Approved: February 17, 2006
Date

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Kathe Decker at 9:00 A.M. on January 27, 2006 in Room 313-S of the Capitol.

All members were present except:
Sue Storm- excused
Tom Holland- excused
Richard Kelsey- excused
Ted Powers- excused

Committee staff present:
Kathie Sparks, Kansas Legislative Research
Carolyn Rampey, Kansas Legislative Research
Art Griggs, Revisor of Statutes Office
Ann Deitcher, Committee Secretary

Conferees appearing before the committee:
Barb Hinton, Legislative Post Auditor

Representative Colloton asked for the introduction of a bill that would give definition to the at-risk student. It would be the student whose performance was below grade level in either reading or math as measured by the Kansas State Assessment Test, the Iowa Test of Basic Skills or other standardized tests approved by the State Board of Education. (Attachment 1). The motion was seconded by Representative Yonally and passed on a voice vote.

A power point presentation was then given by Barb Hinton on the Legislative Post Audit Report. (Attachments 2 and 3).

Questions and answers followed.

The meeting was adjourned at 11:00 a.m. The next meeting of the K-12 Education Committee will be on Friday, February 3, 2005.

Comparisons of Student Proficiency in Urban and Rural Districts with High Levels of Free-Lunch Students

Barb Hinton, Legislative Post Auditor

January 11, 2006

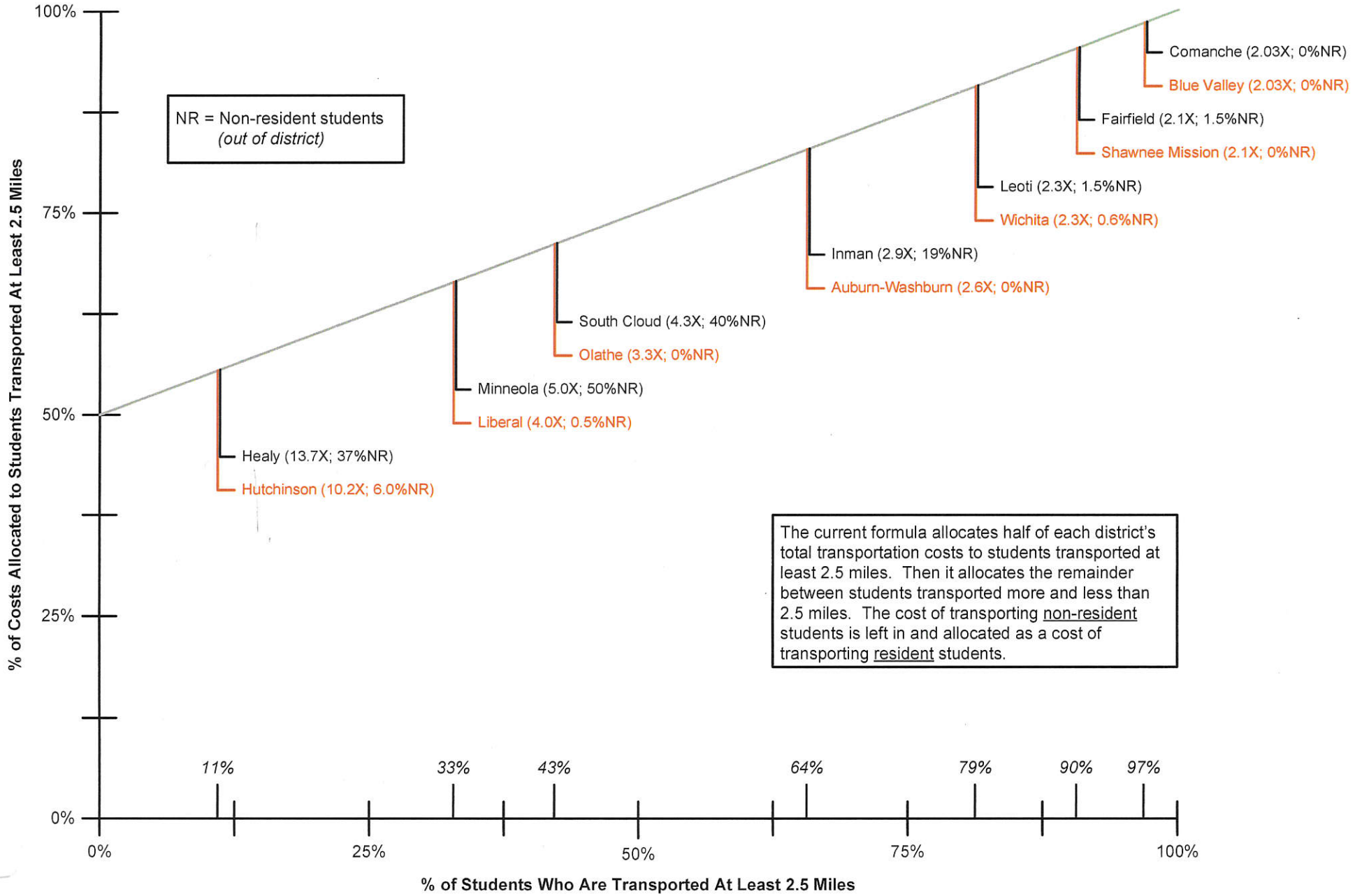
Rural (non-suburban) school districts: 25, with 38%–62% free-lunch students
Urban, inner-city school districts: 4, with 38%–64% free-lunch students

