

**REPORT OF THE
DEPARTMENT OF PERSONNEL
AND TRAINING**

Preliminary Report On Public School Teacher Compensation

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



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COMMONWEALTH of VIRGINIA

Department of Personnel and Training

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December 15, 1987.

TO: The Honorable Gerald L. Baliles
 Governor of Virginia

and

The General Assembly of Virginia

and

The Board of Education

The 1987 General Assembly amended the Code of Virginia by adding Section 22.1-289.1 to Article I of Chapter 15 of Title 22.1. This legislation required the Department of Personnel and Training to conduct a biennial review of the compensation of teachers and other occupations requiring similar education and training, with the results reported by June 1, 1989.

However, a preliminary report is to be prepared by December 15, 1987. Enclosed for your review and consideration is the preliminary report that has been prepared in response to this resolution.

Respectfully submitted,



Chong M. Pak, Director
Department of Personnel and Training

BACKGROUND

The 1987 Virginia General Assembly amended the Code of Virginia by adding section 22.1-289.1 to Article 1 of Chapter 15 of Title 22.1, which required the Department of Personnel and Training to conduct a review of the compensation of teachers and other occupations requiring similar education and training. The review is to be conducted biennially, with results reported by June 1, 1989. A preliminary report is to be prepared by December 15, 1987. The legislation specified that "...It is a goal of the Commonwealth that its public school teachers be compensated at a rate that is competitive in order to attract and keep competent teachers."

Three major elements are needed to conduct a review of teacher compensation to meet the requirements of the legislation:

- . Determining competitiveness
- . Identifying occupations requiring similar education and training and examining salary data for these occupations
- . Examining turnover and recruitment

Each of these elements are discussed in more detail in following sections of this report. The first section of this report presents a summary of the survey results.

I. SUMMARY OF FINDINGS

- o The 86-87 Virginia public school teacher entry level salary average for a bachelor's degree teacher is \$16,836. (See Appendix 7 for more detailed salary information of Virginia's school teachers.)
- o The weighted average entry level salary of jobs in the private and other government sectors which require similar education and experience as that of teachers is \$18,534. This average is obtained through weighting the survey data by the number of teachers in different subject areas such as math, accounting, history, biology, english, and elementary education. (See Appendix 1 and 2 for further details.) This figure is 10.1% above the entry level salary average of bachelor's degree teachers in Virginia (\$16,836).
- o Private and other government sector salary data is based on the salaries of employees working approximately 234 days a year whereas teacher salaries represent approximately 200 work days.
- o The average entry level salary of classified state employees who are in positions requiring similar education and training as a bachelor's degree teacher is \$16,816. The average entry level teacher salary (\$16,836) is 0.1% above the state employee average. (See Appendix 3 for further details concerning the state employee average.)

- o The 1986-87 weighted average salary of all Virginia public school teachers, as reported by the Department of Education is \$25,041.
- o The average teacher salary for the Northern Virginia localities where the state recognizes a more competitive labor market is \$30,537.
- o The 1986-87 national mean salary of all teachers, as reported by the NEA, is \$26,704. This figure exceeds the Virginia weighted average salary of \$25,041 by \$1,663 or 6.6%.
- o The average 86-87 entry level salary of bachelor's degree teachers in the southeastern states is \$16,771. The Virginia school teacher entry level salary average (\$16,836) is 0.4% higher than this average. The weighted average salary of the southeastern states is \$23,769. Virginia's weighted salary average, as reported by the Department of Education, is \$25,041 which is 5.4% higher than the southeastern states average. (See Appendix 4 for further details.)
- o In 1984 Virginia was ranked 30th in average salary for teachers. By 1986-87 Virginia was ranked 26th. (See Appendix 5 for further details.) *
- o Average Virginia teacher salary increased approximately 10.0 % each year during the three year period of 1984 to 1987 (6th highest percentage increase nationally) and by \$5,797 (7th highest dollar increase nationally). (See Appendix 5 and 6 for further details) * According to Executive Compensation Services survey on Professional and Scientific Personnel, the market movement during 1984 to 1987 was approximately 5.3% each year; the CPI moved approximately 3.5% per year.
- o The 1985-86 report "Survey of Teacher Contract Terminations" prepared annually by the Department of Education indicates a gross turnover rate of 4.0%. For 1986-87, a 3.2% turnover rate has been reported.
- o A teacher shortage survey report by the Department of Education in September, 1987 tends to support the February 1987 report, "A Study of the Supply and Demand for Teachers", findings in the areas of most difficulty in recruiting. A significant result of the report is the finding that the most frequently given reason by teachers for leaving is "to accept another teaching position". The next most common reasons are retirement and spousal transfer. "Job offers other than teaching" is the fourth most common reason.

* Data is based on estimates for the periods indicated and is now in the process of being up-dated to include actual data.

Substantial progress has been made in raising teacher's salaries since 1984. Judgements about the status of teacher's salaries in 1987 depend on the measuring stick used. Entry level teacher's salaries trailed comparable jobs outside teaching by 10.1%, but entry level teacher's salaries essentially equal Virginia state employees salaries. The average salary paid to teachers in Virginia is 5.4% higher than the southeastern states average, but is 6.6% below the national average.

Salaries paid to teachers outside Virginia have long been used as a measuring stick for Virginia's teacher salaries. Last year the General Assembly established the goal of compensating teachers competitively based on a review of other occupations requiring similar education and training. In legislative discussions and the deliberations of the Governor's Commission on Excellence in Education, which recommended the language, attracting talented individuals to the teaching profession and keeping them there once they were teaching were often mentioned.

In order to accomplish this objective, salaries must be sufficient to attract men and women to the teaching profession who could go to the private sector or other public sector positions. The comparison of teacher's salaries with salaries of similar occupations is essential to judge how competitive the teaching profession is likely to be.

It is difficult to apply a single measure of competitiveness across a state as diversified as Virginia. Teacher's salaries are determined by individual school divisions based on local circumstances. In Northern Virginia, for example, the labor market is much more competitive than in other parts of the state. Therefore, the results of the review of teacher's salaries in Virginia, which considers the state as a whole, may not represent the condition in any individual locality.

