

An Evaluation of the Data From the Teacher Compensation Survey: School Year 2006–07

Research and Development Report



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Foreword

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- share studies and research that are developmental in nature. The results of such studies may be revised as the work continues and additional data become available;
- share the results of studies that are, to some extent, the “cutting edge” of methodological developments. Emerging analytical approaches and new computer software development often permit new and sometimes controversial analyses to be done. By participating in “frontier research,” we hope to contribute to the resolution of issues and improved analysis; and
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The common theme in all three goals is that these reports present results or discussions that do not reach definitive conclusions at this point in time, either because the data are tentative, the methodology is new and developing, or the topic is one on which there are divergent views. Therefore, the techniques and inferences made from the data are tentative and subject to revision. To facilitate the process of closure on the issues, we invite comment, criticism, and alternatives to what we have done. Such responses should be directed to

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1. Introduction

Teachers are the largest component of school spending, with more funding being allocated to teacher salaries than to any other education expense (Loeb, Miller, and Strunk 2009). Teacher and staff¹ salaries and benefits consume up to 80 percent of current expenditures (Aud et al. 2010). Yet, there is not a wealth of data on teacher compensation. National data on teachers are limited to periodic sample surveys or to simple counts at the district or school level. School districts and states often maintain significant databases on teachers in their jurisdictions, but these databases are rarely comparable across states. Some databases contain personally identifiable or sensitive information (e.g., Social Security Number), thereby preventing them from being available to researchers and the public.

Comparable teachers' compensation data across districts and states are needed in order to address a wide variety of education policy issues. For example, many commentators believe teachers are the key determinant of school quality (Hanushek and Rivkin 2004). Accordingly, the ability of schools to attract and retain high-quality teachers to work in urban districts is currently the focus of new policy initiatives. Recently, school officials in urban districts such as Denver, New York, and the District of Columbia have been contemplating "front loading" teacher compensation by increasing the salaries for new teachers. New York City Schools Chancellor Joel I. Klein stated, "You want to allocate your money in a way that attracts new talent and rewards excellence" (Sawchuk 2009).

In response to the need for individual teacher-level data to address these and other policy issues, the National Center for Education Statistics (NCES) developed the Teacher Compensation Survey (TCS), an administrative records universe survey that collects total compensation, teacher status, and demographic data about all public school teachers from multiple states. In 2007, NCES launched the pilot TCS data collection, with seven states volunteering to provide administrative records for school year (SY) 2005–06. In the second year of the data collection, the TCS expanded to 17 states reporting SY 2006–07 data.

The TCS offers several advantages over other data sources. For example, much of the teacher compensation research to date has been based upon sample surveys. The TCS removes sampling error and self-reporting bias through the use of a dataset that contains universe data at the teacher level for multiple states.

The TCS file can be merged with the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey file (referred to as the School Universe Survey, or School Universe, in this report) to obtain such school information as school type, operational status, locale code, number of students eligible for free and reduced-price lunch, student totals and detail (by grade, race/ethnicity, and sex), and pupil/teacher ratio.

¹ Staff includes both instructional and noninstructional staff.

The TCS permits comparisons of teacher salaries at various points along the career trajectory according to teacher characteristics (such as teacher's educational attainment, years of teaching experience, etc.). To ensure data confidentiality, the TCS does not use Social Security Numbers as the identification numbers for teachers. The Census Bureau has assigned new teacher IDs to all teachers for the TCS data file. The TCS data have also undergone a perturbation to eliminate the possibility of the data being used to identify individual teachers. The TCS is designed to provide comparable data across states and districts and may shed light on the compensation necessary to attract teachers, the ability to retain teachers, and teacher mobility.

The TCS data collection is a research and development effort to see if it is possible to collect and publish teacher-level data from the administrative records residing in state education agencies (SEAs). This report provides an overview of the TCS data collection for SY 2006–07; a comparison of state administrative records of the TCS with other sources of data; and a discussion of the data availability and quality, as well as limitations, of the TCS. This report also includes findings and descriptive statistics for SY 2006–07.

2. The Teacher Compensation Survey

Overview

The Teacher Compensation Survey (TCS) is conducted by the National Center for Education Statistics (NCES), a center of the Institute of Education Sciences within the U.S. Department of Education. NCES is authorized to collect education statistics data by Congress through the Education Sciences Reform Act of 2002, section 151(b)(3), 20 U.S.C. 9541. The Governments Division of the U.S. Census Bureau collected the TCS data on behalf of NCES.

The TCS is part of the NCES Common Core of Data (CCD) survey system. The CCD collects administrative records data and has nonfiscal and fiscal components. The nonfiscal components are the State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency (LEA) Universe Survey, and the Public Elementary/Secondary School Universe Survey; the fiscal components are the School District Finance Survey (F-33), the National Public Education Financial Survey (NPEFS), and the TCS (which includes both fiscal and nonfiscal data). CCD surveys are universe surveys, and the CCD data are reported annually by state education agencies (SEAs) through the efforts of state CCD coordinators.

The TCS collected individual teacher-level data for SY 2006–07 from the administrative records of 17 states that volunteered to participate: Arizona, Arkansas, Colorado, Florida, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Nebraska, Oklahoma, South Carolina, and Texas. The TCS universe file for SY 2006–07 contains 1.4 million records encompassing 1.1 million full-time-equivalent (FTE)² teachers and represents 33 percent of the 3.2 million FTE teachers in the United States (Sable and Noel 2008). The TCS will be considered a research and development effort until at least 45 states participate in the collection. Participation in the TCS is voluntary. The long-term goal is to expand the TCS into a national survey.

Three data files based on the data collected by the TCS are produced for each survey administration: an individual teacher-level restricted-use data (RUD) file, a school-level public-use file, and an LEA-level public-use file. The RUD file is only available to researchers who have received a restricted-use data license from NCES. Applications for a restricted-use data license must be made online. For more information about applying for a restricted-use data license, please visit the NCES website at <http://nces.ed.gov/pubsearch/licenses.asp>.

TCS Variables

Exhibit 1 contains a list of the data items included in the SY 2006–07 TCS RUD file, along with a short description of each item. There were no changes in the variables

² FTE is defined as the amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

or variable definitions between the SY 2005–06 and SY 2006–07 data collections, which allows comparisons to be made between the 2 years. A glossary with data item definitions is in appendix A.

Exhibit 1. Data items included in the Teacher Compensation Survey (TCS) restricted-use data (RUD) file: School year 2006–07

Data item	Description
TCS ID	Unique ID number for each record in the TCS RUD file
NCES Teacher ID	Unique ID number within each state for teachers
NCES School ID	Unique 12-digit ID number for each public school in the United States, which contains the 7-digit NCES local education agency (LEA) ID followed by the 5-digit NCES School Number
FIPS State Code	Federal Information Processing Standards (FIPS) state code
State Abbreviation	Two-letter postal abbreviation of state name
NCES LEA ID	NCES 7-digit LEA ID number
NCES School Number	NCES 5-digit school ID number
State LEA ID	Unique ID number within each state for the LEA
State Education Agency (SEA) School ID	Unique ID assigned by SEA for the schools in their state
School Name	Name of the school
Year	School year covered by the data
Base Salary	Base salary of the teacher for teaching duties at the specific school indicated on the record
Total Salary	Total salary paid to the teacher at the specific school indicated on the record
Retirement Benefits	Contributions made by the school district, municipal, state, and other government agencies toward the teacher's retirement plan, prorated to the specific school indicated on the record (does not include contributions made by the teacher)
Health Benefits	Contributions made by the school district, municipal, state, and other government agencies for the teacher's health insurance, prorated to the specific school indicated on the record (does not include contributions made by the teacher)
Other Benefits	All other benefits (excluding retirement and health insurance) paid by the school district, municipal, state, and other government agencies for the teacher, prorated to the specific school indicated on the record (does not include contributions made by the teacher)
Total Benefits	Sum of retirement, health, and all other benefits, or total benefits paid by the school district, municipal, state, and other government agencies, prorated to the specific school indicated on the record
Experience	Number of years of teaching experience of the teacher
Degree	Highest degree earned by the teacher
Race	Race/ethnicity of the teacher
Sex	Sex of the teacher
Birth Year	Year of birth of the teacher
Age	Age of the teacher
Contract Days	Number of days specified in the teacher contract
Full-Time Equivalent (FTE)	Amount of time required to perform a teaching assignment stated as a proportion of a full-time position by dividing the amount of time employed by the time normally required for a full-time position
Teacher Status Indicator	Indicator that identifies whether the teacher is a full-time or part-time employee and whether the teacher teaches at one or more schools or is a substitute teacher
Salary Indicator	Indicator to determine whether the teacher's base salary includes pay for teaching assignments alone or is a combination of teaching and other assignments, such as administration ¹
New Teacher to District Indicator	Indicator to determine if the teacher is new to the district
New Teacher to State Indicator	Indicator to determine if the teacher is new to the state

¹ By definition base salary does not include other duties but some states cannot make this separation. The salary indicator provides information on this distinction for analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

There are 10 identification variables in the TCS:

- Federal Information Processing Standards (FIPS) state code: Unique numeric identifier of each state in the United States.
- State abbreviation: Unique two-letter identifier of each state in the United States.
- NCES local education agency ID: A 7-digit NCES-assigned identification number for the local education agency that operates the school. The first two characters of this number are the FIPS state code.
- NCES school number: A 5-digit NCES-assigned school identification number.
- NCES school ID: A 12-digit school ID that contains the NCES 7-digit LEA ID followed by the NCES 5-digit school number. This ID can be used to match teachers with characteristics of schools at which they teach.
- State local education agency ID: An LEA ID assigned by the SEA that may not be unique across states.
- SEA school ID: A school ID assigned by the SEA that may not be unique across states.
- Name of school: A school name reported by the SEA.
- NCES Teacher ID: A unique NCES-assigned identification number for each individual teacher. It is neither the teacher identification number that the state submitted nor the Social Security Number (SSN). The first two characters of this number are the FIPS state code. The Teacher ID number should remain the same for each teacher over time, as long as the teacher remains teaching in the same state. Some states cannot provide a teacher ID that meets this requirement. The Teacher ID cannot be used to track teachers across states.
- TCS ID: A combination of the NCES Teacher ID followed by the 12-digit NCES school ID. This is a unique number for each record in the TCS RUD file that allows users to distinguish each teacher in each school where the teacher was teaching.

Base salary and total salary are the salaries paid to the teacher for teaching duties at the specific school indicated on the record. The base salary includes only pay for regular teaching duties at the school according to the negotiated contract. The total salary is the total pay the teacher received, including pay for additional duties such as afterschool programs, teacher mentoring, administrative work, and other duties that are not directly related to classroom instruction.

Demographic information collected in the TCS includes birth year, race/ethnicity, sex, highest degree earned, and years of teaching experience. The number of years of teaching experience reflects the years of experience as of the end of the school year. Teachers hired at the beginning of the school year with no professional teaching experience are reported as having 1 year of experience.

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3. Data Availability

A 2006 feasibility study by National Center for Education Statistics (NCES), with follow-up interviews by a team of researchers in 2007 found that at least 34 states collect teacher-level compensation data (Pantal et al. 2008). Of the 34 states identified, 15 chose to participate in the school year (SY) 2006–07 Teacher Compensation Survey (TCS), as did an additional 2 states that were not identified in the feasibility study. The 17 states participating in the TCS cannot be considered a nationally representative sample.

Researchers should take caution because not every data item was reported for all the teachers in the participating states. NCES encouraged states to submit data even if some of the TCS data items were not collected for all the teachers in the state for the school year. Highlights of the key data item availability in the SY 2006–07 TCS restricted-use data file are discussed below. For complete details on the availability of other data items, such as demographic information and indicator variables, please see Appendix C—State Notes.

In cases where a teacher taught in more than one school, NCES required a separate record be reported for each teacher in each school. Each of these separate records included an ID for the respective school, an identical teacher ID, and a full-time equivalent (FTE) value that reflects the amount of time the teacher worked at that school. In Arizona, every record had a unique teacher ID, indicating that they taught in only one school. It is possible that Arizona assigned different teacher IDs to the same teacher in different schools.

States were asked to report school identifiers for each teacher, allowing the teachers to be matched with school-level data surveys using NCES school identifiers. Arkansas did not report school identification numbers, although school district identifiers were available for about 99 percent of its records. Additionally, Arkansas did not report data for teachers in several large school districts, including Little Rock in SY 2006–07.

FTE is the most widely available variable, missing for only 0.1 percent of records in Texas and 7 percent of records in Florida. FTE was reported for all records in the other 15 states.

Base salary was also reported by all states for nearly all records (7 percent of Florida records were missing a value for base salary; 0.02 percent of Arizona and Texas records were missing base salary). Fewer states were able to report data for total pay: Colorado, Maine, and South Carolina did not report total pay for any record submitted, and total pay was missing for 0.02 percent of records in Arizona and Texas and 3 percent of records in Florida.

Benefits data, including health, retirement, and other benefits, were only available for 6 of the 17 states. Four states, Arkansas, Kentucky, Louisiana, and Oklahoma, were able to report total benefits and all detailed benefit categories for all teacher records submitted. Florida reported total benefits and all benefits categories for 96 percent of the

teacher records submitted. Nebraska was able to report total benefits for all teacher records submitted, but was not able to break out the total into the detail components.

Among the seven states that participated in both the SY 2005–06 and SY 2006–07 data collections, four states (Colorado, Iowa, Missouri, and Oklahoma) were able to assign a consistent teacher identification number if the teacher was employed in both SY 2005–06 and SY 2006–07, which enables NCES to link the teachers across years. A total of 175,506 out of 197,484 teachers (89 percent) for SY 2006–07 in these four states could be linked between the 2 school years. The rest of teachers in these four states could not be linked across years. Possible reasons for this could be the teacher moved out of the state, transferred to a private school, left the teaching profession, or the teacher was new to teaching in SY 2006–07. Additional issues in maintaining consistent teacher identification numbers over time are discussed in the following section.

4. Data Quality

Data Formatting Issues

The U.S. Census Bureau developed a web-based submission system that allowed states to submit data in a variety of file format types. State Teacher Compensation Survey (TCS) coordinators were asked to submit their data files with variables in a particular order, and using specified values, such as “1” for “male” and “2” for “female” in the “sex” variable field.

If states were not able to comply with these requests, Census Bureau staff worked with state TCS coordinators to transform the data to National Center for Education Statistics (NCES) specifications and develop methods that would enable the state to transform the data before submitting files for future data collections. States were receptive to suggestions, and among the seven states that participated in both the school year (SY) 2005–06 and SY 2006–07 data collections, less follow-up was needed in the second year. These states also indicated that the remaining formatting problems (such as matching teacher records with schools or being able to indicate which teachers work at multiple schools) should be resolved by the time of the SY 2007–08 data collection.

Teacher Identification Numbers

For teachers with multiple records (multiple teaching assignments), data checks were conducted to evaluate the consistency of demographic information between records. Characteristics such as birth year, sex, and highest degree earned would be expected to be the same for a teacher identified in different schools. In some cases, demographic information was only reported for one of the teacher’s records, and the information was missing for subsequent records. In these cases, teacher characteristic information was replicated from the first record. In other cases, the information differed for the multiple records (such as having the highest degree be a bachelor’s degree for one record and a master’s degree for another record), and in these cases no correction could be made.

Of the seven states participating in both TCS surveys, four indicated that teacher identification numbers were held constant for a teacher employed in both school years. However, it is possible that the identification number was applied to the wrong individual in some of these cases. In Colorado, 1,717 out of 41,187 teachers (4 percent) had different demographic information in the 2 school years. Demographic data also differed across school years for 71 out of 32,923 teachers (0.2 percent) in Iowa, 167 out of 62,042 teachers (0.3 percent) in Missouri, and 588 out of 39,354 teachers (1 percent) in Oklahoma. In all these cases, NCES chose not to edit the records in these cases, leaving decisions about editing or suppressing these records to data users.

Data Irregularities

Many comparisons are possible with the TCS data, particularly within a single state that reported 2 years of data. However, data users must analyze the data between

states with caution due to variations in state data collection periods, variable definitions, and response patterns.

NCES initially requested that states report teacher data at the end of the year, providing actual number of days worked, cumulative salary earned, etc., for all teachers employed for any duration during the school year. However, some states provided a snapshot of data from early in the year, with projections of days worked and salary based on the teaching contract. This “snapshot” reporting limits information on teachers who joined the workforce midyear and those who left partway through the school year.

By TCS definition, base salary is the negotiated annual base salary in the contract for teaching duties. While teaching duties may vary by state to include extra pay for additional responsibilities related to teaching, base salaries are comparable across states as a contractual payment for teaching.

Another example of inconsistent definitions is that of full-time equivalent (FTE) employment. NCES requested that states report FTE as the proportion of the time required for a full-time teaching position, prorated for each school the teacher worked at in cases where an individual had multiple teaching assignments. However, states often varied in the details of how they defined FTE. Some states could only distinguish full time or part time and, in the case of part-time teachers, could not prorate the amount of FTE to each school. As a result, in these states all values of FTE were 1.0 or 0.5, regardless of how much time a teacher actually spent teaching. In other states, FTE was based on the number of hours worked over the entire school year or was calculated based on both the number of days worked and the hours worked each day. Maximum values of FTE also varied by state – in some states, the maximum value of FTE was 1.0, regardless of how much time the teacher actually worked (i.e., overtime hours for extra duties cannot be identified). In other states, the total FTE for a teacher could be greater than 1.0. This typically occurred when a teacher worked at multiple schools or had taken on additional duties, such as coaching.

Some responses to variables in the TCS were compared with responses to other variables to check for consistency. For example, states were asked to provide the FTE for each teacher and to indicate whether the individual was a full-time teacher or an employee who taught part time and performed other duties part time. It was then expected that teachers who had an FTE of 1.0 would be noted as a full-time employee. However, there were unexpected combinations, such as teachers reported as part time with an FTE equal to or greater than 1.0.

