

Approved: 2-23-95
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Rochelle Chronister at 3:30 p.m. on February 7, 1995 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Department of Education
Avis Swartzman, Revisor of Statutes
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Ben Barrett, Legislative Research
Gerald Henderson, United School Administrators
Don Myers, USD 260, Derby
Dr. Melva Owens, Superintendent, USD 260
Carol Manning, USD 260, School Board President
Dr. Richard Gregory, Superintendent, USD 253, Emporia
Dr. Larry Vaughn, USD 259, Wichita
Dr. Connie Ellington, USD #500
Craig Grant, KNEA
Dr. Steve Henry, USD 501, Topeka
Representative Robert Tomlinson
Representative Al Lane
Representative David Akins
Representative Bill Reardon

Others attending: See attached list

Representative Tanner moved and Representative Shore seconded a motion to approve the minutes of January 23, 24, 25 and 26. Motion carried.

Ben Barrett, Legislative Research, gave a brief explanation of what each bill does. **HB 2258** increases the base state aid per pupil from \$3,600 to \$3,700. **HB 2259** increases the at-risk pupil weighting from .05 to .25. **HB 2300** provides for a local needs budget in an amount determined by the board in terms of the best interest of the district, and it could be authorized for a number of years, but there could be an election on the local needs budget at least every five years. This particular version of the bill provides alternatives for funding from the local property tax, sales tax, district imposed income taxes if the voters approved any of those choices. **HB 2326** essentially liberates the local option budget. All the restraints at the present time are eliminated.

Gerald Henderson, representing United School Administrators, addressed all four bills on the subject of school finance. It is their opinion all four bills contain some of the issues which are essential adjustments to the 1992 School Finance Act. (Attachment 1)

Representative Don Myers, in behalf of USD 260, Derby, testified regarding the conditions in which USD 260 school district finds itself after nearly three years under the 1992 School Finance Act. (Attachment 2)

Dr. Melva M. Owens, Superintendent USD 260, Derby, stated they have tried to "do more with less," however, as a result of the current School Finance Formula, USD 260 students and community have suffered and it is only a matter of time until "educational excellence" at Derby will be unattainable. (Attachment 3)

Carol Manning, parent and president of the Board of Education, USD 260, discussed the financial difficulties of the district. Derby had to shift some of the financial burden to parents in the form of raising textbook rental fees 60%, and Study Activity Fees have been implemented. For every activity there is now a charge -- athletics, vocal music, etc. "Please seriously consider raising the base funding per pupil and redistribution of

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 7, 1995.

funds so that low-enrollment districts don't have an advantage over medium and large sized districts." (Attachment 4)

Dr. Richard Gregory, Superintendent, USD 253, Emporia, addressed severe educational inadequacies resulting from the 1992 School Finance Act. Emporia has been absorbing the increased costs with zero budget growth authority. They are losing enrollment in K-4 while gaining 100+ bilingual students yearly, K-12. They have not been successful in implementing the Local Option Budget with the taxpayers. (Attachment 5)

Dr. Larry Vaughn, Superintendent, USD 259, Wichita, displayed charts -- "scattergrams" which showed average composite grade equivalent scores for elementary schools ranked by percentage of low SES students. He stated we can't afford in our country to let how much a child knows when he leaves school be determined by where he/she comes from rather than what is learned in a school building. That issue begs for a different kind of weighting process. If equal amounts of additional dollars per pupil are put into education, we will have this problem in the system forever. Something special must be done to help children with special needs. (Attachment 6)

Representative Reardon introduced **HB 2258 which increases the base state aid per pupil from \$3,600 to \$3,700.**

Craig Grant, representing Kansas National Education Association, addressed **HB 2258** and **HB 2259**. These two bills contain important concepts which KNEA believes need to be passed this year and support their inclusion in any bill passed by the House Education Committee. (Attachment 7)

Jacque Oakes representing Schools for Quality Education, provided written testimony in favor of **HB 2258**. (Attachment 8)

Representative Reardon introduced a bill he initiated **HB 2259, increasing at-risk pupil weighting**. He called attention to a map of highlighted districts where 25% of the students qualify for free lunch which is used to identify at-risk students. This map illustrates not only districts in urban core areas but identifies rural areas where at-risk students reside and attend school. (Attachment 9) Also he shared with the committee a report on state pupil weights plans for compensatory or at-risk education prepared by Legislative Research. (Attachment 10)

Dr. Connie Ellington, Assistant Superintendent, USD 500, testified in support of **HB 2259**. She said "thanks" for the at-risk funds they do get. She told a personal experience of 40 students who were disrupting an entire Middle School. At-risk funds were used to hire two teachers "with moral authority" who could love and work with these students. These 40 kids were pulled together with the two teachers and named "project intervention" in April. By October they came to a board meeting to testify. They made statements like "I used to get D and F's and now I am getting A's and B's. These students were not recognizable as the same kids she had seen in April. There had been a complete turn around-- an example of at-risk funds used to bring about positive change. (Attachment 11)

Dr. Steve Henry, General Director of Planning and Evaluation for Topeka Public Schools, testified in support of **HB 2259** and requests that the per pupil at-risk weighting be increased from the present .05 level to .15 phased in over time if necessary. The present weighting scheme falls dramatically short of providing the level of funding needed to address the special needs of at-risk students. (Attachment 12)

Representative Bob Tomlinson speaking in support of **HB 2259** stated providing extra money for at-risk pupils is cost effective. Without success in school, students continue to be "at-risk" in later life. While acknowledging programs for students "at-risk" cost more to run, tremendous success is being seen. Alternative schools throughout the state have graduation rates within 10% of regular school rates. (Attachment 13)

Representative Al Lane testified in favor of **HB 2300**. This bill permits the Board of Education to adopt a local needs budget unless a 5% protest petition is filed. Shawnee Mission, Blue Valley and Olathe and 15 other school districts have capped their LOB. (Attachment 14)

Representative Robin Jennison was unable to be present, but provided written testimony in support of **HB 2326**. (Attachment 15)

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MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 7, 1995.

Representative David Adkins testified in support of HB 2326. He sponsored HB 2326 because it empowers each school district to establish its priorities and properly fund them. "The current School Finance Act's LOB provision is a disincentive to long range budget planning and serves only as a time bomb waiting to cause catastrophic consequences for Kansas school districts and their students." (Attachment 16)

Craig Grant, representing KNEA, opposes the concepts in HB 2300. No matter if it is property or sales taxes funding a local needs budget, certain districts will have a much easier time than others raising needed revenues. It is this disequalizing effect which we oppose. (Attachment 17)

KASB favors an increase in the base budget per pupil and supports additional at-risk weighting. They would be concerned about allowing the range in district spending to widened beyond the current 25% LOB, especially if the basic needs of students are not addressed in the base budget. They are opposed to allowing additional local spending that is entirely based on local sources, without any state equalization aid, as proposed in the "local needs budget." In reference to HB 2258, 2259, 2300 and 2326. (Attachment 18)

Jacque Oakes, representing Schools for Quality Education submitted written testimony in favor of HB 2259 to increase the at-risk weighting from .05 to .25 per pupil. (Attachment 19)

The meeting adjourned at 5:12 p.m.

The next meeting is scheduled for February 8, 1995.

GUEST LIST

Committee: Education

Date: 2-7-95

NAME: (Please print)	Address:	Company/Organization:
Dick Gregory	Emporia	USD #253
GERALD HENDERSON	TOPEKA	USA of KS
Bill Melley	Winfield	SCK Elders Center
Taney Coulter	Oakland Park	Sen. Janis Leo
W.W. Musick	Minneapolis	St. B. of Ed
Pat Baker	KASB Topeka	KASB
REV LORENZ	Emporia	USD 253
Sharon Brinkler	Topeka	CWA of KS
Chaig Grant	Topoka	KNEA
Nancy Apt	Topeka	KCK
Oliver J.	K.C., K	USD 500
Ann Miller	KCK	USD 500
Douglas Bolden	KCKS	USD #500
Melba Owen	Derby	USD 260
Carol Manning	Derby	USD 260
Larry Boswell	Wichita	USD 259
Larry R. Naughton	Wichita	USD 259
Jim Allen	Topoka	KEC
Gene P. Franklin	KCK	USD 500
Ann Burnett	Topoka	USD 501
Steve Henry	Topoka	USD 501
Bob Johnson	Topoka	WU LAW
Marsha Strahm	Subetta	CWA
Robin Lehman	Lawrence	USD 233
Don Rye	Emmett	USD 321



HB 2258, 2259, 2300 & 2326

Testimony presented before the House Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
February 7, 1995

Madam Chairman and Members of the Committee:

United School Administrators of Kansas appreciates this opportunity to again address the committee on the subject of school finance. The four bills before the committee today contain some of the issues we believe are essential adjustments to the 1992 School Finance Act. As you will recall, Dr. Kent Hurn, chairperson of the USA Task Force on School Finance, presented the entire USA position on school finance last week. I have included a second copy for your information.

Included in that formal position statement and in **HB 2258** is an increase in Base State Aid Per Pupil (BSAPP) of \$100. We believe that two other issues are as important as raising the base if **adequacy** and **equity** are to be addressed. The establishment of an "equity weighting factor" of .036121 for districts whose enrollment is 1800 FTE students and above is essential if we are to recognize the continuing fiscal problems encountered by districts of this size. Likewise we believe the cap on the Local Option Budget must be allowed to remain at 25% above the Legal Maximum Operating Budget for the district. These three issues: Raising BSAPP to \$3700, assigning an Equity Weighting Factor of 3.6% to all districts whose enrollment is 1800 FTE students and above, and allowing the cap on LOB to remain at (float at) 25%, are the top priorities of our organization. This position is supported almost universally by school administrators from all parts of the state and from all sizes of

*House Education
Attachment 1*

school districts.

Other issues including the at-risk factor discussed in **HB 2259**, plus transportation reimbursement for students transported less than 2.5 miles, increases in bilingual weighting, and provisions for declining enrollment are all important issues. They are, however, subordinate to our number one priority, that of raising the BSAPP, Assigning an Equity Weighting Factor, and allowing the LOB cap to remain at 25%.

We are opposed to the provisions contained in **HB 2300** and **HB 2326** for much the same reasons we discussed yesterday on **HB 2233**. Whether you establish a local needs budget with no equalization or eliminate the cap on Local Option Budget, it would seem to us that either would tend to widen the gap in spending authority levels in favor of more "wealthy" districts. We believe that the pre-trial opinion or the "gospel according the Bullock" clearly stated that funding education was a responsibility of the state and opportunities for a suitable education should not be a function of a child's address.

We very much appreciate the struggle this committee must subject itself to in crafting needed adjustments to the 1992 School Finance Act. We trust you will consider adjustments which will meet the needs of Kansas children as represented by the people you have listened to since the 1995 Session began. We trust you will seriously consider the recommendations we have made on behalf of school administrators. We believe it is the job of this committee to suggest changes to statutes which will best serve the children of Kansas. We believe that it is the job of the Appropriations Committee to balance the priorities you recommend with those of other committees. We stand ready to assist you in any way we can. We wish you well in your deliberations.



