

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Dwayne Umbarger at 1:35 p.m. on March 4, 2004 in Room 123-S of the Capitol.

All members were present:

Committee staff present:

Carolyn Rampey, Legislative Research
Kathie Sparks, Legislative Research
Theresa Kiernan, Office of the Revisor of Statutes
Judy Steinlicht, Committee Secretary

Conferees appearing before the committee:

Theresa Kiernan, Revisor of Statutes
Gary Norris, Superintendent, USD 305-Salina
Marilyn Greene, Executive Director of School Improvement, USD 305-Salina
Kathy Taylor, Principal, USD 443-Dodge City Middle School
Jackie Feist, Principal, USD 443-Dodge City High School
Tom Biggs, Superintendent, USD 490-El Dorado
John Morton, Superintendent, USD 465-Newton
Fred Kaufman, Superintendent, USD 489-Newton

Others attending:

See Attached List

Chairman Umbarger advised that information has been passed out to committee members from Carolyn Rampey as a follow-up to her presentation on the Augenblick & Myers Study given yesterday. (Attachment 0)

Theresa Kiernan, Office of the Revisor, gave a quick overview of **SB465**.

Dr. Gary W. Norris, Superintendent, USD 305, Salina Public Schools gave testimony in support of **SB465**. Dr. Norris emphasized that every child deserves a quality education regardless of the color of his skin or where he lives. Some children need more time and resources to gain proficiencies. School finance must evolve to a discussion of each individual child and what resources it will take to position that child to reach their potential and beyond. Dr. Norris stated that he was tired bickering over the amount of money the district receives. He believes it is time to move beyond discussing the dollars that go into each school district's treasury and move to "the dollars it costs" to do what we are mandated and morally obligated to do for each child. (Attachment 1)

Marilyn Green, PhD, Executive Director for School Improvement for Salina Public Schools, presented categorized charts representing white students, Hispanic students, black students, free & reduced lunch students, ELL students and students with disabilities, to show the percentage of children in each category performing/not performing at a proficient level. These statistics were based on the State Math Assessment Test for the school year 2002-03 for 4th, 7th & 10th grade and the State Reading Assessment Test for the school year 2002-03 for 5th, 8th, & 11th grade.

The percent of proficiency dropped significantly from the 4th grade math assessment to 7th grade and again in 10th grade. In reading, the proficiency rate dropped in most categories from 5th grade to 8th grade but a few categories improved, but by 11th grade all scores were lower. This data shows that the job of educating these students to proficiency is not being done. These results are not satisfactory. Dr. Green believes that schools can reverse this trend. She says that thousands of highly successfully teachers must be retrained because their job description has been changed and they must have extended learning time for these students that are failing. Dr. Green said another component could be provided at no cost and that is courage to change and find out what is required to teach all of Kansas children. (Attachment 2)

Kathy E. Taylor, Principal, Dodge City Middle School, gave testimony in favor of **SB465**. Kathy told the committee that her school has 800 students of which 58% are Hispanic, 26% are second language

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE at 1:35 p.m. on March 4, 2004 in Room 123-S of the Capitol.

learners, 14% are identified with special education needs, and 62% are classified as at-risk. These students for years have performed below their peers and they realized they needed different tools to make a difference with this population. They knew that it would take money to accomplish this and began to actively seek resources outside of state general fund money. They secured federal dollars through grants such as Gear Up, 21st Century Learning Communities and Title III initiative with Kansas State University. These dollars enabled the instructors to be trained on reading strategies, to gain insight into additional research based instructional techniques that are effective with second language learners and to have the 8th grade reading class cut in half. They were also able to provide after school and summer learning opportunities. With these changes, reading scores improved dramatically in all categories. Without the additional funds, they would not have been able to accomplish this improvement. (Attachment 3)

Jacque Feist, Principal, Dodge City High School, told the committee that, like the middle school, scores at the high school improved with the changes made with the grant money. Jacque said it was the belief of the staff that it is in the best interest of the community for these students to be educated. It takes more time to teach these students and time requires money. Jacque asked the committee to take into consideration all of our students when determining what is fair and equitable in establishing a school finance formula. (Attachment 4)

Dr. Tom Biggs, Superintendent of Schools, USD 490, El Dorado, told the committee that schools have been underfunded for 10 years. Dr. Biggs explained to the committee how the changes covered in **SB465** on low enrollment weighting, capital outlay and local option budgets would affect the schools. Dr. Biggs believes that **SB465** solves the funding problems stated in Judge Bullock's Preliminary Order. (Attachment 5)

Dr. John Morton, Superintendent, USD 373, Newton Public Schools, told the committee that their number of students with special needs, students that qualify for free and reduced lunches and students whose primary language is not English has increased and their fiscal resources have been stretched. With additional funding, they could provide smaller class sizes and provide additional resources to support student learning in order for students to meet NCLB accountability standards and provide early childhood services to meet the needs of more young families who reside in the school district. (Attachment 6)

Fred Kaufman, Superintendent, USD 489, Hays, spoke in favor of **SB465** on behalf of Schools for Fair Funding. **SB465** would provide enough money to educate all school children in Kansas. The cost seems high, but Mr. Kaufman asked the committee to remember that for the past twelve years we may have been operating under a system that was unconstitutional, some districts were under-funded to begin with twelve years ago, funding hasn't increased at an inflationary rate over this time period, schools have an increased set of demands, and during this time there have been tax cuts, not increases. (Attachment 7)

Time did not allow for two additional conferees. Chairman Umbarger stated the hearings would be continued on another day. Meeting was adjourned at 2:33 p.m. The next meeting is scheduled for March 8, 2004.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE - 3/4/04

NAME	REPRESENTING
Tom Alstrom	U.S.D # 398 Peabody-Burns
Doe Ann Hague	U.S.D # 398 Peabody-Burns
Fred Kaufman	U.S.D # 489 Ways
Brian Spencer	USD # 334
John Heim	" 253
JOHN ROBB	SCHOOLS FOR FAIR FUNDING
ALAN RUPE	"
Julio Cordel	USD 312 Hawley
Perry Perkins	USD 470
Clyde Williams	USD 469 Lansing
Lucy Jantz	USD 373 Newton
Jim Markos	USD 402 Acquesta
Ken Kennedy	USD 382 Pratt
Marvin Estes	USD 465 Winfield
Sheyla A. Ohm	✓ ✓
CHRISTOPHER SMITH	" "
Patsy	USD 385 Arkon
Clare Wilkins	" " "
Nancy Kirkendall	" " "
Crystal Hummel	" " "
Lisa Pope	" " "
Kim Hensler	" " "
Cray Gray	" " "

SENATE EDUCATION COMMITTEE GUEST LIST

DATE - 3-4-04

<u>NAME</u>	<u>REPRESENTING</u>
MARK DESETTI	KNEA
TERRY FORSYTH	KNEA
Marilyn Green	305
Kathy Speck	USD 489 days
Gary Denning	305 - Salina
Mary Ann Trickle	305 - Salina
Frenda Reehler	270
Darlene Jones	270 - KASB
Trudy Barker	473 - Chapman
Megan Dunn	Hein Law Firm
Fosscilla Hill	USD 402
Cecilia Schmitt	KNEA

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Rm. 545N-Statehouse, 300 SW 10th Ave.
Topeka, Kansas 66612-1504
(785) 296-3181 ♦ FAX (785) 296-3824

kslegres@klrd.state.ks.us

http://www.kslegislature.org/klrd

March 4, 2004

To: Senate Education Committee
From: Carolyn Rampey, Principal Analyst
Re: Followup to March 3 Presentation on Augenblick and Myers Study

This material is in response to a question that was raised concerning regional cost adjustments. Augenblick and Myers (A&M) recommend that a regional cost index be used to adjust state aid for education to reflect cost differences among school districts. They say that several alternative methodologies have been developed to measure price variations and acknowledge that some of them have been too complicated to use or are difficult to understand.

