

Brief Summary of Background Materials Compiled for the Study Commission Regarding Teachers' Compensation

This document describes the background materials collected and prepared by Commission staff for review by Commission members. The document summaries are organized below in relationship to the ten (10) specific duties to be examined by the Commission pursuant to Resolve 2009, chapter 138 (LD 522).

Duty 1. Essential Programs and Services Funding System (EPS). The effects on teachers' salaries and benefits of the essential programs and services funding system for public education, including the elements of labor market adjustments, student-teacher ratios and a teachers' salary matrix, and alternatives thereto, including the feasibility of salary differentiations based upon differences in cost of living by region.

⊕ *Review of the Regional Adjustment Within the Essential Programs and Services Cost Allocation Model*; April 2009, (12 pages); David L. Silvernail, Director and James E. Sloan, Research Associate, Maine Education Policy Research Center, University of Southern Maine Office.

This report provides a brief overview of the Essential Programs and Services ("EPS") cost allocation model, including how the EPS model provides two cost adjustments based on labor prices: the salary matrix, which is based on differences in the education and experience levels of teachers and other staff (see Title 20-A, Chapter 606-B, §15677); and the regional adjustment, which is based on differences in teacher salaries across different labor market areas in the state (see Title 20-A, Chapter 606-B, §15682).

The focus of the report is to review the regional adjustment by addressing four questions related to geographic cost differences in education that were posed by the Legislature's Education and Cultural Affairs Committee in 2008: (1) Are there differences in the cost of educating students in different parts of the state? (2) In what ways may a school funding formula account for geographic differences in resource costs? (3) How does the Labor Market Area regional adjustment within EPS reflect differences in labor costs? (4) What is the updated Labor Market Area regional adjustment for Maine?

⊕ *Teacher Salary Analysis for 2008-09 Funding*, Maine Department of Education worksheets; December 8, 2009, (5 pages); Jim Rier, Management Information Systems Team Leader, Maine Department of Education.

This printout was prepared by the Maine Department of Education for the Commission and provides an overview of the regional adjustment for teacher salaries and benefit costs, which are adjusted based on differences in teacher salaries across different labor market areas in the State. The data are sorted by the school units that comprise the 35 Labor Market Areas in the State. The printout presents the regional salary index for each Labor Market Area and – for comparison purposes -- also presents a "calculated salary index" for each individual school unit. Descriptive information is also provided to

identify school units that are so-called “minimum subsidy receivers,” as well as school units that raise local amounts that are “over or under the EPS amount” required by the EPS funding formula.

Duty 2. Minimum Teacher Salary. The effects on teachers’ salaries of the minimum teachers’ salary law and the existing system of state subsidies for substandard salaries.

⊕ *2009 Minimum Teacher Salary Adjustments, Maine Department of Education worksheets*; 2009, (23 pages); Jim Rier, Management Information Systems Team Leader, Maine Department of Education.

This Maine Department of Education printout provides a school unit by school unit analysis of the adjustment provided for teachers whose salary was below \$30,000 during the 2008-09 school year. The State is obligated to adjust the state subsidy allocated to school units for the gap between any teacher salary below \$30,000 and the minimum \$30,000 teacher salary established in state law. The last page of the report shows that for FY 2008-09, the adjustment for minimum teacher salary provided approximately \$724,944 to teachers in roughly 80 school units.

Duty 3. Teacher Compensation, Distribution of State Funding and Local Funding. The relationship between and among teachers’ salaries and benefits in school administrative units, the amount and distribution of general purpose aid for local schools (“GPA”) and amounts raised locally for the support of public schools.

⊕ *Teacher Salary Analysis for 2008-09 Funding*, Maine Department of Education worksheets; December 8, 2009, (5 pages); Jim Rier, Management Information Systems Team Leader, Maine Department of Education, (Note: This is the same document described under duty 1).

This printout was prepared by the Maine Department of Education. For comparison purposes, the printout presents descriptive information to identify school units that are so-called “minimum subsidy receivers,” as well as school units that raise local amounts that are “over or under the EPS amount” required by the EPS funding formula.

Duty 4. Comparison of Teacher Compensation in Maine and Other States. The relationship between teachers’ salaries and benefits in this State and in other states.

⊕ *Survey and Analysis of Teacher Salary Trends 2007*; 2008, (3 pages); American Federation of Teachers, Appendix 1. Data on National Trends in Teacher Salaries

This section of the report examines trends in the average salary of teachers and compares those trends with those of comparable occupations and the cost of living. These

pages from Appendix 1 of this report provide a summary of data on national trends in teacher salaries as of 2007. **Table II-1** summarizes average teacher salary nationally in 2005-06 and 2006-07 by state and ranks each state from 1-50. The entire report is available on the OPLA website.

⊕ **Testimony of Joseph A. Stupak, Director of Collective Bargaining and Research, Maine Educational Association, to the Joint Standing Committee on Education and Cultural Affairs in support of LD522;** March 25, 2009, (1 page).

This chart summarizes average Maine teacher salaries compared to average teacher salaries nationally from 1991-2008.

Duty 5. Comparison of Teacher Compensation to Comparable Professions. The relationship between teachers' salaries and benefits and salaries and benefits paid to practitioners in other comparable professions.