Districts with high poverty	**Reading**			**Math**		
	Elementary	Middle	High	Elementary	Middle	High
Urban, inner-city districts (4)	68%	61%	29%	81%	22%	23%
Rural (non-suburban districts (25)	86%	86%	85%	96%	57%	75%

House Education Committee
Date: 1-27-06
Attachment # 1

House Education Committee
Date: 1-27-06
Attachment # 2

Allocation of Costs To Students Transported At Least 2.5 Miles Under the Current Transportation Formula



TEACHER SALARY INDEX

This map graphically displays the teacher salary index we calculated as part of our cost study. The regional cost adjustments we made in the study are based on this index. The salary index represents the cost of hiring a comparable teacher (e.g., education, experience) in each district, taking into account three factors that affect teacher salaries but are outside a school district's control:

- **Cost of Living in the Community** – Districts located in communities with high housing prices often need to pay more to attract teachers.
- **Community Amenities** – People often prefer to live near large metropolitan cities because they offer a number of cultural, economic, and social amenities. As a result, districts that are closer to such cities may be able to pay less and still attract teachers. Conversely, districts that are far way from such cities may need to pay more.
- **Working Conditions** – Teachers generally prefer to avoid teaching in high-poverty, inner-city districts. As a result, these districts may have to pay more to attract teachers.

The overall teacher index is determined by the net effect of all three factors. It index works by multiplying the indices for each factor together. For example, the overall salary index in Smith Center (USD 237) looks like this:

Overall Salary Index	=	*Cost of Living Index*	X	*Community Amenities Index*	X	*Working Conditions Index*		
97.21	=	95.92 / 100	X	101.46 / 100	X	99.84 / 100	X	100

For any one district, one factor may push salaries in one direction, while the other factors may push them in the other direction. In this example, Smith Center is far from a major city, which indicates it might need to pay higher salaries to attract comparable teachers (community amenities index > 100). On the other hand, housing prices in Smith Center are low (cost of living index < 100), which indicates it might be able to pay lower salaries. The final salary index depends on which factor has the strongest effect. In this case, because lower housing prices have a stronger effect than the distance from a major city, the overall salary index for Smith Center is less than 100, which indicates it could pay below average salaries and still attract a comparable teacher.

