

Approved: February 1, 1995

Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 31, 1995 in Room 123-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Brenda Dunlap, Committee Secretary

Conferees appearing before the committee:

Others attending: See attached list

Senator Walker made a motion that the minutes of the January 30, 1995 meeting be approved. Senator Emert seconded the motion. Senator Oleen made a substitute motion to amend the paragraph which contains Dr. White's remarks to reflect that in the case of short-term suspensions in some districts, school work cannot be made up, and to approve the minutes as amended. Senator Emert seconded the motion, and the motion carried.

Chairman Kerr stated that the committee will be considering a number of bills around the fringes of school finance. There are a few school districts that are aggrieved and seeking relief from these school finance provisions.

To help prepare the Committee for consideration of these bills, Ben Barrett, Legislative Research Department, made a presentation on School District Finance. He explained the formula for computing general state aid and state financial aid (SFA). He stated there are six weightings that are used to make adjustments in order to reflect higher costs associated with serving certain pupil populations, transporting pupils, operating low enrollment school districts and adding new school facilities. The six weights are low enrollment adjustments, transportation, vocational education, bilingual education, At-Risk pupil programs, and school facilities. There is also a "decreasing enrollment" feature which is designed to facilitate school district financial planning in the face of lower enrollments. He also discussed the local effort of school districts, which is basically a credit against its general state aid entitlement; and local option budget spending authority. (See Attachment 1, 2 &3)

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for February 1, 1995.

1994-95 EDITION

SCHOOL DISTRICT FINANCE AND QUALITY
PERFORMANCE ACT

FORMULA FOR COMPUTING GENERAL STATE AID

STATE FINANCIAL AID	<u>minus</u>	LOCAL EFFORT	<u>equals</u>	GENERAL STATE AID
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Kansas Legislative Research Department
July 1, 1994

*Senate Education
1-31-95
Attachment 1*

PART A

STATE FINANCIAL AID

BASE STATE AID PER PUPIL (BSAPP)	<u>times</u>	ADJUSTED ENROLLMENT	<u>equals</u>	STATE FINANCIAL AID (SFA)
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The BSAPP is \$3,600. However, if the appropriation in a school year for general state aid is insufficient to pay school districts' computed entitlements, the State Board of Education will reduce BSAPP -- and, therefore, SFA -- as necessary to match school district entitlements with the amount of funding that is available.

**STATE FINANCIAL AID:
ENROLLMENT ADJUSTMENTS
AND ENROLLMENT DECREASES**

In addition to the regular full-time equivalent enrollment in a school district, enrollment adjustments are added in order to reflect higher costs associated with serving certain pupil populations, transporting pupils, operating low enrollment school districts, and adding new school facilities. There are six such weights.

Also, there is a "decreasing enrollment" feature which is designed to facilitate school district financial planning in the face of lower enrollments. This feature permits a school district with an enrollment decrease to base its SFA in the current school year partially on its enrollment in the preceding year.

ENROLLMENT ADJUSTMENTS

1. Low Enrollment

This weight applies to school districts having “regular” enrollments of under 1,900. The weights are driven from 1991-92 school district general fund budgets per pupil. More specifically, the median budgets per pupil (BPP) at three points are used for applying a mathematical formula that produces uniform weight adjustments commensurate with enrollment variations.

Enrollment	Basis for Computing Weights	BPP Median	Median BPP Difference	Enrollment Range	Adjustment Factor	Calculation of BPP Used in Weight Adjustment
Under 100	BPP median of 75-125	\$7,337	NA	NA	NA	\$7,337
100-299	linear adjustment, from median of 75-125 to median of 200-399	\$7,337 \$5,406	\$ 7,337 <u>\$ -5,406</u> \$ 1,931	200	$\frac{\$1,931}{200}$ equals \$9.655	\$7,337 <u>minus</u> \$9.655 (E-100) <u>equals</u> BPP used for computing low enrollment weight
300-1,899	linear adjustment, from median of 200-399 to median of 1,900 and over	\$5,406 \$3,426	\$ 5,406 <u>\$ -3,426</u> \$ 1,980	1,600	$\frac{\$1,980}{1,600}$ equals \$1.2375	\$5,406 <u>minus</u> \$1.2375 (E-300) <u>equals</u> BPP used for computing low enrollment weight

EXAMPLES: LOW ENROLLMENT ADJUSTMENT COMPUTATIONS

EXAMPLE 1

Enrollment = 95					
\$7,337.00		<u>\$3,911.00</u>	equals	1.141565	
<u>-3,426.00</u>	then	\$3,426.00			then
\$ 3,911.00					
					95 = low enrollment adjustment of
					<u>x 1.141565</u> = 108.4
					108.448675

EXAMPLE 2

Enrollment = 200					
\$7,337.00 - \$9.655 (E-100) equals \$965.50,					
<u>so</u>					
\$7,337.00	then	\$6,371.50	then	<u>\$ 2,945.50</u>	
<u>- 965.50</u>		<u>-3,426.00</u>		\$ 3,426.00	equals
					.859749
					then
					200
					<u>x .859749</u> equals
					low enrollment adjustment of
					171.9
Adjusted BPP	\$6,371.50	\$2,945.50			171.949800

EXAMPLE 3 (USED FOR GENERAL STATE AID CALCULATION LATER IN THIS ILLUSTRATION)

Enrollment = 1,400					
\$5,406 - \$1.2375 (E-300) equals \$1,361.25					
<u>so</u>					
\$5,406.00	then	\$4,044.75	then	<u>\$ 618.75</u>	
<u>-1,361.25</u>		<u>-3,426.00</u>		\$ 3,426.00	equals
					.180604
					then
					1,400
					<u>x .180604</u> equals
					low enrollment adjustment of
					252.8
Adj. BPP	\$4,044.75	\$ 618.75			252.8456

2. Transportation

This weight helps compensate school districts for providing transportation to public school pupils who reside 2.5 miles or more by the usually traveled road from the school attended.

The preceding year's cost of providing transportation to public and nonpublic school pupils, adjusted to net out costs of transporting pupils who live less than 2.5 miles from school, is determined. The resulting amount is divided by the number of public school pupils enrolled in the district who were residing 2.5 miles or more by the usually traveled road from the school attended and for whom transportation was made available by the district. The result (quotient) is the per pupil cost of transportation.

The per pupil cost of transportation of each district is then plotted on a density-cost graph. A statistical technique is employed to construct a "curve of best fit" for all school districts. (This procedure recognizes the relatively higher costs of per pupil transportation in sparsely populated areas as contrasted with densely populated areas.)

Based on a district's density (number of pupils enrolled in the district who reside 2.5 miles or more by the usually traveled road from school divided by the number of square miles in the district), the point on the curve of best fit is identified for each district. This is the formula per pupil cost of transportation of the district.

