

Approved: April 10, 1999

Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Ralph Tanner at 9:00 a.m. on March 23, 1999 in Room 313-S of the Capitol.

All members were present except:

Representative John Ballou - Excused
Representative Eber Phelps - Excused
Representative Jonathan Wells - Excused

Committee staff present:

Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Renaë Jefferies, Revisor of Statutes
Connie Burns, Committee Secretary

Conferees appearing before the committee:

Others attending: See attached list

Chairman Tanner made a motion for the committee to work **SB 107 School health assessments** without a hearing. Representative Morrison seconded the motion. The motion carried.

After discussion, Representative Morrison made a motion to report **SB 107** favorably for passage. Representative Helgerson seconded the motion. The motion carried.

Chairman Tanner opened the discussion on **SB 171**. The committee was provided additional information. The chairman also announced that the committee has approval from the leadership office to meet after the deadline. (Attachment 1)

The definition of correlation weighting, the development of the formula in 1992 was for the low enrollment weighting in small schools. This formula applies to all school district of an enrollment of 1,750 student and above. The current formula reads $\$3,720 \times 5.4183 = \201.56 then multiply $\$201.56 \times$ the number of students in the school district = the amount of allocation for correlation weighting.

The governors proposal recommended to move the number down from 1750 to 1725 students and to do this will cause an expenditure of an additional ten million dollars above the current level of funding. If a school has fewer than 100 students they get an addition 1.14 weighting. Every time the base is increased by \$1.00 then the budget goes up by \$574,000.

If we change the at-risk factor from 8.0 to 9.0 percent. The formula is $\$37.20 \times .8 = 297.60$ per student and once the money is received it can be spent on any at-risk student.

Dale Dennis, provided the committee with at-risk program evaluation. (Attachment 2)

The next meeting is scheduled at March 23, 1999.

The meeting was adjourned at 10:55 a.m.

County	District	98-99 Budget	Senate Plan	% of new \$	Helgeson	% of new \$	\$67 3yr weighted	% of new \$
ALLEN	MARMATON VALLEY	2,724,156	2,651,064	-0.2%	2,687,633	-0.1%	2,698,995	-0.1%
ALLEN	IOLA	7,321,332	7,369,973	0.1%	7,381,283	0.1%	7,413,810	0.2%
ALLEN	HUMBOLDT	3,095,784	3,150,212	0.1%	3,150,212	0.1%	3,164,039	0.2%
ANDERSON	GARNETT	5,895,084	5,873,283	-0.1%	5,901,181	0.0%	5,926,276	0.1%
ANDERSON	CREST	2,019,588	2,090,465	0.2%	2,090,465	0.2%	2,085,880	0.2%
ATCHISON	ATCHISON CO COMM SCHOOLS	4,640,700	4,690,634	0.1%	4,690,634	0.1%	4,660,661	0.1%
ATCHISON	ATCHISON PUBLIC SCHOOLS	7,111,896	7,188,259	0.2%	7,201,454	0.2%	7,233,170	0.3%
BARBER	BARBER COUNTY NORTH	4,328,220	4,331,730	0.0%	4,349,449	0.1%	4,367,926	0.1%
BARBER	SOUTH BARBER	2,175,828	2,109,692	-0.2%	2,137,967	-0.1%	2,147,229	-0.1%
BARTON	CLAFLIN	2,170,620	2,045,979	-0.3%	2,097,251	-0.2%	2,106,329	-0.2%
BARTON	ELLINWOOD PUBLIC SCHOOLS	3,458,856	3,506,477	0.1%	3,506,477	0.1%	3,510,170	0.1%
BARTON	GREAT BEND	13,296,024	15,122,224	4.8%	15,122,224	4.4%	15,184,734	4.9%
BARTON	HOISINGTON	4,232,616	4,185,454	-0.1%	4,222,400	-0.0%	4,241,061	0.0%
BOURBON	FORT SCOTT	8,949,204	9,130,186	0.5%	9,130,563	0.4%	9,169,842	0.6%
BOURBON	UNIONTOWN	3,198,084	3,230,136	0.1%	3,230,136	0.1%	3,254,169	0.1%
BROWN	HIAWATHA	5,959,440	5,889,494	-0.2%	5,897,411	-0.1%	5,971,342	0.0%
BROWN	SOUTH BROWN COUNTY	4,273,536	4,272,164	-0.0%	4,294,030	0.0%	4,312,257	0.1%
BUTLER	BLUESTEM	4,540,260	4,578,288	0.1%	4,578,288	0.1%	4,608,022	0.2%
BUTLER	REMINGTON-WHITEWATER	3,329,400	3,449,173	0.3%	3,449,173	0.3%	3,432,158	0.3%
BUTLER	CIRCLE	6,782,676	6,839,157	0.1%	6,839,157	0.1%	6,880,600	0.3%
BUTLER	ANDOVER	11,739,948	12,634,778	2.3%	12,634,778	2.1%	12,346,377	1.6%
BUTLER	ROSE HILL PUBLIC SCHOOLS	7,231,680	7,552,441	0.8%	7,552,441	0.8%	7,509,621	0.7%
BUTLER	DOUGLASS PUBLIC SCHOOLS	4,818,144	4,922,866	0.3%	4,922,866	0.3%	4,918,934	0.3%
BUTLER	AUGUSTA	9,126,276	9,334,897	0.5%	9,334,897	0.5%	9,361,843	0.6%
BUTLER	EL DORADO	9,100,980	9,263,644	0.4%	9,280,986	0.4%	9,321,701	0.6%
BUTLER	FLINTHILLS	2,157,600	2,228,824	0.2%	2,228,824	0.2%	2,182,069	0.1%
CHASE	CHASE COUNTY	3,238,260	3,113,643	-0.3%	3,161,145	-0.2%	3,174,642	-0.2%
CHAUTAUQUA	CEDAR VALE	1,561,656	1,528,358	-0.1%	1,547,585	-0.0%	1,554,185	-0.0%
CHAUTAUQUA	CHAUTAUQUA COUNTY COMMUNITY	3,266,532	3,243,708	-0.1%	3,253,510	-0.0%	3,284,086	0.0%
CHEROKEE	RIVERTON	4,619,868	4,747,938	0.3%	4,747,938	0.3%	4,722,768	0.3%
CHEROKEE	COLUMBUS	6,864,888	6,891,183	0.1%	6,917,950	0.1%	6,947,630	0.2%
CHEROKEE	GALENA	4,310,364	4,363,775	0.1%	4,363,775	0.1%	4,350,506	0.1%

County	District	98-99 Budget	Senate	% of new \$	Helgerson	% of new \$	\$67 3yr hi/lo	% of new \$
DONIPHAN	MIDWAY SCHOOLS	1,646,844	1,670,487	0.1%	1,670,487	0.1%	1,655,676	0.0%
DONIPHAN	ELWOOD	1,920,064	2,071,992	0.4%	2,071,992	0.4%	1,959,394	0.1%
DOUGLAS	BALDWIN CITY	6,131,676	6,207,682	0.2%	6,207,682	0.2%	6,231,887	0.3%
DOUGLAS	EUDORA	5,446,080	5,638,789	0.5%	5,638,789	0.5%	5,559,695	0.3%
DOUGLAS	LAWRENCE	42,067,620	42,326,167	0.7%	42,326,167	0.6%	41,928,528	-0.4%
EDWARDS	KINSLEY-OFFERLE	2,335,788	2,262,377	-0.2%	2,269,917	-0.2%	2,308,177	-0.1%
EDWARDS	LEWIS	1,412,856	1,418,651	0.0%	1,420,913	0.0%	1,426,942	0.0%
ELK	WEST ELK	3,320,844	3,298,750	-0.1%	3,320,616	-0.0%	3,334,454	0.0%
ELK	ELK VALLEY	1,768,116	1,754,935	-0.0%	1,754,935	-0.0%	1,779,133	0.0%
ELLIS	ELLIS	2,245,764	2,268,032	0.1%	2,268,032	0.1%	2,274,472	0.1%
ELLIS	VICTORIA	1,958,580	1,909,128	-0.1%	1,909,128	-0.1%	1,942,352	-0.0%
ELLIS	HAYS	14,818,248	14,856,062	0.1%	14,934,855	0.3%	15,000,307	0.5%
ELLSWORTH	ELLSWORTH	4,635,492	4,369,053	-0.7%	4,472,728	-0.4%	4,491,761	-0.4%
ELLSWORTH	LORRAINE	3,377,388	3,420,898	0.1%	3,420,898	0.1%	3,378,004	0.0%
FINNEY	HOLCOMB	4,677,156	4,857,268	0.5%	4,857,268	0.4%	4,793,963	0.3%
FINNEY	GARDEN CITY	31,061,628	32,209,372	3.0%	32,209,372	2.8%	31,925,925	2.3%
FORD	SPEARVILLE	2,176,572	2,210,351	0.1%	2,210,351	0.1%	2,195,703	0.0%
FORD	DODGE CITY	21,614,688	22,074,481	1.2%	22,074,481	1.1%	22,008,529	1.0%
FORD	BUCKLIN	2,232,372	2,232,971	0.0%	2,232,971	0.0%	2,249,099	0.0%
FRANKLIN	WEST FRANKLIN	5,091,192	5,204,108	0.3%	5,204,108	0.3%	5,176,072	0.2%
FRANKLIN	CENTRAL HEIGHTS	4,081,584	4,224,662	0.4%	4,224,662	0.3%	4,236,138	0.4%
FRANKLIN	WELLSVILLE	4,269,816	4,457,271	0.5%	4,457,271	0.4%	4,406,553	0.4%
FRANKLIN	OTTAWA	9,530,268	9,694,932	0.4%	9,708,127	0.4%	9,751,146	0.6%
GEARY	JUNCTION CITY	25,370,400	26,508,755	3.0%	26,508,755	2.7%	26,462,420	2.8%
GOVE	GRINNELL PUBLIC SCHOOLS	1,305,720	1,278,407	-0.1%	1,288,209	-0.0%	1,293,639	-0.0%
GOVE	WHEATLAND	1,463,820	1,479,348	0.0%	1,479,348	0.0%	1,468,599	0.0%
GOVE	QUINTER PUBLIC SCHOOLS	2,388,612	2,421,848	0.1%	2,421,848	0.1%	2,401,337	0.0%
GRAHAM	WEST GRAHAM-MORLAND	926,652	777,374	-0.4%	850,135	-0.2%	839,578	-0.2%
GRAHAM	HILL CITY	2,608,836	2,590,744	-0.0%	2,600,923	-0.0%	2,611,894	0.0%
GRANT	ULYSSES	7,559,412	7,700,979	0.4%	7,700,979	0.3%	7,716,391	0.4%
GRAY	CIMARRON-ENSIGN	3,665,316	3,731,546	0.2%	3,731,546	0.2%	3,731,331	0.2%
GRAY	MONTEZUMA	1,574,676	1,604,135	0.1%	1,604,135	0.1%	1,581,451	0.0%