In addition to the teacher compensation data specified in the TCS, NCES also collects information in a data plan from each state to help process the data and gain a better understanding of what programs and/or policies are connected with the data items and definitions. The SY 2006–07 TCS data plan responses by participating states appear in appendix B. The data plan responses are presented as reported by SEAs with minimal editing by NCES.

After reviewing and editing the data, NCES is aware that inconsistencies still remain in the data file. NCES has decided to leave this information for researchers to draw their own conclusions. For more information on state reporting and definitions, please see Appendix B—Data Plan Responses. For the edits that NCES conducted to the TCS data, see the next section—Edit Rules and Appendix C—State Notes.

Edit Rules

Staff at NCES, the U.S. Census Bureau, and the American Institutes for Research's Education Statistics Services Institute (ESSI) collaborated in editing TCS data submissions and asking state TCS coordinators to correct or confirm any numbers that appeared to be incorrect compared with other data. If no explanation for anomalous data was provided by the state, NCES had the option of changing the data value to missing. Major edits and anomalies are discussed below.

Business rules for acceptable ranges of data values were developed and implemented based on data plans submitted by the states, a review of state policies, and response pattern consistency. For instance, if a teacher was marked as new to the state, then the teacher must also have been new to the district; if there were multiple records for a single teacher identification number, then the teacher status must indicate that he or she worked at multiple schools.

Specific variable responses were suppressed in some cases. These included cases where a teacher's age was less than 17 or more than 90 years old, the teacher had more than 65 years of experience, or the number of days the teacher was contracted to work was more than 365. In these cases the record remained in the file, and the anomalous variable response was changed to missing.

NCES edited the years of experience data in Arkansas, Idaho, Kansas, Kentucky, Louisiana, Oklahoma, South Carolina, and Texas; since they each reported experience as of the beginning of the year to count teaching experience as of the end of SY 2006–07, 1 year was added to the number of years of experience in these eight states. For all participating states, the age of a teacher was derived from the birth year reported by the state. Age was calculated by subtracting the birth year from 2007.

Oklahoma and Texas reported salary data for teachers working at multiple schools that were not prorated to each school. NCES used the values of FTE for these teachers to redistribute the salary data (e.g., a teacher earning \$30,000 annually and working half time in two schools may be incorrectly reported by the state as earning \$30,000 in the first school and \$30,000 in the second school. After redistributing by FTE the salary would have been \$15,000 in each school.).

The initial data file submitted by the state of Missouri showed an approximately equal distribution of the birth year variable between 1900 and 1999. It was expected that the number of teachers would increase slightly for people in their 20s (as they finish higher education) and would start to decrease as people reach their 40s and 50s (as teachers change professions, retire, etc.). Census staff worked with the state coordinator

and agreed to use the birth year data submitted for the SY 2007–08 data collection, which had been submitted in July 2009 and followed a more expected distribution. Ninety percent of the records in the SY 2006–07 dataset could be matched to the SY 2007–08 dataset based on the teacher identification number, and birth year could be carried over. For the remaining 10 percent of records that could not be matched based on teacher ID, birth year was set to missing.

In Kansas, there were a number of cases with duplicate combinations of a single teacher ID and NCES-assigned 12-digit school ID that could not be resolved by other business rules. In these cases, if the records had consistent data on school name, teacher demographics, and teacher status indicator, NCES believed that these records were for the same teacher in the same school, and then combined them to one record by summing up the FTE and salary data.

Each variable in the restricted-use data file has a corresponding edit flag, and if the variable has been altered for a given record, the flag is set to “A.” For a complete list of edits that are specific to each participating state, see Appendix C—State Notes.

5. Comparison of the Teacher Compensation Survey With Other Sources of Data

Teacher Compensation Survey (TCS) data were compared with data from other surveys in order to assess the quality and completeness of the data. This section provides comparative analysis of schools, teachers, and teacher salary data between school year (SY) 2006–07 TCS data and other Common Core of Data (CCD) data files, National Education Association (NEA) data, and Schools and Staffing Survey (SASS) data.³

Teacher and School Data in the TCS and Other CCD Data Files

FTE Teacher Counts. Each TCS record indicates the school where the teacher worked by reporting the National Center for Education Statistics (NCES) school ID number. These schools were compared to the schools in the CCD School Universe, which is recognized as the most complete listing of all public schools in the nation. The total numbers of full-time equivalent (FTE) teachers in the TCS and the School Universe were close for the 17 TCS participating states in SY 2006–07 (1,058,554 vs. 1,057,974; a difference of 0.1 percent) (table 1). Because the School Universe is a “snapshot” count of schools and teachers at the beginning of the school year, the two surveys were expected to report similar, but not necessarily the same numbers. The TCS collected data on 1,058,554 FTE teachers who taught during SY 2006–07. The number of FTE teachers in the School Universe during the same year, for the same 17 states participating in the TCS, was 1,057,974. Teachers in the TCS without valid NCES school IDs or valid SEA school IDs were not counted. The TCS file had valid school IDs associated with 1,022,606 FTE teachers. The difference between the TCS and the School Universe FTE teacher counts was more than 20 percent in Arkansas; an examination of the TCS data from Arkansas revealed that no data were reported for teachers in several large school districts, including Little Rock.

The teacher count from the School Universe for South Carolina was confirmed by the state CCD coordinator to be unreliable; therefore, the teacher count from the CCD State Nonfiscal Survey was used in table 1 for South Carolina. The FTE teacher counts in the TCS and the School Universe were within 5 percent of each other for 14 of the 17 states where a comparison could be made (using the State Nonfiscal Survey teacher count for South Carolina).⁴

³ NEA data were reported in: National Education Association, Rankings & Estimates, “Rankings of the States 2008 and Estimates of School Statistics 2009.” SASS data were reported in: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” school year 2007–08.

⁴ The difference in the FTE teacher counts between the TCS and the School Universe was greater than 9 percent for Kansas and Missouri. The counts were from files collected for different reporting periods (full year count for TCS, and fall count only for the School Universe), however there may be other issues as well, and NCES is working towards identifying and resolving those issues.

Table 1. Number of and percentage difference in full-time-equivalent (FTE) teachers reported in the Teacher Compensation Survey (TCS) and School Universe Survey, by participating state: School year 2006–07

Participating state	Number of FTE teachers in the TCS	Number of FTE teachers in the School Universe Survey	Percentage difference	Number of FTE teachers reported in the TCS with valid school IDs	Percentage of FTE teachers reported in schools with valid school IDs
Reporting states	1,058,554	1,057,974	0.1	1,022,606	96.6
Arizona	52,659	52,569	0.2	52,651	100.0
Arkansas	25,961 ¹	37,579	-30.9	0 ²	0.0 ²
Colorado	46,974	46,455	1.1	46,457	98.9
Florida	169,073	162,825	3.8	169,073	100.0
Idaho	14,859	14,770	0.6	14,859	100.0
Iowa	34,910	35,156	-0.7	34,585	99.1
Kansas	33,878	37,681	-10.1	32,624	96.3
Kentucky	43,123	41,452	4.0	41,590	96.4
Louisiana	45,147	45,688	-1.2	45,142	100.0
Maine	16,232	16,795	-3.3	16,232	100.0
Minnesota	52,663	50,838	3.6	51,610	98.0
Mississippi	32,348	31,851	1.6	32,348	100.0
Missouri	67,573	61,891	9.2	65,144	96.4
Nebraska	21,433	21,516	-0.4	21,369	99.7
Oklahoma	42,119	40,999	2.7	40,974	97.3
South Carolina	47,948	49,284 ³	-2.7	47,325	98.7
Texas	311,654	310,624	0.3	310,624	99.7

¹ Arkansas did not provide teacher data on the TCS for some of its large school districts (e.g., Little Rock School District). Data for more than 20 percent of the teachers were not reported on the TCS for Arkansas.

² Arkansas did not report any school identifiers.

³ Number is the FTE teacher count in the State Nonfiscal Survey. The total FTE teacher count reported in the School Universe Survey was 65,352 for South Carolina in school year 2006–07. The state indicated that the number in the State Nonfiscal Survey was more reliable.

NOTE: The TCS and School Universe Survey were collected at different times during the school year. The TCS collected individual data on teachers, whereas the School Universe collected teacher information aggregated to the school level. Arkansas teachers were included in the teacher counts in this table to demonstrate the fact that the data were missing for more than 20 percent of teachers in the state.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "Public Elementary/Secondary School Universe Survey," school year 2006–07, Version 1c; "State Nonfiscal Survey of Public Elementary/Secondary Education," school year 2006–07, Version 1c.

School Counts. The number of schools covered by the TCS was close to the number of operating schools covered by the School Universe for the 16 states meeting NCES reporting standards in the TCS (31,410 vs. 31,087) (table 2). The TCS collected data on teachers in 31,410 schools that were individually identified. Some of these schools did not have valid NCES School IDs and were counted based on the state’s own ID number. Arkansas did not report any school ID numbers, but did report state local education agency ID numbers (LEAIDs). The number of schools in the 16 remaining states reporting school ID data ranged from 668 (each) in Idaho and Maine to 8,074 in Texas.

The School Universe contained data for 31,087 operating schools⁵ for the 16 states meeting NCES reporting standards in the TCS (table 2). All but 183 of these schools could be found in the TCS. Of the 31,410 schools identified in the TCS, 30,904 schools could be matched to operating schools in the School Universe; 278 schools could

⁵ Schools coded as closed, inactive, to be opened within 2 years, or without teachers were removed from all of the School Universe school counts.

be matched to the closed, inactive, future schools, or schools without teachers in the School Universe; and 228 schools could not be matched to the School Universe.

Table 2. Number of schools reported in the Teacher Compensation Survey (TCS) and School Universe Survey, by survey coverage status and participating state: School year 2006–07

Participating state	Number of schools in the TCS ¹	Number of operating schools ² in the School Universe Survey	Number of operating schools ² matched in the TCS and School Universe Survey	Number of operating schools ² in the School Universe Survey but not in the TCS	Number of nonoperating schools ³ matched in the TCS and School Universe Survey	Number of schools in the TCS ¹ but not in the School Universe Survey
Reporting states⁴	31,410	31,087	30,904	183	278	228
Arizona	1,438	1,415	1,415	0	23	0
Arkansas	‡	‡	‡	‡	‡	‡
Colorado	1,727	1,727	1,726	1	1	0
Florida	3,458	3,370	3,334	36	124	0
Idaho	668	687	657	30	11	0
Iowa	1,500	1,509	1,500	9	0	0
Kansas	1,402	1,403	1,394	9	0	8
Kentucky	1,375	1,363	1,360	3	15	0
Louisiana	1,405	1,425	1,393	32	11	1
Maine	668	670	667	3	1	0
Minnesota	2,205	2,213	2,195	18	5	5
Mississippi	1,037	1,048	1,033	15	4	0
Missouri	2,368	2,329	2,328	1	20	20
Nebraska	1,138	1,164	1,138	26	0	0
Oklahoma	1,787	1,787	1,787	0	0	0
South Carolina	1,160	1,101	1,101	0	58	1
Texas	8,074	7,876	7,876	0	5	193

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Only schools with a valid NCES school ID or a valid state school ID are counted.

² Excludes schools in the CCD School Universe that are not operating (closed, inactive, or future schools) or are without teachers.

³ Includes schools in the CCD School Universe that are not operating (closed, inactive, or future schools) or are without teachers.

⁴ Reporting states totals did not include Arkansas.

NOTE: The TCS and School Universe Survey were collected at different times during the school year. The TCS collected individual data on teachers, whereas the School Universe collected teacher information aggregated to the school level. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "Public Elementary/Secondary School Universe Survey," school year 2006–07, Version 1c.

Matching Schools in the Teacher Compensation Survey and the School Universe. All of the schools reported in the TCS for Arizona, Colorado, Florida, Idaho, Iowa, Kentucky, Maine, Mississippi, Nebraska, and Oklahoma could be matched to the School Universe, and all of the schools reported in the School Universe in Arizona, Oklahoma, South Carolina, and Texas could be matched to the TCS (table 2). For Oklahoma, the number of reported schools in the TCS matched the number of the operational schools in the School Universe. Louisiana and South Carolina each reported one school in the TCS that could not be matched to the School Universe. Colorado and Missouri each reported one school in the School Universe that could not be matched to the TCS.

The 228 schools in the TCS, but not in the School Universe, were associated with 1,149 FTE teachers (table 3). All but 127 of these FTE teachers were located in Texas (derived from table 3).

Table 3. Number of schools, full-time-equivalent (FTE) teachers, and teachers for schools reported in the Teacher Compensation Survey (TCS), but not in the School Universe Survey, by participating state: School year 2006–07

Participating state	Number of schools in the TCS ¹ but not in the School Universe Survey	Number of FTE teachers of the schools in the TCS ¹ but not in the School Universe Survey	Number of teachers of the schools in the TCS ¹ but not in the School Universe Survey
Reporting states²	228	1,149	1,517
Arizona	0	†	†
Arkansas	‡	‡	‡
Colorado	0	†	†
Florida	0	†	†
Idaho	0	†	†
Iowa	0	†	†
Kansas	8	59	64
Kentucky	0	†	†
Louisiana	1	3	4
Maine	0	†	†
Minnesota	5	17	24
Mississippi	0	†	†
Missouri	20	47	48
Nebraska	0	†	†
Oklahoma	0	†	†
South Carolina	1	1	1
Texas	193	1,022	1,376

† Not applicable.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Only schools with a valid NCES school ID or a valid state school ID are counted.

² Reporting states totals did not include Arkansas.

NOTE: The TCS and School Universe Survey were collected at different times during the school year. The TCS collected individual data on teachers, whereas the School Universe collected teacher information aggregated to the school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "Public Elementary/Secondary School Universe Survey," school year 2006–07, Version 1c.

The 183 schools in the School Universe that were not represented in the TCS were associated with a total of 1,887 FTE teachers serving 22,395 students (table 4). (Schools in the School Universe without any teachers were excluded from this analysis.)

Table 4. Number of schools, full-time-equivalent (FTE) teachers, and students for operating schools reported in the School Universe Survey, but not in the Teacher Compensation Survey (TCS), by participating state: School year 2006–07

Participating state	Number of operating schools ¹ in the School Universe Survey but not in the TCS	Number of FTE teachers of the operating schools ¹ in the School Universe Survey but not in the TCS	Number of students of the operating schools ¹ in the School Universe Survey but not in the TCS
Reporting states²	183	1,887	22,395
Arizona	0	†	†
Arkansas	‡	‡	‡
Colorado	1	19	412
Florida	36	338	4,646
Idaho	30	233	3,492
Iowa	9	24	220
Kansas	9	138	528
Kentucky	3	36	685
Louisiana	32	673	9,921
Maine	3	36	355
Minnesota	18	69	1,036
Mississippi	15	207	891
Missouri	1	13	195
Nebraska	26	101	14
Oklahoma	0	†	†
South Carolina	0	†	†
Texas	0	†	†

† Not applicable.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Excludes schools in the School Universe that were not operating (closed, inactive, or future schools) or were without teachers.

² Reporting states totals did not include Arkansas.

NOTE: The TCS and School Universe Survey were collected at different times during the school year. The TCS collected individual data on teachers, whereas the School Universe collected teacher information aggregated to the school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "Public Elementary/Secondary School Universe Survey," school year 2006–07, Version 1c.

After removing the data for Arkansas (due to the missing school IDs) and South Carolina (due to the teacher overcount in the School Universe), a total of 29,774 schools in 15 states were represented in both the TCS and School Universe (table 5). For these 29,774 schools, the TCS reported 973,434 FTE teachers, or a headcount of 1,007,825 teachers. The School Universe reported 968,959 FTE teachers serving 14,827,025 students. The percentage difference between the number of teachers in the School Universe and in the TCS was 0.5 percent. The percentage differences between the teacher counts in the two surveys were smaller in table 5 (where only data for schools appearing in both files were counted) than in table 1 at the state level (where all records were used in the counts). The exceptions (where the absolute difference in teacher counts was larger when only matching schools are considered) occurred in Arizona, Idaho, Iowa, Kansas, and Mississippi.

Table 5. Number of schools that reported full-time-equivalent (FTE) teacher counts in both the Teacher Compensation Survey (TCS) and School Universe Survey, number of and percentage difference in FTE teachers for these schools, and number of teachers and students for these schools, by participating state: School year 2006–07

Participating state	Schools matched in the TCS and School Universe Survey ¹					
	Number of schools matched in the TCS and School Universe Survey ¹ that reported FTE teacher counts	Number of FTE teachers in the TCS	Number of FTE teachers in the School Universe Survey	Percentage difference of FTE teachers	Number of teachers in the TCS	Number of students in the School Universe Survey
Reporting states²	29,774	973,434	968,959	0.5	1,007,825	14,827,025
Arizona	1,415	52,455	52,569	-0.2	54,652	967,827
Arkansas	‡	‡	‡	‡	‡	‡
Colorado	1,726	46,438	46,437	#	47,889	791,376
Florida	3,306	167,779	162,223	3.4	179,589	2,601,831
Idaho	657	14,808	14,537	1.9	15,260	263,835
Iowa	1,500	34,585	35,132	-1.6	35,498	481,468
Kansas	1,394	32,623	37,543	-13.1	33,510	458,877
Kentucky	1,360	41,482	41,416	0.2	42,053	644,382
Louisiana	1,393	45,064	45,015	0.1	47,156	665,388
Maine	667	16,201	16,759	-3.3	16,750	193,626
Minnesota	2,195	51,609	50,769	1.7	54,297	835,894
Mississippi	1,033	32,328	31,644	2.2	33,498	494,135
Missouri	2,327	65,096	61,877	5.2	67,026	918,575
Nebraska	1,138	21,369	21,415	-0.2	22,108	287,561
Oklahoma	1,787	40,974	40,999	-0.1	42,468	638,295
South Carolina	‡	‡	‡	‡	‡	‡
Texas	7,876	310,624	310,624	0.0	316,071	4,583,955

Rounds to zero.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Teacher counts for South Carolina on the School Universe Survey were characterized as unreliable by the data coordinator.

