



2018 Schools SURVEY



SLP Annual Salaries and Hourly Wages

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ASHA 2018 Schools Survey: Annual Salaries and Hourly Wages Report

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Executive Summary

In Spring 2018, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists (SLPs) and educational audiologists in school settings. The survey was designed to provide information about school-based service delivery and to update and expand information gathered during previous Schools Surveys.

The results are presented in a series of reports. This salary and wage report is based on responses from SLPs in special day/residential schools, preschools, elementary schools, secondary schools, students' homes, administrative offices, and a combination of types of facilities.

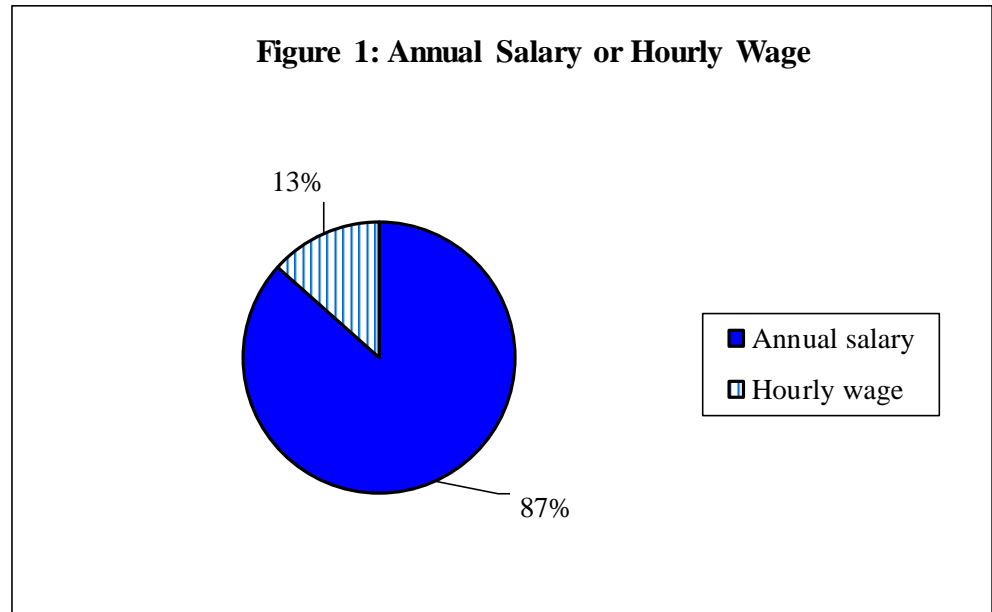
Overall Findings

- 87% worked for an annual salary.
- 57% worked in elementary schools.
- The median salary for working 9 or 10 months was \$62,715 in elementary schools.
- Median academic-year salaries for clinical service providers ranged from \$62,000 in preschools to \$68,000 in secondary schools.
- Salaries increased with years of experience in the profession and years of experience in the schools.
- Salaries in cities/urban areas tended to be higher than those in rural or suburban areas.
- California reported the highest median academic-year salary (\$85,834); Louisiana reported the lowest (\$49,000).
- Median academic-year salaries were highest in the Pacific states (\$80,000).
- The median salary for working 11 or 12 months was \$72,000.
- The median hourly wage was \$51.00, and the median number of hours worked weekly was 21.
- The median hourly wage for contract employees who worked full time was \$50.00.
- The median amount of unpaid student debt was \$30,000.

Salaries

Salary Basis

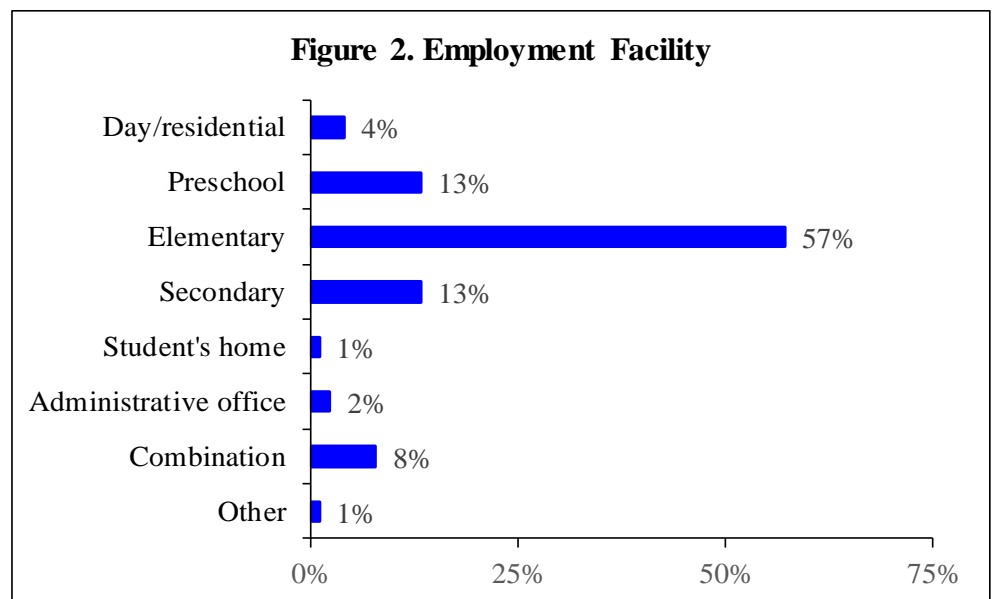
Based on the 2,104 SLPs who disclosed their salary basis, we estimate that 87% of school-based SLPs receive an annual salary and 13% receive an hourly wage (see Figure 1 and Appendix Table B1). Of the latter group, 238 were contract employees.



