

**COMPENSATION AND BENEFITS  
FOR  
KENTUCKY PUBLIC  
SCHOOL EMPLOYEES**

**RESEARCH REPORT NO. 306**

**LEGISLATIVE RESEARCH COMMISSION  
FRANKFORT, KENTUCKY 40601**



# **Compensation and Benefits of Kentucky Public School Employees**

**Research Report No. 306**

**Legislative Research Commission**  
Frankfort, Kentucky  
June 2002

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# **Compensation and Benefits of Kentucky Public School Employees**

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## **FOREWORD**

The 2000 General Assembly enacted two resolutions that directed the Interim Joint Committee on Education to study compensation of school personnel. SCR 88 directed a study of teacher compensation and benefits. HCR 114 directed a study of salaries of classified employees in local school districts. This report presents information compiled by two subcommittees established by the Interim Joint Committee on Education to conduct these studies. The work of both subcommittees was presented to and accepted by the full committee and is combined in this report.

The report was prepared by the staff of the Interim Joint Committee on Education with assistance from the office of the LRC Staff Economists and the Program Review and Investigations Committee staff. We would like to acknowledge the assistance of the local school districts in providing data necessary to the completion of the study, and all of those other agencies and groups that provided valuable input to the work of the subcommittees. Since the report is being published following the 2002 Session, actions taken by the 2002 General Assembly to address the issues contained in this report have been included.

Robert Sherman, Director  
Legislative Research Commission

The Capitol  
Frankfort, Kentucky  
June 2002





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## **SUMMARY**

The Interim Joint Committee on Education was required to study and make recommendations relating to compensation and benefits for teachers by *2000 SCR 88* and for classified personnel by *2000 HCR 114*. Two subcommittees, the Subcommittee on Teacher Compensation and the Subcommittee on Classified Personnel Compensation, studied the issues and made recommendations to the Interim Joint Committee.

Data and information were gathered from a review of existing statutes; national and state studies; testimony from a variety of stakeholders including national researchers, state education agencies, private advocacy groups, business and citizens groups, and local school district personnel; and classified and professional staff data collected from local school districts by the Kentucky Department of Education and the Education Professional Standards Board. In addition, an LRC web-based survey was sent to all school districts to gather additional information that is not reported to other state agencies.

Compensation and benefits for certified and classified personnel comprise the largest expenditure of funds within local school district budgets. While the percentage of expenditures for personnel costs may vary from district to district, the personnel costs typically comprise 75%-80% of the expenditures.

The number of full-time employees in local school districts in 2000-2001 was over 95,000, with 48,018 certified personnel, including 40,904 teachers; and 48,470 classified employees. In 2000-2001, the statewide expenditure for teachers' salaries was \$1,470,490,954 and for classified employees salaries totaled \$651,858,590.

## **TEACHERS AND CERTIFIED PERSONNEL**

According to recent research, compensation and benefits are a factor in the ability of a local board of education to recruit and retain teachers. Although many experienced teachers have indicated salary was not a factor in their choice to enter teaching, they believe that it is important to young people who are making career choices. The lack of career advancement opportunities in teaching and the long-term level of compensation and benefits do play a role in both recruitment and retention.

Kentucky is faced with the dilemma of relatively flat teacher salaries and increased costs for health care benefits, which makes teaching less appealing at the very time when the state is experiencing a shortage of teachers and a growing number of emergency certified teachers.

Finding qualified applicants has become increasingly difficult. The number of emergency certificates has grown each year. In 1998-1999, Kentucky approved 506 emergency certificates; in 1999-2000, 931; and by March 2001, it had approved 1336 emergency certificates for the 2000-2001 school year. Other states are facing similar problems.

Keeping existing teachers in the classrooms as well as recruiting new persons to the profession are the best ways to alleviate teacher shortages and decrease the number of emergency certified persons. A significant percentage of Kentucky's teachers is eligible for retirement, and recruitment of new teachers is difficult as other professions appeal to many of Kentucky's brightest people. However, the challenge of meeting the teacher demand may be partially met by increasing beginning teacher salaries and benefits, providing career advancement opportunities, and providing incentives for existing teachers to achieve higher levels of skill and knowledge with opportunities to provide classroom leadership to other teachers (Cornett, 2001).

While Kentucky's student population has not grown, it has become more diverse. Some progress has been made in recruiting a more diverse teaching force, but the lack of minority teachers and teachers skilled in a variety of languages still exists. Kentucky's teaching population is similar to the rest of the nation—a predominantly female, white population (78%).

Kentucky's relative position in the ranking of teachers' salaries compared to other states is always changing as other states also work to improve salaries for teachers. However, regardless of what data source is used, Kentucky ranks in the bottom half of the nation in average teachers' salaries. Based on "1999-2000 NEA: Education Statistics," Kentucky is thirty-second in average teachers' salaries at \$36,380 as compared to the national average of \$41,724. Perhaps more importantly, higher salaries prevail in many of the school districts in states adjoining Kentucky, creating significant competition for teachers. All of the surrounding states except Missouri, Tennessee, and West Virginia have average salaries that are higher than Kentucky based on 1999-2000 data.

Kentucky's salary schedule reflects a pattern that results in teachers' salaries increasing at a greater rate during the first half of a teacher's career than the second half, which is both a result of greater salary differentiation among the lower cells as well as teachers earning different rank status. The prescribed minimum salary schedule stops at twenty years and over. The schedule may act as a disincentive to those comparing the long term career financial opportunity of teaching with other professions.

Legislation enacted by the 2000 General Assembly gives selected teachers an opportunity to earn salary supplements for attaining national board certification, serving as mentors to other teachers in approved activities, and serving as supervising teachers of student teachers. The General Assembly also increased stipends for teachers who serve as resource teachers to teacher interns and provided an option of graduate course tuition waivers for those teachers serving as resource or supervising teachers. While these areas are viewed as excellent opportunities, they reach only a few hundred teachers annually.

Kentucky's benefits are similar to other southern states. Kentucky's retirement program is highly competitive and superior to many other states with excellent pay-out provisions and health insurance for retirees. The number of paid holidays and sick leave days is comparable to those of other states as well. Kentucky teachers are also provided a life insurance policy. On the other hand, the rising costs for health insurance and the lack of options for health insurance providers in many locations in the state have added to the anxiety and dissatisfaction of Kentucky teachers. Since Kentucky does not subsidize the cost of dependent health insurance

coverage as do a majority of other states that have state group plans, the dependent health care premiums paid by members of the Commonwealth Group are substantially higher than the average of other states, according to a report by the Commonwealth Health Insurance Board.

Believing that “every Kentucky child is entitled to have a highly qualified, caring teacher in every course and classroom,” the Interim Joint Committee on Education adopted principles to be considered as a basis for a long-range strategy. The long-range plan should:

- Build on the past by continuing to support a basic salary schedule that provides equity regardless of the school assignments, the subject area assignments, and race or gender of the teachers, and provide options as well as incentives to school districts to develop professional compensation plans that supplement or modify the schedule to accommodate unique community needs;
- Recognize the importance of raising the minimum basic salary levels for beginning as well as more experienced teachers as revenue permits in order for Kentucky to compete with the surrounding states for teachers and to make the teaching profession competitive with other professions that are recruiting persons to their fields;
- Acknowledge that Kentucky has demanded from its teachers that they teach to new standards, that they bear greater risks than in the past, and that they take greater leadership roles within the total school program. Further, many teachers may feel unprepared to deal with the cultural and language diversity, the needs of children with disabilities, classroom management and discipline, and to effectively engage parents in the educational process. More time for planning, curriculum research and development, working with other teachers, and professional development is needed to meet these increased demands;
- Acknowledge that the public may not see that increased salary and benefits are needed as teachers may be among the highest paid persons in some communities; they perceive teachers work fewer days and hours than others; and other professionals in some communities may not be paid well either. However, it is likely that the public will support increased pay for teachers who acquire more knowledge and skill and who work a longer work year, and to ensure that teachers’ salaries are competitive with other professionals in hard to fill content areas; and
- Support the research finding that teachers are the most important variable in how well students learn and achieve—more important than socio-economic status and other factors. It is our responsibility to provide adequate compensation and benefits to develop and retain a supply of highly qualified teachers.



## CLASSIFIED EMPLOYEES

Classified school employees perform valuable services to the public education system. They are a dedicated, caring group of individuals who are generally career employees in the school districts. Comprising 50% of all public school employees in the state, the classified service is dominated by female employees at 79% and male employees totaling 21% of the workforce. Instructional assistants, bus drivers, cooks and bakers, and custodians comprised over 50% of the total number of classified employees.

The primary concern of classified employees is inadequate salaries. Among the full-time employees who work seven hours per day with a total of 180 contract days, about 16% earned \$12,000 or less per year, and 9,990 earned \$12,000 to \$20,000. The majority of employees are in the instructional, operations, and secretarial/clerical job classifications. Job classifications with the largest number of employees have pay ranges beginning at minimum wage, \$5.15: instructional assistants, bus drivers, custodians, and cooks/bakers.

Two thousand six hundred and eighty-one employees perform multiple jobs, some paying minimum wages, and 88% or 2359 of the employees have at least one job as an instructional assistant, bus driver, or bus monitor. The average salary of multiple job employees is \$18,352 with the range between \$12,000 and \$35,000.

Salaries of school employees are primarily funded through the Support Education Excellence in Kentucky (SEEK) program. Once funding is received, a school district has the discretion to allocate funds based on programmatic objectives. When comparing the state, local and federal contributions to education in 1999-2000, state revenues make up the greater portion with 56% or \$3,807 average expenditure per pupil; local revenue at 33% or \$2,244 per pupil; and federal revenue at 11% or \$746 per pupil. Based on the 2001-2002 payroll, a 1% increase in salaries is estimated to cost \$6.5 million; a 5% increase would cost \$32.6 million; and a 10% increase is estimated at \$65 million.

While shortages in available personnel have not affected the majority of school districts, some have found it difficult to recruit persons in job classifications such as bus driver and custodian. A reason has been the inability to provide competitive salaries for certain job classifications because of the wide availability of jobs in the private sector.

Compensation and benefits of classified employees are fixed by local boards of education pursuant to KRS 160.290. Absent from state law is a requirement that school districts adopt salary schedules for classified employees. Salary schedules are regarded as essential tools for providing structure for a compensation system and for providing equity in job classifications and job types, and the majority of districts do maintain schedules. Of 176 school districts, 167 school districts submitted salary schedules at the request of the subcommittee. The schedules vary considerably across the school districts. Moreover, salaries and wages are enhanced by extra duty, educational achievement, and in a few school districts, by performance evaluations.

The benefit package for classified employees is comparable to private sector employees for the same job classifications as well as comparable to other state and county employees.

School districts provide sick leave, emergency leave, training opportunities, retirement, and health and life insurance. However, the increasing costs of health insurance are troubling to many employees who depend on this coverage for their families, particularly when salaries for classified employees remain relatively low.

In school years 1999-2000 and 2000-2001, a total of 172 and 173 school districts respectively, awarded cost of living adjustments to classified employees without a state mandate. The majority of districts granted increases that were equal to or in excess of the increases awarded certified employees during these periods: 97 districts in 1999-2000, and 118 districts in 2000-2001.

KRS 158.6455 requires that rewards distributed to successful schools shall be used for school purposes as determined by the certified teachers on staff. Based on the accountability testing system, known as KIRIS Cycle III (1996-1998), there were 511 of 902 successful schools and 538 of 743 successful schools in Interim Accountability Cycle (1996-2000) that shared reward monies with classified employees. The amount or percentage of the reward given to classified employees is not known according to the Kentucky Department of Education (KDE). However, a full-time certified teacher received an average of \$959.00 in 1999-2000. The distribution of rewards has caused disharmony in some school districts and some classified employees have expressed their discontent about the lack of financial recognition for their efforts and contributions to school success.

For service after July 1, 2000, classified employees who average 80 or more hours of work per month and who are paid for 180 or more days are eligible to earn a full year of retirement service credit in accordance with KRS 78.510 and 78.615. Classified employees whose total paid days are less than the 180 days may purchase credit according the rules established by the County Employees Retirement System.

This provision has generated discussion and concern for those employees who have contracts based on 175 instructional days and do not meet the statutory requirement. There is anecdotal evidence that some school districts have added additional days so that the 180 day threshold is met and classified employees can earn a year's credit.

### **Recommendations Relating to Teachers**

1. Retain a single salary schedule that recognizes educational rank and experience for determining base pay and provide options for salary supplements beyond the base.
2. In the 2002 Regular Session of the General Assembly, adopt a required minimum salary schedule in the biennial budget that reflects the actual beginning salaries of teachers in the state and adjust the cells proportionately in order to establish the base from which future salary adjustments are made.
3. Beginning in the 2003-2004 school year or when state funding to supplement existing salaries is available, modify the cells in the state single salary schedule by establishing a

cell for 20-24 years experience, one for 25-29 years experience, one for 30 and beyond years experience with a \$500 to \$1000 minimum incremental difference among these new cells. If the existing district schedule provides for the pay differential, no additional adjustment is required and a teacher would not receive a pay increase under these provisions unless the district chose to do so.

4. If funds are available, beginning in the 2004-2006 biennium, require that the local districts raise the basic salary at all salary cells in the single salary schedule by a minimum of \$1000 or a proportional amount based on the state appropriations for this purpose.
5. In addition to increases in base salaries, beginning in the 2004-2006 biennium or when funds become available and in the subsequent biennia, lengthen the work year as follows:
6. *2004-2005 School Year*—Add two additional days for instruction and one day for professional development to equal a 188 day calendar (177 days instruction, 5 professional development days, 4 holidays, 1 opening and 1 closing day)  
*2005-2006 School Year*—Add two additional days for instruction and one day for professional development to equal a 191 day calendar (179 days instruction, 6 professional development days, 4 holidays, 1 opening and 1 closing day)  
*2006-2007 School Year*—Add one additional day for instruction and one day for professional development to equal a 193 day calendar (180 days instruction, 7 professional development days, 4 holidays, 1 opening and 1 closing day)  
*2007-2008 School Year*—Add one additional day for professional development to equal a 194 day calendar (180 days for instruction, 8 professional development days, 4 holidays, 1 opening and 1 closing day)
7. Provide supplemental funding to local districts to ensure teachers the same cost of living adjustment that is provided state government workers beginning with the 2002-2004 biennium.
8. Adequately fund in the 2002-2004 biennium and in subsequent biennia, the supplements for teachers who earn National Board Certification, and in future biennia consider increasing the supplements; and
9. Increase funds when available for those who serve as resource teachers to interns; who serve as supervising teachers; and who serve as classroom mentors.
10. Establish a state fund to be administered by the Kentucky Department of Education for the purpose of supporting the development of at least five local district pilot, differentiated pay programs that are designed to decrease the number of emergency certified teachers employed in the district, provide career advancement opportunities for classroom teachers who voluntarily wish to participate, and reward teachers for increasing their skills, knowledge and instructional leadership within the district or school

based on specific criteria established by the local board of education and in compliance with the criteria for participation in the competitive grant process as established by the Kentucky Board of Education.

11. Require the Kentucky Department of Education to gather information from the district pilot compensation plans and provide recommendations to the General Assembly prior to the 2004 regular session regarding the feasibility of establishing a statewide teacher advancement program.
12. Establish a state fund designated for local districts to “grow their own teachers” by providing loans to emergency certified personnel and existing classified personnel such as teachers’ aides to become certified to teach in their districts. Design this as a loan forgiveness program so that the individual gives service back to the district for funds received. Provide that the Kentucky Higher Education Assistance Authority manage the fund.
13. Continue funding a statewide recruitment plan and encourage the Kentucky Department of Education to continue efforts under way to attract high school students and college students to teaching through teacher clubs and other efforts.
14. Modify the current scholarship program for teachers to eliminate the need-based requirement only for existing certified teachers to receive scholarships to return to school to become certified in chronic teacher shortage areas, as determined by the Commissioner of Education in cooperation with the EPSB, in areas such as special education, math, science, foreign language or any area where there is a determined critical shortage.
15. During the 2002-2004 require the Legislative Research Commission to conduct a research study of the Kentucky Teacher and Principal Internship programs and report the findings to the Interim Joint Committee on Education with recommendations, including budget recommendations for improving the existing internship program, including mentoring support for second year teachers.
16. Clarify in statute that local school districts may provide additional salary compensation above the base single salary schedule for teachers who are recruited to serve in critical shortage areas including geographic, subject matter, or diversity; and teachers who agree to transfer from a high-performing school to a low-performing school. Require the Kentucky Board of Education to promulgate administrative regulations to define high and low-performing schools, acceptable transfers within shortage areas, and the conditions under which the additional salary compensation may be provided for these purposes.
17. Urge the General Assembly to consider funding a supplement for dependent care coverage for health insurance plans.
18. Urge the Council on Postsecondary Education, in collaboration with the Kentucky Board of Education, to include a provision in the criteria for developing Model Teacher Preparation programs for paid sabbaticals for a limited number of experienced teachers to participate in professional renewal and growth activities with the university.

19. Consider funding to support administrative aides for special education teachers in local school districts.
20. Urge the federal government to fully fund special education, and continue to advocate to state and federal officials the need to reduce paper work burdens on teachers in special education.
21. Support amending the current law to permit retired teachers to return to full-time teaching without regard to the number who may do so as long as it is actuarially sound for the retirement system.

### **Recommendations Relating to Classified Personnel**

1. KRS 158.6455 should be amended to require that if certified employees elect to grant bonuses, reward monies shall be distributed equally to all certified and classified employees in the school.
2. The Kentucky Board of Education should review the formula for calculating the reward amounts to be disbursed to successful schools and consider adding classified employees in the formula.
3. The Kentucky Department of Education should be granted greater oversight of the financial management and evaluation of school districts. The department should be granted authority to establish standards for school financial management and to conduct financial audits on a random basis.
4. Local districts should continue to grant cost of living increases to classified employees and that the increase should be equal to the increase provided to certified employees.
5. The Kentucky County Employees Retirement System and the Kentucky Department of Education are directed to review the number of days required for classified employees to receive a year's credit for retirement and find solutions to include those employees who work fewer than the required 180 days and 80 hours a month.
6. Any increase in salaries for classified employees should be funded through the SEEK formula.
7. Increases to salaries of classified employees also may be funded through a state/local match program that is established outside of the SEEK program.
8. The local boards of education should establish salary schedules for the various job positions comprising the district's classified employee system.

### **Actions of the Interim Joint Committee on Education**

The Interim Joint Committee on Education accepted the reports of the subcommittees and the recommendations as stated above on December 5, 2001.

# CHAPTER I

## INTRODUCTION

The Interim Joint Committee on Education was directed by 2000 SCR 88 to study compensation of teachers and to develop recommendations so that by 2004 Kentucky's teachers salaries and benefits mirror the national average. The committee was also directed under 2000 HCR 114 to conduct a study of the compensation of classified employees to determine its adequacy and make recommendations regarding the propriety of a statewide salary schedule, cost of living adjustments, and the financial impact of these measures on the state and local school districts.

The Interim Joint Committee on Education adopted a workplan on February 6, 2001, which assigned the major study functions to a Subcommittee on Teacher Compensation and a Subcommittee on Classified Personnel Compensation. Between February and April 2001, education committee staff prepared briefing materials for the committee and a web-based survey called *Compensation, Benefits, & Personnel Policies for Classified and Certified Personnel* (Appendix A). The survey questions were initially reviewed by a local school district superintendent and revisions were made based on his input. A field trial was conducted using the web-survey with three school districts for technical effectiveness. After some minor adjustments to the data fields, superintendents were sent a letter describing the purposes of the survey and a hard-copy of the survey from the co-chairs of the committee in advance of e-mailing the web survey to the 176 superintendents and all local district finance officers in April 2001. Districts were asked to complete and transmit the survey response electronically within two weeks of receiving the e-mail directions. A reminder e-mail was sent to all superintendents of districts that had not responded by April 30, 2001. One hundred twenty-nine districts responded by the May meeting of the subcommittees. At the request of the subcommittees, follow-up to the non-reporting districts was made and 173 of the 176 local school districts were included in the survey final analyses, which was completed in July 2001. Non-reporting districts included Adair County and Fulton Independent. McCracken County's completed survey was received after the responses had been tabulated.

In addition, to the above LRC survey, summary statistics were drawn from data supplied by the Kentucky Department of Education from district data supplied annually through the Professional Staff Data and Classified Staff Data systems. Analyses of this data were conducted by staff from the Office of the Economists and the Program and Investigations Committee, including regression analysis that used the data on individual teachers and district-specific information to establish relationships between various components of the salary schedules used by the school districts. Other materials prepared for the committee included a review of existing statutes; national and state studies; and legislative actions in other states.

In April 2001, the interim committee held an initial meeting to discuss teacher compensation which was immediately followed by meetings of the respective subcommittees. At the full committee meeting, the senior vice-president of the Southern Regional Education Board

set the stage for the study by relating national issues regarding recruitment, retention, compensation, and benefits for teachers as well as current policy trends among the Southern states. She highlighted pertinent data and suggested the importance of adopting state policies that would help Kentucky retain existing teachers and entice persons to pursue teaching as a career.

The Subcommittees on Teacher Compensation and Classified Personnel Compensation held five additional meetings each. During these meetings additional information and data were gathered from testimony from a variety of stakeholders including national researchers, state education agencies, private advocacy groups, business and citizens groups, local school district personnel, and state agencies including the Kentucky Department of Education and the Education Professional Standards Board (Appendix B).

Chapter II of this report provides a review of the current statutory provisions relating to compensation and benefits of teachers and classified personnel. Chapter III provides a detailed review of the status of teacher compensation and benefits in Kentucky and also provides comparison data with other states and with other professions. Chapter IV provides a detailed review of compensation and benefits of classified personnel in Kentucky. Chapter V provides the findings and recommendations that the Interim Joint Committee on Education accepted on December 5, 2001.

## CHAPTER II

### STATUTORY REQUIREMENTS RELATING TO COMPENSATION AND BENEFITS OF SCHOOL PERSONNEL

#### REQUIREMENTS FOR TEACHERS AND OTHER CERTIFIED PERSONNEL

##### **Contracts and Tenure**

Kentucky law requires that a local board of education enter into written contracts, either limited or continuing, for the employment of all teachers, which applies to any position for which certification is required (KRS 161.730). Any teacher who has had four years of consecutive reemployment in a district shall be provided a continuing contract beginning the fifth year of teaching, as long as the teacher has proper certification. This is commonly referred to as receiving “tenure” or “continuing status.” When a teacher has attained continuing contract status in one district and becomes employed in another district, the teacher shall retain that status. However, a district may require a one year probationary period of service in the district before granting that status (KRS 161.740).

##### **Salary Schedule**

Kentucky, like most states, provides for a minimum single salary schedule. Kentucky’s single salary schedule is defined as a schedule adopted by a local board of education from which all teachers are paid for one hundred and eighty-five days and is based on training, experience, and any other factors that the Kentucky Board of Education may approve and which does not discriminate between salaries paid elementary and secondary teachers. If the biennial budget bill contains a minimum statewide salary schedule, no teacher shall be paid less than the amount specified in the biennial budget salary schedule for the individual teacher’s educational qualifications and experience (KRS 157.320).

##### **Education Ranking of Teachers**

Ranking of teachers is assigned by the Education Professional Standards Board (the Board) by meeting the following requirements:

**Rank I.** Those holding a regular certificate, a Master’s degree or equivalent continuing education and who have 30 hours of approved graduate work or equivalent continuing education or those who have met the requirements of Rank II and current certification of the National Board for Professional Teaching Standards.



**Rank II.** Those holding a regular certificate and who have a Master's degree in a subject field approved by the Education Professional Standards Board or equivalent continuing education.

**Rank III.** Those holding regular certificates and who have an approved four year college degree or the equivalent.

**Rank IV.** Those holding emergency certificates and who have 96 to 128 semester hours of approved college training or the equivalent.

**Rank V.** Those holding emergency certificates and who have 64 to 95 semester hours of approved college training or the equivalent.

The Board, in defining preparation for certain types of vocational teachers as equivalent to college training, gives consideration to apprenticeship training and industrial experience (KRS 161.1211).

### **Cost of Living Adjustments to the Salary Schedule**

Kentucky teachers receive annual cost of living increases under provisions of KRS 157.420, which requires the Kentucky Board of Education only approve a salary schedule for a local board of education that has been adjusted over the previous year's salary schedule by the lesser of:

- (a) The percent increase in the average annual consumer price index for all urban consumers between the two most recent calendar years, as published by the U.S. Bureau of Labor Statistics and stated in the statutory budget memorandum and the biennial budget report; or
- (b) The percent of increase of the base funding level in the Support Education Excellence in Kentucky (SEEK) program.

Although teachers are as a rule employed for less than ten months, a local board of education under provisions of 702 KAR 3:060 may pay all employees in twelve monthly payments.

### **Adjustments and Supplements to the Salary Schedule**

Kentucky teachers may receive additional compensation above the district single salary schedule. A district may extend the school calendar beyond the 185 days or provide additional paid days or salary supplements for selected personnel based on extra service. In addition teachers may receive pay for selected state defined or funded initiatives as follows:

- National Board Certification. KRS 157.395 provides that effective July 14, 2000 an annual national board certification salary supplement of \$2000 be provided for the life of

the certificate as long as the teacher stays in the classroom or does classroom mentoring. The supplement ceases if the teacher no longer has national certification or leaves teaching. The supplement is added to the base salary and is counted for both tax and retirement purposes.

- Extra Services. 702 KAR 3:070 provides that professional personnel who render services beyond those normally expected of other professional members of the staff when these duties extend beyond the regular school day may be allowed increments in pay. Expenditures for increments for extra duties classified as extra service shall be paid from local revenue or funds other than the allotment for instructional salaries in SEEK.
- The Kentucky Internship Program. The internship program for new teachers as described in KRS 161.030 requires that teachers and principals serve on internship committees as resource personnel. Teachers who serve as resource teachers receive a stipend for their work, which must be at least seventy hours working with the beginning teacher. During 2000-2001 the resource teacher received \$1200 and for 2001-2002, \$1400 per intern. Principals do not receive a supplement for serving on internship committees.
- Supervising Teachers. Teachers who serve as supervising or cooperating teachers for student teachers under provisions of KRS 161.042 receive a stipend based on the number of students supervised. Prior to the 2000-2001 school year, teachers received a very small amount from the university they served. 2000 RS HB 502 provided, for the first time, a state allocation to be distributed by the Education Professional Standards Board for this purpose. There were approximately 2550 supervising teachers who received supplements for their work during the 2000-2001 school year. A supervising teacher received a supplement of \$328.00 for each student teacher supervised for twelve weeks. A teacher who provided less than twelve weeks supervision received a pro rata share.
- Vocational Agricultural Teachers. KRS 157.360(11) requires that each vocational agriculture teacher be hired for twelve months per year, but an agriculture teacher may not receive pay for any day in which the teacher is attending a higher education class for purposes of teacher certification.
- Rewards. KRS 158.6455 provides that a reward shall be distributed to successful schools (those that exceed their improvement goal set by the Commonwealth Accountability Testing System) based on the number of full-time, part-time, and itinerant certified staff employed in the school. These rewards may be used for multiple purposes including, but not limited to, instructional materials, professional development, and cash awards to teachers and other staff.

## **Benefits**

Current Kentucky law ensures several benefits for teachers and permits additional fringe benefits to be provided by each local school district under KRS 160.291 that are deemed to be for services rendered and for the benefit of the common schools.

Teachers are required to participate in the Kentucky Teachers' Retirement System and do not contribute to Social Security; however, they are required to make Medicare contributions. A teacher may qualify for service retirement by the attainment of sixty years and completion of five years of service; 55 years of age and completion of a minimum of five years of service with an actuarial reduction of the basic allowance of five percent for each year the member's age is less than sixty years or for each year the member's years of Kentucky service credit is less than 27 whichever is lesser; or completion of 27 years of service regardless of age. The retirement system may allow that annuities be based on the high three years of salary for those who are 55 years of age and have a minimum of 27 years service. Others are on the basis of five high year salaries (KRS 161.600).

Teachers are guaranteed sick leave under KRS 161.155 of not less than ten days of sick leave during each school year, without deduction of salary. The ten days of sick leave granted may be taken by a teacher on any ten days of the school year and shall be granted in addition to accumulated sick leave days. Sick leave days accumulate without limitation and may be transferred with an employee from one district to another and between the Kentucky Department of Education and a school district. Each local board of education is required to establish a sick leave donation program to permit teachers or employees to voluntarily contribute sick leave to teachers or employees and may establish a sick leave bank.

A local board of education may compensate a teacher, at the time of retirement, for each unused sick leave day. The rate of compensation for each unused sick leave day shall be based on a percentage of the daily salary rate calculated from the teacher's last annual salary, not to exceed 30%. Payment for unused sick leave days shall be incorporated into the annual salary of the final year of service; provided that the member makes the regular retirement contribution.

In addition to sick leave, emergency or personal leave may be provided. KRS 161.152(2) provides that a local district may allow that any full-time employee be provided up to three days for emergency leave and not affect sick leave for purposes established by the local board of education, and KRS 161.155 provides that in addition, three days of sick leave may be used for emergencies under KRS 161.152(3).

Teachers are covered under the provisions of the state health insurance program and are provided \$20,000 life insurance protection, the same as state employees. The Kentucky Retired Teachers' System also provides \$2000 life insurance for active members. KRS 161.158 provides that each local board of education may form its employees into a group or groups or recognize existing groups for the purpose of obtaining the advantages of group life, disability, medical, and dental insurance, or any group insurance plans to aid its employees.

The insurance provisions are defined in 702 KAR 1:035, which provides that group health coverage shall consist of a single contract or the single contract dollar equivalent applied to any alternate plans of coverage contained in the master contracts between the Commonwealth and the carriers; and group life insurance coverage shall consist of benefit amounts specified in the master contract between the Commonwealth and the carrier.

## **REQUIREMENTS FOR CLASSIFIED EMPLOYEES**

### **Definition of Classified Employee**

KRS 161.011 defines “classified employee” as an employee of a local district who is not required to have certification for his or her position. This statute and KRS 160.380 require that classified employees have the qualifications prescribed by law and by the administrative regulations of the Kentucky Board of Education and of the employing school board. Employees hired after July 1990 must hold at least a high school diploma or GED certificate or show progress toward obtaining a GED by enrolling in a GED program and making satisfactory progress. Classified employees hired before July 1990 are encouraged to obtain a high school diploma or its equivalent.

### **Contracts and Continuous Active Service**

KRS 161.011 requires school districts to enter into written, annually renewable contracts with classified employees. Employees who have served less than four years and are notified by April 30 that the contract will not be renewed for the subsequent year may request the superintendent to provide written reasons for the nonrenewal. Classified employees with four years of continuous active service whose contracts are not renewed may request the superintendent to provide a specific and complete written statement of the grounds for nonrenewal of the contract.

Pursuant to KRS 161.011, a school district can make a reduction in force due to reduction of funding, enrollment, or changes in the school or district boundaries, or other compelling reasons. When a reduction in force is necessary, the superintendent shall reduce the classified employees within each job classification on the basis of seniority and qualifications of those employees who have less than four years. If it becomes necessary to reduce employees who have more than four years of service, it shall be done on the basis of seniority and qualifications within each job classification. The recall of positions must be done according to seniority and the restoration of benefits. Local boards of education shall also provide written policies which shall include, but not be limited to, terms and conditions of employment, identification and documentation of fringe benefits, employee rights, and procedures for the reduction or laying off of employees, and discipline guidelines that satisfy due process requirements.

### **Salaries and Salary Schedules**

There is no statutory requirement for a statewide, single salary schedule for classified employees. KRS 160.290 authorizes each board of education to have general control and management of the public schools, all school funds, and public school property, and to exercise all powers prescribed by law in the administration of the public school system, appoint the superintendent of schools, and fix the compensation of employees. In addition, KRS 160.291 requires employees who work on a continuing, regular basis to be paid for services rendered,

extra duty and fringe benefits on prescribed dates as determined by the employing school district. Procedures for payment are established in 702 KAR 3:060.

Specific requirements are imposed on local school districts regarding the employment of some classified employees. 702 KAR 6:040 requires that each school district establish and adopt a uniform pay scale for full-time school food service employees and that each school district provide worker's compensation and fulfill minimum hourly wage rates for school food service personnel. KRS 161.011 provides that classified employees of family resource and youth service centers shall receive the same rate of salary adjustment as provided for other local board of education employees in the same classification; however, the law is silent regarding cost of living increases for other classified employees.

KRS 161.145 provides that except for bus drivers, physical examinations required as a condition of employment are provided by the county health department at no cost to the employee unless he or she chooses to be examined by a private physician. KRS 160.380 requires that persons initially hired as classified employees submit to a state criminal background check conducted by the Kentucky State Police.

### **Group Health and Life Insurance Programs**

KRS 161.158 permits each district board of education to form its employees into a group or groups or recognize existing groups for the purpose of obtaining the advantages of group life, disability, medical and dental insurance or any plan to aid its employees. 702 KAR 1:035 establishes the basis for administration of the programs by the Department of Education and provides that group health coverage shall consist of a single contract or the single contract dollar equivalent applied to any alternate plans of coverage contained in the master contracts between the Commonwealth and the carriers; and group life insurance coverage shall consist of benefit amounts specified in the master contract between the Commonwealth and the carrier.

### **Retirement Program**

Classified employees are covered under the County Employees Retirement System. KRS 78.510 et seq. establish the County Employees Retirement System and coupled with an employer contributing 7.17% of an employee's salary, full-time noncertified employees of local school boards who average eighty or more hours of work per month based on the employee's contract contribute 5.0% of his or her creditable compensation. Effective in school year 2000-2001, a full year of service will be earned by any employee who works 180 or more days and averages eighty hours or more per month. KRS 61.559 provides that an employee is eligible for retirement allowance if the employee has 27 or more years of service, at least fifteen of which are current service.

## **Emergency and Sick Leave**

KRS 161.152 provides that a local district may allow any full-time employee up to three days for emergency leave and not affect sick leave. A local school district may grant to school employees sick leave which may accumulate without limitation and shall be transferred in the event the employee transfers employment to another school district in the state, to the Kentucky Department of Education, or transfers from the Department to a school district under KRS 161.155. Employees may use up to three days sick leave per school year for emergency leave pursuant to KRS 161.152. Employees may also contribute to a sick leave donation program if the employing district offers the program. Upon retirement or the death of an employee who was an active contributing member of the retirement system, the local school district may compensate the employee's estate for the unused sick leave.

## **Training Opportunities**

KRS 161.011 provides that local school districts, if financially feasible, may provide training for classified employees focusing on topics including, but not limited to, suicide prevention, abuse recognition, and cardiopulmonary resuscitation (CPR).

## **Superintendent's Screening Committee**

KRS 160.352 requires that classified employees in the school district elect one classified employee to serve on a screening committee to recommend candidates for the office of superintendent when a vacancy occurs.

## **School-Based Decision Making Councils**

KRS 160.345 states that if a school council establishes committees, it shall adopt a policy to facilitate the participation of classified employees. KRS 157.360 requires that kindergarten aides shall be provided for each 24 full-time equivalent kindergarten students enrolled except in those schools in which the school-based decision making council has voted to waive this provision.

## **Certification, Licensing and Training Mandates for Classified Employees**

Persons filling some positions are required by federal or state laws to possess specific licenses, credentials, and standards of competence. Additional requirements may be imposed by a local school district. These are described below.

**Food Service Personnel.** Pursuant to the National School Lunch Act of 1946 42 U.S.C. Sections 1751 et. seq. and the Child Nutrition Act of 1966 42 U.S.C Sections 1771 et seq., and

administrative regulations of the Kentucky Board of Education the following relate to the hiring, compensation, training and qualifications of food service personnel.

- *Local school district* — 702 KAR 6:010 provides that the operation of food service programs and the development of rules regarding the employment and salaries of personnel are the responsibility of the local school district.
- *Food service director* — 702 KAR 6:020 provides that if the local board determines a need for employing a food service director, the person appointed to the district-wide position shall meet certification requirements established by the Kentucky Board of Education. 702 KAR 6:030 also provides if a food service director is not hired, the school principal shall be responsible for food service programs.
- *Personnel* — 702 KAR 6:040 establishes that food service personnel are hired under contract establishing hours, terms and conditions; compensated based on a uniform pay scale for full-time personnel and minimum wage rates; covered by workers' compensation; and provided training programs.
- *Training course* — 702 KAR 6:045 provides as a condition of initial employment in a school kitchen, beginning school food service personnel shall complete a training course consisting of a minimum of seven hours conducted by the Kentucky Board of Education and be issued a certificate that shall be renewed annually. Substitute school food service personnel are also required to complete a four-hour training program.

**Health Personnel.** There are no statutory requirements that specific health personnel be employed in a school district; however, certification for CPR and First Aid is required for at least one adult while children are present during school hours in accordance with 704 KAR 4:020 (13) (b). If health related personnel are employed they shall meet the specific statutory and regulatory requirements for their respective positions.

- *Registered Nurse* — Qualifications for license to practice and use of the designation, R.N., are established in KRS 314.041.
- *Advanced Registered Nurse Practitioner* — Qualifications, registration, certification by a nationally recognized agency and designation to practice are established in KRS 314.042.
- *Licensed practical nurse* — Qualifications for license to practice are established in KRS 314.051.
- *Speech—language pathologist, speech—language assistant or audiologist* must be licensed in accordance with provisions of KRS Chapter 334A. which includes certification by the American Speech and Hearing Association (KRS 334A.050). Pursuant to KRS 334A.030, professionals who are employed in a public school shall receive the same salary and benefits as certified teachers with Rank III and the corresponding years of experience.

- *Occupational Therapist* — Requirements for licensure are set forth in KRS 319A.130.
- *Physical Therapist and Assistants* — KRS 327.020 and 327.050 outline the requirements for licensure in the state. 201 KAR 22:101 defines the supervision of practice for assistants.

**Instructional Aides and Assistants.** KRS 161.044 requires the Kentucky Board of Education to promulgate administrative regulations governing the qualifications of teachers' aides in the common schools. All teachers' aides shall have a high school diploma or a general equivalency diploma. Noninstructional and instructional aides are distinguished and local districts are to provide training opportunities for the instructional aides with the certified employee to whom the aide is assigned. Local districts shall give preference to applicants for the position of teacher's aide who have regular or emergency teacher certifications. 704 KAR 3:410 and 704 KAR 3:420 designate preschool associate teachers as classified employees in a paraprofessional role to direct instruction of preschool students under the supervision of a certified and qualified professional.

**Maintenance and Operations/Building and Grounds Personnel.**

- *Persons trained in asbestos abatement* — KRS 224.20-300 requires the Natural Resources and Environmental Protection Cabinet to develop and maintain a comprehensive statewide asbestos contractor accreditation program relating to asbestos in schools. 401 KAR 58:005 provides for an accreditation program for persons performing asbestos abatement activities in school buildings. These activities include inspection for asbestos in schools, design, supervision or performing response actions in school buildings, and management plans addressing hazards in school buildings.
- *Plumbers* — KRS 318.030 requires persons engaged in the plumbing trade to be licensed as a master plumber or a journeyman under KRS 318.030. However, KRS 318.020 exempts maintenance personnel from the requirement.

**School Bus Drivers.** 702 KAR 5:080 outlines the qualifications and responsibilities of the bus drivers, requiring medical examinations; criminal records check and driver history reports; minimum age of 21 years; a commercial driver's license with an endorsement for a school bus; and certification by the Department of Education based on successful completion of the training course with in-service updates for annual recertification.

**Security/Law Enforcement Officers.** School districts are not required to employ security or law enforcement officers; however, if the district chooses to have school resource officers, KRS 158.441 requires the employment of a school resource officer through a contract with a local law enforcement agency and a school district.





## CHAPTER III

### AN ANALYSIS OF TEACHER COMPENSATION AND BENEFITS

Teacher compensation and benefits were considered by the Subcommittee on Teacher Compensation within the broader context and discussion of ensuring that all Kentucky students have the benefit of high quality teaching that leads students to attain the capacities defined in KRS 158.645. The subcommittee recognized that Kentucky teachers have been asked to assume more responsibility, meet higher qualifications, and respond to high stakes assessment and accountability standards — all with little additional compensation and under circumstances in which Kentucky teachers' salaries lag behind many of the surrounding states and states throughout the nation.

In its work the subcommittee considered the current research findings relating to teaching quality; the relationship between compensation, recruitment, and retention of teachers; the competitiveness of Kentucky's teachers' salaries with other states and other professions; legislative actions in other states; emerging pay plans in other states; concerns and recommendations of stakeholders within Kentucky; and costs associated with improving teachers' compensation and benefits. At the same time, the subcommittee was cognizant of the advice of one Southern Regional Education Board (SREB) consultant who urged the committee "to make sure that decisions made about teacher salaries link to the state priorities." She also urged the committee to recognize that Kentucky can increase its supply of teachers by keeping current teachers in the classroom; to target problems and priorities in thinking about the marketplace; to view compensation as equal to salary and benefits, not just salary; and to consider both group and individual incentives to meet Kentucky's priorities (Cornett, 2001).

Nationally, teacher compensation has taken on renewed interest within the realm of school improvement. Policy makers, concerned with the ongoing demand to improve education are also faced with making sure that there will be enough quality teachers to educate today's and tomorrow's generation of students. Many variables influence student achievement. Research highlights the important relationship between teaching quality and student achievement. Dr. William Sanders, while at the University of Tennessee, pioneered work in Tennessee using the Tennessee Value-Added Assessment System that produced empirical evidence that teacher effectiveness is more important than the effects of class size and students' backgrounds in how students perform (Sanders & Rivers, 1996). The work of Sanders was also used in Texas and yielded the same results.

The National Commission on Teaching and America's Future, which was established to look at implications for teaching embodied in school reforms and how to ensure that all students have access to skilled, knowledgeable, and committed teachers, determined that the most important variable to student success is a caring, competent teacher. The Commission found that in many states and districts the hiring practices, support systems, and rewards are out of synch with student standards and goals for academic achievement. They reported that other countries

invest far more in preparing teachers, pay them more in relation to competing professional occupations, and give them broader decision-making authority. The Commission recommended that states and districts look at ways to use financial incentives to enhance teacher quality (National Commission on Teaching, 1996; Darling-Hammond, 1997).

Other evidence that teaching quality matters is reflected in the results of the *Metlife Survey of American Teachers 2001*, which was based on a nationally representative sample of principals, students, and teachers and examined how teachers, principals, and students evaluate their own schools on key measures of an effective school environment, including, but not limited to, the following questions:

- Are students experiencing high-quality teaching?
- Are academic standards and expectations for students high?
- What are students' attitudes toward learning?
- What will be the state of teaching in the future?
- Do teachers feel satisfied with their career and plan to remain in teaching?
- Are today's students interested in becoming teachers themselves?

In the Metlife survey, "teacher quality" was based on a combination of perceived attributes, including how well teachers (1) knew their subject, (2) cared about their students, (3) believed all students could learn, (4) maintained discipline, and (5) taught individual students according to their different needs and abilities. The survey's findings indicate that students who rate the quality of teaching they receive as a "B" or "C" are nearly half as likely as those rating the quality of teaching as an "A" to report that their school is helping a lot to prepare them for a successful future (41% vs. 75%). Similarly, teachers who rate the overall quality as "B" or "C" are less likely than those who rate the quality as "A" to report that all or most of their students will achieve their full potential for the school year (65% vs. 81%)."

