



SALARIES AND WAGES PAID
PROFESSIONAL AND
SUPPORT PERSONNEL
IN PUBLIC SCHOOLS,
2010-2011

**National Survey of Salaries and Wages
in Public Schools**
38th Edition

**A reference tool for
school administrators**

Prepared by:



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GENESIS OF THE SALARIES AND WAGES REPORT

Meeting the Need for Salary and Wage Data in Public Education

Salaries paid personnel in public schools impact both the ability to attract high-quality professionals to serve students and the budgets of the school districts in which teachers, central office administrators, school leaders, and support personnel work. Thus, reliable data about these salaries are at the heart of many critical decisions made by school boards and superintendents.

In the early 1960s, the Research Division of the National Education Association (NEA) sought to meet the need for these data. Building on the power of newly available mainframe computers, the division, in cooperation with American Association of School Administrators (AASA, then a division of NEA), developed a nationwide probability sampling and data processing techniques to gather information about salaries paid school personnel. This survey provided the foundation for the only comprehensive picture of salaries in K-12 education, a project that continues to this day.

In the mid 1970s, the turmoil that accompanied the beginning stages of collective bargaining by teacher unions led to decisions by administrator groups (then divisions of NEA) to establish their own independent organizations. Discussions among the executive directors of four of these groups—AASA, the National Association of Secondary School Principals, the National Association of Elementary School Principals, and the National School Public Relations Association—identified a need for an entity that could serve their joint research needs as well as the needs of school leaders across the country. The group asked Dr. Sam M. Lambert, who had just retired as NEA Executive Director, to help them develop a plan for meeting this need for data and information.

Dr. Lambert advised the four associations to join together to take the old educational research service that had operated as part of AASA since 1924 and reconstitute it into a new independent, nonprofit Educational Research Service (ERS). The board of directors would be composed of the executive directors of the four founding associations and its major financial support would be generated through school district subscriptions for its services. The four association executive directors approved the plan and asked Dr. Glen E. Robinson, then Director of the NEA Research Division, to assume the responsibility of establishing this new ERS.

The first project of ERS focused on meeting the need for objective and up-to-date salary information. Robinson and his staff developed an approach that collected data for 23 professional positions (teachers, superintendents, principals, counselors, etc.) and 10 support positions (teacher aides, cafeteria workers, bus drivers, etc.). Built into the plans for the annual project were several key components:

- The collection of data on both salaries paid and scheduled salaries since both were important to providing an accurate picture of salaries
- The development of salary trend comparisons for each of the employee groups about which data were collected and for public school employees as a whole
- Reporting on changes in both the Consumer Price Index and salaries so that employee salary increases could be compared to changes in the cost of living
- Reporting of data by key school district subgroups such as enrollment, per-pupil expenditure groups, and regions of the country to provide school leaders with a more detailed picture of what salaries looked like in districts sharing their district's characteristics

In 1974, the first report summarizing data from the new National Survey of Salaries and Wages in Public Schools was published and sent to all ERS subscribers. The annual reports soon became accepted as the authoritative source of salary and wage data in public education. In the almost four decades of its history, ERS conducted many additional research studies important to school decision makers on topics as varied as class size and employee fringe benefits to the effectiveness of specific instructional programs. However, the salary study remained its hallmark project.

This year—in the fall of 2011—ERS will close its doors after publishing the 38th edition of the salary study. While this ending will be a disappointment to the many school leaders who have depended on ERS for dependable and objective research and information through the years, there is a positive development. The salary study has found a new home with Editorial Projects in Education (EPE), the publisher of *Education Week*. Thus, the National Survey of Salaries and Wages in Public Schools will continue to provide a critically needed resource for public school leaders and the public. ERS thanks EPE for its willingness to take on this important responsibility and wishes it well with this new venture.

Glen E. Robinson
Founder and President Emeritus of Educational Research Service

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We wish to express our sincere gratitude and appreciation to the education leaders across the nation who have contributed their time and expertise in order to help make this report as useful and complete as possible. ERS subscribers and other users of the annual salary and wage study have provided constructive input through the years, which has guided the refinement and improvement of the study and particularly the revisions designed to make this year's edition more useful to practitioners. Finally, but not least, a heartfelt thanks is due to the hundreds of school superintendents and their staff members who supplied the data contained in this year's edition. Their efforts made this report possible.