County	District	98-99 Budget	Senate	% of new \$	Helgerson	% of new \$	\$67 3yr hi/lo	% of new \$
GRAY	COPELAND	1,063,920	1,078,220	0.0%	1,078,220	0.0%	1,084,976	0.1%
GRAY	INGALLS	1,924,728	1,885,000	-0.1%	1,900,080	-0.1%	1,907,891	-0.0%
GREELEY	GREELEY COUNTY	2,159,460	2,052,011	-0.3%	2,063,321	-0.2%	2,106,329	-0.1%
GREENWOOD	MADISON-VIRGIL	1,844,004	1,867,281	0.1%	1,867,281	0.1%	1,868,885	0.1%
GREENWOOD	EUREKA	4,520,172	4,583,943	0.2%	4,583,943	0.2%	4,592,116	0.2%
GREENWOOD	HAMILTON	1,094,424	1,005,836	-0.2%	1,037,127	-0.1%	1,045,969	-0.1%
HAMILTON	SYRACUSE	3,050,400	3,137,394	0.2%	3,137,394	0.2%	3,080,346	0.1%
HARPER	ANTHONY-HARPER	5,750,004	5,808,439	0.2%	5,808,439	0.1%	5,830,465	0.2%
HARPER	ATTICA	1,351,476	1,268,228	-0.2%	1,299,142	-0.1%	1,309,166	-0.1%
HARVEY	BURRTON	1,690,740	1,649,752	-0.1%	1,665,209	-0.1%	1,679,535	-0.0%
HARVEY	NEWTON	14,273,268	14,600,456	0.9%	14,600,456	0.8%	14,606,080	0.9%
HARVEY	SEDGWICK PUBLIC SCHOOLS	2,727,132	2,759,640	0.1%	2,759,640	0.1%	2,754,664	0.1%
HARVEY	HALSTEAD	4,352,400	4,295,161	-0.1%	4,335,123	-0.0%	4,353,914	0.0%
HARVEY	HESSTON	4,537,284	4,565,093	0.1%	4,577,534	0.1%	4,597,797	0.2%
HASKELL	SUBLETTE	2,984,928	3,034,096	0.1%	3,034,096	0.1%	3,029,600	0.1%
HASKELL	SATANTA	2,716,716	2,771,704	0.1%	2,771,704	0.1%	2,751,256	0.1%
HODGEMAN	JETMORE	2,128,584	2,107,053	-0.1%	2,107,053	-0.1%	2,132,838	0.0%
HODGEMAN	HANSTON	1,159,152	1,129,115	-0.1%	1,138,163	-0.1%	1,150,491	-0.0%
JACKSON	NORTH JACKSON	2,679,516	2,720,055	0.1%	2,720,055	0.1%	2,713,386	0.1%
JACKSON	HOLTON	5,566,236	5,639,543	0.2%	5,639,543	0.2%	5,626,346	0.2%
JACKSON	ROYAL VALLEY	4,869,480	4,893,837	0.1%	4,901,000	0.1%	4,921,964	0.1%
JEFFERSON	VALLEY FALLS	2,792,976	2,810,912	0.0%	2,813,551	0.0%	2,825,859	0.1%
JEFFERSON	JEFFERSON COUNTY NORTH	2,930,616	2,973,022	0.1%	2,973,022	0.1%	2,975,825	0.1%
JEFFERSON	JEFFERSON WEST	5,038,740	5,137,756	0.3%	5,137,756	0.2%	5,138,580	0.3%
JEFFERSON	OSKALOOSA PUBLIC SCHOOLS	4,357,608	4,281,212	-0.2%	4,317,781	-0.1%	4,336,115	-0.1%
JEFFERSON	MCLOUTH	3,483,036	3,411,473	-0.2%	3,451,058	-0.1%	3,465,862	-0.0%
JEFFERSON	PERRY PUBLIC SCHOOLS	5,670,396	5,672,719	0.0%	5,688,930	0.0%	5,713,068	0.1%
JEWELL	WHITE ROCK	1,519,248	1,724,021	0.5%	1,724,021	0.5%	1,668,174	0.4%
JEWELL	MANKATO	1,889,760	1,811,485	-0.2%	1,813,747	-0.2%	1,846,541	-0.1%
JEWELL	JEWELL	1,440,756	1,460,875	0.1%	1,460,875	0.0%	1,467,084	0.1%
JOHNSON	BLUE VALLEY	70,860,048	73,872,396	7.9%	73,872,396	7.2%	72,241,569	3.6%
JOHNSON	SPRING HILL	6,439,320	6,580,535	0.4%	6,580,535	0.3%	6,546,208	0.3%

County	District	98-99 Budget	Senate	% of new \$	Helgeson	% of new \$	\$67 3yr hi/lo	% of new \$
JOHNSON	GARDNER-EDGERTON-ANTIOCH	9,929,424	10,352,043	1.1%	10,352,043	1.0%	10,159,385	0.6%
JOHNSON	DESOTO	11,815,836	13,127,140	3.4%	13,127,140	3.1%	12,543,680	1.9%
JOHNSON	OLATHE	78,161,292	81,635,580	9.1%	81,635,580	8.3%	80,479,431	6.0%
JOHNSON	SHAWNEE MISSION PUBLIC SCHOO	124,665,384	126,253,530	4.2%	126,279,920	3.9%	126,839,885	5.7%
KEARNY	LAKIN	4,145,568	4,194,502	0.1%	4,194,502	0.1%	4,210,008	0.2%
KEARNY	DEERFIELD	2,477,520	2,437,682	-0.1%	2,453,893	-0.1%	2,475,562	-0.0%
KINGMAN	KINGMAN	6,088,152	6,192,602	0.3%	6,192,602	0.3%	6,191,366	0.3%
KINGMAN	CUNNINGHAM	2,156,484	2,149,277	-0.0%	2,160,210	0.0%	2,169,194	0.0%
KIOWA	GREENSBURG	1,935,144	1,857,479	-0.2%	1,865,773	-0.2%	1,893,500	-0.1%
KIOWA	MULLINVILLE	918,468	927,797	0.0%	927,797	0.0%	933,117	0.0%
KIOWA	HAVILAND	1,335,852	1,354,938	0.0%	1,354,938	0.0%	1,357,261	0.1%
LABETTE	PARSONS	7,336,956	7,313,046	-0.1%	7,371,481	0.1%	7,404,721	0.2%
LABETTE	OSWEGO	2,867,376	2,913,456	0.1%	2,913,456	0.1%	2,887,588	0.1%
LABETTE	CHETOPA	1,741,704	1,790,750	0.1%	1,790,750	0.1%	1,792,766	0.1%
LABETTE	LABETTE COUNTY	8,091,744	8,148,718	0.1%	8,180,523	0.2%	8,214,760	0.3%
LANE	HEALY PUBLIC SCHOOLS	931,116	890,097	-0.1%	902,538	-0.1%	921,377	-0.0%
LANE	DIGHTON	2,123,376	2,147,015	0.1%	2,147,015	0.1%	2,153,667	0.1%
LEAVENWORTH	FT LEAVENWORTH	6,863,400	6,895,330	0.1%	6,909,656	0.1%	6,940,814	0.2%
LEAVENWORTH	EASTON	4,095,720	4,169,620	0.2%	4,169,620	0.2%	4,183,878	0.2%
LEAVENWORTH	LEAVENWORTH	17,012,304	16,975,556	-0.1%	17,127,110	0.3%	17,203,962	0.5%
LEAVENWORTH	BASEHOR-LINWOOD	7,275,948	7,449,520	0.5%	7,449,520	0.4%	7,442,591	0.4%
LEAVENWORTH	TONGANOXIE	6,860,796	6,911,541	0.1%	6,915,688	0.1%	6,945,358	0.2%
LEAVENWORTH	LANSING	7,853,292	7,976,943	0.3%	7,976,943	0.3%	8,028,061	0.5%
LINCOLN	LINCOLN	2,593,956	2,609,217	0.0%	2,609,217	0.0%	2,619,468	0.1%
LINCOLN	SYLVAN GROVE	1,537,476	1,544,192	0.0%	1,546,831	0.0%	1,553,427	0.0%
LINN	PLEASANTON	2,560,476	2,594,514	0.1%	2,594,514	0.1%	2,582,355	0.1%
LINN	JAYHAWK	3,572,316	3,613,545	0.1%	3,613,545	0.1%	3,614,692	0.1%
LINN	PRAIRIE VIEW	5,315,880	5,295,342	-0.1%	5,318,716	0.0%	5,341,185	0.1%
LOGAN	OAKLEY	3,199,944	3,150,966	-0.1%	3,184,519	-0.0%	3,198,122	-0.0%
LOGAN	TRIPLAINS	891,684	813,943	-0.2%	874,640	-0.0%	847,909	-0.1%
LYON	NORTH LYON COUNTY	4,330,452	4,226,170	-0.3%	4,265,755	-0.2%	4,299,381	-0.1%
LYON	SOUTHERN LYON COUNTY	3,908,604	3,927,586	0.0%	3,930,602	0.1%	3,947,190	0.1%