Students who think their teachers excel in areas like knowing their subject, caring about students, believing all students can learn, maintaining discipline, and providing individualized attention differ in several important ways from the nearly one in ten students who give their teachers failing grades (D's and F's). Students who experience "A" level teaching quality are more likely than students experiencing poor teaching quality to have high expectations for their future, to like school, to enjoy their classes, to really like learning, to participate often in class, and to report that students in their school care about learning and getting a good education. Students who give their teachers failing grades are also those who are most likely to report that their schools do not have enough classrooms, are not very safe or very clean, and are too noisy to concentrate (Metlife, 2001).

Low-income students are more likely than high-income students to rate teaching in their schools as low-quality. Teachers in schools with high proportions of low-income students are less likely to give the teachers in their school an "A" in knowing their subject areas and caring about students. Low-income students themselves give similar assessments (MetLife, 2001).

Low-quality teaching is perceived as more prevalent in schools with high proportions of minority students. Students in schools with mostly minorities are less likely to give the teachers in their school an “A” in knowing their subject areas, caring about students, and maintaining discipline. In addition, teachers in schools with high proportions of low-income students are less satisfied with their school relationships and less satisfied with teaching. Teachers in these schools feel less successful at their job and are more likely to feel frustrated and unappreciated at their job (MetLife, 2001).

Overall, the Metlife study found that nine in ten teachers feel very or somewhat satisfied with their job, with 52% very satisfied. Teachers’ top reasons for feeling satisfied with their job include working with students; having a rewarding profession; feeling good knowing a child has learned; making a difference in a student’s life; seeing a child’s growth; and loving teaching. On the other hand, the eight percent of teachers who feel dissatisfied identified low salary and negative working conditions as their reasons for being dissatisfied. Unfavorable working conditions were further described as lack of administrative support; disciplinary problems; lack of resources; lack of respect; and classes that are too large.

The teachers that are the most satisfied are teachers with many years of experience and teachers in schools with few low-income students. “Satisfaction” is a teaching quality issue; satisfied teachers are overwhelmingly more likely than dissatisfied teachers to feel successful at their job, to have control of what and how they teach in class, and to have clearly defined tasks and responsibilities. Dissatisfied teachers are more than six times as likely to feel frustrated and unappreciated at their job (Metlife, 2001).

The Metlife study raises some important questions relating to how states can attract and retain the most capable persons as well as how states can support the development of existing teachers and retain them. Important questions are: “How do the beginning salaries and career advancement opportunities fit into the overall picture?” and “How can working environments and support systems contribute to more interest and satisfaction in teaching as a career?”

## **1999 KENTUCKY TASK FORCE ON TEACHER QUALITY**

The Kentucky Task Force on Teacher Quality in 1999 spent considerable time delving into ways to enhance teaching. The task force supported the notion that teachers and administrators require professional preparation and long-term professional development to enable them to succeed in today’s classrooms and schools. Increasingly, public sentiment, reinforced by educators themselves, reflects concerns about the adequacy of the infrastructures supporting teacher preparation, the quality of teacher preparation programs, the possibility of future teacher shortages, the availability of professional development and support for existing teachers, the compensation, benefits, and work environments for teachers, and the overall state leadership and policy functions that are necessary to enhance the teaching profession (LRC Research Report, No. 297).

The 1999 task force agreed that incentives and career enhancements should be provided teachers through the duration of teachers' careers and that salary and compensation structures must support Kentucky's education goals. The current compensation structure does not address the current needs of the teaching force, nor does it appear attractive to potential teachers (LRC Research Report, No. 297).

Two years later, the conditions the task force considered remain relatively the same—perhaps even more of a concern. Although Kentucky's school population has not grown, critical shortages of teachers loom throughout the nation and within the state, sparking an increase in the number of teachers who are teaching on emergency certificates. Some of the startling data projections include the following:

- The U.S. Department of Education has estimated that the nation will lose almost half of the teaching force due to retirement in the next ten years.
- Based on *Education Week's* "Quality Counts 2000" report, the brightest novice teachers, as measured by their college entrance exams, were the most likely to leave the profession.
- According to the National Center for Education Statistics, it is estimated that 30 percent of all teachers and up to 50 percent of teachers in urban schools leave their jobs within five years. Out of every 600 students entering four-year teaching programs, only 180 complete them, only 72 become teachers and only about 40 are still teaching several years later.
- Of the approximately 49,000 teachers and administrators, Kentucky has a significant number who leave districts annually. At the end of the 1999-2000 school year, more than 3800 teachers and more than 300 administrators left their districts. The two main reasons for both teachers and administrators were retirement and taking a position in another district. Unfortunately, the data does not indicate whether the primary reason for transferring to another district was to improve salary and benefits, working conditions, or another reason.

### **EMERGENCY CERTIFICATION**

As noted previously, it is becoming increasingly difficult to find and retain fully prepared teachers for all public classrooms—a need that many Americans deem the most critical strategy to improving student achievement. In Kentucky, the number of retirees has been steady for the past several years with the teachers' retirement system reporting that approximately 2000 retire annually. Finding qualified applicants has become increasingly difficult. The number of emergency certificates has grown each year. In 1998-99, Kentucky approved 506 emergency certificates; in 1999-2000, 931; and by March 2000, 1336 emergency teachers were approved for the 2000-2001 school year. All districts had at least one emergency certified teacher in 2000-2001; however, more than 58% of the emergency certificates were in ten counties of the state (Appendix K).

The largest number of emergency certificates was awarded in the learning and behavior disorders area all three years. When this content area is combined with emergency certificates for teaching students who have “moderate and severe disabilities,” “visual impairments,” and “hearing impairments,” it is apparent that lack of teachers applying for certification for teaching exceptional children is a continuing, growing problem. Many other content areas are requiring emergency certified persons, which may suggest that shortages are developing in previously oversupplied areas such as language arts, social studies, and select vocational areas, and expanded offerings in foreign language and English as a Second Language are increasing demands for particular specialties (Appendix L). Districts also reported they had difficulty finding principals, counselors, and qualified substitute teachers in 1999-2000 (LRC Compensation Survey, 2001).

While Kentucky’s student population has not grown substantially, it has become more diverse. While some progress has been made in recruiting a more diverse teaching force, the lack of minority teachers and teachers skilled in a variety of languages remains problematic. Kentucky’s teaching population is similar to the rest of the nation—a predominantly female (78%), white population (LRC Compensation Survey, 2001).

### **EFFECTS OF CURRENT COMPENSATION LEVELS ON RECRUITMENT AND RETENTION OF TEACHERS**

While there are many factors that increase teacher shortages, including increasing numbers of persons eligible for retirement, it is clear that compensation and benefits appear to play a part in the ability to initially recruit teachers and to retain existing teachers. In the Metlife study mentioned earlier:

- One in eight teachers reports that he or she very likely will leave to teach somewhere else in the next five years. For the three in ten who will very or fairly likely leave to teach somewhere else, their reasons include moving, economics, and working conditions.
- One in eight teachers report that it is very likely that they will leave the teaching profession altogether and go into some different occupation. Teachers who are dissatisfied with teaching are three times as likely as satisfied teachers to plan on leaving the profession, although one in nine satisfied teachers very likely plans on leaving.
- Existing teachers indicate that the overwhelming change that would keep them in the profession is an increased salary. Other changes that would keep them in the profession were support from administration and smaller class size.
- Seven in ten teachers and three quarters of principals indicated that providing more time for ongoing professional development related to daily classroom activities would help to retain quality teachers.

- Principals who indicated the likelihood of leaving stated a major reason is to obtain better pay in another location. Other reasons were moving, wanting a new challenge, retiring, and career advancement.
- Responses to what would help in recruiting and retaining quality teachers were:
  - Providing financial incentives
  - Providing mentoring and ongoing support for new teachers
  - Involving teachers in the creation of policies that they will be implementing
  - Providing career growth opportunities
  - Providing more time for ongoing professional development related to daily classroom activities
  - Providing opportunities for networking or coaching for all teachers

### **SURVEY OF NATIONAL AND STATE “TEACHERS OF THE YEAR”**

In a national study conducted in 2000 by the Chief State School Officers (CSSO) of 400 national and state “Teachers of the Year,” the respondents indicated that the single most important factor in the respondents’ original decisions to become teachers was their desire to work with children. Seventy-seven percent reported that their decisions were not influenced by the lack of other options—teaching was a positive and desirable choice. Beginning teacher salary did not factor heavily into the decisions to teach for 74% of the respondents. The respondents believe that their observations of a new generation making the decision to teach are for similar reasons—a desire to work with children and a love of subject matter. However, 47% reported that salary potential is very important to today’s teachers, and a smaller number indicated that beginning teaching salary (43%) and advancement opportunities (38%) are also very important factors (Goldberg & Proctor, 2000).

A majority of respondents to the CSSO study indicated that while financial consideration was not a major reason in their decisions to become teachers, they felt financial incentives were the most effective recruitment strategies for new teachers. Eighty-three percent cited higher beginning salaries; 75%, scholarship programs for education students; 64%, student loan “forgiveness” programs; and 60%, “signing” bonuses for both urban and rural teachers as the most effective strategies for recruiting quality teachers. Overall 82% considered teacher salaries to be a large obstacle standing in the way of recruiting bright, energetic individuals to the profession. Fifty-one percent of the respondents identified career potential as an obstacle; 49%, the status of teachers; and another 49%, working conditions (Golberg & Proctor, 2000).

Eighty-nine percent of the respondents in the CSSO study indicated that beginning salaries alone were not enough to retain new teachers—they also need administrator support and informal and formal mentoring programs. Sixty-three percent thought more would remain in the profession if they had lower class size; 60%, if they had systematic evaluation of their work; and 58%, if teachers received more parental support (Goldberg & Proctor, 2000).

The CSSO study respondents indicated that school administrator support and better pay would encourage experienced teachers to continue teaching. Seventy-three percent cited a great need for an active role in school decision making. They indicated veteran teachers are motivated by more planning time with peers (72%); opportunities to go on sabbaticals for professional growth (64%); career advancement opportunities (57%); and ongoing professional development (57%). It should be noted that since the CSSO study is a select group, validation of the survey results may be needed by using the same or a similar survey with a more diverse teaching population.

Kentucky teachers who participated in a series of two-hour discussion groups conducted by Horizon Research in September 2001 responded similarly to the teachers in the CSSO study. The participants' primary reasons for becoming teachers were "to make a difference" in the life of a child; "to remain involved in a subject/knowledge area of choice"; and "to have a secure job/salary and reasonable standard of living." They believe that teachers leave the profession because of their inability to control and manage time for planning and teaching content; lack of respect as a trained and well-educated professional; and unexpected and unreasonable salary deductions for maintaining an acceptable standard of living, such as deductions for major medical and dental care.

### **KANSAS STATE DEPARTMENT OF EDUCATION SURVEY**

Similar results were found in a recent survey conducted by the Kansas State Department of Education of persons who were certified to hold teacher, administrator, and support positions in the State of Kansas but were thought not to be working in a certified position. Seven hundred and fourteen responses were analyzed. One-third of the male and one-sixth of the female respondents were retired. Males indicated that the top reasons for not being employed in a certified position in an elementary or secondary school were inadequate salaries; other career reasons; refusal to deal with student discipline problems; other employment; and lack of support from administrators. Female respondents indicated unable to relocate to places of employment; other career reasons; staying home to raise children; refusal to deal with student discipline problems; inadequate salaries; and lack of support from colleagues. Respondents who had been employed in certified positions in the past indicated they were most satisfied with the different aspects of their positions and least satisfied with salaries and lack of influence over school policies. Less than half of the respondents would definitely recommend the teaching profession to a friend (Kansas, 2000).

### **OPINION SURVEYS OF HIGH SCHOOL COLLEGE-BOUND STUDENTS**

Other professions appear to have a competitive recruiting edge over teaching. A Milken Family Foundation public opinion survey of college-bound high school students found that barely one in ten expressed a strong interest in teaching. The most often cited reasons were the poor image assigned to the teaching profession and the lack of respect for teachers. On the other



hand, a slightly higher figure was reported in the Metlife study. In that study, three in ten students (31%) indicated they were very or somewhat interested in becoming teachers when they finish their education, including 11% who were very interested. Students with good grades and poor grades were equally likely to be interested in teaching. However, lower-income students are more likely than high-income students to be very or somewhat interested (44% to 33%). Students' main reasons for wanting to become teachers include the following: wanting to help children (23%); liking children (15%) and sharing their knowledge of subjects they enjoy (10%).

In the same survey, 87% of principals indicated they would definitely or probably advise a qualified student to pursue a career in teaching, including 55% who would definitely advise because it is a rewarding career and because of the need for good teachers. Fifty percent of those principals who would not advise a student to pursue a career in teaching mentioned that it does not provide a great salary, and 37% indicated there is no prestige (Milken, 1999).

### **PUBLIC OPINION SURVEY OF TEACHING AS A BENEFIT TO SOCIETY**

A 1998 public opinion survey indicated that teachers top the list in providing the most benefit to society, out ranking the next highest profession, physicians, by 3:1. Despite the value placed on teaching, medicine was the career the respondents would most recommend to a family member. However, when respondents were asked if teachers were guaranteed an income of \$60,000 a year, 81% indicated that they would encourage a family member to become a teacher. This suggests that salary is a strong influence on career choice (Haselkorn, 1998).

Some teachers have difficulty reconciling the findings in the public opinion survey noted previously with what they know about existing teacher salaries. They question whether society really values teaching, as they view *salary as a symbol* of how society values their work. A respondent in the CSSO study that was noted earlier said "Raise professional respect by paying teachers salaries comparable to salaries received by other professionals who have similar educational requirements and degrees." Another said, "Our culture doesn't value teachers. That's obvious from the way they're compensated for their work. [Society] pays the people we admire. It's a vicious cycle: The less we're paid, the less we're valued, the less we're paid."

### **SALARIES OF TEACHERS AND OTHER PROFESSIONALS**

It is somewhat difficult to make comparisons of the teaching profession, a traditionally public-paid profession, with those professions that are found in the private sector. Dr. Stephen Clements suggested in a 1999 report that the entry salary for a beginning teacher in Kentucky is not "grossly out of line with those other jobs available in the state that require a similar level of educational attainment." He suggested that teachers receive respectable benefits beyond their basic salary. However, Clements conceded his data did not include comparisons with lawyers, doctors, and engineers, who may begin with modest entry level salaries but have much greater long term salary opportunities.

The American Federation of Teachers 1999 published report on national salary trends stated that in the early 1990's "corporate downsizing contributed to a poor job market for new college graduates. During this time new teacher salaries increased at two to three times the rate of the salary offers for new college graduates. Beginning in 1995, unemployment fell and the labor market for new college graduates dramatically increased. Between 1995 and 1999, salary offers for college graduates in all fields grew at twice the rate as those for new teachers. In 1999, new college graduates received average salary offers in excess of \$37,000 compared to an average beginning teacher salary of \$26,639."

Clearly, the literature and research reflect considerable discussion about the need for competitive teacher salaries for recruiting and retaining teachers.

### **THE COMPETITIVENESS OF KENTUCKY TEACHER SALARIES AND BENEFITS**

As noted in Chapter II, Kentucky law prescribes a traditional, single salary schedule that requires all teachers in a district be paid the same minimum salary based on educational rank and years taught. The biennial budget provides for a minimum level of pay in the various ranks, but school districts may have different schedules as long as they meet the required levels in the budget bill. There is considerable variability in the salaries from district to district, which is in large part affected by the average experience levels and average rank of teachers.

A comparison of the local district salary schedules indicate that every school district in Kentucky significantly *exceeds* the minimum required salary schedule requirements as specified in the 2000-2002 biennial budget for all ranks and years (Kentucky Department of Education: PSD Data, FY '01).

**TABLE 1**  
**Minimum Statewide Teacher Salary Schedule**  
**2000-2001 and 2001-2002**

<b>Rank</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
0-3 years	25,200	22,580	19,910	17,150	15,810
4-9 years	27,840	25,200	22,580	17,150	15,810
10-14 years	31,260	28,600	25,950	17,150	15,810
15-19 years	32,260	29,610	26,950	17,150	15,810
20 years and over	32,760	30,110	27,450	17,150	15,810

*Source: 2000 RS HB 502/EN*

The salary schedule reflects a pattern that results in teacher salaries increasing at a greater rate during the first half of a teacher's career than the second half, which is a result both of greater salary differentiation among the lower cells as well as teachers earning different rank status. The prescribed minimum salary schedule stops at twenty years and over.

A greater percentage of Kentucky's teachers have a Master's degree or equivalent than do teachers in many of the other states, and they obtain the degree early in their careers. A majority of Kentucky's experienced teachers have an advanced degree or the equivalent by the time they are moving into the salary cell for 10-14 years. There are also several hundred that enter teaching with a Rank II or I level as indicated in the chart below. One contributing reason is that Kentucky teachers who graduated and entered teaching after 1967 are required to obtain Rank II status (a Master's degree or equivalent) within ten years of their entry into the profession. Most states do not have this requirement. Another incentive to obtaining advanced degree work is that the salary schedule rewards those teachers who move from a lower rank to a higher rank with significant increments. The sooner one earns a rank status change, the greater the overall career earnings will be. However, there are no real incentives on the salary schedule once the highest rank is obtained. For example, a teacher who obtains Rank I by year fifteen may not see a big difference in pay at thirty years. In 2000-2001, the average salary in Kentucky for a teacher with Rank I and fifteen years was \$41,655 as compared to an average of \$44,333 for a Rank I teacher with thirty years experience. Sixty-seven districts provided no differential between the salary for a twenty year and a thirty year veteran teacher, and thirteen districts had less than a \$500 differential (Kentucky Department of Education: PSD Data, FY 2001).

**TABLE 2**  
**Distribution of Kentucky Teachers by Rank and Experience**  
**2000-2001 School Year**

<b>Years Teaching</b>	<b>Total Teachers</b>	<b>Teachers Rank I</b>	<b>Teachers Rank II</b>	<b>Teachers Rank III</b>
0 to 3	9,306	154	1,529	7,143
4 to 9	9,257	1,136	5,467	2,633
10 to 14	6,234	1,705	4,318	207
15 to 19	5,091	1,669	3,348	73
20 to 26	7,576	3,109	4,383	83
27 to 29	2,177	993	1,142	42
30	408	192	203	13
Over 30	850	387	372	91

*Average experience: 12.4 years*

*Median years experience 11.0 years*

*Source: Data compiled by LRC staff from Professional Staff Data supplied by the KDE.*

Salary schedules for all school districts for 2000-2001 by rank and experience are provided in Appendix H. By reviewing this data, it is evident that teaching experience and rank positively influence the annual salary level of teachers. Experience is rewarded at a slightly increasing rate during the earliest years of experience, then increases at a fairly constant rate throughout the mid years of a teacher's tenure, all else equal. After twenty years of experience the rate of return to experience begins to slow and the returns become relatively flat after twenty-seven years. The relationship of experience is somewhat consistent with typical returns to experience realized in the general job market according to an LRC economist. However, persons

in other “professions” such as medicine and law find a much higher salary potential at the upper end of their career paths.

### **Rank III**

Salary schedules for a Rank III teacher (Bachelor’s degree) with no experience range from a low of \$22,808 to a high of \$29,518 with the average starting salary at \$25,492. Salaries for a Rank III teacher with ten years experience range from \$28,610 to \$37,753 with an average of \$32,979.

### **Rank II**

Salary schedules for a Rank II teacher (Master’s degree or thirty hours or equivalent above the Bachelor’s degree) with fifteen years of experience range from \$34,250 to \$43,934 with an average of \$38,241. At thirty years of experience the salaries for Rank II teachers range from \$36,191 to \$49,730 with an average of \$40,804, which indicate little differentiation among the salaries for teachers in Rank II between the 15th and 30th year of teaching.

### **Rank I**

For a Rank I teacher (Master’s degree plus thirty hours or equivalent) with fifteen years of experience the salary schedules range from \$37,560 to \$49,682 with an average of \$41,655. With thirty years of experience, the salary schedules range from \$39,340 to \$53,555 with an average of \$44,333.

### **Kentucky’s Teachers’ Salaries Compared to Other States**

Kentucky’s relative position compared to other states is always changing as other states also work to improve salaries for teachers. However, regardless of what data source is used, Kentucky ranks in the bottom half of the nation in average teachers’ salaries. Based on 1999-2000 NEA: Education Statistics, Kentucky is 32<sup>nd</sup> in average teacher salaries at \$36,380 as compared to the national average of \$41,724. Perhaps more importantly, higher salaries prevail in many of the school districts in states adjoining Kentucky creating significant competition for teachers. All of the surrounding states except Missouri, Tennessee, and West Virginia have average salaries that are higher than Kentucky based on 1999-2000 data.

**TABLE 3**  
**Average Teacher Salaries in**  
**States Surrounding Kentucky and National Ranking \***

Illinois	\$46,486	10 <sup>th</sup>
Indiana	\$41,850	14 <sup>th</sup>
Ohio	\$42,436	15 <sup>th</sup>
Virginia	\$38,123	26 <sup>th</sup>
<b>Kentucky</b>	<b>\$36,380</b>	<b>32<sup>nd</sup></b>
Tennessee	\$36,328	33 <sup>rd</sup>
Missouri	\$35,656	36 <sup>th</sup>
W. Virginia	\$35,008	40 <sup>th</sup>

*\*1999-2000 NEA: Education Statistics*

Teacher salaries in Southern Regional Education Board (SREB) states continue to gain ground on the national average due to focused state efforts to raise teacher pay. SREB's average teacher salary is at its highest point in more than twenty-two years when compared to the national average. It is estimated to be ninety percent of the national average. Many of the SREB states have established long term commitments to raising average teacher salaries. Some of these are tied to national averages, others to the SREB states, and others as a percentage of revenue growth within the states (Gaines, 2001).

When compared to the sixteen states that are members of the Southern Regional Education Board, Kentucky is 9<sup>th</sup> (Gaines, 2001).

**TABLE 4**  
**SREB States Averages\***

Delaware	12 <sup>th</sup>	\$44,435
Maryland	13 <sup>th</sup>	\$44,048
Georgia	17 <sup>th</sup>	\$41,023
N. C.	22 <sup>nd</sup>	\$39,419
Virginia	26 <sup>th</sup>	\$38,123
Texas	29 <sup>th</sup>	\$36,567
Florida	30 <sup>th</sup>	\$36,722
Alabama	31 <sup>st</sup>	\$36,689
<b>Kentucky</b>	<b>32<sup>nd</sup></b>	<b>\$36,380</b>
Tennessee	33 <sup>rd</sup>	\$36,328
S. C.	34 <sup>th</sup>	\$36,081
W. Virginia	40 <sup>th</sup>	\$35,008
Arkansas	43 <sup>rd</sup>	\$33,386
Louisiana	45 <sup>th</sup>	\$33,109
Mississippi	48 <sup>th</sup>	\$31,857
Oklahoma	49 <sup>th</sup>	\$31,298

*\*1999-2000 NEA: Education Statistics*

Although policy makers have often linked their salary goals to “averages,” an SREB report asserts that statewide salary averages and comparisons often mask many of the issues relating to teacher compensation such as the variation of salaries within an individual state; the length of teachers’ contracts among states; the effects of retirement patterns; and teachers’ years of experience, ranks, or highest degrees and the proportions of different degrees; and variations within cost of living (Gaines, 2000).

As noted earlier, current compensation, benefits, and the nature of the work environment for teachers are frequently perceived as not competitive with other professions. Teachers’ average starting salaries are generally lower than those of other professions, and the life-time salary potential of a career teacher is much lower than that of a person in other professions. To advance financially, teachers often leave the classroom for administrative positions or leave the profession altogether.

With the exception of additional pay for more education and years experience, and supplements for extra work, there is a general lack of career advancement opportunities that allow teachers to stay in teaching and achieve higher salaries and benefits. Even so, the largest teachers’ organization in Kentucky has stated that the traditional single salary schedule is still viable and provides equity among teachers as it awards compensation based on years of experience and levels of educational rank, regardless of the content area taught, the school level, gender, or race of the teacher.

In addition, the teachers’ organization maintains that it should be a priority to provide across-the-board raises to the salary schedule before other means should be considered. On the other hand, advocates for changing the traditional single salary schedule have suggested that it is time to change the single salary schedule because, while it provides salaries to all teachers in a fair way, it is not strategically aligned with needed knowledge and skills to meet current education goals. It does not have a student achievement results element and it is not a good structure for salary increases in order to recruit and retain teachers (Kelley & Odden; Milken).

In addition to base salary, Kentucky provides its teachers a benefit package that includes four paid holidays, a paid life insurance policy of \$20,000, a retirement program, ten paid sick leave days per year with an unlimited accumulation option, and a state-supported health insurance program. Local boards of education may provide additional benefits, although these have been historically limited. For example, in 1999-2000, 35 of the 176 districts provided additional life insurance coverage, one district provided a matching contribution to employees who contributed to a deferred compensation plan, two districts provided disability insurance, one district provided five family days, and two districts offered an employee assistance program (LRC Compensation Survey, 2001).

When compared to other states, Kentucky’s retirement program is highly competitive. According to officials from the Kentucky Teachers’ Retirement System, “KTRS is one of the best systems in the nation.” The system ranks high because the service multiplier is 2.5 percent and benefits are figured on the highest three years of salary for those age 55 and older with 27 years of service. Benefits include disability, survivor, and medical benefits. KTRS is only one of three teacher retirement systems in the nation that provides full medical benefits. Annuity

payments to retired members contribute significantly to the economy in each Kentucky county. In 1999-2000, \$564.3 million dollars were paid in retirement benefits in Kentucky, and that increased by ten percent in 2000-2001 to \$621.0 million dollars. During 2000-2001, the retirement payments are above \$60 million dollars per month and KTRS plans to spend \$720 million dollars in retirement benefits during 2001-2002. Employees make a 9.85 percent contribution to KTRS, which is matched by the employer at 13.10 percent.

The average classroom teacher retires at age 54 with 29 years of service with an average salary of \$42,000 and draws an annual annuity of \$31,000 with an annual medical benefit of \$2,800. The system has historically taken a fiscally sound approach to investing for its members as well as exercised caution in supporting changes in the state statutes governing the system. While employees may retire with 27 years' experience regardless of age, a recently adopted law encourages persons to stay longer by permitting benefits to be based on the high three years of teaching for those who have at least 27 years and are age 55. Efforts to open the door more widely to reemploy retired teachers and administrators in critical shortage areas have been resisted to avoid increasing the actuarial liability to the system. The system also has concern about its unfunded liability for health insurance for retired members (Testimony: Harbin, Leach, & Barnes, 2001).

The rising costs for health insurance and the lack of options for health insurance providers in many locations in the state have added to the anxiety and dissatisfaction of teachers. Kentucky's teachers participate in the state group health care plan that is available to most state workers. The state pays the full cost of individual healthcare coverage under the lowest cost option in each county, with a specific minimum, monthly defined dollar contribution. The value of the state's contribution to the medical benefit averages \$241 monthly per employee. While the state contribution is comparable to many of the southern states, Kentucky does not subsidize the cost of dependent health insurance coverage. A majority of other states (88%) do subsidize these costs, therefore the dependent healthcare premiums paid by members of the Commonwealth Group are substantially higher than the average of other states, based on data supplied to the Kentucky Health Insurance Board by OPEHI and William M. Mercer, Incorporated in 2001. The cost of premiums has been increasing by double digits and appears likely to continue for the foreseeable future. The rising costs of family coverage have outpaced the cost of living increases for teachers, which in general have been less than 2.5% annually.

Concerns about the compensation and benefits for teaching are frequently coupled with a concern about the daily work environment. Generally, teachers have little time during the work day for preparation, planning, reflection on their work, and little time for dialog with other teachers to observe and learn from each other—all factors related to improving teaching. Many teachers do not have regular planning periods. While some have assistants and teacher aides or access to volunteers to help with clerical, instructional duties, and other non instructional duties, many do not. The daily professional life of a teacher is often one of isolation from other adults—not to mention that uninterrupted lunch breaks, restroom breaks, and dedicated, individual work space are often limited. In addition, educational researchers have observed that many teachers have found it stressful to adapt and learn new ways of teaching to meet the requirements of a standards-based curriculum, high stakes accountability, and expectations for student

achievement. Even the incorporation of school-based decision making into Kentucky law added additional responsibility although it gave teachers more control in the operation of the school.

Teachers' ongoing responsibility to pursue additional training to maintain certification requires a significant financial and time investment. The opportunity for professional development activities has been historically provided after school when teachers are exhausted from teaching or in evening and summer programs that are too often disconnected from classroom practices. In recent years, the General Assembly has made significant efforts to improve the quality of programs. Since 1990, funding has been provided annually to districts and schools to support professional development activities and stipends for teachers throughout the year; new options for recertification have been provided to include national board certification through planned professional development experiences rather than traditional college courses. School rewards to schools that meet or exceed their accountability goals may be used for bonuses to teachers.

### **Professional Compensation Plans**

Kentucky has been concerned about the compensation issue since the adoption of the Kentucky Education Reform Act of 1990 which directed the Kentucky Board of Education to develop recommendations for a professional compensation plan. Such a plan has not been completed. In 1998, the General Assembly directed the Kentucky Board of Education to conduct a pilot program that recognizes professional competency, skills and knowledge, contributions to improve schools and student achievement and learning, professional involvement in local, state, and national organizations, and certification from the National Board for Professional Teaching Standards. Oldham County was selected to pilot a plan with the assistance of a steering committee. The Oldham County pilot focused primarily on supporting and rewarding teachers who complete National Board Certification and is similar to action the General Assembly took in 2000 when it adopted House Bill 25 to provide incentives for national board certified teachers.

### **Incentives**

While Kentucky has been unable to make big changes in the base salaries of teachers, there have been changes since 1990 that help selected teachers earn more salary for service and demonstration of performance. Due to action of the 2000 General Assembly, selected teachers have an opportunity to earn salary supplements for earning national board certification, for serving as a teacher mentor to other teachers in approved mentoring activities, and for serving as supervising teachers of student teachers. Increased stipends for teachers who serve as resource teachers to teacher interns were provided and an option of graduate course tuition waivers for those teachers serving as resource or supervising teachers was established. While these areas are viewed as excellent opportunities, they reach only a few hundred teachers annually. For example there are currently less than two hundred nationally board certified teachers although there are more in pursuit of the credential. There are approximately 3000 resource teachers per year and approximately 2600 supervising teachers. There were approximately seventy nationally certified



teachers receiving funds for mentoring other teachers in 2000-2001. Many of the teachers participate in multiple options in a given year.

The Kentucky incentives to teachers have been similar to those in several states. Some states have gone further and many states lag behind. Kentucky was a leader in establishing the internship program for first year teachers and making provisions to pay existing teachers to serve as resource teachers. Kentucky was one of the first states to establish school-based rewards for schools that reach their achievement goals, which can be used for salary bonuses. Kentucky was one of the first states to mandate school-based decision making.

### **ACTIONS IN OTHER STATES**

A review of what other states have done to address teacher compensation yielded the following information:

- In 2000, Arkansas adopted a two year plan to raise teacher pay by \$3000. A tax law was passed in 1991 that expanded and raised sales taxes and required districts to use these additional revenues to increase the pay of certified personnel.
- In 2000, Delaware adopted a long range plan to lengthen the number of days of employment to include more days for professional development of teachers.
- Florida provides bonuses to help keep teachers from leaving the classroom.
- Iowa adopted the Student Achievement and Teacher Quality Act in 2001 that will provide advancement in career status and pay for teachers who acquire and demonstrate significant knowledge and skills. Four career levels have been established: provisional, career, career II, and advanced.
- Maryland provides state funds through a matching program to provide a one percent pay raise for teachers in districts that increase pay by at least four percent. The overall goal is to raise pay for teachers by ten percent over two years.
- Mississippi provides reimbursements not to exceed \$1000 for documented moving expenses to those teachers who have entered contracts for employment in a school district situated within a geographical area of the state where there exists a critical shortage of teachers as designated by the state board. Mississippi also instituted a home loan program for eligible licensed teachers who render service to the state in a geographical area where there is a critical shortage of teachers. The loan must be used to purchase a home in the county in which the teacher is rendering service. The maximum amount of the loan is \$6000. A teacher who renders service as a teacher in the critical shortage area may be forgiven up to one third of the loan received.

- Nearly all SREB states have established bonuses to teachers who earn national board certification, but the awards range from \$1000 to \$7500 each year annually for the ten year life of the certificate. Kentucky's is \$2000 each year if the teacher stays in classroom teaching or serves as a mentoring teacher.
- In 1997, North Carolina adopted school-based incentive awards up to \$1500 for each teacher and up to \$500 for those schools that achieve higher than expected improvements; and up to \$750 dollars for each teacher and up to \$375 for each teacher assistant in schools that meet the expected improvements. North Carolina also adopted extra pay for mentor teachers and extra pay to compensate every newly certified teacher for three additional days of employment for orientation and classroom participation. North Carolina also has in place a Teaching Fellows program to recruit high performing high school seniors into teaching as a career.
- Oklahoma approved a \$3000 teacher pay raise for 2000-2001, but did not include a raise in 2001-2002.
- Texas gave teachers a \$3000 raise in 1999-2000 and is attempting to start a state health plan for teachers—previously, local districts offered health insurance benefits.
- West Virginia has approved extra pay to be given to teachers with more than thirty years experience.

Other states such as Colorado, California, Arizona, South Carolina, and Florida provide options for local school districts to develop *knowledge and skill-based pay systems* that either replace or supplement the traditional single salary schedule. The knowledge and skill-based pay systems reward teachers with base pay increases and/or bonuses for acquiring specific knowledge and skills that are demonstrated to meet educational goals, including student achievement. They are intended to improve skills of current teachers, attract and retain skilled teachers and guide teachers in professional development. Several districts are in the process of developing these alternatives to the traditional schedules. How well they will work is still to be determined. It should also be noted that the skill-based pay programs are not a total departure from the single salary schedule as all of them retain seniority and degrees as pay criteria.

Cincinnati Public Schools developed one of the first and most publicized plans which modifies the single salary schedule with a schedule that bases pay on the evaluation of a teacher's classroom performance. The Cincinnati plan also provides higher salaries for teachers in shortage areas, supplements for national board certification, base pay increases for knowledge and skills, and housing supplements under certain circumstances. The first stages required the development of a revised evaluation system, training, and piloting the process. The success of this plan is still to be determined. The teacher's union will vote in 2002 to see if the plan will be fully implemented or if the portion that ties pay to the evaluation system will be rescinded (Cincinnati, 2000).

Selected school districts in Florida, Arizona, and South Carolina are developing differentiated staffing and differential pay based on the Teacher Advancement Program model proposed by the Milken Foundation that provides:

1. Multiple career paths—Paths range from inductee to master teacher, offering all teachers the opportunity to advance without having to leave the classroom.
2. Market-Driven Compensation—This replaces the lock-step salary structures and provides flexibility to establish salaries.
3. Performance-Based Accountability—This is rigorous, tied to compensation, and includes differentiated requirements based on the teacher’s position. Teachers are assessed against high standards that measure their performance in content knowledge, planning, instruction, assessment, and producing student learning gains.
4. Ongoing, Applied Professional Growth—This requires a school-wide commitment and includes all teachers to ensure adequate time for teachers to meet, reflect, learn, and grow professionally.
5. Expanding the Supply of High Quality Teachers—This is achieved by making the initial academic degree and teaching certification attainable in four years; providing alternative certification to give beginning teachers as well as mid-career professionals the ability to enter teaching as adjuncts through assessments and classroom demonstration; and allowing outstanding retiring teachers to continue working on a part-time basis as faculty fellows.

These pilots are also building their systems on the existing salary bases. All are too new to know how effective they are (Testimony: Solmon and Bendotti, 2001).

## **TESTIMONY**

A variety of stakeholders made recommendations to the subcommittee regarding teacher compensation and benefits to ensure that qualified personnel will be available to all Kentucky students. The stakeholders represented teachers, administrators, parents, local boards of education, and the private sector. There was agreement that action must be forthcoming and a commitment made to a long-range plan for raising teacher salaries and providing ongoing professional support to attract and retain high quality teachers (Testimony).

There was considerable agreement among various education advocacy groups as well as the private sector that quality teachers deserve pay and benefits comparable to other professionals and that current pay levels are inadequate. However, the options for increasing compensation did not garner the same level of agreement. As mentioned earlier, the largest teachers’ organization in Kentucky believes the traditional single salary schedule that awards compensation based on years of experience and levels of educational rank must be continued and across the board raises to the salary schedule are needed before other means should be

considered. No group suggested that the single salary schedule be eliminated but did offer that differentiated pay options be permitted to supplement the schedule. These options might include pay for demonstrated knowledge and expertise, subject area specialty, and teaching in difficult school assignments. Likewise, most of the stakeholders believe permitting districts to grant signing bonuses in shortage areas is viable.

All stakeholder groups agreed that lengthening the employment year for teachers is needed although there was some disagreement as to whether the increased length of the employment year should be for increasing professional development and planning days or increasing the instructional days or doing some of both.

Other specific stakeholder suggestions included:

1. Provide a state matching fund program to enable districts to pilot teacher advancement programs or other modified salary programs and adopt enabling legislation to permit districts to provide alternative professional compensation plans at the district level rather than a single salary schedule.
2. Provide a matching fund and enabling legislation for those districts that wish to provide financial incentives for paraprofessionals and emergency teachers to seek teacher certification and to give service within the district.
3. Amend the current statutes relating to the school calendar to phase-in a lengthened school year to allow for more planning, curriculum development, professional development, and student instruction.
4. Amend the current teacher scholarship program to remove the need-based requirement in order to provide incentives to attract individuals to teaching.
5. Increase the basic salary levels for beginning as well as veteran teachers with less compression in the salary schedule between twenty and thirty years of experience.
6. Retain the single salary schedule as a base for compensating all teachers, but provide extra compensation for the following:
  - Demonstrated knowledge and performance in the classroom;
  - Mastery of established career levels;
  - Demonstrated leadership in teaching and school-based roles; and
  - Acceptance of assignments in teaching shortage areas including subject matter and geographic shortages.
7. Expand funding for the Teachers' Professional Growth Fund and the National Board Certification Incentives.

8. Clarify existing statutes to specify that districts may provide signing bonuses or other financial incentives to recruit teachers when geographic or content-specific shortage areas or a lack of diversity have been identified.

Several members of the subcommittee expressed concern about the annual cost of living raises that are less for public school personnel than they are for state workers. Other members were concerned about the need for incentives for the recruitment of high school students into the system, to decrease the number of emergency certified teachers, to encourage paraprofessionals to seek certification, and to encourage mid-career changers and certified teachers to earn additional endorsements in order to maintain an adequate teacher pool.

The subcommittee also revisited the recommendations in the 1999 Task Force on Teacher Quality Report relating to recruitment and retention and compensation and benefits, most of which parallel options stated above.

### **COSTS ASSOCIATED WITH CHANGES IN COMPENSATION**

The subcommittee was made aware of the existing state revenue shortfalls and the increased costs for many of the proposals and took these under advisement as it deliberated its recommendations. Members agreed that increased costs should not be passed to local boards of education without additional state funds to support new mandates.

Based on current data for 2000-2001, and estimates provided by the Kentucky Department of Education and the Education Professional Standards Board:

- The cost of raising salaries for certified personnel by 1% under the current local district salary schedules is \$19 million dollars.
- The cost of raising the cost of living adjustment to 5% per year would cost an additional \$53.2 million above the funding required to comply with the existing law that is based on CPI or SEEK base raises, whichever is lower, and stands at 2.2% for the current school year.
- The cost of adding one day for professional development would be \$10.2 million in 2003; \$10.4 million in 2004.
- The cost of adding one instructional day would be \$13.8 million in 2003; \$14.2 million in 2004.
- The needed additional funds to continue the same level of support for the teachers who receive National Board Certification, based on the number of teachers in the pipeline is estimated to be more than \$2 million in FY '03 and \$3 million in FY '04. This includes

funds for salary supplements required by existing law, mentoring funds, reimbursement fees, and costs of substitute teachers.

- The cost of raising teachers salaries and benefits to mirror the national average by 2004 is estimated in excess of \$200 million dollars with all variables remaining constant.



## **CHAPTER IV**

### **AN ANALYSIS OF CLASSIFIED PERSONNEL COMPENSATION AND BENEFITS**

For many years, there has been a great deal of interest concerning the status of the classified employees and the adequacy of compensation and benefits provided in local school districts. Wages and benefits are fixed for classified employees by local school districts. There is no specified statewide salary minimum schedule as is the case with teachers.

The salaries of classified employees have been historically modest and trail those of their private sector counterparts. However, the health insurance benefits, life insurance coverage, and sick leave options offered by local school districts compare to the benefits offered in private sector employment, which is limited in many Kentucky counties.

Classified employees play an important and vital role in the overall quality of the educational experiences of students by providing for a safe school environment and the efficient operation of school facilities. Classified employees are generally career employees who serve as school bus drivers, clerical and accounting staff, maintenance and custodial workers, food service workers, and instructional assistants.

House Concurrent Resolution 114 passed by the 2000 General Assembly expressed the sense of the General Assembly that this study should determine the adequacy of wages, salaries, and benefits of classified employees and should recommend whether a statewide salary schedule is appropriate. To this end, the subcommittee heard testimony from a variety of state and local officials and education organizations and reviewed data profiling the classified employees across the state. While regional and national data would have assisted the subcommittee in determining the comparability of wages and salaries of similarly situated employees, data from the National Center for Education Statistics, U. S. Department of Education, were not available at the time of publishing this report. Therefore, the findings and recommendations reached in this study are based on data and information supplied to the subcommittee from the Legislative Research Commission and the Kentucky Department of Education.

#### **PROFILE OF CLASSIFIED EMPLOYEES**

The following profile was generated from the Classified Staff Database (CSD), collected by the Kentucky Department of Education (KDE) from local school districts and compiled by LRC staff. The CSD reports the following information: name, an identifier, district of employment, gender, job classification and positions held, annual salary or hourly wages, hours per day, and contract days. Information not requested or collected by the CSD includes a classified employee's years of experience in the current position, work history in other classified



job positions in the school district or out of the district, and the level of education or professional certification and training.

The 176 local school districts employed 48,470 classified employees and paid \$651,858,590 in salaries and wages in the 2000-2001 school year. These numbers represent increases of 3,089 employees and \$33,582,845 in the statewide payroll when compared to data from 1999-2000.

**TABLE 5**

**Statewide Totals of Classified School Employees by Job Family  
2000-2001**

<b>Job Family</b>	<b>Staff</b>	<b>Percent of Total Staff</b>	<b>Total Wages</b>	<b>Percent of Total Wages</b>
Communications	80	0.2%	\$1,984,892	0.3%
Fiscal	911	1.9%	\$21,945,598	3.4%
Food Services	7,866	16.2%	\$76,074,402	11.7%
Health	488	1.0%	\$12,297,444	1.9%
Instructional	15,831	32.7%	\$178,739,154	27.4%
Library/Media	322	0.7%	\$3,937,984	0.6%
Maintenance	1,187	2.4%	\$433,069,723	3.7%
Management	732	1.5%	\$24,364,813	2.1%
MIS	501	1.0%	\$14,001,000	2.1%
Miscellaneous	5	0.0%	\$4,500	0.0%
Operations	4,908	10.1%	\$83,687,735	12.8%
Personnel	98	0.2%	\$2,525,173	0.4%
Purchasing	39	0.1%	\$1,004,475	0.2%
Secretarial/Clerical	4,695	9.7%	\$78,150,639	12.0%
Security/Law Enforcement	223	0.5%	\$4,686,970	0.7%
Student Services	354	0.7%	\$7,154,721	1.1%
Transportation	10,106	20.9%	\$105,029,363	16.1%
Warehouse	124	0.3%	\$3,200,003	0.5%
<b>Total</b>	<b>48,470</b>		<b>\$651,858,590</b>	

Source: Compiled by LRC Staff from data supplied by the KDE

**STATE, LOCAL, AND FEDERAL FUNDING**

Wages and salaries of classified employees are primarily funded through state and local revenue through the Support Education Excellence In Kentucky program (SEEK), the major state finance program for public schools. SEEK is comprised of several components:

1. A guaranteed base funding amount per pupil (\$2,994 in 2000-2001 and \$3,066 in 2001-2002) of which \$100 is reserved for capital/building purposes;

2. Adjustments added to the base funding to reflect the increased cost of providing services for at-risk students, exceptional children, transportation, home and hospital instruction and vocational education programs;
3. Local school district's required contribution of a minimum \$0.30 on \$100 of the assessed property valuation;
4. Tier I - Local districts generating through tax levies additional revenues (up to 15% of the SEEK guaranteed base) which are equalized through state funds in districts whose property wealth is less than 150% of the state per pupil property tax assessment (\$470,000); and
5. Tier II - Local districts generating additional revenue through voter approved tax levies increasing the funding up to 30% of the revenue from SEEK and Tier I.

