

MINUTES

2010 COMMISSION

June 29, 2009
Room 545-N—Statehouse

Members Present

Rochelle Chronister, Chairperson
Dr. Ray Daniels, Vice-Chairperson
Senator Jean Kurtis Schodorf
Representative Marti Crow
Dennis Jones
Carolyn Campbell
Terri Canfield
Barb Hinton
Stephen Iliff

Members Absent

Representative Clay Aurand
Emile McGill

Staff Present

Sharon Wenger, Kansas Legislative Research Department
Martha Dorsey, Kansas Legislative Research Department
Theresa Kiernan, Office of the Revisor of Statutes
Kristen Kellems, Office of the Revisor of Statutes
Matt Sterling, Office of the Revisor of Statutes
Dale Dennis, Kansas Department of Education
Janet Henning, Committee Assistant

Others Present

Scott Frank, Division of Legislative Post Audit
Laurel Murdie, Division of Legislative Post Audit
Lindsay Rousseau, Division of Legislative Post Audit
Alex Gard, Division of Legislative Post Audit
Jim Lentz, Augusta USD 402
Dr. John Heim, Emporia USD 253

Dr. Brenda Dietrich, Auburn-Washburn USD 437
Destry Brown, Pittsburg USD 250
Dennis Stones, Sabetha USD 441
Beth Reust, Plainville USD 270
Marvin Estes, Winfield USD 465
Jill Shackelford, Kansas City Kansas Public Schools USD 500
Dr. Tom Trigg, Blue Valley USD 229
Diane Gjerstad, Wichita Public Schools
Renee Erickson, Wichita Public Schools
Dodie Wellshear, United School Administrators of Kansas
Cheryl Semmel, United School Administrators of Kansas
Mark Tallman, Kansas Association of School Boards
Wendy Moore, Emporia USD 253
William Clark, Mission Valley USD 330
Vicki Adams, Liberal USD 480
Cheryl Keim, Clifton-Clyde USD 224
David Couch, Russell County USD 407
Mike Reecht, K12, Inc.
Ethan Patterson, Little Government Relations
Jody Denson, MARC
Megan Word, Salvation Army
Martin Hawver, Hawver Publications
Jennifer Crow, Topeka USD 501
Terry Forsyth, Kansas National Education Association
Sue Storm, Kansas State Board of Education
Berend Koops, Hein Law Firm
Val DeFever, Schools for Quality Education
Bill Brady, Schools for Fair Funding
David Smith, Kansas City Kansas Public Schools USD 500
Bill Reardon, Kansas City Kansas Public Schools USD 500

Morning Session

The meeting of the 2010 Commission was called to order at 10:00 a.m. by Chairperson Chronister.

Presentation of School District Survey Data

Mr. Dale Dennis, Deputy Commissioner, Kansas State Department of Education (KSDE), told Commission members that, at their request, KSDE had conducted a survey of unified school districts/interlocals/service centers concerning how many programs and positions were reduced or eliminated due to a reduction in funding for the 2009-10 school year (Attachment 1).

- How many licensed positions were eliminated for the 2009-10 school year?

Total number (headcount):	2,101
Estimated dollars reduced:	\$73,172,714

- How many non-licensed positions were eliminated for the 2009-10 school year?

Total number (headcount):	1,603
Estimated dollars reduced:	\$26,348,456

- How many other cost-saving measures were reduced or eliminated for the 2009-10 school year (excluding salaries)?

Estimated reductions of programs (excluding staff)	\$67,692,746
Total Positions	3,704
Total Estimated Reductions	\$167,213,916

A question and answer session followed the presentation.

Presentations by School Superintendents Regarding District Budget Cuts and Future Priorities

Dodie Wellshear, representing United School Administrators of Kansas, gave a brief introduction of the school superintendents who would be presenting testimony to the 2010 Commission members.

Mr. Jim Lentz, Superintendent, USD 402, Augusta, Kansas, told Commission members that USD 402 will begin the 2009-10 school year with \$317 per pupil or \$823,725 total Base State Aid Per Pupil (BSAPP) less than they would have had if the Kansas Legislature had funded the existing law. USD 402 has been forced to reduce its budget for 2009-10 by \$615,353 which includes \$397,571 BSAPP and \$217,782 capital outlay equalization aid. Mr. Lentz told Commission members the number one goal for the Board of Education in USD 402 is increased student learning. He further stated that every effort was made to make cuts that did not affect the quality of education in the classroom.

Mr. Lentz told Commission members the economic future of Kansas depends on the quality of its work force which depends on the State's education system. He also stated there is no question that schools must rethink not only what and how they deliver learning, but also must retrain staff and reorganize their schools to be even more effective. He stated that if the education system in Kansas is to be successful in training our young people and retraining existing workers for success in the 21st century, adequate funding must be provided (Attachment 2).

Mr. Lentz distributed a memorandum from the Kansas State Department of Education regarding the Base State Aid Per Pupil comparison considered during the 2009 Legislative Session. Dale Dennis gave a brief explanation of the memorandum (Attachment 3).

A brief question and answer session followed the presentation.

Dr. John Heim, Superintendent, USD 253, Emporia, spoke to Commission members about how the school district had used its resources and what the effects have been. Dr. Heim told Commission members that Emporia has had a significant change in demographics in the last ten years. He told Commission members the district had less than ten percent of English as a Second Language (ESL) students in the late 1990's, and last year this has increased to over 30 percent. He

advised there also has been an increase of Hispanic students from 30 percent to over 50 percent and an approximate 50 percent increase in low-income students.

Dr. Heim told Commission members the district recognized there were some problems with student achievement. The district had to reorganize, not only the curriculum, but also intervention within the district. With the increased resources over the past few years, the district was able to develop a strong core curriculum, diagnostic assessments, and specifically designed prescriptive interventions. Dr. Heim stated the district has chosen to provide additional professional development for teachers as well as providing additional staff. As a result, the student achievement has increased dramatically in reading and math (Attachment 4).

A brief question and answer session followed the presentation.

Dr. Brenda Dietrich, Superintendent, USD 437, Auburn-Washburn, told Commission members that the district is the 16th largest school district in Kansas. Dr. Dietrich stated that even though USD 437 is growing and changing, the schools continued to perform at a very high level, reaching the State Standard of Excellence in every building and every year for the past several years.

Dr. Dietrich stated everyone understands the seriousness of the state's budget crisis. She stressed to Commission members the importance of convincing policymakers that education funding should be a top priority (Attachment 5).

A brief question and answer session followed the presentation.

Destry Brown, Superintendent, USD 250, Pittsburg, spoke to Commission members regarding the Pittsburg school district. Mr. Brown told Commission members the school district is the largest in southeast Kansas. He stated that even though there has been growth and changes in the district, the schools are achieving at very high standards.

Mr. Brown stated the district has been able to make progress because of the increased funding for at-risk students. He stated the district has used this money to provide after school and summer school programs and has hired additional personnel to work with students in the primary grades in the areas of reading and math.

Mr. Brown stressed to Commission members the importance of all-day kindergarten. He stated the district has many children who come to the schools without any preschool experiences; therefore, all-day kindergarten is no longer an option, but a necessity. Because of the increase in their community of students living in poverty, it is essential that the district be able to provide an all-day kindergarten program that is fully funded by counting each kindergartner at 1.0 full-time equivalent (FTE) student.

Mr. Brown stated that with the growing number of ESL students, the district has needed to provide more language support services. He stated the students coming to their schools speaking languages other than English have made tremendous progress. However, they are not able to continue to provide the kind of support that is believed most beneficial to these children because of the lack of continued funding.

Mr. Brown told Commission members that many families in the school district do not have access to adequate health care services. He stressed the importance of the Legislature beginning to plan for some type of health care program that can be accessed by everyone (Attachment 6).

A brief question and answer session followed the presentation.

Scott Frank, Audit Manager, Legislative Post Audit, spoke to Commission members regarding the Legislative Post Audit Summary of School District Performance Audits currently underway or approved as of June, 2009 (Attachment 7).

The proposed audits included:

- *K-12 Education: Identifying Ways Kansas School Districts Encourage Parental Involvement;*
- *K-12 Education: Reviewing Issues Related to the Cost of the Health Care Benefits Provided by School Districts; and*
- *K-12 Education: Reviewing School Districts' Use of Medicaid Reimbursements to Pay for Special Education Services.*

Mr. Frank also distributed the following publications indicating there has already been much work done in the area of parental involvement:

- *Creating Family, School, & Community Partnerships featuring Successful Parent Involvement Practices in Kansas Schools* (On file: Kansas Parent Information Resource Center www.kpirc.org)
- *Working Together: A Parent Involvement Guide for Kansas Teachers* (On File: Kansas Parent Information Resource Center www.kpirc.org)

After discussion by Commission members, *Dr. Daniels withdrew his request for the audit entitled "K-12 Education: Identifying Ways Kansas School Districts Encourage Parental Involvement."* Chairperson Chronister asked if any Commission member objected to the withdrawal of the request. *With no objections, the request was withdrawn.*

Mr. Frank reviewed the scope statement entitled *K-12 Education: Reviewing Issues Related to Catastrophic Funding for Special Education* (Attachment 8).

Representative Crow moved to authorize the study regarding catastrophic funding for Special Education. The motion was seconded by Dennis Jones. The motion carried.

Mr. Frank and Barbara Hinton reviewed the letter sent by Legislative Post Audit to all school district board presidents offering Post Audit's services in helping districts find efficiencies. Mr. Frank reported that two districts had volunteered for the efficiency review. *It was the consensus of the 2010 Commission to direct the Legislative Post Audit team to proceed with the efficiency work for districts volunteering doing evaluations of the districts' processes as would have been done under Phase Two of the original efficiency audit* (Attachment 9).

Chairperson Chronister asked Commission members if there were any changes or additions to the minutes of May 28-29, 2009. *Senator Schodorf moved to accept the minutes as approved. The motion was seconded by Dr. Daniels. The motion carried.*

Afternoon Session

Mr. Dennis Stones, Superintendent, Sabetha USD 441, told Commission members that USD 441 is in a farming community in northeast Kansas that has several manufacturing companies. Mr. Stones told Commission members that all four of the district's buildings have met Annual Yearly Progress (AYP) for the last several years. Three schools have met the Standard of Excellence requirements for each year and two schools have met the Standard of Excellence each year as well as being presented with the Governor's Excellence in Education award in 2008. It is believed this is due to the commitment of the board to focus on K-3 reading and math and being able to utilize the increased amounts of money to improve programs and add quality teachers to the staff.

Mr. Stones stressed to Commission members his concerns regarding the district's ability to maintain the high standards of the district and state in light of budget cuts. Mr. Stones told Commission members the district has already cut seven teaching positions, as well as other necessary items. He stated that if deeper cuts would have been made by the Legislature, the district had a plan that would have cut another 20 staff. This would have been devastating to the district and the students.

He told Commission members that it is his belief the state will see a decline in student achievement over the next few years if programs and staff continue to be cut. Staff morale will decline and young and experienced teachers will leave the field because they are either burned out or have lost their jobs. If this happens, they may not return to the profession (Attachment 10).

A question and answer session followed the presentation.

Beth Reust, Superintendent, Plainville USD 270, spoke to Commission members about the issues of education in rural Kansas. Ms. Reust told Commission members that the district contains oil wells. In 2004, the assessed valuation for all funds other than general was \$24,698,724. This year, their assessed valuation for all funds other than general was \$61,293,474. As a result, the district receives only general state aid.

Ms. Reust stated that in the 2005-06 school year, the district had 123 tests in reading and math that were below proficient. At the same time, they had 38 tests that were in the exemplary category. This year they had 32 assessments that were below proficient and 112 in the exemplary category. Much of the change is due to a mandatory summer school program, after school tutoring program, and introduction of computer-aided instruction tied to the State standards and indicators.

Ms. Reust told Commission members that next year she knows the district's enrollment will be down. However, there may be a much greater reduction the following year. To prepare for the budget cuts, the district has reduced the teaching staff by two and the classified staff by two. All were due to retirements or leaving for other jobs, and the district board has chosen not to replace them.

Ms. Reust highlighted issues that will directly impact the district. The funding issues are the most critical as an immediate need. The professional support, educational reform, and early childhood reform are critical to the future success of students and to the future of Kansas (Attachment 11).

A question and answer session followed the presentation.

Marvin Estes, Superintendent, Winfield, USD 465, spoke to Commission members about areas of progress and concerns for his district. Mr. Estes told Commission members the increased funding ordered by the court has allowed his district to:

- Add 19 teaching/tutoring/paraprofessional positions;
- Add a four-year old program that services all four year olds (voluntary - district pays for transportation);
- Add summer school and after school programs;
- Increase in-service and professional development;
- Improve teacher salaries;
- Improve reading and math scores on the state assessments; and
- Improve composite ACT scores above the state average.

Mr. Estes also stressed to Commission members the results of how cuts in state funding have affected that improvement because the district has:

- Cut instructional budgets by 20 percent and the activities budget by 30 percent;
- Cut 19 teacher/support staff/administrative positions;
- Provided no step or movement increases for teachers;
- Consolidated the special education cooperative into the district office facility;
- Cut six activities positions;
- Halted professional development;
- Postponed the start of school by two weeks to save energy;
- Doubled driver's education fees; and
- Cut summer school and after school programs.

Mr. Estes concluded by stating the district staff understand that cuts must be made to education, however, the promises that were made following the court decision has weighed heavily on the education community. The plans that were crushed by the current budget cuts and the ground lost as a result of those cuts is demoralizing to staff, parents, and students. Mr. Estes further stated the community will pull together and will work to turn this situation into a positive. However, what is needed is strong leadership and focus on the important things in education - doing right for the students and community. The long-term effects of this revenue loss may be difficult to predict and overcome if the loss of revenue deepens (Attachment 12).

A question and answer session followed the presentation.

Jill Shackelford, Superintendent, Kansas City, Kansas USD 500, spoke to Commission members of the at-risk students in her school district. Ms. Shackelford told Commission members there are more than 15,000 students who qualify for free or reduced lunch, 83 percent are minority, and 25 percent are English language learners, and, she stressed, the numbers are growing each year. More than 1,000 students were homeless for some part of the year.

Ms. Shackelford stated she always speaks the same motto when she is in the Capitol building "Zip Code Matters!" There is a strong relationship between a student's zip code and the socioeconomic conditions that they bring with them when they enter the school doors. At-risk students cost more to serve. Ms. Shackelford stated it is our moral responsibility to do all we can to give these kids the opportunity to learn so they can grow up and be successful. It is also our legal responsibility to eliminate the relationship between the zip code a student lives in and the quality of their education. She stated the quality of the education these students receive will be the thing that

determines their life choices, because they have none of the advantages available to other students. This matters for the students but it also matters for our state because these kids will stay in Kansas, work and raise children in Kansas, and their progress and ability to contribute to our economy will impact all of us.

Ms. Shackelford told Commission members the impact of the cuts in state aid will hurt our ability to continue to raise our academic programs to the same level as other districts. Along with less state funding, the district faces a rise in delinquent property tax payments and a reduction in the assessed valuation of the tax base. Combined, these losses in revenues are creating the perfect storm, which will challenge the district to maintain our progress.

Ms. Shackelford concluded by stating it is our moral responsibility to do all we can to eliminate the relationship between the zip code a student lives in and the quality of their education (Attachment 13).

A question and answer session followed the presentation.

Dr. Tom Trigg, Superintendent, Blue Valley USD 229, told Commission members this has been a very difficult year from a budget perspective for school districts across the state. Dr. Trigg stated the district, during the budget planning process, had to cut over \$4.8 million from the budget which included a total of 58 positions. In addition, \$500,000 was eliminated from the professional development budget and another \$1,200,000 was eliminated in material and supply budgets. He emphasized to Commission members the reduction of 18 district office positions held by teachers will mean far less support in the classroom in the areas of math, science, and school improvement. The reduction in professional development will set the district back considerably in its attempt to grow teacher leaders and strengthen professional learning communities.

Dr. Trigg stressed the importance that education reform and professional support are essential in improving the schools in our state. Dr. Trigg stated at this crucial time, he believes the Commission should be focused on the charge from the Legislature which states "Review the amount of BSAPP and determine if the amount should be adjusted."

Dr. Trigg concluded by commenting on the Commission's recent decision to weigh in on the Special Education Catastrophic Aid situation. Dr. Trigg stated he finds it disturbing that the Commission would recommend changing one aspect of the special education distribution formula without taking into consideration the unfair and disparate impact of the entire formula. Those who understand systems realize that tinkering with one small part of a larger system without considering the impact on the total system often creates imbalance in the system and unintended consequences. Dr. Trigg suggested the Commission consider waiting on this specific recommendation until after the Special Education Funding Task Force, assigned by the Legislature to evaluate the entire special education funding system, completes its work (Attachment 14).

Mark Tallman, Assistant Executive Director/Advocacy, Kansas Association of School Boards, spoke to Commission members regarding school funding and the future of Kansas.

Mr. Tallman stated that despite what critics of public education claim, Kansas educational expectations and outcomes have simply never been higher than today. Education has become the single most critical factor in social and economic well-being.

Mr. Tallman discussed the cost of meeting new educational outcomes. He stated that between 1998 and 2009, school district general fund budgets increased by 41.6 percent. Over 60 percent of that amount was targeted funding for special education, at-risk programs, bilingual

education, vocational education, and mandatory transportation costs. Without those increases, "regular" education funding increased less than 1.5 percent per year. To compensate, school districts increased local option budgets by \$673 million. On every measure, Mr. Tallman stated that Kansas academic indicators have improved; where there was targeted additional funding, the improvement was even greater, and on every national comparative measure, Kansas improved faster than the national average (Attachment 15).

A question and answer session followed the presentation.

An e-mail from Richard Kraemer, Board Member of USD 489, Hays, was distributed to Commission members (Attachment 16).

A memorandum from Theresa Kiernan, Senior Assistant Revisor of Statutes, Office of the Revisor of Statutes, regarding High and Medium Density At-Risk Pupils Weightings 2009 House Bill No. 2104, was distributed to Commission members (Attachment 17).

A memorandum from Theresa Kiernan, Senior Assistant Revisor of Statutes, Office of the Revisor of Statutes, regarding Statutory Incentives for School District Consolidation, was distributed to Commission members (Attachment 18).

Chairperson Chronister announced the next meeting for the 2010 Commission will be August 6-7, 2009. The meeting was adjourned at 3:50 p.m.

Prepared by Janet Henning
Edited by Sharon Wenger

Approved by Commission on:

August 7, 2009

(Date)

ATTENDEES

Committee 2010 Commission

Date 6-29-09

Please print your name and organization/department you are representing.

Diana Gjerstad	Wichita Public Schools
Dodie Wellshear	USA/Kansas
Cheryl Semmel	USA/Kansas
Mark Tallman	KASB
Benee Erickson	Wichita Public Schools
Wendy Moore	USD 253
William Clark	USD 330
Vicki Adams	USD 480
Cheryl Heim	USA 224
David Couch	Russell County USD 407
Nike Reese	KIZ Inc
Ethan Patterson	Little Govt. Relations/ MARC
Jody Denson	
Megan Word	Salvation Army
Martin Hauwer	Hauwer's Capital Repair
Beth Reust	USD 270 Plainville
Jennifer Crow	USD 501 Topeka

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ATTENDEES

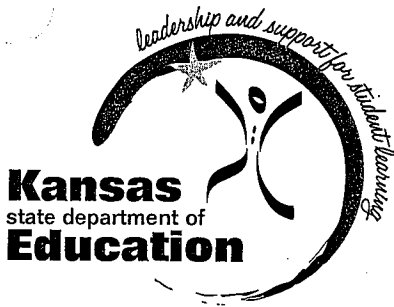
Committee 2010

Date 6-29-09

Please print your name and organization/department you are representing.

<u>TERRY FORSYTH</u>	<u>KNEA</u>
<u>Laurel Mendie</u>	<u>Legislative Post Audit</u>
<u>Lindsay Roussore</u>	<u>"</u>
<u>Abie Evans</u>	<u>"</u>
<u>Spur Storm</u>	<u>KSBOE</u>
<u>Jan Seal</u>	<u>USD 402 Augusta</u>
<u>Berend Kongs</u>	<u>Hein Law Firm</u>
<u>Val DeFeon</u>	<u>SQE</u>
<u>Bill Brady</u>	<u>SFFF</u>
<u>Destiny Brown</u>	<u>Pittsburg</u>
<u>Al Blackman</u>	<u>USD 500 - KCKPS</u>
<u>DAVID Smith</u>	<u>USD 500 -</u>
<u>Rice Reardon</u>	<u>USD 500 - KCKPS</u>
<u>Maevyn Estes</u>	<u>USD 465 -</u>
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See



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June 29, 2009

TO: 2010 Commission

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: USD Reduction Survey

At the request of the 2010 Commission, we have conducted a survey of unified school districts/interlocals/service centers concerning how many programs and positions were reduced or eliminated due to lack of funding for the 2009-10 school year. The survey was based on current law.

Attached you will find a summary of the survey responses for your review.

*2010 Commission
6-29-09
Attachment 1*

SURVEY – USD REDUCTIONS – JUNE 2009

1. How many licensed positions were eliminated for the 2009-2010 school year?

	Number (Headcount)	Est. Dollars Reduced
Administrators	133	\$ 9,707,109
Teachers	1,160	53,823,567
Coaches	583	3,969,786
Other	225	5,672,252
TOTALS	2,101	\$ 73,172,714

2. How many non-licensed positions were eliminated for the 2009-2010 school year?

	Number (Headcount)	Est. Dollars Reduced
Food Service	111	\$ 1,534,779
Bus Drivers	70	882,820
Custodians/Maintenance	278	6,647,964
Paraprofessionals	566	9,015,962
Coaches	234	616,865
Other	344	7,650,066
TOTALS	1,603	\$ 26,348,456

3. How many other cost-saving measures were reduced/eliminated for the 2009-2010 school year (excluding salaries)?

Program	Estimated Reductions (excluding staff)
Before School	\$ 47,500
After School	1,005,671
Summer School	2,213,672
Parents as Teachers	259,416
Fine Arts	328,623
Language Arts	78,500
Career & Technical Education	654,091
All-Day Kindergarten	25,500
In-District Professional Development	3,657,528
Out-of-District Conferences	3,015,233
Extracurricular Activities	1,054,256
Shortened School Year	4,491,382
Transportation	3,344,869
Closing of Attendance Center(s)	2,454,557
Delay Purchase of Textbooks	6,606,054
Delay Purchase of School Buses	7,243,132
Other	31,212,762
TOTALS	\$ 67,692,746

TOTAL
POSITIONS

TOTAL ESTIMATED
REDUCTIONS

3,701

\$ 167,213,916

2010 Commission

Testimony on School Finance

Presented by: Jim Lentz, Superintendent USD 402 Augusta, Kansas

June 29, 2009

Thank you for the opportunity to testify before the commission today regarding the current status of school finance in Kansas and both the short and long term effects in USD 402 Augusta Public Schools.

Unified School District 402 will begin the 2009-2010 school year with \$317 per pupil or \$823,725 BSAPP less than we would have had if the Kansas Legislature had funded the existing law. USD 402 has been forced to reduce our budget for 2009-2010 (from the 2008-2009 Budget) by \$615,353 which includes \$397,571 BSAPP and \$217,782 Capital Outlay equalization aid. The number one goal for the Board of Education in USD 402 is "Increased Student Learning". Our mission statement is "Student Achievement is # 1." With that in mind, we made every effort to make cuts that did not affect the quality of learning in the classroom. Obviously our concern is that if budget reductions continue, the next major round of cuts will result in reduction of staff and will have a very negative effect on learning. A detailed list of budget cuts is attached. We have identified additional reductions should additional funding cuts become necessary for the 2009-2010 school year.

If the Legislature had funded the current law, including cost of living and not reduced the budget, we would have seen an increase of \$164 per student in Base State Aid or \$426,154. Those increases would have resulted in improved and more competitive salaries, increases in the number of staff serving in the classroom, increased learning opportunities for all students including at-risk and ESL, which would have resulted in continued increases in student achievement. If we are to continue to improve learning for students, we must also improve the knowledge and skills of our staff. Additional funding would have been used to provide professional development for improved Professional Learning Communities, Data Driven Dialogue and decision making, teacher mentoring, and implementation of MTSS. All of which are absolutely critical to future success.

The 2010 Commission has been proactive in supporting needed funding, needed change, and improved quality of Kansas public education. One of the biggest questions we face is how to persuade the legislature to follow your recommendations in the future. The Kansas Legislature has funded study after study in an effort to identify the cost of providing a quality education for the children of Kansas. The evidence of those studies was very clear and the Kansas Supreme Court found that Kansas schools were underfunded. As a result of the courts finding, the legislature did develop a plan and did increase funding over the past three years. As a result student achievement, as demonstrated on Kansas State Assessments, has increased dramatically. Unfortunately, with the current economic crisis and the unprecedented drop in state reserves, the legislature has now dramatically changed its course and has begun to dismantle a great funding system that has been serving the needs of kids and has led to those

*2010 Commission
6-29-09
Attachment 2*

dramatic increases in learning. I believe it is critically important to ask the question; what are the Legislatures plans to comply with the findings of the Kansas Supreme Court and its constitutional requirement to adequately fund public education? What revenue sources have been identified or created to meet those requirements?

My recommendations are as follows:

1. Develop a long range plan, at least five years, to fund education
2. Create dependable and consistent sources of revenue to fund education
3. Provide continuity of funding to enable long range planning within districts.
4. Fund the current existing laws for education
 - a. School finance formula
 - b. Cost of Living based on consumer price index
 - c. Capital Outlay Equalization
 - d. Local option Budget Equalization
 - e. Special Education
 - f. At Risk
 - g. Professional Development and Teacher Mentoring

The economic future of Kansas depends on the quality of its work force. There is no question that schools must rethink not only what and how we deliver learning, we must also retrain our staff and reorganize our schools to be even more effective. If the educational system in Kansas is to be successful in training our young people and retrain existing workers for success in the 21st century, adequate funding must be provided.

BUDGET CUT PROPOSALS (General Fund Savings)
Admin. Office

BUDGET INCREASES
Admin. Office

	Savings	Cost
District Activity Calendar-use website and limited printed copies	\$ 1,290	
District Magnet Calendar-do not produce	\$ 1,235	
Communicator-half printed and mailed while all at website	\$ 6,750	
School Recruiter-electronic application replace with free KEEB	\$ 1,700	
Office Overtime	\$ 3,000	
Flowers/Plants-replace with sympathy card	\$ 200	
Advertising-mainly glossy magazine ads, or new endeavors	\$ 1,500	
Total	\$ 15,675	

District		District	
Energy Saving Plan-utilities at the building level (Building Initiatives)	\$ 12,000	Unknown increase in health insurance	?
Move cost of Service Center Memberships to Title IIA	\$ 9,400	Unknown additional State Aid cuts	?
Reduce Travel and Professional Dev. from Gen. Fund	\$ 1,000	Unknown increase to property, auto and work comj	?
Teacher supply reimbursements	\$ 20,000	Teacher substitutes over spent in FY09	\$ 17,500
Supplemental Extra Days (from nurses and counselor)	\$ 5,000	Extra days for new counselor	\$ 4,390
Supplemental Positions/Rule 10-stay within supplemental contract	\$ 3,500		
Field Trips and Activities (mainly cost of transportation)	\$ 5,000		
AMS Counselor (salary, fixed costs, benefits)	\$ 70,714		
HS Teacher (salary, fixed costs, benefits)	\$ 60,230		
Eliminate Cap. Outlay Transfer (Vehicles)	\$ 80,000		
Reduce Tech Budget LOB	\$ 20,000		
Move Personnel to Cap.Outlay (portions of maintenance contracts)	\$ 40,000		
SRO (1 position, currently vacant position)	\$ 39,000		
Pay for salaries, not materials for At Risk Reading	\$ 23,000		
Reduce transfer to Vocational Fund	\$ 80,000		
Eliminate ALC custodian position, reassign 2nd shift custodians	\$ 9,572		
Reduce payment to KPERS for retiree fee	\$ 7,356	Increase in retirement/leave/new teacher adj.	\$ 46,400
Reduce 4th grounds position to seasonal (wage, benefits)	\$ 18,000		
Total	\$ 503,772		

Building		Building	
Building/Student Activity Budgets 10%	\$ 22,000.00		
Move Instr. Aides to Title I	\$ 100,000.00		
Total	\$ 122,000.00		\$ 68,290
Grand total	\$ 641,447.00		
Target reductions from General Fund \$450,000	\$ 573,157.00		jb:6.10.09



Division of Fiscal & Administrative Services

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June 25, 2009

TO: Jim Lentz, Superintendent
USD #402-Augusta

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Base State Aid Per Pupil Comparison

As per our telephone conversation concerning the 2009-10 school district budgets and your subsequent request, attached you will find a computer printout (SF9117) which provides a comparison of the base state aid per pupil amounts considered during the 2009 legislative session.

Please review the column explanation carefully.