The formula per pupil cost then is divided by the BSAPP and the quotient is multiplied by the number of public school pupils in the current school year who live more than 2.5 miles from the school and for whom transportation is being provided. The result is the district's transportation weight enrollment adjustment.

EXAMPLE

1. From Density-Cost Graph: Formula Per Pupil Cost of Transportation = \$600
2. Number of pupils transported 2.5 miles or more in current year = 500
3. BSAPP = \$3,600

THEN

$\frac{\$ 600}{\$3,600}$	<u>equals</u>	.16667	<u>and</u>	$\frac{500}{83.3500}$	<u>so</u>	weight adjustment for transportation	<u>equals</u>	83.4
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3. Vocational Education (Program Weight)

This weight is determined by multiplying the full time equivalent enrollment in vocational education programs approved by the State Board of Education by a factor of 0.5. Revenue generated by the weight must be spent for vocational education.

EXAMPLE

<u>FTE Equivalent Vocational Education Enrollment (Sept. 20)</u>		<u>Factor</u>		<u>Vocational Education Program Weight Adjustment</u>
60.0	<u>times</u>	0.5	<u>equals</u>	30.0

4. Bilingual Education (Program Weight)

This weight is determined by multiplying the full time equivalent enrollment in bilingual education programs approved by the State Board of Education by a factor of 0.2. Revenue generated by this weight must be spent for bilingual education.

EXAMPLE

<u>FTE Bilingual Program Enrollment (Sept. 20)</u>		<u>Factor</u>		<u>Bilingual Education Program Weight Adjustment</u>
40.0	<u>times</u>	0.2	<u>equals</u>	8.0

5. At-Risk Pupil

This weight is determined by multiplying the number of pupils of a district who qualify for free meals under the National School Lunch Program by a factor of .05. A further condition is that in order for it to obtain this weight, a school district must maintain an at-risk pupil assistance plan approved by the State Board of Education. All revenue generated by this weight must be spent for at-risk pupil programs.

Pupils who receive services under the plan are determined on the basis of at-risk factors and not by virtue of eligibility for free meals under the National School Lunch Program.

EXAMPLE

<u>Number of Pupils Qualifying for Free Lunches (Sept. 20)</u>		<u>Factor</u>		<u>At-Risk Pupil Weight Ad- justment</u>
420	<u>times</u>	0.05	<u>equals</u>	21.0

6. School Facilities Weight

This weight is assigned for costs associated with beginning operation of new school facilities. The enrollment in the new school facility is multiplied by a factor of .25 to produce the weight adjustment.

In order to qualify for this weight, the district must have utilized the full amount of the local option budget (LOB) authority authorized for the school year. This weight is available for two school years only -- the year in which the facility operation is commenced and the following year.

EXAMPLE

<u>Enrollment of Pupils in New School Fa- cility (Sept. 20)</u>		<u>Factor</u>		<u>School Facilities Weight Ad- justment</u>
260	<u>times</u>	0.25	<u>equals</u>	65.0

NOTE

In addition, the law permits a school district to appeal to the State Board of Tax Appeals for permission to levy a property tax for not more than two years to defray costs associated with commencing operation of a new facility beyond the costs otherwise financed under the law. To qualify for this tax levying authority, the district must have begun operation of one or more new facilities in the preceding or current school year (or both), have adopted the maximum LOB, and have had an enrollment increase in each of the three preceding school years which averages 7 percent or more.

NOTE: All weight adjustments are based exclusively on current year features.

DECREASING ENROLLMENT ADD-ON

When a district's enrollment in the current school year has decreased from the preceding school year, the district may add to the enrollment in the current year one-half of the number of pupils by which the enrollment in the current school year has decreased -- up to a limit of 4 percent of the enrollment in the preceding school year.

EXAMPLE

Sept. 20 Enrollment Preceding Year: 1,410 <p style="text-align: center;"><u>minus</u></p> Current Year: <u>1,390</u> <p style="text-align: center;"><u>equals</u></p> Decrease: 20	Then, the lesser of: 4% of Preceding Year <p style="text-align: center;"><u>times .5 equals</u> 28.2</p> <p style="text-align: center;"><u>or</u></p> 50% of Decrease -- Current Year from Preceding Year: 10 (20 <u>times .5 equals</u> 10) The Lesser Number is 10	<p style="text-align: right;"><u>so:</u></p> Current Year 9-20 Enrollment With Decreasing Enrollment Add-on Actual 1,390 <p style="text-align: center;"><u>plus</u></p> Add-on <u>10</u> <p style="text-align: center;"><u>equals</u></p> "New" 9-20 Enrollment 1,400
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PART B

LOCAL EFFORT

A school district's local effort is, in essence, a credit against its general state aid entitlement. Local effort represents locally generated resources that are available to the school district general fund to help finance the district's educational program.

The following items are defined as local effort:

<u>Example</u>		
\$	1,800,000	1. proceeds of the uniform school district general fund property tax (33 mills in 1993 and 35 mills in 1994 and 1995),
	400,000	2. motor vehicle tax receipts,
	None	3. rental/lease vehicle excise tax receipts,
	200	4. mineral production tax receipts,
	5,000	5. industrial revenue bond and port authority bond in lieu of tax payments,
	None	6. federal P.L. 874 impact aid (in accord with federal law and regulations),
	None	7. tuition paid on behalf of nonresident pupils for enrollment in "regular" education services,
	3,000	8. unexpended and unencumbered balances remaining in the general fund,
	1,800	9. unexpended and unencumbered balances remaining in the "program weighted" funds, <i>i.e.</i> , -- transportation, bilingual, and vocational education funds except for the vocational fund of a district which operates a vocational school, and
	None	10 remaining proceeds of the former general fund and transportation tax levies prior to their repeal (repealed in 1992).
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TOTAL LOCAL EFFORT	\$ 2,210,000	

- NOTES: 1. If the sum of a district's local effort exceeds its SFA entitlement, the district receives no general state aid and the "excess" amount is remitted to the State Treasurer and is credited to the State School District Finance Fund. Revenue in this fund is used for school district general state aid.
2. Proceeds from the recreational vehicle tax, enacted in 1994 and effective January 1, 1995, which are not specified as "local effort," will appear as unexpended or unencumbered balances of the general fund (Reference: 1994 House Sub. for S.B. 191).

PART C

GENERAL STATE AID

A district's general state aid entitlement is determined by subtracting the district's local effort from its SFA.

EXAMPLE

	\$	6,696,720	SFA*
<u>minus</u>		<u>2,210,000</u>	Local Effort**
<u>equals</u>	\$	4,486,720	GENERAL STATE AID

* \$3,600 BSAPP times 1,860.2 (adjusted enrollment). However, if the appropriation for general state aid is insufficient to fund all school district entitlements, the \$3,600 BSAPP is reduced to the level at which entitlements may be funded.

