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Research Brief

Changes in Teacher Salaries Under The Arkansas LEARNS Act

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SUMMARY

- The LEARNS Act:
 - Increased the state’s minimum teacher salary from \$36,000 to \$50,000,
 - Guaranteed all teachers a minimum raise of \$2,000, and
 - Removed the minimum teacher salary schedule and relaxed other salary schedule requirements in state law.
- Before LEARNS, starting teacher salaries in almost all school districts were below the new minimum salary of \$50,000.
- The average entry-level teacher salary for those holding a bachelor’s degree was about \$38,000, with 39% of districts paying the pre-LEARNS minimum salary of \$36,000.
- Starting teacher salaries under LEARNS are now more equally distributed, with minimal variation across districts.
- This school year, 97% of districts pay beginning teachers with bachelor’s degrees the new minimum of \$50,000.
- LEARNS significantly reduced the negative and significant association between starting teacher salaries and higher rates of district poverty.
- However, more differentiation in pay across districts reappears as teachers gain experience, and it remains advantageous to work in more urban districts that continue to offer higher salaries to their experienced teachers.
- Because experience is a predictor of teacher quality, this could have future implications for the equitable distribution of quality teachers across the state.
- The LEARNS Act also provides substantially more funding to rural and higher-poverty districts.
- Although LEARNS made some positive improvements to teacher salaries, other incentive programs and grow-your-own initiatives will likely still be needed to recruit and retain high-quality teachers in rural and high-poverty districts.

MOTIVATION

Attracting and retaining high-quality teachers is a matter of significant policy concern. Policy proposals aimed at these issues often include increasing teacher salaries and/or creating more attractive compensation packages. However, average inflation-adjusted teacher salaries have stagnated over the past several decades (Kraft and Lyon, 2022). Public school teachers' wages also appear lower or, at most, on par with those of other college graduates (Allegretto and Mishel, 2020; Taylor, 2008; Richwine and Biggs, 2011; West, 2014).

Considered together with the declining prestige of the profession and lower enrollment in traditional preparation programs (Kraft and Lyon, 2022), flat compensation has put the teaching profession in a challenging position. Increasing teacher salaries could help turn these trends around by attracting more and higher-quality teachers to the profession.

In addition to increasing pay, providing schools with more flexibility in designing teacher compensation could also help them attract and retain high-quality teachers. Most public schools in the U.S. employ rigid salary schedules, with pay increases entirely determined by experience and education credentials. And schools generally do not differentiate pay based on performance or working conditions. Breaking free of traditional salary schedules would allow schools to be more innovative and responsive to staffing needs and local labor market conditions.

When schools in Wisconsin were recently given the autonomy to redesign teacher compensation, districts that transitioned from seniority-based salary schedules to pay-for-performance models attracted higher-quality teachers and achieved better student outcomes (Biasi, 2021). More generally, evidence suggests that implementing teacher-pay incentives to attract new teachers or reward existing highly effective teachers may be an effective tool, especially for schools serving a higher proportion of students from disadvantaged backgrounds or in poverty (Pham et al., 2021).

To date, lawmakers in at least 23 states have proposed bills that increase minimum teacher salaries and offer other bonuses to improve teacher recruitment and retention (Stanford, 2023), particularly in shortage areas. Six of these bills, including the Arkansas LEARNS Act, have been signed into law.

Signed in March 2023, the LEARNS Act increased the state's minimum teacher salary from \$36,000 to \$50,000, guaranteed all teachers a minimum raise of \$2,000, removed the minimum teacher salary schedule, and relaxed other salary schedule requirements in state law. The state is providing all funds for the required salary increases, which represents a meaningful increase in state education funding. The new law provides districts with additional flexibility to either continue to reward educators primarily based on experience and education or to implement more creative approaches to teacher compensation.

The LEARNS Act is one of the most comprehensive statewide changes in teacher compensation policy within the past 30 years. In this research brief, we document how districts responded to the requirements of and additional flexibility provided by the new law. Specifically, we answer the following questions:

1. How have Arkansas school districts adjusted their teacher compensation policies?
2. How have teacher salaries changed across and within regions in Arkansas?
3. What was the relationship between teacher salaries and district/student characteristics before the LEARNS Act and how has this relationship changed?
4. How are additional state funds intended to satisfy the LEARNS Act salary requirements related to district/student characteristics?

To answer these questions, we collected districts' salary schedules for the year before the LEARNS Act implementation (2022-23) and the first school year of implementation (2023-24). We have complete data for both years for 231 out of 235 traditional public school districts, as well as for 6 out of 12 of the charter schools that were present in both years and were subject to the law. We merged district salary information with other district characteristics from the Arkansas Department of Education data system and the National Center for Education Statistics' Common Core of Data.

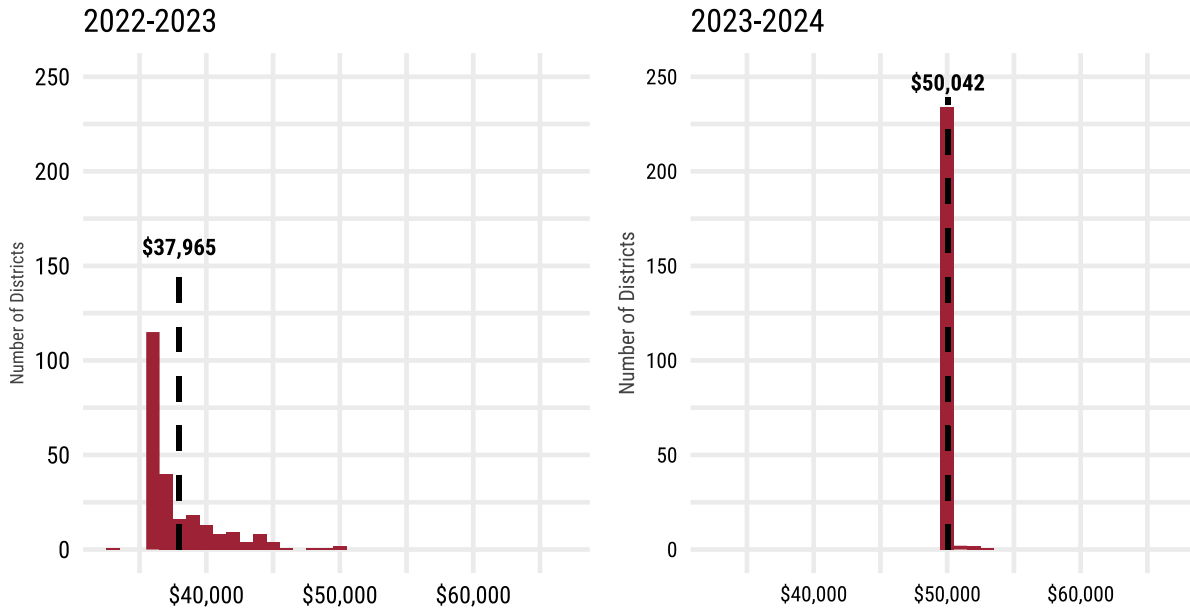
For this research brief, we focus primarily on the salaries of teachers with a bachelor's degree. Results for teachers holding a master's degree are presented in the Appendix. For comparability across districts, we do not consider intermediate steps in a salary schedule that would compensate teachers for credit hours in pursuit of an advanced degree.

RESULTS

How have Arkansas school districts adjusted their teacher compensation policies?

We first examine entry-level salaries for beginning teachers holding a bachelor's degree before and after the introduction of the LEARNS Act. As we can see in the left panel of Figure 1, before the reform in the school year 2022-23, entry-level teacher salaries in Arkansas were significantly lower than the new minimum salary of \$50,000 in almost all districts in the state. The average entry-level teacher salary for those holding a bachelor's degree was about \$38,000, with 39% of districts (94 out of 241) paying the previously mandated minimum salary of \$36,000. As can be seen in the right panel of Figure 1, the LEARNS Act elevated beginning teacher salaries to the new minimum of \$50,000, eliminating much of the variation in starting teacher salaries across districts. The average entry-level teacher salary for those holding a bachelor's degree became about \$50,000, with 97% of districts (231 out of 239) paying this minimum and only 8 districts paying an entry-level salary above this amount.

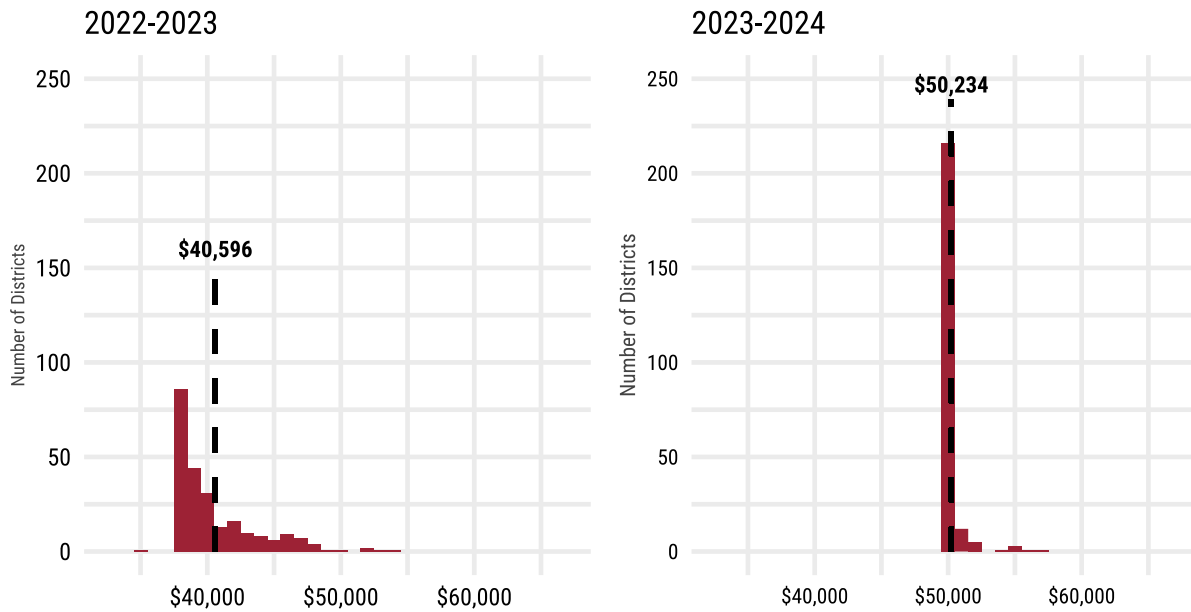
Figure 1 - Distribution of Entry-Level Teacher Salaries - Bachelor's Degree



Figures 2, 3, and 4 show the distribution of teacher’s salaries across districts in the state, for those holding a bachelor’s degree and with 5, 10, and 15 years of teaching experience, respectively. Pre-LEARNS during the 2022-23 school year, average teacher salaries for those holding a bachelor’s degree remained below the new minimum of \$50,000 at about \$41,000, \$43,000, and \$46,000, for those with 5, 10, and 15 years of experience, respectively. Only 2% (2 out of 241 for 5 years of experience and 5 out of 241 for 10 years of experience) of school districts, during the 2022-23 school year, paid salaries equal to or above \$50,000 for those teachers with a bachelor’s degree and up to 10 years of experience. The proportion of districts paying at or above the new minimum salary of \$50,000 increased only to 7% (16 out of 241) for those teachers holding just a bachelor’s degree and with 15 years of experience.

Looking at the school year 2023-24, the first year of implementation of the LEARNS Act, we observe that, on average, teachers’ salaries for those holding a bachelor’s degree remained around the new minimum at about \$50,000 for those with 5 years of experience and at about \$51,000 for those with 10 to 15 years of experience. The majority of school districts continued to pay the new minimum salary of \$50,000 to teachers holding a bachelor’s degree even as experience increased. 86% of districts paid this minimum for teachers with 5 years of experience, 77% for teachers with 10 years of experience, and 66% for teachers with 15 years of experience.

Figure 2 - Distribution of Teacher Salaries - Bachelor's Degree & 5 Years of Experience



In general, we identified three patterns of salary schedule adjustments in response to the LEARNS Act:

- Districts whose salaries were all lower than the new minimum of \$50,000 for all their steps during the 2022-23 school year transitioned to new flat salary schedules in 2023-24 that pay the minimum of \$50,000 regardless of teachers' years of experience, and in some cases, education credentials. 65% of districts are in this case when considering schedules for teachers holding a bachelor's degree.
- Districts with pre-LEARNS salary schedules that had some steps with salaries below \$50,000 and others above adjusted by increasing pay to \$50,000 for the cases paying below the minimum and providing a \$2,000 raise for those cases paying above. 25% of districts are in this case when considering schedules for teachers holding a bachelor's degree.
- Districts in more urban areas with higher salaries during 2022-23, adjusted after the LEARNS act by keeping their existing schedules but increasing salaries by \$2,000 for all their teachers. 10% of districts are in this case when considering schedules for teachers holding a bachelor's degree.