SEEK funding disbursed to the local school districts is not earmarked for the support of a particular operation or program. Therefore, each board of education determines the educational and administrative strategies and needs, and allocates revenue accordingly.

While SEEK funding does provide the greater portion of education funding, other sources include state categorical programs, and local and federal revenues. The proportion of state, local and federal contributions varies from district to district highlighting the fact that districts have different needs. The statewide averages for state, local, and federal per pupil revenues in FY 1999-2000 are listed in Table 6. The state per pupil amount represents all funding available to the school district including SEEK and categorical programs funds and grants. Local funding comes from tax assessments on real and tangible property. The federal per pupil amount represents grants and entitlement program revenue received in the school districts.

**TABLE 6**  
**State Averages for Per Pupil Revenues**  
**1999-2000**

	<b>Local Per Pupil</b>	<b>State Per Pupil</b>	<b>Federal Per Pupil</b>	<b>Total Per Pupil</b>
565,693 ADA	\$2,244	\$3,807	\$746	\$6,798
% Per Pupil	33%	56%	11%	

*Source: Kentucky Department of Education*

The percentage of state funding in 1999-2000 across all school districts ranged from a high of 79.4% to a low of 20% while the percentage of local funds ranged from 78% to 10%. Federal per pupil revenues spanned from a low of 1.4% to a high of 27.8%. (See Appendix M for the Percentage of State, Local and Federal Revenue, 1999-2000).

## JOB DESCRIPTIONS, PAY, HOURS AND CONTRACT DAYS

Pursuant to KRS 161.011, the commissioner of the Kentucky Department of Education has established job classifications and minimum qualifications for local district classified employment positions. To date, 277 job classifications in eighteen job families describe positions in the classified service in 2000-2001. From the Classified Staff Database supplied by the Kentucky Department of Education, Table 7 displays the job positions with the largest number of employees, including the number of persons employed, the mean, minimum, and maximum pay rates, the mean number of hours per day and contract days, and the mean annual pay. These classifications represent about 89% of the total classified service and 80% of the total statewide payroll.

**TABLE 7**  
**Job Positions with the Largest Number of Employees**  
**2000-2001**

<b>Job</b>	<b>Number Employed</b>	<b>Mean Pay Rate</b>	<b>Minimum Pay Rate</b>	<b>Maximum Pay Rate</b>	<b>Mean Hours Per Day</b>	<b>Mean Contract Days</b>	<b>Mean Annual Pay</b>
<b>Instructional Assistant I</b>	9456	\$8.57	\$5.15	\$37.45	7	182	\$10,152
<b>Bus Driver</b>	7238	\$11.53	\$5.15	\$39.87	5	178	\$10,099
<b>Cook/Baker</b>	3939	\$7.87	\$5.15	\$13.70	6	181	\$8,761
<b>Custodian</b>	4001	\$8.79	\$5.15	\$30.60	7	238	\$15,690
<b>Instructional Assistant II</b>	3349	\$8.98	\$5.15	\$18.48	7	182	\$10,715
<b>TOTAL</b>	27,983						

*Source: Compiled by LRC Staff from data supplied by the Kentucky Department of Education*

The same information concerning all 277 job classifications and the mean pay, hours, and contract days for the 2000-2001 school year is located in Appendix N.

## MINIMUM WAGES

A primary objective of this study is to determine the adequacy of compensation and benefits of classified employees. Regional and national data on salaries and wages of similarly situated employees are not available for comparison. To assist in determining the level of salaries of classified personnel, an analysis was conducted of the job classifications in which employees earn the state and federal minimum hourly wage of \$5.15. As shown in Table 7, the job classifications with the largest number of employees along with 16 other job classifications in some districts have minimum pay ranges beginning at the minimum hourly wage rate of \$5.15.

The minimum pay rate is generally earned in the first or initial years of employment according to a review of salary schedules adopted in some districts.

Table 8 shows job classifications by district with one or more employees earning the minimum wage. Among the 26 school districts, 204 classified employees (4.2% of total employment) in 21 job classifications were paid minimum wage during the 2000-2001 school year. For example, 69 of 73 persons employed as bus monitors in 11 districts made minimum wage in that job. In the instructional category of Assistant I and II and Monitors, 43 of 475 employees in 11 districts earned \$5.15 an hour in that position.

**TABLE 8  
Job Classifications by District with One or More Employees Earning Minimum Wage  
2000-2001**

District	Job Classification	Family	Number Employed	Employees Earning Minimum Wage	Percent Earning Minimum Wage	Mean Pay Rate	Minimum Pay Rate	Maximum Pay Rate	Mean Hours per Day	Mean Contract Days	Mean Annual Salary
241	Assistant Coach II	Instructional	3	3	100%	\$5.15	\$5.15	\$5.15	1	185	\$1,222.70
446	Assistant Coach II	Instructional	14	3	21%	\$7.19	\$5.15	\$10.00	2	81	\$1,404.26
476	Assistant Coach II	Instructional	7	7	100%	\$5.15	\$5.15	\$5.15	3	185	\$2,629.59
	<b>Total</b>		<b>24</b>	<b>13</b>	<b>54%</b>						
511	Bus Driver	Transportation	48	1	2%	\$11.03	\$5.15	\$30.91	5	185	\$8,870.96
521	Bus Driver	Transportation	46	4	9%	\$10.05	\$5.15	\$11.66	4	172	\$7,475.13
	<b>Total</b>		<b>94</b>	<b>5</b>	<b>5%</b>						
175	Bus Monitor	Transportation	18	8	44%	\$6.57	\$5.15	\$7.85	5	178	\$5,933.29
215	Bus Monitor	Transportation	8	8	100%	\$5.15	\$5.15	\$5.15	2	153	\$1,575.90
235	Bus Monitor	Transportation	7	7	100%	\$5.15	\$5.15	\$5.15	8	185	\$7,622.00
271	Bus Monitor	Transportation	6	5	83%	\$5.46	\$5.15	\$7.00	6	183	\$6,430.67
315	Bus Monitor	Transportation	2	2	100%	\$5.15	\$5.15	\$5.15	4	185	\$3,811.00
415	Bus Monitor	Transportation	3	1	33%	\$5.81	\$5.15	\$6.64	4	123	\$2,926.87
436	Bus Monitor	Transportation	2	2	100%	\$5.15	\$5.15	\$5.15	4	185	\$3,811.00
591	Bus Monitor	Transportation	61	61	100%	\$5.15	\$5.15	\$5.15	8	185	\$7,495.02
	<b>Total</b>		<b>66</b>	<b>64</b>	<b>97%</b>						
235	Bus Monitor - EC	Transportation	3	3	100%	\$5.15	\$5.15	\$5.15	8	185	\$7,622.00
441	Bus Monitor - EC	Transportation	3	1	33%	\$5.68	\$5.15	\$6.20	4	124	\$2,938.40
595	Bus Monitor - EC	Transportation	1	1	100%	\$5.15	\$5.15	\$5.15	1	158	\$813.70
	<b>Total</b>		<b>7</b>	<b>5</b>	<b>71%</b>						
191	Cook/Baker	Food Services	10	3	30%	\$7.67	\$5.15	\$12.15	6	181	\$7,936.51
246	Cook/Baker	Food Services	11	2	18%	\$5.76	\$5.15	\$6.97	6	185	\$6,707.60
441	Cook/Baker	Food Services	28	6	21%	\$6.75	\$5.15	\$9.33	7	175	\$7,718.53
591	Cook/Baker	Food Services	47	1	2%	\$7.54	\$5.15	\$8.01	6	185	\$8,707.99
	<b>Total</b>		<b>86</b>	<b>9</b>	<b>10%</b>						
175	Custodian	Operations	37	1	3%	\$6.79	\$5.15	\$8.63	8	208	\$10,797.45
191	Custodian	Operations	14	2	14%	\$8.07	\$5.15	\$13.10	7	227	\$12,639.80
441	Custodian	Operations	23	2	9%	\$7.50	\$5.15	\$10.85	8	247	\$15,063.36
465	Custodian	Operations	37	1	3%	\$9.28	\$5.15	\$13.17	7	246	\$16,119.97
475	Custodian	Operations	6	1	17%	\$6.26	\$5.15	\$7.09	7	236	\$10,909.39
	<b>TOTAL</b>		<b>66</b>	<b>4</b>	<b>6%</b>						

District	Job Classification	Family	Number Employed	Employees Earning Minimum Wage	Percent Earning Minimum Wage	Mean Pay Rate	Minimum Pay Rate	Maximum Pay Rate	Mean Hours per Day	Mean Contract Days	Mean Annual Salary
155	Instructional Asst I	Instructional	23	3	13%	\$6.86	\$5.15	\$7.34	7	176	\$8,532.55
191	Instructional Asst I	Instructional	15	1	7%	\$7.80	\$5.15	\$11.29	6	176	\$8,528.73
235	Instructional Asst I	Instructional	21	1	5%	\$7.64	\$5.15	\$11.02	6	185	\$8,595.14
285	Instructional Asst I	Instructional	72	1	1%	\$7.11	\$5.15	\$9.11	8	187	\$10,092.53
415	Instructional Asst I	Instructional	37	5	14%	\$7.80	\$5.15	\$10.65	7	181	\$9,691.11
431	Instructional Asst I	Instructional	58	5	9%	\$7.02	\$5.15	\$14.84	6	186	\$7,451.69
441	Instructional Asst I	Instructional	41	3	7%	\$6.62	\$5.15	\$9.22	7	179	\$7,944.24
591	Instructional Asst I	Instructional	140	10	7%	\$7.86	\$5.15	\$15.00	7	189	\$10,399.24
	<b>TOTAL</b>		<b>447</b>	<b>31</b>	<b>7%</b>						
285	Instructional Asst II	Instructional	12	1	8%	\$6.78	\$5.15	\$7.94	7	179	\$8,948.38
446	Instructional Monitor I	Instructional	16	12	75%	\$5.20	\$5.15	\$5.67	4	133	\$2,100.95
476	Asst Board Sec	Secretarial/ Clerical	1	1	100%	\$5.15	\$5.15	\$5.15	4	260	\$5,007.86
305	Child Dev Center Asst. Supt.	Instructional	6	1	17%	\$7.33	\$5.15	\$7.98	7	234	\$11,801.30
251	Clerk	Secretarial/ Clerical	13	2	15%	\$6.36	\$5.15	\$8.56	6	181	\$6,392.29
241	Employee Benefits Specialist	Personnel	1	1	100%	\$5.15	\$5.15	\$5.15	1	194	\$999.62
551	Food Service Asst I	Food Services	20	1	5%	\$14.46	\$5.15	\$46.80	6	66	\$2,128.78
476	Head Coach	Instructional	9	8	89%	\$5.22	\$5.15	\$5.79	4	185	\$3,541.04
191	Lunchroom Monitor	Food Services	3	3	100%	\$5.15	\$5.15	\$5.15	1	175	\$1,051.46
241	Public Information Officer	Communications	4	3	75%	\$6.49	\$5.15	\$10.50	1	195	\$1,265.06
476	Safety Inspector	Security	1	1	100%	\$5.15	\$5.15	\$5.15	2	260	\$2,396.81
171	School Secretary I – High School	Secretarial/ Clerical	1	1	100%	\$5.15	\$5.15	\$5.15	8	205	\$8,446.00
441	Secretary I	Secretarial/ Clerical	5	1	20%	\$6.37	\$5.15	\$7.86	8	236	\$12,160.56
591	Staff Support Secretary	Secretarial/ Clerical	10	1	10%	\$8.28	\$5.15	\$13.91	8	197	\$12,472.47

## **MULTIPLE JOB ASSIGNMENTS**

A number of persons perform multiple job assignments, with at least one of the positions being a minimum wage job. Of the 48,470 classified employees reported in the Classified Staff Data, 2,681 persons performed 5,611 jobs by working more than one job in the school district. This represents 5.5% of all employees reported in the database. Among 2,681 persons performing those jobs, 208 persons performed three or more jobs within the districts.

Of the multiple job employees, 88% had at least one job as either an instructional assistant, a bus driver, or a bus monitor. Sixty-one percent or 1635 employees were bus drivers or monitors and 27% of 723 employees were instructional assistants. This equates to 19% of all bus drivers and monitors and 9% of all instructional assistant jobs filled by persons holding multiple jobs within the districts.

The average annual salary for multiple job employees who work at least 1,260 hours (7 hours per day, 180 contract days) is \$18,352. Approximately 73% of all full-time multiple job employees earn between \$12,000 and \$35,000 annually. Thirty-two employees earn minimum wage in at least one of the multiple jobs they hold (Appendix O).

## **GENDER DIFFERENCES IN ASSIGNMENTS AND PAY**

Of the 48,470 classified employees reported in the Classified Staff Database (CSD), 2000-2001, female employees number 38,368 representing 79% of the workforce while 10,102 male employees make up 21% of the classified service.

Table 9 indicates the total number of male and female employees by job family. Female employees predominantly fill positions in the job families that have the largest number of employees, including fiscal, food services, health, instructional, and secretarial/clerical. Male employees dominate maintenance, security/law enforcement, and warehouse job categories.

According to the Classified Staff Database, fifty-one or 18% of 277 job classifications listed are held by total female populations. Females do not hold positions in thirty-nine job classifications representing 14% of the 277 classifications in school districts.

**TABLE 9**  
**Male and Female Employees by Job Family**  
**2000-2001**

<b>Job Family</b>	<b>Males</b>	<b>Females</b>	<b>Percent Female</b>
Communications	23	57	71.25%
Fiscal	47	864	94.84%
Food Services	123	7,743	98.44%
Health	13	475	97.34%
Instructional	1,207	14,804	93.51%
Library/Media	17	305	94.72%
Maintenance	1,151	36	3.03%
Management	187	545	74.45%
MIS	247	254	50.70%
Miscellaneous	5	0	0.00%
Operations	2,883	2,025	41.26%
Personnel	9	89	90.82%
Purchasing	11	28	71.79%
Secretarial/Clerical	43	4,652	99.08%
Security/Law Enforcement	178	45	20.18%
Student Services	43	311	87.85%
Transportation	3,997	6,109	60.45%
Warehouse	98	26	20.97%

Across the 176 school districts, there are a total of 905 job positions held by both male and female employees. Of those 905 job positions, females earn a higher mean pay rate in 441 jobs, females and males earn equal mean pay in 56, and males earn a higher mean pay rate in 408. Table 10 shows the average pay differences between males and females in the twenty job classifications with the largest number of employees totaling 37,360 persons, or 775 of the total classified service. The top twenty classifications include 30,711 females (82%) and 6,649 males (18%). Of the 20 job classifications, the average pay for males is higher than that of their female counterparts in 12 job classes. Appendix P displays by the local school districts the mean pay differences in job classification with male and female employees.

No conclusion regarding pay differentials and pay equity should be drawn from this limited information. Valid pay equity determinations must control for the educational background and job history of an individual employee. The CSD maintained by the KDE does not contain this information.



**TABLE 10**  
**Male and Female Mean Hourly Pay Differences for the**  
**Top Job Classifications as Measured by Total Employment**  
**2000-2001**

Job Classification	Females	Mean Pay	Males	Mean Pay	Total Employment	Average Wage Difference (Female Pay - Male Pay)
Instructional Assistant I	9,116	\$8.58	344	\$8.72	9,460	(\$0.14)
Bus Driver	4,094	\$11.49	3,150	\$11.66	7,244	(\$0.17)
Custodian	1,757	\$8.79	2,245	\$8.82	4,002	(\$0.03)
Cook/Baker	3,909	\$7.88	31	\$8.13	3,940	(\$0.26)
Instructional Assistant II	3,106	\$8.93	243	\$9.53	3,349	(\$0.60)
Bus Monitor	1,320	\$7.70	108	\$7.00	1,428	\$0.69
Food Service Assistant II	1,098	\$9.22	20	\$8.82	1,118	\$0.40
Food Service Manager I	938	\$10.82	10	\$12.78	948	(\$1.96)
School Secretary I - Elementary	750	\$10.81	3	\$9.90	753	\$0.91
Food Service Assistant I	731	\$8.48	15	\$8.17	746	\$0.32
Clerical Assistant I	657	\$9.81	5	\$9.16	662	\$0.65
Bus Monitor – Exceptional Children	518	\$8.33	61	\$8.57	579	(\$0.24)
Lunchroom Monitor	472	\$8.23	33	\$7.82	505	\$0.41
Clerical Assistant II	438	\$10.72	9	\$11.25	447	(\$0.53)
Custodial Supervisor	120	\$13.50	283	\$11.90	403	\$1.60
Instructor II	359	\$12.33	42	\$13.27	401	(\$0.94)
School/Home/Community Liaison	355	\$12.17	44	\$21.08	399	(\$8.91)
Secretary I	350	\$12.90	1	\$8.25	351	\$4.65
Staff Support Secretary	315	\$9.78	1	\$11.98	316	(\$2.20)
School Secretary I – High School	308	\$10.37	1	\$10.51	309	(\$0.14)

*Source: Compiled by LRC Staff from data supplied by the Kentucky Department of Education*

### COST OF LIVING INCREASES

While there is no statutory requirement that local districts provide a cost of living adjustment to classified employees as there is for certified employees, 173 local school districts indicated in the LRC Survey that classified employees have been granted increases in past school years.

KRS 157.420 requires that local boards of education adjust the previous year's salary schedule for certified personnel by the lesser of either the percent increase of the base funding level in SEEK or the percent increase in the average annual consumer price index stated in the budget memorandum and the biennial budget.

For FY 1999-2000, the minimum increase for cost of living was 2.3% and for the 2000-2002 biennium, the minimum increase is 2.2%. Tables 11, 12, and 13 provide data relating to the cost of living raises granted classified employees.

- One hundred seventy-three school districts granted cost of living increases to classified employees in FY 1999-2000 and FY 2000-2001.
- Eighty-seven districts in FY 1999-2000 and 108 districts in FY 2000-2001 granted *equal* cost of living increases to both certified and classified employees.
- Ten districts in FY 1999-2000 and ten districts in FY 2000-2001 granted cost of living increases in *excess* of the amount granted to certified employees.
- Fifteen districts in FY 1999-2000 and sixteen districts in FY 2000-2001 granted cost of living increases *less* than the amount certified employees received.

**TABLE 11**  
**Statewide Cost of Living Increases for Classified Employees**  
**1999-2000 and 2000-2001 School Years**

Percent Increase	1999-00	2000-01
0	4*	7
1.00 - 1.5	0	1
1.51 - 2.19	8	1
2.2	21	52
2.21 - 2.30	40	6
2.31 - 2.50	16	26
2.51 - 3.00	38	46
3.01 - 3.50	12	12
3.51 - 4.00	17	7
4.01 - 4.50	2	2
4.51 - 5.00	11	6
5.01 - 5.50	1	2
5.51 and above	2	5

*\*One district instituted a \$0.50 per hour pay increase for all classified employees*

**TABLE 12**  
**Districts that Granted Cost of Living**  
**Increases in *Excess* of the Amount**  
**Granted to Certified Employees**

<b>FY 1999-2000</b>		
<b>District</b>	<b>Classified % Increase</b>	<b>Certified % Increase</b>
Campbell (91)	3.2	2.5
Clinton (131)	4.0	2.8
Clay (125)	5.0	2.3
Dayton (147)	3.0	2.4
Frankfort (177)	2.99	2.8
Fulton (185)	3.0	2.3
Jessamine (281)	6.5	4.37
Magoffin (371)	6.0	2.3
Owsley (475)	3.0	2.4
Todd (551)	3.5	3.2
<b>FY 2000-2001</b>		
<b>District</b>	<b>Classified % Increase</b>	<b>Certified % Increase</b>
Bath (25)	4.0	3.0
Campbell (91)	6.8	3.5
Clay (125)	4.0	3.0
Clinton (131)	3.0	2.3
Covington Ind. (134)	4.6	2.2
Dayton (147)	7.5	5.0
Frankfort (177)	4.49	3.0
Jessamine (281)	7.2	4.51
Magoffin (371)	3.7	2.2
Owsley (475)	3.0	2.4

**TABLE 13****Granted Cost of Living Increases *Less* than the Amount Certified Employees Received****Districts in FY 1999-2000**

<b>District</b>	<b>Classified % Increase</b>	<b>Certified % Increase</b>
Bell (31)	0	2.2
Calloway (85)	0	2.3
Christian (115)	0	2.4
Crittenden (135)	2.3	4.0
Greenup (221)	1.7	2.2
Hardin (231)	2.3	4.7
Hart (245)	2.2	3.5
Larue (305)	3.0	4.0
Menifee (415)	0	2.2
Pendleton (481)	2.2	2.3
Russellville (523)	5	7.5
Silver Grove (533)	2.0	2.3
Southgate (537)	2.0	2.2
Trimble (561)	0	4.0
Webster (585)	2.0	2.3

**Districts in FY 2000-2001**

<b>District</b>	<b>Classified % Increase</b>	<b>Certified % Increase</b>
Bell (31)	0	2.2
Boyd (45)	3.0	5.0
Breathitt (61)	2.5	3.5
Calloway (85)	0	2.5
Crittenden (135)	2.2	3.0
Fairview (162)	2.2	3.5
Franklin Co. (181)	3.0	4.5
Fulton (185)	1.5	3.0
Graves (205)	3.0	10.0
Knott (295)	0	2.5
Logan (351)	2.2	2.3
Menifee (415)	0	2.2
Ohio (461)	0	3.0
Todd (551)	3.2	3.5
Trimble (561)	0	3.0
Webster (585)	2.0	2.3

*Source: Compiled by LRC Staff from data supplied by the Kentucky Department of Education*

## RANGE OF SALARIES AND WAGES

The adequacy of salaries and wages of classified employees is a primary concern of this study. While regional and national data would have assisted the subcommittee in determining the comparability of wages and salaries of similarly situated employees, relevant data from the National Center for Education Statistics, U.S. Department of Education, were not available for the subcommittee to analyze. Therefore, the subcommittee reviewed the levels and ranges of salaries in the classified service. The following Table 14 displays the numbers of full-time employees in various salary ranges. For purposes of defining “full-time employee,” the statutory criteria in the county employees retirement system is applied. KRS 78.510 defines “regular full-time positions” as those that average eighty hours or more per month. KRS 78.615 provides that after July 1, 2000, noncertified employees of school boards shall be entitled to a full year of service credit if their total paid days were not less than 180 days for a regular school or fiscal year. A member may purchase credit in the event he or she is paid for less than 180 days.

Of the 48,470 classified personnel employed during the 2000-2001 school year, 7,002 employees, or 14.4% earned \$12,000 or less while 9,990 employees (20%) earned between \$12,000 and \$20,000.

**TABLE 14**

**Number of Full Time\* Classified Employees by Job Family and Pay Range  
2000-2001**

Job Family	Full-Time Employees	\$12,000 or Less	\$12,000 to \$20,000	\$20,000 to \$30,000	\$30,000 to \$40,000	\$40,000 to \$50,000	Over \$50,000
Communications	62	3	8	21	20	7	3
Fiscal	828	6	206	429	106	48	33
Food Services	2,927	1,596	1,059	217	29	19	7
Health	345	34	60	138	48	41	24
Instructional	7,256	4,072	2,470	457	155	80	22
Library/Media	153	62	66	14	6	3	2
Maintenance	1,116	9	149	497	312	131	18
Management	626	10	38	275	158	48	97
MIS	405	25	68	121	93	55	43
Operations	4,182	337	2,428	1,189	208	10	10
Personnel	84	0	11	43	23	3	4
Purchasing	38	0	8	19	6	4	1
Secretarial/Clerical	3,848	351	2,189	1,174	114	16	4
Security/Law	180	9	64	70	26	11	0
Student Services	276	14	100	112	42	7	1
Transportation	2,457	473	1,046	679	195	49	15
Warehouse	113	1	20	49	37	4	2
<b>Total</b>	<b>24,896</b>	<b>7,002</b>	<b>9,990</b>	<b>5,504</b>	<b>1,578</b>	<b>536</b>	<b>286</b>

Source: Compiled by LRC staff from data supplied by the Kentucky Department of Education  
 \*Full time employees worked at least 7 hours per day with total contract days of at least 180 days

## **BENEFITS FOR CLASSIFIED EMPLOYEES**

Classified employees throughout the state receive benefits prescribed by the Kentucky Revised Statutes. These include sick, emergency and personal leave, retirement benefits, and health and life insurance.

### **Sick, Personal, and Emergency Leave**

As noted in Chapter II, a local school district may grant up to three days for emergency leave and not affect sick leave. Sick leave may accumulate without limitation and be transferable. Employees are allowed to use up to three days sick leave for emergency leave per school year and be paid for unused sick leave upon retirement or death of an active contributing member.

One hundred and sixty-one districts provided usable responses to the LRC survey regarding sick leave. Of the 161 districts, eight districts (5%) offered eleven days sick leave, 135 districts (84%) offered ten sick days and the remaining 11% or eighteen districts offered nine or fewer sick leave days (LRC Survey, 2001).

In response to the question whether the districts paid for unused sick leave to retirees, 138 out of 169 responding districts reported providing this benefit.

One hundred seventy-three districts responded to the question whether the district provided personal and emergency days. Forty-nine districts (28%) granted three days; 47 districts (27%) granted two days; one district offered 1.5 days; 50 districts (29%) offered only one day, and 26 districts (15%) did not offer days for personal leave. Fifty-four school districts (31.21%) offered three emergency days as a benefit to classified employees, 37 districts offered two days, thirteen districts granted one day, while 69 districts (39.88%) do not provide emergency days as a benefit.

### **Professional Development Days**

One hundred-fifty districts (85%) of the 173 responding reported that they granted paid professional development days to classified employees. However, testimony from representatives of the Kentucky Education Support Professional Association disputed the fact that districts offer professional days as a benefit (Testimony: Toombs, 2001).

### **Retirement Program**

Classified employees are members of the County Employees Retirement System, to which employees contribute 5.0% and employers contribute 7.17% of an employee's salary.

Classified employees also contribute to Social Security at a rate of 6.0% which is matched by the employer.

For service after July 1, 2000, classified employees who average eighty or more hours of work per month and who are paid for 180 or more days are eligible to earn a full year of retirement service credit in accordance with KRS 78.510 and 78.615. Classified employees who are paid less than the 180 days may purchase credit according to the rules established by the County Employees Retirement System.

### **Health Insurance**

Any employee who works at least eighty hours per month is eligible to participate in the state health insurance program and may pay the premium for those months not employed. The high cost of health insurance is a major concern for all employees. Premiums are expected to rise about 11% in 2002. Testimony revealed the hardship of some classified employees who struggle to pay for insurance coverage. A representative of the Kentucky Educational Support Professional Association reported at the April and November 2001 subcommittee meetings that the costs of the monthly premium consumes take home pay for some employees, and others actually owe the school district after premium cost and all of the other employee deductions are calculated (Testimony: Franklin, Toombs, and Watson, 2001).

### **Life Insurance**

The Commonwealth provides for each full-time employee a life insurance benefit of \$20,000 under group coverage that is based on the master contract between the Commonwealth and the insurance carrier.

### **Additional Benefits Provided to Classified Employees**

School districts were surveyed regarding the benefits they offer employees that are beyond those benefits required by law. The responses among the 173 districts show that sixty school districts (35.26%) offer dental insurance or reimbursement plans; and thirty-two districts (19%) offer expanded life insurance coverage. Moreover, Anderson County offers matching dollars to employee contributions to a financial investment plan.

## **SALARY SCHEDULES IN LOCAL SCHOOL DISTRICTS**

Local school districts were asked to submit the salary schedules, and 167 of 176 school districts complied. Salary schedules for the 2000-2001 school year were received from thirty-four school districts in association with their survey response. The remaining 142 districts

submitted schedules for FY 2001-2002 as a result of a later request made by the Office of Education Accountability.

A review of the salary schedules received shows little uniformity in the design:

- Some districts assigned pay for job classifications to a grid of pay rates for hourly or salaried positions.
- Some districts have pay schedules for each job class.
- Some state an hourly pay rate or an annual salary for the current year.
- Many pay schedules show annual increments for each year or for a term of years of service and experience while one district shows no increase between one and twenty years of service.

### **Extra Duty as a Salary Enhancement**

For classified employees, extra duty may include responsibilities or job assignments over and beyond the duties of the primary job assignment. Local district salary schedules characterize extra duty as supervisory or managerial duties, or assignment to evening and night shifts, particularly among bus drivers, custodial, maintenance, and food service workers. Based on the 173 districts responding to the LRC Survey, 146 school districts (84.9%) awarded additional pay and thirty school districts (17.34%) granted compensatory time for extra duties performed.

### **Educational Achievement as a Salary Enhancement**

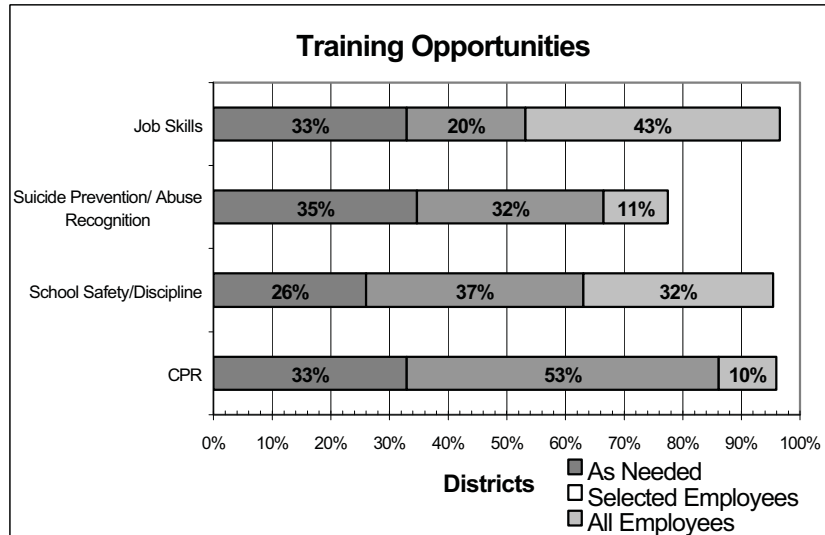
Educational achievement was also a basis for salary enhancements in 39 school districts (22.54%) of the 173 school districts responding. Based on a review of the salary schedules, a college degree or a certain number of hours toward a college degree qualified certain employees for increased salaries.



## TRAINING OPPORTUNITIES

KRS 161.011 provides that local school districts, if financially feasible, may provide training for classified employees focusing on topics including but not limited to suicide prevention, abuse recognition, and cardiopulmonary resuscitation (CPR). Training opportunities are provided in 145 out of 173 districts for all or selected employees, or on an as-needed bases.

**TABLE 15**  
**Training for Classified Staff**  
**2000-2001**



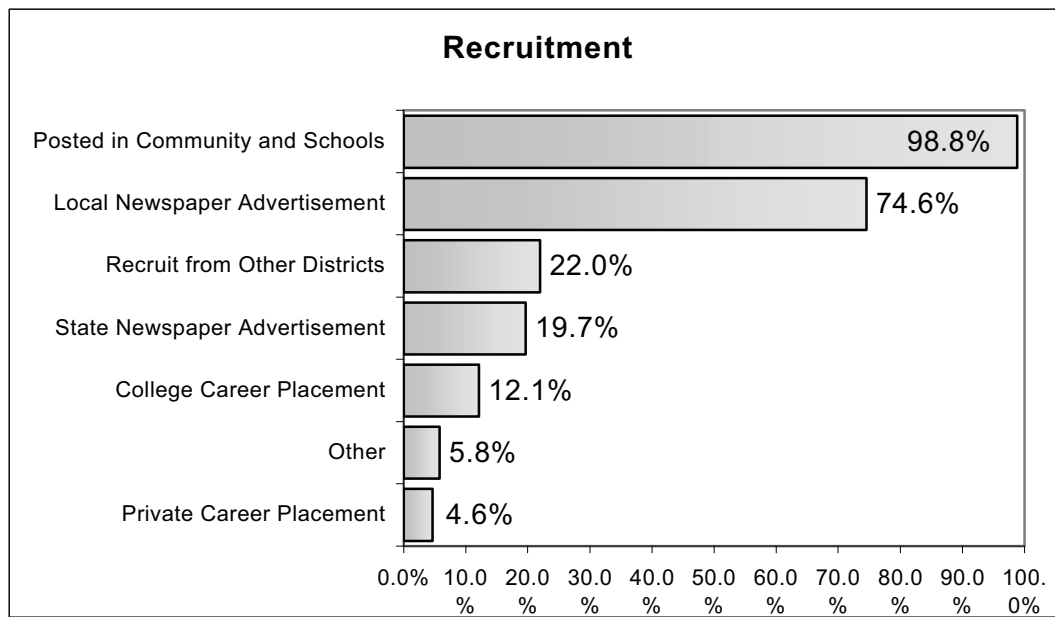
*Source: Compiled by LRC Staff from the LRC Survey of Local Districts*

## RECRUITMENT OF CLASSIFIED EMPLOYEES

KRS 161.011 requires local school districts to maintain a registry of all vacant classified positions that is available for public inspection at a location determined by the superintendent. Copies shall be made available to interested persons.

The following chart indicates the variety of methods of recruiting employees in the classified service. The percentages are based on 173 district responses; however, all districts did not respond to each question. Therefore, a non-response is treated as a No response. Table 16 shows that local school districts rely on community and school postings, and newspaper advertisements as the primary means for recruitment.

**TABLE 16**  
**Recruitment Activities in Local School Districts for Classified Employees**  
**2000-2001**



*Note:* Regarding the “Other” category, ten (5.8%) of the districts also use the following methods of recruitment: advertisement in employment publications; job fairs; the state and local employment offices including temporary placement services; word of mouth; and school district web-sites.

*Source:* Compiled by LRC Staff from the LRC Survey of Local Districts.

### **Privatization: Contracts With Outside Vendors**

The LRC survey asked school districts to identify those services for which they contract with private businesses. The data in Table 17 show that machine maintenance contracts are most

often executed and 71 districts (44%) of the 163 responding districts indicated that the agreements with outside vendors were cost effective.

**TABLE 17**  
**Contracts with Outside Vendors**  
**2000-2001**

	Districts	Do Not Contract	More Cost Effective	Inability to Recruit Staff	Better Quality	Encourage Community Partnerships
Computer Services and Maintenance	167	67%	23%	4%	5%	0%
Machine Maintenance	163	52%	44%	1%	3%	0%
Facilities Maintenance	162	90%	9%	0%	1%	0%
Food Preparation and Services	166	100%	0%	0%	0%	0%
Custodial Services	166	96%	2%	2%	0%	0%
Transportation	162	99%	1%	0%	0%	0%
Nursing/Health Services	163	71%	21%	2%	1%	4%
School Security	158	84%	7%	1%	2%	6%
Other	23	78%	13%	4%	4%	0%

*Source: Compiled by LRC Staff from the LRC Survey of Local Districts*

In the "Other" category, districts executed private contracts for athletic drug testing; training on the Asbestos Hazard Emergency Response Act (AHERA); bus maintenance; mowing; and heating, ventilation, and air conditioning maintenance.

## PERFORMANCE EVALUATIONS

School districts were polled to determine if they have adopted policies regarding performance evaluations and to determine the impact an evaluation has on continuing employment and salaries. The following table shows the percentage of responses of the 173

districts. Ninety-eight percent (98.8%) of the districts used evaluations to improve performance, but only 3.5% use the evaluations to adjust wages or salaries.

**TABLE 18**  
**Performance Evaluations**  
**2000-2001**

<b>Performance Evaluations</b>	<b>Percent of Districts Where Statement Applies</b>
Have Written Policy Requiring Evaluation	97.7%
Every Classified Employee is Evaluated	87.8%
Evaluation May Determine Contract Renewal	94.8%
Evaluations are Used to Improve Performance	98.8%
Evaluations are Used to Adjust Wage or Salary	3.5%

*Source: Compiled by LRC Staff from data supplied from the LRC Survey of local districts.*

### **PROFESSIONAL BARGAINING UNITS**

In four school districts, classified employee salaries and benefits are professionally negotiated or bargained by a union or organization representing classified employees. They are as follows:

- Carter County classified employees, represented by the Kentucky Education Support Personnel Association.
- Floyd County bus drivers, represented by the United Steelworkers of America.
- Harlan County classified employees, represented by the United Machine Workers of America.
- Jefferson County selected service employees, represented by Teamsters Local 783; food service employees, represented by International Union Local 557 AFL-CIO.

### **REWARDS DISTRIBUTED TO SUCCESSFUL SCHOOLS**

The Kentucky Department of Education has collected data on the use of rewards earned by successful schools under the accountability and assessment system pursuant to KRS 158.6455. Table 19 displays the frequency counts and the percentages of the uses of the rewards

by successful schools for school purposes in the former Kentucky Instructional Result Information System (KIRIS ) Cycle III 1994-1998 and in the Interim Accountability Cycle (1996-2000).

**TABLE 19**  
**Rewards Distribution in Successful Schools**

<b>Purpose</b>	<b>KIRIS Cycle III (1994-1998)</b>		<b>Interim Accountability Cycle (1996-2000)</b>	
	<b>Count</b>	<b>Percent*</b>	<b>Count</b>	<b>Percent*</b>
Certified Staff Bonuses	785	87%	632	85%
<b>Classified Staff Bonuses</b>	<b>511</b>	<b>57%</b>	<b>538</b>	<b>72%</b>
Certified or Classified	788	87%	634	85%
Materials	43	5%	150	20%
Professional Development	3	0%	20	3%
Trips	16	2%	42	6%
Other	105	12%	251	34%
<b>Total</b>	<b>902</b>		<b>743</b>	

\*Because the categories are not mutually exclusive, the sum of the percentages will not equal 100%.  
*Source: Compiled by LRC Staff from data supplied by the Kentucky Department of Education*

For KIRIS Cycle III (1996-2000), a single share reward was \$558.00 per full-time certified staff and for a school classified as Reward Share Status 2, each certified full-time staff received \$1,116.00. A reward in the Interim Accountability Cycle (1996-2000) totaled \$959.00 for each certified full-time staff.

The number of schools that distributed bonuses to classified staff increased between the two cycles even though the number of schools that received awards decreased. The KDE reports that the exact dollar amount distributed to classified employees is unknown. However, the analysis of the school surveys and staff discussions suggest that the dollar amount represents a small percentage of the total reward money. For example, some schools granted a percentage of the reward money to classified staff while others may have awarded a set amount to each staff, i.e., \$100 for each staff.

## CHAPTER V

### FINDINGS AND RECOMMENDATIONS

#### FINDINGS RELATED TO TEACHER COMPENSATION AND BENEFITS

The Subcommittee on Teacher Compensation has given careful consideration to the issues relating to teacher compensation and found no debate about the value of quality teaching to the well-being of our families and children and the quality of life for our state as a whole. The Subcommittee members discussed that without well-educated citizens, the state will have great difficulty in competing in a world economy and improving the quality of life for all Kentuckians.

Kentucky is faced with the dilemma of relatively flat teacher salaries and increased costs for health care benefits, a situation which makes teaching less appealing at the very time when the state is experiencing a crisis in the growing number of emergency certified teachers. A significant percentage of Kentucky's teachers are eligible for retirement, and recruitment of new teachers is difficult as other professions appeal to many of Kentucky's brightest people. Keeping teachers in the classroom is a challenge that may be partially met by increasing beginning teacher salaries and benefits, providing career advancement opportunities, and providing incentives for existing teachers to achieve higher levels of skill and knowledge with opportunities to provide classroom leadership to other teachers. The subcommittee believes that keeping existing teachers in the classrooms as well as recruiting new persons to the profession are the best ways to alleviate teacher shortages and decrease the number of emergency certified persons.

In order that "every Kentucky child have a highly qualified, caring teacher in every course and classroom," the subcommittee recommended that the Interim Joint Committee on Education adopt a series of recommendations that send a clear message that the General Assembly is committed to a long-range strategy to address teacher compensation and benefits and that the professional contributions that teachers make to our state are valued. Likewise, the Subcommittee recommended that the Joint Committee take some action to recognize the contributions of classified personnel.

The following principles adopted by the Subcommittee on Teacher Compensation and Benefits underpin the recommendations:

- It is important to build on the past by continuing to support a basic salary schedule that provides equity regardless of the school assignments, the subject area assignments, and race or gender of the teachers, but options should be provided as well as incentives to school districts to develop professional compensation plans that supplement or modify the schedule to accommodate unique community needs.

- Raising the minimum basic salary levels for beginning as well as more experienced teachers as revenue permits is essential to Kentucky's being able to compete with the surrounding states for teachers and making the teaching profession competitive with other professions that are recruiting.
- It should be acknowledged that Kentucky has demanded from its teachers that they teach to new standards, that they bear greater risks than in the past, and that they take greater leadership roles within the total school program. We recognize that many teachers may feel unprepared to deal with the cultural and language diversity, the needs of children with disabilities, classroom management and discipline, and effectively engaging parents in the educational process. More time for planning, curriculum research and development, working with other teachers, and professional development is needed to meet these increased demands.
- It should be acknowledged that the public may not see that increased salary and benefits are needed, as teachers may be among the highest paid persons in some communities; they perceive teachers work fewer days and hours than others; and other professionals in some communities may not be paid well either. However, we believe that the public will support increased pay for teachers who acquire more knowledge and skill, for teachers who work a longer work year, and for assurance that teachers' salaries are competitive with other professionals in hard to fill content areas.
- Research supports the notion that teachers are the most important variable in how well students learn and achieve—more important than socio-economic status and other factors. It is our responsibility to provide adequate compensation and benefits to develop and retain a supply of highly qualified teachers.

### **Recommendations Related to Teacher Compensation and Benefits**

1. Retain a single salary schedule that recognizes educational rank and experience for determining base pay, but provide options for salary supplements beyond the base.
2. In the 2002 regular session of the General Assembly, adopt a required minimum salary schedule in the biennial budget that reflects the actual beginning salaries of teachers in the state and adjust the cells proportionately in order to establish the base from which future salary adjustments are made.
3. Beginning in the 2003-2004 school year or when state funding to supplement existing salaries is available, modify the cells in the state single salary schedule by establishing a cell for 20-24 years experience, one for 25-29 years experience, and one for 30 and beyond years experience with a \$500 - \$1000 minimal incremental difference among these new cells. If the existing district schedule provides for the pay differential, no additional adjustment is required, and a teacher would not receive a pay increase under these provisions unless the district chose to do so.

