

An Evaluation of the Data From the Teacher Compensation Survey: School Year 2007–08 Through 2009–10

Research and Development Report

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Foreword

The Research and Development (R&D) series of reports at the National Center for Education Statistics (NCES) has been initiated to

- 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
- participate in discussions of emerging issues of interest to education researchers, statisticians, and the federal statistical community in general. Such reports may document workshops and symposia sponsored by NCES that address methodological and analytical issues or may share and discuss issues regarding NCES practices, procedures, and standards.

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

The Teacher Compensation Survey (TCS) was a research and development effort by the National Center for Education Statistics (NCES) to explore the possibility of developing an administrative records survey that would compile compensation and demographic data on all public school teachers in the nation. A pilot survey in 2007 collected data from seven states for school year (SY) 2005–06. The number of participating states increased in subsequent years, and by 2012, data were collected from 24 states for the 2010–11 school year. TCS was discontinued after the 2010–11 collection due to budget constraints. This report summarizes the results of the data collected for the 2007–08, 2008–09 and 2009–10 school years. Limited resources prevented a more timely release of these data. While the data may be old, this report is being issued now because TCS afforded valuable lessons that are applicable to any similar, future collection efforts by NCES or by others seeking to gain a better understanding of issues related to teacher compensation.

The purpose of this report is to describe both the potential of the collection and the practical problems encountered in the hopes that this will inform future survey efforts. In addition to any analytical value it may have, the TCS effort provides valuable lessons in collecting teacher compensation data. The analysis in section 3 looks closely at the problems encountered over three years of collecting TCS data and suggests ways these could be addressed.

The data collected through TCS will have limited use for most researchers. Not quite half of the states participated in TCS, and they are not necessarily representative; their participation was due to their willingness and readiness to provide data. A Technical Expert Panel (TEP) reviewed the TCS and concluded that there are “significant missing data problems” and data quality concerns regarding some of the key variables.¹ In spite of these concerns, the TEP concluded that the data they reviewed (SY 2007–08), except for the benefits data, were suitable for release.^{2, 3} Data quality issues are explored in depth in section 3 of this report.

Offsetting these problems is the size and scope of the TCS data. The 2009–10 TCS has data for over 1.3 million teachers. Within the reporting states, coverage was complete (see the discussion in section 3). As the final report of the TEP report stated, “a major—and apparently unique—advantage of the TCS ... is the ability to perform analyses at the teacher level, using actual salary, experience and demographic variables.”⁴ Section 4 of this report presents selected findings about the 2007–08 through 2009–10 school years based on collected TCS data. Data from the 2010–11 collection were not available for analysis when this report was written.

Background

Teachers are the largest component of school spending, with more funding allocated to teacher salaries than to any other education expense (Loeb, Miller, and Strunk 2009). Teacher and staff⁵

¹ National Institute of Statistical Sciences, pages 3–4.

² National Institute of Statistical Sciences, page 5.

³ To complete their analysis on schedule and within budget, the TEP focused on just one year of data.

⁴ National Institute of Statistical Sciences, page 19.

⁵ Staff includes both instructional and noninstructional staff.

salaries and benefits consume up to 80 percent of current expenditures⁶ (Cornman and Zhou 2016, table 4). Yet, there are little publicly available data on teacher compensation. National data on teachers are from periodic sample surveys or 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 numbers), thereby preventing them from being available to researchers and the public.

In recent years, there has been an increased demand for school-level finance data, in part to facilitate analysis of financial equity among schools within districts. For example, the American Recovery and Reinvestment Act of 2009 (ARRA) required each school receiving Title I, Part A, ARRA funds to report a school-by-school listing of per-pupil expenditures from state and local funds for the SY 2008–09. Another example is the collection by the U.S. Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) of school-level 2008–09 finance data⁷ over the spring and summer of 2010. In the Civil Rights Data Collection (CRDC), the Office of Civil Rights (OCR) collected the same data from a sample of schools for SY 2009–10. Data on school level expenditures were formalized as a regular part of the CRDC for school years 2011–12, 2013–14 and 2015–16.⁸ The TCS can be used to provide information on school-level finance data for the years in which it was administered, since it provides school-level data on teachers' salaries, the largest component of school expenditures.

While most school districts cannot track revenues and expenditures at the school level, many state education agencies (SEAs) collect administrative data that have the potential to produce comprehensive and accurate estimates of teachers' salaries (Pantal et al. 2008). TCS draws on these SEA collections to build its database.

NCES designed TCS to avoid the limitations of other data collections with regard to teacher compensation. Teacher compensation data are included in the [Decennial Census](#), the [American Community Survey \(ACS\)](#), the [Current Population Survey \(CPS\)](#), and the [Schools and Staffing Survey \(SASS\)](#) and its replacement, the [National Teacher and Principal Survey \(NTPS\)](#). However, there are limitations to these surveys. The Decennial Census, SASS and NTPS were infrequent. None of these cover the universe of public school teachers. Few can provide reliable estimates below the state level. Additionally, the Decennial Census, ACS, and CPS surveys

⁶ Current expenditures include expenditures for the day-to-day operation of schools and school districts (salaries, benefits, supplies, and purchased services) for public elementary and secondary education. They exclude expenditures for construction, equipment, property, debt services, and programs outside of public elementary and secondary education such as adult education and community services.

⁷ The four finance data items collected by OPEPD included:

- personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the School District Finance Survey (F-33) of local government finances;
- personnel salaries at the school level for instructional staff only;
- personnel salaries at the school level for teachers only; and
- nonpersonnel expenditures at the school level (if available).

⁸ As of November 2017, data from the 2015–16 CRDC were still being processed and had not yet been released publicly by OCR.

allow for proxy reporting, which may affect the accuracy of reports of earnings⁹. Since income is reported for a 12-month period on these surveys, it is difficult to separate salary for teaching from salary for other secondary employment in the summer. The earnings data may have considerable reporting error and may yield biased estimates because many respondents fail to report income (Pantal et al. 2008). As an annual collection of administrative data for the universe of public school teachers, TCS provided more frequent data and avoided sampling error and self-reporting bias.

To ensure comparability of data collected in TCS, NCES worked to identify and resolve inconsistencies in data item definitions across the states. NCES held annual workshops with the states to hear state perspectives, discuss states' reporting capabilities, and review data item definitions. These discussions led to expanded definitions in the 2009–10 instruction manual (see section 3 below for a more detailed discussion). This work with the states helped reduced the cost of editing and cleaning TCS data.

NCES intended that TCS support a wide range of analysis regarding public school teachers. For this reason, TCS data on teachers includes their employment status (e.g., full-time, part-time, new teacher, etc.), demographic data, educational attainment and years of teaching experience. These data support comparisons of salaries at various points along the career trajectory according to teachers' characteristics. TCS may also be useful for examining associations between teacher compensation and retention, a longstanding issue for state and federal policy makers (Adams, Heywood, and Rothstein 2009).

By design, TCS data can also be linked 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.

This Report

The rest of this report provides the following:

- a description of the TCS data collection methodology for SYs 2007–08 through 2009–10 (section 2);
- a discussion of the data availability and quality, including a comparison of state administrative records of TCS with other sources of data; (section 3);
- findings and descriptive statistics for SYs 2007–08 through 2009–10 TCS (section 4).

The discussions in this report use unrounded numbers.

⁹ “Proxy reports are survey responses provided by a respondent about another member of the sampled unit or household.” (<http://www.bls.gov/cex/methwrkshpproxyrpting.pdf>).

2. Methodology

Overview

NCES, a center of the Institute of Education Sciences within the U.S. Department of Education, conducted the TCS. Congress authorizes NCES to collect education statistics data 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 (Census) collected TCS data on behalf of NCES.

TCS was part of the NCES CCD survey system. 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 Universe Survey, and the Public Elementary/Secondary School Universe Survey. The fiscal components are the School District Finance Survey (F-33) and the National Public Education Financial Survey (NPEFS). SEAs report CCD data annually through the efforts of state CCD coordinators. Participation in CCD is voluntary.

Eighteen states participated in the SY 2007–08 collection; 23 in SY 2008–09 and 26 in 2009–10 (exhibit 1). By itself, the SY 2007–08 collection contains 1.3 million records encompassing 1.2 million full-time-equivalent (FTE)¹⁰ teachers and represents 38 percent of the 3.2 million FTE teachers in the United States at the time of collection (Noel and Sable 2009). Although the TCS includes the universe of public school teachers within each participating state, it is not necessarily representative of all teachers in the United States.

NCES produced three data files based on the data collected by TCS for each survey administration: an individual teacher-level restricted-use data (RUD) file, a school-level public-use file, and a local education agency (LEA)-level public-use file. The RUD file is only available to researchers who receive an RUD license from NCES. Data users must submit applications for an RUD license online. For more information about applying for an RUD license, please visit the NCES website at <http://nces.ed.gov/pubsearch/licenses.asp>.

An MS Excel companion file provides detailed file documentation including data element definitions, value frequencies and response rates. The companion files, coupled with this report, constitute TCS documentation.

The same data items were collected in each of the three cycles. These fall into three broad categories:

- identifiers: state, district, school and teacher ID numbers;
- compensation: dollar amounts of pay and benefits; and
- demographic: experience, education, race, sex, and various status flags.

¹⁰ See the discussion of FTE starting below on page 11 for detailed definition and variations in SEA's reporting of this.

Exhibit 1. States participating in the Teacher Compensation Survey (TCS) by year

State	2007–08	2008–09	2009–10
Number of participating states	18	23	26
Arizona	X	X	X
Arkansas	X	X	X
Colorado	X	X	X
Delaware			X
Florida	X	X	X
Georgia			X
Idaho	X	X	
Indiana			X
Iowa	X	X	X
Kansas	X	X	X
Kentucky	X	X	X
Louisiana	X	X	X
Maine	X	X	X
Minnesota	X	X	X
Mississippi	X	X	X
Missouri	X	X	X
Nebraska	X	X	X
New Jersey	X	X	X
North Carolina		X	X
North Dakota		X	X
Ohio		X	X
Oklahoma	X	X	X
South Carolina	X	X	X
Tennessee		X	X
Texas	X	X	X
Washington		X	X
Wisconsin			X

NOTE: Idaho had large changes to its database in 2011 and was unable to provide data for the 2009–10 school year.

Exhibit 2 contains a list of the data items included in the teacher-level (RUD) file, along with a short description of each item. The variable AGE was not collected from SEAs; it was derived by Census from the variable BIRTH YEAR. In addition to the items listed in Exhibit 1, the RUD data files include a flag for each variable indicating whether the value was adjusted (see below).

States were asked to report a separate record for each teacher's assignment; a teacher working at more than one school would have one record for each school. An FTE variable on each record indicated the proportion of time spent by the teacher at that school. The values of the compensation variables were required to be proportionate to the FTE.

Data Collection

Data for TCS were collected by Census using a web-based submission system called Harvester. Each collection cycle opened in the spring of the year after the close of the reference period (e.g., in March 2009 for data from the 2007–08 school year). Participating state agencies were sent a package that included a data request letter (with the Harvester URL), an instruction manual, record layout documentation, and a copy of the data plan. The data plan was a set of questions about the data being submitted by the state. Both the states' data files and answers to the data plan were collected through the Harvester web application.

Several states did not provide a data file in the specific format requested for TCS. Instead, they provided their data in a file format they already had and analysts at Census cross-walked the values to a file formatted to TCS specifications.

The actual start and stop dates for TCS data collections are as follows

Referenced school year	Number of participating states	Collection opened	Collection closed
2007–08	18	3/24/09	02/15/10
2008–09	23	4/14/10	01/14/11
2009–10	26	4/08/11	2/13/12

Exhibit 2. Data items included in the Teacher Compensation Survey (TCS) restricted-use data (RUD) files: School years 2007–08 through 2009–10

Data item	Description
TCS ID	Unique ID number for each record in 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
ANSI State Code	American National Standards Institute (ANSI) ¹ 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	LEA ID number assigned by the state education agency (SEA) and may not be unique across states
State School ID	School ID number assigned by SEA and may not be unique across states
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 ²
District New Teacher Indicator	Indicator to determine if the teacher is new to the district
State New Teacher Indicator	Indicator to determine if the teacher is new to the state

¹ American National Standards Institute (ANSI) state codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, Puerto Rico, and the U.S. Island Areas. ANSI state code values map directly to the retired FIPS code values.

² 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 2007–08, Version 1a.

States' data were processed as they were received. The files were loaded into MS Access tables and a series of SQL queries were run against these tables. These queries produced MS Excel spreadsheets with the query results. The queries included the following data checks:

- validity checks (record format and layout);
- missing values;
- tolerance checks (ranges; cross-field comparisons);
- check of demographic values against prior year data;
- matching schools and districts to CCD data files;
- checking LEA counts against CCD data files; and
- frequency checks.

Census analysts reviewed the outputs from these checks and then worked with the state TCS coordinators to resolve issues. As this work proceeded, analysts noted issues particular to each state and how or whether these issues were resolved. These notes are summarized in the "State Notes" spreadsheet of the individual companion files.

At intervals during the processing cycle, Census compiled data for the processed states into a single SAS data file that was forwarded to NCES for review. An NCES contractor (American Institutes for Research (AIR)) reviewed these preliminary files and provided a detailed write-up describing any issues identified in the data and suggestions for possible resolutions. NCES reviewed these suggestions and passed those considered appropriate on to Census for follow-up with states.

In some cases, states re-submitted data files. Adjustments to the submitted data were made depending on feedback from the state coordinators or the analysis of Census, NCES, or AIR. Final adjustments were made by the application of business rules (edits) developed by NCES and Census. Examples of edits made by Census include the following:

- recoding NCES identifiers;
- pro-rating FTE or compensation values across records of teachers with assignments in multiple schools;
- filling in missing demographic values from other records for the same teacher in the same or previous year's file; and
- setting out-of-range values to missing.

The RUD set includes a flag field for each data item that indicates whether a value is as reported by the state ("R") or was adjusted during processing ("A"). Specific and detailed descriptions are provided in the "State Notes" and "Edits" spreadsheet of the individual companion files.

The final data file was subjected to data perturbation to protect against the linkage of any TCS data to a particular individual. This was done by swapping values of some fields between records. These changes resulted in a minimal amount of change to the file overall.

3. Data Issues

The editing process described above did not resolve all issues in TCS data files. In order to provide users with the richest possible data on the years when TCS was active, and to avoid the suppression of possibly valid (and informative) data, NCES was conservative in making adjustments to data values. NCES strongly encourages data users to carefully read this section and to consult the companion files to the data files, and to consider how these issues may affect their particular analysis.

Readers should bear in mind that many of the problems described below are specific to individual states or collection cycles. TCS gathered a wealth of data: over 3 million records for the three collection cycles discussed here, and these data can support much insightful analysis.

Specifics of the adjustments made to reported data can be found in the companion files. These files include edit rules, item response rates, state-specific notes, and states' responses to the data plan questionnaire. Following is a summary discussion of the data issues relevant to TCS collections from 2007–08 through 2009–10.

Coverage and Matching to CCD

As part of the CCD system, TCS included the identifiers needed to link its data to the school and LEA data in CCD. This greatly expanded the analytical possibilities by enabling researchers to merge data from all these sources. Two measures of TCS coverage were computed by matching school IDs against the CCD database and comparing the aggregates of teacher FTE from TCS with the equivalent CCD values.

The match of schools between TCS and CCD was nearly complete. The overall match of TCS schools to operating schools in the CCD school universe was 99 percent or more in each of the 3 years (table 1); the overall percentage of CCD schools matched to TCS schools was 98 percent in 2008–09 and 2009–10 and 99 percent in 2007–08. At the state level, the lowest rate of matching schools in TCS to CCD was 94 percent (Delaware, 2009–10). Matching schools the other way (CCD to TCS), the lowest rate of matching was 96 percent (Kentucky, 2008–09) with one exception). The exception was North Dakota. While 100 percent of the schools reported by North Dakota in TCS were matched to CCD, these accounted for just 54 percent of the schools reported in CCD. This was because North Dakota grouped some elementary, middle and high schools as a single school in their TCS reporting in the years they participated in TCS.

States' responses to the data plan identified some of the categories of schools not reported in TCS. Charter school reporting, problematic in CCD, also lagged in TCS. Arizona, Georgia and North Carolina were unable to report TCS data for charter schools at all. Some states could not report for special education or vocational education schools.