Figure 3 - Distribution of Teacher Salaries - BA & 10 Years of Experience

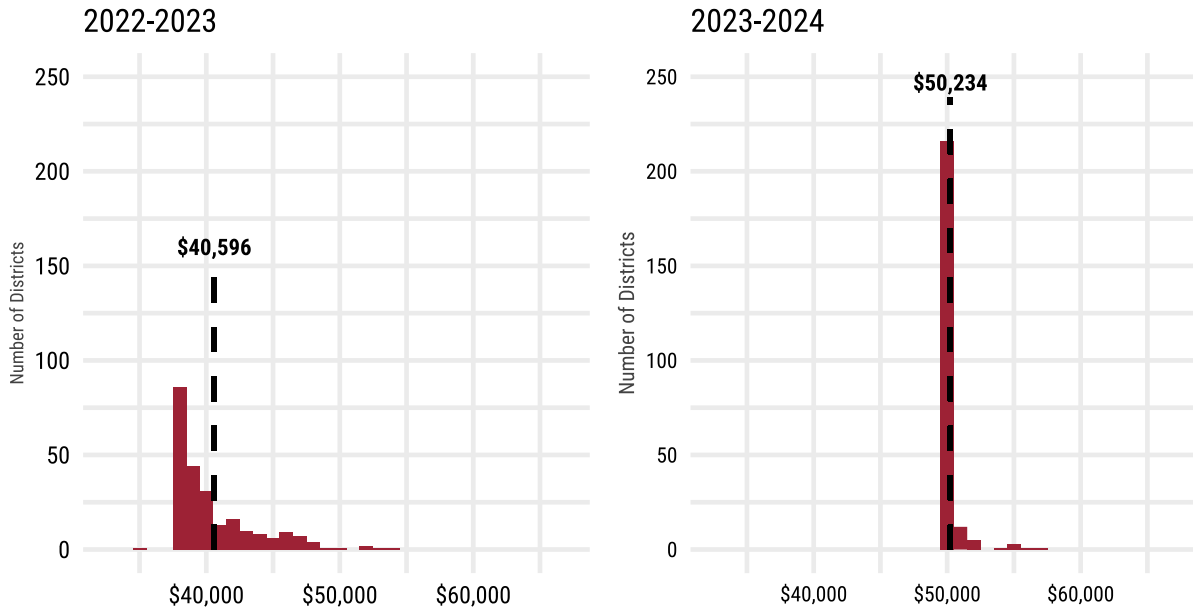
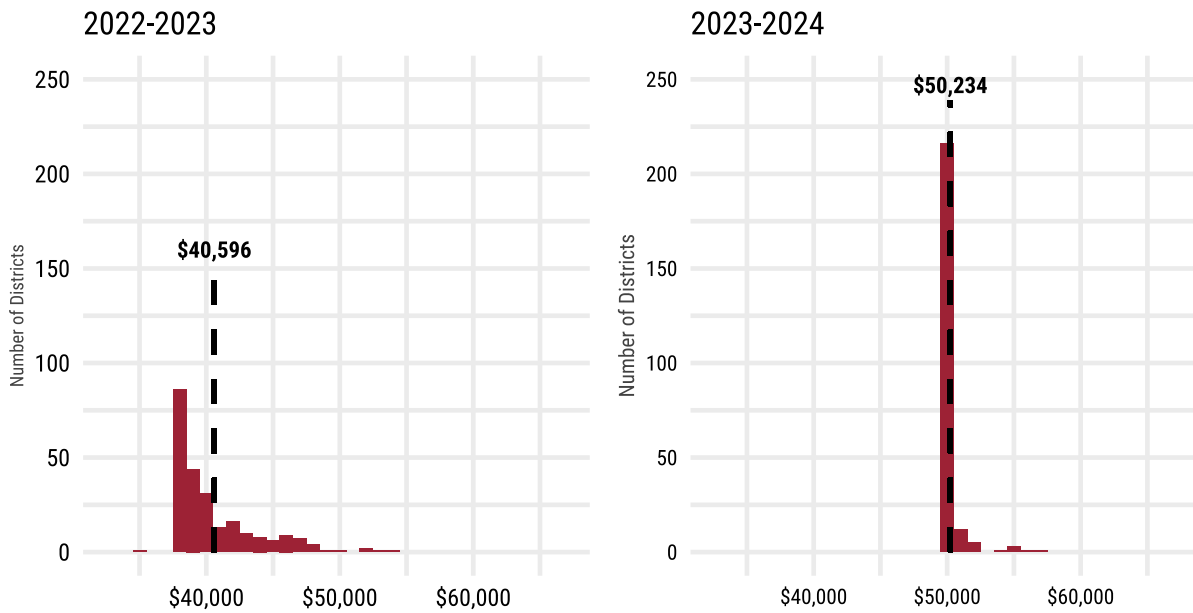


Figure 4 - Distribution of Teacher Salaries - BA & 15 Years of Experience



How have teacher salaries changed across and within regions of Arkansas?

Figures 5 and 6 show teachers' salaries for those holding a bachelor's degree pre-LEARNS (2022-23) and the first year of implementation (2023-24) for new teachers and those with 5, 10, and 15 years of experience. We observe that pre-LEARNS, the regions of Northwest Arkansas and Central Arkansas had school districts offering the largest starting salaries for beginning teachers holding a bachelor's degree. These districts' salary advantage continued as teachers gained years of experience.

However, as a result of the salary schedule adjustments to satisfy the LEARNS Act, teachers' salaries for new teachers in Arkansas were more equally distributed across regions of the state in 2023-24, with minimal variation across districts. But, more differentiation in pay occurs as teachers gain experience. For more experienced teachers, it remains advantageous to work in Northwest Arkansas and Central Arkansas districts which continue to offer higher salaries to their experienced teachers.

Figure 5 - Teacher Salaries for BA in the 2022-2023 School Year, by Years of Experience & District

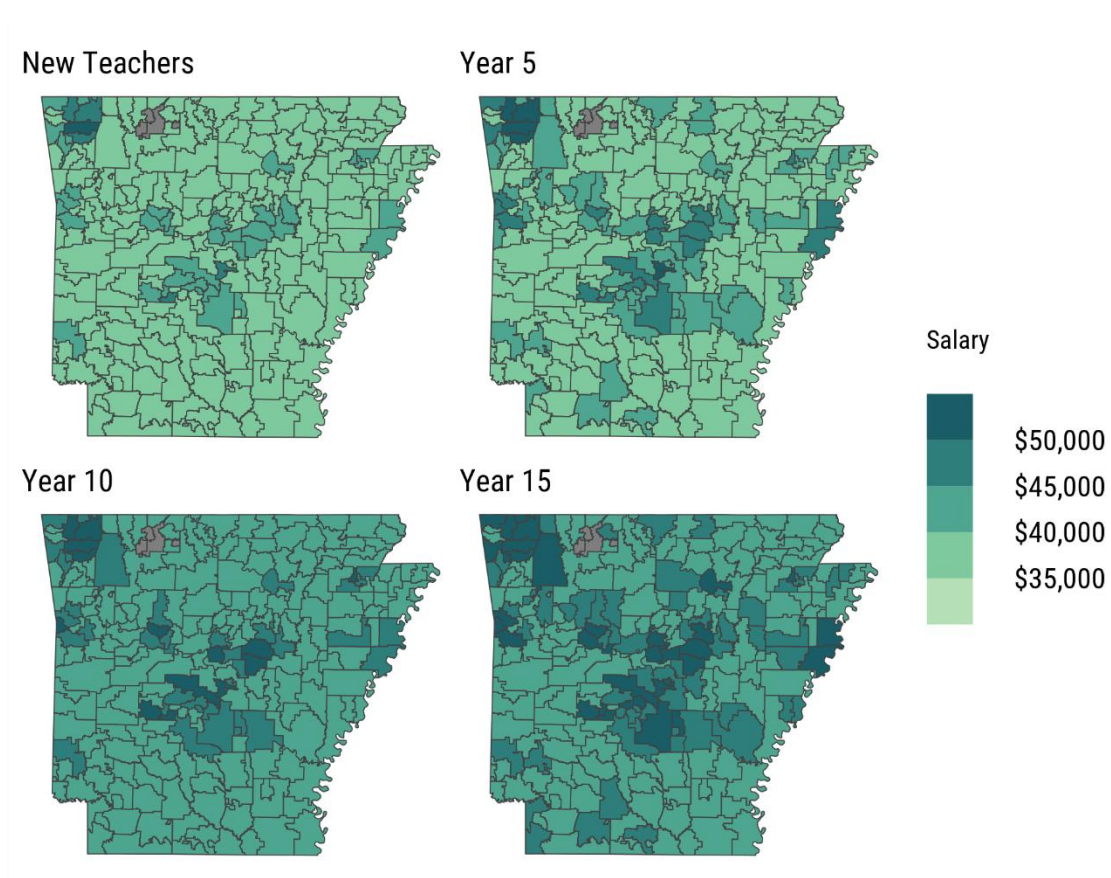


Figure 6 - Teacher Salaries for BA in the 2023-2024 School Year, by Years of Experience & District

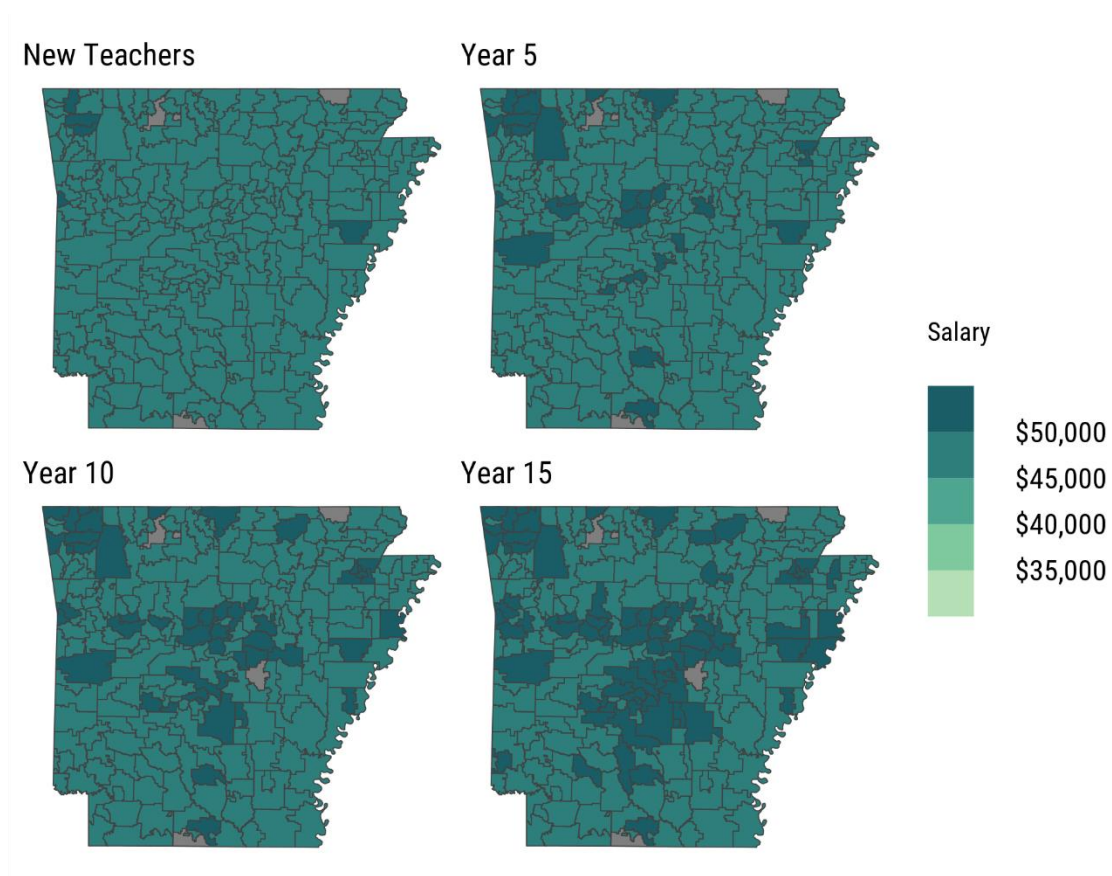
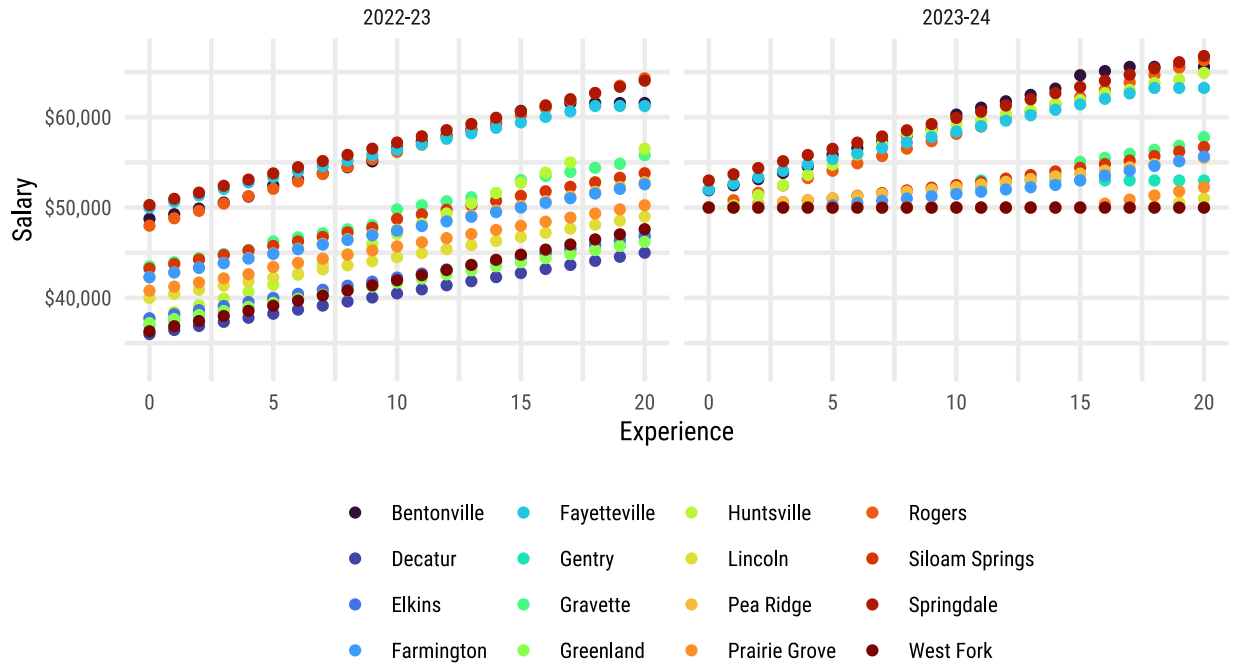