4. If funds are available, beginning in the 2004-2006 biennium, require that the local districts raise the basic salary at all salary cells in the single salary schedule by a minimum of \$1000 or a proportional amount, based on the state appropriations for this purpose.
5. In addition to increases in base salaries, beginning in the 2004-2006 biennium or when funds become available and in the subsequent biennia, lengthen the work year as follows:
6. *2004-2005 School Year*—Add two additional days for instruction and one day for professional development to equal a 188 day calendar (177 days instruction, 5 professional development days, 4 holidays, 1 opening and 1 closing day)
7. *2005-2006 School Year*—Add two additional days for instruction and one day for professional development to equal a 191 day calendar (179 days instruction, 6 professional development days, 4 holidays, 1 opening and 1 closing day)
8. *2006-2007 School Year*—Add one additional day for instruction and one day for professional development to equal a 193 day calendar (180 days instruction, 7 professional development days, 4 holidays, 1 opening and 1 closing day)
9. *2007-2008 School Year*—Add one additional day for professional development to equal a 194 day calendar (180 days for instruction, 8 professional development days, 4 holidays, 1 opening and 1 closing day)
10. Provide supplemental funding to local districts to ensure teachers the same cost of living adjustment that is provided state government workers beginning with the 2002-2004 biennium.
11. Adequately fund in the 2002-2004 biennium and in subsequent biennia, the supplements for teachers who earn National Board Certification, and in future biennia consider increasing the supplements; and
12. Increase funds when available for those who serve as resource teachers to interns, who serve as supervising teachers, and who serve as classroom mentors.
13. Establish a state fund to be administered by the Kentucky Department of Education for the purpose of supporting the development of at least five (5) local district pilot, differentiated pay programs that are designed to decrease the number of emergency certified teachers employed in the district, provide career advancement opportunities for classroom teachers who voluntarily wish to participate, and reward teachers for increasing their skills, knowledge, and instructional leadership within the district or school based on specific criteria established by the local board of education and in compliance with the criteria for participation in the competitive grant process as established by the Kentucky Board of Education.



14. Require the Kentucky Department of Education to gather information from the district pilot compensation plans and provide recommendations to the General Assembly prior to the 2004 regular session regarding the feasibility of establishing a statewide teacher advancement program.
15. Establish a state fund designated for local districts to “Grow their own Teachers” by providing loans to emergency certified personnel and existing classified personnel such as teachers’ aides to become certified to teach in their districts. Design this on a loan forgiveness proposition so that the individual gives service back to the district for funds received. Provide that the Kentucky Higher Education Savings Plan Trust manage the fund.
16. Continue funding a statewide recruitment plan and encourage the Kentucky Department of Education to continue efforts under way to attract high school students and college students to teaching through teacher clubs and other efforts.
17. Modify the current scholarship program for teachers to eliminate the need-based requirement only for existing certified teachers to receive scholarships to return to school to become certified in chronic teacher shortage areas, as determined by the Commissioner of Education in cooperation with the EPSB, in areas such as special education, math, science, foreign language, or any area where there is a determined critical shortage.
18. During the 2002-2004 require the Legislative Research Commission to conduct a research study of the Kentucky Teacher and Principal Internship programs and report the findings to the Interim Joint Committee on Education with recommendations, including budget recommendations for improving the existing internship program, including mentoring support for second year teachers.
19. Clarify in statute that local school districts may provide additional salary compensation above the base single salary schedule for teachers who are recruited to serve in critical shortage areas including geographic, subject matter, or diversity; and teachers who agree to transfer from a high-performing school to a low-performing school. Require the Kentucky Board of Education to promulgate administrative regulations to define high and low-performing schools, acceptable transfers within shortage areas, and the conditions under which the additional salary compensation may be provided for these purposes.
20. Urge the General Assembly to consider funding a supplement for dependent care coverage for health insurance plans.
21. Urge the Council on Postsecondary Education, in collaboration with the Kentucky Board of Education, to include a provision in the criteria for developing Model Teacher Preparation programs for paid sabbaticals for a limited number of experienced teachers to participate in professional renewal and growth activities with the university.
22. Consider funding to support administrative aides for special education teachers in local school districts.

23. Urge the federal government to fully fund special education, and continue to advocate to state and federal officials the need to reduce paper work burdens on teachers in special education.
24. Support amending the current law to permit retired teachers to return to full-time teaching without regard to the number who may do so as long as it is actuarially sound for the retirement system.

### **FINDINGS RELATED TO COMPENSATION AND BENEFITS FOR CLASSIFIED EMPLOYEES**

Classified employees perform a valuable service to the education system. They are a dedicated, caring group of individuals who are as a rule career employees within the school districts. However, some districts are finding it difficult to recruit persons to particular job classifications. One reason has been the inability to provide competitive salaries for certain job classifications, because of the wide availability of jobs in the private sector. However, shortages in available personnel have not affected the majority of school districts.

The benefit package for classified employees is comparable to that of private sector employees for the same job classifications. The benefits are comparable to other state and county employees. However, the increasing costs of health care are troubling to many employees who depend on this coverage for their families, particularly when salaries for classified employees remain relatively low.

Although not required by law, the majority of school districts do have in place salary schedules and policies, although these may vary considerably.

While cost of living increases are not required by law, most districts have provided increases equal to or greater than the percentages given to certified employees.

The Subcommittee on Classified Personnel Compensation believes its purpose was to focus on increasing the salaries and wages of classified employees, and it should be the intent of the General Assembly to seek this end even though the Commonwealth of Kentucky faces revenue shortfalls.

### **Recommendations Relating to Classified Personnel**

1. KRS 158.6455 should be amended to require that if certified employees elect to grant bonuses, reward monies shall be distributed equally to all certified and classified employees in the school.

2. The Kentucky Board of Education should review the formula for calculating the reward amounts to be disbursed to successful schools and consider adding classified employees in the formula.
3. The Kentucky Department of Education should be granted greater oversight of the financial management and evaluation of school districts. The department should be granted authority to establish standards for school financial management and to conduct financial audits on a random basis.
4. Local districts should continue to grant cost of living increases to classified employees, and the increase should be equal to the increase provided to certified employees.
5. The Kentucky County Employees Retirement System and the Kentucky Department of Education are directed to review the number of days required for classified employees to receive a year's credit for retirement and to find solutions to include those employees who "have fallen through the cracks"—i. e., employees who work fewer than the required 180 days and eighty hours a month.
6. Any increase in salaries for classified employees should be funded through the SEEK formula.
7. Increases to salaries of classified employees also may be funded through a state/local match program that is established outside of the SEEK program.
8. The local boards of education should establish salary schedules for the various job positions comprising the district's classified employee system.

#### **ACTIONS OF THE INTERIM JOINT COMMITTEE ON EDUCATION**

The Interim Joint Committee on Education accepted the reports of the subcommittees and the recommendations as stated above on December 5, 2001.

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## APPENDIX A

### SURVEY: COMPENSATION, BENEFITS, AND PERSONNEL POLICIES FOR CLASSIFIED AND CERTIFIED SCHOOL EMPLOYEES

#### INTRODUCTION

The purpose of the survey is to inform the Legislative Research Commission's Interim Joint Committee on Education as it studies compensation, benefits, and personnel issues relating to classified and certified school personnel. PART I of the survey deals with classified and support personnel who are not required to have certification for their positions. PART II deals with personnel needing certification to hold their positions. The questions and statements relate to the current 2000-2001 school year unless otherwise indicated.

#### PART I: CLASSIFIED EMPLOYEES

Please Enter Your School District Code:

1. Please answer the following questions regarding particular *job classifications* that exist in your district. If a position does not exist, please ignore the questions that accompany it.

<b>(a) Building Maintenance Supervisors</b>		
If you do not employ this job classification, skip to <b>(b)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(b) Building Maintenance Technicians</b>		
If you do not employ this job classification, skip to <b>(c)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No

<b>(c) Bus Drivers</b>		
If you do not employ this job classification, skip to <b>(d)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(d) Clerical/Secretarial Workers</b>		
If you do not employ this job classification, skip to <b>(e)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(e) Communications Specialists</b>		
If you do not employ this job classification, skip to <b>(f)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(f) Custodial Supervisors</b>		
If you do not employ this job classification, skip to <b>(g)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(g) Custodial Technicians/Workers</b>		
If you do not employ this job classification, skip to <b>(h)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No

If Yes,, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(h) Fiscal Supervisors/Managers</b>		
If you do not employ this job classification, skip to (i).		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(i) Fiscal Accounting Clerks</b>		
If you do not employ this job classification, skip to (j).		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(j) Food Service Cooks/Bakers</b>		
If you do not employ this job classification, skip to (k).		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(k) Food Service Supervisors/Managers</b>		
If you do not employ this job classification, skip to (l).		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		

In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(l) Health Care Aides</b>		
If you do not employ this job classification, skip to <b>(m)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(m) Information Systems/Computer Personnel</b>		
If you do not employ this job classification, skip to <b>(n)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(n) Instructional Aides/Assistants</b>		
If you do not employ this job classification, skip to <b>(o)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(o) Library/Media Aides</b>		
If you do not employ this job classification, skip to <b>(p)</b> .		
Are there <i>salaried</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification		

during the 2000-2001 school year?	Yes	No
<b>(p) Nurses</b>		
If you do not employ this job classification, skip to <b>(q)</b> .		
Are there <i>salaries</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(q) Security Officers</b>		
If you do not employ this job classification, skip to <b>(r)</b> .		
Are there <i>salaries</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No
<b>(r) Transportation Director</b>		
If you do not employ this job classification, skip to <b>2</b> .		
Are there <i>salaries</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these salaried workers?	Yes	No
Are there <i>hourly</i> positions for this classification?	Yes	No
If Yes, is a salary schedule maintained for these hourly workers?	Yes	No
Is pay for this classification differentiated by the following:		
In-district years of experience?	Yes	No
Out-of-district years of experience?	Yes	No
Education credentials or achievement?	Yes	No
Has the district had difficulty finding qualified persons for this classification during the 2000-2001 school year?	Yes	No

2. What were the cost of living increases granted for classified employees in each of the following years:

(a) FY 1999 – 2000  Percent

(b) FY 2000 – 2001  Percent

3. Does your district provide the following salary enhancements to classified employees?

(a) Additional pay for extra duty service?	Yes	No
(b) Compensatory time for extra duty service?	Yes	No
(c) Additional pay for educational achievement such as completing the GED, an associates or Bachelor's degree?	Yes	No

4. Does your district provide the following benefits to classified employees?

(a) Financial incentives to participate in deferred compensation or investment plans?	Yes	No
(b) Paid dental insurance or dental plan?	Yes	No
(c) Paid days for professional development?	Yes	No
(d) Additional paid life insurance?	Yes	No
(e) Other, specify:		

5. Does your district provide the following allowances to classified employees?

(a) Uniform/Clothing allowance?	Yes	No
If Yes, please describe the allowance granted and the job classifications affected.		
(b) Travel allowance within the school district?	Yes	No
If Yes, please describe the allowance granted and the job classifications affected.		

6. Does your district provide training opportunities to classified employees?

Yes	No
-----	----

If Yes, circle the appropriate choice for the following types of training:

Which employees receive training?			
(a) Cardiopulmonary Resuscitation (CPR)	All Employees	Selected Employees	As Needed
(b) School Safety and Discipline	All Employees	Selected Employees	As Needed
(c) Suicide Prevention/ Abuse Recognition	All Employees	Selected Employees	As Needed
(d) Professional training to enhance job skills or performance	All Employees	Selected Employees	As Needed
(e) Other, specify:			

7. How many days are allotted annually to classified employees for each of the benefits listed below?

If No days are allotted, please enter a zero.

Benefit Type	Days per Year
(a) Sick leave	
(b) Paid personal leave days	
(c) Paid emergency days	
(d) Pay-out for unused sick days upon retirement	
(e) Other, specify:	

8. Were the following procedures used in the recruitment of classified personnel this year?

(a) Posted positions in the community and in the school district?	Yes	No
(b) Advertised in local newspapers?	Yes	No
(c) Advertised in the state's largest circulating newspapers such as the <i>Courier-Journal</i> , the <i>Lexington Herald-Leader</i> , or <i>Kentucky Post</i> ?	Yes	No
(d) Recruited from other districts?	Yes	No
(e) Utilized a college career placement service?	Yes	No
(f) Utilized a private career placement service?	Yes	No
(g) Other, specify:		

9. For the following services, if your district contracts with outside vendors in lieu of hiring permanent employees, please indicate the primary reason for contracting, otherwise select "Do Not Contract".  
Check the primary reason for contracting:

	Do Not Other, Contract	More Cost Effective	Inability to Recruit Staff	Better Quality	Encourage Community Partnerships	Please Specify
(a) Computer Services and Maintenance						
(b) Machine Maintenance						
(c) Facilities Maintenance						
(d) Food Preparation and Service						
(e) Custodial Service						
(f) Transportation						
(g) Nursing/Health Service						
(h) School Security						
(i) Other						

10. Are local salaries and benefits professionally negotiated or bargained by a union or organizations representing classified employees?

Yes	No
-----	----

If Yes, please identify the bargaining unit or units representing classified employees.

---

11. Do the following statements apply to performance evaluations of classified employees in the school district?

(a) The district has a written policy requiring evaluations of classified personnel.	Yes	No
(b) Every classified employee is evaluated on an annual basis.	Yes	No
(c) An evaluation may determine whether an employee's contract is renewed.	Yes	No
(d) Evaluations are used to improve performance.	Yes	No
(e) Evaluations are used to adjust wages and salaries.	Yes	No

## PART II: CERTIFIED PERSONNEL

12. Were the following procedures used to recruit certified personnel this year?

(a) Posted positions in the community and in the school district	Yes	No
(b) Advertised in local newspapers	Yes	No
(c) Advertised in the state's largest circulating newspapers such as the <i>Courier-Journal</i> , the <i>Lexington Herald-Leader</i> , or <i>Kentucky Post</i>	Yes	No
(d) Recruited from other districts	Yes	No
(e) Utilized a college career placement service	Yes	No
(f) Utilized a private career placement service	Yes	No
(g) Advertised at colleges and universities	Yes	No
(h) Advertised in out-of-state professional education publications	Yes	No
(i) Participated in-state career days at Kentucky universities and colleges, including private institutions	Yes	No
(j) Participated in career days at out-of-state teacher preparation institutions	Yes	No
(k) Other, specify:		



13. How many classroom teachers and administrators left the school district after the 1999-2000 school year, for each of the following reasons? (Place the number in each blank corresponding to the reason, using only one reason for each person who left).

	Number that Left School District	
	Teachers	Administrators
Total that left after 1999-2000 school year		
<b>Reason for Leaving</b>		
(a) Regular retirement		
(b) Disability retirement		
(c) Took an education position in another school district in Kentucky, Kentucky, including private schools		
(d) Took a position in a regional or state education organization or institution		
(e) Took an education position in another state		
(f) Left public education for private sector employment		
(g) Left public education for other public employment (non-education)		
(h) Took leave for family reasons		
(i) Pursuit of additional education		
(j) Did not satisfactorily complete internship		
(k) Non-tenured teacher whose contract was not renewed		N/A
(l) Assignment was not renewed by the district	N/A	
(m) Voluntarily resigned, reasons unknown		
(n) Tenured employee whose contract was terminated for cause		
(o) Ineligible to continue employment as he or she did not maintain certification		
(p) Unknown status		

14. What was the percent (%) increase in the district's single salary schedule for certified employees for the two years listed below?

- (a) 1999 - 2000
- (b) 2000 - 2001

15. Does your district provide the following salary enhancements to certified employees?

(a) Additional pay for extra duty service	Yes	No
(b) Compensatory time for extra duty service	Yes	No
(c) Bonuses for serving as a teacher mentor beyond any state funded program	Yes	No
(d) Salary supplements for national board certified teachers beyond any state funded program	Yes	No
(e) Additional paid professional development days beyond the four days required	Yes	No

16. Does your district provide the following benefits to certified employees?

(a) Financial incentives to participate in deferred compensation or investment plans	Yes	No
(b) Paid dental insurance or dental plan	Yes	No
(c) Paid days for professional development	Yes	No
(d) Additional paid life insurance	Yes	No
(e) Other, specify:		

17. What is the average number of contract days for the positions listed below?

Position	Contract Days
(a) Elementary School Guidance Counselor	
(b) Middle School Guidance Counselor	
(c) 9-12 Guidance Counselor	
(d) Elementary School Principal	
(e) Middle School Principal	
(f) High School Principal	

18. Please answer the following questions regarding *guidance counselor compensation*.

(a) Do all counselors receive a supplement above the base single salary schedule for their rank and experience?	Yes	No
(b) Do counselors receive no additional supplement but make more than the base salary because of extended days?	Yes	No
(c) Do all counselors have the same number of extended days?	Yes	No
(d) Do high school counselors as a rule have more extended days than do middle and elementary counselors?	Yes	No

19. Please answer the following questions regarding *principal compensation*.

(a) Do school principals receive a salary supplement above their rank and experience on the teachers' salary schedule?	Yes	No
(b) Do all principals receive the same supplement regardless of their school assignment?	Yes	No
(c) Do high school principals receive a higher supplement than do middle and elementary school principals?	Yes	No
(d) Do middle school principals receive a higher supplement than do elementary principals?	Yes	No
(e) Do principals receive a supplement based on student enrollment?	Yes	No
(f) Do salaries of principals vary based on rank, experience, the supplement and the number of days employed within the district?	Yes	No

20. How many interim principals were placed during FY 2000-2001 due to the unavailability of qualified applicants for permanent placements?

Number of interim principals

21. How many continuing vacancies of three months or more for guidance counselors existed in FY 2000-2001 due to the unavailability of qualified applicants?

Number of continuing vacancies for guidance counselors

22. Are the local salary schedule and benefits professionally negotiated or bargained by an organization or union representing certified employees?

Yes  No

If Yes, please identify the bargaining unit or units representing certified employees.

23. What is the percent (%) of the 2000-2001 district budget allocated to salaries for the two categories of personnel?

Percent

24. What is the percent (%) of the 2000-2001 district budget allocated for fringe benefits for employees in the district?

Percent

## **APPENDIX B**

### **PERSONS TESTIFYING TO THE INTERIM JOINT COMMITTEE ON EDUCATION**

#### **Arizona Teacher Advancement Program**

Ms. Micheline Bendotti, Executive Director

#### **Milken Foundation**

Dr. Lewis C. Solmon, Senior Vice President

#### **Southern Regional Education Board**

Dr. Lynn Cornett, Executive Vice President

### **PERSONS TESTIFYING TO THE SUBCOMMITTEE ON TEACHER COMPENSATION**

#### **Kentucky Association of School Administrators (KASA)**

Ms. Glenda Thornton, President

#### **Kentucky Association of School Boards (KSBA)**

Mr. David Keller, Executive Director

#### **Kentucky Board of Education (KBE)**

Ms. Helen Mountjoy, Chair

#### **Kentucky Chamber of Commerce**

Mr. Tony Sholar, Senior Vice President for Public Affairs

#### **Kentucky Congress of Parents and Teachers Association (PTA)**

Ms. Sharon Barker, President

Ms. Sharon Whitworth, Legislation Commissioner

#### **Kentucky Department of Education (KDE)**

Mr. Gene Wilhoit, Commissioner

#### **Kentucky Education Association (KEA)**

Ms. Judith Gambill, President

#### **Kentucky Teachers' Retirement System (KTRS)**

Mr. Gary L. Harbin, Executive Secretary

Mr. Bill Leach, Bill Leach, Director of Member Services

Mr. Bo Barnes, General Counsel

**Legislative Research Commission**

Dr. Barry Boardman, Staff Economist

**Prichard Committee for Academic Excellence**

Dr. Robert Sexton, Executive Director

**Southern Regional Education Board (SREB)**

Dr. Lynn Cornett, Executive Vice President

**PERSONS TESTIFYING TO THE  
SUBCOMMITTEE ON COMPENSATION FOR CLASSIFIED PERSONNEL**

**Cabinet for Families and Children (CFC)**

Office of Family Resource and Youth Service Centers

Dr. Sandy Goodlett, Executive Director

**Classified Personnel**

Mr. J. D. Johnson, Fayette County

Ms. Peggy Franklin, Jefferson County

**Kentucky Association of School Administrators (KASA)**

Mr. Wayne Young, Executive Director

**Kentucky Department of Education (KDE)**

Mr. Gene Wilhoit, Commissioner

Dr. Bill Insko, Director, Division of Assessment Implementation

Ms. Kyna Koch, Associate Commissioner, District Support Services

**Kentucky Education Support Professionals Association (KESPA)**

Ms. Nancy Toombs, President

Ms. Betty Watson, Manager

**Kentucky School Boards Association (KSBA)**

Ms. Libby Marshall, Legislative Liaison

**Martin County Public Schools**

Mr. William Slone, Superintendent

**Office of Education Accountability (OEA)**

Dr. Ken Henry, Director

**Office of Policy and Management (OPM)**

Dr. James Ramsey, State Budget Director

Ms. Beth Jurek, Deputy Director

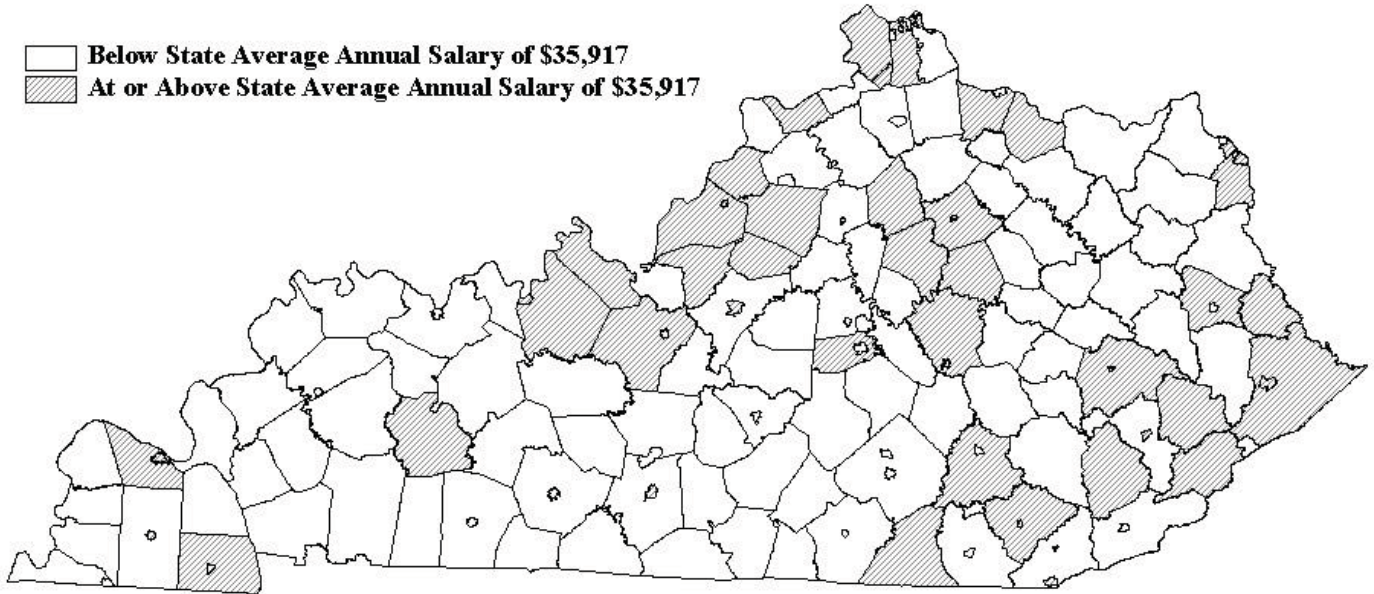
## APPENDIX C

001	Adair Co.	152	Elizabethtown	345	Livingston Co.	491	Pike Co.
005	Allen Co.	155	Elliott Co.	351	Logan Co.	492	Pikeville
006	Anchorage	156	Eminence	354	Ludlow	493	Pineville
011	Anderson Co.	157	Erlanger	345	Livingston Co.	495	Powell Co.
012	Ashland	161	Estill Co.	351	Logan Co.	496	Providence
013	Augusta	162	Fairview	354	Ludlow	501	Pulaski Co.
015	Ballard Co.	165	Fayette Co.	361	Lyon Co.	502	Raceland
016	Barbourville	171	Fleming Co.	365	Madison Co.	505	Robertson Co.
017	Bardstown	175	Floyd Co.	371	Magoffin Co.	511	Rockcastle Co.
021	Barren Co.	176	Ft. Thomas	375	Marion Co.	515	Rowan Co.
025	Bath Co.	177	Frankfort	381	Marshall Co.	521	Russell Co.
026	Beechwood	181	Franklin Co.	385	Martin Co.	522	Russell
031	Bell Co.	185	Fulton Co.	391	Mason Co.	523	Russellville
032	Bellevue	186	Fulton	392	Mayfield	524	Science Hill
034	Berea	191	Gallatin Co.	395	McCracken Co.	525	Scott Co.
035	Boone Co.	195	Garrard Co.	401	McCreary Co.	531	Shelby Co.
041	Bourbon Co.	197	Glasgow	405	McLean Co.	533	Silver Grove
042	Bowling Green	201	Grant Co.	411	Meade Co.	535	Simpson Co.
045	Boyd Co.	205	Graves Co.	415	Menifee Co.	536	Somerset
051	Boyle Co.	211	Grayson Co.	421	Mercer Co.	537	Southgate
055	Bracken Co.	215	Green Co.	425	Metcalfe Co.	541	Spencer Co.
061	Breathitt Co.	221	Greenup Co.	426	Middlesboro	545	Taylor Co.
065	Breckinridge Co	225	Hancock Co.	431	Monroe Co.	551	Todd Co.
071	Bullitt Co.	231	Hardin Co.	435	Montgomery Co.	555	Trigg Co.
072	Burgin	235	Harlan Co.	436	Monticello	561	Trimble Co.
075	Butler Co.	236	Harlan	441	Morgan Co.	565	Union Co.
081	Caldwell Co.	241	Harrison Co.	445	Muhlenburg Co.	567	Walton-Verona
085	Calloway Co.	242	Harrodsburg	446	Murray	571	Warren Co.
091	Campbell Co.	245	Hart Co.	451	Nelson Co.	575	Washington Co.
092	Campbellsville	246	Hazard	452	Newport	581	Wayne Co.
095	Carlisle Co.	251	Henderson Co.	455	Nicholas Co.	585	Webster Co.
101	Carroll Co.	255	Henry Co.	461	Ohio Co.	586	West Point
105	Carter Co.	261	Hickman Co.	465	Oldham Co.	591	Whitley Co.
111	Casey Co.	265	Hopkins	471	Owen Co.	592	Williamsburg
113	Caverna Ind.	271	Jackson	472	Owensboro	593	Williamstown
115	Christian Co.	272	Jackson Ind.	475	Owsley Co.	595	Wolfe Co.
121	Clark Co.	275	Jefferson Co.	476	Paducah	601	Woodford Co.
125	Clay Co.	276	Jenkins	477	Paintsville		
131	Clinton Co.	281	Jessamine Co.	478	Paris		
132	Cloverport	285	Johnson Co.	481	Pendleton Co.		
133	Corbin	291	Kenton Co.	485	Perry Co.		
134	Covington	295	Knott Co.				
135	Crittenden Co.	301	Knox Co.				
141	Cumberland Co.	305	Larue Co.				
143	Danville	311	Laurel Co.				
145	Daviess Co.	315	Lawrence Co.				
146	Dawson Springs	321	Lee Co.				
147	Dayton	325	Leslie Co.				
149	East Bernstadt	331	Letcher Co.				
151	Edmonson Co.	335	Lewis Co.				



## APPENDIX D

### School Districts Above and Below State's Average Annual Salary for Public School Teachers\*\* 2000-01



Source: Compiled by LRC staff from data supplied by the Kentucky Department of Education.

\*Salaries do not include extra duty pay.

\*\* Teachers include the following job classifications for instructors: preschool, primary, elementary, middle school, high school, job training, local vocational, Chapter 1, exceptional child, homebound, and gifted and talented.

Data for Fort Campbell and Fort Knox Dependent School Districts are not available.

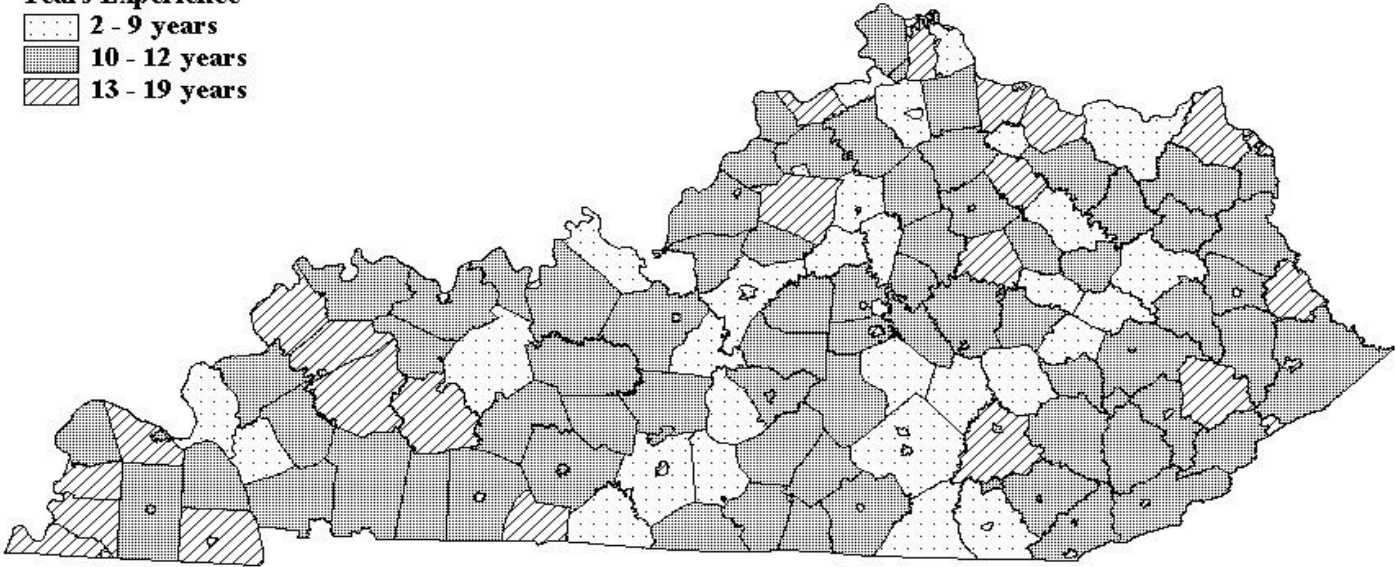




# APPENDIX E

## Kentucky School District Median Years Experience for Public School Teachers\* 2000-01

**Years Experience**  
2 - 9 years  
10 - 12 years  
13 - 19 years



\*Source: Compiled by LRC staff from data supplied by the Kentucky Department of Education.  
Data for Fort Campbell and Fort Knox Dependent School Districts are not available.  
\*Teachers include the following job classifications for instructors: pre school, primary, elementary, middle school, high school, job training, local vocational, Chapter 1, exceptional child, homebound, and gifted and talented.



## APPENDIX F

### Professional Staff Data on Kentucky's Teachers\* 2000-2001

	All Teachers	Elementary School	Middle School	High School	Other**
<b>FEMALE</b>	32,154	15,737	4,532	5,559	6,326
<b>MALE</b>	8,750	1,552	1,757	4,229	1,212
<b>TOTAL</b>	40,904	17,289	6,289	9,788	7,538
<b>Teachers by Rank and Experience</b>					
<b>All Teachers by Rank</b>			<b>Average Experience</b>		
<b>I</b>	9,345	<b>Median***</b>		11.0	
<b>II</b>	20,762	<b>Mean****</b>		12.4	
<b>III</b>	10,285				
<b>Years</b>					
<b>Years</b>	<b>Total</b>	<b>Rank I</b>	<b>Rank II</b>	<b>Rank III</b>	
0 to 3	9,306	154	5,467	7,143	
4 to 9	9,257	1,136	5,467	2,633	
10 to 14	6,234	1,705	4,318	207	
15 to 19	5,091	1,669	3,348	73	
20 to 26	7,576	3,109	4,383	83	
27 to 29	2,177	993	1,142	42	
30	408	192	203	13	
Over 30	850	387	372	91	

Source: Data compiled by LRC staff from Professional Staff Data supplied by the Kentucky Department of Education

\*Teacher is defined as chapter I instructor, elementary classroom, exceptional child, gifted & talented, high school classroom, homebound teacher, job training, local vocational school, middle school classroom, preschool classroom, and primary classroom.

\*\*Any teacher not designated as an elementary, middle, or high school teacher

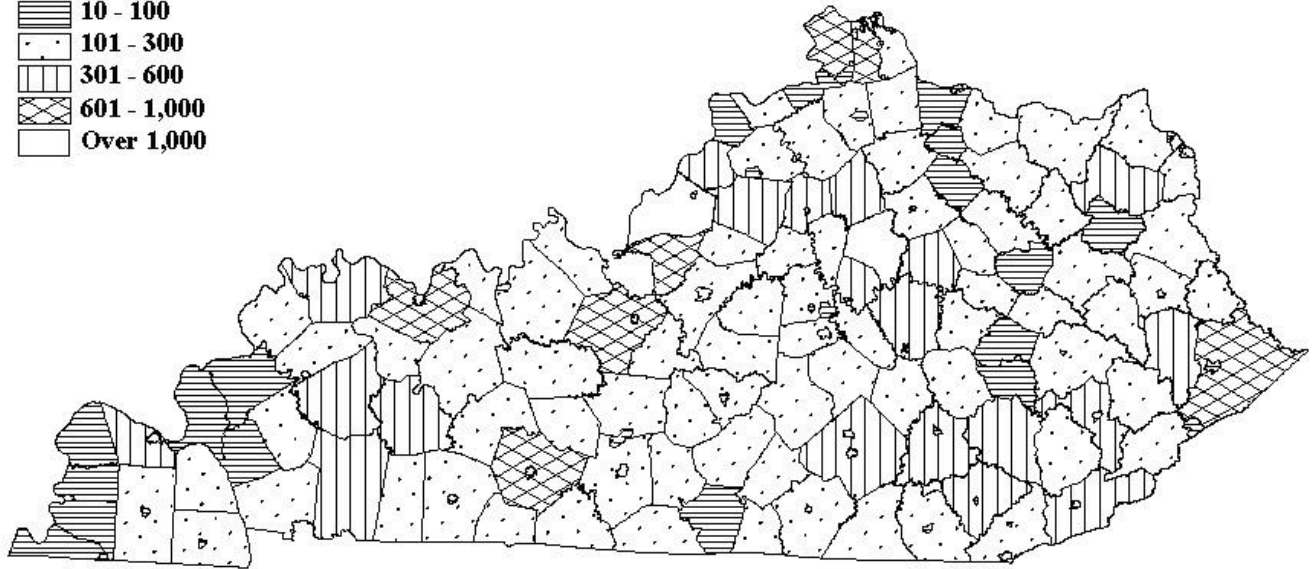
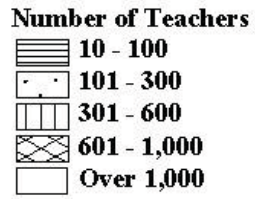
\*\*\*Median statistics infer that 50 percent of the observations in the data field are less than or equal to the median value and 50 percent are greater than or equal to the median value.

\*\*\*\*Mean statistics are calculated by taken the sum of the data for each teacher divided by the number of teachers.



# APPENDIX G

Number of Public School Teachers\* by District  
2000-01



Source: Compiled by LRC staff from data supplied by the Kentucky Department of Education.  
Data for Fort Campbell and Fort Knox Dependent School Districts are not available.  
\*Teachers include the following job classifications for instructors: pre school, primary, elementary, middle school, high school, job training, local vocational, Chapter 1, exceptional child, homebound, and gifted and talented.



## APPENDIX H

### SALARY SCHEDULES IN LOCAL SCHOOL DISTRICTS 2000-2001

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
001	1	31,166	31,166	34,376	34,376	38,544	38,544	39,769	39,769	40,375	40,375
001	2	27,956	27,956	31,166	31,166	35,305	35,305	36,545	36,545	37,150	37,150
001	3	24,718	24,718	27,956	27,956	32,068	32,068	33,307	33,307	33,897	33,897
001	4	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353
001	5	19,720	19,720	19,720	19,720	19,720	19,720	19,720	19,720	19,720	19,720
005	1	32,755	32,970	36,393	36,751	41,258	41,540	42,538	42,826	43,543	43,909
005	2	29,609	29,817	32,704	33,060	37,907	38,193	39,203	39,489	40,857	41,219
005	3	26,146	26,350	29,410	29,756	34,424	34,710	35,720	36,006	38,020	38,376
005	4	22,052	22,052	22,052	22,052	22,052	22,052	22,052	22,052	22,052	22,052
005	5	20,931	20,931	20,931	20,931	20,931	20,931	20,931	20,931	20,931	20,931
006	1	33,153	35,448	36,213	39,911	40,676	45,904	46,924	50,495	51,515	53,555
006	2	29,124	31,036	31,929	36,009	37,029	42,385	43,405	47,230	47,740	49,730
006	3	25,502	27,032	28,053	32,388	33,281	36,851	37,488	41,569	42,461	48,327
006	4	18,622	18,622	18,622	18,622	18,622	18,622	18,622	18,622	18,622	18,622
006	5	17,214	17,214	17,214	17,214	17,214	17,214	17,214	17,214	17,214	17,214
011	1	31,113	32,171	32,762	35,138	36,417	39,749	39,989	41,505	41,624	46,574
011	2	27,868	28,591	29,635	32,434	33,677	36,338	36,637	37,840	38,139	43,270
011	3	24,625	25,047	26,578	29,912	30,611	33,335	33,633	34,297	34,657	39,727
011	4	20,638	20,638	20,638	20,638	20,638	0	0	0	0	0
011	5	19,027	19,027	19,027	19,027	19,027	19,027	19,027	19,027	19,027	19,027
012	1	33,047	33,967	34,718	37,878	39,951	42,551	42,863	44,369	44,680	47,648
012	2	29,304	30,322	31,162	34,192	36,345	38,796	39,110	40,616	40,927	43,751
012	3	25,632	26,671	28,007	30,284	32,706	35,013	35,323	36,830	37,351	39,931
012	4	21,251	21,251	21,251	21,251	21,251	21,251	21,251	21,251	21,251	21,251
012	5	20,026	20,026	20,026	20,026	20,026	20,026	20,026	20,026	20,026	20,026
013	1	29,803	30,122	32,887	33,420	36,887	37,314	38,056	38,483	38,805	39,340
013	2	26,739	27,058	29,819	33,773	33,879	34,960	35,066	35,658	35,765	36,191
013	3	23,618	23,938	26,738	27,282	30,681	31,119	31,851	32,277	32,428	32,962
013	4	20,396	20,396	20,396	20,396	20,396	20,396	20,396	20,396	20,396	20,396
013	5	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281	18,281
015	1	31,553	32,129	34,567	35,522	38,943	39,707	40,091	40,860	41,165	41,799
015	2	28,267	28,844	31,326	32,299	35,681	36,444	36,755	37,637	37,942	38,576
015	3	25,050	25,627	28,335	29,296	32,412	33,181	33,470	34,295	34,719	35,347
015	4	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114
015	5	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500
016	1	31,460	31,670	35,045	35,750	40,480	41,160	42,455	43,140	43,885	43,885
016	2	28,325	28,535	31,525	32,470	36,395	37,020	38,090	38,745	39,465	39,465



**Years of Service**

District Number	Rank	0	3	4	9	10	14	15	19	20	30
016	3	25,035	25,255	28,540	29,170	33,145	33,750	34,695	35,330	36,015	36,015
016	4	23,490	23,490	23,490	23,490	23,490	23,490	23,490	23,490	23,490	23,490
016	5	20,380	20,380	20,380	20,380	20,380	20,380	20,380	20,380	20,380	20,380
017	1	34,898	36,076	37,934	40,034	42,814	44,441	46,125	48,531	49,299	51,909
017	2	31,348	32,604	34,474	36,575	39,334	40,913	42,569	44,302	44,905	47,335
017	3	27,824	29,072	30,888	32,881	35,641	37,120	38,744	39,609	39,906	41,840
017	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
017	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
021	1	32,361	32,579	35,914	36,284	40,894	41,188	42,800	43,097	43,723	44,167
021	2	28,979	29,196	32,628	32,995	37,493	37,787	39,414	39,710	40,373	40,816
021	3	25,784	25,997	29,311	29,679	34,120	34,412	36,113	36,411	36,863	37,306
021	4	20,674	20,674	20,674	20,674	20,674	20,674	20,674	20,674	20,674	20,674
021	5	19,058	19,058	19,058	19,058	19,058	19,058	19,058	19,058	19,058	19,058
025	1	31,390	31,920	34,800	35,330	39,060	39,480	40,340	40,760	41,070	41,600
025	2	28,200	28,520	31,390	32,140	35,760	36,190	36,920	37,450	37,780	38,310
025	3	24,900	25,220	28,200	28,740	32,460	32,890	33,630	34,050	34,380	35,010
025	4	19,060	19,060	19,060	19,060	19,060	19,060	19,060	19,060	19,060	19,060
025	5	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560	17,560
026	1	32,610	33,869	34,288	36,385	36,805	38,483	38,902	40,580	40,999	49,287
026	2	29,360	30,619	31,038	33,135	33,554	35,232	35,652	37,329	37,749	44,042
026	3	26,004	27,263	27,682	39,779	30,199	31,876	32,296	33,974	34,393	39,847
026	4	26,004	26,004	26,004	26,004	26,004	26,004	26,004	26,004	26,004	26,004
026	5	18,963	18,963	18,963	18,963	18,963	18,963	18,963	18,963	18,963	18,963
031	1	28,093	31,726	34,242	35,357	39,418	39,418	40,669	40,669	41,289	42,428
031	2	25,750	28,597	31,188	32,526	36,104	36,104	37,373	37,373	37,991	39,130
031	3	22,808	25,750	28,559	28,813	32,794	32,794	34,059	34,059	34,666	35,807
031	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
031	5	16,160	16,160	16,160	16,160	16,160	16,160	16,160	16,160	16,160	16,160
032	1	30,918	31,822	34,240	35,753	37,350	39,015	40,089	42,024	43,743	47,452
032	2	27,952	28,968	31,037	32,657	34,170	35,844	36,919	38,935	40,574	44,228
032	3	25,125	26,088	27,944	29,560	31,099	32,781	33,856	35,790	37,564	41,057
032	4	20,710	20,710	20,710	20,710	20,710	20,710	20,710	20,710	20,710	20,710
032	5	17,301	17,301	17,301	17,301	17,301	17,301	17,301	17,301	17,301	17,301
034	1	31,824	32,249	35,102	35,921	39,362	39,362	41,188	41,188	42,805	42,805
034	2	28,666	29,032	31,871	32,487	36,117	36,117	37,917	37,917	39,433	39,433
034	3	25,397	25,885	28,666	29,356	32,901	32,901	34,603	34,603	35,973	35,973
034	4	22,018	22,018	22,018	22,018	22,018	22,018	22,018	22,018	22,018	22,018
034	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
035	1	31,614	33,796	34,523	38,158	38,886	41,794	42,521	45,430	46,157	51,247
035	2	28,705	30,886	31,613	35,249	35,976	38,885	39,612	42,520	43,247	48,337
035	3	25,797	27,979	28,706	32,341	33,069	35,977	36,704	39,613	40,340	45,430
035	4	21,471	21,471	21,471	21,471	21,471	21,471	21,471	21,471	21,471	21,471
035	5	18,330	18,330	18,330	18,330	18,330	18,330	18,330	18,330	18,330	18,330

