	SUPVM	\$89,817	\$102,962	\$116,106	29.3%	3.0%	35	NA	NA
	SUPVED	\$91,124	\$104,461	\$117,797	29.3%	1.5%	35	NA	NA
	SUPVD	\$92,433	\$105,960	\$119,486	29.3%	1.4%	35	NA	NA
BUS DRIVERS AND AIDES	BDA0	\$7,057	\$9,727	\$12,396	75.7%	-	35	27	2
	BDA5	\$8,820	\$12,157	\$15,494	75.7%	-	35	42	1
	BD11	\$11,355	\$14,919	\$18,483	62.8%	-	35	52	1
	BD5	\$14,195	\$18,649	\$23,102	62.7%	-	35	251	1
	BD75	\$21,290	\$27,972	\$34,654	62.8%	-	35	6	1
FINANCIAL ANALYST	ANLYST	\$56,404	\$87,211	\$118,017	109.2%	-	35	2	2
FOOD SERVICE	CAFE4H	\$6,842	\$10,271	\$13,699	100.2%	-	35	2	1
	CAFE4	\$7,113	\$10,677	\$14,241	100.2%	-	35	1	1
	CAFE5H	\$8,552	\$12,837	\$17,122	100.2%	-	35	3	1
	CAFE5	\$8,890	\$13,345	\$17,799	100.2%	-	35	8	1
	CAFEGH	\$10,260	\$15,403	\$20,546	100.3%	-	35	5	1
	CAFEG	\$10,667	\$16,013	\$21,359	100.2%	-	35	16	1
	CAFEMH	\$23,758	\$32,345	\$40,931	72.3%	-	35	1	1
	CAFEME	\$23,773	\$32,588	\$41,403	74.2%	-	35	13	1
	CAFEMM	\$24,234	\$33,106	\$41,977	73.2%	-	35	2	1
HEADSTART EMPLOYEES	AD202	\$19,143	\$29,340	\$39,537	106.5%	-	35	3	1
	T190BA	\$38,950	\$60,816	\$82,682	112.3%	-	38	5	1
	T190MA	\$41,677	\$65,074	\$88,470	112.3%	7.0%	38	1	1
	T202BA	\$41,410	\$64,658	\$87,905	112.3%	-	38	NA	NA
	T202MA	\$44,309	\$69,183	\$94,057	112.3%	7.0%	38	1	1
INSTRUCTIONAL ASSISTANTS	TA7	\$17,532	\$26,871	\$36,210	106.5%	-	35	316	2
	TA195	\$18,480	\$28,324	\$38,168	106.5%	-	35	19	1
INTERPRETERS	LEV1	\$22,909	\$33,264	\$43,618	90.4%	-	35	1	1
	LV3185	\$38,382	\$59,444	\$80,505	109.7%	-	35	NA	NA
	LV3200	\$41,494	\$64,264	\$87,034	109.8%	-	35	8	1
IS/TECHNOLOGY	1	\$37,703	\$47,417	\$57,131	51.5%	-	35	7	3
IS/TECHNOLOGY	2	\$52,782	\$65,347	\$77,912	47.6%	37.8%	35	12	3
IS/TECHNOLOGY	3	\$63,337	\$78,290	\$93,242	47.2%	19.8%	35	7	4

**EXHIBIT 3A (Continued)
CURRENT SALARY SCHEDULES**

Pay Scale	Grade	Min	Mid	Max	Range Spread	Progression	Steps	Emps	Titles
IS/TECHNOLOGY	4	\$67,139	\$82,949	\$98,759	47.1%	6.0%	35	6	2
MAINT/CUSTODIANS/CONSTRUC	CU10	\$23,804	\$31,881	\$39,958	67.9%	-	35	49	2
	HC12	\$28,540	\$40,754	\$52,968	85.6%	-	35	17	1
	MECH1	\$26,670	\$35,526	\$44,381	66.4%	-	35	21	1
	MECH2	\$30,877	\$41,013	\$51,148	65.7%	15.4%	35	31	2
	MECH3	\$37,887	\$50,174	\$62,460	64.9%	22.3%	35	14	3
	MECH4	\$33,786	\$44,216	\$54,646	61.7%	-	35	NA	NA
	MECH5	\$40,626	\$53,150	\$65,674	61.7%	20.2%	35	6	3
	MECH6	\$45,467	\$58,109	\$70,750	55.6%	9.3%	35	3	1
NURSES & SUPPORT STAFF	N1220	\$42,089	\$54,899	\$67,709	60.9%	-	35	NA	NA
	N1222	\$47,417	\$64,295	\$81,173	71.2%	17.1%	35	NA	NA
	NUR20	\$32,376	\$42,230	\$52,084	60.9%	-	35	14	1
	NUR22	\$36,475	\$49,458	\$62,441	71.2%	17.1%	35	18	1
PURCHASING AGENT	PURAST	\$40,812	\$68,136	\$95,459	133.9%	-	35	1	1
	PUR	\$49,793	\$77,117	\$104,441	109.8%	13.2%	35	1	1
SCHOOL SECURITY OFFICER	SAFE12	\$19,106	\$25,648	\$32,189	68.5%	-	35	11	1
SECRETARIAL*	SEC11	\$26,547	\$35,382	\$44,217	66.6%	-	35	81	6
	BS14	\$29,160	\$38,866	\$48,571	66.6%	9.8%	35	41	2
	BK16	\$30,559	\$40,732	\$50,904	66.6%	4.8%	35	10	2
	BFS17	\$32,087	\$42,767	\$53,447	66.6%	5.0%	35	11	1
TEACHER**	BA	\$41,000	\$64,017	\$87,034	112.3%	-	38	702	7
	BA15	\$42,230	\$65,937	\$89,644	112.3%	3.0%	38	45	3
	MA	\$43,870	\$68,498	\$93,126	112.3%	3.9%	38	1,007	23
	MA15	\$45,100	\$70,419	\$95,738	112.3%	2.8%	38	13	7
	EDS	\$45,715	\$71,379	\$97,042	112.3%	1.4%	38	25	5
	DOC	\$46,330	\$72,339	\$98,347	112.3%	1.3%	38	19	7
TRANSPORTATION	AM20	\$33,706	\$44,702	\$55,697	65.2%	-	35	5	4
	ST30	\$54,903	\$72,366	\$89,829	63.6%	-	35	3	3
Total/Average					60.9%	6.0%	34	3,069	154

Note: Superintendent range not included in analysis as it is a flat annual rate.

Note: There are 229 total job titles across the organization; 154 is the number that are filled.

*Range values displayed are for 12-month secretaries.

**Range values displayed are for 10-month teachers.

- **Administrators:** This salary schedule contains 25 classification titles and 96 employees. There is a total of 41 pay grades each with range spreads ranging from 11.6 percent to 36.7 percent. Average range spread within this schedule is 28.3 percent. Grade progression ranges from a low of 0.5 percent to a high of 4.1 percent, and averages 2.3 percent overall. The number of steps per grade ranges from a low of 27 to a high of 35.
- **Bus Drivers and Aides:** This salary schedule contains a total of five pay grades—with a range spread of between 62.7 percent and 75.7 percent. The number of steps across all grades is a consistent 35 steps. There are a total of six classification titles and 378 employees in this salary schedule.
- **Data Processing:** This appears to be an unused salary schedule that possesses one pay grade with a range spread of 66.6 percent and 35 steps. There are no employees currently assigned to this salary schedule.
- **Financial Analyst:** This salary schedule contains one pay grade with a range spread of 109.2 percent, and a total of 35 steps. There are two employees and two classification titles within this salary schedule.
- **Food Service:** This salary schedule contains a total of nine pay grades—with inconsistent range spreads between 72.3 percent and 100.3 percent. All pay grades on this schedule possess a 35 steps. There are a total of 51 employees and nine classification titles on this salary schedule.
- **Head Start Employees:** This salary schedule contains a total of five pay grades—with range spreads of between 106.5 percent and 112.3 percent. Grade progression is 7.0 percent between the five pay grades. The number of steps on this plan varies between 35 and 38 steps. There are four classification titles and ten employees within this salary schedule.
- **Instructional Assistants:** This salary schedule contains two pay grades—each with a range spread of 106.5 percent and 35 steps. Grade progression is 5.4 percent between the two grades. There are a total of three classification titles and 335 employees on this schedule.
- **Interpreters:** This salary schedule contains three pay grades—with range spreads of between 90.4 percent and 109.8 percent. All grades have 35 steps each. There are nine employees and two classification titles on this schedule.
- **IS/Technology:** This salary schedule contains four pay grades—with range spreads of between 47.1 percent and 51.5 percent. Grade progression ranges from a low of 6.0 percent to a high of 37.8 percent, and all grades have 35 steps each. There are 32 employees and 12 classification titles on this schedule.
- **Maintenance/Custodians/Construction:** This salary schedule contains eight pay grades—with range spreads of between 55.6 percent and 85.6 percent. Grade progression ranges from a low of 9.3 percent to a high of 22.3 percent, and all grades



have 35 steps each. There are 141 employees and 13 classification titles on this schedule.

- **Nurses:** This salary schedule contains four pay grades—with range spreads of between 60.9 percent and 71.2 percent. Grade progression 17.1 percent and all grades have 35 steps each. There are 32 employees and two classification titles on this schedule.
- **Purchasing:** This salary schedule contains two pay grades—with range spreads of between 109.8 percent and 133.9 percent. Grade progression is 13.2 percent between the two pay grades, and both grades have 35 steps each. There are two employees and two classification titles on this schedule, including the Purchasing Manager and Purchasing Assistant.
- **School Security Officer:** This salary schedule contains one pay grade—with a range spread of 68.5 percent. The one pay grade has a total of 35 steps. There are 11 employees and one classification title on this schedule.
- **Secretarial:** This salary schedule contains four pay grades—with a range spread 66.6 percent. All grades have 35 steps each. There are 143 employees and eleven classification titles on this schedule. Note that this schedule is further broken down by months worked; however, for ease of analysis, employees who work different months on a secretarial schedule have been included in this one category.
- **Teacher:** This salary schedule contains six pay grades based on educational level—all with a consistent range spread of 112.3 percent. Grade progression ranges from a low of 1.3 percent to a high of 3.9 percent, and all grades have 38 steps each. There are 1,811 employees and 52 classification titles on this schedule. Note that this schedule is further broken down by months worked; however, for ease of analysis employees who work different months on a teacher schedule have been included in this one category.
- **Transportation:** This salary schedule contains two pay grades—with range spreads of 65.2 percent and 63.6 percent. Each grade has 35 steps each. There are eight employees and seven classification titles on this schedule.

When comparing the summary data in **Exhibit 3A** to best practice, a number of weaknesses can be identified in the SCPS salary schedules. Based on the analysis of the 17 salary schedules, the following observations can be made:

- **Range spread**—generally set between 50-70 percent—varies among the 17 salary schedules from a low of 11.6 percent to a high of 133.9 percent. This is a structural weakness of the current salary schedules, as range spread is inconsistent and not always in line with best practice, which acts to create inequities in compensation growth across different salary schedules.



- **Grade progression** is inconsistent across all salary schedules, ranging from a low of 0.5 percent to a high of 37.8 percent. Average grade progression is 6.0 percent across all salary schedules. Best practice calls for a midpoint progression of between three and five percent, which allows for placement of positions onto the appropriate salary schedule at a level close to market value.
- Overall, at 18, the Division has a **high number of salary schedules**, which is a weakness as it makes administration of the compensation system more challenging. The multiple schedules present in SCPS makes it difficult to ensure equity across all employee groups.

Exhibit 3B displays all classification titles across the Division's 17 salary schedules. As stated previously, there are a total of 229 unduplicated titles across the salary schedules that are included in this study.

EXHIBIT 3B LIST OF CLASSIFICATIONS

Class Title
Activities Director
Administrative Assistant
Administrative Intern
Art Therapist - Detention Center
Assistant Director
Assistant Principal - Career & Technical Center
Assistant Principal - Elementary School
Assistant Principal - High School
Assistant Principal - Middle School
Assistant Superintendent for Instruction
Assistive Technology Specialist
Athletic Trainer
Behavioral Specialist
Benefits Specialist
Bookkeeper
Bookkeeper-Secretary
Bus Aide
Bus Aide-Head Start
Bus Driver
Bus Driver Training Coordinator
Cafeteria Manager
Cafeteria Worker
Chief Financial Officer
Clerk of the School Board
Coordinator of Bridges Grant
Coordinator of Special Services
Coordinator of Student and Family Services
Coordinator of Testing



EXHIBIT 3B (Continued)
LIST OF CLASSIFICATIONS

Class Title
Custodian
Data Analyst
Director of Administration
Director of Budget & Payroll
Director of Commonwealth Governor's School
Director of Communications and Community Engagement
Director of Elementary Education
Director of Finance
Director of Fleet Services
Director of Human Resources
Director of Instructional Technology
Director of Maintenance and Operations
Director of Professional Learning & Instructional Programs
Director of School Safety
Director of Teaching & Learning
Director of Transportation
Education Diagnostician
ESOL Coach
Executive Administrative Assistant
Executive Director for Human Resources
Executive Director of Operations
Executive Director Secondary Education and Leadership
Executive Director of Student Support Services
Facilitator - Parent Resource Center
Financial Analyst
Fleet - Operations Manager
Fleet - Parts Clerk
Fleet - Parts Supervisor
Fleet - Service Writer
Fleet Lead Vehicle Technician
Fleet Vehicle Technician
Food Service Field Manager
Head Custodian
Head Start Education and Early Childhood Dev Coordinator
Head Start Fam Serv and Community Partnerships Coordinator
Head Start Family Services Worker
Head Start Program Assistant II - Instruction
Head Start Program Director
Homebound Instructor
HR Assistant III- Program Assistant III
HR Assistant II-Program Assistant II
HR Software Analyst
HR Technical Analyst I
Human Resources Program Specialist
Human Resources Specialist
Information Systems Analyst I
Information Systems Analyst II
Information Systems Analyst III
Information Systems Analyst IV
Information Systems Data Analyst
Instructional Coordinator



EXHIBIT 3B (Continued)
LIST OF CLASSIFICATIONS

Class Title
Instructional Technology Aide
Instructional Technology Resource Teacher
Interpreter
Interpreter- Foreign Language
ITRT Specialist
JROTC Instructor
Library - Media Specialist
Literacy Coach
Maintenance Information Systems Operator
Maintenance Mechanical Department Head
Maintenance Program Assistant II
Maintenance Technical Analyst
Maintenance Technician I - Mail Courier
Maintenance Technician I - Maintenance Worker
Maintenance Technician II - Maintenance Mechanic
Maintenance Technician II - Maintenance Worker
Maintenance Technician III - Licensed Electricians
Maintenance Technician III - Parts Manager
Maintenance Technician III -Lead HVAC Mechanic
Maintenance Technician III-Lead Plumber
Maintenance Technician IV - Grounds- Non-Licensed Department Head
Maintenance Technician IV-Mechanical-Non-Licensed Department Head
Maintenance Technician IV-Painting- Non-Licensed Department Head
Maintenance Technician V - Plumbing -Licensed Department Head
Maintenance Technician V - Plumbing -Licensed Department Head
Maintenance Technician V -Electrical - Licensed Department Head
Maintenance Technician V -HVAC - Licensed Department Head
Maintenance Technician V--Parts Manager
Maintenance Technician V--Warehouse Operations and Transport Manager
Maintenance-Coordinator of Custodial Services
Mathematics Specialist
Music Therapist
Network Analyst I-Field Technician
Network Analyst II-Field Technician
Network Analyst III-Network Engineer
Network Analyst IV- Enterprise Network Engineer
Nurse
Occupational Therapist
Para educator - Head Start
Para educator - Office
Para educator - Physical Education
Para educator - Regular Education
Para educator - Special Education High Incidence
Para educator - Special Education Low Incidence
Para educator - Title One
Parent Facilitator
Physical Therapist
Principal - Elementary School
Principal - High School
Principal - Middle School
Principal - Rappahannock Detention Center



EXHIBIT 3B (Continued)
LIST OF CLASSIFICATIONS

Class Title
Print Shop -Printer Assistant
Private Day and Residential Case Manager
Program Assistant I- River Run Receptionist-Secretary
Program Assistant II
Program Assistant II - Food Services
Program Assistant II - Head Start
Program Assistant II - Health Services
Program Assistant II - Information Systems
Program Assistant II - Instruction
Program Assistant II - Maint. Mgt. - Archivist
Program Assistant II - Maintenance
Program Assistant II - Maintenance Assistant
Program Assistant II - Special Services
Program Assistant II - Sub Teacher Coordinator
Program Assistant II - Technology
Program Assistant III - Maint Accts Payable Assistant
Program Assistant III - SPED Assistant III
Program Assistant IV - Account Clerk
Program Assistant IV - Account Clerk Supervisor
Program Assistant IV - Com Gov School
Program Assistant IV - Fiscal Services - Accountant Assistant
Program Assistant IV - Payroll Clerk
Program Assistant IV - Textbook Coordinator
Program Assistant IV - Transportation Payroll Assistant
Psychologist
Purchasing Assistant - Textbook Coordinator
Purchasing Manager
Reading Specialist
Receptionist
Regional Adult Education Program Manager
School Counselor K-12
School Security Officer
Secretary
Secretary - Elementary School-Office
Secretary - High School Guidance
Secretary - High School-Office
Secretary - Library
Secretary - Middle School Guidance-Attendance
Secretary - Middle School-Office
Secretary (Receptionist) - Fleet Services
Secretary (Receptionist) - Transportation
Secretary -High School Attendance
Social Worker
Speech-Language Pathologist
Student Information System Specialist
Supervisor of Food Services
Supervisor of Guidance
Supervisor of Health Services
Supervisor of Maintenance
Supervisor of Student Support Services
Teacher



EXHIBIT 3B (Continued)
LIST OF CLASSIFICATIONS

Class Title
Teacher Special Ed
Teaching and Learning Coach
Teaching and Learning Liaison
Technology - Network Engineer
Technology Systems Operator
Title I Intervention Coach
Transition Specialist
Transportation - Bus Driver Coordinator
Transportation - Coordinator of Transportation
Transportation - Dispatcher
Transportation - Field Trip Dispatcher
Transportation - Lead Driver
Transportation - Lead Driver Trainer
Transportation - Lead Router
Transportation - Manager of Operations
Transportation - Mapping Analyst
Transportation - Routing Analyst I
Transportation - Routing Analyst II
Transportation - Special Needs Coordinator
Transportation - Student Router
Transportation-Routing Analyst III - Coordinator of Automated Routing

3.2 GRADE PLACEMENT ANALYSIS

When assessing the effectiveness of the Division's salary schedules and practices, it is important to analyze where employee salaries fall within each pay range. Identifying those areas where there may be clusters of employee salaries could illuminate potential pay progression concerns within the current pay plan. It should be noted that employee salaries, and the progression of the same, is associated with an organization's compensation philosophy—specifically, the method of salary progression and the availability of resources. Therefore, the placement of employee salaries should be viewed with this context in mind.