Figure 7 presents full salary schedules for traditional public schools in selected Education Service Cooperatives (co-ops) to illustrate how districts' salary competitiveness with nearby districts might have changed because of the introduction of the LEARNS Act.

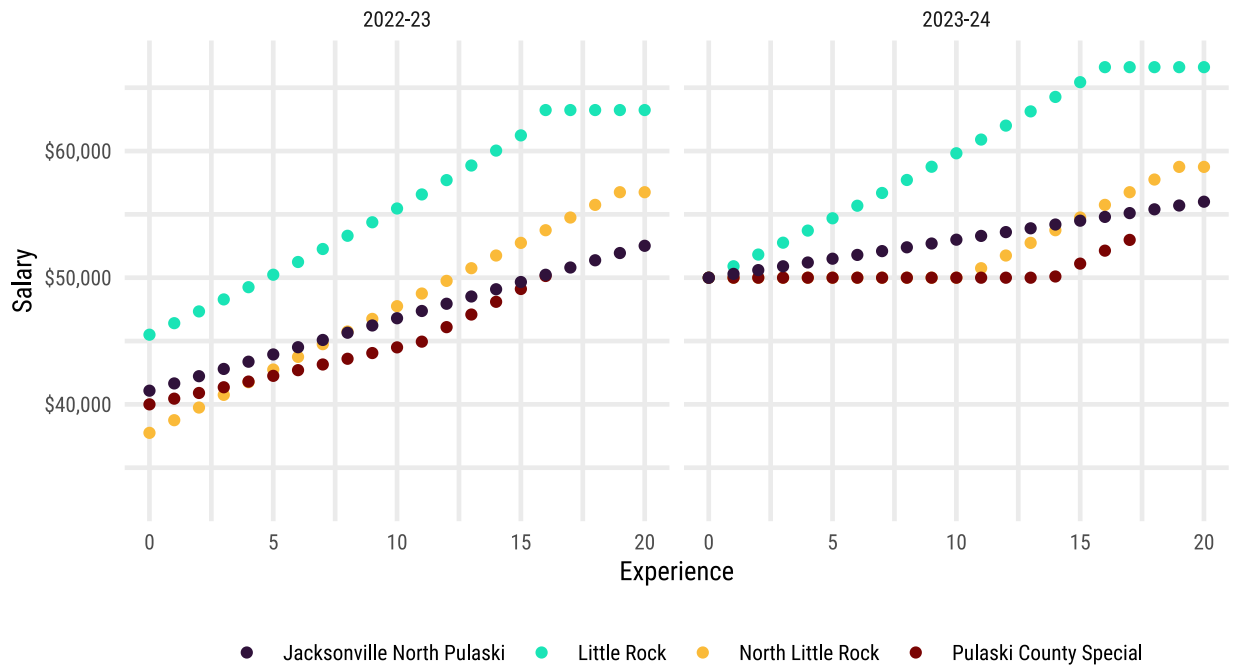
For the case of Northwest Arkansas, we observe how larger and more urban districts in this area of the state, like Bentonville, Rogers, Springdale, or Fayetteville, had a clear advantage in terms of teachers' salaries for all years of experience pre-LEARNS. With the introduction of the LEARNS Act, starting salaries became more equalized across Northwest Arkansas but these more urban districts maintained their advantage in teachers' salaries, an advantage that grows with teachers' experience. A similar pattern is observed for Pulaski, in this case, the Little Rock public schools district had a salary advantage pre-LEARNS in 2022-23, in terms of larger teachers' salaries, that they were able to maintain in 2023-24 as teachers with a bachelor's degree gained experience.

Figure 7 - Traditional Public-School Teacher Salary Schedules for selected Education Service Cooperatives, 2022-23 & 2023-24

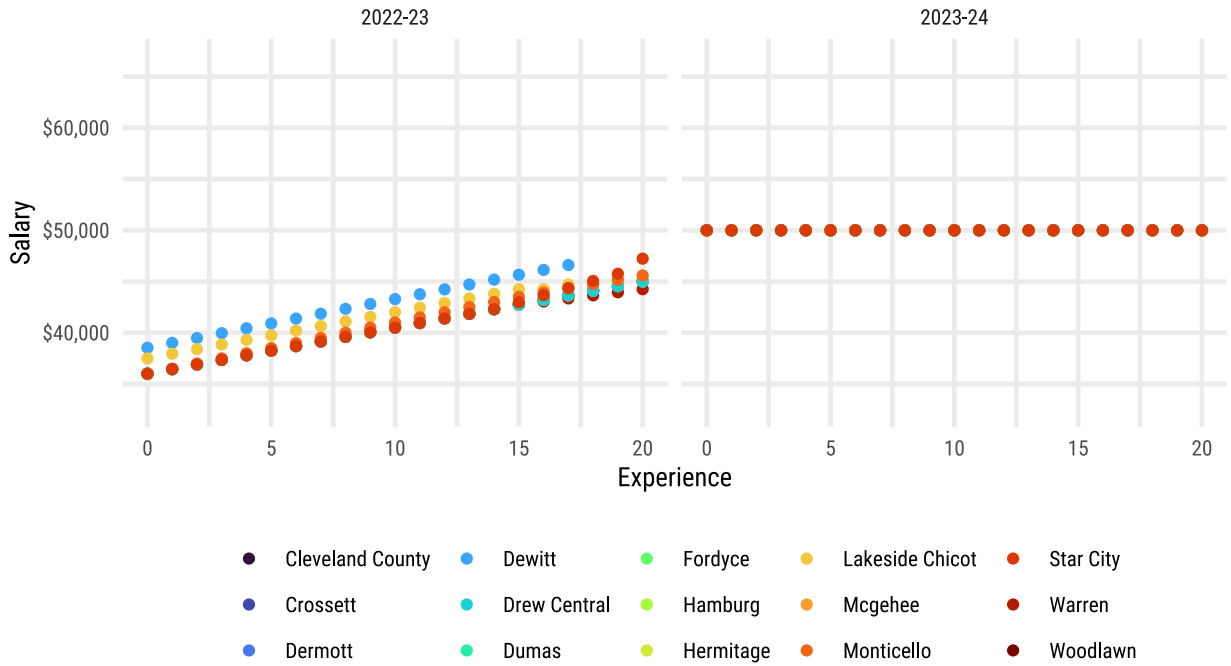
(A) Northwest Arkansas



(B) Pulaski County



(C) Southeast Arkansas



Southeast Arkansas presents an example of more rural public school districts where teachers’ salaries, were much lower than the new minimum salary of \$50,000 pre-LEARNS, and as a result of the LEARNS Act, new salary schedules have become flat at the new minimum. Teachers in these districts, although they are earning larger salaries than in 2022-23, are no longer compensated for additional years of experience. For those interested in salary schedules for other areas in the state, the appendix presents salary schedules pre- and after implementation of the LEARNS Act for all traditional public school districts across all Co-ops in the state.

What was the relationship between teacher salaries and district/student characteristics before the LEARNS Act and how has this relationship changed?

We further study how the LEARNS Act might have improved the competitiveness of those school districts in rural areas or serving higher proportions of disadvantaged students. To do so, we use a statistical regression model to study the association between teachers’ salaries across the state and district characteristics including the following: urbanicity (rural areas with a population under 5,000, suburban areas located near a census-designated principal city, or town school districts located in areas with between 5,000 and 50,000 residents, as compared to urban districts), district enrollment (number of students enrolled), districts’ student body demographics (percentage of white students in the district), and poverty levels (percentage of school-age children in the district in poverty as measured by the U.S. Census Bureau’s Small Area Income and Poverty Estimates).

As we can see in the results in Table 1, column (1), pre-LEARNS, in 2022-23, beginning teachers' starting salaries were on average about \$1,200 lower in school districts in rural areas of the state than in urban districts. Pre-LEARNS we did not observe a statistically significant difference in starting salaries for beginning teachers in suburban or town schools as compared to urban schools. We also do not observe a significant association between starting teacher salaries and the demographic composition of the district's student body. However, we do observe a significant association with the percentage of school-age children living in poverty in the district. An increase of 10 percentage points in the proportion of children living in poverty in the district is associated with about \$350 lower starting salaries for teachers holding a bachelor's degree.

Table 1, column (2), shows the results for starting salaries for beginning teachers after the introduction of the LEARNS Act in the 2023-24 school year. As we can see in this case, the introduction of the new teacher salaries legislation reduced the differences in starting teacher salaries between rural and urban school districts, from \$1,200 lower salaries in rural areas to just \$230 less, and importantly it also eliminated the relationship with the percentage of school-age children living in poverty in the district. For beginning teachers, the new minimum salary legislation has made it more equally attractive to start a teaching career in urban districts than in rural areas or districts with different levels of poverty. Interestingly, starting salaries in suburban and town districts are now lower than in urban districts after the introduction of the LEARNS Act, but the difference is only about \$338 for suburban areas and \$266 for town districts. We also observe a relationship between district size and teacher salaries that is eliminated by the LEARNS Act, with larger districts offering larger wages, but the relationship was already small pre-LEARNS, after comparing districts in the same urbanicity areas and serving similar populations. An increase of 100 students enrolled in the district is associated with a \$59 increase in teacher starting salaries, keeping the rest of the district characteristics comparable.