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
041	1	33,259	34,787	36,275	38,822	42,086	42,268	44,295	44,473	45,301	46,027
041	2	29,709	31,236	32,748	35,294	38,542	38,722	40,744	40,925	41,754	42,479
041	3	26,161	27,687	29,694	32,241	34,989	35,171	37,196	37,372	38,204	38,928
041	4	22,604	22,604	22,604	22,604	22,604	22,604	22,604	22,604	22,604	22,604
041	5	20,874	20,874	20,874	20,874	20,874	20,874	20,874	20,874	20,874	20,874
042	1	32,877	33,278	36,399	36,764	41,030	41,286	42,612	42,612	43,596	43,596
042	2	28,754	29,890	32,894	33,257	37,322	37,481	38,807	38,807	39,804	39,804
042	3	25,577	26,348	29,278	29,642	33,532	33,672	34,978	34,978	35,823	35,823
042	4	18,910	18,910	18,910	18,910	18,910	18,910	18,910	18,910	18,910	18,910
042	5	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440
045	1	31,792	32,979	35,244	37,390	41,340	41,684	43,105	43,397	44,608	45,278
045	2	28,576	29,711	31,988	34,108	38,049	38,389	39,799	40,090	41,101	41,770
045	3	25,232	26,273	28,552	30,671	34,533	34,888	36,285	36,573	37,556	38,224
045	4	21,892	21,892	21,892	21,892	21,892	21,892	21,892	21,892	21,892	21,892
045	5	20,232	20,232	20,232	20,232	20,232	20,232	20,232	20,232	20,232	20,232
051	1	31,427	31,733	34,724	35,234	39,739	40,147	42,013	42,421	44,746	45,358
051	2	28,179	28,485	31,502	32,012	36,441	36,849	38,619	39,027	41,252	41,864
051	3	24,919	25,225	28,266	28,776	33,071	33,479	35,198	35,606	37,679	38,291
051	4	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498
051	5	16,529	16,529	16,529	16,529	16,529	16,529	16,529	16,529	16,529	16,529
055	1	32,497	33,007	35,824	36,238	40,161	40,779	42,417	42,417	43,258	43,641
055	2	29,111	29,372	32,555	32,993	36,775	37,375	38,914	38,914	39,625	39,991
055	3	25,724	25,956	29,111	29,555	33,269	33,938	35,406	35,406	36,336	36,687
055	4	22,298	22,298	22,298	22,298	22,298	22,298	22,298	22,298	22,298	22,298
055	5	20,597	20,597	20,597	20,597	20,597	20,597	20,597	20,597	20,597	20,597
061	1	33,916	33,916	37,460	37,460	42,061	42,061	43,414	43,414	44,082	44,568
061	2	30,372	30,372	33,916	33,916	38,487	38,487	39,854	39,854	40,524	41,009
061	3	26,798	26,798	30,372	30,372	34,912	34,912	36,278	36,278	36,932	37,417
061	4	23,083	23,083	23,083	23,083	23,083	23,083	23,083	23,083	23,083	23,083
061	5	21,279	21,279	21,279	21,279	21,279	21,279	21,279	21,279	21,279	21,279
065	1	32,048	32,249	35,401	37,090	39,753	40,159	42,387	42,797	44,112	44,112
065	2	28,711	29,015	32,048	34,050	36,374	37,380	38,762	39,250	39,923	39,923
065	3	25,319	26,077	28,711	31,682	32,996	32,996	34,279	34,279	36,310	36,310
065	4	19,203	19,203	19,203	19,203	19,203	19,203	19,203	19,203	19,203	19,203
065	5	17,703	17,703	17,703	17,703	17,703	17,703	17,703	17,703	17,703	17,703
071	1	34,001	36,056	37,564	40,785	42,177	44,778	45,829	48,772	49,821	50,557
071	2	30,464	32,471	34,001	37,107	38,593	41,017	42,047	44,928	45,652	45,652
071	3	26,863	28,889	30,464	33,473	35,012	37,341	38,366	41,213	41,926	41,926
071	4	23,082	23,082	23,082	23,082	23,082	23,082	23,082	23,082	23,082	23,082
071	5	21,279	21,279	21,279	21,279	21,279	21,279	21,279	21,279	21,279	21,279
072	1	30,210	30,210	33,586	33,586	37,957	37,957	39,420	39,420	40,492	41,602
072	2	27,064	27,064	30,406	30,406	34,731	34,731	36,185	36,185	37,405	38,601
072	3	23,867	23,867	27,238	27,238	31,908	31,908	33,148	33,148	33,755	34,833

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
072	4	20,555	20,555	20,555	20,555	20,555	20,555	20,555	20,555	20,555	20,555
072	5	18,957	18,957	18,957	18,957	18,957	18,957	18,957	18,957	18,957	18,957
075	1	32,190	33,481	35,924	37,591	40,937	42,160	42,800	43,381	43,644	44,503
075	2	28,925	30,413	33,033	34,700	37,444	38,903	39,116	39,838	40,163	41,022
075	3	25,887	27,535	29,999	30,893	33,335	34,855	35,616	36,225	36,639	37,498
075	4	23,077	23,077	23,077	23,077	23,077	23,077	23,077	23,077	23,077	23,077
075	5	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321	21,321
081	1	31,756	31,756	35,594	35,594	39,775	39,775	41,015	41,015	41,621	42,381
081	2	29,149	29,149	32,371	32,371	36,532	36,532	37,775	37,775	38,381	39,141
081	3	25,906	25,906	29,149	29,149	33,279	33,279	33,866	33,866	35,127	35,887
081	4	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
081	5	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
085	1	31,650	32,114	32,737	37,758	42,564	42,564	43,981	43,981	44,720	44,798
085	2	28,604	30,046	30,639	34,344	39,019	39,019	40,454	40,454	41,193	41,268
085	3	25,439	26,737	27,133	30,825	35,477	35,477	36,909	36,909	37,632	37,713
085	4	20,109	20,109	20,109	20,109	20,109	20,109	20,109	20,109	20,109	20,109
085	5	18,573	18,573	18,573	18,573	18,573	18,573	18,573	18,573	18,573	18,573
091	1	31,697	33,301	33,836	36,510	37,044	39,184	39,718	41,857	42,392	47,740
091	2	28,488	30,092	30,627	33,301	33,836	35,975	36,510	38,649	39,184	43,462
091	3	25,279	26,884	27,418	30,092	30,627	32,766	33,301	35,440	35,975	39,184
091	4	18,728	18,728	18,728	18,728	18,728	18,728	18,728	18,728	18,728	18,728
091	5	17,264	17,264	17,264	17,264	17,264	17,264	17,264	17,264	17,264	17,264
092	1	31,800	31,800	35,220	35,220	39,415	39,415	40,670	40,670	41,300	41,300
092	2	28,520	28,520	31,800	31,800	36,110	36,110	37,365	37,365	38,000	38,000
092	3	25,200	25,200	28,520	28,520	32,690	32,690	33,980	33,980	34,580	34,580
092	4	20,895	20,895	20,895	20,895	20,895	20,895	20,895	20,895	20,895	20,895
092	5	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270
095	1	31,605	31,605	34,796	34,796	38,932	38,932	40,140	40,140	41,347	41,347
095	2	28,441	28,441	31,606	31,606	35,718	35,718	36,936	36,936	38,145	38,145
095	3	25,214	25,214	28,441	28,441	32,513	32,513	33,722	33,722	34,929	34,929
095	4	21,856	21,856	21,856	21,856	21,856	21,856	21,856	21,856	21,856	21,856
095	5	20,274	20,274	20,274	20,274	20,274	20,274	20,274	20,274	20,274	20,274
101	1	32,902	34,799	35,465	39,052	40,129	42,281	43,870	45,561	46,740	47,406
101	2	28,905	30,442	31,775	34,235	35,286	37,412	39,001	40,718	41,897	42,486
101	3	26,500	28,000	28,495	30,801	31,877	34,004	35,055	37,207	37,848	37,848
101	4	26,500	26,500	26,500	26,500	26,500	26,500	26,500	26,500	26,500	26,500
101	5	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900
105	1	29,303	31,553	32,378	36,596	37,301	40,139	40,400	42,267	42,400	43,185
105	2	26,361	28,061	28,854	32,942	33,647	36,417	36,651	38,361	38,495	39,243
105	3	23,194	24,336	25,547	29,096	29,802	32,525	32,760	34,388	34,522	35,236
105	4	19,978	20,962	22,006	25,063	25,671	28,017	28,219	29,621	29,736	30,351
105	5	18,417	19,325	20,286	23,105	23,665	25,828	26,014	27,307	27,413	27,980
111	1	32,257	32,257	35,581	35,581	39,887	39,887	41,149	41,149	41,779	41,779

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
111	2	28,934	28,934	32,257	32,257	36,535	36,535	37,824	37,824	38,443	38,443
111	3	25,582	25,582	28,934	28,934	33,183	33,183	34,472	34,472	35,075	35,075
111	4	22,102	22,102	22,102	22,102	22,102	22,102	22,102	22,102	22,102	22,102
111	5	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420
113	1	31,490	32,546	34,769	36,082	39,100	39,626	40,322	41,426	41,598	43,228
113	2	28,211	29,192	31,490	32,801	35,753	36,804	37,263	38,376	38,835	40,056
113	3	24,930	27,169	28,211	29,554	32,422	32,935	33,720	34,430	34,769	35,793
113	4	20,819	20,819	20,819	20,819	20,819	20,819	20,819	20,819	20,819	20,819
113	5	19,226	19,226	19,226	19,226	19,226	19,226	19,226	19,226	19,226	19,226
115	1	32,658	34,346	35,424	37,724	40,113	40,684	41,919	42,226	43,155	45,915
115	2	29,487	31,176	32,300	34,553	36,874	37,445	38,680	39,056	39,917	42,745
115	3	26,302	27,884	29,196	31,367	33,649	34,219	35,455	35,869	36,692	39,559
115	4	22,065	22,065	22,065	22,065	22,065	22,065	22,065	22,065	22,065	22,065
115	5	20,410	20,410	20,410	20,410	20,410	20,410	20,410	20,410	20,410	20,410
121	1	32,069	33,883	35,423	38,477	40,661	40,661	42,228	42,228	43,790	44,800
121	2	28,729	30,214	32,069	34,755	37,283	37,283	39,263	39,263	40,195	41,387
121	3	25,368	27,495	29,195	30,828	33,900	33,900	35,195	35,195	36,243	37,033
121	4	21,185	21,185	21,185	21,185	21,185	21,185	21,185	21,185	21,185	21,185
121	5	19,538	19,538	19,538	19,538	19,538	19,538	19,538	19,538	19,538	19,538
125	1	32,020	32,170	35,385	35,635	39,645	39,645	41,035	41,035	41,665	41,665
125	2	28,665	28,815	32,030	32,280	36,290	36,290	37,680	37,680	38,310	38,310
125	3	25,440	25,590	28,805	29,055	33,065	33,065	34,455	34,455	35,085	35,085
125	4	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975
125	5	19,360	19,360	19,360	19,360	19,360	19,360	19,360	19,360	19,360	19,360
131	1	31,741	32,178	35,078	35,805	39,469	40,048	40,804	41,385	41,685	41,685
131	2	28,552	28,987	31,962	32,686	36,072	36,654	37,542	38,123	38,355	38,355
131	3	25,418	25,855	28,716	29,442	32,672	33,252	34,096	34,675	34,996	34,996
131	4	22,046	22,046	22,046	22,046	22,046	22,046	22,046	22,046	22,046	22,046
131	5	20,359	20,359	20,359	20,359	20,359	20,359	20,359	20,359	20,359	20,359
132	1	31,673	34,759	34,985	35,314	39,464	39,770	41,113	41,113	41,574	42,720
132	2	28,374	30,960	31,673	32,139	36,126	36,126	37,756	38,018	38,396	39,551
132	3	25,022	25,087	27,423	29,224	32,786	32,786	34,383	34,383	34,831	37,303
132	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
132	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
133	1	31,593	32,044	34,669	35,421	38,952	39,552	40,357	40,959	41,330	41,330
133	2	28,254	28,705	31,758	32,510	35,890	36,491	37,186	37,789	38,055	38,055
133	3	25,142	25,590	28,656	29,407	32,284	32,886	33,695	34,296	34,746	34,746
133	4	20,990	20,990	20,990	20,990	20,990	20,990	20,990	20,990	20,990	20,990
133	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
134	1	31,171	33,164	33,828	37,150	37,814	40,471	41,136	43,793	44,457	49,107
134	2	28,361	30,200	30,813	33,879	34,493	36,945	37,559	40,011	40,625	44,917
134	3	25,550	27,236	27,798	30,609	31,171	33,419	33,982	36,230	36,792	40,727
134	4	20,951	22,484	22,995	25,550	26,061	28,105	28,616	30,660	31,171	34,748

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
134	5	16,210	16,210	16,210	16,210	16,210	16,210	16,210	16,210	16,210	16,210
135	1	32,445	32,754	35,741	36,256	39,861	40,273	41,303	41,715	41,818	41,818
135	2	29,149	29,458	32,569	33,084	36,874	37,286	38,007	38,419	39,140	39,140
135	3	25,956	26,265	29,252	29,767	33,393	33,805	34,649	35,061	35,329	35,329
135	4	21,231	21,231	21,231	21,231	21,231	21,231	21,231	21,231	21,231	21,231
135	5	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577
141	1	32,219	32,219	35,539	35,539	39,851	39,851	41,110	41,110	41,745	41,745
141	2	28,909	28,909	32,219	32,219	36,503	36,503	37,774	37,774	38,411	38,411
141	3	25,547	25,547	28,909	28,909	33,158	33,158	34,427	34,427	35,048	35,048
141	4	22,068	22,068	22,068	22,068	22,068	22,068	22,068	22,068	22,068	22,068
141	5	20,387	20,387	20,387	20,387	20,387	20,387	20,387	20,387	20,387	20,387
143	1	29,830	30,814	32,715	34,683	36,455	37,766	39,023	40,662	42,302	43,286
143	2	26,944	27,928	29,830	31,798	33,569	34,880	36,137	37,777	39,416	40,400
143	3	24,059	25,043	26,944	28,912	30,683	31,995	33,251	34,891	36,531	37,515
143	4	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133
143	5	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670
145	1	30,807	31,946	32,717	36,070	37,031	40,435	42,781	45,087	46,008	46,238
145	2	27,610	28,502	29,583	32,625	33,631	37,151	39,204	41,292	42,011	42,240
145	3	24,821	25,713	26,586	29,825	30,624	33,177	34,052	35,639	36,220	36,450
145	4	20,266	20,266	20,266	20,266	20,266	20,266	20,266	20,266	20,266	20,266
145	5	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690
146	1	30,506	30,982	33,618	34,584	38,125	38,904	39,774	40,888	41,952	44,050
146	2	27,347	27,824	30,560	31,492	35,000	35,758	36,652	37,625	38,736	40,696
146	3	24,455	24,879	27,744	28,966	31,766	32,501	33,326	34,299	35,310	37,318
146	4	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234
146	5	17,731	17,731	17,731	17,731	17,731	17,731	17,731	17,731	17,731	17,731
147	1	33,012	34,814	37,619	38,858	43,700	45,693	46,360	47,866	48,420	51,065
147	2	30,748	31,424	34,149	35,275	40,062	41,975	42,608	43,981	44,490	46,958
147	3	27,141	27,763	30,624	31,750	36,379	38,232	38,835	40,123	40,592	43,121
147	4	21,851	21,851	21,851	21,851	21,851	21,851	21,851	21,851	21,851	21,851
147	5	20,162	20,162	20,162	20,162	20,162	20,162	20,162	20,162	20,162	20,162
149	1	33,690	33,690	37,161	37,161	41,665	41,665	42,992	42,992	43,645	44,711
149	2	30,219	30,219	33,690	33,690	38,164	38,164	39,506	39,506	40,161	41,139
149	3	26,718	26,718	30,219	30,219	34,662	34,662	35,754	35,754	36,644	37,538
149	4	23,082	23,082	23,082	23,082	23,082	23,082	23,082	23,082	23,082	23,082
149	5	21,316	21,316	21,316	21,316	21,316	21,316	21,316	21,316	21,316	21,316
151	1	32,045	32,469	35,059	35,798	39,305	39,899	40,695	41,317	41,968	41,968
151	2	28,709	29,275	31,822	32,525	36,130	36,738	37,329	37,934	38,655	38,655
151	3	25,504	26,644	28,726	29,548	32,720	33,280	34,099	34,663	35,187	35,187
151	4	22,403	22,403	22,403	22,403	22,403	22,403	22,403	22,403	22,403	22,403
151	5	20,766	20,766	20,766	20,766	20,766	20,766	20,766	20,766	20,766	20,766
152	1	30,866	32,331	34,077	36,517	38,719	40,675	41,737	43,686	44,706	46,543
152	2	27,916	29,376	30,973	33,958	35,512	37,463	38,545	40,494	41,387	42,800

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
152	3	25,741	27,207	28,217	30,657	31,768	33,718	35,159	37,108	38,485	40,311
152	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
152	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
155	1	31,016	31,166	34,152	34,402	38,305	38,505	39,526	39,726	40,712	42,938
155	2	27,781	27,931	30,925	31,175	35,088	35,288	36,400	36,600	37,475	39,702
155	3	24,585	24,735	27,717	27,967	31,847	32,047	33,084	33,284	34,280	36,506
155	4	21,292	21,292	21,292	21,292	21,292	21,292	21,292	21,292	21,292	21,292
155	5	19,664	19,664	19,664	19,664	19,664	19,664	19,664	19,664	19,664	19,664
156	1	31,354	31,786	34,008	35,391	38,312	39,644	40,439	40,981	42,302	45,450
156	2	27,812	28,243	30,534	31,854	34,838	36,102	36,160	37,438	38,718	41,660
156	3	24,855	25,270	27,623	28,875	31,923	33,129	33,234	34,476	35,697	38,476
156	4	24,855	24,855	24,855	24,855	24,855	24,855	24,855	24,855	24,855	24,855
156	5	20,101	20,101	20,101	20,101	20,101	20,101	20,101	20,101	20,101	20,101
157	1	31,262	32,350	34,922	34,922	39,078	39,078	41,551	41,551	44,222	49,465
157	2	28,195	29,184	32,647	32,647	36,110	36,110	38,583	38,583	41,848	46,102
157	3	26,315	26,711	29,877	29,877	32,350	32,350	33,869	33,869	37,519	42,837
157	4	21,095	21,095	21,095	21,095	21,095	21,095	21,095	21,095	21,095	21,095
157	5	19,446	19,446	19,446	19,446	19,446	19,446	19,446	19,446	19,446	19,446
161	1	31,904	33,451	35,136	37,393	39,337	40,626	40,851	41,754	41,979	42,838
161	2	28,684	30,229	31,904	34,159	35,962	37,365	37,592	38,495	38,719	39,579
161	3	25,412	26,955	28,684	30,937	32,818	34,107	34,332	35,234	35,459	36,319
161	4	20,951	20,951	20,951	20,951	20,951	20,951	20,951	20,951	20,951	20,951
161	5	19,418	19,418	19,418	19,418	19,418	19,418	19,418	19,418	19,418	19,418
162	1	31,676	31,955	34,514	35,349	39,486	40,182	41,519	41,859	42,612	45,085
162	2	28,326	28,596	31,089	31,932	36,070	36,720	38,047	38,390	39,143	41,470
162	3	25,292	25,565	27,994	28,621	32,783	33,485	34,870	35,160	35,846	38,051
162	4	23,608	23,869	25,036	25,685	28,304	29,524	30,923	31,446	32,279	34,013
162	5	20,977	21,116	21,116	21,116	22,188	22,625	23,359	23,515	24,148	25,228
165	1	30,133	32,013	32,906	36,498	38,627	41,392	43,187	45,296	46,522	48,018
165	2	27,449	29,288	30,158	33,674	35,809	38,575	40,262	41,368	42,036	43,173
165	3	25,004	26,797	27,676	31,121	32,836	35,498	36,699	37,726	38,051	38,866
171	1	32,526	33,407	35,458	36,923	38,974	40,439	41,026	41,611	42,489	43,663
171	2	29,010	29,890	31,942	33,700	36,336	36,923	37,510	38,094	38,680	40,146
171	3	25,494	26,373	27,839	29,598	32,821	33,700	33,992	34,872	35,458	36,923
171	4	22,271	22,271	22,271	22,271	22,271	22,271	22,271	22,271	22,271	22,271
171	5	20,805	20,805	20,805	20,805	20,805	20,805	20,805	20,805	20,805	20,805
175	1	33,071	33,267	36,402	36,767	40,729	40,780	42,000	42,000	42,629	42,629
175	2	29,739	29,935	33,071	33,435	37,366	37,419	38,653	38,653	39,281	39,281
175	3	26,377	26,573	29,739	30,104	34,005	34,056	35,292	35,292	35,906	35,906
175	4	22,539	22,539	22,539	22,539	22,539	22,539	22,539	22,539	22,539	22,539
175	5	22,539	22,539	22,539	22,539	22,539	22,539	22,539	22,539	22,539	22,539
176	1	31,665	33,307	33,874	36,346	36,964	39,543	40,215	42,854	43,540	51,798
176	2	28,606	30,090	30,602	32,838	33,396	35,726	36,334	38,715	39,336	47,735

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
176	3	25,550	26,876	27,333	29,329	29,827	31,906	32,449	34,579	35,133	44,149
176	4	20,917	20,917	20,917	20,917	20,917	20,917	20,917	20,917	20,917	20,917
176	5	19,284	19,284	19,284	19,284	19,284	19,284	19,284	19,284	19,284	19,284
177	1	31,000	33,250	33,500	35,750	36,750	38,500	38,750	40,250	40,750	44,000
177	2	28,000	28,750	29,250	32,000	32,500	35,250	35,750	37,500	37,750	40,000
177	3	25,250	26,500	26,750	30,000	30,250	31,250	31,500	33,500	33,750	36,500
177	4	17,975	18,450	18,775	21,600	22,000	22,300	22,375	24,425	24,500	26,100
177	5	17,975	18,450	18,775	21,600	22,000	22,300	22,375	24,425	24,500	0
181	1	32,290	33,835	34,350	36,925	37,440	39,500	40,015	42,075	42,590	45,680
181	2	28,680	30,225	30,740	33,315	33,830	35,890	36,405	38,465	38,980	42,070
181	3	25,200	27,450	28,200	31,970	32,740	34,585	35,000	36,660	37,075	39,565
181	4	22,935	22,935	22,935	22,935	22,935	22,935	22,935	22,935	22,935	22,935
181	5	16,160	16,160	16,160	16,160	16,160	16,160	16,160	16,160	16,160	16,160
185	1	31,365	31,365	34,645	34,645	38,904	38,904	40,146	40,146	40,773	40,773
185	2	28,097	28,097	31,365	31,365	35,596	35,596	36,852	36,852	37,479	37,479
185	3	24,779	24,779	28,097	28,097	32,290	32,290	33,545	33,545	34,160	34,160
185	4	17,665	17,665	17,665	17,665	17,665	17,665	17,665	17,665	0	0
185	5	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810
186	1	32,500	32,500	35,900	35,900	40,250	40,250	41,600	41,600	42,250	42,250
186	2	29,100	29,100	32,500	32,500	36,900	36,900	38,200	38,200	38,800	38,800
186	3	25,650	25,650	29,100	29,100	33,400	33,400	34,750	34,750	35,400	35,400
186	4	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125	22,125
186	5	20,400	20,400	20,400	20,400	20,400	20,400	20,400	20,400	20,400	20,400
191	1	31,820	32,185	35,153	35,766	39,463	39,955	40,739	41,229	41,352	42,868
191	2	28,506	28,875	31,820	32,431	36,103	36,593	37,379	37,869	37,991	39,507
191	3	25,144	25,510	28,506	29,119	32,757	33,249	34,021	34,511	34,635	36,140
191	4	25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144
191	5	21,184	21,184	21,184	21,184	21,184	21,184	21,184	21,184	21,184	21,184
195	1	32,578	32,578	35,851	35,851	40,092	40,092	41,365	41,365	42,395	42,395
195	2	29,327	29,327	32,598	32,598	36,812	36,812	38,090	38,090	39,099	39,099
195	3	26,049	26,049	29,348	29,348	33,534	33,534	34,812	34,812	35,775	35,775
195	4	22,425	22,425	22,425	22,425	22,425	22,425	22,425	22,425	22,425	22,425
195	5	20,781	20,781	20,781	20,781	20,781	20,781	20,781	20,781	20,781	20,781
197	1	32,317	32,714	36,298	36,965	41,543	42,074	43,600	44,128	45,030	45,030
197	2	29,013	29,399	32,978	33,638	38,195	38,726	40,261	40,792	41,691	41,691
197	3	26,123	26,481	29,670	30,330	34,844	35,376	36,910	37,443	38,327	38,327
197	4	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527
197	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
201	1	32,133	33,276	35,474	37,381	39,503	41,030	41,794	43,319	44,193	48,007
201	2	28,815	29,962	32,131	34,037	36,135	37,661	38,338	39,863	40,718	44,536
201	3	25,436	26,580	28,812	30,721	32,777	34,303	35,035	36,563	37,407	41,221
201	4	21,260	21,260	21,260	21,260	21,260	21,260	21,260	21,260	21,260	21,260
201	5	19,646	19,646	19,646	19,646	19,646	19,646	19,646	19,646	19,646	19,646

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
205	1	32,566	32,566	35,888	35,888	40,238	40,238	41,517	41,517	42,710	43,615
205	2	29,357	29,357	32,566	32,566	36,858	36,858	38,152	38,152	39,288	40,250
205	3	26,186	26,186	29,357	29,357	33,481	33,481	34,770	34,770	35,893	36,842
205	4	22,890	22,890	22,890	22,890	22,890	22,890	22,890	22,890	22,890	22,890
205	5	21,293	21,293	21,293	21,293	21,293	21,293	21,293	21,293	21,293	21,293
211	1	31,771	32,605	35,187	36,577	39,595	40,707	40,985	42,096	42,374	43,764
211	2	28,461	29,295	31,833	33,223	36,215	37,327	37,605	38,716	38,994	40,384
211	3	25,098	25,932	28,758	30,147	33,099	34,211	34,489	35,601	35,879	37,268
211	4	18,531	18,531	18,531	18,531	18,531	18,531	18,531	18,531	18,531	18,531
211	5	17,115	17,115	17,115	17,115	17,115	17,115	17,115	17,115	17,115	17,115
215	1	30,908	30,908	34,094	34,094	38,231	38,231	39,438	39,438	40,048	40,048
215	2	27,735	27,735	30,908	30,908	35,023	35,023	36,240	36,240	36,851	36,851
215	3	24,510	24,510	27,735	27,735	31,809	31,809	33,027	33,027	33,625	33,625
215	4	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838
215	5	17,366	17,366	17,366	17,366	17,366	17,366	17,366	17,366	17,366	17,366
221	1	30,953	32,404	33,324	35,796	38,466	39,789	40,120	41,441	41,771	45,627
221	2	28,098	29,548	30,469	33,102	35,512	36,834	37,165	38,487	38,818	42,674
221	3	25,242	26,693	27,861	30,279	32,601	33,884	34,212	35,533	35,864	39,720
221	4	20,335	20,335	20,335	20,335	20,335	20,335	20,335	20,335	20,335	20,335
221	5	20,300	20,300	20,300	20,300	20,300	20,300	20,300	20,300	20,300	20,300
225	1	31,518	32,077	35,077	36,341	40,511	41,521	42,950	44,126	44,391	45,770
225	2	28,163	28,704	31,691	32,958	37,129	38,144	39,572	40,745	41,010	42,356
225	3	24,764	25,234	27,987	29,000	33,048	33,860	35,263	36,076	36,276	36,276
225	4	17,665	17,665	17,665	17,665	17,665	17,665	17,665	17,665	17,665	17,665
225	5	16,284	16,284	16,284	16,284	16,284	16,284	16,284	16,284	16,284	16,284
231	1	31,781	33,726	34,401	37,982	38,742	41,935	42,774	46,300	47,226	50,117
231	2	28,892	30,660	31,273	34,528	35,219	38,121	38,883	42,088	42,930	45,558
231	3	26,265	27,873	28,430	31,389	32,017	34,656	35,349	38,263	39,028	41,417
231	4	21,111	21,111	21,111	21,111	21,111	21,111	21,111	21,111	21,111	21,111
231	5	19,540	19,540	19,540	19,540	19,540	19,540	19,540	19,540	19,540	19,540
235	1	31,642	32,280	34,603	35,672	38,994	40,638	41,301	42,152	44,098	44,098
235	2	28,334	29,409	31,183	32,457	35,785	36,638	38,045	38,900	40,820	40,820
235	3	25,170	25,819	28,206	29,850	32,467	33,315	35,022	35,915	37,671	37,671
235	4	21,389	21,389	21,389	21,389	21,389	21,389	21,389	21,389	21,389	21,389
235	5	20,123	20,123	20,123	20,123	20,123	20,123	20,123	20,123	20,123	20,123
236	1	31,193	31,526	34,407	35,017	38,730	39,227	40,280	40,779	41,996	42,939
236	2	27,703	28,036	30,915	31,470	35,183	35,626	36,568	37,066	38,229	39,171
236	3	24,379	24,766	27,536	28,145	31,693	32,135	33,077	33,576	34,685	35,626
236	4	20,833	21,221	23,991	24,600	28,145	28,589	29,531	30,030	31,138	32,080
236	5	19,225	19,613	22,384	22,994	26,539	26,983	27,925	28,423	29,531	30,473
241	1	31,572	32,910	34,874	35,825	39,196	39,848	40,411	41,332	41,719	42,451
241	2	28,384	28,931	31,572	33,121	36,131	36,600	37,097	38,138	38,403	39,076
241	3	24,936	26,434	28,283	30,414	32,508	33,326	33,768	34,564	35,060	35,675



Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
241	4	21,481	21,481	21,481	21,481	21,481	21,481	21,481	21,481	21,481	21,481
241	5	19,810	19,810	19,810	19,810	19,810	19,810	19,810	19,810	19,810	19,810
242	1	31,590	31,970	34,955	35,540	39,230	39,695	40,480	40,955	41,650	42,465
242	2	28,315	28,670	31,590	32,180	35,870	36,335	37,210	37,675	38,430	39,250
242	3	25,070	25,415	28,490	29,750	32,620	33,085	33,875	34,345	34,980	35,780
242	4	19,870	19,870	19,870	19,870	19,870	19,870	19,870	19,870	19,870	19,870
242	5	17,615	17,615	17,615	17,615	17,615	17,615	17,615	17,615	17,615	17,615
245	1	31,972	33,043	35,303	36,696	39,646	40,521	40,836	41,711	42,303	44,587
245	2	28,741	29,806	32,116	33,208	36,200	37,074	37,443	38,317	38,668	40,548
245	3	25,599	26,660	29,074	29,663	32,845	33,316	34,200	34,672	35,261	36,439
245	4	22,188	22,188	22,188	22,188	22,188	22,188	22,188	22,188	22,188	22,188
245	5	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615
246	1	33,368	33,770	36,584	37,255	41,006	41,541	42,348	42,881	43,149	43,149
246	2	29,883	30,285	33,233	33,904	37,522	38,058	38,862	39,398	39,666	39,666
246	3	26,533	26,935	30,018	30,688	34,038	34,572	35,512	36,047	36,315	36,315
246	4	23,183	23,183	23,183	23,183	23,183	23,183	23,183	23,183	23,183	23,183
246	5	21,575	21,575	21,575	21,575	21,575	21,575	21,575	21,575	21,575	21,575
251	1	31,898	32,272	34,839	35,460	40,115	41,109	43,032	43,530	44,515	45,746
251	2	28,580	28,952	31,495	32,119	36,546	37,542	39,432	39,929	40,674	41,905
251	3	25,379	25,751	28,457	29,080	33,086	33,582	34,672	35,167	35,584	36,813
251	4	20,240	20,240	20,240	20,240	20,240	20,240	20,240	20,240	20,240	20,240
251	5	18,686	18,686	18,686	18,686	18,686	18,686	18,686	18,686	18,686	18,686
255	1	31,851	32,807	36,599	36,599	40,694	40,694	43,221	43,221	44,305	45,955
255	2	28,538	29,394	32,807	32,807	37,232	37,232	39,671	39,671	40,720	42,338
255	3	25,165	25,920	29,394	29,394	33,783	33,783	36,108	36,108	37,124	38,707
255	4	24,410	24,410	24,410	24,410	24,410	24,410	24,410	24,410	24,410	24,410
255	5	19,926	19,926	19,926	19,926	19,926	19,926	19,926	19,926	19,926	19,926
261	1	32,273	32,273	35,649	35,649	40,033	40,033	41,311	41,311	41,957	41,957
261	2	28,911	28,911	32,273	32,273	36,630	36,630	37,922	37,922	38,565	38,565
261	3	25,497	25,497	28,911	28,911	33,228	33,228	34,519	34,519	35,152	35,152
261	4	21,960	21,960	21,960	21,960	21,960	21,960	21,960	21,960	21,960	21,960
261	5	20,252	20,252	20,252	20,252	20,252	20,252	20,252	20,252	20,252	20,252
265	1	29,944	30,595	33,030	34,367	38,748	41,651	43,195	43,685	44,289	50,077
265	2	26,771	27,470	29,857	31,108	35,037	36,112	36,966	37,469	38,065	43,853
265	3	25,070	25,070	26,772	28,925	31,919	32,948	33,848	34,304	34,944	41,136
265	4	19,748	19,748	19,748	19,748	19,748	19,748	19,748	19,748	19,748	19,748
265	5	18,218	18,218	18,218	18,218	18,218	18,218	18,218	18,218	18,218	18,218
271	1	33,313	33,313	36,377	37,081	41,201	41,201	42,530	42,530	43,207	43,207
271	2	29,627	30,061	33,232	33,937	37,731	37,731	39,087	39,087	39,711	39,711
271	3	26,320	26,780	29,925	30,657	34,289	34,289	35,618	35,618	36,241	36,241
271	4	24,787	25,247	25,632	27,810	29,639	29,639	30,641	30,641	31,669	31,669
271	5	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	0
272	1	33,534	33,543	37,049	37,049	41,597	41,597	42,928	42,928	43,593	43,593

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
272	2	27,956	30,047	33,534	33,534	38,058	38,058	39,403	39,403	40,067	40,067
272	3	24,403	26,494	30,047	30,047	34,533	34,533	35,863	35,863	36,529	36,529
272	4	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821
272	5	21,039	21,039	21,039	21,039	21,039	21,039	21,039	21,039	21,039	21,039
276	1	31,773	32,666	35,012	35,757	39,497	39,676	40,199	40,922	41,440	41,440
276	2	28,472	29,514	31,975	32,795	36,241	36,421	37,486	37,664	38,186	38,186
276	3	25,739	26,186	28,591	29,337	32,978	33,159	34,223	34,404	34,917	34,917
276	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
276	5	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810
281	1	30,963	32,604	33,250	36,483	37,129	39,715	40,198	41,789	42,187	44,972
281	2	27,929	29,570	30,217	33,449	34,096	36,682	37,164	38,756	39,153	41,938
281	3	24,895	26,537	27,183	30,416	31,062	33,648	34,131	35,722	36,120	38,905
281	4	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903
281	5	16,267	16,267	16,267	16,267	16,267	16,267	16,267	16,267	16,267	16,267
285	1	34,039	34,039	37,542	37,542	42,101	42,101	43,439	43,439	44,101	44,507
285	2	30,547	30,547	34,038	34,038	38,559	38,559	39,919	39,919	40,581	40,987
285	3	26,992	26,992	30,530	30,530	35,023	35,023	36,378	36,378	37,026	37,429
285	4	20,590	20,590	20,590	20,590	20,590	20,590	20,590	20,590	20,590	20,590
285	5	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023
291	1	31,000	32,739	33,228	37,250	37,827	40,971	41,995	44,617	45,968	49,732
291	2	28,000	29,337	29,772	33,573	34,129	37,559	38,498	40,852	42,089	45,907
291	3	26,000	27,285	27,690	30,094	30,648	33,944	34,794	37,303	38,432	41,975
291	4	18,421	18,421	18,421	18,421	18,421	18,421	18,421	18,421	18,421	18,421
291	5	16,982	16,982	16,982	16,982	16,982	16,982	16,982	16,982	16,982	16,982
295	1	34,084	34,316	37,624	38,012	42,320	42,632	43,688	43,996	44,456	44,924
295	2	30,586	30,820	34,142	34,530	38,756	39,070	40,138	40,444	40,904	41,372
295	3	27,146	27,380	30,736	31,122	35,310	35,620	36,460	36,774	37,326	37,790
295	4	23,516	23,516	23,516	23,516	23,516	23,516	23,516	23,516	23,516	23,516
295	5	21,716	21,716	21,716	21,716	21,716	21,716	21,716	21,716	21,716	21,716
301	1	30,833	32,720	35,713	36,446	40,141	40,734	41,622	42,210	42,360	42,360
301	2	27,624	29,507	32,461	33,200	36,781	37,374	38,147	38,739	38,975	38,975
301	3	24,357	26,221	29,324	30,060	33,053	33,641	34,824	35,416	35,562	35,562
301	4	21,462	23,106	25,839	26,486	29,125	29,643	30,685	31,206	31,333	31,333
301	5	20,123	21,664	24,227	24,834	24,308	27,794	28,770	29,259	29,379	29,379
305	1	32,274	32,913	35,700	36,765	40,583	41,433	42,933	43,785	44,628	46,134
305	2	28,949	29,587	32,388	33,455	37,253	38,106	39,604	40,459	41,301	42,810
305	3	25,620	26,262	29,033	30,078	33,890	34,742	36,244	37,101	37,938	39,449
305	4	21,721	21,721	21,721	21,721	21,721	21,721	21,721	21,721	21,721	21,721
305	5	20,025	20,025	20,025	20,025	20,025	20,025	20,025	20,025	20,025	20,025
311	1	33,058	33,058	36,462	36,462	40,881	40,881	42,179	42,179	42,824	42,824
311	2	29,652	29,652	33,058	33,058	37,447	37,447	38,761	38,761	39,407	39,407
311	3	26,218	26,218	29,652	29,652	34,013	34,013	35,325	35,325	35,952	35,952
311	4	22,646	22,646	22,646	22,646	22,646	22,646	22,646	22,646	22,646	22,646

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
311	5	20,915	20,915	20,915	20,915	20,915	20,915	20,915	20,915	20,915	20,915
315	1	31,887	32,308	35,111	36,090	39,680	40,332	41,198	41,691	42,097	43,175
315	2	28,474	28,898	31,623	32,487	36,214	36,859	37,905	38,400	38,783	39,683
315	3	25,268	25,692	28,566	29,415	32,827	33,462	34,600	35,082	35,441	36,159
315	4	22,031	22,031	22,031	22,031	22,031	22,031	22,031	22,031	22,031	22,031
315	5	20,390	20,390	20,390	20,390	20,390	20,390	20,390	20,390	20,390	20,390
321	1	32,879	33,096	36,162	36,521	40,424	40,711	41,677	41,966	42,513	42,513
321	2	29,595	29,812	32,879	33,239	37,111	37,401	38,379	38,669	39,216	39,216
321	3	26,282	26,500	29,595	29,955	33,799	34,087	35,067	35,354	35,891	35,891
321	4	22,842	22,842	22,842	22,842	22,842	22,842	22,842	22,842	22,842	22,842
321	5	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173
325	1	32,975	32,975	36,372	36,372	40,781	40,781	42,077	42,077	42,719	42,719
325	2	29,579	29,579	32,975	32,975	37,355	37,355	38,666	38,666	39,307	39,307
325	3	26,150	26,150	29,579	29,579	33,927	33,927	35,239	35,239	35,865	35,865
325	4	21,934	21,934	21,934	21,934	21,934	21,934	21,934	21,934	21,934	21,934
325	5	20,257	20,257	20,257	20,257	20,257	20,257	20,257	20,257	20,257	20,257
331	1	34,045	34,398	37,347	37,936	41,877	41,996	42,904	43,021	43,706	43,706
331	2	30,732	31,083	34,105	34,694	38,412	38,530	39,538	39,656	40,318	40,318
331	3	27,278	27,630	30,610	31,199	34,961	35,077	36,159	36,277	36,920	36,920
331	4	22,990	22,990	22,990	22,990	22,990	22,990	22,990	22,990	22,990	22,990
331	5	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224	21,224
335	1	34,000	34,300	34,400	35,881	36,599	40,512	41,321	42,208	43,047	45,151
335	2	29,400	30,200	30,700	33,500	33,800	37,085	37,827	38,761	39,533	41,649
335	3	26,500	26,800	26,900	29,614	30,792	34,183	34,344	35,836	36,004	40,900
335	4	19,254	19,254	19,254	19,254	19,254	19,254	19,254	19,254	19,254	19,254
335	5	17,748	17,748	17,748	17,748	17,748	17,748	17,748	17,748	17,748	17,748
341	1	31,804	31,804	35,063	35,063	39,278	39,278	40,527	40,527	41,140	41,140
341	2	28,553	28,553	31,804	32,000	36,005	36,005	37,259	37,259	37,868	37,868
341	3	25,257	25,423	28,548	30,068	32,721	32,721	33,973	33,973	34,583	34,583
341	4	20,787	20,787	20,787	20,787	20,787	20,787	20,787	20,787	20,787	20,787
341	5	20,787	20,787	20,787	20,787	20,787	20,787	20,787	20,787	20,787	20,787
345	1	31,773	31,773	35,007	35,007	39,209	39,209	40,443	40,443	41,053	41,053
345	2	28,536	28,536	31,773	31,773	35,945	35,945	37,193	37,193	37,802	37,802
345	3	25,275	25,275	28,536	28,536	32,682	32,682	33,930	33,930	34,527	34,527
345	4	21,884	21,884	21,884	21,884	21,884	21,884	21,884	21,884	21,884	21,884
345	5	20,237	20,237	20,237	20,237	20,237	20,237	20,237	20,237	20,237	20,237
351	1	31,250	32,860	34,200	37,350	38,575	39,225	39,850	40,450	41,550	41,875
351	2	28,000	29,350	30,950	33,200	35,300	35,950	36,450	37,200	38,350	38,650
351	3	25,200	26,350	27,825	30,950	31,950	32,700	33,300	34,000	35,100	35,450
351	4	20,445	20,445	20,445	20,445	20,445	20,445	20,445	20,445	20,445	20,445
351	5	18,845	18,845	18,845	18,845	18,845	18,845	18,845	18,845	18,845	18,845
354	1	31,440	34,247	35,690	38,959	44,968	45,786	45,837	47,513	47,779	0
354	2	27,480	29,955	32,745	33,449	39,183	39,930	39,981	41,585	41,636	0

