

Pay Plan Study for Licensed Teachers, York County School Division, VA

FINAL REPORT



Evergreen Solutions, LLC

January 28, 2014

Executive Summary

Evergreen Solutions LLC was contracted by York County School Division, Yorktown, VA (YCSD) to perform a pay plan study for licensed teachers as defined by the Request for Proposal dated April 26, 2013. The final, agreed upon scope of the project included an analysis of employee feedback gained through an online survey, an analysis of the current pay plan, an analysis of eight market peer compensation plans and the development of a revised YCSD pay plan with cost including recommendations for compensation administration. In the final agreement, YCSD provided all data to Evergreen Solutions LLC for analysis. This data included the results of an online teacher feedback survey, data on current teacher salaries and pay plans, and pay plan data from eight market peers.

To develop a pay plan to fit the needs of YCSD, Evergreen Solutions LLC analyzed data reflecting the current compensation environment including teacher perceptions of the current pay plan as well as current YCSD compensation practices. Teachers were asked questions through an online survey regarding their perceptions of and their desires with regard to YCSD pay practices. A significant number of teachers participated in the online survey, 453 of 894 personnel or roughly 50 percent. Generally positive comments were provided as participants found YCSD salary and benefits to be competitive when they were hired, participants find the location desirable, and participants feel YCSD has a good reputation as a school district. Participants stated they remain at YCSD because of their peers and the students they teach as well as the supportive supervisors and administrators. Overwhelmingly, though, participant concerns focused on the five year freeze in awarding steps. In fact, when asked to rank three potential pay adjustment approaches, award of a step was ranked number one by 55.8 percent of participants and across-the-board salary increases were ranked number one by 30.7 percent of participants. More detailed discussion of participant responses is found in Chapter Two of this report.

Also found in Chapter Two is an analytical analysis of YCSD current compensation practices. As expected, this analysis confirms compression of five steps among the YCSD teacher community. Overall, the step plan framework for all three plans Bachelors Degree, Masters Degree, and Masters Degree Plus 30 hours, is sound. Step sizes are not consistent through the plans however, this was a deliberate decision when the plans were built to give teachers a bump later in their career. Analysis found in this section of Chapter Two is based on the YCSD class date of teachers.

Analyzing YCSD's ranking among eight market peers was the second phase of data analysis leading up to pay plan development. YCSD provided data on eight market peers including Chesapeake Public Schools, Hampton City Schools, Newport News Public Schools, Norfolk Public Schools, Portsmouth Public Schools, Suffolk Public Schools, Virginia Beach Public Schools, and Williamsburg-James City County Public Schools. This analysis found YCSD to be at market at the average minimum and slightly below peers at the market average midpoint and maximum of the pay plans.



Among the School Board's goals for certified compensation as listed in the Request for Proposals is a desire for YCSD to be in the top third in the ranking of the eight market peers by Fiscal Year 2017. When a more detailed analysis of ranking among peers is performed, YCSD is outside of this target with the Bachelors and Masters pay plans. In the Bachelors pay plan, YCSD ranks fourth at the minimum, sixth at the midpoint, and seventh at the maximum with an average ranking of 3.5. In the Masters pay plan, YCSD is seventh at the minimum, fourth at the midpoint, and fourth at the maximum with an average ranking of 3.4. And, for the Masters Degree Plus 30 Hours plan, YCSD is fifth at the minimum, fourth at the midpoint, and fifth at the maximum with an average ranking of 2.6. Additionally, the market analysis found all peers offered a PhD pay plan while YCSD does not and five of eight peers offer a National Board Certified Teacher supplement which YCSD has discontinued. Detailed analysis on the market is found in Chapter Three of this report.

The information gained in Chapter Two and Chapter Three was used in conjunction with stated key leader desires to develop a recommended pay plan plus an alternate pay plan. Specifically, key leaders requested 1) there must be a minimum of \$400 increase between each step 2) no step could be lower than the same step on the current plan and 3) YCSD desires to be in the top third of its peer group. The recommended plan, found in Chapter Four, is based on the career cycle of a teacher. It is designed with larger increases at certain points in a teacher's career as he or she may consider leaving the school district. The alternate plan, found in Chapter Four, is based on a uniform percent increase from step to step. In this plan, teachers get a larger dollar increase the further they move along the plan. Each plan has its merits. However, the recommended, career cycle plan meets all of YCSD's stated objectives and goes one step further in addressing retention. Additionally, Evergreen Solutions LLC recommends YCSD institute a PhD pay plan which is included in both the recommended, career cycle plan and the alternate, uniform percent plan and consider implementing a National Certified Board Teacher supplement of \$2,000 per year.

Chapter Four includes the increase in salary and estimated benefits cost for each plan as well as two transition options to move teachers to the appropriate step for the recommended, career cycle plan. In FY15, if the Board were to give each teacher a step plus make every teacher "whole", the cost would be \$3,431,616 for the career cycle plan and in this plan, YCSD would be positioned, on average in the top third among peers: BA – 2.5, MA – 2.3, MA+30 – 2.1, and PhD – 2.4. The cost for a step plus making all teachers "whole" for the alternate, uniform percent increase plan is \$3,808,648 and the average ranking among peers for this plan is BA – 2.5, MA – 2.7, MA+30 – 1.9, and PhD – 1.9. These numbers are based on the YCSD class date and do not take in to account any previous experience a teacher was not given credit for. More detailed information regarding budget costs over a five year period for two career cycle transition plans is found in Chapter Four.

In summary, YCSD's current step plan has a solid framework with two specific issues to address: overall ranking among peers and the five step compression issue. The recommended, career cycle plan addresses both of these issues and targets retention as well. The school district has hard-working and dedicated professionals who have remained during tough economic times. The recommendations made in this report are designed to assist YCSD in fairly compensating these dedicated professionals.



Chapter 1 – Project Overview

Evergreen Solutions LLC was contracted by York County School Division, Yorktown, VA (YCSD) to perform a pay plan study for licensed teachers. The scope of the project included an analysis of employee feedback gained through an online survey, an analysis of the current pay plan, an analysis of eight market peer compensation plans and the development of a revised plan with cost including recommendations for compensation administration.

On October 12, 2013, a project kickoff call was held with Evergreen Solutions and YCSD. Participants in this call included YCSD Superintendent, Dr. Eric Williams and Evergreen Solutions Executive Vice President, Dr. Jeff Ling and additionally from YCSD, Chief Financial Officer, Dennis Jarrett and Director of Human Resources, Noreen Becci as well as Project Director, Elizabeth Arledge from Evergreen Solutions. This kick-off meeting was designed to finalize the work plan, timeline, and project expectations. The discussion also gave YCSD an opportunity to share background information on past and current compensation practices and provide Evergreen Solutions an understanding of leaderships' philosophies for the future. To provide YCSD teachers an opportunity to provide feedback on past and current compensation practices as well as their desire for the future compensation philosophy, an online survey was developed and administered by YCSD allowing for teacher participation.

Two standard components of Evergreen Solutions compensation study methodology are an assessment of current client compensation administration, as well as an analysis of market peer compensation. YCSD provided Evergreen Solutions with current employee pay data, a copy of the current pay plan as well as historical information on employee movement through the pay plans. This information was used to analyze current compensation conditions at YCSD and is found in Chapter Two of this report. This chapter also includes the results from the online teacher survey. In addition, YCSD collected pay plan data, Virginia Retirement System data, and work days per year data for Evergreen Solutions to use in the market assessment for the eight market peers selected by YCSD. The results of this analysis are found in Chapter Three of this report.

Once the internal and external analysis were completed, Evergreen Solutions provided recommendations for a pay plan as well as movement through the plan based on leadership and employee feedback, the internal analysis, and external analysis. This portion of the study is found in Chapter Four of the report. The project work plan called for a draft and final report as well as a presentation to YCSD. **Exhibit 1A** defines the tasks as agreed to by both YCSD and Evergreen Solutions.



EXHIBIT 1A
PAY PLAN STUDY FOR YCSD LICENSED TEACHERS WORKPLAN

Project Tasks
1.0 Project Initiation
2.0 Evaluate YCSD's Teacher Salary Schedule
3.0 Identify List of Market Survey Benchmarks
4.0 Identify Approved List of Survey Targets
5.0 Conduct Market Salary Analysis
6.0 Develop Strategic Positioning Recommendations
7.0 Develop and Submit Draft and Final Reports and Deliver a Presentation
8.0 Develop Recommendations for Compensation Administration



Chapter 2 – Assessment of Current Conditions

This chapter provides an overall assessment of the current YCSD employees' opinions and concerns about employment issues at YCSD and a statistical analysis of the structure of the current YCSD compensation plan. This chapter includes a summary of an employee survey conducted by YCSD, a pay plan analysis, a compensation philosophy discussion and a step and average years with YCSD analysis. Data included here was received from YCSD by Evergreen Solutions LLC on September 16, 2013 and should be considered a snapshot in time. The insights gained from this chapter contributed to the recommendations made for an updated compensation plan, but are not sufficient cause for recommendations on their own. By reviewing the YCSD's employee feedback, compensation structure and philosophies, and employee demographics, Evergreen Solutions gained a better understanding of the structures and methods in place at YCSD. This information, when integrated with peer market data, is used to develop recommended solutions appropriate for YCSD.

Employee Feedback

YCSD conducted an online survey of its teachers from September 30 - October 11, 2013. Survey questions were designed to solicit input on a number of topics related to the compensation study. The questions were:

1. Why did you come to work for the York County School Division?
2. Why have you continued employment with the York County School Division?
3. What aspects about the current Teacher Salary Schedule would you recommend keeping?
4. Which of these aspects is most important to you? (please only list one)
5. What aspects about the current Teacher Salary Schedule would you recommend changing?
6. Which of these aspects is most important to you? (please only list one)
7. Who do you think is York County School Division's biggest competitor for quality teachers?
8. What makes them our biggest competitor?



9. Rank the priority of the following three options with (1) being the highest priority and (3) being the lowest priority.
 - a. The awarding of a step
 - b. An across-the-board salary increase
 - c. Revising the structure of the Teacher Salary Schedule
10. Please identify your years of full-time experience in a position requiring a teacher's license.
 - a. 0-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16-20 years
 - e. 20+ years

A large number of employees participated in the online survey, the comments of the participants were valuable, and the findings from this survey are summarized below.

Survey Participants

A total of 453 licensed staff members out of 894 on the Teacher Salary Schedule at YCSD completed the online survey. Based on a 50.6 percent response, the information gained in this chapter, gives insight into the perceptions of YCSD teacher. However, this information should not be taken as definitive views of all teachers, but rather as points to consider.

As part of the survey, the participants were asked to identify the length of time they have had a full-time position requiring a teacher's license. The results of this question are outlined in **Exhibit 2A**. The exhibit indicates that YCSD employees who participated in the online survey represent a variety of experience levels, from teachers with five or less years of overall teaching experience to employees with over twenty years of overall experience as a teacher. As a note, this does not represent years of experience with YCSD, but years of overall teaching experience.

EXHIBIT 2A SURVEY PARTICIPANTS' YEARS OF TEACHING EXPERIENCE

Years	Participants	Percent of Participants
0-5 years	59	13.0%
6-10 years	117	25.8%
11-15 years	103	22.7%
16-20 years	61	13.5%
20+ years	113	24.9%
Total	453	100.0%

Source: Evergreen Solutions, October 2013.



General Feedback

In the survey, participants were asked for background information regarding why they decided to work at YCSD and why they continue to work at YCSD. The responses to these questions are summarized below.

Employees provided the following feedback as reasons why they initially took teaching positions at YCSD:

- Employees found the compensation practices and benefits options at YCSD to be competitive when they were hired. Some employees mentioned YCSD's practice of counting an employee's past experience towards his or her placement in the salary scale as a defining factor in deciding to work at YCSD.
- Employees cited the location of YCSD as a reason for employment. Many employees' spouses were relocated to the area for the military, graduate school, or employment, and some employees stated they moved to the area to be near family or already lived in the area.
- Many employees stated that their children currently attend YCSD schools, and they enjoy being on the same schedule as their children.
- Employees cited YCSD's good reputation as a school district with quality students, high standards and test scores, strong parental participation in the education process, and an administration that provides support and resources to teachers. Many employees further stated that they wanted to work at YCSD because of the smaller schools and smaller class sizes than neighboring school districts.
- Some employees said they had positive experiences at YCSD either from growing up in the area and attending YCSD schools or from interning at YCSD during their degree program.
- Employees stated they were attracted by YCSD's flexibility, including the offering of part time teaching positions not available in other school districts.
- Employees stated that YCSD provided opportunities for employment and advancement that were not available in other areas due to the economic climate at the time.
- Some employees stated they decided to work at YCSD because of its reputation in specific programs the employee was experienced or interested in including the Special Education program, an Arts program, and a Magnet program.
- Most employees cited that they sought employment at YCSD because of their love of teaching and their need of giving back to the community in which they reside.