County	District	98-99 Budget	Senate	% of new \$	Helgerson	% of new \$	\$67 3yr hi/lo	% of new \$
LYON	EMPORIA	19,622,628	20,278,830	1.7%	20,278,830	1.6%	20,152,521	1.4%
MARION	CENTRE	2,055,672	2,075,762	0.1%	2,075,762	0.0%	2,080,578	0.1%
MARION	PEABODY-BURNS	2,808,600	2,844,465	0.1%	2,844,465	0.1%	2,836,084	0.1%
MARION	MARION	4,100,928	4,137,198	0.1%	4,137,198	0.1%	4,150,173	0.1%
MARION	DURHAM-HILLSBORO-LEHIGH	4,246,008	4,209,959	-0.1%	4,238,988	-0.0%	4,257,345	0.0%
MARION	GOESSEL	2,006,196	1,982,643	-0.1%	1,982,643	-0.1%	2,003,702	-0.0%
MARSHALL	MARYSVILLE	5,337,456	5,297,981	-0.1%	5,300,243	-0.1%	5,356,712	0.1%
MARSHALL	VERMILLION	3,772,452	3,773,016	0.0%	3,773,016	0.0%	3,801,769	0.1%
MARSHALL	AXTELL	2,341,368	2,344,940	0.0%	2,344,940	0.0%	2,361,573	0.1%
MARSHALL	VALLEY HEIGHTS	3,119,592	3,163,784	0.1%	3,163,784	0.1%	3,133,743	0.0%
MCPHERSON	LINDSBORG	5,322,204	5,360,563	0.1%	5,363,579	0.1%	5,386,629	0.2%
MCPHERSON	MCPHERSON	11,826,624	11,394,825	-1.1%	11,394,825	-1.0%	11,497,711	-0.9%
MCPHERSON	CANTON-GALVA	2,593,212	2,631,460	0.1%	2,631,460	0.1%	2,639,539	0.1%
MCPHERSON	MOUNDRIDGE	2,742,756	2,743,429	0.0%	2,755,116	0.0%	2,767,161	0.1%
MCPHERSON	INMAN	2,891,184	2,917,226	0.1%	2,917,603	0.1%	2,930,002	0.1%
MEADE	FOWLER	1,343,664	1,304,797	-0.1%	1,316,107	-0.1%	1,329,616	-0.0%
MEADE	MEADE	2,659,056	2,744,937	0.2%	2,744,937	0.2%	2,718,309	0.2%
MIAMI	OSAWATOMIE	6,106,008	6,300,801	0.5%	6,300,801	0.5%	6,274,302	0.4%
MIAMI	PAOLA	8,745,348	8,945,456	0.5%	8,945,456	0.5%	8,967,995	0.6%
MIAMI	LOUISBURG	6,338,880	6,567,340	0.6%	6,567,340	0.5%	6,517,048	0.5%
MITCHELL	WACONDA	3,445,464	3,362,463	-0.2%	3,362,463	-0.2%	3,417,010	-0.1%
MITCHELL	BELOIT	4,468,464	4,553,029	0.2%	4,553,029	0.2%	4,549,702	0.2%
MONTGOMERY	CANEY VALLEY	5,087,844	5,161,130	0.2%	5,161,130	0.2%	5,148,805	0.2%
MONTGOMERY	COFFEYVILLE	9,985,224	9,777,872	-0.5%	9,925,656	-0.1%	9,969,278	-0.0%
MONTGOMERY	INDEPENDENCE	9,495,672	9,504,924	0.0%	9,577,308	0.2%	9,618,980	0.3%
MONTGOMERY	CHERRYVALE	3,829,740	3,855,579	0.1%	3,855,579	0.1%	3,870,314	0.1%
MORRIS	MORRIS COUNTY	5,664,444	5,627,479	-0.1%	5,633,511	-0.1%	5,689,589	0.1%
MORTON	ROLLA	1,550,868	1,594,710	0.1%	1,594,710	0.1%	1,570,090	0.1%
MORTON	ELKHART	3,208,500	3,349,268	0.4%	3,349,268	0.3%	3,362,099	0.4%
NEMAHA	SABETHA	5,488,116	5,552,456	0.2%	5,552,456	0.2%	5,580,523	0.2%
NEMAHA	NEMAHA VALLEY SCHOOLS	3,101,736	3,138,525	0.1%	3,138,525	0.1%	3,145,104	0.1%
NEMAHA	B & B	1,820,196	1,844,284	0.1%	1,844,284	0.1%	1,846,163	0.1%

County	District	98-99 Budget	Senate	% of new \$	Helgerson	% of new \$	\$67 3yr hi/lo	% of new \$
NEOSHO	ERIE-ST PAUL	6,103,404	6,114,186	0.0%	6,114,186	0.0%	6,163,721	0.2%
NEOSHO	CHANUTE PUBLIC SCHOOLS	8,239,428	8,298,524	0.2%	8,343,387	0.2%	8,380,252	0.4%
NESS	NES TRE LA GO	725,772	635,999	-0.2%	829,777	0.2%	672,950	-0.1%
NESS	SMOKY HILL	1,322,460	1,273,506	-0.1%	1,273,506	-0.1%	1,297,426	-0.1%
NESS	NESS CITY	1,858,140	1,832,597	-0.1%	1,832,597	-0.1%	1,853,358	-0.0%
NESS	BAZINE	941,532	937,976	-0.0%	943,254	0.0%	947,507	0.0%
NORTON	NORTON COMMUNITY SCHOOLS	4,202,484	4,130,789	-0.2%	4,165,473	-0.1%	4,183,878	-0.0%
NORTON	NORTHERN VALLEY	1,493,208	1,497,067	0.0%	1,497,821	0.0%	1,509,498	0.0%
NORTON	WEST SOLOMON VALLEY SCHOOLS	878,664	821,483	-0.1%	862,199	-0.0%	847,531	-0.1%
OSAGE	OSAGE CITY	4,100,184	4,149,262	0.1%	4,149,262	0.1%	4,158,883	0.2%
OSAGE	LYNDON	3,026,964	3,046,160	0.1%	3,049,553	0.1%	3,062,926	0.1%
OSAGE	SANTA FE TRAIL	6,574,356	6,570,356	-0.0%	6,604,286	0.1%	6,632,173	0.2%
OSAGE	BURLINGAME	2,260,272	2,291,029	0.1%	2,291,029	0.1%	2,284,697	0.1%
OSAGE	MARAIS DES CYGNES VALLEY	1,909,104	1,915,914	0.0%	1,917,799	0.0%	1,925,690	0.0%
OSBORNE	OSBORNE COUNTY	3,032,544	3,068,780	0.1%	3,069,911	0.1%	3,082,997	0.1%
OTTAWA	NORTH OTTAWA COUNTY	4,249,356	4,179,799	-0.2%	4,230,317	-0.0%	4,248,257	-0.0%
OTTAWA	TWIN VALLEY	3,686,520	3,721,367	0.1%	3,726,645	0.1%	3,742,692	0.1%
PAWNEE	FT LARNED	5,593,764	5,617,677	0.1%	5,620,316	0.1%	5,644,524	0.1%
PAWNEE	PAWNEE HEIGHTS	1,338,456	1,304,797	-0.1%	1,321,762	-0.0%	1,327,344	-0.0%
PHILLIPS	EASTERN HEIGHTS	1,483,908	1,506,115	0.1%	1,506,115	0.1%	1,511,392	0.1%
PHILLIPS	PHILLIPSBURG	4,095,348	4,007,510	-0.2%	4,007,510	-0.2%	4,064,587	-0.1%
PHILLIPS	LOGAN	1,530,408	1,547,208	0.0%	1,547,208	0.0%	1,552,670	0.1%
POTTAWATOMIE	WAMEGO	6,613,044	6,683,456	0.2%	6,683,456	0.2%	6,711,321	0.3%
POTTAWATOMIE	KAW VALLEY	5,509,320	5,588,648	0.2%	5,588,648	0.2%	5,589,612	0.2%
POTTAWATOMIE	ONAGA-HAVENSVILLE-WHEATON	2,771,400	2,658,604	-0.3%	2,658,604	-0.3%	2,713,386	-0.2%
POTTAWATOMIE	ROCK CREEK	4,470,324	4,620,889	0.4%	4,620,889	0.4%	4,612,945	0.4%
PRATT	PRATT	6,509,628	6,560,177	0.1%	6,560,177	0.1%	6,601,498	0.2%
PRATT	SKYLINE SCHOOLS	2,258,412	2,256,722	-0.0%	2,256,722	-0.0%	2,275,987	0.0%
RAWLINS	HERNDON	903,588	858,806	-0.1%	867,854	-0.1%	881,614	-0.1%
RAWLINS	ATWOOD	2,703,324	2,686,125	-0.0%	2,686,125	-0.0%	2,711,113	0.0%
RENO	HUTCHINSON PUBLIC SCHOOLS	20,363,280	20,527,273	0.4%	20,636,603	0.7%	20,729,659	1.0%
RENO	NICKERSON	6,493,260	6,550,375	0.1%	6,550,375	0.1%	6,575,368	0.2%