On the map:

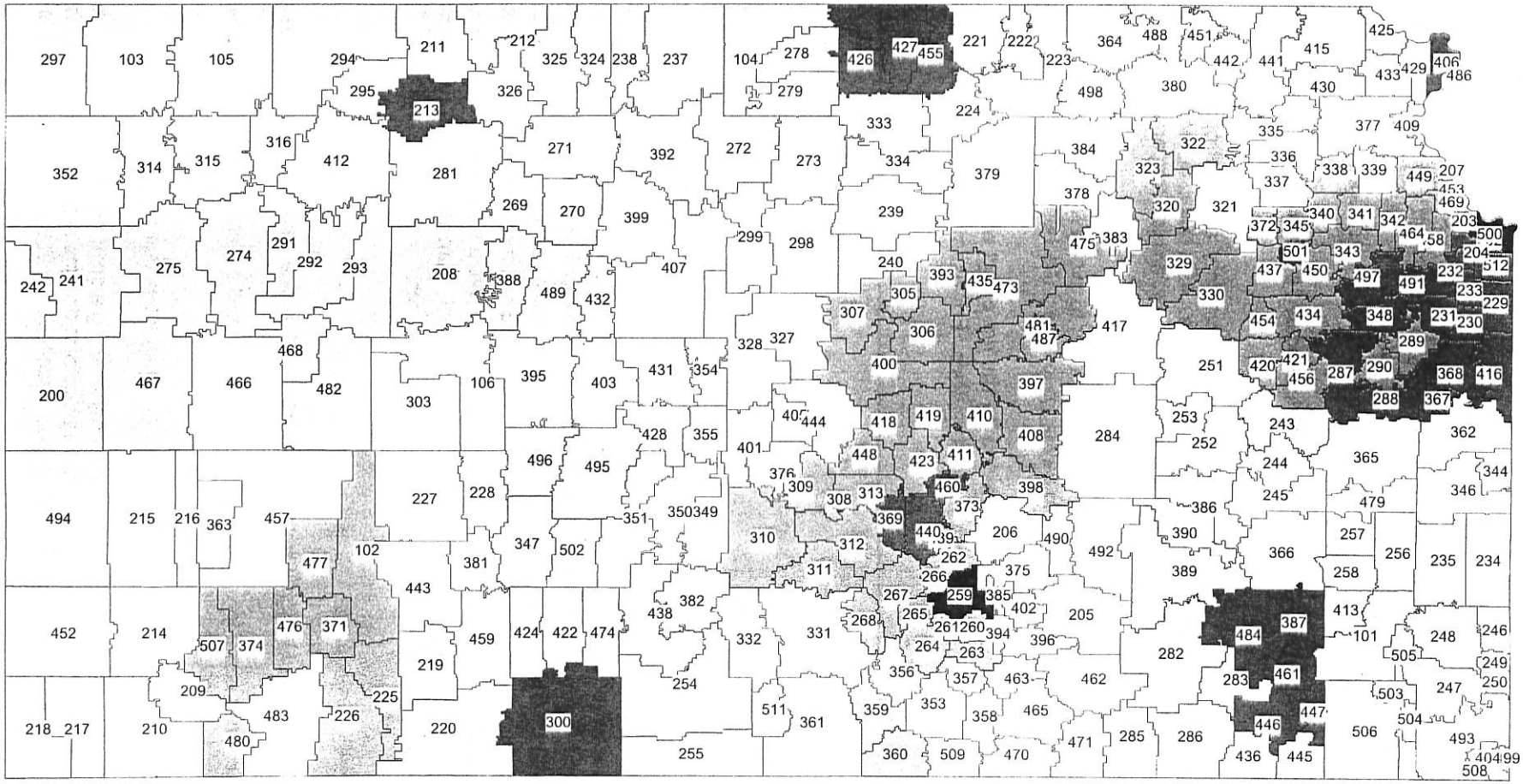
- Districts that had a higher teacher salary index overall are shown in gold, orange, and red (highest cost).
- Districts that had a lower teacher salary index overall are shown in various shades of blue, with the lowest cost districts colored deep blue.
- Districts that aren't shaded had a teacher salary index that is about average.
- The teacher salary index showed the cost of hiring a comparable teacher would be greatest in the Central and East Central parts of the State. The highest-cost districts are the high-poverty, inner-city districts of Kansas City (USD 500), Topeka (USD 501), and Wichita (USD 259). In addition, there is a relatively high cost area in Southwest Kansas.

