

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 12:10 p.m. on March 13, 2006, in Room 123-S of the Capitol.

Committee members absent:

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: None

Committee discussion and action on:

**SB 584—School districts; relating to school finance**

In response to a request by Senator Pine for more information on the at-risk student program, Carolyn Rampey, Kansas Legislative Research Department, distributed copies of the guidelines which the Department of Education uses to define an at-risk pupil. (Attachment 1) She noted that at-risk funding is generated on the basis of the students who apply for free lunches. Once the money is generated, the school districts at the local level decide who will be offered services. She distributed copies of a list of school districts which showed each district's percentage of free lunch students. (Attachment 2) The Committee later referred the list as they discussed the high at-risk program.

Ms. Rampey also distributed a summary of the Kansas Supreme Court Supplemental Opinion in *Montoy, et al. v. State of Kansas et al.* prepared by the Kansas Legislative Research Department. (Attachment 3) She pointed out that the Court said the Legislature needed to address the base state per pupil, at-risk weighting, bilingual education weighting, special education, local option budgets, low enrollment weighting, and capital outlay.

Senator Schodorf called the Committee's attention to an explanation of the Senate three-year education plan (**SB 584**) and computer printout (SF6071) which was distributed by Dale Dennis, Deputy Commissioner, Kansas Department of Education, at the March 8 meeting. She suggested that the Committee use the handout as a guide as the Committee attempted to formulate a plan for debate on the Senate floor. She noted, "For now, we are going to be looking at a three-year plan. When we get to discussing what the Committee wants, that may change. In looking at what the Supreme Court will want, we don't know necessarily that they won't accept a three-year plan. The alternative is a one-year plan with a large amount of money or a small amount, and we're still looking at what the opinion of the Supreme Court was."

Senator Apple commented that perhaps the Committee should consider scaling the plan back to make it fiscally responsible, and the state would not experience terrible financial problems in two years. Senator Vratil commented, "I share Senator Apple's concerns about not having funding for a three-year plan, but the problem on the other side of the coin is, if you scale back the proposed Senate plan to any significant extent, you pretty much guarantee that we will not meet the requirements of the Supreme Court. We either attempt to meet the Supreme Court's demands and avoid a special session this summer or we try to ensure that whatever plan we propose is funded with current resources." Senator Apple commented, "I think we're kidding ourselves if we think that we can continue to financially meet the obligations of No Child Left Behind. I think that we're either going to tell the Court this year or we're going to tell the Court in two years that these are worthy goals; we definitely want to attempt to meet those. But if we're going to say we'll meet those no matter what, I just simply don't think that we can do it." At this point, Senator Lee distributed copies of a memorandum prepared by Ms. Rampey in February in response to questions she had about the fiscal impact if a state decouples from No Child Left Behind standards. (Attachment 4)

Senator Schodorf said, "I do not buy the premise that it's going to cost us \$400 million times 15 years. It's just not going to do that. Number one, we're not going to do it. Number two, we can't afford it. And I don't think that it will cost that much. If you talk to the person who's over the federal No Child Left Behind in

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Kansas City, she says that is not a valid argument; that it will not cost all that money. The other thing is, that's a long-term problem. But, right now, this is a short-term. We're trying to find a bill to get out."

Senator Steinerger stated, "I think we should commit to a three-year plan. I think it's the only practical way to try to live within our means yet also achieve what the Court expects of us. And for Senator Apple, I would point out a couple of examples we've had in recent history where the Legislature committed to multi-year spending plans and then later to renegotiate those plans. Number one was the highway program. That was under Governor Graves, and the state ran into a little bit of a financial problem, and we had to make some cut backs in the highway plan. And the second one was higher education restructuring, SB 345; the same story. We ran out of money a couple of years ago, and we had to delay implementation of that bill. That's what we've done before. We've made multi-year commitments and fine turned them as time went on." Senator Schodorf added, "Senator Apple, there is no doubt that year three is of great concern. We had the same argument last year, and that's why we went to a one year. And then the economy improved. So had we funded a three-year plan last year, we would be in the black every year. We thought that year three was going to be a huge, huge deficit, and it turned out that it wasn't. You're right to be concerned. We are all concerned about either way. Right now, we're just trying to get a consensus here to move forward on some semblance of a plan."

Senator Steinerger observed, "We're making two changes overall. One is formulaic changes, and two is the amount of money that we're putting into school finance. The money is going to be more of a long-run problem because our revenue goes up and goes down. Most of what has been tried in this whole court case for five years now has been perceived as actual inequities in the school finance formula. So it seems to me that maybe we should phase-in the first year. If we really want to do our best to appease the courts and help the schools, probably the most important thing is getting the technical changes in the finance formula made in the first year, even if we have to reduce our increase in base state aid per pupil. I think we need to show the courts, yes, we understand there is a problem with at-risk, bilingual, special ed, etc. But let's go ahead and make our changes now – all of them in the first year – and increase funding as money becomes available." Senator Lee added, "I can support a three-year plan, but I would caution this. If we pass a three-year plan and we're fortunate enough that the Court approves it, don't plan on cutting back in the second and third years. Because, if we pass a three-year plan, and the Court says okay, my gut feeling is that they are not going to step back. They want it all in one year. So, if we don't do it all in one year, then I think they're going to keep control, and they're going to watch if we will spend in the second and third year. But I agree with Senator Vratil. I believe our option is to spend it all in one year."

Senator Schodorf called for a straw vote on those in favor of a three-year plan. The voice vote was in support of a three-year plan.

Senator Schodorf opened a discussion of the increase in the base state aid per pupil in the Senate plan (\$50 increase the first year, \$50 increase the second year, and \$70 the third year). Senator Vratil asked, "Do we have a breakdown of what would actually go to the base and what would go to the other weighting factors—low enrollment, at-risk, bilingual, vocational, correlation?" Mr. Dennis answered, "No. It's something that's not difficult to do, but you don't have it. The base is about a little over \$22 million, and the rest would go to the weightings, scattered throughout." Senator Vratil requested that Mr. Dennis provide the breakdown for future reference.

On a call for a vote on the proposed base state aid per pupil, the voice vote was in support.

The Committee next considered the regular at-risk weighting in the proposed Senate plan. Senator Schodorf noted that regular at-risk included free lunch pupils, and the plan went up from .193 to .268, and it continued to increase until it gets to .368 in 2008-09. Senator Vratil called attention to a packet of materials addressing the at-risk aspects of the formula which was prepared by the Kansas State Department of Education. (Attachment 5) He explained, "The first item in the packet is a memo from Dale Dennis indicating that, a year ago for the '04-'05 school year, we were spending about \$52 million on at-risk. This year, we're spending about \$111 million, and, if we were to adopt the Senate plan, we would add \$43 million to that. So it would be somewhere over \$150 million or about three times what we were last year. That's not to say that I don't think additional at-risk money is necessary, but we are increasing it very rapidly. Given the amount of money

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that we're talking about for at-risk programs next year in the area of \$150 million, at-risk suddenly becomes a lot more of a focal point in this formula. So I really question our definition of an at-risk student, and I refer you to the next document in your packet (pages 89 and 90 from the Legislative Post Audit study) where they also question the relationship between free lunch students and those students who are in need of at-risk services. I just quote from there where they say, 'The state's basis for funding at-risk services has little relationship to the number of students who receive at-risk services.' And they have provided a chart on page 90 of their report which shows selected districts, and as I recall these were pretty much randomly selected. It shows, for example, that Logan gets at-risk funding for 63 students but only provides services for 47 students and that only 13 of those students actually qualify for free lunch and get at-risk services. What that tells me is that there are wide discrepancies and no correlation between free lunch students and those students who are in need of at-risk services. The next document is one that I had prepared earlier in the session and provided all of you a copy. This really dramatically reflects the problem that I see in our current definitions. If you look at the last page, it reflects that there are about 135,000 students who qualify for free lunches, but over 200,000 students receive at-risk services, which, at least in my mind, draws into question whether there is any correlation between those two factors. And I think those numbers indicate there isn't. If you believe there is a correlation, you only need to look at individual school districts. There clearly is no correlation from one school district to another between free lunch students and those who are receiving at-risk services. We have districts who are receiving at-risk money for 63.2 percent more students than they are providing services to, or 75 percent, or 50 percent, or 35 percent. And then we have districts who are providing at-risk services to 851 percent more than they are receiving money for, or 190 percent more than they are receiving money for. That doesn't constitute correlation. Going on to the next document in your packet, this comes from Ken Daniel. I have talked with Mr. Daniel and am satisfied with the validity of his study. The chart he's provided compares the number of children who should be eligible for free lunches in a district with the number reported by the district. He determines the number that should be eligible by relying on Census Bureau figures from 2000 and then extrapolating to 2003. To qualify for free lunch, a child must be from a family that has an income of 130 percent of the federal poverty level or less. The figures that are on this chart are from Census Bureau figures for calendar year 2003 and from the September 20, 2003, enrollment reports. And the assumptions are that every child goes to a public school. Generally speaking, what this shows is that about 55,000 more children are reported as free lunch children than the maximum possible under Census Bureau figures. For example, Healy public schools have three students who would qualify under Census Bureau figures. They are claiming 30 free lunch students. Golden Plains has nine who would qualify under Census Bureau. They are claiming 82 free lunch students. Frontenack has 20 who would qualify under Census Bureau figures. They are claiming 163. Which has to create some question as to the validity of our current at-risk program. I think it's incumbent upon the Legislature, first of all to try to ensure that whatever formula we come up with is accurately applied by all school districts, and secondly, it's very important that in the at-risk area, whatever money we appropriate actually goes to services for at-risk students. And I think there is a better way to do it. There are a variety of ways to do it. One is to just define at-risk students as those who are below proficient in either reading or math. After all, those are the students that reflect the achievement gap, and those are the students that the Supreme Court has said we need to deal with. So I'd like to hear some discussion among committee members about changing the definition of at-risk students."

Senator Teichman commented that at this time, the Committee did not have enough time to study all the information presented and, in addition, she would like to see information on what other states were doing. She noted that an at-risk task force was currently studying the issue and suggested that the Committee not make a decision on the at-risk definition until the task force made its recommendations. Senator Lee commented that she did not know how valid the information was, and she felt some of it was contradictory. She stated, "I would recommend that we stay with the current definition until we hear from the at-risk commission and see what they bring back to us in terms of recommendations." Senator Vratil responded to questions concerning at-risk funding and his suggestions for the definition an at-risk student. During the discussion, staff noted that the At-Risk Council had not had the extensive discussion of an alternative way of generating funding that the Committee was having. It was also noted that the Council was scheduled to meet again on April 13 and would be soliciting input from conferees, and the Council would possibly begin to make recommendations on May 30.

Senator Lee moved to not change the definition of at-risk weighting and to keep it as it is in current law until the Committee receives a report from the At-Risk Council, seconded by Senator Teichman.

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Senator Allen asked if it was known when the Committee would have a report from the At-Risk Council. Staff noted that the Council was scheduled to report by October of this year. Senator Vratil noted that the At-Risk Council is to report to the 2010 Commission, and then the 2010 Commission will make recommendations to the Legislature for the 2007 Session.

Senator Allen made a substitute motion that the Committee change the definition of at-risk to mean "students who qualify for free lunch or students who are below proficient in either reading or math," that any student not be counted more than one time, and that the same amount of money be spent on at-risk as is currently in the proposal being considered, seconded by Senator Vratil.

Committee discussion followed regarding how the money would be distributed. Senator Allen said, "I believe that it would be distributed differently because we're counting different children, but the same amount of total at-risk dollars would be spent." Senator Lee responded, "There are schools who now, because of income levels, don't receive at-risk, who now will receive at-risk. If they begin to receive money, that means the schools who now receive money will receive less." Senator Pine stated, "It seems to me, from what we've just been looking at in these runs, is that's what schools are doing in terms of their using the money for more kids than what, according to the definition, they should be. So it would seem to me Senator Allen is trying to more fairly distribute that money to those that need it, and I would think we ought to be trying to do something like that." Senator Goodwin commented, "This is very intriguing, and I think it's something we need to look at. I think it's something we need to address; however, I regret that we're at this time of the year when we've got to get a bill out. I would like to have more information. I have a feeling that a lot of school districts are doing this, but I'd like to have a more accurate count." Senator Apple commented, "I think it's going to be more difficult next year with the increased funding in at-risk to go in and change the definition next year. So I'll be voting with Senator Allen.

Senator Schodorf called for a vote on Senator Allen's substitute motion. On a call for division, the vote was tied 5 to 5. Senator Schodorf broke the tie by voting, "no." The substitute motion failed.

Senator Lee withdrew her motion, and Senator Teichman withdrew her second to the motion. Senator Ostmeyer confirmed that, with Senator Lee's withdrawal of her motion, the current at-risk definition would remain.

On a straw vote on leaving the regular at-risk three-year increase in the proposed school finance plan, the majority voted to leave it in the proposed plan.

Senator Schodorf opened a discussion on additional flexibility in spending at-risk funds under the House school finance plan ( **HB 2986**). Mr. Dennis explained that, under the House version, schools would be allowed to use at-risk funds for bilingual or whatever they choose, but they would have to record how the revenue was spent. Ms. Rampey called attention to a revised comparison of 2006 school finance plans which had been distributed to the Committee. (Attachment 6). She pointed out the second paragraph on page 6 under the **HB 2986** column which described the flexibility provision to which Senator Schodorf referred.

Senator Steineger commented that allowing school districts flexibility in managing their resources was a good thing as long as it holds up to the Supreme Court's scrutiny. Senator Vratil commented that the inclusion of the provision in the Senate plan was a good idea with the accounting requirements in the House plan so that it could be determined how much money was being spent on at-risk students, preschool-aged at-risk, and bilingual and vocational education programs.

Senator Vratil moved to include in the Senate school finance proposal the flexibility in spending provisions from the House plan concerning at-risk, preschool-aged at-risk, and bilingual and vocational education funds, seconded by Senator Steineger. The motion carried.

Senator Schodorf opened a discussion on the provision in the Senate plan for the high at-risk program based on the percent of enrollment that qualified for free lunch which was included in the Legislative Post Audit study. Senator Lee noted that, under the **SB 584**, high at-risk would apply to the following five counties: Shawnee, Seward, Sedgwick, Ford, and Wyandotte. Senator Vratil noted, "I believe the House bill has

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Kansas City, Kansas, Wichita, and Topeka, which we also have. Plus, they would have Hutchinson, Leavenworth, and Turner, which we don't have."

Senator Apple commented, "If you look at the number of students that are free meals in those five districts, how do you draw the line between 54.01 percent and 53.62 percent? I'm just wondering – We didn't hear about this until the first of January, but yet we're going to look at funding \$10 million. It may be worthy. It may be the right thing to do, but with today's litigation and society, are we setting ourselves up for another lawsuit?" Senator Vratil said, "I believe Senator Apple makes a good point because where we've drawn the line in this proposal was rather arbitrary. If you're a student in the Coffeyville school district with 53.62 percent free lunch students, you don't get any money. But, if you are a student in the Topeka school district with 54.01 percent, which is 39/100 of one percent difference, you do get money. The rational basis for drawing the line there does not exist, and the Court said we have to have a rational basis for what we do." Senator Schodorf noted that the original proposal included 20 districts.

Senator Lee commented, "We were trying to figure out some way to find a logical way. Every logical way we could find, there was always going to be somebody that's right below that. For instance, if you say that they have to have 50 percent, then you go down and there's Lyons at 49.44 percent, or if you say 45 percent, then you go to Hutchinson, and there's 44.99. The same way if you are going to use density. There's always somebody that's right under it." Senator Steineger commented, "The notion of a high-at risk weight or density weight came out of the Post Audit study, which I had never heard of before then. If we use the phrase 'density,' that, to me, implies a certain amount of population per square mile. Certainly I can see it in parts of eastern Wyandotte where it's a dense and very poor area, but I personally believe it does make a difference. I think achievement is even harder when we have a poor kid surrounded for miles by nothing but poor neighborhoods. They just have fewer and fewer role models and examples of success."

At this point (1:30 p.m.), Senator Schodorf recessed the meeting until 1:45 p.m. because she was scheduled to testify on a bill in a House committee. The meeting resumed at 2:00 p.m. at which time Senator Steineger resumed his comments on high at-risk. He stated, "I think we need to keep a definition of what high-density at-risk means, and that means the number of poor kids, or poor families, or under proficiency kids in a square mile. A poor person living in the country would be better off than a poor person living in a urban core area. It's just that much harder to have good role models and have them be away from a lot of the dangers of urban life. So I think we need to keep the high at-risk weighting in general, and I think it needs to have some kind of a density measurement. Senator Vratil responded, "I understand that each one of us may have our feelings, and some of us may feel it's just intuitive that at-risk students in the urban areas present more difficult problems in education than at-risk students in rural areas, but is there any research to show that at-risk students in urban areas are more difficult to educate than at-risk students in rural areas?" Senator Steineger replied, "Our Standard & Poor's guys that were here the other day alluded to that fact. In fact, they indicated that there was some substantial research to show that urban at-risk is a lot more difficult to fund and to educate."

Senator Apple commented, "We're strongly considering spending \$10 million, but not knowing exactly what the problem is and not knowing exactly what the solution is. If those are legitimate concerns, I go back to how do you draw the line between the fifth and the sixth district, I think it needs some study. I think it needs greater understanding before we go down this road of spending more money on it. And, if we can understand it better and we can come up with some solutions, I'm 100 percent in support of trying to fix the problem. But I'm very reluctant to spend money on something that we don't even begin to understand." In response, Senator Schodorf said, "We do understand it, and I would take exception to that. And we do know that children who start school who are at-risk have less education, have less preparation. Some of them don't know their colors, don't know their numbers, don't have some of the concepts that other children whose parents have more abilities. We do know that all-day kindergarten will help decrease that gap. We do know that staying in school longer days and that tutoring and summer schools will also help decrease that gap. We know what to do with kids and how to help them, how to decrease the gap. It's a matter of having the funds to be able to provide the extra time. It's time that's the factor here. The Post Audit is a scientific audit, independent. No one had ever brought this up before. It was a totally new concept. And for years, we've been trying to describe why it's more expensive to educate kids of poverty than it is other kids. We've concurred also that, if you're a poor kid in the country, you're not as poor as you are in the city. And what part of that is, is the framework, the foundation that the kids have at home. It may not be any fault of their parents, but

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when you are looking for a job or you don't have food on the table and a neighborhood has the same problem, or you are sandwich generation, that you have three or four generations in the same house, sometimes the priorities are different. And it just takes more money. That's why, I think, Post Audit realized this and that they included this area."

With regard to limiting high at-risk to five counties, Senator McGinn commented, "Where do we draw that line? Do we go back to looking at percentages or what, if we're going to stay with it. To me, that is the question." Senator Teichman added, "I was just curious if you could give us some insight on why they go into the five and didn't expand it to six which would be a more equitable breaking point." Senator Schodrof said, "As I recall, there were 20, and there were discussions. There were 20 districts, and that was \$20 million. And then somebody suggested the top five so that there would be more money either to be cut back or to go somewhere else. The other \$10 million went into regular at-risk." Senator Teichman responded, "If we're going to try to make something rational out of that, then it ought to be anything that's 50 percent or above." Senator Vratil asked, "Why is it any more rational to break it there than it is some other place? Because we've got a district at 49.44; that's the next one." Senator Teichman explained, "I just thought, if you break it at 50 percent, it does give it at least a common place. If you break it at an even number, it makes a little more sense."

Scott Frank, Legislative Post Audit, explained, "When we were looking at this for the cost study, we measured urban poverty using the density measures, and that mirrors what has been used in the House. We faced the same dilemma of where do you break this in terms of who's going to get the weight or not. So we actually stepped away from density entirely and used the definition that said, 'any district that was part of a census Category 1 or 2 city.' Wichita is the only Category 1 city. Category 2 would be the Kansas City area, Lawrence, Topeka. So anyone who is in Census Category 1 or 2 and has above-average poverty – That's how Turner gets picked up in there, because, being part of Kansas, they are a Category 2 community. They are above-average poverty, and the average is about 28 percent. There's nothing magical about above-average. It seemed rational, kind of like 50 percent. It's a number that we picked because we were having trouble figuring out where in the density breakdown would you actually pick a district. So we went to the census categories."

Senator Lee commented, "Those of us who have some acquaintance with Dodge City understand that it has some of the very same problems that Wichita and Kansas City have. The only reason they didn't make the density factor is because it has a few more square miles in its district now. You can take those 300 square miles off, and there's no students in those square miles. It just happens to be the luck of the draw. But if you look actually at Dodge City itself, within the confines of the city, you would find a lot of the same issues that Kansas City and Wichita have because of the diversity of their population and, I suspect, because of the income of the population." Senator Teichman added, "I'd also say that's the same conclusion we could draw with the Liberal and the Garden City area. I was surprised that when they figured this out that Garden City was not in it because Garden City has some of the same if not more problems than Liberal has, only it is spread out in a larger area and; therefore, it wasn't counted as much. But Garden City has a very high at-risk; they have a very high population of bilingual along with Dodge City."

Mr. Frank directed the Committee's attention to copies of a memorandum prepared by the Legislative Division of Post Audit regarding a high-poverty weighting factor. (Attachment 7) He noted that, in accordance with a request made by a Committee member at the March 7 meeting, Post Audit conducted an additional analysis of the cost function results to develop a potential high-poverty weighting factor. He explained, "Rather than focusing on an urban poverty weight, we went back and said, is there evidence in here that, as the percent of kids in poverty goes up, the cost would go up – as you move from relatively low poverty to relatively high poverty, does the amount per kid need to go up. What we've done here is group the districts into 10 percent bands. Basically, as you go through the first three bands, districts that have between 0 and 30 percent poverty, you end up with basically the same costs for those kids. But then, starting at 30 percent and working your way up, you see an ever increasing amount that each kid would necessitate. That culminates at the 60 to 70 percent group where the total weight has an additional component of about .189. That additional component would have the equivalent of what you have in your bill, the high at-risk. What this would give you would potentially be a way to gradually increase the weight so that you don't have the notion of, do I get the weight or do I not get the weight. You're either in or your out. This one is arranged in kind of a stair step fashion, so you would still have people that might be right on the border that if they just had more one kid in poverty, they could

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move to a higher rate. If there was an interest, this could also be arranged into something more like the current low enrollment curve where you've actually got a curve to it so that each additional kid in poverty inches you further up on that curve so you don't have those stair steps where there might be incentives to go out and identify one more kid to push you over the top. That's what this document was – just to give you something that, based out of the cost study, has a little different way of looking at it.”

Senator Schodorf stated, “The question is, do you want to include this and how and what districts?” Senator Goodwin commented, “I think all of us are probably struggling as to how do we do this and which ones do we pick. I would think that we should go with the four that the Post Audit put in there. They were the ones that were in those schools and made the recommendations. They surely made those recommendations on something more than what we have before us.” Senator Schodorf noted that Post Audit's top four were Kansas City, Wichita, Topeka, and Turner. Senator Steineger said, “I think, for two reasons, we should go with the Post Audit study. One is, there is compelling evidence, science based evidence, that urban poverty kids take a little more effort to educate. The number two reason we should go with the Post Audit study is, we need something that's defensible in court, and the Post Audit group has a stellar reputation for doing good quality work. We all know it. Everybody in the state knows that. Indeed, the state Supreme Court relies to some degree on the Post Audit studies. I think that would give us a good rational basis and give defensible rationale for why we include this weight. In fact, we can refer to the rigorous Post Audit review that came up with this suggestion.”

Senator Goodwin moved that the proposed Senate plan use the top four school districts included in the Legislative Post Audit study as high at-risk, seconded by Senator Steineger.

Senator Lee commented that Post Audit struggled with the same rationale that the Committee was struggling with, which shows that, on this particular issue, they probably were no more of an expert than the Committee. She noted, “If you go with the top four, then Turner gets funding. Turner that has 35 percent of their students at-risk, gets special funding. And Dodge City, which has almost 57 percent of their students at-risk, doesn't get the extra money. That simply is not logical. They have just as big of problems.”

Senator Lee made a substitute motion to stay with the five high at-risk districts in the original Senate plan, seconded by Senator Teichman. The substitute motion carried.

