

City of Alexandria, Virginia

MEMORANDUM

DATE: APRIL 22, 2004

TO: THE HONORABLE MAYOR AND MEMBERS OF CITY COUNCIL

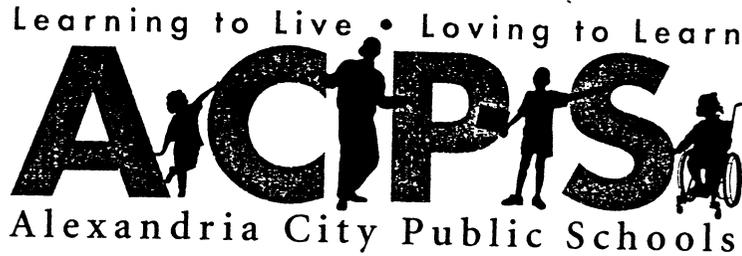
FROM: PHILIP SUNDERLAND, CITY MANAGER *ps*

SUBJECT: BUDGET MEMO #87 : ALEXANDRIA CITY PUBLIC SCHOOLS
RESPONSES TO CITY COUNCIL BUDGET QUESTIONS

This memo provides, as an attachment, the written responses received from the Alexandria City Public Schools to written questions asked by City Council members and discussed orally at the joint City Council – School Board budget work session on April 21, 2004.

Attachment

cc: Honorable Mark O. Wilkoff, School Board Chairman
Rebecca Perry, Superintendent, ACPS



April 21, 2004

MEMORANDUM

TO: City Council Members

FROM: Mark O. Wilkoff, School Board Chairman
Rebecca L. Perry, Superintendent *R. L. Perry*

SUBJECT: Responses to City Council Member Questions

Since it is impossible to incorporate answers to all the questions received from City Council members in the presentation of the Schools' Operating Budget and Capital Outlay Budget, we are providing you with written responses to questions. We sincerely hope that these responses are helpful to you. Responses are abbreviated so if you desire additional information on a topic, please do not hesitate to contact the Superintendent.

We appreciate your commitment to the children of Alexandria. They are our first priority and the future of this City.

MOW/RLP: jf

Attachment

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Superintendent of Schools
Rebecca L. Perry

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**JOINT SCHOOL BOARD AND
CITY COUNCIL WORK SESSION
APRIL 21, 2004**

**SCHOOLS' RESPONSE TO CITY COUNCIL MEMBERS'
BUDGET QUESTIONS**

1. "Funding for Pre-K programs at Polk and elsewhere."

Since the summer of 2000, the school division has been operating a two-week Kindergarten Preparation Program for entering kindergarten students at Jefferson-Houston School for Arts and Academics and Lyles-Crouch Traditional Academy. The objective of the program is to prepare entering kindergarten students for a successful transition to kindergarten by providing them with an introduction to the kindergarten facility, curriculum, and daily routine.

In August 2003, the Kindergarten Preparation Program was evaluated by the school division's Monitoring and Evaluation Department. The evaluation assessed the performance of students enrolled in the program based on both academic outcome and initial behavior adjustment and found that participants made strides over and above those who had not participated in the program.

Based upon the positive findings of the evaluation study, the Superintendent recommended the expansion of the Kindergarten Preparation Program to all schools.

The cost for expanding this program to nine additional schools (John Adams, Barrett, Patrick Henry, Cora Kelly, Douglas MacArthur, George Mason, Mount Vernon, Polk, and Ramsay) is \$105,684. Of this amount, \$64,067 will be used for teachers' salaries and benefits, \$30,372 for paraprofessionals' salaries and benefits, and \$11,245 for instructional materials.

2. "State of support for, and use of, computers in libraries and resource centers."

ACPS library media centers are all computerized. Circulation is on-line and every student has an identification number for check-out of media center materials. All library media centers are equipped with computers for student and teacher use. The number of computers varies from school to school. Schools also have computer labs or classroom computers that allow students to conduct much of the same research that previously was available only on library media center computers.

The Resource Center established with grant funds at Essex House, with another to follow in Old Town, is equipped with computers with wireless internet access. These computers allow students and parents, under the guidance of center supervisors, to access the internet and a variety of computer applications, including basic skills and educational games.

3. "Level of funding for 'resource teachers' in classrooms. Do we need to increase support (add teachers) in some classrooms?"

Students can always benefit from additional teachers in classrooms. ACPS provides staffing for elementary schools based on an average homeroom class size of twenty students. Resource teachers for the English as a Second Language program, specific learning disabilities programs, reading, and gifted education reduce those class sizes during language arts and mathematics instruction. Additionally, Title II Part A grant funding is used to further reduce class size in places where there are significant student achievement challenges.

4. "What can be done to eliminate duplication and waste in the mid-level administration area?"

Attached is a graph (4.1) that shows the number of persons employed per executive, administrator, and/or manager in selected industries, including school systems. While the national average is 12.8 persons per administrator, ACPS's average is 22.6 persons per administrator.

The attached article (4.2) from *The School Administrator*, entitled "Understanding 'Bloat' Can Be Daunting" is an excellent explanation of the importance of mid-level management.

In addition, the Superintendent has completed a very thorough re-organizing of central office administration and administrative functions. Neither the School Board nor the Superintendent believes that there is duplication or waste in mid-level administration. In fact, administration has not grown in spite of ever-increasing requirements from the State and Federal Government for data analysis, testing, reporting, etc.

5. "What can be done to give more decision making authority to teachers and principals?"

Decisions regarding instructional programs are made with input from principals and teachers. Every school has a Building Leadership Team that includes representatives of all groups in the school. This team is responsible for the development of the School Improvement Plan and a budget for the use of Differentiated Resources or "at risk" funds. This plan and budget are approved by the entire school before being submitted to the Superintendent. All school division committees such as the Strategic Planning Committee, the Calendar Committee, the Division Leadership Team, (just to name a few) include teacher representatives from every school. Additionally, the Superintendent meets monthly with a Teacher Advisory Council with teacher representatives from every school; and the senior staff meets monthly with EAA. This year, instructional meetings were held with principals to discuss pedagogy as a means of driving budgetary decisions for instructional expenditures. Our current budget process requires input from principals, teachers, and parent representatives. Principals and their staffs have discretion in the use of Differentiated Resources or "at risk" funds, with the requirement being that expenditures are focused on student achievement.