UNITED SCHOOL ADMINISTRATORS OF KANSAS LEGISLATIVE POSITIONS - 1995

SCHOOL FINANCE

USA continues to endorse the concept of providing **equitable** and **adequate** funding for Kansas schools. The positions listed here presume the infusion of new state monies into the school finance system. USA would oppose any effort to increase funding for some school districts at the expense of any other school districts. Specifically, USA would oppose any reduction to the present low enrollment funding system.

In order to improve both the **equity** and **adequacy** of the existing school finance program, USA will focus on legislation which would:

1. Provide an increase in the Base State Aid Per Pupil (BSAPP) to \$3700
AND
Assign an equity weighting factor of .036121 (the current weighting factor for 1800) to all districts whose enrollment is 1800 FTE students or above,
AND
allow the cap on Local Option Budget (LOB) to remain at 25% above the Legal Maximum Operating Budget.
2. Provide that for the purpose of computing state aid, a district be allowed to use the previous year's FTE enrollment or the current year's FTE enrollment which ever is the greater.
3. Provide that a local Board of Education may establish or increase the Local Option Budget by up to 3% per year up to a maximum of 10%. *Any portion of LOB above 10% would be subject to a protest petition.*
4. Provide funding for 100% of the excess costs of Special Education.

In addition to these major issues, USA would support legislation which would:

1. Increase the weighting factor for at-risk students to at least .10.
2. Lower the reimbursement for transportation from 2.5 miles to one mile.
3. Increase the weighting factor for Bilingual students to at least .50.
4. Provide for an increase in the general fund cash reserve. USA would support language which would allow increased flexibility in accessing the cash reserve fund.

USA would oppose any constitutional limitations on growth in the state general fund.

RATIONALE:

Base State Aid Per Pupil

Three straight years of static budget authority coupled with ever increasing fixed costs of doing business, plus the need to adequately compensate district employees have created a near crisis situation for Kansas school districts. A \$100 increase in BSAPP would equate to a 2.7% increase over a four year period.

Equity Weighting

The 1992 School Finance Act provided much needed relief for most Kansas school districts. However, it became quickly evident that there were still some districts, roughly those in the old fourth enrollment category, which were having difficulty providing an adequate education for children at the \$3600 Base Budget Per Pupil. While the low enrollment weighting system provided adequate funding for schools under 1900 FTE students, districts over that number have found it extremely difficult to operate. Those districts still have not been able to "catch up". Equity Weighting is an attempt to solve this on-going situation.

An examination of spending levels in schools over 1900 indicates that approximately \$3900 rather than \$3600 is needed to adequately educate a child. Under the low enrollment weighting system, approximately \$3900 is available to districts with 1600 FTE students. The lowering of the equity weighting index to 1800 FTE students is an attempt to get to that adequate (\$3900) figure. It is the USA long term position to continue to work toward lowering the index coupled with increases in BSAPP until something approaching adequacy for all Kansas school districts is achieved. Under the current USA position the equity factor of .036121 would apply to districts of 1800 FTE students and greater. The low enrollment weighting factors for districts of 1799 FTE students and fewer would remain unchanged.

25% Cap on Local Option Budget

Districts currently at 25% LOB will not profit by any changes in BSAPP unless allowed to maintain LOB at 25% above Base Budget Per Pupil.

Provision for Declining Enrollment

Districts experiencing an unanticipated decline in FTE enrollment need one year to plan for that decline.

Local Option Budget

Local Boards of Education should be able to determine the needs of the district and fund budgets accordingly. Allowing up to 10% LOB at a maximum rate of 3% per year subject to a vote of the local board would allow this flexibility.

Special Education Funding

Failure to fund Special Education at 100% of excess costs forces districts to transfer funds from resources needed for all children.

DON MYERS
REPRESENTATIVE, 82ND DISTRICT
SEDGWICK COUNTY
613 BRIARWOOD
DERBY, KANSAS 67037
(316) 788-0014 HOME



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
VICE CHAIR: TRANSPORTATION
MEMBER: ENERGY AND NATURAL RESOURCES

STATE CAPITOL BUILDING, ROOM 175-W
TOPEKA, KANSAS 66612-1504
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Testimony before the
House Education Committee
on February 7, 1995

Chairman Chronister, I appear before your Committee today because of a situation that my school district, USD 260, finds itself in after nearly three years under the 1992 School Finance Act. The State of Kansas assumed the major role of financing public education in 1992. The reason for this giant power shift to the state level was to answer a court order that some poorer districts were not able to provide reasonable educational benefits. A second but not compelling reason was to offer property tax relief to some sections of the state that were burdened by excessive mil-levy on their property.

Although the intentions of the 1992 Finance Act may have been honorable and justified, the results have been a disaster and destructive to a few school districts. My district, USD 260, is one of those few districts that has become victimized by the state takeover of school financing.

The Derby, Kansas school district is and has been the envy of most districts in central Kansas but we now find ourselves caught in a vise by the statutes which ensnared us in the 1992 Finance Law.

We are a fast-growing district and find our buildings full of students the day we complete a new building.

We are number six from the bottom in the 304 school districts in the amount of money spent per student and we are slowly falling behind.

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Because of our tight budget we are seeing some of our best teachers leaving our district to go just across the district lines to other districts where the pay is better. Maintenance on our buildings is falling behind schedule due to a lack of funding.

We are in a no win situation, trapped between what the state says we can spend and the inability to pass an LOB. Last week we lost on our third try to pass a 7.5% LOB.

I have two guests today who have traveled here from Derby to tell the District 260 story. Dr. Melva Owens, Superintendent of USD 260 and Carol Manning who is President of our School Board.

I thank the Chairman and the House Education Committee for providing this forum and I realize that your task is difficult, but if the inequity in the distribution of the available state funds for education is not addressed soon then we will be facing a greater inequity in distribution and availability of funds than existed prior to the 1992 School Finance Act.



Don Myers
Representative, 82nd District

School Finance
February 7, 1995
Dr. Melva M. Owens, Superintendent - Derby Unified School District 260
(316) 788-8410

"Achieving excellence is not a matter of chance, it is a matter of choice."

This quote holds true for Derby USD 260. For the past three years we have made the **choice** to achieve excellence in our education system, despite financial shortfalls. We have tried our best to "do more with less" and in some instances have succeeded. However, due to the financial constraints experienced by Derby as a result of the current School Finance Formula, USD 260 students and community have suffered--and it is only a matter of time until the "educational excellence" Derby is known for and prides itself on will be unattainable.

The Problem

Derby's financial difficulties began in 1988 with reclassification, which resulted in the loss of \$83 million from the district's assessed valuation. At that time, however, our local school board had the authority to "fix" the problem by establishing a mill levy that would sufficiently fund our educational program.

But in 1992 the Kansas Legislature took away the "local control" of school finance by creating a state-wide mill levy. However, in this first year of the new formula, local school boards did maintain some local control in the form of the Local Option Budget.

During this first year, which was the 1992-93 school year, Derby adopted a ten percent Local Option Budget in order to maintain the district's exemplary educational program. Local Option Budgets were not protestable during that first year.

However, in 1993 the rules changed. The Kansas Legislature changed the School Finance Formula to make Local Option Budgets protestable by local district patrons. This is when Derby's serious financial problems began.

In June 1993, Derby patrons turned down a request from the district for a 15 percent Local Option Budget. The funds which would have been generated by this Local Option Budget were to be spent on a well-planned and publicized five-year improvement plan. District staff and volunteers conducted a full-blown campaign in an attempt to win the Local Option Budget election, but the anti-tax sentiment won.

Over and over we heard the opponents of the Local Option Budget say that they were not opposed to education or to the efforts of Derby educators--they simply did not want a tax increase.

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As a result of the failed election in June 1993, Derby was forced to cut \$1.3 million from the 1993-94 school year budget (the amount equal to the 10 percent Local Option Budget from the previous school year).

Before cuts were made, a priority system was developed to identify areas for reductions. The priority system listed items not directly related to the classroom as the number one area for cutting, while the areas closest to the classroom were to be avoided.

Some of the areas cut included reducing the instructional materials budget by 60%, reducing the computer software budget by 15%, drastic reductions to staff inservice (including the elimination of all out-of-state travel), reducing the district's adult basic education and GED program, reducing the supply budget by 40%, reducing laundry services by 75%, eliminating bus routes which were not mandated by the State, and staff reductions in the Public Information Office and Operations Department.

In addition to making cuts, a new fee structure was implemented during the 1993-94 school year in order to generate revenue for the district. (Textbook rental fees were initiated in Derby at the beginning of the 1991-92 school year.)

Here is a sampling of the fees which were imposed in 1993:

Textbook Rental Fees were increased from \$19 for Kindergarten to \$25; and from \$35 for grades one through twelve to \$50.

Summer School Fees were increased to \$140 and Driver Education Fees to \$180.

A series of Student Activity Fees were also implemented. The fee to participate in any high school athletic program was \$55 per sport with the middle school Athletic Fee being \$30 per sport. Other activities from Cheerleader to Yearbook were also assigned fees which were paid at the time of enrollment.

A system was developed to provide waivers for students who qualified under income guidelines.

A Public Opinion Poll was conducted by a reputable research firm during the fall of 1993 to determine public support for a Local Option Budget. The poll revealed that there was support within the community for an LOB. Armed with the results of this poll and with no action from the Kansas Legislature in 1994, Derby again tried to gain approval of a Local Option Budget--this time a ten percent Local Option Budget. A protest petition was filed and an election was held on March 1, 1994. This election was also unsuccessful and resulted in budget cuts to the 1994-95 school year budget totaling \$831,260, including elimination of 30.35 staff positions, and the raising of textbook rental and student activity fees.

This current school year, parents paid Textbook Rental Fees of \$30 for Kindergarten and \$60 for all other grades; and high school athletic fees of \$70 per sport and middle

school athletic fees of \$50 per sport--with all other activity fees being increased by 20 percent.

Due to the increase in fees, Derby experienced a dramatic increase in the number of families applying for Free and Reduced Lunch--we assume this increase can be attributed to parents who used to feel able to provide lunch for their children, but now with the added burden of fees need assistance.

Again this school year Derby tried to gain approval for a Local Option Budget. Two very energetic and comprehensive campaigns had been held in attempts to pass the two previous Local Option Budgets at the polls. Since the numbers of voters did not increase from one election to another, district officials decided to use a mail-in ballot on this third Local Option Budget attempt--believing that by making voting more convenient more patrons would take the time to vote (of the 12,500 registered voters in USD 260 only 6,500 had voted in the two previous elections).

However, this strategy was not successful and just last week we were informed that our third attempt at a Local Option Budget had failed. And the budget cutting process has begun, again, in Derby.

The impact of three failed finance elections in Derby has been devastating. The community has been bombarded with facts and figures and misinformation by a loud, anti-tax opposition group. Strong education supporters have dedicated thousands of hours to campaigning for a cause that they passionately believe in, only to be told "no more taxes" by the electorate.

Budget cuts have had a negative impact on every aspect of education in Derby--though we do have many measures of success in our district, including the recent selection of two Derby teachers and one Derby school as recipients of Golden Apple Awards from the Wichita/Sedgwick County Business Education Success Team. But great sacrifices have had to be made to attain this high quality and without proper financial support, the quality will **not** be maintained.

And the financial impact of holding elections has also been a burden on the district's budget--though a successful election would have offset the cost of an election.

