

VOICES FROM THE CLASSROOM

— 2023 —

TEACHING & TIME REPORT CARD



Logic indicates that as jobs become increasingly difficult and time-consuming, increased workload is correlated with salary increases. Unfortunately, this does not apply to teaching; it is common knowledge that becoming a teacher means doing more work for less pay than your similarly educated peers.

New data from *Voices from the Classroom 2023*, our scientific, representative annual survey, finds that **two-thirds of all teachers, and half of teachers of color, believe that higher salaries are the best way to attract and retain a talented and diverse workforce, making it the top choice of incentive for both groups.** All teachers, and particularly teachers of color, also overwhelmingly favor differentiating compensation for top performers or teachers working in hard-to-staff schools or subject areas, contrary to the traditional steps-and-lanes approach that union contracts generally leverage.

The following checklist assesses to what extent each of E4E's chapter districts and states are currently giving teachers what they are calling for in terms of base salary and differentiated compensation. It also assesses to what extent districts and states are heeding educators' calls for prioritizing the retention of a diverse, high-quality workforce, in line with E4E's [So All Students Thrive campaign](#).

BASE SALARY

All teachers, including teachers of color, report that raising salaries is the best way to attract and retain a talented and diverse workforce.

HOW DO YOUR STATE AND DISTRICT MEASURE UP?

POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
State average starting salary in 2020-2021 was at least \$60K	✗ \$41K	✗ \$48K	✗ \$48K	✗ \$50K	✗ \$41K			✗ \$47K	
State average salary (AS) with a bachelor's degree in 2020-2021 was at least a living wage (LW) for an adult with one child	✗ LW:\$75K AS: \$71K	✗ LW: \$95K AS: \$87K	✓ LW: \$87K AS: \$90K	✗ LW: \$90K AS: \$86K	✗ LW: \$74K AS: \$67K			✓ LW: \$78K AS: \$80K	
District starting salary in 2023-2024 school year is at least \$60K <i>Note: If 23-24 salary schedule was not available, it's assumed that it remains the same as 22-23.</i>	✓ \$62K	✓ \$64K	✓ \$61K	✓ \$64K	✗ \$47K	✗ \$46K	✗ \$47K	✗ \$46K	✗ \$45K
District salary with a bachelor's degree at year 5 (Y5) in 2023-2024 school year is at least a living wage (LW) for an adult with one child <i>Note: Same as above.</i>	✗ LW:\$78K Y5: \$67K	✗ LW:\$98K Y5: \$85K	✗ LW:\$92K Y5: \$64K	✗ LW:\$92K Y5: \$66K	✗ LW:\$77K Y5: \$51K	✗ LW:\$77k Y5: \$55K	✗ LW:\$75k Y5: \$56K	✗ LW:\$85k Y5: \$52K	✗ LW:\$78k Y5: \$52K

The federal government can support this effort by financially incentivizing states to set a minimum teachers' salary of \$60,000 and funding innovative programs that differentiate compensation based on performance or where you teach.

[Click HERE](#) to call on your own legislators to do this.

DIFFERENTIATED COMPENSATION

Ninety-three percent of teachers—and 96% of teachers of color—favor financial incentives for teachers who work in hard-to-staff schools, like rural schools and schools serving students from low-income homes

87% of teachers—and 93% of teachers of color—favor financial incentives for teachers who specialize in hard-to-fill subjects, like science, math, or special education

75% of teachers—and 84% of teachers of color—favor financial incentives for teachers who receive multiple outstanding evaluations, and 61%– 80% of teachers of color—favor them for those whose students show significant academic gains.

HOW DO YOUR STATE AND DISTRICT MEASURE UP?

POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
State offers differentiated compensation for teaching in a hard-to-staff school	✗	✗	✓	✓		✓		✗	
District offers differentiated pay for working in a hard-to-staff school	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source
State offers differentiated compensation for teaching in a hard-to-staff subject area	✗	✗	✓	✓		✓		✗	
District offers differentiated pay for working in hard-to-staff subject areas	✗ Source	— Source	✗ Source	— Source	✗ Source	✗ Source	✗ Source	— Source	— Source
State requires that performance be a factor in determining teacher salaries <i>green = requires, yellow = allows, red = prohibits</i>	—	✓	✓	—		✓		—	
District offers differentiated compensation for high-performing teachers	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source	✗ Source

SENIORITY-BASED LAYOFF POLICIES

Eighty-three percent of teachers believe that they should be held responsible for their students' academic progress, and 80% believe that school staff must reflect the diversity of the students they serve. If layoffs were to occur, teachers prefer the use of performance over seniority by a two to one margin.

