

MINUTES OF THE SPECIAL SESSION SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 12:15 on June 21, 2005, in Room 519-S of the Capitol.

Committee members absent: Barbara Allen- excused (Karin Brownlee appointed for Special Session)

Committee staff present: Carolyn Rampey, Kansas Legislative Research Department
Kathie Sparks, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Duane Goossen, Director, Division of Budget
Alan Obley, Office of the Governor
Mark Tallman, Kansas Association of School Boards
Fred Kaufman, Schools for Fair Funding
Robert Vancrum, Blue Valley U.S.D. 229
Susan Hernandez, Emporia School District
Kathryn Taylor, Dodge City School District
Mark Desetti, Kansas National Education Association
Stuart Little, Shawnee Mission School District
Val DeFever, Schools for Quality Education
Dale Dennis, Deputy Commissioner, State Board of
Education
Barbara Hinton, Legislative Post Auditor
Connie Owen, Patron of U.S.D. 233 (Olathe)

Senator Schodorf informed the Committee that there were three gaming bills, and the Ways and Means Committee had just taken a straw vote on the gaming bill which includes two zones, Wyandotte County and Crawford County, which have previously approved gaming. The bill would allow counties to have a public vote on whether or not to have gaming. If the voters approve gaming, the county would come to the Legislature with a plan. She noted that the bill would also allow slots with a vote of approval by the people. She explained that the Ways and Means Committee planned to tie education funding to that bill and appropriate the amount recommended by the Education Committee.

Senator Schodorf called upon Duane Goossen, Director of the Division of Budget, for a brief review of a Standard and Poor's school district study, which had not yet been completed. Mr. Goossen explained that the state made a contract with Standard and Poor's last winter to do an accountability study of Kansas school districts, and the study was being paid for the Kaufman Foundation. He noted that there were two key questions that spawned the study and the development of it. One was, "Why is there such a range in spending patterns across Kansas school districts?" Spending patterns between classrooms, administration, operations, maintenance, etc. on the average are not appreciably different from the national averages. But a look at individual school districts shows that there is quite a range of how schools spend their budgets out on various categories. The study suggests that there are clearly different strategies that the school districts use in approaching and spending their budget. The second question was, "Why is that, and what are the best practices that well-run school districts use?" The purpose of Standard and Poor's study is to identify the districts that are running efficiently, choose several of those to look at in depth, and then finally produce a report about Kansas school districts that will include clear indicators of how an efficiently run school district operates.

Mr. Goossen noted that the study began in December, but it has not moved as fast as was expected. The first part of the report, which is expected in mid-August, will identify the districts in Kansas that are termed "resource effective districts." Then, in consultation with the Department of Education and with the state, four different sized districts will be selected and looked at in much more depth. A report on those four districts will be issued in October. By November, an overall state resource study report will be finished. The study will include broader benchmarks which all school districts can look at and use as guide on how to run their own districts. Mr. Goossen noted that the end result of the study would not be a determination of how much

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it costs to run school districts in Kansas, but rather it would be an attempt to identify which school districts are using the money that they do have the most efficiently and to identify the best practices that school districts can use to run an efficient operation.

Adam Obley, representing the Office of the Governor, explained that the Standard and Poor's study would be looking at districts which are comparable in terms of their demographic profile so that it will be an "apples to apples" comparison in determining which districts are getting the best results in terms of student achievement. The next step the would be to find if there are patterns and how high achieving districts are allocating the resources they are given. Senator Vratil commented that, in order to ensure an "apples to apples" comparison, it was important that Standard and Poor's verify if each of the school districts was using the same definitions in reporting data.

For the Committee's information, Senator Schodorf distributed copies of Standard and Poor's preliminary data comparing school districts with regard to the percentage of the budget spent in various categories (Attachment 1) and with regard to the average percentage of the budget spent by school district size group (Attachment 2).

Mark Tallman, Kansas Association of School Boards, testified on behalf of a number of school districts and organizations listed in his written testimony. He explained that, following the action by the Supreme Court, the school finance coalition met and recommended an approximate allocation of dollars for special education funding, at-risk weighting, base budget per pupil, and equalization of capital outlay funding. The group also strongly supported changing the criteria for the suitable cost study to comply with the Supreme Court's criteria. As background information, Mr. Tallman called attention to a chart on the second page of his written testimony showing how students in Kansas and nearby states performed on the 2003 National Assessment of Education Progress as well as current expenditures per pupil and how the schools allocate resources to instruction and support. He pointed out that, while Kansas is a moderate spending state, students achieve well. He noted that the data shows that there is a correlation between the amount of money states spend on education and the results they get, and there is not a correlation that suggests that spending a higher percentage on instruction as opposed to other areas increases performance. He called attention to a chart on the next page regarding national data on spending and school performance which showed that the most efficient states in terms of student achievement tend to spend less on instruction and more on teacher and student support. He pointed out that the final two pages of his testimony which addressed the broad budget categories that school districts must use for school district expenditures and the statewide percent of operating expenditures for 2003-04 for each area. (Attachment 3) In conclusion, Mr. Tallman stated, "We continue to have concerns and hope you clarify your interest in the idea of building base budgeting because our major concern is that we not adopt some new mandate that will actually have a cost that will be non-instructional. We do not believe that the Court intended part of the \$143 million to go for property tax relief. If that is part of a larger plan, we do not necessarily oppose that, but we don't think it should be part of the \$143 million."

Fred Kaufman, Chair of Schools for Fair Funding (SFFF), discussed the \$148.1 million school finance plan recommended by SFFF. He noted that SFFF recommended that the Legislature fund the areas addressed by the Court rather than areas that are not addressed by the Court. He explained that two important issues (buy down of local option budgets and equalization of funding for capital outlay) were not part of the SFFF plan because they were not specifically emphasized by the court system, and they do not go directly into the classroom. He contended that the SFFF plan would put the Legislature on the road to properly complying with the Supreme Court's order, and no part of the plan would increase inequities in the Kansas school finance formula. (Attachment 4)

Robert Vancrum, representing Blue Valley U.S.D. 229 (Johnson County), pointed out funding disparities for all Johnson County school districts, which are in the lowest 15 percent of districts in per pupil operating expenses. He noted that Blue Valley will receive the fourth lowest per pupil amount out of 302 districts, and the other five Johnson County districts are in the bottom 25 districts. He explained that the Court took away the Johnson County schools' ability to keep pace by excluding an increased LOB or a cost of living weighting. To correct disparities for Johnson County, he supported the re-enactment of the LOB and cost of living weighting provisions and the reinstatement of correlation weighting. (Attachment 5)

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Susan Hernandez, representing the Emporia School District, noted that there has been a significant increase in the number of Hispanic students the Emporia community in the past 15 years, and currently the student population is 42 percent Hispanic and 49 percent White. She went on to discuss the following challenges created by this change : language differences, lack of formal education or interrupted schooling, and cultural diversity. She pointed out that nearly all of the bilingual fund is being spent on personnel and professional development with less than one percent allocated to supplies. She noted that, even if the bilingual weighting were doubled, the actual costs of delivering English Language Acquisition (ELA) services would not be covered. She emphasized that additional funding, when applied wisely, would have a profound impact on improving the educational levels of students across the state. (Attachment 6) For the Committee's information, she distributed copies of a packet of graphs and charts regarding ELA services. (Attachment 7) She noted, "There are many pieces of information that our teachers must do based on No Child Left Behind. It is not a choice. We have must have individual outcomes plans on students. We must notify parents in their native language. We must be able to work with parents and families in a way that very much looks like special education."

Kathryn Taylor, representing the Dodge City School District, urged the Committee to listen carefully to those who are in the field working with those who cannot speak for themselves but, nonetheless, should be guaranteed adequate and equitable access to an education. She went on to say that, at the request of the Department of Education, the Dodge City School District completed an analysis of the funding necessary to adequately fund the programming needed to provide equitable access for the diverse student population in the district. She emphasized that the students in Dodge City public schools should not have their education dependent upon supplemental funding from federal grants but should be guaranteed access to funding provided by the state. She maintained that the increases she recommended for the "regular student," the at-risk student, the bilingual student, and the retention of highly qualified teachers were not unreasonable because they reflect the fiscal, personnel, and material resources necessary to help each Dodge City student achieve proficiency on state curriculum standards. She noted that the funding recommendations did not include adequate funds to address the growing need for additional classrooms due to an increase in the student population over the past decade. (Attachment 8)

Senator Schodorf called the Committee's attention to copies of written testimony submitted by Marvin Estes, Winfield Superintendent of Schools. Mr. Estes' testimony addresses the increasing costs of special education in Cowley County. (Attachment 9)

Mark Desetti, Kansas National Education Association, commented on the issue of putting money in the classroom, using Mr. Tallman's testimony ("What Schools Do and Why They Do It") as a guide. He concluded that, while no one would argue that more money on instruction would improve learning, he would argue that getting there by gutting the other expenditure areas was not the way to do it. (Attachment 10)

Stuart Little, representing Shawnee Mission School District U.S.D. 512, pointed out that Shawnee Mission educates 6.5 percent of the entire student population in the state with the 11th lowest expenditure per pupil in the state and the second lowest administrative costs. He emphasized that enrollment decline has placed a strain on the district because expenditures cannot be reduced as fast as funding declines. He noted that the Shawnee Mission School District urged the Legislature to act during the special session to move toward increased funding for all Kansas school districts and that the district continued to support local control and local funding initiatives. In addition, the district believes that the distribution of funds not designated for a weighting factor should not be made through the formula as adjusted in **HB 2247** and **SB 43**, but rather on a less disequalizing basis. On behalf of the district, Mr. Little encouraged the passage of legislation that satisfies the needs of all districts and the Supreme Court. (Attachment 11)

Val DeFever, testified on behalf of Schools for Quality Education, a group of 124 low enrollment, rural school districts. She noted that the districts' costs have risen significantly while state funding has been relatively flat for the past four years. As a result, small rural districts have cut corners and merged many services, but they continue to focus on a quality education for children. She went on to say that small schools are able to deliver a quality education because the community is committed to their children. In her opinion, it would be appropriate to wait until the Post Audit cost study was completed before initiating any changes in the present funding formula. (Attachment 12)

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Carolyn Rampey, Kansas Legislative Research Department, distributed copies of a chart comparing the provisions in **HB 2247** with school the finance plans proposed by Senator Schmidt, by Senator Hensley, by Senator Vratil, and the Senate Education Committee decisions as of June 20. (Attachment 13) She explained that the amounts shown for the plans were in addition to what is in **HB 2247**. With regard to the "At-Risk" amounts, she reminded the Committee that it depends on what the base is as the amount is a rate multiplied times the base. Therefore, if the base is different, even the same percentage for at-risk will be a different amount of money. She noted that there would be a fiscal impact on the items showing "not calculated;" however, it was not known when she prepared the chart.

Senator McGinn began a discussion regarding the calculation of bilingual FTE, an area that she felt was important to focus on. Kathy Sparks, Kansas Legislative Research Department, clarified that two hours a day is the statewide average, but it is actually calculated by the number of contact hours in approved programs that qualify for the funding. Following discussion, it was the consensus of the Committee that the subject should be addressed after the Legislative Post Audit cost analysis study was completed.

Dale Dennis, Deputy Commissioner, State Department of Education, distributed copies of a Department computer printout, which was based on the school finance plan proposed by the Committee on June 20 for the purpose of equalization for all school districts. He discussed the items listed on page two of the handout, noting that the Education Committee's June 20 decisions increased funding for education by \$310,828,000. (Attachment 14) He went on to say that he had computed the following amounts needed to complete the "Comparison of Proposals" sheet distributed by Ms. Rampey with regard to the Senate Education Committee's plan: (1) BSAPP, \$30,100,000, (2) Bilingual, no change, (3) Special Education, \$21.7 million, (4) LOB-Growth Due to BSAPP Increase, \$7.6 million, (5) Correlation Weight, \$29.8 million, (6) Capital Outlay, no change, (7) FTE, no change, (8) Cost-of-Living, none, (9), Declining Enrollment, none, (10) KPERS Growth, \$2.5 million, and (11) LOB Equalization, \$30.4 million. As committee members began discussing the data, Senator Schodorf reminded them that there had been considerable interest in increasing the base, the inclusion of correlation weighting, and equalization of the LOB. Mr. Dennis participated in Committee discussion regarding equalization which followed by responding to questions and suggestions by committee members.

Senator Vratil moved to adopt the proposal as reflected on the second page of the Department of Education's handout with the following modifications: reducing the amount of money for the local option budget property tax buy down from \$30.4 million to \$27.4 million, reducing the correlation weighting amount from \$29.8 million to \$26.8 million, reducing the base state aid from \$93.4 million to \$90.4 million, and instructing Dale Dennis, Department of Education, to back into the percentages that will result, seconded by Senator Teichman. The motion carried.

Senator Schodorf opened a discussion on the request by Barbara Hinton, Legislative Post Auditor, that the Legislature clarify what kind of cost analysis study (outcomes or input approach) was to be conducted and to clarify the date. Senator Vratil commented, "I don't think we've got a whole lot of choice about which approach we take with the cost analysis study. The fact of the matter is, the State Board of Education regulations for accreditation of schools includes student performance standards. They include outcomes. And the Supreme Court says very clearly that, in order to have a valid study, we have got to include outcomes in that study. So, if we chose to do the study based on input only, there is about a 99.9 percent chance the Supreme Court is going to say that's an invalid study." Following committee discussion, Senator Vratil commented, "I don't think we can adequately protect ourselves from this particular study. We will have to respond to the results of this study, whatever those results are and whatever the Supreme Court says about it. But we do have the opportunity in the future to change the standards that are driving the costs that are being measured by the study. And at some point, we'll probably have to do another study. But we're going to have to do periodic studies regardless. The Court has indicated very clearly that school funding is not a static situation, that it changes year by year. And so we can expect to do a cost analysis study in a few years for the foreseeable future if that's what the Supreme Court is requiring."

At this point, Senator Schodorf noted that the Schmidt Republican Plan bill included language about the outcomes approach. For the Committee's information, Theresa Kiernan, Revisor of Statutes Office, distributed copies of the bill draft, noting that it was a work in progress and that the Division of Post Audit

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cost study addressed in Section 11 involved inputs. She explained that the issue was addressed by changing the reference to related services and other programs mandated by “state statute” in accredited schools to mandated by “law,” which includes rules, regulations, constitution, statutory law, and court decisions. She explained further that the following language needed to be added after “accredited schools”: “and the costs of meeting the students performance outcomes required by the State Board of Education’s accreditation requirements.” Senator Vratil suggested that, instead of “mandated by law,” the language could be changed to read “mandated by statute, rules and regulations” to clearly include the Board of Education’s rules and regulations. Ms. Hinton commented that Senator Vratil’s suggested language could mean that both an input and outcomes study would have to be conducted by Legislative Post Audit. Senator Vratil explained that the language was intended to include the inputs mandated by state law and the outcomes mandated by the State Board of Education. In response, Ms. Hinton explained, “You can’t limit an outcomes based study only to inputs mandated by state law because there may be other non-mandated things. One study can’t do both things. I think, if you leave in the cost of delivering these things and the cost of leaving out some, I think that says you would need to do both types of analysis.”

Senator Vratil asked Mr. Obley how the study takes into account the factors that affect a student’s achievement level over which the school district has no control. Mr. Obley responded, “To the extent you can measure them, you put them in the model. Some things are measurable, some things are not. For instance, one of the things people would like to be able to measure is who is really an at-risk student. An at-risk student is not merely a student that comes from an impoverished background. You can’t really come up with a good measure because there are a lot of factors there. However, what you can measure are different levels of poverty which are correlated with that. And so to the extent that poverty seems to influence cost, you put that in the model to the extent that someone being an English language learner affects costs. There are certainly things we talk about – you know, what kind of family do they come from, do their parents read to them, are they supportive of education. You have no way of measuring those, and so that’s a simply a shortcoming. This methodology and really any methodology is not going to be able to get at that. So, it’s to the extent that we can measure things, we access relationships.”

Senator Vratil suggested that the language in the bill be amended to read, “mandated by State Board of Education rules, regulations, and accreditation standards as of July 1, 2005.” Ms. Hinton supported his suggestion. The Committee directed Ms. Kiernan not to use the words “state statute” or “state law”, to use “rules, regulations, and standards adopted by the State Board of Education effective July 1, 2005,” and to delete the current language limiting the study to inputs and in lieu thereof determine the cost of meeting student performance outcomes required by the State Board of Education accreditation requirements.

Ms. Kiernan pointed out that in subsection (b) (1), language was added to address the Court’s concern that the study did not consider the school performance accreditation system, pupil assessments and other requirements of K.S.A. 72-6439, and any other requirements or standards the State Board adopted under its constitutional powers under Section 2 of Article 6 of the Constitution or other law. In addition, she noted that the court’s concern that the study include all administrative costs was addressed in subsection (4) and subsection (5)(C). She noted that subsection (8) includes a provision allowing Post Audit to use historical data and expenditures to determine future reasonable and actual costs as long as they correct any recognized inadequacy in the data or expenditure through a reliable method of extrapolation. The cost study must demonstrate how the incorporation was accomplished.

Ms. Hinton distributed a handout entitled , “Comparison of Performance Criteria effective before and after July 1, 2005,” relating to an outcomes study. (Attachment 15)

Senator Vratil moved that reference to the State Board of Education rules, regulations, and standards be included in the language of the bill discussed and that other language be added to make it clear that the Legislature was directing an outcomes based study only and that the study was to be conducted based upon historical data available through the 2004-05 school year based upon student performance standards in effect on July 1, 2005, for the 2004-05 school year, seconded by Senator Goodwin. The motion carried.

Connie Owen, a parent from U.S.D. 233 (Olathe), urged the Committee to increase funding for public schools as ordered by the Supreme Court and, if necessary, to raise taxes to adequately fund public schools. She also

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called attention to copies of e-mails to legislators from 22 persons who support increased funding for schools and tax increases to ensure the quality of Kansas schools. (Attachment 16)

Senator Schodorf listed the topics to be considered for inclusion in the proposed plan as follows: (1) date change to September 7 to allow school districts more time to prepare budgets, (2) requiring site based budgeting for districts, (3) 65 percent goal of money in the classroom, (4) hiring of an attorney for the Legislature, and (5) establishing an At-Risk Council to answer to the 2010 Commission.

Senator Vratil moved to include the cite based budgeting provision recommended in the Schmidt, et al., plan. There was no second to the motion.

Senator Vratil moved to include the 65 percent goal for instructional spending proposed in the Schmidt plan, seconded by Senator Pine.

Substitute motion by Senator Lee to put the issue of a 65 percent goal for instructional spending in a summer interim study to allow for a better understanding of what was included in instructional spending, seconded by Senator Ostmeyer. The substitute motion carried.

Senator Vratil moved to include the provision from the Schmidt plan concerning the hiring of an attorney to represent the Legislature, seconded by Senator Brownlee. The motion carried.

Senator Vratil moved to include the provision from the Schmidt plan for an At-Risk Council which would answer to the 2010 Commission, seconded by Senator Schodorf.

Substitute motion by Senator Brownlee that the provision that would be assigned to the At-Risk Council instead be assigned to the Legislative Educational Planning Committee (LEPC) to take up during the Interim, seconded by Senator Vratil. The substitute motion failed.

On a call for a vote on the original motion by Senator Vratil to create an At-Risk Council, the motion carried.

Senator Vratil explained that, under current statute, August 25 is the date by which all school districts must certify their budgets and mill levies to the County Clerk. Senator Vratil moved to amend that statute for this year only to provide a deadline of September 7 for school districts to submit their budgets, seconded by Senator Apple. The motion carried.

Senator Vratil moved to include the provision that no money from the school district's general fund can be spent for attorney fees or other costs in support of litigation against the State of Kansas or any state office, official, or agency as proposed in the Schmidt plan, seconded by Senator Ostmeyer. The motion carried.

Senator Vratil moved to include in the bill a provision authorizing the LEPC to respond to questions and make decisions regarding the cost study, all being subject to the approval of the Legislative Coordinating Council (LCC), seconded by Senator Schodorf. On a show of hands, the motion failed.

Senator Teichman moved to raise the Contingency Reserve Fund cap to 6 percent for one year, seconded by Senator Brownlee. The motion carried.

Senator Schodorf called for a straw vote (show of support) on the Committee's proposed plan.

Senator Teichman moved to tentatively approve the proposed bill developed by the Senate Education Committee, seconded by Senator Lee. The motion carried.

Senator Vratil moved to introduce the proposed bill as approved, seconded by Senator Goodwin. The motion carried.

The meeting was adjourned at 4:05 p.m. The next meeting is scheduled for June 22, 2005.

**SPECIAL SENATE EDUCATION COMMITTEE
GUEST LIST**

DATE: June 21, 2005

NAME	REPRESENTING
Barb Hinton	Post Audit
Scott Frank	"
Pat Woods	Gov. Office
Adam Obley	"
Gay George	Olathe Public Schools
Sharon Zulliger	DeSoto Public Schools
Mark Dink	KDOA
Jim Sullinger	KC STAR
Kathleen Taylor	Dodge City Public Schools
Fred Kaufman	489 th Days
JOHN ROBB	SCHOOLS FOR FAIR FUNDING
BILL Brady	SFFF
PHILIP A. HURLEY	PAT HURLEY & Co. / KEC
Eric Shoemaker	Ks. Award for Excellence Fnd.
Val DeFuria	SQE
Don Willson	USA
Marti Crow	Leg 41ST DIST
Stuart Little	Shawnee Mission
Dan Kerr	Pincus - Smith

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School District Comparisons

Percentage of Budget Spent in Various Categories

	Low	High	Average
Instruction	44.43	72.61	59.84
Student Support Services	0	8.40	2.94
Instructional Support Staff	0.17	12.16	3.57
General Administration	0.49	21.33	6.41
School Administration	2.03	13.62	7.28
Operations and Maintenance	8.05	23.13	13.38
Transportation	0	11.59	5.16
Other	0	22.93	1.21
Community Service	0	10.10	0.09
Architect / Engineer Services	0	5.75	0.11

Senate Education Committee
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Attachment 1

School District Size Group Comparisons

Average Percentage of Budget Spent

	Under 500	500 to 1,000	1,000 to 2,000	2,000 to 10,000	Over 10,000
Instruction	59.12	60.07	61.00	60.68	60.18
Student Sup.	2.35	3.13	3.37	4.14	4.24
Instruct. Sup.	3.06	3.56	3.82	4.89	5.98
General Ad.	8.24	5.52	4.91	3.76	1.05
School Ad.	7.01	7.72	7.62	7.09	6.99
Oper. / Maint.	13.35	13.85	13.29	12.90	11.50
Transportation	5.89	5.15	4.60	3.48	2.65
Other	0.81	0.88	1.12	2.82	5.88
Com. Service	0.10	0.02	0.03	0.09	1.55
Arch. / Eng.	0.07	0.10	0.24	0.15	0.01

Senate Education Committee
6-21-05
Attachment 2

Joint Statement on School Funding for the Special Session of June 22, 2005

On June 3, the Kansas Supreme Court directed that the Legislature add \$143 million to funding already authorized for the upcoming school year. To comply with that partial remedy, we recommend the following items, with approximate costs:

Increase special education funding to 100% of excess cost. \$47 million

Special education is one area where the state knows the “actual cost” of a mandatory program – and is failing to fund it. The only justification presented for funding less than 100% of this cost is the fear that it will lead to over-identification of students. As the court notes, there is no evidence that any district has inflated its enrollment to receive more funding. This proposal will benefit all districts, but especially those with higher special education costs.

Increase at-risk weighting from 0.145 to 0.20. \$29 million

Kansas public schools face an accreditation requirement to bring all students to proficiency in reading, math and science. There is a significant “achievement gap” among various student groups. Although the Legislature has raised the at-risk weighting factor from 0.1 to 0.145, many experts believe such a factor should be 0.25 or higher. The Legislature should further increase aid targeted to students who are not reaching proficiency goals. While all districts will benefit, more money will be directed at districts with the most academically challenging students.

Increase base budget per pupil up to \$100. \$56 million

The base budget remains far below any reasonable level for providing a “suitable” education. Increasing the base will help provide districts with additional funding authorized by the Legislature through an additional 2% Local Option Budget, which was struck down by the Court because it was not equalized. Unlike the higher LOB, a higher base would be funded by the state, rather than local property taxes.

Additional general education funding for 2005-06 should be applied to the current base, rather than on an FTE student basis. However, further cost studies requested by the Court, which are to be implemented for 2006-07, will result in adjustments to the base and enrollment weighting formula to provide an equitable distribution of state resources.

Begin equalization of capital outlay funding. \$15 million

The Court’s June decision makes it clear that the current system of funding capital outlay entirely through un-equalized local property taxes is unconstitutional. The Legislature should at least begin a program to equalize capital outlay levies. The original 2005 House school finance bill would have used a formula similar to bond and interest aid for equalization up to 4 mills, at an estimated cost of \$15 million.

These recommendations would total approximately \$147 million, slightly more than the minimum directed by the Supreme Court. We offer this final recommendation:

Implement the Supreme Court’s criteria for a suitable education cost study.

We strongly endorse the Court’s ruling that a valid cost study must include student performance outcomes and all regulatory (accreditation) and statutory standards, in addition to curriculum requirements. This should include the cost of programs and strategies which support student achievement. Both performance and “input” requirements on public schools have INCREASED since the Augenblick and Myers study.

The following have endorsed this proposal as of June 20, 2005:

Kansas Association of School Boards
Kansas National Education Association
United School Administrators
Kansas Families United for Public Education

South Central Education Service Center
Schools for Quality Education
Kansas Education Coalition

Wichita USD 259
Kansas City USD 500
Topeka USD 501

*Senate Education Committee
6-21-05 Attachment 3*

School Spending and Student Achievement in the Region

The following chart shows how students in Kansas and nearby states performed on the 2003 National Assessment of Education Progress, as well as both current expenditures per pupil and how schools in those states allocate resources to instruction and support.

	2003 National Assessment of Education Progress Reading and Math, Grades 4 and 8		2002-03 School Expenditures Current expenditures (Excludes capital improvements and debt service)		
	National Rank	Combined Test Proficiency Scores (Regional Rank)	Expenditures Per Pupil (Regional Rank)	Percent of Expenditures on "Instruction" (Regional Rank)	Percent of Expenditures on "Support" (Regional Rank)
Kansas	7	143 (1)	\$7,454 (3)	59.2% (5)	36.2% (2)
Colorado	8	141 (2)	\$7,384 (4)	57.3% (7)	39.3% (1)
Iowa	10	140 (3)	\$7,545 (2)	59.5% (4)	33.2% (6)
Nebraska	21	133 (4)	\$8,074 (1)	63.8% (1)	29.2% (7)
Missouri	26	126 (5)	\$7,349 (5)	61.0% (2)	34.7% (5)
Texas	34	111 (6)	\$7,136 (6)	60.4% (3)	34.6% (4)
Oklahoma	41	99 (7)	\$6,092 (7)	57.9% (6)	35.5% (3)
U.S. Average		124	\$8,041	61.3%	34.6%

Kansas spending per pupil is in the middle of states in the region.

Iowa and Nebraska spend more per pupil. Four other states spend less than Kansas. Except for Colorado, each lower-spending state has substantially lower academic results.

Higher spending per pupil does make a difference.

The four highest-spending states rank highest on student performance. The three lowest spending states are at the bottom.

Spending a higher percentage on instruction does not produce better performance.

The three top performing states are among the lowest in the percentage of budget spent on instruction. The states spending the highest percentage on instruction rank fourth, fifth and sixth on achievement. The top two performing states, Kansas and Colorado, spend the most on "support," which includes programs to assist students and teachers, as well as transportation, food service, operations and maintenance, and administration.

Spending a higher percentage on instruction doesn't give "the most bang for the bucks."

Kansas and Colorado rank low in percentage of spending on instruction, but at the top on student performance despite "average" spending. Nebraska spends the most on instruction and the most per pupil, but ranks in the middle on student performance.

National Data on Spending and School Performance

Does higher state spending result in better student performance? Data from the National Center for Education Statistics shows it usually does. Does spending more on instruction or “in the classroom” improve education? The answer is much less clear.

This chart groups the states based on combined math and reading scores on the National Assessment of Education Progress, and compares average spending information from 2002-03.

2003 National Assessment of Education Progress	Average NAEP Score	Average Current Expenditures Per Pupil	Average Percent of Expenditures on Instruction	Average Percent of Expenditures on Support
Top Ten States	150.2	\$9,016	61.5%	34.4%
2 nd Ten States	136.8	\$8,393	62.4%	33.4%
3 rd Ten States	127.5	\$8,072	61.2%	34.4%
4 th Ten States	109.1	\$7,392	60.9%	34.4%
Last Ten States	85.5	\$6,860	60.7%	33.9%

The highest achieving states spend the most; the lowest achieving spend the least.

The top ten states in national reading and math scores spend the highest average amount per pupil. Each group of states that ranks lower also spends a lower average amount. The highest performing states spend an average of \$2,156 (32 percent) more per pupil than the lowest.

The percent of spending on instruction versus support makes little difference.

The top performing states spend slightly more on instruction (direct teaching), but the difference is less than 1 percent. The top performing states also spend slightly more on support (programs to assist students and teachers, as well as transportation, food service, operations and maintenance, and administration) than the lowest ranking states.

“Efficient” spending means getting high achievement at lower spending.

Some argue that the most “efficient” states are those that spend the most on instruction, or “in the classroom.” But if schools are judged by academic results, school efficiency can be defined as getting high achievement at lower costs. For example, Kansas, Colorado, South Dakota and Iowa rank in the top ten states on achievement, but spend below the national average. Those four states are also among the lowest in the nation in percentage of spending on instruction.

There are ten states which rank in the top half of states on their combined reading and math scores but spend at or below the national average. Only three spend above the national average on instruction, while seven spend below. The “most efficient” states in terms of student achievement tend to spend less on instruction and more on teacher and student support.

What Schools Do and Why They Do It

The following are the major functions of public schools and corresponding budget categories for school district expenditures. Also included is the statewide percent of operating expenditures for 2003-04 for each area. *Abbreviations: QPA = State Board regulations for Quality Performance Accreditation, effective July 2005; NCLB = federal No Child Left Behind Act*

Instruction: Teaching Students

(60% of current expenditures)

Interaction between teachers and students in the school classroom, home-bound or hospital instruction, or through technology such as interactive video. Also includes co-curricular activities and student activities. Includes required general education courses and electives; special education for disabled and gifted children; vocational and technical education. May include bilingual education for children not proficient in English; drivers' education (often paid by student fees), and adult basic education (usually funded by local mill levies).