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RENO	FAIRFIELD	2,843,940	2,879,526	0.1%	2,879,526	0.1%	2,881,150	0.1%
RENO	PRETTY PRAIRIE	2,061,252	2,122,133	0.2%	2,122,133	0.1%	2,121,099	0.2%
RENO	HAVEN PUBLIC SCHOOLS	5,795,760	5,895,149	0.3%	5,895,149	0.2%	5,906,584	0.3%
RENO	BUHLER	9,385,932	9,588,618	0.5%	9,588,618	0.5%	9,606,862	0.6%
REPUBLIC	PIKE VALLEY	1,973,460	1,948,713	-0.1%	1,959,646	-0.0%	1,968,104	-0.0%
REPUBLIC	BELLEVILLE	3,646,344	3,626,363	-0.1%	3,644,459	-0.0%	3,660,136	0.0%
REPUBLIC	HILLCREST RURAL SCHOOLS	1,345,152	1,250,132	-0.2%	1,262,573	-0.2%	1,292,124	-0.1%
RICE	STERLING	3,205,896	3,176,979	-0.1%	3,190,174	-0.0%	3,217,814	0.0%
RICE	CHASE	1,445,592	1,422,421	-0.1%	1,432,600	-0.0%	1,443,983	-0.0%
RICE	LYONS	4,988,520	5,002,413	0.0%	5,021,640	0.1%	5,043,905	0.1%
RICE	LITTLE RIVER	1,865,580	1,872,936	0.0%	1,872,936	0.0%	1,886,305	0.1%
RILEY	RILEY COUNTY	3,814,860	3,775,278	-0.1%	3,794,128	-0.0%	3,810,101	-0.0%
RILEY	MANHATTAN	24,515,172	24,927,240	1.1%	24,927,240	1.0%	25,016,922	1.3%
RILEY	BLUE VALLEY	2,023,308	2,049,372	0.1%	2,049,372	0.1%	2,055,205	0.1%
ROOKS	PALCO	1,393,140	1,406,210	0.0%	1,406,210	0.0%	1,410,658	0.0%
ROOKS	PLAINVILLE	2,661,288	2,709,499	0.1%	2,709,499	0.1%	2,719,823	0.2%
ROOKS	STOCKTON	2,752,800	2,700,074	-0.1%	2,721,186	-0.1%	2,732,699	-0.1%
RUSH	LACROSSE	2,267,340	2,294,422	0.1%	2,294,422	0.1%	2,294,165	0.1%
RUSH	OTIS-BISON	2,220,468	2,176,798	-0.1%	2,176,798	-0.1%	2,208,200	-0.0%
RUSSELL	PARADISE	1,229,460	1,246,739	0.0%	1,246,739	0.0%	1,238,728	0.0%
RUSSELL	RUSSELL COUNTY	5,950,140	5,880,823	-0.2%	5,880,823	-0.2%	5,948,241	-0.0%
SALINE	SALINA	29,763,720	30,487,613	1.9%	30,487,613	1.7%	30,529,658	2.0%
SALINE	SOUTHEAST OF SALINE	4,020,576	4,075,370	0.1%	4,075,370	0.1%	4,057,013	0.1%
SALINE	ELL-SALINE	2,866,632	2,911,194	0.1%	2,911,194	0.1%	2,901,221	0.1%
SCOTT	SCOTT COUNTY	5,776,044	5,779,033	0.0%	5,799,391	0.1%	5,824,406	0.1%
SEDGWICK	WICHITA	191,830,356	196,540,656	12.3%	196,540,656	11.3%	195,912,871	10.7%
SEDGWICK	DERBY	27,552,552	28,493,283	2.5%	28,493,283	2.3%	28,207,848	1.7%
SEDGWICK	HAYSVILLE	17,667,024	18,921,253	3.3%	18,921,253	3.0%	18,461,625	2.1%
SEDGWICK	VALLEY CENTER PUBLIC SCHOOLS	9,524,688	9,860,435	0.9%	9,860,435	0.8%	9,760,993	0.6%
SEDGWICK	MULVANE	8,012,880	8,266,479	0.7%	8,266,479	0.6%	8,213,246	0.5%
SEDGWICK	CLEARWATER	5,750,376	5,900,804	0.4%	5,900,804	0.4%	5,885,377	0.4%
SEDGWICK	GODDARD	13,902,384	15,303,184	3.7%	15,303,184	3.4%	14,718,554	2.1%

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SEDGWICK	MAIZE	20,762,436	22,048,091	3.4%	22,048,091	3.1%	21,582,492	2.1%
SEDGWICK	RENWICK	7,511,424	7,917,000	1.1%	7,917,000	1.0%	7,790,995	0.7%
SEDGWICK	CHENEY	3,936,504	4,039,932	0.3%	4,039,932	0.2%	4,037,699	0.3%
SEWARD	LIBERAL	17,299,488	18,002,881	1.8%	18,002,881	1.7%	18,011,729	1.9%
SEWARD	KISMET-PLAINS	4,174,956	4,209,205	0.1%	4,209,205	0.1%	4,230,836	0.1%
SHAWNEE	SEAMAN	13,388,280	13,490,568	0.3%	13,523,367	0.3%	13,582,454	0.5%
SHAWNEE	SILVER LAKE	3,888,516	3,954,730	0.2%	3,954,730	0.2%	3,947,190	0.2%
SHAWNEE	AUBURN WASHBURN	20,937,276	21,359,689	1.1%	21,371,376	1.0%	21,462,823	1.4%
SHAWNEE	SHAWNEE HEIGHTS	14,516,184	14,688,297	0.4%	14,688,297	0.4%	14,797,324	0.7%
SHAWNEE	TOPEKA PUBLIC SCHOOLS	56,516,472	57,872,893	3.5%	57,872,893	3.3%	57,951,325	3.7%
SHERIDAN	HOXIE COMMUNITY SCHOOLS	2,840,220	2,768,688	-0.2%	2,770,196	-0.2%	2,815,635	-0.1%
SHERMAN	GOODLAND	5,973,204	5,987,137	0.0%	6,000,332	0.1%	6,026,253	0.1%
SMITH	SMITH CENTER	3,667,920	3,555,110	-0.3%	3,604,874	-0.2%	3,620,372	-0.1%
SMITH	WEST SMITH COUNTY	1,469,028	1,480,102	0.0%	1,480,102	0.0%	1,486,398	0.0%
STAFFORD	STAFFORD	2,083,944	2,119,117	0.1%	2,119,117	0.1%	2,109,359	0.1%
STAFFORD	ST JOHN-HUDSON	2,827,200	2,735,512	-0.2%	2,747,576	-0.2%	2,790,262	-0.1%
STAFFORD	MACKSVILLE	1,971,972	1,929,863	-0.1%	1,934,387	-0.1%	1,951,820	-0.1%
STANTON	STANTON COUNTY	3,393,384	3,445,780	0.1%	3,445,780	0.1%	3,433,673	0.1%
STEVENS	MOSCOW PUBLIC SCHOOLS	1,557,192	1,520,441	-0.1%	1,539,668	-0.0%	1,546,232	-0.0%
STEVENS	HUGOTON PUBLIC SCHOOLS	5,186,424	5,128,331	-0.2%	5,173,948	-0.0%	5,196,521	0.0%
SUMNER	WELLINGTON	8,298,948	8,428,589	0.3%	8,438,768	0.3%	8,476,063	0.5%
SUMNER	CONWAY SPRINGS	3,234,540	3,313,453	0.2%	3,313,453	0.2%	3,279,542	0.1%
SUMNER	BELLE PLAINE	4,628,424	4,711,369	0.2%	4,711,369	0.2%	4,671,643	0.1%
SUMNER	OXFORD	2,948,844	2,756,247	-0.5%	2,783,014	-0.4%	2,817,907	-0.3%
SUMNER	ARGONIA PUBLIC SCHOOLS	1,787,460	1,851,824	0.2%	1,851,824	0.2%	1,814,730	0.1%
SUMNER	CALDWELL	2,080,596	2,109,692	0.1%	2,109,692	0.1%	2,105,572	0.1%
SUMNER	SOUTH HAVEN	1,742,820	1,767,753	0.1%	1,767,753	0.1%	1,771,559	0.1%
THOMAS	BREWSTER	1,268,892	1,267,097	-0.0%	1,270,867	0.0%	1,276,219	0.0%
THOMAS	COLBY PUBLIC SCHOOLS	5,922,612	5,866,497	-0.1%	5,866,497	-0.1%	5,934,229	0.0%
THOMAS	GOLDEN PLAINS	1,431,828	1,394,900	-0.1%	1,402,063	-0.1%	1,418,610	-0.0%
TREGO	WAKEENEY	3,525,444	3,454,074	-0.2%	3,454,074	-0.2%	3,508,227	-0.0%
WABAUNSEE	MILL CREEK VALLEY	3,413,844	3,457,090	0.1%	3,457,090	0.1%	3,465,862	0.1%