¹ Excludes schools that were matched in both the TCS and School Universe Survey but reported zero or missing FTE teacher count in either of the surveys.

² Reporting states totals did not include Arkansas and South Carolina.

NOTE: The TCS and School Universe Survey were collected at different times during the school year. The TCS collected individual data on teachers, whereas the School Universe collected teacher information aggregated to the school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "Public Elementary/Secondary School Universe Survey," school year 2006–07, Version 1c.

In table 6, the teacher counts from the TCS and the School Universe are compared for each school in the 15 states for which data were available. For the 29,774 schools represented in both surveys for these 15 states, the FTE teacher counts were within 1 percent for 17,220 schools, or 58 percent of the schools. The teacher counts were within 10 percent of each other in an additional 8,626 schools, or 87 percent of schools overall.

Table 6. Number and percentage distribution of schools that reported full-time-equivalent (FTE) teacher counts in both the Teacher Compensation Survey (TCS) and School Universe Survey, by percentage difference in FTE teachers reported in the surveys and participating state: School year 2006–07

Participating state	Number of schools matched in the TCS and School Universe Survey ¹ that reported FTE teacher counts	Number of schools where the percentage difference in FTE teachers between the TCS and School Universe Survey is			Percent of schools where the percentage difference in FTE teachers between the TCS and School Universe Survey is		
		greater than		greater than 10 percent	greater than		greater than 10 percent
		less than or equal to 1 percent	1 and less than or equal to 10 percent		1 and less than or equal to 1 percent	than or equal to 10 percent	
Reporting states²	29,774	17,220	8,626	3,928	57.8	29.0	13.2
Arizona	1,415	1,288	112	15	91.0	7.9	1.1
Arkansas	‡	‡	‡	‡	‡	‡	‡
Colorado	1,726	1,694	30	2	98.1	1.7	0.1
Florida	3,306	780	1,933	593	23.6	58.5	17.9
Idaho	657	180	363	114	27.4	55.3	17.4
Iowa	1,500	184	816	500	12.3	54.4	33.3
Kansas	1,394	22	387	985	1.6	27.8	70.7
Kentucky	1,360	379	794	187	27.9	58.4	13.8
Louisiana	1,393	322	883	188	23.1	63.4	13.5
Maine	667	126	497	44	18.9	74.5	6.6
Minnesota	2,195	1,588	457	150	72.3	20.8	6.8
Mississippi	1,033	125	576	332	12.1	55.8	32.1
Missouri	2,327	184	1,347	796	7.9	57.9	34.2
Nebraska	1,138	1,034	99	5	90.9	8.7	0.4
Oklahoma	1,787	1,533	245	9	85.8	13.7	0.5
South Carolina	‡	‡	‡	‡	‡	‡	‡
Texas	7,876	7,781	87	8	98.8	1.1	0.1

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Teacher counts for South Carolina on the School Universe Survey were characterized as unreliable by the data coordinator.

¹ Excludes schools that were matched in both the TCS and School Universe Survey but reported zero or missing FTE teacher count in either of the surveys.

² Reporting states totals did not include Arkansas and South Carolina.

NOTE: The TCS and School Universe Survey were collected at different times during the school year. The TCS collected individual data on teachers, whereas the School Universe collected teacher information aggregated to the school level. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "Public Elementary/Secondary School Universe Survey," school year 2006–07, Version 1c.

Salary Data in the TCS and Other Surveys

In order to verify the salary data collected in the TCS, they were compared with data from three other sources. First, the TCS data were compared with data from the CCD School District Finance Survey (F-33). The F-33 survey contains district-level expenditure data, including expenditures for teacher salaries, which is an optional item in the F-33 that was reported by only 9 of the 16 states meeting NCES reporting standards in the TCS. (Arkansas was excluded because data were missing for more than 20 percent of the teachers in that state.) The F-33 had data for 1,978 of the districts with TCS data in these 9 states (table 7). When the sum of the TCS total salaries for each school district was compared with the F-33, the salaries were within 1 percent for 201 of the 1,978 districts and within 10 percent for an additional 1,196 districts. In other words, for 71 percent of the districts with data, the salary data from the two sources agreed to within 10

percent. In Mississippi, the salary data agreed to within 10 percent for 97 percent of all school districts. The difference between the two sources was largest for Idaho, where 72 percent of the school districts had differences in salary data of more than 10 percent.

Table 7. Number and percentage distribution of school districts matched in the Teacher Compensation Survey (TCS) and School District Finance Survey (F-33), by percentage difference in district total teacher salaries reported in the surveys and participating state: School year 2006–07

Participating state	Number of school districts matched in the TCS and F-33	Number of school districts where the percentage difference in district total teacher salaries between the TCS and F-33 is				Percent of school districts where the percentage difference in district total teacher salaries between the TCS and F-33 is			
		greater than 10 percent		greater than 1 and less than or equal to 25 percent		greater than 10 percent		greater than 1 and less than or equal to 25 percent	
		less than or equal to 10 percent	greater than 10 percent	less than or equal to 10 percent	greater than 1 and less than or equal to 25 percent	less than or equal to 10 percent	greater than 1 and less than or equal to 25 percent	less than or equal to 10 percent	greater than 1 and less than or equal to 25 percent
Reporting states¹	1,978	201	1,196	479	102	10.2	60.5	24.2	5.2
Arizona	215	13	107	77	18	6.0	49.8	35.8	8.4
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	—	—	—	—	—	—	—	—	—
Florida	67	3	52	11	1	4.5	77.6	16.4	1.5
Idaho	124	6	29	86	3	4.8	23.4	69.4	2.4
Iowa	365	67	260	37	1	18.4	71.2	10.1	0.3
Kansas	296	35	173	69	19	11.8	58.4	23.3	6.4
Kentucky	175	16	117	28	14	9.1	66.9	16.0	8.0
Louisiana	86	8	65	11	2	9.3	75.6	12.8	2.3
Maine	—	—	—	—	—	—	—	—	—
Minnesota	498	23	275	157	43	4.6	55.2	31.5	8.6
Mississippi	152	30	118	3	1	19.7	77.6	2.0	0.7
Missouri	—	—	—	—	—	—	—	—	—
Nebraska	—	—	—	—	—	—	—	—	—
Oklahoma	—	—	—	—	—	—	—	—	—
South Carolina	—	—	—	—	—	—	—	—	—
Texas	—	—	—	—	—	—	—	—	—

— Not available. Colorado, Maine, and South Carolina did not report teacher total salary data in the TCS. Missouri, Nebraska, Oklahoma, and Texas did not report any teacher salary data in the F-33.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Reporting states totals did not include Arkansas, Colorado, Maine, Missouri, Nebraska, Oklahoma, South Carolina, and Texas.

NOTE: Teacher total salary is the total amount of money paid to teachers by the school district for school year 2006–07. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; "School District Finance Survey (F-33)," fiscal year 2006, Version 1a.

Next, data on average teacher salaries reported by the National Education Association (NEA), which are from an annual, national state-level data collection, were compared with the TCS data. The NEA collects data from state departments of education and other sources. The NEA collection defines salary as the gross salary received by teachers before deductions for Social Security, retirement, health insurance, etc. An average teacher salary from the TCS was computed based on the total salaries of full-time teachers who taught only at one school. Total salaries from the TCS were used because the definition of total salaries agreed best with the salary definition used by the NEA.

The differences between NEA average total salaries and TCS average total salaries were 1 percent or less in Florida, Louisiana, and Mississippi (table 8). The TCS and NEA average total salaries were within 5 percent of each other in 11 of the 13 states for which a mean total salary from the TCS could be calculated. The greatest disparity between the surveys occurred in Kansas (9 percent) and Oklahoma (-8 percent). This comparison could not be performed for Colorado, Maine, and South Carolina because only base salaries were reported for these states in the TCS.

Table 8. Mean of and percentage difference in full-time teacher total salaries reported in the Teacher Compensation Survey (TCS) and National Education Association (NEA) data collection, by participating state: School year 2006–07

Participating state	Mean teacher total salary reported in the TCS ¹	Mean teacher total salary reported in the NEA data collection ²	Percentage difference
Reporting states³	\$44,987	—	—
Arizona	43,743	\$44,700	-2.1
Arkansas	‡	‡	‡
Colorado	—	45,833	—
Florida	45,750	45,308	1.0
Idaho	43,902	42,798	2.6
Iowa	43,711	43,130	1.3
Kansas	47,249	43,358	9.0
Kentucky	44,855	43,646	2.8
Louisiana	42,863	42,816	0.1
Maine	—	42,103	—
Minnesota	50,556	49,718	1.7
Mississippi	40,193	40,182	#
Missouri	43,642	41,751	4.5
Nebraska	43,653	42,044	3.8
Oklahoma	38,902	42,379	-8.2
South Carolina	—	43,891	—
Texas	45,816	44,897	2.0

— Not available.

Rounds to zero.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Teacher total salary reported in the TCS is the total amount of money paid to a teacher by the school district for school year 2006–07. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. These data were not adjusted for geographic cost differences across the states.

² Teacher total salary reported in the NEA data collection is the gross salary before deductions for Social Security, retirement, health insurance, and so on for school year 2006–07.

³ Reporting states totals did not include Arkansas, Colorado, Maine, and South Carolina.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; National Education Association, Rankings & Estimates, "Rankings of the States 2008 and Estimates of School Statistics 2009."

Finally, average base salaries for full-time teachers derived from the TCS were compared with average base salaries from the NCES Schools and Staffing Survey (SASS). SASS is a nationally representative sample survey of public, private, and Bureau of Indian Education-funded K–12 schools, principals, and teachers in the 50 states and the District of Columbia. Public schools in SASS are sampled to support state level estimates in a way that it is possible to compare teacher salaries at the state level. The SASS salary data are reported by the individual teachers participating in the survey. The

survey is conducted every 3 to 6 years, most recently in SY 2007–08. In order to compare the SY 2007–08 SASS data with the SY 2006–07 TCS data, the SASS data were deflated to 2006–07 dollars using the Consumer Price Index (CPI) adjusted to a July to June fiscal year. (The CPI is produced by the U.S. Department of Commerce, Bureau of Economic Analysis.) Base salaries from the TCS were used in this comparison because these salaries correspond better to the salary definition used by SASS. SASS collects salary data through responses to the following survey item: “What is your academic year base teaching salary?”

This analysis was able to use data from 16 of the 17 states participating in the TCS, since all states reported base salaries. For 15 of the 16 states participating in the TCS and meeting NCES reporting standards, the TCS mean base salary was higher than the mean base salary from SASS (table 9). The comparison has been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation.⁶ Differences should also be interpreted carefully, due to differences in salary definitions between the surveys and the accuracy of the deflation factor applied to the SASS data.

⁶ The test procedure used in this analysis was one-sample Student’s *t* test, which tests the difference between the sample mean and the population mean. The formula used to compute the *t* statistic is as follows: $\frac{\bar{x}-\mu}{se}$, where \bar{x} is the SASS mean base salary, μ is the TCS mean base salary, and *se* is the standard error of the SASS mean base salary. The *t* test formula was not adjusted for multiple comparisons. In this test an alpha value of .05 was used, which has critical *t* values of ± 1.96 . If the *t* statistic was larger than 1.96 or smaller than -1.96, then the difference between the two means is statistically significant.

Table 9. Mean of full-time teacher base salaries reported in the Teacher Compensation Survey (TCS), school year 2006–07, and the Schools and Staffing Survey (SASS), school year 2007–08, by participating state

Participating state	Mean teacher base salary reported in the TCS ¹	Mean teacher base salary reported in the SASS ² SE
Reporting states³	\$43,814	— (t)
Arizona	43,743	\$38,958* (530)
Arkansas	‡	‡
Colorado	45,268	43,394* (810)
Florida	44,283	42,815* (521)
Idaho	42,842	40,693* (540)
Iowa	43,182	37,704* (424)
Kansas	42,163	39,826* (588)
Kentucky	43,301	43,201 (415)
Louisiana	42,006	39,729* (424)
Maine	42,882	39,922* (501)
Minnesota	50,556	48,022* (598)
Mississippi	39,724	38,379* (415)
Missouri	41,988	39,151* (752)
Nebraska	42,026	35,776* (723)
Oklahoma	37,576	35,968* (203)
South Carolina	42,913	41,368* (444)
Texas	44,811	42,718* (530)

— Not available.

‡ Not applicable.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

* $p < .05$.

¹ Base salary reported in the TCS is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. These data were not adjusted for geographic cost differences across the states.

² Base salary is the self-reported value to the SASS-4A Public Teacher 2007–08 Survey question, "What is your academic year base teaching salary?" The 2007–08 amounts are adjusted to 2006–07 dollars by using the Consumer Price Index adjusted to a fiscal-year basis (July through June).

³ Reporting states totals did not include Arkansas.

NOTE: Standard errors appear in parentheses. When comparing the mean base salaries in the TCS and SASS, the standard error should be counted since SASS is a sample survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a; Schools and Staffing Survey (SASS), "Public School Teacher Data File," school year 2007–08; *Digest of Education Statistics: 2008*, retrieved May 20, 2010, from http://nces.ed.gov/programs/digest/d08/tables/dt08_031.asp?referrer=list.

Summary

Overall, the TCS and CCD School Universe collection of individual teacher data appear to be nearly aligned for most all of the states participating in the TCS. The FTE teacher counts in the TCS and the School Universe were within 4 percent of each other for 13 of the 16 states for which a comparison could be made. Schools reported in the TCS also appeared to match up well with the schools reported in the School Universe. Of the 31,087 schools in the School Universe in the 16 states participating in the TCS and reporting NCES school IDs, 30,904 could be found in the TCS.

Comparing average teacher total salary between TCS and F-33 data for 9 of the 16 states for which comparisons could be made indicated that total salaries between the two surveys were within 10 percent for more than two-thirds of the districts with data. The TCS mean base salary was higher than the mean base salary from SASS for 15 of the 16 states participating in the TCS and meeting NCES reporting standards. However, this difference may be attributable to the deflation factor applied to the SASS data to align reporting years for comparison and differences in definitions and survey designs. Finally, the average teacher total salary calculated from the TCS data agreed to within 5 percent of the average teacher total salary reported by NEA for 11 of the 13 states for which comparisons could be made.

6. Limitations and Advantages of the Teacher Compensation Survey

Limitations of the Teacher Compensation Survey

The limitations of the Teacher Compensation Survey (TCS) for research purposes are generally applicable to some, but not all, states. They also vary in their potential impact on data quality.

- Not all state education agencies (SEAs) collect administrative data on teachers' compensation. There are no legal or regulatory requirements that SEAs collect or report teachers' compensation data to National Center for Education Statistics (NCES) or any other federal entity. For example, in early 2009, officials from California and Massachusetts indicated that their states do not collect administrative data on teachers' compensation at the district or school level.
- Administrative records maintained by the SEAs for many states do not include all the data needed for the TCS. For example, many SEAs do not have the capacity to provide health and retirement benefits data. There are many challenges to obtaining health and retirement benefits from state administrative records. First, some SEAs do not collect individual teacher-level data on health and retirement benefits. Second, even if SEAs collect health and retirement benefits data, there may be significant differences in the way states collect and report the data.
- Although NCES provided detailed instructions and definitions for each data item in the TCS, a subsequent review of the data found differences in how the states interpreted these definitions. Thus, states were asked to submit a data plan that provided them an opportunity to present clarifying information on the data they submitted. In some instances, it was necessary for NCES and the U.S. Census Bureau to communicate with the states in order to address these differences. In some cases, data were revised to align more closely with the TCS definitions and resubmitted by the states. In other cases, inconsistencies were resolved completely. For more information on state reporting and definitions, please see Appendix B—Data Plan Responses and Appendix C—State Notes.
- Unique teacher identifiers are not being reported on a longitudinal basis for some states. If states maintained unique teacher identifiers on a longitudinal basis, researchers could track the increases in teachers' base salaries over time, advances in the education levels of teachers, mobility between districts and schools, and exit and reentry into the workforce, among other variables of interest. About 25 percent of the states that submitted SY 2006–07 data to the TCS used unique teacher identifiers on a longitudinal basis.
- Currently there is no unique identification number that can be used to track teachers moving across state borders (e.g., Social Security Numbers are not used due to privacy concerns). The question of conducting longitudinal analysis of individual teacher-level data across state lines poses formidable challenges. Michel Pantal stated, "One of the most powerful potential uses of [teacher

compensation data] is for longitudinal analyses across states that would allow researchers to investigate the flow of teachers back into teaching after a temporary exit. However, this analysis requires that states uniquely identify teachers in a uniform manner across states” (Pantal et al. 2008, p. 15). Interstate teacher mobility analysis could only be possible if all states were to participate in the TCS without interruption over time using a common teacher ID system, with an appropriate level of encryption.

- The TCS cannot meet all of the data needs for research on teachers. The state administrative records that make up the TCS provide less comprehensive data on teachers than do other sources of data. While the TCS has fewer data items than surveys such as the Schools and Staffing Survey (SASS), it has the advantage of including the entire teacher population. However, because SASS samples teachers directly, it can collect items such as type or method of certification, subject area degree, and subjects taught, and ask more nuanced questions of teachers. The TCS is limited to items that have been collected in an administrative database, and any additional items are likely to be those easily obtained by the SEAs from the local education agencies (LEAs) and schools.

The most serious limitations inherent in the TCS are the fact that not every SEA maintains administrative data on teachers’ compensation and the inability of some SEAs that do have compensation data to provide health and retirement benefits data.

Systemic limitations to the TCS are being addressed progressively as SEAs build longitudinal data systems that include teachers. The other challenges to the TCS can be surmounted, by requesting that states that have administrative records on teachers’ compensation submit data to NCES and by improving the clarity of variable definitions. Recent meetings and communication among the U.S. Census Bureau, NCES, and the states have facilitated the consistent interpretation of variable definitions across states.