Unified School Districts

Index of Salary

index of Salary

	107 to 110	(3)
	105 to 107	(1)
	103 to 105	(20)
	101 to 103	(73)
	99 to 101	(91)
	97 to 99	(100)
	95 to 97	(12)
	93 to 95	(0)
	0 to 93	(0)



WORKING CONDITIONS INDEX

This map shows which districts are affected by high-concentrations of inner-city poverty in districts. Because of poor working conditions, these districts may have to pay more to attract comparable teachers. We used the number of free-lunch students per square mile as our measure of urban poverty. This is the same measure we used in our outcomes-based analysis.

On the map:

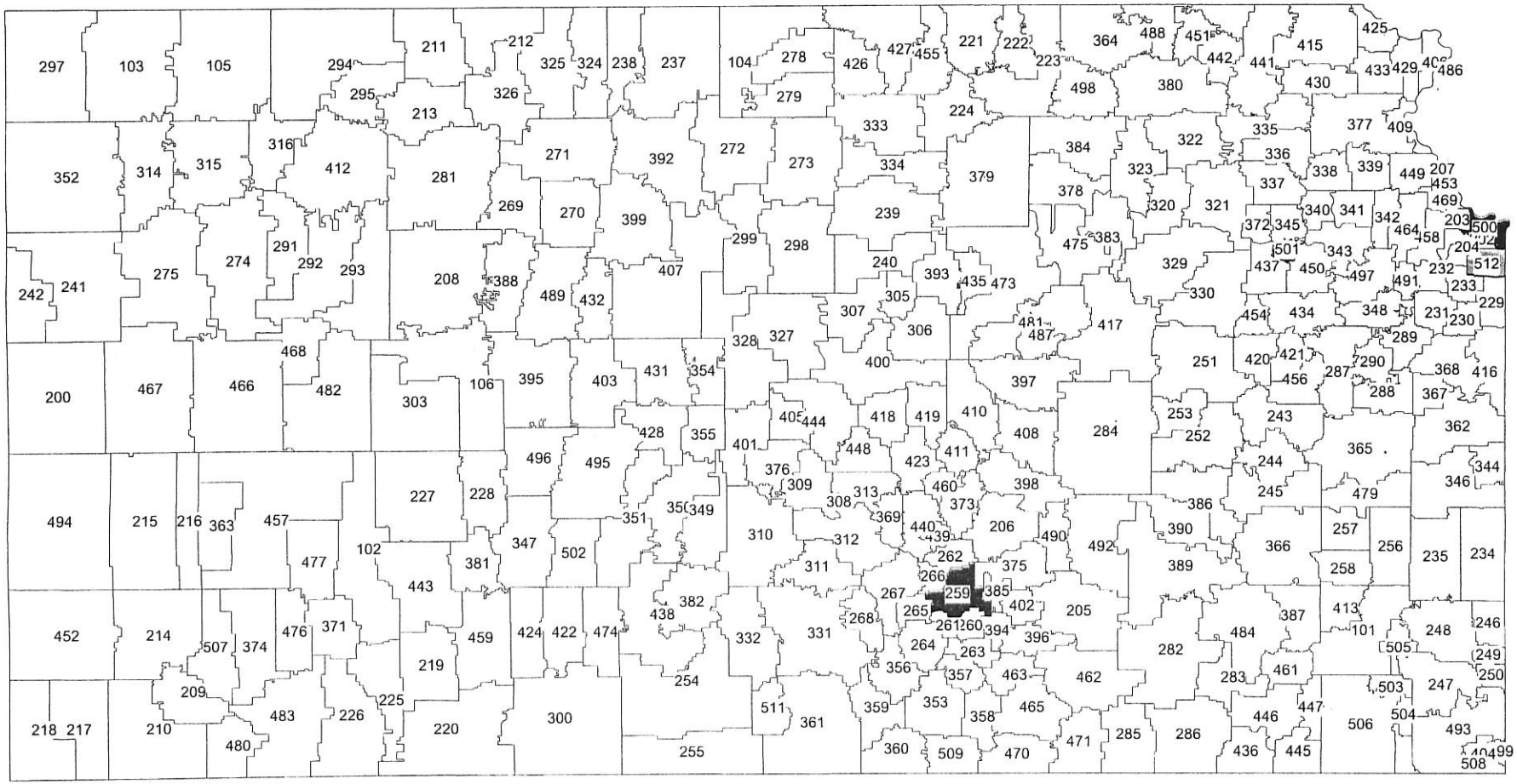
- The working conditions index has very little effect in the overwhelming majority of school districts. The districts that are most affected by urban poverty are the State's three large inner-city districts: Kansas City (USD 500), Topeka (USD 501), and Wichita (USD 259).

