

Salary Grid Workgroup



Office of Superintendent of Public Instruction

Scope and Objectives:

Introductions

- Welcome from Supt. Reykdal
- Review agenda and plan for workgroup
- Adopt norms
- Review decision making protocol

Review

- Statutory purpose of salary grid workgroup
- Past compensation policy recommendations

Examine & Discuss

- Salary Grid Preferences from survey

Analyze

- Basic mathematical salary grid

Examine & Discuss

- Salary Grid options from members

Salary Grid Work Group 10/30/17

- 1:00-1:30 Introductions, agenda and plan overview, norms and decision making protocol
Lisa Dawn Fisher and Maria Flores
- 1:30-2:00 Review salary grid workgroup purpose in ESSB 2242 and previous compensation policy recommendations
Maria Flores
- 2:00-2:30 Review salary grid survey results
Maria Flores
- 2:30-2:45 Basic mathematical salary grid
T.J. Kelly and Lisa Dawn-Fisher
- 2:45-3:50 Salary grid options proposed by members and discussion
Maria Flores
- 3:45-4:00 Final announcements and closing

Group Norms & Decision Making

Group Norms:

- Respect each other
- Respect each other's time
- Explain positions for clarity
- Assume best intent
- Allow space for respectful disagreement
- Do our homework

- Others?

Decision Making

- Voting on final recommendations
- Majority- 50% of group +1
 - 13 members in group
 - 7 members need for majority

Engrossed House Bill 2242

Section 107

- (1) The superintendent of public instruction must convene and facilitate a stakeholder technical working group to develop a model salary grid for school district use in developing locally determined compensation plans for certificated instructional staff.
- (2) The grid is intended to be used as a resource by school districts in determining local salaries in the collective bargaining process, and it is intended to provide guidance to districts in hiring staff based on the allocation methodology, regionalization adjustments, and compensation restrictions in chapter . . . , Laws of 2017 3rd sp. sess. (this act). However, districts are not required to use this grid in bargaining or determining actual salaries.

Engrossed House Bill 2242

Section 107

- (3) Membership of the technical working group convened by the superintendent of public instruction may include, but is not limited to, one school district administrator each from an urban and a rural district east of the crest of the Cascade mountains and from an urban and a rural district west of the crest of the Cascade mountains, a representative of an organization representing school district certificated instructional staff, and a representative of an educational service district.
- (4) The superintendent of public instruction must provide the initial model grid to the governor and the appropriate policy and fiscal committees of the legislature for their review by December 1, 2017. The superintendent of public instruction must post the model grid on the web site for the office of the superintendent of public instruction.

Engrossed House Bill 2242

- (5) The superintendent of public instruction may reconvene the technical working group to update the model grid based on future legislative changes to methodologies for allocating and regionalizing salaries for certificated instructional staff.

Overview of Past Recommendations

Salary Options	WA Learns (2006)	Washington Adequacy Funding Study (2007)	Full Funding Coalition (2008)	Basic Education Task Force (2009)	Quality Education Council (2010-11)	Compensation Technical Working Group (2011-12)
Years of Service				X		X
Levels of Certification	X			X		X
Educational Experience	X			X		X
Levels of Responsibility	X not tied to \$			X	X not tied to \$	
Hard-to-Staff Subjects & Schools	X			X		
Individual & School Level Performance	X			X		
Needs Based Professional Development	X not tied to \$			X	X not tied to \$	
Regional Labor Market Analysis		X	X			
Adequate Compensation		X	X			

2006-WA Learns Recommendations

Levels of Certification

- Subject to appropriations, by June 2009, PESB will set performance standards and develop, pilot and implement a professional teaching level assessment and licensing system based on demonstrated teaching skill.

Educational Experience

- By June 2009, PESB will revise the requirements for college and university teacher preparation programs to match the new knowledge-and-skill- based performance system.

Levels of Responsibility

- By June 2007, OSPI will redesign and implement a novice teacher assistance program based on best practices and proven strategies to improve new teachers' skills and retain them in our schools.

Hard-to-Staff Subjects & Schools

- Subject to appropriations, by June 2008, HECB will expand the Future Teachers Conditional Scholarship and Loan Repayment Program for teachers who commit to a period teaching math or science in WA.

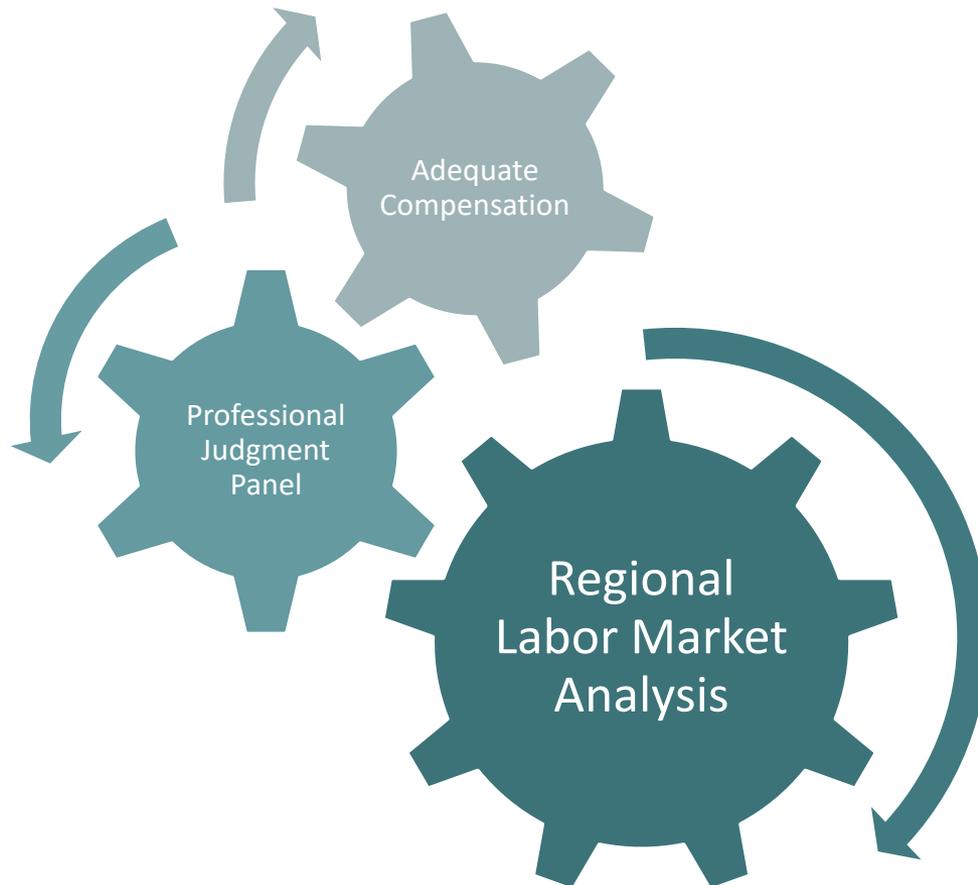
Individual & School Level Performance

- Subject to appropriations, beginning in the 2007-2008 school year, the teacher salary allocation model will include pay for performance, knowledge and skills.

Needs Based Professional Development

- Subject to appropriations, by June 2009, OSPI will design and pilot a professional development delivery system that focuses on teacher knowledge and skill areas identified by the state.

2007-Washington Adequacy Funding Study (Conley)



Study determined overall per student expenditure level to make ample provision for the education of all students in 2004-2005:

\$11,678

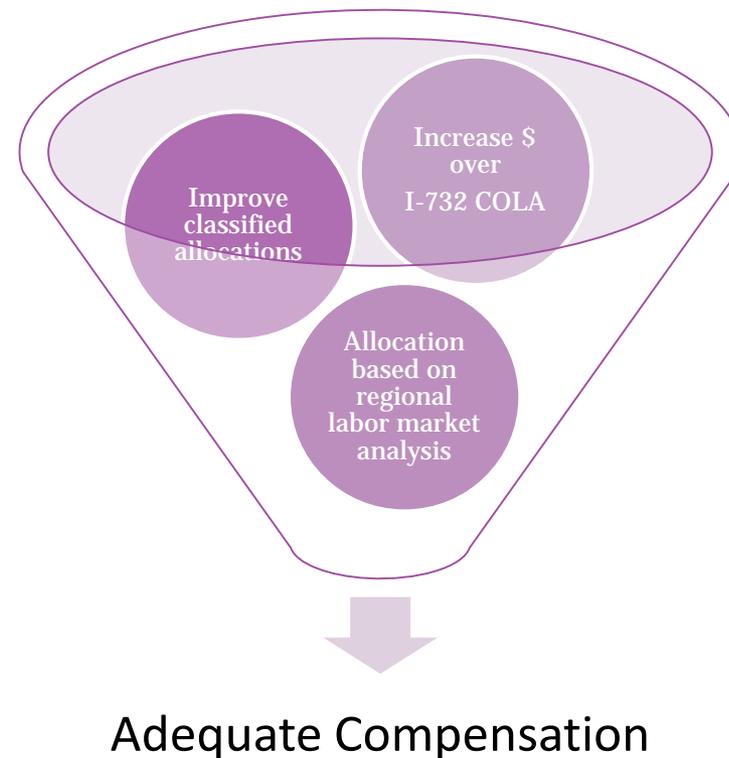
Includes educational program, compensation, regional and geographic variables, school size and family income levels.