Table 1. Number of schools reported in the Teacher Compensation Survey (TCS), percentage of schools in TCS that matched to operating schools in School Universe Survey, and percentage of operating schools in School Universe Survey that matched to TCS, by participating state: School years 2007–08 through 2009–10

Participating state	2007–08			2008–09			2009–10		
	Number of schools in TCS ¹	Percent of schools in TCS that matched to operating schools ² in School Universe Survey	Percent of operating schools ² in School Universe Survey that matched to TCS	Number of schools in TCS ¹	Percent of schools in TCS that matched to operating schools ² in School Universe Survey	Percent of operating schools ² in School Universe Survey that matched to TCS	Number of schools in TCS ¹	Percent of schools in TCS that matched to operating schools ² in School Universe Survey	Percent of operating schools ² in School Universe Survey that matched to TCS
Reporting states	34,958	99.4	99.2	45,462	99.2	98.4	51,614	99.4	98.4
Arizona	1,469	98.9	100.0	1,476	99.5	100.0	1,470	99.5	100.0
Arkansas	1,080	99.6	98.5	1,082	99.6	98.3	1,078	99.4	98.1
Colorado	1,747	98.6	100.0	1,768	99.9	100.0	1,781	100.0	100.0
Delaware	—	—	—	—	—	—	216	93.5	99.0
Florida	3,452	97.6	96.7	3,571	96.9	96.6	3,612	98.9	96.7
Georgia	—	—	—	—	—	—	2,450	97.9	100.0 ³
Idaho	696	99.6	98.2	700	99.6	98.3	—	—	—
Indiana	—	—	—	—	—	—	1,945	99.8	99.7
Iowa	1,496	100.0	99.5	1,475	100.0	99.3	1,455	99.8	99.3
Kansas	1,401	99.1	99.3	1,405	99.1	99.5	1,400	99.2	99.4
Kentucky	1,375	98.8	99.8	1,317	99.2	95.5	1,367	96.1	99.9
Louisiana	1,450	99.4	99.5	1,459	99.5	99.7	1,466	98.9	99.4
Maine	668	100.0	99.9	663	100.0	100.0	651	99.5	100.0
Minnesota	2,173	99.3	97.6	2,168	95.8	99.3	2,099	99.3	96.2
Mississippi	1,044	99.6	98.3	1,051	99.5	98.6	1,059	99.2	98.5
Missouri	2,381	99.8	100.0	2,387	99.8	100.0	2,384	99.0	99.8
Nebraska	1,086	99.9	96.8	1,079	99.8	97.3	1,068	99.9	96.5
New Jersey	2,467	99.9	100.0 ³	2,479	99.9	97.6	2,480	99.9	96.1
North Carolina	—	—	—	2,405	99.0	96.1	2,426	99.9	96.2
North Dakota	—	—	—	270	100.0	53.4	270	100.0	53.4
Ohio	—	—	—	3,799	99.7	99.8	3,747	99.8	99.9
Oklahoma	1,791	100.0	100.0	1,790	99.9	99.9	1,786	100.0	99.8
South Carolina	1,176	100.0	100.0	1,194	99.2	100.0	1,191	99.9	99.6
Tennessee	—	—	—	1,717	99.9	99.5	1,736	99.5	99.4
Texas	8,006	99.9	100.0	8,149	99.9	100.0	8,242	100.0 ³	100.0
Washington	—	—	—	2,058	97.0	99.7	2,062	98.7	99.4
Wisconsin	—	—	—	—	—	—	2,173	100.0 ³	98.0

— Not available. The state did not participate in TCS that year.

¹ Includes schools with a valid National Center for Education Statistics (NCES) school ID only.

² Excludes schools in the CCD School Universe that were not operating (closed, inactive, or future schools) or did not report the FTE teacher count for the school.

³ Rounds to 100.0.

NOTE: NCES collected TCS and School Universe Survey at different times during the school year. The School Universe data were collected in the fall of the school year, and TCS data were collected at end of the school year. TCS collected data on individual teachers, whereas the School Universe Survey 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," SY 2007–08 through 2009–10, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2007–08 and 2008–09, Version 1b and SY 2009–10, Version Provisional 2a.

Not all states could report teachers by school assignment. Arizona, New Jersey, and North Dakota could not report more than one school per teacher; teachers working at more than one school in these states have only a single record in TCS.

While not all teachers may be linked to schools in CCD, this does not mean that states necessarily under-reported teachers. While North Dakota reported for only 54 percent of the schools in CCD in 2008–09, the aggregate teacher FTE reported in TCS was 91 percent of that in CCD (Table 2). In some cases, states reported for a larger universe than CCD; Georgia, for example, reported teachers assigned to “reportable programs,” which are not included in the CCD database.

Overall differences in total FTE between TCS and CCD were less than 1 percent in each of the 3 years (table 2). At the state level, most differences were less than 5 percent. The largest differences were for Arkansas, which reported headcounts of teachers in CCD but FTE in TCS (see the “State Notes” for 2008–09 and 2009–10). In the states where the difference was larger, the CCD and TCS data were drawn from different systems. Florida, for example, explained that the difference in FTE values reported in 2008–09 (8 percent) was, in part, because their CCD reporting is “site-based,” while its reporting for TCS is “cost-center” based (2008–09 State Notes).

Longitudinal Comparisons

One of the strengths of TCS is the ability to do longitudinal analysis by using the teacher ID to link teachers from year to year. However, not all states could report consistent teacher IDs. States were asked in the data plan questionnaire whether the teacher ID reported in TCS would remain the same for each teacher in subsequent years (question 1). Year-to-year inconsistencies in reporting teacher IDs include the following:

- Arizona and Louisiana did not maintain consistent teacher IDs in any of the years of TCS.
- Colorado IDs were discontinuous between 2007–08 and 2008–09; they tracked between 2008–09 and 2009–10.
- Idaho IDs were discontinuous between 2007–08 and 2008–09; Idaho did not participate in the 2009–10 TCS.

Inconsistencies in demographic data (race, sex, age) sometimes emerged in longitudinal comparisons of TCS data. It was not readily apparent if the discrepancy was in the teacher ID or in the demographic values themselves. Census analysts followed up with state coordinators in these cases to determine which values were to be relied on. Coordinators’ responses have been noted in the “State Notes” spreadsheets in the companion files.

FTE

Full-time equivalency (FTE) is the amount of time employed stated as a proportion of a full-time position. The definition of a full-time position may vary. If full-time is defined as 40 hours a week, then an individual working 40 hours a week would be an FTE of 1.0 (40/40). An individual working 20 hours a week would be an FTE of 0.5 (20/40).

Table 2. 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 years 2007–08 through 2009–10

Participating state	2007–08			2008–09			2009–10		
	Number of FTE teachers in TCS	Number of FTE teachers in operating schools ¹ in the School Universe Survey	Percentage difference	Number of FTE teachers in TCS	Number of FTE teachers in operating schools ¹ in the School Universe Survey	Percentage difference	Number of FTE teachers in TCS	Number of FTE teachers in operating schools ¹ in the School Universe Survey	Percentage difference
Reporting states	1,199,026	1,190,391	0.7	1,540,199	1,548,680	-0.5	1,761,865	1,759,167	0.2
Arizona	53,964	53,830	0.3	54,611	54,500	0.2	51,651	51,684	-0.1
Arkansas	30,437	33,882 ²	-10.2	30,187	37,162	-18.8	30,137	37,240	-19.1
Colorado	47,678	47,075	1.3	48,650	48,231	0.9	48,901	48,633	0.6
Delaware	—	—	—	—	—	—	8,862	8,452	4.9
Florida	173,662	174,028	-0.2	170,718	186,359	-8.4	168,035	168,614	-0.3
Georgia	—	—	—	—	—	—	115,904	115,316	0.5
Idaho	15,057	15,013	0.3	15,253	15,121	0.9	—	—	—
Indiana	—	—	—	—	—	—	59,303	60,850	-2.5
Iowa	35,161	35,517	-1.0	35,035	35,385	-1.0	34,905	35,099	-0.6
Kansas	34,438	31,767	8.4	34,975	33,936	3.1	34,938	33,248	5.1
Kentucky	43,297	41,682	3.9	43,227	41,579	4.0	43,599	41,981 ²	3.9
Louisiana	47,485	47,218	0.6	48,583	48,417	0.3	49,097	48,894	0.4
Maine	16,132	16,556	-2.6	15,921	15,807	0.7	15,809	15,952	-0.9
Minnesota	52,849	50,667	4.3	52,403	51,115	2.5	52,423	51,478	1.8
Mississippi	33,376	32,879	1.5	33,437	32,912	1.6	33,449	32,756	2.1
Missouri	68,900	66,357	3.8	69,831	66,981	4.3	68,974	66,411	3.9
Nebraska	20,287	21,815	-7.0	20,318	21,989	-7.6	20,314	22,256	-8.7
New Jersey	113,235	111,500 ²	1.6	114,613	114,510	0.1	114,814	115,248 ²	-0.4
North Carolina	—	—	—	97,954	100,220	-2.3	95,487	97,579	-2.1
North Dakota	—	—	—	7,481	8,179	-8.5	7,453	8,334	-10.6
Ohio	—	—	—	111,087	106,085	4.7	110,366	104,700	5.4
Oklahoma	42,191	41,385	1.9	42,013	41,714	0.7	42,522	42,511	#
South Carolina	48,954	48,465	1.0	49,104	46,742	5.1	47,439	46,469	2.1
Tennessee	—	—	—	62,851	63,095	-0.4	63,256	63,504	-0.4
Texas	321,925	320,758	0.4	327,086	326,414	0.2	332,368	331,721	0.2
Washington	—	—	—	54,860	52,228	5.0	53,749	52,177	3.0
Wisconsin	—	—	—	—	—	—	58,110	58,061	0.1

— Not available. The state did not participate in TCS that year.

Rounds to zero.

¹ Excludes schools in the CCD School Universe that were not operating (closed, inactive, or future schools) or did not report the FTE teacher count for the school.

² Number is the FTE teacher count in the State Nonfiscal Survey. The total FTE teacher count reported in the School Universe survey was 38,008 for Arkansas and 91,881 for New Jersey in SY 2007–08 and 33,118 for Kentucky and 99,964 for New Jersey in SY 2009–10. The states indicated that the number in the State Nonfiscal Survey was more reliable.

NOTE: The National Center for Education Statistics collected TCS and School Universe Survey at different times during the school year. The School Universe data were collected in the fall of the school year, and TCS data were collected at end of the school year. TCS collected data on individual teachers, whereas the School Universe Survey 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," SY 2007–08 through 2009–10, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2007–08 and 2008–09, Version 1b and SY 2009–10, Version Provisional 2a; "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2007–08 and 2009–10, Version 1b.

Respondents were asked to report the FTE of teachers at each school to which the teacher was assigned. This makes it possible to estimate the teaching resources available to a school and to compare school and LEA-level aggregates of FTE with the teacher FTE reported in the CCD universe files.

States were asked in the data plan for their definitions of FTE; these definitions varied, some were very general, some were based on a specific amount of time, others were based on state laws or regulations. Eleven of the 26 states participating in the 2009–10 TCS indicated in the data plan (question 4c) that FTE values for an individual could exceed 1.0.

States were asked to report all teaching activity, and only teaching activity, in TCS. This included teaching by school employees who were not full-time teachers (e.g., principals and assistant principals). Consequently, some records for full-time employees who are part-time teachers (teacher status codes of ‘3’ or ‘4’) show very low levels of teaching activity (e.g., FTE values of 0.01). One possible explanation for these small values of FTE that was put forth at TCS TEP was that these reflected principals or assistant principals teaching one or two days a year in order to maintain their teaching certification or their status in a teachers’ pension program.

The aggregate FTE for a teacher in TCS is not necessarily indicative of a teacher’s full-time or part-time status. TCS variable Teacher Status Indicator shows whether a teacher was full time or part time, taught at more than one school, or was a part-time employee with mixed duties. Due to differing definitions of FTE and the variety of factors used to determine employment status, researchers should not expect an exact alignment between FTE and teacher status on TCS.

Isolating Teacher Pay

States were asked to report pay for teaching duties only, but this distinction was not always possible. The Teacher Salary Indicator was created to flag those cases where base salary included pay for official assignments other than teaching. Eleven states reported that base pay included only teaching activities in each of the years that they reported (table 3). However, not all states reported this indicator; in each year, there were 4 or 5 nonreporters.

The exclusion of pay for other duties improved over the three years of TCS. The highest overall percentage of cases with mixed salary amounts was 5 percent in 2007–08; this percentage dropped to 4 percent in 2008–09 and to less than 1 percent in 2009–10. This decline was reflected in several states: the percentage for Idaho dropped from 39 percent in 2007–08 to 2 percent in 2008–09; Louisiana, after reporting 100 percent of cases with mixed salary amounts in 2007–08 and 2008–09 reported 2 percent in 2009–10; North Dakota reported 85 percent of such cases in 2008–09 and 5 percent in 2009–10.

Several other states reported a consistent percentage of mixed salary records. Iowa reported 14 percent of these cases in each of the 3 years. Nebraska’s percentage ranged from 4 percent to 5 percent. New Jersey reported a percentage just under 1 percent each year.

Among the remaining states that reported this indicator, the highest percentage of mixed salary records was 2 percent (Georgia, in 2009–10).

Table 3. Percentage distribution of values reported for Teacher Salary Indicator in the Teacher Compensation Survey (TCS), by reported value and participating state: School years 2007–08 through 2009–10

Participating state	2007–08			2008–09			2009–10		
	Base salary includes pay for other official assignments ¹	Base salary does not include pay for other official assignments ¹	Missing	Base salary includes pay for other official assignments ¹	Base salary does not include pay for other official assignments ¹	Missing	Base salary includes pay for other official assignments ¹	Base salary does not include pay for other official assignments ¹	Missing
Reporting states	5.0	55.9	39.1	4.0	65.5	30.5	0.5	72.3	27.2
Arizona	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0
Arkansas	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Colorado	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Delaware	—	—	—	—	—	—	0.0	100.0	0.0
Florida	0.0	100.0	0.0	0.5	99.5	0.0	0.1	99.9	0.0
Georgia	—	—	—	—	—	—	1.6	98.4	0.0
Idaho	38.7	61.3	0.0	1.6	98.4	0.0	—	—	—
Indiana	—	—	—	—	—	—	0.0	100.0	0.0
Iowa	14.2	85.8	0.0	14.2	85.8	0.0	14.3	85.7	0.0
Kansas	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0
Kentucky	0.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	0.0
Louisiana	100.0	0.0	0.0	100.0	0.0	0.0	1.5	98.5	0.0
Maine	0.0	0.0	100.0	0.0	0.0	100.0	0.0	89.4	10.6
Minnesota	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Mississippi	#	100.0 ²	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Missouri	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Nebraska	4.4	95.6	0.0	4.8	95.2	0.0	4.9	95.1	0.0
New Jersey	0.7	99.3	0.0	0.6	99.4	0.0	0.6	99.4	0.0
North Carolina	—	—	—	0.0	100.0	0.0	0.0	100.0	0.0
North Dakota	—	—	—	84.5	15.5	0.0	5.2	94.8	0.0
Ohio	—	—	—	0.0	100.0	0.0	0.0	100.0	0.0
Oklahoma	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
South Carolina	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
Tennessee	—	—	—	0.0	100.0	0.0	0.0	100.0	0.0
Texas	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0
Washington	—	—	—	0.7	99.2	0.1	0.1	99.8	0.1
Wisconsin	—	—	—	—	—	—	0.0	0.0	100.0

— Not available. The state did not participate in TCS that year.

Rounds to zero.

¹ Other official assignments include assignments such as administration, curriculum coordinator, guidance counseling, etc.

² Rounds to 100.0.

NOTE: 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," SY 2007–08 through 2009–10, Version 1a.

Benefits Data

The benefits data items had the lowest response rates of all TCS data items. Total benefits payments were reported for 26 percent or fewer records in each of the three survey years (table 4). Of the 27 states that participated over these 3 years

- five were able to report all 4 items for 100 percent of teachers in each year that they reported;
- two were able to report all 4 items in 86 percent or more of their records; and
- fifteen never reported any of the benefits data items.

States that did not report benefits data generally indicated that benefits data were processed by another agency or agencies within the state. For many of them a major change to their data collection or processing system would be required and for some a regulatory or legal change as well. Some of the states provided estimates of benefits rather than actual amounts, using a set percentage of salary. See the data plan responses in the individual companion files for specifics.

Census checked for consistency between the TOTAL BENEFITS field and the detailed benefits amounts. TOTAL BENEFITS was suppressed (set to ‘-1’) if any one of the detailed amounts was missing.

Years of Experience

States were asked to report teachers’ years of experience as of the end of the school year; i.e., to include the reference year. Many states, however, did not include the reference year. Often this was due to the timing of their data collections. Census routinely adjusted the experience amount for these states, adding a year to the reported count.

Even with this adjustment, experience proved a problematic variable. Table 5 compares the consistency of experience reported for teachers who were reported in two consecutive years of TCS. A one-year increase in experience is assumed between years. Overall, the reported values for experience show year-to-year inconsistencies for more than 30 percent of cases in each year. This rate is highly variable among the states. Eleven states reported inconsistent experience values in fewer than 10 percent of their records in all 3 years. The overall percentage is skewed high by Texas, which accounts for 30 percent of the cases in 2007–08/2008–09 and 22 percent of the cases in 2008–09/2009–10; over 80 percent of the values reported for Texas in these years are inconsistent with the previous year. Arkansas and Mississippi also had comparatively high percentages (86 percent or higher) of inconsistent values in all 3 years.

Part of the reason for these inconsistencies is the variations in how states credited years of experience to a teacher. North Carolina, for example, uses an FTE measure for experience; a teacher who taught 0.2 FTE for 3 years would be credited with a year of experience (0.6 rounded up—2010–11 “State Notes”). Idaho did not credit any year in which a teacher worked less than 0.5 FTE (2008–09 notes). In Kentucky, most LEAs cap experience at 30 years (2008–09 notes).

