Approved: February 24, 2011
Date

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 a.m. On January 25, 2011, in Room 784 of the Docking State Office Building.

All members were present.

Committee staff presents:
Sharon Wenger, Kansas Legislative Research Department
Eunice C. Peters, Kansas Revisor of Statutes
Norm Furse, Kansas Revisor of Statutes
Jason Long, Kansas Revisor of Statutes
Dale Dennis, Deputy Commissioner, Kansas State Department of Education
Jan Johnston, Committee Assistant

Conferees appearing before the Committee:

Mark Tallman, Kansas Association of School Boards
Bill Reardon, Lobbyist for the Kansas City, Kansas Public Schools
Theresa Gordzica, Chief Budget Officer of University of Kansas

Written testimony only:

Dr. Andy Tompkins, President & CEO Kansas Board of Regents
Susan Peterson, Director of Governmental Relations

Others attending, see attached sheet.

Representative Flaherty's Bill introduction, **HB 2090,** would add a definition to the law regarding transportation of pupils. In addition to current law, a pupil who is subjected to "hazardous walking conditions as established by the State Board of Education, while en route to or from the school" would be eligible for transportation. The motion was seconded by Rep. Osterman. Motion carried.

HB 2018 – School districts; calculating adjusted enrollment if determined that pupils are ineligible for free meals.

Chairman Aurand opened the hearing on **HB 2018.**

Norman Furse, Assistant Revisor, gave a brief background on **HB 2018** concerning school districts; relating to school finance.

Dale Dennis, Deputy Commissioner of Education, gave an explanation of High-Density At-Risk. (Attachment 1)

Scott Frank, Deputy Legislative Post Auditor, presented a cost study analysis of Elementary and Secondary Education in Kansas. (Attachment 2)

A question and answer session followed the presentation.

Mark Tallman, Associate Executive Director for Advocacy, Kansas Association of School Boards spoke to the Committee members as a proponent of **HB 2018.** Mr. Tallman told the Committee this Bill creates a "linear transition" for the high density at-risk weighting factor. The purpose is to avoid situations in which a small drop in free lunch enrollment could cause a district to no longer qualify for this weighting and lose a significant amount of funding for at-risk programs, even though the needs of the district's students have ***not*** significantly changed. (Attachment 3)

Minutes of the House Education Committee at 9:00 a.m. On January 25, 2011, in Room 784 of the Docking State Office Building.

A question and answer session followed the presentation.

Bill Reardon, Lobbyist for the Kansas City, Kansas Public Schools. He spoke to the Committee members as a proponent of **HB 2018**. Mr. Reardon, explained to the members that this Bill would eliminate the possibility of any USD that currently qualifies for High Density At-Risk funding. (Attachment 4)

A question and answer session followed the presentation.

Chairman Aurand closed the hearing on **HB 2018.**

HB 2020 -State educational institution housing system funds.

Chairman Aurand opened the hearing on **HB 2020**.

Norman Furse, Assistant Revisor, gave a brief background on **HB 2020.** Institution housing system funds.

Theresa Gordzica, Chief Financial Officer for the University of Kansas spoke to the Committee as a Proponent for **HB 2020**. Ms. Gordzica told the Committee K.S.A. 76-762 creates certain funds in the student housing system. It further requires that all payments received for rents and other charges in operating the housing system first be deposited in a housing suspense fund and then transferred to a housing operations fund. (Attachment 5)

Susan Peterson, Director of Governmental Relations of Kansas State University, provided written testimony only. (Attachment 6)

Dr. Andy Tompkins, President & CEO of Kansas Board of Regents provided written testimony only. (Attachment 7)

Chairman Aurand closed the hearing on **HB 2020.**

Representative Phelps recommended a bill introduction that would add supplemental general state aid to the school district consolidation law allowing the varying-size districts to not only maintain combined general fund budgets for varying numbers of years after consolidation. Seconded by Representative Colloton. Motion carried.

The meeting was adjourned at 10:30 a.m. The next meeting is scheduled for January 26, 2011.

HOUSE EDUCATION COMMITTEE
GUEST LIST

DATE: 1/25/11

NAME	REPRESENTING
Sue Peterson	K-State
TERRY FORSYTH	KNEA
Mark Tallman	KASB
Marsha Salsbury	KCDC

Kansas state department of Education

Division of Fiscal & Administrative Services

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January 21, 2011

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: High-Density At-Risk

Attached is a computer printout (SF1073) which provides the effects of 2011 House bill 2018. Please review the column explanation carefully.

You will note that some school districts will see an increase and others a decrease.

COLUMN EXPLANATION

Column 1 -- September 20, 2010 FTE enrollment

2 -- 2010-11 Number of at-risk students (free meals)

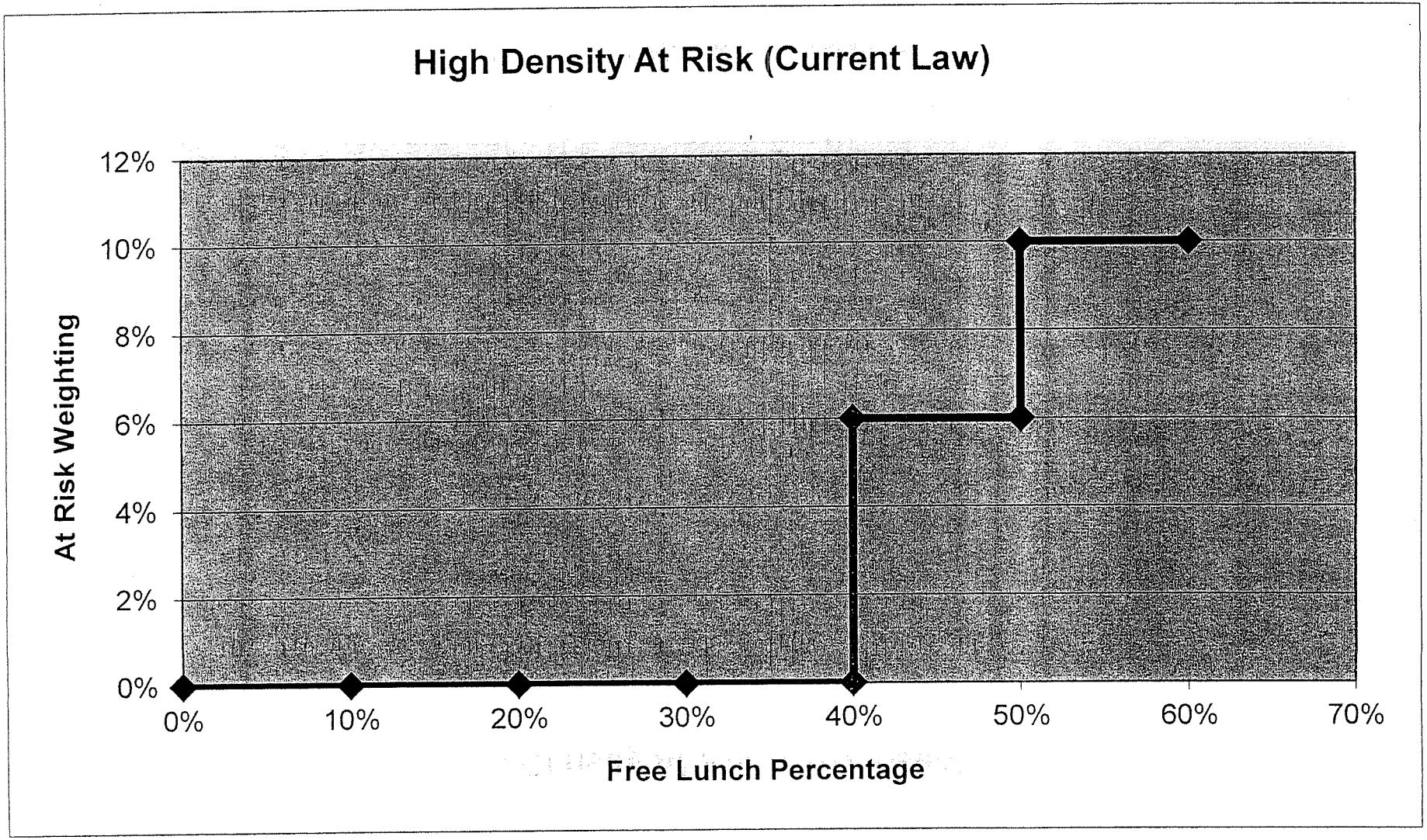
3 -- 2010-11 Estimated high at-risk at $4,012