State and Federal Requirements:

- State law requires teaching specified academic subjects.
- State law requires assessments in core academic areas based on state standards.
- QPA and NCLB require improvement of student performance until 100 percent of students reach proficiency on state standards, based on state assessments.
- QPA requires minimum credits in specific courses and electives for graduation.
- QPA requires schools to offer courses required for Qualified Admissions to state universities and the State Scholarship Program.
- Special education services are required by federal and state law, and QPA.
- Vocational and technical education opportunities are required by QPA.
- Federal NCLB requires all students to reach proficiency in English.

Instructional support: Helping Teachers

(5% of current expenditures)

Activities to improve and supplement the teaching process, including professional development and library/media services.

State and Federal Requirements:

- State law requires professional development programs for teachers, administrators.
- QPA requires school improvement plan and staff development.
- Library services are required by QPA.
- Technology instruction is required by Qualified Admissions for state universities.

Student Support: Helping Students Learn

(4% of current expenditures)

Activities to assess and improve the well-being of students. Includes programs to improve student attendance and attempt to solve or prevent student problems involving the home, school or community. Also includes guidance services to assist students and parents in making educational and career plans and in personal and social development. Finally, includes nurses and other health and related services.

State and Federal Requirements:

- Compulsory attendance reporting is required by state law.
- QPA and NCLB require high or improving attendance rates.
- QPA and NCLB require high or improving graduation rate.
- Counseling required for students dropping out of school before age 18.
- State and federal law mandate a variety of health and medical services.
- Psychological testing and evaluation, speech pathology and audiology services are required by IDEA.

Operations and maintenance: Safe Schools

(10% of current expenditures)

Heat, light, cooling, insurance; care and upkeep of buildings, grounds, equipment; security and traffic control.

State and Federal Requirements:

- State law requires school safety reporting.
- NCLB allows students to transfer from "persistently unsafe schools."

Transportation: Getting to School and Home (4% of current expenditures)

Student bus services, either owned and operated by the districts or contracted through private providers. In addition to legally required transportation, many districts transport children for safety reasons, and may charge fees for this service.

- State and Federal Requirements:
- State law requires providing transportation for students living more than 2.5 miles from school.
 - Federal law requires transportation of special education students.

School administration: Building Leadership (6% of current expenditures)

Principal and office support staff; responsible for supervision, evaluation and leadership of teachers and other school personnel; student discipline; communications with parents and other duties required for effective operation of the school.

- State and Federal Requirements:
- State law requires periodic teacher evaluation.
 - State Law requires school site councils.
 - State and federal law provide discipline requirements including procedures for suspension and expulsion.

General Administration: District Leadership (3% of current expenditures)

Superintendent and support staff, including overall executive responsibility for the district and supervision of principals and district-wide functions. Also includes board of education and district legal activities; elections and legal notices; staff relations.

- State and Federal Requirements:
- State law requires positions and duties of superintendent, board clerk and treasurer.
 - State law requires bargaining with teachers under the Professional Negotiations Act.
 - State law requires evaluation of administrators and certified employees.
 - QPA and NCLB require regular reporting to the state and community.

Other Support: Accountability and Outreach (2% of current expenditures)

Includes all other support costs; such as public information, budgeting, purchasing, distribution; payroll, audits and accounting. In many districts, these activities are conducted by the superintendent and may be included under "general administration." May also include community activities involving non-instructional services to student, staff and community participants; such as swimming pools, recreation programs and child care.

- State and Federal Requirements:
- State law and NCLB require building report cards, parental notices.
 - School business functions are regulated by state law, including specific procedures for employment payments and benefit transactions, purchasing, etc.

Food Service: Student Meals (5% of current expenditures)

School lunch and breakfast programs. Federal aid is provided for meals for low income children; most other funds are raised from fees for meals. Meals and snacks may also be provided with student activities.

- State and Federal Requirements:
- School breakfast programs required by state law in most buildings.

Facilities and Debt Service (Not included in current expenditures)

Construction, repair, modeling or equipping; and principle and interest payments on bonds and other debt.

- State and Federal Requirements:
- School buildings must comply with state building codes and fire safety regulations.
 - School boards may adopt a mill levy for capital outlay, subject to voter protest.
 - Voters must approve issuing long-term debt for construction and equipment bonds.

Kansas school district budget expenditures according to categories defined by the federal government and the Kansas Accounting Handbook for Unified School Districts.

For more information, contact Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards 1420 SW Arrowhead Road Topeka, KS 66604 (785) 273-3600 mtallman@kasb.org

Schools For Fair Funding

June 21, 2005

Fred Kaufman, Chair of Schools For Fair Funding
Superintendent Hays USD 489

Thank you for the opportunity to present the plaintiff districts' perspective on the school finance task ahead.

Schools For Fair Funding is a group of 14 school districts that have supported the school finance litigation that brings us here today. Those 14 districts are:

Arkansas City USD 470
Augusta USD 402
Derby USD 260
Dodge City USD 443
El Dorado USD 490
Emporia USD 253
Great Bend USD 428

Hays USD 489
Independence USD 446
Leavenworth USD 453
Manhattan USD 383
Newton USD 373
Salina USD 305
Winfield USD 465

SFFF Plan

This plan is premised upon the fact that the legislature does not have the resources to fix the entire system in this special session. With that in mind, SFFF recommends that the legislature fund the areas that are addressed by the court, rather than areas that are not addressed by the court. Some items, like capital outlay equalization and state buy-down of the LOB, are needed but not until more urgent needs are met.

Proposal:

1) Increase at-risk funding from the current .145 to .25. (**\$56.7 million**)

This is the minimum that Dr. Odden recommended in 1991 and is on the low side of the A&M recommended range of .2 to .60.

2) Increase special education funding from 85% of excess costs to 100% of excess costs. (**\$47 million**)

A cost study is not needed to know what special education costs. The state knows the costs and should fund that cost at 100%.

3) Change bilingual funding from "contact hours" to "headcount" or "FTE." This leaves the weight at .395 but has the effect of converting the weight to a format similar to other weights within the formula. Converting the weight to an FTE basis and keeping the same number would more than double the expenditure for bilingual. (**\$22 million**)

All other state comparisons and the A&M recommendations are based on FTE and not the current contact hour method. This follows the "truth in advertising" approach advocated in the elimination of correlation weighting. We believe whatever the percentage the legislature chooses for bilingual, it should be converted to an FTE basis.

*Senate Education Committee
6-21-05
Attachment 4*

4) Add a flat amount of \$50 per pupil to each student on an FTE basis. (**\$22.4 million**)

This amount would not run through the formula. It has the effect of not further compounding the equity problem with the low enrollment weight while still allocating more funds to all schools in Kansas. Low enrollment weight funding should not be increased until the pending Post Audit cost study presents its findings on the actual levels of low enrollment weight that are justified.

5) Clarify that the Post Audit Cost Study should include outcomes and use the new State BOE standards that become effective July 1.

In summary our plan, if implemented in its entirety, would allocate an additional **\$148.1 million** to K-12 education. More importantly our plan puts the Legislature on the road to properly complying with the Supreme Court's remedy order. We believe no part of our plan increases inequities in the Kansas school finance formula.

Kansas School Finance Scheme

	Current Law	2005 Session HB2247/SB43	Montoy III court ruling effect or comment	Augenblick and Myers Recommendations																						
1.	Enrollment on September 20 or adjusted for 3 year average																									
2.	Low enrollment weighting - each student counts for additional students according to a formula of between .0632 and 1.14 additional students	Reduced nominally in neutral fiscal manner to compensate for elimination of correlation weight.	“Because of the significant impact of low-enrollment weighting on the financing formula, in our January opinion and April order we sought cost justifications for it. In response to questions from the court at oral arguments, counsel for the State could not provide any cost-based reason for using the 1,750 enrollment figure or for the weight's percentage. This absence of support is particularly troubling when we consider the disparity this low-enrollment weighting may produce.”	A&M recommends an adjustment to the formula that adjusts for district size and economies of scale depending on the size of the district based on costs. The formula would approximate the following bases (not adjusted for inflation since 2001): <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Enrollment</th> <th style="text-align: left; border-bottom: 1px solid black;">Base</th> </tr> </thead> <tbody> <tr><td>100</td><td>\$7458</td></tr> <tr><td>250</td><td>\$6760</td></tr> <tr><td>500</td><td>\$5882</td></tr> <tr><td>750</td><td>\$5737</td></tr> <tr><td>1000</td><td>\$5591</td></tr> <tr><td>2500</td><td>\$5324</td></tr> <tr><td>5000</td><td>\$5130</td></tr> <tr><td>7500</td><td>\$4937</td></tr> <tr><td>15000</td><td>\$4650</td></tr> <tr><td>30000</td><td>\$4650</td></tr> </tbody> </table>	Enrollment	Base	100	\$7458	250	\$6760	500	\$5882	750	\$5737	1000	\$5591	2500	\$5324	5000	\$5130	7500	\$4937	15000	\$4650	30000	\$4650
Enrollment	Base																									
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15000	\$4650																									
30000	\$4650																									
3.	Correlation weighting - each student counts for an additional .0632 students	Eliminated																								
4.	Vocational weighting - each 6 hours of vocational class counts as a student and gets counted as .5 additional students	No change		A&M recommends that this weighting be eliminated and covered by increased base after the base is increased to the recommended level to cover the costs.																						
5.	Bilingual weighting - each 6 hours of bilingual class counts as a student and gets counted as .2 additional students- is computed on “contact hours” and not on a “headcount” or “FTE” basis	Increased to .395 Still uses “contact hours” rather than “FTE”	“Although the increase in this weighting is significant, it still differs substantially from the cost information in the record.”	A&M recommends new weights for bi-lingual students. It would be set by formula that increases as district size increases. This weight multiplies by the new, higher A&M base. This weight uses “FTE” and not “contact hours” <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Enrollment</th> <th style="text-align: left; border-bottom: 1px solid black;">Bilingual weight</th> </tr> </thead> <tbody> <tr><td>100</td><td>.15</td></tr> <tr><td>250</td><td>.15</td></tr> <tr><td>500</td><td>.15</td></tr> <tr><td>750</td><td>.50</td></tr> <tr><td>1000</td><td>.85</td></tr> <tr><td>2500</td><td>.86</td></tr> <tr><td>5000</td><td>.88</td></tr> <tr><td>15000</td><td>.91</td></tr> <tr><td>30000</td><td>.97</td></tr> </tbody> </table>	Enrollment	Bilingual weight	100	.15	250	.15	500	.15	750	.50	1000	.85	2500	.86	5000	.88	15000	.91	30000	.97		
Enrollment	Bilingual weight																									
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30000	.97																									

SCHOOLS FOR FAIR FUNDING

ALAN L. RUPE ♦ KUTAK ROCK LLP ♦ WICHITA, KS ♦ ALAN.RUPE@KUTAKROCK.COM ♦ 316.609.7900

JOHN S. ROBB ♦ SOMERS, ROBB & ROBB ♦ NEWTON, KS ♦ JOHNROBB@ROBBLAW.COM ♦ 316.283.4560

	Current Law	2005 Session HB2247/SB43	Montoy III court ruling effect or comment	Augenblick and Myers Recommendations																				
6.	At-risk weighting- each at-risk student gets counted as .1 additional students	Increased to .145	“Dr. Allan Odden recommended a .25 minimum weight to provide an extra \$1000 for each eligible at-risk child. Neither the State nor the Board contend that actual costs of educating at-risk students were considered.”	A&M recommends new weights for at-risk students. It would be set by formula that increases as district size increases. This weight multiplies by the new, higher A&M base. <table border="1"> <thead> <tr> <th>Enrollment</th> <th>At-risk weight</th> </tr> </thead> <tbody> <tr><td>100</td><td>.20</td></tr> <tr><td>250</td><td>.28</td></tr> <tr><td>500</td><td>.44</td></tr> <tr><td>750</td><td>.49</td></tr> <tr><td>1000</td><td>.52</td></tr> <tr><td>2500</td><td>.57</td></tr> <tr><td>5000</td><td>.59</td></tr> <tr><td>15000</td><td>.59</td></tr> <tr><td>30000</td><td>.60</td></tr> </tbody> </table>	Enrollment	At-risk weight	100	.20	250	.28	500	.44	750	.49	1000	.52	2500	.57	5000	.59	15000	.59	30000	.60
Enrollment	At-risk weight																							
100	.20																							
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15000	.59																							
30000	.60																							
7.	New facilities weighting- each student in a new facility gets counted as an additional .25 students for two years.	No change		A&M recommends that the weighting continue for three years but that it reduce each year.																				
8.	Transportation weighting- each student that gets transported more than 2.5 miles gets additional weighting figured by a formula	No change		A&M recommends that the funding for transportation increase to allow for transportation of those that live 1.25 miles from school.																				
9.	Ancillary weighting- (applies only to U.S.D. 229, Blue Valley, U.S.D. 232 DeSoto and U.S.D. 233 Olathe)	No change																						
10.	Special Education Weighting- budgeted special education funding converted to an equivalent number of students by dividing the aid by the \$3863. Excess costs currently funded at only 81.7% Is subject to appropriation annually.	Increased to 85% of excess costs in 2005-06 Then increases to 88% and then 91% in following two years Still subject to appropriation annually.	“Furthermore, the A&M study recommended a range, based on student enrollment, of weights from .90 to 1.50, resulting in a nearly \$ 102.9 million (in 2001 dollars) increase in funding -- a stark contrast to the \$17.7 million provided by H.B. 2247.”	A&M recommends new weights for special ed students. It would be set by formula that increases as district size increases. This weight multiplies by the new, higher A&M base. <table border="1"> <thead> <tr> <th>Enrollment</th> <th>Special Ed weight</th> </tr> </thead> <tbody> <tr><td>100</td><td>.90</td></tr> <tr><td>250</td><td>.91</td></tr> <tr><td>500</td><td>.91</td></tr> <tr><td>750</td><td>.92</td></tr> <tr><td>1000</td><td>.92</td></tr> <tr><td>2500</td><td>.95</td></tr> <tr><td>5000</td><td>1.05</td></tr> <tr><td>15000</td><td>1.20</td></tr> <tr><td>30000</td><td>1.50</td></tr> </tbody> </table>	Enrollment	Special Ed weight	100	.90	250	.91	500	.91	750	.92	1000	.92	2500	.95	5000	1.05	15000	1.20	30000	1.50
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30000	1.50																							
11.	Base State Aid Per Pupil = \$3863	Nominally increased to \$4107 with elimination of correlation weight. No revenue increase with this. Increased to \$4222	“At a minimum, the increased BSAPP provided for in H.B. 2247 substantially varies from any cost information in the record and from any recommendation of the Board or the State Department of Education.”	1. A&M found two different base figures. Their Professional Judgment Approach yielded a new base of \$5,811 and their Successful Schools Approach yielded a new base of \$4,547 . A&M considered both of these findings and recommended a new base of \$4,650 in 2000-01 dollars. 2. A&M recommends that this base be increased annually to track increases in the Consumer Price Index. 3. A&M recommends that the base be adjusted by a regional cost factor to account for geographically different costs.																				

SCHOOLS FOR FAIR FUNDING

	Current Law	2005 Session HB2247/SB43	Montoy III court ruling effect or comment	Augenblick and Myers Recommendations
12.	Authorized Local Option Budget Percentage- district can adopt an additional local budget of up to 25% of their General Fund	Increased to 27% then 29% then 30%. No equalization in 2005-06.	“We also agree with the plaintiffs and the Board that, in fact, the legislation's increase in the LOB cap exacerbates the wealth-based disparities between districts.” This provision stayed.	A&M recommends that a 25% LOB continue but that it be used, <i>as it was originally intended</i> , as a supplement above an adequate base.
13	Capital outlay. Currently based solely on local property tax wealth. Not equalized to level out purchasing power.	No change.		Did not address.
14	Cost of living weighting. Not in previous law.	Enacts COLA weight as additional local taxing authority for districts whose average cost of housing exceeds 125% of the state average housing cost. Only 17 districts qualify. Is not equalized. Additionally increases LOB authority.	“Furthermore, we note that this weighting, like the increase in the LOB cap, demonstrates the State is not meeting its obligation to provide suitable financing. Also, as with the other property-tax based provisions of H.B. 2247 there is a potentially disequalizing effect.” This provision stayed.	Did not address.
15	Extraordinary declining enrollment weighting. Not in previous law.	Enacts EDE weight as additional local taxing for districts whose enrollment over 3 years has declined over 15% or 150 pupils per year. Is not equalized. Additionally increases LOB authority. Requires permission to issue bonds only if are a state aid district.	“These provisions have the potential to be extremely disequalizing because they are unlimited and have been designed to benefit a very small number of school districts.” This provision stayed.	Did not address. S:\S\F\997schemeHB2247SB43&A&M.wpd

MONTOY III
SUPREME COURT OF KANSAS
June 3, 2005, Supplemental Opinion Filed

Decision analysis

- The decision reaffirms and emphasizes that the current school funding scheme in Kansas is unconstitutional and what the unconstitutional areas are:
 - “Among other things, we held that the Kansas School District Finance and Quality Performance Act (SDFQPA) as funded, failed to provide suitable finance for students in middle-sized and large districts with a high proportion of minority and/or at-risk and special education students; some school districts were being forced to use local option budgets (LOB) to finance a constitutionally adequate education, *i.e.*, suitable education; the SDFQPA was not based upon actual costs, but rather on former spending levels and political compromise; and the failure to perform any cost analysis distorted the low-enrollment, special education, vocational education, bilingual, and at-risk student weighting factors.”
 - “We further held that among the critical factors for the legislature to consider in achieving a suitable formula for financing education were "equity with which the funds are distributed and the actual costs of education, including appropriate levels of administrative costs."
- Explains that the court has refrained from “suspend[ing] the funding of education” to allow the legislature to remedy the unconstitutional law.
- Explains that the burden of proving that any new legislation fixes the problems is upon the state, because the law has been proved unconstitutional and the lawsuit is now in a remedy phase, while the supreme court retains jurisdiction.
 - “In short, this court's retained jurisdiction allows a review to determine if there has been compliance with our opinion.”
- Explains that the supreme court has the power to do this and that it is not a violation of ‘separation of powers.’
 - It cites prior cases in at least Ohio, Arkansas, Kentucky and Kansas as the basis of this authority.
 - “Judicial monitoring in the remedial phase can help check political process defects and ensure that meaningful relief effectuates the court's decision.”
 - “Thus, when these defects lead to a continued constitutional violation, judicial action is entirely consistent with separation of powers principles and the judicial role. Although state constitutions may commit educational matters to the legislative and executive branches, if these branches fail to fulfill such duties in a constitutional manner, ‘the Court too must accept its continuing constitutional responsibility . . . for overview . . . of compliance with the constitutional imperative.”
 - “Nor should doubts about the court's equitable power to spur legislative action or to reject deficient legislation impede judicious over-sight. An active judicial role in monitoring remedy formulation is well-rooted in the courts' equitable powers. As long as such power is exercised only after legislative noncompliance, it is entirely appropriate.”
- Explains *why* the court is “guided, in large part, by the A&M study” stating:
 - “First, the A&M study is competent evidence admitted at trial and is part of the record in this appeal.”

- “Second, the legislature itself commissioned the study to determine the actual costs to suitably and equitably fund public school systems; it also maintained the overall authority to shape the contours of the study and to correct any A&M actions that deviated from its directions during the process.”
 - “Third, the A&M study is the only analysis resembling a cost study before this court or the legislature.”
 - “Fourth, both the Board and the State Department of Education recommended that the A&M study recommendations be adopted at the time the study was completed and sent to the legislature.”
- Explains the “two guiding considerations” that the court will use:
 - “actual costs of providing a constitutionally adequate education and
 - “funding equity.”
- Discusses components of the formula:
 - Base
 - “At a minimum, the increased BSAPP provided for in H.B. 2247 substantially varies from any cost information in the record and from any recommendation of the Board or the State Department of Education.”
 - Bilingual
 - “Although the increase in this weighting is significant, it still differs substantially from the cost information in the record.”
 - Special education
 - “Furthermore, the A&M study recommended a range, based on student enrollment, of weights from .90 to 1.50, resulting in a nearly \$ 102.9 million (in 2001 dollars) increase in funding -- a stark contrast to the \$17.7 million provided by H.B. 2247.
 - LOB
 - “The State argues that the LOB acts as a counterweight to low-enrollment weighting, at-risk weighting, and perhaps even bilingual weighting, because the middle-sized and large districts expected to benefit from the increased LOB "receive little, if any, of these weightings. This argument fails because increasing the LOB does not address inadequate funding of middle-sized and large districts that have high concentrations of [these students.]”
 - “We also agree with the plaintiffs and the Board that, in fact, the legislation's increase in the LOB cap exacerbates the wealth-based disparities between districts.”
 - “We fully acknowledge that once the legislature has provided suitable funding for the state school system, there may be nothing in the constitution that prevents the legislature from allowing school districts to raise additional funds for enhancements to the constitutionally adequate education already provided. At least to the extent that funding remains constitutionally equalized, local assessments for this purpose may be permissible. Clearly, however, such assessments are not acceptable as a substitute for the state funding the legislature is obligated to provide under Article 6, § 6. That should pre-exist the local tax initiatives.”
 - Cost of living weighting
 - “Furthermore, we note that this weighting, like the increase in the LOB cap, demonstrates the State is not meeting its obligation to provide suitable financing. Also, as with the other property-tax based provisions of H.B. 2247 there is a potentially disequalizing effect.”
 - Low enrollment weighting
 - “Because of the significant impact of low-enrollment weighting on the financing formula, in our January opinion and April order we sought cost justifications for it. In response to questions from the court at oral arguments, counsel for the State could not provide any cost-based reason for using the 1,750 enrollment figure or for the weight's percentage. This absence of support is particularly troubling when we consider the disparity this low-enrollment weighting may produce.”
 - Extraordinary declining enrollment weight

- “These provisions have the potential to be extremely disequalizing because they are unlimited and have been designed to benefit a very small number of school districts.”
- Cost study
 - “We agree with all parties that a determination of the reasonable and actual costs of providing a constitutionally adequate education is critical.”
 - Historical costs
 - “Estimating future reasonable and actual costs based on historical expenditures can be acceptable if post audit ensures that its examination of historical expenditures corrects for the recognized inadequacy of those expenditures and ensures that a reliable method of extrapolation is adopted. Post audit must incorporate those components into its study, and its report to the legislature must demonstrate how the incorporation was accomplished.”
 - Outputs
 - “The post audit study must incorporate the consideration of outputs and Board statutory and regulatory standards, in addition to statutorily mandated elements of kindergarten through grade 12 education. Further, post audit's report to the legislature must demonstrate how this consideration was accomplished.”
- Remedy
 - “Although the State claims it considered the A&M study, it in fact chose to impugn its design and ignore its recommendations. It can no longer do so.”
 - “Accordingly, at this point in time, we accept it as a valid basis to determine the cost of a constitutionally adequate public education in kindergarten through the 12th grade.”
 - [The plaintiffs and *amici curiae*] remind us that we cannot continue to ask current Kansas students to “be patient.” The time for their education is now.”
 - “We further conclude, after careful consideration, that at least one-third of the \$853 million ... (A&M study's cost adjusted for inflation) **shall be funded** for the 2005-06 school year.
 - Specifically, no later than July 1, 2005, for the 2005-06 school year, the legislature **shall implement a minimum increase of \$ 285 million** above the funding level for the 2004-05 school year, which includes the \$ 142 million presently contemplated in H.B. 2247.
 - “Further, if (1) the post audit study is not completed or timely submitted for the legislature to consider and act upon it during the 2006 session, (2) the post audit study is judicially or legislatively determined not to be a valid cost study, or (3) legislation is not enacted which is based upon actual and necessary costs of providing a suitable system of finance and which equitably distributes the funding, we will consider, among other remedies, ordering that, at a minimum, the remaining two-thirds (\$ 568 million) in increased funding based upon the A&M study be implemented for the 2006-07 school year.
- The court retains jurisdiction.
 - “If necessary, further action will be taken by this court as is deemed advisable to ensure compliance with this opinion.”

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Testimony to Senate Education Committee
Robert J. Vancrum, Government Affairs Specialist
Blue Valley Unified School District No. 229

June 21, 2005

Chairman Schodorf and Honorable Members of the Committee:

As you know, I addressed you in February on behalf of Blue Valley School District. At that time, I cited and distributed a recent report by Dr. Dale Dennis of KDOE showing that total operating budgets of all Johnson County school districts (counting all local sources of funds) are in the lowest 15% of districts in per pupil operating expenses. We are being seriously disadvantaged by the combination of the overall cap on our budgets and the fact that most state dollars come to us on an unweighted basis.

Nevertheless we supported HB 2247, believing it was good for all students in the State of Kansas. But the Supreme Court's June 3rd order changed all that. The \$142 million allowed to flow to K-12 education was distributed with vast disparity. Blue Valley will receive the fourth lowest per pupil amount out of 302 districts. The other five Johnson County districts are all in the bottom 25 districts out of 302. This obviously increases the funding disparities I described in February dramatically.

The reason is obvious. The Court took away all ability for us to keep pace by passing an increased LOB or a cost of living weighting. The Court is mistaken in saying the original intent of the LOB was to fund enhancements. Blue Valley had to fund the full 25% in the first year under this plan to avoid making a massive cut in spending. LOB is a counterweight to low enrollment weighting and is necessary if Johnson County schools are ever to achieve even average per pupil spending in Kansas.

What is our solution?

1. We have no quarrel with the way the first \$142 million was distributed. The at risk and bilingual increases were badly needed by the districts that received it.
2. The LOB and cost of living weighting provisions should re-enacted, but this time fully equalized and with a finding by the legislature that the LOB is not just for enhancements but to allow some districts who don't receive weightings to correct the disparities. The Court just had a defective record before it. There is a KDOE study never presented to the Court that clearly shows why the COLA is cost justified.
3. Correlation weighting must be reinstated, at least at the 1725 enrollment figure. The Court noted that eliminating correlation weighting "worsen[ed] the inequity" caused by the low enrollment weighting, which it noted had never been cost justified.
4. If correlation weighting is not restored you must distribute any remaining funds not used on equalization of LOB or on special ed on a per pupil FTE basis and not through a formula subject to weightings the Court has seriously questioned.

Thank you for your attention. I'll answer questions at your pleasure.

**Testimony Presented to the Kansas Senate Education Committee
Regarding Bilingual Funding, June 21, 2005**

By Susan Hernandez, Assistant Superintendent of Business Operations

Emporia is a changing community. In the past 15 years, our community has seen significant increases in the number Hispanic students. Currently our student population is 42% Hispanic and 49% White. With these changes come challenges, including language differences, lack of formal education or interrupted schooling, and cultural diversity.

Over 26% of our students are receiving English Language Acquisition (ELA formerly known as ESL) services in our schools. Approximately 40% of our Kindergarten students are English language learners. Of the 4668 students enrolled in our district, 1248 students receive ELA services and 103 students, who have exited the program, are being monitored by our ELA teachers, a requirement of the No Child Left Behind (NCLB) legislation.

Over the last three years, our district has instituted significant reforms in the services provided to our English language learners. Funds to support these changes have come from federal funds, grants and through monies generated through the general fund (ESL/bilingual weighting, professional development fund and the supplemental general fund). The 2004/05 bilingual fund budget was recently republished at \$1,304,559, with \$683,035 transferred from the general fund, \$421,524 from federal funds, and \$200,000 from the supplemental general fund. **The district received \$565,157 for bilingual weighting, or 43% of the total \$1,304,559 in the bilingual fund.**

A major goal has been to recruit and retain highly qualified teachers in the ESL/bilingual program. This number has increased from 15 teachers three years ago to 24 this year. Even so, the pupil-teacher ratio is 52 to 1 (56 to 1 counting monitored students). The district has successfully recruited 7 bilingual teachers to support students' native language (Spanish) as they gain English language proficiency. There are 44 classified staff who are bilingual and/or biliterate. Bilingual staff, requiring a high salary for retaining staff, is critical for communicating with students and their families. NCLB requires regular and ongoing communication with parents regarding their children's educational program . . . in a language that is understandable to the parent.

With 1248 students, there are few if any teachers in our district who do not have English language learners in their classrooms. It is imperative that our teachers are well-trained in effective instructional techniques to support students as they gain English language proficiency as well as grade level content. To that end, our district developed an inservice initiative to train all of our teachers in the research-based Sheltered Instruction (SI) methodology. In the last three years, all of our teachers have been trained and new teachers are required to take 18 hours of SI training during their first year with the district. In addition, 94 of our teachers have the Kansas ESL/bilingual endorsement and another 109 are enrolled in a program of study to attain the endorsement.

Nearly all of the \$1,304,559 in the bilingual fund is spent on personnel and professional development. Less than 1% is allocated towards supplies, though materials to support English language learners are purchased through a variety of funds, including Title programs and building budgets. English language learners are our students and are in every building. It is without a doubt that many of our educational decisions – professional development, textbooks, supplemental materials, assessment, personnel, etc. – are made with this in mind.

*Senate Education Committee
6-21-05
Attachment 6*

I have prepared a list of costs for delivering our current level of services in Emporia. Please understand that our current level of service is not adequate and includes an ELA pupil-teacher ratio of 52-1 district-wide. This is a tragedy when our regular education pupil-teacher ratio is 20 to 1 and our special education is nearly half this amount.