Note. n = 2,104.

Primary Employment Facility

Salaries have traditionally been presented in ASHA reports as a function of various demographic characteristics, such as facilities, years of experience, and region of the country. More than half of the respondents worked in an elementary school (see Figure 2).



Note. n = 2,094.

Excluded Groups

Ninety percent of SLPs who were employed full time and received an annual salary worked for an academic year (i.e., 9 or 10 months). Because the numbers of respondents who worked for a calendar year or who worked for an hourly wage were relatively small, analyzing those groups according to demographic characteristics would result in subsets of data with fewer than 25 individuals, the minimum reportable response size. Therefore, most of the analyses in this report are limited to SLPs who worked for an academic year and were paid an annual salary.

Several groups are included where totals are reported, even though data are not presented for them in a separate category because fewer than 25 of them provided the necessary information. This is the case, for example, for the 22 SLPs who worked in a student’s home, the 22 who worked in an “other” type of facility, and the 45 who held a doctoral degree. Although some of these groups are larger than 25, their results are not presented as separate groups when fewer than 25 of them answered a question.

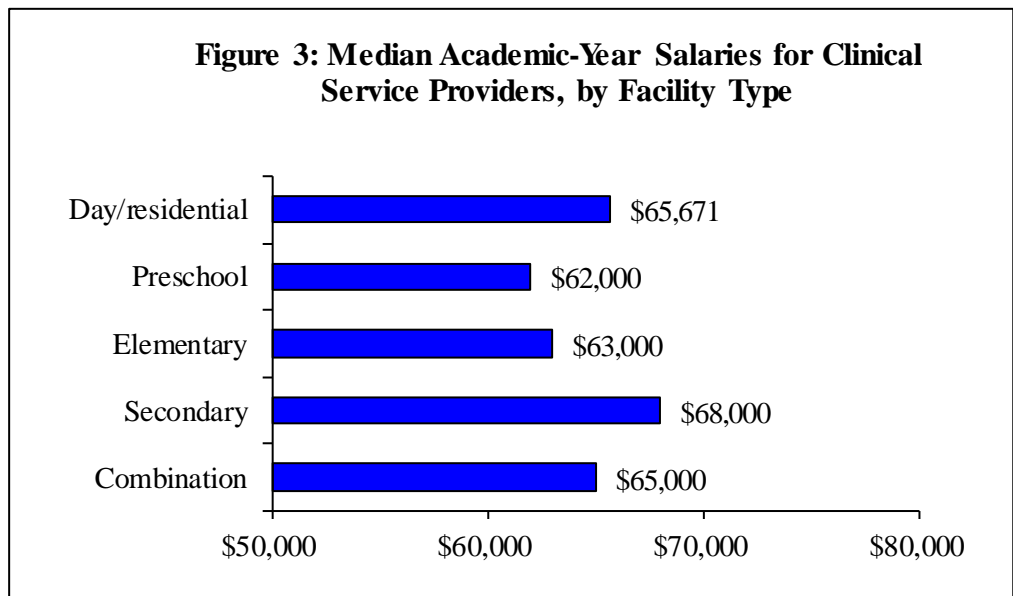
Clinical Fellows are excluded from the report because the respondents were sampled from ASHA-certified SLPs, and Clinical Fellows are not yet certified.

Academic-Year Salaries

The overall academic-year median salary for SLPs who were employed full time was \$63,338, and the mean was \$66,440. Average (mean) salaries were lowest in preschools and highest in special day/residential schools ($p = .000$; see Table B2).