Exhibit 3C illustrates the placement of salaries within pay grades for classifications assigned to each salary schedule. Specifically, **Exhibit 3C** displays the number of employees placed at the minimum of their respective pay grade; the number of employees placed below or above midpoint of their respective pay grade; and the number of employees placed at maximum in their respective pay grade.

Employees with salaries at the grade minimum are typically new hires or are new to their particular classification following a recent promotion; on the other hand, employees with salaries at the grade maximum are typically highly experienced in their classification. At the time of this study, there were 259 employees with salaries at their grade minimum and 29 employees with a salary at the grade maximum. This indicates that there is not a large clustering of employees at the minimum or maximum of pay grades.



Grade midpoint is commonly considered to be the salary an individual could reasonably expect for similar work in the market. Therefore, it is important to examine the percentage and number of employees with salaries above and below the calculated midpoint.



EXHIBIT 3C
SALARY PLACEMENT BY GRADE

Schedule	Grade	Emps	At Min		At Max		Below Mid		Above Mid	
			#	%	#	%	#	%	#	%
ADMIN ASSISTANTS	18	6	0	0%	0	0%	6	100%	0	0%
	EXEC	1	0	0%	0	0%	1	100%	0	0%
ADMINISTRATORS PAY SCALE	ASUPT	2	0	0%	0	0%	0	0%	2	100%
	DIR	6	1	17%	0	0%	6	100%	0	0%
	DIRD	2	0	0%	0	0%	2	100%	0	0%
	DIR1	5	0	0%	0	0%	5	100%	0	0%
	DIR1D	1	0	0%	0	0%	0	0%	1	100%
	EAPR	12	1	8%	0	0%	9	75%	3	25%
	EAPRED	1	1	100%	0	0%	1	100%	0	0%
	EAPRD	1	0	0%	0	0%	1	100%	0	0%
	EDIR1	4	0	0%	0	0%	0	0%	4	100%
	EPR	16	0	0%	0	0%	13	81%	3	19%
	EPRM	1	0	0%	0	0%	1	100%	0	0%
	MAPR	7	2	29%	0	0%	7	100%	0	0%
	MAPRM	1	0	0%	0	0%	1	100%	0	0%
	MPR	8	0	0%	0	0%	5	63%	3	38%
	MPRM	1	0	0%	0	0%	1	100%	0	0%
	MPREDS	1	0	0%	0	0%	1	100%	0	0%
	MPRD	1	0	0%	0	0%	1	100%	0	0%
	SAPR	12	1	8%	0	0%	12	100%	0	0%
	SAPRD	3	0	0%	0	0%	3	100%	0	0%
	SPR	3	0	0%	0	0%	2	67%	1	33%
SPRD	3	0	0%	0	0%	3	100%	0	0%	
SUPV11	1	0	0%	0	0%	1	100%	0	0%	
SUPV	4	0	0%	0	0%	4	100%	0	0%	
BUS DRIVERS AND AIDES	BDA0	27	21	78%	0	0%	27	100%	0	0%
	BDA5	42	14	33%	0	0%	38	90%	4	10%
	BD11	52	43	83%	0	0%	52	100%	0	0%
	BD5	251	34	14%	5	2%	223	89%	28	11%
	BD75	6	0	0%	0	0%	3	50%	3	50%
FINANCIAL ANALYST	ANALYST	2	0	0%	0	0%	0	0%	2	100%
FOOD SERVICE	CAFE4H	2	0	0%	0	0%	1	50%	1	50%
	CAFE4	1	0	0%	0	0%	1	100%	0	0%
	CAFE5H	3	0	0%	0	0%	3	100%	0	0%
	CAFE5	8	0	0%	0	0%	7	88%	1	13%
	CAFEGH	5	0	0%	0	0%	4	80%	1	20%
	CAFEG	16	0	0%	0	0%	13	81%	3	19%
	CAFEMH	1	0	0%	0	0%	0	0%	1	100%
	CAFEME	13	2	15%	0	0%	8	62%	5	38%
	CAFEMM	2	0	0%	0	0%	1	50%	1	50%



EXHIBIT 3C (Continued)
SALARY PLACEMENT BY GRADE

Schedule	Grade	Emps	At Min		At Max		Below Mid		Above Mid	
			#	%	#	%	#	%	#	%
HEADSTART EMPLOYEES	AD202	3	0	0%	0	0%	3	100%	0	0%
	T190BA	5	0	0%	0	0%	2	40%	3	60%
	T190MA	1	0	0%	0	0%	1	100%	0	0%
	T202MA	1	0	0%	0	0%	1	100%	0	0%
INSTRUCTIONAL ASSISTANTS	TA7	316	50	16%	1	0%	285	90%	31	10%
	TA195	19	3	16%	0	0%	17	89%	2	11%
INTERPRETERS	LEV1	1	1	100%	0	0%	1	100%	0	0%
	LV3200	8	0	0%	0	0%	8	100%	0	0%
IS/TECHNOLOGY	1	7	0	0%	0	0%	5	71%	2	29%
	2	12	1	8%	0	0%	11	92%	1	8%
	3	7	0	0%	0	0%	6	86%	1	14%
	4	6	0	0%	0	0%	5	83%	1	17%
MAINT/CUSTODIANS/CONSTRUC	CU10	49	4	8%	0	0%	40	82%	9	18%
	HC12	17	0	0%	0	0%	12	71%	5	29%
	MECH1	21	3	14%	0	0%	19	90%	2	10%
	MECH2	31	1	3%	0	0%	29	94%	2	6%
	MECH3	14	0	0%	0	0%	13	93%	1	7%
	MECH5	6	0	0%	0	0%	5	83%	1	17%
	MECH6	3	0	0%	0	0%	3	100%	0	0%
NURSES & SUPPORT STAFF	NUR20	14	0	0%	0	0%	10	71%	4	29%
	NUR22	18	0	0%	1	6%	12	67%	6	33%
PRINT SHOP	PRINT	1	1	100%	0	0%	1	100%	0	0%
PURCHASING AGENT	PURAST	1	0	0%	0	0%	1	100%	0	0%
	PUR	1	0	0%	0	0%	1	100%	0	0%
SCHOOL SECURITY OFFICER	SAFE12	11	2	18%	0	0%	10	91%	1	9%
SECRETARIAL	BFS17	11	0	0%	0	0%	6	55%	5	45%
	BK16	10	0	0%	0	0%	4	40%	6	60%
	BS14	41	0	0%	0	0%	29	71%	12	29%
	SEC11	68	1	1%	0	0%	65	80%	16	20%
TEACHER	BA	702	35	5%	6	1%	506	72%	196	28%
	BA15	45	5	11%	0	0%	44	98%	1	2%
	DOC	19	1	5%	0	0%	12	63%	7	37%
	EDS	25	1	4%	0	0%	12	48%	13	52%
	MA	1,007	30	3%	16	2%	757	75%	250	25%
	MA15	13	0	0%	0	0%	8	62%	5	38%
TRANSPORTATION	AM20	5	0	0%	0	0%	2	40%	3	60%
	ST30	3	0	0%	0	0%	3	100%	0	0%
Total		3,069	259	8%	29	1%	2,416	79%	653	21%



Of the 3,069 employees with classifications in the SCPS salary schedules, 2,416 employees (79.0 percent) have salaries below the midpoint of their respective range, while 653 employees (21.0 percent) have salaries above the midpoint. While this analysis provides information on how employees are distributed in their respective pay grades, it provides no indication of whether or not compression exists in the organization, as it does not include information on the variables that explain why employees are placed where they are placed within their grades. To determine if compression exists, a more extensive analysis is needed that includes both salary placement and time in position.

3.3 SALARY QUARTILE ANALYSIS

In a quartile analysis, each pay grade possessing at least one full-time employee is divided into four equal segments, or quartiles, and employees are assigned a quartile based on which step they fall on. This analysis is used to reveal areas of compression within a compensation system when paired with tenure data. Generally, the ideal outcome is for the analysis to show a strong correlation between tenure and quartile—especially within the same salary schedule—where higher tenure would be experienced in higher quartiles. This analysis is run using classification date tenure versus overall organizational tenure.

Exhibit 3D shows the number of employees that are in each quartile of each grade, as well as the average overall tenure (i.e. how long an employee has been at the Division) by quartile. Overall, data show that 1,225 employees (39.9 percent) fall into Quartile 1 of their respective grade; 1,191 employees (38.8 percent) fall into Quartile 2; 493 employees (16.1 percent) fall into Quartile 3; and 160 employees (5.2 percent) fall into Quartile 4. While this distribution does not lead to a conclusion on whether compression exists, data for average tenure do lead to determinations on the relationship between tenure and salary.

As can be seen, overall average tenure increases as the quartile increases. The average tenure in Quartile 1 is 4.0 years; in Quartile 2 is 10.4 years; in Quartile 3 is 16.3 years; and in Quartile 4 is 24.0 years. This indicates that employees are moved through their pay grades equitably, or at the very least, a positive linear relationship exists between tenure and pay. This is a healthy indicator for the Division's compensation system.

Despite this positive overall outcome, at the granular level there is evidence of compression, as in some salary schedules, employees with greater tenure are compensated below employees with less tenure. For example, on the Administrator salary schedule, on grade EPR, employees in Quartile 3 have average tenure of 18.8 years whereas those in Quartile 4 have average tenure of 17.4 years. These inconsistencies may be attributed to the fact that the study did not take into consideration of employees' prior years of experience outside of the Division.



EXHIBIT 3D
SALARY QUARTILE ANALYSIS

Schedule	Grade	Total Emps	Quartile 1		Quartile 2		Quartile 3		Quartile 4	
			Emps	Avg Tenure	Emps	Avg Tenure	Emps	Avg Tenure	Emps	Avg Tenure
ADMIN ASSISTANTS	18	6	0	0.0	6	11.0	0	0.0	0	0.0
	EXEC	1	0	0.0	1	9.2	0	0.0	0	0.0
ADMINISTRATORS PAY SCALE	ASUPT	2	0	0.0	0	0.0	1	15.4	1	11.2
	DIR	6	4	6.1	2	7.6	0	0.0	0	0.0
	DIRD	2	1	0.3	1	6.3	0	0.0	0	0.0
	DIR1	5	1	22.4	4	3.6	0	0.0	0	0.0
	DIR1D	1	0	0.0	0	0.0	1	7.3	0	0.0
	EAPR	12	9	6.2	0	0.0	2	18.4	1	31.2
	EAPRED	1	1	2.4	0	0.0	0	0.0	0	0.0
	EAPRD	1	1	10.3	0	0.0	0	0.0	0	0.0
	EDIR1	4	0	0.0	0	0.0	3	12.3	1	4.3
	EPR	16	7	7.3	6	14.3	2	18.8	1	17.4
	EPRM	1	1	11.4	0	0.0	0	0.0	0	0.0
	MAPR	7	6	3.5	1	13.4	0	0.0	0	0.0
	MAPRM	1	0	0.0	1	1.8	0	0.0	0	0.0
	MPR	8	5	7.7	0	0.0	3	19.3	0	0.0
	MPRM	1	0	0.0	1	16.4	0	0.0	0	0.0
	MPREDS	1	1	9.9	0	0.0	0	0.0	0	0.0
	MPRD	1	1	8.0	0	0.0	0	0.0	0	0.0
	SAPR	12	9	5.3	3	12.3	0	0.0	0	0.0
	SAPRD	3	1	7.2	2	9.6	0	0.0	0	0.0
	SPR	3	1	1.3	1	15.4	1	28.3	0	0.0
SPRD	3	2	3.3	1	15.4	0	0.0	0	0.0	
SUPV11	1	1	1.0	0	0.0	0	0.0	0	0.0	
SUPV	4	0	0.0	4	10.1	0	0.0	0	0.0	
BUS DRIVERS AND AIDES	BDA0	27	27	1.9	0	0.0	0	0.0	0	0.0
	BDA5	42	34	5.0	4	15.1	2	26.2	2	36.1
	BD11	52	51	1.8	1	9.9	0	0.0	0	0.0
	BD5	251	162	7.0	61	16.9	18	21.5	10	39.2
	BD75	6	0	0.0	3	14.1	2	27.6	1	32.2
FINANCIAL ANALYST	ANLYST	2	0	0.0	0	0.0	2	4.9	0	0.0
FOOD SERVICE	CAFE4H	2	1	13.2	0	0.0	1	16.2	0	0.0
	CAFE4	1	1	13.2	0	0.0	0	0.0	0	0.0
	CAFE5H	3	0	0.0	3	16.4	0	0.0	0	0.0
	CAFE5	8	0	0.0	7	19.0	0	0.0	1	33.3
	CAFEGH	5	0	0.0	4	15.5	1	16.2	0	0.0
	CAFEG	16	1	13.2	12	18.8	3	16.9	0	0.0
	CAFEMH	1	0	0.0	0	0.0	1	36.2	0	0.0
	CAFEME	13	4	14.9	4	16.7	4	22.5	1	39.3
	CAFEMM	2	0	0.0	1	20.2	1	19.2	0	0.0
HEADSTART EMPLOYEES	AD202	3	1	2.0	2	4.9	0	0.0	0	0.0
	T190BA	5	1	1.2	1	8.2	3	8.2	0	0.0
	T190MA	1	1	5.2	0	0.0	0	0.0	0	0.0
	T202MA	1	0	0.0	1	3.1	0	0.0	0	0.0



EXHIBIT 3D (Continued)
SALARY QUARTILE ANALYSIS

Schedule	Grade	Total Emps	Quartile 1		Quartile 2		Quartile 3		Quartile 4	
			Emps	Avg Tenure	Emps	Avg Tenure	Emps	Avg Tenure	Emps	Avg Tenure
INSTRUCTIONAL ASSISTANTS	TA7	316	143	3.6	142	10.8	27	18.6	4	16.7
	TA195	19	11	1.6	6	4.3	2	14.7	0	0.0
INTERPRETERS	LEV1	1	1	0.2	0	0.0	0	0.0	0	0.0
	LV3200	8	8	11.3	0	0.0	0	0.0	0	0.0
IS/TECHNOLOGY	1	7	2	12.6	3	7.4	1	20.4	1	15.6
	2	12	5	5.2	6	10.8	1	9.8	0	0.0
	3	7	0	0.0	6	8.3	1	15.4	0	0.0
	4	6	0	0.0	5	7.9	1	23.0	0	0.0
MAINT/CUSTODIANS/ CONSTRUC	CU10	49	13	4.9	27	10.9	9	16.6	0	0.0
	HC12	17	1	13.4	11	15.0	5	23.4	0	0.0
	MECH1	21	12	3.5	7	4.8	2	13.5	0	0.0
	MECH2	31	7	10.3	22	8.3	2	18.5	0	0.0
	MECH3	14	4	10.0	9	12.6	1	25.5	0	0.0
	MECH5	6	1	13.4	4	14.4	1	23.1	0	0.0
	MECH6	3	0	0.0	3	13.0	0	0.0	0	0.0
NURSES & SUPPORT STAFF	NUR20	14	4	1.1	6	4.1	3	3.5	1	5.3
	NUR22	18	9	2.4	3	4.4	3	3.9	3	3.2
PRINT SHOP	PRINT	1	1	9.3	0	0.0	0	0.0	0	0.0
PURCHASING AGENT	PURAST	1	1	11.3	0	0.0	0	0.0	0	0.0
	PUR	1	0	0.0	1	2.4	0	0.0	0	0.0
SCHOOL SECURITY OFFICER	SAFE12	11	5	3.5	5	7.3	0	0.0	1	14.1
SECRETARIAL	BFS17	11	0	0.0	6	6.5	5	11.0	0	0.0
	BK16	10	1	4.2	3	5.9	6	16.9	0	0.0
	BS14	41	4	2.7	25	8.9	12	20.1	0	0.0
	SEC11	81	16	6.0	49	10.2	15	17.4	1	17.7
TEACHER	BA	702	254	2.6	252	10.1	139	17.4	57	26.7
	BA15	45	32	2.1	12	9.2	1	16.2	0	0.0
	MA	1,007	343	3.4	414	9.6	188	14.6	62	21.9
	MA15	13	0	0.0	8	7.7	4	13.5	1	14.3
	EDS	25	5	4.2	7	5.8	8	11.1	5	17.1
	DOC	19	6	1.6	6	3.2	2	10.3	5	18.7
TRANSPORTATION	AM20	5	0	0.0	2	1.1	3	12.7	0	0.0
	ST30	3	0	0.0	3	12.7	0	0.0	0	0.0
Total		3,069	1,225	4.0	1,191	10.4	493	16.3	160	24.0

Note: This analysis does not take into account for employee experience outside the Division.

