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(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ...
PUBLIC HEARING - COMMITTEE RECORDS

1997-98

(session year)

Senate

(Assembly, Senate or Joint)

Committee on Education...

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Stefanie Rose (LRB) (December 2012)

Testimony presented to the Senate Subcommittee on Education--11/12/97
Diane Alijev, Waukesha teacher
N8 W31174 Hartford Court, Delafield, 53018

Thank you for hearing my thoughts and concerns on this very important subject. My name is Diane Alijev. I am a teacher in the Waukesha school district and am in my 31st year there. For all of that time I have been proud to teach and be called a teacher. Wisconsin ...and particularly our Waukesha students ...have continually performed at a very high level of achievement. Test scores for this past year rate them as world class scholars. Educators in our state have done and are continuing to do an excellent job of "delivering the goods" !

Why, then, do I find more and more of my colleagues suffering from severely low morale? Why are people who prefer to come in early and stay late so they can do their best, forcing themselves to observe strict contract hours? Why are young people like my nieces and my daughter, who are blessed with wonderful teaching talents, teased by some classmates for choosing education as their career? Why are so many of the "best and the brightest" being advised to think more carefully of their economic future and re-routed out of education? Why are former students who have recently realized a life-long dream of becoming a teacher now discussing with me their doubts about remaining in the profession? Why, too, are my long-time colleagues who should now be looking to enjoy retirement having to put off that goal?

The answer to all of these questions is simple---**QEO**.

Morale is at an all-time low---after 31 years I can make that assessment honestly. Of course it is. When every aspect of the media is focused on "reform" and finding out "what's wrong with education", it isn't always possible to maintain one's self-respect and sense of pride. When teachers are painted as **the enemy** of the taxpayer and **the problem** with property taxes, they sometimes begin to doubt their own worth. Not good for morale. Teachers cannot be held solely responsible for the

entire burden of property taxes. We pay those taxes, too!

Labor unrest has reared it's ugly head again... in my own back yard. Low morale coupled with labor/management tension definitely interferes with the quality of education being generated. Where years of antagonism were gradually being replaced by collaborative, cooperative, problem-solving approaches to contract negotiations, we now see job actions on the rise. Why? Because the QEO has blocked open discussion and objective consideration of the issues facing local school districts. Yes, before settlements were legislated as they are now under the Qualified Economic Offer law, we sometimes needed arbitrators to assist in settling contracts. And some of those settlements weren't prizes for the teachers, either. I've lived with and through contracts that did not equal the cost-of-living increases for a lot of years. But at least the players in those negotiations were held to some rules of engagement that at least made for an even playing field. That's gone. "Take it or leave it" is not a threat that brings out the best in anyone. Imposed QEO's may stop the talks but they don't solve the problems.

Some of the young people we've worked so hard to educate are now having to evaluate the merits of a future in education. Maybe we've done our job too well---they seem to have noticed that positions are not opening up in many programs or that whole programs are being cut and the opportunities for them are being limited. The QEO is having a terribly harmful effect on education in some extremely crucial areas. My career has been spent in early childhood, kindergarten and early primary education---mostly first grade. We have lots and lots of children out there who need to learn to read and write and do math. We need lots and lots of new teachers to take on that task. Teaching cannot be looked on as a dead-end job or those bright young people will definitely look elsewhere.

And finally, retirement. We all look forward to it. But lately, when faced with the task of crunching those numbers to determine retirement benefits, many of my

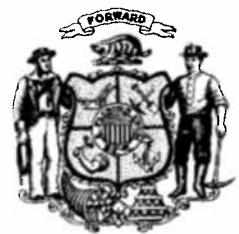
colleagues are finding that they can't leave just yet. In the last three years in my district, the percentage of pay increase for teachers at the top of the pay scale (about 15 years experience) was approximately 1-2%. Yes, a 3.8% package...the QEO... doesn't mean that everyone in the district receives that percentage raise. And when the cost of living those three years was "only" 3% a year, even a first grade teacher can figure out that we're losing ground. And for the retiree, that ground cannot be regained. If punishing career teachers was the goal of this law, it has really worked!...and it has also kept them in the business longer than they might have been.

Finally, I come to what is my most personal and professional problem with the QEO. As a teacher of young children I have had to learn how to simplify lessons to make them easily understandable. Youngsters...and a few of us "oldsters", as well...have a real need for a few basic principles to be part of our lives... respect, cooperation, shared responsibility and honesty. Fundamental to all of them, I believe, is the concept of fairness. **This QEO law is not fair.** It singles out teachers... not all education personnel, not all public sector employees...just teachers. Are only teachers' salaries responsible for the amount of property tax levied? Don't those same taxes pay for administrators' salaries??...(which, incidently, are rising in some places in the state at 9 or 10%!) It keeps teacher compensation increases below the cost of living. It penalizes those career teachers who are so valuable to maintaining a high quality educational program. And it gives employees who are planning to retire a life-sentence of reduced pensions.

Somewhere down deep inside me I really believe that behind all the rhetoric and posturing, we all want what's best for our childrens' future. In all my looking, I haven't found a plus for our kids in this law. I ask that you seriously consider and vote to repeal the QEO law. We need the best-trained personnel, the highest energies and the greatest spirit of cooperation to bring our youth into the next millenium ready to meet the challenges of their future. The QEO is a blocker. Please repeal the QEO!



WISCONSIN STATE LEGISLATURE



Testimony for the Senate Education Committee
November 12, 1997
Mary Bell
Wisconsin Rapids, WI

Thank you for this opportunity to address you regarding SB 318. I am a teacher at West Junior High School in Wisconsin Rapids, with nearly 20 years of teaching experience, 2 college degrees, and 2 teacher of the year recognitions from my district. I love what I do, and chose this profession because I wanted to be part of providing a strong educational foundation for children in Wisconsin.

What I did not expect was that, while demonstrating excellence and succeeding in the increasingly complex task of educating our children, I would have my professional and economic foundation undercut by the legislature. That's exactly what the QEO has done, in Wisconsin Rapids and across this state.

The Wisconsin Rapids School Board and the Wisconsin Rapids Education Association have the longest history of any district in this state of using collaborative bargaining to resolve contract negotiations. Our process resulted in long, productive discussions, with an exchange of ideas that produced settlements not only fair and reasonable in monetary terms, but that helped advance the quality of education for which our district is known. These sessions were never easy or painless, and the contracts resulting from them were not out of line with those reached where labor relations were far from collaborative. By working together, board and association made great progress in preparing our schools and our students to meet the challenges of a changing world. The atmosphere of trust which developed allowed a variety of cooperative projects and programs to begin, develop and improve. We all learned and grew from the partnership.

But what we discovered as the law changed in 1993 was that the partnership, the relationship, survived only because it kept teachers from seeking arbitration. How else can I explain that, as soon as the law changed, collaborative bargaining discussions hinged on teachers accepting qualified economic offers that devalued not only our experience but our professionalism. These QEO-driven offers continue to be the offers we receive.

And for two contracts, four years, we took them. We took them with the belief and promise that our board would, as they said in our discussions, work with us to change a bad law. Too soon we discovered those words were only meant to satisfy us at the table, and that any action to change this law would come only from teachers, because the board doesn't have to find us anything -- they rely on the denial of fair arbitration to "settle" the contract. This is an abuse of power, NOT collaboration. I do not trust those who abuse power. What risks can I take with people who will not stand with me against an unjust law? My colleagues have clearly said they will not "take it" again.

As a single professional woman, I must meet the daily expenses of a mortgage, property taxes, car payments, heat, lights, and food. I must plan a retirement where I will continue to be able to pay my own way. The cost of these expenses has increased for me at the same rate as the rest of the population of Wisconsin. Yet I, as a teacher, have been singled out -- set apart from other essential service employees -- in having my access to fair arbitration for contract disputes taken away by the state. In the last five years, my wage rate increases have averaged less than 1.5% per year, while inflation has been twice that. From 1993-1995, while median income in Wisconsin grew 22.24%, my wage rate increase was under 5.6%. Last year median income

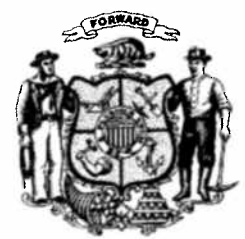
increased 5.4%, and my salary increased .46%. If I stay in teaching under this law, with a minimum of fifteen years until I am eligible for even early retirement, my earnings would be so compromised as to make retirement as impossible as maintaining my standard of living.

