**No. 15-113267-S**

**IN THE SUPREME COURT OF THE STATE OF KANSAS**

**Luke Gannon, *et al.*,**

Plaintiffs-Appellees,

v.

**State of Kansas**, ***et al.***,

Defendants-Appellants.

Appeal from Appointed Panel
Presiding in the District Court of Shawnee County, Kansas

Honorable Franklin R. Theis
Honorable Robert J. Fleming
Honorable Jack L. Burr

District Court Case No. 2010-CV-1569

# BRIEF OF APPELLANT STATE OF KANSAS

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## NATURE OF THE CASE

This is a long-running school finance case. The State appealed after a three-judge panel held that the State's school finance system violated Article 6 of the Kansas Constitution, and on March 2, 2017, this Court affirmed the panel's judgment, although not fully accepting the panel's reasoning. *Gannon v. State*, 305 Kan. 850, 901, 920, 390 P.3d 461 (2017) (*Gannon IV*).

The Legislature responded by passing the Kansas School Equity and Enhancement Act ("KSEEA") in 2017 Senate Bill 19 ("SB 19"). *See* L. 2017, ch. 95. SB 19 attempted to address the concerns expressed in *Gannon IV* by increasing the amount of overall funding allocated to school districts and by directly targeting some of the increased funds to underperforming students. But on October 2, 2017, this Court held that the State failed to satisfactorily demonstrate SB 19 met both the adequacy and equity components of Article 6. *Gannon v. State*, 306 Kan. 1170, 402 P.3d 513 (2017) (*Gannon V*). The Court stayed its mandate until June 30, 2018, to give the Legislature "time and opportunity to reach constitutional compliance." *Id.* at 1236.

In response, the Legislature has passed, and the Governor has signed, 2018 Substitute for Senate Bill 423 ("SB 423") and 2018 House Substitute for Senate Bill 61 ("SB 61"). These bills cure the Article 6 violations identified by this Court.

## STATEMENT OF THE ISSUES

**I.** Whether SB 423 and SB 61, in conjunction with SB 19, cure the adequacy violations identified by this Court.

**II.** Whether SB 423 and SB 61 cure the four equity issues identified in *Gannon V*.

## STATEMENT OF FACTS

### The Legislature immediately started work, including convening a pre-session series of hearings, hiring counsel, and retaining an outside educational expert.

After the Court's decision in *Gannon V*, the Legislature immediately started working to address the constitutional deficiencies the Court identified. The Legislature formed the 2017 Special Committee on a Comprehensive Response to the School Finance Decision, held three days of hearings in December 2017 before the start of the 2018 session, secured funding for an independent cost study, and hired separate counsel for the Senate and House of Representatives to provide legal guidance through the process.

### Dr. Taylor prepared a report designed to meet KSDE's aspirational goals.

The Legislature took the words of the Kansas Supreme Court to heart in its efforts to amend the school finance formula to conform with *Gannon V*. In *Gannon V*, the Court provided the Legislature with the following guidance for its 2018 work:

> [M]easured by the length of time the legislature allowed both the A & M and LPA studies to be performed, the State certainly will have ample opportunity for any sufficient studies it may wish to have conducted and then legislatively considered. Those potential results, either in lieu of, or in combination with, the other financial recommendations in the record, together with the various rulings

> contained in today's decision, can provide the State with guidance on how to reach constitutional compliance.

306 Kan. at 1235-36. The Legislature embraced the challenge and retained WestEd and Dr. Lori Taylor to conduct a cost study of the Kansas school finance system ("the Taylor Study") and Dr. Jesse Levin with American Institutes for Research ("AIR") to conduct a peer-review analysis of that study and its predecessors.

The Taylor Study performed a cost-function analysis, providing the Legislature with evidence-based estimates of the funding necessary to achieve different levels of student outcomes. The Taylor Study, for reasons explained therein, focuses on three student-performance metrics for Kansas students: graduation rate, reading proficiency, and math proficiency. App. at 684-86 (Doc. #27, Taylor Study at 55-57). The latter two of these metrics are measured by "student performance on the Kansas Assessment Program (KAP) summative evaluations in reading and mathematics in grades 3-8." *Id.* at 56. These metrics are similar to those considered by this Court in prior *Gannon* rulings to measure whether school finance legislation "is reasonably calculated to have all Kansas public education students meet or exceed the standards set out in *Rose*." *Gannon V*, 306 Kan. at 1183; *see also id.* at 1188-89 (relying on the percentage of students achieving levels 2-4 KAP results in ELA (reading) and math when evaluating constitutional compliance); *Gannon IV*, 305 Kan. at 901 (applying graduation rates to a constitutional adequacy analysis).

**Both the House and Senate considered Dr. Taylor's report and input from other educational stakeholders.**

Throughout the legislative process the Legislature actively engaged with Dr. Taylor, Jason Willis of WestEd, Dr. Levin, and other stakeholders including the Kansas Department of Education. On February 23, 2018, the Senate Select Committee on Education Finance and House K-12 Education Budget Committee held a joint hearing in which Dr. Taylor and Mr. Willis described and answered questions about the methods, data, and plan for the cost study. App. 320-517 (Doc. #22, Taylor Study PowerPoint re: Methods, Data, and Analysis Plan; Doc. #23, transcript). On March 7, 2018, the committees held another joint hearing in which Dr. Levin presented his review of previous education cost studies. App. 576-622 (Doc. #26, transcript). On March 19, 2018, the committees held a second joint hearing with Dr. Taylor and Mr. Willis to give them an opportunity to explain the results of their study and allow legislators to ask any questions they may have. App. 832-998 (Doc. #29, Taylor Study PowerPoint re: Study Results; Doc. #30, transcript). Dr. Taylor and Mr. Willis took questions from legislators and responded in writing to follow-up requests in the Addendum to their report. App. 1206-16 (Doc. #45, April 2, 2018 Follow-up Requests from Committee Members, Responses from Consultants ("Taylor Addendum")).

**The Senate assembled a plan that sought to capture many attributes of Dr. Taylor's plan.**

The Kansas Senate attempted to use the Taylor Study as the basis for its school funding plan. Specifically, the Kansas Senate worked to provide overall funding levels consistent with the April 2, 2018, Addendum to the Taylor Study and

the "maintenance" approach outlined in the main Taylor Study. *See* App. 1213 (Doc. #45, Taylor Addendum at 8). The word "maintenance" in this context, however, is a misnomer. The Kansas Senate strove for excellence and increased student proficiency in its efforts. It targeted a level of funding sufficient, according to the Taylor Study, to raise the Kansas graduation rate to 95% by 2023, an amount more than 4 percentage points higher than Iowa (the highest performing state in the nation). App. 1213 (Doc. #45, Taylor Addendum at 8). This same funding amount would also result in a substantial increase in level 2-4 student proficiency in math and reading, driving performance from the most recent proficiency figures of 72.6% for ELA and 72.4% for math to 84.6% and 84.4% proficiency respectively by 2023. *Id.* The Kansas Senate considered five-year proficiency goals in large part based on the Taylor Study's own recommendation. "[I]t is not practical to make a one-time, significant investment in a statewide public education system and expect at the end of that school year to see dramatic movement from current performance to the aspiration targets. . . . One consideration is to consider these investments over a 5-year period of time." App. 699 (Doc. #27, Taylor Study at 70).

The Court has never articulated a specific level of student performance under these three metrics that would "meet or exceed the standards set out in *Rose*." *Gannon V*, 306 Kan. at 1183; *see also id.* at 1235 ("Consistent with our practice in this case, we decline to provide a specific minimal amount to reach constitutional adequacy. To do so would exalt funding over other constitutional considerations such as equity and structure."). Thus, neither Dr. Taylor nor the Kansas Legislature

has a definitive "finish line" for constitutional compliance. The Kansas Senate believed that whatever this threshold might be, attaining the nation's highest graduation rate and cutting the number of underperforming students by roughly 44% in five years (from approximately 27.5% non-proficiency to 15.5%) would be an historic accomplishment that complies with *Rose* and *Gannon V*.

The Taylor Study articulated the funding amount estimated to achieve such student performance. Such student success, according to the Taylor Study, required the expenditure of $669 million in additional annual funding from school year 2016-17 to 2022-23. App. 1213 (Doc. #45, Taylor Addendum at 8). SB19 passed by the 2017 Legislature contained $218.5 million in new state K-12 funding in 2017-18, an additional $98.5 million in 2018-19, and inflationary increases for subsequent years. App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). Thus, the Taylor Study required $352 million more K-12 funding in 2022-23 than would exist in 2018-19 under 2017 SB19 to attain the performance goals outlined previously.

The 2018 Kansas Legislature substantially exceeded this figure, increasing K-12 funding by $536 million from that appropriated by 2017 SB19 for 2018-19 to 2022-23.[1] App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). This amount, when combined with the substantial 2017 funding increases, well exceeds the Taylor

[1] 2017 SB19 also included an inflation index for K-12 funding in 2019-20 and all subsequent years. For sake of clarity in this comparison between the Taylor Study and the school funding approved by the 2018 Legislature, however, this discussion describes all new funding for the next five years as a product of the 2018 legislative action, even though (as the KLRD memo clearly shows) some of it would have occurred under the previously approved inflation index.

Study figures, resulting in 2022-23 school funding over $853 million greater than 2016-17 levels. This figure does not include increased LOB authority and KPERS contributions of more than $153 million annually by 2022-23. *Id.* The following chart illustrates the annual state funding increases (excluding KPERS and local LOB spending) under the Taylor Study and SB423/SB61 approaches from 2016-17 to 2022-23:

| | Taylor Study | Final Bill |
|---|---|---|
| Increase from 2016/17-2017/18 | $46M | $218.5M |
| Increase from 2017/18-2018/19 | $119M | $187.5M |
| Increase from 2018/19-2019/20 | $122M | $109M |
| Increase from 2019/20-2020/21 | $125M | $112M |
| Increase from 2020/21-2021/22 | $128M | $115M |
| Increase from 2021/22-2022/23 | $131M | $112M |
| Total Cumulative Increase[2] | $671M | $854M |

**The House opted to pursue a safe-harbor option that was similar to the formula and funding approved by this Court in *Montoy*.**

The House took a different path to passing the substantial increases in school funding in SB 423 and SB 16. It aimed at increasing funding based on "applying the 2010 school finance formula to current student enrollment, distribution, and demographics and bringing the spending level forward for inflation." App. 1221

[2] The figures stated in this line are slightly different than the ones listed above and in the Taylor Addendum due to rounding.

(Doc. #48, April 23, 2018, KLRD memo at 1); *see also* SB 423 (preamble paragraph 3) (stating that the Legislature provided more than $4.89 billion for the 2018-19 school year "in an effort to update the school finance funding level and formula to account for student population and inflation, since the last time the Kansas supreme court found the provision of school finance to be acceptable"). Based on these calculations, the House established a target of $522.2 million in additional school funding, which it used in crafting its school finance proposal, which eventually became SB 423 as modified by SB 61. App. 1221-22 (Doc. #48, April 23, 2018, KLRD memo).

**The Legislature adopted the safe-harbor plan with bipartisan support.**

SB 423 and SB 61, together with SB 19, provide more than one *billion* dollars in additional annual funding to schools by 2022-23 above funding levels in the 2016-17 school year[3] and distribute the funding through a school funding formula materially identical to that in the School District Finance and Quality Performance Act ("SDFQPA"), which this Court approved in *Montoy*. *See* App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2).

At the time of trial in Fiscal Year 2012, the base per-pupil amount sum used to calculate base state aid per pupil ("BSAPP"), was $3,780. *Gannon V*, 306 Kan. at

[3] "Approximately $485.5 million of the increase is attributable to 2017 SB 19 for FY 2018 through FY 2023. Approximately $368.0 million of the increase is attributable to both bills from the 2018 Session for FY 2019 through FY 2023. An additional $153.3 million is attributable to increases in local aid for local option budgets (LOB) and increased employer contributions for the Kansas Public Employees Retirement System attributable to the increased aid provided by the three bills combined." App. 1221 (Doc. #48, April 23, 2018, KLRD memo at 1).

1177-78. Under SB 61, "BASE aid" (formerly BSAPP), will be $4,165 for 2018-19; $4,302 for 2019-20; $4,439 for 2020-21; $4,576 for 2021-22; $4,713 for 2022-23; and thereafter the previous year's BASE aid plus an amount equal to the average percentage increase in the consumer price index for all urban consumers in the Midwest region during the three preceding school years. SB 61, § 4(e).

The increases to BASE aid in SB 19, SB 423, and SB 61 add more than $110 million for 2018-19—on top of the nearly $114 million SB 19 added in 2017-18. Over the next five school years, the three bills phase-in a BASE aid increase of nearly $500 million. *See* App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). In addition to BASE aid increases, SB 423 adds $32.4 million for special education in 2018-19, SB 423 § 1(a), with $7.5 million increases anticipated in each of the following four school years, *see* App. 1247 (Doc. #50, KSDE SF18-102 at 2); App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). SB 19 also provides $2 million for preschool-aged at-risk children in 2018-19, with an another $2 million per year anticipated for Fiscal Years 2020 through 2022—in addition to the $2 million SB 19 provided for 2017-18—totaling $10 million over five years. SB 19, §§ 4(ii)(2)(B), 26; SB 423 § 1(a); App. 1247 (Doc. #50, KSDE SF18-102 at 2); App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2).

SB 423 also appropriates for 2018-19: $500,000 for teacher mentoring, more than $7.5 million for mental health pilot programs, and $2.8 million to pay for students to take the ACT and ACT WorkKeys once during high school. *See* SB 423, § 1(a); App. 1026-27 (Doc. #37). Taken together, within six years the Legislature

will have increased annual funding for schools by more than one billion dollars. App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2).

In addition to funding increases, SB 423 and SB 61 make important policy changes. For example, SB 61 requires each school district to maintain an LOB equal to 15% of the school district's total foundation aid, SB 61, § 5, and SB 423 requires a portion of supplemental general State aid be placed in the district's at-risk and bilingual education funds in order to increase accountability for at-risk funding, SB 423, § 3(i)(2).

SB 423 also addresses the four equity issues this Court identified in *Gannon V.* Section 4(f)(2) of SB 423 voids any resolution providing LOB authority of more than 30% of the district's calculated general fund adopted by a local school board before July 1, 2017, when the adoption was not subject to voter protest and/or elector approval, and not otherwise approved in an election. While local districts that had obtained the authority to raise LOB above 30% when subject to protest and election may adopt LOB up to 30.5% of the district's total foundation aid, any district otherwise desiring to raise LOB above 30%, up to 33%, must pass a resolution which is subject to protest petition and election. *Id.* §§ 4(c), (f)(1), (2); SB 61, § 5(b), (l).

Section 5(b) of SB 423 provides that LOB State Aid is calculated from districts' current-year LOB, not the immediately preceding school year's LOB. The expanded use of capital outlay funds in KSEEA was jettisoned, *id.* § 15, so that outlay uses now are those that existed when the Court approved the

constitutionality of supplemental state aid after *Gannon v. State*, 304 Kan. 490, 372 P.3d 1181 (2016) (*Gannon III*). *See* Sup. Ct. Order, Case No. 113,267 (June 28, 2016) (finding legislation cured equity constitutional infirmities in *Gannon* litigation). And KSEEA's 10% minimum for the at-risk student weighting also was repealed. *See* SB 423 § 9(a).

Together, SB 423 and SB 61 address the constitutional deficiencies this Court found in *Gannon IV* with respect to both adequacy and equity.

**The State is "Showing its Work" as Best as the Legislative Process Allows**

This Court has clearly and consistently insisted that it looks to the legislative record in evaluating the constitutionality of any remedy. Specifically, at this stage of this case, this Court has directed in *Gannon V*:

> The State would help its case by "showing its work." *Gannon II*, 303 Kan. at 743. This exercise involves considerably more than what it presented to this court in the instant appeal and in *Gannon III*. See 304 Kan. at 515. The State should identify other remedies that the legislature considered but, more important to meeting its burden, explain why it made its particular choice for reaching the constitutional standards for adequacy and equity.

306 Kan. at 1237.

In presenting the Legislature's remedial work to this Court, the State has diligently endeavored to meet this Court's guidance to "show its work" in a manner that differs from what has been done previously. At the same time, the State respectfully reiterates to the Court that the inherent nature of this case involving core functions of two independent branches of state government, including the legislative process, often renders difficult or impossible any such showing. What the

United States Supreme Court has explained in a different context applies here with equal force:

> [I]t is often "difficult or impossible for any court to determine the 'sole' or 'dominant' motivation behind the choices of a group of legislators." As in every other legislative body, each of the members of [a state legislature] has his or her own agenda and interests . . . . "[R]arely can it be said that a legislature . . . operating under a broad mandate made a decision motivated solely by a single concern, or even that a particular purpose was the 'dominant' or 'primary' one. In fact, it is because legislators . . . are properly concerned with balancing numerous competing considerations that courts refrain from reviewing the merits of their decisions, absent a showing of arbitrariness or irrationality."

*Bush v. Vera*, 517 U.S. 952, 1012 n.9 (1996) (Stevens, J., dissenting) (internal citations omitted, some alterations in original).

Consequently, the State endeavors in this brief to "explain why [the Legislature] made its particular choice for reaching the constitutional standards for adequacy and equity," *Gannon V*, 306 Kan. at 1237, while also acknowledging that doing so is a near impossibility because it sometimes simply cannot be shown that "a legislature . . . operating under a broad mandate made a decision motivated solely by a single concern, or even that a particular purpose was the 'dominant' or 'primary' one." *Bush*, 517 U.S. at 1012 n.9 (Stevens, J., dissenting) (quoting *Village of Arlington Heights v. Metro. Hous. Dev. Corp.*, 429 U.S. 252, 265 (1977)). What the State can say with confidence is that in enacting the remedial legislation now before this Court, Kansas "legislators . . . [were] properly concerned with balancing numerous competing considerations" and that since this Court has declined the State's prior urging to "refrain from reviewing the merits of their decisions," *id.*; *see*

*also Gannon IV*, 305 Kan. at 864-66, 883-86 (continuing to hold that the Legislature's policy determination regarding the adequate amount of school funding is not a nonjusticiable political question and is not entitled to virtually conclusive deference), it should at least conclude that the available record is more than sufficient to demonstrate the remedial legislation substantially complies with the Court's previous guidance in *Gannon IV* and *V. Montoy v. State*, 282 Kan. 9, 24-25, 138 P.3d 755 (2006) (*Montoy IV*) (finding "substantial compliance" with the Court's order).

In an effort to "show its work," the State is providing this Court in the Appendix with all documents from the legislative record that counsel for the Legislature have represented are important. While the State readily admits that the link between the final legislation and the concepts considered by the Legislature in some of those documents is not readily apparent, it is fair to assert that each such document was a consideration for one or more legislators in formulating their individual decisions on the remedial legislation before this Court. Further, in this brief, the State is providing this Court with its best understanding of the reasoning that prevailed among the supporters who enacted this remedial legislation, fully acknowledging that "each of the members of [a state legislature] has his or her own agenda and interests." *Bush*, 517 U.S. at 1012 n.9 (Stevens, J., dissenting). The State reminds the Court that SB 423 was approved without a single vote to spare in either chamber of the Legislature and, thus, each and every reason—most of which are unrecorded, unarticulated and therefore impossible to identify and present to

this Court—that persuaded any one of the members voting "aye" to do so is relevant in "explain[ing] why [the Legislature] made its particular choice for reaching the constitutional standards for adequacy and equity." *Gannon V*, 306 Kan. at 1237.

## ARGUMENT

The Legislature, after careful study and deliberation, discharged its constitutional duty by passing legislation designed to comply with Article 6 of the Kansas Constitution. The remedial legislation—a combination of SB 19, SB 423, and SB 61—complies with this Court's determination in *Gannon V* by providing more than $1 billion annually in new funds for schools by the end of a five-year phase-in period. In addition, SB 423 remedies the four equitable deficiencies this Court identified in *Gannon V*. This Court should find substantial compliance and dismiss this case. *See Montoy v. State*, 282 Kan. 9, 24-25, 138 P.3d 755 (2006) (*Montoy IV*).

### I. The Remedial Legislation Exceeds Constitutional Standards of Adequacy.

SB 423 and SB 61, in conjunction with SB 19, cure the adequacy violations identified by this Court. As this Court has stated many times, the question is not whether the Legislature has enacted an ideal school finance system. *See Montoy v. State*, 279 Kan. 817, 847, 112 P.3d 923 (2005) (*Montoy III*) (acknowledging the approved "remedy is far from perfect"). Rather, the Court is evaluating whether the remedial legislation—through structure and implementation—is *reasonably calculated* to have all Kansas public education students meet or exceed the standards set out in *Rose*. *Gannon V*, 303 Kan. at 1170, Syl. 2. And this "test for

adequacy is one of minimal standards. Accordingly, once they have been satisfied, Article 6 has been satisfied." *Gannon IV*, 305 Kan. at 917 (citation omitted).

The Legislature has "considerable discretion in satisfying the requirements of Article 6." *Id.* at 885. As this Court has recognized, the "constitutional infirmities 'can be cured in a variety of ways—at the choice of the legislature.'" *See, e.g.*, *Gannon v. State*, 303 Kan. 682, 743, 368 P.3d 1024 (2016) (*Gannon II*) (quoting *Gannon v. State*, 298 Kan. 298 Kan. 1107, 1181, 1188-89, 319 P.3d 1196 (2014) (*Gannon I*); *Gannon I*, 298 Kan. at 1151 ("[O]ur Kansas Constitution clearly leaves to the legislature the myriad of choices available to perform its constitutional duty."); *see also Gannon IV*, 305 Kan. at 917 ("Our adequacy test, as described in *Gannon I*, rejects any litmus test that relies on specific funding levels to reach constitutional compliance."). In determining compliance, this Court looks to the record and to the remedial legislation's history to decide whether the State has carried its burden. *E.g.*, *Gannon III*, 304 Kan. at 499; *Montoy IV*, 282 Kan. at 18-21.

### A. Using the amount of funding and the structure of the funding formula approved by this Court in *Montoy*, the Legislature identified a target of $522.2 million in additional school funding, which it provided in SB 423 and SB 61.

The Legislature structured SB 423 based on a belief that the school finance plan approved by this Court in *Montoy* created a safe harbor. To do so, legislators started with the base state aid per pupil of $4,492 for the 2009-10 school year, a figure which Plaintiffs have repeatedly cited in this litigation. *See* Plaintiffs/Appellees Opening Brief Regarding Adequacy of 2017 Senate Bill 19 at 15, *Gannon v. State*, No. 15-113267-S (Kan. June 30, 2017) ("When the Legislature

adopted the SDFPQA and appropriated a base of $4,492 for FY10, see *Gannon IV*, 305 Kan. at 880, the State conceded that such a level of funding was both adequate and necessary. This concession was accepted by this Court to conclude the Montoy case."). "Applying the school finance formula as it existed in 2010, including the base state aid per pupil of $4,492, to the current Kansas student population, including those students eligible for all of the weightings in the formula as it existed in school year 2009-10, results in a total amount of aid to schools in the district general funds of approximately $3,108.7 million." App. 1221 (Doc. #48, April 23, 2018, KLRD memo at 1). The legislators' calculation then adjusted that amount for inflation and subtracted current aid, including scheduled increases provided by SB 19. *Id.* at 1-2. Based on these calculations, legislators believed they needed to add $522.2 million to SB 19. *Id.* at 2.

SB 423, as modified by SB 61, exceeded this goal by providing $548.3 million in additional school funding, phased in over a five-year period. *See* App. 1247 (Doc. #50, KSDE SF18-102 at 2) (total of yearly increases minus the $95.6 million attributable to SB 19). By relying on both the structure and implementation of the last school funding regime this Court concluded satisfied Article 6, the Legislature has satisfied its duty to "make suitable provision for finance of the educational interests of the state." Kan. Const. Art. VI, § 6(b).

### B. The Legislature reasonably decided not to adopt the compensatory support scenarios of the Taylor Study, but the study nevertheless supports the conclusion that SB 423 and SB 61 satisfy Article 6.

Following this Court's decision in *Gannon V*, the Legislature commissioned a new cost study, "Estimating the Costs Associated with Reaching Student Achievement Expectations for Kansas Public Education Students A Cost Function Approach," prepared by WestEd: Dr. Lori L. Taylor, Consultant to WestEd, Jason Willis, Alex Berg-Jacobson, Karina Jaquet, Ruthie Caparas, March 15, 2018. *See* App. 623-831 (Doc. # 27, Taylor Study). The Legislature reasonably decided not to implement several of the study's recommendations, but the study nevertheless supports the conclusion that SB 423 and SB 61 satisfy the adequacy requirement of Article 6.

#### *1. The study focused on the costs of satisfying the State Board of Education's aspirational "moon shot," which exceeds the* Rose *standards.*

The Taylor Study offered three levels of funding above current amounts, a baseline amount and two "compensatory support" scenarios. The Legislature decided it was not advisable to implement the study's compensatory support scenarios because the achievement targets Dr. Taylor selected far exceeded the *Rose* standards.

The compensatory support scenarios are designed to achieve certain lofty, aspirational achievement targets. But as Dr. Taylor explained, the selection of achievement targets that will comply with the *Rose* standards is "not in our purview." App. 913 (Doc. #30, transcript at 41); *see also* App. 905 (Doc. #30,

transcript at 33) ("[W]e definitely are purely advisory in this role. So it is our information to you that we believe these standards would be consistent with the Rose standards, but it's not our position that these are the only—that you couldn't have a different opinion."). Dr. Jesse Levin, who peer-reviewed the study, agreed. He explained: "As economists, we have to cost out some kind of standard that defines adequacy. We are not in the role of determining those standards at all. . . . It's really up to the policy maker in the state, namely the Board of Education, the state department of education and the legislature to determine that." App. 1094 (Doc. #40, transcript at 30).

But cost studies necessarily need to select achievement targets that can be measured in available data. *See* App. 424 (Doc. #23, transcript at 39); *see also* Michael A. Rebell, *Safeguarding the Right to a Sound Basic Education in Times of Fiscal Constraint*, 75 Alb. L. Rev. 1855, 1960 (2012). The Taylor Study selected an aspirational metric that the Kansas Board of Education reported to the federal government under the Every Student Succeeds Act (ESSA). *See* App. 885 (Doc. #30, transcript at 13); App. 902 (Doc. #30, transcript at 30) ("[T]here clearly is a significant influence of the ESSA plan on the identification of thresholds . . . ."); *see also id.*, at 77:10-15; 80:3-22. Dr. Taylor said these metrics were used to replace "vague standards which are Rose capacities" with specific outputs. *Id.* at 77:10-78:15.

The State's ESSA plan sets lofty goals, reflecting the State Board's Kansans Can vision to "lead[ ] the *world* in the success of each student." App. 227 (Doc. #21,

ESSA submission at 6) (emphasis added). Kansas Commissioner of Education Dr. Randy Watson has described this vision as a "moon shot." App. 524, 1250 (Doc. #24, Kansas Can materials; Doc. #52, Kansas Department of Education press release). The graduation rates and assessment test scores targeted in the State's ESSA plan are aligned to the Board's aspirational vision. App. 665, 671-72 (Doc. #27, Taylor Study at 36, 42-43). Explaining how the long-term goals are "ambitious," the Kansas ESSA submission provides:

> Kansans vision for education is to lead the world in the success of each student. . . . The rigor of the Kansas state assessments and the ambitious expectations established by the long-term goal demonstrates Kansas' commitment to its vision for all students. The long-term ambitious goal is an essential component of achieving the Kansas Can vision adopted by the Kansas State Board of Education . . . .

App. 237 (Doc. #21, ESSA submission at 16). In addition, the plan's "95 percent graduation rate would put Kansas among the countries currently leading the world in secondary graduation rates." *Id.* at 19. These aspirational goals are reminiscent of No Child Left Behind. *See* Rebell, supra, 75 Alb. L. Rev. at 1918-19 ("The one hundred percent proficiency standard mandated under the federal No Child Left Behind Law is clearly unreasonable, and the federal law's adequate yearly progress requirements have also proved impractical . . . .").

While the State Board's vision is admirable, it sheds no light on the constitutional inquiry at issue in this case. For instance, while the State Board's vision includes attaining a state-wide 95% graduation rate, the highest graduation rate in the country (Iowa) is only 91%. *See* National Center for Education Statistics, Public High School Graduation Rates, https://nces.ed.gov/programs/coe/indicator_

coi.asp. The *Rose* standards cannot possibly demand outcomes that *no other State* has ever been able to achieve. As this Court has explained, "the *Gannon I* test for adequacy is one reflecting minimal standards. Once they are satisfied, the requirements of Article 6 are satisfied and the court's role ends. Whether the legislature chooses to exceed these minimal standards is up to that deliberative body and ultimately the people of Kansas who elect those legislators." *Gannon IV*, 305 Kan. at 856-57. Article 6 does not demand a moon shot.

Equally important, the targets in the State's ESSA Plan are for 2030, not the next two or even five years. App. 227 (Doc. #21, ESSA submission at 26 & Appendix A). As a result, the Taylor Study attempts to estimate costs for achieving much more aggressive and optimistic graduation and assessment test improvements than even those inherent within the State Board's Kansans Can aspirational goals for a world-leading education.

Because the study's achievement targets exceed the *Rose* standards and even the State Board's lofty vision, the Legislature reasonably decided it was not necessary—and certainly not constitutionally required—to implement the study's compensatory support scenarios.

*2. The Legislature declined a one-time short-term surge of funding in favor of a predictable long-term funding stream.*

To launch the "moon shot," the Taylor Study recommended an immediate surge of funding that would go away in future years. The compensatory support scenarios in the Taylor Study do not reflect long-term funding levels. Instead, the compensatory support scenarios "are best understood as *temporary transitional*

*funding* . . . to get to the point of a long-run scenario where the maintenance level is required to sustain . . . ." App. 933 (Doc. #30, transcript at 61) (emphasis added). As the consultants' response to the follow-up requests explained:

> [T]he compensatory support scenarios identify the necessary investment to support individual school districts to close the gap between their current performance and the identified performance threshold over a period of five years. And further, that once the investment was made in a school district that they would be able to close the gap and then having achieved that threshold be able to return to a spending level in line with the maintenance scenario. ***That is, the compensatory scenarios can be considered a remedial, one-time investment in the public education system (spread out over a five-year period) to support school districts and their respective students to 'catch-up' and achieve the identified performance thresholds.***

App. 1209 (Doc. #45, Taylor Addendum at 4) (emphasis in original).

The Legislature reasonably decided it would not be wise to provide one-time funding that would be taken away from districts in the near future. Doing so would have put districts in the position, for instance, of hiring teachers only to have to fire them at the end of the compensatory support term, or giving existing teachers temporary raises only to cut their salaries on return to the maintenance levels. Instead, the Legislature reasonably decided to provide sustainable, long-term funding above the study's maintenance levels.

*3. The Taylor Study indicates that SB 423 and SB 61, in conjunction with SB 19, will significantly improve student achievement.*

Although the Legislature decided not to implement the Taylor Study's compensatory support scenarios, the study nevertheless supports the conclusion that SB 423 and SB 61, in conjunction with SB 19, will satisfy Article 6's adequacy

requirement. The Legislature could have reasonably concluded that providing more than one billion dollars in additional funding would lead to substantial gains in student performance.

In addition, the Legislature has provided more funding than the study's no-compensatory-support scenario of $5.103 billion. *See* App. 698 (Doc. #27, Taylor Study at 69). The study identified current K-12 spending as $4.652 billion, but this was for the 2016-17 fiscal year and therefore did not include SB 19's funding increases. *Id.* Because SB 19, SB 423, and SB 61 collectively provide for $1.007 billion in additional funding annually by 2022-23, *see* App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2), this would bring total school funding at the end of the phase in period to $5.659 billion, well above the $5.103 billion no compensatory support scenario.

While the no-compensatory-support scenario has sometimes been described as "maintenance" funding, Dr. Taylor explained that the term "maintenance" may be "inartful[ ]," App. 893 (Doc. #30, transcript at 21), in that it does not mean that the so-called maintenance level of funding will have no effect on current student performance. In fact, the maintenance levels of funding will "improve overall statewide achievement" according to the consultants. App. 1209 (Doc. #45, Taylor Addendum at 4). For instance, the study's maintenance scenario—which the Legislature has exceeded—is based on achieving a 95% graduation rate, a rate that would far exceed the graduation rate in any other State. *Id.*

The consultants' alternative achievement calculations further demonstrate that the Legislature's response will lead to significant gains in student performance. For instance, using a 91% graduation rate (which would currently be tied for the highest graduation rate in the country), the consultants calculated that the provision of $5.090 billion in funding by the 2022-23 school year would lead to roughly 84.5% of students scoring at level two or above on the State's English and math assessments, an increase of approximately 12% over the roughly 72.5% of students at or above level two in 2016-17. App. 1214 (Doc. #45, Taylor Addendum at 9). And SB 19, SB 423, and SB 61 provide approximately $569 million more than that calculation ($5.659 billion minus $5.090 billion), increasing student performance even more. Thus, the Taylor Study provides additional support for concluding that the Legislature has satisfied Article 6's adequacy requirement.

### C. The five-year phase-in is a reasonable and responsible legislative judgment.

In SB 423 and SB 61, the Legislature has substantially increased BASE aid over five years, from $4,165 for Fiscal Year 2019 to $4,713 for Fiscal Year 2023, with increases after that based on the consumer price index for all urban consumers in the Midwest region. SB 61, § 4(e) (amending SB 423, § 2(e)). The decision to phase in the BASE aid and other increases over five years—which will result in an increase of more than $1 billion in total annual education funding within five years under SB 19, SB 423, and SB 61, *see* App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2)—is well-supported. Indeed, this Court has previously approved as

multi-year phase-in of additional funding to satisfy Article 6. *See Montoy IV*, 282 Kan. at 24-26.

As this Court has recognized, "there are limits on the amount the system can absorb efficiently and effectively at this point in the budget process." *Montoy III*, 279 Kan. at 845. For this very reason, Dr. Taylor and her colleague Jason Willis recommended phasing in any funding increase over "five or ten years." App. 957 (Doc. #30, transcript at 85). Because "education systems are extraordinarily complex," understanding "how additional resources can have a direct impact on the outcome takes time," and a "phase-in period would create an opportunity for school and district leaders to identify ways in which those dollars can be used most effectively." App. 939-40 (Doc. #30, transcript at 67-68). The best use of additional funds may be "lowering class size to allow students to be pulled out for different instruction," or perhaps "providing a mental health counselor that can provide social and emotional support to students," but local districts and leaders need time to "think about how they might use that money." App. 940 (Doc. #30, transcript at 68).

Dr. Randy Watson, the State Commissioner of Education, also has advised the Legislature that large, single-year funding increases made late in the budget cycle will do little to meet the most pressing need of most schools—hiring new personnel. Brief of Appellant State of Kansas at 13, *Gannon v. State*, No. 15-113267-S (Kan. June 30, 2017).

It "is not practical to make a one-time, significant investment in a statewide public education system and expect at the end of that school year to see dramatic movement from current performance." App. 699 (Doc. #27, Taylor Study at 70). Rather, "ongoing and incrementally larger investments in the system over time with established targets" would allow school districts to "plan and determine the appropriate ways to invest the funding." *Id.*

The Legislature's decision to phase in funding increases over five years was a reasonable and prudent approach to making suitable provision for financing the educational interests of the State.

### D. Kansas students are doing well overall and the Legislature has targeted funding to underperforming subgroups.

Selecting a *Montoy* safe-harbor method of funding schools is further justified by the success enjoyed by Kansas schools under *Montoy* funding levels. In *Gannon IV*, the Court acknowledged that the "improved achievements between 2003 and 2011-12," which came during increased funding—and its aftermath—as a result of extensive litigation in *Montoy*," were "laudable and encouraging." *Gannon IV*, 305 Kan. at 903. And even now, Kansas students are doing well overall relative to their counterparts in other States. According to the Kansas Association of School Boards, Kansas ranks 10th in the nation on 15 measures of educational performance, including postsecondary outcomes, graduation rates, and scores on various tests including the National Assessment of Educational Progress (NAEP), and ACT test. KASB Comparing Kansas 2017, https://kasb.org/wp-content/uploads/2016/12/

ComparingKS17.pdf at 3, 6 (Sept. 2017). Kansas's graduation rate of 85.7% ranks 20th in the nation, and the State has above-average graduation rates for subgroups of students who are economically disadvantaged, have limited English proficiency, and have disabilities. *Id.* at 14. In 2016, 74% of Kansas graduates took the ACT test and 31% scored at the "college ready" benchmark on all four subjects (English, math, reading, and science). The nationwide average was 67.4% of graduates taking the test and 29.1% meeting all benchmarks.

While Kansas students are doing well overall, this Court found an adequacy violation in *Gannon IV* based on the performance of certain subgroups of students the Court described as "underperforming" and "harder-to-educate." 305 Kan. at 855. Thus, in addition to phasing in BASE aid increases of nearly $500 million over five years, App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2), the Legislature targets this funding, and provides additional funding outside BASE aid, to address these subgroups. These subgroups include English Language Learners (ELL), students with disabilities, and students receiving free and reduced lunch.

In SB 19, the Legislature provided additional funding for students receiving free meals under the National School Lunch Act by increasing the at-risk student weighting from 0.456 (which was the weighting in *Montoy IV*) to 0.484, which increased the total amount of at-risk funding by $21 million for 2017-18. App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). SB 423 and SB 61 retain the 0.484 at-risk weighting, and by increasing the BASE provide additional increases in at-risk funding. SB 423 § 9(a)(2). SB 423 also retains the high-density at-risk student

weighting enacted in SB 19 and extends the school-specific high-density at-risk weighting pilot through the 2019-20 school year (it was scheduled to sunset in July 2019 under SB 19). SB 423 § 9(b).

In addition, as this Court recognized in *Gannon V*, the Legislature's decision in SB 19 to fully fund all-day kindergarten—to the tune of more than $60 million in Fiscal Year 2018—which remains fully funded under SB 423, frees up at-risk funding for other purposes because many districts had been using at-risk money to fund all-day kindergarten. *See Gannon V*, 306 Kan. at 1208-09; *see also* SB 423 § 2(l)(4). The Court recognized this benefit in *Gannon V*, but assumed the "change will not result in 'new money' for all districts" because "some districts were charging parents for the portion of all-day kindergarten costs not covered under the prior law." *See Gannon V*, 306 Kan. at 1209. But only 21 districts charged all-day kindergarten fees in the 2016-2017 school year. App. 160 (Doc. #9 at 2). And while the exact benefit of this change may vary from district-to-district depending on how the district used to pay (or charge) for all-day kindergarten, there can be no doubt that the increased at-risk weightings and fully funding all-day kindergarten are reasonably calculated to make suitable provision for financing the State's educational interests.

To ensure the underperforming subgroups this Court identified in *Gannon IV* receive the funding intended for them, the Legislature required each school district to establish an at-risk education fund and a bilingual education fund, and required that all expenses directly attributable to at-risk and bilingual education programs

be spent through the respective funds. *See* SB 19 §§ 25, 93 (K.S.A. 2017 Supp. 72-5153 and 72-3613). SB 423 also requires that a portion of supplemental general State aid be placed in the district's at-risk and bilingual education funds, SB 423 § 3(i)(2), which responds to the Court's concern that an increasing reliance on LOB relative to BASE aid would diminish statutory weightings. *See Gannon V*, 306 Kan. at 1204-05. And starting in the 2018-19 school year, all at-risk funds must be spent on best practices to be developed and identified by the State Board of Education. *See* SB 19 § 25 (K.S.A. 2017 Supp. 72-5153).

But the Legislature did not stop there; SB 423 retains and expands other targeted funding as well. It expands the definition of preschool-aged at-risk students to include three-year-olds, with $2 million per year to this group anticipated for Fiscal Years 2020 through 2022—on top of the additional $2 million in Fiscal Years 2018 and 2019 provided by SB 19—for a total of $10 million over five years. SB 19, §§ 4(ii)(2)(B), 26; App. 1247 (Doc. #50, KSDE SF18-102 at 2); App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). The Legislature also focused additional funding on students with disabilities by increasing special education funding by $32.4 million for the upcoming 2018-19 school year, SB 423 § 1(a), with an additional $7.5 million anticipated in each of the following four years. App. 1247 (Doc. #50, KSDE SF18-102 at 2); App. 1249 (Doc. #51, May 1, 2018, KLRD Memo at 2). SB 423 invests more than $7.5 million in a mental health pilot program, SB 423 § 1(a). *See* App. 510 (Doc. #23, February 23, 2018 Senate Select Committee on Education Finance Hearing Transcript at 125) (economically disadvantaged

students often arrive at schools with a set of emotional/mental health/behavioral needs that require "dollars . . . in excess of the base level of spending for general education students"). And it adopts the Kansas Department of Education's recommendation to invest $2.8 million to pay for students to take the ACT and ACT WorkKeys once during high school. *See* SB 423 § 1(a); App. 1026-27 (Doc. #37).

All of this substantial new funding benefits underperforming subgroups directly and is reasonably calculated to cure the constitutional inadequacies this Court found in *Gannon IV*. By increasing the amount of BASE aid dramatically over five years, increasing at-risk weightings, and adding funds outside the BASE that target underperforming subgroups, the Legislature has reasonably responded to this Court's adequacy concerns regarding these subgroups.

### E. All sources of funding should be considered in determining whether the Legislature has made suitable provision for financing the State's educational interests.

The Court reiterated in *Gannon V* that the "Kansas Constitution clearly leaves to the legislature the myriad of choices available to perform its constitutional duty" of making suitable provision for financing the State's educational interests. Any concern this Court had that choices made by the Legislature in SB 19 made that approach an "outlier," 306 Kan. 15 1206, should be allayed by the Legislature's new choices now before this Court. SB 19, SB 423, and SB 61 provide a system for funding education that, when all sources of funding are considered, is in all major respects a system that this Court previously approved in dismissing the *Montoy* litigation. In determining whether the Legislature has made suitable provision for

financing the educational interests of the State in SB 19, SB 423, and SB 61, the Court should take into account *all* funding the Legislature directs to the State's educational interests. *See, e.g.*, App. 724 (Doc. #27, Taylor Study at 95) (including everything from general and supplemental general fund monies to federal funds and KPERS, to professional development and worker's compensation in the cost function analysis). This Court recognized as much in *Gannon IV* when it said that "the panel should have given greater consideration and some value to the other various sources of funds"—beyond just base state aid per pupil, including LOB, KPERS, and federal funds—"and not rejected their applicability to the adequacy calculus." 305 Kan. at 893.

With respect to LOB funds, the Court specifically held that such funds should be considered in determining whether the Legislature has made suitable provision for financing the educational interests of the State. *Id.* Sensing that the Court seemed to signal some retreat from this holding in *Gannon V*, the Legislature made clear in SB 61 that LOB is part of its system for making suitable provision for financing the State's educational interests. *See Gannon V*, 306 Kan. at 1205; SB 61 § 1; *see also* Kan. Const. Art 6, § 6(b). SB 61 requires all school districts to maintain an LOB "equal to 15% of the school district's total foundation aid." SB 61 § 5. Thus, any perceived structural impediment to including the LOB revenue guaranteed by SB 61, *see Gannon V*, 306 Kan. at 1205, has been addressed.

In addition to the more than $4.89 billion the Legislature has invested in school year 2018-19 to "update the school finance funding level and formula to

account for student population and inflation, since the last time [this Court] found the provision of school finance to be acceptable," the Legislature also has invested more than $188.6 million for support services outside the classroom, much of which directly impacts student learning and achievement. *See* SB 423 (preamble paragraph 3). These efforts demonstrate the Legislature's comprehensive approach to making suitable provision for financing the State's educational interests. For example, the Governor's budget recommendation for Fiscal Years 2018 and 2019 includes more than $9 million each year for Kansas Early Head Start Program; more than $100,000 each year for the Urban Scholastic Center, which provides literacy, after-school, and evening educational programs for "inner-city children and youth"; the Kansas Reading Roadmap, which focuses on achieving reading proficiency by the third grade, which "is considered one of the most important predictors of high school graduation," and Communities in Schools, which partners with public schools to improve high school graduation rates by providing services to at-risk students, among others. App. 1038-40, 1057-59 (Doc. #39, March 28, 2018, KLRD Memo re: State Expenditures on School Readiness at 8-10, 27-29); *see also* SB 423 (preamble paragraph 7).

All of these funds, whether formally included in the education budget or not, must be taken into account when determining whether the Legislature has made suitable provision for financing the State's educational interests.

### F. SB 423 provides accountability to ensure funding is spent to improve student performance.

When substantially increasing funding in a relatively short period of time, as the Legislature has done in SB 19, SB 423, and SB 61, a robust accountability system is needed to ensure the additional funding is spent efficiently and as intended. *See* App. 700 (Doc. #27, Taylor Study at 71) ("Finding #9: Pair support strategies with accountability measures"). SB 19 and SB 423 do just that by requiring a series of reports by the Legislative Division of Post Audit (LPA) that the Taylor Study called a "significant effort to ensure not only that the state's public education system will meet the needs of today's students, but that it will continue to meet the needs of students in years to come." App. 665 (Doc. #27, Taylor Study at 36); *see also* SB 423 §§ 11, 12, 13.

SB 423 requires the State Board of Education to hold all school districts and schools accountable to target outcomes set by the Board and to establish "rigorous accountability measures in the areas of social emotional learning, kindergarten readiness, individual plans of study, graduation and postsecondary success." SB 423 § 11(a)(1), (2). The Board must also prepare reports on education funding and achievement.

The reports include a performance audit to provide a reasonable estimate of special education costs and services (SB 423 § 13(f)); a performance audit to provide a reasonable estimate of the cost of providing educational opportunities for every public school student in Kansas to achieve the performance standards adopted by the State Board of Education in Fiscal Years 2021 and 2024 (SB 423 § 13(e));

performance audits of at-risk education funding and bilingual education funding in Fiscal Year 2022 (SB 423 § 13(b), (c)); and a study of statewide virtual school programs administered in other states in Fiscal Year 2023 (SB 423 § 13(d)). These reports not only ensure the funds distributed are spent efficiently and for their intended purpose, they will provide insights regarding "process, culture and performance" and provide opportunities for sharing best practices across districts. *See* App. 701 (Doc. #27, Taylor Study at 72).

These reports will provide the Legislature, Governor, and the public opportunities to hold each other accountable to ensure that funding remains sufficient to satisfy Article 6.

## II. SB 423 Cures Each of the Equity Infirmities Found to Exist in SB 19.

In *Gannon V*, this Court identified four equity infirmities with SB 19. *See* 306 Kan. at 1214-35. The Legislature has cured all four by passing SB 423 and SB 61.

### A. Capital outlay spending is now limited to the uses approved by the Court after *Gannon III*.

First, this Court held that SB 19 violated the equity standard of Article 6 by expanding the purposes for which capital outlay monies could be used. *Gannon V*, 306 Kan. at 1222; SB 19, § 91 (amending K.S.A. 2016 Supp. 72-8804). The Court's concern arose from the varying abilities of districts to raise capital outlay funds and the potential for growth in capital outlay spending to pay for district needs previously categorized as operational expenses. *Id.* at 1220-22.

SB 423 repeals SB 19's amendment of K.S.A. 2016 Supp. 72-8804 (transferred to K.S.A. 2017 Supp. 72-53,116), returning the statutory uses of capital

outlay to those in place when the Court approved as constitutional the formula for capital outlay state aid payments. *See* SB 423, § 15(a); Sup. Ct. Order, *Gannon v. State*, No. 15-113267-S (Kan. June 28, 2016).

### B. An LOB above 30% cannot be adopted unless it has been or will be subject to an election or protest petition.

The Court also concluded that the State failed to meet its burden of establishing that school districts have reasonably equal access to substantially similar educational opportunity through similar tax effort by imposing different procedures for certain districts to raise their maximum LOB. *Gannon V*, 306 Kan. at 1223-29. Specifically, SB 19 grandfathered resolutions made between 2014 and 2016 to raise LOB beyond 30% of the district's state financial aid so that any grandfathered district enjoyed higher LOB authority without facing a possible voter protest and election. *Id.* at 1225. This Court determined the grandfathering was inequitable because only certain districts were permitted increase their LOB authorization above 30% without having to be concerned about an election process, while potentially more than 200 other districts had to clear the structural hurdle imposed by the SB 19's protest-petition process. *Id.* at 1228.

SB 423, § 4(f) cures this problem by amending K.S.A. 2017 Supp. 72-5143 to provide:

> (f) (1) Except as provided in paragraph (2), the board of any school district authorized to adopt a local option budget prior to July 1, 2017, under a resolution that authorized the adoption of such budget in accordance with the provisions of K.S.A. 2017 Supp. 72-6471, prior to ~~its expiration~~ July 1, 2017, may continue to operate under such resolution for the period of time specified in the resolution or may abandon the resolution and operate under the provisions of this

section. Any such school district shall operate under the provisions of this section after the period of time specified in any previously adopted resolution has expired.

*(2) Any resolution adopted prior to July 1, 2017, pursuant to K.S.A. 72-6433(e)(2), prior to its repeal, that authorized the adoption of a local option budget and that was not subsequently submitted to and approved by a majority of the qualified electors of the school district voting at an election called and held thereon shall expire on June 30, 2018, and shall have no force and effect during school year 2018-2019 or any subsequent school year.*

By this amendment, SB 423 removed the advantage given to theoretically grandfathered districts. Now the law provides that the only districts which retain authority for an LOB over 30% are those that obtained that authority subject to a protest petition or election. SB 423, § 4(b)(1), (f)(1) & (2). All districts are now on the same footing.

### C. LOB state aid is now calculated from local districts' current year adjusted enrollments.

*Gannon V* also held that SB 19, § 4(k) and (x), violated Article 6's equity requirement by calculating LOB state aid with a formula which used a school district's LOB percentage from the preceding school year. The Court determined that this provision, which it labeled a "lookback," created inequity because an aid-qualifying district that increased its LOB authority would not receive a corresponding increase in LOB state aid in the current year. *Gannon V*, 306 Kan. at 1230-32.

SB 423 cures this inequity by computing a district's LOB state aid using the district's LOB adopted in the same school year. *See* SB 423, § 5.

On and after July1, 2018, K.S.A. 2017 Supp. 72-5145 is hereby amended to read as follows: 72-5145. (a) In each school year, each school district that has adopted a local option budget is eligible to receive supplemental state aid. Except as provided by K.S.A. 2017 Supp. 72-5146, and amendments thereto, supplemental state aid shall be determined by the state board as provided in subsection (b).

(b) The state board shall:

~~(1) (A) For school year 2017-2018, determine the amount of the assessed valuation per student in the preceding school year of each school district; and~~

~~(B) for school year 2018-2019 and each school year thereafter,~~ Determine the average assessed valuation per student of each school district by adding the assessed valuation per student for each of the three immediately preceding school years and dividing the resulting sum by three;

(2) rank the school districts from low to high on the basis of the amounts of assessed valuation per student determined under subsection (b) (1);

(3) identify the amount of the assessed valuation per student located at the 81.2 percentile of the amounts ranked under subsection (b)(2);

(4) divide the assessed valuation per student of the school district as determined under subsection (b)(1) by the amount identified under subsection (b)(3); and

(5) (A) if the quotient obtained under subsection (b)(4) equals or exceeds one, the school district shall not receive supplemental state aid; or

(B) if the quotient obtained under subsection (b)(4) is less than one, subtract the quotient obtained under subsection (b)(4) from one, and multiply the difference by the amount of the local option budget of the school district ~~for the immediately preceding school year~~. The resulting product is the amount of supplemental state aid the school district is to receive for the school year. . . .

### D. SB 19's 10% floor for the at-risk student weighting is repealed.

The fourth and final inequity identified in *Gannon V* concerned § 23(a)(3) of SB 19, which added a floor for the at-risk student weighting. Under the section, no district's at-risk weighting was less than 10% even if fewer than 10% of a district's students qualified for federally funded free meals (the at-risk weighting test). The Court held the State failed to establish the at-risk floor complied with the equity standard of Article 6. *Gannon V*, 306 Kan. at 1235.

SB 423 corrected this equity problem by repealing the at-risk floor. *See* SB 423, § 9.

> On and after July 1, 2018, K.S.A. 2017 Supp. 72-5151 is hereby amended to read as follows: 72-5151. (a) The at-risk student weighting of each school district shall be determined by the state board as follows:
>
> (1) Determine the number of at-risk students included in the enrollment of the school district; and
>
> (2) ~~for a school district with an enrollment that consists of 10% or more at-risk students,~~ multiply the number determined under subsection (a)(1) by 0.484. The resulting sum is the at-risk student weighting of the school district~~; or~~
>
> ~~(3) for a school district with an enrollment that consists of less than 10% at-risk students, multiply the number of students equal to 10% of such school district's enrollment by 0.484. The resulting sum is the at-risk student weighting of the school district. A school district whose at-risk student weighting is determined pursuant to this paragraph shall submit a report to the state board in such form and manner as required by the state board that identifies those students enrolled in such school district who are receiving at-risk program services and the criteria each such student satisfies in order to receive at-risk program services. The state board shall adopt rules and regulations that establish the criteria for eligibility for at-risk program services. The provisions of this paragraph shall only apply to those school districts that offer instruction in kindergarten and grades one through 12~~.

## III. If this Court Concludes that the Legislature Has Not Fully Satisfied Article 6, the Court Should Accept At Least the First Year of the Plan and Allow the Legislature to Address any Remaining Issues During the 2019 Regular Legislative Session.

The Legislature has satisfied Article 6 by phasing in more than $1 billion in additional annual state funding for schools. If for some reason this Court were to conclude that this massive funding increase still does not satisfy Article 6, the proper remedy—given the inherently political nature of legislation, concern for the separation of powers, and the importance of continuing to educate Kansas students in an orderly fashion—is to do away with the Court's prior warning that it will lift the stay on any Court-ordered remedy on June 30, 2018, and instead permit any further legislative response in the ordinary course of the legislative calendar.

While the Legislature has decided to phase in large funding increases over a five-year period, those funding increases are front-loaded, with a $187.5 million increase for 2018-19 and $109 million to $115 million increases in future years. *See supra* table on page 7. Particularly given school districts' inability to effectively absorb large funding increases, as discussed above, the Court should at a bare minimum accept the 2018-19 funding increase as the first step of a multi-year plan and require the Legislature to address any remaining issues during the 2019 regular legislative session.

In no event should the Court order a remedy that would have the effect of closing the schools. As the State has previously explained, such an extreme "remedy" would itself violate the Kansas Constitution, a Kansas statutory

prohibition on closing schools, and federal law. *See* State's Motion for Rehearing or Modification, *Gannon v. State* (filed June 10, 2016).

## CONCLUSION

For the reasons above, the State urges the Court to find substantial compliance and dismiss this case.

Respectfully submitted,

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## CERTIFICATE OF SERVICE

The undersigned hereby certifies that on the 7th day of May 2018, the above brief was electronically filed with the Clerk of the Court using the Court's electronic filing system, which will send a notice of electronic filing to registered participants, and copies were electronically mailed to:

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**No. 15-113267-S**

**IN THE SUPREME COURT OF THE STATE OF KANSAS**

**Luke Gannon, *et al.*,**

Plaintiffs-Appellees,

v.

**State of Kansas**, ***et al.***,

Defendants-Appellants.

Appeal from Appointed Panel
Presiding in the District Court of Shawnee County, Kansas

Honorable Franklin R. Theis
Honorable Robert J. Fleming
Honorable Jack L. Burr

District Court Case No. 2010-CV-1569

# APPENDIX

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Oral Argument: One Hour

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# SENATE BILL No. 19

AN ACT concerning education; relating to the instruction and financing thereof; making and concerning appropriations for the fiscal years ending June 30, 2018, and June 30, 2019, for the department of education; creating the Kansas school equity and enhancement act; amending K.S.A. 12-17,115, 72-8803 and 75-2318 and K.S.A. 2016 Supp. 10-1116a, 12-1677, 12-1742, 12-1770a, 12-1775a, 12-1776a, 72-978, 72-1046b, 72-1398, 72-1414, 72-1923, 72-3712, 72-3715, 72-5333b, 72-64b01, 72-64c01, 72-64c03, 72-64c05, 72-6622, 72-6624, 72-6625, 72-6757, 72-67,115, 72-7535, 72-8187, 72-8190, 72-8230, 72-8233, 72-8236, 72-8249, 72-8250, 72-8251, 72-8302, 72-8309, 72-8316, 72-8415b, 72-8801, 72-8804, 72-8908, 72-9509, 72-9609, 72-99a02, 72-99a02, as amended by section 95 of this act, 72-99a07, 74-4939a, 74-8925, 74-99b43, 75-2319, 79-201x, 79-213, 79-2001, 79-2925b and 79-32,117 and repealing the existing sections; also repealing K.S.A. 2016 Supp. 46-1133, 72-6482, 75-2319, as amended by section 46 of 2017 Senate Substitute for Substitute for House Bill No. 2052.

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

Section 1.

DEPARTMENT OF EDUCATION

(a) There is appropriated for the above agency from the state general fund for the fiscal year ending June 30, 2018, the following:

Operating expenditures (including official hospitality) (652-00-1000-0053) ..... $12,586,611

*Provided*, That any unencumbered balance in the operating expenditures (including official hospitality) account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

Special education services aid (652-00-1000-0700) ..... $435,980,455

*Provided*, That any unencumbered balance in the special education services aid account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018: *Provided further*, That expenditures shall not be made from the special education services aid account for the provisions of instruction for any homebound or hospitalized child, unless the categorization of such child as exceptional is conjoined with the categorization of the child within one or more of the other categories of exceptionality: *And provided further*, That expenditures shall be made from this account for grants to school districts in amounts determined pursuant to and in accordance with the provisions of K.S.A. 72-983, and amendments thereto: *And provided further*, That expenditures shall be made from the amount remaining in this account, after deduction of the expenditures specified in the foregoing provisos, for payments to school districts in amounts determined pursuant to and in accordance with the provisions of K.S.A. 72-978, and amendments thereto.

State foundation aid (652-00-1000-0820) .....$1,991,268,237

*Provided*, That any unencumbered balance in the block grants to USDs account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

Supplemental state aid (652-00-1000-0840)..... $480,920,922

*Provided*, That any unencumbered balance in the supplemental general state aid account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

Mentor teacher (652-00-1000-0440)..... $800,000
Professional development ..... $1,700,000
Information technology education opportunities (652-00-1000-0600) ..... $500,000
Kansas reading success (652-00-1000-0070) .....$2,100,000
Discretionary grants (652-00-1000-0400) ..... $322,457

*Provided*, That the above agency shall make expenditures from the discretionary grants account during the fiscal year 2018, in the amount not less than $125,000 for after school programs for middle school students in the sixth, seventh and eighth grades: *Provided further*, That the after school programs may also include fifth and ninth grade students, if they attend a junior high: *And provided further,* That such discretionary grants shall be awarded to after school programs that operate for a minimum of two hours a day, every day that school is in session, and a minimum of six hours a day for a minimum of five weeks during the summer: *And provided further*, That the discretionary grants awarded to after school programs shall require a $1 for $1 local match: *And provided further*, That the aggregate amount of discretionary grants awarded to any one after school program shall not exceed $25,000.

School food assistance (652-00-1000-0320)..... $2,510,486
School safety hotline (652-00-1000-0230)..... $10,000

KPERS – employer contributions – USDs ..... $261,569,312
KPERS – employer contributions (652-00-1000-0100)..... $19,707,072

*Provided*, That any unencumbered balance in the KPERS – employer contributions account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018: *Provided further*, That all expenditures from the KPERS – employer contributions account shall be for payment of participating employers' contributions to the Kansas public employees retirement system as provided in K.S.A. 74-4939, and amendments thereto: *And provided further*, That expenditures from this account for the payment of participating employers' contributions to the Kansas public employees retirement system may be made regardless of when the liability was incurred.

Educable deaf-blind and severely handicapped children's programs aid (652-00-1000-0630) ..... $110,000
School district juvenile detention facilities and Flint Hills job corps center grants (652-00-1000-0290)..... $4,771,500

*Provided*, That any unencumbered balance in the school district juvenile detention facilities and Flint Hills job corps center grants account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018: *Provided further*, That expenditures shall be made from the school district juvenile detention facilities and Flint Hills job corps center grants account for grants to school districts in amounts determined pursuant to and in accordance with the provisions of K.S.A. 72-8187, and amendments thereto.

Governor's teaching excellence scholarships and awards (652-00-1000-0770) ..... $327,500

*Provided*, That any unencumbered balance in the governor's teaching excellence scholarships and awards account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018: *Provided further*, That all expenditures from the governor's teaching excellence scholarships and awards account for teaching excellence scholarships shall be made in accordance with K.S.A. 72-1398, and amendments thereto: *And provided further*, That each such grant shall be required to be matched on a $1 for $1 basis from nonstate sources: *And provided further*, That award of each such grant shall be conditioned upon the recipient entering into an agreement requiring the grant to be repaid if the recipient fails to complete the course of training under the national board for professional teaching standards certification program: *And provided further*, That all moneys received by the department of education for repayment of grants for governor's teaching excellence scholarships shall be deposited in the state treasury and credited to the governor's teaching excellence scholarships program repayment fund (652-00-7221-7200).

Incentive for technical education (652-00-1000-0110)..... $50,000

*Provided*, That, on July 1, 2017, notwithstanding the provisions of K.S.A. 72-4489, and amendments thereto, or any other statute, the department of education shall grant an award in an amount equal to $1,000 for each pupil graduating from a high school in a school district having obtained an industry-recognized credential either prior to graduation from high school or by December 31 immediately following graduation in an occupation that has been identified by the secretary of labor, in consultation with the state board of regents and the state board of education, as an occupation in highest need of additional skilled employees at the time the pupil entered the career technical education course or program in the school district: *Provided further*, That, if the amount of moneys appropriated for the above agency for fiscal year 2018 is less than the amount of moneys to be awarded to such school districts, the department of education shall prorate the available moneys to such school districts accordingly.

(b) There is appropriated for the above agency from the following special revenue fund or funds for the fiscal year ending June 30, 2018, all moneys now or hereafter lawfully credited to and available in such fund or funds, except that expenditures other than refunds authorized by law and transfers to other state agencies shall not exceed the following:

State school district finance fund (652-00-7393-7000)..... No limit
School district capital improvements fund (652-00-2880-2880)..... No limit

*Provided*, That expenditures from the school district capital improvements fund shall be made only for the payment of general obligation bonds approved by voters under the authority of K.S.A. 72-6761, and amendments thereto.

Mineral production education fund (652-00-7669-7669)... No limit
School district capital outlay state aid fund..... No limit
Conversion of materials and equipment fund (652-00-2420-2020) ..... No limit
State safety fund (652-00-2538-2030) ..... No limit

*Provided*, That notwithstanding the provisions of K.S.A. 8-272, and amendments thereto, or any other statute, funds shall be distributed during fiscal year 2018 as soon as moneys are available.

School bus safety fund (652-00-2532-2300) ..... No limit
Motorcycle safety fund (652-00-2633-2050)..... No limit
Federal indirect cost reimbursement fund (652-00-2312-2200)..... No limit
Teacher and administrator fee fund (652-00-2728-2700) .. No limit
Food assistance – federal fund (652-00-3230-3020) ..... No limit
Food assistance – school breakfast program – federal fund (652-00-3529-3490) ..... No limit
Food assistance – national school lunch program – federal fund (652-00-3530-3500) ..... No limit
Food assistance – child and adult care food program – federal fund (652-00-3531-3510)..... No limit
Community-based child abuse prevention – federal fund (652-00-3319-7400) ..... No limit
Family and children investment fund (652-00-7375)..... No limit
Elementary and secondary school aid – federal fund (652-00-3233-3040)..... No limit
Educationally deprived children – state operations – federal fund (652-00-3131-3130)..... No limit
Elementary and secondary school – educationally deprived children – LEA's fund (652-00-3532-3520) ..... No limit
Education of handicapped children fund – federal (652-00-3234-3050)..... No limit
Education of handicapped children fund – state operations – federal fund (652-00-3534-3540)..... No limit
Education of handicapped children fund – preschool – federal fund (652-00-3535-3550)..... No limit
Education of handicapped children fund – preschool state operations – federal (652-00-3536-3560)..... No limit
Elementary and secondary school aid – federal fund – migrant education fund (652-00-3537-3570)..... No limit
Elementary and secondary school aid – federal fund – migrant education – state operations (652-00-3538-3580)..... No limit
Vocational education title II – federal fund (652-00-3539-3590)..... No limit
Vocational education title II – federal fund – state operations (652-00-3540-3600) ..... No limit
Educational research grants and projects fund (652-00-3592-3070) ..... No limit
Inservice education workshop fee fund (652-00-2230-2010)..... No limit

*Provided*, That expenditures may be made from the inservice education workshop fee fund for operating expenditures, including official hospitality, incurred for inservice workshops and conferences: *Provided further*, That the state board of education is hereby authorized to fix, charge and collect fees for inservice workshops and conferences: *And provided further*, That such fees shall be fixed in order to recover all or part of such operating expenditures incurred for inservice workshops and conferences: *And provided further*, That all fees received for inservice workshops and conferences shall be deposited in the state treasury in accordance with the provisions of K.S.A. 75-4215, and amendments thereto, and shall be credited to the inservice education workshop fee fund.

Private donations, gifts, grants and bequests fund (652-00-7307-5000) ..... No limit

Reimbursement for services fund (652-00-3056-3200) ..... No limit
Communities in schools program fund (652-00-2221-2400) ..... No limit
Governor's teaching excellence scholarships program repayment fund (652-00-7221-7200) ..... No limit

*Provided*, That all expenditures from the governor's teaching excellence scholarships program repayment fund shall be made in accordance with K.S.A. 72-1398, and amendments thereto: *Provided further*, That each such grant shall be required to be matched on a $1 for $1 basis from nonstate sources: *And provided further*, That award of each such grant shall be conditioned upon the recipient entering into an agreement requiring the grant to be repaid if the recipient fails to complete the course of training under the national board for professional teaching standards certification program: *And provided further*, That all moneys received by the department of education for repayment of grants made under the governor's teaching excellence scholarships program shall be deposited in the state treasury in accordance with the provisions of K.S.A. 75-4215, and amendments thereto, and shall be credited to the governor's teaching excellence scholarships program repayment fund.

State grants for improving teacher quality – federal fund (652-00-3526-3860) ..... No limit
State grants for improving teacher quality – federal fund – state operations (652-00-3527-3870)..... No limit
21st century community learning centers – federal fund (652-00-3519-3890) ..... No limit
State assessments – federal fund (652-00-3520-3800)..... No limit
Rural and low-income schools program – federal fund (652-00-3521-3810) ..... No limit
TANF children's programs – federal fund (652-00-3323-0530)..... No limit
ESSA – student support academic enrichment – federal fund ..... No limit
Language assistance state grants – federal fund (652-00-3522-3820) ..... No limit
Service clearing fund (652-00-2869-2800) ..... No limit
Helping schools license plate program fund (652-00-2606-2600)..... No limit
General state aid transportation weighting – state highway fund (652-00-2222-2222)..... No limit

*Provided*, That on July 1, 2017, October 1, 2017, January 1, 2018, and April 1, 2018, the director of accounts and reports shall transfer $24,150,000 from the state highway fund of the department of transportation to the general state aid transportation weighting – state highway fund of the department of education.

Special education transportation weighting – state highway fund (652-00-2223-2223)..... No limit

*Provided*, That on July 1, 2017, October 1, 2017, January 1, 2018, and April 1, 2018, the director of accounts and reports shall transfer $2,500,000 from the state highway fund of the department of transportation to the special education transportation weighting – state highway fund of the department of education.

Career and technical education transportation – state highway fund (652-00-2139-2139)..... No limit

*Provided*, That on July 1, 2017, the director of accounts and reports shall transfer $650,000 from the state highway fund of the department of transportation to the career and technical education transportation – state highway fund of the department of education.

Local school district contribution program checkoff fund ..... No limit
Educational technology coordinator fund (652-00-2157-2157)..... No limit

*Provided*, That expenditures shall be made by the above agency for the fiscal year ending June 30, 2018, from the educational technology coordinator fund of the department of education to provide data on the number of school districts served and cost savings for those districts in fiscal

year 2018 in order to assess the cost effectiveness of the position of educational technology coordinator.

School district extraordinary declining enrollment fund.... $2,593,452

(c) There is appropriated for the above agency from the children's initiatives fund for the fiscal year ending June 30, 2018, the following:

Parent education program (652-00-2000-2510) ..... $7,237,635

*Provided*, That any unencumbered balance in the parent education program account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018: *Provided further*, That expenditures from the parent education program account for each such grant shall be matched by the school district in an amount that is equal to not less than 65% of the grant.

Children's cabinet accountability fund (652-00-2000-2402)..... $375,000

*Provided*, That any unencumbered balance in the children's cabinet accountability fund account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

CIF grants (652-00-2000-2408) ..... $15,782,638

*Provided*, That any unencumbered balance in the CIF grants account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

Quality initiative infants and toddlers (652-00-2000-2420)..... $430,466

*Provided*, That any unencumbered balance in the quality initiative infants and toddlers account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

Early childhood block grant autism diagnosis..... $43,047

*Provided*, That any unencumbered balance in the early childhood block grant autism diagnosis account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

(d) On July 1, 2017, or as soon thereafter as moneys are available, notwithstanding the provisions of K.S.A. 8-1,148 or 38-1808, and amendments thereto, or any other statute, the director of accounts and reports shall transfer $50,000 from the family and children trust account of the family and children investment fund (652-00-7375-7900) of the Kansas department of education to the communities in schools program fund (652-00-2221-2400) of the department of education.

(e) On March 30, 2018, and June 30, 2018, or as soon thereafter as moneys are available, notwithstanding the provisions of K.S.A. 8-267 or 8-272, and amendments thereto, or any other statute, the director of accounts and reports shall transfer $550,000 from the state safety fund (652-00-2538-2030) to the state general fund: *Provided,* That the transfer of such amount shall be in addition to any other transfer from the state safety fund to the state general fund as prescribed by law: *Provided further*, That the amount transferred from the state safety fund to the state general fund pursuant to this subsection is to reimburse the state general fund for accounting, auditing, budgeting, legal, payroll, personnel and purchasing services and any other governmental services that are performed on behalf of the department of education by other state agencies that receive appropriations from the state general fund to provide such services.

(f) On July 1, 2017, and quarterly thereafter, the director of accounts and reports shall transfer $56,250 from the state highway fund of the department of transportation to the school bus safety fund (652-00-2532-2300) of the department of education.

(g) On July 1, 2017, the director of accounts and reports shall transfer an amount certified by the commissioner of education from the motorcycle safety fund (652-00-2633-2050) of the department of education to the motorcycle safety fund (561-00-2366-2360) of the state board of regents: *Provided*, That the amount to be transferred shall be determined by the commissioner of education based on the amounts required to be paid pursuant to K.S.A. 8-272(b)(2), and amendments thereto.

(h) There is appropriated for the above agency from the expanded lottery act revenues fund for the fiscal year ending June 30, 2018, the following:

KPERS — school employer contribution (652-00-1700-1700)..... $39,883,000

(i) On July 1, 2017, or as soon thereafter as moneys are available, the director of accounts and reports shall transfer $89,323 from the USAC E-rate program federal fund (561-00-3920-3920) of the state board of regents to the education technology coordinator fund (652-00-2157-2157) of the department of education: *Provided*, That the department of education shall provide information and data regarding the number of school districts served and cost savings attained by such school districts in order to assess the cost effectiveness of having this education technology coordinator position: *Provided further*, That such information and data shall be available by the department of education by the end of the fiscal year 2018.

(j) There is appropriated for the above agency from the Kansas endowment for youth fund for the fiscal year ending June 30, 2018, the following:

Children's cabinet administration..... $248,206

*Provided*, That any unencumbered balance in the children's cabinet administration account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

Sec. 2.

DEPARTMENT OF EDUCATION

(a) There is appropriated for the above agency from the state general fund for the fiscal year ending June 30, 2019, the following:

Operating expenditures (including official hospitality) (652-00-1000-0053) ..... $12,685,361

*Provided*, That any unencumbered balance in the operating expenditures (including official hospitality) account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

Special education services aid (652-00-1000-0700) ..... $447,980,455

*Provided*, That any unencumbered balance in the special education services aid account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019: *Provided further*, That expenditures shall not be made from the special education services aid account for the provision of instruction for any homebound or hospitalized child, unless the categorization of such child as exceptional is conjoined with the categorization of the child within one or more of the other categories of exceptionality: *And provided further*, That expenditures shall be made from this account for grants to school districts in amounts determined pursuant to and in accordance with the provisions of K.S.A. 72-983, and amendments thereto: *And provided further*, That expenditures shall be made from the amount remaining in this account, after deduction of the expenditures specified in the foregoing provisos, for payments to school districts in amounts determined pursuant to and in accordance with the provisions of K.S.A. 72-978, and amendments thereto.

State foundation aid (652-00-1000-0820) .....$2,046,657,545

*Provided*, That any unencumbered balance in the state foundation aid account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

Supplemental state aid (652-00-1000-0840)..... $486,109,284

*Provided*, That any unencumbered balance in the supplemental state aid account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

Mentor teacher (652-00-1000-0440)..... $800,000
Professional development ..... $1,700,000
Information technology education opportunities (652-00-1000-0600) ..... $500,000
Kansas reading success (652-00-1000-0070)..... $2,100,000
Discretionary grants (652-00-1000-0400) ..... $322,457

*Provided*, That the above agency shall make expenditures from the discretionary grants account during the fiscal year 2019, in the amount not less than $125,000 for after school programs for middle school students in the sixth, seventh and eighth grades: *Provided further*, That the after school programs may also include fifth and ninth grade students, if they attend a junior high: *And provided further*, That such discretionary grants

shall be awarded to after school programs that operate for a minimum of two hours a day, every day that school is in session, and a minimum of six hours a day for a minimum of five weeks during the summer: *And provided further*, That the discretionary grants awarded to after school programs shall require a $1 for $1 local match: *And provided further*, That the aggregate amount of discretionary grants awarded to any one after school program shall not exceed $25,000.

School food assistance (652-00-1000-0320)..... $2,510,486
School safety hotline (652-00-1000-0230)..... $10,000
KPERS – employer contributions – USDs (652-00-1000-0100)..... $26,885,049
KPERS – employer contributions (652-00-1000-0100)..... $259,742,946

*Provided*, That any unencumbered balance in the KPERS – employer contributions account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019: *Provided further*, That all expenditures from the KPERS – employer contributions account shall be for payment of participating employers' contributions to the Kansas public employees retirement system as provided in K.S.A. 74-4939, and amendments thereto: *And provided further*, That expenditures from this account for the payment of participating employers' contributions to the Kansas public employees retirement system may be made regardless of when the liability was incurred.

Educable deaf-blind and severely handicapped children's programs aid (652-00-1000-0630) ..... $110,000
School district juvenile detention facilities and Flint Hills job corps center grants (652-00-1000-0290)..... $4,771,500

*Provided*, That any unencumbered balance in the school district juvenile detention facilities and Flint Hills job corps center grants account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019: *Provided further*, That expenditures shall be made from the school district juvenile detention facilities and Flint Hills job corps center grants account for grants to school districts in amounts determined pursuant to and in accordance with the provisions of K.S.A. 72-8187, and amendments thereto.

Governor's teaching excellence scholarships and awards (652-00-1000-0770) ..... $327,500

*Provided*, That any unencumbered balance in the governor's teaching excellence scholarships and awards account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019: *Provided further*, That all expenditures from the governor's teaching excellence scholarships and awards account for teaching excellence scholarships shall be made in accordance with K.S.A. 72-1398, and amendments thereto: *And provided further*, That each such grant shall be required to be matched on a $1 for $1 basis from nonstate sources: *And provided further*, That award of each such grant shall be conditioned upon the recipient entering into an agreement requiring the grant to be repaid if the recipient fails to complete the course of training under the national board for professional teaching standards certification program: *And provided further*, That all moneys received by the department of education for repayment of grants for governor's teaching excellence scholarships shall be deposited in the state treasury and credited to the governor's teaching excellence scholarships program repayment fund (652-00-7221-7200).

Incentive for technical education (652-00-1000-0110)..... $50,000

*Provided*, That, on July 1, 2018, notwithstanding the provisions of K.S.A. 72-4489, and amendments thereto, or any other statute, the department of education shall grant an award in an amount equal to $1,000 for each pupil graduating from a high school in a school district having obtained an industry-recognized credential either prior to graduation from high school or by December 31 immediately following graduation in an occupation that has been identified by the secretary of labor, in consultation with the state board of regents and the state board of education, as an occupation in highest need of additional skilled employees at the time the pupil entered the career technical education course or program in the school district: *Provided further*, That, if the amount of moneys appropriated for the above agency for fiscal year 2019 is less than the amount of moneys to be awarded to such school districts, the department of ed-

ucation shall prorate the available moneys to such school districts accordingly.

(b) There is appropriated for the above agency from the following special revenue fund or funds for the fiscal year ending June 30, 2019, all moneys now or hereafter lawfully credited to and available in such fund or funds, except that expenditures other than refunds authorized by law and transfers to other state agencies shall not exceed the following:

State school district finance fund (652-00-7393-7000)..... No limit
School district capital improvements fund (652-00-2880-2880)..... No limit

*Provided*, That expenditures from the school district capital improvements fund shall be made only for the payment of general obligation bonds approved by voters under the authority of K.S.A. 72-6761, and amendments thereto.

Mineral production education fund (652-00-7669-7669)... No limit
School district capital outlay state aid fund ..... No limit
Conversion of materials and equipment fund (652-00-2420-2020)..... No limit
State safety fund (652-00-2538-2030)..... No limit
School bus safety fund (652-00-2532-2300)..... No limit
Motorcycle safety fund (652-00-2633-2050)..... No limit
Federal indirect cost reimbursement fund (652-00-2312-2200)..... No limit
Teacher and administrator fee fund (652-00-2728-2700).. No limit
Food assistance – federal fund (652-00-3230-3020)..... No limit
Food assistance – school breakfast program – federal fund (652-00-3529-3490)..... No limit
Food assistance – national school lunch program – federal fund (652-00-3530-3500)..... No limit
Food assistance – child and adult care food program – federal fund (652-00-3531-3510)..... No limit
Community-based child abuse prevention – federal fund (652-00-3319-7400)..... No limit
Family and children investment fund (652-00-7375)..... No limit
Elementary and secondary school aid – federal fund (652-00-3233-3040)..... No limit
Educationally deprived children – state operations – federal fund (652-00-3131-3130)..... No limit
Elementary and secondary school – educationally deprived children – LEA's fund (652-00-3532-3520)..... No limit
Education of handicapped children fund – federal (652-00-3234-3050)..... No limit
Education of handicapped children fund – state operations – federal fund (652-00-3534-3540)..... No limit
Education of handicapped children fund – preschool – federal fund (652-00-3535-3550)..... No limit
Education of handicapped children fund – preschool state operations – federal (652-00-3536-3560)..... No limit
Elementary and secondary school aid – federal fund – migrant education fund (652-00-3537-3570)..... No limit
Elementary and secondary school aid – federal fund – migrant education – state operations (652-00-3538-3580)..... No limit
Vocational education title II – federal fund (652-00-3539-3590)..... No limit
Vocational education title II – federal fund – state operations (652-00-3540-3600) ..... No limit
Educational research grants and projects fund (652-00-3592-3070)..... No limit
Inservice education workshop fee fund (652-00-2230-2010)..... No limit

*Provided*, That expenditures may be made from the inservice education workshop fee fund for operating expenditures, including official hospitality, incurred for inservice workshops and conferences: *Provided further*, That the state board of education is hereby authorized to fix, charge and collect fees for inservice workshops and conferences: *And provided further*, That such fees shall be fixed in order to recover all or part of

such operating expenditures incurred for inservice workshops and conferences: *And provided further*, That all fees received for inservice workshops and conferences shall be deposited in the state treasury in accordance with the provisions of K.S.A. 75-4215, and amendments thereto, and shall be credited to the inservice education workshop fee fund.

Private donations, gifts, grants and bequests fund (652-00-7307-5000) ..... No limit
Reimbursement for services fund (652-00-3056-3200) ..... No limit
Communities in schools program fund (652-00-2221-2400) ..... No limit
Governor's teaching excellence scholarships program repayment fund (652-00-7221-7200) ..... No limit

*Provided*, That all expenditures from the governor's teaching excellence scholarships program repayment fund shall be made in accordance with K.S.A. 72-1398, and amendments thereto: *Provided further*, That each such grant shall be required to be matched on a $1 for $1 basis from nonstate sources: *And provided further*, That award of each such grant shall be conditioned upon the recipient entering into an agreement requiring the grant to be repaid if the recipient fails to complete the course of training under the national board for professional teaching standards certification program: *And provided further*, That all moneys received by the department of education for repayment of grants made under the governor's teaching excellence scholarships program shall be deposited in the state treasury in accordance with the provisions of K.S.A. 75-4215, and amendments thereto, and shall be credited to the governor's teaching excellence scholarships program repayment fund.

State grants for improving teacher quality – federal fund (652-00-3526-3860) ..... No limit
State grants for improving teacher quality – federal fund – state operations (652-00-3527-3870) ..... No limit
21st century community learning centers – federal fund (652-00-3519-3890) ..... No limit
State assessments – federal fund (652-00-3520-3800) ..... No limit
Rural and low-income schools program – federal fund (652-00-3521-3810) ..... No limit
TANF children's programs – federal fund (652-00-3323-0530) ..... No limit
ESSA – student support academic enrichment – federal fund ..... No limit
Language assistance state grants – federal fund (652-00-3522-3820) ..... No limit
Service clearing fund (652-00-2869-2800) ..... No limit
Helping schools license plate program fund (652-00-2606-2600) ..... No limit
General state aid transportation weighting – state highway fund (652-00-2222-2222) ..... No limit

*Provided*, That on July 1, 2018, October 1, 2018, January 1, 2019, and April 1, 2019, the director of accounts and reports shall transfer $24,150,000 from the state highway fund of the department of transportation to the general state aid transportation weighting – state highway fund of the department of education.

Special education transportation weighting – state highway fund (652-00-2223-2223) ..... No limit

*Provided*, That on July 1, 2018, October 1, 2018, January 1, 2019, and April 1, 2019, the director of accounts and reports shall transfer $2,500,000 from the state highway fund of the department of transportation to the special education transportation weighting – state highway fund of the department of education.

Career and technical education transportation – state highway fund (652-00-2139-2139) ..... No limit

*Provided*, That on July 1, 2018, the director of accounts and reports shall transfer $650,000 from the state highway fund of the department of transportation to the career and technical education transportation – state highway fund of the department of education.

Local school district contribution program checkoff fund ..... No limit

Educational technology coordinator fund (652-00-2157-2157)..... No limit

*Provided*, That expenditures shall be made by the above agency for the fiscal year ending June 30, 2019, from the educational technology coordinator fund of the department of education to provide data on the number of school districts served and cost savings for those districts in fiscal year 2019 in order to assess the cost effectiveness of the position of educational technology coordinator.

(c) There is appropriated for the above agency from the children's initiatives fund for the fiscal year ending June 30, 2019, the following:

Parent education program (652-00-2000-2510)..... $7,237,635

*Provided*, That any unencumbered balance in the parent education program account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019: *Provided further*, That expenditures from the parent education program account for each such grant shall be matched by the school district in an amount that is equal to not less than 65% of the grant.

Children's cabinet accountability fund (652-00-2000-2402)..... $375,000

*Provided*, That any unencumbered balance in the children's cabinet accountability fund account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

CIF grants (652-00-2000-2408)..... $15,782,786

*Provided*, That any unencumbered balance in the CIF grants account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

Quality initiative infants and toddlers (652-00-2000-2420)..... $430,466

*Provided*, That any unencumbered balance in the quality initiative infants and toddlers account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

Early childhood block grant autism diagnosis..... $43,047

*Provided*, That any unencumbered balance in the early childhood block grant autism diagnosis account in excess of $100 as of June 30, 2018, is hereby reappropriated for fiscal year 2019.

(d) On July 1, 2018, or as soon thereafter as moneys are available, notwithstanding the provisions of K.S.A. 8-1,148 or 38-1808, and amendments thereto, or any other statute, the director of accounts and reports shall transfer $50,000 from the family and children trust account of the family and children investment fund (652-00-7375-7900) of the Kansas department for children and families to the communities in schools program fund (652-00-2221-2400) of the department of education.

(e) On March 30, 2019, and June 30, 2019, or as soon thereafter as moneys are available, notwithstanding the provisions of K.S.A. 8-267 or 8-272, and amendments thereto, or any other statute, the director of accounts and reports shall transfer $550,000 from the state safety fund (652-00-2538-2030) to the state general fund: *Provided,* That the transfer of such amount shall be in addition to any other transfer from the state safety fund to the state general fund as prescribed by law: *Provided further*, That the amount transferred from the state safety fund to the state general fund pursuant to this subsection is to reimburse the state general fund for accounting, auditing, budgeting, legal, payroll, personnel and purchasing services and any other governmental services that are performed on behalf of the department of education by other state agencies that receive appropriations from the state general fund to provide such services.

(f) On July 1, 2018, and quarterly thereafter, the director of accounts and reports shall transfer $56,250 from the state highway fund of the department of transportation to the school bus safety fund (652-00-2532-2300) of the department of education.

(g) On July 1, 2018, the director of accounts and reports shall transfer an amount certified by the commissioner of education from the motorcycle safety fund (652-00-2633-2050) of the department of education to the motorcycle safety fund (561-00-2366-2360) of the state board of regents: *Provided*, That the amount to be transferred shall be determined

by the commissioner of education based on the amounts required to be paid pursuant to K.S.A. 8-272(b)(2), and amendments thereto.

(h) There is appropriated for the above agency from the expanded lottery act revenues fund for the fiscal year ending June 30, 2019, the following:

KPERS — school employer contribution (652-00-1700-1700)..... $40,084,000

(i) On July 1, 2018, or as soon thereafter as moneys are available, the director of accounts and reports shall transfer $89,323 from the USAC E-rate program federal fund (561-00-3920-3920) of the state board of regents to the education technology coordinator fund (652-00-2157-2157) of the department of education: *Provided*, That the department of education shall provide information and data regarding the number of school districts served and cost savings attained by such school districts in order to assess the cost effectiveness of having this education technology coordinator position: *Provided further*, That such information and data shall be available by the department of education by the end of the fiscal year 2019.

(j) There is appropriated for the above agency from the Kansas endowment for youth fund for the fiscal year ending June 30, 2019, the following:

Children's cabinet administration..... $248,571

*Provided*, That any unencumbered balance in the children's cabinet administration account in excess of $100 as of June 30, 2017, is hereby reappropriated for fiscal year 2018.

New Sec. 3. Sections 3 through 48, and amendments thereto, shall be known and may be cited as the Kansas school equity and enhancement act.

New Sec. 4. As used in the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto:

(a) "Adjusted enrollment" means the enrollment of a school district adjusted by adding the following weightings, if any, to the enrollment of a school district: At-risk student weighting; bilingual weighting; career technical education weighting; declining enrollment weighting; high-density at-risk student weighting; high enrollment weighting; low enrollment weighting; school facilities weighting; ancillary school facilities weighting; cost-of-living weighting; special education and related services weighting; and transportation weighting.

(b) "Ancillary school facilities weighting" means an addend component assigned to the enrollment of school districts pursuant to section 30, and amendments thereto, on the basis of costs attributable to commencing operation of one or more new school facilities by such school districts.

(c) (1) "At-risk student" means a student who is eligible for free meals under the national school lunch act, and who is enrolled in a school district that maintains an approved at-risk student assistance program.

(2) The term "at-risk student" shall not include any student enrolled in any of the grades one through 12 who is in attendance less than full time, or any student who is over 19 years of age. The provisions of this paragraph shall not apply to any student who has an individualized education program.

(d) "At-risk student weighting" means an addend component assigned to the enrollment of school districts pursuant to section 23(a), and amendments thereto, on the basis of costs attributable to the maintenance of at-risk educational programs by such school districts.

(e) "Base aid for student excellence" or "BASE aid" means an amount appropriated by the legislature in a fiscal year for the designated year. The amount of BASE aid shall be as follows:

(1) For school year 2017-2018, $4,006;

(2) for school year 2018-2019, $4,128; and

(3) for school year 2019-2020, and each school year thereafter, the BASE aid shall be the BASE aid amount for the immediately preceding school year plus an amount equal to the average percentage increase in the consumer price index for all urban consumers in the midwest region as published by the bureau of labor statistics of the United States department of labor during the three immediately preceding school years.

(f) "Bilingual weighting" means an addend component assigned to

the enrollment of school districts pursuant to section 22, and amendments thereto, on the basis of costs attributable to the maintenance of bilingual educational programs by such school districts.

(g) "Board" means the board of education of a school district.

(h) "Budget per student" means the general fund budget of a school district divided by the enrollment of the school district.

(i) "Categorical fund" means and includes the following funds of a school district: Adult education fund; adult supplementary education fund; at-risk education fund; bilingual education fund; career and postsecondary education fund; driver training fund; educational excellence grant program fund; extraordinary school program fund; food service fund; parent education program fund; preschool-aged at-risk education fund; professional development fund; special education fund; and summer program fund.

(j) "Cost-of-living weighting" means an addend component assigned to the enrollment of school districts pursuant to section 31, and amendments thereto, on the basis of costs attributable to the cost of living in such school districts.

(k) "Current school year" means the school year during which state foundation aid is determined by the state board under section 6, and amendments thereto.

(l) "Declining enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to section 32, and amendments thereto, on the basis of costs attributable to the declining enrollment of such school districts.

(m) "Enrollment" means:

(1) The number of students regularly enrolled in kindergarten and grades one through 12 in the school district on September 20 of the preceding school year plus the number of preschool-aged at-risk students regularly enrolled in the school district on September 20 of the current school year, except a student who is a foreign exchange student shall not be counted unless such student is regularly enrolled in the school district on September 20 and attending kindergarten or any of the grades one through 12 maintained by the school district for at least one semester or two quarters, or the equivalent thereof.

(2) If the enrollment in a school district in the preceding school year has decreased from enrollment in the second preceding school year, the enrollment of the school district in the current school year means the sum of:

(A) The enrollment in the second preceding school year, excluding students under paragraph (2)(B), minus enrollment in the preceding school year of preschool-aged at-risk students, if any, plus enrollment in the current school year of preschool-aged at-risk students, if any; and

(B) the adjusted enrollment in the second preceding school year of any students participating in the tax credit for low income students scholarship program pursuant to K.S.A. 2016 Supp. 72-99a01 et seq., and amendments thereto, in the preceding school year, if any, plus the adjusted enrollment in the preceding school year of preschool-aged at-risk students who are participating in the tax credit for low income students scholarship program pursuant to K.S.A. 2016 Supp. 72-99a01 et seq., and amendments thereto, in the current school year, if any.

(3) For any school district that has a military student, as that term is defined in section 11, and amendments thereto, enrolled in such district, and that received federal impact aid for the preceding school year, if the enrollment in such school district in the preceding school year has decreased from enrollment in the second preceding school year, the enrollment of the school district in the current school year means whichever is the greater of:

(A) The enrollment determined under subsection (m)(2); or

(B) the sum of the enrollment in the preceding school year of preschool-aged at-risk students, if any, and the arithmetic mean of the sum of:

(i) The enrollment of the school district in the preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any;

(ii) the enrollment in the second preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any; and

(iii) the enrollment in the third preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any.

(4) (A) For school year 2017-2018, the enrollment determined under paragraph (1), (2) or (3), except if the school district offers kindergarten on a full-time basis in such school year, students regularly enrolled in kindergarten in the school district in the preceding school year shall be counted as one student regardless of actual attendance during such preceding school year.

(B) For school year 2018-2019 and each school year thereafter, the enrollment determined under paragraph (1), (2) or (3), except if the school district begins to offer kindergarten on a full-time basis in such school year, students regularly enrolled in kindergarten in the school district in the preceding school year shall be counted as one student regardless of actual attendance during such preceding school year.

(n) "February 20" has its usual meaning, except that in any year in which February 20 is not a day on which school is maintained, it means the first day after February 20 on which school is maintained.

(o) "Federal impact aid" means an amount equal to the federally qualified percentage of the amount of moneys a school district receives in the current school year under the provisions of title I of public law 874 and congressional appropriations therefor, excluding amounts received for assistance in cases of major disaster and amounts received under the low-rent housing program. The amount of federal impact aid shall be determined by the state board in accordance with terms and conditions imposed under the provisions of the public law and rules and regulations thereunder.

(p) "General fund" means the fund of a school district from which operating expenses are paid and in which is deposited all amounts of state foundation aid provided under this act, payments under K.S.A. 72-7105a, and amendments thereto, payments of federal funds made available under the provisions of title I of public law 874, except amounts received for assistance in cases of major disaster and amounts received under the low-rent housing program and such other moneys as are provided by law.

(q) "General fund budget" means the amount budgeted for operating expenses in the general fund of a school district.

(r) "High-density at-risk student weighting" means an addend component assigned to the enrollment of school districts pursuant to section 23(b), and amendments thereto, on the basis of costs attributable to the maintenance of at-risk educational programs by such school districts.

(s) "High enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to section 21(b), and amendments thereto, on the basis of costs attributable to maintenance of educational programs by such school districts.

(t) "Juvenile detention facility" means the same as such term is defined in K.S.A. 72-8187, and amendments thereto.

(u) "Local foundation aid" means the sum of the following amounts:

(1) An amount equal to any unexpended and unencumbered balance remaining in the general fund of the school district, except moneys received by the school district and authorized to be expended for the purposes specified in section 40, and amendments thereto;

(2) an amount equal to any remaining proceeds from taxes levied under authority of K.S.A. 72-7056 and 72-7072, and amendments thereto, prior to their repeal;

(3) an amount equal to the amount deposited in the general fund in the current school year from moneys received in such school year by the school district under the provisions of K.S.A. 72-1046a(a), and amendments thereto;

(4) an amount equal to the amount deposited in the general fund in the current school year from moneys received in such school year by the school district pursuant to contracts made and entered into under authority of K.S.A. 72-6757, and amendments thereto;

(5) an amount equal to the amount credited to the general fund in the current school year from moneys distributed in such school year to the school district under the provisions of articles 17 and 34 of chapter 12 of the Kansas Statutes Annotated, and amendments thereto, and under the provisions of articles 42 and 51 of chapter 79 of the Kansas Statutes Annotated, and amendments thereto;

(6) an amount equal to the amount of payments received by the

school district under the provisions of K.S.A. 72-979, and amendments thereto;

(7) an amount equal to the amount of any grant received by the school district under the provisions of K.S.A. 72-983, and amendments thereto; and

(8) an amount equal to 70% of the federal impact aid of the school district.

(v) "Low enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to section 21(a), and amendments thereto, on the basis of costs attributable to maintenance of educational programs by such school districts.

(w) "Operating expenses" means the total expenditures and lawful transfers from the general fund of a school district during a school year for all purposes, except expenditures for the purposes specified in section 40, and amendments thereto.

(x) "Preceding school year" means the school year immediately before the current school year.

(y) "Preschool-aged at-risk student" means an at-risk student who has attained the age of four years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs.

(z) "Preschool-aged exceptional children" means exceptional children, except gifted children, who have attained the age of three years but are under the age of eligibility for attendance at kindergarten. The terms "exceptional children" and "gifted children" have the same meaning as those terms are defined in K.S.A. 72-962, and amendments thereto.

(aa) "Psychiatric residential treatment facility" means the same as such term is defined in K.S.A. 72-8187, and amendments thereto.

(bb) "School district" means a school district organized under the laws of this state that is maintaining public school for a school term in accordance with the provisions of K.S.A. 72-1106, and amendments thereto.

(cc) "School facilities weighting" means an added component assigned to the enrollment of school districts pursuant to section 28, and amendments thereto, on the basis of costs attributable to commencing operation of one or more new school facilities by such school districts.

(dd) "School year" means the 12-month period ending June 30.

(ee) "September 20" has its usual meaning, except that in any year in which September 20 is not a day on which school is maintained, it means the first day after September 20 on which school is maintained.

(ff) "Special education and related services weighting" means an addend component assigned to the enrollment of school districts pursuant to section 29, and amendments thereto, on the basis of costs attributable to the maintenance of special education and related services by such school districts.

(gg) "State board" means the state board of education.

(hh) "State foundation aid" means the amount of aid distributed to school district as determined by the state board pursuant to section 6, and amendments thereto.

(ii) (1) "Student" means any person who is regularly enrolled in a school district and attending kindergarten or any of the grades one through 12 maintained by the school district or who is regularly enrolled in a school district and attending kindergarten or any of the grades one through 12 in another school district in accordance with an agreement entered into under authority of K.S.A. 72-8233, and amendments thereto, or who is regularly enrolled in a school district and attending special education services provided for preschool-aged exceptional children by the school district.

(2) (A) Except as otherwise provided in this subsection, the following shall be counted as one student:

(i) A student in attendance full-time; and

(ii) a student enrolled in a school district and attending special education and related services, provided for by the school district.

(B) The following shall be counted as ½ student:

(i) A student enrolled in a school district and attending special education and related services for preschool-aged exceptional children provided for by the school district; and

(ii) a preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district.

(C) A student in attendance part-time shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance bears to full-time attendance.

(D) A student enrolled in and attending an institution of postsecondary education that is authorized under the laws of this state to award academic degrees shall be counted as one student if the student's postsecondary education enrollment and attendance together with the student's attendance in either of the grades 11 or 12 is at least 5/6 time, otherwise the student shall be counted as that proportion of one student (to the nearest 1/10) that the total time of the student's postsecondary education attendance and attendance in grades 11 or 12, as applicable, bears to full-time attendance.

(E) A student enrolled in and attending a technical college, a career technical education program of a community college or other approved career technical education program shall be counted as one student, if the student's career technical education attendance together with the student's attendance in any of grades nine through 12 is at least 5/6 time, otherwise the student shall be counted as that proportion of one student (to the nearest 1/10) that the total time of the student's career technical education attendance and attendance in any of grades nine through 12 bears to full-time attendance.

(F) A student enrolled in a school district and attending a non-virtual school and also attending a virtual school shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance at the non-virtual school bears to full-time attendance.

(G) A student enrolled in a school district and attending special education and related services provided for by the school district and also attending a virtual school shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance at the non-virtual school bears to full-time attendance.

(H) (i) Except as provided in clause (ii), a student enrolled in a school district who is not a resident of Kansas shall be counted as follows:

(a) For school years 2017-2018 and 2018-2019, one student;

(b) for school year 2019-2020 and 2020-2021, 3/4 of a student; and

(c) for school year 2021-2022 and each school year thereafter, 1/2 of a student.

(ii) This subparagraph (H) shall not apply to:

(a) A student whose parent or legal guardian is an employee of the school district where such student is enrolled; or

(b) a student who attended public school in Kansas during school year 2016-2017 and who attended public school in Kansas during the immediately preceding school year.

(3) The following shall not be counted as a student:

(A) An individual residing at the Flint Hills job corps center;

(B) except as provided in subsection (ii)(2), an individual confined in and receiving educational services provided for by a school district at a juvenile detention facility; and

(C) an individual enrolled in a school district but housed, maintained and receiving educational services at a state institution or a psychiatric residential treatment facility.

(4) A student enrolled in virtual school pursuant to K.S.A. 72-3711 et seq., and amendments thereto, shall be counted in accordance with the provisions of K.S.A. 2016 Supp. 72-3715, and amendments thereto.

(jj) "Total foundation aid" means an amount equal to the product obtained by multiplying the BASE aid by the adjusted enrollment of a school district.

(kk) "Transportation weighting" means an addend component assigned to the enrollment of school districts pursuant to section 20, and amendments thereto, on the basis of costs attributable to the provision or furnishing of transportation.

(ll) "Virtual school" means the same as such term is defined in K.S.A. 2016 Supp. 72-3712, and amendments thereto.

New Sec. 5. (a) The state school district finance fund, established by K.S.A. 1991 Supp. 72-7081, prior to its repeal, is hereby continued in

existence and shall consist of: (1) All moneys credited to such fund under K.S.A. 2016 Supp. 72-6463 through 72-6481, prior to their expiration; and (2) all amounts transferred to such fund under sections 8, 14, 15, 30, 31 and 32, and amendments thereto.

(b) The state school district finance fund shall be used for the purpose of school district finance and for no other governmental purpose. It is the intent of the legislature that the fund shall remain intact and inviolate for such purpose, and moneys in the fund shall not be subject to the provisions of K.S.A. 75-3722, 75-3725a and 75-3726a, and amendments thereto.

(c) Amounts in the state school district finance fund shall be allocated and distributed to school districts as a portion of state foundation aid provided for under this act.

New Sec. 6. In each school year, the state board shall determine the amount of state foundation aid for each school district for such school year. The state board shall determine the amount of the school district's local foundation aid for the school year. If the amount of the school district's local foundation aid is greater than the amount of total foundation aid determined for the school district for the school year, the school district shall not receive state foundation aid in any amount. If the amount of the school district's local foundation aid is less than the amount of total foundation aid determined for the school district for the school year, the state board shall subtract the amount of the school district's local foundation aid from the amount of total foundation aid. The remainder is the amount of state foundation aid the school district shall receive for the school year.

New Sec. 7. (a) The distribution of state foundation aid under this act shall be made in accordance with appropriation acts each year as provided in this section.

(b) (1) In the months of July through May of each school year, the state board shall determine the amount of state foundation aid that will be required by each school district to maintain operations in each such month. In making such determination, the state board shall take into consideration the school district's access to local foundation aid and the obligations of the general fund that must be satisfied during the month. The amount determined by the state board under this provision is the amount of state foundation aid that will be distributed to the school district in the months of July through May.

(2) In the month of June of each school year, payment shall be made of the full amount of the state foundation aid determined for the school year less the sum of the monthly payments made in the months of July through May pursuant to subsection (b)(1).

(c) Payments of state foundation aid shall be distributed to school districts once each month on the dates prescribed by the state board. The state board shall certify to the director of accounts and reports the amount due as state foundation aid to each school district in each of the months of July through June. Such certification, and the amount of state foundation aid payable from the state general fund, shall be approved by the director of the budget. The director of accounts and reports shall draw warrants on the state treasurer payable to the school district treasurer of each school district, pursuant to vouchers approved by the state board. Upon receipt of such warrant, each school district treasurer shall deposit the amount of state foundation aid in the general fund of the school district, except that an amount equal to the amount of federal impact aid not included in the local foundation aid of a school district may be disposed of as provided in section 38(a), and amendments thereto.

(d) If any amount of state foundation aid that is due to be paid during the month of June of a school year pursuant to the other provisions of this section is not paid on or before June 30 of such school year, then such payment shall be paid on or after the ensuing July 1, as soon as moneys are available therefor. Any payment of state foundation aid that is due to be paid during the month of June of a school year and that is paid to school districts on or after the ensuing July 1 shall be recorded and accounted for by school districts as a receipt for the school year ending on the preceding June 30.

New Sec. 8. In the event any school district is paid more than it is entitled to receive under any distribution made under this act or under

any statute repealed by this act, the state board shall notify the school district of the amount of such overpayment, and such school district shall remit the same to the state board. The state board shall remit any moneys so received to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount in the state treasury to the credit of the state school district finance fund. If any school district fails to remit, the state board shall deduct the excess amounts paid from future payments becoming due to the school district. In the event any school district is paid less than the amount it is to receive under any distribution made under this act, the state board shall pay the additional amount due at any time within the school year in which the underpayment was made or within 60 days after the end of such school year.

New Sec. 9. On or before October 10 of each school year, the clerk or superintendent of each school district shall certify under oath to the state board a report showing the total enrollment of the school district by grades maintained in the schools of the school district and such other reports as the state board may require. Each such report shall show postsecondary education enrollment, career technical education enrollment, special education enrollment, bilingual education enrollment, at-risk student enrollment and virtual school enrollment in such detail and form as is specified by the state board. Upon receipt of such reports, the state board shall examine the reports and if the state board finds any errors in any such report, the state board shall consult with the school district officer furnishing the report and make any necessary corrections in the report. On or before August 25 of each year, each such clerk or superintendent shall also certify to the state board a copy of the budget adopted by the school district.

New Sec. 10. (a) If the state board determines that the enrollment of a school district in the preceding school year decreased from the enrollment in the second preceding school year and that a disaster contributed to such decrease, the enrollment of such school district in the second school year following the school year in which the enrollment of the school district was first affected by the disaster shall be the greater of:

(1) The enrollment of preschool-aged at-risk students, if any, plus the average of the enrollment for the current and the preceding three school years, excluding the enrollment of preschool-aged at-risk students in each such year; or

(2) the enrollment of the school district, as defined in section 4, and amendments thereto.

(b) As used in this section, "disaster" means the occurrence of widespread or severe damage, injury or loss of life or property resulting from flood, earthquake, tornado, wind, storm, drought, blight or infestation.

New Sec. 11. (a) Each school year, the state board shall:

(1) Determine the number of students enrolled in each school district on September 20; and

(2) determine the number of military students enrolled in each school district on February 20, who were not enrolled on the preceding September 20.

(b) If the number obtained under subsection (a)(2) is 25 or more, or such number is at least 1% of the number determined under subsection (a)(1), an amount equal to the number obtained under subsection (a)(2) shall be added to the number determined under subsection (a)(1). The resulting sum is the enrollment of the school district.

(c) The state board shall recompute the adjusted enrollment of the school district and the general fund budget of the school district based on the enrollment as determined under this section.

(d) School districts desiring to determine enrollment under this section shall submit any documentation or information required by the state board.

(e) As used in this section, the term "military student" means a person who is a dependent of a full-time active duty member of the military service or a dependent of a member of any of the United States military reserve forces who has been ordered to active duty under 10 U.S.C. §§ 12301, 12302 or 12304, or ordered to full-time active duty for a period of more than 30 consecutive days under 32 U.S.C. §§ 502(f) or 512 for

the purposes of mobilizing for war, international peacekeeping missions, national emergency or homeland defense activities.

New Sec. 12. Whenever a new school district has been established or the boundaries of a school district have been changed, the state board shall make appropriate revisions concerning the affected school districts as may be necessary for the purposes of this act to reflect such establishment of a school district or changes in boundaries. Such revisions shall be based on the most reliable data obtainable from the superintendent of the school district and the county clerk.

New Sec. 13. (a) (1) For the purposes of this act, the total foundation aid for any school district formed by consolidation in accordance with the statutory provisions contained in article 87 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto, shall be computed by the state board by determining the amount of the total foundation aid each of the former school districts that comprise the consolidated school district received in the school year preceding the date the consolidation was completed, and calculating the sum of such amounts. The sum is the total foundation aid of the consolidated school district for the school year in which the consolidation was completed.

(2) If any of the former school districts had an enrollment of less than 150 students in the school year preceding the consolidation, the total foundation aid of the newly consolidated school district for the two school years following the school year in which the consolidation was completed shall be the greater of: (A) The amount received in the school year in which the consolidation was completed; or (B) the amount the school district would receive under this act.

(3) If all of the former school districts had an enrollment of at least 150 students, but any had less than 200 students in the school year preceding the consolidation, the total foundation aid of the newly consolidated school district for the three school years following the school year in which the consolidation was completed shall be the greater of: (A) The amount received in the school year in which the consolidation was completed; or (B) the amount the school district would receive under this act.

(4) If all of the former school districts had an enrollment of 200 or more students in the school year preceding the consolidation, the total foundation aid of the newly consolidated school district for the four school years following the school year in which the consolidation was completed shall be the greater of: (A) The amount received in the school year in which the consolidation was completed; or (B) the amount the school district would receive under this act.

(5) If the consolidation involved the consolidation of three or more school districts, regardless of the number of students enrolled in the school districts, the total foundation aid of the newly consolidated school district for the four school years following the school year in which the consolidation was completed shall be the greater of: (A) The amount received in the school year in which the consolidation was completed; or (B) the amount the school district would receive under this act.

(b) (1) The provisions of this subsection shall apply to school districts that have been enlarged by the attachment of territory pursuant to the procedure established in article 73 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto.

(2) For the purposes of this act, the total foundation aid for any school district to which this subsection applies shall be computed by the state board of education as follows: (A) Determine the amount of the total foundation aid each of the former school districts that comprise the enlarged school district received in the school year preceding the date the attachment was completed; and (B) add the amounts determined under subparagraph (A). The sum is the total foundation aid of the enlarged school district for the school year in which the attachment is completed.

(3) If any of the former school districts had an enrollment of less than 150 students in the school year preceding the attachment, the total foundation aid of the enlarged school district for the two school years following the school year in which the attachment was completed shall be the greater of: (A) The amount received in the school year in which the attachment was completed; or (B) the amount the school district would receive under this act.

(4) If all of the former school districts had an enrollment of at least

150 students, but any had less than 200 students in the school year preceding the attachment, the total foundation aid of the enlarged school district for the three school years following the school year in which the attachment was completed shall be the greater of: (A) The amount received in the school year in which the attachment was completed; or (B) the amount the school district would receive under this act.

(5) If all of the former school districts had an enrollment of 200 or more students in the school year preceding the attachment, the total foundation aid of the enlarged school district for the four school years following the school year in which the attachment was completed shall be the greater of: (A) The amount received in the school year in which the attachment was completed; or (B) the amount the school district would receive under this act.

(6) If three or more school districts, regardless of the number of students enrolled in the school districts, are disorganized and attached to a single school district, the total foundation aid of the enlarged school district for the four school years following the school year in which the attachment was completed shall be the greater of: (A) The amount received in the school year in which the attachment was completed; or (B) the amount the school district would receive under this act.

(7) Except as specifically provided by this paragraph for the allocation of total foundation aid among school districts, the provisions of paragraphs (1) through (6) shall be applicable to school districts to which this paragraph applies. If a school district is disorganized in accordance with article 73 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto, and the territory of such school district is attached to more than one school district, the total foundation aid for each school district to which any territory from the disorganized school district is attached, shall be computed by the state board as follows: (A) Determine the amount of total foundation aid received by the former school district in the school year preceding the date the disorganization and attachment was completed; (B) determine the amount of total foundation aid received by the enlarged school district in the school year preceding the date the disorganization and attachment was completed; (C) determine the assessed valuation of the former school district in the school year preceding the date the disorganization and attachment was completed; (D) determine the assessed valuation of the territory attached to each enlarged school district; (E) allocate the amount of the total foundation aid received by the former school district in the school year preceding the date the disorganization and attachment was completed to each of the enlarged school districts in the same proportion the assessed valuation of the territory attached to each school district bears to the assessed valuation of the former school district; and (F) add the amounts determined under subparagraphs (B) and (E). The sum is the total foundation aid of the enlarged school district for the school year in which the attachment is completed.

New Sec. 14. (a) The board of education of each school district shall levy an ad valorem tax upon the taxable tangible property of the school district in the school years specified in subsection (b) for the purpose of:

(1) Financing that portion of the school district's general fund budget that is not financed from any other source provided by law;

(2) paying a portion of the costs of operating and maintaining public schools in partial fulfillment of the constitutional obligation of the legislature to finance the educational interests of the state; and

(3) with respect to any redevelopment school district established prior to July 1, 1997, pursuant to K.S.A. 12-1771, and amendments thereto, paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district.

(b) The tax required under subsection (a) shall be levied at a rate of 20 mills in the school years 2017-2018 and 2018-2019.

(c) The proceeds from the tax levied by a district under authority of this section, except the proceeds of such tax levied for the purpose described in subsection (a)(3), shall be remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of each such remittance, the state treasurer shall

deposit the entire amount in the state treasury to the credit of the state school district finance fund.

(d) No school district shall proceed under K.S.A. 79-1964, 79-1964a or 79-1964b, and amendments thereto.

New Sec. 15. (a) In each school year, the board of education of a school district may adopt, by resolution, a local option budget that does not exceed the state prescribed percentage.

(b) Subject to the limitations of subsection (a), in each school year, the board of education of a school district may adopt, by resolution, a local option budget in an amount that does not exceed:

(1) The amount that the board was authorized to adopt under any resolution adopted pursuant to K.S.A. 2016 Supp. 72-6471, prior to its expiration; or

(2) the state-wide average for the preceding school year as determined by the state board pursuant to subsection (i).

The adoption of a resolution pursuant to this section shall require a majority vote of the members of the board. Such resolution shall be effective upon adoption and shall require no other procedure, authorization or approval.

(c) If the board of a school district desires to increase its local option budget authority above the amount authorized under subsection (b), the board may adopt, by resolution, such budget in an amount not to exceed the state prescribed percentage. The adoption of a resolution pursuant to this subsection shall require a majority vote of the members of the board. The resolution shall be published at least once in a newspaper having general circulation in the school district. The resolution shall be published in substantial compliance with the following form:

Unified School District No. _____,

_____ County, Kansas.

RESOLUTION

Be It Resolved that:

The board of education of the above-named school district shall be authorized to adopt a local option budget in each school year in an amount not to exceed ___% of the amount of total foundation aid. The local option budget authorized by this resolution may be adopted, unless a petition in opposition to the same, signed by not less than 5% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within 30 days after publication of this resolution. If a petition is filed, the county election officer shall submit the question of whether adoption of the local option budget shall be authorized to the electors of the school district at an election called for the purpose or at the next general election, as is specified by the board of education of the school district.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the board of education of unified school district No. _____, _____ County, Kansas, on the _____ day of _____, _____.

_____

Clerk of the board of education.

All of the blanks in the resolution shall be filled appropriately. If a sufficient petition is not filed, the board may adopt a local option budget. If a sufficient petition is filed, the board may notify the county election officer of the date of an election to be held to submit the question of whether adoption of a local option budget shall be authorized. Any such election shall be noticed, called and held in the manner provided by K.S.A. 10-120, and amendments thereto. If the board fails to notify the county election officer within 30 days after a sufficient petition is filed, the resolution shall be deemed abandoned and no like resolution shall be adopted by the board within the nine months following publication of the resolution.

(d) Unless specifically stated otherwise in the resolution, the authority to adopt a local option budget shall be continuous and permanent. The board of any school district that is authorized to adopt a local option budget may choose not to adopt such a budget or may adopt a budget in an amount less than the amount authorized. If the board of any school district whose authority to adopt a local option budget is not continuous and permanent refrains from adopting a local option budget, the authority

of such school district to adopt a local option budget shall not be extended by such refrainment beyond the period specified in the resolution authorizing adoption of such budget.

(e) The board of any school district may initiate procedures to renew or increase the authority to adopt a local option budget at any time during a school year after the tax levied pursuant to section 19, and amendments thereto, is certified to the county clerk under any existing authorization.

(f) The board of any school district authorized to adopt a local option budget prior to July 1, 2017, under a resolution that authorized the adoption of such budget in accordance with the provisions of K.S.A. 2016 Supp. 72-6471, prior to its expiration, may continue to operate under such resolution for the period of time specified in the resolution or may abandon the resolution and operate under the provisions of this section. Any such school district shall operate under the provisions of this section after the period of time specified in any previously adopted resolution has expired.

(g) Any resolution adopted pursuant to this section may revoke or repeal any resolution previously adopted by the board. If the resolution does not revoke or repeal previously adopted resolutions, all resolutions that are in effect shall expire on the same date. The maximum amount of the local option budget of a school district under all resolutions in effect shall not exceed the state prescribed percentage in any school year.

(h) (1) There is hereby established in each school district that adopts a local option budget a supplemental general fund, which shall consist of all amounts deposited therein or credited thereto according to law.

(2) Subject to the limitations imposed under subsection (h)(3), amounts in the supplemental general fund may be expended for any purpose for which expenditures from the general fund are authorized or may be transferred to any categorical fund of the school district. Amounts in the supplemental general fund attributable to any percentage over 25% of total foundation aid determined for the current school year may be transferred to the capital improvements fund of the school district and the capital outlay fund of the school district if such transfers are specified in the resolution authorizing the adoption of a local option budget in excess of 25%.

(3) Amounts in the supplemental general fund may not be expended for the purpose of making payments under any lease-purchase agreement involving the acquisition of land or buildings that is entered into pursuant to the provisions of K.S.A. 72-8225, and amendments thereto.

(4) (A) Except as provided in subsection (h)(4)(B), any unexpended moneys remaining in the supplemental general fund of a school district at the conclusion of any school year in which a local option budget is adopted shall be maintained in such fund.

(B) If the school district received supplemental state aid in the school year, the state board shall determine the ratio of the amount of supplemental general state aid received to the amount of the local option budget of the school district for the school year and multiply the total amount of the unexpended moneys remaining by such ratio. An amount equal to the amount of the product shall be transferred to the general fund of the school district or remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of any such remittance, the state treasurer shall deposit the same in the state treasury to the credit of the state school district finance fund.

(i) Each year, the state board shall determine the statewide average percentage of local option budgets legally adopted by school districts for the preceding school year.

(j) The provisions of this section shall be subject to the provisions of section 16, and amendments thereto.

(k) As used in this section:

(1) "Authorized to adopt a local option budget" means that a school district has adopted a resolution pursuant to subsection (c).

(2) "State prescribed percentage" means 33% of the total foundation aid of the school district in the current school year.

(3) "Total foundation aid" means the same as such term is defined in section 4, and amendments thereto.

New Sec. 16. (a) (1) Subject to the provisions of subsection (e), the

provisions of this subsection shall apply in any school year in which the amount of BASE aid is $4,490 or less.

(2) The board of education of a school district may adopt a local option budget that does not exceed the local option budget calculated as if the BASE aid was $4,490, or that does not exceed the local option budget as calculated pursuant to section 15, and amendments thereto, whichever is greater.

(b) The board of education of a school district may adopt a local option budget that does not exceed the local option budget calculated as if the school district received state aid for special education and related services equal to the amount of state aid for special education and related services received in school year 2008-2009, or that does not exceed the local option budget as calculated pursuant to section 15, and amendments thereto, whichever is greater.

(c) The board of any school district may exercise the authority granted under subsection (a) or (b) or both subsections (a) and (b).

(d) To the extent that the provisions of section 15, and amendments thereto, conflict with this section, this section shall control.

(e) For school year 2019-2020, and each school year thereafter, the specified dollar amount used in subsection (a) for purposes of determining the local option budget of a school district shall be the specified dollar amount used for the immediately preceding school year plus an amount equal to the average percentage increase in the consumer price index for all urban consumers in the midwest region as published by the bureau of labor statistics of the United States department of labor during the three immediately preceding school years.

New Sec. 17. (a) In each school year, each school district that has adopted a local option budget is eligible to receive supplemental state aid. Except as provided by section 18, and amendments thereto, supplemental state aid shall be determined by the state board as provided in subsection (b).

(b) The state board shall:

(1) (A) For school year 2017-2018, determine the amount of the assessed valuation per student in the preceding school year of each school district; and

(B) for school year 2018-2019 and each school year thereafter, determine the average assessed valuation per student of each school district by adding the assessed valuation per student for each of the three immediately preceding school years and dividing the resulting sum by three;

(2) rank the school districts from low to high on the basis of the amounts of assessed valuation per student determined under subsection (b)(1);

(3) identify the amount of the assessed valuation per student located at the 81.2 percentile of the amounts ranked under subsection (b)(2);

(4) divide the assessed valuation per student of the school district as determined under subsection (b)(1) by the amount identified under subsection (b)(3); and

(5) (A) if the quotient obtained under subsection (b)(4) equals or exceeds one, the school district shall not receive supplemental state aid; or

(B) if the quotient obtained under subsection (b)(4) is less than one, subtract the quotient obtained under subsection (b)(4) from one, and multiply the difference by the amount of the local option budget of the school district for the immediately preceding school year. The resulting product is the amount of supplemental state aid the school district is to receive for the school year.

(c) Payments of supplemental state aid shall be distributed to school districts on the dates prescribed by the state board. The state board shall certify to the director of accounts and reports the amount due each school district, and the director of accounts and reports shall draw a warrant on the state treasurer payable to the treasurer of the school district. Upon receipt of the warrant, the treasurer of the school district shall credit the amount thereof to the supplemental general fund of the school district to be used for the purposes of such fund.

(d) For the purposes of determining the total amount of state moneys paid to school districts, all moneys appropriated as supplemental state aid

shall be deemed to be state moneys for educational and support services for school districts.

New Sec. 18. (a) (1) For the purposes of determining the amount of supplemental state aid, the state board shall determine the ranking of each of the former school districts of which the school district is composed as required by section 17(b)(2), and amendments thereto, for the school year prior to the effectuation of the consolidation or attachment.

(2) For the school year in which the consolidation or attachment is effectuated and the next succeeding two school years, the ranking of the school district for the purposes of section 17(b)(2), and amendments thereto, shall be the ranking of the school district receiving the highest amount of supplemental state aid determined under subsection (a)(1).

(b) The provisions of this section shall apply to school districts that have consolidated or disorganized on and after July 1, 2004.

(c) As used in this section, "school district" means:

(1) Any school district formed by consolidation in accordance with article 87 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto; or

(2) any school district formed by disorganization and attachment in accordance with article 73 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto, if all the territory which comprised a disorganized school district is attached to a single school district.

New Sec. 19. (a) In each school year, the board of each school district that has adopted a local option budget may levy an ad valorem tax on the taxable tangible property of the school district for the purposes of:

(1) Financing that portion of the school district's local option budget that is not financed from any other source provided by law;

(2) paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district; and

(3) funding transfers to the capital improvement fund of the school district and the capital outlay fund of the school district if such transfers are specified in the resolution authorizing the adoption of a local option budget in excess of 25% of the total foundation aid determined for the current school year.

(b) The proceeds from the tax levied by a school district under authority of this section, except the proceeds of such tax levied for the purpose of paying a portion of the principal and interest on bonds issued by cities under authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district, shall be deposited in the supplemental general fund of the school district.

(c) No school district shall proceed under K.S.A. 79-1964, 79-1964a or 79-1964b, and amendments thereto.

New Sec. 20. (a) The transportation weighting of each school district shall be determined by the state board as follows:

(1) Determine the total expenditures of the school district during the preceding school year from all funds for transporting students of public and nonpublic schools on regular school routes;

(2) determine the sum of: (A) The number of students who were included in the enrollment of the school district in the preceding school year who resided less than 2½ miles by the usually traveled road from the school building such students attended and for whom transportation was made available by the school district; and (B) the number of nonresident students who were included in the enrollment of the school district for the preceding school year and for whom transportation was made available by the school district;

(3) determine the number of students who were included in the enrollment of the district in the preceding school year who resided 2½ miles or more by the usually traveled road from the school building such students attended and for whom transportation was made available by the school district;

(4) multiply the number of students determined under subsection (a)(3) by 2.8;

(5) divide the amount determined under subsection (a)(2) by the product obtained under subsection (a)(4);

(6) add one to the quotient obtained under subsection (a)(5);

(7) multiply the sum obtained under subsection (a)(6) by the amount determined under subsection (a)(3);

(8) divide the amount determined under subsection (a)(1) by the product obtained under subsection (a)(7). The resulting quotient is the per-student cost of transportation;

(9) on a density-cost graph, plot the per-student cost of transportation for each school district;

(10) construct a curve of best fit for the points so plotted;

(11) locate the index of density for the school district on the base line of the density-cost graph and from the point on the curve of best fit directly above this point of index of density follow a line parallel to the base line to the point of intersection with the vertical line, which point is the formula per-student cost of transportation of the school district;

(12) divide the formula per-student cost of transportation of the school district by the BASE aid; and

(13) multiply the quotient obtained under subsection (a)(12) by the number of students who are included in the enrollment of the school district, are residing 2½ miles or more by the usually traveled road to the school building they attend, and for whom transportation is being made available by, and at the expense of, the district.

(b) (1) For school years 2017-2018 through 2020-2021, the transportation weighting of the school district shall be either the product determined under subsection (a)(13), or that portion of such school district's general state aid for school year 2016-2017 that was attributable to the school district's transportation weighting, whichever is greater.

(2) For school year 2021-2022, and each school year thereafter, the transportation weighting of the school district shall be the product determined under subsection (a)(13).

(c) For the purpose of providing accurate and reliable data on student transportation, the state board is authorized to adopt rules and regulations prescribing procedures that school districts shall follow in reporting pertinent information, including uniform reporting of expenditures for transportation.

(d) As used in this section:

(1) "Curve of best fit" means the curve on a density-cost graph drawn so the sum of the distances squared from such line to each of the points plotted on the graph is the least possible.

(2) "Density-cost graph" means a drawing having: (A) A horizontal or base line divided into equal intervals of density, beginning with zero on the left; and (B) a scale for per-student cost of transportation to be shown on a line perpendicular to the base line at the left end thereof, such scale to begin with zero dollars at the base line ascending by equal per-student cost intervals.

(3) "Index of density" means the number of students who are included in the enrollment of a school district in the current school year, are residing the designated distance or more by the usually traveled road from the school building they attend, and for whom transportation is being made available on regular school routes by the school district, divided by the number of square miles of territory in the school district.

New Sec. 21. (a) The low enrollment weighting of each school district shall be determined by the state board as follows:

(1) For school districts with an enrollment of fewer than 100 students, multiply the enrollment of the school district by 1.014331. The resulting product is the low enrollment weighting of the school district;

(2) for school districts with an enrollment of at least 100 students, but fewer than 300 students:

(A) Subtract 100 from the enrollment of the school district;

(B) multiply the difference obtained under subsection (a)(2)(A) by 9.655;

(C) subtract the product obtained under subsection (a)(2)(B) from 7,337;

(D) divide the difference obtained under subsection (a)(2)(C) by 3,642.4;

(E) subtract one from the quotient obtained under subsection (a)(2)(D); and

(F) multiply the difference obtained under subsection (a)(2)(E) by

the enrollment of the school district. The resulting product is the low enrollment weighting of the school district;

(3) for school districts with an enrollment of at least 300 students, but fewer than 1,622 students:

(A) Subtract 300 from the enrollment of the school district;

(B) multiply the difference obtained under subsection (a)(3)(A) by 1.2375;

(C) subtract the product obtained under subsection (a)(3)(B) from 5,406;

(D) divide the difference obtained under subsection (a)(3)(C) by 3,642.4;

(E) subtract one from the quotient obtained under subsection (c)(D); and

(F) multiply the difference obtained under subsection (a)(3)(E) by the enrollment of the school district. The resulting product is the low enrollment weighting of the school district.

(b) For school districts with an enrollment of at least 1,622 students, multiply the enrollment of the school district by 0.03504. The resulting product is the high enrollment weighting of the school district.

New Sec. 22. The bilingual weighting of each school district shall be determined by the state board as follows:

(a) Determine the full-time equivalent enrollment in approved programs of bilingual education during the preceding school year and multiply such enrollment by 0.395;

(b) determine the number of students enrolled in approved programs of bilingual education during the preceding school year and multiply such enrollment by 0.185; and

(c) the bilingual weighting shall be either the amount determined under subsection (a) or (b), whichever is greater.

New Sec. 23. (a) The at-risk student weighting of each school district shall be determined by the state board as follows:

(1) Determine the number of at-risk students included in the enrollment of the school district; and

(2) for a school district with an enrollment that consists of 10% or more at-risk students, multiply the number determined under subsection (a)(1) by 0.484. The resulting sum is the at-risk student weighting of the school district; or

(3) for a school district with an enrollment that consists of less than 10% at-risk students, multiply the number of students equal to 10% of such school district's enrollment by 0.484. The resulting sum is the at-risk student weighting of the school district. A school district whose at-risk student weighting is determined pursuant to this paragraph shall submit a report to the state board in such form and manner as required by the state board that identifies those students enrolled in such school district who are receiving at-risk program services and the criteria each such student satisfies in order to receive at-risk program services. The state board shall adopt rules and regulations that establish the criteria for eligibility for at-risk program services. The provisions of this paragraph shall only apply to those school districts that offer instruction in kindergarten and grades one through 12.

(b) Except as provided in subsection (b)(4), the high-density at-risk student weighting of each school district shall be determined by the state board as follows:

(1) (A) If the enrollment of the school district is at least 35% at-risk students, but less than 50% at-risk students:

(i) Subtract 35% from the percentage of at-risk students included in the enrollment of the school district;

(ii) multiply the difference determined under subsection (b)(1)(A)(i) by 0.7; and

(iii) multiply the product determined under subsection (b)(1)(A)(ii) by the number of at-risk students included in the enrollment of the school district; or

(B) if the enrollment of the school district is 50% or more at-risk students, multiply the number of at-risk students included in the enrollment of the school district by 0.105; or

(2) (A) if the enrollment of a school in the school district is at least 35% at-risk students, but less than 50% at-risk students:

(i) Subtract 35% from the percentage of at-risk students included in the enrollment of such school;

(ii) multiply the difference determined under subsection (b)(2)(A)(i) by 0.7; and

(iii) multiply the product determined under subsection (b)(2)(A)(ii) by the number of at-risk students included in the enrollment of such school; or

(B) if the enrollment of a school in the school district is 50% or more at-risk students, multiply the number of at-risk students included in the enrollment of such school by 0.105; and

(C) add the products determined under subsections (b)(2)(A)(iii) and (b)(2)(B) for each such school in the school district, respectively.

(3) The high-density at-risk weighting of the school district shall be the greater of the product determined under subsection (b)(1) or the sum determined under subsection (b)(2)(C).

(4) Commencing in school year 2018-2019, school districts that qualify to receive the high-density at-risk weighting pursuant to this section shall spend any money attributable to the school district's high-density at-risk weighting on the at-risk best practices developed by the state board pursuant to section 25(d), and amendments thereto. If a school district that qualifies for the high-density at-risk weighting does not spend such money on such best practices, the state board shall notify the school district that it shall either spend such money on such best practices or shall show improvement within five years of notification. Improvement shall include, but not be limited to, the following: (A) The percentage of students at grade level on state math and English language arts assessments; (B) the percentage of students that are college and career ready on state math and English language arts assessments; (C) the average composite ACT score; or (D) the four-year graduation rate. If a school district does not spend such money on such best practices and does not show improvement within five years, the school district shall not qualify to receive the high-density at-risk weighting in the succeeding school year.

(5) The provisions of this subsection shall expire on July 1, 2019.

New Sec. 24. (a) If a student submits an application for free meals under the national school lunch act on or before the date on which the enrollment of the school district is calculated and it is later determined by the school district or the department of education that the student should not have been eligible for free meals, the school district or the department shall notify the state board of such determination. Except as provided in subsection (b), upon receipt of such notice, the state board shall recompute the adjusted enrollment of the school district and the general fund budget of the school district based on the adjusted enrollment of the school district excluding the at-risk student weighting and high-density at-risk student weighting, if any, assigned to such student.

(b) If a student becomes ineligible to receive free meals under the national school lunch act for failure to submit, in a timely manner, any documentation necessary for verification of eligibility as required by the national school lunch act, but subsequently submits such documentation, such student shall not be excluded from the calculation of the adjusted enrollment of the school district if the school district forwards a copy of such documentation to the state board no later than January 14 of the school year.

New Sec. 25. (a) There is hereby established in every school district an at-risk education fund, which shall consist of all moneys deposited therein or transferred thereto according to law. The expenses of a school district directly attributable to providing at-risk student assistance or programs shall be paid from the at-risk education fund.

(b) Any balance remaining in the at-risk education fund at the end of the budget year shall be carried forward into the at-risk education fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the at-risk education fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district. Interest earned on the investment of moneys in any such fund shall be credited to that fund.

(c) Commencing in school year 2018-2019, expenditures from the at-

risk education fund of a school district shall only be made for the following purposes:

(1) At-risk educational programs based on best practices identified pursuant to subsection (d);

(2) personnel providing educational services in conjunction with such programs; or

(3) services contracted for by the school district to provide at-risk educational programs based on best practices identified pursuant to subsection (d).

(d) On or before July 1, 2018, the state board shall identify and approve evidence-based best practices for at-risk programs and instruction of students receiving at-risk program services. The state board shall review and update such best practices as part of its five-year accreditation system review process.

(e) Each year the board of education of each school district shall prepare and submit to the state board a report on the assistance or programs provided by the school district for students identified as at-risk. Such report shall include the number of students identified as at-risk who were served or provided assistance, the type of service provided, the research upon which the school district relied in determining that a need for service or assistance existed, the results of providing such service or assistance and any other information required by the state board.

(f) In order to achieve uniform reporting of the number of students provided service or assistance by school districts in at-risk student programs, school districts shall report the number of students served or assisted in the manner required by the state board.

New Sec. 26. (a) There is hereby established in every school district a preschool-aged at-risk education fund, which shall consist of all moneys deposited therein or transferred thereto according to law. The expenses of a school district directly attributable to providing preschool-aged at-risk assistance or programs shall be paid from the preschool-aged at-risk education fund.

(b) Any balance remaining in the preschool-aged at-risk education fund at the end of the budget year shall be carried forward into the preschool-aged at-risk education fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the preschool-aged at-risk education fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district. Interest earned on the investment of moneys in any such fund shall be credited to that fund.

(c) Each year the board of each school district shall prepare and submit to the state board a report on the preschool-aged at-risk student assistance or programs provided by the school district. Such report shall include the number of students who were served or provided assistance, the type of service provided, the research upon which the school district relied in determining that a need for service or assistance existed, the results of providing such service or assistance and any other information required by the state board.

New Sec. 27. (a) The career technical education weighting of each school district shall be determined by the state board by multiplying the full-time equivalent enrollment in approved career technical education programs during the preceding school year by 0.5. The resulting product is the career technical education weighting of the school district.

(b) The provisions of this section shall expire on July 1, 2019.

New Sec. 28. (a) For each school year in which the school facilities weighting may be assigned to the enrollment of the school district, such weighting of such school district shall be determined by the state board as follows:

(1) Determine the number of students included in the enrollment of the school district who are attending a new school facility;

(2) multiply the number of students determined under subsection (a)(1) by 0.25. The resulting product is the school facilities weighting of the school district.

(b) The school facilities weighting may be assigned to the enrollment of a school district only if:

(1) The school district adopted a local option budget for school year 2014-2015 in an amount equal to at least 25% of the amount of the state financial aid determined for the school district in such school year pursuant to K.S.A. 72-6433, prior to its repeal;

(2) the contractual bond obligations incurred by the school district were approved by the electors of the school district at an election held on or before July 1, 2015; and

(3) (A) the school district commences operation of a new school facility and the construction of such facility was financed primarily with such contractual bond obligations; or

(B) the school district commences operation of a new school facility and the construction of such facility was financed primarily with federal funds and such facility is located on a military reservation.

(c) The school facilities weighting may be assigned to the enrollment of the school district only in the school year in which operation of a new school facility is commenced and in the next succeeding school year.

New Sec. 29. The special education and related services weighting of each school district shall be determined by the state board as follows:

(a) Add the amount of payments received by the school district under the provisions of K.S.A. 72-979, and amendments thereto, to the amount of any grants received by the school district under the provisions of K.S.A. 72-983, and amendments thereto; and

(b) divide the sum obtained under subsection (a) by the BASE aid. The resulting quotient is the special education and related services weighting of the school district.

New Sec. 30. (a) (1) The board of education of a school district to which the provisions of this section apply may levy an ad valorem tax on the taxable tangible property of the school district each year for a period of time not to exceed two years in an amount not to exceed the amount authorized by the state board of tax appeals under this subsection for the purpose of financing the costs incurred by the state that are directly attributable to assignment of ancillary school facilities weighting to the enrollment of the school district. The state board of tax appeals may authorize the school district to make a levy that will produce an amount that is not greater than the difference between the amount of costs directly attributable to commencing operation of one or more new school facilities and the amount that is financed from any other source provided by law for such purpose. If the school district is not eligible, or will be ineligible, for ancillary school facilities weighting in any one or more years during the two-year period for which the school district is authorized to levy a tax under this subsection, the state board of tax appeals may authorize the school district to make a levy, in such year or years of ineligibility, that will produce an amount that is not greater than the actual amount of costs attributable to commencing operation of the facility or facilities.

(2) The state board of tax appeals shall certify to the state board the amount authorized to be produced by the levy of a tax under this subsection.

(3) The state board of tax appeals may adopt rules and regulations necessary to effectuate the provisions of this subsection, including rules and regulations relating to the evidence required in support of a school district's claim that the costs attributable to commencing operation of one or more new school facilities are in excess of the amount that is financed from any other source provided by law for such purpose.

(b) The board of education of a school district that has levied an ad valorem tax on the taxable tangible property of the school district each year for a period of two years under authority of subsection (a) may continue to levy such tax under authority of this subsection each year for an additional period of time not to exceed six years in an amount not to exceed the amount computed by the state board as provided in this subsection if the board of the school district determines that the costs attributable to commencing operation of one or more new school facilities are significantly greater than the costs attributable to the operation of other school facilities in the school district. The tax authorized under this subsection may be levied at a rate that will produce an amount that is not greater than the amount computed by the state board as provided in this subsection. In computing such amount, the state board shall:

(1) Determine the amount produced by the tax levied by the school

district under authority of subsection (a) in the second year for which such tax was levied and add to such amount the amount of state foundation aid directly attributable to ancillary school facilities weighting that was received by the school district in the same year;

(2) compute 90% of the amount of the sum obtained under subsection (b)(1), which computed amount is the amount the school district may levy in the first year of the six-year period for which the school district may levy a tax under authority of this subsection;

(3) compute 75% of the amount of the sum obtained under subsection (b)(1), which computed amount is the amount the school district may levy in the second year of the six-year period for which the school district may levy a tax under authority of this subsection;

(4) compute 60% of the amount of the sum obtained under subsection (b)(1), which computed amount is the amount the school district may levy in the third year of the six-year period for which the school district may levy a tax under authority of this subsection;

(5) compute 45% of the amount of the sum obtained under subsection (b)(1), which computed amount is the amount the school district may levy in the fourth year of the six-year period for which the school district may levy a tax under authority of this subsection;

(6) compute 30% of the amount of the sum obtained under subsection (b)(1), which computed amount is the amount the school district may levy in the fifth year of the six-year period for which the school district may levy a tax under authority of this subsection; and

(7) compute 15% of the amount of the sum obtained under subsection (b)(1), which computed amount is the amount the school district may levy in the sixth year of the six-year period for which the school district may levy a tax under authority of this subsection.

In determining the amount produced by the tax levied by the school district under authority of subsection (a), the state board shall include any moneys apportioned to the ancillary school facilities fund of the school district from taxes levied under the provisions of K.S.A. 79-5101 et seq. and 79-5118 et seq., and amendments thereto.

(c) The proceeds from any tax levied by a school district under authority of this section shall be remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount in the state treasury to the credit of the state school district finance fund.

(d) The ancillary school facilities weighting may be assigned to the enrollment of a school district only if the school district has levied a tax under the authority of subsection (a), and remitted the proceeds from such tax to the state treasurer. The ancillary school facilities weighting of each school district shall be determined in each school year in which such weighting may be assigned to the enrollment of the school district as follows:

(1) Add the amount to be produced by a tax levy as authorized under subsection (a) and certified to the state board by the state board of tax appeals to the amount computed under subsection (b) to be produced by a tax levy, if any; and

(2) divide the sum obtained under subsection (d)(1) by the BASE aid. The resulting quotient is the ancillary school facilities weighting of the school district.

(e) The provisions of this section apply to any school district that:

(1) Commenced operation of one or more new school facilities in the school year preceding the current school year or has commenced or will commence operation of one or more new school facilities in the current school year;

(2) adopted a local option budget; and

(3) is experiencing extraordinary enrollment growth as determined by the state board.

New Sec. 31. (a) Subject to subsection (b), the board of education of a school district may levy a tax on the taxable tangible property within the school district for the purpose of financing the costs incurred by the state that are attributable directly to assignment of the cost-of-living weighting to the enrollment of the school district.

(b) The state board shall determine whether a school district may levy a tax under this section as follows:

(1) Determine the statewide average appraised value of single family residences for the calendar year preceding the current school year;

(2) multiply the amount determined under subsection (b)(1) by 1.25;

(3) determine the average appraised value of single family residences in each school district for the calendar year preceding the current school year; and

(4) subtract the amount determined under subsection (b)(2) from the amount determined under subsection (b)(3). If the amount determined for the school district is a positive number and the school district has adopted a local option budget in an amount equal to at least 31% of the total foundation aid for the school district, the school district qualifies for assignment of cost-of-living weighting and may levy a tax on the taxable tangible property of the school district for the purpose of financing the costs that are attributable directly to assignment of the cost-of-living weighting to the enrollment of the school district.

(c) (1) No tax may be levied under this section unless the board of education adopts a resolution authorizing such a tax levy and publishes the resolution at least once in a newspaper having general circulation in the school district. Except as provided by subsection (e), the resolution shall be published in substantial compliance with the following form:

Unified School District No. _____,

_____ County, Kansas.

RESOLUTION

Be It Resolved that:

The board of education of the above-named school district shall be authorized to levy an ad valorem tax in an amount not to exceed the amount necessary to finance the costs attributable directly to the assignment of cost-of-living weighting to the enrollment of the school district. The ad valorem tax authorized by this resolution may be levied unless a petition in opposition to the same, signed by not less than 5% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within 30 days after the publication of this resolution. If a petition is filed, the county election officer shall submit the question of whether the levy of such a tax shall be authorized in accordance with the provisions of this resolution to the electors of the school district at the next general election of the school district, as is specified by the board of education of the school district.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the board of education of Unified School District No. _____, _____ County, Kansas, on the ___ day of _____, (year)____.

_____

Clerk of the board of education.

(2) All of the blanks in the resolution shall be filled appropriately. If no petition as specified above is filed in accordance with the provisions of the resolution, the resolution authorizing the ad valorem tax levy shall become effective. If a petition is filed as provided in the resolution, the board may notify the county election officer to submit the question of whether such tax levy shall be authorized. If the board fails to notify the county election officer within 30 days after a petition is filed, the resolution shall be deemed abandoned and of no force and effect and no like resolution shall be adopted by the board within the nine months following publication of the resolution. If a majority of the votes cast in an election conducted pursuant to this provision is in favor of the resolution, such resolution shall be effective on the date of such election. If a majority of the votes cast is not in favor of the resolution, the resolution shall be deemed of no force and effect and no like resolution shall be adopted by the board within the nine months following such election.

(d) There is hereby established in every school district a cost-of-living fund, which shall consist of all moneys deposited therein or transferred thereto in accordance with law. All moneys derived from a tax imposed pursuant to this section shall be credited to the cost-of-living fund. The proceeds from the tax levied by a school district credited to the cost-of-living fund shall be remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of

each such remittance, the state treasurer shall deposit the entire amount in the state treasury to the credit of the state school district finance fund.

(e) In determining the amount produced by the tax levied by the school district under the authority of this section, the state board shall include any moneys apportioned to the cost-of-living fund of the school district from taxes levied under the provisions of K.S.A. 79-5101 et seq. and 79-5118 et seq., and amendments thereto.

(f) The cost-of-living weighting of a school district shall be determined by the state board in each school year in which such weighting may be assigned to the enrollment of the school district as follows:

(1) Divide the amount determined under subsection (b)(4) by the amount determined under subsection (b)(2);

(2) multiply the quotient determined under subsection (f)(1) by 0.095;

(3) multiply the school district's total foundation aid for the current school year, excluding the amount determined under this provision, by the lesser of the product determined under subsection (f)(2) or 0.05; and

(4) divide the product determined under subsection (f)(3) by the BASE aid for the current school year. The quotient is the cost-of-living weighting of the school district.

New Sec. 32. (a) (1) (A) The board of education of a school district may levy an ad valorem tax on the taxable tangible property of the school district each year for a period of time not to exceed two years, unless authority to make such levy is renewed by the state board of tax appeals, in an amount not to exceed the amount authorized by the state board of tax appeals under this section for the purpose of financing the costs incurred by the state that are directly attributable to assignment of declining enrollment weighting to the enrollment of the school district. The state board of tax appeals may authorize the school district to make a levy that will produce an amount that is not greater than the amount of revenues lost as a result of the declining enrollment of the school district. Such amount shall not exceed 5% of the general fund budget of the school district in the school year in which the school district applies to the state board of tax appeals for authority to make a levy pursuant to this subsection. The state board of tax appeals may renew the authority to make such levy for periods of time not to exceed two years.

(B) For school year 2017-2018, as an alternative to the authority provided in subsection (a)(1)(A), if a school district was authorized to make a levy pursuant to K.S.A. 72-6451, prior to its repeal, in school year 2006-2007, such school district shall remain authorized to make a levy at a rate necessary to generate revenue equal to ½ of the amount that was generated in school year 2007-2008.

(2) The state board of tax appeals shall certify to the state board the amount authorized to be produced by the levy of a tax under this section.

(3) The state board shall prescribe guidelines for the data that school districts shall include in cases before the state board of tax appeals pursuant to this section. The state board shall provide to the state board of tax appeals such school data and information requested by the state board of tax appeals and any other information deemed necessary by the state board.

(b) There is hereby established in every school district a declining enrollment fund, which shall consist of all moneys deposited therein or transferred thereto according to law. The proceeds from the tax levied by a school district under authority of this section shall be credited to the declining enrollment fund of the school district. The proceeds from the tax levied by a school district credited to the declining enrollment fund shall be remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount in the state treasury to the credit of the state school district finance fund.

(c) In determining the amount produced by the tax levied by the school district under authority of this section, the state board shall include any moneys apportioned to the declining enrollment fund of the school district from taxes levied under the provisions of K.S.A. 79-5101 et seq. and 79-5118 et seq., and amendments thereto.

(d) The declining enrollment weighting of a school district shall be determined by the state board in each school year in which such weighting

may be assigned to the enrollment of the school district. The state board shall divide the amount certified under subsection (a)(2) by the BASE aid. The resulting quotient is the declining enrollment weighting of the school district.

(e) As used in this section:

(1) "Declining enrollment" means an enrollment that has declined in amount from that of the second preceding school year.

(2) "School district" means a school district that: (A) Has a declining enrollment; and (B) has adopted a local foundation budget in an amount that equals at least 31% of the total foundation aid for the school district at the time the school district applies to the state board of tax appeals for authority to make a levy pursuant to this section.

(f) The provisions of this section shall expire on July 1, 2018.

New Sec. 33. For the purpose of determining the general fund budget of a school district, weightings shall not be assigned to a student enrolled in and attending KAMS. Moneys in the general fund that are attributable to a student enrolled in and attending KAMS shall not be included in the computation of the local option budget of the school district.

New Sec. 34. (a) There is hereby established in every school district a career and postsecondary education fund, which shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by a school district for any course or program authorized and approved under the provisions of article 44 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto, except for courses and programs conducted in an area vocational school, shall be credited to the career and postsecondary education fund. All moneys received by the school district from tuition, fees or charges or from any other source for career technical education courses or programs, except for courses and programs conducted in an area vocational school, shall be credited to the career and postsecondary education fund. All moneys received by the school district from tuition, fees or charges or from any other source for postsecondary education courses or programs shall be credited to the career and postsecondary education fund.

(b) Expenditures made by a school district that are directly attributable to the following shall be paid from the career and postsecondary education fund:

(1) Career technical education;

(2) postsecondary education courses; and

(3) courses provided through distance-learning technology.

(c) Any balance remaining in the career and postsecondary education fund at the end of the budget year shall be carried forward into the career and postsecondary education fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the career and postsecondary education fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district.

New Sec. 35. There is hereby established in every school district a driver training fund, which shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by the school district from distributions made from the state safety fund and the motorcycle safety fund and from tuition, fees or charges for driver training courses shall be credited to the driver training fund. The expenses of a school district directly attributable to driver training shall be paid from the driver training fund.

New Sec. 36. There is hereby established in every school district a food service fund, which shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by the school district for food service and from charges for food service shall be credited to the food service fund. The expenses of a school district attributable to food service shall be paid from the food service fund.

New Sec. 37. There is hereby established in every school district a contingency reserve fund, which shall consist of all moneys deposited therein or transferred thereto according to law. The fund shall be main-

tained for payment of expenses of a school district attributable to financial contingencies as determined by the board.

New Sec. 38. (a) Except as otherwise provided in this section, any revenues of a school district, not required by law to be deposited in or credited to a specific fund, shall be deposited in or credited to any categorical fund of the school district or to the capital outlay fund of the school district.

(b) At the discretion of the board of education of a school district, revenues earned from the investment of an activity fund of the school district in accordance with the provisions of K.S.A. 12-1675, and amendments thereto, may be deposited in or credited to such activity fund.

(c) (1) At the discretion of the board and subject to subsection (c)(2), any revenues specified in subsections (a) and (b) may be deposited in or credited to the general fund of the school district in any school year for which the allotment system authorized under K.S.A. 75-3722, and amendments thereto, has been inaugurated and applied to appropriations made for state foundation aid, or in any school year for which any portion of the appropriations made for state foundation aid are lapsed by an act of the legislature.

(2) In no event may the amount of revenues deposited in or credited to the general fund of the school district under authority of subsection (c)(1) exceed an amount equal to the amount of the reduction in state foundation aid paid to the school district determined by the state board to be the result of application of the allotment system to the appropriations made for state foundation aid or of the lapse of any portion thereof by an act of the legislature.

(d) At the discretion of the board, revenues received by the school district from the federal government as the school district's share of the proceeds derived from sale by the federal government of its rights to oil, gas and other minerals located beneath the surface of lands within the school district's boundaries may be deposited in the bond and interest fund of the school district and used for the purposes of such fund. If at any time all indebtedness and obligations of such fund have been fully paid and canceled, the revenues authorized by this subsection to be deposited in such fund shall be disposed of as provided in subsection (a).

(e) To the extent that K.S.A. 72-1623, 72-8804 and 79-2958, and amendments thereto, conflict with this section, this section shall control.

New Sec. 39. (a) Any lawful transfer of moneys from the general fund of a school district to any other fund shall be an operating expense in the year the transfer is made. The board of education of a school district may transfer moneys from the general fund to any categorical fund of the school district in any school year.

(b) The board may transfer moneys from the general fund to the contingency reserve fund of the school district, subject to any limitations imposed upon the amount authorized to be maintained in the contingency reserve fund.

(c) The board may transfer moneys from the general fund to the:

(1) Capital outlay fund;

(2) special reserve fund;

(3) special liability expense fund; and

(4) textbook and student materials revolving fund.

(d) In each school year, the board may transfer to its general fund from any fund to which transfers from the general fund are authorized an amount not to exceed an amount equal to the amount transferred from the general fund to any such fund in the same school year.

New Sec. 40. Expenditures of a school district for the following purposes are not operating expenses:

(a) Payments to another school district in an adjustment of rights as provided in K.S.A. 72-6776, and amendments thereto, or upon transfer of territory as provided in K.S.A. 72-7105, 72-7106 or 72-7107, and amendments thereto, if paid from any fund other than the general fund;

(b) payments to another school district under K.S.A. 72-7105a, and amendments thereto;

(c) the maintenance of student activities that are reimbursed;

(d) expenditures from any lawfully authorized fund of a school district other than its general fund;

(e) the provision of educational services for students residing at the

Flint Hills job corps center, students housed at a psychiatric residential treatment facility or students confined in a juvenile detention facility for which the school district is reimbursed by a grant of state moneys as provided in K.S.A. 72-8187, and amendments thereto; and

(f) programs financed, in part or in whole, by federal funds that may be expended although not included in the budget of the school district, excluding funds received under the provisions of title I of public law 874, but not including in such exclusion amounts received for assistance in cases of major disaster and amounts received under the low-rent housing program, to the extent of the federal funds to be provided.

New Sec. 41. If in any school year a school district expends an amount for operating expenses that exceeds its general fund budget, the state board shall determine the excess and deduct the same from amounts of state foundation aid payable to the school district during the next succeeding school year.

New Sec. 42. (a) In order to accomplish the mission for Kansas education, the state board shall design and adopt a school district accreditation system based upon improvement in performance that equals or exceeds the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto, and is measurable. On or before January 15, 2018, and each January 15 thereafter, the state board shall prepare and submit a report on the school district accreditation system to the governor and the legislature.

(b) The state board shall establish curriculum standards that reflect high academic standards for the core academic areas of mathematics, science, reading, writing and social studies. The curriculum standards shall be reviewed at least every seven years. Nothing in this subsection shall be construed in any manner so as to impinge upon any school district's authority to determine its own curriculum.

(c) The state board shall provide for statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies. The board shall ensure compatibility between the statewide assessments and the curriculum standards established pursuant to subsection (b). Such assessments shall be administered at three grade levels, as determined by the state board. The state board shall determine performance levels on the statewide assessments, the achievement of which represents high academic standards in the academic area at the grade level to which the assessment applies. The state board should specify high academic standards both for individual performance and school performance on the assessments.

(d) Each school year, on such date as specified by the state board, each school district shall submit the Kansas education system accreditation report to the state board in such form and manner as prescribed by the state board.

(e) Whenever the state board determines that a school district has failed either to meet the accreditation requirements established by rules and regulations or standards adopted by the state board or provide curriculum based on state standards and courses required by state law, the state board shall so notify the school district. Such notice shall specify the accreditation requirements that the school district has failed to meet and the curriculum that it has failed to provide. Upon receipt of such notice, the board of education of such school district is encouraged to reallocate the resources of the school district to remedy all deficiencies identified by the state board.

(f) Each school in every school district shall establish a school site council composed of the principal and representatives of teachers and other school personnel, parents of students attending the school, the business community and other community groups. School site councils shall be responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives. Site councils may make recommendations and proposals to the school board regarding budgetary items and school district matters, including, but not limited to, identifying and implementing the best practices for developing efficient and effective administrative and management functions. Site councils also may help school boards analyze the unique environment of schools, enhance the efficiency and maximize

limited resources, including outsourcing arrangements and cooperative opportunities as a means to address limited budgets.

New Sec. 43. (a) On or before January 15 of each year, the state department of education shall prepare and submit reports on school district funding for each school district to the governor and the legislature.

(b) Each report shall contain the information described in subsection (c) for the school district in terms of actual dollar amounts for the second and immediately preceding school years and budgeted dollar amounts for the current school year.

(c) Each report shall contain the following information for the school district:

(1) Full-time equivalent enrollment;

(2) demographic information, including, but not limited to, gender, race, ethnicity, students who are economically disadvantaged, migrants, English language learners and students with disabilities;

(3) total general and supplemental general funds, including a showing of funding provided by federal sources, state sources and local sources, and total funds per student;

(4) total capital outlay funds, including a showing of such funding provided by federal sources, state sources and local sources, and capital outlay funds per student;

(5) total bond and interest funds, including a showing of such funding provided by federal sources, state sources and local sources, and bond and interest funds per student;

(6) total of all other funds not described in paragraphs (3), (4) and (5), excluding fund transfers, including a showing of such funding provided by federal sources, state sources and local sources, and total funds per student;

(7) total funds per student of all funds described in paragraphs (3) through (6);

(8) general fund moneys attributable to the following:

(A) BASE aid;

(B) high enrollment weighting;

(C) low enrollment weighting;

(D) school facilities weighting;

(E) transportation weighting;

(F) at-risk student weighting;

(G) preschool-aged at-risk student weighting;

(H) high-density at-risk student weighting;

(I) career technical education weighting;

(J) special education and related services weighting;

(K) bilingual weighting;

(L) ancillary school facilities weighting;

(M) cost-of-living weighting;

(N) declining enrollment weighting; and

(O) virtual school state aid;

(9) total expenditures on the following:

(A) At-risk education programs and services;

(B) preschool-aged at-risk education programs and services;

(C) bilingual education programs and services;

(D) career and technical education programs and services;

(E) special education and related services; and

(F) virtual school programs and services; and

(10) total expenditures from the special retirement contributions fund.

(d) The state board shall provide uniform guidelines for what constitutes total expenditures for the programs and services listed under subsection (c)(9).

New Sec. 44. (a) On or before July 1, 2021, the legislature shall:

(1) Consider the information reviewed pursuant to subsection (b), and determine if any provisions of this act are not reasonably calculated to provide adequate educational opportunities to every K-12 public education student in Kansas.

(2) (A) Review the school year 2020-2021 BASE aid amount and evaluate whether such BASE aid amount is reasonably calculated to have all students meet or exceed the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto.

(B) Such evaluation shall be based on a successful school model that identifies successful school districts based on the percentage of at-risk students in such districts in relation to the following outcomes:

(i) The percentage of students at grade level on state math and English/language arts assessments;

(ii) the percentage of students that are college and career ready on state math and English/language arts assessments;

(iii) the average composite ACT score; and

(iv) the four-year graduation rate.

(C) Such evaluation shall identify school districts that exceed expected outcomes and shall also identify school districts that have an average scaled difference on the outcome measures greater than or equal to one standard deviation from the average scaled difference of all districts. Those school districts that are identified as successful school districts in relation to other similarly situated districts may be used to evaluate whether the BASE aid amount is reasonably calculated to ensure that students will continue to meet or exceed the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto.

(b) (1) On or before July 1, 2018, the house and senate standing committees on education shall review the low enrollment weighting and the high enrollment weighting, as such terms are defined in section 4, and amendments thereto, and alternatives to such weightings, including, but not limited to, a sparsity weighting. Such review shall be to ensure that the weightings are reasonably calculated to have students meet or exceed the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto.

(2) On or before July 1, 2019, the house and senate standing committees on education shall review the following:

(A) Reports submitted to the legislature pursuant to sections 42, 43 and 49, and amendments thereto; and

(B) the legislative post audit reports conducted pursuant to section 45, and amendments thereto, that were completed prior to July 1, 2019.

(3) On or before July 1, 2020, the house and senate standing committees on education shall review virtual school programs and the virtual school state aid calculation as described in K.S.A. 2016 Supp. 72-3715, and amendments thereto.

(4) On or before July 1, 2021, the house and senate standing committees on education shall review the at-risk student weighting, as such term is defined in section 4, and amendments thereto, to ensure that such weighting is reasonably calculated to have students meet or exceed the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto.

(5) On or before July 1, 2023, and on or before July 1, 2026, the house and senate standing committees on education shall review the successful school model described in this subsection (a) to review whether it is an effective model in determining successful schools and to ensure the BASE aid amount is reasonably calculated to meet or exceed the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto.

(6) On or before July 1, 2024, the house and senate standing committees on education shall review the bilingual student weighting, as such term is defined in section 4, and amendments thereto, to ensure that such weighting is reasonably calculated to have students meet or exceed the educational goal set forth in K.S.A. 2016 Supp. 72-1127(c), and amendments thereto.

New Sec. 45. The legislative post audit committee shall direct the legislative division of post audit to conduct the following performance audits in the fiscal year specified:

(a) A performance audit of transportation services funding. The audit should include a comparison of the amount of transportation services funding school districts receive to the cost of providing transportation services. This performance audit shall be conducted during fiscal year 2018, and the final audit report shall be submitted to the legislature on or before January 15, 2018.

(b) A performance audit of at-risk education funding. The audit should evaluate the method of counting students for at-risk education funding, the level of the at-risk student weighting and high-density at-

risk student weighting under the act and how school districts are expending moneys provided for at-risk education. This performance audit shall be conducted during fiscal year 2020, and the final audit report shall be submitted to the legislature on or before January 15, 2020.

(c) A performance audit of bilingual education funding. The audit should evaluate the method of counting students for bilingual education funding, the level of the bilingual weighting under the act and how school districts are expending moneys provided for bilingual education. This performance audit shall be conducted during fiscal year 2023, and the final audit report shall be submitted to the legislature on or before January 15, 2023.

(d) A study of statewide virtual school programs administered in other states. The study shall include, but not be limited to, the following:

(1) The aggregate cost incurred by each state administering a virtual school program, and the cost incurred by individual school districts or schools within each state;

(2) the resources necessary for the implementation of each virtual school program, including, but not limited to, personnel, equipment, software and facility usage;

(3) the scope of each virtual school program; and

(4) the effectiveness of each virtual school program with respect to student performance and outcomes.

The audit shall be conducted during fiscal year 2024, and the final audit report shall be submitted to the legislature on or before January 15, 2024.

(e) (1) A performance audit to provide a reasonable estimate of the cost of providing educational opportunities for every public school student in Kansas to achieve the performance outcome standards adopted by the state board of education. This performance audit shall be conducted three times as follows:

(A) During fiscal year 2019, and the final report submitted to the legislature on or before January 15, 2019;

(B) during fiscal year 2022, and the final report submitted to the legislature on or before January 15, 2022; and

(C) during fiscal year 2025, and the final report submitted to the legislature on or before January 15, 2025.

(2) Each performance audit required under this subsection shall:

(A) Include reasonable estimates of the costs of providing specialized education services as required by law, including, but not limited to, special education and related services, bilingual education and at-risk programs; and

(B) account for other factors which may contribute to variations in costs incurred by school districts, including, but not limited to, total district enrollment and geographic location within the state.

(3) In conducting each performance audit required under this subsection:

(A) Any examination of historical data and expenditures shall correct any recognized inadequacy of such data or expenditure through a statistically valid method of extrapolation; and

(B) subject to the limitations of the division of legislative post audit budget and appropriations therefor, the legislative post auditor may enter into contracts with consultants as the post auditor deems necessary.

(f) A performance audit to identify best practices in successful schools. The audit should include a comparison of the educational methods and other practices of demographically similar school districts that achieve significantly different student outcomes based on performance outcome standards adopted by the state board of education. This performance audit shall be conducted during fiscal year 2021, and the final audit report shall be submitted to the legislature on or before January 15, 2021. The audit shall be conducted a second time during fiscal year 2026, and the final audit report shall be submitted to the legislature on or before January 15, 2026.

New Sec. 46. The state board may adopt rules and regulations for the administration of this act, including the classification of expenditures of school districts to ensure uniform reporting of operating expenses.

New Sec. 47. The provisions of the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto, shall not be severable. If any provision of the Kansas school equity and enhancement

act, section 3 et seq., and amendments thereto, is held to be invalid or unconstitutional by court order, all provisions of the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto, shall be null and void.

New Sec. 48. The Kansas school equity and enhancement act, sections 3 through 48, and amendments thereto, shall expire on July 1, 2027.

New Sec. 49. (a) The state department of education shall conduct a study of the cost of career technical education programs offered by school districts, including, but not limited to, the following:

(1) The career technical education programs offered by school districts;

(2) the costs associated with offering such programs, including salaries and wages, materials, equipment and facilities; and

(3) the coordination between school districts, community colleges and technical colleges in offering such programs.

(b) On or before January 15, 2018, the state department of education shall prepare a report on its findings and shall make recommendations on amendments to the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto, for the financing of career technical education programs using a tiered technical education model or other funding model. The report shall be submitted to the governor and the legislature.

(c) The provisions of this section shall expire on July 1, 2018.

New Sec. 50. (a) There is hereby established in the state treasury the school district capital outlay state aid fund. Such fund shall consist of all moneys transferred thereto under the provisions of subsection (d).

(b) Each school district that levies a tax pursuant to K.S.A. 72-8801 et seq., and amendments thereto, shall receive payment from the school district capital outlay state aid fund in an amount determined by the state board of education as provided in this section.

(c) The state board shall:

(1) Determine the amount of the assessed valuation per student of each school district in the state for the preceding school year and round such amount to the nearest $1,000. The rounded amount is the assessed valuation per student of a school district for the purposes of this subsection;

(2) determine the median assessed valuation per student of all school districts;

(3) prepare a schedule of dollar amounts using the amount of the median assessed valuation per student of all school districts as the point of beginning. The schedule of dollar amounts shall range upward in equal $1,000 intervals from the point of beginning to and including an amount that is equal to the amount of the assessed valuation per student of the school district with the highest assessed valuation per student of all school districts and shall range downward in equal $1,000 intervals from the point of beginning to and including an amount that is equal to the amount of the assessed valuation per student of the school district with the lowest assessed valuation per student of all school districts;

(4) determine a state aid percentage factor for each school district by assigning a state aid computation percentage to the amount of the median assessed valuation per student shown on the schedule, decreasing the state aid computation percentage assigned to the amount of the median assessed valuation per student by one percentage point for each $1,000 interval above the amount of the median assessed valuation per student, and increasing the state aid computation percentage assigned to the amount of the median assessed valuation per student by one percentage point for each $1,000 interval below the amount of the median assessed valuation per student. The state aid percentage factor of a school district is the percentage assigned to the schedule amount that is equal to the amount of the assessed valuation per student of the school district, except that the state aid percentage factor of a school district shall not exceed 100%. The state aid computation percentage is 25%;

(5) determine the amount levied by each school district pursuant to K.S.A. 72-8801 et seq., and amendments thereto; and

(6) multiply the amount computed under subsection (c)(5), but not to exceed eight mills, by the applicable state aid percentage factor. The

resulting product is the amount of payment the school district is to receive from the school district capital outlay state aid fund in the school year.

(d) The state board shall certify to the director of accounts and reports the amount of school district capital outlay state aid determined under the provisions of subsection (c), and an amount equal thereto shall be transferred by the director from the state general fund to the school district capital outlay state aid fund for distribution to school districts. All transfers made in accordance with the provisions of this subsection shall be considered to be demand transfers from the state general fund.

(e) Payments from the school district capital outlay state aid fund shall be distributed to school districts at times determined by the state board of education. The state board of education shall certify to the director of accounts and reports the amount due each school district, and the director of accounts and reports shall draw a warrant on the state treasury payable to the treasurer of the school district. Upon receipt of the warrant, the treasurer of the school district shall credit the amount thereof to the capital outlay fund of the school district to be used for the purposes of such fund.

New Sec. 51. (a) Each school district may submit an application to the state board of education for approval of extraordinary declining enrollment state aid. Such application shall be submitted in such form and manner as prescribed by the state board, and shall include a description of the extraordinary decline in enrollment of the school district that is the basis for the application.

(b) The state board shall review all submitted applications and approve or deny any such application based on whether the applicant school district has demonstrated extraordinary declining enrollment since school year 2014-2015. As part of its review of an application, the state board may conduct a hearing and provide the applicant school district an opportunity to present testimony as to such school district's extraordinary declining enrollment. In reviewing the application, the state board shall consider the decrease in enrollment of the school district since school year 2014-2015.

(c) If the state board approves an application, it shall determine the amount of extraordinary declining enrollment state aid to be disbursed to the applicant school district from the school district extraordinary declining enrollment fund. In approving any application for extraordinary declining enrollment state aid, the state board may approve an amount of extraordinary declining enrollment state aid that is less than the amount the school district requested in the application. If the state board denies an application, then, within 15 days of such denial, the state board shall send written notice of such denial to the superintendent of such school district. All administrative proceedings pursuant to this section shall be conducted in accordance with the provisions of the Kansas administrative procedure act. Any action by the state board pursuant to this section shall be subject to review in accordance with the Kansas judicial review act.

(d) There is hereby established in the state treasury the school district extraordinary declining enrollment fund, which shall be administered by the state department of education. All expenditures from the school district extraordinary declining enrollment fund shall be used for the disbursement of extraordinary declining enrollment state aid as approved by the state board under this section. All expenditures from the school district extraordinary declining enrollment fund shall be made in accordance with appropriation acts upon warrants of the director of accounts and reports issued pursuant to vouchers approved by the state board of education, or the designee of the state board of education.

(e) The provisions of this section shall expire on July 1, 2018.

New Sec. 52. No ad valorem tax exemption for real or personal property granted after the effective date of this act by the board of tax appeals pursuant to the provisions of either: (a) Section 13 of article 11 of the constitution of the state of Kansas; or (b) K.S.A. 12-1740 et seq. and 79-201a *Second* or *Twenty-Fourth*, and amendments thereto, for any property purchased with the proceeds of revenue bonds shall be deemed to exempt any such property from the ad valorem property tax levied by a school district pursuant to the provisions of K.S.A. 72-8801, and amendments thereto. The provisions of this section shall not apply to exemptions granted by the board of tax appeals when the associated resolution of

intent, letter of intent or inducement resolution to issue revenue bonds and grant property tax abatement was approved by any governing body of any city or the board of commissioners of any county or the public hearing required by K.S.A. 79-251, and amendments thereto, was conducted prior to May 1, 2017.

Sec. 53. K.S.A. 2016 Supp. 10-1116a is hereby amended to read as follows: 10-1116a. The limitations on expenditures imposed under the cash-basis law shall not apply to:

(a) Expenditures in excess of current revenues made for municipally owned and operated utilities out of the fund of such utilities caused by, or resulting from the meeting of, extraordinary emergencies including drought emergencies. In such cases expenditures in excess of current revenues may be made by declaring an extraordinary emergency by resolution adopted by the governing body and such resolution shall be published at least once in a newspaper of general circulation in such city. Thereupon, such governing body may issue interest bearing no-fund warrants on such utility fund in an amount, including outstanding previously issued no-fund warrants, not to exceed 25% of the revenues from sales of service of such utility for the preceding year. Such warrants shall be redeemed within three years from date of issuance and shall bear interest at a rate of not to exceed the maximum rate of interest prescribed by K.S.A. 10-1009, and amendments thereto. Upon the declaration of a drought emergency, the governing body may issue such warrants for water system improvement purposes in an amount not to exceed 50% of the revenue received from the sale of water for the preceding year. Such warrants shall be redeemed within five years from the date of issuance and shall bear interest at a rate not to exceed the maximum rate of interest prescribed by K.S.A. 10-1009, and amendments thereto.

(b) Expenditures in any month by school districts which are in excess of current revenues if the deficit or shortage in revenues is caused by, or a result of, the payment of state aid after the date prescribed for the payment of state aid during such month under ~~K.S.A. 2016 Supp. 72-6466~~ *section 7*, and amendments thereto.

Sec. 54. K.S.A. 2016 Supp. 12-1677 is hereby amended to read as follows: 12-1677. (a) Except as otherwise required by state or federal law, all moneys earned and collected from investments by counties, area vocational-technical schools and quasi-municipal corporations authorized in this act shall be credited to the general fund of such county, area vocational-technical school or quasi-municipal corporation by the treasurer thereof, and all moneys earned and collected from investments by school districts authorized in this act shall be credited ~~to the general fund of the school district~~ *in accordance with the provisions of section 38, and amendments thereto*.

(b) The treasurer of each county, school district, area vocational-technical school or quasi-municipal corporation shall maintain a complete record of all investments authorized in this act and shall make a quarterly written report of such record to the governing body of such county, school district, area vocational-technical school or quasi-municipal corporation.

Sec. 55. K.S.A. 2016 Supp. 12-1742 is hereby amended to read as follows: 12-1742. Such agreements shall provide for a rental sufficient to repay the principal of and the interest on the revenue bonds. Such agreements also may provide that the lessee shall reimburse the city or county for its actual costs of administering and supervising the issue. The city or county may charge an origination fee. Such fee shall not be deemed a payment in lieu of taxes hereunder. Such fee shall be used exclusively for local economic development activities but shall not be used to pay any administrative costs of the city or county. Except for the origination fee, all other fees paid in excess of such actual costs and any other obligation assumed under the contract shall be deemed payments in lieu of taxes and distributed as provided herein. If the agreement provides for a payment in lieu of taxes to the city or county, such payment, immediately upon receipt of same, shall be transmitted by the city or county to the county treasurer of the county in which the city is located. Payments in lieu of taxes received pursuant to agreements entered into after the effective date of this act shall include all fees or charges paid for services normally and customarily paid from the proceeds of general property tax levies, except for extraordinary services provided for the facility or an

extraordinary level of services required by a facility. Payments in lieu of taxes may be required only upon property for which an exemption from ad valorem property taxes has been granted by the state board of tax appeals. The county treasurer shall apportion such payment among the taxing subdivisions of this state in the territory in which the facility is located. Any payment in lieu of taxes shall be divided by the county treasurer among such taxing subdivisions in the same proportion that the amount of the total mill levy of each individual taxing subdivision bears to the aggregate of such levies of all the taxing subdivisions among which the division is to be made. *For purposes of this section, the total mill levy shall not include the mill levy imposed pursuant to K.S.A. 72-8801, and amendments thereto.* The county treasurer shall pay such amounts to the taxing subdivisions at the same time or times as their regular operating tax rate mill levy is paid to them. Based upon the assessed valuation which such facility would have if it were upon the tax rolls of the county, the county clerk shall compute the total of the property taxes which would be levied upon such facility by all taxing subdivisions within which the facility is located if such property were taxable.

Sec. 56. K.S.A. 2016 Supp. 12-1770a is hereby amended to read as follows: 12-1770a. As used in this act, the following words and phrases shall have the following meanings unless a different meaning clearly appears from the content:

(a) "Auto race track facility" means: (1) An auto race track facility and facilities directly related and necessary to the operation of an auto race track facility, including, but not limited to, grandstands, suites and viewing areas, concessions, souvenir facilities, catering facilities, visitor and retail centers, signage and temporary hospitality facilities, but excluding (2) hotels, motels, restaurants and retail facilities, not directly related to or necessary to the operation of such facility.

(b) "Base year assessed valuation" means the assessed valuation of all real property within the boundaries of a redevelopment district on the date the redevelopment district was established.

(c) "Blighted area" means an area which:

(1) Because of the presence of a majority of the following factors, substantially impairs or arrests the development and growth of the municipality or constitutes an economic or social liability or is a menace to the public health, safety, morals or welfare in its present condition and use:

(A) A substantial number of deteriorated or deteriorating structures;

(B) predominance of defective or inadequate street layout;

(C) unsanitary or unsafe conditions;

(D) deterioration of site improvements;

(E) tax or special assessment delinquency exceeding the fair market value of the real property;

(F) defective or unusual conditions of title including, but not limited to, cloudy or defective titles, multiple or unknown ownership interests to the property;

(G) improper subdivision or obsolete platting or land uses;

(H) the existence of conditions which endanger life or property by fire or other causes; or

(I) conditions which create economic obsolescence;

(2) has been identified by any state or federal environmental agency as being environmentally contaminated to an extent that requires a remedial investigation; feasibility study and remediation or other similar state or federal action;

(3) a majority of the property is a 100-year floodplain area; or

(4) previously was found by resolution of the governing body to be a slum or a blighted area under K.S.A. 17-4742 et seq., and amendments thereto.

(d) "Conservation area" means any improved area comprising 15% or less of the land area within the corporate limits of a city in which 50% or more of the structures in the area have an age of 35 years or more, which area is not yet blighted, but may become a blighted area due to the existence of a combination of two or more of the following factors:

(1) Dilapidation, obsolescence or deterioration of the structures;

(2) illegal use of individual structures;

(3) the presence of structures below minimum code standards;

(4) building abandonment;

(5) excessive vacancies;

(6) overcrowding of structures and community facilities; or

(7) inadequate utilities and infrastructure.

(e) "De minimus" means an amount less than 15% of the land area within a redevelopment district.

(f) "Developer" means any person, firm, corporation, partnership or limited liability company, other than a city and other than an agency, political subdivision or instrumentality of the state or a county when relating to a bioscience development district.

(g) "Eligible area" means a blighted area, conservation area, enterprise zone, intermodal transportation area, major tourism area or a major commercial entertainment and tourism area, bioscience development area or a building or buildings which are 65 years of age or older and any contiguous vacant or condemned lots.

(h) "Enterprise zone" means an area within a city that was designated as an enterprise zone prior to July 1, 1992, pursuant to K.S.A. 12-17,107 through 12-17,113, and amendments thereto, prior to its repeal and the conservation, development or redevelopment of the area is necessary to promote the general and economic welfare of such city.

(i) "Environmental increment" means the increment determined pursuant to K.S.A. 12-1771a(b), and amendments thereto.

(j) "Environmentally contaminated area" means an area of land having contaminated groundwater or soil which is deemed environmentally contaminated by the department of health and environment or the United States environmental protection agency.

(k) (1) "Feasibility study" means:

(A) A study which shows whether a redevelopment project's or bioscience development project's benefits and tax increment revenue and other available revenues under K.S.A. 12-1774(a)(1), and amendments thereto, are expected to exceed or be sufficient to pay for the redevelopment or bioscience development project costs; and

(B) the effect, if any, the redevelopment project costs or bioscience development project will have on any outstanding special obligation bonds payable from the revenues described in K.S.A. 12-1774(a)(1)(D), and amendments thereto.

(2) For a redevelopment project or bioscience project financed by bonds payable from revenues described in K.S.A. 12-1774(a)(1)(D), and amendments thereto, the feasibility study must also include:

(A) A statement of how the taxes obtained from the project will contribute significantly to the economic development of the jurisdiction in which the project is located;

(B) a statement concerning whether a portion of the local sales and use taxes are pledged to other uses and are unavailable as revenue for the redevelopment project. If a portion of local sales and use taxes is so committed, the applicant shall describe the following:

(i) The percentage of sales and use taxes collected that are so committed; and

(ii) the date or dates on which the local sales and use taxes pledged to other uses can be pledged for repayment of special obligation bonds;

(C) an anticipated principal and interest payment schedule on the bonds;

(D) following approval of the redevelopment plan, the feasibility study shall be supplemented to include a copy of the minutes of the governing body meeting or meetings of any city whose bonding authority will be utilized in the project, evidencing that a redevelopment plan has been created, discussed, and adopted by the city in a regularly scheduled open public meeting; and

(E) the failure to include all information enumerated in this subsection in the feasibility study for a redevelopment or bioscience project shall not affect the validity of bonds issued pursuant to this act.

(l) "Major tourism area" means an area for which the secretary has made a finding the capital improvements costing not less than $100,000,000 will be built in the state to construct an auto race track facility.

(m) "Real property taxes" means all taxes levied on an ad valorem basis upon land and improvements thereon, except that ~~when relating to~~

~~a bioscience development district, as defined in this section,~~ "real property taxes" does not include*:*

*(1)* Property taxes levied ~~for schools,~~ *by school districts* pursuant to ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto*, when relating to a bioscience development district; and*

*(2) property taxes levied by school districts pursuant to K.S.A. 72-8801, and amendments thereto, when relating to a bioscience development district or a redevelopment district established on or after July 1, 2017.*

(n) "Redevelopment project area" means an area designated by a city within a redevelopment district or, if the redevelopment district is established for an intermodal transportation area, an area designated by a city within or outside of the redevelopment district.

(o) "Redevelopment project costs" means: (1) Those costs necessary to implement a redevelopment project plan or a bioscience development project plan, including costs incurred for:

(A) Acquisition of property within the redevelopment project area;

(B) payment of relocation assistance pursuant to a relocation assistance plan as provided in K.S.A. 12-1777, and amendments thereto;

(C) site preparation including utility relocations;

(D) sanitary and storm sewers and lift stations;

(E) drainage conduits, channels, levees and river walk canal facilities;

(F) street grading, paving, graveling, macadamizing, curbing, guttering and surfacing;

(G) street light fixtures, connection and facilities;

(H) underground gas, water, heating and electrical services and connections located within the public right-of-way;

(I) sidewalks and pedestrian underpasses or overpasses;

(J) drives and driveway approaches located within the public right-of-way;

(K) water mains and extensions;

(L) plazas and arcades;

(M) major multi-sport athletic complex;

(N) museum facility;

(O) parking facilities including multilevel parking facilities;

(P) landscaping and plantings, fountains, shelters, benches, sculptures, lighting, decorations and similar amenities;

(Q) related expenses to redevelop and finance the redevelopment project;

(R) for purposes of an incubator project, such costs shall also include wet lab equipment including hoods, lab tables, heavy water equipment and all such other equipment found to be necessary or appropriate for a commercial incubator wet lab facility by the city in its resolution establishing such redevelopment district or a bioscience development district;

(S) costs for the acquisition of land for and the construction and installation of publicly-owned infrastructure improvements which serve an intermodal transportation area and are located outside of a redevelopment district; and

(T) costs for infrastructure located outside the redevelopment district but contiguous to any portion of the redevelopment district and such infrastructure is necessary for the implementation of the redevelopment plan as determined by the city.

(2) Redevelopment project costs shall not include: (A) Costs incurred in connection with the construction of buildings or other structures to be owned by or leased to a developer, however, the "redevelopment project costs" shall include costs incurred in connection with the construction of buildings or other structures to be owned or leased to a developer which includes an auto race track facility or a multilevel parking facility.

(B) In addition, for a redevelopment project financed with special obligation bonds payable from the revenues described in K.S.A. 12-1774(a)(1)(D), and amendments thereto, redevelopment project costs shall not include:

(i) Fees and commissions paid to developers, real estate agents, financial advisors or any other consultants who represent the developers or any other businesses considering locating in or located in a redevelopment district;

(ii) salaries for local government employees;

(iii) moving expenses for employees of the businesses locating within the redevelopment district;

(iv) property taxes for businesses that locate in the redevelopment district;

(v) lobbying costs;

(vi) a bond origination fee charged by the city pursuant to K.S.A. 12-1742, and amendments thereto;

(vii) any personal property, as defined in K.S.A. 79-102, and amendments thereto; and

(viii) travel, entertainment and hospitality.

(p) "Redevelopment district" means the specific area declared to be an eligible area in which the city may develop one or more redevelopment projects.

(q) "Redevelopment district plan" or "district plan" means the preliminary plan that identifies all of the proposed redevelopment project areas and identifies in a general manner all of the buildings, facilities and improvements in each that are proposed to be constructed or improved in each redevelopment project area or, if the redevelopment district is established for an intermodal transportation area, in or outside of the redevelopment district.

(r) "Redevelopment project" means the approved project to implement a project plan for the development of the established redevelopment district.

(s) "Redevelopment project plan" means the plan adopted by a municipality for the development of a redevelopment project or projects which conforms with K.S.A. 12-1772, and amendments thereto, in a redevelopment district.

(t) "Substantial change" means, as applicable, a change wherein the proposed plan or plans differ substantially from the intended purpose for which the district plan or project plan was approved.

(u) "Tax increment" means that amount of real property taxes collected from real property located within the redevelopment district that is in excess of the amount of real property taxes which is collected from the base year assessed valuation.

(v) "Taxing subdivision" means the county, city, unified school district and any other taxing subdivision levying real property taxes, the territory or jurisdiction of which includes any currently existing or subsequently created redevelopment district including a bioscience development district.

(w) "River walk canal facilities" means a canal and related water features which flows through a redevelopment district and facilities related or contiguous thereto, including, but not limited to pedestrian walkways and promenades, landscaping and parking facilities.

(x) "Major commercial entertainment and tourism area" may include, but not be limited to, a major multi-sport athletic complex.

(y) "Major multi-sport athletic complex" means an athletic complex that is utilized for the training of athletes, the practice of athletic teams, the playing of athletic games or the hosting of events. Such project may include playing fields, parking lots and other developments including grandstands, suites and viewing areas, concessions, souvenir facilities, catering facilities, visitor centers, signage and temporary hospitality facilities, but excluding hotels, motels, restaurants and retail facilities, not directly related to or necessary to the operation of such facility.

(z) "Bioscience" means the use of compositions, methods and organisms in cellular and molecular research, development and manufacturing processes for such diverse areas as pharmaceuticals, medical therapeutics, medical diagnostics, medical devices, medical instruments, biochemistry, microbiology, veterinary medicine, plant biology, agriculture, industrial environmental and homeland security applications of bioscience and future developments in the biosciences. Bioscience includes biotechnology and life sciences.

(aa) "Bioscience development area" means an area that:

(1) Is or shall be owned, operated, or leased by, or otherwise under the control of the Kansas bioscience authority;

(2) is or shall be used and maintained by a bioscience company; or

(3) includes a bioscience facility.

(bb) "Bioscience development district" means the specific area, created under K.S.A. 12-1771, and amendments thereto, where one or more bioscience development projects may be undertaken.

(cc) "Bioscience development project" means an approved project to implement a project plan in a bioscience development district.

(dd) "Bioscience development project plan" means the plan adopted by the authority for a bioscience development project pursuant to K.S.A. 12-1772, and amendments thereto, in a bioscience development district.

(ee) "Bioscience facility" means real property and all improvements thereof used to conduct bioscience research, including, without limitation, laboratory space, incubator space, office space and any and all facilities directly related and necessary to the operation of a bioscience facility.

(ff) "Bioscience project area" means an area designated by the authority within a bioscience development district.

(gg) "Biotechnology" means those fields focusing on technological developments in such areas as molecular biology, genetic engineering, genomics, proteomics, physiomics, nanotechnology, biodefense, biocomputing, bioinformatics and future developments associated with biotechnology.

(hh) "Board" means the board of directors of the Kansas bioscience authority.

(ii) "Life sciences" means the areas of medical sciences, pharmaceutical sciences, biological sciences, zoology, botany, horticulture, ecology, toxicology, organic chemistry, physical chemistry, physiology and any future advances associated with life sciences.

(jj) "Revenue increase" means that amount of real property taxes collected from real property located within the bioscience development district that is in excess of the amount of real property taxes which is collected from the base year assessed valuation.

(kk) "Taxpayer" means a person, corporation, limited liability company, S corporation, partnership, registered limited liability partnership, foundation, association, nonprofit entity, sole proprietorship, business trust, group or other entity that is subject to the Kansas income tax act, K.S.A. 79-3201 et seq., and amendments thereto.

(ll) "Floodplain increment" means the increment determined pursuant to K.S.A. 2016 Supp. 12-1771e(b), and amendments thereto.

(mm) "100-year floodplain area" means an area of land existing in a 100-year floodplain as determined by either an engineering study of a Kansas certified engineer or by the United States federal emergency management agency.

(nn) "Major motorsports complex" means a complex in Shawnee county that is utilized for the hosting of competitions involving motor vehicles, including, but not limited to, automobiles, motorcycles or other self-propelled vehicles other than a motorized bicycle or motorized wheelchair. Such project may include racetracks, all facilities directly related and necessary to the operation of a motorsports complex, including, but not limited to, parking lots, grandstands, suites and viewing areas, concessions, souvenir facilities, catering facilities, visitor and retail centers, signage and temporary hospitality facilities, but excluding hotels, motels, restaurants and retail facilities not directly related to or necessary to the operation of such facility.

(oo) "Intermodal transportation area" means an area of not less than 800 acres to be developed primarily to handle the transfer, storage and distribution of freight through railway and trucking operations.

(pp) "Museum facility" means a separate newly-constructed museum building and facilities directly related and necessary to the operation thereof, including gift shops and restaurant facilities, but excluding hotels, motels, restaurants and retail facilities not directly related to or necessary to the operation of such facility. The museum facility shall be owned by the state, a city, county, other political subdivision of the state or a non-profit corporation, shall be managed by the state, a city, county, other political subdivision of the state or a non-profit corporation and may not be leased to any developer and shall not be located within any retail or commercial building.

Sec. 57. K.S.A. 2016 Supp. 12-1775a is hereby amended to read as follows: 12-1775a. (a) Prior to December 31, 1996, the governing body of each city which, pursuant to K.S.A. 12-1771, and amendments thereto, has established a redevelopment district prior to July 1, 1996, shall certify to the director of accounts and reports the amount equal to the amount

of revenue realized from ad valorem taxes imposed pursuant to ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto, within such redevelopment district. Prior to February 1, 1997, and annually on that date thereafter, the governing body of each such city shall certify to the director of accounts and reports an amount equal to the amount by which revenues realized from such ad valorem taxes imposed in such redevelopment district are estimated to be reduced for the ensuing calendar year due to legislative changes in the statewide school finance formula. Prior to March 1 of each year, the director of accounts and reports shall certify to the state treasurer each amount certified by the governing bodies of cities under this section for the ensuing calendar year and shall transfer from the state general fund to the city tax increment financing revenue fund the aggregate of all amounts so certified. Prior to April 15 of each year, the state treasurer shall pay from the city tax increment financing revenue fund to each city certifying an amount to the director of accounts and reports under this section for the ensuing calendar year the amount so certified.

(b) There is hereby created the tax increment financing revenue replacement fund which shall be administered by the state treasurer. All expenditures from the tax increment financing revenue replacement fund shall be made in accordance with appropriations acts upon warrants of the director of accounts and reports issued pursuant to vouchers approved by the state treasurer or a person or persons designated by the state treasurer.

Sec. 58. K.S.A. 2016 Supp. 12-1776a is hereby amended to read as follows: 12-1776a. (a) As used in this section:

(1) "School district" means any school district in which is located a redevelopment district for which bonds have been issued pursuant to K.S.A. 12-1770 et seq., and amendments thereto.

(2) "Base year assessed valuation," "redevelopment district" and "redevelopment project" shall have the meanings ascribed thereto by K.S.A. 12-1770a, and amendments thereto.

(b) No later than November 1 of each year, the county clerk of each county shall certify to the state board of education the assessed valuation of any school district located within a redevelopment district in such county. For the purposes of this section and for determining the amount of state aid for school districts under *section 17 and* K.S.A. 75-2319, and amendments thereto, the base year assessed valuation of property within the boundaries of a redevelopment district shall be used when determining the assessed valuation of a school district until the bonds issued pursuant to K.S.A. 12-1770 et seq., and amendments thereto, to finance redevelopment projects in the redevelopment district have been retired.

Sec. 59. K.S.A. 12-17,115 is hereby amended to read as follows: 12-17,115. As used in this act:

(a) "Dilapidated structure" means a residence or other building which is in deteriorating condition by reason of obsolescence, inadequate provision of ventilation, light, air or structural integrity or is otherwise in a condition detrimental to the health, safety or welfare of its inhabitants or a residence or other building which is in deteriorating condition and because of age, architecture, history or significance is worthy of preservation.

(b) "Municipality" means any municipality as defined by K.S.A. 10-1101, and amendments thereto.

(c) "Neighborhood revitalization area" means:

(1) An area in which there is a predominance of buildings or improvements which by reason of dilapidation, deterioration, obsolescence, inadequate provision for ventilation, light, air, sanitation, or open spaces, high density of population and overcrowding, the existence of conditions which endanger life or property by fire and other causes or a combination of such factors, is conducive to ill health, transmission of disease, infant mortality, juvenile delinquency or crime and which is detrimental to the public health, safety or welfare;

(2) an area which by reason of the presence of a substantial number of deteriorated or deteriorating structures, defective or inadequate streets, incompatible land use relationships, faulty lot layout in relation to size, adequacy, accessibility or usefulness, unsanitary or unsafe conditions, deterioration of site or other improvements, diversity of ownership,

tax or special assessment delinquency exceeding the actual value of the land, defective or unusual conditions of title, or the existence of conditions which endanger life or property by fire and other causes, or a combination of such factors, substantially impairs or arrests the sound growth of a municipality, retards the provision of housing accommodations or constitutes an economic or social liability and is detrimental to the public health, safety or welfare in its present condition and use; or

(3) an area in which there is a predominance of buildings or improvements which by reason of age, history, architecture or significance should be preserved or restored to productive use.

(d) "Governing body" means the governing body of any municipality.

(e) "Increment" means, *except for any taxes levied by school districts pursuant to K.S.A. 72-8801, and amendments thereto,* that amount of ad valorem taxes collected from real property located within the neighborhood revitalization area or from dilapidated structures outside the revitalization area that is in excess of the amount which is produced from such property and attributable to the assessed valuation of such property prior to the date the neighborhood revitalization area was established or the structure was declared dilapidated pursuant to this act.

Sec. 60. K.S.A. 2016 Supp. 72-978 is hereby amended to read as follows: 72-978. (a) Each year, the state board of education shall determine the amount of state aid for the provision of special education and related services each school district shall receive for the ensuing school year. The amount of such state aid shall be computed by the state board as provided in this section. The state board shall:

(1) Determine the total amount of general fund and local option budgets of all school districts;

(2) subtract from the amount determined in subsection (a)(1) the total amount attributable to assignment of transportation weighting, ~~program weighting~~ *bilingual weighting, career technical education weighting*, special education weighting and at-risk ~~pupil~~ *student* weighting~~, as those weightings were calculated under the school district finance and quality performance act, prior to its repeal,~~ to *the* enrollment of all school districts;

(3) divide the remainder obtained in subsection (a)(2) by the total number of full-time equivalent pupils enrolled in all school districts on September 20;

(4) determine the total full-time equivalent enrollment of exceptional children receiving special education and related services provided by all school districts;

(5) multiply the amount of the quotient obtained in subsection (a)(3) by the full-time equivalent enrollment determined in subsection (a)(4);

(6) determine the amount of federal funds received by all school districts for the provision of special education and related services;

(7) determine the amount of revenue received by all school districts rendered under contracts with the state institutions for the provisions of special education and related services by the state institution;

(8) add the amounts determined under subsections (a)(6) and (a)(7) to the amount of the product obtained under subsection (a)(5);

(9) determine the total amount of expenditures of all school districts for the provision of special education and related services;

(10) subtract the amount of the sum obtained under subsection (a)(8) from the amount determined under subsection (a)(9); and

(11) multiply the remainder obtained under subsection (a)(10) by 92%.

The computed amount is the amount of state aid for the provision of special education and related services aid a school district is entitled to receive for the ensuing school year.

(b) Each school district shall ~~be entitled to~~ receive:

(1) Reimbursement for actual travel allowances paid to special teachers at not to exceed the rate specified under K.S.A. 75-3203, and amendments thereto, for each mile actually traveled during the school year in connection with duties in providing special education or related services for exceptional children~~.~~. Such reimbursement shall be computed by the state board by ascertaining the actual travel allowances paid to special teachers by the school district for the school year and shall be in an amount equal to 80% of such actual travel allowances;

(2) reimbursement in an amount equal to 80% of the actual travel expenses incurred for providing transportation for exceptional children to special education or related services;

(3) reimbursement in an amount equal to 80% of the actual expenses incurred for the maintenance of an exceptional child at some place other than the residence of such child for the purpose of providing special education or related services~~.~~. Such reimbursement shall not exceed $600 per exceptional child per school year; and

(4) (A) except for those school districts ~~entitled to~~ *that* receive reimbursement under subsection (c) or (d), after subtracting the amounts of reimbursement under subsections (a)(1), (a)(2) and (a)(3) from the total amount appropriated for special education and related services under this act, an amount which bears the same proportion to the remaining amount appropriated as the number of full-time equivalent special teachers who are qualified to provide special education or related services to exceptional children and are employed by the school district for approved special education or related services bears to the total number of such qualified full-time equivalent special teachers employed by all school districts for approved special education or related services.

(B) Each special teacher who is qualified to assist in the provision of special education or related services to exceptional children shall be counted as ⅖ full-time equivalent special teacher who is qualified to provide special education or related services to exceptional children.

(C) For purposes of this subsection (b)(4), a special teacher, qualified to assist in the provision of special education and related services to exceptional children, who assists in providing special education and related services to exceptional children at either the state school for the blind or the state school for the deaf and whose services are paid for by a school district pursuant to K.S.A. 76-1006 or 76-1102, and amendments thereto, shall be considered a special teacher of such school district.

(c) Each school district which has paid amounts for the provision of special education and related services under an interlocal agreement shall ~~be entitled to~~ receive reimbursement under subsection (b)(4). The amount of such reimbursement for the *school* district shall be the amount which bears the same relation to the aggregate amount available for reimbursement for the provision of special education and related services under the interlocal agreement, as the amount paid by such *school* district in the current school year for provision of such special education and related services bears to the aggregate of all amounts paid by all school districts in the current school year who have entered into such interlocal agreement for provision of such special education and related services.

(d) Each contracting school district which has paid amounts for the provision of special education and related services as a member of a cooperative shall ~~be entitled to~~ receive reimbursement under subsection (b)(4). The amount of such reimbursement for the *school* district shall be the amount which bears the same relation to the aggregate amount available for reimbursement for the provision of special education and related services by the cooperative, as the amount paid by such *school* district in the current school year for provision of such special education and related services bears to the aggregate of all amounts paid by all contracting school districts in the current school year by such cooperative for provision of such special education and related services.

(e) No time spent by a special teacher in connection with duties performed under a contract entered into by the Kansas juvenile correctional complex, ~~the Atchison juvenile correctional facility,~~ the Larned juvenile correctional facility~~,~~ or the Topeka juvenile correctional facility and a school district for the provision of special education services by such state institution shall be counted in making computations under this section.

(f) There is hereby established in every school district a fund which shall be called the special education fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. Notwithstanding any other provision of law, all moneys received by the school district from whatever source for special education shall be credited to the special education fund established by this section, except that: (1) Amounts of payments received by a school district under K.S.A. 72-979, and amendments thereto, and amounts of grants, if any, received by a school district under K.S.A. 72-983, and amendments thereto, shall be deposited in the general fund of the district and transferred to the special

education fund; and (2) moneys received by a school district pursuant to lawful agreements made under K.S.A. 72-968, and amendments thereto, shall be credited to the special education fund established under the agreements.

(g) The expenses of a school district directly attributable to special education shall be paid from the special education fund and from special funds established under K.S.A. 72-968, and amendments thereto.

(h) Obligations of a school district pursuant to lawful agreements made under K.S.A. 72-968, and amendments thereto, shall be paid from the special education fund established by this section.

Sec. 61. K.S.A. 2016 Supp. 72-1046b is hereby amended to read as follows: 72-1046b. (a) As used in this section:

(1) "School district" means a school district organized and operating under the laws of this state and no part of which is located in Johnson county, Sedgwick county, Shawnee county or Wyandotte county.

(2) "Non-resident pupil" or "pupil" means a pupil who is enrolled and in attendance at a school located in a district in which such pupil is not a resident and who: (A) Lives 2½ or more miles from the attendance center the pupil would attend in the district in which the pupil resides and is not a resident of Johnson county, Sedgwick county, Shawnee county or Wyandotte county; or (B) is a member of the family of a pupil meeting the condition prescribed in ~~subpart~~ *subparagraph* (A).

(3) "Member of the family" means a brother or sister of the whole or half blood or by adoption, a stepbrother or stepsister, and a foster brother or foster sister.

(b) The board of education of any school district may allow any pupil who is not a resident of the district to enroll in and attend school in such district. The board of education of such district may furnish or provide transportation to any non-resident pupil who is enrolled in and attending school in the district pursuant to this section. If the district agrees to furnish or provide transportation to a non-resident pupil, such transportation shall be furnished or provided until the end of the school year. Prior to providing or furnishing transportation to a non-resident pupil, the district shall notify the board of education of the district in which the pupil resides that transportation will be furnished or provided.

(c) Pupils attending school in a school district in which the pupil does not reside pursuant to this section shall be counted as regularly enrolled in and attending school in the district where the pupil is enrolled for the purpose of computations under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463 et seq.~~ *Kansas school equity and enhancement act, section 3 et seq.*, and amendments thereto, *except computation of transportation weighting under such act*, and for the purposes of the statutory provisions contained in article 83 of chapter 72 of the Kansas Statutes Annotated, and amendments thereto. Such non-resident pupil shall not be charged for the costs of attendance at school.

~~(d) Any pupil who was not a resident of the district in school year 2014-2015, but was allowed to enroll in and attend school in such district in school year 2014-2015 by the board of education of such district and any member of the family of such pupil regardless of whether such family member enrolled in and attended school in such district in school year 2014-2015, shall be allowed to enroll in and attend school in such district in school years 2015-2016 and 2016-2017 regardless of whether such pupil or family member of such pupil is a resident of the district in either school year, provided such pupil or such pupil's family member is in compliance with any attendance and behavior policies of the district. If transportation was furnished or provided to such pupil in school year 2014-2015 by the district, then transportation shall be furnished or provided by the district to such pupil and any family member of such pupil in school years 2015-2016 and 2016-2017, provided there is no change in such pupil's residence and no requirement for the district to furnish transportation to any additional residence.~~

Sec. 62. K.S.A. 2016 Supp. 72-1398 is hereby amended to read as follows: 72-1398. (a) The national board for professional teaching standards certification incentive program is hereby established for the purpose of rewarding teachers who have attained certification from the national board. Teachers who have attained certification from the national board shall be issued a master teacher's license by the state board of

education. A master teacher's license shall be valid for 10 years and renewable thereafter every 10 years through compliance with continuing education and professional development requirements prescribed by the state board. Teachers who have attained certification from the national board and who are employed by a school district shall be paid an incentive bonus in the amount of $1,000 each school year that the teacher remains employed by a school district and retains a valid master teacher's license.

(b) The board of education of each school district employing one or more national board certified teachers shall pay the incentive bonus to each such teacher in each school year that the teacher retains eligibility for such payment. Each board of education which has made payments of incentive bonuses to national board certified teachers under this subsection may file an application with the state board of education for state aid and shall certify to the state board the amount of such payments. The application and certification shall be on a form prescribed and furnished by the state board, shall contain such information as the state board shall require and shall be filed at the time specified by the state board.

(c) In each school year, each school district employing one or more national board certified teachers is entitled to receive from appropriations for the national board for professional teaching standards certification incentive program an amount which is equal to the amount certified to the state board of education in accordance with the provisions of subsection (b). The state board shall certify to the director of accounts and reports the amount due each school district. The director of accounts and reports shall draw warrants on the state treasurer payable to the treasurer of each school district entitled to payment under this section upon vouchers approved by the state board.

(d) Moneys received by a board of education under this section shall be deposited in the general fund of the school district and shall be considered reimbursements to the district for the purpose of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, and may be expended whether the same have been budgeted or not.

(e) The state board of education is authorized to provide scholarships of $1,100 each to teachers who are accepted to participate in the national board for professional teaching standards program for initial certification. The state board of education is authorized to provide scholarships of $500 each to teachers who are accepted to participate in the national board for professional teaching standards program for renewal of certification. Any teacher who has been accepted to participate in such program may file an application with the state board of education for a scholarship. The application shall be on a form prescribed and furnished by the state board, shall contain such information as the state board shall require and shall be filed at the time specified by the state board.

(f) As used in this section, the term "school district" means any school district organized and operating under the laws of this state.

Sec. 63. K.S.A. 2016 Supp. 72-1414 is hereby amended to read as follows: 72-1414. (a) On or before January 1, 2001, the state board of education shall adopt rules and regulations for the administration of mentor teacher programs and shall:

(1) Establish standards and criteria for evaluating and approving mentor teacher programs and applications of school districts for grants;

(2) evaluate and approve mentor teacher programs;

(3) establish criteria for determination of exemplary teaching ability of certificated teachers for qualification as mentor teachers;

(4) prescribe guidelines for the selection by boards of education of mentor teachers and for the provision by boards of education of training programs for mentor teachers;

(5) be responsible for awarding grants to school districts; and

(6) request of and receive from each school district which is awarded a grant for maintenance of a mentor teacher program reports containing information with regard to the effectiveness of the program.

(b) Subject to the availability of appropriations for mentor teacher programs maintained by school districts, and within the limits of any such appropriations, the state board of education shall determine the amount of grants to be awarded school districts by multiplying an amount not to

exceed $1,000 by the number of mentor teachers participating in the program maintained by a school district. The product is the amount of the grant to be awarded to the district. Upon receipt of a grant of state moneys for maintenance of a mentor teacher program, the amount of the grant shall be deposited in the general fund of the school district. Moneys deposited in the general fund of a school district under this subsection shall be considered reimbursements for the purpose of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto. The full amount of the grant shall be allocated among the mentor teachers employed by the school district so as to provide a mentor teacher with an annual stipend in an amount not to exceed $1,000. Such annual stipend shall be over and above the regular salary to which the mentor teacher is entitled for the school year.

Sec. 64. K.S.A. 2016 Supp. 72-1923 is hereby amended to read as follows: 72-1923. (a) Except as provided in K.S.A. 2016 Supp. 72-1925, and amendments thereto, the board of education of any school district may apply to the state board for a grant of authority to operate such school district as a public innovative district. The application shall be submitted in the form and manner prescribed by the state board, and shall be submitted not later than December 1 of the school year preceding the school year in which the school district intends to operate as a public innovative district.

(b) The application shall include the following:

(1) A description of the educational programs of the public innovative district;

(2) a description of the interest and support for partnerships between the public innovative district, parents and the community;

(3) the specific goals and the measurable pupil outcomes to be obtained by operating as a public innovative district; and

(4) an explanation of how pupil performance in achieving the specified outcomes will be measured, evaluated and reported.

(c) (1) Within 90 days from the date such application is submitted, the state board shall review the application to determine compliance with this section, and shall approve or deny such application on or before the conclusion of such 90-day period. If the application is determined to be in compliance with this section, the state board shall approve such application and grant the school district authority to operate as a public innovative district. Notification of such approval shall be sent to the board of education of such school district within 10 days after such decision.

(2) If the state board determines such application is not in compliance with either this section, or K.S.A. 2016 Supp. 72-1925, and amendments thereto, the state board shall deny such application. Notification of such denial shall be sent to the board of education of such school district within 10 days after such decision and shall specify the reasons therefor. Within 30 days from the date such notification is sent, the board of education of such school district may submit a request to the state board for reconsideration of the application and may submit an amended application with such request. The state board shall act on the request for reconsideration within 60 days of receipt of such request.

(d) A public innovative district shall:

(1) Not charge tuition for any of the pupils residing within the public innovative district;

(2) participate in all Kansas math and reading assessments applicable to such public innovative district, or an alternative assessment program for measuring student progress as determined by the board of education;

(3) abide by all financial and auditing requirements that are applicable to school districts, except that a public innovative district may use generally accepted accounting principles;

(4) comply with all applicable health, safety and access laws; and

(5) comply with all statements set forth in the application submitted pursuant to subsection (a).

(e) (1) Except as otherwise provided in K.S.A. 2016 Supp. 72-1921 through 72-1930, and amendments thereto, or as required by the board of education of the public innovative district, a public innovative district shall be exempt from all laws and rules and regulations that are applicable to school districts.

(2) A public innovative district shall be subject to the special education for exceptional children act, the virtual school act, the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, the provisions of K.S.A. 72-8801 et seq., and amendments thereto, all laws governing the issuance of general obligation bonds by school districts, the provisions of K.S.A. 74-4901 et seq., and amendments thereto, and all laws governing the election of members of the board of education, the open meetings act as provided in K.S.A. 75-4317 et seq., and amendments thereto, and the open records act as provided in K.S.A. 45-215 et seq., and amendments thereto.

Sec. 65. K.S.A. 2016 Supp. 72-3712 is hereby amended to read as follows: 72-3712. As used in the virtual school act:

(a) "Virtual school" means any school or educational program that: (1) Is offered for credit; (2) uses distance-learning technologies which predominately use internet-based methods to deliver instruction; (3) involves instruction that occurs asynchronously with the teacher and ~~pupil~~ *student* in separate locations; (4) requires the ~~pupil~~ *student* to make academic progress toward the next grade level and matriculation from kindergarten through high school graduation; (5) requires the ~~pupil~~ *student* to demonstrate competence in subject matter for each class or subject in which the ~~pupil~~ *student* is enrolled as part of the virtual school; and (6) requires age-appropriate ~~pupils~~ *students* to complete state assessment tests.

(b) "School district" means any school district which offers a virtual school.

(c) Except as provided by the virtual school act, words and phrases shall have the meanings ascribed thereto in ~~K.S.A. 2016 Supp. 72-6464~~ *section 4*, and amendments thereto.

Sec. 66. K.S.A. 2016 Supp. 72-3715 is hereby amended to read as follows: 72-3715. (a) In order to be included in the full-time equivalent enrollment of a virtual school, a ~~pupil~~ *student* shall be in attendance at the virtual school on: (1) A single school day on or before September 19 of each school year; and (2) on a single school day on or after September 20, but before October 4 of each school year.

(b) A school district which offers a virtual school shall determine the full-time equivalent enrollment of each ~~pupil~~ *student* enrolled in the virtual school on September 20 of each school year as follows:

(1) Determine the number of hours the ~~pupil~~ *student* was in attendance on a single school day on or before September 19 of each school year;

(2) determine the number of hours the ~~pupil~~ *student* was in attendance on a single school day on or after September 20, but before October 4 of each school year;

(3) add the numbers obtained under ~~paragraphs~~ *subsections (b)*(1) and *(b)*(2);

(4) divide the sum obtained under ~~paragraph~~ *subsection (b)*(3) by 12. The quotient is the full-time equivalent enrollment of the ~~pupil~~ *student*.

(c) The school days on which a district determines the full-time equivalent enrollment of a ~~pupil~~ *student* under subsections (b)(1) and (2) shall be the school days on which the ~~pupil~~ *student* has the highest number of hours of attendance at the virtual school. No more than six hours of attendance may be counted in a single school day. Attendance may be shown by a ~~pupil's~~ *student's* on-line activity or entries in the ~~pupil's~~ *student's* virtual school journal or log of activities.

(d) Subject to the availability of appropriations and within the limits of any such appropriations, each school year a school district which offers a virtual school shall receive virtual school state aid. The state board of education shall determine the amount of virtual school state aid a school district is to receive as follows:

(1) ~~For school year 2015-2016:~~

~~(A)~~ Determine the number of ~~pupils~~ *students* enrolled in virtual school on a full-time basis, excluding those ~~pupils~~ *students* who are over ~~18~~ *19* years of age, and multiply the total number of such ~~pupils~~ *students* by $5,000;

~~(B)~~*(2)* determine the full-time equivalent enrollment of ~~pupils~~ *students* enrolled in virtual school on a part-time basis, excluding those pupils

who are over ~~18~~ *19* years of age, and multiply the total full-time equivalent enrollment of such ~~pupils by $4,045~~ *students by $1,700*;

~~(C)~~*(3)* for ~~pupils~~ *students* enrolled in a virtual school who are over ~~18~~ *19* years of age, determine the number of one-hour credit courses such ~~pupils~~ *students* have passed*, not to exceed six credit courses per school year,* and multiply the total number of such courses by ~~$933~~ *$709*; and

~~(D)~~*(4)* add the amounts calculated under subsections (d)(1)~~(A)~~ through (d)~~(1)(C)~~ *(4)*. The resulting sum is the amount of virtual school state aid the school district shall receive.

~~(2) For school year 2016-2017:~~

~~(A) Determine the number of pupils enrolled in virtual school on a full-time basis, excluding those pupils who are over 18 years of age, and multiply the total number of such pupils by $5,600;~~

~~(B) determine the full-time equivalent enrollment of pupils enrolled in virtual school on a part-time basis, excluding those pupils who are over 18 years of age, and multiply the total full-time equivalent enrollment of such pupils by $1,700;~~

~~(C) for pupils enrolled in a virtual school who are over 18 years of age, determine the number of one-hour credit courses such pupils have passed and multiply the total number of such courses by $933; and~~

~~(D) add the amounts calculated under subsections (d)(2)(A) through (d)(2)(C). The resulting sum is the amount of virtual school state aid the school district shall receive.~~

~~(3) For purposes of this subsection:~~

~~(A) "Full-time" means attendance in a virtual school for no less than six hours as determined pursuant to subsection (b).~~

~~(B) "Part-time" means attendance in a virtual school for less than six hours as determined pursuant to subsection (b).~~

(e) *(1)* There is hereby established in every school district a fund which shall be called the virtual school fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. The expenses of a school district directly attributable to virtual schools offered by a school district may be paid from the virtual school fund. The cost of an advance placement course provided to a ~~pupil~~ *student* by a virtual school shall be paid by the virtual school. ~~Amounts deposited in the virtual school fund may be transferred to the general fund of the school district as approved by the board of education~~ *Moneys deposited in or otherwise transferred to the virtual school fund shall only be expended for those costs directly attributable to the provision of virtual instruction*.

*(2)* Any balance remaining in the virtual school fund at the end of the budget year shall be carried forward into the virtual school fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto.

*(3)* In preparing the budget of such school district, the amounts credited to and the amount on hand in the virtual school fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district. Interest earned on the investment of moneys in any such fund shall be credited to that fund.

(f) For the purposes of this section, a ~~pupil~~ *student* enrolled in a virtual school who is not a resident of the state of Kansas shall not be counted in the full-time equivalent enrollment of the virtual school. The virtual school shall record the permanent address of any ~~pupil~~ *student* enrolled in such virtual school.

*(g) For purposes of this section:*

*(1) "Full-time" means attendance in a virtual school for no less than six hours as determined pursuant to subsection (b).*

*(2) "Part-time" means attendance in a virtual school for less than six hours as determined pursuant to subsection (b).*

Sec. 67. K.S.A. 2016 Supp. 72-5333b is hereby amended to read as follows: 72-5333b. (a) The unified school district maintaining and operating a school on the Fort Leavenworth military reservation, being unified school district No. 207 of Leavenworth county, state of Kansas, shall have a governing body, which shall be known as the "Fort Leavenworth school district board of education" and which shall consist of three members who shall be appointed by, and serve at the pleasure of the commanding general of Fort Leavenworth. One member of the board shall be the president and one member shall be the vice-president. The commanding

general, when making any appointment to the board, shall designate which of the offices the member so appointed shall hold. Except as otherwise expressly provided in this section, the district board and the officers thereof shall have and may exercise all the powers, duties, authority and jurisdiction imposed or conferred by law on unified school districts and boards of education thereof, except such school district shall not offer or operate any of grades 10 through 12.

(b) The board of education of the school district shall not have the power to issue bonds.

(c) Except as otherwise expressly provided in this subsection, the provisions of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, apply to the school district. *As applied to the school district, the terms "local foundation aid" and "federal impact aid" shall not include any moneys received by the school district under subsection (3)(d)(2)(b) of public law 81-874.* Any *such* moneys received by the school district shall be deposited in the general fund of the school district or, at the discretion of the board of education, in the capital outlay fund of the school district.

Sec. 68. K.S.A. 2016 Supp. 72-64b01 is hereby amended to read as follows: 72-64b01. (a) No school district shall expend, use or transfer any moneys from the general fund of the district for the purpose of engaging in or supporting in any manner any litigation by the school district or any person, association, corporation or other entity against the state of Kansas, the state board of education, the state department of education, other state agency or any state officer or employee regarding *the Kansas school equity and enhancement act or* any *other* law concerning school finance. No such moneys shall be paid, donated or otherwise provided to any person, association, corporation or other entity and used for the purpose of any such litigation.

(b) Nothing in *section 15, and amendments thereto, or* this section shall be construed as prohibiting the expenditure, use or transfer of moneys from *that portion of* the proceeds of any tax levied by a school district pursuant to ~~K.S.A. 2016 Supp. 72-6472~~ *section 19,* and amendments thereto, *that was levied to finance a school district's local option budget,* for the purposes specified in subsection (a).

Sec. 69. K.S.A. 2016 Supp. 72-64c03 is hereby amended to read as follows: 72-64c03. The appropriation of moneys necessary to pay general state aid and supplemental general state aid under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, and state aid for the provision of special education and related services under the special education for exceptional children act shall be given first priority in the legislative budgeting process and shall be paid first from existing state revenues.

Sec. 70. K.S.A. 2016 Supp. 72-64c05 is hereby amended to read as follows: 72-64c05. Article 6 of the constitution of the state of Kansas states that the legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools; provide for a state board of education having general supervision of public schools, educational institutions and the educational interests of the state, except those delegated by law to the state board of regents; and make suitable provision for finance of the educational interests of the state. It is the purpose and intention of the legislature to provide a financing system for the education of kindergarten and grades one through 12 which provides students with the capacities set forth in K.S.A. 2016 Supp. 72-1127, and amendments thereto. Such financing system shall be sufficiently flexible for the legislature to consider and utilize financing methods from all available resources in order to satisfy the constitutional requirements under article 6. Such financing methods shall include, but are not limited to, the following:

(a) Federal funding to unified school districts or public schools, including any grants or federal assistance;

(b) subject to appropriations by the legislature, appropriations of state moneys for the improvement of public education, including, but not limited to, the following:

(1) Financing to unified school districts through the ~~classroom learn-~~

~~ing assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto;

(2) financing to unified school districts through any provisions which provide state aid, such as capital improvements state aid, capital outlay state aid and any other state aid paid, distributed or allocated to school districts on the basis of the assessed valuation of school districts;

(3) employer contributions to the Kansas public employees retirement system for public schools;

(4) appropriations to the Kansas children's cabinet for programs serving students enrolled in unified school districts in meeting the goal specified in K.S.A. 2016 Supp. 72-1127, and amendments thereto;

(5) appropriations to any programs which provide early learning to four-year-old children with the purpose of preparing them for success in public schools;

(6) appropriations to any programs, such as communities in schools, which provide individualized support to students enrolled in unified school districts in meeting the goal specified in K.S.A. 2016 Supp. 72-1127, and amendments thereto;

(7) transportation financing, including any transfers from the state general fund and state highway fund to the state department of education to provide technical education transportation, special education transportation or school bus safety;

(8) financing to other facilities providing public education to students, such as the Kansas state school for the blind, the Kansas state school for the deaf, school district juvenile detention facilities and the Flint Hills job corps center;

(9) appropriations relating to the Kansas academy of mathematics and science;

(10) appropriations relating to teaching excellence, such as scholarships, awards, training or in-service workshops;

(11) appropriations to the state board of regents to provide technical education incentives to unified school districts and tuition costs to postsecondary institutions which provide career technical education to secondary students; and

(12) appropriations to any postsecondary educational institution which provides postsecondary education to a secondary student without charging tuition to such student;

(c) any provision which authorizes the levying of local taxes for the purpose of financing public schools; and

(d) any transfer of funds or appropriations from one object or fund to another approved by the legislature for the purpose of financing public schools.

Sec. 71. K.S.A. 2016 Supp. 72-6622 is hereby amended to read as follows: 72-6622. In the event that all of the property acquired by any two cities under the provisions of K.S.A. 3-404 et seq., and amendments thereto, is included within the territory of a unified school district in which only one of such cities is located:

(a) One-half of the assessed valuation of such property shall be assigned to each of the two school districts in which such cities are located for the purposes of determining the assessed valuation of each district for ~~entitlement to~~*: (1) Supplemental state aid under section 17, and amendments thereto; and (2)* payment from the school district capital improvements fund *under K.S.A. 75-2319, and amendments thereto*;

(b) The revenue to be received by each district under subsection (c) shall be used as a receipt by such district in computing its ad valorem tax requirement for each tax levy fund; and

(c) Such property shall be subject to taxation for school purposes at a rate equal to the aggregate of all rates imposed for school purposes upon property located within the school district in which such property is located, but one-half of the proceeds derived from such levy shall be allocated to each of the two school districts in which such cities are located.

Sec. 72. K.S.A. 2016 Supp. 72-6624 is hereby amended to read as follows: 72-6624. (a) As used in this section:

(1) "School district" means unified school district No. 404, unified school district No. 493, unified school district No. 499 and unified school district No. 508.

(2) "Property" means any property, and improvements thereon, comprising a racetrack gaming facility or lottery gaming facility under the Kansas expanded lottery act located in Cherokee county.

(3) "State aid" means general state aid, *supplemental state aid,* capital improvements state aid, capital outlay state aid and any other state aid paid, distributed or allocated to school districts under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, or other law, and any other state aid paid, distributed or allocated to school districts on the basis of the assessed valuation of school districts.

(b) For the purposes of computing the assessed valuation of school districts for the payment, distribution or allocation of state aid and the levying of school taxes, ¼ of the assessed valuation of such property shall be assigned to each of the school districts.

(c) The provisions of this section shall not apply if the property is not or ceases to be used as a racetrack gaming facility or lottery gaming facility under the Kansas expanded lottery act.

Sec. 73. K.S.A. 2016 Supp. 72-6625 is hereby amended to read as follows: 72-6625. (a) As used in this section:

(1) "School district" means unified school district No. 507 and unified school district No. 374.

(2) "Property" means the following described property, and improvements thereon, comprised of 1,120 acres, more or less, located in Haskell county: All of Section 34, Township 29 South, Range 33 West and the West ½ of Section 3, Township 30 South, Range 33 West and the Northeast Quarter of Section 3, Township 30 South, Range 33 West.

(3) "State aid" means general state aid, *supplemental state aid,* capital improvements state aid, capital outlay state aid and any other state aid paid, distributed or allocated to school districts under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, or other law, and any other state aid paid, distributed or allocated to school districts on the basis of the assessed valuation of school districts.

(b) For the purposes of computing the assessed valuation of school districts for the payment, distribution or allocation of state aid and the levying of school taxes, ½ of the assessed valuation of such property shall be assigned to each of the school districts.

(c) The provisions of this section shall not apply if the property is not or ceases to be used for the production of ethanol.

Sec. 74. K.S.A. 2016 Supp. 72-6757 is hereby amended to read as follows: 72-6757. (a) As used in this section:

(1) "Receiving school district" means a school district of nonresidence of a pupil who attends school in such school district.

(2) "Sending school district" means a school district of residence of a pupil who attends school in a school district not of the pupil's residence.

(b) The board of education of any school district may make and enter into contracts with the board of education of any receiving school district located in this state for the purpose of providing for the attendance of pupils at school in the receiving school district.

(c) The board of education of any school district may make and enter into contracts with the governing authority of any accredited school district located in another state for the purpose of providing for the attendance of pupils from this state at school in such other state or for the attendance of pupils from such other state at school in this state.

(d) Pupils attending school in a receiving school district in accordance with a contract authorized by this section and made and entered into by such receiving school district with a sending school district located in this state shall be counted as regularly enrolled in and attending school in the sending school district for the purpose of computations under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto.

(e) Any contract made and entered into under authority of this section is subject to the following conditions:

(1) The contract shall be for the benefit of pupils who reside at inconvenient or unreasonable distances from the schools maintained by the sending school district or for pupils who, for any other reason deemed

sufficient by the board of education of the sending school district, should attend school in a receiving school district;

(2) the contract shall make provision for the payment of tuition by the sending school district to the receiving school district;

(3) if a sending school district is located in this state and the receiving school district is located in another state, the amount of tuition provided to be paid for the attendance of a pupil or pupils at school in the receiving school district shall not exceed ½ of the amount of the budget per pupil of the sending school district under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, for the current school year; and

(4) the contract shall make provision for transportation of pupils to and from the school attended on every school day.

(f) Amounts received pursuant to contracts made and entered into under authority of this section by a school district located in this state for enrollment and attendance of pupils at school in regular educational programs shall be deposited in the general fund of the school district.

(g) The provisions of subsection (e)(3) do not apply to unified school district No. ~~104, Jewell county~~ *107, Rock Hills*.

(h) The provisions of this section do not apply to contracts made and entered into under authority of the special education for exceptional children act.

(i) The provisions of this section are deemed to be alternative to the provisions of K.S.A. 72-8233, and amendments thereto, and no procedure or authorization under K.S.A. 72-8233, and amendments thereto, shall be limited by the provisions of this section.

Sec. 75. K.S.A. 2016 Supp. 72-67,115 is hereby amended to read as follows: 72-67,115. (a) The board of education of any school district may:

(1) Offer and teach courses and conduct preschool programs for children under the age of eligibility to attend kindergarten.

(2) Enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of such preschool programs.

(3) Contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.

(4) Prescribe and collect fees for providing such preschool programs.

(b) Fees for providing preschool programs shall be prescribed and collected only to recover the costs incurred as a result of and directly attributable to the establishment, operation and maintenance of the preschool programs. Revenues from fees collected by a board under this section shall be deposited in the general fund of the school district and shall be considered reimbursements to the district for the purpose of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, and may be expended whether the same have been budgeted or not and amounts so expended shall not be considered operating expenses.

Sec. 76. K.S.A. 2016 Supp. 72-7535 is hereby amended to read as follows: 72-7535. (a) In order to equip students with the knowledge and skills needed to become self-supporting and to enable students to make critical decisions regarding personal finances, the state board of education shall authorize and assist in the implementation of programs on teaching personal financial literacy.

(b) The state board of education shall develop a curriculum, materials and guidelines that local boards of education and governing authorities of accredited nonpublic schools may use in implementing the program of instruction on personal financial literacy. The state board of education shall adopt a glossary of personal financial literacy terms which shall be used by school districts when implementing the program on personal financial literacy.

(c) The state board of education shall develop state curriculum standards for personal financial literacy, for all grade levels, within the existing mathematics curriculum or another appropriate subject-matter curriculum.

(d) The state board of education shall encourage school districts when selecting textbooks for mathematics, economics, family and consumer science, accounting or other appropriate courses, to select those textbooks which contain substantive provisions on personal finance, including personal budgeting, credit, debt management and other topics concerning personal financial literacy.

(e) The state board of education shall include questions relating to personal financial literacy in the statewide assessments for mathematics or social studies required under ~~K.S.A. 2016 Supp. 72-6479~~ *section 42*, and amendments thereto. When the statewide assessments for mathematics or social studies are reviewed or rewritten, the state board of education shall examine the questions relating to personal financial literacy and rewrite such questions in order to determine if programs on personal financial literacy are equipping students with the knowledge and skills needed to become self-supporting and enabling students to make critical decisions regarding personal finances.

Sec. 77. K.S.A. 2016 Supp. 72-8187 is hereby amended to read as follows: 72-8187. (a) In each school year, to the extent that appropriations are available, each school district which has provided educational services for pupils residing at the Flint Hills job corps center, for pupils housed at a psychiatric residential treatment facility or for pupils confined in a juvenile detention facility is eligible to receive a grant of state moneys in an amount to be determined by the state board of education.

(b) In order to be eligible for a grant of state moneys provided for by this section, each school district which has provided educational services for pupils residing at the Flint Hills job corps center, for pupils housed at a psychiatric residential treatment facility or for pupils confined in a juvenile detention facility shall submit to the state board of education an application for a grant and shall certify the amount expended, and not reimbursed or otherwise financed, in the school year for the services provided. The application and certification shall be prepared in such form and manner as the state board shall require and shall be submitted at a time to be determined and specified by the state board. Approval by the state board of applications for grants of state moneys is prerequisite to the award of grants.

(c) Each school district which is awarded a grant under this section shall make such periodic and special reports of statistical and financial information to the state board as it may request.

(d) All moneys received by a school district under authority of this section shall be deposited in the general fund of the school district and shall be considered reimbursement of the district for the purpose of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto.

(e) The state board of education shall approve applications of school districts for grants, determine the amount of grants and be responsible for payment of grants to school districts. In determining the amount of a grant which a school district is eligible to receive, the state board shall compute the amount of state financial aid the district would have received on the basis of enrollment of pupils residing at the Flint Hills job corps center, housed at a psychiatric residential treatment facility or confined in a juvenile detention facility if such pupils had been counted as two pupils under the school district finance and quality performance act and compare such computed amount to the amount certified by the district under subsection (b). The amount of the grant the district is eligible to receive shall be an amount equal to the lesser of the amount computed under this subsection or the amount certified under subsection (b). If the amount of appropriations for the payment of grants under this section is insufficient to pay in full the amount each school district is determined to be eligible to receive for the school year, the state board shall prorate the amount appropriated among all school districts which are eligible to receive grants of state moneys in proportion to the amount each school district is determined to be eligible to receive.

(f) On or before July 1 of each year, the secretary for aging and disability services shall submit to the Kansas department of education a list of facilities which have been certified and licensed as psychiatric residential treatment facilities.

(g) As used in this section:

(1) "Enrollment" means the number of pupils who are: (A) Residing at the Flint Hills job corps center, confined in a juvenile detention facility or residing at a psychiatric residential treatment facility; and (B) for whom a school district is providing educational services on September 20, on November 20, or on April 20 of a school year, whichever is the greatest number of pupils;

(2) "juvenile detention facility" means any public or private facility which is used for the lawful custody of accused or adjudicated juvenile offenders and which shall not be a jail; and

(3) "psychiatric residential treatment facility" means a facility which provides psychiatric services to individuals under the age of 21 and which conforms with the regulations of the centers for medicare/medicaid services, is licensed and certified by the Kansas department for aging and disability services pursuant to subsection (f).

Sec. 78. K.S.A. 2016 Supp. 72-8190 is hereby amended to read as follows: 72-8190. (a) For the purpose of determination of *supplemental state aid under section 17, and amendments thereto, and* payments from the school district capital improvements fund under K.S.A. 75-2319, and amendments thereto, notwithstanding any provision of either such statutory section to the contrary, the term assessed valuation per pupil, as applied to unified school district No. 203, Wyandotte county, shall not include within its meaning the assessed valuation of property which is owned by Sunflower Racing, Inc. and operated as a racetrack facility known as the Woodlands. The meaning of assessed valuation per pupil as provided in this subsection, for the purposes specified in this subsection, and as applied to the unified school district designated in this subsection, shall be in force and effect for the 1994-95 and 1995-96 school years.

(b) (1) In the event unified school district No. 203, Wyandotte county, receives in any school year the proceeds from any taxes which may be paid upon the Woodlands for the 1994-95 school year or the 1995-96 school year or for both such school years, the state board of education shall deduct an amount equal to the amount of such tax proceeds from future payments of state aid to which the district is entitled.

(2) For the purposes of this subsection, the term "state aid" means payments from the school district capital improvements fund.

Sec. 79. K.S.A. 2016 Supp. 72-8230 is hereby amended to read as follows: 72-8230. (a) In the event the boards of education of any two or more school districts enter into a school district interlocal cooperation agreement for the purpose of jointly and cooperatively performing any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law to be performed by school districts of this state, the following conditions shall apply:

(1) A school district interlocal cooperation agreement shall establish a board of directors which shall be responsible for administering the joint or cooperative undertaking. The agreement shall specify the organization and composition of and manner of appointment to the board of directors. Only members of boards of education of school districts party to the agreement shall be eligible for membership on the board of directors. The terms of office of members of the board of directors shall expire concurrently with their terms as board of education members. Vacancies in the membership of the board of directors shall be filled within 30 days from the date of the vacancy in the manner specified in the agreement.

(2) A school district interlocal cooperation agreement may provide for the establishment and composition of an executive board. The members of the executive board, if established, shall be selected by the board of directors from its membership. The executive board shall exercise the powers, have the responsibilities, and perform the duties and functions of the board of directors to the extent authority to do so is delegated by the board of directors.

(3) A school district interlocal cooperation agreement shall be effective only after approval by the state board of education.

(4) A school district interlocal cooperation agreement shall be subject to change or termination by the legislature.

(5) The duration of a school district interlocal cooperation agreement for joint or cooperative action in performing any of the services, duties, functions, activities, obligations or responsibilities, other than the provi-

sion of special education services, which are authorized or required by law to be performed by school districts of this state, shall be for a term of at least three years but not exceeding five years.

(6) (A) The duration of a school district interlocal cooperation agreement for joint or cooperative action in providing special education services shall be perpetual unless the agreement is partially or completely terminated in accordance with this provision. This provision applies to every school district interlocal cooperation agreement for the provision of special education services entered into under authority of this section after the effective date of this act and to every such agreement entered into under this section prior to the effective date of this act, and extant on the effective date of this act, regardless of any provisions in such an agreement to the contrary.

(B) Partial termination of a school district interlocal cooperation agreement for the provision of special education services made and entered into by the boards of three or more school districts may be accomplished only upon petition for withdrawal from the agreement by a contracting school district to the other contracting school districts and approval by the state board of written consent to the petition by such other school districts or upon order of the state board after appeal to it by a school district from denial of consent to a petition for withdrawal and hearing thereon conducted by the state board. The state board shall consider all the testimony and evidence brought forth at the hearing and issue an order approving or disapproving withdrawal by the school district from the agreement.

(C) Complete termination of a school district interlocal cooperation agreement for the provision of special education services made and entered into by the boards of two school districts may be accomplished upon approval by the state board of a joint petition made to the state board for termination of the agreement by both of the contracting school districts after adoption of a resolution to that effect by each of the contracting school districts or upon petition for withdrawal from the agreement made by a contracting school district to the other contracting school district and approval by the state board of written consent to the petition by such other school district or upon order of the state board after appeal to it by a school district from denial of consent to a petition for withdrawal and hearing thereon conducted by the state board. The state board shall consider all the testimony and evidence brought forth at the hearing and issue an order approving or disapproving withdrawal by the school district from the agreement.

(D) Complete termination of a school district interlocal cooperation agreement for the provision of special education services made and entered into by the boards of three or more school districts may be accomplished only upon approval by the state board of a joint petition made to the state board for termination of the agreement by not less than ⅔ of the contracting school districts after adoption of a resolution to that effect by each of the contracting school districts seeking termination of the agreement. The state board shall consider the petition and approve or disapprove termination of the agreement.

(E) The state board shall take such action in approving or disapproving the complete or partial termination of a school district interlocal cooperation agreement for the provision of special education services as the state board deems to be in the best interests of the involved school districts and of the state as a whole in the provision of special education services for exceptional children. Whenever the state board has disapproved the complete or partial termination of such an agreement, no further action with respect to such agreement shall be considered or taken by the state board for a period of not less than three years.

(7) A school district interlocal cooperation agreement shall specify the method or methods to be employed for disposing of property upon partial or complete termination.

(8) Within the limitations provided by law, a school district interlocal cooperation agreement may be changed or modified by affirmative vote of not less than ⅔ of the contracting school districts.

(b) Except as otherwise specifically provided in this subsection, any power or powers, privileges or authority exercised or capable of exercise by any school district of this state, or by any board of education thereof, may be jointly exercised pursuant to the provisions of a school district

interlocal cooperation agreement. No power or powers, privileges or authority with respect to the levy and collection of taxes, the issuance of bonds, or the purposes and provisions of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, or title I of public law 874 shall be created or effectuated for joint exercise pursuant to the provisions of a school district interlocal cooperation agreement.

(c) Payments from the general fund of each school district which enters into any school district interlocal cooperation agreement for the purpose of financing the joint or cooperative undertaking provided for by the agreement shall be operating expenses.

(d) Upon partial termination of a school district interlocal cooperation agreement, the board of directors established under a renegotiated agreement thereof shall be the successor in every respect to the board of directors established under the former agreement.

(e) Nothing contained in this section shall be construed to abrogate, interfere with, impair, qualify or affect in any manner the exercise and enjoyment of all of the powers, privileges and authority conferred upon school districts and boards of education thereof by the provisions of the interlocal cooperation act, except that boards of education and school districts are required to comply with the provisions of this section when entering into an interlocal cooperation agreement that meets the definition of school district interlocal cooperation agreement.

(f) As used in this section:

(1) "School district interlocal cooperation agreement" means an agreement which is entered into by the boards of education of two or more school districts pursuant to the provisions of the interlocal cooperation act.

(2) "State board" means the state board of education.

Sec. 80. K.S.A. 2016 Supp. 72-8233 is hereby amended to read as follows: 72-8233. (a) In accordance with the provisions of this section, the boards of education of any two or more unified school districts may make and enter into agreements providing for the attendance of pupils residing in one school district at school in kindergarten or any of the grades one through 12 maintained by any such other school district. The boards of education may also provide by agreement for the combination of enrollments for kindergarten or one or more grades, courses or units of instruction.

(b) Prior to entering into any agreement under authority of this section, the board of education shall adopt a resolution declaring that it has made a determination that such an agreement should be made and that the making and entering into of such an agreement would be in the best interests of the educational system of the school district. Any such agreement is subject to the following conditions:

(1) The agreement may be for any term not exceeding a term of five years.

(2) The agreement shall be subject to change or termination by the legislature.

(3) Within the limitations provided by law, the agreement may be changed or terminated by mutual agreement of the participating boards of education.

(4) The agreement shall make provision for transportation of pupils to and from the school attended on every school day, for payment or sharing of the costs and expenses of pupil attendance at school, and for the authority and responsibility of the participating boards of education.

(c) Provision by agreements entered into under authority of this section for the attendance of pupils at school in a school district of nonresidence of such pupils shall be deemed to be *in* compliance with the kindergarten, grade, course and units of instruction requirements of law.

(d) The board of education of any school district which enters into an agreement under authority of this section for the attendance of pupils at school in another school district may discontinue kindergarten or any or all of the grades, courses and units of instruction specified in the agreement for attendance of pupils enrolled in kindergarten or any such grades, courses and units of instruction at school in such other school district. Upon discontinuing kindergarten or any grade, course or unit of instruction under authority of this subsection, the board of education may close

any school building or buildings operated or used for attendance by pupils enrolled in such discontinued kindergarten, grades, courses or units of instruction. The closing of any school building under authority of this subsection shall require a majority vote of the members of the board of education and shall require no other procedure or approval.

(e) Pupils attending school in a school district of nonresidence of such pupils in accordance with an agreement made and entered into under authority of this section shall be counted as regularly enrolled in and attending school in the school district of residence of such pupils for the purpose of computations under the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto.

(f) Pupils who satisfactorily complete grade 12 while in attendance at school in a school district of nonresidence of such pupils in accordance with the provisions of an agreement entered into under authority of this section shall be certified as having graduated from the school district of residence of such pupils unless otherwise provided for by the agreement.

Sec. 81. K.S.A. 2016 Supp. 72-8236 is hereby amended to read as follows: 72-8236. (a) The board of education of any school district may: (1) Establish, operate and maintain a child care facility; (2) enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of a child care facility; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of a child care facility; and (4) prescribe and collect fees for providing care at a child care facility.

(b) Fees for providing care at a child care facility established under authority of this section shall be prescribed and collected only to recover the costs incurred as a result of and directly attributable to the establishment, operation and maintenance of the child care facility. Revenues from fees collected by a board under this section shall be deposited in the general fund of the school district and shall be considered reimbursements to the district for the purpose of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto, and may be expended whether the same have been budgeted or not and amounts so expended shall not be considered operating expenses.

(c) Every school district which establishes, operates and maintains a child care facility shall be subject to the provisions contained in article 5 of chapter 65 of Kansas Statutes Annotated, and amendments thereto.

(d) As used in this section, the term "child" means any child who is three years of age or older, and any infant or toddler whose parent or parents are pupils or employees of a school district which establishes, operates and maintains, or cooperates in the establishment, operation and maintenance of, a child care facility under authority of this act.

Sec. 82. K.S.A. 2016 Supp. 72-8249 is hereby amended to read as follows: 72-8249. (a) There is hereby established in every school district a special reserve fund. Moneys in such fund shall be used to:

(1) Pay claims, judgments, expenses and other purposes relating to health care services, disability income benefits and group life insurance benefits as authorized by K.S.A. 72-8415a, and amendments thereto;

(2) pay costs relating to uninsured losses; and

(3) pay the cost of workers compensation insurance and workers compensation claims, awards, expenses and other purposes authorized by the workers compensation act.

~~Moneys in such fund may be transferred to the general fund of the school district as approved by the board of education.~~

(b) Any balance remaining in the special reserve fund at the end of the budget year shall be carried forward into that reserve fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the special reserve fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district. Interest earned on the investment of moneys in any such fund shall be credited to that fund.

Sec. 83. K.S.A. 2016 Supp. 72-8250 is hereby amended to read as follows: 72-8250. (a) There is hereby established in every school district a textbook and student materials revolving fund. Moneys in such fund shall be used to:

(1) Purchase any items designated in K.S.A. 72-5389, and amendments thereto;

(2) pay the cost of materials or other items used in curricular, extracurricular or other school-related activities; and

(3) purchase textbooks as authorized by K.S.A. 72-4141, and amendments thereto.

~~Moneys in such fund may be transferred to the general fund of the school district as approved by the board of education.~~

(b) Any balance remaining in the textbook and student materials revolving fund at the end of the budget year shall be carried forward into that fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the textbook and student materials revolving fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district. ~~Interest earned on the investment of moneys in any such fund shall be credited to that fund.~~

Sec. 84. K.S.A. 2016 Supp. 72-8251 is hereby amended to read as follows: 72-8251. Whenever a school district is required by law to make any payment during the month of June and there is insufficient revenue to make such payment as a result of the payment of state aid after the date prescribed by the state board of education pursuant to ~~K.S.A. 2016 Supp. 72-6466~~ *section 7*, and amendments thereto, the school district shall make such payment as soon as moneys are available.

Sec. 85. K.S.A. 2016 Supp. 72-8302 is hereby amended to read as follows: 72-8302. (a) The board of education of a school district may provide or furnish transportation for ~~pupils~~ *students* who are enrolled in the school district to or from any school of the school district or to or from any school of another school district attended by such ~~pupils~~ *students* in accordance with the provisions of an agreement entered into under authority of K.S.A. 72-8233, and amendments thereto.

(b) (1) When any or all of the conditions specified in this provision exist, the board of education of a school district shall provide or furnish transportation for ~~pupils~~ *students* who reside in the school district and who attend any school of the school district or who attend any school of another school district in accordance with the provisions of an agreement entered into under authority of K.S.A. 72-8233, and amendments thereto. The conditions which apply to the requirements of this provision are as follows:

(A) The residence of the ~~pupil~~ *student* is inside or outside the corporate limits of a city, the school building attended is outside the corporate limits of a city and the school building attended is more than 2½ miles by the usually traveled road from the residence of the ~~pupil~~ *student*; or

(B) the residence of the ~~pupil~~ *student* is outside the corporate limits of a city, the school building attended is inside the corporate limits of a city and the school building attended is more than 2½ miles by the usually traveled road from the residence of the ~~pupil~~ *student*; or

(C) the residence of the ~~pupil~~ *student* is inside the corporate limits of one city, the school building attended is inside the corporate limits of a different city and the school building attended is more than 2½ miles by the usually traveled road from the residence of the ~~pupil~~ *student*.

(2) The provisions of this subsection are subject to the provisions of subsections (c) and (d).

(c) The board of education of every school district is authorized to adopt rules and regulations to govern the conduct, control and discipline of all ~~pupils~~ *students* while being transported in school buses. The board may suspend or revoke the transportation privilege or entitlement of any ~~pupil~~ *student* who violates any rules and regulations adopted by the board under authority of this subsection.

(d) The board of education of every school district may suspend or revoke the transportation privilege or entitlement of any ~~pupil~~ *student*

who is detained at school at the conclusion of the school day for violation of any rules and regulations governing ~~pupil~~ *student* conduct or for disobedience of an order of a teacher or other school authority. Suspension or revocation of the transportation privilege or entitlement of any ~~pupil~~ *student* specified in this subsection shall be limited to the school day or days on which the ~~pupil~~ *student* is detained at school. The provisions of this subsection do not apply to any ~~pupil~~ *student* who has been determined to be an exceptional child, except gifted children, under the provisions of the special education for exceptional children act.

(e) (1) Subject to the limitations specified in this subsection, the board of education of any school district may prescribe and collect fees to offset, totally or in part, the costs incurred for the provision or furnishing of transportation for ~~pupils~~ *students*. The limitations which apply to the authorization granted by this subsection are as follows:

(A) Fees for the provision or furnishing of transportation for ~~pupils~~ *students* shall be prescribed and collected only to recover the costs incurred as a result of and directly attributable to the provision or furnishing of transportation for ~~pupils~~ *students* and only to the extent that such costs are not reimbursed from any other source provided by law;

(B) fees for the provision or furnishing of transportation may not be assessed against or collected from any ~~pupil~~ *student who is counted in determining the transportation weighting of the school district under the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto, or any student* who is determined to be a child with disabilities under the provisions of the special education for exceptional children act or any ~~pupil~~ *student* who is eligible for free or reduced price meals under the national school lunch act or any ~~pupil~~ *student* who is entitled to transportation under the provisions of K.S.A. 72-8306(a), and amendments thereto, and who resides 2½ miles or more by the regular route of a school bus from the school attended;

(C) fees for the provision or furnishing of transportation for ~~pupils~~ *students* in accordance with the provisions of an agreement entered into under authority of K.S.A. 72-8233 or 72-8307, and amendments thereto, shall be controlled by the provisions of the agreement.

(2) All moneys received by a school district from fees collected under this subsection shall be deposited in the general fund of the district.

Sec. 86. K.S.A. 2016 Supp. 72-8309 is hereby amended to read as follows: 72-8309. (a) The board of education of a school district shall not furnish or provide transportation for ~~pupils or~~ students who reside in another school district except in accordance with the written consent of the board of education of the school district in which such ~~pupil or~~ student resides, or in accordance with an order issued by a board of education under the provisions of K.S.A. 72-1046b, and amendments thereto, or in accordance with the provisions of an agreement entered into under authority of K.S.A. 72-8233, and amendments thereto.

(b) A school district may transport a nonresident ~~pupil or~~ student if such ~~pupil or~~ student boards the school bus within the boundaries or on the boundary of the transporting school district. To the extent that the provisions of this subsection conflict with the provisions of subsection (a), the provisions of subsection (a) shall control.

*(c) No student who is furnished or provided transportation by a school district that is not the school district in which the student resides shall be counted in the computation of the school district's transportation weighting under the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto.*

Sec. 87. K.S.A. 2016 Supp. 72-8316 is hereby amended to read as follows: 72-8316. (a) Any board of education, pursuant to a policy developed and adopted by it, may provide for the use of district-owned or leased school buses when such buses are not being used for regularly required school purposes. The policy may provide for:

(1) (A) Transporting parents and other adults to or from school-related functions or activities; (B) transporting ~~pupils~~ *students* to or from functions or activities sponsored by organizations, the membership of which is principally composed of children of school age; and (C) transporting persons engaged in field trips in connection with their participation in an adult education program maintained by the transporting

school district or by any other school district, within or outside the boundaries of the transporting school district; and

(2) contracting with: (A) The governing body of any township, city or county for transportation of individuals, groups or organizations; (B) the governing authority of any nonpublic school for transportation of ~~pupils~~ *students* attending such nonpublic school to or from interschool or intraschool functions or activities; (C) the board of trustees of any community college for transportation of students enrolled in such community college to or from attendance at class at the community college or to and from functions or activities of the community college; (D) a public recreation commission established and operated under the laws of this state, for any purposes related to the operation of the recreation commission and all programs and services thereof; (E) the board of education of any other school district for transportation, on a cooperative and shared-cost basis, of ~~pupils~~ *students*, school personnel, parents and other adults to or from school-related functions or activities; or (F) a four-year college or university, area vocational school or area vocational-technical school for transportation of students to or from attendance at class at the four-year college or university, area vocational school or area vocational-technical school or for transportation of students, alumni and other members of the public to or from functions or activities of the four-year college or university, area vocational school or area vocational-technical school.

*(b) The costs related to the use of school buses under the authority of this section shall not be considered in determining the transportation weighting of a school district under the Kansas school equity and enhancement act, section 3 et seq., and amendments thereto.*

~~(b)~~*(c)* Transportation fees may be charged by the board to offset, totally or in part, the costs incurred for the use of school buses under authority of this section.

~~(c)~~*(d)* Any revenues received by a board of education as transportation fees or under any contract entered into pursuant to this section shall be deposited in the general fund of the school district and shall be considered reimbursements to the school district for the purpose of the ~~classroom learning assuring student success act, K.S.A. 2016 Supp. 72-6463~~ *Kansas school equity and enhancement act, section 3* et seq., and amendments thereto. Such revenues may be expended whether the same have been budgeted or not.

~~(d)~~*(e)* The provisions of K.S.A. 8-1556(c), and amendments thereto, apply to the use of school buses under authority of this section.

Sec. 88. K.S.A. 2016 Supp. 72-8415b is hereby amended to read as follows: 72-8415b. (a) Any school district that elects to become a self-insurer under the provisions of K.S.A. 72-8414, and amendments thereto, may transfer moneys from its general fund to the special reserve fund of the district as provided by ~~K.S.A. 2016 Supp. 72-6478~~ *section 42*, and amendments thereto.

(b) Any community college that elects to become a self-insurer under the provisions of K.S.A. 72-8414, and amendments thereto, may transfer such amounts from its general fund to the health care services reserve fund or the disability income benefits reserve fund, or the group life benefit reserve fund, or all three, as may be deemed necessary to meet the cost of health care services or disability income benefits, or group life insurance claims, whichever is applicable.

Sec. 89. K.S.A. 2016 Supp. 72-8801 is hereby amended to read as follows: 72-8801. (a) The board of education of any school district may make an annual tax levy at a mill rate not to exceed the statutorily prescribed mill rate upon the taxable tangible property in the school district for the purposes specified in this act and*, with respect to any redevelopment district established prior to July 1, 2017, pursuant to K.S.A. 12-1771, and amendments thereto,* for the purpose of paying a portion of the principal and interest on bonds issued by cities under the authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. No levy shall be made under this act until a resolution is adopted by the board of education in the following form:

Unified School District No. _____,

_____ County, Kansas.

RESOLUTION

Be It Resolved that:

The above-named school board shall be authorized to make an annual tax levy ~~for a period not to exceed _____ years~~ in an amount not to exceed _____ mills upon the taxable tangible property in the school district for the purpose of acquisition, construction, reconstruction, repair, remodeling, additions to, furnishing, maintaining and equipping of school district property and equipment necessary for school district purposes, including: (1) ~~Acquisition of~~ Computer software; (2) ~~acquisition of~~ performance uniforms; (3) housing and boarding pupils enrolled in an area vocational school operated under the board; (4) architectural expenses; (5) ~~acquisition of~~ building sites; (6) undertaking and maintenance of asbestos control projects; (7) ~~acquisition of~~ school buses; *(8) utility expenses; (9) property and casualty insurance;* and ~~(8) acquisition of~~ *(10)* other fixed assets, and *with respect to any redevelopment district established prior to July 1, 2017, pursuant to K.S.A. 12-1771, and amendments thereto,* for the purpose of paying a portion of the principal and interest on bonds issued by cities under the authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. The tax levy authorized by this resolution may be made, unless a petition in opposition to the same, signed by not less than 10% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within 40 calendar days after the last publication of this resolution. In the event a petition is filed, the county election officer shall submit the question of whether the tax levy shall be authorized to the electors in the school district at an election called for that purpose or at the next general election, as is specified by the board of education of the above school district.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the board of education of Unified School District No. _____, _____ County, Kansas, on the _____ day of _____, _____.

_____

Clerk of the board of education.

All of the blanks in the above resolution shall be appropriately filled. The blank preceding the word ~~"years" shall be filled with a specific number, and the blank preceding the word~~ "mills" shall be filled with a specific number~~, and no word shall be inserted in either of the blanks~~. The resolution shall be published once a week for two consecutive weeks in a newspaper having general circulation in the school district. If no petition as specified above is filed in accordance with the provisions of the resolution, the board of education may make the tax levy specified in the resolution. If a petition is filed as provided in the resolution, the board of education may notify the county election officer of the date of an election to be held to submit the question of whether the tax levy shall be authorized. If the board of education fails to notify the county election officer within 60 calendar days after a petition is filed, the resolution shall be deemed abandoned and no like resolution shall be adopted by the board of education within the nine months following the first publication of the resolution.

(b) As used in this act:

(1) "Unconditionally authorized to make a capital outlay tax levy" means that the school district has adopted a resolution under this section, has published the same, and either that the resolution was not protested or that it was protested and an election has been held by which the tax levy specified in the resolution was approved;

(2) "statutorily prescribed mill rate" means: (A) Eight mills; (B) the mill levy rate in excess of eight mills if the resolution fixing such rate was approved at an election prior to the effective date of this act; or (C) the mill levy rate in excess of eight mills if no petition or no sufficient petition was filed in protest to a resolution fixing such rate in excess of eight mills and the protest period for filing such petition has expired;

(3) "asbestos control project" means any activity which is necessary or incidental to the control of asbestos-containing material in buildings

of school districts and includes, but not by way of limitation, any activity undertaken for the removal or encapsulation of asbestos-containing material, for any remodeling, renovation, replacement, rehabilitation or other restoration necessitated by such removal or encapsulation, for conducting inspections, reinspections and periodic surveillance of buildings, performing response actions, and developing, implementing and updating operations and maintenance programs and management plans;

(4) "asbestos" means the asbestiform varieties of chrysotile (serpentine), crocidolite (riebeckite), amosite (cummingtonitegrunerite), anthophyllite, tremolite, and actinolite; and

(5) "asbestos-containing material" means any material or product which contains more than 1% asbestos.

Sec. 90. K.S.A. 72-8803 is hereby amended to read as follows: 72-8803. There is hereby established in every school district of the state a fund which shall be called the capital outlay fund. The capital outlay fund shall consist of all moneys deposited therein or transferred thereto in accordance with law. The proceeds of any tax levied under article 88 of chapter 72 of Kansas Statutes Annotated, *and amendments thereto, shall be deposited in the capital outlay fund of the school district making such levy*, except for an amount to pay a portion of the principal and interest on bonds issued by cities under the authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district, ~~shall be deposited in the capital outlay fund of the school district making such levy~~ *with respect to any redevelopment district established prior to July 1, 2017, pursuant to K.S.A. 12-1771, and amendments thereto*.

Sec. 91. K.S.A. 2016 Supp. 72-8804 is hereby amended to read as follows: 72-8804. (a) Any moneys in the capital outlay fund of any school district and any moneys received from issuance of bonds under K.S.A. 72-8805 or 72-8810, and amendments thereto, may be used for the purpose of the acquisition, construction, reconstruction, repair, remodeling, additions to, furnishing, maintaining and equipping of school district property and equipment necessary for school district purposes, including: (1) ~~Acquisition of~~ Computer software; (2) ~~acquisition of~~ performance uniforms; (3) housing and boarding pupils enrolled in an area vocational school operated under the board of education; (4) architectural expenses; (5) ~~acquisition of~~ building sites; (6) undertaking and maintenance of asbestos control projects; (7) ~~acquisition of~~ school buses; *(8) utility expenses; (9) property and casualty insurance;* and ~~(8) acquisition of~~ *(10)* other fixed assets~~, and, for school years 2015-2016 and 2016-2017, subject to the provisions of K.S.A. 2016 Supp. 72-6478, and amendments thereto, may be transferred to the general fund of the school district as approved by the board of education~~.

(b) The board of education of any school district is hereby authorized to invest any portion of the capital outlay fund of the school district which is not currently needed in investments authorized by K.S.A. 12-1675, and amendments thereto, in the manner prescribed therein, or may invest the same in direct obligations of the United States government maturing or redeemable at par and accrued interest within three years from date of purchase, the principal and interest whereof is guaranteed by the government of the United States. All interest received on any such investment shall upon receipt thereof be credited to the capital outlay fund.

Sec. 92. K.S.A. 2016 Supp. 72-8908 is hereby amended to read as follows: 72-8908. As used in this act:

(a) "Juvenile" means a person who is less than 18 years of age;

(b) "adult" means a person who is 18 years of age or older;

(c) "felony" means any crime designated a felony by the laws of Kansas or the United States;

(d) "misdemeanor" means any crime designated a misdemeanor by the laws of Kansas or the United States;

(e) "school day" means any day on which school is maintained;

(f) "school year" ~~has the meaning ascribed thereto in K.S.A. 2016 Supp. 72-6464~~ *means the same as such term is defined in section 4*, and amendments thereto;

(g) "counsel" means any person a pupil selects to represent and advise the pupil at all proceedings conducted pursuant to the provisions of this act; and

(h) "principal witness" means any witness whose testimony is of major importance in support of the charges upon which a proposed suspension or expulsion from school is based, or in determination of material questions of fact.

Sec. 93. K.S.A. 2016 Supp. 72-9509 is hereby amended to read as follows: 72-9509. (a) There is hereby established in every school district a fund which shall be called the bilingual education fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. ~~Amounts deposited in the bilingual education fund may be used for the payment of expenses directly attributable to bilingual education or may be transferred to the general fund of the school district as approved by the board of education~~ *The expenses of a school district directly attributable to such bilingual education programs shall be paid from the bilingual education fund. Moneys deposited in or otherwise transferred to the bilingual education fund shall only be expended for those costs directly attributable to the provision of bilingual education programs*.

(b) Any balance remaining in the bilingual education fund at the end of the budget year shall be carried forward into the bilingual education fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the bilingual education fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district. ~~Interest earned on the investment of moneys in any such fund shall be credited to that fund.~~

(c) Each year the board of education of each school district shall prepare and submit to the state board a report on the bilingual education program and assistance provided by the district. Such report shall include information specifying the number of pupils who were served or provided assistance, the type of service provided, the research upon which the district relied in determining that a need for service or assistance existed, the results of providing such service or assistance and any other information required by the state board.

Sec. 94. K.S.A. 2016 Supp. 72-9609 is hereby amended to read as follows: 72-9609. There is hereby established in every school district a fund which shall be called the professional development fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by the school district from whatever source for professional development programs established under this act shall be credited to the fund established by this section. ~~Amounts deposited in the professional development fund may be used for the payment of expenses directly attributable to professional development or may be transferred to the general fund of the school district as approved by the board of education~~ *The expenses of a school district directly attributable to professional development programs shall be paid from the professional development fund*.

Sec. 95. K.S.A. 2016 Supp. 72-99a02 is hereby amended to read as follows: 72-99a02. As used in the tax credit for low income students scholarship program act:

(a) "Contributions" means monetary gifts or donations and in-kind contributions, gifts or donations that have an established market value.

(b) "Department" means the Kansas department of revenue.

(c) "Educational scholarship" means an amount not to exceed $8,000 per school year provided to an eligible student, or to a qualified school with respect to an eligible student, to cover all or a portion of the costs of education including tuition, fees and expenses of a qualified school and, if applicable, the costs of transportation to a qualified school if provided by such qualified school.

(d) "Eligible student" means a child who:

(1) (A) Qualifies as an at-risk pupil as defined in K.S.A. 72-6407, prior to its repeal, and who is attending a public school; or (B) has been eligible to receive an educational scholarship under this program and has not graduated from high school or reached 21 years of age;

(2) resides in Kansas while eligible for an educational scholarship; and

(3) (A) was enrolled in any public school in the previous school year in which an educational scholarship is first sought for the child; or (B) is

eligible to be enrolled in any public school in the school year in which an educational scholarship is first sought for the child and the child is under the age of six years.

(e) "Parent" includes a guardian, custodian or other person with authority to act on behalf of the child.

(f) "Program" means the tax credit for low income students scholarship program established in K.S.A. 2016 Supp. 72-99a01 through 72-99a07, and amendments thereto.

(g) "Public school" means a school that would qualify as either a title I focus school or a title I priority school as described by the state board under the elementary and secondary education act flexibility waiver as amended in January 2013, and is operated by a school district.

(h) "Qualified school" means any nonpublic school that provides education to elementary or secondary students, has notified the state board of its intention to participate in the program and complies with the requirements of the program.

(i) "Scholarship granting organization" means an organization that complies with the requirements of this program and provides educational scholarships to eligible students or to qualified schools in which parents have enrolled eligible students.

(j) "School district" or "district" means any unified school district organized and operating under the laws of this state.

(k) "School year" shall have the meaning ascribed thereto in ~~K.S.A. 2016 Supp. 72-6464~~ *section 4*, and amendments thereto.

(l) "Secretary" means the secretary of revenue.

(m) "State board" means the state board of education.

Sec. 96. On and after July 1, 2018, K.S.A. 2016 Supp. 72-99a02, as amended by section 95 of this act, is hereby amended to read as follows: 72-99a02. As used in the tax credit for low income students scholarship program act:

(a) "Contributions" means monetary gifts or donations and in-kind contributions, gifts or donations that have an established market value.

(b) "Department" means the Kansas department of revenue.

(c) "Educational scholarship" means an amount not to exceed $8,000 per school year provided to an eligible student, or to a qualified school with respect to an eligible student, to cover all or a portion of the costs of education including tuition, fees and expenses of a qualified school and, if applicable, the costs of transportation to a qualified school if provided by such qualified school.

(d) "Eligible student" means a child who:

(1) (A) ~~Qualifies as an at-risk pupil as defined in K.S.A. 72-6407, prior to its repeal~~ *Is an at-risk student, as defined in section 4, and amendments thereto*, and who is attending a public school; or (B) has been eligible to receive an educational scholarship under this program and has not graduated from high school or reached 21 years of age;

(2) resides in Kansas while eligible for an educational scholarship; and

(3) (A) was enrolled in any public school in the previous school year in which an educational scholarship is first sought for the child; or (B) is eligible to be enrolled in any public school in the school year in which an educational scholarship is first sought for the child and the child is under the age of six years.

(e) "Parent" includes a guardian, custodian or other person with authority to act on behalf of the child.

(f) "Program" means the tax credit for low income students scholarship program established in K.S.A. 2016 Supp. 72-99a01 through 72-99a07, and amendments thereto.

(g) "Public school" means a school that ~~would qualify as either a title I focus school or a title I priority school as described by the state board under the elementary and secondary education act flexibility waiver as amended in January 2013 and~~ is operated by a school district*, and identified by the state board as one of the lowest 100 performing schools with respect to student achievement among all schools operated by school districts for the current school year*.

(h) "Qualified school" means any nonpublic school that provides education to elementary or secondary students, has notified the state board of its intention to participate in the program and complies with the requirements of the program. *On and after July 1, 2020, a qualified school*

*shall be accredited by the state board or a national or regional accrediting agency that is recognized by the state board for the purpose of satisfying the teaching performance assessment for professional licensure.*

(i) "Scholarship granting organization" means an organization that complies with the requirements of this program and provides educational scholarships to eligible students or to qualified schools in which parents have enrolled eligible students.

(j) "School district" or "district" means any unified school district organized and operating under the laws of this state.

(k) "School year" shall have the meaning ascribed thereto in section 4, and amendments thereto.

(l) "Secretary" means the secretary of revenue.

(m) "State board" means the state board of education.

Sec. 97. K.S.A. 2016 Supp. 72-99a07 is hereby amended to read as follows: 72-99a07. (a) *(1)* There shall be allowed a credit against the corporate income tax liability imposed upon a taxpayer pursuant to the Kansas income tax act, the privilege tax liability imposed upon a taxpayer pursuant to the privilege tax imposed upon any national banking association, state bank, trust company or savings and loan association pursuant to article 11 of chapter 79 of the Kansas Statutes Annotated, and amendments thereto, and the premium tax liability imposed upon a taxpayer pursuant to the premiums tax and privilege fees imposed upon an insurance company pursuant to K.S.A. 40-252, and amendments thereto, for tax years commencing after December 31, 2014, *and ending before January 1, 2017,* an amount equal to 70% of the amount contributed to a scholarship granting organization authorized pursuant to K.S.A. 2016 Supp. 72-99a01 et seq., and amendments thereto.

*(2) There shall be allowed a credit against the tax liability imposed upon a taxpayer pursuant to the Kansas income tax act, the privilege tax liability imposed upon a taxpayer pursuant to the privilege tax imposed upon any national banking association, state bank, trust company or savings and loan association pursuant to article 11 of chapter 79 of the Kansas Statutes Annotated, and amendments thereto, and the premium tax liability imposed upon a taxpayer pursuant to the premiums tax and privilege fees imposed upon an insurance company pursuant to K.S.A. 40-252, and amendments thereto, for tax years commencing after December 31, 2016, an amount equal to 70% of the amount contributed to a scholarship granting organization authorized pursuant to K.S.A. 2016 Supp. 72-99a01 et seq., and amendments thereto. In no event shall the total amount of contributions for any taxpayer allowed under this subsection exceed $500,000 for any tax year.*

(b) The credit shall be claimed and deducted from the taxpayer's tax liability during the tax year in which the contribution was made to any such scholarship granting organization.

(c) For each tax year, in no event shall the total amount of credits allowed under this section exceed $10,000,000 for any one tax year. Except as otherwise provided, the allocation of such tax credits for each scholarship granting organization shall be determined by the scholarship granting organization in consultation with the secretary, and such determination shall be completed prior to the issuance of any tax credits pursuant to this section.

(d) If the amount of any such tax credit claimed by a taxpayer exceeds the taxpayer's income, privilege or premium tax liability, such excess amount may be carried over for deduction from the taxpayer's income, privilege or premium tax liability in the next succeeding year or years until the total amount of the credit has been deducted from tax liability.

(e) The secretary shall adopt rules and regulations regarding filing of documents that support the amount of credit claimed pursuant to this section.

Sec. 98. K.S.A. 2016 Supp. 74-4939a is hereby amended to read as follows: 74-4939a. On and after the effective date of this act for each fiscal year commencing with fiscal year 2005, notwithstanding the provisions of K.S.A. 74-4939, and amendments thereto, or any other statute, all moneys appropriated for the department of education from the state general fund commencing with fiscal year 2005, and each ensuing fiscal year thereafter, by appropriation act of the legislature, in the KPERS – employer contributions account and all moneys appropriated for the department of ed-

ucation from the state general fund or any special revenue fund for each fiscal year commencing with fiscal year 2005, and each ensuing fiscal year thereafter, by any such appropriation act in that account or any other account for payment of employer contributions for school districts, shall be distributed by the department of education to school districts in accordance with this section. Notwithstanding the provisions of K.S.A. 74-4939, and amendments thereto, ~~for school year 2015-2016,~~ the department of education shall disburse to each school district that is an eligible employer as specified in K.S.A. 74-4931(1), and amendments thereto, an amount ~~in accordance with K.S.A. 2016 Supp. 72-6465(a)(6), and amendments thereto, which shall be disbursed pursuant to K.S.A. 2016 Supp. 72-6465, and amendments thereto. Notwithstanding the provisions of K.S.A. 74-4939, and amendments thereto, for school year 2016-2017, the department of education shall disburse to each school district that is an eligible employer as specified in K.S.A. 74-4931(1), and amendments thereto, an amount in accordance with K.S.A. 2016 Supp. 72-6465(b)(4), and amendments thereto, which shall be disbursed pursuant to K.S.A. 2016 Supp. 72-6465, and amendments thereto~~ *certified by the board of trustees of the Kansas public employees retirement system that is equal to the participating employer's obligation of such school district to the system in accordance with policies and procedures that are hereby authorized and directed to be adopted by the state board of education for the purposes of this section and in accordance with any requirements prescribed by the board of trustees of the Kansas public employees retirement system*. Upon receipt of each such disbursement of moneys, the school district shall deposit the entire amount thereof into a special retirement contributions fund of the school district, which shall be established by the school district in accordance with such policies and procedures and which shall be used for the sole purpose of receiving such disbursements from the department of education and making the remittances to the system in accordance with this section and such policies and procedures. Upon receipt of each such disbursement of moneys from the department of education, the school district shall remit, in accordance with the provisions of such policies and procedures and in the manner and on the date or dates prescribed by the board of trustees of the Kansas public employees retirement system, an equal amount to the Kansas public employees retirement system from the special retirement contributions fund of the school district to satisfy such school district's obligation as a participating employer. Notwithstanding the provisions of K.S.A. 74-4939, and amendments thereto, each school district that is an eligible employer as specified in K.S.A. 74-4931(1), and amendments thereto, shall show within the budget of such school district all amounts received from disbursements into the special retirement contributions fund of such school district. Notwithstanding the provisions of any other statute, no official action of the school board of such school district shall be required to approve a remittance to the system in accordance with this section and such policies and procedures. All remittances of moneys to the system by a school district in accordance with this subsection and such policies and procedures shall be deemed to be expenditures of the school district.

Sec. 99. K.S.A. 2016 Supp. 74-8925 is hereby amended to read as follows: 74-8925. (a) For the purposes of this act, the term "taxing subdivision" shall include the county, the city, the unified school district and any other taxing subdivision levying real property taxes, the territory or jurisdiction of which includes any currently existing or subsequently created redevelopment district. The term "real property taxes" includes all taxes levied on an ad valorem basis upon land and improvements thereon, other than the property tax levied pursuant to the provisions of ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto, or any other property tax levied by or on behalf of a school district.

(b) All tangible taxable property located within a redevelopment district shall be assessed and taxed for ad valorem tax purposes pursuant to law in the same manner that such property would be assessed and taxed if located outside such district, and all ad valorem taxes levied on such property shall be paid to and collected by the county treasurer in the same manner as other taxes are paid and collected. Except as otherwise provided in this section, the county treasurer shall distribute such taxes as may be collected in the same manner as if such property were located

outside a redevelopment district. Each redevelopment district established under the provisions of this act shall constitute a separate taxing unit for the purpose of the computation and levy of taxes.

(c) Beginning with the first payment of taxes which are levied following the date of approval of any redevelopment district established pursuant to K.S.A. 74-8921, and amendments thereto, real property taxes received by the county treasurer resulting from taxes which are levied subject to the provisions of this act by and for the benefit of a taxing subdivision, as herein defined, on property located within such redevelopment district constituting a separate taxing unit under the provisions of this section, shall be divided as follows:

(1) From the taxes levied each year subject to the provisions of this act by or for each of the taxing subdivisions upon property located within a redevelopment district constituting a separate taxing unit under the provisions of this act, the county treasurer first shall allocate and pay to each such taxing subdivision all of the real property taxes collected which are produced from that portion of the current assessed valuation of such real property located within such separate taxing unit which is equal to the total assessed value of such real property on the date of the establishment of the redevelopment district.

(2) Any real property taxes produced from that portion of the current assessed valuation of real property within the redevelopment district constituting a separate taxing unit under the provisions of this section in excess of an amount equal to the total assessed value of such real property on the effective date of the establishment of the district shall be allocated and paid by the county treasurer according to specified percentages of the tax increment expressly agreed upon and consented to by the governing bodies of the county and school district in which the redevelopment district is located. The amount of the real property taxes allocated and payable to the authority under the agreement shall be paid by the county treasurer to the treasurer of the state. The remaining amount of the real property taxes not payable to the authority shall be allocated and paid in the same manner as other ad valorem taxes. Any real property taxes paid to the state treasurer under this section shall be deposited in the redevelopment bond finance fund of the authority which is created pursuant to K.S.A. 74-8927, and amendments thereto, to pay the costs of any approved redevelopment project, including the payment of principal of and interest on any bonds issued by the authority to finance, in whole or in part, such project. When such bonds and interest thereon have been paid, all moneys thereafter received from real property taxes within such redevelopment district shall be allocated and paid to the respective taxing subdivisions in the same manner as are other ad valorem taxes. If such bonds and interest thereon have been paid before the completion of a project, the authority may continue to use such moneys for any purpose authorized by the redevelopment agreement until such time as the project costs are paid or reimbursed, but for a period not to exceed the final scheduled maturity of the bonds.

(d) In any redevelopment plan or in the proceedings for the issuing of any bonds by the authority to finance a project, the property tax increment portion of taxes provided for in subsection (c)(2) may be irrevocably pledged for the payment of the principal of and interest on such bonds. The authority may adopt a redevelopment plan in which only a specified percentage of the tax increment realized from taxpayers in the redevelopment district is pledged to the payment of costs.

Sec. 100. K.S.A. 2016 Supp. 74-99b43 is hereby amended to read as follows: 74-99b43. (a) The Kansas development finance authority is hereby authorized to issue special obligation bonds pursuant to K.S.A. 74-8901 et seq., and amendments thereto, in one or more series to finance the undertaking of any bioscience development project in accordance with the provisions of this act. No special obligation bonds may be issued pursuant to this section unless the Kansas development finance authority has received a resolution of the board of the authority requesting the issuance of such bonds. Such special obligation bonds shall be made payable, both as to principal and interest from one or more of the following, as directed by the authority:

(1) From ad valorem tax increments allocated to, and paid into the

bioscience development bond fund for the payment of the project costs of a bioscience development project under the provisions of this section;

(2) from any private sources, contributions or other financial assistance from the state or federal government;

(3) from a pledge of a portion or all of the revenue received from transient guest, sales and use taxes collected pursuant to K.S.A. 12-1696 et seq., 79-3601 et seq., 79-3701 et seq. and 12-187 et seq., and amendments thereto, and which are collected from taxpayers doing business within that portion of the bioscience development district and paid into the bioscience development bond fund;

(4) from a pledge of a portion or all increased revenue received by any city from franchise fees collected from utilities and other businesses using public right-of-way within the bioscience development district; or

(5) by any combination of these methods.

(b) All tangible taxable property located within a bioscience development district shall be assessed and taxed for ad valorem tax purposes pursuant to law in the same manner that such property would be assessed and taxed if located outside such district, and all ad valorem taxes levied on such property shall be paid to and collected by the county treasurer in the same manner as other taxes are paid and collected. Except as otherwise provided in this section, the county treasurer shall distribute such taxes as may be collected in the same manner as if such property were located outside a bioscience development district. Each bioscience development district established under the provisions of this act shall constitute a separate taxing unit for the purpose of the computation and levy of taxes.

(c) Beginning with the first payment of taxes which are levied following the date of the establishment of the bioscience development district real property taxes received by the county treasurer resulting from taxes which are levied subject to the provisions of this act by and for the benefit of a taxing subdivision, as defined in K.S.A. 2016 Supp. 12-1770a, and amendments thereto, on property located within such bioscience development district constituting a separate taxing unit under the provisions of this section, shall be divided as follows:

(1) From the taxes levied each year subject to the provisions of this act by or for each of the taxing subdivisions upon property located within a bioscience development district constituting a separate taxing unit under the provisions of this act, the county treasurer first shall allocate and pay to each such taxing subdivision all of the real property taxes collected which are produced from the base year assessed valuation.

(2) Any real property taxes, except for property taxes levied for schools pursuant to ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto, produced from that portion of the current assessed valuation of real property within the bioscience development district constituting a separate taxing unit under the provisions of this section in excess of the base year assessed valuation shall be allocated and paid by the county treasurer to the bioscience development bond fund to pay the bioscience development project costs including the payment of principal and interest on any special obligation bonds to finance, in whole or in part, such bioscience development projects.

(d) The authority may pledge the bioscience development bond fund or other available revenue to the repayment of such special obligation bonds prior to, simultaneously with, or subsequent to the issuance of such special obligation bonds.

(e) Any bonds issued under the provisions of this act and the interest paid thereon, unless specifically declared to be taxable in the authorizing resolution of the Kansas development finance authority, shall be exempt from all state, county and municipal taxes, and the exemption shall include income, estate and property taxes.

Sec. 101. K.S.A. 75-2318 is hereby amended to read as follows: 75-2318. *(a)* Upon receiving an application under K.S.A. 75-2317, and amendments thereto, the state board of education shall review the application and examine the evidence furnished in support of the application.

*(b) (1) Commencing in school year 2017-2018, the state board of education shall not approve any application submitted during the current school year if such approval would result in the aggregate amount of all*

*general obligation bonds approved by the state board for such school year exceeding the aggregate principal amount of all general obligation bonds retired in the immediately preceding school year. In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:*

*(A) Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation;*

*(B) enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;*

*(C) impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology; and*

*(D) energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation.*

*(2) The state board shall not consider a school district's eligibility for capital improvement state aid, or the amount of capital improvement state aid a school district would be eligible to receive, in determining whether to approve such district's application.*

*(3) The provisions of subsection (b)(1) shall not apply to school districts that have not issued any general obligation bonds in the 25 years prior to the current school year.*

*(c)* After reviewing the application and examining the supportive evidence, the state board of education shall issue an order either granting or denying the application. If the application is approved, the applicant board of education shall request the county election officer to hold an election to vote upon the question of issuing the increased amount of bonds in the manner provided by law.

*(d) Any application that is denied pursuant to subsection (b) may be tentatively approved by the state board of education for the immediately succeeding school year. The amount of general obligation bonds approved in any such application shall be counted first towards the aggregate amount of all general obligation bonds approved by the state board for such school year.*

*(e) Commencing in school year 2017-2018, the state board of education shall determine the aggregate principal amount of general obligation bonds retired in the immediately preceding school year.*

*(f) The provisions of subsections (b), (d) and (e) shall expire on June 30, 2022.*

Sec. 102. K.S.A. 2016 Supp. 75-2319 is hereby amended to read as follows: 75-2319. (a) There is hereby established in the state treasury the school district capital improvements fund. The fund shall consist of all amounts transferred thereto under the provisions of subsection (c).

(b) In each school year, each school district which is obligated to make payments from its capital improvements fund shall be entitled to receive payment from the school district capital improvements fund in an amount determined by the state board of education as provided in this subsection.

(1) For general obligation bonds approved for issuance at an election held prior to July 1, 2015, the state board of education shall:

(A) Determine the amount of the assessed valuation per pupil (AVPP) of each school district in the state *for the preceding school year* and round such amount to the nearest $1,000. The rounded amount is the AVPP of a school district for the purposes of this subsection (b)(1);

(B) determine the median AVPP of all school districts;

(C) prepare a schedule of dollar amounts using the amount of the median AVPP of all school districts as the point of beginning. The schedule of dollar amounts shall range upward in equal $1,000 intervals from the point of beginning to and including an amount that is equal to the amount of the AVPP of the school district with the highest AVPP of all school districts and shall range downward in equal $1,000 intervals from the point of beginning to and including an amount that is equal to the

amount of the AVPP of the school district with the lowest AVPP of all school districts;

(D) determine a state aid percentage factor for each school district by assigning a state aid computation percentage to the amount of the median AVPP shown on the schedule, decreasing the state aid computation percentage assigned to the amount of the median AVPP by one percentage point for each $1,000 interval above the amount of the median AVPP, and increasing the state aid computation percentage assigned to the amount of the median AVPP by one percentage point for each $1,000 interval below the amount of the median AVPP. Except as provided by K.S.A. 2016 Supp. 75-2319c, and amendments thereto, the state aid percentage factor of a school district is the percentage assigned to the schedule amount that is equal to the amount of the AVPP of the school district. The state aid percentage factor of a school district shall not exceed 100%. The state aid computation percentage is 25%;

(E) determine the amount of payments that a school district is obligated to make from its bond and interest fund attributable to general obligation bonds approved for issuance at an election held prior to July 1, 2015; and

(F) multiply the amount determined under subsection (b)(1)(E) by the applicable state aid percentage factor.

(2) For general obligation bonds approved for issuance at an election held on or after July 1, 2015, the state board of education shall:

(A) Determine the amount of the AVPP of each school district in the state *for the preceding school year* and round such amount to the nearest $1,000. The rounded amount is the AVPP of a school district for the purposes of this subsection (b)(2);

(B) prepare a schedule of dollar amounts using the amount of the AVPP of the school district with the lowest AVPP of all school districts as the point of beginning. The schedule of dollar amounts shall range upward in equal $1,000 intervals from the point of beginning to and including an amount that is equal to the amount of the AVPP of the school district with the highest AVPP of all school districts;

(C) determine a state aid percentage factor for each school district by assigning a state aid computation percentage to the amount of the lowest AVPP shown on the schedule and decreasing the state aid computation percentage assigned to the amount of the lowest AVPP by one percentage point for each $1,000 interval above the amount of the lowest AVPP. Except as provided by K.S.A. 2016 Supp. 75-2319c, and amendments thereto, the state aid percentage factor of a school district is the percentage assigned to the schedule amount that is equal to the amount of the AVPP of the school district. The state aid computation percentage is 75%;

(D) determine the amount of payments that a school district is obligated to make from its bond and interest fund attributable to general obligation bonds approved for issuance at an election held on or after July 1, 2015; and

(E) multiply the amount determined under subsection (b)(2)(D) by the applicable state aid percentage factor.

(3) For general obligation bonds approved for issuance at an election held on or before June 30, 2016, the sum of the amount determined under subsection (b)(1)(F) and the amount determined under subsection (b)(2)(E) is the amount of payment the school district is entitled to receive from the school district capital improvements fund in the school year.