6. "Would it make financial sense for the school administration to move to a building owned by the City, such as the old health department building or perhaps another building?"

Paying rent is a continual expense that could be eliminated if ACPS owned a building to house central office administration. This would require a CIP project to purchase an existing building or to build a new building (plus land).

7. "Please have the school system provide an analysis as to the success of the current laptop pilot program at Minnie Howard, with comments from students, faculty and parents."

Phase-in of the high school laptop initiative began at Minnie Howard School this past August. The goals of the initiative include:

- to prepare students to compete technically in school and at work
- to address the opportunity gaps inherent in our City's digital divide
- to facilitate the integration of technology into teaching, thereby expanding student access to research, analysis and presentation opportunities
- to address individualized instructional needs, including advanced research as well as targeted skill and content interventions
- to address both family literacy and family communication with staff

Barely eight months into the first phase of the laptop initiative, we can highlight interim results taken from a staff survey this past week that included 86% of the teachers:

- nearly all of the respondents indicated that students use the computers several times per week in all seven of their classes
- teachers use their laptops to monitor student academic achievement several times per week
- teachers use the laptops to communicate with students and with colleagues frequently throughout each week
- 90% of the teacher respondents indicated that student use of laptops has improved the teacher's instructional strategies and the students' engagement in learning
- the administrators and technology teachers actively support student and staff use of laptops daily
- in some cases, students are teaching the teachers more sophisticated technology skills
- student time-on-task has improved significantly
- teachers communicate with students electronically through "outboxes," files downloaded from the teacher's laptop to the students; these files include handouts, worksheets, homework assignments, website links, etc.
- students submit completed work electronically and have it assessed by teachers in less time than in prior years
- throughout this year and in the future teachers will create and share interactive lessons with colleagues who teach similar courses

Anecdotal responses from students include the following positive outcomes:

- immediate access to research materials

- lessons learned in how to evaluate the quality of the information on a particular website and the credentials of the authors
- their development of professional quality work products
- ongoing experience in spreadsheet, database, PowerPoint, word processing and video software
- cross-cultural sharing of websites from other nations
- widespread use of the Criterion writing improvement software, enabling students and staff to raise expectations regarding the quality of final drafts of work
- family experience with computers in homes where that was not possible previously
- more productive use of “down time,” waiting for after school buses or early in the mornings

Since this initiative has only been in operation a short time, we do not have definitive, quantitative measures of the success of this phase-in period. While we will receive SOL End of Course test results in late summer, any improvement in scores can only be partially attributed to the laptop initiative.

Henrico County officials reported in the April 2003 *School Administrator* that through qualitative, anecdotal and first-year quantitative data, they were seeing early indications of the positive impact of their laptop initiative. Alexandria’s first year experience appears to be following a similar path.

Texas has a \$1.9 million dollar grant to evaluate its middle school laptop initiative, yet many still question the effort because of the complexity of the issue. Alexandria will extract the most useful aspects of the Texas evaluation design for our local use.

Researchers have well documented that technology is valuable in teaching and learning, but that its impact can’t be measured by test scores alone. Alexandria will also monitor such areas as improved attendance, student motivation, engagement in problem solving, improved self-esteem, style of student presentations, and the quality of student writing, teacher communication, and parent-school communication.

7a. “Can the proposal for TCW 10-12 grades be phased in over two or three years?”

A phase-in of the laptops at TCW would create compromises in the effectiveness of instructional delivery and student achievement. The challenges that teachers and students would face include:

- requiring teachers to develop multiple lesson plans since, with the exception of English 10, all TC courses are scheduled with students in grades 10, 11, and 12 co-enrolled; those students in the class who do not have laptops would not be able to respond to the lesson in the same manner that other students would
- a regression from online SOL testing at 9th grade that could not be conducted at TC until full implementation of the laptop initiative; there simply are not enough desktop computers to conduct these tests online
- a regression from the original goals of preparing all students technically, addressing the digital divide, and improving family involvement in the academic achievement of their children

- **duplication of costs as we configure the classrooms on the football field first for desktop and later for wireless laptop systems.**

7b. "Please provide the cost and usefulness of the laptop program (I want some teachers to comment, not just admin folks)."

The budgeted cost of the laptop program at T. C. Williams is \$1,828,464 (detailed on page B-8 of the School Division FY 2005 budget).

The budgeted cost for FY 2004 of the laptop program at Minnie Howard School was \$580,000.

See responses to questions 7 and 7a that address the usefulness of the program.

7c. "Please provide a review of the results from the laptops at the 9th grade school - success, lessons learned, etc."

The responses to questions 7, 7a and 7b address the interim success of the laptop program. Under the category of lessons learned, we would include:

- **an under-estimation of the technological expertise of the students**
- **the need for improvements to the filters, firewalls and other security "fixes"**
- **developing clear communication with parents and students regarding their financial responsibilities as a result of intentional misuse [Print, video and in-person training materials are being improved for next year. This year 735 students and more than 100 staff members were issued laptop computers. Only 50 laptops had to be repaired or replaced, with 24 requiring restitution from the student due to intentional misuse. Ninety-seven percent of the students protected their laptops and incurred no repair or replacement costs.]**
- **increasing the training for teachers prior to rollout [training of TC teachers began this past November; it is embedded throughout the school year and will include mandatory in-depth training this summer].**

8. "What is the cost of renting the administration building in the west end?"

The cost for FY 2005 will be \$827,000.

9. Attached are comparisons (9.1 - 9.7) of ACPS teacher salaries with Arlington, Fairfax, Falls Church, Loudoun, Prince William, Prince Georges and Montgomery County. Alexandria currently is competitive. The salary scales differ amongst school divisions and reflect certain values. For example, Alexandria is more competitive at the Master's level but Arlington's BA scale is much higher. Some school divisions increase compensation for teachers for who have obtained a BA plus 15 additional credits. Alexandria compensates the BA and BA15 at the same level.

It is important to note that 46% of the ACPS teaching staff are eligible to retire within the next five years. In addition, now there are far more opportunities for

teachers outside of the classroom. In many instances, these opportunities generate higher salaries and demand less responsibility. For these and other reasons, a competitive salary scale is critical in recruiting and retaining quality teachers and administrators.