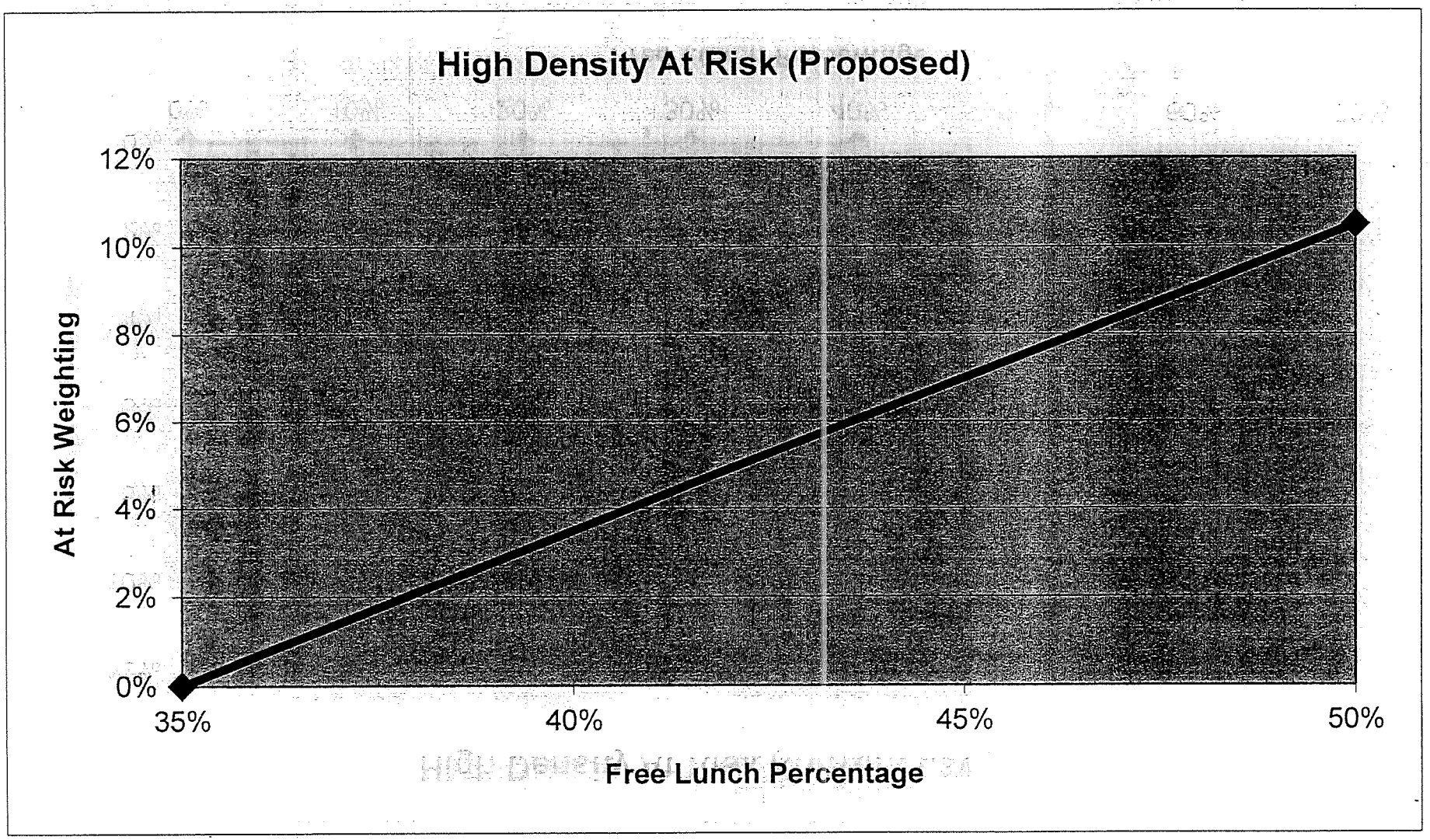
4 -- 2011-12 Proposed high at-risk at $4,012 using a linear transition

5 -- Difference (Column 4 – 3)

h:leg:SF1073—1-21-11

House Education Committee
Date 1/25/11
Attachment 1-1


High Density At Risk (Current Law)
At Risk Weighting
12%
10%
8%
6%
4%
2%
0%
0%
10%
20%
30%
40%
50%
60%
70%
Free Lunch Percentage


High Density At Risk (Proposed)
12%
10%
8%
6%
4%
2%
0%
At Risk Weighting
35%
40%
45%
50%
Free Lunch Percentage

	1/21/2011		Col 1	Col 2	Col 3	Col 4	Col 5
			2010-11	2010-11	Current	Proposed	
			FTE Enroll	At Risk Students	High At Risk	High At risk Aid	Difference
USD#	County Name	USD Name	(inc MILT/VIRT)	(Free Meal)	Aid $4,012	$4,012	(Col 3 - Col 2)
310	Reno	Fairfield	275.2	143	34,503	47,791	13,287
311	Reno	Pretty Prairie	265.0	72	0	0	0
312	Reno	Haven	1,034.4	313	0	0	0
313	Reno	Buhler	2,153.0	576	0	0	0
109	Republic	Republic County	485.0	182	0	12,778	12,778
426	Republic	Pike Valley	243.0	91	0	4,345	4,345
376	Rice	Sterling	526.7	145	0	0	0
401	Rice	Chase	146.3	91	36,509	38,335	1,825
405	Rice	Lyons	785.7	465	186,558	195,886	9,328
444	Rice	Little River	333.5	67	0	0	0
378	Riley	Riley County	688.5	120	0	0	0
383	Riley	Manhattan	6,047.1	1,545	0	0	0
384	Riley	Blue Valley	215.0	40	0	0	0
269	Rooks	Palco	143.0	53	0	447	447
270	Rooks	Plainville	367.6	108	0	0	0
271	Rooks	Stockton	278.6	94	0	0	0
395	Rush	LaCrosse	294.0	116	28,084	18,569	-9,515
403	Rush	Otis-Bison	179.0	55	0	0	0
399	Russell	Paradise	149.0	44	0	0	0
407	Russell	Russell	825.0	340	81,845	48,698	-33,147
305	Saline	Salina	6,971.8	3,342	804,406	1,173,209	368,803
306	Saline	Southeast of Saline	713.0	115	0	0	0
307	Saline	Ell-Saline	461.0	94	0	0	0
466	Scott	Scott County	861.9	345	83,048	54,258	-28,790
259	Sedgwick	Wichita	46,484.3	31,833	12,771,400	13,409,970	638,570
260	Sedgwick	Derby	6,220.4	2,076	0	0	0
261	Sedgwick	Haysville	4,987.6	2,148	517,147	500,693	-16,454
262	Sedgwick	Valley Center	2,583.2	648	0	0	0
263	Sedgwick	Mulvane	1,822.6	414	0	0	0
264	Sedgwick	Clearwater	1,243.9	235	0	0	0
265	Sedgwick	Goddard	4,924.8	880	0	0	0
266	Sedgwick	Maize	6,401.2	743	0	0	0
267	Sedgwick	Renwick	1,918.5	202	0	0	0
268	Sedgwick	Cheney	765.4	129	0	0	0
480	Seward	Liberal	4,456.0	3,130	1,255,756	1,318,544	62,788
483	Seward	Kismet-Plains	713.5	464	186,157	195,465	9,308
345	Shawnee	Seaman	3,608.8	908	0	0	0
372	Shawnee	Silver Lake	715.8	91	0	0	0
437	Shawnee	Auburn Washburn	5,550.1	1,184	0	0	0
450	Shawnee	Shawnee Heights	3,402.2	824	0	0	0
501	Shawnee	Topeka	13,245.4	9,055	3,632,866	3,814,509	181,643
412	Sheridan	Hoxie	305.5	59	0	0	0
352	Sherman	Goodland	923.5	337	0	35,018	35,018
237	Smith	Smith Center	416.5	132	0	0	0
349	Stafford	Stafford	268.6	146	58,575	61,504	2,929
350	Stafford	St. John-Hudson	305.5	129	0	14,129	14,129
351	Stafford	Macksville	274.5	121	29,288	28,545	-743
452	Stanton	Stanton County	472.1	220	52,958	77,849	24,890
209	Stevens	Moscow	187.7	100	40,120	42,126	2,006
210	Stevens	Hugoton	1,010.2	469	188,163	197,571	9,408
353	Sumner	Wellington	1,626.1	710	170,911	177,463	6,552
356	Sumner	Conway Springs	503.8	137	0	0	0
357	Sumner	Belle Plaine	617.0	218	0	0	0