How did becoming an educator and dedicating my career to teaching children put me at such risk? How can you allow the QEO continue to push out experienced professionals with so much to offer and depress forever the earnings of those who are nearing but not at retirement age, who have given 30 or more years to this state?

Please pass Senate Bill 318, and return to teachers a dignified, peaceful way to resolve their contracts.



WISCONSIN STATE LEGISLATURE



Sara Bringman
444 Jean Street
Madison, WI 53703
November 12, 1997

My name is Sara Bringman and I have taught in Madison for 22 years. I work at Whitehorse Middle School where I'm a teacher for children who have learning disabilities.

I appreciate having the opportunity today to speak to you today about my support of Senate Bill 318. The QEO is perhaps the most destructive force in public education in the state of Wisconsin today. It is unfair, it has destroyed collective bargaining for teachers and it is hurting our children in the public schools.

The QEO is unfair because it singles out one group of workers in our state, teachers. It caps salaries for that group of workers, and I've come to believe that it's not at all surprising that that group of workers is predominately women. Yes, 70% of teachers in Wisconsin are women and so the only public employees who have had their salaries capped are women. I would not have felt that sting so blatantly if, since its passage in 1993, other, more male-dominated professions were capped - say prison workers, police officers, fire-fighters or legislators. But, no, the cap remains and it's only leveled upon teachers, women.

Perhaps teachers were chosen because there continues to be the belief that we work for pin money, money to supplement the family income. At my salary, controlled by the Governor's QEO, the only pin I can afford is my Union pin. I'm here to help you understand that there is a growing number of teachers who are the family income. I'm one of the latter. I'm a single mom and have raised my kids alone since they were 2 and 4 years old. They're in high school now.

I am our family's bread winner. By capping my salary, you have effected my family. My salary does not keep up with inflation. My salary has not kept up with inflation since 1993. My utilities bills have risen, my food bills have risen, yes, my property taxes have risen. But, my salary is capped.

The QEO has destroyed collective bargaining. It has taken away our right to access arbitration - to access a neutral third party to intervene when negotiations are at a standstill. It has forced the negotiation of teacher contracts to become ugly. It has taken collective bargaining back almost twenty years - back to the era of teacher strikes and job actions. Wasn't that why the Wisconsin legislature passed the bargaining bill in 1978, to create a more peaceful means to settle teacher contracts? Let us learn from our history, not merely repeat it.

I want to be treated like every other employee who has access to arbitration. I want to be treated like those employees who provide essential services, like the fire fighters, like the police officers. I believe teaching children is an essential service. And, as such, we cannot afford to see those services interrupted. Restore our bargaining rights, repeal the QEO.

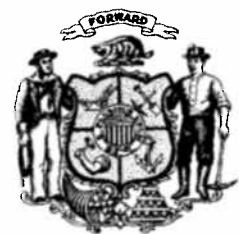
The QEO is hurting our children. I teach in Madison and I probably don't have to tell you that this fall negotiations have been very hard. The morale of teachers is painfully low. But I need to try to make you understand that teacher morale does not simply reflect this year's negotiations. Rather, this is a culmination of three negotiations. We have attempted to bargain fairly and in good faith since the QEO has taken effect. But three seasons of battle under that bill have hurt us. In Madison, the results are in and still coming. We have 500 teachers in Madison who have worked in our schools for less than three years. 500.

Teachers are leaving. Experienced teachers who have worked to make Madison schools, Wisconsin schools, the best in the nation are leaving. This is hurting our children. The day before school started this fall a teacher at Whitehorse retired. Three weeks into the school year, another teacher gave up. They are leaving. We are leaving. This is hurting our children.

The QEO has meant teachers have had to put their energies into fighting for their rights, for their contracts, for a fair and equitable salary. We have always been dedicated soldiers, but our strong preference is to fight for our children, our students. Give us back our pride in our work. Repeal the QEO.



WISCONSIN STATE LEGISLATURE





LEGISLATIVE MEMO

122 W. Washington Ave. • Madison, WI 53703 • Phone: 608-257-2622 • Fax: 608-257-8386

To: Senate Education Committee

From: Senn Brown, Director of Legislative Services

Date: December 12, 1997

Re: QEO

The WASB collects and analyzes information regarding employe compensation rates in school districts. In discussions regarding the QEO, teacher union representatives have expressed concerns about lack of salary adjustments for teachers at the top of the schedule.

We thought you'd be interested in the attached summary data on approximately 70 settlements for the 1997-98 contract year that are in the WASB's data base. The summary shows that **average increases** in benchmark levels (BA maximum, MA maximum, salary schedule maximum and BA base rates) are all increasing on average at a rate in excess of annual increase in the CPI. This is happening because several school boards and unions are negotiating modifications in their current salary schedules.

Secondly, we understand that WEAC is currently advocating the repeal of the QEO. During the 1993 Legislative Session, however, WEAC recognized the relationship between the revenue caps, state's commitment to increase funding to 2/3rds of school costs, and salary limits (QEO) in achieving the goal of school property tax relief. In a letter to WEAC members dated February 23, 1993, the WEAC president said that:

"The WEAC Board of Directors authorizes the WEAC President, Executive Secretary, and Director of Governmental Relations to engage in discussions with leaders of the State Legislature concerning **limitations on the salary increases of public school employes and modifications to the current binding arbitration law.**" (emphasis added).

The WASB urges you not to change the collective bargaining ground rules applicable to the current round of bargaining. The revenue caps and state aid amounts have been determined for the current biennium. Many districts and unions have already settled agreements consistent within current revenue limits and bargaining ground rules. Thank you.

WISCONSIN EDUCATION ASSOCIATION COUNCIL



Richard W. Collins, President

Charles N. Lentz, Executive Secretary

33 Nob Hill Drive
P.O. Box 8003
Madison, WI 53708-8003
(608) 276-7711 • (800) 362-8034

February 23, 1993

Dear WEAC member:

Over the weekend, the WEAC Board of Directors adopted a motion authorizing discussions with legislative leadership on possible changes in the state's collective bargaining law. It states:

The WEAC Board of Directors authorizes the WEAC President, Executive Secretary, and Director of Governmental Relations to engage in discussions with leaders of the State Legislature concerning limitations on the salary increases of public school employees and modifications to the current binding arbitration law.

The board feels it is important to communicate the rationale.

* WEAC remains unalterably committed to long-term improvement in the salaries, benefits and working conditions of members. We will do nothing to detract from that commitment.

* Many taxpayers and politicians continue to blame teacher salaries for rising school property taxes. We strongly believe the blame has been badly misplaced, and we want to shift the focus back on the real root causes of high property taxes in Wisconsin -- the state's unwillingness to pay its fair share. State government in Wisconsin currently pays about 38% of total K-12 school costs. Only 12 states contribute less.

* The extent of our willingness to discuss changes in the collective bargaining law will be directly related to the willingness of the governor and the legislature to make real changes in the way this state funds public schools. The focus on teacher salaries is a distraction from accomplishing real property tax relief, and we hope our initiative will break the gridlock and bring about real change.

* As a recognized leader in the political and educational arenas in this state, WEAC has both an opportunity and responsibility. By extending our hand, individually and collectively, we are publicly demonstrating our commitment to public education. If we can proceed through the state budget deliberations this spring and summer in a cooperative fashion, we believe the process will greatly benefit the state, the taxpayers, the public schools of Wisconsin and, most importantly, the 800,000 children in our classrooms. It also will benefit this organization and its 68,000 members.

As we move forward, it is extremely important that we work together within this organization. We will keep you continuously updated on the status of these discussions.