Senator Lee moved to include the high at-risk weighting as part of the proposed formula, seconded by Senator Teichman. The motion carried.

With regard to special education weighting, Senator Schodorf noted, “In this plan, it goes from the current level of 89.3 percent and increases for next year to 92 percent to 95 percent the second to 98 percent the third year.”

Senator Teichman moved to fund special education as proposed in the Senate plan (SB 584), seconded by Senator Lee. The motion carried.

Senator Schodorf noted that the supplemental general state aid (LOB) in the proposed plan was current law.

Senator Vratil moved that the Committee accept the supplemental general state aid as reflected in the proposed plan, seconded by Senator Goodwin. The motion carried.

With regard to correlation weighting in the proposed plan, Senator Schodorf noted that there were no changes in year one or two, but there was a change in year three.

Senator Lee moved that the Committee accept the correlation weighting as reflected in the proposed plan, seconded by Senator Vratil. The motion carried.

Senator Schodorf began a discussion of additional equalization to LOB from 81.3 percent to 100 percent for the first 2.5 percent. Senator Vratil commented, “Through using this, what I call LOB recapture, which is not just an accounting gimmick, it has real substance and provides new spending authority to districts; it's a way

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for us to leverage \$38.2 million new dollars to, in essence, claim credit with the Supreme Court of \$108.9 million new dollars. That sounds like an accounting gimmick, but it's not because we've been spending this money to equalize the LOB for years and not getting any credit for it, and Legislative Post Audit did not take that into consideration. This is an effort to get credit for the dollars that we're really putting into the K-12 school system." Senator Lee added, "Currently in the 2005-06 school year, there's a total of \$660 million that goes into local option budget; \$441 million of that is paid by the local property tax, but \$219 is paid by state dollars, and we get no credit for that in the study that was just done. Those are state dollars that are being dedicated every year, and I think we should get some credit for that in terms of funding. This actually puts \$38 million new dollars in that goes out to the different districts. It may not be a perfect way that it goes in, but when you the dollars that are paid by the local district, it does provide an additional amount to the poorer districts."

Senator Apple responded, "When the local option budget was started, it was started to provide school districts a means to have enhancements. I believe the first LOB legislation had a sunset on it. I was serving on a school board at that time, and I know we were very careful in not obligating those dollars towards continuing funds because of our understanding that they would go away someday. That, of course, never happened. But as part of that local option budget that has grown over the years, exceptionally passed over the last four or five, it places more and more reliance on property tax. Historically, the equalization has been used to help property tax reduction, and that's where we started setting a 79 percentile and going down to the poorest of districts where, I believe, is 40 percent of the money would be locally and 60 percent would be supplemented by the state in the form of trying to keep their tax dollars low. Last year, we raised it up to 81.3 percent. It is my understanding that last year was also used for property tax equalization. This year, we're calling it equalization, but it's my understanding that those dollars don't go to equalize property tax; they are actually going to create more authority, which causes severe angularities in the budget process. If you look at Burlington, which is the standard bearer as the richest district, as we go down from Burlington, they don't receive additional authority. But a lot of districts do receive additional authority. How that breaks out, I really don't know. But I think the way that equalization has been changed presents some inherent problems as far as fairness, and is it exactly what we want to do?"

Senator Lee commented, "You almost have to look at the additional equalization and the mandatory together. If you do the mandatory, that goes hand in hand with the equalization. I share some of the concerns that Senator Apple has mentioned. What I'm looking at now is the LOB recapture – March 8 in the Senate Education Committee – and it deals specifically with 2.5 percent. What I wanted to compare was two school districts to give you some idea of something what I got from it. If you go to the fourth page near the bottom, you'll see Johnson-Shawnee Mission, and we're going to compare it with Fort Larned, which is two more pages over. Fort Larned is in Pawnee County. These are just two that I happened to pick out. Fort Larned is one of the poorest. Shawnee Mission is one of the wealthier, but it's not the wealthiest. If you go over to column four, you will see the local taxes that will be collected from the additional 2.5 percent. You will see that the next column over shows that Shawnee Mission has 1.28 mills. Currently, they collect \$3.8 million from those 1.28 mills. You will also see in column three, which is the equalization we currently get under the 81.3 percent equalization. They don't get anything. When you take that equalization to column six, when you take that from 81 percent to 100 percent equalization, you will see that Shawnee Mission gets an additional \$2.9 million, which is a heck of a lot of money. But when you compare that to the local taxes that they currently raise, that's 78 percent. So they get 78 percent more. But then you look at Fort Larned, which is two pages over, they have to have a little bit mill levy, 2.34. That brings in \$96,757. Currently for that \$96,000, they get \$72,000, which is 75 percent of \$96,000. Now, remember, Shawnee Mission gets zero. But then you add to that, with this new equalization, they get an additional \$81,000, which is an additional 84 percent, which means, with the 2.5 percent equalized to the 100<sup>th</sup> percentile, they end up with 1.59 times the money they would have otherwise from the property tax they generate where Shawnee Mission ends up with .78. I'm trying to show you, apples to apples, that this does, in fact, give more money to the poorer districts."

Senator Vratil clarified for Senator Apple, "It is based on wealth, because where you fall on the scale is based on wealth. And that's why it's not arbitrary. There's a rational basis for it because it depends on school district wealth as measured by assessed valuation per pupil. You're not giving districts varying degrees of authority. In order for the Legislature to make a legitimate claim to count this as state aid, it has to be mandatory. It cannot be discretionary. Once it's mandatory, you cannot use it to reduce taxes, because, if the

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taxes were reduced, then school districts would not receive the mandatory amount. This is not intended to be a property tax reduction mechanism at all. If it becomes a property tax reduction mechanism, then we can't claim it as state aid anymore."

Senator Lee moved to accept the proposed additional equalization to LOB and the mandatory LOB to the General Fund, seconded by Senator Vratil. The motion carried with Senator Apple voting "no."

Theresa Kiernan, Revisor of Statutes Office, distributed copies of an amendment to clarify **SB 584** in New Section 2 concerning the mandatory student performance improvement budget. She explained that, as drafted, the bill actually did provide tax relief; therefore, she struck the current provisions of New Section 2 and reinserted the language with the addition of subsection (d) (1). (Attachment 8)

Senator Vratil moved to amend **SB 584** as suggested by Ms. Kiernan, seconded by Senator Goodwin. The motion carried.

Senator Lee briefly discussed the non-mandatory (unequalized) portion of the propose plan. She explained that the provision would allow school districts raise the LOB level back to the 29<sup>th</sup> percentile plus 2.5, 30 plus 5, and 30 plus 6. Senator Vratil added, "Let's take next school year just as an example. If you take 2.5 percent off the bottom of the LOB, that's no longer part of the LOB. But now it's not a local option budget, it's a mandatory budget, and that's the only way it can be counted as state aid. So when you remove that from the local option budget, you really reduce the maximum local option budget from 29 to 26.5, and that's in this bill. For next year, the LOB would be half of the 26.5 percent. What this provision is intended to do, is to be consistent with the deal that was struck last year to give school districts a maximum 29 percent LOB in the '06-'07 school year. And the way it does that on a totally discretionary basis is to allow school districts to go from 26.5 to 29; they don't have to, totally discretionary; with no equalization paid. So all that money will come from their local payers and won't cost the State of Kansas. Next year, the cap on the LOB will go to 25, and what I'm calling the LOB backfill, would go to 30."

Senator Vratil went on to say, "The disparity in spending has been increasing each year, not as a result of the local option budget, but as a result of changes to the funding formula, basically, increases in at-risk and low enrollment weighting. If I use the school districts in Johnson County as an example, because they are often mentioned as those who are taking advantage of the local option budget, Shawnee Mission is at the 9<sup>th</sup> percentile in spending per pupil, \$7,547 per pupil. That means 91 percent of the school districts in this state spend more than Shawnee Mission. Every school district in Johnson County is at the 16<sup>th</sup> percentile or below. So the facts don't support the argument that this provision will increase disparity in spending. What the Supreme Court didn't consider were these facts that I just showed you. They didn't consider them because they didn't have them in the record of the case."

Senator Allen commented, "We all know that Johnson County pays far more than it's fair share, and what this provision would do, it would allow us to choose to tax ourselves if we want to do that. And I guess, for those of us from Johnson County, we don't understand why the rest of the state wouldn't want to allow us to tax ourselves if we so choose. That's all we're asking." Senator Lee commented, "It's not whether or not we want to be able to tax ourselves. In fact, I can go back to many of my districts and my districts, even with equalization, have voted higher property taxes upon themselves than Johnson County has. We can't go to 27 percent because we can't afford 35 mills, but we are at a higher number than you are to get to the 12 percent. It's not that the people don't want to tax themselves that they can afford. And, once we allow the very wealthy areas of the state to be able to fund their education, we've unequalized dollars. There is no reason that we should ever vote for anything that provides equalized dollars to the rest of the state. We would be foolish if we did. The problem is what it does long term for the funding of education and for the equalization of the funding for education."

Senator Allen moved to leave the LOB backfill in **SB 584**, seconded by Senator Vratil. The motion carried on a 4 to 3 hand count.

Senator Teichman opened a discussion on the inclusion of a three-year phase-in of all-day kindergarten in the plan as proposed by Senator Steineger at a previous meeting. Senator Steineger reminded the Committee that

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a memorandum prepared by the Kansas Department of Education at his request included a response to his suggestion for all-day kindergarten along with a suggestion for funding Parents as Teachers programs.

Senator Teichman moved to include a phase-in of all-day kindergarten in **SB584** as proposed (\$15.4 million in 2007, \$23.5 million in 2008, and \$30.8 in 2009 in new money), seconded by Senator Steineger.

Discussion followed as to whether or not the new provision for flexibility in the use of new at-risk funding recommended could be applied to all-day kindergarten. Senator Vratil noted that, in Mr. Dennis's opinion, the new at-risk money which the Committee had just agreed to recommend could be used for all-day kindergarten. He went on to say, "The problem as I see it is, if you add all-day kindergarten as a program that school districts throughout the state can offer, you're adding a new program, you're increasing the costs that the Supreme Court is going to consider, and you're exacerbating the problem in complying with the Court's order." Senator Teichman, responded, "I don't think we're adding any program since we already fund half day kindergarten. So it's just an increase to all-day kindergarten. I know that it's a lot of money, but I know that there is a lot of interest in funding it. I do think that this is something that everybody across the state that I have talked with is very interested in funding. It still is on a voluntary basis. It doesn't mean that every child would be doing it. This would just pay for those kids who opted into all-day kindergarten. It would not pay for those who did not opt into all-day kindergarten."

Senator Pine commented, "I guess I'm disappointed if we put as money in here as we are talking about putting in, and we don't offer a program that seems to be supported by most of the people that I know in the educational system in terms of helping kids get off to the right start, especially those at risk. So I'd be disappointed if we cannot include that in this program without adding more money and without creating a problem. Mr. Dennis commented, "I think it would be helpful if you would clarify if you want to authorize the use of at-risk dollars." Senator Pine suggested that clarifying language be added to the proposal. Senator Teichman said, "What I would like to see, is additional money put into all-day kindergarten to fund those students who choose to go kindergarten all day. The schools have an option as to whether they implement it, and the child has the option whether they choose to go all day. This is to be used for all kindergarteners whose school offers all-day kindergarten and who choose to go all day." She confirmed that it was not her intent that at-risk money be used for the program.

On a call for a vote on Senator Teichman's motion, the motion failed.

Suggesting that existing funds be used, Senator Teichman moved to amend the at-risk provisions to include bilingual, vocational, and all-day kindergarten, seconded by Senator Pine. The motion carried.

Senator Vratil moved to recommend **SB 584** favorably for passage as amended, seconded by Senator Goodwin. The motion carried with a 6 to 5 vote.

Other information distributed for the Committee's information included a State General Fund Profile Summary of Ending Balance Amounts for **SB 584**, **SB 501**, and **H 2986** prepared by the Kansas Legislative Research Department (Attachment 9) and a letter to Senator Steineger from Kenneth Daniel, Midway Wholesale, regarding comments made in his testimony at a previous meeting concerning the role that poverty plays in education (Attachment 10).

The meeting was adjourned at 3:30 p.m.

The next meeting is scheduled for March 14, 2006.



**Kansas At-Risk Pupil Assistance Program**  
**2006-2007**  
**Final Guidelines**

**1. What is the purpose of the Kansas At-Risk Pupil Assistance program?**

The purpose of the Kansas At-Risk Program is to provide at-risk students with additional educational opportunities and instructional services to assist in closing the achievement gap.

**2. What does the term “additional educational opportunities” mean?**

Additional educational opportunities refer to educational services offered to at-risk students that are above and beyond what is offered to all students.

**3. Does an at-risk student have to be a free-lunch student?**

No, free lunch applications determine the funding while academic needs determine who is identified and served.

**4. What is the definition of an at-risk student?**

At-risk students can be defined by one or more criteria. Predominantly, a student who is not working on grade level in either reading or mathematics is the major criteria used.

An at-risk student is one who exhibits one or more of the following characteristics:

- Is not working on grade level. (i.e. reading and/or mathematics)\*
- Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- Is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout)
- Has insufficient mastery of skills or is not meeting state standards (e.g., is below proficient on state assessments)
- Has been retained
- Has a high rate of absenteeism
- Has repeated suspensions or expulsions from school
- Is homeless and/or migrant
- Is identified as an English Language Learner

*\*Students who are not working on grade level are often put at-risk as a result of the following:*

- *Low attachment to or involvement with school*
- *Continual or persistently inappropriate behavior*
- *Repeated discipline infractions*
- *Living in an environment of poverty*
- *Living in an environment of limited educational achievement*
- *A high rate of transition or mobility*
- *Is pregnant or is a parent or both*
- *Has a drug or alcohol problem*
- *Participates in gang or gang-like activity*
- *Is a “child in need of care” (CINC)*
- *Is adjudicated as a juvenile offender*

*Senate Education Committee*  
*3-13-06*  
*1 Attachment |*

At-risk %

S. Dept. of Education



2/2/2006										
USD No.	County Name	USD Name	FTE Enroll inc4yr at risk 9/20/2005	At-Risk Students	2005-2006 Headcount	2005-06 Pct Free Meals	Additional 5% if >=44.9 and <50	Additional 9% if >50%	High At Risk Districts	FTE
229	Johnson	Blue Valley	18,975.2	447	19,867	2.25%	0.0	0.0	0.0	0.0
207	Leavenworth	Ft. Leavenworth	1,536.0	59	1,643	3.59%	0.0	0.0	0.0	0.0
203	Wyandotte	Piper	1,408.0	76	1,456	5.22%	0.0	0.0	0.0	0.0
385	Butler	Andover	3,891.6	239	4,049	5.90%	0.0	0.0	0.0	0.0
458	Leavenworth	Basehor-Linwood	2,062.7	126	2,131	5.91%	0.0	0.0	0.0	0.0
266	Sedgwick	Maize	5,867.3	394	6,067	6.49%	0.0	0.0	0.0	0.0
469	Leavenworth	Lansing	2,150.5	157	2,216	7.08%	0.0	0.0	0.0	0.0
267	Sedgwick	Renwick	1,932.5	145	2,004	7.24%	0.0	0.0	0.0	0.0
232	Johnson	DeSoto	4,928.2	404	5,207	7.76%	0.0	0.0	0.0	0.0
432	Ellis	Victoria	259.3	21	269	7.81%	0.0	0.0	0.0	0.0
348	Douglas	Baldwin City	1,347.0	112	1,419	7.89%	0.0	0.0	0.0	0.0
416	Miami	Louisburg	1,472.8	124	1,536	8.07%	0.0	0.0	0.0	0.0
372	Shawnee	Silver Lake	727.8	66	759	8.70%	0.0	0.0	0.0	0.0
265	Sedgwick	Goddard	4,277.4	401	4,445	9.02%	0.0	0.0	0.0	0.0
423	McPherson	Moundridge	415.0	41	426	9.62%	0.0	0.0	0.0	0.0
230	Johnson	Spring Hill	1,639.8	173	1,715	10.09%	0.0	0.0	0.0	0.0
339	Jefferson	Jefferson County	478.2	53	497	10.66%	0.0	0.0	0.0	0.0
448	McPherson	Inman	422.5	47	437	10.76%	0.0	0.0	0.0	0.0
340	Jefferson	Jefferson West	938.5	107	968	11.05%	0.0	0.0	0.0	0.0
268	Sedgwick	Cheney	752.0	92	805	11.43%	0.0	0.0	0.0	0.0
289	Franklin	Wellsville	787.0	95	824	11.53%	0.0	0.0	0.0	0.0
233	Johnson	Olathe	23,422.0	2,843	24,533	11.59%	0.0	0.0	0.0	0.0
394	Butler	Rose Hill	1,683.5	204	1,738	11.74%	0.0	0.0	0.0	0.0
356	Sumner	Conway Springs	558.1	81	690	11.74%	0.0	0.0	0.0	0.0
464	Leavenworth	Tonganoxie	1,640.7	201	1,706	11.78%	0.0	0.0	0.0	0.0
449	Leavenworth	Easton	691.1	86	707	12.16%	0.0	0.0	0.0	0.0
512	Johnson	Shawnee Mission	27,477.2	3,474	28,529	12.18%	0.0	0.0	0.0	0.0
264	Sedgwick	Clearwater	1,234.3	158	1,285	12.30%	0.0	0.0	0.0	0.0
378	Riley	Riley County	628.0	80	648	12.35%	0.0	0.0	0.0	0.0
460	Harvey	Hesston	763.0	100	785	12.74%	0.0	0.0	0.0	0.0
291	Gove	Grinnell	112.0	15	117	12.82%	0.0	0.0	0.0	0.0
306	Saline	Southeast of Saline	691.4	92	715	12.87%	0.0	0.0	0.0	0.0
375	Butler	Circle	1,476.8	199	1,526	13.04%	0.0	0.0	0.0	0.0
381	Ford	Spearville	343.0	47	355	13.24%	0.0	0.0	0.0	0.0
451	Nemaha	B & B	208.0	29	215	13.49%	0.0	0.0	0.0	0.0
442	Nemaha	Nemaha Valley	498.4	74	547	13.53%	0.0	0.0	0.0	0.0
329	Wabaunsee	Alma	452.0	64	471	13.59%	0.0	0.0	0.0	0.0
231	Johnson	Gardner-Edgerton	3,647.8	526	3,865	13.61%	0.0	0.0	0.0	0.0
425	Doniphan	Highland	238.0	34	247	13.77%	0.0	0.0	0.0	0.0
293	Gove	Quinter	319.0	46	334	13.77%	0.0	0.0	0.0	0.0
307	Saline	Ell-Saline	453.5	66	473	13.95%	0.0	0.0	0.0	0.0
263	Sedgwick	Mulvane	1,858.3	278	1,921	14.47%	0.0	0.0	0.0	0.0
450	Shawnee	Shawnee Heights	3,370.6	516	3,478	14.84%	0.0	0.0	0.0	0.0
488	Marshall	Axtell	316.5	54	357	15.13%	0.0	0.0	0.0	0.0
262	Sedgwick	Valley Center	2,424.2	382	2,518	15.17%	0.0	0.0	0.0	0.0
345	Shawnee	Seaman	3,329.9	529	3,479	15.21%	0.0	0.0	0.0	0.0
437	Shawnee	Auburn Washburn	5,103.3	813	5,315	15.30%	0.0	0.0	0.0	0.0
491	Douglas	Eudora	1,288.6	210	1,347	15.59%	0.0	0.0	0.0	0.0
400	McPherson	Smoky Valley	1,005.6	166	1,064	15.60%	0.0	0.0	0.0	0.0
320	Pottawatomie	Wamego	1,280.6	209	1,337	15.63%	0.0	0.0	0.0	0.0
223	Washington	Barnes	387.1	74	470	15.74%	0.0	0.0	0.0	0.0
281	Graham	Hill City	390.6	66	418	15.79%	0.0	0.0	0.0	0.0
368	Miami	Paola	2,004.7	333	2,106	15.81%	0.0	0.0	0.0	0.0
311	Reno	Pretty Prairie	289.0	48	298	16.11%	0.0	0.0	0.0	0.0
439	Harvey	Sedgwick	528.5	89	547	16.27%	0.0	0.0	0.0	0.0
422	Kiowa	Greensburg	279.0	48	293	16.38%	0.0	0.0	0.0	0.0
411	Marion	Goessel	270.0	47	279	16.85%	0.0	0.0	0.0	0.0
441	Nemaha	Sabetha	906.5	161	945	17.04%	0.0	0.0	0.0	0.0
343	Jefferson	Perry	956.5	169	991	17.05%	0.0	0.0	0.0	0.0
410	Marion	Durham-Hills	668.9	121	709	17.07%	0.0	0.0	0.0	0.0
335	Jackson	North Jackson	404.0	72	420	17.14%	0.0	0.0	0.0	0.0

2/2/2006										
			FTE Enroll	At-Risk						High At Risk
USD			inc4yr at risk	Students	2005-2006	2005-06 Pct	Additional 5%	Additional 9%		Districts
No.	County Name	USD Name	9/20/2005		Headcount	Free Meals	if >=44.9 and <50	if >50%		FTE
396	Butler	Douglass	828.3	151	873	17.30%	0.0	0.0		0.0
444	Rice	Little River	285.0	52	297	17.51%	0.0	0.0		0.0
303	Ness	Ness City	272.6	52	295	17.63%	0.0	0.0		0.0
206	Butler	Remington-Whitewater	539.0	98	555	17.66%	0.0	0.0		0.0
327	Ellsworth	Ellsworth	595.8	109	617	17.67%	0.0	0.0		0.0
354	Barton	Clafin	295.0	54	303	17.82%	0.0	0.0		0.0
313	Reno	Buhler	2,129.5	400	2,238	17.87%	0.0	0.0		0.0
342	Jefferson	McLouth	541.3	101	554	18.23%	0.0	0.0		0.0
412	Sheridan	Hoxie	324.5	62	340	18.24%	0.0	0.0		0.0
364	Marshall	Marysville	754.2	147	800	18.38%	0.0	0.0		0.0
384	Riley	Blue Valley	219.1	42	226	18.58%	0.0	0.0		0.0
380	Marshall	Vermillon	541.7	106	568	18.66%	0.0	0.0		0.0
359	Sumner	Argonia	204.0	40	213	18.78%	0.0	0.0		0.0
240	Ottawa	Twin Valley	633.7	125	665	18.80%	0.0	0.0		0.0
323	Pottawatomie	Westmoreland	777.0	154	818	18.83%	0.0	0.0		0.0
273	Mitchell	Beloit	748.7	150	793	18.92%	0.0	0.0		0.0
336	Jackson	Holton	1,112.0	218	1,152	18.92%	0.0	0.0		0.0
419	McPherson	Canton-Galva	400.4	81	422	19.19%	0.0	0.0		0.0
421	Osage	Lyndon	447.0	90	468	19.23%	0.0	0.0		0.0
418	McPherson	McPherson	2,369.9	478	2,478	19.29%	0.0	0.0		0.0
492	Butler	Flinthills	313.5	62	319	19.44%	0.0	0.0		0.0
463	Cowley	Udall	368.7	76	391	19.44%	0.0	0.0		0.0
228	Hodgeman	Hanston	69.5	14	72	19.44%	0.0	0.0		0.0
321	Pottawatomie	Kaw Valley	1,085.0	222	1,140	19.47%	0.0	0.0		0.0
406	Doniphan	Wathena	380.0	77	395	19.49%	0.0	0.0		0.0
377	Atchison	Atchison County	734.3	151	768	19.66%	0.0	0.0		0.0
288	Franklin	Central Heights	600.1	122	619	19.71%	0.0	0.0		0.0
314	Thomas	Brewster	125.8	26	130	20.00%	0.0	0.0		0.0
208	Trego	WaKeeney	398.0	83	414	20.05%	0.0	0.0		0.0
473	Dickinson	Chapman	963.4	205	991	20.69%	0.0	0.0		0.0
205	Butler	Leon	711.5	155	736	21.06%	0.0	0.0		0.0
497	Douglas	Lawrence	9,855.4	2,175	10,302	21.11%	0.0	0.0		0.0
222	Washington	Washington	353.5	78	369	21.14%	0.0	0.0		0.0
388	Ellis	Ellis	377.6	86	404	21.29%	0.0	0.0		0.0
435	Dickinson	Abilene	1,468.0	334	1,568	21.30%	0.0	0.0		0.0
251	Lyon	North Lyon Co.	555.7	121	568	21.30%	0.0	0.0		0.0
338	Jefferson	Valley Halls	436.5	96	450	21.33%	0.0	0.0		0.0
454	Osage	Burlingame	332.0	75	347	21.61%	0.0	0.0		0.0
252	Lyon	Southern Lyon Co.	586.0	133	613	21.70%	0.0	0.0		0.0
379	Clay	Clay Center	1,327.2	299	1,377	21.71%	0.0	0.0		0.0
402	Butler	Augusta	2,131.2	492	2,259	21.78%	0.0	0.0		0.0
383	Riley	Manhattan	4,913.7	1,126	5,161	21.82%	0.0	0.0		0.0
104	Jewell	White Rock	98.5	22	100	22.00%	0.0	0.0		0.0
362	Linn	Prairie View	998.6	227	1,031	22.02%	0.0	0.0		0.0
204	Wyandotte	Bonner Springs	2,191.5	509	2,301	22.12%	0.0	0.0		0.0
244	Coffey	Burlington	836.0	197	887	22.21%	0.0	0.0		0.0
358	Sumner	Oxford	381.7	88	396	22.22%	0.0	0.0		0.0
434	Osage	Santa Fe	1,204.8	278	1,250	22.24%	0.0	0.0		0.0
433	Doniphan	Midway	197.0	45	202	22.28%	0.0	0.0		0.0
325	Phillips	Phillipsburg	632.5	149	666	22.37%	0.0	0.0		0.0
297	Cheyenne	St. Francis	311.0	73	323	22.60%	0.0	0.0		0.0
260	Sedgwick	Derby	6,334.2	1,495	6,597	22.66%	0.0	0.0		0.0
270	Rooks	Plainville	391.8	97	425	22.82%	0.0	0.0		0.0
420	Osage	Osage City	727.5	173	753	22.97%	0.0	0.0		0.0
489	Ellis	Hays	2,869.5	692	3,012	22.97%	0.0	0.0		0.0
211	Norton	Norton	673.6	160	696	22.99%	0.0	0.0		0.0
249	Crawford	Frontenac	743.0	181	785	23.06%	0.0	0.0		0.0
438	Pratt	Skyline	352.5	84	364	23.08%	0.0	0.0		0.0
239	Ottawa	North Ottawa Co.	550.5	133	574	23.17%	0.0	0.0		0.0
226	Meade	Meade	478.2	116	500	23.20%	0.0	0.0		0.0
408	Marion	Marion	635.2	154	660	23.33%	0.0	0.0		0.0