*2010 Commission
6-29-09
Attachment 3*

COLUMN EXPLANATION

- Column
- 1 -- September 20, 2008 FTE enrollment
 - 2 -- 2008-09 Weighted FTE enrollment excluding special education
 - 3 -- Base State Aid Per Pupil (BSAPP) at \$4,497
(\$4,433-current law + 3.7% increase in CPI-U)
 - 4 -- BSAPP at \$4,492
(\$4,433-current law + \$59 increase approved by 2008 Legislature
for 2009-10 school year)
 - 5 -- BSAPP at \$4,433 (2008-09 statutory amount)
 - 6 -- BSAPP at \$4,400
(BSAPP following reduction of \$33 by 2009 Legislature for
2008-09 school year)
 - 7 -- BSAPP at \$4,280
(Amount approved by 2009 Legislature for 2009-10 school year)
 - 8 -- Difference (Column 7 – 3)
 - 9 -- Difference (Column 7 – 4)
 - 10 -- Difference (Column 7 – 5)
 - 11 -- Difference (Column 7 – 6)

			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
				2008-09									
			2008-09	Sub Total	\$4,433 plus	\$4,433 plus							
			FTE Enrollment	Wtd FTE	CPIU	\$59							
USD#	County Name	USD Name	(includes MILT)	exc spec ed	BSAPP \$4,597	BSAPP \$4,492	BSAPP \$4,433	BSAPP \$4,400	BSAPP \$4,280	Col 7 - Col 3	Col 7 - Col 4	Col 7 - Col 5	Col 7 - Col 6
101	Neosho	Erie	547.3	1,025.0	4,711,925	4,604,300	4,543,825	4,510,000	4,387,000	-324,925	-217,300	-156,825	-123,000
102	Gray	Cimarron-Ensign	650.0	1,069.5	4,916,492	4,804,194	4,741,094	4,705,800	4,577,460	-339,032	-226,734	-163,634	-128,340
103	Cheyenne	Cheylin	130.5	325.6	1,496,783	1,462,595	1,443,385	1,432,640	1,393,568	-103,215	-69,027	-49,817	-39,072
105	Rawlins	Rawlins County	317.5	556.5	2,558,231	2,499,798	2,466,965	2,448,600	2,381,820	-176,411	-117,978	-85,145	-66,780
106	Ness	Western Plains	160.2	371.3	1,706,866	1,667,880	1,645,973	1,633,720	1,589,164	-117,702	-78,716	-56,809	-44,556
107	Jewell	Rock Hills	265.0	519.5	2,388,142	2,333,594	2,302,944	2,285,800	2,223,460	-164,682	-110,134	-79,484	-62,340
108	Washington	Washington Co. Schools	400.5	700.4	3,219,739	3,146,197	3,104,873	3,081,760	2,997,712	-222,027	-148,485	-107,161	-84,048
109	Republic	Republic County	480.0	839.2	3,857,802	3,769,686	3,720,174	3,692,480	3,591,776	-266,026	-177,910	-128,398	-100,704
110	Phillips	Thunder Ridge	235.0	507.5	2,332,978	2,279,690	2,249,748	2,233,000	2,172,100	-160,878	-107,590	-77,648	-60,900
200	Greeley	Greeley County	211.0	450.6	2,071,408	2,024,095	1,997,510	1,982,640	1,928,568	-142,840	-95,527	-68,942	-54,072
202	Wyandotte	Turner	3,853.7	5,416.9	24,901,489	24,332,715	24,013,118	23,834,360	23,184,332	-1,717,157	-1,148,383	-828,786	-650,028
203	Wyandotte	Piper	1,581.5	1,840.0	8,458,480	8,265,280	8,156,720	8,096,000	7,875,200	-583,280	-390,080	-281,520	-220,800
204	Wyandotte	Bonner Springs	2,279.6	3,038.9	13,969,823	13,650,739	13,471,444	13,371,160	13,006,492	-963,331	-644,247	-464,952	-364,668
205	Butler	Bluestem	582.9	1,040.4	4,782,719	4,673,477	4,612,093	4,577,760	4,452,912	-329,807	-220,565	-159,181	-124,848
206	Butler	Remington-Whitewater	511.8	905.2	4,161,204	4,066,158	4,012,752	3,982,880	3,874,256	-286,948	-191,902	-138,496	-108,624
207	Leavenworth	Ft. Leavenworth	1,859.4	2,061.3	9,475,796	9,259,360	9,137,743	9,069,720	8,822,364	-653,432	-436,996	-315,379	-247,356
208	Trego	WaKeeney	443.0	736.3	3,384,771	3,307,460	3,264,018	3,239,720	3,151,364	-233,407	-156,096	-112,654	-88,356
209	Stevens	Moscow	208.7	449.7	2,067,271	2,020,052	1,993,520	1,978,680	1,924,716	-142,555	-95,336	-68,804	-53,964
210	Stevens	Hugoton	947.7	1,492.3	6,860,103	6,703,412	6,615,366	6,566,120	6,387,044	-473,059	-316,368	-228,322	-179,076
211	Norton	Norton	684.0	1,046.7	4,811,680	4,701,776	4,640,021	4,605,480	4,479,876	-331,804	-221,900	-160,145	-125,604
212	Norton	Northern Valley	206.5	432.4	1,987,743	1,942,341	1,916,829	1,902,560	1,850,672	-137,071	-91,669	-66,157	-51,888
213	Norton	West Solomon	37.7	110.1	506,130	494,569	488,073	484,440	471,228	-34,902	-23,341	-16,845	-13,212
214	Grant	Ulysses	1,591.0	2,193.2	10,082,140	9,851,854	9,722,456	9,650,080	9,386,896	-695,244	-464,958	-335,560	-263,184
215	Kearny	Lakin	637.0	1,109.7	5,101,291	4,984,772	4,919,300	4,882,680	4,749,516	-351,775	-235,256	-169,784	-133,164
216	Kearny	Deerfield	278.0	595.7	2,738,433	2,675,884	2,640,738	2,621,080	2,549,596	-188,837	-126,288	-91,142	-71,484
217	Morton	Rolla	200.0	413.0	1,898,561	1,855,196	1,830,829	1,817,200	1,767,640	-130,921	-87,556	-63,189	-49,560
218	Morton	Elkhart	676.3	1,062.2	4,882,933	4,771,402	4,708,733	4,673,680	4,546,216	-336,717	-225,186	-162,517	-127,464
219	Clark	Minneola	271.0	471.0	2,165,187	2,115,732	2,087,943	2,072,400	2,015,880	-149,307	-99,852	-72,063	-56,520
220	Clark	Ashland	217.2	425.9	1,957,862	1,913,143	1,888,015	1,873,960	1,822,852	-135,010	-90,291	-65,163	-51,108
223	Washington	Barnes	336.6	614.9	2,826,695	2,762,131	2,725,852	2,705,560	2,631,772	-194,923	-130,359	-94,080	-73,788
224	Washington	Clifton-Clyde	292.5	537.3	2,469,968	2,413,552	2,381,851	2,364,120	2,299,644	-170,324	-113,908	-82,207	-64,476
225	Meade	Fowler	162.0	367.2	1,688,018	1,649,462	1,627,798	1,615,680	1,571,616	-116,402	-77,846	-56,182	-44,064
226	Meade	Meade	458.9	779.5	3,583,362	3,501,514	3,455,524	3,429,800	3,336,260	-247,102	-165,254	-119,264	-93,540
227	Hodgeman	Jetmore	251.5	487.3	2,240,118	2,188,952	2,160,201	2,144,120	2,085,644	-154,474	-103,308	-74,557	-58,476
228	Hodgeman	Hanston	72.5	172.0	790,684	772,624	762,476	756,800	736,160	-54,524	-36,464	-26,316	-20,640
229	Johnson	Blue Valley	19,939.4	23,521.7	108,129,255	105,659,476	104,271,696	103,495,480	100,672,876	-7,456,379	-4,986,600	-3,598,820	-2,822,604
230	Johnson	Spring Hill	2,224.7	2,749.6	12,639,911	12,351,203	12,188,977	12,098,240	11,768,288	-871,623	-582,915	-420,689	-329,952
231	Johnson	Gardner-Edgerton	4,332.4	5,361.9	24,648,654	24,085,655	23,769,303	23,592,360	22,948,932	-1,699,722	-1,136,723	-820,371	-643,428
232	Johnson	DeSoto	6,070.0	7,643.0	35,134,871	34,332,356	33,881,419	33,629,200	32,712,040	-2,422,831	-1,620,316	-1,169,379	-917,160
233	Johnson	Olathe	25,190.1	30,842.0	141,780,674	138,542,264	136,722,586	135,704,800	132,003,760	-9,776,914	-6,538,504	-4,718,826	-3,701,040
234	Bourbon	Ft. Scott	1,947.5	2,650.0	12,182,050	11,903,800	11,747,450	11,660,000	11,342,000	-840,050	-561,800	-405,450	-318,000
235	Bourbon	Uniontown	433.4	828.7	3,809,534	3,722,520	3,673,627	3,646,280	3,546,836	-262,698	-175,684	-126,791	-99,444
237	Smith	Smith Center	446.0	782.7	3,598,072	3,515,888	3,469,709	3,443,880	3,349,956	-248,116	-165,932	-119,753	-93,924
239	Ottawa	North Ottawa Co.	602.9	954.6	4,388,296	4,288,063	4,231,742	4,200,240	4,085,688	-302,608	-202,375	-146,054	-114,552
240	Ottawa	Twin Valley	610.5	1,000.5	4,599,299	4,494,246	4,435,217	4,402,200	4,282,140	-317,159	-212,106	-153,077	-120,060
241	Wallace	Wallace	193.5	412.8	1,897,642	1,854,298	1,829,942	1,816,320	1,766,784	-130,858	-87,514	-63,158	-49,536
242	Wallace	Weskan	98.0	250.0	1,149,250	1,123,000	1,108,250	1,100,000	1,070,000	-79,250	-53,000	-38,250	-30,000
243	Coffey	Lebo-Waverly	547.0	893.0	4,105,121	4,011,356	3,958,669	3,929,200	3,822,040	-283,081	-189,316	-136,629	-107,160

			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
				2008-09									
			2008-09	Sub Total	\$4,433 plus	\$4,433 plus							
			FTE Enrollment	Wtd FTE	CPIU	\$59							
USD#	County Name	USD Name	(Includes MILT)	exc spec ed	BSAPP \$4,597	BSAPP \$4,492	BSAPP \$4,433	BSAPP \$4,400	BSAPP \$4,280	Col 7 - Col 3	Col 7 - Col 4	Col 7 - Col 5	Col 7 - Col 6
244	Coffey	Burlington	820.4	1,262.0	5,801,414	5,668,904	5,594,446	5,552,800	5,401,360	-400,054	-267,544	-193,086	-151,440
245	Coffey	LeRoy-Gridley	259.5	483.4	2,222,190	2,171,433	2,142,912	2,126,960	2,068,952	-153,238	-102,481	-73,960	-58,008
246	Crawford	Northeast	527.5	991.1	4,556,087	4,452,021	4,393,546	4,360,840	4,241,908	-314,179	-210,113	-151,638	-118,932
247	Crawford	Cherokee	706.5	1,200.0	5,516,400	5,390,400	5,319,600	5,280,000	5,136,000	-380,400	-254,400	-183,600	-144,000
248	Crawford	Girard	996.5	1,520.4	6,989,279	6,829,637	6,739,933	6,689,760	6,507,312	-481,967	-322,325	-232,621	-182,448
249	Crawford	Frontenac	827.5	1,204.6	5,537,546	5,411,063	5,339,992	5,300,240	5,155,688	-381,858	-255,375	-184,304	-144,552
250	Crawford	Pittsburg	2,638.1	3,697.6	16,997,867	16,609,619	16,391,461	16,269,440	15,825,728	-1,172,139	-783,891	-565,733	-443,712
251	Lyon	North Lyon Co.	513.0	914.8	4,205,336	4,109,282	4,055,308	4,025,120	3,915,344	-289,992	-193,938	-139,964	-109,776
252	Lyon	Southern Lyon Co.	511.3	912.0	4,192,464	4,096,704	4,042,896	4,012,800	3,903,360	-289,104	-193,344	-139,536	-109,440
253	Lyon	Emporia	4,307.1	6,670.4	30,663,829	29,963,437	29,569,883	29,349,760	28,549,312	-2,114,517	-1,414,125	-1,020,571	-800,448
254	Barber	Barber Co.	500.5	850.5	3,909,749	3,820,446	3,770,267	3,742,200	3,640,140	-269,609	-180,306	-130,127	-102,060
255	Barber	South Barber Co.	220.5	439.1	2,018,543	1,972,437	1,946,530	1,932,040	1,879,348	-139,195	-93,089	-67,182	-52,692
256	Allen	Marmaton Valley	321.0	607.1	2,790,839	2,727,093	2,691,274	2,671,240	2,598,388	-192,451	-128,705	-92,886	-72,852
257	Allen	Iola	1,392.5	2,034.0	9,350,298	9,136,728	9,016,722	8,949,600	8,705,520	-644,778	-431,208	-311,202	-244,080
258	Allen	Humboldt	493.0	823.3	3,784,710	3,698,264	3,649,689	3,622,520	3,523,724	-260,986	-174,540	-125,965	-98,796
259	Sedgwick	Wichita	45,579.7	66,633.4	306,313,740	299,317,233	295,385,862	293,186,960	285,190,952	-21,122,788	-14,126,281	-10,194,910	-7,996,008
260	Sedgwick	Derby	6,262.3	7,666.3	35,241,981	34,437,020	33,984,708	33,731,720	32,811,764	-2,430,217	-1,625,256	-1,172,944	-919,956
261	Sedgwick	Haysville	4,647.8	6,176.1	28,391,532	27,743,041	27,378,651	27,174,840	26,433,708	-1,957,824	-1,309,333	-944,943	-741,132
262	Sedgwick	Valley Center	2,523.3	3,043.3	13,990,050	13,670,504	13,490,949	13,390,520	13,025,324	-964,726	-645,180	-465,625	-365,196
263	Sedgwick	Mulvane	1,817.0	2,153.6	9,900,099	9,673,971	9,546,909	9,475,840	9,217,408	-682,691	-456,563	-329,501	-258,432
264	Sedgwick	Clearwater	1,280.7	1,686.8	7,754,220	7,577,106	7,477,584	7,421,920	7,219,504	-534,716	-358,080	-258,080	-202,416
265	Sedgwick	Goddard	4,809.8	5,722.5	26,306,333	25,705,470	25,367,843	25,179,000	24,492,300	-1,814,033	-1,213,170	-875,543	-686,700
266	Sedgwick	Maize	6,327.9	7,518.0	34,560,246	33,770,856	33,327,294	33,079,200	32,177,040	-2,383,206	-1,593,816	-1,150,254	-902,160
267	Sedgwick	Renwick	1,927.8	2,276.8	10,466,450	10,227,386	10,093,054	10,017,920	9,744,704	-721,746	-482,682	-348,350	-273,216
268	Sedgwick	Cheney	777.3	1,137.8	5,230,467	5,110,998	5,043,867	5,006,320	4,869,784	-360,683	-241,214	-174,083	-136,536
269	Rooks	Palco	164.0	350.0	1,608,950	1,572,200	1,551,550	1,540,000	1,498,000	-110,950	-74,200	-53,550	-42,000
270	Rooks	Plainville	381.9	629.0	2,891,513	2,825,468	2,788,357	2,767,600	2,692,120	-199,393	-133,348	-96,237	-75,480
271	Rooks	Stockton	297.1	530.3	2,437,789	2,382,108	2,350,820	2,333,320	2,269,684	-168,105	-112,424	-81,136	-63,636
272	Mitchell	Waconda	357.4	663.7	3,051,029	2,981,340	2,942,182	2,920,280	2,840,636	-210,393	-140,704	-101,546	-79,644
273	Mitchell	Beloit	713.9	1,069.7	4,917,411	4,805,092	4,741,980	4,706,680	4,578,316	-339,095	-226,776	-163,664	-128,364
274	Logan	Oakley	411.7	697.4	3,205,948	3,132,721	3,091,574	3,068,560	2,984,872	-221,076	-147,849	-106,702	-83,688
275	Logan	Triplains	86.5	210.4	967,209	945,117	932,703	925,760	900,512	-66,697	-44,605	-32,191	-25,248
279	Jewell	Jewell	90.5	253.7	1,166,259	1,139,620	1,124,652	1,116,280	1,085,836	-80,423	-53,784	-38,816	-30,444
281	Graham	Graham County	365.6	634.8	2,918,176	2,851,522	2,814,068	2,793,120	2,716,944	-201,232	-134,578	-97,124	-76,176
282	Elk	West Elk	355.2	677.9	3,116,306	3,045,127	3,005,131	2,982,760	2,901,412	-214,894	-143,715	-103,719	-81,348
283	Elk	Elk Valley	185.0	406.3	1,867,761	1,825,100	1,801,128	1,787,720	1,738,964	-128,797	-86,136	-62,164	-48,756
284	Chase	Chase County	417.5	755.7	3,473,953	3,394,604	3,350,018	3,325,080	3,234,396	-239,557	-160,208	-115,622	-90,684
285	Chautauqua	Cedar Vale	139.5	304.4	1,399,327	1,367,365	1,349,405	1,339,360	1,302,832	-96,495	-64,533	-46,573	-36,528
286	Chautauqua	Chautauqua	364.0	664.0	3,052,408	2,982,688	2,943,512	2,921,600	2,841,920	-210,488	-140,768	-101,592	-79,680
287	Franklin	West Franklin	699.0	1,251.8	5,754,525	5,623,086	5,549,229	5,507,920	5,357,704	-396,821	-265,382	-191,525	-150,216
288	Franklin	Central Heights	543.0	979.1	4,500,923	4,398,117	4,340,350	4,308,040	4,190,548	-310,375	-207,569	-149,802	-117,492
289	Franklin	Wellsville	836.0	1,227.3	5,641,898	5,513,032	5,440,621	5,400,120	5,252,844	-389,054	-260,188	-187,777	-147,276
290	Franklin	Ottawa	2,411.9	3,294.7	15,145,736	14,799,792	14,605,405	14,496,680	14,101,316	-1,044,420	-698,476	-504,089	-395,364
291	Gove	Grinnell	81.5	217.8	1,001,227	978,358	965,507	958,320	932,184	-69,043	-46,174	-33,323	-26,136
292	Gove	Wheatland	112.5	295.7	1,359,333	1,328,284	1,310,838	1,301,080	1,265,596	-93,737	-62,688	-45,242	-35,484
293	Gove	Quinter	261.0	492.0	2,261,724	2,210,064	2,181,036	2,164,800	2,105,760	-155,964	-104,304	-75,276	-59,040
294	Decatur	Oberlin	366.2	658.9	3,028,963	2,959,779	2,920,904	2,899,160	2,820,092	-208,871	-139,687	-100,812	-79,068
297	Cheyenne	St. Francis	297.5	518.5	2,383,545	2,329,102	2,298,511	2,281,400	2,219,180	-164,365	-109,922	-79,331	-62,220

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			FTE Enrollment	Wtd FTE	CPIU	\$59							
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298	Lincoln	Lincoln	337.0	593.6	2,728,779	2,666,451	2,631,429	2,611,840	2,540,608	-188,171	-125,843	-90,821	-71,232
299	Lincoln	Sylvan Grove	144.6	310.7	1,428,288	1,395,664	1,377,333	1,367,080	1,329,796	-98,492	-65,868	-47,537	-37,284
300	Comanche	Comanche County	307.0	564.9	2,596,845	2,537,531	2,504,202	2,485,560	2,417,772	-179,073	-119,759	-86,430	-67,788
303	Ness	Ness City	274.5	471.6	2,167,945	2,118,427	2,090,603	2,075,040	2,018,448	-149,497	-99,979	-72,155	-56,592
305	Saline	Salina	6,959.3	9,104.7	41,854,306	40,898,312	40,361,135	40,060,680	38,968,116	-2,886,190	-1,930,196	-1,393,019	-1,092,564
306	Saline	Southeast of Saline	679.6	1,090.6	5,013,488	4,898,975	4,834,630	4,798,640	4,667,768	-345,720	-231,207	-166,862	-130,872
307	Saline	El-Saline	451.0	759.4	3,490,962	3,411,225	3,366,420	3,341,360	3,250,232	-240,730	-160,993	-116,188	-91,128
308	Reno	Hutchinson	4,542.4	6,134.0	28,197,998	27,553,928	27,192,022	26,989,600	26,253,520	-1,944,478	-1,300,408	-938,502	-736,080
309	Reno	Nickerson	1,139.4	1,776.9	8,168,409	7,981,835	7,876,998	7,818,360	7,605,132	-563,277	-376,703	-271,866	-213,228
310	Reno	Fairfield	303.7	633.2	2,910,820	2,844,334	2,806,976	2,786,080	2,710,096	-200,724	-134,238	-96,880	-75,984
311	Reno	Pretty Prairie	269.4	498.3	2,290,685	2,238,364	2,208,964	2,192,520	2,132,724	-157,961	-105,640	-76,240	-59,796
312	Reno	Haven	992.5	1,492.5	6,861,023	6,704,310	6,616,253	6,567,000	6,387,900	-473,123	-316,410	-228,353	-179,100
313	Reno	Buhler	2,145.5	2,738.1	12,587,046	12,299,545	12,137,997	12,047,640	11,719,068	-867,978	-580,477	-418,929	-328,572
314	Thomas	Brewster	91.5	222.0	1,020,534	997,224	984,126	976,800	950,160	-70,374	-47,064	-33,966	-26,640
315	Thomas	Colby	926.4	1,389.3	6,386,612	6,240,736	6,158,767	6,112,920	5,946,204	-440,408	-294,532	-212,563	-166,716
316	Thomas	Golden Plains	189.4	407.4	1,872,818	1,830,041	1,806,004	1,792,560	1,743,672	-129,146	-86,369	-62,332	-48,888
320	Pottawatomie	Wamego	1,292.0	1,707.1	7,847,539	7,668,293	7,567,574	7,511,240	7,306,388	-541,151	-361,905	-261,186	-204,852
321	Pottawatomie	Kaw Valley	1,122.0	1,590.3	7,310,609	7,143,628	7,049,800	6,997,320	6,806,484	-504,125	-337,144	-243,316	-190,836
322	Pottawatomie	Onaga	317.5	602.1	2,767,854	2,704,633	2,669,109	2,649,240	2,576,988	-190,866	-127,645	-92,121	-72,252
323	Pottawatomie	Westmoreland	813.7	1,257.9	5,782,566	5,650,487	5,576,271	5,534,760	5,383,812	-398,754	-266,675	-192,459	-150,948
325	Phillips	Phillipsburg	655.0	1,020.1	4,689,400	4,582,289	4,522,103	4,488,440	4,366,028	-323,372	-216,261	-156,075	-122,412
326	Phillips	Logan	167.5	365.4	1,679,744	1,641,377	1,619,818	1,607,760	1,563,912	-115,832	-77,465	-55,906	-43,848
327	Ellsworth	Ellsworth	639.6	1,053.2	4,841,560	4,730,974	4,668,836	4,634,080	4,507,696	-333,864	-223,278	-161,140	-126,384
328	Ellsworth	Lorraine	453.0	764.0	3,512,108	3,431,888	3,386,812	3,361,600	3,269,920	-242,188	-161,968	-116,892	-91,680
329	Wabaunsee	Alma	463.1	816.0	3,751,152	3,665,472	3,617,328	3,590,400	3,492,480	-258,672	-172,992	-124,848	-97,920
330	Wabaunsee	Wabaunsee East	475.0	851.3	3,913,426	3,824,040	3,773,813	3,745,720	3,643,564	-269,862	-180,476	-130,249	-102,156
331	Kingman	Kingman	1,033.3	1,527.1	7,020,079	6,859,733	6,769,634	6,719,240	6,535,988	-484,091	-323,745	-233,646	-183,252
332	Kingman	Cunningham	176.5	376.5	1,730,771	1,691,238	1,669,025	1,656,600	1,611,420	-119,351	-79,818	-57,605	-45,180
333	Cloud	Concordia	1,062.1	1,615.1	7,424,615	7,255,029	7,159,738	7,106,440	6,912,628	-511,987	-342,401	-247,110	-193,812
334	Cloud	Southern Cloud	231.5	467.8	2,150,477	2,101,358	2,073,757	2,058,320	2,002,184	-148,293	-99,174	-71,573	-56,136
335	Jackson	North Jackson	360.0	684.4	3,146,187	3,074,325	3,033,945	3,011,360	2,929,232	-216,955	-145,093	-104,713	-82,128
336	Jackson	Holton	1,052.3	1,528.4	7,026,055	6,865,573	6,775,397	6,724,960	6,541,552	-484,503	-324,021	-233,845	-183,408
337	Jackson	Mayetta	912.8	1,472.1	6,767,244	6,612,673	6,525,819	6,477,240	6,300,588	-466,656	-312,085	-225,231	-176,652
338	Jefferson	Valley Falls	409.3	692.0	3,181,124	3,108,464	3,067,636	3,044,800	2,961,760	-219,364	-146,704	-105,876	-83,040
339	Jefferson	Jefferson County	488.0	814.6	3,744,716	3,659,183	3,611,122	3,584,240	3,486,488	-258,228	-172,695	-124,634	-97,752
340	Jefferson	Jefferson West	916.0	1,353.7	6,222,959	6,080,820	6,000,952	5,956,280	5,793,836	-429,123	-286,984	-207,116	-162,444
341	Jefferson	Oskaloosa	523.6	928.6	4,268,774	4,171,271	4,116,484	4,085,840	3,974,408	-294,366	-196,863	-142,076	-111,432
342	Jefferson	McLouth	516.7	868.3	3,991,575	3,900,404	3,849,174	3,820,520	3,716,324	-275,251	-184,080	-132,850	-104,196
343	Jefferson	Perry	929.2	1,401.4	6,442,236	6,295,089	6,212,406	6,166,160	5,997,992	-444,244	-297,097	-214,414	-168,168
344	Linn	Pleasanton	359.0	657.9	3,024,366	2,955,287	2,916,471	2,894,760	2,815,812	-208,554	-139,475	-100,659	-78,948
345	Shawnee	Seaman	3,467.7	4,283.2	19,689,870	19,240,134	18,987,426	18,846,080	18,332,096	-1,357,774	-908,038	-655,330	-513,984
346	Linn	Jayhawk	525.9	943.1	4,335,431	4,236,405	4,180,762	4,149,640	4,036,468	-298,963	-199,937	-144,294	-113,172
347	Edwards	Kinsely-Offerte	302.6	593.5	2,728,320	2,666,002	2,630,986	2,611,400	2,540,180	-188,140	-125,822	-90,806	-71,220
348	Douglas	Baldwin City	1,359.4	1,707.6	7,849,837	7,670,539	7,569,791	7,513,440	7,308,528	-541,309	-362,011	-261,263	-204,912
349	Stafford	Stafford	266.7	508.2	2,336,195	2,282,834	2,252,851	2,236,080	2,175,096	-161,099	-107,738	-77,755	-60,984
350	Stafford	St. John-Hudson	362.7	635.8	2,922,773	2,856,014	2,818,501	2,797,520	2,721,224	-201,549	-134,790	-97,277	-76,296
351	Stafford	Macksville	301.9	544.9	2,504,905	2,447,691	2,415,542	2,397,560	2,332,172	-172,733	-115,519	-83,370	-65,388
352	Sherman	Goodland	906.4	1,430.9	6,577,847	6,427,603	6,343,180	6,295,960	6,124,252	-453,595	-303,351	-218,928	-171,708