Sincerely,


Richard W. Collins, President

Affiliated with the National Education Association



1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE	
	BA BASE	BA BASE	DOLLARS	PERCENT
ADAMS-FRIENDSHIP	25,296	25,702	406	1.6
AMERY	26,352	27,169	817	3.1
ANTIGO	23,390	23,390		
BALDWIN-WOODVILLE	26,680	26,680		
BERLIN	23,340	24,452	1,112	4.8
BLOOMER	25,167	26,323	1,156	4.6
CEDARBURG	23,378	25,465	2,087	8.9
CHILTON	25,528	25,923	395	1.5
CLAYTON	22,923	23,740	817	3.6
CLINTON	23,946	24,480	534	2.2
COLEMAN	24,301	24,801	500	2.1
COLUMBUS	23,250	24,150	900	3.9
CRANDON	23,552	24,211	659	2.8
CUBA CITY	24,440	24,593	153	0.6
D.C. EVEREST	23,795	24,519	724	3.0
DEFOREST	23,905	24,335	430	1.8
EDGERTON	22,751	23,000	249	1.1
ELCHO	24,950	25,366	416	1.7
ELMBROOK	29,377	29,891	514	1.7
EVANSVILLE	22,706	23,978	1,272	5.6
FENNIMORE	26,419	27,089	670	2.5
FONTANA JT. 8	23,437	23,512	75	0.3
FRANKLIN	23,826	24,319	493	2.1
GALESVILLE-ETTRICK	24,963	25,664	701	2.8
GILMAN	23,905	24,325	420	1.8
GRANTON	22,928	23,320	392	1.7

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 BA BASE	1997-98 BA BASE	AMOUNT OF DOLLARS	INCREASE PERCENT
GREENDALE	24,793	25,255	462	1.9
GREENWOOD	23,262	24,648	1,386	6.0
HARTFORD UHS	27,710	28,158	448	1.6
HOLMEN	22,589	23,290	701	3.1
HORTONVILLE	24,465	25,010	545	2.2
HUSTISFORD	24,059	24,618	559	2.3
LA CROSSE	25,645	26,080	435	1.7
LAC DU FLAMBEAU NO. 1	24,740	24,740		
LITTLE CHUTE	24,326	24,326		
LOYAL	24,132	24,796	664	2.8
MANITOWOC	23,868	25,525	1,657	6.9
MAUSTON	23,174	24,475	1,301	5.6
MCFARLAND	21,618	22,020	402	1.9
MENASHA	25,506	26,100	594	2.3
MENOMONEE FALLS	26,081	26,400	319	1.2
MISHICOT	23,644	23,911	267	1.1
NEILLSVILLE	24,547	25,141	594	2.4
NEW GLARUS	23,700	24,200	500	2.1
NEW LISBON	24,495	25,075	580	2.4
NORWALK-ONTARIO	23,585	23,966	381	1.6
OOSTBURG	25,684	25,684		
OSSEO-FAIRCHILD	22,620	23,362	742	3.3
PARDEEVILLE	23,820	23,820		
PARIS JT. 1	26,050	26,980	930	3.6
PHELPS	23,433	23,848	415	1.8
PLATTEVILLE	25,906	26,473	567	2.2

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12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 BA BASE	1997-98 BA BASE	AMOUNT OF DOLLARS	INCREASE PERCENT
PORT WASHINGTON	25,240	25,998	758	3.0
PORTAGE	25,300	25,870	570	2.3
PRAIRIE DU CHIEN	24,992	25,472	480	1.9
RIVERDALE	25,490	26,061	571	2.2
SAINT FRANCIS	25,311	26,000	689	2.7
SEVASTOPOL	23,426	23,732	306	1.3
SEYMOUR	24,262	25,570	1,308	5.4
SOMERSET	24,672	25,195	523	2.1
SPARTA	23,570	25,025	1,455	6.2
STURGEON BAY	24,675	24,900	225	0.9
TOMAHAWK	25,031	25,031		
TOMORROW RIVER	24,358	24,708	350	1.4
UNION GROVE UHS	26,627	27,407	780	2.9
WATERFORD (V)	24,441	25,003	562	2.3
WAUNAKEE	23,430	25,330	1,900	8.1
WEST SALEM	24,396	24,795	399	1.6
WHITEFISH BAY	26,128	26,128		
WHITEWATER	26,666	27,124	458	1.7
WONEWOC-UNION CENTER	24,233	24,843	610	2.5
WOODRUFF JT. 1	24,359	25,166	807	3.3
Highest:	29,377	29,891	2,087	8.9
Lowest:	21,618	22,020	0	0.0
Average:	24,507	25,106	598	2.5
Number in Average:	72	72	72	72

NOTES:

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benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 BA 6TH	1997-98 BA 6TH	AMOUNT OF DOLLARS	INCREASE PERCENT
ADAMS-FRIENDSHIP	28,483	28,940	457	1.6
AMERY	33,026	34,050	1,024	3.1
ANTIGO	32,512	32,512		
BALDWIN-WOODVILLE	32,467	32,467		
BERLIN	28,650	29,762	1,112	3.9
BLOOMER	31,639	33,093	1,454	4.6
CEDARBURG	32,959	33,223	264	0.8
CHILTON	31,463	31,950	487	1.5
CLAYTON	27,692	28,679	987	3.6
CLINTON	29,693	30,355	662	2.2
COLEMAN	28,741	30,226	1,485	5.2
COLUMBUS	28,830	29,946	1,116	3.9
CRANDON	30,776	31,638	862	2.8
CUBA CITY	29,572	29,758	186	0.6
D.C. EVEREST	33,075	34,081	1,006	3.0
ELCHO	31,373	31,897	524	1.7
ELMBROOK	37,789	38,450	661	1.7
EVANSVILLE	26,906	28,178	1,272	4.7
FENNIMORE	30,991	31,661	670	2.2
FONTANA JT. 8	31,520	31,621	101	0.3
FRANKLIN	32,403	32,119	-284	-0.9
GALESVILLE-ETTRICK	28,827	29,540	713	2.5
GILMAN	27,919	28,435	516	1.8
GRANTON	27,992	28,384	392	1.4
GREENDALE	34,544	35,188	644	1.9
GREENWOOD	27,621	29,126	1,505	5.4

NOTES:

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See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE	
	BA 6TH	BA 6TH	DOLLARS	PERCENT
HARTFORD UHS	35,192	35,761	569	1.6
HOLMEN	26,748	27,579	831	3.1
HORTONVILLE	29,205	29,750	545	1.9
HUSTISFORD	30,368	31,073	705	2.3
LA CROSSE	32,305	32,740	435	1.3
LAC DU FLAMBEAU NO. 1	30,681	30,681		
LITTLE CHUTE	31,040	31,679	639	2.1
LOYAL	29,853	30,674	821	2.8
MANITOWOC	33,415	35,097	1,682	5.0
MAUSTON	27,074	28,375	1,301	4.8
MCFARLAND	27,455	27,965	510	1.9
MENASHA	31,626	32,364	738	2.3
MENOMONEE FALLS	34,408	34,408		
MISHICOT	30,027	30,367	340	1.1
NEILLSVILLE	30,121	30,853	732	2.4
NEW GLARUS	29,388	30,008	620	2.1
NEW LISBON	28,046	28,626	580	2.1
NORWALK-ONTARIO	28,729	29,192	463	1.6
OOSTBURG	33,389	33,389		
OSSEO-FAIRCHILD	28,086	28,916	830	3.0
PARDEEVILLE	29,538	29,770	232	0.8
PARIS JT. 1	33,152	34,336	1,184	3.6
PHELPS	29,249	29,767	518	1.8
PLATTEVILLE	32,152	32,857	705	2.2
PORT WASHINGTON	32,812	33,641	829	2.5
PORTAGE	29,140	29,590	450	1.5

NOTES:

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 benchmark salaries and salary increases.