Employees provided the following reasons as to why they continue to teach at YCSD:

- Employees like their co-workers, the students they teach, and their supportive supervisors and administrators.
- Employees love to teach and enjoy the subject matter of their current classes.
- Employees appreciate their good schools and the involvement of their students' parents in the education process.
- Employees cited the benefits package as one of the reasons for remaining employed.
- Employees value their years of service to their students and community and wish to capitalize on their investment at YCSD towards retirement.
- Employees cited stability at YCSD during the economic downturn, as well as the limited job opportunities elsewhere.
- Employees like that YCSD encourages employees to participate in training activities and other forms of professional development.
- Employees have purchased homes and raised families in the area.
- Employees' children attend schools at YCSD, and employment at YCSD reduces the need for childcare.

Employees also provided additional suggestions for areas for improvement:

- Employees stated that salaries at YCSD had been frozen for many years, and they have not received expected raises to higher steps in the pay plan during this time. Employees would like to see their salaries adjusted to the correct step for their current tenure at YCSD.
- A few employees feel that benefits offered at YCSD are no longer competitive in the market.
- A few employees stated that they must purchase school supplies out of their own pocket because of budget cuts for classroom supplies.
- A few employees have experienced expanding responsibilities without an increase in compensation.
- A few employees are concerned about the growth in the number of students in the classes they have taught.



Compensation Issues

In the survey, participants were asked to identify the parts of the current Teacher Salary Schedule that they would like to see continued and parts that they would like to see changed. The responses to these questions are summarized below.

Employees provided the following feedback when asked what aspects of the current Teacher Salary Schedule they would recommend keeping:

- Employees like the step configuration of the current pay plan, but they do not like that it was frozen for several years and they want to see their salaries increased to the appropriate step for their current tenure at YCSD.
- Employees find it helpful for budgeting that they are paid monthly, including during summer months when school is not in session.
- Employees appreciate the increased pay for teachers with Master's Degrees and Master's Degrees with additional graduate coursework, but some stated they would like to see an additional pay level for teachers with Doctoral Degrees and some think the increases between consecutive education levels should be larger.
- Employees like that their base pay is based on a set number of hours and work days, and that stipends are paid to employees who work extra days or teach extra classes.

Employees provided the following feedback when asked what aspects of the current Teacher Salary Schedule they would recommend changing:

- As stated above, an overwhelming majority of teachers would like their salaries increased to the step that represents their actual number of years of experience, including full credit for years of past experience.
- Many employees expressed a desire for an annual or bi-annual cost of living adjustment to their salaries.
- Some employees would like to see consistency in the size of the increase between consecutive steps, and many stated they would like the size of the increase to be larger, specifically so that annual salary increases would keep up with their required employee portion of the Virginia Retirement System retirement contributions.
- A small percentage, less than five percent of respondents suggested a merit pay aspect to the current pay plan. These suggestions included a system in which there are clearly outlined requirements for step increases and the possibility of teachers with high performance ratings to “jump” to higher steps in the pay scale.
- Employees would like to see additional stipends and an adjustment to current stipends to make YCSD's stipends more competitive with market peers.



Market Peers

Survey participants were asked to name organizations they considered market peers. Participants provided names of organizations they regard as YCSD's biggest competitors for quality teachers. Some of the top responses were:

- Hampton City Schools, VA;
- Newport News Public Schools, VA;
- Virginia Beach City Public Schools, VA; and
- Williamsburg-James City County Public Schools, VA.

Other responses included:

- Chesapeake Public Schools, VA;
- District of Columbia Public Schools, DC;
- Fairfax County Public Schools, VA;
- Isle of Wight County Schools, VA;
- Gloucester County Public Schools, VA;
- Hanover County Public Schools, VA;
- Henrico County Public Schools, VA;
- Loudoun County Public Schools, VA;
- Norfolk Public Schools, VA;
- Portsmouth Public Schools, VA;
- Poquoson City Public Schools, VA;
- Richmond Public Schools, VA; and
- Community Colleges.

Most respondents, 324 or 68 percent, felt that other school districts were competitors due to compensation reflected in the responses of “pay”, “salary”, “money”, “compensation”, and “raises”.

Adjustment Preference

Survey participants were also asked to prioritize three potential pay adjustment avenues identified by YCSD: awarding a step to employees, implementing an across-the-board salary increase, and revising the structure of the Teacher Salary Schedule. The survey introduction indicated that there were no funds identified at this time for any pay plan adjustments. **Exhibit 2B** shows the distribution of how survey participants ranked these as priorities, where first indicates the highest priority and third indicates the lowest priority. As can be seen below, over half of the survey participants (55.8 percent) indicated that awarding a step is the highest priority. Over half of the participants (52.5 percent) agreed that the second priority is an across-the-board salary increase. Almost three-quarters of participants agreed that the lowest priority is revising the structure of the Teacher Salary Schedule.



EXHIBIT 2B SURVEY PARTICIPANTS' PRIORITY RANKINGS

Priority	First	Second	Third
The awarding of a step	55.8%	32.9%	11.3%
An across-the-board salary increase	30.7%	52.5%	16.8%
Revising the structure of the Teacher Salary Schedule	13.5%	14.6%	72.0%

Source: Evergreen Solutions, October 2013.

Pay Plan Analysis

An organized pay structure provides employees with an understood method of salary progression eliminating confusion about future increases or equity among different pay grades. The current Teacher Salary Schedule at YCSD has three pay grades in which employees are placed depending on their education level. One pay grade is for employees with a Bachelor's Degree (BA), one is for employees with a Master's Degree (MA), and one is for employees with a Master's Degree and 30 additional graduate credits (MA+30). **Exhibit 2C** indicates the YCSD classifications that are assigned to the Teacher Salary Schedule, and the number and percentage of employees in each of the classifications. There are 894 employees assigned to the Teacher Salary Schedule, and, as expected, the majority of these employees, 894 employees (90.3 percent), are teachers.

Exhibit 2D shows the distribution across the three education levels of YCSD employees on the Teacher Salary Schedule. As seen in the exhibit, the education level with the highest percentage of employees is Master's Degree with 49 percent of employees. The education level with the next highest percentage of YCSD employees is Bachelor's Degree, with 43 percent of employees. The smallest portion of YCSD employees, eight percent, possess a Master's Degree plus an additional 30 graduate credits.

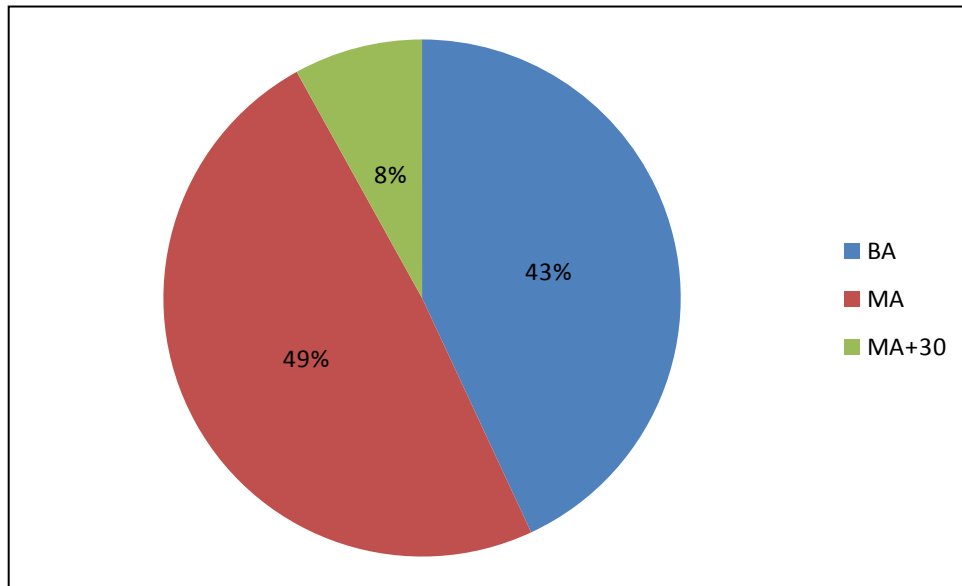
EXHIBIT 2C EMPLOYEES BY CLASSIFICATION

Classification Title	Employees	% of Total
Assessment and Compliance Coordinator	8	0.9%
Athletic Director	4	0.4%
Educational Technology Facilitator	12	1.3%
Library Media Specialist	18	2.0%
NJROTC Instructor	2	0.2%
NNDC Instructor	1	0.1%
Program Coordinator	3	0.3%
School Counseling Director	4	0.4%
School Counselor	24	2.7%
School Social Worker	2	0.2%
Speech-Language Pathologist	9	1.0%
Teacher	807	90.3%
Total	894	100.0%

Source: Evergreen Solutions, October 2013.



EXHIBIT 2D EMPLOYEES BY EDUCATION LEVEL



Source: Evergreen Solutions, October 2013.

The three pay grades of the YCSD Teacher Salary Schedule are shown in **Exhibits 2E, 2F, and 2G**. All three grades have a 31-step configuration, numbered 0 through 30. All of the steps of the Bachelor's Degree and Master's Degree pay grades currently possess at least one employee, while four of the steps in the Master's Degree plus 30 credits pay grade are empty.

When discussing step pay plans, there are two ways to measure the width of pay grades. The first way is with the step size, which is the percent difference between two consecutive steps. The second way is the range spread, which measures the percent difference between the lowest step and the highest step in the pay grade. The step sizes vary across YCSD's pay plan between zero percent and seven percent.

The Bachelor's Degree scale has primarily one percent step increases with two percent increases found after steps 2, 3, 4, 8, 16, 17, 18, 19, 20, and 21. After step 28 is a three percent increase and zero increase after step 29 and 30. The Master's degree plan is primarily a two percent increase, closely followed, by one percent increases in step size. This plan has one step with no increase and one step, after step 28, of a three percent increase. The Master's Degree plus 30 hours has two percent increases after 13 different steps, one percent increases after 11 steps, four steps with no increase, one with a three percent increase, and one with a seven percent increase.

The range spread for the Bachelor's Degree pay grade is 52 percent, which is lower than the other two pay grades' range spread of 61 percent. For each of the three pay grades, the first step, Step 0, has the highest number of employees, with 90, 87, and 6 employees, respectively.



EXHIBIT 2E
TEACHER SALARY SCHEDULE - BA

Step	BA Salary	Step Increase	Employees
0	\$40,682.00	-	90
1	\$41,127.00	1%	12
2	\$42,042.00	2%	22
3	\$42,957.00	2%	17
4	\$43,943.00	2%	20
5	\$44,370.00	1%	15
6	\$44,799.00	1%	14
7	\$45,226.00	1%	20
8	\$46,094.00	2%	18
9	\$46,520.00	1%	10
10	\$46,948.00	1%	13
11	\$47,377.00	1%	13
12	\$47,806.00	1%	11
13	\$48,335.00	1%	5
14	\$49,002.00	1%	13
15	\$49,673.00	1%	10
16	\$50,600.00	2%	10
17	\$51,533.00	2%	5
18	\$52,507.00	2%	5
19	\$53,486.00	2%	4
20	\$54,559.00	2%	8
21	\$55,632.00	2%	6
22	\$56,345.00	1%	7
23	\$57,061.00	1%	5
24	\$57,776.00	1%	1
25	\$58,575.00	1%	4
26	\$59,370.00	1%	6
27	\$60,164.00	1%	2
28	\$62,039.00	3%	4
29	\$62,039.00	0%	2
30	\$62,039.00	0%	13
Range Spread		52%	
Total Employees			385

Source: Evergreen Solutions, October 2013.



**EXHIBIT 2F
TEACHER SALARY SCHEDULE - MA**

Step	MA Salary	Step Increase	Employees
0	\$42,640.00	-	87
1	\$43,328.00	2%	24
2	\$43,879.00	1%	27
3	\$44,859.00	2%	21
4	\$45,535.00	2%	19
5	\$46,087.00	1%	22
6	\$46,649.00	1%	20
7	\$47,199.00	1%	22
8	\$47,751.00	1%	14
9	\$48,911.00	2%	18
10	\$49,463.00	1%	19
11	\$50,013.00	1%	11
12	\$50,562.00	1%	12
13	\$51,114.00	1%	9
14	\$51,735.00	1%	13
15	\$52,655.00	2%	10
16	\$53,693.00	2%	11
17	\$54,824.00	2%	6
18	\$55,920.00	2%	10
19	\$57,261.00	2%	4
20	\$58,365.00	2%	5
21	\$59,384.00	2%	3
22	\$60,347.00	2%	1
23	\$61,396.00	2%	9
24	\$62,184.00	1%	6
25	\$63,260.00	2%	3
26	\$64,586.00	2%	2
27	\$65,448.00	1%	6
28	\$67,543.00	3%	5
29	\$67,543.00	0%	5
30	\$68,822.00	2%	13
Range Spread		61%	
Total Employees			437

Source: Evergreen Solutions, October 2013.