(4) For general obligation bonds approved for issuance at an election held on or after July 1, 2016, the amount determined under subsection (b)(2)(E) is the amount of payment the school district shall receive from the school district capital improvements fund in the school year, except the total amount of payments school districts receive from the school district capital improvements fund in the school year for such bonds shall not exceed the six-year average amount of capital improvement state aid as determined by the state board of education.

(A) The state board of education shall determine the six-year average amount of capital improvement state aid by calculating the average of the total amount of moneys expended per year from the school district capital improvements fund in the immediately preceding six fiscal years, not to include the current fiscal year.

(B) (i) Subject to clause (ii), the state board of education shall pri-

oritize the allocations to school districts from the school district capital improvements fund in accordance with the priorities set forth as follows in order of highest priority to lowest priority:

(a) Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation;

(b) enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;

(c) impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology; and

(d) energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation.

(ii) In allocating capital improvement state aid, the state board shall give higher priority to those school districts with a lower AVPP compared to the other school districts that are to receive capital improvement state aid under this section.

(C) On and after July 1, 2016, the state board of education shall approve the amount of state aid payments a school district shall receive from the school district capital improvements fund pursuant to subsection (b)(5) prior to an election to approve the issuance of general obligation bonds.

(5) *Except as provided in subsections (b)(6) and (b)(7),* the sum of the amounts determined under subsection (b)(3) and the amount determined or allocated to the district by the state board of education pursuant to subsection (b)(4), is the amount of payment the school district is entitled to receive from the school district capital improvements fund in the school year.

*(6) A school district that had an enrollment of less than 260 students in the school year immediately preceding the school year in which an election is held to approve the issuance of general obligation bonds shall not be entitled to receive payments from the school district capital improvements fund unless such school district applied for and received approval from the state board of education to issue such bonds prior to holding an election to approve such bond issuance. The provisions of this paragraph shall apply to general obligation bonds approved for issuance at an election held on or after July 1, 2017, that are issued for the purpose of financing the construction of new school facilities.*

*(7) For general obligation bonds approved for issuance at an election held on or after July 1, 2017, in determining the amount under subsection (b)(2)(D), the state board shall exclude payments for any capital improvement project, or portion thereof, that proposes to construct, reconstruct or remodel a facility that would be used primarily for extracurricular activities, unless the construction, reconstruction or remodeling of such facility is necessary due to concerns relating to the safety of the current facility or disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation.*

(c) The state board of education shall certify to the director of accounts and reports the entitlements of school districts determined under the provisions of subsection (b), and an amount equal thereto shall be transferred by the director from the state general fund to the school district capital improvements fund for distribution to school districts. All transfers made in accordance with the provisions of this subsection shall be considered to be demand transfers from the state general fund, except that all such transfers during the fiscal years ending ~~June 30, 2013,~~ June 30,~~ 2014~~ *2017*, June 30,~~ 2015~~ *2018*, and June 30,~~ 2016~~ *2019*, shall be considered to be revenue transfers from the state general fund.

(d) Payments from the school district capital improvements fund shall be distributed to school districts at times determined by the state board of education to be necessary to assist school districts in making scheduled payments pursuant to contractual bond obligations. The state board of education shall certify to the director of accounts and reports the amount due each school district entitled to payment from the fund, and the director of accounts and reports shall draw a warrant on the state treasurer

payable to the treasurer of the school district. Upon receipt of the warrant, the treasurer of the school district shall credit the amount thereof to the bond and interest fund of the school district to be used for the purposes of such fund.

(e) The provisions of this section apply only to contractual obligations incurred by school districts pursuant to general obligation bonds issued upon approval of a majority of the qualified electors of the school district voting at an election upon the question of the issuance of such bonds.

(f) On or before the first day of the legislative session in 2017, and each year thereafter, the state board of education shall prepare and submit a report to the legislature that includes information on school district elections held on or after July 1, 2016, to approve the issuance of general obligation bonds and the amount of payments school districts were approved to receive from the school district capital improvements fund pursuant to subsection (b)(4)(C).

Sec. 103. K.S.A. 2016 Supp. 79-201x is hereby amended to read as follows: 79-201x. For taxable years ~~2015 and 2016~~ *2017 and 2018*, the following described property, to the extent herein specified, shall be and is hereby exempt from the property tax levied pursuant to the provisions of ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto: Property used for residential purposes to the extent of $20,000 of its appraised valuation.

Sec. 104. K.S.A. 2016 Supp. 79-213 is hereby amended to read as follows: 79-213. (a) Any property owner requesting an exemption from the payment of ad valorem property taxes assessed, or to be assessed, against their property shall be required to file an initial request for exemption, on forms approved by the state board of tax appeals and provided by the county appraiser.

(b) The initial exemption request shall identify the property for which the exemption is requested and state, in detail, the legal and factual basis for the exemption claimed.

(c) The request for exemption shall be filed with the county appraiser of the county where such property is principally located.

(d) After a review of the exemption request, and after a preliminary examination of the facts as alleged, the county appraiser shall recommend that the exemption request either be granted or denied, and, if necessary, that a hearing be held. If a denial is recommended, a statement of the controlling facts and law relied upon shall be included on the form.

(e) The county appraiser, after making such written recommendation, shall file the request for exemption and the recommendations of the county appraiser with the state board of tax appeals. With regard to a request for exemption from property tax pursuant to the provisions of K.S.A. 79-201g and 82a-409, and amendments thereto, not filed with the board of tax appeals by the county appraiser on or before the effective date of this act, if the county appraiser recommends the exemption request be granted, the exemption shall be provided in the amount recommended by the county appraiser and the county appraiser shall not file the request for exemption and recommendations of the county appraiser with the state board of tax appeals. The county clerk or county assessor shall annually make such adjustment in the taxes levied against the real property as the owner may be entitled to receive under the provisions of K.S.A. 79-201g, and amendments thereto, as recommended by the county appraiser, beginning with the first period, following the date of issue of the certificate of completion on which taxes are regularly levied, and during the years which the landowner is entitled to such adjustment.

(f) Upon receipt of the request for exemption, the board shall docket the same and notify the applicant and the county appraiser of such fact.

(g) After examination of the request for exemption and the county appraiser's recommendation related thereto, the board may fix a time and place for hearing, and shall notify the applicant and the county appraiser of the time and place so fixed. A request for exemption pursuant to: (1) Section 13 of article 11 of the constitution of the state of Kansas; or (2) K.S.A. 79-201a *Second*, and amendments thereto, for property constructed or purchased, in whole or in part, with the proceeds of revenue bonds under the authority of K.S.A. 12-1740 to 12-1749, inclusive, and amendments thereto, prepared in accordance with instructions and assis-

tance which shall be provided by the department of commerce, shall be deemed approved unless scheduled for hearing within 30 days after the date of receipt of all required information and data relating to the request for exemption, and such hearing shall be conducted within 90 days after such date. Such time periods shall be determined without regard to any extension or continuance allowed to either party to such request. In any case where a party to such request for exemption requests a hearing thereon, the same shall be granted. Hearings shall be conducted in accordance with the provisions of the Kansas administrative procedure act. In all instances where the board sets a request for exemption for hearing, the county shall be represented by its county attorney or county counselor.

(h) Except as otherwise provided by subsection (g), in the event of a hearing, the same shall be originally set not later than 90 days after the filing of the request for exemption with the board.

(i) During the pendency of a request for exemption, no person, firm, unincorporated association, company or corporation charged with real estate or personal property taxes pursuant to K.S.A. 79-2004 and 79-2004a, and amendments thereto, on the tax books in the hands of the county treasurer shall be required to pay the tax from the date the request is filed with the county appraiser until the expiration of 30 days after the board issued its order thereon and the same becomes a final order. In the event that taxes have been assessed against the subject property, no interest shall accrue on any unpaid tax for the year or years in question nor shall the unpaid tax be considered delinquent from the date the request is filed with the county appraiser until the expiration of 30 days after the board issued its order thereon. In the event the board determines an application for exemption is without merit and filed in bad faith to delay the due date of the tax, the tax shall be considered delinquent as of the date the tax would have been due pursuant to K.S.A. 79-2004 and 79-2004a, and amendments thereto, and interest shall accrue as prescribed therein.

(j) In the event the board grants the initial request for exemption, the same shall be effective beginning with the date of first exempt use except that, with respect to property the construction of which commenced not to exceed 24 months prior to the date of first exempt use, the same shall be effective beginning with the date of commencement of construction.

(k) In conjunction with its authority to grant exemptions, the board shall have the authority to abate all unpaid taxes that have accrued from and since the effective date of the exemption. In the event that taxes have been paid during the period where the subject property has been determined to be exempt, the board shall have the authority to order a refund of taxes for the year immediately preceding the year in which the exemption application is filed in accordance with subsection (a).

(l) The provisions of this section shall not apply to: (1) Farm machinery and equipment exempted from ad valorem taxation by K.S.A. 79-201j, and amendments thereto; (2) personal property exempted from ad valorem taxation by K.S.A. 79-215, and amendments thereto; (3) wearing apparel, household goods and personal effects exempted from ad valorem taxation by K.S.A. 79-201c, and amendments thereto; (4) livestock; (5) all property exempted from ad valorem taxation by K.S.A. 79-201d, and amendments thereto; (6) merchants' and manufacturers' inventories exempted from ad valorem taxation by K.S.A. 79-201m, and amendments thereto; (7) grain exempted from ad valorem taxation by K.S.A. 79-201n, and amendments thereto; (8) property exempted from ad valorem taxation by K.S.A. 79-201a *Seventeenth*, and amendments thereto, including all property previously acquired by the secretary of transportation or a predecessor in interest, which is used in the administration, construction, maintenance or operation of the state system of highways. The secretary of transportation shall at the time of acquisition of property notify the county appraiser in the county in which the property is located that the acquisition occurred and provide a legal description of the property acquired; (9) property exempted from ad valorem taxation by K.S.A. 79-201a *Ninth*, and amendments thereto, including all property previously acquired by the Kansas turnpike authority which is used in the administration, construction, maintenance or operation of the Kansas turnpike. The Kansas turnpike authority shall at the time of acquisition of property

notify the county appraiser in the county in which the property is located that the acquisition occurred and provide a legal description of the property acquired; (10) aquaculture machinery and equipment exempted from ad valorem taxation by K.S.A. 79-201j, and amendments thereto. As used in this section, "aquaculture" has the same meaning ascribed thereto by K.S.A. 47-1901, and amendments thereto; (11) Christmas tree machinery and equipment exempted from ad valorem taxation by K.S.A. 79-201j, and amendments thereto; (12) property used exclusively by the state or any municipality or political subdivision of the state for right-of-way purposes. The state agency or the governing body of the municipality or political subdivision shall at the time of acquisition of property for right-of-way purposes notify the county appraiser in the county in which the property is located that the acquisition occurred and provide a legal description of the property acquired; (13) machinery, equipment, materials and supplies exempted from ad valorem taxation by K.S.A. 79-201w, and amendments thereto; (14) vehicles owned by the state or by any political or taxing subdivision thereof and used exclusively for governmental purposes; (15) property used for residential purposes which is exempted pursuant to K.S.A. 79-201x, and amendments thereto, from the property tax levied pursuant to ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto; (16) from and after July 1, 1998, vehicles which are owned by an organization having as one of its purposes the assistance by the provision of transit services to the elderly and to disabled persons and which are exempted pursuant to K.S.A. 79-201 *Ninth*, and amendments thereto; (17) from and after July 1, 1998, motor vehicles exempted from taxation by K.S.A. 79-5107(e), and amendments thereto; (18) commercial and industrial machinery and equipment exempted from property or ad valorem taxation by K.S.A. 2016 Supp. 79-223, and amendments thereto; (19) telecommunications machinery and equipment and railroad machinery and equipment exempted from property or ad valorem taxation by K.S.A. 2016 Supp. 79-224, and amendments thereto; and (20) property exempted from property or ad valorem taxation by K.S.A. 2016 Supp. 79-234, and amendments thereto.

(m) The provisions of this section shall apply to property exempt pursuant to the provisions of section 13 of article 11 of the constitution of the state of Kansas.

(n) The provisions of subsection (k) as amended by this act shall be applicable to all exemption applications filed in accordance with subsection (a) after December 31, 2001.

Sec. 105. K.S.A. 2016 Supp. 79-2001 is hereby amended to read as follows: 79-2001. (a) As soon as the county treasurer receives the tax roll of the county, the treasurer shall enter in a column opposite the description of each tract or parcel of land the amount of unpaid taxes and the date of unredeemed sales, if any, for previous years on such land. The treasurer shall cause a notice to be published in the official county paper once each week for three consecutive weeks, stating in the notice the amount of taxes charged for state, county, township, school, city or other purposes for that year, on each $1,000 of valuation.

(b) Each year after receipt of the tax roll from the county clerk and before December 15, the treasurer shall mail to each taxpayer, as shown by the rolls, a tax statement which indicates the taxing unit, assessed value of real and personal property, the mill levy and tax due. In addition, with respect to land devoted to agricultural use, such statement shall indicate the acreage and description of each parcel of such land. The tax statement shall also indicate separately each parcel of real property which is separately classified for property tax purposes. The county appraiser shall provide the information necessary for the county treasurer to comply with the provisions of this section. The tax statement also may include the intangible tax due the county. All items may be on one statement or may be shown on separate statements and may be on a form prescribed by the county treasurer. The statement shall be mailed to the last known address of the taxpayer or to a designee authorized by the taxpayer to accept the tax statement, if the designee has an interest in receiving the statement. When any statement is returned to the county treasurer for failure to find the addressee, the treasurer shall make a diligent effort to find a forwarding address of the taxpayer and mail the statement to the new address. All tax statements mailed pursuant to this section shall be

mailed by first-class mail. The requirement for mailing a tax statement shall extend only to the initial statement required to be mailed in each year and to any follow-up required by this section.

(c) For tax year 1998, and all tax years thereafter, after receipt of the tax roll from the county clerk and before December 15, the treasurer shall mail to each taxpayer, as shown by the tax rolls, a tax information form which indicates the taxing unit, assessed value of real property for the current and next preceding taxable year, the mill levy for the current and next preceding taxable year and, in the case of unified school districts, the mill levy required by ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto, shall be separately indicated, the tax due and an itemization of each taxing unit's mill levy for the current and next preceding taxable year and the percentage change in the amount of revenue produced therefrom, if any. In addition, with respect to land devoted to agricultural use, such form shall indicate the acreage and description of each parcel of such land. The tax information form shall also indicate separately each parcel of real property which is separately classified for property tax purposes. The county appraiser shall provide the information necessary for the county treasurer to comply with the provisions of this section. The tax information form may be separate from the tax statement or a part of the tax statement. The tax information form shall be in a format prescribed by the director of property valuation. The tax information form shall be mailed to the last known address of the taxpayer. When a tax information form is returned to the county treasurer for failure to find the addressee, the treasurer shall make a diligent effort to find a forwarding address of the taxpayer and mail the tax information form to the new address. All tax information forms mailed pursuant to this section shall be mailed by first class mail.

Sec. 106. K.S.A. 2016 Supp. 79-2925b is hereby amended to read as follows: 79-2925b. (a) Without a majority vote so providing, the governing body of any municipality shall not approve any appropriation or budget, as the case requires, which may be funded by revenue produced from property taxes, and which provides for funding with such revenue in an amount exceeding that of the next preceding year, adjusted to reflect changes in the consumer price index for all urban consumers as published by the United States department of labor for the preceding calendar year. If the total tangible property valuation in any municipality increases from the next preceding year due to increases in the assessed valuation of existing tangible property and such increase exceeds changes in the consumer price index, the governing body shall lower the amount of ad valorem tax to be levied to the amount of ad valorem tax levied in the next preceding year, adjusted to reflect changes in the consumer price index. This subsection shall not apply to ad valorem taxes levied under K.S.A. 76-6b01 and 76-6b04 and ~~K.S.A. 2016 Supp. 72-6470~~ *section 14*, and amendments thereto, and any other ad valorem tax levy which was previously approved by the voters of such municipality. Notwithstanding the requirements of this subsection, nothing herein shall prohibit a municipality from increasing the amount of ad valorem tax to be levied if the municipality approves the proposed increase with a majority vote of the governing body by the adoption of a resolution and publishes its vote to approve the appropriation or budget including the increase as provided in subsection (c).

(b) Revenue that, in the current year, is produced and attributable to the taxation of:

(1) New improvements to real property;

(2) increased personal property valuation;

(3) property located within added jurisdictional territory; or

(4) property which has changed in use shall not be considered when determining whether revenue produced from property has increased from the next preceding year.

(c) In the event the governing body votes to approve any appropriation or budget, as the case requires, which may be funded by revenue produced from property taxes, and which provides for funding with such revenue in an amount exceeding that of the next preceding year as provided in subsection (a), notice of such vote shall be published in the official county newspaper of the county where such municipality is located.

(d) The provisions of this section shall be applicable to all fiscal and budget years commencing on and after the effective date of this act.

(e) The provisions of this section shall not apply to revenue received from property tax levied for the sole purpose of repayment of the principal of and interest upon bonded indebtedness, temporary notes and no-fund warrants.

(f) For purposes of this section:

(1) "Municipality" means any political subdivision of the state which levies an ad valorem tax on property and includes, but is not limited to, any township, municipal university, school district, community college, drainage district or other taxing district;

(2) "municipality" shall not include:

(A) Any such political subdivision or taxing district which receives $1,000 or less in revenue from property taxes in the current year; or

(B) any city or county.

Sec. 107. K.S.A. 2016 Supp. 79-32,117 is hereby amended to read as follows: 79-32,117. (a) The Kansas adjusted gross income of an individual means such individual's federal adjusted gross income for the taxable year, with the modifications specified in this section.

(b) There shall be added to federal adjusted gross income:

(i) Interest income less any related expenses directly incurred in the purchase of state or political subdivision obligations, to the extent that the same is not included in federal adjusted gross income, on obligations of any state or political subdivision thereof, but to the extent that interest income on obligations of this state or a political subdivision thereof issued prior to January 1, 1988, is specifically exempt from income tax under the laws of this state authorizing the issuance of such obligations, it shall be excluded from computation of Kansas adjusted gross income whether or not included in federal adjusted gross income. Interest income on obligations of this state or a political subdivision thereof issued after December 31, 1987, shall be excluded from computation of Kansas adjusted gross income whether or not included in federal adjusted gross income.

(ii) Taxes on or measured by income or fees or payments in lieu of income taxes imposed by this state or any other taxing jurisdiction to the extent deductible in determining federal adjusted gross income and not credited against federal income tax. This paragraph shall not apply to taxes imposed under the provisions of K.S.A. 79-1107 or 79-1108, and amendments thereto, for privilege tax year 1995, and all such years thereafter.

(iii) The federal net operating loss deduction.

(iv) Federal income tax refunds received by the taxpayer if the deduction of the taxes being refunded resulted in a tax benefit for Kansas income tax purposes during a prior taxable year. Such refunds shall be included in income in the year actually received regardless of the method of accounting used by the taxpayer. For purposes hereof, a tax benefit shall be deemed to have resulted if the amount of the tax had been deducted in determining income subject to a Kansas income tax for a prior year regardless of the rate of taxation applied in such prior year to the Kansas taxable income, but only that portion of the refund shall be included as bears the same proportion to the total refund received as the federal taxes deducted in the year to which such refund is attributable bears to the total federal income taxes paid for such year. For purposes of the foregoing sentence, federal taxes shall be considered to have been deducted only to the extent such deduction does not reduce Kansas taxable income below zero.

(v) The amount of any depreciation deduction or business expense deduction claimed on the taxpayer's federal income tax return for any capital expenditure in making any building or facility accessible to the handicapped, for which expenditure the taxpayer claimed the credit allowed by K.S.A. 79-32,177, and amendments thereto.

(vi) Any amount of designated employee contributions picked up by an employer pursuant to K.S.A. 12-5005, 20-2603, 74-4919 and 74-4965, and amendments thereto.

(vii) The amount of any charitable contribution made to the extent the same is claimed as the basis for the credit allowed pursuant to K.S.A. 79-32,196, and amendments thereto.

(viii) The amount of any costs incurred for improvements to a swine facility, claimed for deduction in determining federal adjusted gross in-

come, to the extent the same is claimed as the basis for any credit allowed pursuant to K.S.A. 2016 Supp. 79-32,204, and amendments thereto.

(ix) The amount of any ad valorem taxes and assessments paid and the amount of any costs incurred for habitat management or construction and maintenance of improvements on real property, claimed for deduction in determining federal adjusted gross income, to the extent the same is claimed as the basis for any credit allowed pursuant to K.S.A. 79-32,203, and amendments thereto.

(x) Amounts received as nonqualified withdrawals, as defined by K.S.A. 2016 Supp. 75-643, and amendments thereto, if, at the time of contribution to a family postsecondary education savings account, such amounts were subtracted from the federal adjusted gross income pursuant to K.S.A. 79-32,117(c)(xv), and amendments thereto, or if such amounts are not already included in the federal adjusted gross income.

(xi) The amount of any contribution made to the same extent the same is claimed as the basis for the credit allowed pursuant to K.S.A. 2016 Supp. 74-50,154, and amendments thereto.

(xii) For taxable years commencing after December 31, 2004, amounts received as withdrawals not in accordance with the provisions of K.S.A. 2016 Supp. 74-50,204, and amendments thereto, if, at the time of contribution to an individual development account, such amounts were subtracted from the federal adjusted gross income pursuant to subsection (c)(xiii), or if such amounts are not already included in the federal adjusted gross income.

(xiii) The amount of any expenditures claimed for deduction in determining federal adjusted gross income, to the extent the same is claimed as the basis for any credit allowed pursuant to K.S.A. 2016 Supp. 79-32,217 through 79-32,220 or 79-32,222, and amendments thereto.

(xiv) The amount of any amortization deduction claimed in determining federal adjusted gross income to the extent the same is claimed for deduction pursuant to K.S.A. 2016 Supp. 79-32,221, and amendments thereto.

(xv) The amount of any expenditures claimed for deduction in determining federal adjusted gross income, to the extent the same is claimed as the basis for any credit allowed pursuant to K.S.A. 2016 Supp. 79-32,223 through 79-32,226, 79-32,228 through 79-32,231, 79-32,233 through 79-32,236, 79-32,238 through 79-32,241, 79-32,245 through 79-32,248 or 79-32,251 through 79-32,254, and amendments thereto.

(xvi) The amount of any amortization deduction claimed in determining federal adjusted gross income to the extent the same is claimed for deduction pursuant to K.S.A. 2016 Supp. 79-32,227, 79-32,232, 79-32,237, 79-32,249, 79-32,250 or 79-32,255, and amendments thereto.

(xvii) The amount of any amortization deduction claimed in determining federal adjusted gross income to the extent the same is claimed for deduction pursuant to K.S.A. 2016 Supp. 79-32,256, and amendments thereto.

(xviii) For taxable years commencing after December 31, 2006, the amount of any ad valorem or property taxes and assessments paid to a state other than Kansas or local government located in a state other than Kansas by a taxpayer who resides in a state other than Kansas, when the law of such state does not allow a resident of Kansas who earns income in such other state to claim a deduction for ad valorem or property taxes or assessments paid to a political subdivision of the state of Kansas in determining taxable income for income tax purposes in such other state, to the extent that such taxes and assessments are claimed as an itemized deduction for federal income tax purposes.

(xix) For all taxable years beginning after December 31, 2012, the amount of any: (1) Loss from business as determined under the federal internal revenue code and reported from schedule C and on line 12 of the taxpayer's form 1040 federal individual income tax return; (2) loss from rental real estate, royalties, partnerships, S corporations, except those with wholly owned subsidiaries subject to the Kansas privilege tax, estates, trusts, residual interest in real estate mortgage investment conduits and net farm rental as determined under the federal internal revenue code and reported from schedule E and on line 17 of the taxpayer's form 1040 federal individual income tax return; and (3) farm loss as determined under the federal internal revenue code and reported from schedule F and on line 18 of the taxpayer's form 1040 federal income tax

return; all to the extent deducted or subtracted in determining the taxpayer's federal adjusted gross income. For purposes of this subsection, references to the federal form 1040 and federal schedule C, schedule E, and schedule F, shall be to such form and schedules as they existed for tax year 2011, and as revised thereafter by the internal revenue service.

(xx) For all taxable years beginning after December 31, 2012, the amount of any deduction for self-employment taxes under section 164(f) of the federal internal revenue code as in effect on January 1, 2012, and amendments thereto, in determining the federal adjusted gross income of an individual taxpayer, to the extent the deduction is attributable to income reported on schedule C, E or F and on line 12, 17 or 18 of the taxpayer's form 1040 federal income tax return.

(xxi) For all taxable years beginning after December 31, 2012, the amount of any deduction for pension, profit sharing, and annuity plans of self-employed individuals under section 62(a)(6) of the federal internal revenue code as in effect on January 1, 2012, and amendments thereto, in determining the federal adjusted gross income of an individual taxpayer.

(xxii) For all taxable years beginning after December 31, 2012, the amount of any deduction for health insurance under section 162(l) of the federal internal revenue code as in effect on January 1, 2012, and amendments thereto, in determining the federal adjusted gross income of an individual taxpayer.

(xxiii) For all taxable years beginning after December 31, 2012, the amount of any deduction for domestic production activities under section 199 of the federal internal revenue code as in effect on January 1, 2012, and amendments thereto, in determining the federal adjusted gross income of an individual taxpayer.

(xxiv) For taxable years commencing after December 31, 2013, that portion of the amount of any expenditure deduction claimed in determining federal adjusted gross income for expenses paid for medical care of the taxpayer or the taxpayer's spouse or dependents when such expenses were paid or incurred for an abortion, or for a health benefit plan, as defined in K.S.A. 2016 Supp. 65-6731, and amendments thereto, for the purchase of an optional rider for coverage of abortion in accordance with K.S.A. 2016 Supp. 40-2,190, and amendments thereto, to the extent that such taxes and assessments are claimed as an itemized deduction for federal income tax purposes.

(xxv) For taxable years commencing after December 31, 2013, that portion of the amount of any expenditure deduction claimed in determining federal adjusted gross income for expenses paid by a taxpayer for health care when such expenses were paid or incurred for abortion coverage, a health benefit plan, as defined in K.S.A. 2016 Supp. 65-6731, and amendments thereto, when such expenses were paid or incurred for abortion coverage or amounts contributed to health savings accounts for such taxpayer's employees for the purchase of an optional rider for coverage of abortion in accordance with K.S.A. 2016 Supp. 40-2,190, and amendments thereto, to the extent that such taxes and assessments are claimed as a deduction for federal income tax purposes.

*(xxvi) For all taxable years beginning after December 31, 2016, the amount of any charitable contribution made to the extent the same is claimed as the basis for the credit allowed pursuant to K.S.A. 2016 Supp. 72-99a07, and amendments thereto, and is also claimed as an itemized deduction for federal income tax purposes.*

(c) There shall be subtracted from federal adjusted gross income:

(i) Interest or dividend income on obligations or securities of any authority, commission or instrumentality of the United States and its possessions less any related expenses directly incurred in the purchase of such obligations or securities, to the extent included in federal adjusted gross income but exempt from state income taxes under the laws of the United States.

(ii) Any amounts received which are included in federal adjusted gross income but which are specifically exempt from Kansas income taxation under the laws of the state of Kansas.

(iii) The portion of any gain or loss from the sale or other disposition of property having a higher adjusted basis for Kansas income tax purposes than for federal income tax purposes on the date such property was sold or disposed of in a transaction in which gain or loss was recognized for

purposes of federal income tax that does not exceed such difference in basis, but if a gain is considered a long-term capital gain for federal income tax purposes, the modification shall be limited to that portion of such gain which is included in federal adjusted gross income.

(iv) The amount necessary to prevent the taxation under this act of any annuity or other amount of income or gain which was properly included in income or gain and was taxed under the laws of this state for a taxable year prior to the effective date of this act, as amended, to the taxpayer, or to a decedent by reason of whose death the taxpayer acquired the right to receive the income or gain, or to a trust or estate from which the taxpayer received the income or gain.

(v) The amount of any refund or credit for overpayment of taxes on or measured by income or fees or payments in lieu of income taxes imposed by this state, or any taxing jurisdiction, to the extent included in gross income for federal income tax purposes.

(vi) Accumulation distributions received by a taxpayer as a beneficiary of a trust to the extent that the same are included in federal adjusted gross income.

(vii) Amounts received as annuities under the federal civil service retirement system from the civil service retirement and disability fund and other amounts received as retirement benefits in whatever form which were earned for being employed by the federal government or for service in the armed forces of the United States.

(viii) Amounts received by retired railroad employees as a supplemental annuity under the provisions of 45 U.S.C. §§ 228b (a) and 228c (a)(1) et seq.

(ix) Amounts received by retired employees of a city and by retired employees of any board of such city as retirement allowances pursuant to K.S.A. 13-14,106, and amendments thereto, or pursuant to any charter ordinance exempting a city from the provisions of K.S.A. 13-14,106, and amendments thereto.

(x) For taxable years beginning after December 31, 1976, the amount of the federal tentative jobs tax credit disallowance under the provisions of 26 U.S.C. § 280 C. For taxable years ending after December 31, 1978, the amount of the targeted jobs tax credit and work incentive credit disallowances under 26 U.S.C. § 280 C.

(xi) For taxable years beginning after December 31, 1986, dividend income on stock issued by Kansas venture capital, inc.

(xii) For taxable years beginning after December 31, 1989, amounts received by retired employees of a board of public utilities as pension and retirement benefits pursuant to K.S.A. 13-1246, 13-1246a and 13-1249, and amendments thereto.

(xiii) For taxable years beginning after December 31, 2004, amounts contributed to and the amount of income earned on contributions deposited to an individual development account under K.S.A. 2016 Supp. 74-50,201 et seq., and amendments thereto.

(xiv) For all taxable years commencing after December 31, 1996, that portion of any income of a bank organized under the laws of this state or any other state, a national banking association organized under the laws of the United States, an association organized under the savings and loan code of this state or any other state, or a federal savings association organized under the laws of the United States, for which an election as an S corporation under subchapter S of the federal internal revenue code is in effect, which accrues to the taxpayer who is a stockholder of such corporation and which is not distributed to the stockholders as dividends of the corporation. For all taxable years beginning after December 31, 2012, the amount of modification under this subsection shall exclude the portion of income or loss reported on schedule E and included on line 17 of the taxpayer's form 1040 federal individual income tax return.

(xv) For all taxable years beginning after December 31, 2006, amounts not exceeding $3,000, or $6,000 for a married couple filing a joint return, for each designated beneficiary which are contributed to a family postsecondary education savings account established under the Kansas postsecondary education savings program or a qualified tuition program established and maintained by another state or agency or instrumentality thereof pursuant to section 529 of the internal revenue code of 1986, as amended, for the purpose of paying the qualified higher education expenses of a designated beneficiary at an institution of postsecon-

dary education. The terms and phrases used in this paragraph shall have the meaning respectively ascribed thereto by the provisions of K.S.A. 2016 Supp. 75-643, and amendments thereto, and the provisions of such section are hereby incorporated by reference for all purposes thereof.

(xvi) For all taxable years beginning after December 31, 2004, amounts received by taxpayers who are or were members of the armed forces of the United States, including service in the Kansas army and air national guard, as a recruitment, sign up or retention bonus received by such taxpayer as an incentive to join, enlist or remain in the armed services of the United States, including service in the Kansas army and air national guard, and amounts received for repayment of educational or student loans incurred by or obligated to such taxpayer and received by such taxpayer as a result of such taxpayer's service in the armed forces of the United States, including service in the Kansas army and air national guard.

(xvii) For all taxable years beginning after December 31, 2004, amounts received by taxpayers who are eligible members of the Kansas army and air national guard as a reimbursement pursuant to K.S.A. 48-281, and amendments thereto, and amounts received for death benefits pursuant to K.S.A. 48-282, and amendments thereto, or pursuant to section 1 or section 2 of chapter 207 of the 2005 Session Laws of Kansas, and amendments thereto, to the extent that such death benefits are included in federal adjusted gross income of the taxpayer.

(xviii) For the taxable year beginning after December 31, 2006, amounts received as benefits under the federal social security act which are included in federal adjusted gross income of a taxpayer with federal adjusted gross income of $50,000 or less, whether such taxpayer's filing status is single, head of household, married filing separate or married filing jointly; and for all taxable years beginning after December 31, 2007, amounts received as benefits under the federal social security act which are included in federal adjusted gross income of a taxpayer with federal adjusted gross income of $75,000 or less, whether such taxpayer's filing status is single, head of household, married filing separate or married filing jointly.

(xix) Amounts received by retired employees of Washburn university as retirement and pension benefits under the university's retirement plan.

(xx) For all taxable years beginning after December 31, 2012, the amount of any: (1) Net profit from business as determined under the federal internal revenue code and reported from schedule C and on line 12 of the taxpayer's form 1040 federal individual income tax return; (2) net income, not including guaranteed payments as defined in section 707(c) of the federal internal revenue code and as reported to the taxpayer from federal schedule K-1, (form 1065-B), in box 9, code F or as reported to the taxpayer from federal schedule K-1, (form 1065) in box 4, from rental real estate, royalties, partnerships, S corporations, estates, trusts, residual interest in real estate mortgage investment conduits and net farm rental as determined under the federal internal revenue code and reported from schedule E and on line 17 of the taxpayer's form 1040 federal individual income tax return; and (3) net farm profit as determined under the federal internal revenue code and reported from schedule F and on line 18 of the taxpayer's form 1040 federal income tax return; all to the extent included in the taxpayer's federal adjusted gross income. For purposes of this subsection, references to the federal form 1040 and federal schedule C, schedule E, and schedule F, shall be to such form and schedules as they existed for tax year 2011 and as revised thereafter by the internal revenue service.

(xxi) For all taxable years beginning after December 31, 2013, amounts equal to the unreimbursed travel, lodging and medical expenditures directly incurred by a taxpayer while living, or a dependent of the taxpayer while living, for the donation of one or more human organs of the taxpayer, or a dependent of the taxpayer, to another person for human organ transplantation. The expenses may be claimed as a subtraction modification provided for in this section to the extent the expenses are not already subtracted from the taxpayer's federal adjusted gross income. In no circumstances shall the subtraction modification provided for in this section for any individual, or a dependent, exceed $5,000. As used in this section, "human organ" means all or part of a liver, pancreas, kidney, intestine, lung or bone marrow. The provisions of this paragraph shall take effect on the day the secretary of revenue certifies to the director of

the budget that the cost for the department of revenue of modifications to the automated tax system for the purpose of implementing this paragraph will not exceed $20,000.

(xxii) For all taxable years beginning after December 31, 2012, the amount of net gain from the sale of: (1) Cattle and horses, regardless of age, held by the taxpayer for draft, breeding, dairy or sporting purposes, and held by such taxpayer for 24 months or more from the date of acquisition; and (2) other livestock, regardless of age, held by the taxpayer for draft, breeding, dairy or sporting purposes, and held by such taxpayer for 12 months or more from the date of acquisition. The subtraction from federal adjusted gross income shall be limited to the amount of the additions recognized under the provisions of subsection (b)(xix) attributable to the business in which the livestock sold had been used. As used in this paragraph, the term "livestock" shall not include poultry.

(xxiii) For all taxable years beginning after December 31, 2012, amounts received under either the Overland Park, Kansas police department retirement plan or the Overland Park, Kansas fire department retirement plan, both as established by the city of Overland Park, pursuant to the city's home rule authority.

(xxiv) For all taxable years beginning after December 31, 2013, the net gain from the sale from Christmas trees grown in Kansas and held by the taxpayer for six years or more.

(d) There shall be added to or subtracted from federal adjusted gross income the taxpayer's share, as beneficiary of an estate or trust, of the Kansas fiduciary adjustment determined under K.S.A. 79-32,135, and amendments thereto.

(e) The amount of modifications required to be made under this section by a partner which relates to items of income, gain, loss, deduction or credit of a partnership shall be determined under K.S.A. 79-32,131, and amendments thereto, to the extent that such items affect federal adjusted gross income of the partner.

Sec. 108. In sections 1 and 2, if any fund or account name described by words and the numerical accounting code that follows such fund or account name do not match, it shall be conclusively presumed that the legislature intended that the fund or account name described by words is the correct fund or account name, and such fund or account name described by words shall control over a contradictory or incorrect numerical accounting code.

Sec. 109. K.S.A. 12-17,115, 72-8803 and 75-2318 and K.S.A. 2016 Supp. 10-1116a, 12-1677, 12-1742, 12-1770a, 12-1775a, 12-1776a, 46-1133, 72-978, 72-1046b, 72-1398, 72-1414, 72-1923, 72-3712, 72-3715, 72-5333b, 72-6482, 72-64b01, 72-64c01, 72-64c03, 72-64c05, 72-6622, 72-6624, 72-6625, 72-6757, 72-67,115, 72-7535, 72-8187, 72-8190, 72-8230, 72-8233, 72-8236, 72-8249, 72-8250, 72-8251, 72-8302, 72-8309, 72-8316, 72-8415b, 72-8801, 72-8804, 72-8908, 72-9509, 72-9609, 72-99a02, 72-99a07, 74-4939a, 74-8925, 74-99b43, 75-2319, 75-2319, as amended by section 46 of 2017 Senate Substitute for Substitute for House Bill No. 2052, 79-201x, 79-213, 79-2001, 79-2925b and 79-32,117 are hereby repealed.

Sec. 110. On and after July 1, 2018, K.S.A. 2016 Supp. 72-99a02, as amended by section 95 of this act, is hereby repealed.

Sec. 111. This act shall take effect and be in force from and after its publication in the statute book.

I hereby certify that the above BILL originated in the SENATE, and passed that body

_____

SENATE adopted
Conference Committee Report _____

_____
*President of the Senate.*

_____
*Secretary of the Senate.*

Passed the HOUSE
as amended _____

HOUSE adopted
Conference Committee Report _____

_____
*Speaker of the House.*

_____
*Chief Clerk of the House.*

APPROVED _____

_____
*Governor.*

Substitute for SENATE BILL No. 423

AN ACT concerning education; relating to the instruction and financing thereof; Kansas school equity and enhancement act; making and concerning appropriations for the fiscal year ending June 30, 2019, for the department of education; amending K.S.A. 2017 Supp. 72-5132, 72-5133, 72-5143, 72-5145, 72-5148, 72-5149, 72-5150, 72-5151, 72-5155, 72-5170, 72-5171, 72-5173, 72-53,113, 72-53,116 and 72-5461 and repealing the existing sections; also repealing K.S.A. 2017 Supp. 72-1171, 72-5144, 72-6463, 72-6464, 72-6465, 72-6466, 72-6467, 72-6468, 72-6469, 72-6470, 72-6471, 72-6472, 72-6473, 72-6474, 72-6475, 72-6477, 72-6478, 72-6479, 72-6480 and 72-6481.

WHEREAS, The educational interests of this state concern the areas of social emotional learning, kindergarten readiness, individual plans of study, graduation and postsecondary success; and

WHEREAS, In order to address such varied interests, the public education system in this state must provide support and services for students and their families, both in the classroom and in the community; and

WHEREAS, For school year 2018-2019, the legislature has made provision for instruction and support services for public school students in the classroom in excess of $4.89 billion in an effort to update the school finance funding level and formula to account for student population and inflation, since the last time the Kansas supreme court found the provision of school finance to be acceptable; and

WHEREAS, The legislature acknowledges that support services in the community are also vital to student achievement; and

WHEREAS, For school year 2018-2019, the legislature has made provision for support services outside of the classroom in excess of $188.6 million; and

WHEREAS, The support services for students outside of the classroom are provided through a myriad of state agencies and institutions, such as the state department of education, the department for children and families, the department of health and environment, the department of transportation, the office of the attorney general, the state board of regents, the six regents' universities, the state historical society and the state library; and

WHEREAS, The community support services that are provided address the needs of all students from birth to high school graduate through programs such as newborn screenings, infant and toddler services, pre-k programs, Kansas early head start, Kansas reading success, children's cabinet programs, parent education programs, communities in schools, vocational rehabilitation case services, independent living and life skills services, jobs for America's graduates and excel in career technical education.

Now, therefore:

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

Section 1.

DEPARTMENT OF EDUCATION

(a) There is appropriated for the above agency from the state general fund for the fiscal year ending June 30, 2019, the following:

Operating expenditures (including official hospitality)
(652-00-1000-0053) ..... $15,000

*Provided,* That during the fiscal year ending June 30, 2019, in addition to the other purposes for which expenditures may be made by the above agency from moneys appropriated for the operating expenditures (including official hospitality) account for fiscal year 2019 by chapter 95 or 104 of the 2017 Session Laws of Kansas, this or any other appropriation act of the 2018 regular session of the legislature, expenditures shall be made by the above agency to implement the jobs for America's graduates - Kansas pilot program: *Provided further,* That such program shall select a total of 75 students for participation in the program with 25 students selected from the Wichita school district (U.S.D. no. 259), 25 students selected from the Topeka school district (U.S.D. no. 501) and 25 students selected from the Kansas City school district (U.S.D. no. 500): *And provided further,* That students shall be selected for participation in the program on or before September 20, 2018: *And provided further,* That the selected students shall enroll in and attend classes at schools operated by such student's resident school district for ½ of such student's total school attendance, and shall enroll in classes provided by a virtual school operated by the southeast Kansas education service center - Greenbush for the remaining ½ of such student's total school attendance: *And provided further,* That expenditures shall be made in an amount not to ex-

ceed $15,000 to acquire laptop computer devices for use by students participating in such pilot program.

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| State foundation aid (652-00-1000-0820) | $26,024,200 |
| Special education services aid (652-00-1000-0700) | $32,400,363 |
| Supplemental state aid (652-00-1000-0840) | $5,994,000 |
| ACT and workkeys assessments program | $2,800,000 |

*Provided*, That expenditures shall be made by the above agency from the ACT and workkeys assessments program account to provide the ACT college entrance exam and the three ACT workkeys assessments that are required to earn a national career readiness certificate to each student enrolled in grades nine through 12: *Provided further*, That no student enrolled in grades nine through 12 of any school district shall be required to pay any fees or costs to take such exam and assessments: *And provided further*, That in no event shall any school district be required to provide for more than one exam and three assessments per student: *And provided further*, That the state board of education may enter into any contracts that are necessary to promote statewide cost savings to administer such exams and assessments.

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| Mentor teacher (652-00-1000-0440) | $500,000 |
| Mental health intervention team pilot program | $4,190,776 |

*Provided*, That expenditures shall be made by the above agency to implement the mental health intervention team pilot program so as to improve social-emotional wellness and outcomes for students by increasing schools' access to counselors, social workers and psychologists statewide: *Provided*, That school districts participating in such program shall enter into the necessary memorandums of understanding and other necessary agreements with participating community mental health centers and the appropriate state agencies to implement the pilot program: *Provided further*, That mental health intervention teams shall consist of school liaisons employed by the participating school district, and clinical therapists and case managers employed by the participating community mental health center: *And provided further*, That the following shall participate in the pilot program for fiscal year 2019: (1) 23 schools in the Wichita school district (U.S.D. no. 259); (2) 28 schools in the Topeka school district (U.S.D. no. 501); (3) 10 schools in the Kansas City school district (U.S.D. no. 500); (4) 5 schools in the Parsons school district (U.S.D. no. 503); (5) 4 schools in the Garden City school district (U.S.D. no. 457); and (6) 9 schools served by the central Kansas cooperative in education: *And provided further*, That on or before June 30, 2019, the director of the division of health care finance of the department of health and environment shall certify to the director of the budget and the director of the legislative research department the aggregate amount of expenditures for fiscal year 2019 for treatment and services for students provided under the mental health intervention team pilot program, or provided based on a referral from such program.

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| MHIT pilot program – online database | $2,500,000 |
| MHIT school liaisons | $3,263,110 |

*Provided*, That expenditures shall be made by the above agency for mental health intervention team school liaisons employed by those school districts and education cooperatives participating in the mental health intervention team pilot program.

(b) During fiscal year 2019, upon certification by the commissioner of education that the necessary memorandums of understanding have been executed between the participating school districts and community mental health centers to implement the mental health intervention team pilot program, the director of accounts and reports shall transfer $1,541,050 from the mental health intervention pilot program account in the state general fund of the department of education to the community mental health center improvement fund of the department for aging and disability services: *Provided*, That moneys transferred pursuant to this subsection shall be expended to provide treatment and services for students under the mental health intervention team pilot program who are uninsured or underinsured.

Sec. 2. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5132 is hereby amended to read as follows: 72-5132. As used in the Kansas school equity

and enhancement act, K.S.A. 2017 Supp. 72-5131 et seq., and amendments thereto:

(a) "Adjusted enrollment" means the enrollment of a school district adjusted by adding the following weightings, if any, to the enrollment of a school district: At-risk student weighting; bilingual weighting; career technical education weighting; ~~declining enrollment weighting,~~ high-density at-risk student weighting; high enrollment weighting; low enrollment weighting; school facilities weighting; ancillary school facilities weighting; cost-of-living weighting; special education and related services weighting; and transportation weighting.

(b) "Ancillary school facilities weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5158, and amendments thereto, on the basis of costs attributable to commencing operation of one or more new school facilities by such school districts.

(c) (1) "At-risk student" means a student who is eligible for free meals under the national school lunch act, and who is enrolled in a school district that maintains an approved at-risk student assistance program.

(2) The term "at-risk student" shall not include any student enrolled in any of the grades one through 12 who is in attendance less than full time, or any student who is over 19 years of age. The provisions of this paragraph shall not apply to any student who has an individualized education program.

(d) "At-risk student weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5151(a), and amendments thereto, on the basis of costs attributable to the maintenance of at-risk educational programs by such school districts.

(e) "Base aid for student excellence" or "BASE aid" means an amount appropriated by the legislature in a fiscal year for the designated year. The amount of BASE aid shall be as follows:

(1) For school year ~~2017-2018, $4,006~~ *2018-2019, $4,900*;

(2) for school year ~~2018-2019, $4,128~~ *2019-2020, $5,061;*

*(3) for school year 2020-2021, $5,222;*

*(4) for school year 2021-2022, $5,384;*

*(5) for school year 2022-2023, $5,545*; and

~~(3)~~*(6)* for school year ~~2019-2020~~ *2023-2024*, and each school year thereafter, the BASE aid shall be the BASE aid amount for the immediately preceding school year plus an amount equal to the average percentage increase in the consumer price index for all urban consumers in the midwest region as published by the bureau of labor statistics of the United States department of labor during the three immediately preceding school years *rounded to the nearest whole dollar amount*.

(f) "Bilingual weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5150, and amendments thereto, on the basis of costs attributable to the maintenance of bilingual educational programs by such school districts.

(g) "Board" means the board of education of a school district.

(h) "Budget per student" means the general fund budget of a school district divided by the enrollment of the school district.

(i) "Categorical fund" means and includes the following funds of a school district: Adult education fund; adult supplementary education fund; at-risk education fund; bilingual education fund; career and postsecondary education fund; driver training fund; educational excellence grant program fund; extraordinary school program fund; food service fund; parent education program fund; preschool-aged at-risk education fund; professional development fund; special education fund; and summer program fund.

(j) "Cost-of-living weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5159, and amendments thereto, on the basis of costs attributable to the cost of living in such school districts.

(k) "Current school year" means the school year during which state foundation aid is determined by the state board under K.S.A. 2017 Supp. 72-5134, and amendments thereto.

~~(l) "Declining enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017~~

~~Supp. 72-5160, and amendments thereto, on the basis of costs attributable to the declining enrollment of such school districts.~~

~~(m)~~*(l)* "Enrollment" means:

(1) The number of students regularly enrolled in kindergarten and grades one through 12 in the school district on September 20 of the preceding school year plus the number of preschool-aged at-risk students regularly enrolled in the school district on September 20 of the current school year, except a student who is a foreign exchange student shall not be counted unless such student is regularly enrolled in the school district on September 20 and attending kindergarten or any of the grades one through 12 maintained by the school district for at least one semester or two quarters, or the equivalent thereof.

(2) If the enrollment in a school district in the preceding school year has decreased from enrollment in the second preceding school year, the enrollment of the school district in the current school year means the sum of:

(A) The enrollment in the second preceding school year, excluding students under paragraph (2)(B), minus enrollment in the preceding school year of preschool-aged at-risk students, if any, plus enrollment in the current school year of preschool-aged at-risk students, if any; and

(B) the adjusted enrollment in the second preceding school year of any students participating in the tax credit for low income students scholarship program pursuant to K.S.A. 2017 Supp. 72-4351 et seq., and amendments thereto, in the preceding school year, if any, plus the adjusted enrollment in the preceding school year of preschool-aged at-risk students who are participating in the tax credit for low income students scholarship program pursuant to K.S.A. 2017 Supp. 72-4351 et seq., and amendments thereto, in the current school year, if any.

(3) For any school district that has a military student, as that term is defined in K.S.A. 2017 Supp. 72-5139, and amendments thereto, enrolled in such district, and that received federal impact aid for the preceding school year, if the enrollment in such school district in the preceding school year has decreased from enrollment in the second preceding school year, the enrollment of the school district in the current school year means whichever is the greater of:

(A) The enrollment determined under ~~subsection (m)~~ *paragraph* (2); or

(B) the sum of the enrollment in the preceding school year of preschool-aged at-risk students, if any, and the arithmetic mean of the sum of:

(i) The enrollment of the school district in the preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any;

(ii) the enrollment in the second preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any; and

(iii) the enrollment in the third preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any.

(4) ~~(A) For school year 2017-2018, the enrollment determined under paragraph (1), (2) or (3), except if the school district offers kindergarten on a full-time basis in such school year, students regularly enrolled in kindergarten in the school district in the preceding school year shall be counted as one student regardless of actual attendance during such preceding school year.~~

~~(B) For school year 2018-2019 and each school year thereafter,~~ The enrollment determined under paragraph (1), (2) or (3), except if the school district begins to offer kindergarten on a full-time basis in such school year, students regularly enrolled in kindergarten in the school district in the preceding school year shall be counted as one student regardless of actual attendance during such preceding school year.

~~(n)~~*(m)* "February 20" has its usual meaning, except that in any year in which February 20 is not a day on which school is maintained, it means the first day after February 20 on which school is maintained.

~~(o)~~*(n)* "Federal impact aid" means an amount equal to the federally qualified percentage of the amount of moneys a school district receives in the current school year under the provisions of title I of public law 874 and congressional appropriations therefor, excluding amounts received for assistance in cases of major disaster and amounts received under the

low-rent housing program. The amount of federal impact aid shall be determined by the state board in accordance with terms and conditions imposed under the provisions of the public law and rules and regulations thereunder.

~~(p)~~*(o)* "General fund" means the fund of a school district from which operating expenses are paid and in which is deposited all amounts of state foundation aid provided under this act, payments under K.S.A. 2017 Supp. 72-528, and amendments thereto, payments of federal funds made available under the provisions of title I of public law 874, except amounts received for assistance in cases of major disaster and amounts received under the low-rent housing program and such other moneys as are provided by law.

~~(q)~~*(p)* "General fund budget" means the amount budgeted for operating expenses in the general fund of a school district.

~~(r)~~*(q)* "High-density at-risk student weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5151(b), and amendments thereto, on the basis of costs attributable to the maintenance of at-risk educational programs by such school districts.

~~(s)~~*(r)* "High enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5149(b), and amendments thereto, on the basis of costs attributable to maintenance of educational programs by such school districts.

~~(t)~~*(s)* "Juvenile detention facility" means the same as such term is defined in K.S.A. 2017 Supp. 72-1173, and amendments thereto.

~~(u)~~*(t)* "Local foundation aid" means the sum of the following amounts:

(1) *The amount of the proceeds from the tax levied under the authority of K.S.A. 2017 Supp. 72-5147, and amendments thereto, that is levied to finance that portion of the school district's local option budget that is required pursuant to K.S.A. 2017 Supp. 72-5143(a), and amendments thereto, and not financed from any other source provided by law;*

*(2) an amount equal to that portion of the school district's supplemental state aid determined pursuant to K.S.A. 2017 Supp. 72-5145, and amendments thereto, to equalize that portion of the school district's local option budget that is required pursuant to K.S.A. 2017 Supp. 72-5143(a), and amendments thereto, and not financed from any other source provided by law;*

*(3)* an amount equal to any unexpended and unencumbered balance remaining in the general fund of the school district, except moneys received by the school district and authorized to be expended for the purposes specified in K.S.A. 2017 Supp. 72-5168, and amendments thereto;

~~(2)~~*(4)* an amount equal to any remaining proceeds from taxes levied under authority of K.S.A. 72-7056 and 72-7072, and amendments thereto, prior to their repeal;

~~(3)~~*(5)* an amount equal to the amount deposited in the general fund in the current school year from moneys received in such school year by the school district under the provisions of K.S.A. 2017 Supp. 72-3123(a), and amendments thereto;

~~(4)~~*(6)* an amount equal to the amount deposited in the general fund in the current school year from moneys received in such school year by the school district pursuant to contracts made and entered into under authority of K.S.A. 2017 Supp. 72-3125, and amendments thereto;

~~(5)~~*(7)* an amount equal to the amount credited to the general fund in the current school year from moneys distributed in such school year to the school district under the provisions of articles 17 and 34 of chapter 12 of the Kansas Statutes Annotated, and amendments thereto, and under the provisions of articles 42 and 51 of chapter 79 of the Kansas Statutes Annotated, and amendments thereto;

~~(6)~~*(8)* an amount equal to the amount of payments received by the school district under the provisions of K.S.A. 2017 Supp. 72-3423, and amendments thereto;

~~(7)~~*(9)* an amount equal to the amount of any grant received by the school district under the provisions of K.S.A. 2017 Supp. 72-3425, and amendments thereto; and

~~(8)~~*(10)* an amount equal to 70% of the federal impact aid of the school district.

~~(v)~~*(u)* "Low enrollment weighting" means an addend component as-

signed to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5149(a), and amendments thereto, on the basis of costs attributable to maintenance of educational programs by such school districts.

~~(w)~~*(v)* "Operating expenses" means the total expenditures and lawful transfers from the general fund of a school district during a school year for all purposes, except expenditures for the purposes specified in K.S.A. 2017 Supp. 72-5168, and amendments thereto.

~~(x)~~*(w)* "Preceding school year" means the school year immediately before the current school year.

~~(y)~~*(x)* "Preschool-aged at-risk student" means an at-risk student who has attained the age of ~~four~~ *three* years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs.

~~(z)~~*(y)* "Preschool-aged exceptional children" means exceptional children, except gifted children, who have attained the age of three years but are under the age of eligibility for attendance at kindergarten. The terms "exceptional children" and "gifted children" have the same meaning as those terms are defined in K.S.A. 2017 Supp. 72-3404, and amendments thereto.

~~(aa)~~*(z)* "Psychiatric residential treatment facility" means the same as such term is defined in K.S.A. 2017 Supp. 72-1173, and amendments thereto.

~~(bb)~~*(aa)* "School district" means a school district organized under the laws of this state that is maintaining public school for a school term in accordance with the provisions of K.S.A. 2017 Supp. 72-3115, and amendments thereto.

~~(cc)~~*(bb)* "School facilities weighting" means an added component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5156, and amendments thereto, on the basis of costs attributable to commencing operation of one or more new school facilities by such school districts.

~~(dd)~~*(cc)* "School year" means the 12-month period ending June 30.

~~(ee)~~*(dd)* "September 20" has its usual meaning, except that in any year in which September 20 is not a day on which school is maintained, it means the first day after September 20 on which school is maintained.

~~(ff)~~*(ee)* "Special education and related services weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5157, and amendments thereto, on the basis of costs attributable to the maintenance of special education and related services by such school districts.

~~(gg)~~*(ff)* "State board" means the state board of education.

~~(hh)~~*(gg)* "State foundation aid" means the amount of aid distributed to *a* school district as determined by the state board pursuant to K.S.A. 2017 Supp. 72-5134, and amendments thereto.

~~(ii)~~*(hh)* (1) "Student" means any person who is regularly enrolled in a school district and attending kindergarten or any of the grades one through 12 maintained by the school district or who is regularly enrolled in a school district and attending kindergarten or any of the grades one through 12 in another school district in accordance with an agreement entered into under authority of K.S.A. 2017 Supp. 72-13,101, and amendments thereto, or who is regularly enrolled in a school district and attending special education services provided for preschool-aged exceptional children by the school district.

(2) (A) Except as otherwise provided in this subsection, the following shall be counted as one student:

(i) A student in attendance full-time; and

(ii) a student enrolled in a school district and attending special education and related services, provided for by the school district.

(B) The following shall be counted as ½ student:

(i) A student enrolled in a school district and attending special education and related services for preschool-aged exceptional children provided for by the school district; and

(ii) a preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district.

(C) A student in attendance part-time shall be counted as that pro-

portion of one student (to the nearest 1/10) that the student's attendance bears to full-time attendance.

(D) A student enrolled in and attending an institution of postsecondary education that is authorized under the laws of this state to award academic degrees shall be counted as one student if the student's postsecondary education enrollment and attendance together with the student's attendance in either of the grades 11 or 12 is at least 5/6 time, otherwise the student shall be counted as that proportion of one student (to the nearest 1/10) that the total time of the student's postsecondary education attendance and attendance in grades 11 or 12, as applicable, bears to full-time attendance.

(E) A student enrolled in and attending a technical college, a career technical education program of a community college or other approved career technical education program shall be counted as one student, if the student's career technical education attendance together with the student's attendance in any of grades nine through 12 is at least 5/6 time, otherwise the student shall be counted as that proportion of one student (to the nearest 1/10) that the total time of the student's career technical education attendance and attendance in any of grades nine through 12 bears to full-time attendance.

(F) A student enrolled in a school district and attending a non-virtual school and also attending a virtual school shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance at the non-virtual school bears to full-time attendance.

(G) A student enrolled in a school district and attending special education and related services provided for by the school district and also attending a virtual school shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance at the non-virtual school bears to full-time attendance.

(H) (i) Except as provided in clause (ii), a student enrolled in a school district who is not a resident of Kansas shall be counted as follows:

(a) For school ~~years~~ *year* ~~2017-2018 and~~ 2018-2019, one student;

(b) for school ~~year~~ *years* 2019-2020 and 2020-2021, 3/4 of a student; and

(c) for school year 2021-2022 and each school year thereafter, 1/2 of a student.

(ii) This subparagraph (H) shall not apply to:

(a) A student whose parent or legal guardian is an employee of the school district where such student is enrolled; or

(b) a student who attended public school in Kansas during school year 2016-2017 and who attended public school in Kansas during the immediately preceding school year.

(3) The following shall not be counted as a student:

(A) An individual residing at the Flint Hills job corps center;

(B) except as provided in ~~subsection (ii)~~ *paragraph* (2), an individual confined in and receiving educational services provided for by a school district at a juvenile detention facility; and

(C) an individual enrolled in a school district but housed, maintained and receiving educational services at a state institution or a psychiatric residential treatment facility.

(4) A student enrolled in virtual school pursuant to K.S.A. 72-3711 et seq., and amendments thereto, shall be counted in accordance with the provisions of K.S.A. 2017 Supp. 72-3715, and amendments thereto.

~~(jj)~~*(ii)* "Total foundation aid" means an amount equal to the product obtained by multiplying the BASE aid by the adjusted enrollment of a school district.

~~(kk)~~*(jj)* "Transportation weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5148, and amendments thereto, on the basis of costs attributable to the provision or furnishing of transportation.

~~(ll)~~*(kk)* "Virtual school" means the same as such term is defined in K.S.A. 2017 Supp. 72-3712, and amendments thereto.

Sec. 3. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5133 is hereby amended to read as follows: 72-5133. (a) The state school district finance fund, established by K.S.A. 1991 Supp. 72-7081, prior to its repeal, is hereby continued in existence and shall consist of: (1) All moneys credited to such fund under K.S.A. 2017 Supp. 72-6463 through 72-6481, prior to

~~their expiration~~ *July 1, 2017*; and (2) all amounts transferred to such fund under K.S.A. 2017 Supp. 72-5136, 72-5142, 72-5143, 72-5158, 72-5159 and 72-5160, and amendments thereto.

(b) The state school district finance fund shall be used for the purpose of school district finance and for no other governmental purpose. It is the intent of the legislature that the fund shall remain intact and inviolate for such purpose, and moneys in the fund shall not be subject to the provisions of K.S.A. 75-3722, 75-3725a and 75-3726a, and amendments thereto.

(c) Amounts in the state school district finance fund shall be allocated and distributed to school districts as a portion of state foundation aid provided for under this act.

Sec. 4. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5143 is hereby amended to read as follows: 72-5143. (a) In each school year, the board of education of a school district ~~may~~ *shall* adopt, by resolution, a local option budget ~~that does not exceed the state prescribed percentage~~ *equal to 15% of the school district's total foundation aid*.

(b) ~~Subject to the limitations of subsection (a), in each school year,~~ *If* the board of education of a school district *desires local option budget authority above the amount required under subsection (a), the board* may adopt, by resolution, a local option budget in an amount that does not exceed~~:~~

~~(1) The amount that the board was authorized to adopt under any resolution adopted pursuant to K.S.A. 2017 Supp. 72-6471, prior to its expiration, or~~

~~(2) the state-wide average for the preceding school year as determined by the state board pursuant to subsection (i)~~ *27.5% of the school district's total foundation aid*. The adoption of a resolution pursuant to this section shall require a majority vote of the members of the board. Such resolution shall be effective upon adoption and shall require no other procedure, authorization or approval.

(c) If the board of a school district desires ~~to increase its~~ local option budget authority above the amount authorized under subsection (b), the board may adopt, by resolution, such budget in an amount not to exceed the state prescribed percentage. The adoption of a resolution pursuant to this subsection shall require a majority vote of the members of the board. The resolution shall be published at least once in a newspaper having general circulation in the school district. The resolution shall be published in substantial compliance with the following form:

Unified School District No. _____,

_____ County, Kansas.

RESOLUTION

Be It Resolved that:

The board of education of the above-named school district shall be authorized to adopt a local option budget in each school year in an amount not to exceed ____% of the amount of total foundation aid. The local option budget authorized by this resolution may be adopted, unless a petition in opposition to the same, signed by not less than ~~5%~~ *10%* of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within ~~30~~ *40* days after publication of this resolution. If a petition is filed, the county election officer shall submit the question of whether adoption of the local option budget shall be authorized to the electors of the school district at an election called for the purpose or at the next general election, as is specified by the board of education of the school district.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the board of education of unified school district No. _____, _____ County, Kansas, on the _____ day of _____, _____.

_____

Clerk of the board of education.

All of the blanks in the resolution shall be filled appropriately. If a sufficient petition is not filed, the board may adopt a local option budget. If a sufficient petition is filed, the board may notify the county election officer of the date of an election to be held to submit the question of whether adoption of a local option budget shall be authorized. Any such

election shall be noticed, called and held in the manner provided by K.S.A. 10-120, and amendments thereto. If the board fails to notify the county election officer within 30 days after a sufficient petition is filed, the resolution shall be deemed abandoned and no like resolution shall be adopted by the board within the nine months following publication of the resolution.

(d) Unless specifically stated otherwise in the resolution, the authority to adopt a local option budget shall be continuous and permanent. ~~The board of any school district that is authorized to adopt a local option budget may choose not to adopt such a budget or may adopt a budget in an amount less than the amount authorized. If the board of any school district whose authority to adopt a local option budget is not continuous and permanent refrains from adopting a local option budget, the authority of such school district to adopt a local option budget shall not be extended by such refrainment beyond the period specified in the resolution authorizing adoption of such budget.~~

(e) The board of any school district may initiate procedures to renew or increase the authority to adopt a local option budget at any time during a school year after the tax levied pursuant to K.S.A. 2017 Supp. 72-5147, and amendments thereto, is certified to the county clerk under any existing authorization.

(f) *(1) Except as provided in paragraph (2),* the board of any school district authorized to adopt a local option budget prior to July 1, 2017, under a resolution that authorized the adoption of such budget in accordance with the provisions of K.S.A. 2017 Supp. 72-6471, prior to ~~its expiration~~ *July 1, 2017*, may continue to operate under such resolution for the period of time specified in the resolution *if such resolution adopted a local option budget equal to or greater than the amount required in subsection (a)*, or may abandon the resolution and operate under the provisions of this section. Any such school district shall operate under the provisions of this section after the period of time specified in any previously adopted resolution has expired.

*(2) Any resolution adopted prior to July 1, 2017, pursuant to K.S.A. 72-6433(e)(2), prior to its repeal, that authorized the adoption of a local option budget and that was not subsequently submitted to and approved by a majority of the qualified electors of the school district voting at an election called and held thereon shall expire on June 30, 2018, and shall have no force and effect during school year 2018-2019 or any subsequent school year.*

(g) Any resolution adopted pursuant to this section may revoke or repeal any resolution previously adopted by the board. If the resolution does not revoke or repeal previously adopted resolutions, all resolutions that are in effect shall expire on the same date. The maximum amount of the local option budget of a school district under all resolutions in effect shall not exceed the state prescribed percentage in any school year.

*(h) For school year 2019-2020 and each school year thereafter, the board of any school district that desires to increase its local option budget authority for the immediately succeeding school year shall submit written notice of such intent to the state board by April 1 of the current school year. Such notice shall include the local option budget authority, expressed as a percentage of the school district's total foundation aid, to be adopted for the immediately succeeding school year. The board of a school district shall not adopt a local option budget in excess of the authority stated in a notice submitted pursuant to this subsection.*

~~(h)~~*(i)* (1) There is hereby established in each school district that adopts a local option budget a supplemental general fund, which shall consist of all amounts deposited therein or credited thereto according to law.

(2) *(A) Of the moneys deposited in or otherwise credited to the supplemental general fund of a school district pursuant to K.S.A. 2017 Supp. 72-5147, and amendments thereto, an amount that is proportional to that amount of such school district's total foundation aid attributable to the at-risk student weighting as compared to such district's total foundation aid shall be transferred to the at-risk education fund of such school district and shall be expended in accordance with K.S.A. 2017 Supp. 72-5153, and amendments thereto.*

*(B) Of the moneys deposited in or otherwise credited to the supplemental general fund of a school district pursuant to K.S.A. 2017 Supp.*

*72-5147, and amendments thereto, an amount that is proportional to that amount of such school district's total foundation aid attributable to the bilingual weighting as compared to such district's total foundation aid shall be transferred to the bilingual education fund of such school district and shall be expended in accordance with K.S.A. 2017 Supp. 72-3613, and amendments thereto.*

*(3)* Subject to the limitations imposed under ~~subsection (h)(3)~~ *paragraph (4)*, amounts in the supplemental general fund may be expended for any purpose for which expenditures from the general fund are authorized or may be transferred to any categorical fund of the school district. Amounts in the supplemental general fund attributable to any percentage over 25% of total foundation aid determined for the current school year may be transferred to the capital improvements fund of the school district and the capital outlay fund of the school district if such transfers are specified in the resolution authorizing the adoption of a local option budget in excess of 25%.

~~(3)~~*(4)* Amounts in the supplemental general fund may not be expended for the purpose of making payments under any lease-purchase agreement involving the acquisition of land or buildings that is entered into pursuant to the provisions of K.S.A. 2017 Supp. 72-1149, and amendments thereto.

~~(4)~~*(5)* (A) Except as provided in ~~subsection (h)(4)(B)~~ *subparagraph (B)*, any unexpended moneys remaining in the supplemental general fund of a school district at the conclusion of any school year in which a local option budget is adopted shall be maintained in such fund.

(B) If the school district received supplemental state aid in the school year, the state board shall determine the ratio of the amount of supplemental general state aid received to the amount of the local option budget of the school district for the school year and multiply the total amount of the unexpended moneys remaining by such ratio. An amount equal to the amount of the product shall be transferred to the general fund of the school district or remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of any such remittance, the state treasurer shall deposit the same in the state treasury to the credit of the state school district finance fund.

~~(i) Each year, the state board shall determine the statewide average percentage of local option budgets legally adopted by school districts for the preceding school year.~~

(j) The provisions of this section shall be subject to the provisions of K.S.A. 2017 Supp. 72-5144, and amendments thereto.

(k) As used in this section:

(1) "Authorized to adopt a local option budget" means that a school district has adopted a resolution pursuant to subsection (c).

(2) "State prescribed percentage" means ~~33%~~ *30.5%* of the total foundation aid of the school district in the current school year.

(3) *For purposes of determining the school district's local option budget under subsections (a), (b) and (c),* "total foundation aid" means the same as such term is defined in K.S.A. 2017 Supp. 72-5132, and amendments thereto*, except the state aid for special education and related services shall be divided by an amount equal to 85% of the BASE aid amount, and the resulting quotient shall be used in determining the school district's total foundation aid*.

Sec. 5. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5145 is hereby amended to read as follows: 72-5145. (a) In each school year, each school district that has adopted a local option budget is eligible to receive supplemental state aid. Except as provided by K.S.A. 2017 Supp. 72-5146, and amendments thereto, supplemental state aid shall be determined by the state board as provided in subsection (b).

(b) The state board shall:

(1) ~~(A) For school year 2017-2018, determine the amount of the assessed valuation per student in the preceding school year of each school district, and~~

~~(B) for school year 2018-2019 and each school year thereafter,~~ Determine the average assessed valuation per student of each school district by adding the assessed valuation per student for each of the three immediately preceding school years and dividing the resulting sum by three;

(2) rank the school districts from low to high on the basis of the

amounts of assessed valuation per student determined under subsection (b)(1);

(3) identify the amount of the assessed valuation per student located at the 81.2 percentile of the amounts ranked under subsection (b)(2);

(4) divide the assessed valuation per student of the school district as determined under subsection (b)(1) by the amount identified under subsection (b)(3); and

(5) (A) if the quotient obtained under subsection (b)(4) equals or exceeds one, the school district shall not receive supplemental state aid; or

(B) if the quotient obtained under subsection (b)(4) is less than one, subtract the quotient obtained under subsection (b)(4) from one, and multiply the difference by the amount of the local option budget of the school district ~~for the immediately preceding school year~~. The resulting product is the amount of supplemental state aid the school district is to receive for the school year.

(c) Payments of supplemental state aid shall be distributed to school districts on the dates prescribed by the state board. The state board shall certify to the director of accounts and reports the amount due each school district, and the director of accounts and reports shall draw a warrant on the state treasurer payable to the treasurer of the school district. Upon receipt of the warrant, the treasurer of the school district shall credit the amount thereof to the supplemental general fund of the school district to be used for the purposes of such fund.

(d) For the purposes of determining the total amount of state moneys paid to school districts, all moneys appropriated as supplemental state aid shall be deemed to be state moneys for educational and support services for school districts.

Sec. 6. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5148 is hereby amended to read as follows: 72-5148. (a) *(1)* The transportation weighting of each school district shall be determined by the state board as follows:

~~(1) Determine the total expenditures of the school district during the preceding school year from all funds for transporting students of public and nonpublic schools on regular school routes;~~

~~(2) determine the sum of: (A) The number of students who were included in the enrollment of the school district in the preceding school year who resided less than 2½ miles by the usually traveled road from the school building such students attended and for whom transportation was made available by the school district, and (B) the number of nonresident students who were included in the enrollment of the school district for the preceding school year and for whom transportation was made available by the school district;~~

~~(3) determine the number of students who were included in the enrollment of the district in the preceding school year who resided 2½ miles or more by the usually traveled road from the school building such students attended and for whom transportation was made available by the school district;~~

~~(4) multiply the number of students determined under subsection (a)(3) by 2.8;~~

~~(5) divide the amount determined under subsection (a)(2) by the product obtained under subsection (a)(4);~~

~~(6) add one to the quotient obtained under subsection (a)(5);~~

~~(7) multiply the sum obtained under subsection (a)(6) by the amount determined under subsection (a)(3);~~

~~(8) divide the amount determined under subsection (a)(1) by the product obtained under subsection (a)(7). The resulting quotient is the per-student cost of transportation;~~

~~(9) on a density-cost graph, plot the per-student cost of transportation for each school district;~~

~~(10) construct a curve of best fit for the points so plotted;~~

~~(11) locate the index of density for the school district on the base line of the density-cost graph and from the point on the curve of best fit directly above this point of index of density follow a line parallel to the base line to the point of intersection with the vertical line, which point is the formula per-student cost of transportation of the school district;~~

~~(12) divide the formula per-student cost of transportation of the school district by the BASE aid; and~~

~~(13) multiply the quotient obtained under subsection (a)(12) by the number of students who are included in the enrollment of the school district, are residing 2½ miles or more by the usually traveled road to the school building they attend, and for whom transportation is being made available by, and at the expense of, the district.~~

*(A) Divide the BASE aid amount for the current school year by the BASE aid amount for school year 2018-2019;*

*(B) multiply the number of transported students by the per capita allowance that corresponds to the density figure for the school district as determined in subsection (a)(2);*

*(C) multiply the product obtained under subsection (a)(1)(B) by 1.00;*

*(D) multiply the product obtained under subsection (a)(1)(C) by the quotient obtained under subsection (a)(1)(A);*

*(E) divide the product obtained under subsection (a)(1)(D) by the current year BASE amount. The result is the transportation weighting of the school district.*

*(2) The per capita allowance shall be determined using the following chart:*

| *Density Figure Range* | *Per Capita Allowance* |
|---|---|
| *0.000 - 0.059* | *$1,620* |
| *0.060 - 0.069* | *$1,580* |
| *0.070 - 0.079* | *$1,540* |
| *0.080 - 0.089* | *$1,500* |
| *0.090 - 0.099* | *$1,480* |
| *0.100 - 0.109* | *$1,450* |
| *0.110 - 0.119* | *$1,430* |
| *0.120 - 0.129* | *$1,410* |
| *0.130 - 0.139* | *$1,390* |
| *0.140 - 0.149* | *$1,370* |
| *0.150 - 0.159* | *$1,350* |
| *0.160 - 0.169* | *$1,340* |
| *0.170 - 0.179* | *$1,320* |
| *0.180 - 0.199* | *$1,300* |
| *0.200 - 0.209* | *$1,290* |
| *0.210 - 0.219* | *$1,270* |
| *0.220 - 0.239* | *$1,250* |
| *0.240 - 0.269* | *$1,230* |
| *0.270 - 0.289* | *$1,210* |
| *0.290 - 0.319* | *$1,190* |
| *0.320 - 0.349* | *$1,170* |
| *0.350 - 0.389* | *$1,150* |
| *0.390 - 0.429* | *$1,130* |
| *0.430 - 0.469* | *$1,110* |
| *0.470 - 0.519* | *$1,090* |
| *0.520 - 0.579* | *$1,070* |
| *0.580 - 0.639* | *$1,050* |
| *0.640 - 0.709* | *$1,030* |
| *0.710 - 0.789* | *$1,010* |
| *0.790 - 0.879* | *$990* |
| *0.880 - 0.989* | *$970* |
| *0.990 - 1.109* | *$950* |
| *1.110 - 1.249* | *$930* |
| *1.250 - 1.399* | *$910* |
| *1.400 - 1.589* | *$890* |
| *1.590 - 1.799* | *$870* |
| *1.800 - 2.039* | *$850* |
| *2.040 - 2.319* | *$830* |
| *2.320 - 2.659* | *$810* |
| *2.660 - 3.049* | *$790* |
| *3.050 - 3.509* | *$770* |
| *3.510 - 4.049* | *$750* |
| *4.050 - 4.699* | *$730* |
| *4.700 - 5.469* | *$710* |
| *5.470 - 6.399* | *$690* |
| *6.400 - 7.519* | *$670* |
| *7.520 - 8.879* | *$650* |
| *8.880 - 10.549* | *$630* |

*10.550 - 12.589 ..... $610*
*12.590 - 15.129 ..... $590*
*15.130 - 18.289 ..... $570*
*18.290 + ..... $550*

(b) (1) For school years 2017-2018 through 2020-2021, the transportation weighting of the school district shall be either the product determined under subsection ~~(a)(13)~~ *(a)(1)(E)*, or that portion of such school district's general state aid for school year 2016-2017 that was attributable to the school district's transportation weighting, whichever is greater.

(2) For school year 2021-2022, and each school year thereafter, the transportation weighting of the school district shall be the product determined under subsection ~~(a)(13)~~ *(a)(1)(E)*.

*(3) In no event shall the transportation weighting of the school district result in the portion of such school district's state foundation aid attributable to the transportation weighting being in excess of 110% of such school district's total expenditures from all funds for transporting students for the immediately preceding school year.*

(c) For the purpose of providing accurate and reliable data on student transportation, the state board is authorized to adopt rules and regulations prescribing procedures that school districts shall follow in reporting pertinent information, including uniform reporting of expenditures for transportation.

(d) As used in this section:

(1) ~~"Curve of best fit" means the curve on a density-cost graph drawn so the sum of the distances squared from such line to each of the points plotted on the graph is the least possible.~~

~~(2) "Density-cost graph" means a drawing having: (A) A horizontal or base line divided into equal intervals of density, beginning with zero on the left, and (B) a scale for per-student cost of transportation to be shown on a line perpendicular to the base line at the left end thereof, such scale to begin with zero dollars at the base line ascending by equal per-student cost intervals.~~

~~(3) "Index of density" means the number of students who are included in the enrollment of a school district in the current school year, are residing the designated distance or more by the usually traveled road from the school building they attend, and for whom transportation is being made available on regular school routes by the school district, divided by the number of square miles of territory in the school district~~ *"Density figure" means the area of the school district in square miles divided by the number of transported students.*

*(2) "Transported students" means the number of students who were included in the enrollment of the school district in the preceding year who resided 2½ miles or more by the usually traveled road from the school building such students attended and for whom transportation was made available.*

Sec. 7. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5149 is hereby amended to read as follows: 72-5149. (a) The low enrollment weighting of each school district shall be determined by the state board as follows:

(1) For school districts with an enrollment of fewer than 100 students, multiply the enrollment of the school district by 1.014331. The resulting product is the low enrollment weighting of the school district;

(2) for school districts with an enrollment of at least 100 students, but fewer than 300 students:

(A) Subtract 100 from the enrollment of the school district;

(B) multiply the difference obtained under subsection (a)(2)(A) by 9.655;

(C) subtract the product obtained under subsection (a)(2)(B) from 7,337;

(D) divide the difference obtained under subsection (a)(2)(C) by 3,642.4;

(E) subtract one from the quotient obtained under subsection (a)(2)(D); and

(F) multiply the difference obtained under subsection (a)(2)(E) by the enrollment of the school district. The resulting product is the low enrollment weighting of the school district;

(3) for school districts with an enrollment of at least 300 students, but fewer than 1,622 students:

(A) Subtract 300 from the enrollment of the school district;

(B) multiply the difference obtained under subsection (a)(3)(A) by 1.2375;

(C) subtract the product obtained under subsection (a)(3)(B) from 5,406;

(D) divide the difference obtained under subsection (a)(3)(C) by 3,642.4;

(E) subtract one from the quotient obtained under subsection ~~(c)(D)~~ *(a)(3)(D)*; and

(F) multiply the difference obtained under subsection (a)(3)(E) by the enrollment of the school district. The resulting product is the low enrollment weighting of the school district.

(b) For school districts with an enrollment of at least 1,622 students, multiply the enrollment of the school district by 0.03504. The resulting product is the high enrollment weighting of the school district.

Sec. 8. K.S.A. 2017 Supp. 72-5150 is hereby amended to read as follows: 72-5150. The bilingual weighting of each school district shall be determined by the state board as follows:

(a) Determine the full-time equivalent enrollment in approved programs of bilingual education ~~during the preceding school year~~ and multiply such enrollment by 0.395;

(b) determine the number of students enrolled in approved programs of bilingual education ~~during the preceding school year~~ and multiply such enrollment by 0.185; and

(c) the bilingual weighting shall be either the amount determined under subsection (a) or (b), whichever is greater.

Sec. 9. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5151 is hereby amended to read as follows: 72-5151. (a) The at-risk student weighting of each school district shall be determined by the state board as follows:

(1) Determine the number of at-risk students included in the enrollment of the school district; and

(2) ~~for a school district with an enrollment that consists of 10% or more at-risk students,~~ multiply the number determined under subsection (a)(1) by 0.484. The resulting sum is the at-risk student weighting of the school district~~, or~~

~~(3) for a school district with an enrollment that consists of less than 10% at-risk students, multiply the number of students equal to 10% of such school district's enrollment by 0.484. The resulting sum is the at-risk student weighting of the school district. A school district whose at-risk student weighting is determined pursuant to this paragraph shall submit a report to the state board in such form and manner as required by the state board that identifies those students enrolled in such school district who are receiving at-risk program services and the criteria each such student satisfies in order to receive at-risk program services. The state board shall adopt rules and regulations that establish the criteria for eligibility for at-risk program services. The provisions of this paragraph shall only apply to those school districts that offer instruction in kindergarten and grades one through 12~~.

(b) Except as provided in subsection (b)(4), the high-density at-risk student weighting of each school district shall be determined by the state board as follows:

(1) (A) If the enrollment of the school district is at least 35% at-risk students, but less than 50% at-risk students:

(i) Subtract 35% from the percentage of at-risk students included in the enrollment of the school district;

(ii) multiply the difference determined under subsection (b)(1)(A)(i) by 0.7; and

(iii) multiply the product determined under subsection (b)(1)(A)(ii) by the number of at-risk students included in the enrollment of the school district; or

(B) if the enrollment of the school district is 50% or more at-risk students, multiply the number of at-risk students included in the enrollment of the school district by 0.105; or

(2) (A) if the enrollment of a school in the school district is at least 35% at-risk students, but less than 50% at-risk students:

(i) Subtract 35% from the percentage of at-risk students included in the enrollment of such school;

(ii) multiply the difference determined under subsection (b)(2)(A)(i) by 0.7; and

(iii) multiply the product determined under subsection (b)(2)(A)(ii) by the number of at-risk students included in the enrollment of such school; or

(B) if the enrollment of a school in the school district is 50% or more at-risk students, multiply the number of at-risk students included in the enrollment of such school by 0.105; and

(C) add the products determined under subsections (b)(2)(A)(iii) and (b)(2)(B) for each such school in the school district, respectively.

(3) The high-density at-risk weighting of the school district shall be the greater of the product determined under subsection (b)(1) or the sum determined under subsection (b)(2)(C).

(4) Commencing in school year 2018-2019, school districts that qualify to receive the high-density at-risk weighting pursuant to this section shall spend any money attributable to the school district's high-density at-risk weighting on the at-risk best practices developed by the state board pursuant to K.S.A. 2017 Supp. 72-5153(d), and amendments thereto. If a school district that qualifies for the high-density at-risk weighting does not spend such money on such best practices, the state board shall notify the school district that it shall either spend such money on such best practices or shall show improvement within five years of notification. Improvement shall include, but not be limited to, the following: (A) The percentage of students at grade level on state math and English language arts assessments; (B) the percentage of students that are college and career ready on state math and English language arts assessments; (C) the average composite ACT score; or (D) the four-year graduation rate. If a school district does not spend such money on such best practices and does not show improvement within five years, the school district shall not qualify to receive the high-density at-risk weighting in the succeeding school year.

(5) The provisions of this subsection shall expire on July 1, ~~2019~~ *2020*.

Sec. 10. K.S.A. 2017 Supp. 72-5155 is hereby amended to read as follows: 72-5155. ~~(a)~~ The career technical education weighting of each school district shall be determined by the state board by multiplying the full-time equivalent enrollment in approved career technical education programs ~~during the preceding school year~~ by 0.5. The resulting product is the career technical education weighting of the school district.

~~(b) The provisions of this section shall expire on July 1, 2019.~~

Sec. 11. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5170 is hereby amended to read as follows: 72-5170. (a) *(1)* In order to accomplish the mission for Kansas education, the state board shall design and adopt a school district accreditation system based upon improvement in performance that equals or exceeds the educational goal set forth in K.S.A. 2017 Supp. 72-3218(c), and amendments thereto, and is measurable. *The state board shall hold all school districts accountable to the Kansans can outcomes, or any successor outcomes established by the state board, through the Kansas education systems accreditation rules and regulations, or any successor accreditation system adopted by the state board. The state board shall establish rigorous accountability measures in the areas of social emotional learning, kindergarten readiness, individual plans of study, graduation and postsecondary success. The state board also shall ensure that all school districts and the public schools operated by such districts have programs and initiatives in place for providing those educational capacities set forth in K.S.A. 2017 Supp. 72-3218(c), and amendments thereto.* On or before January 15, 2018, and each January 15 thereafter, the state board shall prepare and submit a report on the school district accreditation system to the governor and the legislature.

*(2) The accountability measures established pursuant to paragraph (1) shall be applied both at the district level and at the school level. Such accountability measures shall be reported by the state board for each school district and each school by publication on the internet website of the state department of education. Each school district also shall report such accountability measures for such school district and each school operated by such district by publication on such school district's internet website.*

*(3) If a school district is not fully accredited and a corrective action plan is required by the state board, such corrective action plan, and any subsequent reports prepared by the state board regarding the progress of such school district in implementing and executing such corrective action plan, shall be published on the state department of education's internet website and such school district's internet website.*

*(4) If a school district is not accredited, the superintendent, or the superintendent's designee, shall appear before the committee on education of the house of representatives and the committee on education of the senate during the regular legislative session that occurs during the same school year in which such school district is not accredited. Such school district shall provide a report to such committees on the challenges and obstacles that are preventing such school district from becoming accredited.*

(b) The state board shall establish curriculum standards that reflect high academic standards for the core academic areas of mathematics, science, reading, writing and social studies. The curriculum standards shall be reviewed at least every seven years. Nothing in this subsection shall be construed in any manner so as to impinge upon any school district's authority to determine its own curriculum.

(c) The state board shall provide for statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies. The board shall ensure compatibility between the statewide assessments and the curriculum standards established pursuant to subsection (b). Such assessments shall be administered at three grade levels, as determined by the state board. The state board shall determine performance levels on the statewide assessments, the achievement of which represents high academic standards in the academic area at the grade level to which the assessment applies. The state board should specify high academic standards both for individual performance and school performance on the assessments.

(d) Each school year, on such date as specified by the state board, each school district shall submit the Kansas education system accreditation report to the state board in such form and manner as prescribed by the state board.

(e) Whenever the state board determines that a school district has failed either to meet the accreditation requirements established by rules and regulations or standards adopted by the state board or provide curriculum based on state standards and courses required by state law, the state board shall so notify the school district. Such notice shall specify the accreditation requirements that the school district has failed to meet and the curriculum that it has failed to provide. Upon receipt of such notice, the board of education of such school district is encouraged to reallocate the resources of the school district to remedy all deficiencies identified by the state board.

(f) Each school in every school district shall establish a school site council composed of the principal and representatives of teachers and other school personnel, parents of students attending the school, the business community and other community groups. School site councils shall be responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives. Site councils may make recommendations and proposals to the school board regarding budgetary items and school district matters, including, but not limited to, identifying and implementing the best practices for developing efficient and effective administrative and management functions. Site councils also may help school boards analyze the unique environment of schools, enhance the efficiency and maximize limited resources, including outsourcing arrangements and cooperative opportunities as a means to address limited budgets.

Sec. 12. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5171 is hereby amended to read as follows: 72-5171. (a) On or before January 15 of each year, the state department of education shall prepare and submit reports on school district funding for each school district to the governor and the legislature.

(b) Each report shall contain the information described in subsection (c) for the school district in terms of actual dollar amounts for the second

and immediately preceding school years and budgeted dollar amounts for the current school year.

(c) Each report shall contain the following information for the school district:

(1) Full-time equivalent enrollment;

(2) demographic information, including, but not limited to, gender, race, ethnicity, students who are economically disadvantaged, migrants, English language learners and students with disabilities;

(3) total general and supplemental general funds, including a showing of funding provided by federal sources, state sources and local sources, and total funds per student;

(4) total capital outlay funds, including a showing of such funding provided by federal sources, state sources and local sources, and capital outlay funds per student;

(5) total bond and interest funds, including a showing of such funding provided by federal sources, state sources and local sources, and bond and interest funds per student;

(6) total of all other funds not described in paragraphs (3), (4) and (5), excluding fund transfers, including a showing of such funding provided by federal sources, state sources and local sources, and total funds per student;

(7) total funds per student of all funds described in paragraphs (3) through (6);

(8) general fund moneys attributable to the following:

(A) BASE aid;

(B) high enrollment weighting;

(C) low enrollment weighting;

(D) school facilities weighting;

(E) transportation weighting;

(F) at-risk student weighting;

(G) preschool-aged at-risk student weighting;

(H) high-density at-risk student weighting;

(I) career technical education weighting;

(J) special education and related services weighting;

(K) bilingual weighting;

(L) ancillary school facilities weighting;

(M) cost-of-living weighting;

(N) declining enrollment weighting; and

(O) virtual school state aid;

(9) total expenditures on the following:

(A) At-risk education programs and services;

(B) preschool-aged at-risk education programs and services;

(C) bilingual education programs and services;

(D) career and technical education programs and services;

(E) special education and related services; and

(F) virtual school programs and services; ~~and~~

(10) total expenditures from the special retirement contributions fund*;*

*(11) expenditures and fund transfers from the supplemental general fund for those programs and services set forth in paragraph (9) and any other accounting category for which there is an expenditure or transfer from such fund; and*

*(12) general obligation bond indebtedness*.

(d) The state board shall provide uniform guidelines for what constitutes total expenditures for the programs and services listed under subsection (c)(9).

Sec. 13. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5173 is hereby amended to read as follows: 72-5173. The legislative post audit committee shall direct the legislative division of post audit to conduct the following performance audits in the fiscal year specified:

(a) A performance audit of transportation services funding. The audit should include a comparison of the amount of transportation services funding school districts receive to the cost of providing transportation services. This performance audit shall be conducted during fiscal year 2018, and the final audit report shall be submitted to the legislature on or before January 15, 2018.

(b) A performance audit of at-risk education funding. The audit

should evaluate the method of counting students for at-risk education funding, the level of the at-risk student weighting and high-density at-risk student weighting under the act and how school districts are expending moneys provided for at-risk education. This performance audit shall be conducted during fiscal year 2020, and the final audit report shall be submitted to the legislature on or before January 15, 2020.

(c) A performance audit of bilingual education funding. The audit should evaluate the method of counting students for bilingual education funding, the level of the bilingual weighting under the act and how school districts are expending moneys provided for bilingual education. This performance audit shall be conducted during fiscal year ~~2023~~ *2022*, and the final audit report shall be submitted to the legislature on or before January 15, ~~2023~~ *2022*.

(d) A study of statewide virtual school programs administered in other states. The study shall include, but not be limited to, the following:

(1) The aggregate cost incurred by each state administering a virtual school program, and the cost incurred by individual school districts or schools within each state;

(2) the resources necessary for the implementation of each virtual school program, including, but not limited to, personnel, equipment, software and facility usage;

(3) the scope of each virtual school program; and

(4) the effectiveness of each virtual school program with respect to student performance and outcomes.

The audit shall be conducted during fiscal year ~~2024~~ *2023*, and the final audit report shall be submitted to the legislature on or before January 15, ~~2024~~ *2023*.

(e) (1) A performance audit to provide a reasonable estimate of the cost of providing educational opportunities for every public school student in Kansas to achieve the performance outcome standards adopted by the state board of education. This performance audit shall be conducted ~~three~~ *two* times as follows:

(A) During ~~fiscal year 2019, and the final report submitted to the legislature on or before January 15, 2019,~~

~~(B) during~~ fiscal year ~~2022~~ *2021*, and the final report submitted to the legislature on or before January 15, ~~2022~~ *2021*; and

~~(C)~~*(B)* during fiscal year ~~2025~~ *2024*, and the final report submitted to the legislature on or before January 15, ~~2025~~ *2024*.

(2) Each performance audit required under this subsection shall:

(A) Include reasonable estimates of the costs of providing specialized education services as required by law, including, but not limited to, ~~special education and related services,~~ bilingual education and at-risk programs; and

(B) account for other factors which may contribute to variations in costs incurred by school districts, including, but not limited to, total district enrollment and geographic location within the state.

(3) In conducting each performance audit required under this subsection:

(A) Any examination of historical data and expenditures shall correct any recognized inadequacy of such data or expenditure through a statistically valid method of extrapolation; and

(B) subject to the limitations of the division of legislative post audit budget and appropriations therefor, the legislative post auditor may enter into contracts with consultants as the post auditor deems necessary.

(f) A performance audit to ~~identify best practices in successful schools. The audit should include a comparison of the educational methods and other practices of demographically similar school districts that achieve significantly different student outcomes based on performance outcome standards adopted by the state board of education. This performance audit shall be conducted during fiscal year 2021, and the final audit report shall be submitted to the legislature on or before January 15, 2021. The audit shall be conducted a second time during fiscal year 2026, and the final audit report shall be submitted to the legislature on or before January 15, 2026~~ *provide a reasonable estimate of the costs of providing special education and related services, including, but not limited to, other factors which may contribute to variations in costs incurred by school districts. This performance audit shall be conducted during fiscal year*

*2019, and the final audit report shall be submitted to the legislature on or before January 15, 2019.*

Sec. 14. On and after July 1, 2018, K.S.A. 2017 Supp. 72-53,113 is hereby amended to read as follows: 72-53,113. (a) The board of education of any school district may make an annual tax levy at a mill rate not to exceed the statutorily prescribed mill rate upon the taxable tangible property in the school district for the purposes specified in this act and, with respect to any redevelopment district established prior to July 1, 2017, pursuant to K.S.A. 12-1771, and amendments thereto, for the purpose of paying a portion of the principal and interest on bonds issued by cities under the authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. No levy shall be made under this act until a resolution is adopted by the board of education in the following form:

Unified School District No. _____,

_____ County, Kansas.

RESOLUTION

Be It Resolved that:

The above-named school board shall be authorized to make an annual tax levy in an amount not to exceed _____ mills upon the taxable tangible property in the school district for the purpose of acquisition, construction, reconstruction, repair, remodeling, additions to, furnishing, maintaining and equipping of school district property and equipment necessary for school district purposes, including: (1) Computer software; (2) performance uniforms; (3) housing and boarding pupils enrolled in an area vocational school operated under the board; (4) architectural expenses; (5) building sites; (6) undertaking and maintenance of asbestos control projects; (7) school buses; *and* (8)~~ utility expenses; (9) property and casualty insurance, and (10)~~ other fixed assets, and with respect to any redevelopment district established prior to July 1, 2017, pursuant to K.S.A. 12-1771, and amendments thereto, for the purpose of paying a portion of the principal and interest on bonds issued by cities under the authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. The tax levy authorized by this resolution may be made, unless a petition in opposition to the same, signed by not less than 10% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within 40 calendar days after the last publication of this resolution. In the event a petition is filed, the county election officer shall submit the question of whether the tax levy shall be authorized to the electors in the school district at an election called for that purpose or at the next general election, as is specified by the board of education of the above school district.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the board of education of Unified School District No. _____, _____ County, Kansas, on the ____ day of _____, _____.

_____

Clerk of the board of education.

All of the blanks in the above resolution shall be appropriately filled. The blank preceding the word "mills" shall be filled with a specific number. The resolution shall be published once a week for two consecutive weeks in a newspaper having general circulation in the school district. If no petition as specified above is filed in accordance with the provisions of the resolution, the board of education may make the tax levy specified in the resolution. If a petition is filed as provided in the resolution, the board of education may notify the county election officer of the date of an election to be held to submit the question of whether the tax levy shall be authorized. If the board of education fails to notify the county election officer within 60 calendar days after a petition is filed, the resolution shall be deemed abandoned and no like resolution shall be adopted by the board of education within the nine months following the first publication of the resolution.

(b) As used in this act:

(1) "Unconditionally authorized to make a capital outlay tax levy" means that the school district has adopted a resolution under this section,

has published the same, and either that the resolution was not protested or that it was protested and an election has been held by which the tax levy specified in the resolution was approved;

(2) "statutorily prescribed mill rate" means: (A) Eight mills; (B) the mill levy rate in excess of eight mills if the resolution fixing such rate was approved at an election prior to the effective date of this act; or (C) the mill levy rate in excess of eight mills if no petition or no sufficient petition was filed in protest to a resolution fixing such rate in excess of eight mills and the protest period for filing such petition has expired;

(3) "asbestos control project" means any activity which is necessary or incidental to the control of asbestos-containing material in buildings of school districts and includes, but not by way of limitation, any activity undertaken for the removal or encapsulation of asbestos-containing material, for any remodeling, renovation, replacement, rehabilitation or other restoration necessitated by such removal or encapsulation, for conducting inspections, reinspections and periodic surveillance of buildings, performing response actions, and developing, implementing and updating operations and maintenance programs and management plans;

(4) "asbestos" means the asbestiform varieties of chrysotile (serpentine), crocidolite (riebeckite), amosite (cummingtonitegrunerite), anthophyllite, tremolite, and actinolite; and

(5) "asbestos-containing material" means any material or product which contains more than 1% asbestos.

Sec. 15. On and after July 1, 2018, K.S.A. 2017 Supp. 72-53,116 is hereby amended to read as follows: 72-53,116. (a) Any moneys in the capital outlay fund of any school district and any moneys received from issuance of bonds under K.S.A. 2017 Supp. 72-53,117 or 72-53,122, and amendments thereto, may be used for the purpose of the acquisition, construction, reconstruction, repair, remodeling, additions to, furnishing, maintaining and equipping of school district property and equipment necessary for school district purposes, including: (1) Computer software; (2) performance uniforms; (3) housing and boarding pupils enrolled in an area vocational school operated under the board of education; (4) architectural expenses; (5) building sites; (6) undertaking and maintenance of asbestos control projects; (7) school buses; *and* (8)~~ utility expenses, (9) property and casualty insurance, and (10)~~ other fixed assets.

(b) The board of education of any school district is hereby authorized to invest any portion of the capital outlay fund of the school district which is not currently needed in investments authorized by K.S.A. 12-1675, and amendments thereto, in the manner prescribed therein, or may invest the same in direct obligations of the United States government maturing or redeemable at par and accrued interest within three years from date of purchase, the principal and interest whereof is guaranteed by the government of the United States. All interest received on any such investment shall upon receipt thereof be credited to the capital outlay fund.

Sec. 16. On and after July 1, 2018, K.S.A. 2017 Supp. 72-5461 is hereby amended to read as follows: 72-5461. (a) Upon receiving an application under K.S.A. 2017 Supp. 72-5460, and amendments thereto, the state board of education shall review the application and examine the evidence furnished in support of the application.

(b) (1) Commencing in school year 2017-2018, the state board of education shall not approve any application submitted during the current school year if such approval would result in the aggregate amount of all general obligation bonds approved by the state board for such school year exceeding the aggregate principal amount of all general obligation bonds retired in the immediately preceding school year *adjusted for inflation pursuant to paragraph (4). For any application submitted during the current school year in excess of $175,000,000, the state board shall apply only an amount of $175,000,000 of such application when determining whether the aggregate principal amount of all general obligation bonds retired in the immediately preceding school year has been exceeded*. In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:

(A) Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the

Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation;

(B) enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;

(C) impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology; and

(D) energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation.

(2) The state board shall not consider a school district's eligibility for capital improvement state aid, or the amount of capital improvement state aid a school district would be eligible to receive, in determining whether to approve such district's application.

(3) The provisions of subsection (b)(1) shall not apply to school districts that have not issued any general obligation bonds in the 25 years prior to the current school year.

*(4) The state board shall adjust the aggregate principal amount of all general obligation bonds retired in the immediately preceding school year by adding an amount equal to the five-year compounded percentage increase in the producer price index industry data for new school building construction as published by the bureau of labor statistics of the United States department of labor for the five immediately preceding school years.*

(c) After reviewing the application and examining the supportive evidence, the state board of education shall issue an order either granting or denying the application. If the application is approved, the applicant board of education shall request the county election officer to hold an election to vote upon the question of issuing the increased amount of bonds in the manner provided by law.

(d) Any application that is denied pursuant to subsection (b) may be tentatively approved by the state board of education for the immediately succeeding school year. The amount of general obligation bonds approved in any such application shall be counted first towards the aggregate amount of all general obligation bonds approved by the state board for such school year.

(e) Commencing in school year 2017-2018, the state board of education shall determine the aggregate principal amount of general obligation bonds retired in the immediately preceding school year.

(f) The provisions of subsections (b), (d) and (e) shall expire on June 30, 2022.

Sec. 17. K.S.A. 2017 Supp. 72-5150 and 72-5155 are hereby repealed.

Sec. 18. On and after July 1, 2018, K.S.A. 2017 Supp. 72-1171, 72-5132, 72-5133, 72-5143, 72-5144, 72-5145, 72-5148, 72-5149, 72-5151, 72-5170, 72-5171, 72-5173, 72-53,113, 72-53,116, 72-5461, 72-6463, 72-6464, 72-6465, 72-6466, 72-6467, 72-6468, 72-6469, 72-6470, 72-6471, 72-6472, 72-6473, 72-6474, 72-6475, 72-6477, 72-6478, 72-6479, 72-6480 and 72-6481 are hereby repealed.

Sec. 19. This act shall take effect and be in force from and after its publication in the Kansas register.

I hereby certify that the above BILL originated in the SENATE, and passed that body

_____

SENATE concurred in HOUSE amendments _____

_____
*President of the Senate.*

_____
*Secretary of the Senate.*

Passed the HOUSE as amended _____

_____
*Speaker of the House.*

_____
*Chief Clerk of the House.*

APPROVED _____

_____
*Governor.*

House Substitute for SENATE BILL No. 61

AN ACT concerning education; relating to the Kansas school equity and enhancement act; BASE aid amounts; school district local option budgets; amending K.S.A. 2017 Supp. 72-5132, as amended by section 2 of 2018 Substitute for Senate Bill No. 423, and 72-5143, as amended by section 4 of 2018 Substitute for Senate Bill No. 423, and repealing the existing sections.

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

New Section 1. (a) It is the public policy of the state of Kansas to require school districts to adopt a local option budget pursuant to K.S.A. 2017 Supp. 72-5143, and amendments thereto, as part of the system for finance of the educational interests of the state. Commencing in school year 2018-2019, all school districts shall have a local option budget that is at least 15% of such school district's total foundation aid.

(b) In any action challenging the adequacy of the state's provision for finance of the educational interests of the state, the aggregate amount of moneys provided for school districts from the adoption of a local option budget required under K.S.A. 2017 Supp. 72-5143(a), and amendments thereto, shall be included in determining the adequacy of the amount of total funding provided by the legislature in making suitable provision for finance of the educational interests of the state. The aggregate amount of moneys provided for school districts from the adoption of a local option budget in excess of the amount required under K.S.A. 2017 Supp. 72-5143(a), and amendments thereto, also may be included in determining the adequacy of the amount of total funding provided by the legislature in making suitable provision for finance of the educational interests of the state.

New Sec. 2. (a) (1) Subject to the provisions of subsection (e), the provisions of this subsection shall apply in any school year in which the amount of BASE aid is $4,490 or less.

(2) The board of education of a school district may adopt a local option budget that does not exceed the local option budget calculated as if the BASE aid was $4,490, or that does not exceed the local option budget as calculated pursuant to K.S.A. 2017 Supp. 72-5143, and amendments thereto, whichever is greater.

(b) The board of education of a school district may adopt a local option budget that does not exceed the local option budget calculated as if the school district received state aid for special education and related services equal to the amount of state aid for special education and related services received in school year 2008-2009, or that does not exceed the local option budget as calculated pursuant to K.S.A. 2017 Supp. 72-5143, and amendments thereto, whichever is greater.

(c) The board of any school district may exercise the authority granted under subsection (a) or (b) or both subsections (a) and (b).

(d) To the extent that the provisions of K.S.A. 2017 Supp. 72-5143, and amendments thereto, conflict with this section, this section shall control.

(e) For school year 2019-2020, and each school year thereafter, the specified dollar amount used in subsection (a) for purposes of determining the local option budget of a school district shall be the specified dollar amount used for the immediately preceding school year plus an amount equal to the average percentage increase in the consumer price index for all urban consumers in the midwest region as published by the bureau of labor statistics of the United States department of labor during the three immediately preceding school years.

New Sec. 3. The commissioner of education, when implementing the mental health intervention team pilot program pursuant to section 1(a) of 2018 Substitute for Senate Bill No. 423, shall allow nine schools served by the fiscal agent, Abilene school district (U.S.D. no. 435), to participate in the pilot program. The provisions of section 1(a) of 2018 Substitute for Senate Bill No. 423, which allow nine schools served by the central Kansas cooperative in education to participate in the mental health intervention team pilot program, are hereby declared to be null and void and shall have no force and effect.

Sec. 4. K.S.A. 2017 Supp. 72-5132, as amended by section 2 of 2018 Substitute for Senate Bill No. 423, is hereby amended to read as follows: 72-5132. As used in the Kansas school equity and enhancement act, K.S.A. 2017 Supp. 72-5131 et seq., and amendments thereto:

(a) "Adjusted enrollment" means the enrollment of a school district adjusted by adding the following weightings, if any, to the enrollment of

a school district: At-risk student weighting; bilingual weighting; career technical education weighting; high-density at-risk student weighting; high enrollment weighting; low enrollment weighting; school facilities weighting; ancillary school facilities weighting; cost-of-living weighting; special education and related services weighting; and transportation weighting.

(b) "Ancillary school facilities weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5158, and amendments thereto, on the basis of costs attributable to commencing operation of one or more new school facilities by such school districts.

(c) (1) "At-risk student" means a student who is eligible for free meals under the national school lunch act, and who is enrolled in a school district that maintains an approved at-risk student assistance program.

(2) The term "at-risk student" shall not include any student enrolled in any of the grades one through 12 who is in attendance less than full time, or any student who is over 19 years of age. The provisions of this paragraph shall not apply to any student who has an individualized education program.

(d) "At-risk student weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5151(a), and amendments thereto, on the basis of costs attributable to the maintenance of at-risk educational programs by such school districts.

(e) "Base aid for student excellence" or "BASE aid" means an amount appropriated by the legislature in a fiscal year for the designated year. The amount of BASE aid shall be as follows:

(1) For school year 2018-2019, ~~$4,900~~ *$4,165*;

(2) for school year 2019-2020, ~~$5,061~~ *$4,302*;

(3) for school year 2020-2021, ~~$5,222~~ *$4,439*;

(4) for school year 2021-2022, ~~$5,384~~ *$4,576*;

(5) for school year 2022-2023, ~~$5,545~~ *$4,713*; and

(6) for school year 2023-2024, and each school year thereafter, the BASE aid shall be the BASE aid amount for the immediately preceding school year plus an amount equal to the average percentage increase in the consumer price index for all urban consumers in the midwest region as published by the bureau of labor statistics of the United States department of labor during the three immediately preceding school years rounded to the nearest whole dollar amount.

(f) "Bilingual weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5150, and amendments thereto, on the basis of costs attributable to the maintenance of bilingual educational programs by such school districts.

(g) "Board" means the board of education of a school district.

(h) "Budget per student" means the general fund budget of a school district divided by the enrollment of the school district.

(i) "Categorical fund" means and includes the following funds of a school district: Adult education fund; adult supplementary education fund; at-risk education fund; bilingual education fund; career and postsecondary education fund; driver training fund; educational excellence grant program fund; extraordinary school program fund; food service fund; parent education program fund; preschool-aged at-risk education fund; professional development fund; special education fund; and summer program fund.

(j) "Cost-of-living weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5159, and amendments thereto, on the basis of costs attributable to the cost of living in such school districts.

(k) "Current school year" means the school year during which state foundation aid is determined by the state board under K.S.A. 2017 Supp. 72-5134, and amendments thereto.

(l) "Enrollment" means:

(1) The number of students regularly enrolled in kindergarten and grades one through 12 in the school district on September 20 of the preceding school year plus the number of preschool-aged at-risk students regularly enrolled in the school district on September 20 of the current school year, except a student who is a foreign exchange student shall not be counted unless such student is regularly enrolled in the school district

on September 20 and attending kindergarten or any of the grades one through 12 maintained by the school district for at least one semester or two quarters, or the equivalent thereof.

(2) If the enrollment in a school district in the preceding school year has decreased from enrollment in the second preceding school year, the enrollment of the school district in the current school year means the sum of:

(A) The enrollment in the second preceding school year, excluding students under paragraph (2)(B), minus enrollment in the preceding school year of preschool-aged at-risk students, if any, plus enrollment in the current school year of preschool-aged at-risk students, if any; and

(B) the adjusted enrollment in the second preceding school year of any students participating in the tax credit for low income students scholarship program pursuant to K.S.A. 2017 Supp. 72-4351 et seq., and amendments thereto, in the preceding school year, if any, plus the adjusted enrollment in the preceding school year of preschool-aged at-risk students who are participating in the tax credit for low income students scholarship program pursuant to K.S.A. 2017 Supp. 72-4351 et seq., and amendments thereto, in the current school year, if any.

(3) For any school district that has a military student, as that term is defined in K.S.A. 2017 Supp. 72-5139, and amendments thereto, enrolled in such district, and that received federal impact aid for the preceding school year, if the enrollment in such school district in the preceding school year has decreased from enrollment in the second preceding school year, the enrollment of the school district in the current school year means whichever is the greater of:

(A) The enrollment determined under paragraph (2); or

(B) the sum of the enrollment in the preceding school year of preschool-aged at-risk students, if any, and the arithmetic mean of the sum of:

(i) The enrollment of the school district in the preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any;

(ii) the enrollment in the second preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any; and

(iii) the enrollment in the third preceding school year minus the enrollment in such school year of preschool-aged at-risk students, if any.

(4) The enrollment determined under paragraph (1), (2) or (3), except if the school district begins to offer kindergarten on a full-time basis in such school year, students regularly enrolled in kindergarten in the school district in the preceding school year shall be counted as one student regardless of actual attendance during such preceding school year.

(m) "February 20" has its usual meaning, except that in any year in which February 20 is not a day on which school is maintained, it means the first day after February 20 on which school is maintained.

(n) "Federal impact aid" means an amount equal to the federally qualified percentage of the amount of moneys a school district receives in the current school year under the provisions of title I of public law 874 and congressional appropriations therefor, excluding amounts received for assistance in cases of major disaster and amounts received under the low-rent housing program. The amount of federal impact aid shall be determined by the state board in accordance with terms and conditions imposed under the provisions of the public law and rules and regulations thereunder.

(o) "General fund" means the fund of a school district from which operating expenses are paid and in which is deposited all amounts of state foundation aid provided under this act, payments under K.S.A. 2017 Supp. 72-528, and amendments thereto, payments of federal funds made available under the provisions of title I of public law 874, except amounts received for assistance in cases of major disaster and amounts received under the low-rent housing program and such other moneys as are provided by law.

(p) "General fund budget" means the amount budgeted for operating expenses in the general fund of a school district.

(q) "High-density at-risk student weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5151(b), and amendments thereto, on the basis of costs

attributable to the maintenance of at-risk educational programs by such school districts.

(r) "High enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5149(b), and amendments thereto, on the basis of costs attributable to maintenance of educational programs by such school districts.

(s) "Juvenile detention facility" means the same as such term is defined in K.S.A. 2017 Supp. 72-1173, and amendments thereto.

(t) "Local foundation aid" means the sum of the following amounts:

~~(1) The amount of the proceeds from the tax levied under the authority of K.S.A. 2017 Supp. 72-5147, and amendments thereto, that is levied to finance that portion of the school district's local option budget that is required pursuant to K.S.A. 2017 Supp. 72-5143(a), and amendments thereto, and not financed from any other source provided by law;~~

~~(2) an amount equal to that portion of the school district's supplemental state aid determined pursuant to K.S.A. 2017 Supp. 72-5145, and amendments thereto, to equalize that portion of the school district's local option budget that is required pursuant to K.S.A. 2017 Supp. 72-5143(a), and amendments thereto, and not financed from any other source provided by law;~~

~~(3)~~ An amount equal to any unexpended and unencumbered balance remaining in the general fund of the school district, except moneys received by the school district and authorized to be expended for the purposes specified in K.S.A. 2017 Supp. 72-5168, and amendments thereto;

~~(4)~~*(2)* an amount equal to any remaining proceeds from taxes levied under authority of K.S.A. 72-7056 and 72-7072, and amendments thereto, prior to their repeal;

~~(5)~~*(3)* an amount equal to the amount deposited in the general fund in the current school year from moneys received in such school year by the school district under the provisions of K.S.A. 2017 Supp. 72-3123(a), and amendments thereto;

~~(6)~~*(4)* an amount equal to the amount deposited in the general fund in the current school year from moneys received in such school year by the school district pursuant to contracts made and entered into under authority of K.S.A. 2017 Supp. 72-3125, and amendments thereto;

~~(7)~~*(5)* an amount equal to the amount credited to the general fund in the current school year from moneys distributed in such school year to the school district under the provisions of articles 17 and 34 of chapter 12 of the Kansas Statutes Annotated, and amendments thereto, and under the provisions of articles 42 and 51 of chapter 79 of the Kansas Statutes Annotated, and amendments thereto;

~~(8)~~*(6)* an amount equal to the amount of payments received by the school district under the provisions of K.S.A. 2017 Supp. 72-3423, and amendments thereto;

~~(9)~~*(7)* an amount equal to the amount of any grant received by the school district under the provisions of K.S.A. 2017 Supp. 72-3425, and amendments thereto; and

~~(10)~~*(8)* an amount equal to 70% of the federal impact aid of the school district.

(u) "Low enrollment weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5149(a), and amendments thereto, on the basis of costs attributable to maintenance of educational programs by such school districts.

(v) "Operating expenses" means the total expenditures and lawful transfers from the general fund of a school district during a school year for all purposes, except expenditures for the purposes specified in K.S.A. 2017 Supp. 72-5168, and amendments thereto.

(w) "Preceding school year" means the school year immediately before the current school year.

(x) "Preschool-aged at-risk student" means an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs.

(y) "Preschool-aged exceptional children" means exceptional children, except gifted children, who have attained the age of three years but are under the age of eligibility for attendance at kindergarten. The terms "exceptional children" and "gifted children" have the same meaning as

those terms are defined in K.S.A. 2017 Supp. 72-3404, and amendments thereto.

(z) "Psychiatric residential treatment facility" means the same as such term is defined in K.S.A. 2017 Supp. 72-1173, and amendments thereto.

(aa) "School district" means a school district organized under the laws of this state that is maintaining public school for a school term in accordance with the provisions of K.S.A. 2017 Supp. 72-3115, and amendments thereto.

(bb) "School facilities weighting" means an ~~added~~ *addend* component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5156, and amendments thereto, on the basis of costs attributable to commencing operation of one or more new school facilities by such school districts.

(cc) "School year" means the 12-month period ending June 30.

(dd) "September 20" has its usual meaning, except that in any year in which September 20 is not a day on which school is maintained, it means the first day after September 20 on which school is maintained.

(ee) "Special education and related services weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5157, and amendments thereto, on the basis of costs attributable to the maintenance of special education and related services by such school districts.

(ff) "State board" means the state board of education.

(gg) "State foundation aid" means the amount of aid distributed to a school district as determined by the state board pursuant to K.S.A. 2017 Supp. 72-5134, and amendments thereto.

(hh) (1) "Student" means any person who is regularly enrolled in a school district and attending kindergarten or any of the grades one through 12 maintained by the school district or who is regularly enrolled in a school district and attending kindergarten or any of the grades one through 12 in another school district in accordance with an agreement entered into under authority of K.S.A. 2017 Supp. 72-13,101, and amendments thereto, or who is regularly enrolled in a school district and attending special education services provided for preschool-aged exceptional children by the school district.

(2) (A) Except as otherwise provided in this subsection, the following shall be counted as one student:

(i) A student in attendance full-time; and

(ii) a student enrolled in a school district and attending special education and related services, provided for by the school district.

(B) The following shall be counted as ½ student:

(i) A student enrolled in a school district and attending special education and related services for preschool-aged exceptional children provided for by the school district; and

(ii) a preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district.

(C) A student in attendance part-time shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance bears to full-time attendance.

(D) A student enrolled in and attending an institution of postsecondary education that is authorized under the laws of this state to award academic degrees shall be counted as one student if the student's postsecondary education enrollment and attendance together with the student's attendance in either of the grades 11 or 12 is at least 5/6 time, otherwise the student shall be counted as that proportion of one student (to the nearest 1/10) that the total time of the student's postsecondary education attendance and attendance in grades 11 or 12, as applicable, bears to full-time attendance.

(E) A student enrolled in and attending a technical college, a career technical education program of a community college or other approved career technical education program shall be counted as one student, if the student's career technical education attendance together with the student's attendance in any of grades nine through 12 is at least 5/6 time, otherwise the student shall be counted as that proportion of one student (to the nearest 1/10) that the total time of the student's career technical education attendance and attendance in any of grades nine through 12 bears to full-time attendance.

(F) A student enrolled in a school district and attending a non-virtual school and also attending a virtual school shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance at the non-virtual school bears to full-time attendance.

(G) A student enrolled in a school district and attending special education and related services provided for by the school district and also attending a virtual school shall be counted as that proportion of one student (to the nearest 1/10) that the student's attendance at the non-virtual school bears to full-time attendance.

(H) (i) Except as provided in clause (ii), a student enrolled in a school district who is not a resident of Kansas shall be counted as follows:

(a) For school year 2018-2019, one student;

(b) for school years 2019-2020 and 2020-2021, 3/4 of a student; and

(c) for school year 2021-2022 and each school year thereafter, 1/2 of a student.

(ii) This subparagraph (H) shall not apply to:

(a) A student whose parent or legal guardian is an employee of the school district where such student is enrolled; or

(b) a student who attended public school in Kansas during school year 2016-2017 and who attended public school in Kansas during the immediately preceding school year.

(3) The following shall not be counted as a student:

(A) An individual residing at the Flint Hills job corps center;

(B) except as provided in paragraph (2), an individual confined in and receiving educational services provided for by a school district at a juvenile detention facility; and

(C) an individual enrolled in a school district but housed, maintained and receiving educational services at a state institution or a psychiatric residential treatment facility.

(4) A student enrolled in virtual school pursuant to K.S.A. 72-3711 et seq., and amendments thereto, shall be counted in accordance with the provisions of K.S.A. 2017 Supp. 72-3715, and amendments thereto.

(ii) "Total foundation aid" means an amount equal to the product obtained by multiplying the BASE aid by the adjusted enrollment of a school district.

(jj) "Transportation weighting" means an addend component assigned to the enrollment of school districts pursuant to K.S.A. 2017 Supp. 72-5148, and amendments thereto, on the basis of costs attributable to the provision or furnishing of transportation.

(kk) "Virtual school" means the same as such term is defined in K.S.A. 2017 Supp. 72-3712, and amendments thereto.

Sec. 5. K.S.A. 2017 Supp. 72-5143, as amended by section 4 of 2018 Substitute for Senate Bill No. 423, is hereby amended to read as follows: 72-5143. (a) In each school year, the board of education of a school district shall adopt, by resolution, a local option budget equal to 15% of the school district's total foundation aid.

(b) If the board of education of a school district desires local option budget authority above the amount required under subsection (a), the board may adopt, by resolution, a local option budget in an amount that does not exceed ~~27.5% of the school district's total foundation aid~~ *the statewide average for the preceding school year as determined by the state board pursuant to subsection (j)*. The adoption of a resolution pursuant to this section shall require a majority vote of the members of the board. Such resolution shall be effective upon adoption and shall require no other procedure, authorization or approval.

(c) If the board of a school district desires local option budget authority above the amount authorized under subsection (b), the board may adopt, by resolution, such budget in an amount not to exceed the state prescribed percentage. The adoption of a resolution pursuant to this subsection shall require a majority vote of the members of the board. The resolution shall be published at least once in a newspaper having general circulation in the school district. The resolution shall be published in substantial compliance with the following form:

Unified School District No. _____,

_____ County, Kansas.

RESOLUTION

Be It Resolved that:

The board of education of the above-named school district shall be authorized to adopt a local option budget in each school year in an amount not to exceed _____% of the amount of total foundation aid. The local option budget authorized by this resolution may be adopted, unless a petition in opposition to the same, signed by not less than 10% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within 40 days after publication of this resolution. If a petition is filed, the county election officer shall submit the question of whether adoption of the local option budget shall be authorized to the electors of the school district at an election called for the purpose or at the next general election, as is specified by the board of education of the school district.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the board of education of unified school district No. _____, _____ County, Kansas, on the _____ day of _____, _____.

_____

Clerk of the board of education.

All of the blanks in the resolution shall be filled appropriately. If a sufficient petition is not filed, the board may adopt a local option budget. If a sufficient petition is filed, the board may notify the county election officer of the date of an election to be held to submit the question of whether adoption of a local option budget shall be authorized. Any such election shall be noticed, called and held in the manner provided by K.S.A. 10-120, and amendments thereto. If the board fails to notify the county election officer within 30 days after a sufficient petition is filed, the resolution shall be deemed abandoned and no like resolution shall be adopted by the board within the nine months following publication of the resolution.

(d) Unless specifically stated otherwise in the resolution, the authority to adopt a local option budget shall be continuous and permanent. *The board of any school district that is authorized to adopt a local option budget may adopt a budget in an amount less than the amount authorized, provided the board adopts a local option budget in an amount equal to or greater than the amount required under subsection (a).*

(e) The board of any school district may initiate procedures to renew or increase the authority to adopt a local option budget at any time during a school year after the tax levied pursuant to K.S.A. 2017 Supp. 72-5147, and amendments thereto, is certified to the county clerk under any existing authorization.

(f) (1) Except as provided in paragraph (2), the board of any school district authorized to adopt a local option budget prior to July 1, 2017, under a resolution that authorized the adoption of such budget in accordance with the provisions of K.S.A. 2017 Supp. 72-6471, prior to July 1, 2017, may continue to operate under such resolution for the period of time specified in the resolution if such resolution adopted a local option budget equal to or greater than the amount required in subsection (a), or may abandon the resolution and operate under the provisions of this section. Any such school district shall operate under the provisions of this section after the period of time specified in any previously adopted resolution has expired.

(2) Any resolution adopted prior to July 1, 2017, pursuant to K.S.A. 72-6433(e)(2), prior to its repeal, that authorized the adoption of a local option budget and that was not subsequently submitted to and approved by a majority of the qualified electors of the school district voting at an election called and held thereon shall expire on June 30, 2018, and shall have no force and effect during school year 2018-2019 or any subsequent school year.

(g) Any resolution adopted pursuant to this section may revoke or repeal any resolution previously adopted by the board. If the resolution does not revoke or repeal previously adopted resolutions, all resolutions that are in effect shall expire on the same date. The maximum amount

of the local option budget of a school district under all resolutions in effect shall not exceed the state prescribed percentage in any school year.

(h) For school year 2019-2020 and each school year thereafter, the board of any school district that desires to increase its local option budget authority for the immediately succeeding school year shall submit written notice of such intent to the state board by April 1 of the current school year. Such notice shall include the local option budget authority, expressed as a percentage of the school district's total foundation aid, to be adopted for the immediately succeeding school year. The board of a school district shall not adopt a local option budget in excess of the authority stated in a notice submitted pursuant to this subsection.

(i) (1) There is hereby established in each school district that adopts a local option budget a supplemental general fund, which shall consist of all amounts deposited therein or credited thereto according to law.

(2) (A) Of the moneys deposited in or otherwise credited to the supplemental general fund of a school district pursuant to K.S.A. 2017 Supp. 72-5147, and amendments thereto, an amount that is proportional to that amount of such school district's total foundation aid attributable to the at-risk student weighting as compared to such district's total foundation aid shall be transferred to the at-risk education fund of such school district and shall be expended in accordance with K.S.A. 2017 Supp. 72-5153, and amendments thereto.

(B) Of the moneys deposited in or otherwise credited to the supplemental general fund of a school district pursuant to K.S.A. 2017 Supp. 72-5147, and amendments thereto, an amount that is proportional to that amount of such school district's total foundation aid attributable to the bilingual weighting as compared to such district's total foundation aid shall be transferred to the bilingual education fund of such school district and shall be expended in accordance with K.S.A. 2017 Supp. 72-3613, and amendments thereto.

(3) Subject to the limitations imposed under paragraph (4), amounts in the supplemental general fund may be expended for any purpose for which expenditures from the general fund are authorized or may be transferred to any categorical fund of the school district. Amounts in the supplemental general fund attributable to any percentage over 25% of total foundation aid determined for the current school year may be transferred to the capital improvements fund of the school district and the capital outlay fund of the school district if such transfers are specified in the resolution authorizing the adoption of a local option budget in excess of 25%.

(4) Amounts in the supplemental general fund may not be expended for the purpose of making payments under any lease-purchase agreement involving the acquisition of land or buildings that is entered into pursuant to the provisions of K.S.A. 2017 Supp. 72-1149, and amendments thereto.

(5) (A) Except as provided in subparagraph (B), any unexpended moneys remaining in the supplemental general fund of a school district at the conclusion of any school year in which a local option budget is adopted shall be maintained in such fund.

(B) If the school district received supplemental state aid in the school year, the state board shall determine the ratio of the amount of supplemental general state aid received to the amount of the local option budget of the school district for the school year and multiply the total amount of the unexpended moneys remaining by such ratio. An amount equal to the amount of the product shall be transferred to the general fund of the school district or remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of any such remittance, the state treasurer shall deposit the same in the state treasury to the credit of the state school district finance fund.

(j) *Each year, the state board shall determine the statewide average percentage of local option budgets legally adopted by school districts for the preceding school year.*

*(k)* The provisions of this section shall be subject to the provisions of ~~K.S.A. 2017 Supp. 72-5144~~ *section 2*, and amendments thereto.

~~(k)~~*(l)* As used in this section:

(1) "Authorized to adopt a local option budget" means that a school district has adopted a resolution pursuant to subsection (c).

(2) "State prescribed percentage" means ~~30.5%~~ *33%* of the total foundation aid of the school district in the current school year.

(3) ~~For purposes of determining the school district's local option budget under subsections (a), (b) and (c),~~ "Total foundation aid" means the same as such term is defined in K.S.A. 2017 Supp. 72-5132, and amendments thereto~~, except the state aid for special education and related services shall be divided by an amount equal to 85% of the BASE aid amount, and the resulting quotient shall be used in determining the school district's total foundation aid~~.

Sec. 6. K.S.A. 2017 Supp. 72-5132, as amended by section 2 of 2018 Substitute for Senate Bill No. 423, and 72-5143, as amended by section 4 of 2018 Substitute for Senate Bill No. 423, are hereby repealed.

Sec. 7. This act shall take effect and be in force from and after its publication in the statute book.

I hereby certify that the above BILL originated in the SENATE, and passed that body

_____

SENATE concurred in HOUSE amendments _____

_____
*President of the Senate.*

_____
*Secretary of the Senate.*

Passed the HOUSE as amended _____

_____
*Speaker of the House.*

_____
*Chief Clerk of the House.*

APPROVED _____

_____
*Governor.*

Kansas state department of Education
leadership and support for student learning

Division of Fiscal and Administrative Services

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 354
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(785) 296-6659 - fax
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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: K-12 At-Risk Fund

Attached you will find a computer printout (SF18-018) which provides the cash balance of the K-12 At-Risk Fund for 2014-15, 2015-16, 2016-17, and 2017-18.

We hope you will find this information helpful.

h:leg:SCOSFD—At-Risk Cash Balance--12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
| | | | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **40,117,304** | **32,956,363** | **37,980,824** | **41,572,413** |
| D0101 | Erie-Galesburg | Neosho | 29,440 | 67,278 | 15,000 | 43 |
| D0102 | Cimarron-Ensign | Gray | 580 | 592 | 3,820 | 0 |
| D0103 | Cheylin | Cheyenne | 402 | 6,000 | 6,000 | 6,140 |
| D0105 | Rawlins County | Rawlins | 30,249 | 22,449 | 47,236 | 51,404 |
| D0106 | Western Plains | Ness | 207,402 | 205,759 | 206,225 | 206,731 |
| D0107 | Rock Hills | Jewell | 187,051 | 194,254 | 171,686 | 170,000 |
| D0108 | Washington Co. Schools | Washington | 0 | 0 | 0 | 0 |
| D0109 | Republic County | Republic | 185,000 | 185,000 | 185,000 | 185,000 |
| D0110 | Thunder Ridge Schools | Phillips | 284 | 484 | 26 | 968 |
| D0111 | Doniphan West Schools | Doniphan | 0 | 0 | 0 | 0 |
| D0112 | Central Plains | Ellsworth | 127,470 | 125,798 | 39,102 | 5,819 |
| D0113 | Prairie Hills | Nemaha | 131,869 | 131,697 | 131,278 | 136,208 |
| D0114 | Riverside | Doniphan | 0 | 0 | 0 | 0 |
| D0115 | Nemaha Central | Nemaha | 215,455 | 244,962 | 240,885 | 207,687 |
| D0200 | Greeley County Schools | Greeley | 64,865 | 48,928 | 48,782 | 83,761 |
| D0202 | Turner-Kansas City | Wyandotte | 1,156,805 | 1,513,024 | 3,009,739 | 3,403,197 |
| D0203 | Piper-Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0204 | Bonner Springs | Wyandotte | 772,117 | 762,198 | 935,005 | 891,734 |
| D0205 | Bluestem | Butler | 0 | 10,000 | 10,213 | 4,298 |
| D0206 | Remington-Whitewater | Butler | 108,103 | 11,510 | 14,461 | 71,041 |
| D0207 | Ft Leavenworth | Leavenworth | 351,353 | 201,918 | 252,129 | 320,087 |
| D0208 | Wakeeney | Trego | 230,607 | 196,456 | 120,397 | 119,464 |
| D0209 | Moscow Public Schools | Stevens | 490 | 0 | 0 | 0 |
| D0210 | Hugoton Public Schools | Stevens | 1,069 | 0 | 0 | 0 |
| D0211 | Norton Community Schools | Norton | 0 | 0 | 0 | 0 |
| D0212 | Northern Valley | Norton | 0 | 14,075 | 0 | 1 |
| D0214 | Ulysses | Grant | 271,182 | 271,696 | 274,370 | 271,619 |
| D0215 | Lakin | Kearny | 6,408 | 0 | 0 | 45,334 |
| D0216 | Deerfield | Kearny | 165,160 | 146,031 | 217,137 | 215,182 |
| D0217 | Rolla | Morton | 15,000 | 0 | 59,661 | 59,479 |
| D0218 | Elkhart | Morton | 0 | 0 | 0 | 0 |
| D0219 | Minneola | Clark | 0 | 0 | 0 | 0 |
| D0220 | Ashland | Clark | 50,866 | 54,356 | 35,000 | 24,999 |
| D0223 | Barnes | Washington | 0 | 0 | 0 | 0 |
| D0224 | Clifton-Clyde | Washington | 25,971 | 30,878 | 22,000 | 60,031 |
| D0225 | Fowler | Meade | 0 | 0 | 0 | 44,727 |
| D0226 | Meade | Meade | 100,265 | 101,050 | 104,000 | 108,000 |
| D0227 | Hodgeman County schools | Hodgeman | 53,419 | 1,423 | 2,826 | 79 |
| D0229 | Blue Valley | Johnson | 0 | 0 | 0 | 0 |
| D0230 | Spring Hill | Johnson | 4,371 | 3,825 | 45,045 | 47,393 |
| D0231 | Gardner Edgerton | Johnson | 3,942 | 1,655 | 0 | 0 |
| D0232 | De Soto | Johnson | 37,333 | 35,074 | 32,607 | 32,828 |
| D0233 | Olathe | Johnson | 49,952 | 50,000 | 50,000 | 50,000 |
| D0234 | Fort Scott | Bourbon | 222,208 | 227,082 | 225,000 | 250,000 |
| D0235 | Uniontown | Bourbon | 49,326 | 162,906 | 257,456 | 254,016 |
| D0237 | Smith Center | Smith | 40,000 | 40,003 | 40,000 | 30,000 |
| D0239 | North Ottawa County | Ottawa | 41,629 | 54,106 | 51,788 | 46,246 |
| D0240 | Twin Valley | Ottawa | 2,764 | 5,679 | 0 | 0 |
| D0241 | Wallace County Schools | Wallace | 0 | 0 | 0 | 4,503 |
| D0242 | Weskan | Wallace | 8,825 | 6,126 | 8,036 | 5,049 |
| D0243 | Lebo-Waverly | Coffey | 51,571 | 71,192 | 70,964 | 24,200 |
| D0244 | Burlington | Coffey | 168,818 | 165,817 | 149,416 | 149,416 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **40,117,304** | **32,956,363** | **37,980,824** | **41,572,413** |
| D0245 | LeRoy-Gridley | Coffey | 86,693 | 59,326 | 71,884 | 61,519 |
| D0246 | Northeast | Crawford | 17,500 | 0 | 0 | 0 |
| D0247 | Cherokee | Crawford | 124,365 | 100,000 | 103,361 | 126,937 |
| D0248 | Girard | Crawford | 17,226 | 873 | 614 | 2,654 |
| D0249 | Frontenac Public Schools | Crawford | 0 | 0 | 0 | 0 |
| D0250 | Pittsburg | Crawford | 37,680 | 2,425 | 14,041 | 26,204 |
| D0251 | North Lyon County | Lyon | 0 | 53,570 | 131,279 | 130,882 |
| D0252 | Southern Lyon County | Lyon | 0 | 0 | 0 | 0 |
| D0253 | Emporia | Lyon | 100,000 | 100,200 | 100,000 | 100,000 |
| D0254 | Barber County North | Barber | 179,348 | 176,583 | 165,803 | 165,316 |
| D0255 | South Barber | Barber | 0 | 4,908 | 0 | 0 |
| D0256 | Marmaton Valley | Allen | 0 | 0 | 0 | 0 |
| D0257 | Iola | Allen | 177,412 | 170,093 | 170,842 | 163,277 |
| D0258 | Humboldt | Allen | 9,000 | 9,578 | 83,748 | 153,264 |
| D0259 | Wichita | Sedgwick | 610,274 | 0 | 0 | 0 |
| D0260 | Derby | Sedgwick | 300,002 | 450,000 | 197,006 | 0 |
| D0261 | Haysville | Sedgwick | 1,327,423 | 1,201,204 | 970,438 | 633,623 |
| D0262 | Valley Center Pub Sch | Sedgwick | 205,011 | 242,251 | 452,715 | 431,608 |
| D0263 | Mulvane | Sedgwick | 421 | 37,873 | 0 | 0 |
| D0264 | Clearwater | Sedgwick | 82,789 | 80,400 | 96,000 | 96,000 |
| D0265 | Goddard | Sedgwick | 50,000 | 65,000 | 75,000 | 85,000 |
| D0266 | Maize | Sedgwick | 0 | 0 | 0 | 788 |
| D0267 | Renwick | Sedgwick | 0 | 0 | 0 | 0 |
| D0268 | Cheney | Sedgwick | 0 | 0 | 0 | 0 |
| D0269 | Palco | Rooks | 0 | 0 | 0 | 0 |
| D0270 | Plainville | Rooks | 31,478 | 36,017 | 19,499 | 19,978 |
| D0271 | Stockton | Rooks | 3 | 0 | 0 | 0 |
| D0272 | Waconda | Mitchell | 0 | 3,180 | 50,000 | 61,017 |
| D0273 | Beloit | Mitchell | 45,000 | 45,000 | 45,000 | 45,488 |
| D0274 | Oakley | Logan | 0 | 0 | 0 | 0 |
| D0275 | Triplains | Logan | 35,441 | 33,963 | 31,693 | 31,693 |
| D0281 | Graham County | Graham | 696 | 830 | 830 | 1,097 |
| D0282 | West Elk | Elk | 22,279 | 120,131 | 65,194 | 676 |
| D0283 | Elk Valley | Elk | 0 | 0 | 0 | 0 |
| D0284 | Chase County | Chase | 0 | 0 | 0 | 0 |
| D0285 | Cedar Vale | Chautauqua | 0 | 0 | 0 | 0 |
| D0286 | Chautauqua Co Community | Chautauqua | 9,290 | 0 | 0 | 64,971 |
| D0287 | West Franklin | Franklin | 655,058 | 590,377 | 588,885 | 173,385 |
| D0288 | Central Heights | Franklin | 22,641 | 25,555 | 0 | 100,676 |
| D0289 | Wellsville | Franklin | 38,242 | 42,021 | 215,711 | 210,254 |
| D0290 | Ottawa | Franklin | 167,288 | 243,353 | 374,184 | 474,611 |
| D0291 | Grinnell Public Schools | Gove | 1,665 | 1,813 | 1,777 | 1,092 |
| D0292 | Wheatland | Gove | 0 | 0 | 0 | 0 |
| D0293 | Quinter Public Schools | Gove | 0 | 0 | 0 | 0 |
| D0294 | Oberlin | Decatur | 0 | 0 | 11,089 | 0 |
| D0297 | St Francis Comm Sch | Cheyenne | 0 | 0 | 0 | 0 |
| D0298 | Lincoln | Lincoln | 1,942 | 1,983 | 551 | 0 |
| D0299 | Sylvan Grove | Lincoln | 0 | 10,000 | 32,383 | 34,990 |
| D0300 | Comanche County | Comanche | 123,890 | 81,594 | 138,481 | 138,948 |
| D0303 | Ness City | Ness | 55,932 | 55,700 | 55,421 | 23,757 |
| D0305 | Salina | Saline | 960,910 | 960,910 | 870,075 | 349,999 |
| D0306 | Southeast Of Saline | Saline | 0 | 0 | 0 | 0 |
| D0307 | Ell-Saline | Saline | 223,837 | 224,966 | 246,273 | 238,300 |
| D0308 | Hutchinson Public Schools | Reno | 665,456 | 866,580 | 775,156 | 1,084,010 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **40,117,304** | **32,956,363** | **37,980,824** | **41,572,413** |
| D0309 | Nickerson | Reno | 198,092 | 213,794 | 210,813 | 203,731 |
| D0310 | Fairfield | Reno | 0 | 0 | 0 | 0 |
| D0311 | Pretty Prairie | Reno | 16,818 | 25,324 | 68,243 | 126,510 |
| D0312 | Haven Public Schools | Reno | 0 | 0 | 0 | 0 |
| D0313 | Buhler | Reno | 24,434 | 5,868 | 2,400 | 7,259 |
| D0314 | Brewster | Thomas | 58,357 | 60,754 | 108,164 | 48,993 |
| D0315 | Colby Public Schools | Thomas | 138,181 | 126,147 | 168,579 | 212,451 |
| D0316 | Golden Plains | Thomas | 197,632 | 187,770 | 179,163 | 195,592 |
| D0320 | Wamego | Pottawatomie | 76,372 | 65,766 | 64,714 | 69,416 |
| D0321 | Kaw Valley | Pottawatomie | 0 | 0 | 84,792 | 0 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 100,000 | 92,513 | 114,999 | 149,729 |
| D0323 | Rock Creek | Pottawatomie | 2,566 | 12,076 | 169,539 | 185,442 |
| D0325 | Phillipsburg | Phillips | 15,267 | 15,157 | 19,611 | 19,367 |
| D0326 | Logan | Phillips | 40,593 | 40,069 | 67,155 | 77,394 |
| D0327 | Ellsworth | Ellsworth | 14,888 | 39,696 | 28,493 | 34,210 |
| D0329 | Wabaunsee | Wabaunsee | 0 | 0 | 2,035 | 40 |
| D0330 | Mission Valley | Wabaunsee | 40,000 | 15,000 | 15,000 | 11,761 |
| D0331 | Kingman - Norwich | Kingman | 65,000 | 65,000 | 65,000 | 65,000 |
| D0332 | Cunningham | Kingman | 0 | 0 | 0 | 0 |
| D0333 | Concordia | Cloud | 0 | 0 | 25,000 | 39,390 |
| D0334 | Southern Cloud | Cloud | 71,339 | 70,920 | 97,000 | 246,054 |
| D0335 | North Jackson | Jackson | 160,000 | 194,000 | 239,827 | 420,590 |
| D0336 | Holton | Jackson | 0 | 0 | 115,695 | 119,898 |
| D0337 | Royal Valley | Jackson | 45,002 | 44,114 | 45,000 | 49,999 |
| D0338 | Valley Falls | Jefferson | 4,256 | 3,404 | 51,125 | 40,000 |
| D0339 | Jefferson County North | Jefferson | 84,737 | 84,500 | 84,406 | 83,850 |
| D0340 | Jefferson West | Jefferson | 124,174 | 152,000 | 157,310 | 102,929 |
| D0341 | Oskaloosa Public Schools | Jefferson | 149,796 | 152,704 | 197,638 | 197,411 |
| D0342 | McLouth | Jefferson | 18,000 | 18,000 | 18,000 | 18,000 |
| D0343 | Perry Public Schools | Jefferson | 139,927 | 139,927 | 152,211 | 280,703 |
| D0344 | Pleasanton | Linn | 0 | 0 | 0 | 0 |
| D0345 | Seaman | Shawnee | 0 | 0 | 0 | 0 |
| D0346 | Jayhawk | Linn | 200,000 | 150,000 | 250,000 | 250,000 |
| D0347 | Kinsley-Offerle | Edwards | 0 | 0 | 0 | 0 |
| D0348 | Baldwin City | Douglas | 9,920 | 29,592 | 29,787 | 25,935 |
| D0349 | Stafford | Stafford | 335,366 | 415,534 | 466,718 | 474,435 |
| D0350 | St John-Hudson | Stafford | 900 | 51,035 | 52,185 | 59,143 |
| D0351 | Macksville | Stafford | 0 | 0 | 0 | 0 |
| D0352 | Goodland | Sherman | 0 | 509 | 67,166 | 85,884 |
| D0353 | Wellington | Sumner | 30,411 | 29,195 | 173,034 | 122,853 |
| D0355 | Ellinwood Public Schools | Barton | 13,536 | 0 | 0 | 0 |
| D0356 | Conway Springs | Sumner | 220,000 | 214,847 | 267,856 | 250,000 |
| D0357 | Belle Plaine | Sumner | 1,284 | 1,094 | 6,488 | 880 |
| D0358 | Oxford | Sumner | 0 | 0 | 0 | 0 |
| D0359 | Argonia Public Schools | Sumner | 0 | 0 | 0 | 0 |
| D0360 | Caldwell | Sumner | 0 | 0 | 0 | 0 |
| D0361 | Chaparral Schools | Harper | 171,961 | 300,000 | 226,355 | 200,000 |
| D0362 | Prairie View | Linn | 0 | 26,583 | 0 | 0 |
| D0363 | Holcomb | Finney | 55,954 | 65,813 | 2,013 | 5,201 |
| D0364 | Marysville | Marshall | 0 | 0 | 46,450 | 46,500 |
| D0365 | Garnett | Anderson | 37,014 | 35,488 | 30,477 | 36,421 |
| D0366 | Woodson | Woodson | 75 | 0 | 0 | 0 |
| D0367 | Osawatomie | Miami | 0 | 0 | 0 | 0 |
| D0368 | Paola | Miami | 996,964 | 889,892 | 759,844 | 773,087 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **40,117,304** | **32,956,363** | **37,980,824** | **41,572,413** |
| D0369 | Burrton | Harvey | 68,866 | 0 | 8,732 | 24,134 |
| D0371 | Montezuma | Gray | 62,975 | 91,721 | 115,277 | 114,961 |
| D0372 | Silver Lake | Shawnee | 48,000 | 55,545 | 50,000 | 49,309 |
| D0373 | Newton | Harvey | 49,750 | 50,000 | 200,000 | 250,000 |
| D0374 | Sublette | Haskell | 113,656 | 110,117 | 110,346 | 110,346 |
| D0375 | Circle | Butler | 7,631 | 0 | 200 | 102,000 |
| D0376 | Sterling | Rice | 0 | 0 | 0 | 0 |
| D0377 | Atchison Co Comm Schools | Atchison | 0 | 0 | 0 | 0 |
| D0378 | Riley County | Riley | 118,518 | 91,524 | 119,346 | 119,114 |
| D0379 | Clay Center | Clay | 197,026 | 199,999 | 202,183 | 196,968 |
| D0380 | Vermillion | Marshall | 20,002 | 18,016 | 41,063 | 53,454 |
| D0381 | Spearville | Ford | 100,032 | 98,561 | 43,462 | 49,406 |
| D0382 | Pratt | Pratt | 0 | 0 | 0 | 50,000 |
| D0383 | Manhattan-Ogden | Riley | 645,557 | 465,255 | 547,681 | 686,429 |
| D0384 | Blue Valley | Riley | 0 | 0 | 0 | 0 |
| D0385 | Andover | Butler | 281,032 | 389,503 | 421,586 | 250,998 |
| D0386 | Madison-Virgil | Greenwood | 1,905 | 13,842 | 40,000 | 0 |
| D0387 | Altoona-Midway | Wilson | 112,614 | 139,367 | 168,324 | 32,257 |
| D0388 | Ellis | Ellis | 10,061 | 0 | 0 | 0 |
| D0389 | Eureka | Greenwood | 404,882 | 427,825 | 427,824 | 307,000 |
| D0390 | Hamilton | Greenwood | 0 | 0 | 0 | 0 |
| D0392 | Osborne County | Osborne | 16,835 | 16,835 | 16,865 | 16,865 |
| D0393 | Solomon | Dickinson | 2,287 | 39,792 | 29,878 | 0 |
| D0394 | Rose Hill Public Schools | Butler | 130,411 | 206,868 | 200,000 | 200,000 |
| D0395 | LaCrosse | Rush | 1 | 1 | 0 | 0 |
| D0396 | Douglass Public Schools | Butler | 0 | 0 | 0 | 0 |
| D0397 | Centre | Marion | 52,005 | 76,080 | 80,670 | 82,339 |
| D0398 | Peabody-Burns | Marion | 27,070 | 44,180 | 15,827 | 44,014 |
| D0399 | Paradise | Russell | 0 | 0 | 0 | 24 |
| D0400 | Smoky Valley | McPherson | 144,488 | 141,688 | 190,517 | 277,251 |
| D0401 | Chase-Raymond | Rice | 41,858 | 0 | 0 | 81 |
| D0402 | Augusta | Butler | 294 | 23 | 0 | 0 |
| D0403 | Otis-Bison | Rush | 0 | 32,000 | 41,143 | 49,839 |
| D0404 | Riverton | Cherokee | 0 | 0 | 0 | 0 |
| D0405 | Lyons | Rice | 568,080 | 500,000 | 430,566 | 438,395 |
| D0407 | Russell County | Russell | 0 | 0 | 0 | 49,312 |
| D0408 | Marion-Florence | Marion | 0 | 0 | 0 | 0 |
| D0409 | Atchison Public Schools | Atchison | 347,569 | 347,589 | 347,581 | 245,522 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 125,000 | 125,000 | 125,000 | 125,000 |
| D0411 | Goessel | Marion | 13,805 | 25,931 | 27,892 | 44,999 |
| D0412 | Hoxie Community Schools | Sheridan | 40,773 | 48,000 | 32,809 | 30,000 |
| D0413 | Chanute Public Schools | Neosho | 925,883 | 906,231 | 948,543 | 948,543 |
| D0415 | Hiawatha | Brown | 90,279 | 98,295 | 110,461 | 115,425 |
| D0416 | Louisburg | Miami | 0 | 83,960 | 233,856 | 408,391 |
| D0417 | Morris County | Morris | 15,698 | 15,697 | 7,501 | 7,500 |
| D0418 | McPherson | McPherson | 0 | 0 | 0 | 0 |
| D0419 | Canton-Galva | McPherson | 32,108 | 20,881 | 24,471 | 26,081 |
| D0420 | Osage City | Osage | 0 | 0 | 109,135 | 129,135 |
| D0421 | Lyndon | Osage | 0 | 0 | 0 | 0 |
| D0422 | Kiowa County | Kiowa | 220,564 | 220,568 | 274,469 | 288,274 |
| D0423 | Moundridge | McPherson | 0 | 15,000 | 12,001 | 23,726 |
| D0426 | Pike Valley | Republic | 141,799 | 143,964 | 141,947 | 140,605 |
| D0428 | Great Bend | Barton | 353,301 | 353,301 | 353,301 | 353,301 |
| D0429 | Troy Public Schools | Doniphan | 0 | 0 | 25,000 | 67,647 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **40,117,304** | **32,956,363** | **37,980,824** | **41,572,413** |
| D0430 | South Brown County | Brown | 0 | 0 | 0 | 0 |
| D0431 | Hoisington | Barton | 69,536 | 69,292 | 71,540 | 77,264 |
| D0432 | Victoria | Ellis | 0 | 0 | 0 | 0 |
| D0434 | Santa Fe Trail | Osage | 0 | 0 | 99,999 | 50,000 |
| D0435 | Abilene | Dickinson | 835,922 | 423,092 | 419,354 | 364,695 |
| D0436 | Caney Valley | Montgomery | 0 | 1,836 | 1,836 | 100,000 |
| D0437 | Auburn Washburn | Shawnee | 136,943 | 397,548 | 415,513 | 418,700 |
| D0438 | Skyline Schools | Pratt | 0 | 0 | 14,998 | 15,049 |
| D0439 | Sedgwick Public Schools | Harvey | 349,999 | 378,856 | 380,299 | 380,299 |
| D0440 | Halstead | Harvey | 0 | 0 | 0 | 0 |
| D0443 | Dodge City | Ford | 12,204 | 12,206 | 12,206 | 12,206 |
| D0444 | Little River | Rice | 0 | 0 | 0 | 0 |
| D0445 | Coffeyville | Montgomery | 117,253 | 112,791 | 112,791 | 112,791 |
| D0446 | Independence | Montgomery | 322,175 | 214,686 | 175,736 | 0 |
| D0447 | Cherryvale | Montgomery | 84,151 | 84,134 | 84,249 | 84,277 |
| D0448 | Inman | McPherson | 0 | 0 | 0 | 0 |
| D0449 | Easton | Leavenworth | 87,193 | 50,000 | 80,863 | 237,191 |
| D0450 | Shawnee Heights | Shawnee | 530,016 | 533,027 | 377,567 | 450,000 |
| D0452 | Stanton County | Stanton | 0 | 0 | 0 | 0 |
| D0453 | Leavenworth | Leavenworth | 396,931 | 316,470 | 328,044 | 328,252 |
| D0454 | Burlingame Public School | Osage | 0 | 0 | 0 | 0 |
| D0456 | Marais Des Cygnes Valley | Osage | 10,000 | 10,000 | 9,738 | 11,000 |
| D0457 | Garden City | Finney | 858,334 | 865,331 | 855,720 | 1,395,111 |
| D0458 | Basehor-Linwood | Leavenworth | 0 | 0 | 0 | 0 |
| D0459 | Bucklin | Ford | 8,283 | 9,985 | 13 | 22,369 |
| D0460 | Hesston | Harvey | 64,045 | 65,000 | 151,000 | 150,000 |
| D0461 | Neodesha | Wilson | 13,784 | 14,329 | 26,030 | 25,608 |
| D0462 | Central | Cowley | 2,290 | 0 | 418 | 0 |
| D0463 | Udall | Cowley | 107,779 | 0 | 0 | 0 |
| D0464 | Tonganoxie | Leavenworth | 0 | 112,616 | 117,486 | 161,686 |
| D0465 | Winfield | Cowley | 0 | 0 | 0 | 0 |
| D0466 | Scott County | Scott | 0 | 4,999 | 50,098 | 34,427 |
| D0467 | Leoti | Wichita | 30,000 | 0 | 0 | 0 |
| D0468 | Healy Public Schools | Lane | 6,431 | 8,036 | 8,089 | 21,906 |
| D0469 | Lansing | Leavenworth | 1,419 | 0 | 4,594 | 0 |
| D0470 | Arkansas City | Cowley | 0 | 0 | 0 | 0 |
| D0471 | Dexter | Cowley | 0 | 0 | 0 | 0 |
| D0473 | Chapman | Dickinson | 101,103 | 27,184 | 15,158 | 51,479 |
| D0474 | Haviland | Kiowa | 118,188 | 122,951 | 121,007 | 87,287 |
| D0475 | Geary County Schools | Geary | 6,836,318 | 3,267,939 | 4,734,015 | 6,527,843 |
| D0476 | Copeland | Gray | 159,094 | 154,140 | 199,743 | 199,419 |
| D0477 | Ingalls | Gray | 0 | 0 | 0 | 0 |
| D0479 | Crest | Anderson | 0 | 0 | 0 | 0 |
| D0480 | Liberal | Seward | 0 | 0 | 0 | 0 |
| D0481 | Rural Vista | Dickinson | 0 | 0 | 0 | 3,885 |
| D0482 | Dighton | Lane | 1,975 | 40,138 | 41,365 | 40,887 |
| D0483 | Kismet-Plains | Seward | 250,000 | 149,999 | 175,000 | 175,000 |
| D0484 | Fredonia | Wilson | 255,946 | 156,852 | 229,528 | 320,093 |
| D0487 | Herington | Dickinson | 23,091 | 33,824 | 34,562 | 37,315 |
| D0489 | Hays | Ellis | 0 | 0 | 0 | 0 |
| D0490 | El Dorado | Butler | 200,712 | 165,213 | 174,771 | 176,159 |
| D0491 | Eudora | Douglas | 224,999 | 0 | 0 | 0 |
| D0492 | Flinthills | Butler | 54,481 | 43,882 | 8,869 | 0 |
| D0493 | Columbus | Cherokee | 100,000 | 0 | 0 | 0 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk | K-12 At-Risk |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **40,117,304** | **32,956,363** | **37,980,824** | **41,572,413** |
| D0494 | Syracuse | Hamilton | 308,297 | 347,645 | 61,508 | 436,858 |
| D0495 | Ft Larned | Pawnee | 995,362 | 994,545 | 1,000,514 | 994,925 |
| D0496 | Pawnee Heights | Pawnee | 102,641 | 102,193 | 149,987 | 113,166 |
| D0497 | Lawrence | Douglas | 2,984,551 | 0 | 0 | 0 |
| D0498 | Valley Heights | Marshall | 100,000 | 97,619 | 97,548 | 98,181 |
| D0499 | Galena | Cherokee | 160,000 | 48,876 | 50,000 | 50,000 |
| D0500 | Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0501 | Topeka Public Schools | Shawnee | 1,249,284 | 1,446,147 | 1,792,731 | 2,176,420 |
| D0502 | Lewis | Edwards | 225,000 | 225,000 | 225,000 | 247,764 |
| D0503 | Parsons | Labette | 381,178 | 400,128 | 400,454 | 400,455 |
| D0504 | Oswego | Labette | 200,000 | 200,000 | 200,000 | 199,821 |
| D0505 | Chetopa-St. Paul | Labette | 29,120 | 29,119 | 24,908 | 24,908 |
| D0506 | Labette County | Labette | 290 | 109 | 3,010 | 2,389 |
| D0507 | Satanta | Haskell | 51,856 | 101,844 | 0 | 22,053 |
| D0508 | Baxter Springs | Cherokee | 0 | 0 | 0 | 69,874 |
| D0509 | South Haven | Sumner | 0 | 0 | 0 | 0 |
| D0511 | Attica | Harper | 11,886 | 0 | 0 | 0 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 0 | 0 | 0 | 0 |

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: At-Risk Guidelines

Attached you will find the *Kansas At-Risk Pupil Assistance Program Guidelines for 2017-18 and 2018-19*.

These guidelines define an at-risk student and what criteria identify an at-risk student.

We hope you will find this information helpful.

h:leg:SCOSFD—At-Risk Criteria—12-5-17

# Kansas At-Risk Pupil Assistance Program

## Guidelines for 2017-18 and 2018-19

**1. What is the purpose of the Kansas At-Risk Pupil Assistance program?**

The purpose of the Kansas At-Risk Program is to provide at-risk students with additional educational opportunities and instructional services to assist in meeting State Board of Education outcomes.

**2. What does the term "additional educational opportunities" mean?**

The intent of the At-Risk Pupil Assistance Program is to provide "additional educational opportunities" which are educational services offered to at-risk students that are above and beyond what is offered to all students.

**3. Does an at-risk student have to be a free-lunch student?**

No, free lunch applications determine the funding while academic needs determine who is identified and served.

**4. What is the definition of an at-risk student and what criteria identify an at-risk student?**

At-risk students can be defined by one or more criteria. Predominantly, a student who is not working on grade level in either reading or mathematics is the major criteria used.

***An at-risk student is one who meets one or more of the following criteria:***

- Is not working on academic grade level.
- Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- Is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout)
- Has insufficient mastery of skills or is not meeting state standards
- Has been retained
- Has a high rate of absenteeism
- Has repeated suspensions or expulsions from school
- Is homeless and/or migrant
- Is identified as an English Language Learner
- Has social emotional needs that cause a student to be unsuccessful in school

**** Students are often at-risk as a result of the following situations:***

- Low attachment to or involvement with school
- Continual or persistently inappropriate behavior
- Repeated discipline infractions
- A high rate of transition or mobility
- Living in an environment of poverty
- Living in an environment of limited educational achievement
- Has a drug or alcohol problem
- Is pregnant or is a parent or both
- Participates in gang or gang-like activity
- Is adjudicated as a juvenile offender
- Is a "child in need of care" (CINC)

**5. May students identified for special education services receive at-risk services?**

Yes, students with disabilities may be served by the at-risk funds if the services are not the same area of service being provided by special education funds as identified on the student's IEP. For example, a student with a disability receiving special education instructional support in the area of reading could receive at-risk instructional support in the area of mathematics, but not in reading.

**6. What are districts to use to identify at-risk students?**

Districts are to use some form of diagnostic assessment and/or evidence-based educational criteria to identify students who are at-risk to determine their needs and to guide their interventions.

**7. What assessments or data can be used to identify at-risk students?**

Some examples of data and assessments that can be used to select and serve at-risk students include:

a. Records of performance demonstrating a lack of growth
b. State assessment results
c. Local assessments
d. Performance based assessments
e. Norm referenced assessments
f. Screening assessments
g. Diagnostic assessments such as:
   - Qualitative Reading Inventory
   - Degrees of Reading Power
   - Gates MacGinite
h. Supplemental services needed through the school day

**8. What are some examples of how at-risk services can be delivered?**

The primary means of providing additional services that are above and beyond what is offered to all students primarily includes additional time or additional staff hired specifically to work with identified at-risk students. Some examples of appropriate delivery services include:

a. Extended year
b. Before school
c. After school
d. Summer school
e. Extra support within a class
f. Tutorial assistance
g. Class within a class

**9. May alternative, virtual and charter schools be funded with at-risk funds?**

Yes, alternative, virtual and charter schools can use at-risk funding to provide educational services to identified at-risk students.

**10. May at-risk funds be used to fund an instructional coach for K-12?**

Yes, at-risk funds may be used to hire instructional coaches who work with teachers of at-risk students in grades K-12.

**11. How may at-risk funds be used to support direct instruction?**

Funds used to support direct instructional services provided to at-risk students includes the hiring of teachers or paraprofessionals (who are appropriately supervised by licensed staff) to offer additional services to at-risk students.

**12. May at-risk funds be used to support administrative salaries?**

In general, at-risk funds **cannot** be used to support administrative salaries unless the administrator is providing direct instructional services and/or support services to identified at-risk students beyond their regular contract duties. However, if an administrator is fully employed to serve a school that has 100% of its students identified as at-risk based on the at-risk criteria in question #4, at-risk funds can be used to support the administrator's salary. An alternative school is an example in which this situation might apply.

**13. May at-risk funds be used to support classroom teacher salaries?**

At-risk funds can be used to support classroom teacher salaries to the proportional percent of identified at-risk students. For example, if 90% of the students in a building are identified as at-risk according to the definition and criteria in Question #4 (not free lunch), 90% of the teacher salaries in that building can be allocated from the at-risk funds.

**14. May at-risk funds be used to support social workers, counselors or translators salaries?**

At-risk funds can be used to support social workers, counselors or translator's salaries if they are providing direct instructional services and/or support services to identified students. The support services provided should directly impact the reason(s) for which the student was identified as at-risk ~~to~~

**15. May at-risk funds be used to support resource officer's salaries?**

At-risk funds cannot be used to support resource officer's salaries.

**16. May at-risk funds be used to support clerical staff salaries?**

If clerical staff are fully employed to serve a school that has 100% of its students identified as at-risk according to the criteria in question #4, at-risk funds can be used to support that person's salary. An alternative school is an example of a school that might meet the 100%.

**17. May funds be used to support professional development activities?**

No, at-risk funds must be spent on additional educational opportunities and instructional services to assist in closing the achievement gap of at-risk students. At-risk funds, however, may pay the salaries of instructional coaches who work with teachers of at-risk students.

**18. May at-risk funds be used to purchase equipment?**

At-risk funds can be used to purchase equipment that will be used to support at-risk student learning; however, those purchases should be limited to 25% of the total at-risk allocation.

**19. May at-risk funds be used for qualified preschool students?**

Yes.

**20. May at-risk funds be spent on transportation?**

Yes, funds may only pay for transportation for at-risk students attending after school programs, extended school or summer school.

**21. What student records must be kept for the at-risk program?**

Annual records must be kept at the district on the following:

- List of students served
- Selection criteria including name of assessment and/or evidence-based educational criteria

**22. What information on at-risk must districts report at the end of each school year?**

According to the school finance law, districts must report annually the following information:

- The number of at-risk pupils served or provided assistance
- The type of service(s) provided
- The research (e.g., student assessment data) upon which the district relied in determining the need for the service or assistance existed
- The results (e.g., student impact data) of the service(s) or assistance provided
- Any other information required by the State Board

# # #



KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org
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**Budget questions, contact:** School Finance | (785) 296-3872 | Craig Neuenswander, Director | craign@ksde.org

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Capital Outlay Fund

Attached you will find a computer printout (SF18-019) which provides the cash balance of the Capital Outlay Fund for 2014-15, 2015-16, 2016-17, and 2017-18.

The capital outlay fund is primarily revenue generated by the local mill levy determined by local boards of education. The capital outlay mill levy has a cap of eight mills as provided by law.

We hope you will find this information helpful.

h:leg:SCOSFD—Capital Outlay Cash Balance--12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
| | | | Capital Outlay | Capital Outlay | Capital Outlay | Capital Outlay |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **428,071,442** | **411,215,523** | **430,354,592** | **492,088,292** |
| D0101 | Erie-Galesburg | Neosho | 903,870 | 646,567 | 495,124 | 350,450 |
| D0102 | Cimarron-Ensign | Gray | 155,179 | 364,554 | 537,280 | 597,515 |
| D0103 | Cheylin | Cheyenne | 149,056 | 225,816 | 238,836 | 231,982 |
| D0105 | Rawlins County | Rawlins | 183,422 | 87,866 | 252,904 | 317,147 |
| D0106 | Western Plains | Ness | 680,478 | 789,380 | 808,916 | 640,013 |
| D0107 | Rock Hills | Jewell | 1,872,543 | 1,778,916 | 1,798,568 | 1,796,472 |
| D0108 | Washington Co. Schools | Washington | 265,703 | 181,100 | 397,570 | 572,612 |
| D0109 | Republic County | Republic | 828,498 | 602,315 | 977,404 | 1,368,617 |
| D0110 | Thunder Ridge Schools | Phillips | 1,533,216 | 1,640,696 | 1,734,294 | 1,947,740 |
| D0111 | Doniphan West Schools | Doniphan | 234,936 | 162,085 | 185,332 | 162,371 |
| D0112 | Central Plains | Ellsworth | 529,935 | 705,274 | 645,858 | 467,939 |
| D0113 | Prairie Hills | Nemaha | 1,838,907 | 2,119,374 | 1,984,561 | 2,001,256 |
| D0114 | Riverside | Doniphan | 99,746 | 196,118 | 292,510 | 39,233 |
| D0115 | Nemaha Central | Nemaha | 3,033,026 | 2,996,567 | 2,702,666 | 2,332,405 |
| D0200 | Greeley County Schools | Greeley | 194,031 | 95,149 | 225,186 | 330,802 |
| D0202 | Turner-Kansas City | Wyandotte | 7,980,346 | 9,906,147 | 11,004,381 | 12,363,707 |
| D0203 | Piper-Kansas City | Wyandotte | 1,745,289 | 1,545,261 | 1,185,052 | 1,141,876 |
| D0204 | Bonner Springs | Wyandotte | 3,763,638 | 2,720,411 | 3,483,125 | 3,842,326 |
| D0205 | Bluestem | Butler | 189,620 | 277,355 | 450,093 | 500,960 |
| D0206 | Remington-Whitewater | Butler | 910,462 | 926,570 | 1,519,234 | 1,455,480 |
| D0207 | Ft Leavenworth | Leavenworth | 21,605,636 | 8,548,963 | 4,682,961 | 4,997,501 |
| D0208 | Wakeeney | Trego | 432,716 | 512,121 | 529,885 | 522,253 |
| D0209 | Moscow Public Schools | Stevens | 220,468 | 203,592 | 330,928 | 287,806 |
| D0210 | Hugoton Public Schools | Stevens | 540,525 | 601,673 | 885,849 | 741,353 |
| D0211 | Norton Community Schools | Norton | 567,732 | 567,552 | 679,852 | 718,652 |
| D0212 | Northern Valley | Norton | 163,361 | 111,482 | 207,299 | 179,276 |
| D0214 | Ulysses | Grant | 3,752,207 | 1,876,939 | 1,411,251 | 2,046,801 |
| D0215 | Lakin | Kearny | 1,479,949 | 336,814 | 344,934 | 422,761 |
| D0216 | Deerfield | Kearny | 342,944 | 330,723 | 441,267 | 434,807 |
| D0217 | Rolla | Morton | 1,722,656 | 1,635,830 | 1,543,523 | 1,188,307 |
| D0218 | Elkhart | Morton | 861,756 | 1,271,034 | 1,500,169 | 1,678,816 |
| D0219 | Minneola | Clark | 367,941 | 359,415 | 304,292 | 336,055 |
| D0220 | Ashland | Clark | 160,582 | 163,333 | 162,881 | 75,380 |
| D0223 | Barnes | Washington | 486,953 | 564,165 | 752,952 | 684,778 |
| D0224 | Clifton-Clyde | Washington | 372,869 | 451,663 | 269,694 | 391,315 |
| D0225 | Fowler | Meade | 286,298 | 356,343 | 390,912 | 409,719 |
| D0226 | Meade | Meade | 182,207 | 305,906 | 352,918 | 386,388 |
| D0227 | Hodgeman County schools | Hodgeman | 1,416,039 | 0 | 450,031 | 337,368 |
| D0229 | Blue Valley | Johnson | 36,429,836 | 41,486,719 | 49,248,378 | 60,701,452 |
| D0230 | Spring Hill | Johnson | 566,307 | 484,496 | 558,131 | 395,159 |
| D0231 | Gardner Edgerton | Johnson | 3,375,695 | 4,288,284 | 4,558,589 | 6,160,329 |
| D0232 | De Soto | Johnson | 7,919,043 | 9,630,272 | 11,048,514 | 14,115,901 |
| D0233 | Olathe | Johnson | 8,426,277 | 11,319,278 | 8,979,528 | 10,628,074 |
| D0234 | Fort Scott | Bourbon | 635,672 | 740,490 | 875,647 | 875,647 |
| D0235 | Uniontown | Bourbon | 264,981 | 192,886 | 224,496 | 275,503 |
| D0237 | Smith Center | Smith | 180,407 | 115,213 | 105,135 | 125,578 |
| D0239 | North Ottawa County | Ottawa | 810,766 | 801,180 | 825,691 | 914,506 |
| D0240 | Twin Valley | Ottawa | 230,683 | 323,438 | 173,672 | 445,447 |
| D0241 | Wallace County Schools | Wallace | 338,316 | 336,953 | 340,467 | 412,917 |
| D0242 | Weskan | Wallace | 185,841 | 188,921 | 137,284 | 132,002 |
| D0243 | Lebo-Waverly | Coffey | 480,702 | 517,184 | 540,498 | 801,205 |
| D0244 | Burlington | Coffey | 2,822,479 | 3,466,246 | 3,077,548 | 2,255,227 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | Capital Outlay | Capital Outlay | Capital Outlay | Capital Outlay |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **428,071,442** | **411,215,523** | **430,354,592** | **492,088,292** |
| D0245 | LeRoy-Gridley | Coffey | 395,024 | 543,190 | 578,515 | 399,110 |
| D0246 | Northeast | Crawford | 859,531 | 783,522 | 864,460 | 856,140 |
| D0247 | Cherokee | Crawford | 266,248 | 255,264 | 275,731 | 568,533 |
| D0248 | Girard | Crawford | 826,287 | 935,557 | 914,779 | 781,043 |
| D0249 | Frontenac Public Schools | Crawford | 270,965 | 301,321 | 408,257 | 630,051 |
| D0250 | Pittsburg | Crawford | 300,262 | 577,452 | 685,095 | 1,321,803 |
| D0251 | North Lyon County | Lyon | 732,537 | 1,124,689 | 1,618,062 | 2,163,691 |
| D0252 | Southern Lyon County | Lyon | 569,510 | 854,014 | 1,085,581 | 1,216,014 |
| D0253 | Emporia | Lyon | 2,079,078 | 2,445,027 | 2,746,248 | 4,065,160 |
| D0254 | Barber County North | Barber | 515,869 | 818,814 | 443,515 | 681,369 |
| D0255 | South Barber | Barber | 1,858,585 | 1,038,447 | 913,643 | 720,616 |
| D0256 | Marmaton Valley | Allen | 249,083 | 261,815 | 242,611 | 226,566 |
| D0257 | Iola | Allen | 369,781 | 397,294 | 670,816 | 955,269 |
| D0258 | Humboldt | Allen | 707,168 | 954,328 | 1,164,557 | 1,676,410 |
| D0259 | Wichita | Sedgwick | 22,310,169 | 6,321,143 | 9,915,284 | 21,726,080 |
| D0260 | Derby | Sedgwick | 3,423,774 | 933,833 | 1,961,049 | 2,903,869 |
| D0261 | Haysville | Sedgwick | 2,686,002 | 2,021,447 | 1,428,170 | 1,029,246 |
| D0262 | Valley Center Pub Sch | Sedgwick | 3,726,329 | 3,780,793 | 3,815,510 | 3,875,236 |
| D0263 | Mulvane | Sedgwick | 650,340 | 813,085 | 820,742 | 1,017,874 |
| D0264 | Clearwater | Sedgwick | 597,368 | 572,306 | 584,516 | 746,269 |
| D0265 | Goddard | Sedgwick | 1,775,951 | 1,654,122 | 1,525,265 | 2,095,693 |
| D0266 | Maize | Sedgwick | 4,840,731 | 8,394,385 | 11,616,404 | 15,948,222 |
| D0267 | Renwick | Sedgwick | 1,172,276 | 1,166,522 | 574,668 | 1,146,981 |
| D0268 | Cheney | Sedgwick | 590,003 | 778,665 | 855,201 | 696,401 |
| D0269 | Palco | Rooks | 272,669 | 495,558 | 347,724 | 197,681 |
| D0270 | Plainville | Rooks | 638,806 | 823,870 | 500,145 | 442,566 |
| D0271 | Stockton | Rooks | 465,028 | 422,205 | 396,217 | 414,837 |
| D0272 | Waconda | Mitchell | 676,678 | 648,737 | 718,884 | 981,682 |
| D0273 | Beloit | Mitchell | 1,766,825 | 1,491,620 | 1,015,248 | 1,578,801 |
| D0274 | Oakley | Logan | 386,178 | 385,099 | 193,714 | 258,280 |
| D0275 | Triplains | Logan | 369,339 | 390,092 | 242,020 | 347,167 |
| D0281 | Graham County | Graham | 521,551 | 691,584 | 710,528 | 549,741 |
| D0282 | West Elk | Elk | 986,548 | 353,069 | 242,364 | 186,365 |
| D0283 | Elk Valley | Elk | 190,797 | 182,976 | 214,129 | 252,754 |
| D0284 | Chase County | Chase | 1,017,729 | 1,164,755 | 1,090,302 | 1,393,238 |
| D0285 | Cedar Vale | Chautauqua | 536,541 | 682,386 | 827,102 | 825,184 |
| D0286 | Chautauqua Co Community | Chautauqua | 857,608 | 877,381 | 969,022 | 1,131,327 |
| D0287 | West Franklin | Franklin | 1,306,251 | 1,160,038 | 1,375,596 | 1,210,330 |
| D0288 | Central Heights | Franklin | 280,104 | 248,767 | 351,893 | 301,809 |
| D0289 | Wellsville | Franklin | 623,935 | 703,915 | 798,033 | 786,745 |
| D0290 | Ottawa | Franklin | 4,143,007 | 1,938,589 | 2,111,042 | 2,370,782 |
| D0291 | Grinnell Public Schools | Gove | 352,952 | 303,434 | 359,146 | 379,027 |
| D0292 | Wheatland | Gove | 150,583 | 151,545 | 205,179 | 124,444 |
| D0293 | Quinter Public Schools | Gove | 63,449 | 92,821 | 31,937 | 87,041 |
| D0294 | Oberlin | Decatur | 645,401 | 681,038 | 895,407 | 936,955 |
| D0297 | St Francis Comm Sch | Cheyenne | 1,107,624 | 1,308,027 | 1,305,816 | 957,902 |
| D0298 | Lincoln | Lincoln | 540,043 | 434,647 | 451,303 | 409,890 |
| D0299 | Sylvan Grove | Lincoln | 289,453 | 344,619 | 299,766 | 319,396 |
| D0300 | Comanche County | Comanche | 235,487 | 661,006 | 607,261 | 514,529 |
| D0303 | Ness City | Ness | 864,322 | 663,647 | 638,182 | 643,956 |
| D0305 | Salina | Saline | 8,325,193 | 9,375,130 | 9,026,340 | 8,648,875 |
| D0306 | Southeast Of Saline | Saline | 903,598 | 797,253 | 814,930 | 957,667 |
| D0307 | Ell-Saline | Saline | 726,280 | 651,643 | 787,252 | 917,631 |
| D0308 | Hutchinson Public Schools | Reno | 5,340,008 | 5,612,464 | 6,579,808 | 7,165,054 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | Capital Outlay | Capital Outlay | Capital Outlay | Capital Outlay |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **428,071,442** | **411,215,523** | **430,354,592** | **492,088,292** |
| D0309 | Nickerson | Reno | 1,417,477 | 1,682,924 | 1,490,992 | 1,426,724 |
| D0310 | Fairfield | Reno | 683,781 | 472,715 | 412,023 | 416,836 |
| D0311 | Pretty Prairie | Reno | 340,225 | 321,769 | 359,798 | 379,999 |
| D0312 | Haven Public Schools | Reno | 519,405 | 558,843 | 999,882 | 1,473,413 |
| D0313 | Buhler | Reno | 977,699 | 1,021,707 | 1,018,498 | 1,074,975 |
| D0314 | Brewster | Thomas | 178,646 | 212,252 | 258,840 | 1,093,064 |
| D0315 | Colby Public Schools | Thomas | 100,395 | 67,183 | 432,719 | 684,093 |
| D0316 | Golden Plains | Thomas | 398,558 | 627,398 | 619,098 | 588,095 |
| D0320 | Wamego | Pottawatomie | 358,818 | 362,624 | 182,733 | 392,496 |
| D0321 | Kaw Valley | Pottawatomie | 1,338,715 | 624,828 | 734,146 | 844,443 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 139,453 | 100,690 | 236,311 | 248,668 |
| D0323 | Rock Creek | Pottawatomie | 763,546 | 810,497 | 899,778 | 873,157 |
| D0325 | Phillipsburg | Phillips | 367,526 | 492,153 | 339,188 | 564,517 |
| D0326 | Logan | Phillips | 150,808 | 164,487 | 213,287 | 267,894 |
| D0327 | Ellsworth | Ellsworth | 415,266 | 623,609 | 770,323 | 878,936 |
| D0329 | Wabaunsee | Wabaunsee | 552,861 | 420,439 | 366,055 | 277,229 |
| D0330 | Mission Valley | Wabaunsee | 1,440,279 | 965,549 | 1,250,286 | 1,451,749 |
| D0331 | Kingman - Norwich | Kingman | 1,000,592 | 1,108,289 | 1,123,188 | 1,271,171 |
| D0332 | Cunningham | Kingman | 517,791 | 678,076 | 782,991 | 166,598 |
| D0333 | Concordia | Cloud | 165,455 | 458,710 | 765,079 | 1,090,776 |
| D0334 | Southern Cloud | Cloud | 464,687 | 179,388 | 136,446 | 112,413 |
| D0335 | North Jackson | Jackson | 860,240 | 663,100 | 737,939 | 705,347 |
| D0336 | Holton | Jackson | 930,001 | 1,003,241 | 1,415,038 | 2,108,277 |
| D0337 | Royal Valley | Jackson | 712,726 | 769,925 | 826,190 | 1,149,959 |
| D0338 | Valley Falls | Jefferson | 238,616 | 291,209 | 311,758 | 374,244 |
| D0339 | Jefferson County North | Jefferson | 550,149 | 569,195 | 494,689 | 497,334 |
| D0340 | Jefferson West | Jefferson | 685,036 | 681,733 | 595,746 | 1,733,561 |
| D0341 | Oskaloosa Public Schools | Jefferson | 646,146 | 902,847 | 659,146 | 586,639 |
| D0342 | McLouth | Jefferson | 692,724 | 693,281 | 776,546 | 1,070,484 |
| D0343 | Perry Public Schools | Jefferson | 670,994 | 730,588 | 864,243 | 1,017,394 |
| D0344 | Pleasanton | Linn | 655,286 | 791,479 | 973,758 | 761,219 |
| D0345 | Seaman | Shawnee | 2,102,733 | 2,801,871 | 3,567,447 | 3,380,932 |
| D0346 | Jayhawk | Linn | 1,737,262 | 1,974,601 | 2,807,631 | 111,304 |
| D0347 | Kinsley-Offerle | Edwards | 25,000 | 15,117 | 162,792 | 320,551 |
| D0348 | Baldwin City | Douglas | 468,048 | 601,233 | 707,958 | 1,338,593 |
| D0349 | Stafford | Stafford | 428,557 | 418,141 | 744,632 | 760,540 |
| D0350 | St John-Hudson | Stafford | 353,830 | 343,343 | 353,864 | 197,062 |
| D0351 | Macksville | Stafford | 375,030 | 492,474 | 407,463 | 485,403 |
| D0352 | Goodland | Sherman | 666,143 | 482,451 | 925,352 | 959,660 |
| D0353 | Wellington | Sumner | 650,003 | 954,392 | 1,438,538 | 1,684,973 |
| D0355 | Ellinwood Public Schools | Barton | 493,595 | 595,979 | 603,554 | 598,625 |
| D0356 | Conway Springs | Sumner | 520,536 | 674,419 | 642,229 | 862,153 |
| D0357 | Belle Plaine | Sumner | 327,631 | 343,628 | 358,741 | 168,616 |
| D0358 | Oxford | Sumner | 383,404 | 275,979 | 254,976 | 307,173 |
| D0359 | Argonia Public Schools | Sumner | 449,686 | 452,164 | 443,722 | 418,506 |
| D0360 | Caldwell | Sumner | 371,218 | 315,380 | 455,066 | 476,564 |
| D0361 | Chaparral Schools | Harper | 497,765 | 402,170 | 960,717 | 574,296 |
| D0362 | Prairie View | Linn | 1,460,371 | 1,654,185 | 2,458,574 | 2,143,675 |
| D0363 | Holcomb | Finney | 1,759,082 | 2,678,119 | 2,657,984 | 3,210,720 |
| D0364 | Marysville | Marshall | 646,796 | 811,246 | 733,385 | 704,905 |
| D0365 | Garnett | Anderson | 1,528,310 | 1,155,198 | 1,638,611 | 1,925,271 |
| D0366 | Woodson | Woodson | 313,138 | 376,914 | 312,713 | 379,019 |
| D0367 | Osawatomie | Miami | 654,512 | 591,533 | 390,300 | 294,852 |
| D0368 | Paola | Miami | 3,578,559 | 4,467,937 | 4,528,365 | 4,756,776 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | Capital Outlay | Capital Outlay | Capital Outlay | Capital Outlay |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **428,071,442** | **411,215,523** | **430,354,592** | **492,088,292** |
| D0369 | Burrton | Harvey | 208,559 | 153,773 | 134,771 | 329,760 |
| D0371 | Montezuma | Gray | 255,486 | 347,052 | 432,571 | 468,747 |
| D0372 | Silver Lake | Shawnee | 979,892 | 1,157,494 | 1,358,839 | 1,327,425 |
| D0373 | Newton | Harvey | 1,139,613 | 1,267,178 | 2,026,608 | 1,472,108 |
| D0374 | Sublette | Haskell | 300,045 | 429,666 | 647,853 | 248,837 |
| D0375 | Circle | Butler | 1,335,159 | 1,565,974 | 2,169,688 | 1,937,325 |
| D0376 | Sterling | Rice | 50,140 | 394,111 | 447,514 | 264,990 |
| D0377 | Atchison Co Comm Schools | Atchison | 854,516 | 269,262 | 393,436 | 685,373 |
| D0378 | Riley County | Riley | 405,666 | 319,755 | 371,472 | 335,353 |
| D0379 | Clay Center | Clay | 607,326 | 880,812 | 941,439 | 815,692 |
| D0380 | Vermillion | Marshall | 726,876 | 781,023 | 894,184 | 875,733 |
| D0381 | Spearville | Ford | 390,584 | 308,758 | 313,481 | 272,738 |
| D0382 | Pratt | Pratt | 653,609 | 870,942 | 924,385 | 987,282 |
| D0383 | Manhattan-Ogden | Riley | 3,050,617 | 3,541,486 | 3,537,151 | 4,621,930 |
| D0384 | Blue Valley | Riley | 39,147 | 79,389 | 118,015 | 100,630 |
| D0385 | Andover | Butler | 1,224,140 | 2,152,464 | 2,658,511 | 3,333,194 |
| D0386 | Madison-Virgil | Greenwood | 24,617 | 102,533 | 135,975 | 186,889 |
| D0387 | Altoona-Midway | Wilson | 615,618 | 621,037 | 734,920 | 480,304 |
| D0388 | Ellis | Ellis | 1,033,095 | 982,230 | 942,106 | 911,947 |
| D0389 | Eureka | Greenwood | 1,249,244 | 1,573,301 | 1,997,295 | 1,967,646 |
| D0390 | Hamilton | Greenwood | 260,339 | 255,167 | 282,426 | 336,596 |
| D0392 | Osborne County | Osborne | 526,310 | 720,614 | 716,942 | 859,558 |
| D0393 | Solomon | Dickinson | 219,263 | 245,345 | 224,864 | 206,487 |
| D0394 | Rose Hill Public Schools | Butler | 603,576 | 769,109 | 1,000,503 | 1,404,616 |
| D0395 | LaCrosse | Rush | 390,411 | 434,228 | 453,168 | 450,252 |
| D0396 | Douglass Public Schools | Butler | 237,994 | 326,370 | 563,621 | 521,031 |
| D0397 | Centre | Marion | 277,109 | 280,327 | 459,207 | 563,686 |
| D0398 | Peabody-Burns | Marion | 283,731 | 328,514 | 646,833 | 985,001 |
| D0399 | Paradise | Russell | 659,393 | 714,910 | 552,022 | 403,955 |
| D0400 | Smoky Valley | McPherson | 952,261 | 862,760 | 1,082,909 | 1,016,988 |
| D0401 | Chase-Raymond | Rice | 864,817 | 1,103,216 | 707,940 | 674,876 |
| D0402 | Augusta | Butler | 2,412,563 | 2,656,563 | 2,729,617 | 3,140,713 |
| D0403 | Otis-Bison | Rush | 157,236 | 181,595 | 211,796 | 279,445 |
| D0404 | Riverton | Cherokee | 822,570 | 677,533 | 552,026 | 535,189 |
| D0405 | Lyons | Rice | 487,987 | 440,057 | 273,565 | 244,131 |
| D0407 | Russell County | Russell | 715,000 | 133,855 | 391,417 | 418,854 |
| D0408 | Marion-Florence | Marion | 463,672 | 342,713 | 259,264 | 126,129 |
| D0409 | Atchison Public Schools | Atchison | 2,109,212 | 2,618,061 | 2,609,259 | 2,607,092 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 636,053 | 843,319 | 860,121 | 970,958 |
| D0411 | Goessel | Marion | 553,749 | 631,613 | 665,545 | 905,935 |
| D0412 | Hoxie Community Schools | Sheridan | 534,768 | 623,333 | 748,538 | 743,852 |
| D0413 | Chanute Public Schools | Neosho | 4,595,536 | 4,705,423 | 4,558,886 | 4,847,541 |
| D0415 | Hiawatha | Brown | 1,306,500 | 1,521,778 | 1,771,199 | 1,670,957 |
| D0416 | Louisburg | Miami | 617,134 | 790,478 | 1,174,796 | 1,522,887 |
| D0417 | Morris County | Morris | 680,339 | 1,062,429 | 1,082,429 | 1,008,054 |
| D0418 | McPherson | McPherson | 1,098,430 | 965,547 | 1,025,693 | 806,360 |
| D0419 | Canton-Galva | McPherson | 542,444 | 294,610 | 296,117 | 355,395 |
| D0420 | Osage City | Osage | 617,392 | 572,954 | 761,693 | 853,135 |
| D0421 | Lyndon | Osage | 1,067,671 | 759,192 | 746,586 | 616,900 |
| D0422 | Kiowa County | Kiowa | 932,241 | 1,274,145 | 1,267,563 | 1,546,857 |
| D0423 | Moundridge | McPherson | 188,915 | 305,658 | 357,569 | 673,233 |
| D0426 | Pike Valley | Republic | 450,095 | 456,786 | 452,967 | 480,377 |
| D0428 | Great Bend | Barton | 2,818,719 | 3,610,637 | 4,717,848 | 4,782,373 |
| D0429 | Troy Public Schools | Doniphan | 389,730 | 451,003 | 601,264 | 847,796 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | Capital Outlay | Capital Outlay | Capital Outlay | Capital Outlay |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **428,071,442** | **411,215,523** | **430,354,592** | **492,088,292** |
| D0430 | South Brown County | Brown | 807,548 | 604,155 | 649,847 | 673,441 |
| D0431 | Hoisington | Barton | 316,736 | 551,231 | 615,701 | 477,688 |
| D0432 | Victoria | Ellis | 316,908 | 218,979 | 335,534 | 249,048 |
| D0434 | Santa Fe Trail | Osage | 117,483 | 500,289 | 709,171 | 711,604 |
| D0435 | Abilene | Dickinson | 1,787,262 | 2,423,092 | 3,052,304 | 1,842,989 |
| D0436 | Caney Valley | Montgomery | 339,504 | 201,581 | 299,311 | 470,223 |
| D0437 | Auburn Washburn | Shawnee | 2,117,944 | 2,220,360 | 3,495,546 | 3,956,411 |
| D0438 | Skyline Schools | Pratt | 387 | 39,266 | 248,558 | 692,355 |
| D0439 | Sedgwick Public Schools | Harvey | 1,585,099 | 1,606,707 | 1,667,967 | 1,589,068 |
| D0440 | Halstead | Harvey | 707,070 | 805,646 | 918,715 | 1,043,587 |
| D0443 | Dodge City | Ford | 1,076,569 | 4,367,588 | 7,597,420 | 5,799,526 |
| D0444 | Little River | Rice | 415,325 | 442,198 | 354,122 | 500,277 |
| D0445 | Coffeyville | Montgomery | 1,798,813 | 1,457,124 | 499,002 | 970,061 |
| D0446 | Independence | Montgomery | 1,293,980 | 1,052,288 | 512,000 | 386,364 |
| D0447 | Cherryvale | Montgomery | 1,280,633 | 1,306,074 | 1,346,430 | 1,377,227 |
| D0448 | Inman | McPherson | 277,183 | 320,304 | 465,598 | 734,880 |
| D0449 | Easton | Leavenworth | 507,586 | 549,378 | 723,250 | 991,824 |
| D0450 | Shawnee Heights | Shawnee | 3,228,539 | 4,035,495 | 3,595,818 | 4,628,786 |
| D0452 | Stanton County | Stanton | 1,088,640 | 1,171,512 | 1,119,792 | 836,350 |
| D0453 | Leavenworth | Leavenworth | 4,042,542 | 5,711,629 | 6,426,729 | 7,020,344 |
| D0454 | Burlingame Public School | Osage | 635,593 | 611,595 | 696,571 | 792,123 |
| D0456 | Marais Des Cygnes Valley | Osage | 406,560 | 422,327 | 422,614 | 445,076 |
| D0457 | Garden City | Finney | 583,124 | 1,480,997 | 1,177,515 | 3,728,915 |
| D0458 | Basehor-Linwood | Leavenworth | 816,668 | 943,410 | 1,353,173 | 1,484,855 |
| D0459 | Bucklin | Ford | 272,974 | 264,565 | 327,807 | 376,576 |
| D0460 | Hesston | Harvey | 411,429 | 409,891 | 614,964 | 1,060,500 |
| D0461 | Neodesha | Wilson | 417,549 | 305,979 | 542,182 | 509,289 |
| D0462 | Central | Cowley | 155,144 | 169,537 | 167,362 | 185,754 |
| D0463 | Udall | Cowley | 440,439 | 489,498 | 499,490 | 662,872 |
| D0464 | Tonganoxie | Leavenworth | 662,136 | 1,020,604 | 1,397,722 | 1,610,129 |
| D0465 | Winfield | Cowley | 452,971 | 512,537 | 1,390,449 | 1,786,587 |
| D0466 | Scott County | Scott | 334,106 | 542,613 | 689,944 | 744,844 |
| D0467 | Leoti | Wichita | 1,080,488 | 929,415 | 861,139 | 1,302,794 |
| D0468 | Healy Public Schools | Lane | 117,301 | 173,486 | 172,937 | 210,580 |
| D0469 | Lansing | Leavenworth | 950,134 | 1,346,170 | 985 | 138,089 |
| D0470 | Arkansas City | Cowley | 457,631 | 948,111 | 1,389,560 | 1,698,272 |
| D0471 | Dexter | Cowley | 65,847 | 63,481 | 151,133 | 230,212 |
| D0473 | Chapman | Dickinson | 3,753,047 | 3,933,838 | 2,297,595 | 1,240,587 |
| D0474 | Haviland | Kiowa | 549,923 | 397,400 | 366,071 | 362,109 |
| D0475 | Geary County Schools | Geary | 9,621,880 | 10,169,116 | 8,332,797 | 9,429,812 |
| D0476 | Copeland | Gray | 307,467 | 377,056 | 399,265 | 543,328 |
| D0477 | Ingalls | Gray | 457,504 | 466,814 | 402,460 | 372,061 |
| D0479 | Crest | Anderson | 790,360 | 854,171 | 1,071,588 | 1,067,523 |
| D0480 | Liberal | Seward | 1,490,191 | 3,962,262 | 4,229,236 | 5,499,883 |
| D0481 | Rural Vista | Dickinson | 380,730 | 476,727 | 463,423 | 322,532 |
| D0482 | Dighton | Lane | 551,027 | 548,368 | 508,162 | 133,066 |
| D0483 | Kismet-Plains | Seward | 2,216,147 | 1,486,668 | 1,584,207 | 1,662,812 |
| D0484 | Fredonia | Wilson | 896,305 | 758,957 | 651,094 | 392,878 |
| D0487 | Herington | Dickinson | 231,566 | 285,445 | 299,240 | 577,652 |
| D0489 | Hays | Ellis | 609,798 | 1,306,436 | 2,971,068 | 3,148,938 |
| D0490 | El Dorado | Butler | 1,895,398 | 2,212,726 | 2,496,362 | 2,776,992 |
| D0491 | Eudora | Douglas | 13,893 | 47,512 | 724,989 | 622,872 |
| D0492 | Flinthills | Butler | 878,001 | 637,099 | 559,738 | 578,764 |
| D0493 | Columbus | Cherokee | 1,016,985 | 982,401 | 947,814 | 1,125,058 |

| | | | 7/1/2014 | 7/1/2015 | 7/1/2016 | 7/1/2017 Est. |
|---|---|---|---|---|---|---|
| | | | Capital Outlay | Capital Outlay | Capital Outlay | Capital Outlay |
| **USD #** | | | Balance | Balance | Balance | Balance |
| **Totals** | **District Name** | **County** | **428,071,442** | **411,215,523** | **430,354,592** | **492,088,292** |
| D0494 | Syracuse | Hamilton | 823,997 | 821,113 | 945,115 | 1,238,753 |
| D0495 | Ft Larned | Pawnee | 1,707,718 | 2,103,344 | 2,711,240 | 2,341,364 |
| D0496 | Pawnee Heights | Pawnee | 819,434 | 825,054 | 987,791 | 849,393 |
| D0497 | Lawrence | Douglas | 5,035,715 | 6,467,699 | 4,432,670 | 4,375,069 |
| D0498 | Valley Heights | Marshall | 335,179 | 369,941 | 603,073 | 585,167 |
| D0499 | Galena | Cherokee | 1,005,284 | 544,294 | 308,009 | 432,572 |
| D0500 | Kansas City | Wyandotte | 38,004,625 | 13,332,386 | 6,389,058 | 66,343 |
| D0501 | Topeka Public Schools | Shawnee | 4,477,222 | 4,995,593 | 5,010,420 | 5,057,042 |
| D0502 | Lewis | Edwards | 568,402 | 471,034 | 404,122 | 384,533 |
| D0503 | Parsons | Labette | 470,296 | 1,061,887 | 1,442,000 | 2,039,992 |
| D0504 | Oswego | Labette | 772,494 | 738,026 | 597,200 | 655,155 |
| D0505 | Chetopa-St. Paul | Labette | 566,614 | 702,218 | 835,128 | 923,971 |
| D0506 | Labette County | Labette | 800,039 | 1,161,462 | 2,002,167 | 2,034,809 |
| D0507 | Satanta | Haskell | 1,510,558 | 1,273,310 | 1,129,176 | 502,526 |
| D0508 | Baxter Springs | Cherokee | 754,616 | 39,109 | 374,237 | 512,327 |
| D0509 | South Haven | Sumner | 214,706 | 174,628 | 270,932 | 280,094 |
| D0511 | Attica | Harper | 569,038 | 431,215 | 347,648 | 378,884 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 18,188,616 | 23,372,239 | 15,514,361 | 27,702,438 |

| | | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 256 | Allen | Marmaton Valley | 873,763 | 91,229 | 19,679 | 0 | 91,229 | 331 | 2.841 | 19,922 | 2,080 | 89,149 | 324 | 2.776 |
| 257 | Allen | Iola | 3,065,078 | 306,508 | 2,066,979 | 0 | 306,508 | 248 | 6.043 | 2,010,691 | 201,069 | 105,439 | 85 | 2.079 |
| 258 | Allen | Humboldt | 1,703,586 | 0 | 526,804 | 0 | 0 | 0 | 0 | 592,337 | 0 | 0 | 0 | 0.000 |
| 365 | Anderson | Garnett | 2,480,000 | 127,852 | 811,408 | 0 | 127,852 | 134 | 1.669 | 809,968 | 41,757 | 86,096 | 90 | 1.124 |
| 479 | Anderson | Crest | 442,000 | 334,911 | 121,419 | 0 | 334,911 | 1,595 | 19.084 | 132,512 | 100,406 | 234,505 | 1,117 | 13.362 |
| 377 | Atchison | Atchison Co Comm Schools | 1,646,046 | 83,260 | 67,686 | 0 | 83,260 | 165 | 1.438 | 66,006 | 3,339 | 79,921 | 158 | 1.380 |
| 409 | Atchison | Atchison Public Schools | 3,814,025 | 385,996 | 2,111,293 | 0 | 385,996 | 234 | 4.78 | 2,250,275 | 227,738 | 158,258 | 96 | 1.960 |
| 254 | Barber | Barber County North | 1,282,592 | 128,259 | 0 | 0 | 128,259 | 282 | 2.308 | 0 | 0 | 128,259 | 282 | 2.308 |
| 255 | Barber | South Barber | 749,393 | 74,939 | 0 | 0 | 74,939 | 315 | 1.849 | 0 | 0 | 74,939 | 315 | 1.849 |
| 355 | Barton | Ellinwood Public Schools | 1,222,847 | 96,651 | 461,029 | 0 | 96,651 | 228 | 3.312 | 516,653 | 40,835 | 55,816 | 132 | 1.913 |
| 428 | Barton | Great Bend | 6,537,082 | 653,708 | 3,574,764 | 0 | 653,708 | 235 | 4.382 | 3,595,395 | 359,539 | 294,168 | 106 | 1.972 |
| 431 | Barton | Hoisington | 1,794,000 | 380,852 | 1,012,781 | 0 | 380,852 | 533 | 10.652 | 1,041,955 | 221,199 | 159,653 | 223 | 4.465 |
| 234 | Bourbon | Fort Scott | 3,943,509 | 394,351 | 2,303,905 | 0 | 394,351 | 219 | 5.077 | 2,518,719 | 251,872 | 142,479 | 79 | 1.834 |
| 235 | Bourbon | Uniontown | 1,236,486 | 123,649 | 851,739 | 0 | 123,649 | 296 | 7.825 | 844,767 | 84,477 | 39,172 | 94 | 2.479 |
| 415 | Brown | Hiawatha | 2,203,155 | 295,262 | 49,093 | 0 | 295,262 | 332 | 2.851 | 50,452 | 6,762 | 288,501 | 325 | 2.785 |
| 430 | Brown | South Brown County | 1,683,134 | 168,314 | 866,377 | 0 | 168,314 | 307 | 5.301 | 867,487 | 86,749 | 81,565 | 149 | 2.569 |
| 205 | Butler | Bluestem | 1,428,718 | 142,872 | 571,347 | 0 | 142,872 | 302 | 4.182 | 565,058 | 56,506 | 86,366 | 182 | 2.528 |
| 206 | Butler | Remington-Whitewater | 1,440,000 | 90,709 | 273,957 | 0 | 90,709 | 183 | 1.93 | 294,624 | 18,559 | 72,150 | 146 | 1.535 |
| 375 | Butler | Circle | 3,626,947 | 397,663 | 503,302 | 0 | 397,663 | 214 | 2.091 | 513,213 | 56,269 | 341,394 | 184 | 1.795 |
| 385 | Butler | Andover | 9,872,744 | 636,951 | 5,094,010 | 0 | 636,951 | 109 | 2.039 | 5,434,946 | 350,642 | 286,310 | 49 | 0.916 |
| 394 | Butler | Rose Hill Public Schools | 3,352,165 | 21,040 | 2,144,157 | 0 | 21,040 | 14 | 0.315 | 2,114,881 | 13,274 | 7,766 | 5 | 0.116 |
| 396 | Butler | Douglass Public Schools | 1,857,495 | 0 | 1,209,698 | 0 | 0 | 0 | 0 | 1,229,476 | 0 | 0 | 0 | 0.000 |
| 402 | Butler | Augusta | 4,192,815 | 419,282 | 2,776,697 | 0 | 419,282 | 200 | 4.79 | 2,729,523 | 272,952 | 146,329 | 70 | 1.672 |
| 490 | Butler | El Dorado | 4,082,172 | 423,627 | 1,047,131 | 0 | 423,627 | 228 | 2.556 | 1,025,442 | 106,415 | 317,212 | 171 | 1.914 |
| 492 | Butler | Flinthills | 794,937 | 79,494 | 291,919 | 0 | 79,494 | 300 | 4.083 | 305,733 | 30,573 | 48,920 | 185 | 2.512 |
| 284 | Chase | Chase County | 973,445 | 97,345 | 0 | 0 | 97,345 | 291 | 2.018 | 0 | 0 | 97,345 | 291 | 2.018 |
| 285 | Chautauqua | Cedar Vale | 405,000 | 242,075 | 239,133 | 0 | 242,075 | 1,364 | 28.961 | 245,187 | 146,552 | 95,523 | 538 | 11.428 |
| 286 | Chautauqua | Chautauqua Co Community | 1,101,146 | 119,449 | 612,080 | 0 | 119,449 | 338 | 6.6 | 628,534 | 68,182 | 51,268 | 145 | 2.833 |
| 404 | Cherokee | Riverton | 1,881,052 | 223,370 | 1,181,163 | 0 | 223,370 | 316 | 7.228 | 1,192,211 | 141,572 | 81,798 | 116 | 2.647 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 493 | Cherokee | Columbus | 2,435,812 | 243,581 | 1,060,618 | 0 | 243,581 | 260 | 3.79 | 1,034,977 | 103,498 | 140,084 | 150 | 2.179 |
| 499 | Cherokee | Galena | 2,062,651 | 206,265 | 1,543,368 | 0 | 206,265 | 257 | 8.207 | 1,521,411 | 152,141 | 54,124 | 67 | 2.154 |
| 508 | Cherokee | Baxter Springs | 2,464,154 | 246,416 | 1,915,935 | 0 | 246,416 | 254 | 9.762 | 1,926,476 | 192,648 | 53,768 | 55 | 2.130 |
| 103 | Cheyenne | Cheylin | 513,575 | 52,987 | 0 | 0 | 52,987 | 433 | 1.898 | 0 | 0 | 52,987 | 433 | 1.898 |
| 297 | Cheyenne | St Francis Comm Sch | 777,800 | 83,558 | 103,289 | 0 | 83,558 | 308 | 2.991 | 107,181 | 11,514 | 72,044 | 265 | 2.579 |
| 219 | Clark | Minneola | 693,159 | 69,316 | 101,747 | 0 | 69,316 | 294 | 2.871 | 97,666 | 9,767 | 59,549 | 253 | 2.466 |
| 220 | Clark | Ashland | 637,602 | 67,316 | 64,123 | 0 | 67,316 | 364 | 3.408 | 67,458 | 7,122 | 60,194 | 325 | 3.047 |
| 379 | Clay | Clay Center | 2,952,871 | 295,287 | 1,238,022 | 0 | 295,287 | 228 | 3.348 | 1,269,144 | 126,914 | 168,373 | 130 | 1.909 |
| 333 | Cloud | Concordia | 2,505,212 | 275,266 | 1,270,926 | 0 | 275,266 | 268 | 4.79 | 1,330,518 | 146,194 | 129,072 | 126 | 2.246 |
| 334 | Cloud | Southern Cloud | 702,386 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 243 | Coffey | Lebo-Waverly | 1,141,909 | 114,191 | 500,129 | 0 | 114,191 | 281 | 3.857 | 445,915 | 44,592 | 69,599 | 171 | 2.351 |
| 244 | Coffey | Burlington | 2,213,544 | 234,689 | 0 | 0 | 234,689 | 283 | 0.522 | 0 | 0 | 234,689 | 283 | 0.522 |
| 245 | Coffey | LeRoy-Gridley | 676,919 | 67,691 | 16,196 | 0 | 67,691 | 346 | 2.97 | 15,772 | 1,577 | 66,114 | 338 | 2.901 |
| 300 | Comanche | Comanche County | 965,535 | 96,554 | 375 | 0 | 96,554 | 318 | 2.662 | 386 | 39 | 96,515 | 317 | 2.661 |
| 462 | Cowley | Central | 906,915 | 92,173 | 527,037 | 0 | 92,173 | 303 | 6.058 | 526,827 | 53,543 | 38,630 | 127 | 2.539 |
| 463 | Cowley | Udall | 913,078 | 93,530 | 324,996 | 0 | 93,530 | 313 | 4.031 | 319,760 | 32,754 | 60,776 | 203 | 2.619 |
| 465 | Cowley | Winfield | 4,826,795 | 482,680 | 2,678,215 | 0 | 482,680 | 229 | 4.325 | 2,681,285 | 268,129 | 214,551 | 102 | 1.922 |
| 470 | Cowley | Arkansas City | 6,634,294 | 663,429 | 4,535,860 | 0 | 663,429 | 242 | 7.127 | 4,750,155 | 475,015 | 188,414 | 69 | 2.024 |
| 471 | Cowley | Dexter | 479,313 | 58,452 | 282,588 | 0 | 58,452 | 415 | 8.098 | 273,592 | 33,364 | 25,087 | 178 | 3.476 |
| 246 | Crawford | Northeast | 1,336,668 | 133,666 | 901,711 | 0 | 133,666 | 288 | 6.925 | 871,240 | 87,124 | 46,543 | 100 | 2.411 |
| 247 | Crawford | Cherokee | 1,492,402 | 213,990 | 667,446 | 0 | 213,990 | 461 | 6.393 | 591,290 | 84,783 | 129,207 | 278 | 3.860 |
| 248 | Crawford | Girard | 2,491,564 | 249,157 | 1,563,566 | 0 | 249,157 | 256 | 6.503 | 1,668,351 | 166,835 | 82,321 | 85 | 2.149 |
| 249 | Crawford | Frontenac Public Schools | 2,131,332 | 222,468 | 1,547,209 | 0 | 222,468 | 248 | 8.668 | 1,621,091 | 169,209 | 53,259 | 59 | 2.075 |
| 250 | Crawford | Pittsburg | 6,640,627 | 664,063 | 3,769,187 | 0 | 664,063 | 227 | 4.661 | 3,932,579 | 393,258 | 270,805 | 92 | 1.901 |
| 294 | Decatur | Oberlin | 912,335 | 91,234 | 0 | 0 | 91,234 | 282 | 1.909 | 0 | 0 | 91,234 | 282 | 1.909 |
| 393 | Dickinson | Solomon | 861,619 | 86,161 | 274,687 | 0 | 86,161 | 282 | 3.444 | 270,376 | 27,037 | 59,124 | 194 | 2.363 |
| 435 | Dickinson | Abilene | 3,257,120 | 325,712 | 1,745,491 | 0 | 325,712 | 216 | 4.081 | 1,812,262 | 181,226 | 144,486 | 96 | 1.810 |
| 473 | Dickinson | Chapman | 2,548,676 | 254,867 | 936,066 | 0 | 254,867 | 243 | 3.28 | 963,654 | 96,365 | 158,502 | 151 | 2.040 |
| 481 | Dickinson | Rural Vista | 960,312 | 0 | 19,164 | 0 | 0 | 0 | 0 | 19,974 | 0 | 0 | 0 | 0.000 |
| 487 | Dickinson | Herington | 1,271,193 | 127,119 | 733,691 | 0 | 127,119 | 287 | 5.957 | 757,377 | 75,738 | 51,382 | 116 | 2.408 |

| | | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 111 | Doniphan | Doniphan West Schools | 982,983 | 98,298 | 0 | 0 | 98,298 | 317 | 1.558 | 0 | 0 | 98,298 | 317 | 1.558 |
| 114 | Doniphan | Riverside | 1,670,379 | 167,038 | 873,566 | 0 | 167,038 | 284 | 4.753 | 835,190 | 83,519 | 83,519 | 142 | 2.376 |
| 429 | Doniphan | Troy Public Schools | 869,327 | 91,526 | 327,774 | 0 | 91,526 | 282 | 3.863 | 336,777 | 35,457 | 56,069 | 173 | 2.366 |
| 348 | Douglas | Baldwin City | 2,928,299 | 292,830 | 1,424,901 | 0 | 292,830 | 215 | 3.635 | 1,477,034 | 147,703 | 145,126 | 107 | 1.802 |
| 491 | Douglas | Eudora | 3,309,065 | 330,907 | 2,135,335 | 0 | 330,907 | 200 | 5.423 | 2,284,248 | 228,425 | 102,482 | 62 | 1.679 |
| 497 | Douglas | Lawrence | 25,145,531 | 0 | 4,994,916 | 0 | 0 | 0 | 0 | 5,391,202 | 0 | 0 | 0 | 0.000 |
| 347 | Edwards | Kinsley-Offerle | 998,331 | 99,833 | 339,133 | 0 | 99,833 | 307 | 3.826 | 327,752 | 32,775 | 67,058 | 206 | 2.570 |
| 502 | Edwards | Lewis | 366,000 | 109,371 | 0 | 0 | 109,371 | 981 | 5.51 | 0 | 0 | 109,371 | 981 | 5.510 |
| 282 | Elk | West Elk | 1,077,549 | 107,755 | 494,443 | 0 | 107,755 | 325 | 5.218 | 515,068 | 51,507 | 56,248 | 170 | 2.724 |
| 283 | Elk | Elk Valley | 460,000 | 67,923 | 49,211 | 0 | 67,923 | 625 | 5.771 | 42,688 | 6,303 | 61,620 | 567 | 5.236 |
| 388 | Ellis | Ellis | 1,075,694 | 107,570 | 422,255 | 0 | 107,570 | 260 | 3.738 | 449,317 | 44,932 | 62,638 | 151 | 2.176 |
| 432 | Ellis | Victoria | 748,369 | 78,690 | 127,214 | 0 | 78,690 | 286 | 2.89 | 128,719 | 13,535 | 65,155 | 236 | 2.393 |
| 489 | Ellis | Hays | 5,995,621 | 743,563 | 815,564 | 0 | 743,563 | 254 | 2.477 | 835,790 | 103,653 | 639,910 | 219 | 2.132 |
| 112 | Ellsworth | Central Plains | 1,380,646 | 138,065 | 0 | 0 | 138,065 | 271 | 1.607 | 0 | 0 | 138,065 | 271 | 1.607 |
| 327 | Ellsworth | Ellsworth | 1,582,931 | 170,146 | 534,601 | 0 | 170,146 | 276 | 3.614 | 571,122 | 61,389 | 108,758 | 176 | 2.310 |
| 363 | Finney | Holcomb | 2,150,000 | 345,677 | 56,975 | 0 | 345,677 | 364 | 3.13 | 56,975 | 9,160 | 336,517 | 354 | 3.047 |
| 457 | Finney | Garden City | 16,925,053 | 1,692,506 | 10,327,917 | 0 | 1,692,506 | 234 | 5.145 | 10,481,685 | 1,048,169 | 644,337 | 89 | 1.959 |
| 381 | Ford | Spearville | 883,118 | 88,312 | 335,244 | 0 | 88,312 | 256 | 3.454 | 334,790 | 33,479 | 54,833 | 159 | 2.145 |
| 443 | Ford | Dodge City | 17,142,535 | 1,714,253 | 11,597,869 | 0 | 1,714,253 | 260 | 7.911 | 12,419,767 | 1,241,977 | 472,277 | 72 | 2.179 |
| 459 | Ford | Bucklin | 681,423 | 68,142 | 0 | 0 | 68,142 | 307 | 2.437 | 0 | 0 | 68,142 | 307 | 2.437 |
| 287 | Franklin | West Franklin | 1,724,981 | 172,498 | 644,398 | 0 | 172,498 | 301 | 4.075 | 656,183 | 65,618 | 106,879 | 187 | 2.525 |
| 288 | Franklin | Central Heights | 1,568,000 | 156,800 | 938,753 | 0 | 156,800 | 295 | 6.026 | 924,022 | 92,402 | 64,398 | 121 | 2.475 |
| 289 | Franklin | Wellsville | 1,868,475 | 186,848 | 803,304 | 0 | 186,848 | 248 | 3.7 | 818,579 | 81,858 | 104,990 | 139 | 2.079 |
| 290 | Franklin | Ottawa | 5,266,828 | 526,683 | 2,907,312 | 0 | 526,683 | 223 | 4.389 | 3,020,526 | 302,053 | 224,630 | 95 | 1.872 |
| 475 | Geary | Geary County Schools | 16,842,040 | 1,684,204 | 13,144,094 | 0 | 1,684,204 | 232 | 7.735 | 12,616,372 | 1,261,637 | 422,567 | 58 | 1.941 |
| 291 | Gove | Grinnell Public Schools | 225,000 | 114,280 | 0 | 0 | 114,280 | 1,494 | 5.104 | 0 | 0 | 114,280 | 1,494 | 5.104 |
| 292 | Gove | Wheatland | 419,831 | 43,613 | 0 | 0 | 43,613 | 400 | 2.389 | 0 | 0 | 43,613 | 400 | 2.389 |
| 293 | Gove | Quinter Public Schools | 816,354 | 52,668 | 332,763 | 0 | 52,668 | 182 | 2.485 | 315,521 | 20,356 | 32,312 | 112 | 1.524 |
| 281 | Graham | Graham County | 1,017,176 | 101,717 | 0 | 0 | 101,717 | 289 | 2.417 | 0 | 0 | 101,717 | 289 | 2.417 |
| 214 | Grant | Ulysses | 3,634,013 | 363,401 | 1,073,190 | 0 | 363,401 | 225 | 2.672 | 1,068,763 | 106,876 | 256,525 | 159 | 1.886 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 102 | Gray | Cimmaron-Ensign | 1,620,941 | 173,207 | 566,639 | 0 | 173,207 | 277 | 3.507 | 549,499 | 58,717 | 114,490 | 183 | 2.318 |
| 371 | Gray | Montezuma | 654,731 | 65,474 | 75,783 | 0 | 65,474 | 322 | 3.026 | 71,759 | 7,176 | 58,298 | 286 | 2.695 |
| 476 | Gray | Copeland | 363,085 | 36,308 | 0 | 0 | 36,308 | 425 | 1.873 | 0 | 0 | 36,308 | 425 | 1.873 |
| 477 | Gray | Ingalls | 701,500 | 45,152 | 68,619 | 0 | 45,152 | 222 | 2.075 | 71,413 | 4,597 | 40,556 | 200 | 1.864 |
| 200 | Greeley | Greeley County Schools | 733,762 | 76,043 | 0 | 0 | 76,043 | 320 | 2.383 | 0 | 0 | 76,043 | 320 | 2.383 |
| 386 | Greenwood | Madison-Virgil | 708,004 | 70,800 | 267,725 | 0 | 70,800 | 338 | 4.462 | 258,705 | 25,870 | 44,930 | 214 | 2.832 |
| 389 | Greenwood | Eureka | 1,761,904 | 193,823 | 952,290 | 0 | 193,823 | 311 | 5.817 | 972,923 | 107,029 | 86,794 | 139 | 2.605 |
| 390 | Greenwood | Hamilton | 299,531 | 29,954 | 0 | 0 | 29,954 | 512 | 3.39 | 0 | 0 | 29,954 | 512 | 3.390 |
| 494 | Hamilton | Syracuse | 1,477,117 | 147,712 | 490,941 | 0 | 147,712 | 297 | 3.802 | 509,605 | 50,961 | 96,751 | 195 | 2.490 |
| 361 | Harper | Anthony-Harper | 2,269,266 | 235,669 | 216,100 | 0 | 235,669 | 301 | 2.786 | 216,261 | 22,459 | 213,209 | 272 | 2.521 |
| 511 | Harper | Attica | 534,738 | 53,473 | 222,016 | 0 | 53,473 | 324 | 5.04 | 246,621 | 24,662 | 28,812 | 175 | 2.716 |
| 369 | Harvey | Burrton | 730,665 | 127,816 | 300,471 | 0 | 127,816 | 550 | 8.101 | 315,209 | 55,140 | 72,676 | 313 | 4.606 |
| 373 | Harvey | Newton | 6,984,257 | 711,317 | 4,087,520 | 0 | 711,317 | 219 | 4.488 | 4,130,490 | 420,673 | 290,644 | 89 | 1.834 |
| 439 | Harvey | Sedgwick Public Schools | 1,192,420 | 119,242 | 807,300 | 0 | 119,242 | 259 | 6.676 | 804,884 | 80,488 | 38,754 | 84 | 2.170 |
| 440 | Harvey | Halstead | 1,858,576 | 185,857 | 952,055 | 0 | 185,857 | 253 | 4.283 | 939,324 | 93,932 | 91,925 | 125 | 2.119 |
| 460 | Harvey | Hesston | 1,935,508 | 1,927 | 986,435 | 0 | 1,927 | 3 | 0.042 | 977,044 | 973 | 954 | 1 | 0.021 |
| 374 | Haskell | Sublette | 1,270,995 | 127,099 | 0 | 0 | 127,099 | 295 | 2.143 | 0 | 0 | 127,099 | 295 | 2.143 |
| 507 | Haskell | Satanta | 900,009 | 90,001 | 0 | 0 | 90,001 | 311 | 2.156 | 0 | 0 | 90,001 | 311 | 2.156 |
| 227 | Hodgeman | Hodgeman County Schools | 809,163 | 80,916 | 0 | 0 | 80,916 | 293 | 2.139 | 0 | 0 | 80,916 | 293 | 2.139 |
| 335 | Jackson | North Jackson | 1,010,578 | 113,504 | 520,705 | 0 | 113,504 | 325 | 5.475 | 508,220 | 57,081 | 56,423 | 161 | 2.721 |
| 336 | Jackson | Holton | 2,525,111 | 372,529 | 1,656,349 | 0 | 372,529 | 349 | 8.326 | 1,637,534 | 241,585 | 130,944 | 123 | 2.926 |
| 337 | Jackson | Royal Valley | 2,185,540 | 218,554 | 1,545,436 | 0 | 218,554 | 271 | 6.994 | 1,476,551 | 147,655 | 70,899 | 88 | 2.269 |
| 338 | Jefferson | Valley Falls | 1,068,650 | 111,606 | 615,801 | 0 | 111,606 | 309 | 6.211 | 622,916 | 65,055 | 46,551 | 129 | 2.591 |
| 339 | Jefferson | Jefferson County North | 1,253,803 | 125,380 | 709,324 | 0 | 125,380 | 287 | 6.087 | 759,178 | 75,918 | 49,462 | 113 | 2.401 |
| 340 | Jefferson | Jefferson West | 2,156,824 | 225,906 | 1,228,784 | 0 | 225,906 | 272 | 5.752 | 1,302,075 | 136,379 | 89,527 | 108 | 2.279 |
| 341 | Jefferson | Oskaloosa Public Schools | 1,726,428 | 172,643 | 964,366 | 0 | 172,643 | 299 | 6.356 | 1,046,043 | 104,604 | 68,039 | 118 | 2.505 |
| 342 | Jefferson | McLouth | 1,319,711 | 131,971 | 578,366 | 0 | 131,971 | 287 | 4.236 | 569,587 | 56,959 | 75,012 | 163 | 2.408 |
| 343 | Jefferson | Perry Public Schools | 1,973,331 | 223,411 | 565,989 | 0 | 223,411 | 311 | 3.621 | 551,743 | 62,466 | 160,945 | 224 | 2.609 |
| 107 | Jewell | Rock Hills | 800,000 | 219,300 | 0 | 0 | 219,300 | 759 | 5.109 | 0 | 0 | 219,300 | 759 | 5.109 |
| 229 | Johnson | Blue Valley | 51,433,490 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 230 | Johnson | Spring Hill | 6,793,658 | 0 | 3,070,060 | 0 | 0 | 0 | 0 | 3,964,099 | 0 | 0 | 0 | 0.000 |
| 231 | Johnson | Gardner Edgerton | 13,071,724 | 0 | 6,874,547 | 0 | 0 | 0 | 0 | 7,752,840 | 0 | 0 | 0 | 0.000 |
| 232 | Johnson | De Soto | 14,571,714 | 0 | 5,921,279 | 0 | 0 | 0 | 0 | 6,246,894 | 0 | 0 | 0 | 0.000 |
| 233 | Johnson | Olathe | 69,541,227 | 0 | 24,648,037 | 0 | 0 | 0 | 0 | 26,731,648 | 0 | 0 | 0 | 0.000 |
| 512 | Johnson | Shawnee Mission Pub Sch | 62,567,678 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 215 | Kearny | Lakin | 1,574,668 | 159,245 | 297,652 | 0 | 159,245 | 256 | 2.625 | 288,952 | 29,221 | 130,024 | 209 | 2.143 |
| 216 | Kearny | Deerfield | 690,950 | 69,095 | 0 | 0 | 69,095 | 354 | 2.942 | 0 | 0 | 69,095 | 354 | 2.942 |
| 331 | Kingman | Kingman - Norwich | 2,400,014 | 254,078 | 1,057,843 | 0 | 254,078 | 280 | 4.27 | 1,080,486 | 114,386 | 139,692 | 154 | 2.348 |
| 332 | Kingman | Cunningham | 532,228 | 60,335 | 0 | 0 | 60,335 | 396 | 0.997 | 0 | 0 | 60,335 | 396 | 0.997 |
| 422 | Kiowa | Kiowa County | 756,393 | 75,639 | 0 | 0 | 75,639 | 219 | 1.315 | 0 | 0 | 75,639 | 219 | 1.315 |
| 474 | Kiowa | Haviland | 376,983 | 37,699 | 0 | 0 | 37,699 | 379 | 2.078 | 0 | 0 | 37,699 | 379 | 2.078 |
| 503 | Labette | Parsons | 3,009,558 | 368,225 | 1,871,466 | 0 | 368,225 | 299 | 6.895 | 1,915,885 | 234,412 | 133,813 | 109 | 2.506 |
| 504 | Labette | Oswego | 1,216,316 | 133,188 | 942,850 | 0 | 133,188 | 305 | 11.06 | 935,104 | 102,395 | 30,793 | 71 | 2.557 |
| 505 | Labette | Chetopa-St. Paul | 1,314,342 | 0 | 823,363 | 0 | 0 | 0 | 0 | 882,712 | 0 | 0 | 0 | 0.000 |
| 506 | Labette | Labette County | 3,540,112 | 414,909 | 2,356,471 | 0 | 414,909 | 277 | 7.673 | 2,471,352 | 289,648 | 125,261 | 83 | 2.317 |
| 468 | Lane | Healy Public Schools | 296,218 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 482 | Lane | Dighton | 630,000 | 104,613 | 0 | 0 | 104,613 | 485 | 3.066 | 0 | 0 | 104,613 | 485 | 3.066 |
| 207 | Leavenworth | Ft Leavenworth | 3,535,188 | 0 | 3,496,235 | 0 | 0 | 0 | 0 | 3,492,059 | 0 | 0 | 0 | 0.000 |
| 449 | Leavenworth | Easton | 1,598,622 | 159,862 | 807,701 | 0 | 159,862 | 270 | 4.345 | 765,260 | 76,526 | 83,336 | 141 | 2.265 |
| 453 | Leavenworth | Leavenworth | 8,085,211 | 808,521 | 4,513,100 | 0 | 808,521 | 222 | 4.348 | 4,622,315 | 462,232 | 346,290 | 95 | 1.862 |
| 458 | Leavenworth | Basehor-Linwood | 4,448,570 | 464,711 | 1,983,216 | 0 | 464,711 | 192 | 3.283 | 2,272,330 | 237,374 | 227,337 | 94 | 1.606 |
| 464 | Leavenworth | Tonganoxie | 3,770,825 | 377,083 | 2,008,480 | 0 | 377,083 | 199 | 3.663 | 2,055,477 | 205,548 | 171,535 | 90 | 1.666 |
| 469 | Leavenworth | Lansing | 5,028,114 | 502,811 | 2,933,410 | 0 | 502,811 | 195 | 4.095 | 3,019,885 | 301,988 | 200,823 | 78 | 1.636 |
| 298 | Lincoln | Lincoln | 1,025,826 | 102,582 | 99,125 | 0 | 102,582 | 312 | 2.901 | 102,070 | 10,207 | 92,375 | 281 | 2.613 |
| 299 | Lincoln | Sylvan Grove | 575,000 | 269,955 | 0 | 0 | 269,955 | 1,150 | 8.898 | 0 | 0 | 269,955 | 1,150 | 8.898 |
| 344 | Linn | Pleasanton | 979,766 | 0 | 586,903 | 0 | 0 | 0 | 0 | 582,177 | 0 | 0 | 0 | 0.000 |
| 346 | Linn | Jayhawk | 1,544,429 | 154,443 | 216,225 | 0 | 154,443 | 281 | 2.74 | 217,610 | 21,761 | 132,682 | 241 | 2.354 |
| 362 | Linn | Prairie View | 2,591,360 | 111,888 | 0 | 0 | 111,888 | 127 | 0.665 | 0 | 0 | 111,888 | 127 | 0.665 |
| 274 | Logan | Oakley | 1,096,211 | 97,416 | 0 | 0 | 97,416 | 249 | 1.979 | 0 | 0 | 97,416 | 249 | 1.979 |
| 275 | Logan | Triplains | 290,374 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 251 | Lyon | North Lyon County | 1,289,141 | 5,186 | 0 | 0 | 5,186 | 14 | 0.056 | 0 | 0 | 5,186 | 14 | 0.056 |
| 252 | Lyon | Southern Lyon County | 1,360,075 | 136,008 | 431,676 | 0 | 136,008 | 288 | 3.545 | 434,816 | 43,482 | 92,526 | 196 | 2.412 |
| 253 | Lyon | Emporia | 9,997,949 | 1,039,504 | 6,304,537 | 0 | 1,039,504 | 240 | 5.899 | 6,594,647 | 685,657 | 353,847 | 82 | 2.008 |
| 397 | Marion | Centre | 755,851 | 85,068 | 290,374 | 0 | 85,068 | 253 | 3.418 | 287,223 | 32,326 | 52,742 | 157 | 2.119 |
| 398 | Marion | Peabody-Burns | 873,395 | 0 | 156,995 | 0 | 0 | 0 | 0 | 151,272 | 0 | 0 | 0 | 0.000 |
| 408 | Marion | Marion-Florence | 1,403,798 | 140,380 | 600,065 | 0 | 140,380 | 285 | 4.302 | 623,988 | 62,399 | 77,981 | 158 | 2.390 |
| 410 | Marion | Durham-Hillsboro-Lehigh | 1,666,438 | 0 | 697,893 | 0 | 0 | 0 | 0 | 717,235 | 0 | 0 | 0 | 0.000 |
| 411 | Marion | Goessel | 904,324 | 0 | 464,497 | 0 | 0 | 0 | 0 | 486,345 | 0 | 0 | 0 | 0.000 |
| 364 | Marshall | Marysville | 1,811,348 | 199,212 | 0 | 0 | 199,212 | 286 | 2.288 | 0 | 0 | 199,212 | 286 | 2.288 |
| 380 | Marshall | Vermillion | 1,375,067 | 137,507 | 482,076 | 0 | 137,507 | 254 | 3.356 | 504,100 | 50,410 | 87,097 | 161 | 2.126 |
| 498 | Marshall | Valley Heights | 1,233,363 | 0 | 598,134 | 0 | 0 | 0 | 0 | 628,645 | 0 | 0 | 0 | 0.000 |
| 400 | McPherson | Smoky Valley | 2,381,657 | 0 | 1,016,823 | 0 | 0 | 0 | 0 | 1,038,641 | 0 | 0 | 0 | 0.000 |
| 418 | McPherson | McPherson | 5,523,871 | 0 | 994,157 | 0 | 0 | 0 | 0 | 1,092,069 | 0 | 0 | 0 | 0.000 |
| 419 | McPherson | Canton-Galva | 1,118,724 | 0 | 226,176 | 0 | 0 | 0 | 0 | 219,829 | 0 | 0 | 0 | 0.000 |
| 423 | McPherson | Moundridge | 1,132,455 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 448 | McPherson | Inman | 1,225,000 | 2,344 | 242,719 | 0 | 2,344 | 6 | 0.06 | 248,430 | 475 | 1,869 | 5 | 0.048 |
| 225 | Meade | Fowler | 523,378 | 0 | 41,494 | 0 | 0 | 0 | 0 | 37,579 | 0 | 0 | 0 | 0.000 |
| 226 | Meade | Meade | 1,113,883 | 36,302 | 0 | 0 | 36,302 | 96 | 0.64 | 0 | 0 | 36,302 | 96 | 0.640 |
| 367 | Miami | Osawatomie | 3,383,293 | 8,149 | 1,894,870 | 0 | 8,149 | 7 | 0.166 | 2,117,265 | 5,100 | 3,049 | 3 | 0.062 |
| 368 | Miami | Paola | 4,550,497 | 29,041 | 1,833,233 | 0 | 29,041 | 15 | 0.217 | 1,936,692 | 12,360 | 16,681 | 9 | 0.124 |
| 416 | Miami | Louisburg | 3,537,313 | 7,112 | 1,394,814 | 0 | 7,112 | 4 | 0.061 | 1,398,300 | 2,811 | 4,300 | 3 | 0.037 |
| 272 | Mitchell | Waconda | 866,658 | 86,665 | 114,872 | 0 | 86,665 | 287 | 2.771 | 114,572 | 11,457 | 75,208 | 249 | 2.405 |
| 273 | Mitchell | Beloit | 1,956,581 | 229,293 | 571,579 | 0 | 229,293 | 304 | 3.675 | 598,518 | 70,141 | 159,152 | 211 | 2.551 |
| 436 | Montgomery | Caney Valley | 1,834,690 | 183,469 | 807,207 | 0 | 183,469 | 251 | 3.737 | 802,493 | 80,249 | 103,220 | 141 | 2.102 |
| 445 | Montgomery | Coffeyville | 3,946,454 | 515,996 | 1,361,132 | 0 | 515,996 | 309 | 3.946 | 1,361,132 | 177,967 | 338,029 | 202 | 2.585 |
| 446 | Montgomery | Independence | 4,108,647 | 663,062 | 2,003,376 | 0 | 663,062 | 347 | 5.677 | 2,003,376 | 323,309 | 339,753 | 178 | 2.909 |
| 447 | Montgomery | Cherryvale | 2,043,941 | 204,394 | 1,523,269 | 0 | 204,394 | 247 | 8.503 | 1,546,037 | 154,604 | 49,790 | 60 | 2.071 |
| 417 | Morris | Morris County | 1,854,823 | 186,075 | 482,942 | 0 | 186,075 | 267 | 3.069 | 502,657 | 50,426 | 135,648 | 195 | 2.238 |
| 217 | Morton | Rolla | 560,960 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 218 | Morton | Elkhart | 1,238,749 | 123,875 | 924,498 | 0 | 123,875 | 112 | 3.336 | 888,926 | 88,893 | 34,982 | 32 | 0.942 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 113 | Nemaha | Prairie Hills | 2,586,867 | 258,687 | 514,934 | 0 | 258,687 | 243 | 2.569 | 535,223 | 53,522 | 205,164 | 193 | 2.037 |
| 115 | Nemaha | Nemaha Central | 1,210,000 | 383,657 | 0 | 0 | 383,657 | 687 | 5.077 | 0 | 0 | 383,657 | 687 | 5.077 |
| 101 | Neosho | Erie-Galesburg | 1,526,344 | 175,305 | 744,613 | 0 | 175,305 | 349 | 5.656 | 738,293 | 84,795 | 90,510 | 180 | 2.920 |
| 413 | Neosho | Chanute Public Schools | 4,173,386 | 417,338 | 2,417,837 | 0 | 417,338 | 236 | 4.843 | 2,466,888 | 246,689 | 170,650 | 97 | 1.980 |
| 106 | Ness | Western Plains | 492,675 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 303 | Ness | Ness City | 803,274 | 80,328 | 0 | 0 | 80,328 | 277 | 2.081 | 0 | 0 | 80,328 | 277 | 2.081 |
| 211 | Norton | Norton Community Schools | 1,778,840 | 192,404 | 650,492 | 0 | 192,404 | 303 | 4.026 | 657,815 | 71,151 | 121,253 | 191 | 2.537 |
| 212 | Norton | Northern Valley | 586,933 | 58,693 | 100,732 | 0 | 58,693 | 403 | 4.082 | 100,894 | 10,089 | 48,604 | 334 | 3.380 |
| 420 | Osage | Osage City | 1,719,719 | 173,602 | 1,017,640 | 0 | 173,602 | 264 | 5.929 | 1,077,748 | 108,797 | 64,806 | 99 | 2.213 |
| 421 | Osage | Lyndon | 1,147,057 | 114,706 | 647,874 | 0 | 114,706 | 274 | 5.509 | 668,390 | 66,839 | 47,867 | 114 | 2.299 |
| 434 | Osage | Santa Fe Trail | 2,565,398 | 256,540 | 1,435,071 | 0 | 256,540 | 267 | 5.08 | 1,436,879 | 143,688 | 112,852 | 117 | 2.235 |
| 454 | Osage | Burlingame Public School | 817,709 | 81,771 | 543,210 | 0 | 81,771 | 286 | 6.71 | 526,196 | 52,620 | 29,151 | 102 | 2.392 |
| 456 | Osage | Marais Des Cygnes Valley | 670,000 | 180,141 | 196,042 | 0 | 180,141 | 851 | 10.08 | 196,042 | 52,709 | 127,432 | 602 | 7.130 |
| 392 | Osborne | Osborne County | 824,056 | 85,665 | 137,665 | 0 | 85,665 | 318 | 3.187 | 134,156 | 13,946 | 71,719 | 267 | 2.668 |
| 239 | Ottawa | North Ottawa County | 1,700,000 | 39,526 | 767,044 | 0 | 39,526 | 67 | 1.016 | 767,720 | 17,850 | 21,676 | 36 | 0.557 |
| 240 | Ottawa | Twin Valley | 1,662,486 | 23,115 | 843,389 | 0 | 23,115 | 40 | 0.7 | 859,007 | 11,943 | 11,171 | 20 | 0.338 |
| 495 | Pawnee | Ft Larned | 2,502,898 | 250,290 | 1,091,101 | 0 | 250,290 | 281 | 4.464 | 1,183,370 | 118,337 | 131,953 | 148 | 2.353 |
| 496 | Pawnee | Pawnee Heights | 528,664 | 3,852 | 9,259 | 0 | 3,852 | 27 | 0.23 | 11,049 | 81 | 3,772 | 26 | 0.226 |
| 110 | Phillips | Thunder Ridge Schools | 749,568 | 74,957 | 97,752 | 0 | 74,957 | 361 | 3.468 | 95,420 | 9,542 | 65,415 | 315 | 3.027 |
| 325 | Phillips | Phillipsburg | 1,574,914 | 182,828 | 878,302 | 0 | 182,828 | 307 | 6.055 | 906,520 | 105,236 | 77,592 | 130 | 2.570 |
| 326 | Phillips | Logan | 523,611 | 57,547 | 110,186 | 0 | 57,547 | 404 | 4.202 | 101,999 | 11,210 | 46,337 | 325 | 3.384 |
| 320 | Pottawatomie | Wamego | 3,078,900 | 321,966 | 1,519,443 | 0 | 321,966 | 222 | 3.766 | 1,557,923 | 162,915 | 159,051 | 110 | 1.861 |
| 321 | Pottawatomie | Kaw Valley | 3,014,946 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 322 | Pottawatomie | Onaga-Havensville-Wheaton | 836,549 | 83,655 | 287,213 | 0 | 83,655 | 293 | 3.723 | 285,849 | 28,585 | 55,070 | 193 | 2.451 |
| 323 | Pottawatomie | Rock Creek | 2,345,440 | 236,174 | 1,207,934 | 0 | 236,174 | 238 | 4.385 | 1,280,141 | 128,904 | 107,270 | 108 | 1.992 |
| 382 | Pratt | Pratt | 2,645,627 | 264,563 | 860,769 | 0 | 264,563 | 239 | 2.991 | 872,263 | 87,226 | 177,337 | 160 | 2.005 |
| 438 | Pratt | Skyline Schools | 1,132,605 | 73,071 | 300,764 | 0 | 73,071 | 184 | 2.135 | 315,317 | 20,343 | 52,728 | 133 | 1.540 |
| 105 | Rawlins | Rawlins County | 883,570 | 147,247 | 46,716 | 0 | 147,247 | 459 | 4.055 | 44,709 | 7,451 | 139,797 | 436 | 3.849 |
| 308 | Reno | Hutchinson Public Schools | 10,367,822 | 1,036,782 | 6,080,072 | 0 | 1,036,782 | 237 | 4.849 | 6,127,383 | 612,738 | 424,044 | 97 | 1.983 |
| 309 | Reno | Nickerson | 2,766,974 | 276,697 | 1,229,761 | 0 | 276,697 | 259 | 3.908 | 1,228,536 | 122,854 | 153,844 | 144 | 2.173 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 310 | Reno | Fairfield | 961,470 | 96,147 | 0 | 0 | 96,147 | 346 | 2.478 | 0 | 0 | 96,147 | 346 | 2.478 |
| 311 | Reno | Pretty Prairie | 748,473 | 74,848 | 240,286 | 0 | 74,848 | 315 | 3.849 | 235,021 | 23,502 | 51,345 | 216 | 2.641 |
| 312 | Reno | Haven Public Schools | 2,225,813 | 192,793 | 727,255 | 0 | 192,793 | 226 | 2.796 | 719,828 | 62,349 | 130,444 | 153 | 1.891 |
| 313 | Reno | Buhler | 4,654,026 | 465,402 | 1,883,474 | 0 | 465,402 | 211 | 2.983 | 1,898,377 | 189,838 | 275,565 | 125 | 1.766 |
| 109 | Republic | Republic County | 1,404,287 | 142,503 | 217,923 | 0 | 142,503 | 286 | 2.879 | 234,937 | 23,841 | 118,662 | 238 | 2.397 |
| 426 | Republic | Pike Valley | 685,000 | 88,285 | 122,409 | 0 | 88,285 | 420 | 4.287 | 122,204 | 15,750 | 72,535 | 345 | 3.522 |
| 376 | Rice | Sterling | 1,331,241 | 133,124 | 698,602 | 0 | 133,124 | 272 | 4.765 | 695,307 | 69,531 | 63,593 | 130 | 2.276 |
| 401 | Rice | Chase-Raymond | 569,141 | 56,914 | 0 | 0 | 56,914 | 376 | 2.981 | 0 | 0 | 56,914 | 376 | 2.981 |
| 405 | Rice | Lyons | 1,675,000 | 789,526 | 1,079,061 | 0 | 789,526 | 1,004 | 19.554 | 954,750 | 450,030 | 339,496 | 432 | 8.408 |
| 444 | Rice | Little River | 883,716 | 88,372 | 0 | 0 | 88,372 | 294 | 1.722 | 0 | 0 | 88,372 | 294 | 1.722 |
| 378 | Riley | Riley County | 1,721,389 | 172,139 | 630,631 | 0 | 172,139 | 261 | 3.497 | 646,382 | 64,638 | 107,501 | 163 | 2.184 |
| 383 | Riley | Manhattan-Ogden | 14,055,405 | 138,835 | 1,526,197 | 0 | 138,835 | 23 | 0.218 | 1,605,127 | 15,855 | 122,980 | 20 | 0.193 |
| 384 | Riley | Blue Valley | 758,970 | 0 | 100,342 | 0 | 0 | 0 | 0 | 113,390 | 0 | 0 | 0 | 0.000 |
| 269 | Rooks | Palco | 400,582 | 40,058 | 0 | 0 | 40,058 | 443 | 2.465 | 0 | 0 | 40,058 | 443 | 2.465 |
| 270 | Rooks | Plainville | 922,138 | 97,992 | 275,620 | 0 | 97,992 | 297 | 3.493 | 264,193 | 28,075 | 69,917 | 212 | 2.492 |
| 271 | Rooks | Stockton | 915,413 | 91,541 | 154,137 | 0 | 91,541 | 285 | 2.926 | 169,077 | 16,908 | 74,634 | 232 | 2.386 |
| 395 | Rush | LaCrosse | 838,000 | 89,243 | 149,317 | 0 | 89,243 | 319 | 3.262 | 150,756 | 16,055 | 73,188 | 262 | 2.675 |
| 403 | Rush | Otis-Bison | 731,035 | 82,438 | 50,525 | 0 | 82,438 | 365 | 3.292 | 52,269 | 5,894 | 76,543 | 339 | 3.056 |
| 399 | Russell | Paradise | 442,224 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 407 | Russell | Russell County | 2,252,219 | 15,706 | 715,799 | 0 | 15,706 | 20 | 0.249 | 763,502 | 5,324 | 10,382 | 13 | 0.165 |
| 305 | Saline | Salina | 15,896,882 | 1,589,688 | 6,823,132 | 0 | 1,589,688 | 230 | 3.541 | 7,229,902 | 722,990 | 866,698 | 126 | 1.931 |
| 306 | Saline | Southeast Of Saline | 1,700,013 | 170,001 | 239,607 | 0 | 170,001 | 253 | 2.465 | 237,152 | 23,715 | 146,286 | 218 | 2.121 |
| 307 | Saline | Ell-Saline | 1,323,862 | 0 | 635,169 | 0 | 0 | 0 | 0 | 681,789 | 0 | 0 | 0 | 0.000 |
| 466 | Scott | Scott County | 2,239,906 | 223,990 | 523,749 | 0 | 223,990 | 235 | 2.623 | 559,529 | 55,953 | 168,037 | 176 | 1.968 |
| 259 | Sedgwick | Wichita | 114,226,955 | 11,422,696 | 58,580,339 | 0 | 11,422,696 | 244 | 4.312 | 60,083,378 | 6,008,338 | 5,414,358 | 116 | 2.044 |
| 260 | Sedgwick | Derby | 13,545,138 | 1,354,514 | 6,085,032 | 0 | 1,354,514 | 209 | 3.346 | 6,455,613 | 645,561 | 708,953 | 109 | 1.751 |
| 261 | Sedgwick | Haysville | 11,828,296 | 1,182,830 | 8,636,729 | 0 | 1,182,830 | 222 | 8.431 | 9,223,705 | 922,371 | 260,459 | 49 | 1.857 |
| 262 | Sedgwick | Valley Center Pub Sch | 5,665,398 | 612,324 | 3,293,379 | 0 | 612,324 | 223 | 4.913 | 3,506,315 | 378,968 | 233,357 | 85 | 1.872 |
| 263 | Sedgwick | Mulvane | 3,760,077 | 0 | 1,502,782 | 0 | 0 | 0 | 0 | 1,656,314 | 0 | 0 | 0 | 0.000 |
| 264 | Sedgwick | Clearwater | 2,456,795 | 279,965 | 1,318,208 | 0 | 279,965 | 257 | 4.622 | 1,310,209 | 149,305 | 130,660 | 120 | 2.157 |

| | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 265 | Sedgwick | Goddard | 10,970,162 | 1,097,017 | 6,199,725 | 0 | 1,097,017 | 203 | 4.35 | 6,681,926 | 668,193 | 428,824 | 79 | 1.700 |
| 266 | Sedgwick | Maize | 13,250,843 | 1,325,084 | 6,398,759 | 0 | 1,325,084 | 192 | 3.301 | 6,781,781 | 678,178 | 646,906 | 94 | 1.612 |
| 267 | Sedgwick | Renwick | 3,973,281 | 0 | 1,722,045 | 0 | 0 | 0 | 0 | 1,754,204 | 0 | 0 | 0 | 0.000 |
| 268 | Sedgwick | Cheney | 1,850,500 | 291,637 | 1,151,034 | 0 | 291,637 | 386 | 9.329 | 1,209,302 | 190,585 | 101,052 | 134 | 3.232 |
| 480 | Seward | Liberal | 10,150,000 | 3,218,884 | 6,713,750 | 0 | 3,218,884 | 684 | 16.609 | 6,648,250 | 2,108,369 | 1,110,515 | 236 | 5.730 |
| 483 | Seward | Kismet-Plains | 1,900,000 | 517,963 | 231,912 | 0 | 517,963 | 773 | 7.781 | 319,390 | 87,070 | 430,894 | 643 | 6.473 |
| 345 | Shawnee | Seaman | 7,909,253 | 790,926 | 3,423,957 | 0 | 790,926 | 217 | 3.349 | 3,622,438 | 362,244 | 428,682 | 117 | 1.815 |
| 372 | Shawnee | Silver Lake | 1,601,763 | 160,177 | 951,659 | 0 | 160,177 | 239 | 4.973 | 957,214 | 95,722 | 64,455 | 96 | 2.001 |
| 437 | Shawnee | Auburn Washburn | 12,345,976 | 1,234,597 | 3,915,328 | 0 | 1,234,597 | 205 | 2.586 | 4,161,829 | 416,183 | 818,415 | 136 | 1.714 |
| 450 | Shawnee | Shawnee Heights | 7,120,332 | 712,033 | 3,662,257 | 0 | 712,033 | 210 | 3.712 | 3,742,446 | 374,245 | 337,789 | 100 | 1.761 |
| 501 | Shawnee | Topeka Public Schools | 33,600,000 | 1,863,208 | 20,297,713 | 0 | 1,863,208 | 144 | 3.044 | 20,287,680 | 1,125,005 | 738,203 | 57 | 1.206 |
| 412 | Sheridan | Hoxie Community Schools | 977,419 | 97,742 | 42,090 | 0 | 97,742 | 261 | 2.299 | 46,330 | 4,633 | 93,109 | 249 | 2.190 |
| 352 | Sherman | Goodland | 2,275,022 | 227,502 | 584,433 | 0 | 227,502 | 257 | 2.839 | 552,148 | 55,215 | 172,287 | 194 | 2.150 |
| 237 | Smith | Smith Center | 1,231,471 | 0 | 276,753 | 0 | 0 | 0 | 0 | 281,391 | 0 | 0 | 0 | 0.000 |
| 349 | Stafford | Stafford | 744,141 | 74,414 | 87,289 | 0 | 74,414 | 374 | 3.55 | 87,660 | 8,766 | 65,648 | 330 | 3.132 |
| 350 | Stafford | St John-Hudson | 1,028,028 | 8,297 | 147,757 | 0 | 8,297 | 26 | 0.259 | 154,718 | 1,249 | 7,049 | 22 | 0.220 |
| 351 | Stafford | Macksville | 780,861 | 78,086 | 0 | 0 | 78,086 | 348 | 2.05 | 0 | 0 | 78,086 | 348 | 2.050 |
| 452 | Stanton | Stanton County | 1,194,384 | 119,438 | 133,415 | 0 | 119,438 | 283 | 2.665 | 131,382 | 13,138 | 106,300 | 252 | 2.372 |
| 209 | Stevens | Moscow Public Schools | 641,681 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.000 |
| 210 | Stevens | Hugoton Public Schools | 2,573,380 | 257,338 | 840,505 | 0 | 257,338 | 265 | 3.308 | 846,642 | 84,664 | 172,674 | 178 | 2.220 |
| 353 | Sumner | Wellington | 3,654,731 | 365,474 | 2,184,452 | 0 | 365,474 | 237 | 5.352 | 2,299,557 | 229,956 | 135,518 | 88 | 1.985 |
| 356 | Sumner | Conway Springs | 1,222,499 | 122,249 | 722,707 | 0 | 122,249 | 275 | 5.474 | 707,582 | 70,758 | 51,491 | 116 | 2.306 |
| 357 | Sumner | Belle Plaine | 1,630,000 | 193,251 | 1,055,760 | 0 | 193,251 | 328 | 8.192 | 1,083,135 | 128,416 | 64,836 | 110 | 2.748 |
| 358 | Sumner | Oxford | 889,564 | 88,956 | 577,160 | 0 | 88,956 | 236 | 5.256 | 554,732 | 55,473 | 33,483 | 89 | 1.978 |
| 359 | Sumner | Argonia Public Schools | 603,024 | 60,302 | 151,168 | 0 | 60,302 | 331 | 3.97 | 181,329 | 18,133 | 42,169 | 232 | 2.776 |
| 360 | Sumner | Caldwell | 810,636 | 1,481 | 280,000 | 0 | 1,481 | 7 | 0.086 | 281,534 | 515 | 967 | 4 | 0.056 |
| 509 | Sumner | South Haven | 703,260 | 0 | 416,938 | 0 | 0 | 0 | 0 | 428,215 | 0 | 0 | 0 | 0.000 |
| 314 | Thomas | Brewster | 444,627 | 63,873 | 0 | 0 | 63,873 | 447 | 3.663 | 0 | 0 | 63,873 | 447 | 3.663 |
| 315 | Thomas | Colby Public Schools | 2,138,929 | 221,746 | 363,890 | 0 | 221,746 | 267 | 2.69 | 357,629 | 37,076 | 184,670 | 223 | 2.240 |
| 316 | Thomas | Golden Plains | 660,351 | 70,184 | 143,530 | 0 | 70,184 | 405 | 4.329 | 143,296 | 15,230 | 54,954 | 317 | 3.389 |

| | | | | | | Current Law | | | | | If LOB Equalized on Current Year LOBs | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | County | District Name | Legal Max Local Option Budget | Additional Total LOB to 33% | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) | Current SGSA | Additional SGSA to Uniform 33% | Additional Local LOB $ to Uniform 33% | Additional Local LOB $/Pupil to Uniform 33% | Additional LOB Mills to Uniform 33% (approx.) |
| **Total** | | **STATE TOTALS** | 1,108,049,302 | 82,201,110 | 454,041,577 | 0 | 82,201,110 | 179 | N/A | 470,056,378 | 40,810,395 | 41,390,715 | 90 | N/A |
| 208 | Trego | Wakeeney | 1,031,917 | 130,603 | 61,532 | 0 | 130,603 | 352 | 3.138 | 63,360 | 8,019 | 122,584 | 330 | 2.946 |
| 329 | Wabaunsee | Mill Creek Valley | 1,314,402 | 0 | 250,225 | 0 | 0 | 0 | 0 | 259,069 | 0 | 0 | 0 | 0.000 |
| 330 | Wabaunsee | Mission Valley | 1,422,897 | 142,290 | 457,804 | 0 | 142,290 | 299 | 3.773 | 477,382 | 47,738 | 94,552 | 199 | 2.507 |
| 241 | Wallace | Wallace County Schools | 592,433 | 70,948 | 0 | 0 | 70,948 | 368 | 1.832 | 0 | 0 | 70,948 | 368 | 1.832 |
| 242 | Wallace | Weskan | 393,781 | 148 | 53,630 | 0 | 148 | 2 | 0.015 | 59,028 | 22 | 126 | 1 | 0.013 |
| 108 | Washington | Washington Co. Schools | 1,025,502 | 116,774 | 104,518 | 0 | 116,774 | 362 | 3.38 | 106,447 | 12,121 | 104,653 | 324 | 3.029 |
| 223 | Washington | Barnes | 1,017,389 | 101,738 | 0 | 0 | 101,738 | 287 | 2.398 | 0 | 0 | 101,738 | 287 | 2.398 |
| 224 | Washington | Clifton-Clyde | 878,344 | 87,834 | 131,456 | 0 | 87,834 | 288 | 2.846 | 134,826 | 13,483 | 74,351 | 243 | 2.409 |
| 467 | Wichita | Leoti | 1,175,000 | 27,721 | 0 | 0 | 27,721 | 73 | 0.612 | 0 | 0 | 27,721 | 73 | 0.612 |
| 387 | Wilson | Altoona-Midway | 600,000 | 115,187 | 0 | 0 | 115,187 | 684 | 3.554 | 0 | 0 | 115,187 | 684 | 3.554 |
| 461 | Wilson | Neodesha | 1,961,165 | 0 | 1,097,635 | 0 | 0 | 0 | 0 | 1,137,868 | 0 | 0 | 0 | 0.000 |
| 484 | Wilson | Fredonia | 1,705,586 | 170,559 | 803,848 | 0 | 170,559 | 265 | 4.173 | 797,361 | 79,736 | 90,823 | 141 | 2.222 |
| 366 | Woodson | Woodson | 1,310,330 | 162,741 | 555,405 | 0 | 162,741 | 373 | 5.582 | 577,069 | 71,671 | 91,070 | 209 | 3.124 |
| 202 | Wyandotte | Turner-Kansas City | 9,443,125 | 959,426 | 6,684,135 | 0 | 959,426 | 248 | 7.937 | 6,971,859 | 708,344 | 251,082 | 65 | 2.077 |
| 203 | Wyandotte | Piper-Kansas City | 4,470,000 | 366,000 | 1,028,763 | 0 | 366,000 | 176 | 2.041 | 1,234,167 | 101,053 | 264,948 | 128 | 1.478 |
| 204 | Wyandotte | Bonner Springs | 5,826,630 | 582,663 | 2,367,424 | 0 | 582,663 | 226 | 3.352 | 2,542,159 | 254,216 | 328,447 | 127 | 1.889 |
| 500 | Wyandotte | Kansas City | 51,835,491 | 5,183,549 | 35,665,398 | 0 | 5,183,549 | 253 | 7.396 | 36,994,990 | 3,699,499 | 1,484,050 | 72 | 2.117 |

Kansas state department of Education

Division of Fiscal and Administrative Services

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Local Option Budget Elections

This memorandum is written in response to your inquiry concerning local option budget elections. Based on a sample of Kansas county clerks, if all school districts were required to vote on increasing their local option budget, it would cost approximately $3,050,000.

We hope this information will be of assistance to you.

h:leg:SCOSFD—LOB Elections—12-5-17

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Estimated Expenditures in Dollars—Fiscal Years 2019, 2020, and 2021

Questions were raised during the December 4 meeting of the Select Committee concerning dollars projected for school district expenditures other than teacher salaries.

Attached is the survey we conducted on how school district boards of education would spend additional funding of approximately $200 million for the next three years. We took the percentages submitted by school districts and calculated the respective dollar amounts for each category.

h:leg:SCOSFD--Survey—Est. Expenditures--Dollars—Memo—12-5-17

Estimated percentage allocation of additional $200 million per year for three years.

| Expenditure Category | FY19 Est. Percentage to be Spent | FY20 Est. Percentage to be Spent | FY21 Est. Percentage to be Spent | Average Percentage | Total State Aid by Category |
|---|---|---|---|---|---|
| Teacher Salaries | 33.92% | 33.92% | 33.21% | 33.68% | 202,101,672 |
| Non-Licensed Salaries | 9.03% | 9.32% | 9.07% | 9.14% | 54,837,437 |
| At-Risk Students | 8.14% | 7.75% | 7.91% | 7.93% | 47,607,725 |
| Health Insurance | 6.95% | 7.41% | 7.58% | 7.31% | 43,873,134 |
| Lower Class Size | 4.86% | 3.81% | 3.72% | 4.13% | 24,792,238 |
| Licensed Non-Teaching Salaries | 3.83% | 4.21% | 3.80% | 3.95% | 23,672,601 |
| Additional Counselors & Social Workers | 4.89% | 3.37% | 3.27% | 3.84% | 23,068,592 |
| Curriculum Materials | 3.19% | 3.97% | 4.17% | 3.78% | 22,662,691 |
| Technology | 3.17% | 3.94% | 4.14% | 3.75% | 22,505,946 |
| Early Childhood | 3.49% | 3.57% | 3.10% | 3.39% | 20,321,469 |
| Expanded Career & Technical Education | 2.12% | 2.37% | 2.76% | 2.42% | 14,501,888 |
| Student Transportation | 2.41% | 2.24% | 2.53% | 2.39% | 14,365,309 |
| Staff Development | 2.04% | 2.19% | 2.45% | 2.23% | 13,375,705 |
| Maintenance | 2.18% | 2.06% | 2.25% | 2.16% | 12,970,420 |
| Special Education (including Gifted) | 1.92% | 1.87% | 2.00% | 1.93% | 11,562,316 |
| After School Programs | 1.41% | 1.48% | 1.56% | 1.48% | 8,903,287 |
| Utilities | 1.32% | 1.35% | 1.33% | 1.33% | 7,995,455 |
| Safety and Security | 0.91% | 1.14% | 1.14% | 1.06% | 6,366,154 |
| Additional CTE Counselors | 1.20% | 0.95% | 0.88% | 1.01% | 6,054,685 |
| Other | 0.92% | 0.93% | 0.71% | 0.85% | 5,117,861 |
| Summer School | 0.74% | 0.77% | 0.93% | 0.81% | 4,889,161 |
| Library Resources | 0.32% | 0.42% | 0.41% | 0.38% | 2,303,497 |
| Increase Graduation Rate | 0.29% | 0.41% | 0.37% | 0.36% | 2,147,902 |
| New Academy with Business & Industry | 0.23% | 0.20% | 0.33% | 0.25% | 1,513,566 |
| Additional School Nurses | 0.30% | 0.26% | 0.14% | 0.23% | 1,387,972 |
| Extended School Year | 0.21% | 0.11% | 0.23% | 0.18% | 1,100,559 |
| | | | | | |
| Total Percentage: | 100.0% | 100.0% | 100.0% | 100.0% | 599,999,241 |

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Estimated Expenditures—Teacher/Administrator Salary Increases

During the Committee discussion on December 4, one of the members inquired about teacher and administrator salary increases projected by the school districts for the next three years.

We have reviewed the percentages/dollar amounts submitted by school districts on how they would anticipate spending approximately $200 million each year for the next three years. Based on this information, teachers would receive an estimated average increase of 3.85 percent each year and administrators would receive an estimated average increase of 3.78 percent each year.

We hope you will find this information helpful.

h:leg:SCOSFD—Teacher & Administrator Salary Increases—12-5-17

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Estimated Expenditures by Enrollment Category

As requested, we have provided a breakdown of the estimated expenditures for the next three years by the following enrollment categories.

| | |
|---|---|
| 0 – 499.9 | (140 districts) |
| 500 – 999.9 | (66 districts) |
| 1,000 – 1,999.9 | (35 districts) |
| 2,000 – 9,999.9 | (38 districts) |
| 10,000 and over | (7 districts) |

This breakdown was based upon the survey conducted of school districts on how they would anticipate spending an additional $200 million (additional $285 to BASE) for each of the next three years. The estimates were submitted on a percentage basis.

We hope you will find this information helpful.

h:leg:SCOSFD—Expenditures—Enrollment Categories--12-5-17

Estimated percentage allocation of additional $200 million per year for three years for:
District with FTE of 0-499.9

| Expenditure Category | FY19 Est. Percentage to be Spent | FY20 Est. Percentage to be Spent | FY21 Est. Percentage to be Spent | Average Percentage |
|---|---|---|---|---|
| Teacher Salaries | 37.05% | 37.66% | 36.25% | 36.99% |
| Non-Licensed Salaries | 8.22% | 8.57% | 8.13% | 8.30% |
| At-Risk Students | 7.54% | 6.86% | 7.40% | 7.27% |
| Health Insurance | 6.59% | 7.06% | 7.25% | 6.97% |
| Lower Class Size | 4.06% | 2.72% | 2.44% | 3.08% |
| Licensed Non-Teaching Salaries | 3.53% | 4.08% | 3.32% | 3.64% |
| Additional Counselors & Social Workers | 5.22% | 3.72% | 4.04% | 4.33% |
| Curriculum Materials | 3.78% | 4.68% | 4.80% | 4.42% |
| Technology | 3.61% | 4.27% | 4.54% | 4.14% |
| Early Childhood | 3.79% | 3.84% | 3.42% | 3.69% |
| Expanded Career & Technical Education | 2.06% | 2.55% | 3.03% | 2.55% |
| Student Transportation | 2.59% | 2.10% | 2.59% | 2.43% |
| Staff Development | 2.17% | 2.33% | 2.67% | 2.39% |
| Maintenance | 2.28% | 2.06% | 2.03% | 2.13% |
| Special Education (including Gifted) | 1.42% | 1.41% | 1.57% | 1.47% |
| After School Programs | 1.26% | 1.14% | 1.39% | 1.27% |
| Utilities | 1.26% | 1.24% | 1.25% | 1.25% |
| Safety and Security | 0.95% | 1.05% | 0.92% | 0.97% |
| Additional CTE Counselors | 0.15% | 0.15% | 0.32% | 0.21% |
| Other | 0.92% | 0.68% | 0.40% | 0.67% |
| Summer School | 0.63% | 0.77% | 0.97% | 0.79% |
| Library Resources | 0.43% | 0.57% | 0.56% | 0.52% |
| Increase Graduation Rate | 0.15% | 0.28% | 0.26% | 0.23% |
| New Academy with Business & Industry | 0.06% | 0.06% | 0.16% | 0.10% |
| Additional School Nurses | 0.14% | 0.00% | 0.12% | 0.09% |
| Extended School Year | 0.12% | 0.11% | 0.15% | 0.13% |
| Total Percentage: | 100.0% | 100.0% | 100.0% | 100.0% |

Estimated percentage allocation of additional $200 million per year for three years for:
District with FTE of 500-999.9

| Expenditure Category | FY19 Est. Percentage to be Spent | FY20 Est. Percentage to be Spent | FY21 Est. Percentage to be Spent | Average Percentage |
|---|---|---|---|---|
| Teacher Salaries | 27.51% | 26.95% | 27.15% | 27.21% |
| Non-Licensed Salaries | 10.65% | 11.07% | 11.02% | 10.92% |
| At-Risk Students | 8.88% | 8.20% | 8.09% | 8.39% |
| Health Insurance | 8.75% | 9.41% | 9.85% | 9.34% |
| Lower Class Size | 4.56% | 3.14% | 2.59% | 3.43% |
| Licensed Non-Teaching Salaries | 3.75% | 4.19% | 4.11% | 4.02% |
| Additional Counselors & Social Workers | 6.26% | 3.04% | 2.57% | 3.96% |
| Curriculum Materials | 3.00% | 4.49% | 4.42% | 3.97% |
| Technology | 3.02% | 3.95% | 4.28% | 3.75% |
| Early Childhood | 2.72% | 3.55% | 2.90% | 3.06% |
| Expanded Career & Technical Education | 2.56% | 2.44% | 2.90% | 2.63% |
| Student Transportation | 2.93% | 3.07% | 2.92% | 2.97% |
| Staff Development | 2.21% | 2.18% | 2.46% | 2.28% |
| Maintenance | 2.15% | 2.13% | 2.84% | 2.37% |
| Special Education (including Gifted) | 1.73% | 1.77% | 2.10% | 1.87% |
| After School Programs | 1.21% | 1.60% | 1.52% | 1.44% |
| Utilities | 1.30% | 1.29% | 1.31% | 1.30% |
| Safety and Security | 1.06% | 1.57% | 1.94% | 1.52% |
| Additional CTE Counselors | 2.70% | 2.52% | 1.54% | 2.25% |
| Other | 0.64% | 0.89% | 0.71% | 0.75% |
| Summer School | 0.91% | 0.79% | 1.02% | 0.91% |
| Library Resources | 0.25% | 0.52% | 0.46% | 0.41% |
| Increase Graduation Rate | 0.36% | 0.37% | 0.36% | 0.36% |
| New Academy with Business & Industry | 0.23% | 0.06% | 0.29% | 0.19% |
| Additional School Nurses | 0.36% | 0.68% | 0.17% | 0.40% |
| Extended School Year | 0.30% | 0.11% | 0.50% | 0.30% |
| Total Percentage: | 100.0% | 100.0% | 100.0% | 100.0% |

Estimated percentage allocation of additional $200 million per year for three years for:
District with FTE of 1000-1999.9

| Expenditure Category | FY19 Est. Percentage to be Spent | FY20 Est. Percentage to be Spent | FY21 Est. Percentage to be Spent | Average Percentage |
|---|---|---|---|---|
| Teacher Salaries | 31.40% | 30.35% | 29.96% | 30.57% |
| Non-Licensed Salaries | 8.41% | 8.56% | 8.26% | 8.41% |
| At-Risk Students | 7.39% | 8.21% | 7.13% | 7.58% |
| Health Insurance | 7.10% | 7.46% | 7.09% | 7.22% |
| Lower Class Size | 2.97% | 2.63% | 3.67% | 3.09% |
| Licensed Non-Teaching Salaries | 4.84% | 5.00% | 5.05% | 4.96% |
| Additional Counselors & Social Workers | 4.57% | 4.22% | 3.27% | 4.02% |
| Curriculum Materials | 2.71% | 3.20% | 4.12% | 3.35% |
| Technology | 4.05% | 4.83% | 5.42% | 4.77% |
| Early Childhood | 3.73% | 3.73% | 3.23% | 3.56% |
| Expanded Career & Technical Education | 2.06% | 2.15% | 2.43% | 2.21% |
| Student Transportation | 1.71% | 1.99% | 2.32% | 2.01% |
| Staff Development | 1.94% | 2.62% | 2.85% | 2.47% |
| Maintenance | 3.69% | 2.96% | 3.19% | 3.28% |
| Special Education (including Gifted) | 2.55% | 2.42% | 2.28% | 2.41% |
| After School Programs | 1.97% | 2.29% | 2.00% | 2.09% |
| Utilities | 1.47% | 1.26% | 1.31% | 1.35% |
| Safety and Security | 1.11% | 1.71% | 1.24% | 1.35% |
| Additional CTE Counselors | 3.13% | 1.69% | 2.23% | 2.35% |
| Other | 0.97% | 0.86% | 0.83% | 0.89% |
| Summer School | 0.77% | 0.67% | 0.72% | 0.72% |
| Library Resources | 0.29% | 0.03% | 0.06% | 0.12% |
| Increase Graduation Rate | 0.00% | 0.23% | 0.23% | 0.15% |
| New Academy with Business & Industry | 0.43% | 0.43% | 0.71% | 0.52% |
| Additional School Nurses | 0.43% | 0.37% | 0.11% | 0.30% |
| Extended School Year | 0.29% | 0.14% | 0.29% | 0.24% |
| Total Percentage: | 100.0% | 100.0% | 100.0% | 100.0% |

Estimated percentage allocation of additional $200 million per year for three years for: District with FTE of 2000-9999.9

| Expenditure Category | FY19 Est. Percentage to be Spent | FY20 Est. Percentage to be Spent | FY21 Est. Percentage to be Spent | Average Percentage |
|---|---|---|---|---|
| Teacher Salaries | 34.71% | 34.56% | 34.29% | 34.52% |
| Non-Licensed Salaries | 9.60% | 9.62% | 9.59% | 9.60% |
| At-Risk Students | 9.86% | 9.59% | 10.01% | 9.82% |
| Health Insurance | 4.84% | 4.99% | 5.20% | 5.01% |
| Lower Class Size | 10.63% | 10.41% | 10.79% | 10.61% |
| Licensed Non-Teaching Salaries | 3.55% | 3.54% | 3.43% | 3.51% |
| Additional Counselors & Social Workers | 1.86% | 2.16% | 2.00% | 2.01% |
| Curriculum Materials | 1.79% | 1.50% | 1.89% | 1.72% |
| Technology | 1.50% | 2.33% | 1.69% | 1.84% |
| Early Childhood | 3.89% | 2.55% | 2.40% | 2.95% |
| Expanded Career & Technical Education | 1.95% | 2.13% | 2.20% | 2.09% |
| Student Transportation | 1.45% | 1.55% | 1.62% | 1.54% |
| Staff Development | 1.50% | 1.42% | 1.44% | 1.45% |
| Maintenance | 0.83% | 1.27% | 1.37% | 1.15% |
| Special Education (including Gifted) | 3.26% | 3.19% | 3.11% | 3.19% |
| After School Programs | 2.03% | 1.96% | 2.13% | 2.04% |
| Utilities | 1.33% | 1.93% | 1.69% | 1.65% |
| Safety and Security | 0.48% | 0.25% | 0.64% | 0.46% |
| Additional CTE Counselors | 0.87% | 0.55% | 0.61% | 0.68% |
| Other | 0.94% | 1.29% | 1.14% | 1.12% |
| Summer School | 0.87% | 0.90% | 0.90% | 0.89% |
| Library Resources | 0.15% | 0.15% | 0.14% | 0.14% |
| Increase Graduation Rate | 0.88% | 1.02% | 0.85% | 0.92% |
| New Academy with Business & Industry | 0.65% | 0.77% | 0.67% | 0.70% |
| Additional School Nurses | 0.58% | 0.30% | 0.13% | 0.34% |
| Extended School Year | 0.00% | 0.08% | 0.08% | 0.05% |
| Total Percentage: | 100.0% | 100.0% | 100.0% | 100.0% |

Estimated percentage allocation of additional $200 million per year for three years for: Districts with a FTE Greater than 10,000

| Expenditure Category | FY19 Est. Percentage to be Spent | FY20 Est. Percentage to be Spent | FY21 Est. Percentage to be Spent | Average Percentage |
|---|---|---|---|---|
| Teacher Salaries | 40.19% | 39.11% | 39.95% | 39.75% |
| Non-Licensed Salaries | 10.02% | 9.97% | 10.66% | 10.22% |
| At-Risk Students | 7.75% | 8.98% | 8.90% | 8.54% |
| Health Insurance | 7.81% | 8.40% | 8.04% | 8.09% |
| Lower Class Size | 1.88% | 1.89% | 1.93% | 1.90% |
| Licensed Non-Teaching Salaries | 6.89% | 6.44% | 6.37% | 6.57% |
| Additional Counselors & Social Workers | 3.63% | 1.81% | 1.45% | 2.29% |
| Curriculum Materials | 3.08% | 2.16% | 1.83% | 2.36% |
| Technology | 0.53% | 1.43% | 1.83% | 1.26% |
| Early Childhood | 1.44% | 3.01% | 1.60% | 2.02% |
| Expanded Career & Technical Education | 0.34% | 0.51% | 0.82% | 0.56% |
| Student Transportation | 2.56% | 2.20% | 3.83% | 2.87% |
| Staff Development | 1.36% | 1.79% | 1.42% | 1.53% |
| Maintenance | 0.00% | 1.10% | 1.18% | 0.76% |
| Special Education (including Gifted) | 3.11% | 1.91% | 2.04% | 2.35% |
| After School Programs | 0.20% | 0.20% | 0.20% | 0.20% |
| Utilities | 1.93% | 1.24% | 1.24% | 1.47% |
| Safety and Security | 0.00% | 0.76% | 0.04% | 0.27% |
| Additional CTE Counselors | 0.18% | 0.52% | 0.52% | 0.41% |
| Other | 3.27% | 4.52% | 3.94% | 3.91% |
| Summer School | 0.56% | 0.56% | 0.56% | 0.56% |
| Library Resources | 0.00% | 0.00% | 0.00% | 0.00% |
| Increase Graduation Rate | 0.68% | 0.82% | 0.96% | 0.82% |
| New Academy with Business & Industry | 0.17% | 0.17% | 0.17% | 0.17% |
| Additional School Nurses | 0.63% | 0.50% | 0.51% | 0.55% |
| Extended School Year | 1.77% | 0.00% | 0.00% | 0.59% |
| Total Percentage: | 100.0% | 100.0% | 100.0% | 100.0% |

(14)

Kansas state department of Education

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Estimated Expenditures—Teacher/Administrator Salary Increases

During the Committee discussion on December 4, one of the members inquired about teacher and administrator salary increases projected by the school districts for the next three years.

We have reviewed the percentages/dollar amounts submitted by school districts on how they would anticipate spending approximately $200 million each year for the next three years. Based on this information, teachers would receive an estimated average increase of 3.85 percent each year and administrators would receive an estimated average increase of 3.78 percent each year.

We hope you will find this information helpful.

h:leg:SCOSFD—Teacher & Administrator Salary Increases—12-5-17

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December 7, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: 2016-17 All-Day Kindergarten Fees

As requested, we have surveyed the unified school districts to determine how many of the districts that offered all-day kindergarten in the 2016-17 school year charged fees above the regular enrollment/textbook/technology/activity fees for students enrolled in all-day kindergarten.

Attached is a table which provides responses received from districts that charged an additional fee for all-day kindergarten above regular fees per semester.

h:leg:SCOSFD—ADK Fees--Memo—12-7-17

| School District | 2016-17 Kindergarten Fees (Semester) |
|---|---|
| | |
| 102-Cimarron-Ensign | 450.00 |
| 229-Blue Valley | 1,352.00 |
| 230-Spring Hill | 1,161.00 |
| 231-Gardner-Edgerton | 1,225.00 |
| 232-DeSoto | 1,350.00 |
| 233-Olathe | 1,375.00 |
| 240-Twin Valley | 225.00 |
| 262-Valley Center | 350.00 |
| 263-Mulvane | 400.00 |
| 265-Goddard | 945.00 |
| 266-Maize | 1,012.50 |
| 267-Renwick | 450.00 |
| 307-Ell-Saline | 495.00 |
| 312-Haven | 112.50 |
| 385-Andover | 1,237.50 |
| 400-Smoky Valley | 450.00 |
| 416-Louisburg | 1,012.50 |
| 458-Basehor-Linwood | 692.01 |
| 464-Tonganoxie | 250.00 |
| 489-Hays | 75.00 |
| 491-Eudora | 325.00 |

h:leg:SCOSFD—ADK Fees—12-7-17

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December 11, 2017

**To:** Special Committee on Comprehensive Response to the School Finance Decision

**From:** Edward Penner, Research Analyst

**Re:** Local Option Budget Cap History

This memorandum summarizes legislative history of the local option budget (LOB) cap and provides information on the process used by school districts pursuing local option budget authority of 33 percent. Other changes to school finance law that would have had an indirect effect on the LOB authority or LOB financing of a district are not addressed by this memorandum.

## Local Option Budget Cap

In 1992, the School District Finance and Quality Performance Act (SDFQPA) provided for a maximum LOB of 25 percent of a school district's state financial aid (SFA). The law originally required the maximum percentage of LOB be decreased in the future by the percentage increase in base state aid per pupil (BSAPP). Legislation enacted in 1995 eliminated the provision reducing the LOB cap based on future growth of the BSAPP.

In 2005, the Legislature increased the LOB cap to 27 percent of SFA for school year 2005-2006, 29 percent of SFA for school year 2006-2007, and 30 percent for school year 2007-2008 and all school years thereafter. Beginning in school year 2006-2007, any school board action to adopt an LOB in excess of 25 percent required the board to adopt a resolution that was then subject to a protest petition by the electorate of the school district.

Legislation enacted in 2006 accelerated and increased the rise of the LOB cap, allowing LOBs to reach 30 percent in school year 2006-2007, and allowed for an LOB of 31 percent in school year 2007-2008 and all years thereafter. Any school district wishing to adopt an LOB in excess of 30 percent would be required to receive approval of the electorate of the district at an election.

In 2009, the Legislature allowed the LOB authority of school districts to be calculated using a BSAPP of $4,433 for any year in which the actual BSAPP was lower than $4,433 and allowed school districts to calculate their LOB authority using the greater of the special education aid (as a component of SFA) they had received for school year 2008-2009 or the current school year.

Legislation enacted in 2014 allowed the LOB authority of school districts to be calculated using a BSAPP of $4,490 for school years 2014-2015 and 2015-2016 before the amount

wouldS return to $4,433 for school year 2016-2017 and all years thereafter. This legislation also excluded virtual school state aid from SFA for purposes of calculating LOB authority and provided that any school district with an LOB in excess of 30 percent may take school board action to adopt an LOB of up to 33 percent for school year 2014-15, but is required to conduct a mail-ballot election in order to adopt an LOB in excess of 31 percent for any school year thereafter.

In 2015, the Legislature changed the LOB cap calculation as a part of the legislation repealing the SDFQPA. LOBs were no longer capped as a percent of SFA, but rather by a district's school year 2014-2015 LOB, with one exception. If a school district successfully conducted a mail-ballot election prior to July 1, 2015, it could receive LOB authority up to 33 percent of its SFA for school year 2014-2015.

Senate Bill 19, enacted by the 2017 Legislature, reinstates the LOB cap based upon a percent of a school district's total foundation aid (the statutory successor to SFA). All districts are capped at 33 percent of the district's total foundation aid, but any district that has not previously adopted an LOB in excess of 30 percent that wishes to do so is subject to a protest petition by the electorate of the school district. The same exceptions allowing for the use of a BSAPP (now referred to as base aid for student excellence [BASE]) of $4,490 and the school year 2008-2009 special education aid amount continue to be in effect. The $4,490 BASE amount is scheduled to increase with inflation beginning in school year 2019-2020.

**School Districts with Local Option Budget Authority of 33 Percent**

According to the Kansas Department of Education (KSDE), 38 school districts had authority to adopt an LOB up to 33 percent of total foundation aid immediately upon passage of SB 19. All 38 of these districts received this authority via the successful passage of a mail-ballot election prior to the beginning of school year 2015-2016. According to KSDE, no school district received authority for an LOB cap of 33 percent by school board action for the 2014-2015 school year and maintained that authority after that year without also successfully passing a mail-ballot election to maintain that authority.

Attached please find information provided by KSDE detailing the time and manner in which the 38 school districts received authority to adopt an LOB of 33 percent.