			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
			2008-09	2008-09									
			2008-09	Sub Total	\$4,433 plus	\$4,433 plus							
			FTE Enrollment	Wtd FTE	CPIU	\$59							
USD#	County Name	USD Name	(includes MILT)	exc spec ed	BSAPP \$4,597	BSAPP \$4,492	BSAPP \$4,433	BSAPP \$4,400	BSAPP \$4,280	Col 7 - Col 3	Col 7 - Col 4	Col 7 - Col 5	Col 7 - Col 6
353	Sumner	Wellington	1,642.9	2,058.0	9,460,626	9,244,536	9,123,114	9,055,200	8,808,240	-652,386	-436,296	-314,874	-246,960
354	Barton	Clafflin	222.1	444.6	2,043,826	1,997,143	1,970,912	1,956,240	1,902,888	-140,938	-94,255	-68,024	-53,352
355	Barton	Ellinwood	425.7	712.4	3,274,903	3,200,101	3,158,069	3,134,560	3,049,072	-225,831	-151,029	-108,997	-85,488
356	Sumner	Conway Springs	528.4	884.9	4,067,885	3,974,971	3,922,762	3,893,560	3,787,372	-280,513	-187,599	-135,390	-106,188
357	Sumner	Belle Plaine	691.3	1,144.4	5,260,807	5,140,645	5,073,125	5,035,360	4,898,032	-362,775	-242,613	-175,093	-137,328
358	Sumner	Oxford	340.6	613.8	2,821,639	2,757,190	2,720,975	2,700,720	2,627,064	-194,575	-130,126	-93,911	-73,656
359	Sumner	Argonia	186.5	381.2	1,752,376	1,712,350	1,689,860	1,677,280	1,631,536	-120,840	-80,814	-58,324	-45,744
360	Sumner	Caldwell	221.0	447.6	2,057,617	2,010,619	1,984,211	1,969,440	1,915,728	-141,889	-94,891	-68,483	-53,712
361	Harper	Anthony-Harper	818.2	1,350.9	6,210,087	6,068,243	5,988,540	5,943,960	5,781,852	-428,235	-286,391	-206,688	-162,108
362	Linn	Prairie View	933.5	1,479.0	6,798,963	6,643,668	6,556,407	6,507,600	6,330,120	-468,843	-313,548	-226,287	-177,480
363	Finney	Holcomb	865.0	1,335.9	6,141,132	6,000,863	5,922,045	5,877,960	5,717,652	-423,480	-283,211	-204,393	-160,308
364	Marshall	Marysville	740.0	1,159.7	5,331,141	5,209,372	5,140,950	5,102,680	4,963,516	-367,625	-245,856	-177,434	-139,164
365	Anderson	Garnett	1,107.2	1,659.8	7,630,101	7,455,822	7,357,893	7,303,120	7,103,944	-526,157	-351,878	-253,949	-199,176
366	Woodson	Woodson	399.0	739.1	3,397,643	3,320,037	3,276,430	3,252,040	3,163,348	-234,295	-156,689	-113,082	-88,692
367	Miami	Osawatomie	1,121.0	1,730.3	7,954,189	7,772,508	7,670,420	7,613,320	7,405,684	-548,505	-366,824	-264,736	-207,636
368	Miami	Paola	2,027.9	2,524.0	11,602,828	11,337,808	11,188,892	11,105,600	10,802,720	-800,108	-535,088	-386,172	-302,880
369	Harvey	Burrton	244.7	461.5	2,121,516	2,073,058	2,045,830	2,030,600	1,975,220	-146,296	-97,838	-70,610	-55,380
371	Gray	Montezuma	214.9	469.2	2,156,912	2,107,646	2,079,964	2,064,480	2,008,176	-148,736	-99,470	-71,788	-56,304
372	Shawnee	Silver Lake	716.4	1,080.8	4,968,438	4,854,954	4,791,186	4,755,520	4,625,824	-342,614	-229,130	-165,362	-129,696
373	Harvey	Newton	3,383.4	4,372.9	20,102,221	19,643,067	19,385,066	19,240,760	18,716,012	-1,386,209	-927,055	-669,054	-524,748
374	Haskell	Sublette	461.4	870.2	4,000,309	3,908,938	3,857,597	3,828,880	3,724,456	-275,853	-184,482	-133,141	-104,424
375	Butler	Circle	1,593.8	1,955.3	8,988,514	8,783,208	8,667,845	8,603,320	8,368,684	-619,830	-414,524	-299,161	-234,636
376	Rice	Sterling	523.6	879.0	4,040,763	3,948,468	3,896,607	3,867,600	3,762,120	-278,643	-186,348	-134,487	-105,480
377	Atchison	Atchison County	683.6	1,134.5	5,215,297	5,096,174	5,029,239	4,991,800	4,855,660	-359,637	-240,514	-173,579	-136,140
378	Riley	Riley County	646.3	1,041.2	4,786,396	4,677,070	4,615,640	4,581,280	4,456,336	-330,060	-220,734	-159,304	-124,944
379	Clay	Clay Center	1,358.4	1,824.3	8,386,307	8,194,756	8,087,122	8,026,920	7,808,004	-578,303	-386,752	-279,118	-218,916
380	Marshall	Vermilion	525.0	878.8	4,039,844	3,947,570	3,895,720	3,866,720	3,761,264	-278,580	-186,306	-134,456	-105,456
381	Ford	Spearsville	352.0	562.9	2,587,651	2,528,547	2,495,336	2,476,760	2,409,212	-178,439	-119,335	-86,124	-67,548
382	Pratt	Pratt	1,089.4	1,618.1	7,438,406	7,268,505	7,173,037	7,119,640	6,925,468	-512,938	-343,037	-247,569	-194,172
383	Riley	Manhattan	5,840.7	7,095.6	32,618,473	31,873,435	31,454,795	31,220,640	30,369,168	-2,249,305	-1,504,267	-1,085,627	-851,472
384	Riley	Blue Valley	198.9	419.7	1,929,361	1,885,292	1,860,530	1,846,680	1,796,316	-133,045	-88,976	-64,214	-50,364
385	Butler	Andover	4,538.3	5,432.0	24,970,904	24,400,544	24,080,056	23,900,800	23,248,960	-1,721,944	-1,151,584	-831,096	-651,840
386	Greenwood	Madison-Virgil	226.5	439.8	2,021,761	1,975,582	1,949,633	1,935,120	1,882,344	-139,417	-93,238	-67,289	-52,776
387	Wilson	Altoona-Midway	179.5	434.6	1,997,856	1,952,223	1,926,582	1,912,240	1,860,088	-137,768	-92,135	-66,494	-52,152
388	Ellis	Ellis	367.6	591.3	2,718,206	2,656,120	2,621,233	2,601,720	2,530,764	-187,442	-125,356	-90,469	-70,956
389	Greenwood	Eureka	598.5	1,045.2	4,804,784	4,695,038	4,633,372	4,598,880	4,473,456	-331,328	-221,582	-159,916	-125,424
390	Greenwood	Hamilton	99.5	249.5	1,146,952	1,120,754	1,106,034	1,097,800	1,067,860	-79,092	-52,894	-38,174	-29,940
392	Osborne	Osborne	335.3	603.4	2,773,830	2,710,473	2,674,872	2,654,960	2,582,552	-191,278	-127,921	-92,320	-72,408
393	Dickinson	Solomon	389.6	674.9	3,102,515	3,031,651	2,991,832	2,969,560	2,888,572	-213,943	-143,079	-103,260	-80,988
394	Butler	Rose Hill	1,660.4	2,089.4	9,604,972	9,385,585	9,262,310	9,193,360	8,942,632	-662,340	-442,953	-319,678	-250,728
395	Rush	LaCrosse	299.5	529.3	2,433,192	2,377,616	2,346,387	2,328,920	2,265,404	-167,788	-112,212	-80,983	-63,516
396	Butler	Douglass	776.5	1,188.6	5,463,994	5,339,191	5,269,064	5,229,840	5,087,208	-376,786	-251,983	-181,856	-142,632
397	Marion	Centre	229.2	485.9	2,233,682	2,182,663	2,153,995	2,137,960	2,079,652	-154,030	-103,011	-74,343	-58,308
398	Marion	Peabody-Burns	335.0	615.2	2,828,074	2,763,478	2,727,182	2,706,880	2,633,056	-195,018	-130,422	-94,126	-73,824
399	Russell	Paradise	125.6	313.6	1,441,619	1,408,691	1,390,189	1,379,840	1,342,208	-99,411	-66,483	-47,981	-37,632
400	McPherson	Smoky Valley	1,016.4	1,466.9	6,743,339	6,589,315	6,502,768	6,454,360	6,278,332	-465,007	-310,983	-224,436	-176,028
401	Rice	Chase	140.5	317.5	1,459,548	1,426,210	1,407,478	1,397,000	1,358,900	-100,648	-67,310	-48,578	-38,100
402	Butler	Augusta	2,141.1	2,598.5	11,945,305	11,672,462	11,519,151	11,433,400	11,121,580	-823,725	-550,882	-397,571	-311,820

36

			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
			2008-09										
			2008-09	Sub Total	\$4,433 plus	\$4,433 plus							
			FTE Enrollment	Wtd FTE	CPIU	\$59							
USD#	County Name	USD Name	(includes MILT)	exc spec ed	BSAPP \$4,597	BSAPP \$4,492	BSAPP \$4,433	BSAPP \$4,400	BSAPP \$4,280	Col 7 - Col 3	Col 7 - Col 4	Col 7 - Col 5	Col 7 - Col 6
403	Rush	Otis-Bison	171.3	386.2	1,775,361	1,734,810	1,712,025	1,699,280	1,652,936	-122,425	-81,874	-59,089	-46,344
404	Cherokee	Riverton	827.5	1,320.2	6,068,959	5,930,338	5,852,447	5,808,880	5,650,456	-418,503	-279,882	-201,991	-158,424
405	Rice	Lyons	737.1	1,370.6	6,300,648	6,156,735	6,075,870	6,030,640	5,866,168	-434,480	-290,567	-209,702	-164,472
406	Doniphan	Wathena	401.0	658.1	3,025,286	2,956,185	2,917,357	2,895,640	2,816,668	-208,618	-139,517	-100,689	-78,972
407	Russell	Russell	923.2	1,409.8	6,480,851	6,332,822	6,249,643	6,203,120	6,033,944	-446,907	-298,878	-215,699	-169,176
408	Marion	Marion	597.8	968.1	4,450,356	4,348,705	4,291,587	4,259,640	4,143,468	-306,888	-205,237	-148,119	-116,172
409	Atchison	Atchison	1,580.0	2,138.9	9,832,523	9,607,939	9,481,744	9,411,160	9,154,492	-678,031	-453,447	-327,252	-256,668
410	Marion	Durham-Hills	590.8	971.7	4,466,905	4,364,876	4,307,546	4,275,480	4,158,876	-308,029	-206,000	-148,670	-116,604
411	Marion	Goessel	245.3	457.1	2,101,289	2,053,293	2,026,324	2,011,240	1,956,388	-144,901	-96,905	-69,936	-54,852
412	Sheridan	Hoxie	292.9	505.3	2,322,864	2,269,808	2,239,995	2,223,320	2,162,684	-160,180	-107,124	-77,311	-60,636
413	Neosho	Chanute	1,773.0	2,718.9	12,498,783	12,213,299	12,052,884	11,963,160	11,636,892	-861,891	-576,407	-415,992	-326,268
415	Brown	Hiawatha	841.8	1,365.5	6,277,204	6,133,826	6,053,262	6,008,200	5,844,340	-432,864	-289,486	-208,922	-163,860
416	Miami	Louisburg	1,644.7	2,030.1	9,332,370	9,119,209	8,999,433	8,932,440	8,688,828	-643,542	-430,381	-310,605	-243,612
417	Morris	Morris County	764.4	1,248.7	5,740,274	5,609,160	5,535,487	5,494,280	5,344,436	-395,838	-264,724	-191,051	-149,844
418	McPherson	McPherson	2,259.8	2,727.0	12,536,019	12,249,684	12,088,791	11,998,800	11,671,560	-864,459	-578,124	-417,231	-327,240
419	McPherson	Canton-Galva	367.8	658.1	3,025,286	2,956,185	2,917,357	2,895,640	2,816,668	-208,618	-139,517	-100,689	-78,972
420	Osage	Osage City	644.1	1,038.1	4,772,146	4,663,145	4,601,897	4,567,640	4,443,068	-329,078	-220,077	-158,829	-124,572
421	Osage	Lyndon	432.0	721.8	3,318,115	3,242,326	3,199,739	3,175,920	3,089,304	-228,811	-153,022	-110,435	-86,616
422	Kiowa	Greensburg	210.5	515.1	2,367,915	2,313,829	2,283,438	2,266,440	2,204,628	-163,287	-109,201	-78,810	-61,812
423	McPherson	Moundridge	434.5	722.1	3,319,494	3,243,673	3,201,069	3,177,240	3,090,588	-228,906	-153,085	-110,481	-86,652
424	Kiowa	Mullinville	226.6	311.7	1,432,885	1,400,156	1,381,766	1,371,480	1,334,076	-98,809	-66,080	-47,690	-37,404
425	Doniphan	Highland	220.5	448.5	2,061,755	2,014,662	1,988,201	1,973,400	1,919,580	-142,175	-95,082	-68,621	-53,820
426	Republic	Pike Valley	253.5	481.8	2,214,835	2,164,246	2,135,819	2,119,920	2,062,104	-152,731	-102,142	-73,715	-57,816
428	Barton	Great Bend	2,972.8	4,175.4	19,194,314	18,755,897	18,509,548	18,371,760	17,870,712	-1,323,602	-885,185	-638,836	-501,048
429	Doniphan	Troy	337.5	590.1	2,712,690	2,650,729	2,615,913	2,596,440	2,525,628	-187,062	-125,101	-90,285	-70,812
430	Brown	Brown County	635.5	1,153.2	5,301,260	5,180,174	5,112,136	5,074,080	4,935,696	-365,564	-244,478	-176,440	-138,384
431	Barton	Hoisington	607.5	960.5	4,415,419	4,314,566	4,257,897	4,226,200	4,110,940	-304,479	-203,626	-146,957	-115,260
432	Ellis	Victoria	257.5	449.0	2,064,053	2,016,908	1,990,417	1,975,600	1,921,720	-142,333	-95,188	-68,697	-53,880
433	Doniphan	Midway	156.9	381.2	1,752,376	1,712,350	1,689,860	1,677,280	1,631,536	-120,840	-80,814	-58,324	-45,744
434	Osage	Santa Fe	1,115.2	1,634.6	7,514,256	7,342,623	7,246,182	7,192,240	6,996,088	-518,168	-346,535	-250,094	-196,152
435	Dickinson	Abilene	1,495.5	1,932.3	8,882,783	8,679,892	8,565,886	8,502,120	8,270,244	-612,539	-409,648	-295,642	-231,876
436	Montgomery	Caney	807.0	1,261.5	5,799,116	5,666,658	5,592,230	5,550,600	5,399,220	-399,896	-267,438	-193,010	-151,380
437	Shawnee	Auburn Washburn	5,356.4	6,449.7	29,649,271	28,972,052	28,591,520	28,378,680	27,604,716	-2,044,555	-1,367,336	-986,804	-773,964
438	Pratt	Skyline	358.0	625.1	2,873,585	2,807,949	2,771,068	2,750,440	2,675,428	-198,157	-132,521	-95,640	-75,012
439	Harvey	Sedgwick	532.0	819.7	3,768,161	3,682,092	3,633,730	3,606,680	3,508,316	-259,845	-173,776	-125,414	-98,364
440	Harvey	Halstead	789.6	1,221.6	5,615,695	5,487,427	5,415,353	5,375,040	5,228,448	-387,247	-258,979	-186,905	-146,592
441	Nemaha	Sabetha	935.5	1,380.6	6,346,618	6,201,655	6,120,200	6,074,640	5,908,968	-437,650	-292,687	-211,232	-165,672
442	Nemaha	Nemaha Valley	439.0	748.7	3,441,774	3,363,160	3,318,987	3,294,280	3,204,436	-237,338	-158,724	-114,551	-89,844
443	Ford	Dodge City	5,550.7	8,955.7	41,169,353	40,229,004	39,700,618	39,405,080	38,330,396	-2,838,957	-1,898,608	-1,370,222	-1,074,684
444	Rice	Little River	299.3	535.8	2,463,073	2,406,814	2,375,201	2,357,520	2,293,224	-169,849	-113,590	-81,977	-64,296
445	Montgomery	Coffeyville	1,800.2	2,569.5	11,811,992	11,542,194	11,390,594	11,305,800	10,997,460	-814,532	-544,734	-393,134	-308,340
446	Montgomery	Independence	1,832.0	2,462.2	11,318,733	11,060,202	10,914,933	10,833,680	10,538,216	-780,517	-521,986	-376,717	-295,464
447	Montgomery	Cherryvale	878.2	1,386.6	6,374,200	6,228,607	6,146,798	6,101,040	5,934,648	-439,552	-293,959	-212,150	-166,392
448	McPherson	Inman	445.3	707.8	3,253,757	3,179,438	3,137,677	3,114,320	3,029,384	-224,373	-150,054	-108,293	-84,936
449	Leavenworth	Easton	671.1	1,062.8	4,885,692	4,774,098	4,711,392	4,676,320	4,548,784	-336,908	-225,314	-162,608	-127,536
450	Shawnee	Shawnee Heights	3,362.4	4,260.7	19,586,438	19,139,064	18,887,683	18,747,080	18,235,796	-1,350,642	-903,268	-651,887	-511,284
451	Nemaha	B & B	192.5	399.7	1,837,421	1,795,452	1,771,870	1,758,680	1,710,716	-126,705	-84,736	-61,154	-47,964
452	Stanton	Stanton County	423.2	813.6	3,740,119	3,654,691	3,606,689	3,579,840	3,482,208	-257,911	-172,483	-124,481	-97,632

3-7

			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
				2008-09									
				Sub Total	\$4,433 plus	\$4,433 plus							
			FTE Enrollment	Wtd FTE	CPIU	\$59							
USD#	County Name	USD Name	(Includes MILT)	exc spec ed	BSAPP \$4,597	BSAPP \$4,492	BSAPP \$4,433	BSAPP \$4,400	BSAPP \$4,280	Col 7 - Col 3	Col 7 - Col 4	Col 7 - Col 5	Col 7 - Col 6
453	Leavenworth	Leavenworth	3,857.2	5,225.2	24,020,244	23,471,598	23,163,312	22,990,880	22,363,856	-1,656,388	-1,107,742	-799,456	-627,024
454	Osage	Burlingame	329.3	556.4	2,557,771	2,499,349	2,466,521	2,448,160	2,381,392	-176,379	-117,957	-85,129	-66,768
456	Osage	Marais Des Cygnes	267.0	547.3	2,515,938	2,458,472	2,426,181	2,408,120	2,342,444	-173,494	-116,028	-83,737	-65,676
457	Finney	Garden City	6,751.5	9,938.6	45,687,744	44,644,191	44,057,814	43,729,840	42,537,208	-3,150,536	-2,106,983	-1,520,606	-1,192,632
458	Leavenworth	Basehor-Linwood	2,139.1	2,499.3	11,489,282	11,226,856	11,079,397	10,996,920	10,697,004	-792,278	-529,852	-382,393	-299,916
459	Ford	Bucklin	232.9	455.1	2,092,095	2,044,309	2,017,458	2,002,440	1,947,828	-144,267	-96,481	-69,630	-54,612
460	Harvey	Hesston	820.0	1,166.7	5,363,320	5,240,816	5,171,981	5,133,480	4,993,476	-369,844	-247,340	-178,505	-140,004
461	Wilson	Neodesha	716.4	1,169.4	5,375,732	5,252,945	5,183,950	5,145,360	5,005,032	-370,700	-247,913	-178,918	-140,328
462	Cowley	Central	336.5	616.0	2,831,752	2,767,072	2,730,728	2,710,400	2,636,480	-195,272	-130,592	-94,248	-73,920
463	Cowley	Udall	391.2	654.1	3,006,898	2,938,217	2,899,625	2,878,040	2,799,548	-207,350	-138,669	-100,077	-78,492
464	Leavenworth	Tonganoxie	1,772.4	2,273.4	10,450,820	10,212,113	10,077,982	10,002,960	9,730,152	-720,668	-481,961	-347,830	-272,808
465	Cowley	Winfield	2,430.7	3,125.0	14,365,625	14,037,500	13,853,125	13,750,000	13,375,000	-990,625	-662,500	-478,125	-375,000
466	Scott	Scott County	855.9	1,361.0	6,256,517	6,113,612	6,033,313	5,988,400	5,825,080	-431,437	-288,532	-208,233	-163,320
467	Wichita	Leoti	426.1	786.1	3,613,702	3,531,161	3,484,781	3,458,840	3,364,508	-249,194	-166,653	-120,273	-94,332
468	Lane	Healy	73.5	208.1	956,636	934,785	922,507	915,640	890,668	-65,968	-44,117	-31,839	-24,972
469	Leavenworth	Lansing	2,402.8	2,962.4	13,618,153	13,307,101	13,132,319	13,034,560	12,679,072	-939,081	-628,029	-453,247	-355,488
470	Cowley	Arkansas City	2,709.3	3,894.9	17,904,855	17,495,891	17,266,092	17,137,560	16,670,172	-1,234,683	-825,719	-595,920	-467,388
471	Cowley	Dexter	173.0	373.5	1,716,980	1,677,762	1,655,726	1,643,400	1,598,580	-118,400	-79,182	-57,146	-44,820
473	Dickinson	Chapman	973.0	1,624.1	7,465,988	7,295,457	7,199,635	7,146,040	6,951,148	-514,840	-344,309	-248,487	-194,892
474	Kiowa	Haviland	139.0	308.5	1,418,175	1,385,782	1,367,581	1,357,400	1,320,380	-97,795	-65,402	-47,201	-37,020
475	Geary	Junction City	7,242.9	9,661.6	44,414,375	43,399,907	42,829,873	42,511,040	41,351,648	-3,062,727	-2,048,259	-1,478,225	-1,159,392
476	Gray	Copeland	112.5	322.9	1,484,371	1,450,467	1,431,416	1,420,760	1,382,012	-102,359	-68,455	-49,404	-38,748
477	Gray	Ingalls	228.5	493.2	2,267,240	2,215,454	2,186,356	2,170,080	2,110,896	-156,344	-104,558	-75,460	-59,184
479	Anderson	Crest	221.0	464.9	2,137,145	2,088,331	2,060,902	2,045,560	1,989,772	-147,373	-98,559	-71,130	-55,788
480	Seward	Liberal	4,257.7	6,371.2	29,288,406	28,619,430	28,243,530	28,033,280	27,268,736	-2,019,670	-1,350,694	-974,794	-764,544
481	Dickinson	Rural Vista	416.0	746.4	3,431,201	3,352,829	3,308,791	3,284,160	3,194,592	-236,609	-158,237	-114,199	-89,568
482	Lane	Dighton	253.0	467.3	2,148,178	2,099,112	2,071,541	2,056,120	2,000,044	-148,134	-99,068	-71,497	-56,076
483	Seward	Kismet-Plains	714.5	1,451.1	6,670,707	6,518,341	6,432,726	6,384,840	6,210,708	-459,999	-307,633	-222,018	-174,132
484	Wilson	Fredonia	744.1	1,197.3	5,503,988	5,378,272	5,307,631	5,268,120	5,124,444	-379,544	-253,828	-183,187	-143,676
486	Doniphan	Elwood	309.9	564.9	2,596,845	2,537,531	2,504,202	2,485,560	2,417,772	-179,073	-119,759	-86,430	-67,788
487	Dickinson	Herington	516.4	870.6	4,002,148	3,910,735	3,859,370	3,830,640	3,726,168	-275,980	-184,567	-133,202	-104,472
488	Marshall	Axtell	296.7	527.1	2,423,079	2,367,733	2,336,634	2,319,240	2,255,988	-167,091	-111,745	-80,646	-63,252
489	Ellis	Hays	2,758.2	3,585.8	16,483,923	16,107,414	15,895,851	15,777,520	15,347,224	-1,136,699	-760,190	-548,627	-430,296
490	Butler	El Dorado	1,992.9	2,746.5	12,625,661	12,337,278	12,175,235	12,084,600	11,755,020	-870,641	-582,258	-420,215	-329,580
491	Douglas	Eudora	1,396.3	1,785.0	8,205,645	8,018,220	7,912,905	7,854,000	7,639,800	-565,845	-378,420	-273,105	-214,200
492	Butler	Flinthills	294.8	547.3	2,515,938	2,458,472	2,426,181	2,408,120	2,342,444	-173,494	-116,028	-83,737	-65,676
493	Cherokee	Columbus	1,152.6	1,765.0	8,113,705	7,928,380	7,824,245	7,766,000	7,554,200	-559,505	-374,180	-270,045	-211,800
494	Hamilton	Syracuse	469.5	876.5	4,029,271	3,937,238	3,885,525	3,856,600	3,751,420	-277,851	-185,818	-134,105	-105,180
495	Pawnee	Ft. Larned	862.0	1,327.6	6,102,977	5,963,579	5,885,251	5,841,440	5,682,128	-420,849	-281,451	-203,123	-159,312
496	Pawnee	Pawnee Heights	147.1	309.9	1,424,610	1,392,071	1,373,787	1,363,560	1,326,372	-98,238	-65,699	-47,415	-37,188
497	Douglas	Lawrence	10,418.4	13,122.2	60,322,753	58,944,922	58,170,713	57,737,680	56,163,016	-4,159,737	-2,781,906	-2,007,697	-1,574,664
498	Marshall	Valley Heights	363.0	666.5	3,063,901	2,993,918	2,954,595	2,932,600	2,852,620	-211,281	-141,298	-101,975	-79,980
499	Cherokee	Galena	728.0	1,222.0	5,617,534	5,489,224	5,417,126	5,376,800	5,230,160	-387,374	-259,064	-186,966	-146,640
500	Wyandotte	Kansas City	18,427.1	29,048.2	133,534,575	130,484,514	128,770,671	127,812,080	124,326,296	-9,208,279	-6,158,218	-4,444,375	-3,485,784
501	Shawnee	Topeka	12,903.4	18,203.1	83,679,651	81,768,325	80,694,342	80,093,640	77,909,268	-5,770,383	-3,859,057	-2,785,074	-2,184,372
502	Edwards	Lewis	101.6	248.3	1,141,435	1,115,364	1,100,714	1,092,520	1,062,724	-78,711	-52,640	-37,990	-29,796
503	Labette	Parsons	1,343.4	1,991.0	9,152,627	8,943,572	8,826,103	8,760,400	8,521,480	-631,147	-422,092	-304,623	-238,920
504	Labette	Oswego	473.6	809.3	3,720,352	3,635,376	3,587,627	3,560,920	3,463,804	-256,548	-171,572	-123,823	-97,116

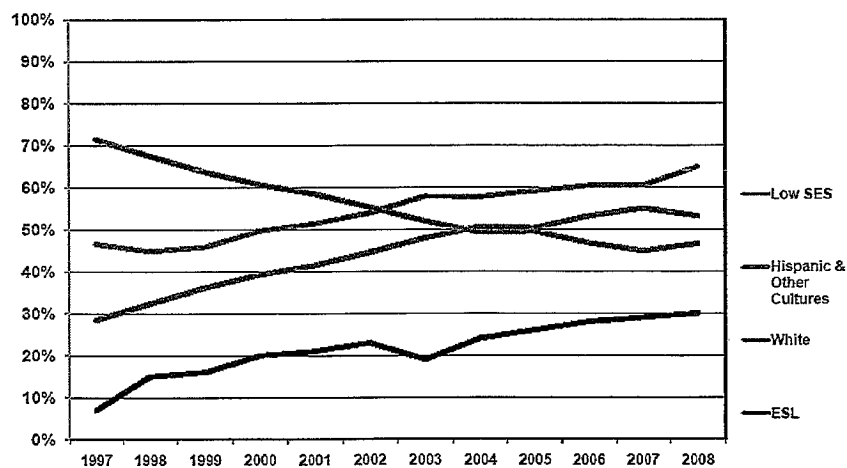
			Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11
				2008-09									
			2008-09	Sub Total	\$4,433 plus	\$4,433 plus							
			FTE Enrollment	Wtd FTE	CPIU	\$59							
USD#	County Name	USD Name	(includes MILT)	exc spec ed	BSAPP \$4,597	BSAPP \$4,492	BSAPP \$4,433	BSAPP \$4,400	BSAPP \$4,280	Col 7 - Col 3	Col 7 - Col 4	Col 7 - Col 5	Col 7 - Col 6
505	Labette	Chetopa - St. Paul	502.4	899.2	4,133,622	4,039,206	3,986,154	3,956,480	3,848,576	-285,046	-190,630	-137,578	-107,904
506	Labette	Labette County	1,580.6	2,128.6	9,785,174	9,561,671	9,436,084	9,365,840	9,110,408	-674,766	-451,263	-325,676	-255,432
507	Haskell	Satanta	343.0	675.7	3,106,193	3,035,244	2,995,378	2,973,080	2,891,996	-214,197	-143,248	-103,382	-81,084
508	Cherokee	Baxter Springs	926.5	1,446.1	6,647,722	6,495,881	6,410,561	6,362,840	6,189,308	-458,414	-306,573	-221,253	-173,532
509	Sumner	South Haven	225.5	442.8	2,035,552	1,989,058	1,962,932	1,948,320	1,895,184	-140,368	-93,874	-67,748	-53,136
511	Harper	Attica	138.5	297.7	1,368,527	1,337,268	1,319,704	1,309,880	1,274,156	-94,371	-63,112	-45,548	-35,724
512	Johnson	Shawnee Mission	26,579.0	33,059.3	151,973,602	148,502,376	146,551,877	145,460,920	141,493,804	-10,479,798	-7,008,572	-5,058,073	-3,967,116
TOTALS			447,705.6	634,315.8	2,915,949,733	2,849,346,574	2,811,921,941	2,790,989,520	2,714,871,624	-201,078,109	-134,474,950	-97,050,317	-76,117,896

39

Increased Resources = Improved Achievement for ALL Students

Making a difference in Emporia

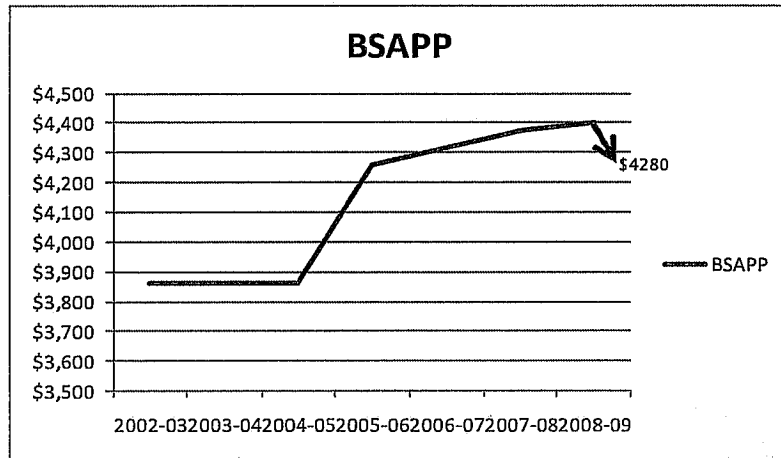
Student Demographics



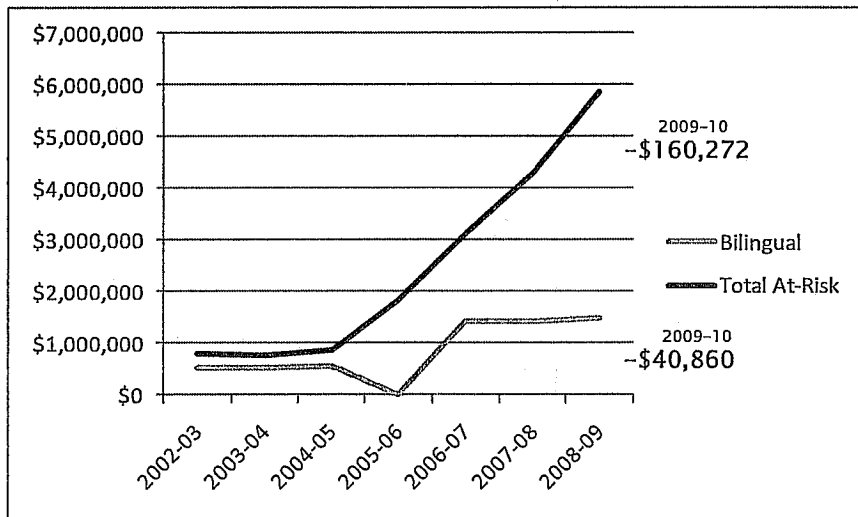
Emporia
Public Schools

2010 Commission
6-29-09
Attachment 4

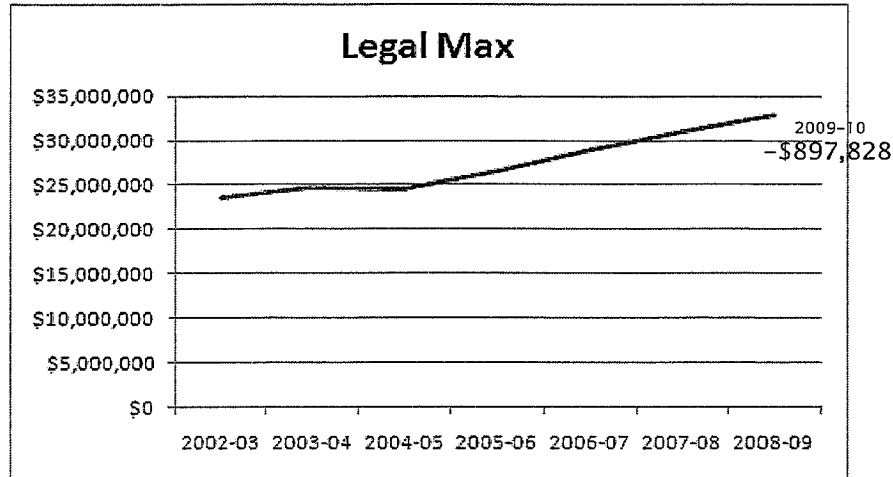
Increased Base State Aide



Increased Aide for Disadvantaged Students



More Resources = Improved Achievement



What do increased resources buy?

