

MINUTES OF THE SELECT COMMITTEE ON SCHOOL FINANCE

The meeting was called to order by Chairman Kathe Decker at 9:00 A.M. on February 1, 2006 in Room 313-S of the Capitol.

All members were present.

Committee staff present:

Kathie Sparks, Kansas Legislative Research  
Art Griggs, Revisor of Statutes Office  
Ann Deitcher, Committee Secretary

Conferees appearing before the committee:

Barb Hinton, Legislative Post Auditor  
Kathie Sparks, Legislative Research  
Diane Gjerstad, Wichita Public Schools  
Janet Sims, Buhler, USD 313

Supplemental information on urban poverty weight was submitted by Barb Hinton. (Attachment 1).

Kathie Sparks gave an overview of the LPA audit on bilingual weighting. (Attachment 2).

Diane Gjerstad spoke in regard to bi lingual funding. (Attachment 3).

Janet Sims offered an ESL cost analysis report from USD 313, Buhler, for 2003 through 2006. (Attachment 4).

Mark Desetti submitted the views of the KNEA on (Attachment 5).

A motion was made by Representative Phelps and seconded by Representative Hayzlett to approve the minutes of the Committee meetings of January 25 and 26, 2006. The motion passed on a voice vote.

The meeting was adjourned at 10:40 a.m. The next meeting is scheduled for Thursday, February 2, 2006.



# MEMORANDUM

## Legislative Division of Post Audit

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TO: Members, House Select Committee on School Finance  
FROM: Barbara J. Hinton, Legislative Post Auditor  
DATE: February 1, 2005  
SUBJECT: Supplemental Information on Urban Poverty Weight

During yesterday's meeting, Representative Crow asked for a breakdown of the information on each district that went into calculating the urban poverty weighting. In the accompanying table, the following information is presented for each school district:

### Demographic Data

- *Census Locale Code* – Type of community the district is located in, as designated by the U.S. Census
- *Poverty* – Percent of students qualifying for free lunch
- *Density* – Number of students per square mile
- *Urban Poverty* – Number of students qualifying for free lunch per square mile

### Poverty Weights (calculated from consultant's results)

- *At-Risk* – Weight per free lunch student, regardless of urban poverty
- *Urban Poverty* – Additional weight per free lunch student due to urban poverty
- *Total* – Sum of the at-risk weight and the urban poverty weight

To estimate a Statewide urban poverty weight, we averaged the total poverty weight estimated by the consultants for large- and mid-sized cities (as defined by the U.S. Census) with above-average poverty. There were four of these districts (Kansas City, Kansas City-Turner, Topeka, and Wichita).

Select Comm. on School Finance  
Date 2-1-06  
Attachment # 1-1

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**Selected Poverty Data For All 300 School Districts  
2003-04 School Year**

**DEMOGRAPHIC MEASURES  
(2003-04 School Year)**

**POVERTY WEIGHTS**

DISTRICT	CENSUS LOCALE CODE	POVERTY	DENSITY	URBAN POVERTY	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
		(% Free Lunch Students)	(Students per sq mi)	(Free Lunch Students per sq mi)			
101 - ERIE-ST PAUL	7 - Rural	32.2%	2.3	0.7	0.71	0.00	0.71
102 - CIMARRON-ENSIGN	7 - Rural	21.7%	1.2	0.3	0.68	0.00	0.68
103 - CHEYLIN	7 - Rural	31.1%	0.2	0.1	0.70	0.00	0.70
104 - WHITE ROCK	7 - Rural	29.8%	0.3	0.1	0.70	0.00	0.70
105 - RAWLINS COUNTY	7 - Rural	24.1%	0.5	0.1	0.69	0.00	0.69
106 - WESTERN PLAINS	7 - Rural	25.8%	0.3	0.1	0.69	0.00	0.69
200 - GREELEY COUNTY SCHOOLS	7 - Rural	33.1%	0.4	0.1	0.71	0.00	0.71
202 - TURNER-KANSAS CITY	2 - Mid-Sized City	35.1%	212.1	74.5	0.71	0.18	0.89
203 - PIPER-KANSAS CITY	8 - Rural	4.0%	40.7	1.6	0.64	0.03	0.67
204 - BONNER SPRINGS	3 - Urban Fringe of Large City	20.8%	57.0	11.9	0.68	0.04	0.72
205 - BLUESTEM	8 - Rural	16.2%	2.0	0.3	0.67	0.00	0.67
206 - REMINGTON-WHITEWATER	8 - Rural	16.4%	2.1	0.3	0.67	0.00	0.67
207 - FT LEAVENWORTH	3 - Urban Fringe of Large City	3.3%	211.6	6.9	0.64	0.14	0.78
208 - WAKEENEY	7 - Rural	19.2%	0.6	0.1	0.68	0.00	0.68
209 - MOSCOW PUBLIC SCHOOLS	7 - Rural	32.5%	1.1	0.4	0.71	0.00	0.71
210 - HUGOTON PUBLIC SCHOOLS	6 - Small Town	34.8%	1.8	0.6	0.71	0.00	0.71
211 - NORTON COMMUNITY SCHOOLS	6 - Small Town	23.0%	2.0	0.5	0.68	0.00	0.69
212 - NORTHERN VALLEY	7 - Rural	33.4%	0.7	0.2	0.71	0.00	0.71
213 - WEST SOLOMON VALLEY SCHOOLS	7 - Rural	22.5%	0.2	0.1	0.68	0.00	0.68
214 - ULYSSES	6 - Small Town	36.5%	3.3	1.2	0.72	0.00	0.72
215 - LAKIN	7 - Rural	32.3%	1.1	0.3	0.71	0.00	0.71
216 - DEERFIELD	7 - Rural	44.6%	1.5	0.7	0.74	0.00	0.74
217 - ROLLA	7 - Rural	44.9%	0.9	0.4	0.74	0.00	0.74
218 - ELKHART	7 - Rural	23.4%	1.7	0.4	0.69	0.00	0.69
219 - MINNEOLA	7 - Rural	32.8%	0.9	0.3	0.71	0.00	0.71
220 - ASHLAND	7 - Rural	29.5%	0.3	0.1	0.70	0.00	0.70
221 - NORTH CENTRAL	7 - Rural	27.5%	0.5	0.1	0.70	0.00	0.70
222 - WASHINGTON SCHOOLS	7 - Rural	19.0%	2.2	0.4	0.68	0.00	0.68
223 - BARNES	7 - Rural	28.6%	1.0	0.3	0.70	0.00	0.70
224 - CLIFTON-CLYDE	7 - Rural	25.2%	1.3	0.3	0.69	0.00	0.69
225 - FOWLER	7 - Rural	45.7%	0.6	0.3	0.74	0.00	0.74
226 - MEADE	7 - Rural	20.8%	1.1	0.2	0.68	0.00	0.68
227 - JETMORE	7 - Rural	20.5%	0.5	0.1	0.68	0.00	0.68
228 - HANSTON	7 - Rural	30.3%	0.4	0.1	0.70	0.00	0.70
229 - BLUE VALLEY	2 - Mid-Sized City	1.7%	199.5	3.4	0.64	0.13	0.77
230 - SPRING HILL	3 - Urban Fringe of Large City	8.6%	21.7	1.9	0.65	0.01	0.67
231 - GARDNER-EDGERTON-ANTIOCH	3 - Urban Fringe of Large City	14.0%	31.4	4.4	0.67	0.02	0.69
232 - DE SOTO	8 - Rural	9.2%	42.9	4.0	0.66	0.03	0.68
233 - THE	3 - Urban Fringe of Large City	9.4%	289.5	27.2	0.66	0.20	0.86
234 - ST SCOTT	6 - Small Town	37.8%	6.5	2.5	0.72	0.01	0.72
235 - UNIONTOWN	7 - Rural	38.4%	1.5	0.6	0.72	0.00	0.72
237 - SMITH CENTER	7 - Rural	27.7%	0.8	0.2	0.70	0.00	0.70

DEMOGRAPHIC MEASURES  
(2003-04 School Year)