Primary Employment Function

The overwhelming majority (92%) of SLPs who worked full time for an academic year reported that they were employed as clinical service providers. Their median salaries ranged from \$62,000 in preschools to \$68,000 in secondary schools (see Figure 3).

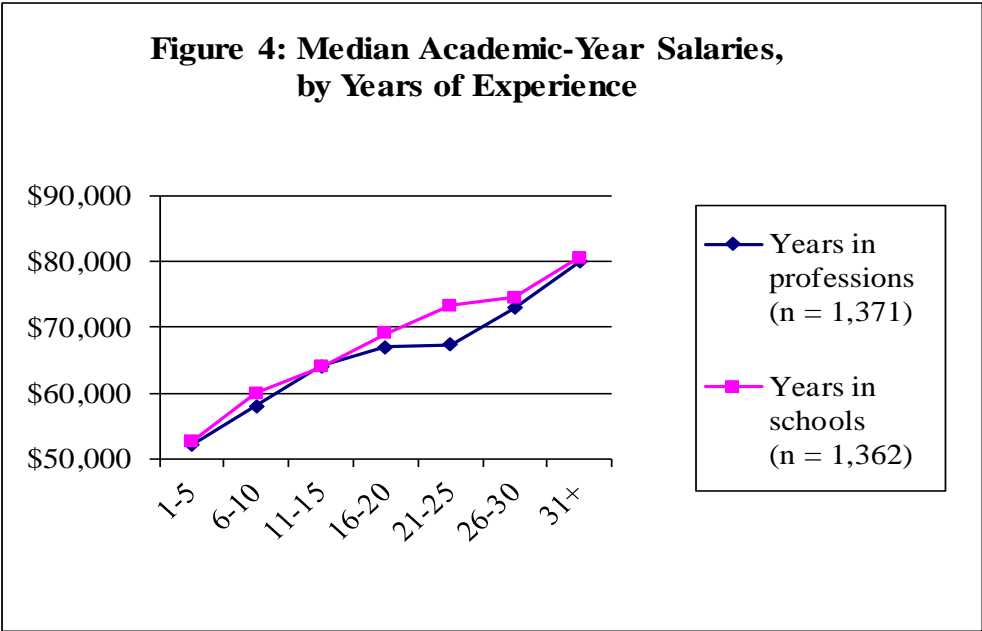


Note. $n = 1,265$.

Years of Experience

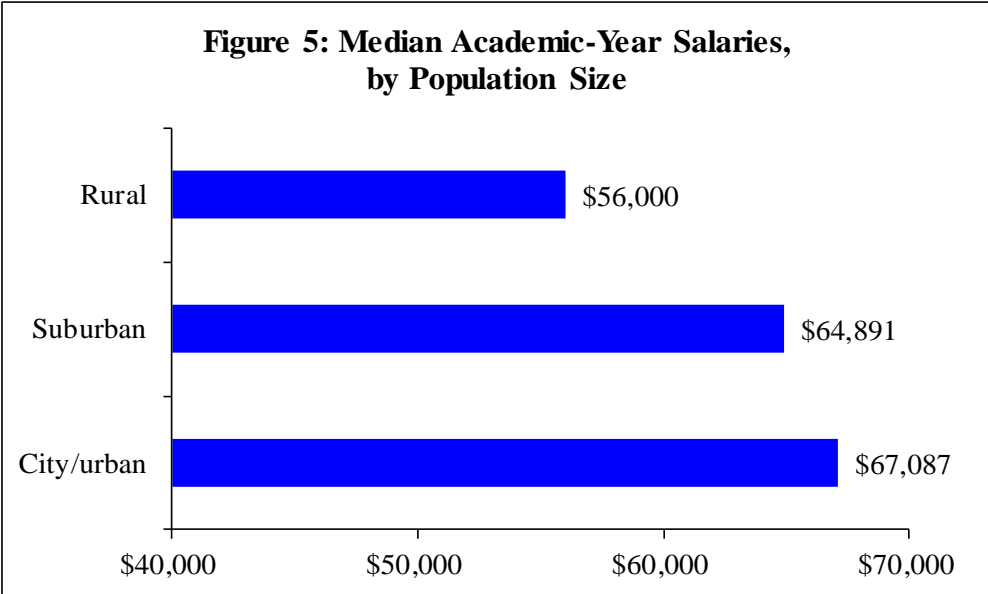
The median academic-year salary was \$62,272 for diagnosticians ($n = 39$), \$55,515 for special education teachers ($n = 28$), and \$63,123 for administrators/supervisors/directors ($n = 28$; not shown in any table).