2/2/2006										
			FTE Enroll	At-Risk					High At Risk	
USD			inc4yr at risk	Students	2005-2006	2005-06 Pct	Additional 5%	Additional 9%	Districts	
No.	County Name	USD Name	9/20/2005		Headcount	Free Meals	if >=44.9 and <50	if >50%	FTE	
429	Doniphan	Troy	367.5	89	381	23.36%	0.0	0.0	0.0	
332	Kingman	Cunningham	212.0	51	218	23.39%	0.0	0.0	0.0	
300	Comanche	Comanche County	310.2	77	329	23.40%	0.0	0.0	0.0	
224	Washington	Clifton-Clyde	304.6	77	327	23.55%	0.0	0.0	0.0	
477	Gray	Ingalls	245.9	62	263	23.57%	0.0	0.0	0.0	
237	Smith	Smith Center	426.5	104	441	23.58%	0.0	0.0	0.0	
330	Wabaunsee	Wabaunsee East	523.0	129	547	23.58%	0.0	0.0	0.0	
427	Republic	Belleville	439.5	108	455	23.74%	0.0	0.0	0.0	
462	Cowley	Central	352.0	86	362	23.76%	0.0	0.0	0.0	
509	Sumner	South Haven	244.5	60	251	23.90%	0.0	0.0	0.0	
221	Washington	North Central	111.5	28	117	23.93%	0.0	0.0	0.0	
312	Reno	Haven	1,055.7	263	1,093	24.06%	0.0	0.0	0.0	
322	Pottawatomie	Onaga	360.5	90	372	24.19%	0.0	0.0	0.0	
496	Pawnee	Pawnee Heights	178.5	45	186	24.19%	0.0	0.0	0.0	
355	Barton	Ellinwood	477.6	134	553	24.23%	0.0	0.0	0.0	
326	Phillips	Logan	183.5	48	198	24.24%	0.0	0.0	0.0	
254	Barber	Barber Co.	592.5	155	627	24.72%	0.0	0.0	0.0	
261	Sedgwick	Haysville	4,434.1	1,154	4,663	24.75%	0.0	0.0	0.0	
440	Harvey	Halstead	706.9	186	745	24.97%	0.0	0.0	0.0	
331	Kingman	Kingman	1,064.0	292	1,169	24.98%	0.0	0.0	0.0	
227	Hodgeman	Jetmore	299.5	78	312	25.00%	0.0	0.0	0.0	
315	Thomas	Colby	987.3	256	1,020	25.10%	0.0	0.0	0.0	
371	Gray	Montezuma	252.4	68	268	25.37%	0.0	0.0	0.0	
498	Marshall	Valley Heights	379.9	102	402	25.37%	0.0	0.0	0.0	
284	Chase	Chase County	467.5	123	481	25.57%	0.0	0.0	0.0	
219	Clark	Minneola	244.0	66	258	25.58%	0.0	0.0	0.0	
287	Franklin	West Franklin	874.7	235	913	25.74%	0.0	0.0	0.0	
403	Rush	Otis-Bison	218.3	58	224	25.89%	0.0	0.0	0.0	
436	Montgomery	Caney	817.5	221	853	25.91%	0.0	0.0	0.0	
395	Rush	LaCrosse	318.5	90	347	25.94%	0.0	0.0	0.0	
397	Marion	Centre	283.0	76	293	25.94%	0.0	0.0	0.0	
243	Coffey	Lebo-Waverly	577.5	155	596	26.01%	0.0	0.0	0.0	
245	Coffey	LeRoy-Gridley	270.5	73	280	26.07%	0.0	0.0	0.0	
218	Morton	Elkhart	667.1	189	723	26.14%	0.0	0.0	0.0	
481	Dickinson	Rural Vista	394.5	106	405	26.17%	0.0	0.0	0.0	
255	Barber	South Barber Co.	252.0	69	262	26.34%	0.0	0.0	0.0	
105	Rawlins	Rawlins County	341.5	94	355	26.48%	0.0	0.0	0.0	
389	Greenwood	Eureka	639.4	175	660	26.52%	0.0	0.0	0.0	
248	Crawford	Girard	1,052.0	293	1,104	26.54%	0.0	0.0	0.0	
337	Jackson	Mayetta	926.7	257	962	26.72%	0.0	0.0	0.0	
294	Decatur	Oberlin	432.5	119	445	26.74%	0.0	0.0	0.0	
292	Gove	Grainfield	167.0	46	171	26.90%	0.0	0.0	0.0	
487	Dickinson	Herington	509.7	143	527	27.13%	0.0	0.0	0.0	
382	Pratt	Pratt	1,177.8	339	1,237	27.41%	0.0	0.0	0.0	
506	Labette	Labette County	1,638.2	469	1,707	27.48%	0.0	0.0	0.0	
393	Dickinson	Solomon	405.8	115	418	27.51%	0.0	0.0	0.0	
271	Rooks	Stockton	344.0	98	356	27.53%	0.0	0.0	0.0	
482	Lane	Dighton	244.2	72	260	27.69%	0.0	0.0	0.0	
278	Jewell	Mankato	207.0	59	213	27.70%	0.0	0.0	0.0	
103	Cheyenne	Cheylin	144.5	41	147	27.89%	0.0	0.0	0.0	
274	Logan	Oakley	410.0	129	462	27.92%	0.0	0.0	0.0	
272	Mitchell	Waconda	348.4	105	372	28.23%	0.0	0.0	0.0	
215	Kearny	Lakin	636.5	188	665	28.27%	0.0	0.0	0.0	
376	Rice	Sterling	501.7	150	529	28.36%	0.0	0.0	0.0	
102	Gray	Cimarron-Ensign	632.6	190	668	28.44%	0.0	0.0	0.0	
242	Wallace	Weskan	119.0	35	123	28.46%	0.0	0.0	0.0	
101	Neosho	Erie-St. Paul	696.5	209	733	28.51%	0.0	0.0	0.0	
407	Russell	Russell	989.5	291	1,020	28.53%	0.0	0.0	0.0	
474	Kiowa	Haviland	176.0	58	203	28.57%	0.0	0.0	0.0	
363	Finney	Holcomb	874.6	268	930	28.82%	0.0	0.0	0.0	
495	Pawnee	Ft. Larned	918.8	277	958	28.91%	0.0	0.0	0.0	

2/2/2006									
			FTE Enroll	At-Risk					High At Risk
USD			inc4yr at risk	Students	2005-2006	2005-06 Pct	Additional 5%	Additional 9%	Districts
No.	County Name	USD Name	9/20/2005		Headcount	Free Meals	if >=44.9 and <50	if >50%	FTE
386	Greenwood	Madison-Virgil	246.0	75	258	29.07%	0.0	0.0	0.0
106	Ness	Western Plains	191.5	58	199	29.15%	0.0	0.0	0.0
290	Franklin	Ottawa	2,380.5	723	2,476	29.20%	0.0	0.0	0.0
461	Wilson	Neodesha	742.0	229	784	29.21%	0.0	0.0	0.0
200	Greeley	Greeley County	252.3	78	267	29.21%	0.0	0.0	0.0
286	Chautauqua	Chautauqua	416.0	127	434	29.26%	0.0	0.0	0.0
417	Morris	Morris County	837.0	257	877	29.30%	0.0	0.0	0.0
341	Jefferson	Oskaloosa	583.6	184	627	29.35%	0.0	0.0	0.0
350	Stafford	St. John-Hudson	395.8	123	417	29.50%	0.0	0.0	0.0
511	Harper	Attica	120.0	36	122	29.51%	0.0	0.0	0.0
466	Scott	Scott County	900.7	285	965	29.53%	0.0	0.0	0.0
431	Barton	Hoisington	627.8	194	655	29.62%	0.0	0.0	0.0
415	Brown	Hiawatha	897.9	279	938	29.74%	0.0	0.0	0.0
357	Sumner	Belle Plaine	758.5	235	790	29.75%	0.0	0.0	0.0
399	Russell	Paradise	133.5	41	137	29.93%	0.0	0.0	0.0
346	Linn	Jayhawk	560.3	180	589	30.56%	0.0	0.0	0.0
467	Wichita	Leoti	456.4	150	490	30.61%	0.0	0.0	0.0
398	Marion	Peabody-Burns	390.1	123	401	30.67%	0.0	0.0	0.0
352	Sherman	Goodland	944.0	309	1,007	30.69%	0.0	0.0	0.0
299	Lincoln	Sylvan Grove	138.5	44	143	30.77%	0.0	0.0	0.0
298	Lincoln	Lincoln	362.7	120	388	30.93%	0.0	0.0	0.0
365	Anderson	Garnett	1,102.3	356	1,151	30.93%	0.0	0.0	0.0
471	Cowley	Dexter	234.5	74	239	30.96%	0.0	0.0	0.0
465	Cowley	Winfield	2,415.0	793	2,559	30.99%	0.0	0.0	0.0
490	Butler	El Dorado	2,086.0	682	2,196	31.06%	0.0	0.0	0.0
213	Norton	West Solomon	58.0	19	61	31.15%	0.0	0.0	0.0
324	Phillips	Eastern Heights	150.0	48	154	31.17%	0.0	0.0	0.0
241	Wallace	Wallace	204.0	65	207	31.40%	0.0	0.0	0.0
468	Lane	Healy	104.0	33	105	31.43%	0.0	0.0	0.0
392	Osborne	Osborne	352.7	115	363	31.68%	0.0	0.0	0.0
413	Neosho	Chanute	1,831.4	613	1,905	32.18%	0.0	0.0	0.0
269	Rooks	Palco	149.0	51	158	32.28%	0.0	0.0	0.0
347	Edwards	Kinsely-Offerte	308.5	113	349	32.38%	0.0	0.0	0.0
275	Logan	Triplains	118.0	40	123	32.52%	0.0	0.0	0.0
447	Montgomery	Cherryvale	680.6	233	713	32.68%	0.0	0.0	0.0
459	Ford	Bucklin	245.5	84	257	32.68%	0.0	0.0	0.0
373	Harvey	Newton	3,433.7	1,217	3,719	32.72%	0.0	0.0	0.0
333	Cloud	Concordia	1,054.7	367	1,120	32.77%	0.0	0.0	0.0
212	Norton	Northern Valley	180.0	62	189	32.80%	0.0	0.0	0.0
258	Allen	Humboldt	511.2	179	544	32.90%	0.0	0.0	0.0
247	Crawford	Cherokee	784.5	269	813	33.09%	0.0	0.0	0.0
484	Wilson	Fredonia	742.5	258	776	33.25%	0.0	0.0	0.0
279	Jewell	Jewell	143.0	49	147	33.33%	0.0	0.0	0.0
328	Ellsworth	Lorraine	452.3	159	477	33.33%	0.0	0.0	0.0
360	Sumner	Caldwell	276.1	98	294	33.33%	0.0	0.0	0.0
387	Wilson	Altoona-Midway	268.0	94	280	33.57%	0.0	0.0	0.0
475	Geary	Junction City	5,909.3	2,098	6,226	33.70%	0.0	0.0	0.0
361	Harper	Anthony-Harper	854.6	307	911	33.70%	0.0	0.0	0.0
220	Clark	Ashland	204.5	73	214	34.11%	0.0	0.0	0.0
305	Saline	Salina	7,066.2	2,533	7,399	34.23%	0.0	0.0	0.0
479	Anderson	Crest	248.0	87	254	34.25%	0.0	0.0	0.0
353	Sumner	Wellington	1,638.0	588	1,715	34.29%	0.0	0.0	0.0
256	Allen	Marmaton Valley	362.0	128	373	34.32%	0.0	0.0	0.0
214	Grant	Ulysses	1,655.1	610	1,771	34.44%	0.0	0.0	0.0
426	Republic	Pike Valley	257.5	93	270	34.44%	0.0	0.0	0.0
366	Woodson	Woodson	437.5	159	461	34.49%	0.0	0.0	0.0
202	Wyandotte	Turner	3,660.5	1,338	3,868	34.59%	0.0	0.0	0.0
508	Cherokee	Baxter Springs	859.0	316	913	34.61%	0.0	0.0	0.0
235	Bourbon	Uniontown	455.5	167	480	34.79%	0.0	0.0	0.0
455	Republic	Hillcrest	96.5	35	100	35.00%	0.0	0.0	0.0
504	Labette	Oswego	468.5	173	490	35.31%	0.0	0.0	0.0

2/2/2006									
			FTE Enroll	At-Risk					High At Risk
USD			inc4yr at risk	Students	2005-2006	2005-06 Pct	Additional 5%	Additional 9%	Districts
No.	County Name	USD Name	9/20/2005		Headcount	Free Meals	if >=44.9 and <50	if >50%	FTE
310	Reno	Fairfield	373.6	138	390	35.38%	0.0	0.0	0.0
404	Cherokee	Riverton	864.6	322	903	35.66%	0.0	0.0	0.0
238	Smith	West Smith Co.	179.0	65	182	35.71%	0.0	0.0	0.0
210	Stevens	Hugoton	1,001.4	384	1,065	36.06%	0.0	0.0	0.0
367	Miami	Osawatomie	1,185.0	458	1,246	36.76%	0.0	0.0	0.0
493	Cherokee	Columbus	1,188.5	456	1,239	36.80%	0.0	0.0	0.0
446	Montgomery	Independence	1,889.7	726	1,965	36.95%	0.0	0.0	0.0
334	Cloud	Southern Cloud	221.5	85	228	37.28%	0.0	0.0	0.0
285	Chautauqua	Cedar Vale	157.5	61	163	37.42%	0.0	0.0	0.0
351	Stafford	Macksville	289.0	114	303	37.62%	0.0	0.0	0.0
309	Reno	Nickerson	1,131.1	453	1,204	37.62%	0.0	0.0	0.0
453	Leavenworth	Leavenworth	3,940.2	1,570	4,147	37.86%	0.0	0.0	0.0
257	Allen	Iola	1,428.0	564	1,488	37.90%	0.0	0.0	0.0
507	Haskell	Satanta	377.5	154	402	38.31%	0.0	0.0	0.0
295	Decatur	Prairie Heights	12.5	5	13	38.46%	0.0	0.0	0.0
452	Stanton	Stanton County	454.4	187	486	38.48%	0.0	0.0	0.0
390	Greenwood	Hamilton	101.5	41	106	38.68%	0.0	0.0	0.0
217	Morton	Rolla	198.5	80	206	38.83%	0.0	0.0	0.0
344	Linn	Pleasanton	408.5	167	429	38.93%	0.0	0.0	0.0
476	Gray	Copeland	127.0	55	140	39.29%	0.0	0.0	0.0
234	Bourbon	Ft. Scott	1,879.2	775	1,970	39.34%	0.0	0.0	0.0
409	Atchison	Atchison	1,557.8	648	1,646	39.37%	0.0	0.0	0.0
424	Kiowa	Mullinville	121.5	56	141	39.72%	0.0	0.0	0.0
430	Brown	Brown County	662.5	276	685	40.29%	0.0	0.0	0.0
494	Hamilton	Syracuse	459.0	197	485	40.62%	0.0	0.0	0.0
503	Labette	Parsons	1,432.1	626	1,529	40.94%	0.0	0.0	0.0
349	Stafford	Stafford	305.5	133	317	41.96%	0.0	0.0	0.0
316	Thomas	Golden Plains	188.1	85	200	42.50%	0.0	0.0	0.0
282	Elk	West Elk	412.5	187	439	42.60%	0.0	0.0	0.0
225	Meade	Fowler	179.0	81	190	42.63%	0.0	0.0	0.0
502	Edwards	Lewis	119.0	54	126	42.86%	0.0	0.0	0.0
369	Harvey	Burrton	277.0	125	291	42.96%	0.0	0.0	0.0
401	Rice	Chase	163.3	74	171	43.27%	0.0	0.0	0.0
374	Haskell	Sublette	495.4	233	537	43.39%	0.0	0.0	0.0
209	Stevens	Moscow	211.2	103	236	43.64%	0.0	0.0	0.0
428	Barton	Great Bend	3,023.8	1,392	3,180	43.77%	0.0	0.0	0.0
483	Seward	Kismet-Plains	685.0	331	737	44.91%	16.6	0.0	16.6
308	Reno	Hutchinson	4,542.1	2,149	4,777	44.99%	107.5	0.0	107.5
457	Finney	Garden City	6,859.4	3,366	7,405	45.46%	168.3	0.0	168.3
505	Labette	Chetopa	560.5	266	582	45.70%	13.3	0.0	13.3
456	Osage	Marais Des Cygnes	258.7	125	272	45.96%	6.3	0.0	6.3
253	Lyon	Emporia	4,592.9	2,273	4,911	46.28%	113.7	0.0	113.7
246	Crawford	Northeast	588.5	285	613	46.49%	14.3	0.0	14.3
250	Crawford	Pittsburg	2,542.2	1,247	2,670	46.70%	62.4	0.0	62.4
470	Cowley	Arkansas City	2,748.6	1,360	2,908	46.77%	68.0	0.0	68.0
216	Kearny	Deerfield	335.3	170	362	46.96%	8.5	0.0	8.5
486	Doniphan	Elwood	297.4	151	312	48.40%	7.6	0.0	7.6
405	Rice	Lyons	827.5	442	894	49.44%	22.1	0.0	22.1
283	Elk	Elk Valley	192.0	103	204	50.49%	0.0	9.3	9.3
499	Cherokee	Galena	737.0	394	775	50.84%	0.0	35.5	35.5
445	Montgomery	Coffeyville	1,806.3	1,015	1,893	53.62%	0.0	91.4	91.4
501	Shawnee	Topeka	12,607.4	7,206	13,343	54.01%	0.0	648.5	648.5
480	Seward	Liberal	4,215.7	2,460	4,482	54.89%	0.0	221.4	221.4
259	Sedgwick	Wichita	45,497.2	26,787	48,655	55.05%	0.0	2,410.8	2,410.8
443	Ford	Dodge City	5,630.0	3,399	5,977	56.87%	0.0	305.9	305.9
500	Wyandotte	Kansas City	18,877.5	12,600	20,120	62.62%	0.0	1,134.0	1,134.0
TOTALS			442,821.4	135,282	465,915		465,915.0	465,915.0	931,830.0

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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March 6, 2006

## Kansas Supreme Court Supplemental Opinion in *Montoy, et al. v. State of Kansas, et al.*

The Kansas Supreme Court on June 3, 2005, issued a supplemental opinion in the school finance case, *Montoy, et al. v. State of Kansas, et al.*, in which the Court found that school finance legislation enacted by the 2005 Legislature fell short of standards set by Article 6 of the *Kansas Constitution*. Citing a "continuing lack of constitutionally adequate funding" and "inequity-producing local property tax measures," the Court retained jurisdiction and told the Legislature that it had until July 1, 2005, to increase funding for the 2005-06 school year by an additional \$143.0 million.

In addition, the Court rejected the following four specific policies enacted by the 2005 Legislature in HB 2247, as amended by SB 43, and ordered that they not go into effect.

- **Increased Local Option Budget (LOB) Authority.** (27 percent in school year 2005-06, to 29 percent in school year 2006-07, and to 30 percent in school year 2007-08 and thereafter. For school year 2005-06, the increase in the LOB would not be equalized.)
- **Extraordinary Declining Enrollment Weighting.** Applicable to a school district that has declined in enrollment during the preceding three school years at a rate of at least 15 percent per year or by at least 150 pupils per year and has adopted an LOB that is equal to the state-prescribed percentage.
- **Cost-of-Living Weighting.** Applicable to school districts which have adopted LOBs that are at the state-prescribed percentage and in which the average appraised value of a single-family residence is more than 25 percent higher than the statewide average value.
- **Approval to Receive State Aid for New Construction.** Applicable to any school district that has experienced at least a five percent-per-year decline in enrollment or at least a 50 pupil-per-year decline for the three previous school years.

### Other Concerns

While the Supreme Court stayed only the specific measures listed above and ruled that the remainder of HB 2247 would remain in effect for the 2005-06 school year, it examined various components of HB 2247 and found that they fell short, particularly in light of whether they were based on actual costs of providing a constitutionally adequate education. The items and the Court's assessments are as follows.

- **Base State Aid Per Pupil (BSAPP).** The increased rate for BSAPP in HB 2247 still "substantially varies" from cost information in the record.
- **At-Risk Weighting.** Actual costs of educating at-risk students were not considered by the Legislature.

Senate Education Committee  
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- **Bilingual Education Weighting.** The weighting still is lower than cost information entered into evidence during the course of the litigation.
- **Special Education.** The higher funding level recommended by Augenblick and Myers [\$102.9 million in 2001 dollars] is “a stark contrast to the \$17.7 million provided by HB 2247.”
- **Local Option Budgets.** Because the state’s funding formula has been inadequately funded, school districts have been forced to use the LOB, not for enhancements, but simply to fund a constitutionally adequate education.
- **Low Enrollment Weighting.** No evidence has been presented to justify either the enrollment cutoff of 1,750 students or the actual weightings used.
- **Capital Outlay.** “The failure to provide any equalization to those districts unable to access a capital outlay mill levy funding perpetuates the inequities produced by this component.”

### The Legislative Division of Post Audit Cost Study

The directive to the Legislative Division of Post Audit in 2005 HB 2247 was a professional cost study to determine the costs of delivering the kindergarten and grades one through 12 curriculum, related services, and other programs *mandated by state statute* in accredited schools [emphasis added]. The study was to be presented to the 2006 Legislature.