MTSS

- Strong Core Curriculum
- Diagnostic assessments
- Specifically designed prescriptive interventions
- Instructional Strategists
- Instructional Technology

Professional development

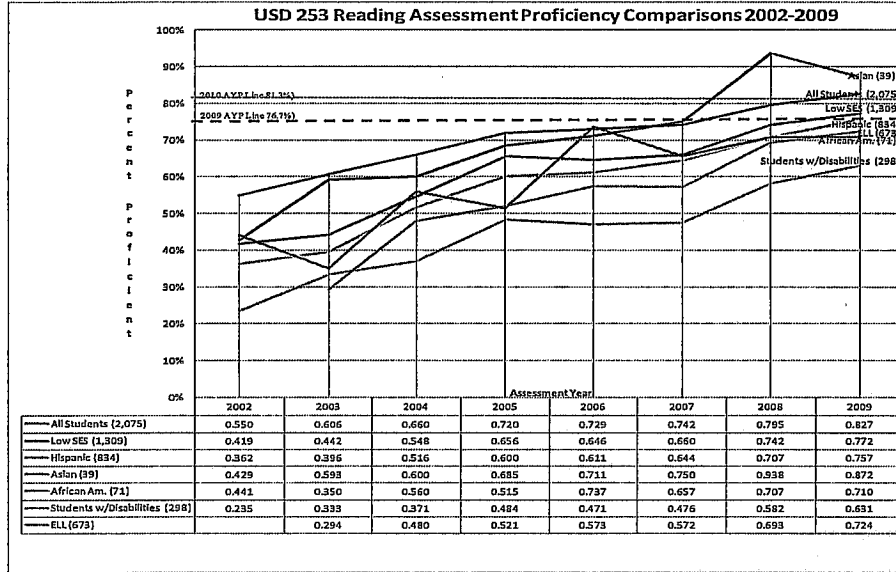
- Specific Instructional Strategies
- SIOP
- Reading First
- ESL Endorsement

- Working with data
- Focused collaboration

Staff

- More ESL Teachers
- Instructional Strategists
- Instructional coaches
- Collaboration Time
- Improved Salaries

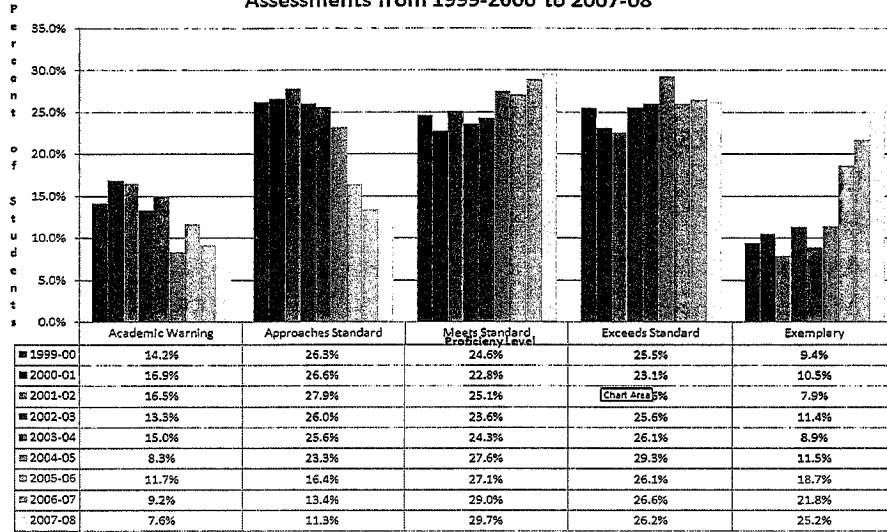
Reading Progress



Percentage Reduction in Reading Gap

Reading "Gap"	2002	2008	% Reduction
▶ All Students	0	0	0
▶ Low SES	13.1	5.3	59%
▶ Hispanic	18.8	8.8	53%
▶ Asian	12.1	-14.2	-
▶ African Amer	10.9	8.8	19%
▶ Studs w/Disab.	31.5	21.4	32%
▶ ELL	55.5(2003)	10.2	81%

District Proficiency Level Comparison for the Kansas Reading Assessments from 1999-2000 to 2007-08

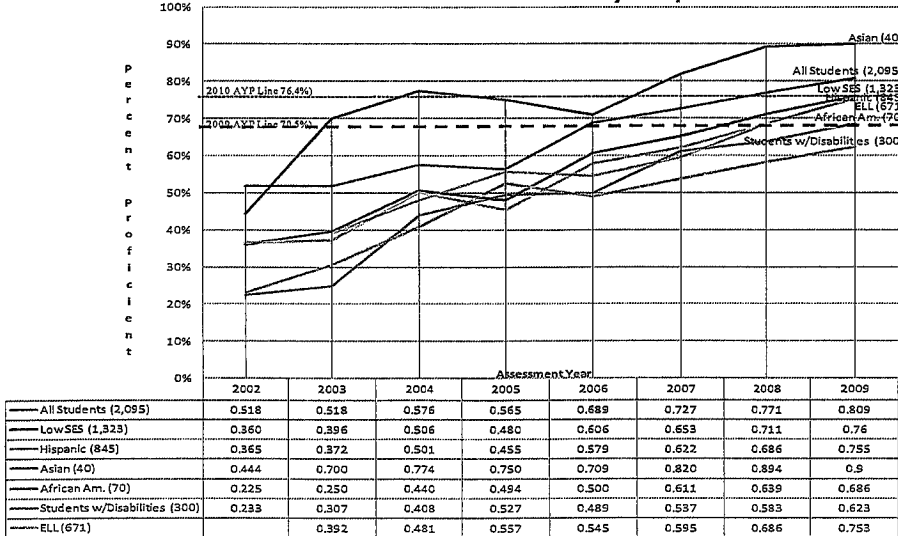


Improving Exemplary Performance-Reading

USD #253 Emporia Public Schools 7/21/2008

Math Progress

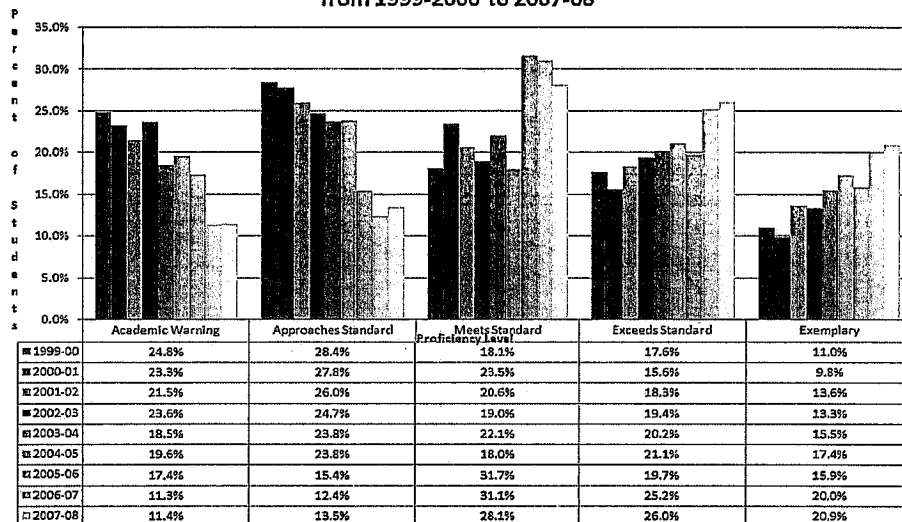
USD 253 Math Assessment Proficiency Comparisons 2002-2009



Percentage Reduction in Math Gap

▶ Math "Gap"	2002	2008	%Reduction
▶ All Students	0	0	0%
▶ Low SES	15.8	6	62%
▶ Hispanic	15.3	8.5	44%
▶ Asian	7.4	-12.3	-
▶ African Americ	29.3	13.2	55%
▶ Studs w/Disab.	28.5	18.8	34%
▶ ELL	51.8(2003)	8.5	84%

District Proficiency Level Comparison for the Kansas Math Assessments
from 1999-2000 to 2007-08



Improving Exemplary Performance- Math



"'Money doesn't matter? That dog won't hunt in Dodge City!'"
-Shawnee County District Court Judge Terry Bullock

"Only a fool would say money doesn't matter."
-Dr. Eric Hanushek testifying in the Montoy case

2010 Commission Meeting
June 29, 2009
State Capitol Building, Rm. 545-N

Dr. Brenda S. Dietrich
Superintendent, USD 437 Auburn-Washburn

Good morning,

Thank you for giving me the opportunity to visit with you today about Auburn-Washburn USD 437 and the scope and impact of recent budget reductions and to share my thoughts on future priorities.

Demographic Information:

Auburn-Washburn is the 16th largest school district of the 295 districts in Kansas. We are located right here in Shawnee County and cover 128 square miles. We are a suburban district, but Washburn Rural is our high school and has 1,750 students. I came to the district in July of 2001. At that time our enrollment was 5,072 students. Our audited enrollment this year was 5,618 students. We are a steadily growing district and will be opening our 7th elementary school this fall, so **new facilities weighting is certainly something we will be counting on for the next two years and is directly impacted by any reduction in Base State Aid Per Pupil.**

*2010 Commission
6-29-09
Attachment 5*

Our patrons are very supportive of the district and passed a \$67.95 million bond in November of 2007 to build a new elementary school and make improvements at the middle school, high school, and 6 other elementary schools.

The district has undergone some **significant changes** over the past 8 years. **Free and reduced** lunch numbers have grown considerably. We had 350 students eligible for free lunch in 2001. This year we had 916. We had 12 **ELL students** in 2001 and today we have 140. Our **ethnicity** is now about 9% and our free lunch percentage is 15%. The **special education** population is growing each year. In 2001 we had 15 students identified as **autistic**. This year we have 40. We provide our own special education programming and do not belong to a Cooperative. There has been some discussion about **changing the special education funding** formula or raising the eligibility threshold for catastrophic aid. I would be hesitant to change any one part of the school finance formula for fear of creating some unintended consequence. **There is a Special Ed Funding Task Force** assembled to look specifically at how these services are funded. I would hope we could wait for their work to be completed before considering making any changes.

Even though USD 437 is growing and changing, our schools continue to perform at a very high level, making the **State Standard of Excellence in every building, every year** for the past several years.

We only have one school located within the Topeka city limits and very few of our neighborhoods have sidewalks. Most of our schools are located on busy high traffic streets, so the Board **has bussed 100% of the students to school for free** since 1999 at a considerable cost to the district, but it's the right thing to do for student safety.

Auburn-Washburn is a relatively large employer in Shawnee County. We have 467 certified staff members and an equal number of classified. **Our payroll is approximately \$2.8 million a month and our General Fund Budget with**

LOB is \$44,000,000.00. Our LOB has been at the maximum level allowed since we implemented full day kindergarten in all of our buildings in 2002. We used the increased funding to double the size of our kindergarten staff. Full day kindergarten has had a significant positive impact on student achievement not only in our district, but in districts all across Kansas and I appreciate the Commission's work that resulted in flexibility in the use of at-risk dollars to fund full-day kindergarten programs.

Of the Commission's recommendations to the legislature over the past 3 years, the one area that I believe is most critical to the continued academic progress of the 465,000 children in the public schools in Kansas, including my own, sounds simple, but has become a minefield in our current economic condition. It makes sense to simply **provide the level of funding for education as prescribed by state law.** The 2006 Kansas Legislature approved a three-year school finance plan. **The third year needs to be funded as approved and a plan needs to be crafted to ensure continued funding.** The decreases in BSAPP that we are seeing now will impact the next generation of students in our schools. The reality is that no change in our state's current revenue structure to fund education is on the horizon, so it appears that our only solution is to just keep trying to cut our way out of a situation that we did not create.

USD 437 has made **reductions** in the expense side of our budget that equals **\$1.1 million to date.** The chart of the reductions is attached. You can see that a large part of the budget cuts we have made have come from **personnel** areas and **supplies.** Initially, we thought we could survive the reductions without eliminating positions or programs. We have been able to maintain programs, but we have **lost support staff.** **You can see that we have not funded 8 certified staff and 21 classified positions for next year.** The largest group of individuals are in the support category....teacher's aides in regular education, paraprofessionals that

work with our special education students, and custodians. We eliminated **two central office positions** and reduced our **athletic budgets**. The majority of the rest of the reductions are in **supplies, professional development and travel** associated with professional development. We also will purchase no new buses this year, which is a capital outlay expense, but it's a huge change in practice for us.

Adequate funding on the Base State Aid Per Pupil is the area that I think is of greatest need across all districts in the state. I have been told there are 29 other states that are **not suffering** through significant reductions to education funding. Neither should we. **Our neighboring state of Missouri just increased spending on public schools by \$67.4 million.** There was plenty of money in our state treasury to fund education and all other agencies a mere three years ago. Our children's **education is a constitutionally protected right** and should be the state's top priority. Good schools are good business. How we perform in our school districts has a direct impact on a state's economic health. Education is not only an investment in the future as we prepare our youngsters to be responsible adult citizens and reliable, well-educated workers; it's an economic investment as we **re-cycle tax payer dollars back into the economy** to boost local and state revenues.

You have suggested funding the school finance formula in multi-year increments, including an annual inflation factor adjustment. I would certainly support that approach for long-range planning for academic growth and for program innovations.

The Kansas Constitution states that *the legislature shall make suitable provision for finance of the educational interests of the state.* **The current 20 mills levied for public education is well below the original 35 mills levied in 1992.** Perhaps it would be prudent and wise to begin to rebuild the mill levy structure for public education in Kansas as the factors that contributed to a

reduction in the mill levy for school funding have changed, just as our districts' needs have changed and our state's demographics have changed. **Kansas Action for Children is calling for a revision of the state's antiquated tax policy.** Their research shows that the taxes in 1960 were equal to 10% of our personal income. Today it's 12%. The level of spending has changed very little, but the number of loopholes in tax policy that protects special interest groups has grown substantially.

I also believe it is essential to continue to provide additional funding through the weighting mechanism in the finance formula for at-risk students and to distribute those funds using the federal free lunch count. The free lunch count isn't perfect, but it is the most reliable, consistent, and universally accepted method utilized in most states. **The at-risk students that enter our schools today are needier than any generation** I have seen in the 34 years I have been in education. The bar is higher than ever for these students and the extra funding we receive to meet those students' individual needs has paid dividends that are clearly evident in the increased proficiency of student achievement as measured by Kansas State Assessments. I included two charts to this handout that shows the progress we have made in Auburn-Washburn in math and reading since 2001. It is a good visual representation of how the increased dollars we received in 2005 have made a difference in our student achievement gains.

All of us clearly **understand the seriousness of the state's budget crisis.** We know that school districts cannot expect to be held totally harmless from reductions when other state agencies are suffering significant losses of operating expenses. However, please remember that education is an economic power in our communities, in our counties, and in the state. USD 437, with a payroll of \$2.8 million dollars a month, **pumps \$33 million dollars into the state's economy.** We spend our supply budgets with local vendors, we employ local firms to build

our buildings, roof the schools, asphalt our parking lots.....we keep people employed.

If we were forced to have to cut another \$1,000,000 in expenses, let me show you what that would look like as it relates to the people we employ, which is the largest part of our budget.

Auburn-Washburn USD 437			Cuts
	Staff - FTE	Average Salary/Benefits	# of Staff for \$1 Million Reduction
Teaching Staff	453.5	50,525	20
Custodians	48	18,700	53
Secretaries	38	27,600	36
Bus Drivers	55	15,000	66
Food Service	50	14,500	68
Teacher Aides	12	15,950	63
Parents As Teachers	5	30,700	33
Paraprofessionals (Spec. Educ.)	160.5	16,480	61
Principals/Asst. Principals	17	83,860	12

If we have further reductions this next year, it's too late to reduce certified staff because we have passed the continuing contract date. We can always cut supply budgets even more and totally eliminate professional development. We might be able to eliminate some assistant coaches and reduce athletic budgets, eliminate travel and textbook expenditures, but **I am still not going to find \$1,000,000, even if I zero out all of those accounts.**

7

We need you to help us convince the policy makers that **education funding should be a top priority.**

Through the state's budget process they single-handedly control the conditions under which the children of Kansas can access a quality education.

We need to remind everyone that school funding isn't about us, it's about the **465,000 children** we have in our schools today. If we drop back to the funding level of 2002-2003, our youngest students are the children that will be impacted the most. We know we will not be able to provide the same learning opportunities because we will not have enough staff or supplies to see to all of their needs. **It will take a generation** to build up school funding again to its current levels if we slip much further. We have a systemic funding issue that cannot be fixed by massive budget cuts each year.

Thank you for of your good work on behalf of the children in our schools and for taking the time to listen.

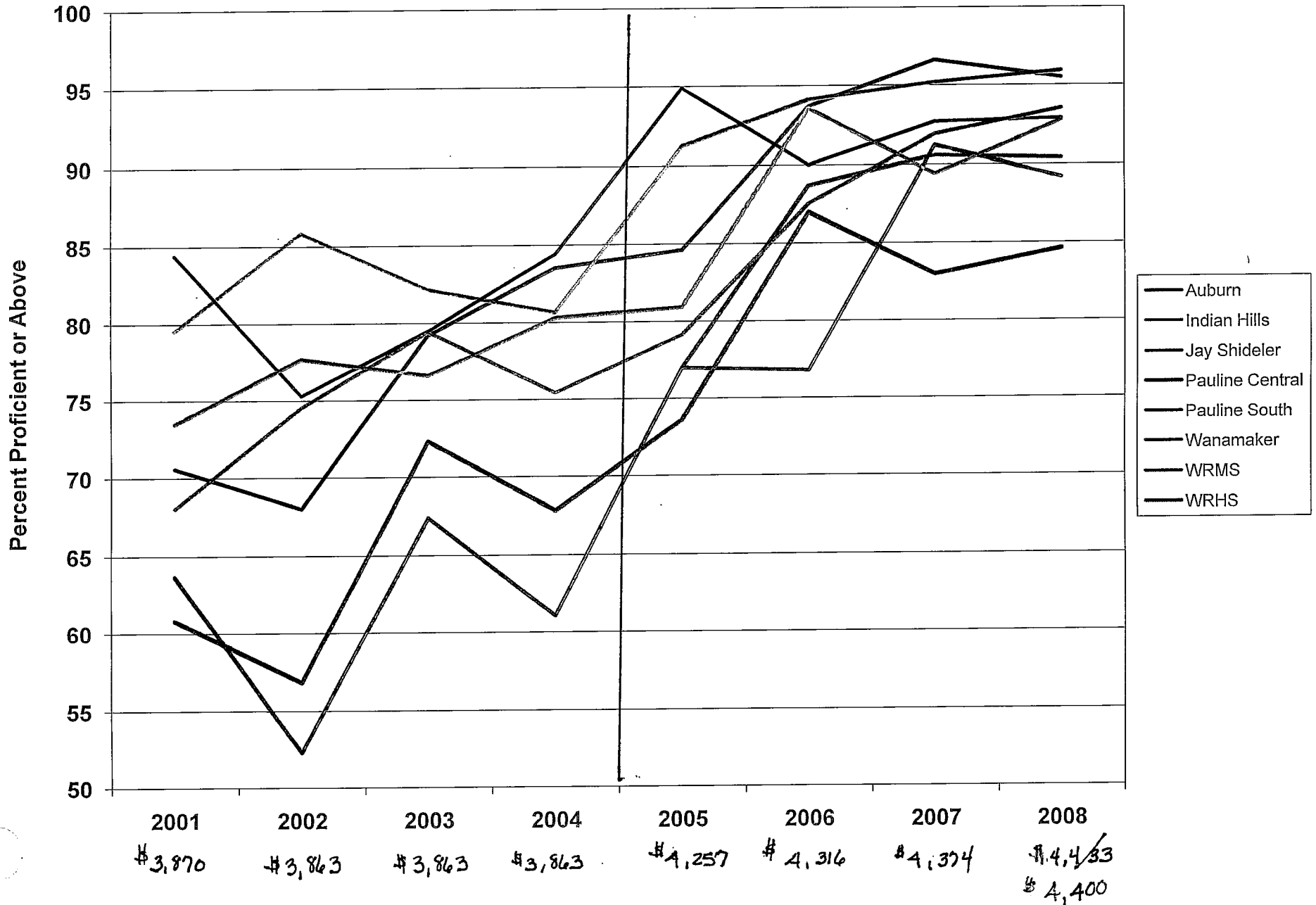
I would be happy to answer any questions you might have.

AUBURN-WASHBURN
USD 437
BUDGET REDUCTIONS for 2009-2010

CERTIFIED STAFF		Total
Curriculum Coordinator		\$90,978
Eliminate 1 Gifted Teacher		65,958
Eliminate all teacher's aides hired due to class size issues at the elementary and 2 HS Library Aides		91,820
Substitute Costs		20,000
CLASSIFIED STAFF		
Paras Professionals (reduce total by 10% or 16)		292,036
Reduce 1.0 District wide secretaries		36,344
Reduce 1 rover custodian		29,029
Reduce 3 custodian positions at Indian Hills, Jay Shideler, Wanamaker		103,361
Substitute Nurses		5,000
Substitute Bus Drivers		30,000
SUPPLIES/TEXTBOOKS/INSURANCES		
Textbooks		58,500
Reduce supply budget by 10% in all buildings.(Teaching, Tech, PE, Science, Preschool, Math & Music Supplies)		38,466
Central Office Reduce CO Administrator Budgets by 10%		6,916
Reduce security personnel expense		10,850
Library supplies – Reduce by 10% Including all supplies, books, AV,etc.		10,995
Auto Insurance		15,000
Gasoline		50,000
Communications Coordinator (Savings from purchased services)		20,000
ATHLETICS		
Athletics - Reduce expenses for supplies/activities/etc. by 10% (uniforms, clinics, clothing)		10,641
Middle School Athletics revision		17,568
High School Athletics additional		20,523
TRAVEL/PROF.DEVELOPMENT		
Reduce Staff Development by 25%		26,580
Travel - Reduce all administrators travel by 25%		16,423
Board Travel		3,000
TRANSFERS		
Transfer reductions (Reduce transfer to Prof. Dev. Fund.)		10,000
Transfer reductions (Reduce transfer to ELL fund.)		25,000
TOTAL		\$1,104,988

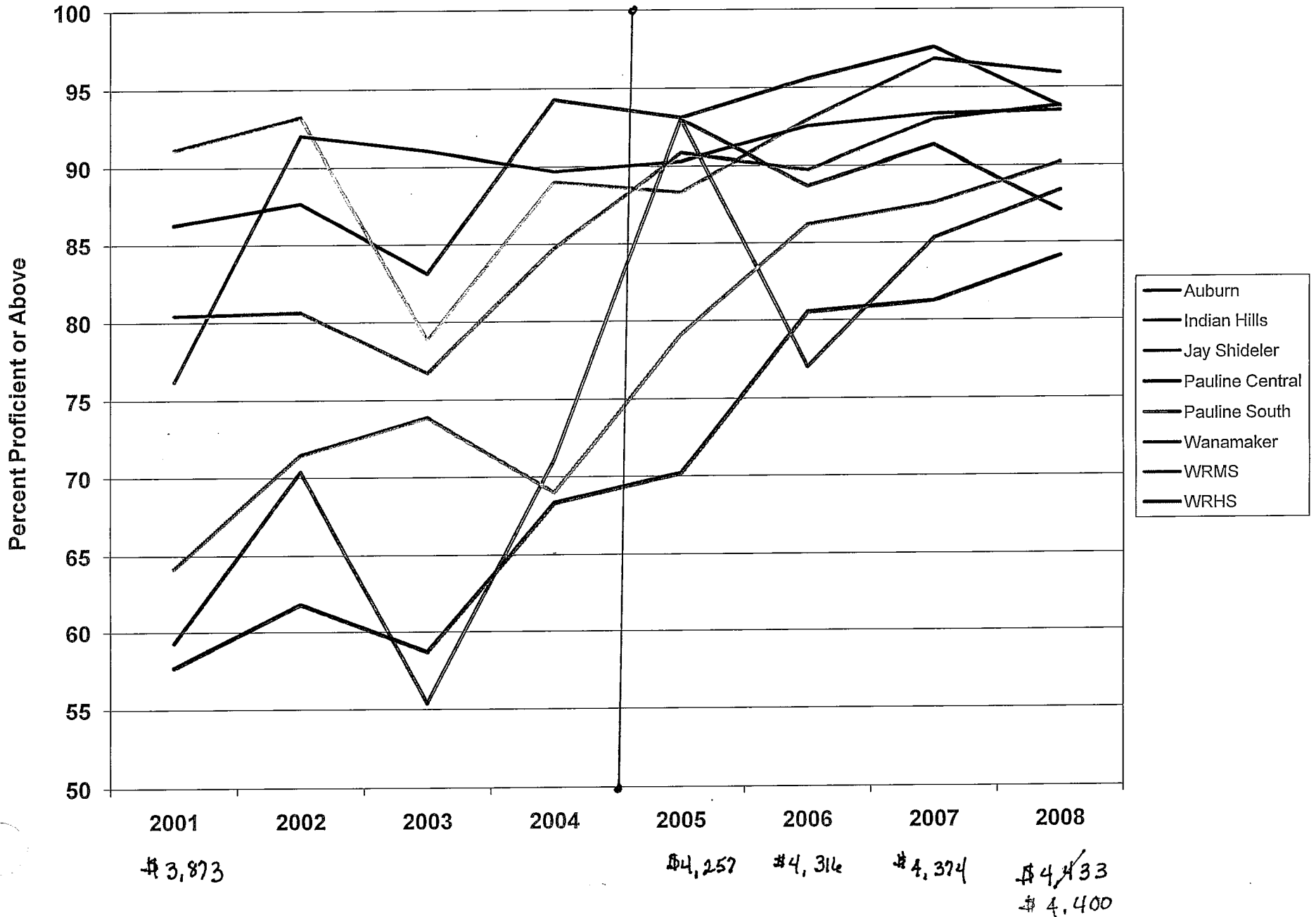
Kansas Reading Assessment Percent Proficient or Above 2001-2008

5-9



Kansas Math Assessment Percent Proficient or Above 2001-2008

5-10



Make suitable provisions for our children's education.
It's the law.



**2010 Commission Meeting
June 29, 2009
State Capitol Building, Room 545-N**

**Destry Brown
Superintendent of Schools, USD # 250 – Pittsburg**

Thank you for the opportunity to speak to you this morning. Because of the recommendations and direction from this commission, schools across this state have had resources available to them that had not been available in the past. I hope that together we can continue along the journey of ensuring that every child in this state receives a quality education.

I consider it an honor to be able to tell you the story of our kids and our school district in Pittsburg. But please keep in mind that our story is not unique to our part of the state. The same story can be told about nearly every school district in the nine counties comprising the Southeast Corner of our state.

The Pittsburg school district is the largest school district in Southeast Kansas. Our district encompasses 43 square miles in southeastern Crawford County. Our enrollment has been growing in recent years and is currently at 2819 students. This is an increase of about 300 students in the last five years.

Along with that growth, we have experienced some **changes in the demographics** of the students we serve in the district. Last year, 1,462, or **52% of our students qualified for free lunch**, an increase of 350 students from 5 years ago. We have **434 special education students** served through the Southeast Kansas Special Education Interlocal. This accounts for 15% of our student population and this number continues to increase in proportion to our poverty and enrollment. We also provided **189 children ELL** services last year. This number has more than doubled in the last five years.