EXHIBIT 2G
TEACHER SALARY SCHEDULE – MA+30

Step	MA+30 Salary	Step Increase	Employees
0	\$ 44,417.00	-	6
1	\$ 45,090.00	2%	1
2	\$ 46,063.00	2%	1
3	\$ 46,966.00	2%	2
4	\$ 47,640.00	1%	4
5	\$ 48,314.00	1%	1
6	\$ 48,985.00	1%	2
7	\$ 49,660.00	1%	2
8	\$ 51,062.00	3%	5
9	\$ 51,735.00	1%	4
10	\$ 52,423.00	1%	5
11	\$ 53,096.00	1%	3
12	\$ 53,769.00	1%	3
13	\$ 54,748.00	2%	4
14	\$ 55,712.00	2%	3
15	\$ 56,676.00	2%	4
16	\$ 57,641.00	2%	4
17	\$ 58,606.00	2%	2
18	\$ 59,572.00	2%	-
19	\$ 60,535.00	2%	2
20	\$ 61,501.00	2%	2
21	\$ 62,327.00	1%	1
22	\$ 63,156.00	1%	2
23	\$ 67,841.00	7%	1
24	\$ 68,669.00	1%	1
25	\$ 68,669.00	0%	-
26	\$ 68,669.00	0%	-
27	\$ 68,669.00	0%	3
28	\$ 70,100.00	2%	-
29	\$ 70,100.00	0%	2
30	\$ 71,494.00	2%	2
Range Spread		61%	
Total Employees			72

Source: Evergreen Solutions, October 2013.



An overall assessment of the structure indicates:

- The current classification structure for all the plans is strong.
- Step sizes are not consistent throughout the range in all three plans.
- The range spread for BA is different than the range spread for MA and MA+30.

These statements, alone, are neither good nor bad. There are instances where step sizes as well as range spreads are deliberately designed to be inconsistent given an organization's environment. These factors were considered in updating the Teacher Salary Schedule to ensure the framework was both analytically sound and met YCSD's compensation philosophy.

Compensation Philosophy

The current classification structure was developed on the philosophy that when an employee with no teaching experience is hired into the YCSD Teacher Salary Schedule, the individual is hired at Step 0 and progresses a step after each year of employment until retirement. Employees with credible teaching experience are hired at the step commensurate with the experience. In the past five years, however, fiscal conditions prohibited movement through the steps. Employees have stayed stagnant and those hired in with teaching experience have been hired into a step that is below their actual experience level. For example, teachers hired this year were placed on a step five steps below their experience level. Teachers hired last year were placed on a step four years below their experience level. When an employee moves from one pay plan (education level) to another, the individual is granted the steps from the old plan. The five-year hold on movement still applies.

Step and Average Years with YCSD Analysis

In assessing the overall effectiveness of YCSD's pay plan and policies, an analysis was performed on average years of experience with YCSD of individuals within each step. Given the compensation philosophy that individuals move through the pay range based on years of service, this analysis gave some insight into the effectiveness of the current compensation philosophy and some insight in to career progression as well as potential market competitiveness. This does not take into account all credible teaching experience, only those years with YCSD. As stated in the Compensation Philosophy, teachers with credible experience are given some credit in step placement. Therefore, the Step and Years with YCSD Analysis is only a rough indicator and not a precise reflection of progression with YCSD. All 894 employees on the Teacher Salary Schedule are included in this portion of the analysis.

Exhibits 2H, 2I, and 2J show the average years of experience with YCSD in classification for YCSD employees by step level.



EXHIBIT 2H
AVERAGE YEARS WITH YCSD BY STEP – BA

Step	BA Employees	Avg Years with YCSD
0	90	1.9
1	12	5.3
2	22	5.5
3	17	5.5
4	20	6.6
5	15	7.5
6	14	7.6
7	20	6.8
8	18	11.1
9	10	9.8
10	13	11.2
11	13	12.6
12	11	11.3
13	5	10.9
14	13	12.5
15	10	11.7
16	10	14.9
17	5	15.7
18	5	11.7
19	4	14.9
20	8	21.9
21	6	18.9
22	7	19.8
23	5	25.7
24	1	8.1
25	4	23.6
26	6	25.1
27	2	19.1
28	4	13.6
29	2	33.6
30	13	22.4
BA Average		9.4
Overall Average		8.9

Source: Evergreen Solutions, October 2013.



EXHIBIT 2I
AVERAGE YEARS WITH YCSD BY STEP – MA

Step	MA Employees	Avg Years with YCSD
0	87	1.9
1	24	4.2
2	27	4.3
3	21	5.3
4	19	4.8
5	22	5.9
6	20	7.8
7	22	6.7
8	14	7.7
9	18	9.1
10	19	9.8
11	11	10.0
12	12	10.2
13	9	13.1
14	13	11.9
15	10	10.6
16	11	16.7
17	6	15.1
18	10	12.3
19	4	11.6
20	5	14.7
21	3	24.4
22	1	24.1
23	9	15.7
24	6	21.4
25	3	19.8
26	2	8.6
27	6	15.8
28	5	14.9
29	5	23.5
30	13	23.7
MA Average		8.3
Overall Average		8.9

Source: Evergreen Solutions, October 2013.



EXHIBIT 2J
AVERAGE YEARS WITH YCSD BY STEP – MA+30

Step	MA+30 Employees	Avg Years with YCSD
0	6	2.6
1	1	6.1
2	1	7.1
3	2	4.1
4	4	4.6
5	1	10.1
6	2	10.1
7	2	8.6
8	5	11.1
9	4	11.9
10	5	9.5
11	3	9.1
12	3	12.4
13	4	16.6
14	3	9.8
15	4	8.5
16	4	9.9
17	2	6.1
18	-	-
19	2	17.1
20	2	13.6
21	1	6.1
22	2	4.6
23	1	24.1
24	1	5.1
25	-	-
26	-	-
27	3	15.1
28	-	-
29	2	14.1
30	2	6.6
MA+30 Average		9.6
Overall Average		8.9

Source: Evergreen Solutions, October 2013.

This data shows the average years of service with YCSD across employees in the Teacher Salary Schedule is 8.9 years. This is slightly higher than the national median, which, according to recent statistics from the Department of Labor, is 7.8 years for employees in



the public sector.¹ Higher than average tenure employees undoubtedly possess a wealth of institutional knowledge which if lost without preparation, could leave the YCSD with knowledge gaps that could significantly affect the quality of services provided in the future. The MA+30 grade has the highest average years with YCSD of 9.6 years. The MA grade has the shortest average years with YCSD at 8.3 years, which is still above the national median.

In reviewing individual steps, the average years with YCSD would be expected to be between that step and the next step if employees are progressing as the system is designed. For instance a teacher in their third year, would be on step two and the expected tenure for step two would be between two and three years. In the Bachelor's Degree pay plan, signs of compression, or slowed movement in the pay range, are found in step 0, 1, 2, 3, 4, 5, and 6, most prominently affecting step 4 and 5. Step 8, 10, 11, 20, 23, and 29 also show signs of compression. In addition, several steps have average years with YCSD lower than would be expected for the step – examples would be step 13, 14, 15, 16, 17, 18, 19, 21, 11, 24, 25, 27, 28, and 30. In the Master's Degree plan, signs of compression are found in step 0, 1, 2, 3, 21, and 22. Several steps have lower average years with YCSD than expected including step 7, 11, 12, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, and 30. Pockets of compression also exists in the Master's Degree plus 30 hours plan with compression found in step 0, 1, 2, 5, 6, 7, 8, 9, and 13. This plan also has steps that have lower average years with YCSD than expected.

Steps with lower than expected average years with YCSD in all three plans include those employees hired with previous teaching experience. While they come in at a higher step based on their experience, the class date used to determine average years of experience with YCSD does not reflect total years of experience. In addition, those individuals who are hired in with experience are also subject to the five year hold and are not given full credit for all relevant experience to ensure equal treatment with current YCSD employees. Therefore, in those instances, an employee will appear to have less experience than would be expected for the step. After discussions with YCSD, this explains the lower than expected years of experience found in the step and years of experience with YCSD analysis.

In providing recommendations regarding YCSD's classification structure and compensation philosophy, the following were considered.

- Several steps in each plan have higher years of experience with YCSD than expected for that step which is particularly pronounced in the Bachelor's Degree plan. This is a reflection of the five-year hold on step movement.
- Several steps in each plan has lower years of experience with YCSD than expected which is particularly pronounced in the Master's Degree plan. This is a reflection of YCSD recognizing years of previous teaching experience when awarding the entry step.

¹ United States Department of Labor, Bureau of Labor Statistics. (September 2012). Employee Tenure Summary [Economic News Release]. Retrieved from <http://www.bls.gov/news.release/tenure.nr0.htm>



Employees by Department

As of October 2013, the YCSD employed 894 individuals assigned to the Teacher Salary Schedule, all of which were included in this section of the study. The following analyses are intended to provide basic information regarding how employees are distributed among departments.

The Teacher Salary Schedule employees are spread among 23 departments, most of which are the name of the school the teacher is assigned. **Exhibit 2K** depicts the number of employees and the number of classifications in each department as well as the percent breakdown of employees by department.

**EXHIBIT 2K
EMPLOYEES BY DEPARTMENT**

Department	Employees	Classes	% of Total
Bethel Manor Elementary School	38	5	4.3%
Bruton High School	50	6	5.6%
Coventry Elementary School	37	4	4.1%
Dare Elementary School	29	4	3.2%
EXTEND Center	5	2	0.6%
Grafton Bethel Elementary School	43	4	4.8%
Grafton High School	85	6	9.5%
Grafton Middle School	59	5	6.6%
Magruder Elementary School	51	5	5.7%
Mount Vernon Elementary School	37	5	4.1%
Queens Lake Middle School	33	5	3.7%
School Board Office	2	1	0.2%
School of the Arts	7	2	0.8%
Seaford Elementary School	34	5	3.8%
Tabb Elementary School	41	4	4.6%
Tabb High School	77	7	8.6%
Tabb Middle School	56	6	6.3%
Transition Building	1	1	0.1%
Waller Mill Elementary School	24	4	2.7%
York High School	76	8	8.5%
York River Academy	8	2	0.9%
Yorktown Elementary School	47	5	5.3%
Yorktown Middle School	54	6	6.0%
Total	894	102	100.0%

Source: Evergreen Solutions, October 2013.



As the exhibit illustrates, the largest department in the YCSD is Grafton High School, with 85 employees, representing 9.5 percent of the YCSD's Teacher Salary Schedule workforce, while Transition Building is the smallest department, with one employee, representing 0.1 percent of the employees in this study.

Summary

Overall, the YCSD's Teacher Salary Schedule has a solid structure on which to grow. The key points considered in developing recommendations were:

- The current Teacher Salary Schedule has three grades determined by the employee's education level.
- Each of the three grades has a step configuration with 31 designated steps.
- Inconsistency in step distance exists between steps in all three plans.
- Range spread inconsistency exists between the Bachelor's pay plan and the Master's and Master's plus 30 pay plan.
- A "Years with YCSD" analysis by step indicates pockets of compression in all three plans.
- A "Years with YCSD" analysis by step indicates some employees are further ahead in the schedule than expected. This analysis only reflected the years of experience with YCSD and does not show the total years of experience an individual may have been given credit for when hired.

These points along with information gained from stakeholders and employees as well as information gained from the market analysis were used to develop recommendations for a compensation plan and classification system best suited to YCSD.



Chapter 3 – Market Summary

One of the best and most direct methods for determining the relative competitiveness of an organization in the market place is to conduct a market comparison study. A study of this nature focuses on the average salary ranges offered by the market for the organization's positions. This data will be used to evaluate the salary competitiveness for teachers and capture the current highs and lows of the York County School Division's (YCSD) pay plan at a fixed point in time. This methodology is used to provide an overall analysis and not to evaluate salaries for individual positions. Market comparisons do not translate well at the individual level because individual pay is determined through a combination of factors, including demand for the type of job, performance, prior experience, and, in some cases, an individual's negotiation skills during the hiring process. A combination of factors, one of which is the market survey, is used when developing classification plans and individual salary recommendations.

Market comparison analysis is best thought of as a snapshot of current market conditions, as the data is collected at the time of the study and provides the most up to date market information. It should be noted that market conditions can change, and in some cases change quickly. Therefore, market surveys are useful for making updates to a salary structure but they must be done at regular intervals such as every two to three years, if the organization wishes to stay current within the marketplace.

Evergreen Solutions consultants conducted a market analysis for the YCSD that included eight market peers for three job classifications. YCSD provided Evergreen Solutions with the current salary schedules utilized in the analysis of the current market conditions and the target organizations are listed in **Exhibit 3A**.

EXHIBIT 3A MARKET PEERS

CHESAPEAKE PUBLIC SCHOOLS	HAMPTON PUBLIC SCHOOLS
NEWPORT NEWS PUBLIC SCHOOLS	NORFOLK PUBLIC SCHOOLS
PORTSMOUTH PUBLIC SCHOOLS	SUFFOLK PUBLIC SCHOOLS
VIRGINIA BEACH CITY PUBLIC SCHOOLS	WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

Source: Evergreen Solutions, October 2013.