POVERTY WEIGHTS

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DISTRICT	CENSUS LOCALE CODE	POVERTY (% Free Lunch Students)	DENSITY (Students per sq mi)	URBAN POVERTY (Free Lunch Students per sq mi)	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
238 - WEST SMITH COUNTY	7 - Rural	29.5%	0.8	0.2	0.70	0.00	0.70
239 - NORTH OTTAWA COUNTY	7 - Rural	22.9%	1.3	0.3	0.68	0.00	0.69
240 - TWIN VALLEY	7 - Rural	15.1%	2.4	0.4	0.67	0.00	0.67
241 - WALLACE COUNTY SCHOOLS	7 - Rural	27.7%	0.3	0.1	0.70	0.00	0.70
242 - WESKAN	7 - Rural	30.5%	0.5	0.2	0.70	0.00	0.70
243 - LEBO-WAVERLY	7 - Rural	22.9%	2.3	0.5	0.68	0.00	0.69
244 - BURLINGTON	7 - Rural	22.4%	5.8	1.3	0.68	0.00	0.69
245 - LEROY-GRIDLEY	7 - Rural	25.3%	1.5	0.4	0.69	0.00	0.69
246 - NORTHEAST	7 - Rural	43.6%	5.2	2.2	0.73	0.00	0.74
247 - CHEROKEE	7 - Rural	30.1%	2.7	0.8	0.70	0.00	0.70
248 - GIRARD	6 - Small Town	24.3%	4.0	1.0	0.69	0.00	0.69
249 - FRONTENAC PUBLIC SCHOOLS	6 - Small Town	23.1%	33.0	7.6	0.69	0.02	0.71
250 - PITTSBURG	6 - Small Town	45.3%	57.2	25.9	0.74	0.05	0.79
251 - NORTH LYON COUNTY	7 - Rural	25.3%	1.4	0.4	0.69	0.00	0.69
252 - SOUTHERN LYON COUNTY	7 - Rural	19.4%	2.1	0.4	0.68	0.00	0.68
253 - EMPORIA	5 - Large Town	43.6%	34.6	15.1	0.73	0.03	0.76
254 - BARBER COUNTY NORTH	7 - Rural	19.7%	0.8	0.2	0.68	0.00	0.68
255 - SOUTH BARBER	7 - Rural	25.0%	0.6	0.2	0.69	0.00	0.69
256 - MARMATON VALLEY	7 - Rural	32.6%	1.6	0.5	0.71	0.00	0.71
257 - IOLA	6 - Small Town	34.3%	10.3	3.5	0.71	0.01	0.72
258 - HUMBOLDT	7 - Rural	30.6%	4.2	1.3	0.70	0.00	0.71
259 - WICHITA	1 - Large City	56.0%	301.4	168.8	0.76	0.30	1.06
260 - DERBY	3 - Urban Fringe of Large City	22.1%	128.4	28.4	0.68	0.10	0.78
261 - HAYSVILLE	3 - Urban Fringe of Large City	27.5%	122.3	33.6	0.69	0.10	0.79
262 - VALLEY CENTER PUBLIC SCHOOLS	3 - Urban Fringe of Large City	14.1%	27.6	3.9	0.67	0.02	0.69
263 - MULVANE	3 - Urban Fringe of Large City	17.0%	22.6	3.8	0.67	0.02	0.69
264 - CLEARWATER	8 - Rural	11.0%	8.9	1.0	0.66	0.01	0.67
265 - GODDARD	8 - Rural	9.8%	59.8	5.9	0.66	0.04	0.70
266 - MAIZE	8 - Rural	5.9%	131.8	7.8	0.65	0.09	0.74
267 - RENWICK	8 - Rural	8.5%	9.5	0.8	0.65	0.01	0.66
268 - CHENEY	8 - Rural	8.5%	5.9	0.5	0.65	0.00	0.66
269 - PALCO	7 - Rural	28.5%	0.6	0.2	0.70	0.00	0.70
270 - PLAINVILLE	7 - Rural	26.4%	1.4	0.4	0.69	0.00	0.69
271 - STOCKTON	7 - Rural	26.5%	0.8	0.2	0.69	0.00	0.69
272 - WACONDA	7 - Rural	27.4%	0.9	0.2	0.69	0.00	0.70
273 - BELOIT	7 - Rural	18.1%	1.7	0.3	0.67	0.00	0.68
274 - OAKLEY	7 - Rural	30.6%	0.7	0.2	0.70	0.00	0.70
275 - TRIPLAINS	7 - Rural	27.7%	0.1	0.0	0.70	0.00	0.70
278 - MANKATO	7 - Rural	29.5%	1.0	0.3	0.70	0.00	0.70
279 - JEWELL	7 - Rural	31.9%	0.7	0.2	0.71	0.00	0.71
281 - FULL CITY	7 - Rural	29.0%	0.6	0.2	0.70	0.00	0.70
282 - ST ELK	7 - Rural	38.9%	0.8	0.3	0.72	0.00	0.72
283 - K VALLEY	7 - Rural	55.1%	1.2	0.7	0.76	0.00	0.76
284 - CHASE COUNTY	7 - Rural	30.5%	0.6	0.2	0.70	0.00	0.70

**DEMOGRAPHIC MEASURES**  
(2003-04 School Year)

**POVERTY WEIGHTS**

1-4

DISTRICT	CENSUS LOCALE CODE	DEMOGRAPHIC MEASURES			POVERTY WEIGHTS		
		POVERTY (% Free Lunch Students)	DENSITY (Students per sq mi)	URBAN POVERTY (Free Lunch Students per sq mi)	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
285 - CEDAR VALE	7 - Rural	40.6%	0.7	0.3	0.73	0.00	0.73
286 - CHAUTAUQUA COUNTY COMMUNITY SCH	7 - Rural	35.8%	1.1	0.4	0.71	0.00	0.72
287 - WEST FRANKLIN	8 - Rural	26.0%	4.1	1.1	0.69	0.00	0.69
288 - CENTRAL HEIGHTS	8 - Rural	21.4%	4.4	1.0	0.68	0.00	0.68
289 - WELLSVILLE	8 - Rural	12.7%	6.0	0.8	0.66	0.00	0.67
290 - OTTAWA	3 - Urban Fringe of Large City	27.5%	20.5	5.6	0.70	0.02	0.71
291 - GRINNELL PUBLIC SCHOOLS	7 - Rural	13.6%	0.5	0.1	0.66	0.00	0.66
292 - WHEATLAND	7 - Rural	27.7%	0.4	0.1	0.70	0.00	0.70
293 - QUINTER PUBLIC SCHOOLS	7 - Rural	18.9%	1.0	0.2	0.68	0.00	0.68
294 - OBERLIN	7 - Rural	22.9%	0.6	0.1	0.68	0.00	0.68
295 - PRAIRIE HEIGHTS	7 - Rural	23.1%	0.2	0.1	0.69	0.00	0.69
297 - ST FRANCIS COMMUNITY SCHOOLS	7 - Rural	27.4%	0.6	0.2	0.69	0.00	0.70
298 - LINCOLN	7 - Rural	32.9%	0.8	0.3	0.71	0.00	0.71
299 - SYLVAN GROVE	7 - Rural	38.2%	0.5	0.2	0.72	0.00	0.72
300 - COMANCHE COUNTY	7 - Rural	19.4%	0.3	0.1	0.68	0.00	0.68
303 - NESS CITY	7 - Rural	18.7%	0.6	0.1	0.68	0.00	0.68
305 - SALINA	5 - Large Town	34.1%	77.5	26.4	0.71	0.06	0.77
306 - SOUTHEAST OF SALINE	7 - Rural	10.6%	3.1	0.3	0.66	0.00	0.66
307 - ELL-SALINE	7 - Rural	18.3%	2.0	0.4	0.67	0.00	0.68
308 - HUTCHINSON PUBLIC SCHOOLS	5 - Large Town	40.3%	336.2	135.4	0.72	0.30	1.02
309 - NICKERSON	7 - Rural	33.4%	6.0	2.0	0.71	0.00	0.71
310 - FAIRFIELD	7 - Rural	39.2%	0.9	0.4	0.72	0.00	0.72
311 - PRETTY PRAIRIE	7 - Rural	15.7%	1.5	0.2	0.67	0.00	0.67
312 - HAVEN PUBLIC SCHOOLS	7 - Rural	19.8%	3.9	0.8	0.68	0.00	0.68
313 - BUHLER	7 - Rural	19.7%	15.6	3.1	0.68	0.01	0.69
314 - BREWSTER	7 - Rural	25.6%	0.4	0.1	0.69	0.00	0.69
315 - COLBY PUBLIC SCHOOLS	6 - Small Town	20.7%	2.2	0.5	0.68	0.00	0.68
316 - GOLDEN PLAINS	7 - Rural	41.5%	0.8	0.3	0.73	0.00	0.73
320 - WAMEGO	6 - Small Town	15.7%	6.9	1.1	0.67	0.00	0.67
321 - KAW VALLEY	8 - Rural	18.3%	3.4	0.6	0.67	0.00	0.68
322 - ONAGA-HAVENSVILLE-WHEATON	7 - Rural	17.3%	1.4	0.2	0.67	0.00	0.67
323 - ROCK CREEK	7 - Rural	18.5%	3.1	0.6	0.68	0.00	0.68
324 - EASTERN HEIGHTS	7 - Rural	22.3%	0.6	0.1	0.68	0.00	0.68
325 - PHILLIPSBURG	6 - Small Town	20.6%	1.8	0.4	0.68	0.00	0.68
326 - LOGAN	7 - Rural	31.2%	0.6	0.2	0.70	0.00	0.70
327 - ELLSWORTH	6 - Small Town	20.3%	1.5	0.3	0.68	0.00	0.68
328 - LORRAINE	7 - Rural	30.1%	1.1	0.3	0.70	0.00	0.70
329 - MILL CREEK VALLEY	8 - Rural	14.8%	1.2	0.2	0.67	0.00	0.67
330 - WABAUNSEE EAST	8 - Rural	19.2%	1.3	0.3	0.68	0.00	0.68
331 - KINGMAN - NORWICH	7 - Rural	27.3%	2.1	0.6	0.69	0.00	0.70
332 - WINNINGHAM	7 - Rural	23.6%	0.8	0.2	0.69	0.00	0.69
333 - WOODBURN	6 - Small Town	35.4%	3.3	1.2	0.71	0.00	0.72
334 - SOUTHERN CLOUD	7 - Rural	35.5%	0.9	0.3	0.71	0.00	0.71
335 - NORTH JACKSON	4 - Urban Fringe of Mid-Sized City	21.1%	2.0	0.4	0.68	0.00	0.68