The Kansas Supreme Court found that the study directive was “deficient” because it limited the study to “inputs” only—the cost of providing for programs and services that are statutorily mandated. The Court expanded the scope of the study to include “outputs”—the cost of attaining “measurable standards of student proficiency.”

### Total Funding Required

The Supreme Court placed heavy reliance on the Augenblick and Myers study, which would cost \$853.0 million to implement. The Court warned that one remedy available to it would be to require the Legislature to fully fund the \$853.0 million amount over a two-year period, except that the Legislature could substitute the cost study done by the Division of Post Audit if the study were to meet certain conditions. Specifically:

- For the 2005-06 school year, the Legislature had until July 1, 2005, to add \$143.0 million to the \$142.0 million already approved for FY 2006, for a total increase over FY 2005 of \$285.0 million.
- Funding beyond the 2005-06 school year would be contingent upon the results of the cost study done by the Legislative Division of Post Audit. If the study is not completed or submitted in time for the 2006 Legislature to consider it, if it is “judicially or legislatively determined not to be a valid cost study,” or if 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,” the Court would consider, “among other remedies, ordering that, at a minimum, the remaining two-thirds (\$568.0 million) in increased funding based upon the Augenblick and Myers study be implemented for the 2006-07 school year.”

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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February 21, 2006

**To:** Senator Janis Lee

**Office No.:** 162-E

**From:** Carolyn Rampey, Principal Analyst

**Re:** Questions Concerning the No Child Left Behind Act

You posed a series of questions about the No Child Left Behind (NCLB) Act. The questions and my responses are listed below.

- **How many states have decoupled from the NCLB standards?**

To my knowledge, no states have formally rejected NCLB standards.

- **What are the ramifications as far as federal funding or fiscal impact on the state?**

The State Department of Education estimates that Kansas would lose \$170,000,000 in federal funding if a decision were made not to comply with NCLB.

- **How many states have NCLB standards as their state accreditation standards?**

This is a difficult question to answer because it is hard to be sure that information from various states is comparable. I contacted the National Conference of State Legislatures (NCSL) for assistance and also relied on information from the Education Commission of the States (ECS).

Information from NCSL appears to respond to your specific question and discusses accreditation systems in two states. The material that follows quotes the NCSL information.

- **Michigan.** Education Yes! is Michigan's accreditation program that contains the NCLB requirements and other expectations for Michigan schools. Michigan has always had high expectations for its students. Under NCLB and Education Yes! the measure of progress in the area of achievement is called Adequate Yearly Progress (AYP). Although AYP is based on the achievements of students, it is *primarily* designed to measure progress of schools. Education Yes! looks at MEAP data in two different ways, as well as school performance indicators. It is a system to measure student achievement with multiple measures and multiple years of data.

- **Missouri.** The Missouri School Improvement Program (MSIP) is the state's accreditation system for school districts. Through the MSIP standards (first adopted in 1990), the State Board of Education has already established school-improvement policies similar to those included in NCLB. The State Board of Education accredits *districts*, not individual buildings. NCLB focuses *primarily* on building-level performance and accountability. The Department of Elementary and Secondary Education (DESE) intends to incorporate the requirements of NCLB into the accreditation standards, to the degree possible, so that there will be "one set of rules" for Missouri school districts.

How will AYP [annual yearly progress] be incorporated into state standards? The 2006-07 academic year will mark the beginning of the "4<sup>th</sup> cycle" of MSIP accreditation reviews for Missouri school districts. The revised MAP assessments will be required for the first time in the spring of 2006, and the results of those tests will be available for the first time in the fall of 2006. Therefore, state education officials are considering adding a performance indicator, based on AYP requirements, to the current MSIP performance standards. No decisions have been made yet about what form this performance indicator might take.

The NCSL information was provided by a staff member who was responding to my specific question about whether states had incorporated NCLB standards into their accreditation requirements. The information provided by ECS is a compilation intended to show the status of state implementation of NCLB. It indicates whether states have moved to implement the NCLB requirements and does not explain how this implementation has been accomplished. Therefore, while it is not possible from the ECS data to determine whether NCLB and accreditation requirements are one and the same, it is apparent that most states have done the following:

- Revised content standards in core areas to conform to NCLB requirements;
- Begun to administer standards-based assessments in areas and at intervals required by NCLB;
- Implemented policies to include English Language Learners, migrant students, and students with disabilities in state assessments, as required by NCLB;
- Imposed a single statewide accountability system that holds public schools, alternative schools, juvenile detention facilities, and other state-operated educational facilities responsible for the achievement of individual subgroups, including students who are economically disadvantaged, students with disabilities, Limited English Proficient students, and students who are members of major racial or ethnic groups; and
- Enacted state laws providing alternative governance options for schools that need restructuring and authorized in law corrective actions to be taken for schools that fail to meet NCLB standards.

- **When did the Kansas State Board of Education make the change to have the Kansas accreditation standards linked to NCLB?**

The State Board of Education adopted accreditation standards linked to NCLB in December of 2002. The standards became effective in July of 2005.

I hope this information is useful. Please let me know if you have any questions.

ECR/kal



March 10, 2006

TO: Senator John Vratil

FROM: Dale M. Dennis, Deputy  
Commissioner of Education

SUBJECT: At-Risk Weighting

In response to your inquiry concerning the amount of state aid distributed as a result of the at-risk weighting for the 2004-05 school year and the amount estimated for the 2005-06 school year.

As you will recall, the at-risk fund was not established until the 2005-06 school year.

The amount of state aid distributed in the 2004-05 school year was \$52,077,489 and we estimate the amount to be distributed in the 2005-06 school year to be \$110,886,000.

Feel free to contact this office if you have additional questions.

ferred by SRS, having certain medical conditions, and being a bilingual or migrant student. And as noted earlier, districts decide which activities they count as at-risk services.

## 2. RELATIONSHIP BETWEEN FUNDING AND SERVICES

**The State's basis for funding at-risk services has little relationship to the number of students who receive at-risk services.** Poverty serves as the basis for funding the at-risk program, but lack of academic progress is the basis for receiving services under the program. During 2003-04, 129,885 students were eligible for free lunches, compared with the nearly 143,000 at-risk students districts reported they served. On their face, these numbers seem fairly similar.

To determine whether there is a significant relationship between the students counted for funding purposes and the students who receive at-risk services, we asked our sample districts for lists of students who qualified for free lunches, and of students who had received at-risk services during the 2004-05 school year. We asked them to report students who participated in any at-risk program offered by the districts, not just the State-funded programs, because we found that a district's decision about which programs to fund with different funding sources is largely just an accounting issue.

We compared these lists of students in two ways:

- total headcount of free-lunch students to total headcount of students receiving at-risk services
- names of free-lunch students to names of students receiving at-risk services

*Figure 2.1-2* shows the results of our comparisons. The fact that districts define who is eligible for services, as well as which activities they count as at-risk services, makes it difficult to make meaningful comparisons among districts. Nonetheless, two points stood out clearly:

- **The small districts in our sample provided at-risk services to far fewer students than the number of students counted for funding purposes, and they tended not to be the same students.** Under "Comparison 1: Headcounts" on the figure, for example, Stafford provided at-risk services to 73 students, but the district had 147 free-lunch students who served as the basis for funding purposes. Under "Comparison 2: Names," we found that only 57 of these 147 students (39%) both qualified for free lunches AND received at-risk services.
- **Several of the larger districts identified all students who qualify for free lunches as being eligible for and receiving at-risk services.** This resulted in a large number of students being reported as receiving at-risk services. The larger districts had a more difficult time providing us with lists of specific at-risk students who had received services, generally because they provide school-wide services—such as reducing class size—in their high-poverty schools.

**Figure 2.1-2**  
**Comparing Students Receiving At Risk Services**  
**To Students Counted for At-Risk Funding**  
**2004-05**

District #, Name	# Students eligible for Free Lunches 9/20/2004	Comparison 1: Headcounts of Students Receiving At-Risk Services with Free-Lunch Students		Comparison 2: Names of Students Receiving At-Risk Services with Free-Lunch Students	
		# Students receiving At-Risk Services	Difference (# served minus # free lunches)	Students who got At-Risk services AND free lunches	% match (a)
326 Logan	63	47	16 fewer	13	21%
217 Rolla	94	59	35 fewer	28	30%
349 Stafford	147	73	74 fewer	57	39%
404 Riverton	255	39	216 fewer	13	5%
253 Emporia	2,279	1,876	403 fewer	1,134	50%
480 Liberal	2,593	2,949	356 more	2,593	100% (b)
457 Garden City	3,511	4,770	1,259 more	1,756	50%
512 Sh. Mission	3,654	6,609	2,955 more	2,205	60%
443 Dodge City (c)	4,004	4,976	972 more	4,004	100% (b)
500 Kansas City	12,593	17,708	5,115 more	12,593	100% (b)
259 Wichita	25,389	39,290	13,901 more	25,389	100% (b)

Source: LPA analysis of data reported by sample districts.  
(a) Percent of students eligible for free lunches who also received at-risk services.  
(b) These districts say that all free-lunch students are at risk, and all of them receive at-risk services.(c)  
(c) Excludes 4-year-old At-Risk program (124 students)

## OTHER RESULTS: SERVICES AND EXPENDITURES

### 3. VARIATIONS IN AT-RISK SERVICES PROVIDED

The most common types of at-risk services for specific students included after-school activities, special reading and math programs, alternative school settings, and counseling services. These are described below:

- **After school activities, such as tutoring in reading or math** - Nine of 11 districts in our sample reported they provided this type of service, which typically involves regular education teachers as an extra duty. For example, Emporia provides an "Extended Learning" program focused on math and reading, and students referred to the program are required to attend.
- **Special reading and math programs offered during regular school hours** - Nine of our 11 sample districts reported offering these services, which generally made use of specialized teachers or paraprofessionals. For example, officials at the elementary school level in Kansas City offer a program called "Reading Is Fundamental."

**Compare Total At Risk Students to Students Receiving Free Meals**

			9/20/05 FTE	9/20/2005	2005-06	2005-06	2005-06
					Percent	Total	Percent Difference
USD#	County Name	USD Name	inc 4yr at risk	Free Meals	Free Meals	At Risk Students	Free Meals/At Risk Students
295	Decatur	Prairie Heights	12.5	5	38.46%	0	(100.0)
213	Norton	West Solomon	58.0	19	31.15%	7	(63.2)
228	Hodgeman	Hanston	69.5	14	19.44%	23	64.3
104	Jewell	White Rock	98.5	22	22.00%	10	(54.5)
455	Republic	Hillcrest	96.5	35	35.00%	45	28.6
468	Lane	Healy	104.0	33	31.43%	33	0.0
390	Greenwood	Hamilton	101.5	41	38.68%	50	22.0
221	Washington	North Central	111.5	28	23.93%	6	(78.6)
291	Gove	Grinnell	112.0	15	12.82%	39	160.0
511	Harper	Attica	120.0	36	29.51%	52	44.4
242	Wallace	Weskan	119.0	35	28.46%	18	(48.6)
275	Logan	Triplains	118.0	40	32.52%	10	(75.0)
502	Edwards	Lewis	119.0	54	42.86%	59	9.3
314	Thomas	Brewster	125.8	26	20.00%	20	(23.1)
399	Russell	Paradise	133.5	41	29.93%	67	63.4
424	Kiowa	Mullinville	121.5	56	40.29%	36	(35.7)
476	Gray	Copeland	127.0	55	39.29%	59	7.3
299	Lincoln	Sylvan Grove	136.0	45	31.47%	40	(11.1)
103	Cheyenne	Cheylin	144.0	40	27.21%	20	(50.0)
279	Jewell	Jewell	143.0	49	33.33%	55	12.2
324	Phillips	Eastern Heights	150.0	48	31.17%	80	66.7
269	Rooks	Palco	149.0	51	32.28%	33	(35.3)
285	Chautauqua	Cedar Vale	157.5	61	37.20%	65	6.6
292	Gove	Grainfield	167.0	46	26.90%	65	41.3
401	Rice	Chase	163.3	74	43.02%	106	43.2
496	Pawnee	Pawnee Heights	178.5	45	25.42%	95	111.1
238	Smith	West Smith Co.	179.0	65	35.71%	76	16.9
212	Norton	Northern Valley	180.0	62	32.80%	51	(17.7)
225	Meade	Fowler	179.0	81	41.54%	120	48.1
326	Phillips	Logan	183.5	48	24.24%	56	16.7
106	Ness	Western Plains	191.5	58	29.15%	58	0.0
316	Thomas	Golden Plains	188.1	85	42.29%	141	65.9
433	Doniphan	Midway	197.0	45	22.28%	55	22.2
474	Kiowa	Haviland	176.0	58	28.57%	42	(27.6)
283	Elk	Elk Valley	192.0	103	50.49%	103	0.0
217	Morton	Rolla	198.0	81	39.51%	63	(22.2)
241	Wallace	Wallace	204.0	65	31.40%	92	41.5
278	Jewell	Mankato	207.0	59	27.70%	25	(57.6)
359	Sumner	Argonia	204.0	40	18.78%	45	12.5
220	Clark	Ashland	204.5	73	34.11%	64	(12.3)
451	Nemaha	B & B	208.0	29	13.49%	53	82.8
332	Kingman	Cunningham	212.0	51	23.39%	87	70.6
371	Gray	Montezuma	252.4	68	30.77%	73	7.4
403	Rush	Otis-Bison	218.3	58	25.89%	58	0.0
384	Riley	Blue Valley	219.1	42	18.58%	102	142.9
334	Cloud	Southern Cloud	221.5	85	37.28%	66	(22.4)
471	Cowley	Dexter	234.5	74	30.96%	79	6.8
209	Stevens	Moscow	211.2	103	42.21%	71	(31.1)
425	Doniphan	Highland	238.0	34	13.82%	62	82.4
509	Sumner	South Haven	244.5	60	23.90%	105	75.0

**Compare Total At Risk Students to Students Receiving Free Meals**

USD#	County Name	USD Name	9/20/05 FTE inc 4yr at risk	9/20/2005 Free Meals	2005-06 Percent Free Meals	2005-06 Total At Risk Students	2005-06 Percent Difference Free Meals/At Risk Students
479	Anderson	Crest	248.0	87	34.25%	150	72.4
219	Clark	Minneola	246.3	63	24.42%	66	4.8
386	Greenwood	Madison-Virgil	246.0	75	29.07%	112	49.3
459	Ford	Bucklin	245.5	86	33.08%	149	73.3
482	Lane	Dighton	244.2	72	27.69%	45	(37.5)
255	Barber	South Barber Co.	252.0	69	26.34%	51	(26.1)
477	Gray	Ingalls	245.9	62	23.40%	81	30.6
200	Greeley	Greeley County	252.5	78	29.21%	139	78.2
432	Ellis	Victoria	259.3	21	7.81%	63	200.0
426	Republic	Pike Valley	257.5	93	34.44%	79	(15.1)
456	Osage	Marais Des Cygnes	258.7	125	45.96%	125	0.0
411	Marion	Goessel	270.0	47	16.85%	29	(38.3)
245	Coffey	LeRoy-Gridley	270.5	73	26.07%	96	31.5
387	Wilson	Altoona-Midway	268.0	94	33.57%	117	24.5
369	Harvey	Burton	277.0	125	42.96%	142	13.6
397	Marion	Centre	283.0	76	25.94%	76	0.0
422	Kiowa	Greensburg	279.0	48	16.38%	59	22.9
360	Sumner	Caldwell	276.9	98	33.33%	98	0.0
303	Ness	Ness City	272.6	52	17.57%	108	107.7
444	Rice	Little River	285.0	52	17.51%	64	23.1
311	Reno	Pretty Prairie	289.0	48	16.11%	84	75.0
351	Stafford	Macksville	289.0	114	37.62%	111	(2.6)
354	Barton	Clafin	295.0	54	17.82%	72	33.3
395	Rush	LaCrosse	318.5	90	29.03%	154	71.1
227	Hodgeman	Jetmore	299.5	78	25.00%	130	66.7
486	Doniphan	Elwood	297.4	151	48.40%	152	0.7
349	Stafford	Stafford	305.5	133	41.96%	116	(12.8)
492	Butler	Flinthills	313.5	62	19.44%	149	140.3
297	Cheyenne	St. Francis	311.0	73	22.60%	60	(17.8)
224	Washington	Clifton-Clyde	307.1	76	23.24%	94	23.7
300	Comanche	Comanche County	310.2	77	23.40%	40	(48.1)
293	Gove	Quinter	319.0	46	13.77%	148	221.7
412	Sheridan	Hoxie	324.5	62	18.24%	76	22.6
454	Osage	Burlingame	332.0	75	21.61%	117	56.0
347	Edwards	Kinsely-Offerle	308.5	113	32.38%	211	86.7
105	Rawlins	Rawlins County	342.5	89	25.07%	41	(53.9)
381	Ford	Spearville	343.0	47	13.24%	109	131.9
271	Rooks	Stockton	344.0	98	27.53%	124	26.5
488	Marshall	Axtell	316.5	54	15.13%	128	137.0
216	Kearny	Deerfield	335.3	170	47.09%	275	61.8
462	Cowley	Central	352.0	86	23.76%	169	96.5
392	Osborne	Osborne	352.7	115	31.68%	131	13.9
438	Pratt	Skyline	352.5	84	23.08%	110	31.0
222	Washington	Washington	353.5	78	21.14%	64	(17.9)
272	Mitchell	Waconda	348.4	105	28.23%	34	(67.6)
322	Pottawatomie	Onaga	360.5	90	24.19%	251	178.9
256	Allen	Marmaton Valley	362.0	128	34.32%	198	54.7
429	Doniphan	Troy	367.5	89	23.36%	66	(25.8)
298	Lincoln	Lincoln	364.1	120	30.93%	173	44.2
310	Reno	Fairfield	373.6	138	35.38%	234	69.6

**Compare Total At Risk Students to Students Receiving Free Meals**

			9/20/05 FTE	9/20/2005	2005-06	2005-06	2005-06
					Percent	Total	Percent Difference
USD#	County Name	USD Name	inc 4yr at risk	Free Meals	Free Meals	At Risk Students	Free Meals/At Risk Students
463	Cowley	Udall	368.7	76	19.44%	103	35.5
406	Doniphan	Wathena	380.0	77	19.49%	85	10.4
358	Sumner	Oxford	381.7	88	22.22%	110	25.0
398	Marion	Peabody-Burns	390.2	123	30.67%	200	62.6
498	Marshall	Valley Heights	379.9	102	25.37%	102	0.0
507	Haskell	Satanta	377.5	154	38.31%	235	52.6
388	Ellis	Ellis	377.6	86	21.29%	86	0.0
481	Dickinson	Rural Vista	394.5	106	26.17%	220	107.5
208	Trego	WaKeeney	398.0	83	20.05%	81	(2.4)
350	Stafford	St. John-Hudson	395.8	123	29.50%	185	50.4
281	Graham	Hill City	390.6	66	15.79%	85	28.8
393	Dickinson	Solomon	405.8	115	27.51%	226	96.5
335	Jackson	North Jackson	404.0	72	17.14%	104	44.4
419	McPherson	Canton-Galva	400.4	81	19.19%	125	54.3
270	Rooks	Plainville	391.8	97	22.82%	144	48.5
423	McPherson	Moundridge	415.0	41	9.62%	46	12.2
344	Linn	Pleasanton	409.5	168	39.16%	78	(53.6)
286	Chautauqua	Chautauqua	416.0	127	29.26%	149	17.3
448	McPherson	Inman	422.5	47	10.78%	143	204.3
282	Elk	West Elk	412.5	187	42.60%	200	7.0
237	Smith	Smith Center	426.5	104	23.58%	63	(39.4)
294	Decatur	Oberlin	432.5	119	26.74%	150	26.1
338	Jefferson	Valley Halls	436.5	96	21.33%	107	11.5
427	Republic	Belleville	439.5	108	23.74%	159	47.2
366	Woodson	Woodson	437.5	159	34.49%	190	19.5
274	Logan	Oakley	410.0	129	27.68%	163	26.4
421	Osage	Lyndon	447.0	90	19.23%	126	40.0
223	Washington	Barnes	387.1	74	15.74%	145	95.9
329	Wabaunsee	Alma	452.0	64	13.59%	190	196.9
307	Saline	Ell-Saline	453.5	66	13.95%	194	193.9
328	Ellsworth	Lorraine	452.3	159	33.33%	108	(32.1)
235	Bourbon	Uniontown	455.5	167	34.79%	272	62.9
284	Chase	Chase County	467.5	123	25.57%	223	81.3
494	Hamilton	Syracuse	459.0	197	40.62%	263	33.5
452	Stanton	Stanton County	454.4	187	38.32%	275	47.1
467	Wichita	Leoti	456.4	150	30.61%	246	64.0
504	Labette	Oswego	468.5	173	35.31%	193	11.6
339	Jefferson	Jefferson County	478.2	53	10.66%	139	162.3
226	Meade	Meade	478.2	116	23.20%	144	24.1
487	Dickinson	Herington	509.7	143	27.13%	248	73.4
376	Rice	Sterling	501.7	150	28.36%	87	(42.0)
258	Allen	Humboldt	511.2	179	33.33%	194	8.4
374	Haskell	Sublette	495.4	233	43.39%	181	(22.3)
330	Wabaunsee	Wabaunsee East	523.0	129	23.58%	199	54.3
439	Harvey	Sedgwick	528.5	89	16.27%	137	53.9
442	Nemaha	Nemaha Valley	498.4	74	13.53%	80	8.1
355	Barton	Ellinwood	477.6	134	24.23%	295	120.1
342	Jefferson	McLouth	541.3	101	18.23%	170	68.3
206	Butler	Remington-Whitewater	539.0	98	17.53%	103	5.1
380	Marshall	Vermillion	541.7	106	18.69%	74	(30.2)

**Compare Total At Risk Students to Students Receiving Free Meals**

			9/20/05 FTE	9/20/2005	2005-06	2005-06	2005-06
			inc 4yr at risk	Free Meals	Free Meals	At Risk Students	Free Meals/At Risk Students
USD#	County Name	USD Name			Percent	Total	Percent Difference
251	Lyon	North Lyon Co.	555.7	121	21.27%	82	(32.2)
239	Ottawa	North Ottawa Co.	550.5	133	23.17%	198	48.9
505	Labette	Chetopa	560.5	266	45.70%	239	(10.2)
346	Linn	Jayhawk	560.3	180	30.56%	170	(5.6)
243	Coffey	Lebo-Waverly	577.5	155	26.01%	225	45.2
252	Lyon	Southern Lyon Co.	586.0	133	21.70%	139	4.5
246	Crawford	Northeast	588.5	285	46.34%	439	54.0
327	Ellsworth	Ellsworth	595.8	109	17.67%	96	(11.9)
288	Franklin	Central Heights	600.1	122	19.71%	233	91.0
254	Barber	Barber Co.	592.5	155	24.72%	224	44.5
341	Jefferson	Oskaloosa	583.6	184	29.35%	26	(85.9)
378	Riley	Riley County	628.0	80	12.35%	210	162.5
431	Barton	Hoisington	627.8	194	29.44%	236	21.6
389	Greenwood	Eureka	639.4	175	26.52%	140	(20.0)
408	Marion	Marion	635.2	154	23.19%	225	46.1
215	Kearny	Lakin	636.5	188	28.27%	251	33.5
325	Phillips	Phillipsburg	632.5	149	22.37%	165	10.7
240	Ottawa	Twin Valley	633.7	125	18.74%	204	63.2
102	Gray	Cimarron-Ensign	632.6	190	28.44%	285	50.0
430	Brown	Brown County	662.5	276	40.29%	277	0.4
356	Sumner	Conway Springs	558.1	81	11.74%	135	66.7
211	Norton	Norton	673.6	160	22.99%	185	15.6
449	Leavenworth	Easton	691.1	86	12.16%	110	27.9
410	Marion	Durham-Hills	668.9	121	17.07%	226	86.8
447	Montgomery	Cherryvale	680.6	233	32.68%	415	78.1
306	Saline	Southeast of Saline	691.4	92	12.87%	127	38.0
218	Morton	Elkhart	667.1	189	26.14%	204	7.9
101	Neosho	Erie-St. Paul	696.5	209	28.51%	304	45.5
205	Butler	Leon	711.5	155	21.06%	143	(7.7)
483	Seward	Kismet-Plains	685.0	331	44.91%	457	38.1
440	Harvey	Halstead	706.9	186	24.97%	215	15.6
420	Osage	Osage City	727.5	173	22.97%	263	52.0
372	Shawnee	Silver Lake	727.8	66	8.67%	120	81.8
377	Atchison	Atchison County	734.3	151	19.66%	232	53.6
484	Wilson	Fredonia	742.5	258	33.25%	285	10.5
499	Cherokee	Galena	737.0	394	50.77%	437	10.9
461	Wilson	Neodesha	742.0	229	29.21%	507	121.4
249	Crawford	Frontenac	743.0	181	23.06%	259	43.1
460	Harvey	Hesston	763.0	100	12.74%	126	26.0
357	Sumner	Belle Plaine	758.5	235	29.71%	438	86.4
273	Mitchell	Beloit	748.7	150	18.92%	117	(22.0)
364	Marshall	Marysville	754.2	147	18.38%	195	32.7
268	Sedgwick	Cheney	752.0	92	11.43%	332	260.9
247	Crawford	Cherokee	784.5	269	33.09%	481	78.8
323	Pottawatomie	Westmoreland	777.0	154	18.83%	194	26.0
289	Franklin	Wellsville	787.0	95	11.53%	135	42.1
436	Montgomery	Caney	817.5	221	25.91%	340	53.8
396	Butler	Douglass	828.3	151	17.30%	340	125.2
417	Morris	Morris County	837.0	257	29.30%	347	35.0
244	Coffey	Burlington	836.0	197	22.21%	197	0.0