Note: Tenure does not equate to how long employee has been in current position, but how long employed with the Division.

3.4 EMPLOYEES BY DEPARTMENT

At the time the study commenced, SCPS employed 3,069 individuals across 73 departments/schools. Exhibit 3F depicts the number of employees and the number of classifications in each department/school and is intended only to provide basic information



regarding how employees are distributed among departments/schools. Also provided is the percentage breakdown of employees by department/school.

As the exhibit illustrates, the largest department in Spotsylvania County Public Schools is the Transportation Department, with 396 employees representing 12.9 percent of the Division's regular workforce. On the other hand, several departments each had only one employee representing less than one percent of the workforce.

**EXHIBIT 3F
EMPLOYEES BY DEPARTMENT**

Department/School	Classes	Emps	% of Total
ADULT EDUCATION	3	3	0.1%
BATTLEFIELD ELEMENTARY SCHOOL	11	57	1.9%
BATTLEFIELD MIDDLE SCHOOL	15	74	2.4%
BERKELEY ELEMENTARY SCHOOL	14	37	1.2%
BROCK ROAD ELEMENTARY SCHOOL	14	74	2.4%
CAFE BATTLEFIELD SCHOOLS	3	3	0.1%
CAFE BERKELEY ELEMENTARY SCHOOL	2	3	0.1%
CAFE BROCK ROAD ELEMENTARY SCHOOL	1	1	0.0%
CAFE CEDAR FOREST ELEMENTARY SCHOOL	1	1	0.0%
CAFE CHANCELLOR SCHOOLS	3	4	0.1%
CAFE COURTHOUSE ROAD ELEMENTARY SCHOOL	2	2	0.1%
CAFE COURTLAND SCHOOLS	4	4	0.1%
CAFE FREEDOM MIDDLE SCHOOL	2	4	0.1%
CAFE HARRISON ROAD ELEMENTARY SCHOOL	1	1	0.0%
CAFE LEE HILL ELEMENTARY SCHOOL	1	1	0.0%
CAFE MASSAPONAX HIGH SCHOOL	2	2	0.1%
CAFE NI RIVER MIDDLE SCHOOL	2	2	0.1%
CAFE POST OAK MIDDLE SCHOOL	1	1	0.0%
CAFE R E LEE ELEMENTARY SCHOOL	2	2	0.1%
CAFE RIVERBEND HIGH SCHOOL	2	2	0.1%
CAFE RIVERVIEW ELEMENTARY SCHOOL	3	4	0.1%
CAFE SALEM ELEMENTARY SCHOOL	2	2	0.1%
CAFE SMITH STATION ELEMENTARY SCHOOL	2	3	0.1%
CAFE SPOTSWOOD ELEMENTARY SCHOOL	2	2	0.1%
CAFE SPOTSYLVANIA SCHOOLS	4	4	0.1%
CAFE WILDERNESS ELEMENTARY SCHOOL	2	3	0.1%
CEDAR FOREST ELEMENTARY	13	80	2.6%
CHANCELLOR ELEMENTARY SCHOOL	11	42	1.4%
CHANCELLOR HIGH SCHOOL	17	113	3.7%
CHANCELLOR MIDDLE SCHOOL	14	70	2.3%
COMMONWEALTH GOVERNOR'S SCHOOL	3	3	0.1%
COURTHOUSE ROAD ELEMENTARY SCHOOL	13	86	2.8%
COURTLAND ELEMENTARY SCHOOL	14	69	2.2%
COURTLAND HIGH SCHOOL	17	101	3.3%



EXHIBIT 3F (Continued)
EMPLOYEES BY DEPARTMENT

Department/School	Classes	Emps	% of Total
FLEET CENTER	7	19	0.6%
FOOD SERVICES ADMIN	2	2	0.1%
FREEDOM MIDDLE SCHOOL	13	76	2.5%
GATEWAY ACADEMY/ECSE	6	41	1.3%
HARRISON ROAD ELEMENTARY	12	79	2.6%
HEADSTART	5	8	0.3%
HEALTH SERVICES	2	2	0.1%
INSTRUCTIONAL TECHNOLOGY	2	20	0.7%
JOHN J WRIGHT EDUCATIONAL & CULTURAL CNT	8	19	0.6%
LEE HILL ELEMENTARY SCHOOL	12	65	2.1%
LIVINGSTON ELEMENTARY SCHOOL	12	52	1.7%
MAINTENANCE	12	67	2.2%
MASSAPONAX HIGH SCHOOL	18	154	5.0%
NI RIVER MIDDLE SCHOOL	14	69	2.2%
PARKSIDE ELEMENTARY SCH	12	70	2.3%
POST OAK MIDDLE SCHOOL	14	65	2.1%
RAPPAHANNOCK DETENTION CENTER	4	12	0.4%
RIVER RUN-ADMINISTRATION	6	9	0.3%
RIVER RUN-FISCAL SERVICES	8	17	0.6%
RIVER RUN-HUMAN RESOURCES	8	12	0.4%
RIVER RUN-INSTRUCTION	11	25	0.8%
RIVERBEND HIGH SCHOOL	17	144	4.7%
RIVERVIEW ELEMENTARY SCHOOL	14	84	2.7%
RIVR RUN-STUDNT SUPPRT SERVICES	15	47	1.5%
ROBERT E LEE ELEMENTARY SCHOOL	13	49	1.6%
SALEM ELEMENTARY SCHOOL	14	68	2.2%
SMITH STATION ELEMENTARY SCHOOL	14	77	2.5%
SPOTSWOOD ELEMENTARY SCHOOL	11	54	1.8%
SPOTSYLVANIA CAREER & TECHNICAL CENTER	11	31	1.0%
SPOTSYLVANIA HIGH SCHOOL	19	113	3.7%
SPOTSYLVANIA MIDDLE SCHOOL	13	73	2.4%
TECHNOLOGY SERVICES TEAM	9	41	1.3%
THORNBURG MIDDLE SCHOOL	14	71	2.3%
TRANSPORTATION	19	396	12.9%
WILDERNESS ELEMENTARY	15	78	2.5%
Total	108	3,069	100.0%



3.5 SUMMARY

Overall, the compensation structure in Spotsylvania County Public Schools offers a good foundation on which to improve. The information gained from this review of current conditions was used in conjunction with the market analysis data (**Chapter 4**) and internal equity review to develop recommendations for a competitive compensation plan that would best align with the Division's compensation philosophy moving forward. Recommendations for improvement can be found in **Chapter 6** of this report.



Chapter 4 – Salary Survey Results

This chapter contains a market analysis in which Spotsylvania County Public Schools' (SCPS) salary grade ranges are compared to select peer organizations. Market comparisons provide key information regarding an organization's competitive position. **It is important to note that the comparison of SCPS salary ranges do not translate well at the individual employee level.** This is because a market range simply provides the thresholds within which an employee's salary should be placed versus providing any information on where specifically in the range an employee's salary should lay. Employee salary placement in the range is typically determined based on a multitude of variables—such as the incumbent's education level and prior experience.

This salary survey focused on the average salary ranges offered by the market for 65 of SCPS classifications (as shown in **Exhibit 4A**). This external equity analysis allowed for a comprehensive examination of the SCPS compensation structure. Market comparison analysis is best thought of as a snapshot of current conditions, and provides the most up-to-date market information available at the time. In other words, market conditions will generally change over time and, in some cases, will change very quickly. Therefore, a market survey and analysis should be performed at regular intervals to help maintain market competitiveness.

SCPS considered several factors when selecting peers for comparison, including geographic proximity and student body size. In addition, SCPS selected the Commonwealth of Virginia as a peer based on job market considerations. Evergreen solicited and obtained market data on their matching classifications from the following 17 peers:

- Albemarle County Schools
- Arlington City Public Schools
- Caroline County Public Schools
- Chesterfield County Public Schools
- Culpeper County Public Schools
- Fairfax County Public Schools
- Fredericksburg City Public Schools
- Hanover County Public Schools
- Henrico County Schools
- King George County Public Schools
- Loudoun County Public Schools
- Louisa County Public Schools
- Orange County Public Schools
- Prince William County Public Schools
- Richmond City Public Schools
- Stafford County Public Schools
- Commonwealth of Virginia

No individual peer agency had classifications that matched all of the benchmarked positions shown in **Exhibit 4A**. Rather, each peer provided data for those positions that they considered to be a match to the SCPS classification. From these 17 public sector peers, a total of 1,223 data points, including average actual responses, were collected for comparative purposes. **All data collected were adjusted for cost of living using a national cost of living index factor, which**



allowed salary dollars from entities outside of the immediate area to more accurately be compared in terms of spending power relative to the Spotsylvania County, VA area.

Exhibit 4A provides a summary of the results of the salary survey. Note that salaries have been normalized to hourly rates for comparison purposes. These data represent base salary only and are composed of the following information:

- **Market Range Minimum, Midpoint, and Maximum.** The survey range minimum indicates the average minimum salary for each classification provided by peer organizations. Survey range midpoint provides the average midpoint of the peer respondents for each classification surveyed. Survey range maximum provides the average maximum of the survey participants for each classification surveyed.
- **Percent Differentials.** The percent differentials are shown for survey market range minimum, midpoint, and maximum. The differentials specify the variance between SCPS's current salary ranges and the market average shown in the exhibit. A positive differential indicates SCPS is above market for that classification at the range minimum, midpoint, or maximum. Information is presented on positions that are above average to provide valuable information regarding SCPS' competitive edge in the marketplace for those positions. A negative differential indicates SCPS is below market for that classification, indicating that these salaries are not as competitive. In the final row of the exhibit, the average percent differentials for the range minimum, midpoint and maximum are provided. This is derived by averaging each classification's percent differential.
- **Survey Average Range Spread.** The range spread which provides the average range width for each classification surveyed, is the percentage difference between the average minimum and average maximum salaries of the respondents, relative to the minimum. The average range spread for all of the surveyed classifications is provided in the final row of the exhibit. **It is important to note that these comparisons are not of actual pay given to Division employees; rather a comparison is being made of ranges and min/mid/max values on pay scales.**
- **Survey Responses.** The number of survey responses for each classification is provided in the final column, and the average number of responses for the classification category is shown at the bottom along with an overall average for all classification categories.
- **Comparability.** Peers are provided a summary of the job duties and responsibilities for each classification as well as the experience, education, and certification requirements required for a match. Based on information provided by the peers, Evergreen uses a general 70 percent match criteria for accepting a peer's proposed classification, based on the similarity of duties and responsibilities as well as the educational, experience, and credentialing requirements for the classification. When in doubt, peers are contacted for additional information to ensure comparability.



**EXHIBIT 4A
MARKET RESULTS FOR BENCHMARKED POSITIONS**

Classification	SCPS Current				Survey Minimum		Survey Midpoint		Survey Maximum		Number of Respondents
	Min	Mid	Max	Spread	Market	% Diff	Market	% Diff	Market	% Diff	
Activities/Athletic Director	\$27.33	\$42.68	\$58.02	112.29%	\$33.81	-23.7%	\$44.74	-4.8%	\$55.68	4.0%	12
Assistant Director	\$50.57	\$59.77	\$68.97	36.39%	\$38.05	24.8%	\$49.89	16.5%	\$61.72	10.5%	11
Assistant Principal (Elementary)	\$44.83	\$47.44	\$50.05	11.64%	\$32.58	27.3%	\$42.57	10.3%	\$52.57	-5.0%	15
Assistant Principal (Middle School)	\$44.83	\$48.56	\$52.29	16.64%	\$34.11	23.9%	\$44.67	8.0%	\$55.24	-5.6%	14
Assistant Principal (High School)	\$47.07	\$50.80	\$54.53	15.85%	\$36.36	22.7%	\$47.19	7.1%	\$58.01	-6.4%	15
Assistant Superintendent	\$58.37	\$68.99	\$79.61	36.39%	\$54.19	7.2%	\$68.97	0.0%	\$83.75	-5.2%	15
Athletic Trainer	\$27.33	\$42.68	\$58.02	112.29%	\$27.95	-2.3%	\$39.25	8.0%	\$50.56	12.9%	5
Coordinator (Special Education)	\$30.18	\$46.11	\$62.03	105.53%	\$30.33	-0.5%	\$41.08	10.9%	\$51.84	16.4%	14
Coordinator (General Education)	\$28.47	\$44.40	\$60.32	111.87%	\$30.97	-8.8%	\$41.86	5.7%	\$52.74	12.6%	7
Director (general)	\$52.59	\$62.23	\$71.87	36.66%	\$42.42	19.3%	\$56.30	9.5%	\$70.19	2.3%	13
Educational Diagnostician	\$27.33	\$42.68	\$58.02	112.29%	\$28.78	-5.3%	\$40.45	5.2%	\$52.11	10.2%	9
Executive Director	\$55.59	\$65.24	\$74.88	34.70%	\$45.07	18.9%	\$59.97	8.1%	\$74.88	0.0%	7
Instructional Technology Resource Teacher	\$27.33	\$42.68	\$58.02	112.29%	\$27.39	-0.2%	\$38.75	9.2%	\$50.12	13.6%	14
Literacy Coach	\$27.33	\$42.68	\$58.02	112.29%	\$28.04	-2.6%	\$40.73	4.6%	\$53.42	7.9%	8
Math Specialist	\$29.25	\$45.67	\$62.08	112.24%	\$27.94	4.5%	\$39.60	13.3%	\$51.26	17.4%	11
Media Specialist/Librarian	\$27.33	\$42.68	\$58.02	112.29%	\$28.87	-5.6%	\$40.69	4.7%	\$52.50	9.5%	12
Occupational Therapist	\$28.74	\$44.09	\$59.43	106.78%	\$29.30	-2.0%	\$42.19	4.3%	\$55.09	7.3%	12
Physical Therapist	\$28.74	\$44.09	\$59.43	106.78%	\$29.35	-2.1%	\$41.47	5.9%	\$53.58	9.8%	11
Principal (Elementary)	\$49.99	\$58.00	\$66.00	32.03%	\$39.29	21.4%	\$51.08	11.9%	\$62.88	4.7%	15
Principal (Middle School)	\$53.48	\$62.05	\$70.62	32.05%	\$42.11	21.3%	\$54.63	12.0%	\$67.16	4.9%	15
Principal (High School)	\$57.23	\$66.40	\$75.56	32.03%	\$45.09	21.2%	\$58.46	11.9%	\$71.84	4.9%	15
Program Specialist (Human Resources)	\$28.42	\$44.37	\$60.32	112.24%	\$24.43	14.0%	\$34.03	23.3%	\$43.64	27.7%	13
Psychologist	\$31.01	\$47.43	\$63.84	105.87%	\$28.29	8.8%	\$40.16	15.3%	\$52.02	18.5%	16
Reading Specialist	\$27.33	\$42.68	\$58.02	112.29%	\$29.36	-7.4%	\$40.64	4.8%	\$51.91	10.5%	13
School Counselor	\$29.25	\$45.67	\$62.08	112.24%	\$27.48	6.0%	\$39.40	13.7%	\$51.31	17.4%	15
Social Worker	\$29.25	\$45.67	\$62.08	112.24%	\$27.67	5.4%	\$38.49	15.7%	\$49.30	20.6%	15
Speech-Language Pathologist	\$28.74	\$44.09	\$59.43	106.78%	\$28.59	0.5%	\$40.42	8.3%	\$52.25	12.1%	12
Supervisor	\$47.07	\$53.96	\$60.85	29.28%	\$34.33	27.1%	\$46.02	14.7%	\$57.71	5.2%	7
Teacher (General Education)	\$27.33	\$42.68	\$58.02	112.29%	\$26.94	1.4%	\$39.89	6.5%	\$52.83	8.9%	15
Teacher (Special Education)	\$27.33	\$42.68	\$58.02	112.29%	\$27.69	-1.3%	\$40.26	5.7%	\$52.83	8.9%	15
Teaching and Learning Coaches	\$29.25	\$45.67	\$62.08	112.24%	\$30.46	-4.1%	\$42.23	7.5%	\$53.99	13.0%	8
Administrative Assistant	\$19.41	\$27.01	\$34.60	78.26%	\$16.54	14.8%	\$22.72	15.9%	\$28.90	16.5%	12
Bookkeeper (Elementary)	\$15.74	\$20.98	\$26.22	66.58%	\$15.26	3.0%	\$21.22	-1.1%	\$27.17	-3.6%	13
Bookkeeper (Middle School)	\$15.74	\$20.98	\$26.22	66.58%	\$15.12	4.0%	\$21.33	-1.7%	\$27.54	-5.0%	13
Bookkeeper (High School)	\$16.50	\$21.99	\$27.48	66.55%	\$15.85	3.9%	\$22.06	-0.3%	\$28.27	-2.9%	13
Bus Aide/Attendant	\$9.69	\$13.36	\$17.03	75.75%	\$11.34	-17.1%	\$15.53	-16.2%	\$19.72	-15.8%	14