** Sum of local effort items.

ATTACHMENT I

THE LOCAL OPTION BUDGET (LOB)

School districts are authorized to adopt an LOB in an amount of up to 25.0 percent of the SFA. School districts may levy local property taxes to fund LOB spending authority. The supplemental general state aid program, is designed to provide a substantial degree of equalization among school districts in terms of their ability to utilize their LOB spending authority.

Other pertinent facts about the LOB authority:

- A district's use of LOB authority is subject to a 5 percent protest petition election procedure.
- A district's LOB authority, if not rejected by the electors, is good for up to four years, as proposed by the local school board. During this period, one increase in LOB authority is authorized, subject to the same protest petition election procedure.
- The 25.0 percent LOB authority is reduced commensurately with percentage increases in the BSAPP.

FORMULA FOR COMPUTING SUPPLEMENTAL GENERAL STATE AID

District Assessed Valuation Per Pupil (Prior Year)	<u>subtracted</u>	1.0	<u>times</u>	District's Local Option Budget	<u>equals</u>	Supplemental General State Aid
75th Percentile Assessed Valuation Per Pupil (Prior Year)	<u>from</u>					

Supplemental General State Aid is based on an equalization principle which is designed to treat each school district as if its assessed valuation per pupil (AVPP) were equal to that of the district at the 75th percentile of AVPP. Under this formula, districts having AVPP above the 75th percentile receive no supplemental general state aid. However, such districts do not have to impose as high a tax rate as do districts having AVPP below the 75th percentile in order to fund their LOBs.

EXAMPLES

DISTRICT 1		DISTRICT 2	
Prior Year District AVPP	\$30,000	Prior Year District AVPP	\$70,000
Prior Year 75th Percentile AVPP	\$43,046	Prior Year 75th Percentile AVPP	\$43,046
<u>so</u>		<u>so</u>	
<u>\$30,000</u>	<u>equals</u>	0.6969	
\$43,046			
	<u>then</u>		
	1.0000		
<u>minus</u>	<u>0.6969</u>		
<u>equals</u>	0.3031 State Aid Ratio		
	<u>then</u>		
	\$500,000 LOB		
<u>times</u>	<u>0.3031</u> State Aid Ratio		
	ratio		
<u>equals</u>	\$151,550 Supplemental General State Aid		

If the result equals or exceeds 1.0, the district receives no supplemental general state aid. 1.6262 exceeds 1.0, therefore the district receives no supplemental general state aid.

ATTACHMENT II

FORMULA FOR COMPUTING SCHOOL DISTRICT BOND PRINCIPAL AND INTEREST OBLIGATION STATE AID PAYMENTS

Bond and interest state aid is based on an equalization principle which is designed to provide state aid inversely to school district assessed valuation per pupil. One matching rate is applicable for the duration of bond and interest payments associated with bonds issued prior to July 1, 1992. A different matching rate applies during the life of bonds issued on or after July 1, 1992.

For the school district having the median assessed valuation per pupil, the state aid ratio is 5 percent for contractual bond and interest obligations incurred prior to July 1, 1992 and 25 percent for contractual bond and interest obligations incurred on July 1, 1992 and thereafter.

This factor increases (decreases) by 1 percentage point for each \$1,000 of assessed valuation per pupil of a district below (above) the median.

FORMULA

DISTRICT BOND AND INTEREST PAYMENT OBLIGATION FOR SCHOOL YEAR	<u>times</u>	STATE AID PERCENTAGE FACTOR	<u>equals</u>	CAPITAL IMPROVEMENTS STATE AID
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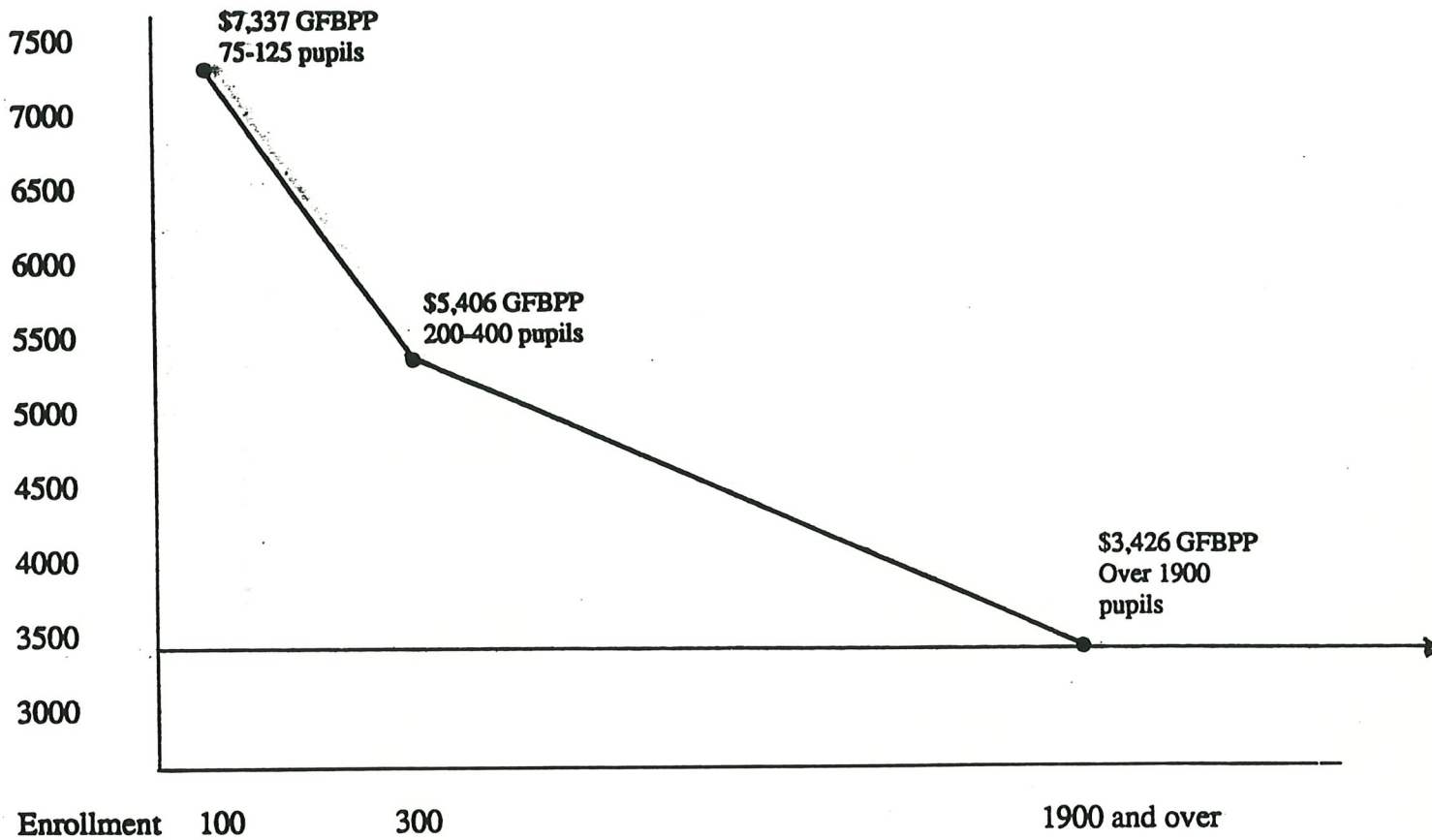
EXAMPLES

