



ADMINISTRATIVE SALARY ALLOCATIONS

BACKGROUND

Washington’s administrative salary allocation system is in serious need of an overhaul. District variances, disproportionate allocation increases for school employee groups, dramatic changes in K-12 staffing patterns, increased responsibilities and the need to compete with general market conditions highlight the need for a revised administrator allocation system to meet the state’s obligations for basic education funding.

DISTRICT VARIANCES

In 1986-87, the formula driver for administrator and teacher salaries was separated and variances were put into the funding formulas. For example, for each enrollment-driven administrator unit, Skykomish received \$65,000 and the nearby Index district received only \$25,282. The sample district salary drivers shown below give some indication of the wide variance existing across school districts. The statewide range in 1986-87 was from \$22,993 to \$65,000, with an average of \$43,825. No rationale was given for one district in the state to receive two to three times more than another in the basic allocation funding formula. Since most districts have received approximately the same percentage increase in the salary drivers over the years, this inequity persists today.

**Certificated Administrative Salary Driver
For Selected School Districts**

School District	Enrollment 2000	1999-2000	1997-1998	1986-1987
Harrington	145	\$67,363	\$65,401	\$65,000
Skykomish	92	67,363	65,401	65,000
St. John-Endicott	207	67,363	65,401	65,000
Quilcene	314	64,709	62,824	62,189
Oakville	309	64,245	62,374	61,698
Wilbur	277	57,299	55,630	54,344
Shoreline	9820	50,393	48,925	47,030
Seattle	44839	47,852	46,458	44,339
Pasco	7922	46,368	45,017	42,768
Index	26	29,855	28,985	25,282
Mount Pleasant	54	29,123	28,275	24,507
Palisades	42	28,694	27,858	24,052
Evaline	41	27,638	26,833	22,933
Average		\$ 47,938	\$ 45,977	\$ 43,825

DISPROPORTIONATE BASIC EDUCATION ALLOCATIONS FOR SCHOOL EMPLOYEE GROUPS

Over time, the Legislature has allocated fewer increases to the administrator salary driver than to the teacher or classified salary drivers. Beginning in 1987, the administrator allocation did not receive the same percentage increase as teachers and classified employees. In 1994, the allocation was decreased by 10% and it was decreased again in 1995 by 1%. With the recent differences allocated by Legislature, it can be seen that the administrator allocation has fallen far behind those given to both teachers and classified staff.

In 1977, the Basic Education Act established enrollment generated staff units of 50 certificated staff per 1000 students. Administrators were included within the 50 certificated staff. In 1987, staffing ratios were split into 46 certificated instructional staff (teachers) and four administrators. A ratio of 16.67 classified staff per 1000 students was also provided.

1986 - 2001 K-12 State Salary Allocation % Increase by Group

FY	FY IPD Inflation	Cost of Living Adjustments			COLA + Other Adjustments	
		Certificated	Classified	Admin.	Certificated	Admin.
1986	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%
1987	2.9%	3.0%	3.0%	3.0%	3.0%	3.0%
1988	4.1%	3.3%	2.7%	2.1%	3.3%	2.1%
1989	4.8%	3.2%	2.8%	2.1%	3.2%	2.1%
1990	4.6%	4.0%	4.0%	2.5%	4.0%	2.5%
1991	5.2%	3.0%	4.0%	0.0%	8.1%	0.0%
1992	3.5%	4.0%	4.0%	4.0%	4.0%	4.0%
1993	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
1994	2.3%	0.0%	0.0%	0.0%	0.0%	-10.0%
1995	2.7%	0.0%	0.0%	0.0%	0.0%	-1.1%
1996	2.1%	4.0%	4.0%	4.0%	4.0%	4.0%
1997	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%
1998	1.4%	3.0%	3.0%	3.0%	3.0%	3.0%
1999	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
2000	2.1%	3.0%	3.0%	3.0%	6.6%	3.0%
2001	2.1%	3.0%	3.0%	3.0%	3.0%	3.0%
Total Actual	47.5%	36.5%	36.5%	29.7%	45.2%	18.6%
Cumulative	59.6%	43.2%	43.2%	34.0%	46.5%	18.7%
COLA vs. IPD		-16.4%	-16.4%	-25.6%	-13.0%	-40.8%
Average Increase	3.0%	2.3%	2.3%	1.9%	2.8%	1.2%
Avg COLA vs. IPD		-0.7%	-0.7%	-1.1%	-0.1%	-1.8%