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1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE		
	BA 6TH	BA 6TH	DOLLARS	PERCENT	
PRAIRIE DU CHIEN	30,990	31,585	595	1.9	
RIVERDALE	31,608	32,316	708	2.2	
SAINT FRANCIS	33,564	33,564			
SEVASTOPOL	30,454	30,852	398	1.3	
SEYMOUR	30,328	31,717	1,389	4.6	
SOMERSET	30,592	31,241	649	2.1	
SPARTA	28,250	29,705	1,455	5.2	
STURGEON BAY	32,078	32,370	292	0.9	
TOMAHAWK	31,037	31,037			
TOMORROW RIVER	29,818	30,360	542	1.8	
UNION GROVE UHS	33,889	34,881	992	2.9	
WATERFORD (V)	29,354	30,029	675	2.3	
WEST SALEM	28,771	29,420	649	2.3	
WHITEWATER	32,766	33,328	562	1.7	
WONEWOC-UNION CENTER	28,557	29,275	718	2.5	
WOODRUFF JT. 1	30,205	31,206	1,001	3.3	
	Highest:	37,789	38,450	1,682	5.4
	Lowest:	26,748	27,579	-284	-0.9
	Average:	30,631	31,288	657	2.2
Number in Average:		68	68	68	68

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 BA MAX	1997-98 BA MAX	AMOUNT OF DOLLARS	INCREASE PERCENT
ADAMS-FRIENDSHIP	36,629	37,216	587	1.6
AMERY	36,365	37,492	1,127	3.1
ANTIGO	37,073	38,273	1,200	3.2
BALDWIN-WOODVILLE	33,431	33,431		
BERLIN	31,305	32,417	1,112	3.6
BLOOMER	37,036	38,738	1,702	4.6
CEDARBURG	43,409	43,918	509	1.2
CHILTON	36,058	36,616	558	1.5
CLAYTON	31,410	32,530	1,120	3.6
CLINTON	33,524	34,272	748	2.2
COLEMAN	34,661	35,651	990	2.9
COLUMBUS	32,550	33,810	1,260	3.9
CRANDON	36,797	37,827	1,030	2.8
CUBA CITY	34,705	34,922	217	0.6
D.C. EVEREST	37,715	38,863	1,148	3.0
DEFOREST	27,849	28,351	502	1.8
EDGERTON	27,574	27,876	302	1.1
ELCHO	31,373	31,897	524	1.7
ELMBROOK	45,428	46,223	795	1.8
EVANSVILLE	26,906	28,178	1,272	4.7
FENNIMORE	33,277	33,947	670	2.0
FONTANA JT. 8	36,554	36,671	117	0.3
FRANKLIN	40,980	42,222	1,242	3.0
GALESVILLE-ETTRICK	32,691	33,416	725	2.2
GILMAN	33,311	33,985	674	2.0
GRANTON	28,836	29,228	392	1.4

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE	
	BA MAX	BA MAX	DOLLARS	PERCENT
GREENDALE	37,946	38,805	859	2.3
GREENWOOD	30,525	31,364	839	2.7
HARTFORD UHS	40,179	40,828	649	1.6
HOLMEN	32,892	33,913	1,021	3.1
HORTONVILLE	37,105	37,650	545	1.5
HUSTISFORD	35,624	36,452	828	2.3
LA CROSSE	36,745	37,180	435	1.2
LAC DU FLAMBEAU NO. 1	37,608	37,608		
LITTLE CHUTE	34,397	36,151	1,754	5.1
LOYAL	34,620	35,572	952	2.7
MANITOWOC	41,371	43,074	1,703	4.1
MAUSTON	31,624	35,175	3,551	11.2
MCFARLAND	32,319	32,920	601	1.9
MENASHA	36,726	38,628	1,902	5.2
MENOMONEE FALLS	40,585	42,734	2,149	5.3
MISHICOT	37,476	37,899	423	1.1
NEILLSVILLE	37,553	38,469	916	2.4
NEW GLARUS	34,128	34,848	720	2.1
NEW LISBON	33,374	33,954	580	1.7
NORWALK-ONTARIO	34,053	34,602	549	1.6
OOSTBURG	39,810	41,094	1,284	3.2
OSSEO-FAIRCHILD	28,977	29,821	844	2.9
PARDEEVILLE	33,919	34,843	924	2.7
PARIS JT. 1	38,933	40,323	1,390	3.6
PHELPS	35,060	35,681	621	1.8
PLATTEVILLE	34,234	34,985	751	2.2

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE		
	BA MAX	BA MAX	DOLLARS	PERCENT	
PORT WASHINGTON	37,860	38,737	877	2.3	
PORTAGE	31,700	32,070	370	1.2	
PRAIRIE DU CHIEN	38,988	39,736	748	1.9	
RIVERDALE	32,627	33,358	731	2.2	
SAINT FRANCIS	42,629	43,229	600	1.4	
SEVASTOPOL	39,824	41,345	1,521	3.8	
SEYMOUR	38,334	38,847	513	1.3	
SOMERSET	36,046	36,810	764	2.1	
SPARTA	33,820	32,825	-995	-2.9	
STURGEON BAY	42,194	42,579	385	0.9	
TOMAHAWK	38,043	38,980	937	2.5	
TOMORROW RIVER	31,638	32,244	606	1.9	
UNION GROVE UHS	35,100	36,127	1,027	2.9	
WATERFORD (V)	35,255	36,065	810	2.3	
WEST SALEM	33,271	34,370	1,099	3.3	
WHITEFISH BAY	43,422	44,397	975	2.2	
WHITEWATER	33,813	34,393	580	1.7	
WONEWOC-UNION CENTER	34,324	35,188	864	2.5	
WOODRUFF JT. 1	35,075	36,239	1,164	3.3	
	Highest:	45,428	46,223	3,551	11.2
	Lowest:	26,906	27,876	-995	-2.9
	Average:	35,481	36,339	857	2.4
	Number in Average:	71	71	71	71

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE	
	MA BASE	MA BASE	DOLLARS	PERCENT
ADAMS-FRIENDSHIP	27,775	28,221	446	1.6
AMERY	30,744	31,697	953	3.1
ANTIGO	28,068	28,088	20	0.1
BALDWIN-WOODVILLE	29,649	29,649		
BERLIN	26,740	27,852	1,112	4.2
BLOOMER	27,282	28,353	1,071	3.9
CEDARBURG	29,095	29,269	174	0.6
CHILTON	26,928	27,323	395	1.5
CLAYTON	24,822	25,707	885	3.6
CLINTON	26,340	26,927	587	2.2
COLEMAN	29,071	29,676	605	2.1
COLUMBUS	25,110	26,734	1,624	6.5
CRANDON	24,854	25,550	696	2.8
CUBA CITY	26,512	26,678	166	0.6
D.C. EVEREST	28,554	29,423	869	3.0
DEFOREST	27,498	27,983	485	1.8
EDGERTON	27,751	28,000	249	0.9
ELCHO	29,099	29,585	486	1.7
ELMBROOK	32,813	33,387	574	1.7
EVANSVILLE	25,206	27,453	2,247	8.9
FENNIMORE	28,243	28,913	670	2.4
FONTANA JT. 8	27,021	27,107	86	0.3
FRANKLIN	28,143	28,696	553	2.0
GALESVILLE-ETTRICK	28,508	29,224	716	2.5
GILMAN	26,911	27,455	544	2.0
GRANTON	26,118	26,510	392	1.5

NOTES:

District data are listed only if reported for both years.
 See salary schedule notes to ensure comparability of
 benchmark salaries and salary increases.

Source: WASB School District Settlement Database
 12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MA BASE	1997-98 MA BASE	AMOUNT OF DOLLARS	INCREASE PERCENT
GREENDALE	27,670	28,186	516	1.9
GREENWOOD	26,789	27,526	737	2.8
HARTFORD UHS	33,529	34,071	542	1.6
HOLMEN	27,001	27,839	838	3.1
HORTONVILLE	26,085	26,630	545	2.1
HUSTISFORD	26,705	27,325	620	2.3
LA CROSSE	28,820	29,860	1,040	3.6
LAC DU FLAMBEAU NO. 1	30,681	30,681		
LITTLE CHUTE	30,164	30,164		
LOYAL	28,293	29,071	778	2.7
MANITOWOC	26,230	28,051	1,821	6.9
MAUSTON	25,434	27,255	1,821	7.2
MCFARLAND	23,718	24,120	402	1.7
MENASHA	28,566	29,232	666	2.3
MENOMONEE FALLS	29,968	30,000	32	0.1
MISHICOT	26,481	27,498	1,017	3.8
NEILLSVILLE	27,084	27,741	657	2.4
NEW GLARUS	27,255	27,830	575	2.1
NEW LISBON	28,269	28,849	580	2.1
NORWALK-ONTARIO	27,346	27,786	440	1.6
OOSTBURG	29,537	29,537		
OSSEO-FAIRCHILD	24,781	25,557	776	3.1
PARDEEVILLE	28,108	28,108		
PARIS JT. 1	30,701	31,797	1,096	3.6
PHELPS	26,306	26,772	466	1.8
PLATTEVILLE	27,906	28,473	567	2.0