Figure 4 shows academic-year full-time salaries for (a) years of experience in the profession and (b) years of experience in the schools. Salaries increase with experience but not in a straight line.



Population Size

SLPs had higher median academic-year salaries in cities/urban areas than in other types of locales (see Figure 5).



Note. $n = 1,394$.

State

Nearly 40% (n = 20) of the states had sufficient numbers of respondents to allow reporting of median academic-year salaries. Of that group, the highest median salary was in California, and the lowest was in Louisiana (see Table 1).

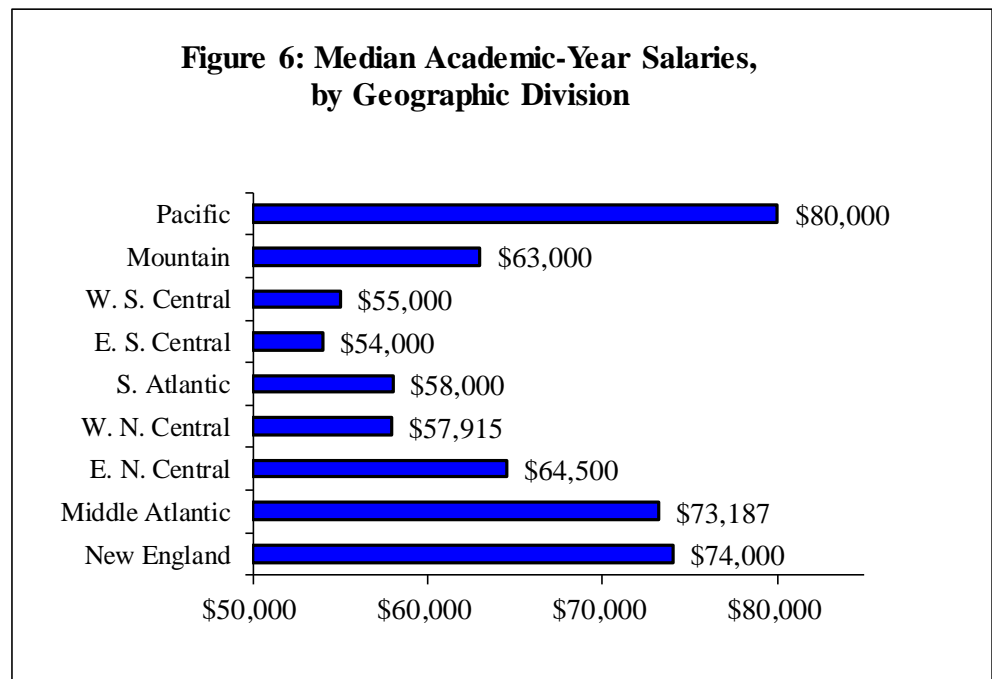
Table 1: Median Academic-Year Salaries, by State

State	Salary	State	Salary
California	\$85,834	Ohio	\$63,000
New York	\$82,000	North Carolina	\$60,000
Maryland	\$75,937	Pennsylvania	
Massachusetts	\$74,000	Texas	
Illinois	\$70,000	Wisconsin	\$58,018
Michigan		Georgia	\$55,750
New Jersey		Indiana	\$54,582
Colorado	\$69,579	Florida	\$54,500
Minnesota	\$69,000	Missouri	\$50,000
Arizona	\$64,956	Louisiana	\$49,000

Note. n = 1,048.

Geographic Area

SLPs in the Pacific states had the highest median annual salaries, and those in the East South Central states had the lowest (see Figure 6 and Appendix A for a list of states in each of the nine divisions).



Note. n = 1,411.

Highest Degree

The median academic year salary was \$63,551 ($n = 1,384$) for SLPs who held a master's degree and worked full time and \$60,930 for those with a doctorate ($n = 27$; not shown in any table).



Sex

The median academic year salary for SLPs who worked full time was \$63,000 for females ($n = 1,386$) and \$70,000 for males ($n = 25$; not shown in any table).

As has been shown above, primary employment facility and function, years of experience, area of the country, highest degree, and sex have an effect on salaries. Males' salaries were higher than females' salaries; but among the respondents to this survey, men were often more likely than women to be in categories associated with higher salaries. For some predictors, the differences favored males and were statistically significant.

- Facility ($p = .004$):
 - 32% of males and 15% of females are employed in secondary schools, the facility with the highest salary (see Figure 3).
- Function ($p = .048$):
 - 6% of men and 2% of women were administrators/supervisors/directors, the function with the highest salary (see page 4).

For some predictors, the differences favored males but were not statistically significant.

