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Lia Martin

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# Is Oklahoma's State-Mandated Minimum Teacher Salary Sufficient? Evidence from 90 Oklahoma Districts

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The state of Oklahoma recently implemented a minimum salary schedule for all public school educators. There is a lack of research on the efficacy of this new salary schedule and its effect on student academic achievement. This research aims to analyze the effectiveness of this salary schedule by comparing the scores of students from districts that pay only the minimum salary and districts that pay above the minimum. Ninety school districts were selected for analysis, and teacher salary data were collected, along with student score data for state standardized math and reading tests, for each of these districts. There was significant evidence that students performed better on reading tests (but not necessarily math scores) when their teachers were paid more. The fact that students from districts paying above the minimum scored higher than students from districts paying only the minimum implies that student performance might improve if the minimum salary was raised.

*Keywords:* teacher pay, student achievement, education finance, Oklahoma education

## Introduction

During his visit to Boston in 1990, Nelson Mandela famously said “education is the most powerful weapon which you can use to change the world.” Given this importance, understanding and perfecting education is a top priority of researchers. An important area of focus is the relationship between student achievement and teachers, specifically how student performance is affected by teacher salary. Current research holds that teacher pay and student success are positively correlated: as instructors are paid more, the performance of their students improves (Harris & Sass, 2011; Rockoff, 2004; Ronfeldt, Loeb, & Wyckoff, 2013). If this contention is true, then states with low teacher salaries should be concerned about their students' academic performance.

One such state is Oklahoma, where educators receive some of the lowest salaries in the nation (Hendricks, 2015). In an effort to start remedying this issue, Oklahoma recently enacted a minimum teacher salary

schedule. Little is known about the effectiveness of this new policy; is the minimum high enough? This research aims to answer this question by comparing student performance on state standardized math and reading tests from the 2016 school year in thirty randomly selected school districts that pay above the minimum salary to student performance in sixty randomly selected districts that pay just the minimum salary. Additionally, the study endeavors to support the general consensus that teacher salary and student achievement are positively correlated by comparing average salary data from the 2014–2015 school year for all ninety selected districts to student performance on the same tests. This research suggests that a correlation between salary and performance does exist and that the state mandated minimum salary might not be sufficient. This study begins with an overview of the relevant literature, then proceeds to a description of the methods used and a detailed presentation of the results, and concludes with a discussion of these results, including a consideration of the study's implications and limitations and recommendations for future research.

## Literature Review

One of the most important fields of research in education policy is school finance; the equitable distribution of the funds provided to and used by school districts is of great interest to many researchers. Equity, or the fairness with which resources are distributed to schools and students, is one of the primary concerns of education finance literature because inequalities in school financing can lead to inequalities in student opportunity and achievement (Augenblick, Myers, & Anderson, 1997; Springer, Liu, and Guthrie, 2009; Turner, 2016). After the No Child Left Behind Act stated that all students must receive instruction from a “highly qualified teacher,” as part of its plan to reduce these inequalities in opportunity and achievement, researchers began to focus on teacher quality, and by extension teacher salary, as one way to measure funding equality (NCLB, 2002).

### Teacher Pay and Teacher Quality

A great deal of the literature on teacher salaries is focused on the relationship between teacher pay and teacher quality. It has been thoroughly proven that higher teacher salaries are positively correlated with instructor experience, as well as overall teacher quality (Hanushek, Kain, & Rivkin, 1999; Hendricks, 2014; Rockoff, 2004). There are differing theories as to how this works. One theory is that paying teachers more improves their work ethic, leading them to perform better in the classroom (Hanushek, Kain, & Rivkin, 1999).

Another theory is that higher teacher pay attracts more capable recruits to the profession in the first place, meaning that the pool of applicants is of a higher caliber (Dolton & Marcenaro-Gutierrez, 2011). Essentially, higher pay makes teaching positions more desirable and thus more competitive. A higher quantity of talented individuals would be interested in becoming educators because of the promise of a rewarding salary, much like a large number of people are traditionally interested in becoming a doctor or a lawyer (Dolton & Marcenaro-Gutierrez, 2011, p. 8).