EFP/kal

| 10/23/2017 | | | | | | | | If election was passed on or before June 30, 2014 to go to 31%, local Board had authority to go to 33% LOB for one year. | | (Max 30.00%) | (Max 33.00%) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct | Authorized Pct |
| | due to Election | due to Election | due to Election | due to Election | due to Election | due to Election | due to Election | due to Election | due to Mail Ballot | due to Board Action | due to Mail Ballot |
| | beginning 2007-08 | beginning 2008-09 | beginning 2009-10 | beginning 2010-11 | beginning 2011-12 | beginning 2012-13 | beginning 2013-14 | beginning 2014-15 | beginning 2014-15 | beginning 2015-16 | beginning 2015-16 |
| | D0229 - 31.00% | D0233 - 31.00% | D0209 - 31.00% | D0448 - 31.00% | D0237 - 31.00% | D0385 - 31.00% | D0232 - 31.00% | D0203 - 31.00% | D0225 - 33.00% | D0102 - 30.00% | D0207 - 33.00% |
| | D0468 - 31.00% | D0497 - 31.00% | D0407 - 31.00% | D0496 - 31.00% | D0267 - 31.00% | | | D0207 - 31.00% | D0460 - 33.00% | D0107 - 30.00% | D0209 - 33.00% |
| | D0512 - 31.00% | | D0468 - 31.00% | | D0400 - 31.00% | | | D0239 - 31.00% | | D0111 - 30.00% | D0225 - 33.00% |
| | | | | | | | | D0240 - 31.00% | | D0114 - 30.00% | D0226 - 33.00% |
| | | | | | | | | D0293 - 31.00% | | D0115 - 30.00% | D0229 - 33.00% |
| | | | | | | | | D0312 - 31.00% | | D0206 - 30.00% | D0231 - 33.00% |
| | | | | | | | | D0350 - 31.00% | | D0211 - 30.00% | D0232 - 33.00% |
| | | | | | | | | D0410 - 31.00% | | D0219 - 30.00% | D0233 - 33.00% |
| | | | | | | | | D0416 - 31.00% | | D0256 - 30.00% | D0237 - 33.00% |
| | | | | | | | | D0419 - 31.00% | | D0266 - 30.00% | D0239 - 33.00% |
| | | | | | | | | D0423 - 31.00% | | D0283 - 30.00% | D0240 - 33.00% |
| | | | | | | | | D0438 - 31.00% | | D0285 - 30.00% | D0242 - 33.00% |
| | | | | | | | | D0460 - 31.00% | | D0291 - 30.00% | D0267 - 33.00% |
| | | | | | | | | D0509 - 31.00% | | D0299 - 30.00% | D0275 - 33.00% |
| | | | | | | | | | | D0303 - 30.00% | D0360 - 33.00% |
| | D0229 - Continuous | D0233 - Continuous | D0209 - Continuous | D0448 - Continuous | D0237 - Continuous | D0385 - Continuous | D0232 - Continuous | All above - Continuous | D0225 - Continuous | D0308 - 30.00% | D0368 - 33.00% |
| | D0468 - 2 years | D0497 - Continuous | D0407 - Continuous | D0496 - Continuous | D0267 - 4 years | | | | D0460 - Continuous | D0314 - 30.00% | D0383 - 33.00% |
| | D0512 - Continuous | | D0468 - Continuous | | D0400 - Continuous | | | | | D0323 - 30.00% | D0384 - 33.00% |
| | | | | | | | | | | D0327 - 30.00% | D0394 - 33.00% |
| | | | | | | | | | | D0351 - 30.00% | D0396 - 33.00% |
| | | | | | | | | | | D0356 - 30.00% | D0398 - 33.00% |
| | | | | | | | | | | D0359 - 30.00% | D0400 - 33.00% |
| | | | | | | | | | | D0363 - 30.00% | D0407 - 33.00% |
| | | | | | | | | | | D0387 - 30.00% | D0410 - 33.00% |
| | | | | | | | | | | D0390 - 30.00% | D0411 - 33.00% |
| | | | | | | | | | | D0403 - 30.00% | D0416 - 33.00% |
| | | | | | | | | | | D0405 - 30.00% | D0418 - 33.00% |
| | | | | | | | | | | D0408 - 30.00% | D0419 - 33.00% |
| | | | | | | | | | | D0429 - 30.00% | D0423 - 33.00% |
| | | | | | | | | | | D0436 - 30.00% | D0448 - 33.00% |
| | | | | | | | | | | D0439 - 30.00% | D0460 - 33.00% |
| | | | | | | | | | | D0444 - 30.00% | D0461 - 33.00% |
| | | | | | | | | | | D0454 - 30.00% | D0468 - 33.00% |
| | | | | | | | | | | D0456 - 30.00% | D0496 - 33.00% |
| | | | | | | | | | | D0457 - 30.00% | D0497 - 33.00% |
| | | | | | | | | | | D0459 - 30.00% | D0501 - 33.00% |
| | | | | | | | | | | D0470 - 30.00% | D0509 - 33.00% |
| | | | | | | | | | | D0471 - 30.00% | D0512 - 33.00% |
| | | | | | | | | | | D0479 - 30.00% | |
| | | | | | | | | | | D0480 - 30.00% | |
| | | | | | | | | | | D0483 - 30.00% | All above - Continuous |
| | | | | | | | | | | D0487 - 30.00% | |
| | | | | | | | | | | D0502 - 30.00% | |
| | | | | | | | | | | D0504 - 30.00% | |
| | | | | | | | | | | D0508 - 30.00% | |

Attachment A: KSDE Information on 33 Percent LOB Authority

SF18-002

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(785) 296-3871
(785) 296-6659 - fax
www.ksde.org

December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Free Lunch Headcount

Attached you will find a computer printout (SF18-022) which provides the free lunch headcount in unified school districts for 2014-15, 2015-16, 2016-17, and estimated 2017-18.

We hope you will find this information helpful.

h:leg:SCOSFD—Free Lunch--12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
| | | | Free Meals | Free Meals | Free Meals | Free Meals |
| **USD #** | | | Headcount | Headcount | Headcount | Headcount |
| **Totals** | **District Name** | **County** | **193,253** | **192,763** | **188,689** | **185,763** |
| D0101 | Erie-Galesburg | Neosho | 265 | 271 | 255 | 276 |
| D0102 | Cimarron-Ensign | Gray | 241 | 234 | 227 | 218 |
| D0103 | Cheylin | Cheyenne | 61 | 61 | 61 | 66 |
| D0105 | Rawlins County | Rawlins | 139 | 130 | 111 | 117 |
| D0106 | Western Plains | Ness | 66 | 62 | 60 | 57 |
| D0107 | Rock Hills | Jewell | 125 | 114 | 131 | 140 |
| D0108 | Washington Co. Schools | Washington | 105 | 124 | 125 | 130 |
| D0109 | Republic County | Republic | 183 | 174 | 211 | 215 |
| D0110 | Thunder Ridge Schools | Phillips | 103 | 101 | 108 | 96 |
| D0111 | Doniphan West Schools | Doniphan | 141 | 131 | 122 | 89 |
| D0112 | Central Plains | Ellsworth | 151 | 160 | 178 | 178 |
| D0113 | Prairie Hills | Nemaha | 283 | 311 | 307 | 314 |
| D0114 | Riverside | Doniphan | 342 | 328 | 285 | 281 |
| D0115 | Nemaha Central | Nemaha | 106 | 104 | 85 | 98 |
| D0200 | Greeley County Schools | Greeley | 111 | 110 | 90 | 108 |
| D0202 | Turner-Kansas City | Wyandotte | 2,693 | 2,762 | 2,588 | 2,569 |
| D0203 | Piper-Kansas City | Wyandotte | 291 | 287 | 284 | 356 |
| D0204 | Bonner Springs | Wyandotte | 1,129 | 1,191 | 1,060 | 989 |
| D0205 | Bluestem | Butler | 244 | 240 | 215 | 211 |
| D0206 | Remington-Whitewater | Butler | 146 | 152 | 152 | 125 |
| D0207 | Ft Leavenworth | Leavenworth | 94 | 69 | 72 | 80 |
| D0208 | Wakeeney | Trego | 100 | 102 | 105 | 124 |
| D0209 | Moscow Public Schools | Stevens | 89 | 83 | 106 | 98 |
| D0210 | Hugoton Public Schools | Stevens | 497 | 538 | 526 | 483 |
| D0211 | Norton Community Schools | Norton | 229 | 199 | 208 | 222 |
| D0212 | Northern Valley | Norton | 68 | 71 | 57 | 80 |
| D0214 | Ulysses | Grant | 891 | 894 | 887 | 826 |
| D0215 | Lakin | Kearny | 288 | 285 | 271 | 287 |
| D0216 | Deerfield | Kearny | 137 | 123 | 143 | 121 |
| D0217 | Rolla | Morton | 77 | 67 | 45 | 39 |
| D0218 | Elkhart | Morton | 207 | 188 | 187 | 183 |
| D0219 | Minneola | Clark | 111 | 104 | 124 | 84 |
| D0220 | Ashland | Clark | 72 | 73 | 61 | 84 |
| D0223 | Barnes | Washington | 89 | 104 | 99 | 98 |
| D0224 | Clifton-Clyde | Washington | 64 | 88 | 92 | 82 |
| D0225 | Fowler | Meade | 83 | 62 | 55 | 58 |
| D0226 | Meade | Meade | 119 | 126 | 105 | 148 |
| D0227 | Hodgeman County schools | Hodgeman | 80 | 73 | 72 | 57 |
| D0229 | Blue Valley | Johnson | 1,196 | 1,262 | 1,165 | 1,159 |
| D0230 | Spring Hill | Johnson | 441 | 460 | 441 | 393 |
| D0231 | Gardner Edgerton | Johnson | 1,320 | 1,356 | 1,337 | 1,244 |
| D0232 | De Soto | Johnson | 705 | 610 | 643 | 596 |
| D0233 | Olathe | Johnson | 6,135 | 6,107 | 5,964 | 5,984 |
| D0234 | Fort Scott | Bourbon | 954 | 991 | 933 | 928 |
| D0235 | Uniontown | Bourbon | 217 | 212 | 199 | 173 |
| D0237 | Smith Center | Smith | 143 | 143 | 148 | 139 |
| D0239 | North Ottawa County | Ottawa | 189 | 193 | 195 | 182 |
| D0240 | Twin Valley | Ottawa | 187 | 203 | 205 | 229 |
| D0241 | Wallace County Schools | Wallace | 44 | 41 | 59 | 69 |
| D0242 | Weskan | Wallace | 22 | 34 | 27 | 30 |
| D0243 | Lebo-Waverly | Coffey | 142 | 133 | 129 | 137 |
| D0244 | Burlington | Coffey | 229 | 237 | 257 | 269 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Free Meals | Free Meals | Free Meals | Free Meals |
| **USD #** | | | Headcount | Headcount | Headcount | Headcount |
| **Totals** | **District Name** | **County** | **193,253** | **192,763** | **188,689** | **185,763** |
| D0245 | LeRoy-Gridley | Coffey | 88 | 75 | 66 | 63 |
| D0246 | Northeast | Crawford | 310 | 305 | 285 | 259 |
| D0247 | Cherokee | Crawford | 268 | 267 | 221 | 272 |
| D0248 | Girard | Crawford | 384 | 431 | 398 | 363 |
| D0249 | Frontenac Public Schools | Crawford | 333 | 319 | 294 | 304 |
| D0250 | Pittsburg | Crawford | 1,756 | 1,622 | 1,760 | 1,695 |
| D0251 | North Lyon County | Lyon | 181 | 183 | 171 | 161 |
| D0252 | Southern Lyon County | Lyon | 161 | 174 | 167 | 163 |
| D0253 | Emporia | Lyon | 2,376 | 2,319 | 2,164 | 2,208 |
| D0254 | Barber County North | Barber | 141 | 147 | 185 | 156 |
| D0255 | South Barber | Barber | 60 | 72 | 92 | 94 |
| D0256 | Marmaton Valley | Allen | 127 | 132 | 127 | 124 |
| D0257 | Iola | Allen | 689 | 682 | 654 | 586 |
| D0258 | Humboldt | Allen | 216 | 237 | 223 | 220 |
| D0259 | Wichita | Sedgwick | 33,165 | 33,171 | 32,481 | 31,820 |
| D0260 | Derby | Sedgwick | 2,490 | 2,541 | 2,537 | 2,459 |
| D0261 | Haysville | Sedgwick | 2,545 | 2,543 | 2,603 | 2,601 |
| D0262 | Valley Center Pub Sch | Sedgwick | 888 | 951 | 856 | 885 |
| D0263 | Mulvane | Sedgwick | 533 | 552 | 558 | 463 |
| D0264 | Clearwater | Sedgwick | 275 | 270 | 258 | 220 |
| D0265 | Goddard | Sedgwick | 1,035 | 1,041 | 1,032 | 1,004 |
| D0266 | Maize | Sedgwick | 1,056 | 1,080 | 1,016 | 983 |
| D0267 | Renwick | Sedgwick | 222 | 206 | 187 | 162 |
| D0268 | Cheney | Sedgwick | 192 | 181 | 175 | 166 |
| D0269 | Palco | Rooks | 29 | 40 | 25 | 30 |
| D0270 | Plainville | Rooks | 96 | 91 | 95 | 105 |
| D0271 | Stockton | Rooks | 124 | 138 | 138 | 119 |
| D0272 | Waconda | Mitchell | 111 | 108 | 116 | 88 |
| D0273 | Beloit | Mitchell | 196 | 237 | 239 | 238 |
| D0274 | Oakley | Logan | 130 | 162 | 153 | 141 |
| D0275 | Triplains | Logan | 25 | 25 | 18 | 19 |
| D0281 | Graham County | Graham | 127 | 133 | 123 | 141 |
| D0282 | West Elk | Elk | 157 | 157 | 161 | 168 |
| D0283 | Elk Valley | Elk | 112 | 74 | 81 | 77 |
| D0284 | Chase County | Chase | 98 | 99 | 83 | 77 |
| D0285 | Cedar Vale | Chautauqua | 92 | 101 | 109 | 78 |
| D0286 | Chautauqua Co Community | Chautauqua | 192 | 195 | 197 | 200 |
| D0287 | West Franklin | Franklin | 249 | 278 | 253 | 255 |
| D0288 | Central Heights | Franklin | 305 | 281 | 295 | 287 |
| D0289 | Wellsville | Franklin | 206 | 199 | 178 | 176 |
| D0290 | Ottawa | Franklin | 1,193 | 1,179 | 1,031 | 999 |
| D0291 | Grinnell Public Schools | Gove | 24 | 24 | 29 | 14 |
| D0292 | Wheatland | Gove | 28 | 30 | 27 | 33 |
| D0293 | Quinter Public Schools | Gove | 69 | 69 | 72 | 60 |
| D0294 | Oberlin | Decatur | 99 | 108 | 109 | 118 |
| D0297 | St Francis Comm Sch | Cheyenne | 97 | 84 | 86 | 84 |
| D0298 | Lincoln | Lincoln | 154 | 154 | 145 | 144 |
| D0299 | Sylvan Grove | Lincoln | 88 | 75 | 85 | 88 |
| D0300 | Comanche County | Comanche | 74 | 89 | 100 | 97 |
| D0303 | Ness City | Ness | 94 | 102 | 119 | 94 |
| D0305 | Salina | Saline | 3,618 | 3,610 | 3,484 | 3,431 |
| D0306 | Southeast Of Saline | Saline | 111 | 95 | 126 | 104 |
| D0307 | Ell-Saline | Saline | 110 | 105 | 98 | 96 |
| D0308 | Hutchinson Public Schools | Reno | 2,751 | 2,766 | 2,539 | 2,461 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Free Meals | Free Meals | Free Meals | Free Meals |
| **USD #** | | | Headcount | Headcount | Headcount | Headcount |
| **Totals** | **District Name** | **County** | **193,253** | **192,763** | **188,689** | **185,763** |
| D0309 | Nickerson | Reno | 535 | 506 | 486 | 525 |
| D0310 | Fairfield | Reno | 145 | 160 | 148 | 148 |
| D0311 | Pretty Prairie | Reno | 79 | 53 | 61 | 71 |
| D0312 | Haven Public Schools | Reno | 279 | 282 | 272 | 262 |
| D0313 | Buhler | Reno | 587 | 654 | 670 | 593 |
| D0314 | Brewster | Thomas | 39 | 40 | 54 | 44 |
| D0315 | Colby Public Schools | Thomas | 267 | 283 | 236 | 241 |
| D0316 | Golden Plains | Thomas | 87 | 83 | 102 | 105 |
| D0320 | Wamego | Pottawatomie | 327 | 317 | 309 | 337 |
| D0321 | Kaw Valley | Pottawatomie | 346 | 321 | 314 | 317 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 109 | 84 | 101 | 98 |
| D0323 | Rock Creek | Pottawatomie | 210 | 216 | 225 | 195 |
| D0325 | Phillipsburg | Phillips | 211 | 187 | 163 | 158 |
| D0326 | Logan | Phillips | 63 | 51 | 46 | 51 |
| D0327 | Ellsworth | Ellsworth | 179 | 173 | 156 | 175 |
| D0329 | Wabaunsee | Wabaunsee | 102 | 96 | 104 | 82 |
| D0330 | Mission Valley | Wabaunsee | 115 | 131 | 136 | 118 |
| D0331 | Kingman - Norwich | Kingman | 353 | 360 | 316 | 335 |
| D0332 | Cunningham | Kingman | 47 | 43 | 46 | 49 |
| D0333 | Concordia | Cloud | 361 | 384 | 372 | 416 |
| D0334 | Southern Cloud | Cloud | 108 | 112 | 93 | 80 |
| D0335 | North Jackson | Jackson | 117 | 116 | 114 | 124 |
| D0336 | Holton | Jackson | 398 | 374 | 380 | 364 |
| D0337 | Royal Valley | Jackson | 358 | 334 | 335 | 313 |
| D0338 | Valley Falls | Jefferson | 143 | 128 | 117 | 103 |
| D0339 | Jefferson County North | Jefferson | 107 | 105 | 109 | 119 |
| D0340 | Jefferson West | Jefferson | 188 | 177 | 181 | 188 |
| D0341 | Oskaloosa Public Schools | Jefferson | 293 | 245 | 253 | 255 |
| D0342 | McLouth | Jefferson | 176 | 169 | 157 | 129 |
| D0343 | Perry Public Schools | Jefferson | 230 | 222 | 219 | 212 |
| D0344 | Pleasanton | Linn | 204 | 172 | 163 | 132 |
| D0345 | Seaman | Shawnee | 1,138 | 1,120 | 1,068 | 1,085 |
| D0346 | Jayhawk | Linn | 253 | 280 | 281 | 287 |
| D0347 | Kinsley-Offerle | Edwards | 146 | 145 | 158 | 137 |
| D0348 | Baldwin City | Douglas | 354 | 357 | 367 | 335 |
| D0349 | Stafford | Stafford | 91 | 111 | 107 | 108 |
| D0350 | St John-Hudson | Stafford | 136 | 133 | 128 | 134 |
| D0351 | Macksville | Stafford | 113 | 93 | 114 | 121 |
| D0352 | Goodland | Sherman | 378 | 350 | 351 | 383 |
| D0353 | Wellington | Sumner | 731 | 743 | 736 | 691 |
| D0355 | Ellinwood Public Schools | Barton | 165 | 177 | 167 | 170 |
| D0356 | Conway Springs | Sumner | 117 | 140 | 103 | 94 |
| D0357 | Belle Plaine | Sumner | 200 | 105 | 202 | 199 |
| D0358 | Oxford | Sumner | 124 | 115 | 114 | 128 |
| D0359 | Argonia Public Schools | Sumner | 55 | 54 | 77 | 65 |
| D0360 | Caldwell | Sumner | 99 | 102 | 98 | 113 |
| D0361 | Chaparral Schools | Harper | 468 | 439 | 418 | 421 |
| D0362 | Prairie View | Linn | 345 | 346 | 350 | 337 |
| D0363 | Holcomb | Finney | 439 | 467 | 455 | 406 |
| D0364 | Marysville | Marshall | 242 | 223 | 231 | 254 |
| D0365 | Garnett | Anderson | 414 | 365 | 351 | 349 |
| D0366 | Woodson | Woodson | 207 | 225 | 218 | 253 |
| D0367 | Osawatomie | Miami | 706 | 631 | 608 | 622 |
| D0368 | Paola | Miami | 618 | 548 | 555 | 629 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Free Meals | Free Meals | Free Meals | Free Meals |
| **USD #** | | | Headcount | Headcount | Headcount | Headcount |
| **Totals** | **District Name** | **County** | **193,253** | **192,763** | **188,689** | **185,763** |
| D0369 | Burrton | Harvey | 112 | 126 | 113 | 107 |
| D0371 | Montezuma | Gray | 71 | 65 | 67 | 63 |
| D0372 | Silver Lake | Shawnee | 83 | 104 | 97 | 102 |
| D0373 | Newton | Harvey | 1,502 | 1,569 | 1,445 | 1,464 |
| D0374 | Sublette | Haskell | 263 | 252 | 228 | 223 |
| D0375 | Circle | Butler | 390 | 390 | 358 | 399 |
| D0376 | Sterling | Rice | 161 | 166 | 145 | 138 |
| D0377 | Atchison Co Comm Schools | Atchison | 261 | 253 | 211 | 162 |
| D0378 | Riley County | Riley | 127 | 153 | 135 | 121 |
| D0379 | Clay Center | Clay | 410 | 410 | 420 | 390 |
| D0380 | Vermillion | Marshall | 128 | 110 | 130 | 102 |
| D0381 | Spearville | Ford | 85 | 93 | 95 | 68 |
| D0382 | Pratt | Pratt | 432 | 477 | 487 | 451 |
| D0383 | Manhattan-Ogden | Riley | 1,820 | 1,896 | 1,847 | 2,044 |
| D0384 | Blue Valley | Riley | 28 | 31 | 37 | 37 |
| D0385 | Andover | Butler | 678 | 652 | 670 | 657 |
| D0386 | Madison-Virgil | Greenwood | 97 | 91 | 87 | 80 |
| D0387 | Altoona-Midway | Wilson | 115 | 106 | 81 | 89 |
| D0388 | Ellis | Ellis | 84 | 102 | 103 | 112 |
| D0389 | Eureka | Greenwood | 357 | 339 | 343 | 369 |
| D0390 | Hamilton | Greenwood | 59 | 52 | 28 | 36 |
| D0392 | Osborne County | Osborne | 130 | 114 | 109 | 116 |
| D0393 | Solomon | Dickinson | 111 | 116 | 121 | 120 |
| D0394 | Rose Hill Public Schools | Butler | 405 | 376 | 351 | 351 |
| D0395 | LaCrosse | Rush | 113 | 108 | 104 | 114 |
| D0396 | Douglass Public Schools | Butler | 190 | 212 | 190 | 204 |
| D0397 | Centre | Marion | 66 | 65 | 65 | 69 |
| D0398 | Peabody-Burns | Marion | 114 | 105 | 122 | 103 |
| D0399 | Paradise | Russell | 46 | 51 | 42 | 37 |
| D0400 | Smoky Valley | McPherson | 208 | 235 | 208 | 199 |
| D0401 | Chase-Raymond | Rice | 112 | 112 | 93 | 98 |
| D0402 | Augusta | Butler | 760 | 771 | 735 | 687 |
| D0403 | Otis-Bison | Rush | 90 | 93 | 90 | 104 |
| D0404 | Riverton | Cherokee | 342 | 308 | 310 | 318 |
| D0405 | Lyons | Rice | 445 | 470 | 498 | 460 |
| D0407 | Russell County | Russell | 316 | 332 | 351 | 365 |
| D0408 | Marion-Florence | Marion | 143 | 158 | 174 | 163 |
| D0409 | Atchison Public Schools | Atchison | 928 | 965 | 962 | 956 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 152 | 138 | 161 | 154 |
| D0411 | Goessel | Marion | 67 | 62 | 61 | 62 |
| D0412 | Hoxie Community Schools | Sheridan | 73 | 86 | 101 | 84 |
| D0413 | Chanute Public Schools | Neosho | 952 | 944 | 960 | 950 |
| D0415 | Hiawatha | Brown | 375 | 394 | 386 | 387 |
| D0416 | Louisburg | Miami | 321 | 352 | 206 | 283 |
| D0417 | Morris County | Morris | 245 | 249 | 248 | 258 |
| D0418 | McPherson | McPherson | 703 | 724 | 683 | 738 |
| D0419 | Canton-Galva | McPherson | 115 | 132 | 103 | 114 |
| D0420 | Osage City | Osage | 253 | 281 | 239 | 270 |
| D0421 | Lyndon | Osage | 101 | 114 | 122 | 120 |
| D0422 | Kiowa County | Kiowa | 79 | 76 | 67 | 64 |
| D0423 | Moundridge | McPherson | 102 | 97 | 77 | 90 |
| D0426 | Pike Valley | Republic | 93 | 93 | 89 | 82 |
| D0428 | Great Bend | Barton | 1,717 | 1,732 | 1,676 | 1,666 |
| D0429 | Troy Public Schools | Doniphan | 89 | 102 | 73 | 86 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Free Meals | Free Meals | Free Meals | Free Meals |
| **USD #** | | | Headcount | Headcount | Headcount | Headcount |
| **Totals** | **District Name** | **County** | **193,253** | **192,763** | **188,689** | **185,763** |
| D0430 | South Brown County | Brown | 336 | 342 | 334 | 319 |
| D0431 | Hoisington | Barton | 306 | 290 | 332 | 321 |
| D0432 | Victoria | Ellis | 56 | 60 | 38 | 45 |
| D0434 | Santa Fe Trail | Osage | 388 | 407 | 411 | 376 |
| D0435 | Abilene | Dickinson | 564 | 591 | 588 | 537 |
| D0436 | Caney Valley | Montgomery | 290 | 308 | 304 | 298 |
| D0437 | Auburn Washburn | Shawnee | 1,584 | 1,584 | 1,551 | 1,533 |
| D0438 | Skyline Schools | Pratt | 74 | 76 | 95 | 89 |
| D0439 | Sedgwick Public Schools | Harvey | 132 | 128 | 149 | 122 |
| D0440 | Halstead | Harvey | 269 | 265 | 251 | 239 |
| D0443 | Dodge City | Ford | 4,817 | 4,971 | 4,913 | 4,776 |
| D0444 | Little River | Rice | 73 | 66 | 64 | 60 |
| D0445 | Coffeyville | Montgomery | 1,162 | 1,160 | 1,200 | 1,248 |
| D0446 | Independence | Montgomery | 1,054 | 1,089 | 1,088 | 1,099 |
| D0447 | Cherryvale | Montgomery | 432 | 440 | 455 | 445 |
| D0448 | Inman | McPherson | 80 | 97 | 87 | 88 |
| D0449 | Easton | Leavenworth | 171 | 150 | 143 | 120 |
| D0450 | Shawnee Heights | Shawnee | 995 | 1,025 | 953 | 984 |
| D0452 | Stanton County | Stanton | 214 | 209 | 178 | 164 |
| D0453 | Leavenworth | Leavenworth | 2,090 | 2,059 | 1,896 | 1,842 |
| D0454 | Burlingame Public School | Osage | 122 | 111 | 101 | 96 |
| D0456 | Marais Des Cygnes Valley | Osage | 142 | 132 | 105 | 106 |
| D0457 | Garden City | Finney | 4,445 | 4,577 | 4,612 | 4,122 |
| D0458 | Basehor-Linwood | Leavenworth | 311 | 344 | 298 | 295 |
| D0459 | Bucklin | Ford | 104 | 103 | 103 | 94 |
| D0460 | Hesston | Harvey | 148 | 146 | 135 | 139 |
| D0461 | Neodesha | Wilson | 333 | 315 | 334 | 320 |
| D0462 | Central | Cowley | 156 | 140 | 150 | 144 |
| D0463 | Udall | Cowley | 129 | 111 | 104 | 104 |
| D0464 | Tonganoxie | Leavenworth | 484 | 494 | 436 | 413 |
| D0465 | Winfield | Cowley | 1,037 | 1,076 | 1,013 | 979 |
| D0466 | Scott County | Scott | 359 | 345 | 382 | 377 |
| D0467 | Leoti | Wichita | 190 | 185 | 176 | 148 |
| D0468 | Healy Public Schools | Lane | 35 | 34 | 36 | 27 |
| D0469 | Lansing | Leavenworth | 528 | 560 | 571 | 571 |
| D0470 | Arkansas City | Cowley | 1,792 | 1,665 | 1,746 | 1,696 |
| D0471 | Dexter | Cowley | 59 | 69 | 45 | 66 |
| D0473 | Chapman | Dickinson | 361 | 391 | 371 | 349 |
| D0474 | Haviland | Kiowa | 21 | 21 | 33 | 32 |
| D0475 | Geary County Schools | Geary | 3,448 | 3,163 | 3,079 | 2,996 |
| D0476 | Copeland | Gray | 38 | 35 | 29 | 29 |
| D0477 | Ingalls | Gray | 80 | 88 | 58 | 66 |
| D0479 | Crest | Anderson | 82 | 84 | 95 | 81 |
| D0480 | Liberal | Seward | 3,362 | 3,557 | 3,540 | 3,516 |
| D0481 | Rural Vista | Dickinson | 134 | 135 | 104 | 108 |
| D0482 | Dighton | Lane | 75 | 71 | 76 | 84 |
| D0483 | Kismet-Plains | Seward | 464 | 480 | 460 | 429 |
| D0484 | Fredonia | Wilson | 293 | 306 | 299 | 279 |
| D0487 | Herington | Dickinson | 240 | 220 | 237 | 267 |
| D0489 | Hays | Ellis | 896 | 932 | 1,020 | 954 |
| D0490 | El Dorado | Butler | 897 | 944 | 889 | 891 |
| D0491 | Eudora | Douglas | 452 | 504 | 496 | 456 |
| D0492 | Flinthills | Butler | 31 | 80 | 87 | 88 |
| D0493 | Columbus | Cherokee | 480 | 448 | 453 | 436 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Free Meals | Free Meals | Free Meals | Free Meals |
| **USD #** | | | Headcount | Headcount | Headcount | Headcount |
| **Totals** | **District Name** | **County** | **193,253** | **192,763** | **188,689** | **185,763** |
| D0494 | Syracuse | Hamilton | 283 | 285 | 258 | 294 |
| D0495 | Ft Larned | Pawnee | 393 | 377 | 394 | 370 |
| D0496 | Pawnee Heights | Pawnee | 36 | 57 | 38 | 48 |
| D0497 | Lawrence | Douglas | 3,404 | 3,539 | 3,315 | 3,325 |
| D0498 | Valley Heights | Marshall | 182 | 141 | 150 | 143 |
| D0499 | Galena | Cherokee | 513 | 462 | 449 | 429 |
| D0500 | Kansas City | Wyandotte | 17,672 | 15,689 | 16,816 | 16,803 |
| D0501 | Topeka Public Schools | Shawnee | 9,398 | 9,989 | 9,115 | 9,201 |
| D0502 | Lewis | Edwards | 45 | 53 | 57 | 49 |
| D0503 | Parsons | Labette | 753 | 762 | 772 | 812 |
| D0504 | Oswego | Labette | 247 | 225 | 225 | 249 |
| D0505 | Chetopa-St. Paul | Labette | 216 | 220 | 183 | 198 |
| D0506 | Labette County | Labette | 636 | 676 | 716 | 748 |
| D0507 | Satanta | Haskell | 186 | 160 | 180 | 173 |
| D0508 | Baxter Springs | Cherokee | 515 | 551 | 543 | 485 |
| D0509 | South Haven | Sumner | 68 | 71 | 74 | 54 |
| D0511 | Attica | Harper | 36 | 64 | 58 | 59 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 7,940 | 8,221 | 7,648 | 7,342 |

Kansas state department of Education

# Division of Fiscal and Administrative Services

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 354
Topeka, Kansas 66612-1212

(785) 296-3871
(785) 296-6659 - *fax*
*www.ksde.org*

December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: 2016-17 At-Risk Students

As requested, attached is a computer printout (SF18-023) which provides the number of students, by school district, that met one of the ten (10) criteria for an at-risk student in the 2016-17 school year.

We hope you will find this information helpful.

h:leg:SCOSFD—2016-17 At-Risk--12-5-17

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0101 | Erie-Galesburg | Neosho | 525 | 255 |
| D0102 | Cimarron-Ensign | Gray | 655 | 260 |
| D0103 | Cheylin | Cheyenne | 129 | 58 |
| D0105 | Rawlins County | Rawlins | 335 | 106 |
| D0106 | Western Plains | Ness | 107 | 51 |
| D0107 | Rock Hills | Jewell | 312 | 78 |
| D0108 | Washington Co. Schools | Washington | 340 | 225 |
| D0109 | Republic County | Republic | 515 | 113 |
| D0110 | Thunder Ridge Schools | Phillips | 217 | 33 |
| D0111 | Doniphan West Schools | Doniphan | 339 | 140 |
| D0112 | Central Plains | Ellsworth | 531 | 88 |
| D0113 | Prairie Hills | Nemaha | 1,125 | 297 |
| D0114 | Riverside | Doniphan | 642 | 343 |
| D0115 | Nemaha Central | Nemaha | 603 | 136 |
| D0200 | Greeley County Schools | Greeley | 251 | 131 |
| D0202 | Turner-Kansas City | Wyandotte | 4,110 | 2,879 |
| D0203 | Piper-Kansas City | Wyandotte | 2,186 | 163 |
| D0204 | Bonner Springs | Wyandotte | 2,733 | 641 |
| D0205 | Bluestem | Butler | 490 | 365 |
| D0206 | Remington-Whitewater | Butler | 515 | 146 |
| D0207 | Ft Leavenworth | Leavenworth | 1,688 | 190 |
| D0208 | Wakeeney | Trego | 387 | 42 |
| D0209 | Moscow Public Schools | Stevens | 175 | 89 |
| D0210 | Hugoton Public Schools | Stevens | 1,047 | 526 |
| D0211 | Norton Community Schools | Norton | 665 | 220 |
| D0212 | Northern Valley | Norton | 146 | 48 |
| D0214 | Ulysses | Grant | 1,758 | 1,235 |
| D0215 | Lakin | Kearny | 636 | 94 |
| D0216 | Deerfield | Kearny | 210 | 124 |
| D0217 | Rolla | Morton | 134 | 55 |
| D0218 | Elkhart | Morton | 1,147 | 307 |
| D0219 | Minneola | Clark | 244 | 97 |
| D0220 | Ashland | Clark | 196 | 53 |
| D0223 | Barnes | Washington | 445 | 101 |
| D0224 | Clifton-Clyde | Washington | 316 | 125 |
| D0225 | Fowler | Meade | 150 | 64 |
| D0226 | Meade | Meade | 408 | 174 |
| D0227 | Hodgeman County Schools | Hodgeman | 292 | 110 |
| D0229 | Blue Valley | Johnson | 22,640 | 7,949 |
| D0230 | Spring Hill | Johnson | 3,896 | 642 |
| D0231 | Gardner Edgerton | Johnson | 5,914 | 826 |
| D0232 | De Soto | Johnson | 7,137 | 1,344 |

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0233 | Olathe | Johnson | 29,029 | 13,384 |
| D0234 | Fort Scott | Bourbon | 1,878 | 1,090 |
| D0235 | Uniontown | Bourbon | 442 | 239 |
| D0237 | Smith Center | Smith | 400 | 145 |
| D0239 | North Ottawa County | Ottawa | 616 | 176 |
| D0240 | Twin Valley | Ottawa | 603 | 353 |
| D0241 | Wallace County Schools | Wallace | 202 | 36 |
| D0242 | Weskan | Wallace | 104 | 44 |
| D0243 | Lebo-Waverly | Coffey | 428 | 95 |
| D0244 | Burlington | Coffey | 858 | 241 |
| D0245 | LeRoy-Gridley | Coffey | 208 | 51 |
| D0246 | Northeast | Crawford | 496 | 144 |
| D0247 | Cherokee | Crawford | 489 | 394 |
| D0248 | Girard | Crawford | 1,024 | 522 |
| D0249 | Frontenac Public Schools | Crawford | 940 | 298 |
| D0250 | Pittsburg | Crawford | 3,143 | 1,482 |
| D0251 | North Lyon County | Lyon | 395 | 88 |
| D0252 | Southern Lyon County | Lyon | 498 | 226 |
| D0253 | Emporia | Lyon | 4,598 | 2,763 |
| D0254 | Barber County North | Barber | 485 | 98 |
| D0255 | South Barber | Barber | 255 | 90 |
| D0256 | Marmaton Valley | Allen | 287 | 53 |
| D0257 | Iola | Allen | 1,305 | 798 |
| D0258 | Humboldt | Allen | 805 | 214 |
| D0259 | Wichita | Sedgwick | 50,566 | 33,269 |
| D0260 | Derby | Sedgwick | 7,073 | 2,540 |
| D0261 | Haysville | Sedgwick | 5,648 | 3,276 |
| D0262 | Valley Center Pub Sch | Sedgwick | 2,879 | 893 |
| D0263 | Mulvane | Sedgwick | 1,797 | 873 |
| D0264 | Clearwater | Sedgwick | 1,154 | 271 |
| D0265 | Goddard | Sedgwick | 5,679 | 2,518 |
| D0266 | Maize | Sedgwick | 7,173 | 2,458 |
| D0267 | Renwick | Sedgwick | 1,856 | 236 |
| D0268 | Cheney | Sedgwick | 797 | 68 |
| D0269 | Palco | Rooks | 88 | 45 |
| D0270 | Plainville | Rooks | 340 | 105 |
| D0271 | Stockton | Rooks | 342 | 81 |
| D0272 | Waconda | Mitchell | 325 | 80 |
| D0273 | Beloit | Mitchell | 801 | 181 |
| D0274 | Oakley | Logan | 409 | 84 |
| D0275 | Triplains | Logan | 65 | 10 |
| D0281 | Graham County | Graham | 365 | 138 |

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0282 | West Elk | Elk | 353 | 156 |
| D0283 | Elk Valley | Elk | 118 | 109 |
| D0284 | Chase County | Chase | 347 | 141 |
| D0285 | Cedar Vale | Chautauqua | 189 | 132 |
| D0286 | Chautauqua Co Community | Chautauqua | 374 | 171 |
| D0287 | West Franklin | Franklin | 601 | 209 |
| D0288 | Central Heights | Franklin | 559 | 110 |
| D0289 | Wellsville | Franklin | 782 | 265 |
| D0290 | Ottawa | Franklin | 2,482 | 1,200 |
| D0291 | Grinnell Public Schools | Gove | 82 | 14 |
| D0292 | Wheatland | Gove | 110 | 5 |
| D0293 | Quinter Public Schools | Gove | 304 | 101 |
| D0294 | Oberlin | Decatur | 340 | 48 |
| D0297 | St Francis Comm Sch | Cheyenne | 283 | 30 |
| D0298 | Lincoln | Lincoln | 353 | 194 |
| D0299 | Sylvan Grove | Lincoln | 248 | 20 |
| D0300 | Comanche County | Comanche | 323 | 74 |
| D0303 | Ness City | Ness | 312 | 116 |
| D0305 | Salina | Saline | 7,386 | 4,071 |
| D0306 | Southeast Of Saline | Saline | 697 | 143 |
| D0307 | Ell-Saline | Saline | 464 | 166 |
| D0308 | Hutchinson Public Schools | Reno | 4,677 | 3,027 |
| D0309 | Nickerson | Reno | 1,139 | 683 |
| D0310 | Fairfield | Reno | 288 | 226 |
| D0311 | Pretty Prairie | Reno | 244 | 86 |
| D0312 | Haven Public Schools | Reno | 892 | 251 |
| D0313 | Buhler | Reno | 2,306 | 483 |
| D0314 | Brewster | Thomas | 148 | 21 |
| D0315 | Colby Public Schools | Thomas | 886 | 608 |
| D0316 | Golden Plains | Thomas | 180 | 110 |
| D0320 | Wamego | Pottawatomie | 1,533 | 548 |
| D0321 | Kaw Valley | Pottawatomie | 1,182 | 426 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 302 | 68 |
| D0323 | Rock Creek | Pottawatomie | 1,043 | 243 |
| D0325 | Phillipsburg | Phillips | 621 | 112 |
| D0326 | Logan | Phillips | 150 | 20 |
| D0327 | Ellsworth | Ellsworth | 641 | 324 |
| D0329 | Wabaunsee | Wabaunsee | 446 | 65 |
| D0330 | Mission Valley | Wabaunsee | 497 | 217 |
| D0331 | Kingman - Norwich | Kingman | 979 | 317 |
| D0332 | Cunningham | Kingman | 160 | 72 |
| D0333 | Concordia | Cloud | 1,094 | 568 |

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0334 | Southern Cloud | Cloud | 207 | 50 |
| D0335 | North Jackson | Jackson | 367 | 75 |
| D0336 | Holton | Jackson | 1,128 | 570 |
| D0337 | Royal Valley | Jackson | 837 | 408 |
| D0338 | Valley Falls | Jefferson | 381 | 118 |
| D0339 | Jefferson County North | Jefferson | 464 | 96 |
| D0340 | Jefferson West | Jefferson | 861 | 514 |
| D0341 | Oskaloosa Public Schools | Jefferson | 612 | 226 |
| D0342 | McLouth | Jefferson | 488 | 164 |
| D0343 | Perry Public Schools | Jefferson | 745 | 207 |
| D0344 | Pleasanton | Linn | 359 | 92 |
| D0345 | Seaman | Shawnee | 3,807 | 1,014 |
| D0346 | Jayhawk | Linn | 577 | 265 |
| D0347 | Kinsley-Offerle | Edwards | 349 | 149 |
| D0348 | Baldwin City | Douglas | 1,431 | 192 |
| D0349 | Stafford | Stafford | 209 | 51 |
| D0350 | St John-Hudson | Stafford | 328 | 103 |
| D0351 | Macksville | Stafford | 236 | 156 |
| D0352 | Goodland | Sherman | 939 | 210 |
| D0353 | Wellington | Sumner | 1,622 | 627 |
| D0355 | Ellinwood Public Schools | Barton | 503 | 173 |
| D0356 | Conway Springs | Sumner | 535 | 75 |
| D0357 | Belle Plaine | Sumner | 641 | 317 |
| D0358 | Oxford | Sumner | 444 | 54 |
| D0359 | Argonia Public Schools | Sumner | 191 | 62 |
| D0360 | Caldwell | Sumner | 241 | 89 |
| D0361 | Chaparral Schools | Harper | 848 | 358 |
| D0362 | Prairie View | Linn | 919 | 425 |
| D0363 | Holcomb | Finney | 1,018 | 301 |
| D0364 | Marysville | Marshall | 747 | 203 |
| D0365 | Garnett | Anderson | 992 | 525 |
| D0366 | Woodson | Woodson | 464 | 249 |
| D0367 | Osawatomie | Miami | 1,161 | 594 |
| D0368 | Paola | Miami | 2,029 | 744 |
| D0369 | Burrton | Harvey | 246 | 145 |
| D0371 | Montezuma | Gray | 236 | 98 |
| D0372 | Silver Lake | Shawnee | 716 | 131 |
| D0373 | Newton | Harvey | 3,539 | 1,048 |
| D0374 | Sublette | Haskell | 466 | 186 |
| D0375 | Circle | Butler | 1,971 | 541 |
| D0376 | Sterling | Rice | 508 | 135 |
| D0377 | Atchison Co Comm Schools | Atchison | 527 | 149 |

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0378 | Riley County | Riley | 681 | 111 |
| D0379 | Clay Center | Clay | 1,363 | 643 |
| D0380 | Vermillion | Marshall | 578 | 40 |
| D0381 | Spearville | Ford | 356 | 67 |
| D0382 | Pratt | Pratt | 1,229 | 394 |
| D0383 | Manhattan-Ogden | Riley | 6,388 | 4,160 |
| D0384 | Blue Valley | Riley | 225 | 32 |
| D0385 | Andover | Butler | 8,281 | 1,365 |
| D0386 | Madison-Virgil | Greenwood | 219 | 74 |
| D0387 | Altoona-Midway | Wilson | 177 | 83 |
| D0388 | Ellis | Ellis | 473 | 38 |
| D0389 | Eureka | Greenwood | 661 | 294 |
| D0390 | Hamilton | Greenwood | 60 | 18 |
| D0392 | Osborne County | Osborne | 278 | 134 |
| D0393 | Solomon | Dickinson | 316 | 179 |
| D0394 | Rose Hill Public Schools | Butler | 1,616 | 326 |
| D0395 | LaCrosse | Rush | 289 | 136 |
| D0396 | Douglass Public Schools | Butler | 736 | 316 |
| D0397 | Centre | Marion | 480 | 59 |
| D0398 | Peabody-Burns | Marion | 262 | 139 |
| D0399 | Paradise | Russell | 113 | 42 |
| D0400 | Smoky Valley | McPherson | 1,572 | 267 |
| D0401 | Chase-Raymond | Rice | 160 | 89 |
| D0402 | Augusta | Butler | 2,295 | 660 |
| D0403 | Otis-Bison | Rush | 246 | 74 |
| D0404 | Riverton | Cherokee | 741 | 193 |
| D0405 | Lyons | Rice | 847 | 172 |
| D0407 | Russell County | Russell | 836 | 487 |
| D0408 | Marion-Florence | Marion | 521 | 211 |
| D0409 | Atchison Public Schools | Atchison | 1,743 | 802 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 599 | 142 |
| D0411 | Goessel | Marion | 273 | 55 |
| D0412 | Hoxie Community Schools | Sheridan | 392 | 26 |
| D0413 | Chanute Public Schools | Neosho | 1,851 | 1,173 |
| D0415 | Hiawatha | Brown | 933 | 288 |
| D0416 | Louisburg | Miami | 1,721 | 81 |
| D0417 | Morris County | Morris | 733 | 275 |
| D0418 | McPherson | McPherson | 2,404 | 490 |
| D0419 | Canton-Galva | McPherson | 349 | 74 |
| D0420 | Osage City | Osage | 685 | 347 |
| D0421 | Lyndon | Osage | 436 | 104 |
| D0422 | Kiowa County | Kiowa | 420 | 57 |

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0423 | Moundridge | McPherson | 401 | 201 |
| D0426 | Pike Valley | Republic | 223 | 82 |
| D0428 | Great Bend | Barton | 2,928 | 1,638 |
| D0429 | Troy Public Schools | Doniphan | 333 | 91 |
| D0430 | South Brown County | Brown | 577 | 291 |
| D0431 | Hoisington | Barton | 753 | 166 |
| D0432 | Victoria | Ellis | 288 | 85 |
| D0434 | Santa Fe Trail | Osage | 1,040 | 275 |
| D0435 | Abilene | Dickinson | 1,635 | 743 |
| D0436 | Caney Valley | Montgomery | 766 | 449 |
| D0437 | Auburn Washburn | Shawnee | 6,323 | 1,001 |
| D0438 | Skyline Schools | Pratt | 412 | 125 |
| D0439 | Sedgwick Public Schools | Harvey | 479 | 162 |
| D0440 | Halstead | Harvey | 771 | 222 |
| D0443 | Dodge City | Ford | 7,054 | 5,408 |
| D0444 | Little River | Rice | 315 | 79 |
| D0445 | Coffeyville | Montgomery | 1,777 | 1,025 |
| D0446 | Independence | Montgomery | 2,137 | 1,108 |
| D0447 | Cherryvale | Montgomery | 911 | 454 |
| D0448 | Inman | McPherson | 431 | 146 |
| D0449 | Easton | Leavenworth | 609 | 123 |
| D0450 | Shawnee Heights | Shawnee | 3,504 | 849 |
| D0452 | Stanton County | Stanton | 438 | 180 |
| D0453 | Leavenworth | Leavenworth | 3,873 | 1,345 |
| D0454 | Burlingame Public School | Osage | 299 | 74 |
| D0456 | Marais Des Cygnes Valley | Osage | 220 | 208 |
| D0457 | Garden City | Finney | 7,701 | 6,150 |
| D0458 | Basehor-Linwood | Leavenworth | 2,549 | 299 |
| D0459 | Bucklin | Ford | 239 | 74 |
| D0460 | Hesston | Harvey | 802 | 374 |
| D0461 | Neodesha | Wilson | 697 | 430 |
| D0462 | Central | Cowley | 316 | 197 |
| D0463 | Udall | Cowley | 311 | 95 |
| D0464 | Tonganoxie | Leavenworth | 1,963 | 769 |
| D0465 | Winfield | Cowley | 2,227 | 1,741 |
| D0466 | Scott County | Scott | 1,023 | 510 |
| D0467 | Leoti | Wichita | 400 | 277 |
| D0468 | Healy Public Schools | Lane | 67 | 20 |
| D0469 | Lansing | Leavenworth | 2,698 | 545 |
| D0470 | Arkansas City | Cowley | 2,912 | 1,306 |
| D0471 | Dexter | Cowley | 145 | 75 |
| D0473 | Chapman | Dickinson | 1,093 | 584 |

| 12/6/2017 | | | Col 1 | Col 2 |
|---|---|---|---|---|
| | | | | |
| | | | **2016-17** | **2016-17** |
| | | | **Headcount** | **At-Risk** |
| **Dist.** | **District Name** | **County** | **489,795** | **226,007** |
| D0474 | Haviland | Kiowa | 104 | 20 |
| D0475 | Geary County Schools | Geary | 7,802 | 2,551 |
| D0476 | Copeland | Gray | 96 | 69 |
| D0477 | Ingalls | Gray | 212 | 42 |
| D0479 | Crest | Anderson | 223 | 117 |
| D0480 | Liberal | Seward | 4,971 | 3,229 |
| D0481 | Rural Vista | Dickinson | 297 | 219 |
| D0482 | Dighton | Lane | 230 | 28 |
| D0483 | Kismet-Plains | Seward | 708 | 558 |
| D0484 | Fredonia | Wilson | 682 | 478 |
| D0487 | Herington | Dickinson | 487 | 189 |
| D0489 | Hays | Ellis | 3,177 | 1,230 |
| D0490 | El Dorado | Butler | 1,968 | 374 |
| D0491 | Eudora | Douglas | 1,736 | 322 |
| D0492 | Flinthills | Butler | 273 | 93 |
| D0493 | Columbus | Cherokee | 987 | 485 |
| D0494 | Syracuse | Hamilton | 542 | 237 |
| D0495 | Ft Larned | Pawnee | 943 | 530 |
| D0496 | Pawnee Heights | Pawnee | 152 | 55 |
| D0497 | Lawrence | Douglas | 11,969 | 3,749 |
| D0498 | Valley Heights | Marshall | 401 | 221 |
| D0499 | Galena | Cherokee | 849 | 410 |
| D0500 | Kansas City | Wyandotte | 21,927 | 17,980 |
| D0501 | Topeka Public Schools | Shawnee | 13,794 | 9,928 |
| D0502 | Lewis | Edwards | 118 | 44 |
| D0503 | Parsons | Labette | 1,314 | 1,047 |
| D0504 | Oswego | Labette | 461 | 230 |
| D0505 | Chetopa-St. Paul | Labette | 438 | 288 |
| D0506 | Labette County | Labette | 1,574 | 437 |
| D0507 | Satanta | Haskell | 307 | 215 |
| D0508 | Baxter Springs | Cherokee | 1,022 | 698 |
| D0509 | South Haven | Sumner | 208 | 103 |
| D0511 | Attica | Harper | 172 | 54 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 27,333 | 16,172 |

Division of Fiscal and Administrative Services
Kansas State Department of Education
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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: USD Teachers

Attached you will find a computer printout (SF18-021) which provides the number of teachers in unified school districts for 2014-15, 2015-16, 2016-17, and estimated 2017-18.

We hope you will find this information helpful.

h:leg:SCOSFD—Teachers--12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
| | | | Total | Total | Total | Total |
| **USD #** | | | Teachers | Teachers | Teachers | Teachers |
| **Totals** | **District Name** | **County** | **34,817.3** | **34,340.1** | **34,424.7** | **34,655.9** |
| D0101 | Erie-Galesburg | Neosho | 42.5 | 42.7 | 42.9 | 42.9 |
| D0102 | Cimarron-Ensign | Gray | 53.5 | 52.5 | 52.5 | 51.6 |
| D0103 | Cheylin | Cheyenne | 17.4 | 15.0 | 15.1 | 15.2 |
| D0105 | Rawlins County | Rawlins | 29.9 | 34.0 | 33.1 | 32.0 |
| D0106 | Western Plains | Ness | 16.4 | 16.8 | 18.0 | 15.9 |
| D0107 | Rock Hills | Jewell | 25.2 | 24.9 | 25.5 | 26.0 |
| D0108 | Washington Co. Schools | Washington | 29.7 | 25.8 | 23.9 | 25.9 |
| D0109 | Republic County | Republic | 34.4 | 35.4 | 36.4 | 35.9 |
| D0110 | Thunder Ridge Schools | Phillips | 21.8 | 21.0 | 21.0 | 21.0 |
| D0111 | Doniphan West Schools | Doniphan | 31.9 | 31.4 | 31.0 | 30.0 |
| D0112 | Central Plains | Ellsworth | 62.2 | 55.1 | 54.4 | 56.9 |
| D0113 | Prairie Hills | Nemaha | 84.4 | 84.9 | 88.6 | 82.0 |
| D0114 | Riverside | Doniphan | 59.0 | 59.0 | 58.8 | 58.1 |
| D0115 | Nemaha Central | Nemaha | 55.2 | 55.3 | 55.8 | 56.7 |
| D0200 | Greeley County Schools | Greeley | 25.0 | 25.5 | 26.0 | 25.0 |
| D0202 | Turner-Kansas City | Wyandotte | 254.0 | 255.0 | 257.0 | 259.0 |
| D0203 | Piper-Kansas City | Wyandotte | 116.5 | 117.5 | 122.2 | 138.5 |
| D0204 | Bonner Springs | Wyandotte | 184.0 | 184.5 | 186.0 | 194.0 |
| D0205 | Bluestem | Butler | 36.0 | 36.0 | 37.0 | 38.5 |
| D0206 | Remington-Whitewater | Butler | 41.2 | 41.2 | 40.2 | 40.2 |
| D0207 | Ft Leavenworth | Leavenworth | 129.8 | 133.5 | 132.1 | 134.1 |
| D0208 | Wakeeney | Trego | 32.0 | 31.0 | 30.0 | 30.0 |
| D0209 | Moscow Public Schools | Stevens | 18.9 | 17.9 | 17.9 | 17.9 |
| D0210 | Hugoton Public Schools | Stevens | 86.3 | 81.3 | 76.9 | 79.9 |
| D0211 | Norton Community Schools | Norton | 53.0 | 51.5 | 52.5 | 51.0 |
| D0212 | Northern Valley | Norton | 22.2 | 20.4 | 19.0 | 19.0 |
| D0214 | Ulysses | Grant | 107.0 | 102.0 | 99.0 | 99.0 |
| D0215 | Lakin | Kearny | 55.0 | 45.2 | 45.1 | 56.0 |
| D0216 | Deerfield | Kearny | 29.5 | 21.5 | 22.0 | 22.5 |
| D0217 | Rolla | Morton | 17.9 | 16.0 | 16.1 | 14.4 |
| D0218 | Elkhart | Morton | 38.7 | 36.6 | 39.1 | 37.4 |
| D0219 | Minneola | Clark | 20.0 | 20.0 | 18.6 | 19.7 |
| D0220 | Ashland | Clark | 17.4 | 20.5 | 20.0 | 24.0 |
| D0223 | Barnes | Washington | 35.4 | 32.0 | 32.0 | 34.7 |
| D0224 | Clifton-Clyde | Washington | 29.0 | 29.0 | 27.0 | 26.0 |
| D0225 | Fowler | Meade | 17.8 | 16.8 | 14.0 | 16.0 |
| D0226 | Meade | Meade | 33.5 | 32.5 | 31.5 | 30.8 |
| D0227 | Hodgeman County schools | Hodgeman | 26.0 | 26.0 | 25.0 | 27.0 |
| D0229 | Blue Valley | Johnson | 1,491.7 | 1,515.8 | 1,520.8 | 1,566.5 |
| D0230 | Spring Hill | Johnson | 165.5 | 173.8 | 183.8 | 194.7 |
| D0231 | Gardner Edgerton | Johnson | 365.5 | 386.0 | 397.5 | 422.6 |
| D0232 | De Soto | Johnson | 466.1 | 466.1 | 469.2 | 479.2 |
| D0233 | Olathe | Johnson | 1,968.3 | 1,975.3 | 1,996.3 | 2,079.5 |
| D0234 | Fort Scott | Bourbon | 141.0 | 137.7 | 140.2 | 143.7 |
| D0235 | Uniontown | Bourbon | 37.0 | 39.0 | 35.0 | 35.0 |
| D0237 | Smith Center | Smith | 32.3 | 30.6 | 31.3 | 30.2 |
| D0239 | North Ottawa County | Ottawa | 50.0 | 46.9 | 56.6 | 50.1 |
| D0240 | Twin Valley | Ottawa | 47.0 | 46.8 | 46.8 | 46.9 |
| D0241 | Wallace County Schools | Wallace | 20.5 | 20.5 | 20.5 | 20.5 |
| D0242 | Weskan | Wallace | 15.5 | 14.0 | 13.9 | 15.8 |
| D0243 | Lebo-Waverly | Coffey | 46.0 | 40.3 | 40.5 | 45.0 |
| D0244 | Burlington | Coffey | 69.2 | 77.6 | 79.6 | 79.1 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Total | Total | Total | Total |
| **USD #** | | | Teachers | Teachers | Teachers | Teachers |
| **Totals** | **District Name** | **County** | **34,817.3** | **34,340.1** | **34,424.7** | **34,655.9** |
| D0245 | LeRoy-Gridley | Coffey | 23.0 | 20.0 | 19.5 | 20.0 |
| D0246 | Northeast | Crawford | 52.9 | 42.4 | 41.4 | 41.0 |
| D0247 | Cherokee | Crawford | 48.8 | 41.3 | 42.3 | 36.0 |
| D0248 | Girard | Crawford | 70.0 | 70.0 | 71.0 | 72.0 |
| D0249 | Frontenac Public Schools | Crawford | 61.6 | 61.1 | 63.0 | 63.0 |
| D0250 | Pittsburg | Crawford | 191.2 | 190.0 | 183.1 | 189.1 |
| D0251 | North Lyon County | Lyon | 37.8 | 37.8 | 37.0 | 35.0 |
| D0252 | Southern Lyon County | Lyon | 43.8 | 43.0 | 42.8 | 43.8 |
| D0253 | Emporia | Lyon | 371.5 | 373.2 | 372.7 | 377.2 |
| D0254 | Barber County North | Barber | 34.5 | 33.5 | 34.0 | 34.0 |
| D0255 | South Barber | Barber | 27.8 | 23.0 | 27.5 | 27.0 |
| D0256 | Marmaton Valley | Allen | 25.7 | 25.7 | 27.7 | 25.5 |
| D0257 | Iola | Allen | 92.0 | 89.0 | 87.0 | 87.0 |
| D0258 | Humboldt | Allen | 43.5 | 43.5 | 41.0 | 42.0 |
| D0259 | Wichita | Sedgwick | 3,649.5 | 3,554.6 | 3,516.4 | 3,514.9 |
| D0260 | Derby | Sedgwick | 470.2 | 467.0 | 468.8 | 463.1 |
| D0261 | Haysville | Sedgwick | 340.3 | 344.0 | 341.3 | 356.3 |
| D0262 | Valley Center Pub Sch | Sedgwick | 146.3 | 147.8 | 155.2 | 152.8 |
| D0263 | Mulvane | Sedgwick | 132.8 | 128.4 | 129.8 | 132.5 |
| D0264 | Clearwater | Sedgwick | 80.2 | 79.1 | 79.6 | 79.6 |
| D0265 | Goddard | Sedgwick | 294.5 | 282.0 | 283.0 | 287.0 |
| D0266 | Maize | Sedgwick | 371.5 | 368.0 | 373.8 | 382.3 |
| D0267 | Renwick | Sedgwick | 119.0 | 119.6 | 117.7 | 119.3 |
| D0268 | Cheney | Sedgwick | 54.6 | 46.5 | 47.5 | 53.5 |
| D0269 | Palco | Rooks | 19.5 | 15.7 | 18.5 | 20.3 |
| D0270 | Plainville | Rooks | 30.4 | 30.6 | 30.6 | 31.1 |
| D0271 | Stockton | Rooks | 23.2 | 23.2 | 30.0 | 32.0 |
| D0272 | Waconda | Mitchell | 25.5 | 20.3 | 17.9 | 25.7 |
| D0273 | Beloit | Mitchell | 79.4 | 83.4 | 83.4 | 84.0 |
| D0274 | Oakley | Logan | 33.7 | 32.0 | 29.3 | 31.8 |
| D0275 | Triplains | Logan | 14.5 | 13.5 | 12.8 | 11.8 |
| D0281 | Graham County | Graham | 32.1 | 33.3 | 32.1 | 32.3 |
| D0282 | West Elk | Elk | 34.0 | 39.2 | 41.5 | 42.1 |
| D0283 | Elk Valley | Elk | 15.7 | 12.1 | 12.6 | 13.9 |
| D0284 | Chase County | Chase | 30.3 | 31.0 | 30.0 | 28.6 |
| D0285 | Cedar Vale | Chautauqua | 15.0 | 15.0 | 15.0 | 15.0 |
| D0286 | Chautauqua Co Community | Chautauqua | 25.5 | 25.5 | 26.5 | 30.0 |
| D0287 | West Franklin | Franklin | 51.5 | 49.5 | 52.5 | 53.5 |
| D0288 | Central Heights | Franklin | 45.7 | 45.5 | 45.2 | 46.1 |
| D0289 | Wellsville | Franklin | 50.8 | 50.5 | 49.5 | 49.5 |
| D0290 | Ottawa | Franklin | 166.0 | 172.0 | 171.0 | 184.0 |
| D0291 | Grinnell Public Schools | Gove | 10.1 | 11.1 | 11.5 | 10.9 |
| D0292 | Wheatland | Gove | 16.8 | 15.3 | 15.3 | 13.3 |
| D0293 | Quinter Public Schools | Gove | 28.9 | 28.5 | 29.0 | 28.3 |
| D0294 | Oberlin | Decatur | 32.0 | 28.5 | 29.5 | 29.5 |
| D0297 | St Francis Comm Sch | Cheyenne | 27.7 | 26.7 | 28.0 | 28.0 |
| D0298 | Lincoln | Lincoln | 33.4 | 29.6 | 32.5 | 33.3 |
| D0299 | Sylvan Grove | Lincoln | 18.2 | 18.2 | 18.2 | 18.2 |
| D0300 | Comanche County | Comanche | 24.4 | 23.7 | 24.7 | 25.0 |
| D0303 | Ness City | Ness | 31.4 | 30.0 | 31.5 | 31.7 |
| D0305 | Salina | Saline | 618.3 | 602.4 | 607.6 | 605.8 |
| D0306 | Southeast Of Saline | Saline | 57.0 | 55.5 | 55.5 | 55.5 |
| D0307 | Ell-Saline | Saline | 33.5 | 32.4 | 33.0 | 35.0 |
| D0308 | Hutchinson Public Schools | Reno | 352.3 | 353.6 | 351.4 | 343.4 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Total | Total | Total | Total |
| **USD #** | | | Teachers | Teachers | Teachers | Teachers |
| **Totals** | **District Name** | **County** | **34,817.3** | **34,340.1** | **34,424.7** | **34,655.9** |
| D0309 | Nickerson | Reno | 85.3 | 86.3 | 83.3 | 88.0 |
| D0310 | Fairfield | Reno | 25.6 | 25.0 | 25.0 | 26.0 |
| D0311 | Pretty Prairie | Reno | 21.1 | 18.2 | 18.8 | 19.5 |
| D0312 | Haven Public Schools | Reno | 70.7 | 65.4 | 63.4 | 62.4 |
| D0313 | Buhler | Reno | 141.8 | 137.3 | 135.7 | 136.7 |
| D0314 | Brewster | Thomas | 12.4 | 13.9 | 13.9 | 15.9 |
| D0315 | Colby Public Schools | Thomas | 58.7 | 51.8 | 55.0 | 55.0 |
| D0316 | Golden Plains | Thomas | 18.4 | 17.3 | 17.3 | 17.3 |
| D0320 | Wamego | Pottawatomie | 149.0 | 151.0 | 148.6 | 145.5 |
| D0321 | Kaw Valley | Pottawatomie | 99.6 | 97.6 | 97.7 | 97.6 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 26.1 | 24.6 | 21.8 | 22.3 |
| D0323 | Rock Creek | Pottawatomie | 63.4 | 66.4 | 67.1 | 70.1 |
| D0325 | Phillipsburg | Phillips | 47.7 | 46.7 | 46.8 | 47.3 |
| D0326 | Logan | Phillips | 20.0 | 20.0 | 20.0 | 19.0 |
| D0327 | Ellsworth | Ellsworth | 45.3 | 43.5 | 47.0 | 46.0 |
| D0329 | Wabaunsee | Wabaunsee | 38.3 | 38.3 | 38.3 | 38.3 |
| D0330 | Mission Valley | Wabaunsee | 43.6 | 42.7 | 43.7 | 42.7 |
| D0331 | Kingman - Norwich | Kingman | 66.7 | 70.0 | 63.1 | 63.2 |
| D0332 | Cunningham | Kingman | 18.0 | 16.7 | 18.5 | 17.5 |
| D0333 | Concordia | Cloud | 98.5 | 95.5 | 101.0 | 103.8 |
| D0334 | Southern Cloud | Cloud | 33.0 | 29.5 | 28.0 | 26.7 |
| D0335 | North Jackson | Jackson | 30.9 | 28.1 | 29.0 | 31.6 |
| D0336 | Holton | Jackson | 121.9 | 121.0 | 124.5 | 118.0 |
| D0337 | Royal Valley | Jackson | 64.0 | 61.0 | 61.0 | 61.0 |
| D0338 | Valley Falls | Jefferson | 32.0 | 30.5 | 31.5 | 30.0 |
| D0339 | Jefferson County North | Jefferson | 36.7 | 35.4 | 34.4 | 35.7 |
| D0340 | Jefferson West | Jefferson | 52.8 | 52.8 | 52.8 | 52.0 |
| D0341 | Oskaloosa Public Schools | Jefferson | 40.0 | 40.7 | 40.7 | 41.6 |
| D0342 | McLouth | Jefferson | 36.9 | 36.0 | 36.0 | 35.1 |
| D0343 | Perry Public Schools | Jefferson | 59.8 | 53.7 | 53.7 | 50.8 |
| D0344 | Pleasanton | Linn | 32.5 | 36.5 | 31.0 | 32.0 |
| D0345 | Seaman | Shawnee | 280.7 | 278.0 | 276.0 | 282.0 |
| D0346 | Jayhawk | Linn | 41.0 | 39.0 | 40.2 | 41.5 |
| D0347 | Kinsley-Offerle | Edwards | 27.0 | 25.5 | 25.5 | 27.8 |
| D0348 | Baldwin City | Douglas | 84.6 | 83.1 | 83.1 | 84.4 |
| D0349 | Stafford | Stafford | 21.5 | 20.5 | 20.0 | 20.0 |
| D0350 | St John-Hudson | Stafford | 26.4 | 27.1 | 26.1 | 27.0 |
| D0351 | Macksville | Stafford | 25.6 | 25.6 | 25.6 | 25.5 |
| D0352 | Goodland | Sherman | 53.0 | 65.0 | 64.2 | 56.2 |
| D0353 | Wellington | Sumner | 127.0 | 123.2 | 123.5 | 123.0 |
| D0355 | Ellinwood Public Schools | Barton | 31.1 | 31.0 | 33.0 | 33.5 |
| D0356 | Conway Springs | Sumner | 32.7 | 32.4 | 32.4 | 32.7 |
| D0357 | Belle Plaine | Sumner | 46.5 | 45.5 | 44.5 | 46.0 |
| D0358 | Oxford | Sumner | 23.5 | 24.0 | 25.0 | 26.0 |
| D0359 | Argonia Public Schools | Sumner | 20.2 | 21.5 | 19.0 | 19.0 |
| D0360 | Caldwell | Sumner | 19.5 | 19.5 | 20.0 | 20.0 |
| D0361 | Chaparral Schools | Harper | 68.6 | 67.0 | 63.1 | 65.3 |
| D0362 | Prairie View | Linn | 65.0 | 62.4 | 62.2 | 65.5 |
| D0363 | Holcomb | Finney | 71.8 | 71.0 | 68.8 | 70.6 |
| D0364 | Marysville | Marshall | 62.3 | 59.1 | 61.5 | 65.5 |
| D0365 | Garnett | Anderson | 82.5 | 79.3 | 79.8 | 75.8 |
| D0366 | Woodson | Woodson | 43.0 | 37.5 | 37.0 | 37.0 |
| D0367 | Osawatomie | Miami | 78.0 | 71.0 | 73.0 | 72.0 |
| D0368 | Paola | Miami | 195.0 | 192.0 | 190.0 | 192.0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Total | Total | Total | Total |
| **USD #** | | | Teachers | Teachers | Teachers | Teachers |
| **Totals** | **District Name** | **County** | **34,817.3** | **34,340.1** | **34,424.7** | **34,655.9** |
| D0369 | Burrton | Harvey | 28.1 | 29.1 | 22.4 | 23.8 |
| D0371 | Montezuma | Gray | 21.3 | 21.3 | 20.3 | 19.7 |
| D0372 | Silver Lake | Shawnee | 60.0 | 57.0 | 57.0 | 59.0 |
| D0373 | Newton | Harvey | 282.6 | 275.4 | 277.5 | 279.0 |
| D0374 | Sublette | Haskell | 39.0 | 39.0 | 41.0 | 43.0 |
| D0375 | Circle | Butler | 116.9 | 117.0 | 116.8 | 116.9 |
| D0376 | Sterling | Rice | 38.8 | 39.2 | 39.7 | 39.7 |
| D0377 | Atchison Co Comm Schools | Atchison | 42.1 | 41.1 | 38.1 | 35.5 |
| D0378 | Riley County | Riley | 50.8 | 50.6 | 50.4 | 51.1 |
| D0379 | Clay Center | Clay | 129.0 | 126.7 | 124.8 | 126.8 |
| D0380 | Vermillion | Marshall | 48.6 | 45.8 | 46.0 | 43.5 |
| D0381 | Spearville | Ford | 32.1 | 32.1 | 31.1 | 31.5 |
| D0382 | Pratt | Pratt | 73.0 | 69.2 | 69.0 | 68.2 |
| D0383 | Manhattan-Ogden | Riley | 504.5 | 477.4 | 482.5 | 484.8 |
| D0384 | Blue Valley | Riley | 32.0 | 19.9 | 18.9 | 20.0 |
| D0385 | Andover | Butler | 308.7 | 307.5 | 309.7 | 317.5 |
| D0386 | Madison-Virgil | Greenwood | 24.0 | 22.4 | 22.4 | 23.5 |
| D0387 | Altoona-Midway | Wilson | 18.7 | 18.0 | 21.1 | 22.0 |
| D0388 | Ellis | Ellis | 28.0 | 28.0 | 30.0 | 31.0 |
| D0389 | Eureka | Greenwood | 55.5 | 55.5 | 55.6 | 54.5 |
| D0390 | Hamilton | Greenwood | 13.6 | 11.4 | 12.1 | 11.7 |
| D0392 | Osborne County | Osborne | 24.7 | 26.0 | 25.0 | 27.0 |
| D0393 | Solomon | Dickinson | 29.8 | 28.5 | 30.5 | 27.5 |
| D0394 | Rose Hill Public Schools | Butler | 97.0 | 98.0 | 96.0 | 97.0 |
| D0395 | LaCrosse | Rush | 26.0 | 20.0 | 20.0 | 24.0 |
| D0396 | Douglass Public Schools | Butler | 47.5 | 49.0 | 51.0 | 50.0 |
| D0397 | Centre | Marion | 21.3 | 23.2 | 23.5 | 24.5 |
| D0398 | Peabody-Burns | Marion | 22.7 | 23.2 | 24.0 | 24.5 |
| D0399 | Paradise | Russell | 18.3 | 18.3 | 16.2 | 16.6 |
| D0400 | Smoky Valley | McPherson | 59.8 | 59.8 | 59.9 | 59.1 |
| D0401 | Chase-Raymond | Rice | 19.0 | 19.0 | 18.9 | 18.9 |
| D0402 | Augusta | Butler | 137.0 | 138.0 | 135.0 | 131.0 |
| D0403 | Otis-Bison | Rush | 20.7 | 18.8 | 18.5 | 19.0 |
| D0404 | Riverton | Cherokee | 62.7 | 58.9 | 61.5 | 62.9 |
| D0405 | Lyons | Rice | 85.8 | 84.1 | 84.1 | 82.1 |
| D0407 | Russell County | Russell | 78.1 | 78.1 | 75.7 | 77.5 |
| D0408 | Marion-Florence | Marion | 36.7 | 36.2 | 35.7 | 37.0 |
| D0409 | Atchison Public Schools | Atchison | 132.0 | 132.5 | 132.2 | 134.1 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 39.9 | 38.1 | 48.1 | 39.0 |
| D0411 | Goessel | Marion | 21.7 | 24.2 | 22.8 | 22.5 |
| D0412 | Hoxie Community Schools | Sheridan | 28.8 | 27.8 | 28.8 | 30.8 |
| D0413 | Chanute Public Schools | Neosho | 115.6 | 113.6 | 110.7 | 109.9 |
| D0415 | Hiawatha | Brown | 64.8 | 64.8 | 65.8 | 64.8 |
| D0416 | Louisburg | Miami | 100.1 | 94.7 | 91.5 | 93.0 |
| D0417 | Morris County | Morris | 57.0 | 55.7 | 55.7 | 52.0 |
| D0418 | McPherson | McPherson | 202.8 | 199.3 | 197.0 | 199.2 |
| D0419 | Canton-Galva | McPherson | 39.0 | 37.4 | 36.1 | 35.8 |
| D0420 | Osage City | Osage | 53.5 | 51.5 | 50.5 | 50.0 |
| D0421 | Lyndon | Osage | 33.2 | 36.2 | 37.1 | 32.0 |
| D0422 | Kiowa County | Kiowa | 28.1 | 26.6 | 24.0 | 22.4 |
| D0423 | Moundridge | McPherson | 33.2 | 34.2 | 34.2 | 34.2 |
| D0426 | Pike Valley | Republic | 23.2 | 21.4 | 22.0 | 22.0 |
| D0428 | Great Bend | Barton | 240.0 | 229.0 | 226.6 | 219.5 |
| D0429 | Troy Public Schools | Doniphan | 29.0 | 27.5 | 24.5 | 24.5 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Total | Total | Total | Total |
| **USD #** | | | Teachers | Teachers | Teachers | Teachers |
| **Totals** | **District Name** | **County** | **34,817.3** | **34,340.1** | **34,424.7** | **34,655.9** |
| D0430 | South Brown County | Brown | 56.2 | 56.8 | 56.0 | 55.0 |
| D0431 | Hoisington | Barton | 52.9 | 52.3 | 52.3 | 53.8 |
| D0432 | Victoria | Ellis | 23.0 | 23.0 | 23.0 | 23.1 |
| D0434 | Santa Fe Trail | Osage | 66.0 | 63.0 | 66.0 | 70.0 |
| D0435 | Abilene | Dickinson | 95.9 | 97.5 | 100.1 | 97.3 |
| D0436 | Caney Valley | Montgomery | 58.0 | 52.5 | 50.0 | 50.0 |
| D0437 | Auburn Washburn | Shawnee | 423.0 | 424.2 | 427.5 | 422.4 |
| D0438 | Skyline Schools | Pratt | 34.1 | 31.3 | 31.7 | 31.6 |
| D0439 | Sedgwick Public Schools | Harvey | 34.5 | 35.1 | 35.1 | 34.5 |
| D0440 | Halstead | Harvey | 53.9 | 53.9 | 53.9 | 52.8 |
| D0443 | Dodge City | Ford | 389.0 | 382.6 | 382.2 | 383.3 |
| D0444 | Little River | Rice | 26.7 | 25.7 | 24.6 | 24.4 |
| D0445 | Coffeyville | Montgomery | 121.0 | 114.0 | 112.0 | 112.0 |
| D0446 | Independence | Montgomery | 123.0 | 128.0 | 124.5 | 128.0 |
| D0447 | Cherryvale | Montgomery | 62.6 | 60.3 | 63.3 | 63.3 |
| D0448 | Inman | McPherson | 29.7 | 33.5 | 33.5 | 31.5 |
| D0449 | Easton | Leavenworth | 49.0 | 47.0 | 45.8 | 47.0 |
| D0450 | Shawnee Heights | Shawnee | 235.9 | 232.5 | 227.3 | 234.2 |
| D0452 | Stanton County | Stanton | 36.0 | 35.5 | 34.0 | 38.1 |
| D0453 | Leavenworth | Leavenworth | 262.0 | 263.5 | 263.0 | 269.0 |
| D0454 | Burlingame Public School | Osage | 26.3 | 26.3 | 25.4 | 22.6 |
| D0456 | Marais Des Cygnes Valley | Osage | 25.5 | 25.7 | 24.8 | 24.8 |
| D0457 | Garden City | Finney | 561.3 | 531.3 | 509.3 | 510.5 |
| D0458 | Basehor-Linwood | Leavenworth | 142.0 | 139.6 | 146.8 | 157.0 |
| D0459 | Bucklin | Ford | 25.3 | 19.0 | 19.0 | 23.2 |
| D0460 | Hesston | Harvey | 54.6 | 52.6 | 52.6 | 52.6 |
| D0461 | Neodesha | Wilson | 52.8 | 50.0 | 50.0 | 50.3 |
| D0462 | Central | Cowley | 27.0 | 25.0 | 25.0 | 28.1 |
| D0463 | Udall | Cowley | 30.8 | 30.8 | 31.3 | 29.8 |
| D0464 | Tonganoxie | Leavenworth | 154.3 | 155.0 | 135.5 | 137.0 |
| D0465 | Winfield | Cowley | 215.5 | 207.5 | 204.5 | 210.1 |
| D0466 | Scott County | Scott | 64.2 | 65.7 | 68.7 | 69.1 |
| D0467 | Leoti | Wichita | 38.1 | 37.5 | 38.0 | 38.6 |
| D0468 | Healy Public Schools | Lane | 10.0 | 17.0 | 9.5 | 13.0 |
| D0469 | Lansing | Leavenworth | 183.0 | 183.0 | 180.0 | 128.3 |
| D0470 | Arkansas City | Cowley | 171.0 | 173.0 | 166.0 | 168.0 |
| D0471 | Dexter | Cowley | 16.5 | 17.7 | 17.5 | 17.5 |
| D0473 | Chapman | Dickinson | 96.7 | 93.1 | 93.1 | 90.6 |
| D0474 | Haviland | Kiowa | 10.0 | 9.4 | 9.4 | 9.5 |
| D0475 | Geary County Schools | Geary | 641.7 | 610.0 | 606.8 | 583.4 |
| D0476 | Copeland | Gray | 12.0 | 12.0 | 10.5 | 10.0 |
| D0477 | Ingalls | Gray | 22.1 | 21.5 | 20.3 | 18.4 |
| D0479 | Crest | Anderson | 21.9 | 22.2 | 21.0 | 21.5 |
| D0480 | Liberal | Seward | 319.0 | 310.0 | 304.0 | 332.0 |
| D0481 | Rural Vista | Dickinson | 31.8 | 31.8 | 34.1 | 35.0 |
| D0482 | Dighton | Lane | 26.0 | 21.2 | 21.2 | 21.0 |
| D0483 | Kismet-Plains | Seward | 54.6 | 55.1 | 53.8 | 50.5 |
| D0484 | Fredonia | Wilson | 49.2 | 44.5 | 51.6 | 53.4 |
| D0487 | Herington | Dickinson | 38.0 | 37.0 | 36.0 | 36.0 |
| D0489 | Hays | Ellis | 198.2 | 185.2 | 195.5 | 203.1 |
| D0490 | El Dorado | Butler | 121.6 | 118.6 | 118.6 | 121.3 |
| D0491 | Eudora | Douglas | 107.8 | 105.3 | 101.3 | 107.5 |
| D0492 | Flinthills | Butler | 21.3 | 21.8 | 21.7 | 22.4 |
| D0493 | Columbus | Cherokee | 77.1 | 77.1 | 75.7 | 75.0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Total | Total | Total | Total |
| **USD #** | | | Teachers | Teachers | Teachers | Teachers |
| **Totals** | **District Name** | **County** | **34,817.3** | **34,340.1** | **34,424.7** | **34,655.9** |
| D0494 | Syracuse | Hamilton | 37.5 | 32.0 | 33.0 | 39.0 |
| D0495 | Ft Larned | Pawnee | 84.5 | 87.1 | 83.6 | 81.0 |
| D0496 | Pawnee Heights | Pawnee | 16.0 | 16.0 | 16.0 | 16.1 |
| D0497 | Lawrence | Douglas | 887.7 | 906.8 | 865.3 | 865.2 |
| D0498 | Valley Heights | Marshall | 34.1 | 32.9 | 32.9 | 31.9 |
| D0499 | Galena | Cherokee | 63.8 | 61.8 | 61.0 | 60.0 |
| D0500 | Kansas City | Wyandotte | 1,732.0 | 1,727.0 | 1,835.0 | 1,765.0 |
| D0501 | Topeka Public Schools | Shawnee | 1,099.0 | 1,082.8 | 1,082.5 | 1,077.5 |
| D0502 | Lewis | Edwards | 9.0 | 9.0 | 9.0 | 9.0 |
| D0503 | Parsons | Labette | 85.0 | 86.0 | 84.5 | 85.0 |
| D0504 | Oswego | Labette | 37.2 | 37.1 | 38.2 | 36.7 |
| D0505 | Chetopa-St. Paul | Labette | 44.4 | 41.5 | 41.0 | 41.0 |
| D0506 | Labette County | Labette | 101.0 | 97.0 | 109.0 | 103.0 |
| D0507 | Satanta | Haskell | 30.5 | 29.9 | 28.7 | 29.2 |
| D0508 | Baxter Springs | Cherokee | 68.0 | 66.0 | 65.0 | 65.0 |
| D0509 | South Haven | Sumner | 21.4 | 21.4 | 19.3 | 20.8 |
| D0511 | Attica | Harper | 17.3 | 17.4 | 18.4 | 15.5 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 1,710.8 | 1,717.0 | 1,762.0 | 1,781.7 |

Kansas state department of Education
leadership and support for student learning

Division of Fiscal and Administrative Services

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Out-of-State Students

Attached you will find a computer printout (SF18-017) which provides the number of out-of-state students attending Kansas school districts for 2014-15, 2015-16, 2016-17, and estimated 2017-18.

We hope you will find this information helpful.

h:leg:SCOSFD—Out-of-State Students--12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
| | | | Out of State | Out of State | Out of State | Out of State |
| **USD #** | | | Students | Students | Students | Students |
| **Totals** | **District Name** | **County** | **630** | **602** | **622** | **596** |
| D0101 | Erie-Galesburg | Neosho | 0 | 0 | 0 | 0 |
| D0102 | Cimarron-Ensign | Gray | 0 | 0 | 0 | 0 |
| D0103 | Cheylin | Cheyenne | 0 | 0 | 0 | 0 |
| D0105 | Rawlins County | Rawlins | 0 | 0 | 0 | 0 |
| D0106 | Western Plains | Ness | 0 | 0 | 0 | 0 |
| D0107 | Rock Hills | Jewell | 0 | 0 | 0 | 0 |
| D0108 | Washington Co. Schools | Washington | 0 | 0 | 0 | 0 |
| D0109 | Republic County | Republic | 1 | 2 | 2 | 4 |
| D0110 | Thunder Ridge Schools | Phillips | 0 | 0 | 0 | 0 |
| D0111 | Doniphan West Schools | Doniphan | 1 | 1 | 1 | 1 |
| D0112 | Central Plains | Ellsworth | 0 | 0 | 0 | 0 |
| D0113 | Prairie Hills | Nemaha | 11 | 6 | 6 | 5 |
| D0114 | Riverside | Doniphan | 68 | 51 | 50 | 38 |
| D0115 | Nemaha Central | Nemaha | 0 | 1 | 0 | 0 |
| D0200 | Greeley County Schools | Greeley | 1 | 2 | 2 | 1 |
| D0202 | Turner-Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0203 | Piper-Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0204 | Bonner Springs | Wyandotte | 1 | 0 | 0 | 0 |
| D0205 | Bluestem | Butler | 0 | 0 | 0 | 0 |
| D0206 | Remington-Whitewater | Butler | 0 | 0 | 0 | 0 |
| D0207 | Ft Leavenworth | Leavenworth | 1 | 11 | 11 | 13 |
| D0208 | Wakeeney | Trego | 0 | 0 | 0 | 0 |
| D0209 | Moscow Public Schools | Stevens | 0 | 0 | 0 | 0 |
| D0210 | Hugoton Public Schools | Stevens | 0 | 2 | 2 | 1 |
| D0211 | Norton Community Schools | Norton | 0 | 6 | 0 | 0 |
| D0212 | Northern Valley | Norton | 0 | 0 | 0 | 0 |
| D0214 | Ulysses | Grant | 0 | 0 | 0 | 0 |
| D0215 | Lakin | Kearny | 0 | 0 | 0 | 0 |
| D0216 | Deerfield | Kearny | 0 | 0 | 0 | 0 |
| D0217 | Rolla | Morton | 10 | 12 | 7 | 6 |
| D0218 | Elkhart | Morton | 48 | 31 | 22 | 24 |
| D0219 | Minneola | Clark | 0 | 0 | 0 | 0 |
| D0220 | Ashland | Clark | 0 | 0 | 0 | 2 |
| D0223 | Barnes | Washington | 3 | 4 | 3 | 3 |
| D0224 | Clifton-Clyde | Washington | 0 | 0 | 0 | 0 |
| D0225 | Fowler | Meade | 0 | 0 | 0 | 0 |
| D0226 | Meade | Meade | 0 | 0 | 1 | 1 |
| D0227 | Hodgeman County schools | Hodgeman | 0 | 0 | 0 | 0 |
| D0229 | Blue Valley | Johnson | 0 | 1 | 0 | 1 |
| D0230 | Spring Hill | Johnson | 0 | 2 | 0 | 0 |
| D0231 | Gardner Edgerton | Johnson | 0 | 0 | 0 | 0 |
| D0232 | De Soto | Johnson | 0 | 0 | 0 | 1 |
| D0233 | Olathe | Johnson | 14 | 3 | 4 | 3 |
| D0234 | Fort Scott | Bourbon | 32 | 26 | 24 | 25 |
| D0235 | Uniontown | Bourbon | 0 | 0 | 0 | 0 |
| D0237 | Smith Center | Smith | 0 | 0 | 0 | 0 |
| D0239 | North Ottawa County | Ottawa | 0 | 0 | 0 | 0 |
| D0240 | Twin Valley | Ottawa | 0 | 0 | 0 | 0 |
| D0241 | Wallace County Schools | Wallace | 0 | 0 | 0 | 0 |
| D0242 | Weskan | Wallace | 11 | 18 | 23 | 25 |
| D0243 | Lebo-Waverly | Coffey | 0 | 0 | 0 | 0 |
| D0244 | Burlington | Coffey | 0 | 0 | 0 | 0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Out of State | Out of State | Out of State | Out of State |
| **USD #** | | | Students | Students | Students | Students |
| **Totals** | **District Name** | **County** | **630** | **602** | **622** | **596** |
| D0245 | LeRoy-Gridley | Coffey | 0 | 0 | 0 | 0 |
| D0246 | Northeast | Crawford | 3 | 2 | 0 | 0 |
| D0247 | Cherokee | Crawford | 3 | 3 | 2 | 2 |
| D0248 | Girard | Crawford | 0 | 0 | 0 | 0 |
| D0249 | Frontenac Public Schools | Crawford | 11 | 11 | 11 | 10 |
| D0250 | Pittsburg | Crawford | 20 | 20 | 20 | 23 |
| D0251 | North Lyon County | Lyon | 0 | 0 | 0 | 0 |
| D0252 | Southern Lyon County | Lyon | 0 | 0 | 0 | 0 |
| D0253 | Emporia | Lyon | 0 | 0 | 0 | 0 |
| D0254 | Barber County North | Barber | 0 | 0 | 0 | 0 |
| D0255 | South Barber | Barber | 2 | 4 | 5 | 4 |
| D0256 | Marmaton Valley | Allen | 0 | 0 | 0 | 0 |
| D0257 | Iola | Allen | 0 | 0 | 0 | 0 |
| D0258 | Humboldt | Allen | 0 | 0 | 0 | 0 |
| D0259 | Wichita | Sedgwick | 0 | 0 | 0 | 0 |
| D0260 | Derby | Sedgwick | 0 | 0 | 0 | 0 |
| D0261 | Haysville | Sedgwick | 0 | 0 | 0 | 0 |
| D0262 | Valley Center Pub Sch | Sedgwick | 0 | 0 | 0 | 0 |
| D0263 | Mulvane | Sedgwick | 0 | 0 | 0 | 0 |
| D0264 | Clearwater | Sedgwick | 0 | 0 | 0 | 0 |
| D0265 | Goddard | Sedgwick | 0 | 0 | 0 | 0 |
| D0266 | Maize | Sedgwick | 0 | 0 | 0 | 0 |
| D0267 | Renwick | Sedgwick | 0 | 0 | 0 | 0 |
| D0268 | Cheney | Sedgwick | 0 | 0 | 0 | 0 |
| D0269 | Palco | Rooks | 0 | 0 | 0 | 0 |
| D0270 | Plainville | Rooks | 0 | 0 | 0 | 0 |
| D0271 | Stockton | Rooks | 0 | 0 | 0 | 0 |
| D0272 | Waconda | Mitchell | 0 | 0 | 0 | 0 |
| D0273 | Beloit | Mitchell | 0 | 0 | 0 | 0 |
| D0274 | Oakley | Logan | 0 | 0 | 0 | 0 |
| D0275 | Triplains | Logan | 0 | 0 | 0 | 0 |
| D0281 | Graham County | Graham | 0 | 0 | 0 | 0 |
| D0282 | West Elk | Elk | 0 | 0 | 0 | 0 |
| D0283 | Elk Valley | Elk | 0 | 0 | 0 | 0 |
| D0284 | Chase County | Chase | 0 | 0 | 0 | 0 |
| D0285 | Cedar Vale | Chautauqua | 0 | 0 | 0 | 0 |
| D0286 | Chautauqua Co Community | Chautauqua | 9 | 8 | 8 | 7 |
| D0287 | West Franklin | Franklin | 0 | 0 | 0 | 0 |
| D0288 | Central Heights | Franklin | 0 | 0 | 0 | 0 |
| D0289 | Wellsville | Franklin | 0 | 0 | 0 | 0 |
| D0290 | Ottawa | Franklin | 0 | 0 | 0 | 0 |
| D0291 | Grinnell Public Schools | Gove | 0 | 0 | 0 | 0 |
| D0292 | Wheatland | Gove | 0 | 0 | 0 | 0 |
| D0293 | Quinter Public Schools | Gove | 0 | 0 | 0 | 0 |
| D0294 | Oberlin | Decatur | 4 | 3 | 2 | 2 |
| D0297 | St Francis Comm Sch | Cheyenne | 3 | 2 | 3 | 3 |
| D0298 | Lincoln | Lincoln | 0 | 0 | 0 | 0 |
| D0299 | Sylvan Grove | Lincoln | 0 | 0 | 0 | 0 |
| D0300 | Comanche County | Comanche | 0 | 0 | 0 | 2 |
| D0303 | Ness City | Ness | 0 | 0 | 0 | 0 |
| D0305 | Salina | Saline | 0 | 0 | 0 | 0 |
| D0306 | Southeast Of Saline | Saline | 0 | 0 | 0 | 0 |
| D0307 | Ell-Saline | Saline | 0 | 0 | 0 | 0 |
| D0308 | Hutchinson Public Schools | Reno | 0 | 0 | 0 | 0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Out of State | Out of State | Out of State | Out of State |
| **USD #** | | | Students | Students | Students | Students |
| **Totals** | **District Name** | **County** | **630** | **602** | **622** | **596** |
| D0309 | Nickerson | Reno | 0 | 0 | 0 | 0 |
| D0310 | Fairfield | Reno | 0 | 0 | 0 | 0 |
| D0311 | Pretty Prairie | Reno | 0 | 0 | 0 | 0 |
| D0312 | Haven Public Schools | Reno | 0 | 0 | 0 | 0 |
| D0313 | Buhler | Reno | 0 | 0 | 0 | 0 |
| D0314 | Brewster | Thomas | 0 | 0 | 0 | 0 |
| D0315 | Colby Public Schools | Thomas | 0 | 0 | 0 | 0 |
| D0316 | Golden Plains | Thomas | 0 | 0 | 0 | 0 |
| D0320 | Wamego | Pottawatomie | 0 | 0 | 0 | 0 |
| D0321 | Kaw Valley | Pottawatomie | 0 | 0 | 0 | 0 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 0 | 0 | 0 | 0 |
| D0323 | Rock Creek | Pottawatomie | 0 | 0 | 0 | 0 |
| D0325 | Phillipsburg | Phillips | 0 | 0 | 0 | 0 |
| D0326 | Logan | Phillips | 0 | 0 | 0 | 0 |
| D0327 | Ellsworth | Ellsworth | 0 | 0 | 0 | 0 |
| D0329 | Wabaunsee | Wabaunsee | 0 | 0 | 0 | 0 |
| D0330 | Mission Valley | Wabaunsee | 0 | 0 | 0 | 0 |
| D0331 | Kingman - Norwich | Kingman | 0 | 0 | 0 | 0 |
| D0332 | Cunningham | Kingman | 0 | 0 | 0 | 0 |
| D0333 | Concordia | Cloud | 0 | 0 | 0 | 0 |
| D0334 | Southern Cloud | Cloud | 0 | 0 | 0 | 0 |
| D0335 | North Jackson | Jackson | 0 | 0 | 0 | 0 |
| D0336 | Holton | Jackson | 0 | 0 | 0 | 0 |
| D0337 | Royal Valley | Jackson | 0 | 0 | 0 | 0 |
| D0338 | Valley Falls | Jefferson | 0 | 0 | 0 | 0 |
| D0339 | Jefferson County North | Jefferson | 0 | 0 | 0 | 0 |
| D0340 | Jefferson West | Jefferson | 0 | 0 | 0 | 0 |
| D0341 | Oskaloosa Public Schools | Jefferson | 0 | 0 | 0 | 0 |
| D0342 | McLouth | Jefferson | 0 | 0 | 0 | 0 |
| D0343 | Perry Public Schools | Jefferson | 0 | 0 | 4 | 0 |
| D0344 | Pleasanton | Linn | 3 | 4 | 6 | 5 |
| D0345 | Seaman | Shawnee | 0 | 0 | 0 | 0 |
| D0346 | Jayhawk | Linn | 0 | 1 | 0 | 0 |
| D0347 | Kinsley-Offerle | Edwards | 0 | 0 | 0 | 0 |
| D0348 | Baldwin City | Douglas | 0 | 0 | 0 | 0 |
| D0349 | Stafford | Stafford | 0 | 0 | 0 | 0 |
| D0350 | St John-Hudson | Stafford | 0 | 0 | 0 | 0 |
| D0351 | Macksville | Stafford | 0 | 0 | 0 | 0 |
| D0352 | Goodland | Sherman | 0 | 0 | 0 | 0 |
| D0353 | Wellington | Sumner | 0 | 0 | 0 | 0 |
| D0355 | Ellinwood Public Schools | Barton | 0 | 0 | 0 | 0 |
| D0356 | Conway Springs | Sumner | 0 | 0 | 0 | 0 |
| D0357 | Belle Plaine | Sumner | 0 | 0 | 0 | 0 |
| D0358 | Oxford | Sumner | 0 | 0 | 0 | 0 |
| D0359 | Argonia Public Schools | Sumner | 0 | 0 | 0 | 0 |
| D0360 | Caldwell | Sumner | 4 | 3 | 3 | 4 |
| D0361 | Chaparral Schools | Harper | 17 | 10 | 7 | 7 |
| D0362 | Prairie View | Linn | 32 | 24 | 23 | 20 |
| D0363 | Holcomb | Finney | 0 | 0 | 0 | 0 |
| D0364 | Marysville | Marshall | 1 | 1 | 5 | 4 |
| D0365 | Garnett | Anderson | 0 | 0 | 0 | 0 |
| D0366 | Woodson | Woodson | 0 | 0 | 0 | 0 |
| D0367 | Osawatomie | Miami | 0 | 0 | 0 | 0 |
| D0368 | Paola | Miami | 0 | 0 | 0 | 0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Out of State | Out of State | Out of State | Out of State |
| **USD #** | | | Students | Students | Students | Students |
| **Totals** | **District Name** | **County** | **630** | **602** | **622** | **596** |
| D0369 | Burrton | Harvey | 0 | 0 | 0 | 0 |
| D0371 | Montezuma | Gray | 0 | 0 | 0 | 0 |
| D0372 | Silver Lake | Shawnee | 0 | 0 | 0 | 0 |
| D0373 | Newton | Harvey | 0 | 0 | 0 | 0 |
| D0374 | Sublette | Haskell | 0 | 0 | 0 | 0 |
| D0375 | Circle | Butler | 0 | 0 | 0 | 0 |
| D0376 | Sterling | Rice | 0 | 0 | 0 | 0 |
| D0377 | Atchison Co Comm Schools | Atchison | 1 | 0 | 0 | 0 |
| D0378 | Riley County | Riley | 0 | 0 | 0 | 0 |
| D0379 | Clay Center | Clay | 0 | 0 | 0 | 0 |
| D0380 | Vermillion | Marshall | 0 | 0 | 0 | 0 |
| D0381 | Spearville | Ford | 0 | 0 | 0 | 0 |
| D0382 | Pratt | Pratt | 0 | 0 | 0 | 0 |
| D0383 | Manhattan-Ogden | Riley | 0 | 0 | 0 | 0 |
| D0384 | Blue Valley | Riley | 0 | 0 | 0 | 0 |
| D0385 | Andover | Butler | 0 | 0 | 0 | 0 |
| D0386 | Madison-Virgil | Greenwood | 0 | 0 | 0 | 0 |
| D0387 | Altoona-Midway | Wilson | 0 | 0 | 0 | 0 |
| D0388 | Ellis | Ellis | 0 | 0 | 0 | 0 |
| D0389 | Eureka | Greenwood | 0 | 0 | 0 | 0 |
| D0390 | Hamilton | Greenwood | 0 | 0 | 0 | 0 |
| D0392 | Osborne County | Osborne | 0 | 2 | 1 | 0 |
| D0393 | Solomon | Dickinson | 0 | 0 | 0 | 0 |
| D0394 | Rose Hill Public Schools | Butler | 0 | 0 | 0 | 0 |
| D0395 | LaCrosse | Rush | 0 | 0 | 0 | 0 |
| D0396 | Douglass Public Schools | Butler | 0 | 0 | 0 | 0 |
| D0397 | Centre | Marion | 0 | 0 | 0 | 0 |
| D0398 | Peabody-Burns | Marion | 0 | 0 | 0 | 0 |
| D0399 | Paradise | Russell | 0 | 0 | 0 | 0 |
| D0400 | Smoky Valley | McPherson | 0 | 0 | 0 | 0 |
| D0401 | Chase-Raymond | Rice | 0 | 0 | 0 | 0 |
| D0402 | Augusta | Butler | 0 | 0 | 0 | 0 |
| D0403 | Otis-Bison | Rush | 0 | 0 | 0 | 0 |
| D0404 | Riverton | Cherokee | 69 | 62 | 60 | 52 |
| D0405 | Lyons | Rice | 0 | 0 | 0 | 0 |
| D0407 | Russell County | Russell | 0 | 0 | 0 | 0 |
| D0408 | Marion-Florence | Marion | 0 | 0 | 0 | 0 |
| D0409 | Atchison Public Schools | Atchison | 0 | 7 | 4 | 7 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 0 | 0 | 0 | 0 |
| D0411 | Goessel | Marion | 0 | 0 | 0 | 0 |
| D0412 | Hoxie Community Schools | Sheridan | 0 | 0 | 0 | 0 |
| D0413 | Chanute Public Schools | Neosho | 0 | 0 | 0 | 0 |
| D0415 | Hiawatha | Brown | 0 | 0 | 0 | 0 |
| D0416 | Louisburg | Miami | 28 | 13 | 12 | 8 |
| D0417 | Morris County | Morris | 0 | 0 | 0 | 0 |
| D0418 | McPherson | McPherson | 0 | 0 | 0 | 0 |
| D0419 | Canton-Galva | McPherson | 0 | 0 | 0 | 0 |
| D0420 | Osage City | Osage | 0 | 0 | 0 | 0 |
| D0421 | Lyndon | Osage | 0 | 0 | 0 | 0 |
| D0422 | Kiowa County | Kiowa | 0 | 0 | 0 | 0 |
| D0423 | Moundridge | McPherson | 0 | 0 | 0 | 0 |
| D0426 | Pike Valley | Republic | 0 | 1 | 1 | 1 |
| D0428 | Great Bend | Barton | 0 | 0 | 0 | 0 |
| D0429 | Troy Public Schools | Doniphan | 3 | 3 | 4 | 3 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Out of State | Out of State | Out of State | Out of State |
| **USD #** | | | Students | Students | Students | Students |
| **Totals** | **District Name** | **County** | **630** | **602** | **622** | **596** |
| D0430 | South Brown County | Brown | 0 | 0 | 0 | 0 |
| D0431 | Hoisington | Barton | 0 | 0 | 0 | 0 |
| D0432 | Victoria | Ellis | 0 | 0 | 0 | 0 |
| D0434 | Santa Fe Trail | Osage | 0 | 0 | 0 | 0 |
| D0435 | Abilene | Dickinson | 0 | 0 | 0 | 0 |
| D0436 | Caney Valley | Montgomery | 27 | 24 | 23 | 20 |
| D0437 | Auburn Washburn | Shawnee | 0 | 0 | 0 | 0 |
| D0438 | Skyline Schools | Pratt | 0 | 0 | 0 | 0 |
| D0439 | Sedgwick Public Schools | Harvey | 0 | 0 | 0 | 0 |
| D0440 | Halstead | Harvey | 0 | 0 | 0 | 0 |
| D0443 | Dodge City | Ford | 0 | 0 | 0 | 0 |
| D0444 | Little River | Rice | 0 | 0 | 0 | 0 |
| D0445 | Coffeyville | Montgomery | 5 | 7 | 8 | 9 |
| D0446 | Independence | Montgomery | 1 | 1 | 1 | 1 |
| D0447 | Cherryvale | Montgomery | 0 | 0 | 0 | 0 |
| D0448 | Inman | McPherson | 0 | 0 | 0 | 0 |
| D0449 | Easton | Leavenworth | 1 | 0 | 1 | 1 |
| D0450 | Shawnee Heights | Shawnee | 0 | 0 | 0 | 0 |
| D0452 | Stanton County | Stanton | 0 | 1 | 1 | 2 |
| D0453 | Leavenworth | Leavenworth | 2 | 2 | 4 | 0 |
| D0454 | Burlingame Public School | Osage | 0 | 0 | 0 | 0 |
| D0456 | Marais Des Cygnes Valley | Osage | 0 | 0 | 0 | 0 |
| D0457 | Garden City | Finney | 0 | 0 | 0 | 0 |
| D0458 | Basehor-Linwood | Leavenworth | 0 | 3 | 3 | 2 |
| D0459 | Bucklin | Ford | 0 | 0 | 0 | 0 |
| D0460 | Hesston | Harvey | 0 | 0 | 0 | 0 |
| D0461 | Neodesha | Wilson | 0 | 0 | 0 | 0 |
| D0462 | Central | Cowley | 0 | 1 | 3 | 2 |
| D0463 | Udall | Cowley | 0 | 0 | 0 | 0 |
| D0464 | Tonganoxie | Leavenworth | 0 | 0 | 0 | 0 |
| D0465 | Winfield | Cowley | 0 | 0 | 0 | 0 |
| D0466 | Scott County | Scott | 0 | 1 | 5 | 1 |
| D0467 | Leoti | Wichita | 0 | 0 | 0 | 0 |
| D0468 | Healy Public Schools | Lane | 0 | 0 | 0 | 0 |
| D0469 | Lansing | Leavenworth | 0 | 0 | 1 | 0 |
| D0470 | Arkansas City | Cowley | 4 | 5 | 3 | 7 |
| D0471 | Dexter | Cowley | 0 | 0 | 0 | 0 |
| D0473 | Chapman | Dickinson | 0 | 0 | 0 | 0 |
| D0474 | Haviland | Kiowa | 0 | 0 | 0 | 0 |
| D0475 | Geary County Schools | Geary | 0 | 0 | 0 | 0 |
| D0476 | Copeland | Gray | 0 | 0 | 0 | 0 |
| D0477 | Ingalls | Gray | 0 | 0 | 0 | 0 |
| D0479 | Crest | Anderson | 0 | 0 | 0 | 0 |
| D0480 | Liberal | Seward | 2 | 4 | 3 | 3 |
| D0481 | Rural Vista | Dickinson | 0 | 0 | 0 | 0 |
| D0482 | Dighton | Lane | 0 | 0 | 0 | 0 |
| D0483 | Kismet-Plains | Seward | 0 | 0 | 0 | 0 |
| D0484 | Fredonia | Wilson | 0 | 0 | 0 | 0 |
| D0487 | Herington | Dickinson | 0 | 0 | 0 | 0 |
| D0489 | Hays | Ellis | 0 | 0 | 0 | 0 |
| D0490 | El Dorado | Butler | 0 | 0 | 0 | 0 |
| D0491 | Eudora | Douglas | 1 | 0 | 0 | 0 |
| D0492 | Flinthills | Butler | 0 | 0 | 0 | 0 |
| D0493 | Columbus | Cherokee | 2 | 3 | 1 | 1 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Out of State | Out of State | Out of State | Out of State |
| **USD #** | | | Students | Students | Students | Students |
| **Totals** | **District Name** | **County** | **630** | **602** | **622** | **596** |
| D0494 | Syracuse | Hamilton | 1 | 1 | 1 | 0 |
| D0495 | Ft Larned | Pawnee | 0 | 0 | 0 | 0 |
| D0496 | Pawnee Heights | Pawnee | 0 | 0 | 0 | 0 |
| D0497 | Lawrence | Douglas | 0 | 0 | 0 | 0 |
| D0498 | Valley Heights | Marshall | 0 | 0 | 0 | 0 |
| D0499 | Galena | Cherokee | 73 | 83 | 96 | 102 |
| D0500 | Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0501 | Topeka Public Schools | Shawnee | 0 | 0 | 0 | 0 |
| D0502 | Lewis | Edwards | 0 | 0 | 0 | 0 |
| D0503 | Parsons | Labette | 0 | 0 | 1 | 1 |
| D0504 | Oswego | Labette | 2 | 2 | 2 | 2 |
| D0505 | Chetopa-St. Paul | Labette | 10 | 14 | 21 | 17 |
| D0506 | Labette County | Labette | 20 | 23 | 27 | 27 |
| D0507 | Satanta | Haskell | 0 | 0 | 0 | 0 |
| D0508 | Baxter Springs | Cherokee | 50 | 53 | 65 | 69 |
| D0509 | South Haven | Sumner | 13 | 11 | 13 | 11 |
| D0511 | Attica | Harper | 1 | 0 | 0 | 0 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 0 | 0 | 0 | 0 |

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Postsecondary Progress, Kansas Assessment Scores, and Graduation Rates

During the Committee meeting on December 4, numerous questions were raised concerning student success data such as graduation rates, assessment scores, postsecondary progress, etc.

Attached you will find graphs which provide statistics in these areas.

We hope this information will be of assistance to you.

h:leg:SCOSFD—Student Success—12-5-17

# POSTSECONDARY SUCCESS

By 2020, at least 70 percent of all Kansas students must attain some level of postsecondary education in order to meet the state's predicted workforce education demands, according to a study produced by the Georgetown University Center on Education and the Workforce.

In order to measure progress toward this goal, KSDE contracted with National Student Clearinghouse (NSC) to provide all districts with data that tracks the postsecondary movement of high school graduates. Using this data, schools are able to determine if students are pursuing and succeeding in postsecondary education.

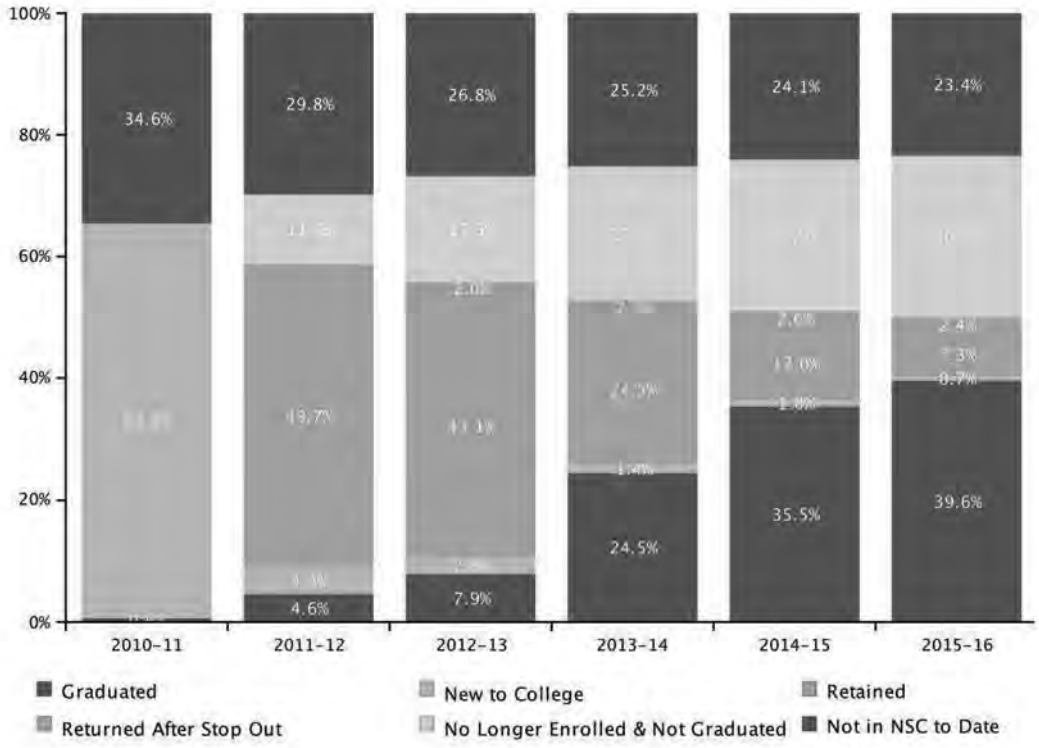
The data includes a complete NSC student report, NSC building-level aggregate reports, as well as a postsecondary progress report for buildings and districts.

KSDE uses the NSC data, along with graduation data, to determine postsecondary success and effectiveness for each district.

There also is a chart that provides districts with a five-year average of their graduation rates, postsecondary success rates, postsecondary effective rates and a predicted effectiveness rate.

The state goal for postsecondary success is 70 to 75 percent.

**Kansas Class of 2010 Postsecondary Enrollment and Progress**



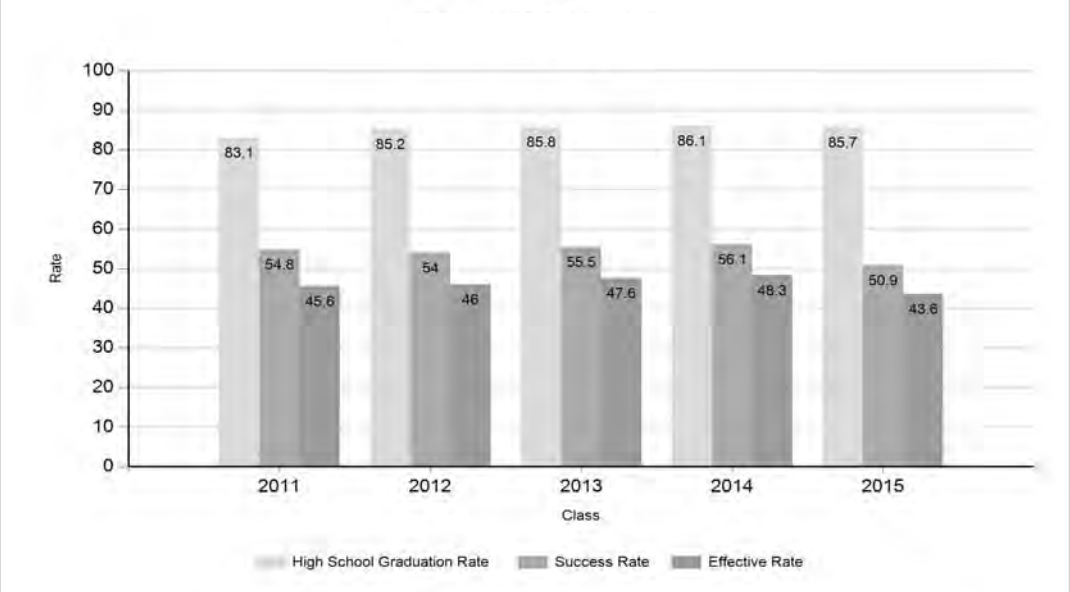
The graduation rate is the four-year adjusted cohort, which is the number of students who graduated in four years with a regular high school diploma divided by the number of students who entered high school as a ninth-grade student four years earlier. It adjusts for transfers in and out.

The postsecondary success rate is the percent of high school graduates who have met one of the following outcomes within two years after high school graduation:

- Earned an industry-recognized certification while in high school.
- Earned a postsecondary certification.
- Earned a postsecondary degree.
- Or is enrolled in a postsecondary program in both the first and second year following high school graduation.

The postsecondary effective rate is the calculated graduation rate multiplied by the calculated success rate. The effective rate factors in all students — those who did and didn't graduate high school — whereas the success rate only factors in students who graduated high school.

## Kansas Postsecondary Progress




**Kansans Can Lead the World!**
**Graduation: 95%**
**Effective Rate: 70-75%**

Five -Year Graduation Average

85%

Five -Year Success Average

52%

Five -Year Effective Average

44%

The numerator and denominator in the Five -Year Averages contain total student counts over five years (2011-2015)

Graduation Rate: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as ninth graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of high school graduation.

1. Student earned an industry recognized certification while in high school .
2. Student earned a postsecondary certification .
3. Student earned a postsecondary degree .
4. Student enrolled in postsecondary in both the first and second year following high school graduation .

Effective Rate: The calculated graduation rate multiplied by the calculated success rate.

Kansans CAN

# 2017 ACADEMIC AND COGNITIVE PREPARATION

Student performance was scored using four levels.

Kansas Assessment Performance Levels

| Level 1 | Level 2 | Level 3 | Level 4 | At or Above Academic Expectations for College and Career Readiness |
|---|---|---|---|---|

## Level 1:

A student at Level 1 shows a limited ability to understand and use the skills and knowledge needed for college and career readiness

## Level 2:

A student at Level 2 shows a basic ability to understand and use the skills and knowledge needed for college and career readiness.

## Level 3:

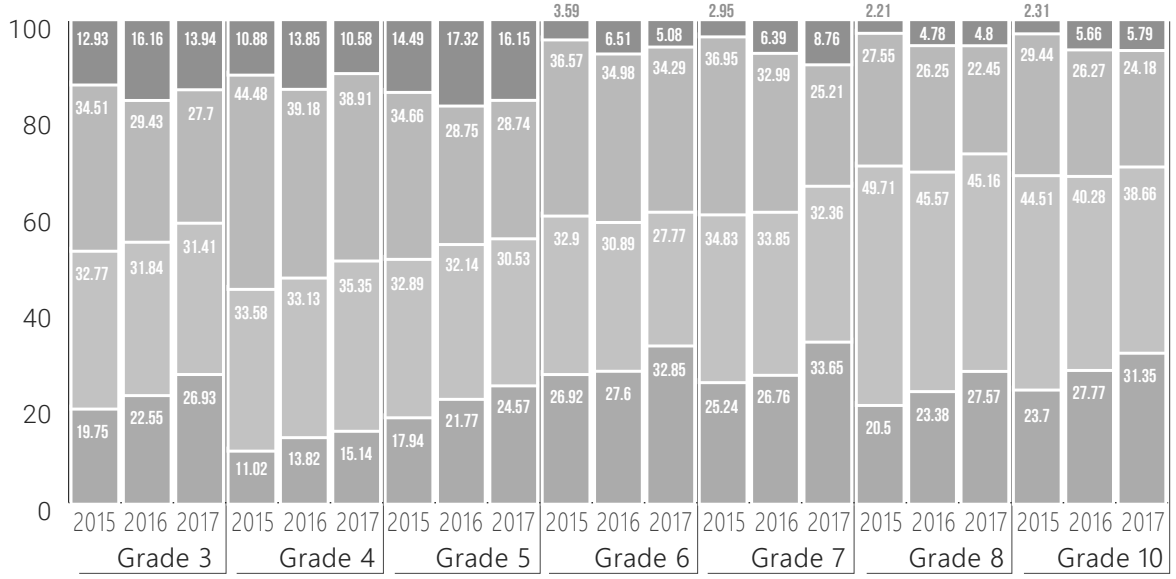
A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for college and career readiness.

## Level 4:

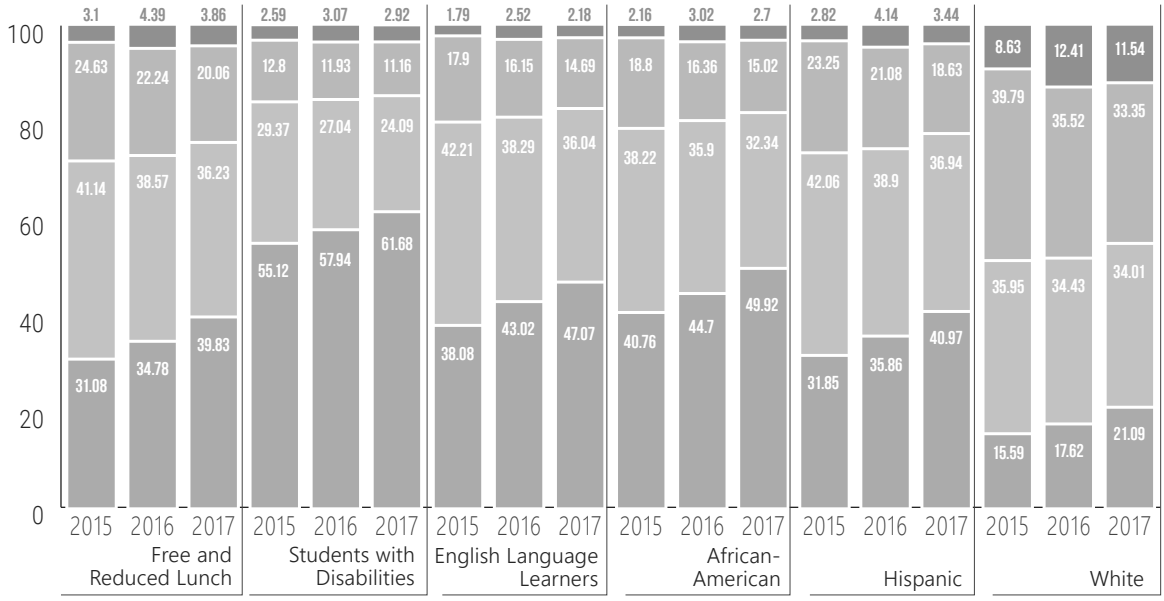
A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for college and career readiness.

## ENGLISH LANGUAGE ARTS

### BY GRADE

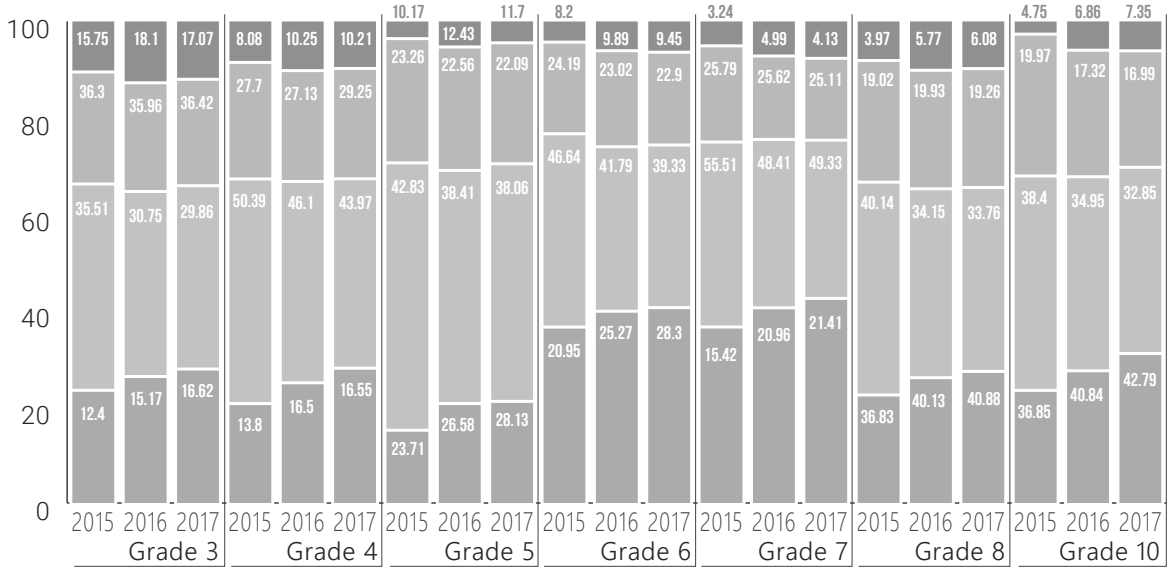



### BY SUBGROUP

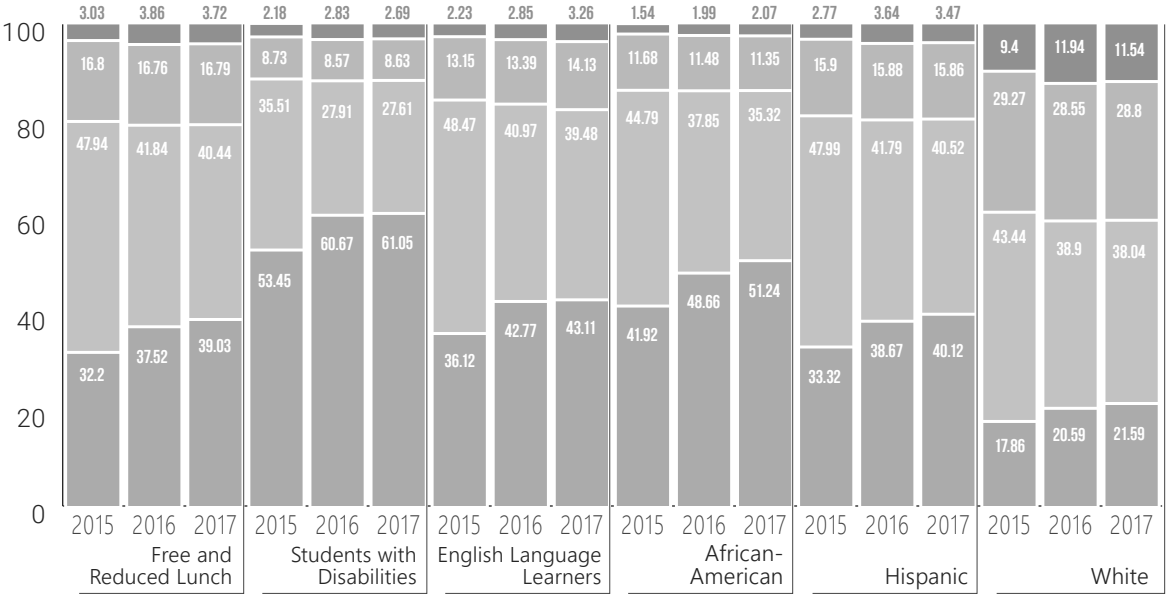


## MATHEMATICS

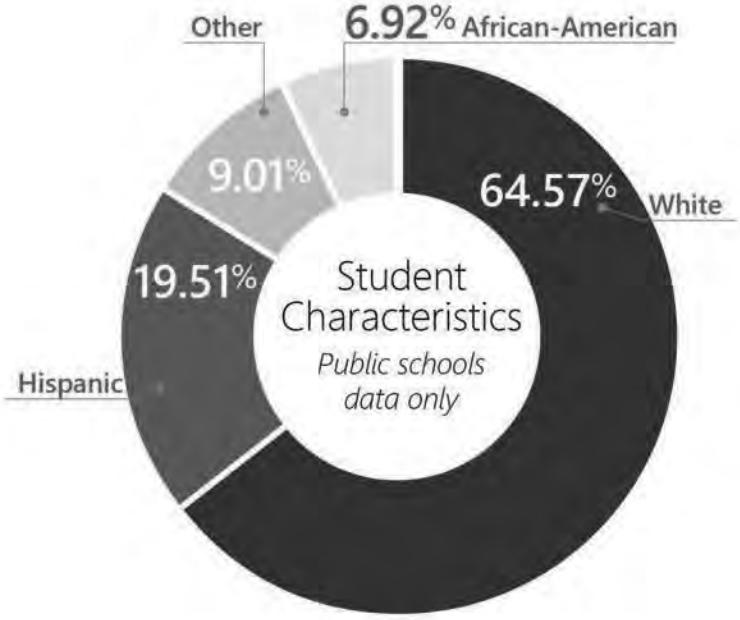
### BY GRADE




### BY SUBGROUP



# EDUCATION SUMMARY




## Public School Characteristics

| | |
|---|---|
| Number enrolled* | 489,795 |
| Number of Title 1 Schools | 667 |

* *Headcount enrollment*

## School District Characteristics

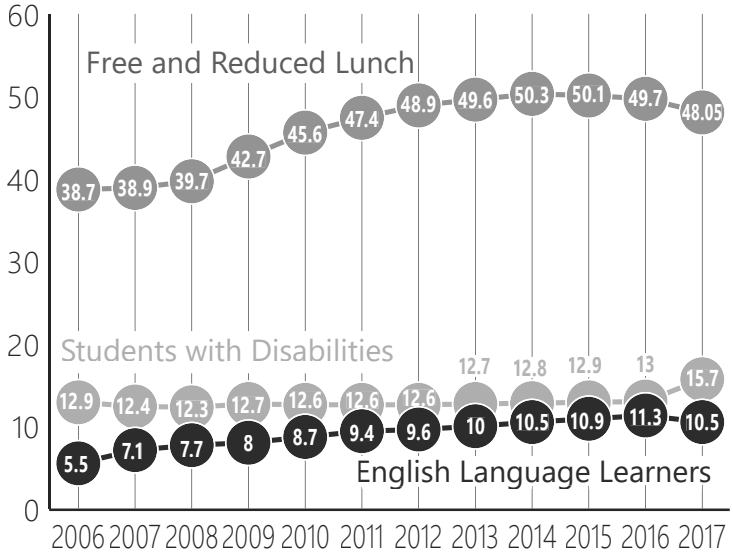
| | |
|---|---|
| Number of School Districts | 286 |
| Number of Schools | 1,307 |

## Teachers

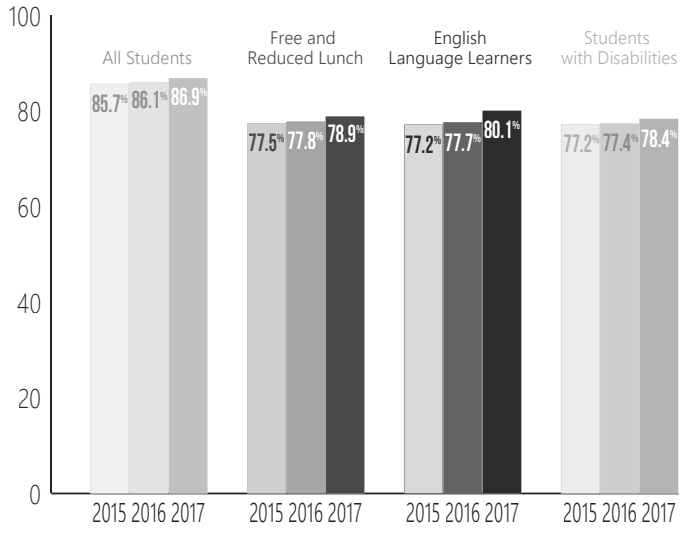
| | |
|---|---|
| Average Age | 43 |
| Average Years of Experience | 13 |
| Number of Full-Time Equivalent (FTE) Teachers | 31,476.1 |
| Teachers' Average Salary** | $ 54,120.50 |
| Teacher/Pupil Ratio | 14.9 |

** *Includes supplemental and summer school salaries and fringe benefits*

## Student Population Subgroups




## Graduation Rates




** All students in public and private schools in Kansas.*

# Select Programs with Services Directed Towards K-12 Education

| Agency | Program | Budget |
|---|---|---|
| **Board ofRegents** | Excel in Career and Technical Education (“SB 155”). Kansas high school students qualify for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges. | 29,561,150 |
| **Emporia State University** | Reading Related Services. This program provides reading and science instruction to school-age children, ages six through eight. Pre-service teachers provide individual and small group lessons. Practicum students also test, diagnose, and remediate children with reading problems. | 25,450 |
| | Master It. The Mathematics and Science to Explore Careers—Investigating Together (Master It) is a one-week summer residential program for young women at Emporia State University. Participants live in a residence hall chaperoned by college women and have the opportunity to interact with University faculty, women professionals, and other participants. | 20,721 |
| | Family Literacy Program. America Reads\Counts Program provides reading and mathematical tutorial help for children in eight of the eleven local public and private schools in Emporia. The program uses college students in the University’s Teacher Education Program as tutors. The majority of the program’s funding comes from special revenue funds paid as stipends to the tutors. | 30,470 |
| | Talent Search. TRIO Talent Search is a no-fee outreach program funded through a grant from the U.S. Department of Education. Talent Search is one of a group of TRIO programs that promote educational opportunities. Through early intervention, the program is designed to encourage participants to remain in school and to pursue post-secondary education. ESU’s Talent Search program assists 6th-12th grade students in the Emporia, Leavenworth, and Atchison areas. | 252,396 |
| | Upward Bound. Emporia State University Upward Bound is a federally funded U.S. Department of Education TRiO program designed to increase a participant's motivation to complete high school and a four-year post-secondary education. Upward Bound selects participants who meet program requirements, including a stated interest in pursuing a four-year college degree. Upward Bound provides the participants with tutoring and other supportive services in preparation for admission into and success while in college. Qualifying high school seniors are offered a summer college "Bridge" program that allows the students to take college-level classes. | 263,938 |
| **Fort Hays State University** | Kansas Academy for Math and Science. KAMS is the state’s premiere academic high school program for the state’s best and brightest high school students. KAMS adds educational value for students who might not be appropriately challenged in their local schools by providing early access to Kansas' exceptional post-secondary educational resources. The program is a unique residential learning experience that provides exceptional high school juniors and seniors a potent blend of college-level instruction by Ph.D. faculty; a high school diploma and 68 hours of college credit; hands-on research supervised by Ph.D. scientists; leadership development and civic engagement opportunities; co-curricular and extra-curricular opportunities to develop the whole student; a safe campus and residential environment; and trained support staff. | 698,023 |
| **KSU ESARP** | Learning & Social Readiness. Kansas State Research and Extension conducts community-based implementation of social competency and learning readiness curricula. Kansas State University students provide activities and learning experiences for children, in partnership with other organizations. Activities include reading to pre-school children each week and demonstrating science experiments to children in a variety of settings. | 43,423 |

| Agency | Program | Budget |
|---|---|---|
| | Promote Healthier & Safer Lives—Nutrition. This program is provided by Kansas State Research and Extension, with funding from the USDA. The Expanded Food and Nutrition Education Program provides nutrition and wellness information to young, low-income parents and their children. Classes are offered across the state at cooperating agency locations and in-home visits. Instruction is available on budgeting of food dollars, healthy food choices and preparation, food safety skills, and how to establish positive meal times and diet attitudes within the family. | 3,122,531 |
| **Pittsburg State University** | Yes Program. This program is conducted in cooperation with area school systems to provide tutorial assistance to school children. | 35,350 |
| | America Reads Challenge. This program is a federally funded work-study program designed to provide support to communities and schools to improve local reading programs. America Reads Challenge provides reading tutorial help for children in area public and private schools. The goal is to have all children read well and independently by the end of third grade. The program uses college students as tutors. | 35,350 |
| **KU** | Assistive Technology for Kansans. The University of Kansas' Assistive Technology for Kansans program is designed to provide a variety of programs and services to children and families, focusing on the utilization of assistive technology. Assistive technology is any device that can be used to increase the independence or productivity of a person with a disability or chronic health condition. The program has five regional access sites in Kansas that provide demonstrations of the devices. The sites loan devices to those that need them, put refurbished durable medical equipment into use, and provide assistance in identifying public and private funding resources. | 369,035 |
| **Wichita State University** | Upward Bound. Upward Bound is designed to generate the skills and motivation necessary for success in education beyond secondary school. This program provides secondary school students with limited income, first generation, and persons with disabilities an opportunity to improve their academic, social and personal skills while preparing for a postsecondary education. Services include tutoring, test preparation, study skills, campus visits, and summer residential program. The program serves students in grades 9-12 in the Wichita area. | 391,255 |
| | Upward Bound Regional Math/Science Program. For high school students in grades eight to 12, this Upward Bound federally funded program advances interest in mathematics, science, and computer technology. The program includes a six to eight week summer residential program at Wichita State University. Participants receive academic instruction, research opportunities, tutorial support, career counseling, and computer instruction during their time in the program. | 320,124 |
| | Upward Bound Communication. The program is designed to generate the skills and motivation necessary for success in education beyond secondary school for students who have an interest in communication. | 245,723 |
| | TRIO Talent Search—Project Discovery. This federally funded program by the U.S. Department of Education provides assistance to middle and high school students whose families have not typically attended postsecondary education. Assistance is offered in pre-college course planning and selection, completing college admission applications and financial aid forms, and preparing for entrance examinations. The program also provides mentoring, tutoring, and summer school enrichment for middle school students. Guidance is also provided in achieving a high school diploma. | 559,200 |
| | GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs). GEAR UP serves students who are first generation, foster, or adoptive care with limited income. Services include tutoring, mentoring, college preparation workshops for students and parents, workshops for teachers and counselors, college campus tours, and cultural activities. | 3,500,000 |
| **KDHE** | Committee for Children Second Step - Implementation of curriculum with sixteen schools | 32,000 |
| | Committee for Children Second Step - Literature unit to support curriculum for sixteen scho | 80,000 |

| Agency | Program | Budget |
|---|---|---|
| | Healthy Kansas Schools Grant Program - Support school wellness coalitions and coordinators to implement and promote school wellness policies and practices in nutrition and physical activity. Provide professional development and TA to school nurses on the daily management of students with chronic disease. | 120,000 |
| | School Based Services for | 477,052 |
| | Targeted Case Management | 3,802,454 |
| | Rehabilitation | 125,755 |
| | Physical Therapy | 93,705 |
| | Occupational Therapy | 14,923,579 |
| | Speech/Language | 82,919 |
| | Audiology Services | 999,111 |
| | Mental Health | 1,663,948 |
| | Other Practictioner Services | 17,086,798 |
| | Other Services for | |
| **Historical Society** | | 91,982 |
| | Developing K-12 Kansas history curriculum and develop the Kansas history textbook that is | |
| **School for the Blind** | | 6,669,208 |
| **School for the Deaf** | | 8,830,008 |
| **State Library** | Summer reading program | 40,500 |
| **Grand Total** | | 94,593,158 |

Kansas
Department for Aging
and Disability Services

# Parsons State Hospital and Training Center Special Education (PSH&TC) FY2018 and FY2019 budget information

| PSH&TC | | | |
|---|---|---|---|
| FY18 Base Budget AF/S | $350,000 | FY19 Base Budget AF/S | $350,000 |

**Information regarding current services provided to School-age residents in PSH&TC's Ancillary Services, Sub-Program: Special Education - 80120**

- School-age residents of PSH&TC receive an education through the Special Purpose School (SPS).
- Services are contracted with the Southeast Kansas Education Service Center (Interlocal #609).
- The FY2018 contract for these services was established at $350,000. If the number of students receiving increase, there could be additional costs.
- It is expected that FY2019's contract would be established at the same amount.
- PSH&TC currently serves 25 school-age residents.

# Kansas Neurological Institute Special Education (KNI) FY2018 and FY2019 budget information

- KNI has one individual who on his next birthday in January will turn 17.
- The individual's parents can and legally requested for him to be let out of school at the age of 16.
- KNI has not budgeted any funds for education purposes for FY2018 and FY2019.

Kansas state department of Education
leadership and support for student learning

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December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Parents as Teachers and Four-Year-Old At-Risk

During the Committee discussion on December 4, questions arose concerning the effects of the four-year old at-risk program and parents as teachers program. Attached are documents for each program which discuss the purpose, practices and outcomes for each program which we hope you will find informative.

h:leg:SCOSFD—KPAT & 4-year-old at-risk—12-5-17

**Kansas State Department of Education**

**4-Year-Old At-Risk Program**

**What is the Kindergarten Readiness Board Outcome?**

- Measuring kindergarten readiness provides a snapshot of where children are upon entry to Kindergarten.
- Kindergarten Readiness screening will include communication (language and literacy), problem solving, motor and social emotional areas of development.
- Families and caregivers will be engaged in gathering information about their child's development and early childhood experiences prior to kindergarten.

**How does the 4-Year-Old At-Risk Program Support the Kindergarten Readiness Board Outcome?**

The overarching focus of the program is to use research-based and intentional practices to improve the quality of the early learning experiences provided to participating children, resulting in increased readiness for success as they enter kindergarten and the elementary school years. Each program site utilizes the following three components, which are research-proven to support quality and promote later success in school:

1. Community Collaboration
2. Family Engagement
3. High Quality Early Learning Experiences

**Community Collaboration**

KSDE requires each program site to implement an Advisory Council/Board that includes parents, community members, and other early learning partners. The Advisory Council helps programs engage families and caregivers and gather information about the early childhood experiences of children prior to kindergarten. Each Advisory Council member should offer a unique vantage point on the pre-kindergarten experiences of community children. The input from community members and parents helps inform decisions about curriculum, instruction, and program goals to improve child outcomes.

**Family Engagement**

In addition to the Advisory Council, programs meet regularly with parents. Parent meetings can help programs measure where children are prior to kindergarten. According to the SY2016-2017 KSDE Family Engagement Survey, 23% of parents report, "someone talks with the teacher or educator of any early childhood program that my child attends" daily, and another 31% report they do so weekly. Further, 63% of the same parent cohort report, "someone reads to my child in our home" daily, and another 31% do so weekly.

The Advisory Council and parent meetings help build a rapport between program staff and families. Program staff guide families towards age-appropriate developmental resources that promote child success. The collaborative approach helps parents build communication (language and literacy), problem solving, motor and social emotional skills with their children. For example, according to the SY2016-2017 KSDE Family Engagement Survey, 96% of program parents report that they talk every day to their child about things that happen during the day. Another 89% of program parents report someone is active and involved in their child's play. The tools programs provide parents are instrumental to long-term child outcomes.

**High Quality Early Learning Experiences**

Participating children receive high quality early learning classroom experiences to help build communication (language and literacy), problem solving, motor and social emotional skills.

According to the SY2016-2017 Classroom Practices report, 90% of the classroom schedules always support early literacy development through a combination of adult directed and child-initiated activities in a small group, large group, learning centers and free play. From the same report, 85% of the classrooms always intentionally design activities to support both explicit and implicit learning in the areas of oral language, phonological awareness, and alphabetic knowledge; and 75% of classrooms encourage students to negotiate their own solutions to (minor) problems by applying problem solving strategies. The same report shares that 80% of classrooms use universal screening and progress monitoring assessments in the areas of early literacy, early numeracy, and behavior to informs instruction for groups, as well as individual children.

**Who are the 4-Year Old At-Risk participants?**

Each child or family must meet at least one of eight eligibility criteria. The September 20, 2016 Child Count Data Report determined that programs served 6,847 students in the 4-Year-Old At-Risk Program during SY2016-2017. Additionally, the same report revealed that 4,138 of children participating in the program qualified for free lunch, and another 712 qualified for reduced lunch. Conversely, 3,973 children participating in other preschool programs qualify for free lunch, and another 861 qualify for reduced lunch.

The targeted population of the 4-Year-Old At-Risk Preschool Program historically encounter learning, social, and economic gaps that can be difficult to minimize without evidence-based instructional and program approaches, such as those employed by the 4-Year-Old At-Risk program. The approaches ensure that children facing these types of challenges enter kindergarten prepared to learn and be successful, in addition to supporting the Kindergarten Readiness Board Outcome.

**What is next?**

Beginning in SY 2017-2018, all Early Learning Programs are required to assign a KIDS ID to every child served in a state-funded program. This ID number follows the student throughout his/her educational experience in Kansas schools. The KIDS system maintains student confidentiality while allowing for the submission of timely, accurate data in multiple formats.

KIDS provides longitudinal data on all students attending an accredited school in Kansas, and has the capability to separate by cohorts such as 4-Year-Old At-Risk participation. KIDS will allow participating 4-Year-Old At-Risk programs to measure effectiveness in comparison to the general student population on a longitudinal basis. KIDS data that exhibits early learning program effectiveness will serve as a valid and reliable data tool for policy makers.

Also, beginning in SY2018-2019, all accredited schools will begin collecting Kindergarten Readiness Outcome data utilizing the Kindergarten Readiness Snapshot Tool. Though the Kansas State Board of Education selected the Kindergarten Readiness Snapshot Tool to measure where children are upon entry to Kindergarten, it will also allow schools to determine how children participating in their early learning programs compare to children without that experience. The KIDS ID number is entered into the online Kindergarten Readiness Snapshot Tool data system, which will also allow programs to select the early learning experiences the child had prior to kindergarten.

**Kansas State Department of Education**
**Kansas Parents as Teachers Program**

**What is the Kindergarten Readiness Board Outcome?**

- Measuring kindergarten readiness provides a snapshot of where children are upon entry to Kindergarten.
- Kindergarten Readiness screening will include communication (language and literacy), problem solving, motor and social emotional areas of development.
- Families and caregivers will be engaged in gathering information about their child's development and early childhood experiences prior to kindergarten.

**How does the Kansas Parents as Teachers Program support the Kindergarten Readiness Board Outcome?**

Parents as Teachers (PAT) is an evidence-based parent education program and family support model serving families throughout pregnancy until their child is 72 months. Families receive personal home visits from certified parent educators, group activities, links to community resources, and developmental, health, hearing and vision screenings. It is adaptable to the needs of diverse families, cultures, and special populations. The model has four goals:

1. Increase parent knowledge of early childhood development and improve parenting practices
2. Provide early detection of developmental delays and health issues
3. Prevent child abuse and neglect
4. Improve children's school readiness and success.

**Increase Parent Knowledge and Improve Parenting Practices**

Engaging families in gathering information about their child's development, and then using that information to increase knowledge of early childhood development and improve parenting practices is a cornerstone of Kansas Parents as Teachers (KPAT).

The program utilizes both home visits and group activities to introduce and/or revisit child development information. Beginning in SY2017-2108, KSDE requires that KPAT staff make child development information or resources available at every group connection activity. This state level requirement helps ensure that parents have multiple opportunities to gather child development information and improve parenting practices. According to the 2016-2017 Parents as Teachers State Affiliate Performance Report (APR), 3,107 unique families attended 2,717 group activities.

**Provide Early Detection of Developmental Delays and Health Issues**

The KPAT program utilizes the Ages and Stages Questionnaire – 3rd Edition (ASQ-3) and Ages and Stages Questionnaire: Social-Emotional- 2nd Edition (ASQ:SE-2) to screen children for developmental delays. The ASQ-3 and ASQ:SE-2 are, when combined, the Kansas Kindergarten Readiness Snapshot Tool. Families receiving KPAT services will be well versed in administering the Kindergarten Readiness Snapshot Tool to their children upon kindergarten entry. This continuity helps provide a seamless early learning system for Kansas families.

Additionally, KPAT programs are required to obtain a completed health survey that includes vision and hearing screening results, as well as health and immunization history. KSDE requires that programs ensure that appropriate professionals conduct all screenings using standardized instruments that are comprehensive, non-

discriminatory, and age-appropriate. Early and annual screening helps ensure that children and families receive the supports they need prior to kindergarten to be ready to learn and be successful.

According to the 2016-2017 APR, 90% of enrolled children were screened resulting in 1,025 referrals for further assessment. Those referrals resulted in 659 children receiving additional services. Not all children receive services due to parent consent.

**Prevent Child Abuse and Neglect**

Engaging parents and helping them engage with their children in healthy and meaningful ways helps strengthen families. Parents receive information on healthy coping skills and age-appropriate development. Realistic expectations help set achievable goals for children. In fact, the KPAT program helps parents set and achieve goals. According to the 2016-2017 APR, 55% of families achieved at least one goal they set.

The same APR reports that 37% of families have at least one "high needs characteristic" as defined by the program. These characteristics include teen parents, low educational attainment, low income, child with a disability or chronic health condition, recent immigrant family, baby with very low birth weight, and parent with a mental illness. The APR reports 36% of families experience low income. KPAT is a free program that can help minimize the social, academic, or financial gaps traditionally encountered when experiencing low income. Realistic expectations, access to healthy coping mechanism and community resources, and support can help prevent child abuse and neglect. Positive home environments tend to produce better outcomes for children.

**Improve children's school readiness and success**

According to the 2016-2017 APR, KPAT programs served 8,275 children in 6,559 families. Each child received services designed to improve their school readiness and success upon kindergarten entry, such as use of an evidence-based curriculum by a qualified parent educator, well child checks, developmental screens, and connections to the community.

Parent educators are able to obtain an early snapshot of where children are prior to kindergarten and support the family as they move towards kindergarten entry. Parent educators use the PAT curriculum to bring parents language and literacy, problem solving, motor, and social emotional development activities. They also engage families and caregivers to gather information about their child's development prior to kindergarten, and invite them into the school for group activities. Once inside the school, they provide activities and educational materials designed to strengthen the family while laying the beginning of a, hopefully, positive relationship between the family and the school district so children and families are prepared to learn and be successful in kindergarten and into the elementary school years.

**What is next?**

Beginning in SY 2017-2018, all KSDE Early Learning Programs are required to assign a KIDS ID to every child served in a state-funded program. This ID number follows the student throughout his/her educational experience in Kansas schools. The KIDS system maintains student confidentiality while allowing for the submission of timely, accurate data in multiple formats. KIDS provides longitudinal data on all students attending an accredited school in Kansas, and has the capability to separate by cohorts such as KPAT participation. KIDS will allow participating KPAT sites to measure effectiveness compared to the general student population on a longitudinal basis. KIDS data that exhibits early learning program effectiveness will serve as a valid and reliable data tool for policy makers.

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December 5, 2017

TO: Ed Penner, Legislative Research Department

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Utilities and Property/Casualty Insurance from Capital Outlay Fund
Budgeted for 2017-18

Attached you will find a computer printout (SF18-014) which provides the amount of property/casualty insurance, water/sewer, heating, and electricity **budgeted** by unified school districts for the 2017-18 school year to be paid from the capital outlay fund.

| | |
|---|---|
| UTILITIES | |
| Heating | $ 575,600 |
| Electricity | 1,699,357 |
| Water/Sewer | 65,000 |
| | |
| PROPERTY/CASUALTY INSURANCE | $ 188,000 |
| | |
| TOTAL | $ 2,527,957 |

h:leg:Penner—Utilities & Insurance Budgeted—12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. |
| | | | Casualty | Water/ | | |
| **USD #** | | | Insurance | Sewer | Heating | Electricity |
| **Totals** | **District Name** | **County** | **188,000** | **65,000** | **575,600** | **1,699,357** |
| D0101 | Erie-Galesburg | Neosho | 0 | 0 | 0 | 0 |
| D0102 | Cimarron-Ensign | Gray | 0 | 0 | 0 | 0 |
| D0103 | Cheylin | Cheyenne | 0 | 0 | 0 | 0 |
| D0105 | Rawlins County | Rawlins | 0 | 0 | 0 | 0 |
| D0106 | Western Plains | Ness | 0 | 0 | 20,500 | 30,000 |
| D0107 | Rock Hills | Jewell | 0 | 0 | 0 | 0 |
| D0108 | Washington Co. Schools | Washington | 0 | 0 | 0 | 0 |
| D0109 | Republic County | Republic | 0 | 0 | 0 | 0 |
| D0110 | Thunder Ridge Schools | Phillips | 0 | 0 | 0 | 0 |
| D0111 | Doniphan West Schools | Doniphan | 0 | 0 | 0 | 0 |
| D0112 | Central Plains | Ellsworth | 0 | 0 | 40,000 | 100,000 |
| D0113 | Prairie Hills | Nemaha | 0 | 0 | 0 | 0 |
| D0114 | Riverside | Doniphan | 0 | 0 | 0 | 0 |
| D0115 | Nemaha Central | Nemaha | 0 | 0 | 0 | 0 |
| D0200 | Greeley County Schools | Greeley | 0 | 0 | 0 | 0 |
| D0202 | Turner-Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0203 | Piper-Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0204 | Bonner Springs | Wyandotte | 0 | 0 | 0 | 0 |
| D0205 | Bluestem | Butler | 0 | 0 | 0 | 0 |
| D0206 | Remington-Whitewater | Butler | 0 | 0 | 0 | 0 |
| D0207 | Ft Leavenworth | Leavenworth | 0 | 0 | 0 | 0 |
| D0208 | Wakeeney | Trego | 0 | 0 | 0 | 0 |
| D0209 | Moscow Public Schools | Stevens | 0 | 0 | 0 | 0 |
| D0210 | Hugoton Public Schools | Stevens | 0 | 0 | 0 | 0 |
| D0211 | Norton Community Schools | Norton | 0 | 0 | 0 | 0 |
| D0212 | Northern Valley | Norton | 0 | 0 | 0 | 0 |
| D0214 | Ulysses | Grant | 0 | 0 | 0 | 0 |
| D0215 | Lakin | Kearny | 0 | 0 | 0 | 0 |
| D0216 | Deerfield | Kearny | 0 | 0 | 0 | 0 |
| D0217 | Rolla | Morton | 0 | 0 | 0 | 0 |
| D0218 | Elkhart | Morton | 0 | 0 | 50,000 | 50,000 |
| D0219 | Minneola | Clark | 0 | 0 | 0 | 0 |
| D0220 | Ashland | Clark | 40,000 | 0 | 0 | 0 |
| D0223 | Barnes | Washington | 0 | 0 | 0 | 0 |
| D0224 | Clifton-Clyde | Washington | 0 | 0 | 0 | 0 |
| D0225 | Fowler | Meade | 0 | 0 | 50,000 | 50,000 |
| D0226 | Meade | Meade | 0 | 0 | 0 | 0 |
| D0227 | Hodgeman County schools | Hodgeman | 0 | 0 | 0 | 0 |
| D0229 | Blue Valley | Johnson | 0 | 0 | 0 | 0 |
| D0230 | Spring Hill | Johnson | 0 | 0 | 50,000 | 400,000 |
| D0231 | Gardner Edgerton | Johnson | 0 | 0 | 0 | 0 |
| D0232 | De Soto | Johnson | 0 | 0 | 0 | 0 |
| D0233 | Olathe | Johnson | 0 | 0 | 0 | 0 |
| D0234 | Fort Scott | Bourbon | 0 | 0 | 0 | 0 |
| D0235 | Uniontown | Bourbon | 0 | 0 | 0 | 0 |
| D0237 | Smith Center | Smith | 0 | 0 | 0 | 0 |
| D0239 | North Ottawa County | Ottawa | 0 | 0 | 0 | 0 |
| D0240 | Twin Valley | Ottawa | 0 | 0 | 0 | 0 |
| D0241 | Wallace County Schools | Wallace | 0 | 0 | 0 | 0 |
| D0242 | Weskan | Wallace | 0 | 0 | 0 | 0 |
| D0243 | Lebo-Waverly | Coffey | 0 | 50,000 | 0 | 0 |
| D0244 | Burlington | Coffey | 0 | 0 | 0 | 0 |

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. |
| | | | Casualty | Water/ | | |
| **USD #** | | | Insurance | Sewer | Heating | Electricity |
| **Totals** | **District Name** | **County** | **188,000** | **65,000** | **575,600** | **1,699,357** |
| D0245 | LeRoy-Gridley | Coffey | 0 | 0 | 0 | 0 |
| D0246 | Northeast | Crawford | 0 | 0 | 0 | 0 |
| D0247 | Cherokee | Crawford | 0 | 0 | 0 | 0 |
| D0248 | Girard | Crawford | 0 | 0 | 0 | 0 |
| D0249 | Frontenac Public Schools | Crawford | 0 | 0 | 0 | 0 |
| D0250 | Pittsburg | Crawford | 0 | 0 | 0 | 0 |
| D0251 | North Lyon County | Lyon | 0 | 0 | 0 | 0 |
| D0252 | Southern Lyon County | Lyon | 0 | 0 | 0 | 0 |
| D0253 | Emporia | Lyon | 0 | 0 | 0 | 0 |
| D0254 | Barber County North | Barber | 0 | 0 | 0 | 89,357 |
| D0255 | South Barber | Barber | 0 | 0 | 0 | 0 |
| D0256 | Marmaton Valley | Allen | 0 | 0 | 0 | 0 |
| D0257 | Iola | Allen | 0 | 0 | 0 | 0 |
| D0258 | Humboldt | Allen | 0 | 0 | 0 | 0 |
| D0259 | Wichita | Sedgwick | 0 | 0 | 0 | 0 |
| D0260 | Derby | Sedgwick | 0 | 0 | 0 | 0 |
| D0261 | Haysville | Sedgwick | 0 | 0 | 0 | 0 |
| D0262 | Valley Center Pub Sch | Sedgwick | 0 | 0 | 0 | 0 |
| D0263 | Mulvane | Sedgwick | 0 | 0 | 0 | 0 |
| D0264 | Clearwater | Sedgwick | 0 | 0 | 0 | 0 |
| D0265 | Goddard | Sedgwick | 0 | 0 | 0 | 0 |
| D0266 | Maize | Sedgwick | 0 | 0 | 0 | 0 |
| D0267 | Renwick | Sedgwick | 0 | 0 | 0 | 0 |
| D0268 | Cheney | Sedgwick | 0 | 0 | 0 | 0 |
| D0269 | Palco | Rooks | 0 | 0 | 0 | 0 |
| D0270 | Plainville | Rooks | 0 | 0 | 30,000 | 90,000 |
| D0271 | Stockton | Rooks | 0 | 0 | 0 | 0 |
| D0272 | Waconda | Mitchell | 0 | 0 | 0 | 25,000 |
| D0273 | Beloit | Mitchell | 75,000 | 0 | 20,000 | 20,000 |
| D0274 | Oakley | Logan | 0 | 0 | 0 | 0 |
| D0275 | Triplains | Logan | 32,000 | 0 | 25,000 | 30,000 |
| D0281 | Graham County | Graham | 0 | 0 | 0 | 0 |
| D0282 | West Elk | Elk | 0 | 0 | 0 | 0 |
| D0283 | Elk Valley | Elk | 0 | 0 | 0 | 0 |
| D0284 | Chase County | Chase | 0 | 0 | 0 | 0 |
| D0285 | Cedar Vale | Chautauqua | 0 | 0 | 0 | 0 |
| D0286 | Chautauqua Co Community | Chautauqua | 0 | 0 | 0 | 0 |
| D0287 | West Franklin | Franklin | 0 | 0 | 0 | 0 |
| D0288 | Central Heights | Franklin | 0 | 0 | 0 | 0 |
| D0289 | Wellsville | Franklin | 0 | 0 | 0 | 0 |
| D0290 | Ottawa | Franklin | 0 | 0 | 90,100 | 0 |
| D0291 | Grinnell Public Schools | Gove | 0 | 0 | 0 | 0 |
| D0292 | Wheatland | Gove | 0 | 0 | 0 | 0 |
| D0293 | Quinter Public Schools | Gove | 0 | 0 | 0 | 0 |
| D0294 | Oberlin | Decatur | 0 | 0 | 0 | 0 |
| D0297 | St Francis Comm Sch | Cheyenne | 0 | 0 | 0 | 0 |
| D0298 | Lincoln | Lincoln | 0 | 0 | 0 | 0 |
| D0299 | Sylvan Grove | Lincoln | 0 | 0 | 0 | 0 |
| D0300 | Comanche County | Comanche | 0 | 0 | 0 | 0 |
| D0303 | Ness City | Ness | 0 | 0 | 0 | 0 |
| D0305 | Salina | Saline | 0 | 0 | 0 | 0 |
| D0306 | Southeast Of Saline | Saline | 0 | 0 | 0 | 0 |

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. |
| | | | Casualty | Water/ | | |
| **USD #** | | | Insurance | Sewer | Heating | Electricity |
| **Totals** | **District Name** | **County** | **188,000** | **65,000** | **575,600** | **1,699,357** |
| D0307 | Ell-Saline | Saline | 0 | 0 | 0 | 0 |
| D0308 | Hutchinson Public Schools | Reno | 0 | 0 | 0 | 0 |
| D0309 | Nickerson | Reno | 0 | 0 | 0 | 0 |
| D0310 | Fairfield | Reno | 0 | 0 | 0 | 0 |
| D0311 | Pretty Prairie | Reno | 0 | 0 | 0 | 0 |
| D0312 | Haven Public Schools | Reno | 0 | 0 | 10,000 | 0 |
| D0313 | Buhler | Reno | 0 | 0 | 0 | 0 |
| D0314 | Brewster | Thomas | 0 | 0 | 0 | 0 |
| D0315 | Colby Public Schools | Thomas | 0 | 0 | 0 | 0 |
| D0316 | Golden Plains | Thomas | 0 | 0 | 0 | 0 |
| D0320 | Wamego | Pottawatomie | 0 | 0 | 0 | 0 |
| D0321 | Kaw Valley | Pottawatomie | 0 | 0 | 0 | 0 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 0 | 0 | 0 | 0 |
| D0323 | Rock Creek | Pottawatomie | 0 | 0 | 0 | 0 |
| D0325 | Phillipsburg | Phillips | 0 | 0 | 0 | 0 |
| D0326 | Logan | Phillips | 0 | 0 | 0 | 0 |
| D0327 | Ellsworth | Ellsworth | 0 | 0 | 0 | 0 |
| D0329 | Wabaunsee | Wabaunsee | 0 | 0 | 0 | 0 |
| D0330 | Mission Valley | Wabaunsee | 0 | 0 | 0 | 0 |
| D0331 | Kingman - Norwich | Kingman | 0 | 0 | 0 | 0 |
| D0332 | Cunningham | Kingman | 0 | 0 | 0 | 0 |
| D0333 | Concordia | Cloud | 0 | 0 | 0 | 0 |
| D0334 | Southern Cloud | Cloud | 0 | 0 | 0 | 0 |
| D0335 | North Jackson | Jackson | 0 | 0 | 0 | 0 |
| D0336 | Holton | Jackson | 0 | 0 | 0 | 0 |
| D0337 | Royal Valley | Jackson | 0 | 0 | 0 | 0 |
| D0338 | Valley Falls | Jefferson | 30,000 | 0 | 0 | 0 |
| D0339 | Jefferson County North | Jefferson | 5,000 | 0 | 0 | 0 |
| D0340 | Jefferson West | Jefferson | 0 | 0 | 0 | 0 |
| D0341 | Oskaloosa Public Schools | Jefferson | 0 | 0 | 0 | 0 |
| D0342 | McLouth | Jefferson | 0 | 0 | 0 | 0 |
| D0343 | Perry Public Schools | Jefferson | 0 | 0 | 0 | 0 |
| D0344 | Pleasanton | Linn | 0 | 0 | 75,000 | 120,000 |
| D0345 | Seaman | Shawnee | 0 | 0 | 0 | 0 |
| D0346 | Jayhawk | Linn | 0 | 0 | 0 | 0 |
| D0347 | Kinsley-Offerle | Edwards | 0 | 0 | 0 | 0 |
| D0348 | Baldwin City | Douglas | 0 | 0 | 0 | 0 |
| D0349 | Stafford | Stafford | 0 | 0 | 0 | 0 |
| D0350 | St John-Hudson | Stafford | 0 | 0 | 0 | 0 |
| D0351 | Macksville | Stafford | 0 | 0 | 0 | 0 |
| D0352 | Goodland | Sherman | 0 | 0 | 0 | 0 |
| D0353 | Wellington | Sumner | 0 | 0 | 0 | 0 |
| D0355 | Ellinwood Public Schools | Barton | 0 | 0 | 0 | 0 |
| D0356 | Conway Springs | Sumner | 0 | 0 | 0 | 0 |
| D0357 | Belle Plaine | Sumner | 0 | 0 | 0 | 0 |
| D0358 | Oxford | Sumner | 0 | 0 | 0 | 0 |
| D0359 | Argonia Public Schools | Sumner | 0 | 0 | 0 | 0 |
| D0360 | Caldwell | Sumner | 0 | 0 | 0 | 0 |
| D0361 | Chaparral Schools | Harper | 0 | 0 | 0 | 0 |
| D0362 | Prairie View | Linn | 0 | 0 | 0 | 160,000 |
| D0363 | Holcomb | Finney | 0 | 0 | 0 | 0 |
| D0364 | Marysville | Marshall | 0 | 0 | 0 | 0 |

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. |
| | | | Casualty | Water/ | | |
| **USD #** | | | Insurance | Sewer | Heating | Electricity |
| **Totals** | **District Name** | **County** | **188,000** | **65,000** | **575,600** | **1,699,357** |
| D0365 | Garnett | Anderson | 0 | 0 | 0 | 0 |
| D0366 | Woodson | Woodson | 0 | 0 | 0 | 0 |
| D0367 | Osawatomie | Miami | 0 | 0 | 0 | 0 |
| D0368 | Paola | Miami | 0 | 0 | 0 | 0 |
| D0369 | Burrton | Harvey | 0 | 0 | 0 | 0 |
| D0371 | Montezuma | Gray | 0 | 0 | 0 | 0 |
| D0372 | Silver Lake | Shawnee | 0 | 0 | 0 | 0 |
| D0373 | Newton | Harvey | 0 | 0 | 0 | 0 |
| D0374 | Sublette | Haskell | 0 | 0 | 0 | 0 |
| D0375 | Circle | Butler | 0 | 0 | 0 | 0 |
| D0376 | Sterling | Rice | 0 | 0 | 0 | 0 |
| D0377 | Atchison Co Comm Schools | Atchison | 0 | 0 | 0 | 0 |
| D0378 | Riley County | Riley | 0 | 0 | 0 | 0 |
| D0379 | Clay Center | Clay | 0 | 0 | 50,000 | 300,000 |
| D0380 | Vermillion | Marshall | 0 | 0 | 0 | 0 |
| D0381 | Spearville | Ford | 0 | 0 | 0 | 0 |
| D0382 | Pratt | Pratt | 0 | 0 | 0 | 0 |
| D0383 | Manhattan-Ogden | Riley | 0 | 0 | 0 | 0 |
| D0384 | Blue Valley | Riley | 0 | 0 | 0 | 0 |
| D0385 | Andover | Butler | 0 | 0 | 0 | 0 |
| D0386 | Madison-Virgil | Greenwood | 0 | 0 | 0 | 0 |
| D0387 | Altoona-Midway | Wilson | 0 | 0 | 0 | 0 |
| D0388 | Ellis | Ellis | 0 | 0 | 0 | 0 |
| D0389 | Eureka | Greenwood | 0 | 0 | 0 | 0 |
| D0390 | Hamilton | Greenwood | 0 | 0 | 0 | 0 |
| D0392 | Osborne County | Osborne | 0 | 0 | 35,000 | 100,000 |
| D0393 | Solomon | Dickinson | 0 | 0 | 0 | 0 |
| D0394 | Rose Hill Public Schools | Butler | 0 | 0 | 0 | 0 |
| D0395 | LaCrosse | Rush | 0 | 0 | 0 | 0 |
| D0396 | Douglass Public Schools | Butler | 0 | 0 | 0 | 0 |
| D0397 | Centre | Marion | 0 | 0 | 0 | 0 |
| D0398 | Peabody-Burns | Marion | 0 | 0 | 0 | 0 |
| D0399 | Paradise | Russell | 0 | 0 | 0 | 0 |
| D0400 | Smoky Valley | McPherson | 0 | 0 | 0 | 0 |
| D0401 | Chase-Raymond | Rice | 0 | 0 | 0 | 0 |
| D0402 | Augusta | Butler | 0 | 0 | 0 | 0 |
| D0403 | Otis-Bison | Rush | 0 | 0 | 0 | 0 |
| D0404 | Riverton | Cherokee | 0 | 0 | 0 | 0 |
| D0405 | Lyons | Rice | 0 | 0 | 0 | 0 |
| D0407 | Russell County | Russell | 0 | 0 | 0 | 0 |
| D0408 | Marion-Florence | Marion | 0 | 0 | 0 | 0 |
| D0409 | Atchison Public Schools | Atchison | 0 | 0 | 0 | 0 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 0 | 0 | 0 | 0 |
| D0411 | Goessel | Marion | 0 | 0 | 0 | 0 |
| D0412 | Hoxie Community Schools | Sheridan | 0 | 0 | 0 | 0 |
| D0413 | Chanute Public Schools | Neosho | 0 | 0 | 0 | 0 |
| D0415 | Hiawatha | Brown | 0 | 0 | 0 | 0 |
| D0416 | Louisburg | Miami | 0 | 0 | 0 | 0 |
| D0417 | Morris County | Morris | 0 | 0 | 0 | 0 |
| D0418 | McPherson | McPherson | 1,000 | 0 | 0 | 0 |
| D0419 | Canton-Galva | McPherson | 0 | 0 | 0 | 0 |
| D0420 | Osage City | Osage | 0 | 0 | 0 | 0 |

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. |
| | | | Casualty | Water/ | | |
| **USD #** | | | Insurance | Sewer | Heating | Electricity |
| **Totals** | **District Name** | **County** | **188,000** | **65,000** | **575,600** | **1,699,357** |
| D0421 | Lyndon | Osage | 0 | 0 | 0 | 0 |
| D0422 | Kiowa County | Kiowa | 0 | 0 | 0 | 50,000 |
| D0423 | Moundridge | McPherson | 0 | 0 | 0 | 0 |
| D0426 | Pike Valley | Republic | 0 | 0 | 0 | 0 |
| D0428 | Great Bend | Barton | 0 | 0 | 0 | 0 |
| D0429 | Troy Public Schools | Doniphan | 5,000 | 0 | 0 | 0 |
| D0430 | South Brown County | Brown | 0 | 0 | 0 | 0 |
| D0431 | Hoisington | Barton | 0 | 0 | 0 | 0 |
| D0432 | Victoria | Ellis | 0 | 15,000 | 20,000 | 55,000 |
| D0434 | Santa Fe Trail | Osage | 0 | 0 | 0 | 0 |
| D0435 | Abilene | Dickinson | 0 | 0 | 0 | 0 |
| D0436 | Caney Valley | Montgomery | 0 | 0 | 0 | 0 |
| D0437 | Auburn Washburn | Shawnee | 0 | 0 | 0 | 0 |
| D0438 | Skyline Schools | Pratt | 0 | 0 | 0 | 0 |
| D0439 | Sedgwick Public Schools | Harvey | 0 | 0 | 0 | 0 |
| D0440 | Halstead | Harvey | 0 | 0 | 0 | 0 |
| D0443 | Dodge City | Ford | 0 | 0 | 0 | 0 |
| D0444 | Little River | Rice | 0 | 0 | 0 | 0 |
| D0445 | Coffeyville | Montgomery | 0 | 0 | 0 | 0 |
| D0446 | Independence | Montgomery | 0 | 0 | 0 | 0 |
| D0447 | Cherryvale | Montgomery | 0 | 0 | 0 | 0 |
| D0448 | Inman | McPherson | 0 | 0 | 0 | 0 |
| D0449 | Easton | Leavenworth | 0 | 0 | 0 | 0 |
| D0450 | Shawnee Heights | Shawnee | 0 | 0 | 0 | 0 |
| D0452 | Stanton County | Stanton | 0 | 0 | 0 | 0 |
| D0453 | Leavenworth | Leavenworth | 0 | 0 | 0 | 0 |
| D0454 | Burlingame Public School | Osage | 0 | 0 | 0 | 0 |
| D0456 | Marais Des Cygnes Valley | Osage | 0 | 0 | 0 | 0 |
| D0457 | Garden City | Finney | 0 | 0 | 0 | 0 |
| D0458 | Basehor-Linwood | Leavenworth | 0 | 0 | 0 | 0 |
| D0459 | Bucklin | Ford | 0 | 0 | 0 | 0 |
| D0460 | Hesston | Harvey | 0 | 0 | 0 | 0 |
| D0461 | Neodesha | Wilson | 0 | 0 | 0 | 0 |
| D0462 | Central | Cowley | 0 | 0 | 0 | 0 |
| D0463 | Udall | Cowley | 0 | 0 | 0 | 0 |
| D0464 | Tonganoxie | Leavenworth | 0 | 0 | 0 | 0 |
| D0465 | Winfield | Cowley | 0 | 0 | 0 | 0 |
| D0466 | Scott County | Scott | 0 | 0 | 0 | 0 |
| D0467 | Leoti | Wichita | 0 | 0 | 0 | 0 |
| D0468 | Healy Public Schools | Lane | 0 | 0 | 0 | 0 |
| D0469 | Lansing | Leavenworth | 0 | 0 | 0 | 0 |
| D0470 | Arkansas City | Cowley | 0 | 0 | 0 | 0 |
| D0471 | Dexter | Cowley | 0 | 0 | 0 | 0 |
| D0473 | Chapman | Dickinson | 0 | 0 | 0 | 0 |
| D0474 | Haviland | Kiowa | 0 | 0 | 0 | 0 |
| D0475 | Geary County Schools | Geary | 0 | 0 | | 0 |
| D0476 | Copeland | Gray | 0 | 0 | 0 | 0 |
| D0477 | Ingalls | Gray | 0 | 0 | 0 | 0 |
| D0479 | Crest | Anderson | 0 | 0 | 0 | 0 |
| D0480 | Liberal | Seward | 0 | 0 | 0 | 0 |
| D0481 | Rural Vista | Dickinson | 0 | 0 | 0 | 0 |
| D0482 | Dighton | Lane | 0 | 0 | 0 | 0 |

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. | 2017-18 Est. |
| | | | Casualty | Water/ | | |
| **USD #** | | | Insurance | Sewer | Heating | Electricity |
| **Totals** | **District Name** | **County** | **188,000** | **65,000** | **575,600** | **1,699,357** |
| D0483 | Kismet-Plains | Seward | 0 | 0 | 0 | 0 |
| D0484 | Fredonia | Wilson | 0 | 0 | 0 | 0 |
| D0487 | Herington | Dickinson | 0 | 0 | 0 | 0 |
| D0489 | Hays | Ellis | 0 | 0 | 0 | 0 |
| D0490 | El Dorado | Butler | 0 | 0 | 0 | 0 |
| D0491 | Eudora | Douglas | 0 | 0 | 0 | 0 |
| D0492 | Flinthills | Butler | 0 | 0 | 0 | 0 |
| D0493 | Columbus | Cherokee | 0 | 0 | 0 | 0 |
| D0494 | Syracuse | Hamilton | 0 | 0 | 0 | 0 |
| D0495 | Ft Larned | Pawnee | 0 | 0 | 0 | 0 |
| D0496 | Pawnee Heights | Pawnee | 0 | 0 | 10,000 | 30,000 |
| D0497 | Lawrence | Douglas | 0 | 0 | 0 | 0 |
| D0498 | Valley Heights | Marshall | 0 | 0 | 0 | 0 |
| D0499 | Galena | Cherokee | 0 | 0 | 0 | 0 |
| D0500 | Kansas City | Wyandotte | 0 | 0 | 0 | 0 |
| D0501 | Topeka Public Schools | Shawnee | 0 | 0 | 0 | 0 |
| D0502 | Lewis | Edwards | 0 | 0 | 0 | 0 |
| D0503 | Parsons | Labette | 0 | 0 | 0 | 0 |
| D0504 | Oswego | Labette | 0 | 0 | 0 | 0 |
| D0505 | Chetopa-St. Paul | Labette | 0 | 0 | 0 | 0 |
| D0506 | Labette County | Labette | 0 | 0 | 0 | 0 |
| D0507 | Satanta | Haskell | 0 | 0 | 0 | 0 |
| D0508 | Baxter Springs | Cherokee | 0 | 0 | 0 | 0 |
| D0509 | South Haven | Sumner | 0 | 0 | 0 | 0 |
| D0511 | Attica | Harper | 0 | 0 | 0 | 0 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 0 | 0 | 0 | 0 |

Kansas state department of Education

Division of Fiscal and Administrative Services

Kansas State Department of Education
Landon State Office Building
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www.ksde.org

December 5, 2017

TO: Select Committee on Comprehensive Response to School Finance Decision

FROM: Dale M. Dennis, Deputy Commissioner of Education

SUBJECT: Virtual Enrollment

Attached you will find a computer printout (SF18-016) which provides the virtual FTE enrollment for 2014-15, 2015-16, 2016-17, and estimated 2017-18.

We hope you will find this information helpful.

h:leg:SCOSFD—Virtual FTE--12-5-17

| 12/5/2017 | | | Col 1 | Col 2 | Col 3 | Col 4 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
| | | | Virtual | Virtual | Virtual | Virtual |
| **USD #** | | | FTE | FTE | FTE | FTE |
| **Totals** | **District Name** | **County** | **6,289.3** | **6,197.8** | **6,631.9** | **6,924.7** |
| D0101 | Erie-Galesburg | Neosho | 7.0 | 2.8 | 0.0 | 0.0 |
| D0102 | Cimarron-Ensign | Gray | 8.6 | 0.0 | 0.0 | 0.0 |
| D0103 | Cheylin | Cheyenne | 0.0 | 0.0 | 0.0 | 0.0 |
| D0105 | Rawlins County | Rawlins | 0.0 | 0.0 | 0.0 | 0.0 |
| D0106 | Western Plains | Ness | 0.0 | 0.0 | 0.0 | 0.0 |
| D0107 | Rock Hills | Jewell | 0.0 | 0.0 | 0.0 | 0.0 |
| D0108 | Washington Co. Schools | Washington | 1.0 | 0.0 | 0.0 | 0.0 |
| D0109 | Republic County | Republic | 3.8 | 0.0 | 1.0 | 1.0 |
| D0110 | Thunder Ridge Schools | Phillips | 0.0 | 0.0 | 0.0 | 0.0 |
| D0111 | Doniphan West Schools | Doniphan | 0.0 | 0.0 | 0.0 | 0.0 |
| D0112 | Central Plains | Ellsworth | 56.7 | 40.0 | 34.9 | 30.4 |
| D0113 | Prairie Hills | Nemaha | 0.0 | 0.0 | 0.0 | 0.0 |
| D0114 | Riverside | Doniphan | 0.0 | 21.3 | 10.8 | 7.0 |
| D0115 | Nemaha Central | Nemaha | 0.0 | 0.0 | 0.0 | 0.0 |
| D0200 | Greeley County Schools | Greeley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0202 | Turner-Kansas City | Wyandotte | 0.0 | 29.7 | 25.0 | 29.1 |
| D0203 | Piper-Kansas City | Wyandotte | 4.0 | 0.8 | 0.0 | 5.0 |
| D0204 | Bonner Springs | Wyandotte | 0.0 | 20.7 | 40.8 | 46.3 |
| D0205 | Bluestem | Butler | 0.0 | 0.3 | 0.0 | 0.0 |
| D0206 | Remington-Whitewater | Butler | 15.0 | 4.0 | 3.2 | 0.0 |
| D0207 | Ft Leavenworth | Leavenworth | 0.0 | 0.0 | 0.0 | 0.0 |
| D0208 | Wakeeney | Trego | 0.0 | 0.0 | 0.0 | 0.0 |
| D0209 | Moscow Public Schools | Stevens | 0.0 | 0.0 | 0.0 | 0.0 |
| D0210 | Hugoton Public Schools | Stevens | 5.5 | 2.0 | 2.3 | 2.0 |
| D0211 | Norton Community Schools | Norton | 0.0 | 0.0 | 0.0 | 0.0 |
| D0212 | Northern Valley | Norton | 0.0 | 0.0 | 0.0 | 1.0 |
| D0214 | Ulysses | Grant | 15.8 | 28.6 | 17.6 | 20.7 |
| D0215 | Lakin | Kearny | 0.0 | 17.5 | 20.0 | 17.5 |
| D0216 | Deerfield | Kearny | 0.0 | 0.0 | 0.0 | 0.0 |
| D0217 | Rolla | Morton | 1.0 | 0.0 | 0.0 | 0.0 |
| D0218 | Elkhart | Morton | 509.3 | 592.8 | 662.4 | 773.1 |
| D0219 | Minneola | Clark | 0.0 | 0.0 | 0.0 | 0.0 |
| D0220 | Ashland | Clark | 0.0 | 0.0 | 0.0 | 0.0 |
| D0223 | Barnes | Washington | 1.0 | 0.0 | 0.0 | 0.0 |
| D0224 | Clifton-Clyde | Washington | 0.0 | 0.0 | 0.0 | 0.0 |
| D0225 | Fowler | Meade | 0.0 | 0.0 | 0.0 | 0.0 |
| D0226 | Meade | Meade | 0.0 | 0.0 | 0.0 | 0.0 |
| D0227 | Hodgeman County schools | Hodgeman | 0.0 | 0.0 | 0.0 | 0.0 |
| D0229 | Blue Valley | Johnson | 0.0 | 16.9 | 19.3 | 22.5 |
| D0230 | Spring Hill | Johnson | 802.3 | 912.2 | 1,040.9 | 989.3 |
| D0231 | Gardner Edgerton | Johnson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0232 | De Soto | Johnson | 0.0 | 0.0 | 7.1 | 1.5 |
| D0233 | Olathe | Johnson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0234 | Fort Scott | Bourbon | 0.0 | 0.0 | 5.9 | 5.0 |
| D0235 | Uniontown | Bourbon | 0.0 | 0.0 | 0.0 | 0.0 |
| D0237 | Smith Center | Smith | 9.9 | 0.0 | 1.0 | 0.0 |
| D0239 | North Ottawa County | Ottawa | 2.0 | 0.0 | 0.0 | 0.0 |
| D0240 | Twin Valley | Ottawa | 15.4 | 0.0 | 0.0 | 0.0 |
| D0241 | Wallace County Schools | Wallace | 0.0 | 0.0 | 0.0 | 0.0 |
| D0242 | Weskan | Wallace | 0.0 | 0.0 | 0.0 | 0.0 |
| D0243 | Lebo-Waverly | Coffey | 0.0 | 0.0 | 0.0 | 0.0 |
| D0244 | Burlington | Coffey | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Virtual | Virtual | Virtual | Virtual |
| **USD #** | | | FTE | FTE | FTE | FTE |
| **Totals** | **District Name** | **County** | **6,289.3** | **6,197.8** | **6,631.9** | **6,924.7** |
| D0245 | LeRoy-Gridley | Coffey | 0.0 | 0.0 | 0.0 | 0.0 |
| D0246 | Northeast | Crawford | 0.0 | 9.5 | 7.5 | 9.5 |
| D0247 | Cherokee | Crawford | 0.0 | 0.0 | 1.0 | 2.0 |
| D0248 | Girard | Crawford | 0.0 | 6.1 | 3.5 | 2.0 |
| D0249 | Frontenac Public Schools | Crawford | 0.0 | 2.1 | 1.7 | 2.1 |
| D0250 | Pittsburg | Crawford | 2.2 | 41.4 | 38.4 | 58.5 |
| D0251 | North Lyon County | Lyon | 0.0 | 0.0 | 0.5 | 0.0 |
| D0252 | Southern Lyon County | Lyon | 0.0 | 0.0 | 0.0 | 0.0 |
| D0253 | Emporia | Lyon | 5.0 | 1.5 | 4.9 | 2.0 |
| D0254 | Barber County North | Barber | 0.0 | 0.0 | 0.0 | 0.0 |
| D0255 | South Barber | Barber | 0.0 | 0.0 | 0.0 | 0.0 |
| D0256 | Marmaton Valley | Allen | 0.0 | 0.0 | 0.0 | 0.0 |
| D0257 | Iola | Allen | 0.0 | 27.2 | 29.4 | 38.3 |
| D0258 | Humboldt | Allen | 188.5 | 154.1 | 131.3 | 189.7 |
| D0259 | Wichita | Sedgwick | 190.3 | 243.8 | 291.6 | 429.3 |
| D0260 | Derby | Sedgwick | 17.7 | 9.1 | 8.4 | 16.8 |
| D0261 | Haysville | Sedgwick | 0.0 | 0.0 | 0.0 | 0.0 |
| D0262 | Valley Center Pub Sch | Sedgwick | 67.1 | 37.3 | 44.6 | 41.2 |
| D0263 | Mulvane | Sedgwick | 0.0 | 8.5 | 2.9 | 0.0 |
| D0264 | Clearwater | Sedgwick | 0.0 | 15.8 | 10.0 | 0.0 |
| D0265 | Goddard | Sedgwick | 19.2 | 19.9 | 14.3 | 10.1 |
| D0266 | Maize | Sedgwick | 357.7 | 337.8 | 351.6 | 366.0 |
| D0267 | Renwick | Sedgwick | 0.0 | 0.0 | 0.0 | 0.0 |
| D0268 | Cheney | Sedgwick | 0.0 | 0.0 | 0.0 | 0.0 |
| D0269 | Palco | Rooks | 4.6 | 0.0 | 0.0 | 0.0 |
| D0270 | Plainville | Rooks | 0.0 | 0.0 | 0.0 | 0.0 |
| D0271 | Stockton | Rooks | 0.0 | 0.0 | 0.0 | 0.0 |
| D0272 | Waconda | Mitchell | 0.0 | 0.0 | 0.0 | 0.0 |
| D0273 | Beloit | Mitchell | 4.0 | 0.0 | 0.0 | 0.0 |
| D0274 | Oakley | Logan | 0.0 | 0.0 | 0.5 | 1.5 |
| D0275 | Triplains | Logan | 0.0 | 0.0 | 0.0 | 0.0 |
| D0281 | Graham County | Graham | 25.1 | 0.0 | 0.0 | 0.0 |
| D0282 | West Elk | Elk | 0.0 | 5.3 | 0.0 | 0.0 |
| D0283 | Elk Valley | Elk | 0.0 | 4.7 | 0.2 | 0.5 |
| D0284 | Chase County | Chase | 0.0 | 0.0 | 0.0 | 0.8 |
| D0285 | Cedar Vale | Chautauqua | 0.0 | 0.0 | 0.0 | 0.0 |
| D0286 | Chautauqua Co Community | Chautauqua | 0.0 | 4.0 | 0.6 | 0.4 |
| D0287 | West Franklin | Franklin | 0.0 | 0.0 | 0.0 | 0.0 |
| D0288 | Central Heights | Franklin | 0.0 | 0.0 | 4.3 | 4.0 |
| D0289 | Wellsville | Franklin | 2.0 | 0.0 | 0.0 | 0.0 |
| D0290 | Ottawa | Franklin | 12.0 | 26.7 | 23.2 | 7.5 |
| D0291 | Grinnell Public Schools | Gove | 0.0 | 0.0 | 0.0 | 0.0 |
| D0292 | Wheatland | Gove | 0.0 | 0.0 | 0.0 | 0.0 |
| D0293 | Quinter Public Schools | Gove | 0.0 | 0.0 | 0.0 | 0.0 |
| D0294 | Oberlin | Decatur | 0.0 | 0.0 | 0.0 | 0.0 |
| D0297 | St Francis Comm Sch | Cheyenne | 0.0 | 0.0 | 0.0 | 0.0 |
| D0298 | Lincoln | Lincoln | 0.0 | 0.0 | 0.0 | 0.0 |
| D0299 | Sylvan Grove | Lincoln | 0.0 | 0.0 | 0.0 | 0.0 |
| D0300 | Comanche County | Comanche | 0.0 | 0.0 | 0.0 | 0.0 |
| D0303 | Ness City | Ness | 0.0 | 0.0 | 0.0 | 0.0 |
| D0305 | Salina | Saline | 53.6 | 22.5 | 25.8 | 19.7 |
| D0306 | Southeast Of Saline | Saline | 5.1 | 0.0 | 2.0 | 0.0 |
| D0307 | Ell-Saline | Saline | 7.6 | 3.0 | 1.0 | 3.0 |
| D0308 | Hutchinson Public Schools | Reno | 16.1 | 1.7 | 1.5 | 4.2 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Virtual | Virtual | Virtual | Virtual |
| **USD #** | | | FTE | FTE | FTE | FTE |
| **Totals** | **District Name** | **County** | **6,289.3** | **6,197.8** | **6,631.9** | **6,924.7** |
| D0309 | Nickerson | Reno | 0.0 | 4.1 | 11.7 | 19.9 |
| D0310 | Fairfield | Reno | 0.0 | 0.0 | 0.0 | 0.0 |
| D0311 | Pretty Prairie | Reno | 0.0 | 0.0 | 0.0 | 0.0 |
| D0312 | Haven Public Schools | Reno | 53.4 | 70.4 | 63.0 | 55.5 |
| D0313 | Buhler | Reno | 0.0 | 0.0 | 0.0 | 0.0 |
| D0314 | Brewster | Thomas | 0.0 | 0.0 | 0.0 | 0.0 |
| D0315 | Colby Public Schools | Thomas | 7.0 | 1.3 | 3.3 | 0.0 |
| D0316 | Golden Plains | Thomas | 0.0 | 0.0 | 0.0 | 0.0 |
| D0320 | Wamego | Pottawatomie | 0.0 | 0.0 | 22.4 | 8.0 |
| D0321 | Kaw Valley | Pottawatomie | 0.0 | 0.0 | 0.0 | 0.0 |
| D0322 | Onaga-Havensville-Wheaton | Pottawatomie | 0.0 | 0.0 | 0.0 | 0.0 |
| D0323 | Rock Creek | Pottawatomie | 0.0 | 0.0 | 0.0 | 0.0 |
| D0325 | Phillipsburg | Phillips | 0.0 | 0.0 | 0.0 | 0.0 |
| D0326 | Logan | Phillips | 0.0 | 0.0 | 0.0 | 0.0 |
| D0327 | Ellsworth | Ellsworth | 0.0 | 0.0 | 0.0 | 0.0 |
| D0329 | Wabaunsee | Wabaunsee | 0.0 | 0.0 | 0.0 | 0.0 |
| D0330 | Mission Valley | Wabaunsee | 0.0 | 0.0 | 0.0 | 0.0 |
| D0331 | Kingman - Norwich | Kingman | 7.9 | 28.7 | 21.3 | 24.8 |
| D0332 | Cunningham | Kingman | 0.0 | 0.0 | 0.0 | 0.0 |
| D0333 | Concordia | Cloud | 5.0 | 0.0 | 0.0 | 0.0 |
| D0334 | Southern Cloud | Cloud | 33.0 | 6.3 | 7.1 | 2.0 |
| D0335 | North Jackson | Jackson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0336 | Holton | Jackson | 0.0 | 42.7 | 37.7 | 39.3 |
| D0337 | Royal Valley | Jackson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0338 | Valley Falls | Jefferson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0339 | Jefferson County North | Jefferson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0340 | Jefferson West | Jefferson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0341 | Oskaloosa Public Schools | Jefferson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0342 | McLouth | Jefferson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0343 | Perry Public Schools | Jefferson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0344 | Pleasanton | Linn | 0.0 | 0.2 | 0.0 | 0.0 |
| D0345 | Seaman | Shawnee | 18.6 | 6.2 | 2.8 | 9.8 |
| D0346 | Jayhawk | Linn | 1.0 | 2.9 | 3.7 | 2.2 |
| D0347 | Kinsley-Offerle | Edwards | 0.0 | 0.0 | 0.0 | 0.0 |
| D0348 | Baldwin City | Douglas | 2.0 | 0.0 | 3.2 | 5.6 |
| D0349 | Stafford | Stafford | 0.0 | 0.0 | 0.0 | 0.0 |
| D0350 | St John-Hudson | Stafford | 0.0 | 0.0 | 0.0 | 0.0 |
| D0351 | Macksville | Stafford | 0.0 | 0.0 | 0.0 | 0.0 |
| D0352 | Goodland | Sherman | 5.0 | 11.3 | 7.3 | 5.0 |
| D0353 | Wellington | Sumner | 0.0 | 0.0 | 0.0 | 0.0 |
| D0355 | Ellinwood Public Schools | Barton | 0.0 | 0.0 | 0.0 | 0.0 |
| D0356 | Conway Springs | Sumner | 0.0 | 0.0 | 0.0 | 0.0 |
| D0357 | Belle Plaine | Sumner | 0.0 | 16.1 | 10.2 | 4.0 |
| D0358 | Oxford | Sumner | 35.4 | 76.2 | 85.7 | 57.6 |
| D0359 | Argonia Public Schools | Sumner | 0.0 | 0.0 | 0.0 | 0.0 |
| D0360 | Caldwell | Sumner | 0.0 | 2.3 | 3.5 | 2.0 |
| D0361 | Chaparral Schools | Harper | 0.0 | 7.1 | 9.8 | 12.0 |
| D0362 | Prairie View | Linn | 3.5 | 0.0 | 0.0 | 0.0 |
| D0363 | Holcomb | Finney | 3.8 | 2.3 | 1.5 | 0.0 |
| D0364 | Marysville | Marshall | 0.0 | 0.0 | 0.0 | 0.0 |
| D0365 | Garnett | Anderson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0366 | Woodson | Woodson | 0.0 | 0.0 | 4.0 | 2.0 |
| D0367 | Osawatomie | Miami | 0.0 | 0.0 | 0.0 | 0.0 |
| D0368 | Paola | Miami | 0.0 | 0.0 | 3.0 | 6.0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Virtual | Virtual | Virtual | Virtual |
| **USD #** | | | FTE | FTE | FTE | FTE |
| **Totals** | **District Name** | **County** | **6,289.3** | **6,197.8** | **6,631.9** | **6,924.7** |
| D0369 | Burrton | Harvey | 0.0 | 0.0 | 0.0 | 0.0 |
| D0371 | Montezuma | Gray | 0.0 | 15.9 | 9.1 | 13.0 |
| D0372 | Silver Lake | Shawnee | 0.0 | 0.3 | 0.2 | 0.0 |
| D0373 | Newton | Harvey | 38.2 | 9.6 | 13.1 | 7.8 |
| D0374 | Sublette | Haskell | 4.3 | 0.8 | 0.6 | 4.0 |
| D0375 | Circle | Butler | 27.8 | 29.2 | 42.9 | 18.5 |
| D0376 | Sterling | Rice | 0.0 | 0.0 | 0.0 | 0.0 |
| D0377 | Atchison Co Comm Schools | Atchison | 0.0 | 4.4 | 1.0 | 0.0 |
| D0378 | Riley County | Riley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0379 | Clay Center | Clay | 9.5 | 10.7 | 4.4 | 6.5 |
| D0380 | Vermillion | Marshall | 0.0 | 0.0 | 0.0 | 0.0 |
| D0381 | Spearville | Ford | 0.0 | 0.0 | 0.0 | 0.0 |
| D0382 | Pratt | Pratt | 0.0 | 38.8 | 20.6 | 34.6 |
| D0383 | Manhattan-Ogden | Riley | 124.1 | 144.7 | 132.6 | 129.7 |
| D0384 | Blue Valley | Riley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0385 | Andover | Butler | 709.1 | 634.6 | 829.3 | 888.2 |
| D0386 | Madison-Virgil | Greenwood | 0.0 | 0.0 | 0.0 | 0.0 |
| D0387 | Altoona-Midway | Wilson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0388 | Ellis | Ellis | 0.0 | 0.0 | 1.0 | 0.0 |
| D0389 | Eureka | Greenwood | 0.0 | 0.0 | 0.0 | 0.0 |
| D0390 | Hamilton | Greenwood | 0.0 | 0.0 | 0.0 | 0.0 |
| D0392 | Osborne County | Osborne | 0.0 | 0.0 | 0.0 | 0.0 |
| D0393 | Solomon | Dickinson | 15.0 | 0.0 | 0.0 | 0.0 |
| D0394 | Rose Hill Public Schools | Butler | 28.3 | 31.1 | 16.9 | 21.5 |
| D0395 | LaCrosse | Rush | 0.0 | 0.0 | 0.0 | 0.0 |
| D0396 | Douglass Public Schools | Butler | 26.3 | 10.5 | 28.6 | 3.3 |
| D0397 | Centre | Marion | 269.3 | 82.1 | 140.8 | 148.1 |
| D0398 | Peabody-Burns | Marion | 1.0 | 3.0 | 5.3 | 4.3 |
| D0399 | Paradise | Russell | 0.0 | 0.0 | 0.0 | 0.0 |
| D0400 | Smoky Valley | McPherson | 82.2 | 169.8 | 196.7 | 219.1 |
| D0401 | Chase-Raymond | Rice | 0.0 | 0.0 | 0.0 | 0.0 |
| D0402 | Augusta | Butler | 0.0 | 5.4 | 4.8 | 3.3 |
| D0403 | Otis-Bison | Rush | 7.6 | 5.7 | 7.7 | 16.3 |
| D0404 | Riverton | Cherokee | 0.0 | 5.4 | 0.0 | 1.7 |
| D0405 | Lyons | Rice | 25.0 | 0.0 | 0.0 | 0.0 |
| D0407 | Russell County | Russell | 0.0 | 0.0 | 0.0 | 0.0 |
| D0408 | Marion-Florence | Marion | 0.0 | 4.0 | 8.7 | 11.7 |
| D0409 | Atchison Public Schools | Atchison | 0.0 | 0.0 | 0.0 | 2.0 |
| D0410 | Durham-Hillsboro-Lehigh | Marion | 6.9 | 2.5 | 10.1 | 5.8 |
| D0411 | Goessel | Marion | 0.0 | 0.0 | 0.0 | 0.0 |
| D0412 | Hoxie Community Schools | Sheridan | 0.0 | 0.0 | 0.0 | 0.0 |
| D0413 | Chanute Public Schools | Neosho | 16.1 | 5.6 | 3.0 | 1.0 |
| D0415 | Hiawatha | Brown | 0.0 | 0.0 | 7.6 | 3.0 |
| D0416 | Louisburg | Miami | 0.0 | 8.2 | 12.1 | 18.2 |
| D0417 | Morris County | Morris | 0.0 | 0.0 | 0.0 | 1.0 |
| D0418 | McPherson | McPherson | 0.0 | 0.0 | 15.0 | 9.3 |
| D0419 | Canton-Galva | McPherson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0420 | Osage City | Osage | 0.0 | 8.1 | 8.3 | 5.7 |
| D0421 | Lyndon | Osage | 0.0 | 0.8 | 2.1 | 1.0 |
| D0422 | Kiowa County | Kiowa | 104.8 | 113.7 | 111.3 | 107.3 |
| D0423 | Moundridge | McPherson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0426 | Pike Valley | Republic | 0.0 | 0.0 | 0.0 | 0.0 |
| D0428 | Great Bend | Barton | 0.0 | 0.0 | 0.0 | 0.0 |
| D0429 | Troy Public Schools | Doniphan | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Virtual | Virtual | Virtual | Virtual |
| **USD #** | | | FTE | FTE | FTE | FTE |
| **Totals** | **District Name** | **County** | **6,289.3** | **6,197.8** | **6,631.9** | **6,924.7** |
| D0430 | South Brown County | Brown | 0.0 | 0.0 | 0.0 | 0.0 |
| D0431 | Hoisington | Barton | 0.0 | 0.0 | 0.0 | 0.0 |
| D0432 | Victoria | Ellis | 0.0 | 0.0 | 0.0 | 0.0 |
| D0434 | Santa Fe Trail | Osage | 1.8 | 9.0 | 6.0 | 3.5 |
| D0435 | Abilene | Dickinson | 21.7 | 11.5 | 19.8 | 14.3 |
| D0436 | Caney Valley | Montgomery | 11.4 | 4.2 | 7.3 | 8.0 |
| D0437 | Auburn Washburn | Shawnee | 13.3 | 4.1 | 3.3 | 0.0 |
| D0438 | Skyline Schools | Pratt | 14.0 | 0.0 | 0.0 | 0.0 |
| D0439 | Sedgwick Public Schools | Harvey | 0.0 | 0.0 | 0.0 | 0.0 |
| D0440 | Halstead | Harvey | 0.0 | 0.0 | 0.0 | 0.0 |
| D0443 | Dodge City | Ford | 0.6 | 9.6 | 9.5 | 8.7 |
| D0444 | Little River | Rice | 1.0 | 0.0 | 0.0 | 0.0 |
| D0445 | Coffeyville | Montgomery | 2.5 | 2.0 | 14.2 | 33.5 |
| D0446 | Independence | Montgomery | 0.0 | 0.0 | 0.0 | 0.0 |
| D0447 | Cherryvale | Montgomery | 92.7 | 33.9 | 38.9 | 0.0 |
| D0448 | Inman | McPherson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0449 | Easton | Leavenworth | 0.0 | 0.0 | 0.0 | 0.0 |
| D0450 | Shawnee Heights | Shawnee | 11.6 | 5.4 | 4.8 | 5.6 |
| D0452 | Stanton County | Stanton | 0.0 | 0.0 | 0.0 | 0.0 |
| D0453 | Leavenworth | Leavenworth | 82.3 | 84.5 | 65.0 | 70.0 |
| D0454 | Burlingame Public School | Osage | 0.0 | 0.0 | 0.0 | 0.0 |
| D0456 | Marais Des Cygnes Valley | Osage | 0.0 | 1.6 | 0.2 | 0.0 |
| D0457 | Garden City | Finney | 62.2 | 43.2 | 55.5 | 60.6 |
| D0458 | Basehor-Linwood | Leavenworth | 238.5 | 178.9 | 171.1 | 164.9 |
| D0459 | Bucklin | Ford | 0.0 | 0.0 | 0.0 | 3.0 |
| D0460 | Hesston | Harvey | 0.0 | 0.0 | 0.0 | 0.0 |
| D0461 | Neodesha | Wilson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0462 | Central | Cowley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0463 | Udall | Cowley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0464 | Tonganoxie | Leavenworth | 1.0 | 0.0 | 0.0 | 0.0 |
| D0465 | Winfield | Cowley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0466 | Scott County | Scott | 23.0 | 13.7 | 5.1 | 8.0 |
| D0467 | Leoti | Wichita | 0.0 | 0.0 | 0.0 | 0.0 |
| D0468 | Healy Public Schools | Lane | 0.0 | 0.0 | 0.0 | 0.0 |
| D0469 | Lansing | Leavenworth | 0.0 | 0.0 | 5.8 | 0.0 |
| D0470 | Arkansas City | Cowley | 0.0 | 0.0 | 1.0 | 0.0 |
| D0471 | Dexter | Cowley | 0.0 | 0.0 | 0.0 | 0.0 |
| D0473 | Chapman | Dickinson | 0.5 | 1.0 | 0.0 | 0.0 |
| D0474 | Haviland | Kiowa | 0.0 | 0.0 | 0.0 | 0.0 |
| D0475 | Geary County Schools | Geary | 0.0 | 14.4 | 18.9 | 28.4 |
| D0476 | Copeland | Gray | 0.0 | 4.5 | 2.5 | 4.0 |
| D0477 | Ingalls | Gray | 0.0 | 0.0 | 0.0 | 0.0 |
| D0479 | Crest | Anderson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0480 | Liberal | Seward | 0.0 | 0.0 | 0.0 | 0.0 |
| D0481 | Rural Vista | Dickinson | 0.0 | 0.0 | 0.0 | 0.0 |
| D0482 | Dighton | Lane | 0.0 | 0.0 | 0.0 | 0.0 |
| D0483 | Kismet-Plains | Seward | 0.0 | 0.0 | 0.0 | 0.0 |
| D0484 | Fredonia | Wilson | 0.9 | 4.9 | 5.2 | 2.0 |
| D0487 | Herington | Dickinson | 17.1 | 9.8 | 7.3 | 8.6 |
| D0489 | Hays | Ellis | 52.5 | 43.5 | 47.2 | 43.0 |
| D0490 | El Dorado | Butler | 16.0 | 13.6 | 3.8 | 10.9 |
| D0491 | Eudora | Douglas | 0.0 | 26.2 | 20.3 | 18.5 |
| D0492 | Flinthills | Butler | 21.7 | 1.0 | 1.9 | 0.0 |
| D0493 | Columbus | Cherokee | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 Est. |
|---|---|---|---|---|---|---|
| | | | Virtual | Virtual | Virtual | Virtual |
| **USD #** | | | FTE | FTE | FTE | FTE |
| **Totals** | **District Name** | **County** | **6,289.3** | **6,197.8** | **6,631.9** | **6,924.7** |
| D0494 | Syracuse | Hamilton | 0.0 | 0.0 | 0.0 | 0.0 |
| D0495 | Ft Larned | Pawnee | 0.0 | 0.0 | 0.0 | 0.0 |
| D0496 | Pawnee Heights | Pawnee | 51.6 | 6.0 | 4.1 | 5.2 |
| D0497 | Lawrence | Douglas | 1,181.0 | 1,169.6 | 1,076.7 | 1,107.5 |
| D0498 | Valley Heights | Marshall | 0.0 | 0.0 | 0.0 | 0.0 |
| D0499 | Galena | Cherokee | 1.7 | 13.1 | 7.6 | 3.8 |
| D0500 | Kansas City | Wyandotte | 0.0 | 108.5 | 124.5 | 118.9 |
| D0501 | Topeka Public Schools | Shawnee | 221.2 | 65.7 | 51.5 | 63.0 |
| D0502 | Lewis | Edwards | 0.0 | 0.0 | 0.0 | 0.0 |
| D0503 | Parsons | Labette | 0.8 | 0.0 | 1.0 | 1.0 |
| D0504 | Oswego | Labette | 0.0 | 0.0 | 0.0 | 0.0 |
| D0505 | Chetopa-St. Paul | Labette | 11.0 | 2.2 | 0.3 | 1.7 |
| D0506 | Labette County | Labette | 0.0 | 0.0 | 0.0 | 0.0 |
| D0507 | Satanta | Haskell | 0.0 | 0.0 | 0.0 | 0.0 |
| D0508 | Baxter Springs | Cherokee | 28.5 | 13.3 | 21.7 | 26.0 |
| D0509 | South Haven | Sumner | 0.0 | 4.3 | 2.0 | 0.0 |
| D0511 | Attica | Harper | 0.0 | 0.0 | 0.0 | 0.0 |
| D0512 | Shawnee Mission Pub Sch | Johnson | 0.0 | 0.0 | 0.0 | 0.0 |

# Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

**U.S. Department of Education**
**Issued: March 2017**

OMB Number: 1810-0576
Expiration Date: September 30, 2017

## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

### Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

### Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

### Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

## Cover Page

| **Contact Information and Signatures** | |
|---|---|
| **SEA Contact** Colleen Riley, Director | Telephone: (785) 296-4949 |
| Mailing Address:<br>Kansas State Department of Education<br>Landon State Office Building<br>900 SW. Jackson St., Suite 620<br>Topeka, KS 66612 | Email Address: criley@ksde.org |
| By signing this document, I assure that:<br>To the best of my knowledge and belief, all information and data included in this plan are true and correct.<br>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.<br>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers. | |
| **Authorized SEA Representative (Printed Name)**<br><br>**Randy Watson** | Telephone: (785) 296-3202 |
| **Signature of Authorized SEA Representative** | Date:<br>1/18/18 |
| **Governor (Printed Name)**<br><br>**Sam Brownback** | Date SEA provided plan to the Governor under ESEA section 8540:<br>8/3/17 |
| **Signature of Governor** | Date:<br>9/11/17 |

## Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐Title I, Part C: Education of Migratory Children

☐Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐Title II, Part A: Supporting Effective Instruction

☐Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐Title IV, Part A: Student Support and Academic Enrichment Grants

☐Title IV, Part B: 21st Century Community Learning Centers

☐Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

## Kansas Introduction

*In October 2015, after nearly a year of development, the Kansas State Board of Education announced a new vision for education in Kansas:*

***Kansas leads the world in the success of each student**.*

*This vision calls for a more student-focused system that provides support and resources for individual success. While this vision was developed, "**Kansans Can**" became the unifying call to action.*

*With the Kansans Can vision in hand, Kansas State Department of Education (KSDE) leaders and state board members conducted more than 20 community visits across the state with parents, educators and business leaders. During these visits, Kansans shared their thoughts on education; what they believe defines a successful 24-year-old; important characteristics and skills for an employee; and more. The feedback was compiled into data, which was then taken back into communities across the state to make sure KSDE heard the voices of Kansans. From there, board members and KSDE staff members updated the KSDE mission statement, defined a successful Kansas high school graduate, and identified five outcomes to help measure the progress toward achieving the new vision.*

*Mission:*

*To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.*

*Definition of a Successful Kansas High School Graduate:*

*A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry-recognized certification or in the workforce, without the need for remediation.*

*Outcomes for Measuring Progress:*

- *Kindergarten readiness*
- *Individual Plan of Study focused on career interest*
- *High school graduation rates*
- *Postsecondary completion/attendance*
- *Social/emotional growth measured locally*

*A wide representation of Kansans are at the table as the Kansans Can vision for Kansas students is implemented. In the following Kansas Consolidated Plan for meeting the requirements of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), the KSDE consulted with a large group of stakeholders. Key to this consultation was the KSDE Elementary and Secondary Education Act Advisory Council whose membership contained representatives of the following: superintendents, principals, teachers at all levels and various subjects, counselors, nurses, paraprofessionals, parents, students with disabilities, native Americans, racial and ethnic groups, higher education, community members, and others. The Kansas Assessment Advisory Council, Kansas Technical Advisory Council, Kansas Association of School Boards, Kansas Association of Special Education Administrators, Kansas Special Education Advisory Council, Kansas Parent Information Resource Center and Families Together and the Kansas State Board of Education provided input.*

*Further, the KSDE has sought technical assistance from, among others, the National Center for Educational Outcomes, the National Center for Systemic Improvement, the Council of Chief State School Officers, and the Central Comprehensive Center.*

## A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

*Standards*

*Legislative regulation*[3] *requires that the Kansas State Board of Education (SBOE) establish curriculum standards that reflect high academic standards for the core academic areas of mathematics, science, reading, writing and social studies. Additionally, the standards are to be reviewed at least every seven years. Although legislative regulation requires the establishment of curriculum standards, it also indicates that the standards shall not, in any manner, impinge upon any district's authority to determine its own curriculum; thus, Kansas falls in the category of a "local control" state.*

*The Kansas State Department of Education's process for curriculum standards review requires identifying educators who represent the student population. The KSDE must ensure that the committees are diverse in terms of gender, ethnicity/race, educational levels, and educator type, and that it has representation of our 10 State Board districts. Consequently, from its inception, standards committees have ensured the inclusion of educators from both the special education and English as a Second Language area. Kansas is committed to delivering high quality instruction for learning to all students; therefore, affording the opportunity to speak with one voice, and emphasizing the focus and belief in high expectations of each and every student.*

*As stated in the introduction, Kansas defines a successful Kansas high school graduate as having the* ***academic*** *preparation,* ***cognitive*** *preparation,* ***technical*** *skills,* ***employability*** *skills* ***and civic engagement*** *to be successful in postsecondary education, in the attainment of an industry-recognized certification or in the workforce, without the need for remediation.*

*The KSDE desires that all students succeed in post-secondary education, in the attainment of an industry-recognized certification, and in the workforce. The KSDE recognizes that the attainment of a high school diploma, by itself, no longer opens the door to a successful livelihood and career. Therefore, Kansas increased expectations for achievement across domains.*

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.
[3] Kansas 2014 Legislative Session, 72-6439, http://kslegislature.org/li_2014/b2013_14/statute/072_000_0000_chapter/072_064_0000_article/072_064_0039_section/072_064_0039_k/

*The Kansas standards for English language arts, mathematics and science will ensure that all Kansas students have equal opportunity to master the skills and knowledge for success beyond high school. Effective implementation of the Kansas standards requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage the 21st Century learner.*

*Kansas regulation 72-6439 requires the review of curricular standards at least every seven years. During the 2016–2017 school year, the Kansas Standards in English language arts and mathematics have been reviewed and revised. The KSDE has developed an online interactive tool, which allows constituents to provide feedback on the current Kansas College and Career Ready Standards in English language arts and mathematics. The standards review committee will consider this feedback. The Kansas State Board of Education will review the revised standards in the 2017-2018 school year. Pending KSBE approval, the revised standards will be implemented July 1, 2018.*

*Assessments*

*The Kansas State Department of Education administers the following assessments within the Kansas Assessment Program (KAP) to meet the requirements of ESEA section 1111(b) (2).*

| Assessment Type | Content Area | Grade Level |
|---|---|---|
| General Assessment | Kansas State Assessment – English Language Arts | Grades 3-8 and HS |
| Alternate | Dynamic Learning Maps – English Language Arts | Grades 3-8 and HS |
| General Assessment | Kansas State Assessment - Mathematics | Grades 3-8 and HS |
| Alternate | Dynamic Learning Maps - Mathematics | Grades 3-8 and HS |
| General Assessment | Kansas State Assessment -Science | Grades 5, 8, and HS |
| Alternate | Dynamic Learning Maps- Science | Grades 5, 8, and HS |
| ELP | English Language Proficiency | Grades K-12 |
| Alternate ELP | KS will provide a comparable assessment | Grades K-12 |

*Kansas continues its analysis of the learning and accommodation factors necessary to ensure that all students, including students with disabilities and English learners, have the*

*opportunity to demonstrate achievement of the Kansas Standards. The KSDE continues to guarantee that all activities related to the state assessments such as dissemination, outreach, and professional learning, address the needs of all students.*

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b) (2) (B) (v)(I)(bb) of the ESEA?
      □ Yes
      X No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
         □ Yes
         X No

   iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

   *Not Applicable*

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)*:
   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

   *The KSDE defines "languages other than English that are present to a significant extent in the participating student population" as any one language where more than five percent of the participating student population statewide speaks the identified language, receives instruction in the native languages and services in the English learners program. The KSDE reviewed factors such as English learners that are migratory, English learners not born in the United States and*

*English learners who are Native Americans across grade levels in determining the five most populous languages. This review included all Local Education Agencies (LEA) in Kansas. Spanish is the most populous language and meets the definition, as shown by the following table of the most populous languages other than English in Kansas Schools, 2016:*

***5 Most Populous Languages Other Than English in Kansas Schools, 2016***

| | | Spanish | | Viet-namese | | Chinese | | Arabic | | Lao | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total ALL Students | N with Services | % | N with Services | % | N with Services | % | N with Services | % | N with Services | % |
| **Grade 3** | 40316 | 4104 | 10 | 124 | .3 | 78 | .1 | 71 | .1 | 39 | .1 |
| **Grade 4** | 39370 | 3815 | 10 | 108 | .2 | 72 | .1 | 51 | .1 | 47 | .1 |
| **Grade 5** | 38656 | 3766 | 10 | 118 | .3 | 43 | .1 | 41 | .1 | 34 | .1 |
| **Grade 6** | 38455 | 3518 | 9 | 82 | .2 | 33 | .1 | 46 | .1 | 48 | .1 |
| **Grade 7** | 38376 | 3429 | 9 | 121 | .3 | 44 | .1 | 35 | 0 | 40 | .1 |
| **Grade 8** | 37865 | 3262 | 9 | 83 | .2 | 32 | .1 | 39 | .1 | 44 | .1 |
| **Grade 10** | 37971 | 2616 | 7 | 78 | .2 | 27 | .1 | 33 | 0 | 18 | .1 |
| **Total** | 271009 | 24510 | 9 | 714 | .2 | 329 | .1 | 316 | .1 | 270 | .1 |

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

*The KAP has key word translation available in Spanish for the Kansas math and science state assessments to grades 3-8 and once in high school. If the student is identified as an English learner and Spanish is the student's primary language, a mouse-over tool is available. With this tool, during the assessment, a student may hover over any academic word and a Spanish translation of the word appears. Additionally, Kansas provides American Sign Language videos of assessment content in math and science for grades 3-8 and once in high school.*

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

*None. There are no other languages identified in question 3(i) for which assessments are not available and needed.*

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

*Currently, Kansas does not have a need to develop other assessments. Kansas will continue to monitor languages other than English and will develop assessments as necessary.*

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

*The KSDE continues to consult with and gather meaningful input from various constituency groups, including the Kansas Assessment Advisory Council, Kansas Technical Advisory Council, Kansas Association of School Boards, Kansas Association of Special Education Administrators, Kansas Special Education Advisory Council, Kansas State Board of Education and the Elementary and Secondary Education Act Advisory Council, consisting of general education teachers, special education teachers, English Learner teachers, principals, directors of special education, other school leaders, paraprofessionals, specialized instructional support personnel, students, community partners, parents and, families, in the development of the KAP and any enhancements needed based on state demographics. The Kansas ESEA Advisory Council includes a broad base group of stakeholders representing students with disabilities and English learners. Kansas families are represented by the Kansas Parent Information Resource Center and Families Together.*

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

*Currently, Kansas does not have a need to develop other assessments. Kansas will continue to monitor languages other than English and will develop assessments as necessary.*

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
   i. Subgroups *(ESEA section 1111(c)(2))*:
      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

*Kansas includes the following major racial and ethnic groups as a subgroup:*
- *Economically disadvantaged students measured by free or reduced price lunch eligibility*
- *Children with disabilities*
- *English learners*
- *African-American students*
- *Hispanic students*
- *White students*
- *Asian students*
- *American Indian or Alaska Native students*
- *Native Hawaiian or Pacific Islander students*
- *Multi-Racial students*

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

*No other subgroups are used in the statewide accountability as specified in ESEA sections 1111(c) and (d).*

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☐ Yes
**X** No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

*Kansas will use a minimum N size of 30 for inclusion in the accountability calculations under section 1111(c) for all students and each subgroup of students.*

b. Describe how the minimum number of students is statistically sound.

*During No Child Left Behind (NCLB) implementation, the KSDE convened a group of the KSDE staff and technical advisors including the State's assessment contractor, the Center for Educational Testing and Evaluation (CETE). CETE recommended a minimum subgroup size of 30. Anything smaller than 30 would lead to large numbers of subgroups being misidentified as high or low performers simply due to chance, not performance. As subgroup size diminishes, the variance of the subgroup's test measure increases, making any pronouncement about the subgroup's performance less and less reliable. At sizes below 30, the KSDE would be identifying some subgroups as high performing, and some as low performing, but many, maybe most, would be the result of chance, not performance. The ongoing process of consulting with technical advisors, as well as reviewing longitudinal data, provide the KSDE with confidence that 30 is a valid and reliable n-size for identifying under- performing subgroups for accountability. Subgroups for accountability include economically disadvantaged students from each major racial and ethnic group, students with disabilities and English Learners.*

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

*The KSDE consulted with various constituency groups, including the Kansas Assessment Advisory Council, Kansas Technical Advisory Council, CETE, and the Elementary and Secondary Education Act Advisory Council, consisting of educators, students, parents*

*and, families, including representation from the Kansas Parent Information Center and Families Together. This broad group of technical experts and the KSDE leadership agreed that the subgroup size of 30 was the appropriate n-size for Kansas.*

*The ongoing process of consulting with technical advisors and stakeholders, as well as reviewing longitudinal data, provide the KSDE with confidence that 30 is a valid and reliable n-size for identifying underperforming subgroups for accountability.*

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

*Kansas follows Federal Educational Rights and Privacy Act guidelines, the General Education Provisions Act guidelines and Kansas State Statute 72-6215, Student Data Privacy Act. Kansas' threshold for reporting student data is 10, which is 1/3 the size of its minimum subgroup size for determining subgroup performance for accountability. To protect the identities of students, publicly displayed student-level data with cell size of less than 10 is not reported.*

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

*Kansas will use a minimum N size of 10 for inclusion in public reporting under section 1111(h) for all students and each subgroup of students. The minimum number of students respects privacy and is statistically reliable.*

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement.

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

*The KSDE will use an academic measurement of proficiency to summarize state, district, and subgroup performance across all performance categories, as stated by ESEA subsection (b)(2)(B)(v)(I): "…annually measure, for all students and separately for each subgroup of students, the following indicators:*
*(i) For all public schools in the State, based on the long-term goals established under subparagraph (A), academic achievement – (I) as measured by proficiency on the annual assessment required under subsection (b)(2)(B)(v)(I)…" The KSDE will report on district dashboards at state, district, and school levels the percent of students scoring in each performance category by assessment subject, grade level, and subgroup.*

***Academic Measure of Proficiency Long-term Goal for All students:***

***At the state, district, school and subgroup level, 75 percent of students score in performance levels 3 and 4 combined on the Kansas state assessments in English language arts and mathematics by 2030.***

*The same long-term goal of 75 percent proficiency will be applied to each subgroup and, as a result, those groups with the greatest percent at Kansas performance levels 1 and 2 (not proficient) will require interim measures of progress that are greater than other subgroups in order to make significant gain and close gaps. This rigorous goal was chosen through a collaborative process that included reviewing assessment studies and cut scores. Kansas established a baseline and timeline for its ambitious long-term goal and annual measures of interim progress.*

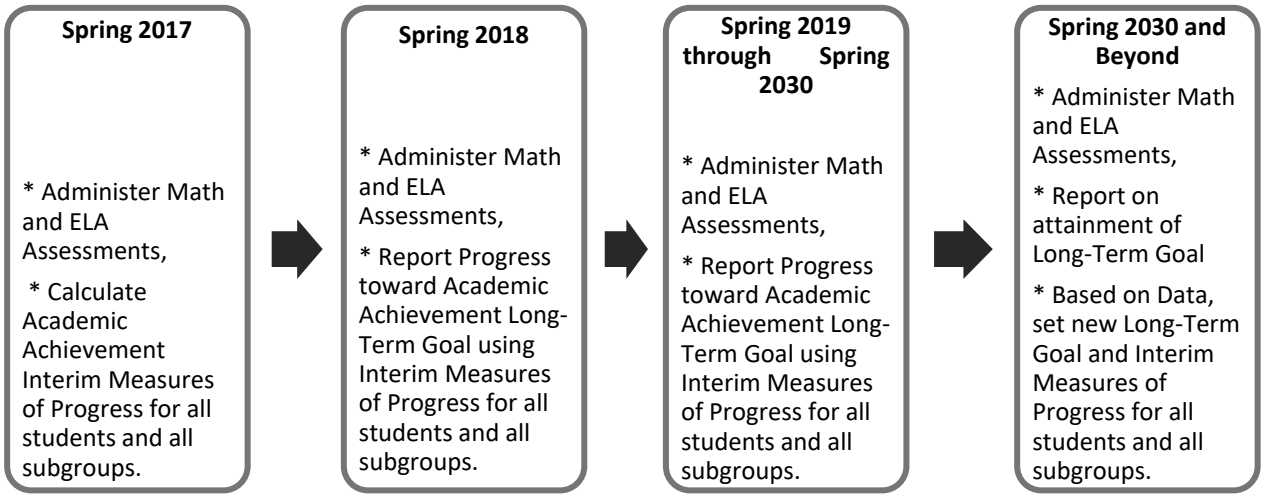
***Kansas Performance Levels***

*The Kansas Assessment Program (KAP) results are reported in four performance levels. Level 1 indicates that the student has demonstrated limited ability to understand and use the skills and knowledge necessary for college and career readiness. Level 2 indicates that the student has demonstrated a basic ability to understand and use the skills and knowledge necessary for college and career readiness. Level 3 indicates that the student has demonstrated an effective ability to understand and use the skills and knowledge needed for college and career readiness. Level 4 indicates that the student has demonstrated an excellent ability to understand and use the skills and knowledge necessary for college and career readiness. Levels 1 and 2 are categorized as not proficient. Levels 3 and 4 are proficient.*

***(i) Baseline data.*** *The following table shows the state 2016 baseline data for all students and subgroups of students:*

| Subgroups | Reading/ Language Arts: Baseline Data (% scoring in Level 3 & Level 4) 2016 | Reading/ Language Arts: Long-term Goal (% scoring in Level 3 & Level 4) 2030 | Math: Baseline Data (% scoring in Level 3 & Level 4) 2016 | Math: Long-term Goal (% scoring in Level 3 & Level 4) 2030 |
|---|---|---|---|---|
| **All students** | **42.0** | **75.0** | **33.0** | **75.0** |
| **Economically disadvantaged students** | **27.7** | **75.0** | **19.8** | **75.0** |
| **Children with disabilities** | **15.4** | **75.0** | **10.9** | **75.0** |
| **English learners** | **19.7** | **75.0** | **15.4** | **75.0** |
| **African-American students** | **21.0** | **75.0** | **13.2** | **75.0** |
| **Hispanic students** | **26.1** | **75.0** | **18.7** | **75.0** |
| **White students** | **48.4** | **75.0** | **38.7** | **75.0** |
| **Asian students** | **55.7** | **75.0** | **54.6** | **75.0** |
| **American Indian or Alaska Native students** | **31.5** | **75.0** | **21.8** | **75.0** |

***(ii) Timeline for meeting the long-term goal.*** *The long-term goal chosen by Kansans requires 75 percent of all students and all subgroups to meet performance levels 3 and 4 on state assessments in English language arts and mathematics by the year 2030. The timeline equates to a cohort of students entering kindergarten in the year 2017, matriculating through the educational system, and on track to graduate college and/or career ready without need for remediation, as demonstrated by the following timeline graphic:*




***(iii) How long-term goals are ambitious.*** *Kansans vision for education is to lead the world in the success of each student. Kansans are demanding higher standards in academic skills as well as employability and citizenship skills for each graduating student. The rigor of the Kansas state assessments and the ambitious expectations established by the long-term goal demonstrate Kansas' commitment to its vision for all students. The long-term ambitious goal is an essential component of achieving the Kansas Can vision adopted by the elected members of the Kansas State Board of Education (KSBE) in collaboration with constituents from across Kansas.*

*Findings from the Georgetown Public Policy Institute, Center on Education and the Workforce served as the catalyst for the development of the long-term goal. According to the 2013 report, "Recovery: Job Growth and Education Requirements Through 2020" by Carnevale, Smith and Strohl, workers with a high school diploma or less must earn postsecondary credentials in order to compete effectively in growing high skill fields. The Great Recession decimated low-skill blue collar and clerical jobs. The recovery added primarily high-skill, managerial and professional jobs. For the first time, workers with a Bachelor's degree of higher make up a larger share of the workforce (36 percent) than those with a high school diploma or less (34 percent). Specifically, the study states that 71 percent of Kansas jobs will require a postsecondary certificate or degree by 2020*[4].

[4] Carnevale, A. & Smith N. (2013) Recovery: Job Growth and Education Reform through 2020. Georgetown Policy Institute: Center on Education and the Workforce.

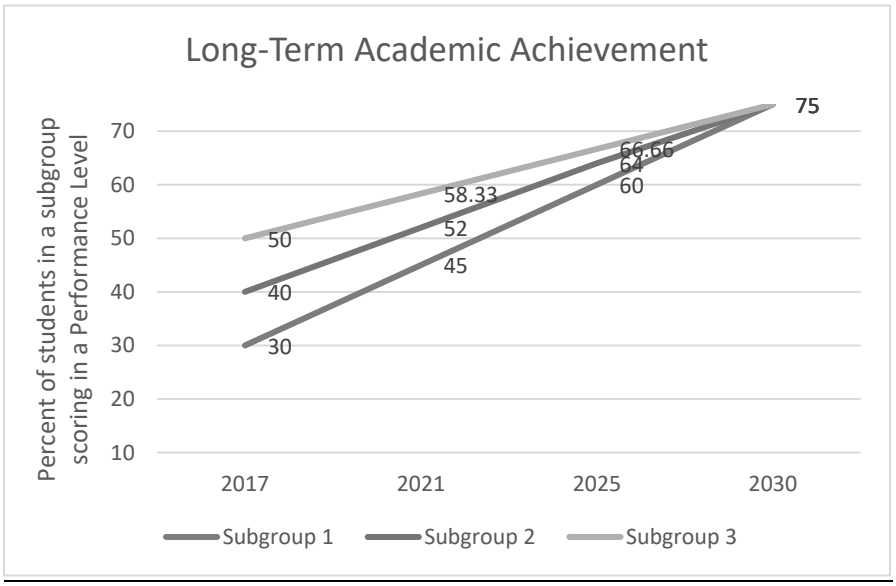
*Additionally, the alignment of the Kansas assessment cut scores to the ACT informed the KSBE. According to ACT, the test measures students' high school achievement and determines academic readiness for college. Students achieve scores from 1 to 36 in each subject and an overall composite score. ACT sets College Readiness Benchmark scores* for *each subject area that indicate potential success in postsecondary education*[5] *the KSDE worked with the Center of Educational Testing and Evaluation (CETE) to align the ACT with the Kansas Assessment Program (KAP) measures for the ELA and math assessments in 10th grade. The purpose of the alignment is to predict whether a student taking the Kansas assessment in grade 10 is on track for successfully scoring a postsecondary entrance score in grade 12 on the ACT and entering postsecondary education without the need of remediation.*

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

   *See Appendix A, Academic Achievement, for interim measures.*

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

   *All students and all subgroups have a common end goal. A set of interim measures toward meeting the long-term goal will be calculated for each district, school, and subgroup. These interim measures of progress are differentiated for each subgroup, thereby, narrowing proficiency gaps. The following chart shows how subgroups will have differentiated interim measures of progress based on each group's 2017 baseline data point:*




[5] ACT (2017) College and Career Readiness Standards. http://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html

*The long-term goal for the Academic Achievement Indicator is 75 percent of all students and each subgroup performing at levels 3 and 4 (proficient) by 2030 in both ELA and math. The baseline for establishing interim measures of progress is 2017 with 2018 being the first year for reporting on the outcomes. Academic Achievement outcomes will be reported annually. Every three years Kansas will calculate the preceding three years' worth of results and compare the total percent at levels 3 and 4 to the expected outcomes for that point-in-time necessary to reach the long-term goal. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds.*

*Example:*
*If, 2017 = 36 percent at levels 3 & 4 (long-term goal is 75 – 36 = 39. Interim measure of progress is 39/13 = 3)*
*Then, Expected rate of gain necessary to reach long-term goal:*
*2018 = 39 percent at levels 3 & 4*
*2019 = 42 percent at levels 3 & 4*
*2020 = 45 percent at levels 3 & 4*
*2020 actual percent at levels 3 & 4 will be compared to the expected rate to determine if below, meets, or exceeds. Subsequent determinations will happen in 2023, 2026, 2029 and lastly in 2030.*

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

***Graduation Long-Term Goal for All Students:***

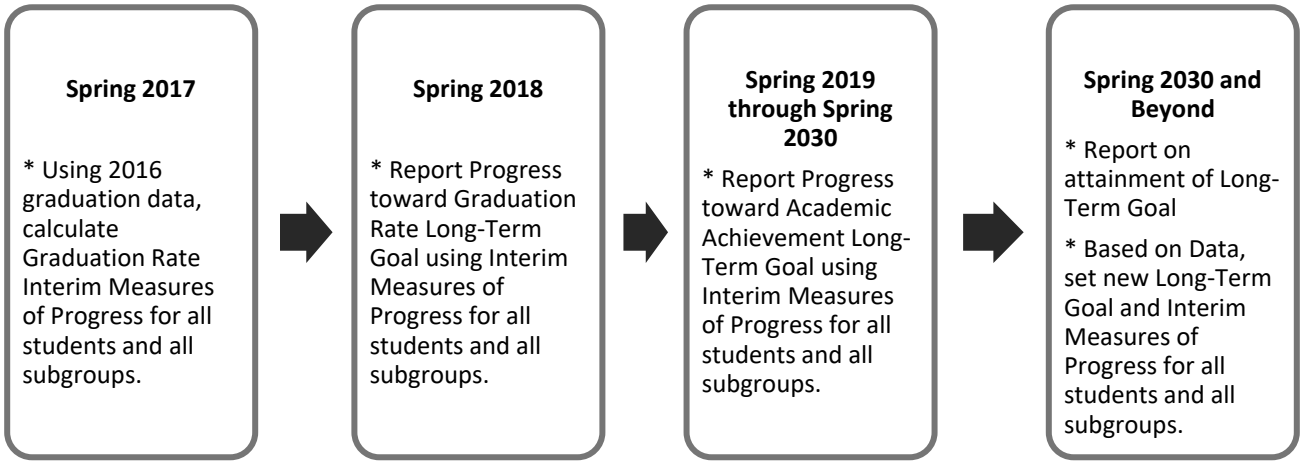
***In order to lead the world in the success of each student, Kansans aim for a long-term graduation goal of 95 percent by 2030 for all districts, schools and subgroups.***

*The long-term goal of 95 percent in the four-year graduation adjusted cohort will be applied to each subgroup and, as a result will require interim measures of progress that are greater than other subgroups in order to make significant gain and close gaps. Annually, using the long-term graduation goal of 95 percent by 2030 for all districts, schools, and subgroups**,** the KSDE will set interim measure of progress, which will be an improvement of 1/13$^{th}$ of the gap between the subgroups' starting position and the long-term goal. This measurement will be unique to each individual subgroup, some subgroups will be accountable for a higher annual percentage of improvement in order to close the gap. The long-term goal and interim measures will be reported at the school, district, and state level for all students and all subgroups.*

***(i) Baseline**. The following table shows the state 2016 baseline data for all students and subgroups of students:*

| Four-Year Adjusted Cohort | | |
|---|---|---|
| **Subgroup** | **Starting Point (2016)** | **Long Term Goal (2030)** |
| **All students** | **86.1** | **95** |
| **Economically disadvantaged** | **77.7** | **95** |
| **Children with disabilities** | **77.4** | **95** |
| **English learners** | **77.7** | **95** |
| **African American** | **77.1** | **95** |
| **American Indian or Alaska** | **72.5** | **95** |
| **Asian** | **93.1** | **95** |
| **Native Hawaiian/Pacific** | **82.6** | **95** |
| **Hispanic or Latino** | **79.9** | **95** |
| **White** | **88.8** | **95** |
| **Multi-Racial** | **81.9** | **95** |

***(ii) Timeline.** The long-term goal chosen by Kansans requires graduating 95 percent of all students and all subgroups in the four-year adjusted cohort by the year 2030, as shown in the following timeline graphic:.*




***(iii) Ambitious.** Kansans vision for education is to lead the world in the success of each student. Kansans are demanding higher standards in academic skills as well as employability and citizenship skills for each graduating student. To give Kansas students a better chance of entering postsecondary education and getting middle-class jobs, the Kansas Board of Education has moved the graduation goal up 15 points, from 80 percent to 95 percent. A 95 percent graduation rate would put Kansas among the countries currently leading the world in secondary graduation rates.*[6]

[6] OECD (2014), *Education at a Glance 2014: OECD Indicators,* OECD Publishing, p. 43. http://dx.doi.org/10.1787/eag-2014-en

*Georgetown University reports, between 1989 and 2012, job openings that require a high school degree, or less, dropped by 14 percent. Jobs that require some college or associate's degree grew by 41 percent and those jobs that require a bachelor's degree or better grew by 82 percent[3].*

*The rigor of the four-year adjusted cohort graduation rate and the ambitious expectations established by the long-term goal demonstrate Kansas' commitment to its vision for all students. The long-term ambitious goal is an essential component of achieving the Kansas Can vision adopted by the elected members of the Kansas State Board of Education (KSBE) in collaboration with constituents from across Kansas.*

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

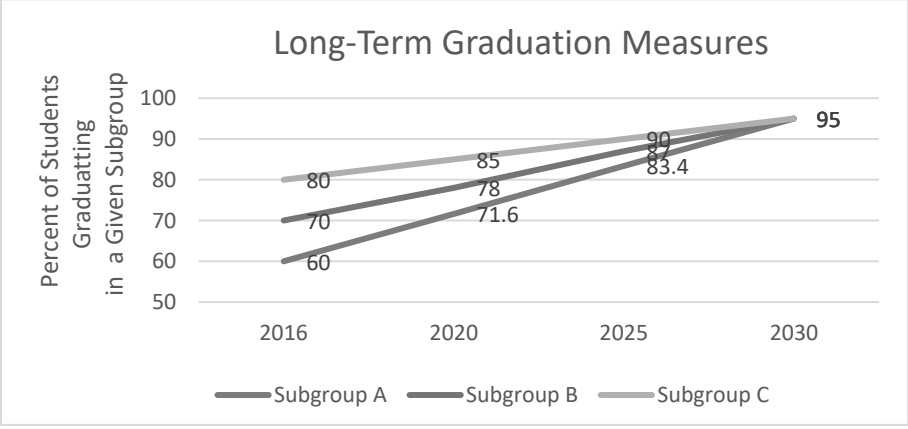
   *Not applicable. Kansas will not use the extended-cohort for this measure.*

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

   *See Appendix A, Graduation, for interim measure of progress.*

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

   *The following chart shows how three subgroups with different baseline graduation rates in 2016 will have differentiated graduation interim measures, but by 2030, targets are the same, 95 percent:*



*Graduation rates will be reported annually. Every three years Kansas will calculate the preceding three years' worth of results and compare the graduation rate to the expected outcomes for that point-in-time necessary to reach the long-term goal. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds expectations.*

*Example:*

*If, 2017 = 60 percent four-year adjusted cohort graduation rate for students with disabilities subgroup, (long-term goal is 95 – 60 = 35. Interim measure of progress is 35/13 = 2.5)*

*Then, Expected rate of gain necessary to reach long-term goal:*

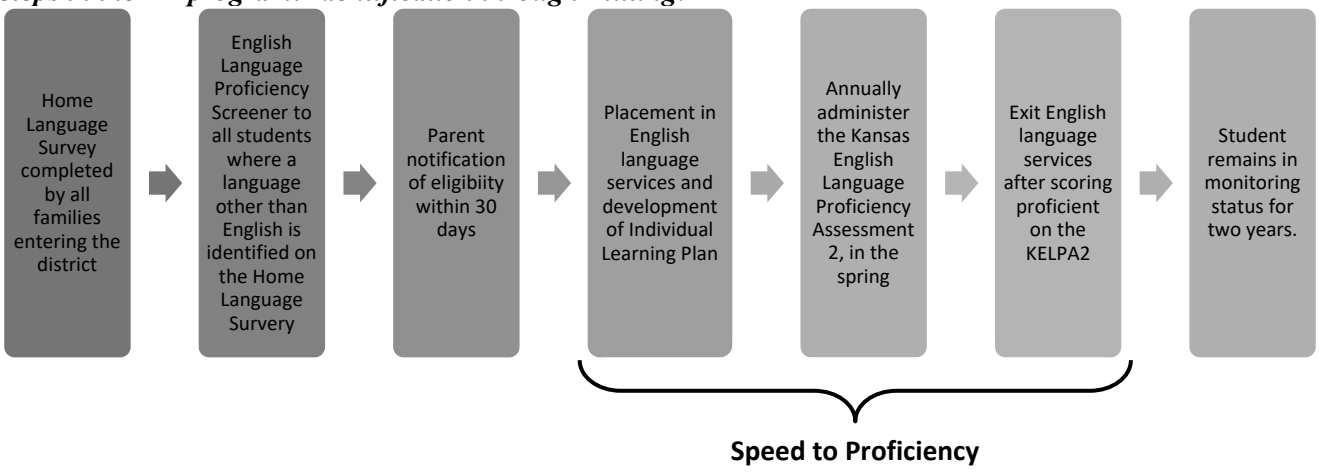
*2018 = 62.5 percent four-year adjusted cohort graduation rate for students with disabilities subgroup,*
*2019 = 65 percent four-year adjusted cohort graduation rate for students with disabilities subgroup, 2020 = 45 percent at levels 3 & 4 2020 actual percent four-year adjusted cohort graduation rate for students with disabilities subgroup will be compared to the expected rate to determine if below, meets, or exceeds. Subsequent determinations will happen in 2023, 2026, 2029 and lastly in 2030.*

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

*The procedure to establish the long-term goal and measurements of interim progress begins with the identification of Kansas' English learners.*

***Steps in the EL program: Identification through Exiting**:*



***English Language Speed to Proficiency Long Term Goal for All English Learners:***

*Beginning in 2021, the KSDE will use* ***speed to proficiency*** *to measure the progress of English learners and to set long-term goal and interim measures of progress. The KSDE will use the statistical procedure of regression to identify the mean amount of time it takes for Kansas English learners to move to proficiency as measured by the Kansas English Language Proficiency Assessment (KELPA2). The regression procedure will describe the speed-to-proficiency distribution of all Kansas schools with KELPA2 data.*

*Certain factors beyond the control of the school will be used as independent predictors in the regression procedure. Language learning is generally faster for younger children so some measure of each child's age or grade will be included as an independent predictor. The differences in growth trajectories for different ages may also require setting different goals for elementary, middle, and high schools. English learners also enter school with different levels of English proficiency so the proficiency level of each student's first KELPA2 will also be included as an independent variable.*[7] *Other factors may also be included, if, by adding them, they provide a more accurate measure of each school's contribution to English learners' speed to proficiency.*

| Initial ELP Level (Year 1) | Years Identified as an English Learner | | | | | |
|---|---|---|---|---|---|---|
| | 2 | 3 | 4 | 5 | 6 | 7 |
| Level 1 | Level 1 | Level 1 | Level 2 | Level 2 | Level 3 | Proficient |
| Level 2 | Level 2 | Level 2 | Level 3 | Proficient | | |
| Level 3 | Level 3 | Proficient | | | | |
| Proficient | | | | | | |

***English Learners' Progress Toward Proficiency Transitional Goal for All English Learners:***

***By 2030, 95 percent of students, enrolled for at least one year in a school/district, will show progress toward proficiency by an increase in the percent of students that move at least one performance index level on the Kansas English Language Proficiency Assessment 2.***

*The KSDE will use Progress Toward Proficiency in 2018 through 2021 as a transitional goal. Based on 2017 KELPA2 scores, the KSDE will set a baseline for Progress Toward Proficiency. The KSDE will report students in three proficiency levels. English language proficiency level 1 indicates a student does not yet have the ability to produce grade-level academic content in the English*

[7] Goldschmidt, P. & Hakuta, K. (2017). Incorporating English Learner Progress into State Accountability Systems. Washington DC: Council of Chief State School Officers.

*language. English language proficiency level 2 indicates a student is approaching the ability to produce grade-level academic content in the English language with support. English language proficiency level 3 indicates a student can produce grade-level academic content in the English language.*

*In order to calculate Progress Toward Proficiency, the three proficiency levels on the KELPA2 will be divided into six English language proficiency assessment performance index levels or, the ELP API levels. EL proficiency level 1 will be ELP API levels 1 and 2, EL proficiency level 2 will be ELP API levels 3 and 4, and EL proficiency level 3 will be ELP API levels 5 and 6.*

*Progress toward proficiency will be reported annually as a percent of students that have moved at least one ELP API level since the last KELPA2 administration.*

*Example:*

| Student Name | ***ELP API Level 2017*** | ***ELP API Level 2018*** | ***ELP API Level Increase*** |
|---|---|---|---|
| Pat | *3* | *3* | *N* |
| Mark | *4* | *5* | *Y* |
| Jill | *2* | *2* | *N* |
| Joe | *2* | *3* | *Y* |
| Todd | *1* | *3* | *Y* |
| Beth | *4* | *4* | *N* |
| Mary | *3* | *5* | *Y* |
| Bill | *3* | *2* | *N* |
| Tammy | *2* | *2* | *N* |
| Doug | *1* | *2* | *Y* |

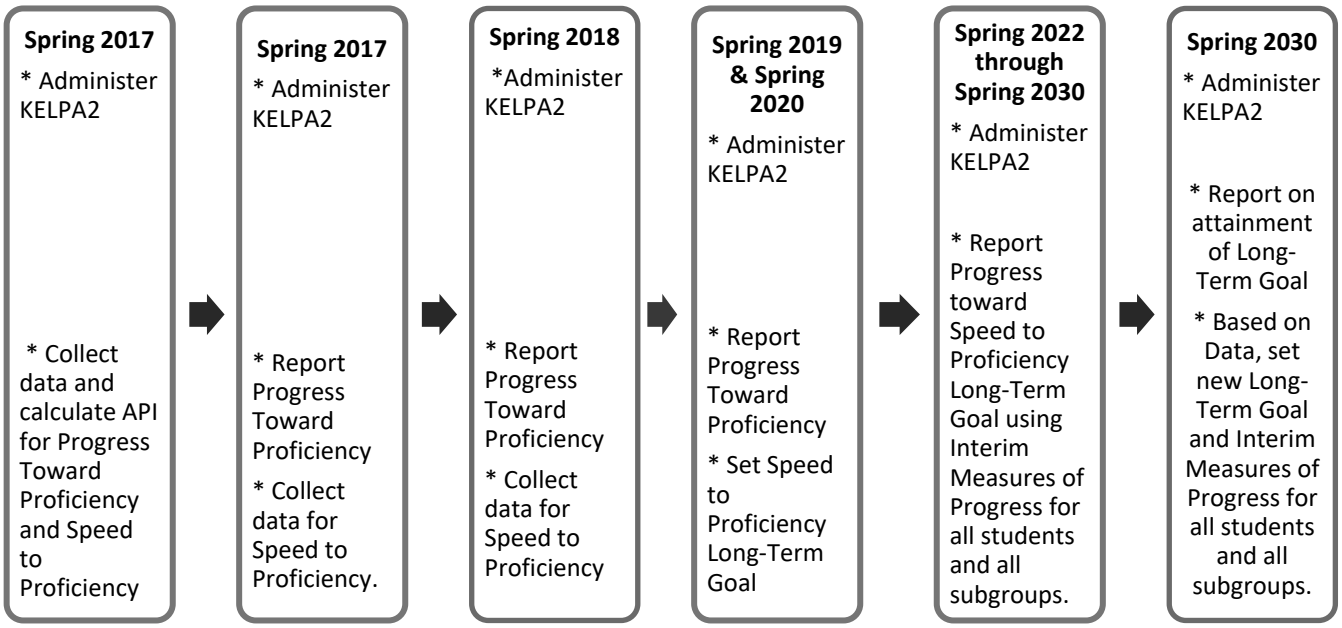
**Total Number of Students Making Progress Toward Proficiency / Total Number of Students**

**5 ÷ 10 = .5 or 50% of Students Making Progress Toward Proficiency**

*Annually, using the long-term English Language proficiency goal that 95% of students show progress toward proficiency by 2030, the KSDE will set interim measures of progress, which will be an improvement of 1/12$^{th}$ of the gap between the starting position and the long-term goal, for all subgroups, buildings, and districts.*

***(i) Baseline.***
*The baseline year for determining progress on the KELPA2 will be 2017. Progress will be reported and measured beginning 2018.*

***(ii) Timeline.***




***(iii) Ambitious.*** *Kansans vision for education is to lead the world in the success of each student. Kansans are demanding higher standards in academic skills as well as employability and citizenship skills for each graduating student.*

*Kansas will accumulate five years of data, beginning with the 2017 KELPA2, before using speed-to-proficiency measure to set interim and long-term goals. After the 2020-2021 school year, Kansas will have five consecutive years of data and will be able to identify higher-performing schools that have demonstrated what speed-to-proficiency are possible and use this information to set ambitious but achievable goal.*

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

*The KSDE will use "Progress Toward Proficiency" as the interim measure of progress and will report annually. See Appendix A.*

*Annually, using the interim measures of progress found in Appendix C, the KSDE will report progress on English Language Proficiency for each subgroup, building, and district.*

iv. Indicators *(ESEA section 1111(c)(4)(B))*

*The Kansas State Department of Education will report indicator progress toward achieving State determined long-term goals on state, district, and school dashboards.*

1. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

***(i) Academic Achievement Indicator, Based on Long-Term Goal and is Measured by Proficiency.*** *Peer reviewers have determined that the KAP is valid and reliable. The KSDE uses the same indicator for all schools in all districts across Kansas. The same calculation is consistently applied in English language arts and math respectively. The academic achievement indicator is the long-term academic goal and is disaggregated by subgroup. Kansas expects all students enrolled on the day the testing window opens to participate in the Kansas State Assessments. ESEA section 1111(c)(4)E(ii) requires a State to calculate the Academic Achievement indicator by including in the denominator the greater of 95% of all students (or 95% of all students in a subgroup) or the number of students participating in the assessments. Kansas will comply with this requirement. Historically, Kansas exceeds the 95 percent participation rate across the state. The KSDE continues to monitor participation rates and provides ongoing technical assistance to districts.*

***(ii) Kansas Measurement of Proficiency.*** *The Kansas Assessment Program (KAP) results are reported in four performance levels. Level 1 indicates that the student has demonstrated limited ability to understand and use the skills and knowledge necessary for college and career readiness. Level 2 indicates that the student has demonstrated a basic ability to understand and use the skills and knowledge necessary for college and career readiness. Level 3 indicates that the student has demonstrated an effective ability to understand and use the skills and knowledge needed for college and career readiness. Level 4 indicates that the student has demonstrated an excellent ability to understand and use the skills and knowledge necessary for college and career readiness. Levels 1 and 2 are categorized as not proficient. Levels 3 and 4 are proficient.*

*The Kansas Academic Achievement Indicator is a measure of proficiency based on the performance levels on the annual statewide ELA and math assessments as described in the long-term goals of academic achievement. The proficiency, as required by ESSA, is level 3.*

***Long-Term Goal for Academic Achievement Indicator:***

> ***≥ 75 percent of all students scoring in levels 3 & 4 combined on the Kansas Assessment in math/English language arts.***

***(iii) Annual Measurement that Includes all Student Groups and Subgroups.***

*Precondition: Any subgroup, building, or district not meeting the greater of 95% of all students or the number of students tested will be identified as below.*

*Using the percent proficient in math and English Language Arts, the KSDE will rank, lowest to highest, all Title and non-Title subgroups, buildings, and districts based on performance. The KSDE will determine the state median. Those below 1.5 standard deviations from the median will be identified as*

*below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

*The intentions of ESEA include preserving equal educational opportunity, particularly for the disadvantaged. In support of this goal, Kansas has chosen to use an academic gap measure for its other academic indicator. Gaps will be measured in all elementary, middle, and junior high schools with English language arts and math state assessments. Peer reviewers have determined that the KAP is valid and reliable. The gap measure will be derived from the Assessment Performance Index (API). The API divides each of the four performance levels in half, thereby creating eight levels. This provides a greater recognition for student and building growth.*

*The API produces a single, numeric value for each subgroup, building, and district. That API value is used to rank subgroup, building, and districts from lowest to highest. The API is a weighted mean. The eight weights, or points per level, go up in equal increments at each level. The API assigns zero points for the lowest performance level. However, for each student who moves at least a half step upwards in performance on the state assessment, the school, district, or subgroup is awarded additional points. In order to avoid the distorting incentives of uneven rewards, additional points are awarded in equal increments of 100. Thus, districts and schools have incentives to move each student to the highest possible level, and keep them there.*

*The table below shows the single-subject API calculation for a school with 261 tested students.*

| State Assessment Performance level | API Level | points per test | # of tests | total points |
|---|---|---|---|---|
| 4 | 8 | 700 | 10 | 7000 |
| | 7 | 600 | 15 | 9000 |
| 3 | 6 | 500 | 40 | 20,000 |
| | 5 | 400 | 72 | 28,800 |
| 2 | 4 | 300 | 84 | 25,200 |
| | 3 | 200 | 20 | 4000 |
| 1 | 2 | 100 | 16 | 1600 |
| | 1 | 0 | 4 | 0 |
| | totals | | 261 | 95,600 |
| | Assessment Performance Index = 95,600÷261 = 366 | | | |

*The KSDE will develop the gap measure in the following way:*

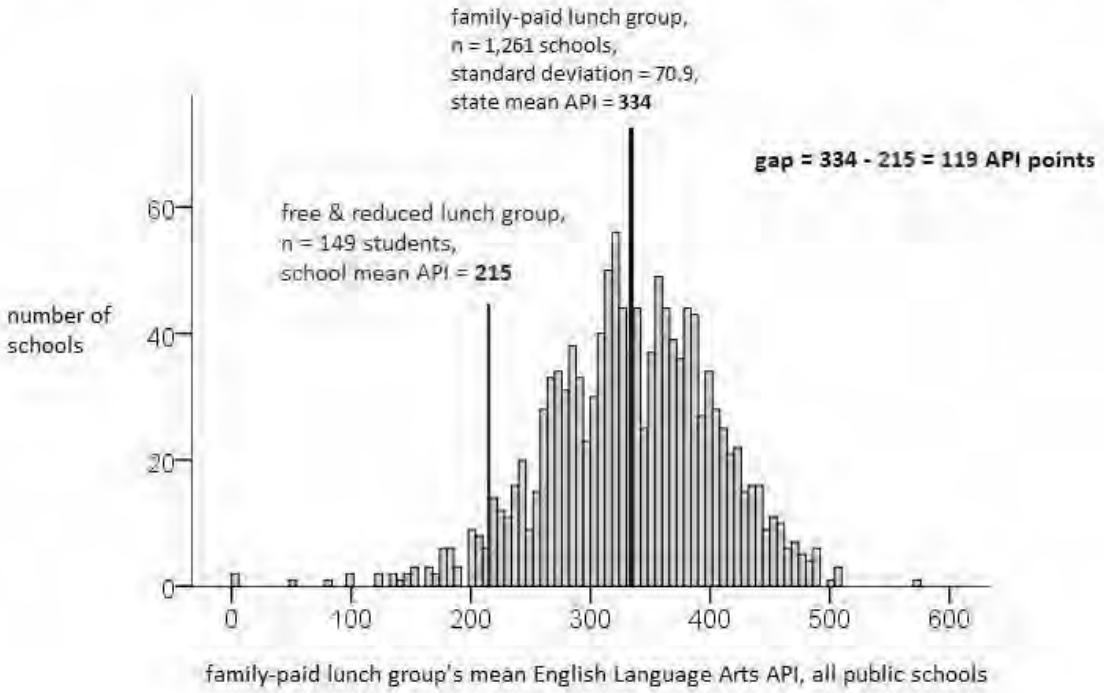
- *Using the 2017 state assessment results, the KSDE will calculate the API consistently for all subgroups at the school, district, and state levels.*
    - *ELA and math APIs will be calculated separately.*
    - *Precondition: Any subgroup, building, or district not meeting the greater of 95% of all students or the number of students tested will be identified as below.*
    - *The building and district subgroup gaps will be calculated using the state mean API score. The mean API score will exclude the subgroup population in the denominator.*
    - *For calculating a building average, each subgroup will be weighted as a percent of the total subgroup population.*
    - *A summary calculation of each building's subgroup performance will be used to rank all school buildings in the state from lowest to highest. To calculate the summary, the KSDE will aggregate all subgroup data*

*and divide by the number of subgroups. This summary data provides the KSDE a comparable scale to rank buildings.*

- *1.5 standard deviations from those below the mean will be identified as below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

*The chart below is an example of how the API is used to measure academic gaps between each student group in a school and its contrasting, complementary benchmark group:*

**USD 100, Building 0100, Prairie Pine Elementary's 2017 English Language Arts Gap, Local Free & Reduced Lunch Group: State Family-Paid Lunch Group**




*In the example above, a school-level student group, the free and reduced lunch group, is compared to a state-level contrasting group, the family-paid lunch group. For each school or district-level student group of 30, the mean API of the appropriate state-level contrasting group, composed of the State's students not in the student group, will set the benchmark of comparison for local groups.*

*For the traditional student groups, these contrasting state-level groups will be:*

| *school or district student group (n > or = 30)* | *contrasting state-level benchmark group* |
|---|---|
| *All students at the school level* | *All Students at the state level* |
| *Free & Reduced* | *Non-Free & Reduced* |
| *Students with Disabilities (SwDs)* | *Students without Disabilities* |
| *English learners* | *non-English Learners* |
| *African-Americans* | *non-African-Americans* |
| *Hispanics* | *non-Hispanics* |
| *Whites* | *non-Whites* |
| *Asians* | *non-Asians* |
| *American Indians* | *non-American Indians* |
| *Pacific Islanders* | *non-Pacific Islanders* |
| *Multi-ethnic* | *non-Multi-ethnic* |

*The academic gaps of some additional groups—for example, English learners with disabilities—will be reported on the report card with the other student groups that have at least 30 students in a school or district.*

*How will the gap-reduction goals be calculated? In the example above, the state-level, non-free and reduced lunch group has a mean English language arts API of 334. At the school level, Prairie Pine Elementary's free and reduced lunch group has a mean ELA API of 215.*

***Annual Meaningful Differentiation using the Academic Gap Measure***

*Precondition: Any subgroup, building, or district not meeting the greater of 95% of all students or the number of students tested will be identified as below.*

*The building and district subgroup gaps will be calculated using the state mean API score. The mean API score will exclude the subgroup population in the denominator. A summary calculation of each building's subgroup performance will be used to rank all school buildings in the state from lowest to highest.*

*For calculating a building average, each subgroup will be weighted as a percent of the total subgroup population.*

*1.5 standard deviations from those below the mean will be identified as below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

3. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

   ***(i – iii) Graduation Rate Indicator, Based on Long-Term Goal and is Measured using 4-year Adjusted Cohort.*** *The graduation rate indicator is the long-term goal and is disaggregated by subgroup. The KSDE uses the same indicator for all subgroups, schools in all districts across Kansas. The four year adjusted cohort graduation rate calculation is consistently applied in all districts and is valid and reliable based on longitudinal data. The KSDE continues to monitor graduation rates and provides ongoing technical assistance to districts. Kansas does not have an alternate diploma.*

   *Graduation rates will be reported annually. Kansas does not permit averaging graduation rate data over three years for small schools in order to create N size of 30 or greater.*

*The graduation rate will be calculated using the 4-year adjusted cohort rate for all subgroups, high schools, and districts. All high schools will be ranked lowest to highest based on the four-year adjusted graduation rate. Those below 67% will be identified as below. Those between 67% and the state average will be identified as approaching. Those above the state average and 95% will be identified as meeting. Those above 95% will be identified as exceeding.*

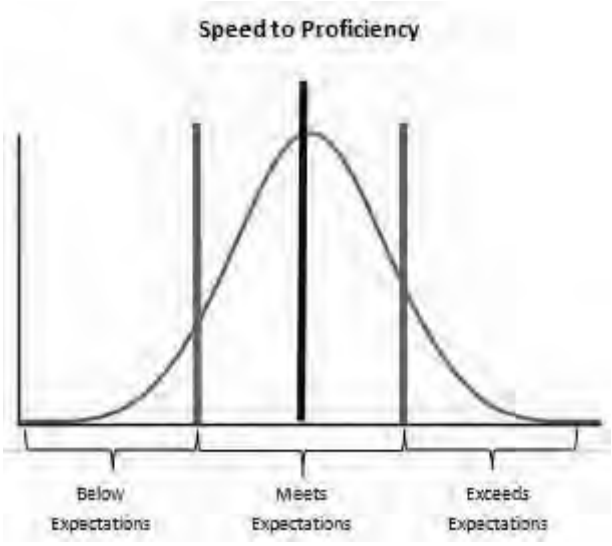
4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

   *The Kansas definition of English Language Proficiency (ELP) is when students attain a level of English Language Skill necessary to independently produce, interpret, collaborate on, and succeed in grade level content related academic tasks in English as measured by the KELPA2. Kansas will submit the KELPA2 for peer review based on US Department of Education guidance.*

   *Beginning in 2021, the KSDE will use speed-to-proficiency to measure the progress of English learners and to set long-term goal and interim measures of progress.*

*Kansas will accumulate five years of data, beginning with the 2017 KELPA2, before using speed-to-proficiency measure to set interim and long-term goals. After the 2020-2021 school year, Kansas will have five consecutive years of data and be able to identify higher-performing schools that have demonstrated what speed-to-proficiency are possible and use this information to set ambitious but achievable goals.*

*After the long-term goal for speed to proficiency is set in 2021, and every year thereafter, Kansas will calculate the results and compare the total percent to determine whether the speed to proficiency measure has been met. The results will become the English Language Proficiency Indicator and will have a value of one-quarter (1/4) in the system of meaningful differentiation and will be reported on the building report card.*




*The KSDE uses the same indicator for all schools in all districts across Kansas. The ELP calculation is consistently applied. The ELP indicator is the long-term goal and is disaggregated within the EL subgroup.*

*The KSDE will use, based on the long-term goal, "progress toward proficiency" as the transitional measure of progress. Progress toward proficiency will be reported annually, beginning in 2018 through 2021.*

***Transitional Goal: English Learners' Progress Toward Proficiency:***

*Students enrolled for at least one year in a school/district, will show progress toward proficiency.*
*Progress toward proficiency:*
*Individual student progress towards proficiency will be calculated by the student making positive growth in performance as compared to prior year's performance to current year on the KELPA2. Student progress is defined as demonstrating progress in a minimum of two of the four domains. There are four domains on an individual assessment. Each domain has five performance levels. For a student to demonstrate progress from one year to the next, the student must improve performance on at least two of*

*the four domains. A negative performance on one domain will negate positive progress in another domain when calculating overall student progress. The building growth for annual meaningful differentiation will be calculated as a percent of the assessed students that showed progress in domain-level performance. All school buildings will be ranked lowest to highest using the percentage of students showing progress toward proficiency.*

*An example of the decision table is shown below. Domains are across. Performance levels down.*

| *Year* | *Domain 1* | *Domain 2* | *Domain 3* | *Domain 4* | *Progress* | *Decision* |
|---|---|---|---|---|---|---|
| *2017(baseline)* | *2* | *3* | *2* | *2* | | |
| *2018* | *3* | *3* | *3* | *2* | *+2* | *Yes* |
| *2018* | *2* | *2* | *3* | *3* | *+1* | *No* |
| *2018* | *1* | *2* | *4* | *4* | *0* | *No* |
| *2018* | *1* | *3* | *3* | *3* | *+1* | *No* |
| *2018* | *1* | *2* | *2* | *1* | *-3* | *No* |
| *2018* | *3* | *2* | *3* | *3* | *+2* | *Yes* |

*To determine Annual Meaningful Differentiation at the building level, the KSDE will rank the percent of students making progress in each building lowest to highest and determine the state median. Those below 1.5 standard deviations from the median will be identified as below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

   ***(i – iii) Student Success Long-Term Goal: Decreasing the Percent of Students Scoring in API Levels 1 and 2.***

*The focus of the Student Success Indicator will be on the percent of students scoring at state performance level 1. The desired outcome is an increase in student achievement as represented by fewer students performing at the lowest level. The Student Success Indicator will apply to all assessed grades, 3 – 8 and 10, in both ELA and math. Precondition: Any subgroup, building, or district not meeting the greater of 95% of all students or the number of students tested will be identified as below.*

*Using the percent of students scoring at performance level 1 in math and English Language Arts, the KSDE will rank, lowest to highest, all Title and non-Title subgroups, buildings, and districts based on performance. The KSDE will determine the state median. Those below 1.5 standard deviations from the median will be identified as below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

*The student success indicator of decreasing the percent of students at state performance level 1 is disaggregated by subgroups. The KSDE uses the same student success indicator for all subgroups, schools in all districts across Kansas.* Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

*The Kansas State Department of Education, as required, will meaningfully differentiate all public schools in the State, consistent with the requirements of 1111(c)(4)(C) of ESEA.*

***(i)*** *To calculate the annual meaningful differentiation for subgroups, buildings, and districts, the KSDE will consider each of the five indicators in the Kansas Consolidated Plan, and report for each subgroup, building, and district differentiation using four levels: exceeds expectations, meets expectations, approaching expectations, and below expectations.*

*Indicators applicable to Elementary and Secondary Schools that are not High Schools*

- *Academic Proficiency*
- *Gap*
- *EL Proficiency*
- *Student Success*

*Indicators applicable to High Schools*

- *Academic Proficiency*
- *Graduation*
- *EL Proficiency*
- *Student Success*

*English Language Arts and mathematics will be combined.*

*Using the ratings that are calculated for each indicator and weighted equally the KSDE will average the numerical rankings for each building. The overall rating for each building will be ranked lowest to highest to determine the state median. Those below 1.5 standard deviations from the median will be identified as below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

*Other conditions might also apply for the additional identification of CSI & TSI buildings.*

***(ii)** All public schools within the State, Title I and non-Title I, will be reported on the building report card and receive an annual meaningful differentiation designation. This includes virtual and alternative stand-alone schools.*

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

*Using the ratings that are calculated for each indicator and weighted equally the KSDE will average the numerical rankings for each building. The overall rating for each building will be ranked lowest to highest to determine the state median. Those below 1.5 standard deviations from the median will be identified as below. Those between -1.5 and -1.0 standard deviations will be identified as approaching. Those between -1.0 and +1.0 will be identified as meeting. Those above 1.0 standard deviations will be identified as exceeding.*

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

*Not applicable.*

v. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

*Every three years the KSDE will combine three years of annual meaningful differentiation data (combined ELA & Math + 4 indicators) and rank subgroups, buildings, and districts. The lowest 5 % of Title 1 buildings will be identified for Comprehensive Support and Improvement based on the overall three-year ranking.*

*Beginning fall 2018, CSI schools will be identified every third year.*
*The KSDE will continue to provide technical assistance through the spring 2021. Using the 2018, 2019 and 2020 state assessment scores, the second cohort of CSI schools will be identified for technical assistance beginning fall 2021 through spring 2023.*

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

*Annually, the KSDE will identify any schools graduating less than 67 percent of all students or any subgroup in the four-year adjusted cohort, which will be reported on the KSDE dashboard beginning in 2018.*

*At the state-level, Kansas is on track to meet the 95 percent graduation goal by 2030. However, the district and school-level subgroup data illustrates areas in need of improvement. Kansas will be implementing a differentiated approach of technical assistance in order to support districts and schools.in reaching the long-term graduation goal, as seen below:*

1. *Below Expectations - is not making the necessary progress in order to meet the long-term graduation rate goal by 2030.*
2. *Approaching Expectations – more than 67 percent of students are graduating but rate is below the state average graduation rate*
3. *Meets Expectations - is making the necessary progress in order to meet the long-term 95 percent graduation rate goal by 2030.*
4. *Exceeds Expectations – more than 95 percent of students are graduating*

2016 State of Kansas Graduation Rates

| Subgroups | Graduation (Interim Measure of Progress)<br><br>2016 | Graduation: Interim Measures of Progress.<br>(Yearly rate of gain to reach Goal)<br><br>2017-2030 | Graduation: Long-term Goal<br>(End Measure of Progress)<br><br>2030 |
|---|---|---|---|
| **All students** | **86.1** | **0.68** | **95.0** |
| **Economically disadvantaged students** | **77.7** | **1.33** | **95.0** |
| **Children with disabilities** | **77.4** | **1.35** | **95.0** |
| **English learners** | **77.7** | **1.33** | **95.0** |
| **African-American students** | **77.1** | **1.38** | **95.0** |
| **Native Hawaiian/Pacific Islander** | **82.6** | **0.95** | **95.0** |
| **Hispanic students** | **79.9** | **1.16** | **95.0** |
| **White students** | **88.8** | **0.48** | **95.0** |
| **Asian students** | **93.1** | **0.15** | **95.0** |
| **American Indian or Alaska Native students** | **72.5** | **1.73** | **95.0** |
| **Multi-Racial** | **81.9** | **1.01** | **95.0** |

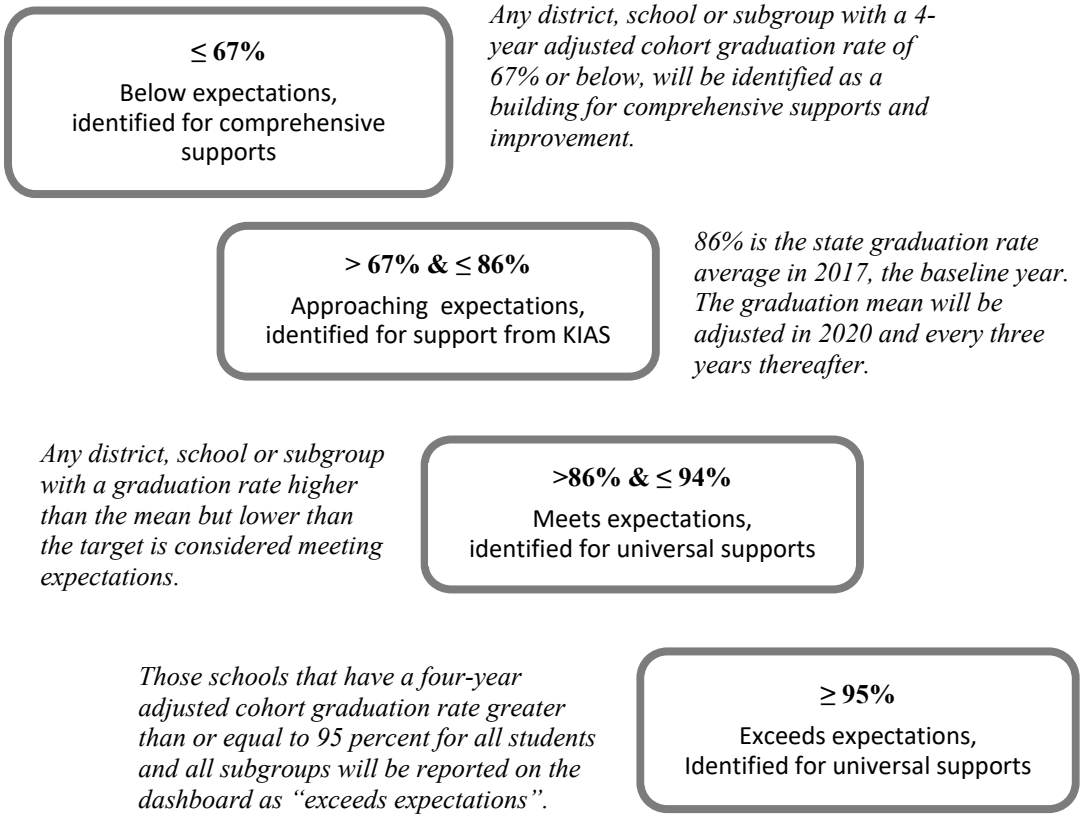
*As indicated in the table above, at the state aggregate level, Kansas is on track to meet the 95 percent goal by 2030. However, the district and school-level subgroup data illustrates areas in need of improvement. Kansas will be implementing a differentiated approach of technical assistance in order to support districts and schools in reaching the long-term graduation goal.*

*TA 3 - Any schools graduating less than 67 percent of all students or any subgroup in the four-year adjusted cohort will be reported on the KSDE dashboard as "below expectations" and will be eligible for differentiated comprehensive support and improvement, or CSI. Districts in which these schools are located will begin working*

*with the Kansas Learning Network, the Kansas Technical Assistance System Network, the Kansas education service centers, and the Kansas State Department of Education, in order to implement evidence-based strategies to improve outcomes for students.*

*TA 2 - Schools that have greater than or equal to 67 percent graduation rate and less than or equal to 86 percent graduation rate of all students or any subgroup graduation rate in the four-year adjusted cohort will be reported on the dashboard as "approaching expectations". The districts in which these schools are located will be encouraged to participate in targeted technical assistance and professional learning provided by the Kansas Technical Assistance System Network, the Kansas educational service centers, and the Kansas State Department of Education.*

*TA 1 - Those schools that have a four-year adjusted cohort graduation rate above the 86 percent state average graduation rate in the four-year adjusted cohort but less than 95 percent will be reported on the dashboard as "meets expectations". The districts in which these schools are located will have available, upon request, access to the Kansas Technical Assistance System Network, the Kansas education service centers, and the Kansas State Department of Education.*



c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

*Any school identified for comprehensive support and improvement that fails to meet the exit criteria after three years will be provided with additional technical assistance from the Kansas Learning Network and the KSDE consultant assigned to the district. The additional technical assistance will include conducting and analyzing a comprehensive needs assessment, required professional development for district and school teams based on results of comprehensive needs assessment, and support from the KLN coaching network will be aligned to the indicators identified through the comprehensive needs assessment.*

*Technical assistance will be provided at the district level and focused on system changes supports, but specific to the identified schools comprehensive needs assessment results. Agreed upon next steps may include, but are not limited to, required assistance from Kansas MTSS, TASN, and regional education service centers. Additionally, the KSDE identifies schools receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the KSDE's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within three years, including the year in which the KSDE will first identify such schools.*

*The chart below describes the technical assistance provided by the Kansas Learning Network (KLN).*

# KANSAS LEARNING NETWORK

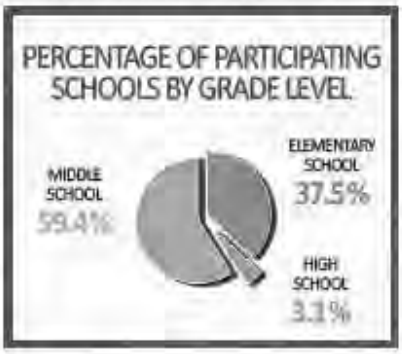
2016

The Kansas Learning Network (KLN) provides technical assistance for eligible Comprehensive Support and Improvement (CSI) schools and districts through sustained coaching in a rigorous and collaborative systems change process. KLN coaches work closely with school leadership teams to complete a comprehensive needs assessment focusing on root causes, data analysis, risk factors, and expansion of successful elements of the school system. Schools and districts then develop and carry out action plans to modify their infrastructure to improve outcomes for all learners.

Kansans CAN

## SELECTION OF COACHES

A priority for KLN leadership during the past year was the selection of coaches. These individuals are responsible for providing the direct technical assistance to KLN schools and districts. The interview process borrowed from practices that the Google corporation has used. After carefully screening all application materials, the most promising candidates were invited to attend a daylong interview where they participated in experiential tasks requiring them to not only discuss their qualifications for the position but also directly demonstrate these qualifications. Interview tasks included defining school improvement, articulating coaching behaviors for KLN vision and values, problem-solving likely scenarios they would encounter as coaches, and role-playing data-based decision making with a hypothetical school team. In addition to considering individual expertise, the KLN selection committee developed an expertise matrix to ensure that KLN could support the range of schools' technical assistance needs.




## ADAPTIVE SCHOOLS FRAMEWORK

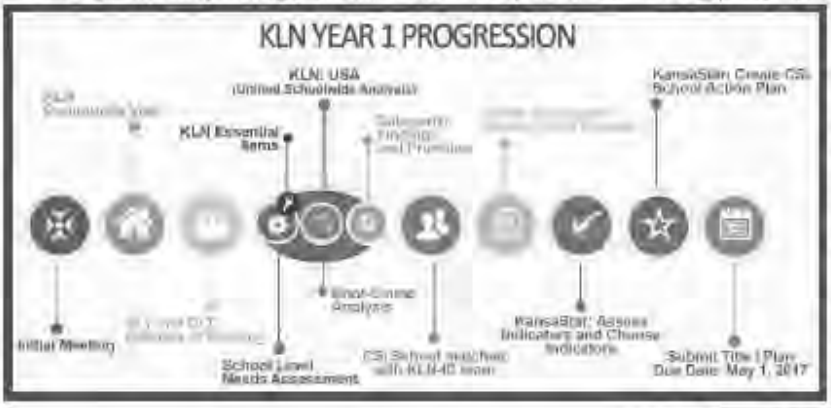
One of the early experiences for the new KLN coaches was participating in Adaptive Schools® Training, which consisted of four days of intense learning on how to build organizational capacity and facilitate systems change processes in schools. Coaches practiced several specific strategies for guiding leadership teams through a process for developing shared leadership, collaboration, and communication. Coaches have already put many of these structures into action during early meetings with participating school and district teams.

## SELECTION OF SCHOOLS

In November, 2016, KSDE identified Title 1 schools that are eligible for KLN technical assistance. Using the Academic plus (A+) Methodology, each school's Academic Performance Index was considered alongside risk factors, including chronic absenteeism, cumulative poverty, percentage of English Learners, student mobility, and suspension and expulsion rates. Thirty-two total schools are eligible to receive Comprehensive Support and Improvement (CSI) through KLN.

## INTERACTION WITH SCHOOLS

In recent months, KLN staff began a multiyear process of sustained technical assistance with each participating building. They started by facilitating introductory meetings, first with district leadership and then with building principals, to describe the nature of KLN support and discuss existing district initiatives. The first major task for each participating school was identifying a building leadership team to guide the change process. As part of the initial process with each district, KLN staff participated in community visits in order to build background knowledge of the unique assets and stressors in each of the districts. Schools are now beginning to determine root causes and develop improvement goals. These goals will be included in KansaStar, an online documentation and improvement tool.