Table 4. Number of records and response rates of benefit data items in the Teacher Compensation Survey (TCS), by data item and participating state: School years 2007–08 through 2009–10

Participating state	2007–08					2008–09					2009–10				
	Number of records	Response rate				Number of records	Response rate				Number of records	Response rate			
		Retirement benefits	Health benefits	Other benefits	Total benefits		Retirement benefits	Health benefits	Other benefits	Total benefits		Retirement benefits	Health benefits	Other benefits	Total benefits
Reporting states	1,281,645	27.2	22.8	27.8	26.2	1,666,721	35.4	22.7	25.9	23.9	1,905,301	37.4	25.8	29.2	25.6
Arizona	56,164	0.0	0.0	0.0	0.0	56,830	0.0	0.0	0.0	0.0	53,802	0.0	0.0	0.0	0.0
Arkansas	34,290	100.0	100.0	100.0	100.0	34,029	100.0	100.0	100.0	100.0	33,850	100.0	100.0	100.0	100.0
Colorado	51,283	0.0	0.0	0.0	0.0	52,480	0.0	0.0	0.0	0.0	52,887	0.0	0.0	0.0	0.0
Delaware	—	—	—	—	—	—	—	—	—	—	8,959	87.6	88.2	87.5	86.9
Florida	184,304	91.9	86.0	96.2	96.6	179,839	93.2	91.6	96.5	89.1	176,832	92.6	85.6	96.8	83.6
Georgia	—	—	—	—	—	—	—	—	—	—	119,905	0.0	0.0	0.0	0.0
Idaho	15,552	0.0	0.0	0.0	0.0	15,778	0.0	0.0	0.0	0.0	—	—	—	—	—
Indiana	—	—	—	—	—	—	—	—	—	—	62,946	0.0	0.0	0.0	0.0
Iowa	36,062	0.0	0.0	0.0	0.0	36,061	0.0	0.0	0.0	0.0	35,955	0.0	0.0	0.0	0.0
Kansas	38,454	0.0	0.0	0.0	0.0	38,817	0.0	0.0	0.0	0.0	39,592	0.0	0.0	0.0	0.0
Kentucky	44,908	100.0 ¹	0.0	100.0 ¹	0.0	44,611	100.0	0.0	100.0	0.0	45,062	100.0	0.0	100.0	0.0
Louisiana	51,715	100.0	100.0	100.0	100.0	52,369	100.0	100.0	100.0	100.0	52,879	100.0	100.0	100.0	100.0
Maine	17,523	0.0	0.0	0.0	0.0	17,295	0.0	0.0	0.0	0.0	17,281	0.0	0.0	0.0	0.0
Minnesota	60,956	0.0	0.0	0.0	0.0	60,327	0.0	0.0	0.0	0.0	60,613	0.0	0.0	0.0	0.0
Mississippi	34,732	0.0	0.0	0.0	0.0	34,917	0.0	0.0	0.0	0.0	34,911	0.0	0.0	0.0	0.0
Missouri	75,991	0.0	0.0	0.0	0.0	79,216	0.0	0.0	0.0	0.0	79,130	0.0	0.0	0.0	0.0
Nebraska	23,526	0.0	0.0	0.0	100.0	23,561	0.0	0.0	0.0	100.0	23,636	0.0	0.0	0.0	0.0
New Jersey	114,729	0.0	0.0	0.0	0.0	116,084	0.0	0.0	0.0	0.0	116,320	0.0	0.0	0.0	0.0
North Carolina	—	—	—	—	—	112,330	89.5	0.0	0.0	0.0	106,703	92.8	0.0	0.0	0.0
North Dakota	—	—	—	—	—	7,662	100.0	100.0	100.0	100.0	7,630	100.0	100.0	100.0	100.0
Ohio	—	—	—	—	—	121,077	0.0	0.0	0.0	0.0	120,607	96.9	96.9	96.9	96.9
Oklahoma	48,221	100.0	100.0	100.0	100.0	48,742	100.0	100.0	100.0	100.0	49,574	100.0	100.0	100.0	100.0
South Carolina	49,507	0.0	0.0	0.0	0.0	49,708	0.0	0.0	0.0	0.0	47,951	0.0	0.0	0.0	0.0
Tennessee	—	—	—	—	—	63,349	100.0	0.0	0.0	0.0	63,755	100.0	0.0	0.0	0.0
Texas	343,728	0.0	0.0	0.0	0.0	350,059	0.0	0.0	0.0	0.0	356,350	0.0	0.0	0.0	0.0
Washington	—	—	—	—	—	71,580	100.0	100.0	100.0	100.0	71,802	100.0	100.0 ¹	100.0	100.0 ¹
Wisconsin	—	—	—	—	—	—	—	—	—	—	66,369	0.0	0.0	0.0	0.0

— Not available. The state did not participate in TCS that year.

¹ Rounds to 100.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2007–08 through 2009–10, Version 1a.

Table 5. Number of teachers and percentage of teachers with year-to-year inconsistencies for years of teaching experience in the Teacher Compensation Survey (TCS), by participating state: School years 2006–07 through 2009–10

Participating state	2006–07 through 2007–08		2007–08 through 2008–09		2008–09 through 2009–10	
	Number of teachers on both years of TCS	Percent of teachers with year-to-year inconsistencies for years of teaching experience	Number of teachers on both years of TCS	Percent of teachers with year-to-year inconsistencies for years of teaching experience	Number of teachers on both years of TCS	Percent of teachers with year-to-year inconsistencies for years of teaching experience
Reporting states	928,715	32.1	951,551	35.9	1,368,047	31.0
Arizona	—	—	—	—	—	—
Arkansas	23,896	86.7	27,932	96.1	27,789	86.3
Colorado	42,409	97.2	—	—	44,935	29.9
Delaware	—	—	—	—	—	—
Florida	160,475	79.9	163,454	15.7	160,428	20.0
Georgia	—	—	—	—	—	—
Idaho	14,027	1.7	—	—	—	—
Indiana	—	—	—	—	—	—
Iowa	33,095	3.6	33,329	3.4	33,527	6.2
Kansas	31,737	6.7	32,273	4.0	32,745	6.1
Kentucky	39,968	99.8	39,915	2.0	40,429	1.7
Louisiana	41,562	14.3	—	—	44,864	13.2
Maine	15,458	5.8	15,412	3.5	15,325	3.6
Minnesota	50,592	0.3	50,471	1.1	50,564	1.2
Mississippi	29,863	91.8	30,731	99.9	31,447	99.6
Missouri	62,868	6.6	63,562	15.9	65,456	13.9
Nebraska	19,266	8.5	19,111	7.4	19,471	5.4
New Jersey	—	—	102,800	4.9	105,195	3.3
North Carolina	—	—	—	—	92,825	3.2
North Dakota	—	—	—	—	6,872	6.8
Ohio	—	—	—	—	101,685	37.9
Oklahoma	39,557	2.2	39,736	2.7	40,120	2.3
South Carolina	43,385	3.0	44,447	2.8	44,486	2.1
Tennessee	—	—	—	—	57,743	2.8
Texas	280,557	8.0	288,378	81.6	297,427	82.4
Washington	—	—	—	—	54,714	12.9
Wisconsin	—	—	—	—	—	—

— Not available. The state did not participate in TCS that year.

NOTE: This table includes teachers with consistent teacher IDs in two consecutive years only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2006–07 through 2009–10, Version 1a.

Colorado relied on their LEAs to report teacher experience, but cautioned that not all LEAs updated this datum after the teacher was hired (2009–10 “State Notes”). Ohio and New Jersey, in discussions with Census, admitted that their values for experience were not reliable (see “State Notes” 2008–09 and 2009–10).

Other Demographic Variables

In the cases of teachers with multiple assignments, respondents often provided values for demographic variables only in the first record for the teacher, leaving the values in subsequent records blank. Census routinely checked for these cases and copied the values from the first record to the subsequent records. In cases where no demographic values were provided in any records for a teacher, values were brought forward from the previous year, if the teacher had a record in that year and teacher IDs were consistent for the state.

With few exceptions, the item response rates by states for education, race/ethnicity, sex and birth year were 99 percent or better. The exceptions are:

- Education—Mississippi reported education values in 88 percent to 95 percent of records over the 3 years. In its first year reporting in TCS, (2009–10) Indiana reported a value set for education that was inconsistent with TCS value set and education was set to missing for all records. This was corrected for the 2010–11 reporting year.
- Race/ethnicity—North Carolina, South Carolina, and Tennessee reported race/ethnicity in 91 percent to slightly less than 99 percent of their records. Delaware did not report any values for race/ethnicity.
- Birth year—Arizona, Louisiana, and South Carolina did not report birth year for any teachers in any of the years. Kentucky did not report birth year for 38 percent or more records in each year. Without a birth year variable, age could not be derived.

When reported, demographic data were generally consistent from year to year; the percentages of year-to-year inconsistencies were 2 percent or lower except in the following cases (table 7).

- Between 2006–07 and 2007–08, Arkansas had inconsistent values for education for 27 percent of teachers; for race/ethnicity for 9 percent of teachers; and for sex for 26 percent of teachers. In the following years, these rates dropped to 2 percent or less.
- Texas reported race/ethnicity values in 2009–10 that were inconsistent with prior year values for 35 percent of teachers. In conversations with Census, the SEA acknowledged the inconsistency and stated that each year’s data were considered an improvement over the previous year’s (2009–10 “State Notes”).
- Louisiana reported all teachers in 2009–10 as male; these values were all set to missing.

Total Pay vs. Base Salary

Developing operational definitions of BASE SALARY and TOTAL PAY proved problematic. Changes made to the instruction manual definitions created year-to-year inconsistencies, as well as inconsistencies between the two items. Extra pay for extra duties was explicitly excluded from BASE SALARY in the first 2 years, but then added to the 2009–10 definition. While the 2009–10 definition includes extra pay for extra duties, it also says that BASE SALARY should “only include pay for teaching....”

Table 6. Number of records and response rates for demographic variables in the Teacher Compensation Survey (TCS), by data item and participating state: School years 2007–08 through 2009–10

Participating state	2007–08					2008–09					2009–10				
	Response rate					Response rate					Response rate				
	Number of records	Highest degree earned	Race/ethnicity	Sex	Birth year	Number of records	Highest degree earned	Race/ethnicity	Sex	Birth year	Number of records	Highest degree earned	Race/ethnicity	Sex	Birth year
Reporting states	1,281,645	99.8	99.8	100.0¹	86.3	1,666,721	99.7	99.4	99.9	89.2	1,905,301	96.5	99.1	97.2	90.7
Arizona	56,164	100.0	100.0	100.0	0.0	56,830	100.0	100.0	100.0	0.0	53,802	100.0 ¹	100.0	100.0	0.0
Arkansas	34,290	100.0	100.0 ¹	100.0	100.0 ¹	34,029	99.9	100.0	100.0	100.0	33,850	99.9	99.2	100.0	100.0
Colorado	51,283	100.0	100.0	100.0	100.0	52,480	100.0	100.0	100.0	100.0	52,887	100.0	100.0 ¹	100.0 ¹	100.0
Delaware	—	—	—	—	—	—	—	—	—	—	8,959	96.1	0.0	100.0	100.0
Florida	184,304	100.0	100.0	100.0	99.7	179,839	100.0	100.0	100.0	100.0 ¹	176,832	100.0	100.0 ¹	100.0	100.0 ¹
Georgia	—	—	—	—	—	—	—	—	—	—	119,905	100.0	100.0	100.0	100.0
Idaho	15,552	100.0	100.0	100.0	99.9	15,778	100.0	100.0	100.0	100.0 ¹	—	—	—	—	—
Indiana	—	—	—	—	—	—	—	—	—	—	62,946	0.0	100.0	100.0	100.0 ¹
Iowa	36,062	100.0 ¹	100.0	100.0	100.0	36,061	100.0	100.0	100.0	100.0	35,955	100.0	100.0 ¹	100.0	100.0
Kansas	38,454	99.8	100.0 ¹	100.0	99.8	38,817	99.8	100.0	100.0	99.9	39,592	99.2	99.8	100.0	99.2
Kentucky	44,908	99.2	100.0	100.0	62.3	44,611	99.3	100.0	100.0	59.0	45,062	99.3	100.0	100.0	54.8
Louisiana	51,715	100.0	100.0	100.0	0.0	52,369	100.0	100.0	100.0	0.0	52,879	99.9	100.0	0.0	0.0
Maine	17,523	100.0	100.0	100.0	99.6	17,295	100.0	100.0	100.0	100.0	17,281	100.0	100.0	100.0	100.0
Minnesota	60,956	100.0 ¹	100.0	100.0	100.0 ¹	60,327	100.0 ¹	100.0	100.0	100.0	60,613	100.0 ¹	100.0	100.0	100.0
Mississippi	34,732	94.5	100.0 ¹	100.0	99.9	34,917	88.8	100.0 ¹	100.0	100.0 ¹	34,911	94.0	100.0	100.0	99.8
Missouri	75,991	100.0	100.0	100.0	99.4	79,216	100.0 ¹	100.0	100.0 ¹	99.3	79,130	100.0 ¹	100.0	100.0	99.5
Nebraska	23,526	100.0	100.0	100.0	99.9	23,561	100.0	100.0	100.0	100.0 ¹	23,636	100.0	100.0	100.0	99.9
New Jersey	114,729	99.8	100.0	100.0	100.0 ¹	116,084	99.9	100.0	100.0	100.0 ¹	116,320	99.8	100.0	100.0	100.0
North Carolina	—	—	—	—	—	112,330	99.9	98.5	99.4	98.8	106,703	99.9	98.6	99.5	99.8
North Dakota	—	—	—	—	—	7,662	100.0 ¹	100.0	100.0	100.0	7,630	99.9	100.0	100.0	100.0
Ohio	—	—	—	—	—	121,077	100.0	100.0	100.0	100.0 ¹	120,607	100.0	100.0	100.0	100.0 ¹
Oklahoma	48,221	99.9	100.0	100.0	99.5	48,742	99.9	100.0	100.0	99.6	49,574	100.0 ¹	100.0	100.0	99.9
South Carolina	49,507	99.2	94.8	99.1	0.0	49,708	99.4	95.1	99.2	0.0	47,951	99.6	95.2	99.3	0.0
Tennessee	—	—	—	—	—	63,349	100.0	91.6	99.7	99.4	63,755	100.0	92.6	99.7	99.7
Texas	343,728	100.0	100.0	100.0	100.0 ¹	350,059	100.0	100.0	100.0	100.0 ¹	356,350	100.0	100.0	100.0	100.0 ¹
Washington	—	—	—	—	—	71,580	100.0	100.0	100.0	100.0	71,802	100.0 ¹	100.0 ¹	100.0 ¹	100.0
Wisconsin	—	—	—	—	—	—	—	—	—	—	66,369	99.7	100.0	100.0	100.0

— Not available. The state did not participate in TCS that year.

¹ Rounds to 100.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2007–08 through 2009–10, Version 1a.

Table 7. Number of teachers and percentage of teachers with year-to-year inconsistencies for demographic variables in the Teacher Compensation Survey (TCS), by data item and participating state: School years 2006–07 through 2009–10

Participating state	2006–07 through 2007–08					2007–08 through 2008–09					2008–09 through 2009–10				
	Number of teachers on both years of TCS	Percent of teachers with year-to-year inconsistencies for demographic variables				Number of teachers on both years of TCS	Percent of teachers with year-to-year inconsistencies for demographic variables				Number of teachers on both years of TCS	Percent of teachers with year-to-year inconsistencies for demographic variables			
		Highest degree earned	Race/ethnicity	Sex	Birth year		Highest degree earned	Race/ethnicity	Sex	Birth year		Highest degree earned	Race/ethnicity	Sex	Birth year
Reporting states	928,715	1.1	0.4	0.7	0.2	951,551	0.6	0.3	0.1	#	1,368,047	0.4	8.2	3.4	0.1
Arizona	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arkansas	23,896	26.6	9.4	26.1	0.1	27,932	2.0	0.3	#	0.2	27,789	0.3	1.9	0.1	0.1
Colorado	42,409	#	1.2	0.3	0.2	—	—	—	—	—	44,935	0.5	9.4	0.6	0.3
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	160,475	1.0	0.2	0.1	0.4	163,454	1.5	0.2	#	0.1	160,428	1.4	1.0	0.1	0.1
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	14,027	0.1	#	#	0.2	—	—	—	—	—	—	—	—	—	—
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	33,095	#	#	#	#	33,329	0.1	#	0.1	#	33,527	0.1	#	#	#
Kansas	31,737	#	0.5	0.3	#	32,273	#	0.8	0.2	#	32,745	#	2.3	0.4	#
Kentucky	39,968	#	#	0.1	0.2	39,915	0.2	#	#	0.0	40,429	0.1	#	0.1	0.0
Louisiana	41,562	0.2	0.0	#	0.0	—	—	—	—	—	44,864	0.1	0.1	100.0	0.0
Maine	15,458	0.1	#	#	0.3	15,412	0.3	#	#	0.0	15,325	0.7	0.2	0.2	#
Minnesota	50,592	0.3	0.1	#	0.1	50,471	0.4	0.1	#	#	50,564	0.4	0.1	#	#
Mississippi	29,863	1.0	0.1	#	1.4	30,731	0.5	0.1	#	0.2	31,447	0.9	0.8	0.8	2.7
Missouri	62,868	0.3	0.2	0.2	0.1	63,562	1.1	0.7	0.6	#	65,456	0.7	0.4	0.3	#
Nebraska	19,266	0.5	0.4	0.3	0.2	19,111	0.2	0.1	0.1	#	19,471	0.3	0.1	0.1	0.1
New Jersey	—	—	—	—	—	102,800	0.1	0.8	0.0	0.0	105,195	0.1	#	0.0	#
North Carolina	—	—	—	—	—	—	—	—	—	—	92,825	#	0.1	0.1	0.0
North Dakota	—	—	—	—	—	—	—	—	—	—	6,872	0.1	#	0.0	#
Ohio	—	—	—	—	—	—	—	—	—	—	101,685	0.2	0.2	0.1	0.1
Oklahoma	39,557	#	0.5	0.1	0.2	39,736	0.1	0.5	0.1	0.2	40,120	#	0.6	0.1	0.1
South Carolina	43,385	#	#	#	0.0	44,447	#	#	#	0.0	44,486	#	#	#	0.0
Tennessee	—	—	—	—	—	—	—	—	—	—	57,743	#	0.1	#	#
Texas	280,557	0.3	0.1	#	#	288,378	0.3	0.2	#	#	297,427	0.4	34.9	0.1	#
Washington	—	—	—	—	—	—	—	—	—	—	54,714	#	0.2	0.1	#
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state did not participate in TCS that year.