Summary of Wage Indexing Methods

Approach	Goal	Data	Geographic Unit	Strengths	Shortcomings
Cost-of-living	Identifies uncontrollable costs to employees of living in commutable distance	Basket of local goods & services	Labor market	Not/less influenced by current teacher compensation	Most often supports higher quality of living for teachers in “advantaged” districts
Competitive Wage	Wage required to recruit or retain a person with specific education/knowledge/skills in teaching within a specific labor market	Wages of comparable professions	Labor market	Not/less influenced by current teacher compensation. Based on competitive labor market assumptions	Teachers don’t typically move to “comparable” professions. Influenced by inequities across local/regional economies.
Hedonic Wage	Wage required for recruiting and retaining teacher of specific quality attributes	Wages of teachers by background attributes & conditions	School or district	Only approach to consider localized work conditions	Strongly influenced by the current single salary schedule

2008-Full Funding Coalition Recommendations

- Increase average salaries for all K-12 staff beyond I-732 COLA by:
 - 3 % in 2009-2010
 - 2% in 2010-2011
- Improve classified allocations, utilizing actual district compensation levels for funding purposes
- Address adequacy of base salaries with comparative wage analysis and other wage adjustments outlined in Washington Adequacy Study.



2009-Basic Education Finance Recommendations

Years of Service

- Create a career ladder with Residency, Professional and Master levels linked to the salary allocation model. Stages of career ladder with time limits.
- Residency-5 years, Professional-8 + years, Master- 6 + years

Levels of Certification

- **Residency**-initial certificate, non-renewable, good for 5 years only
- **Professional**-2 years experience, pass peer reviews, must achieve professional status in 5 years to continue teaching
- **Master** –National Board for Professional Teaching Standards certification

Educational Experience

- Current teachers could remain in current salary allocation model or opt in the new system during the next ten years
- New salary allocation model-eliminate pay increases for teachers based on advanced degrees and replace with career ladder

Levels of Responsibility

- Create a peer review system with PESB. Peer reviewers will be master teachers who use multiple measures to observe and analyze teacher practices.
- A statewide system for training and certifying master teachers to serve as mentors should be established, with PESB.

2009-Basic Education Finance Recommendations

Hard-to-Staff Subjects & Schools

- Master teachers in the new career ladder would receive a \$5,000 bonus for teaching in high-poverty schools
- Continue additional \$5,000 bonus (adjusted for inflation in 2009 and beyond) to NBPTS teachers on the current model who work in high-poverty schools
- Regional labor market adjustment based on different job descriptions/duties (math, science, special education, ELL)

Individual & School Level Performance

- Develop an incentive program to award bonuses to all school staff for significant improvements in student academic achievement.
- Awards determined on multiple measures of student performance, including at a minimum: narrowing the achievement gap, raising standardized test scores and increasing student retention and graduation in secondary schools

Needs Based Professional Development

- Increase the number of Learning Improvement Days (LID's) to ten as part of the state funded salary allocation model.
- Support new and early career teachers with a mentoring-based professional development program/
- Intense support during a teacher's first year, progressive decreases in intensity based on need.

Joint Task Force on Basic Education Finance: Sample Salary Schedule- Career Ladder

Professional Status	Experience (Years)	Base Pay	Mentor Stipend	Peer Reviewer Stipend	Hard-to-Staff Supplement	School Performance Bonus	Regional Wage Adjustment
Residency	1	\$XX,XXX				\$X,XXX	(by district)
Residency	2	\$XX,XXX				\$X,XXX	(by district)
Residency	3	\$XX,XXX				\$X,XXX	(by district)
Professional	1	\$XX,XXX				\$X,XXX	(by district)
Professional	2	\$XX,XXX				\$X,XXX	(by district)
Professional	3	\$XX,XXX				\$X,XXX	(by district)
Professional	4	\$XX,XXX				\$X,XXX	(by district)
Professional	5	\$XX,XXX				\$X,XXX	(by district)
Professional	6	\$XX,XXX				\$X,XXX	(by district)
Professional	7	\$XX,XXX				\$X,XXX	(by district)
Professional	8+	\$XX,XXX				\$X,XXX	(by district)
Master	1	\$XX,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	(by district)
Master	2	\$XX,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	(by district)
Master	3	\$XX,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	(by district)
Master	4	\$XX,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	(by district)
Master	5	\$XX,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	(by district)
Master	6+	\$XX,XXX	\$X,XXX	\$X,XXX	\$X,XXX	\$X,XXX	(by district)

2010-11-Quality Education Council Recommendations

Levels of Responsibility

- Legislature should direct the Compensation Technical Working Group to include professional development needs of principals, teachers and classified staff in its work, including mentoring programs for all education employees

Needs Based Professional Development

- Legislature should direct the Compensation Technical Working Group to utilize educator professional development needs data, including cultural competency and competency in language acquisition.

2011-12 Compensation Technical Working Group Recommendations

Recommendation	Explanation
1) Increase the Starting Salary for Teachers and Educational Staff Associates to \$48,687	<p>The number one priority of the Compensation Technical Working Group is to increase the starting salary of educators to attract a wider pool of the highest quality candidates. By using a comparative labor market analysis based on Bureau of Labor Statistics data, the starting wage for a beginning teacher and educational staff associate (ESA) with a Bachelor's degree should be increased from \$33,401 to \$48,687- an additional \$15,286 of state funding per beginning educator. Current salary compliance laws will ensure that every beginning teacher and ESA makes at least this amount.</p>
2) Provide Fair Market Based Salary Allocations for all K-12 Staff	<p>The comparative labor market analysis unequivocally confirms that the state does not provide an adequate salary allocation level to attract and retain high-quality staff; therefore, local school district funds must make up the difference to pay competitive wages. The Compensation TWG asserts that K-12 employees require a state salary allocation level comparable to occupations with similar knowledge, skills, abilities and education and training requirements. The detailed recommendations are provided in Exhibit 2.</p> <p>The Compensation TWG also recommends that the non-school related experience for ESAs be recognized on the state salary allocation model and not be limited to two years as it is in current statute.</p>
3) Maintain Comparable Wage Levels through an Annual Cost of Living Adjustment and Periodic Wage Analyses	<p>To ensure that the K-12 salary allocations keep pace with the wages of comparable occupations, the Compensation TWG recommends that the comparable wage analysis be conducted every four years and allocations be adjusted accordingly, if necessary. In the interim, state allocations should be adjusted annually with the Seattle- Tacoma-Bremerton Consumer Price Index as per the provisions of Initiative 732.</p>

Recommendations	Explanation
<p>4) Align the Salary Allocation Model to the Career Continuum for Educators</p>	<p>As illustrated in Exhibit 1, the recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.</p> <p>The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession.</p>
<p>5) Invest in 10 Days of Professional Development Time</p>	<p>The state certification and evaluation system expects educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator- focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional development days for certificated instructional staff in the definition of basic education.</p> <p>The Compensation TWG recognizes that certain classified positions may also require additional funding for targeted professional development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions.</p>
<p>6) Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula</p>	<p>Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential activities for providing a basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided as a needs-based allocation and instructional coaches be funded as a prototypical job category through the basic education funding formula.</p>

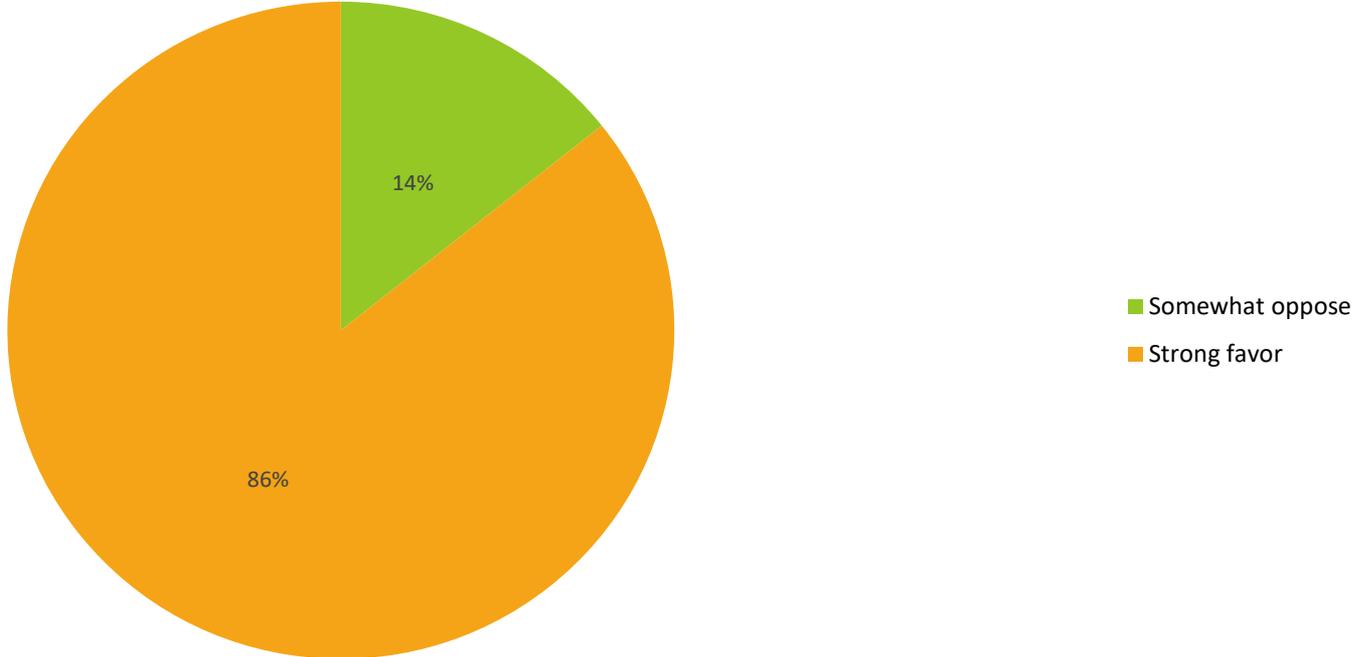
Recommendations	Explanation
<p>7) Provide Appropriate Staffing Levels and Increased Program Support for Basic Education</p>	<p>Working conditions and workload play a significant role in the attraction and retention of staff. The Compensation TWG maintains that sufficiently funded staffing levels and increased program support for struggling students will improve learning opportunities for students and also lead to higher retention of educators. The group proposes that their compensation recommendations occur in tandem with the statutory requirements in SHB 2776 and the basic education funding recommendations proposed by the Quality Education Council (QEC).</p>
<p>8) Ample Fund State Basic Education Salary Allocations and Limit Locally Funded Salary Enhancements to No More than 10% of the State Allocation</p>	<p>The state is responsible for fully funding the salaries of staff performing basic education activities. The Compensation TWG affirms that average comparable wages are sufficient to recruit and retain high-quality staff. However, the group acknowledges that local school districts may have unique circumstances that lead to difficulties recruiting and retaining staff. The group recommends that districts be allowed to provide locally funded salary enhancements for non-basic education functions. However, to address equity concerns, the locally funded expenditures for these salaries should be limited to 10% above the state allocation.</p>
<p>9) Ensure School Districts Receive the Same or Higher State Salary Allocations per State-Funded Employee</p>	<p>The Compensation TWG recommends that the legislature fully fund the recommendations immediately. At full implementation of the proposed salary allocations, no later than 2018, school districts will receive a higher state salary allocation for every employee and there will be no need for any individual to grandfather into the existing state allocation model. Until the new allocation model is fully funded, school districts should receive the higher allocation from either the old or new state salary allocation model for every state-funded employee.</p>