LEARN MORE AT: KSDETASN.ORG/KLN

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

*The KSDE will report annually, on state, district and school report cards, progress toward long-term goals for all students and all subgroups of students. Identification of schools eligible for Comprehensive Support and Improvement, through low performing five percent, graduation and schools that fail to exit CSI, will be calculated every three years.*

*Title I schools in the lowest 5% will be identified for CSI beginning in 2018-19, and every three years thereafter; 2021-22, 2024-25 etc.*

*All high schools with a graduation rate of less than 67% will be identified for CSI beginning in 2018-19, and every three years thereafter; 2021-22, 2024-25 etc.*

*Those Title I schools failing to exit CSI status will be identified for additional support (ISI) beginning in 2021-22.*

| Year | Comprehensive Support and Improvement: Lowest Performing 5% (LP 5%) | Comprehensive Support and Improvement: Intense Support and Improvement Intense Support and Improvement (ISI) (CSI that have not exited) | Comprehensive Support and Improvement: Graduation (CSI: Grad) | Targeted Support and Improvement: (Consistently underperforming) (TSI) | Additional Targeted Support (Lowest 5%) |
|---|---|---|---|---|---|
| **2018-2019** | Cohort 1 schools *identified* for CSI begin working with KLN | | Cohort 1 schools *identified* due to graduation rates less than 67% for schools or subgroups are identified, and begin work with KLN | Schools identified for TSI due to consistently underperforming subgroup-and begin work with KLN support | Schools identified due to individual underperforming subgroup and will begin work with KLN. |
| **2019-2020** | Cohort 1 schools *identified* for CSI continue working with KLN | | Schools *identified* due to graduation rates begin work with the KLN | Schools identified for TSI begin work with KLN support | Schools identified due to individual underperforming subgroup and will begin work with KLN. |
| **2020-2021** | Schools *identified* may apply to exit CSI status and CSI Schools may continue work with the KLN *identified* schools may apply to exit CSI status | | Cohort 1 schools with *identified* for graduation rate continue work Cohort 1 schools *identified* due to graduation rate may apply to exit CSI status | Schools identified for TSI begin work with KLN support | Schools identified due to individual underperforming subgroup and will begin work with KLN. |
| **2021-2022** | Cohort 2 schools identified using 2018 – 2020 state assessment data<br><br>Cohort 1 schools no longer in the LP 5% may apply to be exited from CSI status | Cohort 1 schools that remain in the LP 5% of schools based on the 2018 – 2020 state assessment data are identified as ISI and ramp up work with the KLN support | Cohort 2 schools eligible for CSI due to graduation rates are identified | Schools identified for three consecutive years that fail to exit move to CSI status<br><br>Schools identified for TSI begin work with KLN support | Schools identified due to individual underperforming subgroup and will begin work with KLN.<br><br>Schools identified for three consecutive years that fail to exit move to CSI status |

| | | | | | |
|---|---|---|---|---|---|
| **2022-2023** | Cohort 2 continues work with the KLN | Cohort 1 continues ISI work with KLN | Cohort 1 schools no longer in the 5% of Title I schools with the lowest graduation rates may apply to be exited from CSI status | Schools identified for three consecutive years that fail to exit move to CSI status<br><br>Schools identified for TSI begin work with KLN support | Schools identified due to individual underperformin g subgroup and will begin work with KLN.<br><br>Schools identified for three consecutive years that fail to exit move to CSI status |
| **2023-2024** | Cohort 2 schools are *identified* may apply to exit CSI status (LP 5%) | Cohort 1 schools are *identified* may apply to exit CSI status (LP 5%) | Cohort 2 schools work with KLN to increase graduation rates | Schools identified for three consecutive years that fail to exit move to CSI status<br><br>Schools identified for TSI begin work with KLN support | Schools identified due to individual underperformin g subgroup and will begin work with KLN.<br><br>Schools identified for three consecutive years that fail to exit move to CSI status |

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

*Using the most current three years of indicator data, the KSDE will annually calculate a summary score for each subgroup based on an equal weighting of each indicator. The overall rating for each subgroup will be ranked lowest to highest to determine the state median. Those below 1.5 standard deviations from the median will be identified for targeted support from the KLN. Kansas will comply with the requirements of ESEA section 1111(c)(4)(C)(iii).*

*Indicators applicable to Elementary and Secondary Schools that are not High Schools*

- *Academic Proficiency*
- *Gap*
- *EL Proficiency*
- *Student Success*

*Indicators applicable to High Schools*

- *Academic Proficiency*
- *Graduation*
- *EL Proficiency*
- *Student Success*

*English Language Arts and mathematics will be combined.*

f.Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

*Annually, using three years of state assessment data the KSDE will identify schools in which any subgroups of students on its own would lead to identification. and will provide support from the Kansas Learning Network (KLN). Kansas will comply with the requirements of ESEA 1111(d)(2)(C)-(D).*

*Annually, using three years of annual meaningful differentiation data (combined ELA and Math plus four indicators) the KSDE will rank subgroups. Any subgroup, on its own, that performs as low as any CSI building will be identified for additional targeted support.*

*Technical assistance from the KLN will include conducting and analyzing a comprehensive needs assessment, required professional development for district and school teams based on results of comprehensive needs assessment, and support from the KLN coaching network will be aligned to the indicators identified through the comprehensive needs assessment. Technical assistance will be provided at the district level and focused on system changes supports, but specific to the identified schools comprehensive needs assessment results. Agreed upon next steps may include, but are not limited to, required assistance from Kansas MTSS, TASN, and regional education service centers.*

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

*The KSDE will not identify any additional categories of schools.*

vi. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

*The expectation in Kansas is that ALL students enrolled on the day the testing window opens in the grades with state assessments will participate in those assessments.*

*If a district, school, or subgroup misses the 95percent participation rate target, the Kansas Integrated Accountability System (KIAS) will flag the district, which is the statewide accountability system for state and federal programs. The KIAS looks at many qualitative and quantitative risk factors around compliance and performance. The KIAS process holds buildings and districts accountable for each of these risk factors. Each risk factor is assigned a weight. The number of findings and the weight of such findings informs the corrective action process. Missing the 95% participation rate would trigger the implementation of a corrective action plan supported by the KSDE, the Technical Assistance Support Network, Kansas Education Service Centers, and other technical assistant partners. The KSDE will provide ongoing technical assistance to the district and the building in support of reaching the 95 percent participation rate.*

vii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

*Schools identified as eligible for CSI using the A+ methodology, or by moving into CSI status after being a Targeted Support and Improvement (TSI) school may be eligible to apply to exit CSI status after two years of working with the Kansas Learning Network.*

*In order to be granted exit status, schools must meet the following criteria:*

- *Schools and the district maintain a school improvement plan within the KSDE online system for school improvement referred to as KansaStar that is aligned to the needs assessment and root cause analysis. KansaStar will provide documentation of implementation verified by the Kansas Learning Network.*
- *Schools and the district provide evidence that 1003 school improvement funds awarded have been utilized for evidence-based interventions that align to the needs assessment.*
- *Provide evidence that schools are improving in the risk factor data. Of the risk factors described in the A+ methodology described above, it is reasonable to expect schools to make improvements in the rate of suspensions and expulsions, and chronic absences.*
- *Provide evidence that progress is being made in the areas of English language arts and math proficiency. This data may include state assessment data and/or other valid and reliable assessment sources.*
- *The KSDE identifies CSI and TSI every three years. Schools that have met the requirements for exiting may be re-identified if data indicates the need for additional technical assistance.*

*Exit applications and supporting documentation will be reviewed by the Kansas Integrated Accountability System (KIAS) team whose purpose is to provide general supervision in Kansas, the Director of the Kansas Learning Network, and other members of the KSDE Early Childhood, Special Education and Title Services team to determine eligibility to exit.*

*Schools who are identified as eligible for CSI by way of high school graduation rate may be eligible to apply to exit CSI status after two years. In order to be granted exit status, these schools must meet the following exit criteria:*

- *Schools and the district maintain their school improvement plan within KansaStar that is aligned to the needs assessment and addresses the underlying issues that contribute to low graduation rates.*
- *Schools and the district provide evidence that the 1003 school improvement funds awarded have been utilized for interventions that align with the needs assessment.*
- *Data shows that schools are making progress in the area of graduation rates.*
- *The KSDE identifies CSI and TSI every three years. Schools that have met the requirements for exiting may be re-identified if data indicates the need for additional technical assistance.*

*Exit applications will be reviewed for exit eligibility status by the Kansas Integrated Accountability System (KIAS) team. This team includes members of the KSDE Early Childhood, Special Education and Title Services department.*

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

*Schools identified for TSI based on low-performing subgroups of students will remain in TSI status for three years, but may be eligible to apply for exit after two years.*

*In order to be eligible for exit status, schools and district must meet the following criteria:*

- *Schools and the district maintain school improvement plan within the KSDE online system, KansaStar, which is aligned to the needs assessment and addresses the underlying issues that contribute to low-performing subgroups.*
- *Schools and the district provide evidence that utilization of technical assistance opportunities provided by the KSDE through the KSDE sponsored conferences, symposiums, institutes, trainings and the TASN have been targeted.*
- *Data shows that schools are making progress in closing the gaps for the low-performing subgroups of students for which they were identified.*
- *The KSDE identifies CSI and TSI every three years. Schools that have met the requirements for exiting may be re-identified if data indicates the need for additional technical assistance.*

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

*Any school identified for comprehensive support and improvement that fails to meet the exit criteria after three years will be provided with additional technical assistance from the Kansas Learning Network and the KSDE consultant assigned to the district. The additional technical assistance will include conducting and analyzing a comprehensive needs assessment, required professional development for district and school teams*

*based on results of comprehensive needs assessment, and support from the KLN coaching network will be aligned to the indicators identified through the comprehensive needs assessment. Technical assistance will be provided at the district level and focused on system changes supports, but specific to the identified schools comprehensive needs assessment results. Agreed upon next steps may include, but are not limited to, required assistance from Kansas MTSS, TASN, and regional education service centers.*

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

*The KSDE will conduct a resource review during the three year timeframe in which schools eligible for comprehensive or targeted support are implementing interventions. This review process will be integrated within the ongoing monitoring process implemented by the Kansas State Department of Education (KSDE) for identifying districts in need of additional fiscal and accountability support. The KSDE has fiscal processes in place to monitor on an ongoing basis allocations made to every LEA in the state. The KLN is part of the Kansas Technical Assistance System Network (TASN) and contains a comprehensive evaluation of all resources provided within the TASN. The TASN Evaluation focuses on the effectiveness, implementation and sustainability of school improvement efforts. More information can be located on the KSDE school finance webpage and www.ksdetasn.org*

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

*Kansas State Department of Education has developed a coordinated system of technical assistance for schools identified for comprehensive or targeted support and improvement. The technical assistance will look different in every school or district. The KSDE, along with our partners, help districts develop individualized plans for support and improvement that may include, but is not restricted to, the list of providers outlined later in this section.*

*All of the KSDE technical assistance providers have been chosen through an extensive vetting process that began with the implementation of the KSDE ESEA Flexibility Waiver. Through an RFP process, the KSDE chose providers that would offer technical assistance programs and services to Kansas districts and buildings that consist of evidence-based best practices. The KSDE continues to carefully vet any new partners through the RFP process.*

*Effective and meaningful implementation of the districts plans are achieved through an assessment of risk, as described above. Districts are supported by the KSDE coordinated technical assistance. Follow up is provided to the district by a KSDE team through on-site visits and/or development of Targeted Technical Assistance plan in coordination with existing plans. Subsequent follow up is provided in the mutually agreed identified area(s) needing further technical assistance.*

*The KSDE has coordinated effective technical assistance resources in the state of Kansas through the Kansas Technical Assistance System Network (TASN). Districts have access to any of the TASN partners by visiting one website. TASN partners include:*

*Families Together, Inc. - Families Together, Inc. is the Parent Training and Information Center (PTI) for Kansas. PTI provides support to families of children with disabilities. This support includes programs designed to build and sustain strong, healthy, informed, and actively involved family members who can work together to improve the lifelong outcomes for their child or sibling with a disability.*

*General Supervision, Timely and Accurate Data - The General Supervision, Timely and Accurate Data (GSTAD) project provides data management for the State Performance Plan and Annual Performance Report, including reporting district performance and supporting the Kansas Integrated Accountability System.*

*Infinitec - The Kansas Infinitec project provides educators in Kansas with access to resources, information, and training on state of the art assistive technology (AT) and Universal Design for Learning (UDL).*

*Kansas CHAMPS & DSC Training Cadre - The Kansas CHAMPS and Discipline in the Secondary Classroom (DSC) Training Cadre is a group of educators from across the state of Kansas who have received training and ongoing professional learning in order to provide the deep knowledge and use of positive behavior supports in classroom management, on an as needed basis, to educators and districts statewide.*

*KansaStar - Schools and the district in which they reside maintain their school improvement plan within the KSDE online system for school improvement referred to as KansaStar that is aligned to the needs assessment and root cause analysis. KansaStar will provide documentation of implementation verified by the Kansas Learning Network.*

*Kansas College & Career Competency Framework - The College and Career Competency (CCC) Framework supports middle and high school educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content. Free resources are available at www.cccframework.org.*

*Kansas Learning Network - The Kansas Learning Network (KLN) project provides targeted intensive support and ongoing coaching to districts and schools identified by the KSDE through an accountability systems.*

*Kansas LETRS Training Cadre - The Kansas LETRS Training Cadre is a group of educators from across the state of Kansas who have received training and ongoing professional development to be able to provide the deep knowledge contained with the LETRS professional development modules on an as needed basis to educators and districts statewide.*

*Kansas MTSS - The Kansas Multi-Tier System of Supports (MTSS) project provides resource development, training, and support for district wide implementation of the Kansas MTSS framework. This includes implementation preschool through high school and includes support for reading, math, behavior, early childhood, and secondary transition.*

*Kansas Parent Information Resource Center - The Kansas Parent Information Resource Center (KPIRC) project provides information, training and support to educators and families in developing and implementing effective parent engagement practices.*

*Kansas Recruitment & Retention - The Kansas Recruitment and Retention project provides support to Kansas districts, schools and educators through the Kansas Education Employment Board (KEEB) and to early career special education staff through the Kansas e-Mentoring for Student Success (eMSS) effort.*

*Kansas Enrichment Network - The Kansas Enrichment Network provides technical assistance, coaching, training and support for the 21st Century Community Learning Centers, and after school, before school and summer learning programs across the state.*

*TASN Coordination - The TASN Coordination project assists educators and families in connecting to resources and supports available through TASN and partners. In addition, they work closely with the KSDE ECSETS Leadership in ensuring that TASN is meeting statewide needs.*

*TASN Co-Teaching - The Kansas Co-Teaching project and training cadre provides training, coaching and support to districts and educators state wide to effectively use co-teaching practices within classrooms at all levels.*

*TASN Evaluation - The TASN Evaluation project assists the entire TASN system in designing and implementing an evaluation system that focuses on measuring the effectiveness, implementation, and sustainability of efforts.*

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

*Not applicable.*

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[8]

*The KSDE will ensure that students taught in Title I Schools are not taught at a higher rate by , inexperienced, ineffective or out-of-field teachers than their non-Title I peers. Kansans believe that all children in Kansas deserve an equal opportunity to a quality education. Kansas children, regardless of race, income or disability, deserve access to a safe and healthy place to learn, rigorous expectations, and excellent educators in every*

[8] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

*classroom. The KSDE will focus on ensuring that every Kansas child has the opportunity to learn from quality teachers.*

***Definitions***

| ***Key Term*** | ***Statewide Definition (or Statewide Guidelines)*** |
|---|---|
| *Ineffective teacher* | *Never licensed or an expired license. The staff member is not licensed or has an expired license.* |
| *Out-of-field teacher* | *The staff member holds a standard or "non-standard" license but does not hold the correct subject and/or grade level endorsement for the listed assignment.* |
| *Inexperienced teacher* | *A classroom teacher with a valid Kansas teaching license (Initial, Temporary [one year renewable], or Exchange [out-of-state]) that has taught for less than three years in a Kansas public school classroom.* |
| *Low-income student* | *Student qualifies for free and reduced price lunches.* |
| *Minority student* | *A student any race other than "white", as designated by parent/guardian.* |

*Questions considered by the KSDE:*

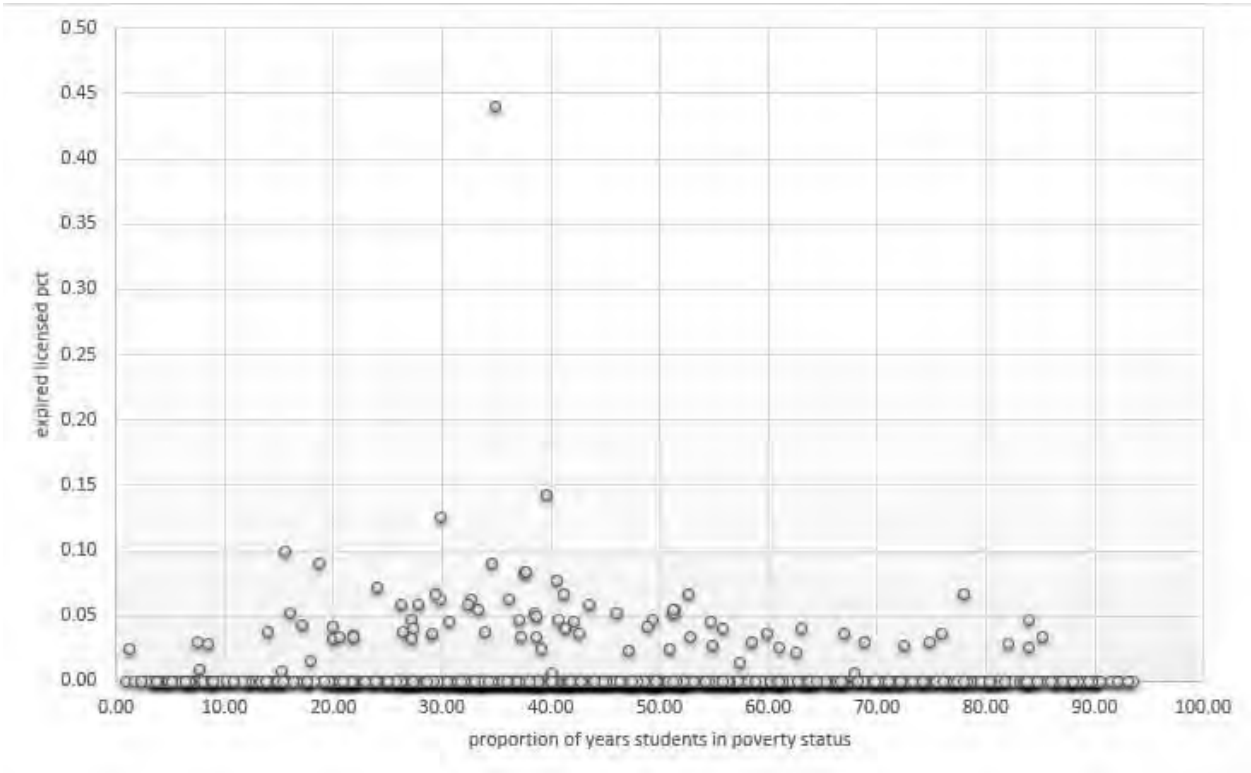
- *Do Title 1 Schools with high poverty have a greater percentage of teachers with less than three years of experience compared to low poverty districts' percentage of teachers with less than three years of experience?*
- *Do Title 1 Schools with high poverty have a greater percentage of teachers teaching out-of-field compared to low poverty districts' percentage of teachers teaching out-of-field?*
- *Do Title 1 Schools with high poverty have a greater percentage of ineffective teachers compared to low poverty districts' percentage of ineffective teachers?*
- *Are Title 1 Schools with a high percentage of minority students taught by inexperienced teachers at a greater rate compared to the average number of inexperienced teachers in the lowest percent minority districts?*
- *Are Title 1 Schools with a high percentage of minority students taught by out-of-field teachers at a greater rate compared to the average number of out-of-field teachers in the lowest percent minority districts?*
- *Are Title 1 Schools with a high percentage of minority students taught by ineffective teachers at a greater rate compared to the average number of ineffective teachers in the lowest percent minority districts?*

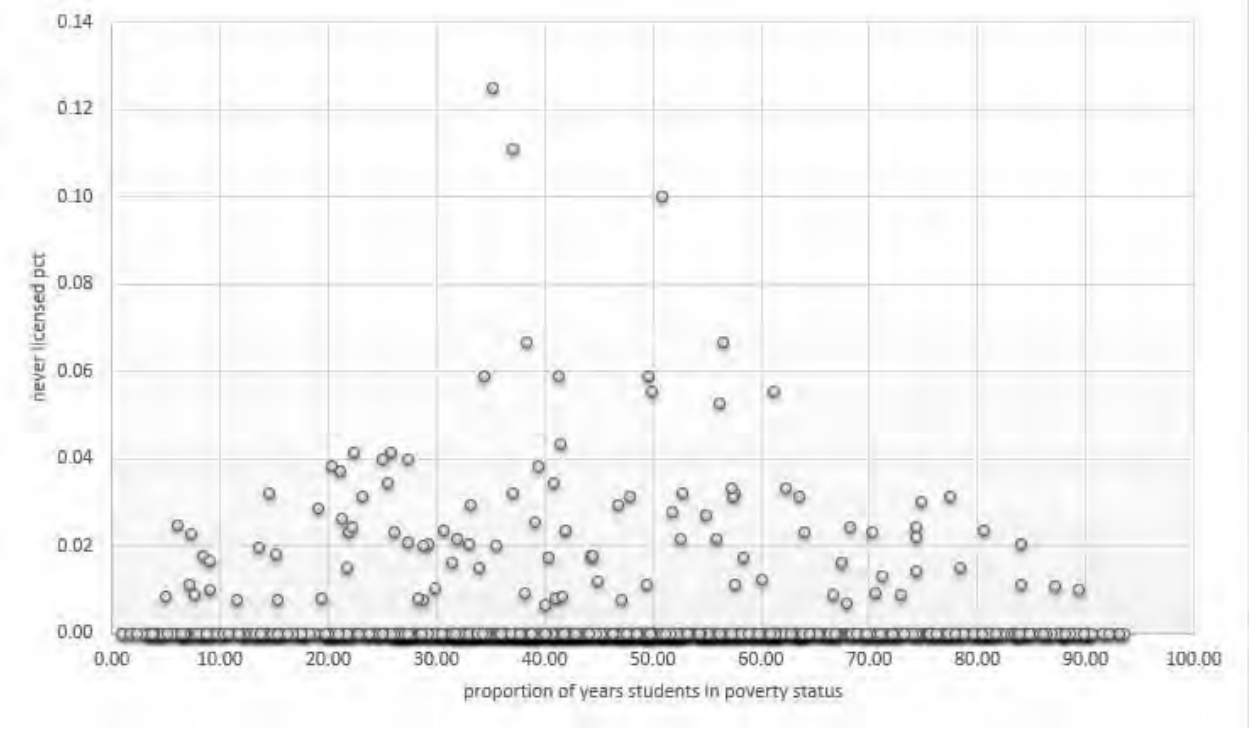
***Ineffective***

*Data from the 2017 Licensed Personnel Report (LPR) showed 89 teachers teaching with*

*an expired license and 92 teachers were never licensed in Kansas. Further analysis determined that 43% of these teachers were in Title 1 Schools. This analysis will be conducted annually.*

*The KSDE has defined ineffective teachers as a teacher employed full time in a building who has never been licensed or is teaching on an expired license. The KSDE collects teacher employment data annually by building and is able to accurately report teachers practicing without a valid teaching license. Never licensed teachers have not demonstrated either content or pedagogy training. Teachers must have a minimum of a bachelorette degree and training in both content area and pedagogy to be licensed in Kansas. A teacher with an expired license is someone who has not completed the required professional learning to renew a license. In both cases, the KSDE believes never licensed or expired license teachers put students at a significant disadvantage. The scatter plots below depict a representation of the ineffective teacher data for low-income and minority children.*

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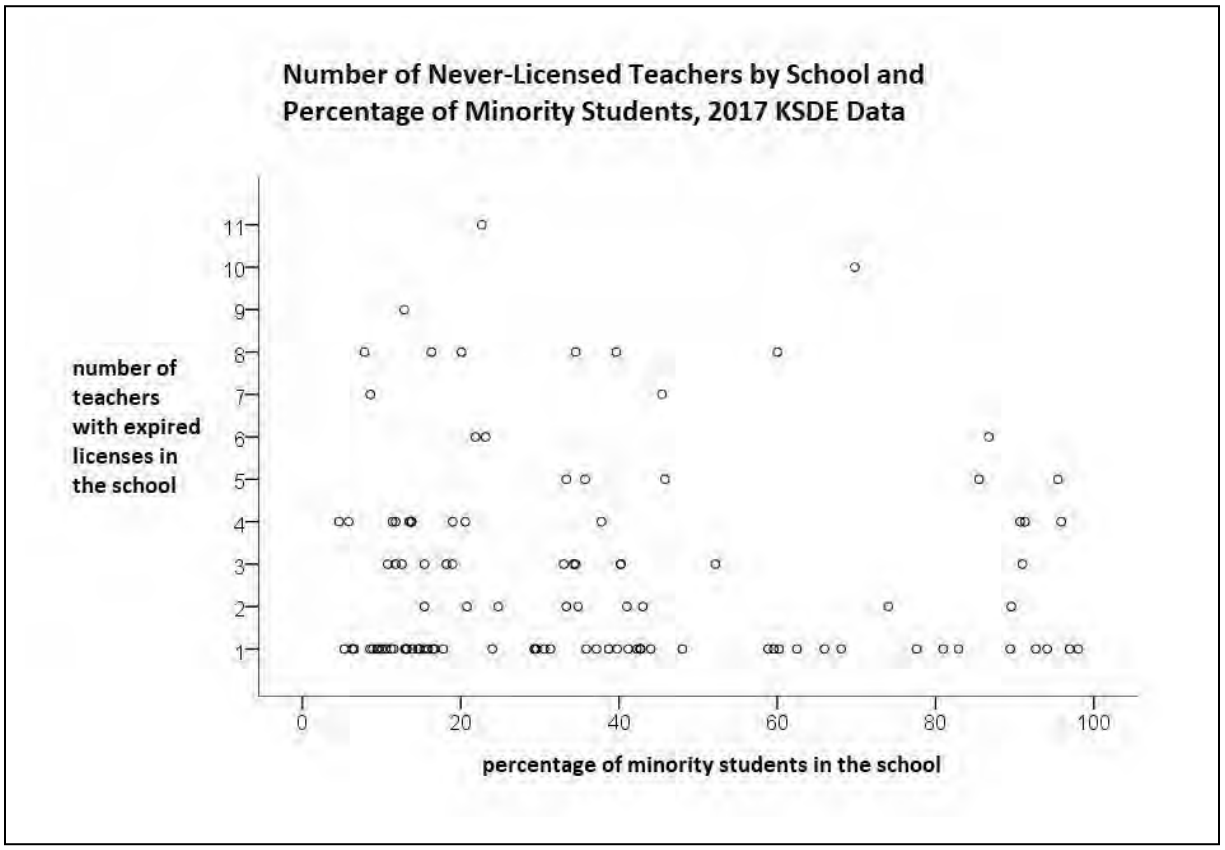
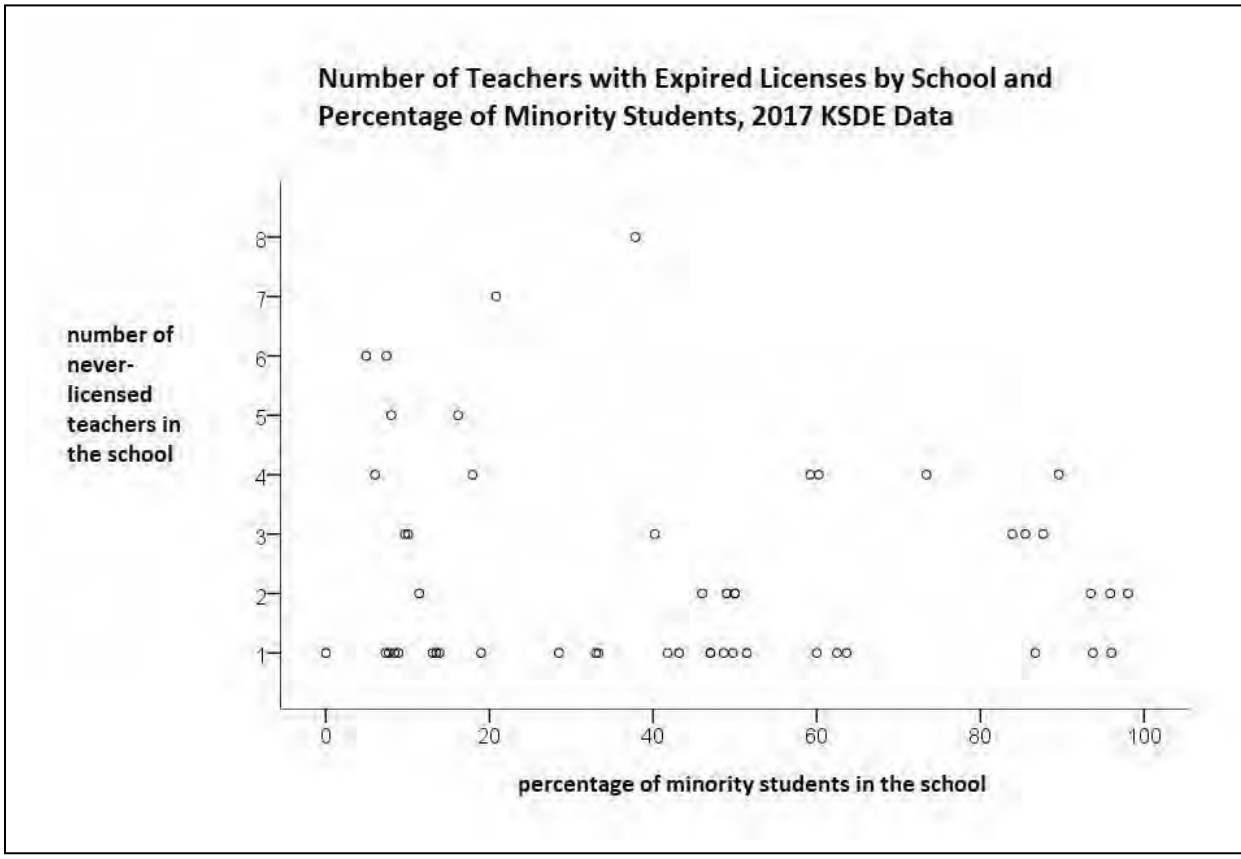
0.12
0.10
0.08
0.06
0.04
0.02
0.00
0.00
10.00
20.00
30.00
40.00
50.00
60.00
70.00
80.00
90.00
100.00
proportion of years students in poverty status


Number of Never-Licensed Teachers by School and Percentage of Minority Students, 2017 KSDE Data
number of teachers with expired licenses in the school
11
10
9
8
7
6
5
4
3
2
1
0
20
40
60
80
100
percentage of minority students in the school




***Inexperienced***

*Scatterplot Representations of Data. In the following scatter plots, the KSDE has chosen to use the five percent of schools, including Title 1 Schools and districts at both extremes of the scatter plot to accentuate and calculate gaps in data around access to excellent educators in Kansas. Kansas also looked at the gaps between the upper and lower 10 percent and 25 percent of schools, including Title 1 Schools and districts. When the larger numbers of schools and/or districts were included, the gaps between teachers with less than three years of experience and percent poverty or percent minority was diminished. Districts are provided data for the upper and lower 10 percent and 25% to determine any discrepancies within their schools, including Title 1 Schools.*

*Kansas recognizes the research that supports the change in effectiveness between a first and second year teacher, however, when the KSDE analyzed data between the distribution of first and second year teachers in high poverty and high minority districts, no gap was found. Kansas chose to use the "less than three year" definition for an inexperienced teacher.*

## Percent Poverty Effect on Access to Excellent Educators in Title 1 Schools

**Figure 1**

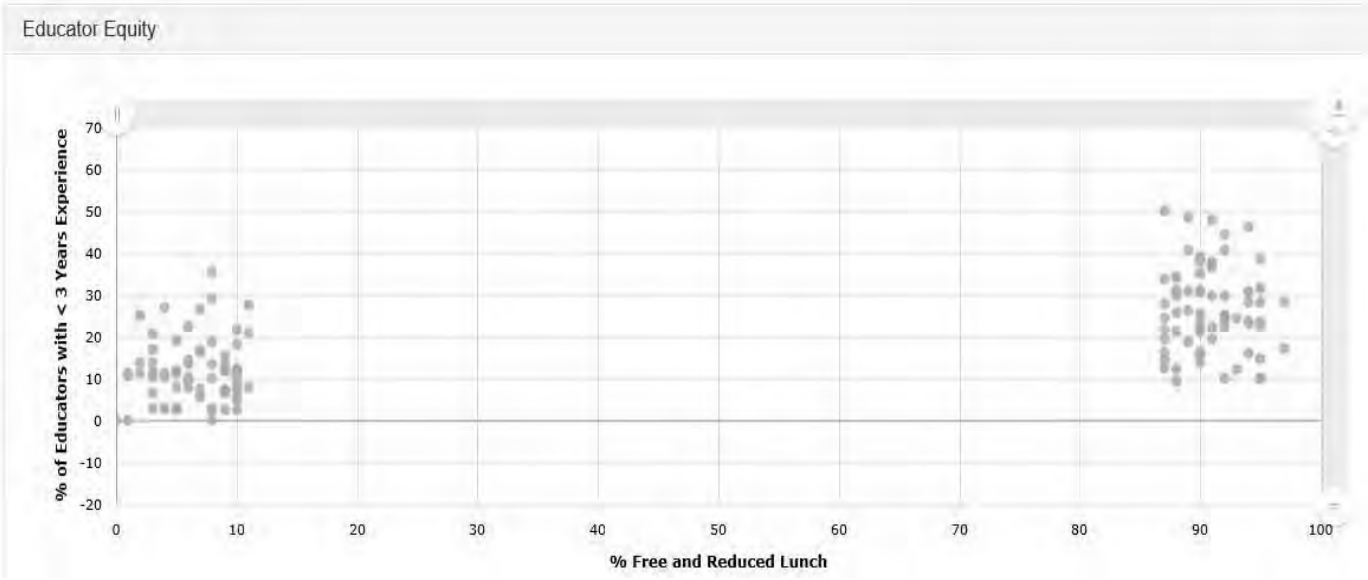



*Figure 1 compares the 5 percent of schools, including Title 1 Schools, with the highest percent of poverty and the 5 percent with the lowest percent of poverty to the percent of teachers in a school with less than three years of experience. In the scatterplot above, teachers with less than three years of experience are more often seen in schools with higher poverty rates.*

| **Gap Calculation:** | |
|---|---|
| Average percent of teachers with less than 3 years of experience in the 5% of schools including Title 1 Schools with the highest percent of free and reduced price lunches | 27.3 |
| Average percent of teachers with less than 3 years of experience in the 5% of schools including Title 1 Schools with the lowest percent of free and reduced price lunches | 11.24 |
| Inexperienced Teacher and Free and Reduced Gap, Schools(difference between Row 1 and Row 2) | 16.06 |

**Figure 2**

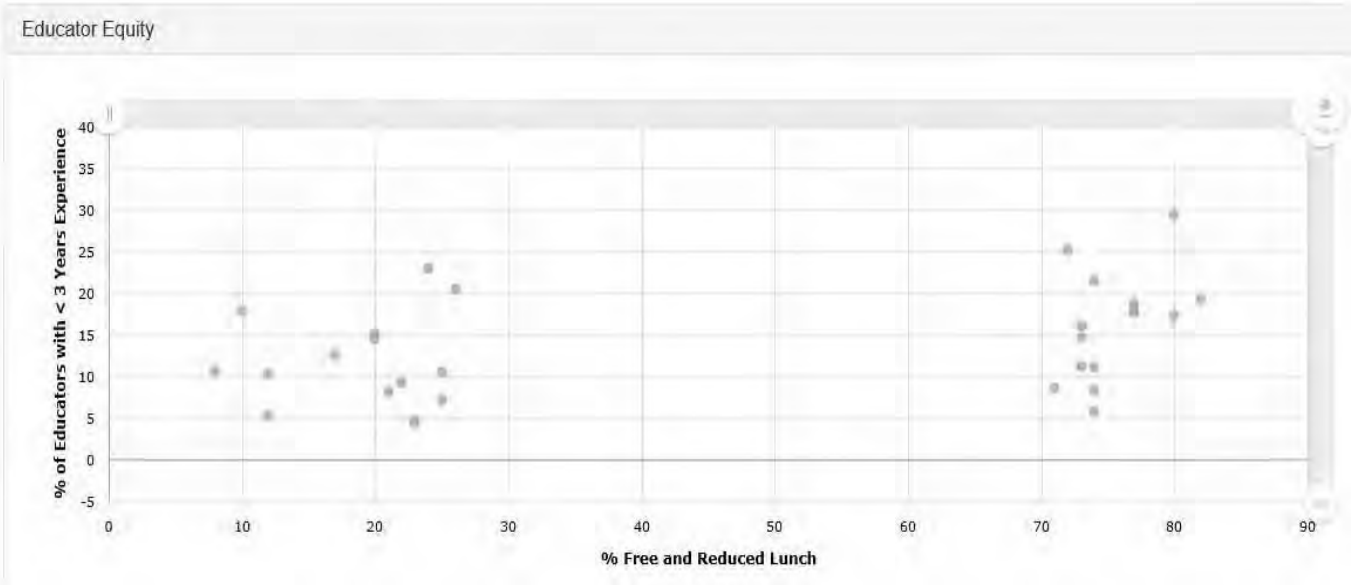



*Figure 2 compares the 5 percent of districts with the highest percent of poverty and the 5 percent with the lowest percent of poverty to the percent of teachers in a district with less than three years of experience. The data shows a gap in distribution of experience. Teachers in districts with high poverty are more likely to employee teachers with less than three years of experience.*

| **Gap Calculation:** | |
|---|---|
| Average percent of teachers with less than three years of experience in the 5 percent of districts with the highest percent of free and reduced price lunches | 16.71 |
| Average percent of teachers with less than three years of experience in the 5 percent of districts with the lowest percent of free and reduced price lunches | 10.93 |
| Inexperienced Teacher and Free and Reduced Gap, District (difference between Row 1 and Row 2) | 5.78 |

**Figure 4**

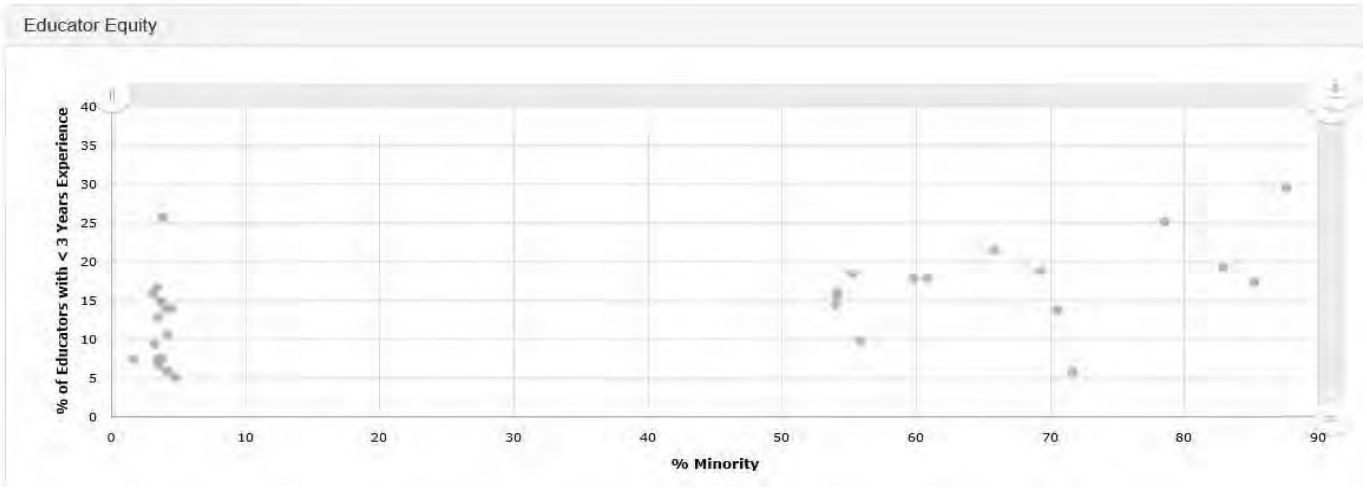



*Figure 4 compares the 5 percent of districts with the highest percent minority population and the 5 percent with the lowest percent minority population to the percent of teachers in a district with less than three years of experience. The data shows a gap in distribution of experience. Teachers in districts with high minority populations are more likely to employee teachers with less than three years of experience.*

| **Gap Calculation:** | |
|---|---|
| Average percent of teachers with less than three years of experience in the 5 percent of districts with the highest percent minority students | 17.56 |
| Average percent of teachers with less than three years of experience in the 5 percent of districts with the lowest percent of minority students | 12 |
| Inexperienced Teachers and Minority Gap, District (difference between Row 1 and Row 2) | 5.56 |

### *Out-of-Field*

*The table below illustrates the current reality in Kansas concerning out-of-field teachers. The KSDE studied out-of-field teachers, those teachers with a valid Kansas teaching license but without proper subject/area endorsements, and found that little to no gap existed. The KSDE understands that, even though no gap is apparent at the state level, there may be gaps at the individual district level. Each district has access to the specifics of their district data provided by the KSDE in order to make comparisons among schools, including Title 1 Schools.*

| | % Out-of – Field at Building Level in Low % F&R Buildings | % Out-of-Field at Building Level in High % F&R Buildings | | % Out-of-Field at District Level in Low % F&R Districts | % Out-of-Field at District Level in High % F&R Districts | | % Out-of – Field at Building Level in Low % Minority Buildings | % Out-of-Field at Building Level in High % Minority Buildings | | % Out-of-Field at District Level in Low % Minority Districts | % Out-of-Field at District Level in High % Minority Districts |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ave | 0.0295573 | 0.0664964 | Ave | 0.0765979 | 0.089657 | Ave | 0.0835582 | 0.0630853 | Ave | 0.1870795 | 0.1085507 |
| **Gap** | **0.04%** | | **Gap** | **0.01%** | | **Gap** | **No Gap** | | **Gap** | **No Gap** | |

### *Conclusions*

*Data from the Kansas Educator Data Collection System, which is Kansas's system for collecting, analyzing, and reporting data on public school teachers, administrators and other staff, indicates that:*

- *Gap 1: Students in Title 1 Schools with high concentrations of low-income students are taught at higher rates by **inexperienced** teachers than students in Non-Title 1 Schools with low concentrations of low-income students.*
- *Gap 2: Students in districts with high concentrations of low-income students are taught at higher rates by **inexperienced** teachers than students in districts with low concentrations of low-income students.*
- *Gap 3: Students in Title 1 Schools with high concentrations of minority students are taught at higher rates by **inexperienced** teachers than students in Non-Title 1 Schools with low concentrations of minority students.*
- *Gap 4: Students in districts with high concentrations of minority students are taught at higher rates by **inexperienced** teachers than students in districts with low concentrations of minority students.*

### *Likely Causes of Most Significant Differences*

*Root Cause Analysis. The root cause analysis consisted of two steps: (1) using available data to brainstorm a complete list of root causes behind the equity gaps and (2) categorizing these root causes by themes.*

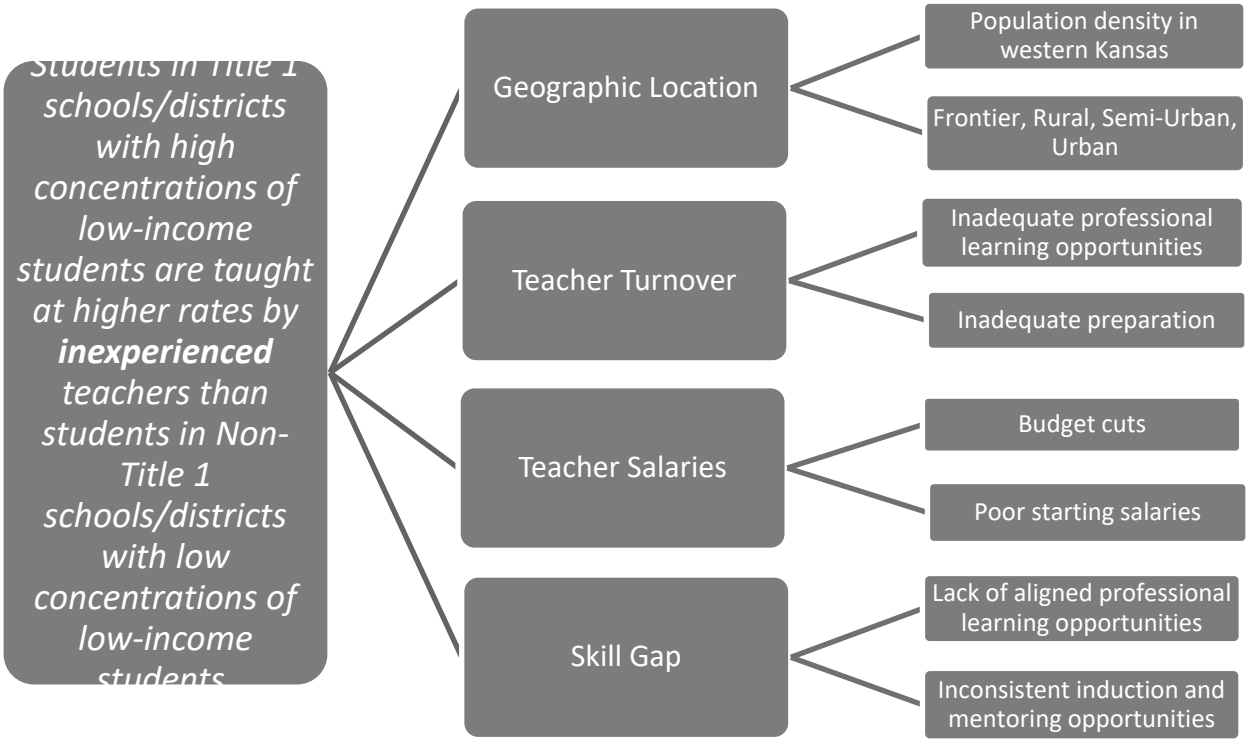
*Because equity work happens at the state and district levels, the KSDE chose to combine Gaps 1 and 2, and Gaps 3 and 4. The KSDE created diagrams to illustrate the root causes believed to hinder student access to excellent teaching in Kansas in regard to these two gaps. Continuous root cause analysis of gaps appearing in current data, as well as future data, will be examined using a root cause analysis, and appropriate strategies will be implemented in order to ensure an excellent educator in every classroom.*

*The following two diagrams represent the process used for root cause analysis. The KSDE has analyzed data using:*

- *Kansas maps for geographical comparisons,*
- *Teacher attrition rates,*
- *Teacher average salaries, and*
- *Input from various stakeholder groups.*

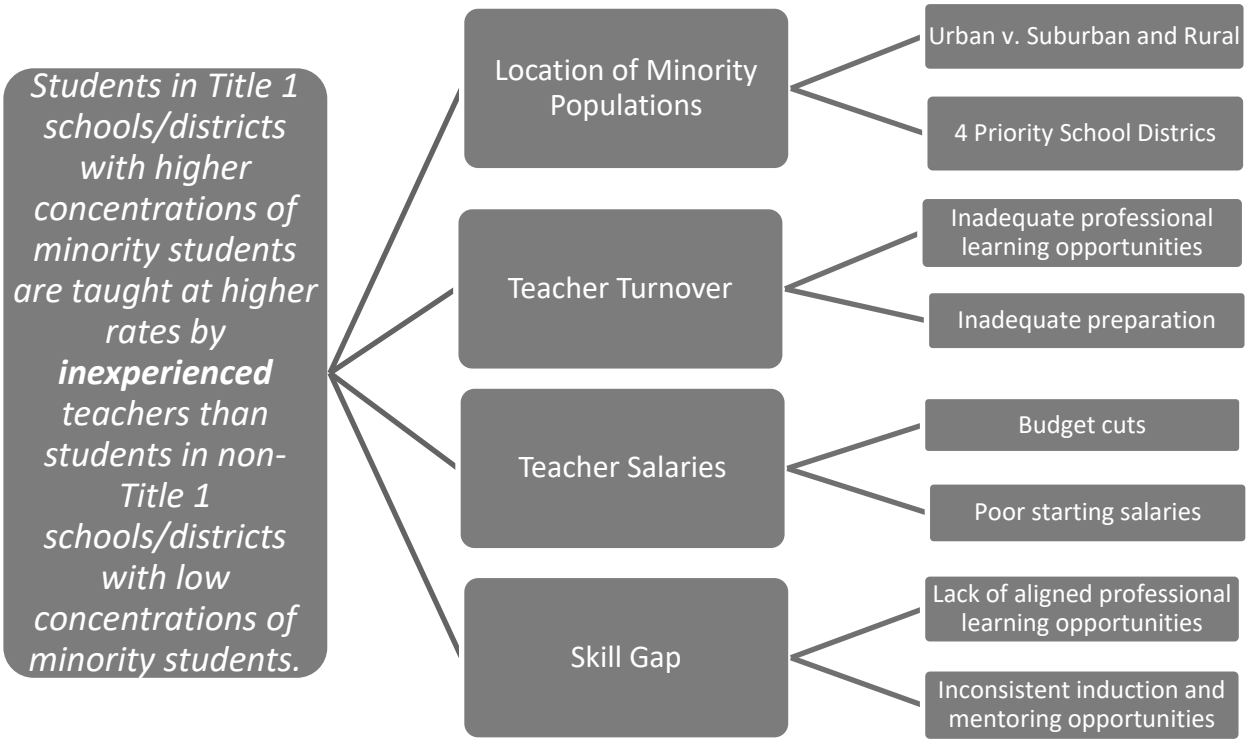
***Root Cause Analysis, Equitable Access Gap to Excellent Educators***

- *Gap 1: Students in Title 1 schools with high concentrations of low-income students are taught at higher rates by **inexperienced** teachers than students in non-Title 1 Schools with low concentrations of low-income students.*



***Root Cause Analysis, Equitable Access Gap to Excellent Educators***

- *Gap 2: Students in Title 1 Schools/districts with higher concentrations of minority students are taught at higher rates by **inexperienced** teachers than students in Non-Title 1 Schools/districts with low concentrations of minority students.*




*Kansans believe: If a comprehensive approach to ensuring all students have access to excellent educators is implemented and monitored over time,*

*Then Kansas school districts will be better able to recruit, retain, and develop excellent educators so that all students have equitable access to excellent teaching and learning to help students achieve their highest potential in school.*

***Core Principles as Seen in Theory of Action***

- *Consistent with regulatory language, the KSDE will focus on students who are from Title 1 Schools with larger populations of low-income students and schools with larger populations of minority students and students with disabilities. However, the KSDE recognizes that there may be other features in Kansas that would prevent students from gaining equitable access to*

*excellent teachers, e.g. rural schools, advanced degrees, English language learners.*

- *The KSDE has relied on multiple sources of data, using the Kansas Multi-Tier System of Supports' self-correcting feedback loop to analyze the data and identify gaps. Once gaps were discovered, additional data has been gathered for root cause analysis. Working with stakeholder groups, differing perspectives have improved the KSDE's ability to analyze the data and gain a better understanding of the root causes of lack of access to excellent teachers by all students, especially students from low-income families and minority students.*

- *The KSDE will provide supports for experienced teachers, novice teachers and teacher candidates. As an initial proxy measure, the KSDE will report the percentage of teachers in a Title 1 School who have three years of experience or less as well as those teachers with an initial license (generally, one year) and a professional license. Therefore, the KSDE will continue to support both the experienced and novice teachers with the equitable access strategies.*
- *The KSDE has developed a structure to solicit feedback from stakeholders, including the Kansas ESEA Advisory Council to ensure that the KSDE receives the input and information necessary to continuously improve the theory of action and improve equitable access.*

***Four Key Strategies***

*To achieve Kansas's educator equity objectives, the KSDE intends to initially pursue four key strategies that correspond to the root causes behind the gaps:*

1. *Ongoing professional learning;*
2. *Ongoing development, training and access to a secure system for educators to access data around the elements of the Equitable Access ;*
3. *Teacher/Leader Preparation;*
4. *A system of teacher evaluation to include ratings that will inform individual professional learning needs.*

*These strategies were identified through root cause analysis with the input of key stakeholders. The KSDE provides professional learning opportunities in data analysis and root cause analysis to district staff, school staff, instructional coaches and education service centers. The KSDE will collect and report teacher experience, and licensing data at the district and school levels on the state, district, and school level report cards.*

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

*The Kansas State Department of Education understands the importance of improving school conditions and providing a safe learning environment for all kids in Kansas. As discussed in the Introduction, Social Emotional Character Development is one of the five board outcomes of the Kansas State Board of Education. The KSDE will provide supports to meet the outcome at the systems level, working with districts across Kansas that have self-identified the need for Universal Support and Improvement in the area of social emotional character development.*

*Creating positive learning environments is a responsibility of teachers while improving behaviors is a responsibility of schools[9]. The KSDE has a responsibility to establish policies and procedures to support schools in improving behaviors so that teachers may create positive learning environments.*

*The KSDE will seek out expertise in social and emotional character development, including the Kansas Technical Assistance System Network (TASN)[10] providers and Kansas MTSS[11]. Kansas has a history of implementing the CHAMPS program for increasing positive behaviors, interventions, and supports[12] and environments focused on instruction.*

*The KSDE makes available funds from Title I, Part A, or other included programs, to support efforts on prevention of bullying and harassment. These efforts include, but are not limited to, providing resources to district staff and families on bullying prevention, the promotion of Anti-Bullying Awareness Week, providing technical assistance on positive behavior supports, and de-escalation techniques. Resources are available through TASN and Kansas Safe Schools Resource Center. The Kansas Safe Schools Hotline is available to educators and families. The KSDE collects and analyzes data on incidents of bullying and harassment, seclusion and restraint in order to make informed decisions about supports to school districts.*

*The KSDE makes available funds from Title I, Part A, or other included programs, to continue the efforts on prevention of the overuse of discipline practices that remove students from the classroom that the KSDE has ongoing. These efforts include, but are not limited to, the analysis of all in-school suspension, out-of-school suspension, and expulsion data for inclusion in the data analysis used to provide targeted technical assistance to school districts. If a district's data indicates that district staff may be overusing discipline practices that remove students from the classroom, the KSDE would work with the district to try to determine the cause of this practice. The KSDE would then point district staff to resources that will help provide staff with additional tools to keep students in the classroom and not overuse exclusionary discipline.*

*The KSDE make available funds from Title I, Part A, or other included programs, to continue the efforts on prevention of the use of aversive behavioral interventions that compromise student health and safety. These efforts include, but are not limited to, providing resources to district staff and families to help them understand the Kansas laws on the use of aversive behavioral interventions; training for district staff in prevention techniques, de-escalation techniques and positive behavioral intervention strategies; data*

[9] www.osepideasthatwork.org
[10] www.ksdetasn.org
[11] www.kansasmtss.org
[12] www.pbis.org

*analysis of the use of seclusion and physical restraint; and targeted technical assistance for those schools reporting high numbers of seclusion and physical restraint duration and incidents.*

*The KSDE makes available funds from Title I, Part A, or other included programs, to partner with 21st CCLC after school programs, sharing transportation costs and expanding what current takes place.*

*The KSDE provides support to districts through Kansas Multi-Tier System of Supports (MTSS) training, a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making. Through MTSS, the Kansas IDEA (IDEA) State Performance Plan, State Systemic Improvement Plan (SSIP), Indicator 17 coherent improvement strategy results in a realigned, reallocated, collaborative professional learning infrastructure, which increases the capacity of districts to implement evidence-based instruction and interventions for each student. The IDEA SSIP Short-term, medium, and long-term outcomes, informed by stakeholder involvement, directly align with the Kansas ESEA state plan. District adoption of the Kansas MTSS Integrated Framework includes a proactive approach to improving academic performance, positive behavioral supports and interventions that promote student health and safety, improved social and emotional competency, and decreased removals from the classroom.*

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

   *Within the KSDE TASN network, there is a focus on decreasing dropout rates, increasing graduation rates, and improving the preparedness of middle school students for transitioning high school and staying on-track for graduation. Within the Kansas MTSS framework, participating districts analyze early warning systems data in conjunction with the social, emotional, and behavioral content they develop and implement.*

   *The term Early Warning Systems comes from the tool created by the National High School Center, which was based on Chicago Schools Research that indicated that the combination of attendance and failing at least one course in ninth grade had a significant impact on whether students stayed on-track to graduate in four years*[13].

   *Kansas MTSS takes the early warning indicators a step further in implementation by working with districts to set up sustainable systems to connect at-risk students to targeted interventions at a rapid response rate to reduce the impact these risk factors pose. This rapid response system is in place for elementary, middle, and high school students to improve successful transitions between schools, as well as decrease the impact the risk factors can have on a student's preparedness and success in high school coursework.*

[13] Stuit, D., O'Cummings, M., Norbury, H., Heppen, J., Lindsay, J. , & Shu, B. (2016). *Identifying Early Warning Indicators in Three Ohio School Districts.* IES Report retrieved from http://www.earlywarningsystems.org/wp-content/uploads/2016/10/REL_2016118.pdf.

*Additionally, the state of Kansas has established five State Board of Education outcomes that are associated directly with positive and productive transitions between middle and high school as well as transition to post-secondary education and careers. A focus on career awareness, graduation rates, post-secondary attendance and completion, social emotional growth and individual plans of study provide the school districts across the state with guidance and fundamental activities to conduct to affect the positive transitions of all students.*

*Individual Plans of Study is a board objective for the Kansas State Board of Education. Kansas has implemented a plan that would ensure that every middle school and high school student in Kansas would have an individual plan of study (IPS). The IPS helps prepare students for the transition from high school to post-secondary aspirations.*

*The scope of projects as well as content devoted to increasing graduation rates and preparing students for high school and beyond is widespread in the state of Kansas. Kansas MTSS as a TASN project is dedicated to ensuring that middle and high schools implementing MTSS increase student engagement and improve the opportunities for college and career readiness for all students. Kansas MTSS addresses all KSBE board outcomes to include the kindergarten readiness outcome as well as the more secondary and career focused outcomes mentioned earlier. The TASN Research Collaboration group, as well as the TASN Autism Tertiary Behavior Supports group, also contribute significantly to the awareness and connection to college and career readiness across the state.*

*With the board outcomes and the various opportunities for content and trainings within TASN, an emphasis on smooth transitions from middle to high school and high school to adulthood is well represented.*

## B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
   i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
   ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
   iii. The integration of services available under Title I, Part C with services provided by those other programs; and
   iv. Measurable program objectives and outcomes.

   *The Kansas statewide recruiting system provides year-round Identification and Recruitment (ID&R) coverage for the entire state with a focus on all aspects of the migrant population. It supports services required by the unique demands of the migrant lifestyle and blends local and statewide perspectives into a substantial and resourceful system of migrant support. In all regions of the state, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective to ensure all eligible migrant students have the opportunity to meet the same academic and content standards as non-migratory students. The responsibilities of the statewide recruitment specialists are as follows:*

   - *Review of time and effort logs of all recruiters*
   - *Directing the identification and recruitment efforts for the State of Kansas*
   - *Coordination of activities of Tier II recruiters*
   - *Identification of training/mentor needs of individual recruiters*
   - *Collaboration with the Staff Development Specialist*
   - *Review of Qualifying Activities*
   - *Evaluation of the quality of recruiter performance, and*
   - *Evaluation of the effective use of staff development*

   *One of the strategies used to increase the effectiveness of the ID&R efforts is creating networks by coordinating with organizations and agencies that provide services to migrant workers and families. The recruiter prioritizes the resources that migrant students, youth or workers may need during home visit to determine if the family may qualify as migrant under the statute.*

   *The state of Kansas uses the continuous improvement cycle as outlined by the Office of Migrant Education. A Comprehensive Needs Assessment (CNA) is conducted to identify concerns and determine the needs of migrant children ages 3-21. A committee of stakeholders convenes to review the results of the CNA and develop recommendations to address those needs. The Needs Assessment Committee (NAC) is made up of members representing the state and districts at both the district and school level, recruiters, service centers, state and local parent advisory committee members, technical assistance providers and quality control personnel. The NAC meets to review the CNA, study current data, and identify and establish Concern Statements regarding the unique educational factors influencing migrant student*

*achievement for preschool children, students grades K-12, and out-of-school youth. This information is then passed on to the Service Delivery Plan committee for development of strategies to address these needs.*

*The results of the CNA are included in the Kansas Migrant Education Service Delivery Plan (SDP), which targets student needs and provides recommendations and strategies to meet those needs. Each year, districts receiving migrant funds, as part of their Local Consolidated Plan, submit details as to how to address the needs identified in the SDP.*

*To ensure unique needs of preschool migratory children and migratory children who have dropped out of school are identified and addressed, the KSDE:*

- *Generates a monthly list of newly turned three year olds and sends to recruiters to verify residence in the state and offer services in the program, and*
- *Utilizes the statewide Out-of-School Youth (OSY) project, which tracks Kansas dropouts, to contact all out-of-school youth for residence verification and to provide services.*
- *Advocates for the OSY project counseled dropouts to return to school to receive a high school diploma, or encouraged them to complete a GED through online or alternative school coursework. Advocates work with local homeless liaison's to determine if dropouts are eligible for McKinney-Vento services.*
- *The KSDE has developed partnerships with the Department of Children and Families and the Kansas Department of Health and Environment as well as their federal counterparts to ensure that all migrant students, including preschool and those that have dropped out, receive services from all community, state and federal programs for which they may be eligible.*

*The Kansas MEP implements a variety of instructional and support programs designed to meet the needs of migrant students including supplemental instructional services during the regular school year, summer school programs, secondary credit accrual opportunities, parent involvement activities and Parent Advisory Committee meetings, and professional development designed to increase staff ability to provide high quality instruction. In addition, Kansas conducts intensive statewide identification and recruitment across the state that is verified by processes and procedures for data quality control.*

*External evaluators are contracted to assist KSDE to 1) ensure objectivity in evaluating the Kansas MEP, 2) examine the implementation and effectiveness of services, and 3) make recommendations to help the State improve the quality of the services provided to its migrant students. The external evaluators work collaboratively with MEP staff to:*

- *develop and update data collection tools (e.g., surveys, observation protocols);*
- *conduct evaluation interviews, structured observations, and focus groups;*
- *review student achievement data and other outcomes such as graduation rates and courses completed toward graduation;*
- *observe the operation of the local MEPs through a structured observation and summarize field notes about project implementation, including the coordination of other state and federal programs (Title I, Part A, Title III and state ESOL, etc.) with Title I, Part C to meet the needs of migratory children.*
- *analyze data and prepare an evaluation report containing information about the extent to which program processes such as professional development, parent involvement, and other activities described in the Kansas SDP are implemented as planned to achieve the State's measurable objectives.*

*The implementation of services are examined for effectiveness through onsite visits from MEP staff to observe instructional strategies, conduct interviews and surveys, and examine data available on students served and the types of activities provided. Onsite observations conducted by SEA staff use the Quality of Strategy Implementation rubric (QSI). The QSI is used to rate the implementation of each strategy identified in the SDP using a five-point rating scale. A rating of four (4) indicates sufficient implementation of the strategy.*

*In addition, The Kansas State Department of Education structure places most of the federal program personnel on the Early Childhood, Special Education, and Title Services team. This structure allows for coordination and communication between program personnel to ensure the needs of all students are being met through all applicable programs.*

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

   *Coordination of services in Kansas is supported through an ID&R Staff Development Coordinator responsible for the staff development statewide to ensure the quality of ID&R services. This Coordinator develops and presents fall and spring ID&R meetings in the regions; provides staff development sessions at a Summer State Migrant Education Program (MEP) workshop; develops and provides training for all new recruiters and seasoned recruiters for the State; implements individual ID&R staff development plans addressing the specific training needs of the recruiter; and provides one-day onsite visitations with each recruiter to review the staff development plans and the progress toward meeting its objectives.*

   *Currently, the KSDE participates in two Consortium Incentive Grants (CIG's): the Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) CIG, and the Identification and Recruitment Rapid Response Consortium (IRRC) CIG.*

   *Kansas serves as the lead state for the GOSOSY CIG, which partners with 16 other states. The goal of GOSOSY is to:*
   - *design, develop, and disseminate a system to identify, recruit, assess, and develop/deliver services to migrant out-of-school youth,*
   - *provide professional development to support these activities, and*
   - *institutionalize GOSOSY services into State plans to elevate the quantity and quality of services to this large, underserved population.*

   *Kansas is also an active member in the Identification and Recruitment Rapid Response Consortium IRRC CIG, which includes 13 other states. The goal of the IRRC is to:*
   - *Design and develop systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts.*
   - *Expand states' capacity through the sharing of resources, mentoring, and the deployment of a rapid response team of veteran ID&R specialists; and*
   - *Disseminate effective evidence-based ID&R practices throughout the MEP community.*

*The Kansas MEP is responsible for promoting inter- and intra-state coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the Kansas migrant data system houses Certificates of Eligibility (COE), as well as information on student enrollment, PFS, courses, and services/referrals for migrant-eligible children in Kansas.*

*The Kansas Migrant System interfaces with the U.S. Department of Education's Migrant Student Information Exchange (MSIX) to allow the State to complete inter- and intra-state student reports and support the linkage of migrant student record systems across the country. The KSDE uses the MSIX to ensure appropriate enrollment, placement and accrual of credits for Kansas migrant students. The KSDE uses the Kansas Migrant System to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements.*

*Based on the state of Kansas' most recent Migrant Comprehensive Needs Assessment, the following Needs/Concerns were identified:*

1. *The KSDE is concerned that, as a result of migrancy, migrant children ages three through five are not prepared for school.*
2. *The KSDE is concerned that, as a result of migrancy and mobility, fewer migrant students* score proficient or above on the Kansas English language arts and math assessments than non-migrant students*
3. *The KSDE is concerned that, as a result of migrancy, migrant students* are not accruing adequate credits to graduate on time.*
4. *The KSDE is concerned that, as a result of migrancy, only a small percentage of migrant OSY that are served are engaged in activities that lead to school re-engagement, GED prep, or other educational offerings (i.e., reading/math instruction).*

3. Use of Funds *(ESEA section 1304(b)3))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

   The current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes, are consistent with section 1304(b)(1)(D) of the ESEA.

   ***MPO 1: School Readiness***
   *1a) By the end of the 2014-15 school year and each year thereafter, 70 percent of 4 year old preschool students that have attended a migrant-funded family literacy or preschool program for at least one school year will score kindergarten ready on an appropriate assessment.*

   *1b) By the end of the 2014-15 school year and each year thereafter, 80 percent of migrant parents surveyed who attend at least two migrant-funded parent involvement events will assign a rating of four or five (on a five-point scale) indicating that the events helped them learn ways to help their children become ready for school.*

***Strategies:***

*1.1 Provide supplemental school readiness instruction during the regular year and summer programs to migrant three-year-old children that are not yet in school.*

*1.2 Coordinate with existing community programs and social services agencies addressing the needs of migrant children from birth to school age.*

*1.3 Distribute information to migrant families about early childhood school readiness programs available to enroll migrant infants and toddlers as well as three and four year old migrant children, as appropriate.*

*1.4 Provide parent education events, family literacy events, book distributions, literature/ educational materials, and strategies for parents to promote school readiness for their children.*

*1.5 Provide access to pre-school services for a greater number of migrant students.*

***MPO 2: Proficiency in English Language Arts and Mathematics***

*2a) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant* and non-migrant elementary/middle school-aged students meeting state standards on the district/state approved English language arts assessment will decrease by two percent.*

*2b) By the end of the 2014-15 year and each year there-after, 75 percent of migrant students* participating in a migrant-funded summer program for at least 3 weeks will demonstrate a five percent gain on a local assessment in English language arts administered at the beginning and end of the summer program.*

*2c) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant* and non-migrant elementary/middle school-aged students meeting state standards on the district/state approved math assessment will decrease by two percent.*

*2d) By the end of the 2014-15 year and each year thereafter, 75 percent of migrant students* participating in a migrant-funded summer program for at least 3 weeks will demonstrate a 5 percent gain on a local assessment in math administered at the beginning and end of the summer program.*

*2e) By the end of the 2014-15 school year and each year thereafter, 35 percent of migrant students* who enter 11th grade will have received full credit for Algebra or another high math course.*

*2f) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant* and non-migrant students meeting state standards on the district/state approved English language proficiency assessment will decrease by 2 percent.*

*2g) By the end of the 2014-15 school year and each year thereafter, there will be a quality implementation rating of four or five (on a five-point Fidelity of Implementation Index scale) for 90 percent of the academic and support services offered to migrant students in non-project areas.*

*2h) By the end of the 2014-15 school year and each year thereafter, there will be a 2 percent decrease in non-proficient migrant students* on the State-approved English language arts assessment.*

*2i) By the end of the 2014-15 school year and each year thereafter, there will be a 2 percent decrease in non-proficient migrant students* on the State-approved math assessment.*

***Strategies:***

*2.1 Provide supplemental needs-based, research-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.*

*2.2 Provide supplemental needs-based, research-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.*

*2.3 Provide supplemental needs-based, research-based English language instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.*

*2.4 Provide academic and support services to non-project areas through the northwest and southwest Kansas service centers.*

***MPO 3: Graduation from High School and Services to OSY***

*3a) By the end of the program year, the percent of migrant students dropping out of high school will decrease by .1 percent.*

*3b) By the end of the program year, 80 percent of migrant secondary students enrolled in credit accrual opportunities (e.g., PASS, summer academies, and district opportunities) will earn ½ credit toward high school graduation.*

*3c) By the end of the program year, 90 percent of migrant **OSY** enrolled in instructional and supportive services will be on track in an OSY Learning Plan based on an OSY Profile [as indicated on the Quality of Strategy Implementation tool (QSI]*

***Strategies:***

*3.1 During the regular term and summer term, offer supplemental credit accrual options and supplemental instruction leading to graduation.*

*3.2 During the regular term and summer term, provide educational opportunities to help middle school and high school-aged migrant students plan for postsecondary education and a career.*

*3.3 During the regular term and summer term, provide supplemental education for OSY appropriate for academic needs through a statewide OSY project.*

*3.4 During the regular term and summer term, promote academies and workshops focused on credit accrual.*

*3.5 Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programing, and other appropriate interstate collaboration efforts.*

***MPO 4: Non-Instructional Support Services***

*4a) By the end of the program year, 50 percent of migrant parents will participate in two family involvement activities (e.g., parent literacy night, parent workshops, etc.) focusing on increasing the ability to support the child's academics.*

*4b) By the end of the program year, 50 percent of migrant parents of students in grades 7-12 will report on a parent survey the participation in the development of the child's IPS.*

*4c) By the end of the program year, 80 percent of migrant parents will report an increased awareness of available resources and support.*

***Strategies:***

*4.1 Provide activities and resources to facilitate parent involvement and parent education in the schools including family literacy nights (e.g., transportation, childcare, alternate meeting times, meals).*

*4.2 Involve migrant parents and staff in the development and communication of the importance of migrant students' IPS.*

*4.3 During the regular term and summer term, collaborate with other funding sources and agencies to include migrant students in supportive programs based on student needs (e.g., general health, nutrition, medical services).*

*In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migrant parents. The Kansas MEP requires that a local school district receiving MEP funds consult with a Migrant Parent Advisory Council (MPAC) in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP.*

*Parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff about the student's education. Kansas offers information for parents to learn about the MEP, to understand the ID&R process to determine qualification for the program, and ideas on ensuring the child's success in school. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities to which parents are invited to participate and bring their families. The Kansas MEP and local projects consult with the MPAC about CNA and the design of the comprehensive SDP by participation of MPAC representatives on the Kansas MEP CNA and SDP committees. The Kansas MEP Policy Guidance governs the MPAC.*

*The State MPAC goals and objectives are to:*

- *have an active MPAC at every MEP project in the State of Kansas;*
- *train local MPAC representatives to become advocates and leaders of their communities;*
- *create a strong MPAC network throughout the State; and*
- *empower parents as primary educators of the children.*

*Local MPACs are supported by the State MEP, but have autonomy to make decisions about parent involvement at the local and State levels. They must:*

- *be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents;*
- *meet once per month during the regular school year;*
- *be provided by districts with a meeting location. With the assistance of the district, the MPACs plan the time, and agenda well in advance;*
- *schedule meetings convenient for parents to accommodate their work schedules;*
- *provide meeting agendas, minutes, and other materials in a language and format that parents understand; and*
- *establish meeting rules that support open discussion.*

*The following criteria are used to determine Priority for Service:*

- *Interruption of education during the regular school year including: a move during the previous performance period, a move during the current performance period, absent for two or more weeks and then returns due to migrant lifestyle, withdraws for two weeks and re-enrolls due to migrant lifestyle, or is an Out-of-School Youth.*
- *At Risk of Failing.*
- *Scored level 1 on Kansas English language arts or math assessment, scored level 1 or 2 on Kansas Science Assessment, Scored below proficient on another states assessment, scored below the 50$^{th}$ percentile on norm referenced math or English language arts test, is below grade level on K-3 English language arts diagnostic, is behind in accruing credits for graduation, in a class that is not age appropriate, grades indicating below average performance in any grade level, classified as non-English or limited English proficient, and has repeated a grade level or course.*

*Districts, including school districts and service centers, that receive migrant allocations are responsible for making PFS determinations as soon as students enroll. A technical assistance provider visits each district at least twice per performance period to verify that PFS is being recorded.*

*OR*

*Every Kansas MEP is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services. The eligibility list indicates whether a student is determined to have PFS. The Priority for Services Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services as a priority. Completed forms are kept on file at the district and readily available upon request.*

*Whether or not an eligible migrant student meets the PFS criteria, it is important that every MEP enter into the Migrant System the student's "at-risk information" as it provides documentation if the student moves to another district or state. Further, the at-risk designation is data that is used in determining a district's MEP allocation. The*

*Priority for Services form is one method for collecting the information that is then entered into the migrant database.*

*All Kansas Migrant Education Programs (MEP) are to have the documentation below.*

- *List of eligible migrant students*
- *List of students identified as Priority for Services students*
- *List of services available*
- *List of students receiving migrant services*

## C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   *The Kansas State Board of Education, along with local education agencies and the Kansas Department of Corrections, strongly supports all students in the educational journey and communicates with all stakeholders to ensure a successful transition between programs and/or facilities. The Kansas State Board of Education will provide the following services and supports for children and youth entering, exiting, and transferring between correctional facilities and/or locally operated programs:*

   - *Assignment of a Kansas Individual Data on Students (KIDS) identifier for each neglected, delinquent and/or at risk youth. The KIDS system assigns a unique, randomly generated state identification number for every student attending accredited public or private schools in Kansas. This ID number follows the student throughout his/her preK-12 education in Kansas schools. The KIDS identifier follows students between correctional facilities and locally operated programs as well; the KIDS identifier is essential in tracking records and data for students.*
   - *Adoption of graduation expectations that meet or exceed state standards.*
   - *Implementation of an Individual Plan of Study for all students in grades 8 through 12 and modification of the plans as often as needed as new student data becomes available. The Kansas State Board of Education strongly recommends that educational entities implement Individual Plans of Study (IPS) for every student. As students navigate through high school and into career and college, it is imperative that students set educational goals and create a roadmap for success in high school and beyond. This roadmap, or IPS, includes development of a flexible career focus and an education plan that improves the career and technical skills of the student. The IPS is clearly defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce. In addition, the IPS will help develop areas of career interest, exploration of career pathways, and search for technical schools, colleges, and training related to areas of interest for each student.*
   - *Transfer and data share of student records, including student assessment data, between facilities/programs, including local education agencies to correctional facilities and/or locally operated programs, and from correctional facilities or locally operated programs to local education agencies, to ensure continuity between programs and facilities using student information systems.*
   - *Allowance for students to continue working on credits after exiting a correctional facility through a Kansas education service center or a local education agency.*
   - *Conducting individual student progress meetings as needed between facilities, to include social workers, counselors, transition mentors, and caseworkers, to evaluate student progress using student records, assessment data, and observations of social/emotional skills.*

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness

of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

*Kansas has established the following objectives and outcomes to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program:*

***Objective 1:*** *Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in English language arts and math.*

> ***Outcome:*** *Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards as well as accrue school credits that meet state requirements for grade promotion or secondary school graduation.*

***Objective 2****: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by a district, complete secondary school, and/or obtain employment after leaving the facility.*

> ***Outcome****: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school, and/or obtained employment after leaving the facility.*

***Objective 3****: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs.*

> ***Outcome****: The Kansas State Board of Education strongly recommends that educational entities implement Individual Plans of Study (IPS) for students in grades 8 through 12. As students navigate through high school and into career and college, it is imperative that students set educational goals and create a roadmap for success in high school and beyond. This roadmap, or IPS, includes development of a flexible career focus and an education plan that improves the career and technical skills of the student. The IPS is clearly defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce. To assess the effectiveness of the IPS, Title I, Part D programs will annually report on the number of neglected and delinquent students who participate in postsecondary education, job-training programs, receive a recognized certification, or are successfully employed.*

## D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   *The KSDE will use Title II Part A funds to support the following activities that are evidence-based and shown to improve and support student achievement for all schools, including comprehensive support and improvement schools:*

   - *School leader evaluation and support systems, including induction and mentoring;*
   - *Teacher evaluation and support systems, including induction and mentoring;*
   - *Recruiting and retaining teachers and leaders;*
   - *Teacher and principal professional learning opportunities, including technology in the classroom;*
   - *KansaStar evidence-based indicators of effective practices as the school improvement system;*
   - *Training regarding how to recognize and prevent child abuse; and*
   - *Other supporting activities that meet the purpose of Title IIA.*

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   *Not applicable. Kansas does not intend to use Title II Part A funds to improve equitable access to effective teachers.*

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders

   *The KSDE works closely with public and private institutes of higher education in order to graduate teacher and leader candidates who are prepared for a career in teaching and leading. The KSDE has a licensing system that involves multiple types of licenses and endorsements. Licenses include: Initial, Professional, Accomplished, Transitional, and Provisional. The KSDE has implemented alternative routes to the classroom including hard-to-fill positions in science, technology, engineering and math, for those that have a degree in the subject area but do not have a teaching degree, and those that have work and/or skill experience but do not have a teaching degree. This system of certification and licensing is outlined in the "Routes to the Classroom" tables and graphic to follow.*

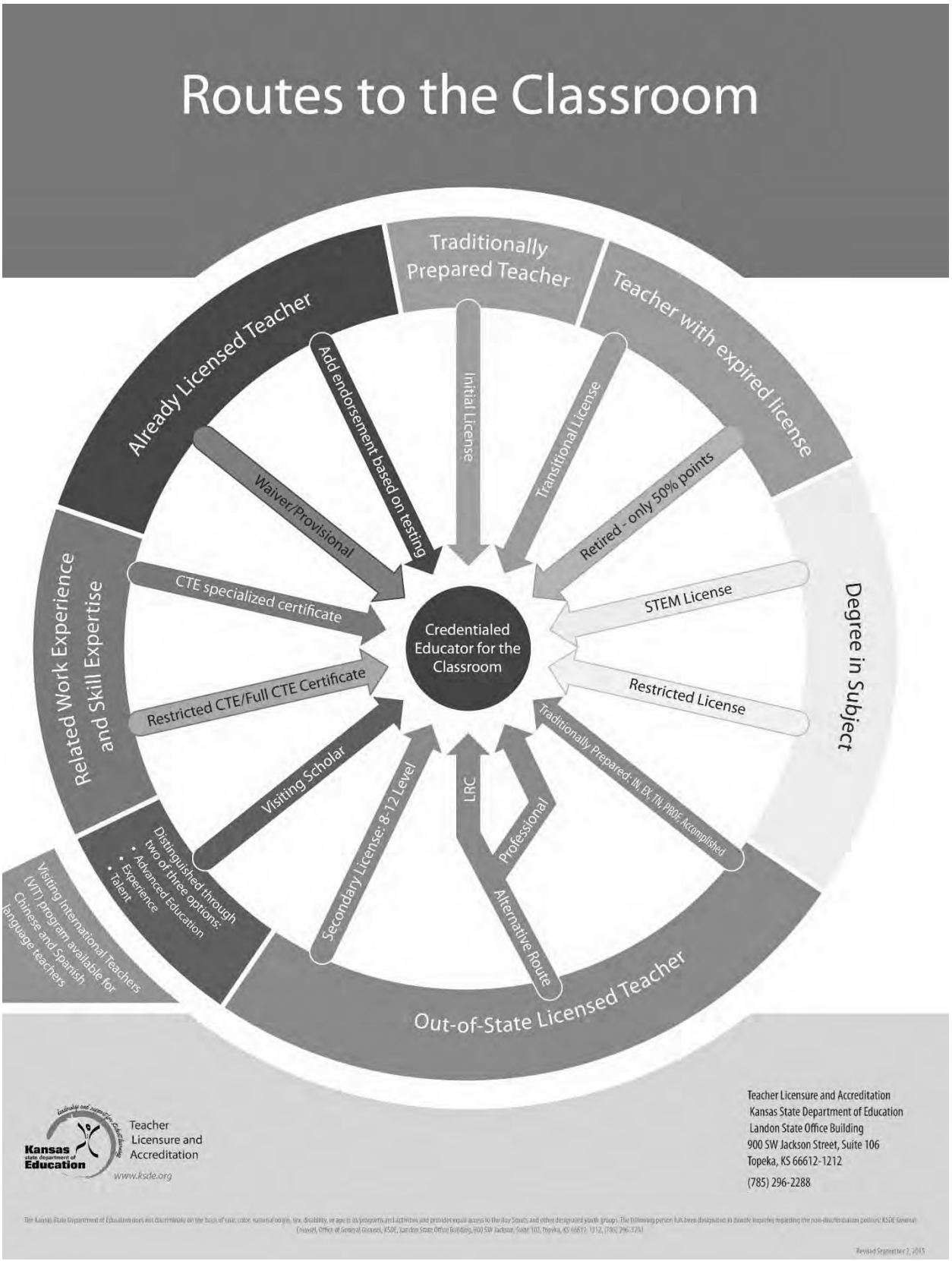
# Routes to the Classroom

| Background of Applicant | Credential Option(s) | Requirements | Examples or notes |
|---|---|---|---|
| Already licensed teacher | Add needed teaching endorsement by testing | • Complete Praxis content test with passing score<br>• Submit Form 22 application | • Middle, secondary or all-level teaching subject endorsements can be added to any existing elementary, early childhood, middle level or secondary license<br>• CANNOT add early childhood, elementary, SPED based only on testing<br>*Examples: Elementary education adding middle level math; Biology adding physics; Speech/theatre adding all level music...* |
| | Plan of study: waiver/provisional sequence as complete coursework on plan | • Enrolled in coursework on plan of study for completing an approved program<br>• Waiver/provisional pathway allows teaching full-time while completing program requirements<br>• Maximum 3 years on waiver to move to provisional. Provisional=2 years, renewable | • Elementary education not available as a waiver/provisional<br>• Leadership licenses not available as a waiver/provisional |
| Traditionally prepared teacher | Initial license One-year temporary nonrenewable (TN) | • Degree; Teacher preparation program completed<br>• Testing (TN if testing not complete)<br>• Recency means having teaching experience or credit hours in the last six years. | • Kansas program completers<br>To access annual summary data choose the LPR Board presentation and/or LPR Summary document located at www.ksde.org/Default.aspx?tabid=812 |
| Teacher with expired license | Transitional license | • Submit application to request<br>• Valid for current school year<br>• Allows full-time teaching | • Can complete the school year teaching full-time without meeting any requirements<br>• Available for teaching, school specialist, leadership expired licenses<br>• Provides time for the educator to complete professional development to renew their expired license if they wish to continue to teach<br>*Examples: retired district administrator serving a school year while district conducts search; retired Family and Consumer Sciences (FACS) teacher returning for a semester/supervising student teacher who will then be hired by district* |
| | | • Retired educators only need to complete 50% of the professional development points in order to renew expired license<br>• 60 with advanced degree; 80 with bachelor's | • Retiree could teach for a school year under a transitional license while earning the reduced professional development requirement to renew the professional license if desired |
| Holds a degree in the needed subject *(First language speakers (i.e. Spanish, French, German…) for restricted license in the language)* | STEM license | • Degree<br>o Life, Physical or Earth Space Science<br>o Mathematics<br>o Engineering<br>o Computer Technology<br>o Finance or Accounting<br>• Five years of professional work experience in the same subject<br>• Employed and assigned by a district to teach only the subject specified based on the degree and experience | • If individual does not have the required years of professional experience, they will qualify for a restricted teaching license, which does not require the experience. |

| Background of Applicant | Credential Option(s) | Requirements | Examples or notes |
|---|---|---|---|
| | Restricted Teaching License *Transition to Teaching program)* | • Pass appropriate content test<br>• Teach full-time while completing pedagogy coursework during 1st two years<br>• Collaborative effort between IHE, district, mentor | • Available for any middle level, secondary or all level teaching subject endorsement |
| Out-of-State Licensed Teacher | Traditionally Prepared: Initial license; Professional license; Accomplished license; TN; Exchange license, or Transitional license | • Type and level of license determined by the amount of experience or comparable testing, and if recency is met | To access annual summary data choose the LPR Board presentation and/or LPR Summary document located at www.ksde.org/Default.aspx?tabid=812 |
| | Alternative Route prepared: Professional license<br>OR<br>Licensure Review Process (LRC) | Professional License<br>• Five or more years of accredited experience, three of which are consecutive in the same district<br>LRC process<br>• Interim alternative license issues-allows full-time teaching while going through LRC process<br>• LRC reviews file/in person appearance before LRC follows | • Definition of Alternative route: teacher preparation delivered through a means other than a university program (such as a company or school district) and/or university program does not address both content and pedagogy (such as an online university program that only delivers pedagogy.<br>• New out-of-state regulations were implemented summer of 2014 for alternative route completers and for secondary licensed teachers. |
| | Secondary teacher Issued Kansas license for same subject(s) 8-12 | • Valid out-of-state license at the secondary level<br>• Offer for hire by a Kansas district<br>• Preparation program not required to be verified<br>• Type of license determined by testing history and/or exemptions from testing based on experience | |
| Occupational experience and skill/expertise in the needed subject field | Career and Technical Education (CTE) Specialized Certificate (employment in CTE pathways) | Full-time assignment<br>• Five years of experience plus industry recognized credential<br>.5 Full-time Equivalent (FTE) or less assignment<br>Verify occupational competency via one of multiple ways:<br>two years of experience<br>OR<br>License<br>OR<br>trade competency<br>OR<br>industry credential | • Requested by hiring district<br>• Three years, renewable upon request<br>• Grades 8-12<br>• Teachers licensed in academic subject area can apply for a CTE Specialized by verifying their occupational competency |
| | CTE Restricted/Full Certificate *(employment in CTE pathways)* | • Restricted issued based on verifying occupational experience/competency<br>• Teach full-time while competing pedagogy<br>• Parallel to restricted license but based on occupational skills rather than educational background | • Grades 8-12<br>• Restricted=two years, renewable. Full certificate is for five years.<br>• This certificate has been available for many years<br>• Updated to align with pathways language and to increase the number of pathways where a technical certificate is appropriate<br>• Can add additional subject by trade competency only |

| Background of Applicant | Credential Option(s) | Requirements | Examples or notes |
|---|---|---|---|
| Individual with distinction in their field through a combination of:<br>• experience<br>• advanced studies<br>• talent | Visiting Scholar License | Must meet 2 of the following criteria:<br>• Advanced degree in the subject<br>• Significant related occupational experience<br>• Outstanding talent or distinction in the field | • Average of **5-7** per year<br>• Examples<br>o Law and Public Safety<br>o Foundations of Medicine/Medical Simulator<br>o Business and Global Marketing<br>o Arabic<br>o Japanese<br>o Symphonic band |
| Visiting International Teachers Program (VIT) | Foreign Exchange License | • Individual has completed teacher preparation and is credentialed in their country. (International Credential Evaluation Report is required as part of application)<br>• MOU exists between the State Board and the Education authority in participating country<br>• Districts place teacher in assignment teaching the language (Spanish or Chinese) OR the subject area they were prepared to teach (elementary, math, etc.) | • Intensive, collaborative interview process between the Kansas State Department of Education (KSDE) and sponsoring program<br>• Districts pay KSDE $2000 fee per teacher (for a stay of 1-3 years)<br>• KSDE/sponsoring program provide support, training, inservice prior to start of school and during the year including work VISA issuance |


App. #000298


Routes to the Classroom
Already Licensed Teacher
Traditionally Prepared Teacher
Teacher with expired license
Related Work Experience and Skill Expertise
Degree in Subject
Out-of-State Licensed Teacher
Add endorsement based on testing
Initial License
Transitional License
Waiver/Provisional
Retired - only 50% points
CTE specialized certificate
STEM License
Credentialed Educator for the Classroom
Restricted CTE/Full CTE Certificate
Restricted License
Visiting Scholar
Secondary License: 8-12 Level
LRC
Professional
Traditionally Prepared: IN, EX, TN, PROF, Accomplished
Distinguished through two of three options:
• Advanced Education
• Experience
• Talent
Alternative Route
Visiting International Teachers (VIT) program available for Chinese and Spanish language teachers
Kansas state department of Education
Teacher Licensure and Accreditation
www.ksde.org
Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 106
Topeka, KS 66612-1212
(785) 296-2288

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   *Every beginning administrator in Kansas must complete an induction and mentoring program as a condition of moving from the leadership license to the professional level leadership license. The KSDE partners with the Kansas Educational Leadership Institute (KELI) housed at Kansas State University, to operate a mentoring and induction support program for new superintendents and principals. The program matches mentors to mentees and provides ongoing supports on a monthly basis. Support includes face-to-face dialogues, ongoing telecommunication, cluster workshops, and other professional learning opportunities. Hallmarks of the program include mentor work focusing on the Professional Standards for Educational Leaders (formerly called ISSLC) and targeted to meet the individual needs of the mentee. The mentoring must minimally be a two-year program, with support continuing beyond as needed.*

   *Further, the Kansas Multi-Tier System of Supports (MTSS) framework is a system-level coherent continuum of evidence based, system-wide practices to support a rapid response to academic, behavioral, and social skill needs. The Kansas MTSS framework intentionally focuses on leadership, professional development, and an empowering culture. This focus builds the specific* skills *of teachers, principals and other school leaders to recognize and address the needs of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.*

   *In addition to induction and mentoring programs and the Kansas MTSS, the KSDE offers professional learning opportunities to build the capacity of teachers and administrators across the state to affect change of systems in regard to proper identification and interventions of all students. Additional opportunities include:*

   - *Kansas Summer Leadership Conference (Special Education and Title Services)*
   - *Kansas Impact Institutes*
   - *Kansas MTSS Symposium*
   - *KSDE Annual Conference*

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

   *The KSDE will evaluate data around equitable access to excellent educators, student assessments, teacher retention, teacher evaluation and other KSDE data sources to inform decisions in order to improve activities supported under Title II, Part A.*

   *The KSDE will continue to seek ongoing consultation with its advising partners, including but not limited to, the ESEA Advisory Council, the Kansas Assessment Advisory Council, Kansas Technical Advisory Council, Kansas Association of School Boards, Kansas Association of Special Education Administrators, the Kansas Special Education Advisory Council, the Kansas Professional Learning Team, Kansas Educational Systems Accreditation*

*Advisory Council, the advisory team for Kansas Teacher and Leader Evaluation, the Kansas Parent Information Resource Center and Families Together. These councils consist of general education teachers, special education teachers, English Learner teachers, principals, directors of special education, other school leaders, paraprofessionals, specialized instructional support personnel such as private and charter school representatives, students, community partners and parents.*

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

*The Kansas State Board of Education has adopted a set of educator program standards. These standards provide guidance to institutes of higher education as well as providing standards for professional learning at the state and district levels. The standards cover a wide range of topics, including learner development, learning differences, learning environment, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning, ethical practices, leadership and collaboration.*

***Kansas Educator Preparation Program Standards for Professional Education***

*Definitions:*
*Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.*

*Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.*

*Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.*

*Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.*

*Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.*

*Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.*

*Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning*

*experiences to engage students in effective communication and collaboration, and in critical and creative thinking.*

*Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.*

*Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.*

*Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.*

## E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

   *The KSDE has worked with its partners, including all EL program directors, the ESEA Advisory Council, and federal program directors, to establish entrance and exit procedures for English learners. The KSDE requires LEAs to assess and identify English learners within 30 days of enrollment in a school in Kansas.*

   *Students are identified as English learners based on the home language survey and the score on a state-approved English language proficiency screener. Currently, Kansas has a list of approved screeners that will be replaced with the KELPA2 screener when it is available in 2018. No other measures are used to determine eligibility.*

   *The KSDE will transition to the Kansas English Language Proficiency screener in the 2017-18 school year with full implementation in the 2018-19 school year. Fluent English scores for Kansas's English Language Proficiency screener will be available after piloting in spring 2018.*

   *English learners are tested annually on the state-approved English language proficiency assessments, KELPA2. The KELPA2 is based on the state English language proficiency standards and addresses the language demands needed to reach college and career readiness. KELPA2 assesses the language domains of reading, writing, listening, and speaking. The student's results on the annual assessment is the single criterion used to measure a student's proficiency in English and exit the student from English language development services.*

   *Kansas will be using Former English learners as an additional subgroup for reporting purposes. Former English learners are those students that have scored an overall "proficient" score on the Kansas English Language Proficiency Assessment 2 (KELPA2) and is no longer receiving direct EL services. The student's assessment scores on the Kansas English language arts and mathematics assessments will be reported for four years following exiting the EL program.*

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress toward meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

   *Kansas has established long-term goals and measurements of interim progress under Title I, Part A. The long-term goal for ELs is based on "speed-to-proficiency." The KSDE will collect data and conduct analyses to set the long-term goal in 2021 and measures of interim progress to 2030.*

*In the interim, Kansas will use a long-term goal and measures of interim progress around "progress toward proficiency." The progress toward proficiency goals and interim measures will be set using 2017 KELPAs data, and measured and reported following the 2018 -2021 KELPA2 administration.*

*The KSDE will support English learners by providing schools and districts technical assistance and professional learning, including face-to-face trainings, webinars, and individual communications to meet the long-term goal and measurements of interim progress and challenging State academic standards.*

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

   *The KSDE monitors all districts' that receive Title III funds through the Kansas Integrated Accountability System (KIAS). The KIAS is the statewide accountability system for state and federal programs. The KIAS looks at many qualitative and quantitative risk factors around compliance and performance. The KIAS process holds buildings and districts accountable for each of these risk factors. Each risk factor is assigned a weight. The number of findings and the weight of such findings informs the corrective action process. Not meeting Title III program requirements would trigger the implementation of a corrective action plan supported by the KSDE, the Technical Assistance Support Network, Kansas Education Service Centers, and other technical assistant partners. The KSDE will provide ongoing technical assistance to the district and the building in support of meeting all Title III program requirements.*

   *The KIAS includes monitoring districts' Local Consolidated Plans (LCP) to ensure that Title III funds are spent on allowable activities under Title III.*

   *Additionally, the KIAS, analyzes data and risk factors for all districts receiving Title III funds to determine if additional support and professional learning is needed. The KSDE and partners will provide differentiated technical assistance to ensure progress toward proficiency for all language learners in Kansas.*

   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

   *Districts will be identified for further technical assistance based on needs and achievement outcomes. Multiple indicators are used to establish English Learner language acquisition and academic progress. Additionally, the identification process looks at the needs the districts have for professional learning, including instructional materials, increasing parent engagement and district communication with parents, student academic support, and potentially coaches provided to districts. Individualized support is available to districts based upon district root cause analysis and needs assessment.*

## F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

   *The Kansas State Department of Education (KSDE) has been working with stakeholders groups including the Kansas ESEA Advisory Council to determine the best use of Title IV funds at the state level. The goal is to discuss and recommend promising evidenced-based practices for Kansas districts to consider.*

   *The KSDE also has a Technical Assistance System Network (TASN) providing many of the evidence-based professional learning opportunities authorized under Title IV, Part A of the Every Student Succeeds Act (ESSA). The KSDE hopes to be able to expand the work that is being done by TASN as well as be able to involve more local districts in the evidence-based activities that are already in place. One example of the programs that are already in place under TASN that work very well under Title IV, Part A includes, but is not limited to, the School Mental Health Initiative. This initiative includes evidenced based interventions around mindfulness and self-care, restorative practices, resiliency, mental health disorders of childhood and adolescence, and trauma informed schools.*

   *Based on feedback from school districts, schools, businesses, communities, and other state agencies in ways in which the Title IV, Part A funds, may be used, the KSDE will use state activity funds to help support districts, schools and students access college and career competency activities.*

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   *The KSDE will distribute Title IV, Part A, Subpart 1 allocations using a formula grant. The KSDE will ensure that allocations are used for activities consistent with Title IV.*

   *The KSDE will not award grants of less than $10,000. The KSDE will comply with the ratable reduction requirement 4015(b).*

   *Districts and consortiums with over $10,000 will apply for the funding through our Local Consolidated Application (LCP), which will require a budget and how the funds are expected to be used by the districts based on the needs assessments that have been done at the local level. The use of the funding will be divided into the three appropriate sections (Well-Rounded Education {Section 4107}, Safe and Healthy Students {Section 4108}, and Supporting the Effective Use of Technology {Section 4109}. The Early Childhood, Special Education and Title Services (ECSETS) financial team is working with the Information Technology team to update the LCP to be in line with ESEA section 4105(a)(2). Districts that are retaining the funds to transfer to another allowable program under Title IV, Part A will be able to do this through the LCP application process as well.*

## G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

*The Kansas 21st Century Community Learning Centers program supplements, during non-school hours, instruction that took place during the regular school day. The purpose of the grant program is to provide academic enrichment opportunities for children, particularly in grades Pre-K – 12, who attend high poverty and low-performing schools, to meet state and local academic standards in core subjects.*

*The Kansas 21st CCLC program collaborates with other state and federal programs and grants to provide services and activities to support the whole child regardless of status and/or background. Collaborations between 21st CCLC and other programs include:*

- *Partnering with Title I after school programs, sharing transportation costs and expanding what currently takes place;*
- *Providing services to families of students who attend the program to help them support students (i.e. language classes, literacy classes, translation, etc.);*
- *The program ensures that all eligible students are served no matter the financial status (foster, homeless, free and reduce priced meals, etc.);*
- *Migrant funding provides staffing and/or transportation for migrant students participating in the 21st CCLC program;*
- *The program does not prohibit any student from attending. If accommodations are needed, the 21st CCLC program works with the school to determine the best supports for the student; Homeless funds provide transportation for students in a homeless situation to attend out of school programming;*
- *Program partners with the USDA snack program;*
- *Kansas Reading Roadmap partners with the 21st CCLC program providing academic, physical activity and family engagement curriculum for K-3 students; and*
- *Transportation allowance is available for programs serving students that attend a program in a district eligible for REAP (Rural Education Achievement Program). This allowance provides the opportunity for students in small rural communities to attend the out of school program.*

*In addition to funds that are awarded directly to sub-grantees, 21st CCLC funds reserved for State-level activities are used to contract with an external organization to provide capacity building, training and technical assistant to sub-grantees. The contracted organization holds two state conferences for 21st CCLC sub-grantees during each grant year. Regional meetings are held throughout the state to address programming and provide professional development to better equip program directors and staff to provide quality services and activities to students being served with 21st CCLC grant funds. Two site visits are conducted per year for each sub-grantee. Site visits or specific requests indicate the need for technical assistance, which is provided on an as-needed basis. In addition, KSDE contracts with an external organization to conduct a State-level evaluation to determine success of the Kansas 21st CCLC program, as well as identify areas where improvement is needed.*

- *KSDE requests external organizations interested in partnering with or providing services to 21st CCLC grant programs, to complete a provider registration form. Completed provider registrations are included on the KSDE website.*

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

*The KSDE utilizes a competitive grant award process to award 21st Century Community Learning Center Funds, starting with an RFA for the 21st CCLC Grant that follows the U. S. Department of Education format and includes:*

*Statement of need – Needs to be presented include academic achievement status; poverty, drug and alcohol use; violence; Title I status, demographics, including free- and reduced-lunch percentages; and others.*

*Quality of proposed program design – Applicants will be required not only to show need but also to provide evidence that the proposed program will address and meet the documented needs. Successful applications will explain how the program offers high quality, evidence-based academic content using appropriate methods of teaching and learning. Furthermore, applicants must describe how the programs will attract and attain the students that the program targets. The collaboration among the school, community partners, and local advisory board needs to be shown to be genuine, with responsibilities of each clearly defined. Transportation issues must be clearly explained. This section should include a description of specific goals, objectives, and measurable outcomes.*

*Adequacy of resources – Evidence must include committed support from the school board, superintendent, principal(s), teachers, and appropriate leaders of the community-based organization or faith-based partner. Such "committed support" will include formal assurances of collaboration in the areas of curriculum planning and delivery, objectives, and data gathering. The applications should explain the space to be used and assure its accessibility. This section will explain the availability and collaborative use of various funds, the role of the advisory board in securing these and additional funds, and how the 21st CCLC funds fit into the overall project. Applications must assure that the applicant partners have the fiscal capacity to carry out the program.*

*Management plan – In the experience of Kansas 21st CCLC programs, it has been found that the most successful programs have been developed and led by Project Directors with school and management experience. While the Kansas program will not require such experience, teacher or administrator certification is preferred. In any case, the applications need to explain how the experience of the project director and other leaders of the program will support the program. Charts and timetables are particularly helpful in describing the program's structure, especially with regard to teachers, tutors, volunteers, and students served.*

*Evaluation design – The applications will explain the extent to which the methods of evaluation include the use of performance targets and measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. The evaluation will show how participating students meet the challenging State academic standards and any local academic standards. The evaluation should reference every Performance Goal, Indicator, and Target included in the project design and describe how those components will be measured.*

*Sustainability plan – This section will include a clearly explained, proposed plan for sustaining the program.*

*Budget – Budgets for each grant year should appear in chart format, following the federal design, which will be included in the RFA. A budget narrative may be included as well.*

*In order to ensure the quality of the application, Kansas developed an RFA with precise instructions, as described briefly above. The RFA includes guidelines for Principles of Effectiveness and uses the Sixteen Characteristics that Lead to Comprehensive Program Planning for the Integration of 21st CCLC with Regular-Day Programs and Community Partners. Those principles include: climate for inclusion; community partnerships; coordination with regular school-day learning program; culturally sensitive climate; evaluation design; facilities management; family literacy; focus on at-risk students; funding; leadership and governance; linkages between out of school and regular school personnel; family engagement; engaging the public; recreational programming; safe and healthy environment; staffing, staff qualifications and training; and volunteers.*

*Applications are reviewed by a judging panel. Regardless of the size of the grant proposed, applicants must convince the judging panel that costs are reasonable and necessary to carry out the program's purposes and objectives. The KSDE then makes awards for selected programs for a period of not less than three years and not more than five years. Local applicants are required to submit a plan describing how the program will continue after funding ends.*

## H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   *By 2029-2030 75 percent of students will reach college and career ready benchmarks in English language arts and math.*

   *By 2029-2030 95 percent of students in the four-year adjusted cohort will graduate high school. This includes all subgroups.*

   *All English learners will be proficient in English and reach high academic standards, at a minimum showing growth to reach proficiency or better in English language arts and math.*

   *The Kansas State Department of Education (KSDE) has been working with stakeholders groups and the Kansas ESEA Advisory Council to determine the best use of Title V funds for the large amount of rural schools across the state. The KSDE plans to receive feedback from school districts, schools, businesses, communities, and other state agencies in ways in which the Title V funds can be most helpful in helping the children of Kansas become more successful. Once final allocations are determined and the KSDE has a final amount of how much funding will be available, the KSDE will work with these groups to determine the best use of these funds. Some possible examples of how the use of funds may be used include, but are not limited to, programs for English Learners, well-rounded education, safe and healthy students, professional development in technology, expanding broadband access, increase educator access to evidence-based professional development.*

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

   *The Kansas State Department of Education (KSDE) provides technical assistance to Kansas school districts in a variety of ways. The Early Childhood, Special Education, and Title Services (ECSETS) team has consultants that work with each district on how the district plans to use federal funding to develop and implement programs at the local level. These consultants are part of the Kansas Integrated Accountability System (KIAS) which is the statewide accountability system for state and federal programs. The KIAS looks at many qualitative and quantitative risk factors around compliance and performance. The KIAS process holds buildings and districts accountable for each of these risk factors. Each risk factor is assigned a weight. The number of findings and the weight of those findings inform the corrective action process. Not meeting the program requirements of Title V would trigger the implementation of a corrective action plan supported by the KSDE, the Technical Assistance Support Network, Kansas Education Service Centers, and other technical assistant partners. The KSDE will provide ongoing technical assistance to the district and the building in support of meeting all Title V program requirements.*

*process for districts to apply for Small Rural Schools Achievement (SRSA) grants This team also has a program specialist and a finance specialist that work directly with districts and as liaisons to the USDoE on the programs such as these. Both specialists attend the same webinars provided by the USDoE that districts are expected to attend, including the webinars on the new application.*

## I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   *The Kansas State Department of Education (KSDE) has a state coordinator who is responsible for ensuring that districts identify a homeless liaison as required by federal law. The state coordinator will inform the district's homeless liaisons of duties, including the identification of homeless children and youth, as described in the McKinney-Vento Homeless Assistance Act. The state coordinator will also direct the liaisons to briefs and the Local Homeless Education Liaison toolkit provided by the National Center for Homeless Education (NCHE).*

   *The state coordinator will require identification of the numbers of homeless children within each district to be included on the End of Year Accountability (EOYA) report through the Kansas Individual Data on Students (KIDS) report. The state coordinator will continue to require McKinney-Vento sub grantees to provide an annual evaluation that includes the number of children and youth identified and served and a district specific identification of the needs and services provided, or required, including barriers to the education of homeless children and youth.*

   *School districts are able to individually identify the homeless students, and during the interview/verification process the needs of the student are assessed and the families with whom they are working. Many districts have started to add a needs assessment to the residency questionnaire, others wait until the formal verification has been confirmed to assess the needs of the student and family.*

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

   *Disagreements and disputes are to be settled as close to the point of conflict as possible. Each local homeless education liaison shall assist the family and school to ensure compliance with federal and state legislation and policy governing the education of children and youth experiencing homelessness. The liaison shall work with the appropriate school division representatives to address any policies or procedures that are identified as barriers in the access to and success within a free appropriate public education.*

   *The Office of the State Coordinator of Homeless Education may be consulted at any time for technical assistance. Disagreements and disputes are to be settled as close to the point of conflict as possible. Each local homeless education liaison shall assist the family and school*

*to ensure compliance with federal and state legislation and policy governing the education of children and youth experiencing homelessness. The liaison shall work with the appropriate school division representatives to address any policies or procedures that are identified as barriers in the access to and success within a free appropriate public education.*

*If a school chooses to send a child or youth to a school other than the school of origin or the school of residency selected by the family or unaccompanied youth, the school shall consult with the local homeless liaison prior to making a final placement determination.*

*If the school's denial of enrollment is supported by a review of feasibility and best interest, the school shall provide the parent or guardian of the child or youth with a written explanation of the school's decision regarding school selection or enrollment, including the rights to the parent, guardian, or unaccompanied youth to appeal the decision. The local homeless education liaison shall maintain a copy of such written notification. If an appeal is requested either in writing or verbally, the school shall: immediately admit the student to the school in which enrollment is sought and provide all services for which the student is eligible, pending resolution of the dispute; and, refer the child, unaccompanied youth, parent, or guardian to the designated local homeless education liaison who should carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute.*

*When the liaison is notified of an enrollment dispute by the State Coordinator, a school district staff member, a family, or unaccompanied youth experiencing homelessness, or another entity, the liaison shall:*

- *Initiate the documentation on the Enrollment Dispute Resolution form;*
- *Ensure the child or unaccompanied youth is immediately admitted to the school in which enrollment is sought and provided with all services for which the student is eligible, pending resolution of the dispute. Transportation must be arranged while the dispute is being resolved;*
- *Review feasibility and best interest guidance documents with the school and appropriate district office personnel.*
- *Contact any associated district's local homeless education liaison to participate in the decision making process if another school district is involved;*
- *Consult with the State Coordinator for additional technical assistance, as needed; and*
- *Provide the family or unaccompanied youth with a written determination of the district's placement decision, including the ability to appeal the decision at the state level by contacting the Kansas State Homeless Coordinator within 10 business days.*

*A parent, guardian, or unaccompanied youth appeal of a school district's decision must be submitted to The Kansas State Homeless Coordinator within 10 business days of receiving the school district's notice. When an appeal is made to the state level, the State Coordinator or designee shall:*

- *Review school district records and information provided by the appealing family or unaccompanied youth to ensure proper procedures were followed; and*
- *Forward a recommendation to the Director of Early Childhood Special Education and Title Services (ECSETS) regarding the appropriate placement for the student within five working days of receiving the appeal based on the review of school district records, any supplemental information provided when appropriate.*

*The Director of ECSETS or designee will make the final determination. The family or unaccompanied youth and the school district(s) will be informed of the final disposition within 10 business days of receiving the case and recommendation from the State*

*Coordinator for Homeless Education. Upon notification by the Director of ECSETS, or designee, the State Coordinator will:*

- *Provide technical assistance to the school district, as needed, to comply with the final determination.*
- *Contact the school district within 30 business days from the final disposition by the Director of ECSETS, or designee, to determine the status of the child or youth's enrollment.*

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   *The state coordinator will provide on the Kansas State Department of Education (KSDE) Education of Homeless Children and Youth (EHCY) website to allow for access to program information and links to other resources for districts. The state coordinator will develop and disseminate, via the KSDE homeless website, a database of contact information for all local school districts' homeless liaisons that includes the district name and number, liaison's name, position, addresses, phone numbers, and e-mail addresses. This will be updated annually and as necessary during the school year as changes occur.*

   *The state coordinator will provide assistance to school personnel to address the needs of runaway and homeless children and youth through phone calls, e-mails, and in-person trainings to educational staff across the state of Kansas. These trainings include in-person trainings, live webinars, and archived webinars. Currently, the webinars provided are from the National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEHCY). The KSDE will be providing webinars produced by the Kansas State Coordinator starting with the 2017-2018 school year. All trainings are open to all district level staff and community agency personnel.*

   *The KSDE strongly encourages liaisons to do specific trainings for staff to provide awareness for school leaders, attendance officers/registrars, attendance/truancy officers, teachers, paraprofessionals, custodial staff, transportation staff including bus drivers, and nutrition services staff. Some districts choose to bring these support staff with them to local and national trainings as well as having them participate in state and national level webinars.*

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support

services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

*The state coordinator, who is part of the Early Childhood, Special Education, and Title Services team, will coordinate with early childhood programs through the KSDE, Kansas Department of Health and Environment (KDHE), and the Kansas Department of Children and Families (DCF) to ensure that homeless preschool students have access to relevant programs to meet the needs of the preschool students. The KSDE works with these organizations and district staff to ensure that children of preschool age have access to and are prioritized for placement in public preschool programs. Districts are expected to work with private providers if there are no preschool openings available for homeless students when identified.*

*The state coordinator will work with the Kansas State High School Athletics Association (KSHSAA), local homeless liaisons, and local activities and athletics directors to provide information to make sure that all homeless students have the same access to extracurricular activities as non-homeless students. The state coordinator will routinely work with the KSDE Nutrition and Wellness staff and local nutrition staff to make sure that all homeless students immediately qualify for the free breakfast, lunch, and snack programs that are available.*

*The KSDE works with local districts and the Kansas Association of School Boards (KASB) to help districts develop locally driven policies and procedures to identify homeless youths separated from public schools and support children and youth experiencing homelessness and ensure that barriers are removed that may prevent the homeless children from receiving appropriate credit for full and partial coursework satisfactorily completed while attending a prior school. The KSDE is working with local liaisons to develop more formal processes for students to receive the credit they have earned, either partial or full credit. The KSDE is using successful plans from other states and local school districts in order to make sure credit is received for all successful coursework that is completed. The KSDE also encourages students to apply to their district for graduation when they have met the 21 credit state requirement for graduation.*

*Trainings provided for liaisons include best practices on how athletic directors and coaches work with homeless children and youth while respecting their privacy. The professional learning trainings also address how homeless children and youth should have the same access as non-homeless students to career and technical education programs, summer school, Advanced Placement classes, International Baccalaureate classes, online learning/virtual learning opportunities and the removal of all barriers that will allow homeless children and youth access to these programs. In Kansas, magnet schools and charter schools fall directly under the authority of the school districts. Therefore, homeless children and youth have the same access to these programs as non-homeless children and youth.*

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
    i. requirements of immunization and other required health records;
    ii. residency requirements;
    iii. lack of birth certificates, school records, or other documentation;
    iv. guardianship issues; or
    v. uniform or dress code requirements.

    *The state coordinator has reviewed with the KSDE attorney current laws, regulations, practices and policies that may act as barriers to the enrollment, attendance and academic success of homeless children and youth. The state coordinator has consulted with appropriate KSDE staff to identify potential revisions to the state's enrollment dispute resolution process to align with the McKinney- Vento Act. The state coordinator has worked with local school districts to ensure that homeless children and youth are not stigmatized or isolated from peers. Homeless students and families will have at least 30 to 90 days to work with local liaisons to retrieve records and or receive the required immunizations. Students are to be allowed to attend class during this timeframe unless there is an outbreak. Districts may not keep students out of class for lack of any other medical records, a lack of birth certificates, school records, guardianship issues/clarifications or any other documentation required for enrollment and attendance. These records need to be obtained by the district and family working together to retrieve the records or attending doctors' appointments where new records may be obtained. Local residency requirements may not be a barrier to the enrollment and attendance of homeless students. If there is a cost that the family cannot afford, these activities should be paid by the district.*

    *If a family is determined to be homeless, they automatically qualify as a resident of the district based on Kansas state statute. If a district or school requires a uniform for school attendance or specific classes, the uniforms need to be provided for any homeless student.*

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

    *The state coordinator has reviewed with the KSDE attorney current laws, regulations, practices and policies that may act as barriers to the identification, enrollment, attendance and academic success of homeless children and youth and will revise as necessary. The state coordinator has consulted with appropriate KSDE staff to identify potential revisions to the state's enrollment dispute resolution process to align with the McKinney- Vento Act. The state coordinator will work with local educational agencies to ensure that homeless children and youth are not stigmatized or isolated from their peers. Outstanding fees and fines for homeless families/students must be removed and not be a barrier to the education of these students. Student absences should not cause any barriers to the enrollment or attendance in school.*

    *All districts in Kansas are required to have in place a homeless children education policy. The policy is monitored for compliance through the Kansas Integrated Accountability System. The Kansas Association of School Boards (KASB) provides support to districts in developing*

*these policies. The KSDE and KASB work with local education agencies (LEA) and their homeless liaisons to review current laws, regulations, practices and policies that may act as barriers to the identification, enrollment, attendance and academic success of homeless children and youth and the LEAs will revise as necessary.*

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

*Counselors in Kansas will provide resources and will advise homeless youth in preparation for going to post-secondary institutions. Counselors will provide resources from the American School Counselor Association (ASCA), the National Center on Homeless Education (NCHE), the National Association for the Education of Homeless Children and Youth (NAEHCY), the Free Application for Federal Student Aid (FAFSA), along with other local resources such as specific contacts in financial aid and registrar offices at post-secondary institutions. Counselors will also make sure the students continue to work and update Individual Plans of Study (IPS) that provides a suitable vision for the student's path toward college and career readiness. This is the student's individualized plan to assist and guide the student to prepare for success after high school graduation.*

## Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

**A. Academic Achievement –** Academic achievement long-term goal and interim measures of progress will be provided and reported for each district and school in Kansas.

**State-Level Data**

| Subgroups | Reading/ Language Arts: Baseline Data (% scoring in Level 3 & Level 4)<br><br>2017 | Reading/Language Arts: Interim Measures of Progress. (Yearly rate of gain to reach Goal)<br><br>2017-2030 | Reading/ Language Arts: Long-term Goal (% scoring in Level 3 & Level 4)<br><br>2030 | Math: Baseline Data (% scoring in Level 3 & Level 4)<br><br>2017 | Math: Interim Measures of Progress. (Yearly rate of gain to reach Goal)<br><br>2017-2030 | Math: Long-term Goal<br><br>(% scoring in Level 3 & Level 4)<br><br>2030 |
|---|---|---|---|---|---|---|
| **All students** | **42.0** | **2.53** | **75.0** | **33.0** | **3.23** | **75.0** |
| **Economically disadvantaged students** | **27.7** | **3.63** | **75.0** | **19.8** | **4.24** | **75.0** |
| **Children with disabilities** | **15.4** | **4.58** | **75.0** | **10.9** | **4.93** | **75.0** |
| **English learners** | **19.7** | **4.25** | **75.0** | **15.4** | **4.58** | **75.0** |
| **African-American students** | **21.0** | **4.15** | **75.0** | **13.2** | **4.75** | **75.0** |
| **Hispanic students** | **26.1** | **3.76** | **75.0** | **18.7** | **4.33** | **75.0** |
| **White students** | **48.4** | **2.04** | **75.0** | **38.7** | **2.79** | **75.0** |
| **Asian students** | **55.7** | **1.48** | **75.0** | **54.6** | **1.56** | **75.0** |
| **American Indian or Alaska Native students** | **31.5** | **3.34** | **75.0** | **21.8** | **4.09** | **75.0** |

**B. Graduation Rate –** Graduation rate long-term goal and interim measures of progress will be provided and reported for each district and school in Kansas.

**State-Level Data**

| Subgroups | Graduation (Interim Measure of Progress) 2016 | Graduation: Interim Measures of Progress. (Yearly rate of gain to reach Goal) 2017-2030 | Graduation: Long-term Goal (End Measure of Progress) 2030 |
|---|---|---|---|
| **All students** | **86.1** | **0.68** | **95.0** |
| **Economically disadvantaged students** | **77.7** | **1.33** | **95.0** |
| **Children with disabilities** | **77.4** | **1.35** | **95.0** |
| **English learners** | **77.7** | **1.33** | **95.0** |
| **African-American students** | **77.1** | **1.38** | **95.0** |
| **Native Hawaiian/Pacific Islander** | **82.6** | **0.95** | **95.0** |
| **Hispanic students** | **79.9** | **1.16** | **95.0** |
| **White students** | **88.8** | **0.48** | **95.0** |
| **Asian students** | **93.1** | **0.15** | **95.0** |
| **American Indian or Alaska Native students** | **72.5** | **1.73** | **95.0** |
| **Multi-Racial** | **81.9** | **1.01** | **95.0** |

**Appendix C. Progress Toward English Language Proficiency –** English language proficiency long-term goal and interim measures of progress will be provided and reported for each district and school in Kansas.

| State/District/ School | Baseline Data (% of students making progress toward proficiency)<br><br>2017 | Interim Measures of Progress. (Yearly rate of gain to reach Goal)<br><br>2018-2030 | Long-term Goal (% of students making progress)<br><br>2030 | |
|---|---|---|---|---|
| **English Learners State of Kansas** | **27.5%** | **3.45%** | **95** | |
| **English Learners District A** | **15.0%** | **6.33%** | **95** | |
| **English Learners School A** | **9.8%** | **9.69%** | **95** | |

## Appendix D: General Education Provisions Act (GEPA) Section 427

***All applicants for new awards must include information in their applications to address GEPA, Section 427 in order to receive funding under this program. GEPA 427 requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. For a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 to the State.***

The Kansas State Department of Education takes numerous steps to ensure equitable access to, and participation in, its federally assisted programs for students, teachers, and other beneficiaries with students with disabilities and English learners. The first step is to include the requirement that an EEO statement must be on all applications. As KSDE staff review applications, provide technical assistance, and monitor programs, consideration is given to equitable access to federal programs. In addition, KSDE has a complaint procedure an individual uses when a complaint regarding discrimination is made. On occasion, KSDE staff are included in Office of Civil Rights (OCR) visits as a result of a complaint.

The KSDE arranges for special accommodations upon request for any participant with special needs. For example, interpreters are available for signing to the deaf participants at workshops and meetings.

KSDE requires all LEAs and education service centers who receive federal funds to update GEPA information. This information is kept on file at KSDE.

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# Estimating the Costs Associated with Achievement Expectations for Kansas Public Education Students

## *Methods, Data, and Analysis Plan*

**Hearing to a Joint Session of the Kansas Senate & House of Representatives**

**February 23, 2018**

**Dr. Lori L. Taylor & Jason Willis**

## WestEd's Mission

WestEd is a ***nonprofit, nonpartisan research, development, and service agency*** that works with education and other communities to *promote excellence, achieve equity, and improve learning for children, youth, and adults.*

# Jason Willis

- Director of Strategy & Performance at WestEd overseeing the agencies school finance and school system improvement work
- 10 years experience as senior business official in school districts (Oakland, Stockton, San Jose)
- School finance expert in cost studies and district resource allocation methods
    - Work in states such as Maryland, Florida, New York, Arizona, and California

# Dr. Lori L. Taylor

- Verlin and Howard Kruse '52 Founders Professor, Bush School of Government and Public Service, Texas A&M University
- Director, Mosbacher Institute for Trade, Economics and Public Policy
- School finance expert in regional cost, educational cost function analysis
- Board member
  - Association for Education Finance and Policy
  - Regional Education Laboratory Southwest

# Quotes from a Texas Court:

- "[T]he Taylor Study overemphasizes small district behavior and understates the urban influence on cost relationships. Stated another way, **the decision not to "pupil weight" likely explains the Taylor Study's finding of lower costs in large districts**."
- "Dr. Taylor **incorrectly assumes that all of the district's funding is fungible**, i.e., that a district's revenue dollars can be freely allocated according to the efficiency dictates of the model."
- "Dr. Taylor's numbers **simply are not credible [o]n their face**."

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Routledge
Taylor & Francis Group

# The Adequacy of Educational Cost Functions: Lessons From Texas

Timothy J. Gronberg, Dennis W. Jansen, and Lori L. Taylor
*Texas A&M University*

Adequacy studies based on cost functions have come under attack. A recent Texas court battle featured two cost function studies that reached markedly different conclusions about the additional funding needed to meet designated performance goals. Some critics see such disparities as indicative of a general futility in the whole education cost function enterprise. We argue that the more appropriate conclusion is that it is critically important to demand best practice techniques from any analyst of educational costs. This article uses the Texas litigation studies as a lens through which to explore best practices in the estimation of educational cost functions. The analysis highlights five key decisions that researchers must make when using the cost function methodology in an educational setting and explores the implications of the various possible choices using recent data on public schools in Texas. As the analysis demonstrates, some common practices in cost function analyses of education are not best practices, and these deviations from best practice can have a significant impact on the estimated cost of an adequate education.

Policymakers, educators, and increasingly litigators demand reliable estimates of the resources needed to provide an adequate education. This demand has led to studies using a variety of techniques to generate estimates of the resources needed for an adequate education. Two popular methods of generating these estimates are the professional judgment method and econometric cost functions. Recently these methods have been put to the test in Texas, in a lawsuit that confounded the issue of the school funding mechanism with the issue of the resources needed to achieve an adequate education.

In the spring of 2004, 46 school districts brought suit against the state of Texas, arguing that the Texas school finance formula was unconstitutional. The plaintiff districts argued that the formula provided inadequate funding, that cost adjustments for student need were too low, and that as a result school districts were forced to raise their local property tax rates to the maximum allowed under the formula, thereby removing local discretion over property tax rates. The latter point was particularly salient because the Texas Constitution prohibits a statewide property tax.

We thank John Yinger for helpful comments and Mario Urzua for research assistance on this project. Professors Gronberg and Jansen also thank the Private Enterprise Research Center at Texas A&M University for research support. All views expressed are those of the authors alone.

Correspondence should be sent to Lori L. Taylor, The Bush School of Government and Public Service, Texas A&M University, Texas College Station, TX 77843-4220. E-mail: lltaylor@tamu.edu

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**Prediction of various cost studies to reach state definition of adequacy in Texas West Orange Cove lawsuit (2004):**

- Cost Function analysis by I&R = **$457 million more**
- Professional Judgement analysis by MAP = **$683-$830 million more**
- Cost Function analysis by Taylor = **$861 thousand more**

**In 2004, all 46 plaintiff districts met or exceeded the performance benchmarks used in the cost studies, and all were deemed "acceptable" by the state.**

**Spending fell in 28 districts and rose by only $8.7 million in the other 18.**

# "Peer Review"

- … the court found a number of other methodological flaws in the Taylor study. These "[flaws in the Taylor Study] included a failure to properly account for the relative size of districts in the study's expenditure recommendations, the use of flawed methods used to compare scores on the current state achievement test with scores on a predecessor exam, and failure to capture variations in teacher salaries which result from cost of living and other factors outside a district's control." (Rebell 2007)
- "Little if any attention was given, however, to the critical, practical cost analysis question of what level of resources needs to be made available now in order to reach a desired outcome goal at a particular point in the future. . . . These are the types of difficult questions that must be posed and answered if the output measures used in adequacy cost study are to have any real credibility."

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# Today's Objectives

- Describe the methods, data, and analysis plan for the study
- Discuss incorporation of the Rose standards into the analysis plan
- Take any questions or comments regarding the two objectives noted above

# Agenda

- Purpose & Study Aims
- Explaining Spending Variation
- Methods: Estimating the Cost of Education
- Data & Variables included in Cost Function Analysis
- Rose Standards
- Effective Resource Use
- Closing & Next Steps

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# Purpose & Study Aims

# Study Aims

**Estimate the level of spending required to produce a given outcome within a given educational environment.**

- Investigate the ***linkage between the Rose standards and Kansas K-12 educational spending.***
- Explain the ***option or options*** to "produce an education system reasonably calculated to achieving those Rose standards."
- ***Focus on the structure of the Kansas school finance system*** as well as overall K-12 spending levels including forms of funding available to Kansas K-12 schools.

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# Important Note

- The information presented today remains **preliminary** and in a **formative stage.**

- Information, particularly in the **Data & Variables** and **Rose Standards** section, are **preliminary** and may change between now and the final report.

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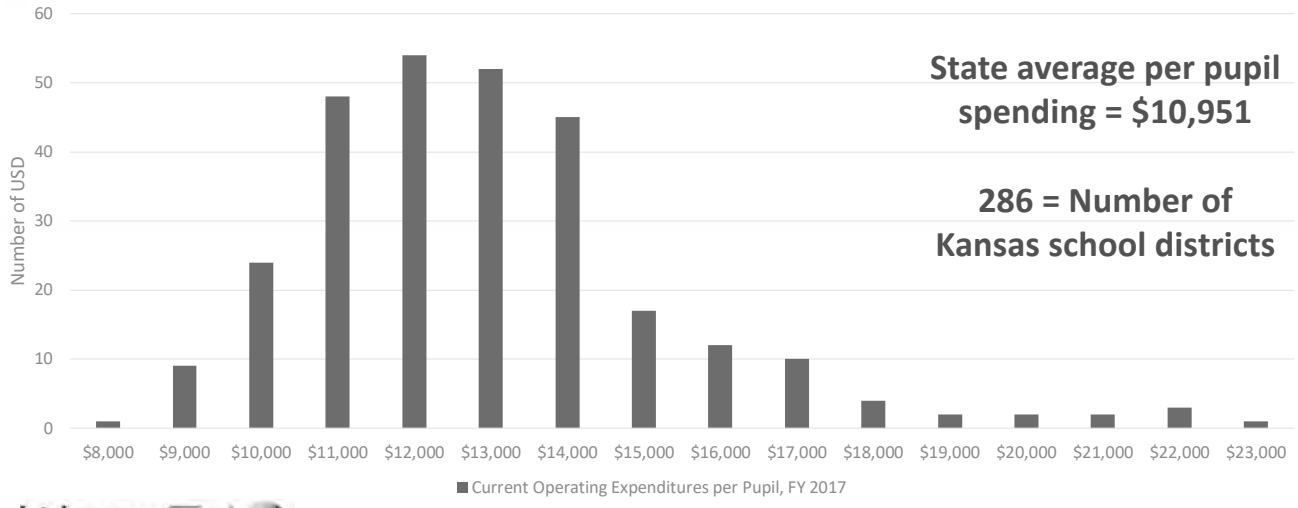
# Explaining District Spending Variation

Spending Variation

# Spending Differs Across School Districts in Kansas

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# Why Does Spending Differ?

| Outcomes | Costs | Efficiency |
| --- | --- | --- |
| Considers the different outcomes of the system relative to the make-up of the student population and services provided. | Considers the *costs* associated with:<br>• student needs,<br>• input prices, and<br>• economies of scale. | Considers how schools and school districts differ in their output (student outcomes) relative to the amount of funding available. |

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# Why Does Spending Differ?

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# Differences in Student Outcomes

- **Some districts are producing higher levels of core student outcomes.**
- **Some districts are providing enrichments other districts do not provide.**

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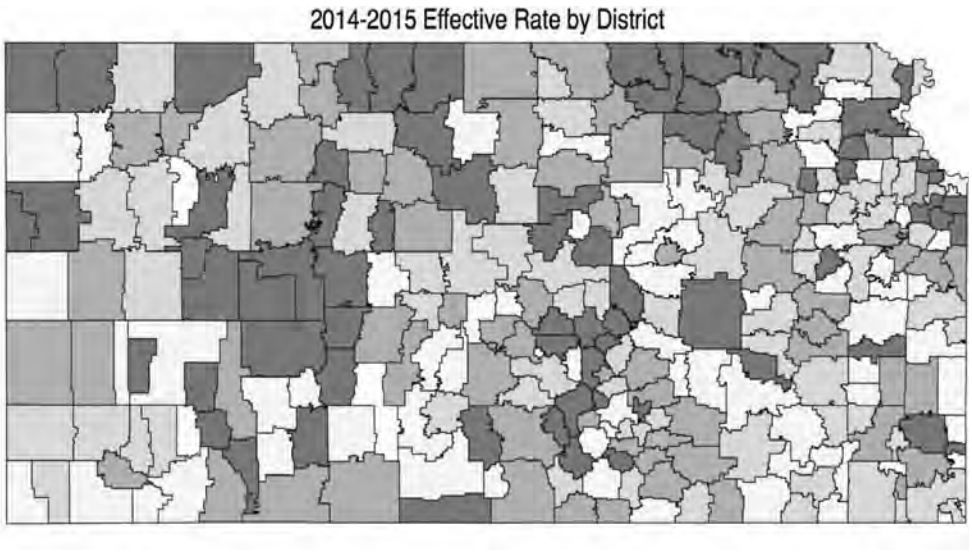
# Variation in Effective Rate by District

**Effective rate – a composite of overall student performance – shows variation across Kansas.**



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# Why Does Spending Differ?

| Outcomes | Costs | Efficiency |
|---|---|---|
| Considers the different outcomes of the system relative to the make-up of the student population and services provided. | **Considers the *costs* associated with:**<br>• **student needs,**<br>• **input prices, and**<br>• **economies of scale.** | Considers how schools and school districts differ in their output (student outcomes) relative to the amount of funding available. |

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# Cost Differences Attributable to Student Needs

**Near consensus in research that it costs more to serve:**

- Economically disadvantaged (ED) students,
- English language learners (ELL) students, and/or
- Students with disabilities (SWD).

**However, and perhaps importantly to this investigation, there is no consensus as to how much more is necessary for these populations to achieve desired outcomes.**

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# Brief Literature Review on Student Need Costs

## Economically Disadvantaged Students

- Less than 1% additional funding needed[1]
- More than 100% additional funding needed[2]

## English Language Learner Students

- No additional funding needed[3]
- More than 400% additional funding needed[4]

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Reschovsky and Imazeki (2001). *Achieving Educational Adequacy through School Finance Reform.;* Duncombe and Yinger (2005). *Estimating the Costs of Meeting Student Performance Outcomes Adopted by the Kansas State Board of Education*.; Duncombe, Lukemeyer, and Yinger (2008). *The No Child Left Behind Act: Have Federal Funds been Left on the Table?;* Duncombe and Yinger (1998). *School Finance Reforms: Aid Formulas and Equity Objectives.*

# Explaining Range in Cost for Student Need Groups

**For economically disadvantaged students:**

- **Student poverty not well measured**
  - The poverty level income is the same in New York City as in Salina, Kansas
  - Though the costs of living are very different.
- **Being identified as economically disadvantaged means something very different in New York City than in Kansas.**
  - That is, the needs of students in New York City compared to Kansas likely require different configurations of resources with different, associated costs.

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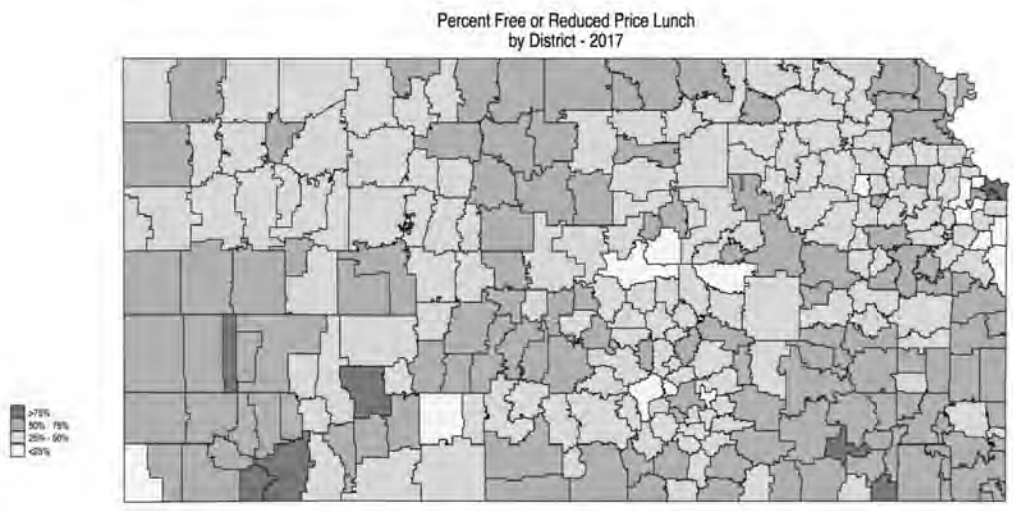
# Distribution of Economically Disadvantaged Stds.

**Some districts have larger concentrations of poverty. But, most districts are serving between 25% and 50% low-income students.**

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# Explaining Range in Cost for Student Need Groups

**For English Language Learner students:**

- A student who is ELL in high school likely has greater needs than a student who is ELL in kindergarten.
- States where nearly all the ELL students share a common language may have a cost advantage over other states.
- A general lack of economies of scale can make for greater cost in some states and districts.

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# Explaining Range in Cost for Student Need Groups

**For students with disabilities:**

- Diagnosis of disability can be large and varied across physical, emotional, and behavior bounds;
- Each of which has different combinations of necessary resources to support the student.

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# Cost Differences Due to Differences in Input Prices

- **Labor is the largest component in a school district's budget.**
  - 81% of current operating expenditures in Kansas

- **The price of labor is higher in some parts of the state than in other parts.**

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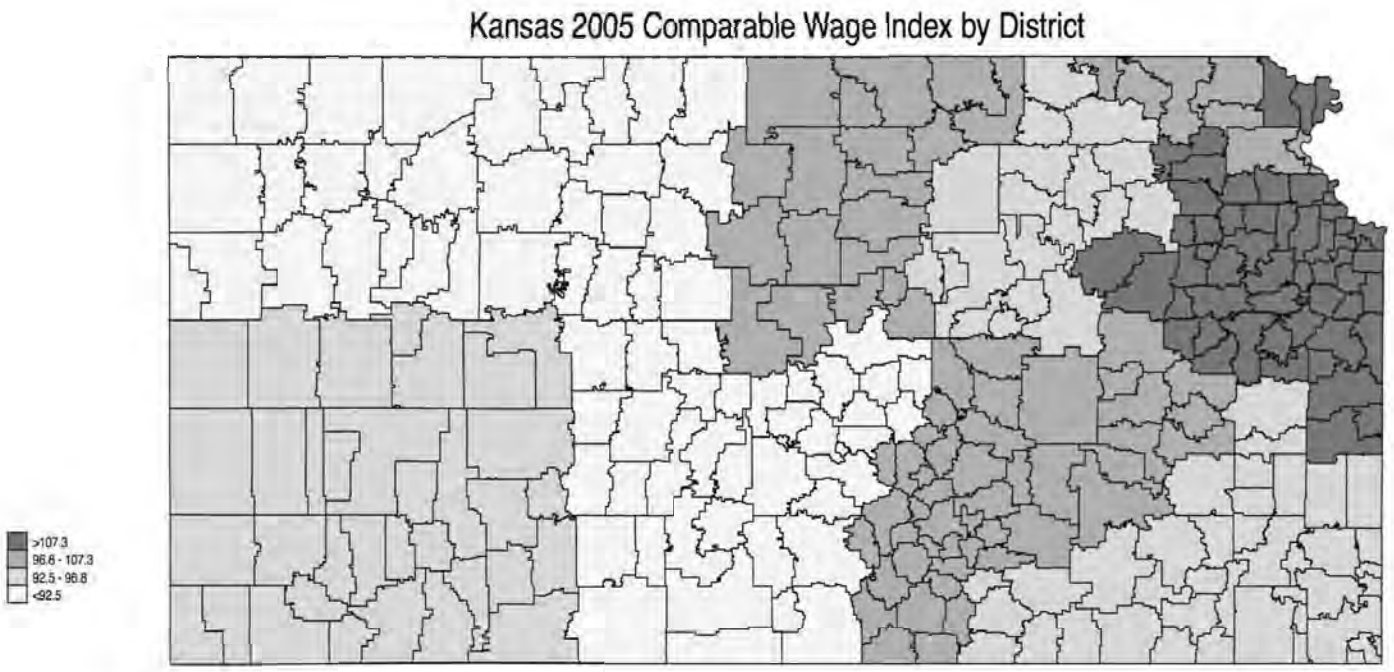
## Spending Variation: Differences in Costs – Input Prices



# Cost Differences Due to Economies of Scale

- The per-pupil cost of operating a small *district and/or school* is much higher than the per-pupil cost of operating a larger one.[1]
- And, once school districts get significantly larger we can observe a diseconomies of scale take effect.[2]
- Geography forces some districts to have smaller schools.

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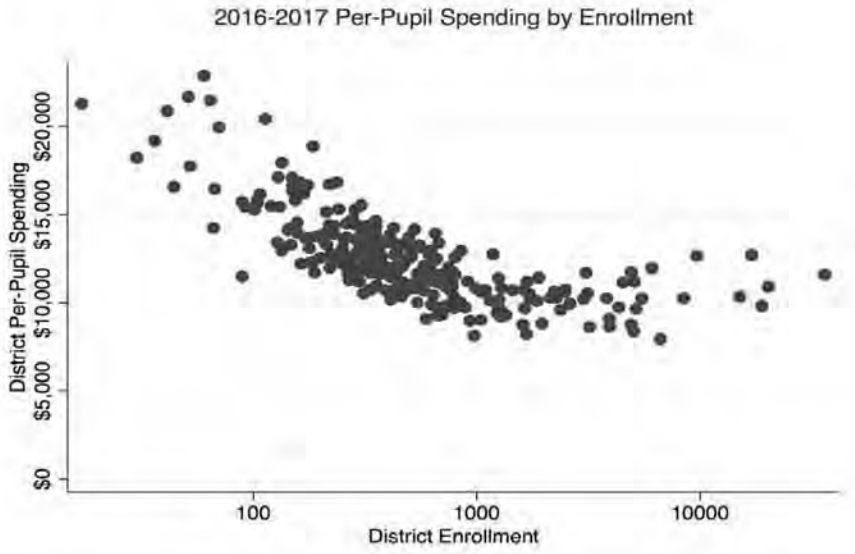
(1) Taylor, L., Gronberg, T.J., & Jansen, D.W. (2017). Andrews, M., Duncombe, W., & Yinger, J. (2002). *Revisiting economies of size in American education: are we any closer to a consensus?* Economics of Education Review, 21(3), 245–262.
(2) Robertson, F.W. (2007). *Economies of scale for large school districts: a national study with local implications.* The Social Science Journal. Volume 44, Issue 4, Pages 620-629.

# Per Pupil Expenditures and Enrollment

Kansas is subject to these economies of scale as any other state – experiencing diseconomies of scale among the smallest and largest school districts.

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# Why Does Spending Differ?

| Outcomes | Costs | Efficiency |
|---|---|---|
| Considers the different outcomes of the system relative to the make-up of the student population and services provided. | Considers the *costs* associated with:<br>• student needs,<br>• input prices, and<br>• economies of scale. | **Considers how schools and school districts differ in their output (student outcomes) relative to the amount of funding available.** |

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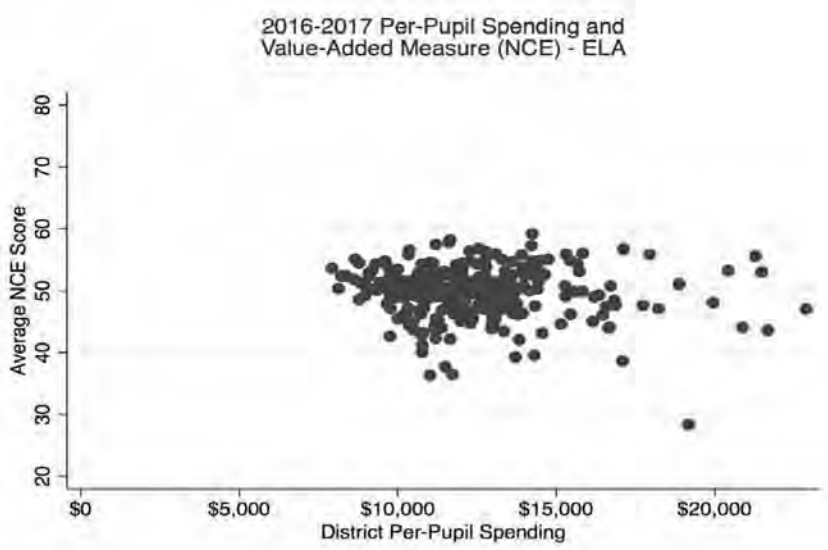
# Some School Districts Accomplish More than Others

Kansas school districts experience a range of achievement relative to the amount of spending per pupil.

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# Methods: Estimating the Cost of Education

# Two Approaches to Costing Out Studies

| Approach | Input-Based | Output-Based |
|---|---|---|
| **Description** | Sum up the costs associated with building a prototype school | Estimates costs based on observed relationships between: (1) school spending, (2) student performance, and (3) other school characteristics |
| **Methods** | • Professional Judgment<br>• Evidence-Based | • Education Cost Function<br>• Successful Schools |

# Summary of Various Methods

| Professional Judgment | Education Cost Function |
|---|---|
| • Convene focus groups of local practitioners to design prototype schools that meet performance goals.<br>• Calculate the cost of the prototype in various locations. | • Cost and performance data to estimate the relationship between expenditures and school outcomes, resource prices, student needs and other factors.<br>• Predicts the cost of achieving outcomes. |
| **Evidence-Based** | **Successful Schools** |
| • Resource needs derived from "proven effective" school reform models. | • Data on student performance identifies schools that meet a designated standard.<br>• The cost is the average level of spending among those "successful schools". |

# Input-Based Considerations

| | Considerations |
|---|---|
| ***Both methods are simple, transparent and straightforward. But, many only be applicable to a handful of prototypical school districts.*** | |
| **Professional Judgment** | • Vulnerable to the **blind spots and biases** of panel members<br>• Frequently cost out performance standards that are **difficult to quantify** and well beyond current levels |
| **Evidence-Based** | • **Seldom specify the performance standards** being evaluated<br>• Evidence of practitioners following evidence-based reform is lacking<br>• Identified, proven outcomes may be out of line with system goals. |

# Output-Based Considerations

| | Considerations |
|---|---|
| ***Direct link between education costs and desired outcomes. And, estimates based on what districts actually do. But, method requires high-quality datasets.*** | |
| Successful Schools | • Policymakers must designate *measurable* performance standards. |
| Cost Function Analysis | • Provides a strong empirical foundation for estimates of cost differentials.<br>• Describe relationships within the experience of the data<br>• Statistical models are not transparent and explicitly involve errors of estimation and modeling. |

# Previous cost studies in Kansas

- **Successful schools analysis** (Augenblick & Myers, 2002; 2011)
- **Professional Judgement analysis** (Augenblick & Myers, 2002)
- **Education cost function analysis** (Duncombe & Yinger, 2005)
- **Legislative Post Audit (LPA) analysis** (2006)

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# Data & Variables Included in Analysis

# Data Needed for Education Cost Function Analysis

- **Expenditures**
- **Outcomes**
- **Prices**
- **Environmental factors**

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# Important Note

- The information presented today remains **preliminary** and in a **formative stage.**

- Information, particularly in the **Data & Variables** and **Rose Standards** section, are **preliminary** and may change between now and the final report.

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# Measuring current expenditures per pupil

- All spending included **except:**
  - Transportation (function 2700)
  - Food Service (function 3100 and fund 24)
  - Community Service (function 3300)
  - Construction (functions 4000 – 4900 and object code 700)
  - Debt Service (functions 5000 and 5100 and object code 820)
  - Fund Transfer (function 5200)
  - Adult Education (funds 10 and 12)

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# Assigning costs to the school-level

- Reported payroll for certified staff with actual salary and building assignment are assigned to each building.
- Proportion of benefits for those certified staff are assigned to the building as well.
- Remaining current expenditures for the school district are pro-rated on a per-student basis and then assigned.
- Non-payroll special education expenditures are pro-rated on a per-special-education-student basis and then assigned.

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# Costs associated with Special Education Co-ops

- Special Education COOP spending allocated to the member districts according to their share of special education students in the co-op.

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# Incorporating several outcome measures

## State assessments

- English, math and (possibly) science
- Normal curve equivalent (NCE) scores measuring the **growth** from one year to the next[1]

## Effective rate

- Graduation rate and post-secondary pursuits and outcomes

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Gronberg, Jansen, and Taylor (2017). *Are Charters the Best Alternative? A Cost Frontier Analysis of Alternative Education Campuses in Texas.;*Taylor, Gronberg, and Jansen (2015).; Gronberg, Jansen & Taylor (2015).

# Teacher Salary Index for Kansas

- **Based on a regression analysis of the wages that teachers are willing to accept from school districts.**
- **Wages are a function of:**
  - Teacher characteristics
  - Building and district characteristics
  - Location characteristics
- **A teacher salary index reflects only factors outside of school district control.**

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# Variables Included in the Analysis

## Dependent variable

- Full-time equivalent monthly salary

## Independent variables

- Teacher Characteristics
- Building & District Characteristics
- Location Characteristics

# Teacher Characteristics

- **Years of experience**
- **Educational attainment**
  - For example: bachelor's degree, master's degree, doctorate
- **Teaching assignment**
  - For example: ELA, math, computer science, social science, science, health and physical education, world language, fine and performing arts, career and technical education
- **Other assignments**
  - For example: administration, support staff (librarian/media specialists, school psychologists)

# Building and District Characteristics

- Percent Free and Reduced-Price Lunch, i.e., At-Risk
- Percent Limited English Proficient
- Percent Special Education
- Campus Enrollment

# Location Characteristics

- **Unemployment rate**
- **Fair Market Rent**
- **Metropolitan area indicator**
- **Micropolitan area indicator**
- **Geographic isolation**
  - Miles from Metro Center
  - Miles from any Core Based Statistical Area
- **Climate**
  - Heating degree days
  - Cooling degree days

# Incorporating several environmental factors

- District size
- Building size
- Student demographics
- Remoteness

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# Education Cost Function Steps

| | |
|---|---|
| Data | • Request, obtain, and clean the data<br>• **Product:** Validated data sets |
| Construct variables | • Construct variables<br>• **Product:** Salary index, outcome measures, school-level spending |
| Regression analysis | • Explain how the **variation in expenditures** is related to **variation in outcomes, prices, demographics, and other cost factors** |

# Education Cost Function Steps (cont.)

| | |
|---|---|
| Rose Standards | • Translate to various, existing Kansas laws and regulations<br>• **Product:** Identify the associated, appropriate outcome measure and performance thresholds |
| Estimate Spending | ▪ **Product**: predicted (a) **level of base spending** required to produce those outcomes and (b) **spending adjustments for student need, size, and labor prices** |
| Implementation | • Contextualize the spending estimates and possible implications for the Kansas public education system<br>• **Product:** Various recommendations for implementation |

# Rose Standards

# Origin of the *Rose Capacities*

- Ruling by Kentucky Supreme Court in 1989 (***Rose v. Council of Better Education***)
- Court articulated seven capacities as a <u>minimum standard</u> for each and every child
- Kentucky General Assembly adopted KERA in response in 1990

# Arkansas' Experience with *Rose Capacities*

- In 2001, Arkansas trial court deemed education system inequitable and inadequate
- Court pointed to *Rose Capacities* as requirements for an adequate education
- Along with Arkansas' standards and accountability system

# Rose Standards

**Breaking down the Rose standards, it is important to understand a bit more about the elements of the capacities. The standards contain references to:**

- content, e.g., economic, social, and political systems
- skill(s), e.g., oral and written communications, and
- aspiration of a standard.

**Further, other terms such as 'sufficient' and 'enable' also offer guidance**

# Rose Standards to Performance Measure Thresholds

**Rose Standard:** standard set by the Court in *Gannon* rulings

↓

**College & Career Skills; Accreditation:** set broad student and system boundaries of ***expectations***

↓

**Standards for the Schools; Grad Requirements:** determine the ***offerings*** aligned to skills and accreditation

↓

**Measures of Student Outcomes:** ***progress towards expectations*** and insight on effectiveness of offerings

↓

**Thresholds of Performance Statewide:** ***determine aggregate bar of performance*** for Kansas to achieve

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**Rose Standards**

SAMPLE **Standard 1:** Sufficient oral and written communication skills to enable them to function in a complex and rapidly changing civilization.

| College & Career Ready Skills; Accreditation | Minimum Standards for Schools to Teach; Graduation Requirements | Standard, Statewide Measures of Student Outcomes |
|---|---|---|
| **KCCRES:** These basic skills encompass reading, listening, speaking and performing math computations.<br><br>**Accreditation:** The Relevance Rubric defines the criteria for Technology in a school district. Those criteria include having a vision for 21st Century learning and being able to apply digital learning through the use of technology. | **Elementary schools must teach:** reading, writing, spelling, English grammar and composition, arithmetic (and) such other subjects as the state board may determine.<br><br>**Elementary and secondary schools must provide:** language arts; library services; computer literacy; counseling services; mathematics; science; services for students with special learning needs.<br><br>**For graduation:** English language arts (4 units), including reading, writing, literature, communication, and grammar; Science (3 units), including physical, biological, and earth and space science concepts and at least 1 unit as a lab course; and Math (3 units) including algebraic and geometric concepts. | **State Assessments** (as required by the federal Every Student Succeeds Act (ESSA) reauthorizing the Elementary and Secondary Act of 1965)<br><br>**English Language Arts and Mathematics (and alternate)**<br><br>**Science (and alternate)**<br><br>**Graduation rate** |

# Addressing Rose standards without measures

- **Some of the Rose standards currently do not have statewide, standard measures of performance associated with them.**
- **There is a *presumption* of little variation in the type of expected outcome associated with the standard.**

# Effective Resource Use

# Addressing both 'how much' and 'how well'

# Key enabling conditions are crucial

| Districts lack | Results in misaligned incentives that: |
|---|---|
| **Flexibility** over certain resources | • Incentivize investments that may not be strategic<br>• Encourage overspending (e.g., funds allocated in arrears)<br>• Create significant compliance burden |
| **Support** to inform resource choices | • Activate decision-making processes that are incongruent with strategic planning<br>• Collect data that do not inform decision-making |
| **Accountability** for paying attention to the right things | • Focus only on financial inputs<br>• Measure only investments over base amount |
| **Transparency** focused on compliance | • Capture and report the wrong types of data |

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# Closing & Next Steps

# Next Steps

- Practitioner engagement (Saturday, February 24)
- Final study report due (Thursday, March 15)

# Thank you!

**In The Matter Of:**

*State of Kansas*

*Senate Select Committee on Education Finance*

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*February 23, 2018*

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# T R A N S C R I P T

# O F

# J O I N T  M E E T I N G

of the House K-12 Education Budget Committee

and

Senate Select Committee on Education Finance

Chair Molly Baumgardner, Presiding

Held on the
23rd day of February, 2018

Commencing at
10:05 a.m.

Kansas Statehouse
Supreme Courtroom
Southwest 8th & Van Buren Streets
Topeka, Kansas

COMMITTEE MEMBERS PRESENT:

Representative Helgerson
Representative Smith
Representative Hoffman
Representative Trimmer
Representative Huebert
Representative Vickrey
Representative Johnson
Representative Winn
Representative Jones
Senator Baumgardner, Chair
Representative Karleskint
Senator Denning
Representative Landwehr
Senator Estes
Representative Lusk
Senator Goddard
Representative Patton
Senator Hensley
Representative Rooker
Senator Kerschen
Representative Sawyer
Senator McGinn
Senator Pettey

P R O C E E D I N G S

CHAIR BAUMGARDNER: We are going to start with a few housekeeping issues. For members of the media that are here today that were wanting what is customarily front-row-seat access, we do have vacant seats not taken by legislators. So please feel free to move if you would like to have that front row access.

Another request as far as having access to the power point that is going to be presented this morning, it is available in PDF. When we do our brief introductions, you will be able to visually see my committee assistant, Amy. She will -- contact Amy, give her your e-mail address and she will make sure that you as members of the media or anyone in attendance or anyone that is viewing the streaming that would like to have a copy of the PDF, we will make sure that that is sent to you.

I do want to thank the legislators from the Senate and the House for being here today, those that are here as committee members as well as those that came on that first day off for turnaround to be here with us in the

audience. For senators and representatives that are here today that would like to fill out their vouchers for compensation, the time to do that would be prior to coming back for the 1:30 session. So please be here, I would suggest, no later than 1 o'clock to get that form, fill it out and get it turned in. We will start the 1:30 session, the question and answers, at 1:30. We will not start five minutes late like we're doing this morning.

At this point in time I'm going to ask our staff members that are here, we'll start in the back row, for them to just briefly stand up and introduce themselves with an outside voice.

MR. PENNER: I'm Eddie Penner and I'm with Kansas Legislative Research Department.

MR. HESS: John Hess with legislative research.

MS. LAWRENCE: Tamera Lawrence, revisor of statutes.

MS. WALTERS: Jill Wolters, revisor of statutes.

MR. MYERS: Nick Myers with the revisor's office.

CHAIR BAUMGARDNER: Thank you. And the folks that are before me, if you would please stand and introduce yourselves. Amy, we'll start with you.

MS. ROBINSON: Amy Robinson, committee assistant.

MR. LONG: Jason Long with the revisor's office.

MR. KING: Jeff King, counsel for the Senate.

MR. TIDEMAN: Curt Tideman, counsel for the House.

CHAIR BAUMGARDNER: And we will go back to the back row. Someone that decided they didn't want to introduce themselves.

MR. SCOTT: J.G. Scott. Legislative research.

CHAIR BAUMGARDNER: Thank you so much. We are good to begin. And I guess I will just add one more thing because there have been a few questions about the afternoon question-and-answer session. So the legislators that are here that are serving on the House and Senate committees, education committees, they will be asking the questions.

We're going to try and be fair about it in the context of, you get one. We'll go one question at a time so that everyone -- so pick your best question, start with that. So those of you that are in the audience, those of you that are watching the live stream or listening to the stream, if you have a question that you feel needs to be asked or hasn't been asked, be sure and text or e-mail your legislator or your seat buddy and we will make sure that -- we will attempt to get that question asked. So at this point in time, we are going to start.

SENATOR HENSLEY: Could I ask a question?

CHAIR BAUMGARDNER: Yes.

SENATOR HENSLEY: I had received an e-mail from your assistant, Amy, looks like on February 14th. And she indicated that, as a reminder, Room 346 South will be live-streamed but does not archive the recording. And I presume that the court reporter that we have here is here for that purpose, to archive the proceedings here. Is that a safe assumption?

CHAIR BAUMGARDNER: That is an assumption that is correct.

SENATOR HENSLEY: And then I would ask who requested that we have a court reporter today?

CHAIR BAUMGARDNER: We will turn that over to senator -- or senator and attorney King.

MR. KING: Thank you, Madam Chair. Counsel for both the House and the Senate requested to have a court reporter present so that a transcription of the proceedings would be available to all interested parties going forward. So we will have the transcriptionist here today. And I would anticipate when the experts are back to present the final results of the study, there will be a transcriptionist for that as well.

SENATOR HENSLEY: I guess my last question would be, I appreciate having the court reporter, but are the oral testimony here, is it being archived electronically?

CHAIR BAUMGARDNER: Senator King.

MR. KING: Thank you, Madam Chair. That's a question to which I don't have an answer. Legislative Services might have the answer of whether that's available or not but I

have not specifically requested that it be archived.

SENATOR HENSLEY: Is Mr. Day in the room?

CHAIR BAUMGARDNER: If you will, I'm going to call on the House Chair, Representative Patton.

CHAIR PATTON: Thank you, Madam Chair. In the House committee we had a motion last week or the week before to preserve all recordings, all testimony, anything that comes before a committee, including archiving any testimony that was taken last year or this year, and preserve that until the conclusion of the case. So unless LAS has a different response, I believe this proceeding would be archived.

SENATOR HENSLEY: Mr. Day is in the room. I would just ask Mr. Day if he could clarify if this is being archived electronically.

CHAIR BAUMGARDNER: Mr. Day.

MR. DAY: Madam Chair, Tom Day with Legislative Services. The recording will be preserved of this meeting, as well as you've

got the court reporter here, as well. We will have a transcript of that proceeding and other proceedings as well. It's not archived in the regular fashion of the other committee rules but it will be preserved.

CHAIR BAUMGARDNER: As Chair, I will ask at this time, are there any other issues or concerns that were not addressed prior to the meeting that someone from the House or Senate would like to bring up at this point in time? If not -- yes.

REPRESENTATIVE LANDWEHR: Madam Chair, this is just a question. Is there a specific reason as to why we need to break for lunch and come back at 1:30 or could we just go all the way through? And maybe you've got a certain time schedule.

CHAIR BAUMGARDNER: There is a reason. We felt in scheduling this we wanted to, one, give folks an opportunity to simply have a break to be able to digest, think about the more than 60 slides that we're going to be presented in the power point. And also to give folks the opportunity that are either listening or viewing to send legislators questions that

came up. So it was really to give that opportunity. I think we have all seen it where we've had committee meetings where we thought, oh, my goodness, if only we had had a break so that perhaps we could have thought of something and been able to address it the same day, but at a different time. So that was the logic for that. And I'll tell you that our presenters today, that we had hoped they would arrive in the lovely State of Kansas yesterday afternoon, didn't get here until 2 o'clock this morning. So we're going to let them have a break as well.

With no further ado, Dr. Lori Taylor is here to start our power point presentation. Thank you for being here today.

DR. TAYLOR: Madam Chairman, we're very pleased to receive this invitation to speak with you about our ongoing work. My name is Lori Taylor and this is my colleague, Jason Willis. And we would like to share with you our position in these various projects.

(THEREUPON, a Power Point presentation was referenced from time to time throughout the

proceedings).

MR. WILLIS: With that we will dive into the presentation. My name is Jason Willis. I'm with WestEd. I'm one of the, the agency that I'm partnering with Dr. Taylor on this study for the State of Kansas. Just a brief moment about WestEd. We are a non-profit non-partisan research development service agency serving school districts, intermediary agencies and states across the United States. You can see here we've worked in 46 states including the District of Columbia and service several regional and national centers to support non-partisan research development and practice within our public education system.

A little bit more about me. As I mentioned, I'm director of strategy and performance at WestEd. I oversee the agency's school finance and school system improvement work. Prior to coming to WestEd I spent ten years as a senior business official in school districts in California including Oakland, Stockton and San Jose. For those practitioners in the room, the equivalent of the senior business official is probably your chief

financial officer here in the State of Kansas. I've also worked on several cost studies and district resource allocation methods in the states listed there on the slide, Maryland, Florida, New York, Arizona and California. I'll turn it over to Dr. Taylor to introduce herself.

DR. TAYLOR: Hello again. My name is Lori Taylor. I am a Verlin and Howard Kruse Founders Professor, Bush School of Government and Public Service at Texas A&M University. I'm also director of Mosbacher Institute for Trade, Economics and Public Policy at Texas A&M. And I have years, more years than I'll fess up to, expertise as a school finance expert in regional cost and educational cost analysis. I am perhaps best known for my work for the National Center for Education Statistics in developing the comparable wage index which NCES uses in its publications to adjust for regional differences in the cost of labor. I am also currently serving as a member of the board of directors for the Association For Education Finance and Policy and as a member of the board of governors for the

Regional Education Laboratory Southwest, which is just a few of my credentials. And I will be glad to expound further later. But just to give you the idea that I have a deep experience with these policy issues. I'm also a proud graduate of Salina High School Central and Kansas University and am really thrilled to get this chance to come back home and share about some work that I'm very passionate about.

In my practice, it was brought to my attention that there were some folks who were not yet in my fan club and had prepared a memo regarding some of the quotes from work I had done on behalf of the State of Texas. The West Orange Cove litigation in Texas was a lawsuit brought by the plaintiff districts to argue that the state funding formula was unconstitutional on both equity grounds and property tax grounds. And I was asked to prepare some work on behalf of the state in that project essentially extending and updating the prior work that I had done with colleagues on behalf of the Texas legislature and the select committee for public school finance. And so I was testifying as an expert in the

West Orange Cove litigation in the State of Texas and Judge Dietz, who was the presiding judge, turned out not to be my greatest fan. So there are a few statements from him that have been lifted from the legal rulings. In particular Judge Dietz criticizes a couple of modeling decisions that I had made regarding the issue of how to appropriately weight for the number of students in each various school district. And the judge did not seem to be familiar with the different arguments between what one should do in the context of an equity analysis where you're trying to get at the average experience of the children versus what one should do in a cost analysis when you're trying to get at the actual experience of the district. So that in the cost analysis setting there were historically strong differences of opinion on this. But my own published work suggests that the approach that we took in Texas was the right one. And I would be glad to talk in excruciating detail about that work at a future date if someone would like.

The other issue that Judge Dietz took issue with was the issue of fungibility and it

was one of the foundational differences between the plaintiffs' experts and the state's experts in that particular piece of legislation. The -- excuse me -- litigation. The underlying basic cost analyses were very highly correlated, made very similar predictions about what it costs to achieve the ongoing level of student performance. Where they differed substantially was in their cost projections as to how much it would cost to achieve the state's goals for student performance. Basically the plaintiffs presumed that if the model predicted a particular level of spending would be required to achieve a level of performance and the district wasn't currently at that level of performance, it would necessarily require more money. Okay. We took the approach that the cost model does predict the level of spending required to achieve a particular level of student performance. And if the district is already at that level of spending, then no additional funding would be required. That is the issue of fungibility that was being talked about, is what kind of assumption do you make? Do you assume that in

order to improve outcomes necessarily you must spend more money or do you presume that the model describes the best practice of what is possible with existing funding? And if you already receive that existing level of funding, there is no model-based reason to assume that you need additional funds. That's the issue of fungibility. Again, I would be glad to talk with you in excruciating detail about that one as well. But what I really love about the statement from Judge Dietz is his conclusion that my numbers are simply not credible on their face. And I would like to share with you the rebuttal article that my colleagues and I wrote which was published in the Peabody Journal of Education on "The Adequacy of Educational Cost Functions: Lessons From Texas." Basically we took that off of the differing opinions that the experts had brought to bear in that particular piece of litigation. There was a cost analysis that I conducted on behalf of the state, a cost analysis by Imazeki and Reschovsky on behalf of plaintiffs, and a professional judgment study that MAP had conducted, again on behalf of the plaintiffs.

The Imazeki and Reschovsky cost analysis, which was predicated on the notion that in order to improve performance it would necessarily require additional funds, suggested that in order to bring the 46 plaintiff districts up to the state's expectations, would require an additional $457 million. The professional judgment analysis by MAP put the estimate between 683 and $830 million in additional spending in the state. And I know Texas is a large state, we have a large budget but that was still a really big number. Our cost analysis in which we presumed that if there were other districts in the state able to achieve this performance goal at your current level of spending, you should be able to achieve this performance goal at your current level of spending. We forecast that the 46 plaintiff districts would require an extra 861,000 in resources, holding everyone else harmless. Again the proof is in the pudding. We were trying at the time of litigation to forecast what it would take to meet the state's accountability goals in 2004. In 2004, every one of the plaintiff districts achieved the

state's expectations for accuracy. All of them out-performed the performance thresholds used in the cost analysis and most of them wound up doing so with less money than they had had before. Of the 46 plaintiff districts, 28 had their funding fall. Only eight point -- only the remaining 18 had their spending increase. And the total increase in spending across those plaintiff districts was only $8.7 million for the other 18. So basically what you get was that we were the closest to what turned out, in hindsight, to be the right number of any of the experts in the room. And, therefore, I strongly disagree with the judge's conclusion that our numbers were implausible. Because, if anything, we over-estimated the cost of compliance with achieving the state's economic expectations. In that same memo, which I am sure you've all seen, there are some references to peer review by an author in our area, Michael Rebell. And to my mind there has been a little strategic editing of the quote from Dr. Rebell. In particular, what appears to be a criticism from my peer of our research actually turns out to be merely a re-reporting

of what the judge in the litigation had said. In other words, it's not the author speaking but rather the author conveying what the court had said. I've already talked to you about why I don't -- I responded knowing what the court had said about my work. So I think that I am a very good choice to be the expert for this particular project. I am very motivated to get to the, the understanding of what's going on in the relationship in Kansas between student outcomes, school resources, student needs, economies of scale and all the other factors that feed into a proper understanding of the cost of education for the State of Kansas. So now Jason will kind of talk you through today's objectives.

MR. WILLIS: Thank you, Dr. Taylor. So for today, as the Chair has already described, we'll be presenting the full deck this morning and then taking some questions and answers. So, in particular, we want to be able to describe the methods, data, analysis plan for the study. That is to say that the results are not being presented today. We'll be providing a fair amount of detail around how

we're thinking about the approach to this study. In particular, one of the things that we note, again at length, is the emphasis on the Rose standards. We'll talk about the incorporation of the Rose standards into our analysis plan. And as I mentioned at the beginning, questions you might have following the presentation.

So just a bit of a road map for today. We'll talk a little bit about the purpose and study aims, give you a fair amount of background about explaining spending variation. It's an important premise to understand as a part of the education costs. Function analysis. We'll then go into some of the methods as to the cost of education, the data and variables that we're looking at in regards to the analysis, a discussion on the Rose standards, some time spent talking about framework for effective resource use and how that might apply here in the State of Kansas, and then closing and a brief word on next steps.

So to get into the purpose and study aims. Primarily estimating the level of

spending required to produce a given outcome within a given educational environment is the most broad frame in our charge here in the State of Kansas. Investigating the linkage between, as I mentioned before, the Rose standards and Kansas K-12 educational spending. Explain the option or options that, quote, produce an education system reasonably calculated to achieving those Rose standards. And focusing on the structure of the Kansas school finance system as well as overall K-12 spending levels including forms of funding available to Kansas K-12 schools.

I think it's important for the audience to understand in our presentation this morning that we are presenting information that remains preliminary. It's still very much in the formative stage. As I'm sure members of the audience are well aware, the final result and report will be delivered to the legislature in just a few short weeks here. Given that, information, particularly in the data and variables and the Rose standards section remain preliminary and may change between now and the final report.

So I'm going to kick off explaining some of the district spending variation. And Dr. Taylor and I will move through this section. So first I want to start with some basics. This is a graph showing the current spending of individual districts in the State of Kansas. This is defined as your current operating expenditures per pupil in the '16-17 school year. The school year previous to the current one we are in. And the state average per-pupil spending, as we calculated it, is 10,951 for 286 school districts in the State of Kansas. You can see here that the vast majority of school districts spent between 11,000 and just shy of 15,000 in that school year. So when we think about why spending differs across school districts, there is primarily three buckets in the research literature that we find. The first is outcomes, the second is costs and the third is efficiency. And we will take some time to walk through each of these starting with outcomes. So Outcomes considers the different outcomes of a system relative to the makeup of the student population and the services that are provided. Some districts

produce higher levels of core student outcomes. Other districts are providing enrichments other districts do not provide which has an impact on the overall student performance across the systems, spending across school systems.

You can see here a map of the effective rate by district. And that variation can be observed here in the State of Kansas as it can be in every other state in the country as well.

The second bucket that we want to offer some background on is considering the costs that are associated with three primary groupings. First, students needs; second, input prices; and third, economies of scale. So the research literature has been clear that there is a near consensus that it costs more to serve student populations of higher need such as economically disadvantaged students, English language learner students, or students with disabilities. The caveat here is that, however, there is no consensus as to how much more is necessary for these populations to achieve the desired outcomes. And a couple of reasons for that is that the research that has been conducted, specifically looking at

economically disadvantaged students and English language learner students, has suggested that that range is quite large and really has to be done in context of the state and the types of students in which the state's school districts are serving. In some studies we see less than one percent of additional funding for those economically disadvantaged students. In other states more than a hundred percent of additional funding is needed. And we see a similar but even broader range for the English language learner students.

And so one might ask, well, how is it the research and literature is so far apart in the range of additional costs for these types of students? And I think it's important to think about this from a practitioner's perspective. Consider yourself to be a teacher or a principal or the administrator of a school district and that, for example, with economically disadvantaged students, we know that student poverty is not well-measured but that, though, poverty level income can be the same as a percentage. That is, the percentage of students that are deemed to be economically

disadvantaged in any district may be the same in New York City as they are in Salina, Kansas, and the costs of living are very different; that there could very well be differences in the underlying needs of those students. And in particular you might think about a set of students in New York City compared to Kansas. Their needs would likely require very different configurations of resources with different associated costs.

DR. TAYLOR: One of the key things to recognize in this particular context is the way that we measure poverty in this country is to use a multiple of the federal poverty level, which is an estimate that adjusts for differences in family size. So the federal poverty level family income is larger if you have four members in your family than it would be if you had one member in your family. And it adjusts for inflation so it goes up from one year to the next. But it's the same level of income in New York City as it is in Salina. And the rents in New York City are insanely high compared to those in a some place like Salina. When you think about what's left over

by a family after they pay the landlord, that disposable income associated with living at the federal poverty level in New York is very thin. You have a small amount of income left over after you pay the landlord. In other states where the cost of living is lower, like my home state -- my current state of Texas, you'll observe that there is a substantial amount of money left over in that poverty level income after the landlord has been compensated. So when you identify a child who is living below the poverty level in New York, you are talking about someone in much more dire straits than a child who is living at the poverty level income in Brownsville, Texas, or in Salina, Kansas, or in Topeka, Kansas. And so it becomes particularly dangerous to generalize from analyses of New York State where the economically disadvantaged children are particularly disadvantaged, very dire straits, to estimates of the required additional costs of poverty in a state like Wisconsin, where the cost of living is substantially lower, or a state like Kansas. What this suggests is one needs to be very careful about adopting either

cost analysis weights or funding formula weights from other states because poverty doesn't mean the same thing in every state. Therefore, the appropriate adjustment can't be the same in every state.

MR. WILLIS: So this provides a geographic distribution of where, as of the '16-17 school year, the percent of free and reduced-price lunches are across the -- in the State of Kansas. So as Lori mentioned, this uses the federal benchmark looking at students that qualify for free or reduced-price lunch. You can see that there are some districts that, they are highlighted in the darker green, that are serving higher concentrations. That is, over 75 percent of their students qualify for free or reduced-price lunch. But we can also observe that a large percentage are serving somewhere between 25 to 50 percent or 50 to 75 percent of low income students.

So similar to what we've portrayed for the English language learner students is also true -- or sorry -- of economically disadvantaged students is also true of English language learner students. You can observe

that a student who is an English language learner in high school likely has greater needs than a student that is a kindergartner who is an English language learner. And in large part this is due to a couple of factors. The first of which is the level of rigor necessary to achieve standards per pupil in high school in Kansas are higher. So the demands on the students with an English language learner background not being able to understand the content but also being able to access it is greater for the student. We refer to this as the long-term English language learners because, if they have been in the system, they have likely been getting services but have not been able to access the content. And as you progress through your K-12 career, the bar is ratcheted up as the State of Kansas is wanting to ensure that high school graduates are prepared for post-secondary pursuits. Another factor here to consider is that states where nearly all of the ELL students share a common language may have a cost advantage over other states. And this is particularly true if we think about this in the context of the

diversity of the number of types of languages and backgrounds that English language learner students are bringing to school districts in the state. That is, if I work in a school district in which the vast majority of my students are from a Hispanic and Spanish-speaking background, my ability to procure services that can scale and service those types of students is likely lower than if I am working in a school district in which I have 15 different languages and backgrounds of the students, which means I need to think about the types of teachers that I am bringing into the system that can work with those English language learners. I have to consider the other types of services and wraparound supports for those type of students and how to interface with themselves as well as their families. So this general lack of economies of scale in terms of the number of languages in which you're creating creates a greater cost in some districts and states.

The last one that I'll mention is really in regards to students with disabilities. And, similarly, what we've seen in the research

literature is that a diagnosis of disability can be very large and varied across physical, emotional and behavioral bounds. Consider for a moment a student that might have or need speech therapy is very different from a student that has severe autism and requires multiple types of emotional and behavioral support, not to mention the cost that is associated with procuring the services for those students. And so when we think about different combinations of these necessary resources to support students, in the context of Kansas, the types of students that you're serving can vary. So I'll let Dr. Taylor dive into the next bucket of input prices.

DR. TAYLOR: So one of the other reasons, in addition to student need, why the cost of operating a school district can be higher in one location than in another has to do with variations in the cost of labor. Labor is by far the largest single component in each school district's budget. It's going to be comprising all of the dimensions of compensation, payroll, and benefits and the like. In Kansas 81 percent of current

operating expenditures in core academic functions are going to be labor costs. So it's a huge part of why districts spend what they do. It's also recognized that there are substantial differences in the cost of labor and the price one has to pay to hire the same caliber of teacher in various locations.

There are a couple of reasons why labor costs differ from one place to another. One of them is cost of living, that the housing costs can be substantially higher in one geographic area than they are in another. A second reason is the presence or absence of the amenities of modern life and whether you have -- are in a situation where there are a lot of urban amenities, then that will offset, to a certain extent, the higher cost of living in an urban area. Very remote locations are likely to have higher labor costs by virtue of the remoteness and the cost that the loss of those amenities imposes on those districts. So it's important to recognize that labor costs can vary within a state. And this is the comparable wage index that I developed for the National Center For Education Statistics looking at the most recent

year that those data are available. I'm currently working with the National Center For Educational Statistics for updated work but it's the federal government. It's not moving as quickly as folks might wish. But that work is ongoing. What I really want you to see here is that there are substantial differences in labor costs from one part of Kansas to another that were detected in circa 2005. And it's important to recognize that those costs will continue to be an issue for school districts in Kansas. So the second driver of costs -- or the third driver of costs, in addition to input prices and student needs, is economies of scale. The per-pupil cost of operating a small district and/or school is much larger than the per-pupil cost of operating a larger district or school. And once the school districts get significantly larger we might observe that there are diseconomies of scale. Geography forces some districts to have smaller schools. It's just, you can put the kids on a bus for hours and you still couldn't keep up a cost-minimizing size classroom for eighth graders. So you're in a situation where,

because of the lack of population density, because of geography involved, the schools have to be functionally smaller. Either the costs associated with that mean that you have to have schools with classrooms that are more expensive, and because those classrooms are more expensive, it costs more to operate those districts. So it's important in any cost analysis to explicitly consider issues of economies of scale.

This is a stats block. Within the log you roll it on a horizontal axis. See that percentage increases in enrollment as you go across the horizontal. And so I just want you to see that there is an obvious relationship between district size and per-pupil spending in Kansas and that that relationship is going to be one that has to be acknowledged and incorporated into any kind of cost analysis for the state.

The final reason why spending can differ from one district to another has to do with direct efficiency in those districts. Some districts are incredibly effective in translating their real resources into real

outcomes for its students. Other districts are not using the same set of best practices, not in a position of being able to make those connections. The literature suggests a number of reasons why and also suggests there are -- there's a best practice and there's divergence from best practice, and that one needs to recognize that the cost of education would be the cost associated with adoption of best practices. Here is an illustration of the relationship between a measure of student performance growth and district per-pupil spending in the State of Kansas. What you can see is, if you look at any particular level of expenditure, there is substantial range in terms of the value added or the growth experienced by those students at that spending level. Now, one thing you have to recognize in looking at this graphic is that this does not in any way adjust for differences in economies of scale. It doesn't adjust in any way for difference in labor cost. It doesn't adjust in any way for differences in student need. All we're doing is looking at outcomes and spending. But what I want you to see is that

there is reason to believe that there is a lot of variation here that needs to be more deeply explored.

So the issue is one of, how do you explore it; what are the approaches to understanding the methodology and estimating the cost of education? And there are basically two broad approaches and then two special strategies within each broad approach. One can either approach the question of cost from the inputs, up or it can approach the question of cost in an output based kind of strategy. In an input-based strategy, what that does is sums up the costs associated with building a prototype school then you replicate that prototype school. You use that as your estimate of the costs associated with operating an ideal district. There are a couple of methodologies associated with this school building strategy or resource cost modeling for getting at the cost of education; the professional judgment approach and the evidence-based approach.

The other strategy for approaching the cost of education is to base estimates on the

observed behavior of school districts of looking at what is the observed relationship between what they spend and what they accomplish and what their challenges are. And to use the observations about those relationships to estimate the cost of operating a cost-effective and, most importantly, effective school. And those estimates are going to be in two strategies, the educational cost function and the successful schools approach.

Drilling a little deeper on the various methods, thinking about the input-based methods, the professional judgment approach is essentially going to design prototype schools that you believe would meet the state's performance standards. And you're going to ask practitioners in the state to bring their professional judgment to bear in designing those specific schools. And then once the practitioners will say, we're going to need 17 teachers and six aides and a vice principal and a variety of resources. Then the researchers go back and say, given the prevailing prices, the labor costs, what it costs to staff the

school according to the judgment of these professionals. So that's the professional judgment approach.

The evidence-based approach also constructs estimates of a model school and costs out those model schools but the model is based on researcher judgment rather than practitioner judgment. That would be informed by the literature but it is not typically the judgement of individuals on the ground in the state. The educational cost function uses cost and performance data to estimate the relationship between expenditures and outcomes. Resources, prices, student needs and other factors. It predicts the costs of achieving specific outcomes. And the successful schools approach uses data on student performance to identify schools that are already meeting a performance standard and then calculate what they spend in order to accomplish that performance level.

None of these approaches is perfect. All of them have strengths and weaknesses. That is important to understand in any of these. The input-based approaches are simple

and transparent and straightforward but they may also be applicable only to a handful of prototype districts. Typically we'll ask the practitioners or the researchers to design a couple of model schools and then we're going to extrapolate between them as to what happens if we design a model school with 400 kids but my school has 600. We've got to have some sort of strategy for filling in the blanks. Not all schools in the state are going to match the prototypes used in the research study. The professional judgment approach can also be vulnerable to the blind spots and biases of the panel members. A number of panel members will have extremely deep expertise in, say, program effectiveness but limited background in budgeting. Other practitioners might have budgeting information but know very little about classroom practice and performance. The professional judgment approach strictly costs out performance standards that are difficult to quantify well beyond current levels. There has been some criticism of this particular approach that this generates an educator wish list of what the ideal school would be like, not

necessarily what the accurate school would be like. The criticism of the evidence-based prototype schools is that the researchers are trying to generalize from analysis, typically analysis conducted elsewhere, and the performance standards that they have evaluated in other contexts aren't necessarily the ones you are trying to cost out in your state. So it can be a mismatch between the goals of that particular bit of research and the goals of the state in question.

When it comes to output-based research, the greatest strength of output-based research is that there's a direct link between educational costs and desired outcomes. And estimates are based on what districts actually do rather than on some other metric where essentially if you want to understand what's going on, you watch what people do. But the method requires substantial data, high quality data sets. It also requires that there be a measurable standard of performance and that the expectations be articulated preferably by a body such as yourselves. Statistical modeling, which is part of both approaches but

particularly the cost function analysis, are not -- to be polite, let's say they are not transparent. But what that really means is that they can be very difficult for non-experts to understand what's going on in the model. Even if the researcher provides more than enough information for other researchers to follow along, it's still a very complex modeling exercise. And if the estimation explicitly involves error of estimation and modeling, if you say what your errors are when you're using statistics, there are errors when you're using professional judgement or, in this case, models, successful school models, the process does not typically generate a measure of those errors. But all of these methodologies will involve some amount of imprecision because all human action involves some amount of imprecision.

Kansas is one of the few states in the country that has historical experience with all of the cost analysis strategies at some point in history. Augenblick & Myers prepared a successful schools analysis on behalf of the plaintiffs. There was a professional judgment

analysis conducted at that same time. Duncombe & Yinger conducted an educational cost function analysis. And I would characterize the legislative post audit study as largely an evidence-based analysis. So Kansas has a lot of experience with these kinds of inputs and I think that a look at this slide and the dates on this slide is the strongest argument in favor of needing to revisit this issue one more time, which is that things have changed enormously in this state since the time frame in which these prior cost analyses were conducted. The expectations are different. The metrics are different. The economic environment, to a certain extent, is different. All of those changes cast doubt on the current applicability of the prior work. So I think it's important to provide this body with one more piece of evidence that they can bring to the table for their deliberations. So now I'm going to take a break and let Jason talk about the data and variables included in this analysis.

CHAIR BAUMGARDNER: Jason, if you would wait for just a moment, we are going to

pause. I want us to pause. Is there any question from any members of the committee that they have about the slides, the 36 slides that you've seen already? Is there any question about the slides that we have seen so far? Representative Huebert.

REPRESENTATIVE HUEBERT: In your last slide we talked about some of the studies. And I know the A&M study they looked at realigning districts, consolidation. And the political will to accomplish the recommendations made back then were just not there. Again, I know you've done a lot of things in your study that are looking at efficiencies and economies of scale and everything else. Is your study looking at those types of issues even with taking on the top of the fact that the district lines that we have were drawn in the '60s, over almost 60 years ago or so? I think that's important to consider as we talk about some of the issues you've brought to us today.

DR. TAYLOR: Thank you very much for the question. The analysis clearly has to address the question of economies of scale

because that's a major cost driver, particularly in a state where you have some very small districts but also some quite good-sized districts that are in a better position to be able to achieve those economies of scale. We have not been asked nor do we intend to explore specifically the issue of consolidation but we are modeling our work after a study I did on behalf the Texas Education Agency and the Texas legislature regarding the returns to consolidation in Texas and they might help inform what you might expect to see here, which is that we found in the Texas context that there are -- that most of the benefits of consolidation accrue from the consolidation of schools, that most of the costs are at the school level not at the district level, and that in rural areas - and we have quite a few of them in Texas as well - in rural areas it just frequently doesn't make sense to think about trying to get to those cost-effective sized schools because the kids are too dispersed. And if you can't consolidate the schools, what we found is very little return to consolidation of the districts

themselves. There clearly are sharing economies that can occur, cooperatives that can be used to lower the cost of shared resources. But the real issue of economies of scale is at the school level. And geography determines a lot of that.

CHAIR BAUMGARDNER: Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Madam Chair. Thank you for the presentation so far. I'm curious, when you were speaking about the cost of living difference between New York and Kansas, my question to you: How will you incorporate those differences that exist inside our state? Rural poverty looks very different from urban core poverty. Geography causes differences in the effect and all that. Will that be factored into your analysis?

DR. TAYLOR: Thank you very much for the question. The issue of poverty and contextual poverty will clearly be incorporated into the analysis. It impacts the analysis in a number of ways. One of the first ways it impacts the analysis is in our work to estimate the labor costs from one district to another.

A second way it's going to impact the analysis is in our work to estimate the relationship between the spending needed by a school district and the demographic characteristics of the kids, in specific the factions who are at risk. We are going to take the approach that the relationship there could be linear but it also could be very nonlinear. So the concentration of poverty adds to costs more greatly than it did if you have a relatively small fraction of the student body who are economically disadvantaged. So the specific modeling decisions we are going to make is going to allow for the possibility. But we don't know whether or not we're going to get the reality but we're definitely not going to rule out the possibility that concentration of poverty is a greater cost driver than simple linear relationships with poverty.

REPRESENTATIVE ROOKER: Thank you.

CHAIR BAUMGARDNER: Representative Johnson. And I will just kind of caution: What I'm taking for this opportunity of questions is, did you have questions about the context of what's been presented. We're not

delving in yet about the actual cost study. So if your question's about that -- the first two questions were a little bit more about that -- then hold on until after we finish the presentation and we come back in the afternoon. But if it's about this, then go right ahead.

REPRESENTATIVE JOHNSON: Thank you, Madam Chair. And I think I'm heading in the correct direction. My questions were on slides 36 and 31, I believe. On 36 and, directionally, one thing that I know you will answer is which of these various models we might be looking at going forward. But on the output-based considerations, those in the room who've already endured working with me, the statistical models would seem to be transparent in that the statistics themselves would be specific in a concrete form. It would seem that the explicit error in estimation and the importance of the assumption, I was trying to sort out and make sure I understood the transparency part of that.

DR. TAYLOR: Thank you for the question. Yes. The assumption will be made explicit. The model will be explicit. It's

clear -- the problem is when you ask a university professor whether or not he's been clear, other university professors will agree but my graduate students tend to disagree on occasion. So the pushback one gets to cost function analysis, which is the methodology that I believe has the greatest ratio of benefits to cost, is that it requires one to have a comfort level with statistics that individuals that took one statistics class and did not find it fun don't really have. You can explain in a two-minute elevator conversation, I'm going to build a prototype school and it's going to have these characteristics and it's going to cost 5 bucks. It's much more difficult to explain, I'm going to gather these data, I'm going to estimate this relationship using a statistical model with the following characteristics. I can never make it to the top of the building and get done with my story.

REPRESENTATIVE JOHNSON: Thank you. And if I sum up from that, there is a black box. And if you didn't work through the process of building the black box, that part loses its transparency, although perhaps the

ability of being objectively calculated.

DR. TAYLOR: Well, it's not a black box in the sense that you can see every step, every piece. It's that it's a complex relationship that if you're not familiar with reading the research literature it's going to be the sort of stuff my students tend to skip when they're reading the assignments.

REPRESENTATIVE JOHNSON: Thank you.

DR. TAYLOR: And I don't mean to be unfair to my students. I apologize.

REPRESENTATIVE JOHNSON: On page 31, I just know that there is greater variation in costs than in the relationship of the NCE scores. And will there be a point where we get some of those other factors where you mentioned that might explain where there is greater variance? Will we see that at some point?

DR. TAYLOR: Oh most definitely. When we complete our analysis we'll be able to illustrate much more clearly. We'll not be making any comparisons that are just two by two where we just take one measure against another because that's typically not useful. You need to control, as I said in my remarks, for

differences in size and differences in need and differences in labor price. What we're really just trying to present to you here is the idea that there are substantial variations in spending amongst districts and substantial variation in value added outcomes amongst the districts.

MR. WILLIS: Can I add one quick comment to Dr. Taylor's response to that? The methodology that's used in an education cost function analysis is complex. I also think it deserves that view, given the complexity of our public education system, practitioners deal with on a daily basis the complexities of working with students in which their needs change constantly. So the modeling that we are using for this study here in Kansas with a cost function analysis is attempting to reflect that complexity in the system and offers some insight into the costs that may be necessary here in the State of Kansas to support your school districts to achieve the outcomes you desire of your students.

DR. TAYLOR: I would just chime in. It's the difference between simplicity and

over-simplification. And that's what we are trying to most very definitely avoid, the latter, and be very clear and transparent about what we're doing.

CHAIR BAUMGARDNER: Majority Leader Denning.

SENATOR DENNING: Thank you, Madam Chair. The slide on page 37, I'm going to need some clarification. Point number 3, which was the cost function study done by Duncombe & Yinger, I've always considered that the Kansas LPA study. And the very fourth point where you have LPA with an evidence-based study, I think that exists but I don't think we've ever used it. So I just want to be clear that when we talk about the LPA study, it's my understanding we're talking about the Duncombe study. Is that correct?

DR. TAYLOR: That's essentially my understanding is that the Duncombe & Yinger study was under the auspices of the LPA. And we're not in any way trying to convey the extent to which these pieces of research have been relied upon in Kansas, merely that when one does a proper literature review, we find

them all.

SENATOR DENNING: My point is I have a feeling from what I've known about your work is that you'll be producing something along the lines of a cost function.

DR. TAYLOR: Yes, sir.

SENATOR DENNING: And the LPA study, which is point 3 not point 4, is based on the cost function as well.

DR. TAYLOR: Yes, sir. The work. But from now on, I will call the LPA study a cost function analysis.

SENATOR DENNING: Thank you.

CHAIR BAUMGARDNER: Minority Leader Hensley.

SENATOR HENSLEY: Senator Denning is correct. There actually should be three bullet points on this slide. Bullet point 3 and 4 should be combined. And I would ask you as to what your opinion is to the conclusions that were reached in the LPA study?

DR. TAYLOR: Um, quite frankly, I have been tasked with conducting a lot of analysis in a relatively short period of time. The first piece of that is to assemble all the

fee costs for analysis. And I have not yet been able to really drill down into the LPA study to form an opinion. I have seen the cost function work as it's embedded in the LPA study. And I have concerns about a number of the modeling choices that they make. And if you would like me to detail those, I would be glad to but I would rather come back and tell you about them when I could support them with documentation.

SENATOR HENSLEY: Well, I'll leave that up to you. But I just wondered if you actually read the study and --

DR. TAYLOR: I have most definitely read the study. I, I found it very problematic in terms of some of the results regarding what market costs associated with the weighting of the various student need factors. I disagreed with the strategy they used to control for inefficiency in their study. And I find that the outcome measures that they used, which was essentially a passing rates, graduation rates kind of averaged together approach, and I think --

CHAIR BAUMGARDNER: I think we're

going to stop there because there's going to be -- though the education cost function analysis is on that slide, that wasn't -- with all due respect, that wasn't what I felt was the content of the slide. I think we will have an opportunity to get that information, if not this afternoon, we'll get further information when we come back to get your research. I would like to now turn to Representative Lusk that has a question. And hopefully - help me out here - it's the content of the slides that we have covered so far.

REPRESENTATIVE LUSK: Thank you, Madam Chair. My question is for slide 18, the variation in effective rate by district. It's a composite of overall student performance. My question is, what were the measures you used to determine the student performance when you made this comparison?

DR. TAYLOR: The effective rate is the metric that's in Kansans Can looking at the success rate and the graduation rate.

REPRESENTATIVE LUSK: Success rate?

DR. TAYLOR: The success rate is a measure of the post-secondary outcomes for the

various students.

Jason, you want to kind of join in?

MR. WILLIS: So the metric for effective rate is a metric that was developed by the State of Kansas. It uses some underlying measures such as graduation rate. It also looks at post-secondary pursuits of both those students who've entered post-secondary institutions and/or received certificates during either high school years or during post-secondary years.

REPRESENTATIVE LUSK: Thank you.

CHAIR BAUMGARDNER: Majority Leader Denning.

SENATOR DENNING: Thank you, Madam Chair. Page number 28. On those bullets, will you be talking about sparsity when you talk about these three bullets? Is that a topic that your study will concentrate on?

DR. TAYLOR: Thank you for the question. We will definitely be focusing on the ways in which sparsity leads districts to have smaller schools than might be cost effective and, therefore, how that, for reasons outside of school district control, cause the

costs to be higher.

SENATOR DENNING: So that will be, at this point in time, you think that will be part of your report to us, a discussion on sparsity?

DR. TAYLOR: Well, I don't know that we will specifically address the sparsity component of the funding formula but we will definitely talk about how sparsity impacts our work.

CHAIR BAUMGARDNER: At this time let's move on to slide 39.

MR. WILLIS: So let's move then to our next session to talk a little bit more about the data and variables that will be included in the analysis. We can generalize these into four different buckets: Expenditures, outcomes, prices, and other environmental factors. One of the things that Dr. Taylor mentioned earlier was a reference to some of the previous studies that have been done previously here in the State of Kansas. Part of the community that works on this type of work across the country really attunes itself to the methods, the way in which we

think about, as I was saying earlier, the research can reflect the reality that our education system operates in, in states like Kansas and across the country. So we offer a couple of examples of where at this stage there is access to additional data. We have information about additional and different approved methods for this work. I'll just note again for the body, for the audience that this work is preliminary at this point, still in very formative stages. In particularly, the next two sections may change as we move forward.

DR. TAYLOR: So one of the first things that we need to measure in order to be able to estimate the relationship between spending and outcomes and needs and scale and prices is -- and efficiency is to think about how we're going to measure spending. So one needs to focus in on current operating expenditures, not on capital outlay and expenditures by school districts, to focus in on the current expenditures per pupil. We also need to recognize that we're going to want to capture all the spending that those districts

are undertaking that is in the category of current operating expenditures. So we're basically going to take data we were provided by the Department of Education, looking at all of their spending. We're going to exclude transportation, food service, community service, construction, debt service, and fund transfers, and adult education. I want to circle back and talk to you a bit about why we are excluding transportation and food services from the analysis. I should point out that this is something that I have done in every cost analysis that I have been involved with since 2000 and -- since 2000. And the reasoning is quite simple. You're trying to estimate the relationship between spending and academic outcomes. And transportation services is producing a very different product than academic outcomes. It's about bringing the students to the building, to the location where they can learn. And that the transportation expenditures, therefore, are not producing the graduation rates and they are not producing reading, writing and arithmetic. They are a different product. Similarly, the food service

is an outcome, something that schools produce but it's not part of the inputs to producing the academic outcomes that we're trying to measure. If you include in the analysis spending that is not well-explained by the outcomes, one tends to lead to an analysis that is going to be much more noisy in the sense of being less able to detect the underlying relationships between outcomes and outlays.

So, we also think that it's particularly important to work our analysis down to the school level and not look exclusively at the district level when it comes to the costs at the school level. The relationship between outcomes, spending, and needs is much tighter than it is for the level of the district as a whole. And, therefore, we've undertaken the task of generating school level estimates for spending for the State of Kansas. This is the strategy that we're using to construct those estimates. And I would, because this is something new for Kansas, I would appreciate feedback as to the approach that we've taken. Basically we're going to look at reported payroll for certified staff with actual salary

and building assignments. And we're going to state that the payroll for those individuals is part of the spending for that particular building. We're going to use the benefit ratios for that district to calculate what the benefits would be for the payroll for the people that are at Salina High School Central, this is part of the spending at that district. Then we're going to take the remaining current operating expenditures of the district and we're going to allocate them on a prorated basis to the schools. To the extent that there are non-payroll special education spending, we're going to prorate that out to the schools on a per-special-education-student basis rather than a per-pupil basis. So that is the approach that we're going to be taking here.

One of the things to note and one of the complicating factors that we need to take very seriously in this analysis is dealing with the costs associated with special education cooperatives. With a special education co-op you will typically have one district that acts as purchasing agent on behalf of districts that incurs the expenses on behalf of those other

districts. And it's important to trace that spending back to the district where the children are being served. So the approach we're going to include is to allocate the special education cooperative spending to the member districts of that cooperative according to their share of special education students in the co-op. So if a particular district has 30 percent of special education children in the special education cooperative, we will presume 30 percent of the spending by the cooperative is on behalf of that district's children. This is, I believe, a fairer way of dealing with than the cooperative outlays. You don't want to omit them. They clearly are costs being incurred by districts. Districts that don't participate in cooperatives incur those costs. If you were to exclude those costs on behalf of the cooperative districts, you would have a measurement error. On the other hand, you also recognize that the accounting for cooperative spending occurs at that lead district and that it is necessary that those funds be appropriately allocated to the members. And that's what we're doing with this piece of the

analysis.

We're also going to incorporate several outcome measures into the analysis. The usual suspects, English and math performance, possibly science performance. There are some issues for us regarding trying to get at the growth in student performance in the science context because there are not science tests administered every year the way there are mathematics and English language arts every year in the elementary grades. We are going to transform those assessments into a measure of growth from one year to the next, rather than a measure of the level of performance, because the spending this year is impacting the growth this year. Whereas the level of performance that a child experiences is going to be a function not only of their current resources in their school but also their prior educational experiences. Essentially, you could have a child who arrives at the third grade already reading at the third grade level and that that level of performance in the third grade is not something you can pin on the third grade classroom or the third grade school. It's

something they acquired before they arrived. And it's important when you're trying to build a tight connection between what's being spent and what's being produced that you measure what's being produced in the flow rather than in the stock as the change in performance for that student in that year's worth of resources. So by looking at growth over time, one gets to see more of a measure of what the school itself has contributed to student learning or student knowledge during that year.

The other place we really think we want to focus our attention is in looking at this effective rate from the Kansans Can website. And the effective rate is the graduation rate picking up post-secondary pursuits. Given some of the language of the Rose standards, which Jason is going to speak with you about later, it seemed particularly important that we pick up some metrics of performance that go beyond the graduation rate and beyond the school, the traditional measures of testing performance in the schools. I will note that this is another way in which we diverge sharply from the LPA study which was that they did not have access

to these relatively new metrics that you all have developed that I'm very intrigued by and plan to incorporate in this analysis.

The next dimension is you've got -- it kind of tells you a little bit about how we're going to measure outcomes. I want to talk a little bit about how we are going to measure input prices, labor costs. There are a couple of strategies for measuring labor costs. And I am, with modesty, one of the nation's leading experts on how one measures regional differences in the cost of educator labor. And there are a couple of approaches that have been taken. One is to look at how teacher labor cost differs by using an observation of the actual wages that teachers are receiving in various districts and using some statistical modeling to calculate what each district would have to pay to be able to staff its classrooms with the exact same credentialed teacher, the teacher with theses characteristics, to looking at how would the cost of placing a teacher with a bachelor's degree and 10 years of experience in every classroom, how would that price differ from one location to the next. That approach

is called teacher cost index. It has been criticized in the literature, and legitimately so, for relying on researcher judgment to be able to decompose what is spent on teachers between that which is a function of district discretion about whom they hire and that which is a function of the local cost environment, like cost of living and opportunities outside of teaching and the like. But it is the only strategy that really has the data to let us drill down to the district level for variations in labor costs. And what we have seen with our preliminary analysis is that there are some substantial variations in labor costs that are much more finely grained than the National Center for Education Statistics comparable wage index approach would offer for you. And I think that the benefits of getting to that level of granularity is very valuable in looking at labor costs. It's also probably worth noting that the comparable wage index is based on the presumption that teachers have very similar preferences to non-teachers who also have a graduate degree with respect to what makes a community an attractive place to

live. So if the doctors and the computer programmers and the nurses and the police officers in a community all command a salary bump of about 5 percent above the state average, it's likely that teachers themselves will also expect a salary bump of about 5 percent above the state average. There is essentially a local flavor to labor costs. You can infer the cost of hiring educators by looking at the regional difference in the cost of hiring comparable non-educators. So we're going to use that analysis kind of leading in but we plan on going with the teacher salary index, which means it's based on a regression analysis of the wages that teachers are willing to accept from school districts, where we observe that the wages an individual teacher receives are going to be a function of her own characteristics, the building and district characteristics in which it's situated and the location in which that district is located. The task is to identify the part of the wage variation that is outside the school district control, driven by factors like the rent on a two-bedroom apartment, the degree of geographic

isolation. The heating and cooling degree days to get a picture of climate in the various locations. So in that teacher cost analysis, just to tell you very briefly, what we're trying to explain with the teacher cost analysis is the full-time equivalent of monthly salary for a teacher is going to be a function of the teacher's characteristics, building and district characteristics, location characteristics. So in looking at the data we were so graciously generously provided regarding the payrolls of individual teachers in the State of Kansas, we observed the years of experience that a teacher would have their educational attainment. We, in fact, have evidence that the salaries do vary to a certain extent by the teaching assignments that individuals take on as to whether or not a particular individual is a math teacher, an English language arts teacher, a health and physical education teacher, a fine arts teacher, whether this individual has administrative duties in the school district, whether this person is also taking on a role as a librarian. A variety of other things could

explain why Ms. Smith's salary is somewhat different than Ms. Jones. So what we're trying to do is to tease out the part of the salary variation attributable to factors outside of these teacher characteristics.

So we're going to be looking at the building and district characteristics including the faction of students who are free and reduced-price lunch. Our preliminary analysis suggests that labor costs are higher where there are more children who are at risk. The percentage of limited learning proficient, percentage of special education students, the size of the campus in which you're operating, because it's a working conditions characteristic basically. We're also going to look at the unemployment rate in the community. When the unemployment rate is unusually low, it draws teachers out of the, out of teaching. Where the rents are high by state averages, you're going to expect that the cost of living is also going to be high. We're also going to look at geographic isolation and climate as they influence the salaries that teachers are going to command through various districts.

So in addition to our work looking at expenditures, outcomes, input prices, we are also going to focus on a number of environmental factors that drive differences in the cost of education: District size; building size; the student demographics, in particular those need factors that we've already talked about; and the geographic remoteness, aka sparsity - I will now start calling it sparsity - associated with some of these school districts. So the steps in the educational cost function analysis are pretty straightforward.

I'm going to take a breath and let Jason run you through.

MR. WILLIS: So to Representative Johnson's question earlier, this method used to cost out education within any given context, I think it's important to offer some more simple ways of explaining the complexities associated with the model. So Dr. Taylor, myself and the team have devised a way in which to explain this. And again I think this is one of the areas in which we would like feedback from the body on places in which you still might have

questions as we move forward. So first and foremost, the kind of overall first three buckets are data, constructing the variables, and regression analysis. As a foreshadow, there is another three steps on the following slide. So when we think about data, it's about requesting, obtaining and cleaning that data. Dr. Taylor talked at length about those variables we have collected, those from various state and federal sources, and they are all about Kansas. They may be factors that are directly attributable to describing what's happening in the schools and districts in Kansas. There are also other types of data that are describing things in which schools and districts operate in that context all of which are important to include in the analysis. And the product of this is the data, set of data information that we can use. Meaning that we run a series of quality assurance checks. We look for anomalies that we might see in the initial data sets that we need to think about and consider in the work as we get to those validated data sets.

The second step in this process is

constructing various variables. I will point you to what Dr. Taylor was describing at length in regards to the teacher salary index. But in addition to that, we are also constructing other variables such as the outcome measures. We had a question from Representative Lusk that represents one of those examples as well as school level spending which Dr. Taylor also addressed.

The next step is perhaps one of the more complicated ones. For any of those in the body or in the audience who took that statistics 101 class may remember the terminology, regression analysis. In this definition it explains how the variation in expenditures that we showed a couple of charts before is related to the variation in outcomes, prices, demographics and other cost factors. So one might ask, why is this really important to consider? And I will offer an analogy for this. This regression analysis creates the foundation upon which we can potentially predict the costs associated with producing a set of outcomes in the State of Kansas. For those that are familiar with a service called TrueCar.com, it basically

aggregates the individual's choices about the types of cars that they have purchased from car dealerships. So these are individual choices. I go to a car dealership and I say I want a 2018 Ford Escape; I want power windows; I want a stereo system; and, hey, I'll even throw in the heated seats. And when you aggregate thousands upon thousands of those choices, the result that TrueCar.com creates is a current state. It allows the owner to understand what's the average price associated with a certain type of car that has been produced. And what it also allows me, as an individual consumer, to understand is to potentially predict what I might have to spend in order to get that car with those kinds of options. And so, we translate that to our work in Kansas with this cost function analysis in its most simple form. That is what we're looking at doing. It's understanding what are the potential predicted costs associated with achieving a certain set of outcomes that are set out by the State of Kansas.

The next three steps are really comprised of the Rose standards, estimating

spending, and some implications for implementation. The Rose standards themselves, by way of descriptive statistics, were mentioned nearly 68 times in the recent Gannon V ruling. So clearly those Rose standards are a very important part of the way in which Kansas is orienting outcomes for its students. So the prospect of looking forward as we reflect on how those standards have been incorporated into Kansas' various laws and regulations and practices throughout the schools and districts is identifying the associated appropriate outcome measure and some measure of performance structure. And I will talk about that a little more deeply in a moment.

From there we get the idea of actually estimating the spending. So we go from estimating the current costs, what it takes to achieve the desired outcomes, and we then estimate or predict the level of base spending required to produce those outcomes. And then we consider other factors we've talked about at length: The types of students that are being educated, the location of the school in the

district, and then the prices associated with delivering that education system. And we then adjust that spending for those various costs: Student need, size and labor prices.

The final step in this work I think is one in which it's important to understand in that the work in public education and the work that teachers and principals in school districts do on a daily basis is extraordinarily complex. And being able to understand the best ways in which to use resources, either in this data set or potentially new ones, in the near future or far future, requires the opportunity to understand how best to produce a set of resources for students. And so we want to be able to contextualize those spending estimates we draw in step 5 and the possible implications for the Kansas public education system. And we think about that in its broad state, not only what students in the districts are doing but also how the state and its various functions and agencies can best support schools and districts to achieve those common sets of desired outcomes.

So we delve a little bit more into depth in the Rose standards, given their importance in the court's rulings, as well as the work of Kansas over the last five to seven years. The origin of the Rose capacities, as they were known, grew out of the Kentucky Supreme Court's decision in 1989 in Rose v. Council of Better Education. The court articulated the seven capacities as a minimum standard for each and every child. It was part of the nine conclusions that were made by the court that were directives to the State of Kentucky to ensure that the state was, in that original ruling, achieving an adequate education for every Kentucky student. It was several years later that the Kentucky General Assembly adopted what they call KERA, which was in direct response to the court's ruling. One of the interesting things about that legislation in how it analyzed special education is that it draws out several of the ways in which the legislature wanted to ensure that it responded to the court's rulings in particular to the Rose capacities. So not only were there changes in the way in which the school and

school districts were funded but there were also changes in the way in which the system was constructed. That is to say Kentucky reiterated its desire and the standards in which they wanted students to achieve. They further went into developing their accountability and assessment system that was an ability to be able to measure whether or not students were making progress towards that work. In the aftermath of this court ruling and KERA, Kentucky went on in that day and age to become one of the premier states in reforming its education system.

The other example that I'll offer as a context of other states' experience is Arkansas, your neighbor to the southeast. In 2001, the Arkansas trial court deemed the system to be inequitable and inadequate. The court pointed very explicitly to the Rose capacities as requirements for an adequate education. Some of our colleagues conducted a costing out study on behalf of the State of Arkansas. And, once again, what we see is, with the incorporation of Arkansas, we're building the idea of standards into an

accountability system that allow us to draw a link between the Rose capacities, which as a statement are fairly vague, directly related to the work on behalf of the school districts in the State of Arkansas.

So if we take a closer look at the Rose standards, it's important to understand a little bit more about these capacities and that, in particular, they contain a couple of references to, one, content. That is the things that we want, that the students in Kansas want and should know, be it economic, social or political systems as an example. It also references skills, an ability to be able to verbally and in writing communicate a complex set of information to other audiences. And it's also pretty clear about identifying these standards as an aspiration. These are the things that we want students to be able to achieve or be prepared to achieve once they have left the K-12 education system. A few other notes about important terminology that are used in these standards: Sufficient, is provided on every single one of the standards in the original Rose capacities. And, again,

this idea of, enable. Which is, what are the types of support that are necessary in order to provide guidance to the system itself. So when we think about the Rose standards in moving them into performance measure thresholds, I will say that in our review thus far we have found that there are various approaches including this body that have looked to the Rose standards and ways we wish to incorporate them into the K-12 system. And we take that a step further to understand how they can be incorporated into the analysis we've been conducting. So the first step is set out by the court in the ruling as the Rose standards themself. The second step, as the Kansas State Department of Education has articulated already, is tying those standards to a set of college and career skills that is for the individual students, and the accreditation standards for individual schools. So this sets a broad student and system boundary of expectation. So it takes the vague standards that are in the Rose capacities and translates them into more specific ways of understanding, if I am a student in fourth grade math, what

are the types of knowledge that I need to be able to achieve in order to feel that I have become college and career ready as I progress through my K-12 education. We then progress to thinking about the standards for the schools themselves. Meaning what are the subjects and what is the time that we -- that you believe in the State of Kansas is necessary in order to achieve those sets of expectations. Graduation requirements are noted as one of the most clear ways in which you determine the approach to graduating from the system; you expect students to have a certain body of knowledge. So we think about these in determining the offerings aligned to those skills and accreditations.

From there we go to connecting these to the measures of student outcomes. So this allows us to understand, as you have developed measurement tools here in the State of Kansas, what is the progress in aggregate for students that you've been making towards those sets of expectations. And the other thing that I will offer as a way in which to translate, to create distinction between the prior step and this step is that the graduation requirements offer

an outline of the ways in which the individual students should be achieving the steps necessary to graduate from high school. And the measure of student outcomes will then aggregate the number of students on an annual basis that have met those set of expectations. So it's the difference between understanding the total number of students that have graduated from the system versus the requirements that underlie the ability for Kansas to say that that student is prepared for college and career.

The final step that we use in this translation is identifying thresholds and performance statewide. So this is considering determinations of the aggregate bar of performance in Kansas in which students should achieve. So today across these various measures you have students that are achieving at a certain level that is unsatisfactory for the people of Kansas. You want students to be able to achieve at higher levels in the future. So this offers a judgment on what are the opportunities, what are the places in which you would set the bar of performance for different

levels of math or ELA, for graduation or post-secondary outcomes or pursuits.

So I want to offer an example of what some of this translation looks like. You can see here this is standard 1 of the Rose standards. You can see on the far left, the college and career ready skills and accreditation; minimum standards for schools to teach and the graduation requirements. Much of this content is attributable already to the work that this body has done as well as the Kansas Department of Education. We go further to then identify the standard, statewide measures of student outcomes. As your submission to the U.S. Department of Education indicated under the Every Student Succeeds Act, it clearly articulates that you have benchmark thresholds of performance that you want to achieve in subjects like English language arts, mathematics, as well as science, which Dr. Taylor mentioned earlier, as well as graduation rate.

I want to make one last note in this section about addressing Rose standards without measures. There are several of the standards

that point to content and skill sets in which Kansas is either in the process of developing or does not have current data measure to judge those standards. For us to think about this in terms of the Rose standards, a couple things. One thing in particular is very true, that our presumption in looking at these standards is that there is little variation in the type of expected outcome associated with that standard itself. And that's important to consider in the part of the analysis when we go back to considering the costs associated with ensuring students are reaching a certain standard. And the more variation that we're able to identify in the model creates an opportunity for us to be -- to provide estimates that are better able to judge which types of students are needing a set of resources to achieve that outcome.

The last section that I want to introduce is really in regards to the section around implementation that I had mentioned. So part of the research that's been occurring over the course of, I would say, the intervening period between many of the cost studies that were last conducted here in the State of Kansas

is this concept of effective resource use. One of the primary premises of adequacy studies has been that the current level of development that states are making in combination with local dollars for school districts is dollars that are inefficient or insufficient to reach some level of adequacy. And there has been a fair amount of work that's been done to think about how is it that school systems can consider reorganizing its resources in a way that gets further outcomes from its students, that is to be more effective with the resources on hand. And that's not to say that additional resources aren't necessary because there are absolutely circumstances that occur in which those additional resources are necessary. But it's asking a question of how is it that schools and districts in the state are thinking about the use and the delivery mechanisms for the existing investment that it's making in school districts.

So we wanted to offer a framework that we'll use as a guide for some of this work. And I'll draw your attention to the left side of the screen in which much of the work and

debate and discussion that has been done from the beginning, but really nobody has focused on the two boxes to the left: How are resources equitably distributed across schools and districts in the State of Kansas, and what level of resources are necessary by the judgment of the various bodies in the State of Kansas to invest to reach some degree of adequacy? There are these two other types of work when we think about flexibility that you offer to school districts, the ways in which state agencies or intermediary organizations offer support to those districts that are important to consider alongside other matters of things like transparency as well as accountability. And so it's the difference, as you can see on the slide, between answering the question of, how much, but also answering the question of, how well. And the complexities associated with, how well, are deep. And for practitioners in the K-12 world, and as my experience would suggest, for 10 years in large systems in our public school systems, time and space is -- more is needed to reach an effective set of understanding about ways in

which those resources can be invested. So if you think about some of the ways that this might be translated: Districts may lack some flexibility over certain spending decisions; support to form various resource choices or accountabilities that are paying attention to the right things. And often the review has been done on NCLB, the No Child Left Behind Act, which is our former federal law that governed our country, that the accounting that was entered into under that law in some ways was good and in other ways could be improved upon. And we've seen many states across the country that have taken up this idea and asking the questions when we think about introducing accountability as a contract, if you will, between states and school districts and students and the public. That is, we're going to invest a certain amount of money in the public good and as a result of that, the adults in the system are saying, we'll do everything in our possible power in order to deliver on behalf of that promise that's being made to the state, to its public education students. And also consider this idea of transparency and, in

large part, most of the reporting we have found across states in the country has been largely focused on compliance. That is, are you doing a thing that is noted in a federal law, state law, and we just want to make sure that that is being done correctly, as opposed to other ways of thinking about transparency. And I would describe this both from an internal and an external transparency perspective. One of the things we know about public education is that we often act and operate in silos. And this usually comes about as a result of the pressures that are put on school districts to perform in a number of different areas. So in this area of thinking about silos, creating opportunities for practitioners to authentically and rigorously engage with one another about where practices might be able to be translated across certain systems or across certain schools that lead to a more effective use of dollars to which we are seeking to use in a study is a pathway that has shown some promise in certain parts of the country and states and districts, and may have some applicability here in the context of Kansas.

So we wanted to offer this framework as an opportunity to explore more deeply the way in which the education system here in Kansas can consider these types of other mechanisms that could be used to support students achieving a set of adequate outcomes defined by the State.

So I'll close with a couple of very brief next steps. The time that Dr. Taylor and I are spending here in the State of Kansas - I don't want to speak on behalf of Dr. Taylor - but I would say is extraordinarily valuable to us and I really would describe it as an ability for us to listen and understand the context more deeply in the State of Kansas. So in addition to the session we are spending with this body, with the audience today, we are also spending the better part of tomorrow at the Kansas Association for School Boards, who so generously offered the space to bring together a variety of practitioners in which we will share this information with them as well and also invite them to understand particularly, as I was talking about that last session, the implications for thinking about resources and

spending in the State of Kansas.

And as a last bullet, obviously the final study report that we do do will be due to this body on Tuesday, March 15th. So we'll end our presentation there. It looks like we have got about five minutes before noon and just thank everybody for their time and attention.

CHAIR BAUMGARDNER: Thank you very much. Committee, we will at this time adjourn. We will be back. We'll adjourn for a lunch break and we will be back at 1:30. We will start by 1:30. Again, legislators, please meet with Amy to get your voucher when you come back and please do that before 1:30. Thank you.

(THEREUPON, a lunch recess was taken from 12:00 p.m. until 1:30 p.m.).

CHAIR BAUMGARDNER: Ladies and gentlemen, as promised we are starting at 1:30. We are starting the second half of our meeting. We are at the question and answer portion of our joint meeting today. And so in a matter of fairness, we are simply going to go around the table. And I spoke to Representative Jones just a few minutes ago and he knows that he's starting and we'll just give each

representative and senator an opportunity to ask a question. A question, singular.

REPRESENTATIVE LANDWEHR: What if it's two-part? Just kidding.

CHAIR BAUMGARDNER: A question. Singular. And, basically, once we have an answer or response from Dr. Taylor or from Jason Willis, we will move on to the next question.

So, Representative Jones, please begin.

REPRESENTATIVE JONES: Thank you, Madam Chair. And thank you, Doctor, for being here. And quick question. You had spoke on slide 54 about the ruling basically in Kentucky, 1989. And this question had been asked previously, but pre-Rose standards for Kansas, the quality performance accreditation, have you seen these? And I know Legislative Research has a side. But can you speak to that a little bit?

DR. TAYLOR: I'm going to defer to the member of the team with a bit of legal training.

MR. WILLIS: So the standards that you are referencing, what we're referencing in

most recently is from the Gannon V ruling which puts the Rose standards in kind of a central point. And part of what we're trying to understand is kind of the current state of the way Kansas constructs its education system relative to what it says it wants students to achieve, which is in reference to your current college and career ready skills and the accreditation skills in relation.

REPRESENTATIVE LUSK: Thank you, Madam Chair. I'm still kind of in the dark about, I don't quite understand how you will go about, well, for instance, measuring the arts as part of the Rose standards, as a part of the Kansans Can. We don't have any data along those lines. What are the assumptions you will make to gather some kind of a standard in that area?

DR. TAYLOR: I don't think -- thank you for the question. I don't think we are going to make any specific assumptions about creating data where it does not currently exist. I think what we're going to have to do is argue that the accreditation standards include those dimensions and so we will presume

that accredited schools meet the minimum standards required on those dimensions we cannot measure.

REPRESENTATIVE LUSK: Repeat -- sorry. Could you repeat the last part, please?

DR. TAYLOR: Okay. So we can't observe, because there is no metric on some of these issues like fine arts. We will presume that, to the extent that those are covered in the State's accreditation standards, accredited schools are meeting those minimum thresholds. And, therefore, by including in our analysis an indicator of whether or not a school has been accredited, we will be able to capture those dimensions of student performance or whether a district has been accredited.

REPRESENTATIVE LUSK: Okay. It's a big assumption. But I'll finish. Thank you.

DR. TAYLOR: We would also greatly love to hear of a better set of assumptions about what we should presume.

CHAIR BAUMGARDNER: Representative Helgerson.

REPRESENTATIVE HELGERSON: Let me follow up. This is always an exciting time for

me. It's not only that the legislature gets to break. We have the largest convention for kids in the State. It's called Kansas Music Educators Association, down in Wichita. And over the years, one of the reasons I got back in politics was because I saw the money going down and down for things like arts, or the elimination of arts from music education, or the total elimination of that part of the education that we used to do. I heard you speak earlier about New York and the problems it had was different than the problems that we have here in Kansas. Well, I come from a Wichita district where we have 120-some school -- 120 different languages spoke. We have, I think, 25 percent, 20, 25 percent of the foster kids in the Wichita school district that we have to have. And I'm looking at the contract that you have, it says you're supposed to provide a cost function analysis designed to estimate the minimum spending requirement to produce a given outcome within the educational environment. From a lot of the kids in Wichita, it hasn't succeeded. We have under-funded those programs. And what you're

telling me and what I'm picking up is, we are making assumptions or you're going to make assumptions where we are not going to try to answer those needs. And I guess if you can respond right now or later on, but the school district hasn't measured up. And that's why the court has come back to us time and time again and said, you have haven't put the money there. And Wichita is similar to New York in many ways. And that's why we're in court. And not dealing with the arts, not dealing with other segments is not satisfactory.

DR. TAYLOR: Thank you for the question and the passion with which you shared it. I think that there is a fundamental misunderstanding. We are not going to be telling you that this spending level in Wichita as it currently sits is -- that's one of the pieces of information we use in the analysis. It's not an outcome of the analysis. What the analysis is going to do is look across all the districts in Kansas about how much more is spent in Kansas City, how much is spent in Wichita, how much is spent in El Dorado, how much is spent in Hutchinson, and what are they

getting in terms of measurable student performance for those outcomes. Those student performance characteristics that are not directly measured are indirectly measured via an expectation that the graduation rate requires certain training in the various degree requirements that you have, that the accredit -- having status of being an accredited district implies certain necessary delivery of items in the State. And those dimensions will be captured in the model but they will be captured in the model indirectly because they are the kinds of expenses all accredited districts incur. They are the kinds of expenses that are required to get to the graduation rates that the State is looking to achieve.

MR. WILLIS: Just to provide an illustrative detail, each of the high schools in the State of Kansas will build a master schedule for their students in which they have to take a certain set of courses. And some of those courses are in arts, music, other types of offerings for those students. And as Dr. Taylor was saying, we don't have an observable

measurable outcome for those standardized state-wide measurable outcomes across the multiple years for some of those courses. So we have to imply indirectly that the resources that are being dedicated to establish those courses and put credentialed and certified teachers into those courses is meeting the minimum standard as we connect it to the analysis.

CHAIR BAUMGARDNER: Representative Hoffman.

REPRESENTATIVE HOFFMAN: Thank you, Madam Chair. I'm intrigued a little bit by 41 with the expenditures per pupil and you exclude -- some of the items excluded. As I look at those, those are probably not instructional items and they are not directly measured through the outcomes, I guess. So are you assuming a base line of spending for these items and then what you're going to give us is an additional, that we would have to have an additional amount to come up with the instructional part? I know you're going to, you're going to be basically just looking at the instructional part. But where do those

transportation, food service come in to the equation?

DR. TAYLOR: Basically we are treating them as separate, that they are a part of school district spending that is not directly related to the outcome measures we are trying to measure. That if you wanted to then go back to what's the total amount the district would have to spend, you have to add them back in. And so -- and that was what you would want to do. I should also note that in the post audits, the functions that we are excluding from our analysis are exactly the same ones that were excluded by Duncombe & Yinger in the work they did for the post audit study.

REPRESENTATIVE HOFFMAN: So it's a base line then?

DR. TAYLOR: It's a base line and then, that which is not included in the modeling still matters. But it doesn't cost more to transport a low income kid than to transport a regular education kid. It doesn't cost more to transport an ELL kid. It depends on where they live not what language they speak in their home to determine the cost to move

them from point A to point B. So you don't want to muddy your understanding of the relationship between student need and resources by including these factors that don't vary with student need.

CHAIR BAUMGARDNER: Representative Smith.

REPRESENTATIVE SMITH: Thank you, Madam Chair. My question stems from slide 48 from building and district characteristics. Specifically the first bullet point there on percent free and reduced-price lunch, at-risk students. We had a significant discussion and debate on this last year in committee on how do you measure your address population for the free and reduced lunch really correlate with that population. And I just wanted to speak for a few moments on your methodology on the address population.

DR. TAYLOR: We are measuring the free and reduced-price lunch population because that is the best available metric. And within the State of Kansas, it probably does differentiate successfully between need in the Wichita area, need in the Salina area. But it

is using a single income threshold throughout the State to say who is eligible for free lunch and who is eligible for reduced-price lunch. And in so doing, it will tend to over-identify need in low cost of living areas, under-identify need in high cost of living areas. We are addressing that problem by looking at the -- by presuming that student poverty has a non-linear relationship with cost, such that if you have a concentration of poverty, it could conceivably have greater impact on cost than a simple increase in poverty might imply. So we are trying to be much more holistic in thinking about poverty but we have to go back to the data that are available, which is free and reduced-price lunch. And we might advocate for refining the definition of at risk. But we are not in a position to guide you on that one.

CHAIR BAUMGARDNER: Representative Sawyer.

REPRESENTATIVE SAWYER: Thank you. My question is on page 40, you talk about this is preliminary data, it's a formative stage. It says, information, particularly the data and

variables and Rose standards section, are preliminary and may change between now and the final report. I guess first I'm curious what data you have. I assume all the data you have you've got it now and you're only two weeks away, three weeks maybe, to the final report. So I can't see what new data you're going to have in the next several weeks. And the Rose standards, they are not going to change between now and March 15th. So I guess I'm curious what's going to change the variables. Your assumptions in there? Some of your modeling? I don't know what would change on that end.

DR. TAYLOR: Thank you for the question. What -- we are here to hear from you and to hear from the practitioners who we'll be talking to tomorrow about whether or not there are, say, dimensions of teachers salaries that we haven't captured in our preliminary model. Yes. You are correct. We have what we think is the correct set of data but we want to make sure, if somebody wants to tell us about something, that we listen, that we incorporate it to the extent that we can. We have what we think are the final analyses of Rose standards.

But, again, we want to hear from the folks here in Kansas about making sure that our interpretations are solid. I think it would be very presumptuous of us to come in here and say, we are here to tell you about our work in progress but nothing you tell us can change anything. Because I do think we need to hear feedback, think about is there any way we can further refine our measures of expenditures at the building level? Is there any way we can further refine our measures of salary differences for teachers? Are there any ways we could further refine based on the insight and knowledge that you all have?

REPRESENTATIVE SAWYER: Okay.

CHAIR BAUMGARDNER: Representative Landwehr.

REPRESENTATIVE LANDWEHR: Thank you, Madam Chair. Will there be an analysis of the status of unencumbered fund balances over a period of years? Because we have a lot of school districts that haven't spent all of the money they have received over the years and are using some of their state aid to increase those balances.

DR. TAYLOR: Thank you very much for the question. We are focusing on the expenditures side of the ledger and not on the revenue side of the ledger. So it's beyond the scope of what we were asked to look at, to look at the extent to which the revenue school districts are receiving exceed the expenditures the schools are making. What we will be offering to you is what our cost model predicts would be the necessary level of expenditures to meet the performance threshold and what the current level of revenues received by those districts happens to be.

CHAIR BAUMGARDNER: Representative.

MR. JOHNSON: Thank you, Madam Chair. I'm going to follow up a little bit on Representative Hoffman's question regarding the spending assumptions on page 14. I think we looked at the state average per-pupil spending at 10,951. So what is in that and what isn't in that? Is it local and federal? Is it part spending, less the items on page 41? And as we work through that and say, okay, we have different funding pieces, do we handle other things that come in as we try and address the

need, such as what we put in our pension, extracurricular activities, programs for at-risk, like the Jobs for American Graduates, whether we use Cannon funds or Medicaid funds or tobacco funds that we have? Do all of those fall into the same thing? Where do those assets fall? And then what, again, is in that 10,9?

DR. TAYLOR: Okay. Thank you very much for the question. The 10,9 is a number that we are recording but we did not calculate. That's calculated by the Department of Education. It is part of their filing with the federal government for the F-33 data survey conducted by the National Center for Education and Statistics annual expenses. And so what that represents is current operating expenditures using the federal definition. And, therefore, it would include food, it would include transportation. It is not a measure that we plan to use as our dependent variable for the analysis. It is, however, the, the, what we hope would be the most familiar estimate of current operating expenditures available here in the State. It's going to

include revenues from all sources that the federal government allows the agency to include in their calculations.

CHAIR BAUMGARDNER: Representative Trimmer.

REPRESENTATIVE TRIMMER: Thank you, Madam Chair. As someone who was born in what used to be Asbury Hospital and --

DR. TAYLOR: Me to.

REPRESENTATIVE TRIMMER: -- and I lived my life close to Crawford Street. I'm not there now. But I did want to ask you about, is your model in your cost study going to involve taking a backward look at how education spending over the last several years going up and down has had an effect on student performance in the measurable categories that we've still got? Are you going to take that into consideration?

DR. TAYLOR: Thank you for the question and it's good to have a connection. The analysis will look at the most recent years of expenditures and performance in your new testing regime. So we can't go back -- we've been strongly advised that going back into the

old testing environment prior to 2014 would be, would raise red flags for a lot of folks, that the State's assessments have changed and that we are going to focus on data from '15, '16 and '17. Because our performance measures looking at growth, what that really basically means is that analysis is going to be based on '15-16 and '16-17. So '18 isn't in the data yet.

REPRESENTATIVE TRIMMER: Thank you.

CHAIR BAUMGARDNER: Representative Patton.

REPRESENTATIVE PATTON: Thank you, Madam Chair. I appreciate the fact you're relying on data and using lots of data, 10 years of data, numerous lines of data, lots of data. But how do you take all this historical data and then turn it into numbers that help us meet performance goals, you know, meeting the Kansans Can vision, meeting the concerns of the courts that 25 percent who are not providing the services that they need? How does that historical data transform and move forward?

DR. TAYLOR: Well, some of that historical data is useful to us in determining the regional variation in labor costs for

educators, which by looking at multiple years of data on teacher earnings and compensation, one can use statistical techniques to control for unobservable but persistently important characteristics of teachers, like their language abilities that would make them a more desirable hire in a variety of places. So by looking at salaries over multiple years, we are able to get a much more robust measure of labor cost differences from district to district. When we started drilling down into the analysis, what we were able to determine is that the original strategy we had had in mind for looking, for spanning the testing regime change in terms of student performance, while it was statistically valid, was not going to fly in the Kansas context. And, therefore, when it comes to the specifics of the cost analysis, we are going to be limited to the time frame in which we're talking about the new testing regime. The longer period of funding for, or data on the expenditures help us make sure that our coding and analysis is useful. It also becomes an important demonstrative or illustrative example in the report to show how

spending has changed. For example, since the time frame in which the post audit study was done, the time frame in which the Augenblick & Myers studies were done to try and compare simple projections based on those analyses to the actual experience in Kansas. If you want to make any kind of comparisons to the post audit study by Duncombe, you have the cost function post audit study. We needed to be able to reconstruct the data that they used.

CHAIR BAUMGARDNER: Majority Leader Denning.

MAJORITY LEADER SENATOR DENNING: This has to do with a Kansas specific question, which is called local option budget money. Will your cost function study take into account all the local option budget money when you produce some minimum outcome to satisfy the courts?

DR. TAYLOR: Thank you very much for the question. Yes. The analysis will include money that the school districts are spending from basically all sources. The idea being that we want you -- you want to make sure that you're capturing the real resources being

brought to bare for those kids not just the resources that are being paid for from a certain pot. So yes. The cost projections will be based on an estimate that includes the local option money.

MAJORITY LEADER SENATOR DENNING: Thank you, Madam Chair.

CHAIR BAUMGARDNER: Minority Leader Hensley.

MINORITY LEADER SENATOR HENSLEY: Thank you. I would like to go back to slide 37 which I had previously asked you about. And I think we agreed that there really are three bullet points here since the Duncombe and LPA are basically within the same audit. And you may have to correct me on this, but none of these were plaintiff's audits. I think I heard you say that the Augenblick & Myers was a plaintiff audit. None of these were -- all of these audits were sanctioned by the Kansas legislature and paid for by the Kansas legislature. What we're asking you for now is a fourth study, which we basically rejected the first three. And so I guess I'm asking you how the State can rely upon your study to conclude

that the funding at the level that you're going to recommend will result in constitutional compliance with the Gannon decision.

DR. TAYLOR: Thank you for the question and for the clarification. If I said that it was plaintiff inspired, I must have misspoken. I do apologize for that. These studies are actually, if you want to include -- if you want to go by study instead of by methodology, then the two Augenblick & Myers reports are also a single study. This is research presented to the State with a couple of different ways surrounding the problem. And the point I was trying to make in these contexts was that, while the over-arching goals of the State may have been very stable and consistent, a lot of the contextual factors have changed substantially over the period of time. If for no other reason, the State uses a different assessment tool now in trying to measure student performance. So the post audit study looking at the cost function analysis is based on an old test regime that is no longer the one currently being used in the State. It's useful to the State, in my mind, to have

an analysis that uses the current testing regime. Also, as you had asked earlier, there are a number of other dimensions on which I think we can greatly improve on what Duncombe, what the post audit study provided to you in 2005.

SENATOR HENSLEY: I don't know that you answered the question I asked. How can we rely upon your study to determine that we are in constitutional compliance with the Gannon decision.

MR. WILLIS: So I think, as Dr. Taylor had mentioned, that a lot of the data that's being incorporated, some of the methodological improvements over the Duncombe & Yinger study that was done in 2005 create an opportunity to create a reflection of costs that is related to the way that Kansas has made decisions about the way in which they want to set standards for students, the expectations that they have for schools and school districts, to perform those functions on behalf of students and to use some of the most updated and reliable measures that the State of Kansas believes would allow you to achieve a certain

relative standard compared to what the courts have been ruling under Gannon.

CHAIR BAUMGARDNER: Senator Estes.

SENATOR ESTES: Thank you, Madam Chair. In my district there are several schools that have very high ESL percentages. And when I say very high, I'm talking 75, 80 percent, and are above the normal Kansas high school. My thought was and my question was, do you dig down that deep in this analysis to use populations like that or do you use Kansas averages for analysis?

DR. TAYLOR: Thank you for the question. When we're doing the cost analysis, we intend to dig down into the school level for that analysis and we will -- we plan to use school level measures of student performance, school level measures of student demographics. So we will be reflecting the fact that those high schools serve a much higher faction of ESL students than other high schools.

CHAIR BAUMGARDNER: Senator McGinn.

SENATOR McGINN: Thank you, Madam Chair. Mine is probably more of a comment. As you move forward on the cost differences due to

input prices, I felt like this morning you probably talked a little bit more about the market coming into play on that. And a concern I have is we have had, we have had this cost of living adjustment in our formula in the past. And to me, and I've shared this over the years, just because a house might cost more in one county versus somebody that's from a remote area, the cost to live in that remote area is greater because you're further from the hospital, you're further away from the grocery store, you're further away. So I don't know if that is a piece that you will be looking at or as you move forward. And, if you do, just make sure that's very well-defined.

DR. TAYLOR: So thank you for the question. We are most definitely aware that the housing costs are one component of cost of living but there are others. And in our modeling on teacher salary, preliminary modeling, we have definitely found that more geographically remote districts, the ones that are miles from the center of a core base statistical area, or a micropolitan area of 50K or more, those that are more distant from a

metropolitan area do have to pay higher wages than those that are able to offer those amenities of a community where the grocery store is on your way home as opposed to other kinds of locations. If there are other dimensions of that you think would help us, help inform us to get a better handle on what drives teacher wages to be higher in one district than another, I would love to pick your brain about that. I should note that we are looking at salaries from the perspective of what teachers are willing to accept. And, therefore, it's crucially important, and we do a really good job of controlling for the characteristics of the teachers themselves, and with the intent that if you had a district that because of a greater ability to pay was offering higher salaries, they will attract the most mobile and best credentialed of the teachers in that district. So you would expect that to be reflected in the difference of teacher quality rather than in differences in pay. In other words, a district that's able to pay really well is able to get their pick of the teachers. It allows them to have quality

differentials. It doesn't make the price for a standard quality teacher necessarily go up or down.

CHAIR BAUMGARDNER: Senator Kerschen.

SENATOR KERSCHEN: Thank you, Madam Chair. Page 45, teacher salary index for Kansas. That first statement, regression analysis of the wages that teachers are willing to accept -- I never heard that before. That's kind of an interesting way to put that. But my question is, will the retirement plan package be included in the costs in the total for teacher pay for your study?

DR. TAYLOR: Thank you for the question. What we are trying to measure is differences in salary. The cost to a district, contributions to the retirement plan are related to salaries and they will be captured in that way. We do not have individual-by-individual data on what their retirement contributions are going to be so we can't include those directly. But they are related to, very closely related to the actual salaries you will see for teachers.

CHAIR BAUMGARDNER: Senator Goddard.

SENATOR GODDARD: Thank you, Madam Chair. And thank you both for being here TODAY. My question, I guess, has to do with the study aims and one of the aims is to explain the option or options to produce an education system reasonably calculated to achieving those Rose standards. I think that we can probably take a look at preK and K education as being a real key part of preparing students to become better students. And the better student, I think, will be much more likely to achieve the Rose standards. How are you going to treat preK and K education in your study?

MR. WILLIS: So both the expenditures for -- sorry. I'm trying to look past the our wonderful transcriber. So the expenditures for both our preK and K programs are included as part of the analysis. So all of what we covered this morning in terms of the way the methodology and the analysis will look at the relationships between spending and these various cost factors will be included, including preK and K.

SENATOR GODDARD: Thank you.

CHAIR BAUMGARDNER: Senator Pettey.

SENATOR PETTEY: Thank you. Thank you for being here. So I'm referring back to page 25. And this is where you talked about students with disabilities. As I look at that, it appears that there would be a reflection that a student with a disability costs more to remediate than a student who is already on grade level. But I'm not certain how that's reflected in the model.

MR. WILLIS: So with 25, what the slide is speaking to is not necessarily the need for remediation but there is a recognition that these students have a set of additional needs that require additional resources to go along with them to ensure that you create the opportunity for them to reach the standards that are set by the State. So both the student counts, meaning the numbers of students who are being served by school and by district, as well as the costs that are associated with those students. As Dr. Taylor was mentioning earlier, the way in which we're looking at the expenditures in Kansas, we're able to isolate

the costs that are being dedicated to these students specifically, and then assign school level costs that are associated with those students as a matter of additional funding that's supported above updates for all general education students.

SENATOR PETTEY: So it will just reflect the cost because they fit into the category of disability not necessarily performance.

DR. TAYLOR: To the extent that those students' performance is captured by the accountability measures that apply to students who are not receiving special education services, they will be captured. There is no direct measure of the individual specific outcomes that we can incorporate into the analysis.

CHAIR BAUMGARDNER: Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Madam Chair. Thank you very much for this opportunity. I get back to page 41 and I'm intrigued by what is included versus what is excluded. And I'm wondering about a couple

functions that, well, for example, part of what's excluded would be transportation and food service, which are actually under-funded and districts often have to cannibalize their operating budgets to cover costs associated with those functions. And you've excluded them from the analysis. There are other items included. We have touched on KPERS. In Kansas we have at times in recent history skipped over payments in a given fiscal year. And in other time frames, we're making escalated payments that are closing a 30-year unfunded actuarial liability. It just seems like that's a really inflated variable that to include that might confound your analysis given the bigger picture issues surrounding the retirement benefits that aren't specific to current staff needs. There is special education, which presumably you're including because it's not on your list of exceptions. And we know we have statutorily mandated funding levels that the State has not been meeting. In my area there is an individual district that reports needing to move $19 million from their general operating budget into covering special education costs

incurred. Lots of big topics. My basic question is, how are you accounting in your model for all of those varying issues?

DR. TAYLOR: Thank you for the question. I think it's important to recognize that what we're looking at is expenditures in these various categories, not revenues from these various categories. So if a school district is having to draw down its operating budget to fund its transportation, then it will be seen in our analysis as a lower level of operating expenditures for current education -- for current operations for the district. And the expenditures in transportation will essentially become this side bar issue that when we take them out then you can return them in the state which you want to have them. The intent or the importance of doing this particular stage is that we are trying to connect, we're trying to identify how much more does it cost to provide academic services to kids with various characteristics. It's confounded when you include the transportation spending in that explanation because you're, essentially you're assuming that the

transportation spending has to be 48 percent higher if it's an economically disadvantaged child. In the modeling, that doesn't make sense to me. So pulling transportation out of the analysis allows for a cleaner estimate of what is the cost of serving an ESL, an English language learner child, or an economically disadvantaged child, an at-risk child. The other spending elements basically that we're looking at is the spending reported by the districts in the categories that are essentially instruction and central administration. So trying to pick up those pieces. And that is, quite arguably, the standard in the literature as to the appropriate way to measure these items. And it is with the exception that we are not explicitly ruling out particular funding sources but we are very much identifying the functions that match perfectly with the post audit study.

CHAIR BAUMGARDNER: Representative Karleskint.

REPRESENTATIVE KARLESKINT: Thank you, Madam Chair. And, Dr. Taylor, thank you

for being here, and Jason. There are several factors crucial to education that are not easily measured and you mention this on page 59 under the Rose standards. But on page 59 you state that there is a presumption of little variation in the type of expected outcome associated with the standard. I'm thinking about things like social, emotional health, impact of counselors, mental well-being of kids. But based on your assumption, what makes you believe this?

DR. TAYLOR: Thank you for the question. What I believe is that the state standards for graduation and accreditation hold the district accountable for certain things and that the districts that are accredited are going to be reaching those minimums and that there are no good measures of variation in mental health or the other issues that you have identified. So in the absence of a better way of measuring them, I have to go with what can be measured, which is graduation, accreditation, student performance, success rates.

Can you suggest a source that would tell

me how their characteristics vary by district? That's what I'm here for. I'm listening.

REPRESENTATIVE KARLESKINT: There's only about two of the seven Rose standards that you can really measure, in my opinion. Correct? Or is that -- or do you feel that's correct?

MR. WILLIS: Based on our analysis up to this point, it's, to our work, it's more than two. In particular, standards 6 and 7 speak very highly to post-secondary pursuits, which effectively, your composite graduation rates, post-secondary and post-high school secondary education and progress through post-secondary institutions really speak very loudly to that. The example that we gave earlier today around standard 1, we can draw direct lines to ELA, math and graduation rates. So I don't mean to keep going on, but in our early work, it's much more than two. But I -- just to re-emphasize Dr. Taylor's point, if there is data sources out there that would allow us to look at those variations which are important to help us judge the difference in the costs across the districts, we are here to

listen and we would be more than happy to pursue some of those lines.

REPRESENTATIVE KARLESKINT: My point is districts spend a great deal of money on things that aren't measured.

MR. WILLIS: Yeah. Just to connect the dots with what Dr. Taylor said, those set of resources are incorporated into the analysis and are reflected by the minimum standards set, either for the individual student through the standards themselves, or through the accreditation standards, the process you have in the State of Kansas to ensure that all schools are meeting those minimum set of accreditation standards.

REPRESENTATIVE KARLESKINT: Thank you. Thank you, Madam Chair.

CHAIR BAUMGARDNER: Representative Winn.

REPRESENTATIVE WINN: Thank you, Madam Chair. And, actually, that was my question. So let me flip it and you provide perhaps a specific example, if you could, and please do. I think it's number 4 Rose standard. Whatever level of funding that you

all recommend in your study, how would a school, then, what would they do, where would they find the model, the answer, I guess, that you're going to provide so that the district could provide the student with sufficient self-knowledge and knowledge of his or her mental and physical wellness? Now, you're saying it's measurable; he's saying we spend a lot of money on it. We all understand. But in your study, how are we supposed to find it with your level of funding that you recommend?

MR. WILLIS: So I'll start and Dr. Taylor can chime in. So the study itself will be able to identify a level of spending that, based on the data we incorporated, will judge how much additional funding is necessary for all districts to achieve. What we can't observe are the ways in which practitioners then organize those resources on behalf of those students. And in Dr. Taylor's presentation this morning, one of the things we presented was a framework for ways in which parts, levels of the education system may be operating in order to change those type of practices. Specifically, there is a section of

that framework that discusses support and discusses transparency. One of the things that we can observe in the research literature and what we've seen in growing practice across the country is school districts that were able to be identified as offering practices that could be applicable in other settings. For example, the one that you offered, if a school district is doing or operating a program that is serving a set of students that are having behavioral/mental health challenges very well, there would be opportunities that we would suggest creating a structure of learning between one district and another to allow that kind of learning to be ported from one district or from one school to another. That would allow them to understand not only how those resources are being organized but how those resources are able to impact those students relative to the standards that you've set here in Kansas.

DR. TAYLOR: And I think the purely mechanical answer might also help a bit, which is what the estimation does, is say this is a base line level of spending that is observed in

the state. And districts with higher measurable levels of student performance spend a little bit more and districts with lower measurable levels of performance spend a little bit less. And to the extent that there is variation in measures of performance we can't measure, it's captured in that base line, reflected in that base line prediction as to the resources needed to operate that school. And then we deviate from that as to what the predictions would be to require it to take the measured outcomes up to the goal on the measured outcomes given the kids. But the unmeasured outcomes are built into the base line. And then the measured outcomes are calculated as deviations from the norm in the state. Does that help?

REPRESENTATIVE WINN: Thank you.

CHAIR BAUMGARDNER: Representative Vickrey.

REPRESENTATIVE VICKREY: Thank you, Madam Chair. What about local school districts' responsibility for at-risk funding? And are you doing a comparison of at-risk programs?

MR. WILLIS: Just to make sure I understand the question, when you say, at-risk programs, can you clarify?

REPRESENTATIVE VICKREY: Our definition of at risk, I guess, is there a measure in your study for defining at risk?

MR. WILLIS: Yes. So as we discussed earlier the measure in which we are using to observe students that have, that are economically disadvantaged is the free and reduced-price lunch. We have talked about some of the pros and cons on that as well. While we can't comment on the programs or services, one thing the study did do is to identify the variation of need for those communities. So I will go back to the question Representative Winn had asked. One of the things that we do know when we look at students that are economically disadvantaged is that they often arrive at schools with a set of emotional/mental health/behavioral needs in which those dollars that are allocated for in excess of the base level of spending for general education students might be organized to support those kinds of needs. So the

estimation in the report would provide a look at how much more, given what we can observe in the State of Kansas, would be necessary for those at-risk students in the aggregate.

REPRESENTATIVE VICKREY: I guess who is responsible? Can you discern the responsibility? Is it we fund at risk but then the school board is basically in control of how we have these various programs at various schools; how those are implemented locally? And who is responsible? Are local school districts responsible for those results or are we?

DR. TAYLOR: I think your comment does highlight one of the advantages of doing this analysis with the school level data, which we're doing, which is that if a district is generating resources because of specific student demographics but they are not getting down to the school level for the kids with those characteristics, then we're going to have a better measure of the resources actually impacting the kids in each building. And that can be a much more powerful way of thinking about the relationship of the resources, needs

and outcomes. We are not in a position of being able to evaluate, in the time we've been allotted for this study, specific interventions or programs.

CHAIR BAUMGARDNER: I guess I will give a last call. We'll entertain two more questions. Representative Trimmer and then Representative Johnson.

REPRESENTATIVE TRIMMER: Thank you, Madam Chair. I know you kind of answered this a little bit but I wanted to go down a little bit more on at-risk weighting and English language learners. We have weighting now in the State of Kansas for those. We've still been ruled that we are inadequate on funding. Given that scenario, are you going to stay with those weightings and then adjust from there or are you going to completely restructure how you look at those weightings that we have for those subsets?

DR. TAYLOR: Thank you for the question. We are going to tell you what our modeling says would be the additional funds necessary to serve a particular student. And we can, if you wish, tell you how that might

translate into a modeling scheme. But we are not going to be starting from the State's funding formula weights. We are starting from the observed experience of Kansas school districts and to what extent do the districts who spend more on ELL students get better outcomes, to what extent do the districts who spend more on at-risk students does that translate into better outcomes for those specific kids.

REPRESENTATIVE TRIMMER: Thank you.

CHAIR BAUMGARDNER: Representative Johnson.

MR. JOHNSON: Thank you, Madam Chair. You've got the two Salina connections, at least directly, asking the last questions. So thank you for that. On page 34 we talk about the different type of analyses. And I wonder, will this be primarily a cost function analysis or will there be other analyses to that end? Do you have all the data that you need for the analysis or are there gaps that may affect it? And are there findings or conclusions from the Gannon suit that would affect that?

DR. TAYLOR: Thank you for the question. Yes. This will be primarily a cost function analysis. Although we are going to take the extra step of doing some work to identify the best practitioners in the state as a first step towards helping identify what those best practices are so they can be promulgated throughout the State. We have received considerable cooperation from the Department of Education. And you all actually have a quite nice website which I have scraped like crazy to capture additional information about those schools. To the best of my knowledge, at this time we have the data that we need, pending one file that I've been promised that will be on my desk when I get home. And I think that we are in a good position to be able to move forward with what you have tasked us to do.

CHAIR BAUMGARDNER: Well, I heard in that last comment, y'all. Thank you for that because we appreciate y'all being here today to share your expertise with the joint committee. So I do extend a thank you for that.

Committee members, I appreciate your

patience and your willingness to stick to the confines of one question. Now, I note that there are several of you that have more questions. And Dr. Taylor and Jason have also indicated that they'll stick around for a few minutes so that they can touch base one on one for those sticky issues that you want to talk more about. You also have the opportunity tomorrow at 10 a.m. to go over to KASB, Kansas Association of School Boards at 1420 Southwest Arrowhead Road here in Topeka where they will be having another public presentation where I assume they will answer questions as well.

So for those of you that are listening today, there is going to be an attempted live stream over there if the technology holds out. Otherwise, drive to Arrowhead Road and participate.

SENATOR HENSLEY: I have a question.

CHAIR BAUMGARDNER: Yes.

SENATOR HENSLEY: I just wanted to ask Mr. King when he would anticipate that the transcript would be released, if you can give us any time? I realize you have to depend on the court reporter for that.

MR. KING: First of all, I want to thank our court reporter for the hard work that she's done here today. And I will answer the question, as promptly as the court reporter is able to get it done. I have not had a chance to speak with her. But once she has the transcript prepared, I don't see any delay that would extend beyond that.

SENATOR HENSLEY: Thank you.

CHAIR BAUMGARDNER: With that, the meeting is adjourned.

(THEREUPON, the proceedings were adjourned at 2:30 p.m.).

C E R T I F I C A T E

STATE OF KANSAS )
)
COUNTY OF SHAWNEE )

I, Denise M. Haas, a Certified Shorthand Reporter of the State of Kansas, do hereby certify that I was present at and reported in machine shorthand the proceedings had on the 23rd of February, 2018, at the Kansas Statehouse, Southwest Eighth and Van Buren Streets, City of Topeka, County of Shawnee, State of Kansas.

I further certify that the foregoing transcript is a true, correct and complete transcript of all the testimony and proceedings aforesaid.

IN TESTIMONY WHEREOF, I have hereunto set my hand at my office in Topeka, Kansas, this day of

, 2018.

Denise M. Haas,
Certified Shorthand Reporter

# for Education in Kansas

Kansans CAN

*Kansas leads the world in the success of each student.*

Kansas State Department of Education

*www.ksde.org*
*#KansansCan*

App. #000518
*Revised March 1, 2018*

# Background:

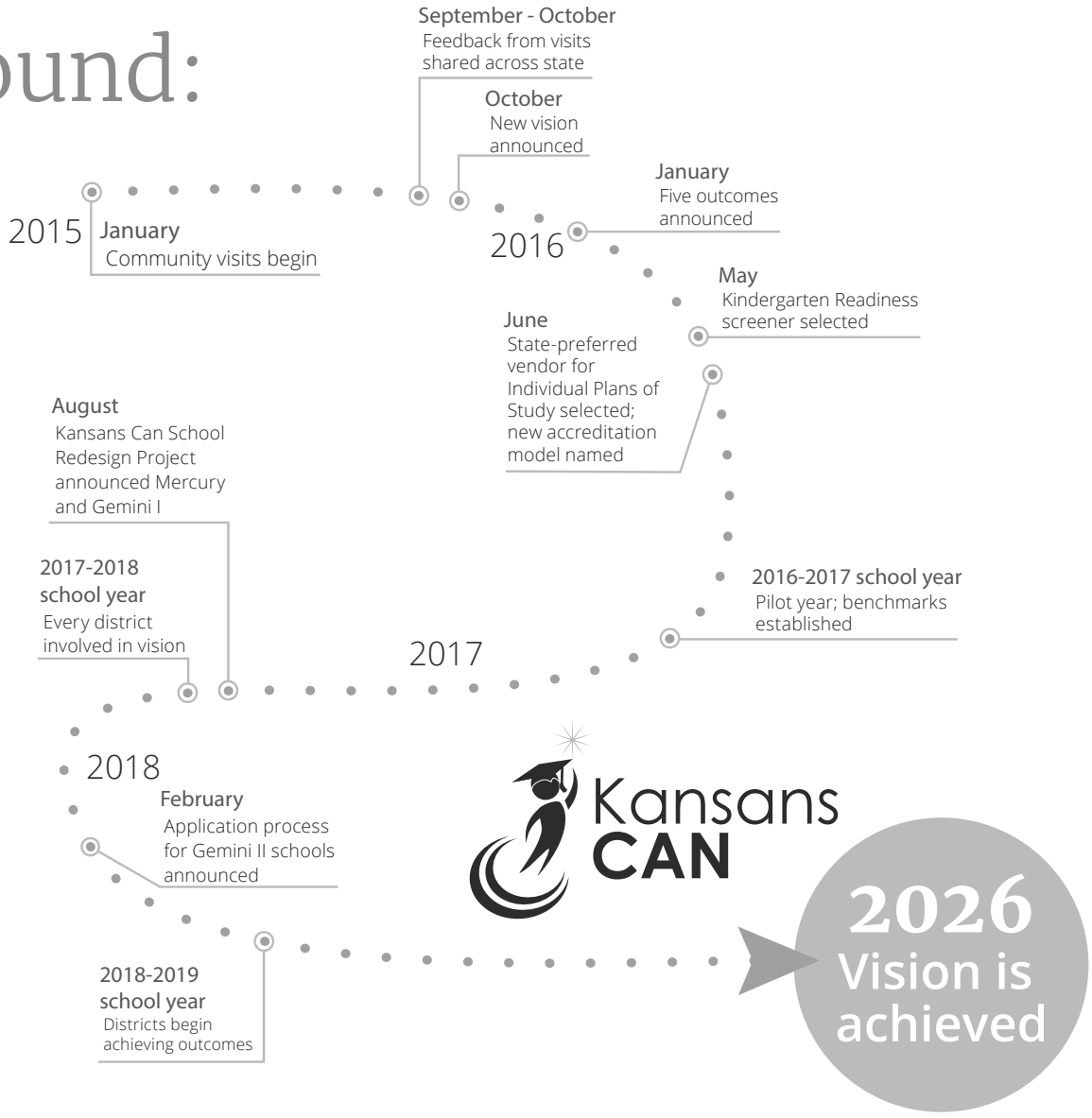
The Kansas State Board of Education in October 2015 announced a new vision for education in Kansas — Kansas leads the world in the success of each student.

The vision took nearly a year to develop. During that time, Kansans Can became the branded theme for the vision.

Kansas State Department of Education leaders and board members conducted more than 20 community visits across the state with parents, educators and business leaders. During these visits, Kansans shared their thoughts on education; what they believe defines a successful 24-year-old; important characteristics and skills for an employee; and more.

The feedback was compiled into data, which was then taken back into communities across the state to make sure we heard the voices of Kansans.

From there, board members and KSDE staff members identified five outcomes to help measure the progress toward achieving the new vision.








App. #000519

# Vision:

## *Kansas leads the world in the success of each student.*

A successful Kansas High School graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

**Outcomes for measuring progress:**

- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

App. #000520

# Social–Emotional Growth

Academics are important. However, they alone don't guarantee a student's success after high school.

Throughout the Community Conversations, Kansans said schools need to place more focus on helping students develop nonacademic skills, such as teamwork, perseverance and critical thinking, so they can be more successful in their postsecondary pursuits. In fact, students who lack these nonacademic skills may find it more difficult to find success in postsecondary education and the workforce.

Social-Emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others and establish and maintain positive relationships. It also helps students and adults make responsible decisions.

Research from the Consortium for the Advancement of Social-Emotional Learning (CASEL) shows that schools that incorporate social-emotional and character development have more student engagement, decreased suspensions and improved academic skills.

The Kansas State Board of Education believes social-emotional growth should be measured locally.

PHOTO: Fort Scott USD 234



# Kindergarten Readiness

Kindergarten readiness is an essential building block for future achievement and academic success. In fact, 90 percent of a child's brain architecture is built before the age of 5.

It is important to measure kindergarten readiness to help teachers meet each student where he or she is academically and socially upon entering kindergarten. An Ages & Stages Questionnaire will be used to obtain that snapshot. The screener won't be used to keep a child from entering kindergarten, and it won't measure a teacher's abilities. Instead, it will be used to provide critical information to families, teachers and administrators. This information can help support data-driven decision-making by school, district and state policymakers who can consider targeted ways to increase readiness.

A KSDE study showed that children who entered kindergarten with strong school readiness skills were more likely to maintain this success at least into third grade.

Photo: Emporia Public Schools USD 253



App. #000521

# Individual Plan of Study Focused

Too many times if you ask a student what they plan to do after high school, they'll tell you they are going to college, but they have no idea what they want to study. This can result in wasted dollars and frustration and lead to a student dropping out. That is why it is crucial to begin career exploration and planning earlier in a student's educational experience. This is where an Individual Plan of Study (IPS) comes into play.

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.

A student's IPS is developed cooperatively between the student, school staff members and family members.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course builder function with course selections based on career interests.
- A general postsecondary plan (*workforce, military, certification program, two- or four-year college*).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.



# High School Graduation

Without a high school diploma, a student has almost no chance of ever achieving the middle class. That is why it is crucial that we make sure every student graduates high school with the skills and credentials needed to pursue postsecondary endeavors.

It is important to increase the percentage of Kansas students who earn at least a high school diploma so we can meet the projected education requirements for our future workforce.

The overall high school graduation rate was 86.9 percent in 2017. This is above the national average, but it still isn't enough. We need to make sure every student graduates with the skills needed to be successful, whatever postsecondary plan he or she selects.

Those without a high school diploma qualify for only 17 percent of all jobs, primarily in sales and office support, food and personal service and blue-collar jobs. Many of these jobs may not provide a living wage or health care benefits.

By 2020, 71 percent of all jobs in Kansas will require some kind of postsecondary education and/or training.

Photo: Emporia Public Schools USD 253



App. #000522

# Postsecondary Success

Much like a high school diploma, postsecondary success opens the doors to a wide variety of opportunities. However, it is important to keep in mind that not every student will require a four-year degree. Some students may opt to attend a two-year or technical college or join the military — all of which play a critical role in preparing students for the workforce.

In order to meet the workforce needs in Kansas, the state will need more students completing a credential.

Most new jobs in the future will be "middle skill" jobs — those requiring a diploma, but less than a four-year degree.

According to the Georgetown University Center on Education and the Workforce, the education demand for jobs in Kansas in 2020 will be:

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## Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## Vision
Kansas leads the world in the success of each student.

## Motto
Kansans CAN.

## Successful Kansas High School Graduate
A successful Kansas high school graduate has the
- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## Outcomes for Measuring Progress
- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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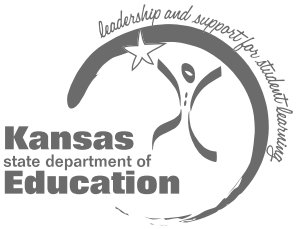
January 5, 2018



App. #000523

“This is our **moon shot**.”

*- Dr. Randy Watson*
*Kansas Commissioner of Education*



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# Review of Kansas Education Cost Studies


## Jesse Levin (AIR)


March 2, 2018

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Kansas Legislative Coordinating Board
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# Review of Kansas Education Cost Studies

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March 2, 2018

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# 1 – Introduction

The debate surrounding school finance in Kansas and specifically the question of how much is necessary to allow for the *suitable* provision for the financing of the state's public education system has been at the forefront of policy discussion for years. Fueled by a series of court cases, most notably the series of cases known as *Montoy v. State* and more recently *Gannon v. Kansas* has resulted in various research efforts to better understand what constitutes a suitable education and how much would it cost to provide this to all students in the state. Two of these efforts are the following studies:

1) Calculation of the Cost of a Suitable Education in Kansas in 2000-2001 Using Two Different Analytic Approaches (Augenblick and Myers, Inc., 2002)
2) Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches (Kansas Legislative Post Audit Division, 2006)

In addition, a new study is currently underway by the labor economist Dr. Lori Taylor. The purpose of this report is to provide a review of items 1) and 2), above, focusing on the methodology used in each and corresponding results to better understand the qualities of each and inform the current discussion surrounding the forthcoming remedy ordered by the Kansas State Supreme Court. A similar review of the study being developed by Dr. Taylor will be conducted after it has been finalized.

The report is organized as follows. Section 2 provides an overview of both the objectives of educational costing-out studies and the traditional methodological approaches used to perform cost studies. Sections 3 includes a review of the study performed by Augenblick and Myers, Inc. (A&M). Sections 4 provides a review of the study conducted by the Kansas Legislative Post Audit Division (LPA).

# 2 – Costing-Out Study Objectives and Traditional Approaches

## *Objectives of a Costing-Out Study*

The need for costing-out studies is clear given the clauses found in virtually all state constitutions that dictate that the state has a responsibility to provide an education that is considered *adequate*, *sufficient* or some other term that represents a level that allows all students an opportunity to achieve the outcomes expected of the public education system (Baker & Green, 2014). If states are to follow through on this obligation, then it is necessary to understand both the amount of effort involved in terms the public funding required to offer educational sufficiency and how to appropriately distribute this funding. More formally stated, the main objectives of educational costing-out studies are to answer what have been referred to as the two fundamental questions of educational adequacy (Chambers & Levin, 2009):

- What does it cost to enable a public school system to provide all students with an adequate education?
- How can state school finance systems allocate their resources equitably, such that all students are afforded an adequate education regardless of their need or circumstance?

It important to note that these questions are neither simple to answer nor wholly independent from one another. First, we acknowledge that while the questions are conceptually separable,

adequacy and equity are inextricably linked in school finance.[1] While determining how much additional investment in education is *necessary* to provide an adequate educational opportunity, calculation of this bottom-line figure is not in and of itself *sufficient* to ensure every student realizes this opportunity. Only through the development of a mechanism capable of equitably allocating adequate levels of funding can true educational adequacy (i.e., providing the opportunity for all children to reach a desired level of outcomes irrespective of their circumstance or need) be achieved.

Second, we must realize that the concept of equity (upon which adequacy is determined) has evolved over time. Traditionally, the determination of adequacy was defined by the inputs provided to students with different needs and circumstances (Baker & Levin, 2014). From this input perspective, maintaining horizontal equity requires similar students to be treated in similar ways, while vertical equity requires students with differential needs to be treated in systematically different ways (Berne & Stiefel, 1984). The more recently adopted perspective is focused on equity of outcomes, where the goal is to provide all students with a similar opportunity to achieve some set of desired standards results.

## *Costing-Out Approaches*

There have been great strides made over the past 20-plus years to better measure the cost of providing an adequate education (Rebell, 2006). Specifically, since the mid-1990s, numerous state legislatures, boards of education and advocacy groups have sought to derive empirical estimates of the "cost" of meeting specific state legislative and constitutional standards, including how those costs vary from one location to the next, and one child to the next (Baker, Taylor & Vedlitz, 2008).[2]

There have been four basic approaches traditionally applied to costing-out studies: Cost Functions, Professional Judgment, Successful Schools, and Evidence-Based. Despite there being four distinct methods, these can be conveniently classified into the following two categories:

- Input-Oriented (Evidence-Based and Professional Judgment) – Input-oriented analyses identify the various inputs – human resources/staffing, materials, supplies, equipment, and physical space – required to provide specific educational programs and services. Those programs and services may be identified as typically yielding desired educational outcomes for all student populations when applied in various settings.
- Outcome-Oriented (Cost Functions and Successful Schools) – Outcome-oriented analyses start with measured student outcomes, of institutions or specific programs and services. Outcome-oriented analyses can then explore either the aggregate spending on those programs and services yielding specific outcomes, or explore in greater depth the allocation of spending on specific inputs.

[1] For a discussion of the link between adequacy and equity in school finance, see the works by Chambers and Parrish (1982 and 1984) in Illinois and Alaska, which are amongst the earliest costing-out studies. The introductory chapters of these studies specifically address this link between adequacy and equity.

[2] While efforts to link such cost estimates to constitutional, statutory and regulatory standards were popularized in the era following the well-known education funding court case *Rose v. Council for Better Education*, empirical methods for estimating education costs, including costs of specific standards long pre-date this era.

The primary methodological distinction is whether one starts from an input perspective or with specific outcome measures. One approach works forward, toward actual or desired outcomes, starting with inputs, and the other works backwards from outcomes achieved. Ideally, both work in cyclical feedback with one another. Regardless, any measure of "cost" must consider the outcomes to be achieved through any given level of expenditure and resource allocation.

The following briefly describes each technique.

### Cost Functions

The Cost Function (CF) approach uses statistical methods to estimate the relationship between educational costs, educational outcome(s), the price level of schooling inputs, and various measures of pupil need and scale of school or district operations. The approach has been credited for its use of real data on inputs, student needs, price levels, and outcomes to model educational production. The approach also offers a straightforward manner to derive the additional (marginal) costs of achieving education outcomes associated with cost factors such as specific pupil needs (i.e., poverty, special education, etc.), scale of district operations and other contextual factors (student density), as well as labor market conditions affecting the cost of attracting and retaining staff.

Specifically, a comprehensive education cost function model considers spending as a function of a) measured outcomes, b) student population characteristics, c) setting characteristics (economies of scale, population sparsity), d) regional variation in input prices including competitive wages, and e) factors affecting spending that are not associated with outcomes ("efficiency" per se):

**(1) Spending = *f*(Outcomes, Students, Context, Input Prices, Inefficiency)**

Cost functions can be useful for exploring how otherwise similar schools or districts achieve different outcomes with the same level of spending, or the same outcomes with different levels of spending. That is, differences between districts in terms of their relative efficiency. While the approach can be used to identify the relative (in)efficiency of educational spending, researchers have come to learn that inefficiency found in an education cost function context isn't exclusively a function of mismanagement and waste, and is often statistically explainable. Inefficient "spending" in a cost function is that portion of spending variation across schools or districts that is not associated with variation in the *observed* outcomes included in the model. That is, inefficiency might be that additional $1 or $1,000 spent that didn't seem to affect the test scores included in the model. But that doesn't mean it was "wasted." It might, for example, have been spent to expand the school's music or robotics program, which may be desirable to local constituents.

Factors that contribute to this type of measured "inefficiency" are also increasingly well understood. For one, local public school districts with greater fiscal capacity – greater ability to raise and spend more – are more likely to do so, and may spend more in ways that do not directly affect measured student outcomes. But that's not to suggest that all additional spending is frivolous, especially where outcome measurement is limited to basic reading and math skills.

Common criticisms of the approach are that it relies on a limited set of outcome measures,[3] the projections can be based on combinations of outcomes and student demographics that are outside of the sample from which the model was estimated, there is little to no transparency as to how resources are combined to generate educational outcomes (i.e., the model is "black box" relating inputs and outcomes to costs), and the technique is generally difficult to explain to non-researchers such as legislators and policy-makers (Chambers & Levin, 2006).

### Professional Judgment

Professional Judgment (PJ) involves organizing panels of experienced expert educators to develop efficient resource specifications necessary to deliver a set of desired results or outcomes for students in a variety of hypothetical school settings, the cost of which may be affected by a host of characteristics (cost factors) associated with grade level, student needs (e.g., poverty, English learner and special education status, etc.), and contexts (e.g., enrollment size, urbanicity, etc.). The resource specifications are recorded into what is known as a Resource Cost Model (RCM), which explicitly organizes the resource data according to the specific activities and functions used to provide educational services to students. The RCM has its roots in the "ingredients" approach to cost analysis (Levin, 1983, 2017; and Levin & McEwan, 2001), which represents the gold standard in calculating educational costs through its modeling the structure and "ingredients" of services as they are actually or intended to be provided.[4]

The research team then uses the PJ resource specifications and RCM to calculate the costs of achieving the desired outcomes and to explore the patterns of variation associated with the various cost factors. Based on these patterns of variation, one can calculate the additional costs associated with the various cost factors. PJ has served as the central approach in many costing-out studies including one of the studies reviewed here and multiple studies conducted by the author of this report (Chambers et al., 2004a,b; Chambers, Levin & Delancey, 2007, and Chambers et al. 2008a,b).

Similar to CF and other approaches, PJ can also involve projecting costs beyond the existing sample of schools primarily because there are often few schools serving high need populations that are achieving at the standards used in these studies to define an adequate education (described in a goals statement that usually lists academic and sometimes other student outcomes the programs developed through the PJ process are intended to produce at a minimum cost). However, in contrast to CF, PJ offers much flexibility in terms of the breadth of outcomes that can be taken into account to define the adequacy objective, which may include a myriad of cognitive and non-cognitive dimensions.[5] In addition, because

[3] Virtually all studies using CF define educational adequacy based on average achievement scores or proficiency rates on one or a few standardized tests.

[4] The approach is a systematic, well-tested procedure for identifying the comprehensive costs of implementing educational services and its use has not been limited to just costing-out studies such as those reviewed here. For example, it has also been used in recent studies for the U.S. Department of Education Institute of Educational Sciences investigating the cost-effectiveness of various interventions to promote high school completion, early literacy, and adolescent literacy, respectively (Levin et al., 2014, Hollands et al., 2013, and Somers et al., 2010).

[5] Note that the educational goals statement used to define an adequate education in the New Mexico study conducted by Chambers et al. (2008a,b) included both cognitive (i.e., knowledge of content standards) and non-cognitive (i.e., development of personal qualities such as personal responsibility, civic participation, work ethic, etc.) elements. Given that research by Nobel laureate James Heckman and others suggests that, compared to cognitive skills, those of a non-cognitive nature (i.e., social skills, motivation, dependability, etc.) continue to develop over a much longer period of time and also generate large payoffs in the labor market (Heckman, 2008), it seems especially important that non-cognitive outcomes also be considered as educational goals in costing-out

PJ takes a bottom-up approach to costing out the resources, the process is very transparent to policy-makers and generally easy to explain.

The most common criticism of the PJ approach is that, while it relies on the practical experience of panels of educators who are closest to students and arguably the most knowledgeable about how to most effectively deliver educational services, the panels may not always specify the most efficient (minimally costly) combinations of resources necessary to achieve the desired student outcomes (Hanushek, 2006). In addition, because the PJ approach generates resource specifications and corresponding costs associated with hypothetical schools, as opposed to the CF approach which relies on data that directly relates resources to outcomes, the results are extremely difficult to validate empirically (i.e., one would have to implement the resource allocations Later in this report, we detail research design components that have been used in costing-out investigations to address this concern (Chambers et al., 2004a,b; Chambers, Levin & Delancey, 2007, and Chambers et al., 2008a,b).

## Successful Schools

### *Successful School – Traditional*

The third method that has been commonly used to cost out educational adequacy is the Successful Schools (SS) approach introduced by Augenblick and colleagues (1993).[6] The traditional SS approach attempts to identify the costs of adequacy by determining the average spending among districts that have been identified as successful in terms of academic achievement. While SS shares the transparency of the input-oriented professional judgment approach, like the output-oriented CF approach it relies on empirical observation to determine the costs of an adequate education. In addition to being simple to explain, depending on data availability the SS approach allows researchers to further investigate the types and quantities of resources being used at those schools/districts identified as successful and whether their organization of resources differ from schools that are not deemed successful.

On the surface, the SS methodology seems to be a logical costing-out approach to quantifying the cost of providing an adequate education. However, as it has been traditionally applied, it has a fatal fundamental flaw: specifically, it does not account for factors related to student needs or resource usage. Specifically, the successful districts identified may be those serving the most affluent student populations with lower needs and that operate in locales that are less costly (e.g., suburban areas) than their less successful counterparts. In turn, it can be argued that the approach provides little guidance in determining how much an adequate education would cost across the state, including for pupils in districts that are dissimilar to those deemed successful. Referring to the equation (1) used above to describe the CF approach, the application of SS can be thought of as a cost function that controls for nothing but outcomes as shown in equation (2):

**(2) Spending = *f*(Outcomes~~, Students, Context, Input Prices, Inefficiency~~)**

That is, the method is little more than a cost function a) without any controls for student characteristics, context or input price variation and b) without any, or with wholly insufficient controls for inefficiency.[7]

studies.

[6] As many of these studies were performed at the district level, this might also be referred to as the Successful School *District* approach.

[7] Notably, one could take average spending of schools or districts in various poverty categories, of various sizes, in various labor markets, etc. and also look within fiscal capacity ranges (to address indirect inefficiency predictors).

To this end, the SS approach as it has traditionally been applied has been discounted altogether as a rational costing-out approach (Baker & Levin, 2014).

Often the case is made that the SS approach is in fact appropriate to calculate a *base per-pupil cost* or the cost of providing an adequate education to students with no additional needs, however, this argument is easily dismissed as it suffers from the same issue mentioned above. That is, even the cost of providing an adequate education to students without additional needs (i.e., those who are identified as at risk, English learners or in need of special education services) may differ significantly across districts that face different levels of student needs or contextual challenges related to other cost factors such as scale of operations (size of enrollment), student density, or labor market conditions that make hiring and retaining staff more or less costly.

*Successful School – Beating-the-Odds*

As an alternative to SS, the Beating-the-Odds (BTO) approach takes a more sophisticated approach to identify successful schools. BTO uses statistical techniques to identify schools that are doing better than expected ("beating the odds", if you will) given the needs of the students they serve and other contextual factors thought to affect educational costs.[8] One can then collect data on relatively high-performing (beating-the-odds) schools to ascertain whether there are differences from relatively low-performing schools (i.e., those not beating-the-odds) in the types and quantities of resources used and how much is being spent. While the BTO methodology seems to provide a more defensible way to identify and cost out high performing schools, the typical application of this method also suffers from the common reliance on the limited set of outcomes that are at hand (average test scores or proficiency rates).

Moreover, it is important to understand that the BTO model as generally applied does not provide any definitive identification of schools that are operating *efficiently*. This is because the model only describes the relationship between a limited number of student outcomes (e.g., achievement in math and English language arts) and factors related to student needs and other contextual factors (scale of operation), but does not include direct measures of inputs or costs. A related method constitutes the first traditional costing-out approach presented above, cost functions, which account for cost factors (student needs), student outcomes and educational costs in the same model. Finally, while it may be tempting to identify individual schools that are deemed to be beating the odds and argue that all schools that are observationally identical should be able to operate in a similar fashion and necessarily achieve the same level of outcomes, this would be erroneous. The results only suggest that, *on average*, schools that are observationally similar to a given BTO school are expected to exhibit the same level of outcome. While on average schools that are observationally identical to a given BTO school will perform the same, there will be a spread of these schools that will perform better or worse than this average expectation.

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But, by the time all of these cuts have been made, one has basically converged on estimating an actual cost function, but still missing critical components.

[8] BTO analysis draws on what are referred to as adjusted performance measures in order to identify schools/districts that are considered extraordinarily successful given their characteristics. Examples of BTO analysis can be found in the studies by include Klitgaard and Hall (1972), Stiefel et al. (1999), and Perez et al. (2007).

## Evidence-Based

The Evidence-Based (EB) approach was introduced by Odden et al. (2003a,b and 2006). This model draws upon the calculated costs of resource allocations found in literature on effective schooling practices as the foundation to estimate the cost of achieving adequacy in school funding. The notion of using the best available evidence on educational effectiveness has both intuitive and practical appeal. It is extremely transparent in terms of the types and quantities of resources used as the basis of costing out an adequate education. Moreover, the approach is quite simple to explain and is fairly easy to understand for policy-makers and stakeholders.

While there is much to be said for the concept of an EB approach to cost estimation, the manner in which this method has been implemented makes it rather suspect. The way in which EB uses the results of existing educational research has been highlighted as incorrect in terms of its summing the expected educational gains suggested from the various study interventions and their connection to the corresponding intervention resources and subsequent costs. The method is not only sensitive to the selection of literature chosen and the expected impact of implementing the combination of suggested resources (which come from widely different independent studies) on outcomes is unclear at best.[9] However, this is not to say that the education literature upon which the EB approach depends is flawed in any way, only that the manner in which the EB approach has traditionally applied the results of the research to costing out an adequate education is deficient.[10] Also, as noted by Taylor et al. (2005), users of this approach are limited to the outcomes contained in the effectiveness literature upon which the costing-out specifications are based, which may be quite different from those that are of direct interest to the client. Finally, the approach does not easily lend itself to measuring the additional (marginal) costs associated with providing adequate educational opportunity across students with diverse needs (i.e., poverty, English learner, special education, etc.) and hence offers little insight into how resources should be distributed to this end.[11]

## Summing Up the Different Approaches

Table 1 summarizes existing perspectives on education cost analysis as applied to measuring educational adequacy, organizing the methods into *input-oriented* and *outcome-oriented* methods, which are subsequently applied to hypothetical or actual spending and outcomes. The third column addresses the method by which information is commonly gathered, such as focus groups, or consultant synthesis of literature. The fourth column adds another dimension – the unit of analysis, which also includes the issue of *sampling density.* Most focus group activities can only practically address the needs of a handful of prototypical schools and student populations, whereas cost modeling, or even PJ applied to all actual schools and their data, involves all schools and districts, potentially over multiple years (to capture time dynamics of the system in additional to cross sectional variation).

All methods have strengths and weaknesses, but some weaknesses are critical flaws. Successful Schools is excluded from this table because it is not deemed a credible method of cost analysis. One might argue

[9] Hanushek (2007) provides a critique of a recent adequacy study that makes use of the Evidence-Based approach, which emphasizes the unrealistic expected achievement gains implied by the study.

[10] Indeed, the hybrid approach used in the comprehensive costing-out model described below explicitly provides expert briefs that draw upon the education research literature to provide information on the elements of successful schools to professional judgement panelists.

[11] That is, the Evidence-Based approach does little to formally address Question 2 put forth above.

similarly that a pure "evidence-based" approach, not integrated with context specific judgments is also moot, since it makes no attempt to estimate the costs of the state's own outcome goals and further, because it fails to consider how needs vary across settings and children in the state specific context. The greatest shortcoming of a more robustly implemented PJ process is the tenuous, hypothetical link to outcomes. The greatest weakness of cost modeling is perhaps the quality and breadth of commonly available outcome measures and the potential influence of those quality and breadth concerns on model predictions.

**Table 1 – Summary of Cost Analysis Methods in Education**

| ***General Method*** | ***Outcome/ Goal Basis*** | ***Information Gathering*** | ***Unit of Application*** | ***Strengths*** | ***Weaknesses*** |
|---|---|---|---|---|---|
| ***Input-Oriented [Professional Judgment and Evidence-Based]*** | Hypothetical | Focus Groups (Professional Judgment) | Prototypes (limited set) | Stakeholder involvement. Context sensitive. | Only hypothetical connection to outcomes.<br><br>Addresses only limited conditions/settings. |
| | Hypothetical | Consultant Synthesis (Evidence Based) | Single model (transposed across settings) | Limited effort. Ability to use and apply boilerplate to any situation. Built on empirically validated strategies. | Aggregation of "strategies" to whole school is suspect.<br><br>Transferability of "strategies" limited. Not context sensitive. |
| ***Outcome-Oriented [Cost Function]*** | Actual | | All districts/schools over multiple years. | Base on statistical link between actual outcomes and actual spending. Evaluates distribution across all districts/schools. | Requires rich personnel, fiscal and outcome data. Potentially infeasible where outcome goal far exceeds any reality. Focus on limited measured outcomes. Limited insights into internal resource use/allocation underlying cost estimate. |
| *Source: Baker & Levin (2014).* | | | | | |

# 3 – Review of *Calculation of the Cost of a Suitable Education in Kansas in 2000-2001 Using Two Different Analytic Approaches* (Augenblick, Myers, Silverstein & Barkis, 2002)

## *Study Methodology*

The 2002 study by Augenblick et al., makes use of two different costing-out methods, the input-based PJ approach and the outcome-based SS approach. We describe each of these briefly in turn.

### Professional Judgment Approach (Input-Oriented Approach)

The first methodology used by the study is the PJ approach. There were four main tasks involved:

1) Defining a Suitable Education – This was done in consultation with the Legislative Education Planning Committee (LEPC) with the final definition including both input and outcome standards. The input standards were based upon the offered course, program and services included in the Kansas Quality Performance Act (QPA), while the performance standards were defined by districts that within a five-year period would meet specific percentage threshold standards of students scoring proficient or better (aka percent-above-cut-score) on six different grade level/subject specific criterion-referenced tests used for accountability purposes as shown in Table 2:[12]

**Table 2 – Student Outcomes Used for Suitability Definition**

| ***Grade*** | ***Percent of Students Scoring Proficient or Higher*** | |
|---|---|---|
| | **Math** | **Reading** |
| ***4*** | 65% | N/A |
| ***5*** | N/A | 70% |
| ***7*** | 60% | N/A |
| ***8*** | N/A | 65% |
| ***10*** | 55% | N/A |
| ***11*** | N/A | 60% |

Developing District and School Prototypes – The authors first developed 4 categories of districts that were distinguished by enrollment size. This was done by rank ordering the 304 districts in the state by enrollment and determining both raw district and pupil-weighted district quartiles, where the raw quartiles split the population into four groups with equal numbers of districts (76), while the pupil weighted split them into four groups with (roughly) equal enrollments (Table 3a).

Table 3b shows the final grouping used for the prototypes. Note, this grouping scheme made use of combinations of both quartile calculation schemes. Specifically, the raw quartile groups 1 and 2 for the Very Small and Small district categories, respectively, a combination of unweighted quartile 3 along with a portion of weighted quartile 1 and all of weighted quartile 2 for the

[12] Appendix B of the A&M study includes the formal definition of a suitable education used for the PJ approach.

Moderate district category, and all of weighted quartiles 3 and 4 for the Large district category. The authors provide no justification for the final designation of the district size categories.

**Table 3a – Raw and Pupil-Weighted Quartiles of Enrollment Used to Define District Size Categories**

| | *District Size Quartiles* | | | |
|---|---|---|---|---|
| | **Quartile 1** | **Quartile 2** | **Quartile 3** | **Quartile 4** |
| ***Raw Quartiles – Number of Districts (Enrollment Range)*** | 76 (≤324) | 76 (325-555) | 76 (556-1,139) | 76 (≥1,140) |
| ***Pupil-Weighted Quartiles – Number of Districts (Enrollment Range)*** | 230 (≤1,140) | 54 (1,150-3,599) | 16 (3,600-16,499) | 4 (≥16,500) |

**Table 3b – Final District Size Categories Used**

| | *District Size Category* | | | |
|---|---|---|---|---|
| | **Very Small** | **Small** | **Moderate** | **Large** |
| ***Enrollment Range*** | ≤324 | 325-555 | 556-3,600 | ≥3,601 |

**Table 4 – Final District and School Prototypes Used for Professional Judgment Panels**

| | *District Size Category* | | | |
|---|---|---|---|---|
| | **Very Small** | **Small** | **Moderate** | **Large** |
| ***Range in Enrollment*** | ≤324 | 325-555 | 556-3,600 | ≥3,601 |
| ***Average District Enrollment*** | 200 | 430 | 1,300 | 11,200 |
| **Average School Enrollment** | | | | |
| ***Elementary*** | 140 | 150 | 200 | 430 |
| ***Middle*** | - | - | 300 | 430 |
| ***High School*** | 60 | 130 | 400 | 1,150 |
| **Average Numbers of Schools** | | | | |
| ***Elementary*** | 1 | 2 | 3 | 12 |
| ***Middle*** | - | - | 1 | 6 |
| ***High School*** | 1 | 1 | 1 | 3 |
| **Average Incidences of Student Needs** | | | | |
| ***Proportion of Students in Special Education*** | 14% | 14% | 13% | 14% |
| ***Proportion of Students Eligible for Free/Reduced Price Lunch*** | 35% | 35% | 29% | 36% |
| ***Proportion of Bilingual Students*** | 2% | 2% | 3% | 4% |
| *Note: Table adapted from study pages IV-2 and IV-3.* | | | | |

Within each district size category, the averages of district total enrollment, the numbers and enrollments of schools at the elementary, middle and high school levels, and incidences of students in special education, eligible for free/reduced price lunch, and identified as bilingual were calculated. Table 4 provides the final prototype definitions of districts and schools used in

the professional judgment panel work. It is important to note that the authors did not develop middle school prototypes for the Very Small and Small district size categories, as they claim that there were no stand-alone middle schools in these types of districts.

2) Selection of Panelists, Convening of Panels and Public Engagement – The authors consulted with the LEPC and the Kansas State Department of Education (KSDE) to select 25 individuals that made up four school-site professional judgment panels. One school-site panel was assigned to the Very Small and Small district size school prototypes, another school-site panel was assigned to the Large district size school prototypes, and two school-site panels were assigned to complete duplicate sets of the Moderate district school prototypes. A group of 15 panelists were chosen in a similar manner to serve on two district professional judgment panels charged with reviewing the work of the school-site panels and an expert panel of 6 panelists was chosen to review the work of the district professional judgment panel. The school-site panels convened for 1.5 days (December 4-5, 2001), during which time they deliberated and specified resources for the school prototypes. The district panels convened for 1.5 days (January 8-9, 2002) to review and amend the school prototype resources, as well as specify district-level resources to be added to the school-level prototypes. Finally, the expert panel met for 1 day (March 13, 2002) and made modifications to one of the two sets of prototypes for the schools and district under the Moderate size category.
   The authors also conducted both a questionnaire and interviews lasting up to four hours with 10-person groups drawn from a pool of 59 participants included in a KSDE-provided list of 97 individuals that was made up of educators, school board members, education advisory group member, parents, and business community members. This engagement effort was done to get a better sense of public views on the Kansas school finance system concerning the funding foundation level, the current weights used to adjust funding for student needs (at-risk, bilingual and special education), scale of operations (district size), and programs such as vocational education. In addition, the data collection solicited input from respondents/participants on issues such as the appropriate provision of staff professional development. The meetings took place on November 13 and December 4, 2001, and on January 8, 2002.

3) Assigning Resource Prices, Calculating Costs and Developing Weights – The final step involved assigning unit prices for each type of resource and calculating the costs associated with each school prototype. Next, they added the corresponding costs of district-level resources, reported aggregate costs across the district size categories broken out by base spending versus additional spending necessary to support students with special needs, and determined base per-pupil funding and empirical weights for special education, at-risk, and bilingual students for each district size category prototype. The authors then used the information across the district size categories to generate schedules of base per-pupil funding and student need weights that varied with district enrollment size.

### Successful Schools Approach (Outcome-Oriented Approach)

Implementation of the SS approach was far less involved than the PJ approach. The authors first determined districts that were successful in terms of their student outcomes. This was done by analyzing each district's percentage of students with scores that were proficient on the state's math and reading tests used for accountability purposes. To be deemed successful, a district had to be either meeting the percent thresholds mentioned earlier on five out of the six grade/subject specific tests or

be considered on track to meet these thresholds within five years. The determination of whether a district was considered being on track was made by looking at the changes in the percentage of students with proficient scores on each test from the 2000 to 2001 and comparing these year-over-year changes to the yearly progress that would have to be made to reach the test-specific thresholds within five years. According to this criterion, 86 of the statewide total of 304 districts were deemed successful in terms of their outcomes.