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
354	3	26,400	26,550	28,930	29,590	32,571	32,771	33,420	33,620	34,260	0
354	4	21,339	21,339	21,339	21,339	21,339	21,339	21,339	21,339	21,339	0
354	5	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	0
361	1	32,268	32,268	35,557	35,557	39,827	39,827	41,083	41,083	41,704	41,704
361	2	28,976	28,976	32,268	32,268	36,507	36,507	37,778	37,778	38,400	38,400
361	3	25,657	25,657	28,976	28,976	33,190	33,190	34,460	34,460	35,065	35,065
361	4	22,208	22,208	22,208	22,208	22,208	22,208	22,208	22,208	22,208	22,208
361	5	20,534	20,534	20,534	20,534	20,534	20,534	20,534	20,534	20,534	20,534
365	1	33,474	33,949	36,655	37,518	41,533	41,836	43,475	43,475	44,584	45,041
365	2	30,097	30,650	33,359	34,154	38,045	38,350	39,989	39,989	41,094	41,553
365	3	26,723	27,275	30,177	31,146	34,546	34,840	36,482	36,482	37,591	38,045
365	4	21,534	21,534	21,534	21,534	21,534	21,534	21,534	21,534	21,534	21,534
365	5	19,933	19,933	19,933	19,933	19,933	19,933	19,933	19,933	19,933	19,933
371	1	31,963	31,963	35,160	35,160	39,384	39,384	40,641	40,641	41,369	42,384
371	2	28,769	28,769	31,963	31,963	36,188	36,188	37,444	37,444	38,317	39,334
371	3	25,572	25,572	28,769	28,769	32,878	32,878	34,134	34,134	35,038	36,055
371	4	20,567	20,567	20,567	20,567	20,567	20,567	20,567	20,567	20,567	27,567
371	5	19,442	19,442	19,442	19,442	19,442	19,442	19,442	19,442	19,442	19,442
375	1	32,709	32,930	36,134	36,508	40,557	40,850	41,918	42,219	42,997	44,581
375	2	29,279	29,505	32,709	33,084	37,112	37,411	38,472	38,773	39,552	40,927
375	3	25,830	26,059	29,279	29,653	33,650	33,952	35,010	35,310	36,089	37,333
375	4	21,819	21,819	21,819	21,819	21,819	21,819	21,819	21,819	21,819	21,819
375	5	20,123	20,123	20,123	20,123	20,123	20,123	20,123	20,123	20,123	20,123
381	1	32,974	33,565	36,273	37,260	40,560	41,348	41,809	42,597	42,836	43,950
381	2	29,782	30,357	32,974	33,959	37,233	38,021	38,496	39,284	39,521	40,637
381	3	26,549	27,122	29,782	30,739	33,906	34,696	35,168	35,958	36,182	37,165
381	4	19,555	19,555	19,555	19,555	19,555	19,555	19,555	19,555	19,555	19,555
381	5	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000
385	1	33,346	33,747	36,714	37,455	41,046	41,748	42,326	43,008	43,182	44,405
385	2	29,994	30,355	33,359	34,032	37,688	38,449	39,027	39,654	39,812	40,940
385	3	26,630	27,032	30,045	30,803	34,331	35,022	35,601	36,175	36,318	37,345
385	4	18,560	18,560	18,560	18,560	18,560	18,560	18,560	18,560	18,560	18,560
385	5	17,108	17,108	17,108	17,108	17,108	17,108	17,108	17,108	17,108	17,108
391	1	34,642	35,093	38,969	39,493	44,102	44,521	45,883	46,302	47,349	47,349
391	2	31,232	31,741	35,303	35,826	40,435	40,854	42,217	42,636	43,788	43,788
391	3	27,604	28,074	31,951	32,474	36,979	37,398	38,655	39,074	40,226	40,226
391	4	23,645	23,645	23,645	23,645	23,645	23,645	23,645	23,645	23,645	23,645
391	5	21,894	21,894	21,894	21,894	21,894	21,894	21,894	21,894	21,894	21,894
392	1	32,370	32,370	35,698	35,698	40,030	40,030	41,702	41,702	42,336	42,717
392	2	29,053	29,053	32,370	32,370	36,677	36,677	38,318	38,318	38,957	39,336
392	3	25,671	25,671	29,053	29,053	33,294	33,294	34,931	34,931	35,564	35,947
392	4	21,497	21,497	21,497	21,497	21,497	21,497	21,497	21,497	21,497	21,497
392	5	19,817	19,817	19,817	19,817	19,817	19,817	19,817	19,817	19,817	19,817

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
395	1	34,391	35,016	38,211	39,180	43,664	44,578	46,648	46,648	47,822	47,822
395	2	31,032	31,658	34,854	35,822	40,287	41,203	43,253	43,253	44,330	44,330
395	3	27,661	28,282	31,450	32,420	36,871	37,544	39,317	39,317	40,363	40,363
395	4	25,469	25,469	25,469	25,469	25,469	25,469	25,739	25,739	25,739	25,739
395	5	21,797	21,797	21,797	21,797	21,797	21,797	25,038	25,038	25,038	25,038
401	1	33,484	35,126	36,902	39,634	41,411	42,506	42,778	43,871	44,144	44,144
401	2	29,931	31,572	33,349	36,082	37,858	38,954	39,225	40,318	40,592	40,592
401	3	26,514	28,153	29,931	32,664	34,441	35,808	36,082	37,175	37,449	37,449
401	4	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318
401	5	20,583	20,583	20,583	20,583	20,583	20,583	20,583	20,583	20,583	20,583
405	1	29,610	29,983	32,707	33,280	37,127	37,587	38,641	39,180	39,854	40,762
405	2	26,626	26,969	29,686	30,260	34,107	34,567	35,712	36,236	36,859	37,700
405	3	23,696	24,042	26,746	27,321	31,181	31,639	32,715	33,223	33,794	34,564
405	4	17,930	17,930	17,930	17,930	17,930	17,930	17,930	17,930	17,930	17,930
405	5	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530
411	1	32,906	33,305	37,259	37,929	42,504	43,038	44,466	45,001	46,296	46,560
411	2	29,302	29,703	33,686	34,355	38,783	39,318	40,742	41,276	42,575	42,837
411	3	25,703	26,106	30,055	30,723	34,901	35,436	36,862	37,397	38,696	38,958
411	4	25,703	25,703	25,703	25,703	25,703	25,703	25,703	25,703	25,703	25,703
411	5	20,587	20,587	20,587	20,587	20,587	20,587	20,587	20,587	20,587	20,587
415	1	30,762	31,375	33,828	35,361	37,712	38,529	38,938	39,756	39,960	41,391
415	2	27,696	28,923	30,762	32,806	34,646	35,770	35,974	36,690	36,894	38,325
415	3	24,732	26,572	27,696	30,456	31,580	32,500	32,806	33,624	33,828	35,361
415	4	21,973	21,973	21,973	21,973	21,973	21,973	21,973	21,973	21,973	21,973
415	5	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338	20,338
421	1	31,289	31,441	34,527	34,667	38,693	38,913	40,450	41,051	41,671	42,270
421	2	28,062	28,224	31,289	31,441	35,454	35,674	37,190	37,740	38,350	38,961
421	3	24,824	25,217	28,062	28,224	32,191	32,411	33,902	34,405	34,771	35,639
421	4	21,997	22,372	25,079	25,234	29,010	29,219	30,639	31,117	31,464	32,292
421	5	20,909	21,284	23,992	24,146	27,922	28,132	29,551	30,030	30,377	31,204
425	1	32,100	32,400	32,500	36,984	37,584	38,732	39,004	39,735	39,933	41,301
425	2	27,666	29,780	30,485	33,721	34,638	35,517	35,809	36,603	36,801	38,185
425	3	24,430	24,743	27,385	27,906	31,320	32,155	32,364	33,408	33,669	35,078
425	4	20,097	20,097	20,097	20,097	20,097	20,097	20,097	20,097	20,097	20,097
425	5	18,792	18,792	18,792	18,792	18,792	18,792	18,792	18,792	18,792	18,792
426	1	31,578	32,215	34,960	36,021	39,017	39,866	41,364	41,364	42,112	43,375
426	2	28,457	29,094	31,840	32,901	35,896	36,746	38,243	38,243	38,992	40,162
426	3	25,337	25,974	28,720	29,781	32,776	33,625	35,123	35,123	35,871	36,948
426	4	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349	19,349
426	5	17,871	17,871	17,871	17,871	17,871	17,871	17,871	17,871	17,871	17,871
431	1	30,263	30,563	33,195	33,695	37,225	37,625	38,543	38,943	39,356	39,756
431	2	27,018	27,318	30,104	30,604	34,179	34,579	35,344	35,744	36,162	36,562
431	3	23,927	24,227	27,201	27,701	31,129	31,529	32,120	32,520	32,743	33,143

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
431	4	18,416	18,416	18,416	18,416	18,416	18,416	18,416	18,416	18,416	18,416
431	5	16,615	16,615	16,615	16,615	16,615	16,615	16,615	16,615	16,615	16,615
435	1	32,148	33,667	34,410	36,707	38,639	40,920	41,234	42,493	42,808	46,187
435	2	28,910	30,249	31,149	33,197	35,350	37,385	37,699	38,959	39,275	42,508
435	3	25,608	26,780	27,909	29,816	32,074	33,927	34,241	35,500	35,815	38,911
435	4	20,800	20,800	20,800	20,800	20,800	20,800	20,800	20,800	20,800	20,800
435	5	19,540	19,540	19,540	19,540	19,540	19,540	19,540	19,540	19,540	19,540
436	1	32,400	32,400	35,740	35,740	40,073	40,073	41,346	41,346	41,973	41,973
436	2	29,064	29,064	32,400	32,400	36,705	36,705	37,994	37,994	38,623	38,623
436	3	25,698	25,698	29,064	29,064	33,339	33,339	34,626	34,626	35,241	35,241
436	4	22,197	22,197	22,197	22,197	22,197	22,197	22,197	22,197	22,197	22,197
436	5	20,500	20,500	20,500	20,500	20,500	20,500	20,500	20,500	20,500	20,500
441	1	27,780	29,183	29,948	33,637	35,670	37,996	38,289	39,574	39,895	44,386
441	2	24,099	27,953	28,915	31,177	31,552	34,868	35,188	36,471	36,792	39,824
441	3	23,200	24,672	26,028	28,076	28,610	30,616	30,830	32,942	33,103	36,097
441	4	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527
441	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
445	1	32,709	32,980	36,470	36,965	41,361	41,361	42,575	42,575	43,388	43,388
445	2	29,410	29,675	33,221	33,667	37,943	37,943	39,172	39,172	39,970	39,970
445	3	26,084	26,355	29,908	30,361	34,547	34,547	35,778	35,778	36,541	36,541
445	4	21,035	21,035	21,035	21,035	21,035	21,035	21,035	21,035	21,035	21,035
445	5	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645
446	1	32,186	32,706	35,354	36,219	39,956	40,732	42,439	42,439	43,065	43,065
446	2	28,843	29,363	32,066	32,931	36,495	37,014	38,727	38,727	39,355	39,355
446	3	25,561	25,961	28,758	29,624	33,254	33,512	34,674	34,674	35,291	35,291
446	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
446	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
451	1	33,197	34,039	36,094	37,491	40,773	41,893	42,849	44,320	46,006	47,528
451	2	29,637	30,475	32,896	34,294	37,536	38,651	39,805	40,925	42,312	43,833
451	3	26,701	27,538	29,609	31,007	34,152	35,177	36,285	37,406	38,843	40,365
451	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
451	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
452	1	32,581	33,465	33,575	36,548	37,156	38,976	39,883	44,377	45,638	50,832
452	2	29,296	30,137	30,344	33,145	33,696	35,696	36,953	41,326	42,256	46,946
452	3	26,094	26,798	26,995	29,124	30,162	31,887	33,913	36,667	38,215	44,145
452	4	20,776	20,776	20,776	20,776	20,776	20,776	20,776	20,776	20,776	20,776
452	5	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339
455	1	30,947	32,342	33,737	36,065	38,749	38,749	39,994	39,994	40,604	43,901
455	2	27,549	29,545	30,532	32,743	35,529	35,529	36,747	36,747	37,535	40,651
455	3	24,845	26,237	27,575	29,907	32,245	32,245	33,486	33,486	34,094	37,391
455	4	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259
455	5	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
461	1	32,026	32,796	35,898	36,362	40,081	40,701	42,019	42,407	42,563	43,177

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
461	2	28,771	29,540	32,487	33,264	36,671	37,678	38,767	39,014	39,716	40,330
461	3	25,474	26,247	29,310	30,085	33,264	34,035	34,813	35,588	35,743	36,357
461	4	19,303	19,303	19,303	19,303	19,303	19,303	19,303	19,303	19,303	19,303
461	5	17,794	17,794	17,794	17,794	17,794	17,794	17,794	17,794	17,794	17,794
465	1	32,006	33,194	35,306	37,354	40,218	41,928	42,637	45,133	45,589	50,341
465	2	28,093	29,214	31,489	33,456	36,200	37,798	38,799	41,081	41,501	46,075
465	3	24,855	25,862	27,925	29,852	32,534	34,117	35,091	37,262	37,678	42,105
465	4	21,304	21,304	21,304	21,304	21,304	21,304	21,304	21,304	21,304	21,304
465	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
471	1	31,538	33,181	35,170	36,599	39,868	41,209	41,544	42,876	43,213	45,585
471	2	28,626	29,628	31,839	33,254	36,318	37,654	37,991	39,351	39,662	42,034
471	3	25,168	26,049	28,522	30,081	33,068	34,406	34,738	36,077	36,411	38,781
471	4	22,112	22,112	22,112	22,112	22,112	22,112	22,112	22,112	22,112	22,112
471	5	20,426	20,426	20,426	20,426	20,426	20,426	20,426	20,426	20,426	20,426
472	1	30,740	32,265	33,845	36,172	38,081	38,081	42,706	42,706	43,260	46,169
472	2	27,394	28,844	30,572	32,894	34,695	34,695	38,910	38,910	39,477	42,130
472	3	24,432	25,955	27,394	29,716	31,480	31,480	32,694	32,694	33,301	33,301
472	4	20,805	20,805	20,805	20,805	20,805	20,805	20,805	20,805	20,805	20,805
472	5	19,184	19,184	19,184	19,184	19,184	19,184	19,184	19,184	19,184	19,184
475	1	29,729	32,543	35,583	35,971	39,853	40,277	41,351	41,553	42,031	42,152
475	2	26,932	29,202	32,241	32,630	36,485	36,909	37,995	38,196	38,676	38,771
475	3	23,813	25,833	28,900	29,291	33,119	33,538	34,625	34,827	35,290	35,354
475	4	21,780	21,780	21,780	21,780	21,780	21,780	21,780	21,780	21,780	21,780
475	5	20,116	20,116	20,116	20,116	20,116	20,116	20,116	20,116	20,116	20,116
476	1	34,991	36,323	38,219	40,194	43,503	44,735	46,375	47,298	47,940	48,418
476	2	31,605	32,758	34,914	36,810	39,874	41,490	42,375	43,234	43,876	44,315
476	3	28,348	29,452	31,476	33,399	35,848	37,348	37,952	38,695	39,349	39,743
476	4	22,425	22,425	22,425	22,425	22,425	22,425	22,425	22,425	22,425	22,425
476	5	20,681	20,681	20,681	20,681	20,681	20,681	20,681	20,681	20,681	20,681
477	1	31,564	31,811	34,358	34,792	39,002	39,002	40,384	40,384	41,240	41,584
477	2	28,373	28,632	31,417	31,845	35,821	35,821	37,206	37,206	38,062	38,398
477	3	25,190	25,436	28,318	28,747	32,629	32,629	34,018	34,018	34,868	35,206
477	4	20,657	20,657	20,657	20,657	20,657	20,657	20,657	20,657	20,657	20,657
477	5	18,995	18,995	18,995	18,995	18,995	18,975	18,975	18,975	18,975	18,975
478	1	31,201	31,421	34,588	34,956	38,975	39,270	41,108	41,402	41,986	42,509
478	2	27,991	28,211	31,376	31,745	35,766	36,061	37,771	38,066	38,776	39,298
478	3	24,753	24,975	28,516	28,885	32,529	32,825	34,536	34,832	35,415	35,938
478	4	19,802	19,980	22,812	23,108	26,023	26,260	27,629	27,865	28,332	28,750
478	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
481	1	31,989	32,409	35,338	36,043	39,996	39,996	41,588	41,588	45,144	46,959
481	2	28,795	29,216	32,129	32,834	36,744	36,744	38,321	38,321	41,647	43,462
481	3	25,573	25,993	28,920	29,625	33,491	33,491	35,042	35,042	38,114	39,931
481	4	21,775	21,775	21,775	21,775	21,775	21,775	21,775	21,775	21,775	21,775

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
481	5	20,159	20,159	20,159	20,159	20,159	20,159	20,159	20,159	20,159	20,159
485	1	33,040	33,874	37,644	37,644	42,140	42,140	43,626	43,626	44,204	44,204
485	2	29,554	30,321	34,088	34,088	38,734	38,734	40,054	40,054	40,635	40,635
485	3	26,067	26,738	30,534	30,534	35,098	35,098	36,412	36,412	37,036	37,036
485	4	22,582	23,149	23,149	23,149	23,149	23,149	23,149	23,149	23,149	23,149
485	5	20,812	21,339	21,339	21,339	21,339	21,339	21,339	21,339	21,339	21,339
491	1	35,244	35,244	38,720	38,720	43,320	43,320	44,710	44,710	45,459	45,459
491	2	31,715	31,715	35,244	35,244	39,844	39,844	41,176	41,176	41,930	41,930
491	3	28,130	28,130	31,605	31,605	36,205	36,205	37,596	37,596	38,239	38,239
491	4	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528	17,528
491	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
492	1	37,337	38,170	40,071	42,156	46,323	46,323	47,682	47,682	48,340	48,340
492	2	33,585	34,416	36,341	38,428	42,575	42,575	43,934	43,934	44,594	44,594
492	3	29,518	30,351	32,078	34,161	37,753	37,753	39,109	39,109	39,770	39,770
492	4	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113	25,113
492	5	23,128	23,128	23,128	23,128	23,128	23,128	23,128	23,128	23,128	23,128
493	1	30,122	30,815	34,149	34,149	38,471	38,471	40,394	40,394	41,391	42,487
493	2	27,613	28,248	31,642	31,642	36,015	36,015	37,976	37,976	38,777	39,899
493	3	24,415	24,977	28,383	28,383	32,755	32,755	34,657	34,657	35,426	36,548
493	4	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527
493	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
495	1	31,395	31,869	35,177	36,067	40,299	41,117	42,633	43,295	44,009	45,571
495	2	28,165	28,586	31,878	32,681	36,874	37,616	38,926	39,724	40,418	41,855
495	3	24,899	25,275	28,578	29,299	33,444	34,119	35,425	36,138	36,802	36,802
495	4	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282
495	5	18,731	18,731	18,731	18,731	18,731	18,731	18,731	18,731	18,731	18,731
496	1	28,487	30,149	32,293	33,682	36,099	37,405	37,560	38,681	38,784	40,000
496	2	25,552	26,965	29,357	30,662	33,707	34,142	34,250	35,434	35,707	36,477
496	3	23,000	24,449	26,312	27,643	29,575	30,650	30,765	31,923	32,270	33,598
496	4	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000
496	5	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
501	1	30,507	33,203	36,624	36,624	41,064	41,064	42,369	42,369	43,015	43,015
501	2	27,366	29,783	33,203	33,203	37,538	37,538	38,934	38,934	39,578	39,578
501	3	24,195	26,333	29,783	29,783	34,166	34,166	35,484	35,484	36,113	36,113
501	4	21,320	22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750
501	5	19,758	21,083	21,083	21,083	21,083	21,083	21,083	21,083	21,083	21,083
502	1	33,743	34,094	36,829	37,416	40,746	41,226	42,651	43,099	43,819	45,305
502	2	30,418	30,771	32,491	33,081	37,572	38,052	39,481	39,926	40,647	42,086
502	3	26,272	26,629	29,322	29,910	34,910	36,963	38,387	38,837	39,555	40,946
502	4	20,975	21,321	22,506	23,080	25,751	26,204	27,598	28,036	28,738	29,172
502	5	19,340	19,687	20,874	21,451	24,121	24,577	25,969	26,406	27,107	27,514
505	1	30,800	30,800	34,100	34,100	38,400	38,400	39,600	39,600	40,200	40,200
505	2	27,600	27,600	30,800	30,800	34,900	34,900	36,400	36,400	37,000	37,000



Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
505	3	24,300	24,300	27,600	27,600	31,700	31,700	33,200	33,200	33,800	33,800
505	4	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000
505	5	19,400	19,400	19,400	19,400	19,400	19,400	19,400	19,400	19,400	19,400
511	1	32,993	32,993	36,392	36,392	40,803	40,803	42,102	42,102	42,741	42,741
511	2	29,596	29,596	32,993	32,993	37,375	37,375	38,687	38,687	39,327	39,327
511	3	26,166	26,166	29,596	29,596	33,948	33,948	35,257	35,257	35,883	35,883
511	4	22,604	22,604	22,604	22,604	22,604	22,604	22,604	22,604	22,604	22,604
511	5	20,877	20,877	20,877	20,877	20,877	20,877	20,877	20,877	20,877	20,877
515	1	30,845	32,009	33,208	35,986	38,208	40,230	40,485	41,512	41,769	43,468
515	2	28,022	29,181	30,063	32,770	35,073	37,015	37,270	38,304	38,559	40,259
515	3	25,062	26,222	27,185	29,562	31,940	33,805	34,060	35,088	35,343	37,043
515	4	21,831	21,831	21,831	21,831	21,831	21,831	21,831	21,831	21,831	21,831
515	5	20,273	20,273	20,273	20,273	20,273	20,273	20,273	20,273	20,273	20,273
521	1	31,362	31,362	34,595	34,595	38,788	38,788	40,022	40,022	40,629	40,629
521	2	28,133	28,133	31,362	31,362	35,529	35,529	36,776	36,776	37,384	37,384
521	3	24,873	24,873	28,133	28,133	32,270	32,270	33,516	33,516	34,113	34,113
521	4	21,488	21,488	21,488	21,488	21,488	21,488	21,488	21,488	21,488	21,488
521	5	19,844	19,844	19,844	19,844	19,844	19,844	19,844	19,844	19,844	19,844
522	1	33,960	34,707	37,661	38,980	43,211	44,259	45,774	46,897	47,182	48,273
522	2	30,408	31,198	34,083	35,437	39,360	40,410	41,922	43,046	43,330	44,423
522	3	27,078	27,809	30,640	31,997	35,855	36,906	38,415	39,538	39,822	40,915
522	4	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527
522	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
523	1	31,900	33,125	34,625	37,700	38,950	39,775	40,175	41,000	42,250	42,250
523	2	28,650	29,875	31,375	34,500	35,700	36,525	36,925	37,750	39,000	39,000
523	3	25,400	26,650	28,125	31,225	32,450	33,270	33,700	34,525	35,750	35,750
523	4	20,675	20,675	20,675	20,675	20,675	20,675	20,675	20,675	20,675	20,675
523	5	19,060	19,060	19,060	19,060	19,060	19,060	19,060	19,060	19,060	19,060
524	1	34,258	34,258	37,842	37,842	42,496	42,496	43,854	43,854	44,537	44,537
524	2	30,693	30,693	34,258	34,258	38,884	38,884	40,255	40,255	40,939	40,939
524	3	27,066	27,066	30,692	30,692	35,272	35,272	36,641	36,641	37,313	37,313
524	4	23,311	23,311	23,311	23,311	23,311	23,311	23,311	23,311	23,311	23,311
524	5	21,498	21,498	21,498	21,498	21,498	21,498	21,498	21,498	21,498	21,498
525	1	32,223	32,223	36,146	36,146	40,137	40,137	43,106	43,106	44,630	46,261
525	2	28,839	28,839	32,645	32,645	36,479	36,479	39,293	39,293	40,816	42,447
525	3	25,489	25,489	29,138	29,138	32,816	32,816	35,474	35,474	36,998	38,630
525	4	21,713	21,713	21,713	21,713	21,713	21,713	21,713	21,713	21,713	21,713
525	5	19,605	19,605	19,605	19,605	19,605	19,605	19,605	19,605	19,605	19,605
531	1	32,417	33,767	36,288	37,457	41,400	42,024	43,180	43,492	45,843	47,406
531	2	29,095	30,376	32,900	34,070	37,995	38,621	39,776	40,089	42,437	44,000
531	3	25,749	26,969	29,506	30,676	34,569	35,196	36,343	36,655	39,012	40,575
531	4	21,870	21,870	21,870	21,870	21,870	21,870	21,870	21,870	21,870	21,870
531	5	20,161	20,161	20,161	20,161	20,161	20,161	20,161	20,161	20,161	20,161

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
533	1	31,625	31,965	34,833	35,399	38,986	39,440	40,141	40,595	42,069	46,046
533	2	28,440	28,780	31,629	32,196	35,755	36,208	36,980	37,433	38,796	42,773
533	3	25,197	25,536	28,444	29,011	32,536	32,989	33,748	34,201	34,996	39,085
533	4	25,197	25,197	25,197	25,197	25,197	25,197	25,197	25,197	25,197	25,197
533	5	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282
535	1	31,073	32,239	34,323	36,121	38,582	40,137	40,783	41,515	41,699	42,798
535	2	27,836	29,001	31,073	33,016	35,265	36,769	37,417	38,028	38,179	39,095
535	3	24,987	26,024	27,836	29,777	32,367	33,921	34,310	34,798	34,920	35,653
535	4	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948
535	5	19,310	19,310	19,310	19,310	19,310	19,310	19,310	19,310	19,310	19,310
536	1	32,781	32,781	36,053	36,053	40,304	40,304	41,552	41,552	42,170	42,788
536	2	29,508	29,508	32,782	32,782	37,003	37,003	38,265	38,265	38,884	39,452
536	3	26,206	26,206	29,508	29,508	33,700	33,700	34,963	34,963	35,567	36,090
536	4	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206
536	5	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206	23,206
537	1	30,277	31,308	33,428	35,199	37,519	38,444	38,696	39,620	39,874	40,125
537	2	27,140	28,208	30,276	32,045	34,310	35,278	35,508	36,466	36,696	36,938
537	3	23,944	25,011	27,110	28,914	31,135	32,070	32,295	33,366	33,509	34,294
537	4	23,944	23,944	23,944	23,944	23,944	23,944	23,944	23,944	23,944	23,944
537	5	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500
541	1	32,551	33,488	36,155	37,058	42,172	42,836	44,661	45,240	45,378	0
541	2	29,235	30,131	33,277	34,228	38,913	39,567	41,037	41,606	41,754	0
541	3	25,995	26,892	30,276	31,298	35,312	35,946	37,391	37,961	38,101	0
541	4	21,129	21,129	21,129	21,129	21,129	21,129	21,129	21,129	21,129	0
541	5	19,477	19,477	19,477	19,477	19,477	19,477	19,477	19,477	19,477	0
545	1	31,800	31,800	35,220	35,220	39,410	39,410	40,670	40,670	41,290	41,290
545	2	28,520	28,520	31,800	31,800	36,110	36,110	37,370	37,370	37,990	37,990
545	3	25,200	25,200	28,520	28,520	32,700	32,700	33,960	33,960	34,580	34,580
545	4	20,890	20,890	20,890	20,890	20,890	20,890	20,890	20,890	20,890	20,890
545	5	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270
551	1	31,214	32,067	34,615	35,535	39,075	39,614	40,620	40,976	41,677	41,677
551	2	28,021	28,661	31,385	32,341	35,758	36,331	37,302	37,650	38,403	38,403
551	3	25,002	25,554	28,251	29,752	32,465	33,079	33,905	34,345	35,079	35,079
551	4	20,772	20,772	20,772	20,772	20,772	20,772	20,772	20,772	20,772	20,772
551	5	19,327	19,327	19,327	19,327	19,327	19,327	19,327	19,327	19,327	19,327
555	1	32,451	32,451	35,961	35,961	40,504	40,504	41,900	41,900	42,519	42,519
555	2	29,168	29,168	32,451	32,451	36,904	36,904	38,458	38,458	39,221	39,221
555	3	25,785	25,785	29,168	29,168	33,373	33,373	34,641	34,641	35,535	35,535
555	4	21,844	21,844	21,844	21,844	21,844	21,844	21,844	21,844	21,844	21,844
555	5	20,178	20,178	20,178	20,178	20,178	20,178	20,178	20,178	20,178	20,178
561	1	32,756	33,912	36,188	38,138	41,373	41,894	43,012	43,609	44,364	48,432
561	2	29,351	30,572	32,756	34,602	37,382	37,982	38,812	39,411	40,088	43,875
561	3	25,879	27,064	29,351	31,417	34,004	34,522	35,031	36,124	36,772	40,359

Years of Service											
District Number	Rank	0	3	4	9	10	14	15	19	20	30
561	4	25,879	25,879	25,879	25,879	25,879	25,879	25,879	25,879	25,879	25,879
561	5	20,050	20,050	20,050	20,050	20,050	20,050	20,050	20,050	20,050	20,050
565	1	29,918	31,295	33,456	35,083	38,454	40,423	40,720	41,516	42,097	42,622
565	2	26,808	27,968	30,131	31,757	35,032	36,825	37,135	37,882	38,452	38,977
565	3	23,638	25,120	27,030	28,601	31,258	32,947	33,326	33,979	34,605	35,131
565	4	21,300	21,300	21,300	21,300	21,300	21,300	21,300	21,300	21,300	21,300
565	5	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,300
567	1	32,274	34,606	35,656	37,972	40,035	41,212	41,553	44,634	45,401	51,548
567	2	29,036	31,547	32,390	34,390	36,747	38,465	38,804	40,879	41,399	45,547
567	3	26,536	27,904	29,147	30,722	33,235	34,919	35,262	36,628	36,970	39,882
567	4	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527	17,527
567	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
571	1	32,715	32,943	36,137	36,508	40,615	40,910	41,966	42,263	42,709	42,709
571	2	29,370	29,705	32,819	34,679	37,193	37,490	38,530	38,827	39,306	39,306
571	3	26,026	26,247	29,519	29,904	33,787	34,084	35,142	35,437	35,869	35,869
571	4	20,525	20,525	20,525	20,525	20,525	20,525	20,525	20,525	20,525	20,525
571	5	18,920	18,920	18,920	18,920	18,920	18,920	18,920	18,920	18,920	18,920
575	1	32,114	32,468	35,441	36,032	39,839	40,313	41,323	41,796	42,429	43,019
575	2	28,879	29,233	32,091	32,681	36,524	36,996	38,013	38,486	39,118	39,708
575	3	25,591	25,945	28,695	29,287	33,214	33,687	34,690	35,164	35,808	36,398
575	4	20,232	20,232	20,232	20,232	20,232	20,232	20,232	20,232	20,232	20,232
575	5	18,645	18,645	18,645	18,645	18,645	18,645	18,645	18,645	18,645	18,645
581	1	31,287	31,427	34,334	34,689	38,655	38,937	39,831	40,112	40,576	41,656
581	2	27,956	28,166	31,181	31,532	35,359	35,643	36,623	36,907	37,334	38,414
581	3	24,769	24,982	28,046	28,402	32,014	32,299	33,400	33,684	34,067	35,147
581	4	21,458	21,458	21,458	21,458	21,458	21,458	21,458	21,458	21,458	21,458
581	5	19,817	19,817	19,817	19,817	19,817	19,817	19,817	19,817	19,817	19,817
585	1	30,375	31,338	33,799	35,402	37,648	38,931	39,359	40,643	40,964	42,889
585	2	27,594	28,557	30,803	32,408	34,868	36,150	36,471	37,756	38,077	40,001
585	3	24,707	25,670	27,809	29,519	31,552	32,835	33,156	34,440	34,761	36,686
585	4	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
585	5	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158	16,158
586	1	29,967	31,389	33,084	35,453	37,591	39,490	40,521	42,414	43,404	45,187
586	2	27,103	28,520	30,070	32,969	34,478	36,372	37,422	39,315	40,182	41,553
586	3	24,991	26,415	27,395	29,764	30,843	32,736	34,135	36,027	37,364	39,137
586	4	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
586	5	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810	15,810
591	1	32,093	32,093	35,401	35,401	39,693	39,693	40,955	40,955	41,970	42,362
591	2	28,788	28,788	32,093	32,093	36,356	36,356	37,634	37,634	38,618	38,979
591	3	25,454	25,454	28,788	28,788	33,021	33,021	34,299	34,299	35,236	35,567
591	4	21,989	21,989	21,989	21,989	21,989	21,989	21,989	21,989	22,197	22,404
591	5	20,306	20,306	20,306	20,306	20,306	20,306	20,306	20,306	20,500	20,691
592	1	31,409	31,874	34,452	35,224	38,704	39,325	40,102	40,723	41,067	42,337

<b>Years of Service</b>											
<b>District Number</b>	<b>Rank</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>15</b>	<b>19</b>	<b>20</b>	<b>30</b>
592	2	28,084	28,548	31,557	32,331	35,664	36,282	36,951	37,568	37,809	38,974
592	3	24,978	25,442	28,472	29,245	32,075	32,695	33,482	34,099	34,533	35,595
592	4	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500
592	5	17,976	17,976	17,976	17,976	17,976	17,976	17,976	17,976	17,976	17,976
593	1	31,547	32,147	34,720	35,720	38,651	39,451	41,147	41,947	42,725	46,641
593	2	28,243	28,843	31,547	32,847	35,418	36,218	37,814	38,614	39,361	43,352
593	3	25,009	25,609	28,289	29,256	32,180	33,980	34,484	35,284	35,993	39,762
593	4	19,399	20,183	22,679	23,946	26,570	27,621	28,874	29,773	30,383	34,452
593	5	19,399	20,183	22,679	23,946	26,570	27,621	28,874	29,773	30,383	34,452
595	1	32,612	32,612	35,973	35,973	40,334	40,334	41,614	41,614	42,249	42,249
595	2	29,253	29,253	32,612	32,612	36,944	36,944	38,242	38,242	38,875	38,875
595	3	25,866	25,866	29,253	29,253	33,555	33,555	34,852	34,852	35,471	35,471
595	4	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694
595	5	20,035	20,035	20,035	20,035	20,035	20,035	20,035	20,035	20,035	20,035
601	1	31,001	31,001	34,482	37,232	39,984	40,594	41,207	41,821	42,431	43,652
601	2	27,870	27,870	31,119	33,515	35,913	36,673	37,435	38,197	38,958	40,481
601	3	24,797	24,797	28,166	30,025	31,886	32,860	33,833	34,574	35,314	35,841
601	4	20,063	20,063	20,063	20,063	20,063	20,063	20,063	20,063	20,063	20,063
601	5	18,490	18,490	18,490	18,490	18,490	18,490	18,490	18,490	18,490	18,490



## APPENDIX I

### TEACHER SALARY AND EXPERIENCE SUMMARY 2000-2001

School District	School District Number	Number of Teachers	Calendar Days*	Median Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Adair Co.	1	180	185	12	\$35,400	110	14	\$34,743	85
Allen Co.	5	168	185	9	\$36,537	71	12	\$35,364	57
Anchorage Ind.	6	41	188	15	\$42,035	3	16	\$40,543	2
Anderson Co.	11	189	188	8	\$32,228	154	11	\$33,670	125
Ashland Ind.	12	219	185	13	\$39,110	16	14	\$37,158	20
Augusta Ind.	13	21	185	11	\$35,659	102	12	\$35,873	45
Ballard Co.	15	91	185	10	\$33,439	132	13	\$32,339	151
Barbourville Ind.	16	38	185	12	\$36,425	79	13	\$33,700	124
Bardstown Ind.	17	120	185	5	\$35,270	112	10	\$37,305	15
Barren Co.	21	257	185	9	\$36,210	89	11	\$34,885	79
Bath Co.	25	137	185	9	\$32,140	155	12	\$32,748	142
Beechwood Ind.	26	64	185	14	\$35,023	116	14	\$34,843	80
Bell Co.	31	218	185	11	\$36,104	96	12	\$34,191	105
Bellevue Ind.	32	59	185	8	\$31,354	164	11	\$32,858	140
Berea Ind.	34	82	185	13	\$32,116	156	14	\$29,549	168
Boone Co.	35	791	187	11	\$36,365	84	12	\$36,674	25
Bourbon Co.	41	173	186	10	\$35,275	111	12	\$36,069	38
Bowling Green Ind.	42	221	185	10	\$37,422	37	12	\$35,245	63
Boyd Co.	45	247	185	12	\$38,221	29	13	\$36,022	40
Boyle Co.	51	186	185	12	\$36,645	65	13	\$35,933	43
Bracken Co.	55	71	185	14	\$36,885	54	15	\$35,513	51
Breathitt Co.	61	177	185	11	\$38,487	21	12	\$36,408	27
Breckinridge Co.	65	167	185	12	\$37,072	46	14	\$34,754	83

School District	School District Number	Number of Teachers	Calendar Days*	Median** Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Bullitt Co.	71	618	185	12	\$40,297	8	13	\$39,448	3
Burgin Ind.	72	26	185	2	\$27,064	173	7	\$28,636	170
Butler Co.	75	158	185	10	\$34,700	118	11	\$33,998	112
Caldwell Co.	81	137	185	12	\$36,532	73	14	\$34,547	94
Calloway Co.	85	207	185	13	\$39,019	18	14	\$36,299	30
Campbell Co.	91	284	185	9	\$33,301	133	12	\$34,079	109
Campbellsville Ind.	92	95	185	10	\$32,680	145	11	\$32,157	155
Carlisle Co.	95	60	185	13	\$35,718	100	14	\$33,785	120
Carroll Co.	101	121	185	13	\$36,900	52	12	\$36,366	28
Carter Co.	105	327	185	12	\$36,417	81	13	\$34,313	101
Casey Co.	111	175	185	11	\$36,535	72	12	\$33,807	118
Caverna Ind.	113	64	185	11	\$36,148	93	11	\$34,035	111
Christian Co.	115	578	185	11	\$36,886	53	13	\$35,289	60
Clark Co.	121	321	185	13	\$37,283	40	14	\$36,077	37
Clay Co.	125	328	185	10	\$36,290	85	12	\$35,044	73
Clinton Co.	131	105	185	11	\$36,218	88	12	\$35,133	68
Cloverport Ind.	132	18	185	17	\$38,157	30	17	\$37,289	16
Corbin Ind.	133	136	185	12	\$36,192	90	13	\$34,997	75
Covington Ind.	134	353	190	11	\$34,794	117	12	\$35,037	74
Crittenden Co.	135	100	185	11	\$37,080	45	12	\$35,183	66
Cumberland Co.	141	84	185	10	\$36,503	76	12	\$34,417	98
Danville Ind.	143	137	185	13	\$31,798	159	14	\$31,900	158
Daviness Co.	145	650	185	11	\$34,563	119	13	\$34,995	76
Dawson Springs Ind.	146	49	186	14	\$35,571	103	15	\$33,378	130
Dayton Ind.	147	81	185	13	\$40,455	7	14	\$38,640	8
East Bernstadt Ind.	149	31	185	10	\$33,690	127	11	\$33,642	126
Edmonson Co.	151	127	185	10	\$36,279	86	12	\$34,242	103
Elizabethtown Ind.	152	138	185	9	\$32,924	141	11	\$33,970	113

School District	School District Number	Number of Teachers	Calendar Days*	Median** Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Elliott Co.	155	89	185	10	\$35,138	114	12	\$33,932	114
Eminence Ind.	156	43	185	7	\$27,623	171	9	\$28,246	173
Erlanger Ind.	157	141	187	8	\$32,999	140	11	\$34,196	104
Estill Co.	161	199	185	11	\$36,721	62	13	\$34,177	106
Fairview Ind.	162	45	185	9	\$27,994	170	11	\$28,509	171
Fayette Co.	165	2536	190	12	\$36,776	59	13	\$36,022	41
Fleming Co.	171	150	185	11	\$36,923	51	13	\$35,256	61
Floyd Co.	175	445	185	10	\$37,419	38	11	\$34,726	86
Fort Thomas Ind.	176	148	188	11	\$34,515	120	13	\$35,757	48
Frankfort Ind.	177	68	185	15	\$36,250	87	14	\$34,753	84
Franklin Co.	181	351	185	8	\$32,800	142	11	\$33,626	127
Fulton Co.	185	53	185	17	\$36,852	56	15	\$34,315	100
Fulton Ind.	186	43	185	13	\$32,500	149	13	\$29,577	167
Gallatin Co.	191	90	185	5	\$28,629	168	8	\$29,976	166
Garrard Co.	195	165	185	10	\$32,598	146	11	\$32,185	154
Glasgow Ind.	197	138	185	14	\$38,460	22	14	\$36,221	33
Grant Co.	201	204	185	6	\$32,511	148	9	\$32,659	144
Graves Co.	205	242	185	10	\$36,850	57	12	\$34,914	78
Grayson Co.	211	269	185	11	\$36,627	66	14	\$35,141	67
Green Co.	215	115	185	8	\$34,094	124	11	\$32,448	147
Greenup Co.	221	204	185	13	\$36,669	63	14	\$35,247	62
Hancock Co.	225	108	185	10	\$32,704	144	12	\$33,832	117
Hardin Co.	231	784	185	10	\$35,923	99	12	\$36,298	31
Harlan Co.	235	351	185	10	\$36,004	98	12	\$35,317	59
Harlan Ind.	236	65	185	13	\$35,183	113	15	\$31,691	161
Harrison Co.	241	198	185	10	\$36,131	94	12	\$34,564	92
Harrodsburg Ind.	242	64	185	6	\$31,648	162	10	\$31,582	162
Hart Co.	245	151	185	10	\$36,418	80	12	\$35,096	70



School District	School District Number	Number of Teachers	Calendar Days*	Median** Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Hazard Ind.	246	71	185	14	\$38,862	19	15	\$37,198	19
Henderson Co.	251	424	185	10	\$35,128	115	12	\$34,133	107
Henry Co.	255	131	185	12	\$36,599	68	12	\$34,657	89
Hickman Co.	261	59	185	18	\$37,922	31	17	\$35,229	64
Hopkins Co.	265	433	185	13	\$36,112	95	13	\$34,307	102
Jackson Co.	271	172	185	9	\$37,081	44	11	\$35,860	46
Jackson Ind.	272	26	185	8	\$33,534	130	10	\$32,527	145
Jefferson Co.	275	5494	187	11	\$41,780	4	13	\$40,887	1
Jenkins Ind.	276	38	185	14	\$36,399	82	12	\$34,409	99
Jessamine Co.	281	433	186	10	\$33,629	128	11	\$33,220	133
Johnson Co.	285	251	185	11	\$38,559	20	13	\$36,359	29
Kenton Co.	291	663	185	13	\$36,541	70	13	\$36,547	26
Knott Co.	295	209	185	14	\$40,210	10	14	\$38,112	11
Knox Co.	301	307	185	11	\$37,224	41	12	\$36,052	39
Larue Co.	305	147	185	7	\$33,240	134	10	\$35,106	69
Laurel Co.	311	482	188	13	\$39,389	13	13	\$37,245	17
Lawrence Co.	315	192	185	11	\$36,427	78	12	\$34,551	93
Lee Co.	321	93	185	8	\$33,022	139	10	\$32,867	139
Leslie Co.	325	151	185	11	\$37,355	39	13	\$36,865	22
Letcher Co.	331	259	185	10	\$38,412	23	12	\$35,325	58
Lewis Co.	335	165	185	9	\$33,500	131	11	\$33,398	128
Lincoln Co.	341	261	185	8	\$32,000	158	11	\$32,956	135
Livingston Co.	345	98	185	9	\$31,775	161	11	\$31,864	159
Logan Co.	351	219	185	11	\$33,200	136	13	\$31,776	160
Ludlow Ind.	354	64	185	12	\$39,827	12	12	\$37,200	18
Lyon Co.	361	62	185	8	\$32,268	153	10	\$32,348	149
Madison Co.	365	553	186	10	\$38,404	24	12	\$36,675	24
Magoffin Co.	371	169	185	12	\$36,188	91	13	\$35,079	71

School District	School District Number	Number of Teachers	Calendar Days*	Median** Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Marion Co.	375	216	185	10	\$33,084	138	12	\$33,742	123
Marshall Co.	381	298	185	10	\$36,767	60	12	\$35,630	50
Martin Co.	385	178	185	14	\$38,258	26	13	\$36,117	35
Mason Co.	391	184	185	14	\$42,217	2	14	\$38,706	7
Mayfield Ind.	392	96	185	12	\$38,227	28	14	\$36,137	34
McCracken Co.	395	423	186	13	\$41,229	5	14	\$38,955	6
McCreary Co.	401	219	185	9	\$38,404	25	12	\$37,062	21
McLean Co.	405	105	185	12	\$34,222	123	13	\$32,209	153
Meade Co.	411	265	185	8	\$37,475	36	11	\$36,241	32
Menifee Co.	415	94	185	11	\$32,091	157	12	\$30,339	165
Mercer Co.	421	132	185	11	\$35,558	104	13	\$33,745	122
Metcalfe Co.	425	108	185	6	\$31,780	160	10	\$31,973	157
Middlesboro Ind.	426	117	185	14	\$38,243	27	15	\$35,915	44
Monroe Co.	431	148	185	10	\$33,538	129	12	\$31,343	163
Montgomery Co.	435	268	185	12	\$36,955	50	13	\$35,213	65
Monticello Ind.	436	58	185	8	\$32,400	152	10	\$32,698	143
Morgan Co.	441	177	185	9	\$31,552	163	12	\$32,512	146
Muhlenberg Co.	445	363	185	13	\$39,171	14	14	\$36,679	23
Murray Ind.	446	99	185	8	\$29,451	166	11	\$30,839	164
Nelson Co.	451	286	185	8	\$34,294	121	11	\$35,385	55
Newport Ind.	452	186	185	15	\$37,829	33	15	\$38,439	9
Nicholas Co.	455	79	185	13	\$35,529	107	15	\$32,878	138
Ohio Co.	461	249	185	9	\$33,107	137	11	\$33,279	132
Oldham Co.	465	526	186	10	\$36,395	83	12	\$36,090	36
Owen Co.	471	109	185	11	\$36,653	64	12	\$35,505	52
Owensboro Ind.	472	322	185	9	\$32,431	151	12	\$32,282	152
Owsley Co.	475	65	185	10	\$36,849	58	13	\$34,760	82
Paducah Ind.	476	216	185	12	\$40,285	9	13	\$38,260	10

School District	School District Number	Number of Teachers	Calendar Days*	Median** Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Paintsville Ind.	477	53	185	19	\$37,206	42	17	\$33,932	115
Paris Ind.	478	59	185	10	\$28,139	169	12	\$28,410	172
Pendleton Co.	481	174	185	11	\$36,744	61	12	\$34,720	88
Perry Co.	485	377	185	10	\$34,088	125	12	\$32,752	141
Pike Co.	491	695	185	11	\$39,844	11	12	\$37,816	12
Pikeville Ind.	492	79	185	13	\$42,575	1	13	\$38,970	5
Pineville Ind.	493	45	185	12	\$37,905	32	14	\$34,721	87
Powell Co.	495	175	185	8	\$32,520	147	11	\$34,064	110
Providence Ind.	496	45	186	12	\$29,516	165	14	\$25,824	176
Pulaski Co.	501	496	185	8	\$33,203	135	11	\$33,795	119
Raceland Ind.	502	62	185	8	\$32,727	143	11	\$32,915	136
Robertson Co.	505	31	185	9	\$27,600	172	13	\$29,439	169
Rockcastle Co.	511	197	185	9	\$36,559	69	11	\$34,951	77
Rowan Co.	515	216	187	12	\$37,029	48	13	\$34,802	81
Russell Co.	521	194	185	10	\$35,529	108	11	\$33,396	129
Russell Ind.	522	122	185	14	\$40,663	6	14	\$38,997	4
Russellville Ind.	523	85	185	14	\$36,525	74	14	\$33,758	121
Science Hill Ind.	524	25	185	9	\$34,258	122	11	\$35,385	56
Scott Co.	525	387	187	10	\$36,873	55	12	\$35,851	47
Shelby Co.	531	309	188	14	\$39,088	17	14	\$35,993	42
Silver Grove Ind.	533	22	185	3	\$25,367	175	6	\$26,913	175
Simpson Co.	535	176	185	13	\$36,056	97	13	\$33,280	131
Somerset Ind.	536	109	185	13	\$37,003	49	14	\$34,449	97
Southgate Ind.	537	15	185	4	\$25,011	176	8	\$27,362	174
Spencer Co.	541	118	185	10	\$39,165	15	12	\$37,599	13
Taylor Co.	545	160	185	10	\$35,665	101	12	\$34,626	90
Todd Co.	551	121	185	10	\$35,535	105	11	\$33,057	134
Trigg Co.	555	121	185	10	\$35,535	106	13	\$34,450	96

School District	School District Number	Number of Teachers	Calendar Days*	Median** Experience	Median** Annual Salary	Median Salary Rank	Mean*** Experience	Mean*** Annual Salary	Mean Salary Rank
Trimble Co.	561	83	188	11	\$37,050	47	12	\$34,112	108
Union Co.	565	179	185	16	\$37,754	34	15	\$35,408	53
Walton-Verona Ind.	567	64	185	11	\$37,609	35	12	\$37,491	14
Warren Co.	571	668	185	10	\$36,626	67	11	\$35,062	72
Washington Co.	575	117	185	10	\$36,524	75	12	\$34,488	95
Wayne Co.	581	180	185	10	\$35,430	109	12	\$34,583	91
Webster Co.	585	117	185	14	\$36,150	92	14	\$33,896	116
West Point Ind.	586	10	185	2	\$25,699	174	10	\$32,355	148
Whitley Co.	591	274	186	9	\$36,446	77	11	\$35,405	54
Williamsburg Ind.	592	55	185	14	\$37,103	43	15	\$35,739	49
Williamstown Ind.	593	48	185	8	\$32,447	150	11	\$32,342	150
Wolfe Co.	595	109	185	5	\$29,253	167	8	\$32,027	156
Woodford Co.	601	236	188	9	\$34,058	126	11	\$32,881	137
<b>Kentucky</b>		40,904			\$36,756			\$35,917	

Source: Data compiled by LRC staff from data supplied by the Kentucky Department of Education

Teacher is defined as any certified personnel listed under one of the following instructor job classifications in the PSD data: elementary classroom, exceptional child, gifted and talented, high school classroom, homebound, teacher, job training, local vocational school, middle school classroom, preschool classroom, and primary classroom.