10. "What is the cost of free and reduced lunch program and what is its relationship to public housing?"

The cost for students receiving free and reduced price lunches is funded by the U. S. Department of Agriculture.

Families residing in public housing generally qualify for free lunches.

11. "How much turnover in enrollment exists during the school year?"

Turnover in enrollment averages 36% during the school year, with a high of 51% at William Ramsay and a low of 18% at George Mason. This means that, on average, more than one-third of the school population in Alexandria changes during the school year.

12. "How does our cost per pupil compare to that of other jurisdictions?"

The following table gives a cost per pupil for Alexandria and other jurisdictions. These figures are taken from the Washington Area Boards of Education Guide for FY 2004.

Cost Per Pupil	FY 2004
Alexandria	\$12,918
Arlington	\$13,950
Fairfax	\$10,113

13. "What is the estimated future school population?"

The future school population in Alexandria is projected as follows:

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp. Ed.	Total
2004	1,035	1,003	907	873	845	798	835	754	747	743	808	674	551	131 **	10,704
2005	1,022	1,029	909	845	824	809	769	800	716	772	876	661	555	134 **	10,721
2006	1,009	1,016	933	848	798	788	779	737	760	740	910	716	544	137 **	10,715
2007	996	1,003	921	870	800	764	759	747	699	785	872	744	589	140 **	10,689
2008	984	991	910	859	820	766	735	728	709	723	925	713	612	143 **	10,618

** District-wide Special Education program students, including kindergarten.

14. "Please provide a review of the success and lessons learned of the kindergarten prep program."

The Kindergarten Preparation (K Prep) program in the Alexandria City Public Schools (ACPS) has been offered to entering Kindergarten students at Lyles-Crouch Traditional Academy and Jefferson-Houston School for Arts and Academics since the summer of 2002. The objective of the two-week K-Prep program is to prepare entering Kindergarten students for a successful transition

to Kindergarten by providing them with an introduction to the Kindergarten facility, curriculum, and daily routine.

Data for the K-Prep evaluation were collected from program documentation, staff interviews and records of student performance. The analysis of student achievement involved a comparison of student scores across the three years of program implementation (K-Prep Cohorts I, II, and III) with those of a yoked control group of non-participants. The analysis indicates that the K-Prep program has been consistently successful in boosting Kindergarten student achievement in literacy and numeracy and in mastery of the organizational and socialization skills critical to academic success, particularly when students lack prior preschool experience. In light of the efficacy of the program, K-Prep expansion was recommended.

The full 102-page evaluation report is available upon request.

15. "Regarding the Modified School Calendar and what happens next. Is the program likely to expand? If so, perhaps the City and Schools should discuss how best to coordinate this new calendar, recreation center, and other City programs."

The modified school calendar holds great promise for increasing student achievement at all levels. There are several school communities in ACPS that are currently investigating the pros and cons of a modified school calendar and deciding if this concept is a good match for their students and families. We expect that more schools will want to transition to a modified calendar. The concept of continuous learning for students with 'built in' opportunities for remediation when needed, rather than at the end of the year, and for enrichment is important in this time of ever-increasing accountability for children and schools. One of the criteria for consideration is that parents and staff must want to make the change. Of course, we want to work closely with all appropriate City agencies and community programs to coordinate calendars since all programs that benefit children are important to the whole child and the family.

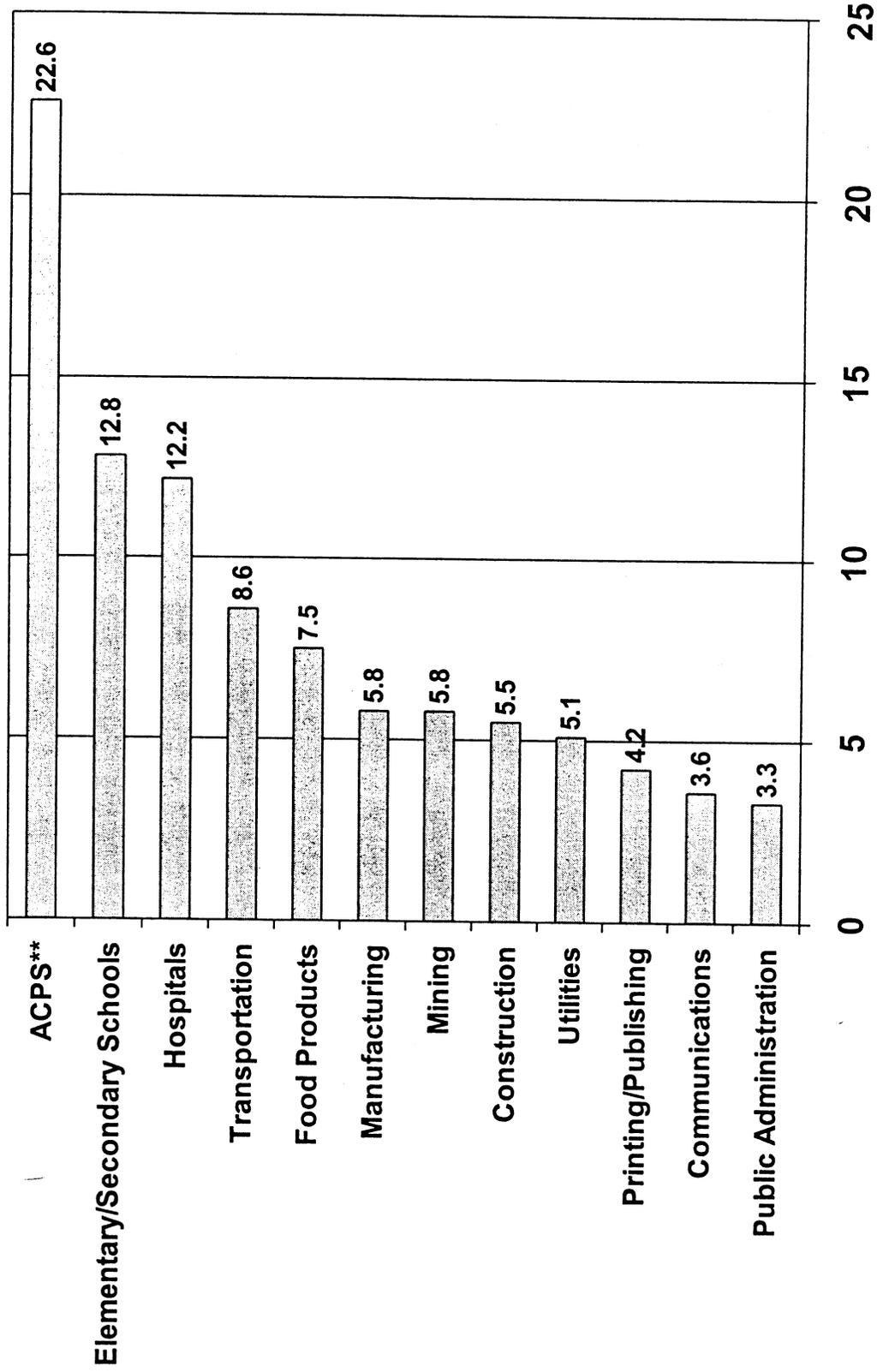
16. "Discussion of opportunities for School-City collaboration for more efficient and effective service delivery. Perhaps a need for a joint task force."