County	District	98-99 Budget	Senate	% of new \$	Helgerson	% of new \$	\$67 3yr hi/lo	% of new \$
WABAUNSEE	WABAUNSEE EAST	3,797,004	3,831,828	0.1%	3,831,828	0.1%	3,851,000	0.1%
WALLACE	WALLACE COUNTY SCHOOLS	1,981,644	1,963,416	-0.0%	1,963,416	-0.0%	1,985,524	0.0%
WALLACE	WESKAN	1,014,072	1,136,655	0.3%	1,136,655	0.3%	1,109,212	0.2%
WASHINGTON	NORTH CENTRAL	1,297,164	1,315,353	0.0%	1,315,353	0.0%	1,318,633	0.1%
WASHINGTON	WASHINGTON SCHOOLS	2,305,284	2,336,269	0.1%	2,336,269	0.1%	2,340,745	0.1%
WASHINGTON	BARNES	2,517,696	2,562,092	0.1%	2,562,092	0.1%	2,540,698	0.1%
WASHINGTON	CLIFTON-CLYDE	2,500,584	2,454,647	-0.1%	2,461,056	-0.1%	2,487,302	-0.0%
WICHITA	LEOTI	3,132,612	2,978,677	-0.4%	3,033,342	-0.2%	3,046,642	-0.2%
WILSON	ALTOONA-MIDWAY	2,298,588	2,320,812	0.1%	2,320,812	0.1%	2,313,857	0.0%
WILSON	NEODESHA	4,373,976	4,259,346	-0.3%	4,320,043	-0.1%	4,339,145	-0.1%
WILSON	FREDONIA	5,013,816	4,920,227	-0.2%	4,955,665	-0.1%	4,993,917	-0.1%
WOODSON	YATES CENTER	3,814,860	3,697,239	-0.3%	3,737,578	-0.2%	3,771,473	-0.1%
WYANDOTTE	TURNER-KANSAS CITY	15,727,788	15,692,625	-0.1%	15,819,297	0.2%	15,889,116	0.4%
WYANDOTTE	PIPER-KANSAS CITY	6,225,048	6,379,594	0.4%	6,379,594	0.4%	6,360,645	0.4%
WYANDOTTE	BONNER SPRINGS	8,887,452	9,295,312	1.1%	9,295,312	1.0%	9,221,345	0.9%
WYANDOTTE	KANSAS CITY	85,804,032	88,159,942	6.2%	88,159,942	5.6%	88,365,101	6.7%
		2,121,365,512	2,159,628,152	100.0%	2,163,078,216	100.0%	2,159,691,605	100.0%



Kansas State Department of Education

120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

February 18, 1999

TO: Andy Tompkins, Commissioner of Education

FROM: Sharon Freden, Assistant Commissioner, Learning Services
K&G Kenneth A. Gentry, Team Leader, Consolidated and Supplemental Programs
JM Judi Miller, Program Consultant, Consolidated and Supplemental Programs

SUBJECT: Receive Evaluation Report for 1997-98 At-Risk Pupil Assistance Programs

The *Kansas At-Risk Pupil Assistance Program Evaluation Report For 1997-98* is attached. This report summarizes the impact of the state funded at-risk programs as reported by local districts. Funding for this program has been provided to schools since 1992-93. Background information on the program as well as a review of last year's results are included in the report. Staff will be available for comments and to respond to questions.

**Kansas At-Risk Pupil Assistance Program
EVALUATION REPORT
For
1997-98**

**Prepared for
Kansas State Board of Education**

**Prepared by
Kansas State Department of Education
Consolidated and Supplemental Programs Team
120 S.E. Tenth Avenue
Topeka, KS 66612-1182**

February, 1999

**Kansas At-Risk Pupil Assistance Program
Evaluation Report
1997-98**

EXECUTIVE SUMMARY

- 303 public school districts participated in the State at-risk program
- Weighted enrollment count generated \$26,580,342 for at-risk students
- Approximately 110,393 students participated in at-risk programs
- 60% of the at-risk programs were for elementary students
- 94% of districts considered their at-risk program(s) to be successful
- 99% of districts saw participating at-risk students' grades improve
- 93% reported at-risk students passed courses they had been failing
- 68% indicated a positive impact on students who had been behind in graduation credits
- 96% noted an improvement in the attendance of at-risk students
- 94% experienced a decline in discipline referrals
- 42% had a decline in the number of dropouts
- 70% indicated a positive impact on state reading assessment results
- 67% noticed a positive impact on state mathematics assessment results
- 97% reported at-risk students making progress toward meeting either local student exit outcomes or State outcomes for Quality Performance Accreditation
- 85% of the districts met 100% of their local indicators for their at-risk programs

**Kansas At-Risk Pupil Assistance Programs
EVALUATION REPORT
For
1997-98**

The State of Kansas has funded at-risk programs in public schools since 1992-93. These programs provide opportunities to at-risk students that are not available to the general population of students. The goal of the Kansas At-Risk Pupil Assistance Program is to increase the academic achievement of at-risk students. In 1997-98, 303 school districts participated in the at-risk program.

FUNDING

Public school districts received weighted enrollment funds for students identified as at-risk as part of the school finance formula. This formula calculated at-risk enrollment at 0.065% of the base per pupil amount of \$3,670. In 1997-98, this equated to approximately \$239 per student eligible for free meals. For the purposes of allocating funds, "at-risk" was defined as those students on September 21 who were eligible for free meals under the National School Lunch Act. Each district accessing the funds had to have an At-Risk Pupil Assistance Plan approved by the Kansas State Department of Education. The purpose of the district plan was to be certain that the at-risk funds provided extra opportunities for at-risk students.

During the 1997-98 school year, 303 of the 304 public school districts in Kansas accessed \$26,580,708 of state funds for specific at-risk programs. This was an increase of \$6,849,769 and two additional school districts from 1996-97.

IDENTIFICATION OF AT-RISK STUDENTS

Though the funds were allocated on the basis of free meal count, the districts established criteria for identifying which "at-risk" students could participate in the at-risk program(s). The criteria was to be based on the definition of at-risk as approved by the Kansas State Board of Education in the *Kansas At-Risk Pupil Assistance Plan Guidelines (1992 HB 2892)*:

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.

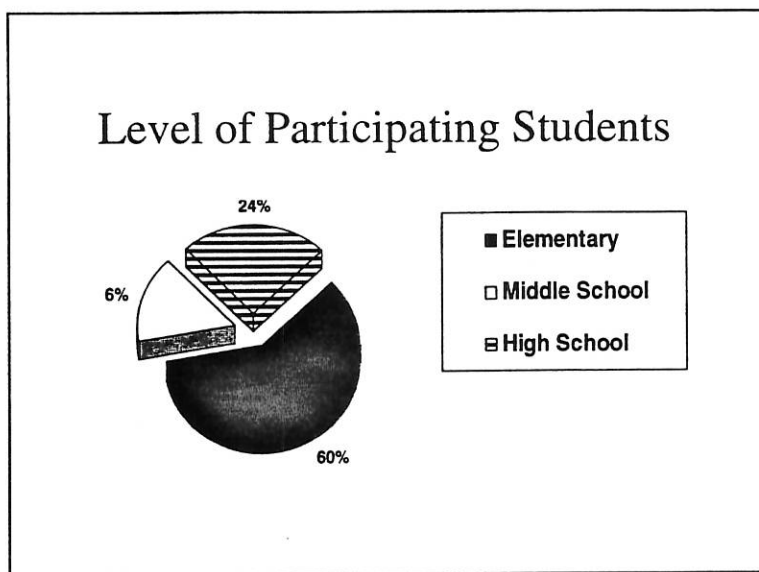
The definition of an at-risk student does not include any student determined to be an exceptional child under the provisions of the Special Education for Exceptional Children Act.

At-risk students might be characterized by any of the following indicators:

- Failure to achieve grade-level standards
- Failure in two or more subjects or courses of study
- Two or more credits behind in the number of graduation credits attained
- Retention at grade level one or more times
- Significantly behind in meeting Quality Performance Accreditation outcomes

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, lacking graduation credits and returning dropouts.

Approximately 110,393 or 24.6% of the 449,607 Kansas K-12 school-age children enrolled in school participated in the at-risk programs in 1997-98. There were 65,181 elementary students; 17,391 middle level/junior high students; and 26,692 high school students. This is an increase of 24,853 students participating in the at-risk programs from 1996-97.