Even through the growth and the changes in our district, our schools are achieving at very high standards. Our elementary schools are achieving at or near the **Standard of**

*2010 Commission
6-29-09
Attachment 6*

Excellence each year. Our middle and high schools are also doing very well but did not make **Adequate Yearly Progress** this year in our special education subgroup. I believe that this is possible because our teachers are doing an outstanding job of meeting the individual needs of our students. Our teachers are working harder and smarter than ever and our kids are **achieving at higher levels** every year.

I also believe that we have been able to make this progress because of the increased funding for at-risk students using the **number of students who qualify for free lunch and the high-density at-risk weighting**. We have used this money to provide after school and summer school programs. We have hired additional personnel to work with students in our primary grades in the areas of reading and math with the goal of each child performing at grade level by the end of second grade. These funds have also allowed us to successfully implement the **Multi-Tiered System of Support (MTSS)** in all of our schools. We have also implemented a program that allows kids to take home meals to be eaten on the weekends and a summer feeding program at several locations around town. **This summer, we are preparing approximately 600 meals for kids who come to the schools on a daily basis to eat breakfast and lunch.**

We are also using at-risk funds to implement **all-day kindergarten** next year throughout the district. All-day kindergarten is no longer an option in providing for the educational needs of the children in our school district. We have so many children who come to us without any prior preschool experiences. Some students enter kindergarten reading while others enter having not even seen a book. It is nearly impossible to close this gap during a half-day of kindergarten. **Because of the increase in our community of students living in poverty, it is essential that we be able to provide an all-day kindergarten program that is fully funded by counting each kindergartner at 1.0 FTE.**

Access to quality preschool programs is also essential to meeting the educational needs of the students in our community. We need to be able to increase the number of slots for our at-risk preschools. Currently, we serve **48 children** in the at-risk preschool programs in Pittsburg. **This number needs to double in order to more adequately**

provide preschool experiences for our children. Increasingly, we have more children with no social experiences prior to entering school. We also have seen a growing number of students who enter kindergarten needing mental health support because of the number and severity of traumatic episodes in their households. **Having more access to quality preschool programs would help these students to transition into kindergarten more successfully.**

With our **growing number of ELL students**, we have needed to provide more language support services. Currently, our funds are limited because of the funding mechanism in place for counting those students. **Our children coming to our schools speaking languages other than English have made tremendous progress.** However, we are not able to provide the kind of support that we believe would most benefit these children because of the lack of funding. It would seem to me that that the fairest way to **count our ELL students is through headcount with a weighting factor similar to At-Risk rather than counting their contact hours in an ELL program.**

Another funding mechanism that I believe could use some attention is the **funding for student transportation.** Currently, we receive transportation funding for students who live 2.5 miles or further from school. In Pittsburg, we **transport nearly 1,000 students on a daily basis.** Only about $\frac{1}{4}$ of those students live at or beyond 2.5 miles. The other $\frac{3}{4}$ live between one mile and 2.5 miles from school. Because of family economic factors and child safety, we have chosen to provide transportation to school at no charge to our families. We do this because it is what is **best for kids.** Many of our families work in jobs that require that they begin by 7:00 AM. Other families do not have reliable transportation to consistently take their children to school. On top of that, the infrastructure within our city has not provided sidewalks or safe crossings across major thoroughfares. **By reducing the mileage from 2.5 to 1.0 or 1.5, we would be able to utilize resources that we are currently using for transportation and reallocate it to our schools for instructional purposes.**

I appreciate that this commission has placed in its recommendations **the need for educational reform through innovative and research-based programs**. I believe that the **MTSS and Professional Learning Communities** initiative has helped to make a huge difference for many of our students and staff. Unfortunately, as funds continue to diminish, it becomes more difficult to provide even the most basic educational programs for our children. Many districts are facing the need to **make choices about whether to provide fine arts and vocational programs because of the lack of funds**. I think that this only cheats our kids out of experiences that enrich their minds and their lives. Our state has always been a leader in the development and implementation of innovative programs. Presently, we are trying to retool our instruction to **develop the skills of 21st Century learners**. As funds become less available, it becomes more difficult to provide training for our staff in order to do this successfully across the board. **Our vocational programs need to be updated to meet the standards of business and industry in the future and the equipment and training for these programs is cost prohibitive under our current funding structure.**

Lastly, I would like to talk to you about health care. **Many of our families do not have access to adequate health care services**. We have large numbers of children who come to Kindergarten Roundup and have not had any of the **immunizations** that are required for entry into school. We have children who have **health needs that go unmet** because families are faced with making the choice between eating and going to the doctor. We have children with severe **dental needs that largely go unmet**. The solution for most families is to have teeth pulled because of the cost of repair. I have seen children sit in classrooms in such pain that they cannot concentrate or eat because of an infected tooth. Kids in poverty miss school frequently because of illness and many of their conditions are treatable if the families had access to adequate health care. I hope that the legislature will begin to **plan for some type of health care program that can be accessed by everyone equally**. This has a tremendous effect on attendance and achievement.

As a state, we have **made tremendous progress** in the last five years. Our kids are achieving at levels that were unheard of prior to No Child Left Behind. I have seen

teachers and administrators provide for our kids in ways that I could never have imagined. I can assure you that every child who comes to school in Pittsburg is being loved and encouraged to do their very best. I am so proud of the accomplishments of the kids and the staff not only in Pittsburg and Southeast Kansas, but in every school across this state. I am a believer in the fact that things have been great in our school systems. But I also truly believe that the best is yet to come. **Thank you for all that you do for Kansas kids and for listening to the story of my district this morning.**

**Legislative Post Audit Summary of School District
Performance Audits Currently Under Way or Approved
June 2009**

Audit Title (Requestor)	Main Concerns	Questions Asked	Estimated Date Available
K-12 Education: Identifying Ways Kansas School Districts Encourage Parental Involvement (Ray Daniels)	<p>According to a 2002 report from the Southwest Educational Development Laboratory, there is consistent, positive, and convincing evidence that "families have a major influence on their children's achievement in school." The report's authors concluded that strategies to support more involvement from parents may be an important strategy for addressing the achievement gap. Members of the 2010 Commission are interested in the strategies Kansas school districts use to encourage more involvement from parents</p>	<p>1. What strategies do Kansas school districts use to encourage parental involvement in education?</p>	<p align="center"><i>October 2009</i></p>
K-12 Education: Reviewing Issues Related to the Cost of the Health Care Benefits Provided By School Districts (2010 Commission)	<p>Employee insurance costs—primarily health insurance—have grown substantially over the last several years, from just more than \$195 million for the 2003-04 school year, to almost \$250 million for the 2007-08 school year. Overall, employee insurance costs represent nearly 5% of school districts' total reported expenditures for 2007-08. Because health insurance costs represent such a large and growing cost for school districts, members of the 2010 Commission are interested in finding out whether there are ways districts could better control these costs.</p>	<p>1. Could school districts obtain costs savings by reducing health insurance costs?</p>	<p align="center"><i>November 2009</i></p>
K-12 Education: Reviewing School Districts' Use of Medicaid Reimbursements To Pay for Special Education Services (2010 Commission)	<p>Because some special education services are health-related, school districts and special education cooperatives can bill Medicaid to help pay for these services if the students are eligible. Medicaid rules make it difficult for school districts to bill for all the health-related services they provided. As a result, members of the 2010 Commission are concerned about whether school district are missing out on large amounts of Medicaid funding for special education services.</p>	<p>1. To what extent have school districts billed Medicaid to receive reimbursement for eligible special education services?</p>	<p align="center"><i>The Commission asked us to hold off on this audit until after changes are made to school-based Medicaid later this summer.</i></p>

SCOPE STATEMENT

K-12 Education: Identifying Ways Kansas School Districts Encourage Parental Involvement

According to a 2002 report from the Southwest Educational Development Laboratory, there is consistent, positive, and convincing evidence that “families have a major influence on their children’s achievement in school.” According to the report, education research has found that students whose parents are involved in their education are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, show improved behavior, and adapt well to school
- graduate and go on to postsecondary education

As a result, the report’s authors concluded that strategies to support more involvement from parents may be an important strategy for addressing the achievement gap.

Recently, members of the 2010 Commission have become interested in the strategies Kansas school districts use to encourage more involvement from parents. This school district performance audit would answer the following question:

1. **What strategies do Kansas school districts use to encourage parental involvement in education?** To answer this question, we would review education literature and consult with Department of Education staff to identify best practices for encouraging parental involvement. We would survey school district officials to find out the district-level strategies used to encourage involvement. We also would survey and/or conduct focus groups with teachers to identify the strategies they use.

Estimated Resources: 2 staff (8-10 weeks)

SCOPE STATEMENT

K-12 Education: Reviewing Issues Related to the Cost of the Health Care Benefits Provided By School Districts

Employee insurance costs—primarily health insurance—have grown substantially over the last several years, from just more than \$195 million for the 2003-04 school year, to almost \$250 million for the 2007-08 school year. Overall, employee insurance costs represent nearly 5% of school districts' total reported expenditures for 2007-08.

Because health insurance costs represent such a large and growing cost for school districts, members of the 2010 Commission recently have expressed an interest in finding out whether there are ways districts could better control these costs. This school district performance audit would answer the following question:

- 1. Could school districts obtain costs savings by reducing health insurance costs?** To answer this question, we would survey school districts to obtain information on the health insurance plans they offer, including the benefits offered under the plans, the total cost of premiums for the plan, and the level of participation by employees. We would analyze the data on the districts' plans to identify districts that appear to be paying more than others with similar plans, and follow up with those districts to look for ways to reduce those costs. Finally, we would interview staff from the Kansas Health Policy Authority to find out the advantages and disadvantages of having all districts join the State health plan, look at any estimates they have of what it might cost the State, and estimate how much it might save school districts. We would conduct additional testwork as needed.

Estimated Resources: 2 staff (10-12 weeks)

SCOPE STATEMENT

K-12 Education: Reviewing School Districts' Use of Medicaid Reimbursements To Pay for Special Education Services

The federal Individuals with Disabilities Education Act (IDEA) requires states to provide special education services to all children between the ages of 3 and 21 who need special services because of conditions such as mental retardation, hearing or visual impairment, emotional disturbance, or autism. Because some of these services are health-related, school districts and special education cooperatives can bill Medicaid to help pay for these services if the students are eligible.

School districts have never been reimbursed for all the health-related services they provide to Medicaid-eligible students. A 2003 Legislative Post Audit report that examined ways the State could draw down more federal funding found that districts were missing out on \$3 million to \$5 million in Medicaid funding because they hadn't obtained parental consent to bill for services. Beginning with the 2007-08 school year, several changes were made to the rules for school-based Medicaid that made it even more difficult to get reimbursed—further reducing the total amount of school-based Medicaid funding from more than \$36 million in 2006-07 to less than \$14 million in 2007-08.

Recently, members of the 2010 Commission have expressed concerns about whether school district are missing out on large amounts of Medicaid funding for special education services. This school district performance audit would answer the following question:

- 1. To what extent have school districts billed Medicaid to receive reimbursement for eligible special education services?** To answer this question, we would use special education and Medicaid data from the most recent year in which data are available to identify special education students who participate in the Medicaid program. For a sample of these students, we would determine which of their services are eligible for Medicaid reimbursement, whether the school district or special education cooperative has billed Medicaid for those services, and for any unbilled services quantify the amount of potential reimbursement foregone by not billing Medicaid. We would follow up with the appropriate school districts or special education cooperatives to find out the reasons for not billing Medicaid for these services, and try to identify the most efficient way districts would be allowed to bill for these services. We would conduct additional testwork as needed.

Estimated Resources: 2 staff (8-10 weeks)

SCOPE STATEMENT

K-12 Education: Reviewing Issues Related to Catastrophic Funding for Special Education

The federal Individuals with Disabilities Education Act (IDEA) requires states to provide special education services to all children between the ages of 3 and 21 who need special services because of conditions such as mental retardation, hearing or visual impairment, emotional disturbance, or autism. In Kansas, school districts and special education cooperatives also are required to provide special services to gifted children as well. The State provides categorical aid to districts and cooperatives to help cover the costs of these special education services. Most of the State's categorical aid is distributed to districts based on the number of special education teachers and paraprofessionals they employ.

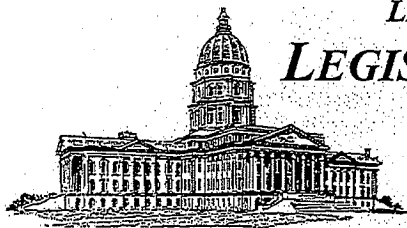
Under a 1994 provision added to the special education funding statutes, districts and cooperatives can receive an extra reimbursement for "catastrophic" special education cases—those that cost at least \$25,000 per year. According to the Department of Education, the number of catastrophic cases (and the accompanying reimbursements) has increased dramatically in recent years, from 87 cases (\$1.1 million) in 2005 to 758 cases (\$12.0 million) in 2009. The Shawnee Mission school district accounts for the largest share of this increase—it hadn't identified any catastrophic cases until 2009, when it identified 333 cases. According to district officials, the district hadn't calculated the costs properly in previous years, and therefore didn't know it had students who were eligible for catastrophic funding.

Recently, members of the 2010 Commission have become concerned about the dramatic increase in catastrophic cases. Specifically, they are concerned that districts may not be applying the same types of costs toward meeting the \$25,000 threshold for catastrophic aid. This school district performance audit would answer the following question:

- 1. Do school districts include the same types of expenditures when calculating the costs for "catastrophic" special education cases?** To answer this question, we would interview officials from the Department of Education, and review documents as necessary to understand the requirements for catastrophic funding. For a sample of school districts, we would interview district officials, look at a sample of cases, to identify the types of expenditures those districts include when calculating the cost of their catastrophic cases, and determine if those expenditures are allowable. We would also compare the districts to see if they are consistent in types of expenditures they include. We would conduct additional testwork as needed.
- 2. How many "catastrophic" special education cases is the State likely to have over the next few years?** To answer this question, we would use special education student and expenditure data from the Department of Education to estimate the number of students and cost of serving those students for the next several years. Using those projections, we would estimate the number of students who will cost more than the \$25,000 catastrophic threshold, and effect that might have on the amount of special education funding available to other school districts. We would conduct additional testwork as needed.

Estimated Resources: 1 staff (6-8 weeks)

*2010 Commission
6-29-09
Attachment 8*



LEGISLATURE OF KANSAS
LEGISLATIVE DIVISION OF POST AUDIT

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June 22, 2009

To: Kansas School Board Presidents

As many of you know, our office has conducted school district performance audits on an ongoing basis since 2005, when the Legislature created a five-person school audit team to “monitor school district funding and other oversight issues through audit work.” Those audits are directed by the 2010 Commission, a statutorily created steering committee charged with ongoing monitoring and evaluation of the school finance formula, and with making recommendations to the Legislature regarding school finance.

We currently are completing an audit looking at school district efficiency. As originally directed by the Commission, that audit would have consisted of two phases: The first phase called for analyzing district staffing and expenditure data to identify areas where spending for districts appeared to be out-of-line compared with their peers. The second phase called for following up on a sample of districts to evaluate their processes in the areas that appeared to be out-of-line to determine if there were ways they could reduce costs. At its April 2009 meeting, the Commission directed us to suspend the follow-up part of the audit to alleviate concerns some superintendents had expressed about having an efficiency audit conducted while they were trying to address funding cuts from the State.

However, at its May 2009 meeting, the Commission discussed the fact that some districts may want to take advantage of the external review we could provide as part of an audit—at no cost to the districts—in helping them look for opportunities to provide their non-instructional operations more economically or more efficiently. As an audit agency, we still would have to produce a public report of our findings. The Commission directed us to contact school districts to see if any of them would like that assistance.

Since April 2008, about half the regular performance audits we’ve conducted have focused on cost savings and efficiencies. Such audits focus on ways in which agencies can change the way they currently operate to *essentially accomplish the same thing using fewer resources, or to allow their existing resources to become more productive*. If fewer resources are needed to maintain the services and protections agencies provide, policymakers can use the savings either to reduce costs, or to redirect those resources to other activities. The following are some examples of the kinds of cost savings we’ve found through our efficiency audits:

- The Department of Health and Environment could save almost \$29,000 a year, and free up another 1,800 hours of staff time, by automating its process for preparing, storing, sharing, and retrieving inspection reports.

*2010 Commission
6-29-09
Attachment 9*

- The State could save more than \$700,000 a year—primarily from eliminating or restructuring staff positions—by moving the Animal Health Department and the Conservation Commission with the Department of Agriculture.
- State agencies could generate between \$380,000 and \$1.3 million in additional cash-back rebates each year by making more purchases with their business procurement cards.

In the course of our work on efficiency audits, we've also reviewed a number of articles and audits from other states, and compiled a list of things agencies and other governmental units can do to streamline their operations, become more efficient, and better cover their costs. We're providing a copy of that list in hopes it can help you identify ways you could reduce costs without hurting your mission of providing high-quality education to Kansas students.

Once again, if you would like your district to participate in an efficiency audit, or if you have any other questions, please contact Scott Frank or me at (785) 296-3792.

Sincerely,



Barbara J. Hinton
Legislative Post Auditor

cc: Kansas School Superintendents
Members, 2010 Commission
Sharon Wenger, Martha Dorsey, and Reagan Cussimano, Legislative Research
Theresa Kiernan, Office of the Revisor of Statutes
Dale Dennis, Deputy Commissioner, Kansas Department of Education

enclosure

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TESTIMONY FOR THE 2010 COMMISSION

Dennis R. Stones, Superintendent

Sabetha USD 441

June 29, 2009

Sabetha USD 441 is a farming community in Northeast Kansas that has several manufacturing companies. Our student's parents are in all parts of the world selling the products of these businesses. Our students truly do receive a global education. We cover 305 square miles and have a student head count of 971. We have three buildings in Sabetha and one K-12 building in Wetmore. Our Wetmore facility houses 185 students and is 25 miles from Sabetha. Our Wetmore facility is approximately 10.99% in the high school and 35.88% in the elementary and the Sabetha facility is 21.87%(SES), 21.18% (SMS), and 13.27% (SHS) free lunch.

All of our buildings have met AYP for the last several years. The Sabetha Elementary, Wetmore Elementary, and the Sabetha High School have met the Standard of Excellence requirements each year. The Sabetha Middle School and the Wetmore High School have met standard of excellence each year as well as being presented with the Governors Excellence in Education award in 2008. We believe this is due to the commitment of the board to focus on K-3 reading and math and being able to utilize the increased amounts of money to improve programs and add quality teachers to the staff. We try and maintain a 1 to 20 teacher/student ratio.

We are very concerned with the cuts that are being required that we will be able to maintain the high standards of the district and state. I would like to list some of the cuts that we have made for next year. They are as follows:

1. Eliminated one elementary principal and move the assistant principal/AD at Sabetha High School to the elementary.
2. Eliminated ½ time Spanish teacher
3. Eliminated ½ time first grade teacher.
4. Eliminated 1 full time middle school teacher.
5. Eliminated ½ time Reading Recovery teacher.
6. Negotiated down a salary with a retired teacher.
7. Cut seven assistant coaching positions
8. Eliminated an entire Family and Consumer Science teacher.
9. Eliminated the FACS program
10. Cut back on the text book adoption

*2010 Commission
6-29-09
Attachment 10*

11. Eliminate one unit of the Parents as teachers program.
12. We have also negotiated with the teachers to freeze all salaries for FY10.

If deeper cuts would have been made by the legislature we had a plan that would have cut another 20 staff. It would have devastated our district and the opportunities of the students. The cuts that we did make will save the district approximately \$279,000.00. We are also only replacing buses that are 20 years old.

IMPACT:

It is my belief that we will see a decline in student achievement over the next few years if we continue to cut programs and staff. I also believe that the teachers and administrators that are left will work very hard to make sure the decline will be as minimal as possible. The other problem will be staff morale and decline in stamina. We will see excellent young and experienced teachers leave the field because they are either burnt out or lost their jobs. If this happens they may not return to the profession.

CONCERNS:

1. Post audit requirements. While I believe in accountability there is an opportunity for the state to save some money and rely on the State and independent audits that every school must comply with each year.
2. More cuts in the budget will require more staff layoffs and reverting back to ½ day kindergarten. Half-day kindergarten will save our district 2.5 teachers and set the students back. This has been a program that has really benefited our students in preparation for the next level.
3. We will also look at reducing more classified staff, extra-curricular activities, further reducing staff development opportunities, cutting all field trips, and reducing staff/programs.

Plainville Public Schools

...where students walk through the doors of opportunity every day.

USD 210



To: Members of the 2010 Commission

Date: June 29, 2010

Thank you for the opportunity to address you about the issues of education in rural Kansas. My data today deals with our district and is probably not reflective of most rural districts other than in our small area. First, demographics...taken from the audited SO66

Students served: K through 12 plus a Special Education Pre-school for 3 and 4 year olds.

Headcount: In Kindergarten through 12th grade we have 394 students from the public school and we serve 11 students from the parochial school for Title 1, SPED, computer class, and band. In addition we have one student who has been home schooled who attends two classes at the high school. We also have 26 students in pre-school, 18 are identified as SPED and 8 are peer models.

Ethnicity: We have 23 students who have been identified as being in one of the categories other than white. None of these students are ESL.

Free and Reduced: We have 94 students who are identified as free lunch students and an additional 66 that are reduced lunch students for a total population of about 40%.

Special Education: Our district is part of the North Central Kansas Special Education Cooperative. The coop serves 93 students from out district which is 23% of the population.

Declining Enrollment: Some years...in 2006 we had a headcount of 427. The next year we had a headcount of 379. This year we had 394. In contrast, in 2006 we had a weighted FTE of 704.6 while in the following year it was 730.4 and this year was 735.8. Most of this change was due to At Risk weighting changes but it also has to do with low enrollment and with vocational programs.

Transportation: Most of our students live in town. We only have 58 students who live in the country (2.5 miles away) and, since some of them are high school students, we only run two main routes and a mini-route using a suburban most of the time. During the day we provide shuttle service between the parochial school and the public.

Valuation: Within our district are oil wells. Our valuation has increased. In 2004 our assessed valuation for all funds other than general was 24,698,724. This year our

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BOARD MEMBERS - JOHN CRAWFORD - JESSI KAISER - RICH FREDERKING - LOREN HEMPHILL - DARLENE JONES - TOM NUCKOLS - KEVIN RENK

*2010 Commission
6-29-09
Attachment 11*

assessed valuation for all funds other than general was 61,293,474. As a result we do not get state aid for any fund other than general. Our total rate for this year is 47.84 mills. This includes a supplemental mill rate of 14.53, a capital outlay rate of 5.94, a bond & interest rate of 5.48 and a recreation commission rate of 1.89. Our supplemental general percentage is around 26%.

Assessments: Chart attached. In the 2005-2006 school year we had 123 tests in reading and math that were below proficient. At the same time we had 38 test that were in the exemplary category. This year we had 32 assessments that were below proficient and 112 in the exemplary category. Much of the change is due to a mandatory summer school program, after school tutoring program, and introduction of computer aided instruction tied to the State standards and indicators and linked to the MAP formative assessment program.

Reductions: This year we reduced our budget by \$20,321 as a result of the reduction from \$4433 to \$4400. Fortunately, we also republished our general fund in January because of increased enrollment and higher free and reduced lunch count. That increase was for \$111,268. The only thing that we really cut from our budget during the year was overtime of most classified staff.

Next year, as of this day, we know that our enrollment will be down. We are expecting a headcount of 353 students. Because we can count last year's FTE for one year, we will only lose on the weightings for At Risk, and possibly vocational and transportation...but only slightly. Thanks to Senate Bill 84, we won't lose much on Supplemental General and, as long as the oil prices stay up and drilling continues, our valuation will stay high. We are currently expecting a reduction of \$75,480 because of the change from \$4400 to \$4280. We are expecting to see a much greater reduction the following year because the declining enrollment numbers may hit us then.

To prepare for the budget cuts we have reduced the teaching staff by two. We have one opening that we would like to hire but have had no applicants (FACS). We also have reduced the classified staff by 2. All of these were due to retirements or leaving for different jobs and we have chosen not to replace them.

We were scheduled to begin to purchase laptops for students this year but have held off on that part of our technology plan as we continue to rebuild our technology capabilities of staff. Our staff development plans are to emphasize the use of technology both for delivery and reception of professional development. We also plan to work closely with several surrounding districts to share "best practices" by hosting a five or six district job-alike session on October 10 with follow up of shared observation and collaborative projects.

Rank order of the topics on the summary chart:

Below I have highlighted those issues that directly impact our district. The funding issues are the most critical as an immediate need. The professional support, educational reform and early childhood reform are critical to the future success of our students and, in my opinion, to the future of Kansas.

Education Funding

- Change the Bilingual Student Weighting from a FTE weighting with contact hours, to headcount and adjust to 0.2 from the current 0.395. (2006, 2007)
- Revise the high density formula to include a linear transition calculation .(2007, 2008)*
- Continue to distribute at-risk funding based upon the number of federal free lunch students in each district. (2007)**
- Provide flexibility in funding to fund all-day kindergarten and four-year-old at-risk programs. (2006, 2007)*
- Fund the school finance formula in multi-year increments, including annual inflation factor adjustments. (2006, 2008, 2009)
- Continue the military second count date. (2009)*
- Increase the threshold amount per student of the Special Education Catastrophic State Aid Program to \$36,000. (2008)

Professional Support

- Annual recommendations, often including monetary recommendations, regarding the importance of quality professional development, teacher mentoring programs, and leadership academies. (2007 – 2008)
- Create a Teacher Retention Incentive Program targeted at teachers eligible for retirement teaching in hard-to-fill disciplines, (2008, 2009)

Educational Reform

- Research and replicate successful innovative programs, such as professional learning communities and schools within schools. (2007)

Early Childhood Programming Reform

- Shift the Infant-Toddler (tiny-k) program from the Department of Health and Environment to the Department of Education; shift the Early Head Start Program from Department of SRS to Department of Education; and shift the Pre-K Pilot Program from the Children's Cabinet to the Department of Education. (2008)***

Other

- Make school districts' assessment data readily available to communities. (2007)

- Improve transparency and consistency related to school district accounting via improved accounting handbook training and revising accounting systems to provide requested data. (2008)*

If I could offer a few suggestions for items that would improve education in Kansas, I would suggest the following:

1. Continue to place major emphasis on the need for Early Childhood education and the funding for it. Currently Rooks County is not served by any type of Head Start, Tiny-K, or other such program. We implemented our own Parents as Teachers and, through Ellis Co., have collaborated on a grant to begin to offer Head Start through our school. The grant could only be written by an existing program as an expansion of their program...odd! We could also use funding for a Parents As Teachers Program for 3 to 5 year olds unless and even with the funding for universal pre-school.
2. Without Professional Development how will we advance? We need to reinstate aid for Professional Development.
3. The At Risk Weighting has been critical to funding programs and services for students. Our free lunch count closely mirrors the number of students identified as At Risk based upon the state criteria. Because At Risk students move in and out of the district at odd times of the year, a static date with a count such as Free Lunch makes it a clean way to set the funding.
4. Although consolidation is happening slowly and painfully in parts of the state, it is also not a good solution for any number of issue in western Kansas. However, maybe we could suggest ways of ramping the incentive so that the districts who do consolidate don't take such a hit in funding. A possibility would be to have two years of full funding and then ramping down by 25% for the next three years. This might also help the state funds.
5. If you have any input into the KPERS system, is rural Kansas taking a substantially larger hit than the urban areas? First, it is difficult to find teachers for several of our areas. Secondly, if our small districts have to pay 20.07% of the salary to KPERS, that is substantially a greater part of our general fund than it would be for a larger school that may have the advantage of having multiple choices for the position. It might be interesting to see where these teachers and administrators are hired... and to determine what size districts are really being affected.
6. Another suggestion for KPERS...if we want to provide an incentive for people to not take early retirement, we might suggest ramping the percentage amount that is required to be sent back to KPERS. For example, if someone retires at 55, the district would be required to pay the 20.07%. If, however, they retire at 60, the district would only be obligated to pay 15%. If at 64, it might be down to 6%.

11-5

Kansas Assessment Results from 2005-06 through 2008-2009						
	Students tested	Number of R & M tests given	Reading Below Proficient	Math Below Proficient	Total Below Proficient	Total Exemplary
2005-2006	220	378	49	74	123	38
2006-2007	214	360	28	70	98	67
2007-2008	209	356	17	62	79	83
2008-2009	217	374	11	21	32	112



Presentation at the 2010 Commission

*Marvin
Ester*

- I. Increased funding ordered by the court: What progress has been made?
- a. added 2 math teachers at the middle school and the high school;
 - b. added 4 tutoring positions at the district wide;
 - c. math district instruction coordinator (focusing on elementary math);
 - d. added 4 additional teachers to reduce class size;
 - e. added 4 year old program that services all 4 year olds (voluntary – district pays for transportation – ½ day program – the district has funded all-day kindergarten utilizing local funds for the past 15 years;
 - f. added enhanced summer school and after school programs;
 - g. increased in-service and professional development opportunities;
 - h. improved teacher salaries to reduce turnover;
 - i. increased emphasis on inclusion; hired 8 paraprofessionals to enhance program;
 - j. Reading scores on the State Assessments have increased by 22.2%; Math scores have increased by 29.7% from 2003-04 through 2008-09.
 - k. Composite ACT scores are above the state average (22.1-22.0) for 2007-2008.
- II. How have cuts in state funding affected that improvement?
- a. cut instructional budgets by 20%; cut activities budget by 30%;
 - b. cut 4 teacher positions; elementary class sizes will increase;
 - c. cut 14 support staff positions;
 - 8 paraprofessional positions – will hurt inclusion efforts;
 - 1 library/technology aid
 - 1 bus driver
 - 1 SRO (Student Resource Officer – we had only one)
 - 1 IT
 - 2 ISS supervisors (detention supervisors – they tutored students)
 - d. Teachers got no step and movement this year – lost only two teachers And did not replace
 - e. Absorbed 3 more teachers who retired;
 - f. Cut 1 administrator position;
 - g. Consolidated SPED COOP into district office facility – sold SPED BLDG; Combined some positions – reduced services for students;
 - h. Reduced CBI program for SPED;
 - i. Cut six activities positions;
 - j. Field trips and extension experiences of students were eliminated unless provided by PTO's, donations, or charging students.
 - k. Professional development was halted in February and none will be allowed this next year;
 - l. The district calendar was moved to two weeks later to escape the hot days of August (energy reduction) but the number of student contact days remained the same – however, two professional/staff training days were lost;
 - m. Driver's ed nearly double student fees for this summer program;

*2010 Commission
6-29-09
Attachment 12*

- n. **Cut enhanced summer school and after school program.**

Non Tangible Effects: Although our staff understands that cuts must be made to education, the promises that were made following the court decision has weighed heavy on our education community. The plans that were crushed by the current budget cuts and the ground lost as a result of those cuts is demoralizing to our staff, parents, and students. As we always have, our community will pull together and will work to turn this situation into a positive. What we need is strong leadership and focus on the important things in education...doing right for our students and community. The long term effects of this revenue loss may be difficult to predict and overcome if the loss of revenue deepens.