Several years ago the city hired a consultant to investigate City and school departments to determine if opportunities existed to combine like services for a more efficient operating.

ACPS is receptive to any suggestions or ideas concerning efficiency of operations and cost savings.

Several areas for possible consideration include landscaping maintenance, grounds maintenance, health services, social workers, and bus transportation services. There are numerous models around the State of 'consolidated services' of schools and counties/cities. The successes and failures of those models should be considered.

of Persons Employed Per Executive, Administrator, and/or Manager in Selected Industries, 1999*



* Data provided by US Bureau of Labor Statistics and analyzed by Educational Research Service.

** ACPS data based on FY 2005 Approved Budget.

Understanding 'Bloat' Can Be Daunting

BY DAVID E. SAWYER

A gentleman called me to complain about the 300 autos he counted in our central headquarters' parking lot, saying he was disgusted with our "bloat-ed" bureaucracy. He said only principals and teachers were needed for school. The rest of us were bloat, a waste of the taxpayers' money. I told him I was interested in his idea but wanted to understand better exactly what he was proposing.

I asked him if he meant that principals should be responsible for payroll and maintaining relationships with banks. I reminded him how many employees we had and that our annual payroll was in the hundreds of millions. I asked if he was sure he wanted principals collecting time and attendance records, calculating and withholding deductions, preparing paychecks and reporting tax information for employees as well as being responsible for managing that kind of money.

"Oh, no!" he responded. "Not those kinds of things."

"OK. Do you mean that principals and teachers should be responsible for food, menus and kitchens? Collecting, accounting for and depositing lunch

contributing and accounting for materials and supplies? Being responsible for bidding, purchasing and taking advantage of quantity discounts? Scheduling and providing for materials' deliveries? Maintaining the telephones? The copiers? Fixing the leaking water fountain? Sweeping the floor and taking out the trash? Cutting the grass? Firing up the boiler?"

"That's ridiculous!"

"Managing the capital program and building improvements? Monitoring security and fire alarms during non-school hours? Receiving and accounting for revenues due the district? Filing all necessary reports to the state and federal governments? Preparing school board

"I asked if he was sure he wanted principals collecting time and attendance records ..."

money? Reports for the federal school lunch program? Cooking and serving the food?"

"Of course I don't mean that."

"Well, what about transportation? Hiring and training bus drivers, planning routes, scheduling and supervising the movement of buses, and being responsible for the repair, maintenance and inspection of the bus fleet? Would he expect principals and teachers to do these tasks before and after school, during the school day, or at some other time after their instructional responsibilities had been completed?"

"Certainly not!"

"Then hiring perhaps? Managing the recruitment process? Background checks? Certification issues? Providing the mandated training concerning workplace hazards and materials? Managing health insurance and other benefit functions?"

"No, of course not!"

"How about ordering, stocking, dis-

agendas and following up on board decisions? How about paying the bills? How about correspondence? Answering the phones? No secretaries and no clerks? Only principals and teachers?"

"I didn't mean that!"

"How about teacher assistants, psychologists, school nurses, custodians, security personnel and the administrative support needed to provide their services? And, by the way, who would evaluate the performance of the principals under your plan? Who interviews, selects and supervises them?"

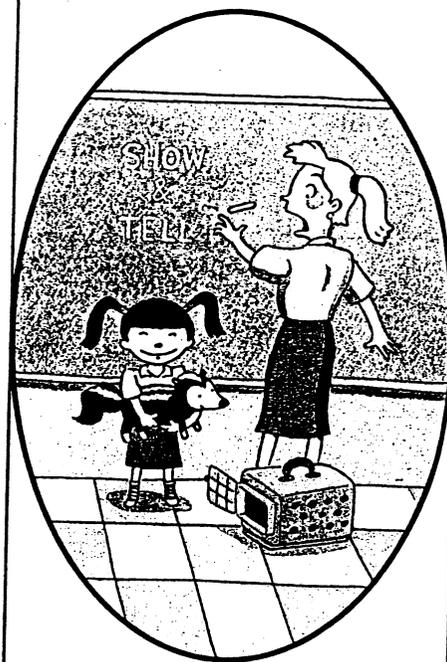
"I'm not sure."

"Then what exactly do you mean? Just teachers and principals! Do you really mean only teachers and principals?"

He hung up. I guess he didn't really mean it.

David Sawyer is superintendent of the Tulsa Public Schools, P.O. Box 470208, Tulsa, OK 74147. E-mail: sawyeda@tulsaschools.org. This column appeared previously in *The Tulsa World*.

Have Any Funny Encounters Lately?



We're always interested in hearing your amusing anecdotes relating to the work of school administration for possible use in Leadership Lite, *The School Administrator's* back page of humor.

Tell us about the light-hearted moments in your office, during school visits, at school board meetings and ventures into the community.

Send details of your humorous episodes to:
 Editor, *The School Administrator*,
 801 N. Quincy St.,
 Arlington, VA 22203.
 Or via e-mail: magazine@aasa.org

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS ARLINGTON COUNTY?