HOW DO YOUR DISTRICT AND STATE MEASURE UP?

POLICY THAT SUPPORTS IT	CHICAGO, IL	BOSTON, MA	NEW YORK, NY	LOS ANGELES, CA	MINNEAPOLIS, MN	ST. PAUL, MN	HARTFORD, CT	BRIDGEPORT, CT	NEW HAVEN, CT
State prohibits the use of seniority as the sole or primary factor for lay-off decision-making <i>green = prohibits, yellow = allows, red = requires</i>	✓	✗	✗	✗	—			✗	
District uses other factors rather than or in addition to seniority to make layoff decisions	✓	✗	✗	✗	✓	✗	✗	✗	✗
	Source	Source	Source	Source	Source	Source	Source	Source	Source

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NOTES

BOSTON	<ul style="list-style-type: none"> • Differentiated compensation based on subject areas: Pg. 97 of the BTU contract says, “For purposes of recruiting teachers into areas where there may be a teacher shortage or for affirmative action purposes, the Committee may place newly hired teachers on any step of the salary grid.”
NEW YORK	<ul style="list-style-type: none"> • District starting and year 5 salary: Reflects the 2021-2022 salary schedule. Shortly before publication, the United Federation of Teachers and the District announced a new contract that will raise salaries 6%, but it still needs to be ratified. The new salary tables are available here. • Differentiated compensation based on performance: Though New York State requires that districts use performance to determine compensation, no evidence exists that New York City is doing this in a widespread or meaningful way.
LOS ANGELES	<ul style="list-style-type: none"> • District starting salary and year 5 salary: Los Angeles Unified School District (LAUSD) implemented twice per year, retroactive salary increases in their most recent agreement. We calculated the new salary in the 2023-024 school year for first year and fifth year teachers by applying the increases to the most recent salary schedule. • Differentiated compensation based on subject area: LAUSD provides stipends to teachers who work in bilingual programs, but not for any other subject areas.
MINNEAPOLIS	<ul style="list-style-type: none"> • District starting and year 5 salary: Reflects the 2022-2023 salary schedule, which is the most recent available online, assuming it is still in use for 2023-2024 school year. • Differentiated compensation based on performance: Minneapolis Public Schools requires teachers on a “Professional Support Process” improvement plan to successfully complete requirements and exit the plan in order to get a step increase (see pg. 143 of the contract), thus complying with state law indicating that they must use performance as a factor in determining salaries. However, they do not differentiate compensation specifically for high performers in a meaningful way.
ST. PAUL	<ul style="list-style-type: none"> • District starting and year 5 salary: Reflects the 2022-2023 salary schedule, which is the most recent available online, assuming it is still in use for 2023-2024 school year. • Differentiated compensation based on performance: St. Paul Public Schools withholds step increases from teachers who receive an overall performance rating of Below Standards on year-end Improvement Plan Form” (see pg. 14 of the contract), thus complying with state law indicating that they must use performance as a factor in determining salaries. However, those teachers can receive the step increase retroactively to the beginning of the school year if they fulfill the elements of their improvement plan, and the district does not differentiate compensation specifically for high performers.
BRIDGEPORT	<ul style="list-style-type: none"> • Differentiated compensation based on subject areas: Pg. 12 of the BEA contract says, “In certification areas identified by the State Department of Education as teacher shortage areas and in those certification areas in which the Board has experienced difficulty in attracting and retaining teachers within the last academic year, the Superintendent of Schools shall also have discretion to grant annual service credit for work experience in related areas and up to but no more than (7) seven additional years of service credit.”
NEW HAVEN	<ul style="list-style-type: none"> • District starting salary and year 5 salary: Reflects the 2022-2023 salary schedule, which is the most recent available online. Analysis assumes it is still in use for the 2023-2024 school year. • Differentiated compensation based on subject areas: Pg. 24 of the contract says, “In the event that the Board determines there is a shortage area in a particular speciality, it may offer financial hiring incentives it deems appropriate to effectuate a hire.” • Differentiated compensation based on performance: Teachers who receive a poor evaluation rating must participate in professional development sessions in order to move up on the salary schedule. Pg. 24 of the contract says, “Step movement will occur for those teachers receiving an overall rating of Effective, Strong or Exemplary on their evaluation. Teachers receiving a Developing or Needs Improvement rating will be notified on or before May 15th of said year and will be given the opportunity to successfully complete up to five (5) seasons of individually designed professional development which much be completed by June 30 in order for said teacher to qualify for increment upon the first payroll cycle of the next school year.” However, the district does not differentiate compensation specifically for high performers.

