

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:35 p.m. on February 6, 2007, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Sharon Wenger, Kansas Legislative Research Department
Michele Alishahi, Kansas Legislative Research Department
Ashley Holm, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Andy Schlapp, Director of Governmental Relations for Sedgwick County
Mark Tallman, Kansas Association of School Boards
Jim Leiker, The Capper Foundation Easter Seals
Mark Desetti, Kansas National Education Association
Bill Reardon, Kansas City, Kansas Public Schools
Stuart Little, Shawnee Mission School District 512
Scott Frank, Legislative Division of Post Audit

Continued hearing on: **SB 138 – Autism Task Force**

Andy Schlapp, Director of Governmental Relations for Sedgwick County, testified in support of **SB 138**. He commented that the incidence of autism has increased from 1 in 10,000 births when his autistic son was born to 1 in 166 births today, but services have not kept pace with this increase. He noted that Sedgwick County wants to make sure that the issue of autism remains about direct services and not about who, what group, or what agency needs to be in charge. He recommended that more than one speech pathologist serve on the task force since autism is a communication disorder. (Attachment 1)

Mark Tallman, Kansas Association of School Boards (KASB), testified in support of **SB 138**. He explained that KASB has not adopted a position on the need for the creation of an autism task force; however, the Association is aware of the potential impact issues raised by the bill could have on school district programs such as special education. Therefore, KASB supports the provision in the bill that one of the 13 members of the task force be a local school board member. (Attachment 2)

As requested at the February 5 meeting when he testified in support of **SB 138**, Jim Leiker, Caper Foundation Easter Seals, distributed copies of an informational packet concerning questions relating to autism, autism spectrum disorder (ASD), and Easter Seals' relationship to autism. (Attachment 3) He also responded to questions from the Committee. With this, the hearing on **SB 138** was closed.

SB 93 – School districts; high density at-risk pupil weighting; linear transition calculation

Theresa Kiernan, Revisor of Statutes Office, distributed copies of a balloon of page 1 of **SB 93** which showed corrections needed on lines 30 and 31 concerning the calculation of high density at-risk pupil weighting. (Attachment 4) She explained that the bill changed the formula to a linear transition formula and went on to explain how the high density at-risk weighting is currently calculated. She explained that the last category for calculations is for districts that have at least 35.1 percent at-risk students and a geographical density of 212.1 pupils per square mile, which would get the same weighting that the districts with over 50 percent get. The bill would eliminate this category and set it so that it is linear. She noted that the At-Risk Council recommended the bill, and the 2010 Commission supported it.

Mark Tallman, Kansas Association of School Boards, testified in support of **SB 93**. He noted that the purpose of the bill was to ensure that small reductions in student enrollment do not result in major reductions in state funding. He further noted that KASB has a position that reductions in state aid should be softened by mechanisms that spread those changes over time, and the linear transition proposed in the bill would accomplish that purpose. (Attachment 5)

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:30 p.m. on February 6, 2007, in Room 123-S of the Capitol.

Mark Desetti, Kansas National Education Association, testified in support of **SB 93**. He noted that KNEA supported the high density at-risk provisions enacted last year as an appropriate way to address issues of high levels of poverty and that the linear transition for funding proposed in **SB 93** was an appropriate way to address a flaw in the formula. (Attachment 6)

There being no others wishing to testify, the hearing on **SB 93** was closed.

SB 142 – School districts; cost of living weighting; comparative wage index

Theresa Kiernan, Revisor of Statutes Office, explained that **SB 142** would amend the provisions concerning the cost of living weighting. Currently, the State Board determines who qualifies for cost of living weighting based on the cost of housing within the district. The bill would change the basis for this determination by using the most recent comparable wage index prepared by the National Center for Educational Statistics. The bill maintains the requirement that the district have the 25 percent LOB in addition to falling within the formula. All local money is generated by local tax money. It is not equalized. The current limit for cost of living levy would be 5 percent in state financial aid in the district. The new limit would set a ceiling. The State Board would determine, under the formula, what the districts could generate by their levy. The districts could choose to levy up to that amount, but they would not be required to levy that amount.

Bill Reardon, Kansas City, Kansas Public Schools (USD 500), testified in support of **SB 142** with reservations. He said, in summary, USD 500 supports the new methodology in the bill, provided that far fewer dollars are made available and that these new taxpayer dollars be equalized with state dollars. (Attachment 7)

Stuart Little, testified in support of **SB 142** on behalf of Shawnee Mission School District 512. He noted that, while the current housing based formula is applicable to 17 districts, the new formula in the bill may make the cost of living available to over 100 districts and would not cost any state funding. He also pointed out that, since school districts spend 85 percent of their budgets on salary and benefit costs, this approach seems to be a better fit than housing costs. In conclusion, he noted that districts below the average comparable wage index are not reduced under the bill. (Attachment 8)

Mark Tallman, Kansas Association of School Boards, testified in opposition to **SB 142**. He explained that KASB opposed the bill because it creates a local levy to fund the cost of living adjustment without any state equalization aid. He noted that KASB policies oppose local enhancements to the state budget unless all districts can raise similar revenues with similar tax efforts. He went on to discuss a spreadsheet attached to his written testimony which estimated the amount of mill levy required to raise the revenues authorized by the bill for each school district. He also discussed a chart attached to his testimony which showed average teacher salaries for last year by enrollment groups. He commented that it seemed clear that the bill would potentially provide more resources in areas that currently have less difficulty attracting teachers and make it more difficult to attract teachers to the most isolated, rural parts of the state. In conclusion, he noted that KASB adopted a school finance resolution which indicated that the real problem with school finance is that the base budget per pupil remains far too low. He suggested that this problem is causing districts to continually seek other ways to meet educational costs. (Attachment 9)

Scott Frank, Legislative Division of Post Audit, briefed the Committee on the comparable wage index used to estimate regional differences in teacher salaries across the United States which was developed by the National Center for Education Statistics and released in May 2006. He defined “comparable wage index,” explained how the comparable wage index was developed, and explained how the comparable wage index can be used to compare teacher salaries in Kansas. (Attachment 10)

Due to time limitations, Senator Schodorf announced that the hearing on **SB 142** was continued to February 7, at which time Mr. Frank will complete his presentation and three other conferees will testify.

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for February 7, 2007.



COUNTY MANAGER'S OFFICE

Sedgwick County Courthouse
525 N. Main, Suite 343
Wichita, KS 67203
Phone (316) 660-9393
Fax (316) 383-7946
aschlapp@sedgwick.gov

Andrew J. Schlapp
Director, Government Relations

TESTIMONY
SB 138
Senate Education
February 5, 2007

Chair Schodorf and members of the committee, my name is Andy Schlapp, Director of Government Relations for Sedgwick County. Thank you for the opportunity to testify in support of SB 138 that creates an autism task force. I represent Sedgwick County, serve on Sedgwick County's Community Developmental Disability Organization, am a member of the Kansas Autism Society and a parent of a 13 year old child with autism. I am here in official capacity for Sedgwick County and mention the others only to show my passion for this issue.

Services for children with autism have always been hard to find and often, when found, they are inadequate to deal with the needs of these special children. When my son John was born, the incidence was approximately 1 in 10,000 births. Today the incidence of autism has increased to 1 in 166 births. Services have not kept pace with this increase.

Sedgwick County wants to make sure that the issue of autism remains about direct services and not about who, what group or what agency needs to be in charge. This Autism Task force should bring all interested groups together to create a legislative road map for new legislation.

If the issue is we don't need a new study group to help with Autism. I would recommend that we approach this new opportunity like we did during the Base Realignment and Clouse Process (BRAC). A short term task force laser focused on producing needed legislation.

If the issue is about who sits on the committee then lets make sure we have the right representation by adding, changing or creating voting and ex-officio members. I would also recommend that more than one speech pathologist should serve on this Task Force since autism is a communication disorder and intensive speech therapy is the most effect service in dealing with children with autism.

Senate Education Committee
2-6-07
Attachment 1

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

Testimony on **SB 138**
before the
Senate Education Committee

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 5, 2007

Madam Chair, Members of the Committee:

Thank you for the opportunity to appear today on **SB 138**, which creates the Kansas Autism Task Force to study issues relating to the needs and services available to persons with autism.

KASB has not adopted a position on the need for the creation of such a task force, but we are well aware of the potential impact issues raised by this bill could have on school district programs such as special education. Our members have adopted a position that "school board representatives should be included in any state-initiated planning, advisory or decision-making process that affects public education." We therefore support the provision of this bill providing that one of the 13 members of the task force is to be a local school board member (page one of the bill, lines 42-43).

Including school board representation makes it more likely that recommendations developed by this process will take into account the concerns of local school districts and could be supported by the members of KASB.

Thank you, and I would be happy to answer any questions.

*Senate Education Committee
2-6-07
Attachment 2*



The Capper Foundation Easter Seals
3500 SW 10th Street
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Autism & Easter Seals

- **Autism is an epidemic of our time.** Today, as many as one in every 166 children is diagnosed with autism – that's a new diagnosis every 20 minutes. Autism is now more prevalent than Down syndrome, childhood diabetes, and childhood cancer combined.
- **Easter Seals is working nationally to provide help, hope and answers to families living with autism today** by delivering personalized services and treatments.
- **Autism** (or Autism Spectrum Disorder (ASD)) **is a lifelong disability that affects the way a person's brain functions** and usually becomes evident within the first three years of a child's life. People with autism have impaired communication and social skills, as well as challenging behaviors.
- **While there is no known cause or cure, nor one known single effective treatment – autism is treatable and people with autism can lead meaningful lives.** People living with autism, at any age, are capable of making significant progress through personalized interventions and therapy; and, can and do lead meaningful lives. There is hope!
- While there are a number of organizations researching and seeking a cause and cure for autism, **Easter Seals is unique as the nation's leading provider of services and support for children and adults living with autism** and their families. So, until there's a cure...there's Easter Seals.
- **Over the last 20 years, Easter Seals has seen a dramatic increase in the number of people we serve who live with autism.** More than a generation ago, Easter Seals was front and center during the polio epidemic, working tirelessly to help children and adults with polio gain the skills they needed to live independently. And now, we are the country's leading provider of services for people with autism – providing help, hope and answers for families living with autism today.
- **Early diagnosis and early intervention are critical.** If parents are worried their child may have autism, they should follow their instincts, share their concerns with their pediatrician, get a diagnosis, and seek help from an organization like Easter Seals. Autism is a lifelong spectrum disorder that affects each individual differently and to varying degrees – getting the right help at the earliest stage of life can help a child gain the skills he or she needs to be successful.
- **Services for children with autism who "age out" of the school system are critical. There is an urgent need for increased funding and services for adults with autism.** Most students with autism are eligible to receive special education services until age 21. Then, some adults with autism will have the necessary skills to get a job and live in the community. For others, they'll need additional support and assistance through therapies, job training or residential services. Unfortunately, such assistance for adults with autism isn't always available, and an individual's family is often left to fill in this gap. If the individual has no family, the only choice may be for that person to be institutionalized.

Senate Education Committee
2-6-07

Attachment 3



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Topeka, KS 66604 (785)272-4060
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Autism & Easter Seals (cont'd.)

- **Visit easterseals.com** to learn more about autism, find services at an Easter Seals near you, or help Easter Seals change the lives of people living with autism by becoming a donor or volunteer. There is an urgent need for contributions as funding for services is largely inadequate.
- Many insurance companies do not cover treatment and services for people living with autism. And generally, families must cover the lifelong cost of care and treatment for their family member with autism. **With your support, Easter Seals provides help, hope and answers for families living with autism. You can feel good about giving to Easter Seals.**
- Easter Seals has been providing services to people living with disabilities – including autism – for more than 85 years.
- **Until there is a cure...there's Easter Seals.** Easter Seals provides help, hope and answers for families living with autism today.

Easter Seals Autism Q&A

AUTISM-SPECIFIC QUESTIONS

Q: What is autism spectrum disorder?

A: Autism Spectrum Disorder (ASD) or autism is a lifelong disability considered the result of a neurological condition affecting normal brain function and development. People with autism often have impaired social interaction and communication skills and challenging behaviors.

The common term of "autism" collectively represents a set of five closely related conditions that fall under the umbrella of Pervasive Developmental Disorders. These include autistic disorder, Asperger syndrome, Rett syndrome, Pervasive Developmental Disorder-not otherwise specified (PPD-NOS) and child disintegrative disorder.

There is no known cause or cure, nor one known single effective treatment.

Q: Is autism the same thing as autism spectrum disorder or ASD?

A: Yes, autism is an umbrella term for Autism Spectrum Disorders (ASD). The common term of "autism" collectively represents a set of five closely related conditions that fall under the umbrella of Pervasive Developmental Disorders.

Q: When does autism usually appear?

A: Autism is a lifelong disability that typically appears during the first three years of life and can be diagnosed as early as 18 months of age.

Parents should talk with their pediatrician and get their child screened for autism if:

- They feel something might not "be right" with their child – 18 months or older
- Their child isn't meeting developmental milestones as identified by their pediatrician

A basic rule for treating autism is the earlier the intervention, the better. Experts agree that early diagnosis and early intervention are critical because the earlier people with autism get help, the better the outcomes will be in the future. There is hope. People with autism—at any age—can make significant progress through therapy and treatments, growing to lead meaningful, productive lives.

Q: Can children outgrow autism?

A: No, autism is a life-long developmental disability. Children do not outgrow autism, as they wouldn't outgrow cerebral palsy or mental retardation. However, that doesn't mean a child with autism cannot gain skills and make significant improvements. There are treatments available today to help families and individuals with autism – autism is treatable. We do know that with early diagnosis and a personalized, appropriate treatment plan, children with autism can grow up to lead meaningful, productive lives.

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3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Easter Seals Autism Q&A

Q: How is autism diagnosed?

A: Generally speaking, there is no one medical test for diagnosing autism. A team of professionals with expertise in autism (e.g. a developmental pediatrician, psychologist or psychiatrist, pediatric neurologist, occupational therapist, speech pathologist) will typically give a diagnosis of autism based on observation of an individual's communication, behavior, and developmental levels.

Medical tests may be incorporated to rule out other possible diagnoses. People with autism share many symptoms with individuals who have mental retardation, behavior or emotional disorders, problems with hearing, and even people with eccentric personalities. And some of these disabilities and symptoms can co-occur with an autism spectrum disorder. Nearly 70 percent of individuals with autism also have mental retardation.

It's very important for families to get an accurate diagnosis, as early in life as possible, because it gives the individual the best foundation for implementing a personalized and effective program for treatment. The American Academy of Pediatrics recommends diagnosis as early as eighteen months of age.

Q: What tools are commonly used to screen and diagnose for autism?

A: A diagnostic assessment for autism is usually completed by a multi-disciplinary team of professionals with expertise in autism. The Autism Diagnostic Scale Revised (ADOS-R) is currently considered one of the best diagnostic tools for autism. The Childhood Autism Rating Scale (CARS) is also commonly used by professionals. A diagnostic assessment requires both direct observation and interviews of individuals who know the child.

There are several good screening tools that can be used for early identification. These may include—but aren't limited to:

- the Modified Checklist of Autism in Toddlers (M-CHAT),
- the Autism Screening Questionnaire (ASQ), and
- the Screening Tool for Autism in Two-Year-Olds (STAT).

These tools are used to screen young children for early behavioral deficits that may indicate autism. Markers include eye contact, orienting to one's name, joint attention behaviors, pretend play, imitation, nonverbal communication and language development.

Q: Is autism a contagious disorder?

A: No, autism is not an illness or a disease, and it is not contagious. Autism is a lifelong disability that effects normal brain functioning and development; impacts social interaction, communication skills, and behaviors.

Q: What causes autism?

A: There is no known cause or cure, nor one known single effective treatment for autism. However, a basic rule for treating autism is the earlier the intervention – or therapies – the better. Early diagnosis is critical.

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The Capper Foundation Easter Seals
3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Easter Seals Autism Q&A

Coordinated structured services that take into account the “whole person” and the person’s family are most likely to promote increased skill development and success for the individual with autism. While other organizations research the cause and cure for autism, Easter Seals is providing services and therapy for people living with autism today. So, until there is a cure for autism – there’s Easter Seals.

Q: How widespread is autism?

A: The numbers are staggering. We’ve seen a 200 percent increase in the number of children diagnosed with autism over the last ten years. Today, between one in every 166 to one in every 500 children is diagnosed with autism – that’s a new diagnosis every 20 minutes – making Autism more prevalent than Down syndrome, pediatric AIDS and childhood cancer.