II. DETERMINING COMPETITIVENESS

In assessing compensation issues, compensation professionals utilize a set of general principles, guidelines, and processes that are consistent and well accepted among its practitioners. Salary surveys are conducted of the marketplace matching jobs of similar duties, responsibilities, skills, and abilities. Analysis of the data provides a position relative to the market and an informed decision can be made on the need for adjustment in salary. In addition, turnover data and ease of recruitment are examined. All of the above factors can be used as measures of competitiveness.

While the market position or relative standing of teacher salaries may be shown versus the private sector, other localities, and teachers in other states, the standard of competitiveness to be achieved must be determined by policy makers. Competitiveness in the marketplace is a relative term. It implies comparison to a standard used in the policy making process. Competitiveness will balance the salary position of teachers relative to other comparable groups and other factors such as turnover and recruitment.

Competitiveness, then, does not necessarily mean parity with the labor market; indeed most public sector organizations recognize and accept the fact that they lag the market. There are several reasons for this:

- . A number of public sector jobs are unique and have no counterpart in the private sector, making market comparisons difficult. The salary ranges for such jobs are determined primarily through internal alignment to similar positions within the organization and turnover/recruitment analysis.
- . Most public organizations have established a policy not to lead the market in terms of salary.
- . Public sector organizations cannot react as quickly as private firms to market changes. The process of adjusting for increased compensation costs in the public sector is more complicated as opposed to the private sector where costs can be passed on readily to the consumer.
- . Public sectors generally have a compensation policy goal to maintain salaries at rates that will allow recruitment and retention of well qualified people.
- . Maintaining equity across all classes of employees is an important compensation goal in the public sector. In instances where maintaining equity leads to recruiting difficulty, the public sector can react by paying a differential for specific positions or in specific geographical regions.

Turnover and recruitment analysis is a vital part of any compensation study. However, such data must be viewed in proper perspective. In general, high turnover rates over time may indicate a pay problem. Conversely, low turnover may indicate relative job satisfaction. The ease or difficulty of recruitment also affects the level of pay needed to be competitive.

To be used effectively as a measure of competitiveness, turnover must be narrowly defined. To determine true turnover, reasons such as retirement, lay-offs, death, spousal transfer, disciplinary terminations, incompetency, and other related conditions need to be factored out from gross turnover since they are not pay related issues. Also, it is important to determine at what point, in terms of years of service, that true turnover occurs most frequently.

In addition to these factors, which make any study of competitive salary in the public sector difficult, the study of teacher's salaries is further complicated by the existence of 135 school divisions which administer their own teacher compensation package. The state has traditionally influenced teacher's salaries by funding its share of the statewide average teacher's salary. Therefore, any findings from a statewide examination of the competitive salaries may not apply to a specific school division.

III. IDENTIFYING OCCUPATIONS WITH SIMILAR EDUCATION AND TRAINING AND EXAMINING RELEVANT SALARY DATA FOR THESE OCCUPATIONS

The Department of Personnel and Training wants to emphasize that there are several concerns with any conclusions that may be drawn regarding salary data of teachers versus the private sector and other government sectors. First, private sector and other government salary data is based on the salaries of employees working approximately 234 days a year. Teacher salaries are based on approximately 200 work days. This represents 17.0% more working days by private and other government sectors.

Secondly, salary levels in the Northern Virginia area are known to be generally higher and thus the General Assembly has authorized a salary differential for state employees in order to attract and retain a qualified workforce in that area.

The Commonwealth policy is to survey Northern Virginia separately from other statewide regions to lessen distortions caused by these higher salaries. As an example of how such distortions can become evident, the weighted average salary for all districts reported by the Department of Education for 1986-87 is \$ 25,041. The eight localities in Northern Virginia have a weighted average salary of \$30,537. The issue of regional pay differences should be considered in reviewing this report's findings.

COMPARISONS TO JOBS IN THE PRIVATE AND OTHER GOVERNMENT SECTORS REQUIRING SIMILAR EDUCATION AND TRAINING:

For many jobs, including the experienced public school teacher, there is no easily identifiable major market force competing for their services. Therefore, it is difficult to survey the market for jobs requiring similar education and training. However, the one area of competitiveness that can be reasonably measured is that for new/recent college graduates entering the workforce for the first time. Private and other public organizations do compete for new college graduates in many of the degree areas that prepare graduates for public school teaching.

A survey was sent to over 300 businesses in Virginia asking for hiring or entry level salary data for recent college graduates by specified degrees. The degrees selected were comparable to teacher preparation. Data was also obtained from several recognized consulting firms specializing in compensation surveys and college graduate surveys which report entry level salary data by type of degree.

The degree salary data was categorized to facilitate a more direct bearing to the teacher disciplines. These categories are:

- . BUSINESS
- . SOCIAL SCIENCES
- . LIFE SCIENCES
- . HUMANITIES
- . PHYSICAL SCIENCES

Salaries were weighted by type of degree to represent the degrees held by teachers in the Commonwealth. A weighted average for 86-87 entry level salary for the various types of degrees is \$18,534. (See Appendix 1 and 2 for more details concerning the salary survey results and the weighted average.) The 86-87 Virginia public school teacher entry level salary average for a bachelor's degree teacher is \$16,836. The survey weighted entry level salary average exceeds the Virginia School teacher average entry level salary by 10.1%. (See Appendix 7 for more detailed salary information of Virginia's school teachers.)

The average entry level salary of classified state employees who are in positions requiring similar education and training as a bachelor's degree teacher is \$16,816. The average entry level teacher salary (\$16,836) is 0.1% above the Virginia state employee average. (See Appendix 3 for further details)

COMPARISON TO TEACHERS IN OTHER STATES:

As presented above, there are readily measurable market indicators that can be used to determine the competitiveness of entry level school teacher salaries relative to private industry and to other public sector jurisdictions. However, good comparators for experienced teachers are lacking. It is an accepted compensation principle that in such instances where local market comparisons are limited, salary comparisons can be made with other public sector jurisdictions which are close geographically. The salary data collected will provide a reasonable approximation of comparable rates in a given area. While unknown market forces, such as level of seniority, may affect the salaries in other jurisdictions, data on the average teacher salaries in other states can provide an overall picture of the market.