Advantages of the Teacher Compensation Survey

The consistency of data on individual teachers between the TCS and the Common Core of Data (CCD) School Universe as well as the comparability of the average teacher salary between TCS and National Education Association (NEA) data indicate the collection is a reliable source of information on teachers’ compensation. The ability to link the TCS data to the CCD School Universe and/or Local Education Agency (School District) Universe provides the researcher with the opportunity to analyze the association of teachers’ salaries with such school variables as free and reduced-price lunch, geographic locale codes, and district variables such as English Language Learners (ELL). The TCS is the first individual level teacher data base that collects discrete characteristics and compensation data for all teachers in participating states.

As SEAs build longitudinal data systems that include teachers, the offers of technical assistance by the U.S. Census Bureau and NCES will encourage the participation of many more states in the TCS. Further, the federal resources currently available for improvement of longitudinal data collections can be leveraged by the states to build administrative databases that includes teachers' data on educational background, certification, years of experience, and compensation.

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7. Selected Findings

This section provides descriptive and summary statistics and findings from the Teacher Compensation Survey (TCS) data for school year (SY) 2006–07, beginning with state-level teacher records and full-time equivalent (FTE) counts, base salaries, and teacher characteristics, followed by a presentation of variation in teacher base salary by teaching experience and highest degree earned. Tables are then presented covering teacher characteristics and base salary longitudinal changes over a 2-year span for the four states that can match data to teachers across both years of TCS data (SY 2005–06 and SY 2006–07). Finally, total salary findings are presented. The analyses in this report do not take into account geographic cost differences.

Full-Time and FTE Teacher Status

The findings in this report are based on full-time teachers who taught in only one school. However, TCS data include teacher and school indicators and other variables that can be used to broaden analyses by providing additional information on part-time status and FTE values for teachers at each school where they taught. There were 1,137,917 records from all reporting states in SY 2006–07, of which 83 percent were full-time teachers in one school included in this analysis, 5 percent were other full-time teachers not included in this analysis (including full-time teachers who did not receive any base salary, or for whom the teacher status indicator variable revealed contradictory information), 6 percent were part-time teachers with at least 50 percent FTE in one school, and 5 percent were less than 50 percent FTE part-time teachers. FTE data were unavailable for 1 percent records (table 10).

Table 10. Number of records in the Teacher Compensation Survey (TCS) and percentage of teachers by teachers' full-time equivalent (FTE) status and participating state: School year 2006–07

Participating state	Number of records	Percentage of teachers				
		Full-time teachers ¹	FTE ≥ 0.9, but not included in the report ²	Part-time teachers		FTE not available
				50 percent to 90 percent FTE	Less than 50 percent FTE	
Reporting states	1,137,917	82.8	5.1	6.2	4.8	1.1
Arizona	54,885	91.9	#	5.5	2.5	0.0
Arkansas	26,202	‡	‡	‡	‡	‡
Colorado	50,419	85.2	0.4	9.1	5.2	0.0
Florida	182,809	82.1	9.3	1.5	0.3	6.7
Idaho	15,340	87.7	5.8	5.3	1.3	0.0
Iowa	35,864	78.7	16.0	5.3	0.0	0.0
Kansas	37,880	79.3	2.3	10.2	8.2	0.0
Kentucky	44,726	93.2	0.1	4.5	2.2	0.0
Louisiana	49,502	83.1	2.6	6.0	8.3	0.0
Maine	17,690	80.7	1.9	10.6	6.8	0.0
Minnesota	60,471	73.7	0.9	14.5	10.9	0.0
Mississippi	33,541	82.9	5.0	10.8	1.3	0.0
Missouri	75,332	81.3	1.1	8.2	9.3	0.0
Nebraska	24,845	75.9	0.4	12.7	11.1	0.0
Oklahoma	46,135	80.2	3.7	8.6	7.6	0.0
South Carolina	48,517	97.1	0.4	2.1	0.4	0.0
Texas	333,759	87.9	0.2	5.7	6.1	0.1

Rounds to zero.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ The analysis in this report included these records only. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Arkansas data are not included in the analysis because data were missing for more than 20 percent of teachers in the state.

² Includes all records where FTE is greater than or equal to 0.9 but that are excluded from the analysis in this report (e.g., teachers working in more than one school, teachers whose base salary was reported as zero, and teachers in a state where the reporting standards were not met).

NOTE: The FTE in each record is the FTE of a teacher in each school where the teacher was teaching. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Base Salaries

The median base salaries of full-time teachers ranged from \$36,450 in Oklahoma to \$50,535 in Minnesota in SY 2006–07 (table 11). The mean base salaries of full-time teachers in participating TCS states ranged from \$37,576 in Oklahoma to \$50,556 in Minnesota. The median level of teaching experience ranged from 7 years in Arizona to 17 years in Maine. The median teacher age was between 41 and 47 in each of the states with reportable data.

Table 11. Total number of full-time teachers, mean base salary, and median base salary, years of teaching experience, age, and number of contract days, by participating state: School year 2006–07

Participating state	Total number of full-time teachers	Mean base salary ¹	Median base salary ¹	Median years of teaching experience	Median age	Median number of days in teacher contract
Reporting states²	942,415	\$43,814	\$42,400	10	‡	‡
Arizona	50,452	43,743	41,261	7	—	—
Arkansas	‡	‡	‡	‡	‡	‡
Colorado	42,970	45,268	43,201	10	42	185
Florida	150,138	44,283	40,500	8	43	196
Idaho	13,447	42,842	43,436	13	47	190
Iowa	28,226	43,182	43,050	14	45	191
Kansas	30,052	42,163	40,650	13	44	—
Kentucky	41,689	43,301	43,474	11	‡	185
Louisiana	41,156	42,006	41,409	13	—	182
Maine	14,273	42,882	43,515	17	47	182
Minnesota	44,553	50,556	50,535	12	43	185
Mississippi	27,803	39,724	38,240	10	43	187
Missouri	61,280	41,988	39,118	10	41	182
Nebraska	18,845	42,026	41,514	13	43	187
Oklahoma	36,993	37,576	36,450	12	45	180
South Carolina	47,127	42,913	42,751	12	—	190
Texas	293,411	44,811	43,600	9	42	—

— Not available.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 15 percent of teachers were not reported for the reporting states at the national level. Data for more than 20 percent of the teachers were not reported for Arkansas. Age data for more than 20 percent of the teachers were not reported for Kentucky.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² Reporting states totals did not include Arkansas.

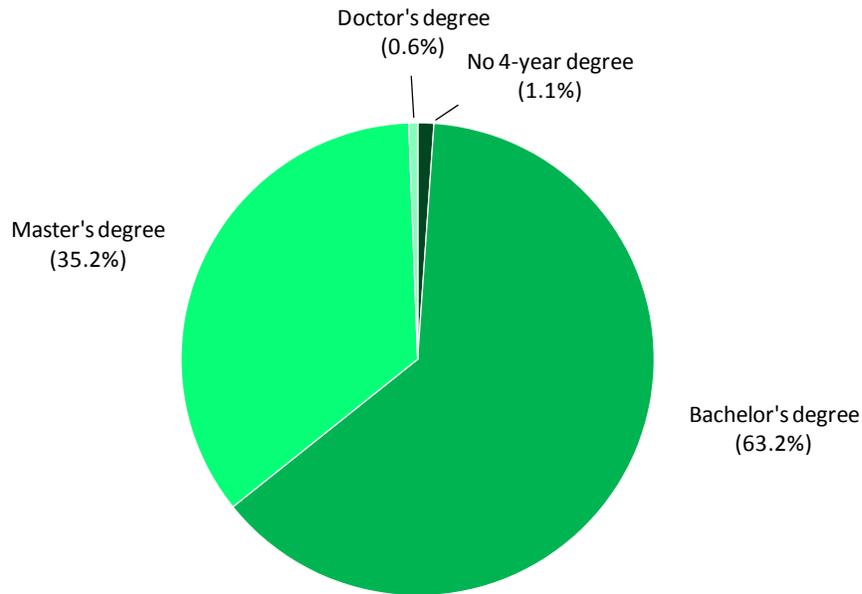
NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. These data were not adjusted for geographic cost differences across the states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Base Salaries by Teacher Characteristics

Highest Degree Earned. Sixty-three percent of teachers in the TCS in SY 2006–07 had a bachelor's degree as their highest degree earned; 35 percent held a master's degree (figure 1). The percentage of teachers holding a master's degree ranged from 21 percent in Texas to 75 percent in Kentucky (table 12). One percent of teachers in the TCS had less than a bachelor's degree.

Figure 1. Percentage distribution of total full-time teachers in participating states, by highest degree earned: School year 2006–07



NOTE: Full-time teachers in the figure included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Data included teachers for whom the highest degree earned data were reported only. The highest degree earned was missing for 0.2 percent of teachers in Kansas, 0.3 percent in Kentucky, 0.01 percent in Oklahoma, and 0.8 percent in South Carolina. Arkansas data are not included in this figure because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Table 12. Number, percentage distribution, and median base salary of full-time teachers, by highest degree earned and participating state: School year 2006–07

Participating state	No 4-year degree			Bachelor's degree		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Reporting states²	10,118	1.1	\$35,967	595,070	63.2	\$40,258
Arizona	201	0.4	46,618	27,746	55.0	37,535
Arkansas	‡	‡	‡	‡	‡	‡
Colorado	180	0.4	32,219	21,089	49.1	37,485
Florida	4,214	2.8	35,967	98,005	65.3	38,156
Idaho	59	0.4	41,667	10,400	77.3	41,080
Iowa	31	0.1	48,474	20,064	71.1	39,875
Kansas	14	#	35,507	16,969	56.6	37,092
Kentucky	197	0.5	26,326	10,143	24.4	32,628
Louisiana	204	0.5	49,596	28,569	69.4	39,704
Maine	166	1.2	40,275	8,837	61.9	39,948
Minnesota	84	0.2	33,653	20,882	46.9	41,475
Mississippi	1,995	7.2	32,586	15,310	55.1	36,143
Missouri	438	0.7	37,764	29,798	48.6	34,500
Nebraska	11	0.1	32,847	10,997	58.4	37,253
Oklahoma	56	0.2	31,045	26,703	72.2	35,083
South Carolina	1	#	‡	20,942	44.8	35,994
Texas	2,267	0.8	40,500	228,616	77.9	42,857

See notes at end of table.

Table 12. Number, percentage distribution, and median base salary of full-time teachers, by highest degree earned and participating state: School year 2006–07—Continued

Participating state	Master's degree			Doctor's degree		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Reporting states²	331,064	35.2	\$47,683	5,597	0.6	\$52,447
Arizona	22,169	43.9	47,036	336	0.7	53,891
Arkansas	‡	‡	‡	‡	‡	‡
Colorado	21,375	49.7	51,111	326	0.8	55,748
Florida	46,606	31.0	46,900	1,313	0.9	50,800
Idaho	2,900	21.6	49,812	88	0.7	51,470
Iowa	8,073	28.6	51,662	58	0.2	59,067
Kansas	12,883	43.0	46,925	121	0.4	54,025
Kentucky	31,217	75.1	46,309	0	0.0	†
Louisiana	12,207	29.7	45,942	176	0.4	49,446
Maine	4,981	34.9	48,597	289	2.0	53,594
Minnesota	23,201	52.1	57,616	386	0.9	62,321
Mississippi	10,409	37.4	43,810	89	0.3	51,130
Missouri	30,768	50.2	45,850	276	0.5	57,948
Nebraska	7,774	41.3	47,441	63	0.3	55,123
Oklahoma	10,046	27.2	41,050	186	0.5	40,763
South Carolina	25,387	54.3	48,619	430	0.9	62,342
Texas	61,068	20.8	48,150	1,460	0.5	47,952

† Not applicable.

Rounds to zero.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. For South Carolina, the number for teachers with no 4-year degree was suppressed to protect the confidentiality of the small number of teachers reported.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² Reporting states totals did not include Arkansas.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Data included only teachers for whom the highest degree earned was reported. Highest degree earned data were missing for 0.2 percent of teachers in Kansas, 0.3 percent in Kentucky, 0.01 percent in Oklahoma, and 0.8 percent in South Carolina. These data were not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

In 16 of the 17 participating states, median base salaries for teachers with a master's degrees as their highest degree earned were higher than median salaries for teachers with only a bachelor's degree (table 12). In 9 of the 15 states with reportable data, median base salaries for teachers with a bachelor's degree as their highest degree earned were higher than salaries for teachers without a 4-year degree.

Teaching Experience. The percentage of teachers with 1 year of total teaching experience as reported by each state (i.e., teachers who were hired at the beginning of the reported school year) ranged from 0.3 percent in Colorado to 19 percent in Florida in SY 2006–07 (table 13 and figure 2). The median base salary for teachers with 1 year of teaching experience ranged from \$28,951 in Maine to \$39,500 in Texas (table 13 and figure 3).

Table 13. Number, percentage distribution, and median base salary of full-time teachers, by years of teaching experience and participating state: School year 2006–07

Participating state	1 year			2–5 years			6–10 years		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Reporting states²	77,442	8.3	\$35,539	205,189	21.9	\$36,745	195,089	20.9	\$40,114
Arizona	5,699	11.3	34,295	13,971	27.7	36,774	12,002	23.8	41,048
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	130	0.3	39,169	11,410	26.6	34,451	10,853	25.3	41,112
Florida	26,787	18.7	36,286	32,031	22.4	37,146	25,329	17.7	39,676
Idaho	699	5.2	30,000	2,337	17.4	30,000	2,639	19.6	36,833
Iowa	1,312	4.6	29,987	4,460	15.8	32,678	5,278	18.7	38,041
Kansas	1,773	5.9	33,700	5,460	18.2	34,985	5,805	19.3	38,019
Kentucky	583	1.4	31,171	9,187	22.0	32,355	9,424	22.6	38,875
Louisiana	1,666	4.0	34,696	7,594	18.5	36,347	8,045	19.5	38,673
Maine	306	2.1	28,951	1,776	12.4	30,145	2,620	18.4	35,014
Minnesota	1,763	4.0	32,988	7,145	16.0	36,206	10,075	22.6	45,366
Mississippi	3,460	12.4	31,680	6,004	21.6	33,703	4,982	17.9	36,745
Missouri	3,930	6.4	31,000	13,180	21.5	33,225	14,249	23.3	38,141
Nebraska	1,005	5.3	29,484	3,352	17.8	33,106	3,530	18.7	38,156
Oklahoma	1,931	5.2	31,100	6,633	17.9	32,350	8,286	22.4	34,428
South Carolina	3,130	6.7	30,317	8,666	18.5	32,722	9,271	19.8	38,388
Texas	23,268	7.9	39,500	71,983	24.5	40,649	62,701	21.4	42,400

See notes at end of table.

Table 13. Number, percentage distribution, and median base salary of full-time teachers, by years of teaching experience and participating state: School year 2006–07—Continued

Participating state	11–20 years			21–30 years			Over 30 years		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Reporting states²	238,551	25.5	\$45,568	157,247	16.8	\$52,478	61,307	6.6	\$55,093
Arizona	12,522	24.8	48,921	5,182	10.3	57,937	1,076	2.1	60,263
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	12,022	28.0	51,002	6,701	15.6	59,074	1,854	4.3	61,221
Florida	28,839	20.2	46,115	20,432	14.3	58,131	9,501	6.6	60,819
Idaho	4,103	30.5	46,582	2,623	19.5	49,896	1,046	7.8	50,812
Iowa	7,401	26.2	45,118	6,165	21.8	49,314	3,610	12.8	50,851
Kansas	8,080	26.9	42,634	6,175	20.5	47,180	2,758	9.2	49,725
Kentucky	12,613	30.3	46,432	7,811	18.7	51,141	2,071	5.0	52,796
Louisiana	11,677	28.4	42,866	7,747	18.8	47,376	4,427	10.8	49,908
Maine	4,015	28.1	42,866	3,539	24.8	50,080	2,017	14.1	52,123
Minnesota	13,625	30.6	55,926	7,636	17.1	59,553	4,281	9.6	59,506
Mississippi	6,373	22.9	41,040	5,247	18.9	48,110	1,737	6.2	50,865
Missouri	16,906	27.6	43,936	10,396	17.0	50,075	2,619	4.3	53,734
Nebraska	4,908	26.0	44,082	3,998	21.2	48,400	2,052	10.9	48,398
Oklahoma	10,500	28.4	37,825	7,137	19.3	42,857	2,506	6.8	45,023
South Carolina	11,788	25.2	45,729	9,765	20.9	52,812	4,165	8.9	54,050
Texas	73,179	24.9	46,000	46,693	15.9	53,341	15,587	5.3	58,255