DISTRICT 1				DISTRICT 2			
B&I Payment Obligations				B&I Payment Obligation			
Before 7-1-92		\$100,000		Before 7-1-92		\$100,000	
After 7-1-92		\$ 80,000		After 7-1-92		\$ 80,000	
District AVPP		\$ 24,357		District AVPP		\$ 36,357	
<u>so</u>				<u>so</u>			
Before 7-1-92	\$100,000	After 7-1-92	\$ 80,000	Before 7-1-92	\$100,000	After 7-1-92	\$ 80,000
Percentage Factor (From Table)	x 10%	Percentage Factor (From Table)	x 30%	Percentage Factor (From Table)	x NA	Percentage Factor (From Table)	x 17%
B&I State Aid	\$ 10,000		\$ 24,000	B&I State Aid	NA		\$ 13,600
Total B&I Payment Due for Fiscal Year		\$180,000		Total B&I Payment Due for Fiscal Year		\$180,000	
Amount from State Aid		\$ 34,000		Amount from State Aid		\$ 13,600	

**PARTIAL TABLE TO ILLUSTRATE BOND AND INTEREST
STATE AID PROGRAM PRINCIPLE**

AVPP	Bond and Interest State Aid Percentages	
	Bond and Interest Obligations Prior to July 1, 1992	Bond and Interest Obligations On and After July 1, 1992
19,357	15	35
20,357	14	34
21,357	13	33
22,357	12	32
23,357	11	31
24,357	10	30
25,357	9	29
26,357	8	28
27,357	7	27
28,357	6	26
Median AVPP 28,857	5%	25%
29,357	4	24
30,357	3	23
31,357	2	22
32,357	1	21
33,357	0	20
34,357		19
35,357		18
36,357		17
37,357		16
38,357		15

LOW ENROLLMENT WEIGHTING TABLE



1991-92

GFBPP = General Fund Budget Per Pupil

LOW ENROLLMENT WEIGHTING FORMULA

Enrollment of District	Factor
0-99.9	1.141565
100 - 299.9	$[(7337 - 9.655 (E-100)) + 3426] - 1$
300 - 1,899.9	$[(5406 - 1.237500 (E - 300)) + 3426] - 1$
1,900 and over	-0-

"E" is 9-20-91 FTE Enrollment

FSWEIGHT CHART

*Senate Education
1-31-95
Attachment 2*

Kansas At-Risk Pupil Assistance Programs
EXECUTIVE SUMMARY
and
EVALUATION REPORT
for
1993-94

Kansas State Board of Education
Program Support Services Team
120 S.E. Tenth Aveue
Topeka, KS 66612-1182

January , 1995

Senate Education
1-31-95
Attachment 3

Kansas At-Risk Pupil Assistance Programs

EXECUTIVE SUMMARY
of
EVALUATION REPORT
for
1993-94

- 278 public school districts participated
- Weighted enrollment count generated \$18,161,280 for at-risk students
- Approximately 57,124 students participated in at-risk programs
- 53% of the at-risk programs were for elementary students
- 88% of the districts considered their programs to be successful
- 73% reported improved students' grades
- 78% indicated students passed courses they had been failing
- 53% reported a positive impact on students who had been behind in graduation credits
- 40% reported an increase in student attendance
- 45% experienced a decline in discipline referrals
- 25% reported a decline in the number of dropouts
- 15-17% indicated a positive impact on state math and reading assessment results;
- 68% reported this data was not applicable to their specific program or they had not received results in time for this report
- 53% reported students made progress toward meeting either student exit outcomes or state outcomes for Quality Performance Accreditation

Kansas At-Risk Pupil Assistance Programs EVALUATION REPORT 1993-94

(NOTE: Of the 278 participating USDs, 267 provided evaluation information regarding their 1993-94 At-Risk Pupil Assistance Programs.)

FUNDING

During the 1993-94 school year, 278 of the 304 public school districts in Kansas accessed \$18,161,280 of state funds for specific at-risk programs. The school finance formula passed by the 1992 legislature provided a weighted enrollment count of 5% of the \$3600 per pupil amount for each at-risk student. This equates to \$180 per student eligible for free lunch. For the purposes of allocating funds, "at-risk" was defined as those students on September 20 who were eligible for free lunches under the National School Lunch Act. Each district wishing to access the funds had to have an At-Risk Pupil Assistance Plan approved by the Kansas State Board of Education staff. The purpose of having districts submit plans was to be certain that the at-risk funds provided extra opportunities and services for at-risk students.

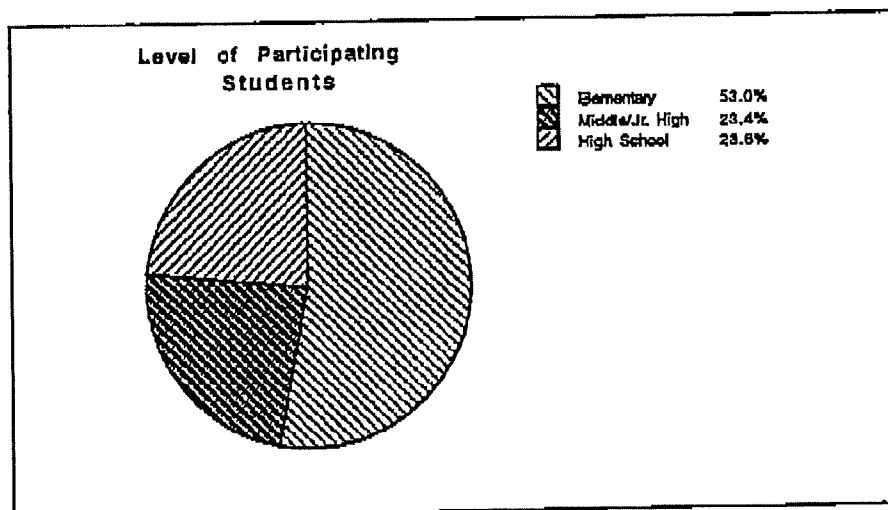
IDENTIFICATION OF AT-RISK STUDENTS

Though the funds were based on free lunch count, the districts indicated in their At-Risk plans the criteria used for identifying which "at-risk" students would participate in the program. This was based on the following definition of at-risk:

At-risk student means any student who is not completing the requirements necessary for promotion to grade level, grade-to-grade promotion or graduation from high school. An at-risk student's educational attainment is below the level that is appropriate for students of his or her age and/or grade level. An at-risk student is a potential drop-out.

