

MINUTES

2010 COMMISSION

August 16, 2010
Room 144-S—Statehouse

Members Present

Rochelle Chronister, Chairperson
Dr. Ray Daniels, Vice-chairperson
Senator Jean Kurtis Schodorf
Representative Clay Aurand
Representative Marti Crow
Carolyn L. Campbell
Dennis Jones
Steve Iliff
Scott Frank
Dan Gibb

Member Absent

Emile McGill

Staff Present

Sharon Wenger, Kansas Legislative Research Department
Martha Dorsey, Kansas Legislative Research Department
Reagan Cussimano, Kansas Legislative Research Department
Theresa Kiernan, Office of the Revisor of Statutes
Jason Long, Office of the Revisor of Statutes
Dale Dennis, Kansas Department of Education
Dorothy Gerhardt, Committee Assistant

Others Present

Dodie Wellshear, United School Administrators/Kansas
Martin Hawver, Hawver Publications
Stuart Little, USD 512, Shawnee Mission
Diane Gjerstad, Wichita Public Schools
Tracy Russell, Schools for Quality Education
Mike Reece, K12, Inc.

Bill Reardon, USD 500, Kansas City, Kansas
Sue Storm, Kansas State Board of Education
Chris Cardinal
Travis Lowe, Little Government Relations
Tom Krebs, Kansas Association of School Boards
Jennifer Crow, USD 501
Bill Brady, Schools for Fair Funding
Deborah Perbeck, USD 501

The meeting was called to order by Vice-chairperson Daniels at 9:00 a.m., August 16, 2010, in Room 144-S, Statehouse.

Scott Frank, Interim Legislative Post Auditor, and Dan Gibb, Assistant Attorney General, were introduced as new members of the 2010 Commission. Also welcomed to the Commission was Dr. John Heim, newly appointed Executive Director of the Kansas Association of School Boards. Dr. Heim addressed the Commission with a few short remarks regarding his goals and vision for the future of education in Kansas.

Summary of 2010 Legislation

A summary of legislation enacted during the 2010 Legislative Session affecting education in the State of Kansas was presented by Dale Dennis, Kansas Department of Education, and Sharon Wenger, Kansas Legislative Research Department. Summaries presented included the following:

- **SB 359 - Special education; catastrophic state aid**

SB 359 amends the special education catastrophic state aid law for the 2009-2010 school year by increasing the threshold for eligibility to \$36,000, from \$25,000, and by requiring that state special education state aid and federal special education state aid, including Medicaid Replacement State Aid, be deducted in determining the amount of reimbursement per special education student. In school year 2010-2011 and years following, the catastrophic state aid reimbursement threshold increases to twice the state aid per special teacher from the previous year.

In school year 2011-2012, the bill directs the State Board of Education to determine the minimum and maximum amounts of state aid paid to districts for the costs of special teachers. Minimum and maximum factors will be determined by dividing the total special education per teacher entitlement by the full-time equivalent (FTE) enrollment of all school districts to determine an average per pupil amount. Any district with a special education per pupil amount below 75 percent of that statewide average will receive additional funding; districts receiving 150 percent of that average will have funding decreased. This provision will sunset on June 30, 2013.

The bill also amends a provision in the special education law, which provides for payment of Medicaid Replacement State Aid to school districts. The bill provides for continuation of Medicaid Replacement State Aid permanently.

- **SB 362 - Teachers and administrators, contracts; notice of non-renewal**

SB 362 requires school boards to notify teachers and administrators of the board's intent not to renew the teacher's or administrator's contract by the third Friday in May. These employees then have 14 calendar days from the date of notice to respond to the school board.

- **HB 2595 - School districts; of students residing outside the district**

HB 2595 authorizes a local board of education to provide transportation to any non-resident pupil who is enrolled and attending school in the district. The agreement to provide transportation to a non-resident pupil would be provided until the end of the school year. Prior to providing such transportation, the school district providing transportation must notify the local board of education where the pupil resides. The legislation also removed the requirement that an application be submitted by July 15.

Under the provisions of the bill and for school finance purposes, the non-resident student will be counted in the district in which the student is enrolled.

The bill also removes the requirement that the State Board of Education review and approve new school building plans and clarifies that the law applies to renovation and reconstruction. School districts still must comply with requirements set by the State Fire Marshal, and school building plans must be certified by an architect or professional engineer.

2011 Legislature - Funding Issues

Dale Dennis, Deputy Commissioner of Education, presented a brief report regarding upcoming issues affecting school funding which will need to be addressed by the 2011 Legislature (Attachment 1). These include the following:

- **Assessed Valuations** - The Consensus Estimating Group met in November 2009, and projected the total assessed valuation for the 2010-11 school year. The estimate for the general fund assessed valuation was increased 2.38 percent, or approximately \$670 million. Current estimates indicate the assessed valuations will decline by at least the same percentage. Assuming this estimate is correct, the \$670 million estimated increase, combined with a \$750 million decrease, results in a difference of at least \$1.420 billion. This results in a funding requirement of at least \$28.4 million.
- **Free Lunch Applications** - Based upon the Department's review of numerous 2010-11 school district budgets, there is projected to be a slight increase in the number of free lunch applications as the job market has not rebounded as originally estimated. Increased applications will affect state aid to schools. As an example, a 3 percent increase in free lunch applications would result in additional state aid of approximately \$9.4 million.

Other Education Issues

Theresa Kiernan, Office of the Revisor of Statutes, presented a summary of various issues which were raised during the 2010 Legislative Session. These were not enacted by the Legislature. Included among these were the following (Attachment 2):

- **SB 354 - School districts; tax levies; property subject to taxation**

This bill would amend three provisions in the school finance law relating to levies imposed by school districts for the ancillary facilities weighting, cost of living weighting, and declining enrollment weighting. The bill would add a definition of "taxable tangible property" to each of those sections.

- **HB 2748 - School districts; the expenditure of moneys in school district funds for general education purposes**

This bill was introduced by the Committee on Appropriations at the request of Representative McLeland. The bill would amend several provisions of law relating to the use of the unencumbered balances in certain school district funds.

- **HB 2587 - Schools; special education; state aid not to exceed 92 percent of actual amount of excess cost**

This bill was introduced by Representative Spalding. The bill concerned "categorical" state aid for the provision of special education and related services.

- **SB 74 - House Sub. for SB 74 by Committee on Education Budget - School districts; use of unencumbered funds**

This bill was introduced during the 2009 Legislative Session and was used by the House as a vehicle for many of the education issues it wanted considered in conference.

Summary of Notice Filed by Schools for Fair Funding

Ms. Kiernan presented a summary of the notice of claim alleging a violation of *Article 6* of the *Kansas Constitution* filed by attorneys representing four school districts and 36 children in those school districts. Defendants listed in the claim are the State of Kansas, State Department of Education, the Governor, the Commissioner of Education, and individual members of the State Board of Education (Attachment 3).

A question and answer session followed the presentation.

Summary of All 2010 Commission Recommendations to Date

Martha Dorsey, Kansas Legislative Research Department, summarized recommendations from the 2010 Commission and its disposition, including the following (Attachment 4):

- 2006 Report to the 2007 Legislature:

- All-Day K and At-Risk 4-Year-Olds;
 - Innovative Programs;
 - At-Risk Program Funding;
 - English Language Learners (ELL);
 - Attracting, Retaining, and Developing Staff; and
 - Informing the Public of Progress in Schools.
- 2007 Report to the 2008 Legislature:
 - Teacher Shortages, Retention, and Recruitment Recommendations;
 - Early Childhood Recommendations;
 - Change Second Level of Funding for At-Risk Students;
 - Change Bilingual Weighting in the School Finance Formula; and
 - Threshold Amount Per Student of Special Education Catastrophic State Aid Program.
 - 2008 Report to the 2009 Legislature:
 - General Funding Recommendations;
 - Professional Development;
 - Leadership Initiatives;
 - Second Student Count; and
 - Early Childhood Education.
 - 2009 Report to the 2010 Legislature:
 - General Funding Recommendations; and
 - Catastrophic Aid for Special Education.

Discussion by Committee members followed.

Presentation: Kansas Learning Network

Dr. Julie Ford, Director, Title Programs and Services, Kansas State Department of Education, presented a report on the Kansas Learning Network (KLN). Goals of the KLN are to improve school and district quality as measured by student outcomes and foster a sustainable, continuous improvement process at the school, district, and state levels ([Attachment 5](#)).

A short question and answer session followed.

Presentation: K-12 Education: Reviewing the Potential for Cost Savings From Reorganization of Kansas School Districts

Dan Bryan, Legislative Division of Post Audit, presented a brief summary on the school consolidation audit report completed in February 2010 ([Attachment 6](#)). Included in items highlighted in the report was a chart indicating there were little savings in forcing consolidation on the local level. There would be cost increases in primarily two areas: those being increased transportation costs and new facilities.

A question and answer session followed.

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

Brenda Heafey, Legislative Division of Post Audit, presented a brief summary on issues involving health insurance costs for school districts (Attachment 7).

Highland Park High School, Topeka, Grant Presentation

Patrick Woods, USD 501 board member; Dr. Beryl New, Principal; and other representatives from the district gave a brief presentation on the School Improvement Grant presented to the school for use in their efforts to improve test scores and their efforts in reaching AYP (Attachment 8).

The meeting was adjourned at 3:10 p.m.