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MA BASE	1997-98 MA BASE	AMOUNT OF DOLLARS	INCREASE PERCENT
PORT WASHINGTON	29,152	30,028	876	3.0
PORTAGE	27,800	28,370	570	2.1
PRAIRIE DU CHIEN	27,616	28,147	531	1.9
RIVERDALE	28,801	29,446	645	2.2
SAINT FRANCIS	30,392	30,392		
SEVASTOPOL	25,601	25,907	306	1.2
SEYMOUR	26,688	28,275	1,587	5.9
SOMERSET	26,917	27,488	571	2.1
SPARTA	25,466	27,235	1,769	6.9
STURGEON BAY	27,883	28,137	254	0.9
TOMAHAWK	28,945	28,945		
TOMORROW RIVER	26,534	26,956	422	1.6
UNION GROVE UHS	30,258	31,114	856	2.8
WATERFORD (V)	28,159	29,567	1,408	5.0
WEST SALEM	27,936	28,445	509	1.8
WHITEFISH BAY	28,748	28,748		
WHITEWATER	29,229	29,731	502	1.7
WONEWOC-UNION CENTER	26,921	27,598	677	2.5
WOODRUFF JT. 1	30,205	31,206	1,001	3.3
Highest:	33,529	34,071	2,247	8.9
Lowest:	23,718	24,120	0	0.0
Average:	27,824	28,466	642	2.4
Number in Average:	71	71	71	71

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE	
	MA 9TH	MA 9TH	DOLLARS	PERCENT
ADAMS-FRIENDSHIP	34,150	34,698	548	1.6
AMERY	42,864	44,193	1,329	3.1
ANTIGO	41,751	41,751		
BALDWIN-WOODVILLE	39,358	39,358		
BERLIN	34,705	35,817	1,112	3.2
BLOOMER	37,153	38,860	1,707	4.6
CEDARBURG	42,257	42,739	482	1.1
CHILTON	36,824	37,364	540	1.5
CLAYTON	32,958	34,133	1,175	3.6
CLINTON	35,823	36,622	799	2.2
COLEMAN	37,171	39,076	1,905	5.1
COLUMBUS	34,150	36,358	2,208	6.5
CRANDON	37,405	38,452	1,047	2.8
CUBA CITY	35,818	36,042	224	0.6
D.C. EVEREST	42,474	43,766	1,292	3.0
DEFOREST	37,699	38,369	670	1.8
EDGERTON	41,543	41,916	373	0.9
ELCHO	39,954	40,621	667	1.7
ELMBROOK	47,404	48,233	829	1.7
FENNIMORE	36,532	37,202	670	1.8
FONTANA JT. 8	42,144	42,278	134	0.3
FRANKLIN	41,021	41,296	275	0.7
GALESVILLE-ETTRICK	36,374	37,126	752	2.1
GILMAN	34,647	35,240	593	1.7
GRANTON	33,714	34,106	392	1.2
GREENDALE	43,614	44,427	813	1.9

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MA 9TH	1997-98 MA 9TH	AMOUNT OF DOLLARS	INCREASE PERCENT
GREENWOOD	33,199	34,936	1,737	5.2
HARTFORD UHS	44,752	45,475	723	1.6
HOLMEN	33,411	34,448	1,037	3.1
HORTONVILLE	33,610	34,155	545	1.6
HUSTISFORD	37,594	38,467	873	2.3
LA CROSSE	39,845	40,885	1,040	2.6
LAC DU FLAMBEAU NO. 1	39,586	39,586		
LITTLE CHUTE	45,490	44,827	-663	-1.5
LOYAL	36,873	37,887	1,014	2.7
MANITOWOC	41,968	43,830	1,862	4.4
MAUSTON	33,624	35,445	1,821	5.4
MCFARLAND	33,324	33,889	565	1.7
MENASHA	38,853	39,753	900	2.3
MENOMONEE FALLS	44,124	44,124		
MISHICOT	36,057	37,182	1,125	3.1
NEILLSVILLE	36,147	37,029	882	2.4
NEW GLARUS	37,067	37,849	782	2.1
NEW LISBON	34,330	34,910	580	1.7
NORWALK-ONTARIO	35,124	35,690	566	1.6
OOSTBURG	41,094	41,094		
OSSEO-FAIRCHILD	33,824	34,746	922	2.7
PARDEEVILLE	38,730	39,034	304	0.8
PARIS JT. 1	46,263	47,915	1,652	3.6
PHELPS	35,309	35,934	625	1.8
PLATTEVILLE	37,995	38,769	774	2.0
PORT WASHINGTON	41,646	42,663	1,017	2.4

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MA 9TH	1997-98 MA 9TH	AMOUNT OF INCREASE DOLLARS	INCREASE PERCENT
PORTAGE	35,495	36,870	1,375	3.9
PRAIRIE DU CHIEN	37,931	38,659	728	1.9
RIVERDALE	39,169	40,047	878	2.2
SAINT FRANCIS	42,771	42,771		
SEVASTOPOL	36,143	36,587	444	1.2
SEYMOUR	38,091	39,831	1,740	4.6
SOMERSET	36,465	37,238	773	2.1
SPARTA	33,347	35,116	1,769	5.3
STURGEON BAY	38,987	39,342	355	0.9
TOMAHAWK	40,673	40,673		
TOMORROW RIVER	34,724	35,434	710	2.0
UNION GROVE UHS	41,151	42,356	1,205	2.9
WATERFORD (V)	37,063	38,917	1,854	5.0
WEST SALEM	34,746	35,710	964	2.8
WHITEWATER	38,914	39,582	668	1.7
WONEWOC-UNION CENTER	34,129	34,250	121	0.4
WOODRUFF JT. 1	38,973	40,266	1,293	3.3
Highest:	47,404	48,233	2,208	6.5
Lowest:	32,958	33,889	-663	-1.5
Average:	38,088	38,901	812	2.2
Number in Average:	69	69	69	69

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MA MAX	1997-98 MA MAX	AMOUNT OF DOLLARS	INCREASE PERCENT
ADAMS-FRIENDSHIP	44,597	45,313	716	1.6
AMERY	44,885	46,276	1,391	3.1
ANTIGO	41,751	42,951	1,200	2.9
BALDWIN-WOODVILLE	41,514	41,514		
BERLIN	40,015	41,127	1,112	2.8
BLOOMER	42,640	44,599	1,959	4.6
CEDARBURG	50,739	51,419	680	1.3
CHILTON	42,748	43,375	627	1.5
CLAYTON	37,383	38,716	1,333	3.6
CLINTON	41,091	42,007	916	2.2
COLEMAN	43,471	44,716	1,245	2.9
COLUMBUS	39,172	42,774	3,602	9.2
CRANDON	40,194	41,319	1,125	2.8
CUBA CITY	40,988	41,244	256	0.6
D.C. EVEREST	42,474	43,766	1,292	3.0
DEFOREST	42,235	44,139	1,904	4.5
EDGERTON	44,762	49,224	4,462	10.0
ELCHO	42,966	45,468	2,502	5.8
ELMBROOK	54,280	55,229	949	1.7
EVANSVILLE	38,606	40,853	2,247	5.8
FENNIMORE	39,295	39,965	670	1.7
FONTANA JT. 8	42,144	42,278	134	0.3
FRANKLIN	46,745	49,696	2,951	6.3
GALESVILLE-ETTRICK	39,870	40,638	768	1.9
GILMAN	39,750	41,050	1,300	3.3
GRANTON	37,090	37,482	392	1.1

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97	1997-98	AMOUNT OF INCREASE	
	MA MAX	MA MAX	DOLLARS	PERCENT
GREENDALE	51,053	52,363	1,310	2.6
GREENWOOD	38,808	39,875	1,067	2.7
HARTFORD UHS	49,739	50,544	805	1.6
HOLMEN	38,970	40,180	1,210	3.1
HORTONVILLE	39,560	40,105	545	1.4
HUSTISFORD	42,432	43,418	986	2.3
LA CROSSE	45,970	47,010	1,040	2.3
LAC DU FLAMBEAU NO. 1	46,516	46,516		
LITTLE CHUTE	45,490	44,827	-663	-1.5
LOYAL	41,639	42,784	1,145	2.7
MANITOWOC	45,465	47,336	1,871	4.1
MAUSTON	39,084	43,195	4,111	10.5
MCFARLAND	40,795	41,486	691	1.7
MENASHA	46,854	49,105	2,251	4.8
MENOMONEE FALLS	50,170	52,331	2,161	4.3
MISHICOT	41,377	42,562	1,185	2.9
NEILLSVILLE	41,182	42,189	1,007	2.4
NEW GLARUS	40,337	41,188	851	2.1
NEW LISBON	38,371	38,951	580	1.5
NORWALK-ONTARIO	37,814	38,423	609	1.6
OOSTBURG	46,231	47,515	1,284	2.8
OSSEO-FAIRCHILD	38,833	39,834	1,001	2.6
PARDEEVILLE	40,023	41,198	1,175	2.9
PARIS JT. 1	46,263	47,915	1,652	3.6
PHELPS	40,312	41,026	714	1.8
PLATTEVILLE	42,479	44,095	1,616	3.8

