

# **Madeira City Schools Planning Commission Study of Extra-Curricular Salaries**



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## **Committee Members**

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***Madeira City Schools***

## **Purpose of this Study**

The purpose of this study is to review Madeira's extra-curricular salary ranges and determine if they are competitive with area school districts that we compare ourselves with.

## **Background**

Previous extra-curricular salary studies were conducted in 1996, 2001, and 2003. The two recommendations of the 2003 study are listed below.

1. In order for Madeira's ranges to remain competitive, there should be increases for the positions noted in the findings. Particular attention should be given to a number of outliers. There are 23 positions for which Madeira's low end salary amount represents the lowest of the comparison schools, and there are five positions which Madeira's upper-end salary amount represents the lowest of the comparative schools.
2. In order to prevent further drift, we recommend that the Board of Education commission a review of the Extra-curricular study on a regular basis.

## **Methods Used**

Extra-curricular salary information was requested from 10 public schools and 2 private schools. The following schools responded to the request by providing the salary schedule or salary range for comparable positions to Madeira.

Deer Park	Loveland	Three Rivers
Finneytown	Mariemont	Wyoming
Indian Hill	Reading	Cincinnati Country Day
Kings Local	Sycamore	

The comparison schools were chosen based on geographic proximity and/or membership in the Cincinnati Hills league.

Due to the nature of data collection (data ranges vs. data points) the term "average", while mathematically correct, needs to be interpreted as "median", defining the center of range information given. Displayed averages do not allow for conclusions regarding actual salaries paid but provide a basis for analyzing systematic differences.

Appendix A is a summary of data received from the above respondents including Madeira's ranges or fixed amounts. Six of the comparison districts utilize ranges similar to Madeira and 5 of the comparison districts do not utilize ranges but use a fixed amount. The low, high, and average was calculated for both ranges and fixed amounts for athletic (page A1) and non-athletic positions (page A2). The table below indicates the total absolute dollar differences between Madeira's low range and Madeira's high range compared to the average low range and average high range for athletic supplemental and non-athletic supplementals. Negative numbers indicate

Madeira’s dollars are under the average and positive dollars indicate Madeira’s dollars are over the average.

<b>\$'s in Absolute</b>	<b>Athletics</b>	<b>Non-Athletics</b>
<i>Madeira's Low vs. Avg. Low</i>	-47,510	-20,151
<i>Madeira's Avg. vs. Avg.</i>	6,972	-2,764
<i>Madeira's High vs. Avg. High</i>	-33,388	-25,680

Appendix B shows absolute and relative comparisons between Madeira’s ranges and those respondents that utilize ranges for athletic (page B1) and non-athletic (page B2) positions; negative numbers mean, that Madeira’s data (e.g. Lowest range point for a position) compare unfavorably to the comparison group. Thus special attention should be given to those positions, where Madeira’s data is significantly below the lowest of the comparison group.

Appendix C gives a graphical overview of Madeira’s ranges vs. the comparison districts that utilize ranges for athletic (page C1) and non-athletic (page C2) positions.

Appendix D provides summaries of the responses from the staff and coaches surveys (in Appendix E) separating those that currently are coaches or assistant coaches and those that are extracurricular sponsors from those that are not currently coaches, assistant coaches, or extracurricular sponsors.

Appendix E displays the two surveys that were distributed to the staff and coaches. The results are summarized in Appendix D.

## **Findings**

The report due from our committee stemmed from the question: “How does the compensation for Madeira’s extracurricular activities coordinators compare to similar schools and positions in Cincinnati?”

The simple answer to the question developed by supporting numbers given to us by those schools is ‘not favorably.’ This is the same conclusion arrived at by another committee for the same study three years ago.

Our report must be tempered with the knowledge that the other schools gave us salary ranges, like Madeira has, and not always actual pay. The salary ranges, for the most part, overlap with Madeira’s high end with others low end. We do know that Madeira’s high end of the scale is mostly not paid. Even with this understanding we still must conclude ‘not favorably.’ This opinion was echoed in a staff survey. The great majority of those that responded felt they were not fairly compensated. The majority of coaches also felt the school was at a competitive disadvantage when hiring.

Madeira’s extracurricular compensation scale is hampered by its budgetary allowance. This same problem existed three years ago. Madeira places value and monies in its educational demands first. Coaches, team leaders, and group mentors are a by-product of the educational personnel that come to Madeira because of its strict ‘education first and foremost’ philosophy. It is because of the budget constraint and available personnel that we do not feel we can add real advice to the ‘juggling act’ our Principal and Athletic Director do with their available funds.

With the expectation that this philosophy and budget constraints are not going to change much if any in the near future, we believe the next study should pose a different question; “Why do people want to coach and mentor at Madeira and what can be done to retain them and enhance their experience?”

## **Recommendations**

After reviewing the findings, the committee has the following recommendations:

1. Continue to find ways to promote the work done in extra curricular activities including, but not limited to:
  - Newspaper articles
  - Share our successes, participation, and how people love Madeira - the coaches, staff, leaders, district, etc.
  - Pictures in local businesses
  - Newsletter about good things happening with extra curricular activities
  - Thank you cards
2. Consider reinstating the cuts that were made.
  - Longevity bonus for coaches
  - Varsity assistants
  - Sending coaches to clinics and conferences
  - Supplementing with pay current non-stipend athletic and academic positions
3. Phase in range increases within the next 2-3 years to decrease the large discrepancies of the positions found in the lower range.
4. Based on the research conducted and discussions held, this committee has come up with suggestions when the next extra-curricular salary study is conducted. The following suggestions will help improve the quality and effectiveness of the study’s results:
  - Obtain and analyze data on student enrollment versus total athletic money spent and total academic money spent.
  - Limit the number of questions to fewer selected positions to get more detailed data for more meaningful comparison of job description and salary.
  - Focus study on data points instead of ranges (e.g. The surveyed schools should be asked “How much is the head/assistant coach paid?” “How many head/assistant coaches do you have?” “How much experience does the head/assistant coach have” “Is the coach/assistant coach a staff member” “What is the breakdown between staff member coaches and non-staff member coaches”).
  - Include questions on pay to participate (e.g. Do students pay?; How much?; Has participation decreased?, etc.).

## **Appendices**

Appendix A: Data Summary, Schools with Ranges and Schools without Ranges

Appendix B: Data Comparison, absolute and relative, Schools with Ranges

Appendix C: Graphical Presentation, Ranges, Athletics and Non-Athletics

Appendix D: Summary of responses from staff surveys

Appendix E: Staff and Coaches Questionnaires