What Does Derby Want?

Now that I've given you an overview of how the current school finance formula has adversely affected Derby, let me briefly tell you what I think you can do to assist us.

Please consider the inequities caused by this formula, particularly when funding school districts the size of Derby. The amount we receive per pupil has remained the same for

four years (\$3,600), we haven't been able to pass a Local Option Budget, and our expenses have risen--insurance premiums and the cost of supplies have skyrocketed!

Derby currently ranks 298 out of 304 Kansas school districts in per pupil expenditure.

I believe that three changes in the formula will help Derby:

1. Increase the per pupil allocation from the State. As long as the per pupil allocation remains at \$3,600 and costs continue to rise, districts like Derby will be forced to make budget cuts which ultimately hurt students.

2. Consider redistributing the current funds available for schools. Though I don't wish any difficulties on smaller school districts, the fact remains that there is no proof that small school districts require substantially more money per pupil than medium and large size school districts, particularly at the elementary level. Furthermore, school districts which do not receive low enrollment weighting are educating 63 percent of the students in Kansas. A classroom of students in Derby receives \$101,136 less than the same classroom of students in Dexter!

3. Make all or a portion of the Local Option Budget non-protestable. This would allow local school boards some authority to regulate their own budgets. And patrons would still have a voice during local school board elections--if voters aren't happy with the decisions made by school board members, then they can simply "vote them out of office." Isn't that how representative democracy is supposed to work?

Closing

You may be asking yourselves why I'm speaking before you today. Many of you are aware that as of June 30, 1995, I will no longer be superintendent in Derby because I have accepted a position with the College of Education at Wichita State University.

I'm here because I want what's best for kids. Education has been my life since I was a child in a one-room school house. I truly believe that we must do everything in our power to ensure that **all** the children of Kansas receive the best education we can provide.

That can't happen in Derby unless you do something to change the school finance formula.

Thank you.

School Finance
February 7, 1995

Carol Manning, parent & Board of Education President, Derby Unified School District 260
(316) 788-5479

Do public schools cost too much?

Before you answer that question, consider these figures from the U.S. Census Bureau:

- Average earnings of high school dropouts: \$492 a month.
- Average earnings of high school graduates: \$1,077 a month.
- Average earnings of those with vocational degrees: \$1,237 a month.
- Average earnings of those with professional degrees: \$4,961 a month.

Without even taking into account the relationship between education and unemployment, crime and prison terms, one thing is clear:

Education doesn't cost. It pays!

(These remarks are taken from an article provided by the Iowa Association of School Board's Public Relations Service/Fall 1994.)

As a School Board member and parent, I truly believe that education pays!

Today, I welcome the opportunity to provide the parent perspective of the obstacles facing our educational system.

What's happened in Derby?

During the past four years, great changes have occurred in Derby USD 260. Parents are acutely aware of the financial difficulties of the district because we have been asked to shoulder an ever-increasing percentage of the burden! And, in the beginning, we did so willingly.

In August of 1991 the Derby school board approved the charging of textbook rental fees. The fees were implemented in response to a growing number of individuals in our community who expressed a desire to have parents contribute more financially to the educational system than individuals who do not have children enrolled in the school system. Parents did not object--in fact many agreed with the philosophy behind textbook rental.

However, with the change in the school finance law and the subsequent loss of three Local Option Budget elections, Derby has had to find additional ways of creating revenue to fund the educational program. In addition to budget cutting, which I'll address later, textbook rental fees have been increased 60 percent and Student Activity Fees have been implemented.

All in an attempt to maintain existing programs. This fall, for every activity there was a charge--athletics-\$70; vocal music - \$8; textbook rental - \$60 and the list goes on and on.

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It was not uncommon to find parents spending hundreds of dollars to enroll children. And, though parents may have agreed with the philosophy behind textbook rental fees, it is evident that they have become overburdened with fees levied during the past two years.

Even more alarming than increased fees, are the budget cuts which have resulted in the losses in our academic programs. This past year, after a failed LOB attempt, elementary art, music and physical education were reduced in Derby. Teaching positions in these areas were eliminated. As a final phase of an earlier bond project, we opened a new building (Derby Sixth Grade Center), and were not able to add teaching positions for these areas or staff for the school's library. Rather, instruction at the eight elementary schools was reduced to provide limited services for Derby sixth's graders. Revision of the middle school program to absorb staff cuts led to the loss of reading as a core curricular area and increased class sizes.

District supported enrichment programs at all levels, excluding those funded by grants, have been lost. Field trips, once a common extension of the education program in Derby, are a thing of the past. Science and Math Clubs have been curtailed due to lack of funds. And the once popular summer enrichment classes are no longer offered. In fact, any course scheduled outside the regular academic year must now be self-supporting or is not offered.

Classroom supply cabinets are bare. Parents are being asked over and over to send supplies to school with their children--supplies like glue, cotton balls, and construction paper, that used to be provided by the school district.

Staff salaries have been adversely impacted by the budget cuts. For the past two years, staff salary increases have been funded through cuts in the budget to non-salary items and staff reductions. We have truly "robbed Peter to pay Paul!" The salary negotiations process becomes more strained each year as there are fewer and fewer places to cut.

And worst of all, we've seen the morale of staff, especially our teachers, become so low that many quality staff members have left Derby and gone to districts where funds are available for supplies, enrichment and salaries.

Our academic program and our kids have suffered. As we've fallen from spending approximately \$4,700 per pupil in 1991 to our current per pupil expenditure of \$3,712. With our most recent LOB loss, it appears we face yet another round of cuts to finance education in Derby.

What do I want?

I told you that I am speaking to you today as a parent, so I'll leave you with what I want as a parent for my children.

I want my children to receive a progressive education. By "progressive" I mean one that provides all the skills they need to meet the challenges which await them in the future. I want them to be competent in math, science, communication, and technology. I want them to have the opportunity to participate in student activities and enrichment programs which will help them become well-rounded individuals.

In short, I want my children to have the **best** education possible.

But they can't have the best nor can any student in Derby, when such gross inequities exist in the school finance formula. What is equitable about Derby spending \$3,712 per pupil while a low enrollment district in Kansas spends \$10,303 per pupil?!

Please seriously consider raising the base funding per pupil and redistribution of funds so that low-enrollment districts don't have an advantage over medium and large sized districts.

The parents of Kansas are relying on you to ensure that our children receive the education they need to be competent, happy adults, and responsible, informed citizens.

TESTIMONY OF
Dr. Richard A. Gregory, Superintendent
Emporia USD #253
HOUSE EDUCATION COMMITTEE
February 7, 1995

On behalf of USD #253, let me thank each of you for the opportunity to speak to your committee today concerning school finance. I know how valuable your time is so I will be brief and to the point. The major items I will present today deal with the base state aid per student, at-risk weighting, bilingual weighting, transportation weighting, and enrollment weighting.

As we are all aware, the base state aid funding per pupil has not changed since enactment in 1992. Kansas school districts, such as Emporia, have been absorbing the increased costs of doing business with zero budget growth authority. We are losing enrollment in K-4 while gaining 100+ bilingual students yearly, K-12. We have not been successful in implementing the Local Option Budget with the taxpayers of USD #253. While our costs have increased 10-25% in some areas, our board of education has had little local control or flexibility over schooling decisions as they are impacted by budgeting authority.

Therefore, we are asking this committee to support a \$100 increase in the base state aid per pupil beginning in 1995-96 school year. The fiscal impact of this action is calculated at \$54 million for all 304 school districts, according to KSDE. In Appendix A we have provided a list of reductions, eliminations, and deferred financial actions for USD #253.

In direct relationship to student base funding, the numbers of at-risk children continue to increase with minimal funding to develop programs for these students. The current weighted factor of .05, lowest in the nation, is inadequate to provide services to today's troubled youth. We encourage this committee to support increasing the at-risk factor to .10 beginning in 1995-96. The fiscal impact of this request is \$3.87 million per .01 increase, totaling \$19.35 million for all 304 school districts. If you will refer to Appendix B, we have shown the numbers of at-risk students in USD #253 as per KSDE Audited Enrollment on January 31, 1995.

Educational services for our growing bilingual population continues to siphon funds from our general fund budget to meet this yearly challenge. As mentioned in the opening statements, USD #253 is gaining 100+ bilingual students per year. Many of these students arrive direct from Mexico and English is rarely if ever spoken in their homes. While we

have a good working relationship with IBP to reach into the homes, USD #253 is responsible for the formal schooling of their school-age children. We are spending over double the state funded amount required in excess costs to educate bilingual students in our school district.

We are asking the committee to consider raising the bilingual weighting factor from .2 to .5 beginning in the 1995-96 school year. The fiscal impact of this request is \$2.7 million for all 304 school districts. Again, we have provided numbers and figures in Appendix B to explain our situation in Emporia. Of course, cities such as Garden City, Dodge City, Topeka, Wichita, and Kansas City would have even larger numbers and costs associated with bilingual education.

Getting children safely to schools is certainly a concern for all Kansans. Many of the school districts in Kansas are transporting students well within the 2.5 mile radius of the attendance center, without state reimbursement. We do this primarily for safety reasons and at the request of local patrons of the school district. With high speed highways and roadways crisscrossing our urban, suburban, and rural cities, this is a potential tragedy waiting to happen. Therefore, we are asking the committee to consider lowering the reimbursement for transportation from 2.5 miles down to one mile. The fiscal impact of this request is

\$22.5 million for all 304 school districts. Appendix B details the transportation situation in Emporia with related numbers and costs.

In summary, we would encourage the committee to continue the study of enrollment weighting. Please understand that we are not asking you to take money away from small districts and give it to larger districts. There are probably very few school districts in Kansas that are receiving more than they need. While the Supreme Court ruled this factor constitutional, the concepts of adequacy and equity are open to discussion. We would support the enrollment weighting factor of .36121 FTE to all districts above 1800 FTE and allowing the Local Option Budget to remain at the 25% cap above the legal maximum operating budget. The fiscal impact of this request is \$38 million for all school districts above 1800 FTE.

Thank you for allowing the concerns of USD #253 to be heard in your committee meeting today. I would be happy to answer questions regarding our testimony.

APPENDIX A

The following are eliminated, reduced or deferred expenditures - USD #253.

