

2. Salary Comparisons—Major City School Systems

It has been the District Government's policy that District Public School teachers' salaries should be competitive with the 20 cities over 500,000 population. Charts 3A through 4B provide a comprehensive comparison with these 20 cities for both minimum and maximum salaries paid at the various academic preparation levels.

Table 5, below, summarizes the District's position, related on the basis of the 1967-68 school year salaries.

TABLE 5.—RANKING OF THE DISTRICT OF COLUMBIA WITH 20 CITIES OVER 500,000 POPULATION FOR MINIMUM AND MAXIMUM SALARIES PAID CLASSROOM TEACHERS, 1967-68

	Present D.C. Position		D.C. Position using Proposed Salary Changes	
	Minimum (1)	Maximum (2)	Minimum (3)	Maximum (4)
BA.....	15th	6th	4th	2nd
MA.....	13th	6th	5th	5th
MA plus 30.....	12th	10th	6th	3rd

At the end of the 1966-67 school year, the relative position of the District was near the median or middle for many of the educational levels. However, as noted in columns (1) and (2) of Table 5, as the large city school systems adjust salaries, the District finds itself in an extremely disadvantageous position as it drops below the median, especially for minimum salaries paid.

Purely from a recruiting standpoint, the District cannot afford to be in a position as low as 15th place, since it is competing with many other school systems for a limited supply of quality college graduates. During the 1966-67 school year, D.C. Public School recruiting teams visited approximately 80 colleges and universities as far west as Lincoln, Nebraska. Many other school systems (including high-paying suburban systems) were also recruiting at the same time. A salary which is not fully competitive makes the job of recruiting even more difficult. Chart 5 illustrates the salaries offered June 1967 college graduates in selected jobs compared to the average starting salaries for teachers.

The graphic charts (3A through 4B) indicate that if salaries were adjusted as proposed, the District's competitive position, although good nationally, would generally be excellent with respect to the large cities on the east coast.

Therefore, the attached proposed legislation increasing teachers salaries 8.3 percent not only seems highly justified but also highly desirable.

B. Salary Increases for School Officers—Salary Classes 2 through 14

Accepted practice has been to develop the remainder of the salary schedule for school officers by establishing relationships between salaries of teachers and salaries of certain "benchmark positions" (i.e., key positions used for comparison purposes) which are found in school systems in other large cities. These ratio, or index, differentials form the basis for maintaining the proper class relationships. Table 6, below, indicates this relationship for certain selected key jobs in the school system.

TABLE 6.—INDEX RELATIONSHIP OF PROPOSED MAXIMUM SALARIES FOR KEY JOBS AS A PERCENTAGE OF SALARY STEP 13 FOR CLASSROOM TEACHERS WITH A MASTER'S DEGREE

Key Job	Class	Maximum Salary	Index
Teacher.....	15B	10,330	1.00
Assistant Professor.....	13B	12,400	1.20
Assistant Principal.....	8B	15,315	1.50
Principal, Level III.....	6B	16,730	1.62
Dean, Teachers College.....	4	18,565	1.80
Assistant Superintendent.....	3	22,000	2.10
Deputy Superintendent.....	2	25,000	2.45
Superintendent.....	1	31,000	3.10

¹ Service Step 13.

Since the establishment of the school officer levels is based on a rational index relationship above the teachers' level at class 15, it is recommended that the rates