Table 1: Teachers' salaries and district characteristics for teachers holding a bachelor's degree and different levels of experience, 2022-23 & 2023-24

Panel A: Beginning Teacher			Panel B: 5 Years of Experience		
	2022-23	2023-24		2022-23	2023-24
	(1)	(2)		(3)	(4)
Rural District	-1,224.523** (600.191)	-229.771*** (84.106)	Rural District	-1,780.744*** (640.113)	-538.127** (230.690)
Suburban District	882.890 (647.133)	-338.069*** (89.386)	Suburban District	619.652 (690.177)	-767.817*** (245.172)
Town District	-723.680 (569.596)	-265.712*** (79.584)	Town District	-1,263.940** (607.483)	-706.570*** (218.286)
District Enrollment	0.588*** (0.052)	0.044*** (0.007)	District Enrollment	0.644*** (0.055)	0.179*** (0.019)
% White Students	-570.713 (577.720)	29.263 (77.260)	% White Students	-731.968 (616.147)	72.611 (211.911)
% Children in Poverty	-3,515.507*** (882.891)	-9.440 (119.285)	% Children in Poverty	-3,803.079*** (941.616)	-456.139 (327.178)
Constant	40,392.187*** (966.481)	50,172.014*** (129.994)	Constant	43,708.015*** (1,030.766)	50,691.307*** (356.552)
Number of Districts	241	239	Number of Districts	241	239

Panel C: 10 Years of Experience			Panel D: 15 Years of Experience		
	2022-23	2023-24		2022-23	2023-24
	(5)	(6)		(7)	(8)
Rural District	-2,345.112*** (740.584)	-1,018.149** (431.791)	Rural District	-2,638.093*** (888.115)	-1,675.136*** (619.088)
Suburban District	319.159 (798.507)	-942.323** (458.877)	Suburban District	60.028 (957.576)	-996.551 (657.921)
Town District	-1,821.894** (702.833)	-1,158.842*** (408.900)	Town District	-2,152.178** (842.844)	-1,830.548*** (586.267)
District Enrollment	0.707*** (0.064)	0.357*** (0.036)	District Enrollment	0.800*** (0.077)	0.568*** (0.052)
% White Students	-964.577 (712.857)	-13.427 (396.648)	% White Students	-1,289.844 (854.865)	-537.493 (568.700)
% Children in Poverty	-3,946.594*** (1,089.412)	-1,150.177* (612.353)	% Children in Poverty	-3,972.947*** (1,306.432)	-3,141.783*** (877.970)
Constant	47,001.969*** (1,192.554)	51,694.851*** (667.329)	Constant	50,031.846*** (1,430.122)	54,220.529*** (956.792)
Number of Districts	241	238	Number of Districts	241	238

Note: Table 1 presents estimated coefficients from linear regression models and standard errors in parenthesis. *** refers to p-value < 0.01; ** refers to p-value < 0.05; * refers to p-value < 0.10.

Columns (3) to (8) show the results for teachers holding a bachelor's degree and 5, 10, and 15 years of experience, both pre-LEARNS in 2022-23 and on the first year of implementation in 2023-24. As we can see in the last column, as teachers gain experience, the difference in salaries for school districts serving a higher proportion of children in poverty re-emerges, despite the introduction of the LEARNS legislation. A 10 percentage points increase in the level of childhood poverty in the district is associated with a reduction of about \$314 in salary for teachers with 15 years of experience. Concerning the comparison between rural and more urban districts we observe that pre-LEARNS, rural districts had a disadvantage that increased with teachers' years of experience. The Arkansas LEARNS Act considerably reduced this disadvantage for beginning teacher salaries but we still observe increasing lower salaries in rural areas as compared with urban areas as teachers gain experience. Teachers with 15 years of experience who hold a bachelor's degree earn about \$1,675 less if they teach in a rural district than if they teach in an urban area under the LEARNS Act. Those teaching in a town earn about \$1,830 less. However, it is important to point out that, this difference between rural and urban districts is about half the size of the difference in teacher salaries that was observed pre-LEARNS.

To study the distribution of state funds, required to satisfy the LEARNS Act salary requirements, across school districts of different characteristics, we calculated districts' differences in salaries between 2023-24 and 2022-23, for teachers holding a bachelor's degree and different levels of experience. We then use an equivalent statistical regression model as in the prior section to study the relationship between the differences in salaries to satisfy the LEARNS Act requirements and different district characteristics. The results are presented in Table 2 below. As we can see in Table 2, on average, across districts, starting salaries for beginning teachers required about \$9,628 additional dollars per teacher to satisfy the LEARNS requirement. Starting salary increases were even larger in rural districts and those serving a higher percentage of children living in poverty. An increase of 10 percentage points in the proportion of children living in poverty in the district is associated with an average increase in the differences in salaries of about \$350, while rural districts received about \$1,134 additional dollars for starting salaries for beginning teachers than urban districts. In contrast, suburban districts' salary differences were about \$1,230 lower than in urban districts. This difference between suburban and urban districts remains and even increases in size as teachers gain experience. In contrast, the differences between rural and urban districts and districts with different levels of child poverty diminish as teachers gain higher levels of experience. Overall, these results suggest that state funds required to satisfy the LEARNS Act would be directed more toward rural, higher-poverty districts, and teachers with lower levels of experience.

Table 2: Differences in salaries (2023-24 vs. 2022-23) and districts' characteristics, for teachers holding a bachelor's degree and different levels of experience

	Beginning Teacher	5 Years of Experience	10 Years of Experience	15 Years of Experience
Rural District	1,134.348* (631.118)	1,087.166 (726.782)	718.196 (774.440)	-110.313 (809.329)
Suburban District	-1,230.068* (669.696)	-1,544.639** (771.207)	-1,679.725** (821.739)	-1,736.949** (858.759)
Town District	596.181 (596.262)	423.465 (686.642)	142.649 (732.250)	-622.953 (765.239)
District Enrollment	-0.531*** (0.053)	-0.471*** (0.061)	-0.382*** (0.065)	-0.292*** (0.068)
% White Students	640.446 (587.144)	864.898 (676.142)	1,068.021 (720.492)	906.903 (752.951)
% Children in Poverty	3,455.078*** (894.652)	3,456.811*** (1,030.261)	3,168.648*** (1,097.747)	1,469.219 (1,147.202)
Constant	9,628.371*** (977.046)	7,020.946*** (1,125.145)	4,991.160*** (1,198.845)	4,774.602*** (1,252.855)
Number of Districts	237	237	236	236

Note: Table 2 presents estimated coefficients from linear regression models and standard errors in parenthesis. *** refers to p-value < 0.01; ** refers to p-value < 0.05; * refers to p-value < 0.10.

How are additional state funds intended to satisfy the LEARNS Act salary requirements related to district/student characteristics?

Similarly, we used state-provided information on teacher minimum salaries and raises' funds to calculate the total additional funding per student that each district received to satisfy the LEARNS Act. We then estimated models like those in Table 2 to study the relationship between the district's additional funding per student and district characteristics. As we can see in Table 3, observed patterns are like in Table 2 above with an increase of 10 percentage points in child poverty in the district being associated with an increase in funding per student of about \$83.

Table 3: LEARNS act salary funding and districts' characteristics

	(1)
Rural District	105.799 (71.440)
Suburban District	-67.841 (71.987)
Town District	20.357 (68.067)
District Enrollment	-0.027*** (0.006)
% White Students	-97.930* (54.298)
% Children in Poverty	825.826*** (198.770)
Constant	436.702*** (103.368)
Number of Districts	234

Note: Table 3 presents estimated coefficients from linear regression models and standard errors in parenthesis. *** refers to p-value < 0.01; ** refers to p-value < 0.05; * refers to p-value < 0.10.

DISCUSSION

The LEARNS Act has substantially altered Arkansas teacher compensation, and our initial analysis of its impact yields a few key takeaways. First, increasing the minimum teacher salary resulted in a significant across-the-board raise for teachers in many districts. Since the state is funding the required increase, this also represents a meaningful increase in state education funding for many rural and higher-poverty districts.

Second, the law has promoted more pay equity for teachers working in more rural and higher-poverty districts. Before LEARNS, beginning teachers working in rural districts could expect to earn about \$1,200 less per year than if they had worked in a similar urban district. Similarly, beginning teachers who worked in higher-poverty districts would, on average, earn less than teachers working with more advantaged student populations. For example, LEARNS has meaningfully narrowed salary gaps between teachers working in Eastern and Southern Arkansas, areas of the state with long-standing staffing challenges and serving higher proportions of children living in poverty, and teachers in Northwest or Central Arkansas.

Third, LEARNS will impact teacher recruitment, retention, and turnover, but it is difficult to predict how large those impacts will be. For example, increasing teacher pay statewide will likely have recruitment and retention effects, and equalizing pay across districts will likely

change where teachers choose to work. Beginning teachers, who now face less of a salary penalty, might be encouraged to teach in rural or higher-poverty districts, and those who entered the profession in a smaller, near-urban district may feel less of a “draw” to move into a nearby higher-paying district.

However, experienced teachers may feel relatively less valued if years of experience are not compensated and new teachers earn nearly the same salary. In this sense, our results show that, for more experienced teachers, it remains advantageous to work in a more urban district that compensates for higher levels of experience, and teachers may still be likely to move to these districts. Since experience is a predictor of teacher quality, this could have implications for the equitable distribution of quality teachers across the state.

Finally, although LEARNS made some positive improvements to teacher salaries, the changes are not likely to be enough to address the state’s teacher staffing challenges. Adopting innovative compensation strategies and other incentive programs are promising approaches that the state and districts should consider. At the same time, the state should continue to expand pathways and on-ramps into the teaching profession to expand the supply of teachers who can fill hard-to-staff positions.