Other literature suggests that increasing teacher pay encourages instructors to stay in their positions, solving the problem of teacher turnover, which can be detrimental to students and schools alike (Hendricks,

2014; Ronfeldt, Loeb, & Wyckoff, 2013). Much of the literature agrees that teacher turnover is dangerous because districts often fill positions with less qualified educators, thus lowering the overall effectiveness of the teaching force (Hendricks, 2015). Further, teacher turnover could decrease the effectiveness of the teaching staff as a whole, because a new addition to the team would not be trained in the school's policies and practices, meaning that the staff would be less cohesive than before (Ronfeldt, Loeb, & Wyckoff, 2013). Although many important factors are involved in whether a schoolteacher stays at a job or seeks other employment, such as working conditions or student quality, a study of panel data in Texas asserts that salary is a deciding factor in a teacher's decision to stay or leave (Hanushek, Kain, & Rivkin, 2004; Hendricks, 2014; Loeb & Page, 2000). This is supported by a 2015 report by Matthew Hendricks, which found that in Texas (where teacher salaries are sixteen percent higher than in Oklahoma), instructors leave their jobs at a much lower rate than they do in Oklahoma (Hendricks, 2015). To combat this flight of teacher talent, many researchers suggest pay incentives (Hendricks, 2014; Hendricks, 2015; Ronfeldt, Loeb, & Wyckoff, 2013). A study of rich panel data from Texas revealed that a flat pay increase encouraged educators to stay at a higher rate than they had previously (Hendricks, 2014). Because increasing teachers' salaries encourages them to stay in the district, thereby preventing the turnover that decreases the overall quality of a teaching staff, teacher pay directly affects teacher quality.

### Teacher Quality and Student Performance

Researchers regularly focus on teacher quality because the literature overwhelmingly suggests that teacher quality is positively related to student performance (Harris & Sass, 2011; Rockoff, 2004; Ronfeldt, Loeb, & Wyckoff, 2013). Although teacher quality has been historically difficult to measure, nearly every study that compares the level of teacher experience to measures of student achievement has found that more experienced instructors help their students to attain higher scores than less experienced ones do. An “experienced teacher” is defined here as one who has spent several years in the education profession and more importantly several years at the same school. There is less definite evidence for the effect

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of instructor intelligence on student scores. In other words, smarter teachers are not necessarily better at increasing student test scores (Harris & Sass, 2011). Regardless, higher teacher quality does seem to have a positive outcome on student scores. And so, imperative to sustaining high student performance is determining how to guarantee that students are receiving instruction from quality teachers.

Researchers disagree on how to ensure teacher quality. Some argue that base pay increases would reduce teacher turnover, and thus maintain teacher quality (Hendricks, 2014). However, other researchers assert that targeted increases in pay could be more effective in raising student scores (Loeb & Page, 2000; Rockoff, 2004). Traditionally, salaries are dependent on years of experience as well as educational degree attained. Recent studies suggest that this might not be the most effective way to determine teacher pay in terms of student outcomes (Harris & Sass, 2011; Ronfeldt, Loeb, & Wyckoff, 2013). Instead, some research findings suggest that school districts should be encouraged to consider using educator performance, or more accurately, student performance that can be attributed to that teacher, to dictate pay (Ronfeldt, Loeb, & Wyckoff, 2013). Although researchers do not agree on the best way to increase teacher pay, there is consensus that doing so would help to ensure teacher quality, and thus student achievement.

### Teacher Pay and Student Performance

Since according to the majority of the literature, increasing teacher pay leads to better teacher quality, and increased teacher quality leads to higher student performance, it should follow that teacher pay and student achievement are positively correlated. Researchers have measured student achievement in many ways, most often through performance on standardized tests, although graduation rates and even future job success have been used as well (Betts, 1995; Dolton & Marcenaro-Gutierrez, 2011; Hanushek, 1986; Loeb & Page, 2000). However, a review of the relevant research reveals that findings differ on whether or not a positive correlation exists between teacher pay and student achievement. In fact, many seminal studies of instructor salaries and their relationship to student performance found no significant relationship between the two (Hanushek, 1986; Betts,

1995). An analysis of data from the National Longitudinal Survey of Youth and the High School and Beyond survey revealed that graduates of schools where instructors were paid better did not earn significantly more money in their future jobs than graduates of schools where teacher pay was lacking (Betts, 1995). Although this is not a direct measure of student performance, it does indicate that any possible effects that teacher salaries had on these students had dissipated by the time they entered the labor force, which could mean that the effect of salaries was negligible in the first place.