Prepared by Dorothy Gerhardt
Edited by Martha Dorsey

Approved by Committee on:

September 24, 2010

(Dated)

ATTENDANCE LIST

COMMITTEE: 2010 Commission

DATE: 8/16/10

(Please print your name and the organization you are representing)

Name	Organization
Dodie Welshcar	USA/KANSAS
Martin Hawwa	Hawaii's Capital Renewal
Stuart Little	Shaneec Mission 512
Diane Giorstall	Winnata Public Schools
Tracy Russell	SDE
Mike Beckett	KIZ Inc
Bill Reardon	KCK USD 500
Ann Storm	KS BOE
Chris Cardinal	
Trevor Lowe	Little Fort Relations
Tom Lamb	KASB
Vivian Crow	USD 501
Liz Brady	SFFF
Deborah Perbeck	USD 501

Underspending FY 2010 Budget
Due to cash flow shortage and moved to FY 2011

General State Aid	\$ 32,667,047
Supplemental General State Aid	46,098,350
KPERS	53,047,760
TOTAL	\$ 131,813,156

FY 2010 Expenditures Moved to FY 2011
(2010-11 School Year)
(School districts will count payments in FY 2010)

General State Aid	\$ 225,249,985
Supplemental General State Aid	66,773,733
KPERS	53,047,760
Subtotal	\$ 345,071,478
KPERS – Paid July 7 and State Charged to FY 2010	55,101,438
TOTAL	\$ 400,172,916

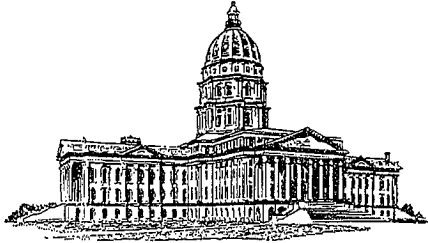
2010-11
 ADDITIONAL REVENUE TO FUND CURRENT LAW

<i>Program</i>	<i>Est. 2010-11</i>	<i>Current Law Requirement</i>	<i>Cost to Fund Current Law</i>
Base State Aid Per Pupil	\$ 4,012	\$ 4,492	\$ 314,400,000
Supplemental General State Aid	Prorated at 92%	100%	37,787,001
Special Education	86.2% of Excess Cost	92% of Excess Cost	25,000,000
Mentor Teacher	\$ 1,450,000	100%	2,050,000
Professional Development	0	100%	8,500,000
School Lunch	4 cents per meal	6 cents per meal	1,043,647
Capital Outlay State Aid	0	Fund law	26,000,000
National Board Certification	\$ 55,000 <i>(Scholarships only)</i>	Fund law	350,000
TOTAL			\$ 415,130,648

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TO: 2010 Commission

FROM: Theresa Kiernan, Senior Assistant Revisor of Statutes

RE: Unresolved Issues of 2010 Legislative Session

DATE: August 16, 2010

Below is a brief discussion of issues which were raised on several occasions during the 2010 Legislative Session either in the form of a bill or offered as amendments to various bills, but which were not enacted.

SB 354 was introduced by the Committee on Ways and Means at the request of Senator Vratil. The bill was introduced to resolve an issue created by the interplay of the school finance law and the law under which motor vehicles are taxed.

✕ The bill would amend three provisions in the school finance law relating to levies imposed by school districts for the ancillary facilities weighting, cost of living weighting, and declining enrollment weighting. The bill would add a definition of “taxable tangible property” to each of those sections. The term would mean real property, personal property, state-assessed property and motor vehicles.

With the exception of the school district general fund (funded in part by the twenty-mill levy imposed by school districts under K.S.A. 72-6431), a portion of the revenue derived from the imposition of the tax on motor vehicles under K.S.A. 79-5101 et seq. is allocated to each tax levy fund of all taxing districts in the state.

The laws requiring school districts to remit (to the state) the revenues derived from the three weighting levies had been interpreted to require those school districts to also remit motor vehicle revenue attributable to the levies. When the state board computed the amount of state aid that is paid to the districts for such weightings, the state board did not include the amount of motor vehicle revenue attributable to the weightings. The result was that a portion of the money remitted by those districts imposing the levies was deposited in the state school district finance fund and allocated to all school districts in the form of state aid. The sponsor of the bill felt that all the revenue remitted to the state under the three provisions should be returned to the districts imposing the levies.

Following the session, Senator Vratil requested an opinion from the Attorney General on the issue. The opinion pointed out that under K.S.A. 79-5102 motor vehicles taxed under K.S.A.

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2010 Commission
August 16, 2010
Attachment 2

79-5101 et seq. are not subject to property or ad valorem taxes levied under any other law of the state or city ordinance or county resolution, including the tax levies for the three weightings.

As a result of the opinion, the state board will refund the revenue attributable to motor vehicles that had been remitted in school year 2009-2010, but the districts do not have authority to spend that money or reduce their mill levies. Without legislative action, the money will accrue in the tax levy funds of the districts imposing the levies.

HB 2748 was introduced by the Committee on Appropriations at the request of Representative McLeland. The bill would amend several provisions of law relating to the use of the unencumbered balances in certain school district funds.

The bill would authorize each school district to expend, for general education purposes of the district, moneys attributable to state appropriations, fees and transfers from certain school district funds. The bill would authorize such expenditures in school year 2010-2011. In addition, moneys in the capital outlay fund which were attributable to transfers of moneys from the general fund of a school district in school year 2008-2009 could be transferred to the contingency reserve fund of the district in school year 2009-2010; and moneys in the capital outlay fund which were attributable to transfers of moneys from the general fund of a school district in school year 2008-2009 or school year 2009-2010 could be expended for general education purposes of the school district in school year 2009-2010 and school year 2010-2011.

The state board of education would be required to adopt guidelines to assist school districts in the implementation of the act and to prevent the expenditure of tax moneys in violation of the Kansas Constitution.

The bill would not apply to moneys derived from the federal government or locally-imposed property tax levies.

The bill would apply to the unencumbered balance of moneys contained in the following funds on June 30, 2010: Bond and interest fund, parent education program fund, virtual school fund, adult education fund, adult supplementary education fund, at-risk education fund, preschool-aged at-risk education fund, special education fund, vocational education fund, driver training fund, food service fund, tuition reimbursement fund, summer program fund, extraordinary school program fund, special liability expense fund, special reserve fund, textbook and student materials revolving fund, capital outlay fund, bilingual education fund and professional development fund.

The bill also would repeal K.S.A. 72-6422 which established the area vocational school fund. All area vocational schools were required to become a technical college or merge with a postsecondary institution.

HB 2587 was introduced by Representative Spalding. The bill concerned "categorical" state aid for the provision of special education and related services.

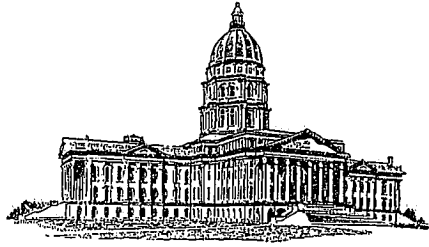
Under K.S.A. 72-978, the state board is required to determine each school year the statewide average cost for the provision of special education and related services. After deducting the amounts paid for transportation costs, the remainder of the amount appropriated by the legislature, is allocated to school districts, cooperatives and interlocals on the basis of the number of special teachers (paraprofessional are counted 2/5 FTE) employed by each district, cooperative or interlocal.

After the bill was introduced, Representative Spalding realized that the language in the bill

did not reflect her intent. The bill states that a school district shall not be paid in excess of 92% of the actual amount expended by the district for the provision of special education and related services. She had intended to introduce a bill which would provide that a school district would not be reimbursed for more than 92% of the excess cost of providing special education and related services.

SB 74 was a bill introduced during the 2009 legislative session and was used by the House as a vehicle for many of the education issues it wanted to be considered in conference. One amendment to the bill concerned the money paid by the state as the employer's contributions to KPERS for teachers. The amendment would have created a KPERS weighting. Under the amendment, the amount of money paid by the state for the employer's contribution to KPERS would be deposited in the general fund of the school district and an equal amount then would be transferred to the special retirement contributions fund of the school district (and then returned to the state). The end result would be to increase the local option budget authority of school districts. Since there would be no additional money for supplemental general state aid, if the bill had passed there would have been a shift in the amount of supplemental general state aid among school districts.

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TO: 2010 Commission
FROM: Theresa Kiernan
RE: Notice of Violations of Article 6 of Kansas Constitution
DATE: August 16, 2010

On June 17, 2010, attorneys representing four school districts and 36 children in those school districts filed a notice of claim alleging a violation of Article 6 of the Kansas Constitution. The defendants listed in the claim are the State of Kansas, State Department of Education, Governor, Commissioner of Education and individual members of the State Board of Education. Under K.S.A. 72-64b02, an action may not be commenced until after receipt of a written response by the legislature or until 120 days after the filing of the notice, whichever occurs first. K.S.A. 72-64b02 requires legislative counsel to investigate the alleged violation before any alleged violation is acted upon by the legislature. The notice included the following allegations:

- Defendants had violated Section 1 of Article 6 of the Kansas Constitution which provides that: "The legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by law; and subsection (b) of Section 6 of Article 6 which provides that: "The legislature shall make suitable provision for finance of the educational interests of the state....."
- Defendants had violated K.S.A. 72-64c03 which requires that education be given first priority in the budgeting process; K.S.A. 72-64c04 (expired) which required an increase in the amount of certain state aid to school districts in an amount that is not less than the percentage increase in the CPI-U during the preceding school year; and K.S.A. 72-8814 (b) which requires the certification and distribution of capital outlay state aid.
- The current funding level is not sufficient to allow school districts to comply with federal requirements under the: No Child Left Behind Act of 2001; Individuals with Disabilities Education Act, as amended; and Disabilities Improvement Act of 2004.
- The Kansas Legislature is responsible for the current school funding situation by providing "massive

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2010 Commission
August 16, 2010
Attachment 3

tax cuts, refunds, and tax abatements” and that even though additional tax dollars were provided by the 2010 Legislature, the amount is inadequate.

- Defendants have ignored the obligations imposed on them in the *Montoy* school finance cases by engaging in legislative enactments and budget allotments: That fail to consider the actual costs of providing adequate education and which do not provide for the equitable distribution of funding.
- The enactment of 2006 Senate Bill No. 549 (three-year school funding plan) was unconstitutional because it did not adequately and equitably fund Kansas education.
- Inadequate funding for supplemental general state aid and capital outlay state aid hurts poorer districts and exacerbates wealth-based disparities among school districts.
- The underlying flaws in the current funding system have created a situation in which there is not adequate funding to educate the following groups to the required standards: General education pupils, at-risk pupils, special education pupils, bilingual pupils and pupils from less wealthy districts.

Plaintiffs requested the following relief: A judgment declaring the current funding formula to be a violation of the Kansas Constitution; a permanent injunction prohibiting the administration, enforcement, funding or implementation of the unconstitutional provisions; attorneys’ fees; costs of the action; and any other just and equitable relief to which the plaintiffs are entitled.