Districts frequently used one or more of the following criteria when identifying at-risk students: failing grades, low test scores, teacher referrals, retentions, not mastering outcomes, not completing schoolwork or homework, multiple absences, low self-esteem and lacking graduation credits.

Approximately 57,124 students participated in the at-risk programs. Of these, 30,276 were elementary students, 13,384 were middle level/junior high students and 13,464 were high school students.

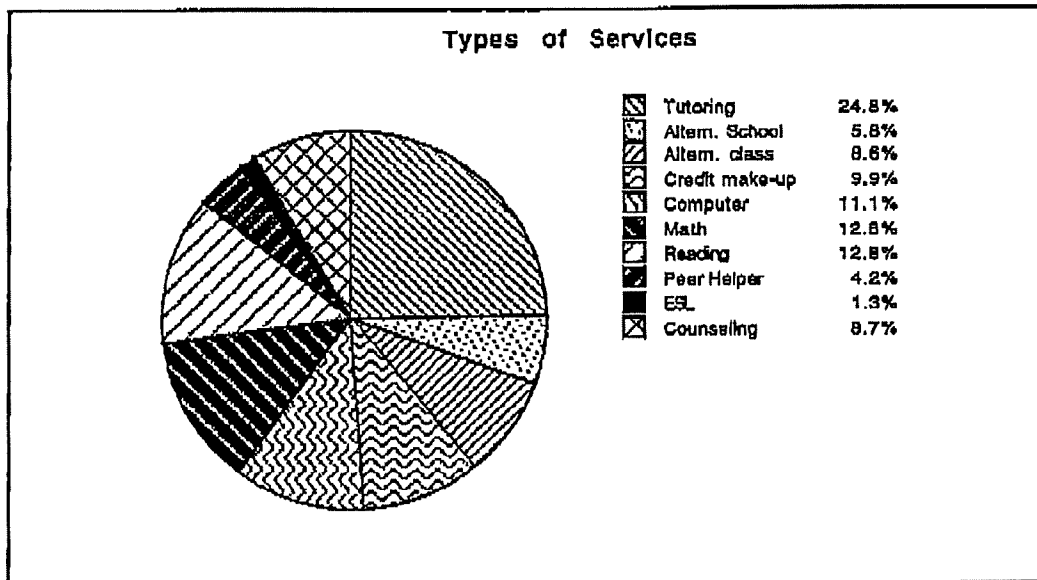


TYPES OF AT-RISK SERVICES

The 278 participating school districts developed programs that provided opportunities for students from kindergarten through high school. Some districts chose to provide at-risk programs for all grades K-12 while others provided programs at either the elementary or high school levels.

The focus of the At-Risk Pupil Assistance Programs was on increasing student academic achievement. In many instances, districts provided more than one type of service; thus, the total number of programs exceeded the total number of participating districts. There were 205 at-risk programs which provided tutoring services to at-risk students. Forty-eight programs provided alternative schools and seventy-one had alternative classes available. In addition, 82 had programs specifically designed for credit and/or course make-up. The other types of programs included: computer assisted instruction (92), math (106), reading (106), peer helpers (35), English as a Second Language (11) and counseling for at-risk students (72).

The districts provided these programs at a variety of times. Programs were available before and after school as well as during the school day. In some cases, at-risk programs occurred in the evening and on Saturdays. Many districts also provided summer programs in addition to their regular school programs.



IMPACT OF AT-RISK PUPIL ASSISTANCE PROGRAMS

Evaluation Design:

Of the 278 participating USDs, 267 provided evaluation information regarding their 1993-94 At-Risk Pupil Assistance Programs. Districts participating in the At-Risk Pupil Assistance Program were requested to evaluate their program using two components. When districts developed their at-risk plans, they were to include the desired outcomes for participating at-risk students. The plan also indicated how the district would evaluate whether or not the desired outcomes had been met. This was the first component; the second was an evaluation report form completed by the districts. Data was collected on grades, failures, graduation credits, absences, discipline referrals, dropouts, state assessments, district and state student outcomes and parent feedback. The following information on impact of the at-risk programs is a compilation of the two components.

Success of Program:

Districts were asked whether or not they considered their At-Risk Pupil Assistance Programs to have been successful. Of the 250 that responded to this question, 88% or 220 reported their programs as being successful. Only 3 (1%) reported lack of success. There were 27 (11%) districts who were uncertain at this time as their programs had not been in place long enough to know the long-term success.

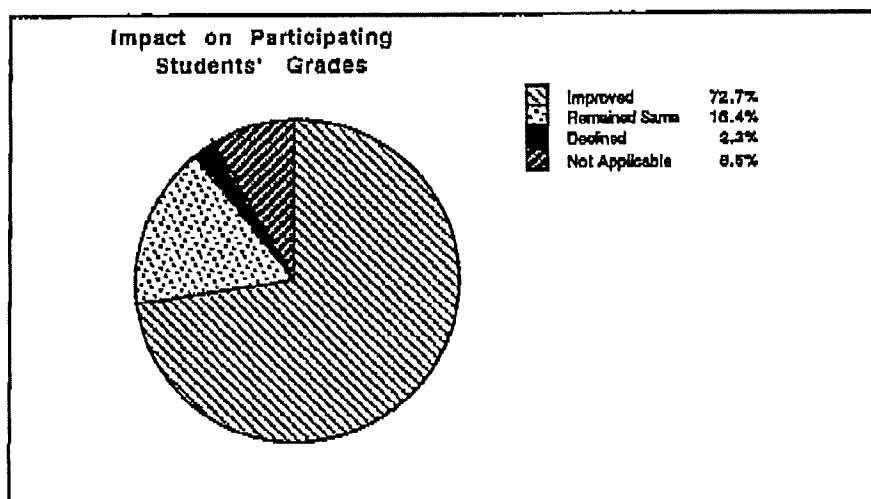
The at-risk programs were helpful for those students who participated. Some districts had problems in having students participate because the program was after school. Students often did not have the time because of jobs, athletics, or transportation conflicts. In some instances, students were not committed to the program.