Source: CDC, 2006

Q: How many people are affected by autism today?

A: Autism is the fastest growing developmental disability in the world today, increasing at a rate of 10-17 percent. In fact, 12-17 million Americans have a family member with autism.

Source: Data from several studies that used the current criteria for diagnosing autism and autism spectrum disorders (ASD), such as Asperger’s disorder and pervasive developmental disabilities (PDD-NOS), found prevalence rates for ASDs between 2 and 6 per 1,000 individuals. Therefore, it can be summarized that between 1 in 500 (2/1,000) to 1 in 166 children (6/1,000) have an ASD. Approximately 24,000 children born this year will be diagnosed with ASD. Current statistics show that approximately 500,000 children ages 0-21 have a diagnosis of ASD (CDC, 2006).

More stats, FYI:

The autism community is large, and growing...

- Autism is the fastest growing developmental disability in the world today, increasing at a rate of 10-17 percent
- Between one in every 166 to one in every 500 children is diagnosed with ASD
- More than 1.5 million Americans have autism
- Twelve to 17 million Americans have a family member with autism
- It is four times more prevalent in males than in females
- Autism knows no racial, ethnic or social boundaries

Sources: National Institute for Mental Health (NIMH), 2004, U.S. Department of Education, 1999, and Centers for Disease Control and Prevention (CDC), 2006

A growth comparison during the 1990s:

- US population increase: 13%
- Disabilities increase: 28.4%
- Autism increase: 1,354%

Source: Autism Society of America

Families living with autism experience greater stress than those living with any other disability.

Sources: Bromley, Hare, Davison, & Emerson, 2005; Dumas, Wolf, Fisman and Colugun, 1991; and, Holyrode and MacArthur, 1976

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The Capper Foundation Easter Seals
3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Easter Seals Autism Q&A

The lack of "social reciprocity" is a significant contributor to families' increased stress levels.
Source: Hobson and Harris, 1994

Q: Why are you talking about autism today?

A: Easter Seals believes autism is an epidemic of our time. More than a generation ago, Easter Seals was front and center during the polio epidemic, working tirelessly to help children and adults with polio gain the skills they needed to live independently. And now, we are the country's leading provider of services for people with autism – providing help, hope and answers for families living with autism today.

Over the last 20 years, Easter Seals has seen a dramatic increase in the number of people we serve who live with autism. Today, between one in every 166 and one in every 500 children is diagnosed with autism – that's a new diagnosis every 20 minutes – making autism more prevalent than Down syndrome, childhood diabetes, and childhood cancer combined.

And while the Combating Autism Act of 2006 calls for new funding for autism-related research, early detection and intervention, it's a modest first step to help researchers and service providers better meet the needs of individuals living with autism, as well as work to help families receive early diagnosis and critical access to interventions.

In general, research on autism is sparse, funding for research, therapy and services are inadequate, quality services—especially for adults—are limited, unemployment among adults with autism persists, and general knowledge and understanding gaps prevail. Easter Seals wants to help change all of this, to make a difference for families living with autism today.

Q: Is the autism population growing? Why?

A: Yes, autism diagnosis is increasing at an alarming rate of 10-17 percent each year, although nobody really knows or understands why this is – yet.

Q: How many children are diagnosed with autism?

A: Autism occurs in one in every 166 to one in every 500 births and is four times more prevalent in boys than girls.

Source: CDC, 2006

Q: Is autism treatable? If so, how is it treated?

A: No two people living with autism are the same, therefore there is not just one set of therapies to treat all people with autism. There is no one known single effective treatment for autism.

Most individuals with autism respond well to highly-structured, specialized instruction. An effective treatment program will build on the child's interests, offer a predictable schedule, teach tasks as a series of simple steps, actively engage the child's attention in highly structured activities, and provide regular reinforcement of behavior.

Source: NIMH, 2004

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The Capper Foundation Easter Seals
3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Easter Seals Autism Q&A

Today, Easter Seals is working across the country to provide help, hope and answers for families living with autism — delivering the personalized services and treatments necessary for individuals with autism today. So, until there's a cure...there's Easter Seals.

Q: What role do parents play in the diagnosis of autism?

A: Parents are usually the first to notice unusual behaviors in their child or their child's failure to reach appropriate developmental milestones. Some parents describe a child that seemed different from birth, while others describe a child who was developing normally and then lost skills.

Q: What should parents do if they think their child has autism?

A: If parents are worried their child may have autism, they should follow their instincts, share their concerns with their pediatrician, get a diagnosis, and seek help from an organization like Easter Seals. Autism is a lifelong spectrum disorder that affects each individual differently and to varying degrees – getting the right help at the earliest stage of life can help a child gain the skills he or she needs to be successful.

Generally, the first step for parents is to share their concerns with their pediatrician.

Q: What should parents do after they learn their child has autism?

A: Parents should find doctors, therapists, psychologists and teachers who understand and have experience with autism and can respond to the child's shifting needs appropriately — they can find help with their search in one place with Easter Seals.

Q: What services for autism does Easter Seals offer?

A: Today, Easter Seals is working across the country to provide help, hope and answers for families living with autism today – delivering personalized services and treatments necessary for individuals with autism. We also advocate in Washington DC, encouraging Congress to finance research to improve services and supports for people with autism.

We offer a comprehensive approach to support children and adults with autism. It is our mission to support individuals with autism in developing the necessary skills to have a productive life and create a supportive environment for the family as a whole.

For example, Easter Seals provides early intervention and diagnosis for very young children with developmental delays and autism. And we all know how critical this is – because the earlier we can begin intervention, the better the outcomes for children and their families. We work with children with autism, supporting families to find an approach that deals with the whole child. We're working with young adults – encouraging them to find meaningful employment and live independent lives. And, we have adults with autism in employment and structured day programs around the nation. Visit easterseals.com to find out what services are available in your community.

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3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Easter Seals Autism Q&A

Q: What are parents of children with autism initially most concerned about?

- A: We've heard from families we work with that they are most concerned about the life-long support that their child may need. This includes:
- What is going to happen when my child is no longer in school?
 - Where is my child going to live when it is no longer appropriate for him or her to be living with me?
 - And, what is going to happen to my child when I'm no longer around to care for him/her?

Q: How do parents know their child has an autism spectrum disorder?

- A: Parents are usually the first to notice unusual behaviors in their child or their child's failure to reach appropriate developmental milestones. Some parents describe a child that seemed different from birth, while others describe a child who was developing normally and then lost skills.

The most important thing for parents is to follow their instincts and seek out a diagnosis. Generally, the first step is for parents to share their concerns with their pediatrician.

Q: What are some characteristics of autism that parents might observe?

- A: A few triggers that indicate a baby should be evaluated are:
- Little or no eye-to-eye contact
 - No big smiles or other warm, joyful expressions by six months or thereafter
 - No back-and-forth sharing of sounds, smiles, or other facial expressions by nine months or thereafter
 - No babbling by 12 months
 - No back-and-forth gestures, such as pointing, showing, reaching, or waving by 12 months
 - No words by 16 months
 - No two-word meaningful phrases (without imitating or repeating) by age 24 months
 - Any loss of speech or babbling or social skills at any age

Source: ASA, 2006

Q: How is autism diagnosed?

- A: A team of professionals base a diagnosis of autism on observation and testing of the child's communication, behavior and developmental levels. They'll also interview individuals who are closest to the child, his or her family members, possibly a teacher, and others, to gather additional information in order to make an accurate diagnosis.

Q: Is autism spectrum disorder curable and/or can children outgrow it?

- A: There is no known cause or cure, nor one known single effective treatment for autism. Autism is a lifelong developmental disability. Children do not outgrow autism.

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The Capper Foundation Easter Seals
3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
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Easter Seals Autism Q&A

Q: Is autism treatable? If so, explain how.

A: A basic rule for treating autism is the earlier the intervention, the better. An effective treatment program will build on the child's strengths, offer a predictable schedule, teach tasks as a series of simple steps, actively engage the child's attention in highly structured activities, and provide regular reinforcement of behavior.

Source: NIMH, 2004

Q: Do parents need to participate in autism treatments?

A: Parental and family involvement is pivotal for all children's development. Children with autism benefit by having their families actively involved in their treatment. Parents are the life-long advocates and social partners for their children. Training parents as interventionists and treatment partners with the professionals leads to best-outcomes for children with autism.

Q: Why is autism called a "spectrum" disorder?

A: Autism is called a spectrum disorder because there is not just one type of autism. The common term of "autism" collectively represents a set of five closely related conditions that fall under the umbrella of Pervasive Developmental Disorders. Autism affects each person differently and in varying degrees.

Q: Does Easter Seals support the use of drugs for treatment of autism?

A: There is no specific medication therapy for autism per se, but medications have been found to be effective in helping decrease symptoms and behaviors seen in some people with ASD.

Q: What are side effects to medication therapy?

A: Medications used for people with autism have been found to be effective with individuals with similar symptoms. Medications require careful monitoring from a physician.

Q: Are autism treatments typically covered by insurance?

A: There are a few select insurance companies that are covering some autism treatment. Typically insurance companies do not cover treatment for individuals with autism and families are left to bare the majority of expenses for care and treatment of their family member with autism.

Q: When are kids typically diagnosed with autism?

A: Autism typically appears by age 3, but can be diagnosed as early as eighteen months of age. On the other hand, often children are misdiagnosed or not diagnosed until later in life, typically when they experience difficulties in school.

Q: What are some treatments used for those living with autism?

A: Treatments used for people living with autism include: educational/instructional methodologies, biomedical treatment, and family support and service delivery models. For more information on these different types of therapies, please visit easterseals.com.

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Easter Seals Autism Q&A

Q: What is the P.L.A.Y. Project?

A: The P.L.A.Y. Project (also known as "Floor Time") consists of play-based techniques designed to help families "woo" their child with autism out of isolation. The project trains and supports parents to provide intensive, one-on-one engagement at home.

Easter Seals is currently partnering with the National Institute of Mental Health (NIMH) to learn more about applied therapies and best practices for individuals with autism through a research grant to study the P.L.A.Y. Project.

Q: What are Autism Spectrum Disorders?

A: There are five disorders that fall under the Autism Spectrum Disorders umbrella and are defined by deficits in three core areas: social skills, communication, and restrictive and repetitive behaviors.

They are:

- **Autistic Disorder** – occurs in males four times more than females and involves moderate to severe disturbances in communication, socialization and behavior.
- **Asperger Syndrome** - sometimes considered a milder form of autism, Asperger's is typically diagnosed later in life than other disorders on the spectrum, person with Asperger syndrome usually function in the average to above average intelligence range and have no delays in language skills. Deficits appear most often in the areas of social skills, concentration and coordination.
- **Rett Syndrome** – diagnosed primarily in females who exhibit typical development until approximately 18 months when children with Rett syndrome begin to regress, especially in terms of motor skills and loss of abilities in other areas. A key indicator of Rett syndrome is the appearance of repetitive meaningless movements or gestures.
- **Childhood Disintegrative Disorder** – involves a clear regression in multiple areas of functioning including motor skills, bladder control and social skills following two years of normal development.
- **Pervasive Developmental Disorder – Not Otherwise Specified (PPD-NOS)**– includes children that do not fully meet the criteria for the other specific disorders or those that do not have the degree of impairment associated with those disorders.

The Capper
Foundation



The Capper Foundation Easter Seals
3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
www.capper.easterseals.com

Easter Seals Autism Q&A

EASTER SEALS RELATIONSHIP TO AUTISM

Q: How is Easter Seals involved in helping people with autism?

A: Easter Seals' focus is on providing effective treatment, therapy and public policy advocacy for the 1.5 million Americans and their families living with autism today. We're unique as the leading provider of services and support for children and adults living with autism and their families across the country.

Today, Easter Seals is working across the country to provide help, hope and answers for families living with autism today — delivering personalized services and treatments necessary for individuals with autism. We offer a comprehensive approach to help children and adults with autism develop the necessary skills to have a productive life and create a supportive environment for the family as a whole.

For example, Easter Seals provides early intervention and diagnosis for very young children with developmental delays and autism. And we all know how critical this is – because the earlier we can provide intervention, the better the outcomes for children and their families. We work with children with autism, encouraging families to find an approach that deals with the whole child. We're working with young adults – supporting them finding meaningful employment and living independent lives. And, we have adults with autism in employment and day programs around the nation.

Q: Why haven't we heard of Easter Seals providing services for people with autism before?

A: More than a generation ago, Easter Seals was front and center during the polio epidemic, working tirelessly to help children and adults with polio gain the skills they needed to live independently. And now, we are the country's leading provider of services for people with autism – providing help, hope and answers for families living with autism today. We believe autism is an epidemic of our time.

Q: How long has Easter Seals been helping people with autism? Is this a new area of service for you?

A: Easter Seals has been providing support to children and adults living with disabilities, and to the families who love them for more than 85 years.

Over the last 20 years, we've seen a dramatic increase in the number of people with autism we serve – both through our services that specifically target individuals with autism and our services that include individuals with autism among other service recipients with other types of disabilities.

Q: What role does Easter Seals play with autism? Researching a cure? A cause?

A: Today, Easter Seals is working across the country to provide help, hope and answers for families living with autism today — delivering personalized services and treatments necessary for individuals with autism. We offer a comprehensive approach to help children and adults with autism develop the necessary skills to have a safe and productive life and create a supportive environment for the family as a whole.

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Easter Seals Autism Q&A

Q: What makes Easter Seals the “premiere” service care provider for people with autism?

A: While there are a number of organizations researching and seeking a cure for autism, Easter Seals is the leading national provider of direct services and support for individuals living with autism across the lifespan and their families. Easter Seals also advocates in Washington, DC, encouraging Congress to finance research to improve services and supports and pursuing public policy solutions for the challenges families with autism face.

Q: What is the Combating Autism Act?

A: The Combating Autism Act of 2006 is legislation that calls for new funding for autism-related research, early detection and intervention.

Q: Does Easter Seals support the Combating Autism Act?

A: Yes, Easter Seals strongly supports the Combating Autism Act and worked to see it be enacted into law. Easter Seals knows that people living with autism, at any age, are capable of making significant progress through personalized interventions and therapy; and, can and do lead meaningful lives. This legislation provides a modest first step to help researchers and service providers better meet the needs of individuals living with autism, as well as work to help families receive early diagnosis and critical access to interventions.

Q: Why is Easter Seals focusing on autism so much lately?

A: Over the last 20 years, we've seen a dramatic increase in the number of people with autism we serve – in fact a new case is diagnosed almost every 20 minutes – so we want to reinforce that Easter Seals is a resource for families living with autism today.

Q: Is Easter Seals still providing care for those NOT diagnosed with autism? With other disabilities?

A: Easter Seals' mission is for all people living with all types of disabilities – including autism – and their families to live, learn, work and play in their communities.

Easter Seals is the leading non-profit provider of services for individuals with autism, developmental disabilities, physical and mental disabilities, and other special needs. For more than 85 years, we have been offering help and hope to children and adults living with disabilities, and to the families who love them.

Through therapy, training, education and support services, Easter Seals creates life-changing solutions so that people with disabilities can live, learn, work and play in their communities.

OUTCOMES FOR FAMILIES

Q: How do families benefit from Easter Seals services?

A: Families benefit from Easter Seals' autism services by developing an increased understanding of their child, while developing the skills to have more meaningful and satisfying relationships.

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Easter Seals Autism Q&A

Q: How do families feel when they experience Easter Seals services?

A: Easter Seals provides help, hope and answers for families living with autism by providing comprehensive services that empower families to feel hopeful about the future and relief that they have a plan in place and the resources to carry it out in a non-judgmental setting.

Q: How do families feel after they've experienced Easter Seals' services?

A: We've heard that, overall, families feel relief that they have found a "go-to" place in Easter Seals for all their questions about their child's disabilities and a plan for the future complete with the resources to carry it out.

DONATIONS/FUNDRAISING QUESTIONS

Q: How can you/people help?

A: It's easy. Go to easterseals.com to learn more about autism, find services at an Easter Seals near you, or help Easter Seals continue to change the lives of people living with autism by becoming a donor or volunteer.

Q: From whom does Easter Seals receive funding?

A: In order for us to help families with disabilities across the country, Easter Seals relies on donations from individuals, families and corporations as well as from national and local government agencies and private insurers. But funding is largely inadequate. That is why Easter Seals depends upon the generosity and compassion of many people.