* Deferred Cost Textbooks	75,000
* Reduced Seasonal Program SACCT 1520 & 2135	8,000
* Deferred Remodel Projects 6th Center + Kansas Avenue	120,000
* Reduced Travel SACCT 4200-4300	10,000
* Reduced Athletic/Activity Budget SACCT 2340 to 2380	37,000
* Eliminated Life Ed. Center	9,720
* Eliminated Parents As Partners	7,250
* Reduced Arts Council	3,000
* Eliminated Young Author's Workshop	2,500
* Reduced Committee Work	15,000
* Eliminated Student Insurance	16,570
* Reduced Building Budgets	60,000
* Reduced Staff Recognition Dinner	3,600
* Reduced Technology Expenditures SACCT 1750 & 3160 92-93 to 94-95	120,000
* Eliminated Transfer 1994-95 Adult Ed	20,000
* Reduced Transfer 1994-95 Capital Outlay	315,000
* Reduced Transfer 1994-95 Driver Ed	30,000
* Reduced Transfer 1994-95 Inservice	32,000
* Reduced Transfer 1994-95 Summer School	30,000
* Reduced Transfer 1994-95 Special Ed	105,000
* Reduced Transfer 1994-95 Transportation	<u>37,000</u>
Total	1,056,640

APPENDIX B

Weighted Enrollment Data

At-Risk Weighting: 1/31/95 - KSDE

<u>Number of At-Risk Students</u>	<u>At-Risk Weighted FTE</u>	<u>At-Risk Funding</u>
1408	70.4	\$253,440

Bilingual Contact Hours: 1/31/95 - KSDE

<u>Contact Hours</u>	<u>Weighted FTE</u>	<u>Bilingual Funding</u>	<u>Actual USD #253</u>
586.7	19.6	\$70,560	\$144,820

Transportation Weighting: 1/31/95 - KSDE

<u>Transported Students</u>	<u>Weighted FTE</u>	<u>Trans. Funding</u>	<u>Actual USD #253</u>
Miles 2.5+ 1,588	157.8	\$568,080	\$763,703
Miles 2.5- 779			

Audited Enrollment: 1/31/95 - KSDE

<u>Total Weighted FTE</u>	<u>Computed Gen. Fund</u>	<u>Adopted</u>
4,887.6	\$17,595,360	\$17,543,160

APPENDIX C

Summary of Fiscal Impact

Base State Increase to \$3700	\$54,000,000
At-Risk Increase to .10	\$19,350,000
Bilingual Increase to .5	\$2,700,000
Transportation to One Mile	\$22,500,000
TOTAL WEIGHTED AND BASE INCREASES	\$98,550,000

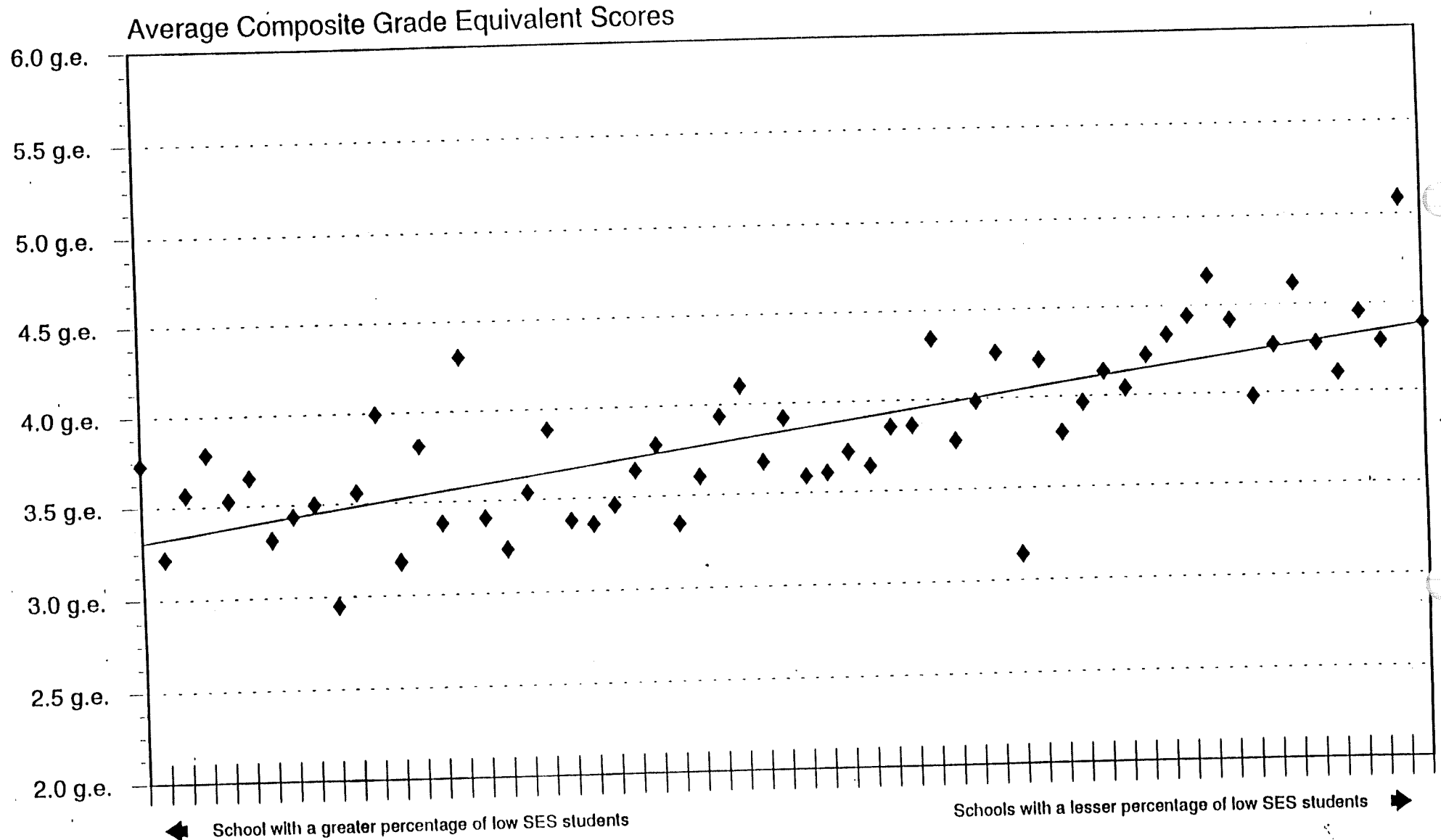
Dr. Larry Vaughn
USD 259

“THE REALITY IS THAT POOR CHILDREN, ESPECIALLY THE POOR MINORITY CHILDREN, ARE SOMETIMES PORTRAYED AS HAVING MADE SATISFACTORY PROGRESS WHEN THEY’RE ACTUALLY NOT CLOSE TO MASTERING BASIC SKILLS.”

House Education
Attachment 6
2-7-95

Wichita Public Schools

ITBS Composite Scores for Elementary Schools Ranked by Percentage of Low SES Students Third Grade in 1992-93



Low socio-economic data is based on the percentage of students participating in the Free or Reduced Lunch program in 1992-93.

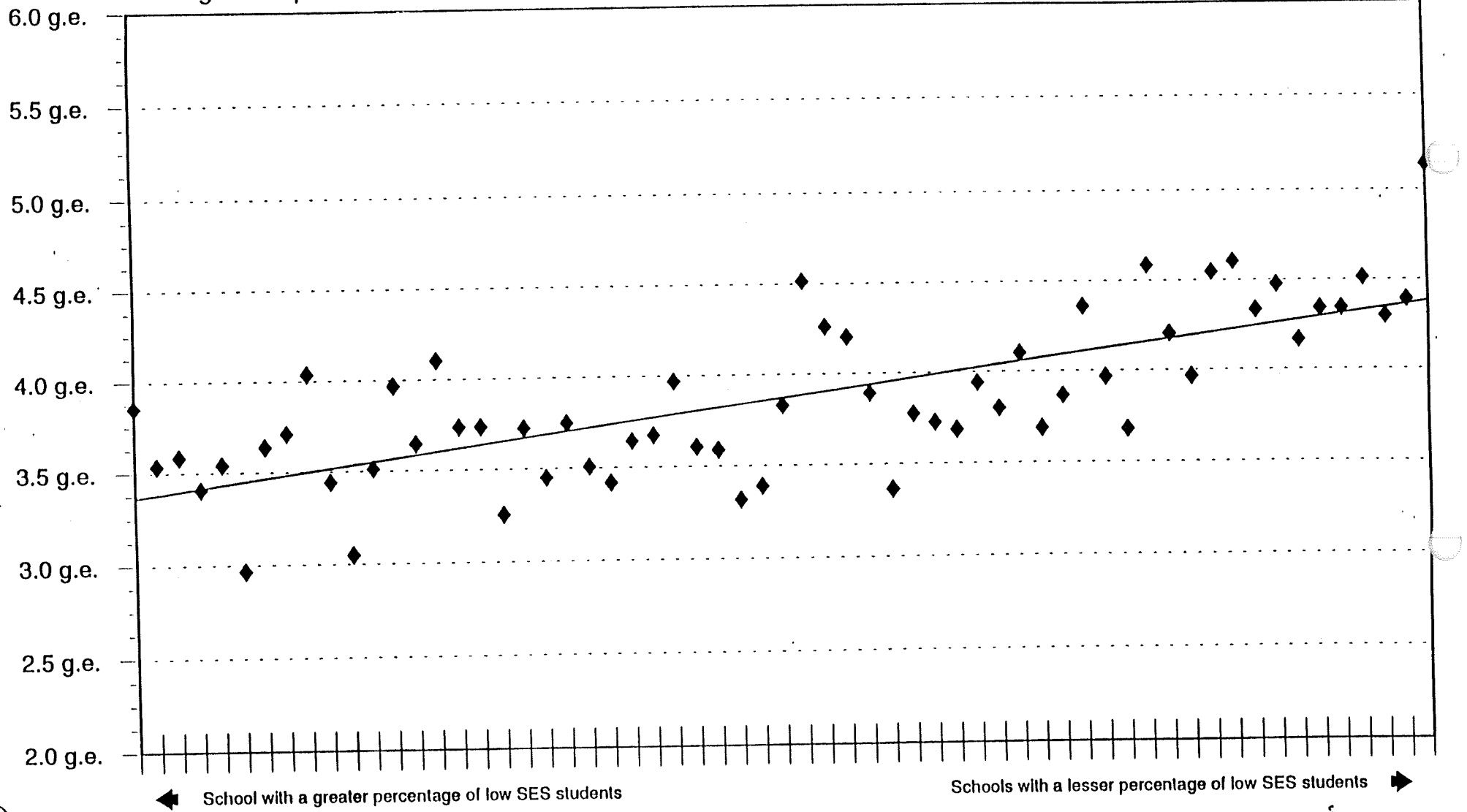
Prepared by Quality Improvement Services 8/19/94

6-2

Wichita Public Schools

ITBS Composite Scores for Elementary Schools Ranked by Percentage of Low SES Students Third Grade in 1993-94