⊕ *Survey and Analysis of Teacher Salary Trends 2007;* 2008, (2 pages); American Federation of Teachers, Appendix 1. Data on National Trends in Teacher Salaries

This section of the report examines trends in the average salary of teachers and compares those trends with those of comparable occupations and the cost of living. These pages from Appendix 1 of this report show national data on average teacher salaries compared with professions requiring similar education for 2002 through 2007. The entire report is available on the OPLA website.

Duty 6. Effect of Inflation on Teacher Compensation. The effects of inflation on the real value of teachers' salaries and the minimum salary amount required by law.

⊕ *Survey and Analysis of Teacher Salary Trends 2007;* 2008, (2 pages); American Federation of Teachers, Appendix 1. Data on National Trends in Teacher Salaries

This section of the report examines trends in the average salary of teachers and compares those trends with those of comparable occupations and the cost of living. These pages from Appendix 1 of this report show national data on average teacher salaries compared with inflation from the 1960's through 2007. The entire report is available on the OPLA website.

⊕ *Testimony of Joseph A. Stupak, Director of Collective Bargaining and Research, Maine Educational Association, to the Joint Standing Committee on Education and Cultural Affairs in support of LD522;* March 25, 2009, (1 page).

This chart, prepared by the Maine Education Association, summarizes average Maine teacher salaries compared to inflation for the period 1991-2008.

Duty 7. Minimum Teacher Salary Practices in Other States. Practices in other states that mandate payment of minimum salaries based on experience and education to all teachers and the costs and consequences.

⊕ *2008 State Teacher Policy Handbook*, 2008, (1 page); National Council on Teacher Quality; Figure 21: What role does the state play in deciding teacher pay rates?

This figure identifies which states establish a minimum teacher salary.

⊕ *Survey and Analysis of Teacher Salary Trends 2007*; 2008, (1 page); American Federation of Teachers, Table III-1: Average Beginning Teacher Salaries, 2004-05 to 2006-07

This section of the report examines trends in the average beginning salary of teachers (not minimum teacher salary). The entire report is available on the OPLA website.

Duty 8. Characteristics of Maine Teacher Corps. Factors relating to the age, experience, recruitment, retention and mobility of the State’s corps of professional teachers.

⊕ *The Condition of K-12 Public Education in Maine 2009*; Staff section excerpt (pp. 22-29); Christine Donis-Keller, Research Analyst and David L. Silvernail, Director, Maine Education Policy Research Institute, University of Southern Maine Office.

The *Staff* section excerpted from this report provides characteristics of Maine teachers and administrators in schools statewide, including Student-Teacher Ratios; Staff-Administrator Ratios and Teacher-Staff Ratios; Salaries of Teachers and Administrators; Ages of Teachers and Administrators; Years of Experience of Full-time Teachers and Administrators; Gender of Full-time Teachers and Administrators; and Educational Attainment of Teachers and Administrators.

⊕ “*What Teachers Need*,” State Legislatures, September 2009, (pp. 16-18); Michelle Exstrom, National Conference of State Legislatures.

This article looks at state and local school district level research into why teachers leave the profession. The article focuses on recent surveys of teachers in ten states and describes how this research is helping lawmakers craft better policies to hold onto teachers.

Duty 9. Alternative Teacher Compensation Systems. Alternatives to salary systems based on college credits or degrees earned and experience, including salary systems based on professional learning, teachers’ performance or other factors.

⊕ *A Practical Guide to Evaluating Teacher Effectiveness*; April 2009, Olivia Little et al, National Comprehensive Center for Teacher Quality, Appendix C, Summary of Measures.

Critical to evaluating salary systems that include factors relating to teacher effectiveness is determining reliable methods to measure performance. Appendix C in this report describes how measures are assessed as well as the strengths and cautions of each. The entire paper is available on the OPLA website.

⊕ *Teacher Evaluation in Diversified Teacher Compensation Systems*; June 2007, Angela Baber, Education Commission of the States

This paper (one of a series of four) discusses a number of programs around the country that incorporate teacher evaluation, including Cincinnati and Denver Public Schools and the Teacher Advancement Program (TAP).

⊕ *Connecting Student-Teacher Data*; October 2009, Michelle Exstrom, National Conference of State Legislatures Legisbrief

Federal government grants, including the Race to the Top Fund, increasingly require data on student achievement or student growth to be linked to teachers and principals for teacher and principal evaluation.

⊕ *Resolve 2009, chapter 109*; Resolve, To Encourage Alternative Compensation Models for Teachers and School Administrators

This resolve directs the Maine Department of Education to conduct a review of alternative compensation models for educators. The Department will submit annual reports to the Education and Cultural Affairs Committee by January 15, 2011 and January 15, 2012.

Duty 10. Collective Bargaining Alternatives. Collective bargaining alternatives in determination of salaries and benefits at the local school administrative unit level.

⊕ *Invisible Ink in Collective Bargaining: Why Key Issues are Not Addressed*; July 2008, Emily Cohen et al, National Council on Teacher Quality

Although collective bargaining takes place at the school administrative unit level in most states (a few states prohibit collective bargaining), many issues are already decided at the state level through state law (e.g. minimum salary, benefits, tenure).