III Advice to Legislators

- **Equalize the cuts to schools across the state;**
- **Stop the drain on public funds by tax reductions and abatements;**
- **Broaden and revamp the tax base for public funds with some from property, sales, income taxes;**
- **Increase the statewide general fund assessment to 30 mills and initiate a reduction in LOB so that public schools regain some funding flexibility locally;**
- **Stop mandating more expensive programs for schools; Let us first meet the mandates of the essential and important programs;**
- **Stop using the Legislative Post Audit for non essential studies and surveys – it robs local and KSDE leaders and staff of valuable time and is creating terrible relationships between LPA staff and district staffs – Perhaps the leadership should better screen requests for studies and surveys requested of the LPA; Non critical studies are damaging the credibility of the LPA and support for the critical work it must do for all public officials;**
- **Kansas schools have shown they compare favorably with schools in other states; can the Kansas Legislature as a body recognize the fact that Kansas gets a great deal for its education dollars?**

IV Actual Cuts To USD 465 in Indicated Budgets

1. **BSAPP 3.26% (457,000 of a 14,000,000)**
2. **Special Education 10% cut and expenses (385,000/3,555,000 may be greater due to possible loss created by Medicaid redistribution and categorical aid redistribution;**
3. **Capital Outlay 25.3% cut (244,000/964,000 capital outlay budget)**
4. **District Cuts 5.8 % (1,086,000/18,519,000)**

V A Voice for Public Education

Recently, I read an article in the Wichita Eagle written by a spokesman from the Flint Hills Center for Public Policy. This group has been unfriendly to public school funding and recently has promoted the idea that a 2.75% cut to the BSAPP and a 1% cut to special education is not enough and the state needs to cut more from public education.

Included in this report is a newsletter from that legislator who parrots the same theme that public education is too protected and needs to suffer greater cuts than have so far been implemented. This same legislator misquoted the actual percentage of the state general fund budget that is distributed to K-12 public education. (in his news letter he has a figure of 60% when the real figure is close to 51%)

Within my own district, we have suffered a 3.26% cut to the BSAPP (an additional .55% loss when applying the 4,280 BSAPP to the Form 150 formulas to determine our total general fund budget. Add to that a 244,000 cut to our capital outlay budget due to state equalization aid being cut to zero and a 4% cut to special education (our local contribution nearly doubled for next year from 450,000 to 835,000 or a 385,000 dollar increase). The special education fund cut may be even more depending on the claims submitted by some districts that affect the Medicaid distribution and the categorical aid distribution statewide. For USD 465, Winfield Public Schools, the total loss in revenue adding the general fund, capital outlay fund, and the special education fund totals a loss in revenues of more than 5.7%. Deeper cuts are being suggested by some legislators.

I have announced this cut locally, have visited with KASB, KSDE, KASA, our representative, Mr. Ed Trimmer, and our senator, Mr. Steve Abrams. I have not heard of any of them speaking out against further cuts to education nor has a single voice for education been established statewide to my knowledge. Meanwhile, the public is bombarded with "cut education" statements in newspapers and newsletters from those who have been opposed to improved funding to education for some time. I would recommend that the support organizations for public education better coordinate an effort to represent the truth about public education cuts. Our superintendent colleagues across the state understand that education must be a part of the strategy to balance the state's budget in the current economic crisis. What we do not understand is the only strategy being discussed is further cuts. There are many other ways to raise revenue to help balance the state budget. We need to begin the dialogue with the public about other strategies and how we must refuse to further damage the funding for public education in Kansas.

- VI On June 9, I submitted the following testimony to the KBOE. Today, I remain extremely concerned about the disparity of cuts to the capital outlay fund in my district (244,000 dollars) when some districts avoided those cuts by taking advantage of the states larger amounts of state aid by assessing capital outlay through the LOB as opposed to the traditional method described in KSA72-6428.

My hope is that the 2010 commission will examine the testimony submitted today by the educators here to testify and will give serious thought to the credible and sound suggestions and questions submitted. Thank you for the opportunity to voice my

concerns and frustrations on behalf of educators in the public schools across this great state.

Marvin Estes
Superintendent, Winfield Public Schools

Open Forum Comments to the Kansas State Board of Education June 9, 2009

Thank you for taking time to hear my comments.

My comments today are about what I perceive as unfair treatment of my school district, and others, that receive their capital outlay funds through a local tax assessment.

When the legislature passed the omnibus bill, there was a provision in the bill to cut capital outlay state equalization aid to school districts. The effect was that any district that had a local levy for capital outlay, would receive no state equalization aid. For my district, that amounted to a \$244,000 cut from a \$964,000 yearly capital outlay budget or a 25.31% reduction.

Some school districts acquire their capital outlay funds by assessing local taxes through their LOB. The reason they do this is to get a higher percentage of state equalization aid by assessing it through the LOB rather than through a local capital outlay assessment. Once the money is in the LOB fund, it is transferred to the district's capital outlay fund. The net result is the state pays more aid for the local LOB assessment than for the local capital outlay assessment. For example, in my district, a capital outlay assessment locally would generate an additional 25.31% in state equalization aid while the same amount assessed through the local LOB would generate 56% in state equalization aid. Clearly, the districts who use the LOB assessment to fund capital outlay, take advantage of the state's equalization aid. The laws allowing that option are included below.

The omnibus bill applied only to the districts whose capital outlay funds were acquired via a local assessment. Those districts that acquired their capital outlay funds via the local LOB assessment were not affected by the omnibus bill provision and received no cut in funds.

It seems unfair and disparate that some districts lost a significant amount of their capital outlay budgets while others suffered no cuts to their capital outlay budgets even though they received a greater share of state equalization aid.

I realize that the State Board of Education is not responsible for legislative action. I do believe the State Board of Education should be informed when there is perceived unequal treatment of districts, and therefore children, under the governance of the State Board.

I believe equitable cuts can be made to school districts to meet the state's financial needs in this funding crisis. I agree that these particular cuts are difficult to equalize across the state's districts...but not impossible. I ask that more effort be put into finding a way to equalize such cuts on all districts and not just an unfortunate group that made the decision not to take advantage of the distribution of state equalization aid via an unintended loophole in the state law.

I was told that the reason for cutting the capital outlay equalization aid was that it was better than cutting LOB state aid. The idea was, I assume, that LOB would be already committed to operating funds and that capital outlay money would be committed to projects that could be "delayed". Would that not depend on each district's encumbered funds in the capital outlay budget? I have read in the newspaper that education will be "held harmless", and that education received only a 2.75% funding cut. Currently, my district has cut 5.7% from its budget and must meet the costs of increased insurance rates, federal minimum wage mandates, and increased operating costs. We will make the cuts necessary and continue to educate children as you would want us to. It would be an easier task if we knew that everyone was treated equitably during these difficult times.

I urge the State Board of Education to consider supporting an effort to be fair to those districts that have been singled out for this cut to their capital outlay state equalization funds and to redistribute the cuts equally among all districts in the state of Kansas.

Marvin R. Estes

Kansas law describing how money transfers can be made from the general fund to the capital outlay fund:

KSA 72-6428 (4): "No board shall transfer moneys in any amount from the general fund to the capital outlay fund in any school year commencing after June 30, 1993, unless such board, in its adopted budget for such year, shall have budgeted a capital outlay levy at (A) not less than a 3.5 mill rate or (B) not less than the mill rate necessary to produce the same amount of money that would have been produced by a 3.5 mill rate in the 1988-89 school year whichever of (A) or (B) is the greater mill rate."

Kansas law describing how money transfers can be made from the supplemental general fund to capital outlay funds:

KSA 72-6433 (5)(c): "There is hereby established in every district that adopts a local option budget a fund which shall be called the supplemental general fund. The fund shall consist of all amount deposited therein or credited thereto according to law. Amounts in the supplemental general fund may be expended for any purpose for which expenditures from the general fund are authorized or may be transferred to the general fund of the district or to any program weighted fund or categorical fund of the district. Any unexpended and unencumbered cash balance remaining in the supplemental general fund of a district at the conclusion of any school year in which a local option budget is adopted shall be transferred to the general fund of the district."

LEGISLATIVE UPDATE # 23, JUNE 17TH 2009

HB 2374 draws down an additional \$69.0 million dollars in American Reinvestment and Recovery Act (ARRA) funds for the Kansas Employment Security Trust Fund through the modification of three provisions of the Kansas Unemployment Insurance Compensation law.

The first modification will allow unemployment insurance compensation applicants to use an alternative wage base period when calculating benefits. The modified version will allow claimants to use the last four completed quarters including the most recent quarter to determine benefits. This is designed to lessen the lag time for benefit receipt. This portion gave us \$22 million of ARRA funds.

The second modification codifies the practice of allowing traditional part-time workers to claim part-time unemployment compensation benefits, assuming they would be otherwise qualified to receive benefits. This modification has no fiscal impact but moves current DOL practice into statute.

The third modification provides an additional 26 weeks of unemployment insurance coverage for a person who is otherwise qualified to receive unemployment compensation and is enrolled in a stat-approved training program, a shared work program, or a job-training program authorized under the Workforce Investment Act of 1998.

The second and third modifications qualify Kansas to access an additional \$46 million dollars in ARRA funding. Department of labor projects the alternate wage based period and expanded coverage for workforce training provisions will exhaust the additional funding by 2023.

SB 41 amends state law dealing with school district consolidation and disorganization. In a situation where a school district disorganizes and the territory of the disorganized district is attached to more than one other district, the state financial aid is allocated to the districts to which the territory of the former district is attached.

In addition the bill requires the State Board of Education to develop state curriculum standards for personal financial literacy for all grade levels within the existing mathematics or other appropriate subject matter curriculum.

The bill also requires the State Board to encourage school districts, when selecting textbooks for mathematics, economics, family and consumer science, accounting, or other appropriate courses to select textbooks containing substantive provisions on personal finance.

The bill also requires the BOE to designate a period of time each school year as a time for disability history and awareness. The State Board will develop objectives and guidelines for disability history and awareness, for all grade levels, within the existing curriculum.

The Kansas Legislative research Department recently provided us with a bit of interesting information. In 1990-91 total funding (State, Local, Federal) per pupil was \$5,115, by 2008-09 the amount was \$12,554. In comparison Full Time Enrollment (FTE) went from 444,465 in 90-91, to 447,961 in 08-09. Presented in a chart form the numbers are really interesting and show a dramatic trend.

Since 1997 enrollment in Kansas's schools has stayed flat, with a barely noticeable .08% increase. Yet, we have more than doubled (245%) the per pupil base state financial aid since the mid 90's. While our economy has taken a huge hit, (the Department of Labor says we have lost more than 100,000 jobs) our own downward adjustments in the budget, etc., education spending remains relatively untouched. FY 2010 total spending for education is still \$117 more than FY 2008 levels.

There is hardly a dip from FY 09 to FY 10 even with our rescission bill. In real dollars K-12 funding is down just \$1 million, or .02% from FY09

There are a couple of points of discussion here; is education spending in Kansas important and how can we make it more efficient? The question cannot be debated outside of the reality that we must get our budget under control. Why? Because our budget is K-12 spending! Over 60% of the state spending goes to K-12.

We have cut the easy stuff already and you can see the impact; closing of the El Dorado North Correctional Facility (Honor Camp), cuts in money for our court systems to operate and leading to furlough and limiting access to the judicial process, state employee hiring freeze, cut funding for SRS services, and the list goes on.

I have often said we are in a time when we will discovery what is really important to Kansans. Where is the funding equality for our entitlement programs, safety issues, police protection, top-notch highway and bridges, and services for our elderly and disabled citizens?

Believe me this is not an issue of the Legislature versus K-12, this is a fiscal management issue with a state budget that is in dire need of repair and long term planning. Borrowing to make payroll or pay the utilities only works for a short time in the real world of business.

The reality kicks in and a decision has to be made to cut, consolidate, or eliminate some services or employees. These are decisions we in the business world make each day. Nothing less should be required of our state government.

I consider it an honor and privilege to be your representative in Topeka and I want to know what you think. My Topeka office is closed so use my local contact information. [REDACTED]

[REDACTED] Thanks, [REDACTED]



**Dr. Jill Shackelford, Superintendent
Kansas City, Kansas Public Schools**

**2010 Commission Testimony
June 29, 2009**

Thank you for the opportunity to present to the 2010 Commission. Of the 465,000 students in the state of Kansas, I represent the more than 19,000 students in the Kansas City, Kansas Public Schools, their families, my staff and the KCK community; but more than that, I represent the more than 176,000 at-risk students who live in districts across the state, who may not always have someone willing to speak for them. In KCK, more than 15,000 students qualify for free or reduced lunch, 83% are minority, and 25% are English language learners. And those numbers are growing every year. This year, more than 1,000 students were homeless for some part of the year. But even though our students don't come to school with many advantages, they come with the same potential for growth and excellence as any other student in the state, and they come with the right to the same quality of services.

Every time I speak in this building, I say the same thing: "Zip code matters!" There is a strong relationship between a student's zip code, and the socioeconomic conditions that they bring with them when they enter our doors. At-risk students cost more to serve, and it is our moral responsibility to do all we can to give these kids the opportunity to learn, so that they can grow up and be successful. It is also our legal responsibility to eliminate the relationship between the zip code a student lives in, and the quality of their education. For our students, the quality of the education they receive from us will be THE thing that determines their life choices, because they have none of the advantages available to other students. This matters for our students, but it also matters for our state. These kids will stay in Kansas, and work and raise children here, and their progress and ability to contribute to our economy will impact all of us.

We know that all at-risk kids in Kansas have benefited from the additional at-risk funding that has come in the past four years. Over the past four years, at-risk funding for KCK has risen from \$11 million to \$34 million. During that time, our achievement has continued to improve dramatically, especially at the high school level. The percentage of high school students meeting the standard in KCK rose 22 percentage points in reading in that time period, and 38 percentage points in math. Similar progress has been seen for at-risk students throughout the state. We have been good stewards of the additional funding that we have received.

*2010 Commission
6-29-09
Attachment 13*

As members of the 2010 Commission, you have a powerful platform from which to speak to the legislature about doing what is right for students in Kansas. I urge you to continue to speak loudly and forcefully. Specifically, I urge you to continue to emphasize the following policy recommendations:

- *The legislature should continue to distribute at-risk funding based upon the number of federal free lunch students in each district.*
 - Give us the resources necessary to educate at-risk children, and then hold us accountable for educating them. Base that funding on those factors that impact a student's readiness to learn, but that are outside of our control, such as family income or language of origin.
- *Change the Bilingual Student Weighting from a FTE weighting with contact hours, to headcount and adjust to 0.2 from the current 0.395.*
 - With 25% of our students being English language learners, the current system of accounting for bilingual services is overwhelming. Allow us to spend our time, energy and resources providing services to kids.
- *The legislature should provide flexibility in funding to fund all-day kindergarten and four-year-old at-risk programs.*
 - We have been forced to take funding from other important programs, in order to provide all students with free, full-day kindergarten. We do this so that our students can start first grade "ready to learn." The earlier we are able to provide our students with quality early childhood education services, the more ready they are to be successful in school.
- *The legislature should strongly consider shifting the Infant-Toddler (tiny-k) program from the Department of Health and Environment to the Department of Education; shifting the Early Head Start Program from Department of SRS to Department of Education; and shifting the Pre-K Pilot Program from the Children's Cabinet to the Department of Education.*
 - I am a strong believer in the importance and value of quality early childhood education. Again, we don't mind being held accountable for getting all students to meet the standard, but we need the resources necessary to reach children early, through the provision of quality early childhood education services.

The past four years have been good ones for KCK, both in funding and in improvements in academic achievement. You have heard me say before that back in 1996, proficiency on the state assessment across the district was at 11% in reading, and 3% in math. We've come a long way since then. Our preliminary scores from this spring's Kansas Assessments indicate that we have finally cracked the 60% meeting the standard barrier in both reading and math. Despite the challenges they face, our students continue to score higher.

Now, we are faced with the prospect of trying to hang on to the gains we have made, and even accelerate our progress (almost 40% of our students are still not proficient), even as we have had to cut \$16 million from our budget. The cuts in state education funding that

have been made thus far have disproportionately hurt poor districts like KCK. Cuts to base state aid mean additional losses for districts like KCK with high numbers of at-risk students, because of the additional weighted funding we receive. A reduction of \$100 per pupil ends up costing KCK almost \$150.

In addition, the failure to equalize Capital Outlay funds disproportionately hurts KCK, and districts like us. Our facilities are crowded, especially at the Elementary level, and it is critical that we continue to upgrade and modify our facilities. In addition, we have used Capital Outlay funds to pay for our Laptops 4 Learning initiative, which has provided every high school student in KCK with an Apple Macbook laptop computer. This initiative has helped to jump-start our high school improvement, and it sends a powerful message to our students that they deserve the same opportunities to access and learn with technology as students in more advantaged districts.

The impact of the cuts in state aid will hurt our ability to continue to raise our academic programs to the same level as other districts. Along with less state funding, we face a rise in delinquent property tax payments, and a reduction in the assessed valuation of our tax base. Combined, these losses in revenue are creating the perfect storm, which will challenge us to maintain our progress. We have had to cut 27 teachers through a reduction in force and raise our student-teacher ratio by two, and there is no money to provide a raise for teachers (hurting our ability to recruit and retain quality staff, particularly in relation to neighboring districts).

Hopefully, you have a clearer understanding of the issues here in KCK, and the challenges that face at-risk students across the state. It is our responsibility to continue to fund education based on the needs that students come to school with, so they can have the same opportunity as any other student to achieve at high levels. It is clear that the decisions that the State of Kansas makes concerning education funding really, really matter to our kids. I understand that there is not enough money to meet all the needs that exist in our state. We are going to have to make do with less than we need, with less than our kids deserve. But I return to where I began: It is our **moral** responsibility to do all we can to eliminate the relationship between the zip code a student lives in, and the quality of their education. Whatever funding decisions the legislature makes concerning education funding during these difficult times, they must not widen the gaps that already exist between wealthy districts and poor ones, between the "haves" and "have nots".

TESTIMONY TO 2010 COMMISSION
Dr. Tom Trigg
Superintendent, Blue Valley Unified School District No. 229
June 29, 2009

Thank you for the opportunity to speak before you today. I appreciate the work of the 2010 Commission and your dedication to all students in the state of Kansas.

My name is Tom Trigg, and I am superintendent of the Blue Valley School District USD 229. Blue Valley has about 21,000 students in grades prek-12 and services southeast Johnson County and a portion of Miami County.

As you know, this has been a very difficult year from a budget perspective for school districts across Kansas. I want to emphasize that by sharing with you what a drop in BSAPP from the legislatively promised \$4492 to the actual BSAPP of \$4280 for the 2009-2010 school year has meant to the Blue Valley School District.

During our budget planning process for next school year, we had to cut over \$4.8 million from the budget. Those reductions included the following:

- 5 district office administrative positions
- 18 district office positions held by teachers
- 18 custodial/maintenance positions
- 6 building paraprofessional positions
- 11 additional classified positions at district office
- 58 total positions

In addition, over \$500,000 was eliminated from the professional development budget and another \$1,200,000 was eliminated in material and supply budgets.

We made an attempt to keep cuts as far away from the classroom as possible. In reality, however, most everything we do has at least an indirect effect on the classroom. The reduction of 18 district office positions held by teachers will mean far less support in the classroom in the areas of math, science and school improvement. The reduction in professional development will set the district back considerably in its attempt to grow teacher leaders and strengthen our professional learning communities.

To make matters worse, this very tough year that we have gone through to balance the budget for 2009-2010 could get only tougher in the near future. That is not good for kids in the state of Kansas.

I also understand that the commission would also like to receive feedback on its various recommendations over the past several years.

2010 Commission
6-29-09
Attachment 14

This is an extremely difficult task. I believe that Education Reform and Professional Support are essential in improving the schools in our state. There is much literature to support the belief that quality leadership and instruction are instrumental components to outstanding student achievement. Without adequate funding, however, these components are not possible to implement. When I look at the seven recommendations under the Education Funding heading, I can agree that the first six have a rational basis, but in all honesty they result in little or no substantial change when compared to the magnitude of the funding issues now facing public education in Kansas. At this crucial time, I believe the Commission should be focused on the charge from the legislature which states "Review the amount of BSAPP and determine if the amount should be adjusted."

Lastly, I would like to comment on the Commission's recent decision to weigh in on the Special Education Catastrophic Aide situation. I find it disturbing that the Commission would recommend changing one aspect of the Special Education Distribution Formula without taking into consideration the unfair and disparate impact of the entire formula. Those who understand systems realize that tinkering with one small part of a larger system without considering the impact on the total system often creates imbalance in the system and unintended consequences. I suggest that the Commission consider waiting on this specific recommendation until after the task force assigned by the legislature to evaluate the entire special education funding system completes its work.

Thank you for your time.

School Funding and the Future of Kansas

Kansas Association of School Boards, June 2009

Mark Tallman, Assistant Executive Director/Advocacy

Educational attainment is crucial to the future economic and social well-being of our society. Kansas has made vast strides in improving educational attainment. Additional funding in recent years has been used efficiently and effectively. Failure to sustain suitable funding for the educational interests of the state is not only contrary to the state constitution, it threatens the future of the state and its people.

WHAT HAS PUBLIC EDUCATION MEANT TO KANSAS?

Despite what critics of public education claim, Kansas educational expectations and outcomes have simply never been higher than today.

Long-Term Educational Attainment. According to the U.S. Census, the percent of Kansans 25 and older with a high school diploma was just 28.5 percent in 1940. It has steadily increased every decade since, reaching 86 percent in 2000. Kansans with a college degree rose from 4.6 percent in 1940 to 25.8 percent in 2000.

African-American attainment in Kansas has risen even more dramatically, from 16 percent with a high school diploma in 1940 to 79.7 in 2000; and just 2.3 percent with a college degree in 1940 to 14.9 percent in 2000.

Progress in Recent Years. According to the latest estimates from the National Center for Education Statistics, these trends have continued since 2000, with the percent of Kansans 25 and older with a high school diploma increasing from 86 percent to 88.7 percent in 2005, and those with a college degree increasing from 25.8 percent to 28.7 percent. Among Kansans 18 to 24, the percent with a high school diploma increased from 78.3 percent to 84.2 percent between 2000 and 2005.

Yet another indicator is the cumulative promotion index, which measures the percent of students graduating in four years. A report from *Education Week* and *Editorial Projects in Education* says the Kansas index rose from 72.8 percent in 1996 to 75.4 percent in 2006, and Kansas was one of a minority of states showing improvement between 2005 and 2006.

Economic Impact of Education. Education has become the single most critical factor in social and economic well-being. Most would agree the benefits of education go far beyond earning power alone, but that is one of the few ways to measure the individual impact of educational attainment.

The United States is in the midst of a growing social divide based on education levels. Between 1973 and 2007, growth in family income based on education, adjusted for inflation, changed as follows:

Some high school; no degree	-15.7%
High school diploma	+3.3%
Some college	+15.8%
Bachelor's degree	+36.3%
Advanced college degree	+48.3%

As a result, educational levels strongly affect a state's economic performance. In general, states with higher levels of education also have higher per capita income and lower poverty rates. This is clearly true for Kansas, its neighbors and other Plains states.

State	Economic Prosperity Indicators		Educational Level for Population over 25 years, 2006		
	Per Capita Income, 2006 (U.S. Rank)	Estimated Poverty Rate, 2007 (U.S. Rank)	High School Diploma (U.S. Rank)	Bachelor's Degree (U.S. Rank)	Advanced Degree (U.S. Rank)
Colorado	\$39,186 (8)	12.0% (19)	88.0% (17)	34.3 (4)	12.4 (8)
Minnesota	\$38,712 (12)	9.5% (9)	90.5% (1)	30.4 (12)	9.8 (20)
Kansas	\$34,743 (21)	11.2% (17)	88.7% (13)	28.6 (17)	9.8 (18)
Nebraska	\$34,397 (23)	11.2% (18)	89.5% (8)	26.9 (22)	8.4 (30)
South Dakota	\$33,929 (26)	13.1% (30)	88.3% (15)	24.8 (32)	7.2 (43)
Iowa	\$33,236 (30)	11.0% (15)	88.9% (11)	24.0 (37)	7.4 (41)
Missouri	\$32,705 (31)	13.0% (29)	84.8% (31)	24.3 (36)	8.7 (29)
North Dakota	\$32,552 (32)	12.1% (20)	88.1% (16)	25.6 (26)	6.5 (49)
Oklahoma	\$32,210 (37)	15.9% (29)	84.3% (33)	22.1 (42)	7.2 (43)
<i>United States</i>	<i>\$36,276</i>	<i>13.0%</i>	<i>84.1%</i>	<i>27.0</i>	<i>9.9</i>

Source: U.S. Census Bureau, Bureau of Economic Analysis

Kansas ranks in the top half of the nation – 21st – in per capita income. Among neighboring and Plains states, only Colorado and Minnesota have higher per capita income than Kansas, with Nebraska close behind. These four states have the highest overall educational attainment. South Dakota, Iowa, Missouri, North Dakota, and Oklahoma have lower per capita income than Kansas, and lower education attainment. Kansas is a high income point on the prairie because it is a high education point as well.

Likewise, only Minnesota and Iowa had a lower *poverty* rate than Kansas in 2007. The states with highest poverty in the region have the lowest education levels.

If Kansans are going to prosper economically, the state must continue to increase education attainment. Of course, the same is true for the United States compared to the rest of the world.

HOW HAS THE COST OF EDUCATION CHANGED?

Some have noted school district funding has increased significantly in recent years, although there has been almost no increase in total statewide student enrollment. Actually, that is true over a much longer period of time. Total school district enrollment today is very close to total enrollment 35 years ago. Although the number of students has not changed much over the past 35 years, the type of students, the services they receive and the outcomes expected have changed dramatically.

- **Special Education.** Federal and state requirements for disabled students began in the 1970s. The number of children served and the cost of these programs have increased dramatically, fueled by demands from parents, advocates, elected officials and the courts. The “excess cost” of special education is now more than 10 percent of district budgets, and rising every year as more services are expected in areas such as autism.
- **Children At-Risk.** For decades, it has been documented that lower income, English language learners and children from some minority groups have lagged significantly behind and proven more expensive to educate. These children comprise a much larger percentage of school district enrollments today. Districts have added numerous programs to help them succeed.

15-2

- **Demographic Changes.** The single greatest factor contributing to enrollment growth in Kansas public schools is Hispanic immigration. Without these students, Kansas enrollment would have declined over 5 percent this decade. This change is a stark contrast to decades of net out-migration from Kansas, and other Plains states. Some estimates are that over 90 percent Hispanic children in the United States are citizens. However, Hispanic high school students in Kansas currently suffer dropout rates exceeding one-third, and without dramatic change will create a huge unskilled workforce over the next generation, for whom jobs may be scarce.
- **Higher Standards.** Until fairly recent changes in the economy, it was accepted that many students could drop out of high school or leave with relatively low skills because the U.S. economy provided jobs that could support these individuals and their families. That is no longer the case. Competing in the new knowledge-based economy requires almost all students reach levels never previously expected of the public school system. Other nations are also raising educational attainment to meet and surpass expectations in the United States.

School Costs and Kansas Income. Addressing the changing needs of public school students has certainly increased school spending. Since 1975, school district operating budgets have increased over 700 percent. That may sound shocking until you consider Kansas per capita income increased over **800 percent** between 1970 and 2007, exceeding the national average. As Kansas school districts have improved educational attainment, earnings have increased so K-12 education has, in a sense, paid for itself. As a percent of Kansas personal income, school district operating budgets (including federal stimulus funds) are now equal to where they were in 1997, and close to the 35 year average. In other words, the overall cost of funding public education has not significantly increased compared to income.

It's true *state aid* for school districts has increased more rapidly in the past 35 years. That is because the state has assumed a larger role in funding education, both to provide more equal education opportunities and to reduce reliance on local property taxes. Increased state funding has reduced local funding.

Although spending on public education has increased significantly, it has been accompanied by equally significant increases in requirements, standards and outcomes – and has *not* significantly increased compared to Kansas personal income. However, demands for even greater outcomes continue.