At the July meeting of the Legislative Coordinating Council (LCC), the LCC directed the Office of the Revisor of Statutes to investigate the alleged violations and to report back to the LCC. The next scheduled meeting of the LCC is in October; as of this time, the LCC has not prepared a written response to the notice. If the plaintiffs do not receive a written response from the Legislature within 120 days of the filing of the notice of claim, they may proceed with filing the lawsuit in district court.

2010 COMMISSION RECOMMENDATIONS AND THEIR DISPOSITION

2010 Commission
August 16, 2010
Attachment 4

2006 Report to the 2007 Legislature

RECOMMENDATION

DISPOSITION

All-Day K and At-Risk 4-Year-Olds

Expand all-day kindergarten to include all children eligible to attend.

No action in 2007. 2008 SB 207 - Died in House Committee on Education 5/29/08.

Flexibility in school funding continue to allow for the growth of at-risk programming for four-year-olds.

No change.

Second level of funding for at-risk students, the high-density formula, be based on the prior year's data and implemented using a linear transition calculation.

No action in 2007. (NOTE: Recommendation repeated in 2007 report to the 2008 Legislature.) Later action -- Ultimately: 2008 SB 531 - Creates new "medium density at risk pupil weighting" to be applied to districts with an enrollment of at least 40.0 percent but less than 50.0 percent at-risk pupils. Also revises the triggers and the formula for the high-density at-risk pupil weighting. A school district that does not meet the at-risk enrollment requirement may decide to use current year, prior year, or three-year average to determine funding.

Innovative Programs

Innovative programs (e.g., learning communities and schools within schools) continue to be researched and used in Kansas schools.

No additional information.

2-H

RECOMMENDATION

At-Risk Program Funding

The Legislature review the issue of distributing at-risk program funding to ensure that the funding is provided to those students for whom it was intended.

No cuts in funding at-risk programming.

English Language Learners (ELL)

Requests the Legislature send a letter to the U.S. Department of Education requesting that more than one year be allowed between the time an ELL student enters a bilingual program and the time the student must take an assessment test.

Teacher education be reviewed and consideration be made to require all teachers receive an ELL endorsement to their teaching certificate.

The Legislature continue to review best practices in training ELL students.

DISPOSITION

Senate K-12 Task Force determined (1) free lunch is best indicator for identifying at-risk students; (2) high-density at-risk formula changes consistent with the 2010 Commission recommendation (see item under "All-Day K and At-Risk 4-Year-Olds," above); and (3) the 3rd level of funding, non-proficient weighting, seems an effective mechanism for those students.

[see above, #(1)]. Also - 2008 SB 669: Virtual schools will receive a non-proficient weighting of 25 percent multiplied by the full-time equivalent enrollment of non-proficient pupils in an approved at-risk program offered by the virtual school.

No funding cuts in 2007 or 2008.

No action in 2007. 2007 HB 2017 - Died in House Committee 5/29/08.

(see above)

Legislative Post Audit on the subject completed in April 2008; indicated many teachers did not feel adequately prepared to address ELL needs. Department of Education's response indicated, "The State Department of Education must weigh the costs associated with a requirement of additional ESL coursework that extends the completion time of the preparation program against an already well documented teacher shortage problem...."

(see above)

2-11

RECOMMENDATION

Change the bilingual weighting in the school finance formula from a full-time equivalent weighting with contact hours to headcount, and adjust it to 0.2 from the present 0.395.

Attracting, Retaining, and Developing Staff

Expand programs shown successful in attracting, retaining, and developing staff, including enhancement of leadership academies, especially for school principals, mentoring new teachers, and providing improved and increased professional development opportunities for teachers (Specifics, below).

\$500,000 in annual and ongoing funding for leadership academies.

Add \$1.0 million to the Mentor Teacher Program.

Increase the Professional Development (In-service Education) Aid Fund to \$4.0 million.

Informing the Public of Progress in Schools

Every school make test scores from No Child Left Behind testing available to the local public and all students' parents.

DISPOSITION

2007 HB 2399 -- No hearing/action. Recommendation repeated in 2007 report to the 2008 Legislature.

See next 3 recommendations/dispositions.

No change.

\$500K 2007-08 for Mentor Teacher Program.

No change.

KDE - Information is available to parents.

44-4

2007 Report to the 2008 Legislature

RECOMMENDATION

DISPOSITION

Teacher Shortages, Retention, and Recruitment Recommendations

Increase Base State Aid Per Pupil (BSAPP) by \$100 in SFY 2009 to \$4,474 (would add nearly \$26.0 million in additional funding to the 2008-09 budgets of school districts, in addition to the \$34 million increase already appropriated for SFY 2009). Focus the funding on increasing teacher salaries so that Kansas can become more competitive with surrounding states and states currently employing Kansas teachers.

No change.

Add \$2.25 million to the Professional Development Program, bringing the total funding to \$4.0 million in SFY 2009.

No change.

Add \$500,000 to the Mentor Teacher Program bringing the total funding to \$2.0 million in SFY 2009, to fund the second year of mentoring for 500 new teachers.

Governor recommended adding \$1.5 million - NOT adopted.

Provide \$2.5 million to create a Teacher Retention Incentive Program to encourage math, science, and special education teachers who are eligible to retire to remain in teaching by matching local school district funds up to \$2,500 per teacher placed into a savings plan for the teacher, outside of the current Kansas Public Employees Retirement Plan.

2008 HB 2604 - no hearing/action.

Early Childhood Recommendations

Retain current Department of Education early childhood programs in the Department.

No change - current programs were retained.

4-5

RECOMMENDATION

Shift the Infant-Toddler special education program (*tiny-k*) from the Department of Health and Environment (KDHE) to the Department of Education.

Shift Early Head Start Program from the Department of Social and Rehabilitation Services (SRS) to the Department of Education.

Shift the Pre-Kindergarten Pilot Program in the Children's Cabinet to the Department of Education.

The Children's Cabinet move forward over the next year leading the Early Learning Coordinating Council (ELCC) in improving coordination and expanding services in early childhood programs not included in the Department of Education.

Provide \$15.0 million in SFY 2009 to fund all-day kindergarten. The Commission noted \$15.0 million would be needed every year for five years in order to fully fund all-day kindergarten.

Other Recommendations

The second level of funding for at-risk students, the high-density formula, be based on the prior year's data and be determined using a linear transition calculation.

DISPOSITION

2008 SB 408 -- Died in Senate committee 5/29/08; 2008 HCR 1614 -- no hearing/action. However, the Conference Committee for Sen. Sub. for HB 2946 ("omnibus" budget reconciliation bill) added \$1.0 million to the KDHE *tiny-k* program.

2008 SB 407 -- Senate 37-2; House-no hearing/action.

2008 SB 407 -- Senate 37-2; House-no hearing/action; issue was considered in Conference Committee for Sen. Sub. for HB 2946. Governor recommended the move in the budget, which was adopted with adjustment in SB 534.

Information from Jim Redmon of the Children's Cabinet: two grants: \$11.1M - block grants; another grant from National Governors' Association for coordination assistance. See attached e-mail.

2008 SB 405 -- Died in Senate Committee 5/29/08.

Partially adopted -- Ultimately: 2008 SB 531 - Creates new "medium density at risk pupil weighting" to be applied to districts with an enrollment of at least 40.0 percent but less than 50.0 percent at-risk pupils. Also revises the triggers and the formula for the high-density at-risk pupil weighting. (NOTE: Began as 2008 HB 2605.) A school district that does not meet the at-risk enrollment requirement may decide to use current year, prior year, or three-year average to determine funding.

97-7

RECOMMENDATION

The bilingual weighting in the school finance formula be changed from a full-time equivalent weighting with contact hours to head count and adjusted to 0.2 from the present 0.395.

The threshold amount per student of the Special Education Catastrophic State Aid Program for school year 2008-09 be increased from \$25,000 per student to \$36,000 and, in years thereafter, by an amount equal to the percentage increase of the CPI (urban). For students meeting qualifications of an exceptional child and for whom the district provided special education services, the state would reimburse the district 75 percent of the cost above \$36,000 per student.

The Kansas Department of Education require every school district use the Kansas Accounting Handbook and require newly hired school district clerks be trained in a course using the Handbook; returning clerks should be required to complete a refresher course.

State Board of Education review annually the financial reporting system to determine if any alterations or additions are needed based on requests for accounting information.

The Legislature, through the House and Senate Education Committees, request an update of the State Department of Education's vocational education transition plan which will implement the changes taking place at the national level in this program.

DISPOSITION

2008 SB 400 -- Died in Senate Committee 5/29/08.

2008 HB 2606 -- Died in House committee 5/29/08.

Kansas Department of Education has held several workshops covering entire state.

KS Department of Education reviews this each year.

KS Department of Education is in the process of implementing changes in vocational education - now referred to as Career and Technical Education. An internal task force is addressing the changes. The emphasis is on integrating career and technical education with academics.

4-7

2008 Report to the 2009 Legislature

RECOMMENDATION

DISPOSITION

General Funding Recommendations

The Legislature should approve a three-year school finance plan which extends current state law through school year 2012-2013 that provides for increases in state aid based upon the Consumer Price Index - Urban.

SB 7 was introduced, which reflected the 2010 Commission's recommendation. The bill did not receive a hearing.

Professional Development

The Legislature should approve a Professional Development Program at the Kansas Department of Education (KSDE) for the 2009-2010 school year totaling \$6,250,000.

No action.

Leadership Initiatives

The Legislature should approve a budget of \$630,000 for the KSDE for the 2009-2010 school year for use in leadership initiatives.

No action.

4-8

RECOMMENDATION

Second Student Count

The Legislature should extend the state law which allows for a second student count date for school districts meeting certain criteria related to increased students of military families, for an additional four years. In addition, this second student count should be a "net" increase count.

Early Childhood Education

The Commission will continue to monitor the progress of the Early Learning Coordinating Council and will request a report on the Council's work next year.

Teacher Retention

The Commission recognizes that much has been done in the state to retain teachers and eliminate the teacher shortage. However, the Commission will continue to monitor activities in this area.