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MA MAX	1997-98 MA MAX	AMOUNT OF DOLLARS	INCREASE PERCENT
PORT WASHINGTON	47,199	48,278	1,079	2.3
PORTAGE	39,770	40,270	500	1.3
PRAIRIE DU CHIEN	43,661	44,500	839	1.9
RIVERDALE	41,473	42,402	929	2.2
SAINT FRANCIS	49,647	50,847	1,200	2.4
SEVASTOPOL	41,999	43,520	1,521	3.6
SEYMOUR	44,157	44,748	591	1.3
SOMERSET	42,509	43,410	901	2.1
SPARTA	39,276	40,169	893	2.3
STURGEON BAY	46,389	46,812	423	0.9
TOMAHAWK	45,885	47,124	1,239	2.7
TOMORROW RIVER	39,274	40,144	870	2.2
UNION GROVE UHS	45,993	47,339	1,346	2.9
WATERFORD (V)	40,618	42,649	2,031	5.0
WEST SALEM	38,571	39,885	1,314	3.4
WHITEFISH BAY	50,645	51,782	1,137	2.2
WHITEWATER	42,205	42,929	724	1.7
WONEWOC-UNION CENTER	37,014	37,945	931	2.5
WOODRUFF JT. 1	46,767	48,319	1,552	3.3
Highest:	54,280	55,229	4,462	10.5
Lowest:	37,014	37,482	-663	-1.5
Average:	42,820	44,030	1,210	2.8
Number in Average:	71	71	71	71

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MAXIMUM	1997-98 MAXIMUM	AMOUNT OF DOLLARS	INCREASE PERCENT
ADAMS-FRIENDSHIP	47,430	48,191	761	1.6
AMERY	49,834	52,892	3,058	6.1
ANTIGO	44,675	45,875	1,200	2.7
BALDWIN-WOODVILLE	44,399	44,399		
BERLIN	42,015	43,127	1,112	2.6
BLOOMER	45,492	47,583	2,091	4.6
CEDARBURG	57,005	57,832	827	1.5
CHILTON	43,859	44,487	628	1.4
CLAYTON	38,516	39,889	1,373	3.6
CLINTON	44,827	45,827	1,000	2.2
COLEMAN	45,451	46,806	1,355	3.0
COLUMBUS	44,194	45,904	1,710	3.9
CRANDON	42,993	44,197	1,204	2.8
CUBA CITY	46,879	47,173	294	0.6
D.C. EVEREST	46,043	47,444	1,401	3.0
DEFOREST	46,824	48,943	2,119	4.5
EDGESTON	51,214	56,256	5,042	9.8
ELCHO	47,076	49,535	2,459	5.2
ELMBROOK	58,717	59,746	1,029	1.8
EVANSVILLE	42,606	52,553	9,947	23.3
FENNIMORE	44,249	44,919	670	1.5
FONTANA JT. 8	48,290	48,444	154	0.3
FRANKLIN	51,035	54,421	3,386	6.6
GALESVILLE-ETTRICK	42,993	43,772	779	1.8
GILMAN	42,804	43,960	1,156	2.7
GRANTON	39,004	40,034	1,030	2.6

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MAXIMUM	1997-98 MAXIMUM	AMOUNT OF DOLLARS	INCREASE PERCENT
GREENDALE	56,031	57,636	1,605	2.9
GREENWOOD	42,072	43,229	1,157	2.8
HARTFORD UHS	54,395	55,274	879	1.6
HOLMEN	42,525	44,779	2,254	5.3
HORTONVILLE	42,285	44,335	2,050	4.8
HUSTISFORD	45,587	46,645	1,058	2.3
LA CROSSE	49,020	50,910	1,890	3.9
LAC DU FLAMBEAU NO. 1	51,462	51,462		
LITTLE CHUTE	49,820	50,611	791	1.6
LOYAL	45,106	47,058	1,952	4.3
MANITOWOC	45,465	47,336	1,871	4.1
MAUSTON	42,004	46,325	4,321	10.3
MCFARLAND	47,364	48,092	728	1.5
MENASHA	51,866	54,379	2,513	4.8
MENOMONEE FALLS	55,220	57,695	2,475	4.5
MISHICØE	42,796	43,996	1,200	2.8
NEILLSVILLE	44,023	45,106	1,083	2.5
NEW GLARUS	43,494	44,412	918	2.1
NEW LISBON	40,744	41,324	580	1.4
NORWALK-ONTARIO	38,755	39,380	625	1.6
OOSTBURG	52,140	53,423	1,283	2.5
OSSEO-FAIRCHILD	41,030	42,067	1,037	2.5
PARDEEVILLE	40,023	41,198	1,175	2.9
PARIS JT. 1	52,747	54,630	1,883	3.6
PHELPS	42,962	43,722	760	1.8
PLATTEVILLE	44,012	46,375	2,363	5.4

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97

1997-98 BENCHMARK SALARY INCREASES

State Wide Comparisons

SCHOOL DISTRICT	1996-97 MAXIMUM	1997-98 MAXIMUM	AMOUNT OF DOLLARS	INCREASE PERCENT	
PORT WASHINGTON	53,256	55,001	1,745	3.3	
PORTAGE	43,800	44,510	710	1.6	
PRAIRIE DU CHIEN	45,044	45,909	865	1.9	
RIVERDALE	45,452	46,471	1,019	2.2	
SAINT FRANCIS	49,647	50,847	1,200	2.4	
SEVASTOPOL	43,087	44,608	1,521	3.5	
SEYMOUR	45,613	46,224	611	1.3	
SOMERSET	44,706	45,654	948	2.1	
SPARTA	41,500	42,829	1,329	3.2	
STURGEON BAY	47,189	47,712	523	1.1	
TOMAHAWK	49,145	50,384	1,239	2.5	
TOMORROW RIVER	41,816	42,772	956	2.3	
UNION GROVE UHS	48,413	49,830	1,417	2.9	
WATERFORD (V)	43,835	45,941	2,106	4.8	
WAUNAKEE	48,930	50,830	1,900	3.9	
WEST SALEM	40,251	41,670	1,419	3.5	
WHITEFISH BAY	58,887	60,209	1,322	2.2	
WHITEWATER	46,259	47,053	794	1.7	
WONEWOC-UNION CENTER	38,089	39,047	958	2.5	
WOODRUFF JT. 1	51,640	53,352	1,712	3.3	
	Highest:	58,887	60,209	9,947	23.3
	Lowest:	38,089	39,047	0	0.0
	Average:	46,221	47,728	1,507	3.3
	Number in Average:	72	72	72	72

NOTES:

District data are listed only if reported for both years.
See salary schedule notes to ensure comparability of
benchmark salaries and salary increases.

Source: WASB School District Settlement Database
12/09/97





**Wisconsin
Manufacturers
&
Commerce**

Memo

TO: Senate Education Committee

**FROM: James A. Buchen
Vice President, Government Relations**

DATE: November 12, 1997

RE: SB 318, Repealing the Qualified Economic Offer

The Wisconsin Manufacturers & Commerce is opposed to Senate Bill 318 which would repeal the Qualified Economic Offer (QEO) law.

The QEO law has served two useful purposes since its enactment. First, it has slowed the growth in teacher salaries which have been increasing faster than personal income and inflation. Average teachers' salaries in Wisconsin are currently among the highest in the nation. Yet the QEO does provide salary and benefit increases that exceed the current rate of inflation, and approximate wage and benefit increases in the private sector.