2011-12 Compensation Technical Working Group Salary Allocation Model

		Residency/Initial Certificate		Professional/Continuing Certificate		Professional/Continuing with NBPTS Certificate	
Year of Teaching	Minimum Years of Experience	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1st	0						
2nd	1						
3rd	2						
4th	3						
5th	4						
6th	5	\$48,687	\$52,582 1.0800	\$58,424 1.2000	\$63,098 1.2960	\$63,098 1.2960	\$68,146 1.3997
7th	6	1.0000					
8th	7						
9th	8						
10th+	9+			\$70,109 1.4400	\$75,718 1.5552	\$75,718 1.5552	\$81,775 1.6796

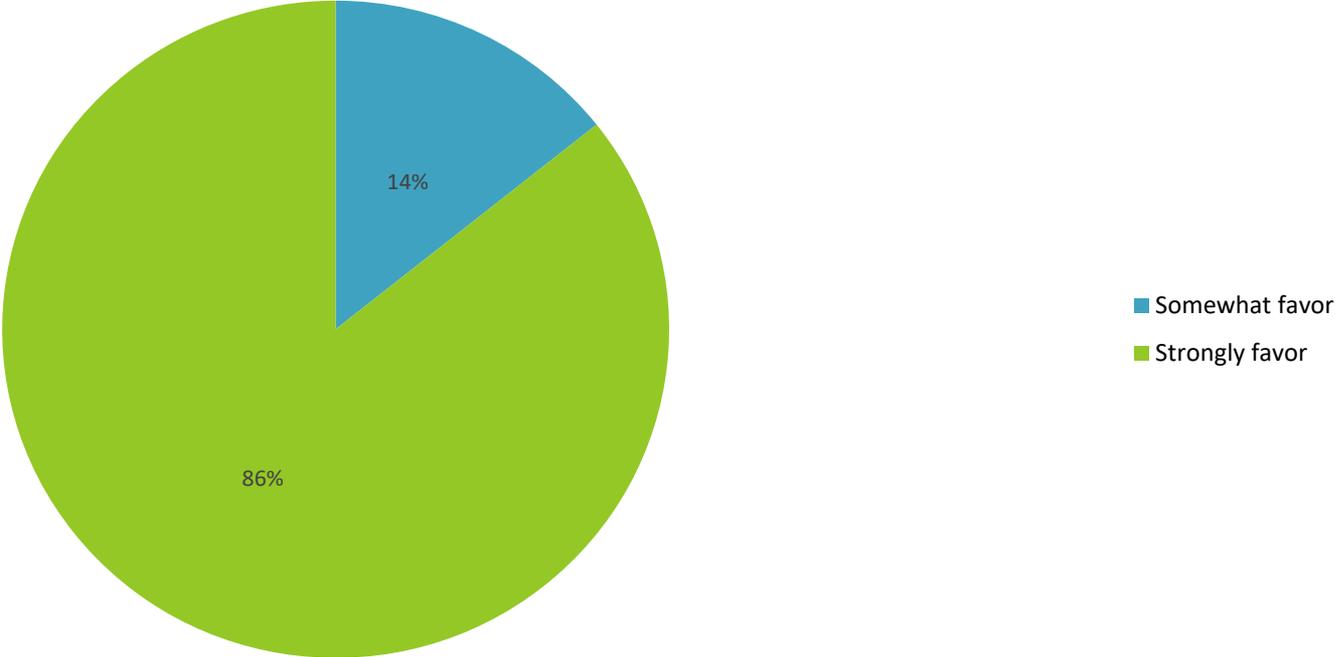
Note: Movement on the salary schedule from Residential/Initial Certification to the Professional/Continuing Certification columns requires attainment of a Professional or Continuing Certificate through the Washington Professional Educators Standards Board (PESB) and a minimum of 4 years of experience. Within the Professional/Continuing Certification columns, a second salary increase occurs after nine years of experience with retention of the Professional/Continuing Certificate. Years of experience represent the earliest progression to the Professional/Continuing Certification column on this model; the actual amount of time for an individual to attain the Professional or Continuing Certificate may vary from 3 to 9 years.

Years of experience



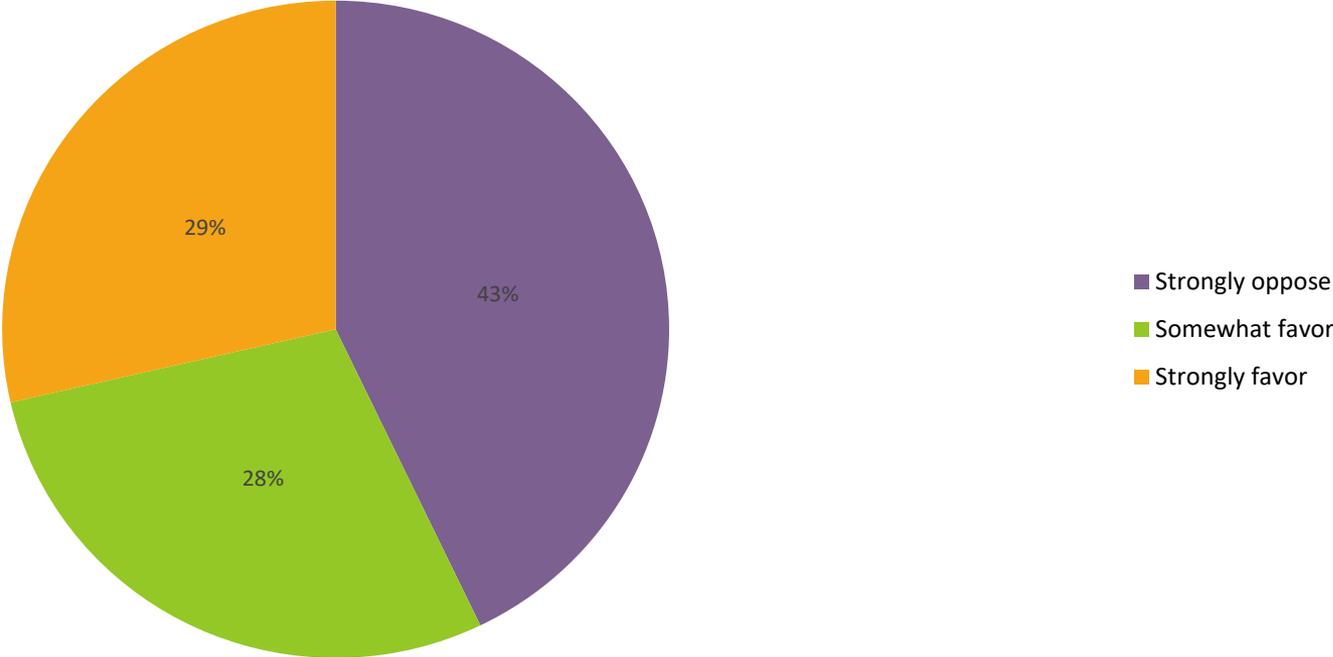
Value		Percent	Count
Somewhat oppose		14.3%	1
Strong favor		85.7%	6
Totals			7

Additional academic degrees (Master's or Doctorate)



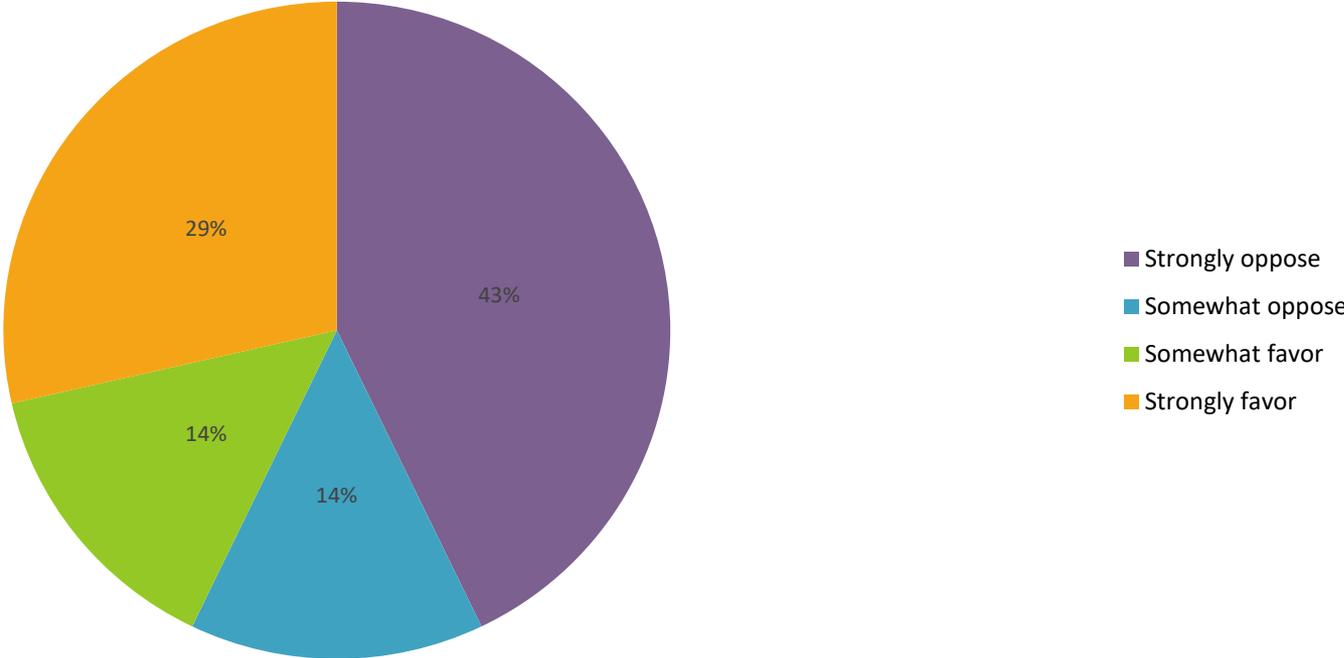
Value	Percent	Count
Somewhat favor	14.3%	1
Strongly favor	85.7%	6
Totals		7