DISPOSITION

HB 2002 proposed and enacted, which allows a school district to recompute its general fund budget based on a second count of military students on February 20. To be eligible for a second count, a school district is required to have at least 25 military pupils or military students, equal to 1 percent or more of the district's enrollment on February 20, who were not enrolled on September 20. Second count-eligible districts then add the number of additional military students enrolled on February 20 to the September 20 student count to determine a district's general fund budget.

Early childhood education was discussed and addressed during the 2009 Interim. However, a report regarding the Council's progress was not requested.

Teacher quality and retention were addressed in the Commission's *Final Report to the 2010 Legislature*.

6-H

2009 Report to the 2010 Legislature

RECOMMENDATION

DISPOSITION

General Funding Recommendations

The Legislature should refocus its revenue and funding priorities to make education Priority Number One.

For discussion by the Commission.

The Legislature should consider generating revenue from at least three specific revenue sources: (1) reversing previous tax cuts; (2) increasing the state school mill levy back to its former level; and (3) increasing the state sales tax.

Of the three sources, the Legislature acted on one by increasing the state sales tax (HB 2360). The rate (increased from 5.3 to 6.3 percent, effective July 1, 2010) subsequently is reduced to 5.7 percent on July 1, 2013. A large portion of the revenue goes to the State Highway Fund, including all of it once the rate decreases to the 5.7 percent level. The balance goes to the State General Fund.

The Commission recommends the following items remain, or become, funding priorities: early childhood education; before- and after-school tutoring and support program; at-risk funding and programs; staff development; leadership academies; and highly qualified teachers.

For discussion by the Commission. The following related legislation was introduced but not passed: (1) **At-risk** -- SB 194 (would have restricted funding to students 21 and younger) and HB 2181 (would have limited expenditures of state aid by school districts from at-risk weightings to salaries or benefits for teachers instructing at-risk, bilingual, or vocational or kindergarten programs ... in an effort to reduce classroom size); (2) **Staff development** -- would have prohibited staff development and in-service training programs from being conducted for any teacher at times during a school term in which pupils are usually scheduled for classroom instruction by a teacher.

The Legislature should continue the three-year funding cycle.

No action.

01-10
H-H


RECOMMENDATION

Catastrophic Aid for Special Education

The Legislature should change the formula for determining special education catastrophic aid. Specifically, the threshold for qualifying for catastrophic aid should be based upon twice the previous year's categorical aid per teacher less any special education state aid.

DISPOSITION

SB 359 was enacted, which amends the special education catastrophic state aid law for the 2009-2010 school year by increasing the threshold for eligibility to \$36,000 (from \$25,000) and by requiring that state special education aid and federal special education state aid, including Medicaid Replacement State Aid, be deducted in determining the amount of reimbursement per special education student. In school year 2010-2011 and years thereafter, the catastrophic state aid reimbursement threshold increases to twice the state aid per special education teacher from the previous year. State and federal special education aid, including Medicaid Replacement State Aid, will be deducted in determining the amount of reimbursement per special education student.



**Kansas State Department of Education (KSDE)
and
The Kansas Learning Network:
The Kansas System of District and School Support**

Dr. Ray Daniel, Cross & Joftus, LLC
Dr. Julie Ford, KSDE

2010 Commission
August 16, 2010

CROSS & JOFTUS 1

Presentation Overview

- Short history of the Kansas Learning Network (KLN)
- Description of the KLN
- Participants of the KLN in 2010-2011
- KLN progress to date
- New cohorts
- Next steps

CROSS & JOFTUS 2

Kansas State Department of Education....

NCLB requires schools and districts to....

- Help schools and districts on improvement, in corrective action or restructuring develop a school improvement plan
- Facilitate a peer review for schools and districts on improvement, corrective action or restructuring
- Provide technical assistance to these districts and schools
- Hold districts and schools responsible for "sanctions" imposed by NCLB

CROSS & JOFTUS 3

However.....

- KSDE chooses a collaborative approach verses "heavy handed" approach!

CROSS & JOFTUS 4

History of KLN

- Cross & Joftus LLC develops plan for working with consortium of low-performing districts (2006).
- KSDE agrees to pilot of the Network for the 2008-09 school year.
- Pilot with 5 districts begins in October 2008 with first Network meeting.
- Contract is extended (two years) and expanded (to include 17 districts and 33 schools) in July 2009.
- New cohort is added in 2010-2011 with 8 new districts and 12 new schools. Three districts that have schools on improvement but not currently in Network are also included.

CROSS & JOFTUS 5

Rationale of the KLN

- States are legally and morally obligated to improve outcomes for all students, but have finite capacity to do so on their own.
- Districts struggling to demonstrate AYP require combination of support and pressure.
- There are no "silver bullets."
- An external "critical friend" can add value.
- Districts need to develop relationships and share practices and support.

CROSS & JOFTUS 6

Principles of KLN

- Improved student outcomes is the focus
- Changing the interaction among student, teacher, and content is the only way to improve outcomes.
- Continuous learning by all staff is necessary.
- All participants will engage fully, which includes gracefully providing and accepting constructive criticism.
- Failure is not an option.
- No one has all the answers.
- All participants are equal partners.
- "Passionate humility" will take us far.

Principles of Improvement

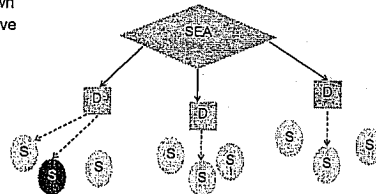
- High expectations for all students
- Aligned standards, assessments, curriculum, instruction, and systems of support
- Data-driven decision making and focus on instruction
- Identification and support of struggling students
- Highly effective teachers and administrators
- Key theoretical concepts
 - Systemic coherence
 - Full Implementation
 - Classroom observations as lever for improvement

Goals of the KLN

- Improve school and district quality as measured by student outcomes.
- Foster a sustainable continuous improvement process at the school, district, and state levels.

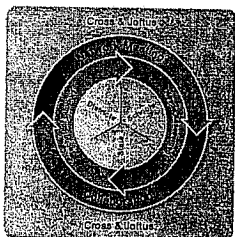
Typical Improvement Process

- Top Down
- Ineffective



KLN Process

The Learning Network™
Rethinking School Improvement



Components of the KLN

- Network Meetings
- Collaboration and Support
- Needs Analyses
- Targeted Technical Assistance

KSDE continues support with school improvement plan writing, peer reviews, participating in network, other opportunities, and technical assistance, as needed.

5-2

KLN Participants (08-09)

- KSDE
- Garden City
- Kansas City
- Topeka
- Turner
- Wichita

KLN Districts

Percentage of Kansas Students Served by KLN Districts Cohort 1

Student Type	Percentage of State Total
Total Students	19.7%
Minority	50.3%
English Language Learners	41.2%
Low-Income Students	34.1%

New Cohorts

- **Cohort 1:** Garden City, KCK, Topeka, Turner, Wichita
- **Cohort 2:** Goodland, Haysville, Liberal, Mullinville, Ulysses
- **Cohort 3:** Coffeyville, Iola, Leavenworth, Morris County, Ottawa, Parsons, Peabody-Burns
- **Cohort 4:** Fort Scott, Pittsburg, Kingman-Norwich, Chanute, Coffeyville, Independence, Dodge City, Lawrence, Hutchinson, Junction City, and South Brown County

Appraisals

- Participants include Cross & Jofus LLC staff, KSDE staff, and cohort members from other districts.
- Focus
 - Leadership,
 - Academic Performance,
 - Culture, and
 - Human Capital and Professional Development
- 3 days
- Extensive Report
- Follow up technical assistance based on report (24 days per district)

Implementation Coaches (Building Level)

Appointed Implementation Coaches for each building on improvement, in corrective action, or in the restructuring process that will meet twice monthly and serve as critical friend through the improvement process. All Implementation Coaches have extensive experience in school improvement, school turn-around, and school improvement leadership coaching. KSDE utilizes partners to expand work across state regions.

Progress to Date-Technical Assistance

- Strategic planning
- Executive Coaching
- Reorganization of central office and change in systems to support instructional improvement
- Improvement in classroom observation processes
- Multi-Tier System of Support (MTSS) design and implementation
- Curriculum and formative assessment alignment and focus on equity
- Use of resources
- Reading
- Math
- Special Education and ELL Program Reviews
- Budget Analysis

Promising Results 2010

- Handout

CROSS & JOFTUS 19

School Improvement Grants

1003 g

- New requirements
 - Must identify lowest 5% of schools or 5 and put considerable resources in these schools
 - Opened up high school reform
- 6 grants
 - South Middle School - Liberal
 - Highland Park High School - Topeka
 - Curtis Middle School - Wichita
 - Southeast High School - Cherokee
 - Northwest Middle School - Kansas City Kansas
 - Emerson Elementary School - Kansas City Kansas

CROSS & JOFTUS 20

School Improvement Grants

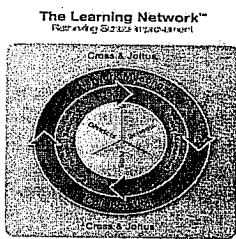
- KSDE must write new state plan by February 8
- New Graduation Requirements (80%, cohort, subgroups)
- Four Models
 - Redesign Schools including Curriculum, Staff, and Governance Models
 - Transformation Model (MTTS)
 - Charter Schools or Outside Educational Resource Running Schools
 - Close Schools

Reauthorization in 2010?????
External Evaluation of KLN in 2010

CROSS & JOFTUS 21

Kansas System of District and School Support

- Questions...



CROSS & JOFTUS 22

**Kansas State Department of Education
Title I Schools and Districts
Identified for Improvement for 2010-2011**

The Elementary and Secondary Education Act (ESEA) requires Title I schools and districts that do not make adequate yearly progress (AYP) for two consecutive years be identified for improvement. The identification must occur prior to the beginning of the school year so that parents may make informed decisions regarding their children's schools. Each school and district had opportunities to review their state assessment results, attendance and graduation data, make corrections, and file an appeal if they disagreed with the AYP decision. After a school or district is identified for improvement, it must make AYP for two consecutive years to be off improvement.

