STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Teacher Salary Schedule Structure Report

Legislature

Pursuant to Proviso 1.69 of the 2017-18 Appropriations Act

October 2, 2017 – updated October 25, 2017

Teacher Salary Structure Report

Per Proviso 1.69, included in the 2017-18 Appropriations Act, the group met in three separate sessions to discuss the current challenges to the state salary schedule. The group reviewed recommendations and considerations from other states as well as current information from districts in state. A summary of the work to include an appendix of resources follow.

1.69. *(SDE: Teacher Salary Schedule Structure) The Department of Education shall convene stakeholders to include: Palmetto State Teachers Association, South Carolina School Business Officials, South Carolina Association of School Administrators, South Carolina School Boards Association, South Carolina Education Association, the Education Oversight Committee and CERRA to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule to include extending the steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of each district's salary schedule structure. The department shall also include information from each of the districts who are, or were, the original trial and plaintiff school districts in the Abbeville law suit regarding salary needs in those districts. Recommendations shall be provided on the modification of the teacher salary schedule structure and the potential fiscal impact on implementing the modification recommendations to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by October 1, 2017.*

Meeting Dates:

- September 15, 2015
- March 3, 2017
- September 7, 2017

Participants:

- South Carolina Association of School Administrators – Beth Phibbs
- South Carolina Association of School Business Officials – Sandy Smith, Mellanie Jinnette (Chester County School District), Tray Traxler (Aiken County School District)
- Palmetto State Teachers Association – Kathy Maness, Craig King, Taylor Pipkin
- Center for Educator Recruitment and Retention - Jane Turner, Jenna Hallman
- South Carolina School Boards Association – Debbie Elmore
- South Carolina Education Association – Joanie Lawson, Bernadette Hampton and Phadra Williams
- The Education Oversight Committee – Melanie Barton
- South Carolina Department of Education – Emily Heatwole and Nancy Williams
- Halligan, Mahoney and Williams - Kathy Mahoney

What is important/Now What/What has to be in there (red):

- Consider increases at both ends of the salary schedule. Increase the starting pay and add steps to the end of the salary schedule to ensure the state minimum goes to 30 years.
    - For FY 19 the recommendation is that the starting salary should be increased to $32,000 for teachers in STEPS 0-2. The SCDE has included this recommendation in the agency budget request submitted to EBO.
- Remove the cap for retirees
- Request the Legislature appropriate a recurring pot of money that districts can use for locally designed recruitment and retention, especially in the rural districts.

- Make years 0-2 on the salary schedule a band
- Address the districts that are still behind one or two steps from the recession
- Request the Legislature fund salary supplements for mentor teachers and continue the supplement for National Board Certifications
- Consider changes to the state salary schedule that will allow educators to reach the maximum pay more quickly than the current salary schedule

Two Cluster Recommendations:
Recruitment/Retention:

- Request the Legislature fund a recurring allocation that districts can use to recruit and retain teachers. Districts should align recruitment and retention plans to the overall district strategic plan. Funds may be used for incentives that may include, but shall not be limited to:
    - Bonuses/salary stipend for critical need subject areas and critical need geographic areas,
    - Bonuses/salary stipend/extended contract days for additional duties,
    - offset the costs of a "grow your own model" by assisting aides and other para professionals or potential teachers who will need to complete a post-secondary degree or alternative certification program
- Provide for extended contracts, beyond 190 days for teacher mentors
- Amend the statute to allow the State Board of Education to expand the critical needs geographic areas to allow retired teachers to continue to work
- Advocate that the Legislature retain funds that are currently used for teacher salaries to remain in use to fund any adjustments to the salary schedule as recommended changes are implemented. (National Board funds)

Teacher Salary Schedule:

- Increase the base salary in the current state salary schedule – this should reflect a starting salary that is competitive and based on current starting salaries across employment markets.
- Reset the current state salary schedule and ensure all districts are caught up. Preliminary fiscal impact information indicates that this may cost $9,000,000 in recurring funding at the local level barring the Legislature from recommending state funding. State funding was allocated in Fiscal Year 13 in order to assist district in catching up.
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Conclusion/Final Recommendations:

- The group will develop recommendations to submit to the Legislature for funding a pilot in the Abbeville Trial and Plaintiff districts that will allow new salary structure models for compensation to be tested and to allow time to build out a statewide recommendation.
- The funding for recruitment/retention incentives should be loaded in the CERRA Recruitment line item, but shall throw through the districts via a monthly payment from the department; districts must report how the funds were utilized to CERRA.
- This will allow CERRA to collect comprehensive data on both current and new recruitment and retention strategies that will inform statewide recommendations. CERRA shall be allocated funds to cover administrative costs associated with the data/collection/analysis. If CERRA is not allocated funds then consideration should be given to a partnership with an IHE or other appropriate institution to assist in data analysis.
- This work shall align to the district strategic plan.

References

The South Carolina Education Association

THE SCEA TEACHER SALARY SCHEDULE RECOMMENDATIONS

https://www.thescea.org/wp-content/uploads/2017/10/The-SCEA-Teacher-Salary-Schedule-Recommendations-R83117-1.pdf

South Carolina Association of School Business Officials & South Carolina Department of Education

Financial implications and impacts of changes to the salary schedule

South Carolina State Minimum Salary Schedules

https://ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/

Georgia

Minimum Salary Schedule

https://www.gadoe.org/Finance-and-Business-Operations/Budget-Services/Documents/FY18-TeacherSalaryScheduleReport.pdf

North Carolina

Minimum Salary Schedule

http://www.ncpublicschools.org/docs/fbs/finance/salary/schedules/2017-18schedules.pdf

Tennessee

Tenn. Code Ann. § 49-3-306 (2016)

Tennessee Department of Education – Differentiated Pay Resources

http://www.tennessee.gov/education/topic/differentiated-pay

Wisconsin

Kimball, Steven, et al. (August 2016). Teacher Compensation: Standard Practices and Changes in Wisconsin. *WCER Working Paper No. 2016–5.*

Retrieved from

https://wcer.wisc.edu/docs/working-papers/Working_Paper_No_2016_5.pdf