The entry level and average salaries paid to teachers in other southeastern states have been analyzed to determine relationships with Virginia. The average 86-87 entry level salary paid to bachelor's degree teachers in the southeastern states is \$16,771. The Virginia school teacher entry level salary average (\$16,836) is 0.4% higher than this average. The weighted average salary of the southeastern states is \$23,769. Virginia's weighted salary average, as reported by the Department of Education, is \$25,041 which is 5.4% higher than the southeastern states average. (See Appendix 4 for further details.)

A review of Virginia's standing in relation to teachers in the United States can serve as another measure of competitiveness. This data is particularly useful for showing trends in the national market over several years.

Listed below are several comparisons based on published data:

In 1984 Virginia was ranked 30th in average salary for teachers. By 1986-87 Virginia was ranked 26th. (See Appendix 5 for further details.) *

Average Virginia teacher salary increased approximately 10.0% each year during the three year period of 1984 to 1987 (6th highest percentage increase nationally) and by \$5,797 (7th highest dollar increase nationally). (See Appendix 5 and 6 for further details) * According to Executive Compensation Services survey on Professional and Scientific Personnel, the market movement during that same period was approximately 5.3% each year; the CPI moved approximately 3.5% each year.

A listing which shows how each school district's average salary relates to the Virginia weighted average salary and to the national average salary (NEA is source) is found in Appendix 7. Also shown in this appendix are each school district's minimum and maximum salary for bachelor's and master's degree teachers.

* Data is based on estimates for the periods indicated and is now in the process of being up-dated by all the states to actual data.

IV. EXAMINING TURNOVER AND RECRUITMENT

As mentioned in section I of this report, turnover and recruitment data can be used as measures of competitiveness. It is important to be able to separate out the non-pay reasons for turnover and to determine at what point, in terms of years of service, that turnover occurs most frequently. This kind of information is not now readily available for all Virginia public school teachers. Since private firms do not generally release their turnover data for confidentiality reasons, it is difficult to determine acceptable rates with which to compare the teaching profession.

Supply and demand of teachers has been a major topic of discussion throughout the country in recent years. There is considerable debate over the availability and validity of various studies and data on the subject (Education Week, June 24, 1987). There seems to be no agreement among the experts as to the definition of reserve pools, attrition, and credentials. Statistical data among the states is not standardized. As an example, the Center for Education Statistics bases its projections of teacher supply and demand on a 6 % per year attrition rate; the Bureau of Labor Statistics calculates a rate of 9 % attrition, which is also supported, according to the article, by research conducted at the Rand Corporation.

The next few paragraphs present the best available turnover data at this time:

The report, "A Study of the Supply and Demand for Teachers in Virginia", February, 1987, is the most comprehensive recent study available. It mentions the lack of standardization in definitions of supply and demand factors. The author, while finding it infeasible to develop true or accurate turnover data from existing files, was able to derive data that seems meaningful. Several results are paraphrased:

- . A turnover rate can be calculated by dividing the change in workforce in each year into the number of new hires. Using this method, the average gross turnover rate for the years 1979-85 is 7.0 %. This figure does not seem to be out of line with the 6 to 9% attrition rate stated previously. This, however, does not factor out the non-pay reasons such as retirement, lay-offs, and spousal transfer.
- . The work force is aging. For 1985-86, 66 % of teachers were over age 35. This could indicate relative job satisfaction over time. However, the lack of an experience measure may influence any conclusions.
- . The supply of new applicants for certification exceeds the demand for new teachers in most teaching areas. (Noted below).
- . Math, Physical Science, and Special Education areas are experiencing the most difficulties in recruiting qualified teachers.
- . Approximately 45 % of teachers hired annually in Virginia earn their degrees in other states.

A teacher shortage survey report by the Department of Education in September, 1987 tends to support the earlier 1987 report's findings concerning the areas of most difficulty in recruiting. A significant result of the report is the finding that the most frequently given reason by teachers for leaving is "to accept another teaching position". The next most common reasons are retirement and spousal transfer. "Job offers other than teaching" is the fourth most common reason. However, according to the report, this was not considered to be a major source of teacher turnover. This data has been reinforced by a recent random telephone survey of 30 local school divisions.

The 1985-86 report "Survey of Teacher Contract Terminations" prepared annually by the Department of Education indicates a gross turnover rate of 4.0%. The 86-87 report indicates a 3.2% turnover rate.

Another telephone survey was conducted of four of the state university teaching schools in order to determine distribution of their graduates. While not all maintained complete information on placement of their graduates, they reported that an average of 71 % of graduates do go into the teaching field. The remaining were either not seeking employment, were in graduate school, were working in other fields (fields not monitored), or were otherwise unaccounted for.

PRIVATE INDUSTRY AND OTHER GOVERNMENT 12 MONTH ENTRY LEVEL
SALARY DATA FOR COLLEGE GRADUATES HAVING NO EXPERIENCE
DATA IS BROKEN OUT BY SURVEY SOURCE AND TYPE OF DEGREE

DPT Survey....Department of Personnel and Training Survey, Data as of 7/86
STATE EMPLOYEE....State Classified Employee salary range minimum, Data as of 7/86, See Appendix 3 for details
ENDICOTT.....Annual Survey of Business hiring projections for college graduates each year. Data as of 7/86.
COLLEGE PLACE. COUNCIL.....College Placement Council report on Offers to College Graduates, Data as of 9/86.
COMPENSAT. RESOURCES.....Annual Survey of Actual Hiring rates paid to college graduates. Data as of 7/86.
S. EAST STATE EMPLOY.....Annual Survey of Southeastern State's classified employees, Data as of 8/86.
EXEC. COMP. SERV.....Executive Compensation Services annual survey of Professional/Scientific personnel, data as of 7/86.
COLLEGE RECRUIT. REPORT.....College Recruiting Report annual survey of actual salary paid to new graduates, data as of 6/86.
NEWSPAPER FUND.....Annual survey of various jobs in the Communications field, data as of 8/86.
COMP. RES.-VA.....Compensation Resources annual survey with Virginia data only. data as of 7/86.