Rounds to zero.

NOTE: This table includes teachers with consistent teacher IDs in two consecutive years only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2006–07 through 2009–10, Version 1a.

TCS definitions of base salary (changes underlined)

2007–08 and 2008–09	The negotiated annual base salary for teaching duties for school year 2008–2009. Exclude bonuses, extra pay for extra duties, etc. Base salary should only include pay for teaching duties at the specific school indicated on the file. Report base salary rounded to the nearest dollar.
2009–10	The negotiated annual base salary <u>in the contract</u> for teaching duties for school year 2009–10. <u>Include extra pay for extra duties, etc. Exclude bonuses.</u> Base salary should only include pay for <u>teaching</u> at the specific school indicated on the file. Report base salary rounded to the nearest dollar. <u>Base Salary will now be the negotiated salary at the beginning of the school year.</u>

The definition for TOTAL PAY was changed in 2008–09 to delete the expectation that TOTAL PAY should be greater than or equal to BASE SALARY. For 2009–10, specific examples of teaching and noninstructional duties were added, but it is not clear whether these also apply to the definition of BASE SALARY.

TCS definitions of total pay (changes underlined)

2007–08	The total amount of money paid to this teacher (for school year 2007–08). (The amount reported for Total Pay is supposed to be greater than or equal to Base Salary.) Report total pay rounded to the nearest dollar.
2008–09	The total amount of money paid to this teacher (for school year 2008–09). <u>[sentence dropped]</u> Report total pay rounded to the nearest dollar.
2009–10	The total amount of money paid to this teacher (for school year 2009–10). <u>[sentence dropped]</u> Report total pay rounded to the nearest dollar. <u>Total pay for teaching duties includes incentives, bonuses, pay for National Board Certification, and extra pay for additional instructional duties, such as being a summer school teacher, athletic coach, etc. Total pay does not include money paid for administrative duties, or noninstructional duties such as a team leader, librarian, or curriculum coordinator.</u>

Six of the 27 states participating in these three TCS collections (Colorado, Georgia, Maine, New Jersey, South Carolina, and Wisconsin) did not report total pay. Both Arizona and Minnesota reported the same values for base salary and total pay in every record, for all three reporting cycles. Ohio was the only state that did not report base salary; it did report total pay.

New Teacher Status Indicators

Overall response rates for the new teacher indicators (new in district, new in state) were 84 percent or higher in each year (table 8). The response rate for most states was 100 percent each year. High edit rates indicate where Census derived values for these indicators based on their conversations with state coordinators (e.g., Indiana, Maine, Tennessee and Texas). North Dakota and Ohio had response rates of 4 percent or 0 percent for this indicator in their first year of reporting (2008–09); in their second year, these rates were all 100 percent. Arizona’s response rate was 11 percent for both indicators in 2007–08 and 0 percent in the later 2 years.

Table 8. Number of records, response rates, and edit rates for new teacher indicators in the Teacher Compensation Survey (TCS), by data item and participating state: School years 2007–08 through 2009–10

Participating state	2007–08					2008–09					2009–10				
	District new teacher indicator		State new teacher indicator		Number of records	District new teacher indicator		State new teacher indicator		Number of records	District new teacher indicator		State new teacher indicator		Number of records
	Response rate	Edit rate	Response rate	Edit rate		Response rate	Edit rate	Response rate	Edit rate		Response rate	Edit rate	Response rate	Edit rate	
Reporting states	1,281,645	94.8	0.9	91.2	25.8	1,666,721	84.9	3.7	83.6	22.3	1,905,301	93.2	8.3	92.0	25.5
Arizona	56,164	11.2	11.2	11.2	11.2	56,830	0.0	0.0	0.0	0.0	53,802	0.0	0.0	0.0	0.0
Arkansas	34,290	100.0	0.0	100.0	0.9	34,029	100.0	7.1	100.0	7.1	33,850	100.0	2.2	100.0	1.8
Colorado	51,283	100.0	2.0	100.0	1.9	52,480	100.0	0.0	100.0	0.0	52,887	100.0	0.5	100.0	#
Delaware	—	—	—	—	—	—	—	—	—	—	8,959	100.0	0.0	100.0	0.0
Florida	184,304	100.0	2.2	92.5	4.9	179,839	100.0 ¹	0.9	100.0 ¹	2.5	176,832	100.0	1.2	100.0 ¹	2.1
Georgia	—	—	—	—	—	—	—	—	—	—	119,905	100.0	0.0	100.0	0.0
Idaho	15,552	99.9	0.4	99.9	7.5	15,778	99.9	0.6	99.9	0.1	—	—	—	—	—
Indiana	—	—	—	—	—	—	—	—	—	—	62,946	1.4	98.6	1.4	98.6
Iowa	36,062	100.0	0.0	100.0	0.2	36,061	100.0	0.2	100.0	0.1	35,955	100.0	0.3	100.0	0.2
Kansas	38,454	100.0	0.1	100.0	0.1	38,817	100.0	0.1	100.0	0.1	39,592	100.0	0.3	100.0	#
Kentucky	44,908	100.0 ¹	0.2	100.0 ¹	#	44,611	100.0	7.9	100.0	6.9	45,062	100.0	14.7	100.0	12.5
Louisiana	51,715	100.0	0.0	100.0	0.0	52,369	100.0	5.8	100.0	5.8	52,879	100.0	0.3	100.0	0.0
Maine	17,523	1.9	1.9	95.0	95.0	17,295	90.7	90.7	94.3	94.3	17,281	92.2	92.2	94.2	94.2
Minnesota	60,956	100.0	#	100.0	#	60,327	100.0	#	100.0	0.0	60,613	100.0	0.0	100.0	0.0
Mississippi	34,732	100.0	#	100.0 ¹	#	34,917	100.0	#	100.0	#	34,911	90.7	9.9	90.7	9.3
Missouri	75,991	100.0 ¹	0.0	100.0 ¹	0.7	79,216	100.0	24.7	100.0	2.8	79,130	100.0	3.8	100.0	4.5
Nebraska	23,526	100.0 ¹	#	100.0 ¹	2.7	23,561	100.0	5.8	100.0	8.0	23,636	100.0	0.2	100.0	1.6
New Jersey	114,729	100.0	0.0	100.0	0.0	116,084	100.0	0.4	100.0	4.5	116,320	100.0	0.4	100.0	0.3
North Carolina	—	—	—	—	—	112,330	100.0	0.0	100.0	0.0	106,703	100.0	0.0	100.0	0.0
North Dakota	—	—	—	—	—	7,662	4.3	0.0	0.0	0.0	7,630	100.0	0.0	100.0	0.0
Ohio	—	—	—	—	—	121,077	0.0	0.0	0.0	0.0	120,607	100.0	2.9	100.0	#
Oklahoma	48,221	100.0 ¹	#	100.0 ¹	0.7	48,742	100.0	6.5	100.0	6.2	49,574	100.0 ¹	0.9	100.0 ¹	0.8
South Carolina	49,507	100.0	0.2	100.0	0.2	49,708	100.0	0.0	100.0	0.5	47,951	100.0	0.0	100.0	0.0
Tennessee	—	—	—	—	—	63,349	5.1	5.1	5.1	5.1	63,755	89.4	89.4	90.6	90.6
Texas	343,728	100.0	0.0	85.8	85.8	350,059	100.0	2.2	93.1	93.1	356,350	100.0	0.7	92.8	92.8
Washington	—	—	—	—	—	71,580	94.1	0.0	96.8	#	71,802	97.0	0.2	98.8	0.5
Wisconsin	—	—	—	—	—	—	—	—	—	—	66,369	100.0	0.0	100.0	0.0

— Not available. The state did not participate in TCS that year.

Rounds to zero.

¹ Rounds to 100.0.

NOTE: The edit rate can be greater than the response rate. If a state reported problematic data, the data could be edited to missing by the National Center for Education Statistics (NCES).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2007–08 through 2009–10, Version 1a.

Census routinely edited the new teacher status indicators to ensure they were logically consistent.

Comparison of TCS Salary Data With Other Sources

NCES compared TCS salary data to three other sources of teacher salary data: the CCD School District Finance Survey (F-33), survey data from the National Education Association (NEA), and NCES' Schools and Staffing Survey (SASS).¹¹

Readers should use caution when comparing data across surveys. Many of the data differences in the tables may be explained by differences in data collection methods between TCS and other surveys (e.g., data were collected at different times during the school year or reported by SEAs vs. LEAs).

The F-33 survey contains LEA-level expenditure data, including expenditures for teacher salaries. The F-33 teacher salary data used in this analysis are an optional item not reported by all states. Sixteen of the 27 TCS states did report this item in F-33. Tables 9–11 summarize comparisons of LEA-level aggregates of teacher salaries from TCS with LEA-level expenditures for teachers' salaries. The differences between these values are less than or equal to 10 percent in the majority of LEAs in all states but Idaho. Seventy percent of Idaho LEAs showed a difference of more than 10 percent between F-33 and TCS totals. Five states (Arizona, Delaware, Kansas, North Dakota, and Ohio) showed differences of more than 25 percent in more than 10 percent of their LEAs.

The NEA surveys SEAs for average salaries of public school teachers twice yearly through an NEA website. The NEA collection defines salary as the gross salary received by teachers before deductions for Social Security, retirement, health insurance, etc. NCES computed the average teacher salary from TCS based on the total salaries of full-time teachers who taught only at one school (tables 12–14). This comparison used total salaries from TCS because the definition of total salaries agreed best with the salary definition used by the NEA.¹² State-level differences between the two surveys ranged from less than 1 percent to 17 percent (Delaware in 2009–10). Four states (Delaware, Kansas, North Carolina, and Washington) showed differences of more than 10 percent in one or more years. While North Carolina showed a difference of 14 percent in 2008–09, that difference dropped to 5 percent in 2009–10.

SASS was 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

¹¹ Data users can find the NEA data in: National Education Association, Rankings & Estimates, "Rankings of the States 2008 and Estimates of School Statistics 2009." Data users can find the SASS data 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.

¹² The teacher salary reported in the NEA survey is "the total amount regularly paid or stipulated to be paid to an individual before deductions for Social Security, health insurance, and the like. The average annual teacher salary is computed as the weighted arithmetic mean of salary figures reported for full-time equivalent elementary and secondary classroom and substitute teachers assigned to instruct pupils. Included are regular salaries for full-time and part-time teachers and substitute teachers. Annual salaries should not include 'extra pay for extra duty' or payments for teaching summer school (with the exception of 12-month employees) or the salaries for other categories of employees."

Table 9. 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 2007–08

Participating state	Number of school districts matched in TCS and F-33	Number of school districts where the percentage difference in district total teacher salaries between TCS and F-33 is				Percent of school districts where the percentage difference in district total teacher salaries between TCS and F-33 is			
		less than or equal to 1 percent	greater than 1 and less than or equal to 10 percent	greater than 10 and less than or equal to 25 percent	greater than 25 percent	less than or equal to 1 percent	greater than 1 and less than or equal to 10 percent	greater than 10 and less than or equal to 25 percent	greater than 25 percent
Reporting states	‡	‡	‡	‡	‡	‡	‡	‡	‡
Arizona	213	11	106	69	27	5.2	49.8	32.4	12.7
Arkansas	249	32	182	30	5	12.9	73.1	12.0	2.0
Colorado	—	—	—	—	—	—	—	—	—
Delaware	—	—	—	—	—	—	—	—	—
Florida	67	3	51	11	2	4.5	76.1	16.4	3.0
Georgia	—	—	—	—	—	—	—	—	—
Idaho	128	5	34	83	6	3.9	26.6	64.8	4.7
Indiana	—	—	—	—	—	—	—	—	—
Iowa	364	66	262	35	1	18.1	72.0	9.6	0.3
Kansas	292	31	170	79	12	10.6	58.2	27.1	4.1
Kentucky	174	36	102	24	12	20.7	58.6	13.8	6.9
Louisiana	95	15	60	19	1	15.8	63.2	20.0	1.1
Maine	—	—	—	—	—	—	—	—	—
Minnesota	507	19	263	197	28	3.7	51.9	38.9	5.5
Mississippi	152	33	115	3	1	21.7	75.7	2.0	0.7
Missouri	—	—	—	—	—	—	—	—	—
Nebraska	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—
North Carolina	—	—	—	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—	—	—	—
Ohio	—	—	—	—	—	—	—	—	—
Oklahoma	—	—	—	—	—	—	—	—	—
South Carolina	—	—	—	—	—	—	—	—	—
Tennessee	—	—	—	—	—	—	—	—	—
Texas	—	—	—	—	—	—	—	—	—
Washington	—	—	—	—	—	—	—	—	—
Wisconsin	—	—	—	—	—	—	—	—	—

— Not available. Either the state did not participate in TCS in this year, or the state did not report total teacher salaries in either TCS or F-33.

‡ Reporting standards not met, and data was suppressed. Data are missing for more than 15 percent of the school districts in reporting states.

NOTE: This table includes the school districts that reported total teacher salaries in both TCS and F-33 only. Teacher total salary is the total amount of money paid to teachers by the school district for the school year. 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," SY 2007–08, Version 1a; "School District Finance Survey (F-33)," FY 2008, Version 1a.

Table 10. 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 2008–09

Participating state	Number of school districts matched in TCS and F-33	Number of school districts where the percentage difference in district total teacher salaries between TCS and F-33 is				Percent of school districts where the percentage difference in district total teacher salaries between TCS and F-33 is			
		less than or equal to 1 percent	greater than 1 and less than or equal to 10 percent	greater than 10 and less than or equal to 25 percent	greater than 25 percent	less than or equal to 1 percent	greater than 1 and less than or equal to 10 percent	greater than 10 and less than or equal to 25 percent	greater than 25 percent
Reporting states	‡	‡	‡	‡	‡	‡	‡	‡	‡
Arizona	220	15	113	71	21	6.8	51.4	32.3	9.5
Arkansas	260	24	186	41	9	9.2	71.5	15.8	3.5
Colorado	—	—	—	—	—	—	—	—	—
Delaware	—	—	—	—	—	—	—	—	—
Florida	67	7	49	10	1	10.4	73.1	14.9	1.5
Georgia	—	—	—	—	—	—	—	—	—
Idaho	131	5	33	87	6	3.8	25.2	66.4	4.6
Indiana	—	—	—	—	—	—	—	—	—
Iowa	362	75	245	40	2	20.7	67.7	11.0	0.6
Kansas	292	31	175	71	15	10.6	59.9	24.3	5.1
Kentucky	174	27	113	21	13	15.5	64.9	12.1	7.5
Louisiana	104	14	74	15	1	13.5	71.2	14.4	1.0
Maine	—	—	—	—	—	—	—	—	—
Minnesota	518	24	289	169	36	4.6	55.8	32.6	6.9
Mississippi	152	28	116	7	1	18.4	76.3	4.6	0.7
Missouri	—	—	—	—	—	—	—	—	—
Nebraska	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—
North Carolina	115	106	9	0	0	92.2	7.8	0.0	0.0
North Dakota	183	13	84	70	16	7.1	45.9	38.3	8.7
Ohio	875	48	478	223	126	5.5	54.6	25.5	14.4
Oklahoma	—	—	—	—	—	—	—	—	—
South Carolina	—	—	—	—	—	—	—	—	—
Tennessee	136	16	108	11	1	11.8	79.4	8.1	0.7
Texas	—	—	—	—	—	—	—	—	—
Washington	295	20	243	29	3	6.8	82.4	9.8	1.0
Wisconsin	—	—	—	—	—	—	—	—	—

— Not available. The state did not report total teacher salaries in either TCS or F-33.

‡ Reporting standards not met, and data was suppressed. Data are missing for more than 15 percent of the school districts in reporting states.

NOTE: This table includes the school districts that reported total teacher salaries in both TCS and F-33 only. Teacher total salary is the total amount of money paid to teachers by the school district for the school year. 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," SY 2008–09, Version 1a; "School District Finance Survey (F-33)," FY 2009, Version 1a.

