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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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December 1, 2017

Dear Legislators:

Consistent with the requirements of EHB 2242, attached is a report on efforts to develop a draft salary grid for voluntary use by local school districts. It is not lost on me or the workgroup members that the Legislature struggled mightily over several years to satisfy the requirements established in the *McCleary* case. Compensation was one of the more substantial elements that demanded the Legislature's attention and a comprehensive solution.

I want to make clear that the Legislature's effort to provide certificated staff compensation from state dollars was an important step to ensure that basic education is not being funded by local levies. However, I strongly believe this was primarily an exercise of math and not of market competitiveness. In other words, the Legislature has added a great deal of money by way of state property taxes to fund salaries as a replacement to the heavy use of local levy dollars that some districts were experiencing. What did not happen, however, was a substantial change in market competitiveness for our educators.

A starting salary of \$40,000 and an average allocation of \$64,000 satisfies the court, but is unlikely to change the dynamic that a shrinking share of young people are choosing to teach in our schools as we face a wave of retirements and early exits by our current teaching force. I hope the next several years will allow us to get to a more fruitful and impactful conversation about student outcomes that focuses on the market needs for competitive salaries to attract and retain outstanding future teachers.

Finally, in the absence of a "staff mix" factor that was eliminated by the Legislature beginning next school year, drafting a sample salary grid for districts has little meaning. There is no certainty anymore that state funds will be provided to districts with experienced staff, and the mechanism for advancement through second-tier licensure was removed by the Legislature last year. Regionalization was an attempt to provide a proxy for locally bargained compensation enhancement from areas experiencing higher costs of living, but that has little to do with the variation from one district to another when it comes to the experience of their respective teaching forces. In other words, we have some incredibly experienced staff teams in areas not getting a regional enhancement, and likewise, we have areas getting regional pay enhancements with relatively newer teaching teams. In short, the Legislature's decision to decouple staff mix from the state obligation makes a draft salary grid of little utility for our school districts. There are no "average" districts, and any model we produce will result in a mismatch of expectations and resources.

I strongly encourage the Legislature to delay, by at least one year, the shift from the staff mix model to the average CIS model. I would also be remiss if I did not share with you the strong desire by our districts to restore staff mix permanently, and to more effectively address regional compensation differences that truly reflect regional differences and not the district-by-district model that was adopted as part of EHB 2242.

Our team at OSPI stands ready to work with you to make the necessary changes to compensation that truly enhance market-rate salaries and to do it in a way that strengthens the ability of our districts to improve student achievement.

Sincerely,



Chris Reykdal  
Superintendent of  
Public Instruction

## Model Salary Grid

2017

**Authorizing legislation:** Engrossed House Bill 2242 § 107  
(<http://app.leg.wa.gov/billssummary?BillNumber=2242&Year=2017>)

### Salary Grid Workgroup

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## Background

Certificated instructional staff (CIS) is a broad class of school employees comprising largely of teachers, but also of psychologists and physical therapists and others who require a certificate. For many years, Washington state has allocated funding for the salaries of CIS based on a salary model dependent on years of experience and additional education, such as five years of service and Bachelor of Arts degree plus 45 credits of professional development.

In 2012, the Supreme Court ruled, in *McCleary v. Washington*, that the state wasn't meeting its state constitutional duty to fully fund basic education. The ruling has resulted in a significant policy change, including in the compensation for CIS. More specifically, legislation passed in 2017 provides funding for CIS based on a state specified average funding level. Although actual salaries are bargained at the school district level, the legislation provided for a minimum salary of \$40,000 per year and a maximum of \$90,000 per year (without the addition of inflation and regional factors).

Because the existing salary model has been used by each district, the Legislature deemed it necessary to provide a bridge from that model to the new funding system. A technical workgroup was formed and reviewed the viability of six options.

## Introduction

On June 30, 2017, the passage of Engrossed House Bill 2242 (EHB 2242) authorized sweeping changes in funding Washington school districts in response to a court order requiring the state bear the full cost of basic education. Among its many features, the bill reflected a significant policy shift for the compensation of certificated instructional staff (CIS), including a move away from of the state's historic model for allocating state funds based on years of experience and credentials of each CIS personnel. The new law provides funding based on a state specified average funding level. Salary schedules will be bargained locally within certain requirements such as a minimum salary of \$40,000 and a maximum salary of \$90,000 (prior to the application of inflation and regional factors). These provisions and this report relate to base salary schedules; supplemental pay through time responsibility incentive (TRI) contracts remain separate from this discussion.