Current Cost of Delivering Services to ESL Students

Certification stipend	\$47,000
Teaching staff	\$925,000
Aides	\$224,000
Professional development	\$95,000
Supplies and Travel	<u>\$14,000</u>
Total	\$1,305,000
Funding for bilingual weighting (audited 9/20/04)	\$565,157
Current Deficit	\$739,843

Even if the bilingual weighting were doubled, our actual costs of delivering ELA services would not be covered. We would still have a deficit of nearly \$175,000. Keep in mind that this would NOT provide the additional funds required to lower case loads, provide early intervention and extended learning time, or the professional development and incentives necessary to recruit and retain highly qualified teachers to serve our English language learners. The costs of those necessary additions are included below:

Additional Resources Needed

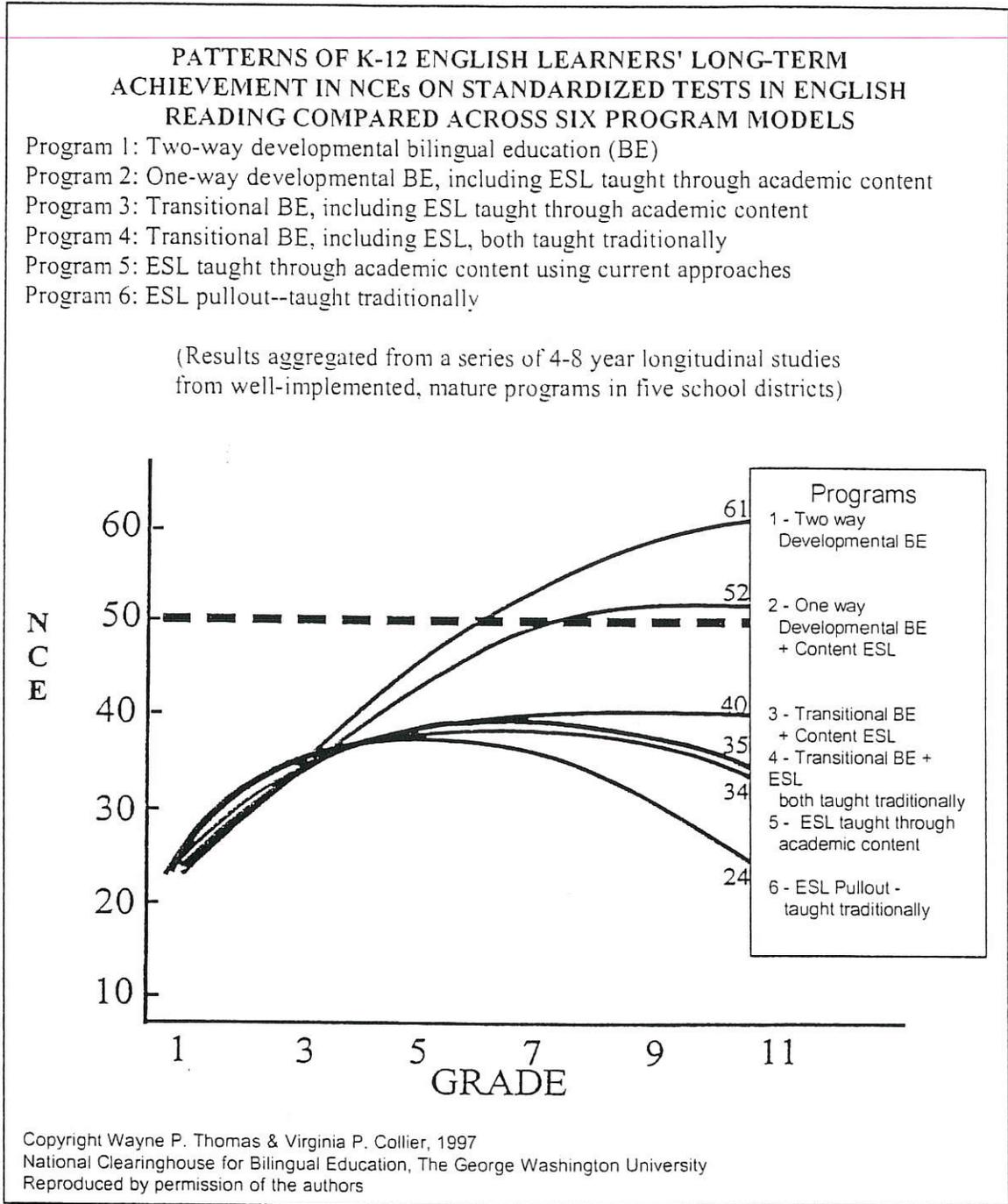
Continued training for all staff	\$650,000
Appropriate caseloads (52-1 decrease to 20-1)	\$1,330,000
Early intervention (eliminate pre-K waiting lists)	\$80,000
Recruit/retain highly qualified teachers (stipends)	\$740,000
Extended Learning Time	<u>\$360,000</u>
Total	\$3,160,000

Current Deficit + Additional Resources **\$3,900,000**

These additional funds, when supported by a focused, targeted plan for improvement, will have a profound impact on improving the educational levels of students across our state. Our district's emphasis on 1) recruitment and retention of highly qualified teaching staff, 2) the development of a research-based instructional program, and 3) professional development focused on classroom instruction for English language learners (ELL) has had a positive effect on student achievement. The percent of ELLs who attained proficiency in math has increased from **39.2%** in 2003 to **55.2%** in 2005. We anticipate that the 2005 reading proficiency rates will double the 2003 rate of **29.4%**. Preliminary results (not including third grade students) show that **45.6%** of our 5-12 grade students have reached proficiency on the state reading assessment. It is remarkable what additional funding applied wisely will do to achieve results!

On behalf of the Emporia school district, the students in our ELA program and their families, I appreciate the opportunity to present our testimony to the Senate Education Committee.

Figure 4.3A Thomas and Collier Graph



Senate Education Committee
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 Attachment 7

	NES - LEPa	LEPb-FEP	LEPd-FEP	Total	Speaking (10 min. each)	Group Testing (1- 1.5 hrs.)	Scoring Writing (15 min. each)
EHS	44 (2 groups)	22	10	76	12.7 hrs.	3 groups=4.5 hrs.	19
EMS	19	25	26	70	11.7 hrs.	3 groups=4.5 hrs.	17.5
LNIS	NES-LEPc 13		LEPd-FEP 26	39	6.5 hrs.	2 groups=3.0 hrs.	9.75
LSIS	NES-LEPc 21		LEPd-FEP 45 (2 groups)	66	11 hrs.	3 groups=4.5 hrs.	16.5
Logan K-2	NES- LEPa 13	LES/LEPb - FEP 25		38	Indiv. (30 min. each) 19 hrs.		
Logan 3-4	NES- FEP 18			18	Speaking (10 min. each) 3 hrs.	Group Testing (1-1.5 hrs.) 1 group=1.5 hrs.	Scoring Writing (15 min. each) 4.5
Riverside K-2	NES 47	LEPa-LEPc 37	LES/LEPd -FEP 66	150	Indiv. (30 min.) 75 hrs.		
Riverside 3-4	NES-LEPb 18	LEPc-LEPd 43 (2 groups)	LEPe-FEP 21	82	Speaking (10 min. each) 13.7 hrs.	Group Testing (1-1.5 hrs.) 4 groups = 6 hrs.	Scoring Writing (15 min. each) 20.5
Timmerman K-2	NES - LEPa 12	LES/LEPb-FEP 26		38	Indiv. (30 min.) 19 hrs.		
Timmerman 3-4	NES-FEP 19			19	Speaking (10 min. each) 3.2 hrs.	Group Testing (1-1.5 hrs.) 1 group=1.5 hrs.	Scoring Writing (15 min. each) 4.75
Village K-2	NES - LEPa 25	LES/LEPb-LEPc 26	LEPd-FEP 20	71	Indiv. (30 min.) 35.5 hrs.		
Village 3-4	NES-LEPc 7	LEPd-FEP 27 (2 groups)		34	Speaking (10 min. each) 5.7 hrs.	Group Testing (1-1.5 hrs.) 3 groups = 4.5 hrs.	Scoring Writing (15 min. each) 8.5
Walnut K-2	NES - LEPa 12	LES/LEPb-LEPc 17	LEPd-FEP 11	40	Indiv. (30 min.) 20 hrs.		
Walnut 3-4	LEPb-LEPd 12	FEP 10		22	Speaking (10 min. each) 3.7 hrs.	Group Testing (1-1.5 hrs.) 2 groups = 3 hrs.	Scoring Writing (15 min. each) 5.5
WAW K-2	NES 25	LES/LEPa-LEPc 24	LEPd-FEP 17	66	Indiv. (30 min.) 33 hrs.		
WAW 3-4	NES-LEPd 17	LEPe-FEP 28 (2 groups)		45	Speaking (10 min. each) 7.5 hrs.	Group Testing (1-1.5 hrs.) 3 groups = 4.5 hrs.	Scoring Writing (15 min. each) 11.25

Writing EHS/EMS = 36.5/6 = 1 day (no extra subs needed)

Writing K-6 = 81.25/12.5 = 1 day (need two extra subs)

ELA LAS TESTING

Grade Level	Fall Testing (due Sept./Oct.) All new students & students changing forms	Spring Testing (due May 10th) All ELA students
	Pre-LAS C	
Kindergarten	Stories: "Rainstorm" & "Bobby and the Shoemaker"	Pre-LAS D Stories: "Sharing" & "Chocolate Cookies"
	Pre-LAS D	
1st Grade	Stories: "Sharing" & "Chocolate Cookies"	Pre-LAS C Stories: "Butterfly" & "Rainstorm"
	Oral LAS 1C R/W LAS 1A	Oral LAS 1D R/W LAS 1B
2nd Grade	Story: "The Computer that Won a Prize"	Story: "Puppet Show"
	Oral LAS 1D R/W LAS 1B	Oral LAS 1C R/W LAS 1A
3rd Grade	Story: "Puppet Show"	Story: "Angelina's Uncle"
	Oral LAS 1C R/W LAS 2A	Oral LAS 1D R/W LAS 2B
4th Grade	Story: "Angelina's Uncle"	Story: "Oops, Wrong Planet"
	Oral LAS 1D R/W LAS 2B	Oral LAS 1C R/W LAS 2A
5th Grade	Story: "Oops, Wrong Planet"	Story: "The Computer that Won a Prize"
	Oral LAS 1C R/W LAS 2A	Oral LAS 1D R/W LAS 2B
6th Grade	Story: "The Computer that Won a Prize"	Story: "Puppet Show"
	Oral LAS 2C R/W LAS 3A	Oral LAS 2D R/W LAS 3B
7th Grade		
	Oral LAS 2D R/W LAS 3B	Oral LAS 2C R/W LAS 3A
8th Grade		
	Oral LAS 2C R/W LAS 3A	Oral LAS 2D R/W LAS 3B
9th Grade		
	Oral LAS 2D R/W LAS 3B	Oral LAS 2C R/W LAS 3A
10th Grade		
	Oral LAS 2C R/W LAS 3A	Oral LAS 2D R/W LAS 3B
11th Grade		

The District offers services to students who are developing their English communication skills. The information you provide us will be used by teachers to plan classes for children who come from families where another language other than English is used in the home. It is very important that you return this survey to the school office. If you are the parent of more than one child attending this school, please complete this form for each child. **Thank you for helping us plan for your child's education.**

Emporia Public Schools Home Language Survey

Child's name: _____ Address: _____
 Grade: _____ City: _____
 Birth date: Month ____ Day ____ Year ____ Zip Code: _____
 Home phone number: 620- ____ - ____ Work phone number: 620- ____ - ____
 Student's Place of Birth: City _____ State _____ Country _____
 School: (Check Only One) Butcher __ Logan Avenue __ Mary Herbert __ Village __ Walnut __ Maynard __
 WA White __ Lowther South __ Lowther North __ Emporia Middle __ Emporia High __ Kansas Ave __
 Is there any language other than English spoken in the home? ____ Yes ____ No

If yes, please respond to the following questions. If no, sign below. Thank You.

How long has your child attended school in the US? 3 years or less _____ More than 3 years _____

Which language did your son/daughter learn when he/she first began to talk? _____

What language does your son/daughter most frequently use at home? _____

What language do you most frequently speak to your son/daughter? (Mother) _____ (Father) _____

What is the language most frequently spoken at home? _____

Please describe the language understood by your child. (Check one)

Home Language (no English)

Mostly the home language (some English)

Some of the home language (mostly English)

English only

If available, in what language would you prefer to receive communication from the school? English __ Spanish __ Cambodian __ Laotian __ Vietnamese __ Other (Specify) _____

List names of any other children, ages 3-6 or 16-21 who do NOT attend school. _____

Parent or Guardian's Signature

Date

Office Use
 Copy to Cum folder
 Copy to Integrated Services office

Student _____
 Birthdate _____

OUTCOME PLAN

5-2

Standard 1: The student reads and responds to a variety of texts in English to achieve academic success in the content areas.

Standard 1, Benchmark 1: The student uses word analysis strategies to decode accurately.

GOAL X = Mastered \ = In Progress

GOAL	READING	Start date	Mastery date	GOAL	READING	Start date	Mastery date	GOAL	READING	Start date	Mastery date
	Beginning ELD level				Intermediate ELD level				Advanced ELD level		
	▲ Identifies letters of the alphabet				NI				NI		
	▲ Decodes by using letter sound correspondences within a word.				▲ Applies knowledge of letter sound correspondences to identify intermediate words.				Applies knowledge of sentence structure to identify advanced words.		
	Identifies, segments, and combines syllables within simple words.				Identifies, segments, and combines syllables within 2-3 syllable words.				Identifies, segments, and combines syllables within multi-syllabic words.		
	▲ Identifies rhyming words and distinguishes rhyming from non-rhyming words.				▲ Identifies rhyming words and distinguishes rhyming from non-rhyming words.				NI		
	▲ Identifies the initial and final sounds of a word.				▲ Identifies the initial, medial, and final sounds of a word.				NI		
	Demonstrates the concept of word by dividing sentences into individual words.				NI				NI		
	NI				Uses prefixes and suffixes to understand words; e.g. pre-, re-, -er, -ness.				Uses prefixes, suffixes, and roots to understand words; e.g. anti-, fore-, -tion, -ous, "employ", "view".		
	Blends initial letter sounds with common vowel spelling patterns to read words.				Blends initial letter sounds with irregular vowel spelling patterns to read words.				NI		
	▲ Uses structural cues to recognize words such as compound words, base words, and inflections such as -s, -es, and -ing.				▲ Uses structural cues to recognize words such as compound words, base words, and inflections such as -ed, -er, and -est.				▲ Uses structural cues to recognize words such as compound words, base words, and inflections such as -en, -er, and -est.		

Standard 1, Benchmark 2: The student uses vocabulary skills to develop fluency.

	▲ Demonstrates comprehension of simple vocabulary in context.				▲ Demonstrates comprehension of intermediate vocabulary in context.				▲ Demonstrates comprehension of advanced vocabulary in context.		
	▲ Identifies basic sight words.				▲ Identifies intermediate sight words.				▲ Identifies advanced sight words.		
	NI				▲ Identifies the correct meaning from multiple meanings of words.				▲ Identifies the correct meaning from multiple meanings of words.		
	▲ Identifies simple synonyms and antonyms.				▲ Identifies intermediate synonyms and antonyms.				▲ Identifies difficult synonyms and antonyms.		
	NI				▲ Identifies and understands simple idioms and figures of speech in written text.				▲ Identifies and understands idioms and figures of speech in written text.		
	▲ Identifies and understands simple analogies in written text.				▲ Identifies and understands analogies in written text.				▲ Identifies and understands analogies in written text.		

Standard 1, Benchmark 3: The student uses comprehension skills to acquire knowledge.

	▲ Identifies the basic sequence of events in stories read, using key words or phrases.				▲ Identifies the sequence of events in stories read, using key words or phrases.				▲ Analyzes structures of text for chronological ordering.		
	Uses prior knowledge to anticipate meaning and make sense of text across grade levels.				Uses prior knowledge to anticipate meaning and make sense of text across grade levels.				Uses prior knowledge to anticipate meaning and make sense of text across grade levels.		
	▲ Responds to stories by answering questions using simple responses (who, what, when, where, and how).				▲ Responds to stories by answering questions using phrases or simple sentences (who, what, when, where, and how).				▲ Responds to stories by answering questions using key ideas, factual information, and details within well-developed sentences.		
	NI				▲ Understands and follows simple 1-2 step directions.				▲ Understands and follows 2-4 step directions.		

Standard 1, Benchmark 3: The student uses comprehension skills to acquire knowledge.

Beginning ELD level				Intermediate ELD level				Advanced ELD level			
GOAL	READING	Start date	Mastery date	GOAL	READING	Start date	Mastery date	GOAL	READING	Start date	Mastery date
	Identifies the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other resources.				Locates the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other resources.				Locates the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other resources.		
	▲ Identifies the main idea of a short and simple passage.				▲ Identifies the main idea of a short passage.				▲ Identifies the main idea of a long, grade-appropriate passage.		
	Identifies the title, author, and illustrator.				Identifies basic text features such as title, table of contents, and chapter headings.				Identifies and uses text features such as table of contents, index, and glossary to locate and organize information.		
	NI				Identifies and analyzes story, plot, setting, character, point of view, problem and resolution.				Identifies and analyzes story, plot, setting, character, point of view, problem and resolution.		
	▲ Draws inferences and conclusions from short and simple passages.				▲ Draws inferences and conclusions from short passages.				▲ Draws inferences and conclusions from long, grade-appropriate passages.		
	Monitors own reading and self-corrects.				Monitors own reading and self-corrects.				Monitors own reading and self-corrects.		
	Distinguishes between fiction and non-fiction.				Distinguishes between fiction and non-fiction.				Distinguishes between fiction and non-fiction.		
	NI				Identifies different literary forms.				Identifies different literary forms.		
	NI				Establishes purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.				Establishes purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.		
	NI				Identifies how style, tone, and mood contribute to the effect of the text 6-12.				Identifies how style, tone, and mood contribute to the effect of the text 4-12.		
	NI				Uses appropriate reading strategies to organize information – such as skimming and scanning, note taking, outlining, using study guide questions, and translating to better understand texts 6-12.				Uses appropriate reading strategies to organize information – such as skimming and scanning, note taking, outlining, using study guide questions, and translating to better understand texts 4-12.		
	NI				▲ Distinguishes fact and opinion in various texts.				▲ Distinguishes fact and opinion in various texts.		
	NI				Identifies varied reading sources such as diaries, journals, textbooks, newspapers, letters, and electronic texts.				Identifies varied reading sources such as diaries, journals, textbooks, newspapers, letters, and electronic texts.		

Standard 2: The student writes in English for a variety of purposes and audiences to achieve academic success in the content areas.

Standard 2, Benchmark 1: The student uses ideas and content in writing for a variety of purposes.

GOAL	WRITING	Start date	Mastery date	GOAL	WRITING	Start date	Mastery date	GOAL	WRITING	Start date	Mastery date
Beginning ELD level				Intermediate ELD level				Advanced ELD level			
	Writes labels, phrases or 1-2 sentences related to a picture.				▲ Writes 3-5 sentences related to a picture or a prompt.				▲ Writes a paragraph with a clear beginning, middle, and end with details to support a main idea - related to a prompt.		
	NI				NI				Writes compositions which contain elements including setting, sequence of events and character.		

1-6

Standard 2, Benchmark 2: The student uses organization in writing for a variety of purposes.

GOAL	WRITING	Start date	Mastery date	GOAL	WRITING	Start date	Mastery date	GOAL	WRITING	Start date	Mastery date
	Beginning ELD level				Intermediate ELD level				Advanced ELD level		
	Uses graphic organizers to clarify or classify information.				Uses graphic organizers to clarify or classify information.				Uses graphic organizers to clarify or classify information.		
	▲ Writes labels, phrases or 1-2 sentences related to a picture.				▲ Writes 3-5 sentences related to a picture or a prompt.				▲ Writes a paragraph with a clear beginning, middle, and end with details to support a main idea - related to a prompt.		
	NI				▲ Uses sequence and transitional words correctly; e.g. first, then, next, after.				▲ Uses sequence and transitional words correctly; e.g. therefore, however, previously.		
	NI				NI				Writes expository compositions which include introductory, supporting, and concluding paragraphs.		
	NI				NI				Uses varied expository forms including compare/contrast, descriptive, cause-effect and problem solution.		

Standard 2, Benchmark 3: The student uses voice in writing for a variety of purposes.

	NI				Writes with the ability to reflect personal experience.				Writes with the ability to reflect personal experience.		
	Writes more for function than expression.				Uses personal expression, which might include humor, and contains evidence of originality and liveliness.				Uses personal expression, which might include humor, and contains evidence of originality and liveliness.		
	NI				NI				Uses voice that is appropriate to purpose and audience.		

Standard 2, Benchmark 4: The student uses word choice in writing for a variety of purposes.

	▲ Uses common nouns.				▲ Uses specific nouns.				▲ Uses specific nouns.		
	▲ Uses simple adjectives; e.g. big, pink.				▲ Uses adjectives, adverbs, and descriptive phrases, including comparatives.				▲ Uses descriptive words and phrases including adverbs, possessive adjectives, comparatives/superlatives; e.g. big, bigger, biggest, and modifiers; e.g. much, more, less, few.		
	▲ Attempts to use prepositions; e.g. to, on, in.				▲ Uses high frequency prepositional phrases; e.g. in the house, to the school, on the bus.				▲ Uses a greater variety of prepositions in phrases; e.g. around the school.		
	▲ Uses simple, high-frequency verbs; e.g. sit, run, eat.				▲ Uses varied verbs; e.g. enjoy, seem, reply.				▲ Uses a greater variety of verbs; e.g. yell, scream.		
	▲ Uses simple synonyms and antonyms.				▲ Uses synonyms and antonyms.				▲ Uses complex synonyms and antonyms; e.g. cramped, spacious.		
	▲ Uses subject and object pronouns.				▲ Uses subject, object, and possessive pronouns.				▲ Uses all pronoun forms; e.g. demonstrative, relative.		
	▲ Uses definite article "the".				▲ Uses definite and indefinite articles.				▲ Uses all articles appropriately.		
	▲ Uses regular plurals correctly.				▲ Uses regular and irregular plurals correctly.				▲ Uses regular and irregular plurals correctly.		
	NI				▲ Uses prefixes and suffixes correctly.				▲ Uses prefixes and suffixes correctly.		

Standard 2, Benchmark 5: The student uses sentence fluency in writing for a variety of purposes.

	▲ Writes simple sentences in correct word order.				▲ Writes simple sentences with varied lengths in correct word order; e.g. indirect objects, negatives, declarative, interrogative, and imperative forms.				▲ Writes sentences with varied lengths and structures in correct word order.		
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7-8

Standard 2, Benchmark 5: The student uses sentence fluency in writing for a variety of purposes.

GOAL	WRITING	Start date	Mastery date	GOAL	WRITING	Start date	Mastery date	GOAL	WRITING	Start date	Mastery date
	Beginning ELD level				Intermediate ELD level				Advanced ELD level		
	▲ Writes grammatically correct simple sentences using and/or.				▲ Writes grammatically correct simple, compound and complex sentences, using conjunctions; e.g. since, because, if, but, while.				▲ Writes complex and compound-complex sentences using two conjunctions and/or relative pronouns.		
	▲ Attempts subject/verb agreement in phrases and simple sentences.				▲ Uses subject/verb agreement with varied tenses, with some errors.				▲ Uses correct subject/verb agreement with varied tenses.		
	▲ Uses simple present and present progressive verb tenses.				▲ Uses simple verb tenses and auxiliary verbs; e.g. simple past, future with will and going to, past progressive.				▲ Uses all tenses.		

Standard 2, Benchmark 6: The student uses conventions in writing for a variety of purposes.

	▲ Traces and copies letters.				NI				NI		
	▲ Writes letters and digits legibly.				NI				NI		
	▲ Uses spaces appropriately between words.				NI				NI		
	▲ Uses periods and question marks correctly.				▲ Uses commas in lists, dates, and cities/states.				▲ Uses commas in all instances, periods in abbreviations, initials and titles, apostrophes in possessives and contractions, and quotation marks.		
	▲ Copies words posted and commonly used in the classroom.				NI				NI		
	▲ Capitalizes proper nouns and the first word of a sentence.				▲ Uses correct capitalizations.				▲ Uses correct capitalizations.		
	NI				▲ Uses appropriate paragraph format (indentation and alignment).				▲ Uses appropriate paragraph format (indentation and alignment).		
	▲ Attempts to spell new words phonetically.				▲ Spells high frequency words correctly.				▲ Spells most words correctly.		
	Uses models and teacher assistance to learn the steps of the writing process.				Edits and revises writing with peer or teacher assistance.				Uses all steps of the writing process, including independent revising and editing.		

Standard 3: The student speaks in English in socially and academically appropriate ways..

Standard 3, Benchmark 1: The student uses English to construct and provide subject matter in spoken form.

GOAL	SPEAKING	Start date	Mastery date	GOAL	SPEAKING	Start date	Mastery date	GOAL	SPEAKING	Start date	Mastery date
	Beginning ELD level				Intermediate ELD level				Advanced ELD level		
	▲ Attempts to use basic grammatical forms; however, some rules may not be evident.				▲ Uses most grammatical forms but may have developmental errors which affect meaning.				▲ Speaks clearly and comprehensibly using correct grammatical forms, approximating native speakers of the same age.		
	Uses appropriate common greetings and simple repetitive phrases.				Uses appropriate greetings with a greater variety of responses.				Consistently uses appropriate voice tone and register based on purpose, audience, and subject matter.		

7-9

Standard 3, Benchmark 1: The student uses English to construct and provide subject matter in spoken form.

GOAL	SPEAKING	Start date	Mastery date	GOAL	SPEAKING	Start date	Mastery date	GOAL	SPEAKING	Start date	Mastery date
	Beginning ELD level				Intermediate ELD level				Advanced ELD level		
	Orally communicates basic needs by asking questions appropriate to the situation.				▲ Responds to needs by asking questions appropriate to the situation.				▲ Responds to needs by asking questions appropriate to the situation.		
	Negotiates and initiates social conversations with error.				Negotiates social conversations by restating and paraphrasing.				Negotiates and initiates social conversations by questioning and soliciting information.		
	▲ Retells simple stories.				▲ Retells stories with a beginning, middle, and end.				▲ Retells stories in greater detail including characters, setting, and plot.		
	▲ Responds to questions using appropriate simple words or phrases.				▲ Responds to questions using appropriate complete sentences.				▲ Responds to questions using well-developed sentences or phrases.		
	▲ Identifies simple objects, actions, shapes and colors in a picture.				▲ Tells what is happening in a picture using simple sentences with some errors.				▲ Tells a complete story about a picture or sequence of pictures.		
	Attempts to use correct pronunciation.				Speaks using consistent standard English sounds, some rules may not be evident (e.g. third person singular, male and female pronouns).				Speaks using consistent standard English sounds, intonation, pitch, and modulation, but may have random errors.		

Standard 4: The student listens to spoken English to understand and extend communicative competence.

Standard 4, Benchmark 1: The student uses English to process and construct meaning.

GOAL	LISTENING	Start date	Mastery date	GOAL	LISTENING	Start date	Mastery date	GOAL	LISTENING	Start date	Mastery date
	Beginning ELD level				Intermediate ELD level				Advanced ELD level		
	Interacts with an adult or peer in a formal or informal setting using appropriate register.				Actively participates in social conversation with peers and adults on familiar topics by asking and answering questions and soliciting information.				NI		
	▲ Follows simple one and two step directions.				▲ Follows simple 3-4 step directions.				▲ Follows complex multi-step directions.		
	Identifies the segments of spoken words.				Identifies the segments of spoken words.				Identifies the segments of spoken words.		
	Distinguishes rhyming from non-rhyming words.				Recognizes and distinguishes minimal sound pairs.				NI		
	Recognizes the concept of words by isolating individual words in spoken sentences.				NI				NI		
	▲ Identifies initial or ending sounds by various means.				▲ Identifies initial, medial, or ending sounds by various means.				NI		
	NI				▲ Recognizes the differences of intonation with questions, exclamations, commands, and statements.				▲ Recognizes the differences of intonation with questions, exclamations, commands, and statements.		
	NI				▲ Demonstrates ability to correct language by recognizing obviously incorrect forms and structures.				▲ Demonstrates ability to correct language by recognizing subtle errors in forms and structures.		
	▲ Identifies the main idea.				▲ Identifies the main idea.				▲ Identifies the main idea.		
	▲ Draws inferences.				▲ Draws inferences.				▲ Draws inferences.		
	▲ Identifies key details.				▲ Identifies key details.				▲ Identifies key details.		