APPENDIX 2

SALARY AVERAGE BY TYPE OF TEACHER

I. Elementary Teachers

A representative entry level salary for elementary teachers is obtained by calculating the entry level salary average of different types of professions in private industry and government which relate to various established groups of teachers. The groups are Business, Social Sciences, Life Sciences, Humanities, and Physical Science. Because elementary teachers curriculum covers all the groups mentioned above, a simple average of the group entry level salaries is most appropriate.

The overall group entry level salary average is \$18,672. It should be noted this figure represents 12 month professions. This figure is derived from data in Appendix 1. There were roughly 33,189 elementary teachers for the 86-87 school year.

II. Secondary Teachers

Because secondary teachers are involved in more narrowly defined academic areas, it is easier to ascertain differences in average salary for various types of secondary teachers when compared to related professions in private industry and government. In computing the average entry level salary for secondary teachers, the number of teachers in each major academic group can be taken into account. To illustrate, the average entry level salary for professions in the Physical Sciences group is higher than the average for Social Sciences. To come up with an overall average for secondary teachers, it may not be as accurate to take the simple average of these two groups. This would be especially true if there happened to be 1000 social science teachers but only 2 physical science teachers.

Therefore, the salary average of each group is weighted according to how many teachers are in each group. The more teachers there are in a particular group, the more influence the salary average for that group will have on the overall average. When using such a technique, the overall average is called a weighted average.

On the following page is a breakdown of secondary teachers by major academic group, the average entry level salary for each group, and the overall weighted average. Please note that the group salary averages are obtained from the salary data displayed in Appendix 1.

APPENDIX 2 continued

<u>ACADEMIC GROUP</u>	<u>12 MONTH ENTRY LEVEL SALARY AVERAGE</u>	<u>NUMBER OF SECONDARY TEACHERS</u>
Business	\$19565	1710
Social Sciences	\$17799	2716
Life Sciences	\$18082	4224
Humanities	\$15753	7161
Physical Science	\$22162	4816
WEIGHTED AVERAGE OF SECONDARY TEACHERS =		
	\$18312	

III. ENTRY LEVEL
SALARY AVERAGE
OF ALL TEACHERS

The entry level salary average for all teachers which includes both secondary and elementary teachers is computed as follows. A weighted average of the elementary teacher salary average and the secondary school teacher average is the most appropriate measure to use. This takes into account the number of elementary and secondary teachers.

<u>TYPE OF TEACHER</u>	<u>12 MONTH ENTRY LEVEL SALARY AVERAGE</u>	<u>NUMBER OF TEACHERS</u>
Elementary	\$18672	33189
Secondary	\$18312	20627
WEIGHTED AVERAGE OF ALL TEACHERS =		
	\$18534	

APPENDIX 3

COMMONWEALTH OF VIRGINIA CLASSES WHICH COLLEGE GRADUATES WITH NO EXPERIENCE WOULD ENTER FOR 86-87 YEAR

	Matching State Class -----	FY 86-87 Min. Salary -----	Avg. Minimum -----
BUSINESS -----			
Accounting	Accountant	18312	18312
Bus. Administ.	Business Manager A	20020	20020
Economics	State Planner A	15326	15326
Marketing	Agricultural Marketing Agent	20020	20020
Agri. Business	Extension Agent Trainee	18312	18312
 SOCIAL SCIENCES -----			
History	Historian A	16757	16757
Geography	No Match		
Sociology	Probation Counselor	18312	18312
Psychology	Psychology Test Technician	14016	14016
 LIFE SCIENCES -----			
Health/Phys. Ed.	Sanitarian	18312	
	Health Educator A	16757	17535
Biology	Microbiologist	18312	
	Fish Biologist Assistant	16757	17535
Nursing	Registered Nurse	16757	16757
Environ. Science	Pollution Control Special. A	18312	
	Highway Environ. Special. A	18312	18312
 HUMANITIES -----			
Art	Graphic Artist Illustrator A	14016	14016
Fine Arts	Fine Arts Museum Educ. Asst.	14016	
	Fine Arts Mus. Asst. Registrar	15326	14671
English	Information Technician	14016	14016
Foreign Language	Research Specialist	15326	
	Archivist A	16757	16042
Communications	Information Technician	14016	14016

APPENDIX 3 continued

	Matching State Class	FY 86-87 Min. Salary	Avg. Minimum
PHYSICAL SCIENCE			

Math	No Match		
Statistics	Statistician A	14016	14016
Chemistry	Analytical Chemist	20020	20020
Physics	No Match		
Geology	Geologist A	18312	18312

	Average as shown in Appendix 1 equals:		16816

APPENDIX 4

ENTRY LEVEL SALARY FOR BACHELOR DEGREE TEACHERS AND AVERAGE SALARY FOR ALL TEACHERS LISTED BY SOUTHEASTERN STATE

	BACHELOR DEGREE.		ALL TEACHERS
	NO. TEACHERS	ENTRY SALARY	AVERAGE SALARY
SOUTHEAST STATES			
ARKANSAS	19218	15896	19951
ALABAMA	12713	18597	23500
FLORIDA	59556	18173	23785
GEORGIA	29813	16800	24200
KENTUCKY	8178	15480	22612
LOUISIANA		*	21280
MARYLAND	8101	19973	28700
MISSISSIPPI	15167	14875	19575
MISSOURI	22375	15000	23468
NORTH CAROLINA	37272	17573	23775
OKLAHOMA		*	22060
SOUTH CAROLINA	10424	16960	23039
TENNESSEE	24093	15573	22720
TEXAS	122897	18466	25308
WEST VIRGINIA	12850	14655	21446
AVG SE STATES:	29435	16771	23769
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(WEIGHTED)