Prompted by the repeal of the long-standing salary allocation model (SAM) structure for allocating funds to school districts, Section 107 of [EHB 2242](#) required the Office of Superintendent of Public Instruction (OSPI) to convene a technical working group to develop a model salary grid for school district use in developing locally-determined compensation plans for certificated instructional staff. The proposed grid is intended to be used as a resource by school districts in determining local salaries in the collective bargaining process and to provide guidance to districts in hiring staff based on the allocation methodology, regionalization adjustments, and other compensation restrictions set forth in EHB 2242 and the 2017–19 Biennial Appropriations Act. Districts are not required to use the grid in bargaining or determining actual salaries.

EHB 2242 directed OSPI to provide the initial model grid to the Governor and appropriate policy and fiscal committees of the legislature for their review by December 1, 2017. The bill further specifies the workgroup may be reconvened to update the model salary grid based on future legislative changes to the methodologies for allocating and regionalizing salaries for certificated instructional staff.

In response to this directive, OSPI convened a technical workgroup including 13 members representing school district administrators and employees (See Appendix A for a complete listing), for three meetings in October and November 2017. Throughout the process, each member was provided the opportunity to propose salary grid options for discussion and consideration by the workgroup. OSPI staff facilitated the workgroup discussions and provided technical assistance, but were not voting members.

## Concerns and considerations

Workgroup members supported the concept of a salary grid that aligned compensation with a professional growth model. The group focused on the salary grid produced by the compensation technical work group (CTWG), which released its recommendations on a variety of compensation issues in 2012. The CTWG salary grid incorporated increases in pay associated with second-tier licensure as a means of providing additional compensation

to certificated instructional staff (CIS). Legislative action during the 2017 session made the attainment of the second-tier, professional certificate optional. Because the workgroup was interested in adopting a salary grid that reflected the opportunity for continuous growth by providing mid-career compensation adjustments, this shift in certification policy created a significant roadblock in the workgroup's deliberations about a model salary grid.

Professional Educator Standards Board (PESB) has convened a stakeholder group working to develop alternate paths to career growth. However, their work product timeline does not align with the deadline of this legislative report. As a result, the uncertainty about the future certification structure compromised their ability to fully endorse a model that relies upon a second-tier certification structure as the basis of a career path at this time.

Workgroup members also expressed concern about adopting a single, one-size-fits-all model for compensation given the different market conditions experienced by districts across geographic regions of the state and the lack of staff mix in the state's new funding model. Even if a single salary grid was identified by this group, members recognized the average salaries from that grid would differ by district due to differences in average years of experience and the educational background of its educators (i.e., districts have different proportions of their staff who hold advanced degrees). In other words, the average salary provided by the state would not provide the funding needed to implement that grid in every district.

During the course of the discussions, workgroup members expressed a strong desire for the state to adopt an allocation methodology that would provide them with the greatest opportunity to assemble the best possible staff to meet the dynamic needs of the students they serve. Historically, the state's allocation model accomplished this through the application of the staff mix factor, which ensured state apportionment would be weighted to reflect the relative mix of experience and educational attainment of each district's educators. In the absence of a staff mix factor, districts may be forced to make hiring decisions based on funding available instead of making hiring decisions to recruit and retain educators who best meet the needs of their students. While workgroup members understood their task was to recommend a model salary grid to serve as a resource to school districts, it was important to highlight the challenges resulting from the loss of the staff mix factor in the state's allocation model because of its differential impact on districts' funding.

Workgroup members also recognized the need to ensure individual staff members would not be negatively impacted by the adoption of a new salary grid. Thus, the model created to evaluate options included an analysis of whether funding adjustments would be necessary to hold individuals harmless by ensuring their salaries did not decrease.

Workgroup members determined they did not have sufficient time or information to make a recommendation on a model salary grid prior to the December 1 statutory deadline. While there was a great deal of interest in using the structure of the CTWG model, the pending changes with second-tier licensure effectively prevented the workgroup from

moving forward. Workgroup members also identified the need for districts to begin the transition from their current compensation structures and to implement changes incrementally over time. As an interim step, the workgroup reviewed model grids that can be used by school districts while the state transitions its salary allocation model and phases in higher compensation values in school year 2019–20.<sup>1</sup> They also explored options for a salary grid framework that could be implemented in the 2019–20 school year and beyond. Advantages and disadvantages of each proposal are highlighted in the description of the salary grid options considered by the group below.