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

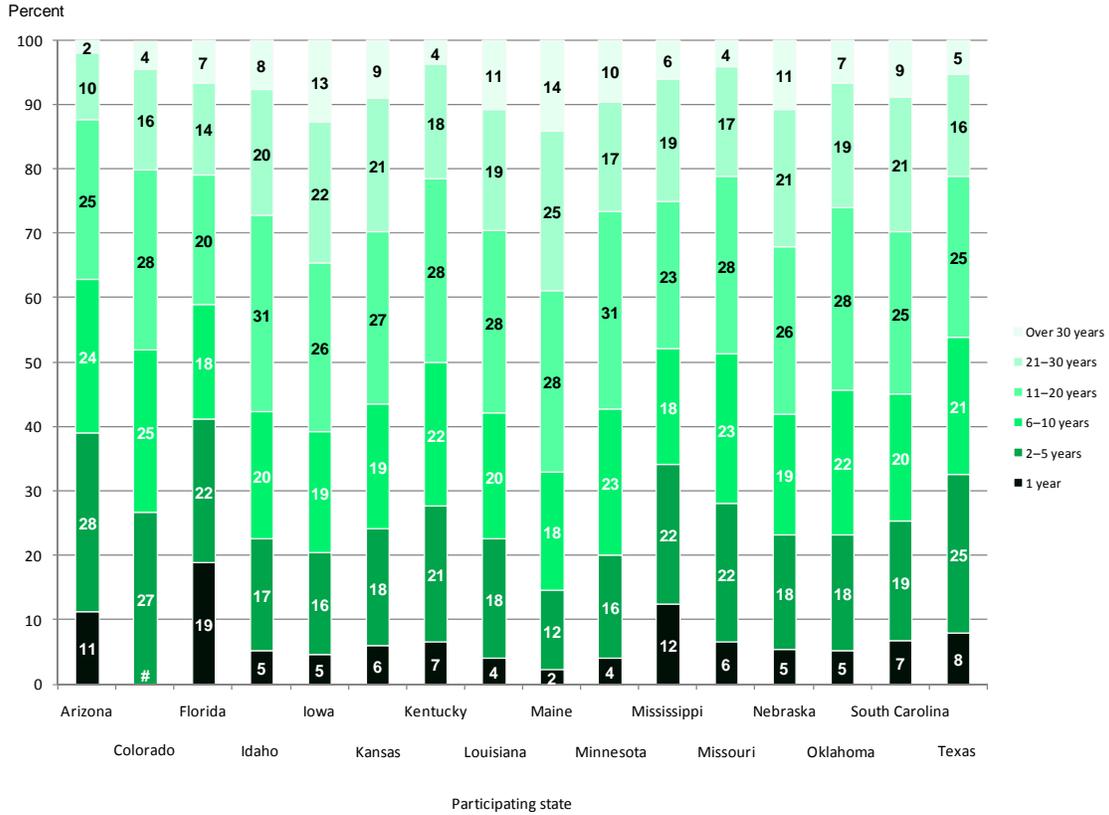
¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² Reporting states totals did not include Arkansas.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Data included only teachers for whom years of experience was reported. Years of experience data were missing for 4.8 percent of teachers in Florida, 0.1 percent in Minnesota, and 0.7 percent in South Carolina. These data were not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Figure 2. Percentage distribution of full-time teachers, by years of teaching experience and participating state: School year 2006–07

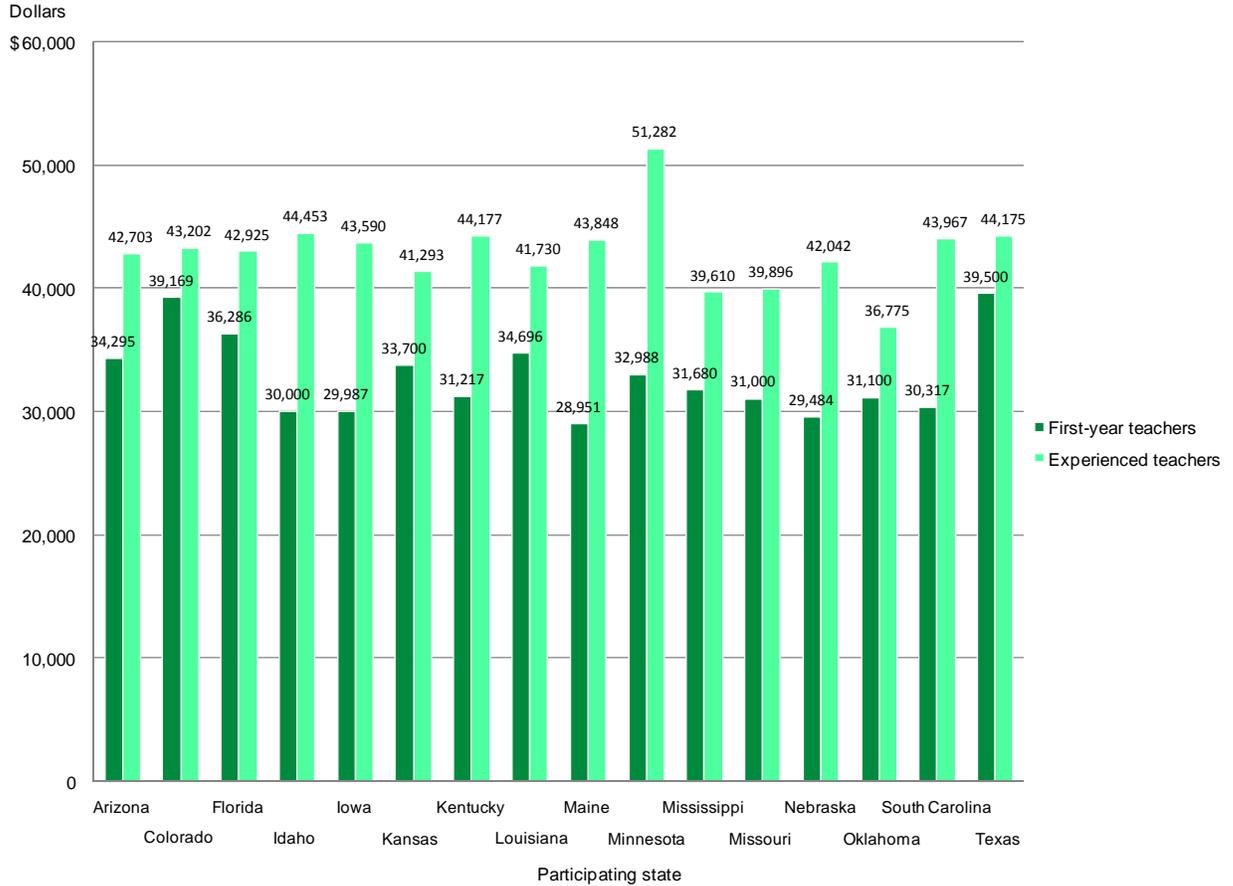


Rounds to zero.

NOTE: Full-time teachers in the figure included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Arkansas data are not included in this figure because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Figure 3. Median base salary for full-time first-year teachers and teachers with more than 1 year of teaching experience, by participating state: School year 2006–07



NOTE: Experienced teachers include teachers with more than 1 year of teaching experience. Full-time teachers in the figure included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Arkansas data are not included in this figure because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Data are not adjusted for geographic cost differences.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Teachers with 2–5 years of teaching experience ranged from 12 percent of all teachers in Maine to 28 percent of all teachers in Arizona (table 13). The median base salary for teachers with 2–5 years of teaching experience ranged from \$30,000 in Idaho to \$40,649 in Texas.

The percentage of teachers with over 30 years of teaching experience ranged from 2 percent in Arizona to 14 percent in Maine (table 13). The median base salary for teachers with over 30 years of teaching experience ranged from \$45,023 in Oklahoma to \$61,221 in Colorado.

Teacher Age. In 10 of the 12 states reporting teacher age in SY 2006–07, less than 1 percent of teachers were 66 years old or over (table 14). Overall, among the 12 states, the highest percentage of teachers was 26–30 years old, followed closely by teachers 51–55 years old. The median base salary for teachers ages 26–30 ranged from \$30,000 in Idaho to \$40,700 in Texas while median base salary for teacher ages 51–55 ranged from \$41,206 in Oklahoma to \$57,077 in Minnesota (table 14 and figure 4).

Table 14. Number, percentage distribution, and median base salary of full-time teachers, by age and participating state: School year 2006–07

Participating state	25 years old or less			26–30 years old			31–35 years old		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Reporting states²	32,317	4.3	\$34,950	107,983	14.3	\$37,000	101,027	13.4	\$39,571
Arizona	—	—	—	—	—	—	—	—	—
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	1,536	3.6	32,000	6,444	15.0	35,378	6,077	14.1	39,890
Florida	7,637	5.1	35,500	21,614	14.4	36,514	18,563	12.4	37,785
Idaho	391	2.9	30,000	1,282	9.5	30,000	1,493	11.1	35,142
Iowa	1,263	4.5	29,979	3,699	13.1	33,476	3,147	11.1	38,158
Kansas	1,517	5.1	33,465	4,140	14.0	35,204	3,531	11.9	37,400
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	—	—	—	—	—	—	—	—	—
Maine	378	2.6	28,375	1,343	9.4	31,159	1,456	10.2	35,155
Minnesota	1,344	3.0	32,988	6,089	13.7	36,778	5,861	13.2	44,298
Mississippi	1,286	4.6	31,500	4,070	14.6	33,340	3,594	12.9	35,400
Missouri	2,680	4.8	31,250	8,654	15.5	33,830	7,981	14.3	37,345
Nebraska	960	5.1	30,518	2,776	14.7	33,720	2,310	12.3	38,308
Oklahoma	1,200	3.3	31,375	3,976	10.8	32,300	4,400	12.0	33,871
South Carolina	—	—	—	—	—	—	—	—	—
Texas	12,125	4.1	39,750	43,896	15.0	40,700	42,614	14.5	41,700

See notes at end of table.

Table 14. Number, percentage distribution, and median base salary of full-time teachers, by age and participating state: School year 2006–07—Continued

Participating state	36–40 years old			41–45 years old			46–50 years old		
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹
Reporting states²	98,651	13.1	\$41,413	88,353	11.7	\$43,246	97,370	12.9	\$45,441
Arizona	—	—	—	—	—	—	—	—	—
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	5,675	13.2	43,600	5,241	12.2	46,165	5,889	13.7	48,997
Florida	18,775	12.5	39,175	16,637	11.1	41,270	17,727	11.8	44,201
Idaho	1,638	12.2	39,596	1,564	11.6	43,222	1,793	13.3	45,560
Iowa	3,286	11.6	41,576	3,175	11.2	44,345	3,563	12.6	45,949
Kansas	3,459	11.7	39,587	3,441	11.6	41,335	3,845	13.0	43,117
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	—	—	—	—	—	—	—	—	—
Maine	1,677	11.7	38,800	1,557	10.9	43,800	2,059	14.4	45,919
Minnesota	6,162	13.8	50,658	5,411	12.1	54,212	5,499	12.3	54,795
Mississippi	3,438	12.4	37,140	2,969	10.7	38,880	3,676	13.2	41,900
Missouri	7,568	13.6	39,457	6,754	12.1	40,783	7,569	13.6	43,260
Nebraska	2,261	12.0	40,950	2,048	10.9	43,185	2,433	12.9	44,926
Oklahoma	4,979	13.6	35,225	4,612	12.6	36,825	5,272	14.3	38,769
South Carolina	—	—	—	—	—	—	—	—	—
Texas	39,733	13.5	43,000	34,944	11.9	44,500	38,045	13.0	46,586

See notes at end of table.

Table 14. Number, percentage distribution, and median base salary of full-time teachers, by age and participating state: School year 2006–07—Continued

Participating state	51–55 years old			56–60 years old			61–65 years old			66 years old or over		
	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹	Number	Percent- age distribution	Median base salary ¹
Reporting states²	104,298	13.8	\$48,405	87,813	11.6	\$50,524	31,426	4.2	\$51,576	6,447	0.9	\$52,327
Arizona	—	—	—	—	—	—	—	—	—	—	—	—
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	5,991	13.9	52,724	4,460	10.4	54,643	1,411	3.3	54,683	246	0.6	53,126
Florida	19,647	13.1	50,200	19,361	12.9	54,884	8,444	5.6	56,883	1,728	1.2	56,858
Idaho	2,130	15.8	47,667	2,151	16.0	48,961	919	6.8	46,818	84	0.6	47,740
Iowa	4,641	16.4	48,239	4,263	15.1	49,018	1,081	3.8	49,663	108	0.4	50,354
Kansas	4,497	15.2	45,525	3,781	12.8	47,066	1,242	4.2	48,150	170	0.6	47,220
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	—	—	—	—	—	—	—	—	—	—	—	—
Maine	2,565	18.0	48,988	2,430	17.0	50,366	698	4.9	50,566	110	0.8	50,767
Minnesota	6,383	14.3	57,077	6,192	13.9	58,300	1,452	3.3	59,273	160	0.4	58,397
Mississippi	3,959	14.2	44,545	3,415	12.3	46,000	1,155	4.2	47,145	241	0.9	48,308
Missouri	7,481	13.4	45,737	5,224	9.4	47,408	1,489	2.7	47,450	263	0.5	49,320
Nebraska	2,739	14.5	46,884	2,444	13.0	46,956	785	4.2	46,710	84	0.4	45,791
Oklahoma	5,745	15.6	41,206	4,626	12.6	41,797	1,617	4.4	42,500	318	0.9	42,259
South Carolina	—	—	—	—	—	—	—	—	—	—	—	—
Texas	38,520	13.1	48,923	29,466	10.0	50,361	11,133	3.8	51,233	2,935	1.0	52,682

— Not available.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Age data for more than 20 percent of the teachers were not reported for Kentucky.

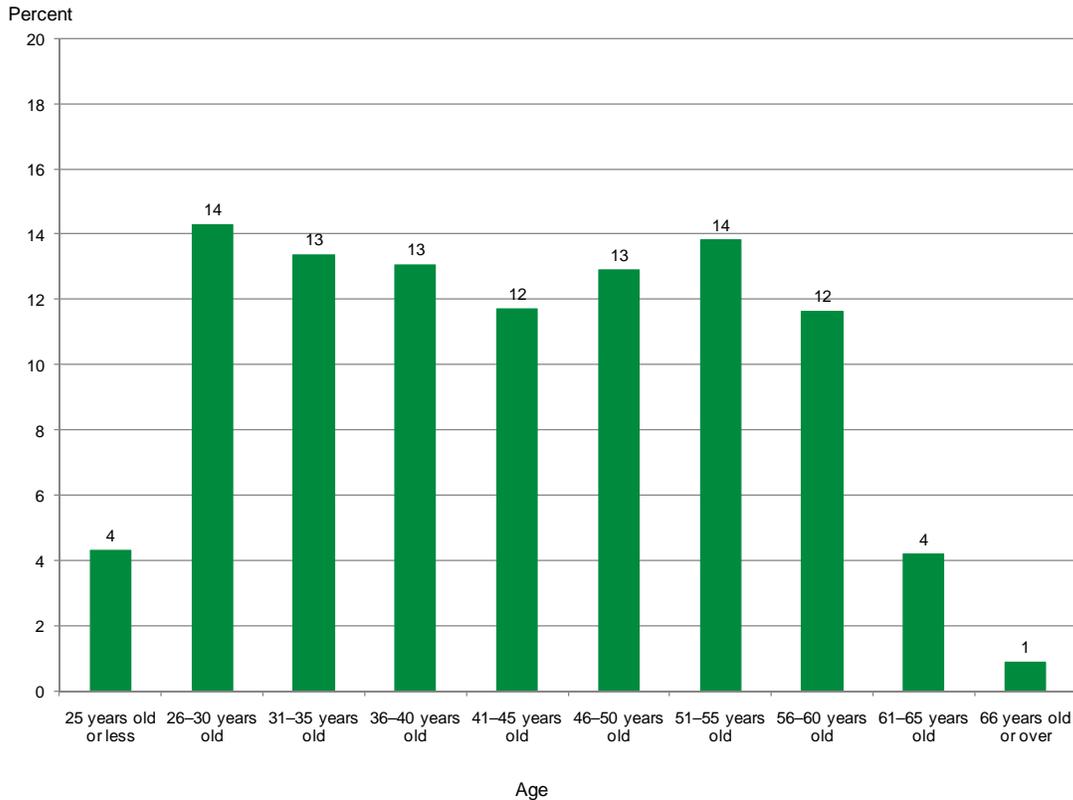
¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² Reporting states totals did not include Arizona, Arkansas, Kentucky, Louisiana, and South Carolina.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Data included only teachers for whom age was reported. Age data were missing for 0.01 percent of teachers in Idaho, 1.4 percent in Kansas, 33.3 percent in Kentucky, 9.2 percent in Missouri, 0.03 percent in Nebraska, and 0.7 percent in Oklahoma. Arizona, Louisiana, and South Carolina did not report any age data. These data were not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Figure 4. Percentage distribution of full-time teachers in participating states, by age: School year 2006–07



NOTE: Full-time teachers in the figure included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Arizona, Louisiana, and South Carolina do not appear in this figure because they did not report teachers' age data. Arkansas and Kentucky do not appear in this figure because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas. Age data for more than 20 percent of the teachers were not reported for Kentucky. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Race/Ethnicity. The majority of teachers in SY 2006–07 in the 16 states included in this analysis were White (80 percent), with the smallest percentage of White teachers (68 percent) reported for Texas (table 15). Black teachers made up the next highest percentage of teachers in the 16 states included in this analysis (12 percent) with the largest percentage (26 percent) reported for Mississippi. Hispanic teachers were the third highest percentage of teachers in the 16 states included in this analysis (6 percent) with the largest proportion of Hispanic teachers (11 percent) reported for Arizona. Oklahoma reported the highest percentage of American Indian/Alaska Native teachers (4 percent) of any state. Table 15 also presents median base salaries by race/ethnicity categories.

Table 15. Number, percentage distribution, and median base salary of full-time teachers, by race/ethnicity and participating state: School year 2006–07

Participating state	American Indian/ Alaska Native ¹			Asian/Pacific Islander ¹			Hispanic ¹		
	Number	Percentage distribution	Median base salary ²	Number	Percentage distribution	Median base salary ²	Number	Percentage distribution	Median base salary ²
Reporting states³	5,059	0.5	\$39,600	7,810	0.8	\$41,917	55,078	5.9	\$42,885
Arizona	1,128	2.2	40,138	621	1.2	39,970	5,732	11.4	40,117
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	380	0.9	45,550	455	1.1	42,199	2,826	6.6	41,699
Florida	361	0.2	41,840	1,424	0.9	38,220	15,763	10.5	40,330
Idaho	28	0.2	44,311	64	0.5	46,423	169	1.3	39,993
Iowa	60	0.2	42,053	103	0.4	41,150	181	0.6	41,187
Kansas	207	0.7	37,498	145	0.5	39,201	491	1.6	38,756
Kentucky	14	#	47,768	86	0.2	39,251	166	0.4	39,504
Louisiana	68	0.2	39,489	121	0.3	39,300	316	0.8	39,471
Maine	43	0.3	38,268	25	0.2	37,355	59	0.4	38,412
Minnesota	201	0.5	50,489	491	1.1	47,549	323	0.7	47,918
Mississippi	7	#	36,906	69	0.2	37,825	77	0.3	36,410
Missouri	93	0.2	36,475	190	0.3	41,561	334	0.5	39,979
Nebraska	29	0.2	38,778	56	0.3	38,729	202	1.1	38,788
Oklahoma	1,567	4.2	35,469	140	0.4	35,156	324	0.9	34,600
South Carolina	70	0.2	37,113	395	0.9	38,928	416	0.9	37,287
Texas	803	0.3	43,936	3,425	1.2	43,114	27,699	9.4	44,468

See notes at end of table.