**Compare Total At Risk Students to Students Receiving Free Meals**

			9/20/05 FTE	9/20/2005	2005-06	2005-06	2005-06
					Percent	Total	Percent Difference
<b>USD#</b>	<b>County Name</b>	<b>USD Name</b>	inc 4yr at risk	Free Meals	Free Meals	At Risk Students	Free Meals/At Risk Students
405	Rice	Lyons	827.5	442	49.44%	298	(32.6)
404	Cherokee	Riverton	865.6	323	35.73%	491	52.0
361	Harper	Anthony-Harper	854.6	307	33.70%	371	20.8
287	Franklin	West Franklin	874.7	235	25.74%	451	91.9
508	Cherokee	Baxter Springs	859.0	316	34.57%	515	63.0
363	Finney	Holcomb	874.6	268	28.82%	386	44.0
415	Brown	Hiawatha	897.9	279	29.74%	403	44.4
441	Nemaha	Sabetha	906.5	161	17.04%	163	1.2
495	Pawnee	Ft. Lamed	918.8	277	28.91%	159	(42.6)
337	Jackson	Mayetta	926.7	257	26.72%	320	24.5
466	Scott	Scott County	900.7	285	29.53%	360	26.3
340	Jefferson	Jefferson West	938.5	107	11.05%	215	100.9
343	Jefferson	Perry	956.5	169	17.05%	246	45.6
473	Dickinson	Chapman	963.4	205	20.69%	228	11.2
352	Sherman	Goodland	942.7	307	30.49%	297	(3.3)
315	Thomas	Colby	987.3	256	25.10%	448	75.0
407	Russell	Russell	989.5	291	28.53%	157	(46.0)
362	Linn	Prairie View	996.6	225	21.66%	301	33.8
400	McPherson	Smoky Valley	1,005.6	166	15.60%	215	29.5
312	Reno	Haven	1,055.7	263	24.06%	263	0.0
210	Stevens	Hugoton	1,022.3	386	35.28%	683	76.9
248	Crawford	Girard	1,051.0	307	27.86%	436	42.0
333	Cloud	Concordia	1,054.7	367	32.77%	578	57.5
321	Pottawatomie	Kaw Valley	1,085.0	222	19.47%	357	60.8
365	Anderson	Garnett	1,102.3	356	30.93%	231	(35.1)
336	Jackson	Holton	1,109.5	219	18.99%	323	47.5
331	Kingman	Kingman	1,064.0	292	24.96%	371	27.1
309	Reno	Nickerson	1,131.1	453	37.75%	482	6.4
382	Pratt	Pratt	1,177.8	339	27.41%	397	17.1
493	Cherokee	Columbus	1,188.5	456	36.80%	360	(21.1)
367	Miami	Osawatomie	1,185.0	458	36.67%	505	10.3
434	Osage	Santa Fe	1,204.8	278	22.24%	546	96.4
264	Sedgwick	Clearwater	1,234.3	158	12.22%	325	105.7
320	Pottawatomie	Wamego	1,280.6	209	15.63%	316	51.2
491	Douglas	Eudora	1,288.6	210	15.66%	679	223.3
379	Clay	Clay Center	1,327.2	299	21.71%	310	3.7
348	Douglas	Baldwin City	1,347.0	112	7.90%	350	212.5
203	Wyandotte	Piper	1,408.0	76	5.22%	307	303.9
257	Allen	Iola	1,428.0	564	37.90%	629	11.5
375	Butler	Circle	1,476.8	199	13.06%	311	56.3
503	Labette	Parsons	1,432.1	626	40.94%	662	5.8
416	Miami	Louisburg	1,472.8	124	8.07%	184	48.4
435	Dickinson	Abilene	1,468.0	334	21.30%	549	64.4
207	Leavenworth	Ft. Leavenworth	1,536.0	59	3.59%	155	162.7
409	Atchison	Atchison	1,557.8	648	39.37%	1,100	69.8
464	Leavenworth	Tonganoxie	1,640.7	201	11.78%	201	0.0
506	Labette	Labette County	1,638.2	469	27.48%	465	(0.9)
230	Johnson	Spring Hill	1,643.0	173	10.09%	383	121.4
353	Sumner	Wellington	1,638.0	588	34.29%	1,159	97.1
394	Butler	Rose Hill	1,683.5	204	11.74%	263	28.9

**Compare Total At Risk Students to Students Receiving Free Meals**

			9/20/05 FTE	9/20/2005	2005-06 Percent	2005-06 Total	2005-06 Percent Difference
USD#	County Name	USD Name	inc 4yr at risk	Free Meals	Free Meals	At Risk Students	Free Meals/At Risk Students
214	Grant	Ulysses	1,659.1	615	34.59%	744	21.0
445	Montgomery	Coffeyville	1,806.3	1,015	53.62%	1,093	7.7
413	Neosho	Chanute	1,831.4	613	32.18%	625	2.0
263	Sedgwick	Mulvane	1,858.3	278	14.47%	633	127.7
446	Montgomery	Independence	1,889.7	726	36.95%	738	1.7
234	Bourbon	Ft. Scott	1,879.2	775	39.38%	465	(40.0)
267	Sedgwick	Renwick	1,932.5	145	7.24%	301	107.6
368	Miami	Paola	2,004.7	333	15.81%	300	(9.9)
458	Leavenworth	Basehor-Linwood	2,062.7	126	5.91%	690	447.6
490	Butler	El Dorado	2,086.0	682	31.34%	1,083	58.8
469	Leavenworth	Lansing	2,150.5	157	7.08%	697	343.9
313	Reno	Buhler	2,129.5	400	17.88%	558	39.5
402	Butler	Augusta	2,131.2	492	21.78%	706	43.5
204	Wyandotte	Bonner Springs	2,191.5	509	22.12%	1,258	147.2
290	Franklin	Ottawa	2,380.5	723	29.22%	1,295	79.1
418	McPherson	McPherson	2,369.9	478	19.29%	625	30.8
262	Sedgwick	Valley Center	2,424.2	382	15.17%	612	60.2
465	Cowley	Winfield	2,415.0	793	30.99%	896	13.0
250	Crawford	Pittsburg	2,542.2	1,247	46.29%	1,363	9.3
470	Cowley	Arkansas City	2,748.6	1,360	46.77%	1,819	33.8
489	Ellis	Hays	2,869.5	692	22.97%	799	15.5
428	Barton	Great Bend	3,023.8	1,392	43.77%	1,530	9.9
450	Shawnee	Shawnee Heights	3,370.6	516	14.84%	937	81.6
345	Shawnee	Seaman	3,329.9	529	15.21%	750	41.8
373	Harvey	Newton	3,433.7	1,217	32.73%	1,488	22.3
231	Johnson	Gardner-Edgerton	3,647.8	526	13.61%	526	0.0
202	Wyandotte	Turner	3,660.5	1,338	34.59%	3,000	124.2
385	Butler	Andover	3,892.6	239	5.90%	622	160.3
453	Leavenworth	Leavenworth	3,940.2	1,570	37.86%	1,875	19.4
265	Sedgwick	Goddard	4,277.4	401	9.02%	802	100.0
480	Seward	Liberal	4,215.7	2,460	54.89%	3,369	37.0
261	Sedgwick	Haysville	4,434.1	1,154	24.77%	2,024	75.4
308	Reno	Hutchinson	4,542.1	2,149	44.99%	2,166	0.8
253	Lyon	Emporia	4,592.9	2,273	46.20%	2,760	21.4
383	Riley	Manhattan	4,913.7	1,126	21.82%	1,638	45.5
232	Johnson	DeSoto	4,930.0	404	7.76%	1,110	174.8
437	Shawnee	Auburn Washburn	5,103.3	813	15.27%	1,521	87.1
443	Ford	Dodge City	5,630.0	3,399	56.87%	4,502	32.5
266	Sedgwick	Maize	5,867.3	394	6.49%	1,170	197.0
475	Geary	Junction City	5,909.3	2,098	33.70%	3,634	73.2
260	Sedgwick	Derby	6,334.2	1,495	22.66%	2,122	41.9
305	Saline	Salina	7,066.2	2,533	34.23%	3,028	19.5
457	Finney	Garden City	6,859.4	3,366	45.46%	5,181	53.9
497	Douglas	Lawrence	9,855.4	2,175	21.11%	3,673	68.9
501	Shawnee	Topeka	12,607.4	7,206	54.01%	8,736	21.2
229	Johnson	Blue Valley	18,975.2	447	2.25%	4,252	851.2
500	Wyandotte	Kansas City	18,877.5	12,600	62.62%	18,347	45.6
233	Johnson	Olathe	23,422.0	2,843	11.59%	5,002	75.9
512	Johnson	Shawnee Mission	27,477.2	3,474	12.18%	10,103	190.8
259	Sedgwick	Wichita	45,497.2	26,787	55.07%	39,290	46.7

**Compare Total At Risk Students to Students Receiving Free Meals**

			9/20/05 FTE	9/20/2005	2005-06	2005-06	2005-06
					Percent	Total	Percent Difference
USD#	County Name	USD Name	inc 4yr at risk	Free Meals	Free Meals	At Risk Students	Free Meals/At Risk Students
			442,852.3	135,296	29.04%	200,627	48.3



Tuesday, February 28, 2006

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**WHICH KANSAS DISTRICTS CHEAT THE MOST?**

By Kenneth Daniel

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February, 2006

Update

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This chart compares the number of children who should be eligible for free lunches in a district with the number reported by the districts.

Organizations

Small Business  
Issues

To qualify for a free lunch, a child must be from a family that has income of 130% of the federal poverty level or less.

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The Census figures are for calendar year 2003<sup>[1]</sup> (latest available), and the school district figures are based on their September 20, 2003 reports<sup>[2]</sup>, the official day under Kansas law.

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While it is possible that some kids go to school in a district other than where they live, that would explain only a small shift. Furthermore, many kids who are eligible do not sign up for free lunches at all, and many others don't attend government schools at all.

The following assumes that every child goes to a public school. Statewide, about 55,000 more kids (an extra 67%) are reported as "free lunch" kids than the maximum possible according to the Census Bureau.

District Number	District Name	Census Children 5-17 under 130% of poverty level	Free Lunch Kids Reported by District	District compared to Census	Rank
468	HEALY PUBLIC SCHOOLS USD 468	3	30	1000%	1
316	GOLDEN PLAINS USD 316	9	82	911%	2
249	FRONTENAC PUBLIC SCHOOLS USD 249	20	163	815%	3
262	VALLEY CENTER PUB SCH USD 262	47	323	687%	4
384	BLUE VALLEY USD 384	5	33	660%	5
425	HIGHLAND USD 425	11	56	509%	6
350	ST JOHN-HUDSON USD 350	35	167	477%	7
238	WEST SMITH COUNTY USD 238	12	57	475%	8
213	WEST SOLOMON VALLEY SCH USD 213	5	23	460%	9
225	FOWLER USD 225	15	68	453%	10
228	HANSTON USD 228	7	30	429%	11
209	MOSCOW PUBLIC SCHOOLS USD 209	20	80	400%	12
405	LYONS USD 405	115	421	366%	13
217	ROLLA USD 217	28	100	357%	14

420	OSAGE CITY USD 420	54	192	356%	15
355	ELLINWOOD PUBLIC SCHOOLS USD 355	36	127	353%	16
268	CHENEY USD 268	19	66	347%	17
340	JEFFERSON WEST USD 340	38	132	347%	17
258	HUMBOLDT USD 258	50	170	340%	19
239	NORTH OTTAWA COUNTY USD 239	38	128	337%	20
477	INGALLS USD 477	24	79	329%	21
341	OSKALOOSA PUBLIC SCHOOLS USD 341	54	177	328%	22
463	UDALL USD 463	31	101	326%	23
269	PALCO USD 269	14	43	307%	24
304	BAZINE USD 304	5	15	300%	25
455	HILLCREST RURAL SCHOOLS USD 455	19	56	295%	26
314	BREWSTER USD 314	14	41	293%	27
396	DOUGLASS PUBLIC SCHOOLS USD 396	59	171	290%	28
440	HALSTEAD USD 440	58	165	284%	29
303	NESS CITY USD 303	16	45	281%	30
364	MARYSVILLE USD 364	61	169	277%	31
329	MILL CREEK VALLEY USD 329	26	70	269%	32
469	LANSING USD 469	39	105	269%	32
287	WEST FRANKLIN USD 287	90	240	267%	34
464	TONGANOXIE USD 464	68	181	266%	35
335	NORTH JACKSON USD 335	34	90	265%	36
424	MULLINVILLE USD 424	14	37	264%	37
351	MACKSVILLE USD 351	53	140	264%	38
260	DERBY USD 260	548	1,437	262%	39
243	LEBO-WAVERLY USD 243	50	130	260%	40
474	HAVILAND USD 474	20	52	260%	40
261	HAYSVILLE USD 261	467	1,206	258%	42
347	KINSLEY-OFFERLE USD 347	55	141	256%	43
470	ARKANSAS CITY USD 470	531	1,354	255%	44
437	AUBURN WASHBURN USD 437	270	687	254%	45
443	DODGE CITY USD 443	1215	3,073	253%	46
252	SOUTHERN LYON COUNTY USD 252	49	123	251%	47
272	WACONDA USD 272	41	102	249%	48
215	LAKIN USD 215	90	221	246%	49
333	CONCORDIA USD 333	163	393	241%	50
338	VALLEY FALLS USD 338	32	77	241%	51
200	GREELEY COUNTY SCHOOLS USD 200	41	98	239%	52
494	SYRACUSE USD 494	95	227	239%	53

387	ALTOONA-MIDWAY USD 387	41	97	237%	54
328	LORRAINE USD 328	62	146	235%	55
511	ATTICA USD 511	20	47	235%	56
452	STANTON COUNTY USD 452	81	190	235%	57
480	LIBERAL USD 480	983	2,281	232%	58
435	ABILENE USD 435	161	373	232%	59
483	KISMET-PLAINS USD 483	161	373	232%	59
359	ARGONIA PUBLIC SCHOOLS USD 359	35	81	231%	61
486	ELWOOD USD 486	63	145	230%	62
343	PERRY PUBLIC SCHOOLS USD 343	81	185	228%	63
429	TROY PUBLIC SCHOOLS USD 429	42	95	226%	64
219	MINNEOLA USD 219	39	88	226%	65
214	ULYSSES USD 214	278	626	225%	66
281	HILL CITY USD 281	58	130	224%	67
299	SYLVAN GROVE USD 299	26	58	223%	68
337	ROYAL VALLEY USD 337	105	234	223%	69
357	BELLE PLAINE USD 357	105	233	222%	70
253	EMPORIA USD 253	919	2,039	222%	71
418	MCPHERSON USD 418	188	417	222%	72
313	BUHLER USD 313	196	432	220%	73
251	NORTH LYON COUNTY USD 251	69	152	220%	74
353	WELLINGTON USD 353	278	611	220%	75
274	OAKLEY USD 274	62	136	219%	76
363	HOLCOMB USD 363	109	239	219%	77
428	GREAT BEND USD 428	622	1,358	218%	78
254	BARBER COUNTY NORTH USD 254	55	118	215%	79
202	TURNER-KANSAS CITY USD 202	603	1,280	212%	80
212	NORTHERN VALLEY USD 212	26	55	212%	81
297	ST FRANCIS COMM SCH USD 297	46	97	211%	82
491	EUDORA USD 491	88	185	210%	83
506	LABETTE COUNTY USD 506	201	418	208%	84
283	ELK VALLEY USD 283	57	118	207%	85
373	NEWTON USD 373	581	1,192	205%	86
216	DEERFIELD USD 216	63	129	205%	87
496	PAWNEE HEIGHTS USD 496	24	49	204%	88
408	MARION - FLORENCE USD 408	80	163	204%	89
366	WOODSON USD 366	92	187	203%	90
101	ERIE-ST PAUL USD 101	166	336	202%	91
356	CONWAY SPRINGS USD 356	45	91	202%	92

327	ELLSWORTH USD 327	63	127	202%	93
466	SCOTT COUNTY USD 466	107	214	200%	94
286	CHAUTAUQUA CO COMMUNITY USD 286	77	154	200%	94
507	SATANTA USD 507	69	137	199%	96
499	GALENA USD 499	215	426	198%	97
417	MORRIS COUNTY USD 417	126	249	198%	98
421	LYNDON USD 421	42	83	198%	98
309	NICKERSON USD 309	190	375	197%	100
505	CHESTOPA USD 505	95	187	197%	101
457	GARDEN CITY USD 457	1696	3,337	197%	102
210	HUGOTON PUBLIC SCHOOLS USD 210	181	356	197%	103
279	JEWELL USD 279	28	55	196%	104
436	CANEY VALLEY USD 436	138	271	196%	105
226	MEADE USD 226	55	107	195%	106
293	QUINTER PUBLIC SCHOOLS USD 293	35	68	194%	107
298	LINCOLN USD 298	63	122	194%	108
404	RIVERTON USD 404	154	297	193%	109
409	ATCHISON PUBLIC SCHOOLS USD 409	356	685	192%	110
204	BONNER SPRINGS USD 204	274	525	192%	111
220	ASHLAND USD 220	35	67	191%	112
244	BURLINGTON USD 244	101	193	191%	113
259	WICHITA USD 259	13595	25,606	188%	114
278	MANKATO USD 278	34	64	188%	115
256	MARMATON VALLEY USD 256	66	124	188%	116
500	KANSAS CITY USD 500	7040	13,196	187%	117
376	STERLING USD 376	74	138	186%	118
369	BURRTON USD 369	50	93	186%	119
473	CHAPMAN USD 473	119	221	186%	120
232	DE SOTO USD 232	212	393	185%	121
237	SMITH CENTER USD 237	72	133	185%	122
426	PIKE VALLEY USD 426	45	83	184%	123
320	WAMEGO USD 320	138	254	184%	124
398	PEABODY-BURNS USD 398	62	114	184%	125
223	BARNES USD 223	61	112	184%	126
368	PAOLA USD 368	211	387	183%	127
475	GEARY COUNTY SCHOOLS USD 475	1233	2,246	182%	128
495	FT LARNED USD 495	149	271	182%	129
445	COFFEYVILLE USD 445	512	930	182%	130
402	AUGUSTA USD 402	250	452	181%	131
362	PRAIRIE VIEW USD 362	109	197	181%	132
471	DEXTER USD 471	36	65	181%	133
235	UNIONTOWN USD 235	99	178	180%	134

504	OSWEGO USD 504	107	192	179%	135
332	CUNNINGHAM USD 332	34	61	179%	136
242	WESKAN USD 242	24	43	179%	137
305	SALINA USD 305	1381	2,468	179%	138
224	CLIFTON-CLYDE USD 224	46	82	178%	139
218	ELKHART USD 218	81	144	178%	140
399	PARADISE USD 399	31	55	177%	141
361	ANTHONY-HARPER USD 361	176	312	177%	142
306	SOUTHEAST OF SALINE USD 306	39	69	177%	143
102	CIMARRON-ENSIGN USD 102	86	152	177%	144
501	TOPEKA PUBLIC SCHOOLS USD 501	3934	6,892	175%	145
413	CHANUTE PUBLIC SCHOOLS USD 413	390	682	175%	146
454	BURLINGAME PUBLIC SCHOOL USD 454	46	80	174%	147
433	MIDWAY SCHOOLS USD 433	34	59	174%	148
430	SOUTH BROWN COUNTY USD 430	146	253	173%	149
241	WALLACE COUNTY SCHOOLS USD 241	41	71	173%	150
264	CLEARWATER USD 264	78	134	172%	151
482	DIGHTON USD 482	39	67	172%	151
231	GARDNER EDGERTON USD 231	262	450	172%	153
508	BAXTER SPRINGS USD 508	194	331	171%	154
423	MOUNDRIDGE USD 423	27	46	170%	155
427	REPUBLIC COUNTY USD 427	76	129	170%	156
459	BUCKLIN USD 459	45	76	169%	157
407	RUSSELL COUNTY USD 407	174	293	168%	158
211	NORTON COMMUNITY SCHOOLS USD 211	93	156	168%	159
292	WHEATLAND USD 292	34	57	168%	160
487	HERINGTON USD 487	80	134	168%	161
290	OTTAWA USD 290	394	657	167%	162
346	JAYHAWK USD 346	113	188	166%	163
349	STAFFORD USD 349	77	128	166%	164
403	OTIS-BISON USD 403	45	74	164%	165
325	PHILLIPSBURG USD 325	77	126	164%	166
382	PRATT USD 382	197	321	163%	167
282	WEST ELK USD 282	108	175	162%	168
434	SANTA FE TRAIL USD 434	188	303	161%	169
461	NEODESHA USD 461	149	240	161%	170
395	LACROSSE USD 395	69	111	161%	171
360	CALDWELL USD 360	62	99	160%	172
460	HESSTON USD 460	61	97	159%	173

371	MONTEZUMA USD 371	46	73	159%	174
476	COPELAND USD 476	43	68	158%	175
389	EUREKA USD 389	143	226	158%	176
379	CLAY CENTER USD 379	225	355	158%	177
415	HIAWATHA USD 415	189	297	157%	178
503	PARSONS USD 503	437	684	157%	179
227	JETMORE USD 227	39	61	156%	180
326	LOGAN USD 326	39	61	156%	180
275	TRIPLAINS USD 275	16	25	156%	182
374	SUBLETTE USD 374	90	140	156%	183
438	SKYLINE SCHOOLS USD 438	53	82	155%	184
308	HUTCHINSON PUBLIC SCHOOLS USD 308	1223	1,889	154%	185
416	LOUISBURG USD 416	70	107	153%	186
456	MARAIS DES CYGNES VALLEY USD 456	80	122	153%	187
467	LEOTI USD 467	86	131	152%	188
453	LEAVENWORTH USD 453	1021	1,554	152%	189
490	EL DORADO USD 490	414	630	152%	190
104	WHITE ROCK USD 104	27	41	152%	191
307	ELL-SALINE USD 307	54	82	152%	191
493	COLUMBUS USD 493	313	474	151%	193
331	KINGMAN - NORWICH USD 331	212	321	151%	194
267	RENWICK USD 267	111	168	151%	195
345	SEAMAN USD 345	312	472	151%	196
284	CHASE COUNTY USD 284	93	140	151%	197
270	PLAINVILLE USD 270	66	99	150%	198
103	CHEYLIN USD 103	32	48	150%	198
393	SOLOMON USD 393	85	127	149%	200
245	LEROY-GRIDLEY USD 245	45	67	149%	201
442	NEMAHA VALLEY SCHOOLS USD 442	45	67	149%	201
492	FLINTHILLS USD 492	35	52	149%	203
315	COLBY PUBLIC SCHOOLS USD 315	142	210	148%	204
221	NORTH CENTRAL USD 221	23	34	148%	205
230	SPRING HILL USD 230	90	133	148%	206
446	INDEPENDENCE USD 446	494	726	147%	207
390	HAMILTON USD 390	32	47	147%	208
234	FORT SCOTT USD 234	509	745	146%	209
450	SHAWNEE HEIGHTS USD 450	335	490	146%	210
247	CHEROKEE USD 247	173	252	146%	211
489	HAYS USD 489	441	641	145%	212
397	CENTRE USD 397	45	65	144%	213
311	PRETTY PRAIRIE USD 311	34	49	144%	214