More recent studies have contradicted these findings, arguing that the original studies which found no significant relationship were not accounting for all variables (Dolton & Marcenaro-Gutierrez, 2011; Loeb & Page, 2000). An international study compared the position of educators in a country's income distribution to pupil performance on internationally standardized tests. The analysis found that in countries where teachers are paid more, students are more academically successful (Dolton & Marcenaro-Gutierrez, 2011). This evidence supports researchers who believe that increasing teacher pay would lead to improved student outcomes.

### Teacher Pay in Oklahoma

Teachers in Oklahoma receive very low salaries, especially when compared to teachers in neighboring states as well as comparable workers in the private sector, and this disparity leads to high rates of teacher turnover (Hendricks, 2014; Hendricks, 2015). To combat harmful salary inequalities within the state, Oklahoma recently enacted a mandatory minimum salary schedule (Maiden & Evans, 2009; 70 OK Stat § 70-5-141, 2016). Although some districts choose to pay their instructors more, even these slightly higher salaries are still paltry when compared with surrounding states and the national average (Hendricks, 2015). In 2015, the average teacher with five years of experience and a bachelor's degree only earned \$34,000 annually (Hendricks, 2015, p. 4). Since salaries in Oklahoma are still remarkably low despite the state-mandated minimum, it is possible that the minimum is insufficient and should be raised.

Although a substantial body of research explores the relationship between teacher pay and student

achievement, the debate is not settled, and contributions can still be made. Very little research has focused on Oklahoma, even though its educators are some of the lowest paid in the nation, and its students consistently perform poorly on nationally standardized tests (Hendricks, 2015). This research seeks to fill this gap in the body of knowledge by exploring a relationship between student test scores and varying salaries of different school districts and perhaps providing evidence that the state minimum salary schedule is not high enough.

## Method

This study used publicly available data to compare district teacher salary practices with student performance on state standardized tests in an attempt to reveal a relationship between the two.

A list of 186 school districts in Oklahoma that did not use the state-mandated minimum salary schedule in the most recent fiscal year was provided to the researcher by Matt Holder, the Deputy Superintendent of Finance and Federal Programs at the Oklahoma State Department of Education. Although not expressly stated by Mr. Holder or the list, it can be inferred that these districts pay above the minimum, because paying below the minimum would be unlawful (70 OK Stat § 70-5-141, 2016). From this list of nonconforming districts, thirty were randomly selected using Google's built-in random number generator. Thirty was determined to be the best sample size because it is the minimum for a statistical test to be considered valid, and a volume much higher than thirty would become unmanageable. The random number generator provided numbers between 1 and 186, these numbers were recorded, and the district in the row number corresponding to the generated number was selected. Repeated numbers were re-generated until an original number was provided. Generating random numbers was necessary in order to avoid sampling bias that might have occurred if I did not randomly choose from the list of districts, such as convenience bias. The numbers could not be repeated because including a school district more than once could have skewed the data.

Following the same procedure, sixty districts were randomly selected from an edited list of 335 public

school districts in Oklahoma to represent the districts that pay the minimum salary. Sixty was determined to be the best sample size because it is statistically large enough, and roughly proportional to the number of minimum salary public school districts in Oklahoma, which is nearly twice the number of nonconforming districts. This list was created by taking the directory of all public school districts available on the State Department of Education's website and omitting those that appeared on the list of districts paying above state-mandated minimum as well as those districts that were identified as charter schools or independent learning centers. The 90 total selected school districts were separated into two categories, Minimum Salary districts and Above-Minimum Salary districts, and then placed in two spreadsheets alongside data on student achievement.

Specific salary data for the 2014–2015 school year were also collected for each of the 90 selected districts from Oklahoma Watch, a nonprofit investigative journalism website. This information would be used to determine the strength of the linear relationship between teacher salaries and student scores. The data originated from the Oklahoma State Department of Education. Oklahoma Watch presented two figures for each school district, average teacher salary and base teacher salary. Average teacher salary can be biased by the number of new instructors in a district, which is often related to its location. However, it was the best figure for this project, because there was little variation in the base pay among districts, meaning that no relationship between salary and student achievement would be visible, if one exists.

In this study, student achievement was represented by performance on state standardized tests from 2016, the most recent information available. These data were also obtained from the State Department of Education's website. The material is presented in a spreadsheet that breaks down the percentages of students scoring "Unsatisfactory," "Limited Knowledge," "Proficient," or "Advanced" on several different state tests. The figures are separated based on student grade, race, gender, and other characteristics.