Table 15. Number, percentage distribution, and median base salary of full-time teachers, by race/ethnicity and participating state: School year 2006–07—Continued

Participating state	Black ¹			White ¹		
	Number	Percentage distribution	Median base salary ²	Number	Percentage distribution	Median base salary ²
Reporting states³	116,459	12.4	\$42,293	755,459	80.4	\$42,400
Arizona	1,142	2.3	41,529	41,829	82.9	41,555
Arkansas	‡	‡	‡	‡	‡	‡
Colorado	695	1.6	44,496	38,614	89.9	43,296
Florida	21,346	14.2	40,647	111,244	74.1	40,500
Idaho	11	0.1	42,166	13,175	98.0	43,488
Iowa	222	0.8	41,732	27,660	98.0	43,073
Kansas	524	1.7	42,578	28,672	95.4	40,722
Kentucky	1,533	3.7	44,540	39,863	95.7	43,460
Louisiana	8,587	20.9	41,916	32,064	77.9	41,324
Maine	23	0.2	38,302	14,123	98.9	43,545
Minnesota	497	1.1	52,986	43,041	96.6	50,549
Mississippi	7,202	25.9	37,923	20,448	73.5	38,370
Missouri	4,130	6.7	45,820	56,533	92.3	38,720
Nebraska	200	1.1	41,700	18,358	97.4	41,588
Oklahoma	1,277	3.5	39,861	33,685	91.1	36,450
South Carolina	7,360	16.5	42,679	36,376	81.5	42,730
Texas	61,710	21.0	42,700	199,774	68.1	43,860

Rounds to zero.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Black includes African American, Hispanic includes Latino, Asian includes Native Hawaiian or Other Pacific Islander, and American Indian includes Alaska Native. Race categories exclude persons of Hispanic ethnicity.

² Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

³ Reporting states totals did not include Arkansas.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Data included only teachers for whom race/ethnicity was reported. Race/ethnicity data were missing for 5.3 percent of teachers in South Carolina. Kansas and Kentucky reported 0.04 and 0.06 percent of their teachers, respectively, as being in none of the five racial/ethnic groups presented in this table, were therefore excluded from the analysis. These data were not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Sex. In the 16 states included in this analysis, the percentage of female teachers in SY 2006–07 ranged from 72 percent in Minnesota to 87 percent in Mississippi (table 16). The largest difference in median base salary was found in South Carolina, where the median base salary for female teachers was \$1,680 higher than the median base salary for male teachers.

Table 16. Number, percentage distribution, and median base salary of full-time teachers, by sex and salary difference between sexes, by participating state: School year 2006–07

Participating state	Male			Female			Salary difference
	Number	Percentage distribution	Median base salary ¹	Number	Percentage distribution	Median base salary ¹	
Reporting states²	204,501	21.7	\$42,805	737,460	78.3	\$42,275	\$530
Arizona	12,193	24.2	41,916	38,259	75.8	41,109	807
Arkansas	‡	‡	‡	‡	‡	‡	‡
Colorado	11,056	25.7	43,262	31,914	74.3	43,196	66
Florida	31,952	21.3	41,012	118,186	78.7	40,330	682
Idaho	3,587	26.7	43,217	9,860	73.3	43,507	-290
Iowa	5,010	17.7	43,723	23,216	82.3	42,906	817
Kansas	7,326	24.4	40,352	22,725	75.6	40,756	-404
Kentucky	8,747	21.0	42,289	32,942	79.0	43,772	-1,483
Louisiana	7,055	17.1	42,125	34,101	82.9	41,247	878
Maine	3,662	25.7	44,000	10,611	74.3	43,309	691
Minnesota	12,646	28.4	50,817	31,907	71.6	50,427	390
Mississippi	3,530	12.7	38,267	24,273	87.3	38,235	32
Missouri	12,699	20.7	39,389	48,581	79.3	39,042	347
Nebraska	4,626	24.5	41,514	14,219	75.5	41,588	-74
Oklahoma	7,504	20.3	36,694	29,489	79.7	36,330	364
South Carolina	8,433	18.1	41,455	38,241	81.9	43,135	-1,680
Texas	64,475	22.0	43,887	228,936	78.0	43,546	341

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² Reporting states totals did not include Arkansas.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Data included only teachers for whom gender was reported. Gender data were missing for 1.0 percent of teachers in South Carolina. These data were not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Variation in Base Salaries

Variation in base salaries can be analyzed by comparing the median base salary with salaries at the 5th and 95th percentiles at different experience and education levels (table 17). It is also useful to calculate the federal range ratio,⁷ which is the difference between the base salary at the 95th percentile and the base salary at the 5th percentile divided by the base salary at the 5th percentile. Higher federal range ratios indicate larger

⁷ The federal range ratio is used in this report as an indicator of the difference between teachers with relatively high base salaries and teachers with relatively low base salaries. As used by Berne and Stiefel (1984) and in previous NCEES publications (Parish, Matsumoto, and Fowler 1995; Hussar and Sonnenberg 2000), the federal range ratio excludes the top and bottom 5 percent of districts in order to reduce the influence of extreme values.

variation in base salaries for a given state. This section presents base salary variations for teachers with 1, 10, and 20 years of teaching experience for different education levels.⁸

For the 16 states included in this analysis, the median base salaries for teachers with 1 year of teaching experience and a bachelor's degree ranged from \$28,665 to \$39,500 in SY 2006–07 (table 17). The federal range ratio, with a low of less than 0.1 and a high of 6.1, reflected a wide range in salary variation. Four states had a federal range ratio above 1; that is, base salaries at the 95th percentile were more than twice as much as base salaries at the 5th percentile.

For teachers with a bachelor's degree and 10 years of teaching experience, the median base salaries ranged from \$34,887 to \$43,459, while teachers with a master's degree and 10 years of experience had median base salaries between \$36,646 and \$53,902. The federal range ratio ranged from 0.2 and 0.8 for teachers with a bachelor's degree and from 0.2 and 0.7 for teachers with a master's degree.

Teachers with a bachelor's degree and 20 years of teaching experience had median base salaries ranging from \$39,584 to \$51,800, while teachers with a master's degree and 20 years of experience had median base salaries between \$41,950 and \$62,598. The federal range ratio ranged from 0.2 to 0.9 for teachers with a bachelor's degree and from 0.2 to 1.0 for teachers with a master's degree.

As years of experience increased, the variability in base salaries identified by the federal range ratio did not narrow or widen consistently. For example, in seven states, the federal range ratio for teachers with a bachelor's degree decreased with greater experience (20 years vs. 1 year). However, in eight states, the ratio increased with greater experience.

⁸ This analysis compares only teachers with 1, 10, and 20 years of experience to provide a career snapshot comparison of teacher salaries at different levels of experience rather than an aggregated comparison of various experience ranges.

Table 17. Number of full-time teachers, base salary at the 5th, median, and 95th percentile cutpoints, and federal range ratio, by educational attainment, years of teaching experience, and participating state: School year: 2006–07

Educational attainment, years of experience, and participating state	Number of teachers	Base salary ¹			Federal range ratio ²
		5 th percentile	Median	95 th percentile	
Teachers with bachelor's degree as highest degree and 1 year of teaching experience					
Reporting states³	63,145	\$27,398	\$35,300	\$42,653	0.6
Arizona	4,478	29,077	33,686	38,785	0.3
Arkansas	‡	‡	‡	‡	‡
Colorado	52	6,878	33,727	49,172	6.1
Florida	20,936	31,350	36,000	44,402	0.4
Idaho	636	30,000	30,000	31,000	#
Iowa	1,214	25,633	29,529	36,699	0.4
Kansas	1,575	27,750	33,200	37,359	0.3
Kentucky	335	28,436	30,849	32,990	0.2
Louisiana	1,489	18,304	34,419	38,625	1.1
Maine	243	24,200	28,665	31,730	0.3
Minnesota	1,584	23,633	32,507	37,770	0.6
Mississippi	2,044	30,400	31,620	35,130	0.2
Missouri	3,403	24,500	30,500	36,839	0.5
Nebraska	923	14,781	29,120	33,770	1.3
Oklahoma	1,765	29,201	31,063	33,479	0.1
South Carolina	2,348	14,920	29,868	32,407	1.2
Texas	20,120	28,320	39,500	43,216	0.5
Teachers with bachelor's degree as highest degree and 10 years of teaching experience					
Reporting states³	20,615	33,500	40,500	47,690	0.4
Arizona	896	33,862	41,145	54,226	0.6
Arkansas	‡	‡	‡	‡	‡
Colorado	819	29,500	41,335	52,341	0.8
Florida	2,494	36,060	40,219	49,541	0.4
Idaho	394	33,903	39,596	49,382	0.5
Iowa	663	32,546	39,130	46,034	0.4
Kansas	619	32,025	37,850	43,992	0.4
Kentucky	294	34,106	36,353	41,932	0.2
Louisiana	1,084	34,138	39,526	43,889	0.3
Maine	317	29,086	35,507	44,854	0.5
Minnesota	747	35,154	43,459	56,414	0.6
Mississippi	446	35,084	36,660	40,525	0.2
Missouri	1,015	28,348	36,393	47,677	0.7
Nebraska	320	32,779	38,146	44,358	0.4
Oklahoma	1,190	32,767	34,887	37,713	0.2
South Carolina	780	33,979	37,731	46,477	0.4
Texas	8,537	36,644	43,058	46,984	0.3
Teachers with master's degree as highest degree and 10 years of teaching experience					
Reporting states³	12,583	35,989	43,482	57,842	0.6
Arizona	963	37,500	44,584	59,194	0.6
Arkansas	‡	‡	‡	‡	‡
Colorado	929	35,495	48,148	59,251	0.7
Florida	1,460	39,001	42,900	57,121	0.5
Idaho	74	37,186	44,760	56,218	0.5
Iowa	216	37,007	44,142	51,185	0.4
Kansas	442	35,550	41,877	50,602	0.4
Kentucky	1,487	37,965	40,551	48,129	0.3
Louisiana	356	35,846	41,597	47,360	0.3
Maine	176	34,210	40,627	49,495	0.4
Minnesota	1,277	41,595	53,902	66,236	0.6
Mississippi	314	36,670	40,165	44,450	0.2
Missouri	1,380	31,934	43,648	54,967	0.7
Nebraska	256	38,098	42,780	52,518	0.4
Oklahoma	345	34,008	36,646	41,831	0.2
South Carolina	971	38,171	42,986	54,417	0.4
Texas	1,937	37,870	45,307	49,729	0.3

See notes at end of table.

Table 17. Number of full-time teachers, base salary at the 5th, median, and 95th percentile cutpoints, and federal range ratio, by educational attainment, years of teaching experience, and participating state: School year: 2006–07—Continued

Educational attainment, years of experience, and participating state	Number of teachers	Base salary ¹			Federal range ratio ²
		5 th percentile	Median	95 th percentile	
Teachers with bachelor's degree as highest degree and 20 years of teaching experience					
Reporting states³	9,527	\$37,772	\$47,660	\$58,974	0.6
Arizona	276	39,153	50,976	62,062	0.6
Arkansas	‡	‡	‡	‡	‡
Colorado	320	33,094	49,013	63,818	0.9
Florida	1,306	44,369	51,800	62,613	0.4
Idaho	209	41,527	46,818	56,142	0.4
Iowa	417	37,707	45,818	55,148	0.5
Kansas	263	35,253	42,950	49,615	0.4
Kentucky	17	38,666	42,851	56,939	0.5
Louisiana	606	37,283	44,294	48,854	0.3
Maine	273	32,000	45,006	53,374	0.7
Minnesota	349	39,003	50,150	63,317	0.6
Mississippi	298	39,900	41,053	46,100	0.2
Missouri	424	30,940	39,807	57,385	0.9
Nebraska	192	35,179	43,469	53,706	0.5
Oklahoma	474	37,253	39,584	43,236	0.2
South Carolina	374	41,606	45,971	53,474	0.3
Texas	3,729	44,510	49,550	55,341	0.2
Teachers with master's degree as highest degree and 20 years of teaching experience					
Reporting states³	8,456	41,170	51,972	68,500	0.7
Arizona	558	43,449	56,757	70,865	0.6
Arkansas	‡	‡	‡	‡	‡
Colorado	609	37,844	58,725	73,358	0.9
Florida	991	46,350	54,884	70,962	0.5
Idaho	75	44,219	53,157	73,273	0.7
Iowa	236	43,328	53,994	61,198	0.4
Kansas	380	39,704	49,500	65,271	0.6
Kentucky	970	44,490	49,267	65,260	0.5
Louisiana	298	40,148	46,648	54,344	0.4
Maine	149	38,938	50,003	58,474	0.5
Minnesota	605	49,700	62,598	72,220	0.5
Mississippi	270	44,900	46,850	52,650	0.2
Missouri	810	36,300	51,542	71,679	1.0
Nebraska	223	40,957	49,395	58,583	0.4
Oklahoma	283	38,549	41,950	47,169	0.2
South Carolina	601	47,499	52,473	62,831	0.3
Texas	1,398	45,600	51,640	57,905	0.3

Rounds to zero.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² The federal range ratio is the difference between the base salary of the teacher at the 95th percentile and the base salary of the teacher at the 5th percentile divided by the base salary of the teacher at the 5th percentile.

³ Reporting states totals did not include Arkansas.

NOTE: How to read this table: Using Arizona teachers with bachelor's degree as highest degree earned and 1 year of experience as an example, this table shows that 5 percent of teachers have a base salary of \$29,077 or less. If all teachers were listed by base salary, the teacher at the midpoint (median) would have base salary of \$33,686. Five percent of teachers have a base salary of \$38,785 or more. The federal range ratio shows that the base salary for teachers at the 95th percentile is approximately 30 percent higher than the base salary for teachers at the 5th percentile. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. Only teachers with the specified degrees and years of teaching experience were included in the table. These data were not adjusted for geographic cost differences across the states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Two-Year Comparisons

Since TCS data were collected in SY 2005–06 as well as SY 2006–07, changes in salary, educational attainment, and whether teachers change schools or districts within a state can be compared over 2 years. The data reported in this section are for the four states (Colorado, Iowa, Missouri, and Oklahoma) that consistently reported teacher identification numbers over both years.

In the four states that could match data to teachers across school years, the percentage of teachers who continued to work as full-time teachers in public schools in the same state in SY 2006–07 ranged from 91 percent in Colorado to 95 percent in Oklahoma (table 18). Approximately 5 percent of teachers in Oklahoma and 9 percent of teachers in Colorado left the teaching workforce in those states between SY 2005–06 and SY 2006–07.

Table 18. Number of full-time teachers in both administrations of the Teacher Compensation Survey (TCS), and percentage of teachers staying and leaving, by participating state: School years 2005–06 and 2006–07

Participating state	Number of teachers			Percentage of teachers	
	School year 2005–06	School year 2006–07	Matched across school years ¹	Staying ¹	Leaving ²
Colorado	41,431	42,970	37,509	90.5	9.5
Iowa	28,054	28,226	26,019	92.7	7.3
Missouri	59,991	61,280	56,099	93.5	6.5
Oklahoma	36,476	36,993	34,661	95.0	5.0

¹ Includes teachers represented in both the school year 2005–06 and school year 2006–07 surveys.

² Includes teachers no longer teaching in public schools in the state in school year 2006–07 (e.g., teachers who retired, left the state, left the teaching profession, or taught in private schools).

NOTE: Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Only the four states reporting consistent teacher identification numbers were included in this table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2005–06, Version 1a and school year 2006–07, Version 1a.

The percentage of teachers who remained in the same state but changed districts ranged from 3 percent in Iowa to 5 percent in Oklahoma between SY 2005–06 and SY 2006–07 among the four states that could match data to teachers across school years (table 19). The percentage of teachers who changed schools within the same district ranged from 4 percent in Iowa to 7 percent in Colorado.

Table 19. Number and percentage of full-time teachers represented in both administrations of the Teacher Compensation Survey (TCS) who changed districts or schools between these school years, by participating state: School years 2005–06 and 2006–07

Participating state	Number of teachers matched across school years	Changed districts		Changed schools within district	
		Number	Percent	Number	Percent
Colorado	37,509	1,533	4.1	2,488	6.6
Iowa	26,019	659	2.5	1,124	4.3
Missouri	56,099	2,683	4.8	3,040	5.4
Oklahoma	34,661	1,845	5.3	1,769	5.1

NOTE: Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Only the four states reporting consistent teacher identification numbers were included in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2005–06, Version 1a and school year 2006–07, Version 1a.

The increase in median base salaries (not adjusted for inflation) of teachers ranged from 7 percent in Colorado and Missouri to 11 percent in Oklahoma between SY 2005–06 and SY 2006–07 for the four states that could match data to teachers across school years (table 20).

Table 20. Median base salary and percentage change in median base salary for full-time teachers represented in both administrations of the Teacher Compensation Survey (TCS), by participating state: School years 2005–06 and 2006–07

Participating state	Number of teachers matched across school years	Median base salary ¹		Percentage change in median base salary ²
		School year 2005–06	School year 2006–07	
Colorado	37,509	\$42,046	\$44,882	6.7
Iowa	26,019	40,806	43,862	7.5
Missouri	56,099	37,450	40,056	7.0
Oklahoma	34,661	33,200	36,859	11.0

¹ Base salary is defined as the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties.