Average Composite Grade Equivalent Scores

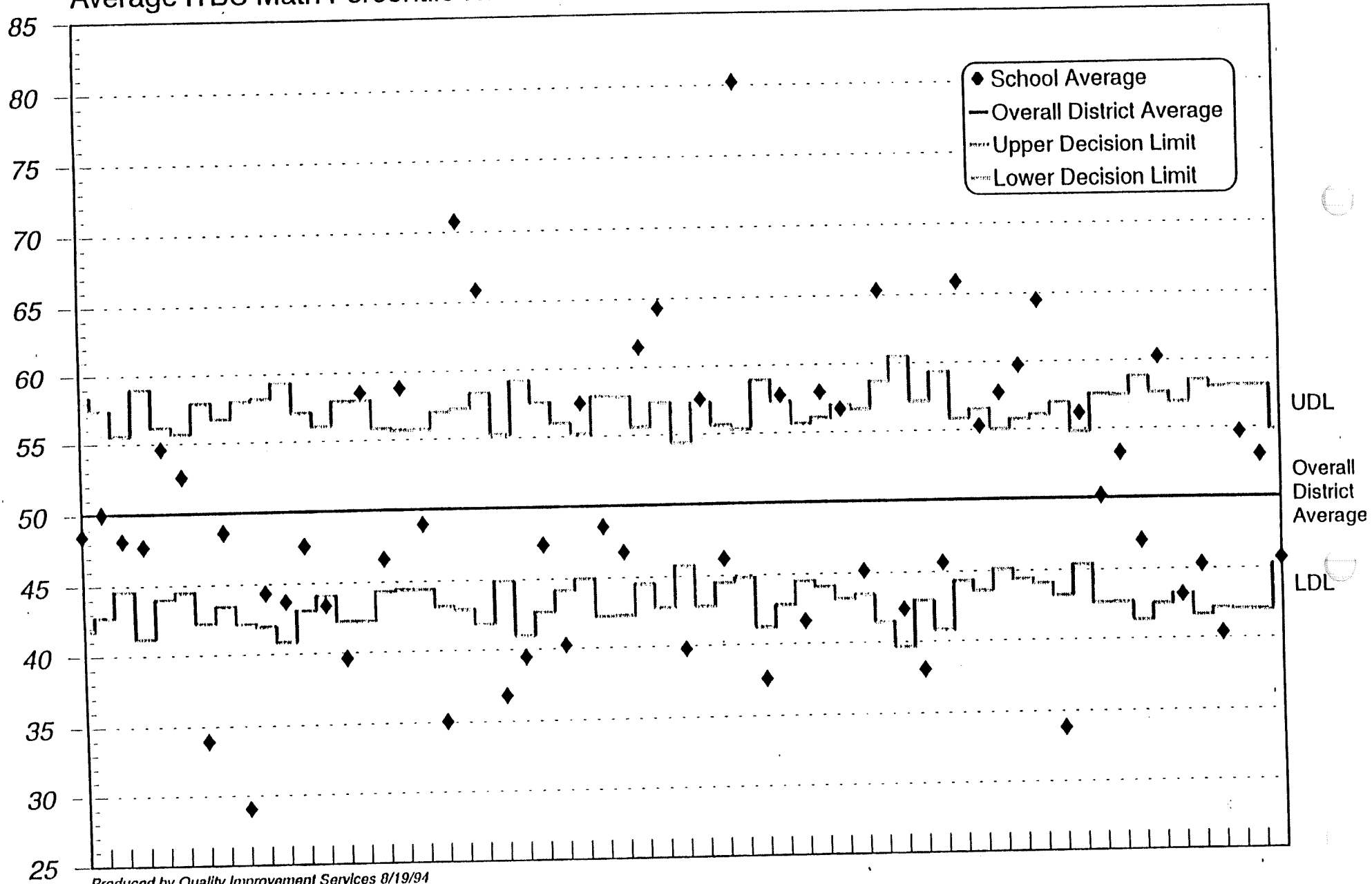


6-9

Low socio-economic data is based on the percentage of students participating in the Free or Reduced Lunch program in 1992-93.

Analysis of Means for 1992-93 ITBS Math Scores All Elementary Schools - Grades 3, 4, & 5

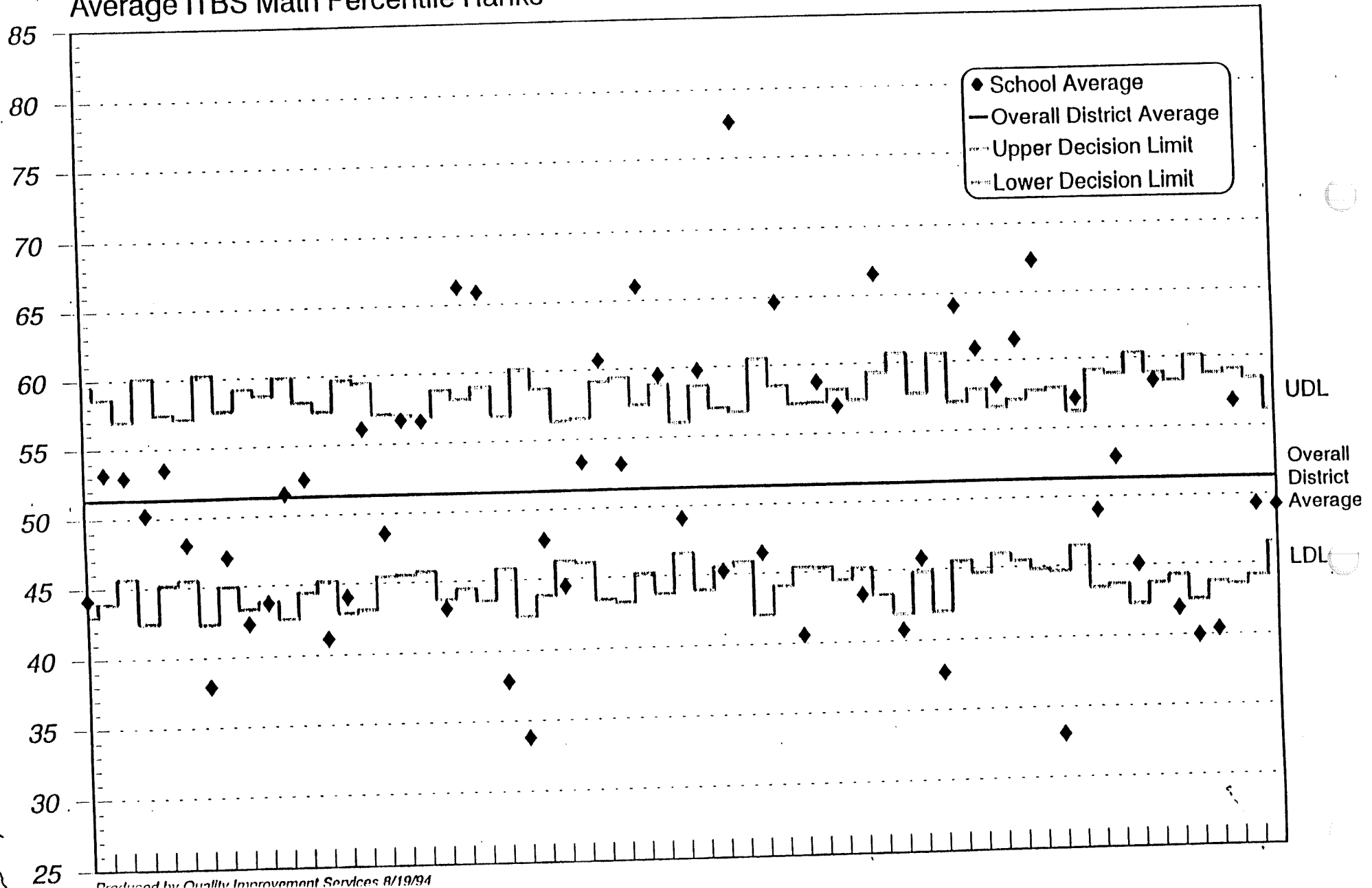
Average ITBS Math Percentile Ranks



64

Analysis of Means for 1993-94 ITBS Math Scores All Elementary Schools - Grades 3, 4, & 5

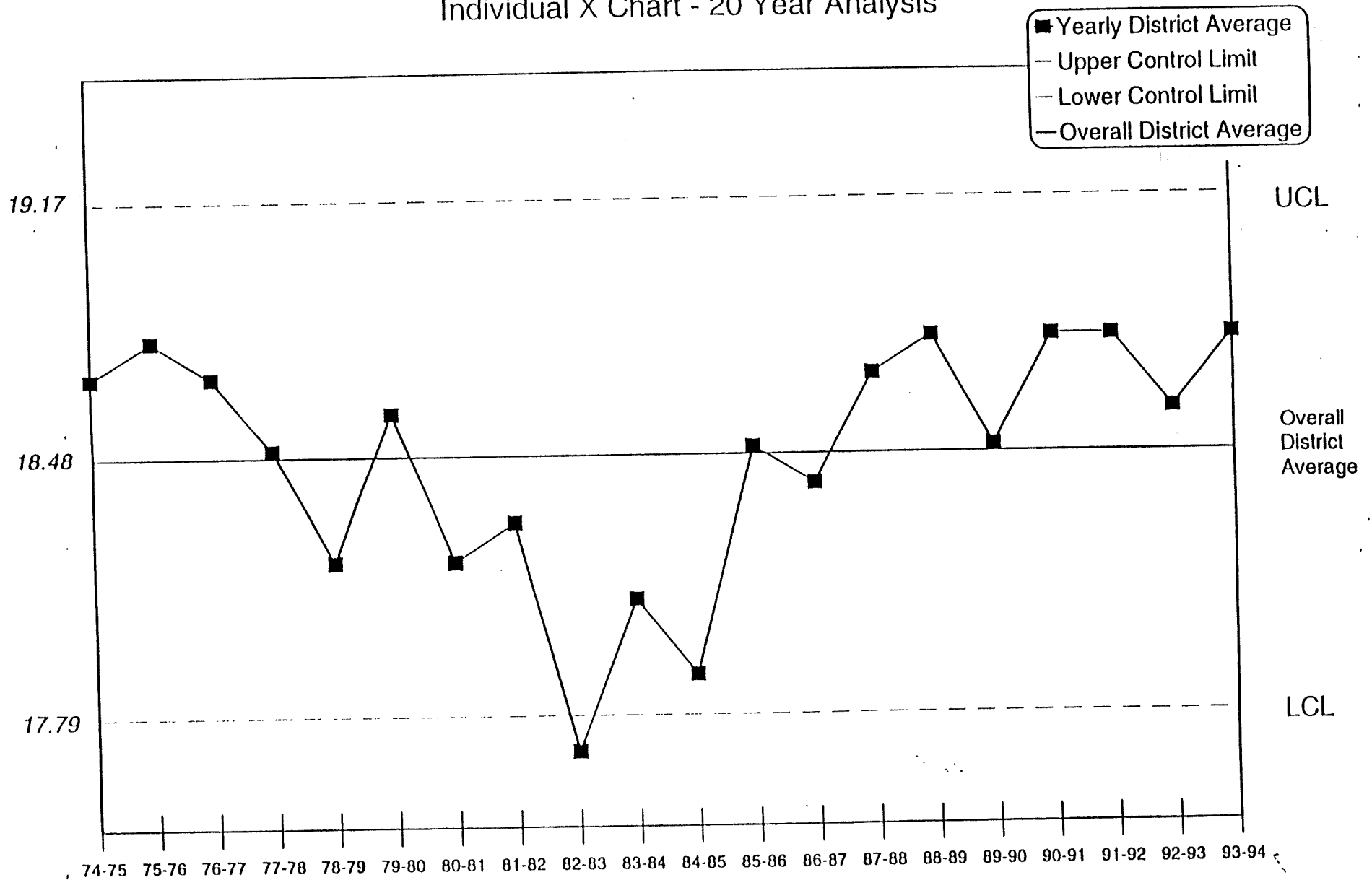
Average ITBS Math Percentile Ranks



6-9

Wichita Public Schools Composite ACT Scores

Individual X Chart - 20 Year Analysis



9-9

In 1989 ACT altered the scoring method for the ACT test. To achieve comparability over time, scores from 1989-90 to 1993-94 have been

School Year

Produced by Quality Improvement Services 8/26/94

IN EDUCATION, UNRELATED
ACTIONS HAVE
RELATED CONSEQUENCES.