### **Salary grid options**

OSPI staff prepared a number of options for consideration based on the workgroup’s suggestions and feedback. Estimated costs for implementation were developed using a common set of baseline assumptions across all proposed models, using 2016–17 preliminary S-275 staffing data to determine the placement of certificated instructional staff in each of the proposed grids. The data was used to: a) assess the impact on individual staff salaries; and, b) compare projected staff costs of each model with the funding available under current law.<sup>2</sup>

The group reviewed six models for fiscal viability, as defined by two parameters to ensure the models must: a) provide a more competitive market rate pay for CIS; and b) be affordable within the confines of the state allocation for CIS. In addition, there were discussions about individual educators being harmed in the transition between current and future grids. Most of the grids considered by the workgroup were structured to meet the statutorily-defined minimum salary of \$40,000 and maximum salary of \$90,000. However, that produced average salaries exceeding the state’s average funding of \$64,000, putting the two parameters at odds when evaluating salary grids.<sup>3</sup> That dynamic impeded the group’s ability to identify an initial salary grid for recommendation.

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<sup>1</sup> Implementation timeline may change. Supreme Court has continued to fine the state for contempt of court because the timeline set forth in EHB 2242 does not meet the court’s deadline for implementation of a *McCleary* remedy.

<sup>2</sup> Currently, the S-275 does not identify which staff are state funded, so the analyses for cost comparisons includes all certificated staff.

<sup>3</sup> Note: The new minimum and maximum salaries set forth in EHB 2242 apply beginning with the 2019–20 school year.



**Table 1: Summary of Salary Grid Options**

Model	Salary Grid Description	Salary Grid Parameters	Pros	Cons
<b>Option 1</b>	CTWG Model – Beginning Salary of \$40,000	<ul style="list-style-type: none"> <li>● Started with a beginning salary of \$40,000</li> <li>● Applied the same steps and factors as original CTWG model</li> <li>● Produced ending salary of \$67,185</li> </ul>	<ul style="list-style-type: none"> <li>● Builds upon research based work from CTWG to align compensation and licensure structures</li> <li>● Schedule is more compressed allowing educators to advance more quickly and increasing lifetime earnings</li> </ul>	<ul style="list-style-type: none"> <li>● Final compensation does not reach \$90,000 identified by the Legislature as maximum</li> <li>● Statewide average salary was below the state average allocation</li> <li>● It is difficult to recommend this type of model during time of uncertainty in educator licensure</li> <li>● Questions about National Board funding in this model since state funding is from a separate funding source</li> <li>● If professional certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier.</li> </ul>
<b>Option 2</b>	CTWG Model – Ending Salary of \$90,000	<ul style="list-style-type: none"> <li>● Started with a ending salary of \$90,000</li> <li>● Applied the same steps and factors as original CTWG model</li> <li>● Proposed beginning salary of \$53,584</li> </ul>	<ul style="list-style-type: none"> <li>● Builds upon research based work from CTWG to align compensation and licensure structures</li> <li>● Schedule is more compressed allowing educators to advance more quickly and increasing lifetime earning</li> <li>● Starting point closely parallels the competitive wages identified in the CTWG report, adjusted for inflation, and maximum allows up to \$90,000</li> </ul>	<ul style="list-style-type: none"> <li>● Statewide average salary was above the state average allocation</li> <li>● It is difficult to recommend this type of model during time of uncertainty in educator licensure</li> <li>● Questions about National Board funding in this model since state funding is from a separate funding source</li> <li>● If national certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier.</li> </ul>

<b>Model</b>	<b>Salary Grid Description</b>	<b>Salary Grid Parameters</b>	<b>Pros</b>	<b>Cons</b>
<b>Option 3</b>	Compensation Technical Working Group (CTWG) Model – Hybrid 1	<ul style="list-style-type: none"> <li>● Set beginning salary at \$40,000 and ending salary at \$90,000</li> <li>● Retained basic structure of CTWG model: <ul style="list-style-type: none"> <li>○ Added additional step for required 10% increase in fifth year of experience</li> <li>○ Revised factors</li> </ul> </li> <li>● Produced average salary of \$62,158</li> </ul>	<ul style="list-style-type: none"> <li>● Certification is tied to educator growth and compensation.</li> <li>● Schedule is more compressed allowing educators to move to the top of the scale quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● If professional certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier</li> <li>● It is difficult to recommend a model during time of uncertainty in educator licensure stages.</li> <li>● Questions about National Board funding in this model since state funding is from a separate funding source</li> </ul>
<b>Option 4</b>	Compensation Technical Working Group (CTWG) Model – Hybrid 2	<ul style="list-style-type: none"> <li>● Set beginning salary at \$40,000 and ending salary at \$90,000</li> <li>● Modified CTWG model by: <ul style="list-style-type: none"> <li>○ Adding additional step for required 10% increase in fifth year of experience</li> <li>○ Revising factors</li> </ul> </li> <li>● Produced average salary of \$64,066</li> </ul>	<ul style="list-style-type: none"> <li>● Certification is tied to educator growth and compensation.</li> <li>● Schedule is more compressed allowing educators to move to the top of the scale quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● If professional certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier.</li> <li>● It is difficult to recommend a model during time of uncertainty in educator licensure stages.</li> <li>● Questions about National Board funding in this model since state funding is from a separate funding source.</li> </ul>