Additional academic degrees (Master's or Doctorate) in academic content areas assigned to teach (i.e. Masters in Chemistry teaching Chemistry)



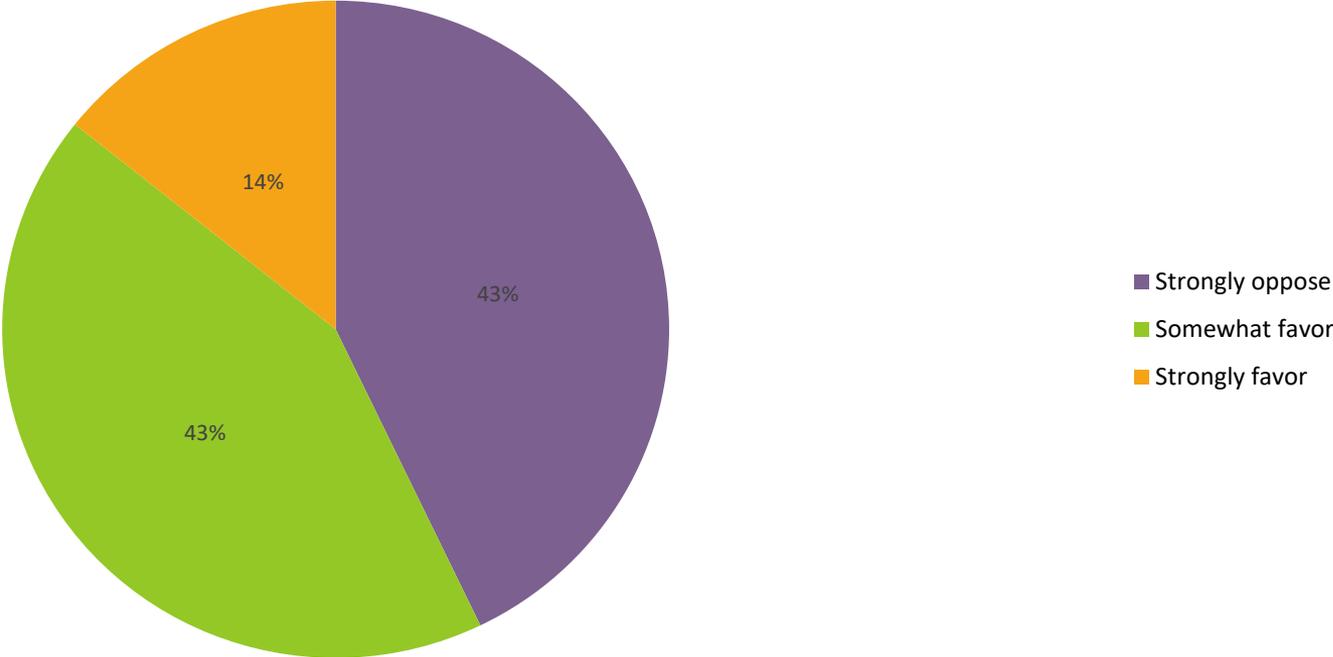
Value		Percent	Count
Strongly oppose		42.9%	3
Somewhat favor		28.6%	2
Strongly favor		28.6%	2
Totals			7

Additional academic degrees (Master's or Doctorate) in instructional leadership



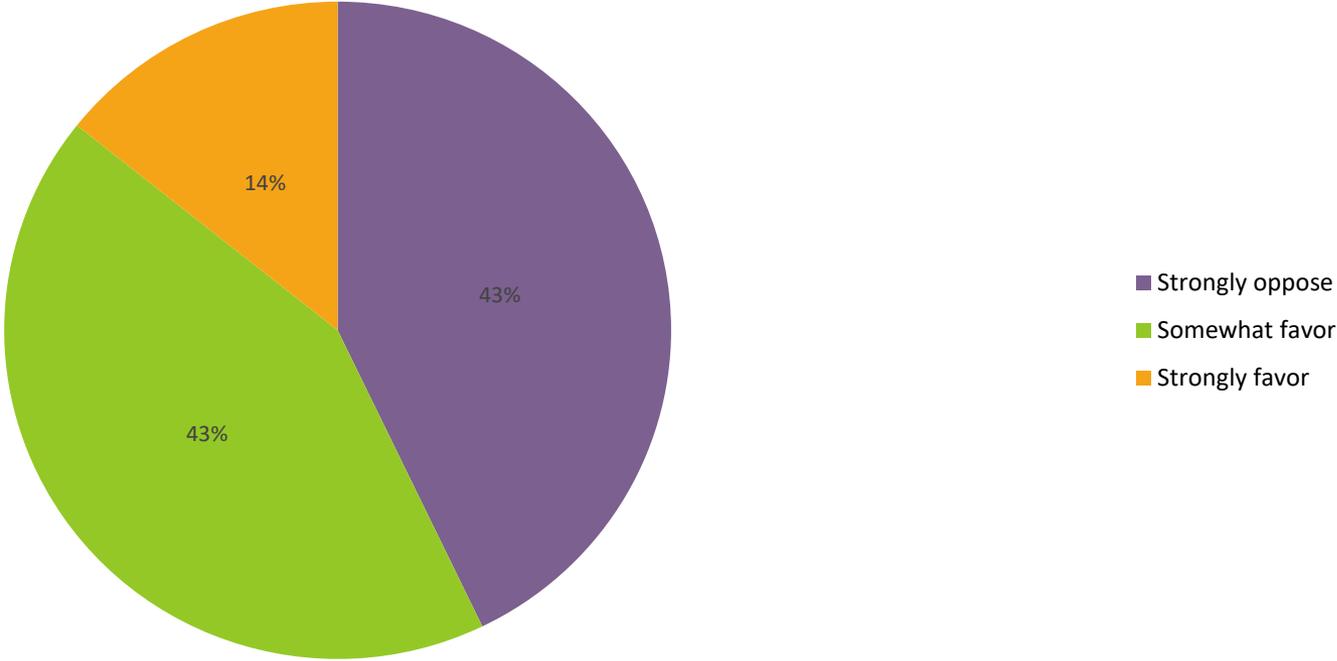
Value		Percent	Count
Strongly oppose		42.9%	3
Somewhat oppose		14.3%	1
Somewhat favor		14.3%	1
Strongly favor		28.6%	2

Serving in an additional leadership role



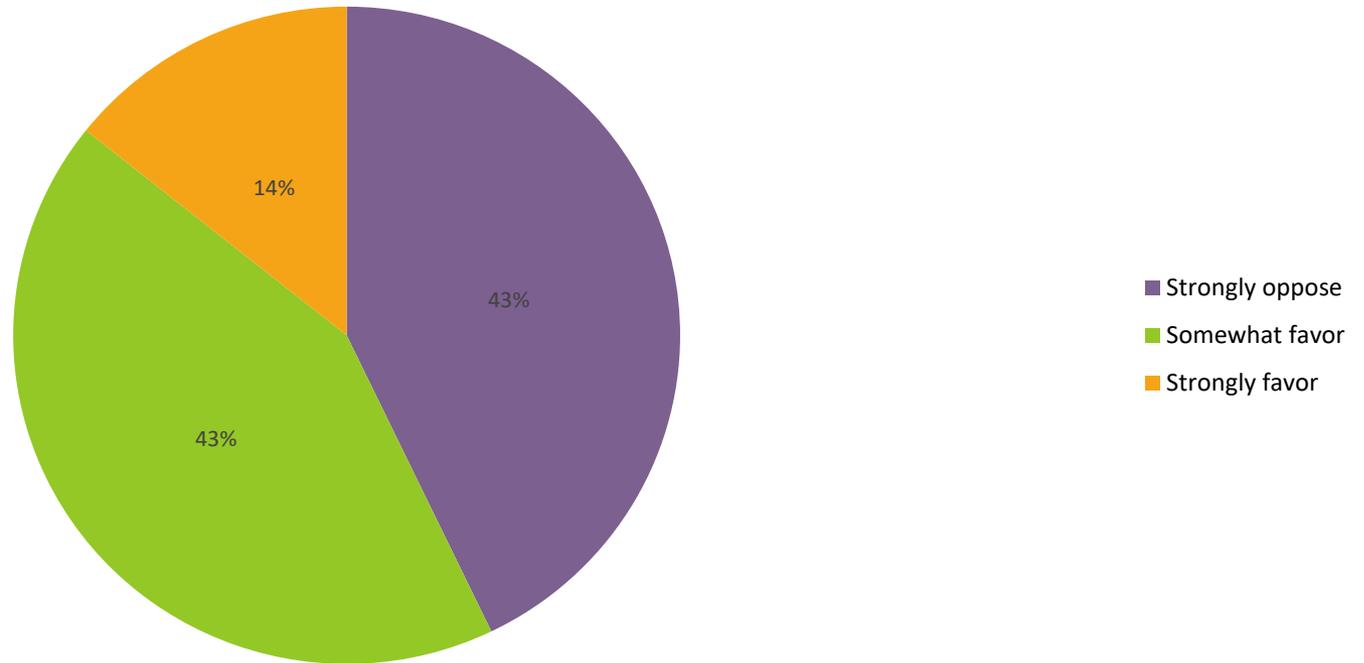
Value		Percent	Count
Strongly oppose		42.9%	3
Somewhat favor		42.9%	3
Strongly favor		14.3%	1
Totals			7