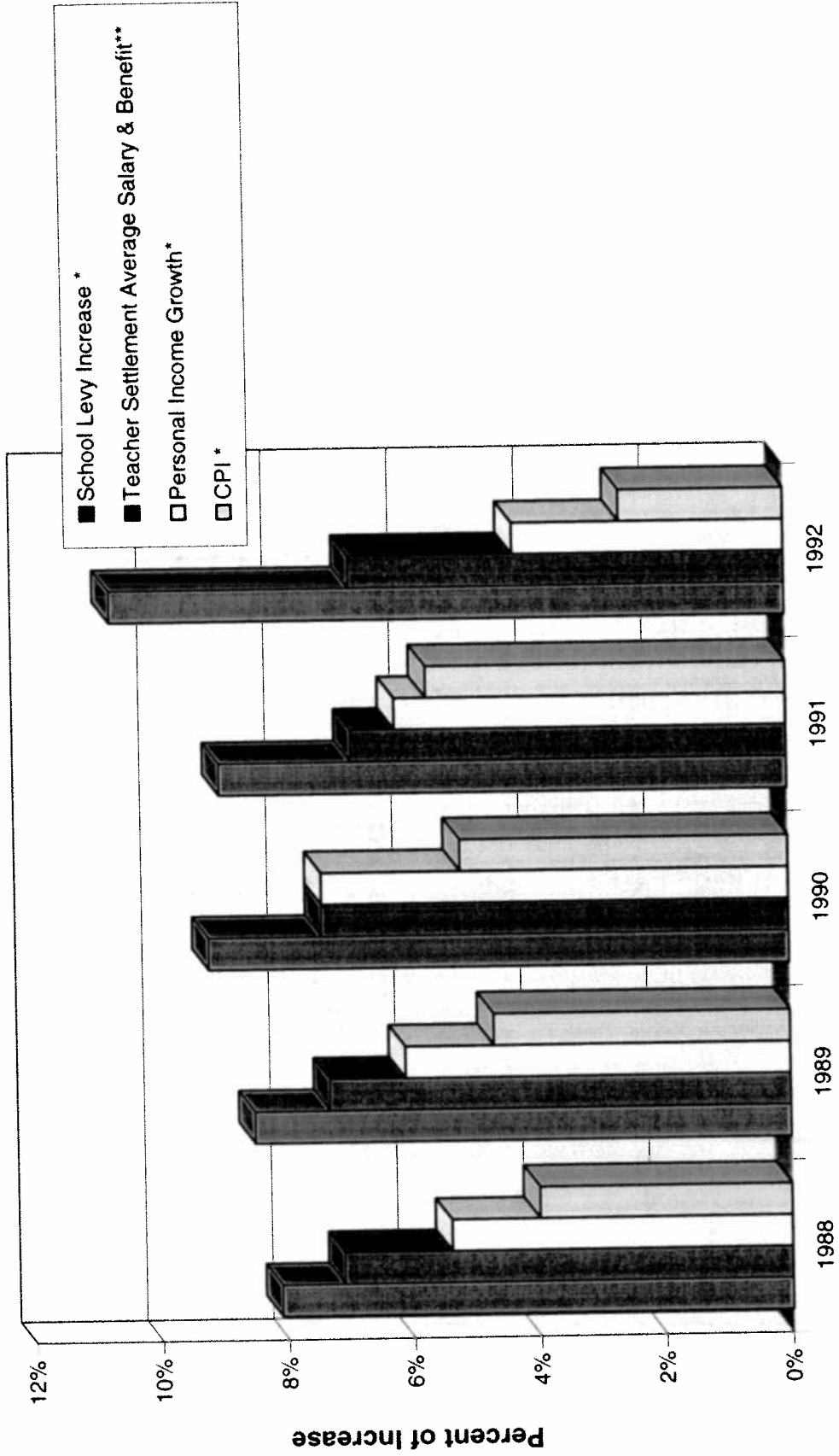
Secondly, the QEO has been an important component of the overall property tax relief strategy in Wisconsin. With salaries accounting for more than 80 percent of school costs, limiting salary growth is essential in order to comply with the overall revenue caps. Without the revenue caps, property taxes would again spiral as they did in the late 1980s.

Between 1988 and 1992, school property tax increases averaged 9.1 percent per year. That is almost 3 percent per year faster than the growth in personal income, which is a reflection of the taxpayers' ability to pay. To the extent that taxes increase faster than income, a larger and larger percentage of total income is turned over to the government, making less available for food, clothing and shelter. It was this trend that sowed the seeds of the property tax revolt, that resulted in enactment of the QEO, school cost controls, and the massive increase in state aid for public schools.

Retreating from these important taxpayer protections at this time, will only serve to further undermine public support for schools in Wisconsin.

The current QEO law has been successful as a property tax relief measure, provides reasonable salary and benefit increases, and is fair to taxpayers. We urge you to maintain current law and reject Senate Bill 318.

Taxes, Salaries & Inflation 5 Years Prior to QEO Implementation



Source:
 *Wisconsin Taxpayers Alliance
 **Wisconsin Association of School Boards

Private Sector Wage Comparison

<i>Job Classification</i>	<i>Average Hourly Wage*</i>
Accountant	\$14.30
Accounting Supervisor	\$18.50
Advertising Manager	\$18.08
Architect	\$19.17
Audiologist	\$17.56
Chemist	\$19.17
Clinic Manager	\$18.01
Computer Systems Programmer	\$18.45
Counselor, Alcohol & Drug	\$13.89
Department Supervisor	\$16.44
Director, Radiology	\$19.61
Editor	\$15.48
Hydrologist	\$16.62
Loan Officer	\$15.76
Medical Technologist	\$16.45
Nurse, Head	\$19.09
Occupational Therapist	\$19.05
Personnel Manager	\$16.01
Preschool Director	\$11.07
RN, Hospital Staff	\$17.66
Social Worker	\$13.09
Speech Pathologist	\$19.94
Supervisor, Medical Lab	\$19.44
Training Director	\$16.75
Trust Administrator	\$18.25
Ultrasound Technologist	\$17.06
<i>Public School Teacher</i>	<i>\$20.42**</i>

Source:* Department of Workforce Development, Wisconsin Wage Survey

** Wisconsin Association of School Boards. Hourly teacher wage based on average 1997-98 salary of n\$38,587 divided by 1890 hours (= \$20.42 per hour). 1890 hours assumes 42 weeks of work at 45 hours a week.

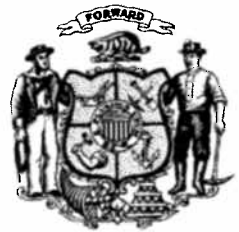
Wisconsin Interstate Rankings

	<u>National Ranking*</u>
Average Teacher Salary	14
Spending Per Pupil	11
Cost of Living	27
Average Annual Pay	27
Per Capita Personal Income	22
State and Local Tax Revenue as a % of Personal Income	3

* One is highest; fifty is lowest.



WISCONSIN STATE LEGISLATURE



STATEMENT TO THE SENATE EDUCATION COMMITTEE
SB 318
CAROL CARSTENSEN, MADISON SCHOOL BOARD
NOVEMBER 12, 1997

I appreciate the chance to speak with this committee. I am here as an individual school board member; I am not speaking for the Board as a whole. I am here to support SB 318. The law creating the QEO process and elimination of the arbitration process for teachers who are offered a QEO has dealt unfairly and inequitably with one group of public employees. No other group of public employees is restricted in this fashion. This has been done in the name of lowering property taxes - there is no pretense in this law that it is trying to improve the quality of education in this state nor is there any discussion of the role of local communities to make independent decisions about appropriate levels of compensation for their teachers. I think this state action has created turmoil and unhappiness at the local level - which local school boards must deal with, and yet we are not in control of the situation.

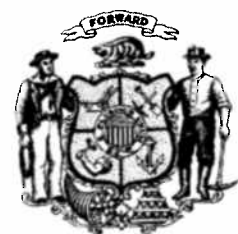
I would also like to issue a word of warning, while the QEO deals unfairly with teachers, it is the existence of state imposed revenue caps which has really driven school boards in their budgetary decisions. Again the state has taken from locally elected officials the power to make independent financial decisions and to be held accountable for those; I know that there are those who would say that school boards have the option of holding a referendum on spending decisions - but no other level of government is so constrained on all of its budgetary decisions. I question the value of districts spending time, energy and money on such referenda; I, in my naivete, thought that school board elections were supposed to be the way the community decided such issues.