<b>Model</b>	<b>Salary Grid Description</b>	<b>Salary Grid Parameters</b>	<b>Pros</b>	<b>Cons</b>
<b>Option 5</b>	Modified Legislative Evaluation and Accountability Program (LEAP) Model 1 – Extended Years of Service	<ul style="list-style-type: none"> <li>● Set beginning salary at \$40,000 and ending salary at \$90,000</li> <li>● Modified LEAP model by: <ul style="list-style-type: none"> <li>○ Extending number of years on schedule from 16 to 25 for personnel with advanced degrees</li> </ul> </li> <li>● Increasing factors for years 6 – 8 to reflect required 10% increase after fifth year of experience</li> </ul>	<ul style="list-style-type: none"> <li>● Model fits the allocated funds.</li> <li>● There are no indicated hold harmless problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Lengthens the staffing grid making it take longer to get to maximum salary.</li> <li>● Expands further from the CTWG model structure, which could make it more difficult to transition in future years.</li> </ul>
<b>Option 6</b>	Modified LEAP Model 2 – Revised	<ul style="list-style-type: none"> <li>● Set beginning salary at \$40,000 and ending salary at \$90,000</li> <li>● Modified LEAP model by: <ul style="list-style-type: none"> <li>○ Converting grid from salary factors to annual salary amounts</li> </ul> </li> <li>● Reflecting required 10% increase after fifth year of experience</li> </ul>	<ul style="list-style-type: none"> <li>● This model reaches \$90,000 in a shorter time than option 5, which will better align with transitions to models such as the CTWG models.</li> <li>● There are no indicated hold harmless problems.</li> </ul>	<ul style="list-style-type: none"> <li>● The cost of this model exceeds the funding available, thus it was not considered to be a viable option for some districts.</li> </ul>

## Discussion of Salary Grid Options

On June 30, 2017, the passage of Engrossed House Bill 2242 (EHB 2242) authorized Options 1 and 2 were based on the CTWG salary grid model. The group did not continue to pursue these options because they did not produce average salary amounts that reflect the state allocation for salaries. In addition, these models presented policy challenges discussed by the group regarding certification changes, National Board funding, and recognition for other national certifications in ESA fields. These policy concerns applied to all of the options that used the CTWG model.

Options 3 and 4 represented modifications to the CTWG model that provided two options for a structure that would fit the funding allocation and offer a path for educator career growth. While the workgroup found significant value in these two options, they hesitated to recommend one or more salary grid models that relied so heavily on the second-tier licensing structure at a time when the state's certification structure is undergoing such a significant transition.

As a result, the workgroup focused their discussions on two transitional models, Options 5 and 6, that districts might use while the state's funding allocation and certification structure transitions over the next two years. These transition models could be applied by districts during the 2018–19 school year only as a transitional step, described as Phase I below. Over the long term, the workgroup believes Options 3 and 4 should be reconsidered for implementation to produce salary models that 1) align with certification expectations; 2) support professional learning; and, 3) reduce the number of steps between the beginning and final salaries.

### **Phase I: Transition year, 2018-19**

The workgroup presented two options for a transitional model based on the current salary allocation model set to expire at the end of the 2017–18 school year. One option increases the number of years of service from 16 to 25. The other option converts salary factors to annual salary amounts while maintaining a 16-year schedule. Both options were based on the current structure reflected on LEAP documents as part of the budget adoption process shown in Table 2.

**Table 2: Current LEAP Schedule, School year 2017-18**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.07961	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.10379	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.13919	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16 +					1.69447	1.77794	1.69557	1.80472	1.88482

Source: <http://fiscal.wa.gov/BudgetOLEAPDocs.aspx>

Option 5, reflected in Table 3 below, incorporates the required ten percent increase after five years of service by increasing the factors for years 6 through 8. Additionally, new steps and factors extend the schedule from 16 to 25 years of service in order to reach the top salary of \$90,000. The salary values for this option are included in Table 4. This structure produced a statewide average salary of \$64,052. The distribution of existing certificated staff based on preliminary S-275 data for the 2016–17 school year is reflected in Table 5.

While the average salary from this grid closely parallels the average from EHB 2242 of \$64,000 on a statewide basis that would not be true for all districts due to differences in staff mix. Because of differences in the average experience and educational attainment of their staff, districts in the southwest area of the state would have significantly different salary costs under one, common model. Using Option 5 as an example (not adjusted for regional factors), average salaries for La Center would be \$71,324, while nearby Battle Ground School District would only be \$64,510, Vancouver would be \$62,704. Yet, each district, under the state’s new model would only receive an allocation based on the state average of \$64,000 (not adjusted for regional cost factors). These differences illustrate why it is difficult to reach agreement on one grid that could be relevant for districts in differing circumstances.