TYPES OF AT-RISK SERVICES

The 303 participating school districts developed programs that provided opportunities for students from preschool through high school. Some districts chose to have at-risk programs for all grade levels while others had programs at only one level. Districts scheduled programs at a variety of times including before, after and/or during school. Most programs were during the regular school year but some also had extended school terms and summer school for at-risk students.

The goal of the At-Risk Pupil Assistance Program was to increase student academic achievement. In many instances, districts had more than one program and more than one type of service to accomplish this goal. The number of at-risk students who participated in each type of program and/or service are given below. Many students participated in more than one type of program; therefore, the numbers below exceed the total number of participants which was 110,393.

Focus of Program or Service	Number of Participants	Focus of Program or Service	Number of Participants
Reading	82,684	Language Arts	43,359
Mathematics	81,672	Science	11,115
Social Studies	7,064	Vocational/Career	1,375
English as Second Language assistance	5,927	Counseling or assistance from social worker	11,551
Health and/or nutrition	2,351	Tutoring	542

EVALUATION DESIGN

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 identify local indicators for determining the impact of the program on students. Some examples of the local indicators used by districts include norm-referenced tests, criterion-referenced assessments, local assessments and completion of assignments. This was the first component of the evaluation process; the second was an evaluation report form developed by the Department of Education's staff and completed by the districts. Data was collected on grades, failures, graduation credits, absences, discipline referrals, dropouts, state assessments, district and state student outcomes and overall success. The information in this report is a compilation of the two evaluation components.

The comments attributed to districts that are contained in this report were randomly selected from the evaluation reports submitted by those districts. These comments reflect a sample of what districts believed about their at-risk programs.

IMPACT OF AT-RISK PUPIL ASSISTANCE PROGRAMS

Success of Program

Districts were asked whether or not they considered their At-Risk Pupil Assistance programs to have been successful. Of the 303 districts providing programs for at-risk students, 94% were considered to be successful. This percent has been consistent since the 1995-96 school year.

Percent of Districts Reporting Successful Programs

Year	Yes	No	Uncertain
1993-94	88	1	11
1994-95	95	0	5
1995-96	94	0	6
1996-97	94	1	5
1997-98	94	0	6

USD 387 Altoona Midway attributed the success of their program to the one-on-one help provided to the at-risk students. The program "helped to develop skills while assisting students with daily assignments and preparing for exams. Positive feedback from parents is a strong indicator of the program's success."

Another district, USD 402 Augusta, felt their program was successful. They stated, "We believe our students are learning more and retaining that learning as evidenced by lower retention rates, higher test scores, and improved attendance. All at-risk personnel reported student gains this year."

About 6% of the districts were uncertain about their overall success. In some cases, the data on students was mixed. Some data, such as grades, showed improvement; but other data, such as discipline referrals, declined. USD 446 Independence was uncertain as to the success of their at-risk program. They stated, "Although the overall trend is positive, results are somewhat mixed from building to building. Some students do not seem to respond to interventions currently in

place. An effort will be made to add programs which will serve the needs of these students who are not succeeding.”

USD 231 Gardner-Edgerton commented, “The program had a significant positive impact on the students participating. Students that did not show a great gain in grades, showed gains in attendance and a decrease in discipline referrals. The majority of students that participated showed an increase in grades and a decrease in failing marks and exhibited a more positive attitude toward school.”

USD 366 Yates Center, on the other hand, said that they considered their at-risk program to be highly successful. “Students have a positive attitude about school. Students’ grades have improved, absences have declined and discipline referrals have declined. Students are successful and this has improved their self-esteem. It has been a worthwhile program.”

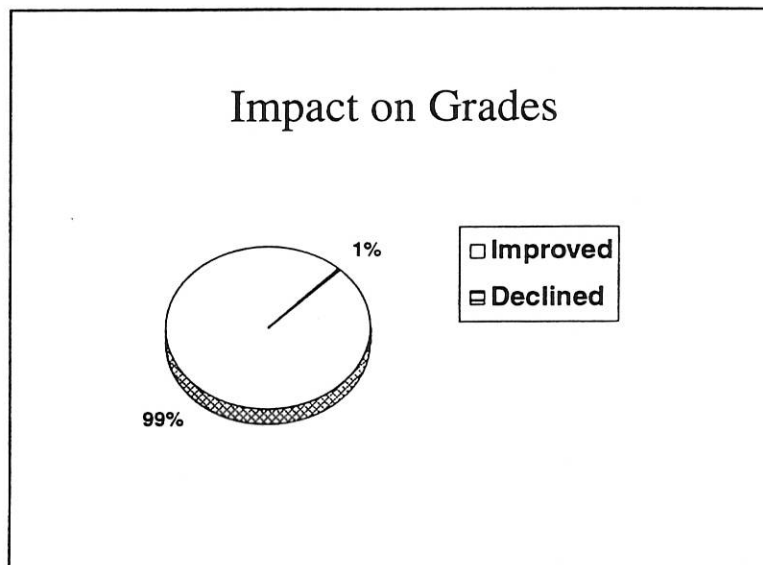
Students’ Grades

Of the districts reporting on the impact of their at-risk programs on participating at-risk students’ grades, 99% indicated that grades had improved. Only 1% of the districts indicated a decline in grades. Many programs attributed the improvement of grades to the additional help and additional time devoted to problem areas.

“Students who might have failed without the benefit of the program did not do so!” stated USD 416 Louisburg. Students from USD 300 Comanche used the after school at-risk program to maintain passing grades and received additional assistance as needed.

USD 412 Hoxie shared these comments, “All of the students that participated in our At-Risk program showed dramatic improvement in their grades which also had an impact on their attitudes toward school. They received one on one assistance to meet their individual goals. Parents are also involved in our program which helps with home support.”

USD 309 Nickerson stated, “Overall, students are improving their grades and have demonstrated a better attitude toward school and learning. This is primarily due to the attention by another caring adult and tutoring.”



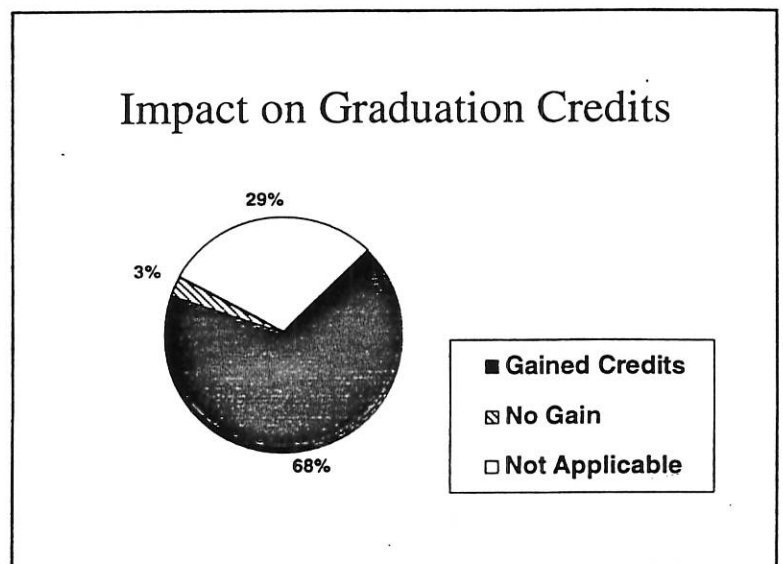
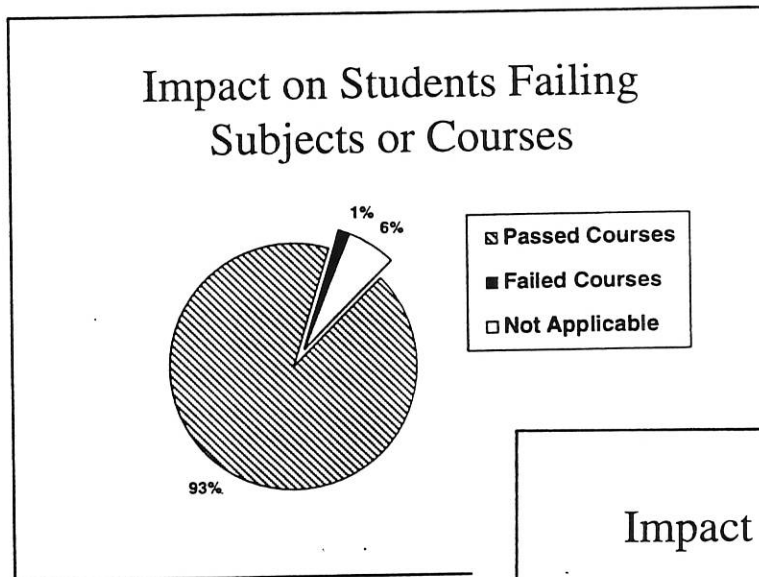
Courses and Graduation Credits

Ninety-three percent of the districts indicated that students had passed the courses they had been failing. In addition, 68% reported a positive impact on students who were behind in graduation credits. Since 60% of the at-risk programs were at the elementary level, many programs did not directly impact the number of graduation credits.

A senior student from Gardner-Edgerton, USD 231, made the following comment regarding the at-risk program, "I would not be graduating today had I not been in this program for the last two years." The district commented that the at-risk program had made a difference for many students at the high school. USD 397 Peabody Burns also believed that some of their students would not have made the grade or received the credits they needed without the at-risk program.