**EXHIBIT 4A (Continued)
MARKET RESULTS FOR BENCHMARKED POSITIONS**

Classification	SCPS Current				Survey Minimum		Survey Midpoint		Survey Maximum		Number of Respondents
	Min	Mid	Max	Spread	Market	% Diff	Market	% Diff	Market	% Diff	
Bus Driver	\$15.60	\$20.50	\$25.39	62.76%	\$13.98	10.4%	\$19.53	4.7%	\$25.08	1.2%	14
Cafeteria Manager	\$18.46	\$25.31	\$32.15	74.16%	\$15.02	18.6%	\$21.32	15.7%	\$27.62	14.1%	15
Cafeteria Worker	\$9.66	\$14.51	\$19.35	100.31%	\$9.86	-2.0%	\$13.50	7.0%	\$17.13	11.5%	17
Computer/Network Engineer	\$28.49	\$35.28	\$42.06	47.63%	\$25.11	11.9%	\$34.74	1.5%	\$44.37	-5.5%	14
Custodian	\$12.85	\$17.21	\$21.57	67.86%	\$10.85	15.5%	\$14.77	14.2%	\$18.69	13.3%	15
Data Analyst	\$28.49	\$35.28	\$42.06	47.63%	\$25.34	11.1%	\$34.53	2.1%	\$43.73	-4.0%	9
Fleet Technician	\$16.67	\$22.14	\$27.61	65.63%	\$16.18	2.9%	\$22.52	-1.7%	\$28.86	-4.5%	13
Head Custodian	\$15.41	\$22.00	\$28.59	85.53%	\$13.07	15.2%	\$18.62	15.4%	\$24.16	15.5%	11
Information System Analyst I	\$20.35	\$25.60	\$30.84	51.55%	\$22.22	-9.2%	\$30.86	-20.6%	\$39.51	-28.1%	12
Information System Analyst IV	\$36.24	\$44.78	\$53.31	47.10%	\$27.74	23.5%	\$38.22	14.6%	\$48.70	8.6%	10
Instructional Technology Aide	\$12.64	\$19.37	\$26.10	106.49%	\$15.43	-22.0%	\$20.38	-5.2%	\$25.32	3.0%	7
Interpreter	\$27.66	\$42.84	\$58.02	109.76%	\$23.84	13.8%	\$35.01	18.3%	\$46.17	20.4%	10
Maintenance Tech I (Maintenance Worker)	\$14.40	\$19.18	\$23.96	66.39%	\$13.16	8.6%	\$18.55	3.3%	\$23.95	0.0%	14
Maintenance Tech II (Maintenance Worker)	\$16.67	\$22.14	\$27.61	65.63%	\$14.84	11.0%	\$20.26	8.5%	\$25.68	7.0%	17
Maintenance Tech III (Lead)	\$20.45	\$27.09	\$33.72	64.89%	\$18.30	10.5%	\$24.77	8.5%	\$31.24	7.3%	13
Maintenance Tech IV (Department Head)	\$18.24	\$23.87	\$29.50	61.73%	\$20.96	-14.9%	\$29.39	-23.1%	\$37.83	-28.2%	9
Maintenance Tech V (Manager)	\$21.93	\$28.69	\$35.45	61.65%	\$25.00	-14.0%	\$34.76	-21.2%	\$44.51	-25.6%	9
Network Analyst II (Field Technician)	\$20.35	\$25.60	\$30.84	51.55%	\$21.36	-5.0%	\$29.58	-15.6%	\$37.80	-22.6%	15
Network Analyst III (Network Engineer)	\$34.19	\$42.26	\$50.33	47.21%	\$25.99	24.0%	\$35.87	15.1%	\$45.75	9.1%	14
Network Analyst IV (Enterprise Network Engineer)	\$36.24	\$44.78	\$53.31	47.10%	\$29.47	18.7%	\$41.06	8.3%	\$52.65	1.2%	11
Nurse	\$22.72	\$29.64	\$36.55	60.87%	\$21.93	3.5%	\$31.41	-6.0%	\$40.88	-11.9%	13
Para-educator (General Ed.)	\$12.64	\$19.37	\$26.10	106.49%	\$11.79	6.7%	\$16.71	13.7%	\$21.63	17.1%	15
Para-educator (Special Ed)	\$12.64	\$19.37	\$26.10	106.49%	\$11.83	6.4%	\$16.70	13.8%	\$21.57	17.4%	15
Program Assistant I (Receptionist)	\$14.33	\$19.10	\$23.87	66.57%	\$12.88	10.1%	\$17.68	7.4%	\$22.48	5.8%	14
Program Assistant IV	\$17.32	\$23.09	\$28.85	66.57%	\$17.40	-0.5%	\$23.70	-2.7%	\$30.00	-4.0%	16
School Security Officer	\$13.77	\$18.49	\$23.20	68.48%	\$14.12	-2.5%	\$19.37	-4.8%	\$24.63	-6.2%	11
Secretary	\$14.33	\$19.10	\$23.87	66.57%	\$13.73	4.2%	\$19.64	-2.8%	\$25.54	-7.0%	14
Transportation Coordinator	\$18.19	\$24.13	\$30.07	65.31%	\$23.97	-31.8%	\$31.46	-30.4%	\$38.94	-29.5%	11
Transportation Dispatcher	\$14.33	\$19.10	\$23.87	66.57%	\$15.44	-7.7%	\$21.21	-11.1%	\$26.98	-13.0%	12
Overall Average				75.2		5.2%		4.6%		3.4%	12.5

4.1 SPECIFIC POSITION DETAILS AND METHODOLOGIES

At the request of the administration, Evergreen provided a brief explanation of the matches and comparison methodologies used for specific classifications identified by the Division as being unique.

- **Activities/Athletic Director** – The 12 school division responses included positions with the same or similar titles, duties, and responsibilities. Among those that did not provide a response, several indicated that a stipend or supplement was paid to the individual serving in that capacity.
- **Assistant Director** – Although SCPS has only one classification Assistant Director, five of the 11 respondents indicated that they had multiple Assistant Director positions with similar but varying salary ranges. Three others provided matches with the title of Supervisor or Coordinator and two provided director-level position matches. In all cases, the duties and responsibilities were similar.
- **Coordinator (General Education)** – Position titles used as matches to this classification varied among the seven responding peers. Four used Coordinator titles and three used Specialist titles. In most instances, the peers indicated that there were multiple positions with this title, but the areas of responsibility might vary (i.e., Coordinator of Language Arts, Math and the like).
- **Coordinator (Special Education)** – Of the 14 school peers providing salary ranges, the matching positions had Specialist, Supervisor or Coordinator titles, and the duties and responsibilities were very specific to Special or Exceptional Education.
- **Program Specialist (Human Resources)** – Six of the 13 matches provided by the peers used the designation of Specialist in the title, with the remainder using a designation as Analyst, Supervisor, or Administrator in the title. While the titles, varied, the level of responsibility and type of work performed appeared comparable.
- **Teaching and Learning Coaches** - Of the eight respondents, the majority of matches were made to teaching positions with additional duties. As with SCPS, some of the matched positions were paid at the teacher rate, but worked 12 months. Evergreen’s use of an hourly rate for salary comparisons negated the differences in days and hours worked. In addition, matches based strictly on a stipend paid for the extra duties were excluded.



4.2 TEACHER SALARIES

When conducting a comprehensive study for a school division, teacher salaries are critically examined to ensure that the division has the ability to recruit and retain the most highly qualified teachers. While many of the study positions are based on the teacher ranges, the two primary teaching positions discussed here are Teachers (General Education) and Teachers (Special Education). As shown in **Exhibit 4A**, Evergreen determined the following:

- Minimum:
 - Teachers (General Education) – 1.4 percent ahead of market
 - Teachers (Special Education) – 1.3 percent below market
- Midpoint
 - Teachers (General Education) – 6.5 percent ahead of market
 - Teachers (Special Education) – 5.7 percent ahead of market
- Maximum
 - Teachers (General Education) – 8.9 percent ahead of market
 - Teachers (Special Education) – 8.9 percent ahead of market

As shown, SCPS is paying entry-level teachers near market averages whereas teacher salaries at the midpoint and maximum levels are above market.

Teacher salary comparisons are shown in **Exhibit 4B**. These were found to be identical for general education and special education teachers—except for in Loudon County Schools.

4.3 MARKET MINIMUM

A starting point of the analysis is to compare the peer average market minimum for each classification to range minimums in SCPS. Market minimums are generally considered as a starting wage for employees who meet the minimum qualifications for the classification. Those employees with salaries at or near the range minimums are generally new to the role and have not acquired the skills and experience necessary to be fully proficient in their classification.

Using the data gathered in the salary survey for the benchmarked positions shown in **Exhibit 4A**, the following conclusions can be reached:

- SCPS range minimums are, on average, 5.5 percent higher than market minimum across all job titles.
- Twenty-five (25) positions were greater than 10.0 percent ahead of market minimums, indicating highly competitive salary ranges:



**EXHIBIT 4B
TEACHER SALARY COMPARISONS**

General Education and Special Education Teachers						Adjusted for Cost of Living			
Respondent	Minimum	Midpoint	Maximum	Average Actual	Range Spread	Minimum	Midpoint	Maximum	Matching Title (if different)
Arlington City Public Schools	\$30.14	\$47.92	\$65.70		117.97%	\$23.18	\$36.86	\$50.53	Teacher Pay Scale
Caroline County Public Schools	\$26.13	\$36.17	\$46.20		76.79%	\$27.31	\$37.79	\$48.28	
Chesterfield County Public Schools	\$27.38	\$36.69	\$46.00	\$31.22	68.04%	\$26.96	\$36.13	\$45.30	Teacher
Culpeper County Public Schools	\$27.98	\$37.70	\$47.42	\$37.70	69.46%	\$29.07	\$39.16	\$49.26	Teacher (General Education)
Fairfax County Public Schools	\$30.62	\$47.27	\$63.92		108.78%	\$26.16	\$40.38	\$54.61	Teacher
Fredericksburg City Public Schools	\$28.10	\$42.33	\$56.55		101.25%	\$28.10	\$42.33	\$56.55	Teacher
Hanover County Public Schools	\$26.45	\$38.49	\$50.53		91.04%	\$26.03	\$37.88	\$49.73	Senior Teacher (All)
Henrico County Public Schools	\$26.84	\$37.54	\$48.24		79.69%	\$25.79	\$36.07	\$46.34	Teacher BA-28, MA-29
King George County Schools	\$25.63	\$35.99	\$46.36		80.92%	\$26.13	\$36.70	\$47.27	Teacher
Loudoun County Public Schools*	\$23.76	\$56.13	\$88.50	\$48.37	272.47%	\$22.37	\$52.85	\$83.34	Teacher
Louisa County Public Schools	\$28.55	\$32.81	\$37.06	\$49.24	29.81%	\$28.98	\$33.29	\$37.61	same
Orange County Public Schools	\$26.30	\$34.15	\$42.01		59.73%	\$27.35	\$35.52	\$43.69	Teacher
Prince William City Public Schools	\$34.38	\$56.07	\$77.76	\$17.19	126.18%	\$32.90	\$53.65	\$74.40	Teacher
Richmond City Public Schools	\$27.83	\$38.95	\$50.07	\$35.42	79.91%	\$25.81	\$36.13	\$46.44	Teacher
Stafford County Public Schools	\$28.16	\$43.80	\$59.44		111.09%	\$27.99	\$43.53	\$59.08	Teacher
Spotsylvania County Public Schools	\$27.33	\$42.68	\$58.02		112.29%	\$27.33	\$42.68	\$58.02	Teacher

*General Education Only

Loudoun County Public Schools Special Education Teachers	\$35.66	\$62.08	\$88.50	\$48.32	148.18%	\$33.58	\$58.46	\$83.34	Teacher, Special Education
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- Assistant Principal (Elementary) - 27.3 percent ahead of market;
 - Supervisor - 27.1 percent ahead of market;
 - Assistant Director - 24.8 percent ahead of market;
 - Network Analyst III (Network Engineer) - 24.0 percent ahead of market;
 - Assistant Principal (Middle School) - 23.9 percent ahead of market;
 - Information System Analyst IV - 23.5 percent ahead of market;
 - Assistant Principal (High School) - 22.7 percent ahead of market;
 - Principal (Elementary) - 21.4 percent ahead of market;
 - Principal (Middle School) - 21.3 percent ahead of market;
 - Principal (High School) - 21.2 percent ahead of market;
 - Director (general) – 19.3 percent ahead of market;
 - Executive Director - 18.9 percent ahead of market;
 - Network Analyst IV (Enterprise Network Engineer) - 18.7 percent ahead of market;
 - Cafeteria Manager - 18.6 percent ahead of market;
 - Custodian - 15.5 percent ahead of market;
 - Head Custodian - 15.2 percent ahead of market;
 - Administrative Assistant - 14.8 percent ahead of market;
 - Program Specialist (Human Resources) – 14.0 percent ahead of market;
 - Interpreter - 13.8 percent ahead of market;
 - Computer/Network Engineer - 11.9 percent ahead of market;
 - Data Analyst - 11.1 percent ahead of market;
 - Maintenance Tech II (Maintenance Worker) - 11.0 percent ahead of market;
 - Maintenance Tech III (Lead) - 10.5 percent ahead of market;
 - Bus Driver - 10.4 percent ahead of market; and
 - Program Assistant I (Receptionist) - 10.1 percent ahead of market.
- Six (6) positions are greater than 10.0 percent below market minimums:
 - Transportation Coordinator - 31.8 percent below market;
 - Activities/Athletic Director - 23.7 percent below market;
 - Instructional Technology Aide - 22.0 percent below market;
 - Bus Aide/Attendant - 17.1 percent below market;
 - Maintenance Tech IV (Department Head) - 14.9 percent below market; and
 - Maintenance Tech V (Manager) - 14.0 percent below market.

4.4 MARKET MIDPOINTS

This section explores the comparison between the average peer midpoints and classification midpoints in SCPS. Midpoint is generally considered the best point of comparison for analyzing variance between an organization and their market peers.

Based on the data gathered at the market midpoint of the salary range, the following can be determined:

- SCPS range midpoints are, on average, 4.8 percent higher than the market midpoint across all job titles.



- Twenty-one (21) positions are 10.0 percent or more ahead of market midpoints, indicating highly competitive salary ranges:
 - Program Specialist (Human Resources) - 23.3 percent ahead of market;
 - Interpreter - 18.3 percent ahead of market;
 - Assistant Director - 16.5 percent ahead of market;
 - Administrative Assistant - 15.9 percent ahead of market;
 - Cafeteria Manager - 15.7 percent ahead of market;
 - Social Worker - 15.7 percent ahead of market;
 - Head Custodian - 15.4 percent ahead of market;
 - Psychologist - 15.3 percent ahead of market;
 - Network Analyst III (Network Engineer) - 15.1 percent ahead of market;
 - Supervisor - 14.7 percent ahead of market;
 - Information System Analyst IV - 14.6 percent ahead of market;
 - Custodian - 14.2 percent ahead of market;
 - Para-educator (Special Ed) - 13.8 percent ahead of market;
 - School Counselor - 13.7 percent ahead of market;
 - Para-educator (General Ed.) - 13.7 percent ahead of market;
 - Math Specialist - 13.3 percent ahead of market;
 - Principal (Middle School) - 12.0 percent ahead of market;
 - Principal (High School) - 11.9 percent ahead of market;
 - Principal (Elementary) - 11.9 percent ahead of market;
 - Coordinator, Special Education – 10.9 percent above midpoint;
 - Assistant Principal (Elementary) - 10.3 percent ahead of market; and
- Seven (7) positions are greater than 10.0 percent below market midpoints:
 - Transportation Coordinator - 30.4 percent below market;
 - Maintenance Tech IV (Department Head) - 23.1 percent below market;
 - Maintenance Tech V (Manager) - 21.2 percent below market;
 - Information System Analyst I - 20.6 percent below market;
 - Bus Aide/Attendant - 16.2 percent below market; and
 - Network Analyst II (Field Technician) - 15.6 percent below market; and
 - Transportation Dispatcher - 11.1 percent below market.

