



Career Ladder

September 15, 2014

Task Force Rationale

- Current compensation method creates instability for districts.
 - Potential movement on a complex pay grid is difficult to anticipate and budget.
 - Most districts are unable to match the teacher salaries paid by a handful of wealthier districts.
 - For districts that pay based on state salary apportionment, the lack of competitive, professional level salaries causes schools to lose teachers to other states and professions.
 - For districts that pay above apportionment to be competitive, the differential from operating funds is a de-stabilizer.
- Current salary grid is uncompetitive and lacks incentives and accountability.

Task Force Process

- The committee researched pay systems throughout the US
- The committee concluded that the best system for Idaho is a simple Career Ladder that combines competitive salaries, incentives, and rewards, with accountability and fiscal stability.
 - Should be tied to a revised system of state licensure.
 - Additional salary could be earned through leadership responsibilities
 - Performance based -- each teacher moves up the ladder based upon credentialing and performance.
 - Teacher evaluations and student achievement help determine movement to higher tiers and placement on the tiers, as determined at re-certification.

Benefits of Career Ladder

- Teachers would earn significantly higher salaries than are possible for most districts under the current funding formula.
- Significantly enhanced accountability through teacher evaluation and student growth measures tied to licensure.
- Statewide Career Ladder apportionment would reduce staffing and fiscal instability.
- Districts would gain access to resources to reward teachers for leadership roles
- Idaho public school salaries would be more competitive with other states and the private sector.
- Districts could fund robust, effective and meaningful teacher mentoring programs through the use of leadership award funds.

Task Force Recommendation

- Create a Career Ladder compensation model with three levels of pay:
 - \$40,000 Beginning teacher
 - \$50,000 Professional teacher
 - \$58,000 Master teacher
- To create a leadership pool (\$15.8 m/year)
- 5-6 year phase-in (approximately \$40 million per year including leadership pool)
 - Note: \$15.8 million leadership premium awards enacted by 2014 legislature.

Career Ladder Assumptions

- At implementation, all existing teachers receive professional certificate and move to career ladder cell above current grid.
- New teachers will receive residency certificate [].
- Existing teachers will be required to meet the new performance requirements at their next renewal.
- Eligibility to move to Master designation begins in 2018.
- Approximately 4.33% attrition per year with corresponding 4.33% growth per year

Implementation Assumptions

- Year 1: Currently certificated teachers receive Professional Certificate and are moved to the career ladder cell above current salary apportionment.
 - Beginning teachers placed on first tier of the ladder at salary apportionment of \$33,071
- Year's 2-6: All teachers move with their current salary cohort in transition to the new salary apportionment structure over six years. New teachers' apportionments should not exceed current teachers' apportionments. Each differentiated cohort should move equitably in relation to other cohorts.
- Year 7: At full implementation, there should be three salary apportionments for "residency teachers", five for "professional teachers", and five for "master teachers", as follows:

\$40,000 - \$42,000 Beginning teachers

\$47,000 - \$51,000 Professional Teachers

\$54,000 - \$58,000 Master Teachers