WHAT IS THE COST OF MEETING NEW EDUCATIONAL OUTCOMES?

Rising Expectations. The Kansas Constitution's Article Six requires a system of public education to provide for "intellectual, educational, vocational, and scientific *improvement*." In 1992, the Kansas Legislature required school accreditation be based on a system of "*measurable improvement*" in school performance. In 2003, the Kansas State Board of Education adopted the standards of the federal No Child Left Behind Act, which requires schools meet annual targets in student proficiency, based on reading and math state assessments, *increasing* every year until 2014.

Legislative Cost Studies. Twice in the past 10 years, the Kansas Legislature commissioned studies to determine the cost of "suitable" education funding as required by the Kansas Constitution. Both the Augenblick and Myers (2001) study and the Legislative Post Audit (2006) study came to similar conclusions. Neither study indicated public schools were failing, or performance was declining. Instead, using a total of four different approaches, the two studies found funding was inadequate to meet increasing standards, especially for students in groups with historically lower performance now being held to the same rising expectations.

It should be noted neither the Legislature nor State Board made any effort to reduce the standards when told what they would cost, even after the *Montoy* decision, which ordered the Legislature to increase school funding.

Funding Increases and Academic Results. Between 1998 and 2009, school district general fund budgets increased by \$941 million, or 41.6 percent. But over 60 percent of that amount (\$583 million) was targeted funding for special education, at-risk programs, bilingual education, vocational education and mandatory transportation costs. Without those increases, “regular” education funding increased just 15.8 percent over that period, or less than 1.5 percent per year. To compensate, school districts increased local option budgets by \$673 million. What were the results of that funding?

- Between 2000 and 2008, the percent of students scoring proficient or higher on all four state assessments (reading, writing, science and history/government) increased at equal to or greater than the percentage increase in both school district budgets and state aid.
- For every student group that received targeted funding increases (students with disabilities, bilingual, and free lunch), the achievement gap on state assessments narrowed substantially. This also raised the achievement of minority groups, doubling or tripling their proficiency rates.
- Kansas ACT scores for graduating seniors increased every year from 2003 to 2008, exceeding both the average and rate of increase for both Kansas and other states with universities in the “Big 12.” Kansas also has one of the highest rates of high school graduates taking the ACT.
- On the National Assessment of Education Progress, Kansas combined fourth and eighth grade reading and math scores increased from 12th in the nation in 2003 to 11th in 2005 and 7th in 2007. Kansas now has the highest combined scores among “Big 12” states.
- Between 1996 and 2006, Kansas increased its national ranking for graduation rates using the cumulative promotion index – basically the percentage of students graduating in four years – from 21st to 16th.

On every measure, Kansas academic indicators have improved; where there was targeted additional funding, the improvement was even greater, and on every national comparative measure, Kansas improved faster than the national average.

DO NATIONAL TESTS SHOW MOST KANSAS STUDENTS ARE FAILING?

Some critics of Kansas public schools charge additional funding for education hasn’t been effective because less than half of Kansas fourth and eighth graders tested by the National Assessment of Education Progress scored “proficient” in reading and math. Several facts must be kept in mind.

- NAEP assessments only test a small sample of Kansas students, and are not based on Kansas academic standards. It provides a general measure of Kansas academic performance compared to other states, but is not designed to assess how students are mastering the standards adopted by Kansas education officials – as required by state law.
- The National Assessment Governing Board, which oversees NAEP policies, states “In particular, it is important to understand clearly that the Proficient achievement level does not refer to ‘at grade level.’” The NAGB also says “...students who may be considered proficient in a subject to the common usage of the term, might not satisfy the requirements of the NAEP achievement level.” In other words, the NAEP “Proficient” level is a very challenging standard. Documents from NAEP indicate that if there is a benchmark for “passing,” it is the “basic” level.

- No states have even a majority of students scoring “proficient” on each of these tests, and studies from the U.S. Department of Education also using NAEP results show both private schools and public charter schools have performance levels similar to public schools taking into account differences in student characteristics.

Here is the percentage of Kansas students scoring at both basic and proficient levels on the 2007 NAEP, compared to the U.S. average.

2007 National Assessment of Education Progress				
	Basic or Higher		Proficient or Higher	
	Kansas	U.S.	Kansas	U.S.
Grade 4 Math:	89%	81%	51%	39%
Grade 8 Math:	81%	70%	40%	31%
Grade 4 Reading:	72%	66%	36%	32%
Grade 8 Reading:	81%	73%	35%	29%

Obviously, a solid majority of Kansas students tested by the NAEP are “passing.” Regardless of the standard, Kansas significantly exceeds the national average. Also, every state that exceeds Kansas in the combined percentage of students at “Proficient” on all four tests spent significantly more per pupil than Kansas.

	2007 NAEP, Combined Percent at Proficient	2006 Current Spending Per Pupil	Spending Per Pupil National Rank
Massachusetts	201	\$11,981	5
New Jersey	174	\$14,630	2
Vermont	173	\$12,614	3
New Hampshire	168	\$10,079	13
Minnesota	168	\$9,158	21
Kansas	162	\$8,392	30

HOW DO KANSAS EXPENDITURES AND RESULTS COMPARE TO OTHER STATES?

Kansas school spending is clearly effective; i.e., it produces good results. But how does the cost of those results compare to spending in other states?

The most recent national data on school spending from the National Center for Education Statistics is for FY 2006, which included the first and largest increase following the *Montoy* decision. Even after this increase, Kansas was still below the national average, and ranked in the bottom half of states on both total revenue per pupil and current spending per pupil (which excludes debt service and capital costs).

Among the nine neighboring and Plains states, Kansas ranked third in both categories of funding. Among the same states, Kansas was ranked third in adults with a high school diploma, third in adults with at least a bachelors’ degree, fourth in average ACT scores, and second in NAEP scores. Kansans are getting what they pay for from their public schools – and more.

State	2006 Funding Per Pupil (with U.S. Rank)		Educational Achievement (with regional rank)				
	Total Revenue	Current Spending	Adults over 25 with:		ACT	2007 NAEP Combined	
			High School diploma	College Degree	2008 Score	Basic or Above	Proficient or Above
Minn.	\$11,010 (19)	\$9,138 (22)	90.7 (1)	30.4 (2)	22.6 (1)	321 (3)	168 (1)
Nebraska	\$10,541 (22)	\$8,736 (24)	89.5 (2)	26.9 (4)	22.1 (3)	304 (6)	143 (7)
Kansas	\$9,973 (28)	\$8,392 (31)	88.5 (4)	28.6 (3)	22.0 (4)	323 (2)	162 (2)
N. Dakota	\$9,815 (29)	\$8,603 (25)	88.1 (6)	25.6 (5)	21.6 (6)	336 (1)	154 (3)
Iowa	\$9,771 (30)	\$8,360 (32)	88.9 (3)	24.0 (8)	22.4 (2)	318 (5)	150 (5)
Missouri	\$9,585 (33)	\$8,107 (33)	84.8 (8)	24.3 (7)	21.6 (6)	296 (8)	131 (8)
Colorado	\$9,285 (38)	\$8,057 (36)	88.0 (7)	34.3 (1)	20.5 (8)	306 (7)	149 (6)
S. Dakota	\$8,904 (42)	\$7,651 (41)	88.4 (5)	24.8 (6)	22.0 (4)	321 (4)	151 (4)
Oklahoma	\$8,069 (47)	\$6,961 (47)	84.3 (9)	22.1 (9)	20.7 (9)	285 (9)	107 (9)
U.S.	\$10,771	\$9,138	84.1	27.0	21.1	290	131

HOW WAS SCHOOL FUNDING REDUCED BY THE 2009 LEGISLATURE?

After four years of funding increases after the *Montoy* decision, the Legislature reduced state aid to public schools next year (Fiscal Year 2010) by \$80.4 million, or 2.4 percent below the current year (after rescissions). But that includes \$194.4 in federal stimulus funding, used to replace general aid and special education aid. Without that funding, which expires after two years, the cut would be \$374.8 million, or 11.2 percent. How do these cuts compare to the educational costs and the Legislature's commitments after the *Montoy* case?

Program	Requirement	Legislative Action for FY 2010
2006 Legislative Post Audit Outcomes Cost Study on the cost of meeting math and reading proficiency targets.	Updated in 2008 to estimate the cost of meeting performance outcomes in FY 2010 would be \$3,987.4 million.	School district general fund authority estimated at \$3,151.3 million for FY 2010, plus \$339.2 million local option budget aid. Results in a \$496.9 million shortfall. (Without stimulus funding, \$691.3 million.)
Increase school district aid at least as much as change in Consumer Price Index .	Legislation passed in response to <i>Montoy</i> decision, required FY 2010 state aid increase of \$142 million.	State aid was reduced by \$80.4 million. Results in a \$222.4 million net shortfall compared to the CPI.
" Fourth Year " base budget increase to allow districts advance planning.	Passed in 2008; funding placed in "lockbox" to provide \$59 base increase to \$4,492	Base budget reduced to \$4,280. Results in a \$212 per pupil (4.7%) reduction or \$134.8 million.
Special Education State Aid for the additional or "excess cost" of special services required by state and federal law.	Legislation passed in response to <i>Montoy</i> decision promised state funding for 92% of "excess cost," requiring an increase of \$4.5 million in FY 2009 and \$33.7 million in FY 2010.	Funding reduced by \$4.5 million in FY 2010, to 85% of excess cost.
Capital Outlay State Aid to match local mill levies for building and equipment costs (not bond issues).	Legislation passed in response to <i>Montoy</i> decision to assist districts with low property valuation per pupil. Formula requires \$25.6 million in FY 2010.	Funding eliminated. Affects only lower wealth districts that qualify for state aid; either reduces capital outlay funding or requires mill levy increase.
Professional Development aid and National Board Certification reimbursement.	Legislature requires districts to provide programs for continued training of teachers and administrators; districts must provide \$1,000 stipends to teacher with national board certification.	Funding eliminated. Reduces school district aid by \$2 million.

WHAT ARE THE FUTURE PROSPECTS FOR SCHOOL FUNDING?

In the first monthly report after the end of the 2009 Legislative Session, state revenues were \$105 million below projections for May alone. This immediately caused a delay in state aid payments to schools and will likely result in additional funding cuts for public education and other areas of the state budget in FY 2010.

Based on the April, 2009, consensus revenue estimates and actions by the 2009 Legislature, the Legislative Research Department projected a \$569.6 million deficit in the state general fund for FY 2011 even before the May shortfall. If the Legislature cuts spending by that amount and took 50 percent from education, school district aid would be reduced a further \$284.8 million, equal to \$448 in the base budget per pupil. In 2012, \$194.4 million in federal stimulus funding expires, which equals another \$306 in the base.

These cumulative reductions would lower base state aid to \$3,526: \$907 or 20 percent below the level approved for FY 2009. The cumulative impact of these cuts would be \$559.6 million, or 60 percent of all the state funding added after the *Montoy* decision in 2005.

WHAT ARE THE CONCLUSIONS AND CHOICES CONFRONTING KANSAS?

First, the future economic prosperity of Kansas students and the state as a whole depends on continuing to increase education outcomes. Those requirements are written into the state constitution, state laws and State Board regulations.

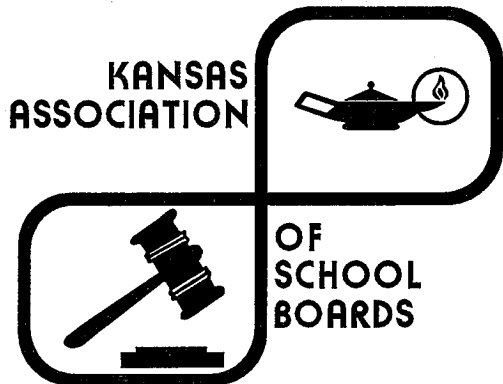
Second, achieving those outcomes will take more funding, not less, as demonstrated by the Legislative Post Audit Outcomes study and other studies; by the result of increased funding in recent years; and by the example of other states.

Third, school funding has already been significantly reduced, but the impact has been softened by federal stimulus aid. Under current projections, far deeper reductions are inevitable unless action is taken. Deeper reductions will erode the progress made in recent years.

Fourth, unless Kansas is prepared to embrace a future as a low skill, low wage state with declining public schools, the Governor and Legislature must find ways to provide the revenue necessary to fund the cost of high educational outcomes.

Raising revenue may be a difficult political choice, but like most sound, long-term investments, the economic consequences are clear. Deeper cuts in education will have an immediate impact by eliminating jobs, closing schools in communities and neighborhoods throughout Kansas, and reducing school district purchases. But in the long-term, it means more drop-outs, fewer skilled workers and less economic growth in the state. Because under-educated individuals are far more likely to commit crimes, require social services and have poorer health, spending less on education drives up the cost of other parts of the budget.

Raising more revenue for education, on the other hand, will require individuals and businesses to contribute more in the short term. But virtually all of those dollars will be immediately returned to the Kansas economy in wages and purchases. In the long term, education results in a more productive, innovative and prosperous economy for the benefit of the entire state – and nation.



**KANSAS
ASSOCIATION**

**OF
SCHOOL
BOARDS**

**1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600**


From: Richard Kraemer
Sent: Monday, June 22, 2009 3:53 PM
To: 'steve.abrams@senate.ks.gov'
Subject: How to Kill Economic Development, California Style

Dear Senator;

I read the attached AP article today and couldn't help but wonder if we here in Kansas are not headed down the same misguided path. I have expressed to you on other occasions how and why K 12 education is the backbone of economic development in our State. Yes, taxes and the forgiveness of taxes are often considered to be the primary motivation for industry thinking about relocating to Kansas. It is one, but in my opinion not the most important reason. What good are low taxes if there is a limited or nonexistent educated work force. If all an industry/business wants is cheap labor and low taxes, let them find a state that is as short sighted as California. If they move to Kansas because of "price" then they will just as quickly leave Kansas when another state offers a better "price". Every industry that has looked at relocating to Hays in the past decade or two had the quality of K 12 education in their top three criteria. We are better than California! Please consider the death spiral you will be putting our State's economy in if you continue to cut K 12 education. Thank you.

Richard Kraemer
Board Member USD 489
Hays, KS
785 625-0835

*2010 Commission
6-29-09
Attachment 46*



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AP Associated Press

June 21, 2009

Budget crisis forces deep cuts at Calif. schools

By TERENCE CHEA
Associated Press Writer

California's historic budget crisis threatens to devastate a public education system that was once considered a national model but now ranks near the bottom in school funding and academic achievement.

Deep budget cuts are forcing California school districts to lay off thousands of teachers, expand class sizes, close schools, eliminate bus service, cancel summer school programs, and possibly shorten the academic year.

Without a strong economic recovery, which few experts predict, the reduced school funding could last for years, shortchanging millions of students, driving away residents and businesses, and darkening California's economic future.

"California used to lead the nation in education," U.S. Education Secretary Arne Duncan said during a recent visit to San Francisco. "Honestly, I think California has lost its way, and I think the long-term consequences of that are very troubling."

The budget cuts will be especially painful for struggling schools such as Richmond High School, where more than half of its 1,700 students are English learners and three-quarters are considered poor. The East Bay area school has failed to meet academic standards set by the federal No Child Left Behind Act for more than four years.

Now Richmond High stands to lose 10 percent of its 80 teachers. Electives such as French and woodshop will be scrapped. Some classes will expand to more than 40 students. And many special education and English-language students will be placed in mainstream classes.

"We're going to see more and more students slipping through the cracks as those class sizes increase," said Assistant Principal Jen Bender.

Richmond High students are worried about how the cuts will affect their education and ability to attend college.

"I think we won't be able to learn as much," said freshman Andrew Taylor, 15. "They should put more money into schools. If you take money away from schools, you're going to end up with more people going to jail."

Slammed by an epic housing bust and massive job losses, California faces a \$24 billion budget deficit and could run out of cash by late July if Gov. Arnold Schwarzenegger and the Legislature cannot reach a budget deal.

To balance the budget, the governor has proposed closing more than 200 state parks, releasing prisoners early, selling state property, laying off state workers and cutting health care.

Under the governor's plan, K-12 schools and community colleges would lose \$5.3 billion over the coming year — on top of billions of dollars in recent reductions and payment delays.

The state would spend \$7,806 per K-12 student in 2009-10, almost 10 percent less than two years ago, according to the Legislative Analyst's Office.

Federal stimulus funds have prevented deeper cuts to a public school system that educates 6.3 million children, of which about a quarter do not speak English well, and nearly half are considered poor under federal guidelines.

School districts have already issued layoff notices to more than 30,000 teachers and other employees, and they could issue more pink slips this summer, according to the state Department of Education.

"All of the things that make schools vibrant and help students learn are on the chopping block, if they haven't been cut already," Robin Swanson, a spokeswoman for the Education Coalition, which advocates funding increases. "When school doors open in the fall, it's going to be a very different public school system."

Many Democrats and school advocates are calling for tax increases to lessen the impact on schools, but Republicans oppose raising taxes. They say California should live within its means and school districts should be given more flexibility to spend their funds.

"You can't spend what you don't have, and you can't spend what the taxpayers don't have," said State Sen. Bob Huff, R-Diamond Bar, vice chair of the Senate Education Committee.

The unprecedented budget cuts mark a new low for a once highly regarded public school system that began its decline in 1978, when voters approved Proposition 13, which undercut counties' ability to raise property taxes and generate revenue. The ballot measure shifted the responsibility of funding schools to the state and made it more difficult to increase education funding.

California schools now rank at or near the bottom nationally in academic performance, student-teacher ratios in middle and high school, access to guidance counselors and the percentage of seniors who go directly to four-year colleges, according to a February report by UCLA's Institute for Democracy, Education and Access.

In its annual survey this year, Education Week magazine ranked California 47th in per-pupil spending and gave the state a D in academic achievement.

In recent decades, California developed a robust, innovative economy by importing educated workers from other states and countries. But a recent report by the Public Policy Institute of California projected that the state would face a shortage of nearly 1 million college-educated workers in 2025.

State education officials say the budget cuts threaten recent gains in raising test scores and closing a persistent achievement gap between black and Latino students and their white and Asian counterparts.

Democrats are now proposing to eliminate the high school exit exam as a graduation requirement. Jack O'Connell, the state schools chief, has says the exam is essential to helping identify students who fall behind.

The state's budget crisis is taking a heavy toll on school districts such as West Contra Costa Unified, whose financial troubles made it the first school district to be taken over by the state in 1991. Officials say the district, which has large numbers of poor students and English language learners, could face another state takeover if it cannot overcome a \$16 million budget shortfall.

"The system is broken," said school board member Antonio Medrano. "We are being forced to cut all kinds of programs."

The cuts are expected to lead to sharp reductions or complete elimination of after-school programs, summer school, adult


education, guidance counselors, and electives such as art and music. Class sizes are set to expand from 20 to more than 30 students for kindergarten through third grade.

The teachers union is threatening to strike to protest layoffs of 125 teachers, larger class sizes and proposed cuts to their health care benefits.

"We can't cut our way out of this. We really can't. There will be nothing left of education," said Pixie Hayward-Schickele, who heads the teachers union.

Richmond High School students are bracing for crowded classrooms, fewer course offerings and fewer teachers.

"This school is already overcrowded," said junior Jessica Ledesma, 17. "If there are more students, it's going to be harder to pay attention because it will be loud and crowded and stuffy in there."

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Secretary—
Legislative Coordinating Council
Kansas Commission on
Interstate Cooperation
Kansas Statutes Annotated
Editing and Publication
Legislative Information System

TO: 2010 Commission

FROM: Theresa Kiernan, Senior Assistant Revisor of Statutes

RE: High and Medium Density At-Risk Pupils Weightings
2009 House Bill No. 2104

DATE: June 29, 2009

MEMORANDUM

High Density At-Risk Pupil Weighting

The high density at-risk pupil weighting was enacted in 2006 after the Legislative Division of Post Audit (LPA) delivered the results of the study conducted in the summer and fall of 2005 to determine the costs of K-12 Education in Kansas. In the cost study, the relationship between the number of students who qualify for free lunch in a district and that district's costs was analyzed to develop an at-risk pupil weighting that measures the effect of poverty on district costs. The cost study stated that the consultants cited evidence suggesting inner-city poverty had more of an effect on costs than rural poverty. "Because urban poverty is associated with a variety of more serious social problems, including drugs and violent crime, the consultants included an additional measure of urban poverty in the cost model—the percent of students qualifying for free lunch multiplied by the student density of a district." LPA used the relationship between this measure and district costs to develop a new urban-poverty pupil weighting. Under the cost study, the urban poverty pupil weighting would have applied only to four high-poverty, inner-city districts—Kansas City, Kansas City-Turner, Topeka and Wichita—where student outcomes often were significantly below standards.

A variation of the concept of the urban poverty pupil weighting, developed in the cost study was enacted by the 2006 legislature as the high density at-risk pupil weighting (K.S.A. 72-6455). The high density at-risk pupil weighting would apply to any district whose at-risk enrollment meets the threshold requirements as follows:

If the district has an enrollment of at least 40% but less than 50% at-risk pupils, the number of at-risk pupils in the district would be multiplied by .04 in school year 2006-2007, by .05 in school year 2007-2008 and by .06 in school year 2008-2009 and each school year thereafter.

If the district has an enrollment of 50% or more at-risk pupils, the number of at-risk pupils

If the district has an enrollment of 50% or more at-risk pupils, the number of at-risk pupils in the district would be multiplied by .08 in school year 2006-2007, by .09 in school year 2007-2008 and by .10 in school year 2008-2009 and each school year thereafter.

If the district has an enrollment of at least 35.1% at-risk pupils and an enrollment density of at least 212.1 pupils per square mile, the number of at-risk pupils in the district would be multiplied by .08 in school year 2006-2007, by .09 in school year 2007-2008 and by .10 in school year 2008-2009 and each school year thereafter.

The high density at-risk pupil weighting is added to the at-risk pupil weighting assigned to the enrollment of districts under K.S.A. 72-6414.

Medium Density At-Risk Pupil Weighting

During the 2008 Legislative session, the medium density at-risk pupil weighting was created (K.S.A. 72-6459). Under this provision, districts having an enrollment of at least 40% but less than 50% at-risk pupils would qualify for medium density at-risk pupil weighting. The number of at-risk pupils enrolled in the district would be multiplied by .06 in school year 2008-2009 and each school year thereafter. The amount of weighting is the same the district would have received when it qualified for weighting under the high density provision prior to this amendment.

The split in the high and medium density at-risk pupil weightings was made when the legislature added a provision to the high density at-risk pupil weighting to address the situation which occurs when a district no longer is eligible for the weighting because the enrollment of at-risk pupils falls below the threshold requirement for high or medium density at-risk pupil weighting. Districts which lose at-risk pupil enrollment may use weighting of the current or prior school year or the average of the current school year and the preceding two school years.

House Bill No. 2104

HB 2104 was introduced by the House Education Committee at the request of Representative Clay Aurand. The bill would amend the school finance act to provide that if the low enrollment weighting is applied to a pupil then neither the high density at-risk pupil weighting nor the medium density at-risk pupil weighting could be applied to that student when determining the enrollment of a school district. According to the fiscal note prepared for the bill as it was introduced, HB 2104 would save the state \$3,667,421 in FY 2010 expenditures for general state aid. The fiscal note was prepared using the figure of \$4,433 as the amount of base state aid per pupil. Attached to this memo is a run (SF9065.xlsx) prepared by the Department of Education showing the initial effect of the bill on school districts (Column 3). The run also shows the effect of the bill with modifications by Representative Aurand (Columns 3 and 4). A hearing was held on the bill, but the committee took no action on it.

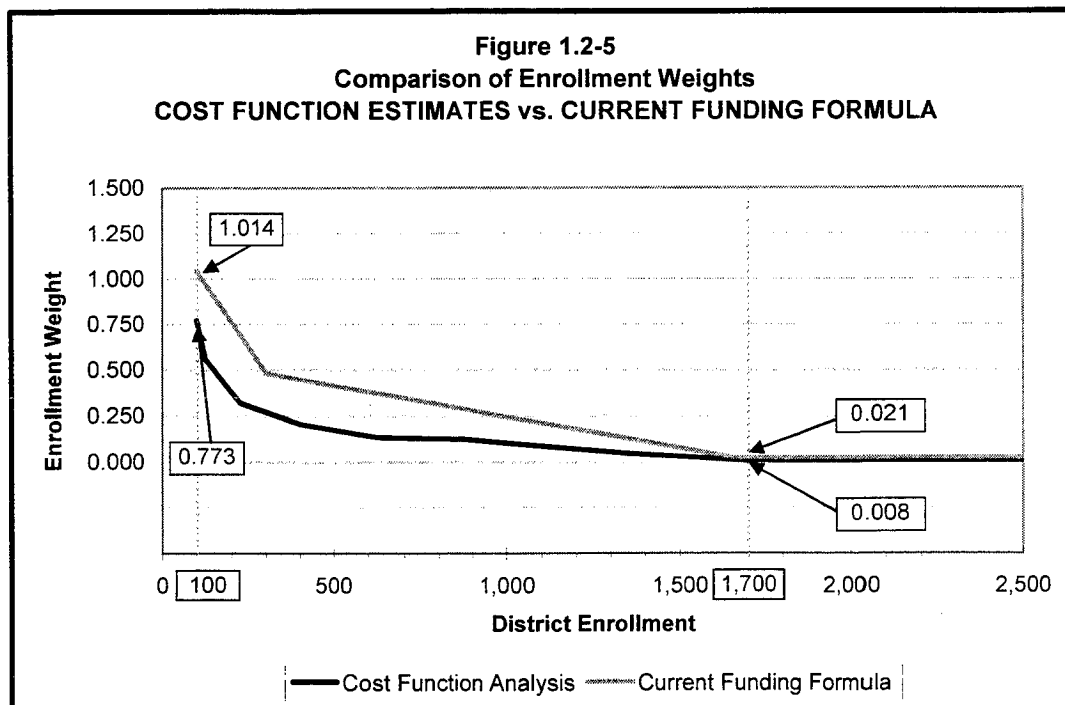
In estimating the base-level cost, the cost function brings every district to a single performance standard. For districts that don't currently meet the performance standard, this base-level cost is likely (though not necessarily) more than their current spending. Conversely, for districts that currently exceed the performance standard, this base-level cost is likely to be less than their current spending.

In either case, spending at this base-level doesn't guarantee a district will meet the performance standard (especially in the short-term for districts that currently fail to meet the standards). But it should give districts the opportunity to meet the performance standards, if the money is used efficiently and effectively.

2. ESTIMATED ENROLLMENT WEIGHTS

The enrollment weights estimated with the cost function are lower than those in the current formula, especially for very small districts. Education research has shown that a district's size can significantly affect the cost of educating students. Specifically, smaller districts tend to cost more because they have smaller class sizes (and therefore relatively more teachers), and fewer students over whom they can spread their fixed administrative costs.

We used the cost function to estimate the additional cost of educating students in districts of different sizes—also known as enrollment weights. *Figure 1.2-5* compares the enrollment weights estimated using the cost function to the weights in the current funding formula.



As the figure shows, the enrollment weights estimated using the cost function bottom out at an enrollment level of about 1,700, and are consistently lower than the weights in the current

formula for smaller districts. The cost function estimates that districts with 100 or fewer students should receive an additional weighting of .773—meaning it would cost about 77% more than the base-level cost for students in these districts to have the opportunity to meet the desired education outcomes. This is significantly less than the weighting of 1.014 in the current formula.

For districts with an enrollment level above 1,700, the cost function enrollment weight (.008) is one-third as much as the correlation weight in the current formula (.021).

3. ESTIMATED POVERTY AND BILINGUAL WEIGHTS

The estimated poverty weight is .484 per free-lunch student in most school districts, and .726 per free-lunch student in high-poverty, inner-city school districts. The estimated bilingual weight is .100 per bilingual student. Student poverty and limited English proficiency are two factors that negatively affect student performance. These two factors and their effect on education costs are recognized through the at-risk and bilingual weights in the current funding formula.

The consultants used the cost function to estimate districts' additional costs (above base-level costs) of having poverty and bilingual students reach the same performance levels that other students were achieving (whether or not the other students were meeting standards), and to develop poverty and bilingual weights in each district. We had to take two additional steps to turn their estimated district-level poverty and bilingual weights into estimated Statewide weights:

- **Estimate a separate poverty weight for high-poverty, inner-city school districts.** Urban poverty is associated with a variety of more serious social problems, including drugs and violent crime. Because our consultants cited evidence suggesting inner-city poverty has more of an effect on costs than rural poverty, we included an additional measure of inner-city poverty in our cost model—the percent of students qualifying for free lunch multiplied by the student density of a district. To estimate a Statewide inner-city poverty weight, we averaged the district-level weights 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.
- **Remove federal sources of funding.** As was the case with base-level costs, the poverty and bilingual weights estimated by the consultants also included costs that could be paid for with those federal funds. Therefore, we had to reduce these weights to better reflect the costs the State might fund.

Figure 1.2-6 shows our estimated poverty and bilingual weights and the weights in the current funding formula.

Figure 1.2-6
Comparison of Poverty and Bilingual Weights
COST FUNCTION ESTIMATES vs. CURRENT FUNDING FORMULA

Weight	Weight <u>ESTIMATED</u> <u>WITH COST FUNCTION</u>		Weight <u>CURRENT</u> <u>FUNDING</u> <u>FORMULA</u>	Difference
	Original Estimated Weight	Adjusted by LPA to <u>Remove Federal</u> <u>Funds</u>		
Poverty				
Regular	0.703	0.484	0.193	(0.291)
High-Poverty, Inner City	1.054	0.726	---	(0.726)
Bilingual	0.139	0.100	0.395	---(a)

(a) Whereas the bilingual weight in the current formula uses bilingual FTE (which is based on contact hours), the weight from the cost function is based on bilingual headcount, making these weights uncomparable.