Q: Why should people donate to Easter Seals?

A: You can help change the lives of people living with autism and other disabilities. With your support, Easter Seals provides exceptional services that offer hope, help and independence. You can feel good about giving to Easter Seals.

Q: What will be done with donations?

A: Easter Seals' vision is that every child and adult with autism belongs, has support, and has a future. We are strengthening and growing our services to provide critical assistance to families who need help.

Q: How will donations make a difference?

A. A donation to Easter Seals will help in many ways:

- Helping families unlock the door to their child's world...to interact and communicate with each other.
- Helping young adults with autism receive job training and transition into the workforce and the community.
- Helping adults with autism become gainfully employed and lead full and independent lives within their community.

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Easter Seals Autism Q&A

HOT TOPICS – LATEST RESEARCH/STUDIES

- Q: Is autism caused by genetic defects?**
Q: Is autism caused by mercury found in some vaccines?
Q: Is autism caused by watching too much television?
Q: Is the incidence of autism increased by couples having children later in life?

A: There is no known cause or cure, nor a known singular effective treatment for autism. While other organizations have prioritized research into the cause and cure, Easter Seals first and foremost is concerned with providing appropriate services and support for people living with autism today. So, until there's a cure for autism – there's Easter Seals.

MORE:

Congress, in the Combating Autism Act, identified a number of possible biomedical topics and environmental factors that may lead to a better understanding of the cause of autism.

Easter Seals supports the continuation of research to answer this important question. However, Easter Seals is not a research organization, Easter Seals is a service-providing organization, dedicated to helping all people with disabilities live with equality, dignity and independence. The 1.5 million Americans living with autism need help today to be able to live, learn, work and play in their communities. Our primary concern is to help those children and adults, their families, their schools and their communities get the supports and services they need today.

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Easter Seals Autism Q&A

GENERAL EASTER SEALS QUESTIONS

Q: What types of services does Easter Seals provide?

A: Easter Seals is the leading non-profit provider of services for individuals with autism, developmental disabilities, physical and mental disabilities, and other special needs.

For more than 85 years, we have been offering help and hope to children and adults living with disabilities, and to the families who love them. Through therapy, training, education and support services, Easter Seals creates life-changing solutions so that people with disabilities can live, learn, work and play in their communities.

Q: Where can I find more information?

A: For more information about services for young children, school-age children and adults with disabilities, visit easterseals.com.

Q: What is Easter Seals ultimate goal?

A: The ultimate goal of Easter Seals is for people with disabilities – including autism – and their families, to live, learn, work and play in their communities by helping people with disabilities develop the necessary skills to have productive lives while in a supportive environment.

Q: What sets Easter Seals apart from the rest?

A: While other organizations are researching or seeking a cure for autism, Easter Seals' focus is on providing effective treatments and therapies for the 1.5 million Americans and their families living with autism today. We're unique as the leading provider of services and support, for children and adults living with autism and their families across the country.

Today, Easter Seals is working across the country to provide help, hope and answers for families living with autism today — delivering personalized services and treatments necessary for individuals with autism.

We offer a comprehensive approach to support children and adults with autism. It is our mission to support individuals with autism in developing the necessary skills to have a productive life and create a supportive environment for the family as a whole.

For example, Easter Seals provides early intervention and diagnosis for very young children with developmental delays and autism. And we all know how critical this is – because the earlier we can begin intervention, the better the outcomes for children and their families. We work with children with autism, supporting families to find an approach that deals with the whole child. We're working with young adults – encouraging them to find meaningful employment and live independent lives. And, we have adults with autism in employment and structured day programs around the nation. Visit easterseals.com to find out what services are available in your community.

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Easter Seals Autism Q&A

Q: Does Easter Seals focus on researching disabilities?

A: While other organizations are researching or seeking a cure for autism, Easter Seals' focus is on providing effective treatments and therapies for the 1.5 million Americans and their families living with autism today. We're unique as the leading provider of services and support, for children and adults living with autism and their families across the country.

Easter Seals' priority is supporting those already affected by autism. We support those living with disabilities develop the necessary skills to have a productive life, while in a supportive environment for the individual and his/her family.

Q: I thought Easter Seals was all about those stickers, or "seals"?

A: Many of you may have heard of Easter Seals because of our annual "seals" fundraiser launched in the early 1900s to support our services for people with disabilities. More than a generation ago, Easter Seals was front and center during the polio epidemic, and today we are the largest network of service providers for children and adults living with autism. We believe that this is an epidemic of our time.

Q: How do parents find out about Easter Seals?

A: Many families get referred to Easter Seals by pediatricians, school districts, pre-admission screening agencies and quite often by other families who have experienced Easter Seals services. You can learn more about us at easterseals.com.

Q: What do parents ask when they get to Easter Seals?

A: Parents are often frustrated and looking for answers about potential problems they're experiencing with their child or other family member when they get to Easter Seals.

**The Capper
Foundation**



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3500 SW 10th Avenue
Topeka, KS 66604 (785)272-4060
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SENATE BILL No. 93

By Committee on Education

1-16

9 AN ACT concerning school districts; relating to school finance; amend-
10 ing K.S.A. 2006 Supp. 72-6455 and repealing the existing section.

11
12 *Be it enacted by the Legislature of the State of Kansas:*

13 Section 1. K.S.A. 2006 Supp. 72-6455 is hereby amended to read as
14 follows: 72-6455. The high density at-risk pupil weighting of each school
15 district shall be determined by the state board as follows:

16 (a) Except as provided by subsection (d), if the district has an en-
17 rollment of less than ~~40%~~ 35% at-risk pupils, the state board shall multiply
18 the number of at-risk pupils *enrolled in the district* by 0. The product is
19 the high density at-risk pupil weighting of the district.

20 ~~(b) Except as provided by subsection (d), if the district has an en-~~
21 ~~rollment of at least 40% but less than 50% at-risk pupils, the state board~~
22 ~~shall multiply the number of at-risk pupils by .04 in school year 2006-~~
23 ~~2007, by .05 in school year 2007-2008 and by .06 in school year 2008-~~
24 ~~2009 and each school year thereafter. The product is the high density at-~~
25 ~~risk pupil weighting of the district.~~

26 (b) *If the district has an enrollment of at least 35% but less than 50%*
27 *at-risk pupils, the state board shall:*

28 (1) *Subtract 35% from the percentage of at-risk enrollment in the*
29 *district;*

30 (2) *multiply the amount determined under paragraph (1) by .0066 in*
31 *school year 2007-2008 and by .066 in school year 2008-2009; and*

32 (3) *multiply the number of at-risk pupils enrolled in the district by*
33 *the product determined under paragraph (2). The product is the high*
34 *density at-risk pupil weighting of the district.*

35 (c) If the district has an enrollment of 50% or more at-risk pupils,
36 the state board shall multiply the number of at-risk pupils ~~by .08 in school~~
37 ~~year 2006-2007, enrolled in the district~~ by .09 in school year 2007-2008
38 and by .10 in school year 2008-2009 and each school year thereafter. The
39 product is the high density at-risk pupil weighting of the district.

40 ~~(d) If the district has an enrollment of at least 35.1% at-risk pupils~~
41 ~~and an enrollment density of at least 212.1 pupils per square mile, the~~
42 ~~state board shall multiply the number of at-risk pupils by .08 in school~~
43 ~~year 2006-2007, by .09 in school year 2007-2008 and by .10 in school year~~

.006 in school year 2007-2008 and by .0066 in school
year 2008-2009 and each school year thereafter

Senate Education Committee
2-6-07
Attachment A

Revisor of
Statutes

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

Testimony on **SB 93**
before the
Senate Committee on Education

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 6, 2007

Madam Chair, Members of the Committee:

Thank you for the opportunity to comment on **SB 93**, which would create a “linear transition” for the High Density At-Risk Weighting.

The purpose of this bill is to ensure small reductions in student enrollment do not result in major reductions in state funding. For example, under current law, if a district’s free lunch count dropped from 40 percent to 39.9 percent, the district would no longer be eligible for any of the additional funding provided by high density at-risk weighting. Common sense tells us this tiny drop in enrollment does not dramatically change the overall needs of the student population in the district.

KASB has a position that reductions in state aid should be “softened” by mechanisms that spread those changes over time. The linear transition proposed in **SB 93** would accomplish that purpose. But it also seems logical to assume district needs change more gradually as the percentage of free lunch enrollment increases or decreases, and a linear transition makes sense.

Thank you and I would be happy to answer any questions.

*Senate Education Committee
2-6-07
Attachment 5*



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Mark Desetti, Testimony
Senate Education Committee
February 6, 2007

Senate Bill 93

Madame Chair, members of the Committee, thank you for the opportunity to appear before you today to share our thoughts on **Senate Bill 93**.

KNEA supports the high density at-risk provisions of SB 549 as an appropriate way to address issues of high levels of poverty. We believe that passage of this provision was a responsible move on the part of the 2006 Legislature to respond to the Legislative Post Audit report.

A flaw in the formula however, was the step movement that creates a very difficult situation for school districts that just barely hit the second tier of this funding. In certain cases the loss of just one or two students could cost the district thousands of dollars in funding.

The linear transition for funding proposed in SB 93 is an appropriate fix for this situation.

We urge the committee to pass SB 93 favorably.

*Senate Education Committee
2-6-07
Attachment 6*



Kansas City, Kansas Public Schools

Unified School District No. 500

TESTIMONY –February 1, 2007 SENATE EDUCATION COMMITTEE SENATE BILL 142

USD 500 supports the provisions in SB 142 which change the methodology for determining qualification for accessing the so called Cost of Living weight currently in the formula. The bill's use of average salaries within an entire county as opposed to average housing costs within an individual USD is, in our opinion, a more accurate and fair reflection of true costs of living. The passage of SB 142 will, however, create a new set of inequities for districts that might wish to utilize the provisions of SB 142. When the COLA provisions were inserted in the law a few years ago, there wasn't a rationale to equalize these local dollars with state dollars because the 16 to 18 USDs that would qualify would have high district wealth and wouldn't qualify for state assistance.

The provisions within SB 142 will qualify many more districts for additional local dollars. Without state assistance, however, most of these districts will not be in a position, either financially or politically, to utilize this new law.

Current law provides state equalization for the LOB and for the declining enrollment weight which was added at the same time as the COLA provision. Now that SB 142 will make the COLA available to more than just the wealthiest 18 districts in the state, fairness dictates that equalization also be added to this weight.

USD 500 has one other serious reservation with SB 142. As it is currently drafted, it would provide over \$190 million in new local taxing authority. Even if state equalization was added to SB 142, USD 500, and I suspect most other low wealth districts, would be able to utilize only a fraction – if any – of this new authority. Authorizing \$190 million in new local taxpayer dollars would have the same affect as raising the cap on the LOB to almost 50% for some districts! The handful of very high wealth districts would be able to access large sums of local dollars with only a negligible increase in their mill levy. The result over a period of just a few years would be dramatic disparities in the per pupil spending levels between the very high wealth and the moderate to low wealth districts of this state.

In summary, USD 500 does favor the new methodology inherent in SB 142 provided that (one) far fewer dollars are made available and, (two) that these new local taxpayer dollars be equalized with state dollars.

Bill Reardon, Lobbyist
Kansas City, Kansas Public Schools

STUART J. LITTLE, Ph.D.
Little Government Relations

February 1, 2007

Senate Education Committee

Testimony on Senate Bill 142

Dear Madame Chair and Members of the Education Committee,

Thank you for the chance to appear today and testify on Senate Bill 142. I appear today on behalf of Shawnee Mission School District 512. The Shawnee Mission School District is the second largest district in Kansas, with 28,531 students, 2,180 teachers, in 51 schools. We are also a declining enrollment district, losing on average about 400 students each year, with 3,912 pupils meeting the free lunch criteria for "at risk," but over 10,000 students identified as at risk according to KSDE definitions and 1,548 bilingual students.

When the concept of a cost of living weighting was first introduced into the Kansas Legislature during the 2005 legislative session, the Shawnee Missions school district was faced with a number of critical funding issues, including the failure of the existing school finance formula to adequately provide state funding for our schools. SMSD did not testify in support of the original COLA bill, but supported the overall school finance legislation during the 2005 session that included the provision. When the COLA was allowed to be used by the Kansas Supreme Court in July 2006, the Shawnee Mission School District chose to use 0.25 percent of the COLA funding. With the local option budget match, this raised approximately \$500,000 which was used to ensure counselors are in each school building. The District may is likely to use additional COLA authority in next year's budget as the administration assesses its needs.

The COLA was a critical part of the school finance formula for Shawnee Mission because despite new state revenue, funding for the District continues to be inadequate. The 2005 and 2006 legislative sessions produced the first significant revisions to the school finance formula since 1992 when a total of \$290 million in 2005 and \$194 million in 2006 were distributed to school districts across the state. While the available state average expenditure per pupil increased to \$10,247 in 2006 as a result of changes in the formula, the amount of funding available to Shawnee Mission remains well below the state average at \$7,678. In available funding for operations, 267 of the 300 districts in the state outrank Shawnee Mission.

Senate Bill 142 would change the means by which a COLA-eligible district is calculated from a figure based on the average cost of housing in a school district to a comparative wage statistical analysis composed by the National Center for Education Statistics. While not criticizing the current law regarding the COLA, it does make sense

800 SW JACKSON, SUITE 914 • TOPEKA, KANSAS 66612
OFFICE 785.235.8187 • MOBILE 785.845.7265 • FAX 785.435.3390

*Senate Education Committee
2-6-07
Attachment 8*

for a more rational and statistically based study to govern which districts deserve a COLA weighting. While the current housing based formula is applicable to seventeen districts, this new formula may make the COLA available to over 100 districts and would not cost any state funding. Such a change in the formula should be beneficial to more districts with funding needs. Both the studies commissioned by the legislature (Augenblick & Myers and the LPA study) mentioned that higher costs in some districts reduce purchasing power. In fact, LPA in testimony said they would have used the NCES had it been available when they did their study. Since school districts spend 85 percent of their budgets on salary and benefit costs, this approach seems to be a better fit than housing costs. Finally, districts below the average comparable wage index are not reduced in SB142.

Thank you for allowing us to appear in support of SB 142 and I would be happy to stand for questions.

KANSAS
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OF
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BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

Testimony on **SB 142**
before the
Senate Committee on Education

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 6, 2007

Madam Chair, Members of the Committee:

Thank you for the opportunity to comment on **SB 142**, which would replace the current cost of living factor based on residential housing costs with a factor based on a comparable wage index prepared by the National Center for Education Statistics.

KASB is obligated to oppose this bill because it creates a local levy to fund this adjustment without any state equalization aid. KASB policies oppose local enhancements to the state budget unless all districts can raise similar revenues with similar tax efforts. I have attached a spreadsheet that estimates the amount of mill levy required to raise the revenues authorized by this bill for each school districts. They are arranged in county order because the NCE factor applies to all districts in a county. For example, the first page shows the 10 districts in Butler County eligible for this adjustment. The mill levies required to raise the authorized amount range from 5.37 in Circle to 16.2 in Douglass – a range of approximately three-to-one. In Douglas County, on page two, the range is 4.74 to 10.79, and so on.

The same is true across larger metropolitan areas. In the greater Kansas City area, Shawnee Mission could fund its authorization with less than nine mills, while to the south Paola would require nearly 17 mills and to the north, Turner would require 24.57 mills. If this factor is an accurate measure of the need for additional funding by school districts, it shouldn't require dramatically different rates of local effort to secure that funding.

The second-from-the-last right-hand column on the spreadsheet compares what school districts are actually paying in teacher salaries to the statewide median. For example, in Allen County, Marmaton Valley's average teacher salary is 92.7 percent of the state median. On the other hand, Atchison is at 108.6 percent of the state median.

The final right-hand column compares these actual teacher salary ratios to the ratio provided in the bill. Based on NCE data, the cost wage index for Marmaton Valley should be 94.271 percent of the state average. Marmaton Valley salaries are actually 92.7 percent of the state average, or 1.6 percent less than the CWI factor under the bill.

*Senate Education Committee
2-6-07
Attachment 9*

The NCES index suggests salaries should be higher in more metropolitan areas and in the surrounding counties. That tends to confirm the actual experience of Kansas districts, where larger districts tend to pay teachers more and smaller ones less. I have attached a chart showing average teacher salaries for last year by enrollment groups. Although the highest salaries in each group are comparable, the median rises steadily from \$41,451 for the smallest districts to \$50,534 in the largest. The range for the lowest salaries in each group is even more dramatic.