The salary increase listed above for certificated K-12 staff represent the base percentage increase in the salary schedule. However, there are several instances where the actual increase for some staff differed from the base increase. In 1987-88, the increases for about 69 school districts were less than 3.3% as the Legislature was equalizing salaries across the state. In 1988-89, about 34 school districts received less than 3.2% for the same reason. These adjustments are not included in the columns title "COLA + Other Adjustments" as the impact on the overall percentage increase is difficult to calculate.

In 1990-91 the Legislature made several adjustments to the structure of the salary schedule. The average salary increase, including the base increase, amounted to 8.1%.

For 1993-94 and 1994-95 the Legislature encouraged school districts not to grant salary increases to administrative employees who earned more than \$45,000 per year. The Legislature reduced the amount allocated to districts for administrative salaries by 10 percent. At the time this equated to \$40 million for the biennium.

In 1999-2000 the Legislature enhanced the teacher salary schedule. First, by granting higher salary increases to staff with 0 to 6 years of experience. Second, by adding a row on the schedule to recognize a 16th year of experience. With these adjustments, the average salary increase for all staff was 6.63%, although many staff received only the base increase of 3%.

In addition to these across-the-board salary increases, the legislature also consistently funded increments for teachers. Since increments are not provided in classified or administrative salary allocations, the discrepancies among salary increases from year to year are compounded when incremental salary increases are taken into account.

In addition to the percentage authorized for salary increases, teachers also received increases in pay for years of service and/or education.

Education	Experience	1986-87	1996-97	2000-2001
BA	0	\$16,700	\$23,173	\$26,487
BA + 45	12	\$27,270	\$37,276	\$39,820
BA + 90	15	\$31,428	\$43,700	\$46,681
BA + 90	16	\$31,428	\$43,700	\$47,615
MA + 45	15	\$34,550	\$46,543	\$49,715
MA + 45	16	\$34,550	\$46,543	\$50,713

One of the outcomes of this lopsided method of funding is that the total salary paid to the highest-level teacher can overlap the salary offered to beginning principals. The shortage in available candidates for the principalship could in some instances be attributed to a beginning principal or assistant principal’s job including an increase of twenty-five work days, higher levels and a broader scope of responsibilities and only a marginal increase in pay.

K-12 STAFFING CHANGES OVER 20 YEAR PERIOD

Since 1978, K-12 student enrollment has increased 28.9%. Based on the number of education staffing FTEs per 1000 students, central office administrators **decreased** –25.5%; building (unit) administrators **decreased** –9.3%; teachers **increased** +9.8%; certificated support staff ESA **increased** +40.4%; and, classified **increased** +26.2% during the same period. (Appendix A*)

Looking at the numbers of persons hired, the results are equally dramatic. From 1978 to 2000, the percentage change in central administration FTE is –3.3%. For all other categories, there is an increase: +16.8% school building administration; +41.5% teachers; +80.4% education staff associates; and +62.7% for classified staff). (Appendix B*)

The percent change in salary distribution over a 20-year period through 1999-00 shows a 25.9% reduction in dollars going to central administration. This compares to –11.5% for school (unit)

administrators, -3.8% for teachers, +19.4% for education staff associates and +10.5% for classified staff. (Appendix C*)

JOB CHALLENGES AND RESPONSIBILITIES INCREASE

While the number of school administrators decreases, the demands and challenges administrators face increase. (Appendix D)

- Each new federal, state and local regulation must be interpreted and implemented. When an administrative position is eliminated, those duties are added to the job requirements of another administrator.
- The business community, parents, and legislators have worked with educators to establish new higher standards for students, an accountability system to help ensure that all students meet these standards and a system to prepare all teachers to help them. Administrators must provide leadership and management for the new system.
- Many districts are facing a facilities crisis as buildings age and increased enrollments require more classrooms.
- Districts must accommodate the emerging technology needs for offices, classrooms and students.
- Recent incidents of violence in schools across the nation have spurred communities, law enforcement agencies and schools to work more closely together to provide safe schools.