Nevertheless, they call attention to work done by the National Center for Education Statistics (NCES) and recommend that consideration be given to using the NCES methodology, which focuses on teachers salaries and those things that are beyond the control of school districts that affect teacher salary levels. The actual recommendation made by A&M is that the NCES data be used until Kansas conducts its own study. This recommendation, as it is incorporated in SB 465, is that the State Board of Education would make recommendations to the Governor for adjustments to Base State Aid Per Pupil, based on data from the NCES, or other sources the State Board deems appropriate, including studies conducted by the State Board.

Extensive material about various measures of regional cost differences is available at the NCES Website. The source used for information in this memorandum is a discussion of various methodologies used to calculate regional cost differences entitled *A Primer for Making Cost Adjustment in Education*.¹

The direction A&M take is to assume that, because school districts spend most of their budgets on personnel costs, the most important variable is teacher salaries. This approach is consistent with NCES research that points out that such things as expenditures for supplies, such as paper and so forth, constitute a relatively small part of a school district's budget and usually do not vary much among districts or regions. The indicators advocated by A&M take into account cost differences that are not within the control of the district in order to better assess what the district *must* pay in order to attract and retain staff in comparison to other districts or regions.

The NCES material consulted describes several methodologies that have been developed to determine cost differences among various districts and regions. Most have in common the following list of variables that ought to be taken into account in developing a cost model:

- **Teacher Characteristics.** This variable includes level of experience and training and attempts to control for differences among teachers so that resulting cost comparisons reflect differences in what it costs to hire teachers with the same experience and credentials.

¹ *A Primer for Making Cost Adjustments in Education*, by William J. Fowler, Jr., and David H. Monk, February 2001. NCES Publication #2001323.

Senate Education
3-4-04
Attachment 0

- **Cost of Living.** Measures of cost of living variables, such as the Consumer Price Index, usually are included in a cost of education index calculation because, generally, the higher the cost of living, the higher will be the salary that needs to be paid to hire a teacher.
- **Regional Amenities.** This variable often has a negative effect on teacher salaries. If a district or region offers desirable cultural activities, is close to water or the mountains, or is viewed as being in a safe location, the district may be able to hire teachers at a lower salary than otherwise would be the case.
- **Employment Amenities.** This variable assumes that, all else being equal, teachers will work for lower salaries when the job is considered to be pleasant and will expect higher salaries if the job is perceived to be relatively difficult. Examples of "employment amenities" typically included in cost models are workload, class size, and number of nonteaching duties. Some models also include measures of working conditions, such as disciplinary problems, the quality of school leadership, and the emphasis on teaching and learning. (These latter items reflect variables over which the district is able to exert some control, in contrast to most of the other variables listed.)
- **Nonteaching Wages and Employment Opportunities in the Region.** It is generally true that, all else being equal, teacher salaries are higher if there is competition in regional labor markets for individuals with the kinds of skills typically possessed by teachers.
- **Unions and Collective Bargaining.** The impact of this variable is not uniformly predictable, although in general, all else being equal, unionization tends to have a positive impact on teacher salaries.
- **Demand for Teacher Quality.** This variable is difficult to quantify, but is based on the contention that a community's demand for education is a relevant consideration in what influences teacher salaries. For example, a community whose residents have attained high levels of education may have high expectations for its school district and the quality of educational programs offered. This, in turn, could require the district to pay higher salaries in order to attract better qualified teachers.

Testimony

Dr. Gary W. Norris, Superintendent
USD #305, Salina Public Schools
Chair, Schools For Fair Funding

Senate Education Committee
March 4, 2004
1:30 PM, Room 123 South

Chairman Umbarger
Senators

1. A child's address should not pre-determine the quality of education that a child receives in this great State of Kansas.
2. All children north, south, east or west should have access to a rigorous Regent's curriculum, quality teachers and an appropriate *research based* class size.
3. To receive accreditation and comply with federal law, every child soon must be able to work proficiently in the core areas.
4. Whether A&M is the only study ever done in Kansas to determine the cost of delivering those services OR if there are 100 studies, some children will still need more time and consequently more resources to gain proficiencies.
5. Whether Kansas ultimately has 303 administrative units or 40, is not and has never been the issue. The critical issue is the future of our children and of our state.
6. Our nation's economic model has changed forever. Plentiful jobs for individuals with limited skills are a thing of the past. The old "bell curve" that selected and sorted children for their station in life no longer works for a country with few low-skilled jobs.

Senate Education
3-4-04
Attachment 1

7. Any discussion of school finance must evolve to a discussion of each individual child and what resources it will take to position that child to reach their potential and beyond.
8. I am personally so tired of bickering over the amount of money a district receives! Can we now move to a discussion of the future of Kansas? Can we now move to a discussion of what each child must know to participate in a highly qualified work force?
9. As a society, we appropriately determined 50 years ago last month, that brown skinned children could go to school with white skinned children. "Separate was NOT equal!"
10. Thirty years ago, our federal government determined that ALL children have the right to a free appropriate public education
11. Two years ago our federal government appropriately determined that each child, no matter their skin color, no matter their handicap, no matter their address, must each a proficient level by 2014.
12. Can we now move beyond discussing the dollars that go into each school district's treasury and move to "the dollars it costs" to do what we are mandated and morally obligated to do for each child?
13. For those Senators who were fearing a dry discussion this morning over each A&M/465 detail, I hope you'll be pleasantly surprised.
14. This morning Dr. Marilyn Green, Executive Director of School Improvement in Salina, will share with you what "we now know" about educating ALL children. She

will help you realize what appropriate resources spent wisely can do to boost student achievement.

15. Later two of Kansas' Outstanding Principals will give you concrete examples of exciting developments bolstering student achievement in a plaintiff school district.
16. Finally, several superintendent's will remind you of what your experts recommended after talking to hundreds of Kansas educators from every corner of the state – most assuredly not just from plaintiff schools.
17. If you choose to “shoot the messengers” (John Augenblick & John Myers or Judge Terry Bullock) you will be ignoring the recommendations of hundreds of Kansas practitioners and the research of A&M's “successful school approach.” That research was not derived from a research journal, but from 85 quality Kansas school districts.

We thank you for your keen attention today. We expect that you too will be moved as was Judge Bullock! After all, which one among us would be the first to step out and deny any child in Kansas a quality education?