Under **SB 142**, many of the districts that would benefit are small districts that also happen to be near metropolitan areas. Many of these districts are below the median that the NCES index suggests. However, many of the larger districts are already paying teachers more than the NCES index indicates, including Wichita, Derby, Valley Center, Goddard, Maize, Emporia, Shawnee Heights, Basehor-Linwood, Blue Valley and Shawnee Mission.

In fact, the range from high to low in teacher salaries has been growing in Kansas. As my second chart shows, for 2004-05, the highest teacher salary in the state was 107 percent higher – more than double – the lowest, which is further demonstrated by my third chart. It seems the likely outcome of **SB 142** would be to further that trend. However, it also seems clear that **SB 142** would potentially provide more resources in areas that currently have less difficulty attracting teachers, and make it more difficult to attract teachers to the most isolated, rural parts of the state.

Finally, I would note that the KASB Delegate Assembly adopted a School Finance Resolution that indicated the real problem in school finance is that the base budget per pupil remains far too low. That fact is causing districts to continually seek other ways to meet educational costs. Our members indicated that goal should be to reduce reliance on the local option budget and other local revenues; to reduce reliance on weightings; establish a base budget which that accurately reflects educational costs; and adjust that base regularly to reflect those costs. If that were done, the need for approaches such as **SB 142** would be greatly reduced.

Thank you and I would be happy to answer any questions.

9-3

1/25/2007			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6			
				St. Avg = .9740		2006-07					
						Estimated					
			NCES	Estimated	Estimated	Total Adj.	Estimated	Maximum COL			
USD#	County Name	USD Name	CWI_2004	COL Factor	COL Rate	Enrollment	COL Wtd. FTE	Budget Authority	KASB Estimated Mill Levy to finance COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
256	Allen	Marmaton Valley	0.9182	0.942710	0.0000	360.0	0.0	0	no levy	0.927000	-1.6%
257	Allen	Iola	0.9182	0.942710	0.0000	1,424.7	0.0	0	no levy	0.965000	2.2%
258	Allen	Humboldt	0.9182	0.942710	0.0000	510.5	0.0	0	no levy	0.980000	3.7%
365	Anderson	Garnett	0.9182	0.942710	0.0000	1,132.2	0.0	0	no levy	0.993000	5.0%
479	Anderson	Crest	0.9182	0.942710	0.0000	252.0	0.0	0	no levy	0.987000	4.4%
377	Atchison	Atchison County	0.9490	0.974333	0.0000	734.8	0.0	0	no levy	0.966000	-0.8%
409	Atchison	Atchison	0.9490	0.974333	0.0000	1,584.3	0.0	0	no levy	1.086000	11.2%
254	Barber	Barber Co.	0.8880	0.911704	0.0000	591.5	0.0	0	no levy	0.987000	7.5%
255	Barber	South Barber Co.	0.8880	0.911704	0.0000	253.0	0.0	0	no levy	0.963000	5.1%
354	Barton	Clafin	0.8880	0.911704	0.0000	289.5	0.0	0	no levy	0.970000	5.8%
355	Barton	Ellinwood	0.8880	0.911704	0.0000	482.6	0.0	0	no levy	1.023000	11.1%
428	Barton	Great Bend	0.8880	0.911704	0.0000	3,023.5	0.0	0	no levy	0.938000	2.6%
431	Barton	Hoisington	0.8880	0.911704	0.0000	630.8	0.0	0	no levy	1.031000	11.9%
234	Bourbon	Ft. Scott	0.9182	0.942710	0.0000	1,911.7	0.0	0	no levy	1.012000	6.9%
235	Bourbon	Uniontown	0.9182	0.942710	0.0000	468.5	0.0	0	no levy	1.031000	8.8%
415	Brown	Hiawatha	0.9490	0.974333	0.0000	897.5	0.0	0	no levy	1.015000	4.1%
430	Brown	Brown County	0.9490	0.974333	0.0000	661.5	0.0	0	no levy	1.020000	4.6%
205	Butler	Bluestem	1.0690	1.097536	0.0975	711.5	69.4	299,530	11.02	1.076000	-2.2%
206	Butler	Remington-Whitewater	1.0690	1.097536	0.0975	538.0	52.5	226,590	7.40	1.078000	-2.0%
375	Butler	Circle	1.0690	1.097536	0.0975	1,555.3	151.6	654,306	5.37	1.085000	-1.3%
385	Butler	Andover	1.0690	1.097536	0.0975	4,050.6	394.9	1,704,388	9.97	1.088000	-1.0%
394	Butler	Rose Hill	1.0690	1.097536	0.0975	1,694.9	165.3	713,435	14.85	1.169000	7.1%
396	Butler	Douglass	1.0690	1.097536	0.0975	826.0	80.5	347,438	16.20	1.051000	-4.7%
402	Butler	Augusta	1.0690	1.097536	0.0975	2,157.9	210.4	908,086	13.40	1.077000	-2.1%
490	Butler	El Dorado	1.0690	1.097536	0.0975	2,079.3	202.7	874,853	9.22	1.029000	-6.9%
492	Butler	Flinthills	1.0690	1.097536	0.0975	316.3	30.8	132,933	8.59	0.996000	-10.2%
284	Chase	Chase County	0.9899	1.016324	0.0163	462.0	7.5	32,370	0.83	0.982000	-3.4%
285	Chautauqua	Cedar Vale	0.9182	0.942710	0.0000	157.5	0.0	0	no levy	0.932000	-1.1%
286	Chautauqua	Chautauqua	0.9182	0.942710	0.0000	417.0	0.0	0	no levy	1.028000	8.5%
404	Cherokee	Riverton	0.9117	0.936037	0.0000	883.5	0.0	0	no levy	1.130000	19.4%
493	Cherokee	Columbus	0.9117	0.936037	0.0000	1,173.2	0.0	0	no levy	1.077000	14.1%
499	Cherokee	Galena	0.9117	0.936037	0.0000	748.1	0.0	0	no levy	1.013000	7.7%
508	Cherokee	Baxter Springs	0.9117	0.936037	0.0000	876.0	0.0	0	no levy	1.075000	13.9%
103	Cheyenne	Cheylin	0.8801	0.903593	0.0000	149.0	0.0	0	no levy	0.920000	1.6%
	Cheyenne	St. Francis	0.8801	0.903593	0.0000	317.2	0.0	0	no levy	1.024000	12.0%
	Clark	Minneola	0.9442	0.969405	0.0000	274.9	0.0	0	no levy	1.057000	8.8%
22	Clark	Ashland	0.9442	0.969405	0.0000	222.5	0.0	0	no levy	1.113000	14.4%

9-4

USD#	County Name	USD Name	NCES CWI_2004	Estimated COL Factor	Estimated COL Rate	2006-07		Maximum COL	KASB Estimated Mill Levy to finance COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
						Estimated Total Adj.	Enrollment				
379	Clay	Clay Center	0.9183	0.942813	0.0000	1,343.0	0.0	0	no levy	0.963000	2.0%
333	Cloud	Concordia	0.9510	0.976386	0.0000	1,059.6	0.0	0	no levy	1.001000	2.5%
334	Cloud	Southern Cloud	0.9510	0.976386	0.0000	226.5	0.0	0	no levy	0.739000	-23.7%
243	Coffey	Lebo-Waverly	0.9899	1.016324	0.0163	577.1	9.4	40,570	1.66	1.081000	6.5%
244	Coffey	Burlington	0.9899	1.016324	0.0163	838.2	13.7	59,129	0.14	1.156000	14.0%
245	Coffey	LeRoy-Gridley	0.9899	1.016324	0.0163	272.5	4.4	18,990	0.97	0.896000	-12.0%
300	Comanche	Comanche County	0.8880	0.911704	0.0000	316.1	0.0	0	no levy	0.825000	-8.7%
462	Cowley	Central	0.9182	0.942710	0.0000	349.0	0.0	0	no levy	0.972000	2.9%
463	Cowley	Udall	0.9182	0.942710	0.0000	383.0	0.0	0	no levy	1.004000	6.1%
465	Cowley	Winfield	0.9182	0.942710	0.0000	2,429.9	0.0	0	no levy	1.005000	6.2%
470	Cowley	Arkansas City	0.9182	0.942710	0.0000	2,786.9	0.0	0	no levy	0.999000	5.6%
471	Cowley	Dexter	0.9182	0.942710	0.0000	234.5	0.0	0	no levy	0.912000	-3.1%
246	Crawford	Northeast	0.9117	0.936037	0.0000	589.0	0.0	0	no levy	1.045000	10.9%
247	Crawford	Cherokee	0.9117	0.936037	0.0000	804.5	0.0	0	no levy	1.061000	12.5%
248	Crawford	Girard	0.9117	0.936037	0.0000	1,052.0	0.0	0	no levy	1.252000	31.6%
249	Crawford	Frontenac	0.9117	0.936037	0.0000	792.0	0.0	0	no levy	1.001000	6.5%
250	Crawford	Pittsburg	0.9117	0.936037	0.0000	2,544.5	0.0	0	no levy	1.059000	12.3%
294	Decatur	Oberlin	0.8801	0.903593	0.0000	429.0	0.0	0	no levy	1.056000	15.2%
393	Dickinson	Solomon	0.9183	0.942813	0.0000	416.5	0.0	0	no levy	0.979000	3.6%
435	Dickinson	Abilene	0.9183	0.942813	0.0000	1,518.5	0.0	0	no levy	1.212000	26.9%
473	Dickinson	Chapman	0.9183	0.942813	0.0000	979.7	0.0	0	no levy	0.992000	4.9%
481	Dickinson	Rural Vista	0.9183	0.942813	0.0000	428.2	0.0	0	no levy	0.850000	-9.3%
487	Dickinson	Herington	0.9183	0.942813	0.0000	527.0	0.0	0	no levy	0.973000	3.0%
406	Doniphan	Wathena	1.0936	1.122793	0.1228	410.0	50.3	217,095	15.35	0.938000	-18.5%
425	Doniphan	Highland	1.0936	1.122793	0.1228	241.2	29.6	127,754	10.60	1.040000	-8.3%
429	Doniphan	Troy	1.0936	1.122793	0.1228	379.5	46.6	201,126	16.24	0.952000	-17.1%
433	Doniphan	Midway	1.0936	1.122793	0.1228	195.7	24.0	103,584	6.69	0.997000	-12.6%
486	Doniphan	Elwood	1.0936	1.122793	0.1228	306.7	37.7	162,713	13.24	0.986000	-13.7%
348	Douglas	Baldwin City	1.0685	1.097023	0.0970	1,353.0	131.2	566,259	8.54	1.014000	-8.3%
491	Douglas	Eudora	1.0685	1.097023	0.0970	1,308.5	126.9	547,700	10.79		
497	Douglas	Lawrence	1.0685	1.097023	0.0970	10,122.5	981.9	4,237,880	4.74	1.053000	-4.4%
347	Edwards	Kinsely-Offerle	0.8880	0.911704	0.0000	306.8	0.0	0	no levy	0.938000	2.6%
502	Edwards	Lewis	0.8880	0.911704	0.0000	125.5	0.0	0	no levy	0.950000	3.8%
282	Elk	West Elk	0.9182	0.942710	0.0000	407.0	0.0	0	no levy	0.964000	2.1%
283	Elk	Elk Valley	0.9182	0.942710	0.0000	202.5	0.0	0	no levy	1.032000	8.9%
388	Ellis	Ellis	0.8801	0.903593	0.0000	378.6	0.0	0	no levy	1.001000	9.7%
	Ellis	Victoria	0.8801	0.903593	0.0000	262.5	0.0	0	no levy	0.980000	7.6%
	Ellis	Hays	0.8801	0.903593	0.0000	2,846.8	0.0	0	no levy	1.141000	23.7%
	Ellsworth	Ellsworth	0.9510	0.976386	0.0000	594.3	0.0	0	no levy	0.976000	0.0%

5-19

			St. Avg = .9740		2006-07						
			NCES	Estimated	Estimated	Estimated	Estimated	Maximum COL			
USD#	County Name	USD Name	CWI_2004	COL Factor	COL Rate	Enrollment	COL Wtd. FTE	Budget Authority	KASB Estimated Mill Levy to finance COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
328	Ellsworth	Lorraine	0.9510	0.976386	0.0000	474.9	0.0	0	no levy	0.886000	-9.0%
363	Finney	Holcomb	0.9442	0.969405	0.0000	875.4	0.0	0	no levy	0.986000	1.7%
457	Finney	Garden City	1.1860	1.217659	0.2177	6,878.3	1,497.4	6,462,778	21.45	1.071000	-14.7%
381	Ford	Spearville	0.9442	0.969405	0.0000	345.5	0.0	0	no levy	0.993000	2.4%
443	Ford	Dodge City	0.9442	0.969405	0.0000	5,609.2	0.0	0	no levy	1.050000	8.1%
459	Ford	Bucklin	1.0690	1.097536	0.0975	248.0	24.2	104,447	5.74	0.898000	-20.0%
287	Franklin	West Franklin	1.1860	1.217659	0.2177	874.7	190.4	821,766	23.60	0.976000	-24.2%
288	Franklin	Central Heights	1.1860	1.217659	0.2177	600.1	130.6	563,670	26.24		
289	Franklin	Wellsville	1.1860	1.217659	0.2177	801.0	174.4	752,710	20.04	1.183000	-3.5%
290	Franklin	Ottawa	1.1860	1.217659	0.2177	2,360.6	513.9	2,217,992	23.20	1.132000	-8.6%
475	Geary	Junction City	0.9183	0.942813	0.0000	6,712.5	0.0	0	no levy	0.984000	4.1%
291	Gove	Grinnell	0.8801	0.903593	0.0000	116.5	0.0	0	no levy	0.794000	-11.0%
292	Gove	Grainfield	0.8801	0.903593	0.0000	165.0	0.0	0	no levy	0.862000	-4.2%
293	Gove	Quinter	0.8801	0.903593	0.0000	322.4	0.0	0	no levy	0.919000	1.5%
281	Graham	Hill City	0.8801	0.903593	0.0000	398.6	0.0	0	no levy	1.094000	19.0%
214	Grant	Ulysses	0.9442	0.969405	0.0000	1,657.6	0.0	0	no levy		
102	Gray	Cimarron-Ensign	0.9442	0.969405	0.0000	636.1	0.0	0	no levy	0.983000	1.4%
371	Gray	Montezuma	0.9442	0.969405	0.0000	253.4	0.0	0	no levy	0.971000	0.2%
476	Gray	Copeland	0.9442	0.969405	0.0000	127.0	0.0	0	no levy	0.735000	-23.4%
477	Gray	Ingalls	0.9442	0.969405	0.0000	244.4	0.0	0	no levy	0.932000	-3.7%
200	Greeley	Greeley County	0.9442	0.969405	0.0000	253.8	0.0	0	no levy	0.864000	-10.5%
386	Greenwood	Madison-Virgil	0.9899	1.016324	0.0163	246.5	4.0	17,264	1.24	0.953000	-6.3%
389	Greenwood	Eureka	0.9899	1.016324	0.0163	652.3	10.6	45,750	1.51	1.023000	0.7%
390	Greenwood	Hamilton	0.9899	1.016324	0.0163	104.5	1.7	7,337	0.93	0.745000	-27.1%
494	Hamilton	Syracuse	0.9442	0.969405	0.0000	467.0	0.0	0	no levy	1.010000	4.1%
361	Harper	Anthony-Harper	0.8880	0.911704	0.0000	867.6	0.0	0	no levy	1.031000	11.9%
511	Harper	Attica	0.8880	0.911704	0.0000	123.8	0.0	0	no levy	0.859000	-5.3%
369	Harvey	Burrton	1.0690	1.097536	0.0975	276.5	27.0	116,532	8.37	0.918000	-18.0%
373	Harvey	Newton	1.0690	1.097536	0.0975	3,444.2	335.8	1,449,313	11.59	1.046000	-5.2%
439	Harvey	Sedgwick	1.0690	1.097536	0.0975	528.5	51.5	222,274	17.39	1.035000	-6.3%
440	Harvey	Halstead	1.0690	1.097536	0.0975	769.7	75.0	323,700	10.80	1.011000	-8.7%
460	Harvey	Hesston	0.9490	0.974333	0.0000	795.4	0.0	0	no levy	1.026000	5.2%
374	Haskell	Sublette	0.9442	0.969405	0.0000	484.0	0.0	0	no levy	1.047000	7.8%
507	Haskell	Satanta	0.9442	0.969405	0.0000	377.0	0.0	0	no levy	1.032000	6.3%
227	Hodgeman	Jetmore	0.9442	0.969405	0.0000	299.5	0.0	0	no levy	0.918000	-5.1%
228	Hodgeman	Hanston	0.9442	0.969405	0.0000	78.5	0.0	0	no levy	0.941000	-2.8%
	Jackson	North Jackson	1.0709	1.099487	0.0995	409.2	40.7	175,661	12.81	0.993000	-10.6%
	Jackson	Holton	1.0709	1.099487	0.0995	1,112.0	110.6	477,350	13.71	1.114000	1.5%
38	Jackson	Mayetta	1.0709	1.099487	0.0995	926.7	92.2	397,935	17.80	1.090000	-0.9%