- Years of experience ($p > .40$):
 - Males averaged 18 years of experience in the profession; women 16 years.
 - Males averaged 15 years of experience in the schools; women, 13 years.
- Geographic area (too many cells have expected count less than 5):
 - 39% of males and 10% of females worked in the Pacific area, the area with the highest salary (see Figure 6).

For two predictors, the differences favored females but were not statistically significant.

- Population size ($p = .228$):
 - 36% of males but 46% of females worked in a suburban area.
- Highest degree (too many cells have expected count less than 5):
 - 0% of men but 2% of women held a doctoral degree.

Calendar-Year Salaries

Only 10% of the respondents to this survey who received an annual wage were paid for working a calendar year (i.e., 11 or 12 months). Their mean salary was \$76,200, and the median salary was \$72,000 (see Table B2). There are insufficient numbers of respondents to describe differences by demographic characteristics as extensively as was the case for academic-year salaries. The following are the exceptions:

- Median salaries for a calendar year averaged \$80,000 in elementary schools; \$67,569 in preschools; and \$71,000 in special day/residential schools (see Table B2).
- Clinical service providers who worked for a calendar year reported a median salary of \$70,000 ($n = 97$; data for this bullet point and the two that follow do not appear in any table.)
- Administrators/supervisors/directors who worked for a calendar year reported a median salary of \$80,000 ($n = 44$).
- Median salaries were \$80,000 ($n = 62$) in cities/urban areas and \$70,000 ($n = 74$) in suburban areas for SLPs who worked for a calendar year.

Hourly Wages

Of the SLPs who completed the survey, 13% received an hourly wage (see Table B1). Their median hourly wage was \$51.00, and the median number of weekly hours worked was 21 (none of the data in the bullets below are reported in any tables).

- The median hourly wage was \$54.40 ($n = 136$) for SLPs who worked up through 21 hours a week and \$50.00 ($n = 130$) for those working more than 21 hours.
- The median hourly wage was \$50.00 in elementary schools ($n = 127$) and secondary schools ($n = 28$), \$56.28 in preschools ($n = 49$), and \$52.65 in a combination of facilities ($n = 27$).
- SLPs who worked up through 21 hours a week reported a median hourly wage of \$50.00 in elementary schools ($n = 50$). Those who worked more than 21 hours a week earned \$51.00 per hour ($n = 77$).
- Clinical service providers reported an average hourly wage of \$50.95 ($n = 242$). When they were divided into two groups, those who worked up through 21 hours per week received an hourly wage of \$53.10 ($n = 122$). Those working more than 21 hours per week earned \$49.37 ($n = 121$).
- SLPs who worked in the Midwest reported a median hourly wage of \$45.00 ($n = 42$), compared with \$50.00 in the South ($n = 99$), \$51.00 in the West ($n = 56$), and \$64.00 in the Northeast ($n = 68$).

Contract Employees

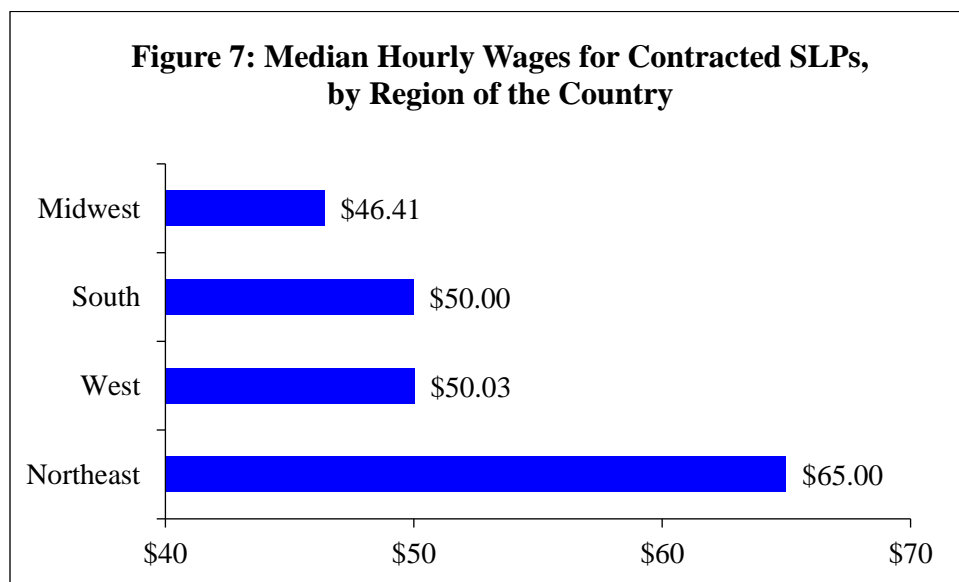
Hourly Wages

- SLPs who worked up through 21 hours per week received a median hourly wage of \$50.00 in rural areas ($n = 28$), \$52.87 in suburban areas ($n = 63$), and \$58.20 in cities/urban areas ($n = 35$). Those who worked more than 21 hours weekly received a median hourly wage of \$46.14 in suburban areas ($n = 42$), \$49.09 in cities/urban areas ($n = 48$), and \$54.53 in rural areas ($n = 36$).