Unknown

CURRICULUM ALIGNMENT

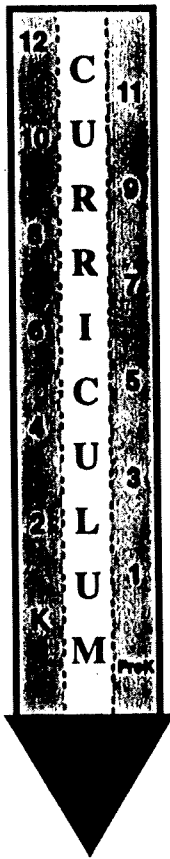
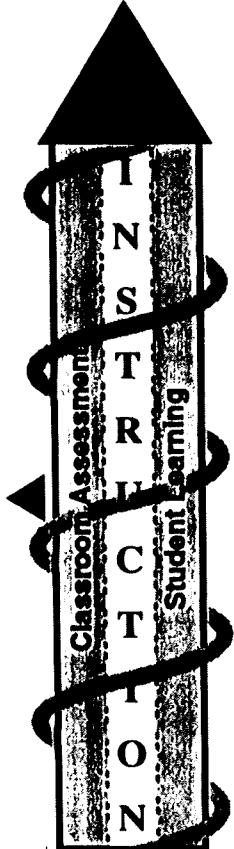
Mission
 ↓
 Standards
 ↓
 Competencies
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Reports to Parents, Students and Teachers

Reports to Board of Education, Parents and Community

When?
How?

What?
Why?

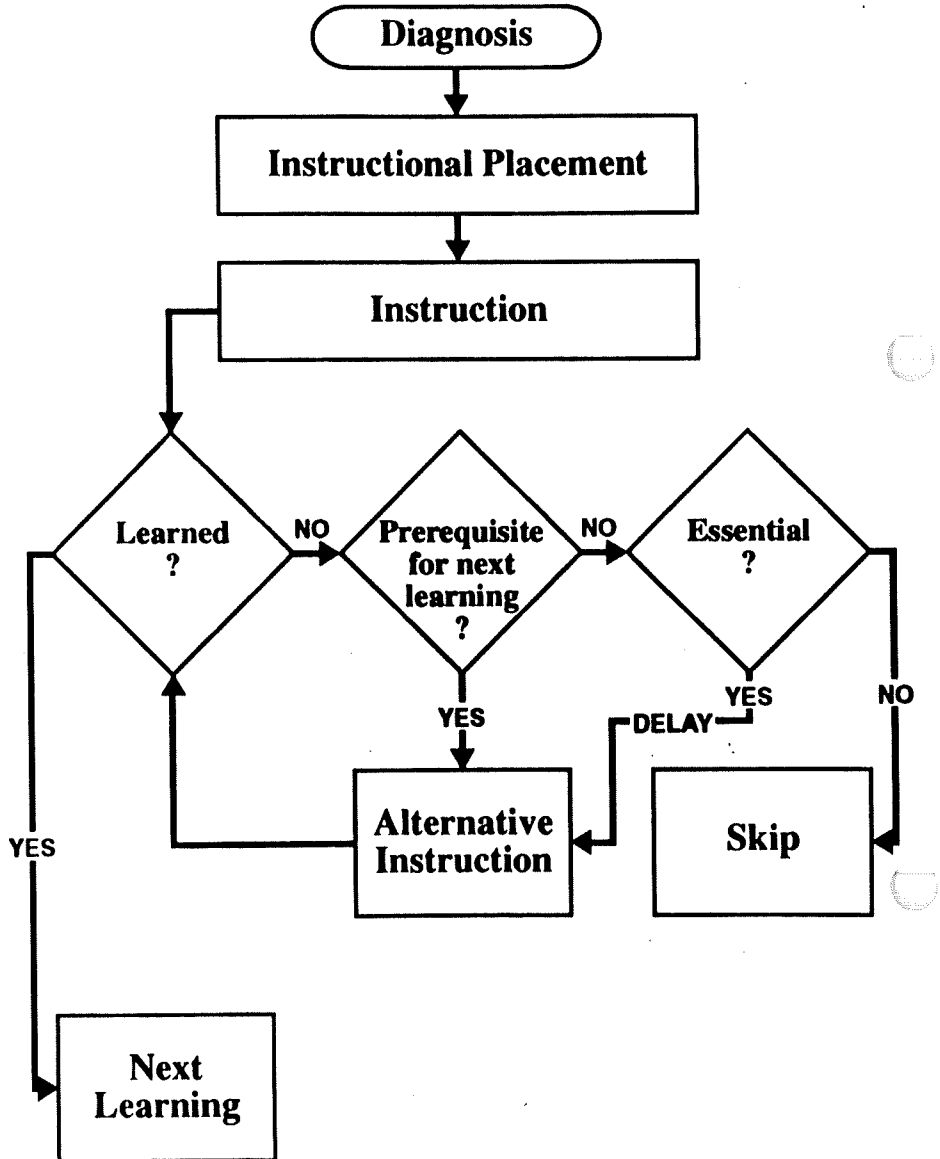


District Assessment ▶
 District Assessment ▶
 District Assessment ▶
 District Assessment ▶

Formative Assessment for Improvement of Student Learning

Summative Assessment for Improvement of Curriculum

INSTRUCTIONAL MODEL



8-9

THREE ACTS OF COURAGE

1. Face the harsh reality.
2. Determine our own contribution to the problem.
3. Issue authentic statement in the face of disapproval.



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

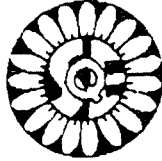
Craig Grant Testimony Before
House Education Committee
Tuesday, February 7, 1995

Thank you, Madame Chairman. I am Craig Grant and I represent Kansas NEA. I appreciate this opportunity to speak on both HB 2258 and HB 2259.

Both of these bills move us toward goals our task force developed and that we handed out last week. HB 2258 increases the base budget per pupil, which is important, and HB 2259 increases support for at-risk programs. We support both concepts.

Before HB 2258 would pass, I believe that the LOB would need to be dealt with either with a float or a "modified float" as we proposed. Other weighting factors could also be added to HB 2259 to improve the bill.

These two bills contain important concepts which we believe need to be passed this year, and because of that, we support their inclusion in any bill we might pass in this Committee. Thank you for listening to our concerns.



Schools for Quality Education

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

Date: February 7, 1995
To: House Education Committee
Subject: HB 2258 -- School district finance, increasing base
 state aid per pupil
From: Schools For Quality Education

Madam Chairwoman and Members of the Committee:

I am Jacque Oakes representing Schools For Quality Education, an organization of 113 small school districts.

We are submitting written testimony in favor of HB 2258 which would increase the base state aid per pupil from \$3,600 to \$3,700.

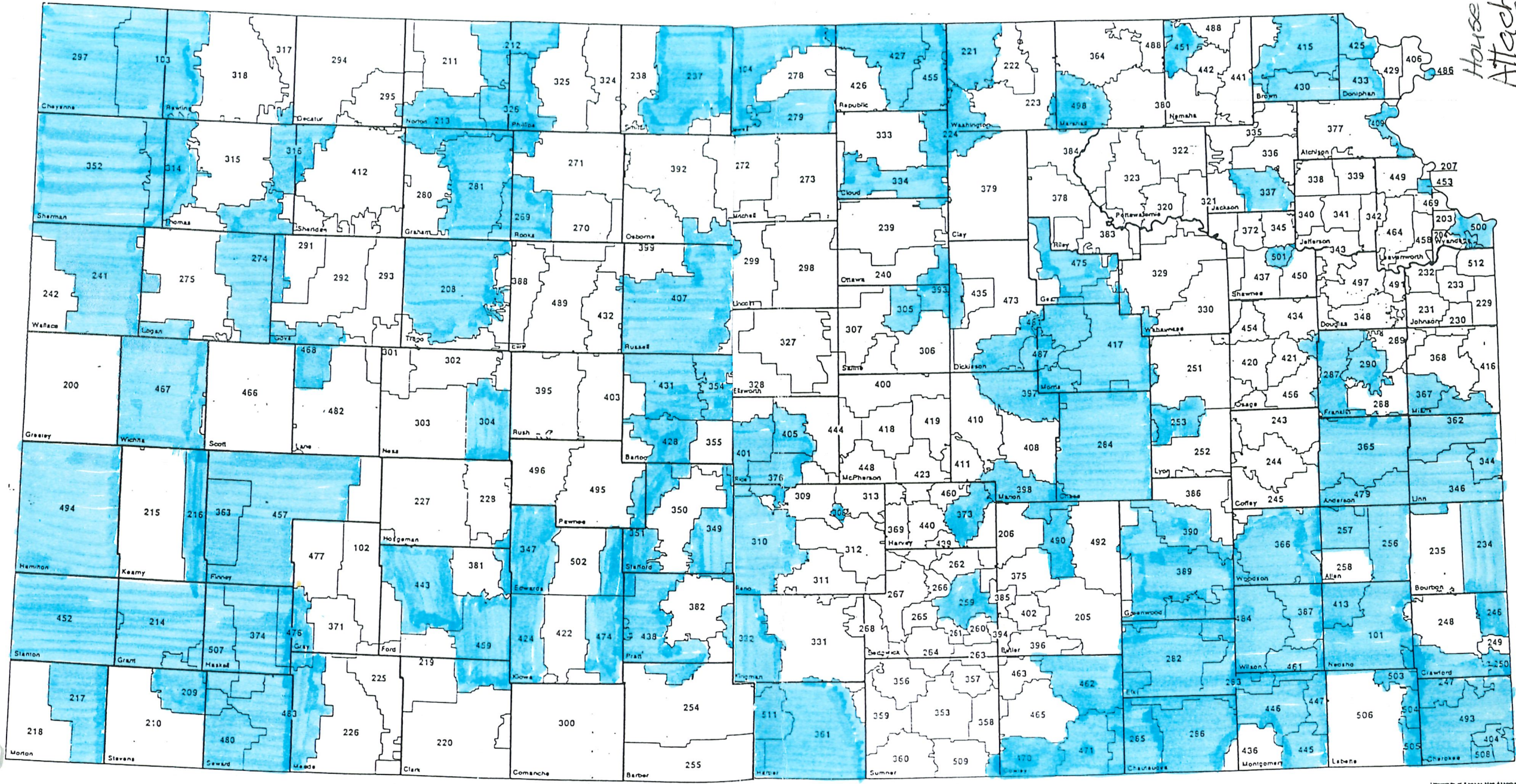
An increase in the base has long been one of our priorities. School districts have continued school improvements now well into the fourth year without any increase in the general fund, and the general fund continues to be drained by other programs that are not fully funded. This increase would encourage and reinforce continued school district improvements.

Thank you for your time and your consideration of a favorable vote for HB 2258.

"Rural is Quality"

House Education
Attachment 8
2-7-95

KANSAS UNIFIED SCHOOL DISTRICTS



House Education
Attachment 9

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

**300 S.W. 10th Avenue
Room 545-N -- Statehouse**

Phone 296-3181

January 25, 1995

TO: Representative Bill Reardon

Office No. 327-S

RE: State Pupil Weights Plans for Compensatory or At-Risk Education

This is in response to our recent conversation concerning state aid programs that include special weights as adjustments to the state's principal school funding mechanism.