9-6

			St. Avg = .9740		2006-07				KASB Estimated Mill Levy to finance COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
			Estimated	Estimated	Estimated	Estimated	Maximum COL				
USD#	County Name	USD Name	NCES CWI_2004	Estimated COL Factor	Estimated COL Rate	Total Adj. Enrollment	Estimated COL Wtd. FTE	Budget Authority			
338	Jefferson	Valley Halls	1.0709	1.099487	0.0995	436.2	43.4	187,314	14.02	1.141000	4.2%
339	Jefferson	Jefferson County	1.0709	1.099487	0.0995	493.5	49.1	211,916	13.64	1.033000	-6.6%
340	Jefferson	Jefferson West	1.0709	1.099487	0.0995	936.5	93.2	402,251	12.26	1.175000	7.6%
341	Jefferson	Oskaloosa	1.0709	1.099487	0.0995	591.6	58.9	254,212	11.05	1.030000	-6.9%
342	Jefferson	McLouth	1.0709	1.099487	0.0995	550.4	54.8	236,517	9.44	1.033000	-6.6%
343	Jefferson	Perry	1.0709	1.099487	0.0995	955.1	95.0	410,020	8.00	1.109000	1.0%
107	Jewell	Rock Hills	0.9510	0.976386	0.0000	317.9	0.0	0	no levy		
279	Jewell	Jewell	0.9510	0.976386	0.0000	145.5	0.0	0	no levy	0.808000	-16.8%
229	Johnson	Blue Valley	1.1860	1.217659	0.2177	19,390.8	4,221.4	18,219,562	9.00	1.267000	4.9%
230	Johnson	Spring Hill	1.1860	1.217659	0.2177	1,705.5	371.3	1,602,531	16.68	1.130000	-8.8%
231	Johnson	Gardner-Edgerton	1.1860	1.217659	0.2177	3,911.0	851.4	3,674,642	19.78	1.086000	-13.2%
232	Johnson	DeSoto	1.1860	1.217659	0.2177	5,348.6	1,164.4	5,025,550	15.05	1.064000	-15.4%
233	Johnson	Olathe	1.1860	1.217659	0.2177	24,153.4	5,258.2	22,694,391	14.24	1.174000	-4.4%
512	Johnson	Shawnee Mission	1.1860	1.217659	0.2177	27,581.4	6,004.5	25,915,422	8.72	1.309000	9.1%
215	Kearny	Lakin	0.9442	0.969405	0.0000	634.2	0.0	0	no levy	1.174000	20.5%
216	Kearny	Deerfield	0.9442	0.969405	0.0000	336.5	0.0	0	no levy	0.991000	2.2%
331	Kingman	Kingman	0.8880	0.911704	0.0000	1,077.5	0.0	0	no levy	0.986000	7.4%
332	Kingman	Cunningham	0.8880	0.911704	0.0000	212.5	0.0	0	no levy	1.004000	9.2%
422	Kiowa	Greensburg	0.8880	0.911704	0.0000	285.1	0.0	0	no levy	0.884000	-2.8%
424	Kiowa	Mullinville	0.8880	0.911704	0.0000	149.7	0.0	0	no levy	0.905000	-0.7%
474	Kiowa	Haviland	0.8880	0.911704	0.0000	172.2	0.0	0	no levy	0.913000	0.1%
503	Labette	Parsons	0.9117	0.936037	0.0000	1,448.5	0.0	0	no levy	1.005000	6.9%
504	Labette	Oswego	0.9117	0.936037	0.0000	488.5	0.0	0	no levy	0.993000	5.7%
505	Labette	Chetopa - St. Paul	0.9117	0.936037	0.0000	564.0	0.0	0	no levy	0.909000	-2.7%
506	Labette	Labette County	0.9117	0.936037	0.0000	1,637.7	0.0	0	no levy	1.038000	10.2%
468	Lane	Healy	0.9442	0.969405	0.0000	104.7	0.0	0	no levy	0.968000	-0.1%
482	Lane	Dighton	0.9442	0.969405	0.0000	251.0	0.0	0	no levy	0.992000	2.3%
207	Leavenworth	Ft. Leavenworth	1.1860	1.217659	0.2177	1,636.0	356.2	1,537,359	1085.54	1.050000	-16.8%
449	Leavenworth	Easton	1.1860	1.217659	0.2177	692.7	150.8	650,853	22.13	1.048000	-17.0%
453	Leavenworth	Leavenworth	1.0709	1.099487	0.0995	3,963.9	394.4	1,702,230	9.46	1.054000	-4.5%
458	Leavenworth	Basehor-Linwood	0.9442	0.969405	0.0000	2,111.5	0.0	0	no levy	1.048000	7.9%
464	Leavenworth	Tonganoxie	1.1860	1.217659	0.2177	1,723.7	375.2	1,619,363	21.32	1.046000	-17.2%
469	Leavenworth	Lansing	1.1860	1.217659	0.2177	2,217.6	482.8	2,083,765	23.71	1.109000	-10.9%
298	Lincoln	Lincoln	0.9510	0.976386	0.0000	362.2	0.0	0	no levy	0.957000	-1.9%
299	Lincoln	Sylvan Grove	0.9510	0.976386	0.0000	154.0	0.0	0	no levy	1.072000	9.6%
344	Linn	Pleasanton	1.1860	1.217659	0.2177	408.5	88.9	383,692	33.03	0.953000	-26.5%
	Linn	Jayhawk	1.1860	1.217659	0.2177	557.8	121.4	523,962	19.28	0.941000	-27.7%
	Linn	Prairie View	1.1860	1.217659	0.2177	997.6	217.2	937,435	6.88	1.096000	-12.2%
27	Logan	Oakley	0.8801	0.903593	0.0000	410.0	0.0	0	no levy	0.998000	9.4%

7-9

USD#	County Name	USD Name	CWI_2004	COL Factor	COL Rate	Enrollment	COL Wtd. FTE	Budget Authority	KASB Estimated Mill Levy to finance COL	Maximum COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
											St. Avg = .9740	Estimated
275	Logan	Triplains	0.8801	0.903593	0.0000	101.0	0.0	0	no levy	0.910000	0.6%	
251	Lyon	North Lyon Co.	0.9899	1.016324	0.0163	569.7	9.3	40,139	1.42	0.976000	-4.0%	
252	Lyon	Southern Lyon Co.	0.9899	1.016324	0.0163	574.9	9.4	40,570	1.40	0.954000	-6.2%	
253	Lyon	Emporia	0.9899	1.016324	0.0163	4,665.0	76.0	328,016	2.04	1.087000	7.1%	
397	Marion	Centre	0.9899	1.016324	0.0163	284.0	4.6	19,854	1.09	0.970000	-4.6%	
398	Marion	Peabody-Burns	0.9899	1.016324	0.0163	393.2	6.4	27,622	1.37	0.919000	-9.7%	
408	Marion	Marion	0.9899	1.016324	0.0163	632.2	10.3	44,455	1.65	0.949000	-6.7%	
410	Marion	Durham-Hills	0.9899	1.016324	0.0163	670.4	10.9	47,044	1.54	1.019000	0.3%	
411	Marion	Goessel	0.9899	1.016324	0.0163	271.9	4.4	18,990	1.64	0.876000	-14.0%	
364	Marshall	Marysville	0.9183	0.942813	0.0000	769.2	0.0	0	no levy	1.024000	8.1%	
380	Marshall	Vermillion	0.9183	0.942813	0.0000	537.8	0.0	0	no levy	0.958000	1.5%	
488	Marshall	Axtell	0.9183	0.942813	0.0000	315.0	0.0	0	no levy	0.961000	1.8%	
498	Marshall	Valley Heights	0.9183	0.942813	0.0000	386.5	0.0	0	no levy	0.965000	2.2%	
400	McPherson	Smoky Valley	0.9018	0.925873	0.0000	1,006.6	0.0	0	no levy	0.946000	2.0%	
418	McPherson	McPherson	0.9018	0.925873	0.0000	2,398.5	0.0	0	no levy	1.031000	10.5%	
419	McPherson	Canton-Galva	0.9018	0.925873	0.0000	422.0	0.0	0	no levy	0.854000	-7.2%	
423	McPherson	Moundridge	0.9018	0.925873	0.0000	432.0	0.0	0	no levy	1.074000	14.8%	
448	McPherson	Inman	0.9018	0.925873	0.0000	430.0	0.0	0	no levy	0.970000	4.4%	
225	Meade	Fowler	0.9442	0.969405	0.0000	184.0	0.0	0	no levy	0.949000	-2.0%	
226	Meade	Meade	0.9442	0.969405	0.0000	478.2	0.0	0	no levy	1.109000	14.0%	
367	Miami	Osawatomie	1.1860	1.217659	0.2177	1,185.0	258.0	1,113,528	26.68	1.067000	-15.1%	
368	Miami	Paola	1.1860	1.217659	0.2177	2,037.1	443.5	1,914,146	16.99	1.025000	-19.3%	
416	Miami	Louisburg	1.1860	1.217659	0.2177	1,559.9	339.6	1,465,714	13.93	1.083000	-13.5%	
272	Mitchell	Waconda	0.9510	0.976386	0.0000	372.8	0.0	0	no levy	0.899000	-7.7%	
273	Mitchell	Beloit	0.9510	0.976386	0.0000	746.2	0.0	0	no levy	1.119000	14.3%	
436	Montgomery	Caney	0.9117	0.936037	0.0000	818.1	0.0	0	no levy	1.075000	13.9%	
445	Montgomery	Coffeyville	0.9117	0.936037	0.0000	1,831.9	0.0	0	no levy	1.109000	17.3%	
446	Montgomery	Independence	0.9117	0.936037	0.0000	1,902.3	0.0	0	no levy	1.049000	11.3%	
447	Montgomery	Cherryvale	0.9117	0.936037	0.0000	700.2	0.0	0	no levy	0.984000	4.8%	
417	Morris	Morris County	0.9183	0.942813	0.0000	838.1	0.0	0	no levy	1.012000	6.9%	
217	Morton	Rolla	0.9442	0.969405	0.0000	204.0	0.0	0	no levy	1.104000	13.5%	
218	Morton	Elkhart	0.9442	0.969405	0.0000	670.2	0.0	0	no levy	0.938000	-3.1%	
441	Nemaha	Sabetha	0.9490	0.974333	0.0000	915.9	0.0	0	no levy	1.039000	6.5%	
442	Nemaha	Nemaha Valley	0.9490	0.974333	0.0000	498.2	0.0	0	no levy	0.998000	2.4%	
451	Nemaha	B & B	0.9442	0.969405	0.0000	215.2	0.0	0	no levy	0.993000	2.4%	
101	Neosho	Erie	0.9117	0.936037	0.0000	827.5	0.0	0	no levy	1.051000	11.5%	
	Neosho	Chanute	0.9117	0.936037	0.0000	1,839.5	0.0	0	no levy	1.044000	10.8%	
	Ness	Western Plains	0.9442	0.969405	0.0000	190.0	0.0	0	no levy	0.913000	-5.6%	
	Ness	Ness City	0.9442	0.969405	0.0000	276.7	0.0	0	no levy	0.882000	-8.7%	

8-9

			St. Avg = .9740		2006-07						
			NCES	Estimated	Estimated	Estimated	Estimated	Maximum COL			
USD#	County Name	USD Name	CWI_2004	COL Factor	COL Rate	Enrollment	COL Wtd. FTE	Budget Authority	KASB Estimated Mill Levy to finance COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
211	Norton	Norton	0.8801	0.903593	0.0000	673.6	0.0	0	no levy	0.979000	7.5%
212	Norton	Northern Valley	0.8801	0.903593	0.0000	204.0	0.0	0	no levy	0.905000	0.1%
213	Norton	West Solomon	0.8801	0.903593	0.0000	58.0	0.0	0	no levy	0.876000	-2.8%
420	Osage	Osage City	1.0709	1.099487	0.0995	727.5	72.4	312,478	12.02	0.949000	-15.0%
421	Osage	Lyndon	1.0709	1.099487	0.0995	462.5	46.0	198,536	10.48	1.241000	14.2%
434	Osage	Santa Fe	1.0709	1.099487	0.0995	1,208.4	120.2	518,783	12.27	1.034000	-6.5%
454	Osage	Burlingame	0.9510	0.976386	0.0000	332.5	0.0	0	no levy	0.891000	-8.5%
456	Osage	Marais Des Cygnes	0.9442	0.969405	0.0000	279.5	0.0	0	no levy	0.923000	-4.6%
392	Osborne	Osborne	0.8801	0.903593	0.0000	359.7	0.0	0	no levy	1.026000	12.2%
239	Ottawa	North Ottawa Co.	0.9510	0.976386	0.0000	575.3	0.0	0	no levy	1.000000	2.4%
240	Ottawa	Twin Valley	0.9510	0.976386	0.0000	636.2	0.0	0	no levy	0.996000	2.0%
495	Pawnee	Ft. Lamed	0.8880	0.911704	0.0000	913.5	0.0	0	no levy	0.982000	7.0%
496	Pawnee	Pawnee Heights	0.8880	0.911704	0.0000	176.2	0.0	0	no levy	0.959000	4.7%
324	Phillips	Eastern Heights	0.8801	0.903593	0.0000	150.0	0.0	0	no levy	0.914000	1.0%
325	Phillips	Phillipsburg	0.8801	0.903593	0.0000	634.0	0.0	0	no levy	0.984000	8.0%
326	Phillips	Logan	0.8801	0.903593	0.0000	185.0	0.0	0	no levy	0.867000	-3.7%
320	Pottawatomie	Wamego	0.9183	0.942813	0.0000	1,310.7	0.0	0	no levy	0.981000	3.8%
321	Pottawatomie	Kaw Valley	0.9183	0.942813	0.0000	1,116.5	0.0	0	no levy	0.986000	4.3%
322	Pottawatomie	Onaga	0.9183	0.942813	0.0000	361.5	0.0	0	no levy	1.068000	12.5%
323	Pottawatomie	Westmoreland	0.9183	0.942813	0.0000	802.4	0.0	0	no levy	0.979000	3.6%
382	Pratt	Pratt	0.8880	0.911704	0.0000	1,177.7	0.0	0	no levy	1.134000	22.2%
438	Pratt	Skyline	0.8880	0.911704	0.0000	380.4	0.0	0	no levy	0.997000	8.5%
105	Rawlins	Rawlins County	0.8801	0.903593	0.0000	341.5	0.0	0	no levy	1.107000	20.3%
308	Reno	Hutchinson	0.9018	0.925873	0.0000	4,536.7	0.0	0	no levy	1.197000	27.1%
309	Reno	Nickerson	0.9018	0.925873	0.0000	1,128.6	0.0	0	no levy	1.021000	9.5%
310	Reno	Fairfield	0.9018	0.925873	0.0000	373.6	0.0	0	no levy	0.921000	-0.5%
311	Reno	Pretty Prairie	0.9018	0.925873	0.0000	290.7	0.0	0	no levy	1.011000	8.5%
312	Reno	Haven	0.9018	0.925873	0.0000	1,075.5	0.0	0	no levy	1.057000	13.1%
313	Reno	Buhler	0.9018	0.925873	0.0000	2,146.2	0.0	0	no levy	1.041000	11.5%
109	Republic	Republic County	1.0110	1.037988	0.0380	537.2	20.4	88,046	2.45		
426	Republic	Pike Valley	0.9510	0.976386	0.0000	257.5	0.0	0	no levy	0.928000	-4.8%
376	Rice	Sterling	0.9018	0.925873	0.0000	518.0	0.0	0	no levy	1.027000	10.1%
401	Rice	Chase	0.9018	0.925873	0.0000	163.3	0.0	0	no levy	0.902000	-2.4%
405	Rice	Lyons	0.9018	0.925873	0.0000	832.5	0.0	0	no levy	0.992000	6.6%
444	Rice	Little River	0.9018	0.925873	0.0000	295.5	0.0	0	no levy	0.978000	5.2%
378	Riley	Riley County	0.9183	0.942813	0.0000	643.0	0.0	0	no levy	1.022000	7.9%
	Riley	Manhattan	0.9183	0.942813	0.0000	5,195.0	0.0	0	no levy	1.047000	10.4%
	Riley	Blue Valley	0.9183	0.942813	0.0000	222.1	0.0	0	no levy	0.994000	5.1%
	Rooks	Palco	0.8801	0.903593	0.0000	151.5	0.0	0	no levy	0.820000	-8.4%