Title I Districts Identified for Improvement for 2010-2011 Summary

- 24 Title I districts are identified for improvement for 2010-2011; 16 districts were identified in 2009-2010
- No districts went off improvement
- 7 districts made AYP in the area identified for improvement
- 8 districts are in 1st year of improvement; 4 districts are in 2nd year of improvement
- 12 districts are in corrective action status (3 or more years on improvement)
- 9 districts are on improvement for only reading; 2 are on improvement for only mathematics
- 13 districts are on improvement for both reading and mathematics
- 7 districts on improvement have Title I schools on improvement; 17 districts have no Title I schools on improvement (3 districts that are not on improvement have 4 schools on improvement)
- 2009-2010 AYP district reading targets were 81.3%
- 2009-2010 AYP district mathematics targets were 76.4%

Title I Districts Identified for Improvement for 2010-2011

USD #	USD Name	# Years on Improvement	Improvement Status	Area(s) of Improvement	Made AYP in Area of Improvement in 2010	# Schools on Improvement
214	Ulysses	4	Corrective Action	Reading and Mathematics	No	2
234	Fort Scott	1	On Improvement	Reading	No	0
250	Pittsburg	1	On Improvement	Reading and Mathematics	No	0
257	Iola	2	On Improvement	Mathematics	Yes	0
259	Wichita	7	Corrective Action	Reading and Mathematics	No	12
261	Haysville	6	Corrective Action	Reading and Mathematics	Yes—Reading No—Math	1
290	Ottawa	5	Corrective Action	Reading	No	0
331	Kingman-Norwich	1	On Improvement	Reading and Mathematics	No	0
352	Goodland	3	Corrective Action	Reading	No	0
398	Peabody-Burns	2	On Improvement	Reading	Yes	0
413	Chanute	1	On Improvement	Mathematics	No	0
417	Morris County	2	On Improvement	Reading	Yes—Reading No—Math	0

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424	Mullinville	2	On Improvement	Reading and Mathematics	No	0
443	Dodge City	1	On Improvement	Reading	No	0
445	Coffeyville	7	Corrective Action	Reading and Mathematics	Yes	0
446	Independence	1	On Improvement	Reading	No	0
453	Leavenworth	4	Corrective Action	Reading and Mathematics	No	0
457	Garden City	5	Corrective Action	Reading	No	1
480	Liberal	5	Corrective Action	Reading and Mathematics	Yes	2
493	Columbus	1	On Improvement	Reading	No	0
497	Lawrence	1	On Improvement	Reading and Mathematics	No	0
500	Kansas City	7	Corrective Action	Reading and Mathematics	No	9
501	Topeka	5	Corrective Action	Reading and Mathematics	No	6
503	Parsons	4	Corrective Action	Reading and Mathematics	Yes	0

Title I Schools Identified for Improvement for 2010-2011 Summary

- 37 Title I schools are identified for improvement in 2010-2011; 32 schools were on improvement in 2009-2010
- 6 schools are off of improvement: USD 259 Clark Elementary, USD 259 Enterprise Elementary, USD 500 Argentine Middle School, USD 500 Lindberg Elementary, USD 500 Mark Twain Elementary and USD 500 Quindaro Elementary
- 1 school is off improvement due to district reconfiguration of grade levels: USD 453 Earl M Lawson Elementary
- 17 schools are on delay status for next level of sanctions as they made AYP in the area previously identified for improvement
- 12 schools are identified on improvement for the first time
- 7 schools are identified for improvement in reading only
- 14 schools are identified for improvement in mathematics only
- 16 schools are identified for both reading and mathematics
- 4 schools (^) are receiving Section 1003(g) grants to implement transformation or turnaround models
- Improvement Status Year refers to the level of sanction applied to a school on improvement:
 - Year 1 Choice—19 schools
 - Year 2 Choice and Supplemental Educational Services (SES)—7 schools
 - Year 3 Choice, SES and Corrective Action (CA)—2 schools
 - Year 4 Choice, SES, CA and Plan to Restructure—5 schools
 - Year 5 Choice, SES, Restructure—5 schools

If a school makes AYP in the area in which it is on improvement, it is considered on delay (D) for implementing the next level of sanctions.

- 2009-2010 AYP reading targets were 83.7% for K-8 and 81.3% for 9-12
- 2009-2010 AYP mathematics targets were 82.3% for K-8 and 76.4% for 9-12

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Title I Schools Identified for Improvement for 2010-2011

USD #	USD Name	School	Area(s) of Improvement	# Years on Improvement	*Improvement Status Year	Made AYP (D) = Delays Next Level of Sanction	*2010-2011 School Sanctions
214	Ulysses	Kepley Middle School	Reading and Mathematics	4	2 Reading 1 Math	Yes Reading No Math	Choice, SES
214	Ulysses	Sullivan Elementary	Mathematics	1	1	No Reading No Math	Choice
259	Wichita	Anderson Elementary	Mathematics	1	1	Yes Reading No Math	Choice
259	Wichita	^Curtis Middle School	Reading and Mathematics	7	5	Yes Reading Yes Math (D)	Choice, SES, Restructure
259	Wichita	Franklin Elementary	Reading	1	1	No Reading No Math	Choice
259	Wichita	Gardiner Elementary	Mathematics	1	1	No Reading No Math	Choice
259	Wichita	Hamilton Middle School	Reading and Mathematics	7	5	No Reading No Math	Choice, SES, Restructure
259	Wichita	Jardine Technology Middle Magnet	Reading and Mathematics	5	4	No Reading No Math	Choice, SES, Plan to Restructure
259	Wichita	Lincoln Elementary	Reading and Mathematics	1	1	No Reading No Math	Choice
259	Wichita	Linwood Elementary	Mathematics	2	1	No Reading Yes Math (D)	Choice
259	Wichita	Pleasant Valley Middle School	Reading and Mathematics	7	5	No Reading No Math	Choice, SES, Restructure
259	Wichita	Spaght Multimedia Magnet Elementary	Mathematics	2	1	Yes Reading Yes Math (D)	Choice
259	Wichita	Stanley Elementary	Mathematics	1	1	No Reading No Math	Choice
259	Wichita	Truesdell Middle School	Reading and Mathematics	6	5	Yes Reading No Math	Choice, SES, Restructure
261	Haysville	Prairie Elementary	Reading and Mathematics	1	1	No Reading No Math	Choice
308	Hutchinson	Avenue A Elementary	Mathematics	2	1	Yes Reading Yes Math (D)	Choice
308	Hutchinson	Lincoln Elementary	Mathematics	2	1	Yes Reading Yes Math (D)	Choice
430	South Brown County	Everest Middle School	Mathematics	4	2	Yes Reading Yes Math (D)	Choice, SES
457	Garden City	Charles O Stones Intermediate Ctr	Reading	1	1	No Reading No Math	Choice
475	Geary County	Junction City Middle School	Mathematics	1	1	No Reading No Math	Choice
480	Liberal	Cottonwood Intermediate	Reading and Mathematics	2	2	Yes Reading No Math	Choice, SES
480	Liberal	^Liberal South Middle School	Reading and Mathematics	5	4	Yes Reading Yes Math (D)	Choice, SES, Plan to Restructure
500	Kansas City	Banneker Elementary	Reading and Mathematics	5	4	Yes Reading No Math	Choice, SES, Plan to Restructure
500	Kansas City	Bertram Caruthers Elementary	Mathematics	4	2	Yes Reading Yes Math (D)	Choice, SES
500	Kansas City	Central Middle School	Mathematics	10	3	Yes Reading Yes Math	Choice, SES, Corrective Action

500	Kansas City	Chelsea Elementary	Reading and Mathematics	5	3	(D) Yes Reading Yes Math	Choice, SES, Corrective Action
500	Kansas City	Douglass Elementary	Reading	1	1	(D) No Reading No Math	Choice
500	Kansas City	Emerson Elementary	Reading and Mathematics	2	1	(D) Yes Reading Yes Math	Choice
500	Kansas City	Grant Elementary	Reading and Mathematics	5	4	(D) No Reading No Math	Choice, SES, Plan to Restructure
500	Kansas City	Northwest Middle	Reading and Mathematics	6	4	(D) Yes Reading Yes Math	Choice, SES, Plan to Restructure
500	Kansas City	Whittier Elementary	Reading and Mathematics	7	5	(D) Yes Reading Yes Math	Choice, SES, Restructure
501	Topeka	Chase Middle	Mathematics	4	2	(D) No Reading Yes Math	Choice, SES
501	Topeka	Lundgren Elementary	Reading	3	2	(D) Yes Reading Yes Math	Choice, SES
501	Topeka	Meadows Elementary	Reading	1	1	(D) No Reading Yes Math	Choice
501	Topeka	Ross Elementary	Reading	1	1	(D) No Reading Yes Math	Choice
501	Topeka	Scott Computer Technology Magnet	Reading	4	2	(D) Yes Reading Yes Math	Choice, SES
501	Topeka	Shaner Elementary	Mathematics	2	1	(D) Yes Reading Yes Math	Choice

Kansas Education Commission
(a strategic approach to reauthorization of the Elementary and Secondary Education Act)
A Commission of the Kansas State Board of Education

Introduction

On May 13, 2010, the Kansas State Board of Education authorized the formation of the Kansas Education Commission to examine the framework for reauthorization of the Elementary and Secondary Education Act (ESEA). Reauthorization of ESEA, as outlined in the *Blueprint for Reform* released in March 2010, will set the direction for education in the United States for years to come. The Kansas Education Commission is the state's strategic approach to reauthorization and educational change.

Purpose

The purpose of the Kansas Education Commission will be to thoroughly examine the key priorities found in the *Blueprint* including:

1. College-and career-ready students, including:
 - a. Raising standards for all students;
 - b. Better assessments; and
 - c. A complete education.
2. Great teachers and leaders in every school, including:
 - a. Effective teachers and principals;
 - b. Our best teachers and leaders where they are needed most; and
 - c. Strengthening teacher and leader preparation and recruitment.
3. Equity and opportunity for all students, including:
 - a. Rigorous and fair accountability for all levels;
 - b. Meeting the needs of diverse learners; and
 - c. Greater equity.
4. Raise the bar and reward excellence, including:
 - a. Fostering a Race to the Top;
 - b. Supporting effective public school choice; and
 - c. Promoting a culture of college readiness and success.
5. Promote innovation and continuous improvement, including:
 - a. Fostering innovation and accelerating success;
 - b. Supporting, recognizing, and rewarding local innovations; and
 - c. Supporting student success.