	1/21/2011		Col 1	Col 2	Col 3	Col 4	Col 5
			2010-11	2010-11	Current	Proposed	
			FTE Enroll	At Risk Students	High At Risk	High At risk Aid	Difference
USD#	County Name	USD Name	(inc MILT/VIRT)	(Free Meal)	Aid $4,012	$4,012	(Col 3 - Col 2)
358	Sumner	Oxford	336.7	126	0	8,139	8,139
359	Sumner	Argonia	171.0	34	0	0	0
360	Sumner	Caldwell	240.5	111	26,880	40,213	13,333
509	Sumner	South Haven	213.5	66	0	0	0
314	Thomas	Brewster	91.5	39	0	5,257	5,257
315	Thomas	Colby	915.3	280	0	0	0
316	Thomas	Golden Plains	203.6	102	40,922	42,969	2,046
208	Trego	WaKeeney	376.0	83	0	0	0
329	Wabaunsee	Alma	459.0	92	0	0	0
330	Wabaunsee	Wabaunsee East	485.0	123	0	0	0
241	Wallace	Wallace	188.0	71	0	1,595	1,595
242	Wallace	Weskan	116.0	26	0	0	0
108	Washington	Washington Co. Schools	399.0	119	0	0	0
223	Washington	Barnes	343.3	97	0	0	0
224	Washington	Clifton-Clyde	285.5	88	0	0	0
467	Wichita	Leoti	421.0	201	48,545	64,916	16,371
387	Wilson	Altoona-Midway	177.0	100	40,120	42,126	2,006
461	Wilson	Neodesha	701.5	312	75,024	73,603	-1,422
484	Wilson	Fredonia	716.9	314	75,426	67,901	-7,524
366	Woodson	Woodson	430.0	204	48,946	74,479	25,532
202	Wyandotte	Turner	3,766.4	2,375	952,850	1,000,493	47,643
203	Wyandotte	Piper	1,649.0	221	0	0	0
204	Wyandotte	Bonner Springs	2,382.0	911	~~0~~	81,870	81,870
500	Wyandotte	Kansas City	18,792.0	16,083	6,452,500	6,775,125	322,625
TOTALS			455,405.0	179,736	44,647,542	47,995,222	3,347,680

	1/21/2011		Col 1	Col 2	Col 3	Col 4	Col 5
			2010-11	2010-11	Current	Proposed	
			FTE Enroll	At Risk Students	High At Risk	High At risk Aid	Difference
USD#	County Name	USD Name	(inc MILT/VIRT)	(Free Meal)	Aid $4,012	$4,012	(Col 3 - Col 2)
507	Haskell	Satanta	333.5	185	74,222	77,933	3,711
227	Hodgeman	Jetmore	268.0	85	0	0	0
228	Hodgeman	Hanston	37.0	6	0	0	0
335	Jackson	North Jackson	394.0	131	0	0	0
336	Jackson	Holton	1,077.5	327	0	0	0
337	Jackson	Mayetta	912.6	315	0	0	0
338	Jefferson	Valley Falls	398.5	125	0	0	0
339	Jefferson	Jefferson County	477.5	115	0	0	0
340	Jefferson	Jefferson West	863.8	160	0	0	0
341	Jefferson	Oskaloosa	514.6	263	105,516	110,791	5,276
342	Jefferson	McLouth	491.2	160	0	0	0
343	Jefferson	Perry	936.1	270	0	0	0
107	Jewell	Rock Hills	286.0	81	0	0	0
229	Johnson	Blue Valley	20,599.1	1,060	0	0	0
230	Johnson	Spring Hill	3,172.4	436	0	0	0
231	Johnson	Gardner-Edgerton	4,753.8	1,182	0	0	0
232	Johnson	DeSoto	6,369.7	695	0	0	0
233	Johnson	Olathe	26,098.1	5,262	0	0	0
512	Johnson	Shawnee Mission	26,665.1	7,086	0	0	0
215	Kearny	Lakin	594.0	279	67,000	86,190	19,189
216	Kearny	Deerfield	296.5	169	67,803	71,193	3,390
331	Kingman	Kingman	1,006.7	368	0	15,502	15,502
332	Kingman	Cunningham	166.0	75	18,054	18,957	903
422	Kiowa	Greensburg	201.0	58	0	0	0
424	Kiowa	Mullinville	254.7	24	5,617	4,044	-1,573
474	Kiowa	Haviland	115.0	30	0	0	0
503	Labette	Parsons	1,176.3	718	288,062	302,465	14,403
504	Labette	Oswego	475.5	235	56,569	95,036	38,467
505	Labette	Chetopa - St. Paul	468.1	218	52,557	72,243	19,686
506	Labette	Labette County	1,600.7	671	161,684	128,142	-33,542
468	Lane	Healy	74.0	29	6,820	4,072	-2,748
482	Lane	Dighton	240.5	71	0	0	0
207	Leavenworth	Ft. Leavenworth	2,061.5	121	0	0	0
449	Leavenworth	Easton	675.4	140	0	0	0
453	Leavenworth	Leavenworth	3,533.6	1,753	703,304	738,469	35,165
458	Leavenworth	Basehor-Linwood	2,146.2	259	0	0	0
464	Leavenworth	Tonganoxie	1,845.6	455	0	0	0
469	Leavenworth	Lansing	2,549.1	448	0	0	0
298	Lincoln	Lincoln	354.5	155	37,312	37,871	560
299	Lincoln	Sylvan Grove	244.5	77	0	0	0
344	Linn	Pleasanton	325.0	193	77,432	81,303	3,872
346	Linn	Jayhawk	501.3	227	54,563	53,551	-1,013
362	Linn	Prairie View	952.5	395	95,084	72,106	-22,979
274	Logan	Oakley	403.7	148	0	3,325	3,325
275	Logan	Triplains	87.0	36	8,826	6,471	-2,356
251	Lyon	North Lyon Co.	438.3	159	0	0	0
252	Lyon	Southern Lyon Co.	520.8	162	0	0	0
253	Lyon	Emporia	4,325.5	2,572	1,031,886	1,083,481	51,594
397	Marion	Centre	268.5	82	0	0	0
398	Marion	Peabody-Burns	304.5	131	31,695	40,101	8,406
408	Marion	Marion	563.6	180	0	0	0
410	Marion	Durham-Hills	562.2	162	0	0	0
411	Marion	Goessel	248.5	50	0	0	0

	1/21/2011		Col 1	Col 2	Col 3	Col 4	Col 5
			2010-11	2010-11	Current	Proposed	
			FTE Enroll	At Risk Students	High At Risk	High At risk Aid	Difference
USD#	County Name	USD Name	(inc MILT/VIRT)	(Free Meal)	Aid $4,012	$4,012	(Col 3 - Col 2)
364	Marshall	Marysville	700.0	222	0	0	0
380	Marshall	Vermillon	514.5	139	0	0	0
498	Marshall	Valley Heights	354.5	153	36,910	30,078	-6,832
400	McPherson	Smoky Valley	959.3	199	0	0	0
418	McPherson	McPherson	2,299.3	692	0	0	0
419	McPherson	Canton-Galva	368.3	88	0	0	0
423	McPherson	Moundridge	404.0	113	0	0	0
448	McPherson	Inman	419.5	57	0	0	0
225	Meade	Fowler	166.0	85	34,102	35,807	1,705
226	Meade	Meade	453.0	135	0	0	0
367	Miami	Osawatomie	1,124.0	587	235,504	247,280	11,775
368	Miami	Paola	2,011.1	556	0	0	0
416	Miami	Louisburg	1,653.0	286	0	0	0
272	Mitchell	Waconda	379.3	159	38,114	30,811	-7,303
273	Mitchell	Beloit	728.3	193	0	0	0
436	Montgomery	Caney	845.4	351	84,653	79,846	-4,808
445	Montgomery	Coffeyville	1,815.1	1,104	442,925	465,071	22,146
446	Montgomery	Independence	1,811.9	910	219,055	370,568	151,513
447	Montgomery	Cherryvale	945.7	407	163,288	171,453	8,164
417	Morris	Morris County	740.5	245	0	0	0
217	Morton	Rolla	193.5	84	20,060	16,749	-3,311
218	Morton	Elkhart	843.5	301	120,761	126,799	6,038
113	Nemaha	Prairie Hills	1,182.3	285	0	0	0
442	Nemaha	Nemaha Valley	422.3	83	0	0	0
451	Nemaha	B & B	169.5	16	0	0	0
101	Neosho	Erie	520.6	273	109,528	115,004	5,476
413	Neosho	Chanute	1,852.5	942	377,930	396,827	18,897
106	Ness	Western Plains	165.5	87	34,904	36,650	1,745
303	Ness	Ness City	302.9	70	0	0	0
211	Norton	Norton	726.3	212	0	0	0
212	Norton	Northern Valley	200.5	112	44,934	47,181	2,247
420	Osage	Osage City	674.4	257	0	22,375	22,375
421	Osage	Lyndon	454.5	90	0	0	0
434	Osage	Santa Fe	1,048.2	360	0	0	0
454	Osage	Burlingame	340.0	118	0	0	0
456	Osage	Marais Des Cygnes	261.0	131	52,557	55,185	2,628
392	Osborne	Osborne	315.2	167	67,000	70,350	3,350
239	Ottawa	North Ottawa Co.	609.0	164	0	0	0
240	Ottawa	Twin Valley	604.3	168	0	0	0
495	Pawnee	Ft. Larned	901.0	382	91,875	79,388	-12,487
496	Pawnee	Pawnee Heights	182.3	38	0	0	0
110	Phillips	Thunder Ridge	250.0	100	24,072	14,042	-10,030
325	Phillips	Phillipsburg	613.5	201	0	0	0
326	Phillips	Logan	175.0	78	18,856	17,743	-1,113
320	Pottawatomie	Wamego	1,349.5	302	0	0	0
321	Pottawatomie	Kaw Valley	1,138.5	408	0	9,167	9,167
322	Pottawatomie	Onaga	309.0	95	0	0	0
323	Pottawatomie	Westmoreland	842.6	161	0	0	0
382	Pratt	Pratt	1,044.1	383	0	0	0
438	Pratt	Skyline	369.7	84	0	0	0
105	Rawlins	Rawlins County	301.0	99	0	0	0
308	Reno	Hutchinson	4,673.1	2,531	1,015,437	1,066,209	50,772
309	Reno	Nickerson	1,136.5	555	133,600	213,537	79,937