Senate Education Committee

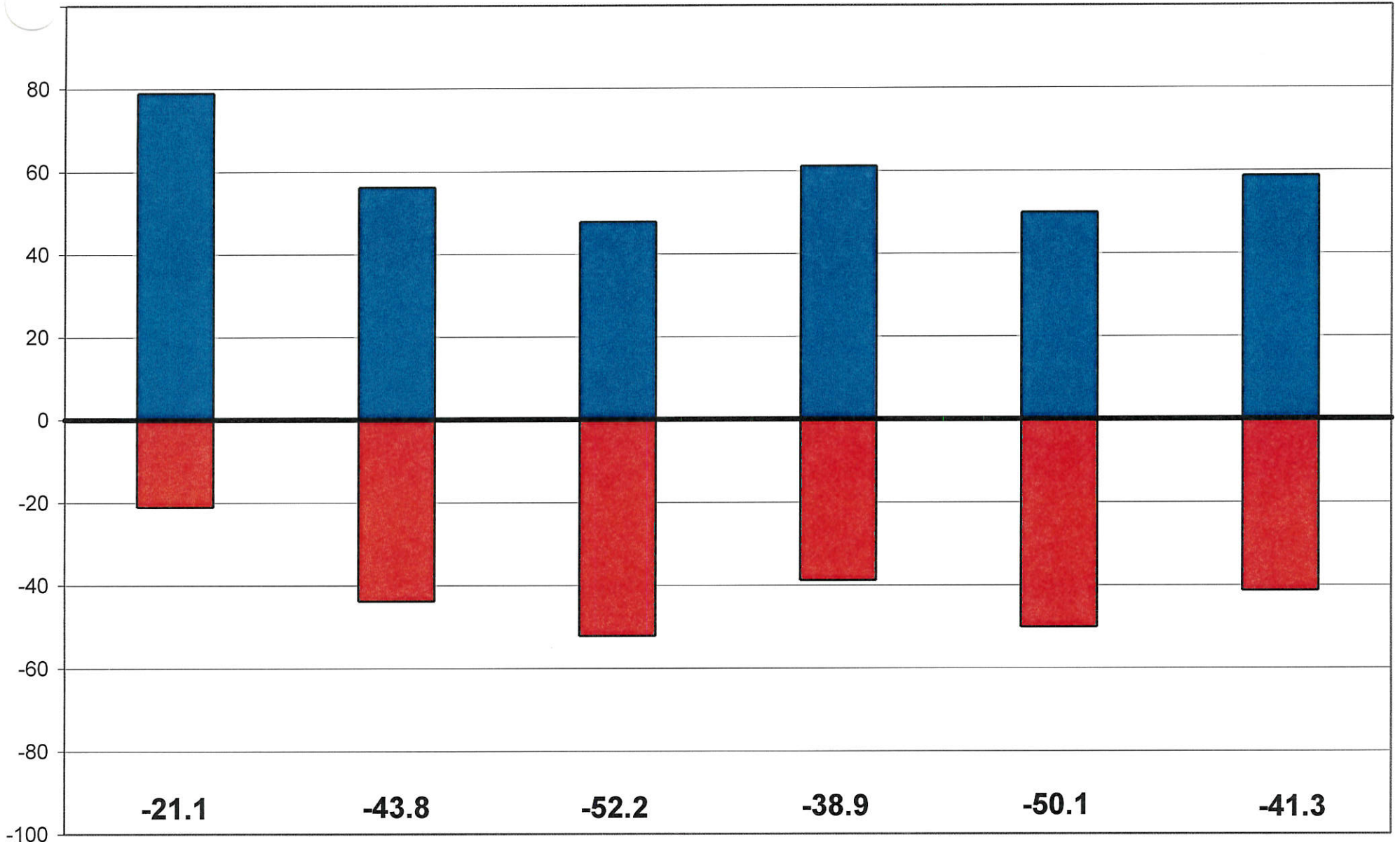
*Senate Education
3-4-04
Attachment 2*

March 4, 2004

**Marilyn Green, PhD
Executive Director
for School Improvement
Salina Public Schools**

Grade 4 State Math Assessment 2002-03

2-2



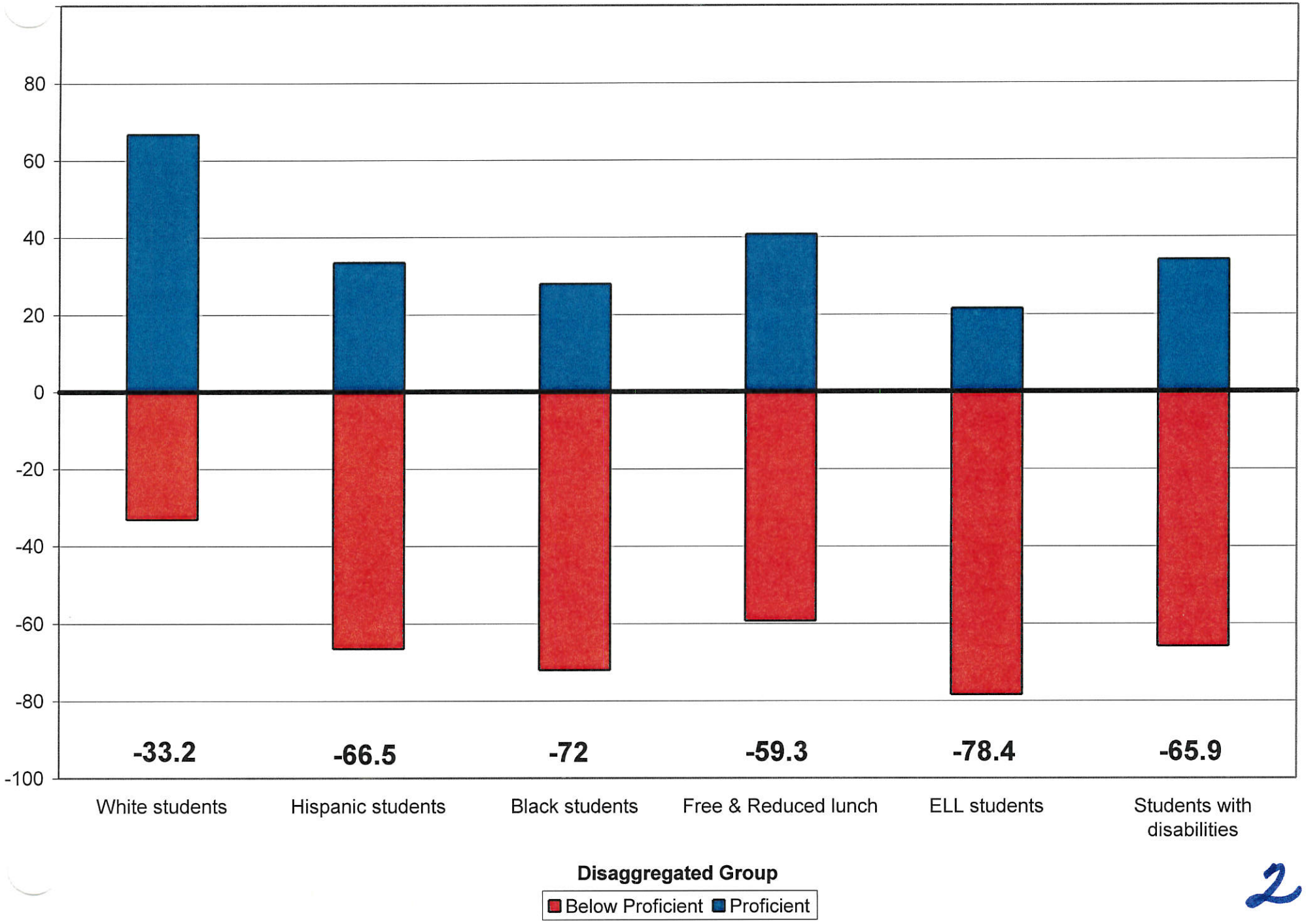
White students Hispanic students Black students Free & Reduced lunch ELL students Students with disabilities