Objectives

The Commission will thoroughly examine the key priorities found in the *Blueprint* in order to:

1. Recommend revisions to state statutes, regulations and/or policies to ensure that Kansas students are prepared for their next steps (e.g., the world of work and/or post-secondary education). Statutes, regulations and/or policies to be examined include, but will not be limited to:
 - a. Quality Performance Accreditation (QPA)
 - b. Teacher licensure regulations
 - c. School finance
 - d. Charter school statute
 - e. State accountability system in compliance with the ESEA
 - f. Data systems
 - g. Special education
 - h. Technical assistance provided to districts and schools
 - i. Virtual schools

2. Provide coherence to the discussions and work currently underway in various segments of Kansas education regarding the reauthorization of ESEA and the future of education in our state.
3. Allow for a smooth transition from the accountability system of No Child Left Behind to the new system as outlined in the *Blueprint for Reform*.

Commission Membership

The Kansas Education Commission will consist of the following members:

Appointing Authority/Organization	Number of Representatives
Commissioner of Education	1
State Board of Education	2 members each (for a total of 20)
United School Administrators	2 members
Kansas Association of School Boards	2 members
Kansas National Education Association	2 members
Postsecondary Technical Ed Authority	2 members
Kansas Board of Regents	2 members
P20 Council	2 members
Kansas Advisory Council for CTE	2 members
Kansas Parent Teacher Association	1 member
AdvancEd/Kansas North Central Association	1 member
Independent Schools Association	1 member
Private Institutes of Higher Education	2 members
Professional Standards Board	1 member
QPA Advisory Council	1 member
Governor's Office	1 member
House Education Committee	1 member
Senate Education Committee	1 member
Kansas Association of American Educators	1 member
Midwest Equity Resource Center	1 member
Special Education Advisory Council	1 member

Commission Structure

The Kansas Education Commission will be organized according to the key priorities as found in the *Blueprint*.

Subcommittees will consist of:

1. Career- and college-ready students (chair and co-chair to be determined by subcommittee membership). KSDE advisor - Tom Foster (upon request of the subcommittee).
2. Great teachers and leaders in every school (chair and co-chair to be determined by subcommittee membership). KSDE advisor – Pam Coleman (upon request of the subcommittee).
3. Equity and opportunity for all students (chair and co-chair to be determined by subcommittee membership). KSDE advisor – Colleen Riley (upon request of the subcommittee).
4. Raise the bar and reward excellence (chair and co-chair to be determined by subcommittee membership). KSDE advisor - Julie Ford (upon request of the subcommittee).
5. Promote innovation and continuous improvement (chair and co-chair to be determined by subcommittee membership). KSDE advisor – Brad Neuenswander (upon request of the subcommittee).

Timeline

Creation of the Kansas Education Commission	May 2010
Invitation to potential members	June 2010
First meeting of the Kansas Education Commission	July 6, 2010

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Second meeting of the Kansas Education Commission	August 30, 2010
Third meeting of the Kansas Education Commission	October 8, 2010
Preliminary report to the Kansas State Board of Education	December 14, 2010

Subcommittee meetings will occur independent of the Commission meetings. Meetings in 2011 will be determined at a later date and dependent upon reauthorization of ESEA.

Scope of Work

The subject nature of each subcommittee will ultimately determine the extent of the work and the outcomes for each. In general, however, the following information is provided as a framework for discussions.

1. Subcommittee #1 - College-and Career-Ready Students

The *Blueprint* calls for states to develop and adopt standards in English language arts and mathematics that will provide all students with college-and career-ready knowledge and skills by the time they graduate from high school. Kansas was one of 48 states involved in the Common Core Standards (CCS) initiative which resulted in a set of common standards in English language arts and mathematics released on June 2, 2010. While work on the CCS has been underway for over a year, the Kansas Education Commission will be charged with reviewing the standards and assisting KSDE staff in: 1) determining if the standards are appropriate for Kansas K-12 students and, if so, 2) what additional standards, if any, need to be added to fill in any gaps and also give the standards a Kansas flavor; 3) the most appropriate process for seeking adoption of the standards from the State Board of Education; and 4) assisting in determining what professional development will be necessary in order to ensure a smooth transition from the current standards to the CCS.

In addition to common standards, the *Blueprint* calls for the development and use of new generation assessments that are aligned with college- and career-ready standards, will better capture higher-order skills and provide more accurate measures of student growth in order to better inform classroom instruction and meet the needs of all students. Kansas is a member of the SMARTER/Balanced Consortium, a group of over 35 states developing a conceptual framework for new generation assessments. This subcommittee of the Kansas Education Commission will discuss and make recommendations to the current state assessment system using the present model and the cutting-edge thinking of the SMARTER/Balanced Consortium.

Areas that are likely to be examined by the College-and Career-ready subcommittee include but will not be limited to:

1. K-12 standards
2. Accountability systems, including:
 - a. State assessments in reading, math, science, history/government, and writing
 - b. Accountability system in compliance with the reauthorization of ESEA (currently known as No Child Left Behind); including a new system based on student growth
 - c. State accountability system for school accreditation (currently known as Quality Performance Accreditation)
3. Data systems

2. Subcommittee #2 – Great Teachers and Leaders in Every School

States will be charged with developing and implementing teacher and principal evaluation systems that identify highly effective teachers and principals based on student growth and other factors under the *Blueprint for Reform*. This will be mostly uncharted territory for Kansas. Teacher and principal evaluations systems are currently under the local control of the school districts. While it is not anticipated that a statewide evaluation system will be mandated in Kansas, it is expected that new models which incorporate student achievement and other factors will be provided and encouraged. Informing the work of this subcommittee will be the final reports of two previous commissions charged with examining

teaching and leading in Kansas – the Kansas Educational Leadership Commission (accepted by the State Board May 2008) and the Teaching in Kansas Commission (accepted by the State Board December 2008). Both of these previous commissions provided a wealth of information and recommendations to assist the subcommittee in accelerating their discussions.

Also informing the work of this subcommittee will be the work of the National Governor's Association (NGA) Policy Academy on Teacher Compensation. Kansas was one of six states accepted into the Academy in 2009 and work has been underway since that time to develop a model teacher compensation system that differs greatly from the traditional salary schedule used by all districts in Kansas.

Areas that are likely to be examined by the Great Teachers and Leaders in Every School subcommittee include but not limited to:

1. Recruitment of teachers and leaders
2. Preparation of teachers and leaders
3. Licensing of teachers and leaders
4. Evaluation of teachers and leaders
5. Equitable access to effective teachers and leaders in high-poverty, high-minority schools
6. Compensation of teachers including a value-added component

3. Subcommittee #3 – Equity and Opportunity for all Students

Closing the achievement gap has been the focus of recent reform efforts and will continue to be in the reauthorization of ESEA. A stated goal of the *Blueprint* is to have all students graduating or on track to graduate ready for college and a career by 2020. States are being challenged to do more for the lowest-performing schools that have not made progress over time. All students are addressed in the proposed reauthorization including English language learners, students with disabilities, Native American students, homeless students, migrant students, rural students and neglected or delinquent students. Programs must be in place in all states to address the needs of all students. Resources must be allocated equitably and accountability will be of utmost priority.

Kansas has a strong foundation from which to build in this area. Great strides have been made in the past few years with the Multi-Tier System of Support (MTSS) and the Kansas Learning Network (KLN) to name a few of the initiatives. We are well on our way but more can be done. This subcommittee will be asked to review what is currently taking place to ensure equity and opportunity for all students and make recommendations on how to move us forward.

Areas that are likely to be examined by the Equity and Opportunity for all Students subcommittee include but will not be limited to:

1. Special education
2. English Language Learners
3. Native American students
4. Homeless students
5. Students of migrant workers
6. Neglected or delinquent students
7. Rural education
8. Universal design, including the Multi-Tier System of Support (MTSS)
9. Technical assistance provided to schools and districts; i.e. Kansas Learning Network (KLN)

4. Subcommittee #4 – Raise the Bar and Reward Excellence

"Race To The Top" has become the mantra of the reauthorization of ESEA. This includes providing incentives for excellence by encouraging states and local districts to work together on ambitious reforms. The greater use of competitive grants was designed to give flexibility to states and districts to develop and change policies and practices to improve outcomes for all students. Under this area, reauthorization will focus on effective public school choice including

5-12^A

high-performing public charter schools and other schools, such as magnet schools, to support local communities and expand opportunities for students. Increasing access to college-level, dual credit and other accelerated courses is also an emphasis in this area.

Kansas has had charter schools since the mid-1990's and the State recently applied for additional charter school funding through the charter school grant sponsored by the US Department of Education. The pending application focuses on charter schools designed around Science, Technology, Engineering and Math (STEM). Notification of the grant award is expected in late summer. Among others, a main focus of this subcommittee will be to examine the public school options for students in Kansas. This is also the subcommittee that will address the current school accreditation system known as Quality Performance Accreditation (QPA).

Areas that are likely to be examined by the Raise the Bar and Reward Excellence subcommittee include but will not be limited to:

1. Science, Technology, Engineering and Math (STEM) opportunities
2. Literacy plan for the state
3. Access to challenging high school curriculum including college-level classes, dual credit, advanced placement, International Baccalaureate and other accelerated courses
4. Qualified Admissions and how these align with high school curriculum
5. Graduation requirements
6. 21st Century skills

5. Subcommittee #5 – Promote Innovation and Continuous Improvement

In order to support, recognize and reward local innovation, the creation of fewer, larger, more flexible funding streams will be a focus of this subcommittee. The proposed reauthorization promises greater flexibility, fewer restrictions on blending funds from different funding streams and less red tape. Also included in this area is a call for states to comprehensively redesign the school day, week, or year in order to promote schools as the center of their communities partnering with community organizations. New models to keep students safe, supported and healthy both in and out of school will be a key priority.