	1/21/2011		Col 1	Col 2	Col 3	Col 4	Col 5
			2010-11	2010-11	Current	Proposed	
			FTE Enroll	At Risk Students	High At Risk	High At risk Aid	Difference
USD#	County Name	USD Name	(inc MILT/VIRT)	(Free Meal)	Aid $4,012	$4,012	(Col 3 - Col 2)
256	Allen	Marmaton Valley	336.5	172	69,006	72,457	3,450
257	Allen	Iola	1,271.8	628	151,252	227,514	76,262
258	Allen	Humboldt	541.5	203	0	19,384	19,384
365	Anderson	Garnett	1,082.2	444	106,719	66,087	-40,632
479	Anderson	Crest	211.5	95	22,868	18,409	-4,459
377	Atchison	Atchison County	630.6	238	0	19,384	19,384
409	Atchison	Atchison	1,639.0	936	375,523	394,299	18,776
254	Barber	Barber Co.	438.5	119	0	0	0
255	Barber	South Barber Co.	217.7	74	0	3,949	3,949
355	Barton	Ellinwood	391.8	139	0	0	0
428	Barton	Great Bend	3,032.5	1,698	681,238	715,299	34,062
431	Barton	Hoisington	651.5	256	0	30,915	30,915
234	Bourbon	Ft. Scott	1,874.0	1,030	413,236	433,898	20,662
235	Bourbon	Uniontown	453.5	217	52,156	78,616	26,460
415	Brown	Hiawatha	841.8	336	0	46,237	46,237
430	Brown	Brown County	582.4	353	141,624	148,705	7,081
205	Butler	Bluestem	526.0	177	0	0	0
206	Butler	Remington-Whitewater	532.9	153	0	0	0
375	Butler	Circle	1,748.4	330	0	0	0
385	Butler	Andover	4,953.7	514	0	0	0
394	Butler	Rose Hill	1,732.5	368	0	0	0
396	Butler	Douglass	719.4	170	0	0	0
402	Butler	Augusta	2,153.8	663	0	0	0
490	Butler	El Dorado	1,919.1	856	206,217	192,319	-13,898
492	Butler	Flinthills	259.4	76	0	0	0
284	Chase	Chase County	388.5	101	0	0	0
285	Chautauqua	Cedar Vale	134.7	59	14,042	12,261	-1,781
286	Chautauqua	Chautauqua	346.5	165	39,719	46,339	6,620
404	Cherokee	Riverton	766.0	348	83,851	86,004	2,154
493	Cherokee	Columbus	1,020.5	441	106,318	90,411	-15,907
499	Cherokee	Galena	798.5	476	190,971	200,520	9,549
508	Cherokee	Baxter Springs	977.5	521	209,025	219,476	10,451
103	Cheyenne	Cheylin	137.5	71	28,485	29,909	1,424
297	Cheyenne	St. Francis	289.8	88	0	0	0
219	Clark	Minneola	267.3	90	0	0	0
220	Clark	Ashland	206.0	60	0	0	0
379	Clay	Clay Center	1,333.2	361	0	0	0
333	Cloud	Concordia	1,061.4	427	102,707	81,545	-21,162
334	Cloud	Southern Cloud	251.2	112	26,880	42,463	15,583
243	Coffey	Lebo-Waverly	516.5	172	0	0	0
244	Coffey	Burlington	841.0	278	0	0	0
245	Coffey	LeRoy-Gridley	224.5	76	0	0	0
300	Comanche	Commanche County	311.0	73	0	0	0
462	Cowley	Central	357.9	167	40,120	54,873	14,753
463	Cowley	Udall	358.0	117	0	0	0
465	Cowley	Winfield	2,361.6	1,081	260,379	315,732	55,353
470	Cowley	Arkansas City	2,605.0	1,537	616,644	647,477	30,832
471	Cowley	Dexter	138.9	43	0	0	0
246	Crawford	Northeast	544.0	291	116,749	122,587	5,837
247	Crawford	Cherokee	705.5	342	82,246	129,664	47,418
248	Crawford	Girard	1,008.5	418	100,701	75,130	-25,571
249	Crawford	Frontenac	866.0	308	0	5,190	5,190
250	Crawford	Pittsburg	2,628.0	1,574	631,489	663,063	31,574

	1/21/2011		Col 1	Col 2	Col 3	Col 4	Col 5
			2010-11	2010-11	Current	Proposed	
			FTE Enroll	At Risk Students	High At Risk	High At risk Aid	Difference
USD#	County Name	USD Name	(inc MILT/VIRT)	(Free Meal)	Aid $4,012	$4,012	(Col 3 - Col 2)
294	Decatur	Oberlin	350.5	107	0	0	0
393	Dickinson	Solomon	349.7	104	0	0	0
435	Dickinson	Abilene	1,545.3	405	0	0	0
473	Dickinson	Chapman	931.1	250	0	0	0
481	Dickinson	Rural Vista	366.5	99	0	0	0
487	Dickinson	Herington	489.7	224	53,761	56,617	2,857
111	Doniphan	Doniphan West Schools	346.5	97	0	0	0
114	Doniphan	Riverside	746.7	320	77,030	70,996	-6,034
429	Doniphan	Troy	349.0	125	0	2,808	2,808
348	Douglas	Baldwin City	1,352.0	303	0	0	0
491	Douglas	Eudora	1,488.6	418	0	0	0
497	Douglas	Lawrence	10,845.5	2,827	0	0	0
347	Edwards	Kinsely-Offerle	364.0	158	38,114	43,485	5,371
502	Edwards	Lewis	101.0	32	7,623	6,471	-1,152
282	Elk	West Elk	310.5	141	34,102	31,679	-2,423
283	Elk	Elk Valley	181.5	117	46,940	49,287	2,347
388	Ellis	Ellis	396.5	99	0	0	0
432	Ellis	Victoria	256.5	31	0	0	0
489	Ellis	Hays	2,926.4	931	0	0	0
112	Ellsworth	Central Plains	585.0	165	0	0	0
327	Ellsworth	Ellsworth	615.0	223	0	4,384	4,384
363	Finney	Holcomb	965.9	414	99,498	104,641	5,143
457	Finney	Garden City	7,033.5	4,234	1,698,681	1,783,615	84,934
381	Ford	Spearville	363.0	63	0	0	0
443	Ford	Dodge City	6,046.2	4,359	1,748,831	1,836,272	87,442
459	Ford	Bucklin	243.2	117	28,084	40,087	12,003
287	Franklin	West Franklin	646.0	281	67,803	52,085	-15,718
288	Franklin	Central Heights	551.5	274	65,797	113,117	47,320
289	Franklin	Wellsville	810.1	192	0	0	0
290	Franklin	Ottawa	2,430.2	1,149	276,427	390,449	114,022
475	Geary	Junction City	7,393.0	2,930	0	139,886	139,886
291	Gove	Grinnell	72.0	13	0	0	0
292	Gove	Wheatland	101.5	28	0	0	0
293	Gove	Quinter	266.5	74	0	0	0
281	Graham	Graham County	362.0	107	0	0	0
214	Grant	Ulysses	1,616.5	799	320,559	336,587	16,028
102	Gray	Cimarron-Ensign	675.0	225	0	0	0
371	Gray	Montezuma	229.6	60	0	0	0
476	Gray	Copeland	103.0	40	9,629	13,705	4,076
477	Gray	Ingalls	231.5	90	0	9,857	9,857
200	Greeley	Greeley County	190.5	72	0	0	0
386	Greenwood	Madison-Virgil	241.6	89	0	4,499	4,499
389	Greenwood	Eureka	625.0	335	134,402	141,122	6,720
390	Greenwood	Hamilton	90.0	41	16,449	17,272	822
494	Hamilton	Syracuse	473.5	266	106,719	112,055	5,336
361	Harper	Anthony-Harper	841.6	472	189,366	198,835	9,468
511	Harper	Attica	146.5	42	0	2,005	2,005
369	Harvey	Burrton	244.0	122	48,946	51,394	2,447
373	Harvey	Newton	3,346.1	1,513	364,290	403,665	39,376
439	Harvey	Sedgwick	537.0	114	0	0	0
440	Harvey	Halstead	781.0	247	0	0	0
460	Harvey	Hesston	819.8	182	0	0	0
374	Haskell	Sublette	493.2	286	114,743	120,480	5,737