**DEMOGRAPHIC MEASURES**  
(2003-04 School Year)

**POVERTY WEIGHTS**

5-1

DISTRICT	CENSUS LOCALE CODE	DEMOGRAPHIC MEASURES			POVERTY WEIGHTS		
		POVERTY (% Free Lunch Students)	DENSITY (Students per sq mi)	URBAN POVERTY (Free Lunch Students per sq mi)	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
336 - HOLTON	8 - Rural	17.8%	6.7	1.2	0.67	0.00	0.68
337 - ROYAL VALLEY	8 - Rural	25.9%	5.4	1.4	0.69	0.00	0.70
338 - VALLEY FALLS	8 - Rural	17.9%	3.7	0.7	0.67	0.00	0.68
339 - JEFFERSON COUNTY NORTH	8 - Rural	17.0%	4.3	0.7	0.67	0.00	0.67
340 - JEFFERSON WEST	8 - Rural	13.8%	13.9	1.9	0.66	0.01	0.67
341 - OSKALOOSA PUBLIC SCHOOLS	8 - Rural	26.7%	6.7	1.8	0.69	0.01	0.70
342 - MCLOUTH	8 - Rural	15.7%	6.1	1.0	0.67	0.00	0.67
343 - PERRY PUBLIC SCHOOLS	8 - Rural	18.8%	6.4	1.2	0.68	0.00	0.68
344 - PLEASANTON	8 - Rural	40.0%	4.3	1.7	0.72	0.00	0.73
345 - SEAMAN	4 - Urban Fringe of Mid-Sized City	14.0%	39.1	5.5	0.67	0.03	0.69
346 - JAYHAWK	8 - Rural	30.9%	2.0	0.6	0.70	0.00	0.70
347 - KINSLEY-OFFERLE	7 - Rural	34.2%	0.9	0.3	0.71	0.00	0.71
348 - BALDWIN CITY	4 - Urban Fringe of Mid-Sized City	10.9%	9.4	1.0	0.66	0.01	0.67
349 - STAFFORD	7 - Rural	39.9%	1.3	0.5	0.72	0.00	0.73
350 - ST JOHN-HUDSON	7 - Rural	40.3%	1.3	0.5	0.72	0.00	0.73
351 - MACKSVILLE	7 - Rural	45.0%	0.8	0.4	0.74	0.00	0.74
352 - GOODLAND	6 - Small Town	30.8%	1.1	0.3	0.70	0.00	0.70
353 - WELLINGTON	3 - Urban Fringe of Large City	35.6%	7.4	2.6	0.71	0.01	0.72
354 - CLAFLIN	7 - Rural	13.3%	1.9	0.3	0.66	0.00	0.67
355 - ELLINWOOD PUBLIC SCHOOLS	7 - Rural	24.5%	3.3	0.8	0.69	0.00	0.69
356 - CONWAY SPRINGS	8 - Rural	16.1%	3.6	0.6	0.67	0.00	0.67
357 - BELLE PLAINE	8 - Rural	31.4%	9.7	3.0	0.70	0.01	0.71
358 - OXFORD	8 - Rural	15.8%	2.9	0.5	0.67	0.00	0.67
359 - ARGONIA PUBLIC SCHOOLS	8 - Rural	37.9%	1.2	0.5	0.72	0.00	0.72
360 - CALDWELL	8 - Rural	34.2%	1.5	0.5	0.71	0.00	0.71
361 - ANTHONY-HARPER	7 - Rural	36.0%	1.6	0.6	0.71	0.00	0.72
362 - PRAIRIE VIEW	8 - Rural	19.6%	3.1	0.6	0.68	0.00	0.68
363 - HOLCOMB	7 - Rural	28.7%	3.7	1.1	0.70	0.00	0.70
364 - MARYSVILLE	6 - Small Town	21.5%	2.4	0.5	0.68	0.00	0.68
365 - GARNETT	6 - Small Town	31.2%	2.5	0.8	0.70	0.00	0.71
366 - WOODSON	7 - Rural	35.3%	1.2	0.4	0.71	0.00	0.71
367 - OSAWATOMIE	3 - Urban Fringe of Large City	36.8%	11.3	4.2	0.72	0.01	0.73
368 - PAOLA	3 - Urban Fringe of Large City	18.8%	10.3	1.9	0.68	0.01	0.68
369 - BURRTON	8 - Rural	35.0%	2.8	1.0	0.71	0.00	0.71
371 - MONTEZUMA	7 - Rural	28.7%	1.2	0.3	0.70	0.00	0.70
372 - SILVER LAKE	8 - Rural	4.6%	7.7	0.4	0.65	0.01	0.65
373 - NEWTON	3 - Urban Fringe of Large City	34.2%	26.0	8.9	0.71	0.02	0.73
374 - SUBLETTE	7 - Rural	29.5%	1.3	0.4	0.70	0.00	0.70
375 - CIRCLE	8 - Rural	18.8%	8.5	1.6	0.68	0.01	0.68
376 - STERLING	6 - Small Town	27.4%	3.2	0.9	0.69	0.00	0.70
377 - CHISON COUNTY COMMUNITY SCHOOL	7 - Rural	20.4%	2.1	0.4	0.68	0.00	0.68
378 - CHISON COUNTY	7 - Rural	11.3%	4.1	0.5	0.66	0.00	0.66
379 - LAY CENTER	6 - Small Town	24.7%	2.3	0.6	0.69	0.00	0.69
380 - VERMILLION	7 - Rural	18.5%	1.4	0.3	0.68	0.00	0.68