Once the data were collected, an adjustment for cost of living was factored by using a national cost of living index. This calculation allows salary dollars from entities across the area to be compared in spending power relevant to the YCSD. **Exhibit 3B** shows the market peers and the cost of living adjustments used in the analysis.



EXHIBIT 3B PEERS WITH COST OF LIVING ADJUSTMENTS

ID	Target	Cost of Living Adjustments
1	Chesapeake Public Schools	1.012
2	Hampton City Schools	1.012
3	Newport News Public Schools	1.013
4	Norfolk Public Schools	1.007
5	Portsmouth Public Schools	1.014
6	Suffolk Public Schools	1.018
7	Virginia Beach City Public Schools	1.002
8	Williamsburg-James City County Public Schools	0.997

Source: Evergreen Solutions, October 2013.

In addition, adjustments were made to current pay plans to reflect Virginia Retirement System (VRS) implementation. For school year 2013-2014, YCSD gave a three percent increase to employees as part of the phase in plan. Peers are in various stages of implementation. Adjustments were made to each peers school year 2013-2014 salary data used in this chapter to reflect the following:

- Chesapeake Public Schools, Norfolk Public Schools, Portsmouth Public Schools, and Hampton City Schools implemented VRS immediately with a five percent increase. Each of these targets data was decreased by two percent.
- Virginia Beach City Public Schools, Suffolk Public Schools, Newport News Public Schools, and Williamsburg-James City County Public Schools have implemented a two percent increase. Each of these targets data was increased by one percent.

To ensure the most accurate comparison of pay plans, number of days worked by teachers for a school district was used to level market peers. YCSD returning teachers work 192 days. The YCSD pay plan is based on a 192 day work year. For those market peers without a 192 day work year, adjustments were made to take their data to 192 days. After discussion with YCSD, each salary entry was divided by 200 contract days and the daily per diem rate was either added or subtracted to get the peer to 192 days. Williamsburg-James City County Public Schools has 203 contract days which was used instead of 200 in the formula. **Exhibit 3C** shows the number of days each peer was based upon. This data was provided by YCSD.

EXHIBIT 3C PEER WORK DAYS PER YEAR

Targets	Work Days Per Year
Chesapeake Public Schools	190
Hampton City Schools	193
Newport News Public Schools	192
Norfolk Public Schools	190
Portsmouth Public Schools	192
Suffolk Public Schools	192
Virginia Beach City Public Schools	193
Williamsburg-James City County Public Schools	193

Source: York County School Division, November 2013



3.1 MARKET DATA

Exhibit 3D displays the results of the target peer data and the percent differential of YCSD's current pay plan. Survey minimum indicates the average peer response to the minimum pay for that classification. Survey midpoint indicates the average midpoint from the peer responses for that classification and the survey maximum indicates the average peer response to the maximum salary for that classification. Percent differentials are shown for all three. This indicates how YCSD compares to the targets at the minimum, midpoint, and maximum. Positive differentials indicate that YCSD's current salaries are above the average for the peers and negative differentials indicate that YCSD is below its peers. Also included in **Exhibit 3D** is the average salary range for each classification surveyed, which is the difference between the average minimum and average maximum salaries. The last column in **Exhibit 3D** indicates the number of peers for each classification.

EXHIBIT 3D
SALARY SURVEY MARKET SUMMARY WITH DIFFERENTIALS

ID	Classification	Survey Minimum		Survey Midpoint		Survey Maximum		Survey Avg Range	# Resp.
		Average	% Diff	Average	% Diff	Average	% Diff		
1	Teacher with BA	\$ 40,347.12	0.82%	\$ 52,157.34	-1.55%	\$ 63,967.55	-3.11%	58.5%	8
2	Teacher with MA	\$ 42,921.11	-0.66%	\$ 55,664.78	0.12%	\$ 68,408.45	0.6%	59.3%	8
3	Teacher with MA plus 30	\$ 44,385.85	0.07%	\$ 57,662.45	0.51%	\$ 70,939.05	0.78%	59.8%	8
	Overall Average		0.08%		-0.31%		-0.58%	59.2%	8

Source: Evergreen Solutions, November 2013.

Not included in the exhibits, but an analysis of percent increase between peer plan steps was completed. Results were varied. Chesapeake Public Schools has a 1.5 percent to 2.0 percent increase between the majority of their steps with the remaining between 0.5 percent and 1.4 percent. Hampton City Schools increases vary from step to step with the lowest at 0.5 percent and the highest at 9.6 percent (after 37 years of experience). Newport News Public Schools has a one percent or less increase between steps from 0-11 across all plans and from step 12 and above, the step increase is 1.5 percent. Norfolk Public Schools has a 0.5 percent increase from step 2-4, two percent from step 5-12, and step 13 and above three percent – across all three plans. Portsmouth Public Schools ranges from 1.5 percent to 1.9 percent increase from step 1-40 across all three plans. After step 40 (29 years of experience), there is approximately a 10 percent increase with no other increase until year 35 with an approximate five percent increase across all three plans. Suffolk Public Schools increases vary from 0 to 2.6 percent across all three plans. Virginia Beach increases range from 0 to 2.3 percent. These pay plans have very little increase from step 0-5, from step 6-14 increases in the two percent range and from step 16 and above the increases are less than two percent but above one percent across all three plans. Williamsburg-James City County Schools has a 2.5 percent increase between all steps.



3.2 SALARY SURVEY RESULTS

Market Minimums

As **Exhibit 3D** illustrates, at the minimum of the respective salary ranges, YCSD is approximately 0.08 percent above the market average across all surveyed job titles. Market minimums are considered entry level salary points either entry into the organization or entry into a next level of classification. In this instance, minimum indicates teachers with no credible teaching experience. Employees at or near the minimum are at the beginning stages of the position and have not acquired all the skills and experience needed to be fully functional in their classification. Based on the data gathered at the surveyed market minimum for these benchmark positions, the following can be determined:

- The surveyed position differentials ranged from 0.66 percent below market minimum in the case of the Teachers with MA classification to 0.82 percent above market for the Teachers with BA classification.
- Of the three YCSD positions surveyed, one position is reported to be slightly below market and two are slightly above market.

Market Midpoints

Market midpoint is important to consider because it is commonly referred to as the closest estimation of full competence and market average compensation. Employees at the midpoint should be fully functional in their classification. Based on the data gathered at the market midpoint of the salary range, the following can be determined:

- At the market midpoint, the positions ranged from 1.55 percent below market in the case of the Teacher with BA to 0.51 percent above market midpoint for the Teacher with MA plus 30 hours classification.
- Of the three YCSD positions surveyed, one position is reported to be below market and two are slightly above market. Overall, YCSD is slightly below market by an average of 0.31 percent.

Market Maximums

Salary range maximum values as they compare to the survey respondents are also illustrated in **Exhibit 3D**. The YCSD is, on average, 0.58 percent below market at the maximum of its pay ranges for the benchmarked positions. The comparison of market maximums yielded the following considerations:

- At the market maximum, the benchmark positions ranged from 3.11 percent below market in the case of the Teacher with BA classification to 0.78 percent above market for the Teacher with MA plus 30 classification.
- Two of the positions are slightly above market maximum; however, one position is below market maximum.



Ranking of Targets

YCSD competes with several school districts in the surrounding area for quality teachers. Exhibits 3E, 3F, and 3G show YCSD's relevant position with its peers across the three pay plans.

In the Bachelor's pay plan YCSD is fourth at minimum moving to sixth at midpoint and seventh at maximum out of nine area school systems with an average ranking of 3.5. In the Master's pay plan, YCSD ranks seventh at minimum, moving up to fourth at midpoint and maximum with an average ranking of 3.4. In the Master's plus 30 pay plan, YCSD ranks fifth out of nine area school systems at the minimum and maximum of the pay range, moving up to fourth at the midpoint with an average ranking of 2.6.

EXHIBIT 3E BACHELOR'S PAY PLAN COMPARISON

Targets	Survey Minimum	Survey Midpoint	Survey Maximum
Portsmouth Public Schools	\$41,880.36	\$54,627.30	\$67,374.24
Chesapeake Public Schools	\$40,826.23	\$52,042.62	\$63,259.00
Norfolk Public Schools	\$40,775.33	\$57,033.67	\$73,292.00
York County School Division	\$40,682.00 (4)	\$51,360.50 (6)	\$62,039.00 (7)
Newport News Public Schools	\$40,422.60	\$49,826.74	\$59,230.88
Virginia Beach City Public Schools	\$40,175.16	\$54,244.58	\$68,274.00
Suffolk Public Schools	\$40,012.11	\$51,240.70	\$62,469.29
Hampton City Schools	\$39,479.66	\$52,298.33	\$65,117.00
Williamsburg-James City County Public Schools	\$39,205.51	\$45,964.75	\$52,724.00

Source: Evergreen Solutions, November 2013.

EXHIBIT 3F MASTER'S PAY PLAN COMPARISON

Targets	Survey Minimum	Survey Midpoint	Survey Maximum
Portsmouth Public Schools	\$44,365.29	\$57,112.23	\$69,859.17
Chesapeake Public Schools	\$44,032.22	\$55,248.61	\$66,465.00
Norfolk Public Schools	\$44,030.90	\$61,587.45	\$79,144.00
Newport News Public Schools	\$43,252.19	\$53,314.86	\$63,377.53
Suffolk Public Schools	\$42,949.76	\$54,178.35	\$65,406.94
Virginia Beach City Public Schools	\$42,692.59	\$56,741.80	\$70,791.00
York County School Division	\$42,640.00 (7)	\$55,731.00 (4)	\$68,822.00 (4)
Hampton City Schools	\$41,256.24	\$54,138.12	\$67,020.00
Williamsburg-James City County Public Schools	\$40,789.68	\$52,996.84	\$65,204.00

Source: Evergreen Solutions, November 2013.

EXHIBIT 3G MASTER'S PLUS 30 HOURS PAY PLAN COMPARISON

Targets	Survey Minimum	Survey Midpoint	Survey Maximum
Portsmouth Public Schools	\$46,850.22	\$59,597.16	\$72,344.10
Norfolk Public Schools	\$45,792.26	\$64,056.63	\$82,321.00
Chesapeake Public Schools	\$45,635.21	\$56,851.61	\$68,068.00
Newport News Public Schools	\$44,765.73	\$55,180.44	\$65,595.14
York County School Division	\$44,417.00 (5)	\$57,955.50 (4)	\$71,494.00 (5)
Suffolk Public Schools	\$43,855.95	\$55,084.54	\$66,313.13
Virginia Beach City Public Schools	\$43,498.17	\$57,547.59	\$71,597.00



Hampton City Schools	\$42,643.39	\$54,955.42	\$67,865.00
Williamsburg-James City County Public Schools	\$42,632.46	\$58,026.20	\$73,409.00

Source: Evergreen Solutions, November 2013.

Salary Survey Conclusion

It should be noted that the standing of a classification's pay range compared to the market is not a definitive assessment of an individual employee's salary being equally above or below market. It does, however, speak to the YCSD's ability to recruit and retain talent over time. For example, if starting pay is significantly lower than the market would offer, YCSD will find itself losing out to market peers when they seek to fill a position. Additionally, if the midpoint or maximum pay is significantly lower than the market, experienced employees may leave for other opportunities.

Key points from the salary survey include:

- Percent increases between steps vary among peers with only one peer having consistent step increases throughout the pay plans.
- YCSD is slightly below market average for the midpoint and maximum pay plans.
- YCSD ranks fourth out of nine area school systems at the minimum for the BA, sixth at the midpoint, and seventh at the maximum with an average ranking among peers at 3.5.
- YCSD ranks seventh out of nine area school systems at minimum for MA pay plan, fourth at the midpoint, and fourth at the maximum with an average ranking of 3.4.
- For the MA plus 30 pay plan, YCSD ranks fifth out of nine school systems at the minimum and maximum, and fourth at the midpoint with average ranking of 2.6.

Information gained from the market survey is used, in conjunction with stakeholder and employee feedback and current environmental factors such as the budget, to develop a recommended classification plan that places YCSD in a strong position to grow and stay competitive in today's market.

3.3 SALARY SURVEY FOR ADDITIONAL FORMS OF COMPENSATION

As a component of this study, Evergreen Solutions conducted a market analysis for four additional forms of supplemental compensation in addition to a compensation market analysis. A supplements analysis, much like a salary evaluation, represents a snapshot in time of what is available in peer organizations and can provide YCSD with an understanding of the total compensation (salary and supplements) offered by its peers. It is important to realize there are intricacies involved with supplements programs that are not captured by a market survey alone. The data were provided to Evergreen Solutions for all eight market peers that were identified in **Exhibit 3A**.



The information in **Exhibit 3H** should be used as a cursory overview and not a line-by-line comparison since supplements can be weighted differently depending on the importance to the organization. It should also be noted that supplements are usually negotiated, so one-to-one comparisons can be difficult. The analysis below highlights aspects of the supplements survey that provide pertinent information.