Table 11. 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 2009–10

Participating state	Number of school districts matched in TCS and F-33	Number of school districts where the percentage difference in district total teacher salaries between TCS and F-33 is				Percent of school districts where the percentage difference in district total teacher salaries between TCS and F-33 is			
		less than or equal to 1 percent	greater than 1 and less than or equal to 10 percent	greater than 10 and less than or equal to 25 percent	greater than 25 percent	less than or equal to 1 percent	greater than 1 and less than or equal to 10 percent	greater than 10 and less than or equal to 25 percent	greater than 25 percent
Reporting states	‡	‡	‡	‡	‡	‡	‡	‡	‡
Arizona	208	15	108	57	28	7.2	51.9	27.4	13.5
Arkansas	258	30	184	34	10	11.6	71.3	13.2	3.9
Colorado	—	—	—	—	—	—	—	—	—
Delaware	37	5	19	8	5	13.5	51.4	21.6	13.5
Florida	67	3	47	14	3	4.5	70.1	20.9	4.5
Georgia	—	—	—	—	—	—	—	—	—
Idaho	—	—	—	—	—	—	—	—	—
Indiana	—	—	—	—	—	—	—	—	—
Iowa	361	57	267	36	1	15.8	74.0	10.0	0.3
Kansas	286	19	127	111	29	6.6	44.4	38.8	10.1
Kentucky	174	17	137	19	1	9.8	78.7	10.9	0.6
Louisiana	113	13	80	17	3	11.5	70.8	15.0	2.7
Maine	—	—	—	—	—	—	—	—	—
Minnesota	514	34	322	129	29	6.6	62.6	25.1	5.6
Mississippi	152	31	114	6	1	20.4	75.0	3.9	0.7
Missouri	—	—	—	—	—	—	—	—	—
Nebraska	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—
North Carolina	115	14	94	7	0	12.2	81.7	6.1	0.0
North Dakota	183	6	48	102	27	3.3	26.2	55.7	14.8
Ohio	855	49	438	253	115	5.7	51.2	29.6	13.5
Oklahoma	—	—	—	—	—	—	—	—	—
South Carolina	—	—	—	—	—	—	—	—	—
Tennessee	136	12	117	7	0	8.8	86.0	5.1	0.0
Texas	—	—	—	—	—	—	—	—	—
Washington	295	47	223	23	2	15.9	75.6	7.8	0.7
Wisconsin	—	—	—	—	—	—	—	—	—

— Not available. Either the state did not participate in TCS in this year, or the state did not report total teacher salaries in either TCS or F-33.

‡ Reporting standards not met, and data was suppressed. Data are missing for more than 15 percent of the school districts in reporting states.

NOTE: This table includes the school districts that reported total teacher salaries in both TCS and F-33 only. Teacher total salary is the total amount of money paid to teachers by the school district for the school year. 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," SY 2009–10, Version 1a; "School District Finance Survey (F-33)," FY 2010, Version 1a.

Table 12. Mean teacher total salary in the Teacher Compensation Survey (TCS), mean teacher salary in the National Education Association (NEA) survey, and absolute value of percentage difference between these two surveys, by participating state: School year 2007–08

Participating state	Mean teacher total salary reported in TCS ¹	Mean teacher salary reported in the NEA data collection ²	Absolute value of percentage difference
Reporting states	‡	—	—
Arizona	\$44,878	\$45,772	2.0
Arkansas	44,526	45,773 ³	2.7
Colorado	—	47,490	—
Florida	47,438	46,930	1.1
Georgia	—	—	—
Idaho	45,298	44,099	2.7
Indiana	—	—	—
Iowa	46,215	45,664	1.2
Kansas	48,898	44,795	9.2
Kentucky	47,155	47,208	0.1
Louisiana	46,929	46,964	0.1
Maine	—	43,397	—
Minnesota	51,065	50,582 ³	1.0
Mississippi	40,582	42,403 ³	4.3
Missouri	45,155	43,206	4.5
Nebraska	44,999	43,629	3.1
New Jersey	—	61,277 ³	—
North Carolina	—	—	—
North Dakota	—	—	—
Ohio	—	—	—
Oklahoma	39,749	43,551	8.7
South Carolina	—	45,758	—
Tennessee	—	—	—
Texas	47,122	46,179	2.0
Washington	—	—	—
Wisconsin	—	—	—

— Not available. Not all states participated in TCS in this year. The reporting states average teacher salary for the NEA data cannot be calculated for the selected states. Colorado, Maine, New Jersey, and South Carolina did not report total teacher salaries in TCS.

‡ Reporting standards not met, and data was suppressed. Data are missing for more than 15 percent of the teachers in reporting states.

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

² The teacher salary reported in the NEA survey is the total amount regularly paid or stipulated to be paid to an individual before deductions for Social Security, health insurance, and the like for the school year. The average annual teacher salary equals the weighted arithmetic mean of salary figures reported for FTE elementary and secondary classroom and substitute teachers assigned to instruct pupils. Regular salaries for full-time and part-time teachers and substitute teachers are included. Annual salaries should not include "extra pay for extra duty" or payments for teaching summer school (with the exception of 12-month employees) or the salaries for other categories of employees.

³ Estimated by NEA Research because the state education department did not provide the data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2007–08, Version 1a; National Education Association Research, *Rankings & Estimates: Rankings of the States 2009 and Estimates of School Statistics 2010*.

Table 13. Mean teacher total salary in the Teacher Compensation Survey (TCS), average teacher salary in the National Education Association (NEA) survey, and absolute value of percentage difference between these two surveys, by participating state: School year 2008–09

Participating state	Mean teacher total salary reported in TCS ¹	Average teacher salary reported in the NEA data collection ²	Absolute value of percentage difference
Reporting states	‡	—	—
Arizona	\$45,441	\$46,358	2.0
Arkansas	45,271	45,738	1.0
Colorado	—	48,485	—
Delaware	—	—	—
Florida	47,313	46,921	0.8
Georgia	—	—	—
Idaho	46,413	45,178	2.7
Indiana	—	—	—
Iowa	49,210	48,638	1.2
Kansas	50,770	46,237	9.8
Kentucky	48,593	47,875	1.5
Louisiana	48,833	48,627	0.4
Maine	—	44,731 ³	—
Minnesota	53,233	52,414	1.6
Mississippi	41,426	44,498 ³	6.9
Missouri	46,029	44,249 ³	4.0
Nebraska	46,845	44,968	4.2
New Jersey	—	63,111 ³	—
North Carolina	41,732	48,454	13.9
North Dakota	43,952	41,654	5.5
Ohio	55,757	54,656	2.0
Oklahoma	39,685	43,846	9.5
South Carolina	—	47,421	—
Tennessee	45,589	45,549	0.1
Texas	48,183	47,157	2.2
Washington	60,158	52,567	14.4
Wisconsin	—	—	—

— Not available. Not all states participated in TCS in this year. The reporting states average teacher salary for the NEA data cannot be calculated for the selected states. Colorado, Maine, New Jersey, and South Carolina did not report total teacher salaries in TCS. ‡ Reporting standards not met, and data was suppressed. Data are missing for more than 15 percent of the teachers in reporting states.

¹ Teacher total salary reported in TCS is the total amount of money paid to a teacher by the school district for the school year. Includes only full-time teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and if reported, for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data. Arizona, Ohio, and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. These data are not adjusted for geographic cost differences across the states.

² The teacher salary reported in the NEA survey is the total amount regularly paid or stipulated to be paid to an individual before deductions for Social Security, health insurance, and the like for the school year. The average annual teacher salary equals the weighted arithmetic mean of salary figures reported for FTE elementary and secondary classroom and substitute teachers assigned to instruct pupils. Regular salaries for full-time and part-time teachers and substitute teachers are included. Annual salaries should not include "extra pay for extra duty" or payments for teaching summer school (with the exception of 12-month employees) or the salaries for other categories of employees.

³ Estimated by NEA Research because the state education department did not provide the data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2008–09, Version 1a; National Education Association Research, *Rankings & Estimates: Rankings of the States 2010 and Estimates of School Statistics 2011*.

Table 14. Mean teacher total salary in the Teacher Compensation Survey (TCS), average teacher salary in the National Education Association (NEA) survey, and absolute value of percentage difference between these two surveys, by participating state: School year 2009–10

Participating state	Mean teacher total salary reported in TCS ¹	Average teacher salary reported in the NEA data collection ²	Absolute value of percentage difference
Reporting states	‡	—	—
Arizona	\$44,626	\$46,952 ³	5.0
Arkansas	45,742	46,045	0.7
Colorado	—	49,181	—
Delaware	66,856	57,080	17.1
Florida	50,428	46,708	8.0
Georgia	—	53,112	—
Idaho	—	—	—
Indiana	52,017	49,986	4.1
Iowa	50,326	49,626	1.4
Kansas	51,340	46,660	10.0
Kentucky	49,308	49,543	0.5
Louisiana	49,022	48,903	0.2
Maine	—	46,106 ³	—
Minnesota	53,660	52,431	2.3
Mississippi	41,596	42,307	1.7
Missouri	46,788	45,159 ³	3.6
Nebraska	48,233	46,227	4.3
New Jersey	—	65,130 ³	—
North Carolina	44,662	46,850	4.7
North Dakota	45,393	42,877	5.9
Ohio	56,879	55,958	1.6
Oklahoma	39,867	44,261	9.9
South Carolina	—	47,508	—
Tennessee	45,618	45,497	0.3
Texas	49,321	48,261	2.2
Washington	60,390	53,003	13.9
Wisconsin	—	51,264	—

— Not available. Not all states participated in TCS in this year. The reporting states average teacher salary for the NEA data cannot be calculated for the selected states. Colorado, Georgia, Maine, New Jersey, South Carolina, and Wisconsin did not report total teacher salaries in TCS.

‡ Reporting standards not met, and data was suppressed. Data are missing for more than 15 percent of the teachers in reporting states.

¹ Teacher total salary reported in TCS is the total amount of money paid to a teacher by the school district for the school year. Includes only full-time teachers who received a base salary, taught at one school with full-time equivalent (FTE) greater than or equal to 0.9, and if reported, for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data. Arizona, Kansas, Ohio, Texas, and Wisconsin did not report the teacher status indicator, and North Carolina reported only 2.3 percent of the records where the teacher status indicator indicated that the teacher was full-time at one school, but this table includes their data if they met other criteria above. These data are not adjusted for geographic cost differences across the states.

² The teacher salary reported in the NEA survey is the total amount regularly paid or stipulated to be paid to an individual before deductions for Social Security, health insurance, and the like for the school year. The average annual teacher salary equals the weighted arithmetic mean of salary figures reported for FTE elementary and secondary classroom and substitute teachers assigned to instruct pupils. Regular salaries for full-time and part-time teachers and substitute teachers are included. Annual salaries should not include "extra pay for extra duty" or payments for teaching summer school (with the exception of 12-month employees) or the salaries for other categories of employees.

³ Estimated by NEA Research because the state education department did not provide the data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2009–10, Version 1a; National Education Association Research, I.

Columbia. NCES sampled public schools in SASS¹³ to support state-level estimates in a way that makes it possible to compare teacher salaries at the state level. The individual teachers¹⁴ participating in the survey reported the SASS salary data. The survey was conducted every 3 to 6 years; the SY 2007–08 was one of those years. SASS teacher salaries were compared to base salaries from TCS because these salaries correspond best to the salary definition used by SASS. The definition of base salary in TCS was the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties. SASS collected salary data through responses to the following survey item: “During the current school year, what is your academic year base teaching salary (report before-tax earnings in whole dollars)?”

Table 15 used data from all of the 18 states participating in TCS since all states reported base salaries. For 17 of the 18 states participating, TCS mean base salary was higher than the mean base salary from SASS (table 15). These differences are statistically significant.¹⁵ NCES calculated the mean teacher base salary in TCS for all full-time teachers reported in TCS. The mean teacher base salary in the SASS was the sample mean of the self-reported base teaching salary of regular full-time public school teachers. The overall difference in salary between TCS and SASS was 6 percent. Four of the states (Arizona, Iowa, Louisiana, and Nebraska) showed differences ranging from 11 percent to 17 percent; the differences in the other states were all less than 8 percent.

Summary—Data Issues

Matching schools in TCS and CCD and comparisons of FTE totals show that coverage by TCS data is effectively universal within the participating states. Known gaps in coverage are similar to those in CCD (e.g., charter schools) and would have been expected to diminish as states refined their data collection and reporting systems in subsequent years since the close of TCS collection.

The linkages between TCS and CCD data are also nearly universal, with a few exceptions. North Dakota is anomalous in its grouping of schools for reporting in TCS. More significant, from the point of view of TCS’ design, is the inability of some states (Arizona, New Jersey, and North Dakota) to report teachers by school assignment. While LEA and state-level estimates of teacher

¹³ The definition of a public school in the SASS is an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency.

¹⁴ The definition of a teacher in the SASS is a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff that teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (e.g., a music teacher who teaches 3 days per week at one school and 2 days per week at another). Short-term substitute teachers and student teachers are not included.

¹⁵ The test procedure used in this analysis was a 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: $\frac{\bar{X} - \mu}{s.e.}$, where \bar{X} is the SASS mean base salary, μ is TCS mean base salary, and s.e. is the standard error of the SASS mean base salary. Adjustments were not made for multiple comparisons. This test used an alpha value of .05, 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 15. Mean base salaries of full-time teachers reported in the Teacher Compensation Survey (TCS) and the Schools and Staffing Survey (SASS), by participating state: School year 2007–08

Participating state	Mean teacher base salary reported in TCS ¹	Mean teacher base salary reported in the SASS ² (s.e.)	Absolute value of percentage difference
Reporting states	\$46,967	\$44,400* (\$240)	5.8
Arizona	44,878	40,400* (550)	11.1
Arkansas	42,300	42,200 (370)	0.2
Colorado	48,051	45,000* (840)	6.8
Delaware	—	—	—
Florida	45,951	44,400* (540)	3.5
Georgia	—	—	—
Idaho	44,089	42,200* (560)	4.5
Indiana	—	—	—
Iowa	45,606	39,100* (440)	16.6
Kansas	43,556	41,300* (610)	5.5
Kentucky	46,830	44,800* (430)	4.5
Louisiana	46,099	41,200* (440)	11.9
Maine	44,325	41,400* (520)	7.1
Minnesota	51,065	49,800* (620)	2.5
Mississippi	41,101	39,800* (430)	3.3
Missouri	43,475	40,600* (780)	7.1
Nebraska	43,511	37,100* (750)	17.3
New Jersey	61,268	58,100* (1,060)	5.5
North Carolina	—	—	—
North Dakota	—	—	—
Ohio	—	—	—
Oklahoma	38,359	37,300* (210)	2.8
South Carolina	44,402	42,900* (460)	3.5
Tennessee	—	—	—
Texas	46,081	44,300* (550)	4.0
Washington	—	—	—
Wisconsin	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

* $p < .05$.

¹ Base salary reported in TCS is the negotiated annual salary for teaching duties, excluding bonuses and extra pay for extra duties. Full-time teachers in this 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 if reported, for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona and Texas did not report the teacher status indicator, but this table included their data if they met other criteria above. These data were not adjusted for geographic cost differences across the states.

² Includes regular full-time public school teachers who taught at one school only. Base salary is the self-reported value to the SASS-4A Public Teacher 2007–08 Survey question, “During the current school year, what is your academic year base teaching salary (report before-tax earnings in whole dollars)?”

NOTE: Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Teacher Compensation Survey,” SY 2007–08, Version 1a; Schools and Staffing Survey (SASS), “Public School Teacher Data File,” school year 2007–08.

compensation during school years of active collection in these states are still valid, school-level estimates will not be as accurate. This affects analyses like that of equitable resource allocation among schools. How extensive this problem might have been among nonparticipating states is an open question.

The ability to track teachers longitudinally across active collection years is one of the strengths of TCS. Only 4 of the 27 states that participated could not provide consistent teacher IDs from year to year. One of those states was able to correct that deficiency between the 2008–09 and 2009–10 TCS surveys. The general consistency of year-to-year values in the demographic fields (education, race/ethnicity, sex, and birth year) indicate that participating states were successfully tracking teachers longitudinally.

Teachers' years of experience, a key determinant of teachers' compensation, proved to be a problematic variable. It was not necessarily tracked in all states, and in states where it was tracked it may have been based on FTE years, not calendar years. A clear, unambiguous definition for this variable and conformity to it by reporting states would be essential to support any kind of analysis. Additionally, a "year of degree" field or "first year teaching" field would serve as a check on the years of experience.

Each record in the TCS data files corresponds to a teaching assignment. A teacher who taught at more than one school has one record in TCS for each school at which she/he taught. This facilitates a school-level analysis that includes the total teacher FTE for a school and the characteristics of the teachers assigned to a school. To do a teacher-level analysis, researchers must account for the multiple records in the file for teachers with multiple assignments. The TEP recommended creating two data files, a teacher-level file with teacher characteristics, and an assignment-level file that includes the teacher ID, the school, and the teacher's FTE at that school.