4.5 MARKET MAXIMUMS

In this section, salary range maximum values are compared to the survey respondents' average maximums. Market maximums are often utilized to attract highly qualified employees or retain experienced individuals in a classification.

When comparing peer market pay grade maximums and maximums for classifications at SCPS, the following can be determined:

- SCPS is range maximums are, on average, 3.5 percent higher than market maximums across all job titles.



- Twenty-two (22) positions are greater than 10.0 percent ahead of market at maximum, indicating highly competitive salary ranges:
 - Program Specialist (Human Resources) - 27.7 percent ahead of market;
 - Social Worker - 20.6 percent ahead of market;
 - Interpreter - 20.4 percent ahead of market;
 - Psychologist - 18.5 percent ahead of market;
 - Math Specialist - 17.4 percent ahead of market;
 - Para-educator (Special Ed) - 17.4 percent ahead of market;
 - School Counselor - 17.4 percent ahead of market;
 - Para-educator (General Ed.) - 17.1 percent ahead of market;
 - Administrative Assistant - 16.5 percent ahead of market;
 - Coordinator (Special Education) – 16.4 percent ahead of market;
 - Head Custodian - 15.5 percent ahead of market;
 - Cafeteria Manager - 14.1 percent ahead of market;
 - Instructional Technology Resource Teacher - 13.6 percent ahead of market;
 - Custodian - 13.3 percent ahead of market;
 - Teaching and Learning Coaches - 13.0 percent ahead of market;
 - Athletic Trainer - 12.9 percent ahead of market;
 - Coordinator (General Education) – 12.6 percent ahead of market;
 - Speech-Language Pathologist - 12.1 percent ahead of market;
 - Cafeteria Worker - 11.5 percent ahead of market;
 - Reading Specialist - 10.5 percent ahead of market;
 - Assistant Director - 10.5 percent ahead of market;
 - Educational Diagnostician - 10.2 percent ahead of market.

- Eight (8) positions are below the market maximums:
 - Transportation Coordinator - 29.5 percent below market;
 - Maintenance Tech IV (Department Head) - 28.2 percent below market;
 - Information System Analyst I - 28.1 percent below market;
 - Maintenance Tech V (Manager) - 25.6 percent below market;
 - Network Analyst II (Field Technician) - 22.6 percent below market;
 - Bus Aide/Attendant - 15.8 percent below market;
 - Transportation Dispatcher – 13.0 percent below market; and
 - Nurse - 11.9 percent below market.

4.6 SUBSTITUTE RATES

In Exhibit 4C, SCPS substitute hourly and daily rates for select positions are compared to survey respondent average rates. The number of responses is shown here by hourly or daily rate, meaning that a given number of peers indicated that they pay an hourly rate versus those that pay a daily rate.

EXHIBIT 4C
MARKET RESULTS FOR SUBSTITUTE POSITIONS

Substitute Category	SCPS Hourly Rate	Peer Average Hourly Rate	# Resp	Hourly Rate % Diff	SCPS Daily Rate	Peer Average Daily Rate	# Resp	Daily Rate % Diff
Bookkeeper	\$16.50	\$12.47	5	24.4%		\$75.73	2	
Nurse (No Bachelor's)		\$17.76	4		\$170.40	\$108.05	5	36.6%
Nurse (Bachelor's)			3		\$191.97	\$114.42	7	40.4%
Secretary	\$14.33	\$11.68	6	18.5%		\$53.82	3	
Paraeducator (Regular)		\$11.52	5	14.7%	\$60.00	\$56.89	6	5.2%
Teacher (degreed)		\$13.68	3	45.3%	\$80.00	\$85.79	9	-7.2%
Teacher (non-degreed)		\$12.83	3	48.7%	\$65.00	\$73.47	8	-13.0%
Teacher-long-term (endorsed)		\$21.83	3	18.5%	\$170.00	\$168.86	8	0.7%
Teacher long-term (non-endorsed)		\$21.16	3		\$120.00	\$136.28	7	-13.6%

As shown, the hourly rates paid by SCPS are higher than peer averages for those same positions. The positions that are paid on a daily rate compare favorably, with the exception of the Teacher (degreed) which is 7.2 percent below market and the Teacher (non-degreed) and Teacher long-term (non-endorsed) positions which are 13.0 and 13.6 percent below the peer averages, respectively.

4.7 STIPENDS

In **Exhibit 4D**, stipends in SCPS are compared to the survey respondent's average rates. The number of responses is shown here by hourly or daily rate, meaning that a given number of peers indicated that they pay an hourly rate versus those that pay a daily rate.

The survey asked for daily, monthly or annual rates. In those instances where stipends were shown as a range, a midpoint was calculated and used for the response. Only one response included a daily rate for one position, consequently only annual rates are provided here for comparison purposes. Finally, there were also two respondents which Evergreen excluded from the average calculations because the peer pays stipends as a percent of salary on either a daily or hourly rate.

As shown, there are a number of positions with fewer than five responses, which could indicate that the peers do not pay stipends for those positions. Of the 73 stipends surveyed for which there was a response, 69 of the SCPS stipends are lower than peer averages by as much as 72.4 percent. Only four of the SCPS stipends were found to be higher than peer averages.

EXHIBIT 4D
MARKET RESULTS FOR STIPENDS

Stipend/Supplement Title	SCPS Annual	Peer Average Annual	% Diff	# Resp
Elementary				
Grade Level Chair	\$468	\$825	-43.3%	9
Special Education Chair	\$1,000	\$1,352	-26.1%	7
Mentor Teacher	\$468	\$475	-1.4%	4
Extra Duty Assignments	\$468	\$500	-6.4%	1
Middle School				
Athletic Director	\$2,772	\$3,636	-23.8%	5
Middle School Coach	\$1,386	\$2,081	-33.4%	6
Band	\$1,138	\$2,240	-49.2%	7
Chorus	\$1,138	\$2,087	-45.5%	5
Strings	\$1,138	\$1,610	-29.3%	5
James Former Sponsor	\$735	\$950	-22.6%	2
Honor Society Sponsor	\$468	\$849	-44.9%	4
SCA Sponsor	\$468	\$1,411	-66.8%	8
Year Book Sponsor	\$468	\$1,477	-68.3%	10
Drama Sponsor	\$468	\$1,694	-72.4%	8
Subject Area Coordinator	\$936	\$1,551	-39.7%	6
Special Education Chair	\$1,000	\$1,812	-44.8%	6
Lead Teacher - MS World Languages	\$468	\$944	-50.4%	4
Mentor Teacher	\$468	\$704	-33.5%	4
Webmaster	\$468	\$1,009	-53.6%	5
Certamen	\$468	n/r	n/r	0
Debate	\$468	\$550	-14.9%	2
High School				
Advanced Placement Coordinator	\$1,871	\$715	161.7%	2
Battle of the Brains	\$1,444	\$1,087	32.9%	3
Certamen	\$468	n/r	n/r	0
Debate Team Coach	\$1,403	\$1,724	-18.6%	10
Department Chairperson	\$2,116	\$2,498	-15.3%	5
Drama Director	\$2,376	\$2,783	-14.6%	10
Forensics Coach	\$1,403	\$1,408	-0.4%	8
James Former Sponsor	\$735	\$1,500	-51.0%	2
Magazine Sponsor	\$936	\$1,693	-44.7%	7
Mentor Teacher	\$468	\$1,221	-61.7%	6
National Honor Society Sponsor	\$1,444	\$1,153	25.3%	4
Newspaper Sponsor	\$1,966	\$2,241	-12.3%	10
SCA Sponsor	\$1,966	\$2,023	-2.8%	9
Year Book Sponsor	\$1,966	\$2,288	-14.1%	11
Baseball-Assistant	\$1,871	\$2,428	-23.0%	11
Baseball-Head	\$2,339	\$3,420	-31.6%	11
Boys' Basketball-Assistant	\$1,871	\$2,647	-29.3%	11
Boys' Basketball-Head	\$2,807	\$3,986	-29.6%	11
Boys' Soccer-Assistant	\$1,871	\$2,329	-19.7%	11
Boys' Soccer-Head	\$2,339	\$3,406	-31.3%	11
Boys' Tennis-Head	\$1,871	\$2,660	-29.6%	11
Boys' Track-Assistant	\$1,871	\$2,369	-21.0%	11
Boys' Track-Head	\$2,339	\$3,464	-32.5%	11
Cheerleader-Assistant	\$1,871	\$2,506	-25.3%	9
Cheerleader-Head	\$2,339	\$3,231	-27.6%	11
Cheerleader-Competitive Cheer Coach	\$1,871	\$2,790	-32.9%	5
Chorus	\$2,376	\$2,906	-18.2%	8
Cross Country-Assistant (for >30)	\$1,871	\$2,381	-21.4%	9
Cross Country-Head	\$2,339	\$3,029	-22.8%	11

EXHIBIT 4D (Continued)
MARKET RESULTS FOR STIPENDS

Stipend/Supplement Title	SCPS Annual	Peer Average Annual	% Diff	# Resp
High School (Continued)				
Field Hockey-Assistant	\$1,871	\$2,324	-19.5%	10
Field Hockey-Head	\$2,339	\$3,332	-29.8%	11
Football-Assistant	\$2,339	\$3,293	-29.0%	11
Football-head	\$3,649	\$5,068	-28.0%	11
Girls' Basketball-Assistant	\$1,871	\$2,734	-31.6%	11
Girls' Basketball-Head	\$2,807	\$3,899	-28.0%	11
Girls' Soccer-Assistant	\$1,871	\$2,416	-22.6%	11
Girls' Soccer-Head	\$2,339	\$3,319	-29.5%	11
Girls' Tennis-Head	\$1,871	\$2,660	-29.6%	11
Girls' Track-Assistant	\$1,871	\$2,558	-26.8%	10
Girls' Track-Head	\$2,339	\$3,494	-33.0%	10
Golf-Head	\$1,871	\$2,304	-18.8%	11
Indoor Track-Assistant	\$1,404	\$2,000	-29.8%	8
Indoor Track-Head	\$1,871	\$2,885	-35.1%	9
Marching Band-Assistant	\$1,966	\$1,401	40.4%	5
Marching Band-Director	\$2,993	\$4,475	-33.1%	6
Softball-Assistant	\$1,871	\$2,428	-23.0%	11
Softball-Head	\$2,339	\$3,420	-31.6%	11
Strings	\$1,444	\$2,158	-33.1%	5
Swimming-Assistant	\$1,871	\$1,978	-5.4%	8
Swimming-Head	\$2,339	\$3,087	-24.2%	9
Volleyball-Assistant	\$1,871	\$2,395	-21.9%	11
Volleyball-Head	\$2,339	\$3,491	-33.0%	11
Wrestling-Assistant	\$1,871	\$2,479	-24.5%	10
Wrestling-Head	\$2,339	\$3,596	-34.9%	10

4.8 CONCLUSION

In general, the majority of SCPS benchmark positions shown in **Exhibit 4A** are at or above market averages at all levels. There is, however, a group of positions that fall markedly below market averages. Of those positions below market averages, 37.9 percent are below market minimums levels; at the midpoint and maximum levels, 21.2 percent and 28.8 percent of positions remain below market averages, respectively. This survey confirms some of the concerns heard during the focus groups sessions regarding hard to fill positions with lower than market starting salaries as well as the difficulty of retaining some tenured staff in SCPS.

Information gained from this salary survey was used in conjunction with factors such as fiscal constraints to develop a recommended compensation plan that places SCPS in a strong position to stay competitive in today's market. Discussion on the recommended changes to the SCPS pay plan can be found in **Chapter 6** of this report.

Chapter 5 – Benefits Survey Results

As a component of this study, Evergreen conducted a benefits market analysis in addition to a salary survey for Spotsylvania County Public Schools (SCPS). A benefits analysis, much like a salary evaluation, represents a snapshot in time of what is available in peer organizations. The Benefit Survey can provide the organization with an understanding of the total compensation (salary and benefits) offered by its peers. It is important to realize that there are intricacies involved with benefits programs that are not captured by a benefits survey alone.

This information should be used as a cursory overview and not a line-by-line comparison, since benefits can be weighted differently depending on the importance to the organization. It should also be noted that benefits are usually negotiated and acquired through third parties, so one-to-one comparisons can be difficult. The analysis in this chapter highlights aspects of the benefits survey that provide pertinent information and had high completion rates by target peers.

Exhibit 5A provides a list of the 14 target peers from which full or partial benefits data were obtained for this analysis.

EXHIBIT 5A BENEFITS SURVEY RESPONDENTS

Albemarle County Schools
Arlington City Public Schools
Caroline County Public Schools
Chesterfield County Public Schools
Culpeper County Public Schools
Hanover County Public Schools
Henrico County Schools
King George County Public Schools
Loudoun County Public Schools
Louisa County Public Schools
Prince William County Public Schools
Richmond City Public Schools
Stafford County Public Schools
Commonwealth of Virginia



5.1 BENEFITS SURVEY RESULTS

General Benefits

Exhibit 5B displays a basic overview of peer organization size, benefits as a percent of total compensation, and the average number of health plans offered. Excluding the Commonwealth of Virginia from the employee count (as it has 64,021 full-time and 1,212 part-time employees), the remaining market peers have an average of 4,076 full-time employees and 457 part-time employees. Comparatively, SCPS has 2,504 full-time employees and 446 part-time employees.

**EXHIBIT 5B
OVERALL BENEFITS INFORMATION***

Organization Demographics	Peer Average		SCPS	
Full-Time Employees	4,076	89.9%	2,504	84.9%
Part-Time Employees	457	10.1%	446	15.1%
Benefits as a Percent of Total Compensation	30.6%		30.0%	
Average Number of Health Plans Offered	2.8		4	

**Excludes the Commonwealth of Virginia*

Exhibit 5B also displays the market average benefits as a percentage of total compensation. Benefits as a percent of total compensation is a broad common indicator that agencies use to assess how generous benefits are at individual organizations. Total compensation refers to the total dollar amount an employee receives from the organization, and is generally calculated as the employee’s salary plus all benefits—expressed as a dollar amount. Therefore, benefits as a percentage of total compensation is calculated by dividing benefits expressed as a dollar amount by the amount of total compensation. Benefits as a percentage of total compensation for SCPS is approximately 30.0 percent—slightly lower than the market average of 30.6 percent.

Notably, of the 14 responding peers, eligibility for health insurance coverage varied widely. SCPS provides benefits to full- and part-time employees. For contracted employees, the Division contributes toward the premium—with separate rates for those who work 25 hours or more per week versus those that work less than 25 hours per week. In addition, SCPS offers a high deductible health insurance plan for hourly non-contracted employees. All of the responding peers indicated that eligibility is extended to employees who work fewer than 40 hours per week. Peers said they provided health coverage to employees working as few as 17.5 hours per week. On the high end, one peer provided benefits to employees working 34 hours or more. The most prevalent cut-off was 20 hours or more per week—with the 30 hour per week eligibility cut-off coming in a close second.

Lastly, **Exhibit 5B** displays that the average number of health plans offered by peers (any combination of HMO, PPO, High Deductible, or other type of plan) is 2.8. SCPS offers four types of health plans—three are PPO plans available to contracted employees and one is a High Deductible plan specifically for hourly and non-contract employees.

Health Plans

Exhibit 5C displays data on the types of health plans offered. As can be seen, 28.6 percent of peers offer a HMO plan, 50.0 percent offer a PPO plan, and 78.6 percent offer a High Deductible plan. Among the other types of plans offered by 42.9 percent of peers are Point of Service (POS) and other open access style plans. The data show that the percentage of an individual employee's premium paid by the employer is, on average, 92.7 percent for HMO plans, 86.0 percent for PPO plans, 89.2 percent of High Deductible plans, and 91.6 percent of the other type plans. For employee plus family plans, employers contribute 71.1 percent for HMO plans, 71.7 percent for PPO plans, 73.6 percent of High Deductible plan, and 73.4 percent for other type plans. **Exhibit 5C** also shows that many of the PPO and High Deductible plans offered include coinsurance; a lower percent of HMO and other plans include coinsurance.