2003-2004

ACPS	BASE		BA15		MA		MA30		PhD		Arlington
	ACPS	AC									
A	\$34,182	\$37,007	\$34,182	\$38,857	\$43,182	\$40,800	\$45,182	\$42,840	\$45,182	\$44,982	A
B	\$35,378	\$37,562	\$35,378	\$39,439	\$44,378	\$41,412	\$46,378	\$43,483	\$46,378	\$45,657	B
C	\$36,616	\$38,125	\$36,616	\$40,031	\$45,616	\$42,033	\$47,616	\$44,134	\$47,616	\$46,342	C
D	\$38,448	\$40,031	\$38,448	\$42,032	\$47,448	\$44,134	\$49,448	\$46,341	\$49,448	\$48,659	D
E	\$39,601	\$42,032	\$39,601	\$44,133	\$48,601	\$46,341	\$50,601	\$48,658	\$50,601	\$51,092	E
F	\$40,788	\$44,133	\$40,788	\$46,340	\$49,788	\$48,658	\$51,788	\$51,091	\$51,788	\$53,647	F
G	\$42,624	\$46,340	\$42,624	\$48,657	\$51,624	\$51,091	\$53,624	\$53,645	\$53,624	\$56,330	G
H	\$44,542	\$48,657	\$44,542	\$51,090	\$53,542	\$53,645	\$55,542	\$56,327	\$55,542	\$59,146	H
I	\$46,547	\$51,090	\$46,547	\$53,644	\$55,547	\$56,327	\$57,547	\$59,144	\$57,547	\$62,103	I
J	\$48,641	\$53,644	\$48,641	\$56,326	\$57,641	\$59,144	\$59,641	\$62,101	\$59,641	\$65,208	J
K	\$50,830	\$53,644	\$50,830	\$59,143	\$59,830	\$62,101	\$61,830	\$65,206	\$61,830	\$68,468	K
L	\$53,117	\$53,644	\$53,117	\$62,100	\$62,117	\$65,206	\$64,117	\$68,465	\$64,117	\$71,891	L
M	\$55,507	\$53,644	\$55,507	\$65,205	\$64,507	\$68,465	\$66,507	\$71,889	\$66,507	\$75,485	M
N	\$57,450	\$53,644	\$57,450	\$68,464	\$66,450	\$71,889	\$68,450	\$75,483	\$68,450	\$79,259	N
O	\$59,460	\$54,985	\$59,460	\$70,176	\$68,460	\$73,686	\$70,460	\$77,370	\$70,460	\$81,241	L-1
P	\$61,244	\$56,360	\$61,244	\$71,930	\$70,244	\$75,528	\$72,244	\$79,304	\$72,244	\$83,272	L-2
Q	\$63,082	\$57,769	\$63,082	\$73,729	\$72,082	\$77,416	\$74,082	\$81,287	\$74,082	\$85,354	L-3
R	\$64,975		\$64,975		\$73,975		\$75,975		\$75,975		
S	\$66,924		\$66,924		\$75,924		\$77,924		\$77,924		
T	\$68,932		\$68,932		\$77,932		\$79,932		\$79,932		

Arlington County (AC) : Steps not equal to years of experience.....Step N is the beginning of the Longevity Period....
 There is a 4 year waiting period for each Longevity Step Teachers work 200 Days (10 months) 7.5 hours per day

Alexandria (ACPS): ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS FAIRFAX COUNTY?

2003-2004

ACPS	BASE		BA15		MA		MA30		PhD		Fairfax
	ACPS	FCPS									
A	\$34,182	\$35,813	\$34,182	\$37,137	\$43,182	\$40,382	\$45,182	\$41,955	\$45,182	\$43,723	1
B	\$35,378	\$36,369	\$35,378	\$37,694	\$44,378	\$40,939	\$46,378	\$42,512	\$46,378	\$44,280	2
C	\$36,616	\$37,826	\$36,616	\$39,150	\$45,616	\$42,395	\$47,616	\$43,968	\$47,616	\$45,736	3
D	\$38,448	\$39,337	\$38,448	\$40,661	\$47,448	\$43,906	\$49,448	\$45,479	\$49,448	\$47,247	4
E	\$39,601	\$40,911	\$39,601	\$42,236	\$48,601	\$45,481	\$50,601	\$47,054	\$50,601	\$48,822	5
F	\$40,788	\$42,545	\$40,788	\$43,870	\$49,788	\$47,115	\$51,788	\$48,688	\$51,788	\$50,456	6
G	\$42,624	\$44,249	\$42,624	\$45,573	\$51,624	\$48,818	\$53,624	\$50,391	\$53,624	\$52,159	7
H	\$44,542	\$46,019	\$44,542	\$47,344	\$53,542	\$50,589	\$55,542	\$52,161	\$55,542	\$53,930	8
I	\$46,547	\$47,860	\$46,547	\$49,185	\$55,547	\$52,430	\$57,547	\$54,002	\$57,547	\$55,770	9
J	\$48,641	\$49,583	\$48,641	\$50,908	\$57,641	\$54,153	\$59,641	\$55,725	\$59,641	\$57,493	10
K	\$50,830	\$51,368	\$50,830	\$52,693	\$59,830	\$55,938	\$61,830	\$57,510	\$61,830	\$59,278	11
L	\$53,117	\$53,217	\$53,117	\$54,542	\$62,117	\$57,787	\$64,117	\$59,359	\$64,117	\$61,128	12
M	\$55,507	\$55,133	\$55,507	\$56,458	\$64,507	\$59,703	\$66,507	\$61,275	\$66,507	\$63,043	13
N	\$57,450	\$56,898	\$57,450	\$58,222	\$66,450	\$61,467	\$68,450	\$63,040	\$68,450	\$64,808	14
O	\$59,460	\$58,718	\$59,460	\$60,043	\$68,460	\$63,288	\$70,460	\$64,860	\$70,460	\$66,628	15
P	\$61,244	\$60,597	\$61,244	\$61,922	\$70,244	\$65,167	\$72,244	\$66,739	\$72,244	\$68,507	16
Q	\$63,082	\$62,536	\$63,082	\$63,861	\$72,082	\$67,106	\$74,082	\$68,678	\$74,082	\$70,447	17
R	\$64,975	\$64,538	\$64,975	\$65,862	\$73,975	\$69,107	\$75,975	\$70,680	\$75,975	\$72,448	18
S	\$66,924	\$66,603	\$66,924	\$67,927	\$75,924	\$71,172	\$77,924	\$72,745	\$77,924	\$74,513	19
T	\$68,932	\$68,734	\$68,932	\$70,059	\$77,932	\$73,304	\$79,932	\$74,876	\$79,932	\$76,644	20
						\$74,678		\$76,251		\$78,019	Long 1
						\$76,080		\$77,653		\$79,421	Long 2
						\$77,511		\$79,083		\$80,851	Long 3

Fairfax County (FCPS) : Steps not equal to years of experience.....