FTE was used in TCS to determine a teacher's allotment of time across multiple assignments. It was also a key factor in determining a teacher's full-time/part-time status and in assessing the level of teaching activity by part-time teachers. However, given the varying definitions of FTE by states, and especially the fact that FTE could be greater than 1 in some states and cannot be greater than 1 in others, FTE values are not necessarily comparable across states.

FTE values and full-time/part-time status point out that TCS unit of analysis was not teachers, but teaching activity. The teacher status indicator clearly identified full-time and substitute teachers, but it did not clarify the primary role of part-time teachers. It would greatly enhance the analytical value of TCS data and support data quality assurance, to know whether a part-time teacher is also a principal, a librarian or exclusively a teacher. The Bureau of Labor Statistics' Standard Occupational Classification (SOC) System could fill this need. SOC codes should be available in state agencies since they are needed for other federal reporting requirements. Using SOC codes in future collections would ensure consistency of reporting and comparability with other federal surveys.

The existence of part-time teaching by staff members whose primary function is not teaching raises the question of whether a complete staff survey would be worthwhile. While such a survey would be considerably more complex than TCS, it would make far more comprehensive analyses possible.

The largest gap in TCS data is the lack of benefits data. Benefits data were simply not available to many SEAs at the time of reporting. Filling this gap in future collection might require reaching out to other agencies within states besides the SEAs that NCES has traditionally worked with.

TCS salary data are generally comparable with teacher salary data from other sources. There is, however, some apparent uncertainty about the definition of two relevant data items, base salary, and total pay. NCES made refinements to these definitions over the 3 years considered in this report, most notably first excluding extra pay for extra duties from base salary, then including it. Of the 27 participating states over these 3 years, only 18 provided both base salary and total pay estimates that differed from one another. Researchers should consider a much more precise definition of salary in designing any future survey.

It was pointed out in the TCS 2013 technical expert panel review, that teacher compensation can be very complex, given the various types of bonuses, merit pay, incentive pay, as well as pay for summer school teaching, coaching and other, nonteaching duties (National Institute of Statistical Sciences, 2013). Accounting for benefits adds another layer of complexity. A study that delineates the structure of teacher compensation within states, would help better define the data items to be collected for salary or pay. Alternatively, salary data collected from a payroll office or from unemployment insurance account wage records, like those reported to the BLS, would provide consistent and comparable data.

4. Selected Findings

This section presents sample tabulations of TCS data to demonstrate some of the analyses on the school years of active collection that are possible using TCS data. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue. The analyses in this report do not take into account geographic cost differences.

Readers should note that the states participating in TCS changed during the 3 years of data shown in these tables. The “Reporting states” line at the top of each table reflects statistics for the states reporting in that particular year. For example, with 18 states participating in 2007–08, table 19 shows a total of 697,483 full-time teachers with a bachelor’s degree; 26 states participated in 2009–10 and they reported a total of 878,331 full-time teachers with a bachelor’s degree.

Full-Time and FTE Teacher Status

All of the tables in this section focus on “full-time” teachers. Tables 16–18 show the distribution of all teachers in TCS according to their employment status. To facilitate analysis, “full-time teachers” were defined as teachers who received a base salary, taught at one school with FTE greater than or equal to 90 percent, and if reported, for whom the teacher status indicator variable indicated that the teacher was full time at one school only. Arizona and Texas did not report the teacher status indicator, but these tables include their data if they met other criteria above.

The overall percentage of teachers who met this definition ranged from 84 percent in 2009–10 to 86 percent in 2007–08. In most states, 75 percent or more of teachers met this definition of full-time. The exceptions are

- Colorado, where the percentage of full-time teachers dropped from 85 percent in 2008–09 to 69 percent in 2009–10;
- Minnesota, where the percentage of full-time teachers ranged from 72 percent to 74 percent;
- Oklahoma, where the percentage of full-time teachers dropped from 77 percent in 2007–08 to 72 percent in 2009–10; and
- Washington where the percentage of full-time teachers was less than 58 percent in both 2008–09 and 2009–10.

Base Salaries by Highest Degree Earned

Tables 19–21 show the distribution of full-time teachers by the highest degree earned, together with their median base salary and median years of experience, by state, for each of the 3 years of TCS.

Over the 3 years, the overall percentage of teachers with either a bachelor’s degree or a master’s degree ranged from 98 percent to 99 percent. Less than 1 percent of teachers in each year held a PhD, and 1 percent or less had no 4-year degree. Mississippi had the largest percentage of teachers with no 4-year degree: 6 percent in 2007–08, declining to 3 percent by 2009–10.

In 2007–08, the median salary for full-time teachers with a bachelor’s degree was \$42,745; for teachers with a master’s degree, it was \$50,451. In 2009–10, full-time teachers with a bachelor’s degree had a median salary of \$44,500; those with a master’s degree had a median salary of \$53,525.

The overall median years of experience for full-time teachers with a bachelor’s degree ranged between 8 and 9 over the 3 years. For full-time teachers with a master’s degree, the median years of experience was 14 in all 3 years.

Base Salaries by School Characteristics—Urbanicity

Tables 22–24 show the distribution of full-time teachers across school urbanicity, together with their median base salary and median years of experience, by state, for each of the 3 years of TCS.

In each year of TCS, the smallest percentage of full-time teachers worked in town schools (14 percent in 2008–09); the largest percentage of full-time teachers each year were in suburban schools (31 percent in 2008–09). There were great variations in teachers’ locality across the states. For example, in 2007–08, the percentage of teachers working in suburban areas ranged from 8 percent in Iowa to 78 percent in New Jersey. Also in 2007–08, the percentage of teachers working in city schools ranged from 10 percent in New Jersey to 46 percent in Arizona.

Overall median years of experience ranged from 9 to 12 across the four urbanicity types in 2007–08; from 10 to 12 in 2008–09; and from 11 to 12 in 2009–10. Full-time teachers in towns had the highest overall median years of experience in each year (12 in each year). Full-time teachers in city and suburban schools had the same overall median years of experience in each year (9 in 2007–08, 10 in 2008–09, and 11 in 2009–10).

Overall median salaries in town and rural schools differed by a maximum of \$300 over the 3 years. Median salaries were highest in suburban schools in all 3 years (from \$47,165 in 2007–08 to \$50,675 in 2009–10). Median salaries in city schools were lower than those in suburban schools; higher than those in town and rural schools (from \$45,640 in 2007–08 to \$48,376 in 2009–10).

Base Salaries by School Characteristics—Free or Reduced-Price Lunch Eligibility

Tables 25–27 show the distribution of full-time teachers across quartiles of the percentage of free or reduced-price lunch (FRPL) students in schools. These tables also include teachers’ median base salary and median years of experience, by state, for each of the 3 years of TCS.

The distribution of teachers across FRPL quartiles is roughly similar in each year, with 50 percent to 60 percent of teachers in the two middle quartiles, 21 percent to 27 percent of teachers in the lowest quartile, and 17 percent to 20 percent of teachers in the highest quartile.

In each year, the overall median years of full-time teachers’ experience is 2 or 3 years higher in the three lower FRPL quartiles than in the highest quartile. In 2009–10, for example, median years of experience ranges from 11 to 12 in the three lower quartiles and is 9 years in the highest quartile. In all states, in all 3 years, the median years of experience in the highest quartile is the same as or lower than the other quartiles.

Overall median salaries in the lowest FRPL quartile were higher than median salaries in the other quartiles by \$2,962 or more in all 3 years.

Table 16. Number and percentage of records in the Teacher Compensation Survey (TCS), by teachers' full-time equivalent (FTE) status and participating state: School year 2007–08

Participating state	Number of records	Full-time teachers ¹	FTE≥0.9, but not full-time teachers ²	Percent of records		
				Part-time teachers		FTE not available
				50 percent to 90 percent FTE	Less than 50 percent FTE	
Reporting states	1,281,645	86.3	2.3	5.9	4.7	0.8
Arizona	56,164	92.0	0.1	5.4	2.5	0.0
Arkansas	34,290	78.8	0.9	10.3	9.9	0.1
Colorado	51,283	84.8	0.2	9.7	5.3	#
Florida	184,304	86.4	7.0	1.3	0.1	5.2
Georgia	—	—	—	—	—	—
Idaho	15,552	92.1	1.3	5.1	1.5	0.0
Indiana	—	—	—	—	—	—
Iowa	36,062	81.1	13.9	5.0	0.0	0.0
Kansas	38,454	79.8	2.1	10.0	8.0	0.1
Kentucky	44,908	81.3	12.2	4.1	2.4	0.0
Louisiana	51,715	85.2	1.5	5.7	7.6	0.1
Maine	17,523	81.3	1.8	10.3	6.6	#
Minnesota	60,956	73.6	0.6	14.5	11.2	#
Mississippi	34,732	81.8	5.3	11.4	1.5	#
Missouri	75,991	83.2	0.4	8.0	8.3	#
Nebraska	23,526	75.1	0.9	12.7	11.3	#
New Jersey	114,729	97.0	0.3	1.8	0.8	0.0
North Carolina	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—
Ohio	—	—	—	—	—	—
Oklahoma	48,221	76.7	0.3	11.7	11.4	0.0
South Carolina	49,507	97.3	0.3	2.0	0.4	0.0
Tennessee	—	—	—	—	—	—
Texas	343,728	88.6	0.2	5.2	5.9	0.1
Washington	—	—	—	—	—	—
Wisconsin	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

Rounds to zero.

¹ Full-time teachers are defined as teachers who received a base salary, taught at one school with FTE greater than or equal to 0.9, and if reported, for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Arizona and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above.

² Includes all records where FTE is greater than or equal to 0.9 but not full-time teachers (e.g., teachers working in more than one school or teachers whose base salary was zero).

NOTE: 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," SY 2007–08, Version 1a.

Table 17. Number and percentage of records in the Teacher Compensation Survey (TCS), by teachers' full-time equivalent (FTE) status and participating state: School year 2008–09

Participating state	Number of records	Percent of records				
		Full-time teachers ¹	FTE≥0.9, but not full-time teachers ²	Part-time teachers		FTE not available
				50 percent to 90 percent FTE	Less than 50 percent FTE	
Reporting states	1,666,721	84.7	2.8	5.8	5.2	1.5
Arizona	56,830	92.0	#	5.6	2.4	#
Arkansas	34,029	77.8	1.6	10.9	9.7	#
Colorado	52,480	84.5	0.4	9.4	5.6	0.1
Delaware	—	—	—	—	—	—
Florida	179,839	89.3	5.1	0.8	0.1	4.7
Georgia	—	—	—	—	—	—
Idaho	15,778	90.6	2.5	5.3	1.6	0.0
Indiana	—	—	—	—	—	—
Iowa	36,061	80.6	13.8	5.6	#	0.0
Kansas	38,817	80.5	2.2	9.6	7.6	#
Kentucky	44,611	93.4	0.8	3.9	1.9	0.0
Louisiana	52,369	86.6	1.3	5.7	6.4	#
Maine	17,295	81.0	1.9	10.8	6.3	0.0
Minnesota	60,327	72.9	1.0	15.0	11.1	#
Mississippi	34,917	78.7	6.8	13.0	1.5	0.0
Missouri	79,216	78.7	2.3	8.1	8.8	2.1
Nebraska	23,561	75.6	0.5	12.7	11.3	#
New Jersey	116,084	97.1	0.4	1.8	0.8	0.0
North Carolina	112,330	72.6	8.2	6.9	11.6	0.7
North Dakota	7,662	89.7	5.8	2.5	2.0	0.0
Ohio	121,077	84.6	2.7	4.3	6.3	2.0
Oklahoma	48,742	73.4	1.4	12.3	12.8	0.0
South Carolina	49,708	97.2	0.2	2.2	0.4	#
Tennessee	63,349	97.9	0.3	1.5	0.2	#
Texas	350,059	88.6	0.2	5.1	6.1	0.1
Washington	71,580	57.3	12.6	9.2	4.5	16.5
Wisconsin	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

Rounds to zero.

¹ Full-time teachers are defined as teachers who received a base salary, taught at one school with FTE greater than or equal to 0.9, and if reported, for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data. Arizona, Ohio, and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above.

² Includes all records where FTE is greater than or equal to 0.9 but not full-time teachers (e.g., teachers working in more than one school or teachers whose base salary was zero).

NOTE: 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," SY 2008–09, Version 1a.

Table 18. Number and percentage of records in the Teacher Compensation Survey (TCS), by teachers' full-time equivalent (FTE) status and participating state: School year 2009–10

Participating state	Number of records	Percent of records				
		Full-time teachers ¹	FTE≥0.9, but not full-time teachers ²	Part-time teachers		FTE not available
				50 percent to 90 percent FTE	Less than 50 percent FTE	
Reporting states	1,905,301	84.2	3.2	6.0	5.3	1.3
Arizona	53,802	92.0	#	5.4	2.6	0.0
Arkansas	33,850	78.1	1.8	9.9	10.2	0.0
Colorado	52,887	68.6	16.0	8.4	7.0	#
Delaware	8,959	93.9	4.1	1.3	0.7	0.0
Florida	176,832	82.5	12.1	0.8	0.1	4.6
Georgia	119,905	92.5	1.3	3.2	3.0	0.0
Idaho	—	—	—	—	—	—
Indiana	62,946	89.1	0.1	6.3	4.5	0.0
Iowa	35,955	80.4	13.8	5.8	0.1	0.0
Kansas	39,592	79.8	0.7	10.2	9.3	0.0
Kentucky	45,062	93.4	0.7	3.7	2.2	0.0
Louisiana	52,879	86.5	2.0	4.8	6.6	0.0
Maine	17,281	80.9	1.6	10.5	7.0	0.0
Minnesota	60,613	72.4	1.0	15.0	11.6	0.0
Mississippi	34,911	78.9	6.5	13.2	1.4	0.0
Missouri	79,130	77.1	2.8	8.5	8.8	2.9
Nebraska	23,636	75.3	0.4	12.7	11.6	0.0
New Jersey	116,320	97.0	0.4	1.8	0.8	#
North Carolina	106,703	81.2	1.3	8.1	9.3	0.0
North Dakota	7,630	94.8	0.6	2.6	2.0	0.0
Ohio	120,607	84.5	2.8	4.4	7.1	1.3
Oklahoma	49,574	72.2	1.6	12.9	13.2	0.0
South Carolina	47,951	97.6	0.1	2.0	0.3	0.0
Tennessee	63,755	98.2	0.0	1.6	0.2	0.0
Texas	356,350	88.3	0.2	5.3	6.2	#
Washington	71,802	55.0	13.2	8.9	4.7	18.2
Wisconsin	66,369	76.8	0.4	12.2	10.5	0.0

— Not available. The state either did not participate in TCS in this year or did not report the data.

Rounds to zero.

¹ Full-time teachers are defined as teachers who received a base salary, taught at one school with FTE greater than or equal to 0.9, and if reported, for whom the teacher status indicator variable indicated that the teacher was full-time at one school only. Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data. Arizona, Kansas, Ohio, Texas, and Wisconsin did not report the teacher status indicator, and North Carolina reported only 2.3 percent of the records where the teacher status indicator indicated that the teacher was full-time at one school, but this table includes their data if they met other criteria above.

² Includes all records where FTE is greater than or equal to 0.9 but not full-time teachers (e.g., teachers working in more than one school or teachers whose base salary was zero).

NOTE: 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," SY 2009–10, Version 1a.

Table 19. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by highest degree earned and participating state:
School year 2007–08

Participating state	Highest degree earned															
	No 4-year degree				Bachelor's degree				Master's degree				Doctor's degree			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	10,831	1.0	\$39,800	4	697,483	63.2	\$42,745	8	388,462	35.2	\$50,451	14	6,739	0.6	\$56,039	14
Arizona	627	1.2	49,696	11	27,241	52.7	38,893	5	23,820	46.1	47,600	11	0	0.0	†	†
Arkansas	1	#	‡	‡	18,142	67.1	38,800	10	8,800	32.6	45,920	17	78	0.3	54,308	15
Colorado	121	0.3	31,733	3	20,987	48.3	39,067	6	21,984	50.6	53,759	12	397	0.9	56,259	12
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	4,649	2.9	39,418	4	103,270	64.8	39,600	6	49,926	31.3	48,075	13	1,467	0.9	52,270	11
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	71	0.5	40,097	9	10,945	76.4	42,297	11	3,217	22.4	51,043	17	98	0.7	53,026	21
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	32	0.1	44,512	12	20,890	71.5	42,295	11	8,252	28.2	54,491	21	56	0.2	62,968	27
Kansas	14	#	38,316	9	17,410	56.8	38,403	8	13,086	42.7	48,369	18	123	0.4	54,712	18
Kentucky	130	0.4	29,525	1	8,634	23.7	35,982	3	27,609	75.9	49,697	14	0	0.0	†	†
Louisiana	229	0.5	52,704	9	30,843	70.0	43,727	10	12,804	29.1	49,996	19	179	0.4	52,300	19
Maine	159	1.1	41,840	9	8,745	61.4	41,360	15	5,062	35.5	49,900	19	287	2.0	54,981	26
Minnesota	81	0.2	34,405	5	20,886	46.5	41,493	9	23,525	52.4	58,496	15	382	0.9	62,740	16
Mississippi	1,659	6.2	34,295	4	15,655	58.1	37,415	9	9,553	35.5	46,990	16	77	0.3	57,073	23
Missouri	478	0.8	38,655	8	30,306	47.9	35,700	6	32,215	50.9	47,320	14	260	0.4	59,197	16
Nebraska	8	#	32,830	6	10,108	57.2	38,204	9	7,502	42.4	48,790	17	56	0.3	56,765	24
New Jersey	442	0.4	58,106	8	68,569	61.7	50,750	8	41,143	37.0	64,752	13	1,011	0.9	76,450	12
North Carolina	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ohio	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oklahoma	56	0.2	33,920	4	26,700	72.3	35,887	10	10,007	27.1	42,216	19	191	0.5	41,869	13
South Carolina	1	#	‡	‡	20,461	42.8	36,742	8	26,865	56.2	49,962	15	480	1.0	64,005	22
Tennessee	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Texas	2,073	0.7	42,578	4	237,691	78.1	44,285	8	63,092	20.7	49,200	15	1,597	0.5	48,996	12
Washington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

† Not applicable.