Disaggregated Group
■ Below Proficient ■ Proficient

1

Grade 7 State Math Assessment 2002-03

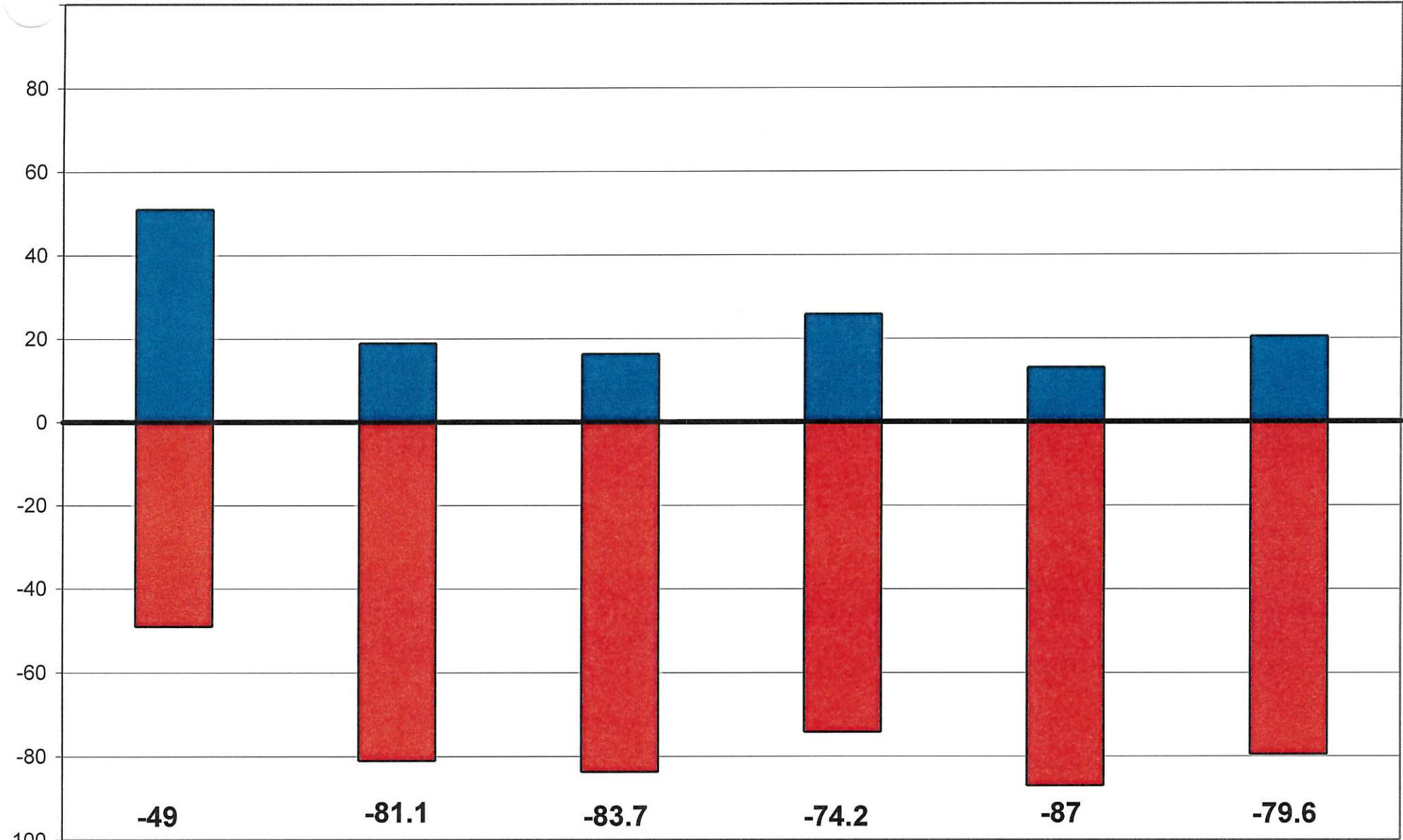
2.3



2

Grade 10 State Math Assessment 2002-03

2-4



White students

Hispanic students

Black students

Free & Reduced lunch

ELL students

Students with disabilities

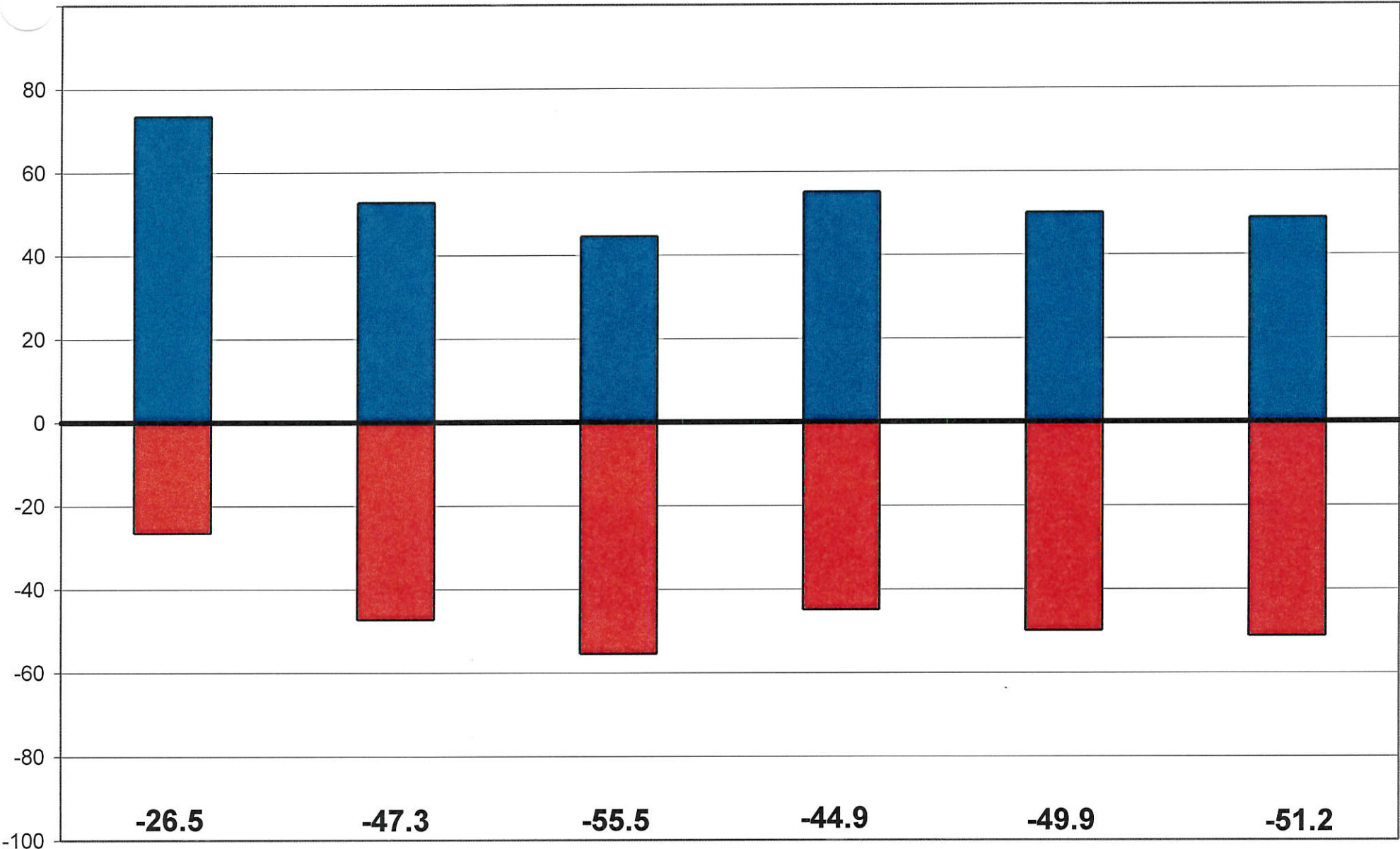
Disaggregated Group

Below Proficient Proficient



Grade 5 State Reading Assessment 2002-03

5.2



White students

Hispanic students

Black students

Free & Reduced lunch

ELL students

Students with disabilities

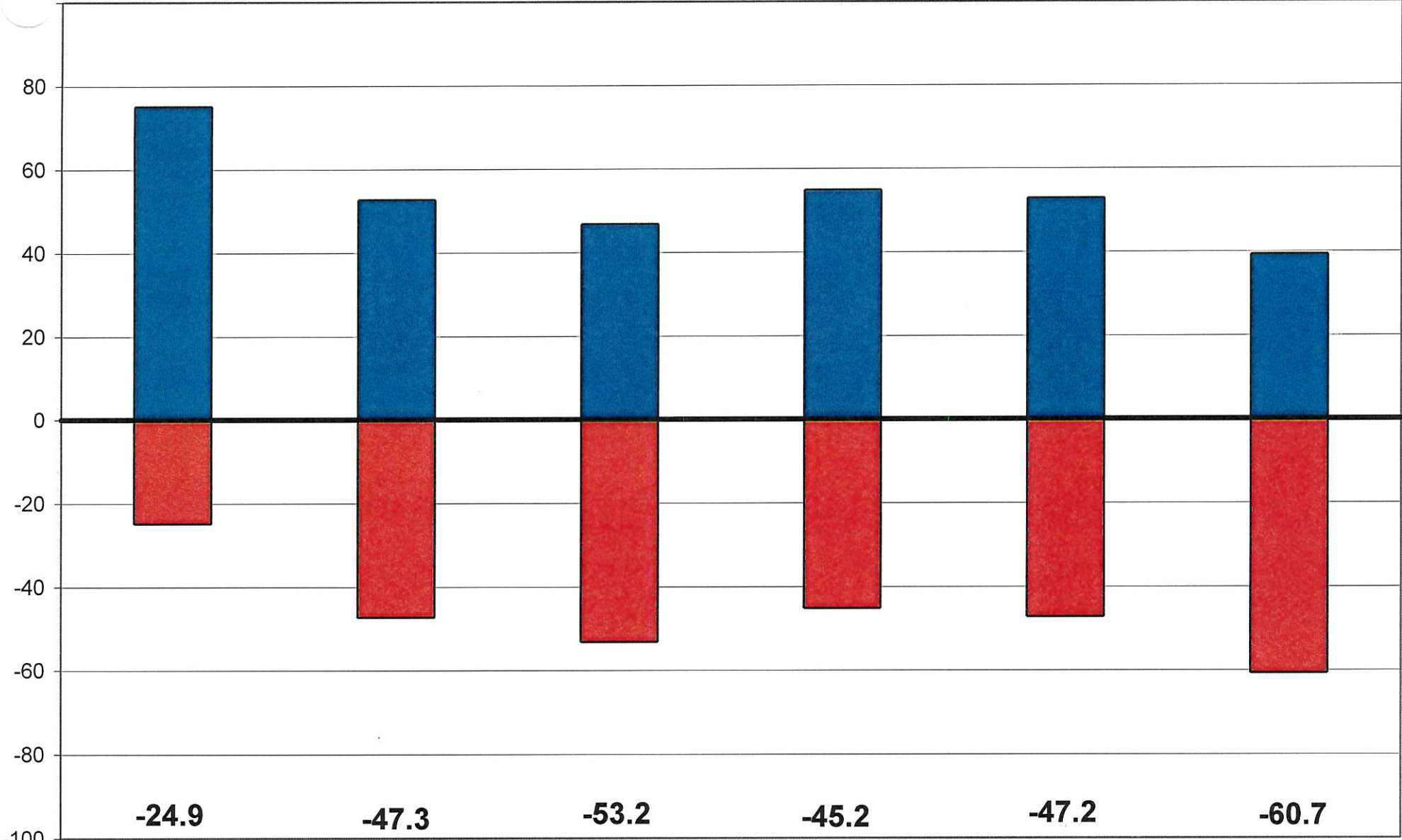
Disaggregated Group

Below Proficient Proficient

4

Grade 8 State Reading Assessment 2002-03

2.6



White students

Hispanic students

Black students

Free & Reduced lunch

ELL students

Students with disabilities

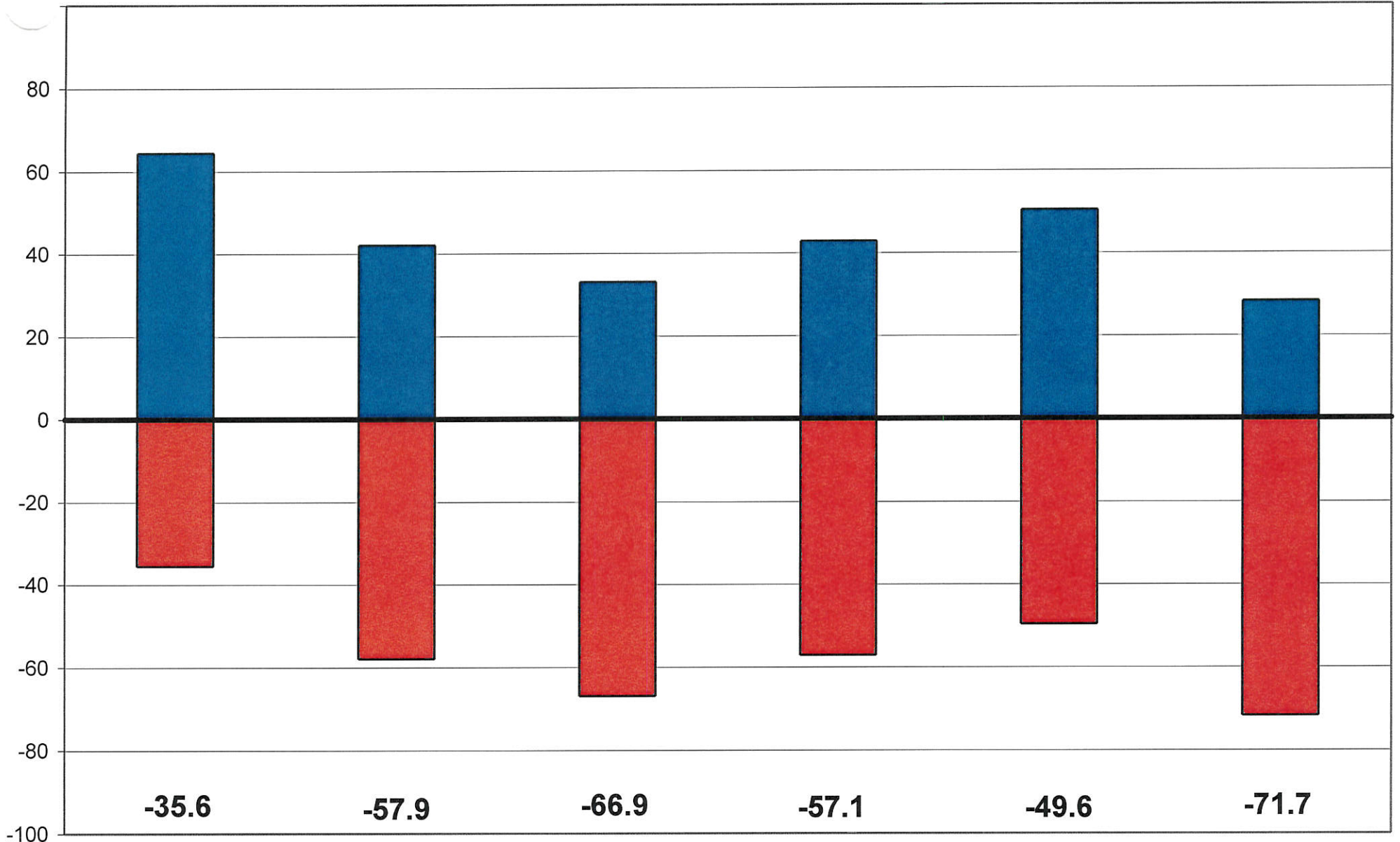
Disaggregated Group

Below Proficient Proficient

5

Grade 11 State Reading Assessment 2002-03

2-7



White students Hispanic students Black students Free & Reduced lunch ELL students Students with disabilities

Disaggregated Group
■ Below Proficient ■ Proficient

6

*If we do again what we just did,
we'll get again what we just got.*

*To expect anything different
is simply insanity.*

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.

We already know more than we need to do that.

Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

-- Ron Edmonds

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it’s the only thing that ever has.”

-- Margaret Mead

Kansas Senate Education Committee
March 4, 2004
Testimony submitted by Dodge City Middle School
Dodge City, Kansas Public Schools

Good afternoon. I thank the committee for this opportunity to share what can happen with student achievement for ALL students when there is appropriate funding made available to attendance centers. We always relish the opportunity to share the good things that are happening for students in Dodge City Public Schools.

I have had the privilege of serving as principal of Dodge City Middle School for the past seven years. DCMS has, a diverse student population.

- 58% Hispanic,
- 26% second language learners,
- 14% identified with special education needs, and
- 62% classified as at-risk.

For years the students in these sub groups have performed far below their white, native English speaking, non-special education, higher socio-economic peers on Kansas Assessments at Dodge City Middle School. In 2003, after two years of intense teacher training, the infusion of additional learning opportunities, and lowered class sizes the achievement gap narrowed dramatically. What made the difference? Money!

My staff of veteran, dedicated instructors realized they needed different tools in their instructional toolbox if they were going to make a difference with our most vulnerable and/or protected students. We had watched our demographics change

Senate Education
3-4-04
Attachment 3