**EXHIBIT 3H
SUPPLEMENTS TO TEACHER INCOME**

Target	Longevity Pay	National Board Certified Teacher	Difficult to Fill	Doctoral Degree
Chesapeake Public Schools	Yes	Yes	No	Yes
Hampton City Schools	No	No	No	Yes
Newport News Public Schools	No	No	No	Yes
Norfolk Public Schools	No	Yes	No	Yes
Portsmouth Public Schools	No	Yes	No	Yes
Suffolk Public Schools	No	No	No	Yes
Virginia Beach City Public Schools	No	Yes	No	Yes
Williamsburg-James City County Public Schools	Yes	Yes	No	Yes
York County School Division	No	Yes	Yes	No
Total (Including YCSD)	2	6	1	8

Source: Evergreen Solutions, October 2013.

The information provided to Evergreen Solutions listed four opportunities for supplemental income – longevity pay, national certification, difficult to fill positions and doctoral degree. Supplements are a common broad indicator that school districts use to compensate individuals that provide advanced experience, certification, knowledge, or education. Analysis includes:

- **Longevity Pay:** Only two peer school districts currently analyzed provide longevity pay to the school employees. Chesapeake gives an additional experience supplement of \$637 for teachers with 22, 24, and 26 years of experience which is added to base salary for school year 2013-2014. Chesapeake teachers with 29 years or more of experience receive a four percent increase for the 2013-2014 school year. Williamsburg-James City County Public Schools has discontinued longevity pay. Teachers who were eligible for the 20-year supplement as of September 2011, received the supplement. However, this is the last cohort to receive the longevity increase. While YCSD does not give specific longevity pay, the current pay plan rewards longevity with some specific larger increases later in a teacher's career.
- **National Board Certified Teachers (NBCT):** Four of the eight peer organizations provide a supplement for employees that obtain national certification. A national certificate signals that the employee brings a certain quality to the profession. Norfolk Public Schools gives \$2,675, Portsmouth gives \$2,500, Virginia Beach gives \$2,000, and Chesapeake gives \$1,612. Williamson-James City County Schools pays \$5,000 for year one and then \$2,500 for years two through ten.



YCSD has previously provided an NBCT supplement but is not currently providing the supplement to new recipients. As a reminder, the Commonwealth of Virginia pays all teachers \$5,000 for year one and \$2,500 for years two through ten.

- **Difficult to Fill Positions:** No peer organization offers compensation for difficult to fill positions. YCSD is the only school system in the locale that offers this supplement however, it is being phased out.
- **Doctoral Degree:** As indicated in **Exhibit 3H**, all eight of the peer school systems provide supplemental income for employees with a doctoral degree. Exhibit 3I provides the minimum, midpoint, and maximum for each school system. No cost of living, VRS, or work-day adjustments were made to this data.

EXHIBIT 3I DOCTORAL DEGREE SUPPLEMENT

Targets	Survey Minimum	Survey Midpoint	Survey Maximum
Norfolk Public Schools	\$48,018.21	\$67,166.85	\$86,315.50
Portsmouth Public Schools	\$47,844.19	\$60,591.13	\$73,338.07
Chesapeake Public Schools	\$47,262.82	\$58,485.11	\$69,707.40
Newport News Public Schools	\$46,332.49	\$57,112.02	\$67,891.55
Suffolk Public Schools	\$45,206.48	\$56,435.08	\$67,663.67
Williamsburg-James City County Public Schools	\$44,549.80	\$60,622.37	\$76,694.95
Virginia Beach City Public Schools	\$44,295.67	\$58,342.39	\$72,389.10
Hampton City Schools	\$43,222.35	\$56,171.29	\$69,120.23
Peer Average	\$45,841.50	\$59,365.78	\$72,890.06

Source: Evergreen Solutions, October 2013.

In reviewing peer pay plans, a few other differences were noted. Newport News Public Schools offers a 202 Day Lead Teacher Secondary pay plan for Steps 3-31. Portsmouth Public Schools gives a supplement at BA+15 of \$1,000. Williamsburg-James City County Public Schools has a step plan for BA+15 and MA+15 as well. Virginia Beach City Public Schools has a comprehensive list of supplements including pay for an additional class (\$5,600), career teacher (\$1,000), military leave differential (varies), professional allowance (\$1,500) and temporary duty allowance (varies).

YCSD offers positions with extra days supplements such as Department Head (\$1,185), extra duty (\$3,793), elementary school leadership team (\$3,284) and special education teachers in a behavior support class (\$1,260). Supplements for athletic and activities are common among school districts and are not reflected in this analysis.

Conclusion for Supplements

No peer surveyed organization provides all four supplement opportunities. Two of the eight peers provide three of four supplements while three of eight peers provide two types of supplements. YCSD currently provides a supplement for hard to fill positions and previously



provided a supplement for NCBT – those who received the supplement continue to receive the pay however, no new supplements are being given. The most common supplement is the pay range for doctoral degree. The least common supplement is supplementing for hard to fill positions.



Chapter 4 – Recommendations and Implementation

After analyzing the current compensation environment at York County School Division (YCSD) and YCSD's market position among eight peers, Evergreen Solutions, LLC developed several pay plan frameworks for review. Two frameworks were presented at the December 16, 2013 School Board working session. A follow-up phone call occurred on December 20, 2013 with Dr. Eric Williams and Dennis Jarrett to narrow the parameters and begin the final stages of solution development. On January 7, 2014 feedback was given on the presented plans by Dr. Eric Williams, Dennis Jarrett, Noreen Becci, and Bruce Blair ahead of the February 3, 2014 School Board working session.

In developing an updated pay plan and implementation plan, Evergreen Solutions LLC reviewed the current pay plan, the results of the internal assessment found in Chapter 2, the results of the Market Summary found in Chapter 3 and feedback from YCSD project leaders and School Board members. The following key points from earlier analysis were considered in this recommendation:

- The current Teacher Salary Schedule has three grades determined by the employee's education level.
- Each of the three grades has a step configuration with 31 designated steps.
- Inconsistency in step distance exists between steps in all three plans.
- Range spread inconsistency exists between the Bachelor's pay plan and the Master's and Master's plus 30 pay plan.
- A "Years with YCSD" analysis by step indicates pockets of compression in all three plans.
- Feedback from key leaders substantiates the existence of compression as teachers have not been given a step increase in five years.
- YCSD is slightly below market average for the midpoint and maximum pay plans.
- YCSD ranks fourth out of nine area school systems at the minimum for the BA, sixth at the midpoint, and seventh at the maximum with an average ranking among peers of 3.5.



- YCSD ranks seventh out of nine area school systems at minimum for MA pay plan, fourth at the midpoint, and fourth at the maximum with an average ranking of 3.4.
- For the MA plus 30 pay plan, YCSD ranks fifth out of nine school systems at the minimum and maximum, and fourth at the midpoint with an average ranking of 2.6.
- All peers (eight of eight) offer a PhD pay plan.
- Five of eight peers offer a National Board Certified Teacher supplement.

The following key points from YCSD project leaders' and School Board members' feedback throughout the process were considered in this recommendation:

- There must be a minimum of \$400 increase between each step.
- No step could be lower than the same step on current plan.
- YCSD desires to be in the top third of its peer group.
- Recommended plans should be as close in cost as possible to ensure fair assessment of alternatives.

After taking these points into consideration, Evergreen Solutions, LLC built a recommended pay plan based on the career cycle of a teacher that:

- Built upon the current step framework as it was determined to be structurally sound and the step system is a good fit for YCSD
- Was designed to pay teachers higher early in their career, encouraging retention, while still ensuring growth later in a teacher's career
- Ensured a minimum of \$400 increase between steps
- Addressed compression through implementation and restoring missed steps
- Moved YCSD up in the overall peer rankings
- Added a PhD pay plan
- Was most cost effective

In addition, Evergreen Solutions, LLC developed an alternative recommended pay plan based on a uniform percentage increase that:

- Built upon the current step framework as it was determined to be structurally sound and the step system is a good fit for YCSD



- Was designed for uniformity, with a standard 1.54 percent increase throughout the range of the plan
- Ensured a minimum of \$400 between steps
- Had twelve steps that were below the same step as the current pay plan – given that the current plan is not uniform, keeping the alternative plan close in cost to the recommended plan meant some steps would be lower than preferred
- Addressed compression through implementation and restoring missed steps
- Moved YCSD up in the overall peer rankings
- Added a PhD pay plan

Findings and Recommendations

Based on the analysis completed, Evergreen Solutions LLC has identified the following findings:

Finding 1: YCSD is not currently meeting its desire to be in the top third among peers.

Recommendation 1: YCSD adopt the pay plan as outlined in **Exhibit 4A** to move the organization in the top third among peers.

The pay plan in **Exhibit 4A** was designed to move YCSD up in the average ranking of a teacher's pay throughout the career and to reward teachers' early in their career to encourage retention while ensuring pay increases later in a career to reward longevity in the profession. While other types of pay frameworks were considered such as pay bands, Evergreen Solutions, LLC determined the current step framework is sound and updating the minimum, maximum, and step increases was the best option. The parameters identified above were applied to create two plans. **Exhibit 4A** is the recommended plan and is based on the career cycle of a teacher. This plan is more responsive to the teacher labor market as it invests higher compensation at points in a teacher's career when career decisions are being made. Those decisions include whether to remain in teaching, whether to stay with a particular school system and whether to pursue additional education. This plan invests more when teachers are considering leave YCSD. Additionally, the career cycle approach of the recommended plan accomplishes the key points expressed by key leaders and project leaders. Overall, the career cycle plan is recommended because it targets key points in a teacher's career to support retention and this plan meets the key objectives of YCSD stated above.

Exhibit 4B is an alternate plan and is based on a uniform percentage increase approach with equal increments of 1.54 percent increases between steps. The advantage of a uniform percentage increase each is the predictability and the fact the higher a teacher goes up the scale, the larger dollar value the increase is. While this plan is attractive to those who are further in their career and are less likely to leave, it does not give specific incentive for



teachers who may be considering career changes early in their careers when teachers are more likely to leave.

The uniform plan was chosen as the alternate because while it does have the strengths of predictability and larger dollar increases further in a teacher's career, it does aid as well for retention nor did it meet all of the parameters requested by YCSD. To develop a uniform plan based on 1.54 percent that does not have any steps lower than the current YCSD plan, requires that twelve steps across three plans be moved to the current pay for that step. While this meets the criteria of no lower steps, it moves away from full uniformity.

When a decision is made regarding implementation of a pay plan, Evergreen Solutions LLC will provide training to YCSD personnel on plan maintenance.

Appendix A provides greater detail and comparison between the two plans.



EXHIBIT 4A
YCSD RECOMMENDED, CAREER CYCLE, PAY PLAN

Step	BA		Step	MA		Step	MA+30
0	\$40,780		0	\$43,505		0	\$45,505
1	\$41,474		1	\$44,039		1	\$46,018
2	\$42,042		2	\$44,448		2	\$46,531
3	\$42,957		3	\$44,859		3	\$47,044
4	\$43,943		4	\$45,535		4	\$47,640
5	\$44,370		5	\$46,087		5	\$48,315
6	\$44,799		6	\$46,649		6	\$48,985
7	\$45,226		7	\$47,245		7	\$49,660
8	\$46,094		8	\$47,975		8	\$51,062
9	\$46,520		9	\$48,911		9	\$51,735
10	\$47,013		10	\$49,498		10	\$52,423
11	\$47,793		11	\$50,278		11	\$53,096
12	\$48,587		12	\$51,072		12	\$53,769
13	\$49,393		13	\$51,878		13	\$54,748
14	\$50,213		14	\$52,698		14	\$55,712
15	\$51,047		15	\$53,532		15	\$56,705
16	\$51,565		16	\$54,379		16	\$57,741
17	\$52,084		17	\$55,240		17	\$58,800
18	\$53,039		18	\$56,116		18	\$59,879
19	\$53,995		19	\$57,261		19	\$60,982
20	\$55,427		20	\$58,365		20	\$62,105
21	\$55,906		21	\$59,384		21	\$63,251
22	\$56,862		22	\$60,347		22	\$65,546
23	\$57,815		23	\$61,396		23	\$67,841
24	\$58,772		24	\$62,184		24	\$68,669
25	\$59,728		25	\$63,260		25	\$69,139
26	\$60,683		26	\$64,586		26	\$69,609
27	\$61,638		27	\$65,448		27	\$70,079
28	\$62,594		28	\$67,543		28	\$70,549
29	\$63,549		29	\$68,181		29	\$71,019
30	\$64,505		30	\$68,822		30	\$71,494

Source: Evergreen Solutions, January 2014.