The authors next identified districts in terms of their compliance with the School District Finance and Quality Performance Act standards (QPA), which involved providing appropriate courses, programming and services. Only 1 of the 86 districts deemed successful according to the outcome criterion was found not to be meeting the QPA standards, leaving the final number of successful districts at 85.

Next, the authors isolated the basic expenditures of the districts, by excluding spending on services for special education, at-risk, and bilingual student populations, as well as expenditures on capital, food service, and transportation. Using these total spending figures, the authors calculated a pupil-weighted average base cost per pupil across the 85 districts.

## *Key Results and Discussion*

### Key Results

The key results from the PJ approach pertaining to suitable base and special needs per-pupil costs and corresponding weights are listed in Table 5. The base per-pupil cost resulting from the PJ approach ranged from $5,811 for Large districts to $8,581 for Very Small districts, with a pupil-weighted average across districts of $6,362. This is about 40 percent larger than the pupil-weighted average base per-pupil cost calculated using the successful schools approach.

Additional special education per-pupil costs range from $6,908 (Small) to $12,090 (Large) with a pupil-weighted average of $9,848 and corresponding special education weights ranging from 0.86 to 2.08. That is, the additional funding above and beyond the base cost that is necessary to support the cost of a special education student was between $6,908 and $12,090 across the district size categories or 0.86 to 2.08 times the base per-pupil cost for each of these categories. The at-risk per-pupil costs range from $1,919 (Very Small) to $3,392 (Moderate) with a pupil-weighted average of $2,846 and corresponding weights ranging from 0.22 to 0.44. Bilingual per-pupil costs range from $1,217 (Very Small) to $5,993 (Large) with a pupil-weighted average of $5,320 and corresponding weights equal to 0.14 and 1.03. Taking a ratio of the pupil-weighted average of the additional cost associated with each student need allows calculations of the weights associated with the pupil-weighted average costs are as follows: special education-1.55, at-risk-0.45, and bilingual 0.84.

The main result from the SS approach was a base per-pupil cost calculated at $4,547. The SS per-pupil base figure (lower than the lowest PJ per-pupil base of $5,811 generated for the Large district prototype) was combined with the weight figures generated using the PJ approach to develop cost schedules across the full district enrollment range. The cost schedules were then used to project the district-level and bottom-line adequacy costs, the latter of which was compared to current spending at the time. Using a current spending figure on comparable purposes (general school operations, which excludes capital, transportation, etc.) of $2.837 billion, the authors conclude that total spending would need to increase by about $236 million to $3.073 billion (equal to a relative increase of 8.3 percent).

**Table 5 – Suitable Base and Special Needs Per-Pupil Costs and Corresponding Weights from PJ Approach**

| | ***District Size Category*** | | | | ***Pupil-Weighted Averages*** |
|---|---|---|---|---|---|
| ***Total Base Cost from PJ Approach*** | **Very Small** | **Small** | **Moderate** | **Large** | |
| ***School Level*** | $6,692 | $5,786 | $5,499 | $4,724 | |
| ***District Level*** | $1,889 | $1,575 | $1,184 | $1,087 | |
| ***Total PJ Base Cost*** | $8,581 | $7,361 | $6,683 | $5,811 | |
| ***Pupil-Weighted Average Base from PJ*** | | | $6,362 | | |
| ***Pupil-Weighted Average Base from Successful Schools*** | | | $4,547 | | |
| ***Relative Difference Between PJ and Successful Schools Bases*** | | | 39.9% | | |
| ***Added Costs of Special Needs Students*** | **Very Small** | **Small** | **Moderate** | **Large** | **Pupil-Weighted Averages** |
| ***Special Education*** | $7,403 | $6,908 | $7,731 | $12,090 | $9,848 |
| ***At-Risk*** | $1,919 | $2,228 | $3,392 | $2,578 | $2,846 |
| ***Bilingual*** | $1,217 | $1,267 | $5,590 | $5,993 | $5,320 |
| ***Special Needs Weight Calculations*** | **Very Small** | **Small** | **Moderate** | **Large** | **Pupil-Weighted Averages** |
| ***Special Education*** | 0.86 | 0.94 | 1.16 | 2.08 | 1.55 |
| ***At-Risk*** | 0.22 | 0.30 | 0.51 | 0.44 | 0.45 |
| ***Bilingual*** | 0.14 | 0.17 | 0.84 | 1.03 | 0.84 |

*Note: Derived from A&M study Table IV-10. Pupil-weighted averages of added costs of special needs students added by review author. 2000-01 statewide enrollments across size categories used to calculate pupil-weighted averages are as follows: Very Small (15,788), Small (32,872), Moderate (173,808) and Large (224,502). Pupil-weighted averages of special needs weight calculations based on ratios of pupil-weighted average special needs costs to pupil-weighted average PJ base per-pupil cost (e.g., pupil-weighted average special education weight of 1.55 equals $9,848 / $6,362.*

They next offset estimated local and Federal revenues to calculate what the burden of the increase would be to the state, yielding a figure of $284 million or 13.4 percent.

## Discussion

My general impression of the A&M study is that it is a rather early effort implementing a PJ approach to costing-out educational suitability that includes some flaws in it design and implementation. In addition, I had some issues with how the study findings were translated into actionable funding policy. The following includes a critical discussion of the A&M study methodology and implementation focusing on the PJ approach and including how results may have been shaped by the data used and analytical choices made by the authors. As the study includes a rather dated implementation of the PJ approach, the text points out advancements used in more recent applications of the approach. The choice to focus on the PJ approach stems from a general lack of credibility in the SS approach as a valid costing-out methodology (Baker & Levin, 2014) and the larger share of the study findings that are made up of the PJ results (i.e., the SS approach was only used to calculate base per-pupil cost, while the PJ approach generated both base per-pupil cost and weight estimates).

### *Development of School Prototypes*

A simple review of the district and school prototypes brings forth a major concern that almost certainly had significant influence on the key results presented above. Specifically, the review uncovered two issues that could not be ignored, but the effects of which are not clear.

First, it seems that the incidence of student needs used to define the district and school prototypes do not seem to be correct. Specifically, there is evidence that the average rates of students eligible for free or reduced price lunch (FRL) used to define the district and school prototype definitions that the PJ panelists based suitable education models do not comport with those calculated using data downloaded from the KSDE.[13] The first panel of Table 6 shows the district average percentage of FRL reported in the A&M study (page IV-2) for each district size category, the same figures calculated for the purposes of this review, and the differences in incidence rates between the two sets of figures. While the differences for the Moderate and Large districts is quite small, we find that the FRL rates used in the study for Small districts was somewhat larger (by 2.4 percentage points) than the rate calculated for this review. Conversely, the average FRL rate used in the study for the Very Small district prototype was 4.4 percentage points smaller than what was calculated using KSDE data. To this end, it seems that in developing their models the panels were reacting to a key student need characteristic that was slightly too high for Small districts and too low for Very Small districts.

A second more fundamental problem that precipitated the investigation in this section is the fact that the authors used district averages to define student needs in both the district- and school-level prototypes. Ideally, the set of school prototypes used in the PJ approach should attempt to approximate the ranges of student need and school size naturally occurring in a state. It is this variation that will drive a more accurate calculation of how much more it costs to provide a suitable education to students with different types of needs and attending schools of different sizes. Because of this critical research design decision, the school prototypes are unfortunately quite limited in their ability to reflect the

[13] School-level data on counts of students approved for free/reduced price lunch in Kansas for the 2000-01 school year were downloaded from the report generator on the KSDE website here: (http://datacentral.ksde.org/report_gen.aspx). These data were used to generated both district- and school-level pupil-weighted averages for each district category.

variation in pupil needs that actually existed across schools in the state. Specifically, the variation in student needs across the school prototypes used in the study only represents that found across the average districts within the four broad categories of district size. As seen in the prototype definitions listed in Table 4, above, while school size seems to follow district size, there is almost no variation in any of the average student needs incidences across the four district size categories. What is lamentable is the fact that the authors could have simply calculated school-level averages of the student needs variables across schools within each district size and by schooling level, which would have provided a more credible representation of needs across the state.[14] Performing averages by schooling level is particularly important, given the well-known phenomenon whereby reported rates of students eligible for free/reduced price lunch for high schools are systematically lower than for their elementary and middle school counterparts.

**Table 6 – Average District and School Incidences of Students Eligible for Free/Reduced Price Lunch Used in A&M Study and Calculated from KSDE Data**

| | ***District Size Category*** | | | |
|---|---|---|---|---|
| | ***Very Small*** | ***Small*** | ***Moderate*** | ***Large*** |
| ***Averages Used in Study and Calculated from KSDE Data*** | | | | |
| ***District Averages Used in Study for Both Districts and Schools*** | 35.0% | 35.0% | 29.0% | 36.0% |
| ***District Averages Calculated from KSDE Data*** | 39.4% | 32.6% | 28.7% | 35.9% |
| ***Difference in Study and KSDE Calculated Averages*** | -4.4% | 2.4% | 0.3% | 0.1% |
| ***Schooling-Level Averages Calculated from KSDE Data*** | | | | |
| ***Elementary*** | 44.6% | 36.9% | 33.7% | 43.9% |
| ***Middle*** | 40.1% | 34.9% | 28.8% | 40.2% |
| ***High*** | 33.6% | 26.8% | 21.5% | 26.6% |
| ***Differences Between District Averages Used in Study and Schooling-Level Averages Calculated from KSDE Data*** | | | | |
| ***Elementary*** | -9.6% | -1.9% | -4.7% | -7.9% |
| ***Middle*** | -5.1% | 0.1% | 0.2% | -4.2% |
| ***High*** | 1.4% | 8.2% | 7.5% | 9.4% |

To check the degree to which the free/reduced price lunch rates used in the A&M study for both the district and school prototypes were different from the actual school-level averages that existed in Kansas in the 2000-01 school year the analysis was extended. The second panel in Table 6 shows the average FRL rates across schools at each schooling level within each of the four district size categories. The resulting average FRL rates show a consistent relationship across the district size categories at each schooling level; namely, schools in Very Small and Large districts tend to have the highest rates, while

[14] Indeed, the authors were able to compute school-level averages of school size within each of the district size categories so it is curious that they did not do the same for the student needs characteristics. Perhaps the school-level student needs data were not available at the time.

those in Moderate sized districts tend have the lowest, and those in Small districts are somewhere in between. However, it should also be noted that within each schooling level the variation in average calculated FRL rates across the district size categories is much greater compared to those used in the school prototypes. The results also show a common pattern whereby FRL rates tend to be highest among elementary schools and lowest among high schools, with middle schools in between.

The third panel of the table contains the percentage point differences between the school-level FRL rates calculated from the KSDE data and those used for the school (and district) prototypes used in the PJ approach. The results are quite striking showing that the prototype FRL rates significantly over or underestimated student needs across the schooling levels and district size categories. Specifically, FRL rates at the elementary level were systematically underestimated by the school prototypes by 9.6 percentage points for Very Small districts, 7.9 percentage points for Large Districts, 4.7 percentage points for Moderate size districts, and 1.9 percentage points for Small districts. Conversely, the high school prototypes systematically overestimated the FRL rates for high schools by 1.4 to 9.4 percentage points. At the middle school level, the results are mixed. The school prototypes for Very Small and Large districts underestimated the average FRL rate by 5.1 and 4.2 percentage points, respectively.

Unfortunately, publicly available data was not available on the other student needs characteristics defining the prototypes (incidences of special education and bilingual students) and therefore was not analyzed. However, one might hypothesize that given the significant correlation between the incidences of FRL and bilingual students that is often observed, a similar although less pronounced problem would also exist with the bilingual model components that were specified. Also, while the percentage differences may not seem like a lot, in relative terms they can be quite large. For example, the largest underestimates and overestimates found (for elementary schools in Very Small districts and high schools in Very Large districts) show that the values used for the prototypes were over one-quarter smaller and larger, respectively than they should have been.

***In sum, it seems likely that the panelists likely would have specified more resources in the elementary school prototypes and fewer in the high school prototypes.*** However, looking at the differences between the school-level percent FRL used in the prototypes versus what is found from KSDE data across the three schooling levels for each district size category (i.e., down the columns of the last panel in Table 6), one could legitimately assume that overall the resources specified for Very Small and Large districts were too low, while those specified for Small and Moderate districts were too high. Unfortunately, while it would be hard to believe that this research design flaw could not have influenced the panelists' decisions, it is impossible to fully understand what overall impact this may have had on the final results. My thought here is that the school-level cost generated by the PJ approach is lower overall than it would have been if the school prototypes were defined with demographics that were true to the average needs specific to schooling levels within each district size category.

### *Translating Findings into Actionable Funding Recommendations*

The authors made a good effort to translate the main results of both the PJ and SS approaches into funding recommendations that could be implemented. The first of these was to establish the base (foundation) per-pupil funding amount to which the various calculated weights for at-risk, bilingual, and special education were applied.

## *Base Per-Pupil Foundation*

Exhibit 1 provides three cost schedules that show how suggested per-pupil base funding would be affected by district size. The solid-line schedule in blue represents the costs suggested by the A&M PJ approach (minimum of $5,800), while the solid-line schedule in orange is that suggested by the SS approach (minimum of $4,550). The third schedule in red (named "Raw PJ Base Cost" with a minimum of $5,811) was developed by me directly from the data presented in Table 5, above. There is very little difference between the suggested PJ and raw PJ schedules.[15],[16]

As can be seen, all three schedules produce the expected story that is consistent with economies of scale. That is, it is often found that the per-unit (per-pupil in this case) cost of production decreases as the scale of production gets larger. All three behave quite similarly, although the SS schedule is significantly lower at each enrollment level. The authors devote a discussion of why these differences might occur, stating that the districts identified for the SS approach might not meet all of the components that constitute a suitable education, which the prototype districts of the PJ approach by definition are assumed to meet. While the study is silent on any examples where this might be the case, one might be the fact that the SS districts were identified as successful if they met or were on track to meet test proficiency thresholds on five of the sex tests, while the PJ panels were charged with developing models that would achieve the thresholds on all six tests.

However, the difference in the PJ and SS base per-pupil cost measures are most likely borne out of systematic differences in the characteristics of those districts deemed successful and other districts in the state, which the SS approach does not control for. It is precisely this issue that renders the SS approach useless for determine the costs of a suitable education (Baker & Levin, 2014). To this end, the suggested PJ base is preferable to that generated using the SS approach. Moreover, the scale adjustments seem appropriate. Indeed, the structure of the PJ prototypes were designed based upon differences in enrollment and therefore the approach seems to do a good job at distinguishing the differential costs associated with scale of operations.

An important decision is made by the authors was to use the lower SS base per-pupil cost as the driving the foundation level by which all districts were funded. The PJ base, or a scaled down version of the PJ base, would then be used as the limit on second tier funding (Local Option Budget or LOB).[17] There are at least two things that are problematic with this decision. First, the choice to use the SS base per-pupil figure would seem to be endorsing an unreliable measure that seems to be an underestimate of the true base per-pupil cost (note that even the reported PJ base cost was deemed to be underestimated to some extent and the SS base is far lower than that). Second, using the PJ base per-pupil cost to set the LOB limit makes little sense in that these two things are meant to serve entirely different purposes. Specifically, a per-pupil funding base constitutes what must be spent on a student with no special needs in order to provide them with a suitable education. In contrast, the LOB is a limit of what can be spent

[15] My though is that the authors fit their suggested schedule to base per-pupil cost numbers that were rounded (e.g., using the minimum of $5,800 rather than the raw $5,811 produced by the PJ analysis).

[16] In addition, I have taken the liberty of plotting smooth schedules (the dotted-lines) that do not have points of discontinuity.

[17] The Local Option Budget (LOB) is a second-tier funding source by which districts are allowed to use local revenues to generate dollars above an adequate base of funding (one that would support a suitable education). At the time of the study, the amount of LOB funding a district could use was capped at 25 percent of the base.

above and beyond the base (i.e., intended to allow for districts to spend in excess of what is deemed adequate). In turn, it is unclear at best why you would use a base per-pupil cost figure to determine the LOB limit.

## *At-Risk Weight*

Exhibit 2 includes a plot of the suggested schedule of the funding weight for at-risk students (in blue) and another that simply connects the raw weights calculated from the PJ prototypes for each district size category. In addition, I have included a function that best fits the raw data points. The suggested schedule was generated by the following equation:

**(3) At-Risk Weight = 0.60 – [(1,000/Enrollment) x 0.08]**

As is evident from the graphic, the intended poverty weight has a minimum of 0.20 and increases with district size, dramatically so at lower enrollment levels (from 200 to 800), and eventually levels off at 0.60. There are several concerns I have with this suggested weight schedule.

First, the positive relationship between district enrollment and the suggested PJ at-risk weight only partly follows the series produced by the raw PJ weights. The suggested PJ weight schedule is also consistently higher than the raw PJ weight series. The reader will also note that the raw PJ weight for the Large district size category (0.44) was lower than for the Moderate district size category (0.51), which seems illogical given the Moderate size prototypes had the lowest percentage of at-risk students of all the district size categories. Importantly, it may be that the pattern of the observed raw PJ weights are more of an artifact stemming from the organizational structure of the prototypes than the actual values of the at-risk percentages to which the panelists responded. Specifically, it does not seem that the prototypes provided sufficient variation in student needs to allow for accurate calculations of need-based weights. The only appreciable change in the at-risk percentage across the district size categories was for Moderate size districts, which was set at 29 percent and 35 or 36 percent for the other three district larger and smaller size categories.

In addition, the fact that only one panel addressed the prototypes in three of the four size categories (the Moderate district size prototypes were performed independently by two panels) is rather troubling (ideally there would be at least two panels developing models for each of the prototypes).[18] Finally, the reader will note that the calculated at-risk weight for Moderate districts is not logical when taken in the context of those calculated for the other district size categories that had higher prototype FRL rates. For example, the Moderate at-risk weight associated with an FRL rate of 29 percent was 0.51, while the weights for Very Small and Small districts associated with an FRL rate of 35 percent were 0.22 and 0.30, respectively.

Second, I am concerned about the degree to which the suggested PJ at-risk weights increase with enrollment according to the schedule. While there are examples in both the research literature and state funding policy that the *concentration* of poverty has a significant impact on the outcomes of at-risk students,[19] it is difficult to accurately determine how much additional funding might be necessary to provide an equitable suitable educational opportunity between at-risk students learning in

[18] A more in-depth discussion of the importance of using multiple panels to perform the same exercises is included below (see section *Multiple Independent PJPs Performing Duplicate School/District Prototypes*).
[19] See for example Reardon (2011).

environments with relatively higher and lower concentrations of poverty. Indeed, the Kansas costing-out study by the Legislative Post Audit Committee (LPA, 2005) described below provides results using a cost function costing-out approach that also suggests a significant relationship between the cost of providing a suitable education and incidence of student poverty in inner-urban districts.

In terms of an example of state funding policy, California's relatively new school finance system, the Local Control Funding Formula, provides an additional "concentration" grant funding adjustment (weight) in districts where the incidence of disadvantaged (at-risk) students (defined as the percentage of unduplicated counts of at-risk, English learners or foster youth) is above 55 percent. In these districts, funding is increased by 0.50 times the base per-pupil funding for each at-risk student accounted for in the excess incidence above 55 percent. To put the at-risk concentration weight in perspective, there is also an initial "supplemental" at-risk weight used where districts get an additional 0.20 times the base for all students that are deemed at risk. So, in California districts where the at-risk concentration weight is applicable, the effective additional funding for each at-risk student over the 55 percent incidence threshold is over three times as large as that for at-risk students under the threshold (3.5 times as large to be precise).[20] Exhibit 3 presents this discontinuous LCFF at-risk weight schedule that takes into account both the supplemental and concentration weights to show how the effective weight changes with increases with the incidence of at-risk students. The schedule shows an at-risk weight of 0.20 up until the incidence of at-risk incidence reaches 55 percent, after which the weight steadily climbs to 0.425. It is important to take notice that the ratio of the weight in the highest to lowest incidence districts is 2.125.

The implications of the A&M suggested at-risk weight schedule would be much more aggressive in terms of the funding equity that would ensue if it were enacted. Looking again at Exhibit 2, the smallest districts would receive additional funding for their at-risk students that would be one-third of that for the largest districts. This implies that it is only a third as costly to equally support the outcomes of at-risk students in the smallest districts than in the largest districts. Also, note that while there are no stark discontinuities or "jumps" in the schedule, the steep portion occurring between 200 and 800 students would provide an incentive for districts to increase their enrollment.

In the context of the A&M findings, to the extent that the concentration of at-risk students is related to district enrollment, there may be a call for some sort of upward graduated adjustment in the at-risk weight as district enrollment increases. However, a check of the looking at both the unweighted and pupil-weighted correlations between incidence of at-risk students and districts enrollment using 2000-01 data, I find that there is a negligible or weak correlation between these two variables.[21]

[20] Specifically, for at-risk students above the 55 percent threshold districts receive additional funding on the order of 0.70 of the base (this equals the 0.20 supplemental weight plus the 0.50 concentration at-risk weight), while at-risk students below this threshold only get the 0.20 supplemental weight.

[21] Using KSDE data for 2000-01, I find that the pupil-weighted correlation between district-level percent at-risk and enrollment is 0.22. These were run within each of the district size categories with a mix of weakly negative and weakly positive correlations.

**Exhibit 1 - Alternative Suggested Base Per-Pupil Suitable Costs by District Enrollment**

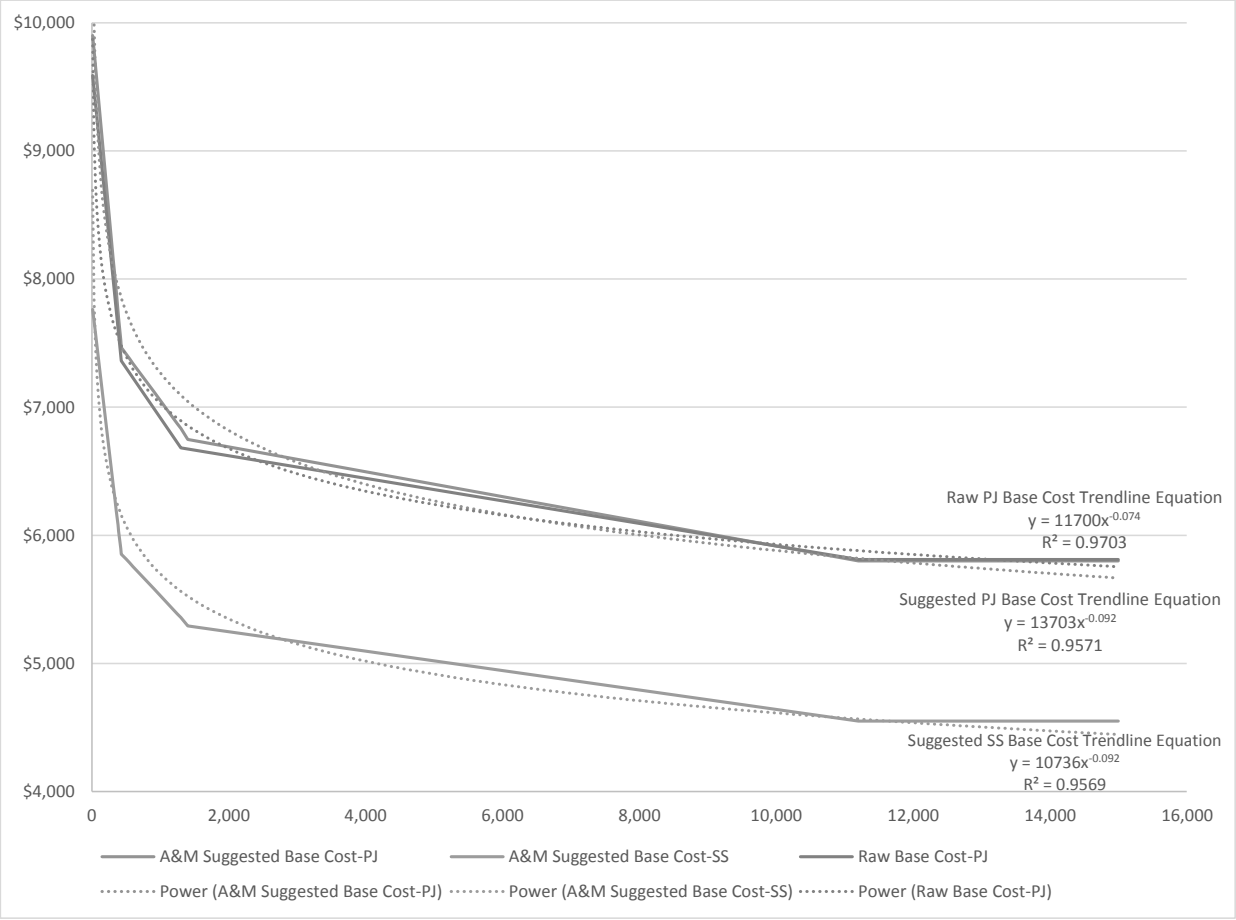


**Exhibit 2 - A&M Suggested At-Risk Weights by District Enrollment**

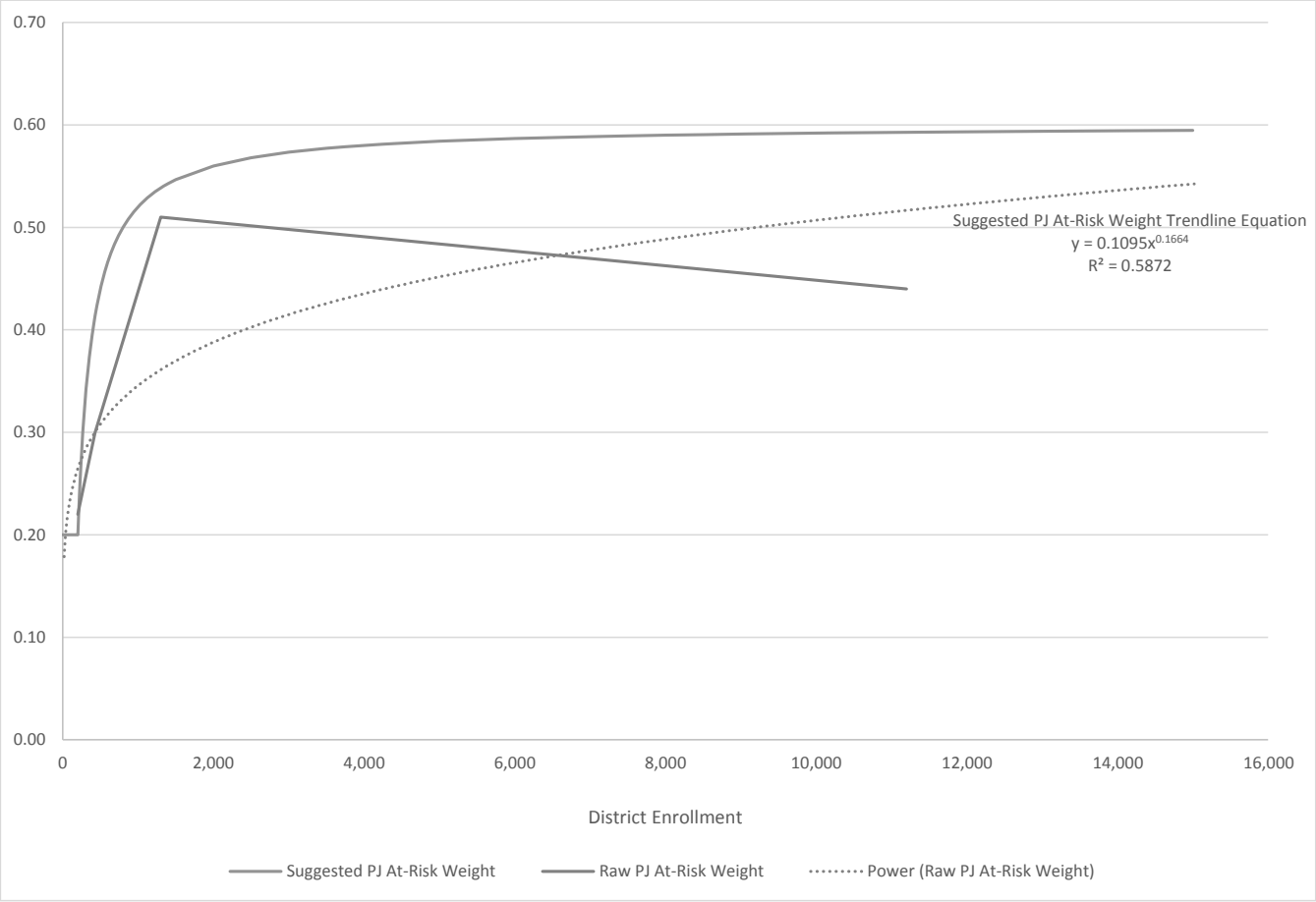
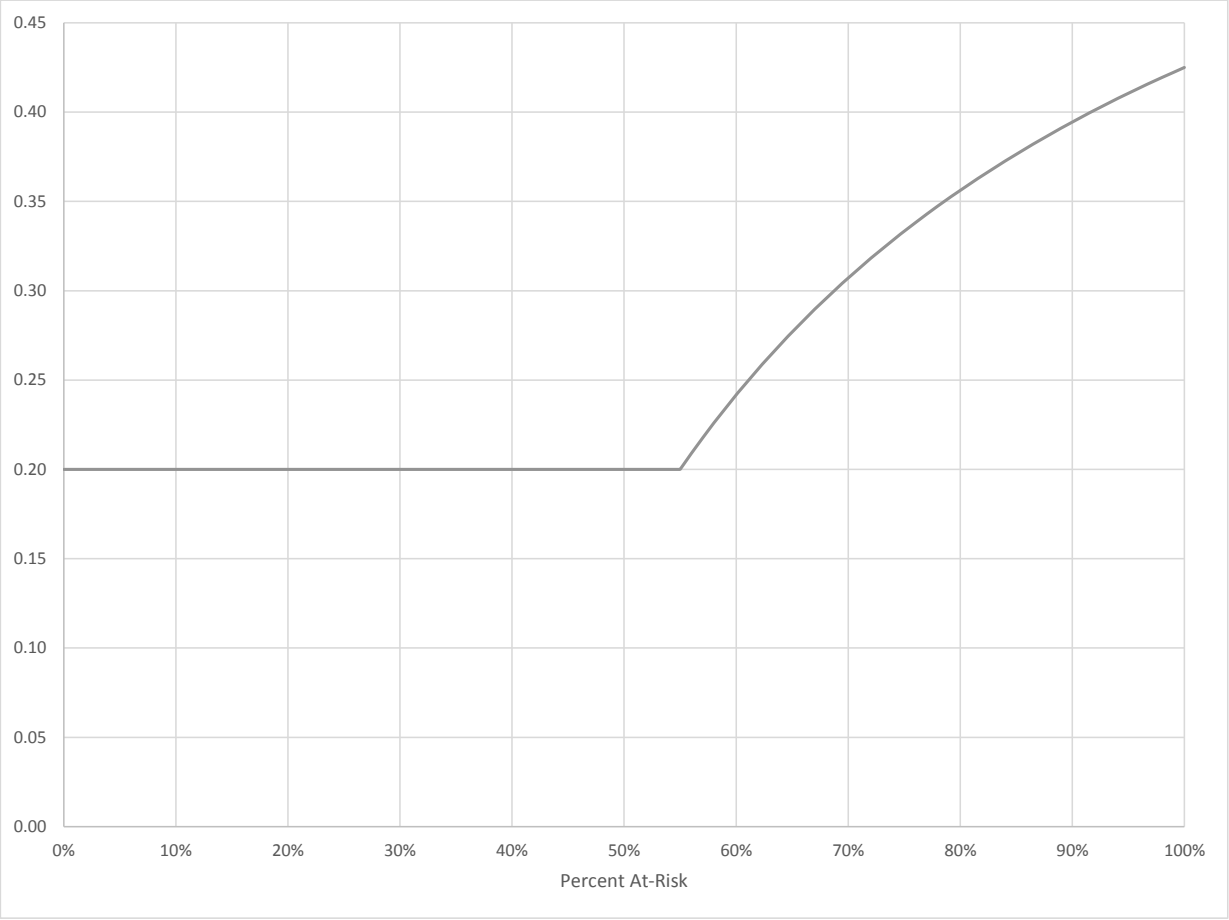


**Exhibit 3 – At-Risk Weight Schedule from California Local Control Funding Formula (LCFF)**



Given the large relative difference between the suggested PJ at-risk weight in the largest versus smallest districts, perhaps a better solution would be to suggest a standard at-risk weight to be used across all district enrollment sizes. One obvious choice would be to go with the pupil-weighted average of the weights calculated for each district size prototype. My calculations show this would be 0.45, which is admittedly rather conservative compared to other costing-out studies, including the range of at-risk weights computed in the LPA cost function approach.[22]

## *Bilingual Weight*

The suggested schedule for the bilingual weight is presented in Exhibit 4. I have similar concerns about the A&M suggested bilingual weight schedule for reasons mentioned above in the discussion of the at-risk weight schedule. The resulting increasing weights across district size are most likely due to the lack of variation in the incidences of bilingual student used across the prototypes specific to schooling levels and district size categories, as well as a lack of multiple panels completing duplicate prototypes. Indeed, similar to the case of the at-risk weights, there may be concentration effects at play (often the incidences of at-risk and bilingual are at least moderately correlated). However, it is difficult to understand why the additional cost of providing a suitable education to a bilingual student would be *so* much higher in large districts. The equity effects resulting from implementing the suggested bilingual weight schedule would be pronounced, with the relative difference in additional per-pupil funding for bilingual students between the largest and smallest districts measuring over 600 percent. A more logical way to apply the prototype bilingual weights might be to implement their pupil-weighted average equal to 0.84, which is not outside of the range of English learner weights generated by PJ studies (0.39 to 2.0) as reported in the literature review on this very subject by Castellanos-Jimenez and Topper (2012).

## *Special Education Weight*

The authors basically did not make use of the special education weight for the Large district size category because it was considered too high (2.08). Instead, they noted that the other weights were more reasonable (0.86, 0.94 and 1.16 for the Very Small, Small, and Moderate prototypes, respectively), and developed a schedule (Exhibit 5) that starts at a weight of 0.90 for the smallest district sizes and increases with district enrollment as follows:

**(4) Special Education Weight = 0.90 + (Enrollment x 0.00002)**

One should notice that the A&M suggested schedule (blue line) is much flatter than the raw schedule (orange line). The 0.90 is a well-established, but outdated, figure calculated in a 2002 report of the Special Education Expenditure Project (Chambers, Parrish & Harr, 2002). However, this is not a weight based on an adequacy cost study, but rather one describing how much was being spent on the average special education student across the county relative to the average student with no special needs *without explicitly taking into account any specific definition of educational suitability*. To this end, the 0.90 weight might be seen as an underestimate of what it would cost to provide a suitable education for the average special education student.

[22] See the compiled list of estimated poverty weights from costing-out studies performed from 1997 to 2007 in Baker, Taylor & Vedlitz (2008) which range from 0.58 to 0.92 for those using the PJ approach.

**Exhibit 4 – A&M Suggested Bilingual Weights by District Enrollment**

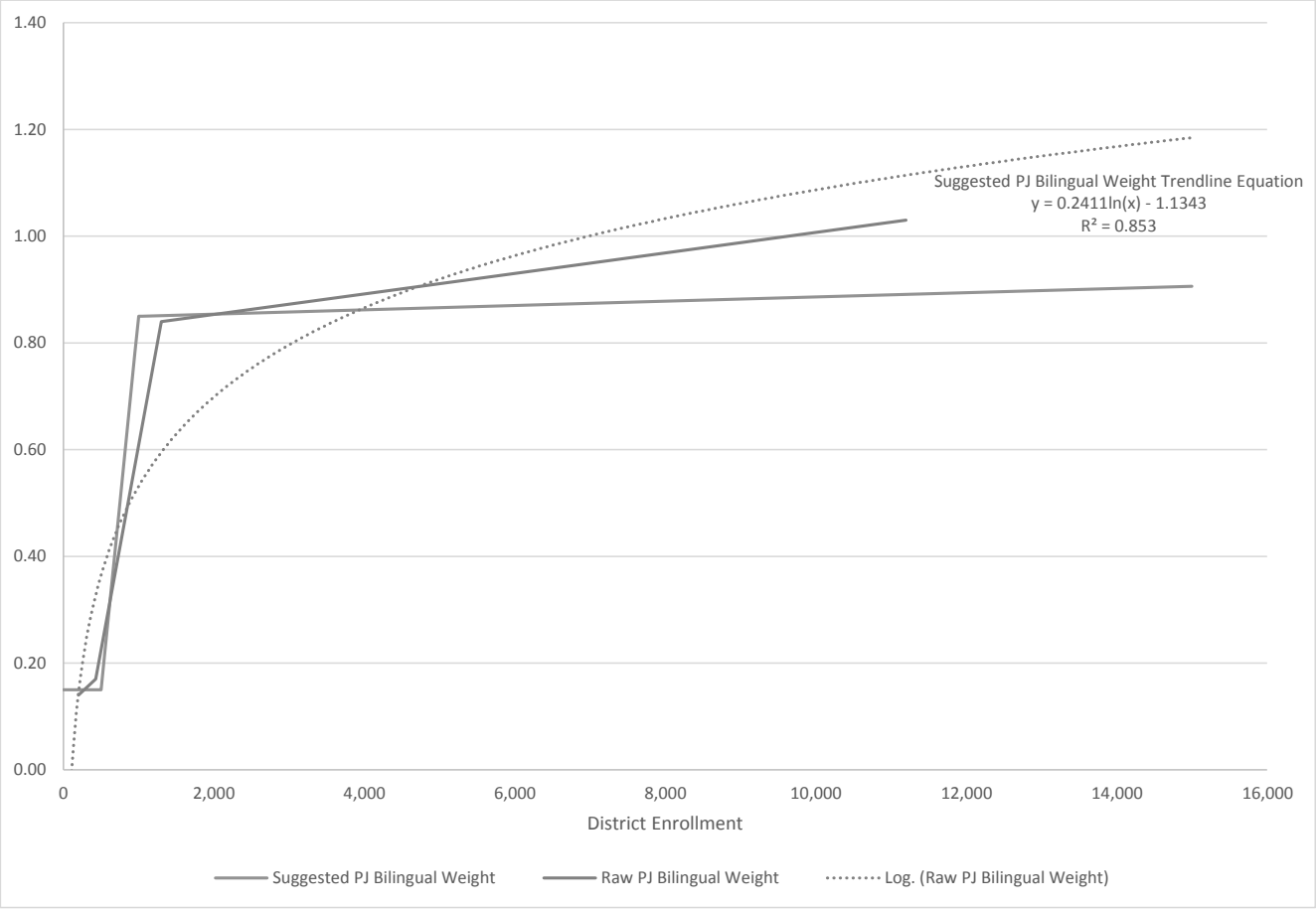
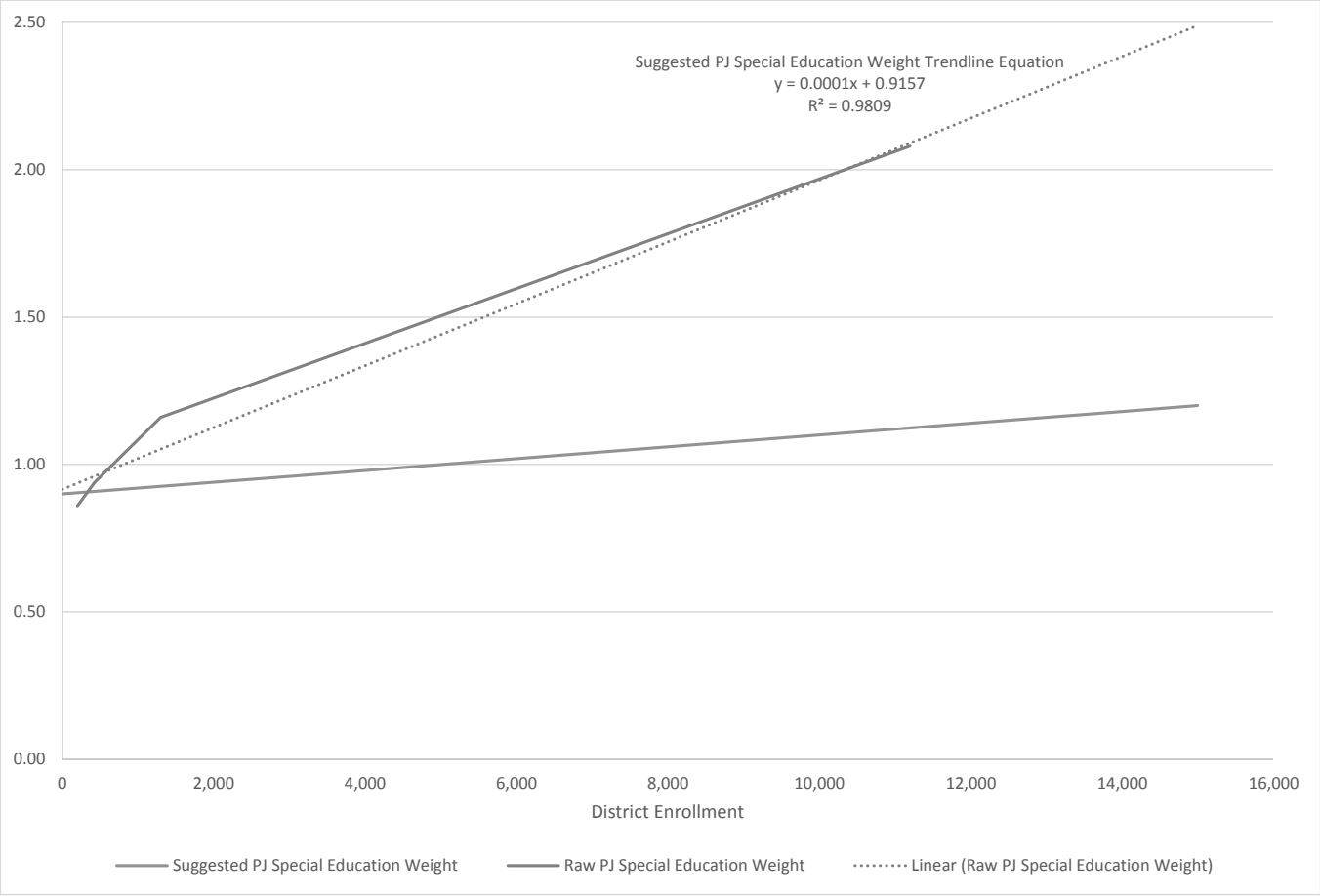


**Exhibit 5 – A&M Suggested Special Education Weights by District Enrollment**



The argument could be made, however, that the degree to which this is an underestimate will depend on the extent to which special education students' Individualized Education Programs (IEPs) include levels of support that constitute a suitable education (and the extent to which these services are actually provided). Again, similar concerns raised above for the other weights apply here, but the existence of a concentration effects seems less likely, but perhaps apparent given the large increase in the numbers of students in high-incidence special education categories (such as those who are specific learning disabled) and the potential disproportionate identification of these students in Moderate and Large sized districts. Again, as an alternative to the weight schedule I would propose that implementation of a constant special education weight calculated as the pupil-weighted average across the district size specific prototypes be considered (1.55).

*Ensuring That PJ Models Are Efficient*

As mentioned above, a key criticism of the PJ approach is that the specification of staffing and non-personnel resources by panelists may not represent efficient allocations of resources. That is, the contention is that the lists of resources specified through the panels' deliberations do not provide combinations that will achieve the outcomes put forth in definition of a suitable education at a minimum cost. To this end, more recent studies have incorporated safeguards to minimize the likelihood that the resource specifications and the corresponding estimates of sufficient cost might be deemed inefficient.[23]

## *Caliber of Panelists and Transparency of Their Work*

The objectivity and expertise of the educators involved in the PJ process is critical to the strength of the final product. In turn, PJ studies should ideally employ a highly selective recruitment process in which nominations are solicited from a wide group of educational organizations to identify potential PJ panel candidates. This has been done in previous studies through various processes such as the following (Chambers et al., 2004a,b; Chambers, Levin & Delancey (2006); and Chambers et al., 2008a,b):

- Soliciting nominations at town hall meetings or other forms of public engagement, or by directly contacting district superintendents, school boards, and professional education associations throughout the state.
- Soliciting nominations from schools identified as being extraordinarily successful through a beating-the-odds analysis (described earlier).

Ideally, nominators or candidates themselves will be required to complete a questionnaire asking about their educational experience and preparation, job histories, and special areas of expertise. The questionnaires should then be reviewed by the study team and selected from districts located in all parts of the state. Furthermore, the names of the panelists should be made a matter of public record by being published in the final report. Sometimes, panelists are required to present their work in public to stakeholders and that other higher-level panels will be reviewing their work, which adds an important element of accountability to the process. In light of this effort to be transparent, panelists were instructed to treat this effort seriously, base their deliberations upon their expert professional judgment, and fulfill their charge to develop school program designs and resource specifications that

[23] For specific details on comprehensive costing-out studies that include these safeguards, the reader is referred to Chapter 4 – The Comprehensive Costing-Out Study Component 2: Specifying and Costing Out Programs and Resources in Chambers & Levin (2009).

would achieve the goals statement objectives at a minimal cost. By utilizing a selective recruitment process and putting into the pubic light individual educators' professional reputations helps assure that panelists complete their work in a responsible manner and develop appropriate efficient models.

The A&M study states that panelists were chosen in consultation with the KSDE and LEPC, but goes no further in describing *how* the panelists were chosen. Exhibit 6 provides a map of the school-site panelists, which shows there seems to have been sufficient panelist representation of the state. In addition, the names of the panelists were made public (listed in the study in Appendices C-1A, C-1B, and C-1C).

## *Multiple Independent PJPs Performing Duplicate School/District Prototypes*

Cost analysis making use of PJ relies heavily on resource specifications developed by one or more panels of educators. However, the importance of assembling multiple panels whenever possible cannot be stressed enough.[24] The use of multiple panels increases the reliability of the results by preventing the dependence of the findings on the judgment of a single panel. The panels should be instructed to work independently from one another and their deliberations occurring in different rooms. Moreover, they should be instructed to not communicate with individuals outside of their panels for the duration of the panel convening. Finally, each panel should include individuals representing a comprehensive range of professional roles. For example, each panel should ideally contain each of the following roles: a superintendent; principals and teachers from all three schooling levels (elementary, middle, and high); a special education specialist; a bilingual education specialist; and, a school business official.

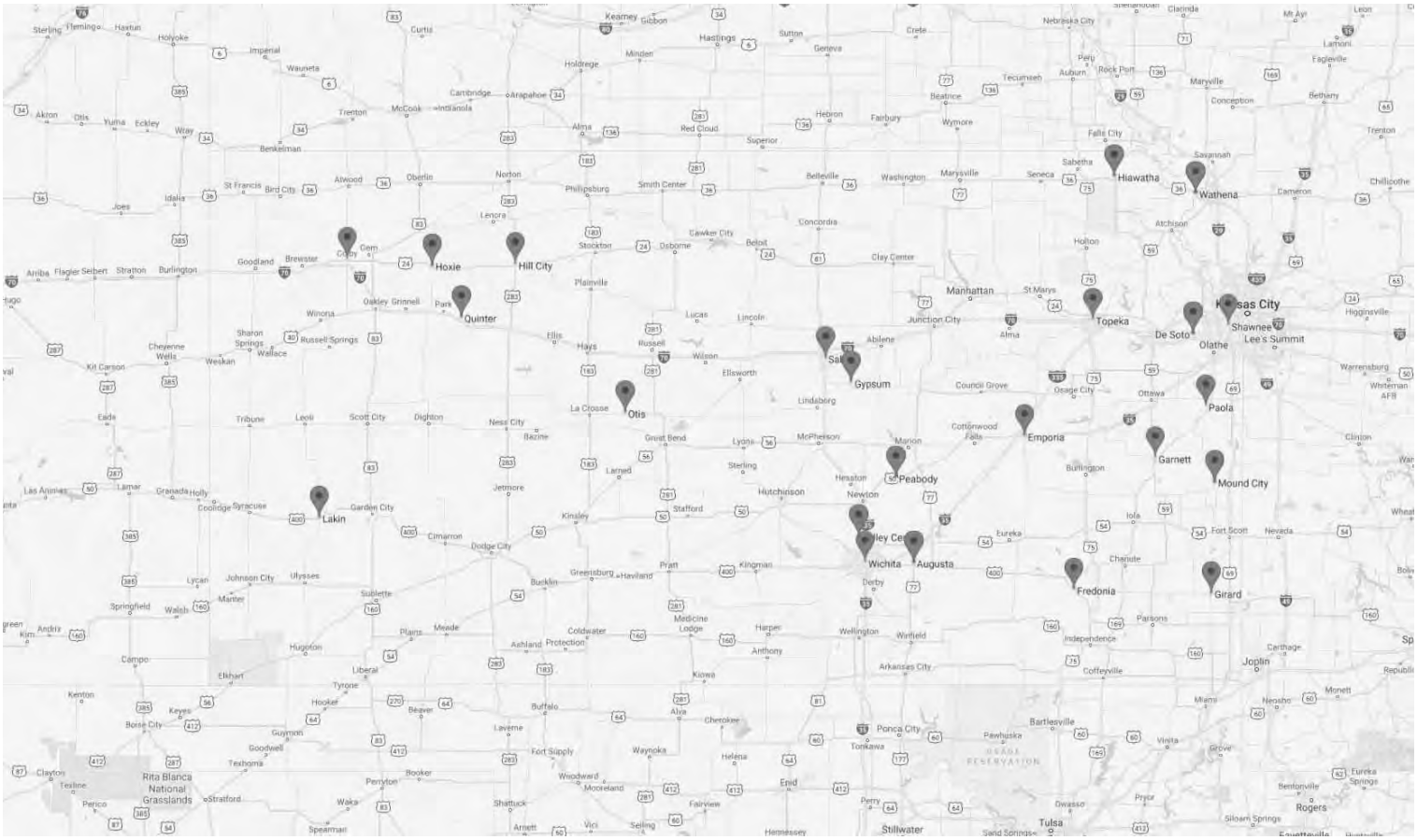
The A&M study was interesting in that it had separate school-site, district and expert panels. The A&M study lists the titles of the individuals serving on each of these. While it did not specify how these individuals were broken out into the four school panels or two district panels, from the provided list of school-site panelists we can ascertain that there were not enough panelists to develop fully comprehensive panels such as those described above.[25] For the 25-person school panel, there were eight teachers, six curriculum staff, five principals, three school business managers, two special education staff, and one superintendent. To this end, teachers and principals at all three schooling levels could not be represented on all school-site panels and there were not enough school business managers, special education staff or superintendents to go around for all four panels.

There were 15 staff serving on the two district panels. These two were split to review the work of the Very Small/Small panel and one of the Moderate size panels, and the Large panel and other Moderate size panel, respectively. The list of panelists was made up of (assistant) superintendents, finance officers, and teachers, and designated seven as "Avg.", three as "Lg.", two as "Sm." (understood to be coming from Average, Large and Small districts, given the cities in which they were located), and the remaining three without designation. In turn, it seems that there was more than appropriate coverage in terms of panelists to review the Moderate size panels work, but probably less than ideal numbers of panelist from Very Small/Small and Large districts.

[24] Previous costing out studies in New Mexico and New York that made use of six and eight independent panels, respectively, that independently developed models for identical prototypes (Chambers et al., 2008a,b; and Chambers et al. 2004a,b).

[25] However, it is assumed that they were allocated appropriately to the one panel working on the Very Small and Small district prototypes, the two panels working on the Moderate size district prototypes, and one panel working on the Large district prototypes.

**Exhibit 6 – Map of Locations of School Site Panelists**



The use of multiple panels working on identical prototype exercises limits the potential for any one panel with inefficient specifications to bias the results. Moreover, by selecting multiple panels and assigning identical exercises, the research team provides an incentive for each individual panel to be as efficient and thoughtful as possible in the design of its educational programs to achieve adequacy. The notion is that no individual panel wants their resource specifications to stand out as overly rich, while at the same time, no panel wants to be accused of omitting important design elements typical of successful schools. Ensuring that panels perform their work independently from one another will tend to prevent any bias resulting from collusion amongst panelists to develop richer specifications than they otherwise would have chosen. The extent to which each panel is made up of a well-balanced group of educators with respect to their roles also contributes to limiting the potential for panel over-specification of resources.

Unfortunately, the A&M study was somewhat lacking with respect to employing multiple panels working on identical exercises. There were only four panels, one working on the Very Small and Small district prototypes, one working on the Large district prototypes, and only two that I assume worked in parallel independently developing models for two sets of identical Moderate size district prototypes. Although it was not made clear in the study, I further assumed that the Moderate school prototype model presented was some sort of average of the individual panels' work.

## *Charge of PJPs to Develop Efficient Models*

The charge of PJ panels is to develop schooling models that will achieve the definition of a suitable education *at a minimum cost*. This should be made clear to panelists both through the written materials they were given and through the facilitation given during their deliberations. As an example, for the AIR study conducted in New Mexico the requirement that they develop efficient programs is stated clearly in the written PJ panel instructions (Chambers, 2008b) as shown in Exhibit 7.

To relay the importance of providing high-quality models that minimized costs the New Mexico study team also developed the acronym GEER (**G**oals, **E**vidence, **E**fficient and **R**ealistic) representing the following four questions that were continually asked of the PJ panels throughout their meeting.

- **G**oals: Will your program designs and resource specifications allow students to achieve the objectives in the goals statement?
- **E**vidence: Is there research evidence that supports your program designs and suggested use of resources?
- **E**fficient: Will your program designs and resource specifications achieve the goals at a minimum cost?
- **R**ealistic: Can your program designs and resource specifications realistically be implemented?

In the earlier study conducted by A&M for Kansas, I could find no mention of developing *efficient* resources in the panel instructions. However, this is not to say that this important point was not discussed in person with the panels at the meetings.

**Exhibit 7 – Excerpt from New Mexico Professional Judgment Panel Instructions**

***Statement of Purpose***

The ultimate purpose of this work is to help us estimate the cost of providing an *adequate* education for all public school students in New Mexico. There are four components required to achieve this objective:

- **Define adequacy.** First, we are providing the PJPs with a *Goals Statement* (Exhibit A.1) that will define what is meant by the term "adequate education." The *Goals Statement* incorporates input from a Stakeholder Panel established for this project and from a series of public engagement meetings held throughout the state in the Fall of 2006.
- **Design programs.** Second, we are asking each PJP to work independently to design educational programs at the elementary, middle, and high school levels that, in the judgment of the panel members, will provide an adequate opportunity for students in schools with varying demographics to have access to the learning opportunities specified in the *Goals Statement* (see Exhibit A.1) and to achieve the desired results.
- **Specify resources.** Third, each PJP will be asked to specify the resources and services necessary to deliver those programs in elementary, middle, and high schools in New Mexico.
- **Estimate costs.** Fourth, the AIR research team will use the information provided by each PJP to estimate the cost to deliver "adequate" educational programs in each and every public school and district in the state.

The charge of the PJPs is to complete components 2 and 3, above. Please note that we are **not** asking PJPs to create a "one size fits all" model to be implemented in all New Mexico public schools. Rather, we are asking panels to design instructional programs and specify the resources that they believe will deliver the desired results as ***efficiently as possible*** (i.e., at the lowest possible cost to taxpayers). These program designs and resource specifications simply provide us with a basis from which to estimate the costs of achieving the goals and to show how these estimates might be used to modify the existing school funding formula. By developing cost estimates for an adequate education from the work of six independent panels, we can measure how sensitive the cost estimates of the panels are to alternative assumptions of what resources are required to deliver an adequate education.

## *Professional Judgment Review Process*

As part of PJ studies, the research team will often incorporate a formal review of the PJ panel models. The express purpose of this review was to ensure that the final models are both efficient and based upon a realistic and grounded set of specifications and cost estimates. The A&M research team explicitly included a review process in their design by appointing both a district-level panel and an expert panel. In turn, there were two sets of reviews incorporated into the study design. In addition, they report that these higher-level panels played an active role noting that they suggested additional school-level resources and modifications to certain resource prices. That being said, it should be noted that the expert panel only reviewed one of the four panel-specific models (one of the two Moderate district size models) that had been developed. It clearly seems like this was not enough time to perform a thorough review of the work of the panels developed each of the four district size categories.

This relates to a more general issue with the study in terms of the amount of time provided to the school, district and expert judgment panels to develop and review their models. The school and district panels had 1.5 days to complete their work, while the expert panel only was given 1 day. In my opinion, this is not enough time for panelists to become sufficiently familiar with their charge, engage in in-depth deliberations as to the resource needs for each of the prototypes, etc. Studies I have personally been engaged in have allocated three days to in-person PJ panel meetings, which is often followed up by telephone engagements.

*Validating Results of PJ Results*

The validity of cost study results is important to consider. Specifically, it is important to answer the following question:

> Does the cost estimate really estimate the costs of producing the desired level, depth and breadth of educational outcomes, including whether and how those costs vary from location to location and child to child?

Far too little attention has been paid to methods for improving validity in education cost analysis (Baker & Levin (2014)). Moreover, validating cost studies using input-oriented approaches such as PJ is inherently difficult because the suggested spending is for hypothetical districts and schools. In contrast, outcome-oriented approaches such as cost functions, which are based on existing data that describe the relationships between spending, outcomes and cost factors (student needs, scale of operations and price levels of inputs) are easier to validate. Nevertheless, despite the costing-out approach that is used, it is important to be confident that any suggested funding increases deemed necessary to provide a suitable education would be targeted to districts and schools according to their needs. I could find no attempt on the part of the A&M study authors to do this. However, the following provides an example of how the results of previous PJ studies have been validated.

Clearly, to provide an equal opportunity for all students to achieve a state's educational goals, regardless of their circumstances, funding must be provided in an equitable manner. This calls for a check of the projected distribution of sufficient funding generated by a costing-out study to make sure that funding is properly aligned with needs. To this end, it is important to validate the results of a costing-out study by evaluating the relationship between the projected additional funding necessary to provide a suitable education and outcomes such as student achievement. If the model is working as intended so that adequate funding is provided in an equitable manner that affords all students an equal opportunity to achieve regardless of their needs or location, then we should see a systematic relationship between a district's relative need (how much more/less they need to provide a sufficient education) and student outcomes such as achievement on standardized tests.

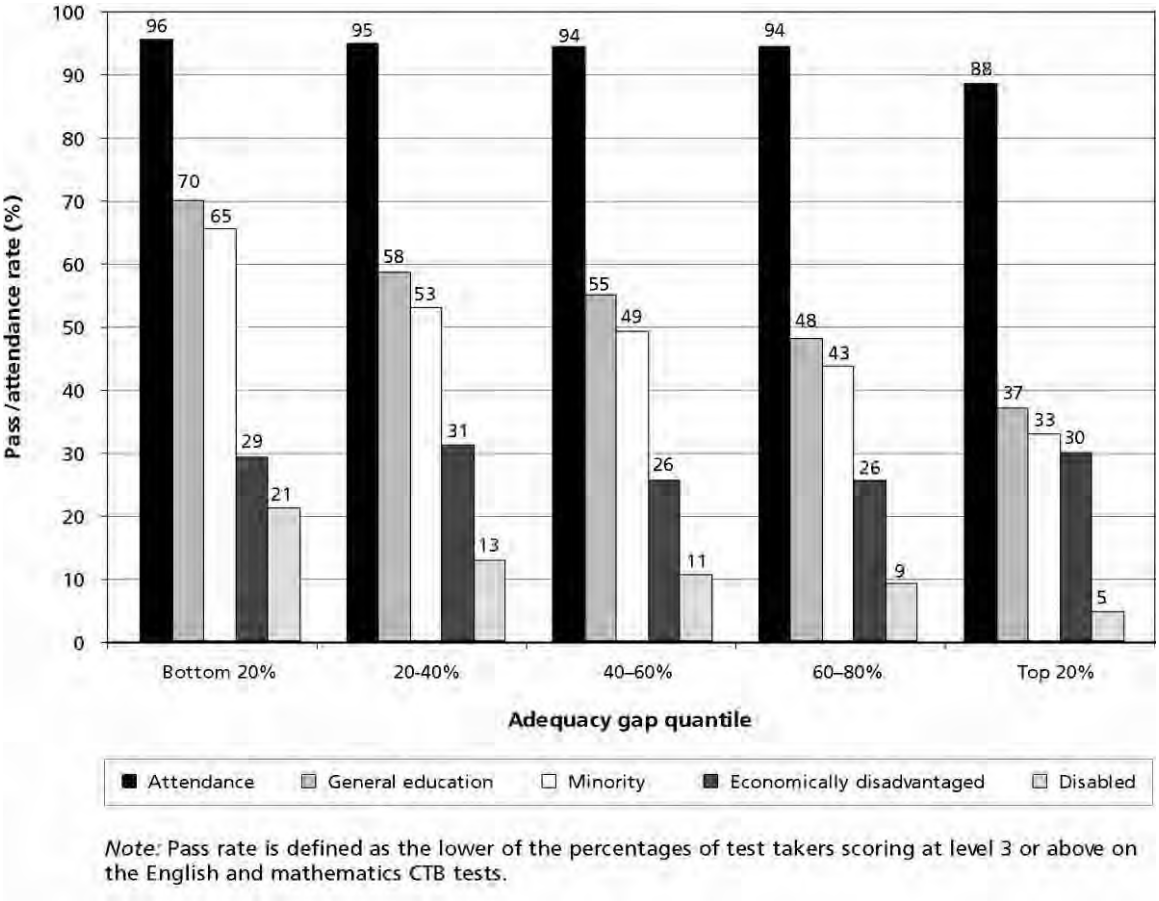
As an example, previous studies have performed this type of validation analysis for large-scale costing-out studies in New Mexico (Chambers et al., 2008a) and New York (Chambers et al., 2004a; Chambers, Levin & Parrish, 2006). The analysis involves calculating the funding shortfall or *Adequacy Gap*, which is a district-level measure defined as the relative difference between the projected necessary per-pupil funding to provide a sufficient education and actual per-pupil funding. Mathematically, it is simply the ratio of projected adequate to actual per-pupil funding for a given district:

**(5) Adequacy Gap = Adequate Per-Pupil Funding / Actual Per-Pupil Funding**

Values that are greater than 1.00 indicate that the district needs more than it is currently receiving to provide an adequate education, while values that are less than 1.00 imply that the district is getting more than it needs to achieve sufficiency. Note that the adequacy gap is a direct measure of *relative need* (i.e., it represents in percentage terms the amount necessary to achieve adequacy compared to what is received). As an example of this type of analysis, consider Exhibit 8 taken from Chambers, Levin & Parrish (2006) based on the results of the New York Adequacy Study.

In the exhibit, the leftmost group of bars corresponds to districts in the bottom 20 percent of the adequacy gap distribution (i.e., those with the lowest need for funding to achieve adequacy). In contrast, the rightmost group of bars in each chart denotes districts in the top 20 percent of the sufficiency gap distribution—that is, those districts that are most in need of funding to achieve sufficiency. Each bar represents an average outcome for districts within each adequacy gap category (quintile), where outcomes are 8th grade attendance rates and pass rates for various student populations on the New York standardized tests (specifically, the minimum pass rate out of the English and math tests).

**Exhibit 8 – 2001–02 Student-Weighted District Average 8th Grade Attendance/Pass Rates across New York Districts by Adequacy Gap Quintile**




*Note:* Pass rate is defined as the lower of the percentages of test takers scoring at level 3 or above on the English and mathematics CTB tests.

Putting the performance measures on the vertical axis, we would expect that districts with the poorest performance levels (represented by lower column heights on the chart) would exhibit the largest adequacy gaps. Indeed, with few exceptions, one observes that districts with larger adequacy gaps

exhibit lower average attendance and pass rates for virtually every group of students including general education, minority, economically disadvantaged, and disabled students. As an example, the pass rate for general education students drops from 70 percent for districts with the lowest relative need by almost half, to 37 percent, for those districts with the greatest relative need.

*Use of Public Engagement*

More recent applications of the PJ approach (Chambers et al., 2004a,b; Chambers et al., 2008a,b) have used extensive engagement efforts to better understand public sentiment concerning the public education system. Chambers and Levin (2009) cite several served by an in-depth public engagement effort. First, the process directly involves the public promoting "buy in" from those with an interest in public education. Second, it helps capture the public's educational priorities in terms of both the outcomes they feel are important as well as the types of programs they think are most appropriate to deliver services, which can be incorporated into the development of the standards defining a suitable education. Finally, it sheds light on public willingness to commit funding to public education and the types of revenue streams (e.g., taxes, lotteries, etc.) they feel are most appropriate to support a suitable education. While the A&M engaged in outreach through administration of interviews and questionnaires, it is not clear that any of this information was used to develop the definition of a suitable education that the PJ panelists responded to.

*Lack of Transparency*

As a final note, the A&M study lacked transparency surrounding the deliberations of the PJ panels and the justification of their resource allocation decisions. While the quantities of different personnel and non-personnel resources chosen for the various school/district prototypes are necessary to calculate the costs of implementing these models, they do not capture *how* the combinations of resources will translate into coherent schooling programs capable of achieving the standards put forth in the definition of a suitable education. Transparent documentation decisions behind the specified resources also serves to keep the panelists accountable for their work and counter the common argument by critics of the PJ approach that the process is simply an educator wish list that necessarily results in inefficient decisions on the part of panels. Other more recent PJ studies (e.g., Chambers et al., 2008a,b) have carefully documented the resource allocation decisions of panels, which are then included in the final report.

# 4 – Review of *Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches (Kansas Legislative Post Audit Committee)*

## *Study Methodology*

The study by the LPA made use of both input-oriented and output-oriented approaches to investigate how much it would cost to provide various levels of educational services to suffice two different purposes. The following chapter describes each of the approaches, their main results, and discussion.

### Expenditure Analysis (Input-Oriented Approach)

The input-oriented approach attempts to estimate an accurate cost of providing regular K-12 education defined as educational curricula, programs and services that are either mandated by statute or specified as high school graduation and State scholarship/college admissions requirements. The analysis was performed with the following steps:

1) Determine Mandated Requirements – The researchers compiled a list of requirements related to attendance (days and hours per year), curriculum subject areas and required high school credits, student assessments and health exams.
2) Develop District Prototypes – They next created eight prototype districts defined by the following enrollment sizes: 100, 200, 300, 400, 600, 1,100, 2,000 and 15,000. The prototypical numbers of schools by schooling level and enrollments were determined by a sample of 94 comparison districts with enrollments near each of the of the prototype sizes (the districts were sorted into individual comparison groups around each prototype size).
3) Determine Staffing Levels – Both the types and numbers of staff were selected for the prototype districts. To determine the types of staff that should be included in the prototypes, a survey was administered to 80 school districts. The numbers of different types of staff were determined for regular education teachers and other staff separately. Quantities of regular education teachers were assigned to the prototypes under the following three different scenarios:
    a. Average class sizes of 20 students.
    b. Average class sizes of 25 students.
    c. Average class sizes of 18 students for grades K-3 and 23 students for grades 4-12.

    The quantities of other staff were determined using accreditation standards (for principals, assistant principals, library specialist and counselors). For other staff positions the researchers made use of extant staffing data on the comparison districts and in order to be "efficient", selecting the FTE level for each staff type that was associated with the 33rd percentile of the within-comparison group distribution (i.e., the level at which two-thirds of the districts have higher staffing levels and one-third have staffing levels below).[26] Operations and maintenance

[26] It is unclear whether the researchers calculated the 33rd percentile of raw FTEs of other staff or the 33rd percentile of their staffing ratios (defined as the number of staff divided by enrollment) for each staff type and then used the ratios to allocate various types of other staff FTEs to the different district prototypes. The latter would have been more accurate in the cases where there was significant variation in staffing levels across districts within a comparison group.

staff were excluded because they are sometimes contracted out, so instead the 33rd percentile of the five-year historical average spending per-pupil on these functions was used.[27]

4) Determine Average Salaries – Extant salary data was used to calculated Statewide average salaries for teachers and other staff including superintendents, assistant superintendents, principals and assistant principals. For other positions, average salaries were derived from a survey of 90 districts. The final compensation rate for each staff type was calculated using a 17 percent benefit rate.
5) Determine Non-Salary Resources – Extant district-level fiscal data was used to calculate the five-year inflation adjusted averages of non-salary expenditure per student. To create "efficient" estimates of spending to apply to the prototypes the researchers calculated the 33rd percentile of non-salary spending per-pupil within each district comparison group.
6) Calculating and Projecting Overall Spending Per Student – The overall spending per student was then calculated for each of the eight prototype districts and a cost curve developed (i.e., a schedule showing the relationship between per-pupil spending and district enrollment), with which projected spending per pupil for each district could be determined.
7) Developing Enrollment Weights – Weights from the generated cost curve for low- and high-enrollment were calculated and compared to the low- and high- (correlation) weights in the current State formula.

The LPA study also performed calculations of the additional costs of special education spending, vocational education, and transportation. The additional costs of special education spending (i.e., costs spent on special education students above and beyond those dedicated to their regular education) were based on the reported expenditures of 19 districts and the interlocals or cooperatives serving these districts that claimed to have both recorded all identified needs for their students with IEPs and provided all specified services included in these programs. Additional costs of vocational education were calculated by identifying through a survey 21 districts that could differentiate expenditures that were part of an approved program and examining their spending data. Additional transportation costs were calculated by a careful review of the current formula used and how closely it adhered to the assumption that students who live more than 2.5 miles from their schools are on average twice as costly to transport as are those who live within a 2.5-mile proximity.

Finally, the LPA study performed an analysis of regional variations in the cost by estimating a Hedonic wage model (Chambers, 1981), which uses a statistical model to explain variation in teacher salaries using factors that are within and outside of the control of districts including measures related to teacher characteristics, fiscal capacity, cost of living, community amenities and working conditions. An index measuring how much more or less than the state average it costs to hire and retain similarly qualified staff in each district is then derived using the estimates corresponding to those model factors deemed outside of district control.

### Cost Function Approach (Outcome-Oriented Approach)

The cost function approach attempts to answer a different research question than the input-oriented approach. Here the purpose was not to cost out a collection of inputs that meet statutory requirements, but rather to estimate what it would cost districts to meet performance outcomes

[27] It is assumed the five-year average was based on inflation-adjusted (real rather than nominal) per-pupil spending.

specified by the State Board of Education. To do this, a cost function approach was employed in which statistical (regression) analysis was conducted to estimate the relationship between district per-pupil spending and an outcome (defined as the district average proficiency rate on six grade-specific math/reading and graduation rate) holding constant a host of educational cost factors including: student needs (percent FRL, bilingual headcount), district enrollment (defined across eight categories), teacher salary level, and indirect proxies for efficiency (district property wealth and income per pupil, ratio of state/federal aid to income, local tax share, percent of college-educated adults, percent of population 65 and over, and incidence of owner-occupied housing). The outcome used in the cost function was a composite defined as the average of district-level proficiency rates on the six criterion-referenced tests in math and reading used for accountability purposes (see Table 2 for the different grade/subject combinations) and the graduation rate defined on a cohort basis (i.e., percent of newly entering 9th graders that graduate four years later). The estimated cost function was then used to derive a base per-pupil cost and weights corresponding to the student needs and enrollment cost factors.

## *Key Results and Discussion*

### Key Results

Some key results from the input-oriented approach are displayed in Table 7. The first three columns of the table show the estimated per-pupil costs across the eight district prototypes for each of the three class size scenarios. The authors find that the per-pupil spending estimated from the prototypes most of the time were lower than actual funding. For example, for prototypes associated with 200 through 1,100 student districts the amount by which current funding per pupil exceeded the estimated per-pupil spending ranged from $132 (for district size prototype 1,200 and scenario equal to a class size of 25) to $1,248 (for district size prototype 400 and scenario equal to a class size of 25). Only in the smallest and largest district prototypes was current funding shown to be less than what the input-oriented approach estimated. For example, for district size prototype 2,000 and scenario equal to a class size of 20 the amount by which the estimated per-pupil spending exceeded current funding per pupil was $595.

The special education analysis generated estimated an additional spending per special education pupil FTE equal to $14,232, which was $3,496 more than was currently being funded ($10,736). The estimated additional cost for vocational education was $1,375 in 2005-06 dollars or 32.3 percent of the base per-pupil funding for that year (equal to a weight of 0.32). This is less than what the current funding formula provided for each vocational pupil FTE ($2,129, equal to a weight of 0.50).

The transportation analysis found that the current formula at the time (2005-06) was overfunding transportation. While the original system was supposed to fund transportation for students under the premise that those living over 2.5 miles from their school are twice as costly as those living within a 2.5-mile radius of their school. The authors showed that the existing formula was not funding districts in a manner that was consistent with this premise; a disproportionate amount of funding was being allocated for the transportation of students living more than 2.5 miles from their schools. As a result, the formula was providing $13.9 million more in funding ($80.8 million) than the LPA analysis estimated it should have ($66.9 million).

**Table 7 – Main Results from LPA Input-Oriented Approach: Estimated Per-Student Expenditures for Regular Education Using the Input-Oriented Approach (a), Compared with Current Funding Formula (b) 2005-06 School Year and Differences**

| *Prototype District Size* | *Estimated Per-Student Expenditures* | | | | *Difference Between Current Funding Formula and Input-Oriented Approach (Relative Difference in Parentheses)* | | |
|---|---|---|---|---|---|---|---|
| | *Model Class Size 20[a]* | *Model Class Size 25[a]* | *Model Class Size 18/23[a]* | *Current Funding Formula[b]* | *Model Class Size 20* | *Model Class Size 25* | *Model Class Size 18/23* |
| ***100*** | $9,286 | $9,286 | $9,286 | $8,575 | -$711 (-7.7%) | -$711 (-7.7%) | -$711 (-7.7%) |
| ***200*** | $7,098 | $7,098 | $7,098 | $7,447 | $349 (4.9%) | $349 (4.9%) | $349 (4.9%) |
| ***300*** | $5,834 | $5,352 | $5,634 | $6,318 | $484 (8.3%) | $966 (18.0%) | $684 (12.1%) |
| ***400*** | $5,464 | $4,926 | $5,251 | $6,174 | $710 (13.0%) | $1,248 (25.3%) | $923 (17.6%) |
| ***600*** | $5,399 | $4,840 | $5,182 | $5,884 | $485 (9.0%) | $1,044 (21.6%) | $702 (13.5%) |
| ***1,100*** | $5,029 | $4,466 | $4,838 | $5,161 | $132 (2.6%) | $695 (15.6%) | $323 (6.7%) |
| ***2,000*** | $4,943 | $4,375 | $4,748 | $4,348 | -$595 (-12.0%) | -$27 (-0.6%) | -$400 (-8.4%) |
| ***15,000*** | $5,062 | $4,497 | $4,886 | $4,348 | -$714 (-14.1%) | -$149 (-3.3%) | -$538 (-11.0%) |

*Notes: Table derived from LPA Appendix 11.*
*(a) 2004-05 input-oriented approach estimated per-student expenditures inflated to 2005-06 school year.*
*(b) 2005-06 school year Base State Aid Per Pupil, plus low enrollment and correlation weighting.*

The regional cost analysis conducted by the authors generated a salary index that ranged from 95.7 to 109.6. That is, the cost of hiring and retaining teachers was 9.6 percent more than the Statewide average in the highest cost district and 4.3 percent less in the lowest cost district. In addition, the authors calculated a regional cost index that effectively only applies half of the salary index adjustment to each district. The authors claim this is logical because teacher compensation (salaries and benefits) make up only 50 percent of a school district's operating costs.

The cost function approach generated an estimated regression that estimated an equation capturing the relationships between per-pupil cost and a host of variables described including a composite outcome, student needs, enrollment, measures of district efficiency, and year indicators. The equation was then used to predict district-level spending capable of producing a suitable education defined as the State performance outcome standards in 2003-04, 2004-05 and 2005-06 (which had the same standards) and 2006-07 at a minimum cost. These results were used to calculate cost indices and weights for poverty, bilingual and enrollment. The cost function at-risk (FRL) and enrollment weights varied significantly across districts; the at-risk weights ranged from 0.65 to 1.15 with a median of 0.70 and the enrollment weights ranged from 0.00 to 0.77 with a median of 0.14. While the at-risk weights were higher than the 0.19 weight used in the State funding system, the enrollment weights were lower than those contained in the funding system. In contrast, there was virtually no variation in the bilingual weights, which held steady at 0.14 across all districts. The authors claim that it is likely the costs associated with at-risk students may be covering the additional costs of EL, given how close relationship (the degree of overlap) between these two student populations.

The estimated costs to reach the performance outcome standards generated by the outcomes-oriented cost function approach were higher for the four years that were costed out. Compared to the funding provided by the existing funding formula ($2.159 billion or $4,856 per pupil) it was estimated to cost $115 million more (equal to $258 per pupil) in 2003-04, $315 million (equal $709 per pupil) more in 2004-05/2005-06, and $513 million more (equal to $1,153 per pupil) in 2006-07. The corresponding relative increases for these years are 5.3, 14.6 and 23.8 percent, respectively.

The study drew upon both the input- oriented and outcome- oriented approaches taken to develop a range of estimated costs associated with providing a suitable education. Table 8 presents three estimates that drew upon the base per-pupil cost and enrollment weights estimated using the input-oriented approach and a fourth that used an adjusted base that excludes the portion covered by Federal funding and enrollment weights from the outcome-oriented approach. The remaining weights and funding adjustments applied to all four estimates were taken from the outcome-oriented approach (for the at-risk, at-risk/pupil density and bilingual weights) and the additional analyses of special and vocational education (input-oriented approach), transportation, and regional labor costs. While there were four different estimated cost figures, the general result is that all proved to be higher than what was being provided by the current funding system. Specifically, the authors found that the additional funding necessary using the base per-pupil funding and enrollment weights generated by the input-oriented approach ranged from $316 to $623 million or from 11.5 to 22.7 percent, depending on class size scenario. The additional funding necessary to provide a suitable education using the base and enrollment weights from the outcome-approach was $399.3 million or 14.5 percent. Note, the outcome-oriented approach additional cost is about at the midpoint between the input-oriented approach figures for the 25-student and average 18/23-student scenarios.

**Table 8 – LPA Cost Study Results Compared to State Funding Formula (Figure 1-1 from LPA Study)**

**Figure 1-1**
**Comparing Cost Study Results to the Current State Funding Formula**
**2005-06 and 2006-07**

| | Current Funding Formula | Input-Based Approach (Using 3 Class-Size Models) | | | Outcomes-Based Approach |
|---|---|---|---|---|---|
| | | Average 25 students/class | Average 18/23 students/class | Average 20 students/class | |
| **Base-level costs per FTE student** | 05-06 = $4,257<br>06-07 = $4,257 | 05-06 = $4,375<br>06-07 = $4,519 | 05-06 = $4,748<br>06-07 = $4,904 | 05-06 = $4,843<br>06-07 = $5,105 | 05-06 = $4,167<br>06-07 = $4,659 |
| **Low-enrollment weight** (to 3 decimals) | range:<br>1.014–0.021 | range:<br>1.122–0.000 | range:<br>0.958–0.000 | range:<br>0.678–0.000 | range:<br>0.773–0.008 |
| **Correlation (high-enrollment) weight** (to 3 decimals) | 0.021 for districts ≥ 1,662 | range:<br>0.000–0.028 for districts ≥2,000 | range:<br>0.000–0.029 for districts ≥2,000 | range:<br>0.000–0.024 for districts ≥2,000 | 0.008 for districts >1,700 |
| **At-Risk (poverty) weight** (per free-lunch student) | 0.193 | 0.484 | | | |
| **Additional Urban-Poverty weight** (per free-lunch student) | — | 0.726 | | | |
| **Bilingual weight** (two different bases) | 0.395 per FTE bilingual student | 0.100 per headcount bilingual student | | | |
| **Additional cost per FTE Special Education student** | 05-06 = $10,736<br>06-07 = $12,185 | 05-06 = $14,232<br>06-07 = $15,159 | | | |
| **Additional cost per FTE Vocational Education student** | 05-06 = $2,129<br>06-07 = $2,129 | 05-06 = $1,375<br>06-07 = $1,420 | | | |
| **Additional cost per student transported >2.5 miles** | 05-06 = $594<br>06-07 = $613 | 05-06 = $491<br>06-07 = $507 | | | |
| **Regional cost adjustment** (applied to teacher salaries) | — | range:<br>-2% to +5% of costs | | | |
| | | | | | |
| Given above cost estimates, additional amount needed to provide "foundation-level" funding compared with current funding levels *(in millions)* | — | 06-07 = $316.2 | 06-07 = $519.5 | 06-07 = $623.1 | 06-07 = $ 399.3 |
| "Hold-harmless" provision so no district would receive less than under the current funding formula *(in millions)* | — | 06-07 = $35.1 | 06-07 = $ 7.0 | 06-07 = $ 0.7 | 06-07 = $9.4 |

Source: LPA analysis of school district and Department of Education data.

## Discussion

My general impression of the LPA study is that it is an impressive piece of work that represents an immense undertaking. Furthermore, the methodology and application seemed to be carefully thought out and implemented very well. Finally, the large volume of work was documented extensively by the authors and laid out in a fairly organized manner. In what follows, I provide discussion on various points of the study methodology and implementation, illustrating potential limitations in the work.

### *Expenditure Versus Cost Analysis (Input-Oriented Approach)*

My main concern with the LPA study is with the sizeable effort devoted to using an input-oriented approach to conduct what I would refer to as *expenditure* rather than *cost* analysis. As stated in the cost function analysis writeup:

> "The term cost in economics refers to the minimum spending required to produce a given level of output." (Page C-4, Appendix 17)

While there are certainly costs involved in the purchase of personnel and non-personnel resources, these purchases are not the penultimate outcome of interest in terms of what a public education system is expected to produce. Rather educational cost studies attempt to better understand the system by which educational outcomes are produced, which necessarily involves relating inputs to student outcomes. Influenced by economists performing research in this area, any reference to costs should be accompanied by some measure of outcome that has been produced (in the current context, a suitable education for K-12 students in the Kansas public school system). In my description of the input-oriented approach above, I have tried to refrain from referring to this as an investigation of "cost", but rather as an analysis of "spending".

Additionally, it must be mentioned that the input-oriented approach is not purely input based. Specifically, it makes use of base per-pupil figures and enrollment weights that are borne out of the input approach, but then adds student need weights from the outcome-oriented approach, which is rather strange. This is mixing results from the outcome-oriented approach, intended to get at the cost of providing a suitable K-12 public education to all students with those of the input-oriented approach intended to get at the spending necessary to provide levels of programming and service that might be regarded as minimally required by law or regulation. However, further additions to the educational cost estimates based on existing expenditures on programs and services such as transportation is more commonplace in adequacy studies (or these are simply not considered in the cost estimates).

Please note that there is nothing inherently wrong with analyzing how much is being spent on programs and services that are required by statute and regulation. However, doing so answers a very different research question than the one that is at the heart of educational adequacy studies. One would expect that state statute and regulation more often than not dictate minima with respect to the quantity, types and quality of programs and services that must be provided in public schools. Indeed, the results above in Table 7 showing the estimated costs of providing regular education defined by only those required programs and services seems to be in line with this contention. Here, the suggested base per-pupil costs for all three school size scenarios stemming from the input-oriented spending analysis are generally less than what the current formula provides (except for the largest and smallest district prototypes). However, it must also be realized that spending at these lower levels might be associated with lower educational outcomes, which the input-oriented spending analysis does not take into account. The

bottom line is that the base per-pupil and enrollment weight figures generated by the input-oriented spending analysis do not legitimately represent the cost of providing a suitable education as defined by the student outcomes that should be produced.

*Methodology to Produce "Efficient" Prototypes in Expenditure Analysis (Input-Oriented Approach)*

Another closely related concern I have with the input-oriented spending analysis is the attempt to provide more "efficiency" in the input-oriented approach. For non-teacher staff other than principals, library specialists and counselors the approach bases spending for the prototype districts on the 33rd percentile of the distributions of staff per FTE in the district comparison groups. Similarly, for both staff and non-personnel spending on maintenance and operations, as well as other non-personnel resources the approach bases spending for the prototype districts on the 33rd percentile of the distribution of per-pupil spending in the district comparison groups. This was done to ensure that the spending identified is that of a district operating at an above-average level of "efficiency".[28]

It is assumed that the choice of pegging resource utilization to the 33rd percentile in the input-oriented approach was adopted from the application of the same tertile cutoff to the efficiency proxy variables for calculating weights in the outcome-oriented approach (i.e., the (in)efficiency proxy variables were set to relatively (low) high levels when predicting weights). However, I would argue that this practice does not logically translate over to the input-oriented setting and is an incorrect use of the term. Efficiency, by definition, is determined by level of output produced using a given amount of resources or alternatively by the amount of resources used to produce a given level of output. As an example, in order to show that producing unit A is more efficient than B, one would have to demonstrate that A produced at least the same amount of output while using fewer resources than B. Alternatively, one could also demonstrate this by showing unit A produced more output than B while using at most the same level resources. The input-oriented spending analysis did not take into account the level of student outcome being produced by each district so that those districts using the 33rd percentile of a given resource cannot be referred to as operating at above-average efficiency, but only rather as operating at below-average spending, with unknown consequences as to what this would have on student outcomes.

*Application of Regional Labor Market Cost Adjustments in Expenditure Analysis (Input-Oriented Approach)*

The input-oriented approach used in the study correctly attempts to adjust for geographic variation in teacher salaries. Indeed, it seems that great effort went into developing a Hedonic wage model for the State. I found the methodological approach and implementation in line with best practice (Chambers, 1998). However, the application of the model results raises some concerns. The main result of the Hedonic wage model was the teacher salary index, a standard index centered around 100.0, representing the state average, that measures how much more or less costly it is to hire and retain a comparably qualified teacher in different districts (e.g., an index value of 110.0 indicates that teachers are 10 percent more costly than the state average). However, this is not what was applied to teacher compensation.

[28] As a small technical statistical side note, the 33rd percentile is <u>not</u> necessarily lower than the average; when a distribution be sufficiently skewed to the left (i.e., the mean is far below the median) then the 33rd percentile will be above the average.

Instead, the authors calculated what they refer to as a regional cost index, which simply reduced the absolute magnitude of the teacher index values by half as show in the following equation:

**(6) Regional Cost Index = [(Salary Index) – 100] x 0.5 +100**

The justification the authors provide for the development and application of the regional cost index is that spending on teacher compensation (salaries and benefits) tends to make up approximately 50 percent of a district's operational spending. Furthermore, this regional cost index was only applied to teacher compensation, which was based on a standardized Statewide average salary.

As far as I can tell, the compensation for other staff was not adjusted, or at least directly, for the geographic variation across the state. Indirectly, however, it could be said that there were indirect adjustments made. Specifically, for superintendents, assistant superintendents, principals, and assistant principals, instead of calculating compensation rates based on Statewide average salaries, the authors chose to use average salaries within the eight comparison district groupings. This was done because the salaries seemed to be correlated with district size. However, to the extent that district size is related to the teacher salary index, the calculation of salaries for these staff types was an indirect and likely inaccurate adjustment. Similarly, for a host of other staff types for which Statewide salary data was not available, the authors surveyed 90 districts and took averages within district groups defined by three size categories.

Given that it is widely accepted that the differential level of teacher salaries across districts is a good indicator of the general cost of all educational staff, it seems that it was a mistake not to apply the teacher wage index to <u>all</u> staff. Moreover, I assume that the only reason the regional cost index was developed was to address the costs of teaching staff and perhaps the perception that the teacher wage index could not be legitimately applied to non-teaching staff. If this assumption is correct, then the decisions described above are rather surprising given that the cost function analysis text clearly suggests that teacher salary levels are indicative of the salary levels of all district personnel, as well as non-personnel resources:

> "In addition, teacher salaries are typically highly correlated with salaries of other certified staff, so that teacher salaries serve as a proxy for salaries of all certified staff." (Page C-13, Appendix 17)

> "We find that, a one percent increase in teacher's salaries is associated with a 1.02 percent increase in per pupil expenditures. Because professional salaries typically represent 80 to 85 percent of operating spending, this result suggests that higher teacher salaries tend to be associated with higher salaries for all personnel hired by a district, as well as with higher prices for contract services." (Page C-18, Appendix 17)

In sum, in my opinion the authors should have developed Statewide average salaries for the non-teaching staff and applied the teacher salary index (not the more compressed regional cost index) to all calculated staff expenditures. The implication of not doing so was likely significant, as compensation for non-teaching personnel Nationwide made up an additional 30 to 31 percent of current operational cost in the time period used in the study (Table 9):

**Table 9 – Nationwide Total Compensation as Share of Current Operational Spending (2000-01 to 2005-06)**

| | ***2000-01*** | ***2001-02*** | ***2002-03*** | ***2003-04*** | ***2004-05*** | ***2005-06*** |
|---|---|---|---|---|---|---|
| ***Compensation as Share of Total Current Expenditures*** | 81% | 81% | 81% | 81% | 81% | 80% |
| *Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1990-91 through 2005-06.* | | | | | | |

*Adjustments to Cost Function Base Per-Pupil Cost and Weights (Outcome-Oriented Approach)*

While the outcome-oriented approach rightfully includes all operational spending in order to calculate the cost of supporting a suitable education, which included Federal funding, the authors wanted to adjust the estimated cost so that it would only represent dollars that would have to be funded by the State. In doing so, they calculated Federal funding that could be used to support base, at-risk, and bilingual education and then downwardly adjusted the estimated base-per pupil funding, at-risk and bilingual weights, respectively, to account for these Federal dollars. Specifically, they identified Federal funding that could be used for base, at-risk and bilingual education on the order of $71.5, $130.0 and $4.0 million, respectively. They then downwardly adjusted the cost-function estimated base per-pupil cost figure until the total corresponding Statewide cost decreased by the $71.5 million and then proceeded to decrease the at-risk and bilingual weights (using the lower adjusted base) until the total cost accounted was reduced by the $130.0 and $4.0 million. While the authors note that an alternative might have been to first calculate the total suitable cost for each district and then to subtract off the top Federal funding to come up with the State portion, this might pose an unacceptable risk of being perceived as the State supplanting Federal funding.

Unfortunately, there is often difficulty between fulfilling the objective of identifying the overall cost of providing a suitable education, which involves estimating a total cost that will be supported by both State and Federal dollars, and applying these revenue sources to the recommended formulaic base and weights in a manner that is not perceived as undermining the supplement-not-supplant clause in the law concerning Federal education funding.

While I appreciate the delicate situation, I am not certain that the solution developed by the authors is ideal. They essentially developed a new formula for distributing base, at-risk and bilingual dollars funding from non-Federal sources. One initial concern that I have is whether the resulting adjusted at-risk and bilingual weights preserve the relative differences between the original unadjusted weights. However, fortunately this concern can be dismissed as shown by the figures in Table 10. Columns 1 and 3 of the table show the original and adjusted weights. To understand how the relative difference between the weights may have changed after adjusting them to remove federal funding from the equation, the relative differences between the original general at-risk weight have been calculated in columns 2 and 4 (e.g., the original high at-risk, inner city weight was 1.499 larger than the original

regular at-risk weight, while the original bilingual weight was 0.198 of the original regular at-risk weight). Comparing the results in columns 2 and 4 we see that the relative differences in the weights were preserved after adjusting for federal funding.

**Table 10 – Original and Adjusted Estimated At-Risk and Bilingual Weights**

| ***Weight*** | ***1 – Original Estimated Weight*** | ***2 – Relative Difference from Regular Poverty Weight*** | ***3 – Weight Adjusted to Remove Federal Funds*** | ***4 – Relative Difference from Regular Poverty Weight*** |
|---|---|---|---|---|
| ***At-Risk*** | | | | |
| *Regular* | 0.703 | | 0.484 | |
| *High At-Risk, Inner City* | 1.054 | 1.499 | 0.726 | 1.500 |
| ***Bilingual*** | 0.139 | 0.198 | 0.100 | 0.207 |

Despite there being no issue in terms of the adjustments to the weights significantly altering their relative magnitudes, this brings to light another fundamental difficulty in implementing the funding mechanism recommended by a costing out study in the context of constraints related to federal funding sources. Specifically, while the authors have devised adjusted base per-pupil costs and weights that represent how State funding will be distributed, the costing-out study dictates that a suitable education requires that the total amount of State and Federal funding be spent (according to the base cost and weights of the original model). This implies that the Federal funding should also be spent in line with a funding mechanism that is the complement of the adjusted base and weights for distributing State funding. That is, if the authors performed the same procedure but instead adjusted downward the original base per-pupil cost, at-risk weight and bilingual weight so as to eliminate the portion of total necessary funding provided by the *State,* then the resulting second adjusted formula would dictate how Federal dollars would need to be distributed in order to provide a suitable education. Clearly, there are specific rules pertaining to how different federal funding sources must be distributed and it remains an empirical exercise to best understand how this would deviate from this complementary mechanism to appropriately distribute funding to provide educational suitability. This discussion emphasizes the need for states and the Federal government to work closely in order to broker more flexibility in how federal dollars can be used in the context of state school funding reform where state funding is slated to increase and become more equitably distributed.

*Definition of Outcome in Cost Function Model (Outcome-Oriented Approach)*

As mentioned in the brief overview of costing-out methodologies, a drawback of the CF approach is its reliance on an outcome measure that is usually defined by one or a collection of test scores/proficiency rates that are averaged into a single composite.[29] Indeed, the LPA outcome-oriented approach makes use of such a composite measure; namely, the district average proficiency rate on six grade specific criterion-referenced math/reading tests and a cohort-based graduation rate. Although this outcome may seem similar in part to that used in the input-oriented study conducted by A&M there is a significant difference. The outcome in the A&M study set proficiency thresholds on the same six tests

[29] This is in contrast to the PJ approach where the educational objective can be more broadly defined. Note that the EB approach is also limited, but in a different manner; outcomes in EB studies are constrained by those that have been analyzed in the research literature.

included in the average composite measure used in the LPA study, all of which would be necessarily be met within five years (by the 2006-07 school year). This is contrast to the composite measure used in the LPA study, which only required that proficiency rates would be achieved on average. In this sense, with respect to proficiency rates on the math and reading tests the A&M study was technically more stringent than the LPA study.[30] This is because the average used in the LPA study allows lower proficiency rates on some tests to be offset by higher rates on other tests.

To illustrate this point, Table 11 provides several different hypothetical scenarios where combinations of proficiency rates on the six tests are averaged. Let us consider a target *average* proficiency rate threshold of 75 percent and a secondary target where *all* tests must individually meet the 75 percent proficiency rate.[31] The final two rows of the table show that the first scenario meets both targets (i.e., the average proficiency rate across the six tests is 75 percent and none of individual tests exhibit a proficiency rate that falls below the 75 percent threshold. In contrast, under Scenario 2 the average is still met even though one of the six tests (5th grade reading) falls below the proficiency threshold. The remaining scenarios show further combinations where the average threshold is met with increasing numbers of individual tests that do not meet the threshold.

**Table 11 - Averages of Hypothetical Combinations of Proficiency Rates**

| ***Subject*** | ***Grade*** | ***Scenario 1*** | ***Scenario 2*** | ***Scenario 3*** | ***Scenario 4*** | ***Scenario 5*** | ***Scenario 6*** |
|---|---|---|---|---|---|---|---|
| ***Reading*** | ***5*** | 75% | 0% | 0% | 10% | 50% | 70% |
| | ***8*** | 75% | 90% | 70% | 70% | 60% | 70% |
| | ***11*** | 75% | 90% | 80% | 70% | 70% | 70% |
| ***Math*** | ***4*** | 75% | 90% | 100% | 100% | 70% | 70% |
| | ***7*** | 75% | 90% | 100% | 100% | 100% | 70% |
| | ***10*** | 75% | 90% | 100% | 100% | 100% | 100% |
| ***Average Proficiency Rate*** | | 75% | 75% | 75% | 75% | 75% | 75% |
| ***Number of Tests Below Proficiency Rate Threshold*** | | 0 | 1 | 2 | 3 | 4 | 5 |

This demonstration does not imply that the scenarios in which the average proficiency threshold is met while proficiency rates on one or more individual tests fall below the threshold did or did not exist across the State's districts during the study period. In fact, if there was a strong positive relationship (correlation) in proficiency rates between tests (and the graduation rate) it is less likely that this posed a problem. Nor is the comment here meant to shed a negative light on the work performed by the cost function researchers. Rather, it is meant to demonstrate a common limitation of the cost function approach and how using an average composite outcome is less stringent than requiring all components of the composite outcome to be met.

[30] The focus on proficiency rates in this statement is important; note that the A&M study did not include graduation rate in the set of outcomes defining educational suitability.

[31] While the simple example here uses a constant 75 percent proficiency rate threshold across all tests, it generalizes to the case where there are different thresholds for each test.

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**No. 15-113267-S**

**IN THE SUPREME COURT OF THE STATE OF KANSAS**

**Luke Gannon, *et al.*,**

Plaintiffs-Appellees,

v.

**State of Kansas**, ***et al.***,

Defendants-Appellants.

Appeal from Appointed Panel
Presiding in the District Court of Shawnee County, Kansas

Honorable Franklin R. Theis
Honorable Robert J. Fleming
Honorable Jack L. Burr

District Court Case No. 2010-CV-1569

# APPENDIX

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Oral Argument: One Hour

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**In The Matter Of:**

*State of Kansas*

*Senate Select Committee on Education Finance*

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*Dr. Jesse Levin*

*March 7, 2018*

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# T R A N S C R I P T

# O F

# S E N A T E  S E L E C T  C O M M I T T E E

of the House K-12 Education Budget Committee

and

Senate Select Committee on Education Finance

Chair Molly Baumgardner, Presiding

Held on the

7th day of March, 2018

Commencing at

1:30 p.m.

Kansas Statehouse

Room 144-S

Southwest 8th & Van Buren Streets

Topeka, Kansas

COMMITTEE MEMBERS PRESENT

Chair Baumgardner
Vice-Chair Denning
Senator Bollier
Senator Estes
Senator Goddard
Senator Hensley
Senator McGinn
Senator Kerschen
Senator Pettey

Appearing telephonically before the Committee is Dr. Jesse Levin.

CHAIR BAUMGARDNER: Ladies and gentlemen, thank you for joining us today for the Senate Select Committee on Education Finance. Today we will be discussing with Jesse Levin his peer review on our LPA and Augenblick studies reports. So we do have you on the phone. Would you please say hello to the Committee?

DR. JESSE LEVIN: Hello.

CHAIR BAUMGARDNER: There we go. So, we have contact. I thought that it would be best if we start the meeting. We all have copies of your report.

We did make the report available on our website as well to the public. So anyone listening to our live streaming that hasn't seen the 48-page report with the illustrations, please go ahead and you can access that PDF online. So, Jesse, we thought we would just start by allowing you to step us through in your words your report, if you will. And I thought that we would take about 15 minutes listening to you and then we'll jump into questions for you.

DR. JESSE LEVIN: Certainly. So-- and thanks for giving me this opportunity to

present to you all. I was asked-- I was asked to do a review of the Augenblick and Myers study and as well as the study/report by LPA. I took this, really the approach that I would take in reviewing any other say article for peer review journal. So really the structure of each of these reviews is really to describe the work and the findings. And then to provide some criticisms of what I found. And some difficulties that I had with the-- with the methodology that was used.

So with that being said, you know, the Augenblick and Myers study was a relatively early implementation of what we call a professional judgment approach. And also a successful schools approach to costing out educational adequacy. For-- as you would put it through the bill there. So, the two approaches in a nutshell are-- the professional judgment approach, as the name would imply, brings together the expert educators from around the state and organizes it in panels. And each panel is charged with developing school and district prototypes that will meet that definition of adequacy, sufficiency

suitability in the case of Kansas. And when I say developing these models or programs, I really mean defining and specifying those resources they deem necessary to produce the suitable outcomes, the outcomes that define suitability or sufficiency.

In the case of the Augenblick Myers study, they also included a host of input requirements. That is specific resources that your quality-- oh, I'm sorry I think it's called QVA that you have in statute that-- that dictates what I would say minimal service and program offerings must be in public schools. So that's the one study by A&M. I-- they brought together four panels of educators. And each panel was charged with developing prototypes where they specify the necessary resources to provide a suitable education. Each one of the panels faced a different, you know, a different prototypical district which varied slightly with respect to the degree of student poverty and the incidence of bilingual students and Special Education.

So with this information being gathered, these prototypes that have been

developed by the panel, the researcher then costs them out using standardized prices for say compensation rates for staff and other unit prices for the non-personnel resources. With this data, you can then compile it and determine what, not only the aggregate cost of providing a suitable education, but also the per pupil cost. Moreover, you can derive a base per pupil cost or foundation for per pupil cost and also weight which will tell you how much additional money it will take to provide a suitable education for students that are at poverty, in poverty, bilingual Special Ed, et cetera, et cetera.

So that's a description of the A&M study.

And you know, I don't know how far you want me to go into it. I found some-- I have difficulties with some of the things that they did. But I also realized that this was a study, a fairly early study. I mean it was conducted in 2001-02. So, you know, I think that the field of educational costing out, especially with professional judgment, has made some improvements since then. So I want to

realize that.

Let me move over to the LPA study very quickly here and describe that. The LPA report really included two different approaches to deriving costs.

And one was really an input oriented approach. And that-- really, I don't see that as an adequacy study. Because in adequacy studies we try to cost out what it's going to take to deliver student outcomes and to provide all students with an equal opportunity to reach outcomes regardless of their circumstance, including their personal characteristics and also the place that they are going to school.

So the first part of the LPA study was really an input-oriented study where they costed out just inputs that were statutorily required or in regulation. And they cost out these inputs. And there's nothing wrong with doing that, but it's answering a different question. So it's, you know, in-- one of the fundamental questions of an adequacy study is how much will it cost to provide an equal opportunity for all students to achieve at some common outcome standard.

This input-oriented approach was really answering more of a question that was how much will it cost to provide those inputs that are required by law or at code. So they did this and they did it three different prototypes which basically varied the average class size. And they had one of a lower class size.

One that was a higher class size. And then one that mixed up the class sizes for lower grades and higher grades. So that was part of the study.

Then there was a cost function analysis which was performed by Professors Duncombe and Yinger. And that was sort of a study within a study. And they used a cost function approach, as I mentioned. Now this is one of the four major approaches to costing out. The other three are the professional judgment, the successful schools and the evidence-based approaches. Okay.

So the educational cost function approach is really a statistical approach where you are trying to-- you're running a statistical estimation of the relationship

between per pupil spending. That is what we call the dependent variable. And a host of cost factors on the right-hand side, which will generally include student-- incidence of student need, the scale of operations or basically how large a district is, and the price level of inputs which is usually proxied by the price level of hiring and retaining, the cost of hiring and retaining staff. In addition, as an independent variable-- all of these cost factors are independent variables, you also want to control for outcomes. And in this way once you estimate this equation, you can do predictions, you can generate predictions of how much it will cost to provide different levels of outcome assuming different incidences of student need, different scales of operation, and different levels of input costs. Right?

So this is really more of a statistical methodology. And there are pluses and minuses that are commonly, you know, that are commonly mentioned for all four approaches, not just the cost function, but for all four approaches. So they mentioned what came out of

the study though, the overall LPA study, is that they really made use of results from both sub studies. So-- and they sort of mixed and matched.

So from the outcome-oriented or cost function approach study, they made use of base per pupil cost. That is the cost of providing a pupil with a suitable education if that-- if that student is attending an optimally sized district and has additional needs. Right? And then they also used the weights that came out of the cost function studies. So that would be the additional amount above the base per pupil amount that you would have to fund a student with that at risk, that is in poverty or bilingual. And then they brought in their input-oriented estimates to take into account the cost of other factors such as location, education and transportation, et cetera, et cetera.

So that was one sort of hybrid estimation that they had. And they also compared that to the three strictly input-based approaches that they-- or the prototypes from the input-based approach. That is the ones

that were purely spending estimates based on what is required in statute and regulation.

So that's my overview of the studies themselves. I mean, I'm happy to answer any questions about the concerns that I had for the study.

CHAIR BAUMGARDNER: Okay. Committee, let's start with some questions. Senator Denning.

DR. JESSE LEVIN: I'm hoping you can hear me.

CHAIR BAUMGARDNER: We can hear you.

VICE CHAIR DENNING: Thank you, Madam Chair. Mr. Levins, can you hear me?

DR. JESSE LEVIN: Are you all on mute there? Because I cannot hear you.

VICE CHAIR DENNING: Is this any better?

DR. JESSE LEVIN: I really can't hear anything.

VICE CHAIR DENNING: Mr. Levins, is that clear?

DR. JESSE LEVIN: I can barely-- I can't make out what you are saying. It is almost inaudible.

VICE CHAIR DENNING: Bear with us for just a moment. Is that the microphone (indicating)? Okay. So how's that?

MS. ROBINSON: That would be a no.

CHAIR BAUMGARDNER: At this time the technical difficulty sign gets put up. Are we calling him up again?

(THEREUPON, a recess was taken to work on the phone connection.)

CHAIR BAUMGARDNER: Hello again. Can you hear us?

DR. JESSE LEVIN: I can hear you.

CHAIR BAUMGARDNER: Great. Senator Denning has a question for you.

VICE CHAIR DENNING: Mr. Levins, can you hear me any better this time?

DR. JESSE LEVIN: Yes, thank you.

VICE CHAIR DENNING: I'll try to talk a bit louder. I wanted to discuss the Augenblick study with you. From reading your peer review and then hearing you earlier today, since the study was done in 2002, is it my understanding that a lot of the professional judgment fundamentals have changed significantly in a professional judgment study,

in the year 2018 compared to 2002?

DR. JESSE LEVIN: Well I think the-- forgive me for talking like an economist. But I think the technology of which we do these studies, or the sophistication of these studies has come a fair ways. I kind of highlighted a couple of the things that I think that I would have done differently or more. For instance, they employed four different panels. And three of the panels did one of the modeling prototype exercises and the third panel did two of them. Generally we like to have multiple panels doing each of the exercises. So we don't have just one data point.

So that the exercises, the resource specifications aren't dictated by just one panel. You can at least take an average over multiple panels that address the same exercise. So that's one instance that I, you know, I think that they could have done a better job.

Another thing that I pointed out in my review was they really made no attempts to try to validate their findings. And it's inherently difficult with the input-oriented approaches to validate the findings. Because

the way to truly validate them would be to implement the solutions or the resource specifications. And then to see what outcomes came out of those.

However in previous research that I've done, subsequent to 2002, okay, there are ways that you could, you can do at least a weaker validity test of the outcomes. So I included an example there where-- I did this for adequacy studies we performed in New York and in New Mexico. Where you have the projections of what it's going to cost to provide a suitable or adequate education. And you also know how much these districts are actually spending. So it's straightforward to calculate the shortfall, right? In other words, how much they're spending below what is projected and necessary to provide a suitable education. You can then take those gaps, if you will, and you can see if there are patterns in those gaps, if they have a relationship to student outcomes. So you would hope that if you've done your job right that the adequacy gaps that you identify are negatively related to outcomes. That is the larger the distance between what's

projected as adequate and what you're actually spending, the lower your student outcomes will be on average. And it's a weaker form of validity to really say, okay, if we want to put any stock in these findings we want to make sure that where we're projected to increase funding is where student outcomes are suffering the most. Does that help?

VICE CHAIR DENNING: Yes. And then, you know, when I was reading your conclusions it appeared that the A&M study was probably fundamentally flawed when it was first done. But certainly now that we have a lot more modern approaches that it's time to probably quit relying on that study just in general for adequacy?

DR. JESSE LEVIN: Yes. So I mean, let me just put forth what I see as one of the main, the main concerns that I have. And that is they have four different prototypes. And if you want to try to understand how the cost of providing a suitable education might vary with respect to student needs, or scale, then you want to the have exercises that also vary with respect to student need. Right? So if you can

imagine, if we have a long time and lots of panels we can line up 20 different exercises where each exercise was a given school in a district that had a specific level of poverty, specific level of bilingual students, specific size. And all of these would vary, but be representative of the different ranges that occur across your state.

Now, you know, the A&M study really had very little variation in the student needs across the exercises. If memory serves, I mean, what they did-- let me just back up. What they did was they took-- they split up districts according to size categories; four different size categories, very small, small, moderate and large. And with each of those they calculated the average district poverty, average district bilingual, and then they defined their school level exercises using those student needs demographics. And what really happened is that the poverty level really doesn't vary at the district on average across their four categories. Okay? So I think that for-- again, if memory serves I'm not looking at the report right now, but I

think the at-risk incidence for their four categories was 35 percent, 35 percent, 29 percent and 36 percent. So that's not a lot of variation. The only-- and that was for very small, small, moderate and large. So really, you know, virtually the only variations that they had there was for the moderately-sized district which we know are going to tend to be the suburban, more affluent districts.

That was probably the major concern I had that they, the exercises they set up did not provide a proper variation in the student needs. Therefore, it's hard to truly estimate weight based on that in my opinion. So and then the way that we've done it in other professional judgment studies have been quite different where we actually dug down to the school level ranges of these different student needs and also sizes. You know, there are some size variations in schools as well. So-- which they track. So, you know, I think that their study, because they really based all of their demographics for the prototypes on, on district level. And they had four different district levels that were sorted by high to low, low

enrollment. Their study did a much better job of trying to estimate the scale effect on suitable cost. That is that, you know, we-- they see that the per pupil cost of providing a suitable education in the smaller district is higher than a lower district. And I think their study did a much better job of that.

VICE CHAIR DENNING: Yeah, thank you for that. Then I'd like to move on to the LPA study.

DR. JESSE LEVIN: Sure.

VICE CHAIR DENNING: When I read through it, it looked like you praised LPA for really supplying a lot of documentation and to building their model and assumptions. But I think you noted a shortfall and I think you mentioned it earlier. It appears that the first part of the LPA study was more of an evidence-based input model. And they may have taken some of the cost function into their assumptions therefore making the adequacy measure not all that meaningful. Did I understand that correctly?

DR. JESSE LEVIN: Yes. Yes. I mean I wouldn't consider it-- the first three

prototypes that they presented, which were purely based on input, an input-oriented approach so to speak, aren't costing out outcomes. They're costing out a set of inputs. So I wouldn't even go as far to say it's an evidence-based approach. Because the evidence-based approach will go to the research literature that has rigorously estimated the impact of different interventions. And then it will take the resources associated with those interventions and cost those out. And sort of project, say what would it take to, you know, to do this, to apply this host of inputs that are associated with all of these interventions we found in the literature. And if we try to project that to every district what would it cost.

So at least that has some sort of connection to outcomes. But what LPA did in that evidence-based approach had nothing to do with outcomes at all.

Outcomes weren't taken into account. To tell you the truth, neither were student needs for that matter.

VICE CHAIR DENNING: All right. And,

Madam Chair, may I ask one more section?

CHAIR BAUMGARDNER: You may.

VICE CHAIR DENNING: Mr. Levins, I was going to move on to the Duncombe study which is in the appendix section of the LPA study--

DR. JESSE LEVINS: Sure.

VICE CHAIR DENNING: -- which we know, we refer to that as the cost function study. Two things. One, the cost function is more of an outcomes-based study. And in Kansas we have something called a Local Option Budget where districts can raise, back in this time, probably around 30 percent of their budget they could raise locally with additional property tax. We call it the Local Option Budget.

DR. JESSE LEVINS: Yes.

VICE CHAIR DENNING: So basically they raised, for this example, they raised 30 percent of their budget locally. In a cost function study that Duncombe produced, would he have had to account for the Local Option Budget being part of the cost function output?

DR. JESSE LEVIN: Well so my assumption is that the spending estimates that

he used did get included in the LOB. That's my assumption, is that the spending estimates-- he did not pull out the LOB from that. And I would argue rightfully so. I mean, my understanding is that, you know, back when Augenblick and Myers did their study, the LOB-- well the purpose of the LOB was more motivated by providing districts a local option to provide supplementary services, correct? But as times have become fiscally a bit tougher, most districts are using it literally for their general operations. That's my understanding of it. So I would assume that indeed the LOB would be included in the Duncombe and Yinger's spending estimates, yes.

VICE CHAIR DENNING: So therefore, if we're looking at adequacy and funding levels we really should take into account local option budget in a cost function approach?

DR. JESSE LEVIN: I believe so. Especially if that's what's being used to-- you know, if those monies are being used to generate the outcomes, then absolutely, in my opinion.

VICE CHAIR DENNING: Then finally, in

a cost function approach, if the standards change significantly from what the original assumptions were based on--

DR. JESSE LEVIN: Uh-huh.

VICE CHAIR DENNING: -- would the study be of really any value without going back in and adjusting those assumptions for new standards?

DR. JESSE LEVIN: You know, it's a tough one. Technically speaking you would want to rerun the cost function to, you know, to account for the newer standards. However, I mean, regardless of whether-- when you think standards, there can be the same metrics or different metrics. Right? So if we're talking the same metrics and we're just talking about, you know, increasing the bar, then no, you would not necessarily have to rerun the studies. If you're talking about a completely different metric, then, you know, you probably want to rerun, you know, replicate the study using those numbers. I mean I realize it's also, it's also been a while. So I believe this was a 2006 study. So it's been a while. And just as a general rule of thumb in this

costing out, work we always suggest that, that these, whatever approach that you're using, that you try to rerun your analyses every five to ten years. Because the technology with which education is produced has changed, the prices of different inputs may have changed, policies have likely changed. So as a rule of thumb it's always good to try to update these models every five to ten years. If-- you know, if you're talking about a huge change, such as changing your test from, you know, the old standards to say common core, then that would be another reason why you might want to do that because of differences. Now what's most interesting though, is if you replicate it how close are the results of the old model to the new model. And of course, that's of great interest. And, you know, hopefully while the base per pupil funding might change, one might hope that the weight you calculated are in the same ball bark, definitely in the same range. That is, you know, again, I'm going to-- I'll stop right there. But I think that, you know, if the metrics have changed dramatically, then you probably want to rerun those.

And I don't think that means the old findings are worthless at all. I just, you know, different metrics, you're going to come up with somewhat different results. The question is how much will the new results be compared to the old.

VICE CHAIR DENNING: Thank you very much.

DR. JESSE LEVINS: You're welcome.

CHAIR BAUMGARDNER: Senator Bollier.

SENATOR BOLLIER: Thank you, Madam Chair.

Am I audible to you?

DR. JESSE LEVIN: Yes. I can hear you. Thank you.

SENATOR BOLLIER: Thank you so much for all of this work. My first question has to do, you have referred in your study on page-- what page is it? Nine. You review calculations of cost of a suitable education. And I wanted to talk about your use of the word suitable and our charge by the Supreme Court to make suitable provision for the education of, versus providing a suitable education. So when you use this word suitable are you talking

about us meeting Roe standards or help me with word choice here.

DR. JESSE LEVIN: Certainly. Thanks for the question. Let me just say it's not my definition of suitable that I'm referring to here. What I'm referring to is the definition of suitable that each of the studies defined. So I used suitable because I thought it was more-- it was local terminology.

In any case, both of these studies are taking really suitable to mean, really the level of educational service and program offerings that will-- well, in the Augenblick and Myers study, that will meet the outcome standards which are really from the No Child Left Behind era. So-- so on page nine, Table 2, I've got really the proficiency rates on six different tests. In addition to that, in their suitability definition they have a host of the QPA program and service offerings that must appear in schools. So it's really from a-- suitable is really what are-- what is the-- suitable education is defined by what I would call in my study a goal statement. That is what are the outcomes that we can reasonably

expect students to achieve if provided a sufficient level of funding or program concern for services. Is that helpful?

SENATOR BOLLIER: Yes. And can I clarify?

I think I hear you saying at least for Augenblick and Myers, they were looking at using QPA or No Child Left Behind. So a No Child Left Behind which was supposed to get us at 100 percent. That amount of money versus-- we've changed-- we're not following that anymore. So it might not necessarily-- our goal isn't necessarily to be-- I mean it would be our goal, but we may not ever be able to reach 100 percent. Is that--

DR. JESSE LEVIN: I'm sorry for interrupting. But that's true. I mean, so the initial goals that they have there-- again it's a 2002 study.

So I think these targets the idea was that-- that the panels have to define models which would reach these targets in a matter of five years. So these were the targets five years out from 2002. And then if you keep following that trend, then I think by 2014

supposedly you would hit the 100 percent proficiency mark.

SENATOR BOLLIER: Great. Thank you. The second question has, goes back to one of Senator Denning's first questions or tied into that. When I look at what you've given us, there's a lot of reference to the size of the school districts, the size. And I would be interested to know, are you implying to us or essentially recommending that we need to evaluate the size of our districts relative to the cost, and specifically schools that are large, or I should say small by choice versus small by geography?

DR. JESSE LEVIN: Yeah. That is a great, a great point. If you remember I referred to the second of three contractors in economies of scale. And so in economics production theory we recognize that the per unit cost of producing something tends to drop as the scale of production goes up. So in this context the per pupil cost of providing a-- a-- an adequate education-- I'll use adequate. It's a little more neutral, I think. An adequate education is higher in smaller

settings.
Now you just brought up an excellent, excellent point which is small by choice versus small by necessity. In districts that are small by choice or schools for that matter that are small by choice, that is not operating at an efficient scale, you know, you don't necessarily want-- in my opinion, you don't necessarily want to fund that because it's going to cost more. Now this is in contrast to being small by necessity. And several rural districts have schools and they are small by necessity.
I mean, you have a collection of-- you have a number of students, maybe it's 150, that are in your district.
And you are required to serve them. And you haven't created a small school or school district setting on your own. You've been dealt that hand. You were given a hand that was dealt you. Is that helpful?
SENATOR BOLLIER: That's very helpful. And I appreciate your attempt to show that through all of these different weightings as well bilingual, et cetera, I find it

helpful. So that's all. Thank you.

DR. JESSE LEVIN: You're welcome.

CHAIR BAUMGARDNER: Other Committee members, questions? Senator Pettey.

SENATOR PETTEY: Thank you, Madam Chair. I hope I understand this well enough to ask the question. Thank you for the report. I was looking on page 17 of the report. And I notice your-- in the last paragraph when you talk about the per pupil cost and LOB.

DR. JESSE LEVIN: Uh-huh.

SENATOR PETTEY: And that-- it makes a little sense, about using these two that they were-- they are used for entirely different purposes. Could you expand on that?

DR. JESSE LEVIN: Sure. So, you know, I'm sorry that in my introduction I didn't talk about the successful schools model that Augenblick and Myers implemented. It's really not an approach that is really seen as credible. What I mean to say, the special schools approach is really, really no more than sort of rank ordering schools or districts by their student outcomes. And then, you know, amongst those with the highest outcomes let's

try to find the lowest spenders in there. And so really it's-- the way that myself and some of my co-authors have described it, it's really like a cost function without controlling for any of the cost factors. Okay? So we really don't like it as credible-- as a credible method at all. And you can imagine, you know, if you sort of cherry pick the best performers and then take the lowest spenders and the best performers as is often done, you're going to come up with on average lower numbers. Because the best performers might have really lower needs. And not be facing the same challenges that the typical district would. So indeed, Augenblick and Myers calculate base per pupil funding level both from the successful schools approach and from their professional judgment approach. And the successful schools approach estimate is lower, considerably. So they-- and the professional judgment one is higher. And for a lot of reasons that are, you know, you probably expect. Because they are trying to control for things like student need and scale of operation.

So what they do is they basically

say let's use the lower, that's the lower estimate which is the successful schools base per pupil amount as our recommended base. Then from out of nowhere they kind of want to save their professional judgment estimated base per pupil funding and stick it in as, as where the threshold for the LOB should be. It just seems very, very strange because back then the LOB was really meant to serve as supplemental, not part of the general, sort of the general regular education offering, but sort of as a supplemental as I understand it. And it just seems very mismatched. It's almost like they wanted to preserve the PGP base cost estimate somehow and this was a convenient way to do it. And I don't know otherwise how to do explain it. But these two numbers are very different things. The professional judgment base per pupil amount is supposed to represent how much does it cost to provide an adequate education to a student with no additional needs. It's not supposed to be some sort of upper bound threshold on-- that would constrain how much local funding you should use for, to buy supplemental services. Does that help explain

where I was coming from?

SENATOR PETTEY: Yes. Thank you.

DR. JESSE LEVIN: Okay.

CHAIR BAUMGARDNER: Yes. Senator Denning.

VICE CHAIR DENNING: Thank you, Madam Chair. Mr. Levins, on the successful schools model, how does the successful school model with beating the odds approach compare to the old fashioned successful school model?

DR. JESSE LEVIN: Well, so if I can tell you how I've used the beating the odds approach. Let me explain it, describe it a little bit first. The successful schools model-- sorry. The beating the odds model is really a way that you can try to identify those schools that are performing better taking into account their student needs and their scale of operations. And in this way you can identify schools that are quote beating the odds. They are performing better than you think. You can also identify those schools that performing worse than you would think given the different student-- level of student needs they face and scale of operation.

The way that I've used the BTO approach is different. It's not to yield a direct estimate of the cost. But instead we've used the beating the odds to-- in the context of a professional judgment study. So you have professional judgment and you have these panelists. And what we do is we look at the beating the odds schools and we develop a resource profile. That is the profile of the staff used by the typical school that is beating the odds. And we provide-- and we provide that to the panelists to consider as they're deliberating.

So it's more of a hybrid approach in trying to-- I didn't include-- I didn't really want to talk up my own work in this review. But it's a hybrid approach. And that's how we used it.

In addition, you can think that if you identify those beating the odds schools, which loosely you can interpret as more efficient schools, very loosely. You can also use that to come up with additions to your list of panelists that you might want to recruit for the profession. So you might want expert practitioners that are from these beating the odds schools to serve on

the panels. Because statistically speaking, their schools have been shown to do better than you would expect given the needs they face. Is that helpful?

VICE CHAIR DENNING: Yes. Thank you very much.

DR. JESSE LEVIN: You're welcome.

CHAIR BAUMGARDNER: I actually have a few questions. And I'd like to start with the discussion, a little bit about at-risk weighting. So when we look at Exhibit 3, which is page 22, where you share "At-Risk Weighting Schedule For California Local Control Funding Formula," could you tell us a little bit more about that and--

DR. JESSE LEVIN: Sure.

CHAIR BAUMGARDNER: Is this something-- when we look at this schedule, is this something that is appropriate just for California or could that be something that---

DR. JESSE LEVIN: You know, this is just-- with all due respect I'm not even going to say this is appropriate for California.

CHAIR BAUMGARDNER: Okay.

DR. JESSE LEVIN: It's what they

decided on. And you know it was very helpful for me to dig into the numbers and create the schedule. Because I'd never seen the schedule before. But I wanted to create something that was, that we can look at. Let me explain it to you. In California, we implemented the Local Control Funding Formula about three, a little over three years ago. And the idea behind the formula was A, to provide a more equitable distribution of funding. And B, to provide more local flexibility. Okay. We have big problems here in California. So the way it's structured is that there's a base grant that every, every district gets. And it's a base per pupil amount for every-- for every student regardless of what their needs are. And then there is what we call a supplemental grant. And the supplemental grant is a weight of 0.20. In other words it's 20 percent of the base, right, of the base grant. And districts will get that 0.20 for every student that is deemed at risk. And at risk in California is either socioeconomically disadvantaged as defined by being eligible for the Federal free or reduced price lunch program, or being identified as an

English learner, or being a foster child. Okay. Now the ors that I put in there are really, really important. Because it means that we come up with-- for every district we come up with an unduplicated count. So you don't get double counted if you're at risk and say bilingual. Okay? So those ors are really at risk, bilingual, or a foster child. So for every student that is sort of, you know, at least one of those, they're going to get funded at-- the district will be funded an extra 20 percent of the base for each one of those. Now that goes up through-- once the district hits 55 percent, at risk, then we have a third funding stream that kicks in. And that's called a concentration grant. Now the concentration grant has a weight of 0.7. It is funded for each student that above that 55 percent threshold. Each student that is at risk. So you can think of it as the first 55 percent of the students in the district who are at risk are going to get an extra 0.2 weight. Where as every student past that 55 percent is going to get not only the 0.2 supplemental grant, but also the 0.7 concentration grant.

Oh, sorry, yeah.

Yeah. It's a-- is it 0.7? I'm mixed up now. I'm going back to my notes here. It is point-- yeah. So it's going to get 0.7 on top of that. Okay?

CHAIR BAUMGARDNER: Okay.

DR. JESSE LEVIN: So what I've done here is I calculated what the average weight is going to be once you go above that 55 percent threshold. And as you can see it tops out at about 0.425. That is the, you know, if you smooth out all of the additional funding of all of the students who are at risk in that district, which is going to 100 percent, then the amount above the base is going to be about 42.5 percent above the base.

So I have a hard time saying whether this is appropriate for Kansas, or even for California. Because again, this was not based on an adequacy study. This was something that policy makers came up with. So I don't want to bias you one way or another, I guess is what I'm trying to say.

CHAIR BAUMGARDNER: Okay. Senator Hensley.

SENATOR HENSLEY: Yeah, I note on the bottom of page seven, you do say that the successful schools was excluded from the table. And you have on page eight because it is not deemed as a credible method of cost analysis.

DR. JESSE LEVIN: Yeah.

SENATOR HENSLEY: Were you aware that was the model we actually used in passing the school finance bill last session?

DR. JESSE LEVIN: I was not.

SENATOR HENSLEY: Yeah, in fact, the Supreme Court agreed with you that the successful schools model was not credible in their decision on Gannon 5. So I didn't know if you were aware of that or not.

DR. JESSE LEVIN: I was not aware of that. So honestly I, you know, I came to this-- I-- and I'll just put it out there to all of you, I'm not an expert on the Kansas state finance system. Nor am I an expert on the court case that-- about it. I think-- you know, there's drawbacks. I have some homework to do. But there's always some pluses because of coming to this purely objectively. I mean, I don't-- I don't have a horse in this race.

So, you know, I wrote that based on-- based on really years of research in this area and it's just my own opinion about the successful schools approach, you know, the successful schools approach relative to the other approaches.

SENATOR HENSLEY: I appreciate your objectivity.

CHAIR BAUMGARDNER: Senator Denning.

VICE CHAIR DENNING: Thank you, Madam Chair. Just a bit of possible correction to Senator Hensley's statement. We did a successful school model with the beat the odds approach. And the Supreme Court never took that into account. But nevertheless, just to make it clear, we did not use the successful school monetary approach. We took the House position which was just plucked out of the air. So if we would have taken the Senate's position with our successful school models, it would have actually added a bit more money. But we ended up taking the House position. So the successful school model was part of the testimony that was based on beat the odds. So just clarify that.

CHAIR BAUMGARDNER: If you wouldn't mind going back to our discussion about at-risk weightings and that density. So you explained what was going on with California. But on page 23 it says, you say you calculate a weighting of 0.45. Could you explain how you came up with 0.45? And also could you address the density of at-risk students in a district and how that impacts the figure and also talk about that comparison with that overall size of a district?

DR. JESSE LEVIN: Sure. Let me try to address that. Thanks for the question. So the way that I calculated this was really quite straightforward. And that was drawing off of the results that the authors presented. I'm just going to flip through here, where they present their weights. And I'm just trying to find it here. Because hopefully, you have the Augenblick and Myers report in front of you. And I calculated a pupil weighted average across the figure. So I am looking at-- I'm right here. It's Table 4-10. Unfortunately they don't really have page numbers. It's the page-- that the last page of Chapter 4 in their

report, in the A&M report.

CHAIR BAUMGARDNER: Uh-huh.

DR. JESSE LEVIN: So what I did here was I took the base-- I took the additional cost for each one of these student needs categories and I calculated-- I divided through by the base which is how you can come up with the individual weights for each one of their district prototypes. Right?

CHAIR BAUMGARDNER: Right.

DR. JESSE LEVIN: And then once I came up with those weights I performed a pupil-weighted average across the four prototypes. Is that helpful?

CHAIR BAUMGARDNER: Okay.

DR. JESSE LEVIN: So I came up with weight that was 0.45. Now I mean, that was-- that was more of a reaction because I, you know, if I go back to what they proposed in Exhibit 2, that is page 21 of my report. The solid-- I'm not sure if you have color pages or not. But the solid disjointed schedule, that it looks like two segments, it's actually more than two segments, but there's a steep portion and then there's a somewhat flat declining

portion. Those are lines based on the data points that Augenblick and Myers got from their panel, calculated from panel exercises. What they suggested is the blue smooth line was the highest line. And then-- and then the dotted line is really the function that I found that best describes the data they collected. Okay?

So I guess my gut feeling here was I wasn't incredibly confident that, that the differences they found between the high enrollment districts and the low enrollment districts in terms of their weight was-- I didn't have a lot of confidence. And a lot of it was I really wasn't sure that-- you know, that the top function tops out at about 0.6. And the bottom function is at 0.2. And so I'm wondering, you know, I'm not sure how much stock I put into that ratio that it costs three times as much to provide the extra support for an at-risk student in an urban area than it does in a rural area.

Now, you know, I feel much more comfortable with the Duncombe and Yinger study where, they calculate this with, you know, with accent data with administrative data. And they

come up with a similar relationship. But even there, I'm not sure it is sort of a three-fold factor between the additional funding for at-risk support in the most urban pupil sense locations than in the rural locations. But is that helpful to answer your question?

CHAIR BAUMGARDNER: It is. It does. The last question is on page 31 just right there in the middle of the page you say, "It is important to be confident that any suggested funding increases deemed necessary to provide a suitable education would be targeted to districts and schools according to their needs." Could you just talk about that a little bit? Targeted to the schools according to their needs.

DR. JESSE LEVIN: Sure. I'm going back to my short discussion earlier on, about attempting to validate your work. The idea is that if we are going to estimate that there are shortfalls in order to provide an adequate education, where an adequate education is really a collection of outcomes that you would expect students to be able to achieve on average, right? Then we should be able to

demonstrate in some way, that the dollar-- where we're targeting dollars or where we conversely see, where we are identifying shortfalls are those places that tend to have lower outcomes. And that's what I'm trying to say here. It's making sure-- I mean, if we-- if we ran-- I really don't care what approach you use. But if we ran an adequacy study using any of the approaches and it showed that we needed more money in, you know, in areas that are already very close or meeting standards, and we don't need money in those areas that have lower outcomes, then I would be very suspicious of those. I would have to look at those results very, very carefully to see what was driving them. Because if your goal statement or the standards that you set really dictate, you know, what is being costed out. I mean, it really drives the whole process. Then you would expect that your formula that it calculated should direct funding to where it's most needed as defined by those places that are farthest from meeting the outcomes.

CHAIR BAUMGARDNER: I appreciate that last answer. And I'm going tell you that we

are now out of time as a Committee. I don't see any other hands up indicating they have another question for you. I certainly want to thank you for your patience with our technical difficulties today. And I appreciate your thorough-- your attempt to thoroughly answer all of the questions put before you. We will be talking to you later this month and we look forward to that.

DR. JESSE LEVIN: Yeah, I do as well. Thank you all for your questions.

CHAIR BAUMGARDNER: Thank you. Ladies and gentlemen, our Committee meeting is adjourned.

(THEREUPON, the proceedings concluded at 2:33 p.m.)

C E R T I F I C A T E  O F  R E P O R T E R

STATE OF KANSAS

I, Jane E. Piles, RPR, a Certified Shorthand Reporter, commissioned as such by the Supreme Court of the State of Kansas, and authorized to take depositions within said State pursuant to K.S.A. 60-228 and authorized to administer oaths to witnesses pursuant to K.S.A. 20-913, certify that the foregoing was reported by stenographic means, which matter was held on the date, and at the time and place set out on the title page hereof and that the foregoing constitutes a true and accurate transcript of same.

I further certify that I am not related to any of the parties, nor am I an employee of or related to any of the attorneys representing the parties, and I have no financial interest in the outcome of this matter.

Given under my hand and seal the 7th day of March, 2018.

(Signed Electronically)
Jane E. Piles, CSR, RPR, CRR, CBC
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# Estimating the Costs Associated with Reaching Student Achievement Expectations for Kansas Public Education Students

## A Cost Function Approach

**Prepared by WestEd:**

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**Prepared for The Kansas Legislature**

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# Chapter 1: Introduction

Over the past five decades, the Kansas Legislature has made efforts to address concerns of inadequacy and inequity of the state's school finance system. The Kansas Supreme Court has ruled the current finance system to be unconstitutional, prompting the Legislature to investigate options for education finance reform. This chapter provides background on the relevant legislation that has shaped the landscape of Kansas's public education finance system and sets the stage for this study.

## The 1970s: The School District Equalization Act

The current context of school finance in Kansas can be traced to the early 1970s, when the Johnson County District Court ruled in *Caldwell v. State* that the School Foundation Act of 1965 violated the Equal Protection Clause. Having identified at least three major deficiencies with the state's school finance formula, the court determined that the formula made "the educational system of the child essentially the function of, and dependent on, the wealth of the district in which the child resides."[i] The court ruled that by requiring school districts to rely heavily on local tax revenue, this financing system led to inequity.

To address this, the Kansas Legislature adopted the first iteration of the School District Equalization Act (SDEA) in 1973. However, *Mock v. State*, filed in 1990 in Shawnee County, challenged the SDEA formula. As presiding judge Terry Bullock wrote, "In addition to equality of educational opportunity, there is another constitutional requirement and that relates to the duty of the legislature to furnish enough total dollars so that the educational opportunities afforded every child are also suitable."[ii] Bullock refers to Section 6, Article 6(b) of the Kansas state constitution, an amendment added by voters in 1966, which states: "the Legislature shall make suitable provision for finance of the educational interests of the state." Bullock thus highlights the constitutional requirement not only for equity, but for adequacy, in the state's school funding levels.

## The 1990s: The School District Finance and Quality Performance Act (SDFQPA)

These two requirements, equity and adequacy, became the recurring crux of litigation challenging the constitutionality of Kansas's funding formulas. In 1992, the Legislature replaced SDEA with a new school finance formula, the School District Finance and Quality Performance Act (SDFQPA). SDFQPA aimed to ensure equal spending power for school districts, regardless of local tax capacity, and shifted more of the school funding responsibility to the state level.[iii]

The SDFQPA was challenged on constitutional grounds, but the Kansas Supreme Court upheld it as constitutional in 1994.[iv] After this decision, however, the Legislature amended SDFQPA several times, leading to a new legal challenge filed in 1999 in Shawnee County District Court.[v] The district court dismissed the lawsuit, but upon appeal, the Kansas Supreme Court determined that the plaintiffs brought valid claims. The Court noted that "the issue of suitability is not stagnant," and school finance requires monitoring and re-evaluation to determine



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whether or not it remains adequate.[vi] The district court revisited the matter and concluded that SDFQPA did not provide suitable funding, noting demographic shifts among public school students, higher admission standards at postsecondary institutions, and modifications to SDFQPA that had occurred since the 1994 decision.[vii]

In May 2004, the court issued an injunction to block expenditures to public schools, thereby closing the school system, until the defects in the funding system were corrected.[viii] The district's order was stayed pending appeal, and the Kansas Supreme Court issued its second decision in January 2005 (*Montoy II*). The Court affirmed that SDFQPA was neither equitable not adequate, particularly for "middle- and large-sized districts with a high proportion of minority and/or at-risk and special education students."[ix] Addressing adequacy, it ruled that "the financing formula was not based upon actual costs to educate children but was instead based on former spending levels and political compromise," and that "[t]he equity with which the funds are distributed and the actual costs of education… are critical factors for the legislature to consider in achieving a suitable formula for financing education."[x]

The court set a deadline of April 12, 2005 to correct the school finance formula, and the Legislature responded with House Bill No. 2247 (HB 2247) and Senate Bill No. 43 (SB 43), which provided an increase of approximately $142 million for the 2005–2006 school year and modified several components of the formula.[xi] The Legislature also ordered a cost study to be performed by the Division of Legislative Post Audit (LPA). In June 2005, the Court held that this was not sufficient (*Montoy III*), prompting the Legislature to hold a special July session and pass SB 3, providing an additional funding increase of $147 million. Once the Legislature received the results of the LPA cost study, it passed 2006 SB 549, which significantly changed the school finance formula. The changes included a three-year plan that would provide a total of $466 million in additional funding.

## The 2000s: *Gannon v. State*

The SDFQPA and its finance formula held until the recession, when fiscal year 2010 saw a reduction in the base state aid per pupil (BSAPP), capital outlay state aid, and supplemental general state aid. In *Gannon v. State (Gannon I)*, first filed in November 2010, various plaintiffs again argued that the State violated Section 6, Article 6(b) by failing to provide a suitable education to all Kansas students. The Kansas Supreme Court issued its ruling in March 2014 and reaffirmed that Article 6 contains both an equity and an adequacy component.[xii]

The Court defined that the adequacy component is met "when the public education financing system provided by the Legislature for grades K–12 — through structure and implementation — is reasonably calculated to have all Kansas public education students meet or exceed the [Rose standards]."[xiii] The Rose standards consist of seven educational goals which will be discussed in-depth in Chapter 3 of this report. Explaining its selection of the Rose standards, the Court cited the decision of courts in several other states, including Massachusetts, New Hampshire, North Carolina, and South Carolina, to adopt this same "adequacy rationale and definition."[xiv] The Court also noted the district court's observation that the Rose definition of adequacy "bear[s] striking resemblance to the 10 statements or goals enunciated by the Kansas legislature in defining the outcomes for Kansas schools, which includes the goal of preparing learners to live, learn and work in a global society. K.S.A. 72-6439."[xv]

In *Gannon I*, the Court provided a definition for the equity component as well. For the equity component to be met, "School districts must have reasonably equal access to substantially similar educational opportunity through similar tax effort."[xvi] The Court noted an analogous issue faced by the Texas Supreme Court in *Edgewood Indep. School Dis. v. Kirby* (*Edgewood I*), in which it found that "The lower expenditures [per each student] in the property-poor districts are not the result of lack of tax effort. Generally, the property rich districts can tax low and spend high, while the property poor districts must tax high merely to spend low. 777 S.W. 2d at 393."[xvii] The Court found that under this equity test, both the capital outlay state aid and supplemental general state aid levels were unconstitutional. The case was then passed back to the Shawnee District Court panel.

The panel found the SDFQPA to be unconstitutional under the new test for adequacy.[xviii] The Legislature responded by repealing the SDFQPA and replacing it with a new finance formula, the Classroom Learning Assuring Student Success Act (CLASS Act). The CLASS Act was established as a two-year block grant of state aid for school districts, based on the amounts of state aid from SDFQPA but with some modifications.[xix] But in 2015, the panel found that the CLASS Act's funding was inadequate and, through its supplemental general state aid and capital outlay state aid equalization formulas, inequitable.[xx] The Panel's decisions were appealed to the Kansas Supreme Court, which determined that the equity and adequacy components were at different stages of resolution and expressed a need for "an expedited decision on the equity portion of the case."[xxi] The Court bifurcated the issues of equity and adequacy, with *Gannon II* and *Gannon III* ruling on equity and *Gannon IV* ruling on adequacy.

In February 2016 with *Gannon II*, the Court held that the State failed to show that it had rectified the constitutional inequities described in *Gannon I*.[xxii] The Court gave the Legislature until June 30, 2016 to solve these inequities, or else it would block all expenditures by the school finance system for fiscal year 2017,[xxiii] similar to the potential consequences named in *Montoy I*.

The Legislature responded by enacting 2016 Senate Substitute for House Bill No. 2655 (HB 2655). In *Gannon III*, the Court held that HB 2655 rectified the wealth-based disparities of the capital outlay state aid, but not those of the supplemental general state aid.[xxiv] The Legislature then passed Substitute for House Bill 2001 (HB 2001). In June 2016, the Court found that HB 2001 rectified the supplemental general state aid inequities, solving the equity portion of the case.[xxv]

In March 2017 with *Gannon IV*, the Court ruled on the adequacy component of the case. It concluded that the CLASS Act failed to meet both the structure and implementation requirements of the adequacy test.[xxvi] With respect to structure, the Court noted that the CLASS Act's block grants are merely a "funding stopgap" rather than a finance formula, and that its funding levels remains static from fiscal year 2015 through 2017, rather than responding to changing conditions such as increased enrollment.[xxvii] With respect to implementation, the Court examined the inputs to the K-12 educational system (the costs and funding sources of providing an adequate system) and the outputs (student achievement measures), and concluded that the funding levels and outcomes were both inadequate. It noted, for example, that the State was failing to provide nearly one-fourth of all public school students with basic skills in both reading and math, and that achievement gaps existed between student subgroups. The ruling relied heavily on the Rose standards, referring to it sixty-eight times.

The Court stayed all orders to give the Legislature the opportunity to enact a new, improved finance system by June 30, 2017, when the CLASS Act was set to expire.[xxviii] On June 5, 2017, the Legislature passed Senate Bill 19

(SB 19), which included the establishment of a new finance formula, the Kansas School Equity and Enhancement. Act (KSEEA). The Rose standards played a central part in its accountability measure, as KSEEA required the Kansas State Board of Education to design and adopt a school district accreditation system based on meeting or exceeding those standards.[xxix] The base funding per pupil was set to increase annually, and formula provided weightings for additional funds based on at-risk populations, special education, low enrollment, and other areas of concern. Furthermore, to address *Gannon IV*'s concern about stagnant funding failing to meet the needs of a dynamic environment with ever-shifting populations, KSEEA required LPA to perform regular audits to monitor whether the funding and weightings remain adequate.

## *Gannon V* and Directed Court Action

In October 2017, the Kansas Supreme Court issued its fifth ruling on the Gannon case (*Gannon V*). The Court acknowledged that SB 19 "arguably makes positive strides" but ultimately concluded that KSEEA failed to satisfy both the equity and the adequacy requirements of Section 6, Article 6.[xxx] The ruling repeatedly noted that as mentioned in previous Gannon rulings, "the party asserting compliance with court decision ordering remedial action bears burden of establishing that compliance." That is, the State still carries the responsibility of clearly demonstrating how its remedial legislation brings the finance formula into constitutional compliance.

With regard to equity, the Court concluded that SB 19 included four major equity violations: (1) expanding the uses of capital outlay, (2) reinstating a procedure for districts to increase their Local Option Budget (LOB) funds, subject to protest-petition, (3) basing LOB equalization state aid on the preceding school year, and (4) setting a 10% floor for at-risk funding.

The use of capital outlay funds had previously been limited to certain property-related expenses, but SB 19 had expanded that to include property and casualty insurance, as well as utility expenses.[xxxi] Previously, a district would have had to pay these expenses from its general fund, LOB fund, or both. Because the use of these latter funds is generally unrestricted, this provided increased flexibility for school spending decisions. However, wealthier districts had a greater ability to shift these expenses to their capital outlay fund, and thus could benefit more from this flexibility than other districts.[xxxii] Additionally, the Legislature's equalization point for the capital outlay fund is lower than for the LOB fund, due to the former' historically limited uses, so if districts relied more on the capital outlay fund, the State would not have to provide as much equalization aid.[xxxiii]

As for the new procedure to raise local taxes for LOB funds, the Court noted that "a correlation exists between a district's wealth and its ability to gain voter approval of a board resolution that is certain to raise mill levies," and so wealthier districts would more likely succeed in increasing their tax effort to generate higher LOB revenue.[xxxiv] SB 19's third equity violation, basing LOB equalization state aid, is tied to the issue of increasing LOB funds as well. If a district qualifies for LOB equalization aid and does manage to raise its LOB level, its equalization aid would still be based on the previous year's aid, rather than on the new LOB level.[xxxv] Finally, the Court's fourth identified equity violation dealt not with local funds, but with state aid for at-risk students. Under SB 19, if fewer than 10% of a district's students qualify for free meals (i.e., the at-risk measure), the district would nevertheless receive the at-risk weighting as if 10% of its students qualified. According to projections, this would benefit only



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two districts, and the Court felt that the Legislature did not provide justification for determining this 10% cutoff.[xxxvi]

When considering the adequacy component under KSEEA, the Court again discussed both its structure and its implementation. The plaintiffs argued that both structure and implementation were inadequate, but the Court held that the structure was adequate, as the plaintiffs' claims "involve too many contingencies and require us to make too many assumptions."[xxxvii] However, the Court determined that the funding's implementation was inadequate. To demonstrate adequacy, the State primarily used a "successful schools" model based on an analysis by the Kansas Legislative Research Department (KLRD). The analysis identified forty-one Kansas school districts that exceeded KLRD's performance expectations and calculating the average of their per weighted pupil base amounts. However, the Court sided with the plaintiffs, who argued that while these districts "outperform[ed] expectations," they did not meet constitutional standards for student performance outcomes, and many had high rates of students not performing at grade level for either reading or math.[xxxviii] In other words, they argued that the chosen districts "are perhaps merely the best, or the most efficient, of the constitutionally inadequate."[xxxix] The Court affirmed that the State's model was deeply flawed in defining success as exceeding expectations, rather than high test performance.[xl]

Furthermore, the Court determined that not only were the chosen schools' performance below constitutional adequacy, but the State's methodology of proving compliance was dubious. Deficiencies identified by the Court included "KLRD's virtually undisclosed review of the school districts," as well as "the brevity of its resultant memo and attachments" and "the timeliness of the presentation of those materials to a legislative body."[xli] The Court contrasted KLRD's quick, four-page report to previous, more comprehensive cost studies, particularly the LPA cost study, whose report and attachments totaled 344 pages. The Court also doubted the State's choice to employ a successful schools model, given that the LPA cost study had specifically rejected this model in favor of the more sophisticated cost function approach, and given that the State's own expert witness had previously testified that the successful schools model was "not reliable."[xlii]

The Court chose to continue what it identified in *Gannon IV* as its "general practice" to retain jurisdiction and stay its mandate, providing the Legislature with an opportunity to remedy the constitutional deficiencies in its school finance formula. The Court justified this practice by citing the Legislature's previous success in remedying these deficiencies, namely in *Montoy IV*, as well as the equity component following *Gannon III*.[xliii] However, the Court emphasized the need for urgency, stating that "the education financing system has been judicially declared to be inadequately funded for at least 12 of the last 15 years." The Court would stay its mandate until June 30, 2018,[xliv] but stated that after that, "the demands of the Constitution cannot be further postponed."[xlv]

## Study Orientation

The Kansas Supreme Court's October 2, 2018 ruling (*Gannon V*) provides the Legislature until June 30, 2018, to bring the KSEEA into constitutional compliance. The Court has set a briefing schedule for arguing the merits of any school finance legislation passed in the 2018 legislative session that is enacted to rectify any constitutional infirmities with the KSEEA that begins on April 30, 2018.[xlvi] In responding to the Court's mandate, the Kansas Legislature retained this research team to conduct an adequacy cost study that is designed to "estimate the

minimum spending required to produce a given outcome within a given educational environment." In doing so, the research team investigated the following dimensions of the Kansas public education system:

1. Investigate the linkage between the Rose standards and implications for Kansas K-12 spending, which is discussed further in Chapter 3.
2. Explain why the option or options set forth by the study "produce an education system reasonably calculated to achieving those Rose standards," which is discussed in Chapters 2, 4, and 5.
3. Focus on the structure of the Kansas school finance formula as well as overall K-12 spending levels including forms of funding (local, state, and federal) available to Kansas K-12 schools, which is discussed in Chapter 5.

Importantly, this analysis is framed in large part by the extent to which educational data would be available to conduct such analyses. This, and other contributing factors for the analysis, are described in detail in Chapter 4.



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# Chapter 2: Literature Review

In conducting an adequacy cost study, it is important to review the research and evidence base supporting methodologies for these types of school finance investigations. As such, this section of the report investigates several of these topics, including: (1) explaining spending differences across school districts, (2) costing out study methods, (3) costing out study method suitability to Kansas, (4) improvements over previous Kansas costing out studies, (5) school district consolidation, and (6) ensuring the effective and efficient use of resources.

## Spending Differences Across School Districts

The cost of education in Kansas varies by district for reasons outside of school district control. Put simply, some districts must spend more to provide similar educational services. There are three factors that account for this variation:

- Differences in the resource levels required to provide educational services to different student populations ("needs") will drive differences in educational costs. For example, disadvantaged, gifted, or vocational students may require additional services or resources relative to other students, and thus costs for districts with large numbers of these students will likely be higher.
- Differences in the prices districts must pay for educational resources, the most important of which is labor ("prices") will drive differences in educational costs. For example, districts operating in locations where the cost of living is high must naturally pay more to hire the same quality of teachers available to districts in other locations at lower cost.
- Differences in economies of scale will drive differences in educational costs. Small districts and schools may be unable to take advantage of the economies of scale available to larger ones, and therefore will likely need to spend more per-pupil than larger districts and schools to achieve similar results.

These three cost factors frame this study and provide an opportunity to explain why some school systems in Kansas must spend more in order to achieve similar student outcomes. In other words, addressing adequacy of the Kansas system of funding requires attention to both the level of funding and structure whereby it is allocated to individual districts.

### Difference in Needs

While the precise amounts depend on numerous factors, it has been well established that different student populations require additional resources in order to achieve the same educational outcomes. In particular, policies at the state and federal levels acknowledge that additional resources are required to serve students who are (1) from low-income backgrounds, as indicated through qualification for free lunch through the National School Lunch Program, (2) English Language Learners, and (3) those receiving special education services.

There is near consensus that it costs more to educate students from low-income backgrounds to support equitable achievement of outcomes. Prompted by the Civil Rights Act of 1964, the federal government released a comprehensive national study on this issue in 1966, paving the way for federal policy supporting low-income students. Titled "Equality of Educational Opportunity" but often known as simply "The Coleman Report" after its principal author, the national study identified poverty and its related problems, including unstable housing, poor nutrition, and lack of healthcare, as causes for lower student outcomes. However, a wide variety of factors impact the cost of educating low-income students. For instance, one must consider that the federal poverty level of income is the same in New York City as in Salina, Kansas, or any other United States city. But these cities have very different costs of living levels, so being identified as economically disadvantaged has a different meaning in each context. The LPA's 2005 Kansas adequacy cost study calculated the poverty weighting as 0.70 in the median district, but it ranged from 0.65 in rural districts to 1.15 in urban districts (Duncombe, W., & Yinger, J. (2005). A more recent survey of the literature by Golebiewski (2011) found widely divergent estimates of the extent to which being economically disadvantaged contributed to the cost of education. As a general rule, the highest estimates of the differential costs associated with student poverty came from analyses of New York and the lowest cost estimates came from analyses of more rural states such as Arkansas, Arizona, Kansas and Texas.

Educating English Language Learner (ELL) students also requires additional funding, though research has shown that these costs vary by context as well. Factors influencing ELL's learning outcomes include socioeconomic status, parent education level, age entering the United States, and level of formal schooling obtained in the student's country of origin (Capps, et al., 2005). These additional challenges require additional supports, and thus, additional costs. Another cost factor is the number and proportion of ELL students who share a common language. Districts where most ELL students share a common language may have a cost advantage, as they can leverage the same materials, instructors, and other supports for many of their ELL students. Meanwhile, districts that lack this economy of scale will tend to have greater costs. Augenblick, Palaich and Associates (APA)'s 2005 statewide adequacy cost study for Pennsylvania calculated an ELL weighting ranging from 1.48 to 2.43, with smaller districts having the highest weights. Recent reviews of the literature — including Jimenez-Castellanos and Topper (2012), Golebiewski (2011) and Rumberger and Gandara (2008) — all found that the estimated range of costs is even wider for ELL students than for economically disadvantage students. For example, Duncombe and Yinger (2005) estimated that the cost of serving an ELL student in Kansas was a statistically significant, but tiny, 0.14 percent higher than the cost of serving a student who was not ELL. At the other end of the spectrum, Duncombe and Yinger (1997) estimated that the cost of serving an ELL student in New York was four times the cost of serving a student who was not ELL.

Similarly, there is no consensus on how much additional funding special education requires, as this too varies widely by context. Data from the nationwide Special Education Expenditure Project (SEEP) indicate that on average, in 1999–2000, the spending ratio for a student with special needs compared to a student with no special needs was 1.90. The data also indicate lower weights for larger districts, again presumably due to economies of scale. However, a comparison of several special education adequacy studies across the country highlighted additional major factors in cost variation: differing categories of student disabilities (e.g., deafness, visual impairment, autism, emotional disturbance, etc.), severity of disability,

and districts' varying approaches to assigning students to categories and severity levels. Diagnoses of disability can vary widely across physical, emotional, and behavioral bounds, each of which requires different combinations of resources to support the student.

## Difference in Prices

Variation in the price of labor is a particularly significant driver of educational cost differentials in Kansas because salaries and benefits make up such a large share (approximately 81%) of elementary and secondary education expenditures in Kansas.[1] While there are other educational inputs with prices that also vary across the state (such as casualty insurance or electricity), these costs each make up a relatively small proportion of current operating expenditures, so incorporating those additional sources of price variation would likely have a very modest impact on the overall cost.

The costs of education investigate how districts are able to hire the same quality of teachers, administrators, and support staff despite regional differences in the prices they must pay for them (i.e., differences in the wage level). Districts of all sizes and with varying student populations must offer wages sufficient to staff their schools with qualified teachers, and districts in high-labor-cost locations must pay more than other school districts just to be able to hire comparable personnel.

As described in Taylor (2011), there are three basic reasons why public school teacher wages differ across individuals: the person, the job, and the location.

- **Person.** All else equal, people with stronger qualifications are paid higher wages. For teachers in Florida, as in most of the country, the key qualifications are experience and higher educational attainment. However, other qualifications may also be relevant such as verbal communication skills, certification to teach English learners or special education students, possessing a multi-subject teaching credential, or classroom effectiveness.
- **Job.** Differences in working conditions can also impact wages. A position with less desirable characteristics may need to offer a higher wage to compensate workers for this, or will be forced to hire less qualified individuals — or both.
- **Location.** Finally, differences in location can impact wages substantially. The same individual applying for comparable jobs in Kansas City compared to Topeka demand a very different salary for these positions. Moreover, many of the factors that influence these differences are outside of the control of districts (e.g., housing costs, local economy, crime rate, etc.).

The first two reasons are largely within school district control. A school district can choose the qualifications of the teachers it hires and can influence working conditions within the district. In contrast, the characteristics of the location are largely outside of school district control. As discussed in Taylor (2015), "only factors outside of school district control represent cost differences that should be accounted for in funding formulas and equity calculations."

[1] Calculation based on the ratio of salaries and benefits to total current expenditures. Data is from the National Public Education Financial Survey for the 2013–2014 school year at: https://nces.ed.gov/ccd/stfis.asp

There are generally two reasons why wages vary by location, all else being equal. The first of these is simply the cost of living. The prices for the same goods and services vary across the state, and thus one district must pay teachers more than another for the teacher to have the same "standard of living." In sum, the higher the cost of living, the more a district must pay teachers. The second is the relative attractiveness of a community. While attractiveness may be harder to measure precisely, it is no less significant than variation in the price of goods and services in determining wage levels. A location that has a high crime rate, little or no infrastructure (e.g., public transportation, reliable public services, etc.), and is isolated from recreational activities (e.g., movie theaters, beaches, restaurants, etc.) will be relatively less attractive than one with these amenities. As a consequence, districts in such locations would have to pay teachers more to recruit and retain them. In other words, the less attractive the community, the more a district must pay teachers.

As is evident from the description above, locational variation in teacher salaries is largely outside of district control. If this variation is not accounted for in a state's funding mechanism, those more expensive and/or less attractive districts would not be able to pay for a similarly high-quality workforce compared with less expensive or more attractive neighbors.

### Economies of Scale

Economies of Scale is the third factor that explains the differences in costs across public schools and school districts. That is, some school systems like any other organization can provide a large volume of service — defined as instruction in the classroom, transporting students, feeding students, etc. — for a lower marginal cost. This cost of education has been well-documented and observed. For example, the per-pupil cost of operating a small district and/or school is much higher than the per-pupil cost of operating a larger one (Taylor, Gronberg, & Jansen 2017). Yet, in public education researchers have observed a U-shaped curve to economies of scale meaning that once the school district gets significantly larger we can observe some diseconomies of scale (Robertson 2007). There are a variety of explanations for school systems experiencing a diseconomies of scale. Relative to the circumstances of Kansas, research on economies of scale in education have found that geography forces the education system to have smaller school districts and schools which naturally creates some diseconomies of scale. Kansas has had various experiences in attempting to address such diseconomies of scale including various school district consolidation studies (Augenblick, Myers, & Silverstein, 2001; Augenblick, Myers, Silverstein, & Barkis, 2002; Legislative Divison of the Post Audit, 1992). Yet, recent research has shown that most cost savings through such consolidations are achieved at the school-level (Gronberg, Jansen, Karakaplan, & Taylor, 2015).

## Costing Out Study Methods

Adequacy or costing out studies have been performed in at least 30 states as a method to estimate the cost associated with ensuring that all students have the opportunity to reach a particular level of performance based on standards set out by the state. There are two common approaches for these costing out studies, the input-based and output-based approach.

**Table 1. Various methodologies for costing out studies**

| Input-based (resource-oriented) methods | Output-based (performance-oriented) methods |
|---|---|
| **Professional judgement:** *Based on current spending by a set of high-performing schools* | **Successful schools:** *Based on current spending by a set of high-performing schools* |
| **Evidence-based:** *Based on calculations linking performance outcomes with spending and other variables* | **Education cost function:** *Based on calculations linking performance outcomes with spending and other variables* |

Each of these methods are explored in further detail below including a description of each method and then the strengths and weaknesses.

## Input-based Method

Both of the approaches that are classified as bottom-up approaches rely on orienting their analysis from the lowest level of the system, e.g., classroom or school, to identify the necessary resources. There are two approaches. The first is the professional judgment method, and the second is the evidence-based method.

### Professional Judgment approach

The professional judgment method involves convening focus groups of local educators and policymakers to design prototype schools that meet performance goals. Designing these prototype schools includes determining the resources (staff, equipment, etc.) required. Researchers then calculate cost estimates for these prototype schools in various settings, such as urban, suburban, rural, low-need, and high-need communities. Augenblick & Myers used this method as one of two approaches that it published in a study on costing out an adequate education in Kansas for 2000-2001 (Augenblick, Myers, Silverstein, & Barkis, 2002).

### Evidence-Based

In the evidence-based method, a team of consultants' design prototype schools that meet performance goals. The consultants draw upon a wide body of education practices and strategies that have proven effective. While the professional judgment approach draws primarily upon practitioners' experience, the evidence-based approach relies more heavily on research.

### Advantages and Disadvantages

A major advantage of both types of bottom-up approaches is that their methodology and results are relatively simple, transparent, and easily understood. Their practices are grounded in on-the-ground expertise from active practitioners, and they present not only *how much* should be spent, but *how* it should be spent. Furthermore, these approaches don't require that an "adequate" level of performance be defined or measured; both of these approaches are resource-oriented, rather than performance-oriented. While the practitioners and researchers keep a goal performance level in mind when determining resources, these methods typically do not estimate specific outcomes from prototyes.

This simplicity can be an advantage when conducting the cost study, but when evaluating the cost study, this tends to be a major limitation. For instance, the outcomes that an evidence-based model's strategies are "proven" to achieve may be different than the outcome goals set by policymakers. Another disadvantage is that neither method focuses on the cost-effectiveness of their recommended resource allocation. In evidence-based studies, cost estimates tend be based on the averages among districts, and while they do address the need for additional resources for certain demographics, they still may not accurately estimate the costs for actual districts that differ from the "typical" prototype, especially when multiple regional variables are at play. Professional judgment analyses carry this same weakness and may be vulnerable to blind spots and biases of individual experts on the panel. Crucially, this method produce specific recommendations that realistically reflect the needs of only a handful of prototypical districts.

## Output-based Approach

While bottom-up approaches are resource-oriented, top-down approaches are performance-oriented. Such analyses are based on observed relationships between (a) school spending, (b) student performance, and (c) other school characteristics. There are two main approaches in this category — the successful schools method and cost function method.

### Successful Schools

The successful schools method begins by identifying a set of schools with high performance outcomes in relation to the state's performance goals. Estimates of providing a quality education are then based on the lowest level of per-student spending among these actual, high-performing schools. Augenblick & Myers used this method as one of two approaches that it published in a 2002 study on costing out an adequate education in Kansas (Augenblick, Myers, Silverstein, & Barkis, 2002).

### Education Cost Function

In the cost function method, cost and performance data are used to estimate the relationship between expenditures and other dependent and independent variables, including: school outcomes, resource prices, student needs, district size, and other relevant characteristics of districts. Once cost estimates for these relationships have been calculated, analysts can use these calculations to predict the cost of achieving a designated set of outcomes, taking into account the aforementioned factors. Duncombe & Yinger (2005) used this approach for the costing out study conducted in 2005 and subsequently published with complementary material from the Kansas Legislative Post Audit (LPA) division in 2006. The cost

function methodology has been refined over several decades of empirical application, and cost function studies have been undertaken for New York (Duncombe and Yinger, 1996, 1998, 2000, 2005; Duncombe, Lukemeyer, and Yinger, 2003), Arizona (Downes and Pogue, 1994), Illinois (Imazeki, 2001), Texas (Imazeki and Reschovsky, 2004a, 2004b; Gronberg, et al., 2004), and Wisconsin (Reschovsky and Imazeki, 1998).

Since that time, additional education cost function analyses have been conducted in California (Duncombe & Yinger, 2011b; Imazeki, 2008), Indiana (Zimmer, DeBoer, & Hirth 2009), Kansas (Chakraborty & Poggio, 2008; Duncombe, Lukemeyer, and Yinger, 2008), Kentucky and Maine (Lee, 2010), Massachusetts (Nguyen-Hoan & Yinger, 2014), Missouri (Baker, 2011; Duncombe et al., 2008; Duncombe & Yinger, 2011a), New York (Duncombe & Yinger, 2005); and Texas (Gronberg, Jansen, Karakaplan and Taylor, 2015; Gronberg, Jansen, & Taylor, 2011, 2017; Imazeki & Reschovsky, 2006).

### Advantages and Disadvantages

A major advantage of top-down approaches is their grounding in a demonstrated standard of student achievement and actual per-pupil costs. Estimates are based on the actual experiences of students in the region, and cost function analyses can provide a strong empirical foundation for their estimates of cost differentials. The direct link between education costs and desired outcomes is particularly valuable from a policymaking perspective, as one can use these methods to estimate costs tied to a specific performance goal.

One disadvantage of the successful schools method, compared with other methods, is that while it directly links costs to outcomes, it generally does not describe in detail how funds ought to be used. Another disadvantage is that because its estimates are based upon only a sampling of schools, as with estimates based on prototypes, other variables may prevent these estimates from accurately reflecting the needs of schools in other contexts. While the successful schools method adds additional funding for certain student populations, such as those with special needs, limited English proficiency, and low-income backgrounds, it focuses primarily on identifying the "base cost" for per-pupil spending in a general education context.

The cost function approach avoids many of these disadvantages. Because it establishes a cost relationship with a wide variety of variables that could potentially affect student outcomes, drawing from a larger set of schools — potentially the entire state's — it can more easily control for variables within different school contexts. However, the estimates of cost function studies still have limitations. By design, statistical models describe relationships between current data, so extrapolating to performance standards outside current experience is problematic. For example, resources may provide diminishing returns at a certain level of high performance, and so if unprecedented goals are set, the projected estimates for required resources may still be inadequate.

Because cost function studies are grounded in data, another potential disadvantage is that they require high quality measures of current performance and expenditures. Similarly, for a cost function study to inform policy, policymakers must set goals based around *measurable* performance outcomes. With its higher level of complexity and economic modeling techniques, a cost function study tends to be more difficult to explain in non-academic settings. Statistical models are not readily transparent, and they require analysts to make judgment calls that inevitably affect the results.

# Cost Study Method Suitability to Kansas

The education cost function approach is, among the four methods, the best suited to the circumstances of Kansas. This is not only because the approach is the most precise, but because it controls for the presence of certain circumstances and contexts. Augenblick & Myers (2002) explained this in the first cost study conducted for Kansas, when they said:

> *"The statistical approach [the education cost function approach] is based on understanding those factors that statistically explain differences in spending across school districts while 'controlling' for performance. In some sense, the statistical approach is the most powerful of the alternatives and is subject to the least manipulation. However, it has proven difficult to explain how the approach works in situations other than academic forums. The approach requires the availability of lots of data, much of which needs to be at the school or student level in order to be most useful."*

In other words, the education cost function approach can be the most robust method to estimate the costs associated with providing an adequate education. In the circumstance of Kansas, there are several supporting points to this fact, including: (a) ability to consider the entire student and school population, (b) presence of strong student- and school-level data enabling better estimation and alignment to the Rose standards and (c) improved statistical techniques over 12 years after the Duncombe & Yinger (2005) analysis was conducted.

## Ability to Consider the Entire Student and School Population

The first major advantage of the education cost function approach is that it accounts for the wide diversity across Kansas's 286 public school districts and over 1200 schools. Enrollment ranges from 57 students in Healy Public Schools to 50,416 students in Wichita Public Schools. Some districts serve ELL students from a wide variety of backgrounds, with 119 languages represented in Wichita,[2] while other districts, like Labette County, Osawatomie, and Kaw Valley school districts have no ELL students at all.

[2] Wichita Public Schools. 2017-2018 District Snapshot. Retrieved from https://www.usd259.org/domain/954

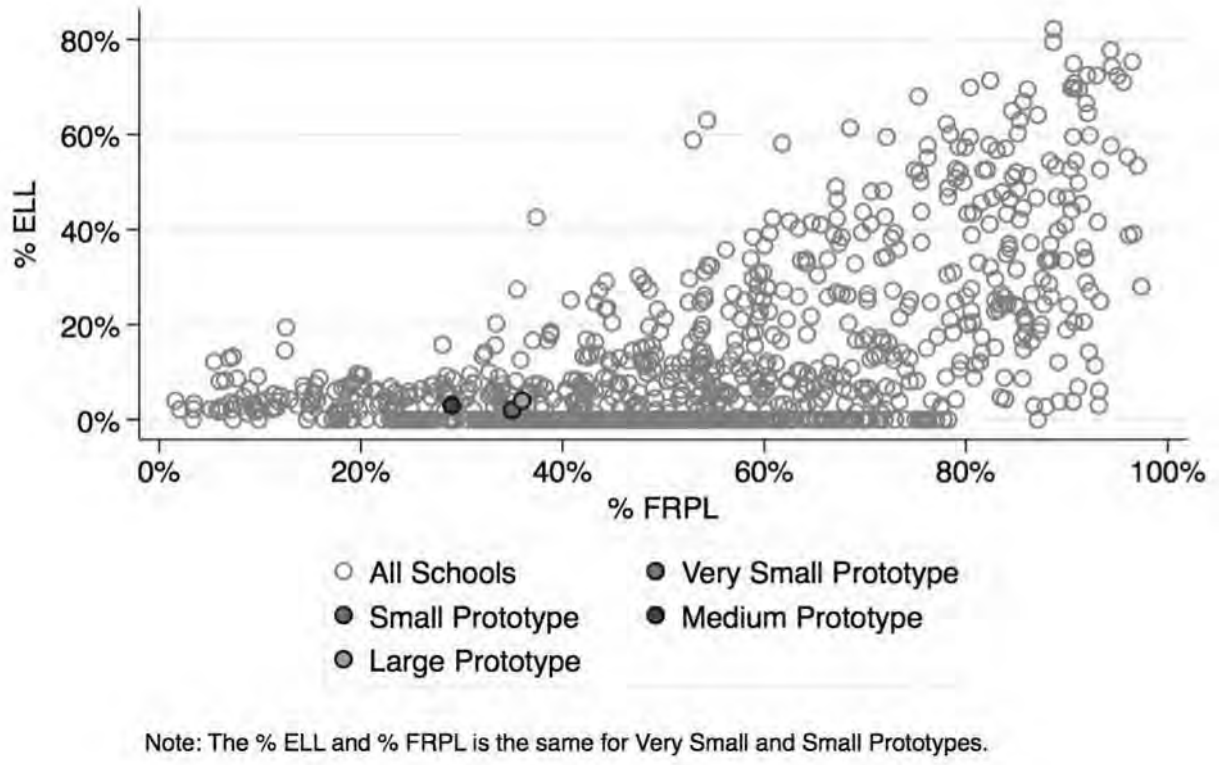
Augenblick & Myers (2002) attempted to simplify school districts' diversity by grouping them into four size categories (quartiles), so that each quartile contained an equal number of school districts and an equal number of students. When the quartiles reflected an equal number of districts, the districts in the largest quartile of districts enrolled 75.3 percent of all students, with about 4,429 students per district and 10.2 schools per district. Meanwhile, districts in the smallest quartile enrolled 3.5 percent of all students, with about 208 students per district and 2.3 schools per district. Then the quartiles reflected an equal number of students, there were four districts in the largest quartile and 230 schools in the smallest. The researchers used this information to construct four prototype districts representing each size category, which they then used for their cost estimates. The characteristics of these four prototype districts are shown in the table below.

**Table 2. Characteristics of Prototypes Used in Professional Judgment Model (Augenblick & Myers, 2002)**

| Prototype School and District Characteristics | Very Small | Small | Moderate | Large |
|---|---|---|---|---|
| Range in Enrollment | #324 | 325–555 | 556–3,600 | #3,600 |
| Size of Prototype District | 200 | 430 | 1,300 | 11,200 |
| Size of Prototype School | | | | |
| Elementary | 140 | 150 | 200 | 430 |
| Middle | - | - | 300 | 430 |
| High School | 60 | 130 | 400 | 1,150 |
| Number of Prototype School | | | | |
| Elementary | 1 | 2 | 3 | 12 |
| Middle | - | - | 1 | 6 |
| High School | 1 | 1 | 1 | 3 |
| Proportion of Students in Special Education (%) | 14 | 14 | 13 | 14 |
| Proportion of Students Eligible Free/Reduced Lunch (%) | 35 | 35 | 29 | 36 |
| Proportion of Bilingual Students (%) | 2 | 2 | 3 | 4 |

By contrast, our current study considers the variations associated with the entire range of schools and school districts in Kansas. A comparison with the chart below illustrates the more expansive view afforded by this methodology.

**Figure 1. Percentage of English Learners by Free Lunch Schools, Identified A&M Prototypes**




Note: The % ELL and % FRPL is the same for Very Small and Small Prototypes.

Figure 1 shows the number of schools (observations) that compared to the four prototype school used in the professional judgment method used by Augenblick & Myers in the 2001 cost study. We can observe that the cost function method will enable the observation of significantly more variation and types of schools as compared to the professional judgment model used in the Augenblick & Myers study.

## Presence of Strong Student- and School-level Data

The comprehensive data calculations used in an education cost function study are not feasible to generate in every circumstance, as one needs to have data available for this broad range of factors. Fortunately, in the case of Kansas for our current study, this was not a problem. Kansas has been nationally recognized for the quality of its education data collection, use, and reporting. In the 2014 report by the Data Quality Campaign, an education data survey in which 46 states and the District of Columbia participated, Kansas was recognized among the top states. A key component of the survey is the Data Quality Campaign's "10

State Actions to Ensure Effective Data Use," and Kansas was one of only ten states implementing nine or more of the recommended actions.

Kansas's diligent data collection allowed for our current analysis to incorporate considerably more factors than most previous cost studies. Most studies concentrate on district-level data and basic measures of student performance, such as standardized assessments. Duncombe & Yinger (2005) and Augenblick & Myers (2002) both acknowledged this as limitations of their own studies. However, the availability of student-level and teacher-level data, as well as postsecondary data and regional characteristics, allows our analysis to incorporate many more factors at work. This also enables us to view variables' relationships in greater detail; for example, the ability to assign costs of educating students to the building level allows us to create a stronger relationship between costs and outcomes for students.

Additionally, now that significant efforts have been made to align the Kansas public education system to the Rose standards, this analysis can more accurately assess the costs of an "adequate" education, as defined by achievement of the Rose standards, than had previously been possible. As we discuss in Chapter 3, Kansas's state education agencies have oriented their Multi-Tiered System of Support (MTSS), school district accreditation standards, and the Kansas College and Career Ready Standards toward achievement of the Rose standards. School districts have configured their resources accordingly, and so by using data that reflects the current landscape of Kansas's public education system, we can get closer to calculating the cost of achieving the Rose standards statewide than had ever been possible before.

## Ensuring the Effective and Efficient Use of Resources

To encourage districts to use resources efficiently — that is, cost-effectively — federal and state agencies have implemented a number of accountability systems over the decades. Some accountability systems, like the federal No Child Left Behind (NCLB), have been criticized for pressuring schools to focus their curriculum toward standardized test achievement or for the counterproductivity of their sanctions (Nichols, Glass, & Berliner, 2005). However, the concept of an accountability system still holds tremendous value, particularly in advancing educational equity. Both through rewards and sanctions and through the public reporting of school progress, accountability systems can be a powerful tool in focusing resource allocation toward improving outcomes for disadvantaged students. Furthermore, after years of practitioners' vocal dissatisfaction with previous accountability measures, the landscape of federal and many states' policy has been shifting toward more flexible accountability systems. For example, many states have reformed their accountability systems to measure success indicators beyond standardized test scores, such as graduation rates and other college and career indicators, and to offer comprehensive support systems to low-performing schools, rather than merely rewards and sanctions (Center for American Progress and the Council of Chief State School Officers, 2014).

It is important to keep in mind that while adequate funding is necessary for achieving desired student outcomes, funding alone is not sufficient; the funds must also be put to effective use. After all, schools with similar student populations, receiving similar funding, can have vastly different student outcomes due to differences in local policies and practices (Williams, Kirst, Haertel, et al., 2005). Thus, if one fails to consider *how well* resources are used, then increasing *how much* resources are provided may have a

limited effect on student outcomes. This section will discuss evidence-based strategies and practices for maximizing the effect of provided resources.

## Effectiveness vs. Efficiency

First, we must clarify the distinction between *effectiveness* and *efficiency*. Effective is defined as "producing or capable of producing a desired result."[3] In an education context, effectiveness is then measured by program evaluation: i.e., whether a program produces desired student outcomes. Meanwhile, efficiency refers to cost-effectiveness: achieving the desired outcomes while minimizing resources used. While attempts to improve efficiency sometimes lead to cost-cutting, it is crucial to remember that efficiency still requires the achievement of desired outcomes. Consequently, minimizing resources at the expense of desired outcomes does not improve efficiency, but simply reduces effectiveness.

## Effective Decision-Making

The power to affect how effectively and efficiently resources are used fundamentally rests with the decision-makers — i.e., local education leaders at the district and school level — who direct how available funds will be spent. Organizational behavior research suggests that while institutions may be tempted to try to hire individuals who possess an inherent "effective decision-making" capability, attempts to do so have limited success, as this skill is not strongly correlated with intelligence or experience (Dalal & Bolunmez, 2016). Indeed, intelligence can lead decision-makers to rely on cognitive shortcuts rather than engaging in a deeper analytical process (Stanovich, 2009), and experience can lead decision-makers to be overconfident and fail to weigh all possibilities (Russo & Schoemaker, 1992) Rather, research indicates that effective decision-making is a skill that can be developed and which strongly benefits from utilizing proven strategies.

Three such strategies include: (1) "consider the opposite," (2) taking an outside view, and (3) constructing a linear decision model. Each of these can be routinized in an organization, helping build leaders' decision-making capacities and limiting the likelihood that a decision-maker will default to common biases.

In the "consider the opposite" strategy, decision-makers are tasked with generating reasons why their initial decision may be the wrong choice (Larrick, 2004). This approach prompts decision-makers to consider information that they otherwise may not have thought about and prompts them to plan for a greater range of possible scenarios. Numerous studies have shown that the "consider the opposite" strategy increases decision-makers' accuracy when estimating the probability of a given result occurring (Lord, Lepper, & Preston, 1984; Hoch, 1985; Soll & Klayman, 2004). When making decisions, the ability to make the best choice largely hinges upon the ability to accurately gauge the likelihood of various outcomes. By improving this gauge — specifically by reducing overconfidence and expanding the information base — this strategy can thus lead to better and more well-informed decision-making.

[3] *effective*. Retrieved March 9, 2018, from https://www.merriam-webster.com/dictionary/effective.

One possible limitation of the above strategy is if the decision-maker's biases hinder his or her ability to think of the true "opposite." For example, research has shown that when tasked with thinking of a worst-case scenario that could result from a decision, a decision-maker often thinks of only a mildly undesirable scenario, rather than the true worst case (Kahneman & Lovallo, 1993). Bringing in outside parties can help this, such as in the "Devil's Advocate" form of this strategy, in which another person is enlisted to argue against the decision-maker's initial choice. However, a more effective way to combat this limitation may be through the addition of the next strategy: taking an outside view.

In the "outside view" strategy, a decision-maker must research several previous decisions, made by others, that share similarities with the current favored decision. The decision-maker can then examine these similar decisions through the lens of an outsider. In order to reduce an optimistic bias, these examples must include some similar decisions that could be seen as failures. Some researchers suggest that the decision-maker should seek out at least six similar decisions for comparison (Lovallo & Sibony, 2010). The decision-maker can then study the various properties of these previous decisions and use this data to inform the current one. For example, this might inform the decision-maker's estimates as to: how likely the decision is to produce the desired outcome(s), how long it will take to implement the decision, and possible pitfalls.

As decision-makers begin to carefully examine data, this leads to the third, and more advanced, strategy: constructing a linear decision model. Also known as a "weighted additive" model or an "actuarial" model, this decision-making process requires the decision-maker to: (1) determine the available options, (2) determine the factors involved in each option, (3) assign importance ratings or "weights" to each factor, (4) rate each option on each factor, (5) use these cumulative ratings to calculate the overall "score" for each option, and (6) choose the option with the highest score. This model is frequently used, for example, when admissions committees consider various applicants. To reduce admissions committee members' biases and more accurately compare applicants on all of their respective assets, the committee might assign a weighted value to applicants' essays, test scores, etc. Once each of these factors is graded, the applicant can receive a total score, which can more easily be judged against other applicants' scores. Linear models have been shown to consistently improve decision-making in terms of both accuracy and transparency (Rolf, 2005).

Realistically, however, it would likely not be feasible to construct a linear decision model for every decision that one must make throughout the workday. In some cases, decisions must be made more quickly and with less effort. Stanovich and West (2000) coined these two categories of decision-making as System 1 and System 2. The System 1 thought process is fast, automatic, and effortless, while System 2 is slower, more deliberate, and effortful. All three of the aforementioned strategies, with their careful consideration of non-intuitive information, fall into System 2.

Recognizing that System 2 strategies are not appropriate for every context, institutions can instead put policies in place that encourage the best possible results from System 1 decision-making. For example, research has established the existence of a "status quo" bias, meaning that decision-makers are more inclined to stay with the current or default option than to opt for a change (Ritov & Baron, 1992). This known bias can then be leveraged to encourage positive outcomes. For instance, research has shown that by making enrollment in a retirement savings account (Benartzi & Thaler, 2007) or an organ donation

program (Davidai, Gilovich, & Ross, 2012) the default status, rather than an "opt in" choice, a much higher proportion of people will participate. Another strategy to improve System 1 decision-making is to ensure that multiple options are considered, rather than just the status quo and one alternative. An analysis of businesses, nonprofits, and government entities showed that 70 percent of the time, when leadership teams are faced with important strategic decisions, they only consider the status quo and one alternative. Yet adding multiple options has been shown to improve the quality of the decision (Lovallo & Sibony, 2013). Thus, even when time and resource constraints may limit opportunities to engage in a deep, analytical decision-making process, policymakers at any level can routinize policies that encourage more effective decision-making.

### Data-driven Decision-Making

Whenever possible, leaders and practitioners should approach decision-making with an analytical, data-driven process. Effective data use enables decision-makers to learn more about the educational system's processes and outcomes, identify successes and challenges, discover specific areas of improvement, and evaluate the effectiveness of programs and practices (Mason, 2002). Many studies also suggest that data-driven decision-making carries strong potential to improve student performance (Alwin, 2002; Doyle, 2003; Johnson 1999; Johnson, 2000; Lafee, 2002; McIntire, 2002).

However, to institutionalize data-driven decision-making across the system, leaders must clarify expectations, define a structure, and provide guidance on effective data use. Conceptions of what constitutes valid evidence and effective evidence use varies across school and district staff roles. For instance, research suggests that top-level district administrators may have more faith in research as a guide to policy and practice, compared with principals and teachers, and they may have stronger conceptions of what constitutes high-quality research. Meanwhile, bringing a student-level, on-the-ground perspective, teachers may strongly value evidence that reveals insight into student thinking and reasoning (Coburn & Talbert, 2006). A consistent finding is that many school administrators and teachers lack formal training or experience in analyzing data or using assessment results to inform instruction or program improvement (Lachat & Smith, 2005).

Schools systems that have successfully implemented data-driven school improvement processes show many similarities, so these may provide a helpful framework (Halverson, Grigg, Pritchett, & Thomas, 2007). First, the typical school improvement cycle begins with collecting, organizing, and storing data. This includes inputs, such as student demographics, budget information, and master schedules, as well as outputs, i.e., student outcomes. Second, school leaders provide time to collaboratively reflect on local data. This includes breaking down state assessment data to the student level. Teachers then have the opportunity to connect student performance to social and behavioral data, providing deeper context for the results. Third, school leaders and educators consider program alignment. Together, they examine current programs, compare outcome data to collective goals, and identify gaps in meetings the needs of students. Fourth, the group works on program design, keeping the focus on perceived instructional needs. Curricula, pedagogies, and student service programs may be created, adapted, or removed. Fifth, educators study student progress through "formative feedback": local, continuous, two-way communication between teacher and student that reflects student learning. Examples might include student questions, quiz results, and teacher comments on student work. Finally, when incorporating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standardized test preparation into the school curriculum, these data-driven schools make efforts to authentically integrate the content and test-taking skills into the regular curriculum, rather than diverting students toward temporary, test-focused lessons and drills. Together, these steps form a cycle, and through consistent iterations of this cycle, school leaders can collaboratively make careful, gradual improvements to the system.

Before implementing strategies for data-driven decision-making, school systems find the most success when they lay the necessary foundation. This includes (1) establishing specific, measurable goals at the system, school, classroom, and student levels, along with an aligned curriculum; (2) setting norms and expectations for data use, to be reinforced throughout the process; (3) investing in a user-friendly data management system with appropriate access for staff at varying levels; (4) determining which types of data will be collected; and (5) build staff capacity to utilize data (Datnow & Park, 2010). This last, but highly critical piece, may include professional development, modeling of data use, time for teacher collaboration, and opportunities to connect and share strategies with educators at other schools.

While much of the conversation around supporting effective data use focuses on the school level, central district offices also play a critical role in this improvement process. At the vision-setting stage, district offices can influence the goals and expectations around data use (Honig & Venkateswaran, 2012). In terms of capacity-building, districts can be a main provider of professional development and external resources (Park & Datnow, 2009). Perhaps the most unique role of district staff in this process is in the collecting, sifting through, and distribution of important information to school staff. For example, district staff may guide school staff in improvement efforts by selectively providing information on evidence-based programs that seem relevant to the particular school's context, and they frequently serve as schools' main source for district-wide and state-wide assessment data (Honig & Venkateswaran, 2012). Even for school-level and classroom-level decisions, district offices thus serve as a key partner in promoting and supporting the use of data-driven decision-making.

## Use of Networks to Improve at Scale

While some schools and districts have uncovered effective practices for improving student outcomes, this poses the question of how to transfer this knowledge to others and, when possible, how to scale it to other school systems. One concept to keep in mind is that effective programs and practices do not exist on their own; they rely on full integration with the larger system. If a program is adopted blindly, without a complementary framework supporting it, the program may collapse or fail to achieve its intended outcomes.

One study examined 60 years of school-community partnership programs at troubled, urban high school in Boston. Among these programs was a wildly successful small learning community (SLC) piloted by the school during the 1988 recession (Leonard, 2011). The SLC consisted of a public service-oriented academic track for 90 students, with teachers and a community partner working closely together to promote student development and keep students motivated toward the goal of attending college. This partnership included the involvement of a career specialist who would speak with parents about potential conflicts between students' school and work schedules, with teachers about students' academic priorities, and with employers about matching students' interests with job requirements. Within four years, 95 percent

of this program's students were enrolling in college, and the program sustained its success through 2003. By comparison, the school's overall high school graduation rate ranged from 27 percent in the 1980s to 41 percent in the late 1990s.

Yet in this same school, the study found a similar example of a community partnership that failed to integrate itself with the rest of the school site's system, and consequently failed to achieve similar outcomes. This second partnership, launched in 1999, had a similar goal: to support and motivate a cohort of 60 students to graduate and attend college. Two full-time tutors were placed inside the school to implement this program, and students enjoyed the services provided. However, in contrast with the earlier SLC program's instructors, these tutors operated independently and did not communicate with parents, teachers, administrators, or other adults in the students' support network. As a result, the program came into conflict with the school's regular operations, students received mixed messages, and the program was unable to create a focused, cohesive culture of achievement like that seen in the previous SLC. The dropout rate for students in this program resembled that of the school at large, and so the program was quickly discontinued.

One way to examine the structures in place, and the crucial interaction between them, is to use the ecological theory developed by child psychologist Urie Bronfenbrenner. Bronfenbrenner introduces the idea that a developing child is surrounded by several layers of relationships (Bronfenbrenner, 1979). The inner layer, or *microsystem*, consists of the environment in which the child has a direct, personal relationships, such as with parents, teachers, or friends. Beyond this is the *exosystem,* an outer circle of people who indirectly influence the child's development; in an education context, this could include central school administrators, school committee members, state policymakers, foundations, and community partners. Finally, the largest circle, or *macrosystem*, consists of the cultural or economic conditions in the child's society at large, e.g., racism, poverty, and cultural expectations. To have a positive effect on a child's development, one should be mindful of the different systems at play and should aim for changes in the microsystem and exosystem to work harmoniously together. Creating a system for effective change thus requires communication and collaboration between, for example, those in the exosystem who decide policy and launch initiatives, and those on the ground who interact every day with students.

Once there is a shared understanding between all parties involved in the change effort, an attempt can be made to scale education best practices across larger systems. To maximize chances of successful implementation within new environments, it is important to consider the conditions in which these best practices were initially implemented, and be open to adjusting implementation as necessary to fit the new circumstances (Klinger, Boardman, & McMaster, 2013). One of the most widely-scaled best practices is Schoolwide Positive Behavior Supports (SWPBS), with over 14,000 public schools having adopted the practice (Debnam, Pas, & Bradshaw, 2012). SWPBS aims to both reduce student behavioral problems and promote a positive school climate. Researchers have examined what led to successful, sustainable adoption of this practice, as well as less successful attempts. Four components identified were identified as significant in ensuring sustainability: (1) priority, (2) effectiveness, (3) efficiency, and (4) continuous regeneration (McIntosh, Horner, & Sugai, 2009). First, the change effort must be supported as a *priority* at all levels, including through sufficient funding. Second, the change should be evidence-based, so that

school personnel will recognize its proven potential for positive outcomes, and it should be implemented with as much fidelity as possible for the given context, in order to maximize *effectiveness*. Third, leaders should pay attention to local capacity and do what they can to assist with the *efficiency* of implementing the new practice, e.g., through professional development. Finally, through *continuous regeneration*, data should be used to monitor, adjust, and improve implementation, based upon outcomes and issues observed within the current system.

A recurring thread throughout much of the research is that authentic educator buy-in and engagement, along with sufficient supports for educators, are critical for the success and sustainability of change efforts. A leading strategy to actively involve educators, develop their capacity, and create a supportive peer group has been the establishment of Professional Learning Communities (PLCs) within schools and districts. PLCs aim to empower teachers as active agents of change, rather than passive recipients of new practices that they're instructed to implement. For example, in 2013, eight school districts in Rhode Island formed the East Bay Professional Learning Community (PLC), a three-year project focusing on rethinking effective student assessment practices (Dillon, Erkens, Sanna, & Savastano, 2015). Each participating district formed a handful of small teacher teams, with teachers representing all subject areas and grade levels. Teams then launched research action plans, guided by an external consultant, to build more balanced, comprehensive assessment systems focused on rigor, relevance, and relationships. The consultant provided inspiration through evidence-based ideas, as well as personalized coaching, feedback, and guidance regarding system integration. However, the teachers took ownership of the decision-making, research, data collection, and implementation of their action plans. Furthermore, teachers who participated in the three-year project were then responsible for carrying on the work and coaching other teachers in the future.

The PLC model thus emphasizes district-level, school-level, and teacher-level ownership, as well as authentic learning from and collaboration with colleagues. All of this leads to genuine educator capacity-building and sustained engagement in the improvement process. An analysis of ten empirical studies of PLCs in the U.S. and one multisite study in England found that in all eleven studies, PLCs had demonstrably shifted each school's professional culture toward one more focused on collaboration and improvement (Vescio, Ross, & Adams, 2008). Evidence of these shifts included new collaborative structures such as sharing lesson plans, observing in one another's classrooms, and participating in "critical friends" peer evaluation groups. While many PLC studies focus on educator outcomes, some studies have also demonstrated a positive relationship between PLCs and improved student outcomes, including classroom grades, performance on state achievement tests, and graduation rates (Lomos, Hofman, & Bosker, 2011; Jackl & Lougée, 2012).

Yet the value of a PLC rests not only in its ability to build educator capacity, but also in its grounding in *improvement science*. Improvement science is a disciplined approach to educational innovation, integrating problem analysis, research, solution development, measurement of processes and outcomes, and refinement of the change idea through repeated testing. Not all PLCs have an improvement science basis, but as the Carnegie Foundation for the Advancement of Teaching (2015) reports, a growing number of education professionals are recognizing that by leveraging these analytic thinking and systematic testing methods developed by the scientific community, they can achieve better outcomes more reliably

(Bryk, 2015). To do so, improvement science-based networks, also known as networked improvement communities (NICs), draw on the expertise of practitioners, researchers, designers, technologists, and others.

An external consultant typically provides guidance and coaching in improvement science methodology, while the education professionals participating in the network apply the methodology to their school or district's problem of practice. Once they've developed a solution, practitioners apply the change idea to their system and participate in plan-do-study-act (PDSA) cycles, akin to mini experiments, in which they rapidly refine and retest the change idea (Park, Hironaka, Carver, & Nordstrum, 2013). The improvement science methods utilized by NICs are valuable for scaling change for several reasons. First, this methodology requires that practitioners examine the school or district system that's already in place, and examine the many factors at play, before developing solutions. As a result, they can strategically craft solutions customized for their particular system. By developing measures of processes and outcomes, practitioners can more reliably measure the results of their testing. By refining and retesting the change idea, practitioners can further increase the likelihood of finding a solution that achieves the desired outcomes within their system. Finally, by developing this knowledge and expertise in improvement science — particularly with a cohort of colleagues from the same school or district — practitioners can apply these same principles to other problems within their system and, ideally, shift their institution's professional culture toward one of continuous improvement.

The shift toward data-driven decision-making, as well as empowering local leaders and educations to actively participate in driving system-wide improvement, offers unprecedented potential for effective resource allocation in public education systems nationwide. By leveraging practitioners' on-the-ground experience and local knowledge along with evidence-based, systematic improvement processes, decision-makers can optimize targeted alignment between resource allocation and student educational needs.

## Assessing Resource Allocation

When assessing the effectiveness and efficiency of resource allocation, viewing the full timeline of resource flow can provide a fuller picture. In 2013, the Organisation for Economic Co-operation and Development (OECD) issued its *Review of Policies to Improve the Effectiveness of Resource Use in Schools*, which provides a helpful map of how resources flow and are implemented across all levels (primarily from district level to student level.) The OECD framework conceptualizes this resource flow into four stages: *resource governance*, *resource distribution*, *resource utilization*, and *resource management*. At each level within the system, the processes involved in each of these four stages can be assessed for effectiveness and efficiency.

Resource governance is where the resource flow originates, and this extends beyond the district level. Governance decisions include: the level of funding that will be available for education, the sources of revenue, the distribution of decision-making power across the school system, the definition of priorities and targets, and the implementation of policies. Naturally, much of this responsibility rests at the state level, with reverberating impacts throughout other levels.

Resource distribution occurs next. These decisions include: the distribution of school facilities and physical resources across the region; the distribution of resources among school levels (e.g., primary, secondary);

the distribution of teachers, administrators, leaders, and professional development programs between various schools; and the distribution of resources targeted toward specific student groups (e.g., special education, ELL.)

Resource utilization then refers to the organization and specific application of resources to meet the identified needs. This includes the allocation of teacher resources (e.g., class size, use of teacher time), the structuring of school schedules, and selection of programs to meet student needs.

Finally, resource management involves the ongoing monitoring of resource use, auditing systems, staff management, reporting requirements, and program evaluation.

Each of these stages supports the next, and so deficiencies in any stage, or between levels, can hinder the effectiveness or efficiency of those parts of the system that depend on it. For example, if resource governance provides too little decision-making power in the hands of local school leaders, this may restrict schools' ability to distribute resources in a way that effectively targets their specific student populations' needs. If resource distribution provides too few instructors for high-need schools, then when it comes to program utilization, classroom instruction will suffer. Thus, resource allocation requires coordination and communication between each stage and between each level. Moreover, resource allocation decisions can be assessed for effectiveness within each stage and level.

When it comes to assessing the effectiveness of resource allocation, there are several methods to utilize. If evaluating for both effectiveness and efficiency, it is important to consider both inputs, i.e., resources, and outputs, i.e., educational outcomes. Three methods that consider both inputs and outputs include *cost-effectiveness analysis*, *cost benefit analysis*, and *cost-utility analysis* (Hollands & Levin, 2017).

Cost-effectiveness directly compares the investment cost with its impact on outcomes. For example, if a supplementary reading program costs $4,000 per student and leads to an average increase of 5 points in ELA scores, the program's cost would be $800/point per student. This can be useful when comparing potential options with different costs and outcomes. For example, another reading program might cost $6,000 but leads to an increase of 10 points in ELA scores ($600/point per student.) The second program has a higher cost but is more cost-effective, and so if the district can afford both, the second program may be the more worthwhile investment.

A cost-benefit analysis is similar, although cost-benefit analyses assign a monetary value to the outcome measure. For example, if the $4,000 supplementary reading program raises student performance to grade level, it might avoid the necessity of providing an $8,000 intensive reading intervention for each student later on. From a purely financial standpoint, the cost-benefit analysis then determines that the program is worth the investment.

A cost-utility analysis resembles a cost-effectiveness analysis, except that the cost-utility analysis considers external factors which may not be quantifiable. For instance, along with assessing costs and student outcomes, this analysis might consider teacher concerns, parent preferences, and compatibility with the current curriculum. If a more cost-effective program presents major conflicts in these areas, then decision-makers may opt for a less cost-effective, but overall more compatible choice.

## Bringing it All Together: A Framework for States

For school and district leaders to make effective spending decisions, the state must lead the way. We propose a four-part framework outlining how state leadership can enable districts to maximize effectiveness and efficiency throughout their school systems.

- **Flexibility:** For resource allocation to become more effective, changes to investment decisions must be possible at various levels of the system, including local levels. For example, California's accountability system, the Local Control Funding Formula (LCFF), allows substantial flexibility for districts to determine how best to allocate resources in order to meet the needs of underperforming student groups (California Department of Education, 2018).
- **Accountability**: Effective and efficient spending requires clear, system-wide expectations. While accountability systems should allow some flexibility, they should also set expectations that the *inputs*, *outcomes*, and *processes* are aligned with the state's standards for achievement and equity. For example, while inputs, i.e., funding, and outcomes, i.e., student performance goals, may already be outlined by the state, an optimal accountability system would also require evidence that districts are engaging in strategic, equity-focused continuous improvement processes.
- **Support:** Research strongly suggests that effective decision-making is a skill that must be developed and improved. It indicates, too, that local capacity to use data for school improvement efforts is still lacking. Support is needed at every level to guide schools and districts in planning strategically, utilizing data, participating in continuous improvement cycles, and focusing their financial flexibility where it will be most effective.
- **Transparency**: Public education spending affects a variety of stakeholders, and ultimately, decision-makers are responsible for allocating resources to effectively serve the educational needs of students in their community. It is therefore critical that these decisions be made transparent to key stakeholders. However, state-mandated transparency measures, such as required data collection and financial reporting, should focus on data that meaningfully informs strategic decision-making and resource use. Otherwise, districts may waste time and effort capturing specific data purely for compliance reasons, distracting them from the important work of strategic improvement.

# Chapter 3: Translate Rose Standards to Measurable Outcomes in Kansas

One of the central themes present throughout the court documents in the *Gannon v. Kansas* adequacy case are references to the Rose standards. This section of the report aims to deconstruct the Rose standards to understand their alignment to the current state of the Kansas K-12 public education system including accompanying measures and thresholds of performance. In order to do this, this section recounts a brief history, summarizes actions by various Kansas state governmental bodies to respond to the court's references to the standards, reviews other states' experiences with the Rose standards, articulates a potential pathway from the standards to measurable outcomes, and discusses the importance of the proportion or cut points associated with these measurable outcomes.

## History of the Rose Standards

The Rose standards were originally evoked in the 1989 Kentucky state supreme court ruling in *Rose v. Council of Better Education.* Among legal scholars, this was noted as one of several landmark cases that signaled a shift away from a focus on the inputs to education, e.g., resources, teachers, etc., and rather a focus on the outputs of education, e.g., students achieving a desired outcome. The lawsuit claimed, and the state supreme court agreed, that the standard upon which funding for schools should be determined is on the basis of students meeting minimum standards (adequacy theory and outcome-based) rather than students receiving just an amount of funding based on their need (equity argument and input-based) (Clinger & Hail, 2013).

Since then, various states, including Alabama, Arkansas, Idaho, Massachusetts, New Hampshire, North Carolina, South Carolina, and Texas,[xlvii] alongside Kansas, have referenced the Rose standards (referred to as Rose capacities in Kansas) as a means to set the benchmark for the outcomes of the state's public education students. In the Kansas Supreme Court's ruling on *Gannon v. Kansas (Gannon I),* the court specifically cited the Rose standards as a necessary element in determining the cost associated with funding the education system in Kansas. Specifically, the court wrote in their March 2014 decision: "More specifically the adequacy requirement is met when the public education financing system provided by the legislature for grades K-12 — through structure and implementation — is reasonably calculated to have all Kansas public education students meet or exceed the standards set out in Rose."[xlviii]

The Rose standards are a list of skills that were cited as necessary to allow all students in Kentucky to achieve an adequate education. These skills include:

- Sufficient oral and written communication skills to enable them to function in a complex and rapidly changing civilization.
- Sufficient knowledge of economic, social and political systems to enable them to make informed choices.


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- Sufficient understanding of governmental processes to enable them to understand the issues that affect their community, state and nation.
- Sufficient self-knowledge and knowledge of their own mental and physical wellness.
- Sufficient grounding in the arts to enable them to appreciate their cultural and historical heritage.
- Sufficient training or preparation for advanced training in academic or vocational fields, to enable them to choose and pursue life work intelligently.
- Sufficient academic or vocational skills to enable them to compete favorably with their counterparts in surrounding states, in academics or in the job market.

Breaking down the Rose standards further, it is important to understand a bit more about the elements of the statements. The standards contain references to:

- **content**, e.g., economic, social and political systems
- **skill(s)**, e.g., oral and written communications, and
- **aspiration** of a standard.

In the table below, each of the standards are broken out into these various elements to discern a bit more about their aims:

**Table 3. Rose Standards by Skill, Content, and Aspiration**

| # | Skill(s) | Content | Aspiration |
|---|---|---|---|
| 1 | **Oral and written communication skills** | | To enable them to function in a complex and rapidly changing civilization |
| 2 | **Knowledge of** | economic, social and political systems | To enable them to make informed choices |
| 3 | **Understanding of** | governmental processes | To enable them to understand the issues that affect their community, state, and nation |
| 4 | **Self-knowledge and knowledge of** | their own mental and physical wellness | |
| 5 | | Grounding in the arts | To enable them to appreciate their cultural and historical heritage |
| 6 | **Training or preparation** | for advanced training in academic or vocational fields, | To enable them to choose and pursue life work intelligently |


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| # | Skill(s) | Content | Aspiration |
|---|---|---|---|
| 7 | **Academic or vocational skills** | | To enable them to compete favorably with their counterparts in surrounding states, in academics or in the job market |

The meaningfulness of understanding the elements that are content, skill, or aspiration is to understand how the Kansas K-12 education system can be structured and resourced to support those outcomes for students. Interestingly, the term of "enable" is present in six of the seven Rose standards. Merriam Webster's first listed definition of "enable" is: "to provide with the means or opportunity."[4] Most commonly, one encounters these words — "means" and "opportunity" — in the context of economic self-sufficiency. Meanwhile, the Cambridge dictionary's definition of enable is "to make someone or something able to do something by providing whatever is necessary to achieve that aim." In either instance, the word "enable" has two components: one party *providing*, and the other party, consequently, going on to *achieve*. One may interpret the Rose standards' language as thus alluding to public school funding as an *investment*, with upfront costs paying dividends in the form of productive citizens.

# Other States' Experiences with the Rose Standards

## Kentucky

The Rose standards originated from Kentucky's 1989 case, *Rose v. Council for Better Education*, which led to a full overhaul of Kentucky's school finance system, curriculum, and assessment procedures. The state had maintained a long history of keeping property taxes low, resulting in low levels of school funding (Day & Ewalt, 2013). By the 1980s, Kentucky's education outcomes were among the lowest in the United States and included: the highest percentage of illiterate citizens, lowest percentage of adults with a high school diploma, and ranking of forty-ninth in the nation for college attainment.[xlix]

In 1985, a veteran school administrator who had previously worked for the Kentucky Department of Education, Arnold Guess, organized a group of superintendents under the name Council for Better Education, and the council lobbied the General Assembly for increased funding and education reform. Alongside inadequate funding, the council identified major inequity across the state's school system. For example, the Kentucky Office of Education Accountability (OEA) reported 1989-90 disparities that included per-pupil expenditures for instruction ranging from $1,499 to $3,709, and the number of classroom teachers per 1,000 students ranging from 49.5 to 84.7 (Adams, 1993). The council then sued Governor Martha Layne Collins and the legislature in *Council for Better Education, et al. v. Martha Layne Collins, Governor, et al.* (Civil Action No. 85-CI-1759). In May 1988, Judge Raymond Corns of the Franklin

[4] *enable*. Retrieved February 26, 2018, from https://www.merriam-webster.com/dictionary/enable.


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County Circuit declared the state's school funding system unconstitutional. The defendants then appealed and brought it to the Kentucky Supreme Court as *Rose v. Council for Better Education*.

In 1989, the Kentucky Supreme Court, led by Justice Robert F. Stephens, issued its ruling, which affirmed and expanded the lower court's opinion. While the lower court's ruling focused specifically on school finance and equity issues, the 1989 *Rose* ruling broadened its scope to include the school system's organization and curricula as well. The ruling drew upon Section 183 of the state constitution, which simply declares that the General Assembly shall "provide for an efficient system of common schools throughout the State."[l] The Court affirmed Judge Corns' definition of an "efficient" system as a "tax supported, coordinated organization, which provides a free, adequate education to all students throughout the state, regardless of geographical location or local fiscal resources."[li]

The Court added that an efficient school system is one "with no waste, no duplication, no mismanagement, and with no political influence" and must be continuously monitored.[lii] The Court emphasized that an "efficient" system also requires equal educational opportunities, and it determined that this is a "fundamental right" under the state constitution. The Court noted wide-ranging disparities between poorer and wealthier districts, including in student test scores, student-teacher ratios, and curricula offered, "particularly in the areas of foreign language, science, mathematics, music and art."[liii]

The Court cited a similar case, *Pauley v. Kelly* (1979) of West Virginia, in which the West Virginia Supreme Court not only addressed the plaintiffs' concerns about inadequate school funding, but also took the opportunity to outline the management, resources, and wide-ranging curricular goals for an adequate education system. *Pauley*'s eight curricular goals included government knowledge, self-knowledge, creative pursuits, and academic or vocational skills.[liv] The Kentucky Supreme Court then listed their own seven curricular goals, now known as the *Rose* standards. While some of these goals mirror those listed in *Pauley*, the Kentucky Supreme Court added detail to its standards, including justification for six out of the seven — that is, what each standard will "enable" its student citizenry to do.

In its conclusion, the Court reiterated that it found the "*entire system* of common schools is unconstitutional," with this decision applying to "the entire sweep of the system — all its parts and parcels."[lv] It declared that this required the General Assembly "to re-create, re-establish a new system of common schools" that would meet the financial, organizational, and educational requirements outlined in the ruling.[lvi]

In response, the General Assembly passed HB 940, the Kentucky Education Reform Act (KERA), in 1990. As required by the Court, KERA reformed not only the state's school finance system, but also its curriculum, assessment and accountability, district employment, and school governance (Day & Ewalt, 2013). With regard to finance, KERA implemented a new funding formula, the Support Education Excellence in Kentucky (SEEK) fund, which set out to equalize per-pupil expenditures. It set a base level of per-pupil funding and included additional funding for at-risk students, students with disabilities, and districts with higher transportation costs. While districts could raise additional funds through local tax effort, the state offered extra financial incentives for poorer districts to participate. The state also provided a guaranteed annual minimum increase in state funds (Hoyt, Jepsen, & Troske, 2008).

With regard to the Rose standards, KERA launched a major curricular reform, coupled with a high-stakes school accountability system. KERA translated the seven *Rose* standards into six "learning goals," which the Kentucky Department of Education (KDE) and Kentucky Board of Education (KBE) then elaborated upon, creating seventy-five "valued outcomes" that served as the state's educational standards. A few years later, KBE reduced these to fifty-seven outcomes, condensing some and determining that others, such as self-sufficiency, were too difficult to assess (Whitford & Jones, 2000). KERA and its learning goals emphasized new instructional approaches that focused on problem-solving, critical reasoning, and communication skills. Recognizing that this required many educators to radically revise their teaching methods, the state provided additional funding and school requirements for professional development programs.

Naturally, assessment of these outcomes required a more "performance based" form of testing. The state convened a committee with strong teacher representation, and the committee designed a new assessment system consisting of less conventional assessment methods, including group problem-solving tasks, open-response questions, and student portfolios showcasing writing and mathematics work.[lvii]

As required by the Court, the new assessment system, the Kentucky Instructional Results Information System (KIRIS), also included a strong accountability component. Assessment results were combined with noncognitive outcomes (e.g. attendance and graduation rates) to produce an accountability index for each school and district. The state defined the expected rate of improvement by prescribing a target or "threshold" score for each school, based on a two-year cycle. Every two years, the school would either be rewarded for meeting its threshold score or sanctioned for failing to do so. Rewards came in the form of financial bonuses for full-time, certified staff. Sanctions included state-mandated improvement plans and the assignment of a "distinguished educator" to coach or help manage the school, or, if the school continued to struggle, sanctions could include dismissal of tenured teachers and state takeover of the school (Hopkins, 2008).

While KERA has undeniably reshaped the state's education system, various components have been more well-received than others. The accountability system, in particular, received immediate criticism from practitioners, with educators citing a more stressful climate due to the fear of sanctions and noting that extrinsic rewards are not major motivators within their profession (Kannapel, Coe, Aagaard, & Moore, 1996). Teachers also felt that the time required to put together portfolios detracted from time to teach basic skills, which were not emphasized in the assessments.[lviii] There were also concerns, including among state officials and external evaluators, about the reliability and validity of the assessment, given the non-traditional format of the portfolios and group tasks (Kannapel, Aagaard, Coe, & Reeves, 2000).

In response, the General Assembly passed HB 53 in 1998, replacing KIRIS with the new Commonwealth Accountability Testing System (CATS), which continued to undergo periodic revisions. While still substantially similar to KIRIS, the new accountability system addressed many of the aforementioned concerns. The performance-based tasks and portfolios were de-emphasized, for example, and the new reward structure acknowledges schools that made progress, even if they fell short of their threshold goals.[lix] Outside of the accountability system, in 1996, the state also adopted the nationally normed Comprehensive Test of Basic Skills (CTBS), so Kentucky students' scores could be compared to those in other states, though these scores were not used for accountability purposes.[lx]

Regardless of the criticism, studies consistently showed that a majority of education stakeholders believed that KERA improved the state's education system. A statewide survey for the Kentucky Institute on Education Research (KIER) in 1996 found that the majority of school board members, school administrators, teachers, and parents who have served on school councils agreed that schools have changed for the better as a result of KERA, and fewer than 20% wanted to return to pre-KERA assessment practices (Wilkerson & Associates, Ltd., 1997). In another 1996 study, many principals, teachers, and parents praised the assessment system's strong emphasis on writing, and educators reported that KERA prompted improvement in instructional practice as well as students' writing, creative thinking, and critical reasoning skills (Kannapel, Aagaard, & Coe, 1997).

Within the first five years, KERA's new school finance system also resulted in both higher and more equitable school funding. According to the state's Office of Education Accountability, average per-pupil revenue from state and local sources increased from $3,049 in 1989-1990 to $4,628 in 1994–1995. Furthermore, the difference in average per-pupil revenue between school districts in the lowest wealth quintile compared to the highest quintile decreased from $1,380 in 1989–1990 to $764 in 1993–1994 (Office of Education Accountability, 1996).

KERA and then its successor, CATS, remained in place until 2009, when the General Assembly passed SB 1, implementing its new accountability system, called Unbridled Learning, in the 2011-12 school year. But in the two decades following the passage of KERA, national rankings already reflected tremendous improvement in Kentucky's educational outcomes. In October 2007, the Kentucky Long-Term Policy Research Center found that based on its interpretation of various national rankings, Kentucky's overall national ranking rose from 43rd in 1992 to 34th in 2005 (Watts, 2007). Similarly, *Education Week*'s Quality Counts 2007 Achievement Index ranked Kentucky 34th (Education Week Research Center, 2007) and a 2011 study by the University of Kentucky's Center for Business and Economic Research found that the state's ranking on the Index of Educational Progress moved up to 33rd from 48th in 1990 (Prichard Committee for Academic Excellence, 2016). The index included the percentage of Kentucky residents with high school diplomas or college degrees, ACT scores, high school dropout rates, AP scores, and national scores in reading, math, and science. According to this index, Kentucky's ranking rose more than nearly any other state during these two decades.

## Arkansas

While the Rose standards officially came to Arkansas in 2002 with the ruling of *Lake View School District No. 25 v. Huckabee (Lake View III)*, an important precedent was set in 1983 with the Arkansas Supreme Court's ruling of *DuPree v. Alma School District No. 30*. In the *Dupree* case, the Court concluded that the inequality in funding among school districts violated the equal protection clause of the Arkansas Constitution and that the State failed in its constitutional duty to provide a "general, suitable, and efficient education."[lxi] In doing so, the Court indicated a constitutional requirement for both equity and adequacy. At that time, it did not outline a specific definition for what a "suitable" or "adequate" education involved, though it did provide the opportunity for then-Governor Bill Clinton to push a wave of education reforms, including higher taxes, though the Arkansas General Assembly and State Board of Education.[lxii]

The *Lake View* case began in 1992 in trial court and eventually rose to the Arkansas Supreme Court in 2000, arguing that the state's school system was again neither adequate nor equitable. The State contended that the school funding system should not fall under the judicial branch's purview, but the Court disagreed, citing the precedent set by *DuPree* and adding that the Arkansas Constitution specifically charges the entire state government, not just the General Assembly, with maintaining a suitable and efficient school system.[lxiii] The State also argued that "adequacy is impossible to define."[lxiv] The Court responded by noting that the Equitable School Finance System Act of 1995, one of the bills passed in response to *Lake View*'s initial trial court case, had directed the State Board of Education to review minimum standards and "seek public guidance in defining an adequate education," but the Board of Education had failed to do so.[lxv]

The Court then took it upon itself to define an adequate or "efficient" education. The *Lake View* trial courts had cited the *Rose* standards as a definition, and the Arkansas Supreme Court affirmed this definition. The Court noted that these standards were already "adopted by our General Assembly with Act 1108 and Act 1307 in 1997."[lxvi] Act 1108 indeed included an adaptation of the Rose standards, including requirements for language arts, mathematics, science, social studies, practical and vocational skills, physical education and health, and visual and performing arts.[lxvii]

The Court stayed its order until January 1, 2004, pending legislation to resolve the adequacy and equity issues.[lxviii] The General Assembly first passed Act 1467 of 2003, the Quality Education Act or "Omnibus Act," which established accreditation standards and authorized the State to monitor, audit, and sanction districts that failed to maintain its standards. However, this legislation focused primarily on the district level and on implementing the federal requirements of *No Child Left Behind.* To focus specifically on the Lake View concerns, the General Assembly convened a special session starting December 8, 2003 (McKenzie & Ritter, 2005).

The key issues discussed during the Special Session included school consolidation, student assessment and accountability, teacher salaries, the revised school funding formula, and plans to generate the revenue required for the adopted education reforms. A new school funding formula came out of the Special Session, guaranteeing $5,400 in per-pupil base funding from the state for the 2004-05 fiscal year, with additional funding for at-risk students, students with disabilities, and English Language Learners, as well as professional development and various other programs.[lxix]

To address *Lake View*'s adequacy requirements, the General Assembly passed Act 35, Arkansas Student Assessment and Educational Accountability Act. The legislation required the State Board of Education to establish specific academic content standards and include "periodic review and revision" by various public stakeholders including outside content standard experts, higher education and workforce education professionals, community members, and teacher committees.[lxx] The legislation also required the establishment of a five-level school rating system based on student assessment scores, and any school failing to meet acceptable levels of performance would have to participate in a school improvement plan. The improvement plan must specifically examine whether achievement gaps exist between student groups, and if so, how to address them. Additionally, the legislation enacted requirements for student-level accountability, as any student failing to achieve acceptable levels of individual performance would

be required to participate in an academic improvement plan developed by the student's parents and teachers.

Furthermore, while the General Assembly ordered an adequacy study in 2003, the legislature also acknowledged that the requirements for an adequate and equitable education may shift over time.[lxxi] To address this, it passed Act 57 of 2004, the Continuing Education Adequacy Evaluation Act. This act set up a system to evaluate and monitor "the entire spectrum of public education" and provide an annual report assessing whether it offered an adequate and equitable education. This included reviewing and evaluating teacher salaries, adequacy costs, per-pupil expenditures, the effectiveness of individual programs, and "what constitutes an adequate education."[lxxii] Mirroring the Kansas courts' concerns about stagnation in both the *Montoy* and *Gannon IV* cases, the Arkansas General Assembly recognized that demographics, student needs, and requirements to succeed in a twenty-first century workforce are subject to change, and so the education system must adapt accordingly.

## Efforts by Kansas to Incorporate the Rose Standards

Following the March 2014 ruling by the Kansas Supreme Court, the Legislature passed HB 2506, adopting the Rose standards into law.[lxxiii] Specifically, the legislation directed the State Board of Education to "design subjects and areas of instruction to achieve the goal established by" each of the Rose standards.

The Kansas State Department of Education (KSDE) and Kansas State Board of Education (KSBE) sought to link this new law to the practical elements that construct the sequence of learning for students by grade and subject. The primary vehicle is the set of Common Core-aligned standards adopted by KSBE, known as the Kansas College and Career Ready Standards (Common Core in Kansas, 2013). According to KSBE, "College and Career Ready means an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation." Such a definition mirrors many of the skills referenced in the Rose standards. As the Kansas Association of School Boards noted, the Rose standards "broaden student expectations in the areas of citizenship, the arts, and health" compared with Kansas's previous requirements.

For example, in addition to typical academic standards, the Kansas College and Career Ready Standards include curricular standards in non-assessed areas, including Counseling; Social, Emotional, and Character Development; Health; Physical Education; Library, Media, and Technology; and the Arts. These standards directly address Rose standards 4 (physical and mental health), 1 (communication for a rapidly changing civilization), 5 (academic/vocational training), 6 (academic/vocational skills), and 4 (arts and cultural appreciation).

Some of these curricular areas closely resemble those implemented by Kentucky in its wide-sweeping curricular reform through KERA. For example, Kansas's Social, Emotional, and Character Development standards provide a detailed framework for schools to "learn, practice and model essential personal life habits that contribute to academic, vocational, and personal success," including problem-solving, healthy decision-making, empathy, and interpersonal skills (Kansas State Board of Education, 2012). Similarly,

KSDE developed a detailed framework for Civic Engagement education, coupled with a Civic Advocacy Network. The Civic Advocacy Network was launched after KSDE hosted over 287 focus groups in twenty communities across the states, asking, "What are the characteristics, qualities, abilities and skills of a successful 24-year old Kansans?" Results indicated that among education professionals and non-education professionals alike, soft skills — i.e., interpersonal skills, like teamwork, and intrapersonal skills, like perseverance — were overwhelmingly listed as the top priorities. The Civic Advocacy Network aims to promote civic engagement opportunities for Kansas students in all grades, particularly through sharing exemplary practices from schools across the state (Kansas State Department of Education, 2017).

This curricular emphasis on interpersonal communication, teamwork skills, and applied problem-solving mirrors Kentucky's curricular reform's focus on soft skills and critical reasoning, which had been praised by educators, the public, and the courts alike. Furthermore, Kansas has arguably learned from Kentucky's mistakes, as Kansas has chosen to forgo the controversial, non-traditional assessment methods initially instituted by KERA. For skills that are not already evaluated by standardized assessments, Kansas has included the relevant subjects as graduation requirements, rather instituting additional annual assessments.

Along with requiring the incorporation of the Rose standards into the state's education system goals, HB 2506 issued several other important directives to state and local education agencies. These largely focused on specific efforts to support the implementation of the new and existing academic standards, as well as to support educational equity.

First, the legislation directed that, "every accredited school in the state of Kansas shall teach the subjects and areas of instruction adopted by the state board of education," including these new areas. In practice, the implementation of such curricula requires hiring and placing appropriately credentialed and able teachers in each Kansas classroom. Indeed, research has shown that teacher quality is the most important in-school factor influencing student achievement. In particular, teacher characteristics shown to have a positive effect on student learning include: content knowledge, pedagogical knowledge, verbal ability, at least a few years of teaching experience, and degrees in science or mathematics (when teaching those subjects) (Rice, 2003). Further research has revealed that the effectiveness of a teacher, as defined by his or her previous students' performance, is a strong indicator of the academic outcomes for the teacher's future students (Sanders & Rivers, 1996). Longitudinal evidence also indicates that having either a very high-performing or low-performing teacher for one year can affect a student's performance for several years afterward (Jordan, Mendro, & Weerasinghe, 1997). Thus, effective teachers are undoubtedly a crucial resource for all Kansas classrooms to fulfill this requirement.

Second, the legislation directed that "every accredited high school in the state of Kansas also shall teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education." This requirement assumes that each Kansas high school will develop a master schedule that both allows students to complete a course of study that fulfills graduation requirements and also offers the necessary support to students who need additional assistance. Third and finally, the Legislature noted that, "nothing in this section shall be construed as relieving the state or school districts from other duties and requirements imposed by state or federal law including, but not limited to, at-risk programs for pupils needing intervention, programs concerning special education and related services

and bilingual education."[lxxiv] In particular, this ensures that local education agencies should ensure that there is an expressed and clear need to continue to serve students from disadvantaged backgrounds that require additional time, attention, and resources in order to succeed in the Kansas school system.

Responding to these latter two directives, KSDE has fully aligned their Multi-Tier System of Support (MTSS) toward achievement of the Kansas College and Career Ready Standards. The Kansas MTSS provides a framework for how to implement research-based curricula to help Kansas students achieve each of the standards, including for students who require supplementary (Tier 2) or intensive (Tier 3) support. The MTSS recommends this additional support take the form of small group instruction in addition to the core classroom instruction. Interventions are based on individual students' needs, as determined by diagnostic assessment, and are designed to complement and reinforce core classroom instruction (Kansas State Department of Education, Division of Learning Services, 2013). KSDE has outlined required components for a school's Tiered System of Supports, including family engagement; a master schedule providing for assessment, core, intervention, and collaborative team time; and regular evaluation of the system (Kansas State Department of Education, 2016).

Finally, SB 19 was notable for its requirement that the state continue to monitor its education finance system for adequacy and equity throughout years to come. Specifically, the legislation requires the Division of Legislative Post Audit to perform several statewide performance audits from 2019 through 2026. This includes evaluations every three years to determine the current costs required for meeting KSDE's student performance outcomes, with additional cost studies focusing on at-risk education, bilingual education, transportation, and best practices of successful schools.[lxxv] This mirrors Arkansas's passing of the Continuing Education Adequacy Evaluation Act, a significant effort to ensure not only that the state's public education system will meet the needs of today's students, but that it will continue to meet the needs of students in years to come.

## Rose Standards Crosswalk to Measures of Student Outcomes

The following is a crosswalk, created by the Kansas State Department of Education, matching the seven Rose standards to the corresponding curricular standards and measures that Kansas has in place to address them. These include the Kansas College and Career Ready Employability Skills (though these have recently been replaced with the very similar Kansas College and Career Ready Standards), as well as the statewide, standardized measures of student outcomes. There have been several other published documents that attempt to convey this alignment in policy, regulation, and implementation of the Kansas public education system with the Rose standards.[lxxvi]

This crosswalk goes further in identifying the applicable measures of standard, statewide measures of student outcomes to each of the Rose standards. Of note, those listed measures are just those that were used in this study. The researchers recognize that other standard, statewide measures of student outcomes are available and aligned to the Rose standards. However, for either methodological or other reasons they were not included in the study. For a further discussion on this please see Chapter 4.

**Table 4. Rose Standards Crosswalk to Standard, Statewide Measures of Student Outcomes**

| Rose Standards | Applicable Kansas College and Career Ready Employability Skills (KCCRES)[lxxvii] and the 21st Century Accreditation (Accreditation)[lxxviii] | Applicable Minimum Standards for Schools to Teach or Graduation Requirements | Applicable Measures of Standard, Statewide Measures of Student Outcomes |
|---|---|---|---|
| **Communication and Basic Skills** | | | |
| **Standard 1: Sufficient oral and written communication skills to enable them to function in a complex and rapidly changing civilization.** | **KCCRES:** These basic skills encompass reading, listening, speaking, and performing math computations.<br><br>**Accreditation**: The Relevance Rubric defines the criteria for Technology in a school district. Those criteria include having a vision for 21st Century learning and being able to apply digital learning through the use of technology. Districts much have the infrastructure necessary to support technology needs in the district, provide the professional learning essential to addressing the needs of learners, use technology for systemic improvement, plan strategically for the district's needs and gather data through the use of surveys to all stakeholders about technology and its use. | **Elementary schools must teach:**[lxxix] reading, writing, spelling, English grammar and composition, arithmetic (and) such other subjects as the state board may determine.<br><br>**Elementary and secondary schools must provide:** language arts; library services; computer literacy; counseling services; mathematics; science; services for students with special learning needs.<br><br>**For graduation:**[lxxx] English language arts (4 units), including reading, writing, literature, communication, and grammar; Science (3 units), including physical, biological, and earth and space science concepts and at least 1 unit as a lab course; and Math (3 units) including algebraic and geometric concepts. | **State assessments** (as required by the federal Every Student Succeeds Act (ESSA) reauthorizing the Elementary and Secondary Act of 1965) [5][lxxxi]<br><br>**English Language Arts and Mathematics (and alternate)**<br><br>Grades: 3-8, 11<br><br>**Science (and alternate)**<br><br>Grades: 4, 7, 11 (to 2015)<br><br>Grades: 5, 8, 11 (2016 on) |
| **Civic and Social Engagement** | | | |

[5] TARGETS: At the state, district, school and subgroup level, 75% of students score in performance levels 3 and 4 combined on the Kansas state assessments in English language arts and math by 2030.



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| **Standard 2: Sufficient knowledge of economic, social and political systems to enable them to make informed choices.** | **KCCRES:** Subset of Critical Thinking Skills, Interpersonal Qualities and Career Interest Development. These sets of skills address critical thinking through development of decision-making skills; thinking creatively about ideas and solutions, making decisions and using a problem-solving process; developing interpersonal qualities such as social and self-awareness; and, exploring and planning for career interest.<br><br>**Accreditation:** The Relevance Rubric defines the criteria for Curriculum and Instruction in a school district. Criteria include implementing the Kansas College and Career Ready Standards, using resources that reflect the culture and community of the district and providing professional learning about curriculum and instruction. Content area knowledge of teachers is evaluated in an ongoing manner in order to provide authentic learning experiences and personalized instruction for all students. | **Elementary schools must teach:**[lxxxii] geography, history of the United States and of the state of Kansas, civil government and the duties of citizenship, and instruction concerning the original intent, meaning, and importance of the declaration of independence and the United States constitution, including the bill of rights.<br><br>**High schools must teach:** a course of instruction concerning the government and institutions of the United States, and particularly of the constitution of the United States.<br><br>**For graduation:**[lxxxiii] History and government: 3 units, including world history; U.S. history; U.S. government, including the Constitution of the United States; concepts of economics and geography and, a course of instruction in Kansas history and government. | **State assessments** |
| **Standard 3: Sufficient understanding of governmental processes to enable them to understand the issues that affect their community, state and nation.** | **KCCRES:** Subset of Interpersonal Qualities. The Interpersonal Qualities addresses being self-aware through communication with others in a variety of settings, working well with others including those from diverse backgrounds and exercising leadership. Being aware of civics at many levels can promote success in post-secondary choices.<br><br>**Accreditation:** The Relationships Rubric defines the criteria for students in a school district. Criteria include implementing policies and | **See above.** | **State assessments** |



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| | practices that encourage and empower students as well as demonstrating student involvement with community. | | |
| **Physical and Mental Health** | | | |
| **Standard 4: Sufficient self-knowledge and knowledge of their own mental and physical well-ness.** | **KCCRES:** Subset of Interpersonal Qualities. Skill specifically addresses students' abilities to self-manage their own thoughts, feelings and behaviors and promotes self-awareness to develop positive self-worth and self-confidence.<br><br>**Accreditation:** Criteria include the Social, Emotional and Character Development Model Standards. Student survey target self-efficacy for empowerment and involvement and their relationships with peers, teachers, families and community. The Responsive Culture Rubric defines criteria for District Climate. Criteria include surveying stakeholders about the physical and emotional well-being of students, evaluating academic and social engagement and providing a safe and supportive environment for students, families and community. | **Elementary schools must teach:**[lxxxiv] health, hygiene<br><br>**Elementary and secondary schools must teach:** physical education, shall include instruction in health and human sexuality.<br><br>**For graduation:**[lxxxv] Physical education: 1 unit, including health and which may include safety, first aid, or physiology. (May be waived for health or religious reasons.) | **High school graduation**[6][lxxxvi] |
| **Arts and Cultural Preparation** | | | |

[6] Targets: Long-term goal of 95% in the four-year adjusted cohort will be applied to each subgroup and, as a result, will require interim measures of progress.



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| **Standard 5: Sufficient grounding in the arts to enable them to appreciate their cultural and historical heritage.** | **KCCRES:** Subset of Critical Thinking Skills, specifically asking students to engage in creative thinking and being able to generate new ideas and find solutions to problems. Subset of Interpersonal Qualities also expect students will work with others from diverse backgrounds and experiences allowing for appreciation of their own in process.<br><br>**Accreditation:** Students, Families, and Community include developing positive relationships w/ students and families, fostering systemic family engagement within the district and the school and investing in community partnerships. Relevance Rubric defines the criteria for Content Area Knowledge ensuring that teachers are able to advance student learning, creativity and innovation. | **Elementary and secondary schools must teach:** fine arts.<br><br>**For graduation:**[lxxxvii]**:** Fine arts: 1 unit, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education. | High school graduation[lxxxviii] |
| **Postsecondary and Career Preparation** | | | |
| **Standard 6: Sufficient training or preparation for advanced training in academic or vocational fields, to enable them to choose and pursue life work intelligently.** | **KCCRES:** Subset of Interpersonal Qualities and Career Interest Development. Through access to information and building relationships, students explore and plan for their interests and career preferences in order to be successful in post-secondary settings.<br><br>**Accreditation:** Criteria include integrating career and technical education with academics throughout the curriculum, forming partnerships with stakeholders for the purpose of career exploration and preparation and an established curriculum focused on careers. In | **Secondary schools must teach:** business; family and consumer science; foreign language; and industrial and technical education<br><br>**For graduation:**[lxxxix]<br>1. English: 4 units of approved courses including reading, writing, and literature.<br>2. Mathematics: 3 units completed[xc]<br>3. Natural science: 3 units[xci]<br>4. Social science: 3 units[xcii] | **State assessments**<br><br>**ACT College Readiness Test**<br><br>**High school graduation** |



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| | addition, an Individual Plan of Study is advocated for every student. | 5. 6 units of elective courses for a total minimum of 21 units of credit. | |
| **Standard 7: Sufficient academic or vocational skills to enable them to compete favorably with their counterparts in surrounding states, in academics or in the job market.** | **KCCRES:** College and career ready advocates for academic and cognitive prep, technical and employability skills so that all Kansas students are well rounded and prepared for pathways to post-secondary education or careers.<br>**Accreditation:** CTE and Technology in a school district. Criteria include long-term planning through the collection, analysis and use of data focused on economic and work force trends state-wide and nationally. Addressing students' individual academic and career goals while addressing education priorities with community state and national workforce needs is a priority. | **See above.** | **State assessments**<br>**ACT College Readiness Test**<br>**High school graduation** |



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## Thresholds for Identified Measures Relative to the Rose Standards

One of the important considerations for each of the identified student assessments and graduation requirements aligned to the Rose standards above is the threshold — for both individual students and populations of students — by which a determination of having achieved the skill or knowledge is reached. The following section discusses each of the student outcome measures used in the cost function analysis and sets a determinate adequacy threshold by individual student and in aggregate for the student population. The following measures are discussed below: annual, statewide assessments in English language arts (ELA) and math; and high school graduation rates. Other student performance measures that were identified but not used are discussed in Chapter 4.

In setting thresholds for performance, it was important to consider several factors. First, the measures should capture the experience of existing schools within the system in their current state. To achieve these ends, the study team reviewed recent ELA and math assessment data, along with graduation rates, to identify current performance thresholds for those school districts at the 90$^{th}$ percentile.

Second, it was also important to capture the desired aspirations of the public education system. While it is important to consider the current, observable levels of performance in the system, it is also important to consider the motivation and aspiration of the state and its education system. The study team relies primarily on the state's approved plan under the federal Every Student Succeeds Act (ESSA) by the U.S. Department of Education.[xciii] This plan provides both the identification and commitment of the state to ensure students reach a defined level of performance. It outlines the performance goals for the Kansas Assessment Program (KAP) in ELA and math as well as graduation rates. This serves as the aspiration and a trajectory of growth in performance that the study team can match with the two other factors.

The third and final factor was to consider past performance of the state's education system and conditions under which that performance occurred. Most significantly, there was a period in which the courts had ruled that the state had met their constitutional obligation to adequately fund the education system. Observing the growth in student performance over that time period also contributed to setting the performance thresholds.

### Annual, Statewide Assessments in ELA and Math

In assessing a threshold of performance on the annual, statewide assessments in ELA and math, it was important to acknowledge the evolution of the standards and assessments used throughout Kansas and most importantly, the significant shift that occurred starting in the 2010-11 school year with the move to more rigorous standards, followed by the rollout of aligned assessments beginning in the 2014-15 school year. The new assessments, included under the Kansas Assessment Program (KAP) administered the first statewide assessment that was publicly reported in the 2014-15 school year starting with English and math, followed closely by science.[xciv] In order to ensure that the student assessments were equated to the more rigorous academic standards, the assessment changed not only the content of the exam to test the new standards but also establishes scale scores that imply that certain higher levels of achievement


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signal that the student is on track to be college ready. The new assessments administered in Kansas are validated not only through the construction of the test[xcv] but also by equating levels of performance to the ACT, a nationally administered standardized exam that is used by many colleges and universities for admission to a post-secondary institution.[xcvi]

When making these changes in the standard, assessment, and accountability system some states have cautioned against the comparison of individual, building, and school district level results as it would be inappropriate to equate scores from one assessment to another because they are fundamentally testing different knowledge and skills for students. However, it is important in this study to translate historically how Kansas has referenced the threshold of student performance as a measure of adequacy discussed in trial proceedings to the current standards and assessment system. As such, the study team considered the similarities and differences between these two standards and assessment systems to identify a threshold of performance under the new standards and assessment system that could be set to estimate the cost to achieve an adequate level of funding.

Under the previous standard and assessment system there were five, defined performance levels ranging from academic warning to exemplary. Under the KAP, there are now four performance levels. The table below offers some basic descriptions between these assessment systems.

**Table 5. Description of performance levels for the assessment system under NCLB and KAP**

| State assessment system under No Child Left Behind (NCLB) Law | Kansas Assessment Program (KAP) and new College and Career Ready Assessment |
|---|---|
| Exemplary: student is performance beyond grade-level expectations.<br><br>Exceeds Standard: student is performing above grade-level expectations.<br><br>**Meets Standard: student is performing at grade-level and is considered proficient.**<br><br>Approaching Standard: student is approaching the standard for grade-level performance.<br><br>Academic Warning: student is in need of intervention to support getting back to grade level. | Level 4: indicates that the student is performing above expectations for that grade level and is on track to being college ready.<br><br>**Level 3: indicates that the student is performing at academic expectations for that grade level and is on track to being college ready.**<br><br>Level 2: indicates that the student is doing grade-level work found in the standards but not at the depth or level of rigor to be considered on-track for college readiness.<br><br>Level 1: indicates that a student is not performing at grade level standards, and additional supports are needed. |


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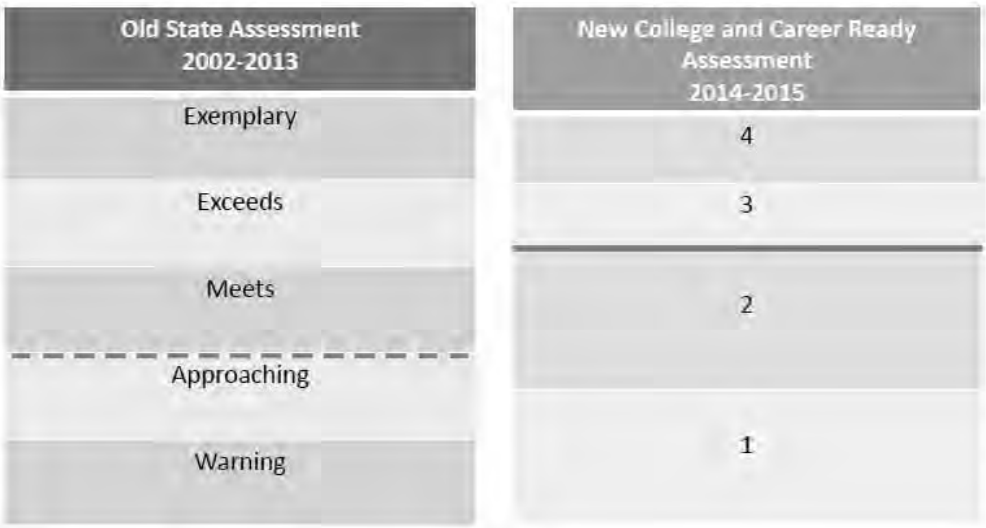
The language used under the respective assessment systems alone point to measurement of a different level of standard for students with designations of college ready in the KAP. Also of noticeable difference is the minimum thresholds set out by the assessment systems. The table below offers a picture of this which was presented by KSDE to the Legislature in 2015 during testimony on assessment changes in Kansas.

**Table 6. Identified, minimum level for proficient students for the assessment system under NCLB and KAP**




It can be observed that under the old state assessment those students scoring in the meets, exceeds, or exemplary performance level were considered proficient. The new college and career ready assessment considers level 3 and 4 to be proficient or college ready which increases both the rigor of the standards, that is the content and skill demonstration by students. The new college and career ready assessment would reasonably be better aligned to the Rose standards in helping to gauge the progress and performance of students particularly for Rose standards six and seven (the two Rose standards addressing postsecondary and career preparation.) In order to bridge the change in the standards and assessment system as a measure of performance the cost estimates will include a threshold of performance equivalent to the old assessment system as well as the definition of proficiency under the current standards and assessment system.

### Method for Threshold Identification

When considering how to set benchmark thresholds, the research team considered the overall threshold of achievable performance as well as the year-over-year anticipated growth. The importance of recognizing absolute performance as well as growth in performance reflects the necessity to hold the education system to a high standard of performance while acknowledging the practicalities of schools and school districts to make the appropriate investments to reach those levels of performance over time. That

is, it is not practical to make a one-time, significant investment in a statewide public education system and expect at the end of that school year to see dramatic movement from current performance to the aspiration targets. Alternatively, making ongoing investments in the system with established targets may be more realistic.

In this regard, the study team used various reference points to establish the overall threshold of performance and annual targets, included: (1) previous court documents discussing the overall threshold of performance, (2) the state's ESSA plan submission to the U.S. Department of Education, (3) previous performance of the Kansas school system during years in which the court regarded the system to have been fully funded (2006-07 to 2008-09), and (4) observed, actual performance of students currently in the system.

*Overall Threshold of Performance*

The study team looked at several sources in identifying the overall threshold of performance. The Kansas Every Student Succeeds Act (ESSA) approved state plan submission captures the state's commitment to the federal government for how it will hold itself accountable to achieve some set of student outcomes. Specifically, the plan cites the desired outcome for its students in English and math to ensure 75% of all students are proficient by the year 2030 based on the current assessments used in the KAP. Is it important to note that this definition of proficient references the summation of levels 3 and 4 of the English and math assessment.

Another reference point is to consider the discussion that occurred during the trial for *Gannon v. State* in which equivalent to the old assessment the absolute threshold for performance was 87%. This would be equivalent in the new assessment system to performance levels 3, 4, and a large proportion of 2. For the purposes of cost estimates, the thresholds of performance in levels 2, 3, and 4 were used for English and math. When looking at the total percentage of students proficient this would equate to approximately 90% of all students having met either levels 2, 3, or 4 under the new assessment.

*Annual Targets of Performance*

As was mentioned, achieving those absolute thresholds of performance over a one-year period is not possible and further acknowledged by the state in its ESSA plan as it sets out various targets between its baseline year, 2016-17 and its target year in 2030. As such, the research team used various other reference points to derive average annual growth that would be achieved on an annual basis. Specifically, the research team looked at three sources: (1) the average annual growth identified in the state's approved ESSA plan, (2) previous observable growth during the years in which the court regarded the Kansas education system to be adequately funded, and (3) current, observable performance in Kansas school districts. The research team chose a 5-year time period in which to estimate costs.

The approved ESSA state plan for the KAP assessment in ELA identifies a baseline of 42% of all Kansas students in the 2016-17 school year and in Appendix A identifies its projected measure of interim progress to be 2.53 percentage points growth annually until 2030 in which all students in Kansas would achieve a proficiency rate of 75%.[xcvii] The approved ESSA state plan for the KAP assessment in math identifies a baseline of 33% of all Kansas students in the 2016-17 school year and in Appendix A identifies its projected measure of interim progress to be 3.23 percentage points growth annually until 2030 in which all students

in Kansas would achieve a proficiency rate of 75%.[xcviii] Since the time period in which this cost study is looking out is 5 years, calculating the annual growth from a base of 42% would result in a proficiency rate in ELA of 54.65% and 49.15% for math by 2021-22.

**Table 7. Proficiency targets by school year for ELA math; All students identified in ESSA state plan**

| School Year | Proficiency Target for ELA, All Students (%) | Proficiency Target for Math, All Students (%) |
|---|---|---|
| **2016–2017 (baseline)** | 42.00 | 33.00 |
| **2017–2018** | 44.53 | 36.23 |
| **2018–2019** | 47.06 | 39.46 |
| **2019–2020** | 49.56 | 42.69 |
| **2020–2021** | 52.12 | 45.92 |
| **2021–2022** | 54.65 | 49.15 |

The study team also considered previous growth in the states ELA and math assessments. In particular, the team looked at student academic growth during school years in which the court regarded the system to have been adequately funded. The table below identifies the growth in ELA and math assessments for all students in Kansas. The 2005-06 school year is used as a baseline and the 2006-07 school year was the first of three years in which the Legislature had fundamentally reformed the school funding formula following a ruling by the court in July 2005 that the state had met its obligation under the constitution.[xcix] Table 8 presents the outcome results from the years between 2005-06 and 2008-09.

**Table 8. Percent proficient by school year for ELA and math; All students (old state assessment)**

| School Year | ELA Percent Proficient (%) | Change in ELA Percent Proficient | Math Percent Proficient (%) | Change in Math Percent Proficient |
|---|---|---|---|---|
| **2005–2006** | 78.0 | | 72.5 | |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| School Year | ELA Percent Proficient (%) | Change in ELA Percent Proficient | Math Percent Proficient (%) | Change in Math Percent Proficient |
|---|---|---|---|---|
| **2006–2007** | 82.5 | + 4.5 | 80.1 | + 7.6 |
| **2007–2008** | 84.1 | + 1.6 | 81.0 | + 0.9 |
| **2008–2009** | 85.7 | + 1.6 | 82.8 | + 1.8 |
| **Total** | **+ 8.3** | **+ 2.6 / annually** | **+ 9.4** | **+ 3.4 / annually** |

Finally, the study team investigated the actual levels of student performance across school districts in Kansas. Among those higher performing school districts (performing at the 90th percentile) that they were achieving proficiency rates for all students in their system of 58.32% in ELA and 58.05% in math. These proficiency rates use the same scale score cut-offs as established under KAP.[c]

*Annual Targets of Performance Under Different Thresholds*

The study team decided to look at performance thresholds under a scenario of achieving college ready (levels 3 and 4) as well as under a scenario of levels 2, 3, and 4. Under the scenario of achieve college ready (levels 3 and 4) a target of 60% performance was set to be achieved at the end of the 2021-22 school year which would keep Kansas on track to hit the 75% performance threshold for ELA and math identified in the ESSA state plan. This means that students across all tested grades are achieving the threshold if they are reaching a scale score of at least 300 on the ELA and/or math assessments. This translates into applying a 3.6 percentage point growth trajectory for ELA and a 6.0 percentage point growth trajectory for math over that five-year period. Using the 2016-17 school year are the base year the resulting growth is reflected in the table below.

**Table 9. Proficiency targets by school year for ELA, math; All students identified for cost study**

| School Year | Proficiency Target for ELA, All Students (%) | Proficiency Target for Math, All Students (%) |
|---|---|---|
| **2016–2017 (baseline)** | 42.0 | 33.0 |
| **2017–2018** | 45.2 | 38.0 |
| **2018–2019** | 48.4 | 43.0 |


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| School Year | Proficiency Target for ELA, All Students (%) | Proficiency Target for Math, All Students (%) |
|---|---|---|
| **2019–2020** | 51.6 | 48.0 |
| **2020–2021** | 54.8 | 53.0 |
| **2021–2022** | 60.0 | 60.0 |

Under the scenario of achieve levels 2, 3, and 4 a target of 90% performance was set to be achieved at the end of the 2021-22 school year. This means that students across tested grades are achieving the threshold if they are at or above a scale score of between 265 and 277 on the ELA assessment and at or above a scale score of between 266 and 276 on the math assessment depending on their grade level. For a list of scale score cut scores by grade see the Cut Scores for KAP Summative Assessments document.[ci] This translates into applying a 3.5 percentage point growth trajectory for ELA and a 6.0 percentage point growth trajectory for math over that five-year period. Using the 2016-17 school year are the base year the resulting growth is reflected in the table below.

**Table 10. Proficiency targets by school year for ELA, math; All students identified for cost study**

| School Year | Proficiency Target for ELA, All Students (%) | Proficiency Target for Math, All Students (%) |
|---|---|---|
| **2016–2017 (baseline)** | 72.6 | 72.4 |
| **2017–2018** | 76.1 | 75.9 |
| **2018–2019** | 79.6 | 79.4 |
| **2019–2020** | 83.1 | 82.9 |
| **2020–2021** | 86.6 | 86.4 |
| **2021–2022** | 90.0 | 90.0 |

## High School Graduation

The study team took a similar approach in looking at high school graduation rates — another student outcome measures used in the cost analysis. The approved ESSA state plan for graduation rates identifies a baseline of 86.1% of all Kansas students in the 2016-17 school year and in Appendix A identifies its projected measure of interim progress to be 0.68 percentage points growth annually until 2030 in which all students in Kansas would achieve a high school graduation rate of 95%.[cii] Since the time period in which this cost study is looking out is 5 years, calculating the annual growth from a base of 86.1% would result in a graduation rate of 89.5% by 2021-22.

**Table 11. High school graduation targets by school year, All students in Kansas ESSA state plan**

| School Year | High School Graduation Rate, All Students (%) |
|---|---|
| **2016–2017 (baseline)** | 86.10 |
| **2017–2018** | 86.78 |
| **2018–2019** | 87.46 |
| **2019–2020** | 88.14 |
| **2020–2021** | 88.82 |
| **2021–2022** | 89.50 |

Finally, the study team investigated the actual levels of student performance across school districts in Kansas. Higher performing school districts, performing at the 90th percentile, have a graduation rate of 91%.

The study team set a target of 95% performance to be achieved at the end of the 2021-22 school year, which is consistent with the state goal to reach the 95% performance threshold for high school graduation identified in the ESSA state plan. Using the 2016-17 school year are the base year the resulting growth is reflected in the table below. Note that a 95% graduation rate for the state as a whole is a much easier standard to meet than a 95% graduation rate for each district. The research team evaluated the cost of meeting a 95% graduation rate in each district, recognizing that such an achievement would lead to a statewide graduation rate well in excess of 95%.

# Chapter 4: Education Cost Function Variables and Methods

This section of the report provides a simple explanation of the education cost function method, the primary statistical technique used by the study team to conduct the costing out study for the state of Kansas. It also summarizes the variables, data and measures used in the education cost function analysis, and a discussion of measures that could not be incorporated into the analysis.

As discussed in prior sections, there are three reasons why spending differs across school districts including outcome, cost, and economies of scale. This study addresses those differences in cost along all three of these dimensions to advance an estimated cost to adequately fund Kansas public schools.

## Education Cost Function Method

This analysis follows Taylor et al. (2017) and uses stochastic frontier analysis (SFA) to estimate an educational cost function for Kansas. A cost function specifies the minimum cost necessary to achieve certain outcomes with specified inputs and specified environmental factors. In the SFA, this cost function is regarded as a frontier, a minimum cost of attaining given outputs with given inputs including environmental factors. Spending may then deviate from this cost frontier, exceeding this minimum cost. Thus, the SFA starts with a basic cost function and adds the assumption that spending exceeds the cost frontier due to random errors or inefficiency. This approach accounts for the idea that schools or districts can at best be on the cost frontier, if they are fully efficient, and if they are inefficient this is captured in the model.

The per-pupil SFA is more commonly applied in education than a total cost function (e.g., Andrews, Duncombe and Yinger, 2002; Gronberg, Jansen, Karakaplan, & Taylor, 2015). The cost frontier estimates indicate the cost of achieving certain educational outcomes after controlling for cost and other environmental factors. The educational outcomes include a quantity dimension—the number of students served—and a quality dimension. The quality dimensions considered here are conditional normal curve equivalent scores (a measure of growth) and graduation rates.

An important feature of the decision-making environment facing school officials is the competitiveness of the district's relevant education market. Indeed, the literature finds that competition is one factor that can influence a school district's cost inefficiency.[7] The argument is that competition serves to discipline the tendency of districts to engage in excessive spending. This implies a negative relationship between the competitiveness of a district's education market and the magnitude of that district's cost inefficiency.

[7] For example, see Belfield & Levin (2002); Dee (1998); Gronberg et al. (2015); Grosskopf, Hayes, Taylor & Weber (2001); Kang & Greene (2002); or Millimet & Collier (2008).

The literature also suggests that voter monitoring can lead to increased school district efficiency (Grosskopf et al. 2001). Factors that influence the motivation or ability of citizens to monitor their local school district—such as the educational attainment of the population, the share of homeowners or the fraction of the population that is elderly—have also been linked to school district efficiency (Duncombe & Yinger 2005). The stochastic cost frontier framework can accommodate models of how these factors impact spending inefficiency.

For a more detailed description of the SFA used in this study see Appendix A.

## Variables, Measures, and Data Sources

The data for this analysis come from administrative files and public records of the Kansas State Department of Education (KSDE), the National Center for Education Statistics (NCES), the U.S. Bureau of Labor Statistics (BLS), the U.S. Department of Housing and Urban Development (HUD) and the U.S Census Bureau. The analysis covers the two-year period from 2015–16 through 2016–17.

The study team requested data sets from Kansas that were important to include in the analysis in constructing cost variables and estimates. What follows is an explanation of the data that was incorporated into the analysis. These include the several components to the educational cost function analysis; the unit of analysis, expenditures, student outcomes, input prices, and environmental factors. These key components are summarized in Table 11 and described in the following sections. See Appendix A for a technical description of the cost function analysis.

**Table 12. Key components of the educational cost function**

| Component | Measured by |
|---|---|
| **Units of Analysis** | All standard buildings in traditional public school districts in the State of Kansas<br>Two most recent school years (2015–2016 through 2016–2017) |
| **Expenditures** | School-level operating expenditures excluding food, transportation, capital outlay for construction, community service, debt service, fund transfers and adult education. |
| **Outcomes** | Average conditional NCE score on state assessments (ELA and mathematics)<br>School- and district-level graduation rates |
| **Input Prices** | Teacher Salary Index<br>Rural Indicator |

| Component | Measured by |
|---|---|
| **Environmental Factors** | Number of students enrolled at the district level<br>Building Percentage of Economically Disadvantaged Students<br>Building Percentage of English Language Learner Students<br>Building Percentage of Special Education Students<br>Building Type<br>Population Density |
| **Controls for Inefficiency** | Stochastic Frontier Analysis Methodology<br>Efficiency factors:<br>Educational competition<br>Percent college educated<br>Percent owner occupied housing<br>Percent elderly households |

The decision to use only the most recent data was made primarily due to the change in state assessments implemented after the 2013-14 school year. Representatives from the KSDE and other state governing bodies expressed strong reservations about the quality of the test data prior to this change, suggesting that the results of the analysis would be viewed as less accurate and reliable if these data were used. Given these concerns, the study team chose to use only test scores data after the 2013-14 school year.

The unit of analysis is the traditional public school building. Alternative schools, charter schools, virtual schools and special schools have been excluded because they may have different cost structures than other buildings. Buildings that lack reliable data on student performance (such as elementary schools that serve no students in tested grades, or very small schools) have also been excluded. A complete list of the included districts is provided in Appendix D.

Table 14 provides means and standard deviations for the variables use in this analysis. Enrollment, the teacher salary index, and population density enter the stochastic frontier regression in logs, while variables already in percentages and the indicator variables are not logged before entering the stochastic frontier regression.

**Table 13. Descriptive statistics for buildings in Kansas, 2015-16 and 2016-17**

| | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|
| Per-pupil operating expenditure | $9,696 | $1,961 | $5,137 | $20,844 |
| Average Conditional NCE | 0.50 | 0.05 | 0.30 | 0.76 |

| | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|
| Graduation rate | 0.89 | 0.07 | 0.60 | 1.00 |
| Teacher salary index | 1.41 | 0.11 | 1.00 | 1.59 |
| Rural county indicator | 0.27 | 0.45 | 0.00 | 1.00 |
| District enrollment | 7.70 | 1.58 | 4.26 | 9.90 |
| % Economically disadvantaged | 0.41 | 0.21 | 0.00 | 0.96 |
| % English Language Learners | 0.10 | 0.16 | 0.00 | 0.82 |
| % Special education | 0.15 | 0.06 | 0.00 | 0.63 |
| Elementary grade indicator | 0.75 | 0.44 | 0.00 | 1.00 |
| High school grade indicator | 0.26 | 0.44 | 0.00 | 1.00 |
| Herfindahl Index | 0.38 | 0.25 | 0.13 | 1.00 |
| Share of spending unallocated | 0.34 | 0.09 | 0.00 | 0.91 |
| Potential employers in building zip code | 327 | 388 | 0.00 | 1,646 |
| County unemployment rate | 4.26 | 0.97 | 2.00 | 7.50 |

Note: Virtual schools, alternative schools, charter schools, and special schools have been excluded, as have all buildings with fewer than 10 students for whom conditional normal curve equivalent (NCE) scores could not be calculated.

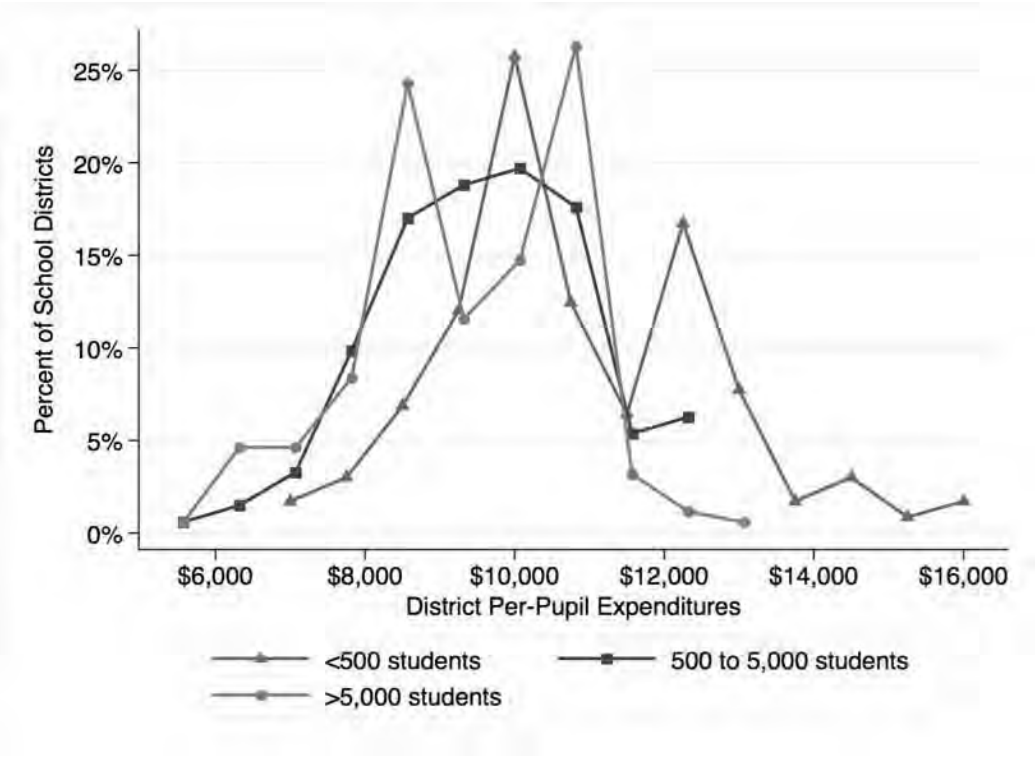
## The Dependent Variable (Per-pupil expenditures)

For each district, the researchers identified total operating expenditures for food, student transportation and all other operating functions. As described in Appendix C, operating expenditures include the day-to-day expenses of school districts, such as salaries, benefits, purchased services, and supplies and materials. Debt service, construction expenditures and fund transfers are not considered operating expenditures. In turn, the category of all other operating functions includes the normal functions of school districts: instruction, student support services, administration, and the operation and maintenance of the district's facilities.

A complicating factor is that Kansas school districts regularly rely on special education co-operatives or inter-local agreements to provide special education services. With a special education co-operative, one district collects contributions from the other members of the co-operative, and hires teachers or purchases supplies on their collective behalf. To account for those expenditures, the researchers used the Kansas Education Directory to identify the members of each co-operative, and shared out the spending of each cooperative (i.e. the spending from fund 78) to the member districts according to each district's share of the special education students served by the co-operative. Payments to the inter-local (from funds 564 and 565) were the best available measure of spending by the members of an interlocal. However, we note that special education cooperatives and inter-locals can also receive revenues from other sources (such as the federal government); such revenues are accounted for in the expenditures of districts that do not participate in an inter-local agreement or special education cooperatives, and in the expenditures from fund 78 by special education cooperatives, but cannot be accounted for with the available data for the districts participating in inter-local agreements.

Figure 3 displays the distribution of 2016-17 average per-pupil district-level expenditures from the estimation sample. As can be seen below average per-pupil spending ranged from $5,935 to $17,083 in 2016-17.

**Figure 2. Distribution of per pupil spending in Kansas by district size, 2016-17**




The study team then followed five steps to distribute the district-level current operating expenditures to the building level:

1. Using data on certified personnel assignments and earnings, calculate total assigned salaries for each building each year.
2. Calculate total payroll (salaries and benefits) for each building by adjusting the building-level salaries by the district-specific benefits ratio.
3. Assign the remaining payroll expenditures for the district to the buildings on a per-pupil basis.
4. Assign all non-payroll expenditures–excepting special education funds—for the district to the building on a per-pupil basis.
5. Assign all non-payroll special education expenditures for the districts to the building on a per-special education-student basis.


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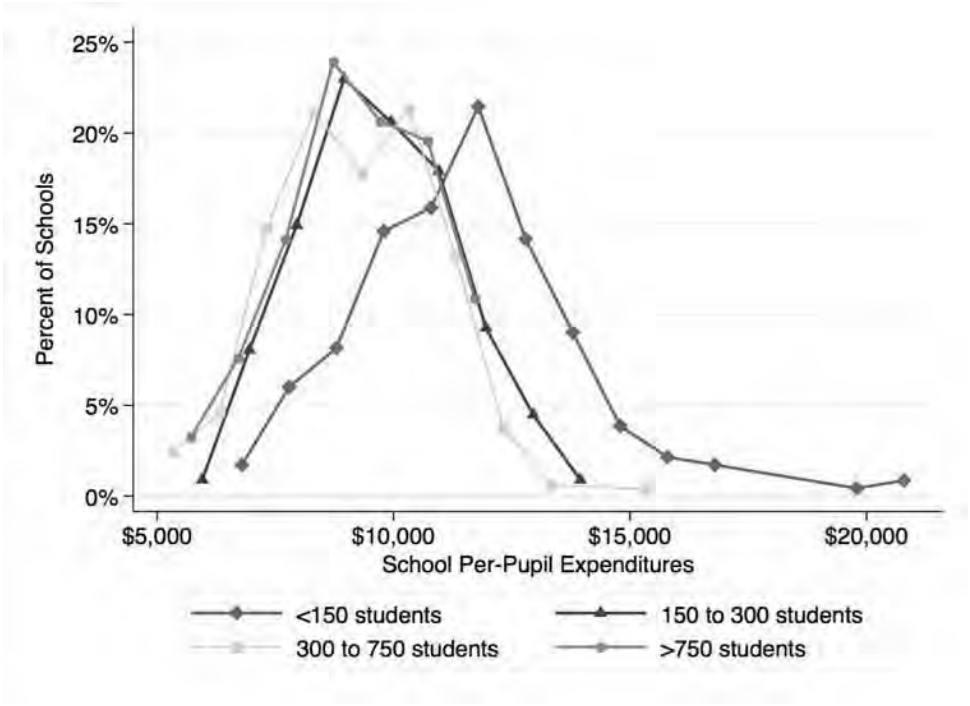
**Figure 3. Distribution of per pupil spending in Kansas by school size, 2016-17**

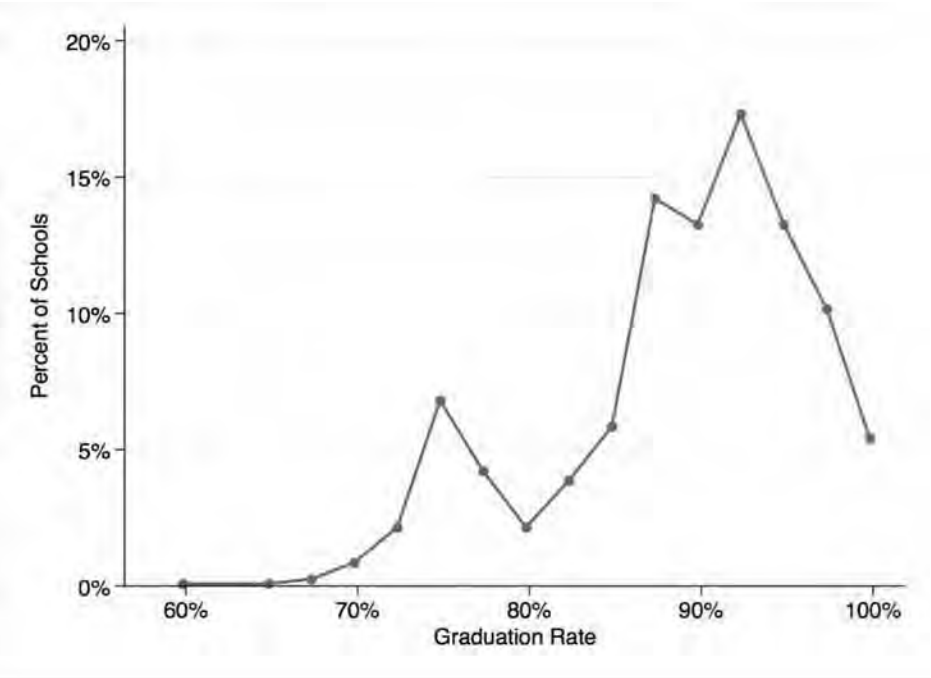



## Outputs (Student Outcomes)

As noted above, the analysis uses two measures of quality—levels and growth. The levels measure is the ultimate, summative evaluation of high school achievement—graduation rates. We were provided with school-level graduation rates which represent the percentage of each longitudinal cohort that graduated within four years. We also received the variables used to calculate these rates including total number of graduates and the total number of students in the four-year cohort.

To calculate district-level graduation rates, we divided the sum of total graduates in a given year and district by the sum of students in the corresponding cohort. In some cases, the graduation rate data were suppressed due to concerns about student privacy. For buildings in which all or some of their graduation data was suppressed, we imputed values using school averages across years of available data or imputed district rates at the school-level. For a detailed description of our imputation method see Appendix A. As can be seen in Figure 4 below, in 2016-17 the average graduation rate in the estimation sample was 0.89, ranging from 0.59 to 1.00.

**Figure 4. Distribution of school graduation rates in the estimation sample, 2016-17**



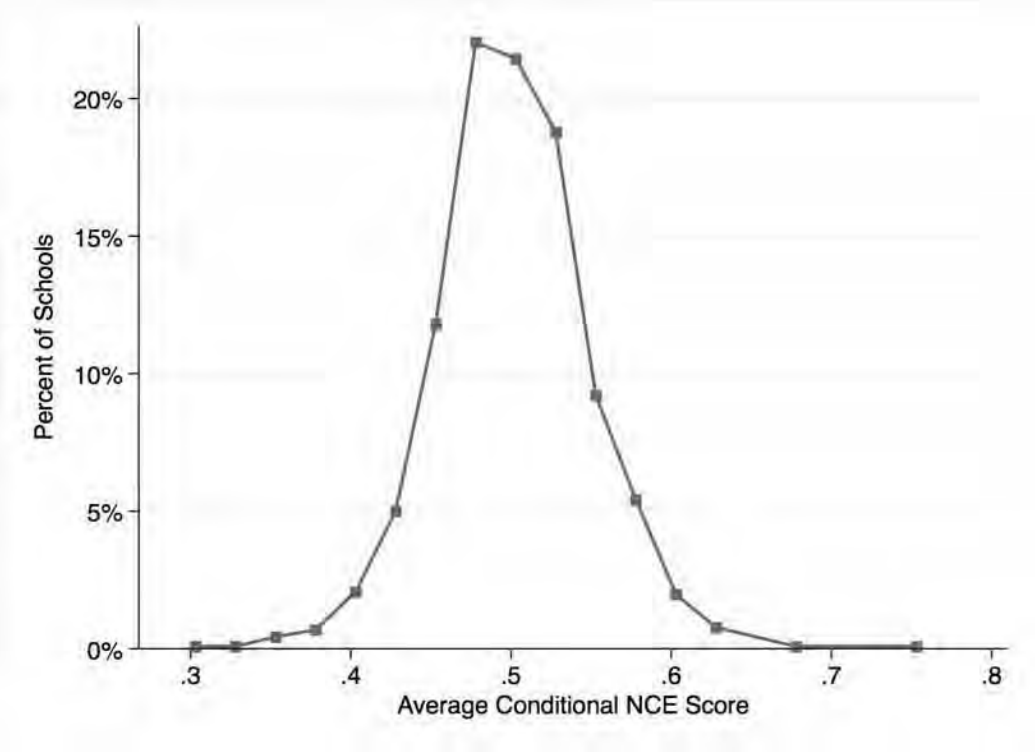

The growth measure is a normalized gain score indicator of student performance on the Kansas Assessment Program (KAP) summative evaluations in reading and mathematics in grades 3–8. Although schools clearly produce unmeasured outcomes that may be uncorrelated with mathematics and reading test scores, and standardized tests may not measure the acquisition of all important higher-order skills, these are performance measures for which districts are held accountable by the state, and the most common measures of school district output in the literature (e.g., Duncombe and Yinger, 2005; Gronberg, Jansen & Taylor, 2011a, 2011b, 2017 or Imazeki & Reschovsky, 2006). Therefore, they are reasonable output measures for cost analysis.

KAP scores can be difficult to compare across years, grade levels and test subjects. Therefore, this analysis relies on normalized (or equivalently, standardized) test scores. The normalization follows Reback (2008) and measures the extent to which individual students perform better (or worse) than would have been expected given their prior test scores. For ease of exposition and estimation, the normalized score were further transformed into Conditional Normal Curve Equivalent (NCE) scores (which are defined as 50+21.06*z-score). A student who performs exactly as expected — i.e., exhibits normal growth from one year to the next — would have a Conditional NCE score of 0.50; a student who performs one standard deviation above expectations would have a Conditional NCE score of 0.7106; and a student who performs one standard deviation below expectations would have a Conditional NCE score of 0.2894. The Conditional NCE scores can also be interpreted as percentile ranks, with an NCE of 0.50 representing the 50$^{th}$ percentile.

Conditional NCE scores are calculated at the student level in ELA and math. (Similar growth scores cannot be calculated for science because the test is not administered in consecutive grades, so annual growth in science cannot be calculated.) Averaging those Conditional NCE scores at the building or district level

yields the measures of performance used in this analysis. Figure 5 displays the distribution of average Conditional NCE scores for ELA and mathematics in 2016-17. The average Conditional NCE score had a mean of 0.50 with a minimum of 0.30 and a maximum of 0.76. As seen in the figure, the distribution for both subjects is bell-curved with most schools seeing average scores of between 0.40 and 0.60.

**Figure 5. Distribution of Conditional NCE scores, 2016-17**



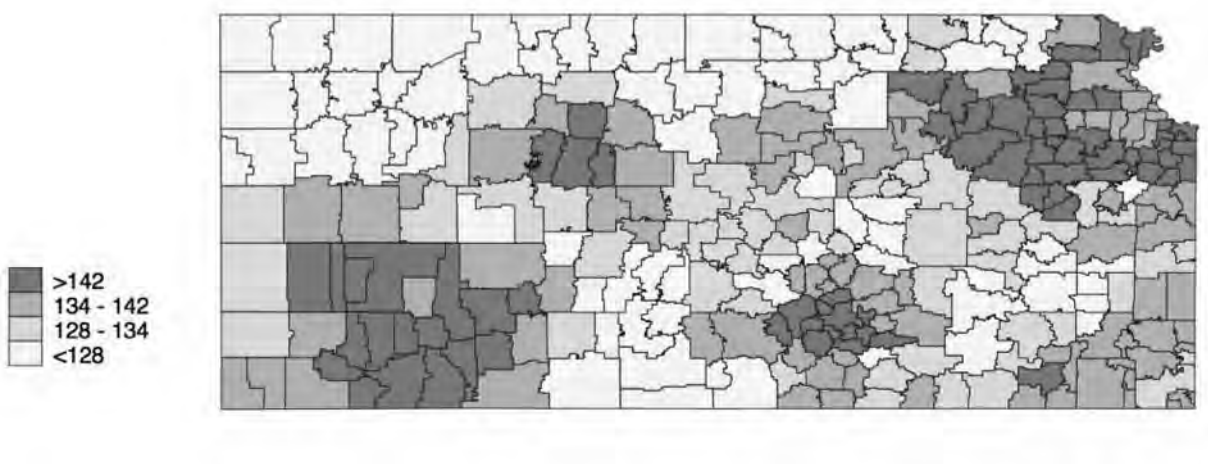

## Input Prices

The most important education inputs are teachers, and the cost function model includes the required teacher wage variable. Public schools take differing approaches to hiring teachers. If there were a teacher type hired by all unified school districts — for example, a teacher with a bachelor's degree from a selective university and two years of experience — then arguably the model should use the wages paid to those teachers as the labor price measures. However, it is not possible to identify a teacher type that is hired by all the school districts under analysis, and any observed average wage — such as the average salary for beginning teachers — reflects school and district choices about the mix of teachers to hire and the salaries offered to teachers in the hiring process.

This issue can be dealt with using a wage index that is independent of school and district choices. Such an index is constructed here by estimating a hedonic wage model for teacher salaries and using that model to predict the wages each school would have to pay to hire a teacher with constant characteristics (see

Appendix B). The resulting teacher price index, which reflects the systematic variation in teacher salary that is related to cost factors outside of school district control, ranges from 1.00 to 1.59 and indicates that the cost of hiring teachers is more than 50% higher in some of parts of Kansas than it is in others.

**Figure 6. Map of Kansas Teacher Salary Index, 2016-17**




In an ideal situation, the estimated cost function would include direct measures of local prices for instructional equipment and classroom materials. Such data are, unfortunately, not available to researchers. However, prices for pencils, paper, computers, and other instructional materials are largely set in a competitive market (and therefore unlikely to vary across schools), and prices for nonprofessional labor or building rents are largely a function of school location. Therefore, the cost analysis includes an indicator for whether or not the district is located in a rural county. A rural county is one that is not part of either a metropolitan area or a micropolitan area as designated by the U.S. Office of Management and Budget.[8]

## Other Environmental Factors

The cost model includes indicators for a variety of environmental factors that influence district cost but which are not purchased inputs. A major environmental factor in this study is district enrollment. In general, there are typically three ways to measure student enrollment. The first of these is simply a count of students enrolled on a particular day during the school year. The second is average daily membership (ADM), which is typically measured over the course of the school year. The third measure is average daily

[8] Miles to the center of the metropolitan area for each building was calculated as-the-crow-flies using latitude and longitude information. The latitude and longitude of metro centers come from the U.S. Census Bureau. Where available, latitude and longitude information for buildinges are taken from the NCES' Common Core Database. The remaining buildinges are assigned latitudes and longitudes according to the zip codes at their street address.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attendance (ADA) which is based on actual attendance rates, rather than number enrolled. These measures could also be used as head counts or represent a measure of full-time equivalence (i.e. half-time students would be counted as .5). For this study, we used state head count student enrollment taken on a single day at the start of the school year. This measure was used primarily because the assessment data required the use of head counts, and thus it was only measure consistently available. These data were provided by the Kansas State Department of Education. In the estimation sample district enrollment averaged 1,851 students, with a minimum of 110 and a maximum of 50,566.

Another key environmental factor is population density, measured as the population per square mile. School buildings are likely to be smaller (all else equal) in districts with larger geographic footprints, where the time costs of transporting students to scale-efficient buildings could be prohibitive.

To capture variations in costs that derive from variations in student needs, the cost function includes the percentages of students in each district who were identified as English Language Learners, special education, and economically disadvantaged. The English Language Learner and economically disadvantaged data were suppressed requiring imputation and a detailed description of the imputation methods used can be found in Appendix A.

To allow for the possibility that the education technology differs according to the grade level of the school, the cost model includes indicators for whether or not the school serves elementary grades (i.e., grades PK-6), and whether or not the school serves high school grades (i.e. grades 9-12).

Finally, fixed effects for year control for inflation and other time trends in Kansas education.

## Efficiency Factors

Stochastic frontier analyses allow for the possibility that some schools spend their available resources more efficiently than others. School spending is therefore thought to depend on more than educational costs, but also on a number of factors that theory suggests may explain differences in school efficiency. Prior research has demonstrated that competition can reduce inefficiency in public education (e.g., Belfield & Levin, 2002; Millimet & Collier, 2008; Gronberg et al. 2015), and so can ease of voter monitoring (Grosskopf et al. 2001). Therefore, analysis includes a combination of five factors that might influence spending efficiency—the degree of educational competition in the metropolitan area or county; an indicator for whether or not the district is located in a metropolitan area that spans state lines (because the level of competition is imperfectly measured in those education markets using only Kansas data); the percentage of household that are owner-occupants, the percentage of the population with at least a bachelor's degree and the percentage of households wherein no residents are over 60 years of age. We note that the latter three variable were also treated as efficiency factors in Duncombe and Yinger (2005).[9] As is common in the literature, the degree of educational competition is measured with a Herfindahl index

[9] By assumption, the one-sided error term has a half-normal distribution. Jenson (2005) finds that specifying a half-normal distribution for the inefficiency term generates more reliable estimates of technical efficiency than other assumptions about the distribution of inefficiency.

of enrollment concentration. A detailed description of this measure, and how it was used in this analysis can be found in Appendix A.

# Data Observed but Not Included

## ACT College Readiness Assessment

Scores on the ACT college readiness assessment were considered as a possible student outcome measure. These scores are a reasonable proxy for college readiness, and thus may have served as an appropriate measure of student performance.

However, there was a concern among the study team, and evidence in the literature, that access to the ACT itself is not universal (citation). That in fact, scores may reflect the extent to which a student has access to the test rather than their performance due to this variation in access.

## Advanced Placement Exam Results

Another measure of student performance considered were advanced placement (AP) exam results. However, it is even more likely that these results reflect access more than actual performance. Simply put, not all students even have access to the curriculum which would prepare them to take the test, let alone the ability to take the test through their school. For this reason, the study team decided not to include this measure.

## Participation and Successful Completion of Post-secondary Degree and/or Certification

Postsecondary data was also made available at the district level including success rates and effective rates and their component parts. These data are aligned to the sixth and seventh Rose capacity and were thus considered as student outcome measures. However, ultimately these data could not be included for two reasons. First, during the initial years of data collection, data reported did not include students attending community colleges and thus under-reports those students that Kansas school districts successfully sent on to post-secondary pursuits. Second, the most current year of these data available, 2014-15, lags two school years behind 2016-17, the most current year available in other key data sources such as the enrollment data and assessment data. In order to conduct the analysis there needs to be parallel datasets (i.e., assessment scores and post-secondary rates in the same year). Moreover, the study team does not have a statistically reliable method to forecast these data two years forward (i.e. 2015-16 and 2016-17) that would have made it possible to include such data in the analysis.

## Attendance Rate

Finally, the study team considered including attendance rates, as this is included in the state accountability system, and thus a relevant as a measure of school performance. However, as noted in Duncombe and Yinger (2005), attendance rate data have very little variation making it difficult to detect a relationship between these rates and school spending. Therefore, attendance rates were not included in the analysis.

# Chapter 5: Education Cost Function Variables and Methods

This chapter reviews the results of the cost function analysis for Kansas that includes the coefficient estimates that inform the pupil weights and estimated, additional costs for Kansas to adequately fund its public education system.

## Cost Function Estimates

Table 17 presents coefficient estimates and standard errors from the cost function analysis. As the table illustrates, the analysis finds a strong, positive relationship between educational outcomes and educational costs, once differences in scale, need and price are taken into account. Consider first the Conditional NCE scores. The estimation indicates that a one percentage point increase in academic performance is associated with a 5 percent increase in cost. Similarly, a one percentage point increase in the graduation rate is associated with an 1.2 percent increase in cost at lower grades and a 1.9 percent increase in cost at the high school level.