A teacher from USD 354 Claflin wrote, "I feel I am helping to reach the students that fall between the cracks. High school math tutoring program helps many students to pass the courses that I feel they wouldn't pass without the extra help."

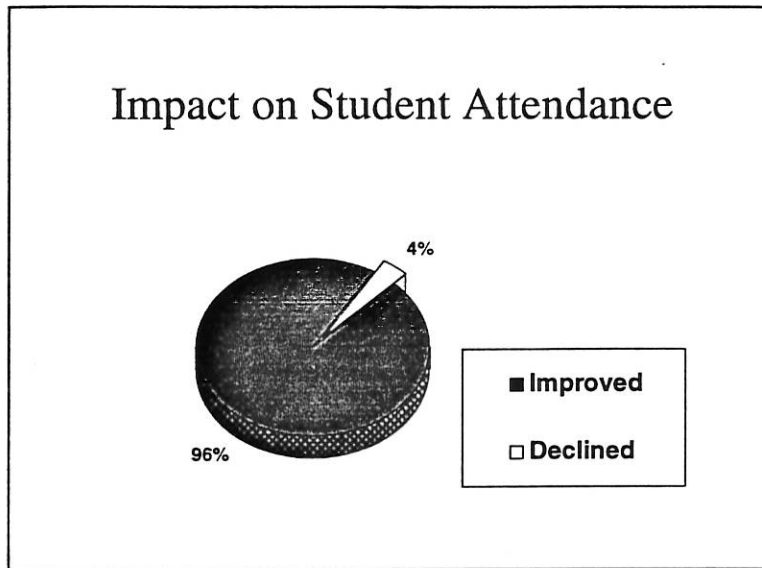
USD 259 commented, "Each high school now has a technology lab to target reading and math student deficiencies to address new high school graduation requirements." USD 253 Emporia also used technology to assist at-risk students who were not meeting local standards in core content areas.



Student Attendance

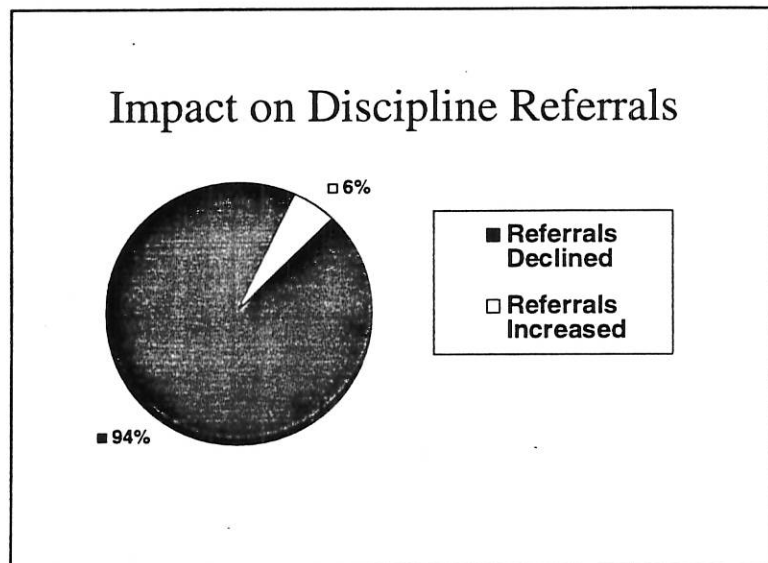
Many districts collected data on the attendance of participating students. Ninety-six percent of the districts collecting this data reported an improvement in attendance of at-risk students. Only 4% of the 1997-98 at-risk programs indicated an increase in student absences.

USD 327 Ellsworth found that their at-risk students had a better attendance rate than did the school average by 1/2 percent. USD 480 Liberal reported, "The attitude of students has improved which is reflected in the decline in absences and referrals and the increase in academic achievement."



Discipline Referrals

Ninety-four percent of the at-risk programs which collected data on discipline referrals reported a decline in the number of discipline referrals for at-risk students. Six percent had an increase of referrals. USD 451 B & B reported their discipline problems were reduced 10%. USD 314 Brewster indicated that their discipline problems were minimal and less in severity. USD 286 Chautauqua stated, "Many of our participating students either had fewer discipline referrals or they had none at all."

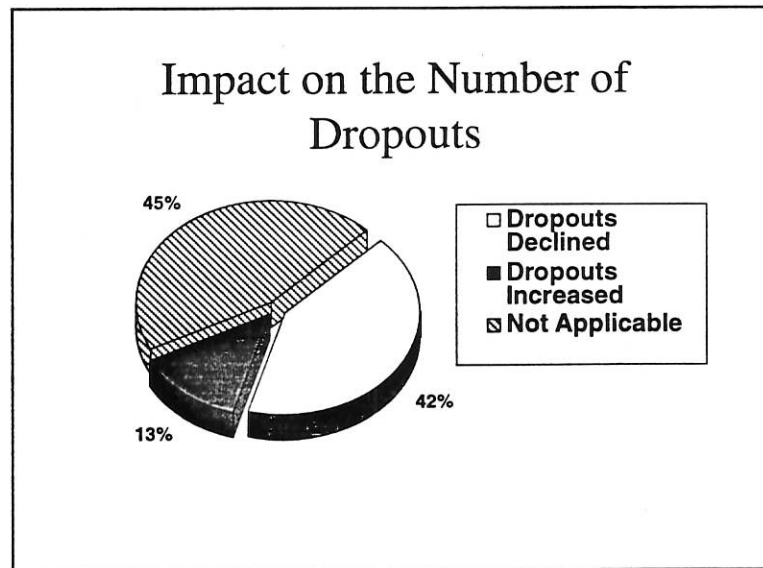


Number of Dropouts

Forty-five percent of the districts reported that their particular at-risk 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. For example, USD 234 Fort Scott commented, "The elementary after-school tutoring program is very popular with the students. Since this program is operating at the lower grade levels, hopefully when they reach high school there will be fewer dropouts."

Of those districts reporting on the impact of their at-risk programs on dropouts, 42% had a decline in the number of dropouts; 13% had an increase. For some districts, their dropout rates are so low that they saw little impact of the at-risk program on those rates.

USD 416 Louisburg reported that five high school students who had dropped out returned and graduated. USD 204 Bonner Springs was concerned about the number of failures and dropouts in grades 9-12. "We plan to introduce a new early intervention program to assist students who are falling behind in their classes each semester."



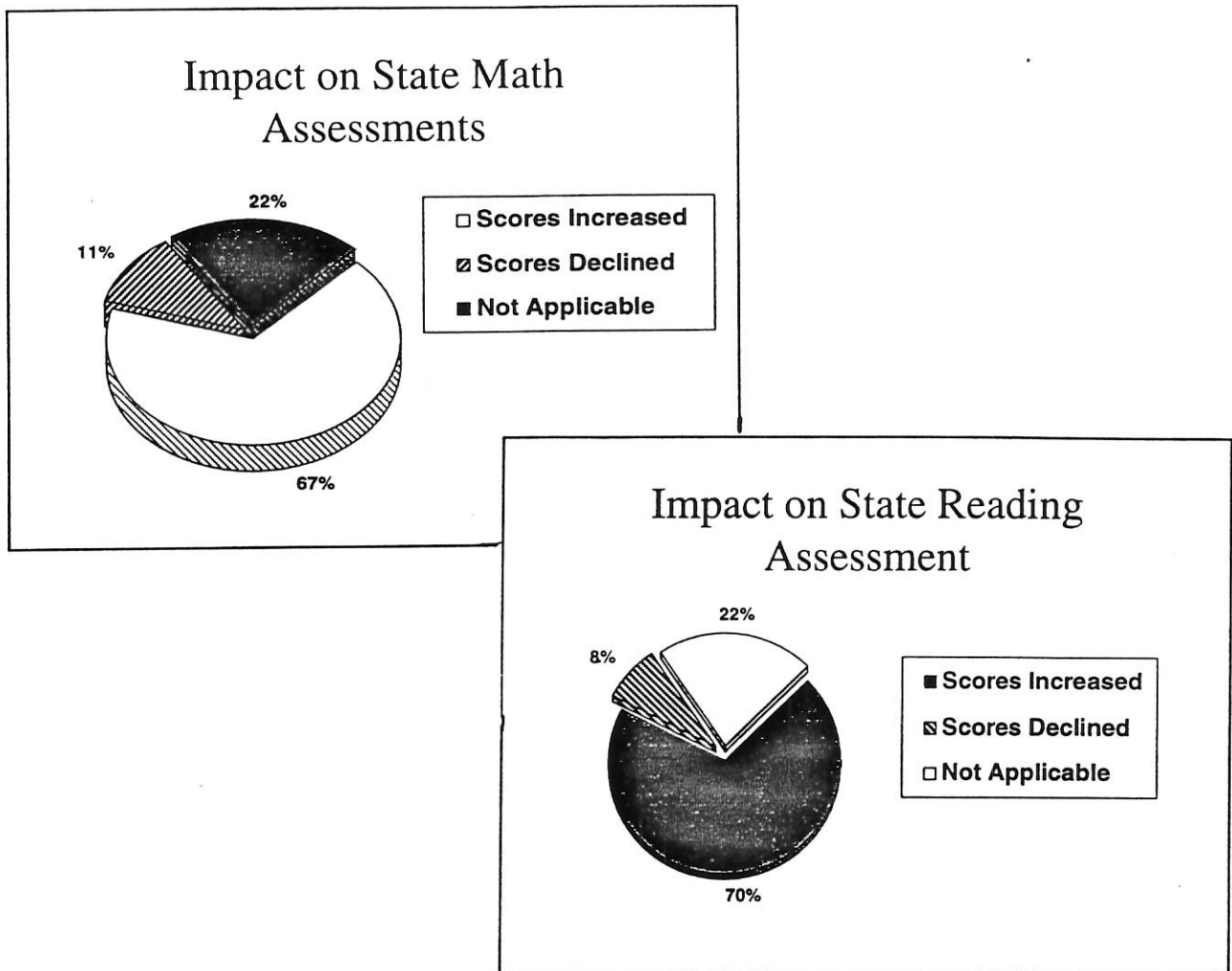
State Assessments

Districts were asked what impact their at-risk programs had on the state mathematics and reading assessment results of participating at-risk students. There were 234 districts which collected math assessment data on these students. Of these, 86% reported an increase in state math assessment results; 14% reported a decrease in results. Regarding the state reading assessment, 235 districts collected impact data. Ninety percent of these districts reported an increase on state assessment for students participating in the at-risk programs. Ten percent reported a decrease.