COST STUDY ANALYSIS

Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches

A Report to the Legislative Post Audit Committee
By the Legislative Division of Post Audit
State of Kansas
January 2006

05PA19

1.2: ESTIMATING BASE-LEVEL COSTS FOR REGULAR EDUCATION USING AN OUTCOMES-BASED APPROACH

This outcomes-based approach was designed to identify the estimated costs of meeting the performance outcomes standards adopted by the State Board of Education. For districts that are not meeting these outcomes, this approach will identify a level of spending that should give them the opportunity to achieve those outcomes, provided they spend their money effectively. For districts that are exceeding outcomes, the approach will identify a level of spending that would be sufficient to allow them to meet outcomes.

BACKGROUND: PERFORMANCE OUTCOMES ADOPTED BY THE STATE BOARD OF EDUCATION

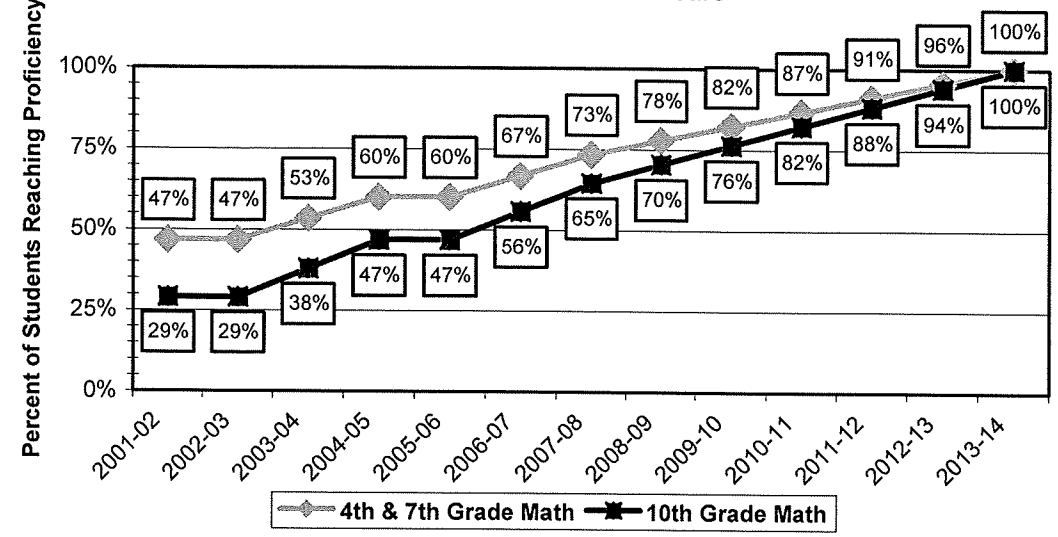
Development of an accountability-based accreditation system for schools in Kansas dates back to 1988. The first schools were accredited under the Quality Performance Accreditation (QPA) system in 1995. Curriculum standards, Statewide assessments, and performance levels developed by the State Board of Education have been incorporated into QPA since 1996.

In 2001, the federal government reauthorized the Elementary and Secondary Education Act more commonly known as the "No Child Left Behind" (NCLB). NCLB requires coordination of the existing State accreditation system with the new federal standards. Among the most prominent of those standards is the requirement that all students reach proficiency on Statewide assessments in math and reading by the 2013-14 school year. In December 2002, the State Board of Education approved revised standards for QPA to meet the requirements of NCLB. These new standards went into effect July 1, 2005. The revised QPA system includes the following performance standards:

- **Graduation Rate** – 75% in all high schools or improvement over the previous year
- **Attendance Rate** – 90% in all elementary and middle schools
- **Participation Rate on Statewide Assessments** – 95% for total student population and for each student subgroup (i.e., Special Education, bilingual)
- **Statewide Assessments** – This standard measures the percent of all students who reach the "proficiency" level on the Statewide reading and math tests. The standards increase each year. In the 2013-14 school year, the standard is to have 100% of all students reach proficiency. ***Figure 1.2-1*** and ***Figure 1.2-2*** show the standards for math in reading from 2001-02 to 2013-14.

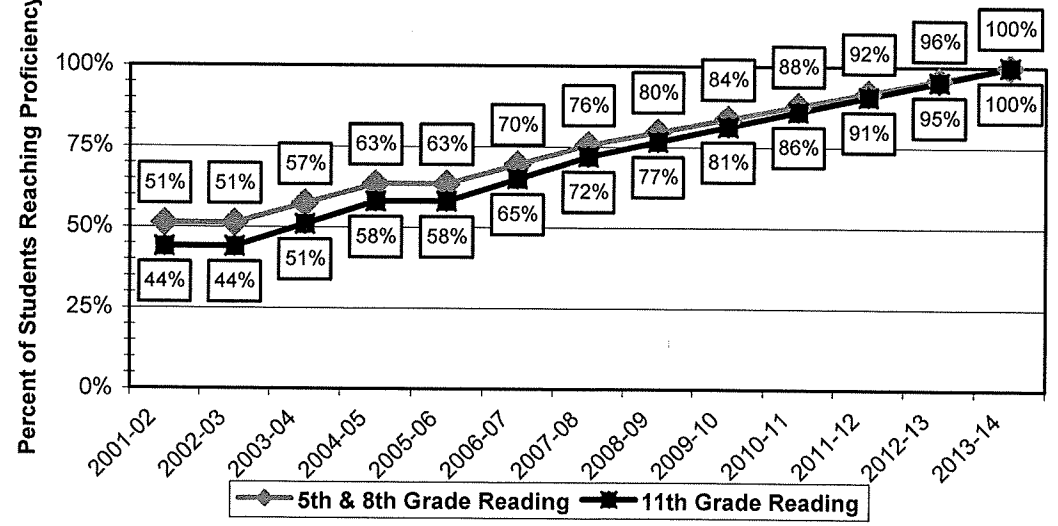
  A Statewide assessment for writing will be included starting in 2007 and assessments in history/government and science will be included in 2008. The Board will set performance targets for these exams. Because they aren't covered by NCLB, the State Board of Education has indicated performance targets won't go all the way to 100%.

Figure 1.2-1
State Performance Outcome Standards: MATH
2001-02 to 2013-14 School Years



Source: Department of Education, Quality Performance Accreditation (QPA) Manual

Figure 1.2-2
State Performance Outcome Standards: READING
2001-02 to 2013-14 School Years



Source: Department of Education, Quality Performance Accreditation (QPA) Manual

BACKGROUND: SELECTING AN OUTCOMES-BASED APPROACH

To find out how education cost studies estimate the cost of achieving educational outcomes, we reviewed more than 30 studies examining the cost of education in a number of states. Out of this literature, we found four basic approaches used in education research to estimate education costs:

- **Professional Judgment** – Teams of education professionals and other interested parties are convened to identify the inputs (staff, supplies, and equipment) necessary to provide students the opportunity to achieve the desired outcomes. The researchers then determine the cost of those inputs to estimate the cost of providing this type of education.

- **Evidence-Based** – Education benchmarks (such as prescribed student-teacher ratios) are used to identify the inputs necessary to provide students the opportunity to achieve the desired outcomes. As with "professional judgment," the researchers then determine the cost of those inputs to estimate the cost of providing this type of education.

- **Successful Schools** – Researchers identify a set of schools or school districts that already meet a set of outcome standards. These districts' spending is used to estimate what it would cost other districts to achieve the desired outcomes.

- **Cost Function Analysis** – Researchers use statistical tests to understand the relationships between districts' historical costs and a variety of factors, such as district size, salary costs, the number of students with special needs, district efficiency, and student performance. The relationships are incorporated into a model that is used to estimate what it would cost each district to achieve the desired outcomes.