9-9

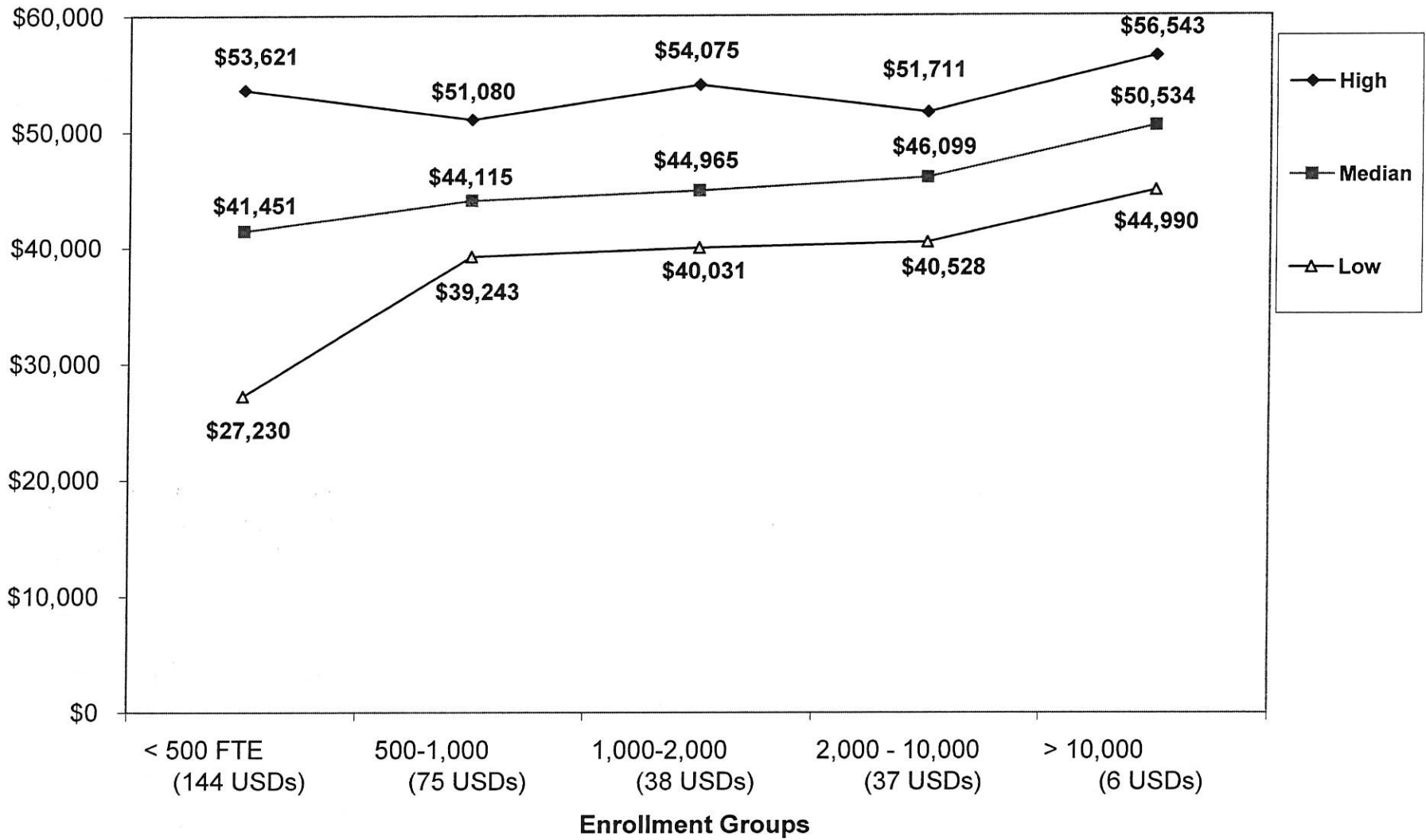
USD#	County Name	USD Name	CWI_2004	COL Factor	COL Rate	Enrollment	COL Wtd. FTE	Budget Authority	KASB Estimated Mill Levy to finance COL	Maximum COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor
											St. Avg = .9740	Estimated
270	Rooks	Plainville	0.8801	0.903593	0.0000	390.1	0.0	0	no levy	0.984000	8.0%	
271	Rooks	Stockton	0.8801	0.903593	0.0000	345.0	0.0	0	no levy			
395	Rush	LaCrosse	0.8880	0.911704	0.0000	316.1	0.0	0	no levy	0.891000	-2.1%	
403	Rush	Otis-Bison	0.8880	0.911704	0.0000	218.3	0.0	0	no levy	0.871000	-4.1%	
399	Russell	Paradise	0.8801	0.903593	0.0000	155.0	0.0	0	no levy	0.888000	-1.6%	
407	Russell	Russell	0.8801	0.903593	0.0000	991.0	0.0	0	no levy	0.955000	5.1%	
305	Saline	Salina	0.9510	0.976386	0.0000	7,126.6	0.0	0	no levy	1.099000	12.3%	
306	Saline	Southeast of Saline	0.9510	0.976386	0.0000	704.1	0.0	0	no levy	1.077000	10.1%	
307	Saline	Ell-Saline	0.9510	0.976386	0.0000	458.2	0.0	0	no levy	1.072000	9.6%	
466	Scott	Scott County	0.9442	0.969405	0.0000	897.1	0.0	0	no levy	1.044000	7.5%	
259	Sedgwick	Wichita	1.0690	1.097536	0.0975	45,422.6	4,428.7	19,114,269	8.17	1.166000	6.8%	
260	Sedgwick	Derby	1.0690	1.097536	0.0975	6,434.2	627.3	2,707,427	9.11	1.101000	0.3%	
261	Sedgwick	Haysville	1.0690	1.097536	0.0975	4,503.5	439.1	1,895,156	16.65	1.091000	-0.7%	
262	Sedgwick	Valley Center	1.0690	1.097536	0.0975	2,479.4	241.7	1,043,177	12.37	1.099000	0.1%	
263	Sedgwick	Mulvane	1.0690	1.097536	0.0975	1,870.3	182.4	787,238	15.44	1.000000	-9.8%	
264	Sedgwick	Clearwater	1.0690	1.097536	0.0975	1,272.5	124.1	535,616	9.49	0.927000	-17.1%	
265	Sedgwick	Goddard	1.0690	1.097536	0.0975	4,518.7	440.6	1,901,630	11.05	1.140000	4.2%	
266	Sedgwick	Maize	1.0690	1.097536	0.0975	6,064.2	591.3	2,552,051	10.25	1.180000	8.2%	
267	Sedgwick	Renwick	1.0690	1.097536	0.0975	1,941.2	189.3	817,019	9.90	0.986000	-11.2%	
268	Sedgwick	Cheney	1.0690	1.097536	0.0975	747.5	72.9	314,636	12.64	1.068000	-3.0%	
480	Seward	Liberal	0.9442	0.969405	0.0000	4,322.4	0.0	0	no levy	1.067000	9.8%	
483	Seward	Kismet-Plains	0.9442	0.969405	0.0000	689.5	0.0	0	no levy	0.977000	0.8%	
345	Shawnee	Seaman	1.0709	1.099487	0.0995	3,380.7	336.4	1,451,902	7.09	1.007000	-9.2%	
372	Shawnee	Silver Lake	1.0709	1.099487	0.0995	728.8	72.5	312,910	12.20	1.020000	-7.9%	
437	Shawnee	Auburn Washburn	1.0709	1.099487	0.0995	5,169.9	514.4	2,220,150	5.78	1.027000	-7.2%	
450	Shawnee	Shawnee Heights	1.0709	1.099487	0.0995	3,371.1	335.4	1,447,586	9.10	1.104000	0.5%	
501	Shawnee	Topeka	1.0709	1.099487	0.0995	12,701.5	1,263.8	5,454,561	8.59	1.042000	-5.7%	
412	Sheridan	Hoxie	0.8801	0.903593	0.0000	324.5	0.0	0	no levy	0.783000	-12.1%	
352	Sherman	Goodland	0.8801	0.903593	0.0000	944.0	0.0	0	no levy	1.092000	18.8%	
237	Smith	Smith Center	0.8801	0.903593	0.0000	436.8	0.0	0	no levy	0.996000	9.2%	
238	Smith	West Smith Co.	0.8801	0.903593	0.0000	179.0	0.0	0	no levy	1.018000	11.4%	
349	Stafford	Stafford	0.8880	0.911704	0.0000	305.5	0.0	0	no levy	0.960000	4.8%	
350	Stafford	St. John-Hudson	0.8880	0.911704	0.0000	403.5	0.0	0	no levy	1.008000	9.6%	
351	Stafford	Macksville	0.8880	0.911704	0.0000	307.5	0.0	0	no levy	0.938000	2.6%	
452	Stanton	Stanton County	1.1860	1.217659	0.2177	454.3	98.9	426,852	4.05	0.923000	-29.5%	
209	Stevens	Moscow	0.9442	0.969405	0.0000	215.2	0.0	0	no levy	0.973000	0.4%	
	Stevens	Hugoton	0.9442	0.969405	0.0000	1,001.4	0.0	0	no levy	1.000000	3.1%	
	Sumner	Wellington	1.0690	1.097536	0.0975	1,637.1	159.6	688,834	11.91	0.956000	-14.2%	
	Sumner	Conway Springs	1.0690	1.097536	0.0975	567.7	55.4	239,106	13.53	0.979000	-11.9%	

9-10

			St. Avg = .9740		2006-07							
			NCES		Estimated		Estimated					
USD#	County Name	USD Name	CWI_2004	COL Factor	COL Rate	Enrollment	COL Wtd. FTE	Budget Authority	KASB Estimated Mill Levy to finance COL	Ratio to the Median 05-06 "District Avg Teacher Salary"	Difference between Actual Pay and COL Factor	
357	Sumner	Belle Plaine	1.0690	1.097536	0.0975	758.5	74.0	319,384	18.12	1.058000	-4.0%	
358	Sumner	Oxford	1.0690	1.097536	0.0975	391.3	38.2	164,871	11.87	0.930000	-16.8%	
359	Sumner	Argonia	1.0690	1.097536	0.0975	204.9	20.0	86,320	8.41	0.868000	-23.0%	
360	Sumner	Caldwell	1.0690	1.097536	0.0975	274.3	26.7	115,237	8.28	1.061000	-3.7%	
509	Sumner	South Haven	1.0690	1.097536	0.0975	247.5	24.1	104,016	8.82	0.958000	-14.0%	
314	Thomas	Brewster	0.8801	0.903593	0.0000	125.8	0.0	0	no levy	0.964000	6.0%	
315	Thomas	Colby	0.8801	0.903593	0.0000	993.5	0.0	0	no levy	1.030000	12.6%	
316	Thomas	Golden Plains	0.8801	0.903593	0.0000	188.6	0.0	0	no levy	0.921000	1.7%	
208	Trego	WaKeeney	0.8801	0.903593	0.0000	398.0	0.0	0	no levy			
329	Wabaunsee	Alma	1.0709	1.099487	0.0995	468.2	46.6	201,126	6.30	0.979000	-12.0%	
330	Wabaunsee	Wabaunsee East	1.0709	1.099487	0.0995	522.0	51.9	224,000	7.56	0.950000	-14.9%	
241	Wallace	Wallace	0.8801	0.903593	0.0000	210.4	0.0	0	no levy	0.846000	-5.8%	
242	Wallace	Weskan	0.8801	0.903593	0.0000	123.5	0.0	0	no levy	0.834000	-7.0%	
108	Washington	Washington Co. Schools	0.9510	0.976386	0.0000	465.0	0.0	0	no levy			
223	Washington	Barnes	0.9510	0.976386	0.0000	386.6	0.0	0	no levy	1.005000	2.9%	
224	Washington	Clifton-Clyde	0.9510	0.976386	0.0000	315.8	0.0	0	no levy	0.904000	-7.2%	
467	Wichita	Leoti	0.9442	0.969405	0.0000	464.7	0.0	0	no levy	1.051000	8.2%	
387	Wilson	Altoona-Midway	0.9182	0.942710	0.0000	267.0	0.0	0	no levy	0.855000	-8.8%	
461	Wilson	Neodesha	0.9182	0.942710	0.0000	773.8	0.0	0	no levy	1.049000	10.6%	
484	Wilson	Fredonia	0.9182	0.942710	0.0000	760.5	0.0	0	no levy	1.042000	9.9%	
366	Woodson	Woodson	0.9182	0.942710	0.0000	455.5	0.0	0	no levy	0.941000	-0.2%	
202	Wyandotte	Turner	1.1860	1.217659	0.2177	3,706.9	807.0	3,483,012	24.57	1.195000	-2.3%	
203	Wyandotte	Piper	1.1860	1.217659	0.2177	1,480.5	322.3	1,391,047	15.38	1.075000	-14.3%	
204	Wyandotte	Bonner Springs	1.1860	1.217659	0.2177	2,309.0	502.7	2,169,653	17.52	1.086000	-13.2%	
500	Wyandotte	Kansas City	1.1860	1.217659	0.2177	18,728.8	4,077.3	17,597,627	23.21	1.095000	-12.3%	
		Total	288.3005			449,791.5	44,149.8	190,550,529				
		State Average	0.9740									

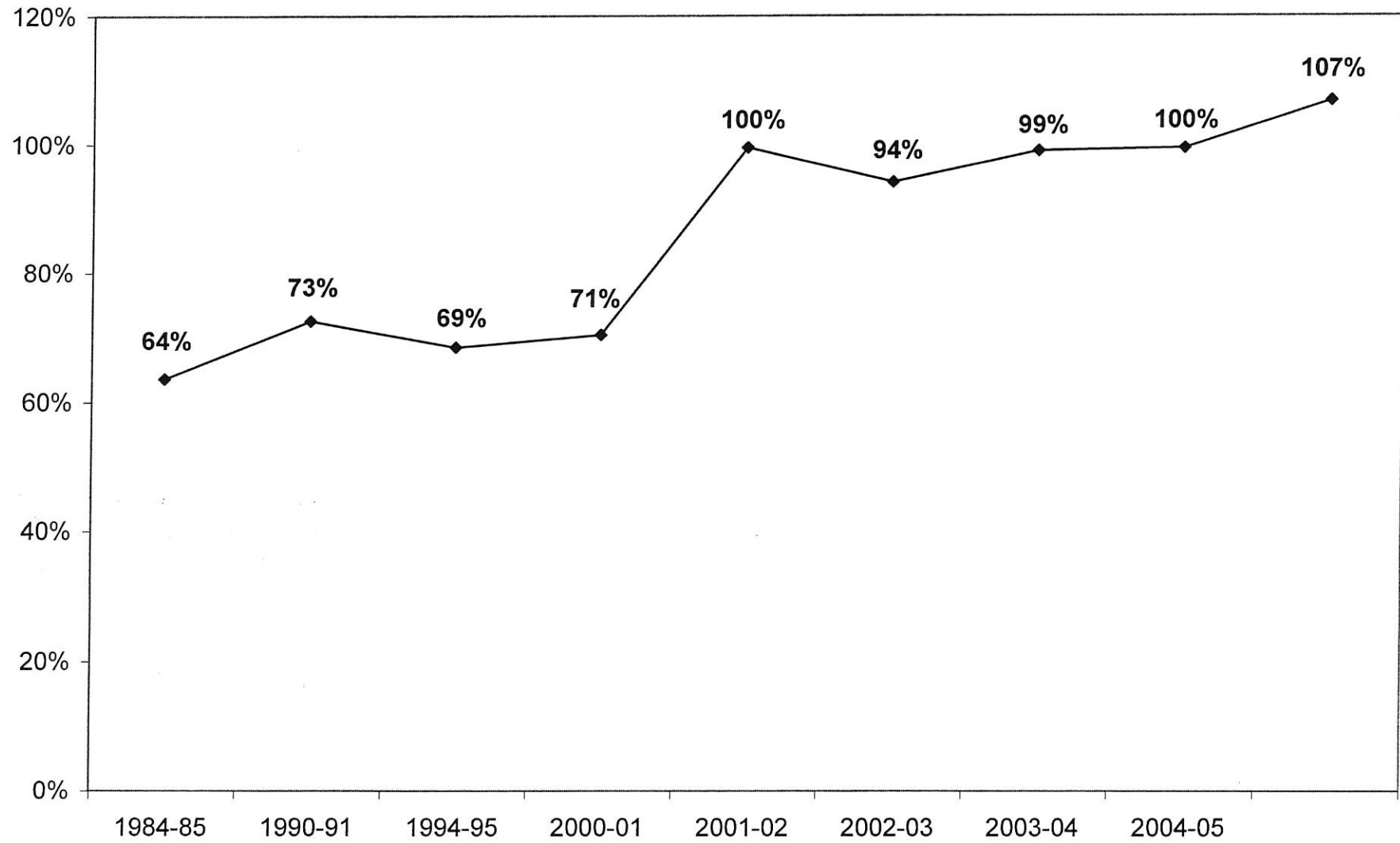
Note: USDs 105 thru 109 are combined average of two old districts that created new district to reflect FY07 active USDs.