USD 467 Leoti stated that their at-risk funds provided a tutoring service for at-risk students. "Our success in this program is reflected in higher state assessment scores as well as improved district curriculum performance." USD 379 Clay Center reported that no students were in the bottom 25% on the state assessments. Their district attributed this success to the focusing on early intervention strategies.

USD 204 Bonner Springs saw an increase on the state tests in reading and math but the increase varied in each building. "We are still struggling in math K-12 and we are working on all levels to improve curricular alignment in math."

USD 259 Wichita reported their at-risk program as successful. "By site-basing tutorial assisted programs and site-based programs to address students having difficulty in reading, writing and mathematics at each school, we have shown improved student scores on state assessments."

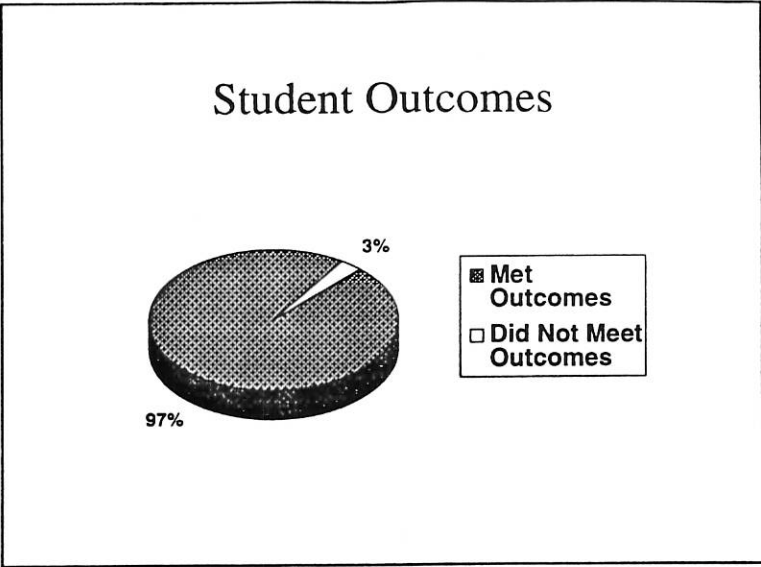


Student Outcomes

Many districts reported that their at-risk programs had an impact on students meeting either the district's student exit outcomes or the State's outcomes for Quality Performance Accreditation. Ninety-seven percent of the districts said that more at-risk students had met the outcomes. Less than 3% of the districts reported at-risk students not meeting outcomes.

USD 235 Uniontown reported that a higher percentage of students were achieving the district goals in the targeted areas of reading and math. USD 305 Salina was pleased that the at-risk programs were closely tied to the Quality Performance Accreditation outcomes. USD 497 Lawrence made the following comments, "The At-Risk Program is successful because indicators and standards are tied to district building improvement goals. The evaluation has shown individual student improvement and completion of accredited courses within district standards."

USD 422 Greensburg stated that all students in the at-risk program were meeting their outcomes. "Teachers are showing a greater interest in providing additional programs before and after school to help meet student academic needs."

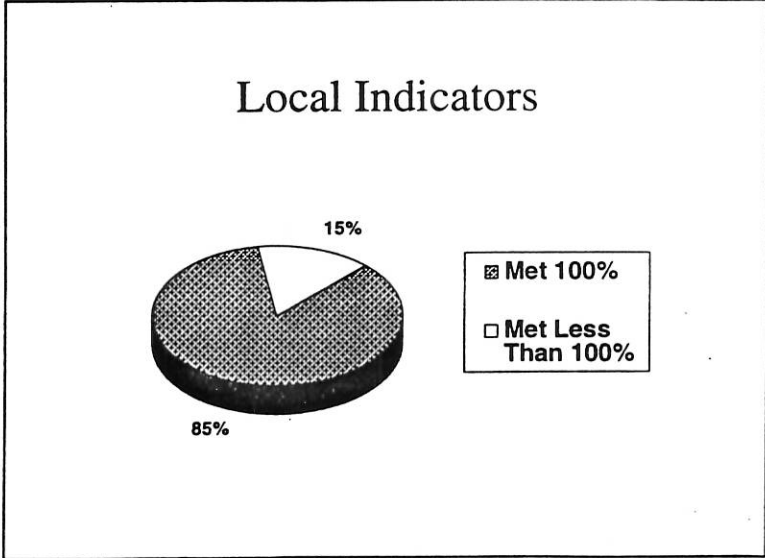


Local Indicators

In addition to the specific data collected by the State, districts had identified at least two local indicators for evaluating their at-risk programs . The district also set the standard of performance expected for each indicator. Eighty-five percent of the districts reported they had met 100% of the local indicators for their at-risk programs. The remaining districts met less than 100%.

USD 306 Southeast of Saline mentioned the following, “Even though we did not meet our target goal, we missed it by 1%, we feel that our after school tutoring program has really helped students with study skills and attitude. We hope to continue to see progress in this area.” USD 505 Chetopa found their students improved their grade point average and increased their scores on state assessments and the Iowa Test of Basic Skills (ITBS). USD 433 Midway Denton had 75% of their at-risk students improving on classroom math and reading tests. USD 493 Columbus reported that the at-risk students in the 6th, 7th, and 8th grades improved their math and reading scores by one and in some cases more than one grade level.

“Our students have shown an increase in state and normed tests since receiving assistance in the At-Risk Program, “ stated USD 411 Goessel. USD 398 Peabody Burns indicated that half of their students demonstrated 65% mastery of the district’s criterion-referenced tests as a result of the at-risk program. USD 311 Pretty Prairie stated that all of their participating students showed an increase in reading scores from the pre-testing to the post-testing using a variety of assessments.



SUMMARY

In 1997-98, the Kansas At-Risk Pupil Assistance Program continued to provide services to children who were at risk of failing or dropping out. The number of students participating in the programs continued to increase as did the number of services available to at-risk students.

USD 506 Labette County summarized the impact of at-risk programs with the following comments: *In addition to the areas which can be measured directly, we see indirect results in attitude toward school, self-esteem and social development, all of which are extremely important for the at-risk student. Recognizing the fact that it is difficult to evaluate the specific effects of these programs on students because they are also participating in their full regular education programs, we do firmly believe these programs work together effectively to have a profound effect on preparing students to be lifelong learners and productive members of society.*

USD 297 St. Francis commented, "The At-Risk Program has helped students gain skills, knowledge and confidence to better themselves in school as well as in other life situations. In addition, all parental feedback about the program has been very positive."

Districts reported that overall, the impact of their at-risk programs was positive. Many districts expressed their thanks for the continued support available for at-risk students. Without the at-risk funds, additional help and opportunities for those who needed it would not have been available.

Recommendations for Funding -99 Programs for Four-Year Old At-Risk Children		
USD #	USD Name	Prorated Headcount
202	Turner	97
218	Elkhart	17
224	Clifton-Clyde	5
230	Spring Hill	10
232	DeSoto	12
233	Olathe	25
249	Frontenac	10
250	Pittsburg	10
257	Iola	10
259	Wichita	244
260	Derby	51
261	Haysville	85
269	Palco-Damar-Zurich	3
282	West Elk	8
283	Elk Valley	7
286	Chautauqua	8
298	Lincoln	13
308	Hutchinson	13
309	Nickerson	5
313	Buhler	8
341	Oskaloosa	19
357	Belle Plaine	34
358	Oxford	13
359	Argonia	8
360	Caldwell	13
363	Holcomb	12
372	Silver Lake	13
373	Newton	17
383	Manhattan-Ogden	20
436	Caney	10
437	Auburn-Washburn	20
443	Dodge City	17
447	Cherryvale	10
453	Leavenworth	51
454	Burlingame	10
457	Garden City	51
465	Winfield	30
493	Columbus	19
497	Lawrence	48
500	Kansas City	226
501	Topeka	38
503	Parsons	10
504	Oswego	10
505	Chetopa	4
Totals		1344