Areas that are likely to be examined by the Promote Innovation and Continuous Improvement subcommittee will include but not be limited to:

1. Recognizing and scaling up successful programs
2. Fewer, larger, more flexible funding streams
3. Comprehensive redesign of the school day, week and year
4. Safe schools
5. Healthy schools
6. Engaging communities
7. Student engagement
8. Virtual schools

Summary

The work of the Kansas Education Commission encompasses all components of the Kansas education system. It is the first time in many, many years (if not THE first time) that a review of the entire system of Kansas education has been attempted. It is an ambitious undertaking, but one that is deserving of our attention and dedication. Skeptics will be plenty. In fact, some have already expressed a belief that little, if nothing, will result from the work. It is incumbent upon the staff of the Kansas State Department of Education and the entire State Board of Education to ensure that these beliefs do not become reality. The work of the Commission is too important. Simply having the discussions with the various stakeholders will move the system forward. The recommendations emerging from the Commission will give clear and consistent guidance to the State Board of Education as the members set the direction for education in Kansas for years to come.

Jennifer Knorr	Governor's Office	Legislative Liaison/Energy Coordinator
Mary Ellen Welshhon	United School Administrators	Superintendent/K-12 principal Golden Plains
Steve Splichal	United School Administrators	Asst. Superintendent, Hiawatha
Jean Redeker	Kansas Board of Regents	Director- Academic Affairs, KBOR
Debbie Mercer	Kansas Board of Regents	Associate Dean, KSU, College of Education - Manhattan
Julie Doyen	Kansas QPA Advisory Council	Co-chair, QPA Advisory Council Riley
Valdenia Winn	House Education Committee	House (ranking democrat) - KC
Jean Schodorf	Senate Education Committee	Chair, Senate Education Comm. - Wichita
Dan Yunk	KS Advisory Council for CTE	Kansas Farm Bureau - Manhattan
Neeley Carlson	KS Advisory Council for CTE	Kansas Restaurant & Hospitality Assoc. - Wichita
Debbie Lawson	Kansas Parent Teacher Association	President, Kansas Parent Teacher Association - Lenexa
Bob Voboril	Independent Schools Association	Superintendent of Schools for Catholic Diocese of Wichita
Gail Kuehl	P20	Owner, McDonalds - Hays, Russell, Wakeeny and Colby
Doug Penner	P20	KS Independent College Assoc. - Topeka
Eddie Estes	Postsecondary Tech Ed Authority	Western KS Manufacturing Association - Dodge City
Kathy Hund	Postsecondary Tech Ed Authority	Director of Workforce Training and Education - Topeka
Fred Patton	Kansas Association of School Boards	President, Seaman USD 345 Board of Education Topeka
John Heim	Kansas Association of School Boards	Executive Director, Kansas Association of School Boards Topeka
Aletha Rogers	Kansas Association of American Educators	Area Representative, KANAEE Topeka
Katherine Sprott	Midwest Equity Assistance Center/Technical Assistance Cntr	Coordinator of Professional Development Manhattan
Kathy Kersenbrock-Ostmeyer	Special Education Advisory Council	Incoming Chair, SEAC Oakley

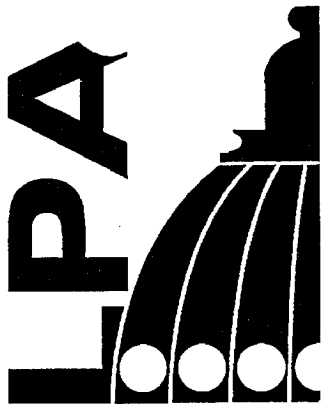
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Kansas Education Commission

Member	Appointed by Whom?	Title & Location
Diane DeBacker	KSDE	Interim Commissioner of Education
Marvin Estes	Board Appt - David Dennis	Superintendent, Winfield
Sue Givens	Board Appt - David Dennis	Superintendent, El Dorado
Steve Wyckoff	Board Appt - Ken Willard	Chief Innovation Officer, ESSDACK
Bill Hagerman	Board Appt - Ken Willard	Superintendent, Nickerson
Kelly Gillespie	Board Appt - Sally Cauble	Executive Director, SWPRSC
Cheryl Shepherd-Adams	Board Appt - Sally Cauble	Science Teacher, Hays
David Howard	Board Appt - Janet Waugh	Superintendent, Basehor
Cindy Lane	Board Appt - Janet Waugh	Superintendent, Kansas City
Steve Parsons	Board Appt - Jana Shaver	Superintendent, Chanute
George Abel	Board Appt - Jana Shaver	Asst Superintendent, Emporia
Kristen Archer	Board Appt - Sue Storm	Special Education Teacher, Shawnee Mission
Sheryl Spalding	Board Appt - Sue Storm	Kansas House of Representatives, Overland Park
Brian Pekarek	Board Appt - Kathy Martin	Superintendent, Clifton Clyde
Sharon Berner	Board Appt - Kathy Martin	Director of LEAD, Manhattan Christian College
Tim Witsman	Board Appt - Walt Chappell	President, Wichita Independent Business Association
Alfred James	Board Appt - Walt Chappell	Treasurer, KS Geological Foundation Board
Sam Rabiola	Board Appt - Carolyn Campbell	Teacher, Free State High School-Lawrence
Robert McFrazier	Board Appt - Carolyn Campbell	Retired Superintendent - Topeka
Richard Spindle	Board Appt - John Bacon	President Emeritus - Mid-America Nazarene University
John Tompkins	Board Appt - John Bacon	Engineer/Secondary School Teacher - St. Thomas Aquinas in Olathe
Nancy Bolz	AdvancEd/NCA	Executive Director, AdvancEd/NCA - Wichita
Blake West	KNEA	President, KNEA
Karen Godfrey	KNEA	Vice President, KNEA
Rick Henry	Professional Standards Board	Chair, PSB - Kingman
Linda Alexander	Private IHE	Interim Dean, School of Education and Counseling, MidAmerica Nazarene - Olathe
David Hofmeister	Private IHE	Director, Teacher Education Dept., Southwestern College - Winfield

August 10, 2010

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Legislative Post Audit Performance Audit Report Highlights

Highlights

K-12 Education: Reviewing the Potential for Cost Savings From Reorganization of Kansas School Districts

Report Highlights

February 2010 • 10PA07

Audit Concern

With recent budget shortfalls, legislative questions have been raised about the potential for cost savings if school district boundaries were configured differently.

Other Relevant Facts

Any potential for cost savings from consolidating districts should be viewed as a long-term investment. It would take time for districts to develop consolidation plans and assess the resources needed. Also, under current law districts that consolidate have their funding held constant for several years.

Larger school districts cost less to operate per student because economies of scale allow them to share resources and reduce overhead costs such as administration, utilities, and insurance.

**Estimated Potential
For State Savings
(including the new offsetting
cost of State aid for new
buildings)**

**Scenario 1:
\$15 million per year**

**Scenario 2:
\$111 million per year**

AUDIT QUESTION 1: *What opportunities exist to restructure Kansas school districts to more cost-efficiently educate students?*

AUDIT ANSWER and KEY FINDINGS:

- Identifying the potential for savings from consolidating school districts involved statistical analysis and numerous assumptions about how districts could be reorganized, and what the costs for those newly reorganized districts might be. We could not do a detailed analysis of each district.
- We developed two high-level scenarios to illustrate potential ways that school district might consolidate:
 - Scenario 1—Consolidate districts that don't meet the original consolidation requirements of the 1960s. This scenario would reduce the number of districts from 293 to 266.
 - Scenario 2—Consolidate districts with fewer than 1,600 students. This scenario would reduce the number of districts to 152.
- The estimated impact of each scenario is summarized in the figure on the next page. In sum:

Operating Expenditures

- We estimated the potential for cost savings under Scenario 1 was \$18 million, and would result from closing 50 schools and having 230 fewer teachers and administrators.
- The potential for cost savings under Scenario 2 was \$138 million, and would result from closing 304 schools and having 1,532 fewer teachers and administrators.
- The State's share of the potential cost savings was \$15 million under Scenario 1 and more than \$129 million under Scenario 2, primarily because the State would provide less low-enrollment funding.
- Under both scenarios, many districts would lose more money in State funding than they save by reducing their operating expenditures.
- In all, almost 900 more students would need to be transported under Scenario 1, and 7,000 under Scenario 2. To reduce students' time on buses, districts may have to consider adding more bus routes.

**Comparing the Changes in Operating and Capital Expenditures to the
Changes in Operating and Capital Aid Under Our Two Scenarios
(dollars in millions)**

	Scenario 1 Consolidate districts that don't meet the 1960s criteria	Scenario 2 Consolidate districts with fewer than 1,600 students
<i># of Districts Identified</i>	32	239
<i># of Consolidated Districts</i>	28	100
<i>Final # of districts</i>	266	152
OPERATING EXPENDITURES AND AID		
Change in Operating Expenditures	(\$17.9)	(\$138.4)
Change in Operating Aid		
State Funding		
<i>Basic Operating Aid (a)</i>	(\$13.5)	(\$111.3)
<i>Transportation Funding</i>	\$0.8	\$6.4
<i>KPERS Contribution</i>	(\$0.8)	(\$6.1)
<i>State Share of Local Option Budgets (b)</i>	(\$1.7)	(\$18.5)
Total State Funding	(\$15.2)	(\$129.4)
Districts' Share of Local Option Budgets	(\$2.1)	(\$13.0)
Total Change in Operating Aid	(\$17.3)	(\$142.4)
Net Savings or (Loss) to Districts (c)	\$0.6	(\$3.9)
<i># of Districts with a Net Savings</i>	15	56
<i># of Districts with a Net Loss</i>	13	44
CAPITAL EXPENDITURES AND AID		
Need for New/Expanded High School Buildings		
New Building	0	17
Expanded Building	10	37
No Construction	18	46
Total	28	100
Annual Cost of New/Expanded High School Buildings		
District Share	(\$1.3)	(\$45.5)
State Share	(\$0.4)	(\$18.2)
Total	(\$1.7)	(\$63.7)
Net Savings or (Loss) to Districts [Operating and Capital Expenditures Combined]		
Operating Expenditures (from above)	\$0.6	(\$3.9)
Capital Expenditures	(\$1.3)	(\$45.5)
Total (c)	(\$0.7)	(\$49.4)
<i># of Districts with a Net Savings</i>	12	38
<i># of Districts with a Net Loss</i>	16	62

(a) Includes Base State Aid Per Pupil (BSAPP), as well as low-enrollment and correlation weighting.
 (b) Local option budgets allow districts to raise money locally for enhancing their education programs. To determine the local option budget we assumed that all districts were authorized up to 30%. The district share is generate by local taxpayer dollars, and the State share is equalization aid paid to "property poor" districts.
 (c) A negative number indicates that districts as a whole will be financially worse off. While operating expenditures would decrease (saving the districts money), the amount of funding would decrease even more (creating a net loss for the districts).