You recalled this subject had been covered in a 1993 staff memorandum prepared for the Kansas Commission on School District Finance and Quality Performance of which you were a member. You asked me to update the information contained in the memorandum concerning compensatory and at-risk pupil weights program.

There are some limitations concerning the information contained in the 1993 memorandum and this update that I want to call to your attention.

1. The material contained in the 1993 memorandum initially was drawn from the publication *Public School Finance Programs in the United States and Canada, 1990-91*, American Education Finance Association. That document was used to identify the states using pupil weights systems. Efforts were then made to update the information for the 1993-94 school year. As a consequence of using this methodology, it is likely that any state that since 1990-91 had moved to a pupil weights approach would not be included. Kansas would be an example of one state having made such a change.
2. Due to the complexity of state school funding schemes, it is not always simple to classify a state's recognition of a compensatory or at-risk aid program as a pupil weight approach. As a result, some might argue with certain of the classifications made for purposes of this memorandum.
3. Remember that the memorandum focused on the pupil weight approach to address the higher costs associated with education of at-risk pupils. Most, if not all, states, in some manner, subsidize the education of at-risk pupils.
4. Because of the great variation in the school funding mechanisms among states, similar percentage adjustments can mean quite different things in actual dollar

House Education
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2-7-95

Representative Reardon

- 2 -

terms. Nonetheless, the percentages can be viewed as instructive as to the relative value state's assign to the funding formula element.

Shown below is the material on compensatory and bilingual pupil weights contained in the 1993 memorandum and any changes made for application in the 1994-95 school year.

I hope this information is useful you. Please contact me if I may be of further assistance to you.

Ben F. Barrett
Associate Director

BFB/pb

Enclosure

PUPIL WEIGHTS PROGRAMS FOR COMPENSATORY OR AT-RISK EDUCATION

State	Definition of Category	1993-94 School Year Weight	1994-95 School Year (Revisions from 1993-94) Weight
Florida	Dropout prevention (based upon a written plan and must meet legislative criteria). Weights are revised annually, based on school district cost data. The cost data are averaged over a three-year period so as to reduce the impact of the changes that occur from year to year.	1.615 (In effect, the additive weight is 0.615.)	1.571 (In effect, the additive weight is 0.571.)
Georgia	Achievement test scores in reading and mathematics.	1.30975000 (In effect, the additive weight is 0.30975.)	1.30255 (In effect, the additive weight is (0.30255.)
Illinois	Federal Chapter 1 eligibles (There also are some categorical aid programs. The reading improvement program eligibility is specified by the Chapter 1 count.)	Variable weight 0.0 to 0.625, depending on number of Chapter 1 eligibles in district relative to the state-wide concentration.	No change
KANSAS	Eligible for free lunch under the National School Lunch Act.	0.05	No change
Kentucky	Eligible for free lunch under the National School Lunch Act.	0.15	No change
Maryland	Federal Chapter 1 eligibles.	Per pupil amount based on 25 percent of basic aid level; prorated based on funding available; then adjusted by use of a wealth equalization formula.	No change
Minnesota	AFDC pupils.	Variable added weight of 0.0 to 0.65 (linear schedule), depending on concentration of AFDC pupils in district. Once the AFDC concentration reached 11.5 percent, all such children are counted at 0.65.	No change
New Jersey	Eligible for free lunches or free milk (referred to as aid for at-risk pupils).	Preschool to Grade 5 Grades 6-8 Grades 9-12	No change

10-3

State	Definition of Category	1993-94 School Year Weight	1994-95 School Year (Revisions from 1993-94) Weight
New York	For several years the state assigned a weighting of 0.25 based upon students who fell below the state standard on the New York Pupil Evaluation Program (PEP) assessments. That practice is now discontinued. In 1993-94, there is an "extraordinary needs" component of the state's comprehensive operating aid program. This support, which involves state and local sharing, is based upon the number of children eligible for free lunches (in the absence of these data, PEP test score data are used), plus the number of limited English Proficiency Students, plus a sparsity factor. To some degree, school districts must show that the revenue is spent for at-risk programming. My understanding is that spending flexibility may increase based upon improved school performance involving at-risk children.	0.25	No change
Oregon	Number of children ages 5-18 in poverty families based on the 1990 federal census, adjusted by the number of students in the year of aid distribution divided by the number of poverty students in the district in 1990, plus the number of children in foster homes, plus the number of children in state recognized facilities for neglected and delinquent children.	0.25	No change
	There also is a weight for teenage parents who participate in a teen parent program.	1.0	No change
Texas	Pupils who participate in free or reduced lunch program.	0.20	No change
	Pregnant teenager (self-contained).	2.41	No change

10-01
fi-11

State	Definition of Category	1993-94 School Year Weight	1994-95 School Year (Revisions from 1993-94) Weight
Vermont	The proportion of resident students in each school district with a family unit receiving food stamps is given an additional weight. This additional weight is calculated from a base which uses weighted regular enrollment (so a <u>weighted</u> number is adjusted to add another weighted number).	0.25	No change

SPOTLIGHT

KANSAS CITY, KANSAS PUBLIC SCHOOLS'



VOL. 1, NO. 1 • KANSAS CITY, KANSAS PUBLIC SCHOOLS • 625 MINNESOTA AVE. • KANSAS CITY, KANSAS 66101

QPA's intent: Improve student performance

You may have heard and read lately about QPA and what it means for all accredited schools in Kansas.

QPA stands for Quality Performance Accreditation and it focuses on improving students' academic achievement.

The QPA plan was initiated by the state Board of Education five years ago. During the 1991-92 school year, Wyandotte High School, West Middle School and T. A. Edison Elementary School were pilot schools. This year, all of our schools are involved with QPA.

"Before QPA, accreditation had nothing to do with how well students were learning," explained Steve Gering, principal at West.

Gering said in the past, the state accredited schools according to such things as how many books were in the library, how much money was spent per student, how much was spent on transportation and maintenance, and how many hours in the school day.

"QPA will accredit schools on how and what students are

learning," Gering said. "The process will look at student test results, grades, attendance, discipline, and community and parental involvement.

"QPA means each school will be judged by how well all of its students are doing in math, science, social studies, reading and writing," explained Flora Anderson, principal at Douglass Elementary School.

Anderson said schools have been made responsible for identifying learning goals for the success of all students.

Those goals are reached by involving the school community through School Site Councils. The council is responsible for targeting areas such as reading, math, and writing for student academic improvement.

Jim Jarrett, director of secondary education, said informing parents about QPA is the first step a school must follow. Next, he said, comes identifying a mission statement.

"The mission statement provides the focus for the school's intent and its activities," Jarrett said.

According to Jarrett, a school profile comes next. Information about how well students are doing on tests and in the classroom is looked at and decisions are made regarding what needs to be improved so that students become more successful. The next step is the development of a school improvement plan which spells out exactly how student achievement will be met.

Schools will be evaluated on how well they are meeting the goals each has established for their students. The focus of QPA becomes a continuous improvement plan, because once the schools have been evaluated either new goals are established or established goals are adjusted.

House Education
Attachment 11
2-7-95

Project Intervention inspires hope for middle school students

An intervention program at Northwest Middle School has taken students from what some had labeled as failing to what they now describe as amazing achievers.

Floyd Wilson and Donnell Harrell are teachers in the Project Intervention program which started last spring. Wilson described the 25 students in the program as being "on the brink of failure" because of behavioral and academic problems.

Harrell works with the seventh-graders while Wilson works with the eighth-graders.

In both classrooms, English, math, science, social studies and reading teachers each have 45 minutes during the day for instruction. Wilson and Harrell spend the remainder of the day

helping students learn to modify their behavior and improve their respect for teachers and for one another.

Harrell said their mission is to keep students in school and to further their educations. He believes the program is beginning to have an effect on those who have had problems in the past.

Eighth-grader Jeremy Freeman is one of Wilson's shining examples.

"My grades have changed from Fs to As," Freeman said. "He (Mr. Wilson) is strict but he treats us with respect and he's there for us if we need help."

Wilson, who had taught physical education for the KCK district and at-risk students in Wichita, said the program's goal is to put students back in the regular classrooms.

"You change students' attitudes by building a bond with them, talking about life and helping them maintain a positive attitude," Wilson said.

"He helps me with my attitude, behavior and temper," explained Willie Ford. "I was suspended all the time last year, but now I'm making good grades."

Wilson and Harrell said their work takes a lot of nurturing and time outside the classroom with students.

"We take time to play basketball or to have a pizza together," Wilson said. "We talk about success in life and how they must control their attitudes to be successful in life."

"Mr. Wilson always says, 'In order to succeed in this world you've got to have an education,'" stressed Angelo Griffin.



February 7, 1995

To: Chairmen Rochelle Chronister and Members of the House Education Committee
From: Dr. Steve Henry, General Director of Planning and Evaluation
Subject: Testimony Concerning House Bill 2259

Position: Topeka Public Schools supports House Bill 2259 and requests that the per pupil at-risk weighting be increased from the present .05 level to .15 phased in over time if necessary.

Rationale: The present weighting scheme falls dramatically short of providing the level of funding needed to address the special needs of our at-risk students. The cost of implementing programs we now have in place far outweighs the at-risk revenue received by our district.

Some Basic Facts Concerning Topeka Public Schools and At-Risk factors:

1994 Fall K-12 enrollment 14,489

Percent Receiving a free lunch	42.2
Percent Receiving a reduced price lunch	6.9
Percent Free or Reduced Price Lunch (Kansas-32.5)	49.1 growing 1.2 % per year
Overall Minority Percentage	36% growing 2% per year
Percent of students living with both parents	52 % elementary, 48% middle and high school

At-Risk Funds Received for 94-95 were about \$1,070,000; we easily spent that much on high school programs alone.

Special Programs for At-Risk Students:

Locally Funded Programs:

Alternative education Program
Second Chance School
Stars Program
STOP Program
Remedial Reading
Comer Program
Parents as Teachers
Peer Helpers--Students supporting students
Conflict Resolution Program
Shawnee County Youth Center
Summer School

Programs with at least Some External Funding

Chapter 1/Title 1
Drug Free School/Substance Abuse/DARE
Indian Education
GED
Adult Education
Connect Program
Liaison for home visit
School Resource Officers
Project Attention
WIC Clinics
Head Start Various
Support Staff

*House Education
Attachment 12
2-7-95*



TOPEKA

HOUSE OF
REPRESENTATIVESTESTIMONY ON HB 2259
Before House Education Committee
February 7, 1995COMMITTEE ASSIGNMENTS
MEMBER: EDUCATION
LOCAL GOVERNMENT
JOINT COMMITTEE ON PLANNING EDUCATIONBOB TOMLINSON
REPRESENTATIVE 24TH DISTRICT
STATE CAPITOL
TOPEKA, KS 66612-1504
913 296-7640
5722 BIRCH
ROELAND PARK, KS 66205
913 831-1905

HB 2259 is legislation that will benefit all students in Kansas. It increases that weight for "at-risk" students, providing more money for their education.

Students who struggle in school often do so as they struggle with other problems in their lives. Pregnancy, depression, criminal behavior, illness and chronic truancy are among the factors which place students "at-risk". Special programs are often required to help these children succeed.