**DEMOGRAPHIC MEASURES**  
(2003-04 School Year)

**POVERTY WEIGHTS**

9-1

DISTRICT	CENSUS LOCALE CODE	DEMOGRAPHIC MEASURES			POVERTY WEIGHTS		
		POVERTY (% Free Lunch Students)	DENSITY (Students per sq mi)	URBAN POVERTY (Free Lunch Students per sq mi)	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
381 - SPEARVILLE	7 - Rural	9.6%	1.9	0.2	0.66	0.00	0.66
382 - PRATT	6 - Small Town	27.5%	4.4	1.2	0.69	0.00	0.70
383 - MANHATTAN	5 - Large Town	19.5%	31.5	6.1	0.68	0.02	0.70
384 - BLUE VALLEY	7 - Rural	13.6%	0.8	0.1	0.66	0.00	0.66
385 - ANDOVER	8 - Rural	7.4%	72.4	5.4	0.65	0.05	0.70
386 - MADISON-VIRGIL	7 - Rural	29.4%	1.1	0.3	0.70	0.00	0.70
387 - ALTOONA-MIDWAY	7 - Rural	38.0%	1.3	0.5	0.72	0.00	0.72
388 - ELLIS	7 - Rural	20.7%	1.3	0.3	0.68	0.00	0.68
389 - EUREKA	7 - Rural	32.3%	1.2	0.4	0.71	0.00	0.71
390 - HAMILTON	7 - Rural	37.6%	0.6	0.2	0.72	0.00	0.72
392 - OSBORNE COUNTY	7 - Rural	31.8%	0.8	0.3	0.70	0.00	0.71
393 - SOLOMON	7 - Rural	25.5%	2.2	0.6	0.69	0.00	0.69
394 - ROSE HILL PUBLIC SCHOOLS	3 - Urban Fringe of Large City	11.5%	32.6	3.7	0.66	0.02	0.68
395 - LACROSSE	7 - Rural	30.9%	0.7	0.2	0.70	0.00	0.70
396 - DOUGLASS PUBLIC SCHOOLS	8 - Rural	20.0%	6.9	1.4	0.68	0.01	0.68
397 - CENTRE	7 - Rural	25.1%	0.6	0.2	0.69	0.00	0.69
398 - PEABODY-BURNS	7 - Rural	25.1%	1.8	0.5	0.69	0.00	0.69
399 - PARADISE	7 - Rural	36.4%	0.3	0.1	0.72	0.00	0.72
400 - SMOKY VALLEY	6 - Small Town	11.1%	2.3	0.3	0.66	0.00	0.66
401 - CHASE-RAYMOND	7 - Rural	40.7%	0.8	0.3	0.73	0.00	0.73
402 - AUGUSTA	3 - Urban Fringe of Large City	21.8%	29.6	6.5	0.68	0.02	0.70
403 - OTIS-BISON	7 - Rural	32.2%	0.7	0.2	0.71	0.00	0.71
404 - RIVERTON	7 - Rural	36.2%	13.4	4.9	0.72	0.01	0.73
405 - LYONS	6 - Small Town	49.5%	7.4	3.7	0.75	0.01	0.75
406 - WATHENA	8 - Rural	16.9%	4.8	0.8	0.67	0.00	0.67
407 - RUSSELL COUNTY	6 - Small Town	29.7%	1.2	0.4	0.70	0.00	0.70
408 - MARION	7 - Rural	25.5%	2.7	0.7	0.69	0.00	0.69
409 - ATCHISON PUBLIC SCHOOLS	6 - Small Town	43.3%	30.0	13.0	0.73	0.03	0.76
410 - DURHAM-HILLSBORO-LEHIGH	6 - Small Town	17.3%	2.8	0.5	0.67	0.00	0.67
411 - GOESSEL	7 - Rural	9.1%	2.6	0.2	0.65	0.00	0.66
412 - HOXIE COMMUNITY SCHOOLS	7 - Rural	14.6%	0.6	0.1	0.67	0.00	0.67
413 - CHANUTE PUBLIC SCHOOLS	6 - Small Town	36.2%	14.7	5.3	0.72	0.01	0.73
415 - HIAWATHA	7 - Rural	30.8%	2.9	0.9	0.70	0.00	0.70
416 - LOUISBURG	3 - Urban Fringe of Large City	7.8%	8.8	0.7	0.65	0.01	0.66
417 - MORRIS COUNTY	7 - Rural	27.0%	1.7	0.5	0.69	0.00	0.70
418 - MCPHERSON	6 - Small Town	16.4%	15.4	2.5	0.67	0.01	0.68
419 - CANTON-GALVA	7 - Rural	15.0%	2.5	0.4	0.67	0.00	0.67
420 - OSAGE CITY	8 - Rural	25.4%	5.8	1.5	0.69	0.00	0.69
421 - LYNDON	8 - Rural	19.3%	4.1	0.8	0.68	0.00	0.68
422 - GREENSBURG	7 - Rural	25.8%	1.3	0.3	0.69	0.00	0.69
423 - MOUND RIDGE	7 - Rural	11.1%	2.7	0.3	0.66	0.00	0.66
424 - LINVILLE	7 - Rural	26.0%	0.7	0.2	0.69	0.00	0.69
425 - GHLAND	8 - Rural	20.1%	2.6	0.5	0.68	0.00	0.68
426 - PIKE VALLEY	7 - Rural	31.5%	1.3	0.4	0.70	0.00	0.71

**DEMOGRAPHIC MEASURES**  
(2003-04 School Year)

**POVERTY WEIGHTS**

109

DISTRICT	CENSUS LOCALE CODE	DEMOGRAPHIC MEASURES			POVERTY WEIGHTS		
		POVERTY (% Free Lunch Students)	DENSITY (Students per sq mi)	URBAN POVERTY (Free Lunch Students per sq mi)	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
427 - REPUBLIC COUNTY	7 - Rural	27.1%	1.3	0.4	0.69	0.00	0.70
428 - GREAT BEND	6 - Small Town	44.2%	16.3	7.2	0.73	0.01	0.75
429 - TROY PUBLIC SCHOOLS	8 - Rural	22.7%	4.0	0.9	0.68	0.00	0.69
430 - SOUTH BROWN COUNTY	7 - Rural	39.7%	4.0	1.6	0.72	0.00	0.73
431 - HOISINGTON	6 - Small Town	30.0%	2.3	0.7	0.70	0.00	0.70
432 - VICTORIA	7 - Rural	9.8%	1.4	0.1	0.66	0.00	0.66
433 - MIDWAY SCHOOLS	8 - Rural	27.4%	1.7	0.5	0.69	0.00	0.70
434 - SANTA FE TRAIL	8 - Rural	24.2%	6.2	1.5	0.69	0.00	0.69
435 - ABILENE	6 - Small Town	26.4%	13.9	3.7	0.69	0.01	0.70
436 - CANEY VALLEY	7 - Rural	30.0%	5.4	1.6	0.70	0.00	0.71
437 - AUBURN WASHBURN	8 - Rural	13.8%	38.7	5.3	0.66	0.03	0.69
438 - SKYLINE SCHOOLS	7 - Rural	18.4%	0.9	0.2	0.67	0.00	0.68
439 - SEDGWICK PUBLIC SCHOOLS	8 - Rural	15.2%	12.0	1.8	0.67	0.01	0.68
440 - HALSTEAD	8 - Rural	22.4%	5.4	1.2	0.68	0.00	0.69
441 - SABETHA	7 - Rural	17.3%	2.9	0.5	0.67	0.00	0.67
442 - NEMAHA VALLEY SCHOOLS	7 - Rural	14.0%	4.2	0.6	0.67	0.00	0.67
443 - DODGE CITY	5 - Large Town	55.2%	13.1	7.2	0.76	0.01	0.77
444 - LITTLE RIVER	7 - Rural	15.1%	1.1	0.2	0.67	0.00	0.67
445 - COFFEYVILLE	6 - Small Town	46.8%	15.7	7.3	0.74	0.01	0.75
446 - INDEPENDENCE	6 - Small Town	37.0%	9.3	3.4	0.72	0.01	0.72
447 - CHERRYVALE	7 - Rural	38.0%	6.5	2.5	0.72	0.01	0.72
448 - INMAN	7 - Rural	12.1%	3.0	0.4	0.66	0.00	0.66
449 - EASTON	8 - Rural	12.6%	6.0	0.8	0.66	0.00	0.67
450 - SHAWNEE HEIGHTS	8 - Rural	14.7%	23.9	3.5	0.67	0.02	0.68
451 - B & B	7 - Rural	21.4%	2.2	0.5	0.68	0.00	0.68
452 - STANTON COUNTY	7 - Rural	38.3%	0.7	0.3	0.72	0.00	0.72
453 - LEAVENWORTH	3 - Urban Fringe of Large City	38.0%	236.2	89.8	0.72	0.20	0.92
454 - BURLINGAME	8 - Rural	23.4%	4.8	1.1	0.69	0.00	0.69
455 - HILLCREST RURAL SCHOOLS	7 - Rural	45.2%	0.6	0.3	0.74	0.00	0.74
456 - MARAIS DES CYGNES VALLEY	8 - Rural	44.9%	2.0	0.9	0.74	0.00	0.74
457 - GARDEN CITY	5 - Large Town	47.2%	7.6	3.6	0.74	0.01	0.75
458 - BASEHOR-LINWOOD	8 - Rural	5.0%	22.6	1.1	0.65	0.02	0.66
459 - BUCKLIN	7 - Rural	27.4%	0.7	0.2	0.69	0.00	0.70
460 - HESSTON	3 - Urban Fringe of Large City	12.2%	13.2	1.6	0.66	0.01	0.67
461 - NEODESHA	6 - Small Town	29.7%	6.7	2.0	0.70	0.01	0.71
462 - CENTRAL	7 - Rural	24.4%	1.1	0.3	0.69	0.00	0.69
463 - UDALL	7 - Rural	27.4%	2.6	0.7	0.69	0.00	0.70
464 - TONGANOXIE	3 - Urban Fringe of Large City	11.7%	10.7	1.2	0.66	0.01	0.67
465 - WINFIELD	6 - Small Town	30.1%	9.6	2.9	0.70	0.01	0.71
466 - SCOTT COUNTY	6 - Small Town	23.5%	1.2	0.3	0.69	0.00	0.69
467 - OTI	7 - Rural	26.6%	0.6	0.2	0.69	0.00	0.69
468 - WALY PUBLIC SCHOOLS	7 - Rural	27.1%	0.5	0.1	0.69	0.00	0.69
469 - MANSING	3 - Urban Fringe of Large City	5.1%	41.2	2.1	0.65	0.03	0.67
470 - ARKANSAS CITY	7 - Rural	46.7%	14.2	6.6	0.74	0.01	0.75