To better understand their relative strengths and weaknesses, we reviewed critiques of the four approaches, and consulted with a number of representatives of Kansas school districts, academic researchers, and staff from the National Conference of State Legislators (NCSL).

Based on our background research, we selected the cost function approach because we felt it was the best method for estimating districts' costs to meet the State's performance standards. ***Figure 1.2-3*** summarizes the key advantages and disadvantages of using the cost function approach.

Among others, Thomas Downes, a Tufts University economist who studies education finance, has compared the advantages and disadvantages of the four cost study approaches. In a 2004 paper on cost studies, Downes concluded that, despite its drawbacks, "the cost function approach is the most likely to give accurate estimates of the within-state variation in the spending needed to attain the state's chosen standard, if the data are available and of a high quality."

Figure 1.2-3
Summary of the Significant Advantages and Disadvantage of Using the Cost Function Approach To Estimate Education Costs

Advantages	Disadvantages
• The approach is data-driven, using historical expenditures to provide reasonable estimates of what it should cost to meet the outcome measures adopted by the State Board of Education. • It accounts for the increased costs of educating disadvantaged and special-needs students in a district. • The approach takes into account differences in districts' input costs—primarily differences in teacher salaries. • The approach attempts to identify inefficient spending and exclude it from the estimate of what it should cost to meet the performance standards.	• The approach requires complex statistical techniques, which can make it more difficult to understand the process than with the other approaches. • Because the cost function analysis relies entirely on historical data, the available data must be complete and of high-quality. • The cost function analysis estimates how much it should cost to meet performance standards, but provides no information on what to spend money on. • Although the approach attempts to exclude inefficient spending from its cost estimates, the fact that efficiency can't be measured directly makes this difficult. As a result, indirect measures of efficiency ("efficiency-related" variables) are selected based on theory and previous research, but there is no consensus on which measures are most closely related to efficiency.

BACKGROUND: SELECTING CONSULTANTS

A cost function analysis requires the use of very sophisticated statistical techniques and an extensive knowledge of the factors that affect educational costs. Because we lacked that expertise in-house, we contracted with Drs. William Duncombe and John Yinger from the Maxwell School's Center for Public Research at Syracuse University.

These consultants helped pioneer the use of the cost function analysis in school finance research, and are among a handful of researchers nationwide that use this approach. They were selected based on our review of the reports they've published, their availability, and their familiarity with school finance in Kansas—Dr. Duncombe published an evaluation of the State's school funding system in 1998 (updated in 2004).

OUTCOMES-BASED APPROACH: METHODOLOGY

As we noted earlier, under the cost function approach researchers use statistical tests to understand the relationships between certain factors and districts' historical spending per student. Here are the factors included in this type of analysis:

- district size
- student characteristics (for example, student poverty)
- teacher salaries
- student performance
- district efficiency

Several steps are involved in using the cost function approach to estimate the cost of meeting performance outcome standards. We've briefly summarized the steps below, but discuss them in detail in **Appendix 1.2**. For a technical discussion of the statistical techniques used in the cost function analysis, see **Appendix 17**, pages C-44 to C-52.

1. **Identifying, collecting, and preparing the data for the statistical analysis.** We collected and prepared five years of data (1999-00 to 2003-04) that were available from the Department of Education on all Kansas school districts. The data we collected included district expenditures, enrollments, student characteristics, teacher salaries, student performance, and indirect measures of district efficiency.

2. **Analyzing the data to build a cost model.** The consultants used sophisticated statistical regression techniques to analyze the data and examine the relationships between the five factors listed earlier and historical spending. Essentially, the cost function approach uses statistics to isolate each factor and see how it affects costs. For example, all other things being equal, how much of a spending increase is associated with an increase in the percent of students in poverty? All the relationships are compiled in a mathematical equation called a "cost model."

3. **Using the cost model to estimate the base-level cost of meeting performance outcome standards, and developing student weights for enrollment, poverty, and bilingual students.** To estimate the base-level cost per student, the consultants used the cost model to calculate the cost of meeting the State outcome standards in a hypothetical district that is optimally-sized, pays average teacher salaries, has no students with special needs, and operates with above-average efficiency. Next, the consultants used the cost model to estimate how much more than the base-level it would cost to educate students in smaller districts, students who are in poverty, and bilingual students. These differences in costs were used to develop a set of student weights.

   Because the original spending data used in building the cost model included federal sources of funding, the estimated base-level costs and student weights include costs that would be paid for with federal funds. To put these figures on a comparable basis with the input-based approach, and to better reflect the costs the State might fund, we removed federal funding from the base-level costs and student weights. We had to assume that the relationship of State and federal funding would stay relatively constant.

   Finally, we didn't try to compute the estimated cost of meeting the "safe harbor" provisions in the Board of Education's QPA standards, because that would have required us to produce a different base-level cost for some districts, instead of a single base-level cost that could be applied Statewide. (Under the safe harbor provision of the QPA standards, districts that don't meet the performance outcomes standards outright can still make adequate yearly progress if they make enough improvement from the previous year.)

Throughout the process, we maintained regular contact with the lead consultant and held several face-to-face meetings. During each step of the process we reviewed the methods and assumptions that were used in the analysis and made key decisions.

COST STUDY: RESULTS OF THE OUTCOMES-BASED COST MODEL

The cost function analysis can be used to estimate the cost of meeting performance outcome standards in different districts, taking into account a variety of factors including the size of the district and the special needs of some of its students. The results of the cost function analysis are as follows (see **Appendix 16** for results by district):

1. ESTIMATED BASE-LEVEL COST OF MEETING OUTCOMES

The estimated base-level cost of meeting the 2005-06 performance outcome standards set by the Board of Education is $4,167 per student. That amount is $90 per student less than the current Base State Aid Per Pupil of $4,257. The consultants' estimate of the base-level cost of meeting the standards was $4,024 per student. In order to use that estimate as a basis for what the State might fund, however, we made several adjustments:

- **Remove federal sources of funding.** The cost model was built using historical spending data that included federal sources of funding because those expenditures likely contributed to student outcomes. As a result, however, the consultants' estimate of base-level costs included costs that would be paid for with those federal funds. We reduced the estimated base-level costs to $3,899 per student, which better reflects the costs the State might fund. We describe how we removed the federal funds in detail in **Appendix 1.2**.

- **Adjust for inflation.** The consultants' original estimate and our estimate (adjusted to remove federal funding) of the base-level cost of meeting standards were based on 2003-04 dollars. We had to increase the estimated base-level costs to account for inflation between the 2003-04 school year and the 2005-06 and 2006-07 school years. After adjusting for inflation, our estimate of the base-level cost of meeting standards in 2005-06 is $4,167 per student.

Figure 1.2-4 compares our estimated base-level cost per regular education student of meeting the performance outcome standards with the Base State Aid Per Pupil in the current funding formula.

Figure 1.2-4
Comparison of Base Cost Per Student
COST FUNCTION ESTIMATES vs. CURRENT FUNDING FORMULA
2005-06 and 2006-07 School Years

School Year	Base Cost Per Student ESTIMATED WITH COST FUNCTION			Base State Aid Per Pupil CURRENT FORMULA	Difference Per Student
	Original Estimate by Consultants	Adjusted by LPA to Remove Federal Funds	Adjusted by LPA for Inflation		
2005-06	$4,024	$3,899	$4,167	$4,257	($90)
2006-07	$4,346	$4,221	$4,659	$4,257	$402

Source: LPA analysis of Duncombe and Yinger cost estimates.

As the figure shows, the estimated base-level cost of meeting the standards increases in 2006-07 to $4,659, which is $402 per student more than the current Base State Aid Per Pupil. Our estimate for 2006-07 increases in part because of inflation, but also because the standards are higher in 2006-07. For example, between 2005-06 and 2006-07, the standard for 10th grade math increases from 47% proficiency to 56%, and the standard for 5th grade reading increases from 63% proficiency to 70%.

The estimated base-level cost of meeting standards will continue to increase significantly in future years, because the standards adopted by the Board increase each year until 2013-14 (when 100% of all students are required to reach proficiency on Statewide assessment tests).

In estimating the base-level cost, the cost function brings every district to a single performance standard. For districts that don't currently meet the performance standard, this base-level cost is likely (though not necessarily) more than their current spending. Conversely, for districts that currently exceed the performance standard, this base-level cost is likely to be less than their current spending.

