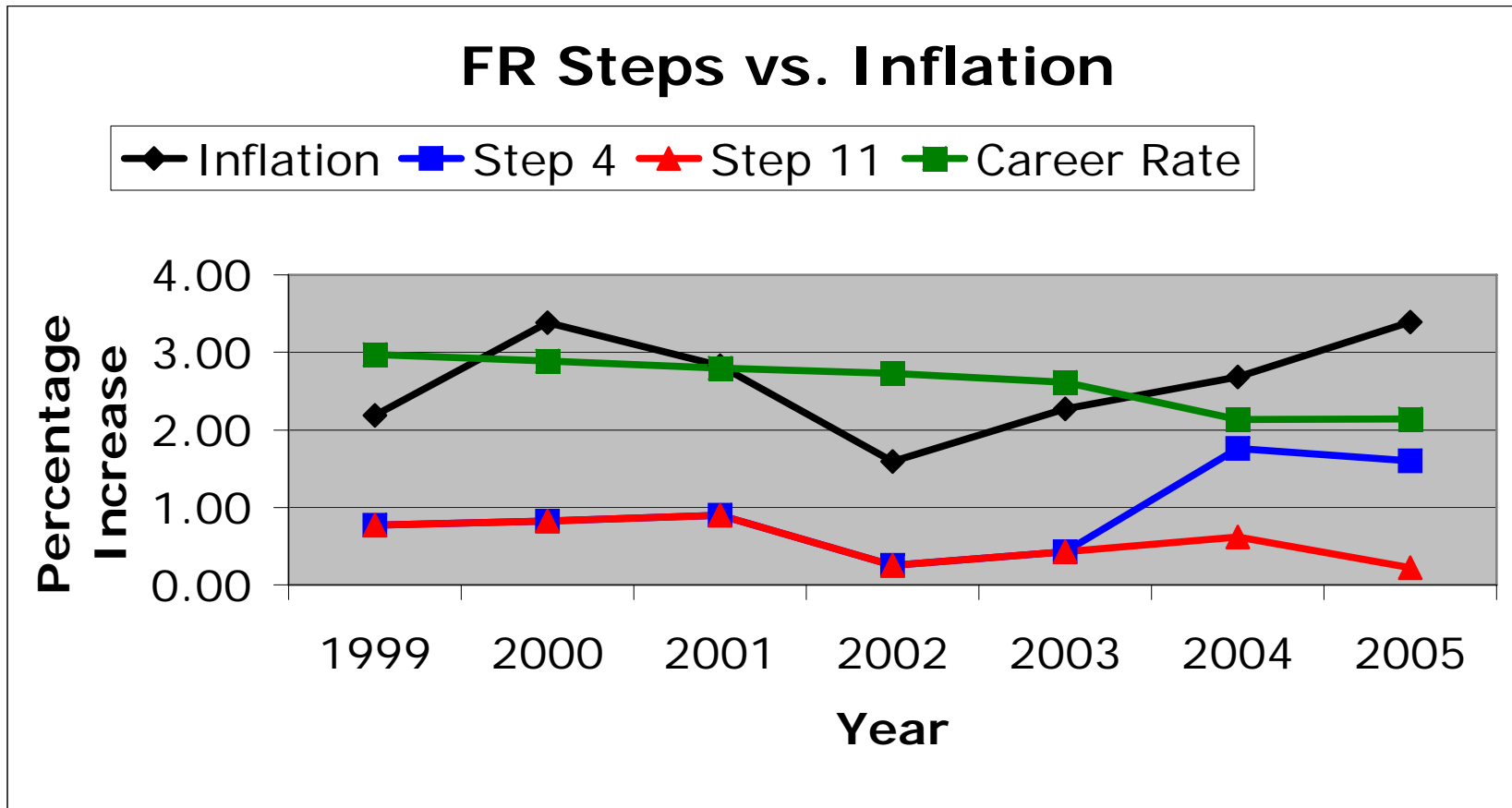


Step	Salary	Incremental Raise
1	\$40,000	
2	\$42,000	\$2,000
3	\$44,000	\$2,000
4	\$46,000	\$2,000
5	\$48,000	\$2,000
...	...	\$2,000
15	\$80,000	...
		\$0

Because the number of professions that work on salary scales has diminished over time, many people do not understand how salary scales function. The majority of jobs requiring collegiate level degrees hire their employees at what is considered the worth of the profession. Since they are already earning the career rate for the profession (barring the possibility of promotions), these employees generally view an annual cost of living increase as an adequate raise. Compensation for teachers, however, does not function in this manner. Teaching is considered a craft; thus, teachers have historically been paid according to the craft-guild model. A first year teacher is not believed to have yet mastered his/her craft; therefore, he/she is not hired at the worth of the job, but rather at a suppressed apprentice wage. With each year of experience, a teacher is considered to have gained greater mastery of the teaching craft and is thus entitled to a salary closer to the wage of a master craftsman (a teacher at the top of the scale). This raise is known as an incremental raise. The fictitious scale above illustrates incremental raises. Note that every teacher gains an incremental raise for further mastering the craft except for those teachers at the top of a salary scale (on this scale, step 15) who are considered to have already mastered the craft. It is important to note that if a teacher were only to receive an incremental raise each year, the value of the entire scale would diminish over time. Under such a scenario, a first year teacher on this scale would always earn \$40,000, even though \$40,000 will not buy as much in the future as it does now. A career rate teacher would always earn \$80,000, even though \$80,000 will not be worth as much in the future as it is now. Thus, raises must also be applied to the steps themselves. Individuals are entitled to incremental raises because they have gained greater experience and mastery of their craft.