Of the SLPs who completed the survey, 13% were contract employees; and of that number, 26 received an annual wage. However, only 24 reported what their wage was, a number that does not meet the minimum requirement for reporting.

Of the contract employees, 90% ($n = 238$), received an hourly wage. The median hourly wage for contracted SLPs who worked full time was \$50.00 ($n = 99$) and \$55.00 for those who worked part time ($n = 132$). (Data for the bullets below do not appear in any table.)

- The median wage was \$58.59 in preschools ($n = 39$), \$51.00 in elementary ($n = 114$), and \$53.46 in a combination of facilities ($n = 26$).
- Clinical service providers who were contract employees received an average hourly wage of \$51.87 ($n = 212$).
- Contracted SLPs reported a median hourly wage of \$50.34 in suburban ($n = 86$), \$51.23 in cities/urban areas ($n = 82$), and \$55.00 in rural areas ($n = 53$).
- Median hourly wages for contracted SLPs varied by region of the country where they worked. The highest median wage was in the Northeast (see Figure 7).



Note. $n = 231$. SLP = speech-language pathologist.

Student Debt

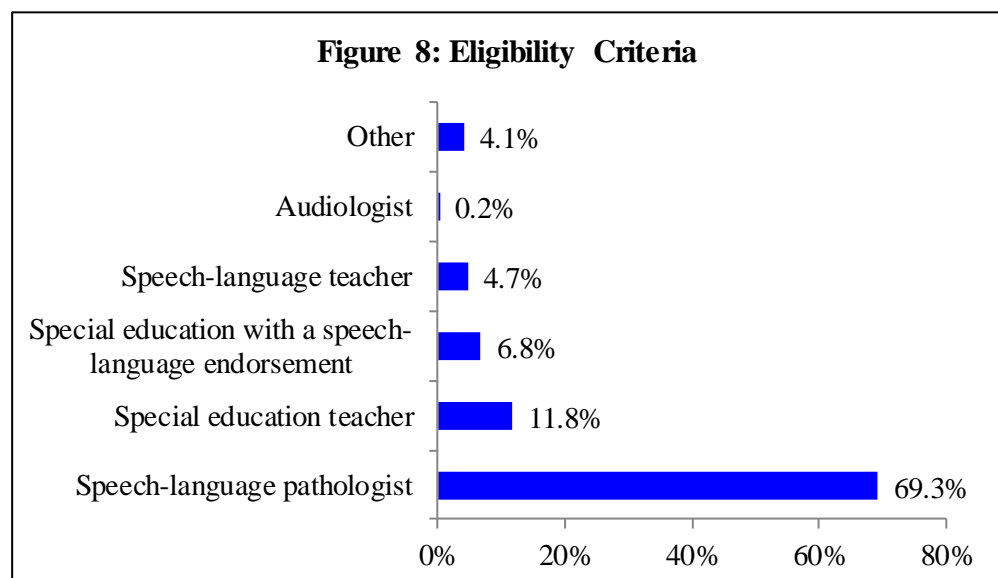
More than one quarter (27%) of the SLPs in the survey reported that they had unpaid student debt. The median amount of unpaid debt was \$30,000, and the mean was \$42,934. Responses did not vary significantly by type of facility (see Table B3), geographic area, or population size.



A follow-up question asked whether respondents were aware of the federal program that offers \$17,500 in loan forgiveness for math, science, and special education teachers.

- 61% of those with current debt said that they were aware of the program ($n = 589$).
- 46% of the entire group of respondents, including those with no current debt, said that they were aware of the program ($n = 1,196$).

Those who said that they were aware of the program were then asked to identify which endorsements, classifications, or certifications from their state department of education made them eligible for the program. They could select more than one response. A majority identified speech-language pathologist (see Figure 8).



Note. $n = 552$.

Survey Notes and Methodology

Since 2004, ASHA has fielded the Schools Survey in even-numbered years to gather information of interest to the professions. Members, volunteer leaders, and staff rely on data from the Schools Survey to better understand the priorities and needs of SLPs and educational audiologists.