One district commented, "Teachers and principals feel that this has been the most significant school improvement program that the district has implemented in years." Another district stated that they were able to serve three times more students than anticipated. Several districts indicated that with improved grades, attitudes and attendance, the students, teachers and parents felt the programs to have been successful. Districts say they plan to continue and to revise their programs. One district is changing its program next year to reach students prior to being placed on a failing list.

Students' Grades:

There were 304 at-risk programs which reported on the impact on participating at-risk students' grades. Of the 304 programs, 221 or 73% indicated that grades had improved. Fifty (16%) reported that grades had remained the same; only 2% or 7 programs said that students grades declined.

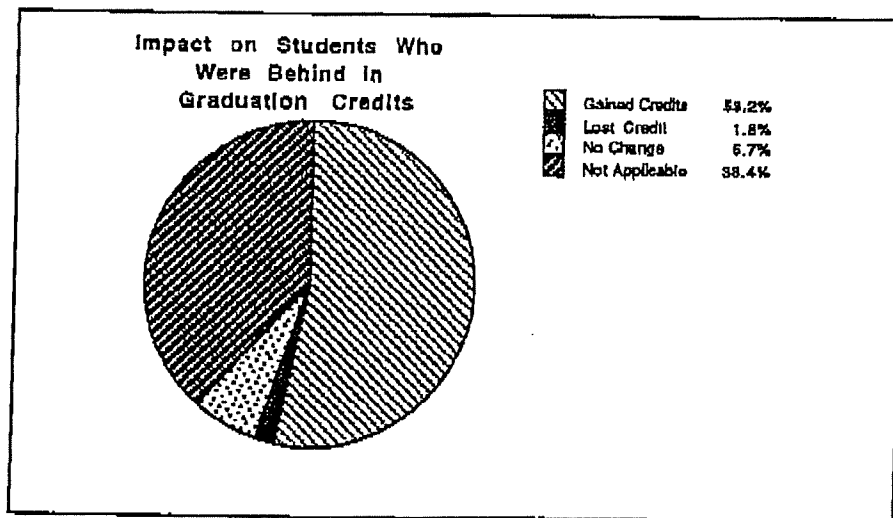
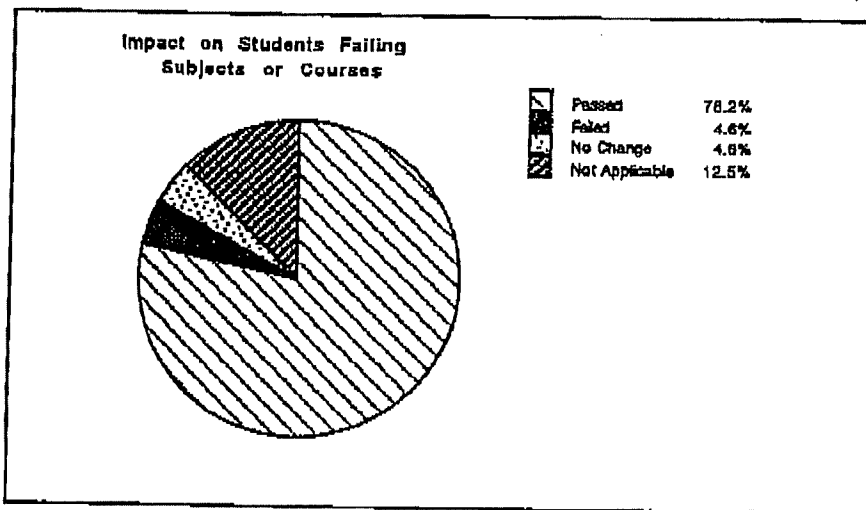
One district commented, "The most noticeable improvement for students and their parents was the increase in participation and classroom grades. As students found themselves mastering their objectives, they began to believe that they could learn." Another district reported that the percentage on the honor roll increased and the percentages of students receiving "down slips" and F's decreased. Several reported that the majority of students showed an improvement in grades. For some, it was a slight improvement; for others, it was major improvement. Not only did grades improve but task completion was increased and students asked to see the at-risk teachers when they needed help. One district found that more students were eligible to participate in extra-curricular activities as a result of improved grades. Another district, however, found that some students had fallen so far behind that a passing grade was not attainable by the end of the grading period when the program started.



Courses and Graduation Credits:

Approximately 280 programs collected data on students who were failing courses and/or who were behind in graduation credits. Of these, 219 or 78% of the programs indicated that students had passed the courses they had been failing. There were 151 programs or 53% which had a positive impact on students who were behind in graduation credits. Since over half of the at-risk programs were at the elementary level, many programs did not directly impact the number of graduation credits.

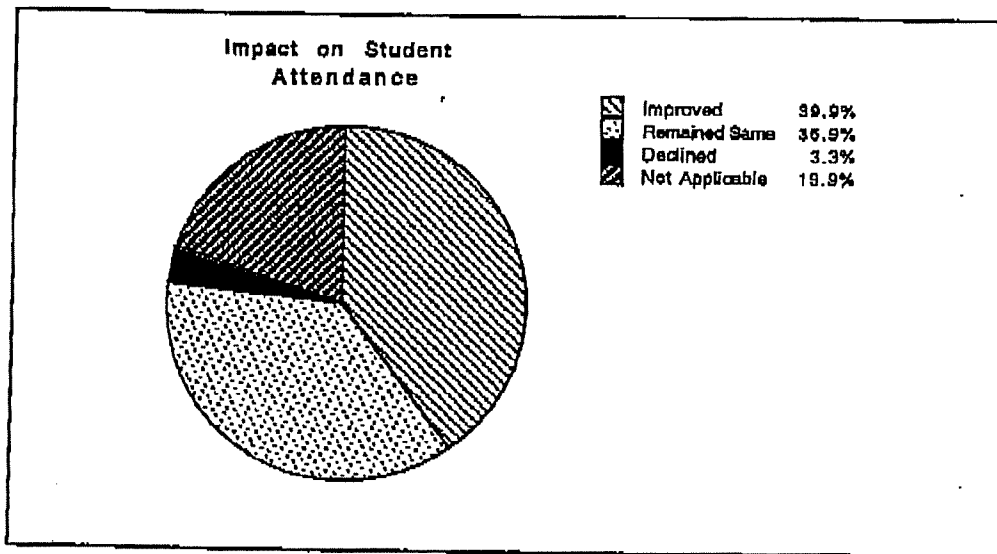
Students who benefitted from the at-risk program often times gained credits they would not have gained without the program commented one district. Another reported that only one or two students failed a class. Without the at-risk program, they would have failed more than one class. One student said, "I was an F student last year. This year I have been an A-B student."