dramatically in recent years, we had watched the achievement gap become a chasm between white, English speaking, higher socio-economic students and the second language learner and at-risk subgroups. We were unwilling to continue to sacrifice huge segments of our population—children of poverty, children of ethnic diversity, children with English as their second language, and children identified with special education needs. We actively sought resources outside of state general fund money that permitted us to develop initiatives which we knew would make a difference. You see, we knew additional training in research based strategies would help, we knew that frequent monitoring and feedback surrounding data analysis and instructional delivery would help, we knew that additional learning opportunities for those lagging behind in achievement would help, we knew lower class sizes would help, we just could not provide those things without additional dollars.

Federal dollars were secured through grants such as Gear Up, 21st Century Learning Communities, and a Title III initiative with Kansas State University. Funds from these outside sources enabled the instructors in my building to be trained on a targeted set of reading strategies, to gain insight into additional research based instructional techniques that are effective with second language learners, and to have the class size in our 8th grade reading classes cut in half. Additionally, with these outside funding sources we were able to provide extended learning opportunities after school and in the summer. All of these initiatives made a difference and none of them would have been implemented if my district had to rely on the inadequate and inequitable funding provided by the state of Kansas.

Specifically, with outside funding we established the following:

- Department meetings and inservice sessions provided by a reading instructional specialist hired by Gear Up money equipped all instructors in my building with increased knowledge in how to teach reading.
- Focused analysis of data provided by clerical staff hired with Gear Up money kept my building attentive to the work needed to help ALL students improve in reading.
- The addition of three reading teachers hired with Gear Up money enabled us to cut reading class size at the 8th grade level to 12 students per period.
- The development of an Extended Day program for the bottom performing 10% of my students staffed by instructors hired with Gear Up and 21st Century grant money provided an additional two hours per week of intensive work with small class sizes to develop reading proficiency.
- The use of Gear Up and 21st Century money enabled my building to move from a half day four week summer school program that served 65 students to a full day, five week program that served 195 students.

To those who say money doesn't matter, the staff at my building responds with the following celebrations of success. Looking at the data on the Kansas Reading Assessment from 2001 to 2003, the achievement gap dramatically decreased for ALL subgroups of Dodge City Middle School students.