While some workgroup members liked the way this model made minor modifications to the current state salary allocation model to reach \$90,000 maximum within the statewide average allocation, others raised concerns about extending or lengthening the current schedule because that would exacerbate the challenges of transitioning to the preferred compressed CTWG-like salary schedule in future. In addition, general concerns remained one salary grid would not work for all districts unless there is funding by the state that helps districts with higher than average numbers of staff with greater years of experience or advanced degrees.

**Table 3: Salary Grid Option 5 – Modified LEAP Model 1 – Extended Years of Service**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.10000	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.12602	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.16695	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16					1.69447	1.77794	1.69557	1.80472	1.88482
17							1.72857	1.83972	1.92182
18							1.76157	1.87472	1.95882
19							1.79457	1.90972	1.99582
20							1.82757	1.94472	2.03282
21							1.86057	1.97972	2.06982
22							1.89357	2.01472	2.10682
23							1.92657	2.04972	2.14382
24							1.95957	2.08472	2.18082
25							1.99257	2.11972	2.25000

**Table 4: Salary Values for Salary Grid Option 5 – Modified LEAP Model 1 – Extended Years of Service**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	40,000	41,080	42,200	43,322	46,921	49,240	47,956	51,556	53,877
1	40,538	41,634	42,767	43,938	47,576	49,882	48,490	52,127	54,432
2	41,051	42,157	43,303	44,564	48,191	50,521	49,026	52,653	54,983
3	41,580	42,696	43,854	45,156	48,776	51,162	49,535	53,152	55,540
4	42,098	43,264	44,429	45,776	49,417	51,820	50,068	53,710	56,114
5	42,634	43,805	44,982	46,403	50,031	52,482	50,610	54,240	56,691
6	44,000	44,330	45,546	47,039	50,649	53,114	51,166	54,777	57,240
7	45,041	45,314	46,547	48,120	51,784	54,317	52,207	55,869	58,403
8	46,678	46,794	48,055	49,759	53,472	56,098	53,844	57,558	60,183
9		48,326	49,650	51,415	55,215	57,930	55,499	59,301	62,016
10			51,263	53,156	57,007	59,813	57,242	61,093	63,898
11				54,948	58,883	61,745	59,034	62,969	65,830
12				56,683	60,809	63,756	60,896	64,894	67,843
13					62,782	65,818	62,824	66,868	69,902
14					64,765	67,956	64,809	68,980	72,042
15					66,450	69,724	66,493	70,774	73,915
16					67,779	71,118	67,823	72,189	75,393
17							69,143	73,589	76,873
18							70,463	74,989	78,353
19							71,783	76,389	79,833
20							73,103	77,789	81,313
21							74,423	79,189	82,793
22							75,743	80,589	84,273
23							77,063	81,989	85,753
24							78,383	83,389	87,233
25							79,703	84,789	90,000



**Table 5: Staff Placement of FTEs for Salary Grid Option 5**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	1,423	104	38	132	75	0	949	291	128
1	1,435	174	80	151	117	0	985	383	168
2	1,006	342	125	188	123	0	949	535	217
3	659	365	152	203	161	0	974	629	271
4	380	274	163	211	156	0	876	648	303
5	232	194	165	234	150	0	638	688	338
6	151	152	130	231	143	0	518	643	372
7	108	100	104	217	149	0	429	622	372
8	372	73	112	242	226	0	388	735	474
9		291	90	270	222	0	351	733	740
10			283	279	242	0	322	679	792
11				252	265	0	289	699	921
12				1,270	256	0	257	682	1,009
13					271	2	189	591	887
14					256	0	197	562	961
15					289	0	170	521	1,086
16					4,203	306	164	496	1,120
17							153	482	1,123
18							123	409	1,098
19							90	336	1,110
20							49	315	997
21							53	230	934
22							40	195	844
23							35	177	828
24							29	145	847
25+							180	955	6,787

*Source: Preliminary S-275 data for school year 2016–17*

Option 6, the second transitional model, also represents a modification of the current LEAP schedule. A ratio-based analysis was used to develop annual salary figures along the grid that started with a minimum salary of \$40,000 and provided a maximum salary of \$90,000 as shown in Table 6 below. A slight adjustment to the ratio analysis was needed to ensure a teacher entering their sixth year of experience would receive the required ten percent increase above the base salary. After the figures were established through this ratio analysis, a new staff mix is shown in Table 7 to show how these updated figures in the same structure as the current LEAP schedule could be translated and applied using the updated factors. Based on the 2016–17 S-275 data, this model produces an average salary of \$70,160. The placement of existing certificated staff is shown in Table 8.