Student Attendance:

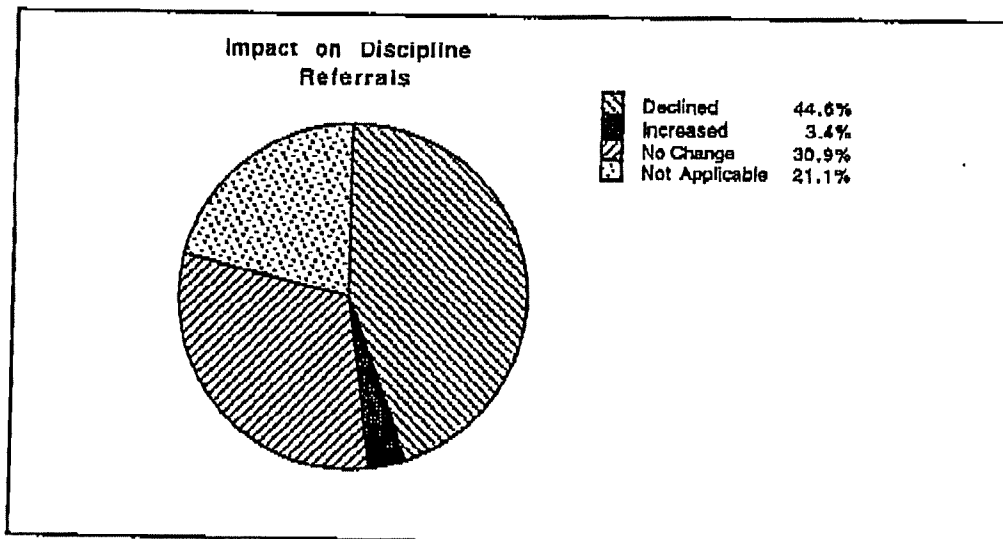
Three hundred at-risk programs collected data on the attendance of participating students. Forty percent or 120 programs reported a decline in the absences of at-risk students. Only 3% or ten programs indicated an increase in student absences. There were 111 programs (37%) that reported no significant change in the absences of at-risk students.

One district attributed the increased attendance to participating at-risk students having their assignments completed and being prepared for class. Several districts saw attendance improving as grades improved.



Discipline Referrals:

Forty-five percent or 133 of the at-risk programs which collected data on discipline referrals reported a decline in the number of referrals for at-risk students. Three percent had an increase of referrals; thirty-one percent reported no change in the number of referrals. The remaining programs said that impact on discipline referrals was not applicable to their specific at-risk program.

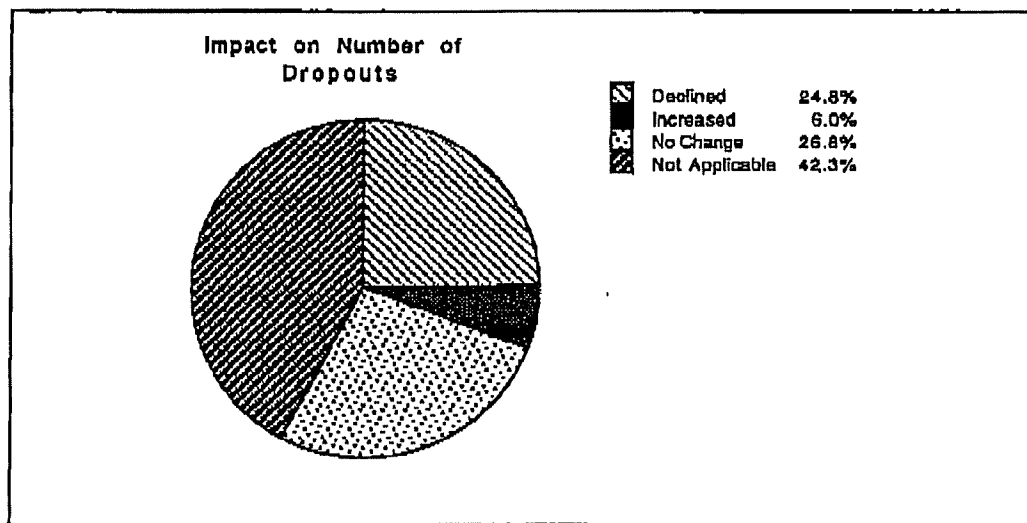


Number of Dropouts:

Forty-two percent or 126 of the at-risk programs reported that their particular programs did not impact specifically on the number of dropouts. The primary reason given was that the programs were at the elementary level where the direct impact on dropouts is not known. Twenty-five percent or 74 of the programs had a decline in the number of dropouts; six percent had an increase. Approximately 27% (80 programs) reported no change in the number of dropouts.

One district commented, "These programs allowed students to stay on line to graduate with their class. We have found this to be critical in combating students dropping out."

Another stated, "Although the individualized instruction resource room does not succeed with every student, it provides, for many, a safe place and a last resort for earning credit. If this safety net were not in place, our drop-out rate would increase markedly."



State Assessments:

Districts were asked what impact their at-risk programs had on the state mathematics and reading assessment results of participating at-risk students. Over two-thirds of the districts reported "not applicable" as either the assessment results had not been returned at the time the evaluation reports were due or their program was not specifically targeting reading or math. Between 15-17% of the programs reported a positive impact on assessment results. None reported a decline.

Student Outcomes:

Of the 283 programs reporting on whether or not their at-risk program had an impact on students meeting either the district's student exit outcomes or the state's outcomes for Quality Performance Accreditation, only 10% (31 programs) said that students had met the outcomes. There were, however, 53% (149 programs) who reported that students were showing progress toward meeting the outcomes. Approximately 36% (101 programs) did not collect this data as they were in the process of writing student exit outcomes or their programs did not specifically target outcomes.

Parental/Guardian Feedback:

Approximately 55% of the at-risk programs had a process for obtaining feedback from parents and/or guardians regarding the at-risk programs. Many districts sent parent surveys. In many cases, the number of parents responding was limited. Other districts were exploring ways to obtain feedback.

Several districts shared some of the comments from parents. Many parents felt that the at-risk program had been a positive experience for their children and were glad their children had participated. Grades had improved as well as attitude toward school. One parent commented, "I pray nothing happens to this program because if it does, many children will lose out on a wonderful education."

governor and the legislature with regard to continuation in effect or repeal of the provisions of this act.

History: L. 1988, ch. 276, § 5; L. 1992, ch. 115, § 4; July 1.

Article 99.—EDUCATIONAL EXCELLENCE GRANT PROGRAM

Attorney General's Opinions:

Grants to eligible school districts for participation in educational excellence grant program; amount, limitation, proration. 90-122.

72-9901. Definitions. As used in this act:

(a) "Board" means the board of education of any school district.

(b) "School district" means any public school district organized and operating under the laws of this state.

(c) "Educational excellence grant program" or "program" means a program under which the state, for the purpose of promoting excellence in education, provides assistance through the award of grants of state moneys to school districts which develop and maintain educational system enhancement plans or at risk pupil assistance plans or both such plans.