Reading scores improved from 44% to 70.3% proficient or higher on the Kansas Reading Assessment!

Hispanic students rose from 31% to 66% performing at the proficient or higher level!

Identified at-risk students increased from 32% to 67% performing at the proficient or higher level!

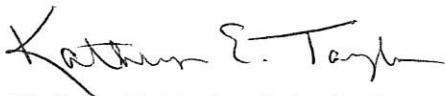
Identified special education students improved from 14% to 33% performing at the proficient or higher level

And the most dramatic improvement of all came with our second language learners who improved from 4% in 2001 to 74% in 2003 performing at the proficient or higher level!

Certainly, I am cognizant that there are many political considerations involved in dealing with the issue of school finance. I implore you as leaders in this endeavor to consider what happens FOR KIDS when adequate and equitable funding is provided to districts with the most vulnerable and/or protected students. We cannot, we should not, continue to perpetuate a funding system that sacrifices these children.

Thank you.

Sincerely,



Kathryn E. Taylor, Principal
Dodge City Middle School

Dodge City High School
Testimony for Senate Education Committee
March 4, 2004

Demographics

- 48% Hispanic
- 37% Second Language Learners
- 12% identified with Special Education needs
- 50% classified as At-Risk

Use of Federal Funds

Gear Up, 21st Century Learning Communities, Migrant Funds – are all used to support students who are mentioned above through:

- Hiring of teachers to reduce class size – 14 positions at DCHS
- After School Tutoring – 4 days a week for core subject classes (Math, Science, English and Social Studies)
- Extended Day Program – 121 students are currently required to attend this program
- Summer School – 351 students attended last summer

Achievement Data

Looking at state assessment results in reading from 2001 to 2003:

- Overall scores increased from 35% to 58% scoring proficient or higher
- Hispanic students increased their scores from 12% to 52% scoring proficient or higher
- At-Risk students increased their scores from 7% to 51% scoring proficient or higher
- English Language Learners increased their scores from 15% to 62% scoring proficient or higher

Senate Education
3-4-04
Attachment 4

We enroll approximately 50 students each year at Dodge City High School that are seeking a high school diploma, but have not been in a formal school setting for quite some time – sometimes even years. It is the belief on the part of the staff at Dodge City High School that it is in the best interest of our community for these students to be educated. However, it doesn't take much time at all for students who are trying to acquire a second language to get frustrated and consider quitting school. As educators, we know what support these students need, but we don't always have the time to accomplish it during the regular school day due to the fact that they are learning English, as well as building content background as a result of the huge academic gaps in their education.