Establishing effective policies and sound budgets to cover these and the multitude of other administrative responsibilities requires highly trained, committed and experienced leaders. They must receive fair compensation or we will not be able to attract and retain our best administrators to manage and lead our districts.

ADMINISTRATOR ALLOCATIONS IN 1999-2001 OPERATING BUDGET

The 1999-2001 Operating Budget provided increases for teachers' salaries ranging from 7.9% to 15.4%. Classified and administrative salary allocation increases were each 6%.

The gap between actual administrators' salaries shown by 1997-1998 data and the state allocation for administrator salaries averages nearly \$30,000 per administrator (\$73,636 average salary vs. \$45,997 average state allocation). The current allocation provides only an average \$4,113 more than was allocated in 1986. The difference between what a district receives and what a district pays its administrators must be covered by other state funds – or what is more likely by local levy funds.

WASA POSITION

Major repair is needed to correct the salary allocation system to provide state support for administrative salaries in a fair and appropriate manner as a **part of the state basic education funding requirements**.

1. Administrative salary support from the state should be established at a reasonable level and increased in a manner comparable to teacher and classified salary allocations.
2. It is recommended that the state initiate an alternative approach and complete test runs on this approach using actual data from all 296 school districts. Some districts may have to be phased into the new system and some discipline will be required by the legislature and others to see that the proper relationship is maintained between administrator salary allocations and the allocations for other school district employees. No system of state salary support for administrators will make sense unless it is tied, at least in general terms, to the percentage increase given to other employees and it reflects overall market conditions
3. Local school boards must retain their authority to determine how many administrators to hire and the salaries they should be paid.

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September 19, 1997

Updated: January 2001

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K-12 Administrative Functions, Tasks & Responsibilities

This list gives some indication of the tasks faced day to day by school administrators as they carry out their leadership role.