**EXHIBIT 5C
OVERVIEW OF HEALTH PLANS OFFERED BY PEERS**

Health Plan Premiums & Deductibles	Peer HMO Average	Peer PPO Average	Peer High Deductible Average	Peer Other (POS) Average
Plan offered? (% Yes)	28.6%	50.0%	78.6%	42.9%
PERCENTAGE (monthly) of Employee premium paid by employer	92.7%	86.0%	89.2%	91.6%
DOLLAR AMOUNT (monthly) of Employee premium paid by employer	\$535.52	\$597.88	\$619.57	\$576.78
PERCENTAGE (monthly) of Employee Plus One premium paid by employer	82.5%	79.1%	80.2%	79.4%
DOLLAR AMOUNT (monthly) of Employee Plus One premium paid by employer	\$781.75	\$826.60	\$803.19	\$863.67
PERCENT (monthly) of Employee Plus Family premium paid by employer	71.1%	71.7%	73.6%	73.4%
DOLLAR AMOUNT (monthly) of Employee Plus Family premium paid by employer	\$1,058.92	\$961.88	\$1,010.03	\$1,266.09
Individual maximum Deductible	\$437.50	\$520.83	\$2,575.00	\$602.09
Employee Plus One maximum Deductible	\$875.00	\$1,041.67	\$4,590.00	\$1,140.91
Employee Plus Family maximum Deductible	\$875.00	\$1,041.67	\$4,590.00	\$1,550.00
Individual Out of Pocket maximum	\$2,625.00	\$3,291.67	\$4,500.00	\$3,786.36
Employee Plus One Out of Pocket maximum	\$5,250.00	\$6,416.67	\$8,995.00	\$7,572.73
Employee Plus Family Out of Pocket maximum	\$5,850.00	\$6,416.67	\$8,995.00	\$7,572.73
Is there Coinsurance ?	100.0%	100.0%	55.6%	72.7%

For comparison purposes, a summary of the plans offered by SCPS are displayed in **Exhibit 5D**. As can be seen, SCPS offers three PPO plans to all contracted employees and uniquely offers a High Deductible plan for hourly and non-contracted employees, which is significantly different from the peers. SCPS covers between 83.7 and 96.9 percent of the premiums for individual coverage for the PPO plans, but does not contribute to premiums for the High Deductible plan.

**EXHIBIT 5D
HEALTH PLANS OFFERED BY THE
SPOTSYLVANIA COUNTY PUBLIC SCHOOLS**

Health Plan Premiums & Deductibles	Spotsylvania County Public Schools			
	PPO-KC Expanded	PPO-KC 200	PPO-KC 500	High Deductible
Which employee groups or bargaining units are covered by each health plan?	Contracted 25 hours or more	Contracted 25 hours or more	Contracted 25 hours or more	Hourly non-contracted employees
PERCENTAGE (monthly) of Employee premium paid by employer	83.69%	87.94%	96.93%	0.00%
DOLLAR AMOUNT (monthly) of Employee premium paid by employer	\$674.98	\$690.90	\$674.98	\$0.00
PERCENTAGE (monthly) of Employee Plus One premium paid by employer	74.96%	79.07%	87.01%	0.00%
DOLLAR AMOUNT (monthly) of Employee Plus One premium paid by employer	\$1,101.42	\$1,131.73	\$1,101.42	\$0.00
PERCENT (monthly) of Employee Plus Family premium paid by employer	70.73%	74.80%	83.03%	0.00%
DOLLAR AMOUNT (monthly) of Employee Plus Family premium paid by employer	\$1,518.51	\$1,564.29	\$1,518.51	\$0.00
Individual maximum Deductible	\$100.00	\$200.00	\$500.00	\$5,000.00
Employee Plus One maximum Deductible	\$200.00	\$400.00	\$1,000.00	\$10,000.00
Employee Plus Family maximum Deductible	\$200.00	\$400.00	\$1,000.00	\$10,000.00
Individual Out of Pocket maximum	\$1,000.00	\$2,000.00	\$3,000.00	\$5,950.00
Employee Plus One Out of Pocket maximum	\$2,000.00	\$4,000.00	\$6,000.00	\$11,900.00
Employee Plus Family Out of Pocket maximum	\$2,000.00	\$4,000.00	\$6,000.00	\$11,900.00
Is there Coinsurance ?	Yes	Yes	Yes	Yes

Although SCPS does not currently offer a separate prescription drug plan, the administration asked Evergreen to include a series of questions on this topic to determine if any of the peers are moving this direction. None of the peers currently offer a separate prescription drug plan; consequently, the trailing questions are not relevant.

Exhibit 5E displays responses relating to retiree health coverages. As can be seen, 100 percent of responding peers offer health insurance to retirees and 81.8 percent said they offer the same plans as those that are available to active employees. Over eighteen (18.2) percent of the respondents said they offer two of the three active employee plans to retirees. In terms of employer contributions to the cost of health care premiums for retirees, 66.7 percent indicated that the plans were offered, but the retiree had to pay the full premium cost; 16.7 percent paid a fixed amount toward the plans; and 16.7 indicated that the employer continued to contribute to the premiums at the same rate as they contributed to the costs for active employees. SCPS contributes at the same rate to the retiree premiums as they do for active employees.

**EXHIBIT 5E
RETIREE HEALTH COVERAGE QUESTIONS**

Question	Peer Percentage Yes	Spotsylvania County Public Schools
Is Health Insurance Offered to Retirees? (% Yes)	100.0%	Yes
If yes, are all plan types available to retirees? (% Yes)	81.8%	All but the High Deductible Plan
If yes, how much does the employer contribute toward the monthly premium?	\$0.00 = 66.7% Fixed Amount = 16.7% Same as Active Employees = 16.7%	Same As Active Employees (Rates change when retiree is Medicare eligible)
Do the terms and conditions of the plans offered differ from the plans offered to active employees? (% Yes)	0%	No

Although not specifically asked in the survey, like SCPS, nearly all respondents said they convert the coverage to a Medicare Supplement at age 65.

Exhibit 5F provides responses to miscellaneous questions asked of peers related to health care. Of the responding peers, 53.8 percent said they have a Tobacco Free Policy in place. While SCPS has a Tobacco Free Policy for its schools that restricts smoking on school premises, the policy is not linked to a reduction in premiums for its employees—as is the case with the responding peers.



**EXHIBIT 5F
MISCELLANEOUS HEALTH COVERAGE QUESTIONS**

Question	Peer Percentage Yes	Spotsylvania County Public Schools
Does your organization have a tobacco-free policy?	53.8%	No
Is an Employee Assistance Program (EAP) offered? (% Yes)	100.0%	Yes
Number of Annual Visits Provided?	5	3

All peers as well as SCPS offer an Employee Assistance Program (EAP). For those peers that provided a finite number of annual visits provided through the EAP, the average number of visits covered was five in comparison to the SCPS plan which allows for three visits. Only two respondents indicated that the EAP allowed for unlimited visits. In some instances, the peers said the plan limited the number of visits per incident, but did not limit the number on incidents that might occur in a single year.

Other Types of Insurance Coverages

In addition to questions regarding health care coverages, Evergreen asked peers to provide information on life, dental, vision, short-term disability and long-term disability coverages.

Exhibit 5G summarizes the life insurance offerings of responding peers and in Spotsylvania County Public Schools. Overall, 92.9 percent of the responding peers offer life insurance and 16.7 percent indicated that they offer optional dependent coverage.

**EXHIBIT 5G
LIFE INSURANCE**

Life Insurance	Peer Percentage Yes	Spotsylvania County Public Schools
Is employer-paid life insurance offered? (% Yes)	92.9%	Yes
Cost (monthly) to employer for individual coverage	Varies Based on Salary	\$1.31% of credible compensation
Is Optional dependent coverage offered? (% Yes)	16.7%	Yes
Dollar amount of death benefit	2 X Salary	2 X Salary
Is accidental death insurance provided? (% Yes)	100.0%	Yes

The majority of positive responses were based on the coverage provided through the Virginia Retirement System (VRS), which has premiums and benefits based on a percent of the employee’s salary. SCPS provides employer-paid life insurance through VRS at no cost to the employee and offers optional employee paid coverage for dependents.

Exhibit 5H shows that 53.8 percent of peers offer an employer paid dental insurance for employees, while 85.7 percent offer one or more employee paid dental plan options. SCPS does not offer a separate dental plan; dental coverage is included in the health coverages described above. The average cost to peers for employee only dental coverage is \$25.39 while the average employer cost for family coverage is \$47.90.

EXHIBIT 5H DENTAL COVERAGE QUESTIONS

Question	Peer Percentage Offering a Separate Employer Paid Plan	SCPS Offering Employer Paid	Peer Percentage Offering Employee Paid Option	SCPS Offering a Separate Employee Paid Option
Does your organization offer employees Dental insurance? (% Yes)	53.8%	No – Included in Health Coverage	85.7%	No – Included in Health Coverage
Monthly Cost to Employer for Individual coverage?	\$25.39		\$27.05	
Monthly Cost to Employer for Family coverage?	\$47.90		\$94.39	
Are employees required to submit their dental bills for reimbursement? (% Yes)	0.0%		0.0%	
Is dental insurance provided to retirees? (% Yes)	75.0%	No – Included in Health Coverage for Pre-Medicare Eligible Retirees	80.0%	No
If yes, does the employer contribute?	33.3%		25.0%	

The employee’s premiums for optional employee paid plans averaged \$27.05 for employee only and \$94.39 for family coverage.

Starting in FY18, the modernization of the health insurance plans includes separation of dental coverage from health coverage allowing for employees to choose the level of benefits—health and dental, health only, or dental only. This change allows greater flexibility for employees to choose the level of benefits that best match their medical needs. In addition, the employee will be responsible for picking up 25% of the dental premium and the employer paying 75%.

Also, as shown, the majority of peers and SCPS offer dental insurance to retirees. As was seen with health coverages, 25 to 33 percent of peers contributed to that coverage.

Exhibits 5I through **5K** provide a summary of the responses relating to vision, short-term disability, and long-term disability coverage.

As shown in **Exhibit 5I**, none of the peers offer separate employer paid vision coverage. Like Spotsylvania County Public Schools, several peers indicated that vision coverage was included as part of the health coverage and could be considered partially paid by SCPS and partially paid by the employee. One peer, or 7.1 percent of respondents, offered an employer paid plan, and that is the only cost information provided in the chart. For the 28.6 percent of peers that offer an optional vision plan, the premiums paid by employees average \$7.63 for the employee only and \$19.58 for family coverage.

EXHIBIT 5I VISION COVERAGE QUESTIONS

Other Insurance		Does your organization offer a Separate Plan? (% Yes)	Monthly Cost to Employer for Individual coverage?	Monthly Cost to Employer for Family coverage?
Vision Plan	Employer Paid	7.1%	\$4.68	\$10.94
	Spotsylvania County Public Schools	No - Included in Health Coverage		
	Employee Paid	28.6%	\$7.63	\$19.58
	Spotsylvania County Public Schools	No - Included in Health Coverage		

For short-term disability coverage, 46.2 percent of responding peers offer an employer paid plan and another 69.2 percent offer an employee paid plan. On average, both types of plans pay an average of slightly more than 60 percent of salary at the time of a disability.

In the past, SCPS provided an optional sick leave bank for employees going on long-term leave. As of January 1, 2014, school divisions in the Commonwealth were required to offer short-term disability to all employees on the Hybrid Retirement Plan. SCPS discontinued the sick leave bank and began providing an employer paid, short-term disability plan to all Plan 1, Plan 2, and Hybrid employees. This short-term disability plan pays on a sliding scale based upon the employee's years of service with the Division; the plans pay a portion of an employee's salary for up to 125 days.

**EXHIBIT 5J
SHORT-TERM DISABILITY COVERAGE QUESTIONS**

Other Insurance		Does your organization offer the following?	Monthly Cost to Employer for Individual coverage?	What Percent of Salary Does Employee Receive?
Short-Term Disability	Employer Paid	46.2%	Varies Based on Salary	61.2%
	Spotsylvania County Public Schools	Yes	Varies Based on Salary	Varies Based on Salary and Tenure
	Employee Paid	69.2%	Varies Based on Salary	64.0%
	Spotsylvania County Public Schools	No		

Similar to short-term disability coverage, 50 percent of responding peers offer an employer paid long-term disability plan and 57.1 percent offer an employee paid plan. On average, employer paid plans pay 61.0 percent of salary at the time of a disability and employee paid plans paid an average of 62.8 percent of salary. A limited number of plans pay a flat rate per month, based on the option selected by the employee. SCPS provides an employer paid long-term disability plan that pays 60.0 percent of salary at the time of disability.

**EXHIBIT 5K
LONG-TERM DISABILITY COVERAGE QUESTIONS**

Other Insurance		Does your organization offer the following?	Monthly Cost to Employer for Individual coverage?	What Percent of Salary Does Employee Receive?
Long-Term Disability	Employer Paid	50.0%	Varies Based on Salary	61.0%
	Spotsylvania County Public Schools	Yes	.209% of credible compensation	60.0%
	Employee Paid	57.1%	Varies based on Salary	62.8%
	Spotsylvania County Public Schools	No		



Tuition Reimbursement

Eighty (80.0) percent of the responding peers indicated that they have provisions to provide some type of tuition reimbursement for employees. The average plan limit for those with a limit was \$692.86 annually. In some instances, the limit was expressed in terms of semesters or courses, rather than years.

Some of the terms and conditions identified include:

- restricted to professional staff only;
- funded through grants and must comply with grant restrictions;
- classes must lead to a Master's or Doctorate, or be required to maintain certification; and
- tuition reimbursement amounts vary based on the type of course work.

Although SCPS has a School Board Policy relating to tuition reimbursement, the policy is subject to the availability of funds. **For more than five years, SCPS has not had funds available to provide tuition reimbursement for its employees.**

Retirement

Exhibit 5L shows that all of the peers provide their employees retirement options in addition to the Virginia Retirement System. As can be seen, of those responding positively, 100 percent of peer respondents offer a 401k, 401a, 403(b), 457 or similar plan; no peers offer other type savings and retirement plans. SCPS offers 403b and 457 plans, but does not contribute to these plans.

The question regarding the peer's contribution to those plans produced a number of questions and responses relating to the manner in which part-time employees and employees under the VRS Hybrid Plan are treated. Consequently, although 42.9 percent of peers said they contribute to these plans, the reliability of the information regarding peer contributions may reflect contributions made on behalf of those employees. There were, however, three respondents that indicated that their school board matched contributions for all employees based on a percent of salary or a defined cap.

**EXHIBIT 5L
RETIREMENT OPTIONS**

Retirement Participation	Peer Percentage Yes	Spotsylvania County Public Schools
Do you provide retirement options in addition to the Virginia Retirement System?	100.0%	Yes
Is a 401k, 401a, 403(b), or 457 offered?	100.0%	Yes - 403b and 457
Is another type of plan offered?	0.0%	No
Does your organization contribute to any of these retirement options?	42.9%	Yes – \$500 per year is contributed for PT Contracted Employees

Employee Leave and Holidays

Exhibit 5M provides the average minimum and maximum accrual rates—the average years of service required to achieve the maximum accrual rate for Personal Leave, Sick Leave, Annual/Vacation Leave and Paid Time off (PTO) leave for respondents.

It is important to note that the survey specifically requested the monthly accrual rate in hours for each type of leave. Since many of the peers and SCPS accrue leave in days per year as well as hours per month, depending on the employee category and type of leave, Evergreen converted all days to hours. The formula for the conversion assumed that all days are eight-hour days, and all accruals take place over a 12-month period. Therefore, an entity that awards two optional leave days per year to all employees would show an hourly accrual per month of 1.3 hours (2 days X 8 hours/12 months = 1.3 hours per month).

As shown, 92.3 percent of peers reported that teacher and other classes of employees accrue personal leave. Only the Commonwealth of Virginia reported no personal leave. Only one school division reported giving employees one bonus day per year for the first 10 years of employment at which time they begin to accrue two bonus days. These bonus days cannot be accrued and are lost if not taken with the year accrued. These bonus days are recorded as paid time off, and are the only paid time off reported by any of the peers;

**EXHIBIT 5M
LEAVE TIME ACCRUAL**

Leave Accrual	Organization	Peer Percentage Yes	Years of service required to begin accruing the maximum rate?	Minimum Hrly Accrual Rate (Monthly)	Maximum Hrly Accrual Rate (Monthly)	Maximum Accrual (Cap)
Personal Leave	Peer (% Yes)/ Average	92.3%	0.0	1.4	1.7	16.9
	Spotsylvania County Public Schools	Yes	0.0	1.3	1.3	40.0
Sick Leave	Peer (% Yes)/ Average	100.0%	0.0	8.0	8.2	unlimited*
	Spotsylvania County Public Schools	Yes	0.0	7.5	7.5	240 days
Annual/ Vacation Leave	Peer (% Yes)/ Average	100.0%	0.1	9.7	14.9	314.5
	Spotsylvania County Public Schools	Yes	0.0	7.5	15.0	450.0
Paid-Time Off	Peer (% Yes)/ Average	7.7%	0.0	0.8	1.5	0.0
	Spotsylvania County Public Schools	No				

* Only one peer indicated that sick leave was capped, and those caps varied by employee category.

Exhibit 5N summarizes respondent policies regarding sick leave payout. Sick leave is paid out upon voluntary and involuntary separation in 38.5 percent of responding peer organizations. SCPS pays out sick leave upon voluntary retirement, but does not pay upon involuntary retirement.

As indicated in the notes accompanying **Exhibit 5N**, there is wide variation in the caps and methods used by peers and SCPS to pay out sick leave upon voluntary and involuntary separation. Only one peer, the Commonwealth of Virginia, indicated that they paid unlimited unused sick leave with no apparent restrictions.