Providing extra money for such students is cost effective. Without success in school, students continue to be "at-risk" in later life. Social and even criminal programs are crippled by large numbers of "at-risk" adults requiring services.

While acknowledging programs for students "at-risk" cost more to run we are seeing tremendous success. Alternative schools throughout the

*House Education
Attachment 13
2-7-95*

state have graduation rates within 10% of regular school rates. Test scores in Shawnee Mission are within one standard deviation from the mean from regular high schools. This weighting is clearly critical to meeting the needs of all Kansas students.

The only problem with HB 2259 is the definition of the weight. Although economic status is a risk factor, it is not the only factor. Some explanation of the weight definition is necessary to most effectively serve "at-risk" populations. HB 2342 attempts to do this and should be considered in tandem with this proposal.



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
CHAIRMAN: BUSINESS, COMMERCE & LABOR
MEMBER: ECONOMIC DEVELOPMENT
JOINT PENSIONS, INVESTMENTS & BENEFITS

ALFRED J. LANE
REPRESENTATIVE, TWENTY-FIFTH DISTRICT
JOHNSON COUNTY
6529 SAGAMORE ROAD
MISSION HILLS, KANSAS 66208
(913) 362-7824

STATE CAPITOL
ROOM 115-S
TOPEKA, KANSAS 66612-1504
(913) 296-7641

TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE
HB 2300
BY: REPRESENTATIVE AL LANE
FEBRUARY 7, 1995

Thank you Madam Chairman and members of the committee for permitting me to testify before you in favor of HB 2300.

Shawnee Mission School District has capped out this year on the use of the 25% LOB. Blue Valley has been capped out for quite a while. Olathe School District is also capped out. Attached is a list of the other school districts in Kansas that have capped their LOB.

House Bill 2300 permits local school districts to have an option. The present school finance law relies heavily on property tax for its funding. This bill permits the Board of Education to adopt a local needs budget unless a 5% protest petition is filed. The local needs budget is over and above the LOB. The local needs budget is financed by a tax on taxable tangible property or a retailers' sales tax or a school district income tax. The last two require approval by the voters in the district.

An increase in the base budget per pupil is not as desirable an

*House Education
Attachment 14
2-7-95*

Testimony on HB 2300
Rep. Al Lane

alternative as is the local needs budget. Ten times recently local voters have not approved an increase in the LOB requested by their school boards. If they are not willing to increase their funding for their children, they should not expect the SGF to fund their needs.

Thank you for permitting me to testify. I'll be glad to stand for questions.

	(1)	(2)	(3)	(4)	(5)
DISTRICT NAME	FTE ENROL 9-20-94	+1994-95 SUP ACTUAL PERCENT	GEN FUND-+ AUTHORIZED PERCENT	1994-95 ASSESSED VALUATION PER PUPIL	GEN & SUP BUDGET PER PUPIL
TOPEKA PUBLIC S D0501	13,649.4	20.43	25.00	30,457	4,525
ELKHART D0218	538.0	20.96	20.96	101,544	6,612
ULYSSES D0214	1,695.5	22.07	25.00	173,318	5,057
BONNER SPRINGS D0204	1,993.5	23.03	25.00	25,975	4,717
COPELAND D0476	112.5	23.74	25.00	88,494	9,800
MOSCOW PUBLIC S D0209	201.1	25.00	25.00	395,468	8,528
ROLLA D0217	197.5	25.00	25.00	458,494	8,829
FOWLER D0225	163.0	25.00	25.00	72,726	9,124
OLATHE D0233	16,371.4	25.00	25.00	31,147	4,609
WEST GRAHAM-MOR D0280	107.0	25.00	25.00	68,443	10,249
COMANCHE COUNTY D0300	417.0	25.00	25.00	70,264	7,458
NES TRE LA GO D0301	75.0	25.00	25.00	98,509	9,864
HOLCOMB D0363	749.5	25.00	25.00	179,499	6,881
PARADISE D0399	120.5	25.00	25.00	108,986	9,612
MULLINVILLE D0424	101.0	25.00	25.00	117,528	10,337
HAYS D0489	3,434.6	25.00	25.00	29,693	4,859
SHAWNEE MISSION D0512	30,700.0	25.00	25.00	51,290	4,673
BLUE VALLEY D0229	12,237.9	29.74	25.00	56,395	4,991

STATE TOTALS	441,492.1	1,320.92	2,027.30	13,469,451	1,749,848
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1994-95 LOB AUTHORIZATION SURVEY RESULTS

1. Did your board adopt a supplemental general fund (LOB) resolution? YES NO
 45 259

2. Percent of LOB authorized	<u>Percentage</u>	<u>No. of USDs</u>
	0 - 4.99	12
	5 - 9.99	11
	10 - 14.99	11
	15 - 19.99	8
	20 - 25.00	3

3. Number of years LOB authorized	<u>No. of Years</u>	<u>No. of USDs</u>
	1	4
	2	1
	3	10
	4	30

4. Received protest petition? YES NO
 19 26

5. Election held? YES NO
 17 2

6. Election passed? YES NO
 7 10

7. If an election was held and failed, did you adopt a second resolution? YES NO
 4 6

8. Received protest petition? YES NO
 3 1

9. Election held? YES NO
 2 1

10. Election passed? YES NO
 1 1

ROBIN L. JENNISON
 CHAIRMAN APPROPRIATIONS COMMITTEE
 RR1, BOX 132
 HEALY, KANSAS 67850
 (316) 398-2238
 STATE CAPITOL
 TOPEKA, KS 66612-1504
 (913) 296-7631



TOPEKA

HOUSE OF
 REPRESENTATIVES

STATE REPRESENTATIVE
 117TH DISTRICT
 HODGEMAN, LANE, NESS
 RUSH AND FINNEY COUNTIES

February 7, 1995

Madam Chairman and Members of the Education Committee:

Thank you for the opportunity to appear regarding HB 2300. The main provisions of HB 2300 are to provide for a local needs budget and to allow the school districts to finance the local needs by either property tax, sales tax or income tax. The board must first adopt a resolution subject to protest to use the local needs budget and then if the income or sales tax is the desired tax the board would submit that question to the voters. Over the past few years we have taken away the ability of our local schools to address the needs of their particular schools. I don't see why we would want to tell a local board they can't make enhancements to their school system even if it is going to be 100% local effort. The argument that an expanded LOB or the use of an LNB is dis-equalizing is one that I think is stifling initiative and will result in mediocrity.

HB 2300 is one attempt to give local school boards the ability and the tools to meet the needs of their respective schools. HB 2300 recognizes that what may work in Western Kansas, i.e. the property tax, may not work in Wichita or Johnson County. As you look at all the proposals to modify our system of school finance I would encourage you to give the local boards the flexibility to meet their own needs.

Thank you again. I'd be happy to answer questions.

Robin Jennison

House Education
 Attachment 15
 2-7-95

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

STATE CAPITOL
TOPEKA, KANSAS 66612
(913) 296-7678

RESIDENCE
8021 BELINDER ROAD
LEAWOOD, KANSAS 66206
(913) 341-1232



COMMITTEES:
CHAIRMAN: SELECT COMMITTEE ON
JUVENILE CRIME
CHAIRMAN: JOINT COMMITTEE ON ARTS AND
CULTURAL RESOURCES
MEMBER: FEDERAL AND STATE AFFAIRS
JUDICIARY

REPRESENTATIVE DAVID ADKINS
TWENTY-EIGHTH DISTRICT

Testimony Before the House
Committee on Education

February 7, 1995
In Support of HB 2326

It is my pleasure to appear today in support of H.B. 2326. I do not envy your task of considering and ultimately acting on the many changes requested in the method our state utilizes to finance public education.

I have sponsored HB 2326 and urge its favorable consideration because I believe it empowers each school district to establish its priorities and properly fund them.

This bill allows each school district to adopt a local option budget in an amount determined by the local school board to be in the best interests of the pupils enrolled in that district.

Under the bill, the adoption of a local option budget would be subject to protest but, once approved, would not be subject to automatic expiration. Obviously, a local board could reduce the LOB if appropriate.

Additionally, any district which has accessed a local option budget prior to the effective date of this bill would be allowed to retain LOB authority without being subject to further protest petition.

I believe our school boards are fully capable of determining the appropriate level of revenues needed to fund schools commensurate with community expectations. While the state's funding should be adequate to ensure that all Kansans receive a quality education -- the state should not impose barriers which prevent a district and its patrons from investing more in their schools if they so choose.

Local schools should be empowered to respond to local expectations. The current school finance act's LOB provision is a disincentive to long range budget planning and serves only as a time bomb waiting to cause catastrophic consequences for Kansas school districts and their students.

By enacting HB 2326 we can return budget authority to our local, elected board members, allowing them to establish and fund educational priorities accountable to local voters.

David Adkins

*House Education
Attachment 16
2-7-95*



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony Before
House Education Committee
Tuesday, February 7, 1995

Thank you, Madame Chair. I am Craig Grant and I represent Kansas NEA. I appreciate this opportunity to visit about HB 2300.

Kansas NEA opposes the concepts in HB 2300. No matter if it is property or sales taxes funding a local needs budget, certain districts will have a much easier time than others raising needed revenues. It is this disequalizing effect which we oppose.

If districts need additional authority--and certainly a vast majority do--we need to raise the base budget. The few districts who do not need the extra dollars can always adopt a budget lower than that allowed.

For the problems stated above, we oppose HB 2300. Thank you for listening to our concerns.



TO: House Committee on Education
FROM: Mark Tallman, Director of Governmental Relations
DATE: February 7, 1995

RE: Testimony on various school finance bills (House Bills 2258, 2259, 2300, 2326)

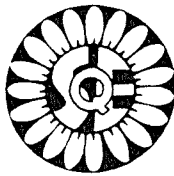
KASB offers the following comments on today's school finance bills:

We have previously stated our strong support an increase in the **base budget per pupil**. We believe that is the most important step the Legislature should take.

We support student weighting that accurately reflect the additional costs of delivery educational services to students. If the need for additional **at-risk pupil weighting** is documented, we would support such an increase.

We would be concerned about allowing the range is district spending to widen beyond the current 25% LOB, especially if the basic needs of students cannot be addressed in the the current level of the base budget. We previously stated our opposition to allowing additional local spending that is entirely based on local sources, without any state equalization aid, as proposed in the "**local needs budget**."

House Education
Attachment 18
2-7-95



Schools for Quality Education

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

February 7, 1995

TO: HOUSE EDUCATION COMMITTEE

SUBJECT: HB 2259--SCHOOL DISTRICT FINANCE, INCREAS-
ING AT-RISK PUPIL WEIGHTING

FROM: SCHOOLS FOR QUALITY EDUCATION

Madam Chair and Members of the Committee:

I am Jacque Oakes representing Schools For Quality Education, an organization of 113 small school districts.

We are submitting written testimony in favor of HB 2259 which would increase the at-risk weighting from .05 to .25 per pupil.

The at-risk weighting has been one of the lowest as compared to other states. As a part of school improvement, this weight has made it possible for many school districts to establish much needed at-risk programs-- the very programs that many believe are part of the solutions to the many problems of society.

Thank you for your time and your support of HB 2259.

"Rural is Quality"

*House Education
Attachment 19
2-7-95*