



At a Glance

Teacher Compensation

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calculated the value-added by individual teachers and used those data to facilitate teacher growth, not compensation. Tennessee now is moving toward a performance incentive based upon the process and analyses the state used for facilitating teacher improvement and growth.

Nationally pay for performance programs may include considerations of teacher assignment: service as a mentor, lead or coaching teacher or other aspects of the teacher's assignment. For example, the Houston Independent School District implemented a program in the 1990s which provided additional compensation to teachers who taught in hard-to-staff grades (e.g., middle schools); hard-to-staff certification areas (e.g., math, science, students with disabilities); and hard-to-staff schools (e.g., persistently underperforming or rural). Richland One implemented an A+ schools program to attract strong teachers to its lowest performing schools as well as implemented a pay for performance model with both certificated and classified personnel.

References

- 2010-2011 Minimum Salary Schedule, SC Department of Education web extraction, December 16, 2010. http://www.ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/budget_information/documents/FY2011SMSSFINAL100615.xls
- Bachelor of Science Degree Salary, Pay Scale, retrieved January 6, 2011. [http://www.payscale.com/research/US/Degree=Bachelor_of_Science_\(BS\)/Salary](http://www.payscale.com/research/US/Degree=Bachelor_of_Science_(BS)/Salary)
- Elementary and Secondary Education Data Book, Southern Regional Education Board web extraction, December 16, 2010 http://www.sreb.org/page/1125/data_library.html
- Local Incentives in SC School Districts, CERRA web extraction, December 20, 2010. http://www.nbpts.org/userfiles/File/South_Carolina_11Aug09.pdf
- Report of the Task Force on 21st Century Teaching and Learning, SC Department of Education, September 15, 2008. <http://scteachers.ed.sc.gov/recruitment/TeachingReportFINAL.pdf>
- Teacher Advancement Program. SC Department of Education web extraction December 16, 2010.

TEACHER COMPENSATION IN SC

The 2011 SC legislative session is likely to bring serious discussion of a number of facets of teacher compensation including the following:

- The factors used in constructing the SC minimum teacher salary schedule;
- The impact of permitting district flexibility in awarding annual step increase;
- The calculation of the Southeastern average teacher salary;
- Competition with other states and other professions for the most talented individuals to serve as teachers;
- State incentives for National Board of Professional Teaching Standards certification; and
- Pay for performance programs.

To assist in the discussion we are providing this briefing on each of the facets mentioned above with examples of district or state programs that may utilize a different approach. If you have questions, please contact the Education Oversight Committee (EOC) staff at (803) 734-6148 for additional information.

Minimum Salary Schedule

The SC minimum teacher salary schedule is published annually by the SC Department of Education (SCDE). Teachers are compensated based upon their level of education and their years of teaching (or related educational) experience. The 2010-2011 minimum salary schedule is shown below; teacher salaries were not increased from the 2009-2010 school year. With local supplements many districts pay above the minimum salary schedule creating considerable variation. For example, a first year teacher with a bachelor's degree is paid \$ 33,180 in Richland Two but \$ 29,843 in Bamberg Two. The average teacher salaries in those districts suggest a perpetuation of the difference; in Richland Two the average teacher salary is \$49,372 but only \$44,170 in Bamberg Two.

2010-2011 Minimum Teacher Salary Schedule					
Years of Experience	Class I (Master's Degree)	Class II (Bachelor's + 18 hours)	Class III (Bachelor's Degree)	Class VII (Master's Degree + 30 hours)	Class VIII (Doctorate)
00	\$33,139	\$30,245	\$28,943	\$36,034	\$38,928
01	\$34,007	\$31,027	\$29,580	\$36,903	\$40,086
02	\$34,876	\$31,637	\$30,390	\$37,770	\$41,243
03	\$35,744	\$32,619	\$31,171	\$38,638	\$42,402
04	\$36,612	\$30,390	\$31,982	\$39,507	\$43,559
05	\$37,481	\$30,969	\$32,763	\$40,376	\$44,716
<i>Additional increases are provided for years 6-9.</i>					
10	\$41,822	\$38,205	\$35,757	\$44,716	\$50,505
<i>Additional increases are provided for years 11-14.</i>					
15	\$49,058	\$42,169	\$40,723	\$49,058	\$56,294
<i>Additional increases are provided for years 16-19.</i>					
20	\$49,351	\$42,980	\$43,596	\$52,334	\$60,386
21	\$49,845	\$45,538	\$44,033	\$52,857	\$60,989
22+	\$50,344	\$45,994	\$44,472	\$53,385	\$61,599

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803-734-6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

Increases for Years of Experience (Step Increases)

For the 2010-2011 school year the General Assembly permitted school districts to waive the step increases; that is, to not pay teachers the additional compensation associated with an additional year of experience. The step increase *generally* ranges between \$600 and \$1,500. Fifty-seven (57) of the 86 school districts used the permitted flexibility; that is, skipped the step. The dilemma before districts and the state in constructing the FY2012 budget is the treatment of the step increase. Is the 2009-2010 salary schedule maintained for an additional year? Are districts permitted to continue waiving the step increases? What is the long-term cost when the salary schedule is “thawed?” By proviso, the General Assembly indicated that skipping the step increase in FY2011 should not impact the experience credit of teachers to whom the skip applies. Current SCDE estimates suggest that waiving the step increase permitted districts to reallocate \$38 million in funds (often toward saving teacher jobs). If the waiver is maintained another year, the cost of reinstating step increases.