2005-06 District Average Teacher Salary

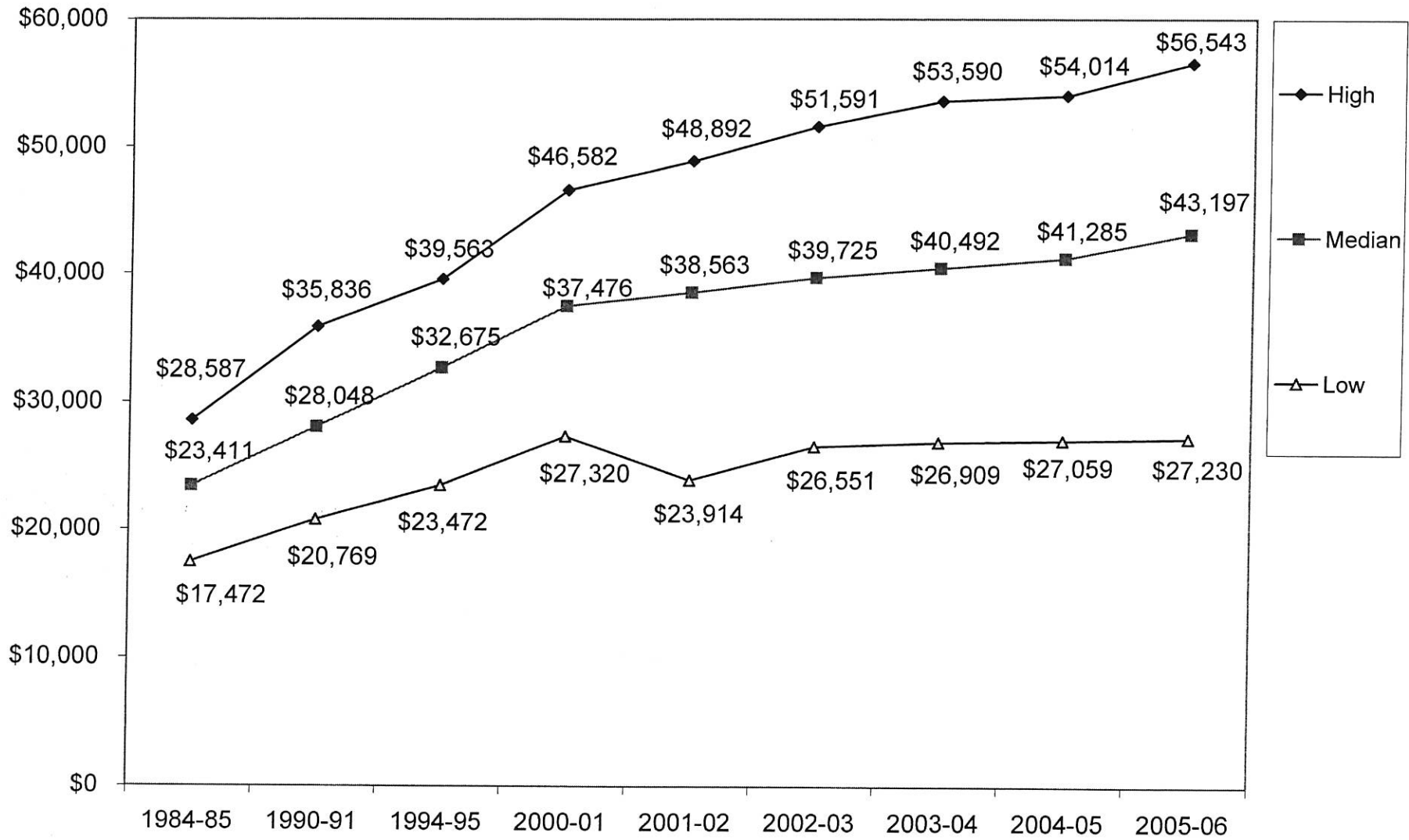


9-12

Range: High to Low in District Average Teacher Salary



District Average Teacher Salary



Using the NCES Comparable Wage Index to Measure Differences in Teacher Costs Across Districts

Scott Frank, Legislative Post Audit
Testimony for the Senate Education Committee
February 6, 2007

Lori L. Taylor (Texas A&M University) and William J. Fowler (National Center for Education Statistics) developed a comparable wage index to estimate regional differences in teacher salaries across the United States. Their final results, which were released in May 2006, include salary indices for every school district in the country.

1. What is a comparable wage index?

- A comparable wage index measures the regional differences in salaries for a given occupation by analyzing salaries for different but comparable occupations. It picks up on differences in salaries due to two factors:
 - (1) the cost of living in a community
 - (2) the desirability of living in a community
- In general, salaries will be higher where the cost of living is higher or where the community is less desirable.

2. How was this comparable wage index developed?

- The 2000 Census collected salary and demographic data from more than 1 million college-educated workers nationwide drawn from 460 occupations and 256 industries.
- The researchers divided the country into 805 separate labor markets. (Kansas had 15 labor markets which are shown on the map in *Figure 1.*) They used statistical regression techniques to estimate the relative salary levels for professionals in each labor market (in 1999).
- The researchers used annual salary data from the Bureau of Labor Statistics to estimate how much salaries have grown in each labor market since 1999. The final result is a series teacher wage indices from 1999 to 2004 for each school district in the country. (The 2004 results for Kansas school districts are shown in *Figure 2.*)

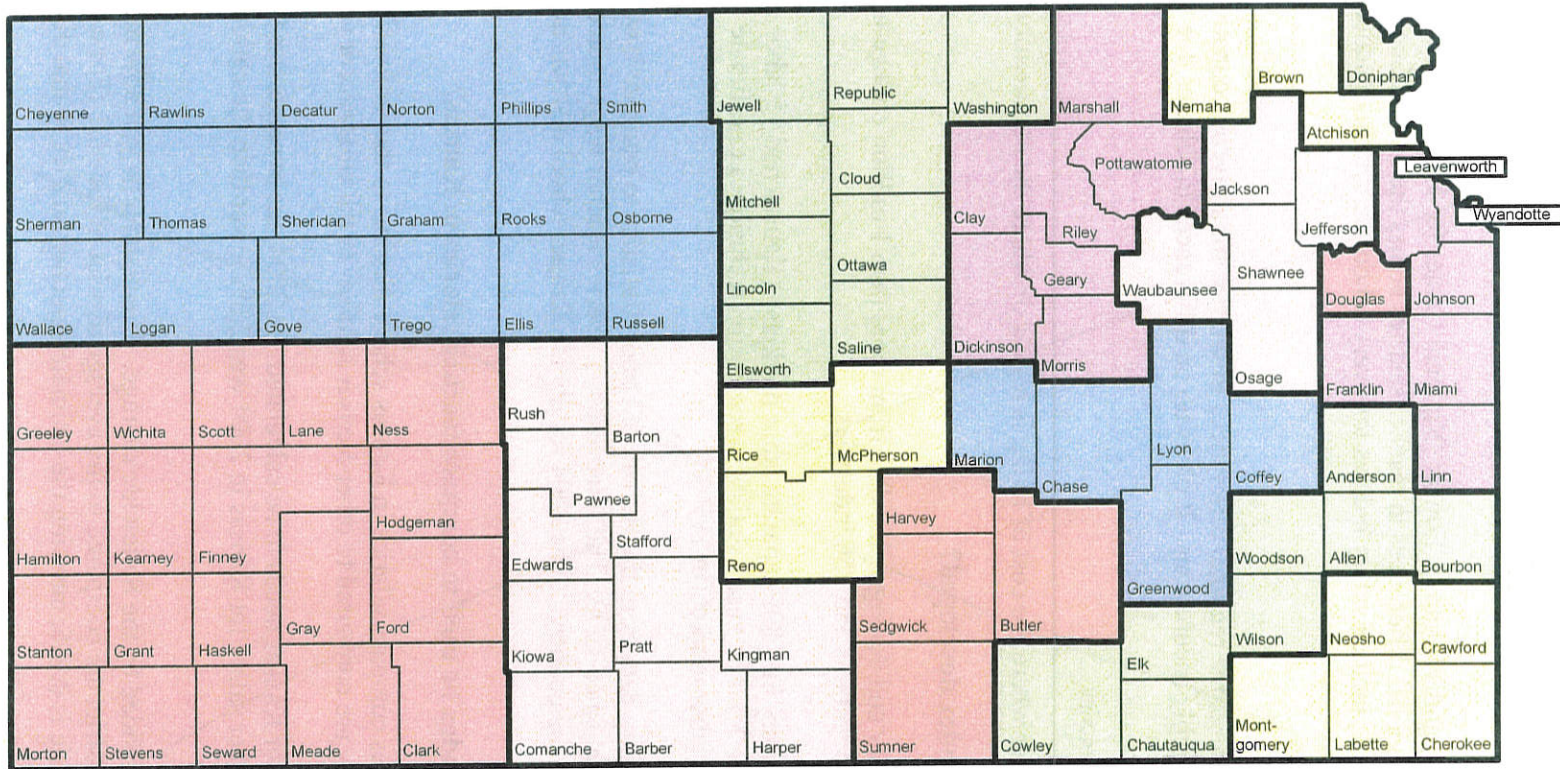
3. How can the comparable wage index be used to compare teacher salaries in Kansas?

- Because the NCES wage indices compare salaries in Kansas school districts to the *national average in 1999*, they need to be adjusted so they are compared to other *Kansas salaries in the most recent year*.
- First, the average wage index for Kansas needs to be calculated. In 2004, the average was 0.974 (this means that the average estimated teacher salary for Kansas in 2004 was 2.6% lower than the national average in 1999).
- Then, each district's index is divided by the Statewide average. The result tells you how much higher/lower the estimated salaries in that district are compared to the average district in Kansas. (For example, the adjusted index for USD 101-Erie is 0.936, meaning the estimated teacher salaries in that district are 6.4% below the Statewide average.)
- The adjusted wage indices for all Kansas school districts are shown in the table in *Figure 2* and on the map in *Figure 3*.

Senate Education Committee
2-4-07
Attachment 10

10-2

Figure 1
Kansas Labor Markets Used To Create the Comparable Wage Index



**Figure 2
Comparable Wage Index for Kansas School Districts
2004 Index**

District Number	District Name	Comparable Wage Index (NCES)	Comparable Wage Index (Kansas)(a)
101	Erie	0.912	0.936
102	Cimarron-Ensign	0.944	0.969
103	Cheylin	0.880	0.903
105	Rawlins County	0.880	0.903
106	Western Plains	0.944	0.969
107	Rock Hills	0.951	0.976
108	Washington Co. Schools	0.951	0.976
109	Republic County	0.951	0.976
200	Greeley County	0.944	0.969
202	Turner	1.186	1.217
203	Piper	1.186	1.217
204	Bonner Springs	1.186	1.217
205	Bluestem	1.069	1.097
206	Remington-Whitewater	1.069	1.097
207	Ft. Leavenworth	1.186	1.217
208	WaKeeney	0.880	0.903
209	Moscow	0.944	0.969
210	Hugoton	0.944	0.969
211	Norton	0.880	0.903
212	Northern Valley	0.880	0.903
213	West Solomon	0.880	0.903
214	Ulysses	0.944	0.969
215	Lakin	0.944	0.969
216	Deerfield	0.944	0.969
217	Rolla	0.944	0.969
218	Elkhart	0.944	0.969
219	Minneola	0.944	0.969
220	Ashland	0.944	0.969
223	Barnes	0.951	0.976
224	Clifton-Clyde	0.951	0.976
225	Fowler	0.944	0.969
226	Meade	0.944	0.969
227	Jetmore	0.944	0.969
228	Hanston	0.944	0.969
229	Blue Valley	1.186	1.217
230	Spring Hill	1.186	1.217
231	Gardner-Edgerton	1.186	1.217
232	DeSoto	1.186	1.217
233	Olathe	1.186	1.217
234	Ft. Scott	0.918	0.943
235	Uniontown	0.918	0.943
237	Smith Center	0.880	0.903
238	West Smith Co.	0.880	0.903
239	North Ottawa Co.	0.951	0.976
240	Twin Valley	0.951	0.976
241	Wallace	0.880	0.903
242	Weskan	0.880	0.903
243	Lebo-Waverly	0.990	1.016

District Number	District Name	Comparable Wage Index (NCES)	Comparable Wage Index (Kansas)(a)
244	Burlington	0.990	1.016
245	LeRoy-Gridley	0.990	1.016
246	Northeast	0.912	0.936
247	Cherokee	0.912	0.936
248	Girard	0.912	0.936
249	Frontenac	0.912	0.936
250	Pittsburg	0.912	0.936
251	North Lyon Co.	0.990	1.016
252	Southern Lyon Co.	0.990	1.016
253	Emporia	0.990	1.016
254	Barber Co.	0.888	0.912
255	South Barber Co.	0.888	0.912
256	Marmaton Valley	0.918	0.943
257	Iola	0.918	0.943
258	Humboldt	0.918	0.943
259	Wichita	1.069	1.097
260	Derby	1.069	1.097
261	Haysville	1.069	1.097
262	Valley Center	1.069	1.097
263	Mulvane	1.069	1.097
264	Clearwater	1.069	1.097
265	Goddard	1.069	1.097
266	Maize	1.069	1.097
267	Renwick	1.069	1.097
268	Cheney	1.069	1.097
269	Palco	0.880	0.903
270	Plainville	0.880	0.903
271	Stockton	0.880	0.903
272	Waconda	0.951	0.976
273	Beloit	0.951	0.976
274	Oakley	0.880	0.903
275	Triplains	0.880	0.903
279	Jewell	0.951	0.976
281	Hill City	0.880	0.903
282	West Elk	0.918	0.943
283	Elk Valley	0.918	0.943
284	Chase County	0.990	1.016
285	Cedar Vale	0.918	0.943
286	Chautauqua	0.918	0.943
287	West Franklin	1.186	1.217
288	Central Heights	1.186	1.217
289	Wellsville	1.186	1.217
290	Ottawa	1.186	1.217
291	Grinnell	0.880	0.903
292	Grainfield	0.880	0.903
293	Quinter	0.880	0.903
294	Oberlin	0.880	0.903
297	St. Francis	0.880	0.903
298	Lincoln	0.951	0.976
299	Sylvan Grove	0.951	0.976
300	Commanche County	0.888	0.912
303	Ness City	0.944	0.969