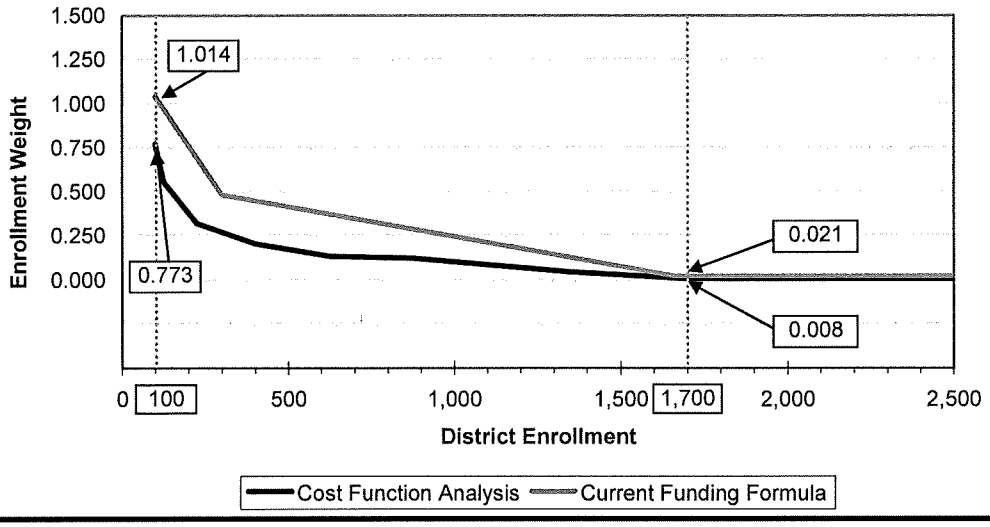
In either case, spending at this base-level doesn't guarantee a district will meet the performance standard (especially in the short-term for districts that currently fail to meet the standards). But it should give districts the opportunity to meet the performance standards, if the money is used efficiently and effectively.

2. ESTIMATED ENROLLMENT WEIGHTS

The enrollment weights estimated with the cost function are lower than those in the current formula, especially for very small districts. Education research has shown that a district's size can significantly affect the cost of educating students. Specifically, smaller districts tend to cost more because they have smaller class sizes (and therefore relatively more teachers), and fewer students over whom they can spread their fixed administrative costs.

We used the cost function to estimate the additional cost of educating students in districts of different sizes—also known as enrollment weights. ***Figure 1.2-5*** compares the enrollment weights estimated using the cost function to the weights in the current funding formula.

Figure 1.2-5
Comparison of Enrollment Weights
COST FUNCTION ESTIMATES vs. CURRENT FUNDING FORMULA



As the figure shows, the enrollment weights estimated using the cost function bottom out at an enrollment level of about 1,700, and are consistently lower than the weights in the current

2-8

formula for smaller districts. The cost function estimates that districts with 100 or fewer students should receive an additional weighting of .773—meaning it would cost about 77% more than the base-level cost for students in these districts to have the opportunity to meet the desired education outcomes. This is significantly less than the weighting of 1.014 in the current formula.

For districts with an enrollment level above 1,700, the cost function enrollment weight (.008) is one-third as much as the correlation weight in the current formula (.021).

3. ESTIMATED POVERTY AND BILINGUAL WEIGHTS

The estimated poverty weight is .484 per free-lunch student in most school districts, and .726 per free-lunch student in high-poverty, inner-city school districts. The estimated bilingual weight is .100 per bilingual student. Student poverty and limited English proficiency are two factors that negatively affect student performance. These two factors and their effect on education costs are recognized through the at-risk and bilingual weights in the current funding formula.

The consultants used the cost function to estimate districts' additional costs (above base-level costs) of having poverty and bilingual students reach the same performance levels that other students were achieving (whether or not the other students were meeting standards), and to develop poverty and bilingual weights in each district. We had to take two additional steps to turn their estimated district-level poverty and bilingual weights into estimated Statewide weights:

- **Estimate a separate poverty weight for high-poverty, inner-city school districts.** Urban poverty is associated with a variety of more serious social problems, including drugs and violent crime. Because our consultants cited evidence suggesting inner-city poverty has more of an effect on costs than rural poverty, we included an additional measure of inner-city poverty in our cost model—the percent of students qualifying for free lunch multiplied by the student density of a district. To estimate a Statewide inner-city poverty weight, we averaged the district-level weights estimated by the consultants for large and mid-sized cities (as defined by the U.S. Census) with above-average poverty. There were four of these districts—Kansas City, Kansas City-Turner, Topeka, and Wichita.

- **Remove federal sources of funding.** As was the case with base-level costs, the poverty and bilingual weights estimated by the consultants also included costs that could be paid for with those federal funds. Therefore, we had to reduce these weights to better reflect the costs the State might fund.

Figure 1.2-6 shows our estimated poverty and bilingual weights and the weights in the current funding formula.

Figure 1.2-6
Comparison of Poverty and Bilingual Weights
COST FUNCTION ESTIMATES vs. CURRENT FUNDING FORMULA

Weight	Weight ESTIMATED WITH COST FUNCTION		Weight CURRENT FUNDING FORMULA	Difference
	Original Estimated Weight	Adjusted by LPA to Remove Federal Funds		
Poverty				
Regular	0.703	0.484	0.193	(0.291)
High-Poverty, Inner City	1.054	0.726	---	(0.726)
Bilingual	0.139	0.100	0.395	---(a)

(a) Whereas the bilingual weight in the current formula uses bilingual FTE (which is based on contact hours), the weight from the cost function is based on bilingual headcount, making these weights uncomparable.

Source: LPA analysis of Duncombe and Yinger cost estimates.

As the figure shows, the estimated poverty weight for most districts is .484. That weight implies that it would cost almost 50% more than the estimated base-level costs for students in poverty to achieve the same performance levels that other students are achieving. This is significantly higher than the at-risk weight in the current formula (.193).

In the four inner-city districts with high poverty (Kansas City, Kansas City-Turner, Topeka, and Wichita), the estimated poverty weight is .726, which recognizes that the cost of educating students in these types of districts is even greater. There is no separate urban-poverty weight in the current funding formula.

***Figure I.2-6* also shows that the estimated bilingual weight is .100.** This is significantly lower than the current bilingual weight of .395, but it's important to note that these two weights aren't really comparable for the following reasons:

- The bilingual weight estimated by the **cost function** is based on bilingual headcount (the number students in a district who have limited English proficiency)
- The bilingual weight used in the **current funding formula** is based on bilingual student FTE, which is calculated on the number of contact hours bilingual students spend with bilingual-endorsed teachers (see Section 2.2 of this report for additional information).

Bilingual FTE, as it is calculated in the current funding formula, is a very poor measure of the number of bilingual students in a district. That's because many bilingual services are being provided to bilingual students in settings or districts where there are no "bilingual-endorsed" teachers (the only contact hours that are counted for funding purposes). In Wichita, for example, only 2,923.5 bilingual FTE students were counted for funding purposes in 2004-05, but Wichita reported serving 5,342 bilingual students that year on a headcount basis.

The bilingual weight estimated by the cost function may be low for a number of reasons. Among them:

- there's a strong correlation between bilingual and free-lunch students, so the cost function analysis may have assigned part of the additional costs for bilingual students to at-risk students. (In 2003-04, Department data show that 73% of the students who took the Statewide assessment tests were reported as being both bilingual and eligible for free lunches.) Department guidelines for 2006-07 have clarified that students who are bilingual can be served with at-risk moneys.

- the headcount of bilingual students that districts report may not be completely accurate. As explained in Section 2.2, some districts may not be reporting all their bilingual students, and others may not be reporting them uniformly.

Nonetheless, using bilingual headcount data provides the best available measure to use in computing a bilingual weight. If funding were based on bilingual headcounts, those data would be audited and likely would be reported more accurately over time.

4. VARIATIONS IN COSTS

District size, student characteristics, teacher salaries, and district efficiency appear to explain a lot of the variation in district spending per student. On average, school districts spent $6,887 per student in 2003-04. However, there was a tremendous amount of variation. Spending ranged from $4,915 to $12,684. The cost function analysis found that the following contributed to increased per-student spending:

- smaller districts spent more than larger districts
- districts with more students in poverty or more bilingual students spent more
- districts that paid higher teacher salaries spent more

When we controlled for size, student characteristics, salary levels, and student performance in the cost model, there still were large variations in spending. We used the cost model to predict what all districts would have spent per student in 2003-04 to achieve the same outcomes they actually achieved if they all operated at an average level of efficiency. When we compared these estimates to what districts actually spent per student, we found 20 districts that spent at least 20% more than the cost model predicted (controlling for the factors noted above), and another nine districts that spent at least 20% less than predicted.

To get a better understanding of why actual spending in these 29 districts was so different from what the cost model predicted, we examined information on district staffing from the Department of Education. ***Figure 1.2-7*** summarizes what we found.