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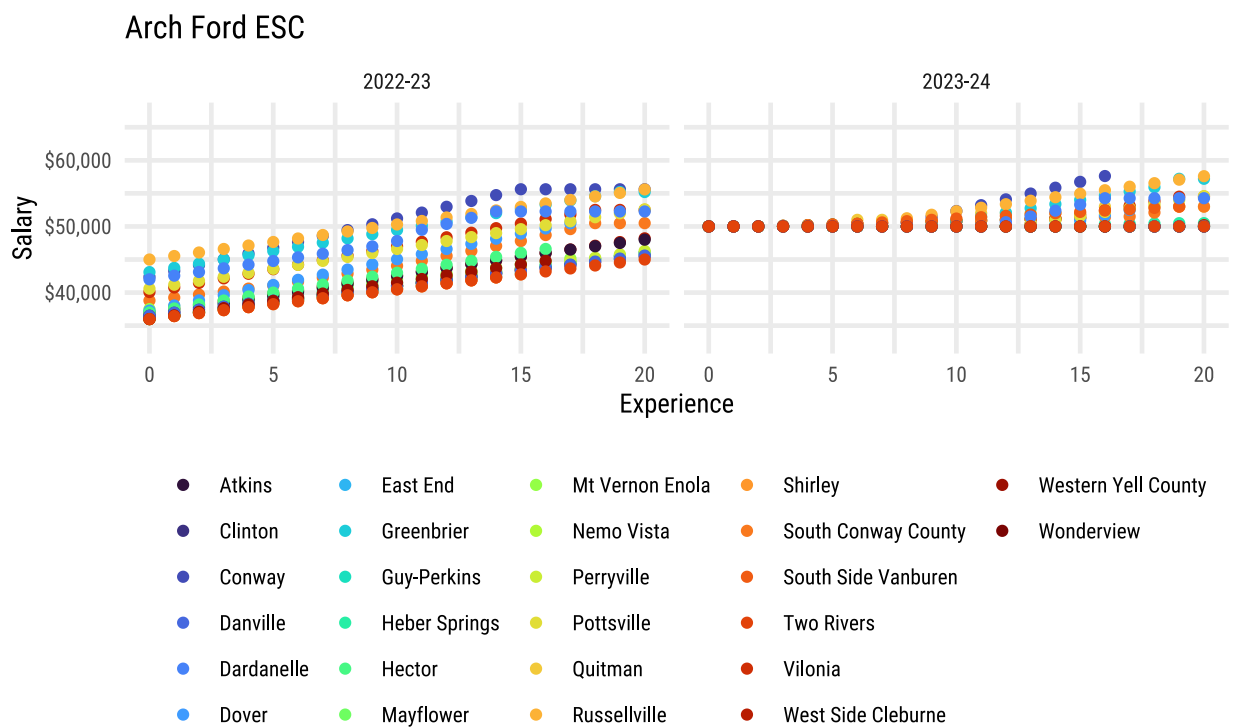
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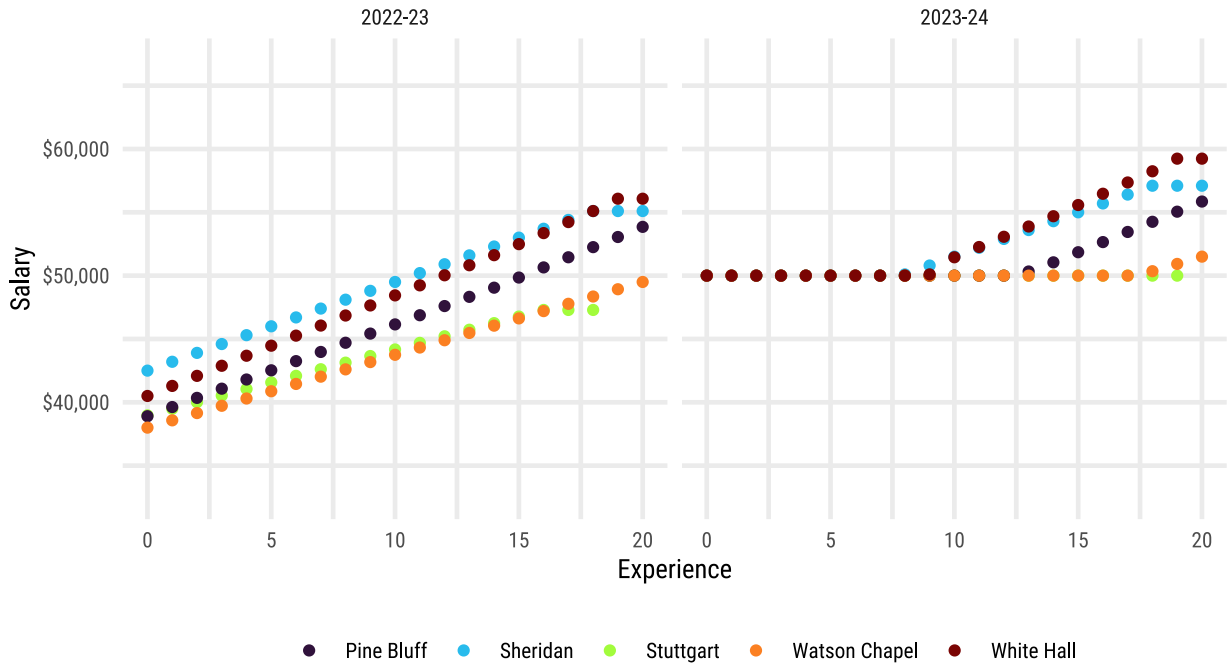
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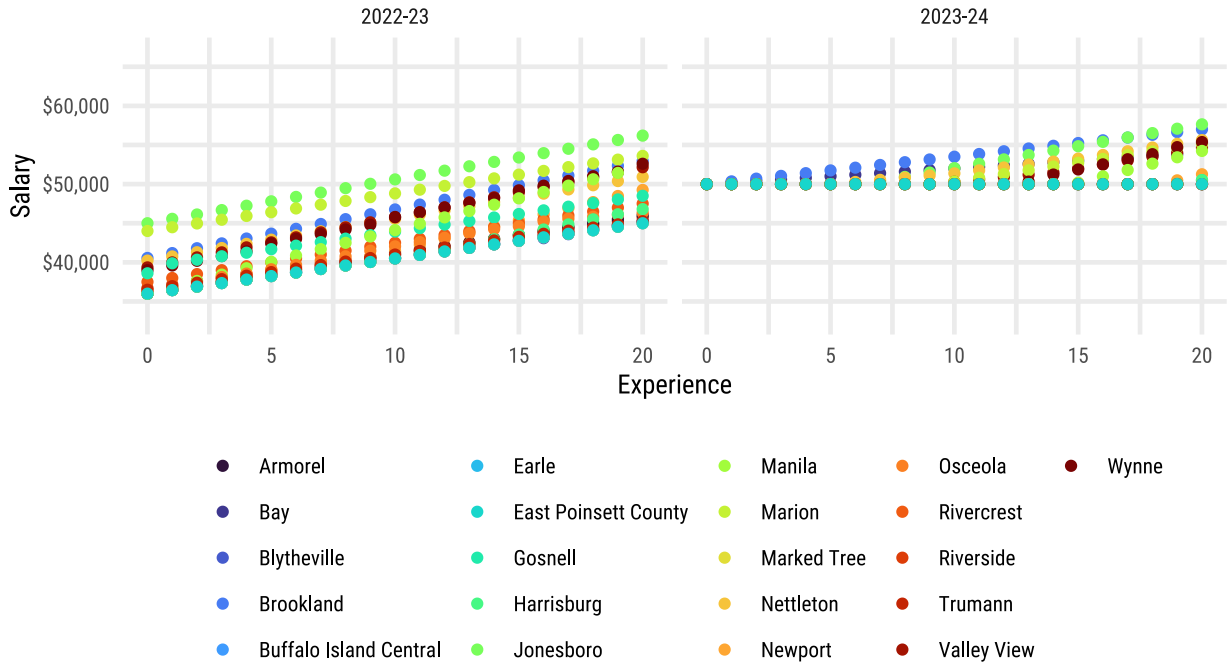
APPENDIX A: TRADITIONAL PUBLIC-SCHOOL TEACHER SALARY SCHEDULES FOR THOSE HOLDING A BACHELOR'S DEGREE, BY EDUCATION SERVICE COOPERATIVES, 2022-23 & 2023-24