Student _____
 Birthdate _____

OUTCOME PLAN

7-10

GOAL X = Mastered \ = In Progress							
GOAL	KINDERGARTEN READING READINESS	Start date	Mastery date	GOAL	KINDERGARTEN MATHEMATICS SKILLS	Start date	Mastery date
	Comprehends meaning of commonly used words: place words, descriptive, quantitative				Recognizes and identifies triangle/ circle/ rectangle/ square/ ellipse (oval)		
	Reproduces pronounced: 2 syllable words/3 syllable words				Draws basic shapes with reasonable accuracy		
	Recognizes and identifies colors: purple, yellow, red, orange, black, green, brown, blue, white, pink, gray				Identifies numerals to 100		
	Recognizes own first name in print				Counts objects to 100		
	Writes first and last name correctly				Writes numerals 0-10		
	Recognizes capital letters out of sequence A-Z						
	Recognizes small letters out of sequence a-z						
	Matches upper and lower case letters						
	Recognizes spoken words with the same initial sounds						
	Identifies beginning consonant sounds						
	Handwriting (traces & reproduces letters)						
GOAL	FIRST GRADE COMMUNICATIONS	Start date	Mastery date	GOAL	FIRST GRADE MATHEMATICS	Start date	Mastery date
	Alphabet skills:				Numbers:		
	Recognizes lower case alphabet				Counts objects 0-100		
	Writes lower case alphabet upon request				Counts aloud 0-100		
	Writes upper case alphabet upon request				Identifies numbers 0-100		
	Decodes using phonetic skills:				Writes numbers 0-100		
	Beginning consonants				Recognizes number words zero to ten		
	Ending consonants				Counts to 100 by 5's		
	Consonant digraphs (ch, sh, th, wh, ...)				Counts to 100 by 10's		
	Consonant blends (bl, fl, st, tr, br, ...)				Writes to 100 by 5's		
	Short vowels				Writes to 100 by 10's		
	Long vowels				Identifies place values		
	Oral reading:				Recognizes the fraction 1/2		
	Uses picture clues				Time/calendar:		
	Uses the story's sentences to understand meaning				Identifies: hour, half-hour		
	Reads smoothly and clearly				Identifies: date, day of week, month		
	Recognizes Dolch words				Money:		
	Recognizes rhyming words				Identifies coins by name: penny, nickel, dime, quarter		
	Sounds out words				Identifies values of coins: penny, nickel, dime, quarter		
	Comprehension:				Problem Solving:		
	Can sequence events				Groups objects by attributes: (color, shape, size)		
	Distinguishes between real and make believe				Completes patterns		
	Identifies details				Solves problems by selecting:		
	Writing:				Correct operation (-+)		
	Forms letters neatly and correctly				Appropriate strategy		
	Spells correctly				Graphs:		
	Constructs a sentence using correct capitalization and punctuation				Interprets a bar graph		
					Creates a bar graph		
					Computation:		
					Knows addition facts to 10		
					Knows subtraction facts to 10		

Student _____
 Birthdate _____

OUTCOME PLAN

7-12

GOAL	THIRD GRADE COMMUNICATIONS	Start date	Mastery date	GOAL	THIRD GRADE MATHEMATICS	Start date	Mastery date
	Reading:				Numbers:		
	Demonstrates comprehension/understanding of literature read by student at grade level				Compares, orders, and writes numbers through 100,000		
	Applies phonetic skills				Identifies place value to 100,000		
	Uses context and picture clues				Compares and orders fractions with like denominators		
	Reads fluently				Estimates numbers		
	Uses silent reading time appropriately				Solves missing number equations		
	Handwriting:				Money:		
	Demonstrates legible writing in daily work				Identifies and counts the values of coins and small bills		
	Forms cursive letters correctly				Adds and subtracts equations using dollars and cents notation		
	Composition:				Geometry:		
	Selects and organizes a writing piece around one idea				Recognizes: ellipse, rectangle, rhombus, octagon, and pentagon		
	Writes a paragraph including a topic sentence, supportive sentences and conclusion				Recognizes: flips, slides, and turns		
	Organizes a draft with a beginning, middle and end.				Recognizes: lines, line segments, and right angles		
	Revises a written piece of writing				Recognizes: similar and congruent figures		
	Publishes a neat final draft				Measurement:		
	Uses a variety of nouns, verbs and adjectives in writing				Tells time to the minute		
	Writes a variety of complete sentences(command, exclamation, question, statement)				Measures using standard and non-standard units		
	Capitalizes proper nouns and the beginning of sentences				Measures perimeter of triangles, rectangles and squares		
	Uses correct punctuation(,!?,)				Problem Solving:		
	Uses correct spelling of frequently used words				Identifies patterns by symbol notation		
					Solves problems by selecting correct operation		
					Uses problem solving strategies		
					Data/Graphs:		
					Recognizes whether outcomes are impossible, certain, likely, or unlikely		
					Creates and interprets: bar graphs, pictographs, Venn diagrams, and tables		
					Identifies mode		
					Calculates range		
					Computation:		
					Adds 6-digit numbers with regrouping		
					Subtracts 6-digit numbers with renaming		
					Knows multiplication facts through 10		
					Knows division facts through 10		
					Multiplies 3-digit numbers by 1-digit numbers		

Student _____
 Birthdate _____

OUTCOME PLAN

GOAL	FOURTH GRADE COMMUNICATIONS	Start date	Mastery date	GOAL	FOURTH GRADE MATHEMATICS	Start date	Mastery date
	Reading:				Numbers/Computation:		
	Demonstrates skill in reading a variety of materials				Knows and uses place value/property rules		
	Demonstrates comprehension/understanding of literature at grade level				Computes problems with whole numbers, decimals, fractions, time, and money		
	Chooses appropriate material for silent reading				Determines need for exact/approximate answers		
	Uses strategies to accurately decode and understand new words				Data:		
	Reads fluently				Identifies and calculates mean, median, and mode		
	Identifies main idea of a given passage and its supporting details				Predicts outcomes-probability		
	Predicts what will occur next based on what has been read				Organizes and displays data using a variety of forms		
	Draws conclusions that are supported by the material read				Geometry:		
	Composition:				Recognizes and performs up to two transformations		
	Selects and organizes a writing piece around one idea				Identifies shapes used to construct figures		
	Writes a paragraph including a topic sentence, supportive sentences and conclusion				Selects and uses proper units and tools of measurement		
	Organizes a draft with a beginning, middle and end.				Recognizes: similar and congruent figures		
	Revises a written piece				Algebra:		
	Publishes a neat final draft				Uses a variety of methods to work with whole numbers		
	Uses a variety of nouns, verbs and adjectives in writing				Identifies, continues, creates, and generalizes patterns		
	Writes a variety of complete sentences (command, exclamation, question, statement)				Uses input/output machines or t-tables		
	Capitalizes proper nouns and the beginning of sentences				Real World Problem Solving:		
	Uses correct punctuation (;!""?.)				Uses a map grid and scale		
	Uses correct spelling of frequently used words				Uses geometric shapes, measurements, and formulas		
					Uses computation involving whole numbers, proper fractions, and money		
					Uses multiplication and division with symbols for unknowns		

Name (last name first) _____

Birthdate _____

ELA Student Profile 1

Student's primary language: _____		<input type="checkbox"/> Copy in ELA Folder	
Family's home language: English Spanish Cambodian Laotian Vietnamese Other (Specify) _____		<input type="checkbox"/> Copy in Cum Folder	
Student's ethnicity: _____		<input type="checkbox"/> Copy to Integrated Services	
Student began services in which grade: (Circle only one) Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12			
Academic history upon initial enrollment (grades, where):			
continuous interrupted nonschooled partial year full year full day half day certified noncertified public private			
Native language proficiency upon initial enrollment:			
Special education services Yes No Grade services began:			
School Year 20__-20__	Grade: _____	School Year 20__-20__	Grade: _____
School: _____		School: _____	
ELA Teacher: _____		ELA Teacher: _____	
Other teacher(s) providing services: _____		Other teacher(s) providing services: _____	
Date services began this year (MDY):		Date services began this year (MDY):	
_____ Hrs./day of ELA/bilingual/specialized support (=/<6)		_____ Hrs./day of ELA/bilingual/specialized support (=/<6)	
_____ Hrs. w/ELA teacher(s) _____ Hrs. in class support		_____ Hrs. w/ELA teacher(s) _____ Hrs. in class support	
_____ Hrs. w/ESL endorsed teacher(s)		_____ Hrs. w/ESL endorsed teacher(s)	
Recommended Accommodations:		Recommended Accommodations:	
_____ adapted materials, content, assignments (e.g., shorter, less complex, visual, outlined, leveled)		_____ adapted materials, content, assignments (e.g., shorter, less complex, visual, outlined, leveled)	
_____ additional literacy support		_____ additional literacy support	
_____ additional time on assignments/assessments		_____ additional time on assignments/assessments	
_____ alternative assessments		_____ alternative assessments	
_____ peer/mentor support		_____ peer/mentor support	
_____ computer assisted instruction/devices		_____ computer assisted instruction/devices	
_____ modeled assignment samples/demonstrations		_____ modeled assignment samples/demonstrations	
_____ native language support/instruction		_____ native language support/instruction	
_____ one on one/small group assistance		_____ one on one/small group assistance	
_____ preteach/reteach key vocabulary, root words, suffixes, prefixes, sequence words		_____ preteach/reteach key vocabulary, root words, suffixes, prefixes, sequence words	
_____ sheltered content class		_____ sheltered content class	
_____ sheltered instruction in regular classroom (e.g., demonstration, hands-on, modeling, visuals, graphic organizers)		_____ sheltered instruction in regular classroom (e.g., demonstration, hands-on, modeling, visuals, graphic organizers)	
_____ small group instruction in _____		_____ small group instruction in _____	
_____ study skill instruction (e.g., organization, study strategies)		_____ study skill instruction (e.g., organization, study strategies)	
End of Year Notes:		End of Year Notes:	
_____ Met outcome plan goals		_____ Met outcome plan goals	
_____ Did not meet outcome plan goals but advanced one grade		_____ Did not meet outcome plan goals but advanced one grade	
_____ Recommended for extended learning		_____ Recommended for extended learning	
_____ Retained		_____ Retained	
_____ Exited from services this year Date (MDY): _____		_____ Exited from services this year Date (MDY): _____	
_____ Student monitored after exit. Year 1 Year 2 (circle year)		_____ Student monitored after exit. Year 1 Year 2 (circle year)	
_____ Transferred/withdrew		_____ Transferred/withdrew	
Recommendation for next year:		Recommendation for next year:	
<input type="checkbox"/> ELA class(es)		<input type="checkbox"/> ELA class(es)	
<input type="checkbox"/> Regular classroom		<input type="checkbox"/> Regular classroom	
_____ In class support		_____ In class support	
_____ Bilingual classroom		_____ Bilingual classroom	
<input type="checkbox"/> Other		<input type="checkbox"/> Other	

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Name (last name first) _____ Birthdate _____

Exit & Monitoring Form

7-16

commendation for Exit Meeting: Based on the multiple evidence checked below, it is recommended that this student be exited from ELA services and be monitored for two years following the date of exit.

Date of meeting: _____
 Members present: _____

Criteria used to exit student from ELA services (Check all that apply)

- | | |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Documented success of grade level outcomes (teacher evaluation and grades) | <input type="checkbox"/> Kansas Assessment profile (proficient test results) |
| <input type="checkbox"/> English language assessment information (proficient test results for 2 years): | <input type="checkbox"/> Standardized achievement (test results) |
| <input type="checkbox"/> Oral <input type="checkbox"/> Reading <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Criterion-referenced test scores comparable to native English-speaking peers |
| Year reaching fluency _____ | <input type="checkbox"/> Reading level at or near grade level |
| <input type="checkbox"/> Native language assessment information (test results): | <input type="checkbox"/> Individual Outcome Plan goal(s) for language acquisition met |
| <input type="checkbox"/> Oral <input type="checkbox"/> Reading <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Individual Outcome Plan goal(s) for achievement/content met |
| <input type="checkbox"/> English language state assessment profile (proficient test results) | <input type="checkbox"/> Other (explain): _____ |

By reviewing multiple indicators of the above criteria and signing, all agree student should be placed in the regular classroom with no ELA support/modifications. The student will be monitored for two years to ensure success. If the child is not passing classes, he/she will be recommended for reclassification.

Parent Signature(s): _____
 Teacher Signature(s) *Teachers may request reconsideration of placement during the year :*

Exit Meeting Summary:

TWO-YEAR MONITORING EVALUATION (attach copy of grade card for each year)

FIRST YEAR FOLLOW-UP:		Year:	Grade:	ELA Teacher:
1st Quarter		2nd Quarter	3rd Quarter	4th Quarter
Successful Unsuccessful		Successful Unsuccessful	Successful Unsuccessful	Successful Unsuccessful
Comments:		Comments:	Comments:	Comments:

Recommendation No Re-entry ELA Support (Date of notification letter for re-entry _____) Other Program (specify) _____
 ELA teacher signature: _____

SECOND YEAR FOLLOW-UP:		Year:	Grade:	ELA Teacher:
1st Quarter		2nd Quarter	3rd Quarter	4th Quarter
Successful Unsuccessful		Successful Unsuccessful	Successful Unsuccessful	Successful Unsuccessful
Comments:		Comments:	Comments:	Comments:

Recommendation No Re-entry ELA Support (Date of notification letter for re-entry _____) Other Program (specify) _____
 ELA teacher signature: _____

This student has been monitored for two years and is fully integrated and successful in the regular school instructional program.

Emporia Public School Parent Notification of ELA Eligibility

Date _____

Name of School _____

Name of Student _____

Dear Parent:

Upon enrolling in school, each student or family completes a Home Language Survey to determine if a language other than English is spoken by the student or used within the home. If a language other than English is present, the student is given a test to measure his or her proficiency in English. The results of the Language Assessment Scale (LAS) have shown that your child is not proficient in speaking, listening, reading and/or writing English and is eligible for services.

Services will be delivered to your student in one or more of the following ways:

- Enrollment in an English Language Acquisition (ELA) class to provide instruction in speaking, reading and writing English as well as assistance in the regular academic classroom.
- Enrollment in an ELA content class, where the academic subject matter is provided through “sheltered” or adapted instruction to teach both English and the academic content material.
- Participation in ELA pullout – periods when your child will leave the regular classroom to receive one-on-one or small group instruction in English language development and literacy from an ELA teacher.
- Participation in a bilingual classroom, where instruction in the academic areas will be provided in your child’s first language, with the gradual introduction of English throughout the year.
- Adaptations made by the regular classroom teachers to make the content understandable to your child as well as to teach English.
- The assistance of bilingual paraprofessionals to provide native language support.
- Participation in ELA push-in periods when an ELA teacher comes into the regular classroom to give language assistance to your child.

In addition to the above services, your child may qualify for other services provided by the district. Please read the reverse side of this notification for more information about ELA services, other district programs, and your rights as a parent.

Description of English Language Acquisition (ELA) Services

Goals of the ELA Program. The Emporia School District's English language services are designed to focus on developing English language skills that support the subject matter to be learned by your child. The two primary goals for your child are to: 1) become proficient in the use and understanding of the English language, and 2) demonstrate achievement of state content standards as expected of all children.

Individual Outcome Plan. Each ELA teacher will develop a learning plan for each child based on language and academic needs. These will be reviewed with parents yearly.

Special Education Services. If your child is also identified as a student with a disability it may qualify him/her for special education services. In such cases, the ELA school staff will ensure the coordination of your child's plan for English language acquisition with the special education individualized education plan.

Exiting the Program. Students may receive ELA services for up to three years and/or until they have achieved the academic and language goals needed to be successful in school. At that time school personnel will discuss with you and your child the criteria for exiting the ELA program. The following questions will be used in making the decision to exit the program:

1. How proficient is the student in speaking, reading and writing English?
2. What is the academic level of content knowledge and skills?
3. What effect will the program change have on the student for school success?

The ELA teacher will then monitor your child's progress for two additional years to determine a successful transition into the regular classroom.

Graduation Expectations. If your child attends Emporia High School, he/she will be given all the same opportunities for graduation as any other student. It is expected that students in the ELA program will have the same graduation rate as that for all other students within the school.

ELA Parents' Rights. As your child's parent, you have the right to:

1. Be informed of your child's progress in learning English and other subjects;
 2. Be informed about the services available to your child within the district;
 3. Have your child removed from ELA services upon your written request; and,
 4. Decline the recommended services or choose another program or method of instruction, if available.
-

If you **do not** want your child to receive English Language Acquisition services, or if you need more information about any of the services available for limited English proficient students, please contact your child's teacher at _____ or contact the Migrant Office at 341-2394.

We look forward to working with you and your child this year!

Kansas Senate Education Committee

June 21, 2005

Testimony submitted by

Dodge City, Kansas Public Schools

Good afternoon. I thank the committee for this opportunity to share a practitioner's view of what is needed to permit educators to have the resources to pursue achievement for ALL students. Dodge City Public Schools continues to appreciate the willingness of the legislature to attempt to gain an understanding of the need for adequate and equitable funding for ALL students in the state of Kansas. I would ask, today, that you continue to listen carefully to those who are in the field working with those who cannot speak to you themselves. Please listen carefully to what is needed to address the learning needs of ALL students in my district and throughout the state of Kansas. Please listen carefully to the voices of the children we represent. Please listen carefully to the need of Dodge City students—white, brown, middle class, at-risk, second language learners, native speakers, migrant, and long-established families, Please listen carefully to those who cannot speak for themselves, but who nonetheless, should be guaranteed adequate and equitable access to an education in the state of Kansas. Indeed, the constitution requires us to listen and to provide. As a representative of these children for Dodge City Public Schools, I remain hopeful that the legislature will hear and will respond appropriately with funding.

This past school year, at the request of the Kansas Department of Education, my district performed an analysis of the funding necessary to adequately fund the programming needed in Dodge City to provide equitable access for our diverse student population to the

educational services which would permit them to be successful learners. This analysis was based not on a wish list but upon very a very pragmatic delivery system of educational services. There are many needs in my district and while I firmly support my colleagues which compiled the information in this analysis, it does not begin to address the additional needs my district has in terms of facilities to fully put the proposed programming fully into place.

The analysis of adequate resources for funding which would permit equitable access to education for ALL Dodge City students was based on the following assumptions:

- There is a direct correlation between pupil/teacher ratio and student achievement among all students, but especially among at-risk and second language learners.
- Early intervention (i.e. funded preschool education and all-day Kindergarten), especially among at-risk and bilingual children is essential for school readiness and future academic success.
- Effective, on-going staff development is required to assist teachers in meeting the learning needs of at-risk and second language learners.
- Appropriate instructional materials and effective, research-based instructional strategies are essential in meeting the learning needs of all students, but especially of at-risk and second language learners
- Extended learning time is often required for at-risk and second language learners to attain proficiency on State curriculum standards.

- At-risk and second language learners incur higher costs to educate. Current funding, including State and federal programs, are insufficient to adequately address those costs.
- Funds provided through numerous State and federal program are intended to supplement, not supplant basic resources, requirements and needs of the school district.

While the demographic characteristics of the Dodge City Public Schools may be somewhat unique among Kansas Schools, especially in terms on poverty (55%), ethnicity (71% non-Caucasian), mobility (over 600 new students enrolling annually), and language diversity (51% non-native English speaking students), these demographics do not present my district with excuses for leaving students behind in the educational process. We are here today to encourage the legislature to understand that the challenges presented by our diverse population do present my district with a need for increased funding provided by the state. The students in Dodge City Public Schools should not have their education dependent upon “supplemental” funding from grants but should be guaranteed access to funding provided by the state.

Dodge City Public Schools believes that ALL students can be given access to an appropriate education through:

- Adequate, targeted resources,
- Lowered pupil/teacher ratios,
- Extended learning time,

- Effective staff development, and
- Research-based instructional strategies

During the past three years, these premises have been validated in classrooms throughout Dodge City Public Schools. Whether it has been a reduction of pupil/teacher ratio in reading classes at the Middle School resulting from the GearUp Project, the targeted assistance to the lowest ten percent (10%) of the district's students through the 21st Century Community Learning Centers, or the extended learning time provided to over 2200 students in the district's summer programs, significant improvement in student achievement can be, and is being, attained. That improvement, however, is dependant on sufficient resources. Those resources have not been provided by the state. My district has actively pursued and obtained additional funding sources, designed to be supplements, and has used those resources to provide a base education.

To date, with the resources available, the Dodge City Public Schools have been able to assist forty-six percent (46%) of the district's students in attaining proficiency in Reading and Mathematics, as evidenced by the Kansas Assessment Program.

Concentrating the district's resources has been shown to have a direct, positive correlation to improved student achievement. Those programs mentioned above, and others, can and do provide quantitative evidence of this fact. Each is required to submit an annual evaluation evidencing improved student achievement in order to maintain funding.

As one example, the Dodge City Middle School students have attained adequate yearly progress in reading through lowered pupil/teachers ratios and enhanced staff

development resulting from funds provided by the district's GearUp project. I had the privilege of serving as principal of Dodge City Middle School for the seven years. DCMS has a diverse student population.

- 58% Hispanic,
- 26% second language learners,
- 14% identified with special education needs, and
- 62% classified as at-risk.

For years the students in these sub groups performed far below their white, native English speaking, non-special education, and higher socio-economic peers on Kansas Assessments at Dodge City Middle School. In 2003, after two years of intense teacher training, the infusion of additional learning opportunities, and lowered class sizes the achievement gap narrowed dramatically. What made the difference? Money!

My staff of veteran, dedicated instructors realized they needed different tools in their instructional toolbox if they were going to make a difference with our most vulnerable and/or protected students. We were unwilling to continue to sacrifice huge segments of our population—children of poverty, children of ethnic diversity, children with English as their second language, and children identified with special education needs. We actively sought resources outside of state general fund money that permitted us to develop initiatives which we knew would make a difference. You see, we knew additional training in research based strategies would help, we knew that frequent monitoring and feedback surrounding data analysis and instructional delivery would help, we knew that additional learning opportunities for those lagging behind in achievement would help, we knew lower class sizes would help, we just could not provide those things without additional dollars.

Federal dollars were secured through grants such as Gear Up, 21st Century Learning Communities, and a Title III initiative with Kansas State University. Funds from these outside sources enabled the instructors in my building to be trained on a targeted set of reading strategies, to gain insight into additional research based instructional techniques that are effective with second language learners, and to have the class size in our 8th grade reading classes cut in half. Additionally, with these outside funding sources we were able to provide extended learning opportunities after school and in the summer. All of these initiatives made a difference and none of them would have been implemented if my district had to rely on the inadequate and inequitable funding provided by the state of Kansas.

Successes at Dodge City Middle School through the use of these additional grant resources included:

- Reading scores for the building improving from 44% to 70.3% proficient or higher on the Kansas Reading Assessment!
- Reading scores for identified at-risk students increasing from 32% to 67% performing at the proficient or higher level!
- And the most dramatic improvement of all came with our second language learners who improved from 4% in 2001 to 74% in 2003 performing at the proficient or higher level!

Similar dramatic increases in the number of students performing at a proficient or higher level occurred at Dodge City High School when the Gear Up Grant, 21st Century Grant, and Title III resources began to be applied at that level.

Another example of our district's success through the use of funds garnered from sources other than the state has been in the improvement among second grade readers during

the past four years. During the 2002-2003 school year, an Instructional Specialist was hired through Title IIA for each elementary grade level (K-6). These specialists work directly with classroom teachers to implement district-adopted, research-based instructional strategies for the teaching of Reading. While only 28% of our second graders were reading on grade level in 2002, we are pleased to announce that through concerted staff development and coaching of instructional strategies, programs not available with state provided resources, our district had 66% of the second graders reading on grade level in 2004-05.

The district's dilemma is that resources run out long before the needs of the students are fully addressed. The Extended Academic Learning Program for example, which is funded by the 21st Century Community Learning Centers program, is only able to work with the lowest ten percent (10%) of students, while over fifty percent (50%) of district students have not yet attained the Proficient level on State assessments in Reading and Mathematics.

It stands to reason that if current resources result in forty-six percent of district's students attaining proficiency, additional resources are needed for the remaining fifty-four percent of the students to achieve at the same level.

In our analysis we calculated current costs based on the total General Fund and Supplemental General Fund budgets divided by the current number of homeroom teachers, resulting in a cost per classroom. That figure was then divided by eighteen (18), to reflect an average number of "normal/regular" students appropriate for each classroom. Additional weighting was then calculated to permit lower pupil-teacher ratios (13:1) for students identified as at-risk or bilingual.

The resulting calculations recommend:

- Assuming current costs equal an average of 18 "regular" students per classroom, the current cost per **"normal/regular" student** would be **\$7,064**.
- Assuming a total weighting factor of 0.3 for each at-risk student which would permit a class size of 13 students per classroom, the additional cost per **at-risk student** would be **\$2,119**, for a total cost of \$9,183.
- Assuming a total weighting factor of 0.3 FTE for each **bilingual student**, which would permit a class size of 13 students per classroom the cost per bilingual student would be **\$2,119**, for a total cost of \$9,183

Another consideration that must be included involves recruitment and retention of highly-qualified classroom teachers. Currently, Dodge City USD 443's starting teacher salary (including benefits) is 238th out of the state's 301 school districts. This, along with other factors including geographic location, student demographics, and access to institutions of higher education, present significant obstacles to recruiting and retaining highly-qualified staff. The costs to increase the current base salary to the state average would be approximately \$3,000,000.

The increases reflected in this recommendation, while substantial, are not unreasonable, given the current needs of the students of the Dodge City Public Schools. They reflect the fiscal, personnel, and material resources necessary to help each student achieve proficiency on State curriculum standards. They do not include, however, adequate funds to address the growing facilities needs resulting from the class size recommendations.

Ninety-three additional classrooms would be needed to reduce class sizes to 18 for regular/normal students and 13 for at-risk and bilingual students. Additionally Dodge City Public Schools has experienced an annual increase in student population during the past decade averaging over 100 additional students per year. There is a need for additional funding consideration to attend to facility needs in growing districts such as Dodge City.

Money matters. It is incumbent upon the state to provide resources to all districts, for all students' education in an adequate and equitable manner. The education of the at-risk and bilingual students in Dodge City should not be left to the ability of the district's administrative staff to garner funds from outside resources. If the state provides for certain districts in a way that they have the resources to educate their children to proficient levels, then the state should provide resources to districts with diverse populations in the same adequate manner. To be equitable to the children represented by Dodge City Public Schools, the legislature must provide additional resources to reduce class size, provide staff development, provide an adequate salary schedule to attract the brightest and best, provide extended learning opportunities, and provide facilities.

The children are speaking, please listen!

Thank you.

Sincerely,

Kathryn E. Taylor, Director of Secondary Education

Dodge City Middle School

without testimony
only

Marion Ed
Supt. Warrick

The Increasing Costs of Special Education in Cowley County
A Fact Sheet Prepared for Kansas Legislators
June 2005

- An *increase in the number of students with disabilities* through the years (see attachment) has resulted in a need to employ an *increased number of personnel to serve them*.
- There has been an *increase in the number of students with severe disabilities* (severely multiply disabled, autistic, emotionally disturbed, unique disabilities). Several examples follow:
 - (a) Winfield State Hospital closed and 11 high-needs students were absorbed into the public school system in Winfield. Many of these students had feeding tubes. One SMD student had a ventilator tube that allowed her to breathe and rode a bus to/from school daily with a 1:1 school nurse due to her fragile medical condition. Over 80 % of these students were wheelchair bound and required nearly 1:1 adult care throughout the school day. USD 465 also built a tornado-proof classroom to house these students during severe weather.
 - (b) One preschool student has a condition known as campomelic dysplasia (a form of dwarfism) and requires a ventilator to breathe. She has a 1:1 nurse (at a cost of \$30/hour) monitoring her at all times in the classroom and when being transported to/from school. Recently she had extensive surgery to remove two vertebrae and fuse her spinal column due to the fact that the severe curvature of her spine was interfering with her breathing.
 - (c) The number of students attending the Community Day School has increased. CDS provides off-campus classrooms for students in grades K-12 whose emotional disturbance and inappropriate behaviors are so extreme that they are not able to be educated within the confines of a regular school building. This program combines both special education and mental health intervention throughout the school day for 37 students (10 of the 37 students served in this program during the 04/05 school year were foster care students whose families lived in school districts outside of Cowley County). Two years ago an additional classroom (containing one teacher and three para educators) was added to CDS due to the number of students requiring this level of intervention. Twelve years ago CDS did not even exist.
 - (d) The number of students with autism spectrum disorders has increased. These students' needs were so intense that 2 teachers and 10 para educators were employed during the 04/05 school year to provide special education services for the 13 students in these programs. Four years ago the elementary autism program did not exist. Eleven years ago, there was no autism program in Cowley County. Now families move here and foster care students are placed here to take advantage of the programs that have been created for students with autism.
- Students with disabilities continue to receive special education services after they have been *long-term suspended or expelled* (this is a requirement of the Individuals with Disabilities Education Act). During the 04/05 school year, 20 students with disabilities received special education services in an alternative after-school program or in a homebound arrangement. Wages paid to staff to provide these services were over \$20,000.
- The widespread *use of inclusion* programs (i.e., educating most special education students in the regular classroom to the maximum extent appropriate rather than pulling them out into a separate classroom) has created the need to hire additional staff in order to comply with the *least restrictive environment mandate*.

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- **Extended school year services** must be provided for students with disabilities when prescribed by the IEP team. During the 04/05 school year, approximately \$95,000 was paid in wages to staff to work with students with disabilities during the summer months.
- **Privatization of foster care** has brought students with intense needs from outside of Cowley County into the county to receive services. During the 04/05 school year Cowley County provided special education services for an average of 43 foster care students/month whose parents resided outside of Cowley County. Most of these students had intense needs and required services in the Community Day School (10 students), autism program (2 students), or in other programs for students identified as emotionally disturbed or moderately mentally retarded.
- Cowley County has a **high prevalence rate of students with disabilities**, particularly at the preschool level (see attachment). Due to the recent growth in the number of students needing these services, two new special education preschool programs have been created in Winfield in the past two years (i.e., 2 licensed staff and 4 para educator positions have been added).
- There has been an increase in the number of students requiring the use of **assistive technology** (computers, software, word processing, communication devices, specialized equipment, training for personnel in this area, etc.) to assist them in being successful in the regular or special education classroom. Three years ago Cowley County received a \$50,000 grant to start up an AT program. That money was helpful, but there is no longer funding to further develop those services.
- **Wage increases for personnel** are another factor causing an increase in costs for special education. Though wage increases for both licensed personnel and para educators have been **meager** in recent years, the **cumulative effect** over the years adds to the increasing costs for special education.

Summarizing Statement

Despite these increases in needs, funding from the state **has not kept pace** with the special education cooperative's need to employ additional personnel to provide the services required for these students (see (1) Graph on Categorical Aid and (2) Table on Categorical Aid in Kansas). It is not an option for schools to provide the services that appear above. These services are **mandated** by state and federal law. As public schools continue to absorb more and more students with increased levels and varieties of physical, cognitive, and neurological disabilities, **the costs of special education will continue to increase**. Reducing the amount of categorical aid per teaching unit at the state level does not control the costs of special education, it simply shifts the burden to the local level (i.e., local districts have been and will be required to spend revenue intended for regular education on special education needs).

Beginning wages for teachers (\$26,005 annually) and para educators (\$5.65/hour) in Cowley County make it difficult to attract prospective employees into the area of special education. The ability to increase both base salaries for new employees and wages for staff already employed would appear to make education a more attractive employment option for candidates to consider and would assist in retaining the staff already employed. Increased funding for special education would also allow special education entities to provide services for exceptional students without taking money from districts that had been earmarked for regular education.

We hope these facts are helpful to you as you consider issues dealing with educational finance during the special legislative session.