Unified School Districts

Index of Working Conditions

Index Working Conditions

107 to 110	(1)
105 to 107	(2)
103 to 105	(1)
101 to 103	(3)
99 to 101	(293)
97 to 99	(0)
95 to 97	(0)
93 to 95	(0)
0 to 93	(0)



COST OF LIVING INDEX

This map shows how cost of living, one of the key components in the teacher salary index varies across the State. The underlying assumption is that a district with a high cost of living has to pay more to attract teachers.

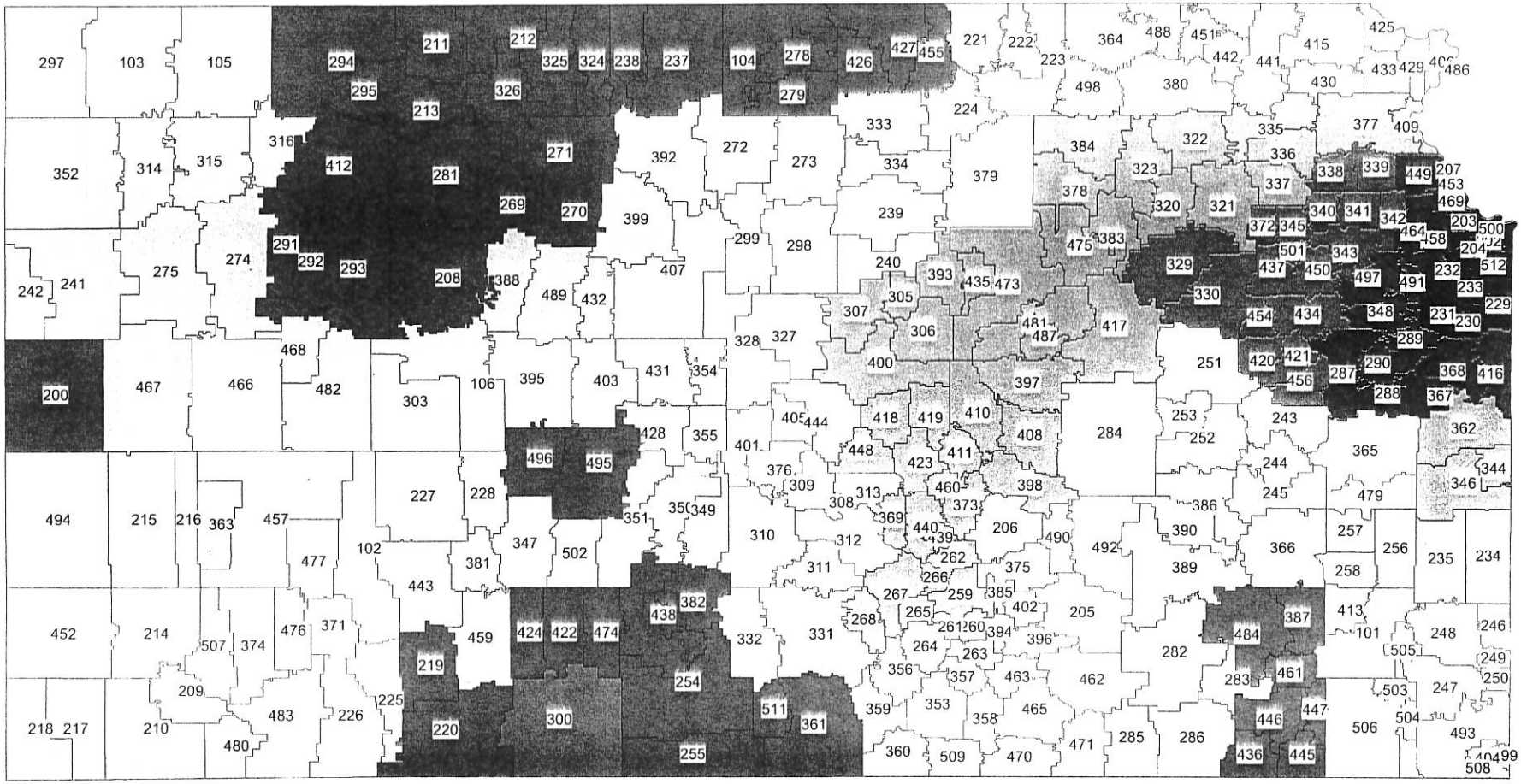
The index is based on housing prices. To build the index, we used property valuation data from the Department of Revenue to determine what a comparable house would cost in each county in the State. Because teachers don't have to live in the districts they teach in, we constructed a regional measure of housing prices for each district. This was calculated by taking the average of housing prices in the district's county, and in the adjacent counties.