* DATA WAS NOT AVAILABLE
FOR OKLAHOMA & LOUISIANA

APPENDIX 5

NATIONAL RANKING OF VIRGINIA BY AVERAGE SALARY AND PERCENTAGE CHANGE FOR YEARS 84 THRU 87

CHANGE IN PERCENT/DOLLAR AMOUNT 1984-87

CHANGE IN AVERAGE SALARY RANKING 1984-87

RANK	STATE	84/87 % CHANGE	RANK	STATE	84/87 \$ CHANGE	RANK	STATE	1984	STATE	1987
1	ALABAMA	32.90%	1	DELAWARE	6533	1	ALASKA	37807	ALASKA	43970
2	SOUTH CAR	32.53%	2	CALIFORNI	6327	2	DIST COLU	27659	DIST COLU	33797
3	DELAWARE	31.21%	3	CONNECTIC	6275	3	NEW YORK	27319	NEW YORK	32620
4	GEORGIA	29.90%	4	ALASKA	6163	4	MICHIGAN	27104	MICHIGAN	31500
5	NORTH CAR	29.84%	5	DIST COLU	6138	5	RHODE ISL	25337	CALIFORNI	31170
6	VIRGINIA	29.46%	6	ALABAMA	5818	6	WYOMING	25197	RHODE ISL	31079
7	CONNECTIC	27.73%	7	VIRGINIA	5797	7	CALIFORNI	24843	MINNESOTA	29140
8	TENNESSEE	26.86%	8	RHODE ISL	5742	8	WASHINGTON	24365	NEW JERSE	28927
9	NEW HAMPS	25.86%	9	NEW JERSE	5663	9	HAWAII	24357	CONNECTIC	28902
10	TEXAS	25.47%	10	SOUTH CAR	5655	10	MINNESOTA	24350	MARYLAND	28700
11	CALIFORNI	25.47%	11	GEORGIA	5570	11	ILLINOIS	24191	ILLINOIS	28430
12	NEW JERSE	24.34%	12	NORTH CAR	5464	12	MARYLAND	23870	MASSACHUS	28410
13	VERMONT	24.02%	13	MASSACHUS	5452	13	COLORADO	23276	WISCONSIN	28206
14	MISSISSIP	23.80%	14	WISCONSIN	5395	14	NEW JERSE	23264	WYOMING	27708
15	MASSACHUS	23.75%	15	NEW YORK	5301	15	OREGON	23155	WASHINGTON	27527
16	WISCONSIN	23.65%	16	TEXAS	5138	16	MASSACHUS	22958	DELAWARE	27467
17	OHIO	23.61%	17	OHIO	5027	17	WISCONSIN	22811	PENNSYLVIA	27429
18	MAINE	22.67%	18	MARYLAND	4830	18	PENNSYLVIA	22703	COLORADO	27388
19	RHODE ISL	22.66%	19	TENNESSEE	4810	19	CONNECTIC	22627	HAWAII	26815
20	WEST VIRG	22.63%	20	MINNESOTA	4790	20	NEVADA	22360	OREGON	26800
21	DIST COLU	22.19%	21	PENNSYLVIA	4726	21	ARIZONA	21642	OHIO	26317
22	FLORIDA	21.99%	22	ARIZONA	4638	22	INDIANA	21538	ARIZONA	26280
23	MISSOURI	21.79%	23	NEW HAMPS	4493	23	OHIO	21290	NEVADA	26030
24	ARIZONA	21.43%	24	MICHIGAN	4396	24	DELAWARE	20934	INDIANA	25684
25	KANSAS	21.32%	25	FLORIDA	4288	25	MONTANA	20690	TEXAS	25308
26	PENNSYLVIA	20.82%	26	ILLINOIS	4239	26	NEW MEXIC	20571	VIRGINIA	25041
27	MARYLAND	20.23%	27	VERMONT	4229	27	TEXAS	20170	GEORGIA	24200
28	MINNESOTA	19.67%	28	MISSOURI	4199	28	IOWA	20149	NEW MEXIC	23977
29	NEW YORK	19.40%	29	INDIANA	4146	29	UTAH	20007	FLORIDA	23785
30	IDAHO	19.37%	30	KANSAS	4139	30	VIRGINIA	19676	NORTH CAR	23775
31	INDIANA	19.25%	31	COLORADO	4112	31	KENTUCKY	19660	KANSAS	23550
32	OKLAHOMA	18.41%	32	WEST VIRG	3957	32	FLORIDA	19497	ALABAMA	23500
33	ARKANSAS	17.85%	33	MAINE	3929	33	KANSAS	19411	MISSOURI	23468
34	COLORADO	17.67%	34	MISSISSIP	3763	34	MISSOURI	19269	UTAH	23374
35	ILLINOIS	17.52%	35	NEVADA	3670	35	NORTH DAK	19260	MONTANA	23206
36	NEBRASKA	17.45%	36	OREGON	3645	36	NEBRASKA	18785	SOUTH CAR	23039
37	UTAH	16.83%	37	IDAHO	3484	37	GEORGIA	18630	TENNESSEE	22720
38	NEW MEXIC	16.56%	38	OKLAHOMA	3430	38	OKLAHOMA	18630	KENTUCKY	22612
39	NEVADA	16.41%	39	NEW MEXIC	3406	39	LOUISIANA	18400	IOWA	22603
40	ALASKA	16.30%	40	UTAH	3367	40	NORTH CAR	18311	NEBRASKA	22063
41	MICHIGAN	16.22%	41	NEBRASKA	3278	41	IDAHO	17985	OKLAHOMA	22060
42	OREGON	15.74%	42	WASHINGTON	3162	42	TENNESSEE	17910	NEW HAMPS	21869
43	LOUISIANA	15.65%	43	ARKANSAS	3022	43	ALABAMA	17682	NORTH DAK	21848
44	KENTUCKY	15.02%	44	KENTUCKY	2952	44	VERMONT	17606	VERMONT	21835
45	SOUTH DAK	13.96%	45	LOUISIANA	2880	45	WEST VIRG	17489	IDAHO	21469
46	NORTH DAK	13.44%	46	NORTH DAK	2588	46	SOUTH CAR	17384	WEST VIRG	21446
47	WASHINGTON	12.98%	47	MONTANA	2516	47	NEW HAMPS	17376	LOUISIANA	21280
48	IOWA	12.18%	48	WYOMING	2511	48	MAINE	17328	MAINE	21257
49	MONTANA	12.16%	49	HAWAII	2458	49	ARKANSAS	16929	ARKANSAS	19951
50	HAWAII	10.09%	50	IOWA	2454	50	SOUTH DAK	16480	MISSISSIP	19575
51	WYOMING	9.97%	51	SOUTH DAK	2301	51	MISSISSIP	15812	SOUTH DAK	18781