EXHIBIT 4B
YCSD ALTERNATE, UNIFORM PERCENTAGE INCREASE PAY PLAN

Step	BA		Step	MA		Step	MA+30
0	\$40,780		0	\$43,505		0	\$45,505
1	\$41,408		1	\$44,175		1	\$46,206
2	\$42,046		2	\$44,855		2	\$46,917
3	\$42,693		3	\$45,546		3	\$47,640
4	\$43,351		4	\$46,247		4	\$48,374
5	\$44,018		5	\$46,960		5	\$49,118
6	\$44,696		6	\$47,683		6	\$49,875
7	\$45,384		7	\$48,417		7	\$50,643
8	\$46,083		8	\$49,163		8	\$51,423
9	\$46,793		9	\$49,920		9	\$52,215
10	\$47,514		10	\$50,689		10	\$53,019
11	\$48,245		11	\$51,469		11	\$53,835
12	\$48,988		12	\$52,262		12	\$54,664
13	\$49,743		13	\$53,067		13	\$55,506
14	\$50,509		14	\$53,884		14	\$56,361
15	\$51,287		15	\$54,714		15	\$57,229
16	\$52,076		16	\$55,556		16	\$58,110
17	\$52,878		17	\$56,412		17	\$59,005
18	\$53,693		18	\$57,281		18	\$59,914
19	\$54,520		19	\$58,163		19	\$60,837
20	\$55,359		20	\$59,058		20	\$61,774
21	\$56,212		21	\$59,968		21	\$62,725
22	\$57,077		22	\$60,891		22	\$63,691
23	\$57,956		23	\$61,829		23	\$64,672
24	\$58,849		24	\$62,781		24	\$65,668
25	\$59,755		25	\$63,748		25	\$66,679
26	\$60,675		26	\$64,730		26	\$67,706
27	\$61,610		27	\$65,727		27	\$68,748
28	\$62,559		28	\$66,739		28	\$69,807
29	\$63,522		29	\$67,767		29	\$70,882
30	\$64,500		30	\$68,810		30	\$71,974

Source: Evergreen Solutions, January 2014.

Finding 2: All eight of YCSD peers offer a PhD pay plan while YCSD does not.

Recommendation 2: YCSD adopt the recommended PhD pay plan as outlined in **Exhibit 4C**.

All eight of YCSD peers offer a PhD plan. In remaining competitive with peers, Evergreen Solutions recommends YCSD implement a PhD pay plan. The pay plan in **Exhibit 4C** was designed to add \$1,500 to the MA+30 scale at each step. **Exhibit 4D** is the alternate PhD plan to match the alternate pay plan in **Exhibit 4B**.



EXHIBIT 4C
YCSD RECOMMENDED, CAREER CYCLE, PHD PAY PLAN

Step	PhD
0	\$47,005
1	\$47,518
2	\$48,031
3	\$48,544
4	\$49,140
5	\$49,815
6	\$50,485
7	\$51,160
8	\$52,562
9	\$53,235
10	\$53,923
11	\$54,596
12	\$55,269
13	\$56,248
14	\$57,212
15	\$58,205
16	\$59,241
17	\$60,300
18	\$61,379
19	\$62,482
20	\$63,605
21	\$64,751
22	\$67,046
23	\$69,341
24	\$70,169
25	\$70,639
26	\$71,109
27	\$71,579
28	\$72,049
29	\$72,519
30	\$72,994

Source: Evergreen Solutions, January 2014.



EXHIBIT 4D
YCSD ALTERNATE, UNIFORM PERCENTAGE INCREASE, PHD PAY PLAN

Step	PhD
0	\$47,005
1	\$47,729
2	\$48,464
3	\$49,210
4	\$49,968
5	\$50,738
6	\$51,519
7	\$52,312
8	\$53,118
9	\$53,936
10	\$54,767
11	\$55,610
12	\$56,466
13	\$57,336
14	\$58,219
15	\$59,116
16	\$60,026
17	\$60,950
18	\$61,889
19	\$62,842
20	\$63,810
21	\$64,792
22	\$65,790
23	\$66,803
24	\$67,832
25	\$68,877
26	\$69,938
27	\$71,015
28	\$72,108
29	\$73,219
30	\$74,346

Source: Evergreen Solutions, January 2014.

Finding 3: The internal analysis revealed YCSD teachers are currently behind five steps.

Recommendation 3: Within fiscal constraints, YCSD transition teachers back to the appropriate step over a five year period effectively giving two steps per year.

Regaining five steps for YCSD teachers is a costly endeavor. While the best case scenario would be to restore all five steps immediately, Evergreen Solutions LLC recommends restoring one step per year over the next five years. This method would require a two step cost increase per year – one step naturally gained and the other step to make up for lost steps. New hires should be transitioned the same way as returning teachers to ensure integrity remains in the system and new hires do not surpass returning teachers in steps. As an example, a new hire with five years of experience should start on the same step as



current YCSD teachers with five years of experience. This may affect recruiting, however, treating new hires differently negatively affects internal equity. Two transition options are found in the next section titled Cost.

Finding 4: Five of eight peers offer a supplement for National Board Certified Teacher. YCSD previously offered this supplement but is not offering to new employees.

Recommendation 4: YCSD offer the National Board Certified Teacher supplement.

After reviewing the market data relating to supplemental pay offered by YCSD peers, Evergreen Solutions, LLC recommends YCSD offer two of the five options surveyed – one is the PhD plan discussed in finding and recommendation number two. The other recommended supplement is national certification. Offering the national certification supplement puts YCSD in a good position relative to market as five of eight peers offer a supplement. Also, this supplement rewards those teachers who choose to go through the process and gain certification.

In keeping with YCSD desire to be in the top third among peers, Evergreen Solutions, LLC recommends a \$2,000 supplement which puts YCSD tied for third among peers offering the supplement. Two other supplements were included in the survey, longevity and hard to fill positions. Two peers offer longevity pay and no peer offers a supplement for hard to fill positions. Given the lack of competitiveness with regard to longevity pay and the fact that the proposed pay plans increase with each year of service, Evergreen Solutions LLC does not recommend longevity pay. Also given the lack of competitiveness with hard to fill position supplements, Evergreen Solutions, LLC does not recommend YCSD provide this incentive.

Cost

After the new pay plan was developed, four salary costs were calculated – cost to get all teachers to the new pay for their current step, cost to add one step to all teacher pay, cost to add one step plus restore a step to those teachers who are behind, and cost to give all teachers one step and then restore up to five steps to teachers who are behind. **Exhibit 4E** outlines the FY15 salary cost associated with the recommended pay plan including the PhD plan as well as the calculated benefits costs associated with the new plan and the total cost including salary and benefits. **Exhibit 4F** outlines the same data for the alternate pay plan. These costs were determined by the class date of employees in the data provided by YCSD and do not take in to account previous experience of teachers not previously recognized. For instance, a teacher coming in to YCSD in FY 14 with five years of relevant, previous teaching experience has a class hire date of 2013 and thus in the calculation is not considered behind in the pay schedule. These instances should be determined and calculated by YCSD for budgeting accuracy.

The uniform plan presented has steps lower than the current plan. As a comparison and for informational purposes, the salary only cost for the uniform plan without any steps lower than the current plan is: zero steps added equals \$859,097, one step added equals \$1,521,031, and one step added plus one step restored as appropriate equals \$2,126,778.



As discussed, this is not a true uniform plan however most increases are based on 1.54 percent. This cost does not include the cost of benefits.

YCSD provided 25.33 percent as the cost of benefits associated with salary recommendations and this factor was used to determine benefits costs in the exhibits.

With regard to changes in cost from the current plan to the recommended, career cycle plan, the average step cost is 1.41 percent and was calculated by dividing the total salary cost increase per step by the total salary of teachers and then multiplying by 100. Additionally, the percent increase from the total salary of teachers in the current plan compared to the total salary of teachers in the recommended, career cycle plan is 0.79 percent (total current plan salary divided by total career cycle plan salary times 100).

EXHIBIT 4E
COST TO IMPLEMENT RECOMMENDED, CAREER CYCLE, PAY PLAN IN FY15 ONLY

For FY15	Salary	Benefits	Total Cost
No Steps Added	\$333,685	\$84,522	\$418,207
One Step Added	\$942,074	\$238,627	\$1,180,701
One Step Added, One Step Restored	\$1,494,796	\$378,632	\$1,873,428
One Step Added, Five Steps Restored	\$3,431,616	\$869,228	\$4,300,844

Source: Evergreen Solutions, January 2014.

EXHIBIT 4F
COST TO IMPLEMENT ALTERNATE, UNIFORM PERCENTAGE INCREASE PAY PLAN IN FY15 ONLY

For FY15	Salary	Benefits	Total Cost
No Steps Added	\$678,194	\$171,787	\$849,981
One Step Added	\$1,286,164	\$325,785	\$1,611,949
One Step Added, One Step Restored	\$1,872,067	\$474,195	\$2,346,262
One Step Added, Five Steps Restored	\$3,808,648	\$964,731	\$4,773,379

Source: Evergreen Solutions, January 2014.

Another option is to implement the career cycle plan over five years by transitioning those teachers who are five steps behind first and working down as shown in **Exhibit 4G**. Essentially in Year One, all teachers would receive a one step increase and those teachers who are five steps behind would receive one restored step. Teachers who are one to four steps behind would not a restored step. In Year Two, all teachers would receive a step and those teachers who are then four steps behind (all the teachers who were originally five steps behind, plus those that were originally four steps behind) would receive one step. In Year Five, all teachers would receive a step plus all teachers who were behind at least one step at the start of the transition would have one step restored. At this point, all teachers



should be restored to their appropriate step. The exhibit shows the additional budget cost for salary only, benefits only (25.33 percent of salary), and total cost of salary plus benefits from FY14 to FY19.

The other option is to work up as shown in **Exhibit 4H**. Year One, all teachers receive one step and all teachers who are behind receive one restored step. In this first year, teachers who are only one step behind would be caught up. In Year Two, all teachers would receive a step and those who were two steps or greater behind, would receive one restored step. In Year Five, all teachers would receive one step and all of those who were five steps behind would have their last step restored and everyone would be whole. The exhibit shows the additional budget cost for salary only, benefits only (25.33 percent of salary), and total cost of salary plus benefits from FY14 to FY19.

In either approach, those teachers who are five steps behind would receive one step added each year over five years.

EXHIBIT 4G
TRANSITION COST FOR RECOMMENDED, CAREER CYCLE PLAN TO RESTORE
THOSE LEAST BEHIND LAST

Fiscal Year	Proposal	Budget Salary Cost Above Fiscal Year 2014	Budget Benefit Cost Above Fiscal Year 2014	Budget Total Cost Above Fiscal Year 2014
2015	One step for all teachers plus one additional step for all teachers who have missed five steps	\$1,372,298	\$347,603	\$1,719,901
2016	One step for all teachers plus one additional step for all teachers who have missed four steps	\$2,433,712	\$616,459	\$3,050,172
2017	One step for all teachers plus one additional step for all teachers who have missed three steps	\$3,555,613	\$900,637	\$4,456,250
2018	One step for all teachers plus one additional step for all teachers who have missed two steps	\$4,743,814	\$1,201,608	\$5,945,422
2019	One step for all teachers plus one additional step for all teachers who have missed one step	\$5,943,181	\$1,505,408	\$7,448,589
Cumulative Cost Over Five Years		\$18,048,619	\$4,571,715	\$22,620,334

Source: Evergreen Solutions, January 2014.

EXHIBIT 4H
TRANSITION COST FOR RECOMMENDED, CAREER CYCLE PLAN TO RESTORE
THOSE LEAST BEHIND FIRST

Fiscal Year	Proposal	Budget Salary Cost Above Fiscal Year 2014	Budget Benefit Cost Above Fiscal Year 2014	Budget Total Cost Above Fiscal Year 2014
2015	One step for all teachers plus one additional step for all teachers who have missed at least one step	\$1,494,796	\$378,632	\$1,873,428
2016	One step for all teachers plus one additional step for all teachers who have missed at least one step	\$2,666,833	\$675,509	\$3,342,342
2017	One step for all teachers plus one additional step for all teachers who have missed at least one step	\$3,776,688	\$956,635	\$4,733,323
2018	One step for all teachers plus one additional step for all teachers who have missed at least one step	\$4,881,945	\$1,236,597	\$6,118,541
2019	One step for all teachers plus one additional step for all teachers who have missed at least one step	\$5,943,181	\$1,505,408	\$7,448,589
Cumulative Cost Over Five Years		\$18,763,443	\$4,752,780	\$23,516,223

Source: Evergreen Solutions, January 2014.

Summary



YCSD has dedicated and hardworking teachers who have endured a slow down in pay range progression over the last five years. YCSD is committed to rewarding teachers for their hard work and dedication while meeting the fiscal responsibilities expected of York County citizens. The recommendations in this report are designed to assist YCSD in its recruitment and retention goals.