The elimination of the QEO will remove an irritant for teachers - but it will not resolve the greater problem that districts such as Madison face in providing the quality of education that our community demands. I await the chance to speak to a legislative committee on eliminating the revenue caps.

CAROL CARSTENSEN, MEMBER MADISON SCHOOL Bd.
720 ORTON Ct.
MADISON, 53703



WISCONSIN STATE LEGISLATURE



Terry Craney
WEAC President
Statement on SB 318
November 12, 1997

Senate Bill 318 would repeal a law that is unfair, harms the quality of education in Wisconsin, and destroys collective bargaining.

The Qualified Economic Offer law was enacted as part of an attempt to control property taxes. Educators are all for property tax relief... we pay taxes, too.

The problem with the QEO is that it singles out one profession... teachers... to bear the burden of tax relief efforts. The Legislature in effect said it did not trust local school boards to spend taxpayer dollars... so it unilaterally imposed rigid restrictions on teacher pay.

Teachers are highly educated and highly skilled professionals with the future of our children and our country in their hands. Public school work for Wisconsin because of our excellent educators. They deserve fair compensation for the work they do. That is all we are asking for.

The QEO is prohibiting teachers from receiving fair salaries.. in fact they are not keeping up with inflation. Between 1993 and 1995, Wisconsin's median household income grew 22.24 percent. In that same period, teacher salaries rose only 6.1 percent. The inflation rate has been around three percent the last few years... while teacher salaries have increased less than two percent.

Focusing the QEO discussion on the 3.8 percent level is misleading. Not only is the 3.8 level for total compensation... it isn't really a full 3.8 percent increase in most cases.

Districts can adjust numbers to make it appear teachers are receiving more than they really are. The QEO's 3.8% is a "cooked" number.

The QEO is harming the quality of education in our schools. Districts no longer bargain quality-of-education issues like class size and teacher preparation because of the QEO. They don't include creative ways to address educational issues in the negotiations process. The QEO is also discouraging cooperative negotiation procedures like consensus bargaining. Children are the ultimate losers.

Teachers throughout the state are frustrated by the QEO. That frustration is growing daily.

As a result of the QEO, 20 years of labor peace have come to an end. Two-thirds of our locals do not have settled contracts - that's nearly 300 unsigned contracts. There's little hope of settlement for many of them... and there's no process in place to resolve these disputes... now that the QEO has taken away the one fair and objective way to resolve disputes... arbitration. Arbitration was always the light at the end of the tunnel when a rational and reasoned end to negotiations could not be reached. In 1993 that light was turned out by the QEO.

Job actions and talk of strikes are now frequent in Wisconsin schools. Madison, New Berlin, Germantown, the Fox Cities, Janesville, Racine, Stanley-Boyd, Omro and Waupaca have all engaged in activities ranging from sick-outs to pickets to ending volunteer work.

No teacher wants to engage in job actions. They are a last resort. Teachers have no other recourse. Teachers would much rather be in their classrooms... helping students prepare for jobs or higher education. The QEO is preventing that. The QEO is hurting our schools, our children, and the lives of the professionals who work in our schools.

If Wisconsin is to continue to be number one in public education, teachers must have a non-confrontational process to settle contract. SB 318 would re-establish a fair process that worked for 20 years.

WASB: THE BIG LIE

Year	WASB Percentage Increase	Average Salary ¹
84-85		21,848.00 (WASB Average)
85-86	8.3%	23,661.38
86-87	7.7	25,483.31
87-88	6.9	27,241.66
88-89	6.5	29,012.37
89-90	6.4	30,869.16
90-91	6.5	32,875.65
91-92	6.5	35,012.57
92-93	6.3	37,218.36
93-94	3.4	38,483.79
94-95	3.4	39,792.24
95-96	3.4	41,145.17
96-97	3.6	42,626.40

96-97 42,626 Average salary based on WASB alleged settlement data

38,469 WASB alleged 96-97 average salaries

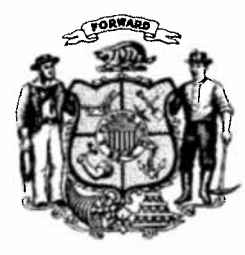
Annual Difference \$ 4,157 x 70,000 school district professional employees =

\$291 million/year Error

¹WASB 1984-85 average salary multiplied by WASB salary only percentage increases from column 2



WISCONSIN STATE LEGISLATURE



I am here to talk in favor of Senate Bill 318 to repeal the QEO. Since its inception and its passing into law by Governor Thompson in 1993, Wisconsin teachers have known that the QEO was a *bad law*.

In 1993, Wisconsin teachers realized that they had been chosen for a special purpose. Teachers were plentiful, accessible, and visible to the public. Teachers and the cost of public education were the perfect smokescreen for lowered corporate state taxes.

Slam campaigns convinced the voting public that Wisconsin's public school system was not only costly, but failing. The main problem cited was "Teachers." The plan worked well. Wisconsin teachers were accused and convicted. Now the teachers, who had built Wisconsin's quality public education system to 6th in the nation, had become Wisconsin's public enemy #1. Their sentence? The QEO.

The QEO *has* been successful. It has been successful in holding the actual increases in teacher salary schedules across the state to an average of 1/2 of 1% per year. It has been successful in eliminating the need for school boards to bargain in good faith. It has been successful in suppressing the rights of Wisconsin teachers, a group of individuals which has served the children and the public of Wisconsin faithfully.

It has been successful in demoralizing the group of professionals which often put the needs of their classroom children *before* the needs of their own families. Is this how you measure success? I don't think so. The QEO is a bad law.

The QEO has lowered the morale of teaching professionals who give their "all" to the students they teach. It has caused teachers to want to render only those services which they have been contracted to do -- no more, no less. Career teachers of 20 years or more are beginning to ask if they can afford to remain in teaching. They are beginning to ask if they should explore a different career. They are beginning to ask if they should sell their homes and move to a different state or school district which *values* their years of expertise and commitment.

The average person changes jobs 7 times in their working lifetime. Is this what we want for our educators? Does Wisconsin want teachers moving from district to district, state to state, uncommitted to the community, its children and its culture? Worse yet, do we want to return to the days of the "hobby teacher" who entered teaching only as a stepping stone to a *real job* where they can earn *real money* in a few years? I don't think so. The QEO is a bad law.

The QEO is a "no win" proposition. Even if one could get past the morality of putting the lid on the salaries of one segment of our public work force, the QEO is a low-balled offer. Many school costs exceed the cost controls. The QEO as

a salary offer does not even meet the rising cost of living and community services. The QEO is like a crack in the sidewalk. Water seeps in and the crack gets bigger as each season passes. Will school districts will soon be offering negative salary increases?

What has the QEO done for the quality of education in Wisconsin? NOTHING! In fact the QEO has shown itself to be the Grim Reaper. The QEO has raised its sickle of death. It is threatening to wield it on not only our teachers, but on Public Education itself. The QEO specter has raised its sickle to threaten the children too. School boards hold a gun to the heads of our children during bargaining. School boards threaten to cut resources to children if salaries go above the QEO's pittance. School boards threaten teacher cuts and increased class size in a time when lowered class sizes are necessary to meet an increasing demand of student needs. School boards threaten to cut social workers and psychologists, councilors so badly needed for family and emotional connections. In Madison the school board even proposed the elimination of transportation to school for our homeless and poor children if teachers sought more than a .9% raise. How dare they! The QEO provides the wrong message to our school boards. It causes them to forget what they were elected to do-- to protect the education of our children not destroy it because of a perceived need to keep teacher salaries low. The QEO is a bad law.

I guess if the State of Wisconsin's goal is to push public education down hill to join the ranks of California and some of the southern states, the QEO has started the ball rolling. If the State of Wisconsin wants to continue to accommodate larger and larger prison populations because the education has failed them, then I guess the QEO is working properly. If the State of Wisconsin wants a transient, perhaps inexperienced work force teaching its children, then the QEO is doing what it's supposed to do. Wisconsin Legislators, is this what you envision for Wisconsin's educational future?

Demming, the Quality Management guru, states that most problems are 85% a problem with process, ^{not, people,} The QEO is a ^{problem} problem. It's a bad law. It provides a bad process for figuring teacher salaries. Fix the problem. Change the process. Vote in favor of Senate Bill 318. Repeal the QEO. Thank you.

Paula Ferrara-Parrish
908 Glenview Drive
Madison, WI 53716