

Compensation Technical Working Group

Compensation Workgroup

Beginning in July 2011, the compensation working group will begin the process of developing an enhanced, collaboratively designed salary allocation model. The new model should align educator development and certification with compensation. It must also:

- Provide a concurrent implementation schedule
- Reduce the number of tiers within the existing salary allocation model
- Account for regions of the state where it may be difficult to recruit and retain teachers
- Determine the role and types of bonuses available
- Provide a solution to accomplish salary equalization over a set number of years
- Include cost estimates, including a recognition that staff on the existing salary schedule have an option to be grandfathered permanently to the existing salary schedule.
- Conduct a comparative labor market analysis of school employee salaries and other compensation.

Members of this group include the Department of Personnel, the Professional Educator Standards Board, OSPI, the Washington Association of School Business Officials, the Washington Education Association, the Washington Association of School Administrators, the Association of Washington School Principals, the Washington State School Directors' Association, the Public School Employees of Washington, and other interested stakeholders with expertise in education finance. This group must submit their initial report to the Legislature by June 30, 2012, and must include whether or not additional work is necessary.

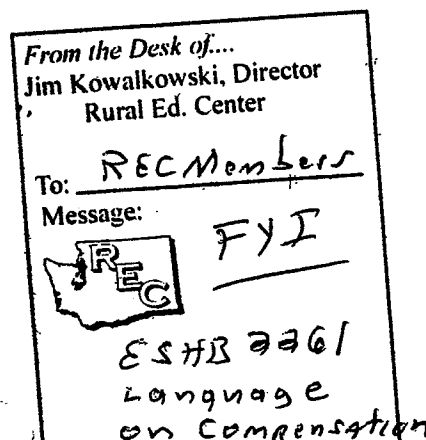
From the Desk of...
Jim Kowalkowski, Director
Rural Ed. Center

To: REC Members

Message: FYI

REC

ESHB 2261
Language
on Compensation

A rectangular sticky note with handwritten text and stamps. At the top, it says "From the Desk of... Jim Kowalkowski, Director Rural Ed. Center". Below that, "To: REC Members" is written. Under "Message:", "FYI" is written. There is a stamp with "REC" and a map of Washington. At the bottom, "ESHB 2261 Language on Compensation" is written. Two arrows point to the right from the bottom right corner of the note.

1 school and community factors in addition to other factors in developing
2 recommended specific corrective actions that should be undertaken to
3 improve student learning; (ii) a requirement for the local school board
4 plan to develop and be responsible for implementation of corrective
5 action plan taking into account the audit findings, which plan must be
6 approved by the state board of education at which time the plan becomes
7 binding upon the school district to implement; and (iii) monitoring of
8 local district progress by the office of the superintendent of public
9 instruction. The proposal shall take effect only if formally
10 authorized by the legislature through the omnibus appropriations act or
11 other enacted legislation.

12 (5) In coordination with the superintendent of public instruction,
13 the state board of education shall seek approval from the United States
14 department of education for use of the accountability index and the
15 state system of support, assistance, and intervention, to replace the
16 federal accountability system under P.L. 107-110, the no child left
17 behind act of 2001.

18 (6) The state board of education shall work with the education data
19 center established within the office of financial management and the
20 technical working group established in section 112 of this act to
21 determine the feasibility of using the prototypical funding allocation
22 model as not only a tool for allocating resources to schools and
23 districts but also as a tool for schools and districts to report to the
24 state legislature and the state board of education on how the state
25 resources received are being used.

26 **PART VI**
27 **COMPENSATION**

28 NEW SECTION. **Sec. 601.** A new section is added to chapter 43.41
29 RCW to read as follows:

30 (1) The legislature recognizes that providing students with the
31 opportunity to access a world-class educational system depends on our
32 continuing ability to provide students with access to world-class
33 educators. The legislature also understands that continuing to attract
34 and retain the highest quality educators will require increased
35 investments. The legislature intends to enhance the current salary
36 allocation model and recognizes that changes to the current model

1 cannot be imposed without great deliberation and input from teachers,
2 administrators, and classified employees. Therefore, it is the intent
3 of the legislature to begin the process of developing an enhanced
4 salary allocation model that is collaboratively designed to ensure the
5 rationality of any conclusions regarding what constitutes adequate
6 compensation.

7 (2) Beginning July 1, 2011, the office of financial management
8 shall convene a technical working group to recommend the details of an
9 enhanced salary allocation model that aligns state expectations for
10 educator development and certification with the compensation system and
11 establishes recommendations for a concurrent implementation schedule.
12 In addition to any other details the technical working group deems
13 necessary, the technical working group shall make recommendations on
14 the following:

15 (a) How to reduce the number of tiers within the existing salary
16 allocation model;

17 (b) How to account for labor market adjustments;

18 (c) How to account for different geographic regions of the state
19 where districts may encounter difficulty recruiting and retaining
20 teachers;

21 (d) The role of and types of bonuses available;

22 (e) Ways to accomplish salary equalization over a set number of
23 years; and

24 (f) Initial fiscal estimates for implementing the recommendations
25 including a recognition that staff on the existing salary allocation
26 model would have the option to grandfather in permanently to the
27 existing schedule.

28 (3) As part of its work, the technical working group shall conduct
29 or contract for a preliminary comparative labor market analysis of
30 salaries and other compensation for school district employees to be
31 conducted and shall include the results in any reports to the
32 legislature. For the purposes of this subsection, "salaries and other
33 compensation" includes average base salaries, average total salaries,
34 average employee basic benefits, and retirement benefits.

35 (4) The analysis required under subsection (1) of this section
36 must:

37 (a) Examine salaries and other compensation for teachers, other

1 certificated instructional staff, principals, and other building-level
2 certificated administrators, and the types of classified employees for
3 whom salaries are allocated;

4 (b) Be calculated at a statewide level that identifies labor
5 markets in Washington through the use of data from the United States
6 bureau of the census and the bureau of labor statistics; and

7 (c) Include a comparison of salaries and other compensation to the
8 appropriate labor market for at least the following subgroups of
9 educators: Beginning teachers and types of educational staff
10 associates.

11 (5) The working group shall include representatives of the
12 department of personnel, the professional educator standards board, the
13 office of the superintendent of public instruction, the Washington
14 education association, the Washington association of school
15 administrators, the association of Washington school principals, the
16 Washington state school directors' association, the public school
17 employees of Washington, and other interested stakeholders with
18 appropriate expertise in compensation related matters. The working
19 group may convene advisory subgroups on specific topics as necessary to
20 assure participation and input from a broad array of diverse
21 stakeholders.

22 (6) The working group shall be monitored and overseen by the
23 legislature and the quality education council created in section 114 of
24 this act. The working group shall make an initial report to the
25 legislature by December 1, 2012, and shall include in its report
26 recommendations for whether additional further work of the group is
27 necessary.

28 **PART VII**

29 **GENERAL PROVISIONS--PROGRAM OF BASIC EDUCATION**

30 **Sec. 701.** RCW 28A.165.005 and 2004 c 20 s 1 are each amended to
31 read as follows:

32 ~~((The learning assistance program requirements in))~~ This chapter
33 ~~((are))~~ is designed to: (1) Promote the use of assessment data when
34 developing programs to assist underachieving students; and (2) guide
35 school districts in providing the most effective and efficient
36 practices when implementing ~~((programs))~~ supplemental instruction and