APPENDIX 6

AVERAGE TEACHER SALARIES FOR ALL STATES AS REPORTED BY NEA IN JULY 1987
 DATA IS DISPLAYED FOR YEARS 83-84 THRU 86-87 AND SHOWS PERCENTAGE CHANGE YEAR TO YEAR

STATE	83-84	84-85	% CHANGE	85-86	% CHANGE	ESTIMATE			STATE	84/87 % CHANGE	84/87 CHANGE
						86-87	% CHANGE				
ALABAMA	17682	20295	14.78%	23040	13.53%	23500	2.00%		ALABAMA	32.90%	5818
ALASKA	37807	39751	5.14%	41480	4.35%	43970	6.00%		ALASKA	16.30%	6163
ARIZONA	21642	23380	8.03%	24680	5.56%	26280	6.48%		ARIZONA	21.43%	4638
ARKANSAS	16929	18696	10.44%	19538	4.50%	19951	2.11%		ARKANSAS	17.85%	3022
CALIFORNIA	24843	27410	10.33%	29130	6.28%	31170	7.00%		CALIFORNIA	25.47%	6327
COLORADO	23276	24454	5.06%	25892	5.88%	27388	5.78%		COLORADO	17.67%	4112
CONNECTICUT	22627	24468	8.14%	26610	8.75%	28902	8.61%		CONNECTICUT	27.73%	6275
DELAWARE	20934	22924	9.51%	24624	7.42%	27467	11.55%		DELAWARE	31.21%	6533
DIST COLUMBIA	27659	32067	15.94%	33211	3.57%	33797	1.76%		DIST COLU	22.19%	6138
FLORIDA	19497	20836	6.87%	22250	6.79%	23785	6.90%		FLORIDA	21.99%	4288
GEORGIA	18630	20610	10.63%	23046	11.82%	24200	5.01%		GEORGIA	29.90%	5570
HAWAII	24357	24628	1.11%	25845	4.94%	26815	3.75%		HAWAII	10.09%	2458
IDAHO	17985	20033	11.39%	20969	4.67%	21469	2.38%		IDAHO	19.37%	3484
ILLINOIS	24191	25477	5.32%	26897	5.57%	28430	5.70%		ILLINOIS	17.52%	4239
INDIANA	21538	22853	6.11%	24325	6.44%	25684	5.59%		INDIANA	19.25%	4146
IOWA	20149	20934	3.90%	21690	3.61%	22603	4.21%		IOWA	12.18%	2454
KANSAS	19411	21121	8.81%	22644	7.21%	23550	4.00%		KANSAS	21.32%	4139
KENTUCKY	19660	20230	2.90%	20948	3.55%	22612	7.94%		KENTUCKY	15.02%	2952
LOUISIANA	18400	19490	5.92%	20460	4.98%	21280	4.01%		LOUISIANA	15.65%	2880
MAINE	17328	18330	5.78%	19583	6.84%	21257	8.55%		MAINE	22.67%	3929
MARYLAND	23870	25861	8.34%	26804	3.65%	28700	7.07%		MARYLAND	20.23%	4830
MASSACHUSETTS	22958	24618	7.23%	26800	8.86%	28410	6.01%		MASSACHUS	23.75%	5452
MICHIGAN	27104	28440	4.93%	30004	5.50%	31500	4.99%		MICHIGAN	16.22%	4396
MINNESOTA	24350	25450	4.52%	27360	7.50%	29140	6.51%		MINNESOTA	19.67%	4790
MISSISSIPPI	15812	15923	0.70%	18472	16.01%	19575	5.97%		MISSISSIPPI	23.80%	3763
MISSOURI	19269	20452	6.14%	21945	7.30%	23468	6.94%		MISSOURI	21.79%	4199
MONTANA	20690	21705	4.91%	22482	3.58%	23206	3.22%		MONTANA	12.16%	2516
NEBRASKA	18785	19848	5.66%	20939	5.50%	22063	5.37%		NEBRASKA	17.45%	3278
NEVADA	22360	22520	0.72%	25610	13.72%	26030	1.64%		NEVADA	16.41%	3670
NEW HAMPSHIRE	17376	18577	6.91%	20263	9.08%	21869	7.93%		NEW HAMPS	25.86%	4493
NEW JERSEY	23264	24830	6.73%	27170	9.42%	28927	6.47%		NEW JERSEY	24.34%	5663
NEW MEXICO	20571	21811	6.03%	21817	0.03%	23977	9.90%		NEW MEXIC	16.56%	3406
NEW YORK	27319	28213	3.27%	30490	8.07%	32620	6.99%		NEW YORK	19.40%	5301
NORTH CAROLINA	18311	20812	13.66%	22340	7.34%	23775	6.42%		NORTH CAR	29.84%	5464
NORTH DAKOTA	19260	20090	4.31%	20816	3.61%	21848	4.96%		NORTH DAK	13.44%	2588
OHIO	21290	22878	7.46%	25006	9.30%	26317	5.24%		OHIO	23.61%	5027
OKLAHOMA	18630	19019	2.09%	21419	12.62%	22060	2.99%		OKLAHOMA	18.41%	3430
OREGON	23155	24378	5.28%	25660	5.26%	26800	4.44%		OREGON	15.74%	3645
PENNSYLVANIA	22703	24192	6.56%	25853	6.87%	27429	6.10%		PENNSYLV	20.82%	4726
RHODE ISLAND	25337	27693	9.30%	29470	6.42%	31079	5.46%		RHODE ISL	22.66%	5742
SOUTH CAROLINA	17384	20143	15.87%	21570	7.08%	23039	6.81%		SOUTH CAR	32.53%	5655
SOUTH DAKOTA	16480	17380	5.46%	18095	4.11%	18781	3.79%		SOUTH DAK	13.96%	2301
TENNESSEE	17910	20474	14.32%	21384	4.44%	22720	6.25%		TENNESSEE	26.86%	4810
TEXAS	20170	23264	15.34%	24218	4.10%	25308	4.50%		TEXAS	25.47%	5138
UTAH	20007	21170	5.81%	22603	6.77%	23374	3.41%		UTAH	16.83%	3367
VERMONT	17606	18999	7.91%	20796	9.46%	21835	5.00%		VERMONT	24.02%	4229
VIRGINIA	19676	21272	8.11%	23095	8.57%	25473	9.34%		VIRGINIA	29.46%	5797
WASHINGTON	24365	25505	4.68%	26209	2.76%	27527	5.03%		WASHINGTO	12.98%	3162
WEST VIRGINIA	17489	19563	11.86%	20627	5.44%	21446	3.97%		WEST VIRG	22.63%	3957
WISCONSIN	22811	24577	7.74%	26347	7.20%	28206	7.06%		WISCONSIN	23.65%	5395
WYOMING	25197	26398	4.77%	27224	3.13%	27708	1.78%		WYOMING	9.97%	2511