Step	Salary (Year 1)	Incremental Raise	Step	Salary (Year 2)	On-Scale Raise (5%)
1	\$40,000		1	\$42,000	
2	\$42,000	\$2,000	2	\$44,100	\$2,100
3	\$44,000	\$2,000	3	\$46,200	\$2,200
4	\$46,000	\$2,000	4	\$48,300	\$2,300
5	\$48,000	\$2,000	5	\$50,400	\$2,400
...	...	\$2,000	6	\$52,500	\$2,500
15	\$80,000
		\$0	15	\$84,000	\$4,000

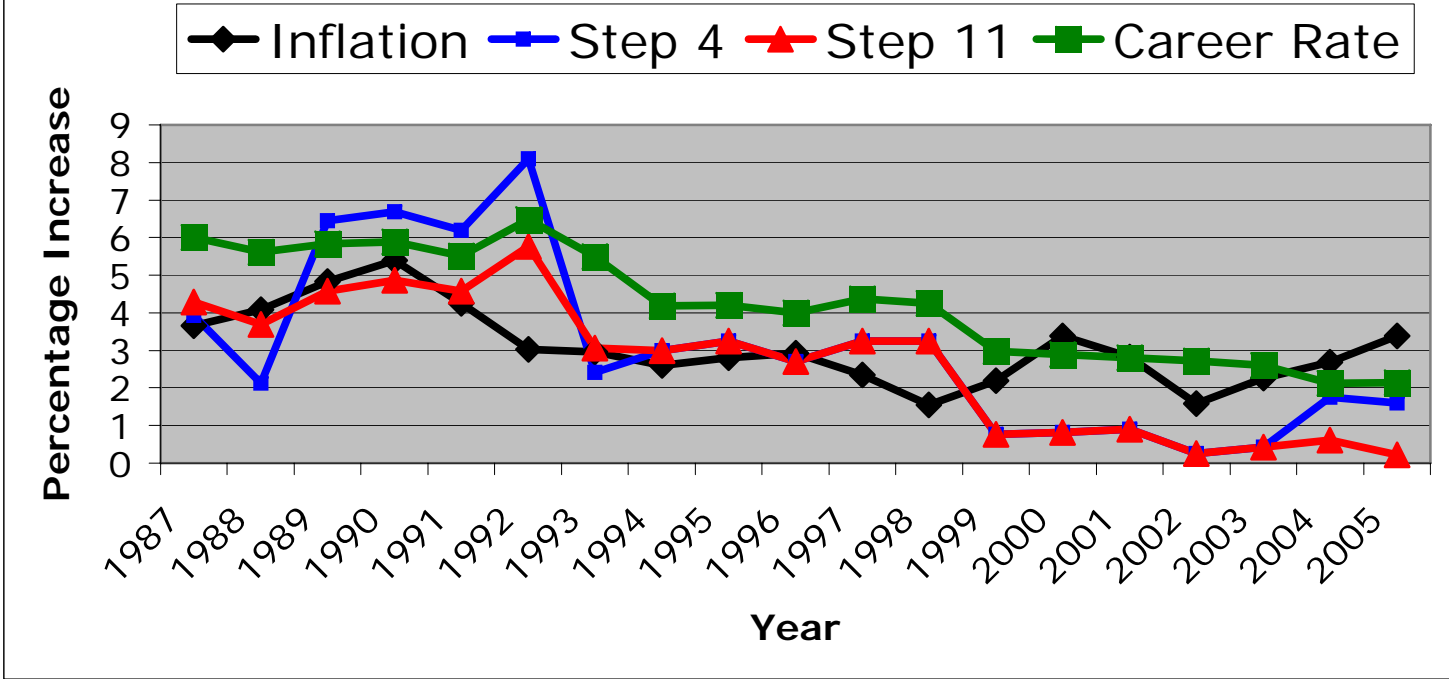
In order to properly fund a salary scale, money must be applied to each step. This is known as an on-scale raise. On this fictitious salary scale, a 5% on-scale raise has been applied evenly to each step. On-scale raises must meet at least the level of inflation, or else a teacher on any given step will earn less money than a teacher earned on that same step in the previous year (once cost of living adjustments are made). If on-scale raises consistently fail to grow at or above the rate of inflation, the entire salary scale is devalued.