Figure 1.2-7
Analysis of Staffing Levels in Districts That Spent Significantly More or Less Than Predicted 2003-04 School Year

Staff per 100 Students	How actual district spending in 2003-04 compared to what the cost function predicted:	
	Spent at least 20% more than the cost function predicted ***(20 districts)***	Spent at least 20% less than the cost function predicted ***(9 districts)***
Certified Staff per 100 Students (Statewide average = 7.2)	19 districts had more staff than average. *RANGE: 7.9 – 22.0*	6 districts had less staff than average. *RANGE: 5.7 – 7.0*
Certified Administrators per 100 Students (Statewide average = 0.5)	19 districts had more staff than average. *RANGE: 0.6 – 2.6*	3 districts had less staff than average. *RANGE: 0.3 – 0.4*
Non-Certified Staff per 100 Students (Statewide average = 4.6)	18 districts had more staff than average. *RANGE: 4.7 – 16.1*	6 districts had less staff than average. *RANGE: 3.2 – 4.4*
Total Staff per 100 Students (Statewide average = 12.3)	19 districts had more staff than average. *RANGE: 13.6 – 35.9*	6 districts had less staff than average. *RANGE: 9.6 – 11.9*

Source: LPA analysis of cost function results and Department of Education data.

With a few exceptions, districts that spent significantly more than the cost model predicted they'd spend were more heavily staffed than the average district in the State. Likewise, districts that spent significantly less than predicted tended to have fewer staff. These results suggest at least some of the variation in spending can be attributed to relatively efficient and inefficient staffing levels.

5. OTHER FINDINGS

We found a strong association between the amounts districts spend and the outcomes they achieve. In the cost function results, a 1.0% increase in district performance outcomes was associated with a 0.83% increase in spending—almost a one-to-one relationship. This means that, all other things being equal, districts that spent more had better student performance. The results were statistically significant beyond the 0.01 level, which means we can be more than 99% confident there is a relationship between spending and outcomes.

KANSAS ASSOCIATION OF SCHOOL BOARDS

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

Testimony before the
House Education Committee
on
Testimony on **HB 2018** – High Density At-Risk Weighting

by
Mark Tallman, Associate Executive Director for Advocacy
Kansas Association of School Boards

January 25, 2011

Mr. Chairman, Members of the Committee:

HB 2018 creates a "linear transition" for the high density at-risk weighting factor. The purpose is to avoid situations in which a small drop in free lunch enrollment could cause a district to no longer qualify for this weighting and lose a significant amount of funding for at-risk programs, even though the needs of the district's students have ***not*** significantly changed. Our members have a long-standing position that supports ways to phase-out reductions in funding when possible.

KASB's positions also support using ***both*** poverty-based measures of student need, such as free lunch, ***and*** other factors to determine the level of at-risk funding provided to school districts. Certainly not all free lunch-eligible students are academically at-risk, and under the school finance formula, the funding generated by the number of such students simply creates the amount of money provided to assist academically at-risk students, whether or not they are on free lunch. In other words, the free lunch count is used as an indicator of the district's overall student needs.

On virtually ever academic measure – test scores, drop-out rates, and school completion – lower income students lag behind their higher-income peers. This has been true for decades – probably as long as the issue has been studied. This "achievement gap" is a not a result of lower intelligence or academic ability, but is because of family and neighborhood factors that are beyond the school's ability to control. However, with adequate resources and appropriate actions, schools can address these issues and help student success. At-risk funding, including high density at-risk weighting, has helped Kansas schools improve achievement for lower-income students.

That is why KASB strongly supports at-risk funding and is particularly concerned about changes that reduce such funding. As we understand the purpose of **HB 2018**, it would be "revenue neutral," which means some districts would actually receive a higher level of funding under this plan, while other would lose. However, the bill has a feature that puts these changes in place only when the base budget per pupil reaches the statutory level (the amount previously passed by the Legislature as the target amount). As a result, districts which lose funding under the changes in the formula would do so only after base funding has increased, allowing time to adjust for the loss. As a result, KASB is supportive of the bill.

Thank you for your consideration. I would have happy to respond to any q[illegible]

House Education Committee
Date 1/25/11
Attachment 3

KANSAS CITY
KANSAS
PUBLIC SCHOOLS

Kansas City, Kansas
Public Schools

Unified School District No. 500

HOUSE EDUCATION COMMITTEE
HB 2018
January 25, 2011

Mr. Chairman, Members of the Committee:

I am Bill Reardon. I serve as the lobbyist for the Kansas City, Kansas Public Schools.

HB 2018 would eliminate the possibility of any USD that currently qualifies for High Density At Risk Funding from potentially losing all of this aid with the loss of a single At Risk student. A new linear transition in HB 2018 would eliminate the possibility of a district "falling off the cliff" regarding High Density At Risk funding. A similar formula has been used for decades to calculate low enrollment weighting. We believe HB 2018 is good public policy. However, as in the case with most changes to the school finance formula, HB 2018 will produce both winners and losers. USD 500 will likely be a net winner if HB 2018 becomes law. Nevertheless, we would not support this bill if the implementation date was not delayed until per pupil funding reaches $4,492 per student. We believe that changes to the formula which alters funding should not be implemented at a time when all USDs are experiencing reductions in funding.

Kansas City Public Schools are hopeful that any proposals this session which alters the school finance formula will display the same foresight contained in HB 2018 to delay implementation until school funding increases to $4,492 per student.

Bill Reardon, KCKPS Lobbyist

625 Minnesota Avenue • Kansas City, Kansas 66101
913•551•3200

House Education Committee
Date 1/25/11
Attachment 4

KU OFFICE OF BUSINESS & FINANCIAL PLANNING
The University of Kansas

House Education Committee
Hearing on H.B. 2020
January 25, 2011

Testimony of Theresa Gordzica
Chief Business & Financial Planning Officer
University of Kansas

Chairman Aurand and Vice Chair Huebert and the Ranking Minority member Ward, I am Theresa Gordzica, Chief Financial Officer for the University of Kansas and I am here to testify in support of H.B. 2020.

The University of Kansas appreciates the Committee's attention to this legislation which is rather technical in nature.

K.S.A. 76-762 creates certain funds in the student housing system. It further requires that all payments received for rents and other charges in operating the housing system first be deposited in a housing suspense fund and then transferred to a housing operations fund. Expenses for operating the housing system are then charged to the operations fund. The proposed legislation allows universities the option of depositing funds first in the suspense fund or in the operations fund. Some universities prefer to deposit the funds directly into the operations fund, thereby saving the transfer.

I would be happy to answer any questions.

Strong Hall | 1450 Jayhawk Blvd., Room 225 | Lawrence, KS 66045 | (785) 864-4868 | Fax (785) 8

K-STATE
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Fax: 785-532-7639

Testimony on House Bill 2020
House Education Budget Committee
Susan Peterson, Director of Governmental Relations
Kansas State University
January 25, 2011

Chairman Aurand and members of the House Education Committee:

Kansas State University supports the enactment of HB2020. The practice of depositing in a fund and transferring to a subsequent fund is not the most efficient use of employees' time tracking the different deposits. In addition, the passage of this legislation will allow the University Housing system significant flexibility throughout the year. The University would very much appreciate your favorable action on HB 2020.

Thank you

House Education Committee
Date 1/25/11
Attachment 6

KANSAS BOARD OF REGENTS

January 25, 2011

Representative Clay Aurand, Chairman
House Education Committee
Statehouse, Room 174-W
Topeka, KS 66612

Representative Jim Ward, Ranking Member
House Education Committee
Statehouse, Room 451-S
Topeka, KS 66612

Dear Chairman Aurand and Ranking Member Ward:

On behalf of the Kansas Board of Regents, I write to you in support of HB 2020, legislation that would amend current statutes to make the state universities' use of the Housing Suspense Fund optional rather than mandatory.

Statutes currently require the six state universities to send rent and boarding fees to the State Treasurer for deposit in the Housing Suspense Fund before those dollars can be transferred to the Housing Operations Fund. HB 2020 would allow rent and boarding fees to be directly deposited into the Housing Operations Fund rather than the money flowing through the Housing Suspense Fund to the Housing Operations Fund. Three of the state universities (FHSU, KU, and WSU) would prefer the proposed "optional" method, while the other three (ESU, KSU, and PSU) have indicated they prefer the status quo. HB 2020 would satisfy the needs of all six state universities by providing the option and would result in increased operational efficiencies.

Thank you for your consideration of HB 2020.

Sincerely,

Dr. Andy Tompkins
President & CEO

House Education Committee
Date 1/25/11
Attachment 7

☆ 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368 ☆ Tel 785.296.3421 ☆ Fax 785.296.0983 ☆ www.kansasregents.org ☆