While some workgroup members liked how this model represented the legislature’s minimum and maximum salaries in the current salary structure, others raised concerns about the average salary which exceeded state funding. The workgroup noted concerns about the expectations raised by creating a statutory maximum of \$90,000 when the average funding does not support most salary grids that incorporate the \$90,000.

**Table 6: Salary Grid Option 6 – Salaries under Modified LEAP Model 2**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	\$40,000	\$41,526	\$43,107	\$44,692	\$49,778	\$53,053	\$51,240	\$56,326	\$59,605
1	\$40,761	\$42,308	\$43,909	\$45,564	\$50,702	\$53,960	\$51,993	\$57,132	\$60,388
2	\$41,485	\$43,048	\$44,666	\$46,448	\$51,572	\$54,863	\$52,752	\$57,875	\$61,167
3	\$42,232	\$43,809	\$45,445	\$47,284	\$52,398	\$55,769	\$53,471	\$58,581	\$61,954
4	\$42,964	\$44,611	\$46,257	\$48,159	\$53,303	\$56,699	\$54,224	\$59,368	\$62,765
5	\$44,000	\$45,376	\$47,038	\$49,046	\$54,171	\$57,634	\$54,989	\$60,117	\$63,580
6	\$44,778	\$46,117	\$47,835	\$49,944	\$55,044	\$58,526	\$55,774	\$60,875	\$64,355
7	\$46,144	\$47,508	\$49,249	\$51,472	\$56,648	\$60,226	\$57,245	\$62,419	\$65,999
8	\$48,144	\$49,597	\$51,380	\$53,787	\$59,033	\$62,742	\$59,558	\$64,805	\$68,513
9		\$51,762	\$53,633	\$56,126	\$61,495	\$65,331	\$61,895	\$67,267	\$71,103
10			\$55,912	\$58,586	\$64,026	\$67,990	\$64,357	\$69,799	\$73,761
11				\$61,118	\$66,676	\$70,719	\$66,889	\$72,449	\$76,490
12				\$63,569	\$69,398	\$73,561	\$69,520	\$75,169	\$79,334
13					\$72,185	\$76,473	\$72,244	\$77,956	\$82,244
14					\$74,986	\$79,494	\$75,048	\$80,941	\$85,266
15					\$77,367	\$81,992	\$77,427	\$83,474	\$87,913
16 +					\$79,244	\$83,960	\$79,306	\$85,474	\$90,000

Source: Preliminary S-275 school year 2016–17

**Table 7: Salary Grid Option 6 – Revised staff mix grid under Modified LEAP Model 2**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	1.00000	1.03815	1.07768	1.11730	1.24445	1.32633	1.28100	1.40815	1.49013
1	1.01903	1.05770	1.09773	1.13910	1.26755	1.34900	1.29983	1.42830	1.50970
2	1.03713	1.07620	1.11665	1.16120	1.28930	1.37158	1.31880	1.44688	1.52918
3	1.05580	1.09523	1.13613	1.18210	1.30995	1.39423	1.33678	1.46453	1.54885
4	1.07410	1.11528	1.15643	1.20398	1.33258	1.41748	1.35560	1.48420	1.56913
5	1.10000	1.13440	1.17595	1.22615	1.35428	1.44085	1.37473	1.50293	1.58950
6	1.11945	1.15293	1.19588	1.24860	1.37610	1.46315	1.39435	1.52188	1.60888
7	1.15360	1.18770	1.23123	1.28680	1.41620	1.50565	1.43113	1.56048	1.64998
8	1.20360	1.23993	1.28450	1.34468	1.47583	1.56855	1.48895	1.62013	1.71283
9		1.29405	1.34083	1.40315	1.53738	1.63328	1.54738	1.68168	1.77758
10			1.39780	1.46465	1.60065	1.69975	1.60893	1.74498	1.84403
11				1.52795	1.66690	1.76798	1.67223	1.81123	1.91225
12				1.58923	1.73495	1.83903	1.73800	1.87923	1.98335
13					1.80463	1.91183	1.80610	1.94890	2.05610
14					1.87465	1.98735	1.87620	2.02353	2.13165
15					1.93418	2.04980	1.93568	2.08685	2.19783
16 +					1.98110	2.09900	1.98265	2.13685	2.25000