Teachers work 195 Days (10 months) 7.5 hours per day

Alexandria (ACPS):

ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS LOUDOUN COUNTY?

2003-2004

ACPS	BASE		BA15		MA		MA30		PhD		Loudoun
	ACPS	LCPS									
A	\$34,182	\$34,742	\$34,182	\$36,027	\$43,182	\$39,176	\$45,182	\$40,703	\$45,182	\$42,420	1
B	\$35,378	\$35,298	\$35,378	\$36,583	\$44,378	\$39,732	\$46,378	\$41,259	\$46,378	\$42,976	2
C	\$36,616	\$36,710	\$36,616	\$37,995	\$45,616	\$41,144	\$47,616	\$42,671	\$47,616	\$44,388	3
D	\$38,448	\$38,178	\$38,448	\$39,463	\$47,448	\$42,612	\$49,448	\$44,139	\$49,448	\$45,856	4
E	\$39,601	\$39,705	\$39,601	\$40,990	\$48,601	\$44,139	\$50,601	\$45,666	\$50,601	\$47,383	5
F	\$40,788	\$41,293	\$40,788	\$42,578	\$49,788	\$45,727	\$51,788	\$47,254	\$51,788	\$48,971	6
G	\$42,624	\$42,945	\$42,624	\$44,230	\$51,624	\$47,379	\$53,624	\$48,906	\$53,624	\$50,623	7
H	\$44,542	\$44,663	\$44,542	\$45,948	\$53,542	\$49,097	\$55,542	\$50,624	\$55,542	\$52,341	8
I	\$46,547	\$46,271	\$46,547	\$47,556	\$55,547	\$50,705	\$57,547	\$52,232	\$57,547	\$53,949	9
J	\$48,641	\$47,937	\$48,641	\$49,222	\$57,641	\$52,371	\$59,641	\$53,898	\$59,641	\$55,615	10
K	\$50,830	\$49,663	\$50,830	\$50,948	\$59,830	\$54,097	\$61,830	\$55,624	\$61,830	\$57,341	11
L	\$53,117	\$51,451	\$53,117	\$52,736	\$62,117	\$55,885	\$64,117	\$57,412	\$64,117	\$59,129	12
M	\$55,507	\$53,097	\$55,507	\$54,382	\$64,507	\$57,531	\$66,507	\$59,058	\$66,507	\$60,775	13
N	\$57,450	\$54,796	\$57,450	\$56,081	\$66,450	\$59,230	\$68,450	\$60,757	\$68,450	\$62,474	14
O	\$59,460	\$56,549	\$59,460	\$57,834	\$68,460	\$60,983	\$70,460	\$62,510	\$70,460	\$64,227	15
P	\$61,244	\$58,359	\$61,244	\$59,644	\$70,244	\$62,793	\$72,244	\$64,320	\$72,244	\$66,037	16
Q	\$63,082	\$60,226	\$63,082	\$61,511	\$72,082	\$64,660	\$74,082	\$66,187	\$74,082	\$67,904	17
R	\$64,975	\$62,153	\$64,975	\$63,438	\$73,975	\$66,587	\$75,975	\$68,114	\$75,975	\$69,831	18
S	\$66,924	\$64,142	\$66,924	\$65,427	\$75,924	\$68,576	\$77,924	\$70,103	\$77,924	\$71,820	19
T	\$68,932	\$66,195	\$68,932	\$67,480	\$77,932	\$70,629	\$79,932	\$72,156	\$79,932	\$73,873	20
		\$68,313		\$69,598		\$72,747		\$74,274		\$75,991	21
		\$70,499		\$71,784		\$74,933		\$76,460		\$78,177	22
		\$72,579		\$73,864		\$77,013		\$78,540		\$80,257	23

Loudoun County (LCPS) : Steps not equal to years of experience.....

Teachers work 198 Days (10 months) 7.0 hour work day

Alexandria (ACPS):

ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS PRINCE WILLIAM COUNTY?

2003-2004

ACPS	BASE		BA15		MA		MA30		PhD		Prince William
	ACPS	PWCS									
A	\$34,182	\$35,455	\$34,182	\$36,485	\$43,182	\$39,833	\$45,182	\$41,378	\$45,182	\$42,408	1
B	\$35,378	\$36,650	\$35,378	\$37,680	\$44,378	\$41,028	\$46,378	\$42,573	\$46,378	\$43,603	2
C	\$36,616	\$37,881	\$36,616	\$38,911	\$45,616	\$42,259	\$47,616	\$43,804	\$47,616	\$44,834	3
D	\$38,448	\$39,149	\$38,448	\$40,179	\$47,448	\$43,527	\$49,448	\$45,072	\$49,448	\$46,102	4
E	\$39,601	\$40,455	\$39,601	\$41,485	\$48,601	\$44,833	\$50,601	\$46,378	\$50,601	\$47,408	5
F	\$40,788	\$41,800	\$40,788	\$42,830	\$49,788	\$46,178	\$51,788	\$47,723	\$51,788	\$48,753	6
G	\$42,624	\$43,185	\$42,624	\$44,215	\$51,624	\$47,563	\$53,624	\$49,108	\$53,624	\$50,138	7
H	\$44,542	\$44,612	\$44,542	\$45,642	\$53,542	\$48,990	\$55,542	\$50,535	\$55,542	\$51,565	8
I	\$46,547	\$46,082	\$46,547	\$47,112	\$55,547	\$50,460	\$57,547	\$52,005	\$57,547	\$53,035	9
J	\$48,641	\$47,596	\$48,641	\$48,626	\$57,641	\$51,974	\$59,641	\$53,519	\$59,641	\$54,549	10
K	\$50,830	\$49,155	\$50,830	\$50,185	\$59,830	\$53,533	\$61,830	\$55,078	\$61,830	\$56,108	11
L	\$53,117	\$50,761	\$53,117	\$51,791	\$62,117	\$55,139	\$64,117	\$56,684	\$64,117	\$57,714	12
M	\$55,507	\$52,415	\$55,507	\$53,445	\$64,507	\$56,793	\$66,507	\$58,338	\$66,507	\$59,368	13
N	\$57,450	\$54,119	\$57,450	\$55,149	\$66,450	\$58,497	\$68,450	\$60,042	\$68,450	\$61,072	14
O	\$59,460	\$55,874	\$59,460	\$56,904	\$68,460	\$60,252	\$70,460	\$61,797	\$70,460	\$62,827	15
P	\$61,244	\$57,682	\$61,244	\$58,712	\$70,244	\$62,060	\$72,244	\$63,605	\$72,244	\$64,635	16
Q	\$63,082	\$59,544	\$63,082	\$60,574	\$72,082	\$63,922	\$74,082	\$65,467	\$74,082	\$66,497	17
R	\$64,975	\$61,462	\$64,975	\$62,492	\$73,975	\$65,840	\$75,975	\$67,385	\$75,975	\$68,415	18
S	\$66,924	\$63,437	\$66,924	\$64,467	\$75,924	\$67,815	\$77,924	\$69,360	\$77,924	\$70,390	19
T	\$68,932	\$65,471	\$68,932	\$66,501	\$77,932	\$69,849	\$79,932	\$71,394	\$79,932	\$72,424	20
		\$67,566		\$68,596		\$71,944		\$73,489		\$74,519	21