**DEMOGRAPHIC MEASURES**  
(2003-04 School Year)

**POVERTY WEIGHTS**

8-1

DISTRICT	CENSUS LOCALE CODE	DEMOGRAPHIC MEASURES			POVERTY WEIGHTS		
		POVERTY (% Free Lunch Students)	DENSITY (Students per sq mi)	URBAN POVERTY (Free Lunch Students per sq mi)	AT-RISK WEIGHT	URBAN POVERTY WEIGHT	TOTAL WEIGHT
471 - DEXTER	7 - Rural	30.8%	1.0	0.3	0.70	0.00	0.70
473 - CHAPMAN	7 - Rural	21.8%	1.8	0.4	0.68	0.00	0.68
474 - HAVILAND	7 - Rural	29.7%	0.7	0.2	0.70	0.00	0.70
475 - GEARY COUNTY SCHOOLS	6 - Small Town	36.5%	23.5	8.6	0.72	0.02	0.74
476 - COPELAND	7 - Rural	44.9%	0.6	0.3	0.74	0.00	0.74
477 - INGALLS	7 - Rural	29.8%	1.0	0.3	0.70	0.00	0.70
479 - CREST	7 - Rural	29.8%	1.4	0.4	0.70	0.00	0.70
480 - LIBERAL	6 - Small Town	53.7%	20.9	11.3	0.76	0.02	0.78
481 - RURAL VISTA	7 - Rural	27.2%	1.4	0.4	0.69	0.00	0.70
482 - DIGHTON	7 - Rural	26.7%	0.4	0.1	0.69	0.00	0.69
483 - KISMET-PLAINS	7 - Rural	50.6%	1.4	0.7	0.75	0.00	0.75
484 - FREDONIA	7 - Rural	38.7%	1.8	0.7	0.72	0.00	0.72
486 - ELWOOD	4 - Urban Fringe of Mid-Sized City	39.1%	35.0	13.7	0.72	0.03	0.75
487 - HERINGTON	7 - Rural	25.8%	5.4	1.4	0.69	0.00	0.70
488 - AXTELL	7 - Rural	18.2%	1.4	0.3	0.67	0.00	0.68
489 - HAYS	6 - Small Town	21.0%	8.0	1.7	0.68	0.01	0.69
490 - EL DORADO	3 - Urban Fringe of Large City	29.9%	16.3	4.9	0.70	0.01	0.71
491 - EUDORA	4 - Urban Fringe of Mid-Sized City	15.4%	22.7	3.5	0.67	0.02	0.68
492 - FLINTHILLS	3 - Urban Fringe of Large City	14.8%	0.8	0.1	0.67	0.00	0.67
493 - COLUMBUS	6 - Small Town	37.0%	3.6	1.3	0.72	0.00	0.72
494 - SYRACUSE	7 - Rural	45.0%	0.5	0.2	0.74	0.00	0.74
495 - FT LARNED	6 - Small Town	29.0%	1.7	0.5	0.70	0.00	0.70
496 - PAWNEE HEIGHTS	7 - Rural	24.8%	0.7	0.2	0.69	0.00	0.69
497 - LAWRENCE	2 - Mid-Sized City	20.9%	54.8	11.4	0.68	0.04	0.72
498 - VALLEY HEIGHTS	7 - Rural	26.1%	1.9	0.5	0.69	0.00	0.69
499 - GALENA	6 - Small Town	55.5%	55.7	30.9	0.76	0.05	0.81
500 - KANSAS CITY	2 - Mid-Sized City	67.6%	329.4	222.8	0.79	0.35	1.15
501 - TOPEKA PUBLIC SCHOOLS	2 - Mid-Sized City	52.2%	381.2	198.8	0.75	0.37	1.12
502 - LEWIS	7 - Rural	33.6%	0.6	0.2	0.71	0.00	0.71
503 - PARSONS	6 - Small Town	44.1%	30.0	13.2	0.73	0.03	0.76
504 - OSWEGO	7 - Rural	36.5%	11.5	4.2	0.72	0.01	0.73
505 - CHETOPA	7 - Rural	66.3%	5.8	3.8	0.79	0.01	0.80
506 - LABETTE COUNTY	7 - Rural	25.2%	3.3	0.8	0.69	0.00	0.69
507 - SATANTA	7 - Rural	34.5%	1.6	0.5	0.71	0.00	0.71
508 - BAXTER SPRINGS	6 - Small Town	37.9%	32.5	12.3	0.72	0.03	0.75
509 - SOUTH HAVEN	8 - Rural	22.7%	1.5	0.3	0.68	0.00	0.69
511 - ATTICA	7 - Rural	34.9%	1.1	0.4	0.71	0.00	0.71
512 - SHAWNEE MISSION PUBLIC SCHOOLS	3 - Urban Fringe of Large City	10.3%	391.9	40.3	0.66	0.28	0.93

## Bilingual Weighting

The LPA Audit makes two changes in the calculation of bilingual weighting:

- Remove FTE and go to Headcount
- The weighting factor would go from .395 to .1 page 18

Why:

- Funding bilingual education based on service contact hours doesn't link funding with need. Page 98
- Even though districts are required to provide services to all bilingual students, the current funding formula treats them very unequally.
- Districts may not get funded for all the bilingual services they provide.
- Neighboring states fund bilingual services based on headcount, not on service time provided. That would be Oklahoma, Colorado, Missouri, Nebraska, and Iowa. Iowa and Colorado limit state funding to three and two years, respectively. Page 98-99.
- Pages C-11 thru C13, indicate that the Professors, believe that bilingual is under reported by school districts, and that a better measure would be headcount based on Census Percent of Students in Household with Poor English for districts that don't report any bilingual students and the actual number for the districts that do report bilingual students.
- According to the Department of Education, there are 25,261 headcount students in school for 2005-2006.

Therefore; under the LPA calculation  $25,261 \times .1 \times \$4,257 = \$10,753,608$

Current formula:  $80,288.8 \text{ contact hrs.} / 6 = 13,381.47 \times .395 = 5,285.68 \times \$4,257 =$   
 $\$22,501,136.92$

Finally, the LPA study says "Because of the strong correlation between free-lunch and bilingual students, it's possible that some of the additional costs for serving bilingual students were picked up by the at-risk weight." Page 19.

The example given on page 38 for Wichita current :  $2,923.5 \times .395 \times \$4,257 = \$4,915,909$   
LPA :  $5,342 \times .1 \times \$4,257 = \$ 2,274,089.40$

Again, on page 39, it is restated that "there's a strong correlation between bilingual and free-lunch students, so the cost function analysis may have assigned part of the additional costs for bilingual students to at-risk students. "

LPA: asked me to mention, that State Board guidelines allow at-risk funding to be used for bilingual programs during 2006-07 and the statistical analysis of the data showed how much more it cost

for bilingual students to achieve the same level of performance as other students without any special needs.



## House Select Committee on School Finance Comments on Bi lingual Funding

February 1, 2006

Submitted by: Diane Gjerstad  
Wichita Public Schools

Madame Chair and members of the Committee:

Wichita's student population which qualifies as English Language Learns has risen from 2748 in 06/97 to over 5342 in the current year. The dramatic rise in this population has lead to the district to expand the number of schools providing services and this past summer opening a central intake and testing site where families have bi lingual staff to communicate, students are assessed and placed in the appropriate school and program. Because the families are often new to the area or country the services are intensive and require multi lingual staff. Wichita understands as the population grows so will the need to provide more programs in neighborhood schools. Today we need an additional 66 teachers.

We provide newcomer programs to build a firm language foundation and accelerate language acquisition and skills. These services are provided in self contained programs for students new to the country. Newcomer services are provided for one year or less. We have a need to expand these sites, also.