386	MADISON-VIRGIL USD 386	59	85	144%	215
392	OSBORNE COUNTY USD 392	78	112	144%	216
240	TWIN VALLEY USD 240	65	93	143%	217
484	FREDONIA USD 484	198	283	143%	218
451	B & B USD 451	36	51	142%	219
479	CREST USD 479	51	72	141%	220
105	RAWLINS COUNTY USD 105	66	93	141%	221
294	OBERLIN USD 294	72	101	140%	222
352	GOODLAND USD 352	213	297	139%	223
422	GREENSBURG USD 422	54	75	139%	224
257	IOLA USD 257	366	502	137%	225
250	PITTSBURG USD 250	837	1,139	136%	226
365	GARNETT USD 365	247	334	135%	227
367	OSAWATOMIE USD 367	328	442	135%	228
394	ROSE HILL PUBLIC SCHOOLS USD 394	154	206	134%	229
481	RURAL VISTA USD 481	86	115	134%	230
497	LAWRENCE USD 497	1542	2,024	131%	231
334	SOUTHERN CLOUD USD 334	65	85	131%	232
441	SABETHA USD 441	124	162	131%	233
465	WINFIELD USD 465	599	775	129%	234
344	PLEASANTON USD 344	123	159	129%	235
300	COMANCHE COUNTY USD 300	43	55	128%	236
285	CEDAR VALE USD 285	58	74	128%	237
372	SILVER LAKE USD 372	26	33	127%	238
509	SOUTH HAVEN USD 509	41	52	127%	239
310	FAIRFIELD USD 310	122	154	126%	240
432	VICTORIA USD 432	23	29	126%	241
449	EASTON USD 449	73	92	126%	242
388	ELLIS USD 388	58	73	126%	243
266	MAIZE USD 266	261	328	126%	244
233	OLATHE USD 233	1644	2,065	126%	245
512	SHAWNEE MISSION PUB SCH USD 512	2329	2,908	125%	246
498	VALLEY HEIGHTS USD 498	81	101	125%	247
206	REMINGTON- WHITEWATER USD 206	74	92	124%	248
289	WELLSVILLE USD 289	80	99	124%	249
222	WASHINGTON SCHOOLS USD 222	54	66	122%	250
381	SPEARVILLE USD 381	27	33	122%	250
271	STOCKTON USD 271	82	100	122%	252
248	GIRARD USD 248	219	267	122%	253
265	GODDARD USD 265	311	377	121%	254
377	ATCHISON CO COMM SCHOOLS USD 377	123	149	121%	255
246	NORTHEAST USD 246	201	242	120%	256

302	SMOKY HILL USD 302	26	31	119%	257
447	CHERRYVALE USD 447	193	230	119%	258
410	DURHAM-HILLSBORO-LEHIGH USD 410	95	113	119%	259
401	CHASE-RAYMOND USD 401	57	67	118%	260
336	HOLTON USD 336	173	202	117%	261
383	MANHATTAN USD 383	899	1,045	116%	262
431	HOISINGTON USD 431	170	197	116%	263
462	CENTRAL USD 462	84	96	114%	264
400	SMOKY VALLEY USD 400	96	106	110%	265
354	CLAFLIN USD 354	39	43	110%	266
291	GRINNELL PUBLIC SCHOOLS USD 291	14	15	107%	267
502	LEWIS USD 502	43	46	107%	268
323	ROCK CREEK USD 323	128	135	105%	269
439	SEDGWICK PUBLIC SCHOOLS USD 439	77	81	105%	270
411	GOESSEL USD 411	24	25	104%	271
205	BLUESTEM USD 205	112	116	104%	272
208	WAKEENEY USD 208	76	78	103%	273
339	JEFFERSON COUNTY NORTH USD 339	81	83	102%	274
322	ONAGA-HAVENSVILLE-WHEATON USD 322	62	63	102%	275
295	PRAIRIE HEIGHTS USD 295	14	14	100%	276
203	PIPER-KANSAS CITY USD 203	50	50	100%	276
263	MULVANE USD 263	317	316	100%	278
312	HAVEN PUBLIC SCHOOLS USD 312	225	224	100%	279
330	WABAUNSEE EAST USD 330	96	94	98%	280
385	ANDOVER USD 385	258	251	97%	281
273	BELOIT USD 273	143	136	95%	282
412	HOXIE COMMUNITY SCHOOLS USD 412	54	50	93%	283
380	VERMILLION USD 380	119	108	91%	284
255	SOUTH BARBER USD 255	89	80	90%	285
358	OXFORD USD 358	69	62	90%	286
207	FT LEAVENWORTH USD 207	66	59	89%	287
375	CIRCLE USD 375	311	278	89%	288
406	WATHENA USD 406	72	63	88%	289
301	NES TRE LA GO USD 301	15	13	87%	290
448	INMAN USD 448	68	58	85%	291
321	KAW VALLEY USD 321	225	189	84%	292
342	MCLOUTH USD 342	95	79	83%	293
348	BALDWIN CITY USD 348	181	145	80%	294
488	AXTELL USD 488	73	58	79%	295

324	EASTERN HEIGHTS USD 324	43	34	79%	296
288	CENTRAL HEIGHTS USD 288	173	135	78%	297
378	RILEY COUNTY USD 378	101	75	74%	298
444	LITTLE RIVER USD 444	59	41	69%	299
419	CANTON-GALVA USD 419	93	63	68%	300
229	BLUE VALLEY USD 229	589	310	53%	301
458	BASEHOR-LINWOOD USD 458	201	100	50%	302

-- END --

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**Word Count:** 2797

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[1] [www.census.gov](http://www.census.gov), S.A.I.P.E. poverty estimates by district for 2003.

[2] Kansas State Board of Education, [www.ksde.state.ks.us](http://www.ksde.state.ks.us), Enrollment Headcount Data for September 20, 2003.



# MEMORANDUM

## Legislative Division of Post Audit

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TO: Representative Colloton  
FROM: Barbara J. Hinton, Legislative Post Auditor   
DATE: February 22, 2006  
SUBJECT: Estimated Education-Based At-Risk Counts

This is in response to your request for an estimate of the number of students who are behind grade level in reading and/or math. Using Statewide assessment results, we have assembled four sets of estimates, based on the following definitions of behind grade level:

- Students are behind grade-level if they score less than “proficient” on either the math assessment or the reading assessment.
- Students are behind grade-level if they score less than “proficient” on both the math assessment and the reading assessment.
- Students are behind grade-level if they score less than “basic” on either the math assessment or the reading assessment.
- Students are behind grade-level if they score less than “basic” on both the math assessment and the reading assessment.

The estimates use the assessment results from the 2003-04 school year to estimate the number of students behind grade level in the 2004-05 school year (the most recent year we had enrollment data by grade).

One other important note: Until this current school year, students weren't tested in each subject every year. Therefore, we had to use assessment results for one grade to estimate results for other grades. The assessments used to estimate results for each grade are summarized in the following table:

Grades	Assessment Used For:	
	Math	Reading
K-2	No estimates for these grades.	
3-6	4 <sup>th</sup> Grade Math	5 <sup>th</sup> Grade Reading
7-8	7 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Reading
9-12	10 <sup>th</sup> Grade Math	11 <sup>th</sup> Grade Reading

**Comparison of Number of Students Qualifying for Free Lunch  
To Estimated Number of Students Behind Grade-Level in Reading and Math (a)  
2004-05 School Year**

5-21

District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
101 - Erie-St. Paul	317	0.235%	379	0.241%	189	0.241%	99	0.184%	50	0.184%
102 - Cimarron-Ensign	194	0.144%	200	0.127%	100	0.127%	53	0.099%	26	0.096%
103 - Cheylin	56	0.042%	44	0.028%	22	0.028%	18	0.033%	9	0.033%
104 - White Rock	25	0.019%	37	0.024%	20	0.025%	15	0.028%	8	0.029%
105 - Rawlins County	91	0.068%	87	0.055%	43	0.055%	29	0.054%	14	0.052%
106 - Western Plains	54	0.040%	91	0.058%	45	0.057%	29	0.054%	14	0.052%
200 - Greeley County	89	0.066%	99	0.063%	49	0.062%	48	0.089%	24	0.088%
202 - Turner	1,396	1.036%	1,994	1.270%	993	1.264%	883	1.642%	447	1.648%
203 - Piper	52	0.039%	516	0.329%	255	0.325%	175	0.325%	87	0.321%
204 - Bonner Springs	613	0.455%	1,036	0.660%	525	0.669%	399	0.742%	207	0.763%
205 - Leon	145	0.108%	222	0.141%	116	0.148%	86	0.160%	45	0.166%
206 - Remington-Whitewater	92	0.068%	209	0.133%	104	0.132%	77	0.143%	39	0.144%
207 - Ft. Leavenworth	62	0.046%	274	0.175%	125	0.159%	62	0.115%	28	0.103%
208 - WaKeeney	78	0.058%	130	0.083%	66	0.084%	35	0.065%	19	0.070%
209 - Moscow	128	0.095%	77	0.049%	39	0.050%	24	0.045%	12	0.044%
210 - Hugoton	419	0.311%	487	0.310%	240	0.306%	177	0.329%	88	0.324%
211 - Norton	149	0.111%	214	0.136%	107	0.136%	83	0.154%	42	0.155%
212 - Northern Valley	76	0.056%	49	0.031%	24	0.031%	6	0.011%	3	0.011%
213 - West Solomon	22	0.016%	13	0.008%	6	0.008%	3	0.006%	1	0.004%
214 - Ulysses	709	0.526%	628	0.400%	313	0.399%	197	0.366%	100	0.369%
215 - Lakin	181	0.134%	209	0.133%	104	0.132%	70	0.130%	36	0.133%
216 - Deerfield	184	0.136%	160	0.102%	82	0.104%	87	0.162%	44	0.162%
217 - Rolla	95	0.070%	70	0.045%	35	0.045%	27	0.050%	13	0.048%
218 - Elkhart	163	0.121%	246	0.157%	123	0.157%	68	0.126%	35	0.129%
219 - Minneola	83	0.062%	83	0.053%	41	0.052%	29	0.054%	14	0.052%
220 - Ashland	81	0.060%	48	0.031%	24	0.031%	1	0.002%	1	0.004%
221 - North Central	26	0.019%	24	0.015%	12	0.015%	10	0.019%	5	0.018%
222 - Washington	67	0.050%	76	0.048%	38	0.048%	19	0.035%	10	0.037%
223 - Barnes	95	0.070%	112	0.071%	58	0.074%	17	0.032%	9	0.033%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
224 - Clifton-Clyde	80	0.059%	91	0.058%	43	0.055%	20	0.037%	9	0.033%
225 - Fowler	78	0.058%	33	0.021%	17	0.022%	10	0.019%	5	0.018%
226 - Meade	98	0.073%	112	0.071%	57	0.073%	54	0.100%	28	0.103%
227 - Jetmore	64	0.047%	119	0.076%	59	0.075%	18	0.033%	9	0.033%
228 - Hanston	27	0.020%	48	0.031%	25	0.032%	8	0.015%	4	0.015%
229 - Blue Valley	433	0.321%	3,631	2.313%	1,837	2.339%	871	1.620%	448	1.652%
230 - Spring Hill	146	0.108%	417	0.266%	208	0.265%	150	0.279%	75	0.277%
231 - Gardner-Edgerton	482	0.358%	824	0.525%	416	0.530%	259	0.482%	131	0.483%
232 - DeSoto	420	0.312%	1,303	0.830%	648	0.825%	407	0.757%	201	0.741%
233 - Olathe	2,330	1.728%	4,449	2.834%	2,230	2.840%	1,077	2.003%	546	2.013%
234 - Ft. Scott	802	0.595%	737	0.469%	372	0.474%	287	0.534%	149	0.549%
235 - Uniontown	160	0.119%	174	0.111%	86	0.110%	37	0.069%	19	0.070%
237 - Smith Center	132	0.098%	203	0.129%	100	0.127%	36	0.067%	18	0.066%
238 - West Smith Co.	55	0.041%	75	0.048%	39	0.050%	42	0.078%	23	0.085%
239 - North Ottawa Co.	107	0.079%	193	0.123%	93	0.118%	57	0.106%	28	0.103%
240 - Twin Valley	109	0.081%	242	0.154%	119	0.152%	70	0.130%	34	0.125%
241 - Wallace	68	0.050%	97	0.062%	48	0.061%	25	0.046%	13	0.048%
242 - Weskan	39	0.029%	40	0.025%	21	0.027%	8	0.015%	4	0.015%
243 - Lebo-Waverly	132	0.098%	191	0.122%	96	0.122%	55	0.102%	28	0.103%
244 - Burlington	215	0.159%	251	0.160%	124	0.158%	65	0.121%	32	0.118%
245 - LeRoy-Gridley	70	0.052%	131	0.083%	66	0.084%	55	0.102%	28	0.103%
246 - Northeast	291	0.216%	248	0.158%	126	0.160%	75	0.139%	38	0.140%
247 - Cherokee	252	0.187%	365	0.232%	184	0.234%	151	0.281%	77	0.284%
248 - Girard	293	0.217%	258	0.164%	131	0.167%	56	0.104%	29	0.107%
249 - Frontenac	177	0.131%	222	0.141%	109	0.139%	71	0.132%	35	0.129%
250 - Pittsburg	1,178	0.874%	1,085	0.691%	539	0.686%	423	0.787%	211	0.778%
251 - North Lyon Co.	142	0.105%	196	0.125%	97	0.124%	46	0.086%	24	0.088%
252 - Southern Lyon Co.	111	0.082%	158	0.101%	79	0.101%	44	0.082%	22	0.081%
253 - Emporia	2,301	1.707%	2,050	1.306%	1,025	1.305%	799	1.486%	402	1.482%
254 - Barber Co.	125	0.093%	225	0.143%	113	0.144%	38	0.071%	19	0.070%
255 - South Barber Co.	77	0.057%	62	0.039%	32	0.041%	15	0.028%	8	0.029%
256 - Marmaton Valley	112	0.083%	111	0.071%	57	0.073%	31	0.058%	16	0.059%
257 - Iola	567	0.421%	509	0.324%	254	0.323%	177	0.329%	88	0.324%

5-22

5-23

District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
258 - Humboldt	173	0.128%	191	0.122%	98	0.125%	68	0.126%	35	0.129%
259 - Wichita	26,247	19.469%	21,092	13.433%	10,400	13.243%	8,529	15.863%	4234	15.612%
260 - Derby	1,518	1.126%	2,502	1.593%	1,246	1.587%	879	1.635%	442	1.630%
261 - Haysville	1,135	0.842%	1,878	1.196%	936	1.192%	698	1.298%	349	1.287%
262 - Valley Center	397	0.294%	881	0.561%	443	0.564%	249	0.463%	126	0.465%
263 - Mulvane	304	0.226%	693	0.441%	343	0.437%	207	0.385%	104	0.383%
264 - Clearwater	150	0.111%	593	0.378%	295	0.376%	221	0.411%	110	0.406%
265 - Goddard	405	0.300%	1,085	0.691%	547	0.697%	278	0.517%	144	0.531%
266 - Maize	345	0.256%	1,547	0.985%	766	0.975%	367	0.683%	184	0.678%
267 - Renwick	173	0.128%	421	0.268%	211	0.269%	90	0.167%	46	0.170%
268 - Cheney	102	0.076%	182	0.116%	94	0.120%	26	0.048%	14	0.052%
269 - Palco	44	0.033%	38	0.024%	19	0.024%	14	0.026%	7	0.026%
270 - Plainville	99	0.073%	184	0.117%	93	0.118%	69	0.128%	35	0.129%
271 - Stockton	106	0.079%	163	0.104%	81	0.103%	54	0.100%	27	0.100%
272 - Waconda	102	0.076%	71	0.045%	37	0.047%	9	0.017%	5	0.018%
273 - Beloit	140	0.104%	283	0.180%	142	0.181%	102	0.190%	50	0.184%
274 - Oakley	141	0.105%	144	0.092%	73	0.093%	49	0.091%	25	0.092%
275 - Triplains	27	0.020%	24	0.015%	13	0.017%	2	0.004%	1	0.004%
278 - Mankato	57	0.042%	104	0.066%	53	0.067%	24	0.045%	13	0.048%
279 - Jewell	52	0.039%	55	0.035%	29	0.037%	19	0.035%	10	0.037%
281 - Hill City	85	0.063%	133	0.085%	68	0.087%	32	0.060%	16	0.059%
282 - West Elk	186	0.138%	124	0.079%	65	0.083%	32	0.060%	18	0.066%
283 - Elk Valley	106	0.079%	130	0.083%	64	0.081%	59	0.110%	28	0.103%
284 - Chase County	119	0.088%	181	0.115%	92	0.117%	68	0.126%	34	0.125%
285 - Cedar Vale	73	0.054%	28	0.018%	14	0.018%	4	0.007%	2	0.007%
286 - Chautauqua	153	0.113%	238	0.152%	119	0.152%	85	0.158%	43	0.159%
287 - West Franklin	233	0.173%	385	0.245%	192	0.244%	141	0.262%	70	0.258%
288 - Central Heights	144	0.107%	304	0.194%	153	0.195%	123	0.229%	63	0.232%
289 - Wellsville	113	0.084%	355	0.226%	174	0.222%	139	0.259%	67	0.247%
290 - Ottawa	680	0.504%	889	0.566%	450	0.573%	333	0.619%	170	0.627%
291 - Grinnell	19	0.014%	25	0.016%	12	0.015%	12	0.022%	6	0.022%
292 - Grainfield	59	0.044%	48	0.031%	25	0.032%	9	0.017%	5	0.018%
293 - Quinter	70	0.052%	113	0.072%	57	0.073%	23	0.043%	12	0.044%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
294 - Oberlin	109	0.081%	145	0.092%	74	0.094%	32	0.060%	16	0.059%
295 - Prairie Heights	14	0.010%	16	0.010%	8	0.010%	6	0.011%	3	0.011%
297 - St. Francis	81	0.060%	105	0.067%	53	0.067%	32	0.060%	17	0.063%
298 - Lincoln	111	0.082%	76	0.048%	39	0.050%	17	0.032%	9	0.033%
299 - Sylvan Grove	55	0.041%	56	0.036%	29	0.037%	11	0.020%	5	0.018%
300 - Commanche County	74	0.055%	98	0.062%	48	0.061%	28	0.052%	14	0.052%
303 - Ness City	38	0.028%	95	0.061%	45	0.057%	21	0.039%	10	0.037%
305 - Salina	2,615	1.940%	2,638	1.680%	1,335	1.700%	965	1.795%	496	1.829%
306 - Southeast of Saline	95	0.070%	249	0.159%	123	0.157%	62	0.115%	31	0.114%
307 - Ell-Saline	69	0.051%	169	0.108%	83	0.106%	53	0.099%	27	0.100%
308 - Hutchinson	1,994	1.479%	1,585	1.009%	799	1.017%	469	0.872%	239	0.881%
309 - Nickerson	365	0.271%	308	0.196%	154	0.196%	82	0.153%	41	0.151%
310 - Fairfield	163	0.121%	161	0.103%	79	0.101%	46	0.086%	23	0.085%
311 - Pretty Prairie	34	0.025%	73	0.046%	36	0.046%	20	0.037%	11	0.041%
312 - Haven	239	0.177%	284	0.181%	143	0.182%	86	0.160%	44	0.162%
313 - Buhler	417	0.309%	760	0.484%	381	0.485%	220	0.409%	111	0.409%
314 - Brewster	26	0.019%	56	0.036%	29	0.037%	7	0.013%	4	0.015%
315 - Colby	243	0.180%	410	0.261%	206	0.262%	120	0.223%	61	0.225%
316 - Golden Plains	92	0.068%	59	0.038%	29	0.037%	20	0.037%	10	0.037%
320 - Wamego	231	0.171%	289	0.184%	149	0.190%	61	0.113%	32	0.118%
321 - Kaw Valley	230	0.171%	305	0.194%	155	0.197%	70	0.130%	35	0.129%
322 - Onaga	74	0.055%	147	0.094%	70	0.089%	27	0.050%	13	0.048%
323 - Westmoreland	144	0.107%	130	0.083%	66	0.084%	38	0.071%	20	0.074%
324 - Eastern Heights	50	0.037%	56	0.036%	28	0.036%	18	0.033%	10	0.037%
325 - Phillipsburg	155	0.115%	124	0.079%	62	0.079%	28	0.052%	14	0.052%
326 - Logan	66	0.049%	57	0.036%	28	0.036%	19	0.035%	10	0.037%
327 - Ellsworth	97	0.072%	181	0.115%	91	0.116%	55	0.102%	27	0.100%
328 - Lorraine	143	0.106%	161	0.103%	84	0.107%	59	0.110%	31	0.114%
329 - Alma	78	0.058%	144	0.092%	72	0.092%	30	0.056%	15	0.055%
330 - Wabauunsee East	95	0.070%	195	0.124%	99	0.126%	65	0.121%	34	0.125%
331 - Kingman	280	0.208%	405	0.258%	202	0.257%	110	0.205%	56	0.206%
332 - Cunningham	60	0.045%	85	0.054%	42	0.053%	20	0.037%	10	0.037%
333 - Concordia	369	0.274%	380	0.242%	190	0.242%	108	0.201%	55	0.203%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
					31	0.039%	0	0.000%	0	0.000%
334 - Southern Cloud	82	0.061%	62	0.039%	31	0.039%	0	0.000%	0	0.000%
335 - North Jackson	86	0.064%	139	0.089%	70	0.089%	34	0.063%	17	0.063%
336 - Holton	216	0.160%	379	0.241%	192	0.244%	104	0.193%	54	0.199%
337 - Mayetta	253	0.188%	387	0.246%	194	0.247%	130	0.242%	65	0.240%
338 - Valley Halls	66	0.049%	154	0.098%	78	0.099%	31	0.058%	16	0.059%
339 - Jefferson County	72	0.053%	164	0.104%	82	0.104%	63	0.117%	31	0.114%
340 - Jefferson West	129	0.096%	236	0.150%	121	0.154%	70	0.130%	36	0.133%
341 - Oskaloosa	168	0.125%	215	0.137%	108	0.138%	70	0.130%	34	0.125%
342 - McLouth	104	0.077%	219	0.139%	109	0.139%	68	0.126%	36	0.133%
343 - Perry	183	0.136%	354	0.225%	178	0.227%	107	0.199%	55	0.203%
344 - Pleasanton	139	0.103%	184	0.117%	94	0.120%	69	0.128%	36	0.133%
345 - Seaman	514	0.381%	937	0.597%	468	0.596%	251	0.467%	127	0.468%
346 - Jayhawk	182	0.135%	242	0.154%	123	0.157%	78	0.145%	39	0.144%
347 - Kinsely-Offlerle	138	0.102%	152	0.097%	78	0.099%	66	0.123%	34	0.125%
348 - Baldwin City	142	0.105%	229	0.146%	120	0.153%	52	0.097%	28	0.103%
349 - Stafford	147	0.109%	146	0.093%	75	0.096%	40	0.074%	21	0.077%
350 - St. John-Hudson	148	0.110%	185	0.118%	93	0.118%	65	0.121%	33	0.122%
351 - Macksville	114	0.085%	79	0.050%	41	0.052%	28	0.052%	15	0.055%
352 - Goodland	315	0.234%	421	0.268%	210	0.267%	153	0.285%	77	0.284%
353 - Wellington	591	0.438%	960	0.611%	480	0.611%	350	0.651%	178	0.656%
354 - Claflin	55	0.041%	85	0.054%	43	0.055%	16	0.030%	8	0.029%
355 - Ellinwood	132	0.098%	202	0.129%	105	0.134%	58	0.108%	30	0.111%
356 - Conway Springs	107	0.079%	209	0.133%	105	0.134%	64	0.119%	33	0.122%
357 - Belle Plaine	237	0.176%	241	0.153%	122	0.155%	68	0.126%	35	0.129%
358 - Oxford	96	0.071%	102	0.065%	50	0.064%	24	0.045%	12	0.044%
359 - Argonia	85	0.063%	37	0.024%	18	0.023%	11	0.020%	6	0.022%
360 - Caldwell	107	0.079%	108	0.069%	55	0.070%	38	0.071%	19	0.070%
361 - Anthony-Harper	333	0.247%	345	0.220%	173	0.220%	115	0.214%	58	0.214%
362 - Prairie View	219	0.162%	336	0.214%	167	0.213%	77	0.143%	39	0.144%
363 - Holcomb	202	0.150%	238	0.152%	120	0.153%	83	0.154%	43	0.159%
364 - Marysville	154	0.114%	182	0.116%	95	0.121%	24	0.045%	12	0.044%
365 - Garnett	339	0.251%	507	0.323%	250	0.318%	190	0.353%	96	0.354%
366 - Woodson	182	0.135%	172	0.110%	89	0.113%	60	0.112%	31	0.114%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
367 - Osawatomie	457	0.339%	423	0.269%	214	0.272%	100	0.186%	51	0.188%
368 - Paola	375	0.278%	694	0.442%	352	0.448%	224	0.417%	115	0.424%
369 - Burrton	108	0.080%	108	0.069%	51	0.065%	32	0.060%	15	0.055%
371 - Montezuma	72	0.053%	48	0.031%	24	0.031%	8	0.015%	4	0.015%
372 - Silver Lake	51	0.038%	109	0.069%	55	0.070%	11	0.020%	6	0.022%
373 - Newton	1,195	0.886%	1,182	0.753%	595	0.758%	354	0.658%	179	0.660%
374 - Sublette	212	0.157%	163	0.104%	80	0.102%	53	0.099%	26	0.096%
375 - Circle	249	0.185%	510	0.325%	260	0.331%	124	0.231%	63	0.232%
376 - Sterling	138	0.102%	130	0.083%	66	0.084%	32	0.060%	17	0.063%
377 - Atchison County	204	0.151%	342	0.218%	172	0.219%	136	0.253%	69	0.254%
378 - Riley County	111	0.082%	211	0.134%	108	0.138%	69	0.128%	35	0.129%
379 - Clay Center	307	0.228%	433	0.276%	222	0.283%	146	0.272%	76	0.280%
380 - Vermillion	101	0.075%	69	0.044%	36	0.046%	12	0.022%	6	0.022%
381 - Spearville	42	0.031%	92	0.059%	47	0.060%	23	0.043%	12	0.044%
382 - Pratt	331	0.246%	420	0.267%	211	0.269%	139	0.259%	70	0.258%
383 - Manhattan	1,101	0.817%	1,345	0.857%	681	0.867%	397	0.738%	203	0.748%
384 - Blue Valley	36	0.027%	108	0.069%	53	0.067%	17	0.032%	8	0.029%
385 - Andover	253	0.188%	743	0.473%	378	0.481%	186	0.346%	95	0.350%
386 - Madison-Virgil	80	0.059%	92	0.059%	45	0.057%	26	0.048%	13	0.048%
387 - Altoona-Midway	90	0.067%	99	0.063%	51	0.065%	32	0.060%	17	0.063%
388 - Ellis	95	0.070%	113	0.072%	55	0.070%	26	0.048%	13	0.048%
389 - Eureka	227	0.168%	236	0.150%	117	0.149%	62	0.115%	31	0.114%
390 - Hamilton	40	0.030%	32	0.020%	17	0.022%	5	0.009%	3	0.011%
392 - Osborne	119	0.088%	81	0.052%	41	0.052%	24	0.045%	12	0.044%
393 - Solomon	96	0.071%	144	0.092%	73	0.093%	34	0.063%	16	0.059%
394 - Rose Hill	206	0.153%	577	0.367%	288	0.367%	190	0.353%	97	0.358%
395 - LaCrosse	93	0.069%	183	0.117%	91	0.116%	85	0.158%	43	0.159%
396 - Douglass	171	0.127%	331	0.211%	168	0.214%	107	0.199%	54	0.199%
397 - Centre	65	0.048%	77	0.049%	39	0.050%	13	0.024%	7	0.026%
398 - Peabody-Burns	116	0.086%	155	0.099%	80	0.102%	59	0.110%	31	0.114%
399 - Paradise	55	0.041%	73	0.046%	36	0.046%	35	0.065%	18	0.066%
400 - Smoky Valley	151	0.112%	262	0.167%	129	0.164%	72	0.134%	35	0.129%
401 - Chase	77	0.057%	47	0.030%	24	0.031%	17	0.032%	9	0.033%