COWLEY COUNTY SPECIAL SERVICES COOPERATIVE

	Handicapped Students	Gifted Students	Total Students	Certified Staff FTE	Paras FTE	Summer FTE	Total FTE	Actual Expenditures
1980-81	-	-	-	52.45	16.75	-	69.2	-
1981-82	670	153	823	56.75	17.67	-	74.42	-
1982-83	678	170	848	61.20	17.10	2.74	81.04	-
1983-84	639	192	831	63.50	19.00	4.29	86.79	-
1984-85	547	224	771	66.90	25.90	3.31	96.11	-
1985-86	582	229	811	64.65	27.80	4.41	96.86	-
1986-87	668	232	900	60.54	26.55	3.45	90.54	\$1,911,262
1987-88	612	228	840	56.20	26.50	2.07	84.77	\$1,884,381
1988-89	605	233	838	57.14	34.50	1.90	93.54	\$2,130,914
1989-90	587	225	812	61.37	33.75	1.35	96.47	\$2,298,638
1990-91	528	227	755	58.86	26.60	1.18	86.64	\$2,246,959
1991-92	571	224	795	57.30	26.37	1.07	84.74	\$2,349,678
1992-93	626	212	838	62.00	49.18	0.65	111.83	\$2,956,901
1993-94	736	218	954	68.30	67.65	2.02	137.97	\$3,505,669
1994-95	748	204	952	76.40	81.75	1.75	159.90	\$4,208,504
1995-96	918	182	1100	70.20	86.19	2.13	158.52	\$3,850,308
1996-97	878	168	1046	74.52	94.32	2.66	171.50	\$4,138,216
1997-98	980	180	1150	75.65	123.61	3.65	202.91	\$4,799,805
1998-99	991	170	1161	82.91	131.3	3.31	217.52	\$5,418,336
1999-00	1052	165	1217	85.74	131.5	4.8	222.04	\$5,557,465
2000-01	1080	160	1240	85.64	140.74	4.82	231.2	\$5,774,901
2001-02	1092	155	1247	90.5	134.7	4.13	229.33	\$5,811,085

COWLEY COUNTY SPECIAL SERVICES COOPERATIVE

	Handicapped Students	Gifted Students	Total Students	Certified Staff FTE	Paras FTE	Summer FTE	Total FTE	Actual Expenditures
2002-03	1204	147	1351	89.08	143.49	5.59	238.16	\$6,048,292
2003-04	1222	181	1403	95.28	156.16	5.79	257.23	\$6,684,729
2004-05	1243	176	1419	96.11	172.59	7.95	276.65	

9-5

Special Education Prevalence by Reported Exceptionality of Kansas Public School Students 2004 - 05 School Year
Based on the Public School Headcount Enrollment, September 20, 2004 and the IDEA, Part B Child Count, December 1, 2004

COOP	LEA	Age 3-5 ECSE *	Disability Codes														Total Disabled	Gifted	All Exceptional **
			AM	DB	DD	EC	ED	HI	LD	MD	MR	OH	OI	SL	TB	VI			
465	285	28.2%	0.00%	0.00%	4.00%	0.00%	0.00%	0.57%	5.14%	0.57%	2.29%	1.71%	0.00%	5.14%	0.00%	0.00%	19.43%	1.71%	21.14%
	462	36.4%	0.56%	0.00%	1.13%	0.00%	1.41%	0.00%	3.67%	0.00%	1.13%	0.56%	0.00%	4.24%	0.00%	0.00%	12.71%	1.98%	14.41%
	463	27.2%	0.26%	0.00%	3.65%	0.00%	0.52%	0.00%	4.17%	0.52%	0.00%	0.78%	0.00%	4.69%	0.00%	0.00%	14.58%	1.56%	16.15%
	465	19.8%	0.11%	0.00%	2.34%	0.00%	0.98%	0.23%	6.12%	0.11%	1.13%	1.51%	0.00%	5.21%	0.00%	0.08%	17.82%	3.40%	20.99%
	470	19.4%	0.20%	0.00%	1.84%	0.03%	1.54%	0.20%	7.80%	0.00%	1.00%	1.34%	0.03%	5.99%	0.13%	0.00%	20.12%	2.28%	22.10%
	471	20.0%	0.43%	0.00%	3.02%	0.00%	0.00%	0.43%	6.47%	0.00%	0.00%	0.43%	0.00%	4.31%	0.00%	0.00%	15.09%	0.86%	15.95%
465 Total		20.7%	0.19%	0.00%	2.20%	0.01%	1.17%	0.21%	6.61%	0.09%	1.00%	1.31%	0.01%	5.44%	0.06%	0.03%	18.33%	2.60%	20.69%
Public School Prevalence		8.9%	0.30%	0.01%	1.16%	0.52%	0.88%	0.11%	5.23%	0.11%	1.08%	1.55%	0.10%	2.81%	0.05%	0.04%	13.93%	3.36%	17.16%

AM-Autism
 DB-Deaf-Blindness
 DD-Developmentally Delayed

EC-Early Childhood
 ED-Emotional Disturbance
 GI-Giftedness

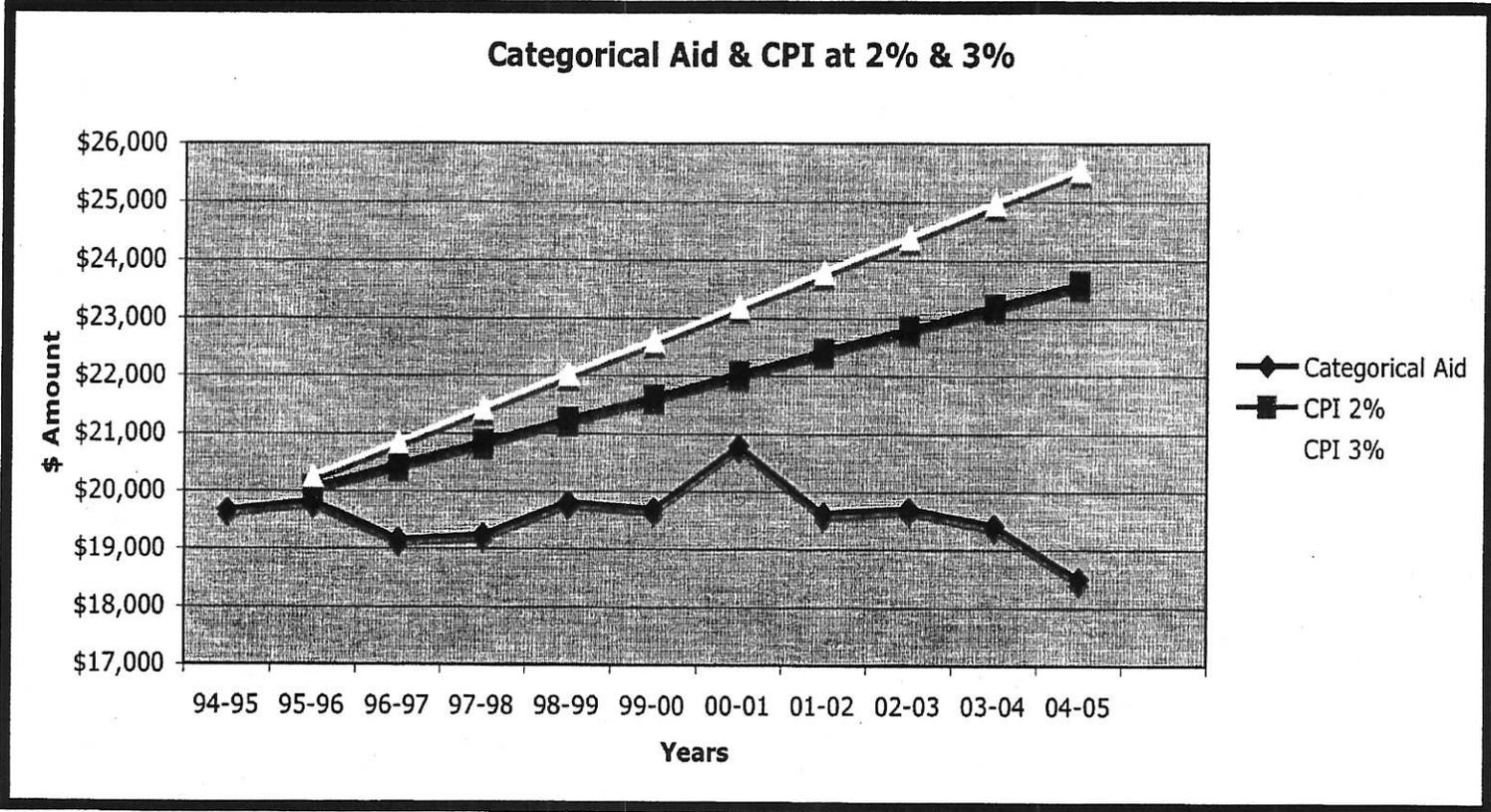
HI-Hearing Impairments
 LD-Learning Disabilities
 MR-Mental Retardation

OH-Other Health Impairments
 OI-Orthopedic Impairments
 SL-Speech / Language

SM-Severe Multiple Disabilities
 TB-Traumatic Brain Injury
 VI-Visual Impairments

*Gifted students receiving services for a disability are counted under both the disability and gifted category but are not duplicated in the All Exceptional Total.

Categorical Aid & CPI at 2% & 3%



Categorical Aid in Kansas 1994-2005

School Year	Categorical Aid Amount	% Increase/Decrease From Previous Year	% Increase Since 1994-95
04-05	\$18,500	-4.74%	-5.97%
03-04	\$19,420	-1.50%	-1.30%
02-03	\$19,715	0.46%	0.20%
01-02	\$19,625	-5.65%	-0.25%
00-01	\$20,800	5.58%	5.72%
99-00	\$19,700	-0.58%	0.13%
98-99	\$19,815	2.96%	0.71%
97-98	\$19,245	0.39%	-2.19%
96-97	\$19,170	-3.30%	-2.57%
95-96	\$19,825	0.76%	0.76%
94-95	\$19,675		



Mark Desetti, Testimony
Senate Education Committee
June 21, 2005

Madame Chair, members of the committee, thank you for the opportunity to appear before you today.

I want to follow up my colleague Mark Tallman's testimony with some brief comments on the issue of putting money into the "classroom."

There has been much talk of how we can be sure to get money into the classroom and seems to be a general consensus that the bulk of state funding is going elsewhere. As with most interpretations, it really has to do with definitions. I recall for example a study on the costs of administration that put school library media specialists into the administration category. Yet an LMS is not a part of a school's administration.

The same thing usually applies to this talk of what goes to the classroom.

Kansas school districts budget and report expenditures according to categories defined by the federal government and the Kansas Accounting Handbook for Unified School Districts. The information is available on the KSDE website. On the handout Mark gave you entitled "What Schools Do and Why They Do It," you will see how the expenditures break down.

If you look at the category entitled "Instruction" you'll see that 60% of Kansas school district expenditures fall into this category. This leads some to believe that that 60% represents everything going directly to student instruction.

But if you then look at the category "Student Support" you can see that 4% of district expenditures are in this area. This expenditure is in direct support of students in the classroom. It accounts for school counselors, psychologists, and nurses all of whom are essential to instruction in that they ensure students are emotionally and physically able to work in the classroom. They provide critical student assessment data that guides teachers in working with students. The expenditures in this category, in our estimation, are expenditures on instruction.

The category of "Instructional Support" accounts for 5% of expenditures. Again, these expenditures are in direct support of the classroom. This area includes library media services which are not only required for accreditation but essential in the development of literacy and research skills in students. The LMS is a classroom and student support. Technology – a critical element of today's educational program – also falls into this category. Staff development that keeps teachers abreast of learning strategies and how to best meet the needs of their students as well as planning for school improvement are also accounted for here. These expenditures are direct expenditures on the classroom in that they augment and improve classroom instruction.

These three categories show us that today 69% of school district expenditures go to directly support classroom instruction.

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Attachment 10*

Of course there are seven additional categories accounting for 31% of expenditures. And I suppose one could argue that these are not classroom expenditures. Except of course that children won't learn in classrooms that are dark or can't be appropriately heated in the winter. (10% of expenditures – Operations and Maintenance) Teachers can't reach children who can't get to school. (4% of expenditures – Transportation)

So, does increasing the percentage of expenditures on instruction improve student learning? No one would argue that more money on instruction will improve learning. Small class sizes, more and better materials, access to the best technology, and recruitment and retention of the best teachers all go a long way to improving instruction. But we would argue that getting there by gutting the other expenditure areas is not the way to do it.

Is there a need for a 65% requirement? We think not. First, schools are already spending 69% of their funding directly on the classroom even though 9% of that amount is not categorized as "instruction." And secondly, we believe the 65% requirement could do serious damage to the overall education program if we must sacrifice student support services, professional development, utilities, or accountability and outreach efforts.

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

June 21, 2005

Chairwoman Schodorf and Members of the Senate Education Committee,

I appear today on behalf of the Shawnee Mission School District, USD 512. The Shawnee Mission School District is the second largest district in Kansas, with 27,689 students, 2,066 teachers in 55 schools, and a state aid budget of \$137 million during the FY 2004-2005 school year. We are also a declining enrollment district, losing on average over 400 students each year, with 2,904 pupils meeting the free lunch criteria for "at risk," and 1,274 bilingual students. Shawnee Mission educates 6.5 percent of the entire student population in the state with the 11th lowest expenditures per pupil in the state and the second lowest administrative costs. Enrollment decline has placed a strain on the district because expenditures can not be reduced as fast as funding declines. For example, SMSD is losing \$2.4 million per year in funding due to enrollment decline, but expenditure reductions cannot be made as quickly as funding declines because 400 students do not all leave the same building. We have cut programs, staff, administrators, increased class size, and closed schools during the last four years, making funding shifts of over \$24 million to pay for the necessities.

I appreciate the opportunity to convey to this committee the same message we have passed along to the members of our legislative delegation during this Special Session. SMSD believes the legislature must act during this special session to move toward increased funding for schools in Kansas. We urge our delegation to support any solutions regarding the allocation of additional funding added by the Legislature that serves all districts.

✓ We continue to support local control and local funding initiatives. All local funding components should be equalized according to current law and any new components should be applicable to as many schools as reasonable and should also be equalized at the same 75 percent rate as the local option budget. Incremental increases in equalized local funding initiatives proposed in the current climate should be pursued in conjunction with broader state funded legislation addressing the Supreme Court's ruling regarding inadequate funding.

We have also told SMSD legislators that the distribution of funds not designated for a weighting factor should not be made through the formula as adjusted in HB 2247 and SB 43, but on a less disequalizing basis which could include components such as restoration of correlation weighting, an FTE distribution method, or some other variation.

The vast majority of SMSD legislators have demonstrated in the past an unquestionable support for funding the components of the school finance formula that

address everyone else's needs in all schools in Kansas. The school finance formula does not address the needs of our district with extraordinary declining enrollment. We encourage our legislators to pass school finance legislation that satisfies the needs of all districts, including Shawnee Mission, and the Supreme Court. Thank you for the opportunity to testify.

Schools for Quality Education

Senate Education Committee Hearings

June 21, 2005

Val DeFever

Kansas has long been a state that values a quality education. As the state was being founded, tracks of land were set aside, to help fund a public education system. As state wide standards were established in the early 1990s, the legislature also created the new "weighted" funding formula to ensure that where you were born would not determine the quality of educational opportunities you would receive. Additionally they knew that most of the same classes should be available from district to district, whether there were 200 or 2,000 children in a given district. They also realized that the cost of transporting children to school in our rural areas could eat up a good deal of the education dollars.

Today all the considerations that came into play earlier are still present. Our expectations are still high. We still expect our schools to educate our children to the same high standards, regardless of where they live. Often, we still have to transport the children a long way in our rural areas. And virtually all the costs have risen significantly while state funding has been relatively flat for the past four years. Small rural districts have cut corners, merged many services and continue to focus on a quality education for the children.

As the legislature embarks on studies on the actual costs associated with education, it would seem to be premature to consider changing any part of the exiting formula. Looking at the *outcomes* of a rural education would indicate that the quality of education found in our "low enrollment" category schools is quite good. If one was to go to the Department of Education website- www.ksde.org and either follow *State and Federal Programs* to Standard of Excellence or go to *Assessments* then to Building Standard of Excellence you would see school after rural school that has achieved the standard of excellence in math, reading and writing in the 03-04 school year. This is not by accident. Small schools are able to deliver a quality education because the community is committed to its' children. The children and their needs are recognized early as they are less likely to get lost in the crowd. Teachers are often know not only the child's parents but also their grandparents. Communication with the families is much easier than it might be in a larger setting because relationships have been established over generations. Challenges may still exit in meeting the child's needs, but it is more often accomplished as a team made up of the school personnel and family members. Isn't this what we wish we had in all our schools?

All the schools in Kansas would love to be recognized as achieving the Standard of Excellence. Isn't that supposed to be our goal? As the cost study progresses and the Post Audit group evaluates schools that are doing a good job, it will become apparent what such an education costs. The Supreme Court was critical of the fact that funding was not based on any real information. For this reason it would seem appropriate to wait for the cost study before initiating any changes in the present funding formula..

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Attachment 12

Comparison of Proposals
(Amounts Are In Addition to Appropriations for HB 2247)

<u>Formula Changes</u>	<u>Sen. Schmidt, et al.</u>	<u>Sen. Hensley</u>	<u>Sen. Vratil</u>	<u>Sen. Ed. Committee As of June 20</u>
BSAPP-\$4,222	\$4,287- \$35.6 million	\$4,270 \$26.3 million		\$30,100,000
At-Risk-0.145	0.20 \$32.0 million	0.25 \$60.4 million	0.20 \$26.0 million	0.20 \$29.7 million
Bilingual-0.395		0.45 \$2.5 million		no change
Special Education-85%; 88%; 91%	90%-05-06 91%-06-07 \$15.8 million-05-06	94% \$28.4 million	90% \$16.0 million	92% \$22.1 million \$24.1 M
LOB-Growth Due to BSAPP Increase	\$6.6 million	\$8.6 million	Not Calculated	\$7.6 M
LOB-Increased Percentage			27% \$10.4 million	
Correlation Weight			1,560 Threshold \$75.0 million	\$22.8 M
Capital Outlay	Equalize to 8 mills \$18.0 million	Equalize to 8 mills \$18.0 million		Equalize to 8 mills \$18.0 million
FTE			\$32 per FTE \$14.6 million	no change
Cost-of-Living Weighting			Readopt and Equalize to 75 th Percentile \$1.0 million	
Extraordinary Declining Enrollment			Readopt	no change
KPERS-Growth Due to BSAPP Increase (Covered Payroll)	\$2.5 million	Not Calculated	Not Calculated	\$1.3 M
LOB Equalization	Equalize to 84 th Percentile \$40.0 million			\$30.4 M
TOTAL	\$150.5 million	\$144.2 million	\$143.0 million	\$69.8 million

Note: Items for the Schmidt, et al. plan exclude policy provisions that are not formula changes.

Senate Education Committee
6-21-05
Attachment 13



Division of Fiscal and Administrative Services

785-296-3871
785-296-0459 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • (785) 296-6338 (TTY) • www.ksde.org

June 21, 2005

FROM : Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: School Finance—Proposed Plan

Attached is a computer printout (L0577) based upon the following factors.

- Eliminate correlation weighting, lower low enrollment weighting, and raise the base state aid per pupil (BSAPP) to \$4,107. This change will result in no changes in expenditures for school districts.
- Increase at-risk weighting from .10 to .197.
- Increase bilingual education weighting from .20 to .395.
- Increase special education funding to 92 percent of excess cost.
- Add an additional \$170 to BSAPP ($\$4,107 + \$170 = \$4,277$).
- Reduces federal impact aid deduction in computing local effort from 75 percent to 70 percent.
- Place a cap of eight mills on the capital outlay mill rate and equalize on the same ratios as bond and interest state aid.
- Provide for a correlation weighting for school districts with an enrollment of 1,665 or more.
- Reduce local option budget property tax (increase equalization from 75 percent to 82.5 percent).

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Attachment 14

STATE COST -- 2005-06

(Estimates based upon 2004-05 data)

Increase at-risk weighting from .10 to .197	\$	56,000,000	
Increase bilingual weighting from .20 to .395		11,000,000	
Increase special education from 81.7%to 92% of excess cost		39,100,000	
Increase BSAPP by \$170 (\$4,107 + \$170 = \$4,285)		93,400,000	
Deduct 70 percent of federal impact aid in computing school district local effort rather than 75 percent		800,000	
Correlation weighting – 1,725 to 1,665		29,800,000	
Equalize the local option budget to 25%		14,000,000	*
Reduce local option budget property tax (increase equalization from 75% to 82.5%)		30,400,000	
Capital Outlay (equalize the same as bond and interest state aid ratio)		18,000,000	
Increase in military enrollment (HB 2059)		7,356,000	*
Four-year-old at-risk		804,000	*
Miscellaneous adjustments (enrollment, assessed valuation, etc.)		7,668,000	*
KPERS		2,500,000	
TOTAL	\$	310,828,000	
Amount previously appropriated	\$	141,028,000	
Net amount	\$	169,800,000	

*This appropriation cannot be allocated and are not reflected in this computer printout.

COLUMN EXPLANATION
(Estimates based upon 2004-05 data)

- Column
- 1 -- September 20, 2004, FTE enrollment
 - 2 -- 2004-05 Eliminate correlation weighting, lower low enrollment weighting, and raise BSAPP to \$4,107 plus \$170 on the BSAPP
 - 3 -- 2004-05 Increase at-risk funding from .10 to .197
 - 4 -- 2004-05 Increase bilingual education funding from .20 to .395
 - 5 -- 2004-05 Reduces impact aid deduction from 75 percent to 70 percent
 - 6 -- 2004-05 Estimated increase in special education state aid at 92 percent of excess cost (\$3,550 per teacher)
 - 7 -- Correlation weighting to 1,665
 - 8 -- Total (Column 2 + 3 + 4 + 5 + 6 + 7)
 - 9 -- Amount per pupil (Column 8 ÷ 1)
 - 10 -- State capital outlay aid
 - 11 -- Reduction in property tax in local option budget (75 percent equalized to 82.5 percent)

14-4

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									

ALLEN	001											
MARMATON VALLEY	D0256	373.5	103,275	46,619	0	0	43,630	0	193,524	518	0	15,110
IOLA	D0257	1,439.6	295,664	235,235	0	0	162,697	0	693,596	482	0	83,647
HUMBOLDT	D0258	524.2	135,966	71,854	0	0	60,883	0	268,703	513	0	35,068
ANDERSON	002											
GARNETT	D0365	1,081.5	250,495	140,713	0	0	94,501	0	485,709	449	49,434	89,760
CREST	D0479	236.0	75,565	30,367	0	0	27,264	0	133,196	564	0	12,614
ATCHISON	003											
ATCHISON CO COM	D0377	741.0	191,335	84,685	0	0	87,437	0	363,457	490	0	42,716
ATCHISON PUBLIC	D0409	1,565.1	307,207	286,987	0	0	172,921	0	767,115	490	68,373	127,800
BARBER	004											
BARBER COUNTY N	D0254	587.0	156,077	51,752	0	0	64,468	0	272,297	464	13,806	46,250
SOUTH BARBER	D0255	264.5	79,390	32,078	0	0	29,252	0	140,720	532	840	6,000
BARTON	005											
CLAFLIN	D0354	295.5	85,544	22,668	0	0	29,998	0	138,210	468	16,530	19,250
ELLINWOOD PUBLI	D0355	513.4	132,566	54,746	0	0	46,079	0	233,391	455	0	26,783
GREAT BEND	D0428	3,040.3	569,058	566,275	156,111	0	197,096	283,993	1,488,540	490	152,509	200,307
HOISINGTON	D0431	612.9	161,381	81,691	0	0	56,978	0	300,050	490	0	58,460
BOURBON	006											
FORT SCOTT	D0234	1,960.0	373,099	332,751	2,566	0	131,954	182,200	840,370	429	24,821	100,944
UNIONTOWN	D0235	430.0	127,908	66,294	0	0	36,636	0	230,838	537	0	19,226
BROWN	007											
HIAWATHA	D0415	891.8	225,658	110,347	0	0	130,995	0	467,000	524	44,732	82,488
SOUTH BROWN COU	D0430	657.6	169,660	103,503	14,970	5,355	94,572	0	388,060	590	0	49,641
BUTLER	008											
BLUESTEM	D0205	718.0	184,365	60,306	0	0	68,373	0	313,044	436	36,582	48,113
REMINGTON-WHITE	D0206	523.7	141,780	38,065	5,560	0	53,747	0	239,152	457	20,329	66,800
CIRCLE	D0375	1,494.8	304,385	103,503	0	0	117,541	0	525,429	352	0	11,552
ANDOVER	D0385	3,643.2	657,560	104,787	1,711	0	253,470	337,455	1,017,528	279	303,547	281,701
ROSE HILL PUBLI	D0394	1,739.5	329,035	85,540	0	0	135,859	166,375	550,434	316	83,491	82,569
DOUGLASS PUBLIC	D0396	827.8	203,116	70,998	0	0	80,479	0	354,593	428	39,567	38,565
AUGUSTA	D0402	2,116.7	385,101	195,459	0	0	162,732	195,887	743,292	351	106,824	116,218
EL DORADO	D0490	2,116.5	388,450	283,565	1,283	0	181,157	195,887	854,455	404	133,285	164,887
FLINTHILLS	D0492	311.2	90,032	20,957	0	0	32,270	0	143,259	460	13,974	23,578
CHASE	009											
CHASE COUNTY	D0284	453.0	125,290	49,186	0	0	43,843	0	218,319	482	0	0

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									

CHAUTAUQUA	010											
CEDAR VALE	D0285	164.0	58,497	30,367	0	0	16,827	0	105,691	644	0	3,593
CHAUTAUQUA COUN	D0286	425.0	117,385	63,300	0	0	39,334	0	220,019	518	21,813	11,822
CHEROKEE	011											
RIVERTON	D0404	818.6	201,671	118,045	0	0	63,403	0	383,119	468	40,970	48,380
COLUMBUS	D0493	1,209.0	280,194	203,585	0	0	100,465	0	584,244	483	129,677	124,191
GALENA	D0499	754.5	182,461	171,508	0	0	58,362	0	412,331	546	6,676	30,099
BAXTER SPRINGS	D0508	833.2	196,350	125,316	1,283	0	65,178	0	388,127	466	0	50,560
CHEYENNE	012											
CHEYLIN	D0103	158.5	56,508	23,096	0	0	14,733	0	94,337	595	0	0
ST FRANCIS COMM	D0297	326.0	95,897	33,788	0	0	22,720	0	152,405	468	1,079	11,925
CLARK	013											
MINNEOLA	D0219	266.1	75,769	34,644	0	0	25,560	0	135,973	511	5,134	44,561
ASHLAND	D0220	216.4	71,451	33,788	0	0	25,383	0	130,622	604	0	0
CLAY	014											
CLAY CENTER	D0379	1,371.3	293,828	127,455	0	295	117,115	0	538,693	393	0	103,330
CLOUD	015											
CONCORDIA	D0333	1,056.3	246,942	153,117	0	0	119,919	0	519,978	492	55,170	79,800
SOUTHERN CLOUD	D0334	233.5	70,125	34,216	0	0	23,927	0	128,268	549	2,413	23,400
COFFEY	016											
LEBO-WAVERLY	D0243	566.9	145,333	54,746	0	0	51,475	0	251,554	444	0	52,870
BURLINGTON	D0244	845.5	200,566	89,389	0	0	103,767	0	393,722	466	0	0
LEROY-GRIDLEY	D0245	258.0	80,784	29,084	0	0	28,613	0	138,481	537	5,082	28,830
COMANCHE	017											
COMANCHE COUNTY	D0300	308.5	89,403	30,794	0	0	30,246	0	150,443	488	0	0
COWLEY	018											
CENTRAL	D0462	346.1	96,050	35,071	0	0	30,850	0	161,971	468	0	24,038
UDALL	D0463	364.9	98,192	36,355	0	0	33,193	0	167,740	460	0	20,683
WINFIELD	D0465	2,469.8	470,050	313,076	17,963	0	243,459	233,524	1,044,548	423	105,463	177,124
ARKANSAS CITY	D0470	2,814.4	539,410	553,444	54,746	0	258,547	263,891	1,406,147	500	46,026	156,352
DEXTER	D0471	225.8	68,816	30,367	0	0	18,638	0	117,821	522	0	2,605
CRAWFORD	019											
NORTHEAST	D0246	577.0	149,668	120,611	0	0	41,677	0	311,956	541	0	27,020
CHEROKEE	D0247	789.5	199,648	104,359	0	0	65,924	0	369,931	469	0	46,020
GIRARD	D0248	1,037.5	241,417	121,467	0	0	79,236	0	442,120	426	52,050	60,544
FRONTENAC PUBLI	D0249	742.0	174,233	73,564	0	0	54,457	0	302,254	407	0	16,456
PITTSBURG	D0250	2,474.8	497,658	488,861	47,475	0	184,387	229,247	1,218,381	492	102,811	261,174

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL 9/20/04	\$170 BASE BPP	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#											

DECATUR	020											
OBERLIN	D0294	432.5	117,963	45,336	0	0	35,429	0	198,728	459	11,964	55,477
PRAIRIE HEIGHTS	D0295	30.5	22,236	5,988	0	0	7,242	0	35,466	1,163	0	0
DICKINSON	021											
SOLOMON	D0393	403.4	109,820	39,776	0	0	24,495	0	174,091	432	21,551	18,720
ABILENE	D0435	1,408.7	285,447	153,972	0	0	84,916	0	524,335	372	71,733	109,106
CHAPMAN	D0473	955.9	238,442	88,534	0	689	60,279	0	387,944	406	36,025	94,208
RURAL VISTA	D0481	426.8	116,960	42,770	0	452	25,241	0	185,423	434	10,661	22,735
HERINGTON	D0487	506.9	128,061	61,589	0	0	30,317	0	219,967	434	0	35,792
DONIPHAN	022											
WATHENA	D0406	374.5	98,940	31,222	0	0	34,932	0	165,094	441	0	12,021
HIGHLAND	D0425	250.0	77,384	18,819	0	0	31,240	0	127,443	510	0	13,166
TROY PUBLIC SCH	D0429	372.0	101,473	41,059	0	0	35,465	0	177,997	478	0	20,748
MIDWAY SCHOOLS	D0433	202.0	68,799	19,247	0	0	28,400	0	116,446	576	0	0
ELWOOD	D0486	289.5	90,253	59,878	0	0	30,282	0	180,413	623	0	10,425
DOUGLAS	023											
BALDWIN CITY	D0348	1,305.6	284,461	59,023	0	0	109,837	0	453,321	347	66,447	124,733
EUDORA	D0491	1,234.7	276,471	85,112	0	0	93,543	0	455,126	369	65,890	96,723
LAWRENCE	D0497	9,742.2	1,762,322	889,616	159,960	0	1,056,232	902,875	3,868,130	397	0	0
EDWARDS	024											
KINSLEY-OFFERLE	D0347	319.6	90,593	57,312	14,542	0	38,589	0	201,036	629	0	34,560
LEWIS	D0502	139.5	49,215	23,524	0	0	16,153	0	88,892	637	0	0
ELK	025											
WEST ELK	D0282	424.8	126,684	76,986	0	0	63,971	0	267,641	630	21,080	30,692
ELK VALLEY	D0283	201.0	64,685	44,053	0	0	36,459	0	145,197	722	0	2,952
ELLIS	026											
ELLIS	D0388	374.2	99,637	39,348	0	0	34,719	0	173,704	464	12,476	43,850
VICTORIA	D0432	265.3	77,554	9,837	0	0	26,412	0	113,803	429	7,308	47,569
HAYS	D0489	2,906.2	562,615	286,559	6,416	0	311,548	280,144	1,167,138	402	177,291	352,045
ELLSWORTH	027											
ELLSWORTH	D0327	590.0	160,327	40,204	0	0	37,595	0	238,126	404	30,630	54,450
LORRAINE	D0328	426.0	125,341	59,450	0	0	27,974	0	212,765	499	0	0
FINNEY	028											
HOLCOMB	D0363	849.7	202,521	83,829	41,487	0	57,120	0	384,957	453	0	0
GARDEN CITY	D0457	6,953.7	1,352,027	1,446,054	811,775	0	577,621	653,098	4,187,477	602	410,133	459,880
FORD	029											
SPEARVILLE	D0381	341.0	90,253	17,536	0	0	31,950	0	139,739	410	17,305	10,419
DODGE CITY	D0443	5,653.8	1,148,129	1,413,976	1,506,359	0	515,567	523,933	4,584,031	811	287,062	355,171
BUCKLIN	D0459	254.0	77,996	34,216	5,560	0	27,406	0	145,178	572	2,849	21,188