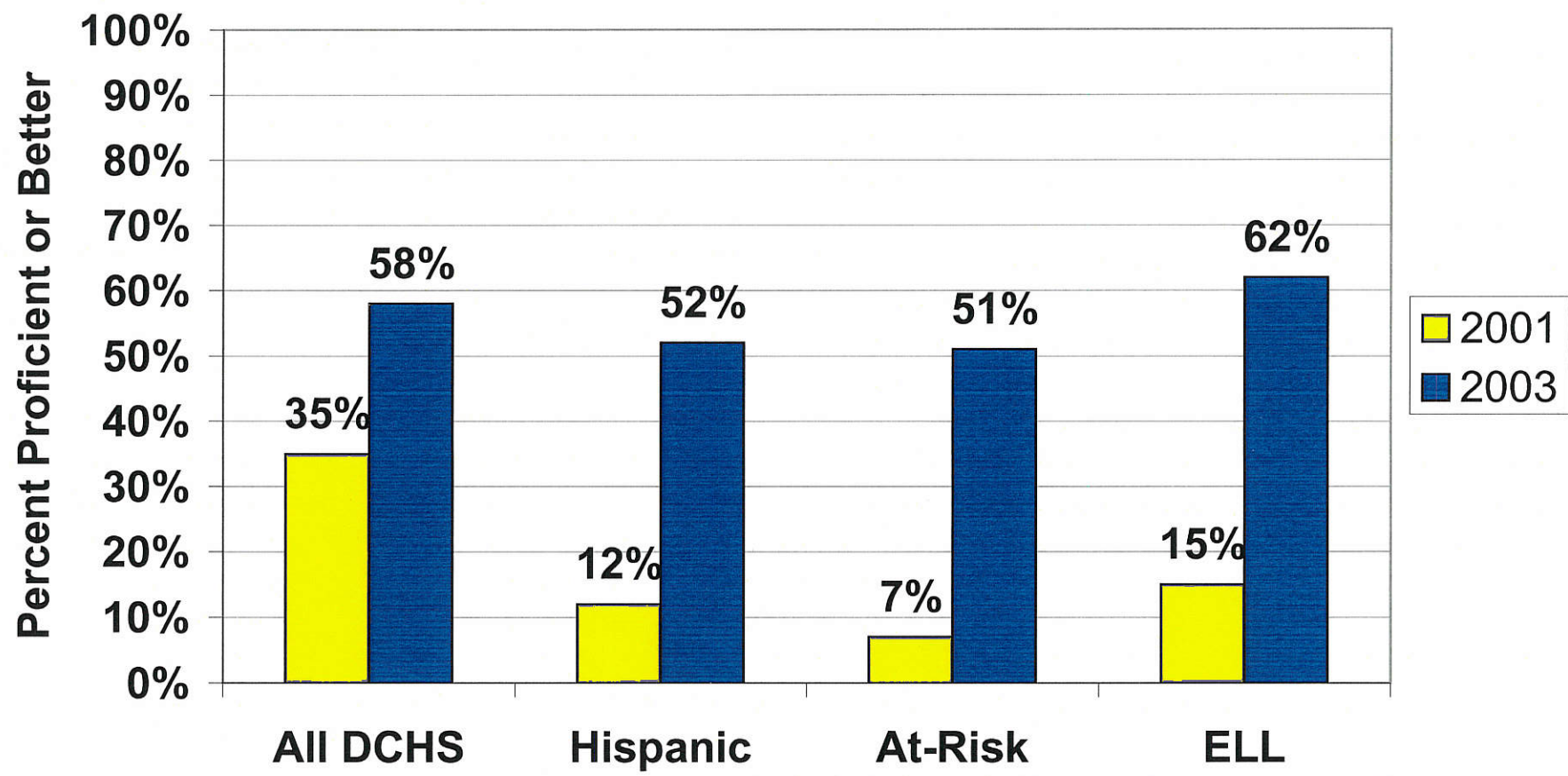
The state still requires that these students meet the same standards/assessment criteria as a student who has been in school, speaking English since kindergarten. In order for these students at Dodge City High School to have a chance at meeting AYP, they will need additional educational support – and this takes time, which ultimately requires money.

Please understand that we want all of our students to graduate from high school in Dodge City and become productive/contributing members of our community, as well as our state. As a high school principal representing 1698 students and 202 faculty and staff members before you today, I simply ask that you take into consideration ALL of our students when you determine what is fair and equitable in establishing a school finance formula.

Sincerely,

Jacque Feist, Principal
Dodge City High School

Kansas Reading Assessment Dodge City High School 2001 vs. 2003





Unified School District 490

124 W. Central, El Dorado, KS 67042
Phone: (316) 322-4800 FAX: (316) 322-4801

Dr. Tom Biggs, Superintendent of Schools
Norm Wilks, Director of Fiscal and Support Services

www.eldoradoschools.org

Testimony on SB 465 – Proposed School Finance Plan

Before the
Senate Committee on Education

By: Dr. Tom Biggs, Superintendent of Schools
March 4, 2004

Mr. Chairman and Members of the Committee:

Thank you for the opportunity to speak in favor of SB 465. As a member of Schools For Fair Funding and Superintendent of El Dorado Public Schools, I encourage you to give favorable consideration to the passage of SB 465. In the last ten years, state funding of schools has not met the needs of many Kansas schools. This fact became painfully clear upon reading Judge Bullock's Preliminary Order.

I wish to briefly cover changes made in SB 465 covering low enrollment weighting, capital outlay, local option budgets and how USD 490 has responded to the lack of sufficient funds.

Low Enrollment Weighting

SB 465 limits the disparity in the current low enrollment weights by increasing the base state aid per pupil and creating additional funding for enrollments less than 430, 430 to less than 1,300, 1,300 to less than 11,200 and all districts over 11,200. The base state aid per pupil is \$5,033. The change helps address the "equity" issue. By implementing the A&M recommendation as contained in SB 465, almost every district receives additional funding, however larger school will receive more than the smallest of schools. It simply focuses or provides more funds to larger district by reducing the impact of low enrollment weights. Currently the smallest of schools will receive as much as \$2.14 for each \$1 that the large districts receive.

Capital Outlay Funds

To help districts with capital outlay expenditures, SB 465 equalizes funding by providing state funding for districts in which the assessed valuation per pupil is less than the assessed valuation per pupil of the 95th percentile district. A levy limit of 4 mills is reinstated by excluding the capital outlay mill levy from the suspension of levy limits according to K.S.A. 2003 Supp. 79-5040.