Wichita's strategy for continuity of ESOL services:

- Intake center
- ESOL programs in selected schools which provide transition classes, ESOL support and professional development
- ESOL curriculum used by ESOL staff, new comer teachers, transition teachers and ESOL teachers providing language support
- Monitoring of ESOL teacher and para in the use of ESOL strategies and curriculum
- Monitoring the curriculum alignment K -12 with state assessments

### **Wichita has closed the achievement gap for bi lingual learners**

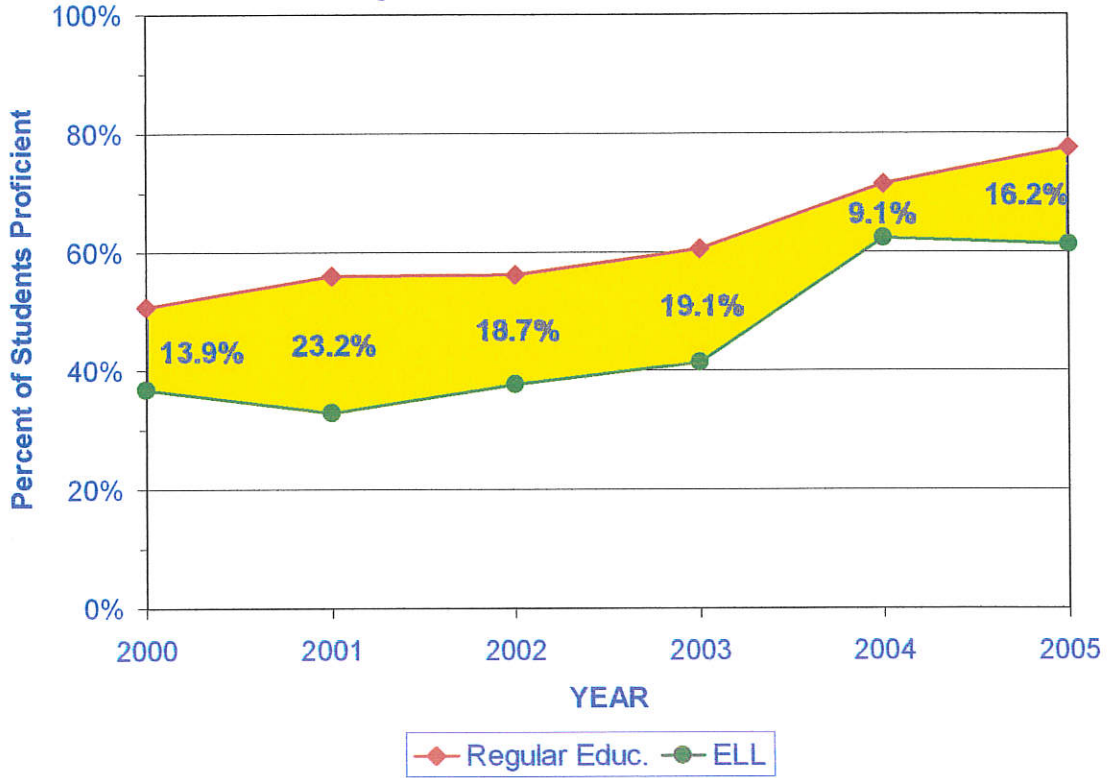
The attached pages show Wichita continues to make growth, especially in reading, for bi lingual students. The population tends to have tremendous mobility. Half way through the current 05/06 school year, Wichita has received 388 bi lingual students from 23 states representing 26 countries of origin. In addition Wichita has received students from 15 other Kansas school districts

Select Comm. on School Finance

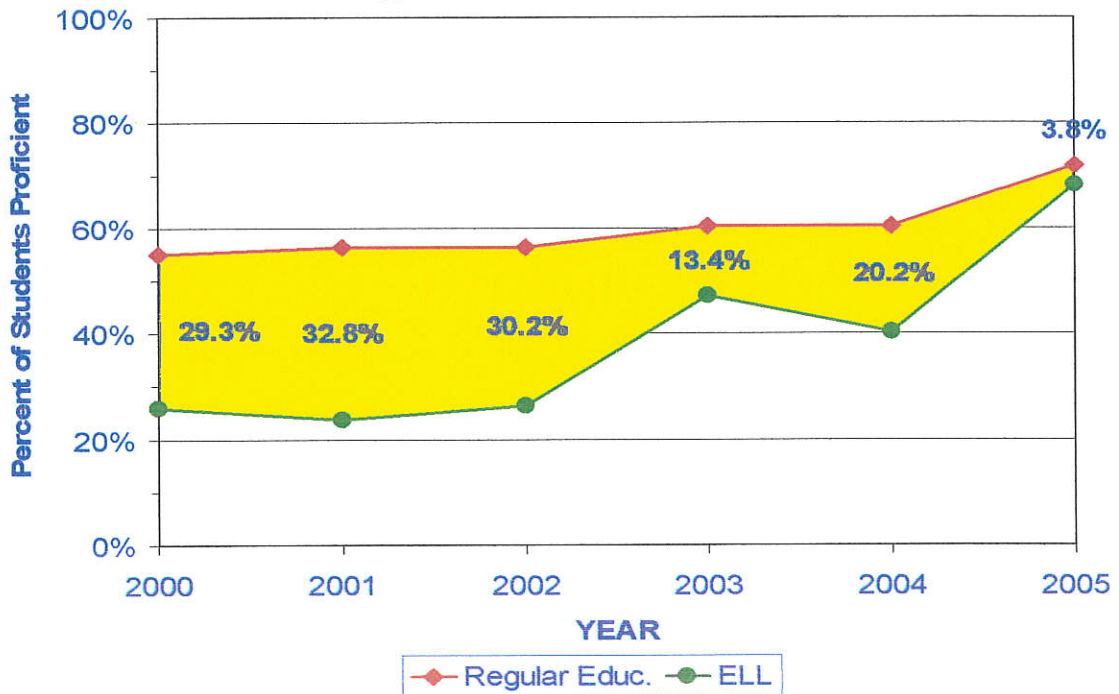
Date 2-1-06

Attachment # 3-1

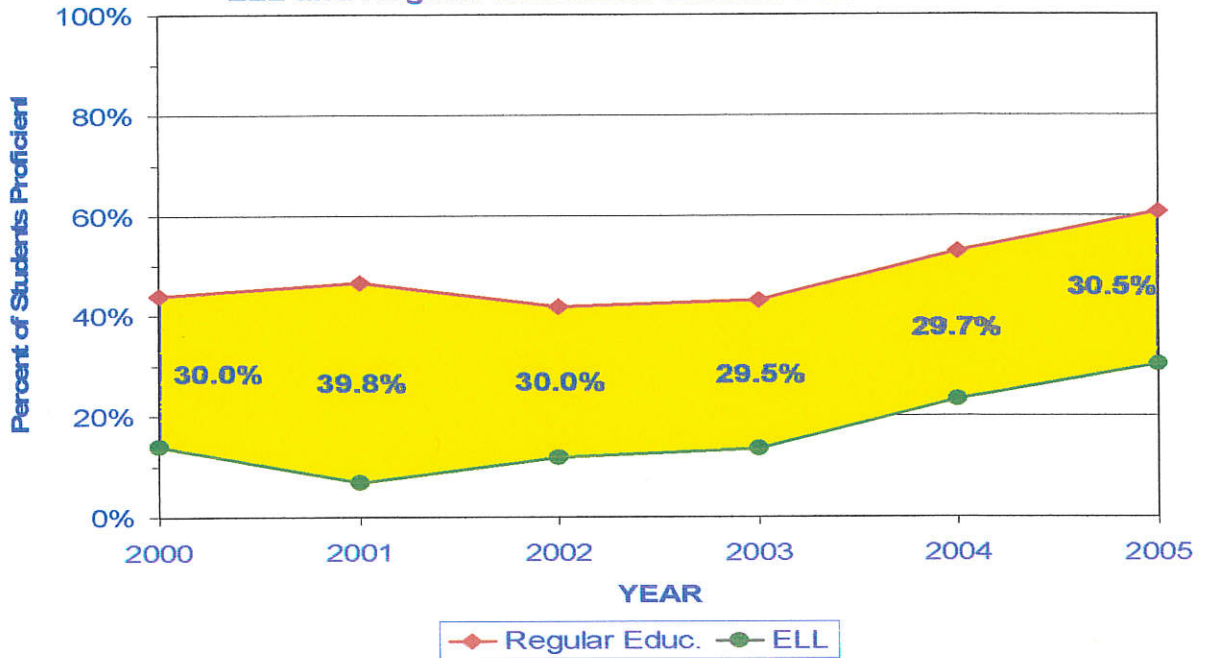
**WICHITA PUBLIC SCHOOLS  
Grade 4 State Math Achievement Gap  
ELL and Regular Education Student Performance**