District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
402 - Augusta	471	0.349%	638	0.406%	319	0.406%	196	0.365%	99	0.365%
403 - Otis-Bison	55	0.041%	89	0.057%	46	0.059%	29	0.054%	15	0.055%
404 - Riverton	285	0.211%	321	0.204%	158	0.201%	76	0.141%	38	0.140%
405 - Lyons	437	0.324%	280	0.178%	143	0.182%	79	0.147%	41	0.151%
406 - Wathena	75	0.056%	157	0.100%	77	0.098%	46	0.086%	22	0.081%
407 - Russell	302	0.224%	339	0.216%	170	0.216%	91	0.169%	46	0.170%
408 - Marion	166	0.123%	215	0.137%	105	0.134%	59	0.110%	30	0.111%
409 - Atchison	692	0.513%	470	0.299%	234	0.298%	147	0.273%	74	0.273%
410 - Durham-Hills	119	0.088%	168	0.107%	87	0.111%	27	0.050%	14	0.052%
411 - Goessel	30	0.022%	71	0.045%	37	0.047%	17	0.032%	9	0.033%
412 - Hoxie	48	0.036%	77	0.049%	39	0.050%	10	0.019%	5	0.018%
413 - Chanute	621	0.461%	644	0.410%	324	0.413%	199	0.370%	101	0.372%
415 - Hiawatha	266	0.197%	329	0.210%	162	0.206%	105	0.195%	52	0.192%
416 - Louisburg	112	0.083%	489	0.311%	242	0.308%	149	0.277%	75	0.277%
417 - Morris County	255	0.189%	400	0.255%	202	0.257%	160	0.298%	81	0.299%
418 - McPherson	434	0.322%	596	0.380%	306	0.390%	205	0.381%	107	0.395%
419 - Canton-Galva	71	0.053%	106	0.068%	54	0.069%	24	0.045%	13	0.048%
420 - Osage City	204	0.151%	274	0.175%	138	0.176%	76	0.141%	38	0.140%
421 - Lyndon	84	0.062%	144	0.092%	71	0.090%	52	0.097%	26	0.096%
422 - Greensburg	77	0.057%	97	0.062%	49	0.062%	21	0.039%	11	0.041%
423 - Moundridge	43	0.032%	116	0.074%	57	0.073%	18	0.033%	9	0.033%
424 - Mullinville	58	0.043%	60	0.038%	31	0.039%	21	0.039%	11	0.041%
425 - Highland	45	0.033%	73	0.046%	36	0.046%	15	0.028%	7	0.026%
426 - Pike Valley	84	0.062%	87	0.055%	44	0.056%	20	0.037%	10	0.037%
427 - Belleville	126	0.093%	165	0.105%	84	0.107%	64	0.119%	32	0.118%
428 - Great Bend	1,365	1.013%	1,065	0.678%	544	0.693%	335	0.623%	172	0.634%
429 - Troy	99	0.073%	130	0.083%	66	0.084%	32	0.060%	17	0.063%
430 - Brown County	249	0.185%	280	0.178%	139	0.177%	97	0.180%	50	0.184%
431 - Hoisington	197	0.146%	248	0.158%	126	0.160%	105	0.195%	54	0.199%
432 - Victoria	24	0.018%	73	0.046%	37	0.047%	4	0.007%	2	0.007%
433 - Midway	46	0.034%	70	0.045%	35	0.045%	26	0.048%	13	0.048%
434 - Santa Fe	318	0.236%	432	0.275%	222	0.283%	118	0.219%	61	0.225%
435 - Abilene	371	0.275%	513	0.327%	256	0.326%	150	0.279%	74	0.273%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
436 - Caney	234	0.174%	379	0.241%	190	0.242%	136	0.253%	69	0.254%
437 - Auburn Washburn	785	0.582%	1,387	0.883%	691	0.880%	395	0.735%	198	0.730%
438 - Skyline	86	0.064%	80	0.051%	40	0.051%	8	0.015%	4	0.015%
439 - Sedgwick	64	0.047%	155	0.099%	78	0.099%	28	0.052%	14	0.052%
440 - Halstead	150	0.111%	153	0.097%	78	0.099%	41	0.076%	21	0.077%
441 - Sabetha	179	0.133%	227	0.145%	113	0.144%	72	0.134%	36	0.133%
442 - Nemaha Valley	64	0.047%	134	0.085%	67	0.085%	31	0.058%	16	0.059%
443 - Dodge City	3,408	2.528%	2,844	1.811%	1,408	1.793%	1,204	2.239%	605	2.231%
444 - Little River	51	0.038%	79	0.050%	39	0.050%	21	0.039%	11	0.041%
445 - Coffeyville	959	0.711%	940	0.599%	469	0.597%	370	0.688%	185	0.682%
446 - Independence	756	0.561%	807	0.514%	408	0.520%	313	0.582%	159	0.586%
447 - Cherryvale	235	0.174%	253	0.161%	131	0.167%	94	0.175%	49	0.181%
448 - Inman	56	0.042%	172	0.110%	85	0.108%	50	0.093%	25	0.092%
449 - Easton	75	0.056%	354	0.225%	179	0.228%	135	0.251%	71	0.262%
450 - Shawnee Heights	538	0.399%	1,097	0.699%	551	0.702%	328	0.610%	167	0.616%
451 - B & B	31	0.023%	42	0.027%	21	0.027%	11	0.020%	6	0.022%
452 - Stanton County	196	0.145%	198	0.126%	99	0.126%	70	0.130%	35	0.129%
453 - Leavenworth	1,552	1.151%	1,792	1.141%	891	1.135%	698	1.298%	351	1.294%
454 - Burlingame	70	0.052%	104	0.066%	52	0.066%	28	0.052%	14	0.052%
455 - Hillcrest	44	0.033%	63	0.040%	32	0.041%	20	0.037%	11	0.041%
456 - Marais Des Cygnes	119	0.088%	153	0.097%	74	0.094%	52	0.097%	25	0.092%
457 - Garden City	3,486	2.586%	2,735	1.742%	1,357	1.728%	924	1.719%	464	1.711%
458 - Basehor-Linwood	112	0.083%	727	0.463%	373	0.475%	219	0.407%	114	0.420%
459 - Bucklin	82	0.061%	87	0.055%	42	0.053%	28	0.052%	15	0.055%
460 - Hesston	108	0.080%	143	0.091%	71	0.090%	30	0.056%	15	0.055%
461 - Neodesha	234	0.174%	195	0.124%	101	0.129%	45	0.084%	24	0.088%
462 - Central	85	0.063%	133	0.085%	67	0.085%	32	0.060%	16	0.059%
463 - Udall	88	0.065%	108	0.069%	55	0.070%	23	0.043%	12	0.044%
464 - Tonganoxie	192	0.142%	512	0.326%	258	0.329%	131	0.244%	66	0.243%
465 - Winfield	755	0.560%	1,000	0.637%	493	0.628%	342	0.636%	166	0.612%
466 - Scott County	277	0.205%	256	0.163%	130	0.166%	90	0.167%	46	0.170%
467 - Leoti	169	0.125%	63	0.040%	32	0.041%	11	0.020%	5	0.018%
468 - Healy	35	0.026%	30	0.019%	15	0.019%	4	0.007%	2	0.007%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than Proficient In:				Estimated Number of Students Who Scored Less Than Basic In:			
			Either Math or Reading		Both Math and Reading		Either Math or Reading		Both Math and Reading	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
469 - Lansing	94	0.070%	567	0.361%	282	0.359%	129	0.240%	64	0.236%
470 - Arkansas City	1,334	0.990%	961	0.612%	491	0.625%	365	0.679%	190	0.701%
471 - Dexter	73	0.054%	47	0.030%	25	0.032%	13	0.024%	7	0.026%
473 - Chapman	213	0.158%	371	0.236%	190	0.242%	99	0.184%	50	0.184%
474 - Haviland	43	0.032%	59	0.038%	30	0.038%	23	0.043%	12	0.044%
475 - Junction City	2,208	1.638%	1,873	1.193%	961	1.224%	649	1.207%	340	1.254%
476 - Copeland	46	0.034%	13	0.008%	6	0.008%	0	0.000%	0	0.000%
477 - Ingalls	85	0.063%	115	0.073%	57	0.073%	34	0.063%	17	0.063%
479 - Crest	73	0.054%	83	0.053%	41	0.052%	17	0.032%	9	0.033%
480 - Liberal	2,519	1.869%	2,279	1.451%	1,121	1.427%	888	1.652%	440	1.622%
481 - Rural Vista	103	0.076%	197	0.125%	99	0.126%	60	0.112%	30	0.111%
482 - Dighton	81	0.060%	55	0.035%	28	0.036%	16	0.030%	8	0.029%
483 - Kismet-Plains	348	0.258%	294	0.187%	147	0.187%	143	0.266%	72	0.265%
484 - Fredonia	289	0.214%	322	0.205%	161	0.205%	102	0.190%	51	0.188%
486 - Elwood	144	0.107%	123	0.078%	62	0.079%	50	0.093%	26	0.096%
487 - Herington	148	0.110%	176	0.112%	89	0.113%	59	0.110%	30	0.111%
488 - Axtell	64	0.047%	115	0.073%	58	0.074%	40	0.074%	20	0.074%
489 - Hays	691	0.513%	776	0.494%	393	0.500%	188	0.350%	96	0.354%
490 - El Dorado	683	0.507%	958	0.610%	477	0.607%	320	0.595%	161	0.594%
491 - Eudora	205	0.152%	460	0.293%	232	0.295%	168	0.312%	84	0.310%
492 - Flinthills	50	0.037%	50	0.032%	26	0.033%	7	0.013%	3	0.011%
493 - Columbus	491	0.364%	512	0.326%	254	0.323%	195	0.363%	97	0.358%
494 - Syracuse	197	0.146%	227	0.145%	113	0.144%	75	0.139%	37	0.136%
495 - Ft. Larned	274	0.203%	428	0.273%	211	0.269%	122	0.227%	61	0.225%
496 - Pawnee Heights	42	0.031%	61	0.039%	32	0.041%	27	0.050%	15	0.055%
497 - Lawrence	2,144	1.590%	3,131	1.994%	1,563	1.990%	1,052	1.957%	528	1.947%
498 - Valley Heights	105	0.078%	111	0.071%	58	0.074%	44	0.082%	23	0.085%
499 - Galena	413	0.306%	394	0.251%	199	0.253%	152	0.283%	77	0.284%
500 - Kansas City	12,671	9.399%	11,273	7.180%	5,590	7.118%	5,584	10.386%	2798	10.317%
501 - Topeka	7,291	5.408%	5,415	3.449%	2,699	3.437%	2,127	3.956%	1069	3.942%
502 - Lewis	57	0.042%	43	0.027%	21	0.027%	11	0.020%	6	0.022%
503 - Parsons	680	0.504%	633	0.403%	315	0.401%	221	0.411%	112	0.413%
504 - Oswego	188	0.139%	116	0.074%	59	0.075%	12	0.022%	6	0.022%

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District	Students Qualifying for Free Lunch		Estimated Number of Students Who Scored Less Than <u>Proficient</u> In:				Estimated Number of Students Who Scored Less Than <u>Basic</u> In:			
			<u>Either Math or Reading</u>		<u>Both Math and Reading</u>		<u>Either Math or Reading</u>		<u>Both Math and Reading</u>	
	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total	# of Students	% of Statewide Total
505 - Chetopa	184	0.136%	128	0.082%	64	0.081%	42	0.078%	22	0.081%
506 - Labette County	475	0.352%	650	0.414%	331	0.421%	184	0.342%	95	0.350%
507 - Satanta	138	0.102%	213	0.136%	104	0.132%	62	0.115%	31	0.114%
508 - Baxter Springs	302	0.224%	249	0.159%	121	0.154%	67	0.125%	33	0.122%
509 - South Haven	40	0.030%	103	0.066%	50	0.064%	22	0.041%	10	0.037%
511 - Attica	36	0.027%	86	0.055%	43	0.055%	40	0.074%	21	0.077%
512 - Shawnee Mission	3,346	2.482%	6,738	4.291%	3,422	4.357%	1,710	3.181%	881	3.248%
<b>STATEWIDE TOTALS</b>	<b>134,811</b>	<b>100%</b>	<b>157,013</b>	<b>100%</b>	<b>78,534</b>	<b>100%</b>	<b>53,765</b>	<b>100%</b>	<b>27,121</b>	<b>100%</b>

(a) Grades 3-12.  
Source: LPA Analysis of Department of Education data.

COMPARISON OF 2006 SCHOOL FINANCE PLANS

	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
BSAPP	\$4,257	\$4,307 in school year 2006-2007; \$4,357 in school year 2007-2008; \$4,427 in school year 2008-2009 and thereafter. Fiscal impact: 2006-2007--\$28,400,000 2007-2008--\$28,800,000 2008-2009--\$40,550,000	\$4,297 in school year 2006-2007; \$4,376 in school year 2007-2008; \$4,497 in school year 2008-2009; \$4618 in school year 2009-2010 and thereafter. Fiscal impact: 2006-2007--\$22,700,000 2007-2008--\$45,000,000 2008-2009--\$68,600,000 2009-2010--\$68,600,000	\$4,307 in school year 2006-2007; \$4,356 in school year 2007-2008; \$4,391 in school year 2008-2009 and thereafter. Fiscal impact: 2006-2007--\$28,450,000 2007-2008--\$28,800,000 2008-2009--\$20,000,000
At-risk Weighting	.193	.268 in school year 2006-2007; .318 in school year 2007-2008; .368 in school year 2008-2009 and thereafter. Fiscal impact: 2006-2007--\$43,500,000 2007-2008--\$28,850,000 2008-2009--\$29,000,000	.225 in school year 2006-2007; .267 in school year 2007-2008; .307 in school year 2008- 2009; .347 in school year 2009-2010 and thereafter. Fiscal impact: 2006-2007--\$18,300,000 2007-2008--\$24,000,000 2008-2009--\$23,400,000 2009-2010--\$23,400,000	.270 in school year 2006-2007; .370 in school year 2007-2008; .484 in school year 2008-2009 and thereafter. Fiscal impact: 2006-2007--\$46,500,000 2007-2008--\$60,000,000 2008-2009--\$68,400,000

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	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
High At-risk Pupil Weighting or Density At-risk Pupil Weighting	None	Creates the high at-risk pupil weighting of .045; applies to the five districts having the highest percentage of at-risk pupils. Fiscal impact: 2006-2007--\$10,000,000 2007-2008--\$200,000 2008-2009--\$200,000	None	Creates the density at-risk pupil weighting of .100 in school year 2006-2007; .155 in school year 2007-2008; .242 in school year 2008-2009 and thereafter; applies to districts with an enrollment of at least 35.1% of pupils eligible for free or reduced price meals with an enrollment density of 212.1 pupils per square mile. Fiscal impact: 2006-2007--\$22,245,000 2007-2008--\$12,600,000 2008-2009--\$19,500,000
Bilingual Weighting	.395	No change.	.482 in school year 2007-2008 and thereafter. Fiscal impact: 2006-2007--\$5,000,000 2007-2008--NA 2008-2009--NA 2009-2010--NA	No change.
Correlation Weighting/High Enrollment Weighting Threshold	1,662	1,637 in school year 2008-2009 and thereafter. Fiscal impact: 2006-2007--NA 2007-2008--NA 2008-2009--\$11,750,000	No change.	Changes the name of correlation weighting to high enrollment weighting; the threshold 1,632 in school year 2006-2007; 1,602 in school year 2007-2008; 1,572 in school year 2008-2009 and thereafter. Fiscal impact: 2006-2007--\$14,200,000 2007-2008--\$14,200,000 2008-2009--\$14,240,000
Low Enrollment Weighting	Below 1,662	Conforming amendments to change in correlation weighting threshold.	No change.	Conforming amendments to change in correlation weighting threshold.

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	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
School Facilities	In order to qualify for the weighting districts must have adopted an LOB which equals the state prescribed percentage; if the election at which bonds were approved for issuance was held prior to July 1, 2005, the district must have adopted an LOB of at least 25%.	Any district would qualify for the weighting if the district has adopted an LOB which equals the lesser of the state prescribed percentage or 25%.	No change.	No change.
Ancillary Facilities Weighting	In order to qualify for the weighting districts must have adopted an LOB which equals the state prescribed percentage.	Conforming amendment to the change in school facilities weighting; any district would qualify for the weighting if it qualifies for the school facilities weighting.	No change.	No change.
Special Education (Excess Cost)	89.3% in school year 2005-2006; 92% in school year 2006-2007 and thereafter. Fiscal impact: 2006-2007-\$30,300,000 2007-2008-\$25,500,000 2008-2009-\$25,500,000	92% in accordance with current law; 95% in school year 2007-2008; 98% in school year 2008-2009 and thereafter. Fiscal impact (Includes increase attributable to current law): 2006-2007-\$30,300,000 2007-2008-\$36,750,000 2008-2009-\$37,000,000	No change.  Fiscal impact (same as current law): 2006-2007-\$30,300,000 2007-2008-\$25,500,000 2008-2009-\$25,500,000 2009-2010-\$25,500,000	No change.  Fiscal impact (same as current law): 2006-2007-\$30,300,000 2007-2008-\$25,500,000 2008-2009-\$25,500,000

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	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
LOB/LOB State Aid	<p>State prescribed percentage is 29% for school year 2006-2007 and 30% for school year 2007-2008 and thereafter.</p> <p>Fiscal impact: 2006-2007-\$20,000,000 2007-2008-\$10,000,000 2008-2009-\$10,000,000</p>	<p>State prescribed percentage is lowered to 26.5% for school 2006-2007, to 25% for school year 2007-2008 and 24% for school year 2008-2009 and thereafter. Allows districts to adopt an LOB which exceeds the state prescribed percentage by 2.5% in school year 2006-2007, by 5% in school year 2007-2008 and by 6% in school year 2008-2009; this part of the LOB is not equalized but is subject to protest petition and election; amounts attributable to this provision must be expended on non-mandated programs.</p> <p>Fiscal impact (includes increase attributable to current law and increases in BSAPP and weightings): 2006-2007-\$30,000,000 2007-2008-\$15,000,000 2008-2009-\$15,000,000</p>	<p>No change.</p> <p>Fiscal impact (includes increase attributable to current law and increases in BSAPP and weightings): 2006-2007-\$24,000,000 2007-2008-\$16,000,000 2008-2009-\$18,000,000 2009-2010-\$18,000,000</p>	<p>No change; adds a statement that supplemental general state aid is deemed to be foundational-level funding.</p> <p>Fiscal impact (includes increase attributable to current law and increases in BSAPP and weightings): 2006-2007-\$32,800,000 2007-2008-\$23,100,000 2008-2009-\$12,000,000</p>

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	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
Mandatory Student Performance Improvement Budget (MSPIB)	None	Requires school districts to adopt a MSPIB of 2.5% in school year 2006-2007, 5% in school year 2007-2008 and 6% in school year 2008-2009; equalized to the 81.2 percentile; all amounts attributable to these provisions are required to be transferred to the general fund of the district; transferred funds would be equalized to the 100 <sup>th</sup> percentile and additional state aid (difference between equalization at the 81.2 percentile and the 100 <sup>th</sup> percentile) would be added to the school district general fund as additional spending power; must be used on programs mandated by state law or programs and services that improve student performance. Fiscal impact to equalize from 81.2 percentile to 100 <sup>th</sup> percentile: 2006-2007-\$38,200,000 2007-2008-\$40,400,000 2008-2009-\$16,500,000	None	None
Foundational-Level Moneys	None	None	None	For the purposes of determining the total amount of state moneys paid to school districts, "foundation-level moneys" defined as moneys provided to districts under the programs listed, as well as any other money appropriated by the state for distribution to school districts.
Accreditation and Curriculum Requirements/ Reallocation of Resources	None	None	None	Districts which fail to meet accreditation requirements or standards or fail to provide curriculum required by law, would have to reallocate the resources of the district to remedy such deficiencies identified by the State board of Education.