Serving as a mentor teacher



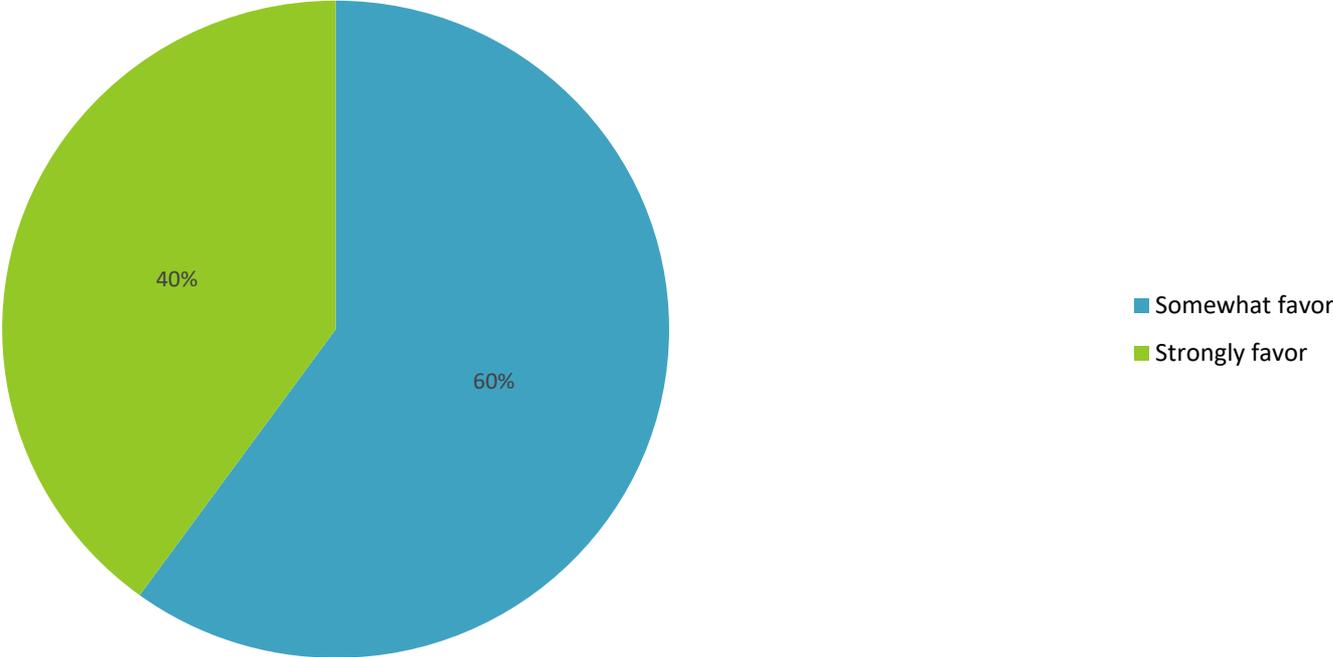
Value		Percent	Count
Strongly oppose		42.9%	3
Somewhat favor		42.9%	3
Strongly favor		14.3%	1
Totals			7

Serving as an instructional coach



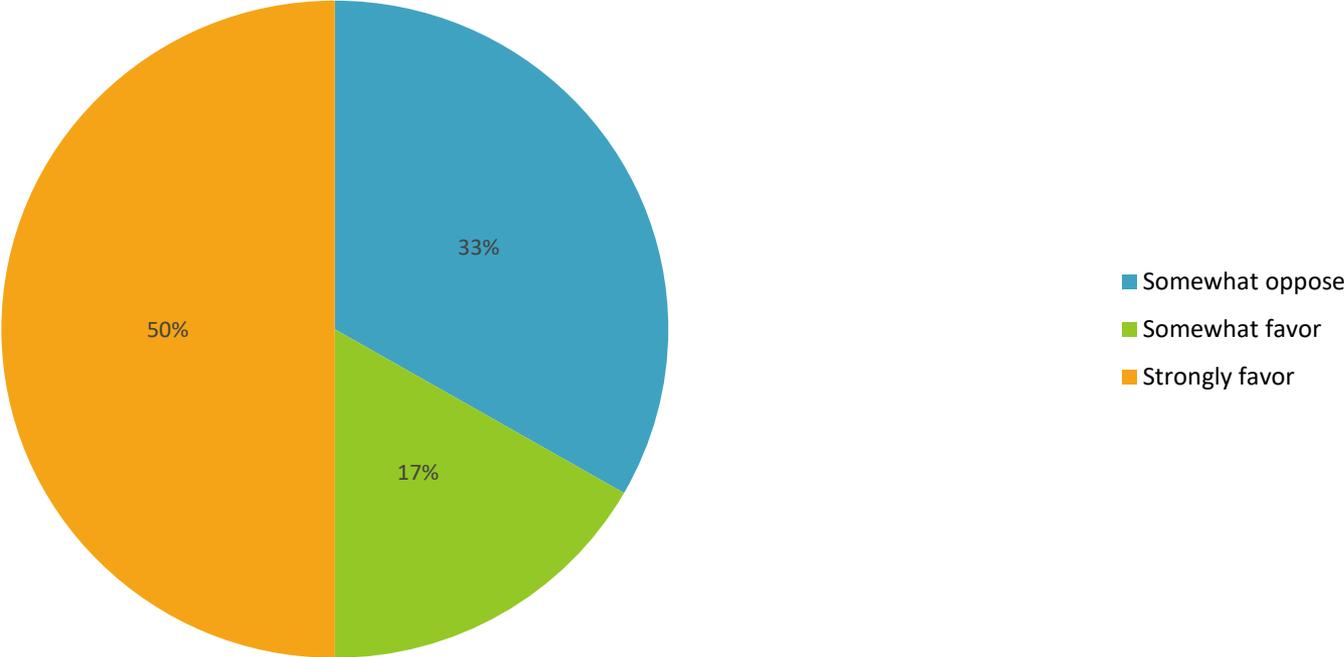
Value		Percent	Count
Strongly oppose		42.9%	3
Somewhat favor		42.9%	3
Strongly favor		14.3%	1
Totals			7

Achieving second tier licensure



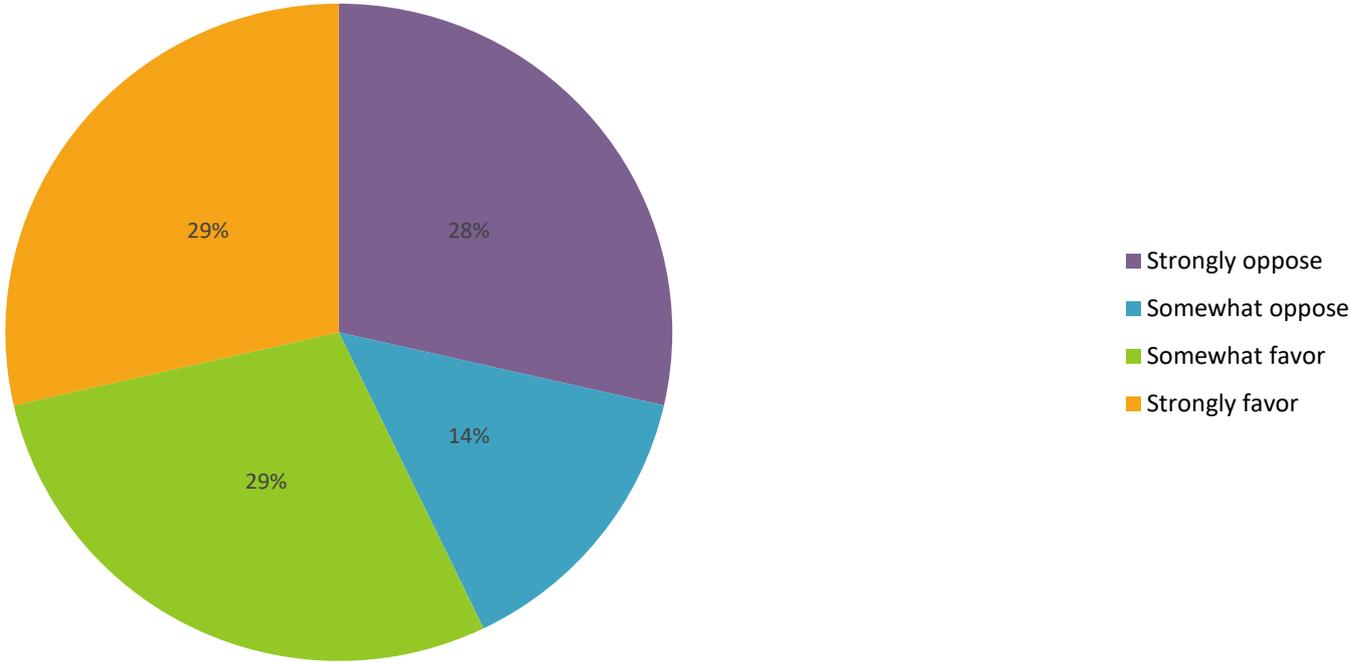
Value		Percent	Count
Somewhat favor		60.0%	3
Strongly favor		40.0%	2
Totals			5