(d) "Educational system enhancement plan" or "enhancement plan" means a plan which is developed and maintained by the board of a school district for the purpose of improving the educational system of the school district. The plan may encompass, but not by way of limitation, such measures as identification of goals and needs, formulation of priorities and objectives, evaluation and enrichment of curriculum and instructional program, examination and refinement of delivery methods, engagement in research and planning activities, exploration and implementation of innovative and experimental procedures and activities, development of more effective instructional materials and techniques, enhancement of staff development and inservice education programs, exploration of ways and means of forming school-business partnerships and formation of such partnerships, formulation and introduction of before or after school sessions or both before and after school sessions for the purpose of affording pupils an opportunity to strengthen basic skills or participate in curriculum enrichment activities, and development and installation of action plans for general improvement of pupil attitudes and achievement.

(e) "At risk pupil assistance plan" or "assistance plan" means a plan which is developed

and maintained by the board of a school district for the specific purpose of addressing the needs of at risk pupils of the school district. The plan may encompass, but not by way of limitation, such measures as remedial instruction, intensive guidance and counseling services, child care services, independent study assistance, strategies for provision of the opportunity to complete requirements for grade level promotion or graduation from high school, and instruction in parenting, consumer, work and other life skills.

(f) "At risk pupil" means any person who is enrolled in preschool, kindergarten or any of the grades one through 12 maintained by a school district and who is at risk of not meeting the educational goals and objectives established by the school district or of not completing the requirements necessary for promotion to grade level, grade-to-grade promotion, or graduation from high school or of not becoming a productive worker and citizen. At risk pupils may be characterized, but not by way of limitation, by any one or more of the following indicators: (1) A high rate of absenteeism from school attendance; (2) failure to achieve grade-level standards; (3) failure in two or more subjects or courses of study; (4) two or more credits behind other pupils in modal grade in the number of graduation credits attained; (5) retention at grade level one or more times; (6) below modal grade for pupils in the same age group; (7) pregnancy or parenthood or both; (8) repeated commission of any of the disciplinary infractions specified in K.S.A. 72-8901, and amendments thereto, whether or not such conduct resulted in a suspension or expulsion from school. The definition of at risk pupil does not include within its meaning any person determined to be an exceptional child under the provisions of the special education for exceptional children act.

(g) "State board" means the state board of education.

History: L. 1989, ch. 213, § 1; L. 1990, ch. 259, § 1; July 1.

72-9902. Participation procedures and eligibility requirements; grant applications; approval by state board; cooperative and interlocal cooperation agreements authorized. (a) The board of every school district may participate in the educational excellence grant program through development and maintenance of an educational system enhancement plan or an at risk pupil assistance plan or both such

**Article 64.—SCHOOL DISTRICT
FINANCE AND
QUALITY PERFORMANCE**

Law Review and Bar Journal References:

"Survey of Kansas Law: Taxation," Sandra Craig McKenzie, 41 K.L.R. 727, 748 (1993).

72-6405.

Attorney General's Opinions:

School district finance and quality performance; definitions; local effort; public law 81-874 funds. 93-14.

72-6407. Definitions; pupil; enrollment; weightings. (a) "Pupil" means any person who is regularly enrolled in a district and attending kindergarten or any of the grades one through 12 maintained by the district or who is regularly enrolled in a district and attending kindergarten or any of the grades one through 12 in another district in accordance with an agreement entered into under authority of K.S.A. 72-8233, and amendments thereto, or who is regularly enrolled in a district and attending special education services provided for preschool-aged exceptional children by the district. Except as otherwise provided in this subsection, a pupil in attendance full time shall be counted as one pupil. A pupil in attendance part time shall be counted as that proportion of one pupil (to the nearest $\frac{1}{10}$) that the pupil's attendance bears to full-time attendance. A pupil attending kindergarten shall be counted as $\frac{1}{2}$ pupil. A pupil enrolled in and attending an institution of postsecondary education which is authorized under the laws of this state to award academic degrees shall be counted as one pupil if the pupil's postsecondary education enrollment and attendance together with the pupil's attendance in either of the grades 11 or 12 is at least $\frac{5}{6}$ time, otherwise the pupil shall be counted as that proportion of one pupil (to the nearest $\frac{1}{10}$) that the total time of the pupil's postsecondary education attendance and attendance in grade 11 or 12, as applicable, bears to full-time attendance. A pupil enrolled in and attending an area vocational school, area vocational-technical school or approved vocational education program shall be counted as one pupil if the pupil's vocational education enrollment and attendance together with the pupil's attendance in any of grades nine through 12 is at least $\frac{5}{6}$ time, otherwise the pupil shall be counted as that proportion of one pupil (to the nearest $\frac{1}{10}$) that the total time of the pupil's vocational education attendance and atten-

dance in any of grades nine through 12 bears to full-time attendance. A pupil enrolled in a district and attending special education services, except special education services for preschool-aged exceptional children, provided for by the district shall be counted as one pupil. A pupil enrolled in a district and attending special education services for preschool-aged exceptional children provided for by the district shall be counted as $\frac{1}{2}$ pupil. A pupil in the custody of the secretary of social and rehabilitation services and enrolled in unified school district No. 259, Sedgwick county, Kansas, but housed, maintained, and receiving educational services at the Judge James V. Riddel Boys Ranch, shall be counted as two pupils. A pupil residing at the Flint Hills job corps center shall not be counted. A pupil confined in and receiving educational services provided for by a district at a juvenile detention facility shall not be counted. A pupil enrolled in a district but housed, maintained, and receiving educational services at a state institution shall not be counted.

(b) "Preschool-aged exceptional children" means exceptional children, except gifted children, who have attained the age of three years but are under the age of eligibility for attendance at kindergarten.

(c) "At-risk pupils" means pupils who are eligible for free meals under the national school lunch act and for whom a district maintains an approved at-risk pupil assistance plan.

(d) "Enrollment" means, for districts scheduling the school days or school hours of the school term on a trimestral or quarterly basis, the number of pupils regularly enrolled in the district on September 20 plus the number of pupils regularly enrolled in the district on February 20 less the number of pupils regularly enrolled on February 20 who were counted in the enrollment of the district on September 20; and for districts not hereinbefore specified, the number of pupils regularly enrolled in the district on September 20. Notwithstanding the foregoing, if enrollment in a district in any school year has decreased from enrollment in the preceding school year, enrollment of the district in the current school year may be computed by adding one-half the number of pupils by which enrollment in the current school year has decreased from enrollment in the preceding school year to enrollment in the current school year, except that such computation shall not be applied to decreases in enrollment in the current school year that are in excess of 4% of enrollment in the preceding school year.