**Table 14. Cost Model Coefficient Estimates**

| LABELS | Baseline |
|---|---|
| Normal Curve Equivalent | 5.295*** |
| | (-0.607) |
| Graduation Rate | 1.244*** |
| | (-0.262) |
| Graduation Rate * High School | 0.696*** |
| | (-0.0995) |
| District Enrollment | -1.444*** |
| | (-0.0568) |
| District Enrollment squared | 0.0991*** |
| | (-0.00378) |
| Salary index (log) | 1.373*** |
| | (-0.279) |
| Rural indicator | 0.0505*** |
| | (-0.0112) |
| % Economically Disadvantaged | 0.886*** |
| | (-0.078) |
| % English Language Learner | 0.226*** |
| | (-0.0667) |
| % Special Education | 2.157*** |
| | (-0.226) |
| Population Density | 0.166*** |

| LABELS | Baseline |
|---|---|
| | (-0.018) |
| Elementary grades served | -0.129*** |
| | (-0.016) |
| High school grades served | -0.508*** |
| | (-0.0909) |
| % English Language Learner, sq | -0.623*** |
| | (-0.109) |
| % Special Education, sq | -6.135*** |
| | (-0.674) |
| Population density* Salary Index | -0.510*** |
| | (-0.0414) |
| AYP Schoolyear = 2016 | -0.0364*** |
| | (-0.00591) |
| First stage Residuals, NCE | -5.102*** |
| | (-0.609) |
| First stage residuals, Graduation | -1.454*** |
| | (-0.271) |
| Herfindahl Index, log | 0.797*** |
| | (-0.249) |
| Border metro | 2.320*** |
| | (-0.372) |
| % Owner occupied | 7.293*** |
| | (-1.321) |
| % Over 60 | -2.316 |
| | (-1.496) |
| % College | -12.06*** |
| | (-1.542) |
| Constant | 9.644*** |
| | (-0.357) |
| Usigma | -7.214*** |
| | (-0.958) |
| Vsigma | -4.095*** |
| | (-0.0418) |
| Observations | 2,310 |

Robust standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

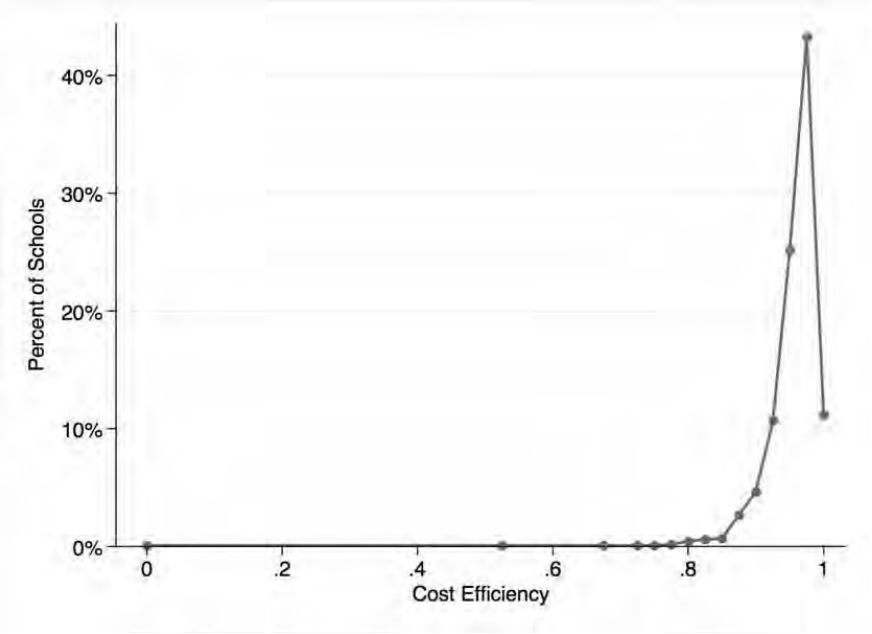
The remaining coeffiicents in the cost model align with reasonable expectations about the relationships among inputs, outcomes and environmental factors in education. Costs fall with district size, but only up to a point. Costs rise with district size for school districts with more than xx students. Costs rise as population density rises and as teacher salaries increase, but the interaction between wage levels and population density is negative, suggesting that the higher costs associated with sparsity trump the lower wage costs in sparsely populated areas. Rural schools have higher costs than otherwise equivalent

nonrural scools. Costs rise with student need, but the effects are generally non-linear, suggesting for example, that the additional cost associated with increasing the share of ELL students becomes smaller as the student population reaches a critical mass.[10]

## Finding #1: Efficiency Results

An important part of this study was the estimation of cost efficiency, or inefficiency. Figure A8 graphs the distribution of cost efficiency for the baseline model.[11] In Model 1, the average cost efficiency score was 0.956, indicating that buildings were producing nearly 96% of their potential output, on average.

**Figure 7. Distribution, cost efficiency for the cost model**




Given that inefficiency in this context means unexplained expenditures, not necessarily waste, and that many buildings may have been producing outcomes that were not reflected in test scores, the average efficiency level was quite high. However, the minimum efficiency scores were below 50%, suggesting that some buildings spend much more than could be explained by measured outcomes, input prices or student need. The analysis demonstrates that enhancing school efficiency also enhance factors that enhance the ability of voters to monitor school and school district behavior. Inefficiency rises as the Herfindahl Index increases as the percent over 60+ college grads increase efficiency. The amount of unexplained spending

[10] Researchers examined a model in which the relationship between the percentage of free lunch students and cost was quadratic, but such a specification was rejected at any reasonable level of statistical significance. See Technical Appendix A.

[11] Cost efficiency was estimated following Battese and Coelli (1995).

rises as the percent owner occupied suggests that unexplained cost may represent unobservable outcomes.

## Finding #2: Estimating the Base and Compensatory Cost Per Pupil

Using the coefficient estimates the study team can now predict the level of necessary spending for individual school district and the state overall will need to achieve the performance thresholds identified in Chapter 3 of this study. As a brief review, the table below recalls the performance thresholds across the ELA and math assessments as well as graduation rates for school districts under the "approaching on track for college readiness" and "on track for college readiness."

**Table 15. Percentage of students meeting performance thresholds under two different scenarios**

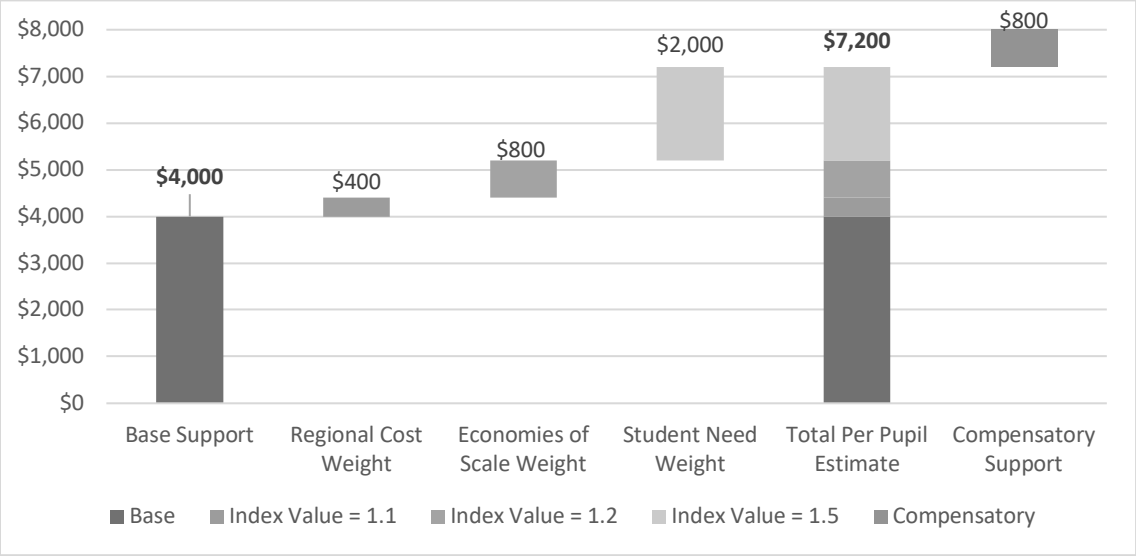
| | ELA Assessment (Level 2+) | Math Assessment (Level 2+) | ELA Assessment (Level 3+) | Math Assessment (Level 3+) | Graduation Rate |
|---|---|---|---|---|---|
| **Scenario A:** Approaching on track | 90% | 90% | | | 95% |
| **Scenario B:** On track | | | 60% | 60% | 95% |

Scenario A is approximately equivalent to the threshold of performance used in the former assessment under the No Child Left Behind (NCLB) law. Scenario B has re-benchmarked student readiness to identify those on-track for college and career readiness. This scenario reflects the updated Kansas standards and a more difficult performance threshold for students to achieve, hence the overall lower total percentage of students achieving that level or better. For further discussion of this rationale, see Chapter 3.

## Estimated Cost to Reach Performance Thresholds

For each district in Kansas, the research team generated an estimate of the base costs associated with meeting the designated performance goals, plus appropriate adjustments for student demographics, regional differences in cost and economies of scale. The graphic below illustrates simply the cumulative nature of these calculations. For the purposes of this graph, the values listed below are for an example school district in Kansas.

**Figure 8. Illustrative example to calculate cost estimates for maintenance funding**




Attaining these thresholds of performance requires three initial calculations. The first calculation is generating a cost estimate for a Conditional NCE score of 0.50 (I.e. normal academic progress) and a graduation rate of 95% growth, assuming that the school had the least costly combination of regional cost, student demographics and scale. Consider this "base support" to ensure school districts and the students they serve continue to make progress year after year. This base support differs according to the grade configuration of the school, with the lowest base cost ($3,395) associated with elementary schools and the highest base cost ($4,500) associated with high schools. The estimated base cost for any given district is a pupil-weighted average of the base costs for the district's existing mix of school buildings.

The second calculation estimates the adjustments for demographics, regional costs and economies of scale. Each of these calculations yields an index describing the increasing cost associated with each of these cost factors.

The final calculation estimates the amount of necessary, additional resources for school districts and the state overall to close the gap between current and desired performance. Notably, this requires that school districts currently achieving at lower levels than others accelerate student growth at a faster pace (consider this "compensatory support"). Districts that are currently outperforming the thresholds and those growing faster than necessary to reach the targets within five years are held harmless in this calculation, so that the compensatory support estimate includes the funds required to at least maintain current levels of annual progress in all districts.

## Finding #3: Student Need Weights

One of the advantages of the cost function method for costing out studies, as discussed earlier, is the ability to estimate the marginal costs (i.e., additional spending associated with factors such as student characteristics or school characteristics) for the school system. This can be particularly useful in the

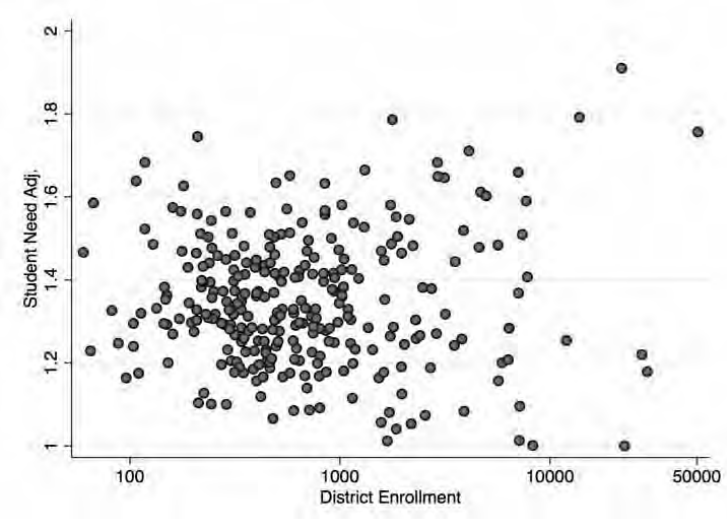
context of state funding formulas. Kansas, like many other states, assign funding that goes above and beyond the based spending to certain student groups either implicitly (e.g., double counting for more needy student populations or explicitly, creation of a categorical program which assigns a certain amount of funding directed to support a specific student population). In either case, Kansas has created a 'weight' or an additional amount of money that is directed to certain student populations. A simple illustration of this is, if the base allocation per pupil is $1,000 and the weight for a low-income student is 0.80 this would apply an additional 80% in allocation, or $1,800 for this student.

The utility to this study is that Kansas can compare its current allocation of resources to these other student populations in comparison to the estimated weights generated through the cost function. The cost function generates as one of its outputs coefficients. Coefficients are particularly useful in isolating variables and determining their impact on the dependent variable (spending) while holding all other factors constant. That is, the coefficients generated for student groups such as low-income, English learners, and students with disabilities are effectively the weights necessary to support those student groups to achieve the defined performance threshold. Kansas most recently modified their weights for several of these student need categories, including low-income students and English learner students.[ciii]

The student need weights are calculated using several steps. First, an estimated base cost for the general education student is selected as described in the table above. This estimated base cost is then multiplied by the aggregate weight for student need characteristics incorporating students that are low-income, English learners or special education. The weighting values range from 1.0 to 1.91 in which lower values represent an overall lower student need in that school district versus those with higher values reflect higher overall student need in the school district.

For each school district, the average student need weights vary dependent on the concentration of the student population served. The figure below illustrates this point where we see a much larger variation in the low-income weight as compared to the English learner or special education weight.

**Figure 9. Distribution of student need weights by district enrollment**



These student need weights are used in helping to generate the final cost estimates for Kansas by individually applying these weights to the base cost for each district multiplied by the number of students in each of those need categories.

The first of three student need weights are the most straight forward. The poverty weight is 0.89 which is a substantial increase from the current weight of 0.48. It is not quadradic in any way and increases with concentrations of poverty.

The second of three weights are for English learners. We can observe a substantial weight at the outset at 0.2 but will drop as the concentration of these students increases. This is logical because for those schools or school district with a small number of English learner students the associated cost is related as much to the cost as it is for economies of scale. The study team also identified that the weight for English learners is highly collinear with poverty. It is also worth noting that Duncombe & Yinger (2005) produced essentially a weighting of 0.00 for English learner students.

The third of three weights are for special education. In this case we see a negative weight. That is a decrease in cost associated with an increase in the proportion of the population at the school district. The study team believes the reason for this may be an interaction with interlocal special education co-operatives. That is, the model incorporates spending of special education but is unable to incorporate a substantial amount of resources made available to the interlocal thereby creating a potential effect of when school districts have larger proportions of special education students they access more interlocal services and those spending on behalf of those students were not captured in the analysis.

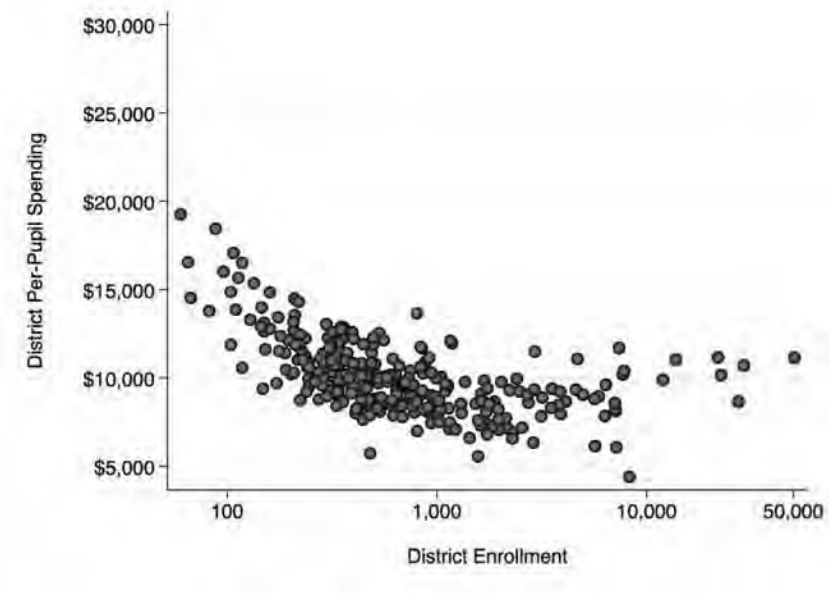
## Finding #4: Regional Cost Index

Analysis from the study also showed the wide variation in prices associated with the cost of education. The factors that primarily drive this index include measures of sparsity such as population density and the rural indicator as well as the teacher cost index. As described in chapter 4 there are substantial differences in regional cost, some of which are quite significant over even a smaller geographic area. The regional cost index is composed of three variables which include the teacher salary index, and measures of sparsity including population density and the rural indicator. The index value, ranging from 1.05 to 1.94 identifies the amount that the base per pupil amount needs to be adjusted in order to account for the differences in prices and the costs associated with sparsity across communities in Kansas.

## Finding #5: Economies of Scale Index

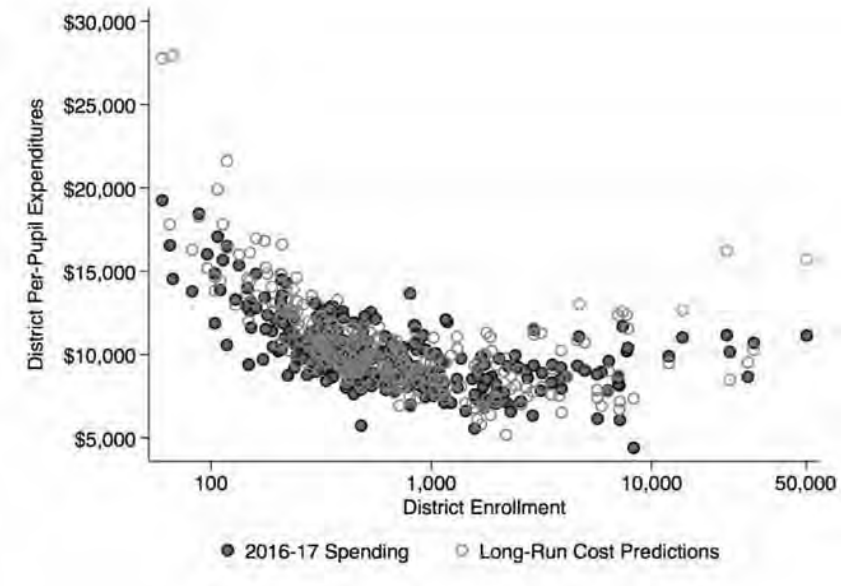
The impact of economies of scale is quite large on Kansas in large part due to the sparsity of its population across a larger geographic area compared to other states in the country. This implies that a larger amount of money is necessary for some schools and school districts at the tails of the distribution of enrollment. The figure below offers an example of this in which we can observe a U-shaped curve across the distribution implying much higher costs per pupil for smaller districts and a gradual increase as school district get significantly larger (i.e., larger than 10,000 students).

**Figure 10. 2016-17 school district per pupil spending by enrollment**




When comparing the actual 2016-17 spending per pupil as compared to the generated cost estimates we see a U-shape for the cost estimates the mimics a shape in which the tails of the U have a steeper slope than that of the actual 2016-17 spending. This can be observed in the figure below. This implies that the actual 2016-17 spending per pupil does not account as well for economies of scale as the generated cost estimates from this study.

**Figure 11. 2016-17 school district per pupil spend by enrollment compared to cost estimates**



The economies of scale index functions similarly to the previous index in how it is applied to adjust the base per pupil amount. Specifically, this index ranges from 1.0 to 2.75 and the index values recognize the higher or lower associated costs with the total overall enrollment of the school district.

The result is the total per pupil estimate to ensure maintenance of continuing to attain the thresholds of performance mentioned earlier in this section. In addition to these associated costs, the researchers also calculated the amount necessary to close the gaps on the ELA and math assessments in addition to maintaining one year's approximately growth, referred to as compensatory cost estimates. This amount is expressed as a per pupil allocation that would be added to the total per pupil estimate.

Based on data provided for this study, Kansas spent approximately $4.652 billion on its education system in the 2016-17 fiscal year serving 489,795 students (based upon headcount enrollment) or $9,313 in actual expenditures per student. The total spending figure was calculated according to the inclusion and exclusion criteria detailed in Appendix D. Of those students, the table below offers some descriptive statistics on the proportion of those students in various need categories.

**Table 16. Kansas overall student and student need enrollment and percentages, 2016-17**

| | Enrollment Counts | Percentage of Total Enrollment |
|---|---|---|
| ***Total Enrollment*** | ***489.795*** | ***n/a*** |
| **Low-income*** | **190.158** | **38.8%** |
| **English Learners** | **56.759** | **11.5%** |
| **Special Education** | **69.013** | **14.1%** |

* This count is reflective of the number of students eligible for free lunch under the National School Lunch Program.

**Table 17. Overall investment for base and compensatory support under two scenarios**

| | Cost Estimate ($) | Percent Increase Over Current | Per Pupil Cost Estimate ($) |
|---|---|---|---|
| **Current K-12 Spending** | **$4.652 billion** | **n/a** | **$9,313** |
| **No compensatory support** | **$5.103 billion** | **9.7%** | **$10,419** |
| **Compensatory support for Scenario A** | **$6.438 billion** | **38.4%** | **$13.144** |
| **Compensatory support for Scenario B** | **$6.719 billion** | **44.4%** | **$13,717** |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The cost estimates in the second column above are the investments each year, in total, for the K-12 education system for the next five years that would close the gap between current performance and the established thresholds of performance.

## Finding #6: Phase-in funding increases over time with targets

The cost estimates noted above are also important to put in the context of how the education system is able to appropriately use those investments over time. That is, it is not practical to make a one-time, significant investment in a statewide public education system and expect at the end of that school year to see dramatic movement from current performance to the aspiration targets. Alternatively, making ongoing and incrementally larger investments in the system over time with established targets may be more practical for practitioners to plan and determine the appropriate ways to invest the funding.

One consideration is to consider these investments over a 5-year period of time.

## Finding #7: Consider "how well" alongside "how much"

It is important to keep in mind that while adequate funding is necessary for achieving desired student outcomes, funding alone is not sufficient; the funds must also be put to effective use. After all, schools with similar student populations, receiving similar funding, can have vastly different student outcomes due to differences in local policies and practices (Williams, Kirst, Haertel, et al., 2005). Thus, if one fails to consider *how well* resources are used, then increasing *how much* resources are provided may have a limited effect on student outcomes.

As noted earlier in Chapter 2 there are various avenues in which a state education system and associated school district organizations can design, build and implement structures that encourage such investigations at the individual, team and even organization level. Yet, we must recognize that the complexity and scale increase exponentially moving along a continuum from an individual to an organization wide attempt to markedly improve 'how well' resources are being used to improve student outcomes.

This consideration is done in a manner that considers holistically the findings identified in this study that would bring together the additional, necessary resources along with the transformative structural changes in the school system that would allow for the most effective use of those additional dollars invested in public education.

## Finding #8: Increase the transparency and availability of data

Kansas, among all states in the country, is recognized as a leading state in its data systems and availability as recognized by the Data Quality Campaign. And, the state can continue to improve and learn from how other states have continued to evolve educational data available to professionals and the general public at large. In particular, the availability of data can help to facilitate the investigation and improvement of the system on a wide variety of topics from increasing the efficiency of transportation routes to improving instruction in the classroom with a diverse group of learners.

The state hosts most of its publicly available data through a web portal named Data Central (http://datacentral.ksde.org). The portal offers a wide variety of reports and data including building report card information, school finance reports, educational directory reports, special education reports, and child nutrition information. Some of the data posted on the public portal is available in static formats such as Microsoft Word or PDF. Other datasets through the Kansas K-12 Reports offer more flexible datasets in formats such as Microsoft Excel that also draw from the entire school and school district population. And, some of the reports lack context necessary for education professionals or the general public to understand the context of the information or the source of information.

Data is a critical component to any improvement effort and provided with the right data to, at the least, ignite a conversation for change can be powerful. One example that Kansas may look to is Texas. The Texas Smart Schools project (http://txsmartschools.org) provides school and school district leaders the ability to benchmark themselves against similar matched peers that provide initial insight into how others are doing. Such a data system facilitates easier access to information that removes a significant barrier for practitioners to access information.

## Finding #9: Pair support strategies with accountability measures

As discussed in Chapter 2, the state framework for increasing effective resource use relies on numerous tenants that are in tension with one another, e.g., accountability and support for example. To encourage districts to use resources efficiently – that is, cost-effectively – federal and state agencies have implemented a number of accountability systems over the decades. The concept of an accountability system still holds tremendous value, particularly in advancing educational equity. Both through rewards and sanctions and through the public reporting of school progress, accountability systems can be a powerful tool in focusing resource allocation toward improving outcomes for disadvantaged students. Furthermore, after years of practitioners' vocal dissatisfaction with previous accountability measures, the landscape of federal and many states' policy has been shifting toward more flexible accountability systems. For example, many states have reformed their accountability systems to measure success indicators beyond standardized test scores, such as graduation rates and other college and career

indicators, and to offer comprehensive support systems to low-performing schools, rather than merely rewards and sanctions (Center for American Progress and the Council of Chief State School Officers, 2014).

It is the consideration of these current shifts in the national landscape that afford a tremendous opportunity for Kansas to re-evaluate its orientation and function in relation to school districts. One potential point of leverage is the efficiency reviews authorized by the Legislature. The reports, comprehensive in their approach, develop a rich set of information that is valuable not only to the school district going through the review but also potential to other school districts based on what insights are surfaced. This value can be identified in a few key ways:

- The analytical and comparative techniques used by staff in the Legislative Post Audit have applicability in other environments and forums;
- The insights reached – although mostly oriented towards compliance with the law – surface matters of process, culture and performance important for any organization to consider; and
- The school district's response represents one way in which to engage in an exchange with an independent outside observer that may offer perspective valuable to the organization.

Further, that state may create an opportunity for support to the school district to either work with the state or their peers to identify pathways to implementing the recommendations outlined in the review. This is discussed in Chapter 2 with the development and implementation of networks. The orientation of the networks can shift around the topic, but their rigor and attentiveness to the learning of the professionals is paramount and can contribute to the school system experiencing even greater degree of effectiveness in the future.

## Finding #10: Consider streamlining various funding programs

Kansas, like many other states, has developed school finance formulas over time in which elements have been added but not necessarily considered as a whole. Even as the school finance formula has been reformed throughout the school finance litigation history in Kansas, there remain numerous and complicated calculations to generate the funding amount for school districts. Two observations underlie this point. First, in calculating the amount of state aid, there exist at least fifteen enrollment and weighting categories. Second, there exist over thirty different funds – each with their own governing rules and regulations for how to spend those dollars. While the intention in developing any one of these programs was positive, seeking to best serve the purpose or students it aimed to impact, the cumulative effect for the school systems that have to manage these various funding streams is difficult.

Further, the ability to engage in effective and productive decision-making is limited by the boundaries that outline these various programs. This may prevent more thoughtful consideration of how resources can be used in combination and coordination with one another to target and positively impact the most vulnerable and underserved student populations. As was discussed in Chapter 2, effective decision-making is a skill that can be developed, and which strongly benefits from utilizing proven strategies. While

several of these strategies were discussed in earlier findings, the non-linear nature of the Kansas school finance formula can create a barrier for education professionals and the general public to understand the motivation and intent of the state and where it places its priorities for the public education system.


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# Technical Appendix A: Cost Model Methodology

This analysis follows Taylor et al. (2017) and uses stochastic frontier analysis (SFA) to estimate an educational cost function for Kansas. A cost function — a cost frontier — specifies the minimum cost necessary to achieve certain outcomes with specified inputs and specified environmental factors. A standard empirical cost function can be written as:

$$C = C(Z \mid \beta) \cdot e\exp(\varepsilon) \quad (1)$$

where C is cost, $C(Z \mid \beta)$ is the cost function or cost frontier, $Z = \{w_1, \dots, w_k;\ z_1, \dots, z_m; y\}$ is a vector of variables affecting the frontier level of cost, where, $w_l$ are input prices, $z_j$ are quasi-fixed inputs including environmental factors, $y$ is a vector of outcomes, $\beta$ is the cost parameter vector to be estimated, and ε is a random noise component representing exogenous random shocks (e.g., a rainy testing day). The error term, ε, indicates random deviations from the cost frontier due to measurement error and unforeseen random changes in cost due to factors not modeled in the cost function, $C(Z \mid \beta)$.

In the stochastic frontier approach, the cost function in (1) is regarded as a frontier, a minimum cost of attaining given outputs with given inputs including environmental factors. Spending may then deviate from this cost frontier, exceeding the minimum cost specified in the cost frontier. Thus the stochastic frontier approach starts with (1) and adds the assumption that spending exceeds the cost frontier due to random errors or inefficiency. The stochastic frontier approach basically takes equation (1) and assumes that the random error, ε, consists of two parts, a standard two-sided random error that can be positive or negative and on average is zero, and a one-sided error that is always positive (or at least not negative). The one-sided error captures the idea that schools or districts can at best be on the cost frontier, if they are fully efficient, and if they are inefficient this is captured or modelled by the one-sided error. The larger the one-sided error, the further a school/district is from the frontier, and hence the more inefficient it is.

To model this, equation (1) is altered to specify the error term, ε, as consisting of two components, *v* plus *u*. The two-sided error is *v*, and the one-sided error is *u*. Because inefficiency increases cost above the frontier (i.e., above the minimum possible cost), $u_i \geq 0$, where i is the specific decision-making unit.

The stochastic frontier cost function is given as:

$$E = C(Z \mid \beta) \cdot \exp(v + u), \quad (2)$$

where $E$ is actual or observed spending and $C(Z \mid \beta)$ is the cost frontier as described above. Here $v$ is a random noise component representing an exogenous random shock (e.g., a rainy testing day) and $u$ is a one-sided error term that captures cost inefficiency. Cost efficiency defined as $CE_i = \exp(-u_i) \leq 1$.

The per-pupil stochastic frontier model is more commonly estimated in education than a total cost function (e.g., Andrews, Duncombe and Yinger, 2002 or Gronberg, Jansen, Karakaplan and Taylor 2015). It can be expressed as:


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$$E^* \equiv \frac{E}{N} = \frac{C(\, w_1, \ldots, w_k;\; z_1, \ldots, z_m;\; S, N \mid \beta) \cdot \exp(v + u)}{N} \tag{3}$$

Taking natural logarithms of equation (3) gives

$$\ln E^* = \ln C(\cdot) - \ln N + v + u \tag{4}$$

The cost frontier estimates indicate the cost of achieving certain educational outcomes after controlling for cost and other environmental factors. The educational outcomes include a quantity dimension—the number of students served—and a quality dimension. The quality dimensions considered here are conditional normal curve equivalent scores (a measure of growth) and graduation rates.

An important feature of the decision-making environment facing school officials is the competitiveness of the district's relevant education market. Indeed, the literature finds that competition is one factor that can influence a school district's cost inefficiency.[12] The argument is that competition serves to discipline the tendency of districts to engage in excessive spending. This implies a negative relationship between the competitiveness of a district's education market and the magnitude of that district's cost inefficiency.

The literature also suggests that voter monitoring can lead to increased school district efficiency (Grosskopf et al. 2001). Factors that influence the motivation or ability of citizens to monitor their local school district—such as the educational attainment of the population, the share of homeowners or the fraction of the population that is elderly—have also been linked to school district efficiency (Duncombe and Yinger 2005).

The stochastic cost frontier framework can accommodate models of how factors impact the one-sided error term $(u)$. In particular, suppose that

$$u = u(x, \delta), with\, u \geq 0 \tag{5}$$

where $x$ includes factors impacting inefficiency, such as a measure of competition, and $\delta$ is a parameter vector. Substituting (5) into the per pupil expenditure equation (4) yields

$$\ln E^* = \ln C(\cdot) - \ln N + v + u(x, \delta) \tag{6}$$

## Endogeneity Concerns

Because school quality is frequently thought of as a choice variable for school district administrators, the possible endogeneity, or correlation between explanatory variables and errors terms, of school quality

[12] For example, see Belfield & Levin (2002); Dee (1998); Gronberg et al. (2015); Gronberg, Jansen, Taylor & Karakaplan (2010); Grosskopf, Hayes, Taylor & Weber (2001); Kang & Greene (2002); or Millimet & Collier (2008).


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indicators is a common concern for researchers estimating educational cost functions. (For example, see the discussion in Duncombe & Yinger (2005, 2011); Imazeki & Reschovsky (2004); or Gronberg et al. (2011a).) This analysis follows Gronberg et al. (2015) and Gronberg, Jansen and Taylor (2017) by adopting a control function approach to the potential endogeneity of the outcome measures.

## Data

The data for this analysis come from administrative files and public records of the Kansas State Department of Education (KSDE), the National Center for Education Statistics (NCES), the U.S. Bureau of Labor Statistics (BLS), the U.S. Department of Housing and Urban Development (HUD) and the U.S Census Bureau. The analysis covers the two-year period from 2015–16 through 2016–17.

The unit of analysis is the traditional public school building. Alternative schools, charter schools, virtual schools and special schools have been excluded because they may have different cost structures than other buildings. Buildings that lack reliable data on student performance (such as elementary schools that serve no students in tested grades, or very small schools) have also been excluded.

Table 19 provides means and standard deviations for the variables use in this analysis. Enrollment, the teacher salary index, and population density enter the stochastic frontier regression in logs, while variables already in percentages and the indicator variables are not logged before entering the stochastic frontier regression.

**Table 18. Descriptive statistics for buildings in Kansas, 2015-16 and 2016-17**

| | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|
| Per-pupil operating expenditure | $9,696 | $1,961 | $5,137 | $20,844 |
| Average Conditional NCE | 0.50 | 0.05 | 0.30 | 0.76 |
| Graduation rate | 0.89 | 0.07 | 0.60 | 1.00 |
| Teacher salary index | 1.41 | 0.11 | 1.00 | 1.59 |
| Rural county indicator | 0.27 | 0.45 | 0.00 | 1.00 |
| District enrollment | 7.70 | 1.58 | 4.26 | 9.90 |
| % Economically disadvantaged | 0.41 | 0.21 | 0.00 | 0.96 |
| % English Language Learners | 0.10 | 0.16 | 0.00 | 0.82 |
| % Special education | 0.15 | 0.06 | 0.00 | 0.63 |
| Elementary grade indicator | 0.75 | 0.44 | 0.00 | 1.00 |
| High school grade indicator | 0.26 | 0.44 | 0.00 | 1.00 |
| Herfindahl Index | 0.38 | 0.25 | 0.13 | 1.00 |
| Share of spending unallocated | 0.34 | 0.09 | 0.00 | 0.91 |
| Potential employers in building zip code | 327 | 388 | 0.00 | 1,646 |
| County unemployment rate | 4.26 | 0.97 | 2.00 | 7.50 |

Note: Virtual schools, alternative schools, charter schools, and special schools have been excluded, as have all buildings with fewer than 10 students for whom conditional normal curve equivalent (NCE) scores could not be calculated.

## The Dependent Variable

For each district, the researchers identified total operating expenditures for food, student transportation and all other operating functions. As described in Appendix C, operating expenditures include the day-to-day expenses of school districts, such as salaries, benefits, purchased services and supplies and materials. Debt service, construction expenditures and fund transfers are not considered operating expenditures. In turn, the category of all other operating functions includes the normal functions of school districts: instruction, student support services, administration, and the operation and maintenance of the district's facilities.

A complicating factor is that Kansas school districts regularly rely on special education co-operatives or inter-local agreements to provide special education services. With a special education co-operative, one district collects contributions from the other members of the co-operative, and hires teachers or purchases supplies on their collective behalf. To account for those expenditures, the researchers used the Kansas Education Directory to identify the members of each co-operative, and shared out the spending of each cooperative (i.e. the spending from fund 78) to the member districts according to each district's share of the special education students served by the co-operative. Payments to the inter-local (from funds 564 and 565) were the best available measure of spending by the members of an interlocal. However, we note that interlocals can also receive revenues from other sources (such as the federal government) that cannot be accounted for with the available data.

The following algorithm was used to calculate building-level expenditures for any given academic year:[13]

- Calculate total district expenditures using the certified personnel files, identify the buildings to which each educator was assigned, and attribute that educator's salary to that building. If educators were assigned to multiple buildings, share their salaries out across their assignments according to the shares of total FTE. Thus, if an educator worked 80% of an FTE in building A and 20% of an FTE in building B, then 80% of their salary would be assigned to building A and 20% of their salary would be assigned to building B.
- Cumulate the salaries for each building.
- Calculate total payroll (salaries and benefits) for each building by adjusting the building-level salaries by the district-specific benefits ratio. In other words, if the benefits paid by district A were 25% of salary, then adjust upward by 25% the building-level salaries in for all buildings in district A.
- Assign the remaining payroll expenditures for the district to the building on a per-pupil basis.
- Assign all non-payroll expenditures –excepting special education funds—for the district to the building on a per-pupil basis.
- Assigning all non-payroll special education expenditures for the districts to the building on a per-special education-student basis.

[13] Gronberg, Jansen & Taylor (2012) and Grosskopf, Hayes, Taylor & Weber (2013) used a similar approach.

## Outputs

As noted above, the analysis uses two measures of quality — levels and growth. The levels measure is the ultimate, summative evaluation of high school achievement — graduation rates. We were provided with school-level graduation rates which represent the percentage of each longitudinal cohort that graduated within four years. We also received the variables used to calculate these rates including total number of graduates and the total number of students in the four-year cohort. To calculate district-level graduation rates, we divided the sum of total graduates in a given year and district by the sum of students in the corresponding cohort. As described in Chapter 4, schools with suppressed counts of graduates (i.e. less than 10) were filled in with imputed values. Our approach to imputing values for these suppressed schools was conducted in three steps.

- First, for those districts with suppressed data for some schools and not others, a weighted average district graduation rate weighted on the number of students in the graduation cohort was imputed as that district's graduation rate.
- Second, for a separate subset of districts, some schools had partial graduation data. Specifically, the total number of students in the graduation cohort was available but the number of graduates was not. In these cases, a weighted average school graduation rate across available years was calculated (weighted on the cohort total) and this average was used to estimate the number of graduates in schools missing this information and fill in the school-level graduation rate. The district graduation rate was then re-calculated for districts with these schools using the imputed data.
- Finally, district graduation rates were imputed as school graduation rates for those schools still missing this information.

The growth measure is a normalized gain score indicator of student performance on the Kansas Assessment Program (KAP) summative evaluations in reading and mathematics in grades 3–8. Although schools clearly produce unmeasured outcomes that may be uncorrelated with mathematics and reading test scores, and standardized tests may not measure the acquisition of all important higher-order skills, these are performance measures for which districts are held accountable by the state, and the most common measures of school district output in the literature (e.g., Gronberg, Jansen & Taylor, 2011a, 2011b, 2017 or Imazeki & Reschovsky, 2006). Therefore, they are reasonable output measures for cost analysis.

KAP scores can be difficult to compare across years, grade levels and test subjects. Therefore, this analysis relies on normalized (or equivalently, standardized) test scores. The normalization follows Reback (2008) and yields gain score measures of student performance that are not biased by typical patterns of reversion to the mean.[14]

[14] All students in the state, not just those in CBSAs were included in the calculation of standardized scores.


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The calculation of normalized gain scores proceeds in three steps. First, transform the scores of individual students into conditional z-scores. Denote the test scores for student (i), grade (g), and time or year (t), as $S_{igt}$, and measure each student's performance relative to others with same prior score in the subject as:

$$Y_{igt} = \frac{S_{igt} - E(S_{igt}|S_{i,g-1,t-1})}{[E(S_{igt}^2|S_{i,g-1,t-1}) - E((S_{igt}|S_{i,g-1,t-1})^2]^{.5}} \quad (10)$$

For example, consider all Grade 6 students who had a score of 300 on the prior year's Grade 5 KAP in Mathematics. For this subgroup of students with a Grade 5 score of 300, calculate the mean and standard deviations of the Grade 6 scores for KAP Mathematics. The mean is the expected score in Grade 6 ($E(S_{igt}|S_{i,g-1,t-1})$) for someone with a Grade 5 score of 300; the standard deviation is the denominator in equation (10). Thus, the variable $Y_{ijgt}$ measures individual deviations from the expected score, adjusted for the variance in those expected scores. This is a type of z-score. Transforming individual KAP scores into z-scores in this way allows researchers to aggregate across different grade levels and test subjects despite the differences in the content or scaling of the various tests.

Second, calculate the average conditional z-score (i.e., the average Yigt) across all required mathematics and reading tests for all of the students attending each school.[15] An average conditional z-score of 1 indicates that, on average, the students at Little Elementary scored one standard deviation above the expected score for students with their prior test performance. An average conditional z-score of -1 indicates that, on average, the students scored one standard deviation below expectations.

Finally, for ease of interpretation, transform the z-scores into conditional normal curve equivalent (NCE) scores. NCE scores (defined as 50+21.06*z) are a monotonic transformation of z-scores that are commonly used in the education literature and can be interpreted as percentile ranks.[16] A Conditional NCE score of 50 indicates that (on average) the students performed exactly as expected given their prior test performance; and a Conditional NCE score of 90 indicates that (on average) they performed as well or better than 90% of their peers.

For estimation purposes, the Conditional NCE scores are expressed as percentages. As Table 1 documents, the building-level average Conditional NCE score had a mean of 0.50 with a minimum of 0.30 and a maximum of 0.76.

## Input Prices

The most important education inputs are teachers, and the cost function model includes the required teacher wage variable. Public schools take differing approaches to hiring teachers. If there were a teacher

[15] Only students in the accountability subset (i.e., students who attended the same building in the fall of the academic year as they did in the spring) are included in the building average.

[16] Technically, this interpretation only holds if the scores are normally distributed. Given the large number of students tested each year in Kansas, normality is a reasonable assumption.


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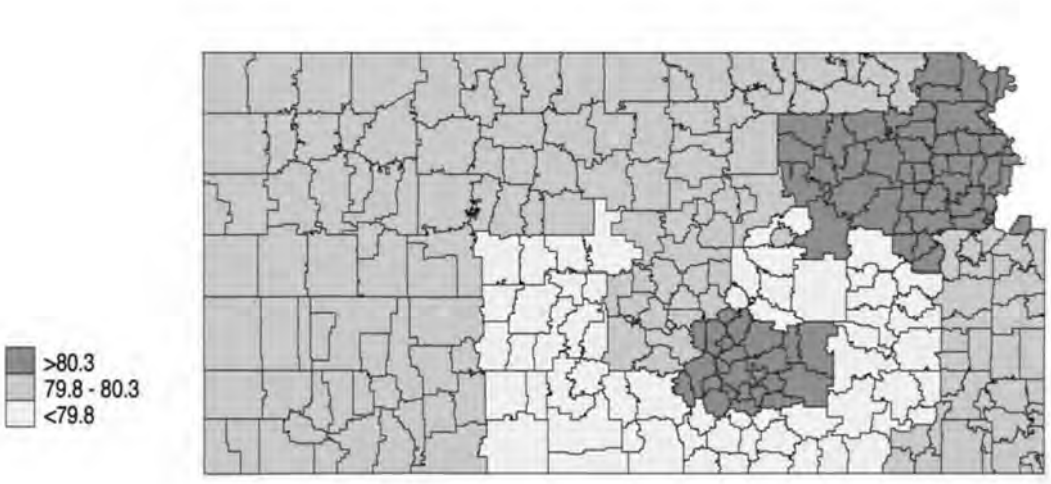
type hired by all unified school districts — for example, a teacher with a bachelor's degree from a selective university and two years of experience — then arguably the model should use the wages paid to those teachers as the labor price measures. However, it is not possible to identify a teacher type that is hired by all the school districts under analysis, and any observed average wage — such as the average salary for beginning teachers — reflects school and district choices about the mix of teachers to hire and the salaries offered to teachers in the hiring process.

This issue can be dealt with using a wage index that is independent of school and district choices. Such an index is constructed here by estimating a hedonic wage model for teacher salaries and using that model to predict the wages each school would have to pay to hire a teacher with constant characteristics (see Appendix B). The resulting teacher price index, which reflects the systematic variation in teacher salary that is related to cost factors outside of school district control, ranges from 1.00 to 1.59 and indicates that the cost of hiring teachers is more than 50% higher in some of parts of Kansas than it is in others.

The study team considered using a comparable wage index (CWI) to measure regional variation in labor cost. This approach uses comparable non-teacher salaries under the assumption that if these salaries are higher in a given region the salaries of teachers must also be higher. The main advantage of using this approach over a hedonic model is that it does not rely on the researcher to identify controllable and uncontrollable factors in the price to hire teachers. Simply put, districts cannot control the locally prevailing wage for college graduates. This approach is also used in the education finance context, and examples of it in practice may be found in Florida, Massachusetts, Missouri, New Jersey, New York, and Virginia (Taylor 2011a). Unfortunately, the best available data on non-educator wages and salaries — the American Community Survey — lacks the level of geographic detail needed. However, one of the most well-known comparable wage indices is the Comparable Wage Index (CWI) created by the National Center for Education Statistics (NCES).

**Figure 12. Map of Kansas CWI from 2016**

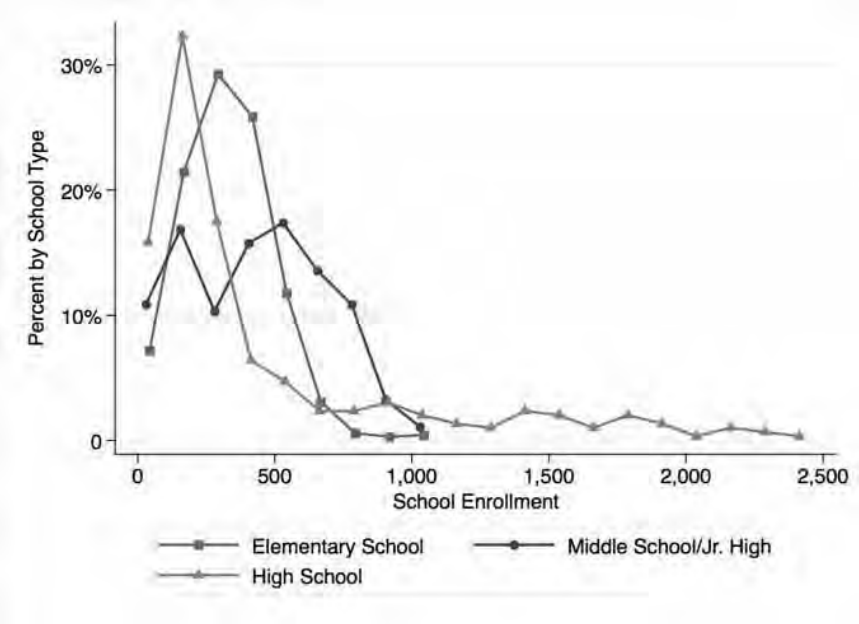


## Other Environmental Factors

The model includes indicators for a variety of environmental factors that influence district cost but which are not purchased inputs. A major environmental factor in this study is district enrollment. In the estimation sample district enrollment averaged 8,697 students, with a minimum of 60 and a maximum of 50,988.

The figure below displays the distribution of school enrollment in 2016-17 by school type. As illustrated school enrollment in 2016-17 ranged from 30 students to 2,487, with an average of 308 and a standard deviation of 319.6. This reflects the fact that the distribution is asymmetrical, with the majority of schools clustered around the mean at the low end of the range. Only a few very large schools were one standard deviation above the mean or more. School size varied slightly by school type, with elementary schools smallest on average, followed by middle schools, and then high schools. For example, the largest four schools are all high schools and well above the average size including Andover eCademy at 3,005, Olathe North Sr. High School at 2,487, East High School in Wichita at 2,263, and Olathe Northwest High School at 2,258.

**Figure 13. School enrollment for standard buildings in traditional school districts, 2016-17**




Another key environmental factor is population density (which we measure as the population per square mile). School buildings are likely to be smaller (all else equal) in districts with larger geographic footprints, where the time costs of transporting students to scale-efficient buildings could be prohibitive. Therefore, the geographic size of the district is a credible instrument for building size.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To capture variations in costs that derive from variations in student needs, the cost function includes the percentages of students in each district who were identified as English Language Learners, special education, and economically disadvantaged.

The measure used to identify economically disadvantaged students was the percentage of students eligible for free or reduced-price lunch. This is based on eligibility for the National School Lunch Program administered by the U.S. Department of Agriculture which provides students from poor families free or reduced price school lunches. Eligibility for free lunches is determined by a student's family income and size, though students may be "categorically eligible" if enrolled in other federal assistance programs.[17] This alternative was considered primarily because there is a stronger reliance in the literature on free and reduced-price lunch eligibility. However, percent eligible for free lunch alone was ultimately determined to be a more relevant measure in Kansas (National Center for Education Statistics, 2018). This is because it is used to allocate funding for at-risk students in the general aid formula (Kansas State Department of Education, 2017).

In Kansas, English language learners are identified in Kansas through a three-step process. First, the student's Home Language Survey must indicate a language other than English. Any student for whom this is the case must then be assessed on a state-approved English-language proficiency assessment. If a student is found to be limited in any domain of English proficiency will receive English for Speakers of Other Languages (ESOL) services and is identified as an English Language Learner.[18]

Data on special education students include students who have been identified as "exceptional children" through a two-pronged eligibility determination. Specifically, in Kansas a student must meet the definition of one of the categories of exceptionality, and in need of special education and related services as a result of that exceptionality.[19]

As with the graduation data, the available demographic data were suppressed for counts of fewer than 10 students resulting in an incomplete data set. To address this issue we imputed the median value within the range of possible values for each of the suppressed observations (i.e. 5). Other approaches were considered, including the approach taken to impute graduation rates. However, since student demographics are less stable over time than graduation rates, the research team decided against using an approach that assumes an average over time is an effective estimate for any particular year. Ultimately, there are no perfect options, but the chosen method has the benefit of balancing the potential measurement error at +/-4 students, as well as being more simple to understand, and thus more transparent.

[17] More information on this program and eligibility requirements can be accessed here: https://fns-prod.azureedge.net/sites/default/files/cn/NSLPFactSheet.pdf.

[18] More information on the identification of English Language Learners can be found at http://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf.

[19] More information on this eligibility determination can be found at http://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf.

Finally, to allow for the possibility that the education technology differs according to the grade level of the school, the cost model includes indicators for whether or not the school serves elementary grades (i.e., grades PK-6), and whether or not the school serves high school grades (i.e. grades 9-12). Fixed effects for year control for inflation and other time trends in Kansas education.

## Efficiency Factors

The error terms for all frontier specifications depend on a number of factors that theory suggests may explain differences in school efficiency. Prior research has demonstrated that competition can reduce inefficiency in public education (e.g., Belfield & Levin, 2002; Millimet & Collier, 2008; Gronberg et al. 2015), and so can ease of voter monitoring (Grosskopf et al. 2001). Therefore, the one-sided variance function is modeled as a linear combination of five variables—the degree of educational competition in the metropolitan area or county; an indicator for whether or not the district is located in a metropolitan area that spans state lines (because the level of competition is imperfectly measured in those education markets using only Kansas data); the percentage of household that are owner-occupants, the percentage of the population with at least a bachelor's degree and the percentage of households wherein no residents are over 60 years of age. We note that the latter three variable were also treated as efficiency factors in Duncombe and Yinger (2005).[20]

As is common in the literature, the degree of educational competition is measured with a Herfindahl index of enrollment concentration. A Herfindahl index (which is defined as the sum of the squared enrollment shares) increases as the level of enrollment concentration increases. A Herfindahl index of 1.00 indicates a metropolitan or micropolitan area with a single local education agency (LEA); a Herfindahl index of 0.10 indicates a metropolitan or micropolitan area with 10 LEAs of equal size. Table A1 reports the mean value for the Herfindahl index in the sample is .38, with a minimum value of .13 and a maximum of 1, indicating that some counties in Kansas are served by a single unified school district.

Heteroskedasticity in the two-sided error may also arise. To capture such a possibility, the two-sided variance is modeled as a function of the share of building expenditures that was not specifically allocated to the building by the expenditures file. This variable has been included because measurement error in the dependent variable (a common source of heteroskedasticity) is likely to be a function of the extent to which the dependent variable was imputed.

## Instrumental Variables

The key to implementing the control function corrections is the identification of viable instruments for school quality. Human capital theory suggests that local labor market conditions can influence the

[20] By assumption, the one-sided error term has a half-normal distribution. Jenson (2005) finds that specifying a half-normal distribution for the inefficiency term generates more reliable estimates of technical efficiency than other assumptions about the distribution of inefficiency.

demand for educational quality and the opportunity cost of staying in school so, as in Gronberg, Jansen and Taylor (2015) and Taylor, Gronberg and Jansen (2017), this analysis uses labor market conditions in the vicinity of the building as instruments for the Conditional NCE scores and graduation rates. The indicators of labor market conditions—the number of employers in the building zip code, the unemployment rate in the county-- and the number of those employers that are restaurants—reflect industrialization and the availability of the types of jobs most commonly held by teenagers and comes from the ZIP Business Patterns produced by the Census Bureau. The set of instrumental variables also includes a measure of the likely demand for educational services in the community—the ratio of students to working age adults.

## Results

Table 17 describes the first-stage independent variable coefficient estimates along with their standard errors. Results for both of the student outcome measures – growth scores and graduation rates – suggest robust results. More specifically, changes in NCE showed to be associated with changes in district enrollment, the percentage of the population that is low-income, and for elementary grades served. For graduation rates we can observe that changes in the rate are associated with changes in district enrollment as well but also the salary index, rural indicator, student demographic characteristics and various other explanatory variables. Crucially, the instrumental variables are well correlated with the outcome measures. The first stage F-statistics are 12.25 and 38.55 for the Conditional NCE and graduation rate, respectively.

**Table 19. First-Stage IV Coefficient Estimates**

| LABELS | NCE | Graduation Rate |
|---|---|---|
| District Enrollment | 0.0380** | 0.0649*** |
| | (-0.016) | (-0.023) |
| District Enrollment squared | -0.0023** | -0.0054*** |
| | (-0.001) | (-0.002) |
| Salary index (log) | -0.0275 | 0.137 |
| | (-0.087) | (-0.101) |
| Rural indicator | -0.0053 | 0.0109*** |
| | (-0.003) | (-0.004) |
| % Economically Disadvantaged | -0.0888*** | -0.1874*** |
| | (-0.019) | (-0.026) |
| % English Learners | -0.0006 | -0.1101*** |
| | (-0.023) | (-0.026) |
| % Special Ed. | -0.1039 | -0.2162** |
| | (-0.072) | (-0.093) |
| Population density | -0.005 | -0.0105 |
| | (-0.005) | (-0.007) |
| Elementary grades served | 0.0155*** | -0.0051 |

| | | |
|---|---|---|
| | (-0.004) | (-0.007) |
| High school grades served | -0.004<br>(-0.004) | -0.0133*<br>(-0.007) |
| % Economically Disadvantaged, squared | 0.0111<br>(-0.021) | 0.0386<br>(-0.026) |
| % English Learners, squared | -0.002<br>(-0.034) | 0.2132***<br>(-0.036) |
| % Special Ed., squared | 0.3860**<br>(-0.191) | 0.6742***<br>(-0.253) |
| Population density*<br>Salary Index | 0.0158<br>(-0.013) | 0.0457***<br>(-0.015) |
| AYP Schoolyear = 2017 | -0.0005<br>(-0.002) | -0.0035<br>(-0.002) |
| Enrollment per estimated adult | -0.0784***<br>(-0.016) | 0.1111***<br>(-0.02) |
| Zip Total Establishments | -0.0031**<br>(-0.001) | -0.0093***<br>(-0.002) |
| County annual avg. unemployment rate | 0.4207***<br>(-0.059) | 0.8054***<br>(-0.082) |
| Constant | -0.0784***<br>(-0.016) | 0.1111***<br>(-0.02) |
| Observations | 2,310 | 2,310 |
| Adjusted R-squared | 0.18 | 0.466 |

Robust standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

Table 14 presents two versions of the cost function coefficients. The first model is the preferred specification; the second is presented to demonstrate that certain modeling decisions are not driving the results. As the second column illustrates, top-coding district enrollment and excluding the quadratic term for percent economically disadvantaged are both clearly appropriate.

**Table 20. Cost Model Coefficient Estimates**

| LABELS | Baseline | Alternative Model |
|---|---|---|
| Normal Curve Equivalent | 5.295***<br>(-0.607) | 5.287***<br>(-0.629) |
| Graduation Rate | 1.244***<br>(-0.262) | 1.271***<br>(-0.26) |
| Graduation Rate * High School | 0.696***<br>(-0.0995) | 0.682***<br>(-0.0999) |

| LABELS | Baseline | Alternative Model |
|---|---|---|
| District Enrollment | -1.444***<br>(-0.0568) | -1.454***<br>(-0.0588) |
| District Enrollment squared | 0.0991***<br>(-0.00378) | 0.0998***<br>(-0.00396) |
| Salary index (log) | 1.373***<br>(-0.279) | 1.369***<br>(-0.276) |
| Rural indicator | 0.0505***<br>(-0.0112) | 0.0507***<br>(-0.0112) |
| % Economically Disadvantaged | 0.886***<br>(-0.078) | 0.901***<br>(-0.105) |
| % English Language Learner | 0.226***<br>(-0.0667) | 0.225***<br>(-0.0656) |
| % Special Education | 2.157***<br>(-0.226) | 2.146***<br>(-0.229) |
| Population Density | 0.166***<br>(-0.018) | 0.167***<br>(-0.0181) |
| Elementary grades served | -0.129***<br>(-0.016) | -0.129***<br>(-0.0161) |
| High school grades served | -0.508***<br>(-0.0909) | -0.496***<br>(-0.0914) |
| % Economically Disadvantaged, sq | | -0.0131<br>(-0.0627) |
| % English Language Learner, sq | -0.623***<br>(-0.109) | -0.619***<br>(-0.108) |
| % Special Education, sq | -6.135***<br>(-0.674) | -6.136***<br>(-0.684) |
| Population density* Salary Index | -0.510***<br>(-0.0414) | -0.515***<br>(-0.0416) |
| District Enrollment* Big District Indicator | | -0.000512<br>(-0.0016) |
| AYP Schoolyear = 2016 | -0.0364***<br>(-0.00591) | -0.0366***<br>(-0.00591) |
| First stage Residuals, NCE | -5.102***<br>(-0.609) | -5.099***<br>(-0.63) |
| First stage residuals, Graduation | -1.454***<br>(-0.271) | -1.477***<br>(-0.268) |
| Herfindahl Index, log | 0.797***<br>(-0.249) | 0.748***<br>(-0.249) |
| Border metro | 2.320***<br>(-0.372) | 2.281***<br>(-0.368) |
| % Owner occupied | 7.293***<br>(-1.321) | 7.556***<br>(-1.323) |

| LABELS | Baseline | Alternative Model |
|---|---|---|
| % Over 60 | -2.316<br>(-1.496) | -1.963<br>(-1.473) |
| % College | -12.06***<br>(-1.542) | -11.65***<br>(-1.531) |
| Constant | 9.644***<br>(-0.357) | 9.654***<br>(-0.398) |
| Usigma | -7.214***<br>(-0.958) | -7.667***<br>(-0.991) |
| Vsigma | -4.095***<br>(-0.0418) | -4.105***<br>(-0.0437) |
| Observations | 2,310 | 2,310 |

Robust standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

## Adequacy calculations

One calculates the costs associated with various performance standards by using the coefficient estimates in the above table to predict the excpenditures associated with the designated performance metrics and the observed characteritics of districts. Such calculations are very straightforward with respect to the Conditional NCE and the graduation rate. To calculate the expected cost of increasing the graduation rate to 95%, one replaces the observed graduation rate with 95% and generates the model predictions.

It is a bit trickier to go from Conditional NCE scores—a measure of growth – to performance levels consistent with the Rose Standards. As discussed above, one could interpret the Rose Standards as requiring 90% of the students to score at level 2 or above on the KAP, or one could interpret the Rose Standards as requiring 60% of the students to score at level 3 or above. In neither case can one simply forecast the cost associated with a common Conditional NCE score. After all, if everyone grows at the same rate, existing performance gaps will never close.

If a student is lagging her peers in reading, she needs to grow faster than they do to close the gaps. Therefore, the research team calculated the number of standard deviations of growth required for each student to achieve the cut scores for level 2 and level 3 on the KAP. Then, assuming that all of the students in a district would experience the same number of standard deviations of growth, they calculated the district growth rate that would lead 90% of the students to meet the cut scores for level 2 and the district growth rate that would lead 60% of the students to meet the cut scores for level 3. The cost projections for closing the gaps are based on these estimates. In other words, the researchers estimated the cost associated with each district posting the amount of growth necessary to have a reasonable expectation that the designated percentage of students will make enough progress to meet the appropriate cut scores.


App. #000716

# Technical Appendix B: Estimating the Teacher Salary Index

For more than 30 years, economists have used hedonic wage models and regression analysis to explain why labor costs differ from one school district to another. Those analyses suggest that differences in average teacher salaries can be explained by differences in teacher characteristics (such as their educational attainment and years of experience), job characteristics (such as the characteristics of the students being served), and locational characteristics (such as the local cost of living).[21]

The hedonic wage model used in this analysis, which updates the hedonic wage model used in Taylor et al (2014), describes wages as a function of labor market characteristics, job characteristics, observable teacher characteristics, and unobservable teacher characteristics. Formally, the model can be expressed as:

$$ln\,(W_{idjt}) = D_{dt}\beta + T_{it}\delta + M_{jt} + \varepsilon_{idjt} \quad (1)$$

where the subscripts i,d,j and t stand for individuals, districts, labor markets and time, respectively, $W_{idjt}$ is the teacher's full-time-equivalent monthly salary, $D_{dt}$ is a vector of job characteristics that could give rise to compensating differentials, $T_{it}$ is a vector of individual teacher characteristics that vary over time, and $M_{jt}$ is a vector of labor market characteristics. The $\varepsilon_{idjt}$ are random effects for individuals, which are presumed to follow the autoregressive pattern found in the data.[22] (An autoregressive pattern to teacher salaries means that if a teacher earns more than the model predicts in one year, he or she will probably earn more than the model predicts the next year too.)

The data on teacher salaries and individual teacher characteristics come from the Kansas Department of Education. The hedonic wage analysis covers the nine-year period from 2008-09 through 2016–17). As in the cost function analysis, data from open-enrollment charter campuses, virtual campuses and all alternative education campuses have been excluded. All teachers with complete data who worked at least half time for a traditional public district have been included in the analysis.

The measure of teacher salaries that is used in this analysis is the total, full-time equivalent (FTE) annual salary. It is calculated as the observed total salary divided by the percent FTE. Full-time equivalent salaries less than 50% of the state's statutory minimum were deemed implausible and treated as missing. In addition, the

[21] For more on the use of hedonic wage models in education, see Chambers (1998); Chambers & Fowler (1995); Goldhaber (1999); Stoddard (2005); or Taylor (2008a, 2008b, 2010, 2011).

[22] See Drukker (2003) and Wooldridge (2002).

Table 20 presents the coefficient estimates and standard errors for the hedonic wage model. As the table illustrates, the hedonic model includes controls for teacher experience (the log of years of experience, the square of log experience and an indicator for first-year teachers) and indicators for the teacher's educational attainment (no degree, bachelor's degree, specialist degree, master's degree, or doctorate).

Job characteristics in the analysis include indicators for teaching assignment (general elementary, language arts, mathematics, science, social studies, health and physical education, foreign languages, fine arts, computers, vocational/technical subjects, special education, standardized-tested subjects, early childhood, English for speakers of other languages, and other instructional duties). Any given teacher could have multiple teaching assignments (such as an individual teaching both mathematics and science) or serve multiple student populations (such as kindergarten and pre-kindergarten).

Other job characteristics in the analysis include an indicator for whether or not the individual was assigned to multiple buildings and indicators for whether or not the teacher had additional duties as a department head, administrator, team sports, support staff, tutor, study skills, gifted, and other non-teaching duties.

Finally, the hedonic wage model also includes eight variables that describe various aspects of local labor market conditions. The ACS Comparable Wage reflects the prevailing wage for college graduates, the U.S. Department of Housing and Urban Development's estimate of Fair Market Rents for a two-bedroom apartment (in logs) reflects deviations in the cost of living, while the U.S. Bureau of Labor Statistic's measure of the metropolitan area unemployment rate reflects job prospects outside of teaching, U.S. Census indicator for whether or not the school district is located in a major metropolitan area (with 50,000 or more population) and another indicator for a metropolitan area with more than 10,000 but less than 50,000 population), miles to the nearest metro or micro area, and miles to a micro area reflect urbanicity. Distance to the nearest school in another state reflects access to employment opportunities outside of Kansas.

The Teacher Salary Index (TSI) for each building is based on the predicted wage for a teacher with 10 years of experience and a Master's degree, holding all other teacher characteristics and job characteristics constant at the statewide mean, but leaving the building and labor market characteristics unchanged.

**Table 21. Hedonic wage model coefficient estimates**

| | Coefficients | Standard Errors |
|---|---|---|
| Years of experience (log) | -0.0222*** | (0.00259) |
| Years of experience (log), sq. | 0.0296*** | (0.000659) |
| | | |
| ***Teacher Educational Attainment*** | | |
| No degree | -0.0972 | (0.0756) |
| Bachelor's degree | -0.0531** | (0.0265) |
| Specialist/Management Specialists | 0.121*** | (0.00772) |


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| | Coefficients | Standard Errors |
|---|---|---|
| Master's degree | 0.0874*** | (0.00165) |
| Doctoral degree | 0.000 | |
| | | |
| ***Teacher Assignment*** | | |
| Assigned multiple buildings | -0.0179*** | (0.00200) |
| First year teacher | -0.0608*** | (0.00210) |
| Special education | -0.0202*** | (0.00292) |
| Language arts teacher | -0.0202*** | (0.00161) |
| Mathematics teacher | -0.0129*** | (0.00182) |
| Computer science | -0.00207 | (0.00290) |
| Science | -0.0120*** | (0.00188) |
| Social science | -0.0112*** | (0.00187) |
| Fine arts | 0.00372** | (0.00271) |
| Foreign language | 0.00284 | (0.00512) |
| Health and physical education | -0.0161*** | (0.00283) |
| General elementary teacher | 0.0103*** | (0.00163) |
| Early childhood | -0.0646*** | (0.00560) |
| English for speakers of other languages | -0.00321 | (0.00727) |
| Vocational/technical | 0.00486** | (0.00245) |
| Other instructional duties | -0.0699*** | (0.00507) |
| Administrator | 0.300*** | (0.00352) |
| Support staff | 0.00389*** | (0.00134) |
| Department head | 0.0249*** | (0.00494) |
| At risk | -0.0115*** | (0.00355) |
| Study skills | -0.000232 | (0.00216) |
| Gifted | 0.00313 | (0.00750) |
| Tutoring | -0.00198 | (0.00349) |
| Team sports | 0.00994 | (0.0101) |
| Other non-teaching duties | 0.000219 | (0.00129) |
| | | |
| ***School Location Characteristics*** | | |
| Miles to the nearest metro or micro area | 0.000957*** | (2.86e-05) |
| Miles to the nearest metro area | -0.00478*** | (8.84e-05) |
| Fair market rent (log) | -0.109*** | (0.00848) |
| Unemployment rate | -0.00164*** | (0.000505) |

| | Coefficients | Standard Errors |
|---|---|---|
| Metro indicator | 0.0735*** | (0.00360) |
| Micro indicator | -0.0399*** | (0.00331) |
| ACS-CWI | 0.712*** | (0.0257) |
| Distance to a neighboring school in another state | -0.000437*** | (3.77e-05) |
| | | |
| ***School year*** | | |
| School year 2008-09 | -0.140*** | (0.00241) |
| School year 2009-10 | -0.121*** | (0.00253) |
| School year 2010-11 | -0.105*** | (0.00241) |
| School year 2011-12 | -0.0730*** | (0.00219) |
| School year 2012-13 | -0.0760*** | (0.00218) |
| School year 2013-14 | -0.0550*** | (0.00175) |
| School year 2014-15 | -0.0356*** | (0.00140) |
| School year 2015-16 | -0.0290*** | (0.00120) |
| School year 2016-17 | 0.0000 | |
| | | |
| **Observations** | 326,154 | |
| **Number of teachers** | 59,133 | |

Note: Asterisks indicate a coefficient that is statistically significant at the 1%*** 5%** or 10%* levels.

## Estimating the Comparable Wage Index

The ACS-CWI for this analysis is based on an analysis of public use micro-data from the 2014, 2015 and 2016 American Community Surveys (ACS)[23]. The ACS, which is conducted annually by the U.S. Census Bureau, has replaced the decennial census as the primary source of demographic information about the U.S. population. It provides information about the earnings, age, occupation, industry, and other demographic characteristics for millions of U.S. workers. The ACS-CWI measures earnings differences for college graduates and has been modeled after the baseline analysis used to construct the National Center for Education Statistics' (NCES) CWI (Taylor and Fowler, 2006).

Like the NCES CWI, the ACS-CWI comes from regression analyses of individual earnings data. Workers with incomplete data and workers without at least a bachelor's degree were excluded from the estimation sample, as was anyone who had a teaching or educational administration occupation or who was employed in the elementary and secondary education industry. Self-employed workers were excluded because their reported earnings may not represent the market value of their time. Individuals who

[23] The analysis is based on annual files for each survey administration, and not on the combined three-year file.

reported working less than half time or for more than 90 hours a week were also excluded, as were workers under the age of 18 and over the age of 80. Finally, individuals employed outside the United States were excluded because their earnings may represent compensation for foreign travel or other working conditions not faced by domestic workers.

The ACS-CWI was estimated from nationwide data because the national sample is much larger and yields much more precise estimates of wages by industry and occupation than could be generated using only the ACS data for the state of Kansas. For similar reasons, the analyses combines data from the three most recent administrations of the ACS.

Table 23 presents the results from the regression analysis. The dependent variable is the log of annual wage and salary earnings. Key independent variables include the age, sex, race, educational attainment, language ability, and amount of time worked for each individual in the national sample. The model includes the interaction between sex and age, to allow for the possibility that men and women have different career paths, and therefore different age-earnings profiles. In addition, the estimation includes indicator variables for occupation and industry for each year. This specification allows wages to rise (or fall) more slowly in some occupations or industries than it does in others. Such flexibility is particularly important because the analysis period includes the period immediately after the "Great Recession" and some industries and occupations recovered more slowly than others. Finally, each regression includes indicator variables for each labor market area.

The labor markets are based on "place-of-work areas" as defined by the Census Bureau. Census place-of-work areas are geographic regions designed to contain at least 100,000 persons. The place-of-work areas do not cross state boundaries and generally follow the boundaries of county groups, single counties, or census-defined places (Ruggles et al. 2012). Counties in sparsely-populated parts of a state are clustered together into a single Census place-of-work area. All local communities in the United States are part of a place-of-work area. Individuals can live in one labor market, and work in another. Their wage and salary earnings are attributed to their place of work, not their place of residence. The labor markets used in these analyses are either single places of work, or a cluster of the places-of-work that comprise a metropolitan area.[24]

As Table 24 illustrates, the estimated model is consistent with reasonable expectations about labor markets. Wage and salary earnings increase with the amount of time worked per week and the number of weeks worked per year. Earnings also rise as workers get older, but the increase is more rapid for men than for women (perhaps because age is not as good an indicator of work experience for women as it is for men). Workers with advanced degrees earn systematically more than workers with a bachelor's degree. Whites earn systematically more than apparently comparable individuals from other racial groups. Workers who do not speak English well earn substantially less than other workers, all other things being equal.

[24] Place of work areas were matched to counties and aggregated into core based statistical areas using data from the Missouri Census Data Center's MABLE/Geocorr12: Geographic Correspondence Engine.

The predicted wage level in each labor market area captures systematic variations in labor earnings while controlling for demographics, industrial and occupational mix, and amount of time worked [25]. Dividing each local wage prediction by the corresponding national average yields the ACS-CWI.

**Table 22. Estimating the ACS-CWI**

| Explanatory Variables | ACS-CWI Model | |
|---|---|---|
| | Estimate | Std. Error |
| USUAL HRS. WORKED PER WEEK | 0.944 | 0.003 |
| WORKED 27-39 WEEKS | -0.553 | 0.004 |
| WORKED 40-47 WEEKS | -0.251 | 0.003 |
| WORKED 48-49 WEEKS | -0.103 | 0.004 |
| FEMALE | 0.308 | 0.013 |
| AGE | 0.086 | 0.000 |
| AGE, SQUARED | -0.001 | 0.000 |
| FEMALE*AGE | -0.016 | 0.001 |
| FEMALE*AGE, SQUARED | 0.000 | 0.000 |
| NOT AN ENGLISH SPEAKER | -0.482 | 0.021 |
| BACHELOR'S DEGREE | -0.217 | 0.003 |
| MASTER'S DEGREE | -0.099 | 0.003 |
| PROFESSIONAL DEGREE | 0.000 | |
| DOCTORAL DEGREE | 0.059 | 0.004 |
| HISPANIC | -0.100 | 0.002 |
| AMERICAN INDIAN OR ALASKA NATIVE | -0.060 | 0.010 |
| BLACK | -0.127 | 0.002 |
| CHINESE | -0.081 | 0.003 |
| JAPANESE | -0.084 | 0.008 |

[25] Formally, the predicted wage level in each market is the least-squares mean for the market fixed effect. The least-squares mean (or population marginal mean) is defined as the expected value of the mean for each effect (in this context, each market) that you would expect from a balanced design holding all covariates at their mean values and all classification variables (such as occupation or sex) at their population frequencies.


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| Explanatory Variables | ACS-CWI Model | |
|---|---|---|
| | Estimate | Std. Error |
| OTHER ASIAN/PACIFIC ISLANDER | -0.078 | 0.002 |
| OTHER RACE, N.E.C. | -0.065 | 0.005 |
| MIXED RACE | -0.061 | 0.004 |
| WHITE | 0.000 | |
| INDUSTRY*YEAR INDICATORS? | Yes | |
| OCCUPATION*YEAR INDICATORS? | Yes | |
| LABOR MARKET INDICATORS? | Yes | |
| **NUMBER OF OBSERVATIONS** | **853,143** | |

Source: Ruggles et al. (2015) and author's calculations.

# Technical Appendix C: Expenditure Definition

In Chapter 4 of this report a summary of the expenditure definition was discussed including the allocation of costs from the school district to the school. This technical appendix provides additional detail on the items that were included and excluded from the fiscal analysis for this cost study for fiscal years 2017, 2016, and 2015. This technical appendix draws on the most recent Accounting Manual published by the Kansas State Department of Education (KSDE).[civ] The accounting manual is the handbook used by each Kansas school district that guides the classification and assignment of its funds, either revenue, expenditures, transfers or other activity. The tables below identify those expenditures that were included and excluded from the cost function analysis according to the classification of either fund (table 25, function (table 26) or object (table 27). Note that the corresponding fund, function or object number is included in parentheses next to the category title.

**Table 23. Included and Excluded Funds from Cost Function Analysis[cv]**

| Funds | Categories That Have Been Included or Excluded from the Cost Function Analysis |
|---|---|
| **Included** | ***General Fund (06), Supplemental General Fund (08)***<br><br>***Special Revenue Funds***<br><br>• Special Liability Expense (42)<br>• Bilingual Education (14)<br>• Virtual Education (15)<br>• Driver Training (18)<br>• Professional Development (26)<br>• Parent Education Program (28)<br>• Summer School (29)<br>• Special Education (30)<br>• Vocational Education (34)<br>• Area Vocational School (36)<br>• Textbook & Materials Revolving (55)<br>• Risk Management (50)<br>• Capital Outlay (16)<br>• Worker's Compensation (52)<br>• Educational Excellence Program (20)<br>• Extraordinary School Program (22)<br>• Extraordinary Growth Facility (45)<br>• Coop Special Education (78)<br>• Federal Funds (07)<br>• At Risk (4-year-old) (11)<br>• At Risk (K-12) (13)<br>• Declining Enrollment (19)<br>• Tuition Reimbursement (57)<br>• KPERS Special Retire Contribute (51)<br>• Cost of Living (33)<br><br>***Trust Agency Funds***<br><br>• School Retirement (44)<br>• Special Reserve Fund (47)<br>• Recreation Commission (84)<br>• Recreation Comm Employee Benefit (86)<br>• Library Board (82)<br>• Contingency Reserve Fund (53)<br>• Gifts and Grants (35)<br><br>***Internal Service Funds*** |


App. #000724

| Funds | Categories That Have Been Included or Excluded from the Cost Function Analysis |
|---|---|
| | • Activity (56) |
| **Excluded** | ***Special Revenue Funds***<br>• Adult Education (10)<br>• Adult Education Supplemental (12)<br>• Food Service (24)<br>***Capital Project Funds***<br>***Debt Service Funds***<br>• Bond & Interest (62, 63)<br>• Special Assessment (67)<br>• No-Fund Warrants, Temp Notes (66) |

**Table 24. Included and Excluded Functions from Cost Function Analysis**[cvi]

| Function | Categories That Have Been Included or Excluded from the Cost Function Analysis |
|---|---|
| **Included** | ***Instruction (1000)***<br>***Support Services***<br>• Students (2100)<br>• Instruction (2200)<br>• General Administration (2300)<br>• School Administration (2400)<br>• Central Services (2500)<br>• Other Central Services (2600)<br>• Other Support Services (2900)<br>***Operation of Non-Instructional Services***<br>• Enterprise Operations (3200) |
| **Excluded** | ***Support Services***<br>• Student Transportation (2700)<br>***Operation of Non-Instructional Services***<br>• Food Service (3100)<br>• Community Service (3300)<br>***Facilities Acquisition and Construction***<br>• Land Acquisition (4100)<br>• Land Improvement (4200)<br>• Architecture and Engineering (4300)<br>• Educational Specs Development (4400)<br>• New Building Acquisition (4500)<br>• Site Improvement (4600)<br>• Building Improvements (4700)<br>• Other Facilities Acquisition Cons. (4900) |

| Function | Categories That Have Been Included or Excluded from the Cost Function Analysis |
|---|---|
| | ***Debt Service***<br>• Debt Service (5100)<br>• Fund Transfers (5200) |

**Table 25. Included and Excluded Objects from Cost Function Analysis**[cvii]

| Objects | Categories That Have Been Included or Excluded from the Cost Function Analysis |
|---|---|
| **Included** | ***Personal Services – Salaries***<br>• Regular Certified Salaries (110)<br>• Regular Non-Certified Salaries (120)<br>• Additional Compensation (150)<br>***Employee Benefits***<br>• Group Insurance (210)<br>• Social Security Contribution (220)<br>• On-Behalf Payments (240)<br>• Tuition Reimbursement (250)<br>• Unemployment Compensation (260)<br>• Worker's Compensation (270)<br>• Health Benefits (280)<br>• Other Employee Benefits (290)<br>***Purchased Professional and Technical Services***<br>• Official/Admin Services (310)<br>• Professional-Education Services (320)<br>• Professional Employee Training (330)<br>• Other Professional Services (340)<br>• Technical Services (350)<br>***Purchased Property Services***<br>• Utility Services (410)<br>• Cleaning Services (420)<br>• Repairs and Maintenance Services (430)<br>• Rentals (440)<br>• Construction Services (450)<br>• Repair of Buildings (460)<br>• Other Purchased Property Srvcs (490)<br>***Other Purchased Services***<br>• Insurance Services (520)<br>• Communication (530)<br>• Advertising (540)<br>• Printing & Binding (550)<br>• Tuitions (560)<br>• Staff Travel (580)<br>• Interagency Purchased Services (590)<br>***Supplies and Materials***<br>• Gen'l Supplies and Materials (610)<br>• Energy (620)<br>• Food and Milk (630)<br>• Books and Periodicals (640)<br>• Supplies-Tech Related (650)<br>• Merchandise Purchased for Resale (660)<br>• Testing Supplies and Materials (670)<br>• Miscellaneous Supplies (680) |

| Objects | Categories That Have Been Included or Excluded from the Cost Function Analysis |
|---|---|
| **Excluded** | ***Other Purchased Services***<br>• Student Transportation (510)<br>• Food Service Management (570)<br>***Property***<br>• Land and Improvement (710)<br>• Building (Existing Buildings) (720)<br>• Equipment (730)<br>• Infrastructure (740)<br>• Depreciation (790)<br>***Debt Service***<br>• Dues and Fees (810)<br>• Judgments Against the LEA (820)<br>• Debt-Related Expenditures (830)<br>***Other Items***<br>• Fund Transfers (930-980) |


App. #000727

# Technical Appendix D: School District Characteristics

Drawing from the findings discussed in Chapter 5 of this report, below is a list of each school district in Kansas that had sufficient data to generate an estimated General Fund revenue allocation for the current and subsequent four years. The numbers presented in columns 4-6 are expressed as decimals and when multiplied by 100 equal the percentages of the student population for those need categories.

**Table 26. List of school district characteristics and index values by each Kansas school district**

| District ID | District Name | Total Enroll (#) | Percentage Poverty (%) | Percentage ELL (%) | Percentage Special Ed (%) | Teacher Cost Index |
|---|---|---|---|---|---|---|
| D0435 | Abilene | 1,635 | 0.36 | 0.01 | 0.17 | 1.30 |
| D0387 | Altoona-Midway | 177 | 0.46 | 0.00 | 0.19 | 1.30 |
| D0385 | Andover | 8,281 | 0.08 | 0.03 | 0.08 | 1.45 |
| D0359 | Argonia Public Schools | 191 | 0.40 | 0.00 | 0.26 | 1.33 |
| D0470 | Arkansas City | 2,912 | 0.60 | 0.17 | 0.22 | 1.30 |
| D0220 | Ashland | 196 | 0.31 | 0.14 | 0.13 | 1.36 |
| D0377 | Atchison Co Comm Schools | 527 | 0.40 | 0.01 | 0.19 | 1.39 |
| D0409 | Atchison Public Schools | 1,743 | 0.55 | 0.01 | 0.22 | 1.35 |
| D0511 | Attica | 172 | 0.34 | 0.00 | 0.23 | 1.16 |
| D0437 | Auburn Washburn | 6,323 | 0.25 | 0.03 | 0.12 | 1.52 |



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| | | | | | | |
|---|---|---|---|---|---|---|
| D0402 | Augusta | 2,295 | 0.33 | 0.01 | 0.14 | 1.41 |
| D0348 | Baldwin City | 1,431 | 0.26 | 0.00 | 0.18 | 1.51 |
| D0254 | Barber County North | 485 | 0.38 | 0.01 | 0.20 | 1.15 |
| D0223 | Barnes | 445 | 0.24 | 0.11 | 0.15 | 1.27 |
| D0458 | Basehor-Linwood | 2,549 | 0.12 | 0.01 | 0.13 | 1.36 |
| D0508 | Baxter Springs | 1,022 | 0.53 | 0.04 | 0.17 | 1.37 |
| D0357 | Belle Plaine | 641 | 0.32 | 0.00 | 0.18 | 1.40 |
| D0273 | Beloit | 801 | 0.30 | 0.03 | 0.18 | 1.26 |
| D0229 | Blue Valley | 22,640 | 0.05 | 0.03 | 0.10 | 1.56 |
| D0384 | Blue Valley | 225 | 0.16 | 0.00 | 0.20 | 1.45 |
| D0205 | Bluestem | 490 | 0.44 | 0.01 | 0.24 | 1.37 |
| D0204 | Bonner Springs | 2,733 | 0.39 | 0.07 | 0.12 | 1.49 |
| D0314 | Brewster | 148 | 0.37 | 0.00 | 0.18 | 1.06 |
| D0459 | Bucklin | 239 | 0.43 | 0.02 | 0.18 | 1.40 |
| D0313 | Buhler | 2,306 | 0.29 | 0.02 | 0.13 | 1.27 |
| D0454 | Burlingame Public School | 299 | 0.34 | 0.02 | 0.25 | 1.44 |
| D0244 | Burlington | 858 | 0.30 | 0.01 | 0.19 | 1.25 |

| | | | | | | |
|---|---|---|---|---|---|---|
| D0369 | Burrton | 246 | 0.46 | 0.02 | 0.17 | 1.41 |
| D0360 | Caldwell | 241 | 0.41 | 0.00 | 0.14 | 1.36 |
| D0436 | Caney Valley | 766 | 0.40 | 0.02 | 0.09 | 1.34 |
| D0419 | Canton-Galva | 349 | 0.30 | 0.00 | 0.22 | 1.33 |
| D0285 | Cedar Vale | 189 | 0.58 | 0.00 | 0.32 | 1.33 |
| D0462 | Central | 316 | 0.48 | 0.02 | 0.24 | 1.34 |
| D0288 | Central Heights | 559 | 0.53 | 0.01 | 0.18 | 1.33 |
| D0112 | Central Plains | 531 | 0.34 | 0.00 | 0.18 | 1.34 |
| D0397 | Centre | 480 | 0.14 | 0.00 | 0.10 | 1.21 |
| D0413 | Chanute Public Schools | 1,851 | 0.52 | 0.03 | 0.15 | 1.28 |
| D0361 | Chaparral Schools | 848 | 0.51 | 0.09 | 0.21 | 1.17 |
| D0473 | Chapman | 1,093 | 0.34 | 0.00 | 0.13 | 1.34 |
| D0284 | Chase County | 347 | 0.24 | 0.00 | 0.11 | 1.29 |
| D0401 | Chase-Raymond | 160 | 0.58 | 0.03 | 0.26 | 1.31 |
| D0286 | Chautauqua Co Community | 374 | 0.53 | 0.00 | 0.19 | 1.31 |
| D0268 | Cheney | 797 | 0.22 | 0.00 | 0.12 | 1.43 |
| D0247 | Cherokee | 489 | 0.45 | 0.00 | 0.17 | 1.34 |

| | | | | | | |
|---|---|---|---|---|---|---|
| D0447 | Cherryvale | 911 | 0.50 | 0.00 | 0.12 | 1.37 |
| D0505 | Chetopa-St. Paul | 438 | 0.42 | 0.00 | 0.15 | 1.35 |
| D0103 | Cheylin | 129 | 0.48 | 0.29 | 0.12 | 1.00 |
| D0102 | Cimarron-Ensign | 655 | 0.35 | 0.21 | 0.14 | 1.44 |
| D0375 | Circle | 1,971 | 0.19 | 0.01 | 0.11 | 1.41 |
| D0379 | Clay Center | 1,363 | 0.31 | 0.00 | 0.20 | 1.24 |
| D0264 | Clearwater | 1,154 | 0.23 | 0.00 | 0.18 | 1.49 |
| D0224 | Clifton-Clyde | 316 | 0.29 | 0.00 | 0.17 | 1.19 |
| D0445 | Coffeyville | 1,777 | 0.68 | 0.11 | 0.12 | 1.38 |
| D0315 | Colby Public Schools | 886 | 0.27 | 0.06 | 0.15 | 1.07 |
| D0493 | Columbus | 987 | 0.46 | 0.00 | 0.17 | 1.32 |
| D0300 | Comanche County | 323 | 0.31 | 0.02 | 0.28 | 1.26 |
| D0333 | Concordia | 1,094 | 0.34 | 0.03 | 0.16 | 1.23 |
| D0356 | Conway Springs | 535 | 0.21 | 0.00 | 0.13 | 1.38 |
| D0476 | Copeland | 96 | 0.31 | 0.41 | 0.05 | 1.46 |
| D0479 | Crest | 223 | 0.43 | 0.02 | 0.16 | 1.27 |
| D0332 | Cunningham | 160 | 0.29 | 0.03 | 0.16 | 1.37 |

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|---|---|---|---|---|---|---|
| D0232 | De Soto | 7,137 | 0.09 | 0.04 | 0.08 | 1.51 |
| D0216 | Deerfield | 210 | 0.68 | 0.40 | 0.12 | 1.54 |
| D0260 | Derby | 7,073 | 0.37 | 0.10 | 0.14 | 1.49 |
| D0471 | Dexter | 145 | 0.32 | 0.00 | 0.19 | 1.35 |
| D0482 | Dighton | 230 | 0.33 | 0.02 | 0.19 | 1.34 |
| D0443 | Dodge City | 7,054 | 0.70 | 0.57 | 0.12 | 1.47 |
| D0111 | Doniphan West Schools | 339 | 0.37 | 0.00 | 0.11 | 1.44 |
| D0396 | Douglass Public Schools | 736 | 0.26 | 0.01 | 0.21 | 1.43 |
| D0410 | Durham-Hillsboro-Lehigh | 599 | 0.27 | 0.03 | 0.17 | 1.26 |
| D0449 | Easton | 609 | 0.24 | 0.00 | 0.16 | 1.42 |
| D0490 | El Dorado | 1,968 | 0.45 | 0.01 | 0.20 | 1.35 |
| D0283 | Elk Valley | 118 | 0.69 | 0.00 | 0.28 | 1.34 |
| D0218 | Elkhart | 1,147 | 0.17 | 0.10 | 0.10 | 1.39 |
| D0307 | Ell-Saline | 464 | 0.21 | 0.05 | 0.15 | 1.34 |
| D0355 | Ellinwood Public Schools | 503 | 0.35 | 0.00 | 0.14 | 1.31 |
| D0388 | Ellis | 473 | 0.24 | 0.00 | 0.17 | 1.44 |
| D0327 | Ellsworth | 641 | 0.25 | 0.01 | 0.13 | 1.28 |

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|---|---|---|---|---|---|---|
| D0253 | Emporia | 4,598 | 0.48 | 0.34 | 0.13 | 1.34 |
| D0101 | Erie-Galesburg | 525 | 0.49 | 0.01 | 0.18 | 1.35 |
| D0491 | Eudora | 1,736 | 0.29 | 0.01 | 0.16 | 1.51 |
| D0389 | Eureka | 661 | 0.52 | 0.01 | 0.14 | 1.18 |
| D0310 | Fairfield | 286 | 0.52 | 0.06 | 0.18 | 1.31 |
| D0492 | Flinthills | 273 | 0.32 | 0.00 | 0.20 | 1.31 |
| D0234 | Fort Scott | 1,881 | 0.50 | 0.01 | 0.13 | 1.34 |
| D0225 | Fowler | 150 | 0.37 | 0.03 | 0.19 | 1.44 |
| D0484 | Fredonia | 682 | 0.44 | 0.00 | 0.14 | 1.34 |
| D0249 | Frontenac Public Schools | 940 | 0.31 | 0.01 | 0.10 | 1.34 |
| D0495 | Ft Larned | 943 | 0.42 | 0.02 | 0.23 | 1.31 |
| D0207 | Ft Leavenworth | 1,681 | 0.04 | 0.04 | 0.13 | 1.38 |
| D0499 | Galena | 849 | 0.53 | 0.01 | 0.17 | 1.35 |
| D0457 | Garden City | 7,701 | 0.60 | 0.47 | 0.12 | 1.54 |
| D0231 | Gardner Edgerton | 5,914 | 0.23 | 0.02 | 0.16 | 1.52 |
| D0365 | Garnett | 992 | 0.36 | 0.00 | 0.17 | 1.35 |
| D0475 | Geary County Schools | 7,802 | 0.40 | 0.09 | 0.15 | 1.35 |

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|---|---|---|---|---|---|---|
| D0248 | Girard | 1,024 | 0.39 | 0.02 | 0.12 | 1.41 |
| D0265 | Goddard | 5,679 | 0.18 | 0.04 | 0.15 | 1.49 |
| D0411 | Goessel | 273 | 0.22 | 0.02 | 0.16 | 1.29 |
| D0316 | Golden Plains | 180 | 0.57 | 0.18 | 0.23 | 1.12 |
| D0352 | Goodland | 939 | 0.38 | 0.12 | 0.13 | 1.03 |
| D0281 | Graham County | 365 | 0.34 | 0.00 | 0.21 | 1.32 |
| D0428 | Great Bend | 2,928 | 0.58 | 0.26 | 0.14 | 1.36 |
| D0200 | Greeley County Schools | 251 | 0.37 | 0.29 | 0.16 | 1.28 |
| D0291 | Grinnell Public Schools | 82 | 0.35 | 0.00 | 0.13 | 1.18 |
| D0440 | Halstead | 771 | 0.33 | 0.03 | 0.15 | 1.39 |
| D0390 | Hamilton | 60 | 0.47 | 0.00 | 0.22 | 1.25 |
| D0312 | Haven Public Schools | 892 | 0.31 | 0.06 | 0.13 | 1.27 |
| D0474 | Haviland | 104 | 0.32 | 0.00 | 0.19 | 1.23 |
| D0489 | Hays | 3,177 | 0.32 | 0.07 | 0.17 | 1.50 |
| D0261 | Haysville | 5,648 | 0.46 | 0.04 | 0.16 | 1.52 |
| D0468 | Healy Public Schools | 67 | 0.54 | 0.21 | 0.22 | 1.34 |
| D0487 | Herington | 487 | 0.49 | 0.00 | 0.21 | 1.29 |

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|---|---|---|---|---|---|---|
| D0460 | Hesston | 802 | 0.17 | 0.04 | 0.09 | 1.42 |
| D0415 | Hiawatha | 933 | 0.41 | 0.01 | 0.17 | 1.37 |
| D0227 | Hodgeman County Schools | 292 | 0.25 | 0.06 | 0.16 | 1.39 |
| D0431 | Hoisington | 753 | 0.44 | 0.01 | 0.17 | 1.40 |
| D0363 | Holcomb | 1,018 | 0.45 | 0.17 | 0.09 | 1.58 |
| D0336 | Holton | 1,128 | 0.34 | 0.03 | 0.12 | 1.44 |
| D0412 | Hoxie Community Schools | 392 | 0.26 | 0.00 | 0.19 | 1.19 |
| D0210 | Hugoton Public Schools | 1,047 | 0.50 | 0.37 | 0.08 | 1.41 |
| D0258 | Humboldt | 805 | 0.28 | 0.00 | 0.11 | 1.26 |
| D0308 | Hutchinson Public Schools | 4,677 | 0.55 | 0.06 | 0.19 | 1.30 |
| D0446 | Independence | 2,137 | 0.51 | 0.03 | 0.19 | 1.44 |
| D0477 | Ingalls | 212 | 0.27 | 0.13 | 0.02 | 1.42 |
| D0448 | Inman | 431 | 0.20 | 0.00 | 0.15 | 1.29 |
| D0257 | Iola | 1,305 | 0.50 | 0.00 | 0.19 | 1.23 |
| D0346 | Jayhawk | 577 | 0.49 | 0.02 | 0.15 | 1.31 |
| D0339 | Jefferson County North | 464 | 0.23 | 0.00 | 0.19 | 1.50 |

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|---|---|---|---|---|---|---|
| D0340 | Jefferson West | 861 | 0.21 | 0.00 | 0.16 | 1.42 |
| D0500 | Kansas City | 21,937 | 0.78 | 0.40 | 0.13 | 1.54 |
| D0321 | Kaw Valley | 1,182 | 0.27 | 0.00 | 0.21 | 1.45 |
| D0331 | Kingman - Norwich | 979 | 0.32 | 0.01 | 0.21 | 1.38 |
| D0347 | Kinsley-Offerle | 349 | 0.45 | 0.18 | 0.21 | 1.35 |
| D0422 | Kiowa County | 420 | 0.16 | 0.00 | 0.14 | 1.30 |
| D0483 | Kismet-Plains | 708 | 0.65 | 0.67 | 0.11 | 1.50 |
| D0395 | LaCrosse | 289 | 0.36 | 0.00 | 0.17 | 1.33 |
| D0506 | Labette County | 1,574 | 0.46 | 0.00 | 0.15 | 1.41 |
| D0215 | Lakin | 636 | 0.43 | 0.26 | 0.10 | 1.48 |
| D0469 | Lansing | 2,698 | 0.21 | 0.02 | 0.17 | 1.34 |
| D0497 | Lawrence | 11,969 | 0.28 | 0.09 | 0.13 | 1.54 |
| D0245 | LeRoy-Gridley | 208 | 0.32 | 0.00 | 0.18 | 1.23 |
| D0453 | Leavenworth | 3,873 | 0.49 | 0.02 | 0.16 | 1.37 |
| D0243 | Lebo-Waverly | 428 | 0.30 | 0.01 | 0.17 | 1.30 |
| D0467 | Leoti | 400 | 0.44 | 0.35 | 0.16 | 1.39 |
| D0502 | Lewis | 118 | 0.48 | 0.22 | 0.14 | 1.26 |

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|---|---|---|---|---|---|---|
| D0480 | Liberal | 4,971 | 0.71 | 0.64 | 0.11 | 1.48 |
| D0298 | Lincoln | 353 | 0.41 | 0.01 | 0.16 | 1.34 |
| D0444 | Little River | 315 | 0.21 | 0.02 | 0.19 | 1.31 |
| D0326 | Logan | 150 | 0.31 | 0.03 | 0.16 | 1.23 |
| D0416 | Louisburg | 1,720 | 0.15 | 0.02 | 0.09 | 1.36 |
| D0421 | Lyndon | 436 | 0.28 | 0.00 | 0.15 | 1.44 |
| D0405 | Lyons | 847 | 0.59 | 0.23 | 0.25 | 1.28 |
| D0351 | Macksville | 236 | 0.48 | 0.36 | 0.17 | 1.24 |
| D0386 | Madison-Virgil | 219 | 0.40 | 0.00 | 0.21 | 1.30 |
| D0266 | Maize | 7,173 | 0.14 | 0.02 | 0.12 | 1.48 |
| D0383 | Manhattan-Ogden | 6,388 | 0.29 | 0.07 | 0.17 | 1.44 |
| D0456 | Marais Des Cygnes Valley | 220 | 0.49 | 0.00 | 0.29 | 1.48 |
| D0408 | Marion-Florence | 521 | 0.33 | 0.00 | 0.19 | 1.20 |
| D0256 | Marmaton Valley | 287 | 0.44 | 0.00 | 0.16 | 1.29 |
| D0364 | Marysville | 747 | 0.31 | 0.01 | 0.20 | 1.29 |
| D0342 | McLouth | 488 | 0.32 | 0.00 | 0.19 | 1.40 |
| D0418 | McPherson | 2,404 | 0.29 | 0.02 | 0.19 | 1.37 |

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|---|---|---|---|---|---|---|
| D0226 | Meade | 408 | 0.27 | 0.05 | 0.18 | 1.43 |
| D0219 | Minneola | 244 | 0.51 | 0.02 | 0.18 | 1.48 |
| D0330 | Mission Valley | 497 | 0.28 | 0.00 | 0.21 | 1.46 |
| D0371 | Montezuma | 236 | 0.37 | 0.12 | 0.08 | 1.43 |
| D0417 | Morris County | 733 | 0.34 | 0.03 | 0.13 | 1.29 |
| D0209 | Moscow Public Schools | 175 | 0.61 | 0.35 | 0.07 | 1.46 |
| D0423 | Moundridge | 401 | 0.19 | 0.00 | 0.15 | 1.28 |
| D0263 | Mulvane | 1,797 | 0.31 | 0.01 | 0.15 | 1.47 |
| D0115 | Nemaha Central | 603 | 0.14 | 0.02 | 0.11 | 1.22 |
| D0461 | Neodesha | 697 | 0.48 | 0.01 | 0.12 | 1.38 |
| D0303 | Ness City | 312 | 0.38 | 0.14 | 0.20 | 1.27 |
| D0373 | Newton | 3,539 | 0.43 | 0.06 | 0.16 | 1.37 |
| D0309 | Nickerson | 1,139 | 0.43 | 0.03 | 0.14 | 1.31 |
| D0335 | North Jackson | 367 | 0.31 | 0.00 | 0.22 | 1.46 |
| D0251 | North Lyon County | 395 | 0.44 | 0.00 | 0.14 | 1.29 |
| D0239 | North Ottawa County | 616 | 0.32 | 0.00 | 0.20 | 1.35 |
| D0246 | Northeast | 496 | 0.58 | 0.01 | 0.20 | 1.36 |

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|---|---|---|---|---|---|---|
| D0212 | Northern Valley | 146 | 0.39 | 0.00 | 0.16 | 1.19 |
| D0211 | Norton Community Schools | 665 | 0.31 | 0.01 | 0.17 | 1.18 |
| D0274 | Oakley | 409 | 0.38 | 0.00 | 0.17 | 1.16 |
| D0294 | Oberlin | 340 | 0.32 | 0.00 | 0.13 | 1.15 |
| D0233 | Olathe | 29,029 | 0.21 | 0.11 | 0.13 | 1.53 |
| D0322 | Onaga-Havensville-Wheaton | 302 | 0.33 | 0.00 | 0.23 | 1.39 |
| D0420 | Osage City | 685 | 0.35 | 0.01 | 0.20 | 1.43 |
| D0367 | Osawatomie | 1,161 | 0.53 | 0.00 | 0.23 | 1.41 |
| D0392 | Osborne County | 278 | 0.38 | 0.00 | 0.18 | 1.24 |
| D0341 | Oskaloosa Public Schools | 612 | 0.41 | 0.00 | 0.21 | 1.40 |
| D0504 | Oswego | 461 | 0.49 | 0.00 | 0.18 | 1.35 |
| D0403 | Otis-Bison | 246 | 0.40 | 0.00 | 0.11 | 1.38 |
| D0290 | Ottawa | 2,479 | 0.42 | 0.01 | 0.11 | 1.34 |
| D0358 | Oxford | 444 | 0.25 | 0.01 | 0.15 | 1.41 |
| D0269 | Palco | 88 | 0.27 | 0.00 | 0.18 | 1.39 |
| D0368 | Paola | 2,029 | 0.27 | 0.01 | 0.14 | 1.38 |

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|---|---|---|---|---|---|---|
| D0399 | Paradise | 113 | 0.37 | 0.04 | 0.26 | 1.41 |
| D0503 | Parsons | 1,314 | 0.60 | 0.01 | 0.17 | 1.37 |
| D0496 | Pawnee Heights | 152 | 0.25 | 0.03 | 0.11 | 1.25 |
| D0398 | Peabody-Burns | 262 | 0.47 | 0.00 | 0.22 | 1.20 |
| D0343 | Perry Public Schools | 745 | 0.29 | 0.01 | 0.19 | 1.46 |
| D0325 | Phillipsburg | 621 | 0.26 | 0.00 | 0.17 | 1.20 |
| D0426 | Pike Valley | 223 | 0.40 | 0.02 | 0.20 | 1.17 |
| D0203 | Piper-Kansas City | 2,186 | 0.13 | 0.04 | 0.09 | 1.48 |
| D0250 | Pittsburg | 3,143 | 0.57 | 0.10 | 0.18 | 1.33 |
| D0270 | Plainville | 340 | 0.28 | 0.00 | 0.18 | 1.44 |
| D0344 | Pleasanton | 359 | 0.46 | 0.00 | 0.23 | 1.29 |
| D0113 | Prairie Hills | 1,125 | 0.27 | 0.00 | 0.16 | 1.27 |
| D0362 | Prairie View | 919 | 0.38 | 0.01 | 0.18 | 1.36 |
| D0382 | Pratt | 1,229 | 0.40 | 0.08 | 0.14 | 1.21 |
| D0311 | Pretty Prairie | 244 | 0.25 | 0.00 | 0.05 | 1.30 |
| D0293 | Quinter Public Schools | 304 | 0.24 | 0.05 | 0.22 | 1.29 |
| D0105 | Rawlins County | 335 | 0.33 | 0.10 | 0.18 | 1.08 |

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|---|---|---|---|---|---|---|
| D0206 | Remington-Whitewater | 515 | 0.29 | 0.07 | 0.14 | 1.37 |
| D0267 | Renwick | 1,856 | 0.10 | 0.00 | 0.11 | 1.45 |
| D0109 | Republic County | 515 | 0.41 | 0.00 | 0.20 | 1.15 |
| D0378 | Riley County | 681 | 0.20 | 0.01 | 0.17 | 1.41 |
| D0114 | Riverside | 642 | 0.45 | 0.00 | 0.24 | 1.49 |
| D0404 | Riverton | 741 | 0.42 | 0.01 | 0.14 | 1.34 |
| D0323 | Rock Creek | 1,043 | 0.22 | 0.01 | 0.14 | 1.46 |
| D0107 | Rock Hills | 312 | 0.42 | 0.00 | 0.17 | 1.20 |
| D0217 | Rolla | 134 | 0.34 | 0.28 | 0.13 | 1.41 |
| D0394 | Rose Hill Public Schools | 1,616 | 0.22 | 0.02 | 0.13 | 1.46 |
| D0337 | Royal Valley | 837 | 0.40 | 0.00 | 0.17 | 1.47 |
| D0481 | Rural Vista | 297 | 0.35 | 0.02 | 0.22 | 1.30 |
| D0407 | Russell County | 836 | 0.42 | 0.01 | 0.21 | 1.37 |
| D0305 | Salina | 7,386 | 0.47 | 0.12 | 0.14 | 1.34 |
| D0434 | Santa Fe Trail | 1,040 | 0.40 | 0.00 | 0.22 | 1.46 |
| D0507 | Satanta | 307 | 0.59 | 0.50 | 0.09 | 1.47 |
| D0466 | Scott County | 1,023 | 0.37 | 0.25 | 0.12 | 1.41 |

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|---|---|---|---|---|---|---|
| D0345 | Seaman | 3,807 | 0.28 | 0.01 | 0.16 | 1.50 |
| D0439 | Sedgwick Public Schools | 479 | 0.31 | 0.00 | 0.14 | 1.42 |
| D0450 | Shawnee Heights | 3,504 | 0.27 | 0.03 | 0.13 | 1.49 |
| D0512 | Shawnee Mission Pub Sch | 27,333 | 0.28 | 0.12 | 0.09 | 1.56 |
| D0372 | Silver Lake | 716 | 0.14 | 0.01 | 0.12 | 1.53 |
| D0438 | Skyline Schools | 412 | 0.23 | 0.05 | 0.12 | 1.20 |
| D0237 | Smith Center | 400 | 0.37 | 0.00 | 0.19 | 1.21 |
| D0400 | Smoky Valley | 1,572 | 0.13 | 0.00 | 0.09 | 1.32 |
| D0393 | Solomon | 316 | 0.38 | 0.00 | 0.19 | 1.35 |
| D0255 | South Barber | 255 | 0.36 | 0.02 | 0.24 | 1.12 |
| D0430 | South Brown County | 577 | 0.58 | 0.05 | 0.19 | 1.44 |
| D0509 | South Haven | 208 | 0.36 | 0.00 | 0.23 | 1.42 |
| D0306 | Southeast Of Saline | 697 | 0.18 | 0.00 | 0.14 | 1.28 |
| D0334 | Southern Cloud | 207 | 0.46 | 0.00 | 0.20 | 1.30 |
| D0252 | Southern Lyon County | 498 | 0.34 | 0.00 | 0.14 | 1.29 |
| D0381 | Spearville | 356 | 0.27 | 0.05 | 0.12 | 1.42 |
| D0230 | Spring Hill | 3,896 | 0.11 | 0.01 | 0.16 | 1.47 |

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|---|---|---|---|---|---|---|
| D0297 | St Francis Comm Sch | 283 | 0.30 | 0.09 | 0.14 | 1.05 |
| D0350 | St John-Hudson | 328 | 0.39 | 0.16 | 0.20 | 1.25 |
| D0349 | Stafford | 209 | 0.52 | 0.10 | 0.22 | 1.27 |
| D0452 | Stanton County | 438 | 0.41 | 0.36 | 0.10 | 1.28 |
| D0376 | Sterling | 508 | 0.28 | 0.01 | 0.14 | 1.33 |
| D0271 | Stockton | 342 | 0.40 | 0.01 | 0.25 | 1.33 |
| D0374 | Sublette | 466 | 0.49 | 0.33 | 0.08 | 1.47 |
| D0299 | Sylvan Grove | 248 | 0.34 | 0.00 | 0.13 | 1.26 |
| D0494 | Syracuse | 542 | 0.49 | 0.43 | 0.09 | 1.33 |
| D0110 | Thunder Ridge Schools | 217 | 0.50 | 0.02 | 0.22 | 1.18 |
| D0464 | Tonganoxie | 1,963 | 0.22 | 0.01 | 0.14 | 1.39 |
| D0501 | Topeka Public Schools | 13,794 | 0.66 | 0.13 | 0.19 | 1.53 |
| D0275 | Triplains | 65 | 0.28 | 0.00 | 0.23 | 1.18 |
| D0429 | Troy Public Schools | 333 | 0.22 | 0.00 | 0.18 | 1.44 |
| D0202 | Turner-Kansas City | 4,110 | 0.63 | 0.24 | 0.11 | 1.54 |
| D0240 | Twin Valley | 603 | 0.34 | 0.00 | 0.15 | 1.37 |
| D0463 | Udall | 311 | 0.33 | 0.00 | 0.18 | 1.24 |

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|---|---|---|---|---|---|---|
| D0214 | Ulysses | 1,758 | 0.50 | 0.39 | 0.11 | 1.38 |
| D0235 | Uniontown | 442 | 0.45 | 0.00 | 0.12 | 1.34 |
| D0262 | Valley Center Pub Sch | 2,879 | 0.30 | 0.02 | 0.14 | 1.45 |
| D0338 | Valley Falls | 381 | 0.31 | 0.00 | 0.19 | 1.45 |
| D0498 | Valley Heights | 401 | 0.37 | 0.01 | 0.17 | 1.29 |
| D0380 | Vermillion | 578 | 0.22 | 0.00 | 0.12 | 1.27 |
| D0432 | Victoria | 288 | 0.13 | 0.00 | 0.16 | 1.44 |
| D0329 | Wabaunsee | 446 | 0.23 | 0.00 | 0.16 | 1.42 |
| D0272 | Waconda | 325 | 0.36 | 0.00 | 0.17 | 1.20 |
| D0208 | Wakeeney | 387 | 0.27 | 0.00 | 0.27 | 1.39 |
| D0241 | Wallace County Schools | 202 | 0.29 | 0.02 | 0.17 | 1.16 |
| D0320 | Wamego | 1,533 | 0.20 | 0.01 | 0.14 | 1.42 |
| D0108 | Washington Co. Schools | 340 | 0.37 | 0.01 | 0.22 | 1.25 |
| D0353 | Wellington | 1,622 | 0.46 | 0.01 | 0.23 | 1.36 |
| D0289 | Wellsville | 782 | 0.23 | 0.00 | 0.17 | 1.27 |
| D0242 | Weskan | 104 | 0.26 | 0.05 | 0.20 | 1.12 |
| D0282 | West Elk | 353 | 0.46 | 0.00 | 0.28 | 1.25 |

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|---|---|---|---|---|---|---|
| D0287 | West Franklin | 601 | 0.42 | 0.00 | 0.28 | 1.29 |
| D0106 | Western Plains | 107 | 0.56 | 0.25 | 0.18 | 1.31 |
| D0292 | Wheatland | 110 | 0.25 | 0.00 | 0.10 | 1.22 |
| D0259 | Wichita | 50,566 | 0.65 | 0.22 | 0.14 | 1.50 |
| D0465 | Winfield | 2,227 | 0.46 | 0.04 | 0.18 | 1.33 |
| D0366 | Woodson | 464 | 0.47 | 0.00 | 0.21 | 1.18 |

# Technical Appendix E: School District Cost Estimates and Weights

Drawing from the findings discussed in chapter 5 of this report, below is a list of each school district in Kansas and the associated estimated base cost per pupil, gap closure per pupil cost, and associated index values for regional cost variation, overall size, and student demographic composition. These tables would apply for the latest year of financial data available which was the 2016-17 school year. The numbers presented in columns 4-6 are expressed as decimals and when multiplied by 100 equal the percentages of the student population for those need categories.

**Table 27. School district base and gap closure cost estimates and index values**

| | | | Maintenance | | | | | Compensate | |
|---|---|---|---|---|---|---|---|---|---|
| District ID | District Name | Total Enroll | Base (95%) | Base (90%) | Regional Index | Economies of Scale Index | Student Need Index | Scenario A | Scenario B |
| D0435 | Abilene | 1,635 | $3,757.95 | $3,483.82 | 1.88 | 1.00 | 1.35 | 1.29 | 1.40 |
| D0387 | Altoona-Midway | 177 | $3,724.81 | $3,425.46 | 1.79 | 1.56 | 1.47 | 1.28 | 1.42 |
| D0385 | Andover | 8,281 | $3,739.55 | $3,468.94 | 1.46 | 1.35 | 1.00 | 1.35 | 1.35 |
| D0359 | Argonia Public Schools | 191 | $3,668.30 | $3,385.17 | 1.69 | 1.51 | 1.34 | 1.37 | 1.49 |
| D0470 | Arkansas City | 2,912 | $3,691.10 | $3,429.75 | 1.78 | 1.05 | 1.68 | 1.09 | 1.14 |
| D0220 | Ashland | 196 | $3,821.00 | $3,542.61 | 1.77 | 1.49 | 1.30 | 1.09 | 1.21 |



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|---|---|---|---|---|---|---|---|---|---|
| D0377 | Atchison Co Comm Schools | 527 | $3,929.73 | $3,622.75 | 1.70 | 1.11 | 1.40 | 1.43 | 1.46 |
| D0409 | Atchison Public Schools | 1,743 | $3,694.44 | $3,431.28 | 1.71 | 1.00 | 1.58 | 1.12 | 1.15 |
| D0511 | Attica | 172 | $3,639.13 | $3,387.73 | 1.71 | 1.57 | 1.31 | 1.10 | 1.03 |
| D0437 | Auburn Washburn | 6,323 | $3,799.58 | $3,527.01 | 1.37 | 1.24 | 1.21 | 1.22 | 1.27 |
| D0402 | Augusta | 2,295 | $3,718.73 | $3,452.10 | 1.61 | 1.02 | 1.30 | 1.18 | 1.23 |
| D0348 | Baldwin City | 1,431 | $3,722.02 | $3,454.77 | 1.54 | 1.00 | 1.23 | 1.18 | 1.20 |
| D0254 | Barber County North | 485 | $3,823.36 | $3,536.73 | 1.65 | 1.13 | 1.37 | 1.33 | 1.33 |
| D0223 | Barnes | 445 | $3,757.56 | $3,483.51 | 1.76 | 1.15 | 1.23 | 1.19 | 1.24 |
| D0458 | Basehor-Linwood | 2,549 | $3,764.68 | $3,489.27 | 1.68 | 1.03 | 1.07 | 1.25 | 1.35 |
| D0508 | Baxter Springs | 1,022 | $3,915.11 | $3,610.93 | 1.76 | 1.01 | 1.58 | 1.40 | 1.46 |
| D0357 | Belle Plaine | 641 | $3,720.23 | $3,453.32 | 1.68 | 1.07 | 1.30 | 1.58 | 1.74 |

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|---|---|---|---|---|---|---|---|---|---|
| D0273 | Beloit | 801 | $3,875.12 | $3,578.59 | 1.77 | 1.04 | 1.28 | 1.45 | 1.43 |
| D0384 | Blue Valley | 225 | $3,720.60 | $3,453.61 | 1.72 | 1.42 | 1.13 | 1.26 | 1.37 |
| D0229 | Blue Valley | 22,640 | $3,761.13 | $3,486.39 | 1.15 | 1.97 | 1.00 | 1.31 | 1.31 |
| D0205 | Bluestem | 490 | $3,866.36 | $3,571.50 | 1.71 | 1.13 | 1.42 | 1.15 | 1.13 |
| D0204 | Bonner Springs | 2,733 | $3,722.69 | $3,455.30 | 1.41 | 1.04 | 1.38 | 1.16 | 1.27 |
| D0314 | Brewster | 148 | $3,835.54 | $3,546.58 | 1.37 | 1.68 | 1.35 | 1.29 | 1.25 |
| D0459 | Bucklin | 239 | $3,524.15 | $3,282.37 | 1.72 | 1.38 | 1.44 | 1.48 | 1.49 |
| D0313 | Buhler | 2,306 | $3,704.92 | $3,440.93 | 1.83 | 1.02 | 1.26 | 1.29 | 1.29 |
| D0454 | Burlingame Public School | 299 | $3,667.20 | $3,384.38 | 1.67 | 1.28 | 1.28 | 1.31 | 1.36 |
| D0244 | Burlington | 858 | $3,756.92 | $3,482.99 | 1.86 | 1.03 | 1.28 | 1.37 | 1.32 |
| D0369 | Burrton | 246 | $3,682.50 | $3,395.29 | 1.69 | 1.37 | 1.48 | 1.12 | 1.21 |

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|---|---|---|---|---|---|---|---|---|---|
| D0360 | Caldwell | 241 | $3,690.79 | $3,401.21 | 1.71 | 1.38 | 1.39 | 2.09 | 2.26 |
| D0436 | Caney Valley | 766 | $3,952.68 | $3,641.32 | 1.72 | 1.04 | 1.33 | 0.95 | 0.91 |
| D0419 | Canton-Galva | 349 | $3,898.47 | $3,597.47 | 1.72 | 1.23 | 1.26 | 1.26 | 1.44 |
| D0285 | Cedar Vale | 189 | $3,681.62 | $3,394.67 | 1.77 | 1.51 | 1.43 | 0.77 | 0.86 |
| D0462 | Central | 316 | $3,902.09 | $3,600.40 | 1.70 | 1.26 | 1.46 | 1.06 | 1.17 |
| D0288 | Central Heights | 559 | $3,689.73 | $3,400.45 | 1.72 | 1.10 | 1.57 | 1.41 | 1.49 |
| D0112 | Central Plains | 531 | $3,775.15 | $3,497.73 | 1.77 | 1.11 | 1.33 | 0.98 | 0.96 |
| D0397 | Centre | 480 | $3,956.33 | $3,590.57 | 1.68 | 1.13 | 1.07 | 1.07 | 1.10 |
| D0413 | Chanute Public Schools | 1,851 | $3,723.43 | $3,455.91 | 1.91 | 1.01 | 1.55 | 1.01 | 1.04 |
| D0361 | Chaparral Schools | 848 | $3,858.93 | $3,565.50 | 1.74 | 1.03 | 1.56 | 1.08 | 1.05 |
| D0473 | Chapman | 1,093 | $3,764.03 | $3,488.74 | 1.79 | 1.01 | 1.31 | 1.14 | 1.21 |

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|---|---|---|---|---|---|---|---|---|---|
| D0284 | Chase County | 347 | $3,923.67 | $3,617.85 | 1.74 | 1.23 | 1.18 | 1.08 | 1.20 |
| D0401 | Chase-Raymond | 160 | $3,761.06 | $3,486.33 | 1.76 | 1.62 | 1.57 | 0.99 | 1.11 |
| D0286 | Chautauqua Co Community | 374 | $3,980.06 | $3,663.46 | 1.78 | 1.20 | 1.56 | 1.04 | 1.14 |
| D0268 | Cheney | 797 | $3,722.22 | $3,454.93 | 1.66 | 1.04 | 1.17 | 1.00 | 1.02 |
| D0247 | Cherokee | 489 | $3,813.08 | $3,528.41 | 1.74 | 1.13 | 1.46 | 1.21 | 1.34 |
| D0447 | Cherryvale | 911 | $3,877.80 | $3,580.75 | 1.71 | 1.02 | 1.50 | 1.10 | 1.24 |
| D0505 | Chetopa-St. Paul | 438 | $3,748.02 | $3,461.57 | 1.76 | 1.16 | 1.42 | 1.46 | 1.61 |
| D0103 | Cheylin | 129 | $3,917.57 | $3,612.92 | 1.24 | 1.79 | 1.49 | 1.36 | 1.40 |
| D0102 | Cimarron-Ensign | 655 | $3,892.72 | $3,592.82 | 1.82 | 1.07 | 1.35 | 1.05 | 1.06 |
| D0375 | Circle | 1,971 | $3,812.65 | $3,537.11 | 1.66 | 1.01 | 1.13 | 1.30 | 1.33 |
| D0379 | Clay Center | 1,363 | $3,474.29 | $3,254.40 | 1.81 | 1.00 | 1.28 | 1.06 | 1.13 |

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|---|---|---|---|---|---|---|---|---|---|
| D0264 | Clearwater | 1,154 | $3,846.49 | $3,564.64 | 1.59 | 1.01 | 1.20 | 1.31 | 1.35 |
| D0224 | Clifton-Clyde | 316 | $3,800.66 | $3,518.37 | 1.75 | 1.26 | 1.27 | 0.90 | 0.98 |
| D0445 | Coffeyville | 1,777 | $3,789.23 | $3,517.99 | 1.66 | 1.00 | 1.79 | 1.24 | 1.32 |
| D0315 | Colby Public Schools | 886 | $3,394.97 | $3,190.25 | 1.79 | 1.03 | 1.25 | 1.76 | 1.90 |
| D0493 | Columbus | 987 | $3,723.05 | $3,455.59 | 1.82 | 1.02 | 1.47 | 1.08 | 1.20 |
| D0300 | Comanche County | 323 | $3,716.60 | $3,450.38 | 1.68 | 1.25 | 1.20 | 1.31 | 1.28 |
| D0333 | Concordia | 1,094 | $3,394.97 | $3,190.25 | 1.85 | 1.01 | 1.33 | 1.34 | 1.49 |
| D0356 | Conway Springs | 535 | $3,785.39 | $3,506.02 | 1.70 | 1.11 | 1.17 | 1.30 | 1.40 |
| D0476 | Copeland | 96 | $3,394.97 | $3,190.25 | 1.84 | 2.09 | 1.16 | 1.20 | 1.28 |
| D0479 | Crest | 223 | $3,692.32 | $3,430.75 | 1.77 | 1.42 | 1.43 | 1.21 | 1.29 |
| D0332 | Cunningham | 160 | $3,850.85 | $3,558.96 | 1.70 | 1.62 | 1.27 | 1.07 | 1.20 |

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|---|---|---|---|---|---|---|---|---|---|
| D0232 | De Soto | 7,137 | $3,739.73 | $3,469.09 | 1.38 | 1.28 | 1.01 | 1.21 | 1.26 |
| D0216 | Deerfield | 210 | $3,715.99 | $3,449.89 | 1.76 | 1.45 | 1.75 | 0.61 | 0.76 |
| D0260 | Derby | 7,073 | $3,693.81 | $3,431.94 | 1.35 | 1.28 | 1.37 | 1.13 | 1.18 |
| D0471 | Dexter | 145 | $3,665.97 | $3,383.51 | 1.70 | 1.70 | 1.29 | 2.81 | 2.96 |
| D0482 | Dighton | 230 | $3,899.50 | $3,598.31 | 1.76 | 1.40 | 1.32 | 1.15 | 1.18 |
| D0443 | Dodge City | 7,054 | $3,705.07 | $3,441.05 | 1.57 | 1.28 | 1.66 | 1.18 | 1.26 |
| D0111 | Doniphan West Schools | 339 | $3,831.82 | $3,543.57 | 1.71 | 1.24 | 1.33 | 1.33 | 1.38 |
| D0396 | Douglass Public Schools | 736 | $3,816.91 | $3,531.51 | 1.66 | 1.05 | 1.23 | 1.25 | 1.33 |
| D0410 | Durham-Hillsboro-Lehigh | 599 | $3,685.13 | $3,397.17 | 1.83 | 1.08 | 1.25 | 1.21 | 1.22 |
| D0449 | Easton | 609 | $3,794.21 | $3,513.15 | 1.65 | 1.08 | 1.21 | 1.37 | 1.42 |
| D0490 | El Dorado | 1,968 | $3,711.46 | $3,446.22 | 1.71 | 1.01 | 1.46 | 1.17 | 1.23 |

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|---|---|---|---|---|---|---|---|---|---|
| D0283 | Elk Valley | 118 | $3,844.53 | $3,553.85 | 1.78 | 1.87 | 1.68 | 1.34 | 1.54 |
| D0218 | Elkhart | 1,147 | $3,750.74 | $3,477.99 | 1.80 | 1.01 | 1.11 | 1.14 | 1.28 |
| D0307 | Ell-Saline | 464 | $3,918.97 | $3,614.05 | 1.70 | 1.14 | 1.19 | 1.22 | 1.38 |
| D0355 | Ellinwood Public Schools | 503 | $3,765.93 | $3,499.25 | 1.73 | 1.12 | 1.32 | 1.20 | 1.18 |
| D0388 | Ellis | 473 | $3,927.69 | $3,621.11 | 1.70 | 1.13 | 1.21 | 0.84 | 0.93 |
| D0327 | Ellsworth | 641 | $3,877.51 | $3,580.52 | 1.80 | 1.07 | 1.21 | 1.25 | 1.28 |
| D0253 | Emporia | 4,598 | $3,747.89 | $3,475.69 | 1.72 | 1.14 | 1.48 | 1.32 | 1.38 |
| D0101 | Erie-Galesburg | 525 | $3,765.46 | $3,489.90 | 1.79 | 1.11 | 1.51 | 1.13 | 1.18 |
| D0491 | Eudora | 1,736 | $3,702.03 | $3,438.60 | 1.47 | 1.00 | 1.26 | 1.38 | 1.44 |
| D0389 | Eureka | 661 | $3,846.40 | $3,555.36 | 1.73 | 1.06 | 1.54 | 1.36 | 1.50 |
| D0310 | Fairfield | 286 | $3,956.33 | $3,590.57 | 1.68 | 1.30 | 1.57 | 1.31 | 1.51 |

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|---|---|---|---|---|---|---|---|---|---|
| D0492 | Flinthills | 273 | $3,876.71 | $3,589.95 | 1.67 | 1.32 | 1.30 | 1.12 | 1.19 |
| D0234 | Fort Scott | 1,881 | $3,735.16 | $3,465.39 | 1.81 | 1.01 | 1.50 | 1.17 | 1.23 |
| D0225 | Fowler | 150 | $3,837.04 | $3,547.79 | 1.84 | 1.67 | 1.36 | 1.33 | 1.31 |
| D0484 | Fredonia | 682 | $3,883.98 | $3,585.76 | 1.80 | 1.06 | 1.44 | 0.77 | 0.82 |
| D0249 | Frontenac Public Schools | 940 | $3,712.59 | $3,447.13 | 1.72 | 1.02 | 1.25 | 0.97 | 1.03 |
| D0495 | Ft Larned | 943 | $3,730.15 | $3,461.34 | 1.80 | 1.02 | 1.41 | 1.29 | 1.39 |
| D0207 | Ft Leavenworth | 1,681 | $3,583.00 | $3,342.32 | 1.60 | 1.00 | 1.01 | 1.60 | 1.60 |
| D0499 | Galena | 849 | $3,736.02 | $3,466.09 | 1.79 | 1.03 | 1.57 | 1.03 | 1.09 |
| D0457 | Garden City | 7,701 | $3,773.73 | $3,504.71 | 1.57 | 1.31 | 1.59 | 1.36 | 1.53 |
| D0231 | Gardner Edgerton | 5,914 | $3,394.97 | $3,190.25 | 1.40 | 1.21 | 1.20 | 1.18 | 1.19 |
| D0365 | Garnett | 992 | $3,881.82 | $3,584.01 | 1.80 | 1.02 | 1.34 | 1.36 | 1.43 |

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|---|---|---|---|---|---|---|---|---|---|
| D0475 | Geary County Schools | 7,802 | $3,633.77 | $3,383.38 | 1.71 | 1.32 | 1.41 | 1.23 | 1.30 |
| D0248 | Girard | 1,024 | $3,394.97 | $3,190.25 | 1.68 | 1.01 | 1.36 | 1.07 | 1.19 |
| D0265 | Goddard | 5,679 | $3,806.19 | $3,532.27 | 1.40 | 1.20 | 1.16 | 1.43 | 1.53 |
| D0411 | Goessel | 273 | $3,711.63 | $3,416.07 | 1.82 | 1.32 | 1.20 | 1.32 | 1.37 |
| D0316 | Golden Plains | 180 | $3,755.08 | $3,481.50 | 1.58 | 1.55 | 1.63 | 1.10 | 1.13 |
| D0352 | Goodland | 939 | $3,883.16 | $3,585.09 | 1.61 | 1.02 | 1.37 | 1.01 | 1.00 |
| D0281 | Graham County | 365 | $3,888.51 | $3,589.42 | 1.76 | 1.21 | 1.31 | 1.17 | 1.28 |
| D0428 | Great Bend | 2,928 | $3,819.30 | $3,543.33 | 1.70 | 1.05 | 1.65 | 1.51 | 1.61 |
| D0200 | Greeley County Schools | 251 | $3,654.40 | $3,375.26 | 1.68 | 1.36 | 1.37 | 1.13 | 1.18 |
| D0291 | Grinnell Public Schools | 82 | $3,394.97 | $3,190.25 | 1.59 | 2.28 | 1.33 | 1.24 | 1.31 |
| D0440 | Halstead | 771 | $3,741.86 | $3,470.81 | 1.68 | 1.04 | 1.31 | 1.13 | 1.13 |

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|---|---|---|---|---|---|---|---|---|---|
| D0390 | Hamilton | 60 | $4,113.33 | $3,771.25 | 1.68 | 2.75 | 1.47 | 1.06 | 1.25 |
| D0312 | Haven Public Schools | 892 | $3,856.54 | $3,566.41 | 1.75 | 1.02 | 1.28 | 1.30 | 1.32 |
| D0474 | Haviland | 104 | $3,394.97 | $3,190.25 | 1.67 | 2.00 | 1.30 | 1.20 | 1.13 |
| D0489 | Hays | 3,177 | $3,708.94 | $3,444.19 | 1.55 | 1.06 | 1.32 | 1.22 | 1.26 |
| D0261 | Haysville | 5,648 | $3,394.97 | $3,190.25 | 1.31 | 1.20 | 1.48 | 1.17 | 1.24 |
| D0468 | Healy Public Schools | 67 | $3,906.32 | $3,603.82 | 1.76 | 2.57 | 1.59 | 0.23 | 0.25 |
| D0487 | Herington | 487 | $3,714.95 | $3,449.04 | 1.84 | 1.13 | 1.50 | 1.05 | 1.12 |
| D0460 | Hesston | 802 | $3,753.25 | $3,480.02 | 1.62 | 1.04 | 1.09 | 1.22 | 1.21 |
| D0415 | Hiawatha | 933 | $3,697.14 | $3,434.64 | 1.79 | 1.02 | 1.42 | 1.26 | 1.36 |
| D0227 | Hodgeman County Schools | 292 | $3,887.00 | $3,588.19 | 1.81 | 1.29 | 1.23 | 1.20 | 1.29 |
| D0431 | Hoisington | 753 | $3,720.28 | $3,453.36 | 1.70 | 1.04 | 1.45 | 1.28 | 1.25 |

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| D0363 | Holcomb | 1,018 | $3,743.45 | $3,472.10 | 1.67 | 1.01 | 1.42 | 0.83 | 0.92 |
| D0336 | Holton | 1,128 | $3,704.70 | $3,440.76 | 1.63 | 1.01 | 1.30 | 1.44 | 1.46 |
| D0412 | Hoxie Community Schools | 392 | $3,834.20 | $3,545.50 | 1.65 | 1.19 | 1.23 | 1.24 | 1.29 |
| D0210 | Hugoton Public Schools | 1,047 | $3,752.84 | $3,488.33 | 1.80 | 1.01 | 1.45 | 1.12 | 1.22 |
| D0258 | Humboldt | 805 | $3,730.27 | $3,461.43 | 1.84 | 1.04 | 1.22 | 1.15 | 1.26 |
| D0308 | Hutchinson Public Schools | 4,677 | $3,863.10 | $3,573.61 | 1.83 | 1.14 | 1.61 | 1.31 | 1.37 |
| D0446 | Independence | 2,137 | $3,548.90 | $3,300.02 | 1.61 | 1.01 | 1.55 | 1.12 | 1.13 |
| D0477 | Ingalls | 212 | $3,686.24 | $3,397.96 | 1.83 | 1.45 | 1.10 | 0.92 | 0.94 |
| D0448 | Inman | 431 | $3,953.96 | $3,642.36 | 1.73 | 1.16 | 1.17 | 1.44 | 1.57 |
| D0257 | Iola | 1,305 | $3,726.94 | $3,458.74 | 1.94 | 1.00 | 1.53 | 1.04 | 1.12 |
| D0346 | Jayhawk | 577 | $3,856.57 | $3,563.59 | 1.71 | 1.09 | 1.51 | 0.99 | 0.99 |

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| D0339 | Jefferson County North | 464 | $3,721.28 | $3,454.16 | 1.63 | 1.14 | 1.20 | 1.16 | 1.20 |
| D0340 | Jefferson West | 861 | $3,748.15 | $3,475.90 | 1.62 | 1.03 | 1.18 | 1.15 | 1.12 |
| D0500 | Kansas City | 21,937 | $3,679.89 | $3,420.69 | 1.17 | 1.97 | 1.91 | 1.33 | 1.39 |
| D0321 | Kaw Valley | 1,182 | $3,923.24 | $3,617.51 | 1.66 | 1.00 | 1.23 | 1.09 | 1.16 |
| D0331 | Kingman - Norwich | 979 | $3,788.83 | $3,508.80 | 1.70 | 1.02 | 1.30 | 1.18 | 1.21 |
| D0347 | Kinsley-Offerle | 349 | $3,874.51 | $3,578.10 | 1.79 | 1.23 | 1.48 | 0.99 | 1.10 |
| D0422 | Kiowa County | 420 | $3,805.13 | $3,499.86 | 1.74 | 1.17 | 1.12 | 0.97 | 1.03 |
| D0483 | Kismet-Plains | 708 | $3,677.24 | $3,391.54 | 1.77 | 1.05 | 1.50 | 1.20 | 1.23 |
| D0395 | LaCrosse | 289 | $3,815.03 | $3,539.92 | 1.77 | 1.30 | 1.35 | 1.12 | 1.18 |
| D0506 | Labette County | 1,574 | $3,757.27 | $3,483.28 | 1.69 | 1.00 | 1.47 | 1.39 | 1.39 |
| D0215 | Lakin | 636 | $3,685.16 | $3,424.95 | 1.76 | 1.07 | 1.41 | 1.03 | 1.08 |

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|---|---|---|---|---|---|---|---|---|---|
| D0469 | Lansing | 2,698 | $3,775.74 | $3,498.22 | 1.72 | 1.04 | 1.19 | 1.32 | 1.39 |
| D0497 | Lawrence | 11,969 | $3,742.54 | $3,471.36 | 1.30 | 1.55 | 1.25 | 1.18 | 1.20 |
| D0245 | LeRoy-Gridley | 208 | $3,798.78 | $3,516.85 | 1.77 | 1.46 | 1.30 | 1.35 | 1.37 |
| D0453 | Leavenworth | 3,873 | $3,789.90 | $3,509.66 | 1.62 | 1.10 | 1.52 | 1.06 | 1.04 |
| D0243 | Lebo-Waverly | 428 | $3,708.44 | $3,413.79 | 1.80 | 1.16 | 1.28 | 1.13 | 1.13 |
| D0467 | Leoti | 400 | $3,878.48 | $3,581.31 | 1.81 | 1.18 | 1.45 | 1.20 | 1.19 |
| D0502 | Lewis | 118 | $3,394.97 | $3,190.25 | 1.69 | 1.87 | 1.52 | 1.46 | 1.71 |
| D0480 | Liberal | 4,971 | $3,720.29 | $3,457.82 | 1.55 | 1.16 | 1.60 | 1.11 | 1.23 |
| D0298 | Lincoln | 353 | $3,842.67 | $3,552.34 | 1.78 | 1.22 | 1.41 | 0.91 | 0.97 |
| D0444 | Little River | 315 | $3,848.11 | $3,573.81 | 1.74 | 1.26 | 1.18 | 1.44 | 1.45 |
| D0326 | Logan | 150 | $3,984.39 | $3,666.97 | 1.68 | 1.67 | 1.29 | 1.16 | 1.26 |

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|---|---|---|---|---|---|---|---|---|---|
| D0416 | Louisburg | 1,720 | $3,759.93 | $3,485.43 | 1.70 | 1.00 | 1.08 | 1.23 | 1.32 |
| D0421 | Lyndon | 436 | $3,736.20 | $3,466.23 | 1.66 | 1.16 | 1.25 | 1.35 | 1.45 |
| D0405 | Lyons | 847 | $3,684.38 | $3,424.32 | 1.85 | 1.03 | 1.63 | 1.37 | 1.37 |
| D0351 | Macksville | 236 | $3,928.82 | $3,622.02 | 1.69 | 1.39 | 1.50 | 1.06 | 1.14 |
| D0386 | Madison-Virgil | 219 | $3,990.45 | $3,671.86 | 1.77 | 1.43 | 1.38 | 1.16 | 1.14 |
| D0266 | Maize | 7,173 | $3,742.63 | $3,471.43 | 1.37 | 1.28 | 1.10 | 1.17 | 1.21 |
| D0383 | Manhattan-Ogden | 6,388 | $3,730.71 | $3,466.03 | 1.52 | 1.24 | 1.28 | 1.32 | 1.34 |
| D0456 | Marais Des Cygnes Valley | 220 | $3,726.52 | $3,458.40 | 1.68 | 1.43 | 1.40 | 1.13 | 1.08 |
| D0408 | Marion-Florence | 521 | $3,778.91 | $3,500.78 | 1.82 | 1.11 | 1.31 | 1.20 | 1.18 |
| D0256 | Marmaton Valley | 287 | $3,922.52 | $3,616.93 | 1.78 | 1.30 | 1.45 | 1.69 | 1.83 |
| D0364 | Marysville | 747 | $3,951.25 | $3,640.16 | 1.82 | 1.05 | 1.29 | 1.08 | 1.11 |

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|---|---|---|---|---|---|---|---|---|---|
| D0342 | McLouth | 488 | $3,734.67 | $3,465.00 | 1.67 | 1.13 | 1.30 | 1.44 | 1.66 |
| D0418 | McPherson | 2,404 | $3,750.79 | $3,478.03 | 1.68 | 1.02 | 1.27 | 1.11 | 1.10 |
| D0226 | Meade | 408 | $3,394.97 | $3,190.25 | 1.82 | 1.18 | 1.25 | 1.57 | 1.66 |
| D0219 | Minneola | 244 | $3,721.08 | $3,454.01 | 1.85 | 1.37 | 1.54 | 1.39 | 1.48 |
| D0330 | Mission Valley | 497 | $3,970.90 | $3,656.06 | 1.71 | 1.12 | 1.24 | 1.17 | 1.36 |
| D0371 | Montezuma | 236 | $3,839.91 | $3,550.11 | 1.80 | 1.39 | 1.31 | 1.33 | 1.26 |
| D0417 | Morris County | 733 | $3,874.43 | $3,578.03 | 1.78 | 1.05 | 1.31 | 1.36 | 1.37 |
| D0209 | Moscow Public Schools | 175 | $3,690.08 | $3,400.70 | 1.86 | 1.56 | 1.57 | 1.23 | 1.22 |
| D0423 | Moundridge | 401 | $3,730.57 | $3,461.68 | 1.74 | 1.18 | 1.16 | 1.10 | 1.12 |
| D0263 | Mulvane | 1,797 | $3,736.69 | $3,466.63 | 1.52 | 1.00 | 1.29 | 1.36 | 1.44 |
| D0115 | Nemaha Central | 603 | $3,819.75 | $3,533.81 | 1.84 | 1.08 | 1.08 | 1.67 | 1.61 |

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| D0461 | Neodesha | 697 | $3,915.05 | $3,610.88 | 1.78 | 1.06 | 1.47 | 1.06 | 1.05 |
| D0303 | Ness City | 312 | $3,993.60 | $3,674.42 | 1.73 | 1.27 | 1.40 | 0.85 | 0.89 |
| D0373 | Newton | 3,539 | $3,503.07 | $3,291.83 | 1.67 | 1.08 | 1.44 | 1.19 | 1.28 |
| D0309 | Nickerson | 1,139 | $3,795.45 | $3,523.64 | 1.75 | 1.01 | 1.42 | 1.13 | 1.23 |
| D0335 | North Jackson | 367 | $3,932.46 | $3,624.96 | 1.71 | 1.21 | 1.28 | 1.24 | 1.34 |
| D0251 | North Lyon County | 395 | $3,759.59 | $3,485.15 | 1.69 | 1.19 | 1.43 | 1.30 | 1.36 |
| D0239 | North Ottawa County | 616 | $3,911.67 | $3,608.15 | 1.70 | 1.08 | 1.29 | 1.01 | 1.03 |
| D0246 | Northeast | 496 | $3,767.07 | $3,491.20 | 1.70 | 1.12 | 1.63 | 1.27 | 1.36 |
| D0212 | Northern Valley | 146 | $3,735.60 | $3,465.75 | 1.66 | 1.69 | 1.38 | 1.30 | 1.34 |
| D0211 | Norton Community Schools | 665 | $3,798.11 | $3,524.48 | 1.74 | 1.06 | 1.30 | 1.14 | 1.18 |
| D0274 | Oakley | 409 | $3,775.97 | $3,498.40 | 1.64 | 1.17 | 1.37 | 0.84 | 0.89 |

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|---|---|---|---|---|---|---|---|---|---|
| D0294 | Oberlin | 340 | $3,895.54 | $3,595.11 | 1.60 | 1.24 | 1.28 | 1.16 | 1.22 |
| D0233 | Olathe | 29,029 | $3,731.06 | $3,462.08 | 1.19 | 1.97 | 1.18 | 1.20 | 1.23 |
| D0322 | Onaga-Havensville-Wheaton | 302 | $3,720.66 | $3,453.67 | 1.71 | 1.28 | 1.29 | 1.60 | 1.68 |
| D0420 | Osage City | 685 | $3,724.10 | $3,456.44 | 1.65 | 1.06 | 1.33 | 1.67 | 1.62 |
| D0367 | Osawatomie | 1,161 | $3,750.98 | $3,478.19 | 1.64 | 1.01 | 1.54 | 1.15 | 1.16 |
| D0392 | Osborne County | 278 | $3,879.97 | $3,582.51 | 1.72 | 1.31 | 1.37 | 1.37 | 1.32 |
| D0341 | Oskaloosa Public Schools | 612 | $3,881.53 | $3,583.77 | 1.67 | 1.08 | 1.41 | 1.53 | 1.59 |
| D0504 | Oswego | 461 | $3,892.13 | $3,592.34 | 1.71 | 1.14 | 1.51 | 1.02 | 1.13 |
| D0403 | Otis-Bison | 246 | $3,941.27 | $3,632.09 | 1.80 | 1.37 | 1.36 | 1.18 | 1.22 |
| D0290 | Ottawa | 2,479 | $3,727.24 | $3,458.98 | 1.72 | 1.03 | 1.38 | 0.99 | 1.01 |
| D0358 | Oxford | 444 | $4,074.50 | $3,739.84 | 1.69 | 1.15 | 1.22 | 0.74 | 0.82 |

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|---|---|---|---|---|---|---|---|---|---|
| D0269 | Palco | 88 | $3,696.38 | $3,434.02 | 1.81 | 2.19 | 1.25 | 1.76 | 1.80 |
| D0368 | Paola | 2,029 | $3,739.63 | $3,469.01 | 1.68 | 1.01 | 1.24 | 1.13 | 1.19 |
| D0399 | Paradise | 113 | $3,835.08 | $3,546.21 | 1.84 | 1.92 | 1.32 | 1.47 | 1.67 |
| D0503 | Parsons | 1,314 | $3,709.38 | $3,444.54 | 1.68 | 1.00 | 1.66 | 1.14 | 1.19 |
| D0496 | Pawnee Heights | 152 | $3,956.33 | $3,590.57 | 1.68 | 1.66 | 1.20 | 2.02 | 2.22 |
| D0398 | Peabody-Burns | 262 | $3,739.10 | $3,435.65 | 1.78 | 1.34 | 1.46 | 1.12 | 1.17 |
| D0343 | Perry Public Schools | 745 | $3,746.55 | $3,474.60 | 1.62 | 1.05 | 1.27 | 1.35 | 1.38 |
| D0325 | Phillipsburg | 621 | $3,725.99 | $3,457.97 | 1.77 | 1.08 | 1.24 | 1.35 | 1.51 |
| D0426 | Pike Valley | 223 | $3,722.06 | $3,454.79 | 1.72 | 1.42 | 1.40 | 0.74 | 0.86 |
| D0203 | Piper-Kansas City | 2,186 | $3,394.97 | $3,190.25 | 1.43 | 1.02 | 1.05 | 0.95 | 1.02 |
| D0250 | Pittsburg | 3,143 | $3,718.12 | $3,451.61 | 1.74 | 1.06 | 1.65 | 1.16 | 1.21 |

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|---|---|---|---|---|---|---|---|---|---|
| D0270 | Plainville | 340 | $4,024.17 | $3,699.13 | 1.80 | 1.24 | 1.25 | 1.33 | 1.28 |
| D0344 | Pleasanton | 359 | $3,878.29 | $3,581.15 | 1.74 | 1.22 | 1.44 | 1.25 | 1.33 |
| D0113 | Prairie Hills | 1,125 | $3,738.80 | $3,468.33 | 1.80 | 1.01 | 1.25 | 1.33 | 1.28 |
| D0362 | Prairie View | 919 | $3,749.73 | $3,477.17 | 1.71 | 1.02 | 1.38 | 1.48 | 1.58 |
| D0382 | Pratt | 1,229 | $3,722.06 | $3,454.79 | 1.90 | 1.00 | 1.40 | 1.76 | 1.78 |
| D0311 | Pretty Prairie | 244 | $3,693.91 | $3,432.03 | 1.70 | 1.37 | 1.10 | 1.54 | 1.60 |
| D0293 | Quinter Public Schools | 304 | $3,809.41 | $3,525.44 | 1.74 | 1.28 | 1.20 | 1.17 | 1.14 |
| D0105 | Rawlins County | 335 | $3,846.93 | $3,555.79 | 1.51 | 1.24 | 1.33 | 1.37 | 1.50 |
| D0206 | Remington-Whitewater | 515 | $3,762.64 | $3,487.62 | 1.70 | 1.11 | 1.28 | 1.33 | 1.41 |
| D0267 | Renwick | 1,856 | $3,739.74 | $3,469.09 | 1.63 | 1.01 | 1.04 | 1.54 | 1.54 |
| D0109 | Republic County | 515 | $3,678.93 | $3,392.74 | 1.71 | 1.11 | 1.41 | 1.25 | 1.18 |

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|---|---|---|---|---|---|---|---|---|---|
| D0378 | Riley County | 681 | $3,743.88 | $3,472.45 | 1.67 | 1.06 | 1.17 | 1.58 | 1.59 |
| D0114 | Riverside | 642 | $3,394.97 | $3,190.25 | 1.58 | 1.07 | 1.42 | 1.05 | 1.06 |
| D0404 | Riverton | 741 | $3,739.49 | $3,468.90 | 1.81 | 1.05 | 1.41 | 1.48 | 1.61 |
| D0323 | Rock Creek | 1,043 | $3,843.18 | $3,552.76 | 1.66 | 1.01 | 1.18 | 1.15 | 1.19 |
| D0107 | Rock Hills | 312 | $3,645.06 | $3,368.60 | 1.67 | 1.27 | 1.42 | 1.51 | 1.45 |
| D0217 | Rolla | 134 | $3,734.30 | $3,432.23 | 1.83 | 1.76 | 1.33 | 1.48 | 1.78 |
| D0394 | Rose Hill Public Schools | 1,616 | $3,394.97 | $3,190.25 | 1.53 | 1.00 | 1.18 | 1.10 | 1.12 |
| D0337 | Royal Valley | 837 | $3,732.99 | $3,463.64 | 1.64 | 1.03 | 1.40 | 1.25 | 1.26 |
| D0481 | Rural Vista | 297 | $3,685.21 | $3,425.00 | 1.78 | 1.29 | 1.33 | 1.26 | 1.42 |
| D0407 | Russell County | 836 | $3,394.97 | $3,190.25 | 1.79 | 1.03 | 1.42 | 1.14 | 1.22 |
| D0305 | Salina | 7,386 | $3,722.29 | $3,454.98 | 1.73 | 1.30 | 1.51 | 1.22 | 1.28 |

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| D0434 | Santa Fe Trail | 1,040 | $3,739.27 | $3,468.72 | 1.64 | 1.01 | 1.38 | 1.11 | 1.11 |
| D0507 | Satanta | 307 | $3,667.42 | $3,384.54 | 1.83 | 1.27 | 1.51 | 0.99 | 1.10 |
| D0466 | Scott County | 1,023 | $3,394.97 | $3,190.25 | 1.80 | 1.01 | 1.36 | 1.01 | 1.11 |
| D0345 | Seaman | 3,807 | $3,817.64 | $3,541.90 | 1.44 | 1.09 | 1.26 | 1.18 | 1.26 |
| D0439 | Sedgwick Public Schools | 479 | $3,930.25 | $3,623.18 | 1.64 | 1.13 | 1.28 | 1.03 | 1.09 |
| D0450 | Shawnee Heights | 3,504 | $3,824.30 | $3,547.08 | 1.48 | 1.08 | 1.24 | 1.33 | 1.38 |
| D0512 | Shawnee Mission Pub Sch | 27,333 | $3,764.90 | $3,494.81 | 1.05 | 1.97 | 1.22 | 1.41 | 1.42 |
| D0372 | Silver Lake | 716 | $3,871.92 | $3,576.00 | 1.57 | 1.05 | 1.09 | 1.12 | 1.16 |
| D0438 | Skyline Schools | 412 | $3,700.77 | $3,437.57 | 1.61 | 1.17 | 1.20 | 1.18 | 1.16 |
| D0237 | Smith Center | 400 | $3,919.92 | $3,614.83 | 1.70 | 1.18 | 1.36 | 1.44 | 1.56 |
| D0400 | Smoky Valley | 1,572 | $3,756.68 | $3,482.80 | 1.72 | 1.00 | 1.06 | 1.26 | 1.35 |

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|---|---|---|---|---|---|---|---|---|---|
| D0393 | Solomon | 316 | $3,937.06 | $3,628.69 | 1.79 | 1.26 | 1.37 | 1.13 | 1.18 |
| D0255 | South Barber | 255 | $3,841.37 | $3,551.29 | 1.59 | 1.35 | 1.32 | 1.70 | 1.82 |
| D0430 | South Brown County | 577 | $3,711.00 | $3,445.85 | 1.75 | 1.09 | 1.65 | 1.31 | 1.38 |
| D0509 | South Haven | 208 | $3,697.24 | $3,405.80 | 1.72 | 1.46 | 1.33 | 1.34 | 1.44 |
| D0306 | Southeast Of Saline | 697 | $3,894.44 | $3,594.21 | 1.73 | 1.06 | 1.14 | 1.29 | 1.34 |
| D0334 | Southern Cloud | 207 | $3,939.54 | $3,630.69 | 1.76 | 1.46 | 1.46 | 1.39 | 1.43 |
| D0252 | Southern Lyon County | 498 | $3,849.63 | $3,546.11 | 1.70 | 1.12 | 1.31 | 1.31 | 1.28 |
| D0381 | Spearville | 356 | $3,704.03 | $3,410.65 | 1.72 | 1.22 | 1.23 | 1.08 | 1.13 |
| D0230 | Spring Hill | 3,896 | $3,675.47 | $3,417.11 | 1.50 | 1.10 | 1.08 | 1.37 | 1.39 |
| D0297 | St Francis Comm Sch | 283 | $3,690.53 | $3,401.02 | 1.47 | 1.31 | 1.29 | 1.76 | 1.94 |
| D0350 | St John-Hudson | 328 | $3,910.49 | $3,607.20 | 1.75 | 1.25 | 1.41 | 1.32 | 1.37 |

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|---|---|---|---|---|---|---|---|---|---|
| D0349 | Stafford | 209 | $3,710.55 | $3,415.29 | 1.76 | 1.46 | 1.56 | 1.27 | 1.35 |
| D0452 | Stanton County | 438 | $3,922.32 | $3,616.76 | 1.72 | 1.16 | 1.36 | 1.15 | 1.20 |
| D0376 | Sterling | 508 | $3,904.04 | $3,601.98 | 1.80 | 1.12 | 1.25 | 1.16 | 1.17 |
| D0271 | Stockton | 342 | $3,659.95 | $3,404.56 | 1.78 | 1.23 | 1.36 | 1.15 | 1.27 |
| D0374 | Sublette | 466 | $3,766.73 | $3,498.92 | 1.82 | 1.14 | 1.44 | 1.21 | 1.27 |
| D0299 | Sylvan Grove | 248 | $3,889.62 | $3,590.32 | 1.70 | 1.37 | 1.31 | 1.67 | 1.68 |
| D0494 | Syracuse | 542 | $3,865.99 | $3,571.21 | 1.75 | 1.10 | 1.42 | 1.05 | 1.17 |
| D0110 | Thunder Ridge Schools | 217 | $3,756.57 | $3,482.71 | 1.64 | 1.43 | 1.51 | 1.04 | 1.10 |
| D0464 | Tonganoxie | 1,963 | $3,739.70 | $3,469.06 | 1.66 | 1.01 | 1.19 | 1.39 | 1.51 |
| D0501 | Topeka Public Schools | 13,794 | $3,717.47 | $3,450.62 | 1.16 | 1.65 | 1.79 | 1.52 | 1.60 |
| D0275 | Triplains | 65 | $3,803.03 | $3,520.28 | 1.46 | 2.61 | 1.23 | 1.13 | 1.13 |

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| D0429 | Troy Public Schools | 333 | $3,879.52 | $3,582.15 | 1.67 | 1.24 | 1.19 | 1.01 | 1.03 |
| D0202 | Turner-Kansas City | 4,110 | $3,760.81 | $3,495.38 | 1.21 | 1.11 | 1.71 | 1.25 | 1.33 |
| D0240 | Twin Valley | 603 | $3,913.65 | $3,609.75 | 1.71 | 1.08 | 1.32 | 1.74 | 1.75 |
| D0463 | Udall | 311 | $3,757.44 | $3,483.41 | 1.73 | 1.27 | 1.32 | 1.03 | 1.13 |
| D0214 | Ulysses | 1,758 | $3,729.60 | $3,460.90 | 1.79 | 1.00 | 1.49 | 1.02 | 1.05 |
| D0235 | Uniontown | 442 | $3,905.05 | $3,602.79 | 1.79 | 1.15 | 1.44 | 1.02 | 1.05 |
| D0262 | Valley Center Pub Sch | 2,879 | $3,807.23 | $3,533.53 | 1.54 | 1.05 | 1.27 | 1.29 | 1.31 |
| D0338 | Valley Falls | 381 | $3,664.73 | $3,408.43 | 1.66 | 1.20 | 1.29 | 1.29 | 1.36 |
| D0498 | Valley Heights | 401 | $3,866.25 | $3,571.41 | 1.79 | 1.18 | 1.37 | 1.18 | 1.15 |
| D0380 | Vermillion | 578 | $3,861.51 | $3,567.58 | 1.77 | 1.09 | 1.18 | 1.23 | 1.32 |
| D0432 | Victoria | 288 | $3,880.16 | $3,582.67 | 1.70 | 1.30 | 1.10 | 0.88 | 0.95 |

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| D0329 | Wabaunsee | 446 | $3,837.81 | $3,557.73 | 1.71 | 1.15 | 1.20 | 1.24 | 1.31 |
| D0272 | Waconda | 325 | $3,641.97 | $3,366.39 | 1.74 | 1.25 | 1.34 | 1.11 | 1.05 |
| D0208 | Wakeeney | 387 | $3,741.41 | $3,470.44 | 1.81 | 1.19 | 1.18 | 1.24 | 1.28 |
| D0241 | Wallace County Schools | 202 | $3,695.88 | $3,433.62 | 1.53 | 1.47 | 1.28 | 1.35 | 1.33 |
| D0320 | Wamego | 1,533 | $3,719.46 | $3,452.69 | 1.65 | 1.00 | 1.16 | 1.27 | 1.34 |
| D0108 | Washington Co. Schools | 340 | $3,866.29 | $3,571.45 | 1.76 | 1.24 | 1.35 | 0.93 | 1.05 |
| D0353 | Wellington | 1,622 | $3,720.66 | $3,453.66 | 1.70 | 1.00 | 1.45 | 1.33 | 1.36 |
| D0289 | Wellsville | 782 | $3,758.64 | $3,484.38 | 1.78 | 1.04 | 1.20 | 1.25 | 1.34 |
| D0242 | Weskan | 104 | $3,968.81 | $3,654.36 | 1.41 | 2.00 | 1.24 | 1.35 | 1.44 |
| D0282 | West Elk | 353 | $3,956.33 | $3,590.57 | 1.73 | 1.22 | 1.37 | 1.31 | 1.35 |
| D0287 | West Franklin | 601 | $3,706.73 | $3,442.40 | 1.74 | 1.08 | 1.33 | 1.63 | 1.66 |

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| D0106 | Western Plains | 107 | $3,557.61 | $3,306.23 | 1.73 | 1.97 | 1.64 | 0.82 | 0.92 |
| D0292 | Wheatland | 110 | $3,907.12 | $3,604.47 | 1.62 | 1.94 | 1.17 | 0.99 | 1.12 |
| D0259 | Wichita | 50,566 | $3,682.95 | $3,422.86 | 1.24 | 1.97 | 1.76 | 1.29 | 1.36 |
| D0465 | Winfield | 2,227 | $3,751.82 | $3,478.87 | 1.73 | 1.02 | 1.48 | 1.32 | 1.36 |
| D0366 | Woodson | 464 | $3,723.66 | $3,456.09 | 1.72 | 1.14 | 1.48 | 1.22 | 1.22 |

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# Endnotes

[i] Unified Sch. Dist. No. 229 v. State, 885 P.2d 1170, 1177 (Kan.1994) (quoting *Caldwell*, No. 50616).

[ii] *Mock v. State*, No. 91CV1009 at 8, (Shawnee County District Court, 1991).

[iii] Thompson, D. C. & Clark, R. (2001). Kansas. *Public School Finance Programs of the United States and Canada: 1998–99*. National Center for Education Statistics. Washington, DC: National Center for Education Statistics, Institute for Education Sciences, U.S. Dept. of Education. https://nces.ed.gov/edfin/pdf/StFinance/Kansas.pdf

[iv] Unified Sch. Dist. No. 229 v. State, 232,275,885 P.2d 1170 (1994).

[v] Long, J.B. (2016). A History of School Finance Litigation. Legislature of the State of Kansas. Topeka, KS: Kansas Office of Revisor of Statutes.

[vi] *Montoy v. State,* 275 Kan. 153, 62 P.3d 228 (2003) (*Montoy I*).

[vii] *Montoy v. State*, No. 99C1738, at 29 (Shawnee Co. Dist. Ct. Dec. 2, 2003).

[viii] *Montoy v. State*, No. 99C1738 at 11 (Shawnee Co. Dist. Ct. May 11, 2004).

[ix] *Montoy v. State*, 278 Kan. 769 at 9 (2005) (*Montoy II*).

[x] *Id*. 774.

[xi] Long (2016).

[xii] *Gannon v. State*, 298 Kan. 1107 (2014) (*Gannon I*).

[xiii] *Id.* 1170 (citing *Rose*, 790 S.W.2d at 212).

[xiv] *Id.* at 67-68.

[xv] *Id.* at 69 (quoting *U.S.D. 229*).

[xvi] *Id.* 1175.

[xvii] *Id.* at 80.

[xviii] *Gannon v. State*, No. 2010CV1569 at 114-115 (Shawnee Co. Dist. Ct. Dec 30, 2014).

[xix] Self, G. L., Long, J. B., Lawrence, T., & Myers, N. (2017). Comprehensive Summary of the Kansas Supreme Court Opinion in Gannon v. State, issued October 2, 2017 (Gannon V). Legislature of the State of Kansas. Topeka, KS: Kansas Office of Revisor of Statutes.

[xx] *Gannon v. State*, No. 2010CV1569 at 7 (Shawnee Co. Dist. Ct. June 26, 2015).

[xxi] *Gannon v State*, No. 113,267 (Kan. Sup. Ct. Order July 24, 2015).

[xxii] *Gannon v. State*, 303 Kan. 682, 720, 726 (2016) (*Gannon II*).

[xxiii] *Id.* 741.

[xxiv] *Gannon v. State*, 304 Kan. 490, 493 (2016) (*Gannon III*).


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[xxv] *Gannon v. State*, No. 113, 267 (Kan. Sup. Ct. Order June 28, 2016).

[xxvi] *Gannon v. State*, No. 113,267 at 7 (March 2, 2016) (*Gannon IV*).

[xxvii] *Id.*

[xxviii] *Id.* at 81.

[xxix] Kansas Legislative Research Dept (2017).

[xxx] *Gannon v. State*, No. 113,267 at 78 (Kan. Sup. Ct. Oct. 2, 2017) (*Gannon V*).

[xxxi] K.S.A. 72-8801 and L. 2017, ch. 95, § 91.

[xxxii] *Gannon V* at 59-60.

[xxxiii] *Id.* at 56-57.

[xxxiv] *Id.* at 67.

[xxxv] *Id.* at 70.

[xxxvi] *Id.* at 73-75.

[xxxvii] *Id.* at 18.

[xxxviii] *Id.* at 24.

[xxxix] *Id.* at 25.

[xl] *Id.* at 30.

[xli] *Id.* at 28.

[xlii] *Id.* at 29.

[xliii] *Id.* at 5.

[xliv] *Gannon V* at 77-78.

[xlv] *Id*. Quoting *Gannon II*, 303 Kan. at 744 (quoting *Edgewood Independent School Dist. v. Kirby*, 804 S.W.2d 491, 498 [Tex. 1991]).

[xlvi] *Gannon V* at 80.

[xlvii] *Alabama Opinion of the Justice*, 624 So.2d 107, 165-66 (Ala. 1993); *Idaho Sch. for Equal Educ. Opportunity v. Evans*, 850 P.2d 724, 734 (Idaho 1993); *McDuffy v. Secretary*, 615 N.E.2d 516, 554 (Mass. 1993); *Claremont Sch. Dist. v. Governor*, 703 A.2d 1353, 1359 (N.H. 1997); *Leandro v. State*, 488 S.E.2d 249, 255 (N.C. 1997); *Abbeville Cty. Sch. Dis. v. State*, 515 S.E.2d 535, 540 (S.C. 1999); *Lake View Sch. Dis. No. 25 v. Huckabee*, 91 S.W.3d 472, 485 (Ark. 2002); *Carrollton-Farmers Branch Indep. Sch. Dis. v. Edgewood Indep. Sch. Dist.*, 826 S.W.2d 489, 527-28 (Tex. 1992).

[xlviii] *Gannon I.*

[xlix] *Council for Better Education v. Collins*, No. 85-CI-1759 (Franklin County Circuit Court, Kentucky, October 14, 1988).

[l] Ky. Const. §183

[li] *Council for Better Education v. Wilkinson*, No. 85-CI-1759, slip op. at 4 (Franklin Cir. Ct., Oct. 14, 1988).


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[lii] *Rose v. Council for Better Education*, 790 S.W.2d 186, 212-213 (1989).

[liii] *Id.* 197.

[liv] *Id.* 209-210.

[lv] *Id.* 215.

[lvi] *Id.*

[lvii] *Id.* 12.

[lviii] *Id.* 19.

[lix] *Id.* 13-14.

[lx] *Id.* 12.

[lxi] *Dupree v. Alma School District No. 30,* 279 Ark. 340, 651 S.W. 2d 90 (1983).

[lxii] *Dumas, E. Jim DuPree v. Alma School District No. 30*. *The Encyclopedia of Arkansas History & Culture*. Retrieved from http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=8465.

[lxiii] *Lake View Sch. Dist. No. 25 v. Huckabee*, 91 S.W.3d 484 (2002) (*Lake View III*), (citing Ark. Const. art. XIV, § 1).

[lxiv] *Id* 486.

[lxv] *Id.*, citing Ark. Act 917 of 1995, § 6(c-d).

[lxvi] *Id.* 487-88.

[lxvii] 1997 Ark. Acts 1108 (codified at Ark. Code Ann. § 6-15-1003(a) to (c)).

[lxviii] *Lake View III, 510.*

[lxix] *Id.*

[lxx] 2003 Ark. Acts 35 (codified at Ark. Code Ann. § 6-15-404(a) to (h)).

[lxxi] 2003 Ark. Acts 57 (codified at Ark. Code Ann. § 10-3-2101).

[lxxii] 2003 Ark. Acts 57 (codified at Ark. Code Ann. § 10-3-2002(a)).

[lxxiii] K.S.A. 2013 Supp. 72-1127, as amended by section 32 of 2014 House Bill No. 2506, published as section 32 of chapter 93 of the 2014 Session Laws of Kansas, to be codified at K.S.A. 2014 Supp. 72-1127

[lxxiv] K.S.A. § 72-1127 (2013)

[lxxv] Kansas SB 19, Sec. 43.

[lxxvi] Division of Learning Services. Kansas State Department of Education (2014). *Kansas Alignment to Rose Standards.* Topeka, KS.

[lxxvii] Ibid.

[lxxviii] Ibid.

[lxxix] K.S.A. §72-1101

[lxxx] Kansas Department of Education. September 2014. *Kansas Graduation Requirements: 2014-2015 School Year.* Topeka, KS.


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[lxxxi] Kansas Department of Education. Submitted on September 21, 2017. *Revised State Template for the Consolidated State Plan.* Washington, DC.

[lxxxii] K.S.A. §72-1101

[lxxxiii] Kansas Department of Education. September 2014. *Kansas Graduation Requirements: 2014-2015 School Year.* Topeka, KS.

[lxxxiv] K.S.A. §72-1101

[lxxxv] Kansas Department of Education. September 2014. *Kansas Graduation Requirements: 2014-2015 School Year.* Topeka, KS.

[lxxxvi] Kansas Department of Education. Submitted on September 21, 2017. *Revised State Template for the Consolidated State Plan.* Washington, DC.

[lxxxvii] Kansas Department of Education. September 2014. *Kansas Graduation Requirements: 2014-2015 School Year.* Topeka, KS.

[lxxxviii] Kansas Department of Education. Submitted on September 21, 2017. *Revised State Template for the Consolidated State Plan.* Washington, DC.

[lxxxix] Kansas Department of Education. September 2014. *Kansas Graduation Requirements: 2014-2015 School Year.* Topeka, KS.

[xc] Selected from algebra I; geometry; algebra II; or any math course that has algebra II as a prerequisite

[xci] Including biology; advanced biology; chemistry; physics; earth-space science; principles of technology; with at least 1 unit in chemistry or physics.

[xcii] Including: (A) min. ½ unit of U.S. gov't; (B) min. of ½ unit of world history; world geography; or international relations; (C) min. of 1 unit of U.S. history; (D) not more than one unit of the following: anthropology; current social issues; economics; psychology; race and ethnic group relations; sociology; U.S. history; U.S. gov't.

[xciii] Kansas State Department of Education (2018). Kansas Consolidated State Plan for the Every Student Succeeds Act. U.S. Department of Education. Retrieved from http://www.ksde.org/Portals/0/ECSETS/ESEA/KSconsolidatedstateplan01182018_Approved.pdf. (*Kansas ESSA State Plan*)

[xciv] Special Committee on K-12 Student Success. KS Legis. Sess. November 10, 2015. (Testimony of Brad Neuenswander).

[xcv] Kansas Assessment Program. *Technical Manual 2017.* Retrieved from http://ksassessments.org/sites/default/files/documents/KAP_Technical_Manual_2017.pdf

[xcvi] Kansas Assessment Program. *Relating Kansas Assessment Program Scores to ACT Scores.* Retrieved from http://www.ksassessments.org/act.

[xcvii] *Kansas ESSA State Plan.* Appendix A. page 95.

[xcviii] *Kansas ESSA State Plan.* Appendix A. page 95.

[xcix] *Montoy v. State*, No. 92032 (S. Ct. Kan. July 28, 2006).

[c] Kansas Assessment Program. *Performance Levels.* Retrieved from http://www.ksassessments.org/scorereports#PerformanceLevels-Educators.

[ci] Kansas Assessment Program. *Cut Scores for KAP Summative Assessments.* Retrieved from http://ksassessments.org/sites/default/files/documents/KAP_summative_cut_scores.pdf

[cii] *Kansas ESSA state plan*. Appendix A. page 95.

[ciii] The most recent school finance reform put in place in Kansas, SB 19 provided "to fund the necessary supports and interventions for at-risk students, special education, and ELL students, the new funding formula in SB 19 provides additional funding for students in these groups. This includes raising the weighting for at-risk students from .456 to .484, the weighting recommended by the 2006 LPA cost study; authorizing $12 million more per year for special education than the prior law, for a total of $24 million more; and adjusting the weighting for ELL students to the greater of either the FTE enrollment multiplied by 0.395 (based on contact hours) or the actual enrollment in bilingual programs multiplied by 0.185.

[civ] Kansas State Department of Education (KSDE). September 2015. *Accounting Manual for all Unified School Districts.* Retrieved from http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Guidelines-and-Manuals. Direct link to the accounting manual: http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Guidelines-and-Manuals.

[cv] Kansas State Department of Education (KSDE). September 2015. *Accounting Manual for all Unified School Districts.* Retrieved from http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Guidelines-and-Manuals. Fund classification descriptions starting on page 6.

[cvi] Kansas State Department of Education (KSDE). September 2015. *Accounting Manual for all Unified School Districts.* Retrieved from http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Guidelines-and-Manuals. Function classification descriptions begin on page 14.

[cvii] Kansas State Department of Education (KSDE). September 2015. *Accounting Manual for all Unified School Districts.* Retrieved from http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Guidelines-and-Manuals. Object classification descriptions starting on page 30.

# Technical Appendix D: School District Characteristics

Drawing from the findings discussed in Chapter 5 of this report, below is a list of each school district in Kansas that had sufficient data to generate an estimated General Fund revenue allocation for the current and subsequent four years. The numbers presented in columns 4-6 are expressed as decimals and when multiplied by 100 equal the percentages of the student population for those need categories.

**Table 26. List of school district characteristics and index values by each Kansas school district**

| District ID | District Name | Total Enroll (#) | Percentage Poverty (%) | Percentage ELL (%) | Percentage Special Ed (%) | Teacher Cost Index |
|---|---|---|---|---|---|---|
| D0435 | Abilene | 1,635 | 0.36 | 0.01 | 0.17 | 1.30 |
| D0387 | Altoona-Midway | 177 | 0.46 | 0.00 | 0.19 | 1.30 |
| D0385 | Andover | 8,281 | 0.08 | 0.03 | 0.08 | 1.45 |
| D0359 | Argonia Public Schools | 191 | 0.40 | 0.00 | 0.26 | 1.33 |
| D0470 | Arkansas City | 2,912 | 0.60 | 0.17 | 0.22 | 1.30 |
| D0220 | Ashland | 196 | 0.31 | 0.14 | 0.13 | 1.36 |
| D0377 | Atchison Co Comm Schools | 527 | 0.40 | 0.01 | 0.19 | 1.39 |
| D0409 | Atchison Public Schools | 1,743 | 0.55 | 0.01 | 0.22 | 1.35 |
| D0511 | Attica | 172 | 0.34 | 0.00 | 0.23 | 1.16 |
| D0437 | Auburn Washburn | 6,323 | 0.25 | 0.03 | 0.12 | 1.52 |



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| | | | | | | |
|---|---|---|---|---|---|---|
| D0402 | Augusta | 2,295 | 0.33 | 0.01 | 0.14 | 1.41 |
| D0348 | Baldwin City | 1,431 | 0.26 | 0.00 | 0.18 | 1.51 |
| D0254 | Barber County North | 485 | 0.38 | 0.01 | 0.20 | 1.15 |
| D0223 | Barnes | 445 | 0.24 | 0.11 | 0.15 | 1.27 |
| D0458 | Basehor-Linwood | 2,549 | 0.12 | 0.01 | 0.13 | 1.36 |
| D0508 | Baxter Springs | 1,022 | 0.53 | 0.04 | 0.17 | 1.37 |
| D0357 | Belle Plaine | 641 | 0.32 | 0.00 | 0.18 | 1.40 |
| D0273 | Beloit | 801 | 0.30 | 0.03 | 0.18 | 1.26 |
| D0229 | Blue Valley | 22,640 | 0.05 | 0.03 | 0.10 | 1.56 |
| D0384 | Blue Valley | 225 | 0.16 | 0.00 | 0.20 | 1.45 |
| D0205 | Bluestem | 490 | 0.44 | 0.01 | 0.24 | 1.37 |
| D0204 | Bonner Springs | 2,733 | 0.39 | 0.07 | 0.12 | 1.49 |
| D0314 | Brewster | 148 | 0.37 | 0.00 | 0.18 | 1.06 |
| D0459 | Bucklin | 239 | 0.43 | 0.02 | 0.18 | 1.40 |
| D0313 | Buhler | 2,306 | 0.29 | 0.02 | 0.13 | 1.27 |
| D0454 | Burlingame Public School | 299 | 0.34 | 0.02 | 0.25 | 1.44 |
| D0244 | Burlington | 858 | 0.30 | 0.01 | 0.19 | 1.25 |


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| | | | | | | |
|---|---|---|---|---|---|---|
| D0369 | Burrton | 246 | 0.46 | 0.02 | 0.17 | 1.41 |
| D0360 | Caldwell | 241 | 0.41 | 0.00 | 0.14 | 1.36 |
| D0436 | Caney Valley | 766 | 0.40 | 0.02 | 0.09 | 1.34 |
| D0419 | Canton-Galva | 349 | 0.30 | 0.00 | 0.22 | 1.33 |
| D0285 | Cedar Vale | 189 | 0.58 | 0.00 | 0.32 | 1.33 |
| D0462 | Central | 316 | 0.48 | 0.02 | 0.24 | 1.34 |
| D0288 | Central Heights | 559 | 0.53 | 0.01 | 0.18 | 1.33 |
| D0112 | Central Plains | 531 | 0.34 | 0.00 | 0.18 | 1.34 |
| D0397 | Centre | 480 | 0.14 | 0.00 | 0.10 | 1.21 |
| D0413 | Chanute Public Schools | 1,851 | 0.52 | 0.03 | 0.15 | 1.28 |
| D0361 | Chaparral Schools | 848 | 0.51 | 0.09 | 0.21 | 1.17 |
| D0473 | Chapman | 1,093 | 0.34 | 0.00 | 0.13 | 1.34 |
| D0284 | Chase County | 347 | 0.24 | 0.00 | 0.11 | 1.29 |
| D0401 | Chase-Raymond | 160 | 0.58 | 0.03 | 0.26 | 1.31 |
| D0286 | Chautauqua Co Community | 374 | 0.53 | 0.00 | 0.19 | 1.31 |
| D0268 | Cheney | 797 | 0.22 | 0.00 | 0.12 | 1.43 |
| D0247 | Cherokee | 489 | 0.45 | 0.00 | 0.17 | 1.34 |


App. #000789

| | | | | | | |
|---|---|---|---|---|---|---|
| D0447 | Cherryvale | 911 | 0.50 | 0.00 | 0.12 | 1.37 |
| D0505 | Chetopa-St. Paul | 438 | 0.42 | 0.00 | 0.15 | 1.35 |
| D0103 | Cheylin | 129 | 0.48 | 0.29 | 0.12 | 1.00 |
| D0102 | Cimarron-Ensign | 655 | 0.35 | 0.21 | 0.14 | 1.44 |
| D0375 | Circle | 1,971 | 0.19 | 0.01 | 0.11 | 1.41 |
| D0379 | Clay Center | 1,363 | 0.31 | 0.00 | 0.20 | 1.24 |
| D0264 | Clearwater | 1,154 | 0.23 | 0.00 | 0.18 | 1.49 |
| D0224 | Clifton-Clyde | 316 | 0.29 | 0.00 | 0.17 | 1.19 |
| D0445 | Coffeyville | 1,777 | 0.68 | 0.11 | 0.12 | 1.38 |
| D0315 | Colby Public Schools | 886 | 0.27 | 0.06 | 0.15 | 1.07 |
| D0493 | Columbus | 987 | 0.46 | 0.00 | 0.17 | 1.32 |
| D0300 | Comanche County | 323 | 0.31 | 0.02 | 0.28 | 1.26 |
| D0333 | Concordia | 1,094 | 0.34 | 0.03 | 0.16 | 1.23 |
| D0356 | Conway Springs | 535 | 0.21 | 0.00 | 0.13 | 1.38 |
| D0476 | Copeland | 96 | 0.31 | 0.41 | 0.05 | 1.46 |
| D0479 | Crest | 223 | 0.43 | 0.02 | 0.16 | 1.27 |
| D0332 | Cunningham | 160 | 0.29 | 0.03 | 0.16 | 1.37 |

| | | | | | | |
|---|---|---|---|---|---|---|
| D0232 | De Soto | 7,137 | 0.09 | 0.04 | 0.08 | 1.51 |
| D0216 | Deerfield | 210 | 0.68 | 0.40 | 0.12 | 1.54 |
| D0260 | Derby | 7,073 | 0.37 | 0.10 | 0.14 | 1.49 |
| D0471 | Dexter | 145 | 0.32 | 0.00 | 0.19 | 1.35 |
| D0482 | Dighton | 230 | 0.33 | 0.02 | 0.19 | 1.34 |
| D0443 | Dodge City | 7,054 | 0.70 | 0.57 | 0.12 | 1.47 |
| D0111 | Doniphan West Schools | 339 | 0.37 | 0.00 | 0.11 | 1.44 |
| D0396 | Douglass Public Schools | 736 | 0.26 | 0.01 | 0.21 | 1.43 |
| D0410 | Durham-Hillsboro-Lehigh | 599 | 0.27 | 0.03 | 0.17 | 1.26 |
| D0449 | Easton | 609 | 0.24 | 0.00 | 0.16 | 1.42 |
| D0490 | El Dorado | 1,968 | 0.45 | 0.01 | 0.20 | 1.35 |
| D0283 | Elk Valley | 118 | 0.69 | 0.00 | 0.28 | 1.34 |
| D0218 | Elkhart | 1,147 | 0.17 | 0.10 | 0.10 | 1.39 |
| D0307 | Ell-Saline | 464 | 0.21 | 0.05 | 0.15 | 1.34 |
| D0355 | Ellinwood Public Schools | 503 | 0.35 | 0.00 | 0.14 | 1.31 |
| D0388 | Ellis | 473 | 0.24 | 0.00 | 0.17 | 1.44 |
| D0327 | Ellsworth | 641 | 0.25 | 0.01 | 0.13 | 1.28 |


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| | | | | | | |
|---|---|---|---|---|---|---|
| D0253 | Emporia | 4,598 | 0.48 | 0.34 | 0.13 | 1.34 |
| D0101 | Erie-Galesburg | 525 | 0.49 | 0.01 | 0.18 | 1.35 |
| D0491 | Eudora | 1,736 | 0.29 | 0.01 | 0.16 | 1.51 |
| D0389 | Eureka | 661 | 0.52 | 0.01 | 0.14 | 1.18 |
| D0310 | Fairfield | 286 | 0.52 | 0.06 | 0.18 | 1.31 |
| D0492 | Flinthills | 273 | 0.32 | 0.00 | 0.20 | 1.31 |
| D0234 | Fort Scott | 1,881 | 0.50 | 0.01 | 0.13 | 1.34 |
| D0225 | Fowler | 150 | 0.37 | 0.03 | 0.19 | 1.44 |
| D0484 | Fredonia | 682 | 0.44 | 0.00 | 0.14 | 1.34 |
| D0249 | Frontenac Public Schools | 940 | 0.31 | 0.01 | 0.10 | 1.34 |
| D0495 | Ft Larned | 943 | 0.42 | 0.02 | 0.23 | 1.31 |
| D0207 | Ft Leavenworth | 1,681 | 0.04 | 0.04 | 0.13 | 1.38 |
| D0499 | Galena | 849 | 0.53 | 0.01 | 0.17 | 1.35 |
| D0457 | Garden City | 7,701 | 0.60 | 0.47 | 0.12 | 1.54 |
| D0231 | Gardner Edgerton | 5,914 | 0.23 | 0.02 | 0.16 | 1.52 |
| D0365 | Garnett | 992 | 0.36 | 0.00 | 0.17 | 1.35 |
| D0475 | Geary County Schools | 7,802 | 0.40 | 0.09 | 0.15 | 1.35 |

| | | | | | | |
|---|---|---|---|---|---|---|
| D0248 | Girard | 1,024 | 0.39 | 0.02 | 0.12 | 1.41 |
| D0265 | Goddard | 5,679 | 0.18 | 0.04 | 0.15 | 1.49 |
| D0411 | Goessel | 273 | 0.22 | 0.02 | 0.16 | 1.29 |
| D0316 | Golden Plains | 180 | 0.57 | 0.18 | 0.23 | 1.12 |
| D0352 | Goodland | 939 | 0.38 | 0.12 | 0.13 | 1.03 |
| D0281 | Graham County | 365 | 0.34 | 0.00 | 0.21 | 1.32 |
| D0428 | Great Bend | 2,928 | 0.58 | 0.26 | 0.14 | 1.36 |
| D0200 | Greeley County Schools | 251 | 0.37 | 0.29 | 0.16 | 1.28 |
| D0291 | Grinnell Public Schools | 82 | 0.35 | 0.00 | 0.13 | 1.18 |
| D0440 | Halstead | 771 | 0.33 | 0.03 | 0.15 | 1.39 |
| D0390 | Hamilton | 60 | 0.47 | 0.00 | 0.22 | 1.25 |
| D0312 | Haven Public Schools | 892 | 0.31 | 0.06 | 0.13 | 1.27 |
| D0474 | Haviland | 104 | 0.32 | 0.00 | 0.19 | 1.23 |
| D0489 | Hays | 3,177 | 0.32 | 0.07 | 0.17 | 1.50 |
| D0261 | Haysville | 5,648 | 0.46 | 0.04 | 0.16 | 1.52 |
| D0468 | Healy Public Schools | 67 | 0.54 | 0.21 | 0.22 | 1.34 |
| D0487 | Herington | 487 | 0.49 | 0.00 | 0.21 | 1.29 |

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|---|---|---|---|---|---|---|
| D0460 | Hesston | 802 | 0.17 | 0.04 | 0.09 | 1.42 |
| D0415 | Hiawatha | 933 | 0.41 | 0.01 | 0.17 | 1.37 |
| D0227 | Hodgeman County Schools | 292 | 0.25 | 0.06 | 0.16 | 1.39 |
| D0431 | Hoisington | 753 | 0.44 | 0.01 | 0.17 | 1.40 |
| D0363 | Holcomb | 1,018 | 0.45 | 0.17 | 0.09 | 1.58 |
| D0336 | Holton | 1,128 | 0.34 | 0.03 | 0.12 | 1.44 |
| D0412 | Hoxie Community Schools | 392 | 0.26 | 0.00 | 0.19 | 1.19 |
| D0210 | Hugoton Public Schools | 1,047 | 0.50 | 0.37 | 0.08 | 1.41 |
| D0258 | Humboldt | 805 | 0.28 | 0.00 | 0.11 | 1.26 |
| D0308 | Hutchinson Public Schools | 4,677 | 0.55 | 0.06 | 0.19 | 1.30 |
| D0446 | Independence | 2,137 | 0.51 | 0.03 | 0.19 | 1.44 |
| D0477 | Ingalls | 212 | 0.27 | 0.13 | 0.02 | 1.42 |
| D0448 | Inman | 431 | 0.20 | 0.00 | 0.15 | 1.29 |
| D0257 | Iola | 1,305 | 0.50 | 0.00 | 0.19 | 1.23 |
| D0346 | Jayhawk | 577 | 0.49 | 0.02 | 0.15 | 1.31 |
| D0339 | Jefferson County North | 464 | 0.23 | 0.00 | 0.19 | 1.50 |

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|---|---|---|---|---|---|---|
| D0340 | Jefferson West | 861 | 0.21 | 0.00 | 0.16 | 1.42 |
| D0500 | Kansas City | 21,937 | 0.78 | 0.40 | 0.13 | 1.54 |
| D0321 | Kaw Valley | 1,182 | 0.27 | 0.00 | 0.21 | 1.45 |
| D0331 | Kingman - Norwich | 979 | 0.32 | 0.01 | 0.21 | 1.38 |
| D0347 | Kinsley-Offerle | 349 | 0.45 | 0.18 | 0.21 | 1.35 |
| D0422 | Kiowa County | 420 | 0.16 | 0.00 | 0.14 | 1.30 |
| D0483 | Kismet-Plains | 708 | 0.65 | 0.67 | 0.11 | 1.50 |
| D0395 | LaCrosse | 289 | 0.36 | 0.00 | 0.17 | 1.33 |
| D0506 | Labette County | 1,574 | 0.46 | 0.00 | 0.15 | 1.41 |
| D0215 | Lakin | 636 | 0.43 | 0.26 | 0.10 | 1.48 |
| D0469 | Lansing | 2,698 | 0.21 | 0.02 | 0.17 | 1.34 |
| D0497 | Lawrence | 11,969 | 0.28 | 0.09 | 0.13 | 1.54 |
| D0245 | LeRoy-Gridley | 208 | 0.32 | 0.00 | 0.18 | 1.23 |
| D0453 | Leavenworth | 3,873 | 0.49 | 0.02 | 0.16 | 1.37 |
| D0243 | Lebo-Waverly | 428 | 0.30 | 0.01 | 0.17 | 1.30 |
| D0467 | Leoti | 400 | 0.44 | 0.35 | 0.16 | 1.39 |
| D0502 | Lewis | 118 | 0.48 | 0.22 | 0.14 | 1.26 |

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|---|---|---|---|---|---|---|
| D0480 | Liberal | 4,971 | 0.71 | 0.64 | 0.11 | 1.48 |
| D0298 | Lincoln | 353 | 0.41 | 0.01 | 0.16 | 1.34 |
| D0444 | Little River | 315 | 0.21 | 0.02 | 0.19 | 1.31 |
| D0326 | Logan | 150 | 0.31 | 0.03 | 0.16 | 1.23 |
| D0416 | Louisburg | 1,720 | 0.15 | 0.02 | 0.09 | 1.36 |
| D0421 | Lyndon | 436 | 0.28 | 0.00 | 0.15 | 1.44 |
| D0405 | Lyons | 847 | 0.59 | 0.23 | 0.25 | 1.28 |
| D0351 | Macksville | 236 | 0.48 | 0.36 | 0.17 | 1.24 |
| D0386 | Madison-Virgil | 219 | 0.40 | 0.00 | 0.21 | 1.30 |
| D0266 | Maize | 7,173 | 0.14 | 0.02 | 0.12 | 1.48 |
| D0383 | Manhattan-Ogden | 6,388 | 0.29 | 0.07 | 0.17 | 1.44 |
| D0456 | Marais Des Cygnes Valley | 220 | 0.49 | 0.00 | 0.29 | 1.48 |
| D0408 | Marion-Florence | 521 | 0.33 | 0.00 | 0.19 | 1.20 |
| D0256 | Marmaton Valley | 287 | 0.44 | 0.00 | 0.16 | 1.29 |
| D0364 | Marysville | 747 | 0.31 | 0.01 | 0.20 | 1.29 |
| D0342 | McLouth | 488 | 0.32 | 0.00 | 0.19 | 1.40 |
| D0418 | McPherson | 2,404 | 0.29 | 0.02 | 0.19 | 1.37 |

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|---|---|---|---|---|---|---|
| D0226 | Meade | 408 | 0.27 | 0.05 | 0.18 | 1.43 |
| D0219 | Minneola | 244 | 0.51 | 0.02 | 0.18 | 1.48 |
| D0330 | Mission Valley | 497 | 0.28 | 0.00 | 0.21 | 1.46 |
| D0371 | Montezuma | 236 | 0.37 | 0.12 | 0.08 | 1.43 |
| D0417 | Morris County | 733 | 0.34 | 0.03 | 0.13 | 1.29 |
| D0209 | Moscow Public Schools | 175 | 0.61 | 0.35 | 0.07 | 1.46 |
| D0423 | Moundridge | 401 | 0.19 | 0.00 | 0.15 | 1.28 |
| D0263 | Mulvane | 1,797 | 0.31 | 0.01 | 0.15 | 1.47 |
| D0115 | Nemaha Central | 603 | 0.14 | 0.02 | 0.11 | 1.22 |
| D0461 | Neodesha | 697 | 0.48 | 0.01 | 0.12 | 1.38 |
| D0303 | Ness City | 312 | 0.38 | 0.14 | 0.20 | 1.27 |
| D0373 | Newton | 3,539 | 0.43 | 0.06 | 0.16 | 1.37 |
| D0309 | Nickerson | 1,139 | 0.43 | 0.03 | 0.14 | 1.31 |
| D0335 | North Jackson | 367 | 0.31 | 0.00 | 0.22 | 1.46 |
| D0251 | North Lyon County | 395 | 0.44 | 0.00 | 0.14 | 1.29 |
| D0239 | North Ottawa County | 616 | 0.32 | 0.00 | 0.20 | 1.35 |
| D0246 | Northeast | 496 | 0.58 | 0.01 | 0.20 | 1.36 |



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|---|---|---|---|---|---|---|
| D0212 | Northern Valley | 146 | 0.39 | 0.00 | 0.16 | 1.19 |
| D0211 | Norton Community Schools | 665 | 0.31 | 0.01 | 0.17 | 1.18 |
| D0274 | Oakley | 409 | 0.38 | 0.00 | 0.17 | 1.16 |
| D0294 | Oberlin | 340 | 0.32 | 0.00 | 0.13 | 1.15 |
| D0233 | Olathe | 29,029 | 0.21 | 0.11 | 0.13 | 1.53 |
| D0322 | Onaga-Havensville-Wheaton | 302 | 0.33 | 0.00 | 0.23 | 1.39 |
| D0420 | Osage City | 685 | 0.35 | 0.01 | 0.20 | 1.43 |
| D0367 | Osawatomie | 1,161 | 0.53 | 0.00 | 0.23 | 1.41 |
| D0392 | Osborne County | 278 | 0.38 | 0.00 | 0.18 | 1.24 |
| D0341 | Oskaloosa Public Schools | 612 | 0.41 | 0.00 | 0.21 | 1.40 |
| D0504 | Oswego | 461 | 0.49 | 0.00 | 0.18 | 1.35 |
| D0403 | Otis-Bison | 246 | 0.40 | 0.00 | 0.11 | 1.38 |
| D0290 | Ottawa | 2,479 | 0.42 | 0.01 | 0.11 | 1.34 |
| D0358 | Oxford | 444 | 0.25 | 0.01 | 0.15 | 1.41 |
| D0269 | Palco | 88 | 0.27 | 0.00 | 0.18 | 1.39 |
| D0368 | Paola | 2,029 | 0.27 | 0.01 | 0.14 | 1.38 |


App. #000798

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|---|---|---|---|---|---|---|
| D0399 | Paradise | 113 | 0.37 | 0.04 | 0.26 | 1.41 |
| D0503 | Parsons | 1,314 | 0.60 | 0.01 | 0.17 | 1.37 |
| D0496 | Pawnee Heights | 152 | 0.25 | 0.03 | 0.11 | 1.25 |
| D0398 | Peabody-Burns | 262 | 0.47 | 0.00 | 0.22 | 1.20 |
| D0343 | Perry Public Schools | 745 | 0.29 | 0.01 | 0.19 | 1.46 |
| D0325 | Phillipsburg | 621 | 0.26 | 0.00 | 0.17 | 1.20 |
| D0426 | Pike Valley | 223 | 0.40 | 0.02 | 0.20 | 1.17 |
| D0203 | Piper-Kansas City | 2,186 | 0.13 | 0.04 | 0.09 | 1.48 |
| D0250 | Pittsburg | 3,143 | 0.57 | 0.10 | 0.18 | 1.33 |
| D0270 | Plainville | 340 | 0.28 | 0.00 | 0.18 | 1.44 |
| D0344 | Pleasanton | 359 | 0.46 | 0.00 | 0.23 | 1.29 |
| D0113 | Prairie Hills | 1,125 | 0.27 | 0.00 | 0.16 | 1.27 |
| D0362 | Prairie View | 919 | 0.38 | 0.01 | 0.18 | 1.36 |
| D0382 | Pratt | 1,229 | 0.40 | 0.08 | 0.14 | 1.21 |
| D0311 | Pretty Prairie | 244 | 0.25 | 0.00 | 0.05 | 1.30 |
| D0293 | Quinter Public Schools | 304 | 0.24 | 0.05 | 0.22 | 1.29 |
| D0105 | Rawlins County | 335 | 0.33 | 0.10 | 0.18 | 1.08 |

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|---|---|---|---|---|---|---|
| D0206 | Remington-Whitewater | 515 | 0.29 | 0.07 | 0.14 | 1.37 |
| D0267 | Renwick | 1,856 | 0.10 | 0.00 | 0.11 | 1.45 |
| D0109 | Republic County | 515 | 0.41 | 0.00 | 0.20 | 1.15 |
| D0378 | Riley County | 681 | 0.20 | 0.01 | 0.17 | 1.41 |
| D0114 | Riverside | 642 | 0.45 | 0.00 | 0.24 | 1.49 |
| D0404 | Riverton | 741 | 0.42 | 0.01 | 0.14 | 1.34 |
| D0323 | Rock Creek | 1,043 | 0.22 | 0.01 | 0.14 | 1.46 |
| D0107 | Rock Hills | 312 | 0.42 | 0.00 | 0.17 | 1.20 |
| D0217 | Rolla | 134 | 0.34 | 0.28 | 0.13 | 1.41 |
| D0394 | Rose Hill Public Schools | 1,616 | 0.22 | 0.02 | 0.13 | 1.46 |
| D0337 | Royal Valley | 837 | 0.40 | 0.00 | 0.17 | 1.47 |
| D0481 | Rural Vista | 297 | 0.35 | 0.02 | 0.22 | 1.30 |
| D0407 | Russell County | 836 | 0.42 | 0.01 | 0.21 | 1.37 |
| D0305 | Salina | 7,386 | 0.47 | 0.12 | 0.14 | 1.34 |
| D0434 | Santa Fe Trail | 1,040 | 0.40 | 0.00 | 0.22 | 1.46 |
| D0507 | Satanta | 307 | 0.59 | 0.50 | 0.09 | 1.47 |
| D0466 | Scott County | 1,023 | 0.37 | 0.25 | 0.12 | 1.41 |

| | | | | | | |
|---|---|---|---|---|---|---|
| D0345 | Seaman | 3,807 | 0.28 | 0.01 | 0.16 | 1.50 |
| D0439 | Sedgwick Public Schools | 479 | 0.31 | 0.00 | 0.14 | 1.42 |
| D0450 | Shawnee Heights | 3,504 | 0.27 | 0.03 | 0.13 | 1.49 |
| D0512 | Shawnee Mission Pub Sch | 27,333 | 0.28 | 0.12 | 0.09 | 1.56 |
| D0372 | Silver Lake | 716 | 0.14 | 0.01 | 0.12 | 1.53 |
| D0438 | Skyline Schools | 412 | 0.23 | 0.05 | 0.12 | 1.20 |
| D0237 | Smith Center | 400 | 0.37 | 0.00 | 0.19 | 1.21 |
| D0400 | Smoky Valley | 1,572 | 0.13 | 0.00 | 0.09 | 1.32 |
| D0393 | Solomon | 316 | 0.38 | 0.00 | 0.19 | 1.35 |
| D0255 | South Barber | 255 | 0.36 | 0.02 | 0.24 | 1.12 |
| D0430 | South Brown County | 577 | 0.58 | 0.05 | 0.19 | 1.44 |
| D0509 | South Haven | 208 | 0.36 | 0.00 | 0.23 | 1.42 |
| D0306 | Southeast Of Saline | 697 | 0.18 | 0.00 | 0.14 | 1.28 |
| D0334 | Southern Cloud | 207 | 0.46 | 0.00 | 0.20 | 1.30 |
| D0252 | Southern Lyon County | 498 | 0.34 | 0.00 | 0.14 | 1.29 |
| D0381 | Spearville | 356 | 0.27 | 0.05 | 0.12 | 1.42 |
| D0230 | Spring Hill | 3,896 | 0.11 | 0.01 | 0.16 | 1.47 |


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| | | | | | | |
|---|---|---|---|---|---|---|
| D0297 | St Francis Comm Sch | 283 | 0.30 | 0.09 | 0.14 | 1.05 |
| D0350 | St John-Hudson | 328 | 0.39 | 0.16 | 0.20 | 1.25 |
| D0349 | Stafford | 209 | 0.52 | 0.10 | 0.22 | 1.27 |
| D0452 | Stanton County | 438 | 0.41 | 0.36 | 0.10 | 1.28 |
| D0376 | Sterling | 508 | 0.28 | 0.01 | 0.14 | 1.33 |
| D0271 | Stockton | 342 | 0.40 | 0.01 | 0.25 | 1.33 |
| D0374 | Sublette | 466 | 0.49 | 0.33 | 0.08 | 1.47 |
| D0299 | Sylvan Grove | 248 | 0.34 | 0.00 | 0.13 | 1.26 |
| D0494 | Syracuse | 542 | 0.49 | 0.43 | 0.09 | 1.33 |
| D0110 | Thunder Ridge Schools | 217 | 0.50 | 0.02 | 0.22 | 1.18 |
| D0464 | Tonganoxie | 1,963 | 0.22 | 0.01 | 0.14 | 1.39 |
| D0501 | Topeka Public Schools | 13,794 | 0.66 | 0.13 | 0.19 | 1.53 |
| D0275 | Triplains | 65 | 0.28 | 0.00 | 0.23 | 1.18 |
| D0429 | Troy Public Schools | 333 | 0.22 | 0.00 | 0.18 | 1.44 |
| D0202 | Turner-Kansas City | 4,110 | 0.63 | 0.24 | 0.11 | 1.54 |
| D0240 | Twin Valley | 603 | 0.34 | 0.00 | 0.15 | 1.37 |
| D0463 | Udall | 311 | 0.33 | 0.00 | 0.18 | 1.24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| D0214 | Ulysses | 1,758 | 0.50 | 0.39 | 0.11 | 1.38 |
| D0235 | Uniontown | 442 | 0.45 | 0.00 | 0.12 | 1.34 |
| D0262 | Valley Center Pub Sch | 2,879 | 0.30 | 0.02 | 0.14 | 1.45 |
| D0338 | Valley Falls | 381 | 0.31 | 0.00 | 0.19 | 1.45 |
| D0498 | Valley Heights | 401 | 0.37 | 0.01 | 0.17 | 1.29 |
| D0380 | Vermillion | 578 | 0.22 | 0.00 | 0.12 | 1.27 |
| D0432 | Victoria | 288 | 0.13 | 0.00 | 0.16 | 1.44 |
| D0329 | Wabaunsee | 446 | 0.23 | 0.00 | 0.16 | 1.42 |
| D0272 | Waconda | 325 | 0.36 | 0.00 | 0.17 | 1.20 |
| D0208 | Wakeeney | 387 | 0.27 | 0.00 | 0.27 | 1.39 |
| D0241 | Wallace County Schools | 202 | 0.29 | 0.02 | 0.17 | 1.16 |
| D0320 | Wamego | 1,533 | 0.20 | 0.01 | 0.14 | 1.42 |
| D0108 | Washington Co. Schools | 340 | 0.37 | 0.01 | 0.22 | 1.25 |
| D0353 | Wellington | 1,622 | 0.46 | 0.01 | 0.23 | 1.36 |
| D0289 | Wellsville | 782 | 0.23 | 0.00 | 0.17 | 1.27 |
| D0242 | Weskan | 104 | 0.26 | 0.05 | 0.20 | 1.12 |
| D0282 | West Elk | 353 | 0.46 | 0.00 | 0.28 | 1.25 |


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| | | | | | | |
|---|---|---|---|---|---|---|
| D0287 | West Franklin | 601 | 0.42 | 0.00 | 0.28 | 1.29 |
| D0106 | Western Plains | 107 | 0.56 | 0.25 | 0.18 | 1.31 |
| D0292 | Wheatland | 110 | 0.25 | 0.00 | 0.10 | 1.22 |
| D0259 | Wichita | 50,566 | 0.65 | 0.22 | 0.14 | 1.50 |
| D0465 | Winfield | 2,227 | 0.46 | 0.04 | 0.18 | 1.33 |
| D0366 | Woodson | 464 | 0.47 | 0.00 | 0.21 | 1.18 |


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# Technical Appendix E: School District Cost Estimates and Weights

Drawing from the findings discussed in chapter 5 of this report, below is a list of each school district in Kansas and the associated estimated base cost per pupil, gap closure per pupil cost, and associated index values for regional cost variation, overall size, and student demographic composition. These tables would apply for the latest year of financial data available which was the 2016-17 school year. The numbers presented in columns 4-6 are expressed as decimals and when multiplied by 100 equal the percentages of the student population for those need categories.

**Table 27. School district base and gap closure cost estimates and index values**

| | | | Maintenance | | | | | Compensate | |
|---|---|---|---|---|---|---|---|---|---|
| District ID | District Name | Total Enroll | Base (95%) | Base (90%) | Regional Index | Economies of Scale Index | Student Need Index | Scenario A | Scenario B |
| D0435 | Abilene | 1,635 | $3,757.95 | $3,483.82 | 1.88 | 1.00 | 1.35 | 1.29 | 1.40 |
| D0387 | Altoona-Midway | 177 | $3,724.81 | $3,425.46 | 1.79 | 1.56 | 1.47 | 1.28 | 1.42 |
| D0385 | Andover | 8,281 | $3,739.55 | $3,468.94 | 1.46 | 1.35 | 1.00 | 1.35 | 1.35 |
| D0359 | Argonia Public Schools | 191 | $3,668.30 | $3,385.17 | 1.69 | 1.51 | 1.34 | 1.37 | 1.49 |
| D0470 | Arkansas City | 2,912 | $3,691.10 | $3,429.75 | 1.78 | 1.05 | 1.68 | 1.09 | 1.14 |
| D0220 | Ashland | 196 | $3,821.00 | $3,542.61 | 1.77 | 1.49 | 1.30 | 1.09 | 1.21 |



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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0377 | Atchison Co Comm Schools | 527 | $3,929.73 | $3,622.75 | 1.70 | 1.11 | 1.40 | 1.43 | 1.46 |
| D0409 | Atchison Public Schools | 1,743 | $3,694.44 | $3,431.28 | 1.71 | 1.00 | 1.58 | 1.12 | 1.15 |
| D0511 | Attica | 172 | $3,639.13 | $3,387.73 | 1.71 | 1.57 | 1.31 | 1.10 | 1.03 |
| D0437 | Auburn Washburn | 6,323 | $3,799.58 | $3,527.01 | 1.37 | 1.24 | 1.21 | 1.22 | 1.27 |
| D0402 | Augusta | 2,295 | $3,718.73 | $3,452.10 | 1.61 | 1.02 | 1.30 | 1.18 | 1.23 |
| D0348 | Baldwin City | 1,431 | $3,722.02 | $3,454.77 | 1.54 | 1.00 | 1.23 | 1.18 | 1.20 |
| D0254 | Barber County North | 485 | $3,823.36 | $3,536.73 | 1.65 | 1.13 | 1.37 | 1.33 | 1.33 |
| D0223 | Barnes | 445 | $3,757.56 | $3,483.51 | 1.76 | 1.15 | 1.23 | 1.19 | 1.24 |
| D0458 | Basehor-Linwood | 2,549 | $3,764.68 | $3,489.27 | 1.68 | 1.03 | 1.07 | 1.25 | 1.35 |
| D0508 | Baxter Springs | 1,022 | $3,915.11 | $3,610.93 | 1.76 | 1.01 | 1.58 | 1.40 | 1.46 |
| D0357 | Belle Plaine | 641 | $3,720.23 | $3,453.32 | 1.68 | 1.07 | 1.30 | 1.58 | 1.74 |



App. #000806

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0273 | Beloit | 801 | $3,875.12 | $3,578.59 | 1.77 | 1.04 | 1.28 | 1.45 | 1.43 |
| D0384 | Blue Valley | 225 | $3,720.60 | $3,453.61 | 1.72 | 1.42 | 1.13 | 1.26 | 1.37 |
| D0229 | Blue Valley | 22,640 | $3,761.13 | $3,486.39 | 1.15 | 1.97 | 1.00 | 1.31 | 1.31 |
| D0205 | Bluestem | 490 | $3,866.36 | $3,571.50 | 1.71 | 1.13 | 1.42 | 1.15 | 1.13 |
| D0204 | Bonner Springs | 2,733 | $3,722.69 | $3,455.30 | 1.41 | 1.04 | 1.38 | 1.16 | 1.27 |
| D0314 | Brewster | 148 | $3,835.54 | $3,546.58 | 1.37 | 1.68 | 1.35 | 1.29 | 1.25 |
| D0459 | Bucklin | 239 | $3,524.15 | $3,282.37 | 1.72 | 1.38 | 1.44 | 1.48 | 1.49 |
| D0313 | Buhler | 2,306 | $3,704.92 | $3,440.93 | 1.83 | 1.02 | 1.26 | 1.29 | 1.29 |
| D0454 | Burlingame Public School | 299 | $3,667.20 | $3,384.38 | 1.67 | 1.28 | 1.28 | 1.31 | 1.36 |
| D0244 | Burlington | 858 | $3,756.92 | $3,482.99 | 1.86 | 1.03 | 1.28 | 1.37 | 1.32 |
| D0369 | Burrton | 246 | $3,682.50 | $3,395.29 | 1.69 | 1.37 | 1.48 | 1.12 | 1.21 |



App. #000807

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0360 | Caldwell | 241 | $3,690.79 | $3,401.21 | 1.71 | 1.38 | 1.39 | 2.09 | 2.26 |
| D0436 | Caney Valley | 766 | $3,952.68 | $3,641.32 | 1.72 | 1.04 | 1.33 | 0.95 | 0.91 |
| D0419 | Canton-Galva | 349 | $3,898.47 | $3,597.47 | 1.72 | 1.23 | 1.26 | 1.26 | 1.44 |
| D0285 | Cedar Vale | 189 | $3,681.62 | $3,394.67 | 1.77 | 1.51 | 1.43 | 0.77 | 0.86 |
| D0462 | Central | 316 | $3,902.09 | $3,600.40 | 1.70 | 1.26 | 1.46 | 1.06 | 1.17 |
| D0288 | Central Heights | 559 | $3,689.73 | $3,400.45 | 1.72 | 1.10 | 1.57 | 1.41 | 1.49 |
| D0112 | Central Plains | 531 | $3,775.15 | $3,497.73 | 1.77 | 1.11 | 1.33 | 0.98 | 0.96 |
| D0397 | Centre | 480 | $3,956.33 | $3,590.57 | 1.68 | 1.13 | 1.07 | 1.07 | 1.10 |
| D0413 | Chanute Public Schools | 1,851 | $3,723.43 | $3,455.91 | 1.91 | 1.01 | 1.55 | 1.01 | 1.04 |
| D0361 | Chaparral Schools | 848 | $3,858.93 | $3,565.50 | 1.74 | 1.03 | 1.56 | 1.08 | 1.05 |
| D0473 | Chapman | 1,093 | $3,764.03 | $3,488.74 | 1.79 | 1.01 | 1.31 | 1.14 | 1.21 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0284 | Chase County | 347 | $3,923.67 | $3,617.85 | 1.74 | 1.23 | 1.18 | 1.08 | 1.20 |
| D0401 | Chase-Raymond | 160 | $3,761.06 | $3,486.33 | 1.76 | 1.62 | 1.57 | 0.99 | 1.11 |
| D0286 | Chautauqua Co Community | 374 | $3,980.06 | $3,663.46 | 1.78 | 1.20 | 1.56 | 1.04 | 1.14 |
| D0268 | Cheney | 797 | $3,722.22 | $3,454.93 | 1.66 | 1.04 | 1.17 | 1.00 | 1.02 |
| D0247 | Cherokee | 489 | $3,813.08 | $3,528.41 | 1.74 | 1.13 | 1.46 | 1.21 | 1.34 |
| D0447 | Cherryvale | 911 | $3,877.80 | $3,580.75 | 1.71 | 1.02 | 1.50 | 1.10 | 1.24 |
| D0505 | Chetopa-St. Paul | 438 | $3,748.02 | $3,461.57 | 1.76 | 1.16 | 1.42 | 1.46 | 1.61 |
| D0103 | Cheylin | 129 | $3,917.57 | $3,612.92 | 1.24 | 1.79 | 1.49 | 1.36 | 1.40 |
| D0102 | Cimarron-Ensign | 655 | $3,892.72 | $3,592.82 | 1.82 | 1.07 | 1.35 | 1.05 | 1.06 |
| D0375 | Circle | 1,971 | $3,812.65 | $3,537.11 | 1.66 | 1.01 | 1.13 | 1.30 | 1.33 |
| D0379 | Clay Center | 1,363 | $3,474.29 | $3,254.40 | 1.81 | 1.00 | 1.28 | 1.06 | 1.13 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0264 | Clearwater | 1,154 | $3,846.49 | $3,564.64 | 1.59 | 1.01 | 1.20 | 1.31 | 1.35 |
| D0224 | Clifton-Clyde | 316 | $3,800.66 | $3,518.37 | 1.75 | 1.26 | 1.27 | 0.90 | 0.98 |
| D0445 | Coffeyville | 1,777 | $3,789.23 | $3,517.99 | 1.66 | 1.00 | 1.79 | 1.24 | 1.32 |
| D0315 | Colby Public Schools | 886 | $3,394.97 | $3,190.25 | 1.79 | 1.03 | 1.25 | 1.76 | 1.90 |
| D0493 | Columbus | 987 | $3,723.05 | $3,455.59 | 1.82 | 1.02 | 1.47 | 1.08 | 1.20 |
| D0300 | Comanche County | 323 | $3,716.60 | $3,450.38 | 1.68 | 1.25 | 1.20 | 1.31 | 1.28 |
| D0333 | Concordia | 1,094 | $3,394.97 | $3,190.25 | 1.85 | 1.01 | 1.33 | 1.34 | 1.49 |
| D0356 | Conway Springs | 535 | $3,785.39 | $3,506.02 | 1.70 | 1.11 | 1.17 | 1.30 | 1.40 |
| D0476 | Copeland | 96 | $3,394.97 | $3,190.25 | 1.84 | 2.09 | 1.16 | 1.20 | 1.28 |
| D0479 | Crest | 223 | $3,692.32 | $3,430.75 | 1.77 | 1.42 | 1.43 | 1.21 | 1.29 |
| D0332 | Cunningham | 160 | $3,850.85 | $3,558.96 | 1.70 | 1.62 | 1.27 | 1.07 | 1.20 |


App. #000810

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0232 | De Soto | 7,137 | $3,739.73 | $3,469.09 | 1.38 | 1.28 | 1.01 | 1.21 | 1.26 |
| D0216 | Deerfield | 210 | $3,715.99 | $3,449.89 | 1.76 | 1.45 | 1.75 | 0.61 | 0.76 |
| D0260 | Derby | 7,073 | $3,693.81 | $3,431.94 | 1.35 | 1.28 | 1.37 | 1.13 | 1.18 |
| D0471 | Dexter | 145 | $3,665.97 | $3,383.51 | 1.70 | 1.70 | 1.29 | 2.81 | 2.96 |
| D0482 | Dighton | 230 | $3,899.50 | $3,598.31 | 1.76 | 1.40 | 1.32 | 1.15 | 1.18 |
| D0443 | Dodge City | 7,054 | $3,705.07 | $3,441.05 | 1.57 | 1.28 | 1.66 | 1.18 | 1.26 |
| D0111 | Doniphan West Schools | 339 | $3,831.82 | $3,543.57 | 1.71 | 1.24 | 1.33 | 1.33 | 1.38 |
| D0396 | Douglass Public Schools | 736 | $3,816.91 | $3,531.51 | 1.66 | 1.05 | 1.23 | 1.25 | 1.33 |
| D0410 | Durham-Hillsboro-Lehigh | 599 | $3,685.13 | $3,397.17 | 1.83 | 1.08 | 1.25 | 1.21 | 1.22 |
| D0449 | Easton | 609 | $3,794.21 | $3,513.15 | 1.65 | 1.08 | 1.21 | 1.37 | 1.42 |
| D0490 | El Dorado | 1,968 | $3,711.46 | $3,446.22 | 1.71 | 1.01 | 1.46 | 1.17 | 1.23 |


App. #000811

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0283 | Elk Valley | 118 | $3,844.53 | $3,553.85 | 1.78 | 1.87 | 1.68 | 1.34 | 1.54 |
| D0218 | Elkhart | 1,147 | $3,750.74 | $3,477.99 | 1.80 | 1.01 | 1.11 | 1.14 | 1.28 |
| D0307 | Ell-Saline | 464 | $3,918.97 | $3,614.05 | 1.70 | 1.14 | 1.19 | 1.22 | 1.38 |
| D0355 | Ellinwood Public Schools | 503 | $3,765.93 | $3,499.25 | 1.73 | 1.12 | 1.32 | 1.20 | 1.18 |
| D0388 | Ellis | 473 | $3,927.69 | $3,621.11 | 1.70 | 1.13 | 1.21 | 0.84 | 0.93 |
| D0327 | Ellsworth | 641 | $3,877.51 | $3,580.52 | 1.80 | 1.07 | 1.21 | 1.25 | 1.28 |
| D0253 | Emporia | 4,598 | $3,747.89 | $3,475.69 | 1.72 | 1.14 | 1.48 | 1.32 | 1.38 |
| D0101 | Erie-Galesburg | 525 | $3,765.46 | $3,489.90 | 1.79 | 1.11 | 1.51 | 1.13 | 1.18 |
| D0491 | Eudora | 1,736 | $3,702.03 | $3,438.60 | 1.47 | 1.00 | 1.26 | 1.38 | 1.44 |
| D0389 | Eureka | 661 | $3,846.40 | $3,555.36 | 1.73 | 1.06 | 1.54 | 1.36 | 1.50 |
| D0310 | Fairfield | 286 | $3,956.33 | $3,590.57 | 1.68 | 1.30 | 1.57 | 1.31 | 1.51 |


App. #000812

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0492 | Flinthills | 273 | $3,876.71 | $3,589.95 | 1.67 | 1.32 | 1.30 | 1.12 | 1.19 |
| D0234 | Fort Scott | 1,881 | $3,735.16 | $3,465.39 | 1.81 | 1.01 | 1.50 | 1.17 | 1.23 |
| D0225 | Fowler | 150 | $3,837.04 | $3,547.79 | 1.84 | 1.67 | 1.36 | 1.33 | 1.31 |
| D0484 | Fredonia | 682 | $3,883.98 | $3,585.76 | 1.80 | 1.06 | 1.44 | 0.77 | 0.82 |
| D0249 | Frontenac Public Schools | 940 | $3,712.59 | $3,447.13 | 1.72 | 1.02 | 1.25 | 0.97 | 1.03 |
| D0495 | Ft Larned | 943 | $3,730.15 | $3,461.34 | 1.80 | 1.02 | 1.41 | 1.29 | 1.39 |
| D0207 | Ft Leavenworth | 1,681 | $3,583.00 | $3,342.32 | 1.60 | 1.00 | 1.01 | 1.60 | 1.60 |
| D0499 | Galena | 849 | $3,736.02 | $3,466.09 | 1.79 | 1.03 | 1.57 | 1.03 | 1.09 |
| D0457 | Garden City | 7,701 | $3,773.73 | $3,504.71 | 1.57 | 1.31 | 1.59 | 1.36 | 1.53 |
| D0231 | Gardner Edgerton | 5,914 | $3,394.97 | $3,190.25 | 1.40 | 1.21 | 1.20 | 1.18 | 1.19 |
| D0365 | Garnett | 992 | $3,881.82 | $3,584.01 | 1.80 | 1.02 | 1.34 | 1.36 | 1.43 |



App. #000813

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0475 | Geary County Schools | 7,802 | $3,633.77 | $3,383.38 | 1.71 | 1.32 | 1.41 | 1.23 | 1.30 |
| D0248 | Girard | 1,024 | $3,394.97 | $3,190.25 | 1.68 | 1.01 | 1.36 | 1.07 | 1.19 |
| D0265 | Goddard | 5,679 | $3,806.19 | $3,532.27 | 1.40 | 1.20 | 1.16 | 1.43 | 1.53 |
| D0411 | Goessel | 273 | $3,711.63 | $3,416.07 | 1.82 | 1.32 | 1.20 | 1.32 | 1.37 |
| D0316 | Golden Plains | 180 | $3,755.08 | $3,481.50 | 1.58 | 1.55 | 1.63 | 1.10 | 1.13 |
| D0352 | Goodland | 939 | $3,883.16 | $3,585.09 | 1.61 | 1.02 | 1.37 | 1.01 | 1.00 |
| D0281 | Graham County | 365 | $3,888.51 | $3,589.42 | 1.76 | 1.21 | 1.31 | 1.17 | 1.28 |
| D0428 | Great Bend | 2,928 | $3,819.30 | $3,543.33 | 1.70 | 1.05 | 1.65 | 1.51 | 1.61 |
| D0200 | Greeley County Schools | 251 | $3,654.40 | $3,375.26 | 1.68 | 1.36 | 1.37 | 1.13 | 1.18 |
| D0291 | Grinnell Public Schools | 82 | $3,394.97 | $3,190.25 | 1.59 | 2.28 | 1.33 | 1.24 | 1.31 |
| D0440 | Halstead | 771 | $3,741.86 | $3,470.81 | 1.68 | 1.04 | 1.31 | 1.13 | 1.13 |


App. #000814

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0390 | Hamilton | 60 | $4,113.33 | $3,771.25 | 1.68 | 2.75 | 1.47 | 1.06 | 1.25 |
| D0312 | Haven Public Schools | 892 | $3,856.54 | $3,566.41 | 1.75 | 1.02 | 1.28 | 1.30 | 1.32 |
| D0474 | Haviland | 104 | $3,394.97 | $3,190.25 | 1.67 | 2.00 | 1.30 | 1.20 | 1.13 |
| D0489 | Hays | 3,177 | $3,708.94 | $3,444.19 | 1.55 | 1.06 | 1.32 | 1.22 | 1.26 |
| D0261 | Haysville | 5,648 | $3,394.97 | $3,190.25 | 1.31 | 1.20 | 1.48 | 1.17 | 1.24 |
| D0468 | Healy Public Schools | 67 | $3,906.32 | $3,603.82 | 1.76 | 2.57 | 1.59 | 0.23 | 0.25 |
| D0487 | Herington | 487 | $3,714.95 | $3,449.04 | 1.84 | 1.13 | 1.50 | 1.05 | 1.12 |
| D0460 | Hesston | 802 | $3,753.25 | $3,480.02 | 1.62 | 1.04 | 1.09 | 1.22 | 1.21 |
| D0415 | Hiawatha | 933 | $3,697.14 | $3,434.64 | 1.79 | 1.02 | 1.42 | 1.26 | 1.36 |
| D0227 | Hodgeman County Schools | 292 | $3,887.00 | $3,588.19 | 1.81 | 1.29 | 1.23 | 1.20 | 1.29 |
| D0431 | Hoisington | 753 | $3,720.28 | $3,453.36 | 1.70 | 1.04 | 1.45 | 1.28 | 1.25 |


App. #000815

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0363 | Holcomb | 1,018 | $3,743.45 | $3,472.10 | 1.67 | 1.01 | 1.42 | 0.83 | 0.92 |
| D0336 | Holton | 1,128 | $3,704.70 | $3,440.76 | 1.63 | 1.01 | 1.30 | 1.44 | 1.46 |
| D0412 | Hoxie Community Schools | 392 | $3,834.20 | $3,545.50 | 1.65 | 1.19 | 1.23 | 1.24 | 1.29 |
| D0210 | Hugoton Public Schools | 1,047 | $3,752.84 | $3,488.33 | 1.80 | 1.01 | 1.45 | 1.12 | 1.22 |
| D0258 | Humboldt | 805 | $3,730.27 | $3,461.43 | 1.84 | 1.04 | 1.22 | 1.15 | 1.26 |
| D0308 | Hutchinson Public Schools | 4,677 | $3,863.10 | $3,573.61 | 1.83 | 1.14 | 1.61 | 1.31 | 1.37 |
| D0446 | Independence | 2,137 | $3,548.90 | $3,300.02 | 1.61 | 1.01 | 1.55 | 1.12 | 1.13 |
| D0477 | Ingalls | 212 | $3,686.24 | $3,397.96 | 1.83 | 1.45 | 1.10 | 0.92 | 0.94 |
| D0448 | Inman | 431 | $3,953.96 | $3,642.36 | 1.73 | 1.16 | 1.17 | 1.44 | 1.57 |
| D0257 | Iola | 1,305 | $3,726.94 | $3,458.74 | 1.94 | 1.00 | 1.53 | 1.04 | 1.12 |
| D0346 | Jayhawk | 577 | $3,856.57 | $3,563.59 | 1.71 | 1.09 | 1.51 | 0.99 | 0.99 |



App. #000816

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0339 | Jefferson County North | 464 | $3,721.28 | $3,454.16 | 1.63 | 1.14 | 1.20 | 1.16 | 1.20 |
| D0340 | Jefferson West | 861 | $3,748.15 | $3,475.90 | 1.62 | 1.03 | 1.18 | 1.15 | 1.12 |
| D0500 | Kansas City | 21,937 | $3,679.89 | $3,420.69 | 1.17 | 1.97 | 1.91 | 1.33 | 1.39 |
| D0321 | Kaw Valley | 1,182 | $3,923.24 | $3,617.51 | 1.66 | 1.00 | 1.23 | 1.09 | 1.16 |
| D0331 | Kingman - Norwich | 979 | $3,788.83 | $3,508.80 | 1.70 | 1.02 | 1.30 | 1.18 | 1.21 |
| D0347 | Kinsley-Offerle | 349 | $3,874.51 | $3,578.10 | 1.79 | 1.23 | 1.48 | 0.99 | 1.10 |
| D0422 | Kiowa County | 420 | $3,805.13 | $3,499.86 | 1.74 | 1.17 | 1.12 | 0.97 | 1.03 |
| D0483 | Kismet-Plains | 708 | $3,677.24 | $3,391.54 | 1.77 | 1.05 | 1.50 | 1.20 | 1.23 |
| D0395 | LaCrosse | 289 | $3,815.03 | $3,539.92 | 1.77 | 1.30 | 1.35 | 1.12 | 1.18 |
| D0506 | Labette County | 1,574 | $3,757.27 | $3,483.28 | 1.69 | 1.00 | 1.47 | 1.39 | 1.39 |
| D0215 | Lakin | 636 | $3,685.16 | $3,424.95 | 1.76 | 1.07 | 1.41 | 1.03 | 1.08 |


App. #000817

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0469 | Lansing | 2,698 | $3,775.74 | $3,498.22 | 1.72 | 1.04 | 1.19 | 1.32 | 1.39 |
| D0497 | Lawrence | 11,969 | $3,742.54 | $3,471.36 | 1.30 | 1.55 | 1.25 | 1.18 | 1.20 |
| D0245 | LeRoy-Gridley | 208 | $3,798.78 | $3,516.85 | 1.77 | 1.46 | 1.30 | 1.35 | 1.37 |
| D0453 | Leavenworth | 3,873 | $3,789.90 | $3,509.66 | 1.62 | 1.10 | 1.52 | 1.06 | 1.04 |
| D0243 | Lebo-Waverly | 428 | $3,708.44 | $3,413.79 | 1.80 | 1.16 | 1.28 | 1.13 | 1.13 |
| D0467 | Leoti | 400 | $3,878.48 | $3,581.31 | 1.81 | 1.18 | 1.45 | 1.20 | 1.19 |
| D0502 | Lewis | 118 | $3,394.97 | $3,190.25 | 1.69 | 1.87 | 1.52 | 1.46 | 1.71 |
| D0480 | Liberal | 4,971 | $3,720.29 | $3,457.82 | 1.55 | 1.16 | 1.60 | 1.11 | 1.23 |
| D0298 | Lincoln | 353 | $3,842.67 | $3,552.34 | 1.78 | 1.22 | 1.41 | 0.91 | 0.97 |
| D0444 | Little River | 315 | $3,848.11 | $3,573.81 | 1.74 | 1.26 | 1.18 | 1.44 | 1.45 |
| D0326 | Logan | 150 | $3,984.39 | $3,666.97 | 1.68 | 1.67 | 1.29 | 1.16 | 1.26 |


App. #000818

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0416 | Louisburg | 1,720 | $3,759.93 | $3,485.43 | 1.70 | 1.00 | 1.08 | 1.23 | 1.32 |
| D0421 | Lyndon | 436 | $3,736.20 | $3,466.23 | 1.66 | 1.16 | 1.25 | 1.35 | 1.45 |
| D0405 | Lyons | 847 | $3,684.38 | $3,424.32 | 1.85 | 1.03 | 1.63 | 1.37 | 1.37 |
| D0351 | Macksville | 236 | $3,928.82 | $3,622.02 | 1.69 | 1.39 | 1.50 | 1.06 | 1.14 |
| D0386 | Madison-Virgil | 219 | $3,990.45 | $3,671.86 | 1.77 | 1.43 | 1.38 | 1.16 | 1.14 |
| D0266 | Maize | 7,173 | $3,742.63 | $3,471.43 | 1.37 | 1.28 | 1.10 | 1.17 | 1.21 |
| D0383 | Manhattan-Ogden | 6,388 | $3,730.71 | $3,466.03 | 1.52 | 1.24 | 1.28 | 1.32 | 1.34 |
| D0456 | Marais Des Cygnes Valley | 220 | $3,726.52 | $3,458.40 | 1.68 | 1.43 | 1.40 | 1.13 | 1.08 |
| D0408 | Marion-Florence | 521 | $3,778.91 | $3,500.78 | 1.82 | 1.11 | 1.31 | 1.20 | 1.18 |
| D0256 | Marmaton Valley | 287 | $3,922.52 | $3,616.93 | 1.78 | 1.30 | 1.45 | 1.69 | 1.83 |
| D0364 | Marysville | 747 | $3,951.25 | $3,640.16 | 1.82 | 1.05 | 1.29 | 1.08 | 1.11 |


App. #000819

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0342 | McLouth | 488 | $3,734.67 | $3,465.00 | 1.67 | 1.13 | 1.30 | 1.44 | 1.66 |
| D0418 | McPherson | 2,404 | $3,750.79 | $3,478.03 | 1.68 | 1.02 | 1.27 | 1.11 | 1.10 |
| D0226 | Meade | 408 | $3,394.97 | $3,190.25 | 1.82 | 1.18 | 1.25 | 1.57 | 1.66 |
| D0219 | Minneola | 244 | $3,721.08 | $3,454.01 | 1.85 | 1.37 | 1.54 | 1.39 | 1.48 |
| D0330 | Mission Valley | 497 | $3,970.90 | $3,656.06 | 1.71 | 1.12 | 1.24 | 1.17 | 1.36 |
| D0371 | Montezuma | 236 | $3,839.91 | $3,550.11 | 1.80 | 1.39 | 1.31 | 1.33 | 1.26 |
| D0417 | Morris County | 733 | $3,874.43 | $3,578.03 | 1.78 | 1.05 | 1.31 | 1.36 | 1.37 |
| D0209 | Moscow Public Schools | 175 | $3,690.08 | $3,400.70 | 1.86 | 1.56 | 1.57 | 1.23 | 1.22 |
| D0423 | Moundridge | 401 | $3,730.57 | $3,461.68 | 1.74 | 1.18 | 1.16 | 1.10 | 1.12 |
| D0263 | Mulvane | 1,797 | $3,736.69 | $3,466.63 | 1.52 | 1.00 | 1.29 | 1.36 | 1.44 |
| D0115 | Nemaha Central | 603 | $3,819.75 | $3,533.81 | 1.84 | 1.08 | 1.08 | 1.67 | 1.61 |



App. #000820

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0461 | Neodesha | 697 | $3,915.05 | $3,610.88 | 1.78 | 1.06 | 1.47 | 1.06 | 1.05 |
| D0303 | Ness City | 312 | $3,993.60 | $3,674.42 | 1.73 | 1.27 | 1.40 | 0.85 | 0.89 |
| D0373 | Newton | 3,539 | $3,503.07 | $3,291.83 | 1.67 | 1.08 | 1.44 | 1.19 | 1.28 |
| D0309 | Nickerson | 1,139 | $3,795.45 | $3,523.64 | 1.75 | 1.01 | 1.42 | 1.13 | 1.23 |
| D0335 | North Jackson | 367 | $3,932.46 | $3,624.96 | 1.71 | 1.21 | 1.28 | 1.24 | 1.34 |
| D0251 | North Lyon County | 395 | $3,759.59 | $3,485.15 | 1.69 | 1.19 | 1.43 | 1.30 | 1.36 |
| D0239 | North Ottawa County | 616 | $3,911.67 | $3,608.15 | 1.70 | 1.08 | 1.29 | 1.01 | 1.03 |
| D0246 | Northeast | 496 | $3,767.07 | $3,491.20 | 1.70 | 1.12 | 1.63 | 1.27 | 1.36 |
| D0212 | Northern Valley | 146 | $3,735.60 | $3,465.75 | 1.66 | 1.69 | 1.38 | 1.30 | 1.34 |
| D0211 | Norton Community Schools | 665 | $3,798.11 | $3,524.48 | 1.74 | 1.06 | 1.30 | 1.14 | 1.18 |
| D0274 | Oakley | 409 | $3,775.97 | $3,498.40 | 1.64 | 1.17 | 1.37 | 0.84 | 0.89 |



App. #000821

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0294 | Oberlin | 340 | $3,895.54 | $3,595.11 | 1.60 | 1.24 | 1.28 | 1.16 | 1.22 |
| D0233 | Olathe | 29,029 | $3,731.06 | $3,462.08 | 1.19 | 1.97 | 1.18 | 1.20 | 1.23 |
| D0322 | Onaga-Havensville-Wheaton | 302 | $3,720.66 | $3,453.67 | 1.71 | 1.28 | 1.29 | 1.60 | 1.68 |
| D0420 | Osage City | 685 | $3,724.10 | $3,456.44 | 1.65 | 1.06 | 1.33 | 1.67 | 1.62 |
| D0367 | Osawatomie | 1,161 | $3,750.98 | $3,478.19 | 1.64 | 1.01 | 1.54 | 1.15 | 1.16 |
| D0392 | Osborne County | 278 | $3,879.97 | $3,582.51 | 1.72 | 1.31 | 1.37 | 1.37 | 1.32 |
| D0341 | Oskaloosa Public Schools | 612 | $3,881.53 | $3,583.77 | 1.67 | 1.08 | 1.41 | 1.53 | 1.59 |
| D0504 | Oswego | 461 | $3,892.13 | $3,592.34 | 1.71 | 1.14 | 1.51 | 1.02 | 1.13 |
| D0403 | Otis-Bison | 246 | $3,941.27 | $3,632.09 | 1.80 | 1.37 | 1.36 | 1.18 | 1.22 |
| D0290 | Ottawa | 2,479 | $3,727.24 | $3,458.98 | 1.72 | 1.03 | 1.38 | 0.99 | 1.01 |
| D0358 | Oxford | 444 | $4,074.50 | $3,739.84 | 1.69 | 1.15 | 1.22 | 0.74 | 0.82 |


App. #000822

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0269 | Palco | 88 | $3,696.38 | $3,434.02 | 1.81 | 2.19 | 1.25 | 1.76 | 1.80 |
| D0368 | Paola | 2,029 | $3,739.63 | $3,469.01 | 1.68 | 1.01 | 1.24 | 1.13 | 1.19 |
| D0399 | Paradise | 113 | $3,835.08 | $3,546.21 | 1.84 | 1.92 | 1.32 | 1.47 | 1.67 |
| D0503 | Parsons | 1,314 | $3,709.38 | $3,444.54 | 1.68 | 1.00 | 1.66 | 1.14 | 1.19 |
| D0496 | Pawnee Heights | 152 | $3,956.33 | $3,590.57 | 1.68 | 1.66 | 1.20 | 2.02 | 2.22 |
| D0398 | Peabody-Burns | 262 | $3,739.10 | $3,435.65 | 1.78 | 1.34 | 1.46 | 1.12 | 1.17 |
| D0343 | Perry Public Schools | 745 | $3,746.55 | $3,474.60 | 1.62 | 1.05 | 1.27 | 1.35 | 1.38 |
| D0325 | Phillipsburg | 621 | $3,725.99 | $3,457.97 | 1.77 | 1.08 | 1.24 | 1.35 | 1.51 |
| D0426 | Pike Valley | 223 | $3,722.06 | $3,454.79 | 1.72 | 1.42 | 1.40 | 0.74 | 0.86 |
| D0203 | Piper-Kansas City | 2,186 | $3,394.97 | $3,190.25 | 1.43 | 1.02 | 1.05 | 0.95 | 1.02 |
| D0250 | Pittsburg | 3,143 | $3,718.12 | $3,451.61 | 1.74 | 1.06 | 1.65 | 1.16 | 1.21 |


App. #000823

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0270 | Plainville | 340 | $4,024.17 | $3,699.13 | 1.80 | 1.24 | 1.25 | 1.33 | 1.28 |
| D0344 | Pleasanton | 359 | $3,878.29 | $3,581.15 | 1.74 | 1.22 | 1.44 | 1.25 | 1.33 |
| D0113 | Prairie Hills | 1,125 | $3,738.80 | $3,468.33 | 1.80 | 1.01 | 1.25 | 1.33 | 1.28 |
| D0362 | Prairie View | 919 | $3,749.73 | $3,477.17 | 1.71 | 1.02 | 1.38 | 1.48 | 1.58 |
| D0382 | Pratt | 1,229 | $3,722.06 | $3,454.79 | 1.90 | 1.00 | 1.40 | 1.76 | 1.78 |
| D0311 | Pretty Prairie | 244 | $3,693.91 | $3,432.03 | 1.70 | 1.37 | 1.10 | 1.54 | 1.60 |
| D0293 | Quinter Public Schools | 304 | $3,809.41 | $3,525.44 | 1.74 | 1.28 | 1.20 | 1.17 | 1.14 |
| D0105 | Rawlins County | 335 | $3,846.93 | $3,555.79 | 1.51 | 1.24 | 1.33 | 1.37 | 1.50 |
| D0206 | Remington-Whitewater | 515 | $3,762.64 | $3,487.62 | 1.70 | 1.11 | 1.28 | 1.33 | 1.41 |
| D0267 | Renwick | 1,856 | $3,739.74 | $3,469.09 | 1.63 | 1.01 | 1.04 | 1.54 | 1.54 |
| D0109 | Republic County | 515 | $3,678.93 | $3,392.74 | 1.71 | 1.11 | 1.41 | 1.25 | 1.18 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0378 | Riley County | 681 | $3,743.88 | $3,472.45 | 1.67 | 1.06 | 1.17 | 1.58 | 1.59 |
| D0114 | Riverside | 642 | $3,394.97 | $3,190.25 | 1.58 | 1.07 | 1.42 | 1.05 | 1.06 |
| D0404 | Riverton | 741 | $3,739.49 | $3,468.90 | 1.81 | 1.05 | 1.41 | 1.48 | 1.61 |
| D0323 | Rock Creek | 1,043 | $3,843.18 | $3,552.76 | 1.66 | 1.01 | 1.18 | 1.15 | 1.19 |
| D0107 | Rock Hills | 312 | $3,645.06 | $3,368.60 | 1.67 | 1.27 | 1.42 | 1.51 | 1.45 |
| D0217 | Rolla | 134 | $3,734.30 | $3,432.23 | 1.83 | 1.76 | 1.33 | 1.48 | 1.78 |
| D0394 | Rose Hill Public Schools | 1,616 | $3,394.97 | $3,190.25 | 1.53 | 1.00 | 1.18 | 1.10 | 1.12 |
| D0337 | Royal Valley | 837 | $3,732.99 | $3,463.64 | 1.64 | 1.03 | 1.40 | 1.25 | 1.26 |
| D0481 | Rural Vista | 297 | $3,685.21 | $3,425.00 | 1.78 | 1.29 | 1.33 | 1.26 | 1.42 |
| D0407 | Russell County | 836 | $3,394.97 | $3,190.25 | 1.79 | 1.03 | 1.42 | 1.14 | 1.22 |
| D0305 | Salina | 7,386 | $3,722.29 | $3,454.98 | 1.73 | 1.30 | 1.51 | 1.22 | 1.28 |


App. #000825

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0434 | Santa Fe Trail | 1,040 | $3,739.27 | $3,468.72 | 1.64 | 1.01 | 1.38 | 1.11 | 1.11 |
| D0507 | Satanta | 307 | $3,667.42 | $3,384.54 | 1.83 | 1.27 | 1.51 | 0.99 | 1.10 |
| D0466 | Scott County | 1,023 | $3,394.97 | $3,190.25 | 1.80 | 1.01 | 1.36 | 1.01 | 1.11 |
| D0345 | Seaman | 3,807 | $3,817.64 | $3,541.90 | 1.44 | 1.09 | 1.26 | 1.18 | 1.26 |
| D0439 | Sedgwick Public Schools | 479 | $3,930.25 | $3,623.18 | 1.64 | 1.13 | 1.28 | 1.03 | 1.09 |
| D0450 | Shawnee Heights | 3,504 | $3,824.30 | $3,547.08 | 1.48 | 1.08 | 1.24 | 1.33 | 1.38 |
| D0512 | Shawnee Mission Pub Sch | 27,333 | $3,764.90 | $3,494.81 | 1.05 | 1.97 | 1.22 | 1.41 | 1.42 |
| D0372 | Silver Lake | 716 | $3,871.92 | $3,576.00 | 1.57 | 1.05 | 1.09 | 1.12 | 1.16 |
| D0438 | Skyline Schools | 412 | $3,700.77 | $3,437.57 | 1.61 | 1.17 | 1.20 | 1.18 | 1.16 |
| D0237 | Smith Center | 400 | $3,919.92 | $3,614.83 | 1.70 | 1.18 | 1.36 | 1.44 | 1.56 |
| D0400 | Smoky Valley | 1,572 | $3,756.68 | $3,482.80 | 1.72 | 1.00 | 1.06 | 1.26 | 1.35 |



App. #000826

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0393 | Solomon | 316 | $3,937.06 | $3,628.69 | 1.79 | 1.26 | 1.37 | 1.13 | 1.18 |
| D0255 | South Barber | 255 | $3,841.37 | $3,551.29 | 1.59 | 1.35 | 1.32 | 1.70 | 1.82 |
| D0430 | South Brown County | 577 | $3,711.00 | $3,445.85 | 1.75 | 1.09 | 1.65 | 1.31 | 1.38 |
| D0509 | South Haven | 208 | $3,697.24 | $3,405.80 | 1.72 | 1.46 | 1.33 | 1.34 | 1.44 |
| D0306 | Southeast Of Saline | 697 | $3,894.44 | $3,594.21 | 1.73 | 1.06 | 1.14 | 1.29 | 1.34 |
| D0334 | Southern Cloud | 207 | $3,939.54 | $3,630.69 | 1.76 | 1.46 | 1.46 | 1.39 | 1.43 |
| D0252 | Southern Lyon County | 498 | $3,849.63 | $3,546.11 | 1.70 | 1.12 | 1.31 | 1.31 | 1.28 |
| D0381 | Spearville | 356 | $3,704.03 | $3,410.65 | 1.72 | 1.22 | 1.23 | 1.08 | 1.13 |
| D0230 | Spring Hill | 3,896 | $3,675.47 | $3,417.11 | 1.50 | 1.10 | 1.08 | 1.37 | 1.39 |
| D0297 | St Francis Comm Sch | 283 | $3,690.53 | $3,401.02 | 1.47 | 1.31 | 1.29 | 1.76 | 1.94 |
| D0350 | St John-Hudson | 328 | $3,910.49 | $3,607.20 | 1.75 | 1.25 | 1.41 | 1.32 | 1.37 |


App. #000827

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0349 | Stafford | 209 | $3,710.55 | $3,415.29 | 1.76 | 1.46 | 1.56 | 1.27 | 1.35 |
| D0452 | Stanton County | 438 | $3,922.32 | $3,616.76 | 1.72 | 1.16 | 1.36 | 1.15 | 1.20 |
| D0376 | Sterling | 508 | $3,904.04 | $3,601.98 | 1.80 | 1.12 | 1.25 | 1.16 | 1.17 |
| D0271 | Stockton | 342 | $3,659.95 | $3,404.56 | 1.78 | 1.23 | 1.36 | 1.15 | 1.27 |
| D0374 | Sublette | 466 | $3,766.73 | $3,498.92 | 1.82 | 1.14 | 1.44 | 1.21 | 1.27 |
| D0299 | Sylvan Grove | 248 | $3,889.62 | $3,590.32 | 1.70 | 1.37 | 1.31 | 1.67 | 1.68 |
| D0494 | Syracuse | 542 | $3,865.99 | $3,571.21 | 1.75 | 1.10 | 1.42 | 1.05 | 1.17 |
| D0110 | Thunder Ridge Schools | 217 | $3,756.57 | $3,482.71 | 1.64 | 1.43 | 1.51 | 1.04 | 1.10 |
| D0464 | Tonganoxie | 1,963 | $3,739.70 | $3,469.06 | 1.66 | 1.01 | 1.19 | 1.39 | 1.51 |
| D0501 | Topeka Public Schools | 13,794 | $3,717.47 | $3,450.62 | 1.16 | 1.65 | 1.79 | 1.52 | 1.60 |
| D0275 | Triplains | 65 | $3,803.03 | $3,520.28 | 1.46 | 2.61 | 1.23 | 1.13 | 1.13 |


App. #000828

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0429 | Troy Public Schools | 333 | $3,879.52 | $3,582.15 | 1.67 | 1.24 | 1.19 | 1.01 | 1.03 |
| D0202 | Turner-Kansas City | 4,110 | $3,760.81 | $3,495.38 | 1.21 | 1.11 | 1.71 | 1.25 | 1.33 |
| D0240 | Twin Valley | 603 | $3,913.65 | $3,609.75 | 1.71 | 1.08 | 1.32 | 1.74 | 1.75 |
| D0463 | Udall | 311 | $3,757.44 | $3,483.41 | 1.73 | 1.27 | 1.32 | 1.03 | 1.13 |
| D0214 | Ulysses | 1,758 | $3,729.60 | $3,460.90 | 1.79 | 1.00 | 1.49 | 1.02 | 1.05 |
| D0235 | Uniontown | 442 | $3,905.05 | $3,602.79 | 1.79 | 1.15 | 1.44 | 1.02 | 1.05 |
| D0262 | Valley Center Pub Sch | 2,879 | $3,807.23 | $3,533.53 | 1.54 | 1.05 | 1.27 | 1.29 | 1.31 |
| D0338 | Valley Falls | 381 | $3,664.73 | $3,408.43 | 1.66 | 1.20 | 1.29 | 1.29 | 1.36 |
| D0498 | Valley Heights | 401 | $3,866.25 | $3,571.41 | 1.79 | 1.18 | 1.37 | 1.18 | 1.15 |
| D0380 | Vermillion | 578 | $3,861.51 | $3,567.58 | 1.77 | 1.09 | 1.18 | 1.23 | 1.32 |
| D0432 | Victoria | 288 | $3,880.16 | $3,582.67 | 1.70 | 1.30 | 1.10 | 0.88 | 0.95 |


App. #000829

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0329 | Wabaunsee | 446 | $3,837.81 | $3,557.73 | 1.71 | 1.15 | 1.20 | 1.24 | 1.31 |
| D0272 | Waconda | 325 | $3,641.97 | $3,366.39 | 1.74 | 1.25 | 1.34 | 1.11 | 1.05 |
| D0208 | Wakeeney | 387 | $3,741.41 | $3,470.44 | 1.81 | 1.19 | 1.18 | 1.24 | 1.28 |
| D0241 | Wallace County Schools | 202 | $3,695.88 | $3,433.62 | 1.53 | 1.47 | 1.28 | 1.35 | 1.33 |
| D0320 | Wamego | 1,533 | $3,719.46 | $3,452.69 | 1.65 | 1.00 | 1.16 | 1.27 | 1.34 |
| D0108 | Washington Co. Schools | 340 | $3,866.29 | $3,571.45 | 1.76 | 1.24 | 1.35 | 0.93 | 1.05 |
| D0353 | Wellington | 1,622 | $3,720.66 | $3,453.66 | 1.70 | 1.00 | 1.45 | 1.33 | 1.36 |
| D0289 | Wellsville | 782 | $3,758.64 | $3,484.38 | 1.78 | 1.04 | 1.20 | 1.25 | 1.34 |
| D0242 | Weskan | 104 | $3,968.81 | $3,654.36 | 1.41 | 2.00 | 1.24 | 1.35 | 1.44 |
| D0282 | West Elk | 353 | $3,956.33 | $3,590.57 | 1.73 | 1.22 | 1.37 | 1.31 | 1.35 |
| D0287 | West Franklin | 601 | $3,706.73 | $3,442.40 | 1.74 | 1.08 | 1.33 | 1.63 | 1.66 |



App. #000830

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D0106 | Western Plains | 107 | $3,557.61 | $3,306.23 | 1.73 | 1.97 | 1.64 | 0.82 | 0.92 |
| D0292 | Wheatland | 110 | $3,907.12 | $3,604.47 | 1.62 | 1.94 | 1.17 | 0.99 | 1.12 |
| D0259 | Wichita | 50,566 | $3,682.95 | $3,422.86 | 1.24 | 1.97 | 1.76 | 1.29 | 1.36 |
| D0465 | Winfield | 2,227 | $3,751.82 | $3,478.87 | 1.73 | 1.02 | 1.48 | 1.32 | 1.36 |
| D0366 | Woodson | 464 | $3,723.66 | $3,456.09 | 1.72 | 1.14 | 1.48 | 1.22 | 1.22 |


App. #000831

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# Estimating the Costs Associated with Achievement Expectations for Kansas Public Education Students

## *Study Results*

Presentation to a Joint Session of the Education Finance Committees of the Kansas Legislature

**March 19, 2018**

**Lori L. Taylor & Jason Willis**

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# Today's Objectives

- Briefly review methodology results
- Present findings from the cost model and cost estimates
- Take any questions or comments regarding the two objectives noted above

# Agenda

- **Purpose & Study Aims**
- **Methods**
- **Rose Standards and Thresholds of Performance**
- **Review of Findings**
- **Question & Answer**

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# Purpose & Study Aims

# Study Aims

**Estimate the level of spending required to produce a given outcome within a given educational environment.**

- Investigate the ***linkage between the Rose standards and Kansas K-12 educational spending.***
- Explain the ***option or options*** to "produce an education system reasonably calculated to achieving those Rose standards."
- ***Focus on the structure of the Kansas school finance system*** as well as overall K-12 spending levels including forms of funding available to Kansas K-12 schools.

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# Methods

# Education Cost Function Steps

| | |
|---|---|
| Data | • Request, obtain, and clean the data<br>• **Product:** Validated data sets |
| Construct variables | • Construct variables<br>• **Product:** Salary index, outcome measures, school-level spending |
| Regression analysis | • Explain how the **variation in expenditures** is related to **variation in outcomes, prices, demographics, and other cost factors** |

# Education Cost Function Steps (cont.)

| | |
|---|---|
| Rose Standards | • Translate to various, existing Kansas laws and regulations<br>• **Product:** Identify the associated, appropriate outcome measure and performance thresholds |
| Estimate Spending | ▪ **Product**: predicted (a) **level of base spending** required to produce those outcomes and (b) **spending adjustments for student need, size, and regional cost** |
| Implementation | • Contextualize the spending estimates and possible implications for the Kansas public education system<br>• **Product:** Various recommendations for implementation |

Methods

# Measuring current expenditures per pupil

- All spending (federal, state, and local) included **except:**
  - Transportation (function 2700)
  - Food Service (function 3100 and fund 24)
  - Community Service (function 3300)
  - Construction (functions 4000 – 4900 and object 700)
  - Debt Service (functions 5000 and 5100 and object 820)
  - Fund Transfer (function 5200)
  - Adult Education (funds 10 and 12)

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# Assigning costs to the school-level

- Certified staff with actual salary and building assignment.
- Proportion of benefits for certified staff assigned to the building as well.
- Remaining current expenditures for the school district are pro-rated on a per-student basis and then assigned to each school.
- Special Education COOP spending allocated to the member districts according to their share of special education students in the co-op.
- Non-payroll special education expenditures are pro-rated on a per-special-education-student basis and then assigned.

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# Food Service & Transportation Expenditures

**Excluded from the analysis:**

- Food Service: Heavily subsidized by the federal government or direct pay for meals; self-contained function of school districts
- Transportation: Does not vary on student demographic or outcome, i.e., associated with factors for the cost of education

| FY2017 Spending | Food Service | Transportation |
|---|---|---|
| **Total ($)** | $236.7 million | $215.5 million |
| **Per Pupil ($)** | $483 | $440 |

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Methods

# Rose Standards to Performance Measure Thresholds

**Rose Standard:** standard set by the Court in *Gannon* rulings

↓

**College & Career Skills; Accreditation:** set broad student and system boundaries of ***expectations***

↓

**Standards for the Schools; Grad Requirements:** determine the ***offerings*** aligned to skills and accreditation

↓

**Measures of Student Outcomes:** ***progress towards expectations*** and insight on effectiveness of offerings

↓

**Thresholds of Performance Statewide:** ***determine aggregate bar of performance*** for Kansas to achieve

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# Method to establish threshold of performance

**Referenced both existing performance, plan documents, and historical performance:**

- Investigate current performance for those school districts at the 90th percentile and above;
- Consider the state's ESSA plan that was developed by KSDE and signed by the Governor; and
- Historical patterns of growth and performance during periods in which the state was considered to be funded adequately.

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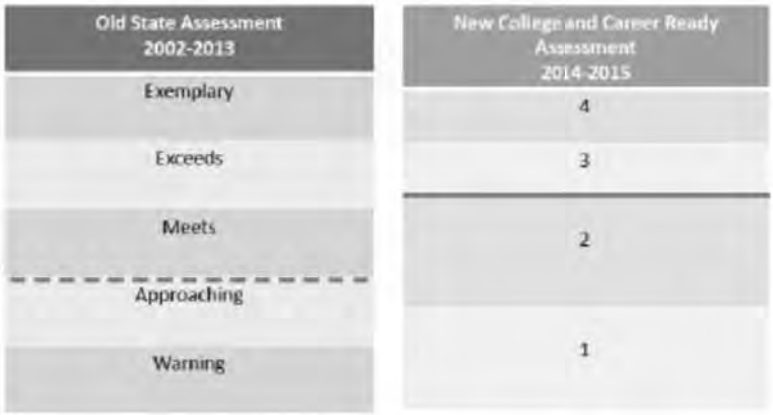
Methods

# Relative comparison: old and new state assessment

'Meets' often cited in *Gannon* rulings is just above Level 2 in the new assessment; formed basis of Scenario A

Level 3 in new assessment tied to college ready; formed basis of Scenario B

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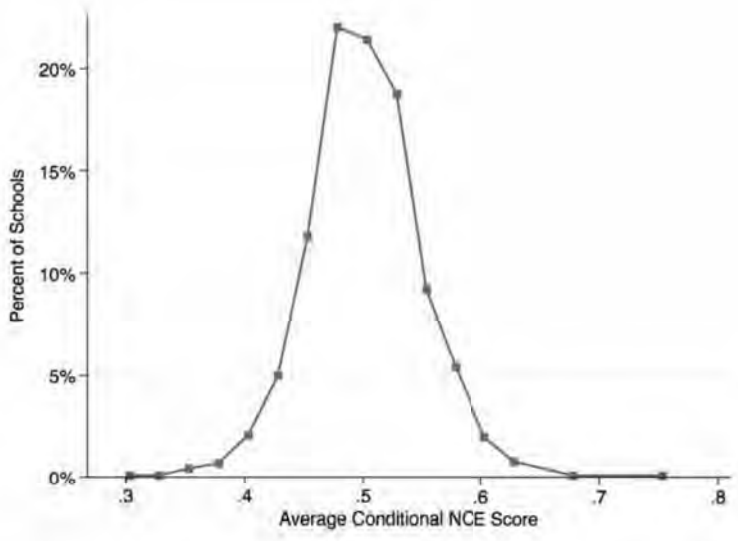
# Distribution of average conditional NCE scores in 2016-17

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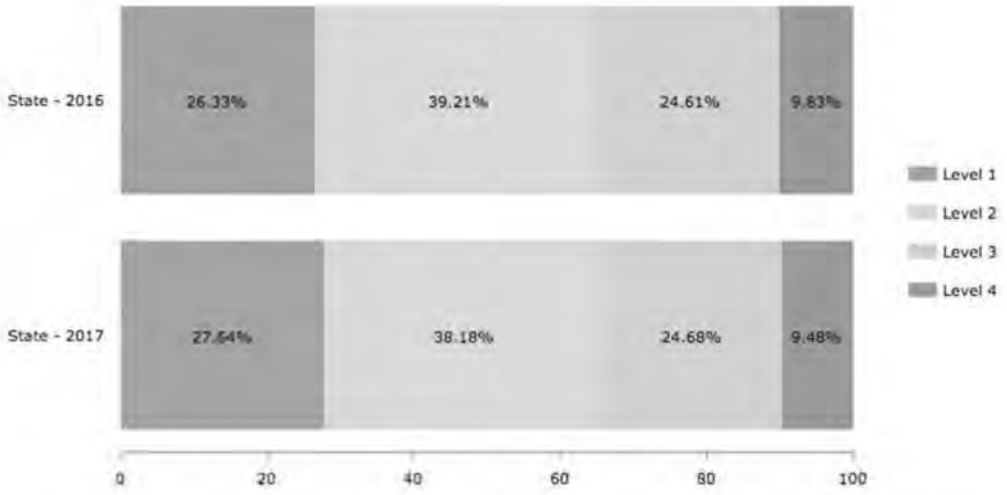
Methods

# Kansas state assessment math performance, by level

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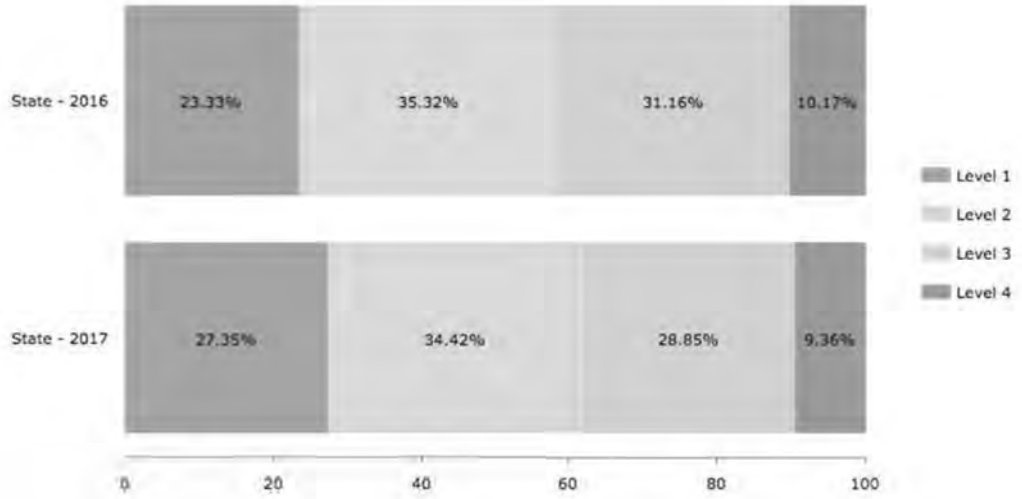
Source: Kansas State Department of Education. Data Central. Kansas Report Card 2016-17. Performance Level Reports. Subject: math. Retrieved March 18, 2018.

Methods

# Kansas state assessment ELA performance, by level




Source: Kansas State Department of Education. Data Central. Kansas Report Card 2016-17. Performance Level Reports. Subject: ELA. Retrieved March 18, 2018.

# Proposed graduation performance threshold

| School Year | Graduation rate thresholds |
|---|---|
| **2016-17** | 86.1 |
| **2017-18** | 87.9 |
| **2018-19** | 89.7 |
| **2019-20** | 91.5 |
| **2020-21** | 93.3 |
| **2021-22** | 95.0 |

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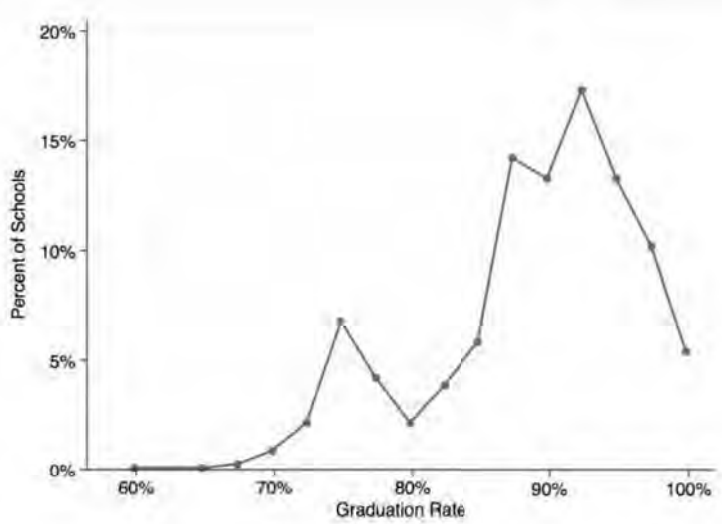
Methods

# Distribution of school graduation rates in 2016-17

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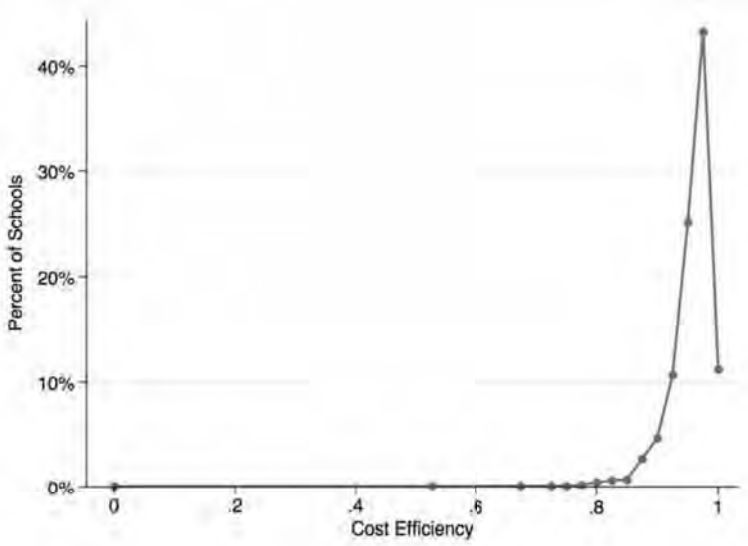
# Study Findings

# Most Kansas schools are highly efficient

**Possible explanations:**

- Decreased spending over last seven years combined with sustained effort to improve performance
- Systematically school districts are exceedingly good at the efficient use of their resources.

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Study Findings: Finding #2

# Performance thresholds for base and compensatory costs

| | ELA Assessment (Level 2+) | Math Assessment (Level 2+) | ELA Assessment (Level 3+) | Math Assessment (Level 3+) | Graduation Rate |
|---|---|---|---|---|---|
| **Scenario A:** Approaching on track | 90% | 90% | | | 95% |
| **Scenario B:** On track | | | 60% | 60% | 95% |

- Scenario A establishes target of 90% proficient for Level 2 or better
- Scenario B establishes target of 60% proficient for Level 3 or better
- Both scenario A and B use a graduation rate of 95%

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Study Findings: Finding #2

# Calculation of cost estimates for maintenance funding

| Base Funding | | Regional Cost Adjustment | | Economies of Scale Adjustment | | Student Need Adjustment |
|---|---|---|---|---|---|---|
| • Varies by composition of elementary, middle and high students in districts | × | • Accounts for differences in wage and sparsity | × | • Accounts for differences in size of the school district | × | • Need categories include low-income, English learners, and special education |

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= **Maintenance funding**

# Student need weights

**Economically disadvantaged students**

- Free lunch counts that are used to determine at-risk aid for Kansas was used in the analysis
- Weight is 1.89

**English learner students**

- Weight is 1.23 but drops as concentration increases

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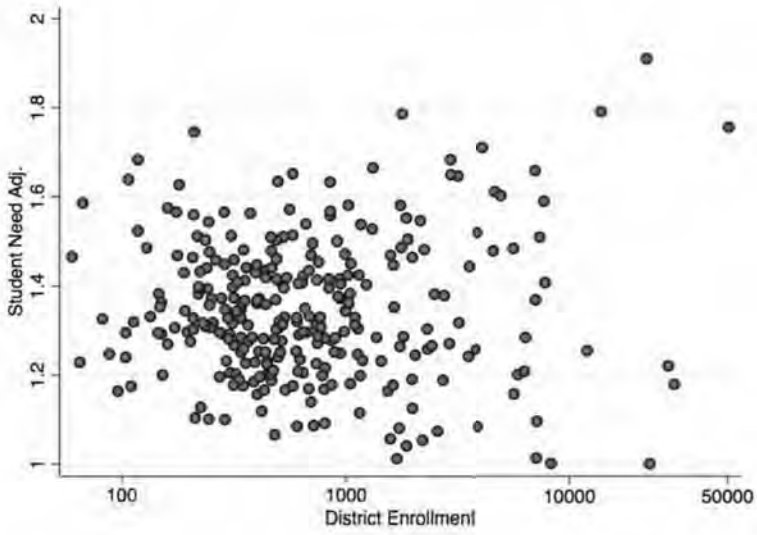
Study Findings: Finding #3

# Student need weight distribution by district enrollment

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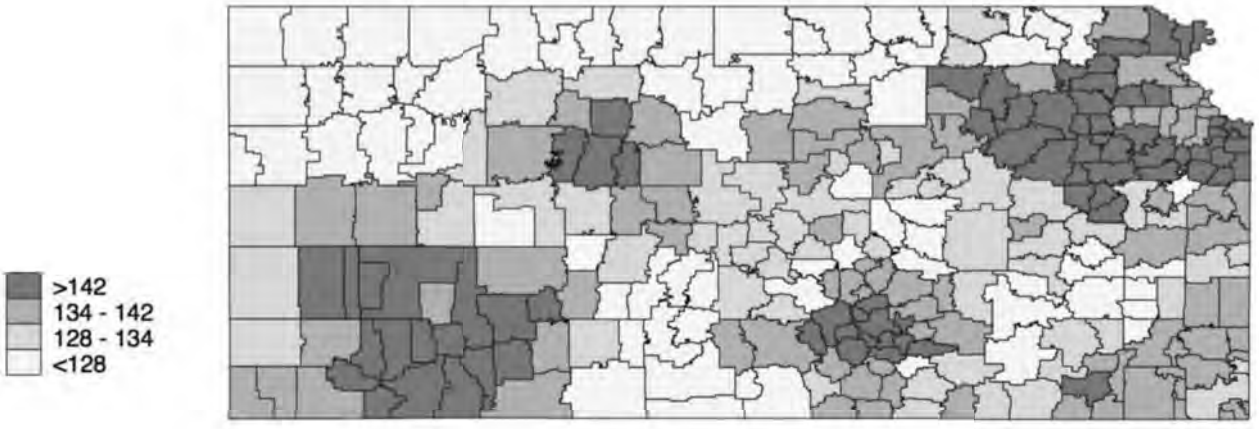
Study Findings: Finding #4

# Map of Kansas Teacher Salary Index in 2016-17

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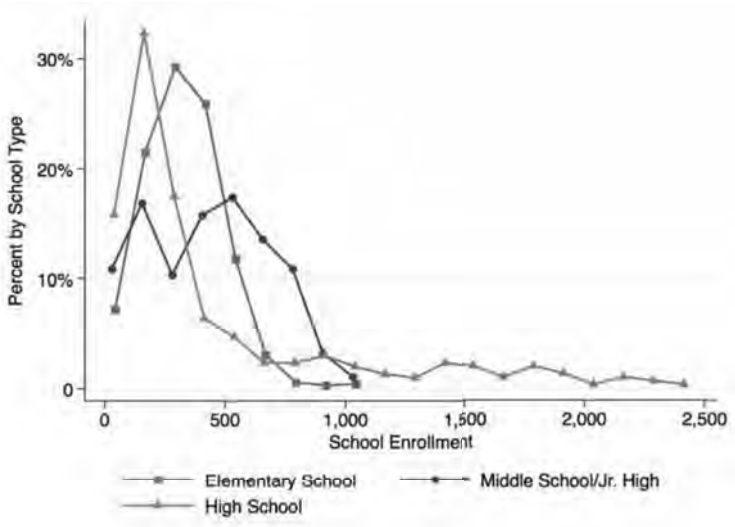
Study Findings: Finding #5

# School enrollment in traditional school districts, 2016-17

- Kansas has a very large proportion of its schools that operate with less than 300 students per school.
- This is particularly true for high schools in which ~32% enroll approximately 200 students.

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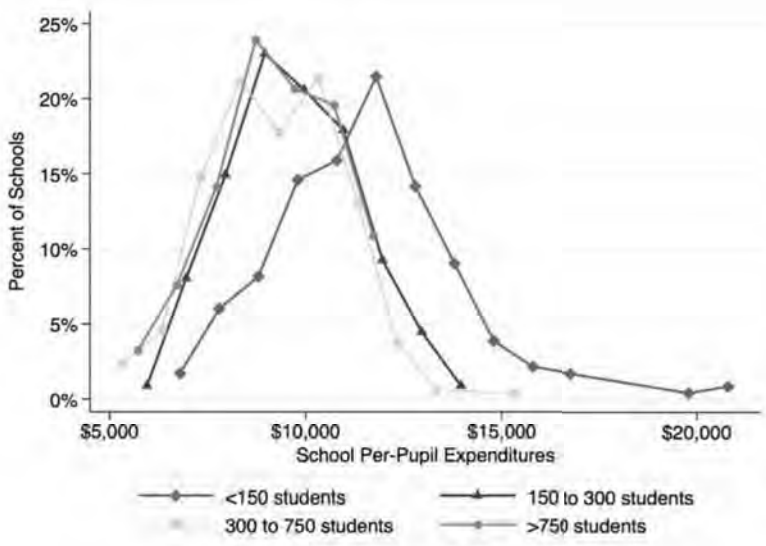
# Distribution of per pupil spending by school size, 2016-17

- Kansas, due in part to the geographic dispersion, have higher per pupil school costs.
- This is particularly true of schools with less than 150 students.

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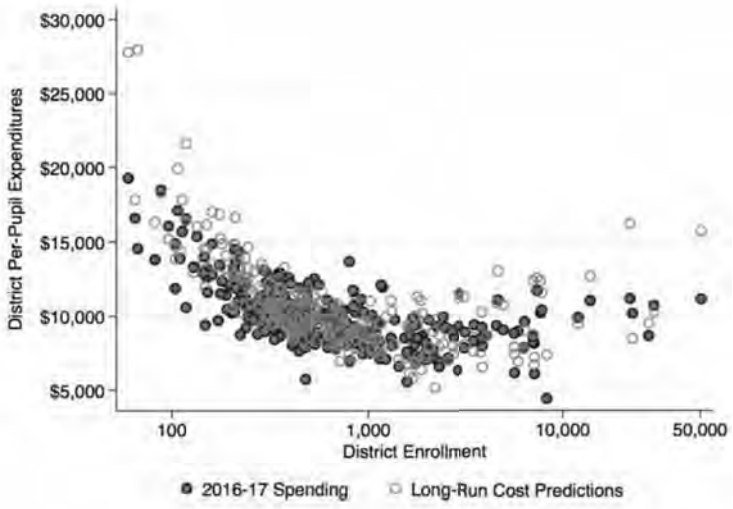
# District per pupil spend compared to cost estimates

Comparing FY17 spending to generated cost estimates in the study the pattern changes from a flatter basin to a larger U-shape

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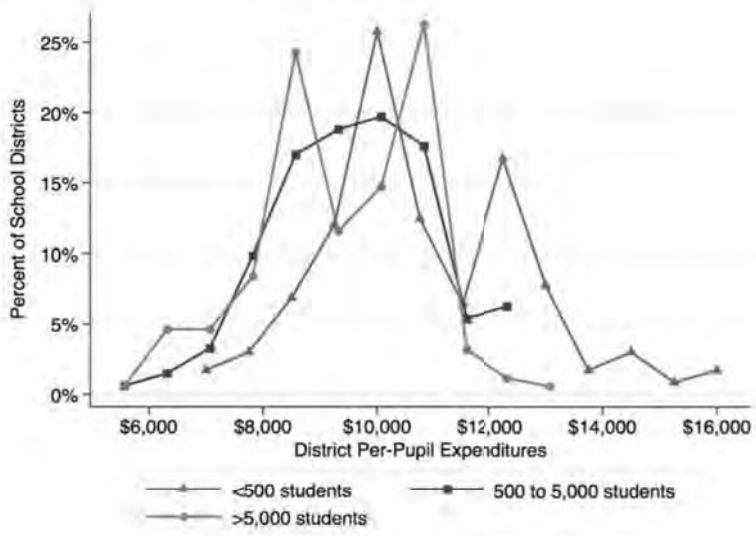
Study Findings: Finding #5

# Distribution of per pupil spend by district size in 2016-17

The larger variation in per pupil spend may be influenced by the local revenue-raising ability of school districts relative to performance, price, and economies of scale.

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Study Findings: Finding #5

# Cost estimates based on thresholds in the report

- Applies performance assumptions stated earlier.
- 2016-17 enroll in Kansas is 489,795

| 2016-17 | Total estimated K-12 spending | Increase over current (%) | Per pupil ($) |
|---|---|---|---|
| **Current spending levels** | $4.652 billion | n/a | $9,497 |
| **Maintenance** | $5.103 billion | 9.7% | $10,419 |
| **Scenario A** | $6.438 billion | 38.4% | $13,144 |
| **Scenario B** | $6.719 billion | 44.4% | $13,717 |

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## Other considerations for the cost estimates

- **Sensitivity analysis** when using headcount enrollment versus FTE enrollment figures

- **Adjustment of graduation rate threshold**; current performance goal is 95%

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# Sensitivity analysis: Cost estimates using FTE enrollment

- Applies performance assumptions stated earlier.
- 2016-17 FTE enroll in Kansas is 459,650
- ***Slightly higher levels of estimated cost compared to headcount enrollment***

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| 2016-17 | Total estimated K-12 spending | Increase over current (%) | Per pupil ($) |
|---|---|---|---|
| **Current spending levels** | $4.652 billion | n/a | $10,119 |
| **Maintenance** | $5.125 billion | 10.2% | $11,150 |
| **Scenario A** | $6.490 billion | 39.5% | $14,119 |
| **Scenario B** | $6.788 billion | 46.0% | $14,768 |

Study Findings: Finding #5

# Cost estimates based on different grad rates

| Graduation Rate | 90% | 92% | 95% |
|---|---|---|---|
| ***Current spending levels*** | *$4.652 billion* | *$4.652 billion* | *$4.652 billion* |
| **Maintenance** | $4.737 billion | $4.880 billion | $5.103 billion |
| **Scenario A** | $5.978 billion | $6.158 billion | $6.438 billion |
| **Scenario B** | $6.239 billion | $6.426 billion | $6.719 billion |

On average, for every 1% increase in the graduation rate, the approximate associated cost increase is 1.5%.

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# Bringing forward the cost study estimates to 2018-19

| | 2016-17 | Additional Funding for 2017-18 | Additional Funding for 2018-19 |
|---|---|---|---|
| **Maintenance** | $4.737 billion | +$115 million | +$315 million |
| **Scenario A** | $5.978 billion | +$145 million | +$398 million |
| **Scenario B** | $6.239 billion | +$152 million | +$415 million |

The estimates above apply:

- Inflation factor using a 3-year average of the national CPI for all items, and
- Assumes a graduation rate of 90% in 2016-17 and 2017-18 and then increases to 91% in 2018-19.

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Study Findings: Finding #7

## Considering phase-in of funding increases over time

**Kansas schools are already highly efficient in the use of spending.** The state should consider:

- Ensuring that Kansas schools can maintain their level of efficiency as additional resources are invested,
- Investments of large portions of funding may be better spent by extending the phase-in period.

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# Addressing both 'how much' and 'how well'

Study Findings: Finding #8

# Transparency and availability of data

- **Kansas nationally recognized for internal data systems**
  - With such small systems, enabling that function may help lift that burden off of very small school systems
- **Data Central is a place to start**
- **Additional information organized to enable comparisons**
- **Example: Texas Smart Schools**

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Study Findings: Finding #9

## Pair support strategies with accountability measures

- The analytical and comparative techniques used by the Legislative Post Audit have applicability in other environments and forums;
- The insights reached – although mostly oriented towards compliance with the law – surface matters of process, culture and performance important for any organization to consider; and
- The school district's response represents one way in which to engage in an exchange

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# Thank you!

**Happy to take any questions that you may have.**

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**In The Matter Of:**

*State of Kansas v.*

*Senate Select Committee on Education Finance*

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*March 19, 2018*

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# T R A N S C R I P T

# O F

# J O I N T  M E E T I N G

of the House K-12 Education Budget Committee

and

Senate Select Committee on Education Finance

Chair Fred Patton, Presiding

Held on the

19th day of March, 2018

Commencing at
12:10 p.m.

Kansas Statehouse
Supreme Courtroom
Southwest 8th & Van Buren Streets
Topeka, Kansas

COMMITTEE MEMBERS PRESENT:

Representative Helgerson
Representative Smith
Representative Hoffman
Representative Trimmer
Representative Huebert
Representative Vickrey
Representative Johnson
Representative Winn
Representative Jones
Senator Baumgardner
Representative Karleskint
Senator Denning
Representative Landwehr
Senator Estes
Representative Lusk
Senator Goddard
Representative Patton, Chair
Senator Hensley
Representative Rooker
Senator Kerschen
Representative Aurand
Senator Pettey
Representative Schwab

P R O C E E D I N G S

CHAIR BAUMGARDNER: Ladies and gentlemen, thank you for joining us today for the Joint Senate and House Education Funding Committee meeting. Like to start briefly by just thanking Megan Bottenberg of Cox Communications; Leslie Kaufman, Kansas Electric Cooperative; Rob Reynolds, AT&T Kansas, and Karen Browning from Capital Advantage for providing the lunches for our staff members and for our legislators today.

At this point in time we will start with a presentation that has been prepared by Dr. Lori Scott and Jason Willis for us and then we will -- as there are appropriate times, we will pause for questions.

So, Dr. Taylor, if you would like to begin, please.

DR. LORI TAYLOR: Thank you very much to the members. I very much appreciate you being here today to hear from us regarding a research project that we've been involved in for the past few months. So I'd like to turn to my colleague, Jason Willis, to set the

stage.

MR. JASON WILLIS: Good morning -- or afternoon, as it formally is.

So I want to talk briefly about today's objectives for this session. We want to review the methodology results from the cost function study that we conducted on behalf of the State of Kansas. We want to present our findings from the cost model and cost estimates and then take any questions or comments that you have regarding the two stated objectives above.

A little bit of our agenda for this hearing, purpose and study aims, methods. We'll talk about the Rose standards and thresholds of performance that were used in the study, a review of those findings and, as I mentioned before, any question and answer.

A little bit about the study aims. We presented this at our last visit to the -- to the State of Kansas looking to estimate the level of spending required to produce a given outcome within a given educational environment here in Kansas and in specifically investigating the linkage between the Rose standards in K-12 education spending in Kansas,

offering explanation around option or options to produce that education system reasonably calculated to the Rose standards and then to focus on the structure of the Kansas school finance system as well as its overall spending levels in consideration of how schools are -- are funded.

So one thing I just want to mention. Obviously, there are representatives or senators who received a revised report. There was a clerical error in the data tables that we produced moving from Excel over to the actual Word document as produced for the report. It has no underlying issue around the structure of the analysis, was simply a -- a clerical error.

So I want to talk for a moment just around some of the steps that we used for this cost function analysis. Here are the first three. In collecting the data, looking to obtain clean data and getting to a validated set of data sets, we wanted to be able to construct various variables that helped us in producing the cost estimates that we'll talk about a little bit later. These include things like the salary index or outcome measures and

the school level spending here in the State of Kansas.

The third and perhaps the most -- the most statistically heavy -- academically heavy concept is around regression analysis. Most simply, we are looking at being able to explain how the variation in expenditures here in the State of Kansas is related to variations in outcomes of our students, the prices associated with -- with running school systems in various locations in the state, the demographics of those students and other cost factors. From there we have the Rose standards estimating spending and implementation.

One of the things that the research team took on was to investigate the kind of -- the various existing Kansas laws and regulations, many of the court documents associated with the Gannon ruling and its identification of the Rose standards and identifying an appropriate associated outcome measure and associated performance thresholds and, from there, estimating the spending, so then predicting a base level of spending.

And we'll talk about how we arrived at

that base level of spending to produce a certain set of outcomes that then adjusts for other characteristics such as student need, makeup, if you're a low income student, the ELA student and special ed student, the size of the district -- so think economies of scale, if you're a very small district of if you're a very large district like Wichita -- and regional cost. Depending on where I live in the state, what it costs for me to live in that locality is going to differ across the -- the state.

And, finally, the implementation. I really wanted to contextualize these spending estimates and possible implications for the Kansas public education system. And so associated with the actual estimates themselves, which has been the focus of a lot of attention over the last 72 hours, we think it's very important for the State of Kansas to consider how those numbers are considered in context and how they may be implemented given our observations of how other states have performed their funding systems.

So I want to talk briefly about the

expenditures per pupil, the -- one of the kind of cruxes of the study. In this study here you can see listed the spending categories that have been excluded. We'll talk in a little bit about transportation and food service, but other things, particularly construction and debt service, are all things that fluctuate greatly and are based on factors that are separate and apart from what we were looking at in terms of the relationship between spending and the ongoing -- that ongoing spending and outcomes for students.

Kansas currently does not report school level per pupil expenditures. We worked with several of the stakeholders here in -- in Kansas and the Department of Education and other places to look at assigning some of those costs. You can see here in Kansas you have a file that basically lists every certified staff in the state. That associates them with a building assignment. It associates them with their years of experience and some other factors but notably for spending, their actual salary, which we can assign to the building. We took a proportion of their benefits, which

would include their retirement and health and welfare benefits and proportionally assigned those to the building as well and then took remaining current expenditures for the school district and prorated them on a per student basis to those assigned schools.

Special education was slightly more complicated. In Kansas you get -- you have special education co-ops that are basically an opportunity to consolidate spending for very small districts to serve special education students, and those members were basically assigned a proportion of the cost associated with those co-ops based on their share of special education students.

So here is a look at the -- their food service and transportation expenditures in particular. For the research team, for food service, for example, the exclusion was really heavily based on the fact that the federal government either directly pays for these meals or it's a self-contained function of the district, meaning the students will pay for their meals, parents will provide them money, which does not have much of a -- a function to

outcome.

Transportation, where we can see in the research literature offers that we don't see any variance on the student demographic or outcome, meaning that it has an impact on associated factors for the cost of education. Now, obviously, having a student that has a -- has a full stomach when they're walking into class or can get to the school is an important thing but, relative to the ways in which the study was designed, isn't appropriate, but we offer here observed 16/17 spending, both in aggregate for food service and transportation but also on a per pupil basis. So for those that are carrying this work forward in thinking about reforming the finance formula here in Kansas, these are offered as estimates of what would need to be added back to the estimates that we'll talk about a bit later.

So I want to talk a little bit about how we got from the Rose standards to the performance measure thresholds. So the Rose standards themselves were set out on the Gannon rulings. They originally came from the State of Kentucky in a 1989 court ruling, and Kansas

has taken them up in their -- their debates over Gannon over the last several years.

Working off of documents that were produced here in the State of Kansas around the new standards and accreditation, standards looking at college and career skills and accreditation, these set essentially broad student and system boundaries of expectations. It's what the state says to schools or school districts as here are the things that (a) we want to make sure that each individual student knows and understands as they graduate the system and, two, as we think about our institutions, our schools in particular, here are the things that they need to be able to provide in order to achieve the first thing that I said.

Further, Kansas statute offers standards for those schools and graduation requirements, so they outline different subjects that should be provided and the graduation requirements, so determining, if you will, the offerings that are aligned to those skills and accreditation. And from there we can measure -- we can look at and observe kind of measures of student

outcomes, so what are the -- what's been the progress towards those set of expectations, and provides us some insight on effectiveness of the various offerings that are currently being provided in Kansas schools. And based on those measures of student outcomes, we can then identify what might be the threshold of performance statewide on those various measures, could be ELA, it could be math, could be graduation rates, are the three measures that we used, fundamentally, as a part of the study.

So in Chapter 3 of the documents, following a -- a pretty lengthy discussion on the Rose standards, we go into a discussion around arriving at some of the thresholds of performance. And before I get into a little bit more detail I'm going offer the three kind of primary points of data and evidence that we looked at when arriving at some of those thresholds of performance.