Achieving National Board certification



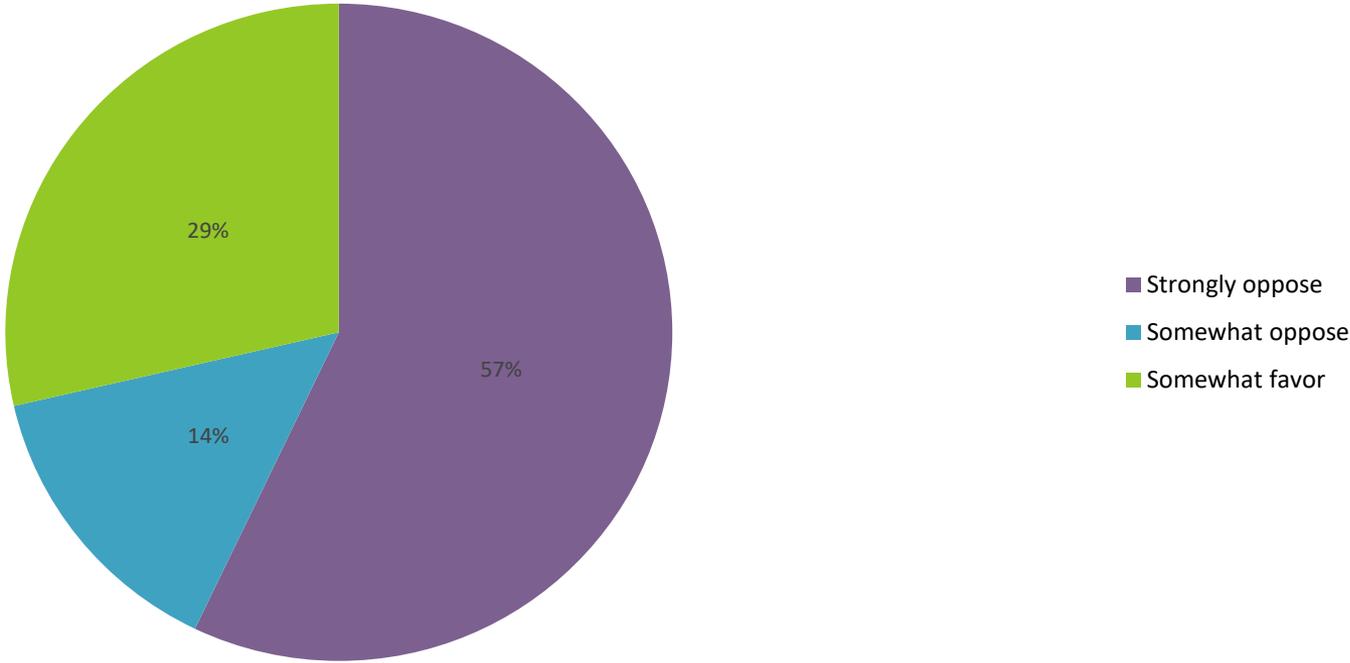
Value		Percent	Count
Somewhat oppose		33.3%	2
Somewhat favor		16.7%	1
Strongly favor		50.0%	3
Totals			6

Serving in a hard-to-fill/ shortage academic content area



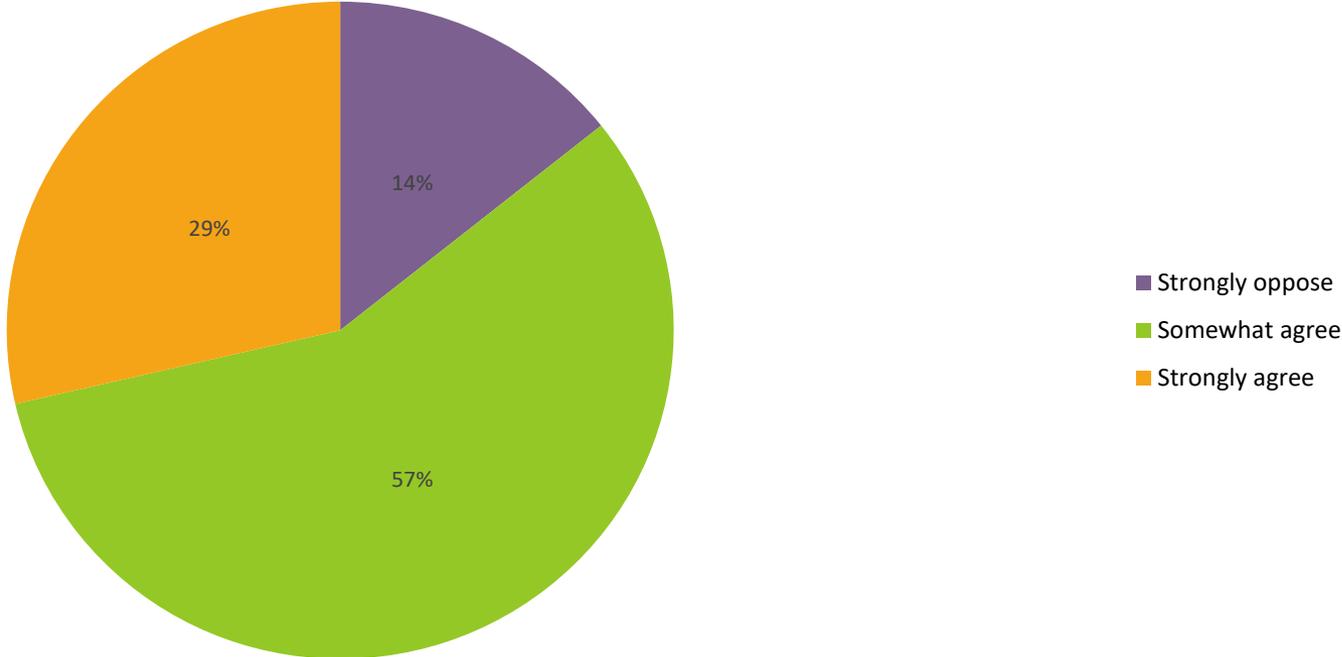
Value		Percent	Count
Strongly oppose		28.6%	2
Somewhat oppose		14.3%	1
Somewhat favor		28.6%	2
Strongly favor		28.6%	2

Serving in low-performing school



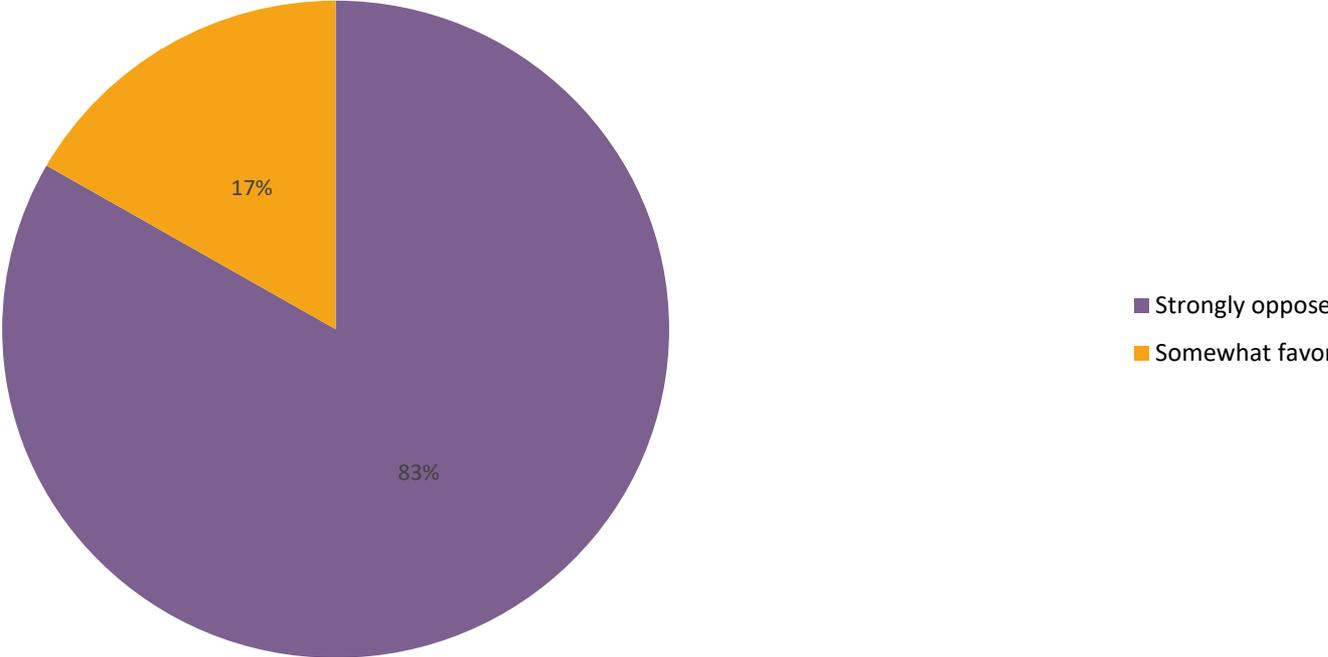
Value		Percent	Count
Strongly oppose		57.1%	4
Somewhat oppose		14.3%	1
Somewhat favor		28.6%	2
Totals			7