This research intended to focus on the percentage of eighth grade students who passed the Oklahoma Core Curriculum Tests (OCCT) for Mathematics and Reading/Language Arts. The tests are standardized across the state, so students in each grade take

the same test as other students in their grade. Eighth graders were selected because eighth grade is the last year that students take such broad standardized tests like Math and Reading; afterwards tests focus on specific classes. Therefore, eighth grade students are the most representative of a district's success because they have been under the influence of its policies for the longest amount of time. Unfortunately, since many schools in Oklahoma have a very small student population, some information was redacted by the Department of Education in order to protect student identities. Thus, due to the limited availability of some data, the researcher instead used the percentage of students scoring satisfactorily on the Math and Reading tests in the highest grade for which data were available. For example, if no data were recorded in the eighth grade, data from the seventh grade tests were used instead.

Scores of "Proficient" and "Advanced" are considered passing; scores of "Limited Knowledge" and "Unsatisfactory" are not. Because the data were provided for four possible scores, and not simply "Passing" or "Failing," the percentages of students scoring in the top two categories were added in order to determine the percentage of students who passed the tests. In some cases, data were provided for the number of students who achieved a score of "Proficient" but not "Advanced," and visa versa. Because the data were redacted to protect a small number of individuals, meaning the concealed percentage was also small, the difference was considered negligible, and the non-redacted percentage was used to represent the total percentage of students passing the test. Two school districts were omitted from the research altogether, because their student populations were so small that all percentages were redacted, and thus no viable information was available to analyze. Both were in the group of districts that pay the state-mandated minimum.

The data on student performance were entered into two spreadsheets alongside the corresponding districts and analyzed using a two-sample t test. Then the districts were aggregated into a single spreadsheet where average teacher salary was compared with student achievement data using Pearson's correlation coefficient. Results are presented in the following section.

## Results

As a whole, the mean scores for the Math OCCT ( $M = 49.29$ ) were significantly lower than the mean reading scores for the 90 total selected districts ( $M = 67.86$ ). A two-sample t test was conducted comparing math scores of students whose teachers are paid the minimum salary and students whose teachers are paid above the minimum. These tests are used to compare the means of two samples in order to determine if there is a statistically significant difference between them. The t tests revealed no significant difference between the two groups (schools that pay only the minimum and schools that pay above it)  $t(58) = 0.04$ ,  $p = 0.48$ , meaning that student performance on OCCT math tests is likely not dependent on teacher salary. However, the two-sample t test conducted with OCCT reading scores revealed a very significant difference between students from minimum paying districts and students from districts that pay above the minimum  $t(83) = 3.68$ ,  $p = 0.002$ . Although this test does not prove causation, it is clear that a relationship exists between student performance on Oklahoma reading exams and their teachers' salaries. A table of all 90 districts and their respective test scores and average teacher salaries is included in the Appendix.

A Pearson product-moment correlation coefficient was computed to assess the relationship between teacher salary and student performance on state standardized mathematics tests. These tests are used to determine the strength of the correlation between two variables, in this case teacher salary and student performance. This test revealed no statistically significant relationship between salary and student achievement on the OCCT math test  $r(86) = .03$ ,  $p = .39$ . These data are displayed as a scatterplot in Figure 1.

When the same test was conducted with reading scores instead of math scores, a significant relationship was revealed  $r(86) = .23$ ,  $p = .02$ , as illustrated in Figure 2. This means that teacher pay and student performance on reading scores were significantly correlated.

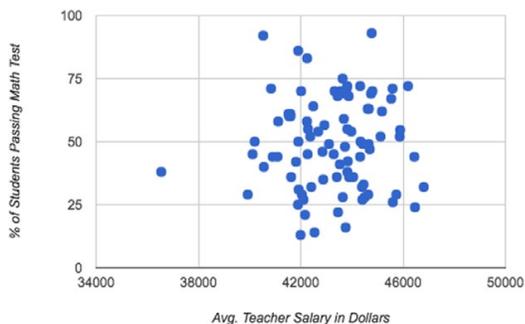


Figure 1. Average teacher salary vs percentage of students passing math test. This figure illustrates the correlation between teacher pay and student performance on state standardized math tests.