Rounds to zero.

‡ Data suppressed to avoid disclosure of confidential data.

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

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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 and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom the highest degree earned is available. These data are 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," SY 2007–08, Version 1a.

Table 20. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by highest degree earned and participating state:
School year 2008–09

Participating state	Highest degree earned															
	No 4-year degree				Bachelor's degree				Master's degree				Doctor's degree			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	11,788	0.8	\$42,059	7	845,206	60.0	\$43,452	9	542,388	38.5	\$52,119	14	8,893	0.6	\$57,058	15
Arizona	214	0.4	45,248	9	27,364	52.4	39,600	5	24,317	46.5	48,184	11	375	0.7	52,000	13
Arkansas	514	1.9	37,300	10	16,998	64.3	39,614	11	8,854	33.5	46,588	16	75	0.3	56,075	15
Colorado	109	0.2	33,620	5	21,919	49.4	40,000	6	22,032	49.7	55,118	12	269	0.6	58,048	11
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	1,941	1.2	40,252	5	104,455	65.0	39,749	7	52,581	32.7	47,459	13	1,614	1.0	51,657	11
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	82	0.6	42,437	10	11,040	77.2	43,829	12	3,077	21.5	52,682	16	100	0.7	55,230	21
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	42	0.1	43,349	9	20,599	70.9	45,038	11	8,360	28.8	57,433	20	53	0.2	65,663	26
Kansas	12	#	40,717	9	17,491	56.0	39,729	8	13,589	43.5	49,750	18	133	0.4	57,350	17
Kentucky	125	0.3	31,685	1	9,222	22.2	36,514	3	32,223	77.5	50,346	14	0	0.0	†	†
Louisiana	218	0.5	53,589	9	31,748	70.0	45,583	10	13,165	29.0	51,632	19	201	0.4	54,423	19
Maine	159	1.1	43,479	10	8,454	60.3	42,703	15	5,124	36.6	51,369	19	273	1.9	57,059	26
Minnesota	117	0.3	40,805	9	19,980	45.4	43,128	9	23,479	53.4	60,812	15	412	0.9	63,370	16
Mississippi	1,289	5.3	35,275	6	13,276	54.3	37,545	10	9,510	38.9	44,620	16	395	1.6	48,628	18
Missouri	494	0.8	38,535	8	28,547	45.8	36,200	6	33,025	53.0	47,755	14	278	0.4	58,117	15
Nebraska	7	#	33,976	6	9,895	55.6	39,660	9	7,849	44.1	50,360	17	52	0.3	58,893	26
New Jersey	395	0.4	60,430	9	68,529	60.9	52,640	9	42,607	37.9	66,097	12	994	0.9	78,304	12
North Carolina	901	1.1	47,552	21	59,150	72.5	38,935	10	21,376	26.2	47,323	16	150	0.2	54,911	26
North Dakota	33	0.5	39,842	10	4,934	71.9	37,745	14	1,890	27.5	49,243	17	9	0.1	55,046	23
Ohio ²	1,262	1.2	52,253	8	40,491	39.5	47,454	8	60,240	58.8	60,259	15	478	0.5	68,593	16
Oklahoma	49	0.1	35,100	4	26,159	73.1	35,950	10	9,383	26.2	42,142	19	187	0.5	41,999	13
South Carolina	1	#	‡	‡	20,077	41.7	37,982	8	27,522	57.2	51,517	15	489	1.0	66,083	21
Tennessee	1,036	1.7	37,403	7	28,162	45.4	38,715	8	32,389	52.2	46,595	14	452	0.7	57,229	19
Texas	2,428	0.8	43,316	4	242,195	78.1	45,454	9	63,903	20.6	49,967	15	1,660	0.5	49,817	12
Washington	360	0.9	58,372	11	14,521	35.4	51,340	10	25,893	63.1	65,201	14	244	0.6	70,834	16
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

† Not applicable

Rounds to zero.

‡ Data suppressed to avoid disclosure of confidential data.

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

² Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data.

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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, Ohio, and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom the highest degree earned is available. These data are 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," SY 2008–09, Version 1a.

Table 21. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by highest degree earned and participating state: School year 2009–10

Participating state	Highest degree earned															
	No 4-year degree				Bachelor's degree				Master's degree				Doctor's degree			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	10,918	0.7	\$45,334	9	878,331	56.8	\$44,500	9	645,360	41.8	\$53,525	14	11,127	0.7	\$61,449	16
Arizona	174	0.4	44,256	8	25,644	51.8	38,850	6	23,335	47.1	47,055	11	347	0.7	51,220	13
Arkansas	529	2.0	38,226	10	16,763	63.5	39,995	11	9,025	34.2	46,966	16	85	0.3	54,625	17
Colorado	86	0.2	32,089	6	17,282	47.7	39,964	6	18,687	51.5	54,548	12	204	0.6	56,127	11
Delaware	13	0.2	58,876	21	2,986	36.8	45,466	8	5,002	61.6	59,906	12	116	1.4	71,846	15
Florida	1,740	1.2	46,631	8	93,539	64.2	41,320	9	49,075	33.7	48,209	13	1,444	1.0	53,727	12
Georgia	460	0.4	48,404	12	41,305	37.2	43,272	8	67,323	60.7	57,586	14	1,862	1.7	74,475	19
Idaho	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	45	0.2	45,850	9	20,253	70.0	45,819	11	8,568	29.6	57,891	20	52	0.2	66,621	27
Kansas	27	0.1	41,005	9	16,402	52.3	39,975	9	14,788	47.1	49,385	17	152	0.5	58,460	19
Kentucky	94	0.2	30,648	1	8,876	21.2	37,069	3	32,988	78.6	50,898	14	0	0.0	†	†
Louisiana	195	0.4	54,743	10	32,093	70.2	45,847	10	13,220	28.9	51,407	18	214	0.5	54,973	18
Maine	165	1.2	45,110	10	8,401	60.1	43,984	15	5,151	36.8	52,587	19	269	1.9	58,673	26
Minnesota	176	0.4	38,590	7	19,095	43.5	43,259	9	24,157	55.1	61,234	15	431	1.0	63,370	17
Mississippi	697	2.7	36,600	6	13,539	52.4	36,850	9	10,849	42.0	43,340	12	776	3.0	48,901	17
Missouri	449	0.7	42,545	10	26,555	43.5	36,593	6	33,746	55.3	48,013	14	267	0.4	61,036	15
Nebraska	7	#	36,981	4	9,596	53.9	40,351	9	8,136	45.7	51,168	16	54	0.3	59,159	24
New Jersey	386	0.3	62,483	10	67,214	59.7	54,819	9	44,046	39.1	68,279	13	989	0.9	79,475	12
North Carolina	956	1.1	49,711	21	61,956	71.5	41,495	10	23,566	27.2	50,160	15	148	0.2	61,521	26
North Dakota	12	0.2	38,842	8	5,318	73.5	38,705	14	1,890	26.1	50,400	17	13	0.2	54,414	22
Ohio ²	983	1.0	56,205	9	38,193	37.5	48,392	9	62,149	61.0	61,444	15	535	0.5	69,589	17
Oklahoma	50	0.1	34,812	4	26,141	73.0	36,063	10	9,400	26.3	42,021	18	207	0.6	42,454	14
South Carolina	0	0.0	†	†	18,650	40.0	38,227	8	27,481	58.9	51,098	14	496	1.1	65,869	20
Tennessee	1,007	1.6	37,959	8	26,972	43.1	39,000	9	34,157	54.5	46,575	13	485	0.8	57,600	18
Texas	2,307	0.7	44,500	5	244,383	77.7	46,571	8	66,181	21.0	50,791	14	1,674	0.5	50,751	11
Washington	346	0.9	58,056	12	13,114	33.2	52,291	11	25,786	65.3	64,673	15	226	0.6	69,683	15
Wisconsin	14	#	36,291	5	24,061	47.4	44,452	9	26,654	52.5	57,605	16	81	0.2	62,791	16

— Not available. The state either did not participate in TCS in this year or did not report the data.

† Not applicable.

Rounds to zero.

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

² Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data.

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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, Kansas, Ohio, Texas, and Wisconsin did not report the teacher status indicator, and North Carolina reported only 2.3 percent of the records where the teacher status indicator indicated that the teacher was full-time at one school, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom the highest degree earned is available. These data are 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," SY 2009–10, Version 1a.

Table 22. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by school urbanicity and participating state: School year 2007–08

Participating state	School urbanicity															
	City				Suburb				Town				Rural			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	307,981	28.2	\$45,640	9	351,825	32.2	\$47,165	9	156,262	14.3	\$42,300	12	277,131	25.4	\$42,312	11
Arizona	23,708	45.9	43,914	8	11,211	21.7	43,692	7	5,400	10.5	40,815	8	11,354	22.0	40,261	6
Arkansas	6,327	23.5	47,370	13	2,565	9.5	44,336	12	6,612	24.6	40,228	13	11,418	42.4	39,000	12
Colorado	14,228	33.0	46,279	8	14,416	33.5	50,526	9	5,011	11.6	42,250	10	9,435	21.9	41,067	9
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	39,266	25.0	41,720	8	81,124	51.7	42,648	8	9,403	6.0	41,470	9	27,264	17.4	40,950	7
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	4,004	27.9	49,164	13	2,109	14.7	43,381	11	3,274	22.8	43,825	14	4,944	34.5	42,772	12
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	8,190	28.3	49,222	13	2,338	8.1	46,992	11	7,586	26.2	46,507	15	10,811	37.4	42,417	14
Kansas	7,073	23.8	44,422	10	4,122	13.9	45,921	12	8,182	27.5	40,696	13	10,345	34.8	40,307	14
Kentucky	7,419	21.0	49,135	10	4,710	13.3	47,529	10	8,132	23.0	46,032	10	15,047	42.6	46,153	11
Louisiana	12,708	28.8	45,833	12	9,595	21.8	46,520	13	8,337	18.9	44,803	12	13,415	30.5	44,555	13
Maine	1,809	12.7	51,757	17	1,733	12.2	48,346	16	2,985	20.9	45,771	17	7,726	54.2	42,498	16
Minnesota	9,499	21.6	56,011	12	13,593	30.9	53,902	11	8,732	19.8	50,011	14	12,194	27.7	47,170	14
Mississippi	3,104	11.0	40,745	9	2,765	9.8	39,834	10	8,856	31.4	39,320	10	13,458	47.8	39,240	11
Missouri	11,754	18.8	43,554	10	19,649	31.4	48,285	10	12,334	19.7	38,280	11	18,808	30.1	35,300	10
Nebraska	5,918	33.5	42,013	10	2,067	11.7	42,431	10	4,124	23.4	45,850	16	5,533	31.4	41,884	15
New Jersey	11,024	10.2	58,451	10	84,120	77.9	55,213	9	2,027	1.9	50,925	10	10,846	10.0	54,584	11
North Carolina	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ohio	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oklahoma	8,060	22.1	37,925	11	6,730	18.5	36,935	11	9,492	26.1	37,225	12	12,120	33.3	36,917	12
South Carolina	7,652	16.1	43,999	12	12,904	27.1	44,134	11	8,325	17.5	44,094	13	18,792	39.4	43,961	12
Tennessee	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Texas	126,238	41.6	45,896	9	76,074	25.1	45,594	9	37,450	12.3	42,500	11	63,621	21.0	43,660	10
Washington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

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

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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 and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom school-level locale code is available. These data are not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding. City includes the subcategories of Large City, Mid-size City, and Small City. Suburban includes the subcategories of Large Suburb, Mid-size Suburb, and Small Suburb. Town includes the subcategories of Town, Fringe; Town, Distant; and Town, Remote. Rural includes the subcategories of Rural, Fringe; Rural, Distant; and Rural, Remote.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2007–08, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2007–08, Version 1b.

Table 23. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by school urbanicity and participating state: School year 2008–09

Participating state	School urbanicity															
	City				Suburb				Town				Rural			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	378,318	27.2	\$46,900	10	426,936	30.7	\$48,965	10	192,561	13.8	\$43,842	12	393,015	28.3	\$43,567	11
Arizona	23,186	44.5	44,513	9	10,910	20.9	44,480	7	5,468	10.5	41,290	8	12,556	24.1	40,954	6
Arkansas	6,235	23.6	48,385	12	2,493	9.4	45,175	12	6,084	23.0	41,084	13	11,650	44.0	39,760	12
Colorado	14,458	32.9	47,141	8	14,322	32.6	51,812	9	5,280	12.0	43,203	9	9,928	22.6	42,476	8
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	37,950	24.0	41,775	9	81,947	51.9	42,648	9	9,023	5.7	41,917	10	28,961	18.3	41,085	8
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	3,837	26.8	51,071	13	2,314	16.2	45,088	11	3,330	23.3	45,197	14	4,818	33.7	43,828	12
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	8,080	28.1	51,628	13	2,424	8.4	50,104	11	7,734	26.9	49,381	15	10,502	36.5	45,324	14
Kansas	7,049	23.4	45,821	10	4,344	14.4	47,719	12	8,188	27.2	42,041	13	10,484	34.9	41,500	14
Kentucky	8,100	20.6	49,824	10	5,706	14.5	48,479	11	8,696	22.2	47,528	11	16,727	42.6	46,936	11
Louisiana	12,856	28.4	48,123	12	9,889	21.8	47,863	13	8,468	18.7	46,327	13	14,117	31.1	46,420	13
Maine	1,744	12.4	53,277	18	1,710	12.2	49,864	16	2,779	19.8	47,219	17	7,777	55.5	44,263	16
Minnesota	9,417	21.7	58,635	12	13,115	30.2	56,546	11	8,698	20.0	52,222	14	12,186	28.1	48,996	14
Mississippi	2,918	10.7	41,405	10	2,591	9.5	39,490	10	8,359	30.7	38,770	11	13,366	49.1	38,725	11
Missouri	11,420	18.7	43,454	10	17,785	29.1	49,230	10	11,936	19.5	39,080	10	19,943	32.6	36,725	10
Nebraska	5,805	32.7	43,217	11	2,030	11.4	44,400	10	4,180	23.5	47,955	15	5,757	32.4	43,378	15
New Jersey	11,240	10.3	61,083	11	84,949	77.5	57,099	10	2,189	2.0	54,527	11	11,185	10.2	56,478	11
North Carolina	20,216	25.0	40,143	10	12,316	15.2	40,990	11	10,527	13.0	41,224	12	37,779	46.7	41,015	12
North Dakota	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio ²	20,272	20.4	58,619	13	39,026	39.3	59,793	12	13,902	14.0	52,784	13	26,017	26.2	51,780	12
Oklahoma	7,976	22.5	37,702	10	6,788	19.2	37,002	11	8,631	24.4	37,284	12	12,050	34.0	37,103	12
South Carolina	7,811	16.3	45,546	12	12,111	25.3	45,857	11	6,999	14.6	46,296	13	20,975	43.8	45,930	12
Tennessee	18,955	30.6	47,415	11	9,722	15.7	44,621	12	9,461	15.3	41,401	12	23,901	38.5	40,500	11
Texas	126,091	40.8	46,889	10	74,498	24.1	46,901	9	35,500	11.5	43,498	12	72,989	23.6	45,000	11
Washington	10,837	27.2	63,683	13	15,419	38.7	61,189	12	5,772	14.5	59,587	14	7,788	19.6	59,367	14
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

‡ Data suppressed because the data did not meet reporting standards. Locale code data are missing for more than 20 percent of the teachers in North Dakota.

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

² Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data.

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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, Ohio, and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom school-level locale code is available. These data are not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding. City includes the subcategories of Large City, Mid-size City, and Small City. Suburban includes the subcategories of Large Suburb, Mid-size Suburb, and Small Suburb. Town includes the subcategories of Town, Fringe; Town, Distant; and Town, Remote. Rural includes the subcategories of Rural, Fringe; Rural, Distant; and Rural, Remote.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2008–09, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2008–09, Version 1b.