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									

FRANKLIN	030											
WEST FRANKLIN	D0287	872.3	221,714	96,660	0	320	105,932	0	424,626	487	0	68,040
CENTRAL HEIGHTS	D0288	615.6	165,189	59,878	0	0	51,830	0	276,897	450	0	10,833
WELLSVILLE	D0289	798.6	192,185	47,047	0	0	76,787	0	316,019	396	49,139	82,908
OTTAWA	D0290	2,339.7	435,251	282,282	4,705	0	197,380	220,266	919,618	393	125,073	160,950
GEARY	031											
JUNCTION CITY	D0475	6,062.7	1,110,066	916,133	145,418	453,980	615,357	561,998	3,240,954	535	177,157	208,165
GOVE	032											
GRINNELL PUBLIC	D0291	120.0	47,056	7,699	0	0	16,046	0	70,801	590	1,118	2,814
WHEATLAND	D0292	183.5	62,305	24,379	0	0	31,382	0	118,066	643	2,849	11,461
QUINTER PUBLIC	D0293	331.5	95,234	29,084	0	0	52,682	0	177,000	534	17,441	39,404
GRAHAM	033											
HILL CITY	D0281	407.1	112,217	35,071	0	0	48,848	0	196,136	482	10,366	33,425
GRANT	034											
ULYSSES	D0214	1,691.1	335,886	294,258	85,968	0	107,246	621,876	823,358	487	0	0
GRAY	035											
CIMARRON-ENSIGN	D0102	647.2	167,858	80,408	44,481	0	62,054	0	354,801	548	28,275	32,087
MONTEZUMA	D0371	242.1	73,202	29,939	32,078	0	17,289	0	152,508	630	5,254	39,923
COPELAND	D0476	115.5	46,665	19,247	22,240	0	10,366	0	98,518	853	0	0
INGALLS	D0477	244.0	76,738	35,071	15,825	0	25,809	0	153,443	629	5,678	0
GREELEY	036											
GREELEY COUNTY	D0200	269.5	83,130	36,782	22,240	0	21,087	0	163,239	606	0	0
GREENWOOD	037											
MADISON-VIRGIL	D0386	242.5	76,976	33,361	0	0	25,844	0	136,181	562	5,933	19,498
EUREKA	D0389	676.0	175,100	94,094	855	0	80,337	0	350,386	518	33,361	60,126
HAMILTON	D0390	108.5	43,333	16,680	0	0	18,567	0	78,580	724	1,386	6,171
HAMILTON	038											
SYRACUSE	D0494	468.0	129,574	81,691	67,149	0	33,193	0	311,607	666	0	0
HARPER	039											
ANTHONY-HARPER	D0361	909.3	227,698	138,147	0	0	95,211	0	461,056	507	60,754	88,831
ATTICA	D0511	128.5	45,679	14,970	0	0	13,774	0	74,423	579	0	850
HARVEY	040											
BURRTON	D0369	254.7	74,664	44,909	0	0	17,147	0	136,720	537	11,366	35,485
NEWTON	D0373	3,461.2	634,270	495,704	96,660	0	308,779	321,630	1,535,413	444	178,533	208,844
SEDGWICK PUBLIC	D0439	520.5	129,812	26,517	0	0	34,151	0	190,480	366	23,291	10,759
HALSTEAD	D0440	687.9	176,307	62,444	0	0	59,534	0	298,285	434	34,272	47,716
HESSTON	D0460	766.5	185,113	44,909	2,994	0	68,906	0	301,922	394	0	72,150

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									

HASKELL	041											
SUBLETTE	D0374	476.9	126,531	88,106	51,752	0	30,424	0	296,813	622	0	0
SATANTA	D0507	389.5	110,211	57,312	82,974	0	28,897	0	279,394	717	0	0
HODGEMAN	042											
JETMORE	D0227	297.0	82,773	26,517	0	0	29,430	0	138,720	467	11,819	27,228
HANSTON	D0228	91.0	38,641	11,120	0	0	12,390	0	62,151	683	0	0
JACKSON	043											
NORTH JACKSON	D0335	421.0	118,541	35,499	0	0	29,714	0	183,754	436	16,213	18,798
HOLTON	D0336	1,110.0	249,254	89,817	0	0	98,158	0	437,229	394	17,097	73,029
ROYAL VALLEY	D0337	924.5	225,692	104,787	0	13,307	75,473	0	419,259	453	41,309	49,356
JEFFERSON	044											
VALLEY FALLS	D0338	430.4	113,220	27,373	0	0	32,376	0	172,969	402	0	23,980
JEFFERSON COUNT	D0339	490.4	131,869	29,939	0	0	46,683	0	208,491	425	24,631	29,638
JEFFERSON WEST	D0340	950.0	221,833	53,463	0	1,430	82,254	0	358,980	378	48,427	69,251
OSKALOOSA PUBLI	D0341	614.1	166,277	69,715	0	3,517	69,012	0	308,521	502	22,775	47,519
MCLOUTH	D0342	559.1	145,452	43,198	0	0	54,386	0	243,036	435	27,980	38,287
PERRY PUBLIC SC	D0343	965.0	233,631	76,131	1,711	0	93,614	0	405,087	420	43,545	104,152
JEWELL	045											
WHITE ROCK	D0104	122.5	49,181	10,265	0	51	11,431	0	70,928	579	0	0
MANKATO	D0278	215.2	68,238	23,524	0	129	7,704	0	99,595	463	10,521	18,232
JEWELL	D0279	168.0	61,115	21,385	0	0	13,952	0	96,452	574	2,528	27,600
JOHNSON	046											
BLUE VALLEY	D0229	18,409.6	3,672,578	179,634	30,367	0	1,392,559	1,706,095	5,275,138	287	0	0
SPRING HILL	D0230	1,606.8	305,116	60,733	0	0	141,539	0	507,388	316	70,774	158,268
GARDNER-EDGERTO	D0231	3,406.3	625,107	200,164	1,283	0	280,131	315,643	1,106,685	325	203,250	372,796
DESOTO	D0232	4,553.1	902,445	174,074	70,143	0	333,381	421,712	1,480,043	325	256,429	560,228
OLATHE	D0233	22,418.0	4,642,717	966,602	174,502	0	1,836,344	2,077,767	7,620,165	340	354,721	2,915,232
SHAWNEE MISSION	D0512	27,874.9	5,061,614	1,388,314	240,795	0	2,049,983	2,620,946	8,740,706	314	0	0
KEARNY	047											
LAKIN	D0215	649.5	168,521	75,275	37,638	0	46,647	0	328,081	505	0	0
DEERFIELD	D0216	336.1	94,843	76,131	86,395	0	22,827	0	280,196	834	0	0
KINGMAN	048											
KINGMAN-NORWICH	D0331	1,103.3	258,672	116,334	0	0	121,872	0	496,878	450	13,641	100,087
CUNNINGHAM	D0332	229.0	75,871	24,807	0	0	26,945	0	127,623	557	0	0
KIOWA	049											
GREENSBURG	D0422	298.7	81,481	32,078	0	0	29,891	0	143,450	480	881	12,375
MULLINVILLE	D0424	131.4	51,255	23,951	0	0	10,899	0	86,105	655	0	0
HAVILAND	D0474	166.9	56,525	17,963	0	0	16,827	0	91,315	547	0	0

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
COUNTY NAME	#	FTE ENROLL	\$170 BASE BPP	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04										

LABETTE	050											
PARSONS	D0503	1,484.9	297,007	282,282	0	0	135,078	0	714,367	481	74,499	93,450
OSWEGO	D0504	494.0	129,081	77,841	0	0	36,814	0	243,736	493	13,910	29,058
CHEGOPA	D0505	293.2	79,526	76,131	0	0	33,228	0	188,885	644	12,610	19,635
LABETTE COUNTY	D0506	1,641.7	334,679	197,170	0	0	133,019	0	664,868	405	77,605	86,289
LANE	051											
HEALY PUBLIC SC	D0468	117.5	41,497	14,542	3,849	0	17,715	0	77,603	660	3,505	24,036
DIGHTON	D0482	241.3	73,134	33,788	0	0	25,276	0	132,198	548	0	0
LEAVENWORTH	052											
FT LEAVENWORTH	D0207	1,643.5	327,386	25,662	0	276,982	102,382	166,803	732,412	446	3,540	2,569
EASTON	D0449	691.2	177,157	31,222	0	888	52,150	0	261,417	378	48,456	47,950
LEAVENWORTH	D0453	3,926.6	730,898	643,689	24,379	5,389	348,717	372,954	1,753,072	446	361,075	308,730
BASEHOR-LINWOOD	D0458	2,047.1	375,343	46,619	0	0	101,211	189,471	523,173	256	109,541	156,839
TONGANOXIE	D0464	1,572.7	305,524	79,552	0	0	92,549	0	477,625	304	78,765	120,316
LANSING	D0469	2,097.0	372,113	38,921	428	1,120	101,530	193,748	514,112	245	108,678	140,099
LINCOLN	053											
LINCOLN	D0298	358.3	101,337	46,192	428	0	40,932	0	188,889	527	11,436	42,458
SYLVAN GROVE	D0299	162.0	55,964	22,668	0	0	5,929	0	84,561	522	0	0
LINN	054											
PLEASANTON	D0344	399.5	106,165	57,740	0	0	30,956	0	194,861	488	19,082	17,458
JAYHAWK	D0346	563.2	156,587	75,703	0	0	53,357	0	285,647	507	29,276	55,120
PRAIRIE VIEW	D0362	1,003.1	240,890	90,672	1,283	0	92,549	0	425,394	424	0	0
LOGAN	055											
OAKLEY	D0274	410.6	115,073	58,595	0	0	65,604	0	239,272	583	4,975	26,319
TRIPLAINS	D0275	83.9	33,388	11,120	0	0	9,798	0	54,306	647	0	0
LYON	056											
NORTH LYON COUN	D0251	592.5	165,393	59,023	0	0	54,777	0	279,193	471	31,111	46,340
SOUTHERN LYON C	D0252	573.9	154,377	46,192	0	0	51,688	0	252,257	440	14,296	26,587
EMPORIA	D0253	4,593.7	943,483	954,626	609,900	0	347,723	432,405	2,855,732	622	240,812	306,048
MARION	057											
CENTRE	D0397	256.5	81,668	26,945	0	0	34,009	0	142,622	556	4,211	33,909
PEABODY-BURNS	D0398	414.5	113,849	48,330	0	0	56,587	0	218,766	528	0	21,372
MARION-FLORENCE	D0408	641.3	163,693	68,860	0	0	83,425	0	315,978	493	0	47,158
DURHAM-HILLSBOR	D0410	666.2	166,498	49,186	0	0	85,875	0	301,559	453	32,758	75,390
GOESSEL	D0411	282.5	80,971	12,403	0	0	37,630	0	131,004	464	14,802	27,113
MARSHALL	058											
MARYSVILLE	D0364	760.2	194,786	63,727	0	0	84,206	0	342,719	451	20,710	93,200
VERMILLION	D0380	545.5	148,308	41,915	0	0	36,388	0	226,611	415	0	40,690
AXTELL	D0488	309.1	89,403	26,517	0	0	23,288	0	139,208	450	12,333	35,244
VALE HEIGHTS	D0498	380.5	111,214	43,625	0	0	47,073	0	201,912	531	17,477	41,072

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									

MCPHERSON	059											
SMOKY VALLEY	D0400	950.1	222,819	62,444	0	0	84,632	0	369,895	389	43,887	105,741
MCPHERSON	D0418	2,396.3	433,041	180,062	1,283	0	219,319	224,115	833,705	348	76,951	265,313
CANTON-GALVA	D0419	396.2	111,469	29,511	0	0	39,405	0	180,385	455	5,351	47,552
MOUNDRIDGE	D0423	414.5	109,684	17,963	0	0	38,198	0	165,845	400	0	0
INMAN	D0448	440.5	117,725	23,096	0	0	40,328	0	181,149	411	0	38,600
MEADE	060											
FOWLER	D0225	163.5	55,080	32,505	6,416	0	17,679	0	111,680	683	0	0
MEADE	D0226	472.6	129,115	40,632	3,849	0	45,440	0	219,036	463	0	0
MIAMI	061											
OSAWATOMIE	D0367	1,146.0	254,371	189,471	0	0	93,152	0	536,994	469	0	78,900
PAOLA	D0368	2,013.4	385,016	155,683	0	0	211,651	190,327	752,350	374	93,434	190,385
LOUISBURG	D0416	1,414.7	291,482	46,619	0	0	135,539	0	473,640	335	19,374	151,047
MITCHELL	062											
WACONDA	D0272	338.7	107,372	42,342	0	0	26,341	0	176,055	520	12,904	43,450
BELOIT	D0273	756.3	182,461	58,167	855	0	110,121	0	351,604	465	30,517	97,942
MONTGOMERY	063											
CANEY VALLEY	D0436	825.9	213,112	97,088	0	0	65,285	0	375,485	455	0	37,107
COFFEYVILLE	D0445	1,860.0	398,412	397,761	0	0	171,110	174,502	967,283	520	44,823	174,538
INDEPENDENCE	D0446	1,922.8	363,460	313,504	0	0	151,621	181,345	828,585	431	72,722	143,964
CHERRYVALE	D0447	597.6	149,498	97,516	0	0	50,836	0	297,850	498	0	26,364
MORRIS	064											
MORRIS COUNTY	D0417	860.2	220,507	105,642	0	0	100,749	0	426,898	496	41,602	62,084
MORTON	065											
ROLLA	D0217	205.5	74,069	39,348	25,662	0	17,502	0	156,581	762	0	0
ELKHART	D0218	675.7	164,356	67,577	64,583	0	40,719	0	337,235	499	0	0
NEMAHA	066											
SABETHA	D0441	921.9	218,773	74,420	0	0	67,734	0	360,927	392	47,447	84,194
NEMAHA VALLEY S	D0442	498.9	130,101	26,517	0	0	40,648	0	197,266	395	0	32,164
B & B	D0451	227.0	73,865	12,831	0	0	15,230	0	101,926	449	0	8,995
NEOSHO	067											
ERIE-ST PAUL	D0101	1,070.4	248,285	131,304	0	0	116,866	0	496,455	464	54,557	85,146
CHANUTE PUBLIC	D0413	1,793.2	336,226	257,475	4,277	0	208,314	170,652	806,292	450	88,221	100,696
NESS	068											
WESTERN PLAINS	D0106	189.5	64,175	17,963	0	0	21,194	0	103,332	545	0	0
NES TRE LA GO	D0301	28.0	12,274	4,705	0	0	6,674	0	23,653	845	0	0
NESS CITY	D0303	259.0	75,038	15,825	0	0	26,767	0	117,630	454	0	1,610

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE BPP	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04										

NORTON	069											
NORTON COMMUNIT	D0211	649.4	164,441	62,017	0	71	81,899	0	308,428	475	0	39,485
NORTHERN VALLEY	D0212	196.5	64,226	31,650	0	0	20,342	0	116,218	591	8,103	21,425
WEST SOLOMON VA	D0213	63.0	26,758	8,982	0	0	8,556	0	44,296	703	0	0
OSAGE	070											
OSAGE CITY	D0420	728.6	176,069	84,685	0	0	80,834	0	341,588	469	37,726	4,940
LYNDON	D0421	436.0	117,963	34,644	0	0	48,777	0	201,384	462	11,868	18,611
SANTA FE TRAIL	D0434	1,262.0	276,862	131,732	0	0	134,261	0	542,855	430	63,041	84,610
BURLINGAME	D0454	337.0	94,231	29,084	0	0	37,950	0	161,265	479	0	14,696
MARAIS DES CYGN	D0456	263.0	79,747	49,186	0	0	28,933	0	157,866	600	12,061	21,395
OSBORNE	071											
OSBORNE COUNTY	D0392	386.6	108,749	49,186	0	0	47,961	0	205,896	533	19,725	24,637
OTTAWA	072											
NORTH OTTAWA CO	D0239	539.8	146,795	44,481	0	0	36,743	0	228,019	422	11,360	46,138
TWIN VALLEY	D0240	631.0	159,783	45,336	0	0	39,689	0	244,808	388	0	51,902
PAWNEE	073											
FT LARNED	D0495	927.0	217,702	113,768	0	0	115,482	0	446,952	482	1,045	100,476
PAWNEE HEIGHTS	D0496	177.6	63,614	17,536	0	0	24,744	0	105,894	596	189	22,410
PHILLIPS	074											
EASTERN HEIGHTS	D0324	152.0	54,536	20,957	0	0	17,928	0	93,421	615	5,591	11,820
PHILLIPSBURG	D0325	607.0	155,890	64,155	0	0	75,047	0	295,092	486	31,228	62,019
LOGAN	D0326	184.0	62,475	27,373	0	0	23,182	0	113,030	614	2,961	13,500
POTTAWATOMIE	075											
WAMEGO	D0320	1,280.4	275,281	95,805	428	0	139,302	0	510,816	399	70,087	87,400
KAW VALLEY	D0321	1,067.5	245,650	95,377	0	0	141,894	0	482,921	452	0	0
ONAGA-HAVENSVIL	D0322	368.0	102,000	30,794	0	0	25,773	0	158,567	431	17,135	28,070
ROCK CREEK	D0323	726.1	184,841	59,878	0	0	71,355	0	316,074	435	0	33,460
PRATT	076											
PRATT	D0382	1,127.8	248,370	137,292	0	0	123,895	0	509,557	452	61,900	113,320
SKYLINE SCHOOLS	D0438	418.3	117,300	35,499	855	0	37,524	0	191,178	457	0	31,878
RAWLINS	077											
RAWLINS COUNTY	D0105	346.5	104,941	37,638	0	0	28,010	0	170,589	492	17,350	59,565
RENO	078											
HUTCHINSON PUBL	D0308	4,607.0	845,189	827,172	7,271	0	363,307	428,983	2,042,939	443	225,675	337,570
NICKERSON	D0309	1,094.3	254,694	151,406	2,994	0	105,187	0	514,281	470	21,118	124,240
FAIRFIELD	D0310	377.6	108,511	67,577	0	0	35,855	0	211,943	561	0	0
PRETTY PRAIRIE	D0311	298.4	85,969	14,114	0	0	28,187	0	128,270	430	11,794	31,031
HAVFM PUBLIC SC	D0312	1,063.7	248,234	99,226	0	0	105,293	0	452,753	426	0	107,953
BU	D0313	2,148.4	403,444	172,791	4,277	0	202,279	198,881	782,791	364	96,918	208,242

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									

REPUBLIC	079											
PIKE VALLEY	D0426	261.7	78,693	34,644	0	0	28,116	0	141,453	541	0	21,064
BELLEVILLE	D0427	458.5	125,511	52,179	0	0	50,978	0	228,668	499	0	61,770
HILLCREST RURAL	D0455	118.0	45,271	18,391	0	0	13,419	0	77,081	653	0	0
RICE	080											
STERLING	D0376	504.3	130,016	57,312	0	0	60,918	0	248,246	492	12,825	50,750
CHASE	D0401	148.5	55,097	32,078	0	0	22,578	0	109,753	739	0	0
LYONS	D0405	839.1	200,702	181,345	44,481	0	106,074	0	532,602	635	22,029	73,508
LITTLE RIVER	D0444	281.7	81,430	20,957	0	0	36,104	0	138,491	492	0	0
RILEY	081											
RILEY COUNTY	D0378	642.5	165,716	46,192	0	914	49,771	0	262,593	409	0	50,546
MANHATTAN	D0383	4,946.3	941,171	456,784	63,727	2,066	506,514	473,036	1,970,262	398	98,259	633,879
BLUE VALLEY	D0384	244.5	77,520	14,970	0	0	24,495	0	116,985	478	0	26,342
ROOKS	082											
PALCO	D0269	142.5	52,717	18,391	0	0	22,046	0	93,154	654	0	0
PLAINVILLE	D0270	370.8	99,756	41,059	0	0	45,227	0	186,042	502	11,495	57,195
STOCKTON	D0271	354.0	98,022	44,053	0	0	44,233	0	186,308	526	9,631	27,621
RUSH	083											
LACROSSE	D0395	304.8	93,704	38,493	0	0	32,447	0	164,644	540	8,409	41,940
OTIS-BISON	D0403	218.0	72,964	22,668	0	0	24,637	0	120,269	552	0	6,695
RUSSELL	084											
PARADISE	D0399	148.0	52,275	22,668	0	0	18,247	0	93,190	630	0	0
RUSSELL COUNTY	D0407	994.0	229,551	125,316	0	0	93,330	0	448,197	451	40,796	100,150
SALINE	085											
SALINA	D0305	7,122.3	1,325,337	1,085,075	87,251	0	627,782	667,640	3,125,445	439	304,409	692,124
SOUTHEAST OF SA	D0306	686.0	178,483	39,348	0	0	40,435	0	258,266	376	0	0
ELL-SALINE	D0307	449.8	122,536	28,656	0	0	26,945	0	178,137	396	17,889	33,230
SCOTT	086											
SCOTT COUNTY	D0466	879.9	222,785	115,051	73,564	0	60,528	0	471,928	536	0	10,385
SEDGWICK	087											
WICHITA	D0259	45,249.3	9,045,768	10,889,242	2,438,745	0	3,471,687	4,212,845	25,845,442	571	3,463,417	4,588,067
DERBY	D0260	6,396.8	1,172,643	629,574	25,234	23,379	516,490	594,503	2,367,320	370	317,286	504,190
HAYSVILLE	D0261	4,373.5	819,621	470,898	35,071	0	376,265	407,598	1,701,855	389	200,898	208,496
VALLEY CENTER P	D0262	2,377.0	439,127	164,665	0	0	162,058	219,838	765,850	322	122,025	146,644
MULVANE	D0263	1,872.5	344,233	126,172	0	0	118,393	173,646	588,798	314	0	84,348
CLEARWATER	D0264	1,243.8	266,679	62,444	0	0	86,691	0	415,814	334	58,926	120,788
GODDARD	D0265	4,094.7	764,762	168,086	0	0	263,801	379,370	1,196,649	292	206,692	291,583
MAIZE	D0266	5,740.9	1,120,385	143,280	5,988	0	397,174	532,059	1,666,827	290	294,307	425,758
RENWICK	D0267	1,932.8	366,911	71,854	0	0	134,297	183,911	573,062	296	105,670	137,763
CHENEY	D0268	746.2	181,934	42,342	0	0	50,020	0	274,296	368	38,156	52,886

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
COUNTY NAME	#	FTE ENROLL	\$170 BASE BPP	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04										

SEWARD	088											
LIBERAL	D0480	4,173.4	809,472	1,044,871	691,591	0	204,693	393,484	2,750,627	659	118,458	204,595
KISMET-PLAINS	D0483	667.0	196,996	144,563	155,683	0	70,113	0	567,355	851	4,646	8,278
SHAWNEE	089											
SEAMAN	D0345	3,318.0	610,657	213,422	0	0	313,146	307,516	1,137,225	343	142,640	358,764
SILVER LAKE	D0372	729.0	176,783	20,957	0	0	69,261	0	267,001	366	20,016	56,518
AUBURN WASHBURN	D0437	5,006.6	932,960	325,480	8,554	0	461,500	463,627	1,728,494	345	43,885	236,712
SHAWNEE HEIGHTS	D0450	3,355.7	633,573	223,259	7,271	0	254,748	310,938	1,118,851	333	247,789	291,765
TOPEKA PUBLIC S	D0501	12,966.0	2,442,900	3,024,694	108,208	0	1,408,569	1,236,908	6,984,371	539	1,218,610	1,130,250
SHERIDAN	090											
HOXIE COMMUNITY	D0412	316.5	91,426	20,102	0	0	47,073	0	158,601	501	905	6,600
SHERMAN	091											
GOODLAND	D0352	950.4	231,166	130,876	46,619	0	85,839	0	494,500	520	35,732	87,672
SMITH	092											
SMITH CENTER	D0237	455.0	126,446	54,746	0	0	57,759	0	238,951	525	4,403	51,107
WEST SMITH COUN	D0238	184.0	62,084	22,668	0	0	23,324	0	108,076	587	0	10,816
STAFFORD	093											
STAFFORD	D0349	313.2	86,445	61,161	0	0	29,323	0	176,929	565	14,668	32,752
ST JOHN-HUDSON	D0350	402.9	114,614	61,589	428	0	41,003	0	217,634	540	7,873	38,656
MACKSVILLE	D0351	288.4	84,473	47,475	7,271	0	29,039	0	168,258	583	0	0
STANTON	094											
STANTON COUNTY	D0452	465.0	133,688	81,263	52,607	0	34,755	0	302,313	650	0	0
STEVENS	095											
MOSCOW PUBLIC S	D0209	235.6	75,412	53,035	54,746	0	18,389	0	201,582	856	0	0
HUGOTON PUBLIC	D0210	1,023.4	234,464	173,646	62,017	0	64,149	0	534,276	522	0	0
SUMNER	096											
WELLINGTON	D0353	1,650.7	342,924	245,072	0	0	181,760	616,743	769,756	466	33,379	115,425
CONWAY SPRINGS	D0356	568.2	145,741	44,481	0	0	38,163	0	228,385	402	0	32,376
BELLE PLAINE	D0357	770.0	196,248	98,371	0	0	96,951	0	391,570	509	33,808	41,314
OXFORD	D0358	403.5	107,100	39,776	0	0	46,718	0	193,594	480	0	30,090
ARGONIA PUBLIC	D0359	212.3	68,952	35,071	0	0	28,684	0	132,707	625	7,851	5,962
CALDWELL	D0360	300.0	87,686	44,481	0	0	35,749	0	167,916	560	0	46,136
SOUTH HAVEN	D0509	224.0	69,241	16,680	0	0	28,365	0	114,286	510	0	9,472
THOMAS	097											
BREWSTER	D0314	128.8	49,079	10,693	0	0	22,649	0	82,421	640	0	0
COLBY PUBLIC SC	D0315	1,025.4	235,756	100,937	1,283	0	88,963	0	426,939	416	0	120,024
GOLDEN PLAINS	D0316	190.8	63,597	38,065	428	0	31,879	0	133,969	702	8,288	6,982

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
COUNTY NAME	#	FTE ENROLL	\$170 BASE	19.7% AT RISK	39.5% BILINGUAL	IMPACT AID	\$3550 SPED EDUC	CORREL	TOTAL	PER PUPIL	CAP. OUTLAY ST AID	LOB INC 82.5%
DISTRICT NAME	#	9/20/04	BPP									
TREGO	098											
WAKEENEY	D0208	382.0	103,190	32,505	0	0	39,157	0	174,852	458	0	0
WABAUNSEE	099											
MILL CREEK VALL	D0329	461.5	130,237	32,505	0	0	50,197	0	212,939	461	10,819	60,500
MISSION VALLEY	D0330	495.5	139,332	39,348	0	0	52,682	0	231,362	467	12,830	33,600
WALLACE	100											
WALLACE COUNTY	D0241	223.8	71,553	28,228	0	0	23,324	0	123,105	550	0	0
WESKAN	D0242	131.0	46,614	16,253	0	0	14,449	0	77,316	590	818	4,675
WASHINGTON	101											
NORTH CENTRAL	D0221	113.5	44,370	10,693	0	0	12,958	0	68,021	599	0	0
WASHINGTON SCHO	D0222	353.5	94,367	27,801	0	0	31,134	0	153,302	434	0	33,088
BARNES	D0223	383.6	108,375	39,348	0	0	34,045	0	181,768	474	10,793	63,327
CLIFTON-CLYDE	D0224	311.0	90,729	33,361	0	0	34,151	0	158,241	509	8,943	27,300
WICHITA	102											
LEOTI	D0467	484.0	131,597	70,143	56,884	0	32,163	0	290,787	601	0	7,632
WILSON	103											
ALTOONA-MIDWAY	D0387	231.0	77,588	37,210	0	0	28,613	0	143,411	621	0	20,154
NEODESHA	D0461	729.6	183,260	97,088	0	0	69,296	0	349,644	479	26,450	47,633
FREDONIA	D0484	741.8	187,000	119,756	0	0	68,480	0	375,236	506	35,655	65,581
WOODSON	104											
WOODSON	D0366	498.5	139,570	75,703	0	0	57,901	0	273,174	548	0	39,976
WYANDOTTE	105											
TURNER-KANSAS C	D0202	3,650.8	674,135	579,106	94,949	0	316,128	337,883	1,664,318	456	226,255	257,048
PIPER-KANSAS CI	D0203	1,346.0	279,582	21,385	0	0	84,774	0	385,741	287	66,291	141,792
BONNER SPRINGS	D0204	2,179.3	399,619	254,482	27,373	0	140,048	201,447	821,522	377	199,228	199,339
KANSAS CITY	D0500	19,144.5	3,744,488	5,256,861	1,470,433	0	1,293,940	1,801,045	11,765,722	615	609,189	1,405,499
STATE TOTALS		441,895.6	93,345,555	55,932,911	10,551,363	790,334	37,748,852	29,754,665	198,369,015	148,927	16,058,669	30,386,716

Comparison of Performance Criteria effective before and after July 1, 2005

Performance Criterion	Old Standards (until July 1, 2005)	New Standards (starting July 1, 2005)
Student Performance	Performance is measured in math, reading, and one of the following academic areas: science, Social Studies, writing. Schools either: <ul style="list-style-type: none"> • meet the percentages set by the Board (see pp. 2-8) or • must have shown improvement over 5 years. 	Performance on State assessments must meet one of two targets annually: <ul style="list-style-type: none"> • Percentages set by the State Board (see p. 9-19) • Safe Harbor provisions (improve by 10% of the previous year's rate)
	High schools must sustain the proportion of students passing advanced math & science courses over 5 years.	n/a
	Schools must sustain their level of local assessments in communications, math, science, and social studies over 5 years	n/a
Participation Rate	n/a	Must have 95% or more of all students take the assessment annually.
Attendance Rate	Schools must sustain their level of attendance over 5 years.	Student attendance must meet one of two targets annually: <ul style="list-style-type: none"> • Attendance rate of 90% or more • Show improvement from the previous year's rate
Graduation Rate	High schools must sustain their graduation rate level over 5 years.	High schools must meet one of two graduation rates annually: <ul style="list-style-type: none"> • Graduation rate of 75% or • Show an improvement from the previous year's rate.
Dropout Rate	High schools must not increase their dropout rate over 5 years.	n/a
Violent Acts Against Teachers & Students	Schools must not increase their "violent acts" rate over 5 years.	n/a

Senate Education Committee
6-21-05
1 Attachment 15

Old
QPA Standards

Effective to June 30, 2005

Building Standards of Excellence--(Population: All Students)

Reading

Reading	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Unsatisfactory
Grade 5	At least 25% of students in Exemplary	Not more than 5% of students in Unsatisfactory
Grade 8	At least 20% of students in Exemplary	Not more than 10% of students in Unsatisfactory
Grade 11	At least 15% of students in Exemplary	Not more than 10% of students in Unsatisfactory

In addition, the following are expected percentage values for Advanced and above, Proficient and above, and Basic and above for a school of excellence in reading.