**Table 8: Placement of FTEs for Salary Grid Option 6**

<b>Years of Service</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+90</b>	<b>BA+135</b>	<b>MA</b>	<b>MA+45</b>	<b>MA + 90 OR Ph.D.</b>
0	1,423	104	38	132	75	0	949	291	128
1	1,435	174	80	151	117	0	985	383	168
2	1,006	342	125	188	123	0	949	535	217
3	659	365	152	203	161	0	974	629	271
4	380	274	163	211	156	0	876	648	303
5	232	194	165	234	150	0	638	688	338
6	151	152	130	231	143	0	518	643	372
7	108	100	104	217	149	0	429	622	372
8	372	73	112	242	226	0	388	735	474
9		291	90	270	222	0	351	733	740
10			283	279	242	0	322	679	792
11				252	265	0	289	699	921
12				1,270	256	0	257	682	1,009
13					271	2	189	591	887
14					256	0	197	562	961
15					289	0	170	521	1,086
16					4,203	306	916	3,740	15,688

## **Phase II: Long-Term Salary Grid Options**

The workgroup discussed a move toward a new salary structure beginning with the 2019–20 school year. The group developed Options 3 and 4 based on the CTWG structure with modifications for the current salary parameters. This structure includes salary increases associated with a progression of educators along a career path that currently includes second-tier certification. The workgroup recognizes the certification structure is under revision, thus hampering the ability to analyze the financial impact of these models and to resolve some issues regarding salary placement and career advancement opportunities. Policy questions identified by the workgroup need further discussion and depend upon action of other organizations before any recommendation could be finalized. Examples include how to define the mid-career section given the changes in professional certification, whether or not to include the National Board Certification bonus in a salary grid versus the current funding separate from the state’s average salary allocation, and address ESAs attaining a professional certification. Another issue that surfaced was how to recognize prior experience of ESA’s who may be making mid-career transitions to work in schools. When the state SAM was in place, recognition of prior experience was limited to 2 years. With the repeal of that system, there is no state limitation to recognizing prior experience. As the workgroup continues, these and other issues will continue to be discussed.

Table 9 represents Salary Grid Option 3, which modifies the factors found in the current CTWG model in order to fit the current salary parameters. Table 10 presents a similar structure that provides alternate factors for steps on the schedule. Because of the changes to professional certification since the CTWG report, the column titles in these grids are more general than the original recommendations. Further work is needed to refine the details of these grids.

**Table 9: Salary Grid Option 3 – CTWG Hybrid 1**

Year of Teaching	Min. Years of Exper.	Residency/ Initial Certification Level		Middle Career / Continuing Certification		Advanced Career / Certification	
		Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1st	0	\$40,000 1.0000	\$47,200 1.1800	\$52,000 1.3000	\$56,160 1.4040	\$63,440 1.5860	\$68,515 1.7129
2nd	1						
3rd	2						
4th	3						
5th	4	\$44,000 1.1000					
6th	5						
7th	6						
8th	7			\$67,600 1.6900	\$73,008 1.8252	\$82,472 2.0618	\$90,000 2.2500
9th	8						
10th+	9 or more						

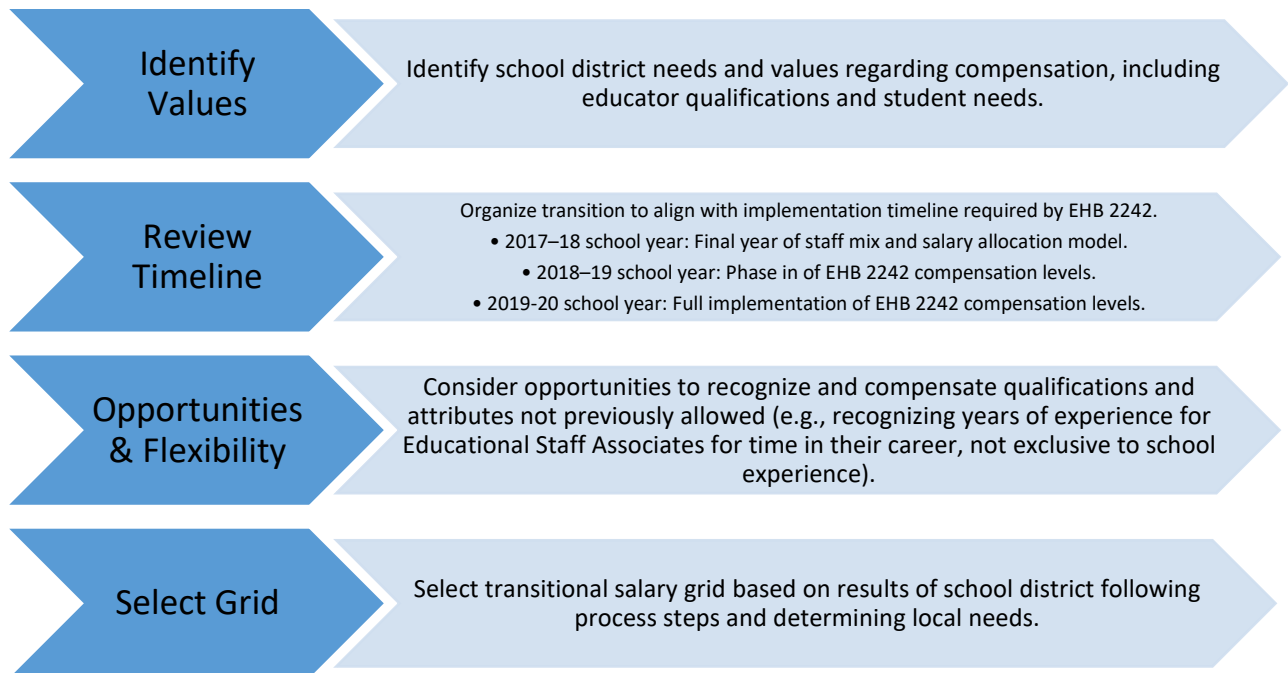
**Table 10: Salary Grid Option 4 – CTWG Hybrid 2**