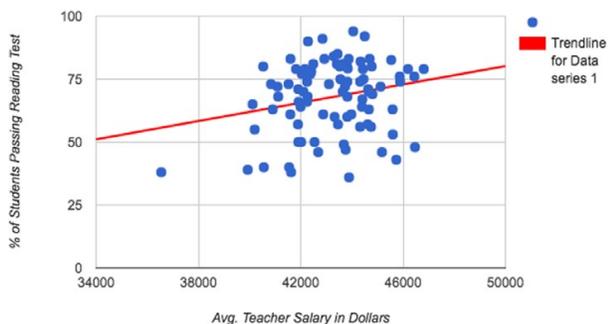


Figure 2. Average teacher salary vs percentage of students passing reading test. The red line represents the linear relationship between the two variables. This figure illustrates the correlation between teacher pay and student performance on state standardized reading tests.

## Discussion

Bearing in mind that this research only proves a correlation between teacher pay and student achievement and not a causal relationship, any assumptions that follow regarding the meaning and/or implications of these results should be considered with caution, for they are the educated speculation of the researcher.

## Findings

Through a series of t tests and Pearson product-moment correlation coefficient computations, this study found that the percentage of students passing the Oklahoma standardized reading tests is greater in school districts where educators are paid above minimum salary. The study also found a significant positive correlation between teacher salary and student performance on standardized reading tests but not on standardized math tests. The relationship between teacher salary and student achievement on reading tests found in this study supports the general consensus among researchers that increasing teacher pay could improve student performance on standardized tests (Dolton & Marcenaro-Gutierrez, 2011; Loeb and Page, 2000). However, because one of the tests showed no relationship, this conclusion might not be generalizable to all forms of standardized tests. Based on the literature, it can be inferred that as the pay increased, the overall quality of the instructors increased as well (Hanushek, Kain, & Rivkin, 1999; Hendricks, 2014; Rockoff, 2004). Thus the positive relationship between teacher pay and student achievement found in this study could be due to the increase in teacher quality, caused by higher pay, that is known to be related to student performance (Harris & Sass, 2011; Rockoff, 2004; Ronfeldt, Loeb, & Wyckoff, 2013).

**Minimum salary schools versus above-minimum salary schools.** T tests comparing student performance on reading tests in districts that pay only the state-mandated minimum salary to student performance in districts that pay above the minimum salary found that students do perform better where their teachers are paid more. This test most directly questions the effectiveness of the minimum salary required by the state because it compares results associated with this minimum to results produced by schools that pay above it. Because students performed better where salaries were higher than the minimum, these results could indicate that the minimum salary is too low. Unexpectedly, the t tests did not produce similar results for the math tests. Student performance on Mathematics OCCTs was not related to whether a school district paid at or above the minimum teacher salary. A similar trend was found in a 2011 study, which determined that teacher quality had an effect on middle school math scores performance,

but not reading (Harris & Sass, 2011). This study, although it focuses on teacher quality instead of teacher pay, contradicts my findings that reading is correlated to teacher pay and math is not. The reason for the divergence in these results is unknown. The lack of a relationship between salary and math scores could be considered evidence in favor of the current minimum salary because such an important subject is seemingly unaffected by teacher salaries. However, assuming that the higher reading results in above-minimum districts were caused by the higher teacher salaries (a speculation which is *not* fully supported by the results of this study), any improvement in scores due to increased pay should be enough encouragement to raise the minimum.

**Average salary versus student scores.** Further research as to the effects of teacher salary in Oklahoma on student performance on standardized tests showed a positive correlation between the two variables. Pearson product-moment correlation coefficient computations comparing the average teacher salaries during the 2014–2015 school year in all 90 selected districts to the percentage of students passing the Math OCCT in 2016 found once again no statistically significant correlation between salaries and math scores, but the same test performed on the Reading OCCT scores found a very significant positive correlation. As teacher salaries increased, so did the percentage of students passing the reading test. This evidence supports the widely-held belief that higher teacher salaries positively influence student performance, despite the negligible relationship between salaries and math scores (Dolton & Marcenaro-Gutierrez, 2011; Loeb & Page, 2000). The evidence also supports the conclusion that raising the state minimum salary could improve student performance, especially in reading, because higher pay is correlated to increased student test scores.