	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
ESOL Grants	None	None	None	Establishes a grant program under which school districts which reimburse teachers for the direct costs of attaining full-endorsement as an ESOL teacher may apply for grants to cover the cost of such reimbursements. Fiscal impact: 2006-2007--\$500,000 2007-2008--\$500,000 2008-2009--\$500,000
Flexibility and Accountability in Spending	None	None	None	All moneys received for at-risk, preschool-aged at-risk, bilingual and vocational education programs would no longer be required to be spent for such purposes; e.g. districts could spend at-risk moneys for bilingual education; all expenses directly attributable to such programs would be required to be paid from the program weighted fund; new reporting requirements are established for the four programs.
Vocational Education	Requires courses or programs to be authorized or approved under article 44 of chapter 72; applies to courses offered at any of the grade-levels 9 through 12.	No change.	No change.	Only those expenses directly attributable to vocational education courses offered at grade-levels 10, 11 or 12 for which the course content is the same as the course-content of courses offered at an area vocational school, technical college or other postsecondary educational institution shall be paid from the vocational education fund.
Needs-Assessment	None	None	None	Requires each district to conduct a needs-assessment of each attendance center in the district; budget of the district must be based upon such needs-assessments.

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	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
School District Budget Forms	Budget forms provided to districts by the Division of Accounts and Reports are designed in a manner recommended by KSDE which must consider the best practices and standards established by the Governmental Finance Officers Association and the Association of School Business Officials.	No change.	No change.	State Department of Education would make recommendations for the budget forms based on budget reporting standards established by the Legislative Division of Post Audit.
School District Budgets	Budgets are adopted on the basis determined by the board of education of the district.	No change.	No change.	School district budgets would be based upon the needs-assessment of the attendance centers in the district.
Capital Outlay State Aid Fund	2005 Special Session SB 3 created the Capital Outlay State Aid Fund in the State Treasury and provided for transfers of state aid from the State General Fund; SB 3 also included an appropriation of money for the state aid.	No change.	No change.	Clears up the confusion created by SB3 by making capital outlay state aid payments subject to appropriation rather than being treated as a revenue transfer; also intended to enhance tracking and budgeting of expenditures.
Total Amount of State Aid		Fiscal impact: 2006-2007-\$180,400,000 2007-2008-\$150,000,000 2008-2009--\$150,000,000 3-Year Total-\$480,400,000	Fiscal impact: 2006-2007-\$100,300,000 2007-2008-\$110,500,000 2008-2009-\$135,500,000 2009-2010-\$135,500,000 4-Year Total-\$481,800,000	Fiscal impact: 2006-2007-\$174,995,000 2007-2008-\$164,700,000 2008-2009-\$160,140,000 3-Year Total-\$499,835,000

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	Current Law	Senate Bill No. 584 By Committee on Ways and Means KSDE Computer Printout SF6052	Senate Bill No. 501 Introduced at the Request of Senator Barnett KSDE Computer Printout SF6004	House Bill No. 2986 By Select Comm. on School Finance KSDE Computer Printout SF6046
Total of Mandatory LOB Transfer to USD General Funds	None	Fiscal impact: 2006-2007-\$70,700,000 2007-2008-\$72,000,000 2008-2009-\$37,000,000	NA	NA
Total Increase to USD General Funds		Fiscal impact: 2006-2007-\$251,100,000 2007-2008-\$222,000,000 2008-2009-\$187,000,000 3-Year Total-\$660,100,000	NA	NA
Appropriation to Fund Proposal Contained in the Bill		No	Yes	No

**Note:** Under current law, state aid for special education and local option budgets will increase by the amounts shown below. These amounts are included in the fiscal impact information shown above in order to show how much additional money would be needed each year over the prior year. Information in this table pertains only to proposals to amend the school finance act and does not include estimated increases in other state aid programs, namely KPERS-school.

Special Education:

2006-2007-\$30,300,000  
2007-2008-\$25,500,000  
2008-2009-\$25,500,000

LOB State aid:

2006-2007-\$20,000,000  
2007-2008-\$10,000,000  
2008-2009-\$10,000,000



# MEMORANDUM

## Legislative Division of Post Audit

US Bank Building, 800 SW Jackson, Suite 1200  
Topeka, KS 66612-2212  
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fax: 785.296.4482  
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web: www.kslegislature.org/postaudit

TO: Senate Education Committee  
FROM: Barbara J. Hinton, Legislative Post Auditor   
DATE: March 13, 2006  
SUBJECT: Potential High-Poverty Weighting Factor

We conducted an additional analysis of the cost function results to develop a high-poverty weighting factor. Based on discussions during the March 7 meeting of the Senate Education committee, we thought this information may be useful to the Committee.

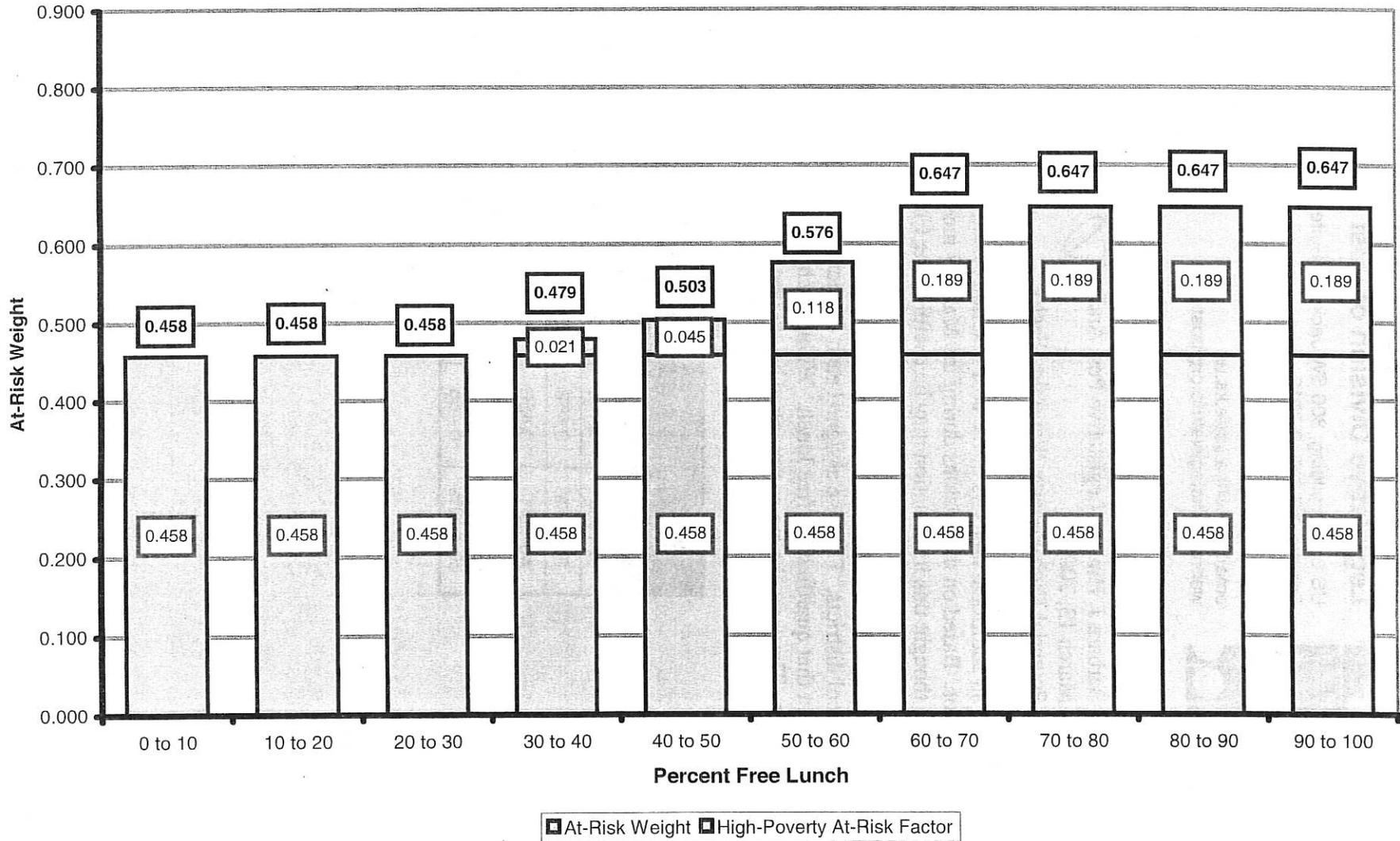
To develop this weighting factor, we used the cost function to estimate a poverty weight for each of the 300 school districts. Then we assigned each district to a group, based on the percent of their enrollment that qualified for free lunch. Within each group, we calculated the average poverty weight. These results are summarized below (they are also shown in the attached chart):

Percent Free Lunch	At-Risk Weight	High-Poverty Weight	Total Weight
0-30%	0.458	0.000	0.458
30-40%	0.458	0.021	0.479
40-50%	0.458	0.045	0.403
50-60%	0.458	0.118	0.576
60-100%	0.458	0.189	0.647

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Attachment 7

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### At-Risk and High-Poverty Weighting Factors Derived From the Cost Function Analysis



Strike current provisions of section 2 and insert:

New Sec. 2. (a) (1) In school year 2006-2007, the board of education of every district shall adopt, by resolution, a mandatory student performance improvement budget which shall be equal to 2.5% of the state financial aid of the district for school year 2006-2007.

(2) In school year 2007-2008, the board of education of every district shall adopt, by resolution, a mandatory student performance improvement budget which shall be equal to 5% of the state financial aid of the district for school year 2007-2008.

(3) In school year 2008-2009 and each school year thereafter, the board of education of every district shall adopt, by resolution, a mandatory student performance improvement budget which shall be equal to 6% of the state financial aid of the district for the current school year.

(b) In each school year, the board of every district shall levy an ad valorem tax on the taxable tangible property of the district for the purpose of financing that portion of the district's mandatory student performance improvement budget which is not financed from any other source provided by law and for the purpose of paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the district. The phrase "any other source provided by law" shall not include amounts received as supplementary mandatory student performance improvement state aid.

(c) There is hereby established in every school district a fund which shall be called the "mandatory student performance improvement fund". The proceeds from the tax levied by a district under authority of this section, except the proceeds of such tax levied for the purpose of paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the district, shall be deposited in the mandatory student performance improvement fund of the district.

(d)(1) In each school year, each district shall be provided mandatory student performance improvement state aid. Entitlement of a district to mandatory student performance improvement state aid shall be determined by the state board as provided in this subsection. The state board shall:

(A) Determine the amount of the assessed valuation per pupil in the preceding school year of each district in the state;

(B) rank the districts from low to high on the basis of the amounts of assessed valuation per pupil determined under (A);

(C) identify the amount of assessed valuation per pupil located at the 81.2 percentile of the amounts ranked under (B);

(D) divide the assessed valuation per pupil of the district in the preceding school year by the amount identified under (3);

(E) subtract the ratio obtained under (D) from 1.0. If the resulting ratio equals zero or is a negative number, the district is not entitled to mandatory student performance improvement state aid. If the resulting ratio is greater than zero, the district is entitled to receive mandatory student performance improvement state aid in an amount which shall be determined by the state board by multiplying the amount of the mandatory student performance improvement budget of the district by such ratio. The product is the amount of mandatory student performance improvement state aid

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Attachment 8*

the district is entitled to receive for the school year.

(2) In each school year, each district shall be provided supplementary mandatory student performance improvement state aid. Entitlement of a district to supplementary mandatory student performance improvement state aid shall be determined by the state board as provided in this subsection. The state board shall:

(A) identify the amount of assessed valuation per pupil located at the 100th percentile of the amounts ranked under (d)(1)(b);

(B) divide the assessed valuation per pupil of the district in the preceding school year by the amount identified under (d)(2)(A);

(C) subtract the ratio obtained under (d)(2)(B) from 1.0.

(3) If the resulting ratio determined under subsection (d)(2)(C) is greater than zero, the state board shall:

(A) Multiply the amount of the mandatory student performance improvement budget by such ratio determined under subsection (d)(2)(C);

(B) Subtract the amount determined under (d)(1)(C) from the amount determined under (d)(3)(A). The difference is the amount of supplemental mandatory student performance improvement state aid the district is entitled to receive for the school year.

(4) If the resulting ratio equals zero determined under subsection (d)(2)(C), the district is not entitled to supplementary mandatory student performance improvement state aid.

(e) If the amount of appropriations for mandatory student performance improvement state aid or supplementary mandatory student performance improvement state aid is less than the total amount all districts are entitled to receive for the school year, the state board shall prorate the amount appropriated among the districts in proportion to the amount each district is entitled to receive.

(f) The state board shall prescribe the dates upon which the distribution of payments of mandatory student performance improvement state aid and supplementary mandatory student performance improvement state aid to school districts shall be due. Payments of mandatory student performance improvement state aid and supplementary mandatory student performance improvement state aid shall be distributed to districts on the dates prescribed by the state board. The state board shall certify to the director of accounts and reports the amount due each district, and the director of accounts and reports shall draw a warrant on the state treasurer payable to the treasurer of the district. Upon receipt of the warrant, the treasurer of the district shall credit the amount thereof to the mandatory student performance improvement fund of the district.

(g) If any amount of mandatory student performance improvement state aid or supplementary mandatory student performance improvement state aid that is due to be paid during the month of June of a school year is not paid on or before June 30 of such school year, then such payment shall be paid on or after the ensuing July 1, as soon as moneys are available therefor. Any payment of mandatory student performance improvement state aid or supplementary mandatory student performance improvement state aid that is due to be paid during the month of June of a school year and that is paid to school districts on or after the ensuing July 1 shall be recorded and accounted for by school districts as a receipt for the school year ending on the preceding June 30.

(h) All moneys in the mandatory student performance improvement fund shall be transferred to the general fund of the district and shall be expended on programs mandated by state law or other programs or services which improve student performance.

## SGF Profile Summary Ending Balance Amounts

Senate Education Com.  
Attachment 9  
3-13-06

	<u>SB 584</u> \$480.4 million for K-12	<u>SB 501</u> Senator Barnett \$346.3 million for K-12*	<u>HB 2986</u> \$499.8 million for K-12
<b><u>Scenario A:</u></b>			
Four Percent Growth in FY 08 and FY 09			
FY 2007	\$ 265.5	\$ 345.6	\$ 270.9
FY 2008	(129.1)	70.2	(133.4)
FY 2009	(554.6)	(221.6)	(578.7)
<b><u>Scenario B:</u></b>			
Four Percent Growth in FY 08 and FY 09 and Year-to-Date Receipts - \$73.1 million - 5.4 Percent Composite Rate in FY 08 and FY 09			
FY 2007	\$ 411.7	\$ 491.8	\$ 417.1
FY 2008	90.2	289.5	85.9
FY 2009	(262.2)	70.8	(286.3)
<b><u>Scenario C:</u></b>			
Four Percent Growth in FY 08 and FY 09 and Year-to-Date Receipts - \$73.1 million - 5.4 Percent Composite Rate in FY 08 and FY 09 Machinery and Equipment Tax Reductions as Passed by the House			
FY 2007	\$ 411.7	\$ 491.8	\$ 417.1
FY 2008	42.7	242.0	38.4
FY 2009	(375.3)	(42.3)	(399.4)

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<b>SB 584</b> <b>\$480.4 million</b> <b>for K-12</b>	<b>Senator Barnett</b> <b>\$346.3 million</b> <b>for K-12*</b>	<b>HB 2986</b> <b>\$499.8 million</b> <b>for K-12</b>
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**Scenario D:**

5.5 Percent Growth in FY 08 and FY 09 and Year-to-Date Receipts -  
\$73.1 million - 6.9 Percent Composite Rate in FY 08 and FY 09  
Machinery and Equipment Tax Reductions as Passed by the House

FY 2007	\$ 411.7	\$ 491.8	\$ 417.1
FY 2008	120.5	319.8	116.2
FY 2009	(134.6)	198.4	(158.7)

**Summary - Education Plans**

FY 2007	\$ 180.4	\$ 100.3	\$ 175.0
FY 2008	150.0	110.5	164.7
FY 2009	150.0	135.5	160.1
Three FY Total Increases	<b>\$ 480.4</b>	<b>\$ 346.3 *</b>	<b>\$ 499.8</b>
Cumulative Amount for FY 2007 - FY 2009	\$ 991.2	\$ 657.4	\$ 1,014.5

\*) Proposal is a four-year plan totaling \$481.8 million through FY 2010

**Expenditure Assumptions:**

1. SRS and Aging caseloads increase \$50 million a year.
2. KPERS employer contributions increase \$29.0 million a year.
3. KPERS bond payments increase \$11.1 million in FY 2008 and FY 2009.
4. KDOT SGF bond payments increase \$11.0 million in FY 2008.
5. All other expenditures are frozen at the FY 2007 amount for FY 2008 and FY 2009.



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March 13, 2006

Senator Chris Steineger  
State Capitol, Room 181-E  
300 SW 10<sup>th</sup>  
Topeka KS 66612-1504

Dear Senator Steineger:

Thank you for your interest in my testimony in Senate Ed last week and for your comments about the role poverty plays in education. I was disappointed that there was no time for me to respond, so I thought I'd write to you.

From my testimony: "I know you have seen the chart handed out by Kansas Assistant Education Commissioner Dale Dennis showing that free lunch kids have worse outcomes than reduced-price lunch kids, and reduced-price lunch kids have worse outcomes than those not qualified for subsidized lunches."

The chart you handed me after the committee meeting is the same one I'm referring to above.

Other than the falsified free and reduced lunch numbers, I don't contest that poor students have worse outcomes. What I contest are the conclusions that are being drawn from that extremely narrow picture.

The reasons for poor academic performance are legion. I'm enclosing a list of other possible causes that I generated, along with some quotes from the internet. It seems that everyone has a different spin on the causes of poor academic performance.

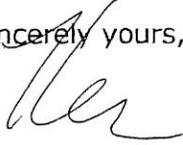
There are a number of factors that have a much higher correlation to academic performance than poverty. The highest by far is I.Q., but everyone avoids that subject these days. Low I.Q. correlates closely with both poverty and poor academic performance. High I.Q. correlates closely with both family wealth and good academic performance.

Many of the other factors on my list either cause poverty or are caused by poverty. Some of them are caused by other factors or cause other factors. Poor school performance causes less earning power, which causes poverty, which according to our present Kansas at-risk theory, causes poor academic performance.

In other words, this is incredibly complicated. Since it is impossible to measure the impacts of all of these causes, or even to know all the causes, my recommendation is to forget about causes and simply provide extra funding for the students who are performing below proficiency for whatever reason. In the process, fix it so the numbers can't be "gamed", and create a bright line as to for what and for whom the at-risk money is to be used.

Whatever the at-risk weighting might be, your KCK District will still get the second most at-risk money of any district in the state, because it has the second most students under proficiency. Due to economies of scale, that money will have much greater impact in KCK than in smaller districts.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Ken Daniel", written over the typed name below.

Ken Daniel

Cc: Senate Education Committee

**FACTORS IN K-12 ACADEMIC FAILURE**  
**By Kenneth Daniel**

March 13, 2006

This list was compiled from multiple sources including a school superintendent.

Characteristics of the Child

Low I.Q.  
Victim of bullying or abuse -- physically, mentally, verbally  
Lack of proper adult role models  
Latch-key child (alone after school)  
Nutrition – undereat, overeat, poor diet  
Disability  
Too much T.V.  
Limited skills in English  
Death of parent, sibling, relative, schoolmate, or close acquaintance.  
Child works too much (job or otherwise)  
Sleep problems  
Bed-wetting  
Skips classes  
Doesn't do homework or doesn't study  
Child doesn't study  
Little exposure to early literacy  
Drug/alcohol abuse by child  
Low birth weight child  
"Failure to thrive" child  
Attachment syndrome child  
Fetal alcohol child  
Health problems -- physical or mental  
Lack of pre-natal care  
Lack of medical and dental care  
Exposure to lead-based paint  
Behavior problems  
Smoking by child  
Lack of exposure to middle class advantages -- summer camp, lessons, teams

Family Characteristics

Low I.Q. parent  
Family is homeless  
Single parent family  
Family poverty  
Divorce/separation of parents  
Drug/alcohol abuse by parent  
Smoking by parent  
Punitive parenting styles  
Parent health problem – physical or mental  
Parent disability problem  
Parent incarcerated  
Parents in abusive relationship  
English is parents' second language

No computer at home  
No telephone at home  
Family has little or no transportation  
Parents don't read to child  
Crowded family living conditions  
Family has moved frequently

#### School Characteristics

Lack of all-day kindergarten  
Lack of Head Start  
Lack of school as 4-year-old  
Lack of school ages zero to three  
Lack of certified child care placement  
Bad teachers  
Old, tattered books  
No room in the classroom to sit.

### **FACTORS FOUND ON INTERNET**

The following were found in the first thirty items found in a search for "cause of poor academic":

"Cold, flu and sore throat are the second most common causes of poor academic performance among all college students." (Cal Poly Pomona)

Found on [www.tnpc.com](http://www.tnpc.com):

- "Of all the health problems investigated, poor sleep was among the most unexpected and definitive causes of poor academic performance."
- "Many adolescents and pre-adolescents (more than 40% in many research studies) do not get adequate amounts of sleep."
- "In one study of 1,000 students grades 9-12, 90% reported feeling groggy from lack of sleep, and there is evidence that grogginess affects school performance."
- "It is not only adolescents who have sleep problems that affect their education. In one study of 132 third, fourth, and fifth graders, 43% had sleep difficulties last more than six months. Those with the sleep difficulties were more likely to have failed at least one year of school than those without sleep difficulties."

"Frequently being absent or late are some of the most common causes of poor academic performance."

"The fundamental causes of poor academic performance, are not to be found in the schools, but rather in the institutions of direct democratic control by which the schools have traditionally ..."

"... stress, relationships, sleep difficulties, concerns for family members and friends, deaths of loved ones and feelings related to depression are the most frequent causes of poor academic..."

Janet Brown, program officer for the Food Systems Project at the Center for Ecoliteracy, Berkeley Unified School District: "By using (organic) food as an organizing principle for systemic change, the program addresses the root causes of poor academic performance, psychosocial behavior disorders, and escalating children's health issues such as obesity, asthma and diabetes. At the same time, the program connects the loss of farmland and farming as a way of life in our region and the social problems facing school communities to children's health."

"The workbook organizes root causes into five areas: organization, learning skills, motivational issues, personal issues, and decision-making skills. The students must rate the root causes under each area for personal relevance and discern whether this exercise reveals..."

"The roles of race, friendships, and family significantly influence the quality of academic experience that students from African-American and Latino cultural backgrounds meet with in many of our schools."

"Social skills, which serve the child well within the context of his or her own community, may be inadequate or inappropriate in another context, particularly in the schools."

"In contrast, involuntary (immigrant) groups tend to view success in school as a threat to their cultural identity, fearing that academic success represents assimilation into the dominant culture and loss of one's ethnic identity."

"Cauce (1986) found that the orientation of one's friends towards school served as the best predictor of that student's grades, achievement test scores, and the value that was placed on being a good student. Those students who viewed themselves as academically competent, who had the best academic records, and who placed the highest value on education, had friends who shared these same characteristics and attitudes."

"The two most obvious signs of academic difficulty are falling grades and poor class attendance. Academic difficulties are often triggered by personal problems."