Southeastern Average Teacher Salary

Paying SC teachers the southeastern average teacher salary was a core initiative within the Education Improvement Act (EIA) of 1984. At the time the annual target was set, only those teachers who were professionally certified or had scored at a state-established level on professional exams were eligible to receive the southeastern average. In 1984 there remained a number of teachers working under warrants or graded certificates, a certification policy that had been eliminated. Originally the southeastern average was calculated as the average of salaries of all teachers in the southeastern states (a group defined by the state's chief economist.) In the early 1990s as the state worked through a series of fiscal challenges, the calculation was changed to be the average of average teacher salaries in the southeastern states. Each year, the Budget and Control Board examines data from neighboring states and projects a southeastern average to be used in the budget process. In determining if sufficient revenues are available to meet the average the state uses all state funds for teacher compensation (including Education Finance Act, National Board of Professional Teaching Standards supplements, EIA teacher supplements) and local funds used to increase the base salary schedule or to pay local supplements for assignment or performance.

Comparisons of SC Teacher Salaries with those in Other states and With Other Professions

SC competes with other states for talented teachers and teaching competes with other professions for talented entrants. Although the use of the southeastern average teacher pay maintains a level of competitiveness for SC, the pay schedule is lower than our closest neighbors. The most recent SREB data indicate that SC's average trails North Carolina by \$1,200, Georgia by over \$5,600 and the nation by a little over \$7,000.

Other professions also may offer higher entering or average salaries; however, comparisons should take into account that teachers typically have a 190-day contract, rather than a 240- or 250-day work schedule.

Employees with a Bachelor of Science (BS) Degree Salary Ranges by Job	
Job Title	National Salary Data
Project Mgr. Construction	\$53,740 - \$90,158
Elementary School Teacher	\$32,699 - \$49,733
High School Teacher	\$39,045 - \$51,759
Project Mgr., Information Technology (IT)	\$74,000 - \$105,609
Physician Assistant (PA)	\$73,304 - \$90,066
Human Resources (HR) Mgr.	\$50,935 - \$77,023
General/Operations Mgr.	\$54,704 - \$101,352

Average Salaries for Public Elementary and Secondary School Teachers in SREB States (Last update: March 2010)	
	2008-09
United States	\$54,319
SREB States	\$48,465
SREB States as a % of US	89.20%
Alabama	\$46,879
Arkansas	\$47,472
Delaware	\$56,667
Florida	\$46,921
Georgia	\$52,879
Kentucky	\$47,875
Louisiana	\$48,627
Maryland	\$62,849
Mississippi	\$44,498
North Carolina	\$48,648
Oklahoma	\$43,846
South Carolina	\$47,421
Tennessee	\$45,549
Texas	\$47,157
Virginia	\$48,365
West Virginia	\$44,701

National Board for Professional Teaching Standards Incentives

SC also pays an incentive for National Board for Professional Teaching Standards, initiated by the Hodges administration. In December 2010, an additional 497 SC teachers attained the ten-year National Board certification and became eligible for a state bonus for ten years and other bonuses funded by their employing school district. According to a December 2010 SCDE press release, 15.5 percent (7,784) of SC's teachers hold National Board certification.

For Fiscal Year 2010-2011, the General Assembly appropriated \$62,444,398 for National Board certification bonuses. Teachers are eligible to receive the bonus through the initial ten years of certification. Teachers who received or applied for National Board certification or recertification prior to July 1, 2010 will continue to receive a \$7,500 supplement upon earning National Board certification while teachers applying for National Board certification on or after July 1, 2010 will receive a \$5,000 supplement upon certification for one ten-year period. Concerned about the escalation in costs, the General Assembly limited the number of applications processed to 900 annually and eliminated state funding for the cost of the loan application.

Pay for Performance or Assignment

Pay for performance programs are not new to SC. With the passage of the Education Improvement Act in 1984 the state implemented two incentive programs: school incentive pay which rewarded schools for gains in student achievement and teacher incentive pay which rewarded exemplary teachers *choosing to participate in the program*. While the school incentive program continued until 1998, the Teacher Incentive Program was abandoned in the 1990s because of its cumbersome nature and the failure to demonstrate widespread impact on student achievement.

Recently SC also has been the recipient of private and federal grants to implement the Teacher Advancement Program (TAP) and a federal grant from the Teacher Incentive funds. As described by the SC Department of Education:

The SC Teacher Advancement Program (SCTAP) is based on the **Teacher Advancement Program (TAP)** launched in 1999 as an initiative of the Milken Family Foundation. It is now operated by the National Institute for Excellence in Teaching (NIET). TAP encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with new compensation and career advancement possibilities. It honors the essence while changing the structure of the teaching profession. The key elements of TAP are the following:

Multiple career paths. Teachers move up the ranks knowing that compensation will increase, as do responsibilities, qualifications, performance, and professional development requirements.

Market-driven, performance-based compensation. Master teachers may earn as much as \$75,000 each year.

Performance-based accountability. Determined by student progress, academic achievement, and performance demonstration. Peer reviews may be an element of advancement.

Ongoing, applied professional growth. Occurs several times each week through the professional growth blocks built into the teacher's work schedule. Collaboration among instructional personnel is important with time for reflection, planning, sharing, research, and learning.

Though each principle of TAP is unique, they are highly interrelated and dependent upon each other. For example, without a rigorous accountability system and performance-based compensation, the multiple career paths principle will simply be a traditional career ladder program. And a comprehensive professional growth program is necessary to support the rigorous accountability system. What makes TAP unique is that it combines these various reforms into a single, comprehensive, systemic model.

A number of states, as a component of *Race to the Top* awards or state initiatives, are implementing a value-added component to their teacher compensation program. Among these is Tennessee. For over a decade Tennessee has