## Alternative Explanations

As mentioned above, although the correlation between teacher pay and student scores is promising, this research does not prove causation. This study assumes that increases in teacher pay are directly connected to increases in student outcomes via improvements in educator experience, but there are other potential

explanations for this trend. For example, it is possible that the increases in teacher pay and student scores, instead of having a causal relationship, could actually be the result of the same situation. Differences in the overall budget for a school district could lead districts to pay their teachers more *and* to spend more money on programs for their students, simply because they have more money to spend. For example, perhaps one district with a large budget pays their teachers above the minimum salary and also funds a successful reading program for their students. When compared with another district that pays the minimum salary and does not have any special programs, the teacher pay and student scores would be positively correlated, but independent of one another. Another possible explanation for the trend revealed in this research is that some students have the resources to prepare for tests outside of the classroom. Because their preparation is independent of the instructor, their success on the exams does not reflect any influence teacher pay might have on student performance. Potential alternate explanations for the results of this study exist because the research was not able to explore all aspects of the problem, and these limitations leave some uncertainty.

## Limitations

This study was limited by multiple factors. Most importantly, it only sought to explore correlation not to prove a causal relationship. This means that the trends discovered in this research could be attributed to a number of causes, not only the ones inferred by the researcher. Any implications or policy recommendations stemming from this research must be considered with these restrictions in mind.

Further, this study did not consider the potential effect that the geographic location or school district income level had on the data. Research shows that urban and rural schools, as well as schools with high levels of student poverty, often have difficulty retaining talented teachers (Hanushek, Kain, & Rivkin, 2004; Hendricks, 2015; Ronfeldt, Loeb, & Wyckoff, 2013). It is possible that the average salaries used to find a correlation between teacher pay and student scores were biased by the high number of new and untrained instructors in low-income, rural, and urban districts who receive lower salaries than their more experienced peers.

Finally, this study used data from a very short window of time. Some researchers choose to analyze data over long periods of time in order to capture broad changes in the district (Hendricks, 2014). In their 2000 study of teacher compensation and graduation rates, Loeb and Page model their changes over a 10-year period in order to observe long-term results of increasing teacher salaries (Loeb & Page, 2000). Because the purpose of this study was to analyze the effectiveness of Oklahoma's newly implemented minimum salary schedule, collecting data over a long period of time would not have been appropriate. Therefore, any long-term effects that might exist as a result of changing Oklahoma educator salaries were not captured by this study.

## Implications and Future Directions

As stated above, all conclusions based on this research are conjecture, due to the lack of evidence. Keeping this in mind, the correlation between teacher salary and student scores revealed by this research does imply that the Oklahoma state minimum teacher salary could be too low, based on the fact that students perform better on reading tests in districts that compensate beyond this minimum. This conclusion is further supported by the evidence that teacher pay is positively correlated to student performance on standardized reading tests. The results of this study support the assumption of the relevant literature that teacher pay influences student outcomes. Based on these conclusions, as well as the conclusions of other researchers who have also proven that increasing teacher salaries could be beneficial to students, I recommend that Oklahoma's policymakers consider raising the minimum salary to at least the level of the surrounding states in order to prevent instructors from leaving Oklahoma in search of more money.

The trends uncovered in this research, as well as this study's limitations, provide multiple topics for future researchers to pursue. One important question to address is why teacher salaries are related to reading scores in Oklahoma but not to math scores. The state of Oklahoma does emphasize the importance of its reading tests, but what is the connection to teacher pay? Could this be attributed to the differences in the

kinds of help required by students in each subject? In other words, does reading require more or different student-teacher interaction that is impacted by the quality of educators? Further, is this trend related to the substantial gap between the average percentage of students passing math tests ( $M = 49.29$ ) and the average percentage of students passing reading tests ( $M = 67.86$ )? Researchers could also explore the potential geographic differences not considered in this study as well as consider changes to Oklahoma teacher salaries over time.

## Conclusion

Because successful education is an important component of a successful society, and because teachers are a large part of ensuring educational success, it should be the duty of policymakers to ensure that instructors are of the highest quality. This study revealed that students tend to perform better when their teachers are paid more, especially in reading. This information helped answer some questions about Oklahoma's new minimum salary schedule. Taking the results of this study into account, as well as the fact that teacher quality is known to be related to teacher pay, raising Oklahoma's minimum teacher salary could help secure educational success for the state. It is strongly recommended that more research be conducted as to the causes of the relationships uncovered in this study so that it may be determined what educational policies will benefit Oklahoma students the most.

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## Appendix

**Table 1. Student outcome and salary data for 90 school districts in Oklahoma.**

This table contains the 90 school districts used for this research, along with the percentage of students in those districts who passed the Math OCCT and the Reading OCCT, as well as the average teacher salary for the 2014–2015 school year in those districts. Numbers marked by an asterisk (\*) represent scores from grades other than the eighth grade. The grade used is stated in parentheses next to the district name. Boldfaced districts are those that pay above the minimum salary schedule.