Since employees who take a position in another Virginia school division are now able to take with them at least a portion of their accumulated sick leave, the issue of pay outs at the time of voluntary separation is not as critical as it had been in the past. Pay outs at the time of retirement remain a controversial issue.

**EXHIBIT 5N
SICK LEAVE PAYOUT**

Sick Leave Policies	Peer Percentage Yes/ Averages	Spotsylvania County Public Schools
Is unused sick leave paid out upon voluntary separation?	38.5%	No
If so, what is the maximum number of hours that can be paid?	See Note #1	
Is unused sick leave paid out upon involuntary separation? (% Yes)	38.5%	No
If so, what is the maximum number of hours that can be paid/used?	See Note #1	
Is unused sick leave paid out at time of retirement?	92.3%	Yes
If so, what is the maximum number of hours that can be paid/used?	See Note #2	240 days at \$30 per day

Note #1: The caps on sick leave payout upon voluntary and involuntary separation were consistently applied by peers, but included a number of scenarios including:

- Unlimited number of days paid, but at \$10 per day;
- Unlimited hours paid, but at 15 percent of the hourly rate;
- Unlimited hours paid, but at 10 percent of salary; and
- Unlimited at hourly rate (Commonwealth of Virginia).

Note #2: At the time of retirement, accumulated sick leave is paid out using a number of creative scenarios;

- Unlimited number of days paid, but at \$10 per day;
- Unlimited number of days paid but at \$30, \$40 or \$50 per day based on years of service;
- Unlimited number of days paid, but at \$20 per day;
- Unlimited hours paid at 15 percent of hourly rate;
- Paid at \$4 per day up to 2000 hours;
- Paid at 25 percent of the daily rate up to a cap of \$3000;
- Up to 200 days paid at 75 percent of the substitute rate;
- 25% of sick leave up to 25% of the previous year's average teacher salary;
- Unlimited hours paid, but at 10 percent of salary; and
- Unlimited number of days: 1-100 days paid at one-half of the daily substitute teacher rate—101+ days paid at the full daily substitute teacher rate.

Exhibit 50 summarizes respondent policies regarding annual/vacation leave payout. Annual/vacation leave is paid out by 100 percent of respondents for voluntary or involuntary separation.

For peers reporting an hourly cap, the average maximum number of hours paid is 281 hours for voluntary and involuntary separation. There were, however, caps based on years of service. In those instances the maximum number was used for the calculation.

In comparison, SCPS pays up to 60 days, or 450 hours (7.5 hour days), of annual leave at the time of voluntary or involuntary separation from SCPS.



**EXHIBIT 50
ANNUAL/VACATION LEAVE PAYOUT**

Vacation Leave Policies	Peer Percentage Yes/ Averages	Spotsylvania County Public Schools
Is unused annual/vacation leave paid out upon voluntary separation?	100.0%	Yes
If so, what is the maximum number of hours that can be paid/used?	281 hours	450 hours
Is unused annual/vacation leave paid out upon involuntary separation?	100.0%	Yes
If so, what is the maximum number of hours that can be paid/used?	281 hours	450 hours

The percentage of peers that offer various holidays are shown in **Exhibit 5P**. On average, peers offer 10.9 holidays to employees, compared to 13 offered by SCPS.

**EXHIBIT 5P
HOLIDAYS**

Holiday observed by peer organizations	Peer Percentage Yes	Spotsylvania County
New Year's Day	100.0%	Yes
New Year's Eve	50.0%	Yes
Martin Luther King, Jr	92.9%	Yes
Lincoln's Birthday (Presidents Day)	35.7%	No
Washington's Birthday	28.6%	Yes
Memorial Day	100.0%	Yes
Independence Day	100.0%	Yes
Labor Day	100.0%	Yes
Veteran's Day	35.7%	No
Thanksgiving Day	100.0%	Yes
Day after Thanksgiving	92.9%	Yes
Christmas Eve	85.7%	Yes
Christmas Day	100.0%	Yes
Personal Holiday	7.1%	No
Day Before Thanksgiving	21.4%	Yes
Thomas Jefferson's Birthday	7.1%	No
Lee Jackson Day	7.1%	No
Easter Monday	7.1%	Yes
Columbus Day	21.4%	No
Average Number of Holidays Observed	10.9	13.0



All of the peer school divisions indicated that they also observe Winter and Spring Breaks—whereas the Commonwealth of Virginia does not.

The majority of peer respondents indicated that employees are not paid for holidays. Holidays—as well as Winter Break and Spring Break—are generally calculated into the overall contract for most employees. Therefore, the employee receives that same compensation in a month with holidays or breaks as they do during a month with no breaks or holidays. Consequently, in most cases, it was only the hourly employees that were either paid for holidays or compensated for working on a holiday. Spotsylvania County Public Schools follows the same compensation arrangement where employees are paid for the number of days they work; only a limited number of hourly employees in the Division are paid an additional amount for working on holidays.

5.2 CONCLUSION

Overall, SCPS was found to be comparable to the market with respect to the benefits portion of total compensation. The results were not surprising in that when single benefits were analyzed in isolation, some of the Division’s offerings appeared more or less generous than those offered by peers. However, when taken as a whole, the total package appeared to be in alignment with the market.

Chapter 6 – Recommendations

The recommendations in this chapter seek to build on the strengths of Spotsylvania County Public Schools compensation and classification plan, and also to address the challenges observed by Evergreen consultants over the course of the study. Internal factors such as the future direction of the Division, the organizational culture, and availability of resources influenced these recommendations. Each recommendation has also been developed to address a specific need based on the collected information while taking into account the external environment. Arriving at the overall solution for the Division was a detailed process involving all components of the research conducted which was reviewed and discussed in previous chapters of this report.

A classification analysis is designed to identify and rectify issues of internal equity as well as help the organization reflect on recent task and responsibility changes. The combination of competition from local communities causes even more importance to be placed on the quality and responsiveness of the classification system. Classification illustrates how work is organized as well as how the human resources are utilized to meet the needs and perform the core services of any organization. It is critical that an organization possess a system that realistically captures what work is being performed by their employees.

An analysis of the Division's compensation and classification system revealed a number of commendable practices and opportunities for improvement that are common in the public sector. The recommendations presented in this chapter seek to build on the strengths of the current system while addressing the areas of opportunity discovered over the course of the study. Evergreen is proposing changes to the Division's structure that use the existing plan as a foundation while improving internal equity, market competitiveness, transparency, and ease of administration of the system. Each classification was reviewed relative to market equity data and internal equity relationships. Using this methodology, Evergreen developed a solution that improves the Division's competitive position relative to its market peers while seeking to preserve internal equity.

FINDING

Ensuring that the structural elements of a salary table are competitive with the market is just as important as ensuring actual salaries are competitive with other organizations. As such, a component of this study included assessing the structures (salary tables) used in administering compensation in Spotsylvania County Public Schools. The Division maintains a total of 17 salary schedules, all of which were included in this study for review. The 17 salary tables under review contain 229 unique job titles. Based on the analysis of the salary tables in place in the Division (see **Chapter 3** for the expanded analysis), the following observations were made:



- **Range spread**—generally set between 50-70 percent—varies between a low of 11.6 percent and a high of 133.9 percent. This is a structural weakness of the current salary schedules, as range spread is inconsistent and not always in line with best practice, which acts to create inequities in compensation growth across different salary schedules.
- **Grade progression** is wildly inconsistent across all salary schedules, ranging from a low of 0.5 percent to a high of 37.8 percent. Average grade progression is 6.0 percent across all salary schedules. Best practice calls for a midpoint progression of between three and five percent, which allows for placement of positions onto the appropriate salary schedule at a level close to market value.
- Overall, at 17, the Division has a **high number of salary schedules**, which is a weakness as it makes administration of the compensation system more challenging. The multiple schedules present in SCPS makes it difficult to ensure equity across all employee groups.

Addressing these overall structural weaknesses, while building on existing strengths, will act to improve the Division’s existing salary tables.

RECOMMENDATION 1: Adopt the proposed salary tables displayed in Exhibits 6A through 6D to address the weaknesses identified by Evergreen in the Spotsylvania County Public Schools.

The recommended salary tables in **Exhibits 6A through 6D**:

- consolidate the existing 17 salary tables into four salary tables based on type of work performed (administrative, professional, support, and teachers).
- provide an adequate number of pay grades to place all included positions in line with external market value;
- provide an adequate number of pay grades to place all included classifications in an internally equitable position;
- have a step-based configuration for teachers, similar to the current tables; have an open-range configuration for the non-instructional tables;
- maintain midpoint progression of between five and six percent for the proposed support, professional/supervisory, and administrator salary tables, allowing for positions to be placed at or near market value and in line with best practice; and
- maintain a 70.0 percent range spread, which is consistent with market average range spreads and best practice.

The proposed salary tables conform to best practice, while using existing Division salary tables as a framework. In addition, the proposed salary tables will allow Spotsylvania County Public Schools to slot classifications at or near market value now and moving forward as positions are created or revised, as well as ensure internal equity across all positions.



**EXHIBIT 6A
PROPOSED ADMINISTRATIVE SALARY TABLE**

Grade	Min	Mid	Max	Midpoint Prog	Range Spread
A1	\$32.56	\$43.96	\$55.36	-	70.0%
A2	\$34.19	\$46.16	\$58.13	5.0%	70.0%
A3	\$35.90	\$48.47	\$61.03	5.0%	70.0%
A4	\$37.70	\$50.89	\$64.08	5.0%	70.0%
A5	\$39.58	\$53.43	\$67.29	5.0%	70.0%
A6	\$41.56	\$56.11	\$70.65	5.0%	70.0%
A7	\$43.64	\$58.91	\$74.19	5.0%	70.0%
A8	\$45.82	\$61.86	\$77.89	5.0%	70.0%
A9	\$48.11	\$64.95	\$81.79	5.0%	70.0%
A10	\$50.52	\$68.20	\$85.88	5.0%	70.0%

**EXHIBIT 6B
PROPOSED PROFESSIONAL SALARY TABLE**

Grade	Min	Mid	Max	Midpoint Prog	Range Spread
P1	\$14.91	\$20.12	\$25.34	-	70.0%
P2	\$15.80	\$21.33	\$26.86	6.0%	70.0%
P3	\$16.75	\$22.61	\$28.47	6.0%	70.0%
P4	\$17.75	\$23.97	\$30.18	6.0%	70.0%
P5	\$18.82	\$25.40	\$31.99	6.0%	70.0%
P6	\$19.95	\$26.93	\$33.91	6.0%	70.0%
P7	\$21.14	\$28.54	\$35.94	6.0%	70.0%
P8	\$22.41	\$30.26	\$38.10	6.0%	70.0%
P9	\$23.76	\$32.07	\$40.39	6.0%	70.0%
P10	\$25.18	\$34.00	\$42.81	6.0%	70.0%
P11	\$26.69	\$36.04	\$45.38	6.0%	70.0%
P12	\$28.30	\$38.20	\$48.10	6.0%	70.0%
P13	\$29.99	\$40.49	\$50.99	6.0%	70.0%
P14	\$31.79	\$42.92	\$54.05	6.0%	70.0%
P15	\$33.70	\$45.49	\$57.29	6.0%	70.0%

**EXHIBIT 6C
PROPOSED SUPPORT SALARY TABLE**

Grade	Min	Mid	Max	Midpoint Prog	Range Spread
S1	\$10.36	\$13.98	\$17.61	-	70.0%
S2	\$10.98	\$14.82	\$18.66	6.0%	70.0%
S3	\$11.64	\$15.71	\$19.78	6.0%	70.0%
S4	\$12.34	\$16.65	\$20.97	6.0%	70.0%
S5	\$13.08	\$17.65	\$22.23	6.0%	70.0%
S6	\$13.86	\$18.71	\$23.56	6.0%	70.0%
S7	\$14.69	\$19.83	\$24.98	6.0%	70.0%
S8	\$15.57	\$21.02	\$26.47	6.0%	70.0%
S9	\$16.51	\$22.29	\$28.06	6.0%	70.0%
S10	\$17.50	\$23.62	\$29.75	6.0%	70.0%
S11	\$18.55	\$25.04	\$31.53	6.0%	70.0%
S12	\$19.66	\$26.54	\$33.42	6.0%	70.0%
S13	\$20.84	\$28.14	\$35.43	6.0%	70.0%
S14	\$22.09	\$29.82	\$37.56	6.0%	70.0%
S15	\$23.42	\$31.61	\$39.81	6.0%	70.0%



**EXHIBIT 6D
PROPOSED TEACHER SALARY TABLE**

Step	BA	BA15	MA	MA15	EDS	DOC
0	\$27.33	\$28.15	\$29.25	\$30.07	\$30.48	\$30.89
1	\$27.88	\$28.71	\$29.84	\$30.67	\$31.09	\$31.51
2	\$28.43	\$29.29	\$30.43	\$31.29	\$31.71	\$32.14
3	\$29.00	\$29.87	\$31.04	\$31.91	\$32.35	\$32.78
4	\$29.58	\$30.47	\$31.66	\$32.55	\$32.99	\$33.44
5	\$30.18	\$31.08	\$32.30	\$33.20	\$33.65	\$34.11
6	\$30.78	\$31.70	\$32.94	\$33.87	\$34.33	\$34.79
7	\$31.40	\$32.34	\$33.60	\$34.54	\$35.01	\$35.48
8	\$32.02	\$32.98	\$34.27	\$35.23	\$35.71	\$36.19
9	\$32.66	\$33.64	\$34.96	\$35.94	\$36.43	\$36.92
10	\$33.32	\$34.32	\$35.66	\$36.66	\$37.16	\$37.66
11	\$33.98	\$35.00	\$36.37	\$37.39	\$37.90	\$38.41
12	\$34.66	\$35.70	\$37.10	\$38.14	\$38.66	\$39.18
13	\$35.36	\$36.42	\$37.84	\$38.90	\$39.43	\$39.96
14	\$36.07	\$37.15	\$38.60	\$39.68	\$40.22	\$40.76
15	\$36.79	\$37.89	\$39.37	\$40.48	\$41.03	\$41.58
16	\$37.52	\$38.65	\$40.16	\$41.28	\$41.85	\$42.41
17	\$38.27	\$39.42	\$40.96	\$42.11	\$42.69	\$43.26
18	\$39.04	\$40.21	\$41.78	\$42.95	\$43.54	\$44.12
19	\$39.82	\$41.02	\$42.62	\$43.81	\$44.41	\$45.01
20	\$40.62	\$41.84	\$43.47	\$44.69	\$45.30	\$45.91
21	\$41.43	\$42.67	\$44.34	\$45.58	\$46.21	\$46.83
22	\$42.26	\$43.53	\$45.23	\$46.50	\$47.13	\$47.76
23	\$43.10	\$44.40	\$46.13	\$47.43	\$48.07	\$48.72
24	\$43.97	\$45.29	\$47.06	\$48.37	\$49.03	\$49.69
25	\$44.85	\$46.19	\$48.00	\$49.34	\$50.02	\$50.69
26	\$45.74	\$47.12	\$48.96	\$50.33	\$51.02	\$51.70
27	\$46.66	\$48.06	\$49.94	\$51.34	\$52.04	\$52.74
28	\$47.59	\$49.02	\$50.94	\$52.36	\$53.08	\$53.79
29	\$48.55	\$50.00	\$51.96	\$53.41	\$54.14	\$54.87
30	\$49.52	\$51.00	\$52.99	\$54.48	\$55.22	\$55.97
31	\$50.51	\$52.02	\$54.06	\$55.57	\$56.33	\$57.09
32	\$51.52	\$53.06	\$55.14	\$56.68	\$57.46	\$58.23
33	\$52.55	\$54.13	\$56.24	\$57.82	\$58.61	\$59.39
34	\$53.60	\$55.21	\$57.37	\$58.97	\$59.78	\$60.58
35	\$54.67	\$56.31	\$58.51	\$60.15	\$60.97	\$61.79
36	\$55.77	\$57.44	\$59.68	\$61.36	\$62.19	\$63.03
37	\$56.88	\$58.59	\$60.88	\$62.58	\$63.44	\$64.29
38	\$58.02	\$59.76	\$62.10	\$63.84	\$64.71	\$65.58



FINDING

In order to determine appropriate placement of all classifications onto the proposed salary tables, Evergreen conducted a two-part analysis. This process included an external equity analysis of market compensation data collected using a salary survey instrument, and an internal equity analysis of each of the Division’s classifications using a job assessment questionnaire completed by employees, reviewed by supervisors. Evergreen then reviewed all placements to ensure accuracy. The job assessment questionnaire produced an internal score (JAT score) for each Division classification based on five job factors which in essence reflect a classification’s level of complexity. Using these data, Evergreen analyzed the correlation between the scores and each classification’s current pay grade—attempting to identify anomalies between score level and pay grade value.

The external market compensation analysis identified Division classifications compensated below market average, while the internal equity analysis identified Division classifications compensated disproportionately to other Division classifications based on complexity of the job performed—where classifications with like complexity levels would be expected to be compensated similarly. The results from these analyses were combined using regression to determine appropriate placement on the proposed salary tables. Specifically, regression analysis established a relationship between market values and JAT scores. This relationship was then applied to each classification’s JAT score to approximate an appropriate level of compensation for each classification. This approximate level of compensation was then translated to a specific pay grade on the proposed salary tables.