Response Rate

The survey was fielded in February 2018 to a random sample of 4,500 ASHA-certified SLPs and 500 ASHA-certified audiologists who were employed in school settings in the United States. Half of each group was randomly assigned to a control group to receive standard cover letters, and half received shorter letters. Everyone also received an electronic “be-on-the-lookout-for” message at the time of the first mailing. Second (March) and third (April) postal mailings followed, at approximately 3- or 4-week intervals.

The sample was a random sample, stratified by state. Small groups, such as constituents in Wyoming, were oversampled. Weighting was used when presenting data to reflect the actual distribution of SLPs in each state based on ASHA’s membership database.

The original sample included 4,500 SLPs with an additional four surveys returned by SLPs who had removed their tracking number, resulting in a total gross sample of 4,504. Of the original 4,504 SLPs, nine were retired, six had incorrect addresses, 29 were employed in other types of facilities, six were not employed in the field, and four were ineligible for other reasons, leaving 4,450 possible respondents. The actual number of respondents was 2,170, resulting in a **48.8%** response rate. The results presented in this report are based on responses from those 2,170 individuals.

Reports

Results from the 2018 Schools Survey are presented in a series of reports for SLPs:

- *SLP Caseload and Workload Characteristics*
- *SLP Workforce and Work Conditions*
- *SLP Practice Issues*
- *SLP Annual Salaries and Hourly Wages*
- *Survey Summary Report: Numbers and Types of Responses, SLPs*
- *Survey Methodology, Respondent Demographics, and Glossary, SLPs*

Results from the educational audiologists are presented in a separate report: *Survey Summary Report: Numbers and Types of Responses, Educational Audiologists*.

Suggested Citation

American Speech-Language-Hearing Association. (2018). *2018 Schools Survey report: SLP annual salaries and hourly wages*. Available from www.asha.org/research/memberdata/schoolssurvey/.

Supplemental Resources

American Speech-Language-Hearing Association. (n.d.-a). *Advocacy resource guide for the salary supplement initiative*. Available from www.asha.org/Advocacy/state/issues/Advocacy-Resource-Guide-for-the-Salary-Supplement-Initiative/.

American Speech-Language-Hearing Association. (n.d.-b). *Advocating for higher salaries and extra benefits from your local school district*. Available from www.asha.org/Advocacy/state/advocacy-schools/.

American Speech-Language-Hearing Association. (n.d.-c). *Budget cuts: Maintaining speech-language pathology and audiology services in schools*. Available from www.asha.org/SLP/schools/budget-cuts-schools/.

American Speech-Language-Hearing Association (n.d.-d). *2016 State caseload and salary map*. Available from www.asha.org/SLP/schools/State-Caseload-and-Salary-Data-Map/.

Salary data may also be available from other sources, such as state associations, state departments of education or labor, and school districts. Suggested sites include the following:

- Council of Academic Programs in Communication Sciences and Disorders. (2016). *CAPCSD 2016 Salary Survey*. Retrieved from www.capcsd.org/salarysurvey.html
- Bureau of Labor Statistics, U.S. Department of Labor. (2017). *Occupational outlook handbook, 2016-17 edition, speech-language pathologists*. Retrieved from www.bls.gov/ooh/healthcare/speech-language-pathologists.htm

Additional Information

For additional information regarding the *2018 Schools Survey*, please contact Jaumeiko Coleman, director of ASHA's School Services, at 800-498-2071, ext. 8750 or JColeman@asha.org. To learn more about how the Association is working on behalf of school-based ASHA Certified Members, visit ASHA's Schools web pages at www.asha.org/slp/schools/.

Thank You

ASHA would like to thank the SLPs who completed the *2018 Schools Survey*. Reports like this one are possible only because people like *you* participate.

Appendix A
State Listings

Regions of the Country

Northeast

- ◆ Middle Atlantic
 - New Jersey
 - New York
 - Pennsylvania
- ◆ New England
 - Connecticut
 - Maine
 - Massachusetts
 - New Hampshire
 - Rhode Island
 - Vermont

South

- ◆ East South Central
 - Alabama
 - Kentucky
 - Mississippi
 - Tennessee
- ◆ South Atlantic
 - Delaware
 - District of Columbia
 - Florida
 - Georgia
 - Maryland
 - North Carolina
 - South Carolina
 - Virginia
 - West Virginia
- ◆ West South Central
 - Arkansas
 - Louisiana
 - Oklahoma
 - Texas