On the map:

- Districts with higher housing prices are shown in gold, orange, and red (highest cost).
- Districts with lower housing prices are shown in various shades of blue, with the lowest cost districts colored deep blue.
- Districts that aren't shaded had about average housing prices.
- Housing costs are higher in the Central and East Central parts of the State. These areas follow I-135 and I-70 in Eastern Kansas, and are generally associated with economic growth in the State. Housing costs are the highest in the Kansas City metropolitan area, including both Johnson County and Wyandotte County. Housing prices are lower in North Central, South Central, and parts of Southeast Kansas.

Unified School Districts

Index of Cost of Living



COMMUNITY AMENITIES INDEX

This map shows how the driving distance to a major city affects the salaries a district must pay to attract teachers. People often prefer to live near large metropolitan cities because they offer a number of cultural, economic, and social amenities. As a result, districts that are far way from such cities may have difficulty attracting comparable teachers and have to offer higher salaries.

For this index, we measured the driving distance from each district to Kansas City or Denver, whichever was closer. (In our initial models, we tried to include the distance to smaller cities, such as Wichita, Tulsa, Oklahoma City, and Omaha, but none of these were statistically significant.)

On the map:

- Districts with longer driving distances to the nearest major city are shown in gold. These districts are likely to have to pay higher salaries to attract comparable teachers.
- Districts that are close to Kansas City are shown in shades of blue, with the nearest districts colored deep blue.
- Because most of the districts in Western Kansas are far from a major city, we would expect them to have to pay relatively higher salaries to attract comparable teachers. Districts in the Northeast part of the State are close to Kansas City, and therefore would be able to pay relatively lower salaries and still attract teachers.

Unified School Districts

Index of Comm Amen

index Comm Amen

107 to 110	(0)
105 to 107	(0)
103 to 105	(0)
101 to 103	(91)
99 to 101	(143)
97 to 99	(48)
95 to 97	(13)
93 to 95	(5)
0 to 93	(0)