Prince William County (PWCS) : Steps not equal to years of experience..... Teachers work 195 Days (10 months) 7.0 hours per day

Alexandria (ACPS): ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS FALLS CHURCH?

2003-2004

ACPS	BASE		BA18		MA		MA30		PhD		Falls Church
	ACPS	FCCPS									
A	\$34,182	\$35,363	\$34,182	\$37,443	\$43,182	\$40,563	\$45,182	\$42,124	\$45,182	\$42,904	1
B	\$35,378	\$36,580	\$35,378	\$38,836	\$44,378	\$42,198	\$46,378	\$43,879	\$46,378	\$44,698	2
C	\$36,616	\$37,797	\$36,616	\$40,229	\$45,616	\$43,833	\$47,616	\$45,634	\$47,616	\$46,492	3
D	\$38,448	\$39,014	\$38,448	\$41,622	\$47,448	\$45,468	\$49,448	\$47,389	\$49,448	\$48,286	4
E	\$39,601	\$40,231	\$39,601	\$43,015	\$48,601	\$47,103	\$50,601	\$49,144	\$50,601	\$50,080	5
F	\$40,788	\$41,448	\$40,788	\$44,408	\$49,788	\$48,738	\$51,788	\$50,899	\$51,788	\$51,874	6
G	\$42,624	\$42,665	\$42,624	\$45,801	\$51,624	\$50,373	\$53,624	\$52,654	\$53,624	\$53,668	7
H	\$44,542	\$43,882	\$44,542	\$47,194	\$53,542	\$52,008	\$55,542	\$54,409	\$55,542	\$55,462	8
I	\$46,547	\$45,099	\$46,547	\$48,587	\$55,547	\$53,643	\$57,547	\$56,164	\$57,547	\$57,256	9
J	\$48,641	\$46,316	\$48,641	\$49,980	\$57,641	\$55,278	\$59,641	\$57,919	\$59,641	\$59,050	10
K	\$50,830	\$47,533	\$50,830	\$51,373	\$59,830	\$56,913	\$61,830	\$59,674	\$61,830	\$60,844	11
L	\$53,117		\$53,117	\$52,766	\$62,117	\$58,548	\$64,117	\$61,429	\$64,117	\$62,638	12
M	\$55,507		\$55,507	\$54,159	\$64,507	\$60,183	\$66,507	\$63,184	\$66,507	\$64,432	13
N	\$57,450		\$57,450	\$55,552	\$66,450	\$61,818	\$68,450	\$64,939	\$68,450	\$66,226	14
O	\$59,460		\$59,460	\$56,945	\$68,460	\$63,453	\$70,460	\$66,694	\$70,460	\$68,020	15
P	\$61,244		\$61,244	\$58,338	\$70,244	\$65,088	\$72,244	\$68,449	\$72,244	\$69,814	16
Q	\$63,082		\$63,082		\$72,082	\$66,723	\$74,082	\$70,204	\$74,082	\$71,608	17
R	\$64,975		\$64,975		\$73,975	\$68,358	\$75,975	\$71,959	\$75,975	\$73,402	18
S	\$66,924		\$66,924		\$75,924	\$69,993	\$77,924	\$73,714	\$77,924	\$75,196	19
T	\$68,932		\$68,932		\$77,932	\$71,628	\$79,932	\$75,469	\$79,932	\$76,990	20
						\$73,263		\$77,224		\$78,784	21
						\$74,898		\$78,979		\$80,578	22
						\$76,533		\$80,734		\$82,372	23

Falls Church City (FCCPS) : Steps not equal to years of experience..... Teachers work 200 Days (10 months) 7.0 hours per day

Alexandria (ACPS): ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS PRINCE GEORGES COUNTY?