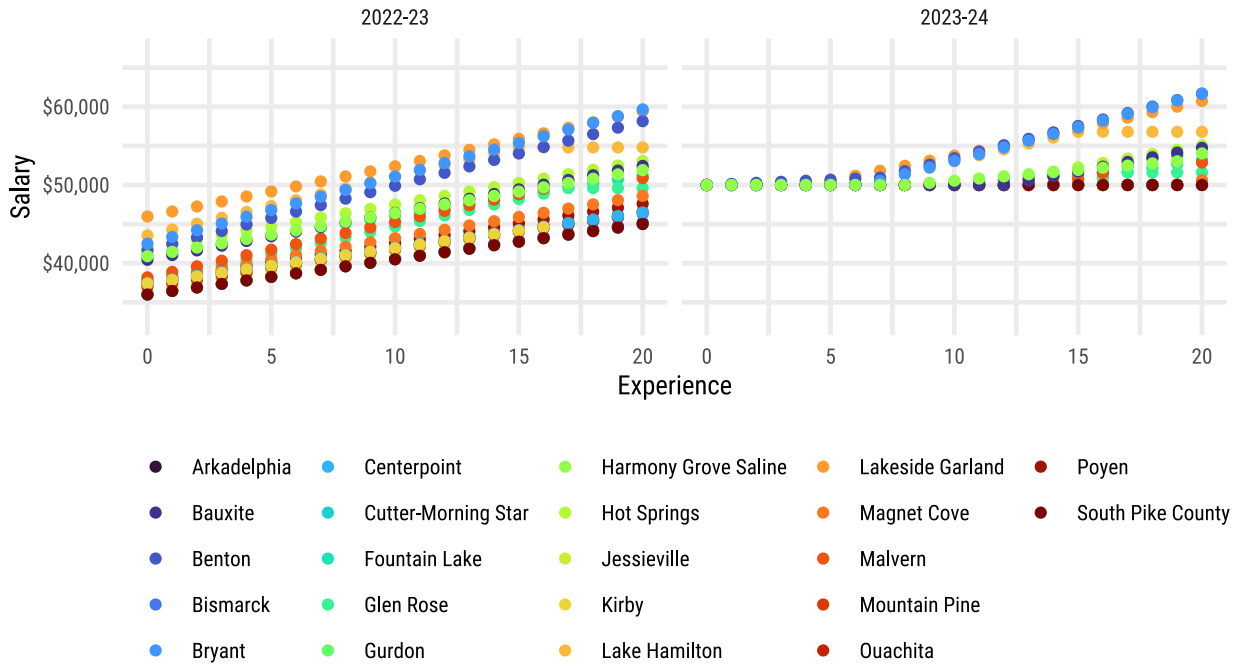
Arkansas River ESC



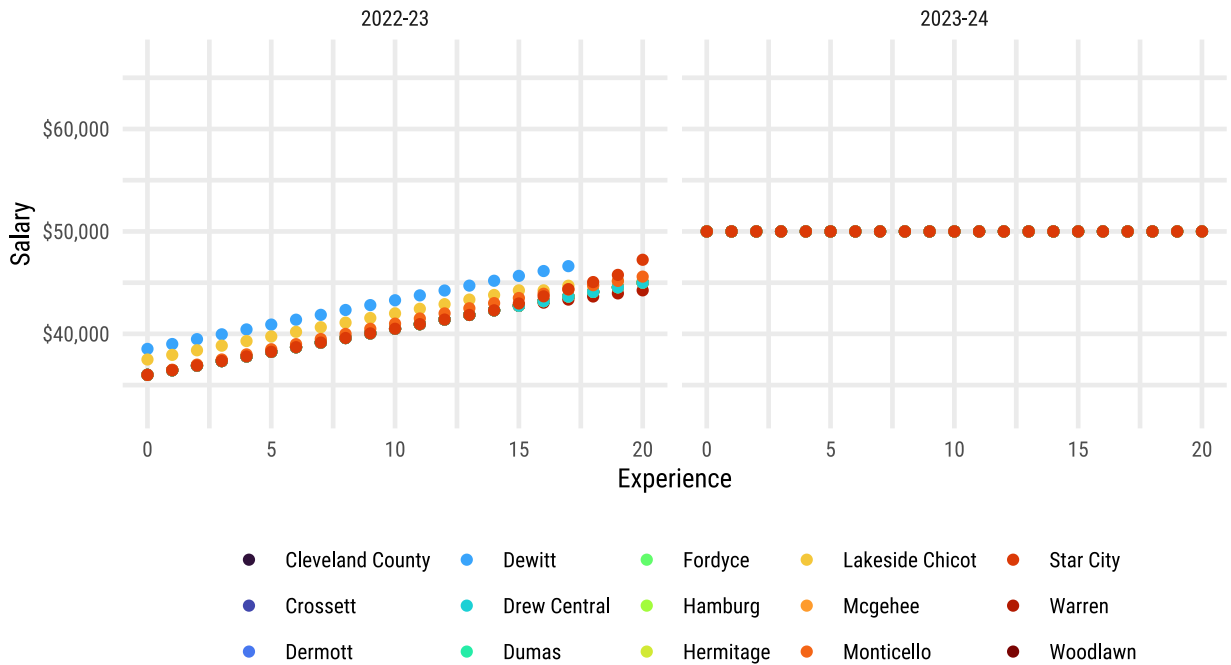
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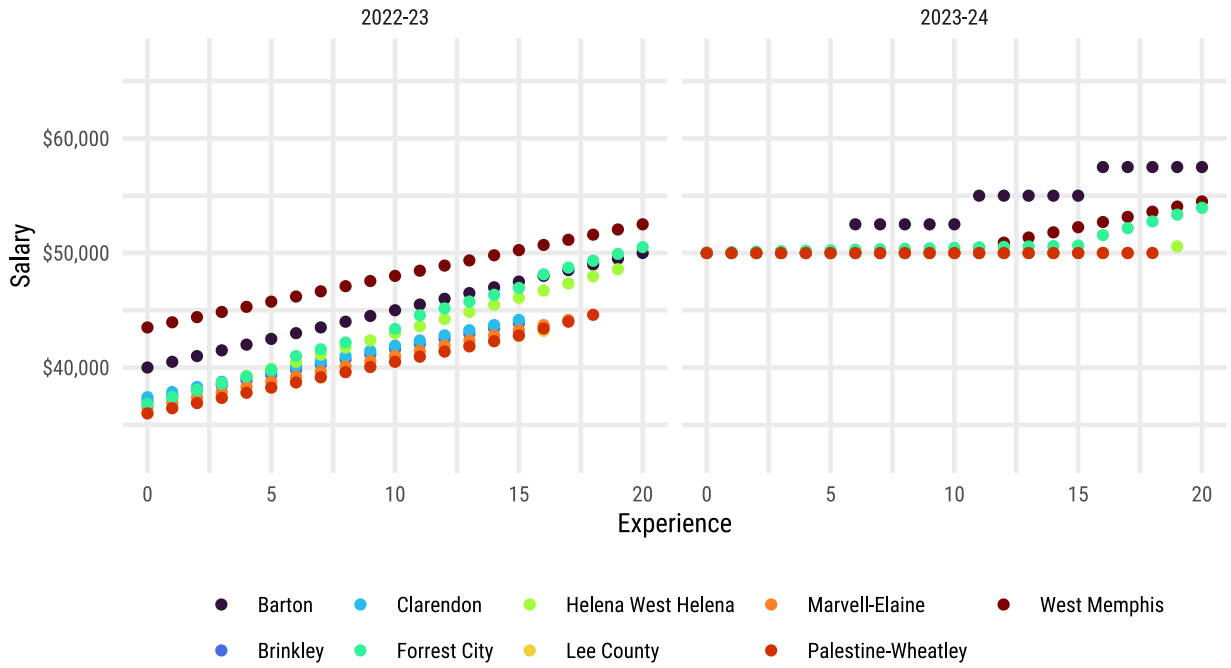
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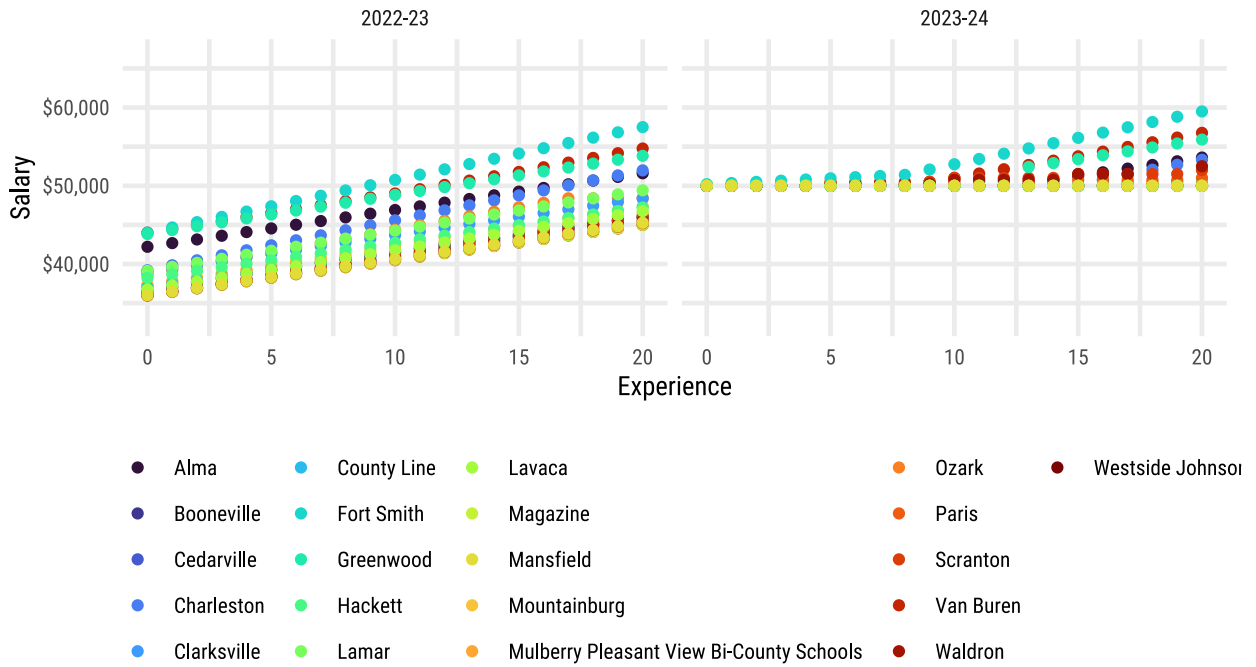
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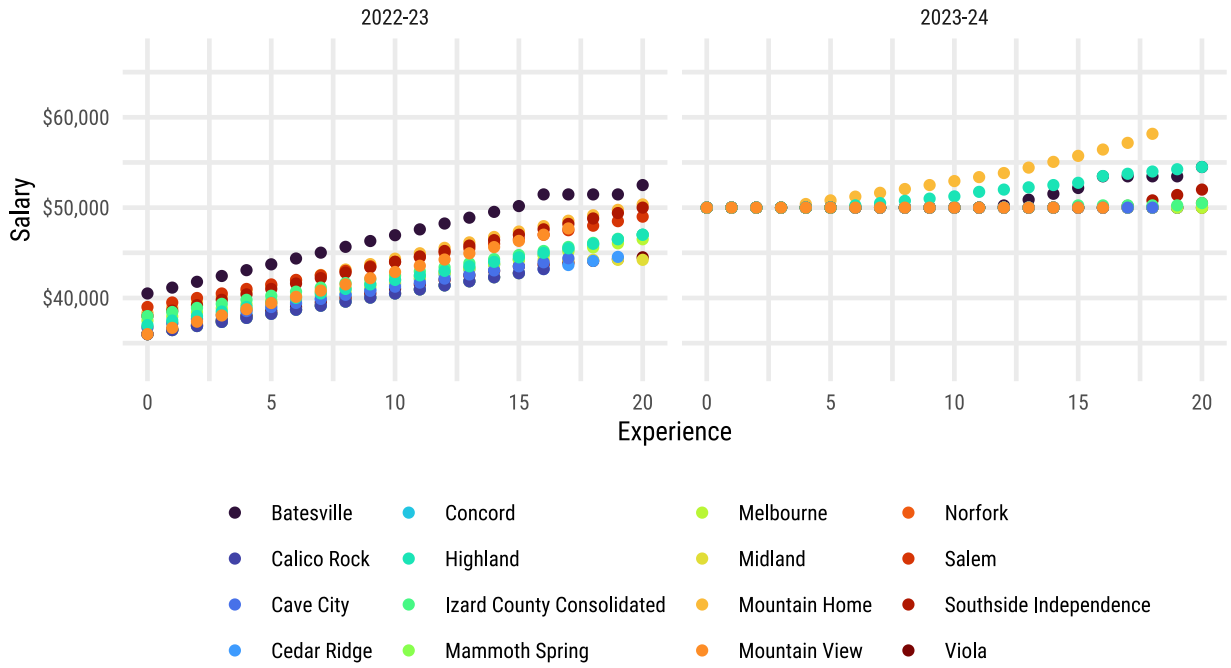
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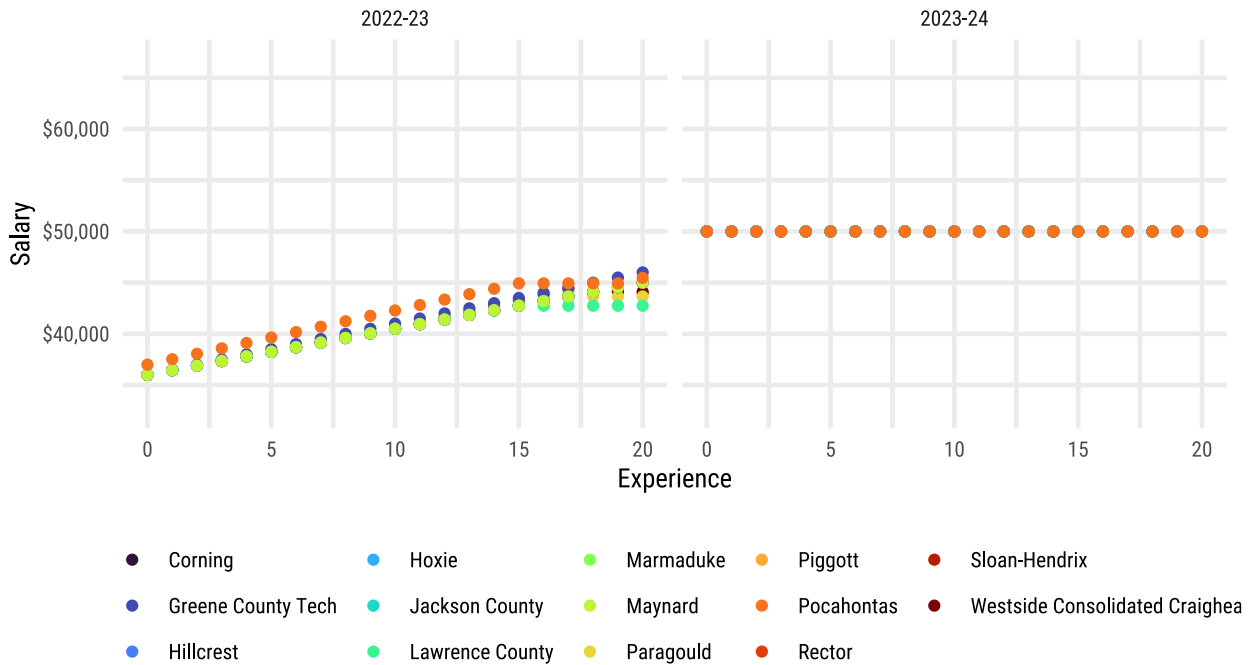
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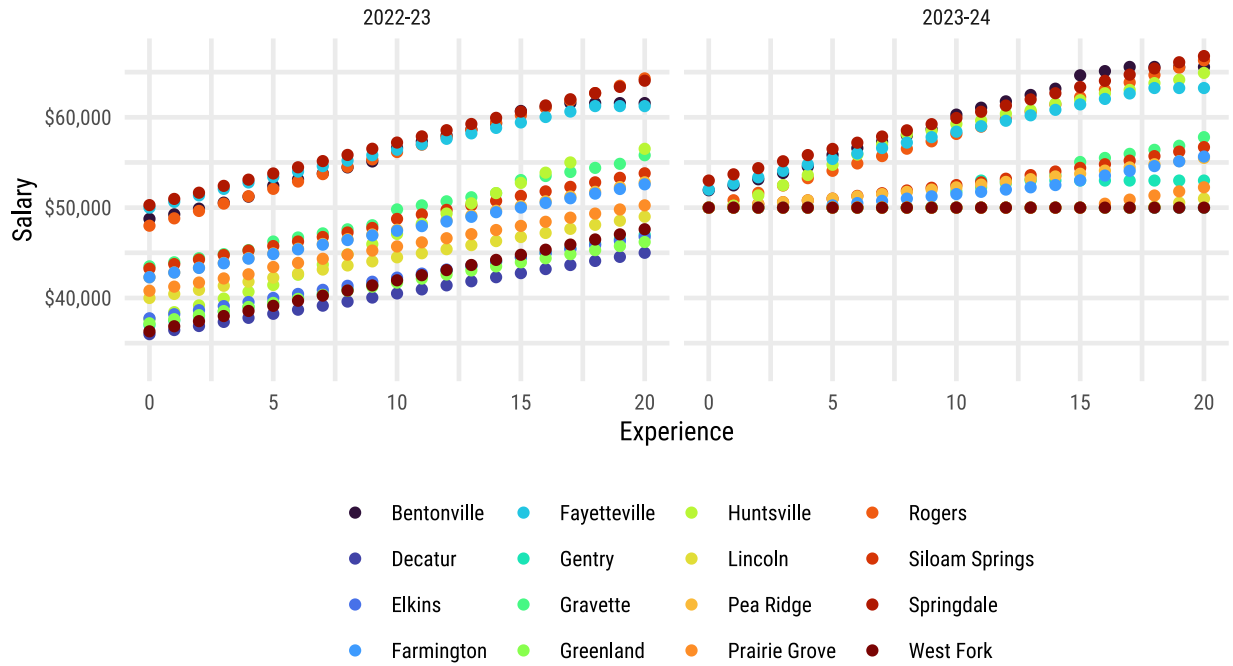
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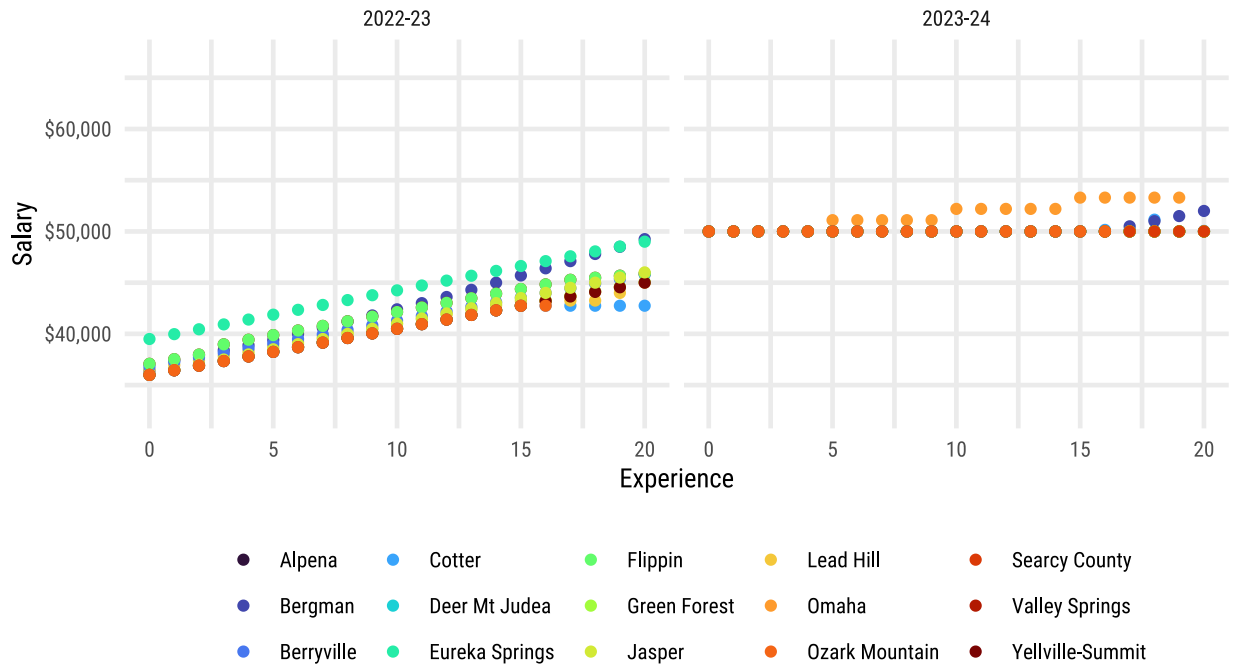
Northeast Arkansas ESC