So the first one was looking at current performance. All right. We have to be able to see that these levels of performance are possible and so, by looking at schools and

school districts in Kansas, we can see that across, you know, ELA, math and graduation rate that, you know, at the 90th percentile of performance there are schools and districts in large numbers that are achieving the levels that we were considering in the study.

The second is the state's ESSA plan. So this is a document that the State of Kansas, specifically from the Kansas State Department of Education, along with endorsement from the governor, produced. It was submitted originally to the US Department of Education in compliance with the federal Every Student Succeeds Act back in the fall. It was approved in mid January, so just a few months ago, and it provides some narrative about the expectations that Kansas and the Kansas public is holding for itself in regards to several of these measures, including ELA, math and graduation rate.

So they not only look -- not only identify what the overall threshold of performance should be. And they put in this -- in the plan itself they identified a 12-year trajectory to 2030, but they also provide a

schedule of targets. So year by year, from where the baseline currently is, what would need to be the levels of performance that statewide would need to be achieved in order to achieve the target that's identified in the ESSA plan.

And, finally, we looked at historical patterns of growth and performance, and we wanted to look at this specifically during a period in which -- in Kansas in the recent past there was some general agreement that the system had been funded. So these were the years between Montoy and Gannon in which the court had said to the state, you know, you're funding the public education system well. And over that five-year period of time we looked at the growth in performance on -- based on that old assessment, again, as a reference to think about the threshold of performance and what those growth patterns should be.

So one of the other things that is really important to consider in the context of these findings is to think about the difference between your old and new state assessment. Most every other state in the union has gone

through this transition from their old assessment system to some version or variant on what was known -- what is known as the common core state standards. Some states have adopted them in whole and said we're bringing these in and interpreting them. Others have taken pieces and parts of it. Kansas is somewhere in that mix.

And so what I offer -- we offer on the slide is a comparison between the performance levels. That is, based on a scale score of students, what is the score that those students need to be able to achieve in order to meet these various levels of performance.

And in the old state assessment -- you can see it was used between 2002 and 2013 -- there were five levels in the State of Kansas to be considered proficient. That dotted line just above, "Approaching," is the minimum threshold for meets. And you can see in the new college and career ready assessments where you currently have been administrating for the last couple of years, primarily in ELA and math -- you've got science online with history coming in the next year or so. You can see

that it's only four levels of performance. But you can see here that the scale score and where the minimum bar has been established is new and it's higher. And this is really reflective of the increase in rigor that, nationally, we expect of students and has clearly been incorporated into the work here in the State of Kansas.

So this is a chart that describes the distribution of the percent of schools for the average conditional NCE score. Simply, this is a measure of growth, meaning there's a couple of ways we understand in K-12 education to think about student performance. We can think about it as what are the percent of students that reach a certain threshold of performance, as I -- as I was describing in this previous slide.

Another and growing and -- and more popular way is to think about growth, how much progress are our students making from one year to the next. And what the introduction of this concept does around growth is it allows us to observe that where kids in previous testing systems may not have necessarily been

recognized for achieving a certain level of performance but can be recognized for their ability to grow.

So, just a basic example of this, if I am a student in the old testing system, there was at the very bottom a performance level of warning and over the course of the year I made tremendous progress but only missed the bar to meet by two scale score points, in this regard I wouldn't be recognized for making that level of growth. In this chart it allows us to recognize that student and to look at that in aggregate. So when we look at students over time, you know, measuring them from year to year on their state assessment, we can see their patterns of growth, which give us some insight into the ways in which Kansas is currently performing under a growth scenario relative to level of spending that you are committing to the K-12 system.

One of the other things that we looked at was, obviously, the overall performance of students in Kansas. And this is a -- a screen graph from the school -- the Kansas report card for 16/17, so you can see a comparison of

Kansas' performance over the last couple of years. And a couple of things that we can see here is that your bands for levels 3 and 4, which are the highest, basically hovers somewhere in the 33 to 35 percent range.

So just over a third of the students currently in the State of Kansas, relative to the standards that have been set and the assessments aligned to the standards, are meeting that level of -- of proficiency. And the same is true if we look at ELA as well, and what we see is either flat or slightly declining growth over just this one year.

Now, what I would say is that part of the work that we did was trying to incorporate as much and multiple years of data as possible to create stability and stability from the perspective of being able to make sure that when we were observing performance or any other measure, that we would have confidence in what we were seeing.

Another thing that we looked at was graduation performance and the thresholds that were established. You can see this is the schedule of growth. You're currently at 86.1

percent, the baseline for the most recent year that was reported. We can see that schedule of growth moving up to the 95, which the cost estimates in the study and which you have is based on. And we do have some additional information to present around graduation rates today.

Here you can see the distribution of those graduation rates in 16/17 with a -- with the percent of schools tailing off to the left as a -- as a proportion with their graduation rate with large proportions. You know, nearly 35, 40 and 50 percent of your schools that are achieving rates that are approaching 90 percent, if not over the 90 percent threshold, currently here in -- here in Kansas.

So I wanted to offer some -- some demonstration of some of the things that we looked at when we were considering these thresholds of performance. One thing to be -- to keep in mind is that for these education costs that is particular to this approach in particular, it's important that the state has agreement on what those levels of performance should be. The ESSA plan offers evidence of

that. The research team also looked at other places in which your historical performance might indicate what those thresholds of performance might be and is an important part of -- of any kind of cost function study and, certainly, this one as well.

So, with that, I'll take a pause and turn it over to -- to Lori to discuss our study findings.

CHAIR BAUMGARDNER: Actually, let's take a pause right here.

Are there questions committee members -- yes, Senator -- or Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Madam Chair. And thank you very much for the thoroughness of the study.

I want to drill into the -- the graduation rates. I'm looking at page 49 of the report we received on Friday and I'm understanding the ESSA plan goal of 95 percent is -- the year is 2030. So this table appears to be the progression for the next five years landing at 89 1/2 percent by 2021/22 school year.

So my question for you is, why is it that

the scenarios in the study in the -- the five years that we're look -- we're being given guidance on uses 95 percent as opposed to the -- the prorated rate, if you will?

DR. LORI TAYLOR: Okay. So thank you very much for the question. The study kind of comes in two parts. There is a -- an estimate of the cost for long-run maintenance after the state has transitioned to the performance thresholds that it set for itself, what are -- would it take to maintain -- to sustain that level of excellence from year to year. And so that what maybe inartfully was labeled, "maintenance," is the estimate for sustaining in the long run, after the transition period has finished, the performance threshold of the 95 percent graduation, which is the state's long-run goal, and an expectation that year to year all of the districts will accomplish the same sorts of progress with respect to tested performance. Okay?

But then there -- one has a transition, and over the transition period one is making progress towards that goal of the -- the long-run estimate at 95 percent graduation rate

and sustainable -- everybody's growth -- everybody's at grade level and progressing from one year to the next remaining at grade level.

So the -- the transition estimates which we'll present to you today would incorporate the glide path towards those long-run goals. But in the long run what the state has set for itself is that once the transition period has been -- has been completed, the -- we wanted to estimate what would be the long-run cost of continuing to maintain that level of excellence.

CHAIR BAUMGARDNER: Senator Bollier.

SENATOR BOLLIER: Madam Chair.

Along those lines -- thank you. When you looked at the school boards college and career ready, are you making the assumption that everybody is college and career ready or college or career ready, and is there a differentiation between those two things?

MR. JASON WILLIS: So thank you for the question. So a couple of things, I think, that references your question. So in the assessment that was built, in alignment with the college and career standards that you're

referencing, the performance thresholds are noted as college ready. There's no reference to career ready. So that's the first thing.

The second is that -- that the targets that were set, even at 95 percent, acknowledge that some students, you know, may not go on to some secondary pursuit. We see this in your post-secondary data, where a fair number of students don't go on to receive some type of post-secondary degree but they pursue, perhaps, a certificate that would allow them to pursue a career that provides them a living wage and kind of fell for the productivity to -- to society.

SENATOR BOLLIER: So if I can continue. So if we were going to tease this out further, if we looked at our own state and said our expectation is that whatever percentage at a certain school meets college ready versus career ready, we might come up with some different numbers. Is that a fair assessment?

MR. JASON WILLIS: So I would -- so I'll -- I'll start and then Lori can jump in. So the -- the graduation rate establishes that

bar of meeting that kind of minimum threshold to kind of receive that -- that certificate. There are other data that are collected, was not -- we -- we talk about this in the study, were not able to be incorporated into the -- into the work simply because of some of the challenges with some of the collection. Particularly in post-secondary, a lot of your community colleges aren't reporting, and that's where a lot of these students, you know, are going to pursue some type of post-secondary pursuit, but not necessarily a four-year college degree. So there could be, but there's no -- the way in which we built the cost model does not incorporate that work.

SENATOR BOLLIER: Okay.

DR. LORI TAYLOR: And if I -- if I might follow up a bit. The -- the question is really about where does one set Level 2 or Level 3 on the state's assessments and the -- it's clearly within the state's discretion to determine what is the appropriate goal threshold. What we tried to do is to estimate that which would be consistent with our interpretation of the -- the prior legal

decisions.

SENATOR BOLLIER: And when you say, "the state," you're meaning the state school board that is in charge of that decisionmaking?

DR. LORI TAYLOR: I'm actually thinking more broadly than that. The decisionmaking is clearly influenced by the legislature as well.

SENATOR BOLLIER: Okay.

DR. LORI TAYLOR: And so I -- I would not presume to tell you how to internally make that decision.

SENATOR BOLLIER: Thank you. Thank you.

CHAIR BAUMGARDNER: Representative Hubert.

REPRESENTATIVE HUBERT: Thank you, Madam Chairman.

You talked about the state assessments that were taken and looked at during that period between Montoy and Gannon.

Did -- did you look at other assessments that -- such as the national standard of the NAEP and ACT and -- and other types of assessments taken from that same time to try to

collaborate some of the state assessments work done then?

MR. JASON WILLIS: We did -- we did, obviously, take a -- a look at those data. They weren't incorporated into the final findings for a couple reasons. First, NAEP is a sample. One of the things that's really important when we think about a study like this is looking at the full population. We offer some discussion about the comparison of this type of an approach as opposed to a successful school's model earlier on in the -- in the study.

Second, in regards to ACT, the state assessment that we used inside of the study, there is actually some pretty extensive review of how the KAP, the -- the Kansas Assessment Program, is aligned with the ACT, specifically the assessments that you provided, ELA and math, to -- to the ACT. So by reference we did, but what we were -- we were focusing on the ELA and math assessments as a condition of they're relatively equivalent to what the ACT is -- is benchmarking and, as I mentioned, the difference between population versus sample for

NAEP and the state assessment.

CHAIR BAUMGARDNER: Majority Leader Denning.

MAJORITY LEADER SENATOR DENNING: Thank you, Madam Chair.

Just concentrating on Rose for a bit, reading your report and then looking at that last graph, it appears you've crossed -- in your -- in your analysis you've taken your approach to Rose and crosswalked it into the state's ESSA plan that's on file; is that correct?

MR. JASON WILLIS: Sorry -- sorry. Can you repeat your question?

MAJORITY LEADER SENATOR DENNING: From reading your report and then looking at some of the graphics that you've showed us, your approach to Rose is to crosswalk it into -- and match it up into certain segments of the state's ESSA plan that's on file with the federal government?

MR. JASON WILLIS: No, that's not entirely correct.

MAJORITY LEADER SENATOR DENNING: What is incorrect about it?

MR. JASON WILLIS: So I talked about this earlier. It was one of three areas of reference that we made in establishing the thresholds of performance. So the ESSA plan was one, but we also looked at existing performance here in the State of Kansas for those schools and districts that were performing, excuse me, at higher levels on the distribution of those assessments. We also looked at historical levels of performance and growth rates that referenced a prior question in the years between Montoy and Gannon.

MAJORITY LEADER SENATOR DENNING: But, having said that, if you -- if you go back and -- and read your report and look at some of the other graphics, you're -- you're fairly matching up your approach to Rose inside of our ESSA plan. I see no deviation.

MR. JASON WILLIS: Yeah. So -- so if folks would turn to page 46. This provides a schedule that was outlined in the ESSA plan looking at your baseline 16/17 year through 21/22 and you can see where, that five-year period, the ending proficiency targets identified in the ESSA plan was 54.65 for ELA

and 49.15 for math. When we look at some of the growth performance during the Montoy and Gannon years, the rate of the growth was actually faster than what was identified in the ESSA state plan. So, again, we're looking at multiple factors, not just drawing from a -- a single document.

MAJORITY LEADER SENATOR DENNING: So, Madam Chair, I'm just skipping ahead.

I think it was your Scenario B. It appeared to me that you were looking at ESSA almost entirely when you came up with those projections.

MR. JASON WILLIS: Yeah, again, I -- we presented the -- the kind of various ways in which we looked at the -- establishing the targets and the back half of Chapter 3, after discussions of the Rose standards, provides the discussion of how we -- how we arrived at those targets.

MAJORITY LEADER SENATOR DENNING: All right. So, as far as developing Rose, you don't have a whole other standalone, noniterational set of standards for Rose, you're looking at some of the ESSA, possibly

some of the old No Child Left Behind to come up with -- with your projections?

DR. LORI TAYLOR: Well, there clearly is a significant influence of the ESSA plan on the identification of thresholds, because that's an articulation of the state's expectations for itself.

MAJORITY LEADER SENATOR DENNING: So let's just use an example of Iowa. Iowa has their ESSA plan on file and they're showing with their improvement plan between a half a percent and a full percent progress.

And if you were doing the same analysis for Iowa, would the -- would the spending be tied to that type of assumption?

DR. LORI TAYLOR: I'm not aware of what data are and are not available in Iowa, but the process would be the same, which is to identify what the state's definition for itself of -- of the -- the standard it's expecting itself to meet. Now, you have to translate through the observable information, which is the -- the KAP on the math and ELA scores. So you have to cross -- you do have to crosswalk from the thresholds to the goals for the

analysis, but the thresholds were not taken straight from ESSA. They were very much something that we identified through our more holistic review of the information.

MAJORITY LEADER SENATOR DENNING: Okay. So, using that line of reasoning, the State Board of Education can change the Rose and the calculations simply by changing their assumptions and goals, based on your approach to this?

MR. JASON WILLIS: So I think this goes back to an earlier discussion we were having about the importance of the state. And when Lori and I talk about the state we think about this holistically. This includes the governor, his executive branches, it includes the legislature, the State Board of Education and even, more generally, the populus to think about what is it for the State of Kansas that is acceptable levels of performance and at what pace.

And when there is consensus, and we have seen evidence of this in other states, across those various bodies of government there seems be a coalescence around the amount of resources

that needs to be invested in the system, the way in which the state interacts with school districts to monitor that performance, to hold them accountable, but also provide that level of support. And so, as we said earlier, this was our analysis -- independent, objective analysis of what we think those levels of performance should be but, certainly, the state has a very large hand to play in determining what those thresholds of performance should be.

MAJORITY LEADER SENATOR DENNING: Would it be a -- would it be a safe assumption that if our ESSA plan looked like Iowa, you would have a significantly different approach than you do in -- in this document that I have my left elbow on?

DR. LORI TAYLOR: Well, we definitely were informed by the -- the Montoy decision in terms of the kinds of levels of performance that the -- the court seemed willing to accept as consistent with the Rose standards. It's a bit challenging given the -- the relative lack of specifics with respect to those -- those performance standards.

So what we needed to do was look at what

has been interpreted by the courts as satisfactory and include from that information on what the state has signaled through its ESSA plan would be satisfactory and work to integrate those two pieces of information, but we definitely are purely advisory in this role. So it is our information to you that we believe these standards would be consistent with the Rose standards, but it's not our position that these are the only -- that you couldn't have a different opinion.

MAJORITY LEADER SENATOR DENNING: So my final question, Madam Chair, is any state that has an ESSA plan on file, be it -- I'll just use the word realistic and then use the word lofty.

With this type of analysis, you would chase those two descriptions?

MR. JASON WILLIS: Again, we -- we haven't reviewed all of the ESSA plans and looked at that relative to existing performance or patterns of growth but, again, you know, the ESSA plan was one of three different areas that we looked at in regards to establishing those performance thresholds.

DR. LORI TAYLOR: I also think you could interpret our Scenario A and Scenario B as trying to triangulate through two different paths to satisfying the Rose standards, one of which is more consistent with the position that seems to have been taken by the court, which would be to get to -- 90 percent of the students to the Level 2 or better and one of which is more consistent with our interpretation of the ESSA plan, which is getting 60 percent of the students to Level 3 or better.

CHAIR BAUMGARDNER: Representative Landwehr.

REPRESENTATIVE LANDWEHR: Thank you, Madam Chair.

In looking at current performance, did you look at what impact, if any, that the high influx of post-Montoy dollars had compared to pre-Montoy performance?

DR. LORI TAYLOR: Thank you for the question. We did not look at the -- we focussed the analysis on the two most recent years and, although we -- we did a lot of inspection of the other data, we did not do any

formal analysis of the relationship between spending and performance in the prior years.

REPRESENTATIVE LANDWEHR: All right. Thank you. And then the other is, when you talked earlier about, you know, being college ready, does that mean vo-techs and community colleges or just four-year?

MR. JASON WILLIS: That -- that definition, the language that's used there around college ready, is tied to your assessment program. So as they would identify the ability, the level of performance that's associated with -- with being college ready would be the definition we followed.

REPRESENTATIVE LANDWEHR: Thank you.

MR. JASON WILLIS: Sure.

CHAIR BAUMGARDNER: Representative Aurand.

REPRESENTATIVE AURAND: Thank you, Madam Chair.

Back to the factors that go into this, I was looking specifically at the -- when you tried to come up with performance in the previous growth during the time the court regarded the education system adequately

funded.

When you looked at that did you take into -- consider any type of, I guess, testing issues? Our standards were revised, I believe, in 05/06, and if you look at the growth on top of page 47 you'll have a -- that's when we had a very large jump 4.05 in ELA and 7.6 in -- in math proficiency. That coincided with kind of the phasing in the No Child Left Behind, high-stakes testing. I heard from teachers all the time who were -- were overtesting, were preparing. So did you look in terms of how that coincided with any possible testing bias?

I'm thinking of the pizza parties. I have three kids in grade school at this time and I have teachers talking about the preparation that went into getting them ready, and in terms of how that coincided almost exactly with that new, redone state test there seems to be a -- a jump there that's really hard to tease out in ACT or any other scores.

Did you look at testing bias in any ways and possibly what other states did at the same time with new tests in terms of maybe study spending and a jump in their scores based on

just the -- an overall feeling of going no child left behind and the importance of the tests at that time frame?

MR. JASON WILLIS: We don't have -- we didn't have any evidence -- I guess, systematic collection of evidence. I mean, many states -- all states have gone through those kinds of testing transitions. The focus of on what years of data and their improvement that we looked at was really tied to the funding levels that tie back to the Montoy case and the years between Montoy and the Gannon case.

REPRESENTATIVE AURAND: When you look at that, there's this -- this level of jump, the 4.05 and 7 in that particular year, which was the first comparative year with the new.

Is that -- did that indicate anything to you that there might be something else going on in there, because in my schools it was mostly the same teachers teaching the same things, but the test preparation was the big change that I noticed. Did that play any role at all in your analysis?

MR. JASON WILLIS: No. Again, our

point of reference was really thinking -- was really looking at the years between Montoy and -- and Gannon and the levels of spending during those years.

REPRESENTATIVE AURAND: Do you think that is something that is worth considering?

DR. LORI TAYLOR: I think that the -- the testing that -- I'm quite confident that there were levels of growth that were sustained; when you make the transition to more high-stakes testing and -- and people, that they learn a number of things. They -- they learn how best to prepare students for the testing, they learn how best to help prepare them on the content that will be covered on the test, and so you can see growth rates that cannot be sustained subsequently. But what you also can see is just -- in looking at the kinds of growth that were being experienced very close to the period of time of the Montoy decision was really what we were focussing on.

REPRESENTATIVE AURAND: All right. Thank you. Thank you, Madam Chair.

CHAIR BAUMGARDNER: I have a few brief questions.

So does any state receive any type of punishment or any -- is there any type of accountability from a federal standpoint if the state's ESSA goals are not met? So if they've failed the ESSA goals, is there any type of stick, if you will, from the carrot -- or a stick, if you will, from the federal government?

MR. JASON WILLIS: I'm not aware of direct action that's been taken by the federal government to -- I guess, can you clarify? When you say, "punishment," what -- what are you referring to?

CHAIR BAUMGARDNER: Well, we do receive funding from the federal government and we are required to submit an ESSA plan.

So when the Department of Education came up with the ESSA plan that was signed by the governor, what -- what impact does that have if the state, any state, fails in what they set out as their goal?

MR. JASON WILLIS: So I -- and, again, this isn't an issue -- a question that we were prepared for, but what I can say is I know that the -- the federal government engages

in ongoing discussions with -- with states around all kinds of provisions of their plan and they do monitoring. And in those cases when they are monitoring and they find that there is something that, you know, they need to engage the state in, there are different stages of that engagement that usually start with a conversation, with deeper investigation, some opportunity to course correct, but I -- I'm not aware of a state that, you know, for example, has lost large amounts of federal funding as a result of their submission of an ESSA plan.

CHAIR BAUMGARDNER: And earlier, when you were speaking about goal thresholds, you said it's very important for the state to have agreement.

Could you express again -- when you say it's very important for the state to have agreement, are you talking about the State Board of Education, the State Board of Education and the legislature? What are you talking about as far as that agreement?

MR. JASON WILLIS: So when researchers walk into supporting states through these education cost studies there are certain

factors that are not at the behest of the researcher. One of those factors, when we think about the education cost function, is the -- the level of performance, the threshold of performance. That's not in our purview because it's, you know, up to the state to make those decisions.

However, given the muddiness of how that's been defined in the State of Kansas we were using documents, we were using historical levels of performance, we were using reviews of the Gannon rulings and associated testimony and evidence to help identify an objective, independent level of performance. And when we refer to the state we are talking about all branches of government, executive, legislative. That would include the State Board of Education, the Department of Ed, this body, the legislature, as well as the governor to think and consider what is acceptable for you, what is acceptable for the public around the level of performance that you expect of students, how they are prepared through the K-12 education system.

CHAIR BAUMGARDNER: So when we talk

about the aspiration of the 95 percent graduation rate and we know that less than 70 of our school districts in the state have gotten to that 95 percent, does that mean that the other districts are not in agreement? Does it mean that the legislature with funding isn't in agreement? Is it the school boards that aren't in agreement with the ESSA aspirations? What would that be attributed to?

MR. JASON WILLIS: So I -- I think it's dangerous to speculate around what the reasons and rationale are for why some schools and districts have different levels of graduation performance than -- than others. In this study we used research techniques that have been proven time and time again in other states and across the country that allow us to see some of those relationships.

We'll talk a little bit later about the practicalities of actually implementing the work. It is one thing -- and this -- this body has an important role to play in the actual funding of the system, but the work that goes into translating the dollars themselves to how systems implement those resources, how they use

those to help achieve levels of student performance given the background of the students, given the place in which they reside and the size of their system, it's overwhelmingly complicated. But that's where the work of sitting side by side with districts and identifying what those targets are and coming up with the right set of incentives is really important to consider, along with whatever level of funding you think is necessary for the K-12 system.

CHAIR BAUMGARDNER: Representative Lusk.

REPRESENTATIVE LUSK: Thank you, Madam Chair.

On page 61, I'm curious about the -- you've talked before about the strengths of this cross model function approach versus the 2005 study. Please explain again -- I mean, this indicates there is a relationship between the amount of funding put in and -- and money and the results you get.

Could you elaborate on that?

DR. LORI TAYLOR: Thank you for the question.

I presume you mean by the results you get the academic and graduation outcomes for the students; is -- is that correct?

REPRESENTATIVE LUSK: Okay. Table 17, yes.

DR. LORI TAYLOR: Right. But what you're -- what -- pardon me. But what you want me to articulate is why this model shows a linkage between academic outcomes --

REPRESENTATIVE LUSK: Exactly.

DR. LORI TAYLOR: -- and cost?

REPRESENTATIVE LUSK: Yes.

DR. LORI TAYLOR: Okay. And so the idea of any regression analysis, of which this is an example, is one is trying to use the data to best predict the level of spending that occurs based on the level of student performance, the demographic characteristics of the students, the geographic cost drivers for their school district, size of the school district, these kinds of things.

So what one does is identifies a series of weights or coefficient estimates that best trace out the relationship between spending and the determinants of spending. And in this

model, in the first two rows, are articulated the relation -- the estimated relationship or the best available relationship between outcomes and spending. And what we did find was a strong, statistically significant and positive relationship between the level of student performance on the conditional NCE score and cost such that a -- a 1 percentage point increase in the conditional NCE scores associated with about an 85 percent increase in cost.

And so a 1 percentage point increase in the graduation rate is associated with between a 1.2 and a 1.7 percent increase in cost depending on whether you're talking about kids in high school grades or lower grades, on average, ball park, 1.5. So what we did find was a strong, statistically significant and positive relationship between out -- educational outcomes and expenditures once one controls for efficiency, as was done in our statistical model.

REPRESENTATIVE LUSK: Thank you.

CHAIR BAUMGARDNER: Any other questions from the committee? Yes, Senator

Bollier.

SENATOR BOLLIER: Thank you.

As long as we're on page 61 and 62, at the bottom of page 62 there is a missing number. Right now it says, "XX." It's in the third sentence down on page 62 at the bottom, and I think there's supposed to be a number there.

DR. LORI TAYLOR: There -- there most definitely is supposed to be a number. Thank you very much for that. If the committee will permit -- I'm not doing math in public, so I will -- I will calculate that and provide it to the body.

CHAIR BAUMGARDNER: I think we're ready to move on to the next portion on the PowerPoint.

DR. LORI TAYLOR: So our cost function analysis as articulated, in response to Representative Lusk, looks at the observed relationship between the spending that occurs in the school districts and schools, the outcomes that are accomplished and the cost drivers that could modify that relationship, in particular the size of the school district,

labor costs.

One thing that's been particularly important in Kansas is the population density of the area. One of the factors that seems to be particularly important here is that you are in some sense forced into -- into building sizes that are not as -- not cost minimizing by virtue of the fact that you have to have a reasonable amount of distance between the school buildings; that if you were to be operating in a densely populated area like in Wichita or Kansas City, one can get to school buildings that are the cost effective size. One can have 22 Algebra 1 students and -- in a classroom and be able to therefore use your teaching resources as -- as efficiently as possible.

If you are in a much less densely populated part of the state you might not have 22 Algebra 1 students in a -- a district or in a high school to be served. You're going to have to have a much more labor intensive delivery mechanism for education in sparsely populated parts of the state because you can't put the kids on the bus for two hours to -- to

bring them in to try to get to a -- a cost effective size school. You're going to have to operate a school that is smaller than would be cost minimizing, and that's a major driver of cost in the state of Kansas. So we built the model to accommodate all of these factors that drive differences in cost.

One of the other factors that we built into the model was a recognition that sometimes spending exceeds that which can be explained and, to the extent that spending exceeds that which can be explained, there are three ways that can happen. One way is that a school district is attempting to -- is producing performance that we don't -- we didn't have eyes on, that we weren't able to -- to measure, art, music, factors that are not perfectly well correlated with reading, writing, arithmetic, the -- the measured educational outcomes.

So one source of unexplained spending would be outcomes that are not captured. One source of unexplained spending is that there could be constraints on the school district's behavior that are not being fully captured, cost factors that we are unable to observe.

The third source of unexplained variation in spending is inefficiency, a lack of the utilization of best practices in the state.

And so, essentially, what one sees when one looks at these inefficiency measures are that some schools and districts are spending more than you could explain, and it might very well be that they are just -- they are not using the best practices in a cost effective sense that are available to other schools. So when we talk about inefficiency we're talking about this amalgam of outcomes. We're not reserving cost, we're not reserving -- and just straight failure to adopt best practices.

So, when we look at that, we typically see in other states inefficiency measures in the 10 to 12 percent range, although I have seen studies that went substantially greater than that. When we look in Kansas what we are observing is that the cost efficiency of the -- the Kansas school buildings is typically quite high, that on average we're talking about a cost efficiency of nearly 96 percent, and that is remarkably good. It suggests a -- a very prudent use of the -- of resources to produce

the outcomes required by the state. There are, however, some places where spending is substantially more than those estimates would lead you to predict, but what we did find was strong evidence of efficient practices, in general, in the state of Kansas relative to other districts.

The second major finding that comes out of our analysis is to think about using the cost model to predict the level of spending required to meet certain performance thresholds. And in order to use the cost model to make those predictions one has to designate performance thresholds. So we designated a -- a set of performance thresholds that, as Jason described earlier, we believe to be consistent with the Rose standards and the standards the state has set for itself.

The first is Scenario A, which is establishing a target of 90 percent proficiency at Level 2 or better on the KAP, and Scenario B, which establishes the target of 60 percent efficiency for a Level 3 or better on the KAP. Both Scenarios A and B use a graduation rate of 95 percent because that's the -- the long-run

standard of expectation. We also present to you cost estimates at a graduation rate of 90 percent, but we wanted to -- to make you aware of what we were talking about when we referred to Scenario A and Scenario B.

In making these, essentially, predictions of what the cost would be necessary for a -- a school to achieve the level of performance identified, what you're going to see is there's an estimate of base funding, okay, and then there are adjustments to that base funding. The adjustments to the base funding, there's a regional cost adjustment. Those are driven by differences in labor costs and differences in sparsity, and I'll tell you right now the differences in sparsity dominate that particular relationship.

There's an economies of scale adjustment for differences in school district size and a student needs adjustment for differences in the demographic characteristics of the students. If you were curious, one could turn to the back of the report in Table E and see estimates of these, base funding, regional cost adjustment, the economies of scale adjustment, student

needs adjustment for each of the districts. And one starts with a base, multiplies by the adjustment in column 1, column 2, column 3 and gets to the maintenance.

The final two pieces in Scenario B are the estimates of what it would take to raise -- or how -- and essentially how much -- how high the conditional core of equivalent score would need to be to be on the path towards the Scenario A and Scenario B with respect to the percent passing at Level 2 and the percent passing at Level 3 on the KAP. So what we did was we translated to what does the normal core of equivalent score need to be to have -- to have an expectation that the passing rate would be 60 percent at Level 2, what does the normal core of equivalent score need to be to have an expectation that the passing rate would be 90 percent -- 90 percent at Level 2, 60 percent at Level 3 on -- on the test. So these are -- this is the way one uses the cost model to predict cost at various levels of performance.

Clearly, one could also use the cost model to predict costs at levels of performance that we have not yet articulated. What we

found in the estimation is that costs are substantially higher in particular for students who are eligible for free lunch. They -- the best estimate is that the multiplicative weight is 1.98, which would translate into a -- an additional student rate of about .98. That -- or, excuse me, .89. So that is to say that the -- the cost of serving an economically disadvantaged student is about 80 -- about 90 percent higher than the cost of serving a student who is not receiving the free lunch, according to the systematic relationships identified in the cost model.

Similarly, the English language learner students, we're talking about the weight of 1.22, and that is going to be a relationship that we identified as becoming smaller as the fraction of English language learners in the school increased. And that's actually something that makes a lot of sense to me in thinking about how one serves English language learners when they are but a small fraction of the student body compared to how one can serve that same population when they're a relatively large fraction of the student body. When

English language learners are a small fraction of the students you're going to have to serve them even through some sort of pullout program that provides them with ESL or bilingual instruction or you're going to want to place them into a bilingual classroom where you have a small number of students and a teacher, which is a very labor intensive way to bring services to English language learners.

As the number of English language learners tends to increase, if you're going to be delivering services in a bilingual classroom, then what you -- you are in a situation where you are able to get to a more cost effective size classroom and you can have a bilingual education classroom of 18 instead of a bilingual education classroom with 9, for example, in a particular --

And so it's much more -- it's much less expensive to operate once you get to, essentially, critical mass with respect to the -- the number of English language learners in the school, but there is a critical mass phenomenon going on here, and that's one of the things the model represents. Okay.

And there's a scatter plot, that the student need weight distribution by district enrollment I shared with you, only to illustrate that student need is not a function of district size, that what's going on here is not that big districts are the districts where the kids have need. There are large districts where that's true. There's also large districts where the student demographics do not drive cost, particularly. There are small districts with very -- with student pop -- that have fractions of populations that are expensive to serve and there are small districts where the fraction of student population is -- has relatively limited needs for -- for those particular students.

This is a map of the -- another of the cost drivers in Kansas. This is the teacher salary index. I'd like to talk really briefly about how this was estimated, which is to look at the observed relationship between the -- the salaries of Kansas teachers and the demographic characteristics of those teachers. If you're interested in the nitty-gritty details, they'll be presented to you in Appendix B but,

basically, that's articulated in a relationship between what the district is paying for their teachers and the demographic characteristics of the teachers they are hiring and then the factors outside of school district control that can lead to variation in the salaries that they need to pay, so basically following a typical labor model to estimate the -- the -- the wage that each school district in Kansas would need to pay to be able to hire a teacher with ten years of experience and a master's degree and then asking how that predicted salary for a person with ten years of experience and a master's degree differs from district to district throughout the state based on things like the prevailing wage for people who are not educators but do have a college degree, the unemployment rate in the community, the distance from a metropolitan area or a micropolitan area in relation to geographic remoteness.

I should note that our teacher's salary is probably best characterized as a salary and benefit index, which basically means what we're trying to do is -- and what we're doing with

this model is mapping out the prediction of what each district would have to pay to hire exactly the same person -- or the same set of qualifications and characteristics in each of the various districts, which you'll see is a dark green in the metropolitan areas, which makes a lot of sense, but also some -- some dark green going on in southwest Kansas, which I had real trouble explaining until we overlaid an oil and gas map on the same areas and saw that what we have here is a lot of what's going on with -- with very recent fracking activity, that things have -- things have changed a bit since I lived in Kansas, but that it's definitely reflective of some of what's going on in those labor markets where school districts risk losing their personnel to the higher-paying, local occupations related to fracking, also the influx of people related to oil and gas extraction driving up the cost of living or the wages for other folks in those particular locations.

Okay. I should also note the literature has suggested that it's very costly to operate schools with less than about 300 students per

school, and a whole lot of the schools in Kansas are like that, that many of the -- and for reasons that are outside of school district control, having to do largely with population density, and that there are some schools that are -- are larger, but most schools -- about 32 percent of high schools have 200 students or fewer. That's a -- a costly configuration for the various schools.

As a result, if you look at the distribution of per people spending by building size or with enrollment, what you'll see is that the -- if you look at those buildings with fewer than 150 students, that's going to be the little spike out there to the right, centered over about $1,200 dollars per student -- $12,000 per student as opposed to the more tightly clustered observations you get when you're operating a campus or building with between 150 and 300 students or between 300 and 750 students.

So we basically used the cost estimates to -- the estimated cost model to forecast the amount that each -- that each building would need to spend to achieve the performance and

then the amount which each district would need to spend to achieve the level of performance. This is a scatter plot showing you the long-run kind of cost estimates compared to the observed school district estimates. The dark circles are going to be the 16/17 spending. The open circles, the hollow circles, our -- our forecast of what they would need to spend to achieve the 95 percent passing rate and growth from one year to the next are a normal core of equivalent score of .50. Equivalent, what we were saying is these are the long-run, sustaining levels of cost.

What you observe is a relationship with school district size that has much more of a U shape to it than the existing level of expenditures. So if you thought of the existing level of expenditures as kind of tracing out a saucer, the cost model traces out a bowl, which is something a little bit higher for the very smallest of districts and higher for the largest of districts when -- when everything is taken into account.

The -- the distribution of spending per people by district size in 2016/17 also is

going to be telling you something about the relationship between the per people spending and the number of the districts that are spending at that level. You get a lot less kind of variation in spending at the district level than you do at the school level because there are so many different configurations at the school level.

Then we get to the -- the part that everybody's been waiting for, which are the aggregate cost estimates. The -- the first thing we estimate is what we call the current -- what is the current levels of current operating expenditures. So this is the average of our dependent variable, the level of spending excluding the food, excluding transportation, excluding con -- excluding all of the capital outlay and construction costs.

Our estimate is that the level of long-run maintenance would be 5,000 -- 5.103 billion dollars or about a 10 percent increase over current levels of spending. That would not be adjusted for inflation with Scenario A. To be on the path towards the performance thresholds of Scenario A would require 6.4

billion dollars; to be on the path toward Scenario B, 6.7. Okay. These are best understood as temporary transitional funding under Scenario A and Scenario B to get to the point of a long-run scenario where the maintenance run level is required to sustain, but first you have to catch up, that there are some -- as we showed you in the previous graphics, there are some districts that are not particularly close to the graduation rate that's being cast out here, which is 95 percent, and they're not particularly close to a 90 percent of the students passing at Level 2, which is what I think of as the closest to the way that the Gannon ruling articulated the standards, is to Level 2.

So there would need to be some additional funding to bring the students, basically, up to grade level and -- in some sense and then, once they are at grade level, it is the maintenance cost would represent the long-run cost required to sustain that level of student performance.

There are a number of considerations that need to go into this that we'd like to -- to talk to you about. The first is that we

recognize that the state doesn't fund on enrollment or really think about enrollment as the -- the metric of student performance, although that is the measure most commonly used in the -- the scholarly literature in doing cost analyses and, for that reason and other reasons, the baseline we used.

But there was some question about whether or not -- how would things be different if we had done the analysis based on FTE rather than on student enrollment. There's also the question of what would happen if, rather than using a -- a graduation threshold for cost analysis or the fore -- for the cost forecast of 95 percent, we would use something more like 90 percent in -- in looking at those numbers.

So we wanted to share with you how the -- the scenario would change if we were to use the FTE enrollment rather than -- than straight enrollment. We -- we estimated the -- the cost model, the -- the FTE enrollment and the straight enrollment are correlated about .999, so it -- statistically, there wasn't a whole lot of -- of change that would occur here.

And, if you see in the estimates, what

we're seeing is if you were to have a analysis on the basis of FTE, the maintenance cost would be 5.12 billion as opposed to the 5.103 billion that we estimate using district enrollment. So I think the -- the big takeaway of this particular supplemental analysis is that FTE or district enrollment is not really the issue here, that either one is going to give you the same number in terms of the additional resources the state's going to have required.

Now, it does mean that when you -- if you were to choose to operationalize in any way our results you would want to make a translation from the enrollment-based estimates to an FTE basis to be able to incorporate them into your funding formula, and we can provide research staff with the strategy for doing that.

The second is to it look at cost estimates based on different graduation rates. And so if you start at the 90 percent graduation rate rather than 95 you're going to bring the estimate of -- of maintenance down substantially. Rather than a 5.1 billion down to a 4.7-billion-dollar estimate, you're going to bring the Scenario A down from a 6.4 to a --

a -- a 5 point -- or 6.0, basically. So there definitely is a sensitivity in the analysis to the -- as you would expect, to the choice of graduation rate for costing out purposes.

So there would definitely be a reduction in the cost estimates associated with a 90 percent graduation rate rather than a 95 percent graduation rate, but the -- essentially, there is about a 1.5 percent increase in cost for every 1 percentage point increase in the graduation rate, and that's kind of the best way to be thinking about it in this context. Then -- yeah.

MR. JASON WILLIS: So one of the other things that we wanted to make sure that we provided the body with was understanding that the analysis used are the most recent year of expenditure data that was available, which was the 2016/17 year. We all recognize we're kind of nearing the end of 17/18 and headed into 18/19, so we wanted to provide a supplemental analysis that brought forward the spending from -- that was observed in 16/17 to the year which we're currently in as well as the year in which you are headed into.

And so here's a presentation of the maintenance Scenario A and Scenario B that you can see at the very bottom applies two things. The first is an inflation factor to bring forward the funding levels from 16/17 to 18/19. We used a -- a five-year CPI average -- national average to apply those increases across those years and we also -- of important note is that the assumptions for the graduation rate in 16/17 were 90 and then 17/18 the same at 90 and then increases to 91 percent in 2018/19.

So these are additive funding amounts. So the 4.737 billion for maintenance, you would add 115 million in 17/18 and then an additional 315 million in the subsequent year. And that's, again, looking at the -- those two factors of inflation as well as the change between '17 and '18 and 18/19 from 90 to 91 percent.

The other thing that I'll mention and also just recognize for the -- for the body is that we are aware that on the SB19 there was an investment that the legislature made in the K-12 system, and to some degree you can account

for it. The figures that we have are 194 million in ongoing funding starting the 17/18 year plus another 97 million in -- starting in FY19 and ongoing. And so that cumulative over -- over the two years is that 485 million, again, which could be contributing or supporting the initial investment that we're describing here.

So to bring us to the -- near the end of the presentation, one of the things that the study team really looked at was in considering -- was thinking about the kind of phase-in of these funding increases. And clearly, I think, everybody can acknowledge that these cost estimates are large and that we can also recognize that -- and this was a -- a surprise to Lori and I. The Kansas schools are already highly efficient in their use of spending.

Kansas schools are operating at levels that we have not seen anywhere else in the country and, as Lori explained, there could be some -- there could be some considerations of that maybe in pockets but, clearly, Kansas schools are using dollars well given what they are tasked to do with it. And so the state

might consider ensuring how do you help to maintain their level of efficiency as you would -- as you invest in additional resources.

And what we can also observe is that when you have seen states make very large investments of dollars, it's perhaps prudent to think about that being extended into some type of phase-in period, and there's a couple of reasons for this. The first and probably the most important is for leaders of your schools and districts to take the time to plan how they would use that money.

Every year governmental agencies go through a planning process. They think about how they want to use their resources and to what set of outcomes or desires they want to address those resources to get to that outcome. And making overly large investments of these resources at once does not create an opportunity for leaders in our -- in your schools and districts to plan and be thoughtful about how to use those resources.

As I was mentioning earlier, education systems are extraordinarily complex and so being able to understand how additional

resources can have a direct impact on the outcome takes time, it takes practice and, frankly, trial and error. And so a phase-in period would create an opportunity for school and district leaders to identify ways in which those dollars can be used most effectively. Perhaps it is lowering class size to allow students to be pulled out for different instruction. Perhaps it is providing a mental health counselor that can provide social and emotional support to students.

But unless local leaders and practitioners have an ability to think about how they might use that money, to work with one another to identify how to implement it -- Lori and I would -- would think that, without that in place, Kansas being able to maintain its level of highly efficient use of resources may slip a bit.

And we presented this last time but wanted to bring it back again. You know, much of the work of -- and discussion has been about how to adequacy and equity here in the state Kansas and thinking about these other fundamental levers that help to support

practitioners and using dollars well and efficiently includes some of these other things around flexibility and support and transparency and accountability.

So -- so, whatever level of performance the state agrees is important for ELA and math and graduation, that you're offering combinations of different policy levers that are supporting schools and districts but are also holding them accountable to make sure that they're making progress and that they have the flexibility within various rules and regulations to actually achieve those means.

And so one of the examples that we offer in the report is just thinking around the transparency and availability of data. Kansas has been nationally recognized for their internal data systems by the Data Quality Campaign out of DC. And one of the things that we can -- we can observe is that, with so many small school systems thinking about the use of data and how it helps to inform instruction may be a challenge for these schools in that -- you know, for some of the schools and districts that we work with across the country, when they

have student enrollment levels at 200 or 250 your superintendent is also the bus driver and janitor and -- they're playing so many different roles and so how might you consider, as a state, how to take advantage of scale to support those smaller school systems that might give them some insights or a direction to start a conversation about how to continually improve achievement in the classroom.

And Data Central, which we drew some of our date from for this study here, is a good place to start. And, you know, KSD has done a nice job of putting together those data sets, offering some insight into how Kansas schools operate today on a variety of different levels, and it might be useful to think about ways in which that system can be enhanced. You know, one example that we look to nationally is Texas smart schools, that starts to look at the interaction between these various data sets that help practitioners to more finely tune and understand how they make decisions going forward.

The last thing that I'll mention, and then we'll close our presentation, is thinking

about the combination of support and accountability strategies. So the legislative post audit that you have here in the State of Kansas does a series of reviews every year, and they're directed from various bodies. And we took a pretty good look at about a dozen or so of those studies and came up with a couple of insights that we think might be helpful as you think about the additional resources that you invest here in the State of Kansas.

The first and foremost, that the analytical and comparative techniques that LPA uses are actually pretty good in that they might have some applicability in other environments and forums. Like, for example, if you're getting a set of superintendents together and they're discussing how they want to break the -- the nut around early literacy that they're struggling with, what are some of the comparative and analytical techniques that can be adopted into those scenarios to help drive those conversations.

The second is that some of the -- the insights that are reached in the -- in the reports themselves, although mostly oriented

towards compliance with the law, and we fully recognize that that was the mission and outset of LPA, surfaces matters of process, culture and performance that are really important for organizations to consider.

The law is guaranteeing a minimum level of compliance but as school systems, practitioners aspire to provide students with a level of performance that well exceeds that minimum level of performance, and some of the ways in which the LPA studies have commented on issues of process, culture and performance in schools could actually be very insightful for practitioners to think about and use.

And there's a discussion section at the end of each of the reports that is the -- basically, the response by the district on what plan they're going to put into place but thinking about how do you get beyond just the response and how do you get the district to engage in both implementing those practices, but also sharing with others is something that we think would be very beneficial as you consider the additional investment of resources here in Kansas.

So, with that, I just wanted to thank the -- the committee for your time, and we'll take any additional questions that you might have.

CHAIR BAUMGARDNER: I have first down Representative Landwehr followed by Johnson and Trimmer.

REPRESENTATIVE LANDWEHR: Thank you, Madam Chair.

You've provided several spending scenarios, but each is a single number that includes state, federal and local funding, but we currently don't mandate specific local funding level and the legislature has no control over those -- those levels.

So do you have any thoughts on how any funding increases should be divided between the state, federal and the local?

DR. LORI TAYLOR: Thank you for the question.

I think it's -- it's very important whenever one does these kinds of cost analyses that one combines all of the resources of -- of funds, to look at the federal, the state and the local, because they -- that is the -- the best estimate of the resources being brought to

bear for those specific children.

As to how responsibility for coming up with those resources should be divided between federal, state and local, federal law would hold that you cannot supplant federal resources in the sense that because the federal money is there the state cuts back. So you really have to focus on the dimension between state and local and the division between state and local, and that is very much a -- an issue of state policy and not something that I want to -- that I have the expertise to really advise you on. I would point out, however, that there -- it would be an issue of equity concerns if one were to assign a certain level of resourcing to the local level and the local level be unable to -- to generate such a source of resources.

REPRESENTATIVE LANDWEHR: And, just a little follow-up to that, so then do you have any thoughts on the merits of providing all adequate funding through the state instead of relying on local option budgets?

DR. LORI TAYLOR: My read of the literature on school finance equity and adequacy suggests that the -- the requirements

of equity would seem to require state funding for what we call a foundational level of spending or regular instruction, but it would be relatively up to local discretion with respect to enrichment, and it's a state's call where that line between regular instruction and enrichment might happen to be.

When I was in high school anything about computers was clearly enrichment activity. Nowadays my kids were getting it in their public school in the 3rd grade, so it has become an essential element of regular instruction, so -- but the -- the typical school funding model that is analyzed in the literature is one that makes the distinction between enrichment and foundation and obligates the state on the foundation side.

REPRESENTATIVE LANDWEHR: Thank you.

CHAIR BAUMGARDNER: Representative Johnson.

REPRESENTATIVE JOHNSON: Thank you, Madam Chair. I do have a few questions. Is it okay to go through --

CHAIR BAUMGARDNER: It is.

REPRESENTATIVE JOHNSON: Thank you.

I'll start with one that folks might expect me to ask you. You mentioned KPERS and pensions being included. Is that the full payment that's included or -- or what is in the number?

MR. JASON WILLIS: So the dollars that we included in the -- the spending estimates would include those contributions that are made by the school districts on behalf of employees. So that's captured in your benefit line items. There was also -- we also recognize that there was a separate fund that looks like it was passed through. Basically, the state provided dollars to the district, those districts then, basically a day later, would transfer it to the pension retirement system on behalf of the districts. All that spending was included.

REPRESENTATIVE JOHNSON: So all of that spending is included.

DR. LORI TAYLOR: Anything that ran through the districts.

REPRESENTATIVE JOHNSON: Say again?

DR. LORI TAYLOR: Anything that ran through the districts was included. If it

shows up on the fund function and object expenditure reports of the districts we would have included it as current operating expenditures. If it's something that the state makes direct contributions to the retirement system, we would not count that.

REPRESENTATIVE JOHNSON: So something like a bond payment wouldn't be in, but anything that went through the district would be?

DR. LORI TAYLOR: If it went through the district and its current operating expenditures. Most bond payments are for -- for capital improvements and not part of current operating.

REPRESENTATIVE JOHNSON: Certainly, we have a other issues there which aren't worth belaboring. On the pension payment, then, as we currently work through what we hope is a temporary rather than permanent unfunded liability, there may be a 4-to-5-hundred-million payment going towards that unfunded liability currently through there that we would be projecting we would grow, along with the other spending that we do, then?

DR. LORI TAYLOR: My apologies. Could you rephrase what is -- what you see as the source of the unfunded liability?

REPRESENTATIVE JOHNSON: So --

DR. LORI TAYLOR: Is it the pension? I mean, are you talking about an unfunded pension liability?

REPRESENTATIVE JOHNSON: Right, right. So our total payment includes the majority towards the unfunded liability and some towards the normal cost of what goes to current benefit, but each is run through the school districts to their share, et cetera, to try and get there.

So I was just trying to get a sense if, then, we were calculating that as a fraction of the total cost that I would then bring forward and -- and potentially increase to meet the -- the needs that are there, just to get a handle on how that rather large variable might impact.

DR. LORI TAYLOR: Yeah, and -- and, definitely, when we did the analysis, the expenditures that are reported by the districts that are not fund transfers --

REPRESENTATIVE JOHNSON: Right.

DR. LORI TAYLOR: -- would be included in our estimate of cost that we used for the cost analysis.

REPRESENTATIVE JOHNSON: Certainly, you have a lot of data to get through quickly, but that may be a variable that we'd want to look at a little further to try and drive to the detail of cost and ongoing cost as we go forward. And I've been trying to learn more on the cost function analysis and understand everything that's there and how that works and -- well, I know there's nothing that is a perfect and predictable result and what is useful as -- as we get that standard error of estimate. And I get the linear results as I change an assumption, but I'm also interested if there's anything that helps define the range of outcomes.

If I spend $1,000 dollars more per student, what -- what range of outcome in student achievement would I expect and how do I better define that -- that standard error of estimate?

DR. LORI TAYLOR: I -- thank you for the question. I think I have a new research

project.

I have never seen somebody really try and go that direction, from the -- the additional $1,000 per people back to the outcome measures. I know one could make certain assumptions and reverse engineer it, but there are a lot of possible pathways. One could go back -- assuming that the graduation rate does not change, but the academic performance does, one can go back assuming some sort of pro rata between the two. So I've never seen anybody able to do that but would be kind of intrigued by the possibility.

REPRESENTATIVE JOHNSON: Thank you. And if I may continue.

CHAIR BAUMGARDNER: You may. I have six others behind you.

REPRESENTATIVE JOHNSON: So hurry up. Okay. Thank you.

CHAIR BAUMGARDNER: One more. I'm sure they have the questions that you are wanting to ask.

REPRESENTATIVE JOHNSON: Yes. Well, let -- I'll go to -- are there other states that are funding at 95 percent?

DR. LORI TAYLOR: That focus on graduation rates?

REPRESENTATIVE JOHNSON: Right.

DR. LORI TAYLOR: Quite frankly, most of the cost analyses that I have seen have not articulated a graduation rate because they seem to always find that when the graduation goes up, spending goes down because the locations where the graduation rate is low have a dropout problem, as students that tend to drop out are from the lower tail of the academic performance, that the students who anticipate that they will not be passing the standardized tests, that may not be passing the grades. So we take this very costly-to-serve population out of the high school, performance spending goes down and graduation rate goes up, and that kind of perverse structure has made it much more rare that researchers have looked at graduation rates.

I've done work on graduation rates looking at alternative education programs in -- in Texas with charter schools and traditional public schools and in that context, where we're looking at alternative education populations,

you would not want to think about a 95 percent graduate rate because these are dropout recovery programs, by and large, in the state.

When the LPA study was conducted by Duncombe and Yinger for the State of Kansas they -- they costed out a 75 percent graduation rate and yet their base estimate, if you will, adjusted forward for inflation is about $5,000 per kid. Specifically, $5,232 per kid would be their base estimate just brought forward, and our base cost estimate is more in the neighborhood of about $3,700 per pupil.

REPRESENTATIVE JOHNSON: Thank you. Thank you, Madam Chair. If I could be added to the bottom of the list.

CHAIR BAUMGARDNER: I'll put you -- I've got you down there. So, at this time, Representative Trimmer.

REPRESENTATIVE TRIMMER: Thank you, Madam, Chair.

I have two requests. One, could we get a copy of those last two tables that were, basically, kind of addendums to the overall cost numbers that you gave us, because we didn't find those in the report.

DR. LORI TAYLOR: Yes, sir. Those were addenda that were based on the questions that you all asked on Friday. We thought it would be appropriate to be prepared to respond and we'd be very pleased to share with you the slide deck.

REPRESENTATIVE TRIMMER: Okay. So a request before I get to my question, and I'll make it fast.

What you talked about with legislative post audit, as a member of that committee, would there be a way to get a draft statement of what the post audit might include in addition to what they already knew that you suggested when it came to, you know, for instance, superintendents talking about, you know, how they would get together and deal with something that -- talking about how to make that a more efficient process, the things you talked about there? Could we get some kind of a -- an idea that we could give to post audits so we could take a look at that?

MR. JASON WILLIS: Yeah, we're happy to present.

REPRESENTATIVE TRIMMER: Okay. And,

finally, did you all use any -- I know there are different methodologies. Did you -- you did your research independent of the legislative post audit Augenblick and Myers, basically using your own formula. It didn't use a lot of the data from those studies. Okay. I just --

DR. LORI TAYLOR: No, sir. Thank you.

The -- the data for those studies was the vintage of 2002, 2004, 2005, and our focus of our analysis is the period of 15/16 and 16/17.

REPRESENTATIVE TRIMMER: All right. Thank you.

CHAIR BAUMGARDNER: Senator Pettey.

SENATOR PETTEY: Thank you.

You had mentioned about phasing in funding. You gave some reasons why. Is there a time frame that you're referring to for a phase-in?

DR. LORI TAYLOR: Thank you for the question.

My best judgment with respect to things is that I think that some of the goals set forth in the -- the ESSA plan but also some of

the expectations of the court in terms of the Montoy decisions are very aggressive with respect to timeline. I don't think that the school districts could fully absorb and efficiently utilize a big influx of funds without a lot of support. So my recommendation would be to not try to get there in -- in five or ten years but to push it to a -- a longer time frame for these particular items.

MR. JASON WILLIS: The other thing that I would say that, in states that we've seen kind of making these commitments to their public schools, it is a commitment. So school districts would need to be able to expect this level of investment on an ongoing basis, and some states have crafted school finance formulas that basically create that kind of schedule of investment. Obviously, things happen within states, but having that level of expectation of knowing what's coming in the future really helps districts to think about and plan better for the future.

SENATOR PETTEY: That kind of -- you had actually answered what I was going to ask next, and that was about best performance, if

there's reliability in funding, and so you spoke to that over time.

The last thing is that you talked about economy of scale, and yet you did say earlier in your presentation that our co-ops presented some sort of -- presented a little bit of difficulty, but don't co-ops express an economy of scale?

DR. LORI TAYLOR: Thank you for the question.

It's totally -- the idea of a co-op is a -- a wonderful mechanism by which a -- a number of small districts can achieve economies of scale in sharing the resources that make them more cost effective. In fact, the heavy reliance on the interlocals and cooperatives may be part of why Kansas is able to be so very efficient. The challenge is purely one of appropriate attributing to the districts these spending by the co-ops. And the -- the source of that particular challenge is that sometimes, as I understand the data, there are funds from, say, federal sources that go straight to the co-op rather than through the districts such that the reported outlays on behalf of the

cooperative exceed the transfers of the members into the cooperative, so it's important to account for the expenditures of the cooperative rather than the spending into the cooperative by the districts.

So what we did was we shared out the cooperative spending to the member districts according to their share of special education students, since this was a special education cooperative. That's imperfect but it's, in my professional opinion, a more honest and accurate way of reflecting what resources are being brought to bear on the kids than would be to ignore that particular piece of funding.

SENATOR PETTEY: Thank you.

CHAIR BAUMGARDNER: Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Madam Chair. A couple different topics I'll try and briefly articulate.

On clarification, when you talk about the LPA studies that you looked at, we had -- there's a couple different schedules of studies that are -- that have been conducted in the past. There were annual studies done of small,

medium, large districts and then there were other studies over that time frame that were specific topics. Which -- are you talking about all of it or something specific?

MR. JASON WILLIS: Yeah, we -- we just had staff pull a random sample, basically, over the last five years and then had staff kind of read through them and look for some of the kind of emerging themes. It -- it wasn't specific to the results of LPA, but in the -- in the body of the report we talk specifically around how we think some of the things that -- that LPA is doing in reference to work with the district has some significant benefit as that is -- as that could be shared with other districts, and then what are the vehicles in which to share and work on those kinds of practices.

REPRESENTATIVE ROOKER: Thank you. Have you -- have you accounted -- in your -- your cost estimate have you accounted for inflation over a long-term phase-in?

DR. LORI TAYLOR: The -- the analysis fully accounts for inflation over the -- the period of time that we analyzed, and the -- the

supplemental slides specifically account for inflation, but the numbers in the printed report are in 2016/17 dollars.

REPRESENTATIVE ROOKER: Dollars. So we have -- in some of the legislation we've enacted we have used CPI -- the Midwest CPI as a factor. Would that be a --

DR. LORI TAYLOR: It would be crucially important to incorporate something related to the Consumer Price Index, and the Midwest CPI seems like a very reasonable strategy to use for Kansas, but it -- I used to work with the Federal Reserve System. So we're very much totally into the whole inflation measurement thing, and it's important to recognize that these are estimates of real resources and that, as the prices change over time, one would need to also change the -- the dollar estimates.

REPRESENTATIVE ROOKER: Madam Chair, if I may, my colleagues' questions about KPERS raised -- I need to clarify what that discussion was about.

So there -- obviously, with current school district employees there is a cost to

their benefit package that would include their pension contributions, but I think what my colleague was alluding to is the state is making additional payments to get caught up on, you know, a long-term, unfunded liability and we have an escalated schedule on payments. On top of that, as was mentioned, the pension, the KPERS, is a -- a very brief pass-through on the school district books, so I -- I'm not sure I understood in your answer what it is you are and are not accounting for in this with regard to the KPERS piece.

DR. LORI TAYLOR: Thank you for the question.

The cost estimates that they -- we used excluded specific functions of school districts like construction and food service and transportation. It excluded a few specific funds like the food service funds and we excluded a -- a couple of objects, but otherwise everything that shows up on the books as reported expenditures of the districts that is not simply a fund transfer would be included. And I am not -- basically, as I understood the fund transfers, they were within

district transfers of funds from one pocket to the next.

REPRESENTATIVE ROOKER: Well, we actually, I think, have a system where the KPERS payment comes out of the state general fund, lands in the school district account and then is almost immediately transferred into the KPERS system and it's that much larger payment, it's not just for today's school district employees.

MR. JASON WILLIS: Yes. So the -- so on page 95 of the report -- this is Appendix C -- we lay out by fund, function and object, although funds, functions or objects that were either included or excluded. You can see there on the bottom where the -- sorry, near the bottom of page 95 that the KPERS special retirement contribution is --

SENATOR ROOKER: Is included. So I -- I don't know if there's any deeper analysis that might be done in terms of how we tag that KPERS burden.

Is it appropriate to be cleaning up 20 years of an unfunded liability and tagging it as today's per pupil cost? Is that appropriate

because it is being paid for today? I guess...

MR. JASON WILLIS: So you can treat it several ways, and states do this differently depending on if it's a liability of the school district. In some states what a state will do is kind of provide dollars in the funding formula but will give the obligation for the districts to make the payments on behalf of those current and future -- I'm sorry, previous, current and future employees with those funding formula increases.

There are other states that will make contributions directly to the retirement system and say, you know, we're going to leave that outside of the -- the work of key total systems. But generally what we see with pension programs across the country is there is some share of that burden between local and state agencies to pay for prior, current and future employees, but it's up to the discretion of the state to decide that.

REPRESENTATIVE ROOKER: Okay. Thank you very much.

DR. LORI TAYLOR: And -- and, if I might point out, we -- we have a visibility on

the expenditures, not a visibility on the revenue stream that generated the funding.

CHAIR BAUMGARDNER: Representative Aurand.

REPRESENTATIVE AURAND: Thank you, Madam Chair.

A couple of real quick items. One, specifically with regard to economies of scale and on their Appendix E, handily, Abilene is .1, to start the list. As I understand economies of scale, you know, typically, as we grow to look and fill the rooms and everything we get there, which makes sense, but I -- I don't quite understand how it reverts and goes backwards, then, quite so much.

When I look at Blue Valley, which a lot of us look at as a large suburban school, it's 1.97, and I'm struggling to see that that also equates to Western Plains with 107 students. So I'm struggling to see how on economies of scale a district with 22,000, with very limited poverty, equates to a district that is so small as to keep any class -- have any full class at all.

How do those both get to the 1.97, and

what is it about economies of scale? I don't understand that the large schools revert back to being very poor.

DR. LORI TAYLOR: Thank you for the question.

What the estimated relationship between the school district enrollment and cost is basically a U-shaped relationship. This has been found in almost every study that has been done across the country, is that there's kind of a cost-minimizing point and then costs continue to rise due to cost associated with largeness that are not otherwise captured in the model.

The -- in fact, one of the criticisms of some -- of the work in Texas has been that we failed to find the U shape relationship everybody else was -- was finding, that this kind -- this has to do with -- in Texas, with this -- the really big districts being really, really big. But the -- the fact remains is that the best fit to the spending patterns in Kansas is its costs -- costs fall as you get bigger until you get to about 1,600 and then costs start to rise again. One could think of

those as costs associated with the large districts also having additional sources of cost. One could also associate it with some sources of the challenges of administering larger units. Jason, do you want --

MR. JASON WILLIS: So just to -- in like very practical experience, the three districts that I served as the chief financial officer in were all over 25,000 students. So the district you're referencing with Blue Valley, the ones that Lori is talking about, part of the practical experience of working in such large systems is the communication that you have to do to get a -- a message, a directive, a strategy from one place of the organization to another. That's very different than if I was working in a district of 1,600 kids in which decisionmaking might be my sole discretion or it might be one other person. And those are kind of represented in costs associated with operating larger systems versus the smaller system, what we kind of -- what you see borne out in the research itself.

REPRESENTATIVE AURAND: I guess I understood the U-shaped summary and I would

have thought some of that would have been picked up on large districts, that kind of open area of maybe the cost. You also have that on the regional price index, some of that cost of large urban areas.

But, specifically to this size, have you ever seen -- does that make any, I guess, sense in the terms of it would be so bad with what you've discussed that it would have reverted back to a school the size of 100 that would have absolutely no ability to have any sort of efficiencies?

DR. LORI TAYLOR: In a survey of the literature that -- that was conducted a few years back they looked at the relationship between economies of scale and costs for a variety of districts and reached the conclusion that costs are minimized in the 2,000 -- kind of nationwide. In lots and lots of studies costs are minimized in about the 2,000 to 4,000 enrollment range and increased sharply on either end of that. So 1,600 being the cost minimizing size in Kansas does not -- it is very much consistent with the estimates that have been found in other states, especially

other rural states.

REPRESENTATIVE AURAND: All right. Thank you, Madam Chair.

CHAIR BAUMGARDNER: Senator Denning.

MAJORITY LEADER SENATOR DENNING: Thank you -- thank you, Madam Chair.

Circling back around on Representative Aurand's question, I've also noticed that you schedule in the LPA Duncombe and Yinger cost function study. They also recognized it. But your -- your study has a 97 percent index. Their study had less an 3 percent index. All the literature that I was able to review was all around their 3 percent index. Nothing came even close to the 97 percent that you're using for the big schools, which basically doubles the base value.

So what logic are you using that Duncombe and Yinger did not use in their cost function?

DR. LORI TAYLOR: Duncombe and -- thank you for the question.

Duncombe and Yinger looked at differences in the relationship between size categories for school districts and cost, and the largest size category in their analysis was 5,000 students

-- school districts with 5,000 students or fewer. So they did not allow for any difference in cost between a 5,000 school -- 5,000-student district and a 20,000-student district. Our analysis, if -- if that were in fact the pattern in Kansas, then that would have been the pattern that we detected.

What we observe is that as this size was continuing to grow, costs were going back up. So the primary driver of the difference between the two models is that the Duncombe and Yinger model did not allow for any increase in costs associated with bigger districts.

MAJORITY LEADER SENATOR DENNING: It just seems like a big discrepancy. It's over a billion dollars in your analysis if you compare it to Duncombe and Yinger's analysis. You come up with an extra billion dollars to the big schools in your formula. I just think that's noteworthy.

The second thing I wanted to ask you about is going back to Appendix E, starting on page 117, and I'm looking at the regional index. And, again, I'm -- it doesn't -- I'm not following the logic here. And we'll use

two schools in specific. Blue Valley has a regional index of 1.15 and Beloit has a regional index of 1.77. Blue Valley is on the eastern side of the state and Beloit is not.

So how does that -- how does that sort out?

DR. LORI TAYLOR: Yeah, sure. Thank you very much.

The -- the issue is that the regional adjustment is not purely about labor cost but also about the population density, and what you're observing is that the population density is much lower in Beloit; therefore, the costs of operating schools is much higher. Their campus -- their buildings are smaller than would be cost effective and that what we observed in the data is that the sparsity factor, the population density factor dominates the geography -- the geographic relationship. And that's what you're observing there as well.

MAJORITY LEADER SENATOR DENNING: And then, on that same line of thinking, when you go to page 80 and you have your comparable wage index map, are you -- the underlying data is being calculated into this index; is that

correct?

DR. LORI TAYLOR: Yes, sir.

MAJORITY LEADER SENATOR DENNING: So Wyandotte and Johnson County, the couple of two largest counties, aren't on that map. They're inside the Missouri.

So is this data excluding those? Is that -- could that be a reason why Blue Valley is so low? Is -- is --

DR. LORI TAYLOR: Yeah, no.

MAJORITY LEADER SENATOR DENNING: Those two counties are not on that map.

DR. LORI TAYLOR: Yes, sir, I'm seeing that and, no, sir, that's not -- I don't think that that's what's going on, but I will find out.

MAJORITY LEADER SENATOR DENNING: Yeah, I think that would be really important to find out.

And then, just my closing remarks, you know, the amount of money that you're asking us to put in schools -- I know this is an academic exercise and not a financial exercise, but it's 148 percent of 100 percent of the tax growth in Kansas, so just to put that into perspective.

And then, on that same line of thinking, when you put -- when you're asking us to put 400-some million dollars in to chase the 95 percent graduation rate, does that have anything to do with -- with improving math and reading, that number that you gave us? It seems like it did not.

DR. LORI TAYLOR: Well, it -- it's a -- it does in the sense that it's a multiplicative factor so that to achieve a certain performance level in math and reading with a higher graduation rate would be more expensive.

MAJORITY LEADER SENATOR DENNING: So, just by definition, if we're chasing graduation rate with that amount of money, would not -- would not the other assessments come up? It seems like we're double-counting. Seems like they would have to come up by definition.

DR. LORI TAYLOR: The -- thank you very much.

The methodology of regression analysis is going to give you the -- the marginal costs or the additional costs associated with a small change in graduation rate, holding the normal

core of equivalent score constant and simply -- similarly, the estimated cost of that increase in scores holding the graduation rate constant. So when one does the forecasting exercise one -- both of them simultaneously, but the estimates are independent, so no double-counting.

CHAIR BAUMGARDNER: Senator Bollier.

SENATOR BOLLIER: Thank you, Madam Chair.

I think this will come up partially from that Appendix E, and a question with that base number and then the next of all those multipliers. You used an assumption that it is a different cost for a -- a K-through-8 versus 9-through-12 student.

So can you help me understand, then, as we go back into our own funding formula, how these base numbers follow that change and the multipliers?

DR. LORI TAYLOR: Thank you very much.

The -- the way in which the -- the grade level of a school influences cost is built into the base estimates for each district. That's

why the base is not identical from one district to the next. It differs according to the current grade configurations of the buildings operated by that district. We presume that if a district currently operates as a K-8 it would continue to operate as a K-8 and then a high school campus -- rather than trying to make some sort of extrapolation about how the district would change its school configuration in response to policy changes, so...

CHAIR BAUMGARDNER: Senator Hensley.

SENATOR HENSLEY: I want to go back to a question that I asked J.F. King on Friday. If you wouldn't mind putting that previous slide up that you -- you had there.

MR. JASON WILLIS: Sorry, which -- sorry, which one?

DR. LORI TAYLOR: Which one?

SENATOR HENSLEY: On the expenditures. That may have been the previous slide, but I'm talking about the one that Representative Trimmer was referring to on the expenditures that you're recommending.

DR. LORI TAYLOR: Ah. Okay. There. Yes, sir.

SENATOR HENSLEY: Yeah, I believe that's it. Actually, the -- no, I'm talking about over the three-year period of time. That's it.

I'm looking at finding number 6 on page 70, and it's with regard to phasing in the funding increases over a period of time. And the other day I asked Mr. King -- you had referred to the table below and there was no table. Is this the table?

DR. LORI TAYLOR: Yes, sir, this is the table.

SENATOR HENSLEY: Okay. But on -- on the -- the other day you were talking about over a five-year period of time. This differs from that inasmuch as it's over a three-year period of time.

DR. LORI TAYLOR: And the -- and one would then carry it forward for the remaining five years. So each year we would have an additional 1 percentage point increase in the graduation rate --

SENATOR HENSLEY: Right.

DR. LORI TAYLOR: -- and, therefore, you could --

SENATOR HENSLEY: So can you provide that for us?

DR. LORI TAYLOR: For a five-year plan?

SENATOR HENSLEY: Yeah.

DR. LORI TAYLOR: Sure, gladly.

SENATOR HENSLEY: I'd be curious to see it.

The other thing that I would say with regard to the point that Jason made about school leaders planning for the future -- you know, when I think back to our response to the Montoy decision, we had a special session in 2005 called by the governor to respond to that. And then, of course, in the regular session of 2006, combined, we invested somewhere in the neighborhood of about 700 million dollars and we phased in over a three-year period of time, and the court found that acceptable. But, obviously, this country went into the greatest economic downturn since the Great Depression and, as a consequence, we cannot keep our commitment. You know, you were talking about the legislature keeping its commitment. And so it's very difficult for local school people to

make plans when those kinds of things happen, and that's the difficulty with this.

I'd be curious to know what other states -- do they have a lockbox? Do they, you know, provide for absolute guarantee? How do they do it? Obviously, you can't hold one legislative session -- legislature over the actions of another, and I'm just curious to know if you're aware of what other states may do to make sure that the commitment is kept.

MR. JASON WILLIS: Yes, there are several states. They've been raised up nationally for their efforts, and some of this can be observed over the last decade. And they've learned a lot of things, some things that worked for them, some things that didn't, and we're happy to provide the committee with some of those specific state examples and some of the writings that I have in my mind that I think might be helpful in providing some guidance about, as you refer, the lockbox, if you will.

SENATOR HENSLEY: That's the only term I can come up with. You know, we talk about Social Security being put into a lockbox,

and I'm wondering if we couldn't, you know, come up with a similar idea here at the state level.

MR. JASON WILLIS: They're -- they're generally referred to as minimum funding guarantees, and there's a set of --

SENATOR HENSLEY: Say that again?

MR. JASON WILLIS: Sorry. Minimum funding guarantees.

SENATOR HENSLEY: Minimum funding guarantees.

MR. JASON: And they're a set of procedures and policies that surround that level of funding and some of which are tied to the economic activity of the state, others of which track with the level of spending. Again, we can certainly provide some of the write-ups around that that could provide some of the lessons learned that other states have experienced.

SENATOR HENSLEY: One of things that we did not do in the '92 school finance law -- I was actually in the house at that time -- is we did not build in a CPI index. We didn't index the base budget per pupil, which I think

was a real big mistake on our part and going back to Representative Rooker's question, you would advise us to do that under -- under this.

DR. LORI TAYLOR: Most definitely, yes, sir. I would -- I would advise the -- the use of some sort of inflation adjustment, and it -- it can be very attractive to automate that rather than requiring debate and -- on that end.

SENATOR HENSLEY: Thank you.

CHAIR BAUMGARDNER: Representative Johnson, we're back to you. Get out that list.

REPRESENTATIVE JOHNSON: Thank you, Madam Chair. I'll -- I'll jump into some of the assumptions and calculations.

So I think it was page 66 where you talked about the different weightings in general, and I think you mentioned that the reduced lunch student had a multiplier of 1.98 and the English learner had a multiplier of 1.22.

And then would I be correct in assuming the study would multiply those numbers so that a student would be a factor of 2.41 if I am both, because I -- I can imagine in some of my

communities where I would have an English learner who would also be reduced lunch and I -- I think it at least implies that would be a linear relationship, or is that different?

DR. LORI TAYLOR: One would add -- pardon me. One would add the student weight plus the ELA weight, most definitely, and that would -- then we'd have to take the log. So it's -- it's definitely a compounding weight.

REPRESENTATIVE JOHNSON: So it's not a simple multiplication?

DR. LORI TAYLOR: No, it's not a --

REPRESENTATIVE JOHNSON: Okay.

DR. LORI TAYLOR: -- simple multiplication.

REPRESENTATIVE JOHNSON: Okay. So --

MR. JASON WILLIS: Let me -- sorry, Representative Johnson.

So just -- I'm just thinking forward to the practicalities of applying that practice. So some states what we've seen is the way they think about this is creating an unduplicated count. So if I'm a student that is special education and low income, in the kind of early going of the formula you only count them once.

There is some research to suggest that where there are concentrations of these types of students there are additional costs and so some states will add concentration factors at some threshold for those districts that then provide additional funding in recognition of, if I have both English learners and special education students, there are sets of services that are going to need to be accounted for in both of those circumstances.

DR. LORI TAYLOR: But the estimation model treated them as separable.

REPRESENTATIVE JOHNSON: Okay. However, it sounds like not only is there a compounding effect, but there may be even more than that that you're mentioning that's dealt with in practice so that it may understate rather than overstate the actual cost?

DR. LORI TAYLOR: Well, we explored whether there was a -- a relationship between the two that was statistically significant and concluded that there was not in -- in the Kansas context, but it's clearly been found to be that other way in other contexts. We also looked for whether or not there was a

concentration of poverty effect, that if one looked at the -- get wonky on you -- wonkier on you for a moment -- to look at whether or not there was a quadratic relationship between poverty and cost rather than a linear relationship and basically found that it was linear, that the quadratic term could be discarded. And that is what one of the models presented in Appendix A lays out for folks so they can see that.

REPRESENTATIVE JOHNSON: Okay. Thank you.

Then that number, whatever number, I would also apply towards the rate on page 61 which Senator Johnson talked about in terms of the 1.2 or 1.9 if I'm looking at grades K-8 or high school to -- to get the eventual factor that that student might apply?

DR. LORI TAYLOR: Right. The -- the -- the grade level, the K-8s versus the -- the higher grades, basically what that yields are four possible base values, one for schools that serve only elementary grades, one for schools that serve only high school grades, one that's for schools that serve both, which would be

your -- like a K-12 building, and one for -- for buildings that serve neither, and that would be like a middle school or a junior high school, and then the base estimate for any single district is a weighted average of the basis for all the buildings the district currently operates. So it differs slightly from district to district because of the configuration of buildings in those districts.

REPRESENTATIVE JOHNSON: Related to that, you had mentioned that if we adjusted the no compensatory support number from 5.1 billion it would be about 4.7 billion if we reduced it by 5 percent, and that 5 percent reduction would equate to more than the 1.9.

Is there something else that goes on as we put the -- the percent change to the percent increase in the graduation rate? Am I making any sense?

DR. LORI TAYLOR: If you might, try to --

REPRESENTATIVE JOHNSON: So if I go from 5.1 to 4.7, that would be a difference of around 357 million, I think, which would be equivalent to essentially a 2.24 percent

increase, which would be above even the high school increase given that the range was between 1.2 and 1.9 for the grades. The number that we were given appeared to be a higher multiplier. Now, they're big enough numbers that a lot could be explained in rounding, but I was trying to just get to --

DR. LORI TAYLOR: On average what we found was that the -- each additional 1 percentage point in increase in the graduation rate as associated with a 1.5 percent increase in cost, but what we were estimating when you wring the -- the modest amount of inefficiency out of the system was that it would not cost as much as you currently spend to operate the districts as they currently are operated. And so then you come up from there for the increases in the graduation rate.

REPRESENTATIVE JOHNSON: Thank you. And then I know we're assuming linear and I know at some point linear breaks down in terms of getting from 89 to 90 percent versus 99 to 100 percent.

Is there something that would give us confidence that linear is a good assumption in

the relevant range where we're going from essentially 86 to 95 on the graduation rate?

DR. LORI TAYLOR: We -- we did do analyses very early on presuming that there could be a -- a square chart -- a nonlinear relationship between the graduation rate and the percentage change in cost. We did not detect that particular relationship. I would be glad to provide tables to that effect.

REPRESENTATIVE JOHNSON: Thank you. Something that would give us some sliding scales would be -- would be useful.

And then in the cost function analysis -- is there a way that we can delve into that to see where the money was being spent per student and -- and better define how we might spend it, whether it's on increasing salaries or increasing teachers or how that -- that plays through or does this data not get to that point?

MR. JASON WILLIS: So I think that this goes back to one of the things that I was saying earlier that currently Kansas, as far as we can observe, doesn't have a structure in which to identify, point out those schools and

districts that are at high levels of performance with certain characteristics and then basically study -- to your point, studying them, understanding how and where they're investing resources and how that might apply in other contexts. This study does not delve into looking at those categories of spending across schools or districts.

DR. LORI TAYLOR: Although it does clearly generate a -- or could be used to generate a set of best practitioners, districts that are particularly cost effective while accomplishing particularly high performance goals. The problem, typically, is one gets into that exercise -- you can use it for -- for drilling down in the data and seeing how they spend their resources. You don't want to fall into the trap of presuming that you can do some sort of successful schools analysis that way, because the demographic characteristics of the schools are frequently somewhat privileged.

REPRESENTATIVE JOHNSON: Thank you. To the ultimate end, not necessarily directly related on the study, I would assume one of the things that would help outcomes is more staff,

and I know at the margin I can increase staff and have that impact. I think you addressed it through saying staged implementation would be key. But at some point I am not able to acquire the degree of staff at that rate, just isn't anything -- if I increase the number of -- number of NBA teams by 20 percent I just don't have the talent to fill them, as much as I might want to do that. And that's one of the concerns that I had, just in the ability to implement as well, depending on where those monies were dedicated.

DR. LORI TAYLOR: Thank you very much for the question.

We are not making specific school size or class size recommendation or any presumption that additional resources should be spent specifically lowering class sizes. One of the cost drivers in Kansas is that the class sizes are already dysfunctionally low in rural areas where you just can't get to a cost-minimizing size classroom. And so it's -- it's not always going to be the case that the solution should be to lower class sizes. In a lot of rural Kansas that -- that would not be the best

solution. One might want to think to -- to other strategies about sharing resources or some sort of heavier reliance on virtual instruction for certain subject matters or that sort of thing.

What we -- and that kind of reinforces the point that there needs to be some support to school districts and figure out how best to use any additional resources being provided by the state to identify who best practitioners are in the state and what they -- they do. Other states have mechanisms by which you can do that.

I'm associated with the Texas Smart Schools project, which is essentially helping schools and districts in Texas identify their peers with similar kinds of kids, similar kinds of labor markets but yet they're able to accomplish more, and the question is figuring out who those -- who those best practitioners are so one can learn from them.

REPRESENTATIVE JOHNSON: Thank you. Thank you, Madam Chair.

CHAIR BAUMGARDNER: Could you please share with us, how is it that we have that

accountability, so that increase in -- in graduation rate, increase in scores, without having what, you know, we know has occurred in -- in some school districts and in some states whereby students are driven out of the schools? So how do we have that accountability and provide that support without having those negative consequences, I think, for -- for children?

MR. JASON WILLIS: So what I would -- what I would start with is probably being very transparent and open about agreements, like where does the state have agreement about how schools and districts are going to achieve some set of outcomes. That's typically the first step, right, so if -- if the State of Kansas could identify for itself, you know, here are the three priorities, the three things that we're going to focus on that we really believe is going to drive outcomes. Early literacy has been a very popular hot topic nationally and continuing kind of funding and research going into it identifying -- so we'll just pick that.

So early literacy becomes a driver of education policy here in Kansas. And if

schools and districts are clear that that is the priority and that's where they should be putting their focus to drive outcomes, some of the things that you could ask schools and districts for are, with the provision of additional sets of resources, how do they use those additional resources in combination with current funds to drive that outcome.

So they produce some type of, you know, short document or plan that makes clear to the public and to, you know, their practitioners where they're going as an organization. And that really speaks to both consensus about focus but also about prioritizing where people will spend their time and energy.

One of the things that we can observe in school districts across the country, particularly from a practical standpoint, is that without that kind of focus, the demands on school districts and schools are tremendous. I mean, you could be aiming in any number of directions given the requests and things that happen in your schools and districts. So unless you have that focus and you're aiming in a certain direction together, it's going to be

really difficult to stay away from getting pulled in one direction or another on a day-to-day or a week-to-week basis. And it's through those plans and those conversations that you create opportunities.

It's called -- you can call it accountability, but really what it is is what's going on for you as a school or district, what's the opportunity for you to be able to continue to make progress given the amount of resources that the state continues to invest in those organizations.

CHAIR BAUMGARDNER: Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Madam Chair, and I did promise one question.

In the study on page 45 at the top you -- you speak to the fact that it's not practical to make a onetime, significant investment in statewide -- in a statewide public education system and expect at the end of that school year to see dramatic improvement, and you're asking us to frame our expectations around long-term investment in our schools. So what is there -- and I -- when we see the charts

with the year-by-year-by-year improvement, I assume that this is all calibrated to get us to a long-term goal.

What is realistic in terms of expectations? We as lawmakers do the work to put these long-term investments in place, but we know there's lag time in -- in improvement in those student -- the performance measures. What is a realist expectation for us to begin to see that return on the investment in our students?

MR. JASON WILLIS: So I -- I'll start and if Lori wants to jump in. I think that really resides with the people that are in your schools and districts. I think their experience is paramount to understanding where they feel like they can make progress on a month-to-month basis and the annual basis for moving forward. And so I think, you know, to one of the prior questions, being able to get people in a room to have those kinds of conversations, it's not only the start of helping you to understand -- not you, the -- the body at large -- to understand, you know, what does that investment look like, what do we

get as a result of that, but it also starts to condition the system to a common understanding, right? If everybody's consistently talking about grad rates or early literacy or, you know, higher order math, that becomes a way in which the system starts to understand like this is the focus, this is where we should be putting our attention.

DR. LORI TAYLOR: I would add that there's a -- there's a really good quality and a really large amount of -- of research suggesting that early education, especially pre-K education, has some significant and persistent benefits, but you're not going to get a return with respect to the graduation rate the next year from an invest -- a greater investment or an increased investment in pre-kindergarten. It takes a while for those kids to matriculate through the system.

So part of the complexity of your question has to do with what type of intervention or where the district is planning to put additional resources. And that would lead me to kind of echo Jason's comments regarding asking for deliberate and

deliberative planning on the part of districts about how they would use additional resources should those be provided by the state.

CHAIR BAUMGARDNER: Senator Bollier, yes.

SENATOR BOLLIER: Quick request. Tying into what Representative Johnson was asking about graduation rates and how much can you expect percentage-wise, but would you be able to provide us with, essentially, a sliding scale for -- for a thing, you know, percentage change costs X amount of money from all of the things that we're trying to measure, so we can have a better, clearer understanding?

DR. LORI TAYLOR: For -- for all of the things we're trying to measure --

SENATOR BOLLIER: Well --

DR. LORI TAYLOR: -- or for the outcome measure?

SENATOR BOLLIER: -- you've used ELA, so we have set up that parameter that the school board set up. So if we were going to make a -- a 1 percent increase in that per year or what -- whatever, can that be teased down into that?

DR. LORI TAYLOR: Probably, and I'd definitely be willing to try.

SENATOR BOLLIER: Thank you.

CHAIR BAUMGARDNER: I think that we would like to see some type of sliding scale, if you would, for not only the graduation rate but for the math and the reading performance. So if --

DR. LORI TAYLOR: Yes, ma'am.

CHAIR BAUMGARDNER: If we could just kind of just see how that shifts and -- and what impact that has, I think that would be helpful.

DR. LORI TAYLOR: I would be glad to -- to provide you with whatever's possible there, yes.

CHAIR BAUMGARDNER: And, committee members, I know that Dr. Taylor will be providing us a PDF of the PowerPoint and so our two assistants will get that sent out to you. And, also, those of you in the audience who are already on the distribution list. You'll be receiving a copy of that PDF also.

At this point in time we are late on the senate side to be on the floor, so the meeting

is adjourned.

(The Hearing Proceedings went off the record at 2:34 p.m. with the conclusion of the hearing.)

C E R T I F I C A T E

STATE OF KANSAS )
)
COUNTY OF SHAWNEE )

I, Dana L. Burkdoll, a Certified Shorthand Reporter of the State of Kansas, do hereby certify that I was present at and reported in machine shorthand the proceedings had on the 29th of March, 2018, at the Kansas Statehouse, Old Supreme Courtroom, Southwest Eighth and Van Buren Streets, City of Topeka, County of Shawnee, State of Kansas.

I further certify that the foregoing transcript is a true, correct and complete transcript of all the testimony and proceedings aforesaid.

IN TESTIMONY WHEREOF, I have hereunto set my hand at my office in Topeka, Kansas, this day of , 2018.

Dana L. Burkdoll
Certified Shorthand Reporter
#1364

Col 7 Col 40 Col 41 Col 45

3/5/2018

| USD # | County | District Name | Total Adjusted Enrollment (incl 4yr AR & KDG) | 2017-18 Adjusted Legal General Fund Budget | General Fund Per Pupil | 2017-18 LOB Base General Fund | Legal Max Local Option Budget | Legal LOB Per Pupil | LOB Percent Used (LOB Base) | LOB Percent (Actual General Fund) | LOB Mill Levy |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | | **STATE TOTALS** | **473,385.2** | **3,289,772,519** | **6,949** | **3,608,466,363** | **1,108,627,250** | **2,342** | **29.21%** | **33.70%** | **19.213** |
| 258 | Allen | Humboldt | 602.0 | 5,421,368 | 9,006 | 5,194,709 | 1,714,254 | 2,848 | 33.00% | 31.62% | 19.944 |
| 257 | Allen | Iola | 1,264.0 | 9,464,709 | 7,488 | 10,217,375 | 3,065,213 | 2,425 | 30.00% | 32.39% | 18.364 |
| 256 | Allen | Marmaton Valley | 282.8 | 2,650,770 | 9,373 | 2,923,319 | 873,763 | 3,090 | 29.89% | 32.96% | 24.147 |
| 365 | Anderson | Garnett | 1,009.5 | 7,158,321 | 7,091 | 7,907,073 | 2,480,000 | 2,457 | 31.36% | 34.64% | 19.561 |
| 479 | Anderson | Crest | 217.5 | 2,144,812 | 9,861 | 2,360,563 | 442,000 | 2,032 | 18.72% | 20.61% | 16.005 |
| 377 | Atchison | Atchison Co Comm Schools | 568.0 | 4,871,486 | 8,577 | 5,251,545 | 1,646,046 | 2,898 | 31.34% | 33.79% | 23.448 |
| 409 | Atchison | Atchison Public Schools | 1,702.0 | 11,559,714 | 6,792 | 12,726,438 | 3,814,025 | 2,241 | 29.97% | 32.99% | 15.740 |
| 254 | Barber | Barber County North | 473.0 | 3,883,016 | 8,209 | 4,273,062 | 1,281,919 | 2,710 | 30.00% | 33.01% | 18.580 |
| 255 | Barber | South Barber | 249.5 | 2,259,384 | 9,056 | 2,494,834 | 748,450 | 3,000 | 30.00% | 33.13% | 17.274 |
| 355 | Barton | Ellinwood Public Schools | 450.5 | 3,582,966 | 7,953 | 3,946,845 | 1,222,847 | 2,714 | 30.98% | 34.13% | 23.839 |
| 428 | Barton | Great Bend | 3,006.5 | 19,824,092 | 6,594 | 21,929,911 | 6,578,973 | 2,188 | 30.00% | 33.19% | 18.789 |
| 431 | Barton | Hoisington | 735.6 | 5,958,124 | 8,100 | 6,572,501 | 1,794,000 | 2,439 | 27.30% | 30.11% | 18.146 |
| 234 | Bourbon | Fort Scott | 1,851.6 | 11,875,149 | 6,413 | 13,116,744 | 3,935,023 | 2,125 | 30.00% | 33.14% | 13.785 |
| 235 | Bourbon | Uniontown | 445.0 | 3,744,408 | 8,414 | 4,144,071 | 1,243,221 | 2,794 | 30.00% | 33.20% | 22.118 |
| 430 | Brown | South Brown County | 576.5 | 4,969,443 | 8,620 | 5,615,835 | 1,684,751 | 2,922 | 30.00% | 33.90% | 21.880 |
| 415 | Brown | Hiawatha | 914.6 | 6,950,187 | 7,599 | 7,648,638 | 2,203,155 | 2,409 | 28.80% | 31.70% | 18.703 |
| 394 | Butler | Rose Hill Public Schools | 1,552.0 | 9,378,613 | 6,043 | 10,210,160 | 3,352,165 | 2,160 | 32.83% | 35.74% | 14.535 |
| 396 | Butler | Douglass Public Schools | 679.8 | 5,185,871 | 7,629 | 5,705,104 | 1,866,089 | 2,745 | 32.71% | 35.98% | 20.224 |
| 206 | Butler | Remington-Whitewater | 511.2 | 4,207,101 | 8,230 | 4,635,368 | 1,440,000 | 2,817 | 31.07% | 34.23% | 19.951 |
| 385 | Butler | Andover | 5,171.0 | 31,806,773 | 6,151 | 31,761,353 | 9,846,019 | 1,904 | 31.00% | 30.96% | 13.398 |
| 205 | Butler | Bluestem | 498.3 | 4,264,788 | 8,559 | 4,699,982 | 1,409,995 | 2,830 | 30.00% | 33.06% | 21.520 |
| 402 | Butler | Augusta | 2,169.3 | 12,689,965 | 5,850 | 13,992,214 | 4,197,664 | 1,935 | 30.00% | 33.08% | 14.008 |
| 492 | Butler | Flinthills | 269.7 | 2,404,001 | 8,914 | 2,655,627 | 796,688 | 2,954 | 30.00% | 33.14% | 23.899 |
| 490 | Butler | El Dorado | 1,903.8 | 12,186,125 | 6,401 | 13,652,141 | 4,082,172 | 2,144 | 29.90% | 33.50% | 16.699 |
| 375 | Butler | Circle | 1,889.8 | 11,119,554 | 5,884 | 12,190,400 | 3,626,947 | 1,919 | 29.75% | 32.62% | 14.678 |
| 284 | Chase | Chase County | 350.5 | 2,894,894 | 8,259 | 3,250,654 | 975,196 | 2,782 | 30.00% | 33.69% | 17.564 |
| 286 | Chautauqua | Chautauqua Co Community | 375.4 | 3,220,809 | 8,580 | 3,711,345 | 1,101,146 | 2,933 | 29.67% | 34.19% | 22.356 |
| 285 | Chautauqua | Cedar Vale | 182.5 | 1,773,857 | 9,720 | 1,960,834 | 405,000 | 2,219 | 20.65% | 22.83% | 16.470 |
| 493 | Cherokee | Columbus | 962.0 | 7,344,200 | 7,634 | 8,107,251 | 2,432,175 | 2,528 | 30.00% | 33.12% | 18.266 |
| 499 | Cherokee | Galena | 813.5 | 6,230,249 | 7,659 | 6,861,585 | 2,058,476 | 2,530 | 30.00% | 33.04% | 17.652 |
| 508 | Cherokee | Baxter Springs | 1,008.5 | 7,588,371 | 7,524 | 8,231,807 | 2,469,542 | 2,449 | 30.00% | 32.54% | 21.771 |
| 404 | Cherokee | Riverton | 739.0 | 5,704,343 | 7,719 | 6,339,320 | 1,881,052 | 2,545 | 29.67% | 32.98% | 17.817 |
| 297 | Cheyenne | St Francis Comm Sch | 281.5 | 2,346,715 | 8,336 | 2,597,604 | 777,800 | 2,763 | 29.94% | 33.14% | 16.653 |
| 103 | Cheyenne | Cheylin | 136.0 | 1,527,888 | 11,234 | 1,721,345 | 513,575 | 3,776 | 29.84% | 33.61% | 10.215 |
| 219 | Clark | Minneola | 243.5 | 2,070,301 | 8,502 | 2,307,386 | 692,216 | 2,843 | 30.00% | 33.44% | 23.775 |
| 220 | Clark | Ashland | 203.4 | 1,914,467 | 9,412 | 2,142,402 | 637,602 | 3,135 | 29.76% | 33.30% | 24.840 |
| 379 | Clay | Clay Center | 1,348.1 | 8,982,843 | 6,663 | 9,856,373 | 2,956,912 | 2,193 | 30.00% | 32.92% | 14.258 |
| 334 | Cloud | Southern Cloud | 186.5 | 2,070,106 | 11,100 | 2,131,585 | 703,423 | 3,772 | 33.00% | 33.98% | 27.582 |
| 333 | Cloud | Concordia | 1,073.0 | 7,472,392 | 6,964 | 8,442,304 | 2,505,212 | 2,335 | 29.67% | 33.53% | 17.512 |
| 243 | Coffey | Lebo-Waverly | 436.7 | 3,558,651 | 8,149 | 3,793,342 | 1,138,003 | 2,606 | 30.00% | 31.98% | 18.598 |
| 244 | Coffey | Burlington | 856.0 | 6,738,092 | 7,872 | 7,378,030 | 2,213,409 | 2,586 | 30.00% | 32.85% | 4.559 |
| 245 | Coffey | LeRoy-Gridley | 213.5 | 2,024,232 | 9,481 | 2,267,620 | 680,286 | 3,186 | 30.00% | 33.61% | 24.697 |
| 300 | Comanche | Comanche County | 329.5 | 2,920,775 | 8,864 | 3,218,450 | 965,535 | 2,930 | 30.00% | 33.06% | 23.458 |
| 462 | Cowley | Central | 311.7 | 2,732,893 | 8,768 | 3,020,805 | 906,242 | 2,907 | 30.00% | 33.16% | 20.034 |
| 465 | Cowley | Winfield | 2,209.2 | 14,671,174 | 6,641 | 16,131,973 | 4,839,592 | 2,191 | 30.00% | 32.99% | 17.959 |
| 470 | Cowley | Arkansas City | 2,813.5 | 20,175,418 | 7,171 | 22,234,196 | 6,670,259 | 2,371 | 30.00% | 33.06% | 15.238 |
| 463 | Cowley | Udall | 339.2 | 2,730,490 | 8,050 | 3,053,021 | 913,078 | 2,692 | 29.91% | 33.44% | 21.296 |
| 471 | Cowley | Dexter | 142.9 | 1,424,934 | 9,972 | 1,629,590 | 479,313 | 3,354 | 29.41% | 33.64% | 21.920 |
| 246 | Crawford | Northeast | 470.0 | 4,083,282 | 8,688 | 4,457,355 | 1,337,207 | 2,845 | 30.00% | 32.75% | 18.362 |
| 248 | Crawford | Girard | 1,018.8 | 7,533,669 | 7,395 | 8,302,071 | 2,490,621 | 2,445 | 30.00% | 33.06% | 18.110 |
| 250 | Crawford | Pittsburg | 3,004.3 | 20,349,370 | 6,773 | 22,139,016 | 6,641,705 | 2,211 | 30.00% | 32.64% | 17.647 |
| 249 | Crawford | Frontenac Public Schools | 933.0 | 6,465,049 | 6,929 | 7,122,399 | 2,131,332 | 2,284 | 29.92% | 32.97% | 16.728 |
| 247 | Crawford | Cherokee | 521.6 | 4,839,755 | 9,279 | 5,173,131 | 1,492,402 | 2,861 | 28.85% | 30.84% | 20.897 |
| 294 | Decatur | Oberlin | 336.0 | 2,744,911 | 8,169 | 3,032,587 | 909,776 | 2,708 | 30.00% | 33.14% | 14.918 |
| 481 | Dickinson | Rural Vista | 304.5 | 2,528,587 | 8,304 | 2,915,424 | 962,090 | 3,160 | 33.00% | 38.05% | 28.826 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 435 | Dickinson | Abilene | 1,571.5 | 9,927,352 | 6,317 | 10,879,516 | 3,263,855 | 2,077 | 30.00% | 32.88% | 17.242 |
| 473 | Dickinson | Chapman | 1,085.0 | 7,698,731 | 7,096 | 8,491,545 | 2,547,464 | 2,348 | 30.00% | 33.09% | 19.197 |
| 487 | Dickinson | Herington | 450.6 | 3,824,160 | 8,487 | 4,183,879 | 1,255,164 | 2,786 | 30.00% | 32.82% | 18.624 |
| 393 | Dickinson | Solomon | 314.0 | 2,603,099 | 8,290 | 2,890,022 | 863,504 | 2,750 | 29.88% | 33.17% | 19.908 |
| 111 | Doniphan | Doniphan West Schools | 337.5 | 2,891,531 | 8,567 | 3,317,918 | 995,375 | 2,949 | 30.00% | 34.42% | 15.103 |
| 114 | Doniphan | Riverside | 600.8 | 5,211,403 | 8,674 | 5,593,075 | 1,677,923 | 2,793 | 30.00% | 32.20% | 18.855 |
| 429 | Doniphan | Troy Public Schools | 332.1 | 2,627,535 | 7,912 | 2,914,818 | 869,327 | 2,618 | 29.82% | 33.09% | 19.799 |
| 497 | Douglas | Lawrence | 10,738.3 | 74,958,877 | 6,981 | 76,347,197 | 25,194,575 | 2,346 | 33.00% | 33.61% | 16.702 |
| 348 | Douglas | Baldwin City | 1,390.7 | 8,871,784 | 6,379 | 9,737,648 | 2,921,294 | 2,101 | 30.00% | 32.93% | 16.651 |
| 491 | Douglas | Eudora | 1,688.6 | 10,133,677 | 6,001 | 11,032,912 | 3,309,874 | 1,960 | 30.00% | 32.66% | 13.653 |
| 347 | Edwards | Kinsley-Offerle | 333.5 | 3,046,964 | 9,136 | 3,358,301 | 1,007,490 | 3,021 | 30.00% | 33.07% | 24.820 |
| 502 | Edwards | Lewis | 116.0 | 1,299,546 | 11,203 | 1,436,029 | 366,000 | 3,155 | 25.49% | 28.16% | 11.890 |
| 282 | Elk | West Elk | 343.0 | 3,259,682 | 9,503 | 3,584,198 | 1,075,259 | 3,135 | 30.00% | 32.99% | 28.136 |
| 283 | Elk | Elk Valley | 113.5 | 1,643,288 | 14,478 | 1,608,747 | 460,000 | 4,053 | 28.59% | 27.99% | 23.450 |
| 388 | Ellis | Ellis | 437.1 | 3,208,405 | 7,340 | 3,590,138 | 1,077,041 | 2,464 | 30.00% | 33.57% | 18.152 |
| 432 | Ellis | Victoria | 294.5 | 2,209,309 | 7,502 | 2,498,156 | 748,369 | 2,541 | 29.96% | 33.87% | 20.496 |
| 489 | Ellis | Hays | 2,986.1 | 18,264,834 | 6,117 | 20,434,790 | 5,995,621 | 2,008 | 29.34% | 32.83% | 14.920 |
| 112 | Ellsworth | Central Plains | 486.4 | 4,171,770 | 8,577 | 4,607,093 | 1,382,128 | 2,842 | 30.00% | 33.13% | 14.953 |
| 327 | Ellsworth | Ellsworth | 639.7 | 4,774,751 | 7,464 | 5,301,131 | 1,582,931 | 2,474 | 29.86% | 33.15% | 18.611 |
| 457 | Finney | Garden City | 7,447.0 | 51,257,178 | 6,883 | 56,915,683 | 17,074,705 | 2,293 | 30.00% | 33.31% | 14.958 |
| 363 | Finney | Holcomb | 1,000.5 | 6,811,402 | 6,808 | 7,559,964 | 2,150,000 | 2,149 | 28.44% | 31.56% | 17.804 |
| 381 | Ford | Spearville | 354.0 | 2,660,785 | 7,516 | 2,944,175 | 883,253 | 2,495 | 30.00% | 33.20% | 18.752 |
| 443 | Ford | Dodge City | 6,835.3 | 52,121,968 | 7,625 | 57,616,376 | 17,284,913 | 2,529 | 30.00% | 33.16% | 22.898 |
| 459 | Ford | Bucklin | 226.9 | 2,054,855 | 9,056 | 2,265,572 | 679,672 | 2,995 | 30.00% | 33.08% | 21.474 |
| 287 | Franklin | West Franklin | 596.0 | 5,150,915 | 8,642 | 5,748,139 | 1,724,442 | 2,893 | 30.00% | 33.48% | 20.703 |
| 289 | Franklin | Wellsville | 775.5 | 5,657,273 | 7,295 | 6,234,537 | 1,870,361 | 2,412 | 30.00% | 33.06% | 16.024 |
| 290 | Franklin | Ottawa | 2,411.4 | 16,002,164 | 6,636 | 17,574,951 | 5,272,485 | 2,186 | 30.00% | 32.95% | 15.398 |
| 288 | Franklin | Central Heights | 555.5 | 4,739,284 | 8,532 | 5,248,220 | 1,568,270 | 2,823 | 29.88% | 33.09% | 19.726 |
| 475 | Geary | Geary County Schools | 8,304.4 | 51,267,909 | 6,174 | 56,383,490 | 16,915,047 | 2,037 | 30.00% | 32.99% | 17.198 |
| 293 | Gove | Quinter Public Schools | 297.5 | 2,385,974 | 8,020 | 2,631,156 | 815,658 | 2,742 | 31.00% | 34.19% | 19.222 |
| 292 | Gove | Wheatland | 112.0 | 1,213,017 | 10,831 | 1,405,724 | 419,831 | 3,748 | 29.87% | 34.61% | 18.202 |
| 291 | Gove | Grinnell Public Schools | 90.0 | 927,389 | 10,304 | 1,025,876 | 225,000 | 2,500 | 21.93% | 24.26% | 8.765 |
| 281 | Graham | Graham County | 363.8 | 2,935,997 | 8,070 | 3,396,872 | 1,017,176 | 2,796 | 29.94% | 34.64% | 22.073 |
| 214 | Grant | Ulysses | 1,694.0 | 11,056,945 | 6,527 | 12,174,441 | 3,652,332 | 2,156 | 30.00% | 33.03% | 16.752 |
| 477 | Gray | Ingalls | 241.5 | 2,031,042 | 8,410 | 2,268,869 | 701,500 | 2,905 | 30.92% | 34.54% | 23.701 |
| 371 | Gray | Montezuma | 210.5 | 2,112,190 | 10,034 | 2,144,273 | 643,282 | 3,056 | 30.00% | 30.46% | 22.579 |
| 476 | Gray | Copeland | 97.5 | 1,299,737 | 13,331 | 1,196,363 | 358,909 | 3,681 | 30.00% | 27.61% | 15.824 |
| 102 | Gray | Cimmaron-Ensign | 647.0 | 4,880,510 | 7,543 | 5,419,751 | 1,620,941 | 2,505 | 29.91% | 33.21% | 16.731 |
| 200 | Greeley | Greeley County Schools | 252.5 | 2,200,095 | 8,713 | 2,453,506 | 733,762 | 2,906 | 29.91% | 33.35% | 19.778 |
| 386 | Greenwood | Madison-Virgil | 230.5 | 2,136,800 | 9,270 | 2,356,870 | 707,061 | 3,068 | 30.00% | 33.09% | 24.567 |
| 390 | Greenwood | Hamilton | 76.5 | 908,160 | 11,871 | 998,438 | 299,531 | 3,915 | 30.00% | 32.98% | 33.825 |
| 389 | Greenwood | Eureka | 640.0 | 5,308,751 | 8,295 | 5,933,180 | 1,761,904 | 2,753 | 29.70% | 33.19% | 20.566 |
| 494 | Hamilton | Syracuse | 519.5 | 4,400,591 | 8,471 | 4,892,743 | 1,467,823 | 2,825 | 30.00% | 33.36% | 25.023 |
| 511 | Harper | Attica | 168.5 | 1,613,617 | 9,576 | 1,782,459 | 534,738 | 3,174 | 30.00% | 33.14% | 27.955 |
| 361 | Harper | Anthony-Harper | 826.5 | 6,909,183 | 8,360 | 7,575,894 | 2,269,266 | 2,746 | 29.95% | 32.84% | 20.980 |
| 460 | Harvey | Hesston | 798.1 | 5,302,342 | 6,644 | 5,875,504 | 1,935,508 | 2,425 | 32.94% | 36.50% | 17.539 |
| 439 | Harvey | Sedgwick Public Schools | 477.0 | 3,600,593 | 7,548 | 3,973,834 | 1,192,150 | 2,499 | 30.00% | 33.11% | 19.644 |
| 440 | Harvey | Halstead | 752.5 | 5,612,807 | 7,459 | 6,225,784 | 1,867,735 | 2,482 | 30.00% | 33.28% | 19.361 |
| 373 | Harvey | Newton | 3,417.5 | 21,161,675 | 6,192 | 23,315,430 | 6,984,257 | 2,044 | 29.96% | 33.00% | 16.152 |
| 369 | Harvey | Burrton | 247.0 | 2,352,323 | 9,524 | 2,609,090 | 730,665 | 2,958 | 28.00% | 31.06% | 25.473 |
| 374 | Haskell | Sublette | 458.2 | 3,783,847 | 8,258 | 4,222,281 | 1,266,684 | 2,764 | 30.00% | 33.48% | 19.700 |
| 507 | Haskell | Satanta | 304.0 | 2,731,291 | 8,985 | 3,063,788 | 919,136 | 3,023 | 30.00% | 33.65% | 15.475 |
| 227 | Hodgeman | Hodgeman County Schools | 298.0 | 2,374,356 | 7,968 | 2,711,128 | 813,338 | 2,729 | 30.00% | 34.26% | 23.485 |
| 337 | Jackson | Royal Valley | 856.4 | 6,780,106 | 7,917 | 7,289,623 | 2,186,887 | 2,554 | 30.00% | 32.25% | 17.165 |
| 335 | Jackson | North Jackson | 375.0 | 3,039,753 | 8,106 | 3,389,248 | 1,010,578 | 2,695 | 29.82% | 33.25% | 19.163 |
| 336 | Jackson | Holton | 1,064.5 | 7,791,820 | 7,320 | 8,784,767 | 2,525,111 | 2,372 | 28.74% | 32.41% | 16.353 |
| 339 | Jefferson | Jefferson County North | 456.5 | 3,808,504 | 8,343 | 4,179,792 | 1,253,938 | 2,747 | 30.00% | 32.92% | 23.945 |
| 341 | Jefferson | Oskaloosa Public Schools | 593.5 | 5,258,676 | 8,860 | 5,757,454 | 1,727,236 | 2,910 | 30.00% | 32.85% | 20.443 |
| 342 | Jefferson | McLouth | 463.8 | 4,017,217 | 8,662 | 4,398,587 | 1,319,576 | 2,845 | 30.00% | 32.85% | 21.004 |
| 343 | Jefferson | Perry Public Schools | 754.5 | 5,986,566 | 7,934 | 6,575,973 | 1,972,792 | 2,615 | 30.00% | 32.95% | 18.430 |
| 338 | Jefferson | Valley Falls | 385.5 | 3,301,065 | 8,563 | 3,572,942 | 1,068,650 | 2,772 | 29.91% | 32.37% | 21.004 |
| 340 | Jefferson | Jefferson West | 874.0 | 6,558,223 | 7,504 | 7,211,414 | 2,156,824 | 2,468 | 29.91% | 32.89% | 20.483 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 107 | Jewell | Rock Hills | 299.5 | 2,787,775 | 9,308 | 3,070,379 | 800,000 | 2,671 | 26.06% | 28.70% | 15.303 |
| 230 | Johnson | Spring Hill | 2,743.1 | 23,371,646 | 8,520 | 20,580,106 | 6,791,435 | 2,476 | 33.00% | 29.06% | 18.294 |
| 231 | Johnson | Gardner Edgerton | 5,818.5 | 35,987,500 | 6,185 | 39,537,649 | 13,047,424 | 2,242 | 33.00% | 36.26% | 18.592 |
| 233 | Johnson | Olathe | 28,772.7 | 191,219,199 | 6,646 | 210,806,871 | 69,566,267 | 2,418 | 33.00% | 36.38% | 18.822 |
| 512 | Johnson | Shawnee Mission Pub Sch | 27,446.1 | 165,932,526 | 6,046 | 189,628,208 | 62,577,309 | 2,280 | 33.00% | 37.71% | 16.058 |
| 229 | Johnson | Blue Valley | 22,241.3 | 141,616,346 | 6,367 | 156,035,068 | 51,456,901 | 2,314 | 32.98% | 36.34% | 15.403 |
| 232 | Johnson | De Soto | 7,085.1 | 40,390,202 | 5,701 | 44,720,654 | 14,710,698 | 2,076 | 32.89% | 36.42% | 15.920 |
| 216 | Kearny | Deerfield | 204.0 | 2,026,635 | 9,934 | 2,310,352 | 693,106 | 3,398 | 30.00% | 34.20% | 19.002 |
| 215 | Kearny | Lakin | 623.5 | 4,812,341 | 7,718 | 5,291,549 | 1,574,668 | 2,526 | 29.76% | 32.72% | 19.889 |
| 331 | Kingman | Kingman - Norwich | 917.2 | 7,396,589 | 8,064 | 7,991,517 | 2,397,455 | 2,614 | 30.00% | 32.41% | 19.832 |
| 332 | Kingman | Cunningham | 157.0 | 1,610,011 | 10,255 | 1,783,072 | 532,228 | 3,390 | 29.85% | 33.06% | 8.693 |
| 422 | Kiowa | Kiowa County | 255.0 | 2,812,235 | 11,028 | 2,518,167 | 755,450 | 2,963 | 30.00% | 26.86% | 11.404 |
| 474 | Kiowa | Haviland | 103.5 | 1,133,297 | 10,950 | 1,257,060 | 377,118 | 3,644 | 30.00% | 33.28% | 17.189 |
| 505 | Labette | Chetopa-St. Paul | 438.0 | 3,605,680 | 8,232 | 3,984,650 | 1,314,935 | 3,002 | 33.00% | 36.47% | 33.407 |
| 504 | Labette | Oswego | 451.0 | 3,676,306 | 8,151 | 4,085,366 | 1,216,316 | 2,697 | 29.77% | 33.09% | 17.692 |
| 506 | Labette | Labette County | 1,541.5 | 10,716,851 | 6,952 | 11,968,298 | 3,540,112 | 2,297 | 29.58% | 33.03% | 16.841 |
| 503 | Labette | Parsons | 1,282.9 | 9,018,500 | 7,030 | 10,258,606 | 3,009,558 | 2,346 | 29.34% | 33.37% | 20.044 |
| 468 | Lane | Healy Public Schools | 74.5 | 816,823 | 10,964 | 900,325 | 297,107 | 3,988 | 33.00% | 36.37% | 26.140 |
| 482 | Lane | Dighton | 226.5 | 2,006,205 | 8,857 | 2,223,855 | 630,000 | 2,781 | 28.33% | 31.40% | 16.404 |
| 207 | Leavenworth | Ft Leavenworth | 1,758.5 | 9,720,559 | 5,528 | 10,703,262 | 3,532,076 | 2,009 | 33.00% | 36.34% | 13.777 |
| 449 | Leavenworth | Easton | 606.0 | 4,850,064 | 8,003 | 5,327,392 | 1,598,218 | 2,637 | 30.00% | 32.95% | 18.221 |
| 453 | Leavenworth | Leavenworth | 3,721.3 | 24,865,118 | 6,682 | 26,973,603 | 8,092,081 | 2,175 | 30.00% | 32.54% | 17.314 |
| 464 | Leavenworth | Tonganoxie | 1,943.7 | 11,411,492 | 5,871 | 12,582,439 | 3,774,732 | 1,942 | 30.00% | 33.08% | 14.803 |
| 469 | Leavenworth | Lansing | 2,629.7 | 15,240,026 | 5,795 | 16,755,440 | 5,026,632 | 1,911 | 30.00% | 32.98% | 15.745 |
| 458 | Leavenworth | Basehor-Linwood | 2,328.6 | 14,342,200 | 6,159 | 14,916,569 | 4,448,570 | 1,910 | 29.82% | 31.02% | 14.618 |
| 298 | Lincoln | Lincoln | 355.5 | 3,099,042 | 8,717 | 3,412,684 | 1,023,805 | 2,880 | 30.00% | 33.04% | 23.768 |
| 299 | Lincoln | Sylvan Grove | 243.8 | 2,269,399 | 9,308 | 2,554,634 | 575,000 | 2,358 | 22.51% | 25.34% | 15.077 |
| 344 | Linn | Pleasanton | 342.0 | 2,746,806 | 8,032 | 2,933,068 | 967,912 | 2,830 | 33.00% | 35.24% | 23.453 |
| 362 | Linn | Prairie View | 907.4 | 7,446,753 | 8,207 | 8,172,355 | 2,591,360 | 2,856 | 31.71% | 34.80% | 13.532 |
| 346 | Linn | Jayhawk | 555.5 | 4,639,334 | 8,352 | 5,140,016 | 1,542,005 | 2,776 | 30.00% | 33.24% | 21.609 |
| 275 | Logan | Triplains | 71.0 | 798,796 | 11,251 | 879,920 | 290,374 | 4,090 | 33.00% | 36.35% | 11.845 |
| 274 | Logan | Oakley | 402.1 | 3,244,776 | 8,070 | 3,612,111 | 1,096,211 | 2,726 | 30.35% | 33.78% | 18.413 |
| 251 | Lyon | North Lyon County | 415.5 | 3,554,204 | 8,554 | 3,932,080 | 1,289,141 | 3,103 | 32.79% | 36.27% | 12.506 |
| 252 | Lyon | Southern Lyon County | 511.5 | 4,115,764 | 8,046 | 4,542,564 | 1,362,769 | 2,664 | 30.00% | 33.11% | 24.963 |
| 253 | Lyon | Emporia | 4,497.2 | 30,169,379 | 6,708 | 33,363,762 | 9,997,949 | 2,223 | 29.97% | 33.14% | 16.544 |
| 398 | Marion | Peabody-Burns | 248.5 | 2,421,413 | 9,744 | 2,649,347 | 874,285 | 3,518 | 33.00% | 36.11% | 24.492 |
| 410 | Marion | Durham-Hillsboro-Lehigh | 571.0 | 4,639,745 | 8,126 | 5,069,120 | 1,672,810 | 2,930 | 33.00% | 36.05% | 22.455 |
| 411 | Marion | Goessel | 285.0 | 2,496,139 | 8,758 | 2,741,273 | 904,620 | 3,174 | 33.00% | 36.24% | 24.374 |
| 408 | Marion | Marion-Florence | 521.5 | 4,313,441 | 8,271 | 4,685,164 | 1,405,549 | 2,695 | 30.00% | 32.59% | 20.405 |
| 397 | Marion | Centre | 214.5 | 2,992,870 | 13,953 | 2,534,770 | 755,851 | 3,524 | 29.82% | 25.26% | 14.361 |
| 498 | Marshall | Valley Heights | 398.0 | 3,246,863 | 8,158 | 3,745,097 | 1,235,882 | 3,105 | 33.00% | 38.06% | 22.979 |
| 380 | Marshall | Vermillion | 565.5 | 4,050,467 | 7,163 | 4,515,310 | 1,354,593 | 2,395 | 30.00% | 33.44% | 16.947 |
| 364 | Marshall | Marysville | 708.0 | 5,297,935 | 7,483 | 6,105,177 | 1,811,348 | 2,558 | 29.67% | 34.19% | 17.936 |
| 400 | McPherson | Smoky Valley | 869.3 | 7,162,460 | 8,239 | 7,207,265 | 2,378,397 | 2,736 | 33.00% | 33.21% | 15.726 |
| 418 | McPherson | McPherson | 2,366.4 | 15,356,590 | 6,489 | 16,723,738 | 5,518,834 | 2,332 | 33.00% | 35.94% | 20.361 |
| 419 | McPherson | Canton-Galva | 368.4 | 3,086,623 | 8,378 | 3,400,850 | 1,122,281 | 3,046 | 33.00% | 36.36% | 24.099 |
| 423 | McPherson | Moundridge | 392.3 | 3,121,475 | 7,957 | 3,433,927 | 1,133,196 | 2,889 | 33.00% | 36.30% | 20.718 |
| 448 | McPherson | Inman | 421.1 | 3,396,287 | 8,065 | 3,738,531 | 1,225,000 | 2,909 | 32.77% | 36.07% | 21.828 |
| 225 | Meade | Fowler | 143.0 | 1,491,227 | 10,428 | 1,565,790 | 516,711 | 3,613 | 33.00% | 34.65% | 29.346 |
| 226 | Meade | Meade | 398.0 | 2,960,033 | 7,437 | 3,490,796 | 1,113,883 | 2,799 | 31.91% | 37.63% | 17.976 |
| 416 | Miami | Louisburg | 1,720.9 | 9,646,506 | 5,606 | 10,556,142 | 3,483,527 | 2,024 | 33.00% | 36.11% | 15.612 |
| 367 | Miami | Osawatomie | 1,147.0 | 9,379,648 | 8,178 | 10,282,036 | 3,383,293 | 2,950 | 32.90% | 36.07% | 18.686 |
| 368 | Miami | Paola | 2,009.5 | 12,581,569 | 6,261 | 13,890,859 | 4,550,497 | 2,264 | 32.76% | 36.17% | 17.119 |
| 272 | Mitchell | Waconda | 309.0 | 2,623,930 | 8,492 | 2,891,104 | 867,331 | 2,807 | 30.00% | 33.05% | 22.260 |
| 273 | Mitchell | Beloit | 792.0 | 5,942,500 | 7,503 | 6,674,597 | 1,956,581 | 2,470 | 29.31% | 32.93% | 19.302 |
| 436 | Montgomery | Caney Valley | 751.5 | 5,480,148 | 7,292 | 6,112,939 | 1,833,882 | 2,440 | 30.00% | 33.46% | 20.204 |
| 447 | Montgomery | Cherryvale | 815.4 | 6,144,803 | 7,536 | 6,812,688 | 2,043,806 | 2,507 | 30.00% | 33.26% | 16.060 |
| 445 | Montgomery | Coffeyville | 1,730.6 | 12,201,579 | 7,050 | 13,553,108 | 3,946,454 | 2,280 | 29.12% | 32.34% | 17.512 |
| 446 | Montgomery | Independence | 1,996.7 | 12,694,613 | 6,358 | 14,424,703 | 4,108,647 | 2,058 | 28.48% | 32.37% | 15.268 |
| 417 | Morris | Morris County | 750.2 | 5,605,217 | 7,472 | 6,195,763 | 1,854,823 | 2,472 | 29.94% | 33.09% | 21.644 |
| 217 | Morton | Rolla | 162.5 | 1,592,755 | 9,802 | 1,707,064 | 563,331 | 3,467 | 33.00% | 35.37% | 21.785 |
| 218 | Morton | Elkhart | 479.4 | 7,484,930 | 15,613 | 4,140,837 | 1,242,251 | 2,591 | 30.00% | 16.60% | 6.595 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 113 | Nemaha | Prairie Hills | 1,149.7 | 7,537,690 | 6,556 | 8,642,197 | 2,587,002 | 2,250 | 29.93% | 34.32% | 17.261 |
| 115 | Nemaha | Nemaha Central | 571.8 | 4,307,652 | 7,533 | 4,822,977 | 1,210,000 | 2,116 | 25.09% | 28.09% | 14.250 |
| 413 | Neosho | Chanute Public Schools | 1,809.2 | 12,664,015 | 7,000 | 13,915,327 | 4,174,598 | 2,307 | 30.00% | 32.96% | 14.891 |
| 101 | Neosho | Erie-Galesburg | 521.5 | 4,558,828 | 8,742 | 5,151,572 | 1,526,344 | 2,927 | 29.63% | 33.48% | 25.340 |
| 106 | Ness | Western Plains | 116.0 | 1,281,119 | 11,044 | 1,464,667 | 483,340 | 4,167 | 33.00% | 37.73% | 12.120 |
| 303 | Ness | Ness City | 305.1 | 2,419,624 | 7,931 | 2,679,826 | 803,948 | 2,635 | 30.00% | 33.23% | 15.113 |
| 212 | Norton | Northern Valley | 163.5 | 1,731,987 | 10,593 | 1,953,749 | 586,125 | 3,585 | 30.00% | 33.84% | 26.919 |
| 211 | Norton | Norton Community Schools | 706.7 | 5,385,266 | 7,620 | 5,967,630 | 1,778,840 | 2,517 | 29.81% | 33.03% | 20.015 |
| 421 | Osage | Lyndon | 432.5 | 3,472,994 | 8,030 | 3,818,585 | 1,145,576 | 2,649 | 30.00% | 32.99% | 20.558 |
| 434 | Osage | Santa Fe Trail | 994.2 | 7,797,195 | 7,843 | 8,550,879 | 2,565,264 | 2,580 | 30.00% | 32.90% | 17.615 |
| 454 | Osage | Burlingame Public School | 301.5 | 2,476,910 | 8,215 | 2,726,595 | 817,979 | 2,713 | 30.00% | 33.02% | 21.772 |
| 420 | Osage | Osage City | 670.5 | 5,241,300 | 7,817 | 5,733,745 | 1,719,719 | 2,565 | 29.99% | 32.81% | 21.472 |
| 456 | Osage | Marais Des Cygnes Valley | 234.5 | 2,484,767 | 10,596 | 2,576,184 | 670,000 | 2,857 | 26.01% | 26.96% | 23.796 |
| 392 | Osborne | Osborne County | 285.1 | 2,487,726 | 8,726 | 2,756,730 | 824,056 | 2,890 | 29.89% | 33.12% | 22.855 |
| 240 | Ottawa | Twin Valley | 588.0 | 4,555,623 | 7,748 | 5,081,839 | 1,662,486 | 2,827 | 32.71% | 36.49% | 22.069 |
| 239 | Ottawa | North Ottawa County | 619.4 | 4,768,342 | 7,698 | 5,256,024 | 1,700,000 | 2,745 | 32.34% | 35.65% | 19.451 |
| 496 | Pawnee | Pawnee Heights | 143.5 | 1,472,897 | 10,264 | 1,615,481 | 528,664 | 3,684 | 32.72% | 35.89% | 26.744 |
| 495 | Pawnee | Ft Larned | 911.1 | 7,516,057 | 8,249 | 8,268,011 | 2,480,403 | 2,722 | 30.00% | 33.00% | 19.211 |
| 110 | Phillips | Thunder Ridge Schools | 215.5 | 2,218,923 | 10,297 | 2,503,948 | 751,184 | 3,486 | 30.00% | 33.85% | 26.051 |
| 325 | Phillips | Phillipsburg | 620.5 | 4,778,757 | 7,701 | 5,259,142 | 1,574,914 | 2,538 | 29.95% | 32.96% | 18.249 |
| 326 | Phillips | Logan | 155.5 | 1,646,747 | 10,590 | 1,755,697 | 523,611 | 3,367 | 29.82% | 31.80% | 23.837 |
| 321 | Pottawatomie | Kaw Valley | 1,156.0 | 8,336,486 | 7,211 | 9,140,242 | 3,016,280 | 2,609 | 33.00% | 36.18% | 9.380 |
| 322 | Pottawatomie | Onaga-Havensville-Wheaton | 307.5 | 2,499,744 | 8,129 | 2,765,150 | 829,545 | 2,698 | 30.00% | 33.19% | 22.047 |
| 323 | Pottawatomie | Rock Creek | 1,035.1 | 7,074,195 | 6,834 | 7,808,705 | 2,342,612 | 2,263 | 30.00% | 33.11% | 17.694 |
| 320 | Pottawatomie | Wamego | 1,536.1 | 9,425,657 | 6,136 | 10,315,533 | 3,078,900 | 2,004 | 29.85% | 32.67% | 15.610 |
| 438 | Pratt | Skyline Schools | 410.0 | 3,300,143 | 8,049 | 3,637,850 | 1,127,734 | 2,751 | 31.00% | 34.17% | 20.183 |
| 382 | Pratt | Pratt | 1,128.0 | 8,289,206 | 7,349 | 8,943,580 | 2,683,074 | 2,379 | 30.00% | 32.37% | 17.760 |
| 105 | Rawlins | Rawlins County | 339.4 | 2,815,016 | 8,294 | 3,128,179 | 883,570 | 2,603 | 28.25% | 31.39% | 20.026 |
| 312 | Reno | Haven Public Schools | 825.0 | 6,717,104 | 8,142 | 7,309,354 | 2,225,813 | 2,698 | 30.45% | 33.14% | 17.180 |
| 308 | Reno | Hutchinson Public Schools | 4,813.9 | 31,345,847 | 6,512 | 34,525,732 | 10,357,720 | 2,152 | 30.00% | 33.04% | 17.887 |
| 309 | Reno | Nickerson | 1,119.0 | 8,509,130 | 7,604 | 9,282,065 | 2,784,620 | 2,488 | 30.00% | 32.73% | 19.670 |
| 310 | Reno | Fairfield | 300.0 | 2,895,937 | 9,653 | 3,198,165 | 959,450 | 3,198 | 30.00% | 33.13% | 22.178 |
| 311 | Reno | Pretty Prairie | 253.0 | 2,233,746 | 8,829 | 2,464,828 | 739,448 | 2,923 | 30.00% | 33.10% | 24.197 |
| 313 | Reno | Buhler | 2,287.1 | 14,145,587 | 6,185 | 15,548,441 | 4,664,532 | 2,039 | 30.00% | 32.98% | 15.964 |
| 109 | Republic | Republic County | 507.6 | 4,143,999 | 8,164 | 4,681,404 | 1,404,287 | 2,767 | 30.00% | 33.89% | 19.372 |
| 426 | Republic | Pike Valley | 226.5 | 2,065,894 | 9,121 | 2,342,839 | 685,000 | 3,024 | 29.24% | 33.16% | 23.175 |
| 376 | Rice | Sterling | 519.7 | 4,038,048 | 7,770 | 4,450,939 | 1,335,282 | 2,569 | 30.00% | 33.07% | 19.885 |
| 401 | Rice | Chase-Raymond | 161.5 | 1,720,176 | 10,651 | 1,902,523 | 570,757 | 3,534 | 30.00% | 33.18% | 25.800 |
| 444 | Rice | Little River | 320.9 | 2,637,150 | 8,218 | 2,899,922 | 869,977 | 2,711 | 30.00% | 32.99% | 15.728 |
| 405 | Rice | Lyons | 814.7 | 6,754,517 | 8,291 | 7,441,321 | 1,675,000 | 2,056 | 22.51% | 24.80% | 12.973 |
| 384 | Riley | Blue Valley | 215.5 | 2,091,933 | 9,707 | 2,304,399 | 759,859 | 3,526 | 32.97% | 36.32% | 26.394 |
| 383 | Riley | Manhattan-Ogden | 6,184.9 | 39,431,583 | 6,375 | 42,934,273 | 14,055,405 | 2,273 | 32.74% | 35.65% | 17.620 |
| 378 | Riley | Riley County | 683.9 | 5,178,556 | 7,572 | 5,702,941 | 1,710,882 | 2,502 | 30.00% | 33.04% | 17.792 |
| 269 | Rooks | Palco | 102.0 | 1,110,864 | 10,891 | 1,328,089 | 398,427 | 3,906 | 30.00% | 35.87% | 20.890 |
| 271 | Rooks | Stockton | 335.5 | 2,778,562 | 8,282 | 3,062,602 | 918,781 | 2,739 | 30.00% | 33.07% | 20.897 |
| 270 | Rooks | Plainville | 341.3 | 2,796,589 | 8,194 | 3,076,037 | 922,138 | 2,702 | 29.98% | 32.97% | 16.756 |
| 395 | Rush | LaCrosse | 291.0 | 2,448,067 | 8,413 | 2,801,745 | 838,000 | 2,880 | 29.91% | 34.23% | 22.014 |
| 403 | Rush | Otis-Bison | 225.3 | 2,269,243 | 10,072 | 2,465,518 | 731,035 | 3,245 | 29.65% | 32.21% | 23.488 |
| 399 | Russell | Paradise | 111.5 | 1,231,616 | 11,046 | 1,343,664 | 443,409 | 3,977 | 33.00% | 36.00% | 18.619 |
| 407 | Russell | Russell County | 830.1 | 6,181,659 | 7,447 | 6,866,214 | 2,252,219 | 2,713 | 32.80% | 36.43% | 20.856 |
| 307 | Saline | Ell-Saline | 461.5 | 3,652,448 | 7,914 | 4,016,194 | 1,325,344 | 2,872 | 33.00% | 36.29% | 24.781 |
| 305 | Saline | Salina | 7,167.8 | 48,280,143 | 6,736 | 53,084,793 | 15,925,438 | 2,222 | 30.00% | 32.99% | 16.380 |
| 306 | Saline | Southeast Of Saline | 699.5 | 5,116,864 | 7,315 | 5,651,893 | 1,695,568 | 2,424 | 30.00% | 33.14% | 18.511 |
| 466 | Scott | Scott County | 986.5 | 6,809,049 | 6,902 | 7,519,783 | 2,255,935 | 2,287 | 30.00% | 33.13% | 18.618 |
| 263 | Sedgwick | Mulvane | 1,752.0 | 10,383,151 | 5,926 | 11,428,745 | 3,771,486 | 2,153 | 33.00% | 36.32% | 18.274 |
| 267 | Sedgwick | Renwick | 1,883.5 | 10,860,667 | 5,766 | 11,945,058 | 3,941,869 | 2,093 | 33.00% | 36.29% | 16.469 |
| 259 | Sedgwick | Wichita | 48,706.9 | 347,413,655 | 7,133 | 381,626,679 | 114,488,004 | 2,351 | 30.00% | 32.95% | 17.553 |
| 260 | Sedgwick | Derby | 6,782.1 | 40,920,832 | 6,034 | 45,080,416 | 13,524,125 | 1,994 | 30.00% | 33.05% | 17.170 |
| 261 | Sedgwick | Haysville | 5,500.1 | 35,783,595 | 6,506 | 39,473,901 | 11,842,170 | 2,153 | 30.00% | 33.09% | 21.023 |
| 265 | Sedgwick | Goddard | 5,584.1 | 33,326,964 | 5,968 | 36,645,334 | 10,993,600 | 1,969 | 30.00% | 32.99% | 15.995 |
| 266 | Sedgwick | Maize | 6,776.4 | 41,891,628 | 6,182 | 44,082,370 | 13,224,711 | 1,952 | 30.00% | 31.57% | 14.788 |
| 262 | Sedgwick | Valley Center Pub Sch | 2,786.7 | 17,380,169 | 6,237 | 18,907,559 | 5,665,398 | 2,033 | 29.96% | 32.60% | 14.913 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 264 | Sedgwick | Clearwater | 1,131.5 | 7,501,636 | 6,630 | 8,260,884 | 2,456,795 | 2,171 | 29.74% | 32.75% | 16.257 |
| 268 | Sedgwick | Cheney | 780.9 | 5,844,353 | 7,484 | 6,513,326 | 1,850,500 | 2,370 | 28.41% | 31.66% | 19.048 |
| 483 | Seward | Kismet-Plains | 694.5 | 6,770,941 | 9,749 | 7,510,354 | 1,900,000 | 2,736 | 25.30% | 28.06% | 22.173 |
| 480 | Seward | Liberal | 4,878.0 | 36,383,694 | 7,459 | 40,460,584 | 10,150,000 | 2,081 | 25.09% | 27.90% | 17.152 |
| 501 | Shawnee | Topeka Public Schools | 13,456.9 | 97,911,531 | 7,276 | 107,461,572 | 33,600,000 | 2,497 | 31.27% | 34.32% | 16.609 |
| 345 | Shawnee | Seaman | 3,751.0 | 24,056,033 | 6,413 | 26,387,975 | 7,916,393 | 2,110 | 30.00% | 32.91% | 16.457 |
| 372 | Shawnee | Silver Lake | 691.5 | 4,780,360 | 6,913 | 5,344,150 | 1,603,245 | 2,319 | 30.00% | 33.54% | 16.140 |
| 437 | Shawnee | Auburn Washburn | 6,243.9 | 37,360,757 | 5,984 | 41,158,192 | 12,347,458 | 1,978 | 30.00% | 33.05% | 14.796 |
| 450 | Shawnee | Shawnee Heights | 3,494.5 | 21,577,899 | 6,175 | 23,734,889 | 7,120,467 | 2,038 | 30.00% | 33.00% | 14.799 |
| 412 | Sheridan | Hoxie Community Schools | 383.5 | 2,902,748 | 7,569 | 3,254,921 | 976,476 | 2,546 | 30.00% | 33.64% | 20.160 |
| 352 | Sherman | Goodland | 919.7 | 7,168,725 | 7,795 | 7,589,244 | 2,276,773 | 2,476 | 30.00% | 31.76% | 17.922 |
| 237 | Smith | Smith Center | 395.0 | 3,385,070 | 8,570 | 3,755,077 | 1,239,175 | 3,137 | 33.00% | 36.61% | 23.452 |
| 350 | Stafford | St John-Hudson | 335.4 | 2,826,634 | 8,428 | 3,145,768 | 1,028,028 | 3,065 | 32.68% | 36.37% | 21.880 |
| 351 | Stafford | Macksville | 234.5 | 2,379,564 | 10,147 | 2,625,320 | 787,596 | 3,359 | 30.00% | 33.10% | 15.000 |
| 349 | Stafford | Stafford | 244.4 | 2,286,625 | 9,356 | 2,529,410 | 757,745 | 3,100 | 29.96% | 33.14% | 25.071 |
| 452 | Stanton | Stanton County | 440.2 | 3,538,900 | 8,039 | 3,931,440 | 1,179,432 | 2,679 | 30.00% | 33.33% | 21.566 |
| 209 | Stevens | Moscow Public Schools | 173.5 | 1,748,619 | 10,078 | 1,955,713 | 645,385 | 3,720 | 33.00% | 36.91% | 21.866 |
| 210 | Stevens | Hugoton Public Schools | 1,086.9 | 7,752,797 | 7,133 | 8,601,280 | 2,580,384 | 2,374 | 30.00% | 33.28% | 18.196 |
| 360 | Sumner | Caldwell | 232.0 | 2,222,514 | 9,580 | 2,439,410 | 805,005 | 3,470 | 33.00% | 36.22% | 27.160 |
| 509 | Sumner | South Haven | 200.5 | 1,961,738 | 9,784 | 2,166,113 | 714,817 | 3,565 | 33.00% | 36.44% | 27.194 |
| 353 | Sumner | Wellington | 1,595.5 | 11,097,421 | 6,955 | 12,184,683 | 3,655,405 | 2,291 | 30.00% | 32.94% | 18.625 |
| 356 | Sumner | Conway Springs | 485.5 | 3,690,728 | 7,602 | 4,074,995 | 1,222,499 | 2,518 | 30.00% | 33.12% | 19.420 |
| 358 | Sumner | Oxford | 297.5 | 2,931,949 | 9,855 | 2,940,967 | 882,290 | 2,966 | 30.00% | 30.09% | 15.719 |
| 359 | Sumner | Argonia Public Schools | 187.5 | 1,830,341 | 9,762 | 2,021,305 | 606,392 | 3,234 | 30.00% | 33.13% | 23.342 |
| 357 | Sumner | Belle Plaine | 608.5 | 4,920,940 | 8,087 | 5,530,841 | 1,630,000 | 2,679 | 29.47% | 33.12% | 14.996 |
| 315 | Thomas | Colby Public Schools | 895.4 | 6,123,972 | 6,839 | 7,142,335 | 2,138,929 | 2,389 | 29.95% | 34.93% | 17.966 |
| 316 | Thomas | Golden Plains | 178.1 | 1,921,278 | 10,788 | 2,211,497 | 660,351 | 3,708 | 29.86% | 34.37% | 23.996 |
| 314 | Thomas | Brewster | 147.5 | 1,291,134 | 8,753 | 1,536,418 | 444,627 | 3,014 | 28.94% | 34.44% | 15.637 |
| 208 | Trego | Wakeeney | 390.0 | 3,103,448 | 7,958 | 3,498,093 | 1,031,917 | 2,646 | 29.50% | 33.25% | 20.160 |
| 329 | Wabaunsee | Mill Creek Valley | 440.0 | 3,690,451 | 8,387 | 3,989,772 | 1,316,625 | 2,992 | 33.00% | 35.68% | 20.966 |
| 330 | Wabaunsee | Mission Valley | 491.5 | 4,307,652 | 8,764 | 4,732,664 | 1,419,799 | 2,889 | 30.00% | 32.96% | 21.769 |
| 242 | Wallace | Weskan | 103.0 | 1,069,201 | 10,381 | 1,183,397 | 390,521 | 3,791 | 33.00% | 36.52% | 28.143 |
| 241 | Wallace | Wallace County Schools | 200.5 | 1,774,257 | 8,849 | 2,012,042 | 592,433 | 2,955 | 29.44% | 33.39% | 20.163 |
| 223 | Washington | Barnes | 367.4 | 3,085,021 | 8,397 | 3,398,030 | 1,019,409 | 2,775 | 30.00% | 33.04% | 21.254 |
| 224 | Washington | Clifton-Clyde | 318.5 | 2,609,508 | 8,193 | 2,927,363 | 878,209 | 2,757 | 30.00% | 33.65% | 20.243 |
| 108 | Washington | Washington Co. Schools | 353.5 | 2,965,642 | 8,389 | 3,446,626 | 1,025,502 | 2,901 | 29.75% | 34.58% | 23.295 |
| 467 | Wichita | Leoti | 404.0 | 3,214,414 | 7,956 | 3,601,506 | 1,175,000 | 2,908 | 32.63% | 36.55% | 22.798 |
| 461 | Wilson | Neodesha | 715.5 | 5,332,387 | 7,453 | 5,942,475 | 1,961,017 | 2,741 | 33.00% | 36.78% | 24.836 |
| 484 | Wilson | Fredonia | 654.8 | 4,975,524 | 7,599 | 5,672,266 | 1,701,680 | 2,599 | 30.00% | 34.20% | 21.724 |
| 387 | Wilson | Altoona-Midway | 185.5 | 1,918,073 | 10,340 | 2,165,436 | 600,000 | 3,235 | 27.71% | 31.28% | 17.937 |
| 366 | Woodson | Woodson | 451.5 | 3,991,533 | 8,841 | 4,479,118 | 1,310,330 | 2,902 | 29.25% | 32.83% | 22.377 |
| 203 | Wyandotte | Piper-Kansas City | 2,164.2 | 13,265,766 | 6,130 | 14,673,853 | 4,470,000 | 2,065 | 30.46% | 33.70% | 17.475 |
| 202 | Wyandotte | Turner-Kansas City | 4,090.2 | 28,248,640 | 6,906 | 31,108,006 | 9,332,402 | 2,282 | 30.00% | 33.04% | 19.123 |
| 204 | Wyandotte | Bonner Springs | 2,696.0 | 17,948,104 | 6,657 | 19,421,203 | 5,826,361 | 2,161 | 30.00% | 32.46% | 16.478 |
| 500 | Wyandotte | Kansas City | 21,159.0 | 155,796,964 | 7,363 | 172,040,529 | 51,612,159 | 2,439 | 30.00% | 33.13% | 13.533 |
| | | | 37,985.1 | | | | | | | | |

KANSAS OFFICE of
REVISOR of STATUTES
LEGISLATURE of THE STATE of KANSAS
*Legislative Attorneys transforming ideas into legislation.*

300 SW TENTH AVENUE ▪ SUITE 24-E ▪ TOPEKA, KS 66612 ▪ (785) 296-2321

# MEMORANDUM

To: Senate Select Committee on Education Finance
From: Office of Revisor of Statutes
Date: March 20, 2018
Subject: Senate Bill 422—Local Option Budget

SB 422 would: (1) Require all school districts to adopt a local option budget (LOB) equal to 30% of the school district's total foundation aid; (2) determine supplemental state aid based on the current year's LOB; (3) continue the protest petition process for LOB, but void any existing LOB resolution adopted by a school district prior to July 1, 2017, that was not subject to an election or protest petition process; (4) require local school boards to notify the State Board of Education of their intent to raise their LOB authority in the succeeding school year; and (5) require each school district to transfer from the LOB an amount that is proportional its total foundation aid attributable to its at-risk weighting to its at-risk fund.

Mandatory Local Option Budget of 30%

Currently, school districts may adopt an LOB up to 30% of the total foundation aid of the school district. School districts can adopt an LOB greater than 30%, up to 33%, by adopting a resolution subject to protest petition. SB 422 would require school districts to adopt an LOB of 30% of their total foundation aid. School districts could still increase their LOB authority up to an additional 3% above the required 30% through the same resolution process.

Supplemental State Aid

Under SB 19, the State Board is directed to determine the amount of supplemental state aid received by a school district based on the amount of LOB of the district for the immediately preceding school year. SB 422 would strike the phrase "for the immediately preceding school year" allowing the State Board to determine the amount of supplemental state aid school districts are to receive based on the current year's LOB.

LOB Protest Petition

In school year 2014-2015, the School District Finance and Quality Performance Act allowed certain districts to increase their LOB authority up to 33% upon local school board action alone without a protest petition or election process. The Classroom Learning Assuring Student Success Act maintained LOBs as they were, which allowed certain school districts to maintain the maximum 33% LOB authority, without any additional action. Under SB 19, the Kansas School Equity and Enhancement Act, school districts that desire to increase their LOB authority above 30% are subject to a protest petition and election process, while school districts who do not desire to increase their LOB may maintain their LOB, even if they are above 30%.

SB 422 would continue to require a protest petition process for school districts that desire to increase their LOB authority above the mandatory 30%. Additionally, SB 422 would void any existing LOB resolution adopted by a school board prior to July 1, 2017, that was not subsequently approved at an election by a majority of the voters of the school district. Any such resolution would expire on June 30, 2018.

Notice of Intent to Increase LOB Authority

If a school district desires to increase its LOB authority in the immediately succeeding school year, SB 422 new subsection (g) would require local school boards to notify the State Board of their intent to increase their LOB authority by March 15 of the current year. The State Board would then compile such notices and submit a report to the legislature on or before March 25 of each year.

At-Risk Funds

SB 422 would require each school district to transfer an amount proportional to its total foundation aid attributable to the at-risk weighting from the LOB fund to the school district's at-risk fund.

Effective Date

The bill would take effect upon publication in the Kansas register.

# SB 450 – Transportation Weighting

Edward Penner, Kansas Legislative Research Department

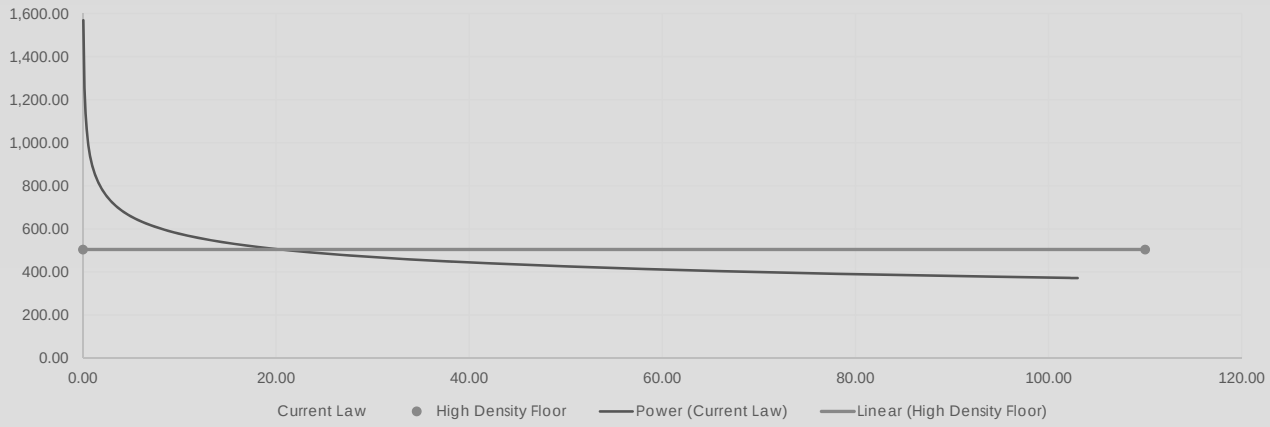
Senate Select Committee on Education Finance

March 21, 2018

# Current Transportation Weighting

- Density Cost Per Pupil / BASE x Number of Eligible Pupils = Transportation Weighted FTE
- Transportation Weighted FTE x BASE = Transportation Aid (a component of state foundation aid)

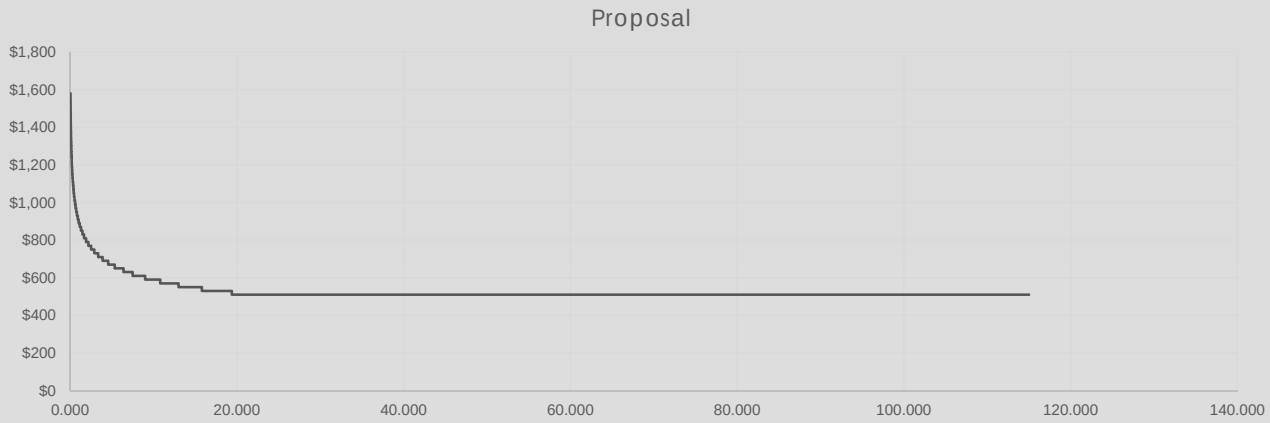
# Current Transportation Weighting



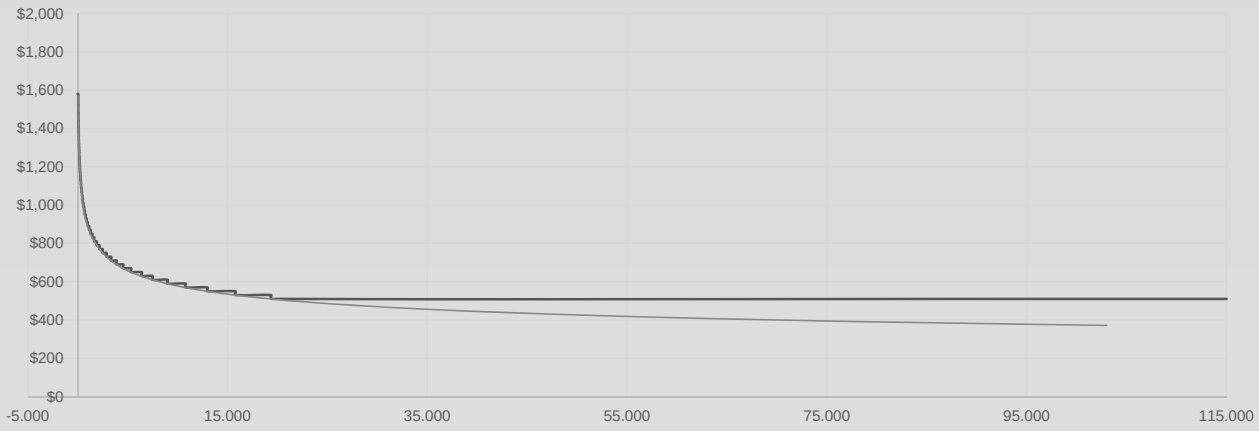
# Proposed Transportation Weighting

- Per Capita Allowance x 1.00 x (Current Year BASE/FY 2019 BASE) x Number of Eligible Pupils = Transportation Aid (still a component of state foundation aid)
- Transportation Aid / BASE = Transportation Weighted FTE

# Proposed Transportation Weighting



# Current vs. Proposal



# Important Notes

- Because of 2017 SB 19 changes to cost allocation formula, every USD currently has a grandfather clause through school year 2020-21.
- If grandfather clause is retained, there are no losers. 17 USDs are get more under this approach for a total statewide increase of about $168,000.
- After grandfather ends, this approach costs $1.3 million more per year.
- Almost all districts gain by a very small amount. One district loses $10 (believed to be rounding error).
- As a note, the bill does currently strike this grandfather clause, but that was not intentional.

Responsive • Affordable • Accessible
Quality Learning Opportunities

March 21, 2018

Chair Baumgardner, Members of the Senate Select Committee on Education Finance,

John Masterson, President of Allen County Community College, and I, Jackie Vietti, as former President of Butler Community College and Acting President of Kansas City Kansas Community College are here today to present testimony on concurrent enrollment – those forms of college courses provided to high school students. Our testimony on behalf of KACCT is in support of the concurrent proposal offering with some recommended adjustments for your consideration. Thank you for this opportunity to testify today.

First and foremost, we two, and the other 17 community colleges in KACCT fully support the value of concurrent enrollment of eligible students at community colleges for credit. As you may know, we have been providing concurrent courses for several years and have witnessed firsthand the difference it makes for our concurrent students and their parents. We agree that getting a head start on a college education affords a tested trajectory for completing postsecondary credentials and degrees.

Background:

Currently students younger than a junior can also take these courses if they are approved by their principal as ready to take them. Every community college in the Kansas community college system provides concurrent courses now.

Out of necessity, each community college negotiates with the local school districts in its service area to provide the needed courses, because no two school districts are exactly alike. Some school districts provide books, some do not. Some school districts ask the colleges to pay them directly or to pay their qualified teacher for teaching the courses. Some require other forms of compensation, i.e. materials, use of space, etc.

In addition, each community college, just like each state university, sets its tuition. In the case of community colleges, the tuition and fees are set by a locally elected Board of Trustees, per state

statute. In the case of state universities, tuition is set by the Board of Regents, after providing parameters for the universities to develop and bring forward their requests.

Thus, you will see an actual differing cost of delivery per credit hour for courses, and that the cost of delivery is dependent upon the number of students, whether Higher Learning Commission qualified teachers are working at the high school or whether the college must utilize its own Higher Learning Commission college qualified instructors, what the local school districts charge the community college for things like space, materials, books, transportation, etc.

To reiterate, we are fully supportive of the concept of universal access for high school students to postsecondary general education coursework. In order to ensure the sustainability of such a noteworthy initiative, from our perspective, we respectfully bring forward some adjustments for thoughtful consideration. Attached are the 8 statements KBOR and KSDOE have endorsed so that you can see the key elements that we believe merit further conversation as we work together to enact this difference-making legislation.

While a very few community colleges within our system have indicated the ability to deliver the 5 designated courses at the proposed cost of $175 per course, or $58.33 per credit hour, because of geography and student demographics, others have stated they do not, as has been noted during various work group conversations.

Colleges know that the cost of concurrent courses for them is dependent upon:
(1) the size of the class, full classes being harder to achieve in rural areas than urban;
(2) whether there are available Higher Learning Commission qualified high school teachers, or whether the college must provide its own Higher Learning Commission qualified faculty or adjuncts (often there are not many HLC qualified high school teachers in rural areas and there are in more urban areas);

And, all nineteen colleges realize that:
(3) if books are to be open sourced, faculty must be involved in that decision per collective bargaining master agreements/contracts and/or formalized faculty senates;
(4) school districts would need to assume the cost of providing books, if the colleges cannot charge the students for them, as $58.33 per credit hour or $175 per course would not cover the costs for tuition, books and fees.

Again, with full support of the proposed concept of universal access to postsecondary credit for students while still in high school in our state, other thoughts we encourage you to consider to ensure the sustainability of this effort:

* Expansion of the initiative to include exceptions to eligibility for sophomores, based upon objective standards, or other junior and high school students who demonstrate the aptitude, ability and/or motivation to succeed despite previous education track records, decided at the local level. We do not believe any of us want this to become perceived as an elitist undertaking.

* Reimbursement to the community colleges at $90 per credit hour to alleviate the negative impact of state aid that was cut by 4% in 2017 and to alleviate local mill levy increases that our tax payers cannot bear, while an actual cost study based on actual expenses is conducted.

* Reliance on existing processes and procedures that allow colleges with contiguous service areas to offer the courses if the home colleges cannot or choose not to do so in their services areas at the prescribed rate of reimbursement. Current guidelines allow colleges to approve other colleges coming into their service areas. If they choose not to do so, then an appeal process is in place per KBOR written procedures. This precludes the creation of a shadow system that, from our perspective, is not necessary.

* Faculty engagement in the selection of course materials, including textbook options, curriculum decisions, as it should be, which means the cost will need to be adjusted to accommodate course material options, as necessary, in lieu of open source materials. Actual course materials are an institutional faculty decision.

* Recognizing and adhering to decisions that previously have been made and endorsed by KBOR and its officially appointed groups. For context, faculty credentials, placement scores, student eligibility, course materials all play into the transferability of these courses across the system. There are standards that have been agreed upon through the transfer and articulation council and the KCOG groups and those decisions need to be respected because they have involved lots of voices from every institution in the system.

* Assumption of school districts for textbook costs, if the pilot reimbursement rate stays at $58.33 or slightly higher and the funding goes to the local school districts to pay the providing college for tuition, while an actual cost study is conducted.

Our concerns have been shared with the Kansas Board of Regents and now with you. That said we remain committed to working with beside you in the launch of this difference-making initiative, not only for our state, but also for its individual residents. We bring forward our recommendations within the context of our shared interest in perpetuating the sustainability of this model, which has the potential to serve as a best practice for other states.

Respectfully submitted
On behalf of Kansas Association of Community College Trustees,

Jackie Vietti John Masterson

Attachment

**Senate Education Committee**
**Presentation on Proposed Concurrent Enrollment Program for General Education Courses**
**Blake Flanders, President and CEO, Kansas Board of Regents**
**Randy Watson, Commissioner, Kansas State Department of Education**
**March 8th, 2018**

When drafting legislation regarding Statewide Concurrent Course Offerings for Academic Year 2019 (July 1, 2018 through June 30, 2019), the following statements are recommended for consideration:

Statement 1: In Year 1, a pilot program is recommended involving only one course (Composition I) so that any outstanding details and unforeseen issues can be defined and resolved before launching the full program. Institutions may choose whether or not to participate in the program.

Statement 2: The Board's policy on service areas will continue to apply. If an institution chooses not to participate in the pilot, but a high school within the institution's service area does participate, the Board will assign a participating postsecondary institution to the high school.

Statement 3: The following minimum eligibility standards apply to high school students enrolled in this program. Students must be:
- juniors or seniors; and
- have attained a cumulative GPA of 3.0 or better; and

(i) for American History I, Introduction to Psychology, and Public Speaking, earned an ACT composite score of at least 20 or an equivalent score on another valid assessment; or
(ii) for College Algebra and English Composition I, earned a college-ready ACT sub-score or equivalent on another valid assessment relevant to the offered concurrent enrollment course or courses.
The Board will convene a committee to identify other valid assessments and the required score students must meet for program eligibility.
Institutions expressed a need for alternative eligibility requirements for students who do not meet the GPA and assessment score requirements, but who institutions believe can be successful. A state committee comprised of representatives from two community colleges, one university, one technical college and Board staff will review institutional requests to admit such students and make a final determination.

Statement 4a: To be eligible for state funding designated to support this program, institutions must participate in the program.

Statement 4b: For the two-year sector, concurrent courses are eligible for funding through the nontiered funding line. It is recommended the Board advocate for full funding of the portion of funding supporting concurrent enrollment credit hours in the nontiered line item. It is recommended program funding be distributed in proportion to the amount of concurrent enrollment being offered through the program.

Statement 4c: If the program is not fully funded, institutions may charge tuition to students enrolled in the program up to $175 a course.

Statement 5: The state-funded tuition of the student portion of the course is $175. This includes tuition, fees, and educational materials.

Statement 6: The Board will convene a working group to recommend open source materials for courses that are part of the program. Use of identified materials is optional.

Statement 7: The Board will conduct a cost-study specific to the types of concurrent enrollment delivery options to identify direct costs for each sector.

Statement 8: The Board will continue to track the number of concurrent enrollment faculty meeting and not meeting the Higher Learning Commission's faculty qualifications by institution and will maintain a list of online graduate degrees offered by public universities in Kansas in the most common concurrent enrollment subject areas taught in the state. The report of faculty qualifications will be made available to the Board and, if requested, to the Kansas Legislature.

KANSAS TECHNICAL COLLEGES

To: Senate Select Committee on Education Finance

Date: March 22, 2018

Re: Testimony regarding Concurrent Enrollment Act for High School

Senator Baumgardner and members of the committee. I am Jim Genandt, President of Manhattan Technical College and am here presenting on behalf of the Kansas Association of Technical Colleges. KATC is a consortium of colleges promoting career and technical education in Kansas.

I want to start by thanking you for the energy and deliberation that you have put into this concept. The member colleges of the Kansas Association of Technical Colleges support the intent of the proposed initiative for concurrent education in Kansas. We believe that a strong higher education system in Kansas needs to have broad access to college-level courses and be affordable to high school students regardless of their socio-economic status.

We recognize the challenges you are facing include:

1) The current state of tuition rates for concurrent courses in Kansas is varied with inconsistent tuition rates across the state.
   a) Rates range from free, offset by local mill levy and/or other means, to several hundred dollars per credit hour.
2) Inconsistent practices for placement scores from college to college with mild variance on what a student must achieve to gain entry to a course.
3) The possibility that there are areas around the state where students may or may not have broad access to concurrent coursework.
4) Recruiting and retaining faculty to teach the courses.

**Course Placement**

The Kansas Board of Regents has already been working on a multi-measures approach to course placement to create consistency in course placement across the state. We would recommend using the course placement guidelines already being developed by KBOR to avoid additional inconsistency for students across the state before you enact legislation.

**Access**

In the modern era of higher education online classes have allowed colleges and universities across the state to deliver high quality concurrent courses to every high school in the state. Is access to concurrent enrollment a broad problem in Kansas? We would propose KBOR work with the local colleges to expand offerings to ensure students have the opportunities they need, having first gathered necessary data to show where concurrent shortages exist. Then KBOR expand offerings by local colleges in those service areas in a targeted fashion to meet those locales needs.

**Cost Study**

We understand that this initiative proposes to conduct a cost study for concurrent enrollment after launching the program. This seems counterintuitive and should be completed prior to beginning the program rather than after the fact. Having this information before implementation would provide you as policy makers, KBOR and the participating colleges insight into the costs, which vary significantly, as well as the multiple delivery methods (online, hybrid, face-to-face) colleges are currently using to deliver CEP and dual-credit classes.

**Rural Impact**

We have significant concern this program could negatively impact access in rural communities in Kansas. Currently, many rural high school faculty are paid extra for teaching college level coursework either through the local college or through supplemental pay in the school districts. In many cases, these faculty are adjunct faculty for the local college. If the appropriations received by the colleges cannot be used to pay school district faculty for their instruction, then the responsibility to pick up supplemental pay will fall to the local school district. Should the district be unable to pay, we fear that the net affect will be current instructors will stop teaching the CEP course(s). That practical affect then will be the shift of the cost burden back to the local college, whose only choice will be to hire an adjunct faculty member to teach the course (likely online). This will effectively remove a face-to-face concurrent course from rural high schools across the state.

**Reimbursement Rate**

The initiative as proposed seeks to reimburse colleges at $175 per course per student. Our members believe generally that the proposed amount is likely inadequate. Unless it is based on the data on cost yet to be collected, it is virtually impossible to know with any degree of certainty. If how colleges are limited in how they can use the reimbursement, then $175 per credit hour may fall even shorter.

**Timing**

The addition of this program comes on the heels of a 4% reduction in state aid to higher education two years ago, 38% underfunding of the Excel in CTE program, and a $20 million plus shortfall of funding to fully fund the two-year college funding model. While we acknowledge this program will be funded through the K-12 funding stream, our concern is what affect will this have on already successful, but thus far underfunded programs.

We respectfully suggest that you utilize the Kansas Board of Regents as the coordinating body to pilot this endeavor and only employ legislative action if your expectations or goals are not being met. We further recommend waiting on implementation of this initiative until a cost study has been conducted to evaluate the cost of deliver for concurrent education, as well as data collected evaluating access to concurrent education around the state.

Thank you and I would be happy to answer any questions.

**Senate Select Committee on Education Finance**
**Proposed Concurrent Enrollment Program for General Education Courses**
**Blake Flanders, President and CEO, Kansas Board of Regents**
**March 22, 2018**

Good afternoon Chair Baumgardner and Members of the Committee, I am here to discuss a proposal for concurrent enrollment for general education courses.

In Academic Year 2017, 14,983 students (headcount) enrolled, on average, in two general education college courses (30,989 enrollments) through concurrent enrollment partnerships for a total of 100,659 credit hours. A Concurrent Enrollment Partnership (CEP) is an agreement between a college or university and a school district to provide eligible high school students with college courses taught by approved high school faculty during the normal high school day. The student receives both high school and college credit.

These 14,983 high school students took courses on the Board's systemwide transfer list, and they will be able to transfer these courses to any Kansas public college or university offering an equivalent course. In Academic Year 2012, the Board prioritized systemwide transfer and, to date, has approved 84 courses available for guaranteed transfer systemwide. The pass rate for CEP students enrolled in systemwide transfer courses in AY 2017 was 96.7%.

According to research compiled by the Education Commission of the States[1], a wealth of data "underscores the benefits of dual enrollment programs, particularly for students traditionally underrepresented in higher education in the United States. Data suggest that dually enrolled students share the following characteristics:

- More likely to meet college-readiness benchmarks.
- More likely to enter college, and enter shortly after high school graduation.
- Lower likelihood of placement into remedial English or math.
- Higher first-year grade point average (GPA).
- Higher second-year retention rates.
- Higher four- and six-year college completion rates.
- Shorter average time to bachelor's degree completion for those completing in six years or less."

[1] Education Commission of the States. (2015). *State Approaches to Funding Dual Enrollment.* Denver, CO. Jennifer Zinth.

**Concurrent Enrollment Taskforce**

In June 2017, the Board received a letter from Senator Baumgardner, encouraging the Board to create a taskforce to identify opportunities to expand concurrent enrollment in the state. Also in June 2017, the Board received a report from its First Generation Taskforce recommending expansion of concurrent enrollment programs (CEP) in the state to open access and reduce costs for first generation students to give them an early start and realize academic success at the postsecondary level. At the 2017 retreat, the Board prioritized the review of concurrent enrollment as one of its goals for this year, and asked the Kansas Board of Education and the Kansas Board of Regents Coordinating Council to serve as the taskforce to take up this issue.

The Coordinating Council comprises two Board of Regents members, two Board of Education members, as well as President Flanders and Commissioner Watson, both of whom serve as ex-officio members. In 2017, the Council met on September 19, October 25, and November 30. The Council last met on January 8, 2018.

At its first meeting, the Taskforce reviewed the letter from Senator Baumgardner, and a background paper that outlined existing avenues for high school students to earn college credit, institutional service areas, Higher Learning Commission (HLC) faculty qualifications, professional development opportunities for high school faculty, financial models, and student qualifications. The group also heard from representatives from three community colleges, one technical college, and one state university about their respective CEP programs. The community and technical college representatives noted that their CEP programs were a service and not a significant source of revenue. The state university representative noted his institution no longer offers a CEP program due to the costs.

During the October meeting the Taskforce reviewed several research reports that documented the success of CEP and dual enrollment programs in terms of student matriculation, retention, and completion of postsecondary credentials. They also heard from representatives of four school districts about the benefits and challenges associated with the CEP programs at their respective high schools. The primary obstacles they face are the lack of access to such programs in some areas, particularly rural parts of the state, the variance in testing or admissions requirements among colleges, differing tuition rate among colleges, and the lack of HLC qualified instructors. The lack of qualified instructors is the greatest challenge for all of the schools.

The Taskforce met again on November 30. At that meeting, the group reviewed the goals of dual and concurrent coursework/programs and also reviewed the avenues Kansas high school students have to earn college credit before they graduate from high school. These avenues include Concurrent Enrollment Partnership (CEP) courses, dual enrollment courses, Advanced Placement (AP) courses and examinations, the College Level Examination Program (CLEP), the International Baccalaureate (IB) diploma programme, and the Freshman Year for Free program. Staff also reviewed CEP courses with the greatest number of students enrolled.

At its January 8, 2018 meeting, the Taskforce voted to form working groups to make recommendations to the Board President and CEO and the Commissioner of Education on the following issues:

- Identification of five courses offered for statewide delivery,
- Establishment of standardized eligibility requirements for students,
- Agreement on a common rate for tuition/fees, and
- Identification of alternative delivery methods.

Representatives from two technical colleges, four community colleges, and two universities agreed to serve on each working group, as well as two superintendents representing secondary education. The groups met twice in January 2018, and developed a set of recommendations. Those recommendations were sent to institutions for a public comment period, and the recommendations and public comments were then reviewed by Commissioner Watson and President Flanders. The final recommendations are detailed below, and have been shared with the Taskforce, the Kansas Board of Education and the Kansas Board of Regents.

**Recommendations to the Concurrent Enrollment Taskforce**
Concurrent enrollment opportunities are effective in increasing the percentage of students who enroll in college and these programs are linked to increases in college retention and completion rates. Low-income, first-generation and other underserved populations, in particular, benefit from concurrent enrollment programs.

Given that the Kansas Board of Education has defined a successful high school graduate as someone who has completed postsecondary education without remediation, and given that the Kansas Board of Regents has a strategic goal to increase higher education attainment, expansion of concurrent enrollment programs is critical to meet these goals.

Kansas has a strong concurrent enrollment culture where all community colleges and technical colleges offer concurrent enrollment programs. While every community has at least one assigned higher education provider, it is apparent that high school students in Kansas do not have access to the same level of concurrent enrollment opportunities. Student eligibility requirements and course tuition vary widely by institution. For instance, some institutions offer full tuition waivers, while others charge full price. In addition, students eligible for a course in one service area may not meet the eligibility requirements in a neighboring service area. Some institutions purchase textbooks for students, while other institutions require students to buy educational materials supporting the course. In short, concurrent opportunities are more closely tied to where a student resides in Kansas as opposed to the right to choose a postsecondary institution.

Because the Board's service area requirement restricts high schools to using the assigned postsecondary provider for concurrent enrollment, high school students do not have the option to choose a provider. Because of these market restrictions, it is essential to eliminate the variance in costs and eligibility requirements.

The Coordinating Council is recommending concurrent enrollment programs be defined as any of the following:

- CEP (Concurrent Enrollment Programs): A college course offered at the high school using a high school instructor.

- College Provided Instruction: A college course offered either at the high school or at the college using a full-time or adjunct instructor provided by the college.
- Online Courses: A college course offered completely online using a full-time or adjunct instructor provided by the college.
- Hybrid Courses: A college course offered at the high school that combines online instruction from a full-time or adjunct instructor provided by the college and additional face to face instruction by either a high school instructor or the college instructor.

When drafting legislation regarding Statewide Concurrent Course Offerings for Academic Year 2019 (July 1, 2018 through June 30, 2019), the following statements are recommended for consideration:

Statement 1: In Year 1, a pilot program is recommended involving only one course (Composition I) so that any outstanding details and unforeseen issues can be defined and resolved before launching the full program. Institutions may choose whether or not to participate in the program.

Statement 2: The Board's policy on service areas will continue to apply. If an institution chooses not to participate in the pilot, but a high school within the institution's service area does participate, the Board will assign a participating postsecondary institution to the high school.

Statement 3: The following minimum eligibility standards apply to high school students enrolled in this program. Students must be:

- juniors or seniors; and
- have attained a cumulative GPA of 3.0 or better; and
  (i) for American History I, Introduction to Psychology, and Public Speaking, earned an ACT composite score of at least 20 or an equivalent score on another valid assessment; or
  (ii) for College Algebra and English Composition I, earned a college-ready ACT sub-score or equivalent on another valid assessment relevant to the offered concurrent enrollment course or courses.

The Board will convene a committee to identify other valid assessments and the required score students must meet for program eligibility.

Institutions expressed a need for alternative eligibility requirements for students who do not meet the GPA and assessment score requirements, but who institutions believe can be successful. A state committee that includes representatives from two community colleges, one university, one technical college and Board staff will review institutional requests to admit such students and make a final determination.

Statement 4a: To be eligible for state funding designated to support this program, institutions must participate in the program.

Statement 4b: For the two-year sector, concurrent courses are eligible for funding through the nontiered funding line. It is recommended the Board advocate for full funding of the portion of funding supporting concurrent enrollment credit hours in the nontiered line item. It is recommended program funding be distributed in proportion to the amount of concurrent enrollment being offered through the program.

Statement 4c: If the program is not fully funded by legislative appropriation, institutions may charge tuition to students enrolled in the program up to $175 a course.

Statement 5: The state-funded tuition of the student portion of the course is $175. This includes tuition, fees, and educational materials.

Statement 6: The Board will convene a working group to recommend open source materials for courses that are part of the program. Use of identified materials is optional.

Statement 7: The Board will conduct a cost-study specific to the types of concurrent enrollment delivery options to identify direct costs for each sector.

Statement 8: The Board will continue to track the number of concurrent enrollment faculty meeting and not meeting the Higher Learning Commission's faculty qualifications by institution and will maintain a list of online graduate degrees offered by public universities in Kansas in the most common concurrent enrollment subject areas taught in the state. The report of faculty qualifications will be made available to the Board and, if requested, to the Kansas Legislature.

The Board of Regents appreciates Senator Baumgardner's request to study concurrent enrollment and we are ready to work with you on the pilot program. These proposed guidelines are recommended to best position the pilot to ensure success.

Thank you for the opportunity to present this proposal. I am happy to stand for questions.

# ACT WorkKeys

- WorkKeys® assessments are developed to solve actual workplace problems. Unlike other assessments, they don't simply give an indication of reading and writing competency. Instead, they measure a range of hard and soft skills relevant to any occupation, at any level, and across industries.

- Successful completion of WorkKeys core assessments lead to earning an ACT WorkKeys® National Career Readiness Certificate™ (ACT WorkKeys NCRC®)—a credential that verifies the skills found to be most essential across industries and occupations. Tens of thousands of employers recognize the value of the NCRC, and many recommend the credential to candidates.



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# ACT and ACT WorkKeys

Kansans CAN

#KansansCan | KSDE | www.ksde.org

- Pay for ACT one time in high school
- Pay for ACT WorkKeys one time in high school
- Total cost is $2.8 million

| FY 2018 - KANSAS PARENT EDUCATION PROGRAM | | | | | |
|---|---|---|---|---|---|
| | | | | 3/30/2018 | |
| | | | D0 | Anticipated Payment Dates: | |
| USD # | | | | District/Program Name | Original Grant |
| 204 | **204** | 0 | D0204 | Bonner Springs | 10,500 |
| 210 | **210** | 0 | D0210 | Hugoton | 27,676 |
| 229 | **229** | 0 | D0229 | Blue Valley | 471,861 |
| 231 | **231** | 0 | D0231 | Gardner Edgerton | 90,000 |
| 232 | **232** | 0 | D0232 | De Soto | 103,953 |
| 233 | **233** | 0 | D0233 | Olathe | 1,173,023 |
| 239 | **239** | 0 | D0239 | North Ottawa | 25,252 |
| 240 | **240** | 0 | D0240 | Twin Valley | 23,898 |
| 259 | **259** | 0 | D0259 | Wichita | 230,000 |
| 260 | **260** | 0 | D0260 | Derby | 147,858 |
| 261 | **261** | 0 | D0261 | Haysville | 127,000 |
| 263 | **263** | 0 | D0263 | Mulvane | 22,750 |
| 265 | **265** | 0 | D0265 | Goddard | 71,160 |
| 266 | **266** | 0 | D0266 | Maize | 142,283 |
| 273 | **273** | 0 | D0273 | Beloit | 100,541 |
| 305 | **305** | 0 | D0305 | Salina | 79,283 |
| 306 | **306** | 0 | D0306 | Southeast of Saline | 36,667 |
| 308 | **308** | 0 | D0308 | Hutchinson/Buhler | 139,438 |
| 320 | **320** | 0 | D0320 | Wamego | 26,635 |
| 321 | **321** | 0 | D0321 | Kaw Valley | 26,557 |
| 323 | **323** | 0 | D0323 | Rock Creek | 38,680 |
| 333 | **333** | 0 | D0333 | Concordia | 55,846 |
| 335 | **335** | 0 | D0335 | North Jackson | 8,830 |
| 337 | **337** | 0 | D0337 | Royal Valley | 40,606 |
| 348 | **348** | 0 | D0348 | Baldwin City | 84,483 |
| 349 | **349** | 0 | D0349 | Stafford | 17,971 |
| 359 | **359** | 0 | D0359 | Argonia Consortium | 64,615 |
| 361 | **361** | 0 | D0361 | Chapparral Schools | 9,968 |
| 368 | **368** | 0 | D0368 | Paola Consortium | 187,116 |
| 373 | **373** | 0 | D0373 | Newton | 60,120 |
| 379 | **379** | 0 | D0379 | Clay Center | 49,809 |
| 380 | **380** | 0 | D0380 | Vermillion | 24,236 |
| 382 | **382** | 0 | D0382 | Pratt Consortium | 18,970 |
| 383 | **383** | 0 | D0383 | Manhattan/Ogden | 217,690 |
| 394 | **394** | 0 | D0394 | Rose Hill | 33,563 |
| 405 | **405** | 0 | D0405 | Lyons/Rice County Special Services Coop | 45,581 |
| 410 | **410** | 0 | D0410 | Hillsboro/Marion County PAT | 80,849 |
| 428 | **428** | 0 | D0428 | Great Bend | 27,510 |
| 435 | **435** | 0 | D0435 | Abilene | 73,531 |
| 437 | **437** | 0 | D0437 | Auburn-Washburn/Shawnee H | 98,592 |
| 443 | **443** | 0 | D0443 | Dodge City | 39,705 |
| 445 | **445** | 0 | D0445 | Coffeyville | 72,005 |
| 457 | **457** | 0 | D0457 | Garden City | 205,689 |
| 458 | **458** | 0 | D0458 | Basehor-Linwood | 40,596 |
| 465 | **465** | 0 | D0465 | Winfield | 64,788 |
| 469 | **469** | 0 | D0469 | Lansing | 37,853 |
| 473 | **473** | 0 | D0473 | Chapman | 37,151 |
| 475 | **475** | 0 | D0475 | Geary County | 139,922 |
| 482 | **482** | 0 | D0482 | Dighton | 20,000 |
| 487 | **487** | 0 | D0487 | Herington | 46,686 |

| FY 2018 - KANSAS PARENT EDUCATION PROGRAM | | | | | |
|---|---|---|---|---|---|
| | | | | 3/30/2018 | |
| | | | D0 | Anticipated Payment Dates: | |
| USD # | | | | District/Program Name | Original Grant |
| 489 | **489** | 0 | D0489 | Hays | 65,751 |
| 490 | **490** | 0 | D0490 | El Dorado | 21,000 |
| 495 | **495** | 0 | D0495 | Fort Larned | 24,047 |
| 497 | **497** | 0 | D0497 | Lawrence | 141,538 |
| 498 | **498** | 0 | D0498 | Valley Heights/Marysville | 63,000 |
| 501 | **501** | 0 | D0501 | Topeka | 498,946 |
| 512 | **512** | 0 | D0512 | Shawnee Mission | 367,936 |
| 602 | **602** | 0 | D0602 | Northwest KS Ed Serv Ctr | 36,983 |
| 608 | **608** | 0 | D0608 | Keystone (aka Northeast KS Ed Serv Ctr) | 392,000 |
| 609 | **609** | 0 | D0609 | Southeast Ks Ed Serv Ctr | 501,569 |
| 636 | **636** | 0 | D0636 | North Central KS Sp Ed Coop | 53,846 |
| | | | | | |
| | | | | **TOTAL** | **7,185,912** |
| | | | | | |

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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March 28, 2018

**To:** Representative Ron Ryckman

**From:** J.G. Scott, Assistant Director for Fiscal Affairs
Lauren Mendoza, Principal Research Analyst
Edward Penner, Principal Research Analyst
John Hess; Fiscal Analyst

**Re:** State Expenditures on School Readiness

The attached report is in response to your request dated March 23, 2018, for information on programs existing in Kansas that provide services to children and their families to assist in preparation of children for school readiness. The main report includes a summary of all programs and the funding included in the Governor's budget recommendation for FY 2018 and FY 2019. As the report notes, most of this funding is already included in the approved budgets for these programs. Attached to this main report are two documents: one that summarizes expenditures in this report and one that lists expenditures for all programs for children.

**Attachment A.** This document summarizes all recommended expenditures for FY 2018 and FY 2019 for programs that were included in the main report. Total expenditures for K-12 school finance are included at the bottom of the spreadsheet and a grand total of statewide education-related expenditures is provided. This document organizes programs by agency, which are organized by function of government. Expenditures for both fiscal years are summarized by all funds and State General Fund moneys.

**Attachment B**. This document summarizes the Children's Budget included in Volume 1 of *The FY 2019 Governor's Budget Report*. The Children's Budget presents information concerning the State's efforts to meet the needs of children in Kansas, including all state expenditures for all child-related programming. This document organizes programs by agency, which are organized by function of government. Expenditures for both fiscal years are summarized by all funds and State General Fund moneys.

JDH/mkl

# STATE OF KANSAS EXPENDITURES FOR SCHOOL READINESS (Excluding K-12 School Finance)

The following report summarizes programs that assist in preparing Kansas children for school readiness. All dollar figures recommend the Governor's budget recommendation. The majority of funding is already included in the approved budgets for FY 2018 and FY 2019.

## TOTAL EXPENDITURES

*FY 2018—All Funds: $186,139,890; SGF: $61,864,776*
*FY 2019—All Funds: $188,678,870; SGF: $62,105,834*

## GENERAL GOVERNMENT

**Attorney General**
***DARE Program*** ..... 7
*FY 2018—All Funds: $25,000; SGF: $0*
*FY 2019—All Funds: $25,000; SGF: $0*

## HUMAN SERVICES

**Department for Children and Families (DCF)**
***Child Care Quality*** ..... 7
*FY 2018—All Funds: $5,083,046; SGF: $0*
*FY 2019—All Funds: $5,083,046; SGF: $0*
***Independent Living & Life Skills Services*** ..... 7
*FY 2018—All Funds: $1,969,886; SGF: $393,977*
*FY 2019—All Funds: $1,969,886; SGF: $393,977*
***Kansas Early Head Start*** ..... 8
*FY 2018—All Funds: $9,238,642; SGF: $0*
*FY 2019—All Funds: $9,238,642; SGF: $0*
***Vocational Rehabilitation Case Services*** ..... 8
*FY 2018—All Funds: $4,900,967; SGF: $1,043,906*
*FY 2019—All Funds: $5,717,131; SGF: $1,217,749*
***Smartmoves*** ..... 8
*FY 2018—All Funds: $219,435; SGF: $0*
*FY 2019—All Funds: $219,435; SGF: $0*
***EPIC Skillz*** ..... 8
*FY 2018—All Funds: $188,583; SGF: $0*
*FY 2019—All Funds: $188,583; SGF: $0*
***Urban Scholastic Center*** ..... 9
*FY 2018—All Funds: $109,253; SGF: $0*
*FY 2019—All Funds: $109,253; SGF: $0*
***Project Impact*** ..... 9
*FY 2018—All Funds: $0; SGF: $0*
*FY 2019—All Funds: $189,317; SGF: $0*



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***Kansas Reading Roadmap*** ..... *9*
*FY 2018—All Funds: $9,790,050; SGF: $0*
*FY 2019—All Funds: $9,790,950; SGF: $0*
***Kidzlit*** ..... 9
*FY 2018—All Funds: $877,725; SGF: $0*
*FY 2019—All Funds: $877,725; SGF: $0*
***Jobs for America's Graduates*** ..... 9
*FY 2018—All Funds: $4,400,000; SGF: $0*
*FY 2019—All Funds: $5,750,000; SGF: $0*
***Communities in Schools*** ..... 10
*FY 2018—All Funds: $1,453,467; SGF: $0*
*FY 2019—All Funds: $1,489,520; SGF: $0*

**Parsons State Hospital and Training Center**
***Special Purpose School*** ..... 10
*FY 2018—All Funds: $350,000; SGF: $350,000*
*FY 2019—All Funds: $350,000; SGF: $350,000*

**Kansas Department of Health and Environment—Health**
***School Health*** ..... 10
*FY 2018—All Funds: $691,907; SGF: $375,376*
*FY 2019—All Funds: $691,907; SGF: $375,376*
***Infant and Toddler Services*** ..... 10
*FY 2018—All Funds: $10,153,186; SGF: $0*
*FY 2019—All Funds: $10,151,104; SGF: $0*
***Newborn Hearing Aid Loaner Program*** ..... 11
*FY 2018—All Funds: $41,346; SGF: $0*
*FY 2019—All Funds: $40,602; SGF: $0*
***Newborn Metabolic & Hearing Screening*** ..... 11
*FY 2018—All Funds: $766,200; SGF: $16,700*
*FY 2019—All Funds: $773,868; SGF: $16,700*

**EDUCATION**

**Department of Education**

***Parent Education Program (Parents as Teachers)*** ..... 11
*FY 2018—All Funds: $7,237,635; SGF: $0*
*FY 2019—All Funds: $8,237,635; SGF: $0*
***Pre-K Program*** ..... 11
*FY 2018—All Funds: $4,132,317; SGF: $0*
*FY 2018—All Funds: $4,132,317; SGF: $0*
***Kansas Reading Success*** ..... 12
*FY 2018—All Funds: $2,100,000; SGF: $2,100,000*
*FY 2019—All Funds: $2,100,000; SGF: $2,100,000*
***Communities in Schools*** ..... 12
*FY 2018—All Funds: $50,000; SGF: $0*
*FY 2019—All Funds: $50,000; SGF: $0*
***Children's Cabinet Programs*** ..... 12
*FY 2018—All Funds: $15,607,840; SGF: $0*
*FY 2019—All Funds: $18,018,476; SGF: $0*

**School for the Blind**
***Education of Blind Children*** ..... 12
*FY 2018—All Funds: $7,043,445; SGF: $5,368,299*
*FY 2019—All Funds: $6,767,521; SGF: $5,435,726*

**School for the Deaf**
***Education of Deaf Children*** ..... 12
*FY 2018—All Funds: $11,044,447; SGF: $8,831,258*
*FY 2019—All Funds: $10,798,266; SGF: $8,899,869*

**Kansas Board of Regents**
***Excel in Career Technical Education Initiative (2012 SB 155)*** ..... 13
*FY 2018—All Funds: $28,050,000; SGF: $28,050,000*
*FY 2019—All Funds: $28,050,000; SGF: $28,050,000*

**Emporia State University**
***Center for Early Childhood Education*** ..... 13
*FY 2018—All Funds: $480,489; SGF: $12,023*
*FY 2019—All Funds: $480,489; SGF: $12,023*
***Reading Related Services*** ..... 13
*FY 2018—All Funds: $26,450; SGF: $26,450*
*FY 2019—All Funds: $26,450; SGF: $26,450*
***Enhancing Your Future*** ..... 13
*FY 2018—All Funds: $16,790; SGF: $12,690*
*FY 2019—All Funds: $16,790; SGF: $12,690*
***Sonia Kovalevsky Mathematics Day*** ..... 14
*FY 2018—All Funds: $1,500; SGF: $1,500*
*FY 2019—All Funds: $1,500; SGF: $1,500*
***MASTER-IT*** ..... 14
*FY 2018—All Funds: $20,721; SGF: $16,721*
*FY 2019—All Funds: $20,721; SGF: $16,721*
***Family Literacy Program*** ..... 14
*FY 2018—All Funds: $30,458; SGF: $360*
*FY 2019—All Funds: $30,470; SGF: $372*
***Yes, I Can Do Science & Mathematics (Sí Se Puede Hacer Ciencia y Matemáticas)*** ..... 14
*FY 2018—All Funds: $5,750; SGF: $5,750*
*FY 2019—All Funds: $5,750; SGF: $5,750*

**Fort Hays State University**
***Herndon Speech, Language, and Hearing Clinic*** ..... 15
*FY 2018—All Funds: $777,523; SGF: $586,319*
*FY 2019—All Funds: $777,523; SGF: $586,319*
***Tiger Tots Nurtury Center*** ..... 15
*FY 2018—All Funds: $103,452; SGF: $0*
*FY 2019—All Funds: $103,452; SGF: $0*

**Kansas State University**
***Hoeflin Stone House Child Care Center*** ..... 15
*FY 2018—All Funds: $395,869; SGF: $65,000*
*FY 2019—All Funds: $475,000; SGF: $65,000*

***Early Childhood Laboratory*** ..... 15
*FY 2018—All Funds: $110,160; SGF: $65,000*
*FY 2019—All Funds: $125,000; SGF: $65,000*
***KSDE Food Program*** ..... 16
*FY 2018—All Funds: $7,000; SGF: $0*
*FY 2019—All Funds: $7,000; SGF: $0*
***Speech & Hearing Center*** ..... 16
*FY 2018—All Funds: $343,579; SGF: $168,474*
*FY 2019—All Funds: $345,474; SGF: $168,474*

**Kansas State University—ESARP**
***4-H Program*** ..... 16
*FY 2018—All Funds: $1,098,416; SGF: $417,167*
*FY 2019—All Funds: $1,098,416; SGF: $417,167*
***Youth Leadership & Community Involvement Initiative*** ..... 16
*FY 2018—All Funds: $255,109; SGF: $94,620*
*FY 2019—All Funds: $255,109; SGF: $94,620*
***Army Youth & Teen Center Technical Assistance*** ..... 16
*FY 2018—All Funds: $115,295; SGF: $20,914*
*FY 2019—All Funds: $115,295; SGF: $20,914*
***Community Youth Development & Training*** ..... 17
*FY 2018—All Funds: $114,745; SGF: $26,998*
*FY 2019—All Funds: $114,745; SGF: $26,998*
***Learning & Social Readiness*** ..... 17
*FY 2018—All Funds: $43,423; SGF: $12,450*
*FY 2019—All Funds: $43,423; SGF: $12,450*
***Improve Parenting Skills & Family Relationships*** ..... 17
*FY 2018—All Funds: $1,371,609; SGF: $707,299*
*FY 2019—All Funds: $1,371,609; SGF: $707,299*

**Pittsburg State University**
***Pre-School Lab*** ..... 18
*FY 2018—All Funds: $34,694; SGF: $17,587*
*FY 2019—All Funds: $35,350; SGF: $17,636*
***Yes Program*** ..... 18
*FY 2018—All Funds: $35,350; SGF: $17,636*
*FY 2019—All Funds: $35,350; SGF: $17,636*
***America Reads Challenge*** ..... 18
*FY 2018—All Funds: $35,350; SGF: $834*
*FY 2019—All Funds: $35,350; SGF: $834*
***Science Day*** ..... 18
*FY 2018—All Funds: $984; SGF: $0*
*FY 2019—All Funds: $984; SGF: $0*
***Career Exploration*** ..... 18
*FY 2018—All Funds: $2,727; SGF: $0*
*FY 2019—All Funds: $2,727; SGF: $0*

**University of Kansas**
***Hilltop Child Development Center*** ..... 19
*FY 2018—All Funds: $2,509,000; SGF: $0*
*FY 2019—All Funds: $2,552,000; SGF: $0*

***Edna A. Hill Child Development Center*** ..... 19
*FY 2018—All Funds: $495,000; SGF: $0*
*FY 2019—All Funds: $503,000; SGF: $0*
***Lied Center of Kansas: School Performance Series*** ..... 19
*FY 2018—All Funds: $52,000; SGF: $0*
*FY 2019—All Funds: $60,500; SGF: $0*
***School of Architecture, Design, and Planning Design Camp*** ..... 19
*FY 2018—All Funds: $27,000; SGF: $0*
*FY 2019—All Funds: $27,000; SGF: $0*
***School of Journalism/Mass Communications: Media Workshop*** ..... 20
*FY 2018—All Funds: $55,000; SGF: $0*
*FY 2019—All Funds: $57,000; SGF: $0*
***School of Music: International Institute for Young Musicians*** ..... 20
*FY 2018—All Funds: $74,617; SGF: $0*
*FY 2019—All Funds: $74,617; SGF: $0*
***Spencer Museum of Art: Children Programming*** ..... 20
*FY 2018—All Funds: $146,825; SGF: $48,000*
*FY 2019—All Funds: $113,850; SGF: $45,100*

**Wichita State University**
***Speech-Language-Hearing Clinic*** ..... 21
*FY 2018—All Funds: $503,300; SGF: $94,300*
*FY 2019—All Funds: $503,300; SGF: $94,300*
***School of Nursing—Health Screenings*** ..... 21
*FY 2018—All Funds: $9,300; SGF: $9,300*
*FY 2019—All Funds: $9,300; SGF: $9,300*
***School of Nursing—Services Provided by Nursing Students*** ..... 21
*FY 2018—All Funds: $17,250; SGF: $17,250*
*FY 2019—All Funds: $17,250; SGF: $17,250*
***Physician Assistants—West High School Health Science Program*** ..... 21
*FY 2018—All Funds: $9,500; SGF: $9,500*
*FY 2019—All Funds: $9,500; SGF: $9,500*
***Upward Bound*** ..... 21
*FY 2018—All Funds: $391,255; SGF: $0*
*FY 2019—All Funds: $391,255; SGF: $0*
***Upward Bound Regional Math/Science Program*** ..... 22
*FY 2018—All Funds: $320,124; SGF: $0*
*FY 2019—All Funds: $320,124; SGF: $0*
***Upward Bound Communication*** ..... 22
*FY 2018—All Funds: $245,723; SGF: $0*
*FY 2019—All Funds: $245,723; SGF: $0*
***TRIO Talent Search—Project Discovery*** ..... 22
*FY 2018—All Funds: $559,200; SGF: $0*
*FY 2019—All Funds: $559,200; SGF: $0*
***GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs)*** ..... 22
*FY 2018—All Funds: $3,500,000; SGF: $0*
*FY 2019—All Funds: $3,500,000; SGF: $0*
***Teacher Education Majors*** ..... 23
*FY 2018—All Funds: $23,758; SGF: $0*
*FY 2019—All Funds: $23,758; SGF: $0*

***WSU Child Development Center*** ..... 23
*FY 2018—All Funds: $690,041; SGF: $0*
*FY 2019—All Funds: $690,041; SGF: $0*
***America Reads Challenge*** ..... 23
*FY 2018—All Funds: $85,850; SGF: $0*
*FY 2019—All Funds: $85,850; SGF: $0*
***Partnership with Communities in Schools*** ..... 23
*FY 2018—All Funds: $16,681; SGF: $0*
*FY 2019—All Funds: $16,681; SGF: $0*

**Historical Society**
***Educational Programming*** ..... 23
*FY 2018—All Funds: $26,200; SGF: $16,584*
*FY 2019—All Funds: $26,200; SGF: $16,584*

**State Library**
***Summer Reading Program*** ..... 24
*FY 2018—All Funds: $40,500; SGF: $0*
*FY 2019—All Funds: $40,500; SGF: $0*
***Kansas Reads to Preschoolers*** ..... 24
*FY 2018—All Funds: $3,800; SGF: $0*
*FY 2019—All Funds: $3,800; SGF: $0*
***Children's Ebooks*** ..... 24
*FY 2018—All Funds: $47,000; SGF: $0*
*FY 2019—All Funds: $50,000; SGF: $0*
***Learning Foreign Language*** ..... 24
*FY 2018—All Funds: $0; SGF: $0*
*FY 2019—All Funds: $0; SGF: $0*

**PUBLIC SAFETY**

**Department of Corrections**
***Lawrence Gardner High School*** ..... 25
*FY 2018—All Funds: $2,528,374; SGF: $2,451,425*
*FY 2019—All Funds: $2,528,374; SGF: $2,407,805*

**Adjutant General's Department**
***Starbase*** ..... 25
*FY 2018—All Funds: $1,586,000; SGF: $0*
*FY 2019—All Funds: $1,650,000; SGF: $0*

**TRANSPORTATION**

**Kansas Department of Transportation**
***Safe Routes to Schools*** ..... 25
*FY 2018—All Funds: $855,496; SGF; $0*
*FY 2019—All Funds: $855,496; SGF: $0*

## GENERAL GOVERNMENT

### Attorney General

***DARE Program***
*FY 2018—All Funds: $25,000; SGF: $0*
*FY 2019—All Funds: $25,000; SGF: $0*

The Drug Abuse Resistance Education (DARE) Program assists local law enforcement agencies and schools to create local programs, provide training of the curriculum, and provide material and information.

## HUMAN SERVICES

### Department for Children and Families (DCF)

***Child Care Quality***
*FY 2018—All Funds: $5,083,046; SGF: $0*
*FY 2019—All Funds: $5,083,046; SGF: $0*

The majority of Child Care Quality expenditures are devoted to resource and referral services. Resource and referral programs serve as a central component of the state's child care infrastructure. While their core role is to provide information to parents about child care available in their communities and referrals to other programs in response to family needs, they also maintain databases on child care programs, build the supply of child care by providing training and technical assistance to new and existing providers, and improve child care quality by offering training for family child care providers, center staff, and directors.

***Independent Living & Life Skills Services***
*FY 2018—All Funds: $1,969,886; SGF: $393,977*
*FY 2019—All Funds: $1,969,886; SGF: $393,977*

Youth ages 15 and older in out-of-home placement are provided life skills services by the Child Welfare Community-Based Service providers. Providers assist youth to prepare for adulthood and self-sufficiency by providing an array of services and support, including daily living skills; housing, transportation, and community resources; money management; self-care; social development; and work and study skills. These services are provided by the local DCF offices to all youth who are eligible for Chafee or Education and Training Voucher funding and were in DCF, Department of Corrections juvenile, or tribal custody. Financial assistance is also available to eligible youth for post-secondary education, certified training programs, and monthly independent living subsidies.



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***Kansas Early Head Start***
*FY 2018—All Funds: $9,238,642; SGF: $0*
*FY 2019—All Funds: $9,238,642; SGF: $0*

The Kansas Early Head Start Program is designed to meet the individual needs of children and their families by focusing on quality early education, parent education, and other family support services. The program focuses support on low income, pregnant women, and families with infants, toddlers, and/or children with disabilities in the home.

***Vocational Rehabilitation Case Services***
*FY 2018—All Funds: $4,900,967; SGF: $1,043,906*
*FY 2019—All Funds: $5,717,131; SGF: $1,217,749*

Vocational Rehabilitation Case Services helps secondary students with severe disability prepare for employment through the Vocational Rehabilitation Program. Without these services, research has demonstrated that most special education students leaving high school will not acquire appropriate employment, and many of the functional abilities gained through special education would be lost.

***Smartmoves***
*FY 2018—All Funds: $219,435; SGF: $0*
*FY 2019—All Funds: $219,435; SGF: $0*

Smartmoves is a comprehensive teen pregnancy prevention and education program provided by the Boys and Girls Club to at-risk youth in Coffeyville, Wyandotte County, Hutchinson, White Cloud, Horton, Mayetta, Leavenworth, Abilene, Manhattan, Wichita, Topeka, and Lawrence. Curriculums are utilized to develop skills to resist alcohol, tobacco, and other drugs, as well as pregnancy prevention and premature sexual activity through abstinence-based curriculum. Other curriculum includes skill-building regarding healthy relationships, career exploration, job readiness, and placement and career decision-making support.

***EPIC Skillz***
*FY 2018—All Funds: $188,583; SGF: $0*
*FY 2019—All Funds: $188,583; SGF: $0*

EPIC Skillz provides an expanded learning opportunity for middle school students by offering an alternative path to earning high school credit. The program is designed to build workforce skills, promote innovative thinking, increase engagement, and motivate experiential learning in at-risk youth. Youth in the program build essential skills for college and career readiness through hands-on learning activities in and out of the classroom.

***Urban Scholastic Center***
*FY 2018—All Funds: $109,253; SGF: $0*
*FY 2019—All Funds: $109,253; SGF: $0*

The Urban Scholastic Center serves inner-city children and youth by offering a wide array of services, including literacy, after-school, and evening educational programs. The program mainly services children from low-income families living in Wyandotte County. The program aims to increase a child's desire to read and develop a love for reading and learning.

***Project Impact***
*FY 2018—All Funds: $0; SGF: $0*
*FY 2019—All Funds: $189,317; SGF: $0*

Project Impact targets minority youth in the age range of 14 through 17 who reside in the state's high-risk, low-protective counties. The program seeks to lower risk factors in those children who may be affected by antisocial behavior issues, drug use, gang involvement, and a variety of at-home challenges.

***Kansas Reading Roadmap***
*FY 2018—All Funds: $9,790,050; SGF: $0*
*FY 2019—All Funds: $9,790,950; SGF: $0*

Reading proficiently by the third grade is considered one of the most important predictors of high school graduation. As such, the program works with low-income schools in rural and urban communities to increase reading proficiency among the schools' at-risk children.

***Kidzlit***
*FY 2018—All Funds: $877,725; SGF: $0*
*FY 2019—All Funds: $877,725; SGF: $0*

Kidzlit is part of the Kansas Reading Roadmap project.

***Jobs for America's Graduates***
*FY 2018—All Funds: $4,400,000; SGF: $0*
*FY 2019—All Funds: $5,750,000; SGF: $0*

Jobs for America's Graduates is a program that targets children at risk of failing in schools. The program offers in-class instruction, mentoring, leadership development, and job and postsecondary placement to participants.

***Communities in Schools***
*FY 2018—All Funds: $1,453,467; SGF: $0*
*FY 2019—All Funds: $1,489,520; SGF: $0*

Communities in Schools partners with public schools to improve high school graduation rates. The program primarily focuses on schools with the highest drop-out rates and surrounds at-risk students with services to better their chances of graduating. This goal is achieved by intensive case management, academic tutoring, and mentoring services.

**Parsons State Hospital and Training Center**

***Special Purpose School***
*FY 2018—All Funds: $350,000; SGF: $350,000*
*FY 2019—All Funds: $350,000; SGF: $350,000*

Special education services are provided to school-aged residents of Parsons State Hospital through a contract with the Southeast Kansas Regional Education Service Center.

**Kansas Department of Health and Environment—Health**

***School Health***
*FY 2018—All Funds: $691,907; SGF: $375,376*
*FY 2019—All Funds: $691,907; SGF: $375,376*

This grant program is to implement strategies that promote school health in 12 target Local Education Agencies. The main goals of the five-year project were to: (1) facilitate the planning, development, and implementation of the revised local wellness policies; (2) support school environment that encourage physical activity and healthy food choices and meet the daily needs of students with chronic conditions; and (3) meet HK2020 objectives related to school health as set out by partners across the state. The Healthy Kansas Schools program, a partnership between the Kansas Department of Health and Environment-Bureau of Health Promotion and the Kansas State Department of Education-Child Nutrition and Wellness, coordinated these efforts.

***Infant and Toddler Services***
*FY 2018—All Funds: $10,153,186; SGF: $0*
*FY 2019—All Funds: $10,151,104; SGF: $0*

This program provides funding to 36 local networks that provide services to infants and toddlers who have developmental delays.

***Newborn Hearing Aid Loaner Program***
*FY 2018—All Funds: $41,346; SGF: $0*
*FY 2019—All Funds: $40,602; SGF: $0*

The goal of this program is to provide small children with temporary hearing assistance devices until they receive their permanent devices.

***Newborn Metabolic & Hearing Screening***
*FY 2018—All Funds: $766,200; SGF: $16,700*
*FY 2019—All Funds: $773,868; SGF: $16,700*

This program provides screening of all Kansas newborns for 29 conditions recommended by the national panel for state screening programs. This assures early diagnosis and treatment to prevent serious disability or death. The agency has laboratory tests at the KDHE Lab and nursing follow-up services through the Division of Health.

## EDUCATION

### Department of Education

***Parent Education Program (Parents as Teachers)***
*FY 2018—All Funds: $7,237,635; SGF: $0*
*FY 2019—All Funds: $8,237,635; SGF: $0*

The Parent Education Program provides expectant parents and parents of infants and toddlers with advice and resource materials related to parenting skills, positive approaches to discipline, and development of self-esteem.

***Pre-K Program***
*FY 2018—All Funds: $4,132,317; SGF: $0*
*FY 2018—All Funds: $4,132,317; SGF: $0*

This program prepares four-year-old children for success in school. All classrooms in the program are required to meet teacher qualification requirements, implement a research-based curriculum, maintain low teacher-to-child ratios, complete at least 15 hours of teacher training annually, and provide referrals to additional community services for families that need them.

***Kansas Reading Success***
*FY 2018—All Funds: $2,100,000; SGF: $2,100,000*
*FY 2019—All Funds: $2,100,000; SGF: $2,100,000*

Refer to program description under the Department for Children and Families.

***Communities in Schools***
*FY 2018—All Funds: $50,000; SGF: $0*
*FY 2019—All Funds: $50,000; SGF: $0*

Refer to program description under the Department for Children and Families.

***Children's Cabinet Programs***
*FY 2018—All Funds: $15,607,840; SGF: $0*
*FY 2019—All Funds: $18,018,476; SGF: $0*

Early Childhood Block Grants send money to school districts, Early Head Start sites, Head Start sites, and community-based programs that provide research-based child development services for at-risk infants, toddlers and their families, and preschool for three- and four-year-old children. The grant process is driven by accountability measures and research-based programming, as well as a focus on at-risk children and underserved areas. At least 30.0 percent of all block grant funds are set aside for infant and toddler programs.

Programming also includes the Child Care Quality Initiative and the Autism Diagnosis Program.

**School for the Blind**

***Education of Blind Children***
*FY 2018—All Funds: $7,043,445; SGF: $5,368,299*
*FY 2019—All Funds: $6,767,521; SGF: $5,435,726*

The School for the Blind provides educational, residential, and outreach services for children with visual and other impairments until the age of 21. In addition to extra hours of academic work, students residing in the dormitory receive instruction in life skills to foster independent living in adulthood. The school expects to serve additional students through its statewide outreach program and provide them with books, instructional material, and specialized technology. Also in the school's budget is funding for the Accessible Arts, which provides technical assistance to enhance the arts for visually impaired students.

**School for the Deaf**

***Education of Deaf Children***
*FY 2018—All Funds: $11,044,447; SGF: $8,831,258*
*FY 2019—All Funds: $10,798,266; SGF: $8,899,869*

The School for the Deaf offers instructional and residential programs for students who are deaf and hard-of-hearing so that they may have total accessibility to language and educational needs in a visual environment. Included in the school's curriculum are all academic subjects necessary for accreditation by the Kansas State Department of

Education. In addition to classroom and life skills instruction at the Olathe campus, outreach services, early intervention assistance, and auditory training units are provided to school districts statewide.

**Kansas Board of Regents**

***Excel in Career Technical Education Initiative (2012 SB 155)***
*FY 2018—All Funds: $28,050,000; SGF: $28,050,000*
*FY 2019—All Funds: $28,050,000; SGF: $28,050,000*

This program encourages high school students to earn technical college credit without paying tuition and, at the same time, earn an industry credential recognized by employers. The program provides for diverse career pathway options which will give high school graduates the flexibility to either enter the workforce in high-demand, high-wage jobs after graduation, or earn high wages as they work their way through college, minimizing debt for Kansas students and families.

**Emporia State University**

***Center for Early Childhood Education***
*FY 2018—All Funds: $480,489; SGF: $12,023*
*FY 2019—All Funds: $480,489; SGF: $12,023*

The Center for Early Childhood Education provides care for children of Emporia State University students, faculty, staff, and the community members.

***Reading Related Services***
*FY 2018—All Funds: $26,450; SGF: $26,450*
*FY 2019—All Funds: $26,450; SGF: $26,450*

This program provides reading and science instruction to school-age children, ages six through eight. Pre-service teachers provide individual and small group lessons. Practicum students also test, diagnose, and remediate children with reading problems.

***Enhancing Your Future***
*FY 2018—All Funds: $16,790; SGF: $12,690*
*FY 2019—All Funds: $16,790; SGF: $12,690*

This one-day conference is attended by girls in grades six through eight with their parents and teachers on the campus of Emporia State University. Goals of the conference include: increasing girls' interest in science and mathematics; fostering awareness of career opportunities for women in mathematics- and science-related fields; and providing girls with the opportunity to meet and form personal contacts with successful women.

***Sonia Kovalevsky Mathematics Day***
*FY 2018—All Funds: $1,500; SGF: $1,500*
*FY 2019—All Funds: $1,500; SGF: $1,500*

Funding for this program is provided through a corporate grant. The Sonia Kovalevsky Mathematics Day conference, named for a famous 19th-century mathematician, is designed to honor and encourage high school women in their junior year to continue in their math studies.

***MASTER-IT***
*FY 2018—All Funds: $20,721; SGF: $16,721*
*FY 2019—All Funds: $20,721; SGF: $16,721*

The Mathematics and Science to Explore Careers—Investigating Together (MASTER-IT) is a one-week summer residential program for young women at Emporia State University. Participants live in a residence hall chaperoned by college women and have the opportunity to interact with University faculty, women professionals, and other participants.

***Family Literacy Program***
*FY 2018—All Funds: $30,458; SGF: $360*
*FY 2019—All Funds: $30,470; SGF: $372*

The Family Literacy Program provides reading and mathematical tutorial help for children in 8 of the 11 local public and private schools in Emporia. The program uses college students in the University's Teacher Education Program as tutors. The majority of the program's funding comes from special revenue funds paid as stipends to the tutors.

***Yes, I Can Do Science & Mathematics (Sí Se Puede Hacer Ciencia y Matemáticas)***
*FY 2018—All Funds: $5,750; SGF: $5,750*
*FY 2019—All Funds: $5,750; SGF: $5,750*

This program is for sixth to eigth grade Hispanic students and is held every year on a Saturday in October. Students participate in four hands-on workshops taught by Hispanic professionals from all over the State of Kansas. The workshops allow students to explore STEM topics, such as engineering, physics, medicine, chemistry, and veterinary medicine.

Students also hear words of encouragement from Hispanic professionals during a formal luncheon in Emporia State University's Memorial Union. Parents and teachers are encouraged to attend the program as well. The adult sessions focus on how to encourage Hispanic students to study STEM subjects and advice on how to succeed in college.

**Fort Hays State University**

***Herndon Speech, Language, and Hearing Clinic***
*FY 2018—All Funds: $777,523; SGF: $586,319*
*FY 2019—All Funds: $777,523; SGF: $586,319*

This clinic provides comprehensive diagnostics and treatment to children of Western Kansas. It is administered by Fort Hays State University personnel in local offices throughout Western Kansas.

***Tiger Tots Nurtury Center***
*FY 2018—All Funds: $103,452; SGF: $0*
*FY 2019—All Funds: $103,452; SGF: $0*

The Fort Hays State University's Tiger Tots Nurtury Center provides child care and pre-school for children of the University's students and staff.

**Kansas State University**

***Hoeflin Stone House Child Care Center***
*FY 2018—All Funds: $395,869; SGF: $65,000*
*FY 2019—All Funds: $475,000; SGF: $65,000*

Stone House provides full-day, full-year, early education for three groups of children: infants and toddlers, aged 6 weeks through 3 years; toddlers, ranging from 15 to 30 months of age; and preschoolers, aged 2-and-a-half to 5 years. Only children eligible for Early Head Start services are enrolled in the infant-toddler program.

***Early Childhood Laboratory***
*FY 2018—All Funds: $110,160; SGF: $65,000*
*FY 2019—All Funds: $125,000; SGF: $65,000*

The Early Childhood Laboratory is located in the Hoeflin House Child Care Center. The program integrates children who have identified developmental delays and disabilities with children who are typically developing. Kansas State University sponsors the child care programs for the education of teachers, the observation and interpretation of human growth and development, and research in a natural setting for faculty and students. This program is operated in collaboration with the public school system (USD 383) and serves as a major resource to the community.

***KSDE Food Program***
*FY 2018—All Funds: $7,000; SGF: $0*
*FY 2019—All Funds: $7,000; SGF: $0*

The Food Program provides nutritious meals and snacks to all children in the Early Childhood Lab program and the Hoeflin Stone House Child Care program. These meals and snacks meet the Child and Adult Care Food Program guidelines.

***Speech & Hearing Center***
*FY 2018—All Funds: $343,579; SGF: $168,474*
*FY 2019—All Funds: $345,474; SGF: $168,474*

The Speech and Hearing Center serves children with speech, language, and hearing disorders from birth to adulthood. Services include evaluation and intervention for children with conditions resulting from communication disorders such as cleft palate, cerebral palsy, autism, deafness, vocal misuse/abuse, and retardation.

**Kansas State University—ESARP**

***4-H Program***
*FY 2018—All Funds: $1,098,416; SGF: $417,167*
*FY 2019—All Funds: $1,098,416; SGF: $417,167*

The mission of the 4-H Program is to provide educational strategies and opportunities for youth and adults to work in partnership as they develop life skills to become healthy, self-directed, contributing members of society. This program focuses on the development among youth of five life skills: a positive self-concept, an inquiring mind, a concern for the community, healthy interpersonal relationships, and sound decision-making skills by creating nearly 1,000 ongoing program sites across the state.

***Youth Leadership & Community Involvement Initiative***
*FY 2018—All Funds: $255,109; SGF: $94,620*
*FY 2019—All Funds: $255,109; SGF: $94,620*

In partnership with the Kansas 4-H Foundation, this leadership and service initiative establishes leadership training opportunities for the young adult. Participants master small and large group facilitation skills, the intricacies of public policy development through democratic government, understanding diversity, and how to serve on public boards and in communities as advocates for youth perspective.

***Army Youth & Teen Center Technical Assistance***
*FY 2018—All Funds: $115,295; SGF: $20,914*
*FY 2019—All Funds: $115,295; SGF: $20,914*

This U.S. Army initiative establishes 4-H clubs on army posts throughout the world. The program provides high-quality, predictable environments for youth dependent in an

increasingly mobile, all-volunteer army. Technical assistance is provided by Kansas State University staff including the development of army personnel and management strategies for youth centers that go beyond recreation to support social skills, and workforce development. Staff also provides and supports curriculum at the army sites as well as establishing of computer labs for homework and general learning at each youth center.

***Community Youth Development & Training***
*FY 2018—All Funds: $114,745; SGF: $26,998*
*FY 2019—All Funds: $114,745; SGF: $26,998*

This program provides opportunities for teen leaders, organizational leaders, and others from non-affiliated community youth development groups to increase their individual and organizational skills. Many communities have local youth organizations that lack affiliation with larger youth organizations. Kansas State University Extension Systems holds a unique position with expertise in paid and volunteer staff development, experiential learning curricula, leadership, and establishing effective adult-youth partnership as well as management skills to establish and maintain youth groups.

***Learning & Social Readiness***
*FY 2018—All Funds: $43,423; SGF: $12,450*
*FY 2019—All Funds: $43,423; SGF: $12,450*

Kansas State Research and Extension conducts community-based implementation of social competency and learning readiness curricula. Kansas State University students provide activities and learning experiences for pre-school children, in partnership with other organizations. Activities include reading to children and performing science experiments for children in a variety of settings.

***Improve Parenting Skills & Family Relationships***
*FY 2018—All Funds: $1,371,609; SGF: $707,299*
*FY 2019—All Funds: $1,371,609; SGF: $707,299*

Kansas State Research and Extension Family and Consumer Sciences are committed to developing and delivering educational programs that contribute to effective parenting and successful family relationships. It provides programs throughout the state on Basic Living Skills, Families and Divorce, Stepping Stones for Stepfamilies, Parents Universities, and Family Financial Management. It also provides a financial planning program for high school students.



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**Pittsburg State University**

***Pre-School Lab***
*FY 2018—All Funds: $34,694; SGF: $17,587*
*FY 2019—All Funds: $35,350; SGF: $17,636*

This is a learning laboratory conducted by the Department of Family and Consumer Sciences for children three-and-a-half to five years old. It serves as a training facility for students majoring in Early Childhood Development and Early Childhood Education. The pre-school laboratory provides opportunities to interact with young children under the guidance of skilled instructors.

***Yes Program***
*FY 2018—All Funds: $35,350; SGF: $17,636*
*FY 2019—All Funds: $35,350; SGF: $17,636*

This program is conducted in cooperation with area school systems to provide tutorial assistance to school children.

***America Reads Challenge***
*FY 2018—All Funds: $35,350; SGF: $834*
*FY 2019—All Funds: $35,350; SGF: $834*

This program is a federally funded work-study program designed to provide support to communities and schools to improve local reading programs. America Reads Challenge provides reading tutorial help for children in area public and private schools. The goal is to have all children read well and independently by the end of third grade. The program uses college students as tutors.

***Science Day***
*FY 2018—All Funds: $984; SGF: $0*
*FY 2019—All Funds: $984; SGF: $0*

The Physics, Biology, and Chemistry departments at Pittsburg State University sponsor a secondary student competition in science to promote awareness of physical concepts. In addition to traditional testing, students compete in a variety of events that require hands-on science. For example, student will put physics principles to work in the Paper Tower, Mousetrap Car, and a variety of competitions.

***Career Exploration***
*FY 2018—All Funds: $2,727; SGF: $0*
*FY 2019—All Funds: $2,727; SGF: $0*

Secondary students participate in Technology Days, Nursing Career Day, and Opportunities in the Business Profession, which introduces them to careers in these areas.



App. #001048

**University of Kansas**

***Hilltop Child Development Center***
*FY 2018—All Funds: $2,509,000; SGF: $0*
*FY 2019—All Funds: $2,552,000; SGF: $0*

The Center's mission is to provide quality child care services to the University community. In addition to providing child care, Hilltop provides on-the-job training to 75 to 85 students each semester. Students earn course credit by volunteering or observing at the Center. University faculty and students conducting research involving young children often use Hilltop as a study site. The center is accredited by the National Academy of Early Childhood Programs.

***Edna A. Hill Child Development Center***
*FY 2018—All Funds: $495,000; SGF: $0*
*FY 2019—All Funds: $503,000; SGF: $0*

The Child Development Center serves children ages one to six years. The Center operates six programs: Sunnyside Infants; Sunnyside Toddlers; Educare I; Educare II; KEAP, an intervention program for children with autism; and Little Steps, a program for children with severe behavior problems. All programs are full-day and serve children with disabilities and at risk for developmental delays, as well as normally developing children, together in the same classroom. The children's classrooms serve as research and teacher training sites for the University, and contribute to high-quality education for both university students and young children. The University of Kansas states that the Center has successfully attained a national and international reputation for its research and approach to early childhood educational and teacher training.

***Lied Center of Kansas: School Performance Series***
*FY 2018—All Funds: $52,000; SGF: $0*
*FY 2019—All Funds: $60,500; SGF: $0*

These school-only performances support classroom curriculum and arts-in-education for schools in Lawrence and the region. The performances take place during the school day and study guides are developed for both student and teachers for each school performance. Performances are presented for kindergarten through second grade, third through fifth grades, middle school, and high school. Every student in USD 497 attends free of charge for a total of over 10,000 students in attendance each year.

***School of Architecture, Design, and Planning Design Camp***
*FY 2018—All Funds: $27,000; SGF: $0*
*FY 2019—All Funds: $27,000; SGF: $0*

KU Design Camp is a pre-college summer program offered to high school students who are entering their sophomore, junior, or senior year and are interested in design. Campers

live on KU's Lawrence campus, learn in hands-on studios taught by KU Design faculty, hear keynotes from leaders in the design industry, and work alongside current KU Design students. Campers are charged either a $750 fee that includes all meals, materials, and the matriculation fee or a $900 fee, which also includes housing in a KU Residence Hall.

***School of Journalism/Mass Communications: Media Workshop***
*FY 2018—All Funds: $55,000; SGF: $0*
*FY 2019—All Funds: $57,000; SGF: $0*

For more than 50 years, the University of Kansas has hosted summer journalism camps for high school students. Over a five-day period, students learn about many types of media: web, yearbook, news publications, video, and photography.

***School of Music: International Institute for Young Musicians***
*FY 2018—All Funds: $74,617; SGF: $0*
*FY 2019—All Funds: $74,617; SGF: $0*

The International Institute for Young Musicians (IIYM) L.L.C. is an American organization dedicated to creating world-class opportunities for young musicians from around the globe. IIYM assists participants in translating artistic vision into high performance through direct, practical, and fully involved guidance from internationally renowned professionals. The IIYM Summer Music Academy is an internationally recognized course of intensive study for young musicians, offering instruction to students from around the world who wish to improve their mastery of performance.

***Spencer Museum of Art: Children Programming***
*FY 2018—All Funds: $146,825; SGF: $48,000*
*FY 2019—All Funds: $113,850; SGF: $45,100*

Each year, all third-grade students in USD 497 participate in "Art Museum Stories," which introduces them to the Spencer Museum of Art and museum practices. Students in fourth grade in USD 497 learn about regional art and artists in "Art of Kansas and the region" through two classroom presentations and a guided tour of the Spencer Museum. Fifth-grade students learn about intersections of STEM fields through "The Detective's Eye" program that takes place in local classrooms and the Museum's galleries. On weekends, the Spencer hosts The Art Cart, a drop-in activity station where children enjoy hands-on art projects taking inspiration from original works of art. In addition, the Museum's staff and docents regularly lead gallery tours for K-12 students from across Kansas. Offerings include a full program of family programs that target children in the community.

**Wichita State University**

***Speech-Language-Hearing Clinic***
*FY 2018—All Funds: $503,300; SGF: $94,300*
*FY 2019—All Funds: $503,300; SGF: $94,300*

The Clinic provides diagnosis and treatment for children and adults who have speech, language, and hearing problems. Services are available on a fee-for-services basis to University students, staff, and faculty, as well as residents of surrounding communities. Recommendations are provided to the parents/families of the children evaluated so that proper services can be implemented.

***School of Nursing—Health Screenings***
*FY 2018—All Funds: $9,300; SGF: $9,300*
*FY 2019—All Funds: $9,300; SGF: $9,300*

University nursing faculty and students provide health screenings for elementary age children at selected schools each year. In addition, health education presentations are provided for children at elementary schools. They also provide primary care in a variety of clinics, including not-for-profit and free clinics.

***School of Nursing—Services Provided by Nursing Students***
*FY 2018—All Funds: $17,250; SGF: $17,250*
*FY 2019—All Funds: $17,250; SGF: $17,250*

Children hear presentations made by nursing students on health topics at high schools and community groups. The students also provide assistance in school health rooms in the Wichita area.

***Physician Assistants—West High School Health Science Program***
*FY 2018—All Funds: $9,500; SGF: $9,500*
*FY 2019—All Funds: $9,500; SGF: $9,500*

Wichita State University's College of Health Professions Physician Assistant Department provides instruction and support to junior and senior students enrolled in the Health Sciences Program at West High School in Wichita. The University's faculty and students provide instruction in basic health topics for the high school's students as a service learning project.

***Upward Bound***
*FY 2018—All Funds: $391,255; SGF: $0*
*FY 2019—All Funds: $391,255; SGF: $0*

Upward Bound is designed to generate the skills and motivation necessary for success in education beyond secondary school. This program provides secondary school students with limited income, first generation, and persons with disabilities an opportunity to

improve their academic, social, and personal skills while preparing for a postsecondary education. Services include tutoring, test preparation, study skills, campus visits, and summer residential program. The program serves students in grades 9 through12 in the Wichita area.

***Upward Bound Regional Math/Science Program***
*FY 2018—All Funds: $320,124; SGF: $0*
*FY 2019—All Funds: $320,124; SGF: $0*

For high school students in grades eight to twelve, this Upward Bound federally funded program advances interest in mathematics, science, and computer technology. The program includes a six- to eight-week summer residential program at Wichita State University. Participants receive academic instruction, research opportunities, tutorial support, career counseling, and computer instruction during their time in the program.

***Upward Bound Communication***
*FY 2018—All Funds: $245,723; SGF: $0*
*FY 2019—All Funds: $245,723; SGF: $0*

The program is designed to generate the skills and motivation necessary for success in education beyond secondary school for students who have an interest in communication.

***TRIO Talent Search—Project Discovery***
*FY 2018—All Funds: $559,200; SGF: $0*
*FY 2019—All Funds: $559,200; SGF: $0*

This federally funded program by the U.S. Department of Education provides assistance to middle and high school students whose families have not typically attended postsecondary education. Assistance is offered in pre-college course planning and selection, completing college admission applications and financial aid forms, and preparing for entrance examinations. It also provides mentoring, tutoring, and summer school enrichment for middle school students.

***GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs)***
*FY 2018—All Funds: $3,500,000; SGF: $0*
*FY 2019—All Funds: $3,500,000; SGF: $0*

GEAR UP serves students who are first generation, foster, or adoptive care with limited income. Services include tutoring, mentoring, college preparation workshops for students and parents, workshops for teachers and counselors, college campus tours, and cultural activities.

***Teacher Education Majors***
*FY 2018—All Funds: $23,758; SGF: $0*
*FY 2019—All Funds: $23,758; SGF: $0*

The Wichita State University Cooperative Education Project for Teacher Education Majors is designed to provide financial assistance to university students by providing work as tutors and teaching assistants working with disadvantaged students in the Wichita public schools. The university students provide tutoring sessions to students struggling to learn reading and math.

***WSU Child Development Center***
*FY 2018—All Funds: $690,041; SGF: $0*
*FY 2019—All Funds: $690,041; SGF: $0*

This child care facility is a non-profit organization, operated with restricted use funds. The Center provides day care services for the children of Wichita State University students, faculty, staff, and alumni. Children from the community attend on a space available basis.

***America Reads Challenge***
*FY 2018—All Funds: $85,850; SGF: $0*
*FY 2019—All Funds: $85,850; SGF: $0*

A dedicated portion of the federal work-study program pays college students to tutor children in kindergarten through second grade in reading.

***Partnership with Communities in Schools***
*FY 2018—All Funds: $16,681; SGF: $0*
*FY 2019—All Funds: $16,681; SGF: $0*

The Wichita State University Cooperative Education Partnership with Communities in Schools provides university students the opportunity to work with at-risk children in a school setting. The program supports community efforts already in place to effectively intervene with at-risk students.

**Historical Society**

***Educational Programming***
*FY 2018—All Funds: $26,200; SGF: $16,584*
*FY 2019—All Funds: $26,200; SGF: $16,584*

Through its Education-Outreach Division, the Kansas State Historical Society provides educational programs for children throughout Kansas. Curricula used by Kansas schools in teaching Kansas history is developed by staff at the Society, and Society-sponsored traveling resource trunks provide historical materials relating to Kansas history and culture in classrooms throughout the state. The Society participates in seasonal special events for children, and programs for children are conducted at State-owned historic sites,

such as the Museum of History and Discovery Place, a hands-on gallery. In addition, the Society provides summer workshops on Kansas history at the Kansas Museum of History for students in kindergarten through sixth grade.

**State Library**

***Summer Reading Program***
*FY 2018—All Funds: $40,500; SGF: $0*
*FY 2019—All Funds: $40,500; SGF: $0*

The State Library sponsors a summer reading program for every public library in the state.

***Kansas Reads to Preschoolers***
*FY 2018—All Funds: $3,800; SGF: $0*
*FY 2019—All Funds: $3,800; SGF: $0*

Kansas Reads to Preschools is an annual event that promotes reading to all Kansas children from birth through age five. Through the statewide program, parents, librarians, and caregivers are encouraged to read the chosen title during November. Each year the chosen title features a theme. Past themes include safety, wellness, learning colors, and being active. The State Library purchases a copy of the chosen book for each public library.

***Children's Ebooks***
*FY 2018—All Funds: $47,000; SGF: $0*
*FY 2019—All Funds: $50,000; SGF: $0*

The State Library subscribes to two early learning resources for children: *Scholastic BookFlix* and *Britannica E-Stax*. Both allow unlimited simultaneous use so no reader has to wait for a book to be available. *BookFlix* is an online resource for children in grades Pre-K through third grade that pairs classic video storybooks with related nonfiction e-books. *Briannica E-Stax* is a resource for children in grades Pre-K through sixth grade and features nonfiction books covering science, math, history, art, language, and literature.

***Learning Foreign Language***
*FY 2018—All Funds: $0; SGF: $0*
*FY 2019—All Funds: $0; SGF: $0*

The State Library subscribes to Mango Languages, a database providing learning modules for more than 70 languages. Mango is available via the Internet and is accessible via mobile devices.

## PUBLIC SAFETY

### Department of Corrections

***Lawrence Gardner High School***
*FY 2018—All Funds: $2,528,374; SGF: $2,451,425*
*FY 2019—All Funds: $2,528,374; SGF: $2,407,805*

Beginning July 1, 2014, the Department of Corrections contracted with Smoky Hill/Central Kansas Education Service Center for educational services provided at Lawrence Gardner High School (LGHS) on the facility grounds. The contract includes the costs of salaries, administrative fees, supplies, and equipment to operate the school program. LGHS is an accredited high school program that requires skill mastery based on standardized grading systems.

The education program at LGHS consists of several different components designed to meet the needs of all students at the facility. The academic program consists of high school coursework and remedial coursework geared toward helping a student earn a high school diploma or the GED. LGHS is required to meet all the Quality Performance Accreditation requirements set for schools in Kansas by the Kansas State Department of Education. LGHS operates an institution-wide Title I program designed to help students struggling in reading, writing, and math to improve their academic skills. Special education services are offered for all exceptional students with a current individual education plan (IEP).

### Adjutant General's Department

***Starbase***
*FY 2018—All Funds: $1,586,000; SGF: $0*
*FY 2019—All Funds: $1,650,000; SGF: $0*

This program provides fourth-, fifth-, and sixth-grade students a better understanding of math, science, and technology concepts during the summer months.

## TRANSPORTATION

### Kansas Department of Transportation

***Safe Routes to Schools***
*FY 2018—All Funds: $855,496; SGF; $0*
*FY 2019—All Funds: $855,496; SGF: $0*

This program provides federal funding to local governments for projects that make walking and bicycling to school safe for kids. Funds are available for a variety of projects that benefit elementary and middle school children in grades kindergarten through eighth. Projects include improvements to sidewalks, traffic calming, pedestrian and bicycle



App. #001055

crossing, on and off-street bicycle facilities, secure bicycle parking, and traffic diversions. Funds can also be used for traffic education and enforcement and training students on bicycle and pedestrian safety.



App. #001056

# State of Kansas Education-Related Expenditures (Excluding K-12 School Finance)

| | FY 2018 Governor's Recommendation | | FY 2019 Governor's Recommendation | |
|---|---|---|---|---|
| | State General Fund | All Funds | State General Fund | All Funds |
| **General Government** | | | | |
| Attorney General | | | | |
| DARE Program | - | 25,000 | - | 25,000 |
| **Total--General Government** | **$ -** | **$ 25,000** | **$ -** | **$ 25,000** |
| **Human Services** | | | | |
| Department for Children & Families | | | | |
| Child Care Assistance | 10,429,859 | 39,428,376 | 10,429,859 | 36,491,520 |
| Child Care Quality | - | 5,083,046 | - | 5,083,046 |
| Independent Living & Life Skills Svcs. | 393,977 | 1,969,886 | 393,977 | 1,969,886 |
| KS Early Head Start | - | 9,238,642 | - | 9,238,642 |
| Vocational Rehabilitation Case Svcs. | 1,043,906 | 4,900,967 | 1,217,749 | 5,717,131 |
| Smartmoves | - | 219,435 | - | 219,435 |
| EPIC Skillz | - | 188,583 | - | 188,583 |
| Urban Scholastic Center | - | 109,253 | - | 109,253 |
| Project Impact | - | - | - | 189,317 |
| Kansas Reading Roadmap | - | 9,790,950 | - | 9,790,950 |
| Kidzlit | - | 877,725 | - | 877,725 |
| Jobs for America's Graduates | - | 4,400,000 | - | 5,750,000 |
| Communities in Schools | - | 1,453,467 | - | 1,489,520 |
| *Subtotal--Children & Families* | *$ 11,867,742* | *$ 77,660,330* | *$ 12,041,585* | *$ 77,115,008* |
| Parsons St. Hospital & Training Ctr. | | | | |
| Special Purpose School | 350,000 | 350,000 | 350,000 | 350,000 |
| Health & Environment--Health | | | | |
| School Health | 375,376 | 691,907 | 353,061 | 691,907 |
| Infant & Toddler Services | - | 10,153,186 | - | 10,151,104 |
| Newborn Hearing Aid Loaner Prog. | - | 41,346 | - | 40,602 |
| Newborn Screening Metabolic/Hearing | 16,700 | 766,200 | 16,700 | 773,868 |
| *Subtotal--KDHE--Health* | *$ 392,076* | *$ 11,652,639* | *$ 369,761* | *$ 11,657,481* |
| **Total--Human Services** | **$ 12,609,818** | **$ 89,662,969** | **$ 12,761,346** | **$ 89,122,489** |
| **Education** | | | | |
| Department of Education | | | | |
| Parent Education Program | - | 7,237,635 | - | 8,237,635 |
| Pre-K Program | - | 4,132,317 | - | 4,132,317 |
| Kansas Reading Success | 2,100,000 | 2,100,000 | 2,100,000 | 2,100,000 |
| Communities in Schools | - | 50,000 | - | 50,000 |
| Children's Cabinet Programs | - | 15,607,840 | - | 18,018,476 |
| *Subtotal--Department of Education* | *$ 2,100,000* | *$ 29,127,792* | *$ 2,100,000* | *$ 32,538,428* |
| School for the Blind | | | | |
| Education of Blind Children | 5,368,299 | 7,043,445 | 5,435,726 | 6,767,521 |
| School for the Deaf | | | | |
| Education of Deaf Children | 8,831,258 | 11,044,447 | 8,899,869 | 10,798,266 |
| Kansas Board of Regents | | | | |
| Excel in Career Tech. Ed. (SB 155) | 28,050,000 | 28,050,000 | 28,050,000 | 28,050,000 |
| Emporia State University | | | | |

| | | | | |
|---|---|---|---|---|
| Ctr. for Early Childhood Ed. | 12,023 | 480,489 | 12,023 | 480,489 |
| Reading Related Services | 26,450 | 26,450 | 26,450 | 26,450 |
| Enhancing Your Future | 12,690 | 16,790 | 12,690 | 16,790 |
| Sonia Kovalevsky Math Day | - | 1,500 | - | 1,500 |
| MASTER-IT | 16,721 | 20,721 | 16,721 | 20,721 |
| Family Literacy Program | 360 | 30,458 | 372 | 30,470 |
| Yes, I Can Do Science & Mathematics | - | 5,750 | - | 5,750 |
| *Subtotal--Emporia State University* | *$ 68,244* | *$ 582,158* | *$ 68,256* | *$ 582,170* |
| Fort Hays State University | | | | |
| Herndon Clinic | 586,319 | 777,523 | 586,319 | 777,523 |
| Tigers Tots Nursery Center | - | 103,452 | - | 103,452 |
| *Subotal--Ft. Hays State University* | *$ 586,319* | *$ 880,975* | *$ 586,319* | *$ 880,975* |
| Kansas State University | | | | |
| Hoeflin Stone House | 65,000 | 395,869 | 65,000 | 475,000 |
| Early Childhood Laboratory | 65,000 | 110,160 | 65,000 | 125,000 |
| KSDE Food Program | - | 7,000 | - | 7,000 |
| Speech & Hearing Center | 168,474 | 343,579 | 168,474 | 345,000 |
| *Subtotal--Kansas State University* | *$ 298,474* | *$ 856,608* | *$ 298,474* | *$ 952,000* |
| Kansas State University--ESARP | | | | |
| 4-H Program | 417,167 | 1,098,416 | 417,167 | 1,098,416 |
| Youth Leadership Program | 94,620 | 255,109 | 94,620 | 255,109 |
| Army Youth & Teen Center | 20,914 | 115,295 | 20,914 | 115,295 |
| Community Youth Dev. & Training | 26,998 | 114,745 | 26,998 | 114,745 |
| Learning & Social Readiness | 12,450 | 43,423 | 12,450 | 43,423 |
| Improve Parenting Skills | 707,299 | 1,371,609 | 707,299 | 1,371,609 |
| *Subtotal--KSU--ESARP* | *$ 1,279,448* | *$ 2,998,597* | *$ 1,279,448* | *$ 2,998,597* |
| Pittsburg State University | | | | |
| Pre-school Lab | 17,587 | 34,694 | 17,587 | 34,694 |
| Yes Program | 17,636 | 35,350 | 17,636 | 35,350 |
| America Reads Challenge | 834 | 35,350 | 834 | 35,350 |
| Science Day | - | 984 | - | 984 |
| Career Exploration | - | 2,727 | - | 2,727 |
| *Subotal--Pittsburg State University* | *$ 36,057* | *$ 109,105* | *$ 36,057* | *$ 109,105* |
| University of Kansas | | | | |
| Hilltop Child Dev. Center | - | 2,509,000 | - | 2,552,000 |
| E.A. Hill Child Dev. Center | - | 495,000 | - | 503,000 |
| School Performance Series | - | 52,000 | - | 60,500 |
| Architecture Design Camp | - | 27,000 | - | 27,000 |
| Media Workshop | - | 55,000 | - | 57,000 |
| Institute for Young Musicians | - | 74,617 | - | 74,617 |
| Museum of Art Programming | 48,000 | 146,825 | 45,100 | 113,850 |
| *Subtotal--University of Kansas* | *$ 48,000* | *$ 3,359,442* | *$ 45,100* | *$ 3,387,967* |
| Wichita State University | | | | |
| Speech Language-Hearing Clinic | 94,300 | 503,300 | 94,300 | 503,300 |
| Nursing Health Screenings | 9,300 | 9,300 | 9,300 | 9,300 |
| Nursing Students Services | 17,250 | 17,250 | 17,250 | 17,250 |
| PA Health Sciences Program | - | 9,500 | - | 9,500 |
| Upward Bound | - | 391,255 | - | 391,255 |
| Regional Math/Science Program | - | 320,124 | - | 320,124 |

| | | | | |
|---|---|---|---|---|
| Upward Bound--Communications | - | 245,723 | - | 245,723 |
| TRIO Talent Search--Proj. Disc. | - | 559,200 | - | 559,200 |
| GEAR UP | - | 3,500,000 | - | 3,500,000 |
| Teacher Education Majors | - | 23,758 | - | 23,758 |
| Child Development Center | - | 690,041 | - | 690,041 |
| America Reads Challenge | - | 85,850 | - | 85,850 |
| Communities in Schools | - | 16,681 | - | 16,681 |
| *Subtotal--Wichita State University* | *$ 120,850* | *$ 6,371,982* | *$ 120,850* | *$ 6,371,982* |
| Historical Society | | | | |
| Educational Programming | 16,584 | 26,200 | 16,584 | 26,200 |
| State Library | | | | |
| Summer Reading Program | - | 40,500 | - | 40,500 |
| KS Reads to Preschoolers | - | 3,800 | - | 3,800 |
| Children's Ebook Collections | - | 47,000 | - | 50,000 |
| Learning Foreign Language | - | - | - | - |
| *Subtotal--State Library* | *$ -* | *$ 91,300* | *$ -* | *$ 94,300* |
| **Total--Education** | **$ 46,803,533** | **$ 90,542,051** | **$ 46,936,683** | **$ 93,557,511** |
| **Public Safety** | | | | |
| Department of Corrections | | | | |
| Lawrence Gardner High School | 2,451,425 | 2,528,374 | 2,407,805 | 2,528,374 |
| Adjutant General | | | | |
| Starbase | - | 1,586,000 | - | 1,650,000 |
| **Total--Public Safety** | **$ 2,451,425** | **$ 4,114,374** | **$ 2,407,805** | **$ 4,178,374** |
| **Transportation** | | | | |
| Kansas Department of Transportation | | | | |
| Safe Routes to Schools | - | 855,496 | - | 855,496 |
| **Total--Transportation** | **$ -** | **$ 1,795,496** | **$ -** | **$ 1,795,496** |
| **TOTAL--Excluding K-12 School Finance** | **$ 61,864,776** | **$ 186,139,890** | **$ 62,105,834** | **$ 188,678,870** |
| **TOTAL--K-12 School Finance** | **$ 3,300,196,713** | **$ 4,762,177,654** | **$ 3,374,300,225** | **$ 4,891,622,272** |
| **GRAND TOTAL** | **$ 3,362,061,489** | **$ 4,948,317,544** | **$ 3,436,406,059** | **$ 5,080,301,142** |

# Estimated Expenditures for Children's Programs by Agency and Activity

| Programs | Type | FY 2018 Estimate Number Served | FY 2018 Estimate State General Fund | FY 2018 Estimate All Funds | FY 2019 Estimate Number Served | FY 2019 Estimate State General Fund | FY 2019 Estimate All Funds |
|---|---|---|---|---|---|---|---|
| Department of Revenue | | | | | | | |
| Child Support Enforcement | N | | -- | $ 60,000 | -- | -- | $ 60,000 |
| Office of the State Bank Commissioner | | | | | | | |
| Credit Counseling | F | | -- | $ 175,000 | $ 37,170 | -- | $ 175,000 |
| Office of the Governor | | | | | | | |
| Child Advocacy Centers | C | | $ 813,657 | $ 997,005 | $ 3,900 | $ 801,338 | $ 951,338 |
| Domestic Violence Prevention | C | | 4,951,292 | 5,651,635 | 3,600 | 4,613,069 | 5,163,069 |
| *Total--Office of the Governor* | | | *$ 5,764,949* | *$ 6,648,640* | | *$ 5,414,407* | *$ 6,114,407* |
| Attorney General | | | | | | | |
| Child Visitation Centers | F | | -- | 390,100 | 1,010 | -- | 390,100 |
| Child Death Review Board | C | | -- | 111,100 | 400 | -- | 111,100 |
| Child Abuse & Neglect Program | C | | -- | 276,360 | 2,100 | -- | 276,360 |
| Domestic Abuse Programs | F | | -- | 973,600 | 35,350 | -- | 973,600 |
| DARE Program | C | | -- | 25,000 | 12,120 | -- | 25,000 |
| Consumer Protection | C | | -- | 15,150 | 404 | -- | 15,150 |
| *Total--Attorney General* | | | *$ --* | *$ 1,791,310* | | *$ --* | *$ 1,791,310* |
| Secretary of State | | | | | | | |
| Safe-at-Home Program | F | | -- | $ 30,000 | $ 249 | -- | $ 30,000 |
| State Treasurer | | | | | | | |
| Learning Quest | F | | -- | $ 294,342 | $ 70,359 | -- | $ 269,494 |
| K.I.D.S. Matching Grant | C | | 375,000 | 375,000 | 625 | 375,000 | 375,000 |
| *Total--State Treasurer* | | | *$ 375,000* | *$ 669,342* | | *$ 375,000* | *$ 644,494* |
| Judiciary | | | | | | | |
| Child Support Enforcement | C | | -- | $ 866,125 | $ 137,015 | -- | $ 866,125 |
| Child Welfare | N | | -- | 344,028 | -- | -- | 351,519 |
| Court Services Officers--Civil | C | | 8,496,037 | 10,761,425 | 25,788 | 8,496,037 | 10,761,425 |
| Permanency Planning | C | | -- | 605,568 | 2,452 | -- | 606,607 |
| *Total--Judiciary* | | | *$ 8,496,037* | *$ 12,577,146* | | *$ 8,496,037* | *$ 12,585,676* |
| Department for Children & Families | | | | | | | |
| Adoption Support | C | | $ 20,947,941 | $ 38,077,061 | $ 9,476 | $ 21,132,876 | $ 39,149,286 |
| Child Care Assistance | F | | 10,429,859 | 39,428,376 | 4,794 | 10,429,859 | 36,491,520 |
| Child Care Quality | N | | -- | 5,083,046 | -- | -- | 5,083,046 |
| Child Support Enforcement | F | | 800,000 | 35,982,358 | 147,168 | 800,000 | 35,636,907 |
| Community Services Funding | F | | 1,000,000 | 1,000,000 | 274 | 1,000,000 | 1,000,000 |
| Disability Determination Svcs. | C | | -- | 4,839,056 | 7,219 | -- | 4,960,032 |
| Low Income Energy Assistance | F | | -- | 11,921,133 | 16,533 | -- | 11,921,133 |
| Family Preservation | F | | 705,206 | 10,340,792 | 2,394 | 704,746 | 12,421,537 |
| Family Services | F | | 775,347 | 1,651,881 | -- | 775,347 | 1,651,881 |
| Human Trafficking | C | | 324,370 | 324,370 | -- | 324,370 | 324,370 |
| Independent Living & Life Skills Svcs. | C | | 393,977 | 1,969,886 | 901 | 393,977 | 1,969,886 |
| KS Early Head Start | C | | -- | 9,238,642 | 936 | -- | 9,238,642 |
| Permanent Custodianship | C | | 682,425 | 682,425 | 186 | 646,815 | 646,815 |
| Reintegration/Foster Care | C | | 124,837,347 | 185,937,745 | 6,815 | 123,179,730 | 185,073,456 |
| Foster Care Licensing | N | | 1,942,294 | 2,443,443 | 3,831 | 1,797,384 | 2,261,144 |
| Temporary Assistance for Families | F | | 117,616 | 12,463,200 | 3,519 | 105,035 | 10,750,000 |
| Vocational Rehabilitation Case Svcs. | C | | 1,043,906 | 4,900,967 | 1,530 | 1,217,749 | 5,717,131 |
| Smartmoves | C | | -- | 219,435 | 1,650 | -- | 219,435 |
| EPIC Skillz | C | | -- | 188,583 | 265 | -- | 188,583 |
| Urban Scholastic Center | C | | -- | 109,253 | 1,500 | -- | 109,253 |
| Project Impact | C | | -- | -- | 982 | -- | 189,317 |
| Kansas Reading Roadmap | C | | -- | 9,790,950 | 23,076 | -- | 9,790,950 |
| Kidzlit | C | | -- | 877,725 | 2,640 | -- | 877,725 |
| Jobs for America's Graduates | C | | -- | 4,400,000 | 3,100 | -- | 5,750,000 |
| Healthy Families Initiative | F | | -- | 3,100,000 | 370 | -- | 3,200,000 |
| Communities in Schools | C | | -- | 1,453,467 | 14,749 | -- | 1,489,520 |
| *Total--Children & Families* | | | *$ 164,000,288* | *$ 386,423,794* | | *$ 162,507,888* | *$ 386,111,569* |
| Department for Aging & Disability Services | | | | | | | |
| SUD--Women & Children | C | | $ 10,123 | $ 2,050,311 | $ 1,020 | -- | $ 2,050,311 |
| SUD--Youth Programs | C | | 8,545 | 540,000 | 5,000 | -- | 500,000 |
| SUD--Prevention | C | | 250,000 | 719,119 | 250,000 | -- | 1,000,000 |
| Mental Health Grants | C | | 2,207,681 | 7,158,024 | 4,909 | 2,207,681 | 7,158,024 |
| *Total--Aging & Disability Services* | | | *$ 2,476,349* | *$ 10,467,454* | | *$ 2,207,681* | *$ 10,708,335* |
| Parsons St. Hospital & Training Ctr. | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Purpose School | C | $ | 350,000 | $ | 350,000 | $ | 28 | $ | 350,000 | $ | 350,000 |
| Health & Environment--Health | | | | | | | | | | | |
| Child Care Licensing | F | $ | 572,597 | $ | 4,212,474 | $ | 138,000 | $ | 575,073 | $ | 4,223,651 |
| School Health | C | | 375,376 | | 691,907 | | -- | | 353,061 | | 691,907 |
| Child. with Special Health Care Needs | F | | 457,535 | | 1,864,236 | | 3,800 | | 426,160 | | 1,818,668 |
| Immunizations | C | | 1,053,851 | | 3,762,522 | | 72,734 | | 727,025 | | 3,196,855 |
| Infant & Toddler Services | C | | -- | | 10,153,186 | | 10,150 | | -- | | 10,151,104 |
| Cerebral Palsy Posture Seating | C | | 130,621 | | 155,705 | | 825 | | 130,621 | | 155,705 |
| Children's Health Insurance | C | | 9,140,000 | | 108,540,000 | | 55,200 | | 9,080,000 | | 121,990,000 |
| Migrant & Refugee Health Services | F | | 12,669 | | 1,776,932 | | 2,222 | | 12,896 | | 1,756,185 |
| Newborn Hearing Aid Loaner Prog. | F | | -- | | 41,346 | | 40 | | -- | | 40,602 |
| Newborn Screening Metabolic/Hearing | C | | 16,700 | | 766,200 | | 39,000 | | 16,700 | | 773,868 |
| Women, Infants, & Children (WIC) | C | | -- | | 57,224,347 | | 99,000 | | -- | | 56,536,896 |
| Maternal & Child Health | N | | 2,218,439 | | 10,267,564 | | 80,120 | | 2,171,486 | | 8,763,745 |
| KanCare Medical | F | | 471,760,000 | | 1,050,940,000 | | 238,500 | | 497,310,000 | | 1,143,500,000 |
| Black Infant Mortality | C | | 13,913 | | 13,913 | | -- | | 13,913 | | 13,913 |
| *Total--KDHE--Health* | | *$* | *485,751,701* | *$* | *1,250,410,332* | | | *$* | *510,816,935* | *$* | *1,353,613,099* |
| Department of Labor | | | | | | | | | | | |
| Child Labor Enforcement | C | $ | 1,187 | $ | 1,187 | $ | 682 | $ | 1,187 | $ | 1,187 |
| Child Labor Education | C | | 505 | | 505 | | 5 | | 505 | | 505 |
| *Total--Department of Labor* | | *$* | *1,692* | *$* | *1,692* | | | *$* | *1,692* | *$* | *1,692* |
| Department of Education | | | | | | | | | | | |
| State Foundation Aid | C | $ | 2,001,591,131 | $ | 2,803,289,524 | $ | 476,800 | $ | 2,162,421,996 | $ | 3,005,795,109 |
| Supplemental General State Aid | C | | 454,500,000 | | 454,500,000 | | 458,217 | | 483,923,000 | | 483,923,000 |
| Capital Improvement Aid | C | | -- | | 190,000,000 | | 458,217 | | -- | | 200,000,000 |
| Nutrition Services | C | | 2,510,486 | | 204,048,703 | | 540,000 | | 2,510,486 | | 209,003,541 |
| Special Education Services | C | | 435,981,646 | | 548,674,206 | | 83,000 | | 452,980,455 | | 560,673,015 |
| Vocational Ed.-Title II | C | | -- | | 4,750,000 | | 21,210 | | -- | | 4,750,000 |
| Parent Education Program | N | | -- | | 7,237,635 | | -- | | -- | | 8,237,635 |
| Pre-K Program | C | | -- | | 4,132,317 | | -- | | -- | | 4,132,317 |
| Safety Education | C | | -- | | 1,682,000 | | 16,000 | | -- | | 1,682,000 |
| Kansas Reading Success | C | | 2,100,000 | | 2,100,000 | | -- | | 2,100,000 | | 2,100,000 |
| Communities in Schools | C | | -- | | 50,000 | | 20,200 | | -- | | 50,000 |
| Children's Cabinet Programs | C | | -- | | 15,607,840 | | -- | | 15,543,866 | | 18,018,476 |
| *Total--Department of Education* | | *$* | *2,896,683,263* | *$* | *4,236,072,225* | | | *$* | *3,119,479,803* | *$* | *4,498,365,093* |
| School for the Blind | | | | | | | | | | | |
| Education of Blind Children | C | $ | 5,265,749 | $ | 6,746,832 | $ | 1,903 | $ | 5,303,512 | $ | 6,534,350 |
| School for the Deaf | | | | | | | | | | | |
| Education of Deaf Children | C | $ | 8,620,992 | $ | 10,527,127 | $ | 2,000 | $ | 8,694,468 | $ | 10,299,411 |
| Emporia State University | | | | | | | | | | | |
| Ctr. for Early Childhood Ed. | C | $ | 12,023 | $ | 480,489 | $ | 104 | $ | 12,023 | $ | 480,489 |
| Reading Related Services | C | | 26,450 | | 26,450 | | 415 | | 26,450 | | 26,450 |
| Enhancing Your Future | C | | 12,690 | | 16,790 | | 222 | | 12,690 | | 16,790 |
| Sonia Kovalevsky Math Day | C | | -- | | 1,500 | | 54 | | -- | | 1,500 |
| MASTER-IT | C | | 16,721 | | 20,721 | | 17 | | 16,721 | | 20,721 |
| Family Literacy Program | C | | 360 | | 30,458 | | 875 | | 372 | | 30,470 |
| Yes, I Can Do Science & Mathematics | C | | -- | | 5,750 | | 63 | | -- | | 5,750 |
| *Total--Emporia State University* | | *$* | *68,244* | *$* | *582,158* | | | *$* | *68,256* | *$* | *582,170* |
| Fort Hays State University | | | | | | | | | | | |
| Herndon Clinic | C | $ | 586,319 | $ | 777,523 | $ | 485 | $ | 586,319 | $ | 777,523 |
| Tigers Tots Nursery Center | C | | -- | | 103,452 | | 26 | | -- | | 103,452 |
| *Total--Ft. Hays State University* | | *$* | *586,319* | *$* | *880,975* | | | *$* | *586,319* | *$* | *880,975* |
| Kansas State University | | | | | | | | | | | |
| Hoeflin Stone House | C | $ | 65,000 | $ | 395,869 | $ | 44 | $ | 65,000 | $ | 475,000 |
| Early Childhood Laboratory | C | | 65,000 | | 110,160 | | 15 | | 65,000 | | 125,000 |
| KSDE Food Program | C | | -- | | 7,000 | | 70 | | -- | | 7,000 |
| Family Center | C | | 50,000 | | 60,157 | | 42 | | 50,000 | | 65,000 |
| Speech & Hearing Center | C | | 168,474 | | 343,579 | | 65 | | 168,474 | | 345,000 |
| *Total--Kansas State University* | | *$* | *348,474* | *$* | *916,765* | | | *$* | *348,474* | *$* | *1,017,000* |
| Kansas State University--ESARP | | | | | | | | | | | |
| 4-H Program | C | $ | 417,167 | $ | 1,098,416 | $ | 97,650 | $ | 417,167 | $ | 1,098,416 |
| Youth Leadership Program | C | | 94,620 | | 255,109 | | 42,058 | | 94,620 | | 255,109 |
| Army Youth & Teen Center | C | | 20,914 | | 115,295 | | 5,676 | | 20,914 | | 115,295 |
| Community Youth Dev. & Training | N | | 26,998 | | 114,745 | | 31,879 | | 26,998 | | 114,745 |
| Learning & Social Readiness | C | | 12,450 | | 43,423 | | 43,856 | | 12,450 | | 43,423 |
| Improve Parenting Skills | F | | 707,299 | | 1,371,609 | | 75,750 | | 707,299 | | 1,371,609 |
| Promote Healthier Lives | F | | 444,542 | | 3,122,531 | | 252,500 | | 444,542 | | 3,122,531 |
| Health Education | F | | -- | | 217,115 | | 10,100 | | -- | | 217,115 |
| Build Strong, Healthy Communities | F | | 429,887 | | 804,410 | | 10,100 | | 429,887 | | 804,410 |
| *Total--KSU--ESARP* | | *$* | *2,153,877* | *$* | *7,142,653* | | | *$* | *2,153,877* | *$* | *7,142,653* |
| Pittsburg State University | | | | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Pre-school Lab | C | | $ 17,587 | $ 34,694 | $ 35 | $ 17,587 | $ 34,694 |
| Yes Program | C | | 17,636 | 35,350 | 535 | 17,636 | 35,350 |
| America Reads Challenge | C | | 834 | 35,350 | 606 | 834 | 35,350 |
| Science Day | C | | -- | 984 | 492 | -- | 984 |
| Career Exploration | C | | -- | 2,727 | 1,256 | -- | 2,727 |
| Kansas Council on Fitness | C | | -- | 22,725 | 17,170 | -- | 22,725 |
| *Total--Pittsburg State University* | | | *$ 36,057* | *$ 131,830* | | *$ 36,057* | *$ 131,830* |
| University of Kansas | | | | | | | |
| Hilltop Child Dev. Center | C | | -- | $ 2,509,000 | $ 314 | -- | $ 2,552,000 |
| E.A. Hill Child Dev. Center | C | | -- | 495,000 | 60 | -- | 503,000 |
| Assistive Technology | C | | -- | 407,561 | 1,323 | -- | 407,561 |
| School Performance Series | C | | -- | 52,000 | 10,200 | -- | 60,500 |
| Natural History/Biodiversity | C | | 57,133 | 221,026 | 15,700 | 57,113 | 221,026 |
| Respite Care for Families | C | | -- | 66,100 | 336 | -- | 66,100 |
| Architecture Design Camp | C | | -- | 27,000 | 32 | -- | 27,000 |
| Media Workshop | C | | -- | 55,000 | 130 | -- | 57,000 |
| Institute for Young Musicians | C | | -- | 74,617 | 38 | -- | 74,617 |
| Museum of Art Programming | C | | 48,000 | 146,825 | 4,000 | 45,100 | 113,850 |
| *Total--University of Kansas* | | | *$ 105,133* | *$ 4,054,129* | | *$ 102,213* | *$ 4,082,654* |
| University of Kansas Medical Center | | | | | | | |
| Cystic Fibrosis Grant | F | | -- | $ 40,000 | $ 206 | -- | $ 40,000 |
| Pediatric Consultation Services | C | | -- | -- | 205 | -- | -- |
| Center for Child Health/Dev't. | F | | -- | 20,000 | 3,791 | -- | 20,000 |
| Special Health Care Services | F | | -- | 172,000 | 1,610 | -- | 172,000 |
| Project EAGLE | C | | -- | 2,800,000 | 250 | -- | 2,850,000 |
| Sutherland Institute | C | | -- | 45,000 | 75 | -- | 45,000 |
| Audiology Clinic | F | | -- | -- | 1,717 | -- | -- |
| Feeding Clinic | F | | -- | -- | 227 | -- | -- |
| Hartley Family Center | F | | -- | -- | 48 | -- | -- |
| *Total--KU Medical Center* | | | *$ --* | *$ 3,077,000* | | *$ --* | *$ 3,127,000* |
| Wichita State University | | | | | | | |
| Speech Language-Hearing Clinic | C | | $ 94,300 | $ 503,300 | $ 2,250 | $ 94,300 | $ 503,300 |
| Dental Hygiene Clinic | C | | 39,000 | 43,486 | 1,900 | 39,000 | 43,486 |
| Nursing Health Screenings | C | | 9,300 | 9,300 | 2,000 | 9,300 | 9,300 |
| Nursing Students Services | C | | 17,250 | 17,250 | 6,000 | 17,250 | 17,250 |
| PA Health Sciences Program | C | | -- | 9,500 | 70 | -- | 9,500 |
| Upward Bound | C | | -- | 391,255 | 152 | -- | 391,255 |
| Regional Math/Science Program | C | | -- | 320,124 | 74 | -- | 320,124 |
| Upward Bound--Communications | C | | -- | 245,723 | 105 | -- | 245,723 |
| TRIO Talent Search--Proj. Disc. | C | | -- | 559,200 | 1,165 | -- | 559,200 |
| GEAR UP | C | | -- | 3,500,000 | 2,500 | -- | 3,500,000 |
| Teacher Education Majors | C | | -- | 23,758 | 540 | -- | 23,758 |
| Heskett Center | C | | -- | 3,000 | 190 | -- | 3,400 |
| Child Development Center | C | | -- | 690,041 | 190 | -- | 690,041 |
| America Reads Challenge | C | | -- | 85,850 | 200 | -- | 85,850 |
| Communities in Schools | F | | -- | 16,681 | 300 | -- | 16,681 |
| *Total--Wichita State University* | | | *$ 159,850* | *$ 6,418,468* | | *$ 159,850* | *$ 6,418,868* |
| Historical Society | | | | | | | |
| Educational Programming | C | | $ 16,584 | $ 26,200 | $ 996,609 | $ 16,584 | $ 26,200 |
| State Library | | | | | | | |
| KS Talking Books Services | C | | $ 339,942 | $ 581,594 | $ 165 | $ 327,062 | $ 587,702 |
| Summer Reading Program | C | | -- | 40,500 | 89,000 | -- | 40,500 |
| KS Reads to Preschoolers | C | | -- | 3,800 | 20,500 | -- | 3,800 |
| Children's Ebook Collections | C | | -- | 47,000 | 578,478 | -- | 50,000 |
| Learning Foreign Language | C | | -- | -- | 73,785 | -- | -- |
| *Total--State Library* | | | *$ 339,942* | *$ 672,894* | | *$ 327,062* | *$ 682,002* |
| Department of Corrections--Juvenile Justice | | | | | | | |
| Community Case Mgt. | C | | $ 7,074,117 | $ 7,074,117 | $ 219 | $ 7,074,117 | $ 7,074,117 |
| Intake & Assessment | C | | 5,850,117 | 5,850,117 | 12,727 | 5,850,117 | 5,850,117 |
| Intensive Supervision | C | | 5,698,591 | 5,698,591 | 559 | 5,698,591 | 5,698,591 |
| Juvenile Accountability Block Grant | C | | -- | 25,000 | -- | -- | 25,000 |
| Delinquency Prevention | C | | -- | 666,667 | 150 | -- | 407,423 |
| Prevention/Intervention | C | | 1,761,049 | 1,761,049 | 7,100 | 1,761,049 | 1,761,049 |
| *Total--Department of Corrections* | | | *$ 20,383,874* | *$ 21,075,541* | | *$ 20,383,874* | *$ 20,816,297* |
| Kansas Juvenile Correctional Complex | | | | | | | |
| Facility Operations | C | 210 | $ 19,215,405 | $ 20,591,190 | $ 210 | $ 20,224,334 | $ 20,760,903 |
| Adjutant General | | | | | | | |
| Starbase | C | 5,200 | $ -- | $ 1,586,000 | $ 5,200 | $ -- | $ 1,650,000 |
| Department of Wildlife, Parks & Tourism | | | | | | | |
| Archery in the Schools | C | 37,760 | -- | $ 30,171 | $ 38,940 | -- | $ 30,171 |
| Hunter Education | C | 10,000 | -- | 203,000 | 10,000 | -- | 203,000 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Boating Safety | C | 2,500 | | -- | 60,000 | 2,500 | | -- | 60,000 |
| Fishing Clinics | C | 62,000 | | -- | 89,000 | 62,000 | | -- | 89,000 |
| Wildlife Education Service | C | 220,000 | | -- | 294,792 | 220,000 | | -- | 294,792 |
| Furharvester Education | C | 1,400 | | -- | 7,000 | 1,400 | | -- | 7,000 |
| Pass It On Program | C | 3,800 | | | 60,000 | 3,800 | | -- | 60,000 |
| *Total--Wildlife, Parks & Tourism* | | | *$* | -- | *$ 743,963* | | *$* | -- | *$ 743,963* |
| Kansas Department of Transportation | | | | | | | | | |
| Child Passenger Safety | C | 5,555 | | -- | $ 100,000 | $ 5,555 | | -- | $ 100,000 |
| Safe Routes to Schools | C | 60,628 | | -- | 855,496 | 60,628 | | -- | 855,496 |
| Teen Safe Driving | C | 1,515 | | -- | 15,000 | 1,515 | | -- | 15,000 |
| Traffic Safety Res. Office | C | 75,000 | | -- | 600,000 | 75,000 | | -- | 600,000 |
| Teen Driving Study | C | 1,900 | | | 225,000 | 1,900 | | -- | 225,000 |
| *Total--Dept. of Transportation* | | *144,598* | *$* | -- | *$ 1,795,496* | | *$* | -- | *$ 1,795,496* |
| **Total--Children's Programs** | | | **$** | **3,621,199,779** | **$ 5,992,646,156** | | **$** | **3,868,054,323** | **$ 6,357,242,447** |

**In The Matter Of:**

*State of Kansas v.*

*Senate Select Committee on Education Finance*

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*March 29, 2018*

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T R A N S C R I P T

O F

J O I N T  M E E T I N G

of the House K-12 Education Budget Committee

and

Senate Select Committee on Education Finance

Chair Fred Patton, Presiding

Held on the
29th day of March, 2018

Commencing at
12:45 p.m.

Kansas Statehouse
Supreme Courtroom
Southwest 8th & Van Buren Streets
Topeka, Kansas

COMMITTEE MEMBERS PRESENT:

Representative Helgerson
Representative Smith
Representative Hoffman
Representative Trimmer
Representative Huebert
Representative Vickrey
Representative Johnson
Representative Winn
Representative Jones
Senator Baumgardner
Representative Karleskint
Senator Denning
Representative Landwehr
Senator Estes
Representative Lusk
Senator Goddard
Representative Patton, Chair
Senator Hensley
Representative Rooker
Senator Kerschen
Representative Aurand
Senator Pettey
Representative Schwab

CHAIR PATTON: Good afternoon. We're going to get started with what I at least scheduled as our final joint committee hearing. We can keep our fingers crossed that it is our final one but we'll see what the next couple weeks have in store. Today we have Dr. Levin here to present to us a review of the Dr. Taylor study. As you recall, he reviewed the two prior studies.

The senate actually met with you via telephone. This is the first opportunity for the house to be present with you whether in person or via phone. Welcome. I'm just going to turn it over to you at this point.

(THEREUPON, a series of documents were displayed overhead).

DR. LEVIN: Thanks so much for having me. So I'm here to talk about the report that we all got not so long ago by Dr. Lori Taylor, Jason Willis and his colleagues at WestEd. Let me just jump right in. So what I wanted to do first was just give a very quick overview of the study as I see it by Taylor et al. and then describe some of the main concerns that I had

with the paper. And then just really touch very briefly on some of the differences in the findings of this study from the last study that was done in 2006 by LPA.

So, as most of you know, this was a cost function approach, which is one of the four major approaches that's used to cost out an adequate education. However, the cost model approach used in the LPA study was different from this one. This was what we call a stochastic cost frontier model. The cost frontier model is really interesting because it allows one to estimate the efficiency of individual units of observation. In the case of the Taylor et al. paper this was schools. And in the cost function approach, what we're trying to do is, we try to, I would say let's call it describe the variation, is what we say, or estimate spending as a function of various cost factors including input price levels, scale of operations usually functionalized as district enrollment, other environmental factors including student needs, controls for efficiency, and outcomes. And then what it does is, it also adds an inefficiency term to

the equation which allows you to identify which units are more or less efficient. And then, finally, there are random factors that occur. And that's the stochastic in the stochastic cost frontier model.

It's a little easier to see what's going on from a picture like this. So on the Y axis, what you're going to see is the per-pupil cost of providing a given level of student outcome. Okay. And on the X axis we have economies of scale or size of district, if you will. And the line that curves down that all these nice little schoolhouses are on is really the minimum cost frontier. What we'll see is that some schools are going to be above that cost frontier. And this is going to be due to those two factors: The inefficiency that we can identify with each of these units and also the stochastical random factors that might happen. A lot of times in the literature they'll say, it was a rainy day when they were doing testing, or there might have been a natural disaster, things like that. So there's a combination of this inefficiency that we can identify within individual schools or districts

and then this truly random factor.

Here -- so that's sort of the model that she ran. I don't want to go into it too much because you probably all read the report and you already had a briefing by Dr. Taylor. Here's really the results that she came up with. And what we find is a base per-pupil cost. And this is to deliver a 95 percent graduation rate. And I did this for her scenario B, which is to ensure that within five years 75 percent of students will be performing at levels 3 or 4 on the KAP ELA and math tests.

The next three columns that you see here are really the cost factor adjustments or indices. One is for our regional index which includes that difference in the cost of the price level inputs, such as teacher salary. There is also pupil density that's in there and a few other factors. The economy of scale index is merely just, it's just really a size factor, district size. And then the student needs index is really a composite factor telling you how much more it would cost to provide an adequate education for students that are in poverty, English learners or special

education. So she put together compensatory factors as well, one under the old standards and the new standards.

So I realize I'm mistaken: The base per-pupil cost here actually is a set base and there are different weighting factors for whether you want to consider adequacy based on the old standards or the new standards.

And so these numbers here in the index columns, what do they tell us? Well, they tell us really what is the relative increase in funding necessary to provide an adequate education for districts with these different cost factors or needs. So, for instance, the student needs index really says it's going to be the raw average across districts is 1.35. The weighted average is what I would look at. And that is really 1.39. So it's about 40 percent more per student to educate students that are at-risk above and beyond a student with no additional needs. Okay. And in addition there are these compensatory factors and that is there to reduce the gap between those districts that are performing below the threshold and those that are meeting the

threshold. So over, the right-hand-most four columns gives you the per-pupil dollar figures that really were generated by their analysis. The 9,313 that is the current per-pupil spending that they calculated for 16-17. And then we have the projected per-pupil costs considering, considering just the regional scale and needs adjustments only. And then if you also add on top of that the compensatory, under the old standards and new standards, you've got those last three columns. For instance, I'm just going to point to that weighted average row. So statewide, the group said that, you know, you were currently spending 9,313. In order to provide adequacy under the old standards, it would cost you about 13,204 per student. And under the new standards it would go up to 13,767 because the new standards are more rigorous. What does this mean in terms of the bottom line? This is copied directly from the report. Really what we're looking at here is, with the compensatory support, under the old standards, it would be 38 percent more. And for the new standards, that's the scenario B, it's about 44.4 percent

more. Without that compensatory support, it would be about just under 10 percent more to fund.

So what are my main concerns with the study? First of all, I thought it was a very very good study, just to let you know. I thought it was fairly cutting edge and done very very well. There were some places that things weren't documented as well as they could have been so I don't have a lot to say about those parts of it. But all that being said, I do have some concerns. One is the scale index. And so that economies of scale index, for the smaller to medium sized districts it really works very well, as we might expect. However, when we get to the medium to much larger districts, it really produces uncharacteristically large funding adjustments for the bigger districts. And really this result seems to be a function of how she modeled it. And specifically, for those of you who are mathematically inclined, she put into the model enrollment and enrollment square to give a curvilinear relationship between the enrollment variable and spending. What that

does is it creates a function that looks like this. Also note, again for those mathematically inclined, she modeled it as log of enrollment and of enrollment square. So what we have on the X axis here is the log of enrollment and then on the Y axis is that scale index. That is what is the relative amount more that you have to spend on a district with a certain size compared to the optimally-sized district. And as we can see - I'll use my cursor here - the optimally-sized district is right here, a little above the 1,000 range. Note this is a logarithmic scale. So this is 1,000 to 10,000. This is 10,000 to 100,000. Think of it as you move to the right on the scale, it becomes more compressed. Okay. What we have here is we have the locus of all points for every district's enrollment and what the model will fund based on the scale index. And what we see is, as you go from a very low enrollment district, up until this optimally-sized district, we call it, the one that minimizes costs, you really have these scale index factors coming down until they hit 1. So the minimum cost is 1.0. After that it

almost goes symmetrically goes back up - again this is in logs - until we hit this number right here, which is around 20-something thousand. And this is where Dr. Taylor and her partners top coded, basically cut off and set that enrollment, set enrollment at sort of a maximum factor at 20-some-odd thousand. That's why you see this leveling out. So why this is a little bit, a little bit concerning is that the numbers up here for the cost factor are about 1.97. So it's saying that it costs, all other things being equal, it costs about 1.97, almost two times as much to adequately fund a student in a district that is 20,000 or more than it does for the optimally-sized district. And some of these districts are actually pretty affluent up there as well. So that's a little concerning. I put a little animation in here so you can see the three areas. So the first area on your left is really the decrease in cost with enrollment. Then you have, around the optimally-sized district, really a leveling off of costs. And then you see a steep increase in costs with respect to enrollment there.

This is the same graphic except for what I have done is I have taken out those higher poverty districts. So this represents only the districts in the lower half of the poverty distribution. In other words, the lowest 50 percent of districts with respect to poverty. Okay. So we call those poverty quartile 1. Those are the most affluent, if you will, or the least impoverished districts, and poverty quartile 2. And what you see is, up here there are some relatively low-need districts in terms of their poverty and that makes it a little scary. So you might have a very affluent district that's up here that's getting two -- would get two times as much as another district that's down in the optimally sized. And it could be a district that's in extreme poverty in the fourth quartile. Up here there are about 11 districts that are in this quadrant that I've pointed out. That's roughly above 5,700 in terms of enrollment. That's the vertical line. And the horizontal line makes the cutoff at about 1.2, so those districts which start off getting 20 percent more than the optimally-sized district. What we see up

here, there are 11 districts up there. Out of those, I think five of them have cost factors that are 1.35. So they would get 35 percent more per pupil, all else being equal. And three of them up here would get 1.97, almost two times as much. So there is a bit of a concern there. This is very different than the modeling specification that was used by Duncombe & Yinger for the LPA study back in 2006. This is a bit of a different take on how to look at this. But it tells you the same type of information. In that study they broke up, they coded their variables into discreet categories of enrollment. So down here we have very small districts of up to 100 students. It goes 100 to 150, 150 to 300, etcetera, etcetera. And these bars here are telling you how much less funding in relative terms districts of increasing size get relative to the smallest district. So, for instance, if you go down to a district of 751 to 1,000, Duncombe & Yinger found their per-pupil funding should be approximately 45 percent less than the funding of a district that was in the smallest category. This really represents this

part of the graphic here. Okay. It's telling the same story. That is per-pupil costs are decreasing as enrollment goes up, as one would expect. What Duncombe & Yinger do in this is they really top code theirs at about 5,000. And what we see is that there is a little bit of a jump when they get to 1,700 to 2,500 that is the optimal size in the model where costs are at minimum and then the costs start bumping up a little bit. But it's a very different type of modeling exercise that they did to take this into account. Now, that's not saying that some districts that have much higher enrollment don't have other needs. But those other needs should be also caught. Let's say Duncombe & Yinger found an interaction between poverty and pupil density. So they really said there was a separate independent effect of being in a highly impoverished urban district basically. And that should pick up that effect. That's obviously going to be very highly correlated or related to these high enrollment districts. But the concern here is there are other districts that might not have some of those component needs that might get funded under the

Taylor et al. study.

So the next concern that I have is really one of the costs of meeting the achievement thresholds. And it's not saying that there's anything wrong with their paper at all. It's just the study documentation was a bit lacking and it really didn't tell me how the national curve equivalents they calculated translated into proficiency rate gains, which is very key because the threshold is in a metric which is proficiency rates. And what they are usually in their model are these national curve equivalents, which is sort of a normal typical progression or growth on test score by students. Moreover, I wasn't really sure how the calculations behind the compensatory indices were made. So I know we all received a memo this morning that may have some of that. I still haven't made it through the whole thing, unfortunately. So that might answer some of these questions. But when I was reviewing the paper, I did not have this information.

So another concern that I had was hold harmless. Now, what is hold harmless? Well,

usually when a new funding formula is enacted, some people will call them winners and losers. But really what it is, some districts are projected more funding than they currently are spending and others might be projected less funding than they need that are currently being spent. Right? And hold harmless specifically says, for those districts that are currently spending more than the funding formula projects for them, we're going to hold them at their current funding levels. Okay. Now, this rule implies that there are some districts, the hold harmless districts, that are spending more than they need to to be sufficient, adequate, whatever you want to call it. Different states call it different things. Now, there is a logical reason for a limited application of hold harmless policies when you're phasing in a new funding formula. That is schools take time to build up their programs and you don't want to just cut them off immediately. You want them to have a smooth transition if they have to decrease their spending. However, that being said, there's two good reasons not to hold districts harmless indefinitely. And the

first is that there is a very real cost. That is here is money that is above and beyond what a district might need to provide an adequate education and that money could be spent actually helping other districts that are not getting or have not been getting the funding that they needed. So there is sort of a distributional reason why you would not want to hold districts harmless indefinitely. And really at the end of the day, it undermines the whole equity intent of the funding formula. Here we've tried to develop a funding formula that's very equitable and adequate and if you don't have districts on the formula, that is the districts that are being held harmless, you're really undermining the equity intent of the formula. So I just want to strongly urge that you consider this when you're developing policy.

My recommendation is that, first of all, the study should be the following. They should certainly calculate the additional cost of holding districts harmless and next they should suggest some sort of plan for tapering down the hold harmless, I'm going to call them subsidies

because that's pretty much what they are, as the funding formula is being phased in. For instance, when I did work previously in New Mexico I suggested a three-year phasein where the hold harmless would be tapered down over that three years. Okay.

My next concern was one of validity checks. And I think it's just best practice that every costing-out study should have some sort of validity checks. So there was nothing in this study but there is a simple check that I've done before and I took it upon myself to do it for this study based on the data that I had at my disposal. So what I did here is this. You want to make sure that the funding that is being projected from your formula is being targeted to districts appropriately. That is, those districts that really have the -- tend to have lower outcomes are going to have money targeted to them because that's what this money is for, it's to try to control for all the needs but to promote student achievement up to some adequate level. So what I do is I define a measure of relative shortfall funding as follows. It's very

simple. It's just the ratio of the adequate per-pupil cost that comes out of a funding formula for each district and you divide it by their actual cost. This is simply a measure of relative shortfall in funding. The numerator says what the formula dictates they need to provide the adequate education. The denominator is what they're currently spending. A number of 1.2 would be something like this district needs 20 percent more per-pupil to provide an adequate education compared to what they're getting.

So you can use this measure to evaluate how achievement might vary by the funding gap. And what would we expect? Well, if we've done our jobs right and we've created a funding formula that targets dollars appropriately to those districts that need it, we should see a negative relationship between the size of the funding shortfall, that is that adequacy gap, and the achievement level.

So I've done some graphics here. I'm going to just go through this. I didn't have all of the data from the study so I did capture data from appendix E to get the adequate

projected costs. I had to go to federal data to grab the actual cost because that was not in any appendix. And I went to your state website for the Kansas State Department of Education website and grabbed the data on student outcomes. And it was great, a great website. And I put it together and I created graphics that look like this. This is a scatter plot. On that X axis is the funding shortfall and the Y axis is the percent of students that are -- well, were achieving at a level of 2 or above. This is really scenario A, the metric in scenario A from the Taylor study. Each one of these dots or circles is a different district and the size of the circle is proportional to how many students that are in that district. So the larger circles are going to be larger districts. And the red line shows the line of best fit through the districts. So it shows the relationship between the outcome measure we're looking at, which is the percentage of students at level 2 or above, and the funding shortfall. And lo and behold we do see that the results are quite valid in terms of there is a negative relationship. Those districts

with larger projected shortfalls tend to have lower achievement. Okay. Now, I've done this for ELA scenario A and also scenario B. Now, the Y axis is the more stringent measure which is the percentage of students that are passing, that are scoring a level 3 or above on the KAP. I've also done this for math for both these measures. Now, the one thing that I did not mention to all of you was the horizontal dashed line. Those are the threshold benchmarks that are used in the Taylor et al. study. So for scenario A, it's 90 percent of students should be passing at levels 2 or above. And for B, 60 percent of students should be passing at levels 3 or above. Now, what are the main conclusions that we get from this? Well, I already told you the first, the relationship between student achievement and relative funding shortfall is consistently negative. In addition, I ran correlation coefficients, which I'm not going to present here, but show that the correlation coefficients are negative and strong and highly highly significant. But the second thing is that there are really very few districts currently that are meeting the outcome

thresholds used in the study. Simply put, I can take any one of these graphics and there are very few districts that lie above the dashed horizontal line. So there is work to be done. It's not just the needy districts or the relatively more needy districts, it's all of the districts that need a push.

So the last thing I wanted to talk to all of you about is really the differences in the cost study findings. And as we all know, there was a very large difference in the reported costs in both studies and any normal reader would be scratching their head saying, how can this be? The LPA study came up with a measure that was about 400 million, just under 400 million, while the Taylor et al. study came up with a 1.79 billion and a 2.1 billion, depending on what scenario you're talking about. So how can we explain the differences here? And I just did a very simple investigation here. Well, the first thing is you're going to want to adjust for inflation because the LPA study was done back in 2006. The second thing is that the LPA study did not include a large portion of federal dollars.

About, I believe it was 205 million in 2006 dollars that they did not include in their estimates. They backed those out. And so then, finally, the Taylor study did not include food services or transportation. So these are differences in the two studies that we might be able to do something about. All right. Once we adjust for inflation and we adjust for inflation and add back in that federal funding, the LPA study figure increases by over 50 percent from that 400 million to about 719 million. And I just used the inflation, that CPO for the midwest states. Easily available downloadable from the Bureau of Labor Statistics website. So the -- I was not able to back out the food services and the transportation from the LPA figures. But this would work in the opposite direction where -- oh sorry -- add the food services and the transportation back into the Taylor figures. But that would cause to increase the differences some more. So there is no help there. But, you know, the adjustments to the LPA got a little closer, the increases that Taylor would increase the difference here.