2003-2004

ACPS	BASE		BA15 (BA30)		(BA45) & MA		MA30		PhD		Prince Georges
	ACPS	PG	ACPS	PG	ACPS	PG	ACPS	PG	ACPS	PG	
A	\$34,182	\$36,101	\$34,182	\$37,798	\$43,182	\$39,574	\$45,182	\$41,434	\$45,182	\$43,814	1
B	\$35,378	\$37,167	\$35,378	\$38,913	\$44,378	\$40,741	\$46,378	\$42,656	\$46,378	\$45,106	2
C	\$36,616	\$38,262	\$36,616	\$40,062	\$45,616	\$41,943	\$47,616	\$43,914	\$47,616	\$46,438	3
D	\$38,448	\$39,390	\$38,448	\$41,243	\$47,448	\$43,181	\$49,448	\$45,212	\$49,448	\$47,807	4
E	\$39,601	\$40,553	\$39,601	\$42,460	\$48,601	\$44,454	\$50,601	\$46,545	\$50,601	\$49,218	5
F	\$40,788	\$41,749	\$40,788	\$43,712	\$49,788	\$45,765	\$51,788	\$47,917	\$51,788	\$50,670	6
G	\$42,624	\$42,981	\$42,624	\$45,001	\$51,624	\$47,116	\$53,624	\$49,330	\$53,624	\$52,164	7
H	\$44,542	\$44,249	\$44,542	\$46,329	\$53,542	\$48,505	\$55,542	\$50,786	\$55,542	\$53,703	8
I	\$46,547	\$45,553	\$46,547	\$47,697	\$55,547	\$49,936	\$57,547	\$52,284	\$57,547	\$55,287	9
J	\$48,641	\$46,897	\$48,641	\$49,104	\$57,641	\$51,410	\$59,641	\$53,826	\$59,641	\$56,918	10
K	\$50,830	\$48,280	\$50,830	\$50,552	\$59,830	\$52,926	\$61,830	\$55,414	\$61,830	\$58,596	11
L	\$53,117	\$49,705	\$53,117	\$52,043	\$62,117	\$54,487	\$64,117	\$57,050	\$64,117	\$60,326	12
M	\$55,507	\$49,705	\$55,507	\$53,579	\$64,507	\$56,095	\$66,507	\$58,732	\$66,507	\$62,104	13
N	\$57,450	\$49,705	\$57,450	\$55,160	\$66,450	\$57,751	\$68,450	\$60,464	\$68,450	\$63,936	14
O	\$59,460	\$49,705	\$59,460	\$56,786	\$68,460	\$59,455	\$70,460	\$62,249	\$70,460	\$65,823	15
P	\$61,244	\$49,705	\$61,244	\$58,462	\$70,244	\$61,208	\$72,244	\$64,084	\$72,244	\$67,766	16
Q	\$63,082	\$49,705	\$63,082	\$60,186	\$72,082	\$63,014	\$74,082	\$65,974	\$74,082	\$69,764	17
R	\$64,975	\$49,705	\$64,975	\$61,962	\$73,975	\$64,873	\$75,975	\$67,920	\$75,975	\$71,821	18
S	\$66,924	\$49,705	\$66,924	\$63,790	\$75,924	\$66,786	\$77,924	\$69,923	\$77,924	\$73,941	19
T	\$68,932	\$49,705	\$68,932	\$65,671	\$77,932	\$68,757	\$79,932	\$71,987	\$79,932	\$76,123	20

Prince Georges County (PGCS) : Steps not equal to years of experience..... Teachers work 195 Days (10 months) 8.0 hours per day
 PGCS adds additional lanes for Provisional (below Base) and MA60

Alexandria (ACPS):
 ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.

HOW DO THE SALARIES COMPARE FOR TEACHERS IN ALEXANDRIA VS MONTGOMERY COUNTY?

2003-2004

ACPS	BASE		BA15		MA		MA30		PhD (MA60)		Montgomery
	ACPS	MCPS	ACPS	MCPS	ACPS	MCPS	ACPS	MCPS	ACPS	MCPS	
A	\$34,182	\$38,683	\$34,182	\$42,617	\$43,182	\$42,617	\$45,182	\$43,861	\$45,182	\$45,002	1
B	\$35,378	\$39,278	\$35,378	\$43,330	\$44,378	\$43,330	\$46,378	\$45,177	\$46,378	\$46,310	2
C	\$36,616	\$40,456	\$36,616	\$44,998	\$45,616	\$44,998	\$47,616	\$46,916	\$47,616	\$48,093	3
D	\$38,448	\$41,670	\$38,448	\$46,730	\$47,448	\$46,730	\$49,448	\$48,722	\$49,448	\$49,945	4
E	\$39,601	\$42,920	\$39,601	\$48,529	\$48,601	\$48,529	\$50,601	\$50,598	\$50,601	\$51,868	5
F	\$40,788	\$44,572	\$40,788	\$50,397	\$49,788	\$50,397	\$51,788	\$52,546	\$51,788	\$53,865	6
G	\$42,624	\$46,288	\$42,624	\$52,337	\$51,624	\$52,337	\$53,624	\$54,569	\$53,624	\$55,939	7
H	\$44,542	\$48,070	\$44,542	\$54,352	\$53,542	\$54,352	\$55,542	\$56,670	\$55,542	\$58,093	8
I	\$46,547	\$49,921	\$46,547	\$56,445	\$55,547	\$56,445	\$57,547	\$58,852	\$57,547	\$60,330	9
J	\$48,641	\$51,843	\$48,641	\$58,618	\$57,641	\$58,618	\$59,641	\$61,118	\$59,641	\$62,653	10
K	\$50,830		\$50,830	\$60,875	\$59,830	\$60,875	\$61,830	\$63,471	\$61,830	\$65,065	11
L	\$53,117		\$53,117	\$63,219	\$62,117	\$63,219	\$64,117	\$65,915	\$64,117	\$67,570	12
M	\$55,507		\$55,507	\$65,653	\$64,507	\$65,653	\$66,507	\$68,453	\$66,507	\$70,171	13
N	\$57,450		\$57,450	\$68,181	\$66,450	\$68,181	\$68,450	\$71,088	\$68,450	\$72,873	14
O	\$59,460		\$59,460	\$70,226	\$68,460	\$70,226	\$70,460	\$73,221	\$70,460	\$75,059	15
P	\$61,244		\$61,244	\$72,333	\$70,244	\$72,333	\$72,244	\$75,418	\$72,244	\$77,311	16
Q	\$63,082		\$63,082	\$74,503	\$72,082	\$74,503	\$74,082	\$77,681	\$74,082	\$79,630	17
R	\$64,975		\$64,975	\$76,738	\$73,975	\$76,738	\$75,975	\$80,011	\$75,975	\$82,019	18
S	\$66,924		\$66,924	\$79,040	\$75,924	\$79,040	\$77,924	\$82,411	\$77,924	\$84,480	19
T	\$68,932		\$68,932		\$77,932		\$79,932		\$79,932		20
											21
											22
											23

Montgomery County (MCPS) : Steps not equal to years of experience..... Teachers work 192 Days (10 months) 7.0 hours per day

Alexandria (ACPS): ACPS has only three lanes BA, MA, MA30. BA15 is paid at BA, PhD is paid at MA30. Steps not equal to years of experience. There is no longevity. Teachers work 192 days (10 months) 7.0 hours per day.