As seen in this chart, on-scale raises at Franklin Regional have not been keeping up with inflation since 1999. This means that each year, teachers on any given step are earning less than teachers who were on that same step in the previous year*. In other words, a teacher on step 4 today earns less than what a teacher on step 4 made last year (after adjusting for inflation), who made less than what a teacher on step 4 made in the previous year. This problem has compounded itself every year since 1999. We believe that teachers on all steps should fare better than their predecessors as the demands of the job and the levels of student achievement have grown significantly since that time.

* The only exception to this has been the career rate in 1999, 2002, and 2003. Since 2003, all steps have been devalued each year.

FR Steps vs. Inflation



It has been in the last seven years only that the Franklin Regional School District has adopted such an extreme stance regarding teacher compensation. Historically, the district has honored the need to properly fund the salary scale. Prior to 1999, the steps on Franklin Regional's scale generally did keep up with inflation, thereby enabling teachers to properly climb the salary scale as they gained mastery of the craft, and thereby making sure teachers on each step were compensated as much as their counterparts had been in previous years.

Step	1972-3 Master's Salary	1972-3 Steps Adjusted for Inflation	2006-7 Master's Salary
4	\$8,840	\$42,910	\$38,300
8	\$10,363	\$50,303	\$42,500
11	\$11,613	\$56,370	\$45,500
14	\$12,673	\$61,516	\$57,400

The devaluation of steps that has taken place since 1999 is striking when examining salary scales from more than 30 years ago. In 1972-3, a Franklin Regional teacher on step 4 earned \$8,840. For a Franklin Regional teacher on step 4 today to earn the same amount of money in real dollars (adjusted for inflation), he/she would have to earn \$42,910 according to the Department of Labor. Franklin Regional teachers on step 4 earn only \$38,300, however. The differences become more pronounced in the middle of the scale, as shown by steps 8 and 11, where teachers are earning between \$7,800 - \$11,000 less than would have been predicted had salaries kept pace with inflation.

Step	2005-2006	2006-2007	Individual Raise	Incremental Raise	On-Scale Raise	% Toward Increment	% Toward On-Scale Raise	2005 Inflation
1	\$35,900	\$36,900						
2	\$36,400	\$37,400	4.18%	\$500	\$1,000	1.39%	2.79%	3.39%
3	\$36,900	\$37,800	3.85%	\$500	\$900	1.37%	2.47%	3.39%
4	\$38,200	\$38,300	3.79%	\$1,300	\$100	3.52%	0.27%	3.39%
5	\$39,200	\$39,600	3.66%	\$1,000	\$400	2.62%	1.05%	3.39%
6	\$40,100	\$40,600	3.57%	\$900	\$500	2.30%	1.28%	3.39%
7	\$41,100	\$41,500	3.49%	\$1,000	\$400	2.49%	1.00%	3.39%
8	\$42,100	\$42,500	3.41%	\$1,000	\$400	2.43%	0.97%	3.39%
9	\$43,100	\$43,500	3.33%	\$1,000	\$400	2.38%	0.95%	3.39%
10	\$44,100	\$44,500	3.25%	\$1,000	\$400	2.32%	0.93%	3.39%
11	\$45,800	\$45,500	3.17%	\$1,700	-\$300	3.85%	-0.68%	3.39%
12	\$48,600	\$48,500	5.90%	\$2,800	-\$100	6.11%	-0.22%	3.39%
13	\$52,400	\$50,000	2.88%	\$3,800	-\$2,400	7.82%	-4.94%	3.39%
14	\$57,500	\$57,400	9.54%	\$5,100	-\$100	9.73%	-0.19%	3.39%
15	\$68,000	\$65,000	13.04%	\$10,500	-\$3,000	18.26%	-5.22%	3.39%
16	\$71,900	\$71,700	5.44%	\$3,900	-\$200	5.74%	-0.29%	3.39%
17	\$76,500	\$77,900	8.34%	\$4,600	\$1,400	6.40%	1.95%	3.39%
17		\$77,900	1.83%	\$0	\$1,400	0.00%	1.83%	3.39%

This is Franklin Regional's actual salary scale for employees with Master's Degrees. It is inaccurate for the district to suggest employees did well by averaging 3.82% individual raises in 2006-2007. When those raises are broken into their component parts (incremental and on-scale raises), every step on the scale has been devalued with respect to inflation. Step 1 gained the greatest on-scale raise, 2.47%, but this is nearly a full percentage point lower than the rate of inflation. Translated, this means Franklin Regional starting teachers earn less this year than what Franklin Regional starting teachers earned last year with respect to inflation. Not only have on-scale raises failed to keep up with inflation, but also, as indicated in red above, many steps have even received pay cuts, in amounts up to \$3000. For example, last year, a teacher on step 15 earned \$68,000; this year, a teacher on step 15 earns \$65,000. We believe that teachers should be better off today than they were last year and better off tomorrow than they are today. The district needs to recommit to properly funding the salary scale, as it has historically done.