Appendix A – Detailed Comparison of Recommended Pay Plan and the Alternate Pay Plan

Exhibit A-1 compares the recommended Career Cycle plan to the alternate Uniform Plan for those teachers with a Bachelor's Degree. Both plans have a minimum salary that is \$5.00 higher than the current third ranked minimum salary of the peer group. The Career Cycle plan meets the parameters previously outlined and puts YCSD at an average ranking of 2.5 among its peers. The Uniform Plan meets all but one parameter. As demonstrated by parenthesis five steps on this alternate plan are below the step pay of the current plan. Given the current plan is not uniform, this will occur when attempting to get a uniform plan to match, as closely as possible, the Career Cycle plan in order to evaluate similar plans. The Uniform Plan increases steps by 1.54 percent. The column marked "Cost for York by Step" indicates the cost difference between the current plan at that step and the proposed plan at that step. For BA, Step 0 Career Cycle, Step 0 is \$98 higher than the current Step 0.

EXHIBIT A-1 RECOMMENDED AND ALTERNATE COMPARISON OF BA PLAN

Career Cycle					Uniform Plan				
Step	BA	York Rank	Cost for York by Step	\$ Diff Between Steps	Step	BA	York Rank	Cost for York by Step	\$ Diff Between Steps
0	\$40,780	3	\$98		0	\$40,780	3	\$98	
1	\$41,474	2	\$347	\$694	1	\$41,408	3	\$281	\$628
2	\$42,042	2	\$0	\$568	2	\$42,046	2	\$4	\$638
3	\$42,957	1	\$0	\$915	3	\$42,693	1	(\$264)	\$648
4	\$43,943	1	\$0	\$986	4	\$43,351	1	(\$592)	\$657
5	\$44,370	1	\$0	\$427	5	\$44,018	1	(\$352)	\$668
6	\$44,799	1	\$0	\$429	6	\$44,696	1	(\$103)	\$678
7	\$45,226	1	\$0	\$427	7	\$45,384	1	\$158	\$688
8	\$46,094	1	\$0	\$868	8	\$46,083	1	(\$11)	\$699
9	\$46,520	2	\$0	\$426	9	\$46,793	1	\$273	\$710
10	\$47,013	2	\$65	\$493	10	\$47,514	1	\$566	\$721
11	\$47,793	3	\$416	\$780	11	\$48,245	2	\$868	\$732
12	\$48,587	3	\$781	\$793	12	\$48,988	2	\$1,182	\$743
13	\$49,393	3	\$1,058	\$807	13	\$49,743	3	\$1,408	\$754
14	\$50,213	3	\$1,211	\$820	14	\$50,509	3	\$1,507	\$766
15	\$51,047	3	\$1,374	\$834	15	\$51,287	3	\$1,614	\$778
16	\$51,565	4	\$965	\$518	16	\$52,076	3	\$1,476	\$790
17	\$52,084	4	\$551	\$519	17	\$52,878	3	\$1,345	\$802
18	\$53,039	4	\$532	\$956	18	\$53,693	3	\$1,186	\$814
19	\$53,995	4	\$509	\$956	19	\$54,520	4	\$1,034	\$827
20	\$55,427	3	\$868	\$1,432	20	\$55,359	4	\$800	\$840
21	\$55,906	4	\$274	\$480	21	\$56,212	4	\$580	\$853
22	\$56,862	4	\$517	\$956	22	\$57,077	4	\$732	\$866
23	\$57,815	4	\$754	\$954	23	\$57,956	4	\$895	\$879
24	\$58,772	3	\$996	\$957	24	\$58,849	3	\$1,073	\$893
25	\$59,728	3	\$1,153	\$956	25	\$59,755	3	\$1,180	\$906
26	\$60,683	2	\$1,313	\$956	26	\$60,675	3	\$1,305	\$920
27	\$61,638	2	\$1,474	\$955	27	\$61,610	3	\$1,446	\$934
28	\$62,594	2	\$555	\$957	28	\$62,559	3	\$520	\$949
29	\$63,549	1	\$1,510	\$955	29	\$63,522	2	\$1,483	\$963
30	\$64,505	1	\$2,466	\$956	30	\$64,500	2	\$2,461	\$978
	Avg Rank	2.5				Avg Rank	2.5		

Source: Evergreen Solutions, January 2014.



Exhibit A-2 compares the recommended Career Cycle plan and the alternate Uniform Plan for teachers with a Masters Degree. Both plans have a minimum salary \$2,725 higher than the BA plan minimum salary to reflect the average increase of peers from Step 0 of the BA plan to Step 0 of the MA plan. The Career Cycle plan meets all the parameters listed in Chapter 4 and puts YCSD at an average ranking of 2.7 among peers. The Uniform Plan is based on the same minimum salary and a uniform 1.54 percent increase to match the Career Cycle plan in cost as closely as possible. In doing this, two steps on this plan are lower than the same step on the current plan. The average ranking of YCSD for the Uniform Plan is 2.3.

**EXHIBIT A-2
RECOMMENDED AND ALTERNATE COMPARISON OF MA PLAN**

Career Cycle					Uniform Plan				
Step	MA	York Rank	Cost for York by Step	\$ Diff Between Steps	Step	MA	York Rank	Cost for York by Step	\$ Diff Between Steps
0	\$43,505	4	\$865		0	\$43,505	4	\$865	
1	\$44,039	4	\$711	\$534	1	\$44,175	4	\$847	\$670
2	\$44,448	3	\$569	\$409	2	\$44,855	3	\$976	\$680
3	\$44,859	3	\$0	\$411	3	\$45,546	1	\$687	\$691
4	\$45,535	3	\$0	\$676	4	\$46,247	1	\$712	\$701
5	\$46,087	3	\$0	\$552	5	\$46,960	1	\$873	\$712
6	\$46,649	3	\$0	\$562	6	\$47,683	1	\$1,034	\$723
7	\$47,245	3	\$46	\$596	7	\$48,417	1	\$1,218	\$734
8	\$47,975	3	\$224	\$730	8	\$49,163	2	\$1,412	\$746
9	\$48,911	3	\$0	\$936	9	\$49,920	2	\$1,009	\$757
10	\$49,498	3	\$35	\$587	10	\$50,689	2	\$1,226	\$769
11	\$50,278	3	\$265	\$780	11	\$51,469	2	\$1,456	\$781
12	\$51,072	3	\$510	\$793	12	\$52,262	2	\$1,700	\$793
13	\$51,878	3	\$764	\$807	13	\$53,067	3	\$1,953	\$805
14	\$52,698	3	\$963	\$820	14	\$53,884	3	\$2,149	\$817
15	\$53,532	3	\$877	\$834	15	\$54,714	3	\$2,059	\$830
16	\$54,379	3	\$686	\$847	16	\$55,556	3	\$1,863	\$843
17	\$55,240	3	\$416	\$861	17	\$56,412	3	\$1,588	\$856
18	\$56,116	3	\$196	\$876	18	\$57,281	3	\$1,361	\$869
19	\$57,261	3	\$0	\$1,145	19	\$58,163	3	\$902	\$882
20	\$58,365	3	\$0	\$1,104	20	\$59,058	3	\$693	\$896
21	\$59,384	3	\$0	\$1,019	21	\$59,968	3	\$584	\$910
22	\$60,347	3	\$0	\$963	22	\$60,891	3	\$544	\$924
23	\$61,396	3	\$0	\$1,049	23	\$61,829	3	\$433	\$938
24	\$62,184	3	\$0	\$788	24	\$62,781	3	\$597	\$952
25	\$63,260	3	\$0	\$1,076	25	\$63,748	3	\$488	\$967
26	\$64,586	1	\$0	\$1,326	26	\$64,730	1	\$144	\$982
27	\$65,448	1	\$0	\$862	27	\$65,727	1	\$279	\$997
28	\$67,543	1	\$0	\$2,095	28	\$66,739	1	(\$804)	\$1,012
29	\$68,181	1	\$638	\$638	29	\$67,767	1	\$224	\$1,028
30	\$68,822	1	\$0	\$641	30	\$68,810	1	(\$12)	\$1,044
	Avg Rank	2.7				Avg Rank	2.3		

Source: Evergreen Solutions, January 2014.



Exhibit A-3 compares the recommended Career Cycle plan and the alternate Uniform Plan for teachers with a Masters Plus 30 Hours. Both plans have a minimum salary \$2,000 higher than the MA plan minimum salary which is higher than the peer average of \$1,600 but was needed to meet the outlined parameters. The Career Cycle plan meets all the parameters listed in Chapter 4 and puts YCSD at an average ranking of 2.1 among peers. The Uniform Plan is based on the same minimum salary and a uniform 1.54 percent increase to match the Career Cycle plan in cost as closely as possible. In doing this, five steps on this plan are lower than the same step on the current plan. The average ranking of YCSD for the Uniform Plan is 1.9.

**EXHIBIT A-3
RECOMMENDED AND ALTERNATE COMPARISON OF MA+30 PLAN**

Career Cycle					Uniform Plan				
Step	MA+30	York Rank	Cost for York by Step	\$ Diff Between Steps	Step	MA+30	York Rank	Cost for York by Step	\$ Diff Between Steps
0	\$45,505	4	\$1,088		0	\$45,505	4	\$1,088	
1	\$46,018	3	\$928	\$513	1	\$46,206	3	\$1,116	\$701
2	\$46,531	3	\$468	\$513	2	\$46,917	2	\$854	\$712
3	\$47,044	3	\$78	\$513	3	\$47,640	2	\$674	\$723
4	\$47,640	2	\$0	\$596	4	\$48,374	1	\$734	\$734
5	\$48,315	2	\$1	\$675	5	\$49,118	1	\$804	\$745
6	\$48,985	3	\$0	\$670	6	\$49,875	1	\$890	\$756
7	\$49,660	3	\$0	\$675	7	\$50,643	1	\$983	\$768
8	\$51,062	2	\$0	\$1,402	8	\$51,423	1	\$361	\$780
9	\$51,735	2	\$0	\$673	9	\$52,215	2	\$480	\$792
10	\$52,423	2	\$0	\$688	10	\$53,019	2	\$596	\$804
11	\$53,096	2	\$0	\$673	11	\$53,835	2	\$739	\$816
12	\$53,769	2	\$0	\$673	12	\$54,664	2	\$895	\$829
13	\$54,748	2	\$0	\$979	13	\$55,506	2	\$758	\$842
14	\$55,712	2	\$0	\$964	14	\$56,361	2	\$649	\$855
15	\$56,705	2	\$29	\$993	15	\$57,229	2	\$553	\$868
16	\$57,741	2	\$100	\$1,036	16	\$58,110	2	\$469	\$881
17	\$58,800	2	\$194	\$1,059	17	\$59,005	2	\$399	\$895
18	\$59,879	2	\$307	\$1,079	18	\$59,914	2	\$342	\$909
19	\$60,982	2	\$447	\$1,103	19	\$60,837	3	\$302	\$923
20	\$62,105	2	\$604	\$1,123	20	\$61,774	3	\$273	\$937
21	\$63,251	2	\$924	\$1,146	21	\$62,725	3	\$398	\$951
22	\$65,546	2	\$2,390	\$2,295	22	\$63,691	2	\$535	\$966
23	\$67,841	2	\$0	\$2,295	23	\$64,672	2	(\$3,169)	\$981
24	\$68,669	2	\$0	\$828	24	\$65,668	2	(\$3,001)	\$996
25	\$69,139	2	\$470	\$470	25	\$66,679	2	(\$1,990)	\$1,011
26	\$69,609	1	\$940	\$470	26	\$67,706	1	(\$963)	\$1,027
27	\$70,079	1	\$1,410	\$470	27	\$68,748	1	\$79	\$1,043
28	\$70,549	1	\$449	\$470	28	\$69,807	1	(\$293)	\$1,059
29	\$71,019	1	\$919	\$470	29	\$70,882	1	\$782	\$1,075
30	\$71,494	1	\$0	\$475	30	\$71,974	1	\$480	\$1,092
Avg Rank		2.1			Avg Rank		1.9		

Source: Evergreen Solutions, January 2014.



Exhibit A-4 compares the recommended Career Cycle plan and the alternate Uniform Plan for teachers with a PhD or doctoral-level equivalent. Both plans have a minimum salary \$1,500 higher than the MA+30 plan minimum salary which is slightly lower than the peer average of \$1,600. The Uniform Plan starts with the same minimum salary and increases by 1.54 percent per step.