Source: LPA analysis of Duncombe and Yinger cost estimates.

As the figure shows, the estimated poverty weight for most districts is .484. That weight implies that it would cost almost 50% more than the estimated base-level costs for students in poverty to achieve the same performance levels that other students are achieving. This is significantly higher than the at-risk weight in the current formula (.193).

In the four inner-city districts with high poverty (Kansas City, Kansas City-Turner, Topeka, and Wichita), the estimated poverty weight is .726, which recognizes that the cost of educating students in these types of districts is even greater. There is no separate urban-poverty weight in the current funding formula.

Figure 1.2-6 also shows that the estimated bilingual weight is .100. This is significantly lower than the current bilingual weight of .395, but it's important to note that these two weights aren't really comparable for the following reasons:

- The bilingual weight estimated by the **cost function** is based on bilingual headcount (the number students in a district who have limited English proficiency)
- The bilingual weight used in the **current funding formula** is based on bilingual student FTE, which is calculated on the number of contact hours bilingual students spend with bilingual-endorsed teachers (see Section 2.2 of this report for additional information).

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 districts where there are no "bilingual-endorsed" teachers (the only contact hours that are counted for funding purposes). In Wichita, for example, only 2,923.5 bilingual FTE students were counted for funding purposes in 2004-05, but Wichita reported serving 5,342 bilingual students that year on a headcount basis.

HOUSE BILL No. 2104

By Committee on Education

1-27

9 AN ACT concerning school districts; relating to school finance; amend-
10 ing K.S.A. 2008 Supp. 72-6412, 72-6455 and 72-6459 and repealing
11 the existing sections.
12

13 *Be it enacted by the Legislature of the State of Kansas:*

14 New Section 1. (a) A school district shall be eligible either for the
15 low enrollment weighting or the high density at-risk pupil weighting,
16 whichever is higher, but shall not be eligible for both weightings.

17 (b) A school district shall be eligible either for the low enrollment
18 weighting or the medium density at-risk pupil weighting, whichever is
19 higher, but shall not be eligible for both weightings.

20 (c) The provisions of this section shall be part of and supplemental
21 to the school district finance and quality performance act.

22 Sec. 2. K.S.A. 2008 Supp. 72-6412 is hereby amended to read as
23 follows: 72-6412. (a) The low enrollment weighting shall be determined
24 by the state board as provided by this section.

25 (b) For districts with enrollment of 1,637 or more in school year
26 2006-2007, and 1,622 or more in school year 2007-2008 and each school
27 year thereafter, the low enrollment weighting shall be 0.

28 (c) For districts with enrollment of less than 100, the low enrollment
29 weighting shall be equal to the low enrollment weighting of a district with
30 enrollment of 100.

31 (d) For districts with enrollment of less than 1,637 in school year
32 2006-2007 and less than 1,622 in school year 2007-2008 and each school
33 year thereafter and more than 99, the low enrollment weighting shall be
34 determined by the state board as follows:

35 (1) Determine the low enrollment weighting for such districts for
36 school year 2004-2005;

37 (2) multiply the low enrollment weighting of each district determined
38 under paragraph (1) by 3,863;

39 (3) add 3,863 to the product obtained under paragraph (2);

40 (4) divide the product obtained under paragraph (3) by 4,107; and

41 (5) subtract 1 from the product obtained under paragraph (4). The
42 difference shall be the low enrollment weighting of the district.

43 (e) *The provisions of this section shall be subject to section 1, and*

1 *amendments thereto.*

2 Sec. 3. K.S.A. 2008 Supp. 72-6455 is hereby amended to read as
3 follows: 72-6455. (a) As used in this section, school district means any
4 district having: (1) An enrollment of at least 50% at-risk pupils; or (2) an
5 enrollment of at least 35.1% at-risk pupils and an enrollment density of
6 at least 212.1 pupils per square mile.

7 (b) The high density at-risk pupil weighting of each school district
8 shall be determined by the state board by multiplying the number of at-
9 risk pupils by .10. The product is the high density at-risk pupil weighting
10 of the district.

11 (c) If a school district becomes ineligible for high density at-risk pupil
12 weighting because enrollment of at-risk pupils in the district falls below
13 the requirements of subsection (a), the high density at-risk pupil weight-
14 ing of the district shall be the greater of: (1) The high density at-risk pupil
15 weighting in the current school year; (2) the high density at-risk pupil
16 weighting in the prior school year; or (3) the average of the high density
17 at-risk pupil weighting in the current school year and the preceding two
18 school years.

19 (d) *The provisions of this section shall be subject to section 1, and*
20 *amendments thereto.*

21 (e) The provisions of this subsection shall expire on June 30, 2011.

22 Sec. 4. K.S.A. 2008 Supp. 72-6459 is hereby amended to read as
23 follows: 72-6459. (a) As used in this section, "school district" means any
24 district having an enrollment of at least 40% but less than 50% at-risk
25 pupils.

26 (b) The medium density at-risk pupil weighting of each school district
27 shall be determined by the state board by multiplying the number of at-
28 risk pupils by .06. The product is the medium density at-risk pupil weight-
29 ing of the district.

30 (c) If a school district becomes ineligible for medium density at-risk
31 pupil weighting because enrollment of at-risk pupils in the district falls
32 below the requirement of subsection (a), the medium density at-risk pupil
33 weighting of the district shall be the greater of: (1) The medium density
34 at-risk pupil weighting in the current school year; (2) the medium density
35 at-risk pupil weighting in the prior school year; or (3) the average of the
36 medium density at-risk pupil weighting in the current school year and the
37 preceding two school years.

38 (d) *The provisions of this section shall be subject to section 1, and*
39 *amendments thereto.*

40 (e) The provisions of this subsection shall expire on June 30, 2011.

41 Sec. 5. K.S.A. 2008 Supp. 72-6412, 72-6455 and 72-6459 are hereby
42 repealed.

43

1 Sec. 6. This act shall take effect and be in force from and after its
2 publication in the statute book.

USD	County	District	Col 1	Col 2	Col 3	Col 4	Col 5
			Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
101	Neosho	Erie	231.5	0	0	0	0
102	Gray	Cimarron-Ensign	238.3	0	0	0	0
103	Cheyenne	Cheylin	128.8	14,629	-14,629	0	-14,629
105	Rawlins	Rawlins County	151.8	0	0	0	0
106	Ness	Western Plains	141.3	0	0	0	0
107	Jewell	Rock Hills	149.8	0	0	0	0
108	Washington	Washington Co. Schools	184.6	0	0	0	0
109	Republic	Republic County	209.9	0	0	0	0
110	Phillips	Thunder Ridge	150.8	0	0	0	0
200	Greeley	Greeley County	154.2	0	0	0	0
202	Wyandotte	Turner	0.0	918,518	0	0	0
203	Wyandotte	Piper	77.2	0	0	0	0
204	Wyandotte	Bonner Springs	0.0	0	0	0	0
205	Butler	Bluestem	234.7	0	0	0	0
206	Butler	Remington-Whitewater	217.4	0	0	0	0
207	Leavenworth	Ft. Leavenworth	0.0	0	0	0	0
208	Trego	WaKeeney	193.1	0	0	0	0
209	Stevens	Moscow	152.0	25,711	-25,711	0	-25,711
210	Stevens	Hugoton	247.0	0	0	0	0
211	Norton	Norton	241.9	0	0	0	0
212	Norton	Northern Valley	151.2	24,825	-24,825	0	-24,825
213	Norton	West Solomon	47.2	0	0	0	0
214	Grant	Ulysses	63.6	183,970	-183,970	0	-183,970
215	Kearny	Lakin	235.5	74,474	-74,474	0	-74,474
216	Kearny	Deerfield	147.2	73,588	-73,588	-29,435	-44,153
217	Morton	Rolla	150.2	0	0	0	0
218	Morton	Elkhart	219.7	0	0	0	0
219	Clark	Minneola	151.0	0	0	0	0
220	Clark	Ashland	152.7	0	0	0	0
223	Washington	Barnes	165.6	0	0	0	0
224	Washington	Clifton-Clyde	149.2	0	0	0	0
225	Meade	Fowler	142.7	17,732	-17,732	0	-17,732
226	Meade	Meade	202.5	0	0	0	0
227	Hodgeman	Jetmore	151.2	0	0	0	0
228	Hodgeman	Hanston	74.2	0	0	0	0
229	Johnson	Blue Valley	0.0	0	0	0	0
230	Johnson	Spring Hill	0.0	0	0	0	0
231	Johnson	Gardner-Edgerton	0.0	0	0	0	0
232	Johnson	DeSoto	0.0	0	0	0	0
233	Johnson	Olathe	0.0	0	0	0	0
234	Bourbon	Ft. Scott	0.0	246,918	0	0	0
235	Bourbon	Uniontown	195.6	48,763	-48,763	0	-48,763
237	Smith	Smith Center	201.1	0	0	0	0
239	Ottawa	North Ottawa Co.	229.9	0	0	0	0
240	Ottawa	Twin Valley	234.6	0	0	0	0
241	Wallace	Wallace	152.2	0	0	0	0

			Col 1	Col 2	Col 3	Col 4	Col 5
USD	County	District	Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
242	Wallace	Weskan	110.7	0	0	0	0
243	Coffey	Lebo-Waverly	221.2	0	0	0	0
244	Coffey	Burlington	252.4	0	0	0	0
245	Coffey	LeRoy-Gridley	152.9	0	0	0	0
246	Crawford	Northeast	220.5	123,681	-123,681	-49,472	-74,208
247	Crawford	Cherokee	248.5	0	0	0	0
248	Crawford	Girard	245.4	0	0	0	0
249	Crawford	Frontenac	252.4	0	0	0	0
250	Crawford	Pittsburg	0.0	647,661	0	0	0
251	Lyon	North Lyon Co.	218.5	0	0	0	0
252	Lyon	Southern Lyon Co.	219.4	0	0	0	0
253	Lyon	Emporia	0.0	1,056,827	0	0	0
254	Barber	Barber Co.	214.5	0	0	0	0
255	Barber	South Barber Co.	153.3	0	0	0	0
256	Allen	Marmaton Valley	158.6	0	0	0	0
257	Allen	Iola	140.1	179,980	-179,980	0	-179,980
258	Allen	Humboldt	209.8	0	0	0	0
259	Sedgwick	Wichita	0.0	12,176,564	0	0	0
260	Sedgwick	Derby	0.0	0	0	0	0
261	Sedgwick	Haysville	0.0	0	0	0	0
262	Sedgwick	Valley Center	0.0	0	0	0	0
263	Sedgwick	Mulvane	0.0	0	0	0	0
264	Sedgwick	Clearwater	192.9	0	0	0	0
265	Sedgwick	Goddard	0.0	0	0	0	0
266	Sedgwick	Maize	0.0	0	0	0	0
267	Sedgwick	Renwick	0.0	0	0	0	0
268	Sedgwick	Cheney	250.6	0	0	0	0
269	Rooks	Palco	138.5	0	0	0	0
270	Rooks	Plainville	174.3	0	0	0	0
271	Rooks	Stockton	149.3	0	0	0	0
272	Mitchell	Waconda	173.8	0	0	0	0
273	Mitchell	Beloit	245.6	0	0	0	0
274	Logan	Oakley	184.0	0	0	0	0
275	Logan	Triplains	88.7	9,753	-9,753	0	-9,753
279	Jewell	Jewell	112.7	0	0	0	0
281	Graham	Graham County	174.2	0	0	0	0
282	Elk	West Elk	166.9	40,340	-40,340	0	-40,340
283	Elk	Elk Valley	147.2	42,557	-42,557	-17,023	-25,534
284	Chase	Chase County	191.5	0	0	0	0
285	Chautauqua	Cedar Vale	127.6	0	0	0	0
286	Chautauqua	Chautauqua	174.3	0	0	0	0
287	Franklin	West Franklin	249.0	0	0	0	0
288	Franklin	Central Heights	226.1	0	0	0	0
289	Franklin	Wellsville	252.6	0	0	0	0
290	Franklin	Ottawa	0.0	258,444	0	0	0
291	Gove	Grinnell	97.7	0	0	0	0

USD	County	District	Col 1	Col 2	Col 3	Col 4	Col 5
			Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
292	Gove	Wheatland	123.6	0	0	0	0
293	Gove	Quinter	147.2	0	0	0	0
294	Decatur	Oberlin	178.0	0	0	0	0
297	Cheyenne	St. Francis	148.1	0	0	0	0
298	Lincoln	Lincoln	160.5	0	0	0	0
299	Lincoln	Sylvan Grove	120.5	11,526	-11,526	0	-11,526
300	Comanche	Comanche County	152.7	0	0	0	0
303	Ness	Ness City	151.5	0	0	0	0
305	Saline	Salina	0.0	784,198	0	0	0
306	Saline	Southeast of Saline	242.8	0	0	0	0
307	Saline	Ell-Saline	196.9	0	0	0	0
308	Reno	Hutchinson	0.0	1,038,209	0	0	0
309	Reno	Nickerson	221.6	134,763	-134,763	0	-134,763
310	Reno	Fairfield	154.7	37,681	-37,681	0	-37,681
311	Reno	Pretty Prairie	149.3	0	0	0	0
312	Reno	Haven	244.1	0	0	0	0
313	Reno	Buhler	0.0	0	0	0	0
314	Thomas	Brewster	100.7	0	0	0	0
315	Thomas	Colby	250.3	0	0	0	0
316	Thomas	Golden Plains	147.2	20,835	-20,835	0	-20,835
320	Pottawatomie	Wamego	186.2	0	0	0	0
321	Pottawatomie	Kaw Valley	229.7	0	0	0	0
322	Pottawatomie	Onaga	162.8	0	0	0	0
323	Pottawatomie	Westmoreland	252.1	0	0	0	0
325	Phillips	Phillipsburg	238.2	0	0	0	0
326	Phillips	Logan	143.7	0	0	0	0
327	Ellsworth	Ellsworth	229.8	0	0	0	0
328	Ellsworth	Lorraine	195.4	0	0	0	0
329	Wabaunsee	Alma	204.7	0	0	0	0
330	Wabaunsee	Wabaunsee East	206.1	0	0	0	0
331	Kingman	Kingman	241.0	0	0	0	0
332	Kingman	Cunningham	145.6	0	0	0	0
333	Cloud	Concordia	239.3	117,918	-117,918	0	-117,918
334	Cloud	Southern Cloud	154.4	27,485	-27,485	0	-27,485
335	Jackson	North Jackson	178.9	0	0	0	0
336	Jackson	Holton	236.0	0	0	0	0
337	Jackson	Mayetta	250.0	0	0	0	0
338	Jefferson	Valley Halls	185.6	0	0	0	0
339	Jefferson	Jefferson County	206.4	0	0	0	0
340	Jefferson	Jefferson West	251.5	0	0	0	0
341	Jefferson	Oskaloosa	219.4	0	0	0	0
342	Jefferson	McLouth	216.7	0	0	0	0
343	Jefferson	Perry	250.7	0	0	0	0
344	Linn	Pleasanton	171.0	43,000	-43,000	0	-43,000
345	Shawnee	Seaman	0.0	0	0	0	0
346	Linn	Jayhawk	216.3	0	0	0	0

USD	County	District	Col 1	Col 2	Col 3	Col 4	Col 5
			Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
347	Edwards	Kinsely-Offerle	157.8	0	0	0	0
348	Douglas	Baldwin City	168.9	0	0	0	0
349	Stafford	Stafford	151.0	27,041	-27,041	0	-27,041
350	Stafford	St. John-Hudson	173.0	0	0	0	0
351	Stafford	Macksville	147.4	0	0	0	0
352	Sherman	Goodland	250.8	0	0	0	0
353	Sumner	Wellington	0.0	0	0	0	0
354	Barton	Clafin	154.0	0	0	0	0
355	Barton	Ellinwood	189.5	0	0	0	0
356	Sumner	Conway Springs	221.0	0	0	0	0
357	Sumner	Belle Plaine	246.4	0	0	0	0
358	Sumner	Oxford	169.4	0	0	0	0
359	Sumner	Argonia	148.1	0	0	0	0
360	Sumner	Caldwell	154.2	0	0	0	0
361	Harper	Anthony-Harper	252.4	89,990	-89,990	0	-89,990
362	Linn	Prairie View	250.0	0	0	0	0
363	Finney	Holcomb	252.8	0	0	0	0
364	Marshall	Marysville	247.2	0	0	0	0
365	Anderson	Garnett	231.0	0	0	0	0
366	Woodson	Woodson	187.6	0	0	0	0
367	Miami	Osawatomie	225.0	131,217	-131,217	0	-131,217
368	Miami	Paola	0.0	0	0	0	0
369	Harvey	Burrton	154.4	0	0	0	0
371	Gray	Montezuma	154.4	0	0	0	0
372	Shawnee	Silver Lake	245.7	0	0	0	0
373	Harvey	Newton	0.0	0	0	0	0
374	Haskell	Sublette	202.1	49,650	-49,650	0	-49,650
375	Butler	Circle	77.3	0	0	0	0
376	Rice	Sterling	219.0	0	0	0	0
377	Atchison	Atchison County	242.9	0	0	0	0
378	Riley	Riley County	238.4	0	0	0	0
379	Clay	Clay Center	170.8	0	0	0	0
380	Marshall	Vermillion	214.2	0	0	0	0
381	Ford	Spearville	164.4	0	0	0	0
382	Pratt	Pratt	229.7	0	0	0	0
383	Riley	Manhattan	0.0	0	0	0	0
384	Riley	Blue Valley	151.1	0	0	0	0
385	Butler	Andover	0.0	0	0	0	0
386	Greenwood	Madison-Virgil	154.3	0	0	0	0
387	Wilson	Altoona-Midway	152.3	0	0	0	0
388	Ellis	Ellis	169.7	0	0	0	0
389	Greenwood	Eureka	231.2	69,598	-69,598	0	-69,598
390	Greenwood	Hamilton	100.9	27,041	-27,041	-10,817	-16,225
392	Osborne	Osborne	158.3	38,124	-38,124	0	-38,124
393	Dickinson	Solomon	180.8	0	0	0	0
394	Butler	Rose Hill	0.0	0	0	0	0

USD	County	District	Col 1	Col 2	Col 3	Col 4	Col 5
			Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
395	Rush	LaCrosse	145.6	0	0	0	0
396	Butler	Douglass	251.4	0	0	0	0
397	Marion	Centre	154.2	0	0	0	0
398	Marion	Peabody-Burns	164.8	0	0	0	0
399	Russell	Paradise	130.8	0	0	0	0
400	McPherson	Smoky Valley	250.1	0	0	0	0
401	Rice	Chase	128.1	17,732	-17,732	0	-17,732
402	Butler	Augusta	0.0	0	0	0	0
403	Rush	Otis-Bison	146.7	0	0	0	0
404	Cherokee	Riverton	252.6	0	0	0	0
405	Rice	Lyons	251.0	205,691	-205,691	-82,276	-123,415
406	Doniphan	Wathena	181.6	0	0	0	0
407	Russell	Russell	250.3	0	0	0	0
408	Marion	Marion	230.1	0	0	0	0
409	Atchison	Atchison	77.2	209,681	-209,681	0	-209,681
410	Marion	Durham-Hills	232.5	0	0	0	0
411	Marion	Goessel	154.0	0	0	0	0
412	Sheridan	Hoxie	147.4	0	0	0	0
413	Neosho	Chanute	0.0	195,495	0	0	0
415	Brown	Hiawatha	252.5	0	0	0	0
416	Miami	Louisburg	0.0	0	0	0	0
417	Morris	Morris County	251.2	0	0	0	0
418	McPherson	McPherson	0.0	0	0	0	0
419	McPherson	Canton-Galva	177.8	0	0	0	0
420	Osage	Osage City	241.2	0	0	0	0
421	Osage	Lyndon	195.6	0	0	0	0
422	Kiowa	Greensburg	153.9	31,474	-31,474	-12,590	-18,885
423	McPherson	Moundridge	194.7	0	0	0	0
424	Kiowa	Mullinville	60.1	0	0	0	0
425	Doniphan	Highland	154.3	0	0	0	0
426	Republic	Pike Valley	154.0	0	0	0	0
428	Barton	Great Bend	0.0	678,249	0	0	0
429	Doniphan	Troy	167.5	0	0	0	0
430	Brown	Brown County	236.0	144,073	-144,073	-57,629	-86,444
431	Barton	Hoisington	230.7	0	0	0	0
432	Ellis	Victoria	153.6	0	0	0	0
433	Doniphan	Midway	145.5	0	0	0	0
434	Osage	Santa Fe	227.5	0	0	0	0
435	Dickinson	Abilene	83.8	0	0	0	0
436	Montgomery	Caney	251.3	0	0	0	0
437	Shawnee	Auburn Washburn	0.0	0	0	0	0
438	Pratt	Skyline	169.8	0	0	0	0
439	Harvey	Sedgwick	215.9	0	0	0	0
440	Harvey	Halstead	251.1	0	0	0	0
441	Nemaha	Sabetha	251.0	0	0	0	0
442	Nemaha	Nemaha Valley	201.2	0	0	0	0

USD	County	District	Col 1	Col 2	Col 3	Col 4	Col 5
			Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
443	Ford	Dodge City	0.0	1,632,674	0	0	0
444	Rice	Little River	148.6	0	0	0	0
445	Montgomery	Coffeyville	0.0	438,424	0	0	0
446	Montgomery	Independence	0.0	214,557	0	0	0
447	Montgomery	Cherryvale	250.1	87,330	-87,330	0	-87,330
448	McPherson	Inman	192.9	0	0	0	0
449	Leavenworth	Easton	240.5	0	0	0	0
450	Shawnee	Shawnee Heights	0.0	0	0	0	0
451	Nemaha	B & B	150.1	0	0	0	0
452	Stanton	Stanton County	193.1	48,763	-48,763	0	-48,763
453	Leavenworth	Leavenworth	0.0	780,651	0	0	0
454	Osage	Burlingame	156.4	0	0	0	0
456	Osage	Marais Des Cygnes	148.5	35,021	-35,021	0	-35,021
457	Finney	Garden City	0.0	1,618,932	0	0	0
458	Leavenworth	Basehor-Linwood	0.0	0	0	0	0
459	Ford	Bucklin	154.1	0	0	0	0
460	Harvey	Hesston	252.2	0	0	0	0
461	Wilson	Neodesha	249.8	0	0	0	0
462	Cowley	Central	162.8	0	0	0	0
463	Cowley	Udall	178.4	0	0	0	0
464	Leavenworth	Tonganoxie	0.0	0	0	0	0
465	Cowley	Winfield	0.0	0	0	0	0
466	Scott	Scott County	252.7	0	0	0	0
467	Wichita	Leoti	191.6	0	0	0	0
468	Lane	Healy	88.2	0	0	0	0
469	Leavenworth	Lansing	0.0	0	0	0	0
470	Cowley	Arkansas City	0.0	647,218	0	0	0
471	Cowley	Dexter	141.6	0	0	0	0
473	Dickinson	Chapman	248.8	0	0	0	0
474	Kiowa	Haviland	132.3	0	0	0	0
475	Gearly	Junction City	0.0	0	0	0	0
476	Gray	Copeland	123.7	14,186	-14,186	0	-14,186
477	Gray	Ingalls	153.8	24,382	-24,382	0	-24,382
479	Anderson	Crest	154.1	0	0	0	0
480	Seward	Liberal	0.0	1,187,601	0	0	0
481	Dickinson	Rural Vista	188.8	0	0	0	0
482	Lane	Dighton	154.0	0	0	0	0
483	Seward	Kismet-Plains	245.3	185,743	-185,743	-74,297	-111,446
484	Wilson	Fredonia	248.5	0	0	0	0
486	Doniphan	Elwood	149.2	78,021	-78,021	-31,208	-46,812
487	Dickinson	Herington	215.3	0	0	0	0
488	Marshall	Axtell	146.1	0	0	0	0
489	Ellis	Hays	0.0	0	0	0	0
490	Butler	El Dorado	0.0	0	0	0	0
491	Douglas	Eudora	156.0	0	0	0	0
492	Butler	Flinthills	145.9	0	0	0	0

USD	County	District	Col 1	Col 2	Col 3	Col 4	Col 5
			Low Enrollment WTD FTE	Current Law High At Risk Funding at \$4,433	Original Proposed High At Risk Funding Loss	New Proposed High At Risk Funding Loss	Funding Loss Difference (Col 3 - Col 4)
493	Cherokee	Columbus	223.2	127,227	-127,227	0	-127,227
494	Hamilton	Syracuse	200.3	60,289	-60,289	0	-60,289
495	Pawnee	Ft. Larned	252.7	0	0	0	0
496	Pawnee	Pawnee Heights	126.3	0	0	0	0
497	Douglas	Lawrence	0.0	0	0	0	0
498	Marshall	Valley Heights	172.4	0	0	0	0
499	Cherokee	Galena	247.0	172,887	-172,887	-69,953	-102,934
500	Wyandotte	Kansas City	0.0	6,440,706	0	0	0
501	Shawnee	Topeka	0.0	3,477,245	0	0	0
502	Edwards	Lewis	106.9	0	0	0	0
503	Labette	Parsons	163.0	310,753	-310,753	-124,301	-186,452
504	Labette	Oswego	210.2	0	0	0	0
505	Labette	Chetopa - St. Paul	214.7	65,608	-65,608	0	-65,608
506	Labette	Labette County	77.3	0	0	0	0
507	Haskell	Satanta	163.1	44,330	-44,330	0	-44,330
508	Cherokee	Baxter Springs	251.5	118,361	-118,361	0	-118,361
509	Sumner	South Haven	154.3	0	0	0	0
511	Harper	Attica	128.0	0	0	0	0
512	Johnson	Shawnee Mission	0.0	0	0	0	0
Total			44,420.6	38,106,511	-3,667,421	-559,001	-3,108,420

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TO: 2010 Commission

FROM: Theresa Kiernan, Senior Assistant Revisor of Statutes

RE: Statutory Incentives for School District Consolidation

DATE: June 29, 2009

MEMORANDUM

Below is an overview of the various statutory incentives which have been enacted to encourage school districts to consolidate.

State Financial Aid

K.S.A. 72-6445 was enacted in the 1992 school finance act. Under that provision districts which consolidated received the combined state financial aid of each of the former districts for two school years. In 2002, the provision was amended so that any districts which consolidated prior to July 1, 2004 would receive the combined state financial aid of each of the former districts for a period of four years. In addition, districts which were enlarged by the attachment of all of the territory of a disorganized district also received the combined state financial aid of the districts if the disorganization and attachment occurred prior to July 1, 2004. Districts which consolidated or were enlarged after July 1, 2004 would have received the combined state financial aid of the former districts for two school years.

In 2004, K.S.A. 72-6445a was enacted and provided that any districts which consolidated prior to July 1, 2005 would receive the combined state financial aid of each of the former districts for a period of three school years. In addition, districts which were enlarged by the attachment of all of the territory of a disorganized district also received the combined state financial aid of the districts if the disorganization and attachment occurred prior to July 1, 2005. Districts which consolidated or were enlarged after July 1, 2005 would receive the combined state financial aid of the former districts for two school years.

In 2008, K.S.A. 72-6445a was amended to provide that any district created by a consolidation or disorganization and attachment involving a district with an enrollment of less than 150 pupils would receive the combined state financial aid of the former districts for three school years if the consolidation or e is completed prior to July 1, 2011. If the consolidation is completed

on or after July 1, 2011, the district will receive the combined state financial aid of the former districts for only two school years. Any district created by a consolidation or disorganization and attachment involving a district with an enrollment of at least 150 pupils but less than 200 pupils will receive the combined state financial aid of the former districts for four school years. Any district created by a consolidation or disorganization and attachment involving districts with enrollments of at least 200 pupils will receive the combined state financial aid of the former districts for five school years.

In 2009, 72-6445a was amended to provide that the financial benefit under the section would be given to any district which is enlarged by the attachment of a portion of a district which had been disorganized.

Capital Outlay State Aid

In 2006, the legislature enacted K.S.A. 72-8814b which concerns the computation of the amount of capital outlay state aid paid to school districts. Under this provision, the state aid percentage factor of a district created by consolidation or enlarged by the attachment of all of the territory of a district which has disorganized is the highest state aid percentage factor of the former districts. The benefit is provided for three school years.

Capital Improvements State Aid

In 2006, the legislature enacted K.S.A. 75-2319c which concerns the computation of the amount of capital improvements state aid paid to school districts. Under this provision, the state aid percentage factor of a district created by consolidation or enlarged by the attachment of all of the territory of a district which has disorganized is the highest state aid percentage factor of the former districts. The benefit is provided for three school years.

Supplemental General State Aid

In 2006, the legislature enacted K.S.A. 72-6434b which concerns the computation of the amount of supplemental general state aid paid to school districts. Under this provision, a district created by consolidation or enlarged by the attachment of all of the territory of a district which has disorganized is ranked at the level of the former district receiving the highest amount of supplemental general state aid. The benefit is provided for three school years.

Contingency Reserve Fund

In 2009, the legislature increased the amount of moneys that a district may maintain in its contingency reserve fund. For school years 2008-2009 through 2011-2012, the contingency reserve fund cannot exceed 10% of the general fund budget. In school year 2012-2013, the amount in the contingency reserve fund cannot exceed 6% of the general fund budget. These limitations do not apply to school districts whose state financial aid is computed under K.S.A. 72-6445a.