² Calculated as the median base salary for each state in school year 2005–06 subtracted from the median base salary for each state in school year 2006–07, divided by the median base salary for each state in school year 2005–06.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Only the four states reporting consistent teacher identification numbers were included in this table. These data were not adjusted for geographic cost differences across the states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2005–06, Version 1a and school year 2006–07, Version 1a.

For the four states that could match data to teachers across school years, between 5 and 10 percent of teachers with a master’s degree earned their degree between SY 2005–06 and SY 2006–07 (table 21). Between 3 and 11 percent of teachers with a doctor’s degree also earned their degree between these school years.

Table 21. Number of full-time teachers represented in both administrations of the Teacher Compensation Survey (TCS), and number and percentage of teachers at each degree level who completed a higher degree between the school years, by highest degree earned and participating state: School years 2005–06 and 2006–07

Participating state	Bachelor's degree			Master's degree			Doctor's degree		
	School year 2006–07	Completed between school years 2005–06 and 2006–07		School year 2006–07	Completed between school years 2005–06 and 2006–07		School year 2006–07	Completed between school years 2005–06 and 2006–07	
		Number	Percent		Number	Percent		Number	Percent
Colorado	17,667	22	0.1	19,464	1,870	9.6	268	21	7.8
Iowa	18,206	7	#	7,739	573	7.4	50	4	8.0
Missouri	25,633	25	0.1	29,856	2,145	7.2	256	27	10.5
Oklahoma	24,757	1	#	9,704	479	4.9	157	4	2.5

Rounds to zero.

NOTE: Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Percentage is calculated as the number of teachers who completed their degree between the 2005–06 and 2006–07 school years, divided by the number of teachers with that degree at the time of the 2006–07 school year. Only the four states reporting consistent teacher identification numbers were included in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2005–06, Version 1a and school year 2006–07, Version 1a.

Total Salary and Total Benefits Comparisons

Total salary includes all monies paid to teachers, including bonuses and extra pay for extra duties. The median total salary for teachers ranged from \$37,900 in Oklahoma to \$50,535 in Minnesota for the 13 states reporting usable data in SY 2006–07 (table 22). Total benefits include retirement, health, and other benefits paid by the school district, municipal, state, and other government agencies and are reported separately from total salary for the five states reporting benefits data. Median total benefits ranged from \$7,328 to \$12,404 in these five states.

Table 22. Median total salary and government expenditures for total benefits, health benefits, retirement benefits, and all other benefits for full-time teachers, by participating state: School year 2006–07

Participating state	Median total salary ¹	Median government expenditures on benefits			
		Total	Health	Retirement	All other
Reporting states²	\$43,500	‡	‡	‡	‡
Arizona	41,261	—	—	—	—
Arkansas	‡	‡	‡	‡	‡
Colorado	—	—	—	—	—
Florida	42,223	\$12,387	\$4,590	\$4,173	\$3,716
Idaho	44,553	—	—	—	—
Iowa	43,468	—	—	—	—
Kansas	45,660	—	—	—	—
Kentucky	44,875	11,326	5,364	5,798	22
Louisiana	42,144	12,404	5,371	6,528	539
Maine	—	—	—	—	—
Minnesota	50,535	—	—	—	—
Mississippi	38,605	—	—	—	—
Missouri	41,250	—	—	—	—
Nebraska	42,735	7,380	—	—	—
Oklahoma	37,900	7,328	4,129	4,286	41
South Carolina	—	—	—	—	—
Texas	44,600	—	—	—	—

— Not available.

‡ Data suppressed because reporting standards for the TCS were not met. Data for more than 15 percent of teachers were not reported for the reporting states at the national level. Data for more than 20 percent of the teachers were not reported for Arkansas.

¹ Total salary is defined as the total amount of money paid to the teacher including bonuses, extra pay for extra duties, etc., for school year 2006–07.

² Reporting states totals did not include Arkansas, Colorado, Maine, and South Carolina.

NOTE: The median is the midpoint. If the teachers' salaries were ranked from highest to lowest, half of the salaries would be below the median. Full-time teachers in the table included teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona, Kentucky, and Texas did not report the teacher status indicator, but their data were included if other criteria above were met. These data were not adjusted for geographic cost differences across the states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

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8. Conclusion and Future Directions

The Teacher Compensation Survey (TCS) has the potential to address research and policy needs in that it provides data that can be used to chart compensation, teacher status, and demographic data for teachers from multiple states. The TCS data can be used to analyze the compensation offered to attract teachers and the ability to retain teachers. As the number of states participating in the TCS expands, and as more states assign teacher identifiers that are used from year to year, the data from more states will be able to support longitudinal analysis of salaries, retention, and mobility.

The TCS data can support research ranging from a straightforward determination of base salary levels for varying degrees of experience and education to analyses of teachers' salaries by teachers' characteristics. By merging the TCS with the Common Core of Data (CCD) School Universe file, researchers can further explore associations between teachers' compensation and experience, level of education, geographic location, teachers' demographic characteristics (race/ethnicity, sex, and age), and selected characteristics of the schools and children that they teach (e.g., student poverty).

The consistency between the TCS data and data on teachers from the School Universe and National Education Association (NEA) surveys suggests that the TCS collection is a reliable source of information on teachers' compensation.

There are some substantive challenges to the TCS, such as the fact that not all state education agencies (SEAs) collect administrative data on teachers' compensation, particularly health and retirement benefits information, and not all states can track teachers over time. However, the majority of challenges to the TCS will be surmounted as states continue to develop or improve their educational data systems.

While the school year (SY) 2006–07 administration of the TCS described in this report incorporates data from only 17 states, growing from 7 states in the SY 2005–06 collection, it is the first step in creating a comprehensive teacher compensation dataset for every public-school teacher in the nation. With approximately 33 percent of teachers in the nation included in the current dataset, the TCS already covers a substantial number of teachers. In 2010, 23 states are currently reporting data for SY 2008–09. For SY 2009–10 the TCS is expected to include 30–35 states. National Center for Education Statistics (NCES) will continue to recruit new states to the survey, with the goal of building a complete universe of teacher compensation data. In accomplishing this goal, NCES will work with states to ensure accuracy and comparability, as well as confidentiality of personally identifiable data. As states participate over time, the capacity for longitudinal intrastate analyses will increase. NCES anticipates that compensation data related to benefits, which currently remain elusive, will become increasingly available as states continue to coordinate their data systems.

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References and Related Data Files

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Related Data Files

Data files for all CCD surveys may be found on the CCD data page of the CCD website at <http://nces.ed.gov/ccd/ccddata.asp>.

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Appendix A—Glossary

all other benefits—All other benefits (excluding retirement and health insurance) paid by the school district, municipal, state, and other government agencies for teachers (e.g., unemployment compensation, worker compensation, and fringe benefits such as housing allowances, moving expenses, and paid parking).

American Indian/Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (OMB directive, 1977, 1997)

Asian/Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands. (OMB directive, 1977)

bachelor's degree—An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4, but not more than 5, years of full-time-equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative program provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

base salary—The negotiated annual salary for teaching duties for the school year. The base salary excludes pay for additional duties, such as supervising or directing after-school activities, school administration activities, and teaching summer school or adult education classes. Bonuses and other incentives are not included in base salaries.

Black or African American—A person having origins in any of the black racial groups of Africa. (OMB directive, 1977, 1997)

Common Core of Data (CCD)—A group of public elementary/secondary education surveys of the National Center for Education Statistics (NCES). CCD data are collected from the administrative records systems of each state's department of education.

contract days—Number of days specified in a teacher's contract.

district new teacher indicator—This item indicates if a teacher is new to the district.

doctor's degree—The highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy, which can be awarded in any field (such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology).

full-time equivalent (FTE)—The state’s (or district’s) FTE value for a teacher. FTE is the amount of time required to perform a teaching assignment stated as a proportion of a full-time position; it is computed by dividing the amount of time employed by the time normally required for a full-time position. FTE is not necessarily linked to contract days.

health benefits—All amounts paid by the school district, municipal, state, and other government agencies for teachers’ health insurance.

highest degree earned—The highest degree earned by a teacher from a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of study.

Hispanic or Latino—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. (OMB directive, 1977, 1997)

local education agency (LEA)—The government agency at the local level whose primary responsibility is to operate public schools or to contract for public school services.

master’s degree—An award that normally requires the successful completion of a program of study of at least the full-time equivalent of 1 or 2 academic years of work beyond the bachelor’s degree.

race/ethnicity—Categories used to describe groups with which individuals identify or to which they belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

retirement benefits—All amounts paid by the school district, municipal, state, and other government agencies toward a teacher’s retirement plan.

sex—Indicates whether the teacher is female or male.

state education agency (SEA)—An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

state new teacher indicator—This item indicates if a teacher is new to the state.

substitute teacher—Individuals who fill the role of a regular teacher.

teacher—A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.

teacher salary indicator—This item indicates whether or not a teacher’s base salary includes pay for other official assignments (such as administration, curriculum coordinator, and guidance counseling). By definition base salary does not include other duties but some states cannot make this separation. The salary indicator provides information on this distinction for analysis.

teacher status indicator—This indicator is used to determine a teacher’s employment status, such as full-time teacher at one school only; full-time teacher assigned to several schools (itinerant teacher); full-time employee, part-time teacher at one school only; full-time employee, part-time teacher assigned to several schools; part-time employee whose primary duty is as a teacher; part-time employee who teaches and performs other duties; and substitute teacher.

total benefits—Sum of retirement, health, and all other benefits, or total benefits paid by the school district, municipal, state, and other government agencies if unable to break out retirement and health benefits.

total salary—The total amount of money paid to a teacher by the school district for the school year.

White—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. (OMB directive, 1977, 1997)

year of birth—Teacher’s year of birth.

years of experience—Years of teaching experience recognized by the school district or state education agency as of the end of the school year. New full-time teachers, hired at the beginning of the school year (with no previous teaching experience), are reported as having 1 year of teaching experience.

Appendix B—Data Plan Responses

Appendix B—Data Plan Responses

Table B-1. Data plan responses to questions 1 through 4, by participating state: School year 2006–07

Participating state	State abbreviation Q. 1	Will the State Teacher ID that you reported on the TCS remain the same for each teacher in subsequent years (as long as he or she is employed as a teacher in your state)? Q. 2	Are other staff (such as teacher aides, teachers without valid teaching certificates, librarians, guidance counselors, etc.) included in your TCS data? Q. 3	Other types of staff that are included in your TCS data Q. 3.a	What is your state's definition of Full-Time Equivalent (FTE)? Q. 4
Arizona	AZ	No	No	†	(1)
Arkansas	AR	Yes	No	†	(2)
Colorado	CO	—	—	—	—
Florida	FL	Yes	No	†	(3)
Idaho	ID	Yes	No	†	(4)
Iowa	IA	Yes	No	†	(5)
Kansas	KS	Yes	Yes	(6)	(7)
Kentucky	KY	Yes	No	†	(8)
Louisiana	LA	Yes	Yes	(9)	(10)
Maine	ME	Yes	No	(11)	(12)
Minnesota	MN	Yes	No	†	(13)
Mississippi	MS	Yes	No	†	(14)
Missouri	MO	Yes	No	†	(15)
Nebraska	NE	Yes	No	†	(16)
Oklahoma	OK	Yes	No	†	(17)
South Carolina	SC	Yes	No	†	(18)
Texas	TX	Yes	Yes	(19)	(20)

— Not available.

† Not applicable.

¹ Full-time means employed for a full school day, or its equivalent, or for a full class load, or its equivalent, as determined by the governing board. (ARS Â§15-501.3) For purposes of computation, a full-time equivalent (FTE) certified teacher is 1.00 if employed full-time. If the teacher is employed less than full-time, multiply 1.00 by the percentage of a full school day, or its equivalent, or a full class load, or its equivalent, for which the teacher is employed as determined by the governing board. (ARS Â§15-901 B).

² 6-17-807 Works the minimum number of days specified in the normal base contract period. Normal base contract period for each district is the number of days worked by the majority of teachers. Also works the minimum number of hours per day that is required of the majority of teachers.

³ The full-time equivalency of the job assignment (to the nearest whole percent). For one full-time equivalency, the employee's services are required each working day for at least the number of hours equal to the number of hours of a regular working day for that job.

⁴ Working full-days during a normal school year (usually around 1,380 hours per year).

⁵ A teacher with a full-time contract, contract days being greater than or equal to 180 and base salary being greater than or equal to \$24,500, is counted as 1.0 FTE. All other teachers are counted as 0.5 FTE.

⁶ Librarians, guidance counselors, and school psychologists.

⁷ According to the Legal Services Department, Kansas Department of Education has no STATE definition for FTE.

⁸ It is a way to measure a teacher's involvement in an educational institution. It reflects a percentage of time worked. An FTE of 1.0 is equivalent to a full-time employee, while an FTE of 0.5 is only a half-time employee. (KRS 157.069).

⁹ Teachers without valid teaching certificates.

¹⁰ Individual's total minutes worked (in school district) divided by total available contract time (applicable to school district) where the individual's total available contract time equals individual's contract days times average workday minutes under contract with that school district. Individual's FTE within the district is capped at 1.0. However, if individual works for more than one school district, it is possible that the sum of FTE (all districts) for that individual may exceed 1.0.

¹¹ The file contains teachers only. However, their certification status is unknown.

¹² A teacher is full-time if his or her total hours are 990 or greater. If the hours are less than 990, then the hours are divided by 1,000 to get an FTE.

¹³ Full-time employment has 1.0 FTE. Calculated based on hours per week.

¹⁴ FTE is the amount of time required to perform an assignment stated as a proportion of a full-time position, and computed by dividing the amount of time employed by the time normally required for a full-time position.

¹⁵ Percentage of school day employed.

¹⁶ An indication of the time a staff member spends in his or her assignment as it relates to the total time in the work week defined for that assignment.

¹⁷ Number of days employed per year divided by number of days in annual contract multiplied by fraction of a day worked.

¹⁸ The percentage of time, as a decimal, that the staff member works.

¹⁹ Teachers without teaching certificates are included.

²⁰ FTE measures the extent to which a person (or responsibility) occupies a position.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Appendix B—Data Plan Responses

Table B-2. Data plan responses to questions 5.a through 5.d, by participating state: School year 2006–07

Participating state	Does the FTE reported on the TCS represent FTE regarding teacher duties only? Q. 5.a	Does the FTE reported on the TCS represent FTE of staff member (i.e., includes teaching and non-teaching duties, such as school administration or guidance counseling)? Q. 5.b	Can FTE be greater than 1.0? Q. 5.c	Should NCES use FTE to determine the amount of reported salary that is for teacher duties? Q. 5.d
Arizona	Yes	No	Yes	Yes
Arkansas	Yes	No	No	Yes
Colorado	—	—	—	—
Florida	Yes	No	No	Yes
Idaho	Yes	No	Yes	Yes
Iowa	No	Yes	No	No
Kansas	No	Yes	Yes	No
Kentucky	Yes	No	Yes	Yes
Louisiana	Yes	No	⁽¹⁾	—
Maine	Yes	No	No	Yes
Minnesota	Yes	No	Yes	Yes
Mississippi	Yes	No	No	No
Missouri	Yes	No	No	No
Nebraska	Yes	No	Yes	Yes
Oklahoma	Yes	No	Yes	No
South Carolina	Yes	No	No	No
Texas	Yes	No	Yes	Yes

— Not available.

¹ Full-time equivalent (FTE) can be greater than 1.0 statewide, but not at a specific district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Appendix B—Data Plan Responses

Table B-3. Data plan responses to questions 6 through 9, by participating state: School year 2006–07

Participating state	Does the base pay for part-time teachers include pay for other formal part-time school work such as administration, guidance counseling, etc.? Q. 6	What items are included in the "Base Pay" definition for your state? Q. 7	How are you defining "Years of Experience" on the TCS? Q. 8	Does the "Years of Experience" that you are reporting include the current year? Q. 9
Arizona	No	Base salary	Other ¹	Yes
Arkansas	No	Base salary	Number of years taught overall ²	Yes
Colorado	—	—	—	—
Florida	Yes	Base salary	Number of years taught overall	Yes
Idaho	No	Base salary	Other ³	No
Iowa	Yes	Base salary	Number of years taught overall	Yes
Kansas	No	Base salary	Number of years taught overall	Yes
Kentucky	No	Base salary	Number of years taught in state	No ⁴
Louisiana	No	Base salary, overtime, bonuses, ⁵ other	Other ⁶	No ⁷
Maine	No	Base salary	Number of years taught overall	Yes
Minnesota	Yes ⁸	Base salary, overtime, other ⁹	Number of years taught overall	Yes
Mississippi	† ¹⁰	Base salary	Number of years taught overall	Yes
Missouri	No	Base salary	Number of years taught overall	Yes
Nebraska	Yes	Base salary	Number of years taught overall	Yes
Oklahoma	No	Base salary	Number of years taught overall	No
South Carolina	No	Base salary, other ¹¹	Number of years taught overall ¹²	No ¹²
Texas	No	Base salary	Other ¹³	No

— Not available.

† Not applicable.

¹ Number of years of experience means the number of years of classroom instruction conducted by a certified teacher in the school district in which the certified teacher is currently employed including the number of years of experience of the certified teacher granted by the school district for the certified teacher on the district's salary schedule for experience outside of the school district. (ARS Â§15-941.E).

² Arkansas collects years taught in the district, years taught in the state, and years total teaching.

³ Number of completed years in a certificated position as of the beginning of the school year if they were in that capacity 50 percent (FTE) or more of a given school year.

⁴ OGH 68-102 A teacher who has completed three years of teaching is currently teaching this year.

⁵ Other includes salary dedicated from local district tax collections and extended compensation salary paid vocational education instructors.

⁶ Number of years overall experience recognized by employing district in determining employee's salary.