\*Calendar days are from the KDE website for the 2001-02 school year.

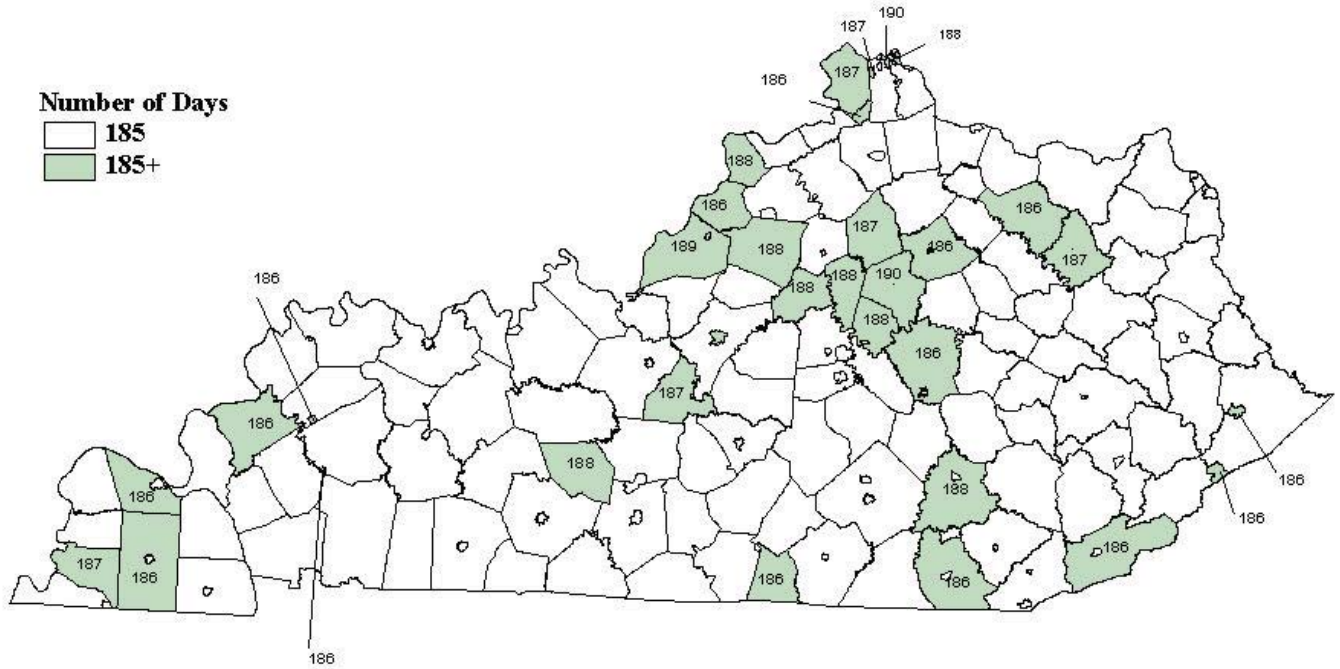
\*\*Median statistics infer that 50 percent of the observations in the data field are less than or equal to the median value and 50 percent are greater than or equal to the median value.

\*\*\*Mean statistics are calculated by taken the sum of the data for each teacher divided by the number of teachers.



# APPENDIX J

## Kentucky School Calendar by District 2001-02



Source: Compiled by LRC staff from data supplied by the Kentucky Department of Education's website.  
Data for Fort Campbell and Fort Knox Dependent School Districts are not available.



## APPENDIX K

### TEN LOCAL SCHOOL DISTRICTS WITH THE LARGEST NUMBER OF EMERGENCY CERTIFICATES GRANTED 1998-1999, 1999-2000, and 2000-2001

District	2000-2001	District	1999-2000	District	1998-1999
Jefferson	372	Jefferson	283	Jefferson	108
Fayette	155	Fayette	110	Fayette	87
Boone	50	Christian	35	Hardin	24
Covington Ind.	43	Boone	29	Boone	23
Hardin	40	Hardin	20	Covington Ind.	19
Christian	33	Franklin	19	Christian	9
Nelson	24	Covington Ind.	13	Owensboro Ind.	8
Campbell	22	Pulaski	13	Campbell	7
Bullitt	20	Owensboro Ind.	11	Daviess	7
Oldham	20	Garrard	10	Gallatin	7
	<b>779</b>	Nelson	10	Henderson	7
			<b>553</b>	Woodford	7
					<b>313</b>

### TOTAL EMERGENCY CERTIFICATES AWARDED IN TEN DISTRICTS WITH LARGEST NUMBER OF EMERGENCY CERTIFICATES

Year	Total Certificates for Year	Top Ten Districts	
		Total Certificates	Percent of Emergency Certificates
<b>2000-2001</b>	1336	779	58.31%
<b>1999-2000</b>	931	553	59.40%
<b>1998-1999</b>	506	313	61.86%

All districts in Kentucky in 2000-2001 had at least one (1) emergency certified teacher. However, more than 58% of the emergency certificates granted in 2000-2001 were in ten counties of the state—all but one of which are located in the north and central parts of the state. Of the top ten in the current year, six were also in the top ten the other two reported years. The primary reason for some of these counties having more emergency certificates may be a result of their relative district size when compared to other districts and the overall numbers of teachers needed; however, no study has been done to determine why the 10 districts above have the largest numbers emergency certificates.

*Data Source: Education Professional Standards Board, March 2001*

*Data Extracted by the Legislative Research Commission Technology Support Staff*





**APPENDIX L**  
**NUMBER OF KENTUCKY EMERGENCY TEACHING CERTIFICATES AWARDED BY CONTENT AREA**  
**2000-2001, 1999-2000, and 1998-99**

The number of emergency certificates has grown each year. The content areas are listed below in descending order with the largest number of emergency certificates being awarded in the learning and behavior disorders all three years. When this content area is combined with emergency certificates for teaching the “moderate and severe disabilities,” the “visually impaired” and the “hearing impaired,” it is apparent that certification in the exceptional children’s specialties is a continuing problem. A wide variety of other content areas is requiring emergency certified persons, which may suggest that shortages are developing in previously oversupplied areas such as in the language arts, in social studies, and in select vocational areas, and increasing offerings in areas such as foreign language and English as a Second Language are increasing demands for particular specialties.

<b>Content Area</b>	<b>2000-2001</b>	<b>Content Area</b>	<b>1999-2000</b>	<b>Content Area</b>	<b>1998-1999</b>
Learning and Behavior Disorders	561	Learning and Behavior Disorders	455	Learning and Behavior Disorders	262
Early Elementary Grades K-4 (and Self-Contained Grades 5-6)	83	Early Elementary Grades K-4 (and Self-Contained Grades 5-6)	66	Code Not Assigned	133
Mathematics	64	Moderate and Severe Disabilities	42	Science	17
Moderate and Severe Disabilities	59	Mathematics	41	Spanish	17
Middle School English	51	Middle School English	26	Mathematics	16
Middle School Science	43	Music	22	Moderate and Severe Disabilities	16
Middle School Mathematics	41	Spanish	22	Elementary Classroom Teaching	11
English	33	Middle School Science	19	Chemistry	9
Middle School Social Studies	30	English	18	Early Elementary Grades K-4 (and Self-Contained Grades 5-6)	7
English as Second Language	29	Chemistry	16	French	4
Music	28	English as Second Language	13	Biology	3
Science	28	Interdisciplinary Early Childhood Education	13	German	2
Social Studies	22	Middle School Social Studies	13	Hearing Impaired Pupils	2
Spanish	22	Science	13	Physics	2

Content Area	2000-2001	Content Area	1999-2000	Content Area	1998-1999
Drop Out Prevention/ Alternative Programs	20	Middle School Mathematics	12	Industrial Education and Exploration Levels	1
School Media Librarian	20	Art	11	Interdisciplinary Early Childhood Education	1
Chemistry	19	Biology	11	Latin	1
Interdisciplinary Early Childhood	18	Physical Education	11	Trainable Mentally Handicapped	1
Business Education	14	School Media Librarian	11	Visually Impaired Pupils	1
Physical Education	14	French	9	<b>Grand Total</b>	<b>506</b>
Art	13	Computer Science	8		
Biology	10	Dropout Prev/Alternative	8		
Elementary Music	9	Social Studies	8		
French	8	Gifted Talented	7		
Physics	7	Business and Marketing Education	6		
Computer Science	6	Health	5		
Hearing Impaired Pupils	6	German	4		
Middle School Reading	6	Physics	4		
Visually Impaired Pupils	5	Visually Impaired Pupils	4		
Middle School Computer Science	4	Elementary Music	3		
Art/Humanities	4	Japanese	3		
Gifted Talented	4	Code Not Assigned	2		
Health	4	Elementary Spanish	2		
Family and Consumer Science	4	Family and Consumer Science	2		
Industrial Technology	4	Latin	2		
Latin	4	Psychology	2		
Machine Tool	4	Agriculture	1		
History	3	Art/Humanities	1		

Emergency Certificates-P.2

Content Area	2000-2001	Content Area	1999-2000	Content Area	1998-1999
Japanese	3	Auto Mechanics	1		
Auto Mechanics	2	Business Education	1		
Carpentry	2	Career Education/Practical Living	1		
Health Services	2	Career Education/Practical Living	1		
Cisco Networking Program	2	Distributive Education	1		
Driver Education	2	Electricity	1		
Home and Hospital	2	Health Services	1		
Middle School Art	2	Hearing Impaired Pupils	1		
Auto Body	1	History	1		
Electricity	1	Industrial Education	1		
Fire Rescue	1	Migrant Advocate	1		
Masonry	1	Reading	1		
Preschool	1	Russian	1		
Psychology	1	Speech	1		
Agriculture	1	Title 1 Collaborative Teacher	1		
Career Education/Practical Living	1	<b>Grand Total</b>	<b>931</b>		
Cosmetology	1				
Drafting	1				
Reading	1				
Speech	1				
Speech and Communication Disorders	1				
Welding	1				
Migrant Advocate	1				
<b>Grand Total</b>	<b>1336</b>				

EmergencyCertificates-P.3

Data Source: Education Professional Standards Board, March 2001 Data Extracted by the Legislative Research Commission Technology Support Staff



APPENDIX M

1999-2000 LOCAL DISTRICT REVENUE: PERCENTAGE OF STATE, LOCAL, AND FEDERAL REVENUE

District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
001	ADAIR CO.	2,286	1,216	4,570	751	6,538	18.6%	69.9%	11.5%
005	ALLEN CO.	2,691	1,298	4,186	564	6,048	21.5%	69.2%	9.3%
006	ANCHORAGE IND.	409	8,301	2,111	148	10,560	78.6%	20.0%	1.4%
011	ANDERSON CO.	3,083	1,937	3,380	467	5,784	33.5%	58.4%	8.1%
012	ASHLAND IND.	3,049	1,870	3,886	1,051	6,808	27.5%	57.1%	15.4%
013	AUGUSTA IND.	254	1,662	4,802	787	7,250	22.9%	66.2%	10.9%
015	BALLARD CO.	1,285	1,627	4,364	717	6,707	24.3%	65.1%	10.7%
016	BARBOURVILLE IND.	600	1,049	4,254	697	6,000	17.5%	70.9%	11.6%
017	BARDSTOWN IND.	1,640	2,425	3,695	562	6,682	36.3%	55.3%	8.4%
021	BARREN CO.	3,434	1,905	3,981	584	6,469	29.4%	61.5%	9.0%
025	BATH CO.	1,704	1,312	4,660	948	6,920	19.0%	67.3%	13.7%
026	BEECHWOOD IND.	923	3,258	2,470	144	5,872	55.5%	42.1%	2.4%
031	BELL CO.	2,761	950	5,064	1,357	7,371	12.9%	68.7%	18.4%
032	BELLEVUE IND.	828	2,162	4,026	544	6,732	32.1%	59.8%	8.1%
034	BEREA IND.	945	1,902	3,960	699	6,561	29.0%	60.3%	10.7%
035	BOONE CO.	11,739	3,657	2,326	303	6,286	58.2%	37.0%	4.8%
041	BOURBON CO.	2,465	1,608	3,879	841	6,328	25.4%	61.3%	13.3%
042	BOWLING GREEN IND.	3,134	2,742	3,763	872	7,376	37.2%	51.0%	11.8%
045	BOYD CO.	3,170	2,023	3,959	1,028	7,010	28.9%	56.5%	14.7%
051	BOYLE CO.	2,457	1,857	3,938	546	6,340	29.3%	62.1%	8.6%
055	BRACKEN CO.	1,072	1,216	3,994	708	5,918	20.5%	67.5%	12.0%
061	BREATHITT CO.	2,169	978	5,631	1,323	7,933	12.3%	71.0%	16.7%
065	BRECKINRIDGE CO.	2,508	1,600	4,029	1,308	6,937	23.1%	58.1%	18.9%

District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
071	BULLITT CO.	9,592	1,630	3,504	457	5,591	29.2%	62.7%	8.2%
072	BURGIN IND.	355	2,224	3,312	301	5,836	38.1%	56.8%	5.2%
075	BUTLER CO.	2,017	1,179	4,876	693	6,748	17.5%	72.3%	10.3%
081	CALDWELL CO.	1,884	1,421	4,273	744	6,438	22.1%	66.4%	11.5%
085	CALLOWAY CO.	2,837	2,074	3,762	738	6,574	31.5%	57.2%	11.2%
091	CAMPBELL CO.	4,316	3,070	2,978	333	6,380	48.1%	46.7%	5.2%
092	CAMPBELLSVILLE IND.	1,180	1,608	4,384	936	6,928	23.2%	63.3%	13.5%
095	CARLISLE CO.	792	1,221	4,228	572	6,022	20.3%	70.2%	9.5%
101	CARROLL CO.	1,610	2,472	3,650	1,294	7,416	33.3%	49.2%	17.4%
105	CARTER CO.	4,129	998	4,504	982	6,484	15.4%	69.5%	15.1%
111	CASEY CO.	2,208	1,083	4,501	868	6,452	16.8%	69.8%	13.4%
113	CAVERNA IND.	775	1,654	4,788	728	7,170	23.1%	66.8%	10.2%
115	CHRISTIAN CO.	8,072	1,420	4,416	944	6,780	20.9%	65.1%	13.9%
121	CLARK CO.	4,690	1,989	3,213	582	5,784	34.4%	55.6%	10.1%
125	CLAY CO.	3,708	861	5,246	1,203	7,309	11.8%	71.8%	16.5%
131	CLINTON CO.	1,323	1,396	4,424	2,013	7,833	17.8%	56.5%	25.7%
132	CLOVERPORT IND.	286	1,322	5,115	1,879	8,317	15.9%	61.5%	22.6%
133	CORBIN IND.	1,813	1,375	4,361	742	6,478	21.2%	67.3%	11.5%
134	COVINGTON IND.	4,325	2,540	4,440	1,252	8,233	30.9%	53.9%	15.2%
135	CRITTENDEN CO.	1,386	1,301	4,318	862	6,482	20.1%	66.6%	13.3%
141	CUMBERLAND CO.	1,088	1,163	4,613	863	6,639	17.5%	69.5%	13.0%
143	DANVILLE IND.	1,612	3,267	3,360	936	7,563	43.2%	44.4%	12.4%
145	DAVISS CO.	9,299	2,450	3,585	462	6,497	37.7%	55.2%	7.1%
146	DAWSON SPRINGS IND.	628	1,000	4,631	652	6,283	15.9%	73.7%	10.4%
147	DAYTON IND.	1,035	1,246	4,955	847	7,047	17.7%	70.3%	12.0%
151	EDMONSON CO.	1,737	1,349	4,410	996	6,754	20.0%	65.3%	14.7%

District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
152	ELIZABETHTOWN IND.	2,004	1,836	3,594	443	5,873	31.3%	61.2%	7.5%
155	ELLIOTT CO.	1,106	793	5,425	1,043	7,262	10.9%	74.7%	14.4%
156	EMINENCE IND.	455	1,965	4,490	965	7,420	26.5%	60.5%	13.0%
157	ERLANGER IND.	1,991	2,505	3,114	401	6,020	41.6%	51.7%	6.7%
161	ESTILL CO.	2,348	883	4,777	900	6,561	13.5%	72.8%	13.7%
162	FAIRVIEW IND.	590	1,396	4,476	554	6,426	21.7%	69.7%	8.6%
165	FAYETTE CO.	29,065	4,362	2,567	554	7,483	58.3%	34.3%	7.4%
171	FLEMING CO.	2,182	1,227	4,367	1,218	6,812	18.0%	64.1%	17.9%
175	FLOYD CO.	6,401	1,302	4,538	1,043	6,884	18.9%	65.9%	15.2%
176	FORT THOMAS IND.	2,189	3,178	2,481	189	5,848	54.3%	42.4%	3.2%
177	FRANKFORT IND.	812	2,345	4,489	876	7,710	30.4%	58.2%	11.4%
181	FRANKLIN CO.	5,306	2,308	3,294	436	6,037	38.2%	54.6%	7.2%
185	FULTON CO.	770	1,330	4,780	965	7,074	18.8%	67.6%	13.6%
186	FULTON IND.	436	2,035	4,984	1,515	8,534	23.9%	58.4%	17.7%
191	GALLATIN CO.	1,283	1,864	4,199	436	6,498	28.7%	64.6%	6.7%
195	GARRARD CO.	2,088	1,620	3,876	650	6,146	26.4%	63.1%	10.6%
197	GLASGOW IND.	1,892	2,057	3,367	526	5,950	34.6%	56.6%	8.8%
201	GRANT CO.	3,210	1,483	3,797	567	5,846	25.4%	64.9%	9.7%
205	GRAVES CO.	4,070	1,284	3,755	565	5,604	22.9%	67.0%	10.1%
211	GRAYSON CO.	3,751	1,212	3,968	617	5,797	20.9%	68.5%	10.6%
215	GREEN CO.	1,509	1,326	4,273	626	6,225	21.3%	68.6%	10.1%
221	GREENUP CO.	2,946	1,433	4,448	748	6,630	21.6%	67.1%	11.3%
225	HANCOCK CO.	1,410	2,411	3,560	560	6,531	36.9%	54.5%	8.6%
231	HARDIN CO.	11,829	1,718	3,974	595	6,287	27.3%	63.2%	9.5%
235	HARLAN CO.	4,634	1,150	4,897	1,166	7,214	15.9%	67.9%	16.2%
236	HARLAN IND.	767	1,179	5,003	701	6,883	17.1%	72.7%	10.2%
241	HARRISON CO.	2,934	1,387	4,105	650	6,142	22.6%	66.8%	10.6%



District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
242	HARRODSBURG IND.	857	1,648	4,640	770	7,058	23.4%	65.7%	10.9%
245	HART CO.	2,090	1,299	4,356	858	6,513	19.9%	66.9%	13.2%
246	HAZARD IND.	929	1,430	4,514	768	6,712	21.3%	67.3%	11.4%
251	HENDERSON CO.	6,423	2,135	3,905	619	6,659	32.1%	58.6%	9.3%
255	HENRY CO.	1,901	1,665	3,961	588	6,215	26.8%	63.7%	9.5%
261	HICKMAN CO.	744	1,653	4,311	757	6,721	24.6%	64.1%	11.3%
265	HOPKINS CO.	6,298	1,716	4,126	660	6,503	26.4%	63.4%	10.2%
271	JACKSON CO.	2,139	809	5,271	1,133	7,213	11.2%	73.1%	15.7%
272	JACKSON IND.	388	710	4,822	739	6,270	11.3%	76.9%	11.8%
275	JEFFERSON CO.	80,159	4,002	3,167	845	8,015	49.9%	39.5%	10.5%
276	JENKINS IND.	498	1,535	5,046	1,081	7,662	20.0%	65.9%	14.1%
281	JESSAMINE CO.	5,746	2,200	3,476	589	6,265	35.1%	55.5%	9.4%
285	JOHNSON CO.	3,533	1,184	4,674	978	6,836	17.3%	68.4%	14.3%
291	KENTON CO.	10,883	2,939	2,712	298	5,949	49.4%	45.6%	5.0%
295	KNOTT CO.	2,728	1,392	4,670	1,155	7,217	19.3%	64.7%	16.0%
301	KNOX CO.	4,295	1,002	4,761	1,174	6,936	14.4%	68.6%	16.9%
305	LARUE CO.	2,193	1,219	4,239	649	6,108	20.0%	69.4%	10.6%
311	LAUREL CO.	7,513	1,415	3,949	773	6,137	23.0%	64.4%	12.6%
315	LAWRENCE CO.	2,513	1,024	4,712	1,041	6,777	15.1%	69.5%	15.4%
321	LEE CO.	1,208	1,000	4,867	1,079	6,946	14.4%	70.1%	15.5%
325	LESLIE CO.	2,064	1,133	5,196	1,110	7,440	15.2%	69.8%	14.9%
331	LETCHER CO.	3,345	1,319	4,687	1,152	7,158	18.4%	65.5%	16.1%
335	LEWIS CO.	2,224	956	4,450	886	6,292	15.2%	70.7%	14.1%
341	LINCOLN CO.	3,564	1,169	4,519	1,257	6,945	16.8%	65.1%	18.1%
345	LIVINGSTON CO.	1,349	2,003	3,699	533	6,235	32.1%	59.3%	8.5%
351	LOGAN CO.	2,901	1,704	4,217	674	6,594	25.8%	63.9%	10.2%
354	LUDLOW IND.	957	1,360	3,998	509	5,867	23.2%	68.1%	8.7%
361	LYON CO.	909	2,481	2,749	731	5,961	41.6%	46.1%	12.3%

District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
365	MADISON CO.	8,034	1,793	3,697	609	6,099	29.4%	60.6%	10.0%
371	MAGOFFIN CO.	2,277	1,141	5,341	1,145	7,627	15.0%	70.0%	15.0%
375	MARION CO.	2,748	1,673	3,984	814	6,470	25.9%	61.6%	12.6%
381	MARSHALL CO.	4,345	2,177	3,471	475	6,122	35.6%	56.7%	7.8%
385	MARTIN CO.	2,363	1,243	4,711	1,121	7,074	17.6%	66.6%	15.8%
391	MASON CO.	2,409	1,922	3,749	701	6,371	30.2%	58.8%	11.0%
392	MAYFIELD IND.	1,252	2,108	4,076	854	7,038	30.0%	57.9%	12.1%
395	McCRACKEN CO.	6,155	2,238	3,297	424	5,959	37.6%	55.3%	7.1%
401	McCREARY CO.	2,979	763	5,189	1,195	7,147	10.7%	72.6%	16.7%
405	McLEAN CO.	1,510	1,449	3,905	611	5,965	24.3%	65.5%	10.2%
411	MEADE CO.	4,208	1,232	4,089	494	5,815	21.2%	70.3%	8.5%
415	MENIFEE CO.	1,010	844	4,849	971	6,664	12.7%	72.8%	14.6%
421	MERCER CO.	1,984	1,659	3,502	401	5,562	29.8%	63.0%	7.2%
425	METCALFE CO.	1,417	1,454	4,553	947	6,954	20.9%	65.5%	13.6%
426	MIDDLESBORO IND.	1,523	1,668	4,208	1,002	6,879	24.3%	61.2%	14.6%
431	MONROE CO.	1,818	1,308	4,521	865	6,695	19.5%	67.5%	12.9%
435	MONTGOMERY CO.	3,505	1,608	4,099	758	6,465	24.9%	63.4%	11.7%
436	MONTICELLO IND.	784	742	4,725	704	6,171	12.0%	76.6%	11.4%
441	MORGAN CO.	2,077	919	5,081	987	6,987	13.2%	72.7%	14.1%
445	MUHLENBERG CO.	4,688	2,031	4,206	657	6,895	29.5%	61.0%	9.5%
446	MURRAY IND.	1,294	2,025	3,443	562	6,030	33.6%	57.1%	9.3%
451	NELSON CO.	4,082	1,681	3,841	462	5,984	28.1%	64.2%	7.7%
452	NEWPORT IND.	2,366	2,172	4,694	1,070	7,936	27.4%	59.1%	13.5%
455	NICHOLAS CO.	1,049	1,347	4,300	989	6,636	20.3%	64.8%	14.9%
461	OHIO CO.	3,590	1,325	4,499	627	6,452	20.5%	69.7%	9.7%
465	OLDHAM CO.	7,790	2,498	3,108	308	5,913	42.2%	52.6%	5.2%
471	OWEN CO.	1,697	1,406	4,196	615	6,217	22.6%	67.5%	9.9%
472	OWENSBORO IND.	3,651	2,835	4,034	1,286	8,155	34.8%	49.5%	15.8%

District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
475	OWSLEY CO.	800	972	5,471	2,483	8,926	10.9%	61.3%	27.8%
476	PADUCAH IND.	2,847	2,656	3,750	1,444	7,851	33.8%	47.8%	18.4%
477	PAINTSVILLE IND.	697	2,727	3,495	431	6,653	41.0%	52.5%	6.5%
478	PARIS IND.	612	2,443	4,279	1,232	7,954	30.7%	53.8%	15.5%
481	PENDLETON CO.	2,622	1,265	4,264	570	6,099	20.7%	69.9%	9.3%
485	PERRY CO.	4,226	1,367	4,772	1,009	7,148	19.1%	66.8%	14.1%
491	PIKE CO.	9,558	1,734	4,265	899	6,897	25.1%	61.8%	13.0%
492	PIKEVILLE IND.	1,158	3,046	3,259	670	6,975	43.7%	46.7%	9.6%
493	PINEVILLE IND.	575	790	4,889	991	6,669	11.8%	73.3%	14.9%
495	POWELL CO.	2,360	955	4,820	893	6,669	14.3%	72.3%	13.4%
496	PROVIDENCE IND.	399	1,093	5,317	1,298	7,708	14.2%	69.0%	16.8%
501	PULASKI CO.	6,774	1,474	4,098	816	6,388	23.1%	64.1%	12.8%
502	RACELAND IND.	887	1,593	3,945	389	5,928	26.9%	66.6%	6.6%
505	ROBERTSON CO.	351	1,371	4,446	838	6,655	20.6%	66.8%	12.6%
511	ROCKCASTLE CO.	2,675	925	4,501	838	6,264	14.8%	71.9%	13.4%
515	ROWAN CO.	2,730	1,655	4,165	951	6,770	24.4%	61.5%	14.0%
521	RUSSELL CO.	2,484	1,366	4,541	874	6,781	20.1%	67.0%	12.9%
522	RUSSELL IND.	1,993	1,999	3,438	349	5,786	34.5%	59.4%	6.0%
523	RUSSELLVILLE IND.	1,209	1,744	4,368	705	6,817	25.6%	64.1%	10.3%
524	SCIENCE HILL IND.	379	866	4,540	421	5,827	14.9%	77.9%	7.2%
525	SCOTT CO.	5,066	2,880	3,358	526	6,763	42.6%	49.6%	7.8%
531	SHELBY CO.	4,478	2,754	3,145	437	6,335	43.5%	49.6%	6.9%
533	SILVER GROVE IND.	230	2,081	5,424	652	8,157	25.5%	66.5%	8.0%
535	SIMPSON CO.	2,620	1,885	3,519	725	6,130	30.8%	57.4%	11.8%
536	SOMERSET IND.	1,440	2,225	3,614	591	6,430	34.6%	56.2%	9.2%
537	SOUTHGATE IND.	175	2,674	3,439	552	6,666	40.1%	51.6%	8.3%
541	SPENCER CO.	1,809	1,649	4,008	665	6,321	26.1%	63.4%	10.5%
545	TAYLOR CO.	2,291	1,464	4,127	735	6,325	23.1%	65.2%	11.6%

District No.	District Name	1999-2000 EOY ADA	Local Per Pupil	State Per Pupil	Federal Per Pupil	Total Per Pupil	% Local Per Pupil	% State Per Pupil	% Federal Per Pupil
551	TODD CO.	1,772	1,495	4,635	794	6,924	21.6%	66.9%	11.5%
555	TRIGG CO.	1,814	2,201	3,798	606	6,605	33.3%	57.5%	9.2%
561	TRIMBLE CO.	1,307	1,864	3,582	884	6,329	29.4%	56.6%	14.0%
565	UNION CO.	2,242	1,847	4,572	732	7,150	25.8%	63.9%	10.2%
567	WALTON-VERONA IND.	879	3,204	3,856	433	7,492	42.8%	51.5%	5.8%
571	WARREN CO.	9,666	2,206	3,308	518	6,032	36.6%	54.8%	8.6%
575	WASHINGTON CO.	1,657	1,540	4,208	662	6,410	24.0%	65.7%	10.3%
581	WAYNE CO.	2,369	1,143	4,756	1,149	7,048	16.2%	67.5%	16.3%
585	WEBSTER CO.	1,786	1,630	3,998	272	5,900	27.6%	67.8%	4.6%
586	WEST POINT IND.	147	1,844	6,009	1,297	9,150	20.1%	65.7%	14.2%
591	WHITLEY CO.	3,919	1,029	4,942	1,212	7,182	14.3%	68.8%	16.9%
592	WILLIAMSBURG	710	1,314	4,274	860	6,448	20.4%	66.3%	13.3%
593	WILLIAMSTOWN IND.	642	1,865	3,766	1,113	6,744	27.6%	55.8%	16.5%
595	WOLFE CO.	1,218	854	5,587	1,285	7,726	11.1%	72.3%	16.6%
601	WOODFORD CO.	3,463	2,694	2,811	326	5,831	46.2%	48.2%	5.6%
	STATE TOTAL	565,693	2,244	3,807	746	6,798	33.0%	56.0%	11.0%



**APPENDIX N**

**CLASSIFIED EMPLOYEES AVERAGE PAY, HOURS, AND CONTRACT DAYS BY JOB CLASSIFICATION  
2000-2001 SCHOOL YEAR**

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Copy Specialist/Writer	Communications	4	\$11.34	\$6.50	\$17.00	6	231	\$14,935
Graphic Artist I	Communications	1	\$18.17	\$18.17	\$18.17	8	260	\$37,794
Graphic Artist II	Communications	1	\$13.92	\$13.92	\$13.92	8	261	\$27,248
Offset Press Operator	Communications	5	\$11.59	\$9.12	\$15.68	7	207	\$17,029
Printing Assistant I	Communications	13	\$8.57	\$6.56	\$11.81	7	209	\$13,134
Printing Assistant II	Communications	4	\$11.11	\$9.22	\$13.33	7	250	\$20,082
Printing Services Supervisor	Communications	4	\$15.02	\$11.25	\$17.52	8	260	\$30,416
Public Information Officer	Communications	22	\$16.91	\$5.15	\$38.94	6	205	\$23,375
Writer/Photographer	Communications	2	\$13.78	\$8.33	\$19.23	3	250	\$7,498
Account Clerk I	Fiscal	132	\$11.49	\$5.58	\$23.35	7	234	\$19,281
Account Clerk II	Fiscal	177	\$11.64	\$7.35	\$21.42	7	230	\$19,442
Account Clerk III	Fiscal	118	\$13.67	\$9.06	\$21.89	7	244	\$23,510
Accounting Manager	Fiscal	39	\$18.73	\$9.97	\$37.92	7	245	\$34,697
Accounting Supervisor	Fiscal	17	\$19.42	\$12.16	\$31.88	7	249	\$35,666
Auditor I	Fiscal	4	\$20.58	\$10.93	\$28.00	5	245	\$28,213
Auditor II	Fiscal	2	\$21.90	\$10.93	\$32.87	7	240	\$34,960
Budget Coordinator	Fiscal	6	\$22.41	\$10.52	\$31.42	8	208	\$34,463
Financial Analyst	Fiscal	9	\$26.18	\$12.93	\$35.54	8	239	\$48,578
Funding Services Specialist	Fiscal	1	\$15.00	\$15.00	\$15.00	8	220	\$24,750
Payroll Clerk I	Fiscal	60	\$12.81	\$7.90	\$25.46	7	203	\$19,018
Payroll Clerk II	Fiscal	58	\$13.47	\$10.00	\$21.76	7	246	\$23,849
Property Records Auditor	Fiscal	2	\$12.88	\$10.17	\$15.59	8	260	\$25,777
Treasurer	Fiscal	63	\$20.52	\$6.17	\$44.73	7	240	\$36,657
Cook/Baker	Food Services	3930	\$7.87	\$5.15	\$13.70	6	181	\$8,776
Food Service Account Clerk	Food Services	57	\$9.66	\$6.65	\$16.78	5	203	\$9,189

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Food Service Assistant I	Food Services	633	\$8.11	\$5.15	\$12.48	5	180	\$7,548
Food Service Assistant II	Food Services	553	\$9.18	\$5.84	\$13.54	6	181	\$10,133
Food Service Manager I	Food Services	800	\$10.24	\$5.67	\$19.82	8	185	\$14,058
Food Service Manager II	Food Services	101	\$11.28	\$7.60	\$21.36	8	191	\$16,815
Food Service Program Assistant	Food Services	102	\$9.47	\$6.14	\$19.44	6	174	\$10,954
Food Service Supervisor I	Food Services	10	\$20.80	\$8.61	\$27.95	8	222	\$34,547
Food Service Supervisor II	Food Services	13	\$20.18	\$10.57	\$28.59	8	234	\$35,998
Lead Food Service Assistant I	Food Services	95	\$8.81	\$5.84	\$14.20	6	184	\$10,573
Lunchroom Monitor	Food Services	465	\$7.89	\$5.15	\$12.45	3	178	\$3,694
School Food Service Director I	Food Services	22	\$17.96	\$10.55	\$28.48	7	165	\$21,433
School Food Service Director II	Food Services	26	\$17.77	\$10.89	\$30.01	8	202	\$27,629
School Food Service Director III	Food Services	5	\$9.11	\$7.90	\$12.92	8	202	\$14,139
Audiologist	Health	4	\$14.88	\$8.20	\$21.82	7	185	\$19,768
Health Services Assistant	Health	47	\$9.49	\$5.50	\$15.79	7	182	\$12,186
Health Services Technician	Health	12	\$10.55	\$7.45	\$19.31	7	184	\$13,400
Local District Health Coordinator	Health	29	\$16.25	\$7.16	\$30.74	7	201	\$23,065
Physical/Occupational Therapist	Health	72	\$29.54	\$18.45	\$43.50	7	194	\$39,486
Registered Nurse	Health	21	\$15.81	\$11.89	\$25.33	8	179	\$21,444
School Nurse	Health	140	\$15.04	\$7.00	\$33.76	7	181	\$19,209
Speech Language Pathologist	Health	11	\$23.16	\$19.27	\$29.66	7	170	\$28,426
Speech Language Pathology Assistant	Health	50	\$20.46	\$5.70	\$31.57	7	182	\$25,742
Therapy Assistant	Health	23	\$19.41	\$15.09	\$28.00	7	182	\$25,467
Assistant Coach II	Instructional	47	\$10.23	\$5.15	\$96.15	2	116	\$1,837
Camp Counselor	Instructional	18	\$11.13	\$6.19	\$12.50	8	193	\$16,886
Child Dev. Ctr. Ass. Sup.	Instructional	177	\$8.37	\$5.15	\$25.76	5	203	\$9,209

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Child Dev. Ctr. Sup.	Instructional	67	\$10.41	\$6.58	\$17.02	6	216	\$14,588
Child Dev. Ctr. Sup. - Medical	Instructional	4	\$11.02	\$7.15	\$15.09	8	189	\$15,486
Community Relations Specialist	Instructional	45	\$14.44	\$7.32	\$26.52	7	217	\$21,719
Diagnostic/Assessment Counselor	Instructional	7	\$22.71	\$18.04	\$25.55	7	212	\$33,615
Educational Interpreter I	Instructional	27	\$13.04	\$5.62	\$21.42	7	181	\$16,053
Educational Interpreter II	Instructional	27	\$15.98	\$7.87	\$24.00	7	181	\$20,189
Head Coach	Instructional	13	\$6.72	\$5.15	\$12.01	4	148	\$3,213
Head Start Coordinator	Instructional	21	\$13.23	\$10.26	\$18.95	8	201	\$20,957
Instructional Assistant - Bilingual	Instructional	45	\$10.03	\$6.48	\$25.20	5	179	\$9,305
Instructional Assistant - High School	Instructional	19	\$8.76	\$7.34	\$14.78	6	177	\$9,434
Instructional Assistant I	Instructional	7895	\$8.31	\$5.15	\$53.00	6	182	\$9,872
Instructional Assistant II	Instructional	2558	\$8.56	\$5.15	\$18.48	7	181	\$10,174
Instructional Monitor I	Instructional	198	\$8.33	\$5.15	\$19.00	6	179	\$8,790
Instructional Monitor II	Instructional	183	\$7.95	\$5.50	\$16.87	7	188	\$10,036
Instructor I	Instructional	265	\$10.83	\$5.46	\$27.92	6	192	\$13,345
Instructor II	Instructional	142	\$11.97	\$6.49	\$23.17	7	178	\$13,267
Instructor III	Instructional	71	\$13.18	\$6.70	\$24.53	7	185	\$16,797
Performance Specialist	Instructional	15	\$12.14	\$7.17	\$24.41	8	78	\$9,282
Preschool Associate Teacher I	Instructional	68	\$12.12	\$7.18	\$16.87	7	190	\$16,803
Preschool Ass. Teacher II	Instructional	7	\$12.88	\$7.50	\$30.00	7	182	\$14,302
Preschool Associate Teacher III	Instructional	24	\$14.14	\$6.80	\$30.00	7	187	\$17,831
Program Assistant I	Instructional	198	\$9.41	\$5.39	\$23.89	7	195	\$12,482
Program Assistant II	Instructional	86	\$11.06	\$6.25	\$27.62	7	200	\$15,097
Program Specialist I	Instructional	51	\$15.58	\$9.15	\$21.96	7	221	\$25,258
Program Specialist II	Instructional	17	\$12.80	\$6.71	\$17.72	6	201	\$16,209



Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Program Specialist III	Instructional	20	\$12.52	\$7.11	\$36.04	7	216	\$18,775
Research Technician	Instructional	1	\$8.98	\$8.98	\$8.98	8	240	\$17,242
School/Home/Comm. Liaison	Instructional	252	\$11.88	\$5.52	\$40.00	7	203	\$16,121
Library Media Clerk	Library/Media	214	\$8.84	\$5.67	\$14.72	6	188	\$10,318
Media Producer/Technical Coordinator	Library/Media	6	\$18.86	\$11.30	\$27.03	8	250	\$37,598
Media Technician	Library/Media	28	\$10.05	\$6.50	\$14.42	7	210	\$15,245
Construction Inspector	Maintenance	6	\$26.24	\$13.53	\$38.95	8	254	\$52,237
Drafting Specialist	Maintenance	1	\$12.98	\$12.98	\$12.98	8	260	\$26,998
Electrical Engineer	Maintenance	1	\$21.31	\$21.31	\$21.31	8	261	\$44,500
Energy Systems Supervisor	Maintenance	1	\$10.30	\$10.30	\$10.30	5	220	\$11,330
HVAC Technician	Maintenance	40	\$14.79	\$9.90	\$21.07	8	252	\$29,272
Insulation Inspector	Maintenance	1	\$15.38	\$15.38	\$15.38	8	260	\$31,989
Lead Maintenance Technician	Maintenance	32	\$14.87	\$9.75	\$28.63	8	258	\$29,759
Lead Maintenance Worker	Maintenance	31	\$13.50	\$9.60	\$18.39	8	253	\$26,861
Maintenance Apprentice	Maintenance	16	\$9.27	\$7.50	\$15.12	8	209	\$15,689
Maintenance Manager - Electronics	Maintenance	1	\$16.63	\$16.63	\$16.63	8	240	\$31,930
Maintenance Manager - General	Maintenance	24	\$17.90	\$7.50	\$28.80	8	239	\$32,651
Maintenance Scheduling Specialist	Maintenance	3	\$16.25	\$15.18	\$17.30	6	235	\$23,932
Maintenance Supervisor	Maintenance	89	\$16.36	\$5.36	\$33.42	8	246	\$30,712
Maintenance Technician I	Maintenance	83	\$11.50	\$7.50	\$18.75	8	252	\$22,391
Maintenance Technician II	Maintenance	80	\$12.31	\$6.58	\$17.20	8	253	\$23,666
Maintenance Technician III	Maintenance	133	\$13.71	\$9.25	\$20.89	8	249	\$27,049
Maintenance Technician IV	Maintenance	49	\$14.09	\$5.50	\$21.78	8	247	\$28,068
Maintenance Worker I	Maintenance	189	\$10.10	\$5.97	\$18.14	8	243	\$18,986
Maintenance Worker II	Maintenance	136	\$11.57	\$6.95	\$19.24	8	249	\$22,456
Preventive Maintenance	Maintenance	2	\$12.78	\$11.70	\$13.86	8	251	\$25,702

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Technician-HVAC								
Assistant General Counsel	Management	2	\$37.98	\$32.34	\$43.61	8	229	\$70,517
Coordinator I	Management	126	\$15.06	\$6.67	\$37.43	7	215	\$22,549
Coordinator II	Management	57	\$15.44	\$5.67	\$31.95	7	235	\$26,886
Coordinator III	Management	16	\$16.76	\$8.95	\$32.56	8	229	\$30,578
Coordinator IV	Management	14	\$22.57	\$13.57	\$34.74	8	239	\$39,655
Coordinator V	Management	7	\$26.65	\$13.57	\$34.55	7	247	\$49,911
Coordinator VI	Management	28	\$16.73	\$6.35	\$35.20	7	227	\$27,587
Director I	Management	67	\$17.14	\$10.25	\$37.20	7	228	\$28,322
Director II	Management	22	\$15.99	\$6.82	\$38.00	8	229	\$26,660
Director III	Management	26	\$24.61	\$8.92	\$40.43	8	227	\$44,468
Director IV	Management	4	\$27.45	\$22.40	\$33.14	7	255	\$48,729
Director V	Management	15	\$29.14	\$8.64	\$40.86	8	235	\$53,306
Fam. Res. Ctr. Coord. I	Management	100	\$15.85	\$9.00	\$26.19	7	233	\$27,340
Fam. Res. Ctr. Coord. II	Management	56	\$16.58	\$11.07	\$33.91	7	238	\$29,398
Fam. Res. Ctr. Coord. III	Management	77	\$16.00	\$8.65	\$22.12	8	237	\$29,057
Fam. Res. Ctr. Coord. IV	Management	6	\$20.34	\$17.42	\$24.18	8	240	\$36,449
Fam. Res. Ctr. Coord. V	Management	12	\$15.76	\$9.45	\$24.63	8	240	\$28,659
Finance Officer I – new 10/10/00	Management	2	\$16.04	\$15.63	\$16.44	8	250	\$31,051
Finance Officer II – new 10/10/00	Management	2	\$18.36	\$14.76	\$21.95	6	240	\$28,638
Finance Officer III – new 10/10/00	Management	3	\$32.71	\$20.77	\$38.92	8	247	\$60,839
Administrative Analyst	MIS	3	\$24.43	\$22.06	\$28.10	8	250	\$48,853
Assis. Director of Systems Development & User	MIS	10	\$15.99	\$10.49	\$25.23	7	241	\$28,583
Computer Lab Technician	MIS	92	\$9.88	\$7.23	\$22.81	7	192	\$13,372
Computer Maintenance Technician	MIS	78	\$15.75	\$6.81	\$31.39	8	237	\$28,617

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Computer Operations Man.	MIS	14	\$19.47	\$10.25	\$28.52	8	233	\$35,654
Computer Operations Supervisor	MIS	6	\$18.47	\$8.85	\$29.21	7	231	\$32,052
Computer Operator	MIS	11	\$10.12	\$7.58	\$15.00	6	188	\$12,908
Computer Programmer I	MIS	6	\$14.79	\$10.81	\$20.15	8	187	\$21,010
Computer Programmer II	MIS	4	\$22.47	\$19.97	\$24.25	8	258	\$44,903
Computer Training Specialist	MIS	8	\$12.65	\$7.75	\$20.50	7	222	\$21,207
Data Communications Specialist	MIS	1	\$22.75	\$22.75	\$22.75	8	260	\$47,320
Data Control Clerk	MIS	2	\$10.32	\$9.55	\$11.08	8	225	\$17,299
Data Entry Assistant	MIS	8	\$11.56	\$8.60	\$17.20	8	234	\$21,221
Data Entry Supervisor	MIS	3	\$15.22	\$8.84	\$18.89	8	247	\$30,188
Database Administrator	MIS	4	\$18.50	\$10.42	\$27.50	8	215	\$28,958
Institutional Research Manager	MIS	3	\$11.81	\$5.72	\$19.01	7	240	\$20,304
LAN Technician	MIS	23	\$15.62	\$8.10	\$22.73	8	255	\$31,502
Lead Computer Maintenance Technician	MIS	14	\$18.16	\$7.50	\$43.27	7	239	\$31,539
Lead Computer Operator	MIS	2	\$18.72	\$18.36	\$19.07	8	228	\$32,776
Lead Data Entry Assistant	MIS	2	\$10.31	\$10.02	\$10.60	8	231	\$18,450
Lead Systems Analyst	MIS	2	\$10.82	\$9.93	\$11.70	7	213	\$15,385
Microcomputer Resource Technician	MIS	18	\$12.01	\$10.35	\$17.86	7	195	\$16,434
Microcomputer Software Technician I	MIS	5	\$18.34	\$17.77	\$19.19	8	217	\$31,976
Microcomputer Specialist	MIS	46	\$15.33	\$7.26	\$22.14	7	212	\$24,847
Microcomputer Technology Specialist	MIS	17	\$17.73	\$9.50	\$29.40	8	235	\$31,521
Operating System Administrator	MIS	2	\$20.03	\$16.60	\$23.45	8	250	\$38,334
Systems Analyst I	MIS	5	\$11.84	\$7.37	\$17.72	7	206	\$20,082

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Systems Analyst II	MIS	6	\$13.34	\$8.57	\$17.08	8	227	\$24,480
Technical Support Manager	MIS	13	\$15.71	\$9.36	\$31.45	8	241	\$29,780
User Support Manager	MIS	2	\$14.72	\$10.25	\$19.19	8	230	\$28,158
Voice and Data Communications Specialist	MIS	1	\$18.49	\$18.49	\$18.49	8	241	\$35,649
Chemical Applications Technician	Operations	1	\$10.88	\$10.88	\$10.88	8	185	\$16,102
Custodial Services Manager	Operations	72	\$10.11	\$8.06	\$38.47	8	256	\$19,542
Custodial Services Trainer	Operations	41	\$8.59	\$7.28	\$17.14	5	170	\$8,672
Custodial Supervisor	Operations	239	\$10.31	\$6.73	\$20.07	8	252	\$20,172
Custodian	Operations	3404	\$8.39	\$5.15	\$30.60	7	234	\$14,462
Facility Assistant	Operations	3	\$8.60	\$8.00	\$8.90	8	235	\$16,288
Grounds Equipment Mechanic	Operations	2	\$11.38	\$11.04	\$11.72	8	260	\$23,670
Grounds Manager	Operations	8	\$12.15	\$10.00	\$16.74	4	239	\$11,803
Grounds Supervisor	Operations	15	\$13.50	\$7.70	\$20.87	7	255	\$24,794
Grounds Worker I	Operations	29	\$9.88	\$6.25	\$13.67	7	245	\$17,542
Grounds Worker II	Operations	17	\$11.17	\$7.28	\$14.42	8	253	\$21,968
Grounds Worker III	Operations	10	\$9.33	\$6.82	\$11.53	7	242	\$15,691
Lead Custodian Service Worker	Operations	130	\$10.68	\$7.09	\$14.42	8	254	\$21,565
Lead Grounds Equipment Mechanic	Operations	1	\$14.63	\$14.63	\$14.63	8	260	\$30,430
Lead Grounds Worker I	Operations	7	\$11.83	\$7.69	\$14.63	8	248	\$23,689
Lead Utility Worker	Operations	4	\$12.41	\$7.56	\$15.14	8	221	\$22,205
Utility Services Supervisor	Operations	2	\$16.63	\$13.79	\$19.47	8	260	\$34,590
Utility Worker I	Operations	30	\$9.83	\$7.98	\$12.93	6	253	\$15,632
Utility Worker II	Operations	7	\$11.77	\$8.30	\$15.00	8	257	\$24,233
Waste Management Coordinator	Operations	5	\$11.58	\$9.74	\$13.09	7	256	\$19,866
Data Management Technician	Personnel	1	\$18.90	\$18.90	\$18.90	7	185	\$24,476

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Employee Benefits Specialist	Personnel	13	\$12.80	\$5.15	\$17.12	7	250	\$24,427
Human Resources Manager	Personnel	9	\$14.61	\$9.20	\$31.93	8	189	\$21,449
Insurance Clerk I	Personnel	6	\$13.77	\$11.38	\$15.61	6	250	\$21,729
Insurance Clerk II	Personnel	1	\$12.60	\$12.60	\$12.60	8	260	\$24,570
Insurance Technician	Personnel	1	\$11.42	\$11.42	\$11.42	7	260	\$20,784
Personnel Assistant	Personnel	18	\$12.11	\$7.26	\$18.52	7	220	\$20,058
Personnel Specialist	Personnel	7	\$16.78	\$11.78	\$26.83	8	233	\$27,249
Substitute Teacher Center Supervisor	Personnel	5	\$10.23	\$8.11	\$11.48	5	191	\$10,693
Purchasing Assistant	Purchasing	1	\$15.00	\$15.00	\$15.00	7	260	\$27,300
Purchasing Supervisor	Purchasing	4	\$19.88	\$13.63	\$33.26	8	248	\$37,847
Purchasing Technician	Purchasing	4	\$12.02	\$9.12	\$15.72	7	249	\$20,895
Shipping & Receiving Clerk	Purchasing	3	\$11.06	\$10.47	\$12.07	6	235	\$16,003
Administrative Secretary I	Secretarial/ Clerical	236	\$12.24	\$7.10	\$19.10	7	242	\$21,411
Administrative Secretary II	Secretarial/ Clerical	76	\$13.03	\$7.00	\$21.76	7	240	\$22,220
Assistant Secretary to the Board	Secretarial/ Clerical	9	\$14.29	\$5.15	\$20.55	6	147	\$10,376
Clerical Assistant I	Secretarial/ Clerical	335	\$9.19	\$5.25	\$13.60	7	197	\$12,157
Clerical Assistant II	Secretarial/ Clerical	163	\$10.15	\$5.54	\$16.42	6	215	\$14,092
Clerical Assistant III	Secretarial/ Clerical	49	\$9.60	\$5.57	\$15.82	7	209	\$13,769
Clerk	Secretarial/ Clerical	205	\$9.32	\$5.15	\$19.05	7	197	\$12,725
Community Liaison/Administrative Assistant	Secretarial/ Clerical	38	\$11.95	\$6.18	\$24.67	7	212	\$17,788

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Legal Secretary	Secretarial/ Clerical	1	\$17.37	\$17.37	\$17.37	8	260	\$36,130
Mail Clerk	Secretarial/ Clerical	2	\$9.12	\$7.87	\$10.37	5	225	\$11,680
Mail Service Supervisor	Secretarial/ Clerical	1	\$8.90	\$8.90	\$8.90	8	225	\$15,019
Medical Secretary	Secretarial/ Clerical	5	\$10.35	\$7.50	\$15.79	8	204	\$16,966
Project Clerk	Secretarial/ Clerical	23	\$10.14	\$8.05	\$15.28	7	218	\$15,246
Receptionist	Secretarial/ Clerical	99	\$10.02	\$6.74	\$18.27	7	221	\$15,565
School Secretary I - Elementary	Secretarial/ Clerical	640	\$9.89	\$6.00	\$15.39	7	203	\$14,557
School Secretary I - High School	Secretarial/ Clerical	308	\$10.24	\$5.15	\$17.38	7	214	\$16,228
School Secretary I - Middle	Secretarial/ Clerical	190	\$10.36	\$5.65	\$16.59	7	205	\$15,581
School Sec. II – Elem.	Secretarial/ Clerical	205	\$10.44	\$6.49	\$15.45	7	205	\$15,235
School Secretary II - High School	Secretarial/ Clerical	117	\$10.72	\$6.60	\$16.48	7	222	\$17,760
School Secretary II - Middle	Secretarial/ Clerical	70	\$10.73	\$7.35	\$16.00	7	211	\$16,131
Secretary I	Secretarial/ Clerical	297	\$10.67	\$5.15	\$17.47	7	227	\$17,740
Secretary II	Secretarial/ Clerical	192	\$10.58	\$5.20	\$17.58	7	235	\$17,319
Secretary to the Superintendent	Secretarial/ Clerical	99	\$14.38	\$8.38	\$25.00	7	242	\$25,578

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Staff Support Secretary	Secretarial/ Clerical	296	\$9.66	\$5.15	\$14.87	7	204	\$13,717
Support Services Aide	Secretarial/ Clerical	22	\$8.00	\$6.30	\$9.41	7	192	\$10,095
Assistant Director of Investigations	Security/Law Enforcement	1	\$21.00	\$21.00	\$21.00	4	130	\$9,555
Law Enforcement Investigative Officer	Security/Law Enforcement	1	\$18.43	\$18.43	\$18.43	4	179	\$13,196
Law Enforcement Monitor	Security/Law Enforcement	26	\$9.24	\$6.35	\$16.14	8	207	\$14,919
Law Enforcement Officer	Security/Law Enforcement	40	\$15.08	\$6.91	\$20.00	7	219	\$25,654
Law Enforcement Supervisor	Security/Law Enforcement	10	\$18.26	\$8.90	\$23.84	8	256	\$37,312
Safety Inspector	Security/Law Enforcement	2	\$8.79	\$5.15	\$12.42	5	260	\$14,115
School Ground Monitor	Security/Law Enforcement	31	\$10.02	\$5.52	\$31.87	7	178	\$11,633
Attendance Data Technician	Student Services	61	\$9.35	\$6.78	\$15.16	6	202	\$12,089
Attendance Specialist	Student Services	21	\$12.50	\$6.56	\$24.93	7	198	\$16,528
Attendance Supervisor	Student Services	10	\$14.77	\$8.33	\$30.00	7	203	\$18,859
Career Planner	Student Services	7	\$15.84	\$8.98	\$23.17	7	200	\$22,928
Demographics Analyst	Student Services	1	\$8.67	\$8.67	\$8.67	2	183	\$3,173
Employment Training Assistant	Student Services	8	\$11.74	\$6.83	\$24.46	8	182	\$15,543
Employment Training Specialist	Student Services	15	\$14.11	\$8.00	\$27.67	7	189	\$19,584
Migrant Recruiter	Student Services	49	\$12.17	\$7.69	\$30.22	7	202	\$17,193
Registrar	Student Services	31	\$11.63	\$7.23	\$14.28	7	221	\$18,276
Social Worker	Student Services	86	\$16.48	\$8.07	\$31.79	7	209	\$24,618
Student Assistance	Student Services	23	\$18.73	\$6.87	\$26.79	7	202	\$27,383

Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Coordinator								
Auto Body Worker II	Transportation	2	\$13.39	\$10.54	\$16.24	8	261	\$27,893
Bus Driver	Transportation	6208	\$11.37	\$5.15	\$48.83	6	183	\$9,219
Bus Driver Trainer	Transportation	33	\$11.96	\$8.00	\$16.21	7	231	\$20,732
Bus Driver Training Assistant	Transportation	2	\$10.48	\$8.00	\$12.95	7	185	\$13,283
Bus Driver Training Coordinator	Transportation	7	\$13.62	\$10.96	\$18.43	8	249	\$27,209
Bus Monitor	Transportation	1167	\$7.34	\$5.15	\$16.14	4	161	\$4,839
Bus Monitor - Exceptional Children	Transportation	393	\$7.80	\$5.15	\$14.25	5	172	\$6,201
Dispatcher	Transportation	23	\$11.47	\$6.07	\$14.86	7	227	\$18,473
Lead Vehicle Mechanic	Transportation	70	\$14.43	\$7.53	\$22.86	8	252	\$28,996
Mid-day Bus Driver	Transportation	108	\$11.68	\$5.86	\$39.80	3	164	\$4,893
Parts Clerk	Transportation	6	\$10.74	\$8.66	\$12.37	8	257	\$22,079
Third Party Examiner	Transportation	1	\$12.48	\$12.48	\$12.48	8	240	\$23,962
Transportation Area Assistant	Transportation	13	\$11.81	\$5.80	\$16.67	7	226	\$18,778
Transportation Area Coordinator	Transportation	17	\$15.27	\$11.00	\$26.10	8	247	\$28,705
Transportation Data Assistant	Transportation	10	\$10.29	\$7.42	\$13.37	8	249	\$20,203
Transportation Manager	Transportation	63	\$17.98	\$5.47	\$34.35	7	244	\$33,062
Vehicle Maintenance Assistant	Transportation	21	\$12.49	\$9.22	\$18.62	7	240	\$21,164
Vehicle Maintenance Attendant	Transportation	24	\$10.41	\$5.75	\$13.07	5	208	\$11,005
Vehicle Maintenance Manager	Transportation	22	\$13.10	\$8.35	\$25.55	8	250	\$26,301
Vehicle Maintenance Supervisor	Transportation	29	\$16.16	\$11.81	\$22.05	8	254	\$32,238
Vehicle Mechanic I	Transportation	174	\$12.11	\$6.72	\$22.39	8	242	\$23,071
Vehicle Mechanic II	Transportation	101	\$12.61	\$8.23	\$19.27	8	249	\$24,226
Vehicle Operations Control Analyst	Transportation	2	\$9.64	\$7.55	\$11.72	8	260	\$20,041
Vehicle Upholstery and Glass	Transportation	1	\$12.13	\$12.13	\$12.13	8	261	\$25,327



Job Classification*	Job Family	Num. Employed	Avg. Pay Rate	Min. Pay Rate	Max. Pay Rate	Avg. Hours Per Day	Avg. Contract Days	Avg. Annual Pay
Worker								
Delivery Driver	Warehouse	17	\$10.11	\$7.42	\$13.49	7	233	\$16,501
Lead Delivery Driver	Warehouse	2	\$10.93	\$9.96	\$11.90	8	161	\$14,690
Lead Warehouse Worker	Warehouse	3	\$13.28	\$10.78	\$15.21	7	260	\$23,885
Stock Clerk	Warehouse	5	\$8.64	\$8.14	\$10.15	4	222	\$9,886
Supply Services Supervisor	Warehouse	2	\$9.70	\$9.22	\$10.17	6	241	\$14,670
Textbook Services Supervisor	Warehouse	2	\$17.87	\$14.10	\$21.63	6	250	\$25,045
Warehouse Supervisor	Warehouse	5	\$15.44	\$10.16	\$19.00	8	260	\$31,060
Warehouse Worker I	Warehouse	1	\$10.08	\$10.08	\$10.08	8	259	\$20,896
Warehouse Worker II	Warehouse	17	\$12.13	\$9.40	\$14.21	8	254	\$24,566
Kenton (134), Jefferson (275, 602), Jessamine (281), Boyle (603)								
* The following districts are not included in the data supplied by the KDE: Boone (35), Bourbon (41)								

**APPENDIX O**  
**Employees with Multiple Jobs and**  
**Who Earn Minimum Wage within a School District**  
**2000-2001**

District**	Job Classification	Job Location	Hourly Pay Rate	Hours Per Day	Contract Days	Total Jobs in District	Total Annual Salary
155	Instructional Assistant I	District-wide	\$5.15	7	92		
	Instructional Assistant I	Lakeside Elementary	\$5.15	7	92	2	\$6,669.25
175	Bus Monitor	Bus Garage	\$5.15	4	175		
	Custodian	Maintenance Shop	\$5.52	4	190	2	\$7,800.20
191	Lunchroom Monitor	District-wide	\$5.15	1	175		
	Account Clerk II	Gallatin Elementary	\$7.64	6	185	2	\$9,381.65
191	Lunchroom Monitor	District-wide	\$5.15	2	175		
	Instructional Assistant I	Gallatin County High School	\$7.64	6	177	2	\$9,465.56
191	Lunchroom Monitor	District-wide	\$5.15	1	175		
	Instructional Assistant I	Gallatin County Elementary	\$7.64	6	177	2	\$9,014.93
241	Assistant Coach II	District-wide	\$5.15	1	185		
	School Ground Monitor	District-wide	\$20.20	8	240	2	\$39,393.76
241	Public Information Officer	District-wide	\$5.15	1	195		
	Family Resource Center Coordinator II	Southwest Family Resource Center	\$14.23	8	240	2	\$26,618.25
241	Assistant Coach II	Harrison County Middle School	\$5.15	1	185		
	School Ground Monitor	District-wide	\$17.46	8	240	2	\$34,132.96
241	Assistant Coach II	Harrison County High School	\$5.15	3	185		
	Family Resource Center Coordinator I	Family Resource Center	\$15.36	8	240	2	\$30,096.57
241	Public Information Officer	District-wide	\$5.15	1	195		
	Family Resource Center Coordinator I	Southwest Family Resource Center	\$15.36	8	240		
	Family Resource Center Coordinator I	Family Resource Center	\$16.80	8	40	3	\$33,654.45
241	Public Information Officer	District-wide	\$5.15	1	195		
	Family Resource Center Coordinator I	Family Resource Center	\$15.36	8	240	2	\$28,652.25
241	Employee Benefits Specialist	Child Care Facility	\$5.15	1	194		
	Human Resources Manager	Community Education Facility	\$13.25	8	148		
	Human Resources Manager	Family Resource Center	\$13.25	8	108		
	Human Resources Manager	Adult Ed Building	\$13.25	8	4	4	\$26,827.18
251	Clerk	A.B.Chandler	\$5.15	6	181		
		Elementary School					
	Lunchroom Monitor	A.B. Chandler Elementary School	\$5.63	2	181	2	\$7,397.92
271	Bus Monitor	Bus Garage	\$5.15	4	181		
	Instructional Assistant I	Jackson County High School	\$6.52	2	181	2	\$6,088.84
436	Bus Monitor	Monticello Elementary School	\$5.15	2	185		

District**	Job Classification	Job Location	Hourly Pay Rate	Hours Per Day	Contract Days	Total Jobs in District	Total Annual Salary
	Instructional Assistant I	Monticello Elementary School	\$6.50	6	185	2	\$9,120.50
441	Instructional Assistant I	East Valley Elementary School	\$5.15	4	143		
	Bus Driver	Bus Garage	\$11.49	4	180	2	\$11,218.60
441	Instructional Assistant I	Morgan County High School	\$5.15	4	163		
	Bus Driver	Bus Garage	\$10.41	4	180	2	\$10,853.00
441	Instructional Assistant I	Cannel City Elementary School	\$5.15	7	179		
	Custodian	Cannel City Elementary School	\$5.15	8	25	2	\$7,482.95
446	Instructional Monitor I	District-wide	\$5.15	3	201		
	Instructional Assistant I	Murray Elementary School	\$6.45	4	181	2	\$7,191.53
47	Head Coach	Paducah-Tilghman High School	\$5.15	4	185		
	Assistant Coach II	Paducah-Tilghman High School	\$5.15	4	185		
	Community Relations Specialist	Paducah-Tilghman High School	\$20.16	7	195	3	\$35,521.10
476	Assistant Coach II	Paducah-Tilghman High School	\$5.15	3	185		
	Head Coach	Paducah-Tilghman High School	\$5.15	3	185		
	Instructional Assistant I	District-wide	\$9.54	7	185	3	\$18,356.62
476	Head Coach	Paducah Middle School	\$5.15	3	185		
	Instructional Assistant I	Paducah Middle School	\$9.80	7	185	2	\$15,692.16
476	Head Coach	Paducah Middle School	\$5.15	3	185		
	Instructional Monitor I	Paducah Middle School	\$14.11	8	185	2	\$23,878.16
476	Safety Inspector	Maintenance Operations - Annex	\$5.15	2	260		
	Maintenance Technician III	Maintenance Operations - Annex	\$13.48	8	260	2	\$30,435.21
476	Assistant Secretary to the Board	Administrative Office	\$5.15	4	260		
	Secretary to the Superintendent	Administrative Office	\$17.76	8	260	2	\$41,948.66
476	Assistant Coach II	Paducah-Tilghman High School	\$5.15	3	185		
	Instructional Monitor I	District-wide	\$14.49	8	185	2	\$24,438.64
476	Assistant Coach II	Paducah-Tilghman High School	\$5.15	1	185		
	Instructional Assistant I	Clark Elementary School	\$9.66	7	185	2	\$13,710.17
476	Head Coach	Paducah Middle School	\$5.15	3	185		
	Instructional Assistant I	McNabb Elementary School	\$9.80	7	185	2	\$15,692.16
521	Bus Driver	Bus Garage	\$5.15	4	110		
	Bus Driver	Bus Garage	\$5.15	4	110	2	\$4,532.00
551	Food Service Assistant I	District-wide	\$5.15	5	1		
	Lead Food Service Assistant I	District-wide	\$8.29	6	180	2	\$9,722.73
595	Bus Monitor - Exceptional Children	BusGarage	\$5.15	1	158		
	Bus Driver	Bus Garage	\$11.91	4	182	2	\$9,484.18
Source: Data compiled by LRC staff using data supplied by the Kentucky Department of Education, School Finance							
Total of 2,681 employees who are listed as working more than one job in a district							

**APPENDIX P**  
**Female Employment by Job Classification**

<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Account Clerk III	126	126	100.0%
Administrative Secretary II	79	79	100.0%
Assistant General Counsel	3	3	100.0%
Assistant Secretary to the Board	11	11	100.0%
Attendance Data Technician	64	64	100.0%
Audiologist	6	6	100.0%
Auditor II	2	2	100.0%
Child Development Center Supervisor-Medical	6	6	100.0%
Clerical Assistant III	89	89	100.0%
Computer Training Specialist	11	11	100.0%
Copy Editor	1	1	100.0%
Data Control Clerk	4	4	100.0%
Data Entry Supervisor	3	3	100.0%
Employee Benefits Specialist	16	16	100.0%
Energy Systems Operator/Dispatcher	1	1	100.0%
Finance Officer I – new 10/10/00	2	2	100.0%
Finance Officer II – new 10/10/00	2	2	100.0%
Food Service Account Clerk	57	57	100.0%
Food Service Supervisor I	10	10	100.0%
Funding Services Specialist	1	1	100.0%
Graphic Artist I	4	4	100.0%
Graphic Artist II	2	2	100.0%
Health Services Technician	16	16	100.0%
Institutional Research Manager	3	3	100.0%
Insurance Clerk I	9	9	100.0%
Insurance Clerk II	1	1	100.0%
Insurance Technician	1	1	100.0%
Lead Custodian	1	1	100.0%
Lead Word Processing Operator	1	1	100.0%
Legal Secretary	1	1	100.0%
Mail Service Supervisor	3	3	100.0%
Medical Secretary	6	6	100.0%
Payroll Clerk I	66	66	100.0%
Payroll Clerk II	61	61	100.0%
Preschool Associate Teacher II	7	7	100.0%
Preschool Associate Teacher III	24	24	100.0%
Product Evaluation Technician	1	1	100.0%
Purchasing Assistant	1	1	100.0%
Receptionist	107	107	100.0%
Registered Nurse	26	26	100.0%

<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Research Technician	2	2	100.0%
School Food Service Director II	27	27	100.0%
School Food Service Director III	5	5	100.0%
School Nurse	150	150	100.0%
School Secretary II - Elementary	237	237	100.0%
School Secretary II - Middle	83	83	100.0%
Secretary to the Superintendent	104	104	100.0%
Word Processing Operator I	8	8	100.0%
Word Processing Operator II	3	3	100.0%
Word Processing Supervisor	1	1	100.0%
Workers' Compensation Specialist	1	1	100.0%
Secretary I	351	350	99.7%
Staff Support Secretary	316	315	99.7%
School Secretary I - High School	309	308	99.7%
Library Media Clerk	282	281	99.6%
Administrative Secretary I	266	265	99.6%
School Secretary I - Elementary	753	750	99.6%
School Secretary I - Middle	190	189	99.5%
Clerical Assistant I	662	657	99.2%
Cook/Baker	3940	3909	99.2%
Food Service Manager I	948	938	98.9%
Lead Food Service Assistant I	240	237	98.8%
School Secretary II - High School	160	158	98.8%
Preschool Associate Teacher I	68	67	98.5%
Account Clerk I	245	241	98.4%
Account Clerk II	244	240	98.4%
Secretary II	227	223	98.2%
Food Service Assistant II	1118	1098	98.2%
Speech Language Pathology Assistant	53	52	98.1%
Food Service Assistant I	746	731	98.0%
Clerical Assistant II	447	438	98.0%
Clerk	207	202	97.6%
Child Development Center Supervisor	68	66	97.1%
Educational Interpreter II	34	33	97.1%
Therapy Assistant	31	30	96.8%
Food Service Manager II	115	111	96.5%
Family Resource Center Coordinator II	56	54	96.4%
Instructional Assistant I	9460	9116	96.4%
Physical/Occupational Therapist	107	103	96.3%
Food Service Program Assistant	119	114	95.8%
Project Clerk	23	22	95.7%
Attendance Specialist	22	21	95.5%
School Food Service Director I	22	21	95.5%
Head Start Coordinator	21	20	95.2%

<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Educational Interpreter I	40	38	95.0%
Personnel Assistant	19	18	94.7%
Health Services Assistant	56	53	94.6%
Child Development Center/ Assistant Supervisor	179	169	94.4%
Local District Health Coordinator	32	30	93.8%
Registrar	31	29	93.5%
Lunchroom Monitor	505	472	93.5%
Food Service Supervisor II	14	13	92.9%
Instructional Assistant II	3349	3106	92.7%
Bus Monitor	1428	1320	92.4%
Data Management Technician	24	22	91.7%
Instructor I	307	281	91.5%
Instructional Monitor II	162	148	91.4%
Program Assistant II	98	89	90.8%
Instructional Monitor I	210	190	90.5%
Data Entry Assistant	10	9	90.0%
Community Liaison/ Administrative Assistant	39	35	89.7%
Instructor II	401	359	89.5%
Bus Monitor - Exceptional Children	579	518	89.5%
School/Home/Community Liaison	399	355	89.0%
Instructional Assistant - Bilingual	70	62	88.6%
Program Assistant I	205	180	87.8%
Printing Assistant II	8	7	87.5%
Social Worker	96	84	87.5%
Employment Training Specialist	15	13	86.7%
Shipping & Receiving Clerk	22	19	86.4%
Support Services Aide	22	19	86.4%
Computer Lab Technician	102	88	86.3%
Migrant Recruiter	51	44	86.3%
Instructional Assistant - High School	19	16	84.2%
Camp Counselor	18	15	83.3%
Copy Specialist/Writer	6	5	83.3%
Microcomputer Resource Technician	18	15	83.3%
Substitute Teacher Center Supervisor	6	5	83.3%
Student Assistance Coordinator	23	19	82.6%
Speech Language Pathologist	11	9	81.8%
Coordinator VI	27	22	81.5%
Accounting Manager	43	35	81.4%
Family Resource Center Coordinator I	101	82	81.2%
Family Resource Center Coordinator III	77	62	80.5%
Accounting Supervisor	25	20	80.0%
Personnel Specialist	10	8	80.0%

<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Property Records Auditor	5	4	80.0%
Stock Clerk	5	4	80.0%
Warehouse Worker I	10	8	80.0%
Coordinator I	145	114	78.6%
Public Information Officer	23	18	78.3%
Treasurer	64	50	78.1%
Director II	27	21	77.8%
Coordinator II	88	68	77.3%
Program Specialist III	29	22	75.9%
Coordinator IV	20	15	75.0%
Employment Training Assistant	8	6	75.0%
Family Resource Center Coordinator VI	12	9	75.0%
Program Specialist I	66	49	74.2%
Media Technician	31	23	74.2%
Computer Operator	15	11	73.3%
Printing Assistant I	15	11	73.3%
Community Relations Specialist	52	38	73.1%
Transportation Area Assistant	26	19	73.1%
Human Resources Manager	11	8	72.7%
Program Specialist II	109	79	72.5%
Career Planner	32	23	71.9%
Custodial Services Trainer	42	30	71.4%
Attendance Supervisor	10	7	70.0%
Instructor III	262	179	68.3%
Family Resource Center Coordinator IV	6	4	66.7%
Finance Officer III – new 10/10/00	3	2	66.7%
Financial Analyst	9	6	66.7%
Investigator	3	2	66.7%
Phototypesetter	3	2	66.7%
Textbook Services Supervisor	3	2	66.7%
Transportation Data Assistant	12	8	66.7%
User Support Manager	3	2	66.7%
Vehicle Upholstery and Glass Worker	3	2	66.7%
Writer/Photographer	3	2	66.7%
Mid-day Bus Driver	108	71	65.7%
Performance Specialist	33	21	63.6%
Director I	76	48	63.2%
Microcomputer Specialist	46	29	63.0%
Budget Coordinator	8	5	62.5%
Auditor I	12	7	58.3%
Computer Operations Supervisor	7	4	57.1%
Purchasing Supervisor	7	4	57.1%
Bus Driver	7244	4094	56.5%
Bus Driver Training Coordinator	9	5	55.6%

<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Dispatcher	27	15	55.6%
Coordinator III	22	12	54.5%
Assistant Coach II	107	58	54.2%
Bus Driver Training Assistant	2	1	50.0%
Demographics Analyst	2	1	50.0%
Lead Data Entry Assistant	2	1	50.0%
Purchasing Technician	4	2	50.0%
Systems Analyst I	16	8	50.0%
Vehicle Operations Control Analyst	2	1	50.0%
Diagnostic/Assessment Counselor	13	6	46.2%
Director III	29	13	44.8%
Bus Driver Trainer	38	17	44.7%
Custodian	4002	1757	43.9%
Transportation Area Coordinator	28	12	42.9%
Technical Support Manager	17	7	41.2%
Law Enforcement Investigative Officer	5	2	40.0%
Lead Systems Analyst	5	2	40.0%
Printing Services Supervisor	5	2	40.0%
Coordinator V	8	3	37.5%
Assis. Director of Systems Development & User	11	4	36.4%
Systems Analyst II	11	4	36.4%
Lead Custodian Service Worker	204	74	36.3%
Administrative Analyst	3	1	33.3%
Director IV	6	2	33.3%
Director V	21	7	33.3%
Lead Computer Operator	3	1	33.3%
Mail Clerk	3	1	33.3%
Microcomputer Software Technician I	6	2	33.3%
Custodial Services Manager	74	24	32.4%
Offset Press Operator	10	3	30.0%
Custodial Supervisor	403	120	29.8%
Computer Operations Manager	17	5	29.4%
Lead Grounds Worker I	7	2	28.6%
Transportation Manager	65	18	27.7%
Utility Worker I	42	11	26.2%
Buyer	4	1	25.0%
Computer Programmer II	12	3	25.0%
Lead Utility Worker	4	1	25.0%
Head Coach	13	3	23.1%
Grounds Manager	9	2	22.2%
Law Enforcement Monitor	123	27	22.0%
Law Enforcement Supervisor	14	3	21.4%
Facility Assistant	5	1	20.0%



<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Law Enforcement Officer	40	8	20.0%
Computer Maintenance Technician	84	16	19.0%
Maintenance Apprentice	21	4	19.0%
Warehouse Worker II	39	7	17.9%
Computer Programmer I	6	1	16.7%
Microcomputer Technology Specialist	18	3	16.7%
Warehouse Supervisor	7	1	14.3%
LAN Technician	23	3	13.0%
Lead Warehouse Worker	8	1	12.5%
Vehicle Maintenance Attendant	53	6	11.3%
Media Producer/Technical Coordinator	9	1	11.1%
Grounds Worker III	11	1	9.1%
School Ground Monitor	33	3	9.1%
Lead Computer Maintenance Technician	15	1	6.7%
Delivery Driver	47	3	6.4%
Maintenance Worker I	214	12	5.6%
Maintenance Supervisor	105	5	4.8%
Maintenance Technician IV	88	4	4.5%
Vehicle Maintenance Assistant	22	1	4.5%
Grounds Worker I	33	1	3.0%
Maintenance Technician II	111	3	2.7%
Maintenance Worker II	145	3	2.1%
Maintenance Technician III	202	3	1.5%
Maintenance Technician I	101	1	1.0%
Vehicle Mechanic I	197	1	0.5%
Assistant Director of Investigations	1	0	0.0%
Auto Body Worker II	6	0	0.0%
Board Official – new 10/10/00	5	0	0.0%
Construction Inspector	10	0	0.0%
Data Communications Specialist	5	0	0.0%
Database Administrator	5	0	0.0%
Drafting Specialist	2	0	0.0%
Electrical Engineer	3	0	0.0%
Energy Auditor	1	0	0.0%
Energy Systems Supervisor	1	0	0.0%
Grounds Equipment Mechanic	4	0	0.0%
Grounds Supervisor	15	0	0.0%
Grounds Worker II	18	0	0.0%
HVAC Technician	61	0	0.0%
Insulation Inspector	2	0	0.0%
Lead Delivery Driver	2	0	0.0%
Lead Grounds Equipment Mechanic	2	0	0.0%
Lead Maintenance Technician	42	0	0.0%
Lead Maintenance Worker	39	0	0.0%

<b>CSD Job Classification</b>	<b>Number Employed</b>	<b>Females Employed</b>	<b>Percent Female</b>
Lead Vehicle Mechanic	80	0	0.0%
Maintenance Manager - Electronics	2	0	0.0%
Maintenance Manager - General	27	0	0.0%
Maintenance Manager - Mechanical	2	0	0.0%
Maintenance Scheduling Specialist	3	0	0.0%
Microcomputer Software Technician II	2	0	0.0%
Operating System Administrator	4	0	0.0%
Parts Clerk	6	0	0.0%
Preventive Maintenance Technician-HVAC	4	0	0.0%
Real Estate Manager	1	0	0.0%
Safety Inspector	4	0	0.0%
Supply Services Supervisor	3	0	0.0%
Third Party Examiner	1	0	0.0%
Utility Services Supervisor	2	0	0.0%
Utility Worker II	24	0	0.0%
Vehicle Maintenance Manager	25	0	0.0%
Vehicle Maintenance Supervisor	29	0	0.0%
Vehicle Mechanic II	116	0	0.0%
Voice and Data Communications Specialist	1	0	0.0%
Waste Management Coordinator	6	0	0.0%
<b>Total</b>	<b>48,470</b>	<b>38,368</b>	<b>79.2%</b>



## APPENDIX Q

### ACTIONS BY THE 2002 GENERAL ASSEMBLY RELATING TO COMPENSATION AND BENEFITS FOR SCHOOL EMPLOYEES

#### HB 402

- Amends KRS 157.420 to provide that beginning in 2004-2006 teachers receive an annual cost of living increase at least equal to that granted to state workers in the biennial budget. Provides that funds for salary increases be included in the SEEK base;
- Creates a new section of KRS Chapter 157 to specify that local districts may provide differentiated compensation programs that provide additional compensation above the single salary schedule, although no funds were appropriated during this next biennium;
- Creates a professional compensation fund in the State Treasury to be used to provide grants to school districts to pilot differentiated compensation programs, although no funds were appropriated during this biennium;
- Creates a new section of KRS 164.740-164.785 to establish a district teacher certification loan program in the State Treasury to provide forgivable loans to emergency certified personnel, full certified teachers who are willing to seek additional certification in hard-to-fill or critical shortage areas, and paraprofessionals to become fully certified teachers and to continue service within the local district. Unfortunately, no funds were available for this initiative for the next biennium;
- Amends KRS 156.533 to make the Teachers' Professional Growth Fund more flexible and to meet the needs that have been determined by the Kentucky Department of Education; and
- Requires a legislative study of the principal and teacher internship programs between July 15, 2002, and August 31, 2002.

#### HB 332

- Provides that each teacher who holds a contract valid for a succeeding school year shall receive notice not later than forty-five (45) days before the first student attendance day of the succeeding school year stating the best estimate as to the salary the teacher will receive.
- Provides reduction of responsibility for a teacher may be accompanied by a corresponding reduction in salary provided written notice stating the specific reason for the reduction is furnished not later than ninety (90) days before the first student attendance day of the school year.

### **HB 309**

Provides that classified employees in the County Employees Retirement System shall be entitled to service credit based on the total paid calendar days and may choose the preferred service credit calculation if they retired between July 1, 2000, and August 1, 2001, upon notice to the system within one year of their retirement. School boards shall compensate unused sick leave days in accordance with KRS 161.155.

### **HB 637**

- A cost of living adjustment for retired teachers shall be provided in the amounts of 2.9 % for FY 2003 and 3.0 % for FY 2004.
- An increase in the minimum benefit for the oldest retirees, those who are currently drawing less than \$11,500 a year, shall be provided as follows: the minimum value for each year of service for these retirees is to be raised from \$335 per year of service to \$400 in the first year and \$440 in the second year.
- A 3.0 multiplier shall be provided for all service after 30 years service for teachers who retire after July 1, 2002, rather than the 2.5 multiplier that is currently in place.
- The 100-day limit on re-employment shall be eliminated by adding a salary limit on re-employment that is to be phased in over a 5 year period concluding June 30, 2002.
- For persons retiring after June 30, 2002, a salary limit on re-employment shall be no more than 75% of the last contract salary for retirees with thirty years of service and no more than 65% of the last contract salary for retirees with less than 30 years service. All retirees returning to work in full-time or part-time positions and all others filling teaching positions shall contribute to the retirement system.

### **HB 282**

- Provides that a high school certificate of completion shall be an acceptable credential to meet qualifications as a classified employee.