USD 490 BOARD OF EDUCATION:

Cindy Badwey • John Grange • Dr. Sarah Johnston • Chris Locke • Mary Ellen Mulvaney • Dr. Diane Nightengale • Jim Waugh

Senate Education
3-4-04
Attachment 5

The impact of this change is to allow all school district to have a relatively equal opportunity to annually raise funds to help with facility and equipment needs. District taxpayers may authorize a capital outlay mill levy not to exceed four mills.

Local Option Budgets

SB 465 leaves the current provisions for Local Option Budgets in tact. The exception is to repeal K.S.A. 72-6433b which applied only to districts that were sponsors of special education cooperatives. With the other funding provided by SB 465, the original purpose of providing extra local funds or additional programs as determined by local districts it renewed. LOB will not be required for basic district operation costs.

What has USD 490 done?

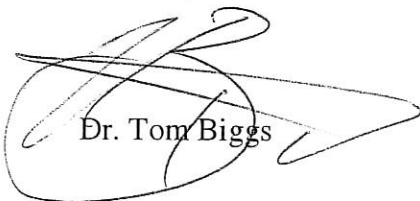
Since the 1997-98 school year our General Fund Budget has increased from \$8,826,350 to \$10,462,163 for 2003-04, an increase of 18.5%. During the same period our Local Option Budget has increased from \$874,733 to \$2,615,541, an increase of 199% for the same time period. Local property taxpayers fund about 18.4% of our General Fund while they fund about 57.1% of our LOB. Our local property taxpayers have significantly increased local funding to make up for the lack of state funds.

In addition to increased local property taxes, we have eliminated two elementary principal positions, two support positions in the Central Office, have not filled four teaching positions, suspended all major textbook replacements and reorganized four K-5 elementary schools into two K-2 facilities and two 3-5 facilities. Our health insurance plan was changed to a \$1,000 deductible policy of which the district pays \$220 per month. We now fund \$535,000 of instructional, support and administrative salaries and benefits from LOB funds. In addition approximately \$790,000 of operation, maintenance and supply expenditures will be paid from LOB funds as well as all transfers to special funds except special education.

There is not an easy, painless or expedient way to solve our state's problems in appropriately funding public schools. The Legislature requested information from A&M about what Kansas schools need, school districts across this state are considering cuts for next year and Judge Bullock has issued a preliminary order that tells us all that current funding is not "adequate" or "equitable". In my opinion, the finance plan included in SB 465 solves the funding problems articulated in Judge Bullock's Preliminary Order.

The Court's message to the State Board of Education and to the Legislature was "JUST GO FIX IT." SB 465 will "fix it". Thank you for your consideration.

Sincerely,



Dr. Tom Biggs

USD 490 BOARD OF EDUCATION:

Cindy Badwey • John Grange • Dr. Sarah Johnston • Chris Locke • Mary Ellen Mulvaney • Dr. Diane Nightengale • Jim Waugh

5-2

Newton Public Schools USD 373...a tradition of quality education for 132 years

Newton Public Schools USD 373
McKinley Administrative Center
308 East First
Newton, Kansas 67114 - 3846

Dr. John R. Morton, Superintendent
Telephone: 316 284 6206
Fax: 316 284 6207
E-mail: jmorton@newton.k12.ks.us

The mission of the Newton school community is to prepare our students to be capable, contributing participants in a changing world.

The Newton Public Schools USD 373 endorses and encourages support for SB 465. The findings of the Augenblick and Myers' study, requested by the Kansas legislature, underscore the fact that as districts increase in size and enroll greater numbers of students with special needs, costs for these specialized programs tend to accelerate. USD 373 has experienced a significant increase in numbers of students who qualify for free and reduced lunches, who need special education services and whose primary language is not English. In addition, the USD 373 Board of Education has been committed to providing quality early childhood services including full-day kindergarten programs. A commitment to these programs inevitably stretches the fiscal resources available to the school district. With additional funding, USD 373 would be able to target significantly smaller class sizes, particularly in primary grades, provide additional resources to support student learning in order for students to meet NCLB accountability standards, and provide additional early childhood services to meet the needs of more young families who reside in the school district..

Relative to SB 465, the following comments may assist the committee in clarifying some of its provisions.

- **Vocational Weighting** — Consistent with the Augenblick and Myers recommendation, SB 465 eliminates separate vocational weighting, incorporating vocational funding into the base allocation per student, affording school districts more flexibility in determining allocations of funds in this area.
- **New Facilities Weighting** — SB 465 maintains this weighting but extends it to three years and phases it out over that time period. The first year allocation would be .25; the second year .16 and the third year .08.
- **Ancillary Weighting** — In SB 465, this very restrictive weighting is eliminated. This was a weighting added for rapidly growing districts and has simply been continued over time, even though the need is no longer apparent.
- **Bilingual Weighting** — SB 465 changes this weighting and creates a formula consistent with its contention that larger numbers of bilingual and ELL students are found in mid to larger size districts and it reflects the Augenblick and Myers research which demonstrates that bilingual costs per student actually increase as district size increases. Districts of 500 or less would have a weighting of .15; a district of 700 = .43; a district of 1,000 = .85; a district of 10,000 = .89 and a district of 30,000 = .99. The weighting increases rapidly at first but tends to slow once it reaches districts of 1,000 students or more.
- **At-Risk Weighting** — In SB 465, at-risk weighting is also set by formula. Districts of 200 students or less would use a weight of .2; a district of 500 = .44; a district of 1,000 = .52; a district of 10,000 = .59 and a district of 30,000 = .6 This formula is also based upon research by Augenblick and Myers that indicates that per pupil at-risk costs rise rapidly with district size and then tend to level off.

Finally, since school districts across Kansas celebrated the 100th birthday of Dr. Seuss coupled with Read Across America Day on Tuesday, March 2, I thought it would be appropriate to end with a quote from one of my favorite Dr. Seuss books, **The Lorax**.

**“But now,” says the Once-ler,
“Now that you’re here,
the word of the Lorax seems perfectly clear.
UNLESS someone like you
cares a whole awful lot,
nothing is going to get better.
It’s not.”**

*Senate Education
3-4-04
Attachment 6*

Summary
Testimony in Support of Senate Bill 465
Senate Education Committee
Fred Kaufman, Superintendent
Unified School District No. 489, Hays
Representing Schools for Fair Funding
Thursday, March 4, 2004

I am speaking on behalf of Schools for Fair Funding, an organization representing 14 school districts and 54,000 students.

Thank you for a few minutes of your time. I want to summarize briefly what we have presented to this point. It is important to note that this bill is not really a Schools for Fair Funding bill, as much as it is the Legislature's own bill. It is closely modeled on the Augenblick-Myers study—a study conducted according to parameters established by the State Board of Education and the Legislature, and paid for by the Legislature. In addition, we feel that it meets the equity and the adequacy requirements as laid down by Shawnee County District Judge Bullock.

The bill would provide enough funds for all the school children in Kansas, including those that are educated under special circumstances or who have special needs.

The cost at first glance seems high. We need, however, to keep that cost in perspective. A perspective that considers that:

- for the past twelve years we may have been operating under a system that was unconstitutional;
- some districts were under-funded to begin with twelve years ago;
- funding hasn't increased at an inflationary rate over this time period;
- we have had a sharply increased set of demands placed on the public schools in the last ten years, and
- during this time we have had tax cuts, not increases.

This bill is based on a carefully delineated and conducted study, not on the way we have always done it. It can work for all the school children in Kansas.

Senate Education
3-4-04
Attachment 7