Earning additional clock hours/credits



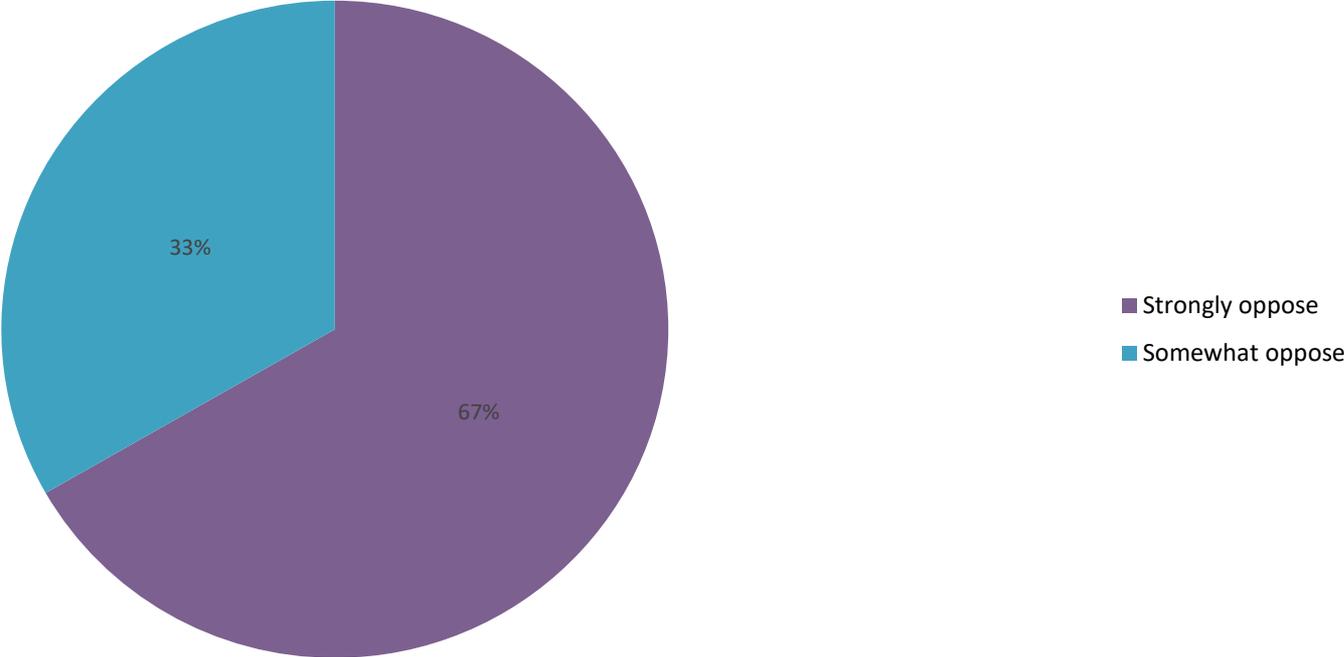
Value		Percent	Count
Strongly oppose		14.3%	1
Somewhat agree		57.1%	4
Strongly agree		28.6%	2
Totals			7

Achieving a 3-Proficient or 4-Distinguished cumulative score on TPEP



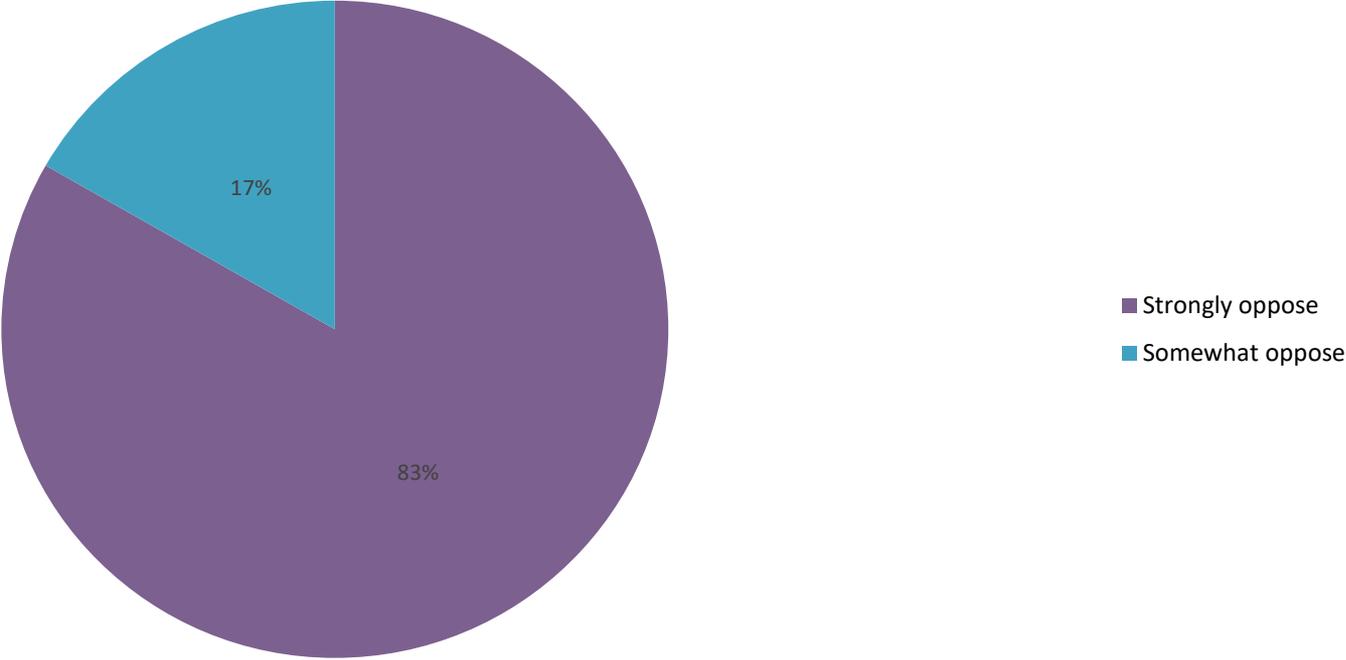
Value		Percent	Count
Strongly oppose		83.3%	5
Somewhat favor		16.7%	1
Totals			6

Individual classroom gains on student achievement measures



Value		Percent	Count
Strongly oppose		66.7%	4
Somewhat oppose		33.3%	2
Totals			6

School wide gains in student achievement measures

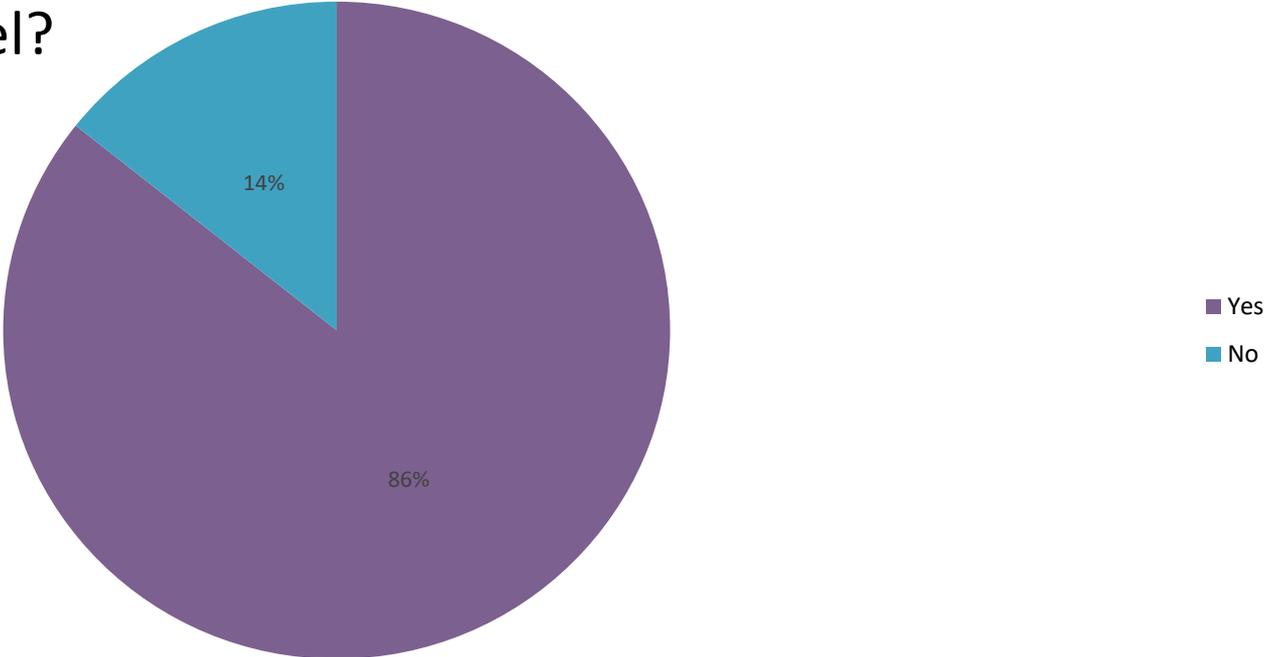


Value		Percent	Count
Strongly oppose		83.3%	5
Somewhat oppose		16.7%	1
Totals			6

Please select your top five salary grid elements.