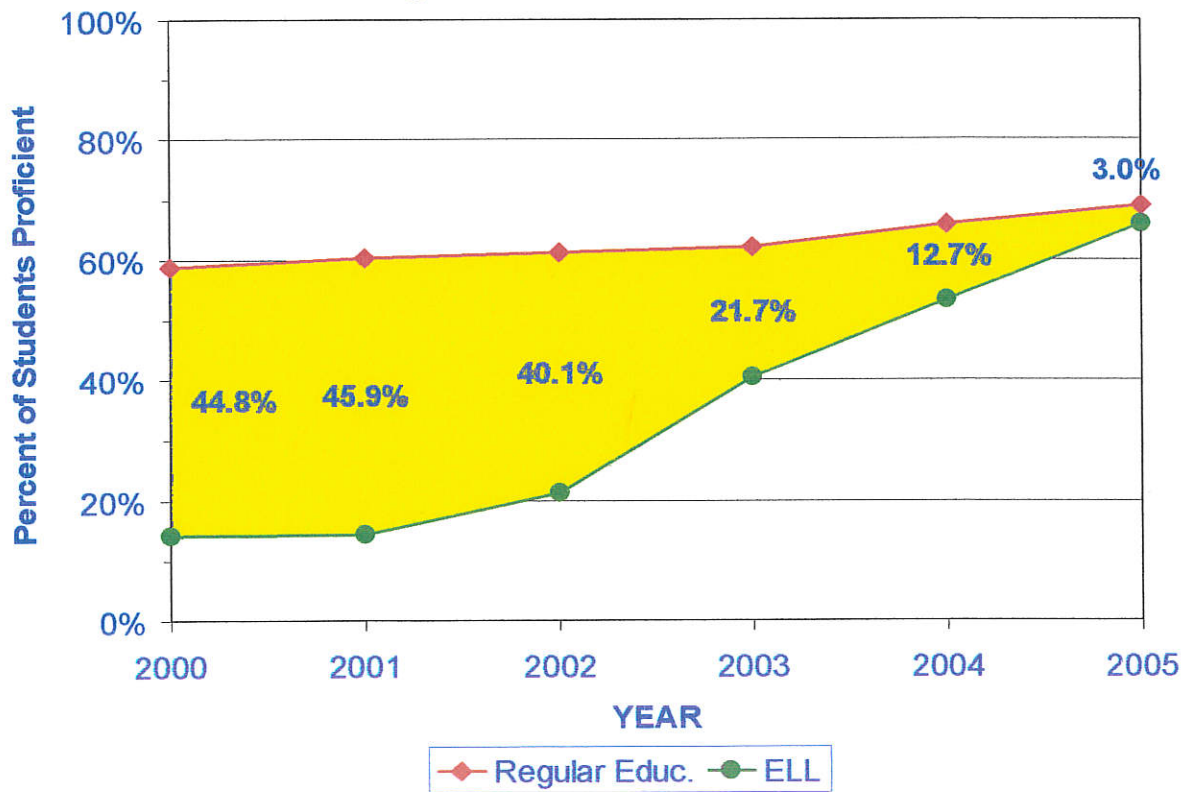
**WICHITA PUBLIC SCHOOLS  
Grade 5 State Reading Achievement Gap  
ELL and Regular Education Student Performance**



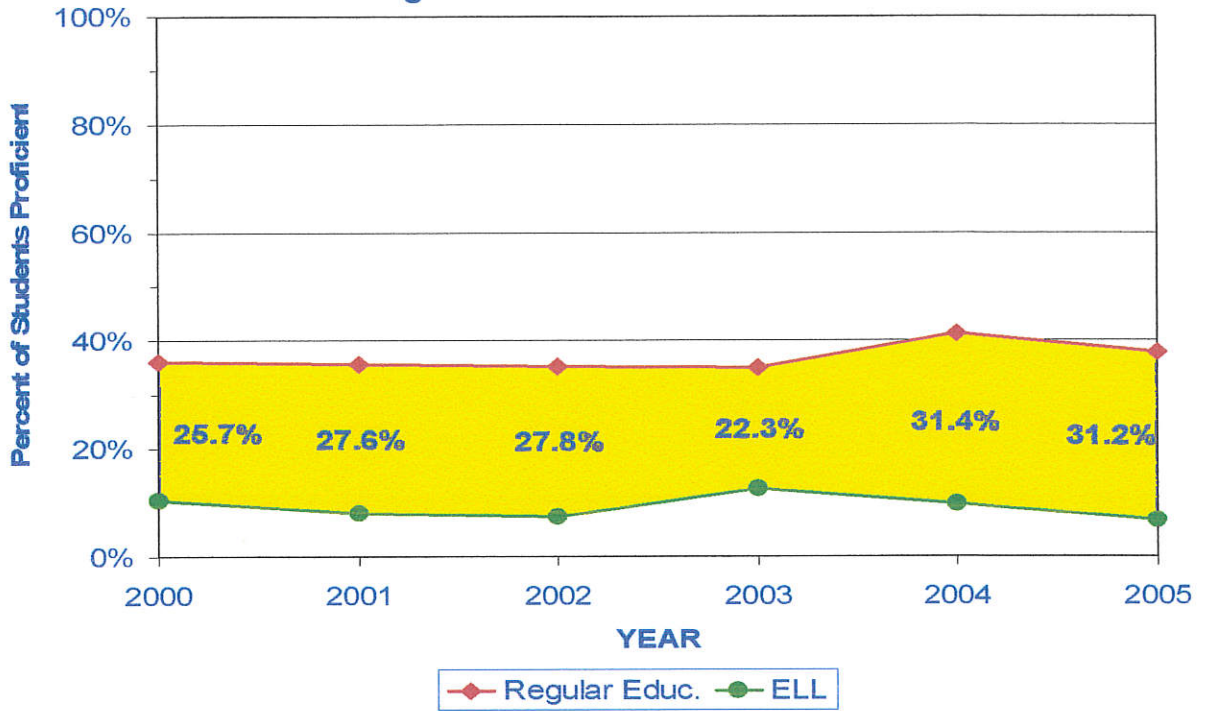
**WICHITA PUBLIC SCHOOLS  
Grade 7 State Math Achievement Gap  
ELL and Regular Education Student Performance**



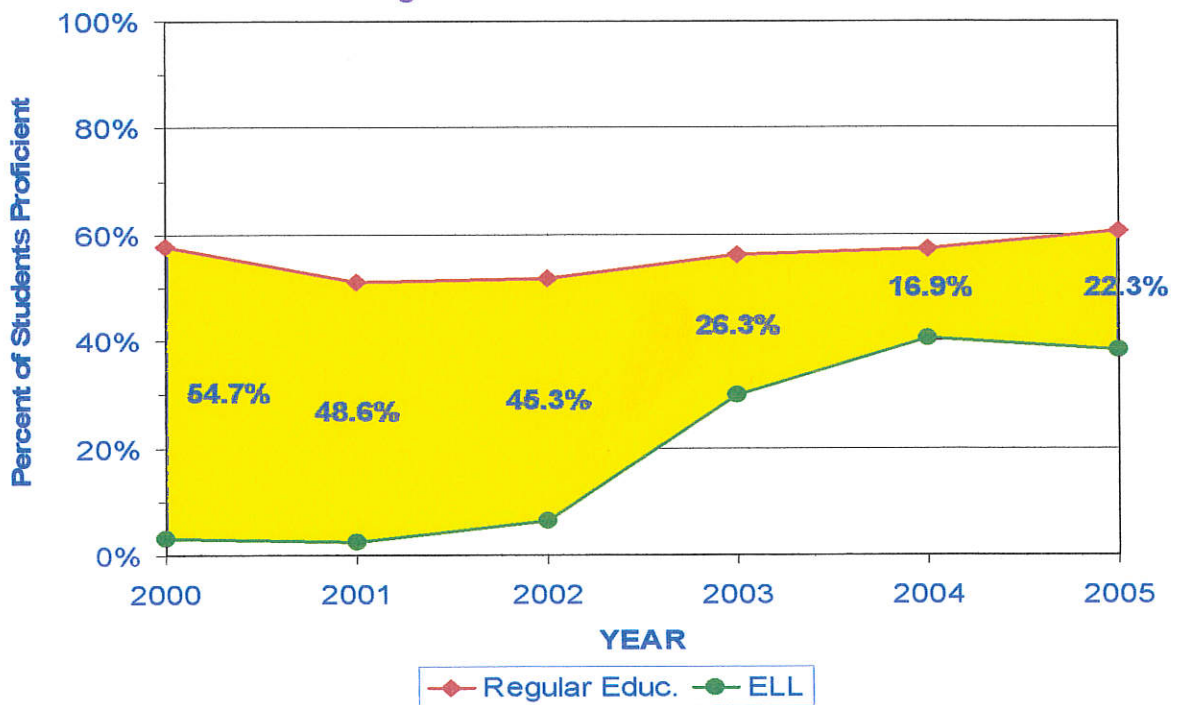
**WICHITA PUBLIC SCHOOLS  
Grade 8 State Reading Achievement Gap  
ELL and Regular Education Student Performance**



**WICHITA PUBLIC SCHOOLS  
Grade 10 State Math Achievement Gap  
ELL and Regular Education Student Performance**



**WICHITA PUBLIC SCHOOLS  
Grade 11 State Reading Achievement Gap  
ELL and Regular Education Student Performance**



### **Wichita's Suitable Cost calculation January 2005**

A year ago, during the historic ice storm which paralyzed south-central Kansas, Superintendent Winston Brooks called senior staff together to ask the basic question of what would it take to educate all Wichita students to proficiency. From each senior staff a list was developed which we refer to as Wichita Suitable Cost. The core of our list revolves around smaller class sizes – nothing extraordinary -- Wichita would just like to get to the state average class size. We think Wichita's diverse student body, as Mary Ellen Isaac described to this committee yesterday, should have the opportunity to learn in smaller class sizes, just as the majority of Kansas students.