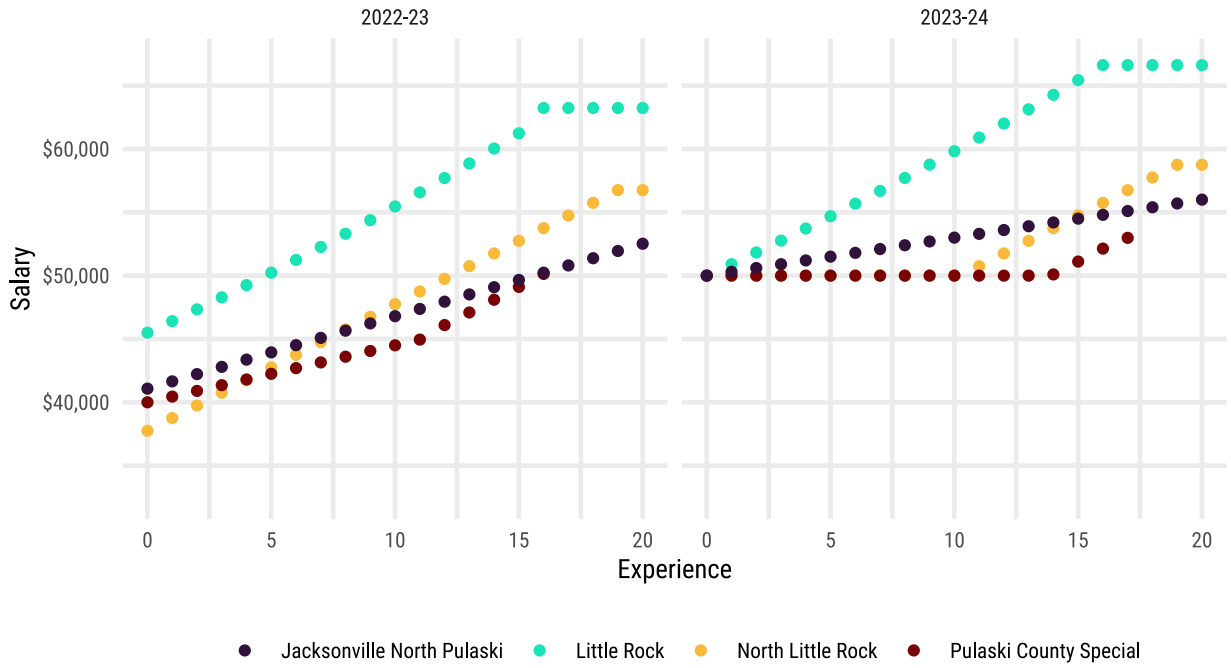
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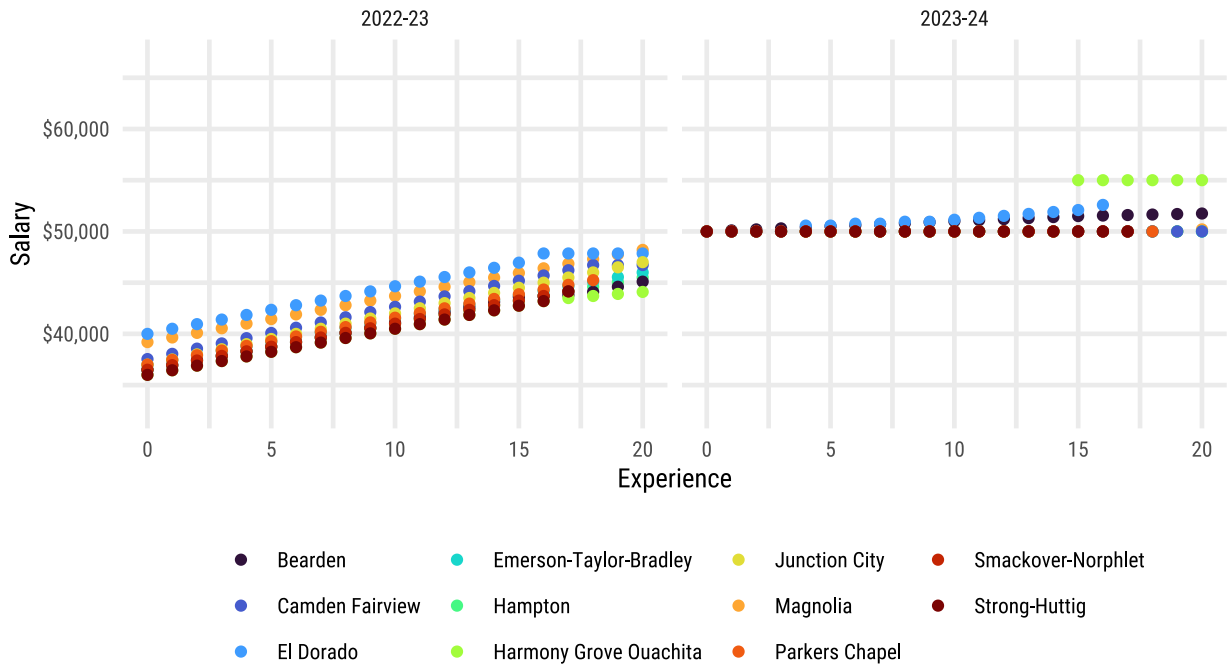
Ozark Unlimited Resources ESC