- Appropriation, Apportionment & Authorization
- Staff Assignment, Endorsement & Certification
- Clock Hours
- Assessed Valuation
- Audits
- Data Processing & Data Management
- Censorship
- Professional Conduct Code
- Educational Staff Associates
- Complaints
- Grade Level Organization
- Site-Based Management
- Equalization for Property-Poor Districts
- Public Relations
- Environmental & Ecology Issues
- Inventory
- Self Study
- Litigation & Legal Issues
- Management Reviews
- BECCA (Truancy and the Courts)
- Impact Fees
- Gates Grants
- Energy Crisis
- I-728
- I-729
- Accountability Commission
- Classroom/School District Organization for Management
- ESD and SPI Relations
- Accreditation
- Religion in Schools
- Personnel Records
- Federal Laws
 - P.L. 100-297
 - P.L. 89-720
 - P.L. 100-476
 - P.L. 95-561
 - P.L. 98-377
 - P.L. 98-524
 - P.L. 815
 - P.L. 874
- Education Reform
- Interagency Relations
- Expenditures per Pupil
- Informational Services
- School Size/Class Size
- School Construction
- Student-Teacher Ratio
- School Board Relations
- Collective Bargaining & Management of Collective Bargaining Agreements
- Levy & Bond Elections
- Alternative High Schools
- Enrollment Projections
- Long-Range Planning
- Food Service
- Transportation
- Maintenance of Grounds & Building
- Custodial Services
- Basic Education Act
- Budget Preparation & Management
- Purchasing
- Home Schooling
- Choice
- Hiring Staff
- Supervision of Staff
- Integration
- Research & Development
- Supplies, Materials, Equipment
- Private School Relations
- School Breakfast Program/Milk Programs
- Summer Schools
- Year-Round Schools
- Program Evaluation
- Progress Toward State Goals
- Federal Program Implementation
- Energy Conservation
- Staff Turnover
- Teacher Certification
- Staff In-service/Professional Development
- Non-instructional Duties for Teachers
- Teacher Evaluation
- Development w/Professional Associations
- Communication with Elected Officials
- Regional Superintendent Advisory Board
- Employee Salaries & Benefits
- Employee Attendance
- School & School District Expectations
- Technology
- Staff Evaluations
- Racial, Ethnic, Multi-Cultural & Equity Issues
- Decision-Making Process
- Academic /Career Paths
- Free & Reduced Lunch/Milk
- Magnet Schools
- Federal Impact Aid
- Insurance
- Discrimination
- School District and Building Goals, Objectives, Mission & Beliefs
- Generally Accepted Accounting Principals (GAAP)
- Financial Management
- Payroll
- Growth Management
- Text Book Adoption
- Employee Effectiveness Program
- Employee Contracts
- Policy Manuals
- Student Records
- Employee Awards Program
- Unemployment Compensation
- Publications
- Warehousing
- Job Descriptions
- Strategic Planning
- Reorganizing Middle Grades
- Leadership Training
- Surveys
- Business Week
- Education Week
- Substitute Teachers
- WACs and RCWs
- Asbestos/Radon
- Reports (200 required)
- Parent Conferences
- Community & Business Support & Participation
- Parent Education
- Reaching Parent Expectations
- Community Education
- Parent Advisory Committees
- Volunteerism
- Local Service Clubs
- Parent Involvement
- Bilingual Education/ESL
- Graduation Requirements
- Graduation Rates/Dropout Rates
- Graduation Exercises
- Certificate of Mastery
- Athletic & After School Activity Programs
- Transition from School to Work
- Arts & Humanities
- Drug & Alcohol Use
- Community Service/Involvement
- High School Student Employment/Teen Work Hours
- College Placement Exams
- Student Suicide
- Mainstreaming
- Instructional Strategies/Techniques/Materials
- School Climate
- Student Attendance
- Course Enrollments
- Curriculum Offerings
- Advisor/Advisee Programs
- Scholarships
- Student Discipline
- Special Programs for Special Needs Students
- At-Risk Students
- Counseling Program
- Curriculum Articulation
- GED Certificate
- Promise Scholarships
- School Violence
- Emergency Preparedness
- Comprehensive Safety Plan
- Promise Scholarships
- Vandalism
- School Security Officers
- Student Portfolios
- WASLs Standardized
- Aptitude Tests
- Students Meeting University Requirements
- Science & Math
- Vocational Education
- Migrant Education
- Neglected, Abused, Delinquent Youngsters
- Preschool
- Daycare
- Beginning Teacher Assistance Program
- Gifted Education
- Block Grants
- Paraprofessionals
- Compensatory Education/Learning Assistance
- Distance Learning
- Early Childhood Intervention
- Student Teaching
- Student Attending Part-time
- Reading Issues—Phonics/Whole Language
- Sex Education
- Washington Interscholastic Activities Assn.
- Student Hearings/Student Rights
- AIDS Education
- Career Guidance & Counseling
- Diplomas
- High School Credits
- Learning Language Disability
- Driver Education
- Headstart
- Student Entry Age
- Global Education
- Running Start
- Education Television
- Kindergarten
- Immunization
- Child Find
- Libraries
- Assignment/Transfer
- Field Trips
- Curriculum Coordination
- Speech Therapy
- School Nursing Service
- Home & Family Life Program
- School Psychologists
- Communication Disorders Services
- Home & Hospital Tutoring
- Early Childhood
- Education & Assistance Program (ECEAP)
- Occupational Therapy
- Physical Therapy
- Gangs
- Weapons
- Integrating Curriculum
- Critical Thinking Skills
- Tutoring Programs
- Latch-Key Children
- Teen-age Mothers
- ASB Funds

Appendix D