Proposed placement ensures that classifications are being compensated competitively in comparison to the market, and that internally classifications are being equitably compensated based on similar levels of job complexity and responsibility. Based on this two-fold analysis, Evergreen identified proposed placement for each classification into the proposed salary tables as well as recommendations for title changes. Title changes recommended by employees and supervisors were assessed to determine appropriateness given the internal job questionnaire data and external market data.

RECOMMENDATION 2: Adopt the proposed grade order list in Exhibit 6E and title changes in Exhibit 6F, which ensure both internal and external equity for all classifications in Spotsylvania County Public Schools.

Exhibit 6E displays the proposed slotting for all classifications in Spotsylvania County Public Schools. This exhibit also displays the current pay grade values for comparison purposes. Note that classifications were slotted based on regression value or current value—whichever was greater. That is, when positions are found to be slotted above regression value they are left as-is until a time when market catches up. Note that in proposing title changes and position slotting, both supervisor feedback from both the Job Assessment Tool (JAT) process and the Management Issues Tool (MIT) process were considered.

EXHIBIT 6E
PROPOSED GRADE ORDER LIST

Proposed Title	Proposed Grade	Proposed Min	Proposed Mid	Proposed Max
ADMINISTRATIVE ASSISTANT	S14	\$22.09	\$29.82	\$37.56
ADMINISTRATIVE INTERN	P13	\$29.99	\$40.49	\$50.99
ASSISTANT DIRECTOR	A4	\$37.70	\$50.89	\$64.08
ASSISTANT PRINCIPAL - CENTER	A3	\$35.90	\$48.47	\$61.03
ASSISTANT PRINCIPAL - ELEM	A3	\$35.90	\$48.47	\$61.03
ASSISTANT PRINCIPAL - HIGH	A4	\$37.70	\$50.89	\$64.08
ASSISTANT PRINCIPAL - MIDDLE	A3	\$35.90	\$48.47	\$61.03
ASSISTANT SUPERINTENDENT	A10	\$50.52	\$68.20	\$85.88
BOOKKEEPER	S8	\$15.57	\$21.02	\$26.47
BOOKKEEPER/ASSISTANT	S8	\$15.57	\$21.02	\$26.47
BUS ASSISTANT	S1	\$10.36	\$13.98	\$17.61
BUS DRIVER	S7	\$14.69	\$19.83	\$24.98
BUS DRIVER TRAINER	P5	\$18.82	\$25.40	\$31.99
CAFE WORKER - HIGH SCHOOL	S3	\$11.64	\$15.71	\$19.78
CAFETERIA MANAGER - ELEM/MIDDLE	P6	\$19.95	\$26.93	\$33.91
CAFETERIA MANAGER - HIGH	P7	\$21.14	\$28.54	\$35.94
CAFETERIA WORKER	S2	\$10.98	\$14.82	\$18.66
COMMONWEALTH GOVERNOR'S SCHOOL DIRECTOR	A4	\$37.70	\$50.89	\$64.08
COMPUTER ENGINEER II	P11	\$26.69	\$36.04	\$45.38
COORDINATOR (CURRIC)	P13	\$29.99	\$40.49	\$50.99
CUSTODIAN	S4	\$12.34	\$16.65	\$20.97
DEPARTMENT HEAD - CUSTODIAL SERVICES	P2	\$15.80	\$21.33	\$26.86
DIRECTOR	A8	\$45.82	\$61.86	\$77.89
EDUCATIONAL DIAGNOSTICIAN	P12	\$28.30	\$38.20	\$48.10
EXEC ADMINISTRATIVE ASSISTANT	P9	\$23.76	\$32.07	\$40.39
EXECUTIVE DIRECTOR	A9	\$48.11	\$64.95	\$81.79
FACILITIES CONTROLS MANAGER	P14	\$31.79	\$42.92	\$54.05
FLEET MECHANIC II	S9	\$16.51	\$22.29	\$28.06
FLEET MECHANIC III	S14	\$22.09	\$29.82	\$37.56
FLEET OPERATIONS MANAGER	P12	\$28.30	\$38.20	\$48.10
FLEET SERVICE WRITER	P6	\$19.95	\$26.93	\$33.91
SCHOOL COUNSELORS	P12	\$28.30	\$38.20	\$48.10
HEAD CUSTODIAN	S9	\$16.51	\$22.29	\$28.06
HEAD START FAMILY SRVCS COORDINATOR	P12	\$28.30	\$38.20	\$48.10
HEAD START FAMILY SRVCS WRKR	S6	\$13.86	\$18.71	\$23.56
HEAD START PARAEDUCATOR	S6	\$13.86	\$18.71	\$23.56
HEAD START PROGRAM DIRECTOR	P13	\$29.99	\$40.49	\$50.99



EXHIBIT 6E (Continued)
PROPOSED GRADE ORDER LIST

Proposed Title	Proposed Grade	Proposed Min	Proposed Mid	Proposed Max
HUMAN RESOURCES ANALYST	P7	\$21.14	\$28.54	\$35.94
INFORMATION SYSTEMS ANALYST II	P11	\$26.69	\$36.04	\$45.38
INSTRUCTION ANALYST	P8	\$22.41	\$30.26	\$38.10
INSTRUCTIONAL TECHNOLOGY AIDE	S7	\$14.69	\$19.83	\$24.98
INTERPRETER	P4	\$17.75	\$23.97	\$30.18
LEAD PSYCHOLOGIST	P14	\$31.79	\$42.92	\$54.05
LEAD SOCIAL WORKER	P13	\$29.99	\$40.49	\$50.99
LEAD TECHNICIAN	S14	\$22.09	\$29.82	\$37.56
LIBRARY ASSISTANT	S7	\$14.69	\$19.83	\$24.98
MAINTENANCE FOREMAN	P10	\$25.18	\$34.00	\$42.81
MAINTENANCE TECHNICIAN I	S6	\$13.86	\$18.71	\$23.56
MAINTENANCE TECHNICIAN II	S9	\$16.51	\$22.29	\$28.06
MAINTENANCE TECHNICIAN III	S14	\$22.09	\$29.82	\$37.56
MAINTENANCE TECHNICIAN V	P1	\$14.91	\$20.12	\$25.34
MANAGER OF TRANSPORTATION	P12	\$28.30	\$38.20	\$48.10
MANAGER OF TRANSPORTATION/ MANAGER OF OPERATIONS	P12	\$28.30	\$38.20	\$48.10
NETWORK ENGINEER	P14	\$31.79	\$42.92	\$54.05
NETWORK MANAGER	P15	\$33.70	\$45.49	\$57.29
NURSE	P9	\$23.76	\$32.07	\$40.39
OCCUPATIONAL THERAPIST	P13	\$29.99	\$40.49	\$50.99
OFFICE ASSISTANT	S7	\$14.69	\$19.83	\$24.98
PARAEDUCATOR	S6	\$13.86	\$18.71	\$23.56
PARENT FACILITATOR	S7	\$14.69	\$19.83	\$24.98
PHYSICAL THERAPIST	P13	\$29.99	\$40.49	\$50.99
PRINCIPAL - CENTER	A8	\$45.82	\$61.86	\$77.89
PRINCIPAL - ELEM	A7	\$43.64	\$58.91	\$74.19
PRINCIPAL - HIGH	A9	\$48.11	\$64.95	\$81.79
PRINCIPAL - MIDDLE	A8	\$45.82	\$61.86	\$77.89
PRINTER	S9	\$16.51	\$22.29	\$28.06
PROGRAM ASSISTANT I	S7	\$14.69	\$19.83	\$24.98
PROGRAM ASSISTANT II	S8	\$15.57	\$21.02	\$26.47
PROGRAM ASSISTANT III	S9	\$16.51	\$22.29	\$28.06
PROGRAM ASSISTANT IV	S10	\$17.50	\$23.62	\$29.75
PROGRAMMER ANALYST	P14	\$31.79	\$42.92	\$54.05
PSYCHOLOGIST	P13	\$29.99	\$40.49	\$50.99
PURCHASING ASSISTANT	S7	\$14.69	\$19.83	\$24.98
PURCHASING MANAGER	P3	\$16.75	\$22.61	\$28.47
ROUTING ANALYST I	P7	\$21.14	\$28.54	\$35.94
ROUTING ANALYST II	P11	\$26.69	\$36.04	\$45.38
ROUTING ANALYST III	P14	\$31.79	\$42.92	\$54.05
SCHOOL SECURITY OFFICER	S9	\$16.51	\$22.29	\$28.06
SENIOR FINANCIAL ANALYST	P15	\$33.70	\$45.49	\$57.29
SOCIAL WORKER	P12	\$28.30	\$38.20	\$48.10
SPECIALIST	P15	\$33.70	\$45.49	\$57.29
SPEECH THERAPIST	P13	\$29.99	\$40.49	\$50.99
SUPERVISOR	A5	\$39.58	\$53.43	\$67.29
TRANSPORTATION COORDINATOR	P9	\$29.99	\$40.49	\$50.99
TRANSPORTATION DISPATCHER	S7	\$14.69	\$19.83	\$24.98
TRANSPORTATION LEAD	S11	\$18.55	\$25.04	\$31.53
TRANSPORTATION SPECIAL NEEDS COORDINATOR	P6	\$19.95	\$26.93	\$33.91



**EXHIBIT 6F
PROPOSED TITLE CHANGES**

Current Title	Proposed Title
MAINTENANCE TECHNICIAN VI	MAINTENANCE FOREMAN
MAINTENANCE - TECH ANALYST III	FACILITIES CONTROLS MANAGER
NEW	LIBRARY ASSISTANT
SECRETARY	OFFICE ASSISTANT
BOOKKEEPER/SEC	BOOKKEEPER/ASSISTANT
PRINT SHOP PRINTER	PRINTER
LEAD BUS DRIVER	TRANSPORTATION LEAD
MANAGER OF TRANSPORTATION/ MANAGER OF OPERATIONS - TRANSPORTATION	MANAGER OF TRANSPORTATION OPERATIONS

This recommendation has several implementation options with different costs. It is important to note that no current salary of any employee will be reduced. The Division has three options to roll employees into the new proposed grade order list—each of which carries different annual fiscal impacts. The three options include:

- **Bring to Minimum** – This approach maintains employee salaries as-is unless their existing salary falls below their newly assigned pay grade’s minimum. When this occurs, the employee’s salary is raised to the new minimum to bring them into range. This option does not address compression between employee salaries, as placement is not based on years of experience.
- **Range Penetration Parity** – This approach applies each employee’s current pay range penetration percentage to their newly assigned pay grade. That is, if an employee is currently 40 percent into their current pay grade’s range, they are placed 40 percent into their newly assigned pay grade’s range.
- **Classification Date Parity** – This approach places employees into their newly assigned pay grade based on their years of experience in that classification compared to the length of a typical career. In this model, an employee with 15 years of experience in their current classification is expected to be 50 percent into their pay grade range (i.e. midpoint) based on a 30 year career (15 years/30 years = 50%). Employees whose salaries are already at or above this expected amount are unchanged, but employees whose current salaries fall below this expected amount are brought up to this level. This option addresses compression, but does not factor in previous experience outside the Division or experience out of class.

There is not a “correct” approach for transitioning employees into the proposed system and each has its own unique strengths. For example, a strength of the “Bring to Minimum” approach is that it minimizes transition costs, whereas a strength of the Classification Date Parity model is that it addresses compression to the extent possible.



Based on current employee data, the cost for a one-year implementation of each option is shown.

Option	Cost
Option 1: Bring to Minimum	\$176,430
Option 2: Range Penetration Parity	\$7,025,873
Option 3: Classification Date Parity	\$4,372,716

Various options also exist to phase-in or adjust Evergreen’s salary placement recommendations. For example, in Year One of implementation, the Division could move 50 percent on to the recommended schedule, and in Year Two move fully to the proposed schedules. Alternatively, implementing increase caps can provide the organization a more affordable way of addressing inequities in employee compensation (such as creating an increase cap of 10 percent of the respective employees’ current salaries). While phasing in recommendations or capping increases are sometimes unavoidable, due to financial constraints, a number of unintentional impacts can arise from the process—such as prioritizing one group over another, skewing compensation, never reaching full implementation, and creating or exacerbating compression.

FINDING

Spotsylvania County Public Schools does not currently have an established systematic approach which can be followed to evaluate all positions (classifications themselves; not employees) either at the time they are created, when they have changed or evolved, or on an annual basis. As such, as part of this study, Evergreen was tasked with establishing a job evaluation process for the Division which can be used moving forward. Further, this action ensures alignment with the process used by Evergreen and resulting outcomes.

The tool used by Evergreen to assess internal job worth is the Job Assessment Tool (JAT). The results of this tool, paired with market data, provide a data-driven value that is used to match the classification under review up to an appropriate midpoint on the Division’s salary schedule. With all Division classifications now assessed and slotted using this methodology, Spotsylvania County Public Schools has an excellent foundation upon which to base compensation and classification-related decisions surrounding any position. All that is needed to maintain this foundation is fresh market data and updated JAT scores as any position evolves or new positions are created.

RECOMMENDATION 3: Adopt the Job Assessment Tool and market data-based methodology from Evergreen to consistently evaluate new and updated position titles.

Spotsylvania County Public Schools should adopt the JAT and market-driven approach for all future job evaluations. This process serves as an unbiased means to capture a snapshot of a position’s current duties and requirements, as well as identify a reasonable level of compensation.



Using this process, the Division should evaluate new and updated position titles, as needed or annually, to determine an appropriate title and appropriate pay grade as follows:

1. Supervisor completes and submits a Job Review Form to Human Resources to request a job evaluation for either a new or modified existing position. The proposed form is displayed in **Exhibit 6G** at the end of the chapter. Note that one form per job issue should be submitted.
2. Human Resources (HR) staff receives the Job Review Form and determines what action is needed; if action requires completion of JAT, a blank JAT is emailed by HR to the Supervisor for completion. If the position is new, the JAT should be filled out by the person with the most knowledge of the position. If no JAT is needed, HR staff proceeds to **Step 6**.
3. Supervisor completes JAT and submits to HR within five business days of receiving.
4. HR receives and reviews the JAT for accuracy. The score is put into the existing regression database (provided by Evergreen).
5. If market data on file are greater than one year old or not available for the position in question, fresh market data are collected from market peers.
6. The average market midpoint is entered into existing regression database by HR.
7. With JAT and market data, the regression database provides HR staff with a **projected midpoint** driven strictly by the data. The projected midpoint is used to place the position on the Division's salary schedule. However, factors such as turnover, recruitment difficulty/market demand, and Division hierarchy are not captured in this analysis and must also be considered when determining final placement.
8. HR staff record final recommended pay grade and job title in the second section of the Job Review Form within 14 days of receiving the request (see **Exhibit 6H**).
9. A copy is emailed to the Supervisor as well as to the Director of Human Resources for final approval.

FINDING

Even with these efforts to maintain the effectiveness of a classification and compensation system, an organization may find it struggles to navigate through changing economic conditions and with divisions competing for the same human resources. For this reason, Spotsylvania County Public Schools should conduct a comprehensive classification and compensation study every three to five years.

RECOMMENDATION 4: Conduct a comprehensive classification and compensation study every three to five years.



**EXHIBIT 6G
PROPOSED JOB REVIEW FORM – PART ONE**

Job Review Form

Please complete all fields, scan, and electronically submit to the Human Resources Department. Please allow as many as 14 business days for processing.

DEPARTMENT HEAD COMPLETES

Requester Name and Title:	
Phone:	
E-mail Address:	
Department:	
Today's Date:	
Job Title for Review:	
Position Type (New or Existing):	
Reason for Review:	
Desired Outcome:	



**EXHIBIT 6H
PROPOSED JOB REVIEW FORM – PART TWO***

HR USE ONLY	
Form Received by:	
Form Reviewed by:	
Today's Date:	
Action:	
JAT Sent (Y/N):	<input type="checkbox"/> Yes <input type="checkbox"/> No Once Returned, record date received ____
Market Data Needed (Y/N):	<input type="checkbox"/> Yes <input type="checkbox"/> No
Final JAT Score	
Market Midpoint Value	
Regression Midpoint	
Title Recommendation:	
Grade Recommendation:	
Explanation of Findings:	
Reviewer Notes:	

Signature: _____ <p align="center">Assistant Superintendent of HR</p> Date: _____	Signature: _____ <p align="center">Supervisor</p> Date: _____
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*Part One and Part Two are contained on the same sheet.



SUMMARY

Employee pay increases in SCPS have been good and need to continue in order to retain employees. The findings should not be used to suggest it is problematic to be at or above market nor that being above market is justification that salary and equity corrections are not necessary.

The recommendations in this chapter provide a competitive salary schedule, internally equitable classification structure, and system administration practices that will provide Spotsylvania County Public Schools with a responsive compensation and classification system for years to come. While the upkeep of this recommended system and associated pay and classification guidelines will require work, the Division will find that having a competitive compensation and classification system that encourages strong recruitment and employee retention is well worth the effort.