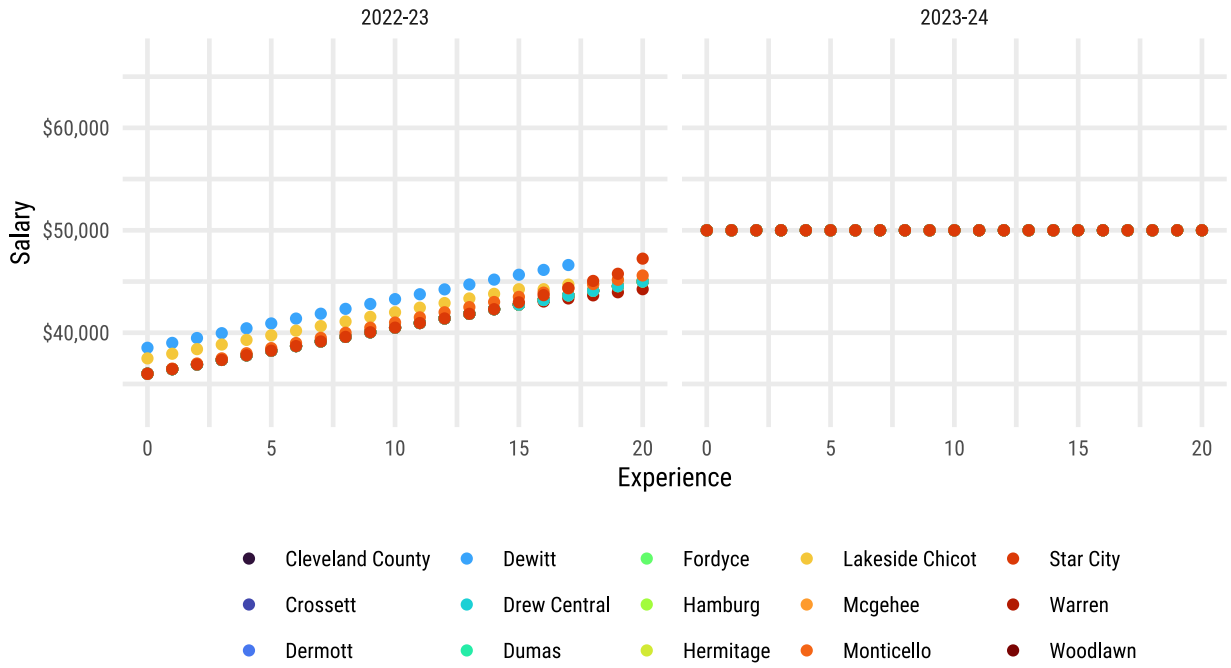
Pulaski County Schools



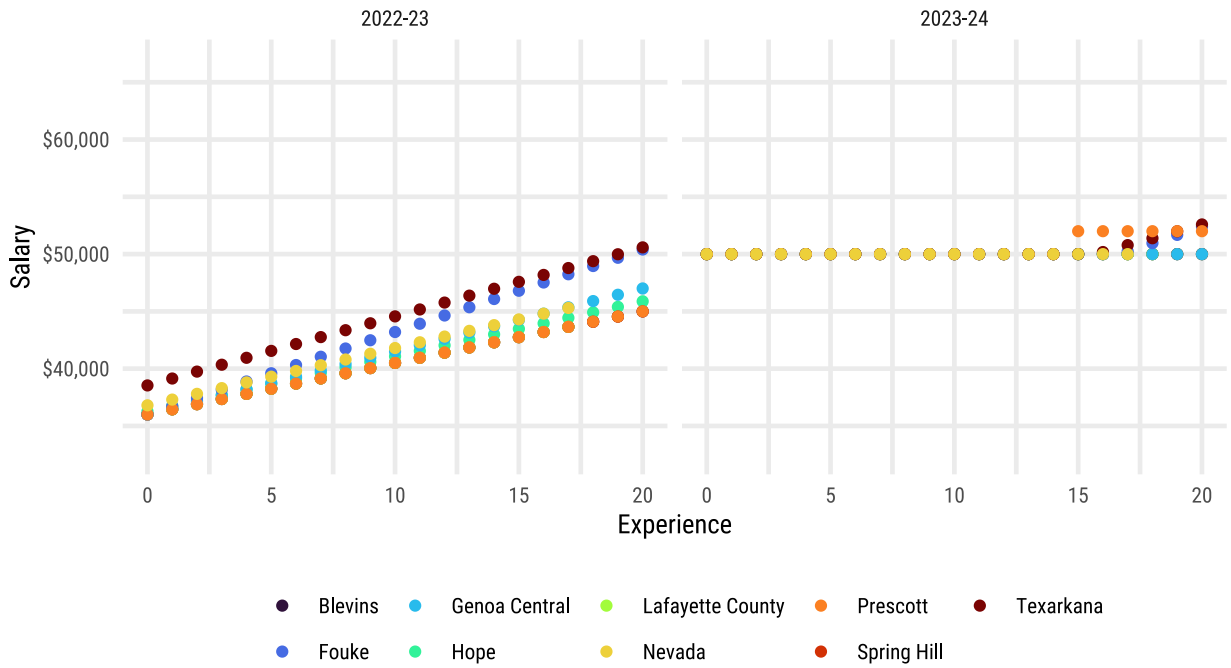
South Central ESC



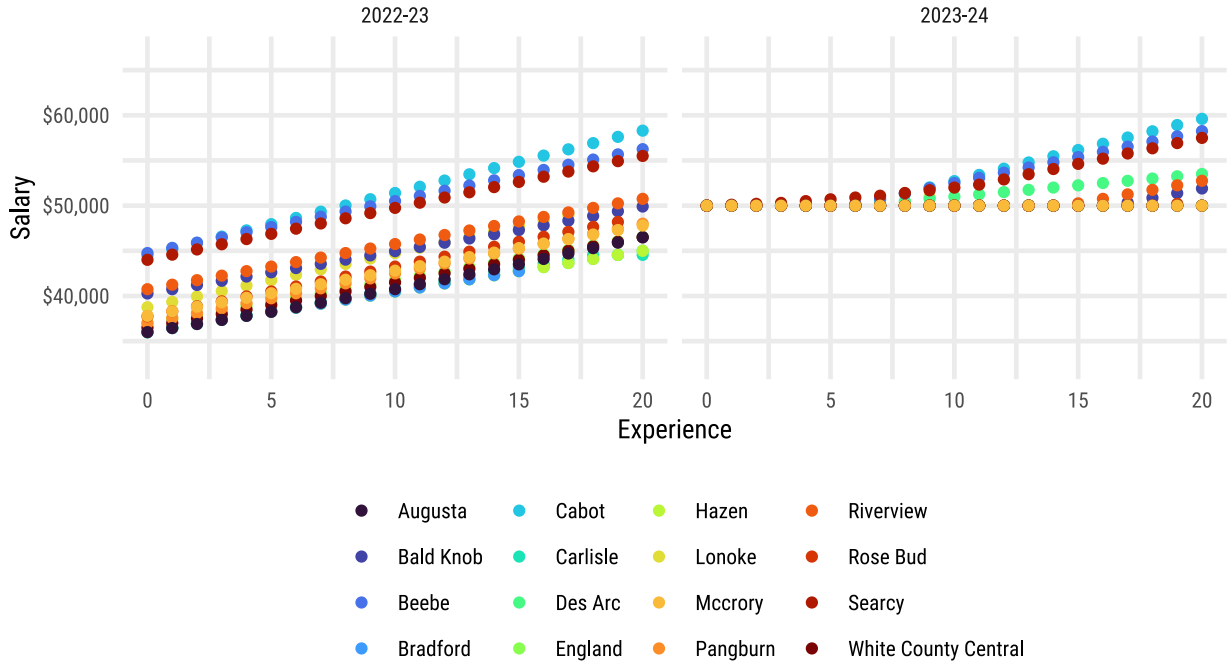
Southeast Arkansas ESC



Southwest Arkansas ESC



Wilbur D. Mills ESC



APPENDIX B: TEACHER SALARY SCHEDULES FOR THOSE HOLDING A MASTER'S DEGREE

Figure B.8 - Distribution of Entry-Level Teacher Salaries - Master's Degree

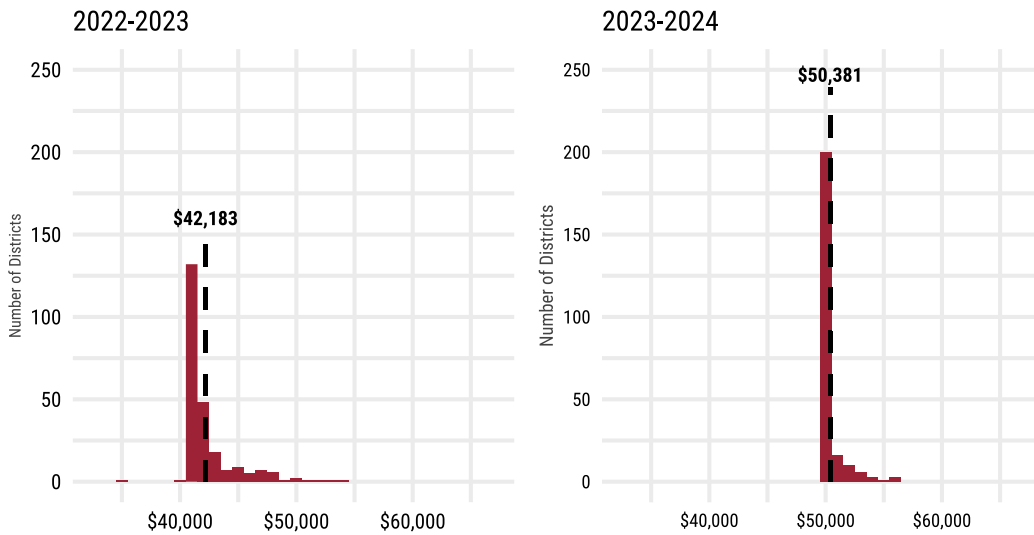


Figure B. 9 - Distribution of Teacher Salaries - Master's Degree & 5 Years of Experience

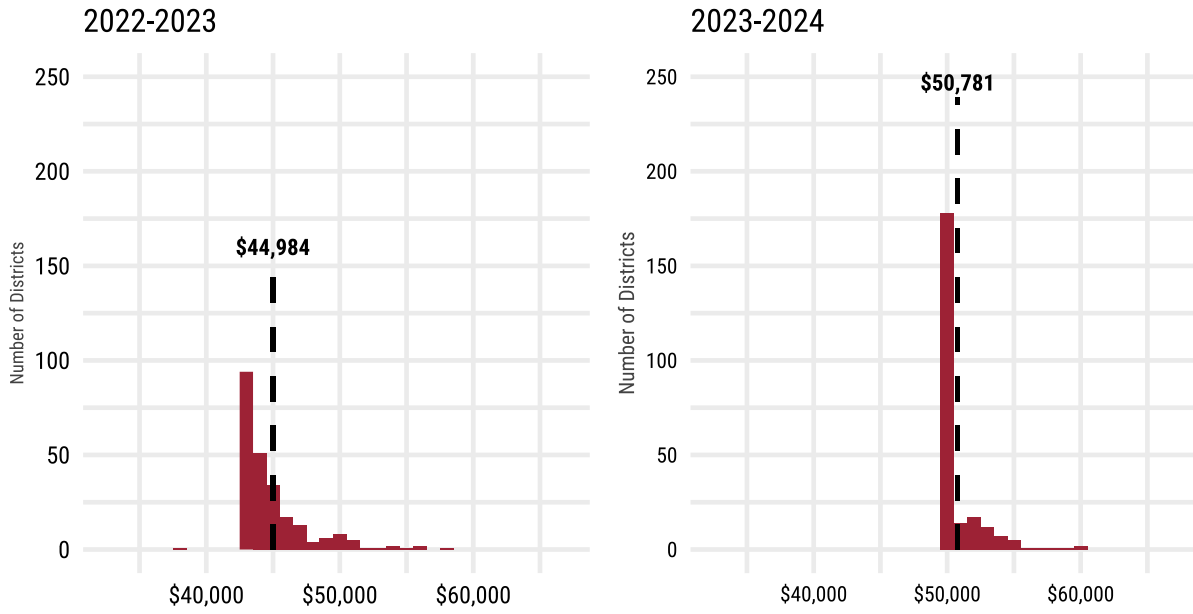


Figure B.10 -Distribution of Teacher Salaries – Master's Degree & 10 Years of Experience

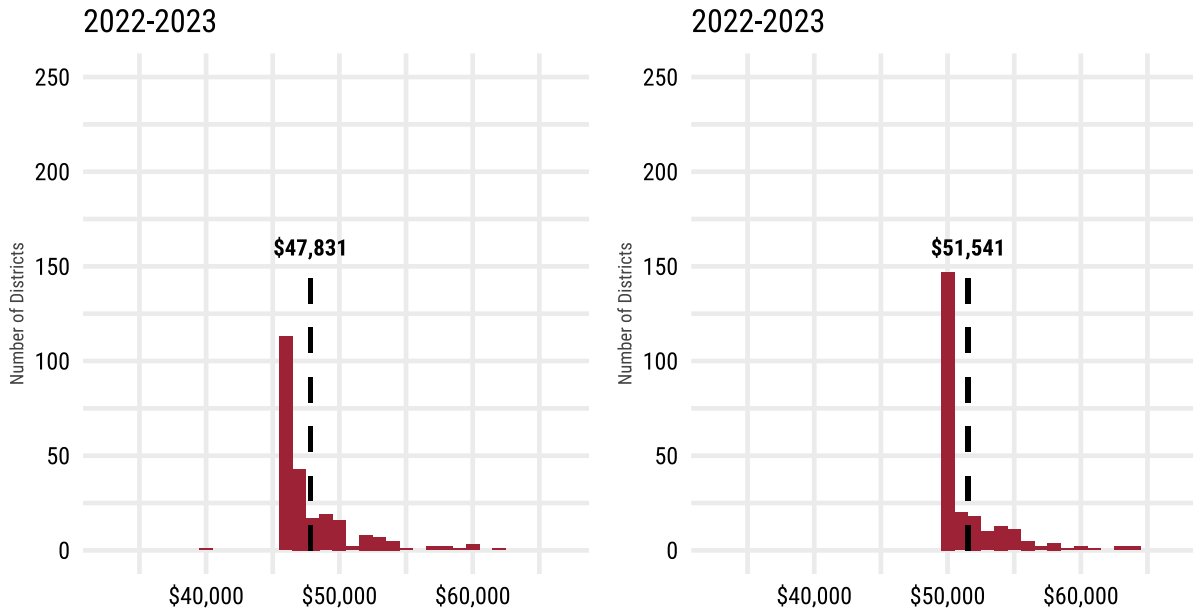


Figure B.4 -Distribution of Teacher Salaries – Master’s Degree & 15 Years of Experience

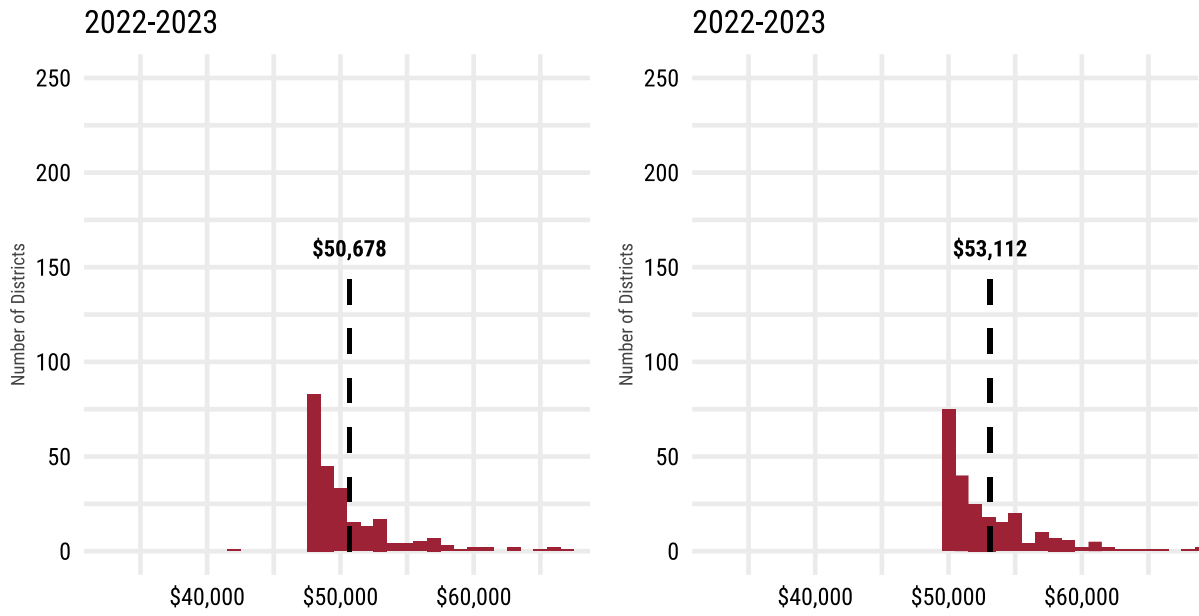


Figure B.11 - Teacher Salaries for MA in the 2022-2023 School Year, by Years of Experience & District

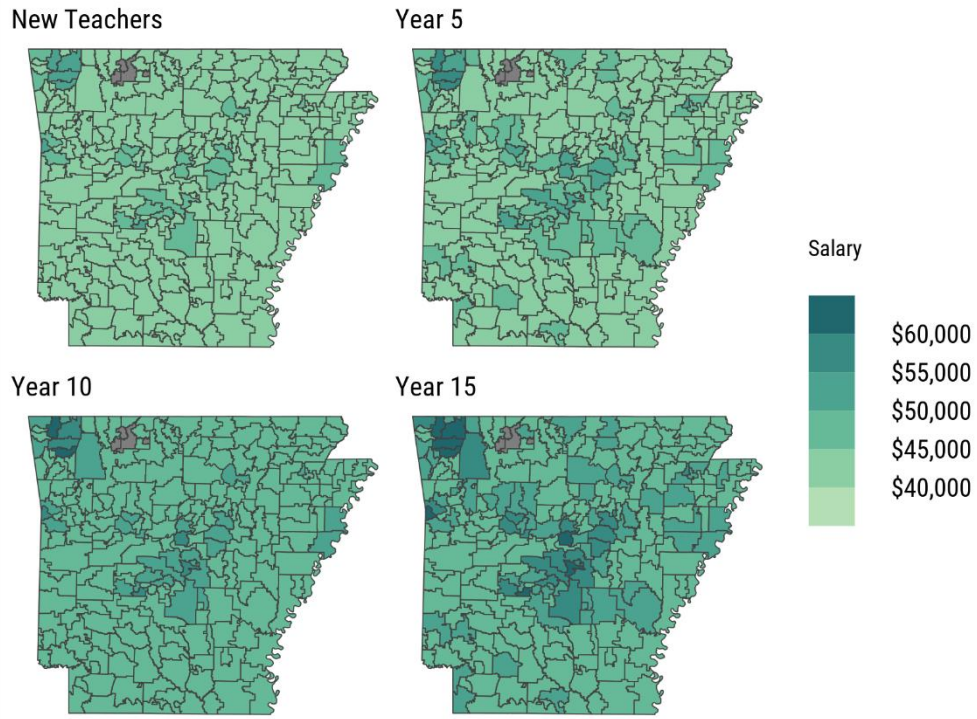


Figure B.12 - Teacher Salaries for MA in the 2023-2024 School Year, by Years of Experience & District