Table 24. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by school urbanicity and participating state: School year 2009–10

Participating state	School urbanicity															
	City				Suburb				Town				Rural			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	418,076	26.4	\$48,376	11	480,466	30.3	\$50,675	11	220,590	13.9	\$45,250	12	465,576	29.4	\$45,300	11
Arizona	21,731	43.9	44,323	10	10,202	20.6	42,737	8	5,190	10.5	39,950	9	12,379	25.0	40,127	7
Arkansas	6,264	23.7	48,225	13	2,336	8.8	45,353	13	6,244	23.6	41,592	13	11,575	43.8	40,266	12
Colorado	11,189	31.1	47,063	9	11,124	30.9	52,330	9	4,713	13.1	43,156	9	8,967	24.9	42,348	8
Delaware	1,133	13.7	51,072	9	3,771	45.6	58,175	11	1,345	16.3	52,899	11	2,012	24.4	50,814	10
Florida	34,844	24.4	43,000	10	73,558	51.5	44,056	10	7,659	5.4	43,048	11	26,862	18.8	42,536	9
Georgia	16,444	14.8	52,704	11	43,098	38.9	52,776	11	12,339	11.1	51,921	13	38,970	35.2	52,223	12
Idaho	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Indiana	16,660	29.7	52,388	12	12,409	22.1	50,349	12	9,523	17.0	49,738	14	17,466	31.2	50,448	13
Iowa	8,255	28.8	52,549	13	2,425	8.5	51,444	11	7,646	26.7	50,000	15	10,345	36.1	45,937	14
Kansas	7,070	22.9	46,140	10	4,253	13.8	49,013	13	8,634	28.0	42,373	13	10,892	35.3	41,976	14
Kentucky	8,229	20.3	50,595	10	5,800	14.3	48,994	11	8,922	22.0	47,922	11	17,571	43.4	47,899	11
Louisiana	12,993	28.4	47,899	12	10,077	22.0	47,899	12	8,537	18.7	46,460	12	14,134	30.9	46,871	13
Maine	1,721	12.3	54,101	17	1,577	11.3	51,609	17	2,566	18.3	48,562	17	8,122	58.1	45,639	17
Minnesota	9,681	22.4	59,251	12	12,881	29.8	57,884	12	8,361	19.4	52,734	14	12,270	28.4	49,313	14
Mississippi	3,058	11.2	41,052	9	2,221	8.1	39,904	10	8,380	30.7	38,580	10	13,656	50.0	38,830	10
Missouri	11,224	18.6	44,137	10	17,581	29.2	50,560	11	11,622	19.3	39,450	11	19,830	32.9	37,275	10
Nebraska	5,778	32.5	44,180	11	1,956	11.0	45,479	10	4,268	24.0	49,420	14	5,791	32.5	44,867	15
New Jersey	11,138	10.2	63,034	11	84,837	77.4	59,650	10	2,222	2.0	57,013	11	11,424	10.4	58,209	11
North Carolina	22,339	26.1	44,500	11	12,268	14.3	44,299	11	11,164	13.0	42,940	12	39,947	46.6	43,206	12
North Dakota	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio ²	20,450	20.7	59,771	13	38,293	38.8	61,483	12	13,544	13.7	54,050	13	26,344	26.7	53,416	13
Oklahoma	8,219	23.0	37,748	11	6,899	19.3	37,280	11	8,685	24.3	37,300	12	11,920	33.4	37,225	12
South Carolina	7,620	16.5	45,661	12	11,166	24.1	46,630	12	6,605	14.3	46,035	13	20,877	45.1	45,893	12
Tennessee	18,588	29.7	47,875	11	9,785	15.6	44,787	12	9,354	14.9	41,685	12	24,893	39.8	40,923	11
Texas	127,126	40.6	48,012	9	74,845	23.9	47,973	9	35,345	11.3	44,478	11	75,974	24.3	46,084	10
Washington	10,909	28.4	63,519	13	14,426	37.6	61,741	13	5,629	14.7	60,578	15	7,442	19.4	59,581	14
Wisconsin	13,552	26.7	54,326	12	12,120	23.9	52,443	13	10,739	21.2	51,939	14	14,269	28.2	49,012	14

— Not available. The state either did not participate in TCS in this year or did not report the data.

‡ Data suppressed because the data did not meet reporting standards. Locale code data are missing for more than 20 percent of the teachers in North Dakota.

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

² Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data.

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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, Kansas, Ohio, Texas, and Wisconsin did not report the teacher status indicator, and North Carolina reported only 2.3 percent of the records where the teacher status indicator indicated that the teacher was full-time at one school, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom school-level locale code is available. These data are not adjusted for geographic cost differences across the states. Detail may not sum to totals because of rounding. City includes the subcategories of Large City, Mid-size City, and Small City. Suburban includes the subcategories of Large Suburb, Mid-size Suburb, and Small Suburb. Town includes the subcategories of Town, Fringe; Town, Distant; and Town, Remote. Rural includes the subcategories of Rural, Fringe; Rural, Distant; and Rural, Remote.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey," SY 2009–10, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2009–10, Version Provisional 2a.

Table 25. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by percentage of students eligible for free or reduced-price lunch in school and participating state: School year 2007–08

Participating state	Percent of students eligible for free or reduced-price lunch															
	0–25 percent				26–50 percent				51–75 percent				76–100 percent			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	287,193	26.6	\$47,258	10	325,713	30.1	\$44,137	11	288,148	26.7	\$43,747	10	179,873	16.6	\$44,296	8
Arizona	19,046	39.0	43,666	8	10,426	21.3	42,698	8	9,816	20.1	41,295	7	9,556	19.6	41,741	7
Arkansas	1,721	6.4	47,600	12	9,216	34.2	42,522	13	10,926	40.6	39,919	13	5,049	18.8	40,735	11
Colorado	18,034	42.4	48,055	10	11,746	27.6	44,350	9	7,803	18.3	43,213	8	4,986	11.7	44,644	7
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	33,096	21.1	43,095	10	56,493	36.0	42,200	9	43,532	27.8	41,401	8	23,695	15.1	41,408	6
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	3,405	23.9	47,078	12	7,396	51.8	44,542	13	3,240	22.7	42,061	12	225	1.6	42,623	12
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	10,137	35.1	45,537	13	12,884	44.6	44,841	15	4,578	15.9	46,452	13	1,270	4.4	45,573	10
Kansas	8,960	30.4	44,485	13	10,768	36.5	40,477	14	6,453	21.9	41,427	12	3,302	11.2	42,125	8
Kentucky	2,775	7.9	47,775	11	12,333	35.2	46,563	10	14,678	41.8	46,662	10	5,296	15.1	47,529	10
Louisiana	2,149	4.9	47,906	14	11,137	25.5	46,030	13	14,555	33.3	45,039	13	15,914	36.4	44,744	11
Maine	4,016	28.9	47,908	16	6,714	48.3	44,304	17	2,953	21.3	42,895	17	212	1.5	44,085	16
Minnesota	19,075	43.7	53,117	12	15,755	36.1	49,484	13	5,051	11.6	49,442	12	3,750	8.6	52,061	10
Mississippi	1,136	4.2	40,140	10	4,301	15.9	40,095	11	10,742	39.6	40,110	11	10,920	40.3	38,310	9
Missouri	17,337	28.2	45,401	10	23,055	37.6	38,940	10	15,058	24.5	37,788	10	5,931	9.7	42,771	9
Nebraska	5,538	31.8	43,474	13	6,920	39.7	43,460	15	3,349	19.2	42,009	11	1,631	9.4	41,054	9
New Jersey	59,701	56.7	56,087	10	17,260	16.4	54,734	10	16,882	16.0	54,715	9	11,512	10.9	53,565	9
North Carolina	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ohio	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oklahoma	4,637	12.8	37,424	12	10,251	28.2	37,577	12	12,866	35.4	37,225	12	8,614	23.7	36,800	10
South Carolina	5,937	12.7	45,352	12	16,538	35.4	44,610	12	14,982	32.1	44,040	12	9,263	19.8	42,288	11
Tennessee	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Texas	70,493	23.3	45,630	10	82,520	27.3	44,880	10	90,684	30.0	44,718	9	58,747	19.4	45,024	8
Washington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

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

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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 and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom school-level free or reduced-price lunch data are available. These data are 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," SY 2007–08, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2007–08, Version 1b.

Table 26. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by percentage of students eligible for free or reduced-price lunch in school and participating state: School year 2008–09

Participating state	Percent of students eligible for free or reduced-price lunch															
	0–25 percent				26–50 percent				51–75 percent				76–100 percent			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	337,027	24.8	\$49,404	11	415,705	30.6	\$45,736	11	373,048	27.5	\$44,746	11	231,953	17.1	\$45,426	9
Arizona	13,666	26.3	43,258	8	13,041	25.1	43,632	8	13,487	25.9	43,215	8	11,799	22.7	42,040	7
Arkansas	1,642	6.2	47,989	12	8,747	33.1	43,419	13	10,635	40.2	40,745	13	5,433	20.5	41,530	11
Colorado	18,313	41.7	49,534	9	11,827	26.9	45,178	9	8,046	18.3	43,630	8	5,715	13.0	45,424	7
Delaware	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Florida	26,609	16.9	42,995	10	52,502	33.4	42,648	10	49,264	31.3	41,510	8	28,782	18.3	41,310	6
Georgia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	2,663	18.7	48,113	12	7,161	50.4	46,486	13	4,071	28.7	43,829	12	311	2.2	40,590	10
Indiana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iowa	9,451	33.0	48,449	13	13,330	46.5	47,775	15	4,761	16.6	49,855	13	1,094	3.8	48,816	11
Kansas	7,848	26.3	46,300	13	10,889	36.5	42,000	14	7,260	24.3	42,600	12	3,849	12.9	43,476	8
Kentucky	2,923	7.6	48,931	11	13,772	35.6	47,891	11	16,446	42.5	47,355	11	5,521	14.3	47,826	10
Louisiana	1,901	4.2	50,106	15	10,296	22.8	47,734	13	15,291	33.9	46,616	13	17,613	39.1	46,813	11
Maine	3,329	24.4	50,271	16	6,660	48.7	45,987	17	3,367	24.6	44,552	17	310	2.3	44,300	15
Minnesota	17,329	40.6	55,645	12	16,278	38.1	52,009	14	5,351	12.5	51,782	12	3,770	8.8	53,747	10
Mississippi	908	3.5	39,473	11	3,785	14.5	39,834	11	10,412	39.8	39,490	12	11,055	42.3	38,070	10
Missouri	18,003	30.0	46,092	10	22,584	37.6	39,907	10	15,032	25.0	38,080	10	4,453	7.4	41,714	8
Nebraska	5,247	29.9	45,222	13	6,979	39.8	44,840	15	3,401	19.4	43,505	11	1,925	11.0	42,612	9
New Jersey	60,396	55.2	58,300	10	18,511	16.9	56,492	10	14,923	13.6	55,540	10	15,523	14.2	56,079	10
North Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
North Dakota	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio ²	36,647	37.9	57,449	12	29,016	30.0	54,799	13	19,633	20.3	55,535	13	11,352	11.7	53,644	12
Oklahoma	3,928	11.1	37,630	12	9,932	28.1	37,600	12	12,736	36.0	37,225	12	8,805	24.9	36,790	11
South Carolina	5,119	10.9	47,632	12	16,391	34.9	46,485	12	16,599	35.4	45,947	12	8,844	18.8	43,819	11
Tennessee	8,519	14.1	45,732	12	19,536	32.3	42,536	12	21,134	35.0	41,642	11	11,203	18.6	44,859	11
Texas	70,638	22.9	46,865	11	80,528	26.1	45,975	11	92,915	30.2	45,770	10	63,981	20.8	46,062	8
Washington	10,057	25.8	63,562	14	15,900	40.8	61,699	13	8,504	21.8	59,948	12	4,516	11.6	57,072	11
Wisconsin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

— Not available. The state either did not participate in TCS in this year or did not report the data.

‡ Data suppressed because the data did not meet reporting standards. Free or reduced-price lunch data are missing for more than 20 percent of the teachers in North Carolina and North Dakota.

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

² Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data.

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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, Ohio, and Texas did not report the teacher status indicator, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom school-level free or reduced-price lunch data are available. These data are 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," SY 2008–09, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2008–09, Version 1b.

Table 27. Number, percentage distribution, median base salary, and median years of teaching experience of full-time teachers, by percentage of students eligible for free or reduced-price lunch in school and participating state: School year 2009–10

Participating state	Percent of students eligible for free or reduced-price lunch															
	0–25 percent				26–50 percent				51–75 percent				76–100 percent			
	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience	Number	Percent	Median base salary ¹	Median years of teaching experience
Reporting states	330,318	21.1	\$51,010	11	464,988	29.7	\$47,801	12	464,566	29.6	\$46,200	11	307,434	19.6	\$46,726	9
Arizona	13,928	28.4	42,602	9	10,837	22.1	42,375	9	12,716	25.9	41,626	8	11,634	23.7	42,313	8
Arkansas	1,155	4.4	48,112	12	7,826	29.6	44,407	13	11,221	42.5	41,096	13	6,205	23.5	41,819	11
Colorado	13,815	38.4	49,398	9	10,055	27.9	45,155	10	6,794	18.9	44,240	9	5,329	14.8	44,558	8
Delaware	1,027	12.5	56,206	11	3,679	44.8	55,578	11	2,697	32.8	53,294	11	808	9.8	49,865	8
Florida	18,894	13.3	44,491	11	43,320	30.5	44,173	11	47,429	33.3	43,274	10	32,597	22.9	42,395	8
Georgia	14,025	12.9	54,269	12	25,842	23.7	53,623	12	39,225	36.0	52,148	12	29,917	27.4	51,260	10
Idaho	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Indiana	9,846	17.9	51,213	12	23,115	42.0	50,864	14	14,784	26.9	51,515	13	7,289	13.2	49,275	11
Iowa	8,113	28.3	49,591	13	13,181	46.0	48,418	15	5,754	20.1	50,740	14	1,611	5.6	49,312	11
Kansas	6,803	22.2	47,228	13	10,648	34.7	42,963	14	8,756	28.6	42,750	12	4,448	14.5	43,650	9
Kentucky	2,320	5.8	49,658	11	12,722	31.6	48,893	11	19,185	47.6	48,048	11	6,039	15.0	48,052	10
Louisiana	1,506	3.3	51,083	15	10,009	22.0	48,003	13	15,680	34.5	46,652	13	18,289	40.2	47,024	11
Maine	2,470	18.2	54,078	17	6,552	48.2	46,574	17	4,337	31.9	45,750	17	242	1.8	49,164	17
Minnesota	14,470	33.6	56,461	13	17,841	41.4	52,899	14	6,278	14.6	51,981	13	4,493	10.4	54,601	11
Mississippi	717	2.7	39,545	11	3,109	11.9	39,834	10	10,301	39.4	39,600	11	12,019	46.0	37,971	9
Missouri	12,751	21.8	49,021	11	20,841	35.6	41,000	11	18,402	31.4	38,875	10	6,611	11.3	43,645	9
Nebraska	4,597	26.2	46,713	13	7,136	40.6	46,203	15	3,597	20.5	45,240	12	2,232	12.7	43,422	9
New Jersey	55,648	51.3	60,700	11	20,352	18.8	58,568	11	15,555	14.3	58,044	10	16,857	15.5	58,568	10
North Carolina	10,025	11.8	45,819	12	31,442	37.0	44,485	12	30,991	36.5	42,850	11	12,452	14.7	42,083	10
North Dakota	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio ²	30,124	31.3	60,040	12	30,939	32.2	56,613	13	21,828	22.7	56,174	13	13,244	13.8	54,735	12
Oklahoma	3,112	8.7	37,759	12	8,966	25.1	37,745	12	13,419	37.6	37,380	12	10,209	28.6	36,799	11
South Carolina	3,861	8.5	48,370	13	15,427	34.0	46,851	12	15,879	35.0	46,004	12	10,204	22.5	44,054	11
Tennessee	7,394	12.1	45,542	12	17,314	28.4	43,437	12	23,060	37.9	41,700	11	13,108	21.5	45,514	11
Texas	67,456	21.6	47,840	10	75,292	24.1	47,421	10	97,833	31.3	46,812	9	71,539	22.9	47,098	8
Washington	7,554	20.0	64,246	14	15,116	40.1	61,816	14	9,906	26.3	60,625	13	5,153	13.7	58,052	12
Wisconsin	16,889	33.4	52,797	13	20,624	40.8	51,513	14	8,269	16.4	50,098	12	4,784	9.5	51,230	10

— Not available. The state either did not participate in TCS in this year or did not report the data.

‡ Data suppressed because the data did not meet reporting standards. Free or reduced-price lunch data are missing for more than 20 percent of the teachers in North Dakota.

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

² Ohio did not report base salary data. This analysis uses Ohio's total salary data in lieu of base salary data.

NOTE: The median is the midpoint. Ranking the teachers' salaries from highest to lowest, half of the salaries would be below the median. Full-time teachers in this table include 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, Kansas, Ohio, Texas, and Wisconsin did not report the teacher status indicator, and North Carolina reported only 2.3 percent of the records where the teacher status indicator indicated that the teacher was full-time at one school, but this table includes their data if they met other criteria above. This analysis includes only full-time teachers for whom school-level free or reduced-price lunch data are available. These data are 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," SY 2009–10, Version 1a; "Public Elementary/Secondary School Universe Survey," SY 2009–10, Version Provisional 2a.

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>.

Appendix A—Glossary

Note: The definitions shown here were current at the times TCS was administered; some may differ from those used in more recent data collection efforts.

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 (Office of Management and Budget [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.

public school—An institution that provides educational services and: (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency.

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 1–12, 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.