⁷ Years of experience is prior experience at time of employment for current year. Individuals hired with no prior experience are coded "0" years experience; changing to "1" upon completion of first year's experience.

⁸ Only one salary amount is reported by school districts to the Minnesota Department of Education - the amount of salary attributable to assignments for which licensure is required.

⁹ School districts are instructed to report as salary: "actual annual salary that pertains to licensed assignments only (pay incentives as well as payment for optional overload/period(s) should also be included. Do NOT include benefits or salary for extracurricular activities, coaching, summer school, or advisors."

¹⁰ Reporting full-time teachers only.

¹¹ Other includes National Board state and local salary supplements.

¹² Data do not include a year of experience for reported data year. NCES cannot assume one year experience for the 2006–07 school year.

¹³ Number of years of experience within the Texas Public School system, not including the 2006-07 school year. The number of years experience is not role specific, and can include roles other than teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Appendix B—Data Plan Responses

Table B-4. Data plan responses to questions 10 through 12, by participating state: School year 2006–07

Participating state	Does your state keep records pertaining to the teaching certificate that teachers currently hold? Q. 10	What is your state's definition of a "certified teacher"? Q. 11	Would your state be able to report on teacher certification status according to the following categories: Q. 12					
			Regular or standard state certificate or advanced professional certificate	Certificate that requires some additional coursework, student teaching or a test	Certificate issued except completion of probationary period	Certificate issued to persons who must complete certification program to continue teaching	Does not hold regular or standard state certificate	Other, please specify
Arizona	Yes	(1)	Yes	Yes	No	Yes	Yes	—
Arkansas	Yes	(2)	Yes	Yes	No	Yes	Yes	(3)
Colorado	—	—	—	—	—	—	—	—
Florida	Yes	(4)	Yes	No	No	No	Yes	—
Idaho	Yes	(5)	Yes	Yes	Yes	Yes	Yes	—
Iowa	Yes	(6)	Yes	Yes	Yes	No	Yes	—
Kansas	Yes	(7)	Yes	Yes	Yes	Yes	No	—
Kentucky	Yes	(8)	Yes	Yes	Yes	Yes	Yes	(9)
Louisiana	Yes	(10)	Yes	No	No	No	Yes	(11)
Maine	Yes	—	Yes	Yes	No	No	Yes	—
Minnesota	Yes	(12)	Yes	Yes	No	Yes	Yes	—
Mississippi	Yes	(13)	Yes	No	No	No	No	—
Missouri	Yes	(14)	Yes	Yes	Yes	Yes	Yes	—
Nebraska	Yes	(15)	Yes	Yes	No	Yes	Yes	—
Oklahoma	Yes	(16)	Yes	No	No	No	Yes	—
South Carolina	Yes	(17)	Yes	No	No	Yes	Yes	—
Texas	Yes	(18)	Yes	Yes	Yes	Yes	Yes	—

— Not available.

¹ Any teacher who meets state requirements and has been issued a certificate under R-7-2-608 for elementary, R-7-2-609 for secondary, R-7-2-610 for SPED, and R-7-2-611 for CTE. In addition, any Early Childhood Education certification, and those holding the Intern Certificate.

² (1) Required to hold a teaching license from ADE; (2) Engaged directly in instruction with students in a classroom setting for more than 70 percent of contracted time; (3) A guidance counselor; or (4) A librarian.

³ (1) There is no probationary period on a license; (2) Certificate issued to persons who must complete certification program to continue teaching: This describes our provisional licenses; and (3) Certificate that requires some additional coursework, student teaching or a test AND does not hold regular or standard state certificate - Again this would be the provisionally licensed.

⁴ An individual that holds a valid Florida Professional or Temporary certificate or a Statement of Status of Eligibility from the Florida Department of Education.

⁵ There must be a credentialed individual holding valid certificates and/or endorsements in the classroom or working in an instructional capacity. If not, we withhold state funds. We also include in this "teacher" classification mentoring teachers (teachers assisting teachers) because they spend the majority of their time either assisting other teachers or students.

⁶ A licensed teacher is an individual who has completed the teacher preparation program from a regionally accredited and state approved institution and has completed the requirements for at least one teaching endorsement.

⁷ An educator that currently holds a license granted by the Kansas Board of Education giving access to practice teaching, administration, or school services in Kansas public schools.

⁸ KRS 151 B.010 (4) Teachers who fill school or educational assignments requiring the issuance of a certificate OAG 90-103. For instruction of teaching pupils KRS 161.010 to 161.126. All certificates shall be issued in accordance with the administrative regulations.

⁹ KRS 157 B.030; OAG 85-109.

¹⁰ A certified teacher is generally defined as an employee of a school board/special school who holds a standard teaching certificate and whose employment requires such certification under rules/regulations promulgated by the State Board of Elementary and Secondary Education.

¹¹ Status of individuals relative to certificates is that applicable on the "as of date" of source data collection; and will not include subsequent "real time" changes that may occur during remainder of (or subsequent to) that school year.

¹² A teacher who holds a Minnesota professional teaching license, which is any five-year or continuing teaching license issued by the Minnesota Department of Education. This license requires teachers to hold a bachelor's degree, complete an approved teacher preparation program, and pass required licensing tests approved by the Minnesota Board of Teaching.

¹³ One that holds a valid teaching license.

¹⁴ Holds currently valid Missouri teaching certificate.

¹⁵ No specific definition of "certified teacher." Definitions of "Certificate" and "Teaching," as defined in Rule 21, are: Certificate shall mean authorization issued by the Commissioner to an individual who meets the qualifications to engage in teaching, administration, or providing of special services as required by law. Teaching shall mean and include, but not be limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; (b) the assessment and diagnosis of the individual educational needs of the pupils; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of student progress.

¹⁶ If they pass the required tests then they can become "certified" (either traditional or alternative).

¹⁷ A teacher that holds a valid, active state teaching certificate or a valid national board certificate.

¹⁸ The state of Texas has no one definition of a certified teacher. The Texas Administrative Code describes requirements for obtaining a standard certificate (Chapter 230, Subchapter P), and on types of certificates (Chapter 232, Subchapter A). The Texas Education Code specifies circumstances under which an educator is required to have a certificate or permit and consequences of failure to obtain a certificate or permit.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Appendix B—Data Plan Responses

Table B-5. Data plan responses to questions 13 through 13.a, by participating state: School year 2006–07

Participating state	Do you release, to any requester, teacher-level data that contain salaries, benefits, school IDs, or other data describing the teacher? Q. 13	Which teacher data do you release and do not release? Q. 13.a		
		Release to public	Release to researchers only	Do not release to public or researchers
Arizona	No	†	†	†
Arkansas	Yes	Salary, benefits, highest degree earned, experience, race and/or gender	Teacher ID, age	†
Colorado	—	—	—	—
Florida	Yes	Salary, benefits, highest degree earned, experience, age, race and/or gender	†	Teacher ID
Idaho	Yes	†	Salary, highest degree earned, experience	Teacher ID, benefits, age, race and/or gender
Iowa	Yes	Salary, highest degree earned, experience, age	Teacher ID, race and/or gender	Benefits
Kansas	Yes	Salary, highest degree earned, experience, age, race and/or gender	†	Teacher ID, benefits
Kentucky	Yes	Salary, benefits, highest degree earned, experience, race and/or gender	†	Teacher ID, age
Louisiana	Yes	Salary, highest degree earned, experience, race and/or gender	†	Teacher ID, age
Maine	Yes ¹	Highest degree earned, experience	Teacher ID, salary, age, race and/or gender	†
Minnesota	Yes ²	Teacher ID, salary, highest degree earned, experience, age, race and/or gender	†	Benefits
Mississippi	Yes	Salary, highest degree earned, experience, race and/or gender	Age	Teacher ID, benefits
Missouri	Yes	Teacher ID, salary, benefits, highest degree earned, experience, age, race and/or gender	†	†
Nebraska		Teacher ID, salary, benefits, highest degree earned, experience, race and/or gender	Age	†
Oklahoma	No	†	†	†
South Carolina	Yes	†	Teacher ID, salary, benefits, highest degree earned, experience, age, race and/or gender	†
Texas	Yes	Teacher ID, Salary, highest degree earned, experience, age, race and/or gender	†	Benefits

— Not available.

† Not applicable.

¹ Benefits data are not available.

² Minnesota Department of Education collects no individual benefits data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Appendix B—Data Plan Responses

Table B-6. Data plan responses to questions 14 through 17, by participating state: School year 2006–07

Participating state	If you release the data to researchers only, what measures, if any, do you require of the researchers to ensure confidentiality? Q. 14	Do all the school district (or the state) provide a guarantee of confidentiality to their teachers regarding any data items reported on the NCES Teacher Compensation Survey? Q. 15	Do all of the school districts in your state publish their teacher salary schedules (either on the web or in other formats)? Q. 16	General comments or suggestions Q. 17
Arizona	—	Yes ¹	No	—
Arkansas	(2)	No	Yes	—
Colorado	—	—	—	—
Florida	†	Yes ³	Yes	—
Idaho	(4)	No ⁵	Yes	—
Iowa	†	No	No	—
Kansas	(6)	No	Yes	—
Kentucky	(7)	— ⁸	Yes	—
Louisiana	(9)	† ¹⁰	Yes	(11)
Maine	—	No	Unknown	—
Minnesota	—	No	(12)	—
Mississippi	(13)	No ¹⁴	Yes	—
Missouri	—	No	Unknown	—
Nebraska	(15)	No	Unknown	(16)
Oklahoma	—	No	Yes	(17)
South Carolina	(18)	Yes ¹⁹	Yes ²⁰	—
Texas	—	Yes	Yes	(21)

— Not available.

† Not applicable.

¹ ARS 15.341 A32; ARS 15.183 F (A statute for charters and districts.)

² Statement/agreement.

³ The State provides a guarantee of confidentiality regarding data items reported only to the extent of those that are exempt from the Florida Public Records Law (Section 119, Florida Statutes).

⁴ Under Idaho Public Records law, we release information on a case-by-case request that is readily available from our current computer system with the exception of those data elements protected under FERPA.

⁵ Our staff ID is the individual's social security number. Since this is collected through the licensing process and criminal history (background) checks it is protected by law.

⁶ Data are not released at the individual teacher or building level.

⁷ Data are available on website. We never give social security numbers.

⁸ This is the first year that we have done an NCES survey. We are only providing names and no confidential information. According to the standards all state salaries are for review.

⁹ Execution of a memorandum of understanding (MOU) between Louisiana Department of Education and researchers that addresses the use, control, release, and protection of data. Where SSAN appears as identifier, the SSAN is masked or converted to a generated ID before release.

¹⁰ Confidential data is not included within Louisiana's response to the NCES Teacher Compensation Survey.

¹¹ Regarding Question 5c: FTE cannot be greater than 1.0 within the reporting school district; however, if teacher employed by multiple school districts, the sum total of FTE (all districts) for that teacher may be greater than 1.0.

¹² The Minnesota Department of Education is not required to collect, publish, or otherwise keep record of school district salary schedules; nor are we aware of any requirement imposed on school districts themselves to do so. Education Minnesota, the state teachers union, may have salary schedules for school districts.

¹³ Information is of public record. Calculating age is done in cooperation with the researcher. Birth date is on the staff's file but we do not give that information out on a normal basis.

¹⁴ All of the information is of public record.

¹⁵ Nondisclosure agreement.

¹⁶ Question 2: State Teacher ID: In the future, Nebraska will be converting to a new system to generate and assign state teacher IDs. At that time, the answer to Q2 will be NO for the one year transition. We are willing to work with NCES at that time to revise previous year submissions with the new State Teacher IDs. Question 5c: FTE: FTE can be > 1.0 statewide but not at a specific district.

¹⁷ All data on the TCS are routinely released to anyone who requests them but only AFTER approval by our State Superintendent.

¹⁸ Data are not identifiable by individual teacher. A unique numbering system was used.

¹⁹ All data provided will be assigned a unique identifier that cannot be tied to a specific teacher.

²⁰ Salary schedule available on website: <http://www.ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/districtinformation/documents/WEBFY2007.XLS>.

²¹ Contract days is the actual days employed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," school year 2006–07, Version 1a.

Appendix C—State Notes

The following notes can be used to track known anomalies specific to each participating state and the edits that the U.S. Census Bureau, the National Center for Education Statistics (NCES), and the American Institutes for Research's Education Statistics Services Institute (ESSI) made to modify the data. Each anomaly or edit recorded here applies to school year (SY) 2006–07.

Arizona

- Data on benefits, year of birth, contract days, teacher status indicator, salary indicator, and new teacher indicators were not available for Arizona.

Arkansas

- No data were reported for more than 20 percent of the teachers in the state, including all teachers in Little Rock School District.
- No school identifiers (SCHNO and SEASCH) were provided with the data submission. The name of the school (SCHNAM) was adjusted to the name of the corresponding school district.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to "0599999."
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that a teacher was not new to the district and the state new teacher indicator (STNEWTCHIND) indicated that a teacher was new to the state, and the years of experience (EXP) was equal to 1, then DSTNEWTCHIND was adjusted to "1" for new to district. For records where the district new teacher indicator (DSTNEWTCHIND) indicated that a teacher was not new to the district and the state new teacher indicator (STNEWTCHIND) indicated that a teacher was new to the state, but the years of experience was not equal to 1, then both DSTNEWTCHIND and STNEWTCHIND were set to "M" for missing.

Colorado

- Data on total salary and benefits were not available for Colorado.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to "0899999."

Florida

- For records where the total benefits were reported, but some component (retirement, health, or other benefits) was missing, the missing value was adjusted to "0." The state confirmed that in these cases the teacher did not receive the benefit.
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that the teacher was not new to the district and years of experience (EXP) was greater than 1, then state new teacher indicator (STNEWTCHIND) was adjusted to "2" (not new to the state).
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that the teacher was not new to the district and years of experience (EXP) was equal

- to 1, then the district new teacher indicator (DSTNEWTCHIND) was adjusted to “1” (new to the district).
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that the teacher was not new to the district and years of experience (EXP) was missing, then the district new teacher indicator (DSTNEWTCHIND) was adjusted to “M” for missing.
 - If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only) then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher)). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only) then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).

Idaho

- Data on benefits were not available for Idaho.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For records where birth year (BRTHYR) was submitted as “-1,” BRTHYR was adjusted to “M” for missing.
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that a teacher was not new to the district and the state new teacher indicator (STNEWTCHIND) indicated that a teacher was new to the state, and the years of experience (EXP) was equal to 1, then DSTNEWTCHIND was adjusted to “1” for new to district.
- If the reported NCES 12-digit school ID number (NCESSCH) was not equal to the combination of the NCES 7-digit local education agency ID (LEAID) and the NCES 5-digit school ID (SCHNO), then NCESSCH was adjusted to be LEAID followed by SCHNO.

Iowa

- Data on benefits were not available for Iowa.

Kansas

- Data on benefits, contract days, and salary indicator were not available for Kansas.
- Where there were multiple (duplicate) combinations of a single teacher ID (NCESTEACHID) and NCES-assigned 12-digit school ID (NCESSCH) that could not be resolved by other business rules, if the records had consistent data on school name, teacher demographics, and teacher status indicator, NCES believed that these records were for the same teacher in the same school, and then combined them to one record by summing up the FTE and salary data.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.

Kentucky

- Data for teacher status indicators and new teacher indicators were not available for Kentucky.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “2199999.”
- For teachers with multiple records where one or more record for the teacher had a consistent birth year (BRTHYR) and one or more record for the teacher had BRTHYR equal “M” for missing, then the nonmissing value for BRTHYR was applied to all records for that teacher.
- For teachers with multiple records for the same school, these records were combined to form one record by summing up the salaries, benefits, and FTEs of all these records.
- Year of experience (EXP) data were taken from the SY 2007–08 data submission (adjusted to reflect the SY 2006–07 value) because the SY 2006–07 data were not correct.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For records where health benefits (HEALTHBEN) were missing, HEALTHBEN was adjusted to “0.” The state confirmed these teachers did not receive health benefits.

Louisiana

- Data on year of birth were not available for Louisiana.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher)). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only), then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).

Maine

- Data on benefits, total salary, salary indicator, and new teacher indicators were not available for Maine.
- For teachers with multiple records (teaching at several schools), on records where the teacher status indicator was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher)).

Minnesota

- Data on benefits were not available for Minnesota.
- The state confirmed that first-year teachers were reported as having years of experience (EXP) set to 1; therefore, records where EXP was set to 0 were adjusted to “-1” for missing.

Mississippi

- Data on benefits were not available for Mississippi.
- For records where year of birth (BRTHYR) was set to “0,” BRTHYR was adjusted to “M” for missing.

Missouri

- Data on benefits were not available for Missouri.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only), then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).
- Birth year (BRTHYR) data were taken from the SY 2007–08 data submission because the SY 2006–07 data were not correct. For records in SY 2006–07 that did not have a matching record in SY 2007–08, BRTHYR was set to “M” for missing.

Nebraska

- Data on retirement benefits, health benefits, and other benefits were not available for Nebraska.

Oklahoma

- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For teachers with multiple records, total salary (TOTPAY) was redistributed based on the portion of time a teacher worked at a given school. FTE was summed over all the records for a teacher, and a fraction was calculated as the FTE at the school divided by the total FTE at all schools. Then the reported total pay was multiplied by this fraction, approximating total pay for that teaching assignment.

South Carolina

- Data on benefits, total salary, and year of birth were not available for South Carolina.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “4599999.”
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only), then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).

Texas

- Data on benefits, contract days, teacher status, salary, and state new teacher indicators were not available for Texas.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “4899999.”
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For teachers with multiple records, total salary (TOTPAY) was redistributed based on the portion of time a teacher worked at a given school. FTE was summed over all the records for a teacher, and a fraction was calculated as the FTE at the school divided by the total FTE at all schools. Then the reported total pay was multiplied by this fraction, approximating total pay for that teaching assignment.