APPENDIX 7

SUMMARY DATA TABLE BY LOCALITY - SHOWS AVERAGE SALARY AS PERCENTAGE
OF VEA STATE AVERAGE AND NEA NATIONAL WEIGHTED AVERAGE

1986-87 Virginia Salary Average As Reported By The Department Of Education: 25041
 1986-87 National Weighted Salary Average As Reported By The NEA: 26704

SCHOOL SYSTEM ----- COUNTY	SALARY INDICES				BACHELOR'S DEGREE				MASTER'S DEGREE		
	AVERAGE SALARY 1986-87 -----	% Of STATE AVERAGE -----	% Of NATIONAL AVERAGE -----		Number Of Teachers -----	1986 - 1987 Minimum	Maximum		Number Of Teachers -----	1986 - 1987 Minimum	Maximum
Accomack	20258	80.90%	75.86%	:	236	16000	24440	:	110	17035	25475
Albemarle	22634	90.39%	84.76%	:		15995	25939	:		16895	26839
Alleghany	22201	88.66%	83.14%	:	167	17000	24726	:	68	18947	26673
Amelia	19978	79.78%	74.81%	:	71	16000	24000	:	22	17000	25000
Amherst	21492	85.83%	80.48%	:	205	16448	22679	:	100	18048	24279
Appomattox	20362	81.31%	76.25%	:	102	15840	23757	:	42	16940	24357
Arlington	34790	138.93%	130.28%	:	466	20101	28056	:	539	21283	38059
Augusta	22114	88.31%	82.81%	:	44	15244	23791	:	197	16444	24991
Bath	20189	80.62%	75.60%	:	75	15530	20634	:	14	16730	21634
Bedford	20710	82.70%	77.55%	:	399	17000	23437	:	75	18000	24437
Bland	19500	77.87%	73.02%	:	50	16012	20939	:	25	16262	22189
Botetort	21596	86.24%	80.87%	:	184	16067	24101	:	93	17067	25101
Brunswick	20715	82.72%	77.57%	:	121	15300	23462	:	68	16800	24962
Buchanan	21051	84.07%	78.83%	:	350	16314	24069	:	163	17634	25666
Buckingham	21066	84.13%	78.89%	:		16000	23264	:		16900	24164
Campbell	21666	86.52%	81.13%	:	303	16720	25322	:	228	17920	26522
Caroline	23617	94.31%	88.44%	:	167	18400	29051	:	60	19650	30301
Carroll	20815	83.12%	77.95%	:	197	15362	22973	:	99	16262	23873
Charles City	20071	80.15%	75.16%	:	90	15500	24780	:		16500	25780
Charlotte	19462	77.72%	72.88%	:	111	15855	22462	:	45	16855	24562
Chesterfield	23999	95.84%	89.87%	:	1575	18315	31405	:	855	19415	32505
Clarke	22017	87.92%	82.45%	:	84	16610	27500	:	24	17930	28820
Craig	20420	81.55%	76.47%	:	32	16206	23908	:	13	17206	24908
Culpepper	22199	88.65%	83.13%	:	209	15726	26420	:	87	16826	27520
Cumberland	18415	73.54%	68.96%	:	65	15000	21000	:	20	16000	22000
Dickensen	23231	92.77%	86.99%	:	206	17730	27660	:	62	18060	27990
Dinwiddie	21504	85.88%	80.53%	:	188	16830	24804	:	79	17930	25905
Essex	20254	80.88%	75.85%	:	85	16000	23971	:		17000	24971
Fairfax	31301	125.00%	117.21%	:	4154	20000	30964	:	4084	20800	38030
Fauquier	23525	93.95%	88.10%	:	383	16500	27484	:	123	17700	28884
Floyd	19677	78.58%	73.69%	:	95	14445	21442	:	33	15445	22442
Fluvanna	20286	81.01%	75.97%	:	109	16200	24000	:	34	17700	25500
Franklin	21152	84.47%	79.21%	:	291	16500	24600	:	95	18500	26600
Frederick	22784	90.99%	85.32%	:	311	16411	26740	:	126	17711	28040
Giles	22209	88.69%	83.17%	:	125	16395	24970	:	69	17495	26070
Gloucester	22157	88.48%	82.97%	:		17760	28446	:		18960	29646
Goochland	20909	83.50%	78.30%	:	90	16425	23675	:	43	17425	24675
Grayson	21609	86.29%	80.92%	:	129	16584	25248	:	27	17376	26040
Greene	19500	77.87%	73.02%	:	76	14574	22447	:	41	15674	23447
Greensville	20786	83.01%	77.84%	:	140	15510	25352	:	70	17010	26852
Halifax	20389	81.42%	76.35%	:	134	16596	26115	:	99	17696	27215
Hanover	22464	89.71%	84.12%	:	446	17300	25170	:	212	18510	26380
Henrico	25589	102.19%	95.82%	:	1189	18935	28875	:	801	20796	30262
Henry	22249	88.85%	83.32%	:	438	17160	25520	:	234	18370	26730
Highland	16474	65.79%	61.69%	:	32	14452	20726	:	3	15472	21746

APPENDIX 7 continued

County Total is 94

APPENDIX 7 continued.