Midwest

- ◆ East North Central
 - Illinois
 - Indiana
 - Michigan
 - Ohio
 - Wisconsin
- ◆ West North Central
 - Iowa
 - Kansas
 - Minnesota
 - Missouri
 - Nebraska
 - North Dakota
 - South Dakota

West

- ◆ Mountain
 - Arizona
 - Colorado
 - Idaho
 - Montana
 - Nevada
 - New Mexico
 - Utah
 - Wyoming
- ◆ Pacific
 - Alaska
 - California
 - Hawaii
 - Oregon
 - Washington

Appendix B

Salaries

Table B1: Salary Basis

<p>Q. 9 In your primary job, are you paid on an annual basis or an hourly basis? <i>Select one response only.</i></p> <p>Analyses limited to respondents who met the following criteria:</p> <ul style="list-style-type: none"> ❖ CCC-SLP ❖ Employed full time or part time 		
Response	Frequency	Valid Percentage
Annual salary	1,823	86.6
Hourly rate	281	13.4
Total	2,104	100.0

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology.

Table B2: Annual Salaries, by Salary Basis and Facility Type

<p>10. What is your gross annual income for your primary job, before all deductions? Analyses limited to respondents who met the following criteria:</p> <ul style="list-style-type: none"> ❖ CCC-SLP ❖ Employed full time ❖ Annual salary of at least \$1 							
Response	Facility Type						
	All Facility Types	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Worked 9–10 months (academic year)							
	<i>n</i> = 1,411	<i>n</i> = 35	<i>n</i> = 147	<i>n</i> = 883	<i>n</i> = 211	<i>n</i> = 16	<i>n</i> = 99
25th percentile	\$53,000	\$56,366	\$51,717	\$52,500	\$55,000	<i>(n</i> < 25)	\$54,558
50th percentile (Median)	\$63,338	\$66,201	\$62,000	\$62,715	\$68,000		\$64,495
75th percentile	\$78,000	\$84,231	\$74,794	\$76,000	\$84,087		\$77,984
Mean	\$66,440	\$74,784	\$64,238	\$65,549	\$70,293		\$66,062
Standard deviation	\$17,694	\$26,397	\$17,707	\$16,905	\$18,976		\$15,407
Mode	\$70,000	\$52,000	\$52,000	\$70,000	\$70,000		\$60,000
	<p>Statistical significance: $F(5, 1384) = 4.8, p = .000$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.</p>						
(Table B2 continues on next page.)							

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology.

Table B2 (Cont'd): Annual Salaries, by Salary Basis and Facility Type

10. (cont'd) What is your gross annual income for your primary job, before all deductions? Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full time ❖ Annual salary of at least \$1							
Response	Facility Type						
	All Facility Types	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Worked 11–12 months (calendar year)							
	<i>n</i> = 160	<i>n</i> = 27	<i>n</i> = 34	<i>n</i> = 38	<i>n</i> = 7	<i>n</i> = 23	<i>n</i> = 17
25th percentile	\$62,000	\$59,801	\$62,000	\$69,849	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)
50th percentile (Median)	\$72,000	\$71,000	\$67,569	\$80,000			
75th percentile	\$88,000	\$93,729	\$79,123	\$90,000			
Mean	\$76,200	\$75,391	\$71,576	\$77,307			
Standard deviation	\$21,029	\$19,575	\$15,760	\$15,084			
Mode	\$80,000	\$60,000	\$70,000	\$80,000			
	Statistical significance: $F(5, 140) = 2.1, p = .072$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology.

Table B3: Student Debt, by Facility Type

29. How much unpaid student debt do you have? <i>Enter "0" if none.</i> Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Student debt of at least \$1							
Debt	Facility Type						
	All Facility Types (n = 595)	Special Day/ Residential (n = 31)	Preschool (n = 82)	Elementary (n = 352)	Secondary (n = 64)	Admin. Office (n = 5)	Combination (n = 38)
25th percentile	\$16,000	\$19,225	\$12,000	\$15,643	\$12,508	(n < 25)	\$19,465
50th percentile (Median)	\$30,000	\$29,616	\$30,000	\$32,000	\$28,000		\$42,000
75th percentile	\$60,000	\$76,399	\$52,770	\$64,468	\$50,000		\$69,630
Mean	\$42,934	\$50,870	\$39,065	\$43,902	\$35,030		\$43,593
Standard deviation	\$37,913	\$45,707	\$37,117	\$38,882	\$26,770		\$31,521
Mode	\$20,000	\$20,000	\$30,000	\$20,000	\$40,000		\$20,000
		Statistical significance: $F(5, 565) = 1.9, p = .085$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.					