Figure 2: 2004 Comparable Wage Index (Kansas School Districts)
Page 2 of 6

10-4

District Number	District Name	Comparable Wage Index (NCES)	Comparable Wage Index (Kansas)(a)
305	Salina	0.951	0.976
306	Southeast of Saline	0.951	0.976
307	Ell-Saline	0.951	0.976
308	Hutchinson	0.902	0.926
309	Nickerson	0.902	0.926
310	Fairfield	0.902	0.926
311	Pretty Prairie	0.902	0.926
312	Haven	0.902	0.926
313	Buhler	0.902	0.926
314	Brewster	0.880	0.903
315	Colby	0.880	0.903
316	Golden Plains	0.880	0.903
320	Wamego	0.918	0.943
321	Kaw Valley	0.918	0.943
322	Onaga	0.918	0.943
323	Westmoreland	0.918	0.943
324	Eastern Heights	0.880	0.903
325	Phillipsburg	0.880	0.903
326	Logan	0.880	0.903
327	Ellsworth	0.951	0.976
328	Lorraine	0.951	0.976
329	Alma	1.071	1.099
330	Wabaunsee East	1.071	1.099
331	Kingman	0.888	0.912
332	Cunningham	0.888	0.912
333	Concordia	0.951	0.976
334	Southern Cloud	0.951	0.976
335	North Jackson	1.071	1.099
336	Holton	1.071	1.099
337	Mayetta	1.071	1.099
338	Valley Halls	1.071	1.099
339	Jefferson County	1.071	1.099
340	Jefferson West	1.071	1.099
341	Oskaloosa	1.071	1.099
342	McLouth	1.071	1.099
343	Perry	1.071	1.099
344	Pleasanton	1.186	1.217
345	Seaman	1.071	1.099
346	Jayhawk	1.186	1.217
347	Kinsely-Offerle	0.888	0.912
348	Baldwin City	1.069	1.097
349	Stafford	0.888	0.912
350	St. John-Hudson	0.888	0.912
351	Macksville	0.888	0.912
352	Goodland	0.880	0.903
353	Wellington	1.069	1.097
354	Clafin	0.888	0.912
355	Ellinwood	0.888	0.912
356	Conway Springs	1.069	1.097
357	Belle Plaine	1.069	1.097
358	Oxford	1.069	1.097
359	Argonia	1.069	1.097

Figure 2: 2004 Comparable Wage Index (Kansas School Districts)
Page 3 of 6

District Number	District Name	Comparable Wage Index (NCES)	Comparable Wage Index (Kansas)(a)
360	Caldwell	1.069	1.097
361	Anthony-Harper	0.888	0.912
362	Prairie View	1.186	1.217
363	Holcomb	0.944	0.969
364	Marysville	0.918	0.943
365	Garnett	0.918	0.943
366	Woodson	0.918	0.943
367	Osawatomie	1.186	1.217
368	Paola	1.186	1.217
369	Burrton	1.069	1.097
371	Montezuma	0.944	0.969
372	Silver Lake	1.071	1.099
373	Newton	1.069	1.097
374	Sublette	0.944	0.969
375	Circle	1.069	1.097
376	Sterling	0.902	0.926
377	Atchison County	0.949	0.974
378	Riley County	0.918	0.943
379	Clay Center	0.918	0.943
380	Vermillion	0.918	0.943
381	Spearville	0.944	0.969
382	Pratt	0.888	0.912
383	Manhattan	0.918	0.943
384	Blue Valley	0.918	0.943
385	Andover	1.069	1.097
386	Madison-Virgil	0.990	1.016
387	Altoona-Midway	0.918	0.943
388	Ellis	0.880	0.903
389	Eureka	0.990	1.016
390	Hamilton	0.990	1.016
392	Osborne	0.880	0.903
393	Solomon	0.918	0.943
394	Rose Hill	1.069	1.097
395	LaCrosse	0.888	0.912
396	Douglass	1.069	1.097
397	Centre	0.990	1.016
398	Peabody-Burns	0.990	1.016
399	Paradise	0.880	0.903
400	Smoky Valley	0.902	0.926
401	Chase	0.902	0.926
402	Augusta	1.069	1.097
403	Otis-Bison	0.888	0.912
404	Riverton	0.912	0.936
405	Lyons	0.902	0.926
406	Wathena	1.094	1.123
407	Russell	0.880	0.903
408	Marion	0.990	1.016
409	Atchison	0.949	0.974
410	Durham-Hills	0.990	1.016
411	Goessel	0.990	1.016
412	Hoxie	0.880	0.903
413	Chanute	0.912	0.936

Figure 2: 2004 Comparable Wage Index (Kansas School Districts)
Page 4 of 6

10-6

District Number	District Name	Comparable Wage Index (NCES)	Comparable Wage Index (Kansas)(a)
415	Hiawatha	0.949	0.974
416	Louisburg	1.186	1.217
417	Morris County	0.918	0.943
418	McPherson	0.902	0.926
419	Canton-Galva	0.902	0.926
420	Osage City	1.071	1.099
421	Lyndon	1.071	1.099
422	Greensburg	0.888	0.912
423	Moundridge	0.902	0.926
424	Mullinville	0.888	0.912
425	Highland	1.094	1.123
426	Pike Valley	0.951	0.976
428	Great Bend	0.888	0.912
429	Troy	1.094	1.123
430	Brown County	0.949	0.974
431	Hoisington	0.888	0.912
432	Victoria	0.880	0.903
433	Midway	1.094	1.123
434	Santa Fe	1.071	1.099
435	Abilene	0.918	0.943
436	Caney	0.912	0.936
437	Auburn Washburn	1.071	1.099
438	Skyline	0.888	0.912
439	Sedgwick	1.069	1.097
440	Halstead	1.069	1.097
441	Sabetha	0.949	0.974
442	Nemaha Valley	0.949	0.974
443	Dodge City	0.944	0.969
444	Little River	0.902	0.926
445	Coffeyville	0.912	0.936
446	Independence	0.912	0.936
447	Cherryvale	0.912	0.936
448	Inman	0.902	0.926
449	Easton	1.186	1.217
450	Shawnee Heights	1.071	1.099
451	B & B	0.949	0.974
452	Stanton County	0.944	0.969
453	Leavenworth	1.186	1.217
454	Burlingame	1.071	1.099
456	Marais Des Cygnes	1.071	1.099
457	Garden City	0.944	0.969
458	Basehor-Linwood	1.186	1.217
459	Bucklin	0.944	0.969
460	Hesston	1.069	1.097
461	Neodesha	0.918	0.943
462	Central	0.918	0.943
463	Udall	0.918	0.943
464	Tonganoxie	1.186	1.217
465	Winfield	0.918	0.943
466	Scott County	0.944	0.969
467	Leoti	0.944	0.969
468	Healy	0.944	0.969

Figure 2: 2004 Comparable Wage Index (Kansas School Districts)
Page 5 of 6

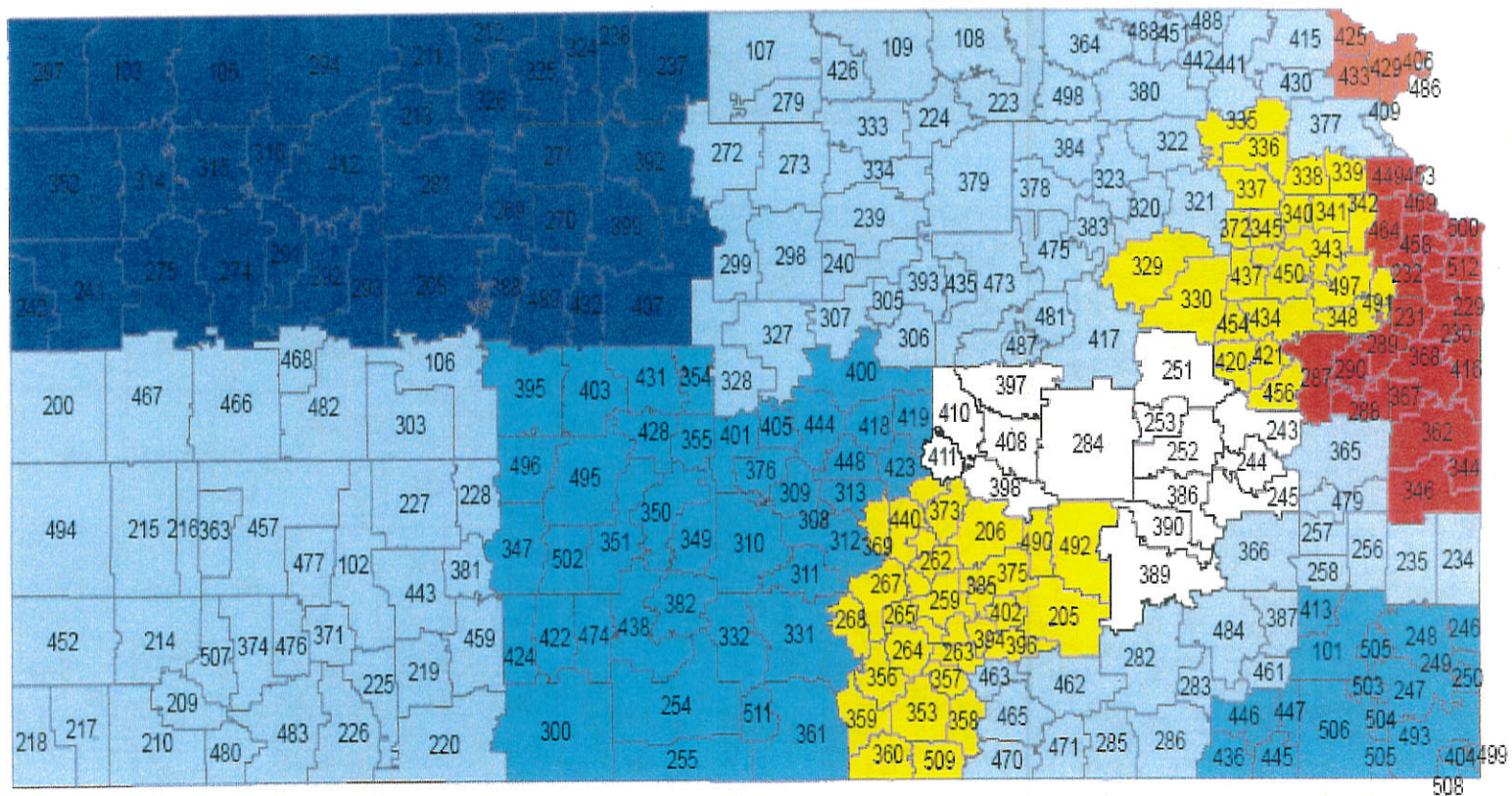
District Number	District Name	Comparable Wage Index (NCES)	Comparable Wage Index (Kansas)(a)
469	Lansing	1.186	1.217
470	Arkansas City	0.918	0.943
471	Dexter	0.918	0.943
473	Chapman	0.918	0.943
474	Haviland	0.888	0.912
475	Junction City	0.918	0.943
476	Copeland	0.944	0.969
477	Ingalls	0.944	0.969
479	Crest	0.918	0.943
480	Liberal	0.944	0.969
481	Rural Vista	0.918	0.943
482	Dighton	0.944	0.969
483	Kismet-Plains	0.944	0.969
484	Fredonia	0.918	0.943
486	Elwood	1.094	1.123
487	Herington	0.918	0.943
488	Axtell	0.918	0.943
489	Hays	0.880	0.903
490	El Dorado	1.069	1.097
491	Eudora	1.069	1.097
492	Flinthills	1.069	1.097
493	Columbus	0.912	0.936
494	Syracuse	0.944	0.969
495	Ft. Larned	0.888	0.912
496	Pawnee Heights	0.888	0.912
497	Lawrence	1.069	1.097
498	Valley Heights	0.918	0.943
499	Galena	0.912	0.936
500	Kansas City	1.186	1.217
501	Topeka	1.071	1.099
502	Lewis	0.888	0.912
503	Parsons	0.912	0.936
504	Oswego	0.912	0.936
505	Chetopa - St. Paul	0.912	0.936
506	Labette County	0.912	0.936
507	Satanta	0.944	0.969
508	Baxter Springs	0.912	0.936
509	South Haven	1.069	1.097
511	Attica	0.888	0.912
512	Shawnee Mission	1.186	1.217

(a) Calculated using the following formula (the Statewide average is 0.974):

$$\frac{[\text{District NCES Index}]}{[\text{Statewide Average NCES Index}]}$$
Source: National Center for Education Statistics; Senate Bill 142.

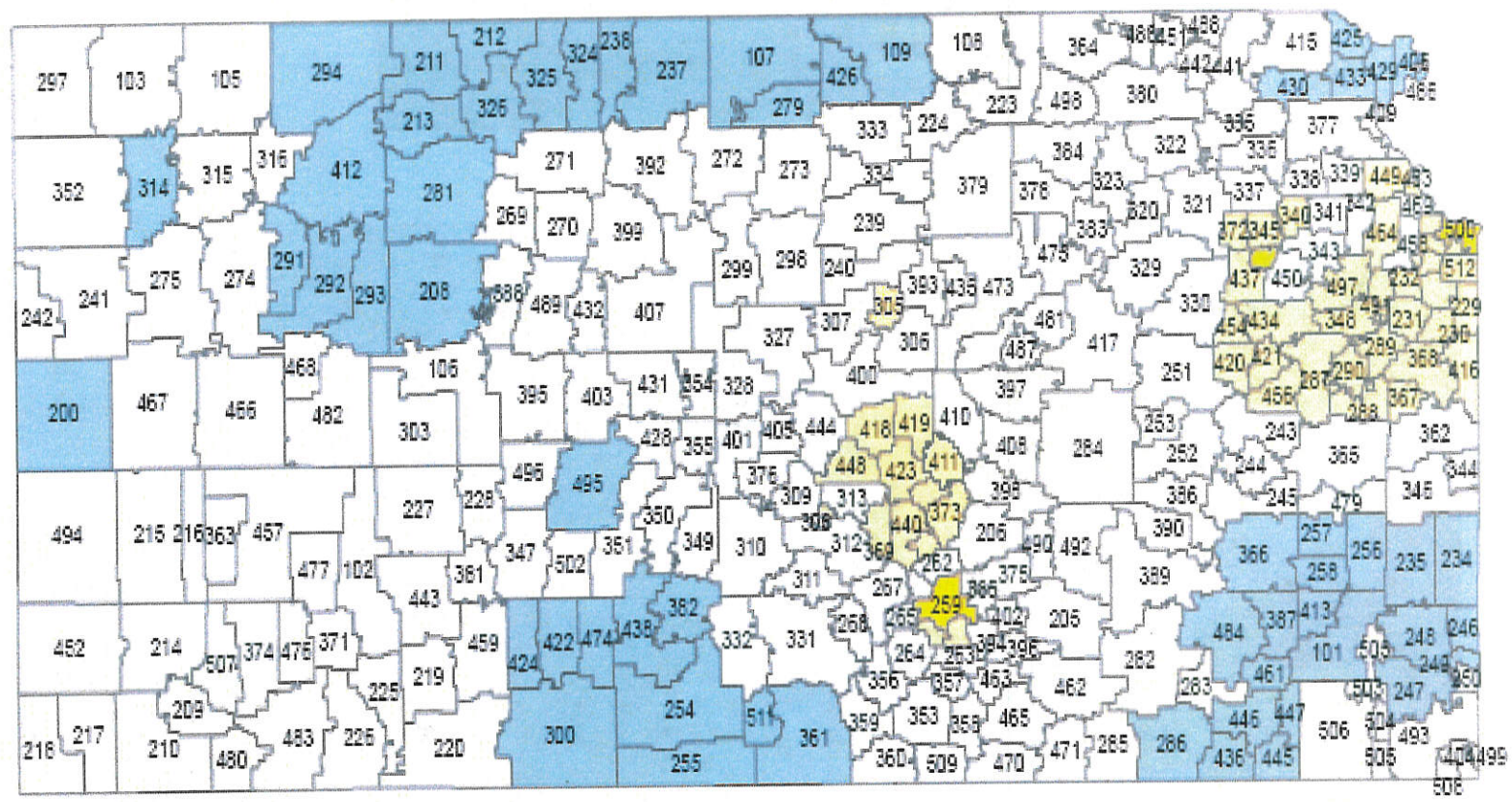
10-9

Figure 3
2004 Kansas Comparable Wage Index by District



LEGEND			
0.90 and under		1.02 to 1.06	
0.90 to 0.94		1.06 to 1.10	
0.94 to 0.98		1.10 to 1.14	
0.98 to 1.02		1.14 and up	

Figure 4
Teacher Salary Index From the LPA Cost Study by District



LEGEND			
0.90 and under		1.02 to 1.06	
0.90 to 0.94		1.06 to 1.10	
0.94 to 0.98		1.10 to 1.14	
0.98 to 1.02		1.14 and up	