**EXHIBIT A-4
RECOMMENDED AND ALTERNATE COMPARISON OF PHD PLAN**

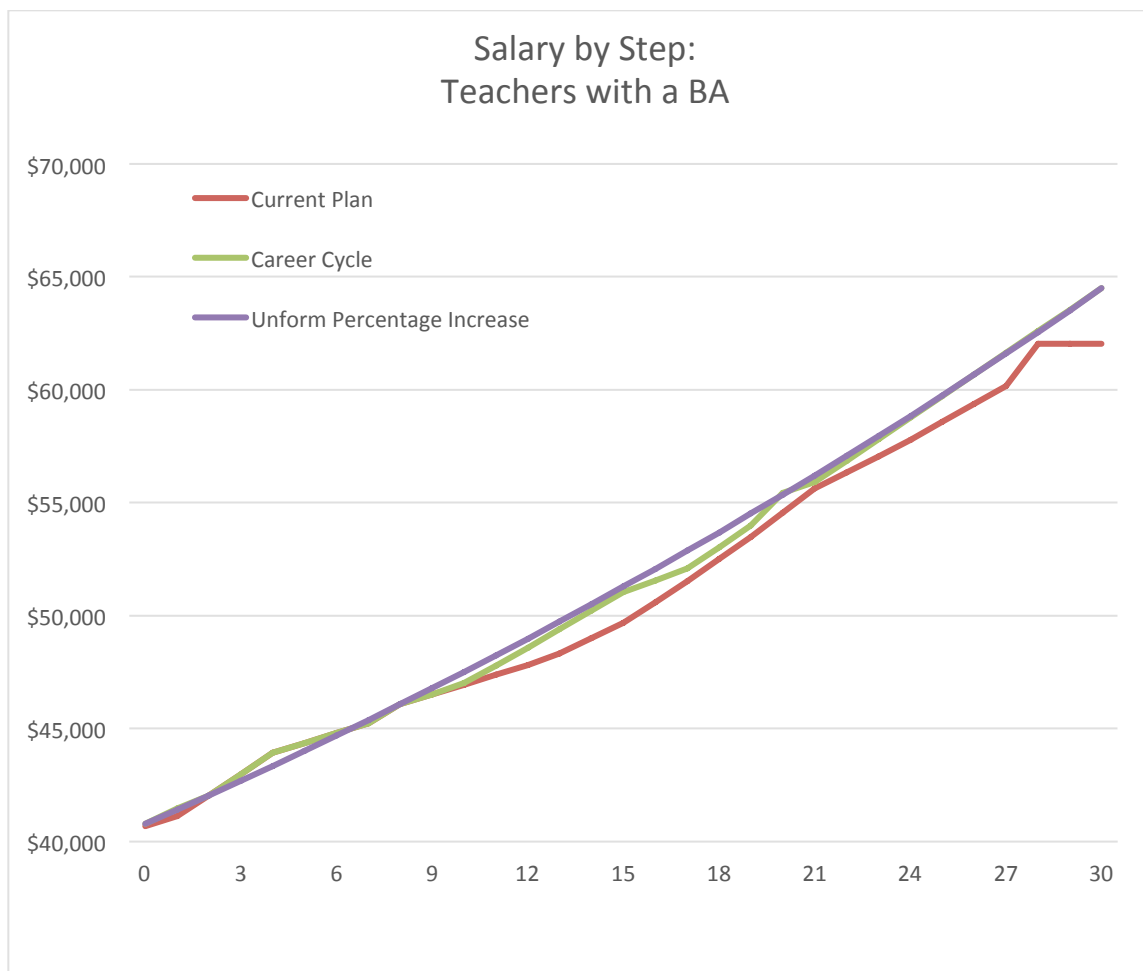
Career Cycle					Uniform Plan			
Step	PhD	York Rank	\$ Diff Between Steps		Step	PhD	York Rank	\$ Diff Between Steps
0	\$47,005	4			0	\$47,005	4	
1	\$47,518	4	\$513		1	\$47,729	4	\$724
2	\$48,031	4	\$513		2	\$48,464	2	\$735
3	\$48,544	4	\$513		3	\$49,210	1	\$746
4	\$49,140	2	\$596		4	\$49,968	1	\$758
5	\$49,815	2	\$675		5	\$50,738	1	\$770
6	\$50,485	2	\$670		6	\$51,519	2	\$781
7	\$51,160	2	\$675		7	\$52,312	2	\$793
8	\$52,562	2	\$1,402		8	\$53,118	2	\$806
9	\$53,235	2	\$673		9	\$53,936	2	\$818
10	\$53,923	2	\$688		10	\$54,767	2	\$831
11	\$54,596	2	\$673		11	\$55,610	2	\$843
12	\$55,269	3	\$673		12	\$56,466	2	\$856
13	\$56,248	3	\$979		13	\$57,336	2	\$870
14	\$57,212	3	\$964		14	\$58,219	2	\$883
15	\$58,205	3	\$993		15	\$59,116	2	\$897
16	\$59,241	3	\$1,036		16	\$60,026	2	\$910
17	\$60,300	3	\$1,059		17	\$60,950	2	\$924
18	\$61,379	3	\$1,079		18	\$61,889	2	\$939
19	\$62,482	3	\$1,103		19	\$62,842	2	\$953
20	\$63,605	3	\$1,123		20	\$63,810	2	\$968
21	\$64,751	3	\$1,146		21	\$64,792	3	\$983
22	\$67,046	2	\$2,295		22	\$65,790	2	\$998
23	\$69,341	2	\$2,295		23	\$66,803	2	\$1,013
24	\$70,169	2	\$828		24	\$67,832	2	\$1,029
25	\$70,639	2	\$470		25	\$68,877	2	\$1,045
26	\$71,109	1	\$470		26	\$69,938	1	\$1,061
27	\$71,579	1	\$470		27	\$71,015	1	\$1,077
28	\$72,049	1	\$470		28	\$72,108	1	\$1,094
29	\$72,519	1	\$470		29	\$73,219	1	\$1,110
30	\$72,994	1	\$475		30	\$74,346	1	\$1,128
	Avg Rank	2.4				Avg Rank	1.9	

Source: Evergreen Solutions, January 2014.



Exhibit A-5 graphs the current pay plan, recommended pay plan, and alternate pay plan for the BA plans. **Exhibit A-6** and **Exhibit A-7** graph the MA and MA+30 plans respectively. In Exhibit A-5, the recommended Career Cycle plan gives teachers a bump as compared to the current plan in the area of Step 3-7 which targets early retention. From approximately Step 11 – 30, the recommended plan is greater than the current plan specifically during Step 12-18 and again from roughly Step 24-27. In **Exhibit A-6**, the recommended plan follows the current plan fairly closely except for higher pay in the first few years and then again in the middle steps of roughly 12-18. In **Exhibit A-7**, all three plans are relatively close until the last few steps where the current plan has a significant jump. The recommended plan mirrors this increase.

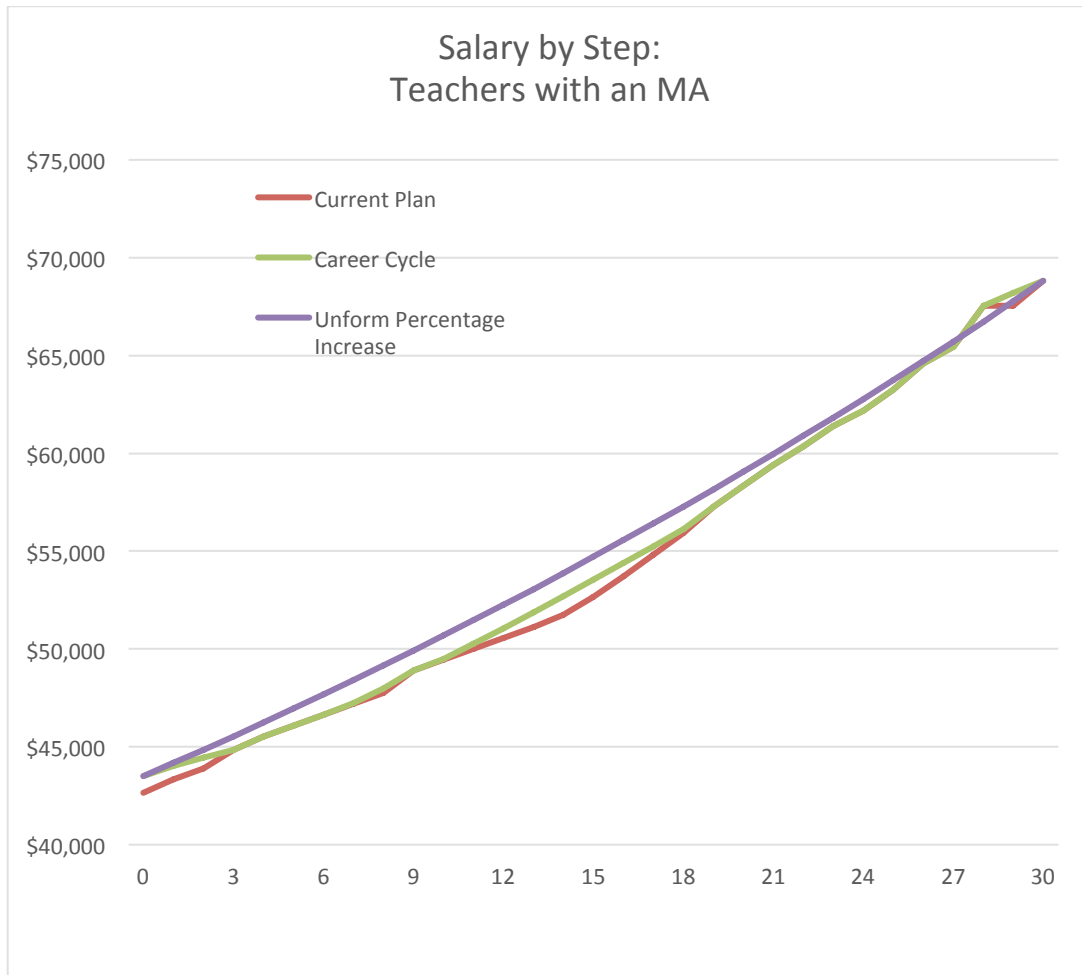
EXHIBIT A-5
GRAPH OF CURRENT, RECOMMENDED AND ALTERNATE BA PLANS



Source: Evergreen Solutions, January 2014.



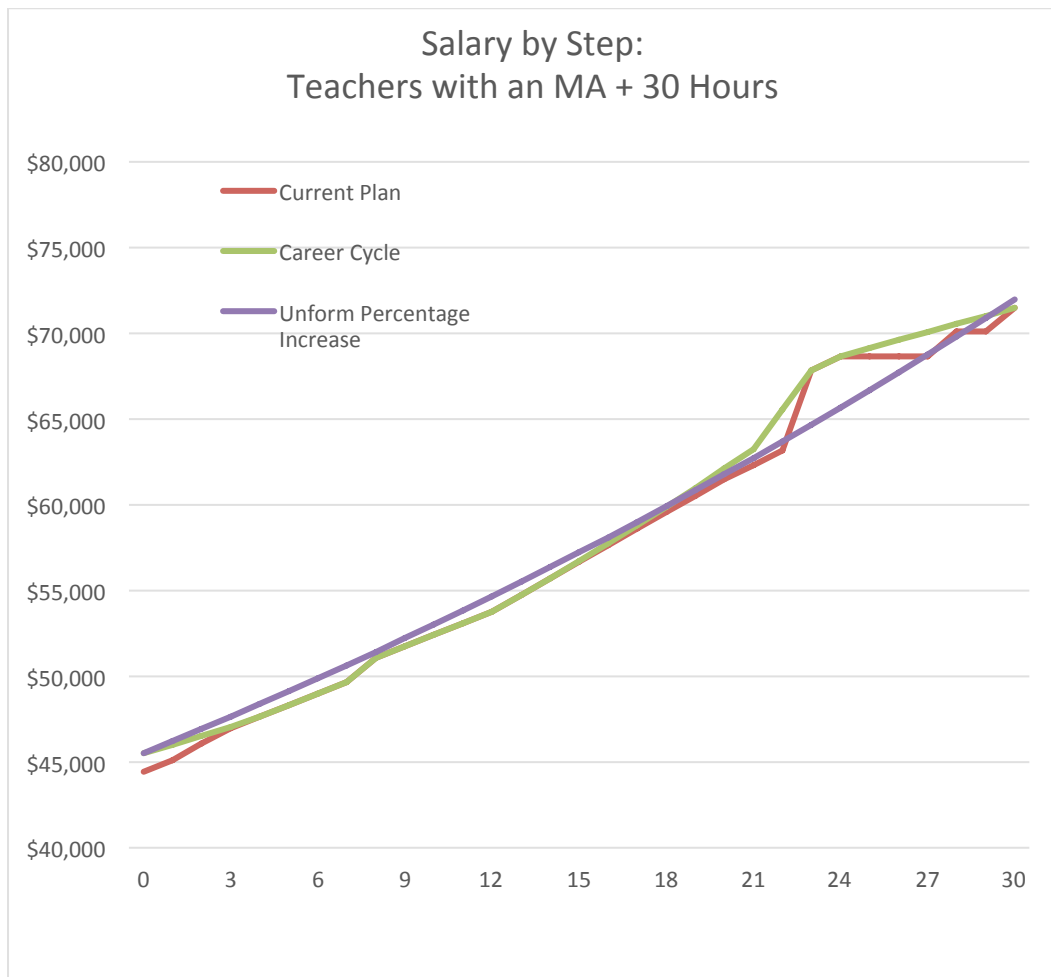
EXHIBIT A-6
GRAPH OF CURRENT, RECOMMENDED AND ALTERNATE MA PLANS



Source: Evergreen Solutions, January 2014.



EXHIBIT A-7
GRAPH OF CURRENT, RECOMMENDED AND ALTERNATE MA+30 PLANS



Source: Evergreen Solutions, January 2014.