Reading	Expected Percentage of Students Classified as Advanced and Above	Expected Percentage of Students Classified as Proficient and Above	Expected Percentage of Students Classified as Basic and Above
Grade 5	60%	80%	95%
Grade 8	55%	75%	90%
Grade 11	50%	70%	90%

A weighting formula will then be applied to the actual percentage distribution of scores in a building to determine if the building did better, worse, or the same as the percentage distribution which is expected for a building of excellence. This weighting formula allows the school to meet the Standard of Excellence with data configured in several different ways, rather than having to meet the exact percentages listed in the Advanced and above, Proficient and above, and Basic and above categories. The percentages listed above in the Exemplary and Unsatisfactory categories, however, are requirements. When enrollment is below 20 and 5% of students are allowed in the Unsatisfactory category, buildings will be allowed one student in that category. When enrollment is below 10 and 10% of students are allowed in the Unsatisfactory category, buildings will be allowed one student in that category. When enrollment is below 7 and 15% of students are allowed in the Unsatisfactory category, buildings will be allowed one student in that category.

The requirements for mathematics follow:

Mathematics

Mathematics	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Unsatisfactory
Grade 4	At least 25% of students in Exemplary	Not more than 5 % of students in Unsatisfactory.
Grade 7	At least 25% of students in Exemplary	Not more than 10% of students in Unsatisfactory
Grade 10	At least 15% of students in Exemplary	Not more than 15% of students in Unsatisfactory

In addition, the following are expected percentage values for Advanced and above, Proficient and above, and Basic and above for a school of excellence in mathematics.

Mathematics	Expected Percentage of Students Classified as Advanced and Above	Expected Percentage of Students Classified as Proficient and Above	Expected Percentage of Students Classified as Basic and Above
Grade 4	60%	80%	95%
Grade 7	60%	80%	90%
Grade 10	40%	70%	85%

Note: As mentioned above, a weighting formula will be applied to the actual percentage distribution of scores in a building to determine if the building did better, worse, or the same as the percentage distribution which is expected for a building of excellence. The “building index” that is generated by this weighting formula was figured for the school. If the building meets the Standard of Excellence, this was reported along with other building results by the Center for Educational Testing and Evaluation.

The Model

(Developed by the Center for Educational Testing and Evaluation)

- At least a certain percentage of students is required in the Exemplary performance level.
- No more than a certain percentage of students is allowed in the Unsatisfactory performance level.
- Compare the “expected” percentage of students in the middle three performance levels with the actual percentage of students in the middle three performance levels.

- Building Index determines how the building distribution compares to the “expected” distribution

Example: Grade 7 Mathematics

1. At least 25% of students in Exemplary.
2. No more than 10% of students in Unsatisfactory.
3. Expected Distribution for a School of Excellence:

Advanced and Above -- 60%

Proficient and Above -- 80%

Basic and Above -- 90%

The Equation

Index = $(4 \times (\text{percentage of students in Exemplary} - \text{expected percentage of students in Exemplary})) +$
 $(3 \times (\text{percentage of students in Advanced and above} - \text{expected percentage of students in Advanced and above})) +$
 $(2 \times (\text{percentage of students in Proficient and above} - \text{expected percentage of students in Proficient and above})) +$
 $(1 \times (\text{percentage of students in Basic and above} - \text{expected percentage of students in Basic and above}))$

Interpretation of Index Score

The building can meet the Standard of Excellence in several different ways; however they MUST

1. Have at least the required percentage in Exemplary.
2. Have no more than the allowed percentage in Unsatisfactory.
3. Have a building index greater than or equal to 0.

If Index is 0, then building has just exactly met this part of the requirement for the Standard of Excellence.

If Index is <0 , then building did not meet this part of the requirement for the Standard of Excellence.

If Index is >0 , then building met and exceeded this part of the requirement for the Standard of Excellence.

Building Standard of Excellence--(Population: All Students)

A minimum percentage of students is required in the Exemplary level, while a maximum percentage of students is allowed in the Unsatisfactory level. Those requirements are as follows:

Writing	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Unsatisfactory
Grade 5	At least 15% of students in Exemplary	Not more than 10% of students in Unsatisfactory
Grade 8	At least 20% of students in Exemplary	Not more than 5% of students in Unsatisfactory
Grade 11	At least 20% of students in Exemplary	Not more than 10% of students in Unsatisfactory

In addition, the following are expected percentage values for Proficient and above, Satisfactory and above, and Basic and above for a school of excellence in writing.

Writing	Expected Percentage of Students Classified As Advanced and Above	Expected Percentage of Students Classified as Proficient and Above	Expected Percentage of Students Classified as Basic and Above
Grade 5	50%	80%	90%
Grade 8	60%	80%	90%
Grade 11	60%	80%	90%

A weighting formula is then applied to the actual percentage distribution of scores in a building to determine if the building did better, worse, or the same as the percentage distribution which is expected for a building of excellence. This weighting formula allows the school to meet the Standard of Excellence with data configured in several different ways, rather than having to meet the exact percentages listed in the Advanced and above, Proficient and above, and Basic and above categories. The percentages listed above in the Exemplary and Unsatisfactory categories, however, are requirements. When enrollment is below 20 and 5% of students are allowed in the Unsatisfactory category, buildings will be allowed one student in that category. When enrollment is below 10 and 10% of students are allowed in the Unsatisfactory category, buildings will be allowed one student in that category. When enrollment is below 7 and 15% of students are allowed in the Unsatisfactory category, buildings will be allowed one student in that category.

Science

Science	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Unsatisfactory
Grade 4	At least 25% of students in Exemplary	Not more than 5 % of students in Unsatisfactory
Grade 7	At least 25% of students in Exemplary	Not more than 10% of students in Unsatisfactory
Grade 10	At least 15% of students in Exemplary	Not more than 10% of students in Unsatisfactory

In addition, the following are expected percentage values for Advanced and above, Proficient and above, and Basic and above for a school of excellence in science.

Science	Expected Percentage of Students Classified as Advanced and Above	Expected Percentage of Students Classified as Proficient and Above	Expected Percentage of Students Classified as Basic and Above
Grade 4	65%	80%	95%
Grade 7	60%	80%	90%
Grade 10	50%	70%	90%

Social Studies

Social Studies	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Unsatisfactory
Grade 6	At least 25% of students in Exemplary	Not more than 5 % of students in Unsatisfactory
Grade 8	At least 25% of students in Exemplary	Not more than 10% of students in Unsatisfactory
Grade 11	At least 20% of students in Exemplary	Not more than 10% of students in Unsatisfactory

In addition, the following are expected percentage values for Advanced and above, Proficient and above, and Basic and above for a school of excellence in social studies.

Social Studies	Expected Percentage of Students Classified as Advanced and Above	Expected Percentage of Students Classified as Proficient and Above	Expected Percentage of Students Classified as Basic and Above
Grade 6	65%	85%	95%
Grade 8	65%	80%	90%
Grade 11	50%	70%	90%

Note: As mentioned above, a weighting formula will be applied to the actual percentage distribution of scores in a building to determine if the building did better, worse, or the same as the percentage distribution which is expected for a building of excellence. The “building index” that is generated by this weighting formula was figured for the school. If the building meets the Standard of Excellence, this was reported along with other building results by the Center for Educational Testing and Evaluation.

New
QPA Standards

Beginning July 1, 2005

Section III

Performance Criteria

This section describes the performance criteria or minimum requirements for student performance on state assessments and attendance and graduation rates necessary for accreditation.

Many of the performance criteria are familiar to educators. Since 1991, as part of the requirements for Quality Performance Accreditation (QPA), schools have reported state assessment data.

Also, for some time, Title 1 requirements linked students' state assessment performance to federal funding. No Child Left Behind (NCLB) allows the merger of state and federal data requirements regarding state assessment results. The performance criteria described in this section are the result of this merger.

Performance Criterion: One – Student Performance

KAR 91-31-32 (b) (1)

The performance criteria shall be as follows: Except as provided in subsection (d) of this regulation, having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board.

REQUIREMENTS

Meet the minimum percentage prescribed by the state board of students performing at or above the proficient level on state assessments.

GUIDANCE

- Performance Criterion One applies to all state accredited schools in Kansas. It is based upon a school meeting the percentage prescribed by the state board of students performing at or above the proficient level on state assessments.
- Safe harbor is applied to a school if the percent of students who are not proficient on the state assessments decreased by at least 10 percent from the previous year's results. Safe harbor applies if
 - 95 percent or more of students participated in the state assessments;
 - The school had an attendance rate of 90 percent or improved over the previous year (if the school is an elementary or middle school – this does not apply to high schools);
 - The school had a graduation rate of 75 percent or improved over the previous year (if the school is a high school – this does not apply to elementary and middle schools).
- Confidence intervals are applied if a school fails to meet safe harbor. Applying confidence intervals is a procedure for assuring that a school did or did not meet Performance Criterion One because of student performance, not because of the random error inherent in any testing procedure.
 - Confidence intervals are calculated separately for each assessment.
 - ◆ The interval indicates, with 99 percent confidence, whether students performed at the proficient level or not.
- If a school has fewer than 30 valid tests in a subject area, confidence intervals are applied.

KANSAS STATE ASSESSMENT SCHEDULE 2005-2010					
	2005-06	2006-07	2007-08	2008-09	2009-10
Reading: grades 3-8 (annual) once in high school	X	X	X	X	X
Mathematics: grades 3-8 (annual) once in high school	X	X	X	X	X
Science: grades 4 & 7 (annual) once in high school			X	X	X
History/Government: grades 6 & 8 (biennial) once in high school			X		X
Writing: grades 5 & 8 (biennial) once in high school		X		X	

VERIFICATION

Adequate Yearly Progress (AYP) Report

Frequently Asked Questions (FAQ)

- Q. Is performance in science, history and government, and writing part of Performance Criterion One?
- A. Yes, science, history and government, and writing are part of the performance criteria.

There are the 2005 minimum performance levels or targets for history and government. The Kansas State Board of Education (KSBE) approved these *only* for the 2004 - 2005 school year. These were established for the *QPA Pilot Schools* use. Although set by the board, the pilot schools were not held accountable for the targets this year. Unlike mathematics and reading (see charts on p. 41), the state controls the performance levels set for History/Government, Science and Writing. Because of this, the performance levels for these content areas will not go to 100%.

- Q. The assessments for writing and history and government are not administered every year. How are performance criteria determined for those content areas? When will performance criteria be established for science?
- A. Performance criteria are established for all current state assessments and will be established for all future state assessments. The writing assessment will be administered biennially beginning in spring 2007. Writing performance criteria will have to be met each year the assessment is administered. Science assessments will be administered every year in grades 4 and 7 and once in high school starting in spring 2008. Science performance criteria will have to be met annually. The history and government assessment will not be administered again until spring 2008. After 2008, the history and government assessment will be given biennially. History and government performance criteria will have to be met each year the assessment is administered.
- Q. Does safe harbor and confidence intervals apply to science, history and government, and writing?
- A. Yes, safe harbor and confidence intervals will apply to science, history and government and writing performance.
- Q. What if the state assessment data submitted by a school are inaccurate?
- A. If inaccurate state assessment data are submitted via the Kansas State Department of Education (KSDE) reports, this may result in inaccurate accreditation status and Adequate Yearly Progress (AYP) determination.

RESOURCES FOR PERFORMANCE CRITERION ONE

Adequate Yearly Progress (AYP). Kansas State Department of Education (2005). A State and Federal Programs resource. Retrieved from the Web February 11, 2005. <http://www.ksde.org/sfp/nclb/contentpg.htm>

Assessments Page. Kansas State Department of Education (2005). A School Improvement and Accreditation resource. Retrieved from the Web February 11, 2005. <http://www.ksde.org/assessment/index.html>

Center for Educational Testing and Evaluation. Kansas University (2005). Retrieved from the Web February 11, 2005. <http://www.cete.ku.edu>

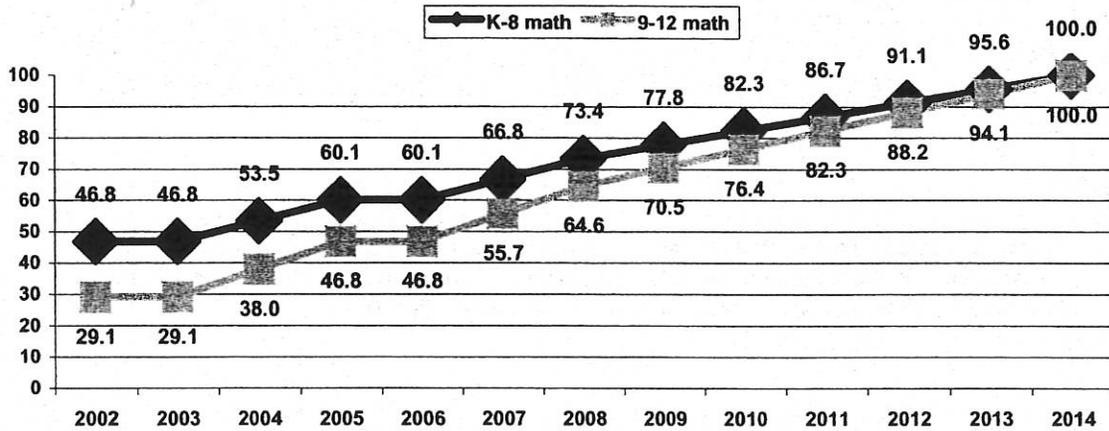
Kansas Curriculum Standards. Kansas State Department of Education (2005). A School Improvement and Accreditation resource. Retrieved from the Web February 11, 2005. <http://www.ksde.org/outcomes/siacurrstds.html>

Kansas Education Resource Center (KERC). Kansas State Department of Education (2005). Retrieved from the Web February 11, 2005. <http://www.kerc-ks.org>

KSBE PROFICIENCY LEVELS FOR MATHEMATICS AND READING 2002 – 2014

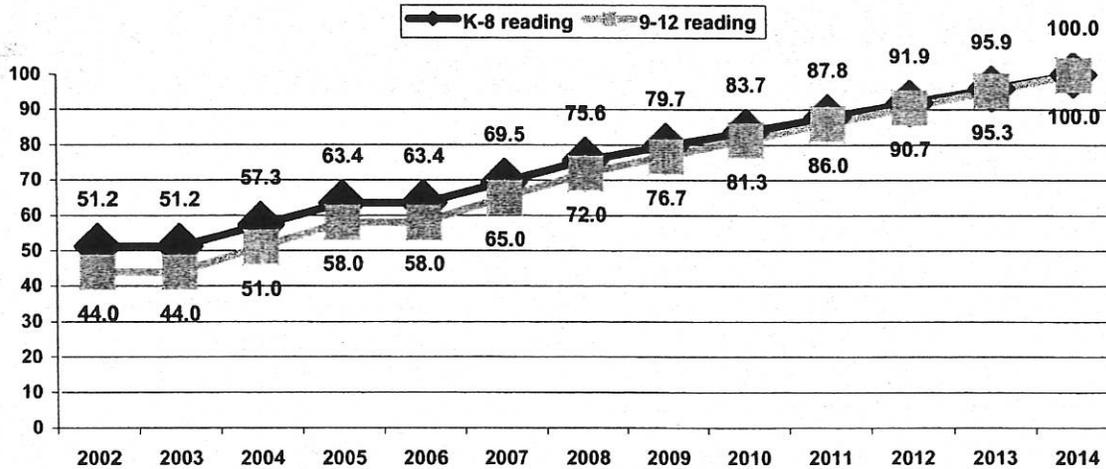
These charts show the percentage prescribed by the Kansas State Board of Education (KSBE) of students performing at or above the proficient level on the state Mathematics and Reading Assessments.

AYP Starting Point: Mathematics



These are the performance standards or targets for mathematics 2002 – 2014. The targets in spring 2005 and spring 2006 are the same because there is a transition from current to revised assessments.

AYP Starting Point: Reading



These are the performance standards or targets for reading 2002 – 2014. The targets in spring 2005 and spring 2006 are the same because there is a transition from current to revised assessments.

Performance Criterion: Two – Participation Rate

KAR 91-31-32 (b) (2)

The performance criteria shall be as follows: having 95% or more of all students and 95% or more of each student subgroup take the state assessments.

REQUIREMENTS

95 percent or more of all students and 95 percent or more of each student subgroup take the state assessments.

GUIDANCE

- Participation rate is determined by dividing the number of students administered a state assessment(s) by the number of students enrolled on the day the assessment is administered. (It is not determined by the number of students enrolled on September 20.)
- All students must take the state assessments.

VERIFICATION

Adequate Yearly Progress (AYP) Report

Frequently Asked Questions (FAQ)

- Q. Is the participation rate calculated for science, history and government, and writing?
A. Yes. Participation rate is calculated for all state assessed content areas.

RESOURCES FOR PERFORMANCE CRITERION TWO

Adequate Yearly Progress (AYP). Kansas State Department of Education (2005). A State and Federal Programs resource. Retrieved from the Web February 11, 2005.
<http://www.ksde.org/sfp/nclb/contentpg.htm>

Performance Criterion: Three – Attendance Rate

KAR 91-31-32 (b) (3)

The performance criteria shall be as follows: having an attendance rate equal to or greater than that prescribed by the state board.

REQUIREMENTS

Elementary and middle schools must meet the minimum attendance rate of 90% or show an improvement from the previous year's rate. (Improvement is not defined, any increase is acceptable.)

GUIDANCE

- Attendance rate is calculated by the average daily attendance (ADA) divided by the average daily membership (ADM).
 - A school's average daily attendance is calculated by (1) adding together the number of students attending each day that the school was in session during the school year, and (2) dividing that total by the number of days school was in session with students in class.
 - A school's average daily membership is calculated by (1) adding together the number of students attending each day plus the number absent each day that the school was in session during the school year, and (2) dividing that total by the number of days school was in session with students in class.
- The attendance rate must be 90 percent or there must be an improvement from the previous year's rate for a school to make Adequate Yearly Progress (AYP).
 - There are options for a case-by-case appeal for major outbreaks of illness that show a "significant" decline in attendance.
- Elementary and middle schools are identified for improvement when they miss the attendance rate for two consecutive years.

VERIFICATION

- *Adequate Yearly Progress (AYP) Report*
- *Quality Performance Accreditation (QPA) Annual Report*

Frequently Asked Questions (FAQ)

- Q.** Is attendance rate part of the performance criteria for high schools?
A. No. Attendance rate is a performance criterion for elementary and middle schools – not high schools.
- Q.** Does attendance rate impact whether or not a school will make safe harbor?
A. Yes. Safe harbor is calculated for any group that does not meet the performance target if that group has a 90 percent attendance rate or shows improvement from the previous year. This applies to elementary and middle schools.

RESOURCES FOR PERFORMANCE CRITERION THREE

Adequate Yearly Progress (AYP). Kansas State Department of Education (2005). A State and Federal Programs resource. Retrieved from the Web February 11, 2005. <http://www.ksde.org/sfp/nclb/contentpg.htm>

Performance Criterion: Four – Graduation Rate

KAR 91-31-32 (b) (4)

The performance criteria shall be as follows: for high schools, having a graduation rate equal to or greater than that prescribed by the state board.

REQUIREMENTS

High schools must meet the graduation rate of 75 percent or show an improvement from the previous year's rate. (Improvement is not defined, any increase is acceptable.)

GUIDANCE

- Graduation rate is calculated using same group or cohort of students 9th through 12th grades that graduates in the standard four years.
- Dropouts are included in calculating graduation rate.
- Students who have received general education diplomas (GEDs) are not included in determining graduation rate.
- Transfers are not included in determining graduation rate.
- Students with instructional education plans (IEPs) are included in calculating graduation rate. IEP graduates may include
 - Only students with disabilities;
 - Students through the age of 21;
 - Students who are graduating with a regular diploma;
 - Students who have been in high school for more than four years; and
 - Students who have completed their course of study as specified in their IEPs.

VERIFICATION

- *Adequate Yearly Progress (AYP) Report*
- *Building Principal's Report*

Frequently Asked Questions (FAQ)

- Q. Is graduation rate part of the performance criteria for elementary and middle schools?
A. No. Graduation rate is a performance criterion only for high schools.
- Q. Does graduation rate impact whether or not a high school will make safe harbor?
A. Yes. Safe harbor is calculated for any group that does not meet the performance target if that group has a 75 percent graduation rate or shows improvement from the previous year. This applies only to high schools.

RESOURCES FOR PERFORMANCE CRITERION FOUR

Adequate Yearly Progress (AYP). Kansas State Department of Education (2005). A State and Federal Programs resource. Retrieved from the Web February 11, 2005.
<http://www.ksde.org/sfp/nclb/contentpg.htm>

INTRODUCTION

Kansas Quality Performance Accreditation

History of Quality Performance Accreditation (QPA)

The accreditation of schools has been a function of the State Board of Education since 1966. In 1968, the Legislature enacted laws to implement the 1966 constitutional amendment in which the State Board of Education was given the authority to "accredit schools including elementary and secondary...public and private..." K.S.A. 72-7513

In 1988, Kansas Governor Mike Hayden appointed a committee to develop an accreditation process based on school accountability. One outcome of the committee work was the formation of the School Accreditation Task Force whose was charged with making recommendations on school accreditation. In 1991, based on the task force's recommendations, QPA was piloted. In 1995, the first schools were accredited under QPA. This same year, the legislature directed the Kansas Board of Education (KSBE) to establish curriculum standards, statewide assessments and performance levels, and public report cards. In 1996, the Kansas State Board of Education approved regulations for QPA that incorporated these directives.

In June 2000, the KSBE appointed a QPA Task Force representing districts of all sizes and geographic regions and the educational community (e.g., teachers, principals, central office personnel, and parents) to study the accreditation system. The task force was charged to examine the QPA system in terms of

- what is working well,
- what else might be needed,
- what was learned, and
- what improvements could be made.

In 2001, the QPA Task Force completed the study and forwarded the findings and recommendations to ✓ the QPA Advisory Council. The advisory council reviewed the study and made additional recommendations. Recommendations from both groups are summarized below:

- Eliminate frequent changes and ensure long-term and consistent state assessments.
- Ensure greater clarity in expectations.
- Provide clear, concise and consistent support materials and services.
- Offer performance based training.
- Include ESEA requirements for all schools included in accreditation system changes.

In addition, the QPA advisory Council suggested more specific criteria:

- Show improvement of all student groups on triangulated assessments (state, local, and performance) in targeted areas to achieve or maintain a proficient level.
- Sustain performance of all student groups on all state assessments in non-targeted areas.
- Demonstrate AYP in three years of the five-year cycle (two of the four years in a short cycle).
- 100% of the elementary teachers teaching core academic subjects must meet the state teaching requirements and 95% of all other teachers must meet the state teaching requirements.
- Improve attendance rate toward, or sustain attendance rate at, 95% or greater.
- Sustain graduation rate.
- Decrease dropout rate.

Role of Graduation Standards in QPA

State graduation requirements are also a part of the QPA regulations. Two task forces reviewed the graduation requirements; one task force in 1997 and another in 2001. Both task forces recommended that Kansas high school graduation requirements be reexamined to ensure that they are challenging and result in the preparation of all students for any opportunity they may want to pursue. All students must be assured that upon graduating from Kansas high schools, they possess the knowledge and skills that afford them access to any succeeding level of education, work, or other opportunity after high school.

The State Board of Education discussed the need for high standards for all students. Upon surveying districts regarding their current requirements for graduation, reviewing the Regents Qualified Admissions requirements and the State Scholarship program, the Board recommended and approved an additional mathematics, science and fine arts requirement while maintaining a total of 21 credits.

The State Board felt that, whether students are preparing to go to college, post-secondary technical schools, or to enter the world of work, the content in the required course of study should provide them with the opportunity to learn in context and through application without need for remediation.

No Child Left Behind (NCLB)

At the same time the KSBE was conducting a review of the QPA system, including graduation requirements, the federal government reauthorized the Elementary and Secondary Education Act (ESEA) more commonly known as the "No Child Left Behind" Act (NCLB) of 2001. This law presented an unprecedented opportunity to align state accountability systems with federal initiatives, while at the same time challenging the states to leverage new state education reforms. In Kansas, the NCLB law requires coordination of the existing state accreditation system with the new federal requirements, while ensuring that the integrity and quality of the state educational system is preserved.

ESEA builds on the accountability and assessment requirements Congress put in place in 1994 and emphasizes the direction Kansas took over the past decade, including setting challenging standards, measuring student progress against these standards, providing the help students need, and holding all schools accountable for results. The new law, however, is more specific and places additional emphasis on states, districts and schools to improve student achievement and close academic gaps among students who are economically disadvantaged, students who are limited English proficient, students with disabilities and students of varying ethnic backgrounds.

The major premises behind this federal law are fourfold:

1. All children can achieve to high standards.
2. All schools are accountable for all students.
3. A unitary accountability system must apply to all schools.
4. All teachers must be highly qualified.

Individuals with Disabilities Education Act (IDEA)

On November 19, 2004, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA). While the bill stopped short of sweeping changes, it contains four basic goals that should be helpful to schools complying with requirements.

1. To make sure all students with disabilities are learning.
2. To free teachers from burdensome bureaucratic requirements.
3. To help parents and schools work together.
4. To create the safest classroom environment for all students.

Key provisions of the bill allow states and local school districts increased flexibility and attempts to shift the focus from bureaucratic compliance with a process to a focus on student achievement. Additionally the law relies on compliance with No Child Left Behind mandates in several areas, eliminating the need for duplicative requirements under IDEA.

The bill will allow federal monitoring to focus on:

1. Improving educational results and functional outcomes for all children with disabilities; and
2. Ensuring states meet program requirements, particularly those most closely related to improving educational results for children with disabilities.

QPA Framework

Based upon changes in the NCLB and recommendations from the QPA Task Force and the QPA Advisory Council, several s of a proposed new QPA framework were developed. Feedback from the field was sought and many comments and suggestions were incorporated into the initial proposed regulations. The final changes were submitted to the attorney general's office on September 24, 2002. A public hearing on the proposed regulations was held during the State Board of Education meeting on December 10, 2002. On December 11, 2002, the State Board of Education approved final changes to the proposed QPA regulations based on comments received at the public hearing and comments received the two months prior to the hearing.

During the 2003-2004 and 2004-2005 school years, 253 schools were piloted the revised QPA system. Several orientation meetings and feedback sessions were held with the pilot schools to obtain both formal and informal feedback on the effectiveness of the *QPA Manual* as well as any barriers to the implementation of the revised system.

As a result of these efforts the *QPA Manual*, which reflects the merger of NCLB and QPA, was submitted to the KSBE in May 2005. On July 1, 2005 the revised QPA system takes effect for all Kansas schools. This manual is to be used for guidance in the accreditation system.

TESTIMONY TO THE SENATE EDUCATION COMMITTEE

June 21, 2005

From Connie Owen, Parent and Concerned Kansan
12207 Gillette, Overland Park, KS 66213

Good morning. My name is Connie Owen. Before I tell you about myself, I want to sincerely thank you all for being here. The fact that you are having committee hearings such as this one is proof that you are taking our kids' educations seriously. And thank you for setting aside time to hear from people like me.

I am a parent of two boys, both of whom attend public elementary school in the Olathe School District. I am a lifelong Kansan. I am a stay-at-home mom. I have also been an attorney for 17 years and I still maintain a part-time practice. Clearly, my most important role is to try to see that my children are as best prepared for their future as they can be. It is this goal which brings me here today.

In the information I have submitted to you, you will find copies of e-mails already sent by 19 other Kansans to their respective legislators. All of those people wished for me to share their views with you. These e-mails represent a broad spectrum of Kansans, including parents, small business owners, teachers, retirees, republicans and democrats. They share the same message I am bringing to you today. So, if you please, imagine not just one person standing here, but 20 people, instead.

There are 2 key points I wish to address.

Point 1. Please increase funding for public schools as the Kansas Supreme Court has indicated.

I strongly urge you to keep your focus on our schools. As they grow, our students will not just be competing with others from across the country. They will be competing with students from around the world. As companies and jobs span the world, so will the intellectual capital. Our kids need and deserve a world-class education. They must be prepared to excel at the highest level.

Our teachers deserve higher salaries and our children deserve class sizes small enough to enable all students to learn.

I applaud the Senate for having already put a plan on the table for discussion during this special session. Such prompt action shows real concern for our schools.

I do not know specifics of this plan, but I urge you to support a plan that complies with the requirements of the Supreme Court's June 3rd opinion.

Point 2. Please raise our taxes, if necessary, to adequately fund the public schools.