Source: LPA analysis of Department of Education data.

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AUDIT ANSWER and KEY FINDINGS (continued):

Capital Expenditures

- Some districts likely would need new or expanded buildings to accommodate a consolidated high school, costing districts an estimated \$1 million a year under Scenario 1, and almost \$46 million a year under Scenario 2. We didn't try to estimate the impact on elementary and middle schools.
- The State provides bond and interest aid to some "property poor" districts to help equalize the cost of building new facilities. We estimated the cost would be \$400,000 under Scenario 1 and about \$18 million under Scenario 2.
- We visited 8 districts to look at their facilities and locations and discuss the potential impacts of our consolidation scenarios with them. Among the issues they raised were:
 - whether smaller districts would have adequate representation on the new board
 - who would pay a district's existing bond debt
 - whether savings would be offset by increased transportation and facility costs
 - whether their students would go to the larger reorganized district or to another one
 - whether students' performance would suffer
 - the impact consolidation would have on mill levies
- Although these issues wouldn't preclude districts from merging, these are the types of issues that would need to be worked out if districts were consolidated.

We Recommended

- The Legislature should consider limiting or eliminating the provision allowing districts to enter into long-term inter-district contracts with another district to share entire grades.
- The Legislature should consider options for strengthening the incentives to encourage districts to voluntarily consolidate.

Agency Response: The Department of Education didn't raise concerns about our findings. Three districts we visited for site visits chose to provide a response. Wathena/Elwood didn't raise concerns about our findings. Doniphan West and Skyline did raise issues about our findings and methodology which we address in the report.

Other Relevant Facts

(continued)

Currently, Kansas relies on the voluntary consolidation of school districts at the local level. Since 1969, the number of districts has decreased from 311 to 293.

Kansas' primary incentive to encourage voluntary consolidation is to allow the districts to keep the current combined funding level of the original (smaller) districts for a certain number of years.

Potential incentives the State could offer include providing the combined budget based on funding from 2008-09 school year, temporarily reducing the mandatory property tax mill levy, and providing additional funding to help build new facilities. Most of these options would cost the State additional money.

State law allows districts to contract with one another for entire grades. We identified such contractual arrangements between six pairs of districts. This provision may be useful to districts to help address short-term needs, but there's no time limit on these arrangements, so the provision also may act as a disincentive for districts to consolidate.

For example, the Montezuma and Copeland school districts have had an inter-district agreement since 1992. Montezuma runs the high school, Copeland runs the middle school, and both districts have their own elementary schools. The districts also share a superintendent. Although they in essence have consolidated into a larger district, they receive an extra \$431,000 each year (more than \$1,300 per student) in low-enrollment funding, which they would lose if they merged.

6-3

**DO YOU HAVE AN IDEA FOR
IMPROVED GOVERNMENT EFFICIENCY OR COST SAVINGS?**

If you have an idea to share with us, send it to ideas@lpa.ks.gov, or write to us at the address shown. We will pass along the best ones to the Legislative Post Audit Committee.

**LEGISLATIVE DIVISION OF
POST AUDIT**

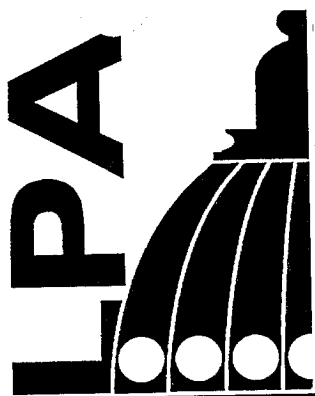
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Barbara J. Hinton,
Legislative Post Auditor

For more information about this
audit report, please contact

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6-4



Legislative Post Audit School District Performance Audit Report Highlights

Highlights

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

Report Highlights

April 2010 - 09PA12

Audit Concern

Because health insurance costs represent such a large and growing cost for school districts, members of the 2010 Commission expressed an interest in finding out whether there are ways districts could better control these costs. Also, many districts were interested in finding out if it would be beneficial for districts to form a Statewide pool.

Other Relevant Facts

District spending on health insurance has increased significantly over the last five years, from \$253 million in the 2004-05 school year to more than \$355 million in the 2008-09 school year.

Most school districts buy health insurance directly from insurance companies or join a risk pool.

Employers join risk pools to obtain lower and more predictable premiums.

Recent activity at the federal level will change many important aspects of health insurance. By 2014:

- all U.S. citizens and legal residents will be required to carry health insurance

AUDIT QUESTION 1: *What opportunities exist for school districts to decrease health insurance costs by joining pools?*

AUDIT ANSWER and KEY FINDINGS:

ISSUES RELATED TO DISTRICTS JOINING THE STATE EMPLOYEE HEALTH PLAN

- Currently there are five pools available to school districts, but the State Employee Health Plan is the only one open to all districts regardless of the health of its employees.
- We only identified one district (USD 382 Pratt) that could potentially save money by joining the State plan. District officials told us they belonged to the State plan five years ago, and aren't interested in rejoining because of the mid-year rate increases that were difficult to plan for and higher premiums than what State agencies pay.
- The State plan tends to be more expensive for districts because the minimum employer contribution requirements are more than most districts currently pay, and the plan's annual deductible is lower.

ISSUES RELATED TO DISTRICTS FORMING A NEW STATEWIDE POOL

- We estimate that a Statewide pool of school districts could cost about \$431 - \$471 a month for employee only coverage, depending on the plan (see accompanying figure).
- Most of the 24 school districts and service centers we looked at wouldn't appear to benefit from joining a Statewide pool, either because premiums would be higher, or because more out-of-pocket costs would be shifted onto their employees.
- It would be difficult to sustain a new Statewide pool without sufficient safeguards. Such safeguards:
 - control which groups enter and exit the pool by allowing only low-risk groups to enter and discouraging any from leaving.
 - encourage low-cost individuals to join by requiring a minimum employee participation level and prohibiting incentives not to join such as cafeteria-style benefits.
 - set employer contributions towards premiums in such a way that encourages more children (who are inexpensive to insure) to join the plan.

2010 Commission
August 16, 2010
Attachment 7

**School District Employees
Plan Comparison and Estimated Premiums**

	LPA Plan A	LPA Plan B	LPA Plan C
Plan Characteristics			
Deductible (employee only)	\$500	\$1,000	\$2,500
Co Insurance	20%	20%	20%
Max-Out-Of-Pocket	\$1,200	\$1,200	\$5,000
Total Monthly Premiums (employer and employee share)			
Employee Only	\$471	\$453	\$431
Employee and Spouse	\$1,107	\$1,070	\$1,024
Employee and Children	\$970	\$939	\$899
Employee and Family	\$1,472	\$1,421	\$1,357

Source: LPA analysis of claims and enrollment data.

We Recommended

We didn't have any recommendations for this audit.

Agency Response: In general, the Kansas Department of Education and Kansas Health Policy Authority agreed with our findings and conclusions in this audit report.

**DO YOU HAVE AN IDEA FOR
IMPROVED GOVERNMENT EFFICIENCY OR COST SAVINGS?**

If you have an idea to share with us, send it to ideas@lpa.ks.gov, or write to us at the address shown. We will pass along the best ones to the Legislative Post Audit Committee.

- employers with at least 50 employees will be required to offer health insurance
- insurance companies won't be able to deny coverage to anyone with pre-existing conditions.

It's unclear how these changes might affect the findings and conclusions of this audit.

**LEGISLATIVE DIVISION OF
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Legislative Post Auditor

For more information about this audit report, please contact

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7-2

Highland Park High School
School Improvement Grant



[Redacted]

Highland Park High School
School Improvement Grant

*"This is an opportunity to make a
Highland Park education first-class!"*

- District Patron

[Redacted]

Grant Application Process

STEP ONE: Needs Assessment
STEP TWO: Selection of Model
STEP THREE: Capacity of School
STEP FOUR: Goal Setting
STEP FIVE: Completing 1-4 Stages on School
Improvement Plan
STEP SIX: Budget


[Redacted]

2010 Commission
August 16, 2010
Attachment 8

Grant Planning Process


Stakeholder Input

- HPHS Restructuring Committee
- Community meetings at HPHS
- HPHS Community Advisory Committee




Grant Planning Process (cont.)

- Appointment of grant writer
- Creation of District Turnaround Office
- Completed the Innovation Configuration Matrix (ICM) for determination of capacity
- District-level administrative review
- BOE adoption of transformation model
- Partnership with Cross & Joftus for technical assistance



District Commitment of Resources

- Curriculum Consultants
- Turnaround Office
- School Improvement Directors
- Purchase of Benchmark Assessments
- Development of Curriculum and Assessment Teams
- PowerSchool
- Development of Online Curriculum (beginning stages)



School Improvement Initiatives

- Student Engagement
- Student Achievement
- Quality, data-informed instruction
- More rigorous curriculum
- Technology-embedded instruction
- Enhanced learning environment

Changes at HPHS

- Selection of a new leadership team
- Extended Day (6:50am – 7:00pm) and flexible hours
- Career Strands (in development)
- Expansion of AVID and WICR Strategies
- Technology-embedded instruction
- Expansion of Academy to 10th grade
- Changes to the physical plant
- New security system

Changes at HPHS (cont.)

- District Vision
 - How changes at HPHS support district vision and mission