In January 2005 the Wichita Suitable Cost totaled \$137m. Our staff recommended lowering class sizes K – 2 15:1; 3 – 5 20:1; middle and high schools 22:1. As Mary Ellen Isaac outlined yesterday, we need many more "intervention" teachers who specialize in reaching students who are not grasping core concepts. We know instructional coaches who stand side by side the class room teacher are able to improve learning and lower the frustration level of teachers who have the difficult task of teaching students with widely varying abilities. The world of data requires staff, equipment and training – those are new costs. The Commissioner of Education's discussion of "individual student growth model" will require additional software, training, servers and someone is going to have to input the data. Those are new costs which will continue to grow.

Our High School reform efforts require more teachers working in smaller learning communities. Our target is to lower their load from the current 120-130 students per teacher down to 100:1. High school teachers need more time to work with students in smaller groups (interventions) and to work with their colleagues (professional learning communities).

Yesterday Mary Ellen Isaac outlined for you Wichita's improvements in student achievement, the challenges and the carefully thought out plan. Those strategies combined for the \$137m Suitable Cost last January.

The focused funding on at risk, bi lingual and special education students from the 2005 Regular and Special Sessions benefited Wichita greatly. The \$33.6m of new operating funds was used for salary increases; a new incentive plan of \$1500 for each certified staff in all schools with poverty over the district's average (64%); expanded all day K, bi-lingual, and pre school; technicians to maintain new operating systems and buildings remodeled through the Bond Issue.

The infusion of additional \$33.6m for operating costs from the Special Session added 276 positions – predominately teachers and para-educators.

Wichita Suitable Cost \$137m – 33.6m special session = \$103m remained in last year's dollars.

But costs are not static -- for schools, just as for business, on-going costs increase. Schools are not immune to increased costs.



Monday night the Wichita School Board met to review the 'ice storm' list and updated the costs to reflex some new state mandates (most notably a looming new special education requirement to move more disabled students into regular classrooms which we estimate will require an additional 300 para professionals in the next few years), along with increased utility and labor costs the revised Suitable Cost for Wichita is \$131m.

The Wichita Suitable Cost was developed long before Post Audit began their work. Our work was validated when one year later Post Audit's models show Wichita would receive between \$99m - \$134m more under the four scenarios.

### **Bi lingual recommendation:**

I am walking you through this information because **while the models lower the Bi-lingual weight it also substantially increases at risk weighting and adds the new urban poverty weighting** discussed yesterday. Post Audit correctly notes the current bilingual weighting only compensates districts when the student has direct contact with an ESOL endorsed teacher. To quote,

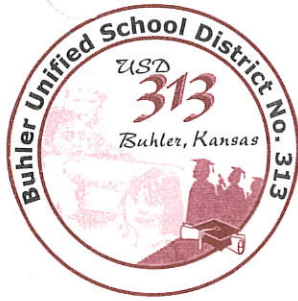
"Bilingual FTE, as it is calculated in the current funding formula, is a very poor measure of the number of bilingual students in a district. That's because many bilingual services are being provided to bilingual students in settings or district where there are no 'bilingual endorsed' teachers."

*Cost Study Analysis, January 2006  
Legislative Post Audit, page 38*

Wichita Suitable Cost finds we need an additional 66 teachers for bi-lingual students at an estimated cost of \$3.5m to serve this growing population.

- a) We agree with Post Audit's observation that a **bi-lingual headcount** should be used to compute the weighting.
- b) We further would **endorse a change in the bi lingual weighting only if the other cost recommendations for at risk and urban poverty are also adopted.** Post Audit correctly recognizes the services these students need are interwoven.

Thank you Madame Chair for your time and consideration of Wichita's response to the Post Audit.



# BUHLER USD 313

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**Dr. David Brax**  
 Superintendent of Schools

**Dayna Richardson**  
 Assistant Superintendent  
 of Instruction

**Todd Stephenson**  
 Business Manager  
 Clerk of the Board of Education

## ESL COST ANALYSIS REPORT

February 1, 2006

• History over the past 3 years—numbers of students			
	2003-2004	2004-2005	2005-2006
	5	13	24
• Contact Hours	10.4	31.3	82.7
• Grades attended	1,2,4,6,8	K,2,3,5,6,7	K,1,2,4,6,7,8,10,11,12
• Other Languages	2 Hispanic 1 Thai 1 Vietnamese 1 Russian	5 Hispanic 1 Thai 1 Vietnamese 4 Hindi 2 Chinese	8 Hispanic 1 Arabic 1 Vietnamese 5 Hindi 3 Chinese 2 Mandarin 1 Cantonese 1 Dutch 1 Portuguese 1 Creole
• Identified as At-Risk	2	3	9
• Number of buildings attended	3 of 6	4 of 6	5 of 6
• Teachers endorsed	1	2 (2 on plan for endorsement)	4 (4 on plan for endorsement)
• Cost for endorsement:	5 classes at \$480 each—\$2400 with \$500.00 reimbursed by Kansas=\$1900/person		
• Paraprofessionals		3 (1 bilingual) 48 hours or more of higher education	8 (4 bilingual) all have 48 hours or more of higher education
• Cost of the programs	Elementary \$27,415	Middle School \$32,498	High School \$22,378
Total Cost for 05-06:	\$82,291	Total State Aid 05-06:	\$22,562
		<b>Deficit:</b>	<b>\$59,729</b>

Select Comm. on School Finance  
 Date 2-1-06  
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• Board of Education •

Gaylen Banz David Dick Chad Issinghoff  
 David Holmes Mike Lang Jeannie Warren Cliff Wray





**Mark Desetti, Testimony  
House Select Committee  
School Finance  
February 1, 2006**

**Bilingual weighting**

Madame Chair, members of the committee, thank you for the opportunity to appear before you today to share our thoughts on bilingual funding issues raised in the LPA cost study.

We believe that the Legislative Post Audit report has identified an interesting flaw in our bilingual funding system. That is, the distribution of the weighting based on time spent with a bilingual or ESL certified teacher. We certainly believe that there is a need for limited English proficient students to have the services of specially trained teachers as they acquire English language skills. As a bilingual teacher myself, I firmly believe that it takes specialized training to help these children gain proficiency. But where a specially certified teacher is not available, the school still has an obligation to develop English language skills in these students and that takes additional programs and services.

The headcount approach to the bilingual weighting is a better approach in that it gets funding out to provide services for all limited English proficient students.

This approach has led the auditors to determine that a lower weighting can be applied. I am sure this committee recalls why the weighting was raised to its current level last year. As you reviewed data from school districts, you discovered that our weighting provided only about half of what districts were spending on these programs. With that discovery, you raised the weighting to the point that it provided the amount of money that was being spent in this area.

The Post Audit report lowers the weighting to a level that cuts bilingual funding to those districts that have the most bilingual and ESL personnel. Dodge City and Garden City, for example, where the district has taken Herculean efforts to either train or recruit appropriately licensed teachers to address the needs of a large and growing bilingual population will lose funding for their programs.

We agree that those areas that have bilingual students and do not have bilingual teachers should receive program funding because they do have the challenge of meeting the needs of those students. The headcount recommendation does this. We don't think that the other school districts – many of whom have large numbers of bilingual students – should lose funding. I reiterate that the current weighting was based on actually meeting the level of actual expenditures.

I would be happy to answer any questions.

**Select Comm. on School Finance**  
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