SCHOOL SYSTEM	SALARY INDICES		BACHELOR'S DEGREE			MASTER'S DEGREE			
	AVERAGE SALARY 1986-87	% Of STATE AVERAGE	% Of NATIONAL AVERAGE	Number Of Teachers	1986 - 1987 Minimum Maximum		Number Of Teachers	1986 - 1987 Minimum Maximum	
CITY									
Alexandria	33298	132.97%	124.69%		20000	31593		22618	37635
Bristol	23955	95.66%	89.71%	132	18266	23877	88	19586	25197
Buena Vista	22691	90.62%	84.97%	59	15447	22399	27	16991	24639
Charlottesville	25762	102.88%	96.47%	182	18000	29600	176	19000	30600
Chesapeake	24924	99.53%	93.33%	989	18500	27479	613	20300	29279
Colonial Heights	23623	94.34%	88.46%	140	17893	29699	67	18893	30699
Covington	22053	88.07%	82.58%	68	16500	26173	24	18150	27823
Danville	25104	100.25%	94.01%	287	17400	26448	209	18400	27448
Falls Church	31519	125.87%	118.03%	13	18040	24360	67	20896	37800
Franklin	23283	92.98%	87.19%	70	17930	26455	40	19030	27555
Fredericksburg	24783	98.97%	92.81%	96	17500	27920	60	18500	28920
Galax	22653	90.46%	84.83%	57	16940	23540	24	18440	25040
Hampton	25002	99.84%	93.63%	64	19000	29766	32	20000	30766
Harrisonburg	24905	99.46%	93.26%	97	17675	26159	115	20516	27409
Hopewell	23166	92.51%	86.75%	168	18260	30645	94	19360	31745
Lexington	19844	79.25%	74.31%		15400	24640		16800	26040
Lynchburg	25837	103.18%	96.75%	281	18391	29499	349	20021	31181
Manassas	25229	100.75%	94.48%		17543	26561		19493	31516
Manassas Park	21070	84.14%	78.90%	59	17000	27443	26	18000	28443
Martinsville	24793	99.01%	92.84%	123	17200	28351	108	18900	30051
Newport News	25461	101.68%	95.35%	1086	19000	30998	543	20100	33095
Norfolk	26343	105.20%	98.65%	1601	18500	29120	823	20250	30870
Norton	24337	97.19%	91.14%	38	18020	29700	18	19120	30800
Petersburg	21813	87.11%	81.68%		17339	24751		18339	25751
Poquoson	23498	93.84%	87.99%	93	18700	29200	53	19900	30400
Portsmouth	24009	95.88%	89.91%	657	18009	26606	334	19395	27992
Radford	24602	98.25%	92.13%	57	17750	27089	60	18750	28089
Richmond	27070	108.10%	101.37%		17210	27625		18210	28625
Roanoke	25017	99.90%	93.68%	565	18129	27054	372	19429	28354
Salem	25347	101.22%	94.92%	158	18550	27080	87	19750	28820
South Boston	21084	84.20%	78.95%	30	16596	27106	30	18171	28206
Staunton	23820	95.12%	89.20%	136	15994	24870	82	17094	26690
Suffolk	22593	90.22%	84.61%	416	18000	26318	134	19200	27518
Virginia Beach	25510	101.87%	95.53%	2229	18404	30894	1276	20004	32494
Waynesboro	25391	101.40%	95.08%		16838	26004		18410	27576
Wmbsburg/Jas Cty	24783	98.97%	92.81%	192	19000	23776	158	20177	29661
Winchester	23278	92.96%	87.17%	228	16000	24203	99	17400	25603
CITY TOTAL IS 37									
TOWN									
Cape Charles	17135	68.43%	64.17%	90	14300	18500	28	15050	19250
Colonial Beach	18925	75.58%	70.87%	38	15327	24985		16427	26085
Fries	21343	85.23%	79.92%		15396	24336		16188	25128
West Point	22634	90.39%	84.76%	35	16439	24858	19	17639	26058
TOWN TOTAL IS 4									

APPENDIX 7 continued

SCHOOL SYSTEM	SALARY INDICES			BACHELOR'S DEGREE			MASTER'S DEGREE		
	AVERAGE SALARY 1986-87	% Of STATE AVERAGE	% Of NATIONAL AVERAGE	Number Of Teachers	1986 - 1987 Minimum Maximum		Number Of Teachers	1986 - 1987 Minimum Maximum	
REGIONAL CTRS									
Amelia-Nottaway Vo-	23373	93.34%	87.53%		16000	26102		17320	29402
Charlot-Alberm	26729	106.74%	100.09%	5	19330	38844	2	21704	34529
Dow J. Howard Vo-Ct	25399	101.43%	95.11%	16	17624	35093	2	24073	27814
Jackson River	21492	85.83%	80.48%						
Massanutten	25306	101.06%	94.76%						
New Horiz Tech Ctr	28668	114.48%	107.35%	11	16894	39550	6	18094	40850
Northern Neck Voc-C	20716	82.73%	77.58%		16621	25359		18283	27971
P. D. Pruden	24887	99.39%	93.20%						
Piedmont Tech Ed Ct	25267	100.90%	94.62%	7	17316	28239			
Rowanty Voc	25919	103.51%	97.06%		16150	26499		17815	28164
Valley	26193	104.60%	98.09%	14	17261	27155	7	18656	28550
TOTAL REG. CTRS. IS 11									
SPECIAL ED CTRS									
Laurel	23142	92.42%	86.66%						
Middle Peninsula Re	18146	72.47%	67.95%		17015	23365		18115	24465
Northwestern Reg	19294	77.05%	72.25%						
Paces	22279	88.97%	83.43%		18350	29314		19450	31181
Piedmont Regional E	20116	80.33%	75.33%	2	18282	19537	4	19282	21613
Roanoke Valley Reg	23473	93.74%	87.90%						
Southeastern Coop E	23822	95.13%	89.21%	23	18870	29120	16	20620	30870
Southside Spec-Ed	16695	66.67%	62.52%		15871	21245		16971	22345
TOTAL SPEC. EDUC. IS 8									
OTHER									
Halifax/South Bost	21504	85.88%	80.53%	102	16596	26115	80	17696	27215
Lexington Jt Ctrl	21869	87.33%	81.89%						
New London Academy	20240	80.83%	75.79%						
TOTAL OTHER IS 3									
				AVERAGES:	16836	26115	AVERAGES:	18073	27310