District Name	% Passing Math	% Passing Reading	Average Salary 2014–2015 (\$)
ALINE-CLEO (6)	50	55*	40199
<b>ALVA</b>	21	79	42166
ANDERSON	72	60	43817
<b>ARDMORE</b>	31	66	41918
ATOKA	52	77	42371
BANNER	75	81	43636

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<b>BARTLESVILLE</b>	68	83	43873
<b>BISHOP</b>	93	80	44772
<b>BOSWELL</b>	27	67	44408
<b>BRISTOW</b>	55	74	43820
<b>BROKEN ARROW</b>	42.2	79.2	43838
<b>BUFFALO VALLEY (7)</b>	36	38*	41623
<b>BURNS FLAT-DILL CITY</b>	58	68	41118
<b>CANUTE</b>	28	92	44500
<b>CARNEGIE</b>	38	68	43822
<b>CHECOTAH</b>	50	82	44339
<b>CHICKASHA</b>	28	70	43642
<b>CHOCTAW-NICOMA PARK</b>	56.5	83	42923
<b>COMANCHE</b>	49	79	44428
<b>DAVENPORT</b>	45	68	42268
<b>DENISON</b>	60	83	41599
<b>DIBBLE</b>	50	50	41906
<b>DRUMMOND</b>	63	57	44618
<b>EARLSBORO</b>	24	48	46466
<b>ELMORE CITY-PURNELL</b>	36	81	43411
<b>FELT (7)</b>	92*	80*	40532
<b>FORGAN (7)</b>	86*	71*	41901
<b>FORT COBB-BROXTON</b>	32	79	46808
<b>FOYIL</b>	58	66	42243
<b>FREDERICK</b>	49	73	43103
<b>FRINK-CHAMBERS</b>	71	81	43796
<b>GANS</b>	61	61	41592
<b>GLENPOOL</b>	47	83	44695
<b>GRACEMONT</b>	60	40	41545
<b>GRAHAM-DUSTIN</b>	26	53	45599
<b>GREENVILLE (6) (7)</b>	38*	38*	36547
<b>GUYMON</b>	13	64	41992
<b>IDABEL</b>	48	72	43728
<b>JENNINGS</b>	44	63	40903
<b>JONES</b>	64	81	42489
<b>KILDARE (5)</b>	40*	40*	40556
<b>KREMLIN-HILLSDALE</b>	44	72	41092
<b>LEEDEY</b>	29	77	42044
<b>LIBERTY</b>	71	73	40839
<b>LONE WOLF</b>	33	75	44455
<b>MANNSVILLE (6)</b>	29*	43*	45734

OK'S STATE-MANDATED MINIMUM TEACHER SALARY

MARBLE CITY	62	46	45175
MARLOW	72	74	44322
MARYETTA	49	70	44654
MCALESTER	44	76	46440
MEEKER	35	61	42878
MERRITT	68	85	43439
MILL CREEK	70	50	42014
MOORE	67	82.6	45536
MORRIS	70	75	43550
MOSELEY (7)	63*	63*	44662
MOUNTAIN VIEW- GOTEBO	36	94	44051
NOBLE	52	76	45870
OAKS-MISSION	16	47	43754
OKEENE	44	56	44320
OSAGE (6)	45*	65*	40117
PADEN	71	63	45590
PERKINS-TRYON	45	84	43288
POCOLA	27	70	42106
POND CREEK- HUNTER	52	72	45120
PUTNAM CITY	54.6	74	45884
RAVIA (6)	72*	79*	46191
RED OAK	36	36	43888
RIVERSIDE (7)	69	56*	44747
ROLAND	70	69	44801
SALLISAW	41	80	43528
SASAKWA	29	71	44636
SAYRE	59	49	43684
SHADY POINT	29	39	39927
SNYDER	46	91	42849
SOPER (7)	25*	57	41891
SPERRY	32	78	42410
STRINGTOWN	55	90	42282
STROTHER	54	61	43976
STROUD	32	64	44392
SWINK (7)	69*	81*	43705
THACKERVILLE	83	74	42248
WAGONER	42	79	41814
WAPANUCKA	54	46	42682
WAURIKA	22	57	43456
WELEETKA	70	60	43323
WESTERN HEIGHTS	14	50	42538
WESTVILLE	61	73	41522