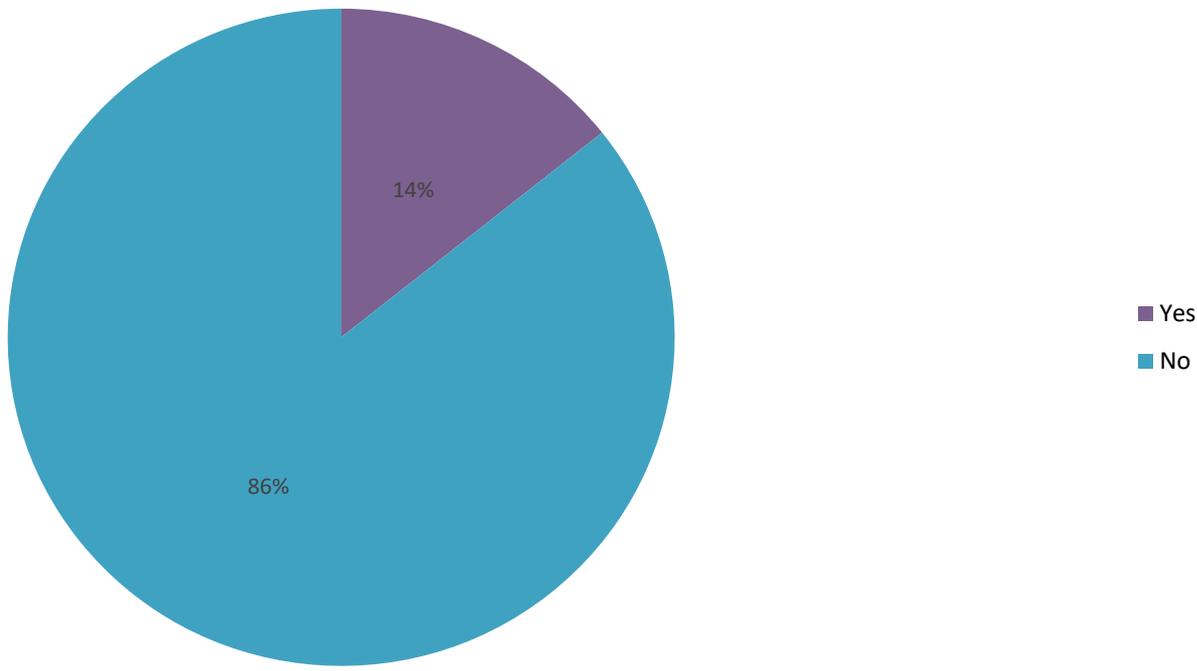
Overall Rank	Item	Score	Total Respondents
1	Years of teaching experience	72	6
2	Achieving National Board certification	46	5
3	Additional academic degrees (Master's or Doctorate)	44	4
4	Additional academic degrees (Master's or Doctorate) in academic content areas assigned to teach (i.e. Masters in Chemistry teaching Chemistry)	31	3
5	Achieving second tier licensure	31	3
6	Earning additional clock hours/credits	28	3
7	Serving as a mentor teacher	20	2
8	Teaching in a hard-to-fill/ shortage academic content area	16	2
9	Serving as an instructional coach	11	1
10	Serving in an additional leadership role	9	1
11	Teaching in a low-performing school	9	1
12	Achieving a 3-Proficient or 4-Distinguished cumulative score on TPEP	8	1

Do you think there should be one salary grid that can be applied to CIS (certificated instructional staff) and ESA (educational staff associate) personnel?



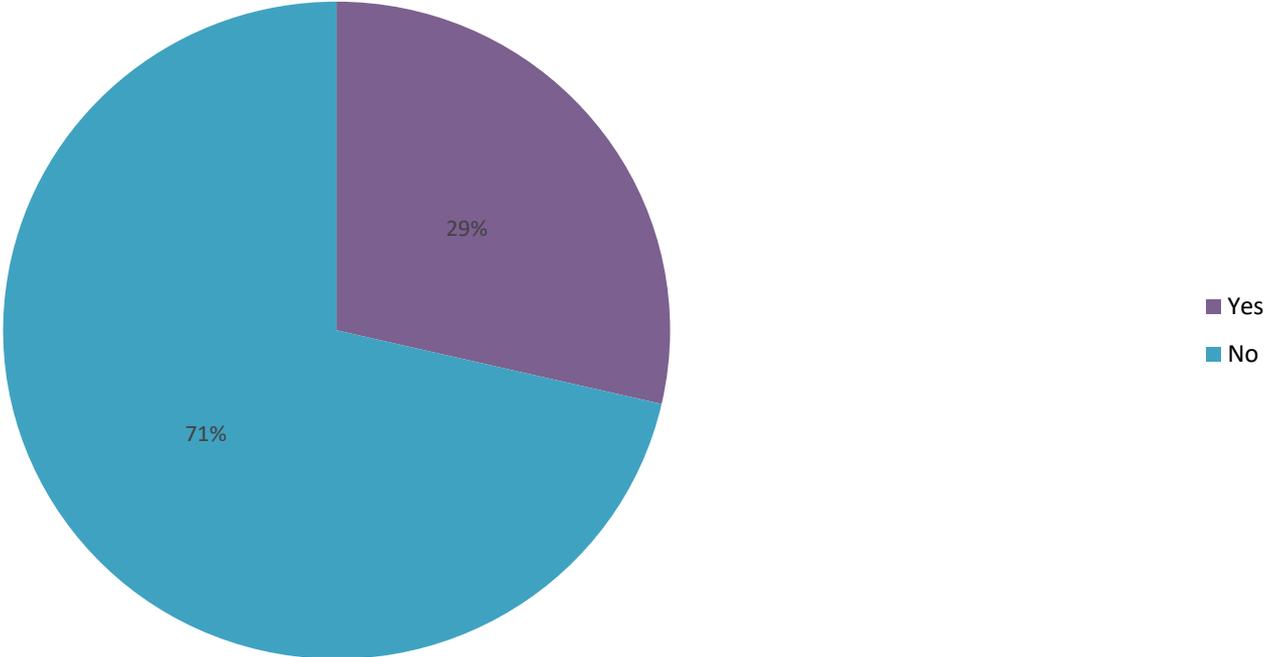
Value		Percent	Count
Yes		85.7%	6
No		14.3%	1
Totals			7

Do you think there should be separate salary grids for each staff type?



Value		Percent	Count
Yes		14.3%	1
No		85.7%	6
Totals			7

Do you have a salary grid you would like to share with the group?



Value		Percent	Count
Yes		28.6%	2
No		71.4%	5
Totals			7

Salary Grid Discussion

- What are some key takeaways from the survey data?
- What questions do you still have?
- How does past policy recommendations inform your thoughts about a salary grid?
- Given the organization you are representing on the work group- what elements do you favor?

Closing and Final Announcements

School Year 2017-18 Current Staff Mix Table

Table Of Staff Mix Factors For Certificated Instructional Staff

*** Education Experience ***

Years of Service	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA+90 OR Ph.D.</u>
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 or more					1.69447	1.77794	1.69557	1.80472	1.88482

For credits earned after the BA degree but before the MA degree:

Any credits in excess of 45 may be counted after the MA degree.

Based on LEAP Document 1 referenced in the Legislative Conference Budget

Step 1: Current Grid to 40K Base

Leap 2017 Staff Mix with Base Salary of \$40,000 applied

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
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	43,184	44,330	45,546	47,039	50,649	53,114	51,166	54,777	57,240
7	44,152	45,314	46,547	48,120	51,784	54,317	52,207	55,869	58,403
8	45,568	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 or more					67,779	71,118	67,823	72,189	75,393

For credits earned after the BA degree but before the MA degree:

Any credits in excess of 45 may be counted after the MA degree.

Using SY 2016-17 Preliminary S275 Certificated Employees and this distribution; average salary would be approx \$59,700

Step 2: New Staff Mix to 90K Max

Leap 2017 Staff Mix adjusted proportionally to fit with a \$90,000 max step salary

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
0	1.00000	1.22599	1.25939	1.29288	1.40030	1.46949	1.43120	1.53863	1.60789
1	1.20982	1.24250	1.27633	1.31128	1.41983	1.48865	1.44711	1.55566	1.62444
2	1.22512	1.25813	1.29232	1.32997	1.43820	1.50774	1.46313	1.57135	1.64090
3	1.24090	1.27422	1.30878	1.34762	1.45566	1.52686	1.47831	1.58626	1.65752
4	1.25637	1.29116	1.32592	1.36611	1.47478	1.54651	1.49423	1.60289	1.67466
5	1.27236	1.30731	1.34242	1.38484	1.49310	1.56627	1.51040	1.61871	1.69188
6	1.28878	1.32297	1.35927	1.40381	1.51156	1.58512	1.52698	1.63474	1.70825
7	1.31765	1.35235	1.38913	1.43609	1.54544	1.62103	1.55804	1.66734	1.74297
8	1.35991	1.39649	1.43414	1.48500	1.59581	1.67418	1.60690	1.71776	1.79609
9		1.44221	1.48174	1.53442	1.64783	1.72886	1.65629	1.76977	1.85080
10			1.52988	1.58638	1.70129	1.78504	1.70830	1.82325	1.90694
11				1.63986	1.75728	1.84269	1.76178	1.87923	1.96460
12				1.69164	1.81477	1.90273	1.81736	1.93669	2.02468
13					1.87366	1.96424	1.87490	1.99558	2.08615
14					1.93283	2.02806	1.93413	2.05863	2.15000
15					1.98313	2.08082	1.98440	2.11215	2.20590
16 or more					2.02277	2.12241	2.02408	2.15438	2.25000

For credits earned after the BA degree but before the MA degree:

Any credits in excess of 45 may be counted after the MA degree.

Step 3: New Salary Grid with 40K Base to 90K Max

Salaries using new adjusted Staff mix with \$40,000 base and \$90,000 max step

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
0	40,000	49,040	50,376	51,715	56,012	58,780	57,248	61,545	64,316
1	48,393	49,700	51,053	52,451	56,793	59,546	57,884	62,226	64,978
2	49,005	50,325	51,693	53,199	57,528	60,310	58,525	62,854	65,636
3	49,636	50,969	52,351	53,905	58,226	61,075	59,133	63,451	66,301
4	50,255	51,646	53,037	54,645	58,991	61,860	59,769	64,116	66,986
5	50,894	52,292	53,697	55,394	59,724	62,651	60,416	64,748	67,675
6	51,551	52,919	54,371	56,152	60,462	63,405	61,079	65,390	68,330
7	52,706	54,094	55,565	57,444	61,818	64,841	62,322	66,694	69,719
8	54,396	55,860	57,366	59,400	63,833	66,967	64,276	68,710	71,844
9		57,689	59,270	61,377	65,913	69,154	66,252	70,791	74,032
10			61,195	63,455	68,052	71,401	68,332	72,930	76,278
11				65,595	70,291	73,708	70,471	75,169	78,584
12				67,665	72,591	76,109	72,694	77,468	80,987
13					74,946	78,570	74,996	79,823	83,446
14					77,313	81,122	77,365	82,345	86,000
15					79,325	83,233	79,376	84,486	88,236
16 or more					80,911	84,896	80,963	86,175	90,000

For credits earned after the BA degree but before the MA degree:

Any credits in excess of 45 may be counted after the MA degree.

Using SY 2016-17 Preliminary S275 Certificated Employees and this distribution; average salary would be approx \$71,100