Year of Teaching	Min. Years of Exper.	Residency/ Initial Certification Level		Middle Career / Continuing Certification		Advanced Career / Certification	
		Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1st	0	\$40,000 1.0000	\$48,800 1.2200	\$52,000 1.3000	\$57,720 1.4430	\$65,000 1.6250	\$69,225 1.7306
2nd	1						
3rd	2						
4th	3						
5th	4	\$44,000 1.1000					
6th	5						
7th	6						
8th	7			\$67,600 1.6900	\$77,064 1.9266	\$84,500 2.1125	\$90,000 2.2500
9th	8						
10th+	9 or more						

## School District Process for Phase I: Transition Year 2018-19

The workgroup recognized districts will be challenged to develop salary schedules that will serve them during the transition to a new funding model. In order to help school districts use the proposed transition grids and to identify strategic steps that can be taken to move toward a new model in future, the workgroup outlined a process for determining local school district needs and options under the new law.

Effective with the 2019–20 school year, EHB 2242 requires beginning salaries for full-time CIS must not be less than \$40,000. The law also specifies districts may not pay CIS a salary that exceeds \$90,000. Both of these salary values will be adjusted for annual inflation and regionalization.





## Future Work

The Salary Grid Workgroup is committed to continued discussions, starting in January 2018, with the intent of developing one or more model salary grids over the course of the next year. The workgroup will focus on refining proposed salary grids for use in the 2019–20 school year and beyond, modeled after the CTWG model, reviewing policy changes made to second-tier licensure by PESB, and considering any additional policy and fiscal changes made by the Legislature.

OSPI has agreed to provide continued support through meeting facilitation and technical expertise as discussions evolve. OSPI intends to keep legislative staff informed about the scheduling of future meetings as well as a final workgroup recommended work product.

Finally, the workgroup urges policy makers to reconsider the importance of a state apportionment model that incorporates a staff mix factor, or similar funding adjustment, that reflects the diverse composition of their CIS personnel based on their years of experience and qualifications. The lack of such a factor will continue to put some districts at a significant disadvantage when it comes to recruiting and retaining staff in a competitive labor market, particularly given the disparate access to local funds across districts.

# APPENDICES

## Appendix A: Workgroup Members

<b>Name</b>	<b>Organization</b>	<b>Representing</b>	<b>Title</b>
Cory Plager	ESD 101	AESD	Director, School Financial Services
Donna Franklin, RN	Clarkston School District	SNOW	Director, Health Services
Henry Strom	Grandview School District	WASA	Superintendent
Jared Kink	Everett School District	WEA	Teacher
Jim Kowalkowski	Davenport School District	WASA	Superintendent
Brian Mathieson	Vancouver Public Schools	WSCA	Specialist-Counseling and OTG
Julie Salvi	Washington Education Assoc.	WEA	Compensation Lobbyist
Kelley Boyd	Coulee Hartline School District	AWSP	Elementary Principal
Marci Larsen	Mukilteo School District	WASA	Superintendent
Marianne Costello	Edmonds School District	WLA	Librarian
Melissa Beard	Tumwater School District	WSSDA	School director
Sheryl Moore	Seattle School District	WASBO	Asst. Sup Human Resources
Tim Yeomans	Puyallup School District	WASA	Superintendent

### OSPI Staff (Non-Voting)

<b>Name</b>	<b>Representing</b>	<b>Title</b>
Lisa Dawn-Fisher	OSPI	Chief Financial Officer
Cindy Rockholt	OSPI	Asst. Superintendent
Maria Flores	OSPI	Director, Title II
Michelle Matakas	OSPI	Associate Director of Apportionment
T.J. Kelly	OSPI	Director of Apportionment
Tennille Jeffries-Simmons	OSPI	Asst. Superintendent