The e-mails you have before you repeat this: if you need to raise taxes for schools, it's OK. Nothing could be more important for the future of our children or for the economy of our state. It may not be necessary to raise taxes at this time. But, if the time comes, we believe it would be money well spent.

Senate Education Committee
6-21-05
Attachment 16

As I mentioned earlier, I applaud the Senate for taking this matter seriously and working sincerely to help our schools. However, there have been strong statements reported in the press that would polarize this issue and distract from the needs of our schools. If I may, I'd like to help calm those waters a bit and give you some food for thought about the role of the Kansas Supreme Court in this situation.

As we all know, the Kansas Constitution creates three co-equal branches of government, to provide a system of checks and balances. I know you all know this. I know you realize the Supreme Court has the duty to enforce the constitution. However, it appears some people are upset because the Court ordered the Legislature to appropriate a specific dollar amount for schools.

Can the Court appropriate tax dollars? Under normal circumstances, no. But that is not what happened here. The Court did not appropriate any money. If it had, there would be no need for this special session. Rather, the Court did what an appellate court is limited to doing: it based its decision on the facts in the record before it. Remember, this whole situation is happening in the context of a lawsuit. An appeals court can only use the facts in the record. Here, the only cost study in the record was the Augenblick & Meyers study previously prepared for the Legislature. The Court based its dollar figures on that study.

For future years, please note the Court respected the Legislature's new study, stating that the dollar amounts for years beyond 2005-2006 would be contingent, in part, on the new study being done as directed by HB 2247.

Would increasing school funding jeopardize an appeal, as with the death penalty ruling? No. The death penalty case was entirely different. As a result of a lawsuit, the Kansas Supreme Court found the death penalty law unconstitutional. At that point, the Court's role was over. Why? Because the Kansas constitution does not require that there be a death penalty. Therefore, the Court had no duty to require a new law. In that case, there was a good reason hold off on passing a new law: fixing the law would simply render the matter moot. There was no constitutional duty, or court order, to do anything in the meantime.

Contrast that with this case, in which the constitution affirmatively requires the Legislature to adequately fund the schools. Here, the Court's job was not over when it found the funding formula, and HB 2247, unconstitutional. Here, the Court has a duty, as does the Legislature, to see this through until school funding complies with the constitution.

Doesn't the Court have to follow the will of the people? No, it does not. In fact, it must not. The other two branches of government are representative, but the third, the judiciary, can't be. Sometimes popular notions may run counter to the principles of freedom set forth in the constitution. If, for example, the U.S. Supreme Court had been representative of the people, we would still be living in a racially segregated America. At that time, popular sentiment would have kept segregation laws intact. But the Court did its duty and looked only to the constitution. The Court cannot be a voice of the people – this is a bedrock principle protecting our country's freedoms.

As a Kansas parent, and on behalf of 19 other Kansans, I thank you for approaching this critical issue with sincere concern for our state's schools.

Subj: **Fwd: School funding**
Date: 6/20/2005 7:55:22 AM Central Daylight Time
From: caseycrew5@yahoo.com
To: connieowen@aol.com

Note: forwarded message attached.

Received: from [69.152.39.211] by web80214.mail.yahoo.com via HTTP; Sun, 19 Jun 2005 20:47:29 PDT
Date: Sun, 19 Jun 2005 20:47:28 -0700 (PDT)
From: Julie Casey <caseycrew5@yahoo.com>
Subject: School funding
To: schwab@house.state.ks.us
MIME-Version: 1.0
Content-Type: multipart/alternative; boundary="0-1506260285-1119239248=:80657"
Content-Transfer-Encoding: 8bit
Content-Length: 733

The Casey's
11907 Noland
Overland Park, Ks 66219

Mr Schwab,

I am a Republican in your district who is very concerned about the school funding issue. I understand the Kansas Supreme Court has ordered the legislature to increase funding for schools. This would give teachers and students the respect they so desperately deserve. Our teachers deserve to be have an increase in pay and our students deserve their classroom sizes to be at a number manageable to allow capable learning for all students. Nothing good can be gained by not following the courts and doing nothing. No one enjoys paying higher taxes, but we: including you and me must put our kids first. Your vote will count just as mine does at every election. Please keep in mind this Republican family is for education.

Respectfully!
Julie Casey

Subj: **Fw: School Funding**
Date: 6/19/2005 4:07:00 PM Central Daylight Time
From: tperkins6@kc.rr.com
To: connieowen@aol.com

----- Original Message -----

From: [Todd Perkins](#)
To: wilson@senate.state.ks.us
Sent: Sunday, June 19, 2005 4:05 PM
Subject: School Funding

Sen, Dennis Wilson:

I live in your district. I want you to pass a plan for increased funding for schools. I do not want you to ignore the Court's order. I don't mind paying higher taxes to pay for the schools. I want you to care more about education than politics.

Sincerely,
Teresa Perkins

Subj: **Fw: School Funding**
Date: 6/19/2005 4:03:05 PM Central Daylight Time
From: tperkins6@kc.rr.com
To: connieowen@aol.com

----- Original Message -----

From: Todd Perkins
To: kilpatrick@house.state.ks.us
Sent: Sunday, June 19, 2005 4:02 PM
Subject: School Funding

Rep. Patricia Kilpatrick:

I live in your district. I want you to pass a plan for increased funding for schools. I do not want you to ignore the Court's order. I don't mind paying higher taxes to pay for the schools. I want you to care more about education than politics.

Sincerely,
Teresa Perkins

Subj: **school funding**
Date: 6/18/2005 11:40:35 PM Central Daylight Time
From: Jane Bush
To: wilson@senate.state.ks.us
BCC: Connieowen

Dear Senator Wilson,

I urge you to take positive action this week as you begin the special legislative session on school funding. As a parent, I demand a quality education for my children. The Kansas Supreme Court has mandated that the legislature take action, using a study by Augenblick and Meyers done at the legislatures request in 2001. The study concluded that approximately \$600 million per year would be needed to provide a suitable education for Kansas Students.

I am concerned because some media report that there is a movement by legislators to ignore the supreme court ruling and do nothing. I trust that you have the best interest of your constituents in mind and will act positively toward funding Kansas Schools. Johnson County deserves to have quality schools just like those in the rest of the state, and non action will not be promoting that quality. The amount funded per student over the past 14 years with the formula used has not raised significantly, yet in the same time costs for education have soared, and the need to hire quality teachers has intensified. By funding public education at the levels the legislature has set you are putting our students at risk. And may I remind you of the federally mandated No Child Left Behind act, which is requiring additional expense on the part of the school districts to work toward standards of excellence and to make sure all teachers are highly qualified. In the face of all of this, we must fund our schools.

Let me illustrate how funding has affected one school in Olathe. Frontier Trail has lost 5 teacher that have not been replaced over the past 4 years. Yet our enrollment has remained constant or has slightly increased during that time. An increase in funding will help to keep class sizes down and give teachers a better chance to work with those students in danger of being "left behind".

As for how to fund them, you cannot rob Peter to pay Paul, so to speak. I do not agree with taking money from other important Kansas institutions. You must continue to fund higher education, fund highway repairs for safety, fund health care. Therefore, you will almost certainly have to consider a tax increase. I am here to say that I will not object to a tax increase that benefits schools. If we had not had taxes cut a few years ago during an economic growth spell, we would not be in the situation we are in today. I realize that a tax increase is not the popular move to make here, but sometimes you have to do what is right, not what is popular.

Please take positive action in the upcoming session. Fund our public schools.

Thank you

Jane A. Bush
12614 Westgate
Overland Park, KS 66213

Subj: **school funding**
Date: 6/18/2005 11:39:59 PM Central Daylight Time
From: Jane Bush
To: schwab@house.state.ks.us
BCC: Connieowen

Dear Representative Schwab,

I urge you to take positive action this week as you begin the special legislative session on school funding. As a parent, I demand a quality education for my children. The Kansas Supreme Court has mandated that the legislature take action, using a study by Augenblick and Meyers done at the legislatures request in 2001. The study concluded that approximately \$600 million per year would be needed to provide a suitable education for Kansas Students.

I am concerned because some media report that there is a movement by legislators to ignore the supreme court ruling and do nothing. I trust that you have the best interest of your constituents in mind and will act positively toward funding Kansas Schools. Johnson County deserves to have quality schools just like those in the rest of the state, and non action will not be promoting that quality. The amount funded per student over the past 14 years with the formula used has not raised significantly, yet in the same time costs for education have soared, and the need to hire quality teachers has intensified. By funding public education at the levels the legislature has set you are putting our students at risk. And may I remind you of the federally mandated No Child Left Behind act, which is requiring additional expense on the part of the school districts to work toward standards of excellence and to make sure all teachers are highly qualified. In the face of all of this, we must fund our schools.

Let me illustrate how funding has affected one school in Olathe. Frontier Trail has lost 5 teacher that have not been replaced over the past 4 years. Yet our enrollment has remained constant or has slightly increased during that time. An increase in funding will help to keep class sizes down and give teachers a better chance to work with those students in danger of being "left behind".

As for how to fund them, you cannot rob Peter to pay Paul, so to speak. I do not agree with taking money from other important Kansas institutions. You must continue to fund higher education, fund highway repairs for safety, fund health care. Therefore, you will almost certainly have to consider a tax increase. I am here to say that I will not object to a tax increase that benefits schools. If we had not had taxes cut a few years ago during an economic growth spell, we would not be in the situation we are in today. I realize that a tax increase is not the popular move to make here, but sometimes you have to do what is right, not what is popular.

Please take positive action in the upcoming session. Fund our public schools.

Thank you

Jane A. Bush
12614 Westgate
Overland Park, KS 66213

Subj: **FW: School funding**
Date: 6/18/2005 10:17:14 PM Central Daylight Time
From: kbiasella@everestkc.net
To: connieowen@aol.com

Connie,

Below is the email we sent.

Kim

-----Original Message-----

From: Kim Biasella [mailto:kbiasella@everestkc.net]
Sent: Saturday, June 18, 2005 10:14 PM
To: 'schwab@house.state.ks.us'
Subject: School funding

Representative Schwab,

The debate over school funding should not be about who thinks they are right or wrong. It should be about providing a quality education for all our children. It is all our job as Kansan's to work toward educating our future citizens.

As our representative, we expect you to listen and voice all of your constituent's concerns to your fellow house members. This is why you were elected to this position. It is our position, as two of your constituents, that some positive action is required on your part. For you to do nothing, thus stalemating the issue, is not an acceptable option.

It is our opinion that the Court has told the House and Senate that they have not acted in the best interest of all of the children of Kansas by inadequately funding education. The funding of Education in this state needs to be reworked, period. If this means adjusting taxes, so be it. But we do think all areas of the state spending should be reviewed very closely before this is considered.

It is time for everyone to realize that Education should be the most important item on all agendas, without it our country and state will not have a future. If the Kansas House or Senate does not act, our state will once again be the laughing stock of the country. All we have to do is look across the state line to the Kansas City Missouri School district to see what can happen when people don't act and courts must take action.

We trust you will take the proper steps to ensure that the Kansas Public School system is well provided for.

Thank you.

Mike and Kim Biasella
Overland Park, Kansas

Subj: **school funding**
Date: 6/19/2005 12:28:24 PM Central Daylight Time
From: Don.M.McGuire@gsk.com
To: connieowen@aol.com

Dear Representative Kilpatrick:

I am writing to you about the issue of school funding in Kansas. I believe that an excellent public educational system is one of the best investments a state government can make for its citizens. An excellent school system also leads to job creation as companies locate to areas that have great schools.

If a statewide poll were taken in Kansas the vast majority of voters would favor raising taxes if the funds went to education and the taxes were raised in a fair manner. Property taxes are not as fair as a progressive income tax. It is necessary to explain to the voters that for all children in Kansas to have the funding for an excellent K through 12 education taxes need to be raised.

There is a great deal of debate about whether the Kansas Supreme Court had the authority to order the Legislature to increase school funding, but the role of the Court is to ensure that the laws passed by the Legislature are constitutional. The Court is part of the system of checks and balances and is one of the three equal branches of government. The Court found that the prior funding bill and the new bill violate the requirement that the Legislature provide funding for our children's education. That is why the Court acted.

This special summer session would be an excellent opportunity for pro-education forces in the Legislature to embrace the chance to stand for improving the quality of schools, statewide, in Kansas.

Don McGuire
11828 West 116th St
Overland Park, KS 66210

Subj: **public school funding**
Date: 6/19/2005 12:20:40 PM Central Daylight Time
From: musicmom57@hotmail.com
To: kilpatrick@house.state.ks.us
CC: connieowen@aol.com

6-18-2005

Representative Kilpatrick:

I am writing to you about the recent issue concerning public school funding. I believe that an excellent public educational system is one of the best investments a state government can make for its citizens.

We have three children who have had an excellent education in the primary and secondary schools in the Olathe School District. Without the proper funding for the excellent educators, administrators, supplies, textbooks, curriculums, etc., they would not have had this excellent education. I believe that all children, from all the Kansas districts, deserve the same opportunities for a decent education. It will benefit all of our citizens, our businesses, our lifestyles, and our economy and progress if all children can be successful.

I am sure that most legislators want what is best for all the children in Kansas, and will go along with the Kansas Supreme Court to make this possible.

Thank you for your time and concern.

Anita M. McGuire

Subj: **Education funding**
Date: 6/17/2005 4:35:19 PM Central Daylight Time
From: fitzsfour@everestkc.net
To: wilson@senate.state.ks.us, yonally@house.state.ks.us
CC: connieowen@aol.com

Dear Sen. Wilson and Rep. Yonally,

As your constituent and a patron of the Olathe USD #233, I am writing to ask you, during the upcoming special legislative session, to fully comply with the recent Kansas Supreme Court's ruling re: additional funding for our public schools. In my view, our highest priority in Kansas should be the education of all of our state's children. I believe that for at least the past ten years, legislators have shirked their duty of providing adequate education funding, preferring instead to fuel their re-election hopes by promising more and more tax cuts.

Gentlemen, I am in favor of a tax INCREASE if it goes toward education funding. Please do not defy the court ruling, and vote FOR the additional funds for our schools. Thank you very much.

Sincerely,
Susan Fitzgerald
13313 W. 112 Terr.
Overland Park, Ks. 66210

Subj: **FW: Education Funding**
Date: 6/16/2005 11:55:15 PM Central Daylight Time
From: juliefrickleton@kc.rr.com
To: Connieowen@aol.com

From: Pat Colloton [<mailto:pat@patcolloton.com>]
Sent: Thursday, June 16, 2005 3:36 PM
To: 'Julie Frickleton'
Subject: RE: Education Funding

Dear Julie, I agree with your views completely and will vote to increase spending. I am working with other legislators to get the local funding back. It is part of an overall state plan for funding and we have to have it as you know. Thanks for your note. Pat

-----Original Message-----

From: Julie Frickleton [<mailto:juliefrickleton@kc.rr.com>]
Sent: Tuesday, June 14, 2005 11:13 AM
To: pat@patcolloton.com
Cc: Connieowen@aol.com; 'Dana Bartimus'; ljspring5@aol.com
Subject: Education Funding

I speak for many of your constituents when I strongly encourage you not to defy the Supreme Court on the education funding issue. Please vote to increase the spending. Higher taxes are completely justified in this situation. Also please do whatever you can to preserve the right of local districts to supplement the schools' budgets.

Julie Frickleton
Leawood

Subj: **Fw: School Funding**
Date: 6/16/2005 5:12:02 PM Central Daylight Time
From: mwilson25@kc.rr.com
To: connieowen@aol.com

----- Original Message -----

From: Mike Wilson
To: wilson@senate.state.ks.us
Sent: Thursday, June 16, 2005 3:42 PM
Subject: School Funding

Dear Representative Wilson,

. It looks like we're neighbors! My kids attend Pleasant Ridge Elementary and I just wanted to share with you my concerns about school funding.

Adequate funding of our school system is my number one concern! Olathe has benefited from continued growth in the number of students and therefore we are not in a desperate situation. However, we could find ourselves in the same position as neighboring school districts having to cut programs and let go of essential personnel. Please do what is necessary to adequately fund our school system. Even raise taxes!

I've heard a lot of talk about concerns with the KS Judicial System. Please do not use this situation to battle the judicial system, that would be counterproductive. As a parent, I am pleased that the court system stepped up to the plate to make sure that the students of Kansas receive an adequate education.

I'd be very interested in your stand on this very important issue and look forward to hearing from you.

Lina Wilson

16-13

Subj: **Fw: school funding**
Date: 6/15/2005 10:54:49 AM Central Daylight Time
From: jashlock1@kc.rr.com
To: Connieowen@aol.com

----- Original Message -----

From: [jill ashlock](mailto:jill.ashlock@house.state.ks.us)
To: schwab@house.state.ks.us
Sent: Wednesday, June 15, 2005 10:52 AM
Subject: school funding

Rep. Schwab,

I am writing concerning the Kansas school system. I live in your district and have two children in Kansas public schools. I am very concerned about the funding of our school and feel that we owe it to our children's future to provide them with a well funded school system. I am definitely in favor of a tax increase in order to accomplish this goal. The Kansas Supreme court has directed the legislature to pass a plan with increased funding to schools and I feel as an elected member of our judicial system it is your responsibility to uphold the ruling, not just for the sake of the high court directing this, but for the sake of our children's future.

Thank you,
Jill Ashlock

16-14

Subj: **FW: education**
Date: 6/15/2005 12:31:13 PM Central Daylight Time
From: tjoyner@everestkc.net
To: connieowen@aol.com

From: Traci Joyner [mailto:tjoyner@everestkc.net]
Sent: Tuesday, June 14, 2005 9:13 PM
To: 'schwab@house.state.ks.us'
Subject: education

Hi Scott, I live in your district and am somewhat concerned about the school funding issue. I have a son going into 5th grade, so have plenty of years left ahead of me to worry about this issue.

Please increase school funding as the KS Supreme court has directed, and do not ignore the courts. I am curious if you have children in the Olathe School District at this time?

If paying higher taxes is what it takes, let's do it. Our Children's education should be the number one priority here, and not Republicans VS. Democrats.

Thank you,
Traci Joyner

Subj: **Re: School \$ Hearing in Topeka**
Date: 6/15/2005 2:45:00 PM Central Daylight Time
From: 4forcats@kc.rr.com
To: Connieowen@aol.com

Connie,
Here is the e-mail I sent to Schwab and Wilson:

Dear Mr. Schwab and Mr. Wilson,

I understand that most of the representatives are not hearing from their constituents about school funding. I strongly support maintaining the current excellence of the school districts in the area. I hope you do as well, making school funding a top priority. "A higher priority than, say, fighting with the judicial branch for supremacy or pleasing constituents by refusing to raise taxes." (a quote from Matt Erickson, The Olathe News "The state Legislature's priorities", June 15, 2005) Matt writes a very interesting column for the paper and this one represents many voters in your area. We are not interested in your "show down" or the fact that "re-election" is around the corner as much as we are interested in maintaining the level of excellence in our schools - this includes the extra-curricular courses and activities as well. Others, before us, supported the public school system by paying taxes and I will always support public education. Please do not respond with the flippant answer of telling me to get out my check book and write a \$1000 check right now. Please go to work in a bi-partisan way and do what is best for the children of Kansas.

Thank you,
Susan Brooks
12616 W. 129th ST.
O.P., KS 66213

From: amymartin@comcast.net [mailto:amymartin@comcast.net]
Sent: Monday, June 13, 2005 3:21 PM
To: SSchwabrep@sbcglobal.net
Subject: School Financing

Dear Rep. Schwab,

I am an Olathe taxpayer, parent of school age children and one of your constituents. I urge you to NOT defy the Kansas Supreme Court. The framers of the Kansas Constitution created three co-equal branches of government so that there would be a system of checks and balances and our current court is a mix of Rep and Dem appointees. The Supreme Court has the duty to enforce the constitution and it has done so based upon the cost studies presented - this is not activism. Please don't get caught up in the looming power play between branches of government.

This whole matter is about **kids' education**. Many of my neighbors share my opinion - that our kids should not be exploited for political gain and that nothing is more important than preparing them for the future. If a tax increase is necessary we will pay it.

Please let me know how you intend to act on this issue.

Sincerely,

Amy Martin

12541 S. Alcan Cir., Olathe 66062

913-782-3239

Tuesday, June 14, 2005 America Online: Connieowen

16-17

From: Julie Bruer [mailto:jbruer@everestkc.net]

Sent: Tuesday, June 14, 2005 8:32 AM

To: schwab@house.state.ks.us

Subject: Kansas School Funding

Dear Mr. Schwab,

I live and work in the Olathe School District and I voted for you in the last election. I think Olathe is an excellent school district in which to live and work, and I would like to keep it that way!

I am upset about the actions of the legislature regarding school funding. I am asking you to increase school funding like the KS Supreme Court has directed you to do. You cannot defy court orders and just do nothing! This important issue should absolutely be 100% about education of our children and not a political powerplay of who's the boss, or which branch is more important in our state government. Please remember that all 3 branches have EQUAL authority, and the Courts are NOT supposed to be representative of the people! If you choose to do nothing, you have broken the Court's orders and the LAW!

If needed, I am willing to raise taxes to fund the public schools in Kansas. It is such an important issue (our children's future) that it is OK to raise taxes to do the right thing for our children.

Please don't even start thinking that you don't want to be known as the one who was responsible for raising taxes.....this is way too important of an issue to forget about our children's future and education here in Kansas. A good quality education is what makes this area in Johnson County such a desirable place to live.

If you take that away from us, Johnson County (and Olathe School District) will no longer be where people choose to live!!

Please act quickly and do the right thing for our children. I, and many others, will be watching your actions closely and will remember what what was done, come next election time.

Sincerely,

Julie Bruer
12706 W. 121st Terrace
Overland Park, KS 66213

16-18

Subj: **Fw: funding for olathe school district**
Date: 6/19/2005 7:44:34 AM Central Daylight Time
From: bethhunter@lycos.com
To: connieowen@aol.com

----- Original Message -----

From: "elizabeth hunter" <bethhunter@lycos.com>
To: bethhunter@lycos.com
Subject: Fw: funding for olathe school district
Date: Sun, 19 Jun 2005 07:16:29 -0500

Dear Mr Schwab,

I am writing to tell you that I am most interested in the funding issues for the Olathe School District. Please let me know how you will further the education of my child. I understand the Senate has hearings scheduled for next week. What does the House plan to do? I strongly believe that our children are the greatest or weakest resources our country has.

Sincerely,

Beth Hunter

bethhunter@lycos.com

--

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<http://datingsearch.lycos.com>

Sunday, June 19, 2005 America Online: Connieowen

16-19

Received: from [64.126.90.119] by web52601.mail.yahoo.com via HTTP; Mon, 13 Jun 2005 19:02:03 PDT
Date: Mon, 13 Jun 2005 19:02:03 -0700 (PDT)
From: Matthew Johnson <mhjohnson22@yahoo.com>
To: yonally@house.state.ks.us
MIME-Version: 1.0
Content-Type: text/plain; charset=iso-8859-1
Content-Transfer-Encoding: 8bit
Content-Length: 680

Dear Rep. Yonally,

I am one of your constituents. Please do NOT defy the Kansas Supreme Court. This whole matter is about our kids' education, not a power play between branches of government. The Supreme Court has the DUTY to enforce the constitution and it has done so. The framers of the Kansas Constitution created three co-equal branches of government so that there would be a system of checks and balances.

The Court has NOT acted outside its authority.

Please fund the schools in this special session.

I realize it may require you to raise my taxes. I believe it will be more economical in the long run to have children that are educated and can be productive adults than to save a few dollars each year in taxes.

Nothing is more important than our children being prepared for their futures!

Thank you for listening and acting in the best interests of those who plan to live in Kansas thirty years down the road.

Cynthia D. Johnson
11515 Rosehill Road
Overland Park, KS 66210

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<http://discover.yahoo.com/mobile.html>

Friday, June 17, 2005 America Online: Connieowen

16-20

----- Original Message -----

From: Mike Wilson

To: schwab@house.state.ks.us

Sent: Thursday, June 16, 2005 4:32 PM

Subject: School Funding

Dear Representative Schwab,

As one of your constituents I want to share with you my concerns about school funding.

Adequate funding of our school system is my number one concern! Please do what is necessary to adequately fund our school system. Even raise taxes!

As my representative, I ask that you to do what is necessary to comply with the court's order to increase money for our school system. School districts have faced the same type of economic pressures that many other industries have faced. Increased cost of utilities, personnel, insurance, etc. But the funds to pay for these items has not increased proportionally.

In addition, I've heard a lot of talk about concerns with the KS Judicial System. Please do not use this situation to battle the judicial system, that would be counterproductive. As a parent, I am pleased that the court system stepped up to the plate to make sure that the students of Kansas receive an adequate education. Especially when the legislature has failed to do the job over the last few years! This is not a new issue or concern. It only continues to be a concern because of the lack of action and consensus in the legislature.

I'd be very interested in your stand on this very important issue and look forward to hearing from you.

>Date: Wed, 15 Jun 2005 12:31:57 -0500
>To: o'connor@senate.state.ks.us
>From: Bob and Ruth Ingold <rringold@everestkc.net>
>Subject: Funding for public education

>
>Dear Senator O'Connor:

>
>If you have not heard from your constituents regarding the above subject,
>be assured that those voters are certainly talking about it. They are
>waiting to see where you stand. Judging by your past position they already
>know. Defying the Court and participating in posturing will not be helpful
>in extending your political future. You will not be elected Kansas
>Secretary of State or repeat as a Senator. Voters have children. Most of
>whom are in our excellent public schools. Responsible parents want their
>children to have every opportunity to receive the best possible education.
>This takes money. Tax money. I am a retired grandparent living on a fixed
>income but consider it my duty and obligation to help educators do their
>job. Even if this means higher taxes. Taxes supported my education. Taxes
>supported the education of my children and are presently supporting the
>education of my grandchildren. When my family is no longer enrolled in the
>public education system of Kansas I shall not whine or shirk my duty to
>support the education of the then current school population.

>
>Support full funding for Kansas public education or live with the
>consequences. The sleeping giant is beginning the stir.

>
>Sincerely,

>
>Robert W. Ingold

>Date: Tue, 14 Jun 2005 16:32:40 -0500
>To: brown@house.state.ks.us
>From: "Ruth A. Ingold" <blackcat@everestkc.net>
>Subject: Educational Funding

>
>Dear Mr. Brown,

>
>I understand that most of the representatives are not hearing from their
>constituents about school funding. I strongly support maintaining the
>current excellence of the school districts in the area. We need to
>maintain or increase the courses, both basic and extra-curricular, and not
>at the expense of other agencies. If this means raising taxes then so be
>it. I am retired and we are living on a fixed income but can handle extra
>taxes for education. After all someone years ago financed my education,
>then the education of our children and I hope for the best to be offered
>my grandchildren.

>
>Sincerely,
>Ruth A. Ingold
>19370 W. 87th Lane
>Lenexa, KS 66220-2506
>(913) 888-4639

>Date: Wed, 15 Jun 2005 12:08:57 -0500
>To: brown@house.state.ks.us
>From: "Ruth A. Ingold" <blackcat@everestkc.net>
>Subject: Funding for public education

>
>Dear Representative Brown:

>
>If you have not been hearing from your constituents regarding the above
>subject, be certain that those voters are certainly talking about it. They
>are waiting to see where you stand. Defying the Court and participating in
>posturing will not be helpful in extending your political future. Voters
>have children. Most of whom are in our excellent public schools.
>Responsible parents want their children to have every opportunity to
>receive the best possible education. This takes money. Tax money. I am a
>retired grandparent living on a fixed income but consider it my duty and
>obligation to help educators do their job. Even if this means higher
>taxes. Taxes supported my education. Taxes supported the education of my
>children and are presently supporting the education of my grandchildren.
>When my family is no longer enrolled in the public education system of
>Kansas I shall not whine or shirk my duty to support the education of the
>then current school population.

>
>I am not alone in suspecting that the present refusal to properly fund
>public education is nothing more than a ruse concocted by the far right to
>starve the present system into a state of mediocrity which will then
>intensify the cry for vouchers to attend other than public schools. If you
>are part of this conspiracy, be advised that a now sleeping giant will
>rise from slumber and put you and your associates on the street. If you
>are not with the would be destroyers of Kansas public education, stand
>firm and protect this noble institution.

>
>
>Sincerely,

>
>Robert W. Ingold

Subj: **school finance**
Date: 6/20/2005 11:11:43 AM Central Daylight Time
From: webbfam2@sbcglobal.net
To: kinzer@house.state.ks.us
CC: connieowen@aol.com

Dear Mr. Kinzer,

I am writing you to voice my frustration with the school finance issue. I have been a taxpayer, Olathe School District employee, and a Johnson County resident for 29 years. I am also the mother of two young men 22 and 18. They have been through the school system and are becoming productive citizens and college students. I also have taught many children and have seen a change in education.

Of course one of the areas is NO CHILD LEFT BEHIND and I am working harder than I have ever worked. My day answers to children, parents, administrators, the superintendent, and the community. I am told what to teach and how to teach it and that by a certain year 100% of the children will be proficient on the testing I'm required to give. That is not including my curriculum that the district has given me.

I guess what I am feeling is the need to ask you to do your job. We need to find the money and find it now. I am answering to all the people I have mentioned above by doing my job. It is time consuming, emotionally draining, physically demanding, and mentally exhausting everyday to prepare children for the testing and the world we live in. I do it with pride and with love, but I can't do it alone. We need to know we are supported and that you don't just talk, but show that this is important. You don't bicker over who is making you do this, but find the answers. I am a taxpayer, as I said, and if that is what needs to happen I am open to that.

Please share this with others and let's get the job done.

Thank you,
Joyce Webb

Subj: **school funding**
Date: 6/20/2005 11:43:32 AM Central Daylight Time
From: Dav N Sus
To: kilpatrick@house.state.ks.us, wilson@senate.state.ks.us
CC: Connieowen

Dear Representative Kilpatrick and Senator Wilson,

It recently came to my attention that the funding for the schools in my district may not come through in time for the beginning of the 2005 academic school year. This is of great concern to me as the mother of 3 elementary age students. We place a high regard on education and feel any delay in schooling could be very detrimental.

I am writting to urge you to do your part to ensure that the Kansas Legislature provides the schools in our district with funding as ordered by the Kansas Supreme Court. If the schools do not open in the fall it will be the responsibility of the Legislature not the court.

Thank you for your prompt attention to this important issue.

Sincerely,
Susan Thompson