

**Fiscal Stability/Effective Teachers and Leaders Committee
School Funding Subcommittee**

**Pupil Service Staff Work Group
Report and Recommendations**

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Work Group Charge: To determine how pupil service staff can be incorporated within the career ladder salary apportionment structure

TASK FORCE RECOMENDATION

#12: Career Ladder Compensation Model

Work Group Deliverables:

- Recommendation regarding whether or not pupil service staff could be included in the career ladder and move from "cell to cell" based on the a the state's framework for evaluation and a student performance measure.
- Recommendation regarding the appropriate student performance measure for pupil service staff.

The career ladder salary apportionment legislation (H296) was passed during the 63rd Idaho Legislature, 1st Regular Session (2015), and signed into law by Governor C.L. "Butch" Otter. The legislation restructured the state's salary apportionment model for instructional staff by increasing state funding for teacher salaries and basing that funding on a teacher's summative performance evaluation and an agreed upon measure of the teacher's students growth or achievement. The original recommendation from the Task Force Career Ladder Subcommittee excluded pupil service staff due to the student achievement/growth requirement and recognition that it would not be a fair

measure for all of the varied positions that served as Pupil Service Staff. At that time there was some discussion as to whether they should be grouped with individuals that are currently grouped with classified staff and also require specific credentials or higher levels of compensation like IT Managers, Business Officers, etc.

The legislation that passed established a five-year implementation schedule starting with fiscal year 2016. During the 2015 legislative session, there was a desire to make sure Pupil Service Staff were address in one form or another. To that end, the legislation (Section 33-1004A, Idaho Code) also stated that "Notwithstanding any other law, to the contrary, on and after July 1, 2016, pupil service staff shall be deemed instructional staff for purposes of sections 33-1004B and 33-1004I, Idaho Code." This provision would move pupil service staff onto the career ladder and place the same requirements applicable to instructional staff in determining movement within the cells and rungs. The term pupil service staff is defined as those individuals who provide services to students but are not involved in direct instruction of those students and hold a pupil services certificate (IDAPA 08.02.02.027) – counselors, school psychologists, school nurses, speech-language pathologists, audiologists, and school social workers.

The Task Force Public School Funding Subcommittee was asked to make a recommendation for consideration during the 2016 legislative session whether pupil service staff should be included on the career ladder or grouped with the higher credentialed classified staff and funded separately. Further, if the recommendation was to fold them into the career ladder what the student outcome criteria should be used for movement along the ladder. The Public School Funding subcommittee initially agreed that including pupil service staff in the Career Ladder should be considered and tasked State Board of Education staff in assembling a work group of practitioners to make recommendations regarding specific provisions for movement.

The work group membership was comprised of recommendations from the school funding subcommittee, the Idaho Education Association, the state professional associations of the six pupil service staff professions and additional recommendations from the pupil service staff work group.

The work group focused their efforts on identifying how the services they provide to students impact student achievement and how that impact could be measured qualitatively or quantitatively. Some individual professions within pupil services saw their impact as aligning with the same student growth or achievement measures already identified in the career ladder for instructional staff. For example, counselors sited student learning objectives as a possible student growth or achievement measure that could apply to instructional staff or them. However, since many pupil service staff have more direct impact on individual education plans (IEPs), 504 plans, and behavior improvement plans, all of which may include measurable outcomes, the work group saw an opportunity to include those impacts for their inclusion on the career ladder. Moreover, the work group also sited specific programs that may be implemented in a school building to target an area of improvement for a specific group or population of students.

As a result, the pupil services work group developed a recommendation for their inclusion on the career ladder with additional student outcome measures.

Recommendations:

1. Pupil service staff be included on the career ladder effective July 1, 2016.

The pupil service staff would be “folded-in” to the year 2 implementation of the career ladder based on FY16 salary based apportionment for placement in existing instructional staff cohorts.

ESTIMATED FISCAL IMPACT (increase over previous year):

FY17 \$2,636,272

FY18 \$3,501,626

FY19 \$3,461,315

FY20 \$2,800,755

2. We recommend that the additional student growth/achievement criteria termed student success indicators be included as options for determining movement for pupil service staff on the career ladder as part of the student/achievement requirement.

Currently, instructional staff and local districts must use one of 13 criteria as the student growth/achievement indicator for determining movement on the career ladder. The work group agreed that those options may be applicable to individuals in their fields. However, in other cases, the quantifiable measures of a new category called student success indicators may be more applicable. Student success indicators would be defined by each individual school district in collaboration with their pupil service staff. Student success indicators would consist of:

- Quantifiable goals stated in a student’s 504 plan or IEP
- Quantifiable goals stated in a student’s Behavior Improvement Plan
- School identified student objectives
 - Ex.: improve attendance among a school-specified student group or population

PUPIL SERVICE STAFF CAREER LADDER FRAMEWORK

New Student Outcomes to be used in addition to the existing student achievement/growth criteria:

Student Success Indicators

- Student success indicators will be defined by each individual school district in collaboration with pupil service staff. Tools that may be used for measuring student success indicators include:
 - Quantifiable goals stated in each student’s 504 plan or IEP
 - Quantifiable goals stated in each student’s Behavior Improvement Plan
 - School identified student objectives
 - Ex.: improve attendance among a school-specified student population

Existing Student Achievement/Growth Criteria that may be used by the school district:

Student Achievement/Growth Criteria

- Student achievement or growth criteria will be defined by each individual school district in collaboration with pupil service staff. Tools that may be used for measuring achievement include:
 - Idaho Standards Achievement Test
 - Student Learning Objectives
 - Formative Assessments

- Teacher-constructed Assessments of Student Growth
- Pre- and Post-tests
- Performance-based Assessments
- Idaho Reading Indicator
- College Entrance Exams (PSAT, SAT, ACT)
- District Adopted Assessments
- End of Course Exams
- Advanced Placement Exams
- Professional-technical Exams

How Pupil Service Staff would fit within the existing Career Ladder at full implementation:

Residency Compensation Rung

- New, pupil service staff start at the first cell of the residency compensation rung.
- Pupil service staff move to the 2nd cell in year 2 and the 3rd cell in year 3 as they work toward earning their professional endorsement.

Professional Endorsement Criteria for Pupil Service Staff

- Minimum 3 years pupil service experience.
- Meet the professional compensation rung performance criteria for 2 of the previous 3 years:
 - Overall rating of proficient on the state framework for evaluation;
 - No components rated as unsatisfactory; and
 - Majority of students meet measurable student success indicators or student achievement/growth targets.
- Have a written recommendation from the employing school district.
- Have an annual Individualized Professional Learning Plan.
- May provide additional artifacts to demonstrate evidence of effective service.

What if a pupil service staff person does not earn a professional endorsement?

- The pupil service staff person will keep his/her certificate and can continue to work in Idaho public schools.
- The district's salary apportionment for that pupil service staff person will remain in the final cell of the residency compensation rung until a professional endorsement is earned.
- The pupil service staff person will not be eligible for the education bonus until a professional endorsement is earned.

Professional Compensation Rung Performance Criteria

- Pupil service staff with a professional endorsement move to the first cell of the professional compensation rung.
- Movement across the professional compensation rung is based on meeting the professional compensation rung performance criteria for 3 out of the previous 5 years, 1 of which must be in the 4th or 5th year.
 - Overall rating of proficient on the state framework for evaluation;
 - No components rated as unsatisfactory; and
 - Majority of students meet measurable student success indicators or student achievement/growth targets.
 - Only those students who have been enrolled and attended 80% or more of the instructional interval will be considered when determining student outcomes.