Here is just a picture of what I have done here. The big action here is really, this is the current spending in 2016-17 dollars. This was -- these were the dollars that the LPA study said were necessary. This is if we inflate those dollars to 2016. This is if we add the inflated federal funding back into that. And then these are just the numbers straight from Taylor et al. So we've come a little closer. You know, these percentage differences are how much in relative terms you would have to spend above the current spending. Based on the LPA results with the adjustments, it would be about 15 and a half percent more. The Taylor scenario A, which is sort of the closest outcome standard to that, is still double that amount. So there's still a big difference here. So there are remaining explanations. One explanation is, even though Taylor and her colleagues did their best to try to equate the standards from 2006, that is by sort of cross-walking the old standards to 90 percent of students are going to score at a level of 2 or above on the KAP tests, it might not be exact. Okay. So that could account for

some difference. And I don't have any answers for you on this. These are just remaining explanations that could be the case. Finally, this is a huge explanation and this is my contention, that the LPA study was not a pure costing out study. Okay. The work that Duncombe and Yinger did was a cost study that was in a larger study that had many many components that were what I would call a spending analysis, just an analysis of spending of those lower-spending districts. And that was coupled with the funding weights, or the cost weights rather, from Duncombe and Yinger study. So the LPA study I would -- it's what I would expect. I mean, it's going to an underestimate of what, you know, of what the true cost of providing adequacy is. And I think that's the main culprit here in terms of why we see such a big difference. I know these differences shock people but you really have to understand what went into the studies to make sense of the results before you can come to a conclusion. And these are the conclusions that I came to. So that's what I have for you.

CHAIR PATTON: Do we have questions?

Representative Bollier -- or Senator, excuse me, Bollier.

SENATOR BOLLIER: We knew each other by different names. Thank you, Mr. Chairman. Could you repeat what you said about there are not winners and losers?

DR. LEVIN: Yeah. So from a district's perspective, they would certainly consider themselves winners or losers. However, if we have developed a funding formula that appropriately distributes an adequate amount of money, there aren't winners and losers. There are districts that have historically been getting more than what they've needed to provide adequacy and other districts that have traditionally been getting less than what is necessary. You could almost flip the winners and losers labels around for those districts and put a, historically, in front of that. Right? So there are historic losers and historic winners and we are trying to even the playing field. Is that helpful?

SENATOR BOLLIER: Thank you.

CHAIR PATTON: Representative Johnson.

REPRESENTATIVE JOHNSON: Thank you, Mr. Chair. I'm trying to grapple with a few of the things here. You mentioned LPA used an investigation of the existing spending. Was that not part of the Taylor study?

DR. LEVIN: No. When I say spending, I mean spending as it is, not looking at the relationship between student needs or even outcomes or other cost factors. So they literally, what they did was, they went to -- well, they did a lot of things. But they went to different samples of districts and they basically looked at what the average resource utilization, the staffing per -- that number of FTEs per student were for different staffing categories, and then took the average of the lowest third of those. Then they costed that out. Right? They determined what that spending was. So it's basically taking a subset of the lowest spending, taking a subset of districts that were the lowest spenders or resource utilizers and then saying that that is -- interpreting that as an adequate, a measure of adequate cost. Which it's not. So a large portion of their study was based on that. The

portion that wasn't was based on the sub-study by Duncombe and Yinger. And that was a cost function approach. So they adopted the cost function approach to get weights for poverty and English learners and applied those to spending figures, basically. Is that helpful?

MR. JOHNSON: It helps me feel better about when I attempt to explain something, I'll say that. It is hard to explain so I would still want to relate it to the student needs and outcomes. I wouldn't want to ignore that as I come up with that average utilization.

DR. LEVIN: Yeah. Well, so the student needs and outcomes were not considered at all. So think of it this way, we're going to this subset of districts that we know are the lowest resource utilizers. There might be some high achievers or low achievers. There might be a big range of outcomes in there as well. We just don't know. But you're basically taking the spending of those lowest spenders and then saying that would be adequate. And that's not -- there is nothing wrong with doing that. What's wrong is interpreting that as a cost figure. When we

say cost, economists, we always talk about cost of purchasing what, what are you getting for it? So there should be some sort of achievement attached to that. And ideally it should be conditioned on cost factors that are outside of the district's control.

MR. JOHNSON: And if I may continue in a little different direction. On the -- in any model, I can build a great model but the key is the assumptions that will drive it. Right? So the box is working correctly, I know what I think some of the key drivers are of the outcomes. And perhaps you would have a better handle on that. But the 95 percent that we've discussed is one that certainly comes up and would seem to be a large driver of that outcome. Is that a level that's commonly employed in other states? Do the consultants typically help us to set that? Do they work with, if the legislature is working to set an objective to figure out and test those assumptions?

DR. LEVIN: So this is a very difficult issue and it's one of your big jobs that's very difficult to do and that is setting

standards. As economists, we have to cost out some kind of standard that defines adequacy. We are not in the role of determining those standards at all. Okay. It's really up to the policy maker in the state, namely the Board of Education, the state department of education and the legislature to determine that. We're put in kind of a difficult position because we have to functionalize a definition, otherwise we can't do our work. Now, in this case, in this case I think that, you know, Taylor et al. did a very good job. And they took three kinds of approaches. One is they looked at districts that were high performing, that is in the 90th percentile. The second thing they did was to try to look at historical figures that on performance that was in the years when schools were appropriately funded. There was a few years back then. Right? But the third thing they did is they looked at your ESSA plans, the plans your state department sent to the federal department of education and pretty much pulled those. So in your state ESSA plan it's saying by 2030, you should have 75 percent of your students at levels 3 or 4. As to whether

that's a good standard or not, I can't, I can't tell you guys what an appropriate standard is for you, if that's the question.

MR. JOHNSON: If I may be a little clearer on that. My first attempt at humor I won't try to repeat. But the 95 percent, as you review peers, is this generally where we are working on across the county as funding at a 95 percent outcome-based model?

DR. LEVIN: I can't say. I don't even know most of the states. I mean, I know some of the states I've worked in. But the rate -- yeah. I can't say. I can't say. I would have to actually go to the books and look across the states to give you --

MR. JOHNSON: Thank you. I'm sure both the committee and the folks in the audience will want to give me the hook quickly. As I try to get a handle on how to use it and I look at, okay, as I apply this, and I look at what it does perhaps for Wichita and Winfield, where there is a clear increase and a clear decrease, I say, okay, how do I get this data to useful, how do I get a model, how do I deal with the 95 percent? And in the history, when

I would build models, we would spend weeks building a model and in ongoing years forever working on assumptions because that was the key in testing, trying to bring those back. So in some ways, I feel we may have built a really great engine to get us to Columbia, Missouri, but our goal may have been to get to Kansas City. So that's what I'm trying to get a sense for. And it would seem, as we try and test that model, we might look the other way around as well and say, not only do dollars -- we're going to look at the outcome we want and the output from the model is dollars, how do we turn that around and say, if we put $1,000 into the base, what are the range of outcomes we would expect to be driven across these models? That would seem to be how I turn that to something that might give us kind of more off ramps to say, how do I appropriately implement in a Wichita, in a Winfield? Is there any way we can work with the data to get closer to that?

DR. LEVIN: Well, I think what you're describing is what we call in economics is the dual to the problem. And that is really a

production function as opposed to a cost function. Right? So where you're trying to model production as a function of costs, well, as a function of costs and all of these other things. So you can try to take the models that we've looked at and put outcomes on the left-hand side. That being said, I think that the think the memo today provided some sensitivity analyses and bottom line dollar figures under different assumptions of what the threshold would be. So I think that's in the memo that we all got from Dr. Taylor today. So that would help you, using the same model, you know. And then basically it's just changing the outcome threshold, saying, well, maybe we don't need that. I'm not sure if I followed you in terms of comparing two districts. I mean, they have all of their observable characteristics. And one thing that I do put in my review is there could have been a little more digging into looking at the efficiency metrics that were estimated to see which district, well, which schools were operating more efficiently. And a next step would be to dig into those schools and say, okay, what's

going on there. If you have two schools that were operationally similar but one is operating more efficiently than the other, well, one school can learn from the other or we can learn from the school that's doing things more efficiently. And maybe that can tell us something. And you can put a dollar term on that as well on what the efficiency gain is in terms of dollars.

MR. JOHNSON: Thank you for the committee and you for indulging my questions.

CHAIR PATTON: Senator Pettey.

SENATOR PETTEY: Thank you, Mr. Chairman. I was just -- and thank you, Dr. Levin, for being here. I'm just going to the back of your presentation. So to me that last paragraph says a lot because you say that both studies point to a need significantly to -- for significant additional funding to support an adequate education in the state. Is that valid? That's what I'm reading from your --

DR. LEVIN: I think that's what both studies -- that's why I'm comparing the LPA study to the --

SENATOR PETTEY: And then in your

very last line, I'm trying to then use table 9 at the very back of your presentation to understand, I guess, the methodology, methodological differences in how to figure and calculate.

DR. LEVIN: So -- I'm sorry. I'm just getting with you here. So table 9 there?

SENATOR PETTEY: Uh-huh.

DR. LEVIN: That's showing you that while there might be a large absolute difference in the results of the LPA study and the Taylor et al. study, the numbers move in the same direction. That is, if one, if one district tends to be, tends to have higher projected adequate funding in one study, it will also tend to have higher projected adequate funding in the other study. They're telling you the same thing. The two series, if you have two sets of adequate per-pupil funding projections, one from each study, they move very closely to one another.

SENATOR PETTEY: So in both studies you're saying that they're pretty parallel to each other in how they --

DR. LEVIN: Yes. The absolute values

change for the various reasons that I talked about. Namely, the last reason I said was I really think the LPA study was not a true cost study. So because so much of that was based on actual spending of low-spending districts, that that's going to be a real underestimate of what the true cost of adequacy is. I don't know what it is but the -- you know, a better comparison actually would be the new study by Taylor et al. to what Duncombe and Yinger did back in the day. Right? And just that portion of the study. Because they did a full cost study but only pieces of that study were used in the full LPA calculations. Does that make sense?

SENATOR PETTEY: I'm not a mathematician.

DR. LEVIN: Namely, Duncombe and Yinger came up with these index indices for things like student needs and those were applied to a base funding figure that was more, that was more of a spending study, not a cost study. Okay. So anyway I think that the bottom line is my opinion is that the LPA numbers were underestimated, yet they move - I

don't want to say perfectly and parallel - but they move very closely with what the newest study came out with. So both studies are telling you the same qualitative story. I think that's how I termed it. Is that helpful?

SENATOR PETTEY: It is.

CHAIR PATTON: Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Mr. Chairman, and thank you, Mr. Levin. In the section of your report pertaining to the scatter plots, there's a statement I want to clarify that I'm understanding correctly. You say, first, the relationships between funding shortfall and student outcomes prove to be negative. Which means there is a connection that has been proven between student outcomes and the funding invested?

DR. LEVIN: I have shown a statistically significant relationship. It is a correlation. It is not causation. Okay. So there is a difference there. All right. I mean, causation implies that, you know, the shortfall in funding right directly drives achievement.

REPRESENTATIVE ROOKER: But is it

fair to interpret that if we want to change those outcomes and improve them, what both of these studies are telling us is that we need to invest more resources?

DR. LEVIN: Yes. Absolutely.

REPRESENTATIVE ROOKER: Thank you.

CHAIR PATTON: Representative Landwehr.

REPRESENTATIVE LANDWEHR: Thank you, Mr. Chairman. I think one of the things we've been trying to get our arms around is whether or not we actually have a clear understanding of what is meant by efficiency within her study.

DR. LEVIN: Okay. So, basically, I know it can seem rather abstract and hopefully this will help clear it up a little bit. I'm going to go with the picture is worth a thousand words here. I'm not sure what I just did here. So this picture right here, what this model does is, it assumes that there is a minimum cost at which districts of different sizes and of different characteristics can operate to produce a given level of student achievement. Right? That's what that line is

here. Okay. Now, the degree to which a school is spending more than that minimum cost frontier can be broken up into a random effect. Right? And an effect that's due to their own operations, their own choices. And what the efficiency, I think Dr. Taylor and colleagues come up with this distribution, they say on average there is 4 percent inefficiency. Or the way they put it, there is an average of 96 percent efficiency. Basically they are saying that schools could be operating a bit more efficiently. Four percent. It's trying to quantify the amount of inefficiency based on the data that's here. And the best way I can explain it here -- because I can explain it in mathematical terms but that is a statistical function and that's not going to help. But really how far off the line? So if you look at the picture again, we can break out how far off the minimum cost curve a school is and break that out into something that's random, completely outside of their control, and something that we call inefficiency that's inside their control. Now, there is a caveat here. Of course there has to be. Right? And

I want everybody to be aware, efficiency is only measured with respect to the outcomes you are controlling for. So you might have some inefficiency associated with a school where they are spending on something that you're not measuring in your model. So all we're measuring are test scores and graduation rates. But if the school might be, might have a great science program or a band program or something like that, that might be spending that is not going to be captured in -- that's not entered as variables in the model and, therefore, that spending could be interpreted by the model as inefficiency. They are choices that were made by the school or district to spend money on these things. It's not things that are invaluable or undesirable investments. It's just we are not controlling for those outcomes in the model. Is that helpful?

REPRESENTATIVE LANDWEHR: Somewhat.

DR. LEVIN: I tried.

CHAIR PATTON: Senator Bollier.

SENATOR BOLLIER: Thank you, Mr. Chairman. And again thank you for all this great analysis. As we were discussing inputs

and outputs, or results, I have heard many in the legislature thinking we can assume that if we spend this input, put in enough money, then now it is just totally up to the teachers. And if they don't get the results then somehow we have to hold them accountable that they haven't done their job right. And is that something we can assume from all of this study? Or are there many factors that they have no control over that affect output that we aren't necessarily able to identify as we work on our funding?

DR. LEVIN: I mean, it's very difficult to say that everything is under the control of school practitioners or district practitioners. Right? There is always going to be some things that are outside the control. Wholly -- I think your question may be getting to what can you hold them accountable for. And that's a very difficult question. And there -- in my view, this is all my opinion, what I have seen is, there is a big tradeoff between being too proscriptive and allowing for innovation, flexibility and local control. I think you do have to have local control but you also do have

to have some accountability system. Usually when we talk about accountability we talk about just for outcomes. Well, how do you get to outcomes? By wisely using resources. So I would argue there has to be some form of input accountability to check. So I've done work on districts that have put in place weighted student formulas. Right? That's where they provide money for funding to schools directly based on their student needs but then they also try to be involved in the planning of the schools and vetting the school plans, making sure the money is spent wisely. And it's a narrative process and if something in the plan doesn't work out, you have to change it. But the idea is to provide local control but with oversight and accountability as well, without constraining. Is that helpful?

SENATOR BOLLIER: Sort of. If I could use an analogy, in medicine - I'm familiar with that world - physicians, by insurance companies, are held accountable for doing the tests and making sure someone is getting their hemoglobin A1C checked and that they are prescribing X medicines and whatever.

But we still have people that aren't well. And so we hold them accountable by making sure they are following certain protocols or procedures or teaching but that doesn't ensure that the outcome, the result is going to be accomplished.

DR. LEVIN: Sure.

SENATOR BOLLIER: Would that be the same with schools essentially?

DR. LEVIN: It's an interesting analogy. And I never really thought of that in that way. But, yeah. I mean, to the extent that the tests are not necessary or, you know, it's more of doing a lot of tests to, to hedge against being sued for not quite doing something, then, you know, that could be inefficient, I guess. I mean, that's where I think you're going with this.

SENATOR BOLLIER: Right. If I may, so what I think what you're referring to earlier, about things like band and the like, fit into our Rose capacities more than our testing. And in order to meet our Rose capacities, we do need to spend that money.

DR. LEVIN: Yeah. Okay. Well, so

one of the limitations of the cost function approach is that you have to have quantifiable measures to include in a statistical function. In a professional judgment panel model, which is what the old study from 2002 done by Augenblick and Myers did, in that case you can actually include these less - I don't want to say tangible - less easily measurable outcomes in a goal statement. And then you have professional educators tell you what it's going to take to achieve these outcomes with different populations if they are operating at a minimum cost. So that's what professional judgment does. So that would be more well-suited unless you had some quantifiable measures of band performance across all schools. You have to have them across all schools. So that's just one of the limitations of the cost function.

SENATOR BOLLIER: Thank very much.

CHAIR PATTON: Senator Denning.

SENATOR DENNING: Thank you, Mr. Chairman. Did the Taylor study, when she used her assumption for I think it was 75, 90 percent proficiency in math and reading, did

she apply that assumption by every single district must hit that achievement level?

DR. LEVIN: I believe it was a universal assumption, that it was not on average across the state. It was every district. Yes.

REPRESENTATIVE DENNING: That was part of her financial adequacy recommendation, using that assumption.

DR. LEVIN: That was the threshold, the threshold they used. Yeah.

SENATOR DENNING: And what if she would have used the assumption on a statewide average? What effect would that have resulted in an adequacy number?

DR. LEVIN: I can't say. I mean, I'm not -- I didn't do the study so I can't say. I'm not even sure she could say because there are arguably an infinite number of possibilities combinations of districts that would -- I'm not a mathematician. It might not be infinite but there would be a lot of combinations of districts that would average to 75 percent or 95 percent. Right?

SENATOR DENNING: So if she would

have taken that approach, would this study have reported a material difference?

DR. LEVIN: I can't answer that. I just don't know. I'm sorry.

SENATOR DENNING: Thank you.

CHAIR PATTON: Representative Aurand.

REPRESENTATIVE AURAND: Thank you, Mr. Chairman. I guess one of the questions I have, I think in terms of some number of studies out there, and you talked about how the correlation on outcomes and spending, there is -- I think, some studies would show there is a threshold effect. Clearly when you have no education, you know, in poor countries you give them education, you ramp it up real quickly. But when you get to a certain level, it becomes very very difficult to move the bar. And where that threshold hits in and the line starts to go across, piling more -- you know, I guess everybody wants to use anecdotes. I farm. It's like fertilizer. The first hundred pounds, the second hundred pounds, after you get to 400 pounds, you're not doing anything. So I guess my question is, how does that tie in with the linear kind of model that it seems

that is in here to some degree? And how do you gauge that threshold effect? And I guess then you said a couple things on -- I don't know how you square them completely -- how, yes, indeed more money will move you down the road. You also said causation and correlation are not the same thing. So at what point do those two differ, I guess, and where in this study does that threshold effect is that looked at in the study and to what degree?

DR. LEVIN: So let me just break out what we all learned in econ 101 which is the law of diminishing returns, which is what you're talking about here. That is, you know, in order to, for instance, get that the 93rd percent of graduation, it's going to cost you more than the 53rd. Right? It's exactly like the farming yield that you're talking about. So, yes, that's apparent. I believe the memo that we got today, one of the questions from the committee, one of the committees, was at that very question: What would happen if you put a curve, a quadratic term or tried to put a nonlinear relationship in place in the model. And I haven't looked at it. I literally

glanced at it for like three minutes before walking over here from the hotel so I'm not sure what they found. But I believe it's in the memo today. In terms of the correlation versus causation, there are no guarantees that spending will directly result in an increase in achievement. Now, if money is spent wisely, then we're much closer to a guarantee. So I think this goes back to what Senator Bollier said and sort of brought up is that, you know, you have to have some sort of accountability in place and I would argue input accountability in place to ensure you get outcomes. Is that helpful?

REPRESENTATIVE AURAND: Yes. I guess a second question I have, I guess isn't talked about a lot, how is academic ability or to what extent is that baked in? We hear a lot of things in our education venues about the youth and the problems of the youth and how that environment, and not hearing enough words affects that child for a lifetime. And how do those abilities of what their potential is that maybe have been diminished through environmental reasons or some people would

argue genetic reasons, where does that play into the measurement of what we can expect versus district versus district? And also, in terms of what parental involvement and all the things that go into a child, how does the study play into some of those type of issues that haven't been talked about a lot?

DR. LEVIN: So the study doesn't directly talk to inherent ability of students. I mean, we usually don't have, unless it's a psychological study, we usually don't have those measurements on hand for all students. What it does do, is it controls for -- it tries to do the next best thing which is controlling in a sense for the historical achievement of students through what they call a conditional national curve equivalent. So that's in the report and basically it tries to estimate the natural progression or the typical progression of a student growth based on their last year's, how well they did last year. And in a sense you can think of it as an experimental study where the, the student who is being observed has a control who is him or herself a year ago. If that makes any sense. Right? So usually

randomized controls are at the same time and you have, you randomly allocate students that are in treatment versus control. Here the treated student is the student being observed this year, the control student is that same student the year before. So it does do that. Now, moving on very quickly to the socioeconomic status. That is controlled for in this model. And, in fact, there are cost indices that are based just on that for some of these things which are very very good indicators. I mean, socioeconomic status is really our best indicator of how well a student does academically. Of course, usually we're looking at free or reduced-priced lunch but some studies look at mother's and father's education. Mother's education is a great indicator of a student's academic ability.

CHAIR PATTON: Representative Rooker.

REPRESENTATIVE ROOKER: Thank you, Mr. Chair. You did just touch on one topic I wanted to explore and that's the difference between arbitrary benchmarks in student growth. All right. So that normative curve equivalent that she built in, you say is an accommodation,

an acknowledgment of typical student growth?

DR. LEVIN: It tries to. Yeah. I think as she puts it, it tries to figure out what the typical student growth is for different types of students based on their performance last year. So those students -- this also gets to Representative Aurand's -- did I get that right?

REPRESENTATIVE AURAND: Close enough.

DR. LEVIN: Okay. His mention back then is -- how shall I put this? You know what? I lost it. Never mind. I'm sorry.

MS. ROOKER: Well, he spoke to, there's certain inherent differences --

DR. LEVIN: I'll tell you why I put it in there. And one of the things -- oh, yes, of course. This is it. Your yield problem and the diminishing returns. It kind of gets to that because it acknowledges that some students might be lower on the curve than other students. So it's going to be easier for them to make up that real estate, if you will. You think that if you're starting at a lower level, your rate of progression might be higher given proper inputs than those that are close to a

ceiling, that ceiling or that top threshold.

REPRESENTATIVE ROOKER: So I guess to sum up your body of work for us as a state, you've looked at three different cost studies at different points in time along the way. When you look at the sum total of the work that's been done, is it reasonable for us as policy makers to think, to have the expectation that we can expect our students to perform better, that our teacher quality can improve without investing resources into the system to help make those outcomes a reality?

DR. LEVIN: I mean, I think systemically, I'm really not sure. I think in certain pockets you might be able to increase efficiency.

REPRESENTATIVE ROOKER: I'm asking about the relationship. I'm getting back to conclusions --

DR. LEVIN: Can I finish that?

REPRESENTATIVE ROOKER: Yeah.

DR. LEVIN: So I think all three studies are telling you, qualitatively, a similar story. As you read in my first report, I had some serious issues with, you know, with

a very old, you know, a very old professional judgment approach. I -- you've heard today that I've had some problems with the LPA study. I really think that's an underestimate. I really liked the Taylor et al. study and thought that that was really top quality. There were some things that were not documented that I would like to know more about. What I'd really like, this is my dream in this engagement here, is if I could go back in time and get the pure results from the Duncombe and Yinger cost study and compare those to the Taylor et al. study. And I would argue, I mean I would hypothesize that the results of those two are probably a lot closer together than -- I mean I know they would be. I think they would be closer together than the overall LPA study. So in terms of I think that spending -- if you want my opinion? If you want to meet the thresholds that are in place, you probably cannot do that without spending more.

REPRESENTATIVE ROOKER: Thank you.

DR. LEVIN: Was that your question?

REPRESENTATIVE ROOKER: That's my question. Thank you. Well, I guess even if we

adjusted thresholds to move the bar higher in terms of expectations for the achievement levels of our students will take some degree of new investment.

DR. LEVIN: That's my opinion.

REPRESENTATIVE ROOKER: Thank you.

CHAIR PATTON: Representative Lusk.

REPRESENTATIVE LUSK: Thank you, Mr. Chairman. My question is related to some of the things you said already but you made the comment that you thought Dr. Taylor's study was cutting edge. And I would like you to further elaborate on why you said that.

DR. LEVIN: Because it's a stochastic frontier cost function. She actually has measures of efficiency. And I think that could be delved into a greater extent. That's one thing. In other words, she can identify schools that are relatively more efficient. And there is a wealth of knowledge. There is something going on at those schools that we all deserve to understand. So ideally I would like to be able to meld different approaches so you can use this cost function approach to identify those most efficient pockets of schools or

districts. And then you could do deeper dives and do professional judgment in there and understand what are the resources and the combinations of resources they are using. So that's -- I see it as a stepping off point for more, for more research in this area.

REPRESENTATIVE LUSK: In a conversation I had with Dr. Taylor she talked about striving to be more and more nuanced. Is that kind of a way to summarize what you just said?

DR. LEVIN: Yeah. Yeah. I mean, it's allowing you to drill down. I'm not sure if you had a similar discussion to this or if it was just taken out of context. More nuanced could be a lot of things. But in this case this would be one way that it could be much more nuanced. So I can imagine finding a set of schools that are efficient and going in there and understanding -- oh. Senator Bollier left. And trying to figure out what they are doing and trying to give us some information as to what practices tend to be more effective. Is that helpful?

CHAIR PATTON: Representative

Landwehr.

REPRESENTATIVE LANDWEHR: Thank you, Mr. Chairman. And this may not be for you but I look at these numbers, the numbers you provided and what Dr. Taylor did. We are doing a lot with measuring the student. But I don't see how this tells us how to measure our teachers. And one of the things that she highlighted was that teachers are a crucial resource on page 35 in her document. So how do we measure our students or figure out how to measure our students out of this study as well as how do we know that money is being spent that improves the education of a child versus just the environment of the facility?

DR. LEVIN: So in terms of the teacher quality there are studies that talk about the relationship between teacher quality achievement. And I have not authored those nor reviewed those for this. Moving to sort of -- I think your question is how do we know the money is working, the money is doing what it's supposed to. Some of the evidence that we have are a couple of papers that have just come out that looked at decades worth of finance reform

across states and has come up with a very rigorous method to look, a quasi-experimental method to look at whether achievement can be related and we're talking about actually causally relating, not just a simple correlation, but causally related to student outcomes. And the paper is by Rucker Johnson and Persico. There are a couple papers. And then there is another paper by a Berkeley economist called Jesse Rothstein. (Reporter interruption). So the authors would be Rucker Johnson and then another one by Jesse Rothstein. And there is a Lafortune. Lafortune is another author of that paper. So these papers not only look at student outcomes but also look at what the effects on poverty are, how it will lift -- basically how much poverty it alleviates. Right? It lifts families out of poverty in the long run. And it looks at funding state school finance funding reforms over decades to do that. That's probably our best causal evidence of whether money matters. That's what everybody wants to know. Right? That's my best answer. I think you might have put your question in

terms of how do we in Kansas or how are we going to know if we spend this money. And it's difficult. You know. The scientific purist would say, well, you have to do a randomized control trial. Well, we are not going to randomly allocate dollars to students and toy with their lives and say, oh, well, Johnny didn't do so well because we didn't spend so much money on him and Julie did much better because we spent money. It's just not a reality that we can do. The best we can do is try to do these quasi-experimental studies that make use of observational data rather than randomly allocated data. It's a very difficult question. A very good question but a very difficult question. There is some good evidence out there, though, that spending more actually does work.

REPRESENTATIVE LANDWEHR: Because I think one of the things that has been questioned over the years is that, you know, the way we pay teachers in Kansas is number of years.

DR. LEVIN: Uh-huh.

REPRESENTATIVE LANDWEHR: Versus

whether or not they are able to achieve the outcomes that we are trying to measure.

DR. LEVIN: So there's huge literature out there on teacher value added, which I'm not an expert on. But there is a lot out there. And there's arguments on both ends saying that it's a very valuable measure of teacher, of teacher quality. But, you know, a lot of literature out there says it should not be used for high stakes, especially for hiring and firing decisions.

REPRESENTATIVE LANDWEHR: Right. Right.

DR. LEVIN: Or even, you know, there is also a lot of literature out there on pay for performance or merit pay. I'm not an expert in this field so I'm not going to tell you what's right or wrong. But there is quite a lot of literature out there on this and I'm not sure how you think it might play into your policy here. But I'm sure you and your colleagues are going to talk about that.

REPRESENTATIVE LANDWEHR: Well, I think, Mr. Chairman, some of the discussion

that we've had over the last couple weeks is, you know, with all the different weightings that we try to target to handle different things, how do we measure, how do we know that the money is actually going to those purposes and what it's doing or whether or not we need more, you know, in certain areas. And then, of course, I've still been bothered by all the testimony we have had here the last couple weeks that you can't get a good education in an old building. So that's just a comment.

CHAIR PATTON: And with our final question because we are about out of time, Representative Aurand.

REPRESENTATIVE AURAND: All right. Thank you. You talked about studies that you can't do, random studies to test theories. Because I'm just sitting here thinking, looking at the dots in the charts and I'm thinking, what if we took different school districts similarly situated and we couldn't do the bigger ones because of the costs and just say, okay, we are going to randomly assign A, B to both of these, clear to the point of the high level of spending? What is your level of

confidence that those districts would reach the stated outcomes purported to be achievable because of the money in her study? Is that level of confidence as much as mine would be that I'm willing to put side bets on? And would that be a good thing to do? Has any state done something similar to that to randomize school districts to see what actually would happen?

DR. LEVIN: None that I know of and I wouldn't advise it. And I also wouldn't have a lot of confidence. Remember, if you do something like that, we can pretend that we're in a laboratory but we're not in a laboratory. A district is not a laboratory. So you would have to really try to control for any what we would call internal threats to validity which make sure that -- the only difference between the control and the treatment groups is the treatment itself. And I would argue, I will say it is impossible to do that in such a setting.

REPRESENTATIVE AURAND: Which then gets very hard to -- how you ever decide that this study is indeed correct in some way. And

we look at dollar amounts and what we are trying to achieve in moving forward. We have a long-term history with, ACT is probably the perfect example. We look and track our scores. And the study didn't use ACT because they didn't think it fit. But the cohort that takes the ACT doesn't change that much over time and kids across the state know they need to do that and want to get better. And it's really hard to move that plateau. So it seems to me this also would be hard to move. Clearly, more money, you can do more things and get more places. But I'm really struggling to see how you can put a test case. And I just didn't know if there's any place that had done any sort of testing. Because the numbers look good, my gut tells me it would difficult to move the needle as much as the assumptions allow it to move under the study. And I guess that's your response to that.

DR. LEVIN: I couldn't tell you one way or the other, to tell you the truth. I mean, the correlations look good. The results of Taylor et al.'s regression, everything is, most everything is statistically significant.

That is, the effects that she's giving are different from zero. And, moreover, they are in the direction that you would expect. Right. We always -- and there is nothing that is of a crazy magnitude. So we always look at these three things: Precision, is it significant; what direction are the effects, are they what you would hypothesize; and what are the magnitudes of the effects. So it all looks very tight to me. But I can't, I can't bet money on -- you know. Nobody can be perfectly certain.

REPRESENTATIVE AURAND: I understand. Thank you, Mr. Chairman. Thank you.

CHAIR PATTON: Thank you for being here today and thank you for your report, answering our questions, even some of us who have not had econ 101 in many years and maybe didn't pay as much attention as we now wish we did. But thank you for being here.

DR. LEVIN: Thank you very much.

CHAIR PATTON: It was referenced a couple times. I just want to make sure you know that there was a supplemental piece of information from West Ed at your places. So

take that and make sure you read through that. With that, we are adjourned.

C E R T I F I C A T E

STATE OF KANSAS )
)
COUNTY OF SHAWNEE )

I, Denise M. Haas, a Certified Shorthand Reporter of the State of Kansas, do hereby certify that I was present at and reported in machine shorthand the proceedings had on the 29th of March, 2018, at the Kansas Statehouse, Old Supreme Courtroom, Southwest Eighth and Van Buren Streets, City of Topeka, County of Shawnee, State of Kansas.

I further certify that the foregoing transcript is a true, correct and complete transcript of all the testimony and proceedings aforesaid.

IN TESTIMONY WHEREOF, I have hereunto set my hand at my office in Topeka, Kansas, this day of , 2018.

Denise M. Haas,
Certified Shorthand Reporter

Kansas state department of Education

Division of Fiscal and Administrative Services

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March 29, 2018

FROM: Dale M. Dennis, Deputy
Commissioner of Education

Craig Neuenswander, Director, School Finance

SUBJECT: House Bill 2445 as Approved by the K-12 Education Budget Committee--UPDATED

Attached is an **updated** computer printout (SF18-078) which provides the estimated effects of 2018 House Bill 2445 as approved by the K-12 Education Budget Committee. We have also provided a summary of the major provisions of this bill.

This computer printout does not reflect changes in supplemental general state aid (local option budget).

## COLUMN EXPLANATION

Column 1 -- Estimated adjusted enrollment

2 -- 2018-19 Estimated weighted enrollment excluding special education
The new facilities weighting is based on the same weighting for 2018-19 as 2017-18.

3 -- 2018-19 Estimated virtual state aid

4 -- 2018-19 Estimated computed general fund budget with BASE of $4,006

5 -- 2018-19 Estimated computed general fund budget with BASE of $4,170

6 -- 2018-19 Estimated general fund difference (Column 5 – 4)

7 -- 2018-19 Estimated special education state aid increase

8 -- 2018-19 Estimated general fund increase including special education

PROPOSED SCHOOL FINANCE PLAN AS APPROVED BY
K-12 EDUCATION BUDGET COMMITTEE
MAJOR POLICY PROVISIONS
Computer Printout SF18-078 -- UPDATED

- Base aid for student excellence (BASE) will increase from $4,006 to $4,170 in 2018-19. Current law provides a BASE of $4,128 for 2018-19. Beginning in 2019-20, the BASE will increase to $4,307.

- Career and technical education (CTE) weighting will be based upon current year in 2017-18 and thereafter.

- CTE weighting was scheduled to sunset July 1, 2019. The CTE study has been completed. This bill would delete the sunset.

- Bilingual education weighting will be based upon current year in 2017-18 and thereafter.

- School-based high-density at-risk pilot program is extended to July 1, 2020.

- The ten percent floor for computing free lunch for any school district offering grades K-12 is repealed.

- The special education funding will increase by $44.4 million in 2018-19 plus $7.5 million each year thereafter until 2022-23.

- Transportation formula for students transported over 2.5 miles has been clarified in statute and remains approximately the same dollar amount as computed in the prior year with a minor adjustment to cost allocation.

- Expands early childhood funding by increasing state aid for three- and four-year-old at-risk by $2,000,000.

- To increase the local option budget (LOB) above 30 percent, school districts must publish a resolution and give the patrons the right to petition and vote. The percentage for the protest petition was made consistent with capital outlay which is ten percent. Patrons have 40 days to gather signatures. Those districts that were previously approved for 33 percent will retain authority.

- LOB state aid is computed using the current year's budget as recommended by the Supreme Court.

- School districts must notify the State Board of Education by April 1 of each year if they want to increase their LOB percentage.

- Repeals authority for school districts to make expenditures for utilities and property/casualty insurance from capital outlay fund as recommended by the Supreme Court.

- Repeals the bond cap provided in 2017 Senate Bill 19. The remaining cap will be based on the six-year rolling average for state aid.

- Out-of-state students may be counted by Kansas school districts if the school the student would attend in their state of residence is more than eight miles from the state line and the Kansas school district is eight miles or less from the state line. The out-of-state district must be adjacent to the Kansas district.

- Clarifies accountability requirements.

- Amends the law to require that the proportionate share at-risk makes up of the general fund weighting shall be applied to the LOB and transferred to the at-risk fund.

- Amends the law to require that the proportionate share bilingual makes up of the general fund weighting shall be applied to the LOB and transferred to the bilingual fund.

- Provides a pilot program for improvement of mental health services for a few selected school districts.

# ESTIMATED STATE AID INCREASES FOR PROPOSED SCHOOL FINANCE PLAN – SF18-078-UPDATED

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| | | | | | |
| BASE | $ 4,170 | $ 4,307 | $ 4,444 | $ 4,581 | $ 4,718 |
| General State Aid | 109,760,111 | 95,000,000 | 95,000,000 | 95,000,000 | 95,000,000 |
| Special Education State Aid | 44,400,000 | 7,500,000 | 7,500,000 | 7,500,000 | 7,500,000 |
| Four-Year-Old At-Risk | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 | 0 |
| Supplemental General State Aid | 35,000,000 | 1,000,000 | 1,000,000 | 8,600,000 | 13,000,000 |
| Mental Health Pilot Program* | 7,500,000 | 0 | 0 | 0 | 0 |
| Adjustments** | (9,231,963) | | | | |
| | | | | | |
| TOTAL | 189,428,148 | 105,500,000 | 105,500,000 | 113,100,000 | 115,500,000 |

*The Committee also approved $2.5 million to establish a data system for the mental health pilot program.

**Adjustments—Out-of-state students and reduction in new facilities weighting.

| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 256 | Allen | Marmaton Valley | 282.8 | 541.9 | 0 | 2,175,585 | 2,259,723 | 84,138 | 37,638 | 121,776 |
| 257 | Allen | Iola | 1,239.0 | 1,865.0 | 184,810 | 7,740,896 | 7,961,860 | 220,964 | 153,753 | 374,717 |
| 258 | Allen | Humboldt | 592.0 | 967.0 | 879,950 | 4,833,487 | 4,912,340 | 78,853 | 70,926 | 149,779 |
| 365 | Anderson | Garnett | 1,003.5 | 1,537.2 | 0 | 6,199,074 | 6,410,124 | 211,050 | 87,480 | 298,530 |
| 479 | Anderson | Crest | 219.5 | 445.6 | 0 | 1,780,283 | 1,858,152 | 77,869 | 25,556 | 103,425 |
| 377 | Atchison | Atchison Co Comm Schools | 514.0 | 903.6 | 0 | 3,908,514 | 3,768,012 | -140,502 | 85,037 | -55,465 |
| 409 | Atchison | Atchison Public Schools | 1,702.0 | 2,384.6 | 10,000 | 9,568,931 | 9,953,782 | 384,851 | 195,152 | 580,003 |
| 254 | Barber | Barber County North | 473.0 | 804.8 | 0 | 3,229,792 | 3,356,016 | 126,224 | 59,062 | 185,286 |
| 255 | Barber | South Barber | 249.5 | 486.4 | 0 | 1,949,384 | 2,028,288 | 78,904 | 30,033 | 108,937 |
| 355 | Barton | Ellinwood Public Schools | 450.6 | 762.3 | 0 | 3,041,603 | 3,178,791 | 137,188 | 49,507 | 186,695 |
| 428 | Barton | Great Bend | 2,878.9 | 4,185.6 | 0 | 17,390,366 | 17,453,952 | 63,586 | 230,958 | 294,544 |
| 431 | Barton | Hoisington | 736.6 | 1,281.9 | 0 | 5,123,843 | 5,345,523 | 221,680 | 72,545 | 294,225 |
| 234 | Bourbon | Fort Scott | 1,858.5 | 2,625.2 | 25,000 | 10,508,286 | 10,972,084 | 463,798 | 127,681 | 591,479 |
| 235 | Bourbon | Uniontown | 437.0 | 807.4 | 0 | 3,308,179 | 3,366,858 | 58,679 | 40,142 | 98,821 |
| 415 | Brown | Hiawatha | 915.6 | 1,463.2 | 15,000 | 5,957,525 | 6,116,544 | 159,019 | 102,681 | 261,700 |
| 430 | Brown | South Brown County | 570.0 | 1,054.1 | 0 | 4,269,443 | 4,395,597 | 126,154 | 72,274 | 198,428 |
| 205 | Butler | Bluestem | 485.0 | 893.6 | 0 | 3,602,663 | 3,726,312 | 123,649 | 51,771 | 175,420 |
| 206 | Butler | Remington-Whitewater | 511.8 | 883.3 | 0 | 3,546,281 | 3,683,361 | 137,080 | 53,848 | 190,928 |
| 375 | Butler | Circle | 1,914.7 | 2,362.4 | 86,212 | 9,463,365 | 9,937,420 | 474,055 | 141,575 | 615,630 |
| 385 | Butler | Andover | 5,260.8 | 6,108.9 | 2,952,356 | 27,011,013 | 28,426,469 | 1,415,456 | 451,601 | 1,867,057 |
| 394 | Butler | Rose Hill Public Schools | 1,549.5 | 1,936.6 | 107,127 | 7,874,563 | 8,182,749 | 308,186 | 131,129 | 439,315 |
| 396 | Butler | Douglass Public Schools | 679.8 | 1,085.1 | 14,926 | 4,437,727 | 4,539,793 | 102,066 | 68,970 | 171,036 |
| 402 | Butler | Augusta | 2,172.6 | 2,717.0 | 14,180 | 10,911,000 | 11,344,070 | 433,070 | 162,273 | 595,343 |
| 490 | Butler | El Dorado | 1,903.8 | 2,616.9 | 45,830 | 10,547,509 | 10,958,303 | 410,794 | 145,330 | 556,124 |
| 492 | Butler | Flinthills | 269.7 | 516.9 | 0 | 2,077,966 | 2,155,473 | 77,507 | 30,218 | 107,725 |
| 284 | Chase | Chase County | 346.0 | 615.3 | 1,360 | 2,506,254 | 2,567,161 | 60,907 | 36,226 | 97,133 |
| 285 | Chautauqua | Cedar Vale | 182.5 | 386.1 | 0 | 1,548,857 | 1,610,037 | 61,180 | 17,654 | 78,834 |
| 286 | Chautauqua | Chautauqua Co Community | 364.2 | 695.1 | 680 | 2,862,944 | 2,899,247 | 36,303 | 39,358 | 75,661 |
| 404 | Cherokee | Riverton | 736.5 | 1,250.8 | 7,090 | 5,003,040 | 5,222,926 | 219,886 | 71,793 | 291,679 |
| 493 | Cherokee | Columbus | 962.0 | 1,571.6 | 0 | 6,309,698 | 6,553,572 | 243,874 | 103,493 | 347,367 |
| 499 | Cherokee | Galena | 835.0 | 1,368.0 | 18,545 | 5,411,601 | 5,723,105 | 311,504 | 78,284 | 389,788 |
| 508 | Cherokee | Baxter Springs | 973.0 | 1,561.2 | 130,000 | 6,517,356 | 6,640,204 | 122,848 | 97,829 | 220,677 |
| 103 | Cheyenne | Cheylin | 128.5 | 327.1 | 0 | 1,365,901 | 1,364,007 | -1,894 | 12,776 | 10,882 |
| 297 | Cheyenne | St Francis Comm Sch | 281.5 | 511.4 | 0 | 2,041,621 | 2,132,538 | 90,917 | 20,421 | 111,338 |
| 219 | Clark | Minneola | 243.5 | 458.7 | 0 | 1,837,539 | 1,912,779 | 75,240 | 19,298 | 94,538 |
| 220 | Clark | Ashland | 210.5 | 439.0 | 0 | 1,734,348 | 1,830,630 | 96,282 | 16,517 | 112,799 |
| 379 | Clay | Clay Center | 1,329.2 | 1,847.1 | 30,635 | 7,512,443 | 7,733,042 | 220,599 | 123,404 | 344,003 |
| 333 | Cloud | Concordia | 1,088.7 | 1,625.8 | 0 | 6,483,951 | 6,779,586 | 295,635 | 91,283 | 386,918 |
| 334 | Cloud | Southern Cloud | 178.0 | 383.2 | 10,000 | 1,594,765 | 1,607,944 | 13,179 | 28,194 | 41,373 |
| 243 | Coffey | Lebo-Waverly | 423.0 | 729.9 | 0 | 2,989,437 | 3,043,683 | 54,246 | 47,563 | 101,809 |
| 244 | Coffey | Burlington | 856.0 | 1,329.2 | 0 | 5,297,189 | 5,542,764 | 245,575 | 125,116 | 370,691 |

App. #001133

| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 245 | Coffey | LeRoy-Gridley | 200.5 | 419.0 | 0 | 1,755,032 | 1,747,230 | -7,802 | 24,106 | 16,304 |
| 300 | Comanche | Comanche County | 319.0 | 597.7 | 0 | 2,463,675 | 2,492,409 | 28,734 | 45,146 | 73,880 |
| 462 | Cowley | Central | 311.7 | 594.7 | 0 | 2,382,740 | 2,479,899 | 97,159 | 29,489 | 126,648 |
| 463 | Cowley | Udall | 316.0 | 563.8 | 0 | 2,392,366 | 2,351,046 | -41,320 | 32,992 | -8,328 |
| 465 | Cowley | Winfield | 2,175.6 | 2,968.4 | 0 | 12,089,924 | 12,378,228 | 288,304 | 235,715 | 524,019 |
| 470 | Cowley | Arkansas City | 2,819.8 | 4,227.6 | 0 | 17,041,682 | 17,629,092 | 587,410 | 271,631 | 859,041 |
| 471 | Cowley | Dexter | 166.0 | 355.4 | 0 | 1,291,613 | 1,482,018 | 190,405 | 14,855 | 205,260 |
| 246 | Crawford | Northeast | 470.0 | 865.3 | 45,635 | 3,520,553 | 3,653,936 | 133,383 | 51,347 | 184,730 |
| 247 | Crawford | Cherokee | 491.0 | 963.8 | 10,000 | 4,039,546 | 4,029,046 | -10,500 | 63,131 | 52,631 |
| 248 | Crawford | Girard | 1,014.0 | 1,601.0 | 10,000 | 6,451,518 | 6,686,170 | 234,652 | 97,423 | 332,075 |
| 249 | Crawford | Frontenac Public Schools | 962.5 | 1,401.2 | 7,778 | 5,511,910 | 5,850,782 | 338,872 | 86,463 | 425,335 |
| 250 | Crawford | Pittsburg | 3,004.3 | 4,264.5 | 276,105 | 17,373,674 | 18,059,070 | 685,396 | 275,117 | 960,513 |
| 294 | Decatur | Oberlin | 342.0 | 603.2 | 0 | 2,382,078 | 2,515,344 | 133,266 | 31,749 | 165,015 |
| 393 | Dickinson | Solomon | 314.0 | 557.5 | 0 | 2,253,770 | 2,324,775 | 71,005 | 32,972 | 103,977 |
| 435 | Dickinson | Abilene | 1,542.2 | 2,065.7 | 54,164 | 8,422,058 | 8,668,133 | 246,075 | 141,151 | 387,226 |
| 473 | Dickinson | Chapman | 1,085.0 | 1,634.3 | 0 | 6,563,153 | 6,815,031 | 251,878 | 101,106 | 352,984 |
| 481 | Dickinson | Rural Vista | 289.5 | 543.3 | 0 | 2,238,580 | 2,265,561 | 26,981 | 26,808 | 53,789 |
| 487 | Dickinson | Herington | 468.5 | 856.3 | 38,089 | 3,379,630 | 3,608,860 | 229,230 | 42,760 | 271,990 |
| 111 | Doniphan | Doniphan West Schools | 329.5 | 592.6 | 0 | 2,464,731 | 2,471,142 | 6,411 | 27,715 | 34,126 |
| 114 | Doniphan | Riverside | 596.0 | 1,054.0 | 35,000 | 4,311,403 | 4,430,180 | 118,777 | 61,835 | 180,612 |
| 429 | Doniphan | Troy Public Schools | 334.5 | 563.8 | 0 | 2,252,218 | 2,351,046 | 98,828 | 26,970 | 125,798 |
| 348 | Douglas | Baldwin City | 1,391.7 | 1,832.7 | 16,120 | 7,351,734 | 7,658,479 | 306,745 | 138,315 | 445,060 |
| 491 | Douglas | Eudora | 1,705.9 | 2,061.2 | 90,635 | 8,281,309 | 8,685,839 | 404,530 | 169,463 | 573,993 |
| 497 | Douglas | Lawrence | 10,739.3 | 13,969.8 | 5,391,082 | 61,407,779 | 63,645,148 | 2,237,369 | 1,267,536 | 3,504,905 |
| 347 | Edwards | Kinsley-Offerle | 334.5 | 643.9 | 0 | 2,615,694 | 2,685,063 | 69,369 | 36,752 | 106,121 |
| 502 | Edwards | Lewis | 125.5 | 297.9 | 0 | 1,134,152 | 1,242,243 | 108,091 | 13,421 | 121,512 |
| 282 | Elk | West Elk | 355.5 | 686.2 | 0 | 2,684,682 | 2,861,454 | 176,772 | 58,375 | 235,147 |
| 283 | Elk | Elk Valley | 110.0 | 283.0 | 2,127 | 1,169,871 | 1,182,237 | 12,366 | 23,955 | 36,321 |
| 388 | Ellis | Ellis | 431.1 | 705.0 | 0 | 2,861,857 | 2,939,850 | 77,993 | 34,436 | 112,429 |
| 432 | Ellis | Victoria | 287.0 | 491.4 | 0 | 1,987,571 | 2,049,138 | 61,567 | 22,628 | 84,195 |
| 489 | Ellis | Hays | 3,003.2 | 3,801.3 | 215,000 | 15,643,386 | 16,066,421 | 423,035 | 242,553 | 665,588 |
| 112 | Ellsworth | Central Plains | 486.4 | 869.2 | 142,535 | 3,640,970 | 3,767,099 | 126,129 | 39,166 | 165,295 |
| 327 | Ellsworth | Ellsworth | 645.0 | 1,047.7 | 0 | 4,173,784 | 4,368,909 | 195,125 | 55,646 | 250,771 |
| 363 | Finney | Holcomb | 983.0 | 1,530.5 | 0 | 6,197,468 | 6,382,185 | 184,717 | 53,602 | 238,319 |
| 457 | Finney | Garden City | 7,430.6 | 11,334.4 | 292,445 | 46,302,247 | 47,556,893 | 1,254,646 | 498,652 | 1,753,298 |
| 381 | Ford | Spearville | 354.0 | 584.9 | 0 | 2,346,852 | 2,439,033 | 92,181 | 27,340 | 119,521 |
| 443 | Ford | Dodge City | 6,836.3 | 11,317.1 | 38,360 | 45,869,845 | 47,230,667 | 1,360,822 | 531,197 | 1,892,019 |
| 459 | Ford | Bucklin | 229.9 | 463.9 | 15,000 | 1,859,612 | 1,949,463 | 89,851 | 16,925 | 106,776 |
| 287 | Franklin | West Franklin | 605.0 | 1,081.0 | 0 | 4,300,475 | 4,507,770 | 207,295 | 78,860 | 286,155 |
| 288 | Franklin | Central Heights | 545.1 | 1,037.1 | 20,000 | 4,258,494 | 4,344,707 | 86,213 | 37,370 | 123,583 |
| 289 | Franklin | Wellsville | 776.0 | 1,189.4 | 0 | 4,777,510 | 4,959,798 | 182,288 | 76,757 | 259,045 |

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| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 290 | Franklin | Ottawa | 2,411.4 | 3,315.7 | 35,850 | 13,351,524 | 13,862,319 | 510,795 | 239,896 | 750,691 |
| 475 | Geary | Geary County Schools | 7,929.2 | 10,342.5 | 112,090 | 43,380,909 | 43,240,315 | -140,594 | 784,496 | 643,902 |
| 291 | Gove | Grinnell Public Schools | 79.5 | 182.4 | 0 | 816,126 | 760,608 | -55,518 | 9,961 | -45,557 |
| 292 | Gove | Wheatland | 112.0 | 267.6 | 0 | 1,077,858 | 1,115,892 | 38,034 | 14,528 | 52,562 |
| 293 | Gove | Quinter Public Schools | 298.5 | 504.4 | 0 | 2,022,734 | 2,103,348 | 80,614 | 35,662 | 116,276 |
| 281 | Graham | Graham County | 378.5 | 672.3 | 0 | 2,626,865 | 2,803,491 | 176,626 | 31,138 | 207,764 |
| 214 | Grant | Ulysses | 1,651.5 | 2,428.5 | 86,915 | 10,056,767 | 10,213,760 | 156,993 | 90,389 | 247,382 |
| 102 | Gray | Cimmaron-Ensign | 647.0 | 1,085.7 | 0 | 4,340,496 | 4,527,369 | 186,873 | 49,321 | 236,194 |
| 371 | Gray | Montezuma | 199.0 | 431.3 | 61,270 | 1,814,764 | 1,859,791 | 45,027 | 13,691 | 58,718 |
| 476 | Gray | Copeland | 95.0 | 241.0 | 20,000 | 1,008,830 | 1,024,970 | 16,140 | 7,775 | 23,915 |
| 477 | Gray | Ingalls | 238.5 | 453.6 | 0 | 1,833,045 | 1,891,512 | 58,467 | 17,400 | 75,867 |
| 200 | Greeley | Greeley County Schools | 257.5 | 513.0 | 0 | 2,041,203 | 2,139,210 | 98,007 | 14,945 | 112,952 |
| 386 | Greenwood | Madison-Virgil | 223.5 | 446.4 | 0 | 1,819,737 | 1,861,488 | 41,751 | 37,719 | 79,470 |
| 389 | Greenwood | Eureka | 651.5 | 1,188.4 | 0 | 4,725,207 | 4,955,628 | 230,421 | 58,102 | 288,523 |
| 390 | Greenwood | Hamilton | 60.5 | 153.6 | 0 | 745,760 | 640,512 | -105,248 | 13,616 | -91,632 |
| 494 | Hamilton | Syracuse | 559.0 | 1,070.2 | 0 | 4,100,921 | 4,462,734 | 361,813 | 28,786 | 390,599 |
| 361 | Harper | Anthony-Harper | 811.1 | 1,436.5 | 53,286 | 5,874,505 | 6,043,491 | 168,986 | 117,966 | 286,952 |
| 511 | Harper | Attica | 176.5 | 359.6 | 0 | 1,398,617 | 1,499,532 | 100,915 | 20,682 | 121,597 |
| 369 | Harvey | Burrton | 240.0 | 471.8 | 0 | 1,926,959 | 1,967,406 | 40,447 | 24,045 | 64,492 |
| 373 | Harvey | Newton | 3,359.2 | 4,441.7 | 22,414 | 18,069,654 | 18,544,303 | 474,649 | 291,713 | 766,362 |
| 439 | Harvey | Sedgwick Public Schools | 477.0 | 770.9 | 0 | 3,089,896 | 3,214,653 | 124,757 | 45,556 | 170,313 |
| 440 | Harvey | Halstead | 765.5 | 1,244.1 | 0 | 4,967,943 | 5,187,897 | 219,954 | 64,636 | 284,590 |
| 460 | Harvey | Hesston | 808.1 | 1,173.4 | 0 | 4,666,003 | 4,893,078 | 227,075 | 63,464 | 290,539 |
| 374 | Haskell | Sublette | 445.2 | 856.4 | 13,400 | 3,503,101 | 3,584,588 | 81,487 | 25,326 | 106,813 |
| 507 | Haskell | Satanta | 300.0 | 611.4 | 0 | 2,475,062 | 2,549,538 | 74,476 | 18,004 | 92,480 |
| 227 | Hodgeman | Hodgeman County Schools | 297.0 | 526.6 | 0 | 2,132,936 | 2,195,922 | 62,986 | 21,671 | 84,657 |
| 335 | Jackson | North Jackson | 381.5 | 693.6 | 0 | 2,738,745 | 2,892,312 | 153,567 | 31,312 | 184,879 |
| 336 | Jackson | Holton | 1,090.0 | 1,744.8 | 171,800 | 7,093,926 | 7,447,616 | 353,690 | 91,538 | 445,228 |
| 337 | Jackson | Royal Valley | 831.6 | 1,376.8 | 0 | 5,639,248 | 5,741,256 | 102,008 | 87,929 | 189,937 |
| 338 | Jefferson | Valley Falls | 375.5 | 632.0 | 0 | 2,587,183 | 2,635,440 | 48,257 | 56,837 | 105,094 |
| 339 | Jefferson | Jefferson County North | 456.5 | 765.1 | 0 | 3,072,991 | 3,190,467 | 117,476 | 67,705 | 185,181 |
| 340 | Jefferson | Jefferson West | 856.0 | 1,298.3 | 0 | 5,282,013 | 5,413,911 | 131,898 | 114,520 | 246,418 |
| 341 | Jefferson | Oskaloosa Public Schools | 593.5 | 1,027.5 | 0 | 4,128,616 | 4,284,675 | 156,059 | 98,167 | 254,226 |
| 342 | Jefferson | McLouth | 475.6 | 800.8 | 0 | 3,155,852 | 3,339,336 | 183,484 | 77,127 | 260,611 |
| 343 | Jefferson | Perry Public Schools | 735.5 | 1,210.8 | 0 | 4,876,719 | 5,049,036 | 172,317 | 107,817 | 280,134 |
| 107 | Jewell | Rock Hills | 307.0 | 596.1 | 0 | 2,340,454 | 2,485,737 | 145,283 | 34,363 | 179,646 |
| 229 | Johnson | Blue Valley | 22,328.2 | 29,163.2 | 38,250 | 118,880,664 | 121,648,794 | 2,768,130 | 2,212,699 | 4,980,829 |
| 230 | Johnson | Spring Hill | 2,893.9 | 4,000.6 | 4,653,210 | 20,097,796 | 21,335,712 | 1,237,916 | 273,080 | 1,510,996 |
| 231 | Johnson | Gardner Edgerton | 5,903.5 | 7,440.0 | 0 | 29,420,370 | 31,024,800 | 1,604,430 | 614,084 | 2,218,514 |
| 232 | Johnson | De Soto | 7,263.5 | 8,799.8 | 5,850 | 35,307,318 | 36,701,016 | 1,393,698 | 490,980 | 1,884,678 |
| 233 | Johnson | Olathe | 29,117.5 | 40,778.5 | 0 | 162,117,213 | 170,046,345 | 7,929,132 | 2,775,415 | 10,704,547 |

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| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 512 | Johnson | Shawnee Mission Pub Sch | 27,071.3 | 35,598.4 | 0 | 145,879,501 | 148,445,328 | 2,565,827 | 1,904,459 | 4,470,286 |
| 215 | Kearny | Lakin | 645.5 | 1,105.9 | 74,445 | 4,441,782 | 4,686,048 | 244,266 | 33,450 | 277,716 |
| 216 | Kearny | Deerfield | 204.0 | 466.8 | 0 | 1,877,735 | 1,946,556 | 68,821 | 12,643 | 81,464 |
| 331 | Kingman | Kingman - Norwich | 918.2 | 1,486.3 | 116,085 | 6,038,149 | 6,313,956 | 275,807 | 126,523 | 402,330 |
| 332 | Kingman | Cunningham | 158.5 | 344.9 | 0 | 1,365,143 | 1,438,233 | 73,090 | 26,518 | 99,608 |
| 422 | Kiowa | Kiowa County | 246.0 | 469.0 | 525,610 | 2,441,635 | 2,481,340 | 39,705 | 32,527 | 72,232 |
| 474 | Kiowa | Haviland | 106.5 | 247.9 | 0 | 975,297 | 1,033,743 | 58,446 | 13,524 | 71,970 |
| 503 | Labette | Parsons | 1,282.9 | 1,993.2 | 5,000 | 7,997,310 | 8,316,644 | 319,334 | 118,832 | 438,166 |
| 504 | Labette | Oswego | 479.0 | 839.7 | 0 | 3,221,842 | 3,501,549 | 279,707 | 44,943 | 324,650 |
| 505 | Labette | Chetopa-St. Paul | 420.5 | 742.7 | 7,090 | 3,081,077 | 3,104,149 | 23,072 | 45,589 | 68,661 |
| 506 | Labette | Labette County | 1,564.1 | 2,285.5 | 0 | 9,134,236 | 9,530,535 | 396,299 | 156,294 | 552,593 |
| 468 | Lane | Healy Public Schools | 67.0 | 154.9 | 0 | 691,023 | 645,933 | -45,090 | 11,130 | -33,960 |
| 482 | Lane | Dighton | 238.5 | 461.8 | 0 | 1,802,608 | 1,925,706 | 123,098 | 18,372 | 141,470 |
| 207 | Leavenworth | Ft Leavenworth | 1,857.0 | 2,133.5 | 0 | 8,128,136 | 8,896,695 | 768,559 | 146,806 | 915,365 |
| 449 | Leavenworth | Easton | 624.3 | 1,005.4 | 0 | 3,952,506 | 4,192,518 | 240,012 | 90,094 | 330,106 |
| 453 | Leavenworth | Leavenworth | 3,721.3 | 5,071.0 | 350,000 | 20,699,368 | 21,496,070 | 796,702 | 343,538 | 1,140,240 |
| 458 | Leavenworth | Basehor-Linwood | 2,422.5 | 2,940.6 | 808,330 | 12,252,663 | 13,070,632 | 817,969 | 195,404 | 1,013,373 |
| 464 | Leavenworth | Tonganoxie | 1,969.7 | 2,437.9 | 0 | 9,693,506 | 10,166,043 | 472,537 | 168,542 | 641,079 |
| 469 | Leavenworth | Lansing | 2,663.0 | 3,162.9 | 0 | 12,542,776 | 13,189,293 | 646,517 | 294,264 | 940,781 |
| 298 | Lincoln | Lincoln | 345.5 | 634.3 | 0 | 2,596,327 | 2,645,031 | 48,704 | 42,841 | 91,545 |
| 299 | Lincoln | Sylvan Grove | 243.8 | 505.6 | 0 | 2,029,459 | 2,108,352 | 78,893 | 24,431 | 103,324 |
| 344 | Linn | Pleasanton | 362.5 | 632.4 | 0 | 2,393,667 | 2,637,108 | 243,441 | 25,289 | 268,730 |
| 346 | Linn | Jayhawk | 580.0 | 1,064.4 | 10,709 | 4,179,247 | 4,449,257 | 270,010 | 61,452 | 331,462 |
| 362 | Linn | Prairie View | 907.4 | 1,498.1 | 0 | 6,007,153 | 6,247,077 | 239,924 | 133,558 | 373,482 |
| 274 | Logan | Oakley | 402.1 | 691.2 | 7,127 | 2,776,401 | 2,889,431 | 113,030 | 43,198 | 156,228 |
| 275 | Logan | Triplains | 64.5 | 154.3 | 0 | 673,196 | 643,431 | -29,765 | 13,016 | -16,749 |
| 251 | Lyon | North Lyon County | 391.0 | 734.6 | 0 | 3,092,730 | 3,063,282 | -29,448 | 44,208 | 14,760 |
| 252 | Lyon | Southern Lyon County | 487.0 | 854.5 | 0 | 3,567,953 | 3,563,265 | -4,688 | 53,317 | 48,629 |
| 253 | Lyon | Emporia | 4,510.4 | 6,564.2 | 10,000 | 26,215,202 | 27,382,714 | 1,167,512 | 340,528 | 1,508,040 |
| 397 | Marion | Centre | 201.5 | 448.7 | 699,570 | 2,554,780 | 2,570,649 | 15,869 | 41,709 | 57,578 |
| 398 | Marion | Peabody-Burns | 248.0 | 492.3 | 21,418 | 2,001,833 | 2,074,309 | 72,476 | 38,294 | 110,770 |
| 408 | Marion | Marion-Florence | 504.5 | 847.1 | 42,244 | 3,541,761 | 3,574,651 | 32,890 | 74,501 | 107,391 |
| 410 | Marion | Durham-Hillsboro-Lehigh | 571.0 | 938.0 | 27,637 | 3,809,185 | 3,939,097 | 129,912 | 78,809 | 208,721 |
| 411 | Marion | Goessel | 290.1 | 508.8 | 0 | 2,027,704 | 2,121,696 | 93,992 | 40,033 | 134,025 |
| 364 | Marshall | Marysville | 740.9 | 1,198.4 | 0 | 4,676,443 | 4,997,328 | 320,885 | 68,494 | 389,379 |
| 380 | Marshall | Vermillion | 565.5 | 932.6 | 0 | 3,688,367 | 3,888,942 | 200,575 | 28,481 | 229,056 |
| 498 | Marshall | Valley Heights | 401.0 | 720.5 | 0 | 2,880,125 | 3,004,485 | 124,360 | 37,215 | 161,575 |
| 400 | McPherson | Smoky Valley | 869.3 | 1,323.4 | 596,225 | 5,902,649 | 6,114,803 | 212,154 | 109,424 | 321,578 |
| 418 | McPherson | McPherson | 2,383.0 | 2,935.3 | 40,450 | 11,726,590 | 12,280,651 | 554,061 | 280,427 | 834,488 |
| 419 | McPherson | Canton-Galva | 342.2 | 609.5 | 0 | 2,599,783 | 2,541,615 | -58,168 | 43,101 | -15,067 |
| 423 | McPherson | Moundridge | 402.0 | 656.9 | 0 | 2,586,741 | 2,739,273 | 152,532 | 53,906 | 206,438 |

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| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 448 | McPherson | Inman | 422.5 | 703.2 | 0 | 2,832,186 | 2,932,344 | 100,158 | 50,468 | 150,626 |
| 225 | Meade | Fowler | 143.0 | 318.8 | 0 | 1,260,570 | 1,329,396 | 68,826 | 11,566 | 80,392 |
| 226 | Meade | Meade | 417.1 | 712.5 | 0 | 2,760,784 | 2,971,125 | 210,341 | 30,953 | 241,294 |
| 367 | Miami | Osawatomie | 1,128.5 | 1,791.8 | 0 | 7,250,054 | 7,471,806 | 221,752 | 205,999 | 427,751 |
| 368 | Miami | Paola | 2,034.5 | 2,638.3 | 30,000 | 10,531,781 | 11,031,711 | 499,930 | 189,590 | 689,520 |
| 416 | Miami | Louisburg | 1,694.9 | 2,064.8 | 85,386 | 8,320,906 | 8,695,602 | 374,696 | 124,304 | 499,000 |
| 272 | Mitchell | Waconda | 309.0 | 549.7 | 0 | 2,217,716 | 2,292,249 | 74,533 | 36,970 | 111,503 |
| 273 | Mitchell | Beloit | 780.2 | 1,213.4 | 0 | 4,968,115 | 5,059,878 | 91,763 | 102,074 | 193,837 |
| 436 | Montgomery | Caney Valley | 768.0 | 1,259.5 | 40,000 | 5,023,987 | 5,292,115 | 268,128 | 47,539 | 315,667 |
| 445 | Montgomery | Coffeyville | 1,743.9 | 2,677.4 | 132,850 | 10,843,307 | 11,297,608 | 454,301 | 135,404 | 589,705 |
| 446 | Montgomery | Independence | 2,006.3 | 2,858.7 | 0 | 11,395,943 | 11,920,779 | 524,836 | 147,575 | 672,411 |
| 447 | Montgomery | Cherryvale | 815.4 | 1,378.5 | 0 | 5,527,417 | 5,748,345 | 220,928 | 55,592 | 276,520 |
| 417 | Morris | Morris County | 754.5 | 1,226.3 | 5,000 | 4,922,302 | 5,118,671 | 196,369 | 68,130 | 264,499 |
| 217 | Morton | Rolla | 132.5 | 300.6 | 0 | 1,392,421 | 1,253,502 | -138,919 | 10,883 | -128,036 |
| 218 | Morton | Elkhart | 462.4 | 810.5 | 3,813,832 | 7,159,799 | 7,193,617 | 33,818 | 29,390 | 63,208 |
| 113 | Nemaha | Prairie Hills | 1,100.8 | 1,630.6 | 0 | 6,728,399 | 6,799,602 | 71,203 | 89,141 | 160,344 |
| 115 | Nemaha | Nemaha Central | 569.7 | 942.1 | 0 | 3,793,499 | 3,928,557 | 135,058 | 40,189 | 175,247 |
| 101 | Neosho | Erie-Galesburg | 522.0 | 983.2 | 0 | 3,943,902 | 4,099,944 | 156,042 | 61,564 | 217,606 |
| 413 | Neosho | Chanute Public Schools | 1,831.7 | 2,612.1 | 4,254 | 10,395,748 | 10,896,711 | 500,963 | 211,587 | 712,550 |
| 106 | Ness | Western Plains | 108.8 | 285.7 | 0 | 1,171,819 | 1,191,369 | 19,550 | 8,858 | 28,408 |
| 303 | Ness | Ness City | 302.4 | 532.8 | 0 | 2,154,520 | 2,221,776 | 67,256 | 22,066 | 89,322 |
| 211 | Norton | Norton Community Schools | 675.1 | 1,096.8 | 0 | 4,539,257 | 4,573,656 | 34,399 | 86,238 | 120,637 |
| 212 | Norton | Northern Valley | 150.0 | 359.9 | 5,000 | 1,527,788 | 1,505,783 | -22,005 | 21,041 | -964 |
| 420 | Osage | Osage City | 671.5 | 1,082.8 | 27,090 | 4,365,286 | 4,542,366 | 177,080 | 82,212 | 259,292 |
| 421 | Osage | Lyndon | 433.0 | 724.4 | 5,000 | 2,906,067 | 3,025,748 | 119,681 | 50,723 | 170,404 |
| 434 | Osage | Santa Fe Trail | 1,001.4 | 1,583.6 | 12,335 | 6,353,088 | 6,615,947 | 262,859 | 145,431 | 408,290 |
| 454 | Osage | Burlingame Public School | 292.4 | 507.3 | 0 | 2,064,910 | 2,115,441 | 50,531 | 38,075 | 88,606 |
| 456 | Osage | Marais Des Cygnes Valley | 214.5 | 470.4 | 0 | 1,977,180 | 1,961,568 | -15,612 | 29,923 | 14,311 |
| 392 | Osborne | Osborne County | 280.0 | 520.7 | 0 | 2,106,539 | 2,171,319 | 64,780 | 36,377 | 101,157 |
| 239 | Ottawa | North Ottawa County | 611.2 | 999.1 | 0 | 4,036,442 | 4,166,247 | 129,805 | 67,694 | 197,499 |
| 240 | Ottawa | Twin Valley | 592.1 | 1,008.1 | 0 | 4,004,187 | 4,203,777 | 199,590 | 54,256 | 253,846 |
| 495 | Pawnee | Ft Larned | 916.6 | 1,568.1 | 0 | 6,291,957 | 6,538,977 | 247,020 | 103,048 | 350,068 |
| 496 | Pawnee | Pawnee Heights | 143.5 | 315.7 | 22,725 | 1,290,713 | 1,339,194 | 48,481 | 14,415 | 62,896 |
| 110 | Phillips | Thunder Ridge Schools | 209.5 | 473.1 | 0 | 1,933,319 | 1,972,827 | 39,508 | 27,171 | 66,679 |
| 325 | Phillips | Phillipsburg | 620.0 | 996.3 | 0 | 3,945,290 | 4,154,571 | 209,281 | 73,528 | 282,809 |
| 326 | Phillips | Logan | 151.0 | 336.5 | 0 | 1,373,400 | 1,403,205 | 29,805 | 18,586 | 48,391 |
| 320 | Pottawatomie | Wamego | 1,501.5 | 1,896.0 | 40,000 | 7,735,414 | 7,946,320 | 210,906 | 152,438 | 363,344 |
| 321 | Pottawatomie | Kaw Valley | 1,156.0 | 1,655.3 | 0 | 6,650,991 | 6,902,601 | 251,610 | 151,854 | 403,464 |
| 322 | Pottawatomie | Onaga-Havensville-Wheaton | 297.5 | 540.0 | 0 | 2,197,808 | 2,251,800 | 53,992 | 28,577 | 82,569 |
| 323 | Pottawatomie | Rock Creek | 1,059.0 | 1,536.5 | 0 | 6,078,616 | 6,407,205 | 328,589 | 87,349 | 415,938 |
| 382 | Pratt | Pratt | 1,129.0 | 1,662.1 | 159,830 | 6,936,420 | 7,090,787 | 154,367 | 129,665 | 284,032 |

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| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 438 | Pratt | Skyline Schools | 410.0 | 699.0 | 0 | 2,794,068 | 2,914,830 | 120,762 | 51,810 | 172,572 |
| 105 | Rawlins | Rawlins County | 335.0 | 613.5 | 0 | 2,493,275 | 2,558,295 | 65,020 | 28,733 | 93,753 |
| 308 | Reno | Hutchinson Public Schools | 4,494.9 | 6,284.0 | 17,725 | 26,477,132 | 26,222,005 | -255,127 | 424,662 | 169,535 |
| 309 | Reno | Nickerson | 1,104.0 | 1,766.6 | 96,530 | 7,292,452 | 7,463,252 | 170,800 | 121,865 | 292,665 |
| 310 | Reno | Fairfield | 287.0 | 613.4 | 0 | 2,501,777 | 2,557,878 | 56,101 | 33,362 | 89,463 |
| 311 | Reno | Pretty Prairie | 260.1 | 489.1 | 0 | 1,911,546 | 2,039,547 | 128,001 | 24,942 | 152,943 |
| 312 | Reno | Haven Public Schools | 825.0 | 1,409.0 | 271,905 | 5,915,316 | 6,147,435 | 232,119 | 90,670 | 322,789 |
| 313 | Reno | Buhler | 2,294.5 | 2,891.7 | 0 | 11,611,411 | 12,058,389 | 446,978 | 243,609 | 690,587 |
| 109 | Republic | Republic County | 511.0 | 908.6 | 5,000 | 3,632,789 | 3,793,862 | 161,073 | 44,263 | 205,336 |
| 426 | Republic | Pike Valley | 221.0 | 449.9 | 0 | 1,830,298 | 1,876,083 | 45,785 | 20,189 | 65,974 |
| 376 | Rice | Sterling | 505.1 | 830.5 | 0 | 3,416,181 | 3,463,185 | 47,004 | 59,643 | 106,647 |
| 401 | Rice | Chase-Raymond | 165.5 | 380.6 | 0 | 1,509,485 | 1,587,102 | 77,617 | 19,229 | 96,846 |
| 405 | Rice | Lyons | 814.7 | 1,423.9 | 0 | 5,684,955 | 5,937,663 | 252,708 | 86,680 | 339,388 |
| 444 | Rice | Little River | 310.0 | 544.4 | 0 | 2,212,565 | 2,270,148 | 57,583 | 38,246 | 95,829 |
| 378 | Riley | Riley County | 677.9 | 1,081.2 | 0 | 4,340,530 | 4,508,604 | 168,074 | 73,196 | 241,270 |
| 383 | Riley | Manhattan-Ogden | 6,404.1 | 8,195.8 | 647,090 | 32,559,136 | 34,823,576 | 2,264,440 | 718,720 | 2,983,160 |
| 384 | Riley | Blue Valley | 215.5 | 433.2 | 0 | 1,746,328 | 1,806,444 | 60,116 | 28,501 | 88,617 |
| 269 | Rooks | Palco | 94.8 | 233.7 | 0 | 990,016 | 974,529 | -15,487 | 12,624 | -2,863 |
| 270 | Rooks | Plainville | 362.0 | 611.6 | 0 | 2,332,592 | 2,550,372 | 217,780 | 45,939 | 263,719 |
| 271 | Rooks | Stockton | 335.5 | 583.3 | 0 | 2,351,141 | 2,432,361 | 81,220 | 35,944 | 117,164 |
| 395 | Rush | LaCrosse | 289.0 | 541.5 | 0 | 2,173,150 | 2,258,055 | 84,905 | 26,438 | 111,343 |
| 403 | Rush | Otis-Bison | 241.5 | 490.7 | 79,395 | 1,987,777 | 2,125,614 | 137,837 | 31,909 | 169,746 |
| 399 | Russell | Paradise | 112.6 | 261.0 | 0 | 1,043,767 | 1,088,370 | 44,603 | 14,553 | 59,156 |
| 407 | Russell | Russell County | 848.2 | 1,356.8 | 0 | 5,362,614 | 5,657,856 | 295,242 | 70,940 | 366,182 |
| 305 | Saline | Salina | 7,198.8 | 10,089.7 | 76,746 | 40,480,143 | 42,150,795 | 1,670,652 | 690,057 | 2,360,709 |
| 306 | Saline | Southeast Of Saline | 691.0 | 1,095.2 | 0 | 4,426,870 | 4,566,984 | 140,114 | 62,773 | 202,887 |
| 307 | Saline | Ell-Saline | 460.0 | 777.2 | 15,000 | 3,148,781 | 3,255,924 | 107,143 | 44,268 | 151,411 |
| 466 | Scott | Scott County | 986.5 | 1,533.6 | 38,508 | 6,238,439 | 6,433,620 | 195,181 | 51,454 | 246,635 |
| 259 | Sedgwick | Wichita | 48,398.0 | 75,497.4 | 2,093,250 | 302,668,982 | 316,917,408 | 14,248,426 | 4,492,831 | 18,741,257 |
| 260 | Sedgwick | Derby | 6,906.3 | 8,907.3 | 78,060 | 35,226,952 | 37,221,501 | 1,994,549 | 560,489 | 2,555,038 |
| 261 | Sedgwick | Haysville | 5,643.7 | 7,752.8 | 0 | 30,523,863 | 32,329,176 | 1,805,313 | 535,313 | 2,340,626 |
| 262 | Sedgwick | Valley Center Pub Sch | 2,841.1 | 3,647.9 | 202,040 | 14,516,727 | 15,413,783 | 897,056 | 265,826 | 1,162,882 |
| 263 | Sedgwick | Mulvane | 1,751.8 | 2,149.5 | 0 | 8,655,051 | 8,963,415 | 308,364 | 161,492 | 469,856 |
| 264 | Sedgwick | Clearwater | 1,126.0 | 1,568.0 | 0 | 6,286,011 | 6,538,560 | 252,549 | 109,982 | 362,531 |
| 265 | Sedgwick | Goddard | 5,660.5 | 6,977.1 | 35,101 | 27,827,765 | 29,129,608 | 1,301,843 | 476,445 | 1,778,288 |
| 266 | Sedgwick | Maize | 6,948.7 | 8,473.0 | 1,830,000 | 35,202,932 | 37,162,410 | 1,959,478 | 624,748 | 2,584,226 |
| 267 | Sedgwick | Renwick | 1,851.0 | 2,211.1 | 0 | 8,974,107 | 9,220,287 | 246,180 | 164,843 | 411,023 |
| 268 | Sedgwick | Cheney | 789.7 | 1,260.2 | 0 | 5,037,244 | 5,255,034 | 217,790 | 72,403 | 290,193 |
| 480 | Seward | Liberal | 4,871.0 | 8,433.3 | 0 | 33,826,662 | 35,166,861 | 1,340,199 | 263,705 | 1,603,904 |
| 483 | Seward | Kismet-Plains | 689.0 | 1,474.8 | 0 | 5,957,413 | 6,149,916 | 192,503 | 57,546 | 250,049 |
| 345 | Shawnee | Seaman | 3,869.2 | 5,016.1 | 44,069 | 19,709,019 | 20,961,206 | 1,252,187 | 424,459 | 1,676,646 |

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| 3/30/2018 | UPDATED | | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2016-17 or | | | 2017-18 Est. | 2018-19 Est. | Est. Gen Fund | | Est. Gen Fund |
| | | | 2017-18 | 2018-19 Est. | 2017-18 Est. | Computed Gen Fund | Computed Gen Fund | (excl Sped) | 2018-19 Est. | (incl Sped) |
| | | | Est. Adj. Enrollment | Total WTD FTE | Virtual | (Excl Sped & Extra Need) | (Excl Sped & Extra Need) | Difference | Special Ed Aid | Difference |
| USD # | County | District Name | (incl 4yr AR & KAMS) | (Excl Sped) | State Aid | $4,006 | $4,170 | (Col 5 - Col 4) | Increase | (Col 6 + Col 7) |
| Total | | STATE TOTALS | 473,906.9 | 694,853.6 | 31,347,660 | 2,819,127,061 | 2,928,887,172 | 109,760,111 | 44,400,245 | 154,160,356 |
| 372 | Shawnee | Silver Lake | 710.1 | 1,069.3 | 0 | 4,214,860 | 4,458,981 | 244,121 | 57,031 | 301,152 |
| 437 | Shawnee | Auburn Washburn | 6,254.3 | 7,838.5 | 0 | 31,432,452 | 32,686,545 | 1,254,093 | 592,225 | 1,846,318 |
| 450 | Shawnee | Shawnee Heights | 3,493.0 | 4,502.9 | 26,020 | 18,131,524 | 18,803,113 | 671,589 | 315,355 | 986,944 |
| 501 | Shawnee | Topeka Public Schools | 13,356.0 | 20,209.5 | 277,700 | 81,697,245 | 84,551,315 | 2,854,070 | 1,586,954 | 4,441,024 |
| 412 | Sheridan | Hoxie Community Schools | 400.5 | 663.3 | 0 | 2,570,676 | 2,765,961 | 195,285 | 28,192 | 223,477 |
| 352 | Sherman | Goodland | 917.9 | 1,470.1 | 25,000 | 5,936,297 | 6,155,317 | 219,020 | 94,543 | 313,563 |
| 237 | Smith | Smith Center | 396.0 | 700.0 | 0 | 2,827,357 | 2,919,000 | 91,643 | 49,876 | 141,519 |
| 349 | Stafford | Stafford | 233.6 | 472.9 | 0 | 1,983,868 | 1,971,993 | -11,875 | 32,662 | 20,787 |
| 350 | Stafford | St John-Hudson | 331.5 | 595.9 | 0 | 2,416,474 | 2,484,903 | 68,429 | 43,728 | 112,157 |
| 351 | Stafford | Macksville | 234.5 | 501.7 | 0 | 2,035,164 | 2,092,089 | 56,925 | 33,165 | 90,090 |
| 452 | Stanton | Stanton County | 437.5 | 816.6 | 0 | 3,247,952 | 3,405,222 | 157,270 | 25,752 | 183,022 |
| 209 | Stevens | Moscow Public Schools | 178.5 | 408.3 | 0 | 1,621,575 | 1,702,611 | 81,036 | 10,832 | 91,868 |
| 210 | Stevens | Hugoton Public Schools | 1,020.1 | 1,707.6 | 10,000 | 7,114,532 | 7,130,692 | 16,160 | 55,416 | 71,576 |
| 353 | Sumner | Wellington | 1,595.5 | 2,244.1 | 0 | 9,000,421 | 9,357,897 | 357,476 | 213,447 | 570,923 |
| 356 | Sumner | Conway Springs | 465.2 | 766.2 | 0 | 3,183,738 | 3,195,054 | 11,316 | 47,102 | 58,418 |
| 357 | Sumner | Belle Plaine | 627.0 | 1,039.9 | 20,000 | 4,110,875 | 4,356,383 | 245,508 | 74,202 | 319,710 |
| 358 | Sumner | Oxford | 370.9 | 648.2 | 278,775 | 2,465,656 | 2,981,769 | 516,113 | 41,473 | 557,586 |
| 359 | Sumner | Argonia Public Schools | 187.5 | 391.3 | 0 | 1,580,341 | 1,631,721 | 51,380 | 21,607 | 72,987 |
| 360 | Sumner | Caldwell | 245.0 | 486.0 | 10,000 | 1,887,118 | 2,036,620 | 149,502 | 29,065 | 178,567 |
| 509 | Sumner | South Haven | 200.5 | 403.5 | 0 | 1,620,491 | 1,682,595 | 62,104 | 26,758 | 88,862 |
| 314 | Thomas | Brewster | 147.5 | 316.4 | 0 | 1,266,156 | 1,319,388 | 53,232 | 14,125 | 67,357 |
| 315 | Thomas | Colby Public Schools | 887.5 | 1,350.1 | 0 | 5,438,772 | 5,629,917 | 191,145 | 60,966 | 252,111 |
| 316 | Thomas | Golden Plains | 180.0 | 418.4 | 0 | 1,667,303 | 1,744,728 | 77,425 | 26,410 | 103,835 |
| 208 | Trego | Wakeeney | 382.5 | 659.5 | 0 | 2,669,974 | 2,750,115 | 80,141 | 48,039 | 128,180 |
| 329 | Wabaunsee | Mill Creek Valley | 447.0 | 773.2 | 0 | 3,080,435 | 3,224,244 | 143,809 | 46,596 | 190,405 |
| 330 | Wabaunsee | Mission Valley | 491.5 | 876.1 | 0 | 3,522,367 | 3,653,337 | 130,970 | 78,470 | 209,440 |
| 241 | Wallace | Wallace County Schools | 200.5 | 411.8 | 0 | 1,655,209 | 1,717,206 | 61,997 | 15,244 | 77,241 |
| 242 | Wallace | Weskan | 104.0 | 239.0 | 0 | 943,648 | 996,630 | 52,982 | 11,288 | 64,270 |
| 108 | Washington | Washington Co. Schools | 334.5 | 621.1 | 0 | 2,591,536 | 2,589,987 | -1,549 | 33,254 | 31,705 |
| 223 | Washington | Barnes | 368.8 | 645.6 | 0 | 2,592,021 | 2,692,152 | 100,131 | 45,995 | 146,126 |
| 224 | Washington | Clifton-Clyde | 315.5 | 568.4 | 0 | 2,301,256 | 2,370,228 | 68,972 | 28,760 | 97,732 |
| 467 | Wichita | Leoti | 394.5 | 735.7 | 0 | 2,964,414 | 3,067,869 | 103,455 | 22,517 | 125,972 |
| 387 | Wilson | Altoona-Midway | 171.5 | 403.3 | 0 | 1,694,724 | 1,681,761 | -12,963 | 21,635 | 8,672 |
| 461 | Wilson | Neodesha | 689.0 | 1,162.0 | 0 | 4,775,879 | 4,845,540 | 69,661 | 57,013 | 126,674 |
| 484 | Wilson | Fredonia | 686.5 | 1,152.9 | 8,885 | 4,493,552 | 4,816,478 | 322,926 | 49,688 | 372,614 |
| 366 | Woodson | Woodson | 465.5 | 876.3 | 10,000 | 3,471,573 | 3,664,171 | 192,598 | 54,200 | 246,798 |
| 202 | Wyandotte | Turner-Kansas City | 4,049.4 | 6,213.1 | 126,520 | 24,841,689 | 26,035,147 | 1,193,458 | 295,158 | 1,488,616 |
| 203 | Wyandotte | Piper-Kansas City | 2,267.3 | 2,738.1 | 25,000 | 10,609,487 | 11,442,877 | 833,390 | 241,319 | 1,074,709 |
| 204 | Wyandotte | Bonner Springs | 2,649.5 | 3,453.8 | 223,958 | 14,271,984 | 14,626,304 | 354,320 | 324,146 | 678,466 |
| 500 | Wyandotte | Kansas City | 21,576.3 | 35,255.6 | 542,030 | 140,137,870 | 147,557,882 | 7,420,012 | 1,578,769 | 8,998,781 |

App. #001139

# Review of Kansas State School Finance Studies

Jesse Levin (American Institutes for Research)

AIR
AMERICAN INSTITUTES FOR RESEARCH

March 29, 2018

App. #001140
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# Agenda

- Overview of Study by Taylor et al. (2018)
- Main Concerns
- Differences in Findings of Cost Studies

# Overview of Cost Study

- Cost Function Approach (Stochastic Cost Frontier)

Spending = f(Input Prices, District Enrollment, Environmental Factors, Controls for Efficiency, Outcomes)

+

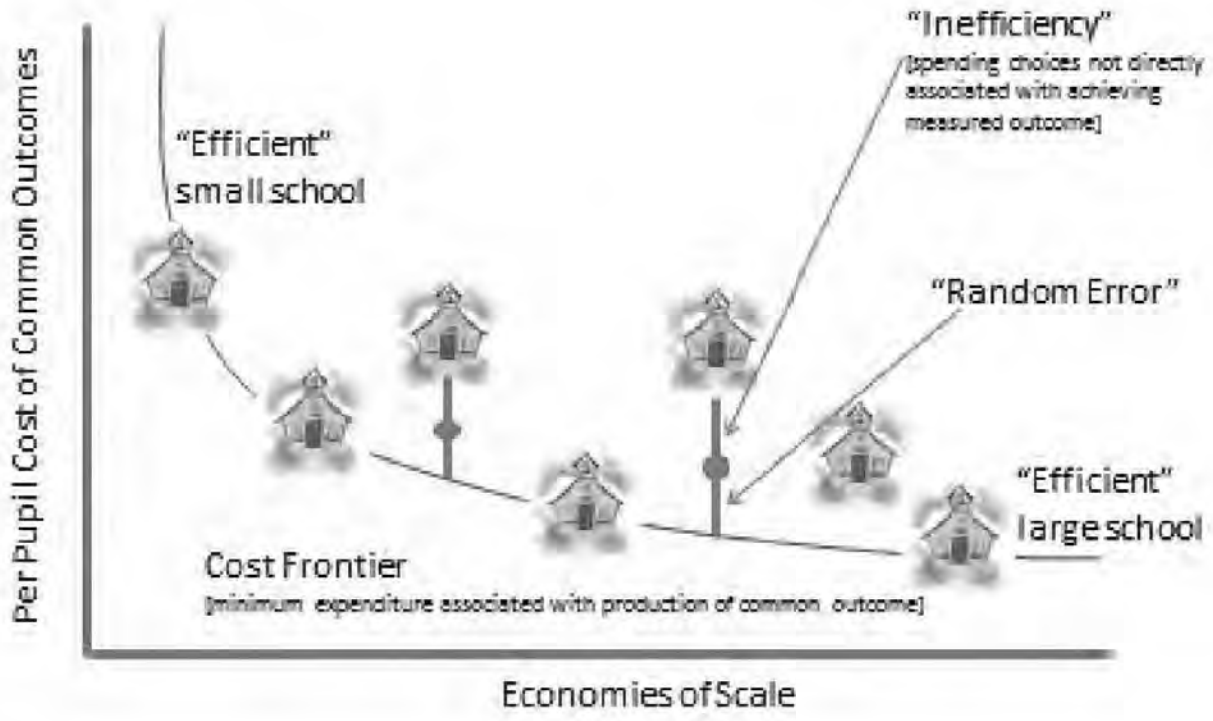
Inefficiency

+

Random Factors

App. #001142

# Overview of Cost Study




App. #001143

# Overview of Cost Study

| | Base Per-Pupil Cost (95% Graduation) | Regional Index | Economies of Scale Index | Student Needs Index | Compensatory | | Current Spending and Adequate Per-Pupil Costs | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Old Standards | New Standards | Current Per-Pupil Spending (2016-17) | Projected Per-Pupil Costs - Regional, Scale and Needs Adjustments Only | Adequacy Per-Pupil Costs - Old Standards | Adequacy Per-Pupil Costs - New Standards |
| **Raw Average** | $3,766 | 1.69 | 1.24 | 1.35 | 1.23 | 1.29 | | $10,574 | $12,964 | $13,620 |
| **Weighted Average** | $3,727 | 1.46 | 1.42 | 1.39 | 1.26 | 1.31 | $9,313 | $10,433 | $13,204 | $13,767 |
| **Minimum** | $3,395 | 1.05 | 1.00 | 1.00 | 0.23 | 0.25 | | $5,199 | $4,940 | $5,303 |
| **Maximum** | $4,113 | 1.94 | 2.75 | 1.91 | 2.81 | 2.96 | | $28,094 | $38,405 | $40,455 |
| **Projected adequate per-pupil costs calculated by reviewer.** | | | | | | | | | | |

App. #001144

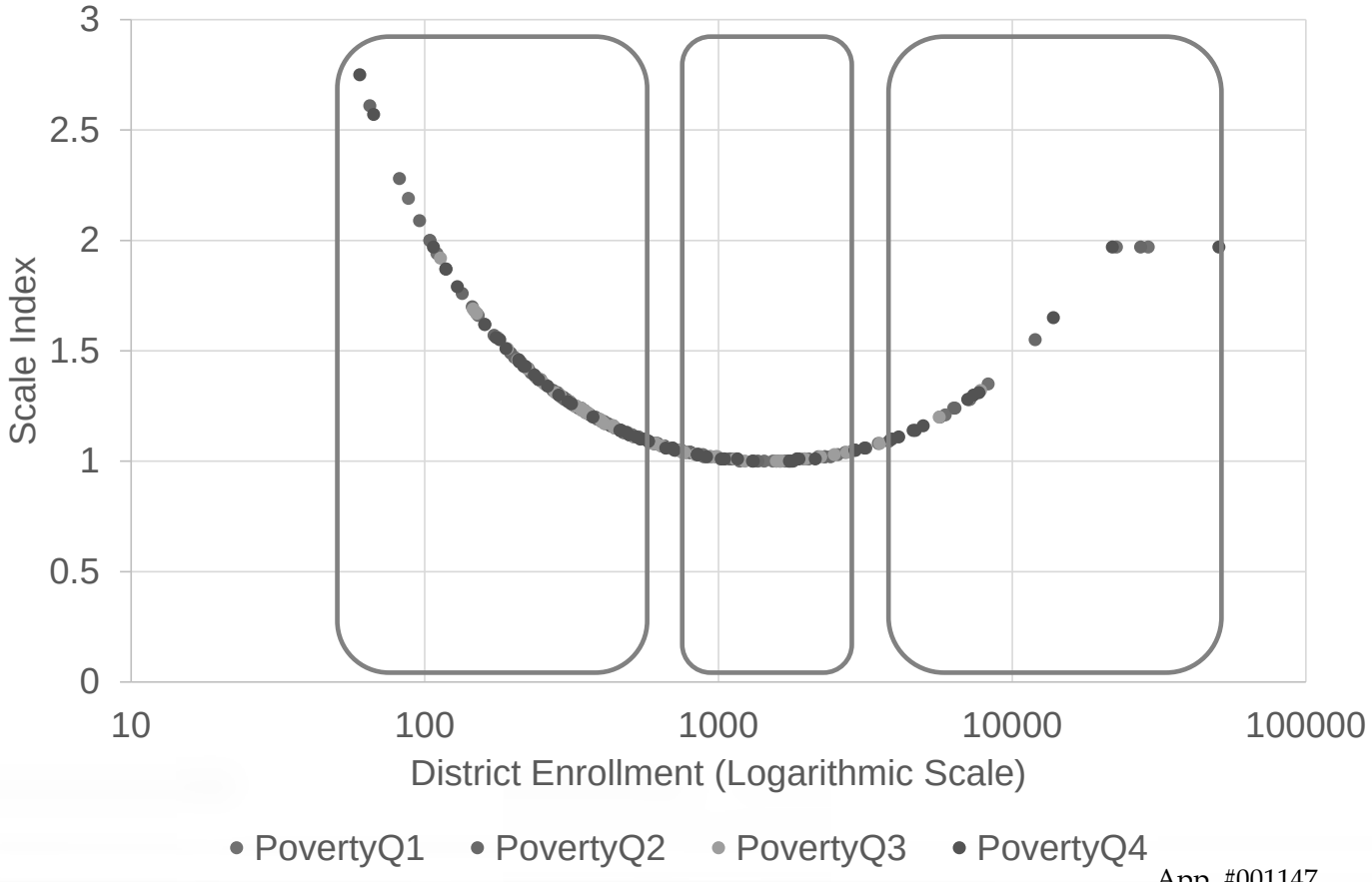
# Overview of Cost Study

| | Cost Estimate ($) | Absolute Increase Over Current | Relative Increase Over Current | Per Pupil Cost Estimate ($) |
|---|---|---|---|---|
| **Current K-12 Spending** | $4.652 billion | n/a | n/a | $9,313 |
| **No compensatory support** | $5.103 billion | $0.451 billion | 9.70% | $10,419 |
| **Compensatory support for Scenario A** | $6.438 billion | $1.786 billion | 38.40% | $13,144 |
| **Compensatory support for Scenario B** | $6.719 billion | $2.067 billion | 44.40% | $13,717 |

# Main Concerns – Scale Index

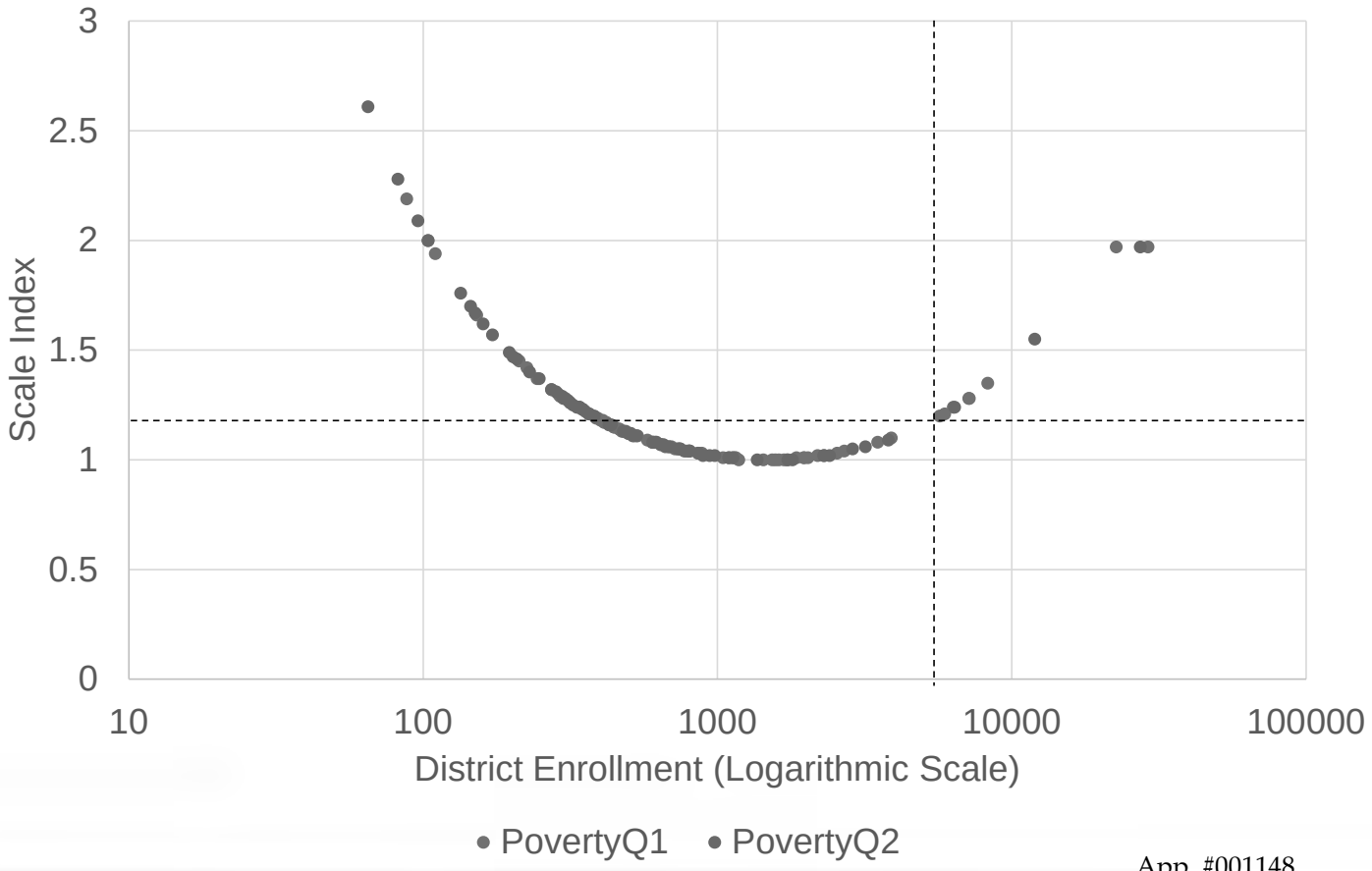
- Economies of Scale Index
  - For smaller to medium sized districts index works well.
  - Produces uncharacteristically large funding adjustments for bigger districts.
  - Seems to be a direct result of how enrollment was specified in the model.

# Main Concerns – Scale Index




App. #001147

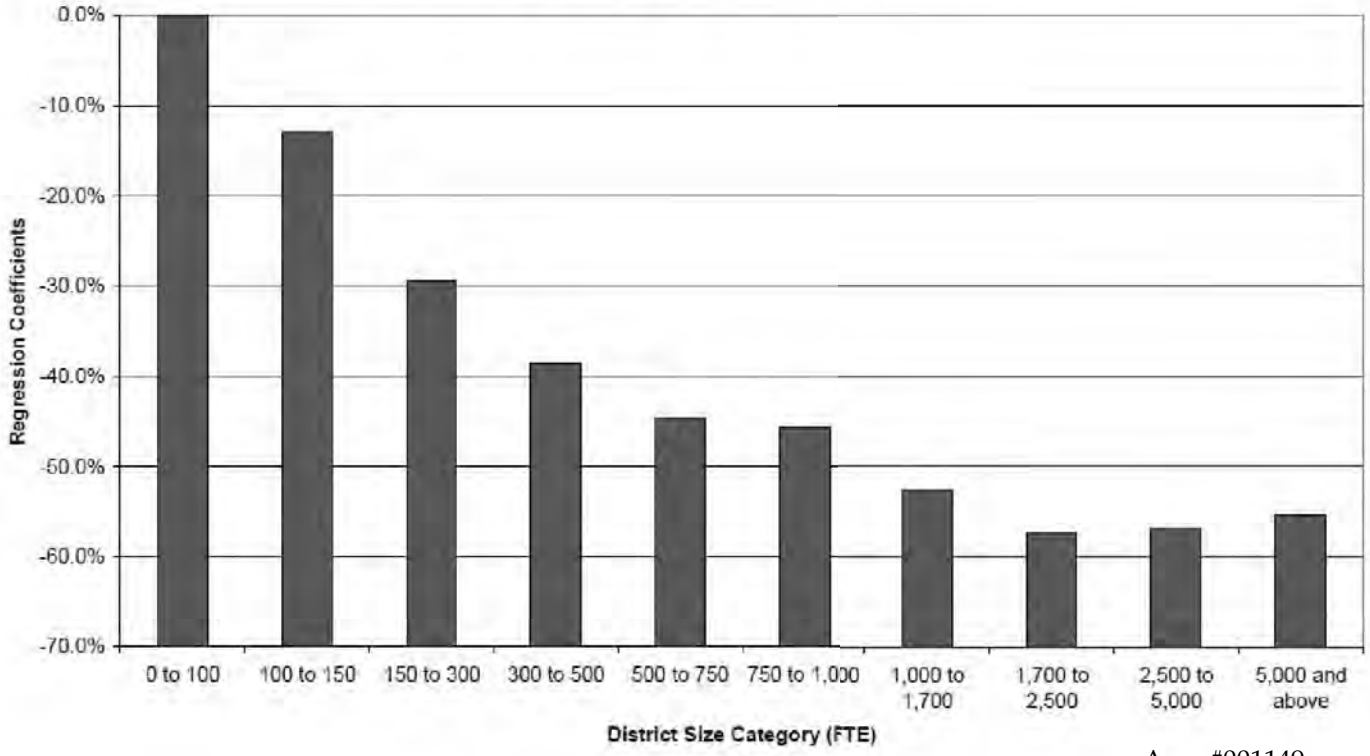
# Main Concerns – Scale Index




App. #001148

# Main Concerns – Scale Index

**Figure 3: Percent Reduction in Cost Compared to a District with 100 or Less Students**




App. #001149

# Main Concerns – Costs of Meeting Achievement Thresholds

- Study Documentation Lacking
  - How do NCEs translate into gains in proficiency rates?
  - What were the calculations behind the compensatory indices?

# Main Concerns – Hold Harmless

- Holding Districts Harmless
  - Ensuring districts that are currently meeting or exceeding outcome thresholds do not have their funding reduced.
  - Implies that some districts are being funded more than is necessary to meet outcome thresholds.
  - Logical reason for limited application of hold harmless policies while phasing in new formula.

# Main Concerns – Hold Harmless

- Two good reasons not to hold districts harmless indefinitely:
  - There is a very real cost to holding districts harmless.
  - Hold-harmless policies directly undermine the equity intent of the formula.
- Study should do the following:
  - Calculate the additional cost of holding districts harmless.
  - Suggest a plan for tapering down hold harmless "subsidies" as funding formula is being phased in.

# Main Concerns – Validity Checks

- Validity checks should be a part of every costing out study.
- A simple check to perform is to confirm that projected funding is being targeted appropriately.
  - Define measure of relative shortfall of funding as follows:

$$\textbf{Adequacy Gap} = \frac{\textbf{Adequate Per-Pupil Cost}}{\textbf{Actual Per-Pupil Spending}}$$

  - Evaluate how student outcomes vary by adequacy gap.

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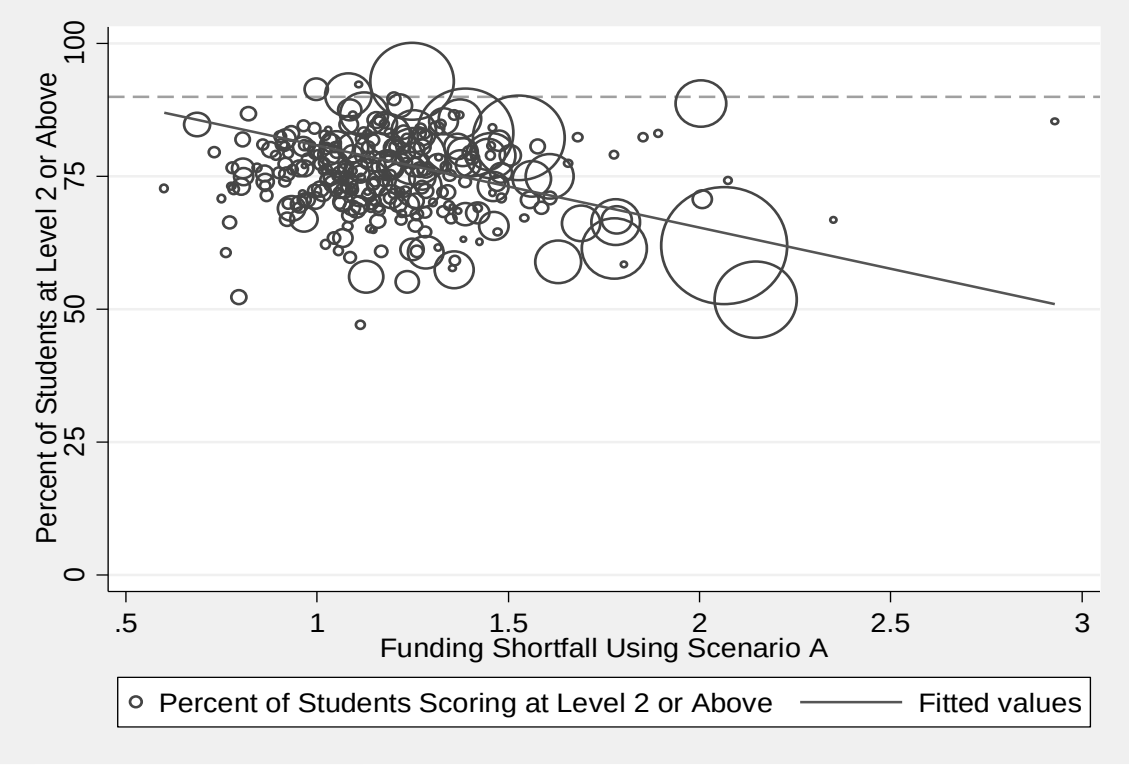
# Main Concerns – Validity Checks

- Conducted simple validity check using:
  - Data on projected adequate costs from study appendices.
  - Federal data on actual spending.
  - Kansas Assessment Program (KAP) data on student outcomes.

App. #001154

# Main Concerns – Validity Checks

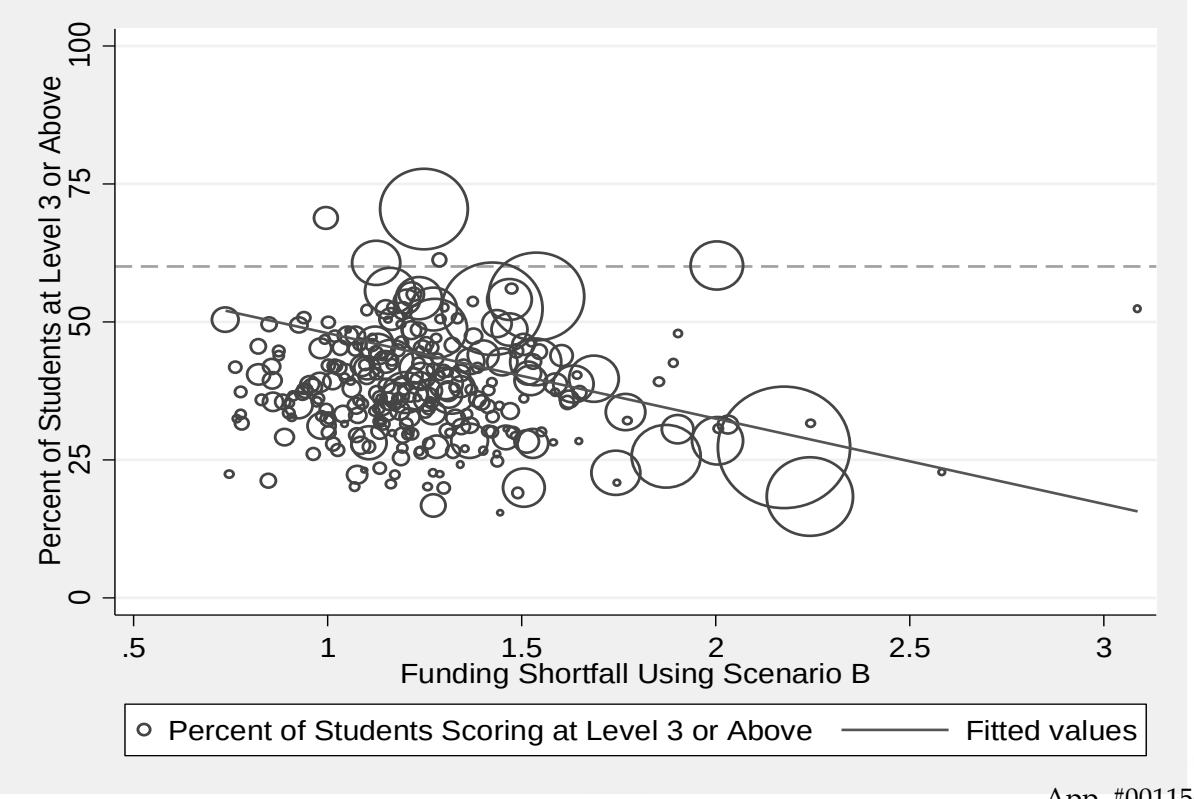
- ELA-Scenario A




App. #001155

# Main Concerns – Validity Checks

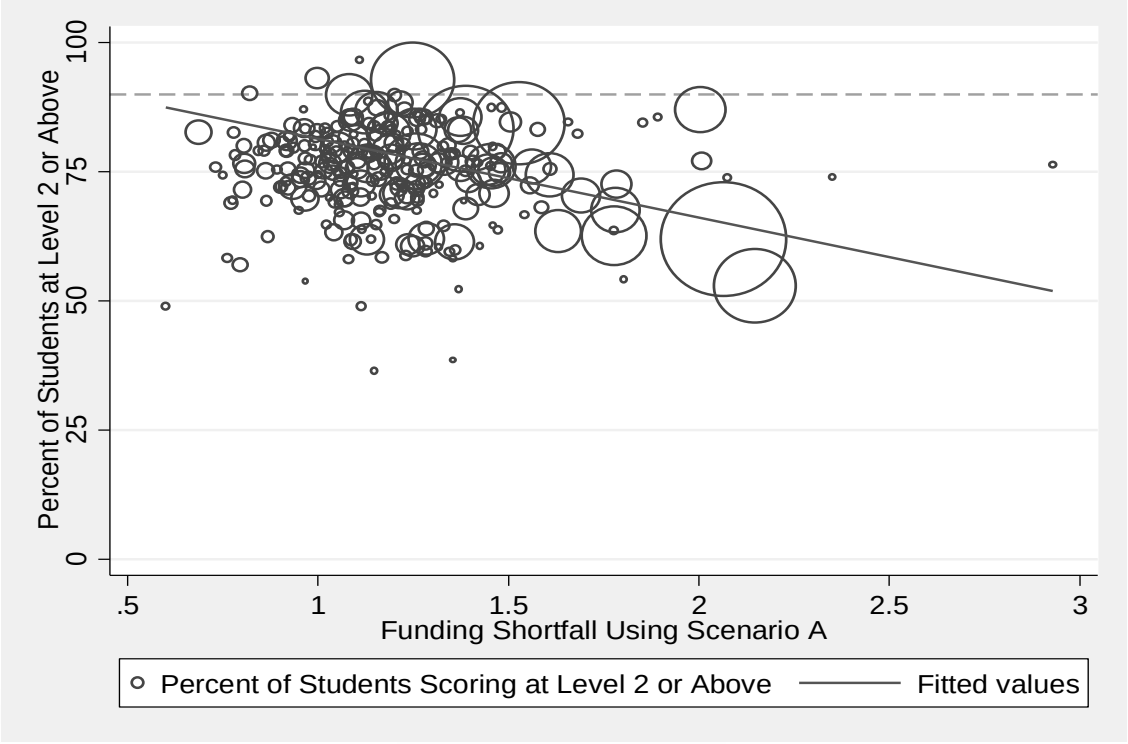
- ELA-Scenario B




App. #001156

# Main Concerns – Validity Checks

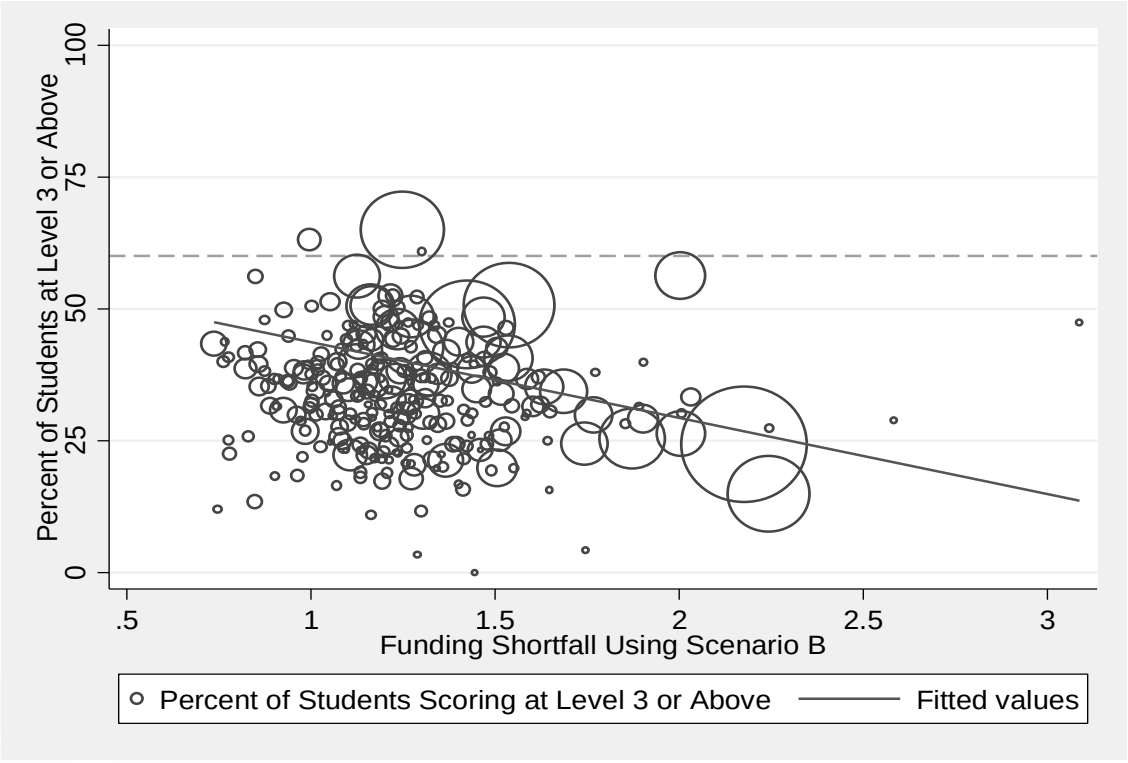
- Math-Scenario A




App. #001157

# Main Concerns – Validity Checks

- Math-Scenario B




App. #001158

# Main Concerns – Validity Checks

- Conclusions from reviewer validity check:
  - Relationship between student achievement and relative funding shortfall is consistently negative (statistically significant via correlational tests).
  - There are few districts that are currently meeting the outcome thresholds used in study.

# Differences in Cost Study Findings

- Large difference in reported costs between studies.
  - LPA study: $0.399 billion
  - Taylor et al.: $1.786 billion for Scenario A and $2.067 billion for Scenario B
- Possible Explanations
  - Studies performed in different years so comparison requires adjusting for inflation.
  - LPA study did not include all Federal dollars.
  - Taylor et al. study did not include food services or transportation.

App. #001160

# Differences in Cost Study Findings

- Adjustments to LPA figure decreases difference.
  - LPA study figure increases by over 50 percent (from $0.399 to $0.719 billion).
- Increases to Taylor et al. figures would increase differences.

App. #001161

# Differences in Cost Study Findings

| | Current K-12 Spending in 2016 Dollars | Kansas Legislative Post Audit Division 2006 Dollars | Kansas Legislative Post Audit Division Inflated to 2016 Dollars | Kansas Legislative Post Audit Division Inflated to 2016 Dollars With Federal Funding | Taylor et al. - Scenario A in 2016 Dollars | Taylor et al. - Scenario B in 2016 Dollars |
|---|---|---|---|---|---|---|
| **Necessary Absolute Increase (in Billions of 2016 Dollars)** | $4.652 | $0.399 | $0.475 | $0.719 | $1.786 | $2.067 |
| **Necessary Relative Increase** | n/a | n/a | 10.2% | 15.5% | 38.4% | 44.4% |
| **Includes Federal Dollars** | √ | × | × | √ | √ | √ |
| **Includes Food Service and Transportation** | × | √ | √ | √ | × | × |

App. #001162

# Differences in Cost Study Findings

- Remaining Explanations
  - Standards used by studies to define adequacy thresholds were not equivalent.
  - LPA study did not represent a true adequacy study, but rather mixed an investigation of existing spending with elements of a true cost study.

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# Review of Kansas Education Cost Studies – Second Report

## *Estimating the Costs Associated with Reaching Student Achievement Expectations for Kansas Public Education Students: A Cost Function Approach* (by Lori Taylor, Jason Willis, Alex Berg-Jacobson, Karina Jaquet and Ruthie Caparas)

Jesse Levin (AIR)

March 29, 2018

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# 1 – Introduction

The debate surrounding school finance in Kansas and specifically the question of how much funding is necessary to allow for the *suitable* provision for the financing of the state's public education system has been and continues to be at the forefront of policy discussion. As mentioned in the first review submitted to the Kansas Legislative Coordinating Council (Levin, 2018), a series of court cases resulted in two previous research efforts to better understand what constitutes a suitable education and how much would it cost to provide this to all students in the state:

1) Calculation of the Cost of a Suitable Education in Kansas in 2000-2001 Using Two Different Analytic Approaches (Augenblick and Myers, Inc., 2002)
2) Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches (Kansas Legislative Post Audit Division, 2006)

The current report provides a brief discussion of the funding recommendations put forth by the Kansas State Board of Education Department at their June 12, 2016 meeting. In addition, it includes a review of the new third study conducted by economist Dr. Lori Taylor (Texas A&M) and researcher staff at WestEd:

3) Estimating the Costs Associated with Reaching Student Achievement Expectations for Kansas Public Education Students: A Cost Function Approach (Taylor et al., 2018)

The purpose of this report is to provide a review of this new study focusing on the methodology used and corresponding results in order to inform the current discussion surrounding the forthcoming remedy ordered by the Kansas State Supreme Court.

The report is organized as follows. Section 2 provides a short discussion of the 2016 funding recommendations made by the Kansas State Board of Education Department. Section 3 includes a review of the new study performed by Taylor et al. (2018). Section 4 provides a brief comparison of findings from the two cost function studies, Kansas Legislative Post Audit Division (2006) and Taylor et al. (2018).

## 2 – Review of *Kansas State Board of Education Funding Recommendations for FY 2018 and 2019*

The Kansas State Board of Education developed their annual recommendations in session on July 12, 2016. Among the recommendations approved by the Board were the following:

- Set Base State Aid Per Pupil at $4,650 for FY 2018 with a $500 increase to $5,150 in FY 2019. However, a subsequent vote on special education funding changed the BSAPP recommendation to $4,604 FY18 and $5,090 FY19.
- Fund Special Education at 85 percent of excess cost, but subtract the amount from the BSAPP amount originally approved.
- Increase Parents as Teachers funding by 1,000 children for an additional cost of $460,000 and requested that Children's Initiative Funds be utilized, not federal funds.
- Fund 100 percent of the law for the Teacher Mentor Program for an additional cost of $3 million.
- Fund Professional Development at 50 percent of the law.
- Fund $35,000 each for Agriculture in the Classroom, Communities in Schools and Kansas Association of Conservation and Environmental Education.
- Fund the law for National Board Certification for an additional cost of $47,500.
- Fund the Pre-K Pilot program at the 2009-10 level for an additional cost of $900,000 and request that Children's Initiative Funds be utilized.
- Fund technical education transportation at original level for an additional cost of $800,000.

Unfortunately, there is very little I can say at present about any methodology underlying the recommendations as they pertain to delivering an adequate education. From the video of the proceedings it seems that the policy recommendations were made based on deliberations surrounding what board members felt should be done and had a reasonable chance of being adopted. However, it is unclear whether any of these recommendations had any basis in formal analysis designed to investigate the funding necessary to provide an adequate education. That being said, I did perform a simple, but informative analysis of the first recommendation put forth above.

Table 1 presents a comparison of the 2005 base per-pupil cost to the base per-pupil costs recommended for fiscal years 2018 and 2019 by the Kansas State Board of Education. To make this comparison, it is necessary to put all the per-pupil figures into dollars of a similar year. I have chosen to peg the dollars to 2017 and done so by inflating (multiplying) the 2005 figure ($4,257) to 2017 dollars using an inflation factor of 1.24 yielding a figure of $5,265. I next adjusted the recommended 2018 and 2019 base figures to 2017 dollars by deflating (dividing by) deflation factors of 1.01 and 1.03, respectively.[1] This generated recommended base per-pupil costs in 2017 dollars equal to $4,544 for 2018 and $4,957 for 2019, which equal 86 and 94 percent of the inflated 2017-dollar equivalent of the 2005 base. Therefore, the proposed increases to the Base State Aid Per Pupil for 2018 and 2019 were not high enough to maintain the 2005 base funding level in real terms. That is, it would not be enough to account for the degree to which inflation eroded the value of the dollar since 2005. To maintain the purchasing power of the 2005

[1] Inflation and deflation rates were derived from the Bureau of Labor Statistics Consumer Price Index for All Urban Consumers (CPI) in the Midwest states (series CUUR0200SA0 available here: https://data.bls.gov/pdq/SurveyOutputServlet?data_tool=dropmap&series_id=CUUR0200SA0,CUUS0200SA0).

Base State Aid Per Pupil the funding levels would have to increase further by $722 in 2018 and $308 in 2019.

**Table 1 – Comparison of Base Per-Pupil Cost in 2005 to Recommended Levels for 2018 and 2019**

| | ***Base Per-Pupil Cost*** | | | |
|---|---|---|---|---|
| | ***2005 Base*** | ***2005 Base Inflated to 2017 Dollars*** | ***Recommended 2018 Base Deflated to 2017 Dollars*** | ***Recommended 2019 Base Deflated to 2017 Dollars*** |
| ***Cost Per Pupil*** | $4,257 | $5,265 | $4,544 | $4,957 |
| ***Relative Difference from 2005 Base Inflated to 2017 Dollars*** | | | 86% | 94% |
| ***Additional Increase in Future Bases to Maintain Real Value of 2005 Base*** | | | $722 | $308 |

# 3 – Estimating the Costs Associated with Reaching Student Achievement Expectations for Kansas Public Education Students: A Cost Function Approach (Taylor et al., 2018)

## *Study Methodology*

### Cost Function Approach (Stochastic Cost Frontier)

Similar to the 2006 study by LPA (Kansas Legislative Post Audit Division, 2006), the study by Taylor et al. (2018) employs a cost function methodology. However, unlike the cost function performed as part of the LPA study, the newer study estimates a cost function using a stochastic frontier analysis approach (SFA). SFA finds its origins in the field of economics, where there is a long history of developing models that describe units of output produced (production functions) or the cost of producing output (cost functions).[2] An important development include in these models is that take into account not only the technology of production (i.e., the combinations of inputs used, their prices, and corresponding spending), but also the (in)efficiency with which outcomes are produced.

The stochastic cost frontier model used by Taylor et al. (2018) assumes that there is a set of minimum costs at which different levels of outcomes can be produced given the inputs being used and other environmental cost factors. While schools can at best operate at a minimum cost (with perfect efficiency), they may exceed this due to either 1) random factors that are outside of the control of schools or 2) inefficiency that is at least partially a result of the choices made by schools. In simple mathematical terms, the stochastic cost frontier is specified as a function with deterministic and random components:

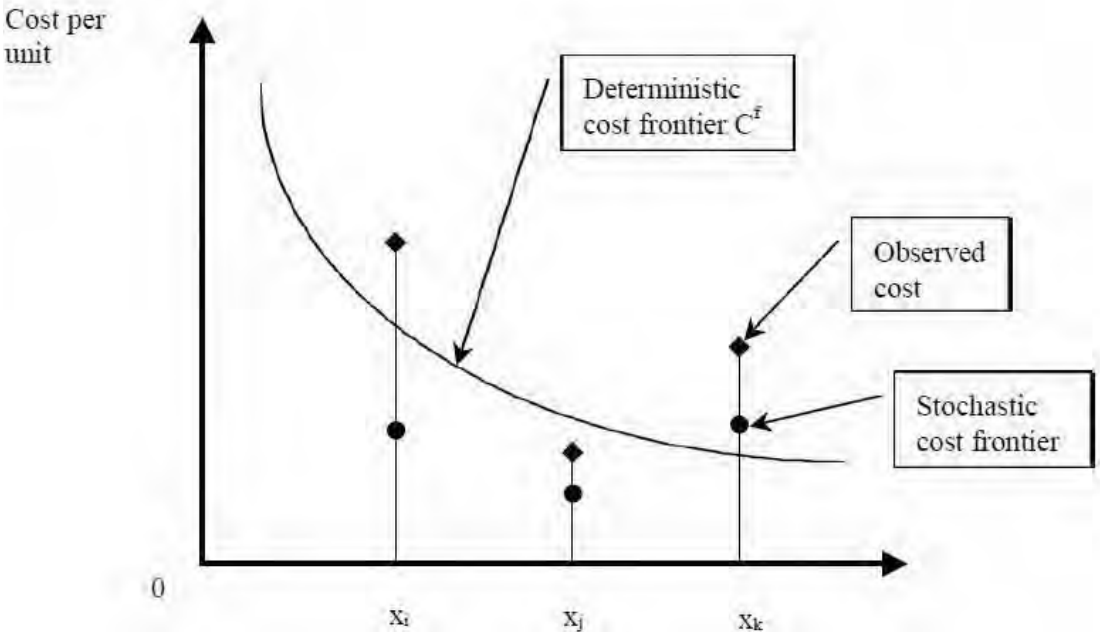
$$\textbf{(1)}\quad \textbf{Spending} = \mathbf{f}(\textbf{Outcomes}, \textbf{Input Prices}, \textbf{Enrollment Size}, \textbf{Environmental Factors}) + \textbf{Random Factors} + \textbf{Inefficiency}$$

The first line in equation (1) is what is called the deterministic portion of the model or the amount of spending that we can determine through relationships between spending and observable factors (i.e., outcomes, quantities of inputs and their prices, enrollment and other environmental factors), while the second line introduces the amount of spending that cannot be explained by the observed factors and is made up of those that are random (stochastic) and any inefficiency due to the choices of the producer (schools).

Exhibit 1 from Anderson and Kabir (2000) provides a simple illustration the component of the stochastic cost frontier model. The graph shows the cost per unit production of a common outcome (y-axis) and the number of students for which the outcome is produced (x-axis). The curved line shows the cost function based solely on the deterministic portion of the model (deterministic cost frontier). The dots show how far above or below the deterministic cost frontier three different schools are spending and represent the random or stochastic component of the model (i.e., this collection of dots represents the stochastic cost frontier).

[2] Among one of the earliest expositions is Farrell (1957).

**Exhibit 1 – Graphical Illustration of Estimated Costs in Stochastic Cost Frontier Model**




For schools i and j, there seemed to be favorable random conditions that put downward pressure on their costs (i.e., their dots lie below the deterministic cost frontier), while the opposite was true for school k. The diamonds represent the costs that we actually observe for each school. The vertical distance between these observed costs and diamonds represent inefficiency or differences in cost associated with unobservable factors (not controlled for in the deterministic portion of the model) thought to be at least partially caused by the decisions made by schools. For all three schools, the observed costs (diamonds) are higher than those that define the stochastic cost frontier. By definition, the observed costs that may include inefficiency must be larger or equal to the corresponding costs on the stochastic frontier. For school i, the inefficiency is most severe, which offsets the negative random component and pushes the observed cost above the deterministic cost frontier. In school j, the degree of inefficiency is less severe so that the observed cost is still below the deterministic cost frontier. For school k, the inefficiency is relatively moderate and reinforces the upward pressure on costs due to unfavorable random conditions so that the observed cost is pushed even further above the deterministic cost frontier.

## Variables Used in Cost Model

### *Outcomes*

The outcomes used in the model are based on proficiency rates on English language arts and math tests (College and Career Ready Assessments) first administered under the Kansas Assessment Program (KAP) in the 2014-15 school year. Particular attention was given to comparing the definitions of proficiency of the old assessment standards in place under the No Child Left Behind (NCLB) law and the new assessment standards under KAP. In general, the old assessment included five categories including Exemplary, Exceeds Standard, Meets Standard, Approaching Standard, and Academic Warning with the

first three indicating proficiency, while the new standards range from 4 down to 1 with levels 3 and 4 indicating that a student is proficient (on track to being college and career ready).[3]

The authors next developed two different outcome thresholds to use in their cost projections based on the definitions of proficient under the old and new assessment systems. To do this, they considered the goals set in the state's plan approved by the U.S. Department of Education under the Every Student Succeeds Act (ESSA) to determine what the annual increase in proficiency rate would be to meet the goal of a 75 percent proficiency rate by 2030 and translated this into necessary annual gains. Under the new standards where categories 1 and 2 define proficiency it was determined that ELA and math rates in these two categories would both have to increase annually by about 3.5 percent.[4] Using the old NCLB standards it was determined that ELA and math proficiency rates would be defined by the new KAP categories 2, 3 and 4, and would have to increase annually by 3.6 and 5.4 percent, respectively.[5] To facilitate the use of achievement measures across the different grades (3 through 8 and 10) and subjects (ELA and math) tested, the authors used data on individual students to calculate conditional national curve equivalent (NCE) scores. School-level averages of these individual ELA and math measures represent a school's yearly academic progress.

In addition, the authors included measures of graduation rate based on a cohort method (i.e., the percent of entering students that graduated in a normal time frame). Based on the goal included in the state's ESSA plan, the authors set an annual increase of 0.68 percentage points in order to meet the graduation target of 95 percent set for 2030.

### *Input Prices*

Measures of input price levels included a teacher salary index that was based on a statewide hedonic wage model.[6] Note that the cost model used in the study by the Legislative Division of Post Audit (2006) also included this type of salary index.

### *Environmental Factors*

The environmental factors used in the model included district-level enrollment, school-level incidences of student needs (students eligible for free- or reduced-price lunch, those designated as English learners, and students in special education), the grade-level designation of the school (elementary, middle or high), and a density measure (population per-square mile).

### *Efficiency Measures*

Indirect measures of efficiency were included to account for the fact that schools subject to more competition or in areas with adult populations that are more likely to monitor public spending and hold public institutions accountable will tend to spend more efficiently. To this end, the authors included the following factors as indirect efficiency measures: concentration of enrollment (Herfindahl index) in metro/micropolitan areas, indicator for whether or not the district is located in a metropolitan area that spans state lines, percentage of households in county that are owner-occupants, and the percentages of the county population with at least a bachelor's degree and the percentage of households in which the residents are over age 60.

[3] See Table 5 in Taylor et al. (2018) for a side-by-side comparison of the old and new assessment standards.
[4] Note, this would yield a target proficiency rate of 60 percent within five years (by the 2021-22 school year).
[5] Note, this would yield a target proficiency rate of 90 percent within five years (by the 2021-22 school year).
[6] For an early example of this type of model see Chambers (1981).

*Expenditures*

Per-pupil expenditures were based on school-level measures of total operating expenditures that excluded food, transportation, capital outlay for construction, community service, debt service, fund transfers and adult education.

## *Results*

Table 2 contains the estimated stochastic cost frontier model. Almost all the results make intuitive sense.

**Table 2 – Estimated Stochastic Cost Frontier Model**

| ***Variable*** | ***Estimates*** |
|---|---|
| ***Normal Curve Equivalent*** | 5.295*** (-0.607) |
| ***Graduation Rate*** | 1.244*** (-0.262) |
| ***Graduation Rate * High School*** | 0.696*** (-0.0995) |
| ***District Enrollment*** | -1.444*** (-0.0568) |
| ***District Enrollment squared*** | 0.0991*** (-0.00378) |
| ***Salary index (log)*** | 1.373*** (-0.279) |
| ***Rural indicator*** | 0.0505*** (-0.0112) |
| ***% Economically Disadvantaged*** | 0.886*** (-0.078) |
| ***% English Language Learner*** | 0.226*** (-0.0667) |
| ***% Special Education*** | 2.157*** (-0.226) |
| ***Population Density*** | 0.166*** (-0.018) |
| ***Elementary grades served*** | -0.129*** (-0.016) |
| ***High school grades served*** | -0.508*** (-0.0909) |
| ***% English Language Learner, sq*** | -0.623*** (-0.109) |
| ***% Special Education, sq*** | -6.135*** (-0.674) |
| ***Population density* Salary Index*** | -0.510*** (-0.0414) |
| ***AYP Schoolyear = 2016*** | -0.0364*** (-0.00591) |
| ***First stage Residuals, NCE*** | -5.102*** (-0.609) |
| ***First stage residuals, Graduation*** | -1.454*** (-0.271) |
| ***Herfindahl Index, log*** | 0.797*** (-0.249) |
| ***Border metro*** | 2.320*** (-0.372) |
| ***% Owner occupied*** | 7.293*** (-1.321) |
| ***% Over 60*** | -2.316 (-1.496) |
| ***% College*** | -12.06*** (-1.542) |
| ***Constant*** | 9.644*** (-0.357) |
| ***Usigma*** | -7.214*** (-0.958) |
| ***Vsigma*** | -4.095*** (-0.0418) |
| ***Observations*** | 2,310 |
| ***** p<0.01, ** p<0.05, * p<0.1**<br>**Robust standard errors in parentheses.** | |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Increases in outcomes cost more; each percentage point increase in the NCE costs approximately 5.3 percent more), while each percentage point increase in graduation rate is associated with a 1.9 percent increase in cost at the high school level and a 1.2 percent increase at the lower grades. Scale of operations as defined by district enrollment shows economies of scale so that costs decrease up to a certain point (more on this below). Costs will be higher for those schools in areas with higher teacher salaries. Those schools in rural areas have higher costs, however, areas which are more population dense also tend to cost more. Cost is positively associated with student needs (incidences of economic disadvantage, English learners and special education), but less so at higher incidences of English learners and special education students. Lack of educational competition (high concentration of education providers in the market) is associated with higher costs (more inefficiency), while the percent of population that is over 60 and college educated (with a BA or higher) is associated with lower costs (less inefficiency). However, the percent of owner-occupied housing tends to increase cost (inefficiency).

Table 3 includes the resulting estimated base per-pupil costs associated with achieving a 95 percent graduation rate (in 2030), as well as indices that adjust funding for: 1) cost factors associated with grade level (calculated in the base per-pupil cost) and regional, scale and student needs cost factors; and, 2) to allow for "compensatory" support of district progress towards desired proficiency rates under the old and new standards.[7] The base per-pupil cost varied from $3,395 to $4,113 with a raw average across districts of $3,766 and a statewide average of $3,727. The regional index ranged from 1.05 to 1.94, with raw and statewide averages of 1.69 and 1.46. The economies of scale index values went from 1.00 to 2.75 with raw and state averages of 1.24 and 1.42, respectively. The student needs index ranged from 1.000 to 1.91 with raw and state averages of 1.35 and 1.39. The compensatory adjustments for the old standards ranged from 0.23 to 2.81 and averaged 1.23 across districts and 1.26 statewide. Finally, the compensatory adjustment indices for the new standards ranged from 0.25 to 2.96 with raw and statewide averages of 1.29 and 1.31, respectively.

The final four columns of the table show both statewide current per-pupil spending in 2016-17 and averages associated with the funding adjustments projected to all districts. The statewide current spending per-pupil was calculated by the authors to be $9,333. Applying the regional, scale and student needs adjustments to the base yields a per-pupil cost that ranges from $5,199 to $28,094, with a raw average across districts of $10,574 and statewide weighted average of $10,433. Also including funding adjustments that would allow all districts to achieve adequacy as defined by the old standards (an average of 90 percent of students scoring in KAP categories 2, 3 or 4 on the ELA/math assessments) would cost between $4,940 and $38,405 per pupil, $12,964 on average across districts, and an average of $13,204 statewide. Finally, using the new standards (an average of 60 percent of students scoring in KAP categories 3 or 4 on the ELA/math assessments) would cost between $5,303 and $40,455, with district-level and statewide averages of $13,620 and $13,767, respectively.

[7] Using the old state standard, the proficiency threshold defined by the authors is average of 90 percent of students scoring in KAP categories 2, 3 and 4 on the ELA and math assessments, while the new state standards for proficiency dictate that there would be an average of 60 percent of students in KAP categories 3 and 4 on the two assessments.

**Table 3 – Average, Minimum and Maximum of Cost Indices and Per-Pupil Costs for Kansas Districts (2016-17)**

| | *Base Per-Pupil Cost (95% Graduation)* | *Regional Index* | *Economies of Scale Index* | *Student Needs Index* | *Compensatory* | | *Current Spending and Adequate Per-Pupil Costs* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | *Old Standards* | *New Standards* | *Current Per-Pupil Spending (2016-17)* | *Projected Per-Pupil Costs - Regional, Scale and Needs Adjustments Only* | *Adequacy Per-Pupil Costs - Old Standards* | *Adequacy Per-Pupil Costs - New Standards* |
| ***Raw Average*** | $3,766 | 1.69 | 1.24 | 1.35 | 1.23 | 1.29 | | $10,574 | $12,964 | $13,620 |
| ***Weighted Average*** | $3,727 | 1.46 | 1.42 | 1.39 | 1.26 | 1.31 | $9,313 | $10,433 | $13,204 | $13,767 |
| ***Minimum*** | $3,395 | 1.05 | 1.00 | 1.00 | 0.23 | 0.25 | | $5,199 | $4,940 | $5,303 |
| ***Maximum*** | $4,113 | 1.94 | 2.75 | 1.91 | 2.81 | 2.96 | | $28,094 | $38,405 | $40,455 |
| **Projected adequate per-pupil costs calculated by reviewer.** | | | | | | | | | | |

Using the figures upon which Table 3 is based (Technical Appendix E), the authors derive aggregate statewide cost figures that show current (2016-17) per-pupil spending to be $9,313 (Table 4). Accounting for the differential effects of the cost factors would require a per-pupil cost of $10,419 or $5.103 billion statewide (a 9.7 percent increase over current spending). Under Scenario A, which assumes the old standards (average of 90 percent of students at KAP levels 2, 3 or 4 in ELA/math) the per-pupil and statewide costs increase to $13,144 and $6.438 billion, respectively (a 38.4 percent increase). Under the new standards (average of 60 percent of students at KAP levels 3 or 4 in ELA/math) the per-pupil and statewide costs would increase to $13,717 and $6.719 billion, respectively (a 44.4 percent increase).

**Table 4 – Overall Necessary Investment in Statewide Spending to Support Educational Adequacy in 2016**

| | ***Cost Estimate ($)*** | ***Absolute Increase Over Current*** | ***Relative Increase Over Current*** | ***Per Pupil Cost Estimate ($)*** |
|---|---|---|---|---|
| ***Current K-12 Spending*** | $4.652 billion | n/a | n/a | $9,313 |
| ***No compensatory support*** | $5.103 billion | $0.451 billion | 9.70% | $10,419 |
| ***Compensatory support for Scenario A*** | $6.438 billion | $1.786 billion | 38.40% | $13,144 |
| ***Compensatory support for Scenario B*** | $6.719 billion | $2.067 billion | 44.40% | $13,717 |

## *Discussion*

The general impression I have of the study by Taylor et al. (2018) is that it represents a quality piece of work which has been thought through and implemented carefully. Specifically, the work demonstrates a rigorous implementation of a stochastic cost frontier analysis to investigate the cost of providing educational adequacy in Kansas. Moreover, the results of the study tell a qualitatively similar story to that of the previous cost function study. The documentation of the research steps is mostly clear, but there are some places in the text that could use some additional detail. In addition, the report was replete with many typos that could have been easily corrected prior to submission through a basic editorial review of the text and table figures. Below, I provide some discussion surrounding key concerns that arose over the course of my review.

### Estimation the Funding Adjustment for Scale of Operations

A key concern I have pertains to the estimation of cost related to scale of operations. The results in Table 2 pertaining to the estimated funding adjustments for scale of operations deserve further investigation. Here, we find that the index ranges from 1.00 to 2.75. Figure 2 shows a scatter plot of current per-pupil spending and adequate per-pupil cost in 2016-17 (from report Figure 11). The corresponding text states:

> "When comparing the actual 2016-17 spending per pupil as compared to the generated cost estimates we see a U-shape for the cost estimates the mimics a shape in which the

tails of the U have a steeper slope than that of the actual 2016-17 spending. This can be observed in the figure below. This implies that the actual 2016-17 spending per pupil does not account as well for economies of scale as the generated cost."

I would argue that this contention is not entirely correct. What is concerning is the large upswing in projected per-pupil cost at higher enrollment levels. In general, cost curves that depict per-unit costs tend to decrease as the scale of production increases. This is because total costs associated with fixed inputs (i.e., those that do not vary or are less responsive to production scale) can be spread out over a larger number of units, better known as economies of scale.

**Figure 2 – 2016-17 District-Level Current Spending and Adequate Cost Per Pupil**

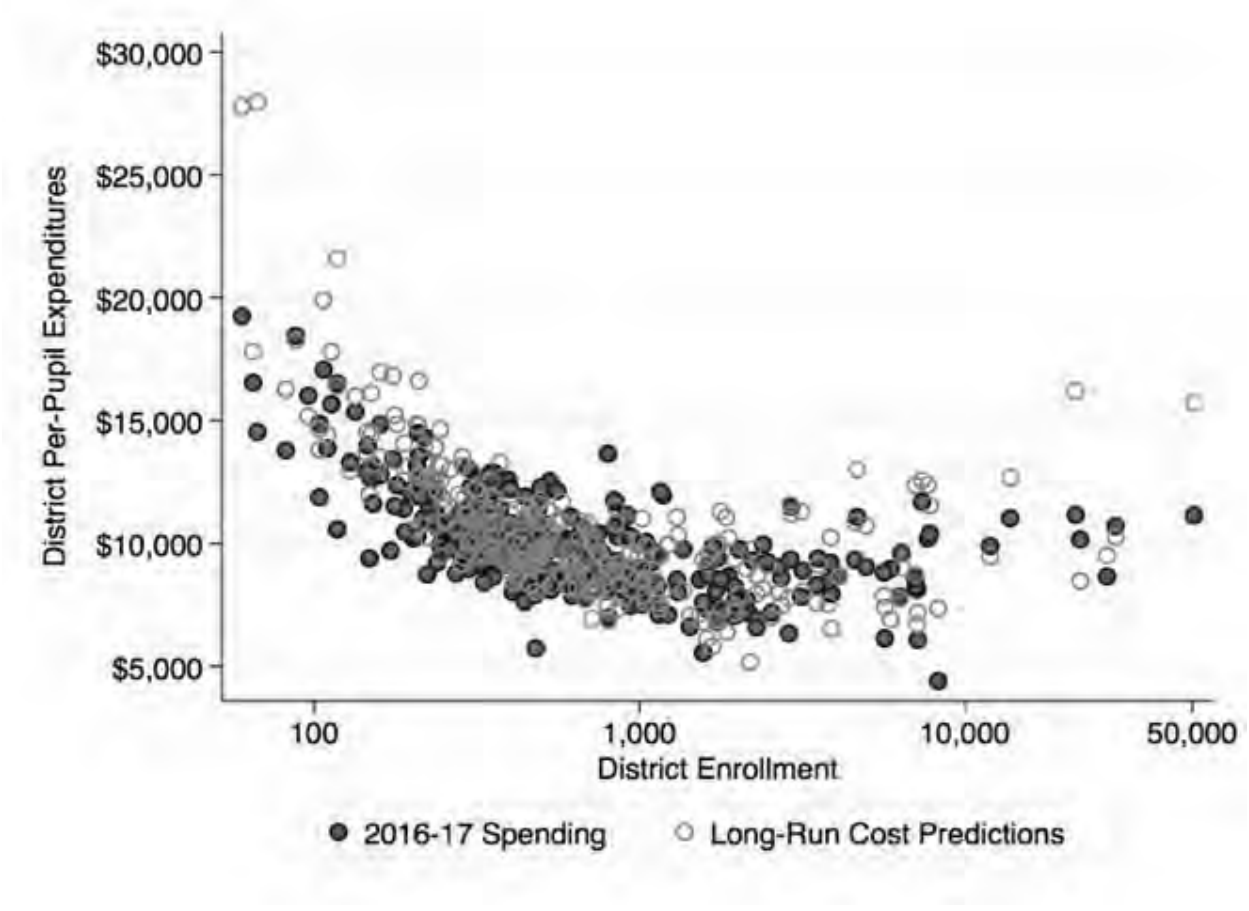



Figure copied from Figure 11 of Taylor et al. (2018).

Indeed, in educational production we often see some increases in per-student costs after a certain level of enrollment, however, the suggested funding adjustments at higher enrollments in this study are quite aggressive. In my opinion, this result is more of a direct consequence of the functional form of the cost model that was run. Specifically, the model incorporated a quadratic enrollment term in order to estimate a curvilinear relationship between enrollment and cost. However, it could be argued that this modelling decision is overly restrictive and responsible for the close to symmetric scale funding adjustments around the size associated with the minimum scale funding adjustment. To see this, consider Figure 3, which simply plots the estimated scale index values by the log of enrollment (note that the model used log enrollment and log enrollment squared). Note that from the minimum

enrollment the function decreases and eventually reaches a minimum in the range 3,750 to 3,950 students (see figures in Technical Appendix D of the report). At enrollments above 3,950, the scale index increases in a symmetric fashion and tops out at 1.97[8] so that larger districts would be funding at about twice the level as otherwise similar districts in the minimum range mentioned above. This is in contrast to research that finds economies of scale to be present up until approximately 2,000 to 4,000 students (Andrews, Duncombe & Yinger, 2002). While there is some evidence that cost may increase for larger districts, this has been associated with the interaction of poverty and student density (Kansas Legislative Post Audit Division, 2006). Moreover, while these factors are both most often correlated with enrollment, both poverty and density were already controlled for in the model run by the authors.

**Figure 3 – Estimated Economies of Scale Funding Index by Enrollment for All Districts**

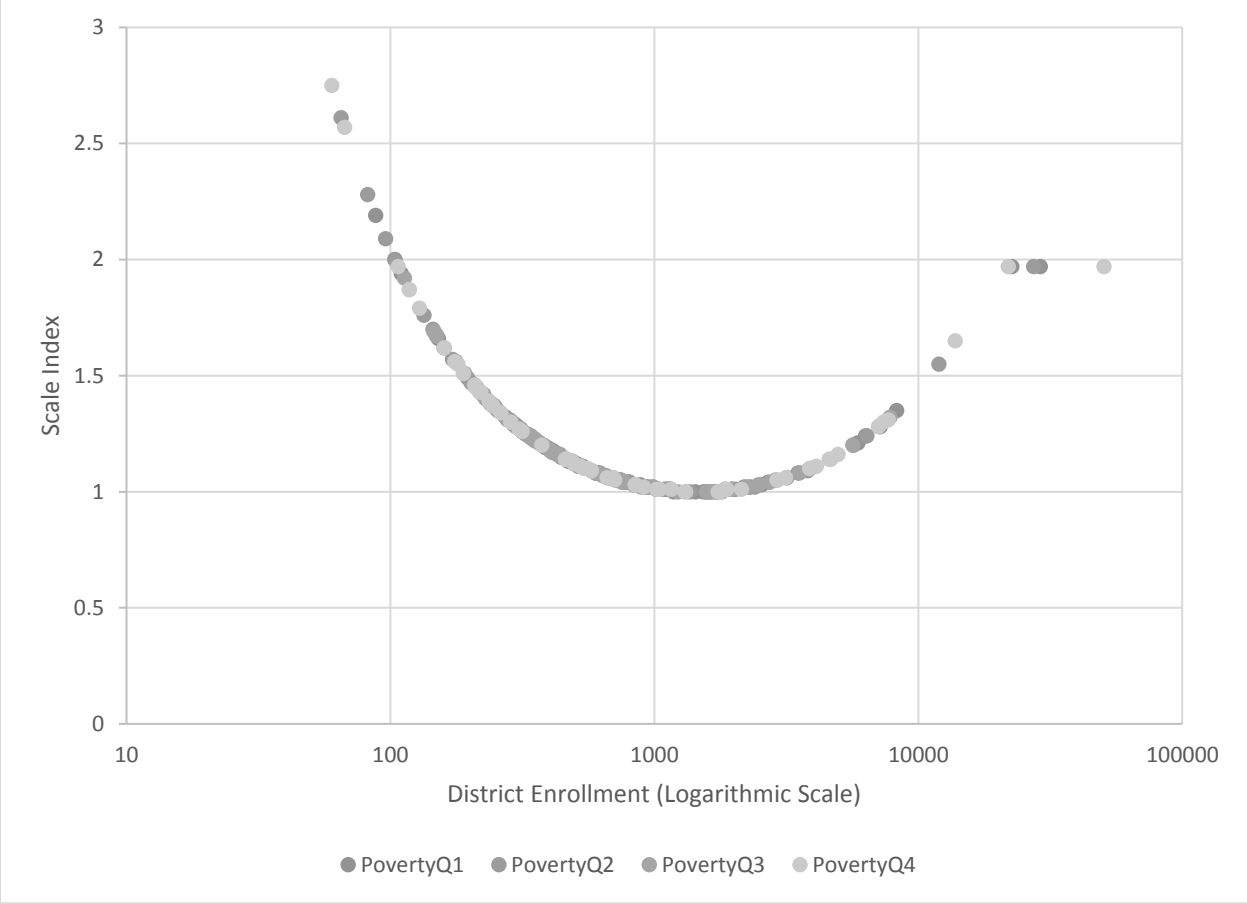


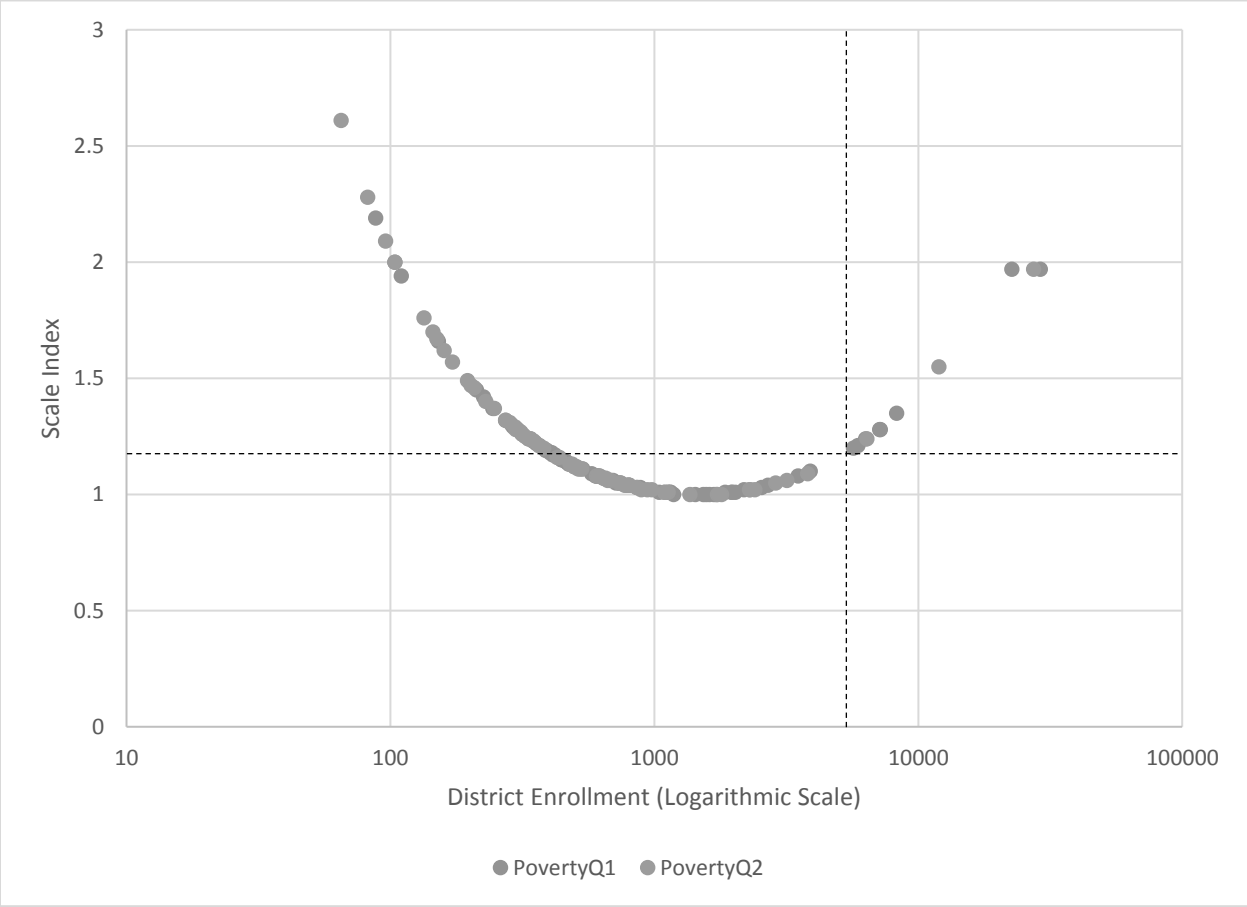

Figure derived from data in Technical Appendix E.

It is also somewhat concerning that there are many relatively low-need but large districts that appear at this upper end of the enrollment range and would greatly benefit from the aggressive scale funding adjustments. Figure 3 includes different colored plots for districts according to the quartile of the 2016-

[8] Note, I believe this maximum was imposed by the authors through top-coding enrollment for four districts that were larger than Kansas City (21,937 students). See page 85 of the report.

17 statewide poverty distribution in which they belonged.[9] However, Figure 4 provides a more readable diagram, which only graphs those less needy districts in the lowest two quartiles of student poverty (i.e. the bottom half of the statewide distribution of district poverty). As an example of some of the implications of the suggested scale adjustment, consider the plotted points in the upper right portion of the chart. This includes 38 districts that are evenly split between the first and second poverty quartiles. The minimum scale index value for the full group is 1.20, while 5 are above 1.35, and 3 assume the maximum scale adjustment of 1.97.

**Figure 4 – Estimated Economies of Scale Funding Index by Enrollment for Lower-Poverty Districts (Poverty Quartiles 1 and 2)**



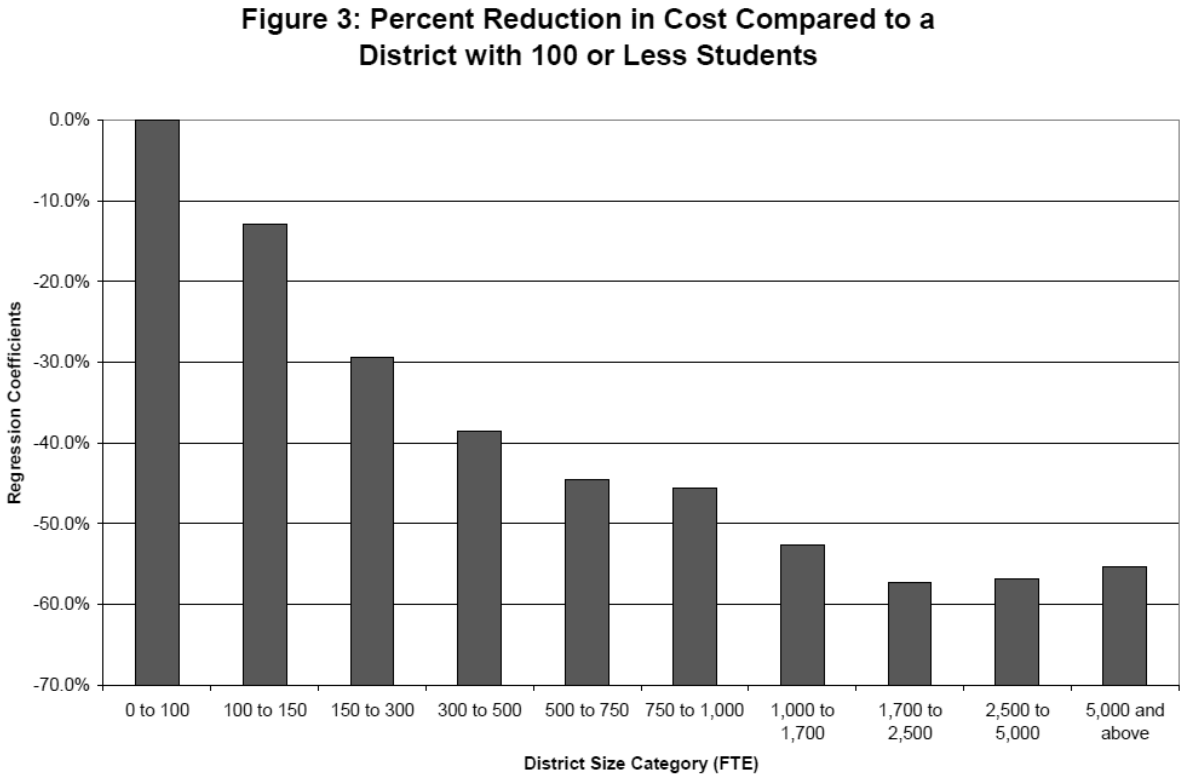

In turn, it seems that the aggressive increase in the suggested scale funding index with respect to larger district enrollments was driven by the way functional form in which enrollment was accounted for in the model specification. Importantly, I do not see anything wrong with the estimated funding adjustments for lower enrollment districts (i.e., those with enrollments that are smaller than those associated with

[9] The definitions of the poverty quartiles are as follows: Quartile 1-Less than 27 Percent; Quartile 2-Between 27 and 35 Percent; Quartile 2-Between 35 and 46 Percent; and, Quartile 4-Greater than 46 Percent.

the minimum scale index value). Rather, it is the large increase in scale index values for enrollment levels above this point that is of concern.

Fortunately, there is a very simple way to address this issue. Specifically, one can empirically try to estimate the model that specifies enrollment using a different functional form or not restricted the spending/cost relationship to assume any particular form at all. Specifically, the researchers could follow a similar approach to that taken in the study by LPA (Kansas Legislative Post Audit Division, 2018) by including discrete indicators of district enrollment categories. The LPA study included nine such indicators, which produced the expected relationship as shown in Exhibit 5. Here, the smallest districts proved to be the most expensive on a per-pupil basis (all other things equal), with per-pupil cost declining until the 1,700 to 2,500 student category, at which point costs rise slightly. Note that inherent in the strategy is the top-coding of enrollment (at 5,000). However, while enrollments were top-coded in the study by Taylor et al. (2018), this alone would not likely solve the specification problem encountered (i.e., the quadratic enrollment term forces the enrollment-cost relationship to be parabolic so that the cost function must increase and may do so dramatically).

**Exhibit 5 – Cost Adjustments by Enrollment Category as Estimated in Kansas Legislative Post Audit Division (2018)**




As a practical matter, the researchers should have attempted to calculate the additional costs associated with providing the scale funding adjustments for districts above a given threshold enrollment level (e.g., above 5,000).

## Hold Harmless Funding and Formula Phase-In

In describing the application of the estimated per-pupil base and various funding adjustment indices (regional, scale, student needs and compensatory) the authors are very clear that their calculations maintain the actual funding levels for those districts that are already meeting or on target to meet the outcome targets (i.e., these districts are held harmless):

> "Districts that are currently outperforming the thresholds and those growing faster than necessary to reach the targets within five years are held harmless in this calculation, so that the compensatory support estimate includes the funds required to at least maintain current levels of annual progress in all districts." Page 65 (Taylor et al., 2018)

Unfortunately, the authors make no effort to calculate at what cost implementing this hold-harmless decision would come. In addition to a monetary cost in terms of funding districts at a level that is *more* than is deemed necessary per the cost model results, effectively funding inefficiency, hold harmless arrangements also undermine the equity intent of an adequacy-based funding formula.

This is not to say that providing some degree of hold-harmless for at least a temporary period is unwarranted. To the contrary, it would be irresponsible to require those districts with adequacy projections that are lower than current spending to switch over to a smaller funding allocation overnight. This could result in severe uncoordinated shocks to the delivery of important education programs and services. To this end, previous studies have discussed how district support through hold-harmless provisions might be gradually phased out as part of the formal plan to phase in a new funding formula (Chambers et al., 2008a,b).

The authors do nothing to address this, which suggests that the suggested hold-harmless provision was perhaps intended to be a permanent fixture. Indeed, they do make brief mention of a phase-in, but do not include anything about the hold-harmless provision included in their estimates. In any case, regardless of the intended permanency of the hold-harmless provision, the costs associated with this need to be calculated and reported.

## Modelling Inefficiency

As discussed above, the model attempted to both control for technical (in)efficiency both directly and indirectly. Specifically, a stochastic cost frontier model is designed to estimate how far of the minimum cost frontier each district is. In addition, indirect measures of efficiency were also included in the model specification with the following results:

**Table 5 – Model Estimates of Efficiency Factors**

| ***Variable*** | ***Estimates of Coefficients and Standard Errors*** |
|---|---|
| ***Herfindahl Index, log*** | 0.797*** (-0.249) |
| ***Border metro*** | 2.320*** (-0.372) |
| ***% Owner occupied*** | 7.293*** (-1.321) |
| ***% Over 60*** | -2.316 (-1.496) |
| ***% College*** | -12.06*** (-1.542) |
| **Robust standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1<br>Results taken from Table 20 in Taylor et al. (2018).** | |

The first two variables are the Herfindahl index (a measure of concentration of schools in the education market) and whether a district is located in a district that spans a state border. The resulting coefficients were in line with findings from previous research; less market competition is associated with lower efficiency and greater spending. The other three variables, the percent of owner-occupied houses, percent of population over the age of 60, and the percent of population with at least a bachelor's degree are all variables that indirectly measure the degree to which public institutions (such as schools and districts) are monitored and held accountable. While the percentages of the population that is over 60 and with a bachelor's degree yielded model point estimates that coincided with expectations (i.e., they were associated with higher efficiency and lower spending), the percent of owner-occupied houses produced an effect that was the opposite of what would be expected. The explanation for this finding was that it may represent spending on outcomes that, while valuable (especially perhaps to home owners), were not included in the model and therefore considered inefficient. I do not doubt this as a possible explanation, however, I am wondering if this finding poses more of a challenge to the conventional wisdom and our expectation that this coefficient should be negative. Perhaps we should only expect it to be negative conditional on including all pertinent outcomes in our model.

In addition, the authors could have included more about the efficiency estimates. Specifically, while Finding #1 provides the distribution of cost efficiency estimates, formal reporting of the results of a significance test would be most welcome. The authors mention in footnote 11 that cost efficiency was estimated using the method suggested by Battese and Coelli (1995). In addition, the text mentions that inefficiency (termed the one-sided variable function) was modeled as a linear combination of five indirect efficiency measures assuming the one-sided error follows a half-normal distribution. I am wondering if the authors experimented with better understanding the potential heterogeneity of efficiency across districts.[10]

### Validity Checks

As mentioned in the previous review of the Kansas costing-out studies by Augenblick & Myers and the Kansas Legislative Post Audit Division (Levin, 2018), it is important to run validity checks on the results of a costing out study. One type of validity check described in that review was to analyze the relationship between the predicted shortfall in funding and student outcomes across districts. The idea is as follows. In order to provide an equal opportunity for all students to achieve a state's educational goals adequate levels of funding must be provided in an equitable manner. In turn, determining how funding should be distributed to districts is one of the fundamental purposes of a costing-out study.

In turn, it is important to validate the results of a costing-out study by evaluating the relationship between the projected additional funding necessary to provide an adequate education and the outcomes such as student achievement (adequate cost). As stated in the earlier review:

> "If the model is working as intended so that adequate funding is provided in an equitable manner that affords all students an equal opportunity to achieve regardless of their needs or location, then we should see a systematic relationship between a

[10] For example, the Stata *frontier* procedure allows the user to specify the one-sided inefficiency error to follow a truncated normal distribution and model the average efficiency with covariates (see entry for frontier in Stata manual, pages 9-10).

district's relative need (how much more/less they need to provide a sufficient education) and student outcomes such as achievement on standardized tests."

Unfortunately, the study by Taylor et al. (2018) did not perform such a check. In an effort to better understand the validity of their results, I have taken the liberty of running this check following an analysis similar to that used for other large-scale costing-out studies in New Mexico (Chambers et al., 2008a) and New York (Chambers et al., 2004a; Chambers, Levin & Parrish, 2006). The analysis involved first calculating the funding shortfall or *Adequacy Gap* for each district. This measure is the relative difference between the projected adequate per-pupil cost and actual per-pupil spending defined as follows:

**(2) Adequacy Gap = Adequate Per-Pupil Cost / Actual Per-Pupil Spending**

Clearly, values that are greater than 1.00 indicate that the district needs more than it is currently receiving to provide an adequate education (i.e., there is a relative shortfall in funding), while values that are less than 1.00 imply that the district is getting more than it needs to achieve adequacy (i.e., there is a windfall in funding).

To facilitate this analysis, I first required a measure of actual current expenditure per pupil, as I did not have the study data at my disposal. To this end, I obtained the most recent (2015) district-level fiscal data available from the U.S. Census Annual Survey of Public School Finances or "F-33" data and used the Consumer Price Index (CPI) for the Midwest states to inflate the dollars to 2016 (the same year as the adequacy projections calculated by Taylor et al. (2018)).[11] However, to make the current expenditures from the F-33 compatible with the current expenditure definition the authors used with the Kansas state fiscal data, I removed spending on transportation and food. The calculated statewide average current spending per-pupil was $9,266, or less than one percent lower than the $9,333 calculated in the study using KSDE fiscal data.[12] The per-pupil adequacy costs for districts were derived from the figures in Appendix E of the author's study.

Along with the district-specific ratios of adequate cost to actual spending, the analysis required student outcomes. I therefore obtained publicly-available data from the Kansas State Department of Education on school-level percentages by performance level categories 1 through 4 on the KAP ELA and math assessments for grades 3 through 8 and 10.[13] These percentages of students within each performance level were then averaged across grade level and schools within each district. Finally, two sums of the district average percentages were calculated:

1) Percentage of students scoring at performance level categories 2, 3 and 4 (old standard)
2) Percentage of students scoring at performance level categories 3 and 4 (new standard)

[11] To inflate the F-33 figures from 2015 to 2016 dollars, I used the CPI for all urban consumers in the Midwest states (series CUUR0200SA0 available here: https://data.bls.gov/pdq/SurveyOutputServlet?data_tool=dropmap&series_id=CUUR0200SA0,CUUS0200SA0).

[12] While the current expenditure figures I derived from the F-33 data are on a statewide average very close to those calculated by Taylor et al., it seems that the omission of food and transportation may have taken out too much spending given the large numbers of districts with calculated adequacy gaps that fall below 1. Nevertheless, the metric should still serve as a general measure of relative need for funding for our purpose.

[13] These data can be downloaded at: http://ksreportcard.ksde.org/assessment_results.aspx?org_no=State&rptType=3.

The analysis itself involved generating the scatter plots in Exhibits 5 through 8. The graphs plot (on the y-axis) the district-level average percentages of students across grades who are scoring at level 2 and above or at level 3 and above, respectively, on the KAP ELL and math assessments against district funding shortfall. Each plotted point (circle) represents a school district with the size proportional to its enrollment. The downward sloping line shows the pupil-weighted relationship between student outcomes and funding shortfall. The horizontal dotted line represents the target rate that the study by Taylor et al. (2018) used as proficiency targets to be achieved by 2030 under the old (Scenario A) and new (Scenario B) standards (i.e., 90 percent of students performing at level 2 or above and 60 percent of students performing at level 3 or above, respectively).

The scatter plots tell a consistent story on several fronts. First, the relationships between funding shortfall and student outcomes prove to be negative. That is, achievement on the state's standardized ELA and math tests tend to be lower the larger is the relative need for funding determined by the study performed by Taylor et al. (2018).

**Exhibit 5 – District-Level Percentages of Students Scoring at Level 2 or Above on KAP ELA by Funding Shortfall (2016-17)**

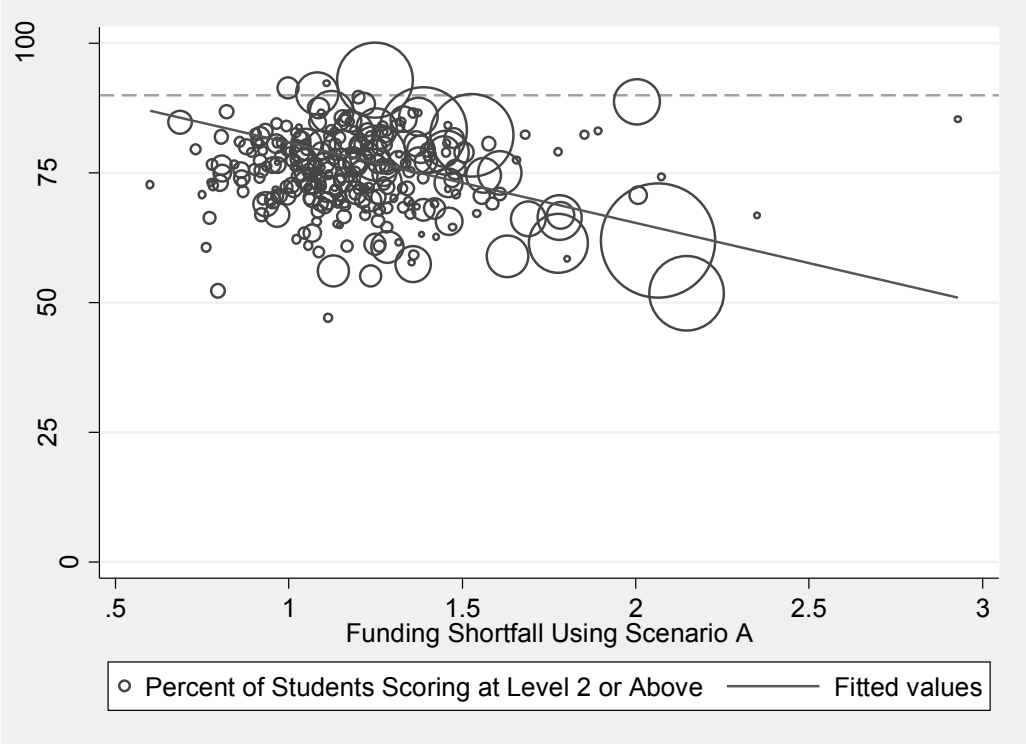


**Exhibit 6 – District-Level Percentages of Students Scoring at Level 3 or Above on KAP ELA by Funding Shortfall (2016-17)**

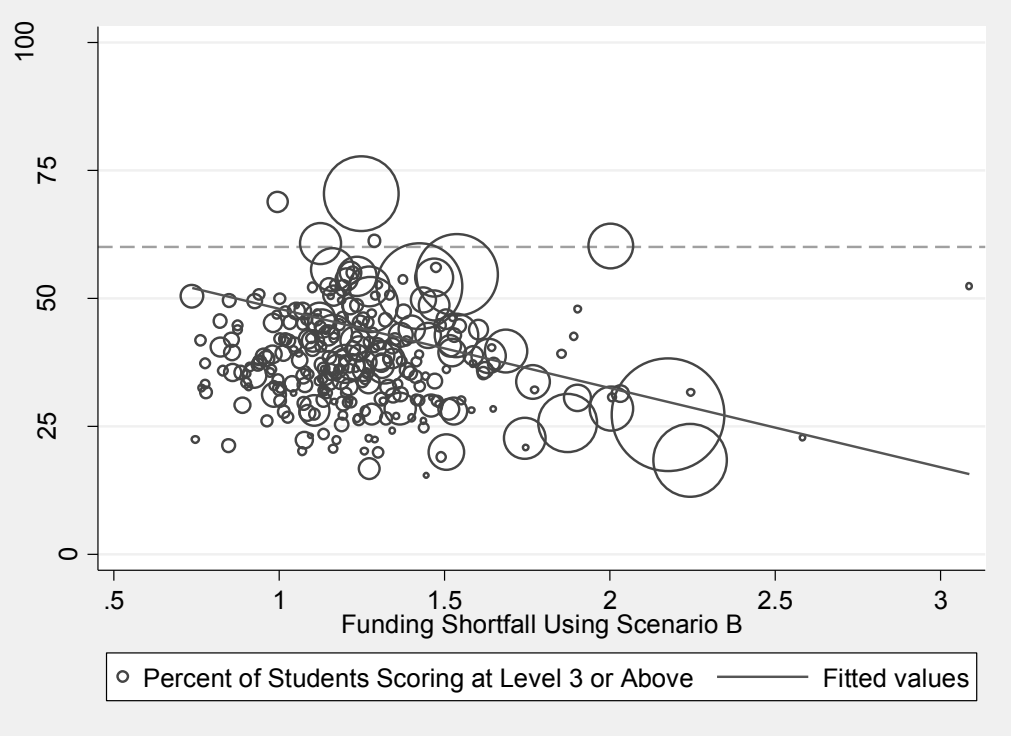



**Exhibit 7 – District-Level Percentages of Students Scoring at Level 2 or Above on KAP Math by Funding Shortfall (2016-17)**

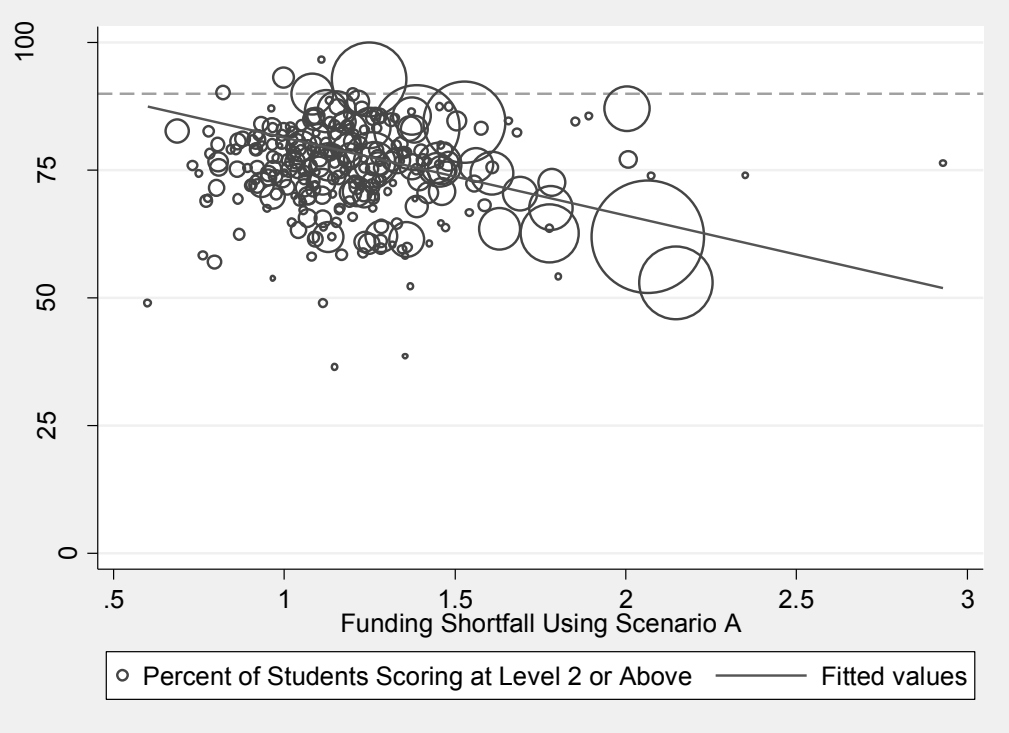
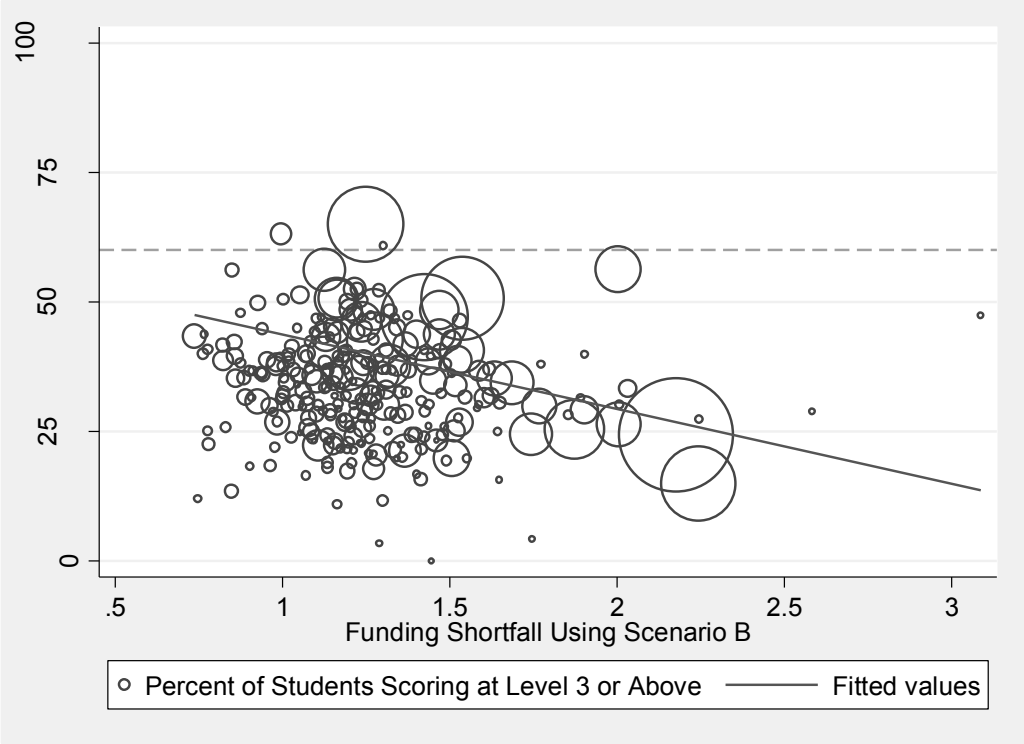


**Exhibit 8 – District-Level Percentages of Students Scoring at Level 3 or Above on KAP Math by Funding Shortfall (2016-17)**




This finding is reinforced by the pupil-weighted correlations between funding shortfall and outcomes presented in Tables 6 and 7. The correlations range from -0.5360 to -0.4427 and all are statistically significant ($p<0.001$). In turn, this provides validation for the study findings. Second, there are few districts that are currently meeting the outcome threshold as defined by either the old or new standards. Those districts that are coming close to meeting the threshold tend to have smaller funding shortfalls. Third, bigger districts tend to have larger funding shortfalls. However, note that this latter finding is likely driven at least in part by the scale of operations cost index issue put forth above.

**Table 6 – Correlation Between District Funding Shortfall and Average Percent of Students Scoring at Level 2 or Above on KAP ELA and Math Assessments**

| | ***Percent Scoring at Level 2 or Above – ELA*** | ***Percent Scoring at Level 2 or Above – Math*** |
|---|---|---|
| ***District Funding Shortfall*** | -0.5360 | -0.5422 |

**Table 7 – Correlation Between District Funding Shortfall and Average Percent of Students Scoring at Level 3 or Above on KAP ELA and Math Assessments**

| | ***Percent Scoring at Level 3 or Above – ELA*** | ***Percent Scoring at Level 3 or Above – Math*** |
|---|---|---|
| ***District Funding Shortfall*** | -0.4584 | -0.4427 |

## Translating National Curve Equivalents to Proficiency Rates

One of the key pieces of documentation that I found missing from the study was an explanation of how the National Curve Equivalents translate into proficiency rates on the KAP assessments. A considerable amount of thought (indeed a whole chapter of the study) was devoted to considering the Rose standards and how these could be crosswalked to measurable student outcomes. Thresholds of proficiency on the KAP assessments were chosen based upon a review of 1) the performance of high achieving districts (i.e., those at the 90$^{th}$ percentile of performance), 2) the State's ESSA plans, and 3) historical performance in periods where the State's constitutional obligation to adequately fund schools. The study also provided a good description of conditional National Curve Equivalent (NCE) measures, which were used as one of two key student outcome measures in the stochastic cost frontier model. However, there is no description of how the cost estimates associated with the NCE measures were translated into the KAP performance thresholds in order to calculate the compensatory costs under Scenarios A and B. This is not to say that the authors did anything wrong here. Rather, it is totally unclear how this was done.

## 4 – Comparing the Results of the Cost Function Studies

A logical question to ask is how might the results of the two cost function studies (Kansas Legislative Post Audit Division, 2006; and, Taylor et al., 2018) compare. Furthermore, how can any differences in the main findings of these studies be explained. The following section attempts to shed some light on these questions using simple statistical analysis and details from these works.

An obvious place to start is to compare the adequate per-pupil costs projected for districts in both studies. The additional costs to achieve adequacy reported by the two studies are included in both absolute and relative terms in Table 8. Unfortunately, a direct comparison of these figures is not all that useful due to several factors. First, the studies were performed on data that differed in age by 10 years and the value of the dollar has changed greatly over this period (i.e., inflation erodes the value of the dollar over time). However, that is easily addressed by simply inflating the figures from the older study. This transformation was done by applying a ten-year inflation rate from 2006 to 2016 (18.8 percent) derived from the same CPI data mentioned above to the $399.3 million necessary increase in funding reported in the LPA study (Kansas Legislative Post Audit Division, 2006).[14] The third column of the table shows that the $399.3 in 2006 dollars inflated to 2016 would be $475 million.

However, even after inflating the cost figure from the older study the direct comparison of figures between the two studies may not be appropriate. First, the older cost study excluded a portion of federal funding that could be used to support base, at-risk, and bilingual education in order to avoid a situation that could be interpreted as supplanting. Specifically, they excluded a total of $205.5 million from their adequacy calculations in 2006 dollars, which would be equivalent to $244 million in 2016 (using the same Midwest CPI mentioned above). Adding back the 2016 equivalent of the federal dollars excluded from the calculation in the older study provides a more appropriate number with which to compare the figures from the two studies. The estimated additional cost from the LPA study inclusive of the federal dollars is $719 million or 15.5 percent higher than current K-12 spending.

[14] Specifically, I made use of the CPI for all urban consumers in the Midwest states (series CUUR0200SA0 available here: https://data.bls.gov/pdq/SurveyOutputServlet?data_tool=dropmap&series_id=CUUR0200SA0,CUUS0200SA0).

**Table 8 – Measures of the Additional Cost to Achieve Adequacy (in Billions of 2016 Dollars)**

| | *Current K-12 Spending in 2016 Dollars* | *Kansas Legislative Post Audit Division 2006 Dollars* | *Kansas Legislative Post Audit Division Inflated to 2016 Dollars* | *Kansas Legislative Post Audit Division Inflated to 2016 Dollars With Federal Funding* | *Taylor et al. - Scenario A in 2016 Dollars* | *Taylor et al. - Scenario B in 2016 Dollars* |
|---|---|---|---|---|---|---|
| ***Necessary Absolute Increase (in Billions of 2016 Dollars)*** | $4.652 | $0.399 | $0.475 | $0.719 | $1.786 | $2.067 |
| ***Necessary Relative Increase*** | n/a | n/a | 10.2% | 15.5% | 38.4% | 44.4% |
| ***Includes Federal Dollars*** | √ | × | × | √ | √ | √ |
| ***Includes Food Service and Transportation*** | × | √ | √ | √ | × | × |

Another reason that the numbers are not comparable is the fact that the new study excluded spending on food services and transportation from their calculations, while the study by LPA did not. This spending would increase the additional cost suggested by the new study, however, deeper investigation into the how much this increase might be is outside of the scope of this review.

Other reasons that might account for the differences in the adequacy costs suggested by the two studies can be attributed to the differences in methodology. The following describes two such reasons that likely play a significant role in explaining differences between the findings of the two studies.

- Use of Input- versus Outcome-Based Methods – The older cost study implemented a combination of input- and outcome-based methods to calculate different types of expenditure. Specifically, this hybrid approach included input-based estimates of several categories of *spending* as opposed to *cost*, including expenditures on the base program, as well as special education and vocational education. Note that the estimates for this spending cannot be considered cost-based because outcomes and other factors such as student needs and scale of operations were not taken into account.

  As mentioned in the first review report (Levin, 2018), this resulted mixing results from an outcome-oriented approach that measured the *cost* of providing educational adequacy, with those of the input-oriented approach intended to get at the spending necessary to provide levels of programming and services regarded as minimally required by law or regulation. Moreover, the calculation of spending was erroneously based on districts with the lowest utilization of many types of staff and non-personnel resources in the name of "efficiency". In turn, the calculated spending for the core base program, special education, and vocational education by the older study underestimated the true cost of providing adequate educational services in these areas. In contrast, spending for both special education and vocational education were included in the cost estimates for the newer study. I would contend that this key difference in method likely accounts for at least a portion of the difference in the respectively findings.

- Differences in Student Outcome Measures – Both studies used different measures and thresholds of student outcomes to define adequacy. While the newer study made an attempt to approximate the old testing standards using the performance levels of the new assessment system, to the extent that the new standards and tests are more difficult one would expect the newer estimated costs of achieving adequacy to reflect this.

Despite the differences in the findings of the two independent cost studies, it is crucially important to acknowledge that the qualitative stories they tell are similar. That is, both studies point to a need for significant additional funding to support an adequate education in the state. To show this from a statistical perspective I have run an analysis of the pupil-weighted correlation between the district-level calculations of adequate per-pupil spending generated by the two cost model studies. The results of this analysis show that despite the differences due to the changes in school and district characteristics that may have changed over time and the methodological differences in how the figures were calculated there is still a strong relationship between the projected district-level adequacy costs per-pupil generated by the two studies. Table 9 lists correlation coefficients between the old and new cost

estimates equal to 0.7280 (Scenario A) and 0.7342 (Scenario B), which are both highly significant ($p<0.001$).

**Table 9 – Correlations Between Projected District-Level Adequate Per-Pupil Costs from the Two Cost Studies**

| | ***Taylor et al. – Scenario A*** | ***Taylor et al. – Scenario B*** | ***Kansas Legislative Post Audit Division*** |
|---|---|---|---|
| ***Taylor et al. – Scenario A*** | 1 | | |
| ***Taylor et al. – Scenario B*** | 0.9957 | 1 | |
| ***Kansas Legislative Post Audit Division*** | 0.7280 | 0.7342 | 1 |

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To: Chairwoman Molly Baumgardner and members of the Senate Education Finance Committee

From: United Methodist Health Ministry Fund

Date: April 2, 2018

RE: ABC Program Background & Implementation Vision

Thank you for the opportunity to provide additional details to the committee on the Attachment Bio-Behavioral Catch-up (ABC) Program. As you know, ABC is a ten week targeted, manualized program delivered in the home with two additional assessment sessions (pre- and post- intervention). During each of the ten visits, the staff engage the parents and review very specific information with them focused on the four target areas below. The goal is NOT to "cover the required materials" but to engage the parents and to frequently reinforce their positive behaviors consistent with the 4 main targets of the ABC program:

1. Nurturance – attending to a child who has expressed a need;
2. Synchrony/Following the Lead – interactions follow the child's lead in play, neither passive nor intrusive;
3. Delight – words or expressions from the parent to the child expressing positive emotion;
4. Avoiding frightening behavior – rough handling, menacing or throwing, threatening behaviors.

ABC was initially developed by the University of Delaware through several randomized, controlled trials to address toxic stress in young children living in adverse environments. It has been in development there for over 18 years. During that time, the program has evolved and developed to the point where it is one of the **highest rated interventions** (and one of the only truly preventative programs) on the California Clearinghouse for Child Welfare (http://www.cebc4cw.org/program/attachment-and-biobehavioral-catch-up/).

**Evidence-based intervention that reduces toxic stress and improves school readiness and student success**

Research shows that the toxic stress caused by Adverse Childhood Experiences (ACEs) in early childhood has a major impact on the child's overall development—on school readiness and the ability to learn, on physical and mental health, and on other factors including the ability to exercise self-control. These deficits negatively affect a child's success both in the school setting and throughout adult life.

As an intervention to address adverse childhood experiences (ACEs), ABC has been shown to lead to increased parental sensitivity and responsiveness to child needs. Children who participated in ABC as toddlers were shown to have better receptive vocabulary than comparison children who did not participate.

Preschool children who receive ABC show more normal levels of cortisol and improved executive function, meaning they have improved their ability to regulate behavior and emotion. Science indicates that vulnerable children who have well-developed executive functioning and emotional regulation are

able to do well in school despite experiences of adversity. Executive functioning predicts literacy and math scores, and many teachers contend that competence in terms of executive functioning "is more important at school entry than knowledge of letters and numbers."

Attached is testimony of Dr. Glade Topham explaining the science behind this beneficial program; the testimony of one of the ABC Home Visitors; a letter from the staff at the University of Delaware, the founders of this program; and a letter from David Lindeman, spokesperson for the Kansas tiny-k programs.

**Current Pilot & Proposed Plan**

Currently, United Methodist Health Ministry Fund is coordinating a $2.4 million three-year project to provide the ABC intervention to 800 families in the northwest and southwest portions of the state, in Reno County, in Sedgwick and a portion of Butler Counties, and in Wyandotte County (mapped below). Other funders in this project are the REACH Foundation, Kansas Health Foundation, the Wyandotte Health Foundation, and Hutchinson Community Foundation.

**With an investment of $10,560,000 from the state we estimate that 3300 high risk, vulnerable children and families could benefit from this program.** This investment is an effective way to reduce adverse childhood experiences and improve school readiness and academic outcomes. A potential state investment implemented over the next three years will train 60 **c**oaches at 15 sites and cover program and evaluation costs.

The table below provides projections based upon the experiences of Kansas philanthropy in the current ABC pilot project.

| Fiscal year | Costs | Sites | Trainers | Families Served |
|---|---|---|---|---|
| 2019 | $1.76M | Five | 20 | 400 |
| 2020 | $3.52M | Ten (five new) | 20 (total 40) | 1200 |
| 2021 | $5.28M | Fifteen (five new) | 20 (total 60) | 1700 |
| TOTALS | $10.56M | Fifteen by end of year 3 | 60 | 3,300 |

**How to Implement the Proposed Pilot Project**

The ABC program provides an evidence-based opportunity to help address equity issues as part of the school finance solution. The program can identify and divert children at risk from becoming students at-risk early in their life so they are better prepared to enter school and equipped for success.

With the help of the Kansas State Department of Education (KSDE) and the Kansas Department of Health and Environment (KDHE), the State has the opportunity to target children vulnerable to risk that, unaddressed, will increase future K-12 costs.

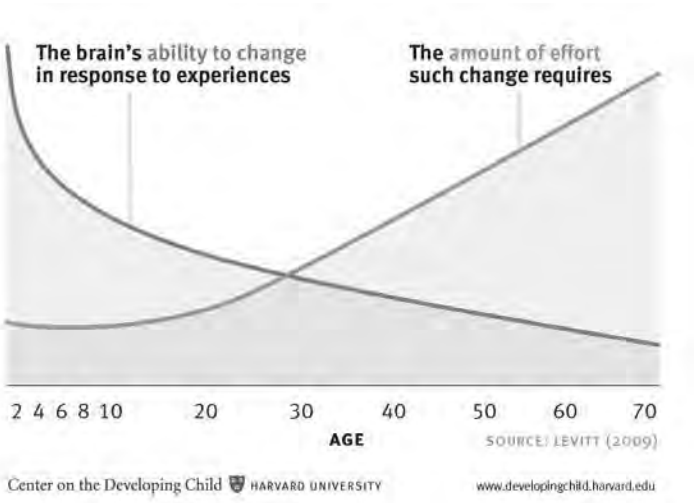
An appropriation to the KSDE supports the legislative response to target resources to the 25 percent of youth very early who may underachieve in school. As you can see from the cost proposal, 90 percent of the funding supports the parent coaches, materials, and evaluations. Because KDHE has the infrastructure to implement the program, KSDE should be directed to pass through the funds to KDHE to coordinate the ABC services for children the two departments jointly identify. KDHE's Family and Health Bureau is prepared to identify vulnerable, at-risk children and coordinate with KSDE on pilot location selection. The Family Health Bureau has top-notch data to supplement KSDE data and they have existing home visiting programs that can deliver the services in the most efficient and cost-effective manner to this hard to serve population.

Having launched and implemented the existing program, the United Methodist Health Ministry Fund is well-positioned to provide expertise, tools and technical assistance to KDHE and KSDE throughout the process.

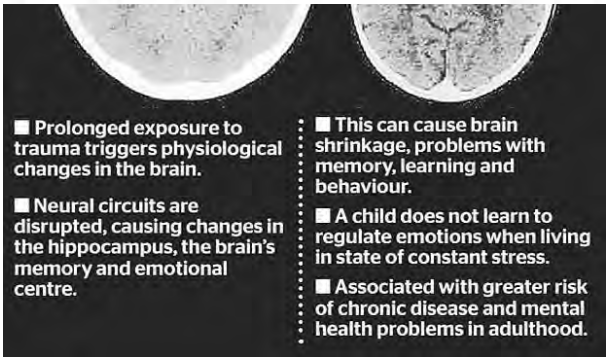

App. #001197

Testimony to House Education Committee – January 29, 2018

Glade Topham, PhD, LCMFT – Program Director, Couple and Family Therapy Program, Kansas State University
gtopham@ksu.edu 785.532.6245




A focus of my work is striving to answer the question, "How do we help children at risk build foundations of healthy development preparing them for success in school and landing them on a path toward strong relationships and economic success?" We now have clear and consistent research regarding how to do just that.




Five important findings from science are important here.

1) As has been mentioned, children who experience multiple forms of adversity early in life without the buffering effects of at least one loving and nurturing caregiver are likely to struggle in school and to go on to experience a lifetime of mental, emotional, physical, and economic challenges. The figure to the right illustrates the effects of early adversity on the brains of young children (photo taken from http://www.reachingclarity.com/behavioral-health/abuse-emotional-neglect-and-toxic-stress-can-have-a-devastating-effect-on-children-brain/).

2) One area of the brain that is particularly vulnerable to early adversity is also key to children's school success, and that is children's **executive functioning.** Executive functioning refers to the ability to regulate behavior and emotion. It is sort of the control tower of our brains. It helps us engage in rule-based and goal-directed tasks that help children pay attention in class and resist distractions, complete challenging assignments, and following through on homework. Executive functioning also includes our braking system; it allows children to stop themselves from getting out of their seat in class, making outbursts in class, or from putting a pencil in the ear of the child next to them. Finally, executive functioning includes working memory which allows us to plan, prioritize, and problem solve. Science indicates that vulnerable children who have well developed executive functioning and emotion regulation are able to do well in school despite experience of adversity (Raver, 2004). Executive functioning predicts literacy and math scores (Raver, 2011) and many teachers contend that competence in terms of executive functioning "is more important at school entry than knowledge of letters and numbers" (Rimm-Kaufman, Pianta, & Cox, 2000).

3) Parents play a unique role in helping children develop executive functioning and other skills and abilities essential to school success (Shonkoff, 2011).
4) Focused intervention targeting the parent-child relationship can help vulnerable children develop executive functioning and other competencies required for success in school and in life.


App. #001198

5) The earlier we intervene, the more profound the impact we can have on children and their parents. The brain of a child in the first few years of life is relatively easy to influence; whereas, changing brain architecture becomes increasingly difficult as children age (Shonkoff, 2011).

**Attachment and Biobehavioral Catch-up (ABC)**

ABC is a brief preventative intervention that has been shown to help vulnerable children catch up in terms of brain development. It is an ideal program for a few reasons:

1) It is a brief intervention, whereas ABC is only 10 sessions, most other intervention targeting this population are long-term (some around 50 sessions).
2) ABC coaches do not have to have a master's degree or a clinical license to provide the treatment.
3) Training is relatively brief, 2 days of initial training followed by supervision.

ABC has been given the highest available rating for strength of research support from: The Substance Abuse and Mental Health Services Administration (SAMHSA), The Department of Health and Human Services, The National Child Traumatic Stress Network, And California Evidence Based Clearinghouse for Child Welfare. ABC has been shown to lead to increased parental sensitivity and responsiveness to child needs, (Bick & Dozier, 2013; Lind, Bernard, Ross, & Dozier, 2014). Children who participated in ABC as toddlers were shown to have better receptive vocabulary than comparison children who did not participate (Freedman et al., under review).

**Executive Functioning**

Research indicates 10 sessions of ABC significantly and positively impacts the executive functioning of vulnerable children. Follow up assessment when children were two to four years old indicate that the positive changes in executive functioning last (Lewis-Morrarty, Dozier, Bernard, Terraciano, & Moore, 2012). Children who participate in ABC between 6 and 24 months have better inhibitory control at age 3. Inhibitor control is children's ability to use their brake or restrain themselves from doing something that they want to do but know they should not do. (Lind, Bernard, & Dozier, under review).

**Cortisol**

Another important finding regarding ABC is its impact on children's cortisol. Cortisol a stress hormone that is an important indicator of brain regulation. Our cortisol levels are high when we wake up and low at bedtime; it is this downward slope during the day that helps us have energy in the morning and be tired at night. Maltreated or neglected children tend to have more of a flat line instead of a slope, affecting their alertness to succeed in school and affecting their sleep patterns (Bernard, Butzin-Dozier, Rittenhouse, & Dozier, 2010).

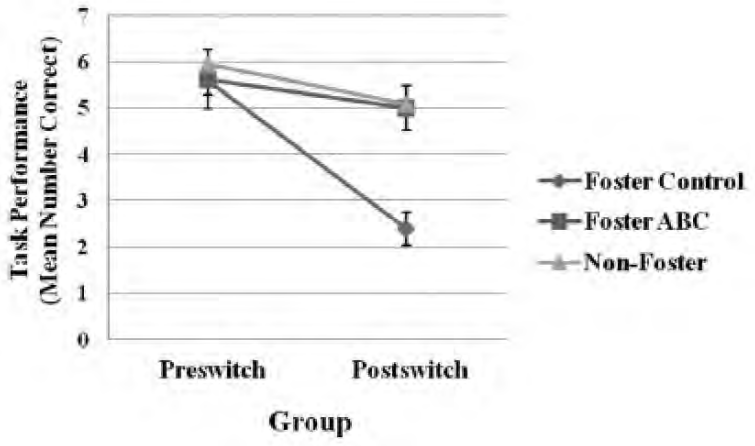



**Figure 1.** Child cognitive flexibility task performance by task type (preswitch, postswitch) and group (foster care control, foster ABC, nonfoster comparison). Error bars represent standard error of the mean. ABC = Attachment and Biobehavioral Catch-up. For interpretation of the references to color in the figure legend, the reader is referred to the web version of this article.


App. #001199

Children who participated in ABC had cortisol slopes after treatment that were similar to children who had not experienced early adversity; whereas, maltreated or neglected children who had received a comparison treatment showed little change in their cortisol production patterns. These findings held when assessed three years after treatment (Bernard, Hostinar, & Dozier, 2014; Dozier, Peloso, Lewis, Laurenceau, & Levine, 2008).

*DEF is the comparison treatment which is in-home parent-education.*

**Reference**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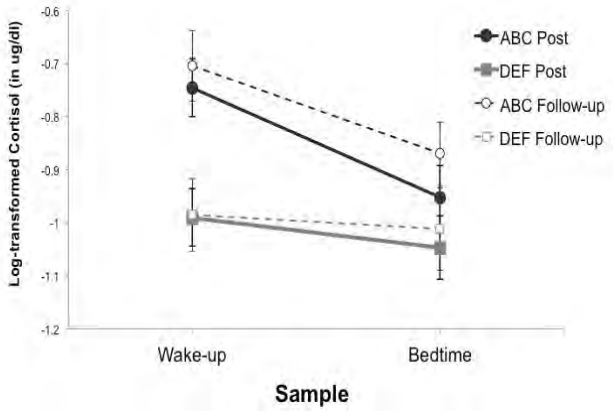



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HOUSE EDUCATION COMMITTEE – January 25, 2018

Lisa Dewees, Parent Coach – Northwest KS Substance Abuse Council, Colby, KS
lisad@nwksprevention.com 785.460.8177

My name is Lisa Dewees and I am a parent coach with the NW Kansas site of the ABC project, funded by the United Methodist Health Ministry Fund. Thank you for this opportunity to share with you the good things that are happening with the Attachment and Biobehavioral Catchup Intervention in the great state of Kansas. Our catchment area is 12 counties in the northwest corner of Kansas.

I will explain the processes of the ABC intervention for recruiting parents and some of the success stories that we have seen in the short time that the intervention has been running.

Our site has been building a referral network for the ABC intervention by building trusted relationships with Medical and Mental Health providers in our area. Once they see the content of the intervention, it fits nicely with the things they are working on with the families in their care. We have also seen the benefits in having a collaborative relationship with the Medical and Mental Health community because a more complete picture of the family need emerges. We also attend WIC appointment days at our County Health Departments. This has allowed us to uncover the most at-risk families in our area that are completely underserved and build trusted relationships.

Once we recruit a family, we begin a 10-week home visiting program in their home. Each visit is video recorded for supervision purposes, but also for use in coaching parents. At the conclusion of the intervention, a video montage of the 10 visits is shared with the parent to highlight all the progress that the family has made.

One family was referred to us by a partnering Mental Health provider. On the first home visit, Mom told me that she was completely desperate and if something didn't change, she was going to sign her parental rights away. She was receiving Mental Health services, but had no services in the home. During our visits, the first thing I noticed was that Mom began to 'Follow the Lead' with her child and enjoy it. By the 5th visit, Mom did something I had never seen, she reached out, picked up her child and offered nurturance. But, just as important, Mom began to see the progress in her own life. I asked Mom to share her experience in her own words:

> "*I can see the improvement, thinking back how close I was to giving up on J**** on a daily basis to now realizing he is just a little kid and to have reasonable expectations for him. I never would've learned that if it wasn't for all the help I've gotten from your program and EHS [Early Head Start]. Thank goodness you all came and helped when you did because I'm pretty sure I wouldn't have J****today if it wasn't for you guys.*"

The biggest triumph, however, is the fact that Mom opened her door to other services. To date, these are the services the family has received: Early Head Start, Early Intervention Services for speech and behavior, she enrolled in a parenting class, and is also taking the Play and Learning Strategies program offered by our agency.

To add to the success of this story, the young child in this home made a 40-point improvement on the ASQ:SE2, a social emotional screening tool. I personally have never seen that kind of improvement in such a short time.

I believe that these kinds of results are achieved because of the method of parent coaching that is unique to the ABC intervention. It uses 'In the Moment Commenting' that is both positive and instructive during play exchanges. Each parent coach is trained in the method and is required to participate in a yearlong certification process that includes group and private supervision offered by the University of Delaware. Personally, I have grown so much as a parent coach through the supervision process, and will miss the learning when the year is over.

I would like to leave you with one more success story:

A 20-year-old single mom came to us as a referral from the juvenile justice system. She had quite a chip on her shoulder during our early sessions. She cancelled often, and at times, I thought we would never finish. But, I could still see small gains she was making in learning to follow her child's lead. During one visit, we talked about the nurturance that Mom herself did not receive in her family. She said, "It was only tough love when I was growing up." I believe that she had no idea that nurturing was important.

At the end of the intervention, we watched the montage of all her successes, and she said, "I've been thinking, that this has been really good for J**** and I would like to do the other program offered by your agency." I picked my jaw up off the floor and said, "Of course, let's get you signed up for PALS (Play and Learning Strategies)." The other success? This Mom got a job at the end of the intervention. I believe it was due in part, to ABC building her confidence.

Thank you for your time and attention.

UNIVERSITY OF DELAWARE | College of Arts & Sciences
DEPARTMENT OF PSYCHOLOGICAL & BRAIN SCIENCES

Attachment & Biobehavioral Catch-up

March 23, 2018

To Members of the Kansas Legislature,

The Attachment and Biobehavioral Catch-up (ABC) intervention is a 10 session home visiting intervention developed to help parents provide sensitive care to their young children. Young children who have experienced early adversity especially need nurturing care when they are distressed, a responsive partner when they are not distressed, and non-intrusive, non-frightening interactions all the time.

When tested through randomized clinical trials, ABC has been found to result in enhanced behavioral and biological regulation relative to a control condition. More specifically, children who received the ABC intervention showed more secure attachments than children in the control group (Bernard et al., 2012). They showed more normative production of a steroid hormone, cortisol, than children in the control group (Bernard et al, 2015a), and these differences persisted at least three years after the intervention ended (Bernard et al., 2015b). They showed better impulse control when presented with a challenging task (Lind et al., 2017) and better language development (Freedman et al., in press) than children in the control group. Differences have now been seen in infancy, early childhood, and middle childhood, and cut across behavioral and biological domains.

The intervention has also been examined in several populations beyond the randomized clinical trials conducted by the University of Delaware. One small community-based randomized clinical trial found that families who completed ABC had lower scores on child abuse potential, parenting stress, and child internalizing and externalizing behaviors compared with families in a wait-list control condition (Sprang, 2009). In a second trial with new mothers in residential substance abuse treatment, those who participated in ABC showed more sensitive parenting behaviors than mothers in the control group (Berlin, Shanahan, & Appleyard Carmody, 2014). In addition, a study with 108 families across 5 training sites found significant pre- to post-changes in sensitivity (Roben, Dozier, Caron, & Bernard, 2017).

The ABC intervention is one of the few home visiting programs approved by the US Department of Health & Human Services for its Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program. ABC also is rated 1 on the California Evidence-Based Clearinghouse for Child Welfare scientific rating scale. The California

Clearinghouse independently reviews and disseminates information about evidence-based treatment for child welfare. This rating indicates that ABC is a program with the strongest research evidence among those rated. ABC is also rated as empirically supported by SAMHSA and the National Child Traumatic Stress Network.

We have several new, longer-term findings that we would like to draw your attention to:

1. Children whose parents received ABC were **better able to inhibit their impulses** when they were 3 years of age than children in the control group (Lind et al.). Children in the ABC group were less likely to touch an attractive toy when told not to than children in the control group.
2. Children whose parents received ABC have **higher receptive language skills** between 3 and 5 years of age than children in the control group (Freedman et al.).
3. Chilidren in the ABC group were more likely to have secure attachments than children in the control group. Secure attachment was, in turn, associated with a **steeper decline in body mass index (BMI) from age 2 through 4** (Bernard et al.).
4. When children were **8 years** of age (7 years after the intervention), children assigned to ABC showed more **normative brain development** in EEG patterns than children in the control group (Bick et al.).
5. When children were **9 years** of age (8 years after the intervention), children whose parents received ABC had **higher respiratory sinus arrhythmia (RSA) and lower heart rate at rest** than children in the control group. Higher RSA and lower resting heart rates are associated with better self-regulation (Tabachnick et al.).
6. There are widespread differences in methylation patterns across the genome as a result of ABC, as compared with children in the control group (Hoye et al.).

In addition to the above findings, we are collecting teacher reports about child behavior, child emotion regulation, and peer interactions for children 8, 9, and 10 years of age. We hope to follow these children who received ABC in infancy as they develop.

Thank you for your attention,

Caroline Roben
Director of ABC Dissemination
Assistant Professor of Psychological and Brain Sciences
University of Delaware

KU LIFE SPAN INSTITUTE AT PARSONS
The University of Kansas

March 22, 2018

Sen. Mollie Baumgardner
State Capitol, Room: 224-E
SW 8th & SW VanBuren
Topeka, KS 66612

Senator Baumgardner,

I am writing today in support of implementation and expansion of the Attachment Bio-behavioral Catch-Up (ABC) Program. This intervention strategy designed to strengthen the bond between young children and caregivers has an impressive base of research confirming its effectiveness.

The LSI/Parsons has more than 50 years of experience partnering with national, state, regional, and community partners in conducting research and providing training for professionals involved in service to young children and their families. Many of our projects have focused on early childhood services and training for adults providing those services. Currently, we have two training and technical assistance programs. One program supports individuals, programs, and agencies across the state to identify solutions to challenges and provide services to children with disabilities and their families, specifically IDEA Part C programs (tiny-k) and the second program provides training and technical assistance for child care providers, both in homes and centers.

The evidence-base for ABC has shown it to be effective in promoting normal stress hormone patterns, decreasing harmful development outcomes, supporting positive social/emotional development, and increasing positive adaptive behavior in children. Additionally, positive benefits have been demonstrated for adults, such as lower stress, lower abuse potential, and positive child relationships, when involved with this 10-week program.

I first became involved with the ABC program when approached by colleagues from the KU to support the implementation of ABC in a southeast Kansas home visiting program for at-risk children and families– early Head Start. Following this first experience, I supported expansion in additional programs for at-risk families in central Kansas. Finally, I have supported initial efforts in implementation of ABC in five tiny-k programs across the state. The tiny-k programs are our state programs providing early intervention services to children with disabilities, birth to age three, and their families. In each of these experiences positive outcomes have occurred.

Investment in the expansion of the ABC Program, by the State of Kansas, will yield positive outcomes for the state and brighten the future. The impact will result in decreased costs related to special and remedial education, judicial services, and child welfare/public assistance while positively impacting important social issues such as graduation rates, workforce skills, and health care cost.

Sincerely,

David P. Lindeman

David P. Lindeman, Ph.D.
Director and Senior Scientist

Life Span Institute at Parsons
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**TO:** Senate Select Committee on Education Finance, Kansas Legislature

**FROM:** Dr. Lori T. Taylor & Jason Willis

**DATE:** ~~Wednesday, March 28, 2018~~ **Monday, April 2, 2018**

**SUBJECT:** **AMENDED** Follow-up Requests from Committee Members, Responses from Consultants

---

On Monday, March 19, 2018 testimony was provided before the Senate Select Committee on Education Finance of the Kansas Legislature to present the *Estimating the Costs Associated with Reaching Student Achievement Expectations for Kansas Public Education Students: A Cost Function Approach* report. There were several follow-up requests from committee members. Each of those requests are captured below.

1. What effect would there be if the analysis observed a quadratic (non-linear) relationship of spending to outcomes compared to the current model which is a linear relationship?

2. What is the size threshold (of a school district) at which costs begin to increase?

3. What factors are included in the economies of scale index?

4. What is the difference between the maintenance and compensatory support scenarios?

5. The maintenance scenario contains a performance threshold of 0.50 NCE score and a 95% graduation rate. Is the 95% a statewide rate or the rate reached by each district?

6. Can the research team provide other cost estimates at various ELA/math passing rates?

7. Does the research team have examples of states that have created a 'minimum funding guarantee' for public education? What has been the impact of that legislative language?

8. Can the research team reproduce the map on page 80 of your report to identify the school district values in the northeastern corner of the state?

9. Can the research team produce the cost estimates for seven years?

10. What impact, if any, would removal of the KPERS spending have on the findings?

11. Can the research team expand upon the strategies that may be employed by the Legislative Post Audit (LPA) that further expands upon finding #9 in the report?

1. What effect would there be if the analysis observed a quadratic (non-linear) relationship of spending to outcomes compared to the current model which is a linear relationship?

   The research team re-ran the analysis assessing the impact of a quadratic or non-linear relationship of spending to outcomes and found that the squared terms were statistically insignificant, indicating that the relationship was not quadratic. Below are the coefficient estimates and associated significance tests generated from the re-run of the analysis.

| LABELS | Baseline | Quadratic Outputs Model |
|---|---|---|
| Normal Curve Equivalent | 5.295*** | 4.796*** |
| | (0.607) | (0.926) |
| NCE, squared | | 0.570 |
| | | (0.712) |
| Graduation Rate | 1.244*** | 0.284 |
| | (0.262) | (1.057) |
| Graduation Rate, squared | | 0.590 |
| | | (0.627) |
| Graduation Rate * High School | 0.696*** | 0.699*** |
| | (0.0995) | (0.101) |
| District Enrollment | -1.444*** | -1.444*** |
| | (0.0568) | (0.0569) |
| District Enrollment squared | 0.0991*** | 0.0991*** |
| | (0.00378) | (0.00378) |
| Salary index (log) | 1.373*** | 1.332*** |
| | (0.279) | (0.280) |
| Rural indicator | 0.0505*** | 0.0505*** |
| | (0.0112) | (0.0112) |
| % Economically Disadvantaged | 0.886*** | 0.900*** |
| | (0.078) | (0.0792) |
| % English Language Learner | 0.226*** | 0.236*** |
| | (0.0667) | (0.0666) |
| % Special Education | 2.157*** | 2.179*** |
| | (0.226) | (0.229) |
| Population Density | 0.166*** | 0.171*** |
| | (0.018) | (0.0183) |
| Elementary grades served | -0.129*** | -0.130*** |
| | (0.016) | (0.0159) |
| High school grades served | -0.508*** | -0.511*** |
| | (0.0909) | (0.0920) |
| Salary Index (log), squared | -0.648 | -0.550 |
| | (0.578) | (0.581) |
| % English Language Learner, sq | -0.623*** | -0.640*** |

| LABELS | Baseline | Quadratic Outputs Model |
|---|---|---|
| | (0.109) | (0.109) |
| % Special Education, sq | -6.135*** | -6.211*** |
| | (0.674) | (0.684) |
| Population density, squared | -0.00202 | -0.00208 |
| | (0.00134) | (0.00133) |
| Population density* Salary Index | -0.510*** | -0.519*** |
| | (0.0414) | (0.0419) |
| AYP Schoolyear = 2016 | -0.0364*** | -0.0366*** |
| | (0.00591) | (0.00591) |
| First stage Residuals, NCE | -5.102*** | -5.180*** |
| | (0.609) | (0.608) |
| First stage residuals, Graduation | -1.454*** | -1.517*** |
| | (0.271) | (0.280) |
| Constant | 9.644*** | 10.12*** |
| | (0.357) | (0.550) |
| Error Variance | | |
| Herfindahl Index, log | 0.797*** | 0.798*** |
| | (0.249) | (0.248) |
| Border metro | 2.320*** | 2.268*** |
| | (0.372) | (0.364) |
| % Owner occupied | 7.293*** | 7.154*** |
| | (1.321) | (1.286) |
| % Over 60 | -2.316 | -1.976 |
| | (1.496) | (1.475) |
| % College | -12.06*** | -11.90*** |
| | (1.542) | (1.415) |
| Usigma | -7.214***<br>(0.958) | -7.294***<br>(0.941) |
| Vsigma | -4.095***<br>(0.0418) | -4.086***<br>(0.0415) |
| Observations | 2,310 | 2,310 |

2. What is the size threshold (of a school district) at which costs begin to increase?

   The size threshold (of a school district) at which costs begin to increase is 1,464 students.

3. What factors are included in the economies of scale index?

   School district enrollment is the only factor used to derive the economies of scale index. The U-shaped curve observed in Kansas is consistent with a large body of research demonstrating the

same effect in other states as well as national data sets. The costs that may be more highly associated with higher levels of spending may be urbanicity or the demographic of the students. However, even when held constant it is likely that the loading – or the increased cost – would be born on wages within those school districts. That is, if the cost was not to show up in the economies of scale it was highly likely to have presented itself in other variables introduced in the model.

4. What is the difference between the maintenance and compensatory scenarios?

There are several distinguishing characteristics between the maintenance and compensatory scenarios that are important to understand. As the label implies, the maintenance scenario is the necessary funding level in order to maintain, on average, a specified level of performance. In this case a 95% graduation rate and an annual growth of a 0.50 NCE score. Also, important to note is that the maintenance scenario would accomplish an outcome of raising the overall, statewide achievement average but would not close gaps between school districts that are performing below the current state average. ***That is, the maintenance scenario can be considered an ongoing and perpetual investment in the public education system to improve overall statewide achievement.*** Further details on the maintenance scenario and presumptions of improvement are outlined in question #5 below.

In contrast, the compensatory support scenarios identify the necessary investment to support individual school districts to close the gap between their current performance and the identified performance threshold over a period of five years. And further, that once the investment was made in a school district that they would be able to close the gap and then having achieved that threshold be able to return to a spending level in line with the maintenance scenario. ***That is, the compensatory scenarios can be considered a remedial, one-time investment in the public education system (spread out over a five-year period) to support school districts and their respective students to 'catch-up' and achieve the identified performance thresholds.***

There are several precedents for the combination of both ongoing and one-time funding streams in both federal and state education policy to support student achievement growth. And, in those examples policymakers made explicit the intent of each of the types of funding – ongoing and one-time – and how each should contribute to helping raise the level of student achievement in schools and school districts. In particular, school districts would need to guard against hiring staff (which is primarily an ongoing expense) using one-time funds. Examples of the use of one-time funds may be directed towards activities that help to provide a boost to the educational system that can be further maintained over a longer period of time. Such investments may include building stronger teacher supply pipelines from post-secondary institutions to school districts; designing training for teaching staff that build their capacity for instructional delivery; developing partnerships with other local mental health and wellness partners to provide services to students. All of these examples would aim to significantly increase the capacity of schools and school

districts to achieve higher levels of performance then allow for a level of maintenance to sustain that achievement over a longer period of time.

5. The maintenance scenario contains a performance threshold of 0.50 NCE score and a 95% graduation rate. Is the 95% a statewide rate or the rate reached by each district?

The long-run maintenance scenario includes an assumption of a performance threshold for ELA and math of a 0.50 NCE score and a 95% graduation rate at the end of the 2021-22 school year. The 95% graduation rate presumes that each district achieves that level of performance. The 0.50 NCE score presumes that every student performs as expected given his or her prior scores, or equivalently that every student experiences the normal amount of progress from one year to the next, given where they started. If all of the students had experienced average progress from 2015-16 to 2016-17 under the long-run maintenance scenario, rather than their actual progress, then the percentage of students scoring at level 2 or better in ELA and math would have been roughly 2 percentage points higher statewide, the percentage of students scoring at level 3 or better in math would have been roughly 3 percentage points lower, and the percentage of students scoring at level 3 or better in ELA would have been essentially unchanged. The percentage scoring at level 3 or better in Math would have been lower because many students with above average growth had just barely crossed the threshold into level 3 and would not have done so had they posted only average progress.

| | Actual Progress (Actual NCE) | Average Progress (0.50 NCE) |
|---|---|---|
| **Percent scoring at level 3 or better, statewide** | | |
| **ELA** | 39.46% | 39.04% |
| **Math** | 32.81% | 29.97% |
| **Percent scoring at level 2 or better, statewide** | | |
| **ELA** | 73.97% | 76.56% |
| **Math** | 73.97% | 75.88% |

Note that the conditional NCE scores measure the change in student performance from one year to the next, so conditional NCE scores are not defined for grades 3 and 10 (because there are no corresponding prior year's scores). The actual percentages reported above therefore cover grades 4-8 and will not match those reported elsewhere because only a subset of grades are included in the calculations above.

6. Can the research team provide other cost estimates at various ELA/math passing rates?

The research team re-ran the analysis looking at three other scenarios in which the ELA/math passing rates for Level 2 was 85% (Scenario C) the ELA/math passing rates for Level 3 was 55% (Scenario D), and Level 2 was 80% (Scenario E). The results of that analysis can be captured in the table below (in 2017 dollars). Note that the relationship is not linear between the percent proficient students in ELA and math and the amount of dollars invested.

| | Cost Estimate ($) | Percent Increase Over Current | Per Pupil Cost Estimate ($) |
|---|---|---|---|
| Current K-12 Spending | $4.652 billion | n/a | $9,313 |
| Long-run maintenance | $5.103 billion | 9.7% | $10,419 |
| Compensatory support: Scenario A (Level 2 @ 90%) | $6.438 billion | 38.4% | $13,144 |
| Compensatory support: Scenario B (Level 3 @ 60%) | $6.719 billion | 44.4% | $13,717 |
| Compensatory support: Scenario C (Level 2 @ 85%) | $6.111 billion | 31.4% | $12,477 |
| Compensatory support: Scenario D (Level 3 @ 55%) | $6.664 billion | 43.3% | $13,605 |
| Compensatory support: Scenario E (Level 2 @ 80%) | $5.768 billion | 24.0% | $11,766 |

7. Does the research team have examples of states that have created a 'minimum funding guarantee' for public education? What has been the impact of that legislative language?

There are several states that have statutory language in their education funding formulas which guarantees a minimum funding level for the state K-12 education system. One of the most prominent of these systems is in California. In 1998, the California taxpayers approved Proposition 98 which created several scenarios ("tests") under which K-12 education is guaranteed a certain amount of public funding.

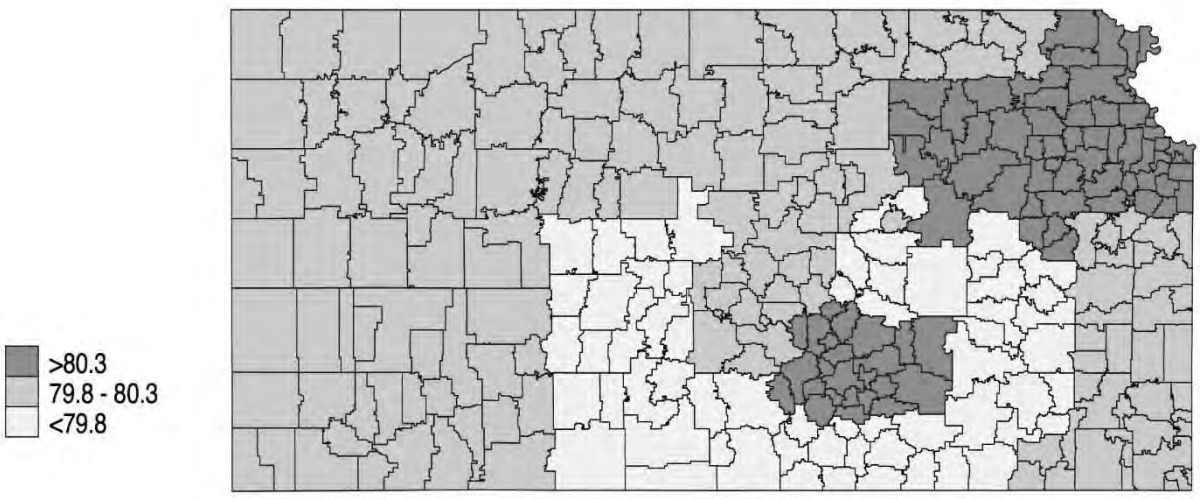
The selection of the test during a fiscal year is determined largely on the size of the state budget (driven by the state economy) as well as other factors, e.g., growth in student attendance, that determines the overall investment for the upcoming school year. This legal provision has provided California with a healthy balance between ensuring that policymakers recognize and commit to minimum investments in the K-12 education system while also ensuring that the growth of the

state budget is shared with public education. A one-page description of the formula best captures the method of the formula: https://edsource.org/wp-content/publications/PolicyBriefR3.pdf

Notably, the formula has not been without its benefits and challenges. In particular, policymakers in California has instituted a myriad of formula adjustments to the basic premise associated with the proposition which arguably has led to some of the findings in a recent review by the state's Legislative Analyst's Office (LAO). There are numerous lessons learned from California's experience, among which is the acknowledgement that ensuring the statute is flexible enough that it allows policymakers to work within the parameters of the minimum funding guarantee for public education. A link to the LAO's recent review can be found here: http://www.lao.ca.gov/reports/2017/3526/review-prop-98-011817.pdf

8. Can the research team reproduce the map on page 80 of your report to identify the school district values in the northeastern corner of the state?

Below is a reproduction of the map of Kansas identifying the comparable wage index (CWI) by school district. The identified school districts in the northeastern corner have values greater than 80.3.



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9. Can the research team produce the cost estimates for seven years?

The tables below provides a 7-year schedule which adds several additional years to the 3-year schedule presented during the hearing.

| | 2016-17 | Change: 16-17 to 17-18 | 2017-18 | Change: 17-18 to 18-19 | 2018-19 | Change: 18-19 to 19-20 | 2019-20 | Change: 19-20 to 20-21 | 2020-21 | Change: 20-21 to 21-22 | 2021-22 | Change: 20-21 to 21-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Maintenance** | $4.737 B | +$46 M | $4.782 B | +$119 M | $4.901 B | +$122 M | $5.023 B | +$125 M | $5.147 B | +$128 M | $5.275 B | +$131 M | $5.406 B |
| *Inflation* | | *+$46 M* | | *+$46 M* | | *+$47 M* | | *+$49 M* | | *+$50 M* | | *+$51 M* | |
| *Graduation Cost* | | *$0* | | *+$72 M* | | *+$75 M* | | *+$76 M* | | *+$78 M* | | *+$80 M* | |
| **Scenario A** | $5.978 B | +$58 M | $6.036 B | +$150 M | $6.185 B | +$154 M | $6.339 B | +$157 M | $6.496 B | +$161 M | $6.657 B | +$165 M | $6.821 B |
| *Inflation* | | *+$58M* | | *+$58 M* | | *+$60 M* | | *+$61 M* | | *+$63 M* | | *+$64 M* | |
| *Graduation Cost* | | *$0* | | *+$91 M* | | *+$94 M* | | *+$96 M* | | *+98 M* | | *+$101 M* | |
| **Scenario B** | $6.239 B | +$60 M | $6.299 B | +$156 M | $6.455 B | +$160 M | $6.615 B | +$164 M | $6.779 B | +$168 M | $6.948 B | +$172 M | $7.120 B |
| *Inflation* | | *+$60 M* | | *+$61 M* | | *+$62 M* | | *+$64 M* | | *+$65 M* | | *+$67 M* | |
| *Graduation Cost* | | *$0* | | *+$95 M* | | *+$98 M* | | *+$100 M* | | *+$103 M* | | *+105 M* | |
| | | | | | | | | | | | | | |
| **Graduation Rate** | 90% | | 90% | | 91% | | 92% | | 93% | | 94% | | 95% |
| **ELA at Level 2 %** | 72.6% | | 74.6% | | 76.6% | | 78.6% | | 80.6% | | 82.6% | | 84.6% |
| **Math at Level 2 %** | 72.4% | | 74.4% | | 76.4% | | 78.4% | | 80.4% | | 82.4% | | 84.4% |

Notes: B=billion; M=million; some calculations do not add due to rounding

These additional funding figures presume two variables: (1) adjustments for annual inflation presuming the 5-year historical Midwest U.S. average consumer price index (CPI) of 0.965% and (2) a graduation rate of 90% in 2016-17 and 2017-18 growing one percentage point to 95% in the 2022-23 school year. The additional funding identified in the 2017-18 school year is exclusively associated with the annual inflation factor because the graduation rate is held steady. The additional funding identified in 2018-19 is associated with a combination of both the inflation factor as well as necessary resources to achieve a one percentage point increase in the graduation rate.

The table below presents the application of the same scenarios except it applies a graduation rate of 91% in the 2016-17 school year for the maintenance scenario. Note that the growth in the percentage of students at Level 2 for ELA and math scores represents the statewide average and is an approximate figure.

| | 2016-17 | Change: 16-17 to 17-18 | 2017-18 | Change: 17-18 to 18-19 | 2018-19 | Change: 18-19 to 19-20 | 2019-20 | Change: 19-20 to 20-21 | 2020-21 | Change: 20-21 to 21-22 | 2021-22 | Change: 20-21 to 21-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Maintenance** | $4.808 B | +$46 M | $4.854 B | +$47 M | $4.901 B | +$47 M | $4.948 B | +$48 M | $4.997 B | +$48 M | $5.045 B | +$49 M | $5.093 B |
| *Inflation* | | *+$46 M* | | *+$47 M* | | *+$47 M* | | *+$48 M* | | *+$48 M* | | *+$49 M* | |
| *Graduation Cost* | | -- | | -- | | -- | | -- | | -- | | -- | |
| | | | | | | | | | | | | | |
| **Graduation Rate** | 91% | | 91% | | 91% | | 91% | | 91% | | 91% | | 91% |
| **ELA at Level 2 %** | 72.6% | | 74.6% | | 76.6% | | 78.6% | | 80.6% | | 82.6% | | 84.6% |
| **Math at Level 2 %** | 72.4% | | 74.4% | | 76.4% | | 78.4% | | 80.4% | | 82.4% | | 84.4% |

Notes: B=billion; M=million; some calculations do not add due to rounding

The table below presents a gradual increase of the graduation rate to 91% in the 2022-23 school year for the maintenance scenario.

| | 2016-17 | Change: 16-17 to 17-18 | 2017-18 | Change: 17-18 to 18-19 | 2018-19 | Change: 18-19 to 19-20 | 2019-20 | Change: 19-20 to 20-21 | 2020-21 | Change: 20-21 to 21-22 | 2021-22 | Change: 20-21 to 21-22 | 2022-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Maintenance** | $4.737 B | +$46 M | $4.783 B | +$60 M | $4.843 B | +$61 M | $4.904 B | +$62 M | $4.966 B | +$62 M | $5.028 B | +$63 M | $5.090 B |
| *Inflation* | | *+$46 M* | | *+$46 M* | | *+$47 M* | | *+$47 M* | | *+$48 M* | | *+$49 M* | |
| *Graduation Cost* | | -- | | *+$14 M* | | *+$14 M* | | *+$14 M* | | *+$14 M* | | *+$14 M* | |
| | | | | | | | | | | | | | |
| **Graduation Rate** | 90% | | 90% | | 90.2% | | 90.4% | | 90.6% | | 90.8% | | 91% |
| **ELA at Level 2 %** | 72.6% | | 74.6% | | 76.6% | | 78.6% | | 80.6% | | 82.6% | | 84.6% |
| **Math at Level 2 %** | 72.4% | | 74.4% | | 76.4% | | 78.4% | | 80.4% | | 82.4% | | 84.4% |

Notes: B=billion; M=million; some calculations do not add due to rounding

10. What impact, if any, would removal of the KPERS (fund 51) spending have on the findings in the report?

    The research team reviewed its coding of the school district's operational spending for the 2016-17 school year against the guidance from KSDE to Chief Administrative Officers on how to classify the remedial KPERS spending payments. Based upon a memo produced in October 2016, these funds were reflected as a revenue received for each school district then transferred (within the district) to Fund 51 (KPERS Retirement Contribution). This activity – both the revenue recognition as well as the fund transfer – were not included in the analysis of a school district's operational spending. The extended reference cited above was an October 17, 2016 memo from Dale Dennis at KSDE to all Chief Administrative Officers.

11. Can the research team expand upon the strategies that may be employed by the Legislative Post Audit (LPA) that further expands upon finding #9 in the report?

    The research team, following a review of many of the LPA reports for school districts outlined three possible avenues in which that information could further developed and used. These possible avenues include:

    ***The analytical and comparative techniques used by the Legislative Post Audit have applicability in other environments and forums***

    LPA often uses in their individual investigations of school districts analytical techniques that leverage trend information over time and/or comparisons of the school district to other populations, i.e., similar or all other Kansas school districts. These types of techniques may be of real value to other school districts interested in maintaining or increasing their effectiveness. This platform may also create an opportunity to generate consensus among practitioners for common metrics that can be used to investigate spending and resource patterns.

    ***The insights reached – although mostly oriented towards compliance with the law – surface matters of process, culture and performance important for any organization to consider***

    While the LPA investigations largely focus on checking the school districts compliance against language that exists in statute it is often the case that LPA further identifies other characteristics of school district culture – such as their processes, performance, behavior and activities – that are reflected in, at a minimum, compliance with the law but also their ability to operate a highly effective school system. The research team would suggest that

broadening the scope to have the LPA investigate some of these other elements of the school systems as compared to benchmarks besides the law, e.g., best practice within industry or other well-established metrics, etc., would create an aspiration and learning opportunity for the school district that continues to add value for the state's engagement with school districts.

***The school district's response represents one way in which to engage in an exchange***

Currently, the school district has an opportunity to respond to the LPA findings in the report by attaching an appendix that may include their narrative response and often an action plan that is responsive to the LPA findings. This written document is simply one way in which a school district may respond to the findings. While these activities are helpful and also create samples of how well local education agencies are doing relative to the law, there are other opportunities to engage school districts in the pursuit of higher levels of performance.

And, there are other approaches that – with encouragement from the state – the school district can identify other ways in which to respond to the findings. For example, one method that has been shown to produce results is creating professional learning communities (PLC) with a group of professionals with a common interest or aim. Originally this concept rose to prominence with Richard DuFour's work on PLC focusing primarily on instructional practices in the classroom. However, over time there has also been the applicability of such structures for other education professionals, including various Central Office administrator-similar roles.

**FY 2019 over Current Law**

| Item | Already Added Via SB 19 | FY 2019 Cost to State (million $) | Note |
|---|---|---|---|
| Special Education Addition | $12.0M in FY 18 and an additional $12.0M in FY 19 | 12.0 | In addition to current law increase of $12 million for FY 2019. |
| 400 new slots for Pre-K At-Risk | $2.0M in FY 18 and an additional $2.0M in FY 19 | 1.0 | In addition to current scheduled addition of 800 new slots, totalling 1,200 new slots in FY 2019. |
| Additional Parents As Teachers | Moved from TANF to state funds | 3.0 | In addition to the $7.2 million already budgeted. |
| Addition to Base Aid for Student Excellence | $117.2M in FY 18 and an additional $84.4M in FY 19 | 19.7 | Provides for an increase of $29 above the current $4,128. |
| Enrollment Weightings - BASE Aid Switch | -- | 0.0 | Eliminating high enrollment weighting and reducing low enrollment weighting by a corresponding amount reduces weighted FTE by approximately 16,500 and is offset by an increase of $101 in BASE. FY 2019 BASE would be $4,258. |
| Mental Health-USD Partnership Pilot | -- | 10.0 | |
| ABC Early Childhood Intervention | -- | 1.8 | |
| ACT and Workkeys | -- | 2.8 | |
| Concurrent Enrollment Pilot | -- | 1.5 | |
| Enhanced Consolidation Incentive | -- | 0.0 | |
| Mentor Teacher | $0.8M in each FY 18 and FY 19 | 0.5 | |
| Professional Development | $1.7M in each FY 18 and FY 19 | 1.5 | |
| Total | | 53.8 | |

**FY 2020 over FY 2019**

| Item | Already Added Via SB 19 | FY 2020 Cost to State (million $) | Note |
|---|---|---|---|
| Inflationary Adjustment to BASE | Inflation adjustment for FY 2020 and all years thereafter | 12.8 | 1.3% inflation on $4,258 BASE would be $55, which costs $38.4 million, but the 20 mill levy is scheduled to increase by $25.6 million |
| ABC Early Childhood Intervention | -- | 1.7 | |
| Other Increases | -- | 40.5 | $40.5 million would be available for increases in special education, any of the prior year pilot projects, or funding/implementation of dyslexia task force. |
| Total | | 55.0 | |

The floor amendment to Sub. for SB 423 includes the provisions of HB 2445 as passed by the House, with the following changes:

- An introductory statement related to K-12 finance and the bill has been added.

- The bill would appropriate $2.8 million from the SGF to provide the ACT and three ACT Workkeys assessments required to earn a national career readiness certificate to each student enrolled in grades 9-12. No such student would be required to pay any fees or costs, and no school district would be required to provide more than one exam and three assessments per student. Further, the bill would appropriate $500,000 for the mentor teacher program, all from the SGF.

- The Base Aid for Student Excellence (BASE) amounts are set at the following levels:
  FY 2019: $4,900
  FY 2020: $5,061
  FY 2021: $5,222
  FY 2022: $5,384
  FY 2023: $5,545

  Following FY 2023, the BASE would be adjusted according to the three-year average of the Midwest CPI. Factoring in the other changes to Total Foundation Aid, these BASE levels are effectively $5 less than the BASE levels approved in HB 2445.

- The bill would require a Local Option Budget (LOB) of at least 15% of the total foundation aid. This portion of the LOB would be counted towards the total foundation aid of school districts. School districts could adopt a local option budget up to 27.5% of total foundation aid (30.5% with the adoption of a resolution subject to a protest petition.) These lower LOB percentages would be applied to the higher BASE amounts to provide for no loss of LOB authority. For purposes of LOB, Special Education State Aid would be converted to a weighted FTE and then applied to the higher BASE amounts to further provide for no loss of LOB authority.

- In lieu of the House position of repealing the limitation on the amount of school bond elections that may be approved by the State Board of Education (KSBE), the bill would provide for two changes to the limitation:

  - The bill would provide that for an application in excess of $175.0 million, KSBE would apply an amount of $175.0 million when determining whether the aggregate principal amount has been exceeded.
  - Additionally, commencing in school year 2017-2018, KSBE would be required to determine the aggregate principal amount by adjusting the aggregate principal amount by the five-year compounded producer price index industry data for new school building as reported by the Bureau of Labor Statistics.

# ESTIMATED STATE AID INCREASES
## SB 423 House Floor Amendment

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| | | | | | |
| BASE | $ 4,900 | $ 5,061 | $ 5,222 | $ 5,384 | $ 5,545 |
| General State Aid | 106,460,111 | 95,000,000 | 95,000,000 | 95,000,000 | 95,000,000 |
| Special Education State Aid | 44,400,000 | 7,500,000 | 7,500,000 | 7,500,000 | 7,500,000 |
| Four-Year-Old At-Risk | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 | 0 |
| Supplemental General State Aid | 35,000,000 | 1,000,000 | 1,000,000 | 8,600,000 | 13,000,000 |
| Mental Health Pilot Program* | 7,500,000 | 0 | 0 | 0 | 0 |
| ACT and WorkKeys | 2,800,000 | | | | |
| Teacher Mentoring | 500,000 | | | | |
| Adjustments** | (9,231,963) | | | | |
| | | | | | |
| TOTAL | $ 189,428,148 | $ 105,500,000 | $ 105,500,000 | $ 113,100,000 | $ 115,500,000 |

*The Committee also approved $2.5 million to establish a data system for the mental health pilot program.

**Adjustments—Reduction in new facilities weighting.

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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April 23, 2018

**To:** Curtis Tideman, Legislative Counsel

**From:** Edward Penner, Principal Research Analyst

**Re:** House School Finance Calculation Effort

During House Committee on K-12 Education Budget discussion and floor debate (House Committee of the Whole) on HB 2445, several representatives referred to a target for increased aid to schools of approximately $522.2 million. This memorandum attempts to describe the considerations and calculations used to arrive at the $522.2 million amount. The amount is essentially arrived at by applying the 2010 school finance formula to current student enrollment, distribution, and demographics and bringing the spending level forward for inflation.

The 2008 Legislature provided for a base state aid per pupil of $4,492 for school year 2009-2010. Applying the school finance formula as it existed in 2010, including the base state aid per pupil of $4,492, to the current Kansas student population, including those students eligible for all of the weightings in the formula as it existed in school year 2009-2010, results in a total amount of aid to schools in the district general funds of approximately $3,108.7 million. Aside from the change in the per weighted pupil base amount, the other formula changes from school year 2009-2010 to the current formula include the addition of funding for all day kindergarten, the adjustment of the at-risk weighting from 0.456 to 0.484, and other smaller adjustments to various weightings and formula provisions.

The next step in this analysis was to adjust that amount for inflation. The index used for this consideration was the CPI-U for the Midwest region, as reported by the U.S. Bureau of Labor Statistics. For the inflation adjustments, please see the table below. The inflation adjustments resulted in a new total amount of aid to schools of $3,434.9 million.

| Year | Prior Year Amount | Inflation Percent | Inflation Adjustment Amount | New Amount |
|---|---|---|---|---|
| 2011 | $ 3,108,690,821 | 3.22 % | $ 100,099,844 | $ 3,208,790,665 |
| 2012 | 3,208,790,665 | 2.03 | 65,138,451 | 3,273,929,116 |
| 2013 | 3,273,929,116 | 1.40 | 45,835,008 | 3,319,764,124 |
| 2014 | 3,319,764,124 | 1.47 | 48,800,533 | 3,368,564,656 |
| 2015 | 3,368,564,656 | (0.54) | (18,190,249) | 3,350,374,407 |
| 2016 | 3,350,374,407 | 0.85 | 28,478,182 | 3,378,852,590 |
| 2017 | 3,378,852,590 | 1.66 | 56,088,953 | 3,434,941,542 |

The final step in arriving at the target amount for increased aid to schools was to deduct the current state aid and the already-scheduled increases for school year 2018-19. The school year 2017-2018 state aid amount was $2,817.1 million, which is a sum of approximately $31.2 million of virtual school state aid and approximately $2,785.9 million of state foundation aid associated with a base aid for student excellence of $4,006. At the time of these calculations, the estimated increase for school year 2018-2019 over 2017-2018 due to 2017 SB 19 was approximately $95.6 million. Deducting these two amounts from $3,434.9 million results in a remaining amount of $522.2 million.

| | | |
|---|---|---|
| Target Aid to Schools | $ | 3,434,941,542 |
| Current Aid | | (2,817,090,821) |
| Scheduled Increase in Aid | | (95,606,000) |
| **Total Target Additional Aid** | **$** | **522,244,721** |

EFP/kal

# Special Committee on a Comprehensive Response to the School Finance Decision

## Report

### Conclusions and Recommendations

Following informative hearings and discussion, the Committee declined to make recommendations; however, it commends to the Legislature the testimony provided to the Committee, the minutes of each meeting, this report, and its appendices.

***Proposed Legislation:*** None

## Background

The Kansas Supreme Court issued its fifth opinion in *Gannon v. State* on Monday, October 2, 2017. The *Gannon* litigation concerns whether the Legislature is in compliance with Article 6, Section 6 of the *Kansas Constitution*, which, in relevant part requires the Legislature to "make suitable provision for finance of the educational interests of the state." In *Gannon I*, the Court reiterated its prior holding that Article 6 contains at least two components: equity and adequacy. The Court provided the following test for equity: "School districts must have reasonably equal access to substantially similar educational opportunity through similar tax effort." Further, the Court stated adequacy would be achieved when the school finance system is reasonably calculated to have all Kansas public education students meet or exceed the capacities set out in *Rose v. Council for Better Educ., Inc.*, 790 S.W.2d 186 (Ky. 1989), including sufficient oral and written communication skills; knowledge of economic, social, and political systems; understanding of governmental processes; self knowledge and knowledge of one's mental and physical wellness; grounding in the arts; training or preparation for advanced training in either academic or vocational fields; and academic or vocational skills that enable favorable competition in academics or the job market.

In *Gannon IV*, the Court held the K-12 public financing system was constitutionally inadequate and gave the Legislature an opportunity to bring the State's education financing system into compliance with Article 6, Section 6 of the *Kansas Constitution* by June 30, 2017. The Legislature subsequently passed 2017 SB 19, creating the Kansas School Equity and Enhancement Act. The Governor signed the bill on June 15, 2017, and it became effective on July 1, 2017.

In *Gannon V*, the Kansas Supreme Court held the State has not met its burden of showing SB 19 meets the constitutional requirements for equity and adequacy. The Court retained jurisdiction of the case and extended to June 30, 2018, the stay of its previous mandate that without a constitutionally valid school finance system, the system would be void and schools could be closed. The Court stated at that time the Court will not "be placed in the position of being complicit actors in the continuing deprivation of a constitutionally adequate and equitable education owed to hundreds of thousands of Kansas school children." Additionally, the Court announced briefs on any legislative remedies are due April 30, 2018, response briefs are due May 10, and oral arguments will be conducted May 22.

At its October 30, 2017, meeting, the Legislative Coordinating Council considered a request submitted by Speaker Ron Ryckman to create an 11-member special committee chaired by

a House of Representatives member, with 6 members from the House of Representatives (4 Republicans and 2 Democrats) and 5 members from the Senate (4 Republicans and 1 Democrat). The request emphasized the need to begin work immediately given the scope of the issue to be addressed and the limited time available. To allow the Legislature to begin work quickly and efficiently in January, the request suggested the Committee "act as fact-finders, gather the necessary information, compile the options available to the legislative body, and identify specific matters for the standing committees of both houses." Standing committees include the House and Senate Education Committees, the House K-12 Education Budget Committee, and the Senate Select Committee on Education Finance (if reauthorized).

The LCC authorized the Committee to meet three days with the specific charge to:

- Review and analyze *Gannon V*;
- Identify the responses available to the Legislature and the consequences of each; and
- Explore options to reduce or eliminate the perpetual cycle of conflict over school finance and end the perennial and recurrent threat of school closures.

## Committee Activities

The Committee held meetings on December 4, December 18, and December 19, 2017. Information provided at the meetings is summarized below.

### December 4

#### *Review of Gannon Litigation and Previous Legislative Responses*

The Committee began its work with a presentation from staff of the Office of Revisor of Statutes (Revisor's Office) on the history of school finance litigation in Kansas; the procedural history of *Gannon*, which was filed in 2010; SB 19; and the *Gannon V* opinion. Staff of the Kansas Legislative Research Department (KLRD) followed with additional information on legislative action taken in response to the *Gannon* litigation, as well as information about education consensus calculations for fiscal years (FYs) 2018 and 2019 and a five-year profile of the State General Fund (SGF). A representative of the Kansas State Department of Education (KSDE) also provided data to the Committee concerning changes in enrollment, spending for personnel and at-risk programs, the Local Option Budget (LOB), and capital outlay.

In the afternoon, the Committee received information from staff of the Revisor's Office on the specific equity and adequacy issues identified by the Court in *Gannon V* and from KLRD staff on the potential fiscal impact associated with addressing those issues.

#### *Discussion of Equity Issues*

The Court identified four points of inequity in SB 19. First, the Court ruled the expanded use of capital outlay funds for utilities and property and casualty insurance would result in unacceptable levels of wealth-based disparities as a district's ability to take advantage of this provision is tied to its property wealth. The most direct remedy would be to repeal these provisions, which would result in no direct cost to the State.

Second, the Court ruled the reinstatement of the protest petition and election process to reach the maximum LOB authority of 33.0 percent resulted in inequity as it effectively denied access to the maximum LOB authority for many districts while other districts are granted that access. The most direct remedy would be to allow all districts to reach maximum LOB authority without being subject to a protest petition. KSDE estimates allowing districts to reach the maximum LOB authority of 33.0 percent without the protest petition and election process would increase state obligations for Supplemental General State Aid (LOB State Aid) by approximately $10.0 million for FY 2019. Combined, all school districts in the State are approximately $87.0 million below the maximum LOB possible under current law. KSDE officials do not anticipate allowing all districts to reach 33.0 percent without the protest petition and election process would result in all districts below 33.0 percent raising their LOB authority to the

maximum authority due to a variety of factors, including local concerns about property tax levels.

Third, the Court ruled the change to using the prior year LOB amount to determine the amount of LOB State Aid a district is entitled to receive results in inequity as a property-poor district that raises its LOB will not receive increased equalization aid for the first year of the increased LOB. The most direct remedy would be to return to using the current year LOB amount to determine LOB State Aid. The November 2017 Consensus Revenue Estimates included savings of $26.4 million in FY 2018 and $8.2 million for FY 2019 due to reduced LOB State Aid payments as the SB 19 appropriation for LOB State Aid was based on current year LOB authority, not the change to prior year LOB authority. Returning to current year LOB would eliminate the FY 2019 savings. Additionally, Committee members discussed the possibility of legislation that would require districts to provide notice to the KSDE by a date certain if they were going to increase their LOB, which would also give the Legislature notice of the need for additional equalization dollars.

Fourth, the Court ruled the 10.0 percent floor for the at-risk weighting violated the equity requirement as only two school districts benefit from this provision, and the State did not demonstrate why the free-meals proxy used for the at-risk weighting was inappropriate for those two districts but appropriate for all other districts. The most direct remedy would be to repeal this provision, which would save the State approximately $2.2 million.

The Committee discussed these issues, as well as potential responses, and requested the following information from the KSDE: the number of students in the Blue Valley and DeSoto school districts receiving at-risk services and the number of students in those districts eligible for free meals; the process each district used in pursuing LOB authority of 33.0 percent; and information on the extent to which districts were using capital outlay funds for utility expenses and property and casualty insurance.

### *Discussion of Adequacy Issues*

The Court explicitly declined to provide a specific minimum amount to reach constitutional adequacy, but did refer to three recommendations for the FY 2019 base aid for student excellence (BASE). First, it referred to the three-judge panel recommendation, which included a FY 2019 BASE of $5,055. This is an increase of $927 above the FY 2019 BASE of $4,128 included in current law and would result in an additional cost to the State of $635.9 million for FY 2019. Next, the Court referred to the State Board of Education recommendation, which recommended a FY 2019 BASE of $5,090. This is an increase of $962 above the FY 2019 BASE of $4,128 included in current law and would result in an additional cost to the State of $659.9 million for FY 2019. Finally, the Court referred to the Plaintiff's recommendation, which recommended a FY 2019 BASE of $6,539. This is an increase of $2,411 above the FY 2019 BASE of $4,128 included in current law and would result in an additional cost to the State of $1.65 billion for FY 2019.

The Committee discussed these issues, as well as potential responses, and requested information needed to better understand how to proceed, including information on revenue and budget adjustment scenarios that may be required if additional funding was appropriated for K-12 education.

## December 18

### *Presentation of Follow-up Information*

The Committee received information from KLRD staff and KSDE in response to questions asked at the December 4 meeting. Information provided included the legislative history of the LOB cap; the process school districts used in pursuing LOB authority of 33.0 percent; the cost if all districts were required to hold elections to increase their LOB; districts' balances and use of capital outlay funds; summaries of Parents as Teachers, the four-year-old at-risk program, and the at-risk program; data concerning all-day kindergarten; further explanation of the results of a recent survey concerning how school districts would use additional funds; historic data on student performance and numbers of teachers; and headcount data for virtual, out-of-state, and free-lunch eligible students and students receiving at-risk services.

### *Discussion of Gannon v. State litigation*

Arthur S. Chalmers, attorney for the State in the *Gannon v. State* litigation, also appeared before the Committee to answer questions about the case presented to the three-judge panel and the Supreme Court, as well as the Supreme Court's opinion in *Gannon V.* The conferee declined to identify a "safe harbor" for equity or adequacy, but agreed the Court found the Legislature to be in compliance with the equity standard prior to the changes made in SB 19. Further, in response to a question about how the State can demonstrate adequate funding without relying on outputs, such as improved test scores and graduation rates, which will not be immediately available, the conferee referred to *Gannon IV.*

In *Gannon IV,* the Court stated "[t]here is no one specific way for this funding to be achieved"; parted company with the three-judge panel to the extent it would limit the State to a particular system or structure or refuse to consider sources of funding other than those calculated through the Base State Aid Per Pupil; and rejected "any litmus test that relies on specific funding levels to reach constitutional compliance" (*Gannon v. State*, 305 Kan. 850, 916-17 (2017)). Further, the Court stated that while the cost studies are estimates of spending, they represent evaluations that the Court cannot simply disregard, and the State should not ignore them in creating a remedy. (*Id.* at 917.) The Court advised that while considering cures, the Legislature should also be mindful of the connection between equity and adequacy. (*Id.)* Further, the Court emphasized that the adequacy test is one of minimal standards, and "whether the legislature satisfies the test by exceeding the *Rose* standards is up to that deliberative body—and ultimately the people of Kansas who elect its members to office" (305 Kan. at 917-18). the conferee stated the Legislative Division of Post Audit (LPA) cost study looked at the results of math and reading tests that were paired with standards no longer in place, and he questioned whether those outputs were still appropriate to measure adequacy. The conferee indicated that whatever the measure, the Legislature must persuade the Court it is "moving the ball along" toward meeting the minimal standards in *Rose.*

In response to further questioning, the conferee stated his opinion that in "showing its work" to meet the burden for adequacy, the Legislature should demonstrate why, how, and how much performance will improve with the funding provided, and agreed outside expertise may be needed to establish the validity of the methodology relied upon. In showing the validity of phasing in funding, the conferee agreed the Court may be more responsive to this argument if presented with evidence from school boards or other reliable sources that the total amount of funding could not immediately be put to use.

When asked about the timeline for formulating a response, the conferee advised the Committee that given the April 30 briefing deadline, ideally the Legislature will have concluded its work by March 1 to ensure sufficient time for the bill to be enacted and for the Attorney General's Office to compile necessary documents.

### *Presentation on Revenue and Budget Adjustment Scenarios*

KLRD Staff provided information on revenue and budget adjustment scenarios that may be required if additional funding was appropriated for K-12 education. (For a summary of this information, see Appendix I.) Additionally, representatives of selected state agencies appeared before the Committee and spoke to the potential impact of an 18.0 percent across-the-board reduction of SGF appropriations in FY 2019, which, if K-12 education were excluded, would total around $600 million.

The Kansas Department of Corrections (KDOC) indicated an 18.0 percent reduction would be a reduction of $65.6 million. As many of the agency's costs are fixed in relation to the offender population, KDOC stated this reduction would require a reduction in the average daily population (ADP) of offenders through a change in sentencing laws and the early release of offenders. KDOC prepared the following 3 options for consideration: closure of 3 correctional facilities, reducing ADP by 2,503; elimination of all community corrections funding and closure of 2 correctional facilities, reducing ADP by 1,730; or elimination of parole services and community corrections funding and closure of 1 correctional facility, reducing ADP by 1,082.

The Kansas Judicial Branch indicated an 18.0 percent reduction would be a reduction of $18.5 million. Because 94.0 percent of the Judicial Branch budget is dedicated to personnel costs, the reduction would result in approximately 70 working days of court closures across the state, depending on turnover savings and fluctuating docket fee revenues. The Judicial Branch stated layoffs or hiring freezes are not options as it already has approximately 120 vacancies due to previous years' budget cuts and high employee turnover.

The Kansas Department of Health and Environment (KDHE) described how an 18.0 percent reduction of SGF funding would impact the agency; however, the agency indicated a detailed review of all relevant state and federal statutes and regulations would be necessary to determine the extent to which the loss of State match funds could result in the loss of additional federal funds. An 18.0 percent reduction would remove: $645,009 from Administration, which KDHE estimates as 24.5 of 98 funded positions; $3.1 million from the Division of Public Health, which KDHE indicates would eliminate or significantly reduce programs and services; $720,158 from the Division of Environment, which KDHE explains would result in the elimination of testing for parasites, chlamydia, and gonorrhea and reduce resources in the spill response program, asbestos program, and concentrated animal feeding operations; and $112.8 million from the Division of Health Care Finance (DHCF), which would impact Medicaid, the Children's Health Insurance Program, medical assistance for optional services and optional populations, school-based services, and DHCF administrative services.

The Kansas Department for Aging and Disability Services (KDADS) indicated an 18.0 percent reduction would be a reduction of $136.8 million to the agency and would result in a reduction to State-funded programs, including the Senior Care Act, Intellectual/Developmentally Disabled State Aid Services, and mental health grants and services. Further, some programs and services are partially funded by the federal government, with receipt of federal funds contingent on state participation. Consequently, loss of state funds could result in loss of federal funds for Community Developmental Disability Organizations and the Aging and Disability Resource Center, which screens individuals for three of the Medicaid waivers, as well as Meals on Wheels and other nutrition programs for older adults. KDADS indicated this reduction would also impact KanCare/Medicaid programs and services by reducing provider rates and numbers of individuals served both in long-term care and on the seven Medicaid disability waivers; result in accumulation of a waiting list for all Home and Community Based Services waivers; and potentially impact the number of providers willing to care for KanCare participants. Finally, reductions to the agency would require staff reductions that would impact oversight of the agency's behavioral health and longer term care services.

Reductions would also impact KDADS-administered state hospitals and institutions. The budget for Kansas Neurological Institute would be reduced by $1.7 million, including loss of 44.0 FTEs, closure of 3 homes, and impact to 23 residents. The budget for Larned State Hospital would be reduced by $10.4 million, including loss of 111.0 FTEs and 8.0 non-FTEs, closure of 1 unit from the State Security program impacting 20 inmates, closure of 2 units from the psychiatric services program impacting 60 residents, closure of 1 reintegration facility from the Sexual Predator Treatment Program impacting 16 residents, and reduction of contract services currently provided for patient care safety, and treatment. The budget for Osawatomie State Hospital (OSH) would be reduced by $3.3 million, including loss of 30.0 FTEs and elimination of 13-23 beds depending on whether they are eliminated on the licensed (OSH) or certified side (Adair Acute Care). The budget for Parsons State Hospital would be reduced by $2.1 million, including a loss of 64.0 FTEs, closure of 4 cottages, consolidation of remaining residents, and the move or transfer of 75 residents against the will of their parents or guardians to other locations.

The Kansas Department for Children and Families (DCF) indicated an 18.0 percent reduction would remove over $47 million with a larger potential impact to total funding depending on specific programs reduced or eliminated. The agency identified 22 actions that would be required to address this loss of funding, including: closure of 8 DCF service centers; elimination of

Family/Community Services prevention grants in Prevention and Protection Services (PPS), the Economic and Employment Services Food Distribution program, the Head Start Collaboration program, Child Care and Development Fund matching, the Faith-Based Community Initiatives program, the Human Trafficking program, Adult Protective Services grants, the Foster Care Federal Disability Advocacy contract, Foster Care and Family Services grants to 4 tribes, and the Chafee Independent Living program; elimination of SGF in the Family Preservation Program; reinstatement of the 4.0 percent collection fee for Child Support Services; reduction of foster care contracts by 12.0 percent, which could impact services and placement and result in longer stays in foster care; reduction to PPS Family Services prevention assistance not needed to meet federal matching requirements; reduction of funding to other operating expenses, strategic development, vocational rehabilitation and information technology; increase in salary shrinkage; and discontinuation of Adoption Support and Permanent Custodianship programs for future cases.

The Kansas Board of Regents indicated an 18.0 percent reduction would remove over $136 million from the postsecondary system, which would particularly impact Kansans' access to postsecondary education, Kansas' employers' workforce needs, and the system's ability to compete for students against other states, particularly in the regional market.

## December 19

The Committee received information from the Revisor's Office staff on the history of Article 6 of the *Kansas Constitution,* which was adopted in 1966. The 1965 Legislature directed the Kansas Legislative Council (today's Legislative Coordinating Council) to study Article 6. As a result, the Council appointed an 11-member Education Advisory Committee. After receiving the Advisory Committee's report, the Council issued its own report recommending a proposed amendment rewriting Article 6. The Council gave primary credit to the Advisory Committee for the development of the proposed revision to Article 6 and stated it "borrowed extensively from the material in the advisory committee's report in preparing the text of this report." The Council recommended the following language for Article 6, Section 6, which has been the focus of the *Gannon* litigation: "The legislature may make provision for finance of educational and scientific activity by (1) transfer of funds . . ., (2) creation of special corporate entities . . ., (3) pooling of public and private funds . . ., and (4) any other method not prohibited by the constitution." According to the Council's report to the Legislature, the recommended language was intended to provide "considerable flexibility in taking whatever appropriate action might be necessary in financing educational programs." The constitutional amendment was introduced with different language, the same language that currently exists; however, the legislative record does not provide an explanation for this change.

The Committee also received information from the Revisor's Office staff on previous Kansas legislation addressing school finance litigation, which were categorized as: barring courts from exercising jurisdiction over claims of Article 6 violations; modifying the rules and practices of civil procedure as they apply to claims of Article 6 violations; prohibiting the expenditure of public moneys to finance the litigation of claims of Article 6 violations; amending the phrase "make suitable provision for finance of the educational interests of the state"; granting the constitutional power of appropriation exclusively to the Legislature; or prohibiting the closure of schools as a remedy for violations of Article 6.

Revisor's Office staff also summarized other states' constitutional provisions governing K-12 school finance.

The Attorney General appeared before the Committee to discuss school finance litigation trends in the United States and the *Gannon* litigation. He reiterated the recommended date of March 1 for the Legislature to have completed its substantive response, which the conferee had provided in his testimony to the Committee. He elaborated that such a deadline was prudent as it takes some time for legislation to be enrolled and signed, and once enacted, the Office of the Attorney General must then collect pieces of the record, develop arguments, and consult with legislative counsel by April 30. As an "extreme" example, the Attorney General indicated that in the last round of briefing, attorneys could not get a

copy of an essential legislative document until the day before the brief was due.

On the issue of the Committee's charge to "reduce or eliminate the perpetual cycle of conflict over school finance and end the perennial and recurrent threat of school closures," the Attorney General suggested a broader substantive conversation to address issues such as: who may bring a constitutional challenge to school funding; in what court the challenge should be brought; what duties are included within the term "suitable" (*i.e.*, equity and adequacy exclusively or others); whether equity and adequacy are the appropriate tests; whether there should be constitutional timelines on school finance litigation; the standard of review courts should use in reviewing school funding decisions by the Legislature; remedies the Supreme Court may use if it finds school funding laws are unconstitutional; the consequences for the Legislature if it violates a court order on school funding; how "adequacy" of funding should be determined; and who should be allowed or required to participate in school finance litigation.

## Conclusions and Recommendations

Following informative hearings and discussion, the Committee declined to make recommendations; however, it commends to the Legislature the testimony provided to the Committee, the minutes of each meeting, this report, and its appendices. These documents include possible options available. Additionally, Chairperson Finch allowed members to request information to be provided as appendices to this report.

Noting the Committee had not discussed potential cost savings related to merger or consolidation of school districts, Senator Wilborn requested information on that topic be provided (executive summary is Appendix II; full report is available at http://www.ksde.org/Portals/0/School Finance/budget/Legal_Max/sdbs--Final_Complete Report.pdf).

Senator McGinn asked for information on expenditures and services provided by other state agencies to K-12 education since 2008 (Appendix III).

Senator Baumgardner asked for LPA's recent performance audit titled "K-12 Education: Evaluating Transportation Services Funding" to be attached to this report (Report Highlights are Appendix IV; full report is available at http://www.kslpa.org/assets/files/reports/r-17-020.pdf).

## APPENDIX I

# Summary of KLRD Information on Revenue and Budget Adjustment Scenarios

The following table displays cost estimates of various per pupil amounts discussed by the Kansas Supreme Court in its October 2, 2017, decision in the *Gannon* school finance litigation.

| | FY 2019 BASE | Current Approved FY 2019 BASE | Difference | Additional Cost to the State |
|---|---|---|---|---|
| Plaintiff Recommendation | $ 6,539 | $ 4,128 | $ 2,411 | $ 1,653.9 million |
| KSBE Recommendation | 5,090 | 4,128 | 962 | 659.9 million |
| Three-Judge Panel Recommendation | 5,055 | 4,128 | 927 | 635.9 million |

The following table displays across the board State General Fund reduction options.

| FY 2019 State General Fund Across the Board Reductions | | | |
|---|---|---|---|
| Amount of Reduced Spending to Be Achieved | Percent of All Spending Excluding K-12 Education | Percent of All Spending Excluding K-12 Education and Debt Service | Percent of All Spending Excluding K-12 Education, Debt Service, and Human Service Caseloads |
| $200 million | 6.0% | 6.3% | 9.2% |
| $400 million | 12.0% | 12.5% | 18.3% |
| $600 million | 18.0% | 18.8% | 27.5% |

The table below displays selected revenue generation options.

| **Sample Fiscal Notes for Selected Tax Law Changes ($ in millions)** | | | | |
|---|---|---|---|---|
| | Sales/Use Tax Increase from 6.5% to 6.6 %, effective July 1, 2018 | USD General Fund Levy from 20 to 21 mills, effective tax year 2018 | USD General Fund Levy Repeal $20,000 Homestead Exemption | Individual Income Tax Increase of 0.1% in all brackets, effective tax year 2018 |
| FY 2019 | 46.674 | 32.540 | 44.097 | 85.143 |
| FY 2020 | 51.885 | 34.797 | 45.629 | 66.686 |
| FY 2021 | 52.871 | 36.125 | 45.787 | 67.820 |
| FY 2022 | 53.876 | 37.405 | 45.946 | 68.973 |
| FY 2023 | 54.889 | 38.684 | 46.104 | 70.145 |
| **5-yr total** | **260.210** | **179.551** | **227.563** | **358.767** |

**APPENDIX II**

# A Comprehensive Study on the Organization of Kansas School Districts

## Prepared for
## The Kansas State Board of Education

in response to
RFP Number 00241

by

Augenblick & Myers, Inc.

Dr. John Augenblick, John Myers, and Justin Silverstein

January 10, 2001

# EXECUTIVE SUMMARY

In October 1999, Augenblick & Myers, Inc. (A&M), a Denver-based consulting firm that works with state policy makers on education finance and governance issues, was selected by the Kansas State Board of Education to conduct a study of school district organization. The study was mandated by the Kansas Legislature in Section 10, 1999 Senate Bill 171.

A&M created an advisory panel for the study, consisting of Dr. Richard King of the University of Northern Colorado, Dr. Chris Pipho, formerly with the Education Commission of the States, Dr. Paul Nachtigal, former director of the Rural Challenge, and Mr. Terry Whitney, formerly with the National Conference of State Legislatures. We then undertook five key tasks.

1. We completed a review of the literature related to school district reorganization.

2. We developed two approaches to selecting "target" districts that might benefit from reorganization.

3. We conducted on-site visits and interviews with representatives of 64 school districts located throughout the state.

4. We developed three alternative ways to reorganize school districts.

5. We identified areas where statutory changes would be needed to implement our recommendations.

School districts are important governmental entities in this country. At the discretion of the states, most of them have been delegated the authority to levy taxes, incur bonded indebtedness, hire key employees, and set curriculum. Kansas, like the other states, determines how many school districts shall exist and where their boundaries shall be. Over time, the number of school districts has decreased dramatically from over 120,000 nationally, to fewer than 15,000, and from over 9,000 in Kansas, to 304. The importance of their boundaries has also diminished somewhat, particularly in states such as Kansas that have modified their school finance procedures so that the wealth of each district is far less critical in determining that district's total revenue and property tax rates. This is also true in states that have promoted open enrollment (so that pupils can enroll in schools in districts other than the one in which they reside). Kansas currently has 1.00% of the nation's pupils, 1.62% of the nation's schools, and 2.10% of the nation's school districts.

While the states have delegated certain powers to school districts, they maintain both a constitutional responsibility to provide adequate and equitable education services and an interest in assuring that pupils achieve certain education objectives. A state's economic and democratic future hinges on whether such objectives are met. Because

the state pays for a significant portion of educational services, it also has an interest in assuring that the cost of providing these services is reasonable. These days, a state's interest in elementary and secondary education primarily reflects its interest in pupil performance and per pupil spending. Little else justifies changing school district boundaries.

The literature about school district reorganization is rather thin, consisting mostly of economic studies of school and school district optimum size, and the arguments that are made for and against changing the numbers of school districts in a state. While the literature is less than definitive about school and school district size, there has long been the view that schools, particularly high schools, need to be large enough to provide an adequate array of academic services and extra-curricular activities. More recently, there are those who advise that schools be small enough to assure a safe, nurturing environment and that school districts are not so large that they become unmanageable. While technology facilitates the provision of broader opportunities in small, isolated schools, there is little evidence that it can fully substitute for the hands-on presence of well-trained adults. And while evidence exists that some graduates of small high schools go on to become very successful, that evidence tends to focus on very few people, much the same way large schools publicize a small number of pupils who become Merit Scholars.

A&M used two basic approaches to identify "target" school districts that might benefit from reorganization. The first approach focuses on districts with relatively low levels of pupil performance and relatively high levels of per pupil spending. We used a statistical technique, regression analysis, to predict both expected levels of pupil performance (based on combining 1998 composite reading, math, and writing scores for Kansas statewide achievement tests) and expected levels of per pupil spending (for instruction, administration, and plant maintenance and operation). Some people suggested that the use of the tests was inappropriate. Because our purpose was to focus only on some districts, the tests provide the only basis for evaluating the relative performance of school districts, and the information is already being used to hold districts accountable, we feel that it is appropriate to use them as the basis of identifying those school districts where state action might be required. While there are many other kinds of information that individual districts use to evaluate their own performance, none provide comparable information for all districts. We used per pupil spending as the basis for evaluating relative spending levels. Some people suggested that, since the state controls the level of spending of school districts, and no district exceeds the level specified by the state, it is logically impossible to identify high spending districts. Our feeling is that, given the variation in spending that exists, some districts may be spending more than necessary relative to the spending of other districts. The state's formula for distributing state aid may also permit higher spending than is necessary.

Using regression analysis allows us to see how pupil performance and per pupil spending are influenced by the proportion of pupils eligible for free and reduced price lunches and the wealth or enrollment level of a school district. The regression equations accounted for 73 percent of the variation in per pupil performance and 80

percent of the variation in per pupil spending. Given that those levels are high but not perfect, we established confidence intervals around predicted levels of performance and spending to be sure that appropriate districts were identified as being low in performance or high in spending. Based on our analysis, we identified 28 districts that had a combination of low pupil performance and high per pupil spending. They are listed below in three categories.

*Districts that have low pupil performance and high per pupil spending based on regression results*: Moscow Public Schools (209), West Solomon Valley Public Schools (213), Elkhart (218), Washington Schools (222), Hanston (228), Nes Tre La Go (301), Belle Plaine (357), Chase-Raymond (401), Hillcrest Rural Schools (455), and Udall (463).

*Districts with higher than expected per pupil spending and lower than average pupil performance for two years*: Fowler (225), Triplains (275), Elk Valley (283), Cedar Vale (285), Herndon (317), Eastern Heights (324), Wathena (406), and Chetopa (505).

*Districts with lower than expected pupil performance in 1998, lower than average performance in 1997, and per pupil spending above the predicted level excluding the use of the confidence interval*: Turner-Kansas City (202), Bonner Springs (204), Mankato (278), Pleasanton (344), Oxford (358), Caldwell (360), Marysville (364), Madison-Virgil (386), Neodesha (461), and South Haven (509).

The second approach to identify districts that might benefit from reorganization focuses on districts that are either too small or too large, given what researchers and practitioners believe, to offer an appropriate curriculum, extra-curricular opportunities, and a safe, nurturing environment. This approach assumes that a high school should serve between 100 and 900 pupils and that a district should have an enrollment of at least 260 pupils per high school but no more than 2,925 pupils per high school in order to be at those levels. Looking at the total enrollment of school districts and the number of high schools they operate, we found 50 districts that are too small and 24 districts that are too large based on these guidelines. We also identified two districts as being so large that they might need to be reorganized by breaking them into smaller, more manageable districts. These 76 districts have been grouped into four categories and listed below.

*Districts that are too small with only one high school*: Cheylin (103), White Rock (104), Moscow Public Schools (209), Northern Valley (212), West Solomon Valley Schools (213), Rolla (217), Ashland (220), North Central (221), Fowler (225), Hanston (228), West Smith County (238), Weskan (242), Palco (269), Triplains (275), Jewell (279), West Graham-Morland (280), Elk Valley (283), Cedar Vale (286), Grinnell Public Schools (291), Wheatland (292), Prairie Heights (295), Sylvan Grove (299), Nes Tre La Go (301), Smoky Hill (302), Bazine (304), Brewster (314), Golden Plains (316), Herndon (317), Eastern

Heights (324), Logan (326), Burrton (369), Montezuma (371), Hamilton (390), Paradise (399), Chase-Raymond (401), Mullinville (424), Midway Schools (433), Hillcrest Public Schools (455), Healy Public Schools (468), Dexter (471), Haviland (474), Copeland (476), Pawnee Heights (496), Lewis (502), and Attica (511).

*Districts that are too small with more than one high school*: Barnes (223), Leroy-Gridley (245), Southern Cloud (334), Rural Vista (481), and Axtell (488).

*Districts that are too large relative to the number of high schools they operate*: Turner-Kansas City (202), Blue Valley (229), Olathe (233), Emporia (253), Derby (260), Haysville (261), Goddard (265), Maize (266), Salina (305), Hutchinson Public Schools (308), Seaman (345), Newton (373), Manhattan (383), Great Bend (428), Auburn Washburn (437), Dodge City (443), Leavenworth (453), Garden City (457), Geary County Schools (475), Liberal (480), Hays (489), Lawrence (497), and Kansas City (500).

*Districts that are too large*: Wichita (259) and Shawnee Mission Public Schools (512).

Some of the most important activities we undertook in this study were the on-site visits to a large number of school districts where we interviewed many district representatives. We did this not only because it was required by contract, but also to better understand the dynamics within the districts we identified as targets and in their neighboring districts, which might also be involved in reorganization. We used several criteria to select districts for on-site visits or interviews. First, every one of the 28 districts we identified using the first approach described above was placed on the list. Second, we selected some neighboring districts of those 28 target districts. Third, we obtained additional information about 90 school districts, including the age of their buildings and enrollment projections, and selected some districts based on those factors. Finally, we selected some districts based on being too large, using the second approach to identify target districts described above. In all, we had contact with 64 districts.

We learned a number of things from our on-site visits and interviews: (1) there is substantial resistance to consolidation because of historical, cultural and financial reasons; (2) there is support for state reorganization in extreme cases, where there are declining enrollments and high spending; (3) district officials justified and defended low student performance and high spending; and (4) technology, distance learning, building projects and innovative superintendents were considered essential for surviving consolidation.

Once the on-site visits and interviews were completed, we began to develop reorganization scenarios, ultimately creating three alternative approaches: (1) an approach based on pupil performance and per pupil spending; (2) an approach based on enrollment levels relative to number of high schools; and (3) an approach that took

into consideration both of the first two approaches and resolved differences between them based on a variety of practical considerations, including distance between schools, school capacity (which we obtained through a survey carried out by the Department of Education), and the information we obtained through the on-site visits and interviews.

Tables in the report show the characteristics of target school districts and their neighboring districts, as well as the mergers of districts associated with the three alternative approaches to reorganization. The figures below summarize the results of each approach for the entire state.

(1) For the approach based on pupil performance and per pupil spending, we identified 28 target districts. We examined all neighbors of those districts for possible reorganization with target districts based on their pupil performance, their per pupil spending, and their distance from the target districts. We were unable to reorganize eight of the target districts using those criteria. We found 20 neighboring districts that could be merged with the 20 remaining target districts to create 20 new districts. The result is 284 districts statewide.

(2) For the approach based on school district size, we identified 76 target districts. We examined all neighbor districts for the 74 districts that we felt had high schools that were either too small or too large based on enrollment relative to number of high schools, excess capacity of schools, and distance between schools. We were able to reconfigure 45 of the 50 districts with high schools that are too small by merging them with 29 neighbor districts and creating 34 new districts. We were able to reconfigure six of the 24 districts with high schools that are too large by merging them with seven neighbor districts and creating five new districts. In total, 51 target districts are merged with 36 neighbor districts to create 39 new districts and a total of 256 districts in the state. Some other approach would need to be taken to address the issue in 20 of the 26 districts with large high schools and in the two large districts.

(3) For the combined approach, we were able to reconfigure 56 target districts with 36 neighboring districts to create 43 new districts and a total of 255 districts statewide. As with the second approach, we were unable to resolve concerns in 21 districts by reorganization, which would require other approaches to be taken.

In order to facilitate reorganizing school districts in Kansas, a number of changes need to be made to the state's statutes. A&M recommends that the legislature delegate to the State Board of Education the power to change school district boundaries more easily than is currently allowed. The State Board should consider boundary changes by using three processes to assess alternative: (1) Emergency dissolution, (2) Required boundary change planning, and (3) Review of boundary options. The emergency

dissolution is required for those districts that are less than 80 students in 2000, or less than 100 students in 2001 and have declining enrollment. Those districts are required to have a public hearing and report the results to the State Board. The State Board shall take action to accept the district report or implement one of their own. The required boundary change planning is for all of the other districts identified as part of the 28 original targets on Map 1 in this report. Districts would have three years to work on improvements or recommendations, then if they are still targets would follow the emergency dissolution process. The review of boundary options would be for all of the other districts identified as targets in this report. They would follow the same process as the required boundary change planning districts without the final requirement of dissolution.

# APPENDIX III

## Wrap Around Services
## By Program for FY 2008 - FY 2017
## Includes Services Provided to Children of School Age (Grades K-12)

| Agency | Program | Program Description | FY08 | | FY09 | | FY10 | |
|---|---|---|---|---|---|---|---|---|
| | | | AF | SGF | AF | SGF | AF | SGF |
| Department for Children and Families | Communities in Schools | Grant to provides case management services to at-risk students focusing on improving academics, behavior, attendance and graduation rates. | - | - | - | - | - | - |
| Department for Children and Families | Jobs for America's Graduates | Assists students at risk of failing in school, provides an avenue for achieving academically, and assists students in ultimately earning credentials that make it possible to exit school and enter post-secondary education and/or the workforce. | - | - | - | - | - | - |
| Department for Children and Families | Kansas Reading Roadmap (Hysell-Wagner, Kidzlit, et al) | Works with low income schools in rural and urban communities to increase reading proficiency among at-risk children. | - | - | - | - | - | - |
| Department for Children and Families | Project Impact | Grant that targets at-risk youth ages 14-17 who live in high-risk counties. Recruitment and retention programs develop students' interests in various fields of study. | - | - | - | - | - | - |
| Department for Children and Families | Epic Skillz | Grant to build employment skills for college and career readiness, targeting middle schools in Hutchinson. | - | - | - | - | - | - |
| Department for Children and Families | Smartmoves/KS Alliance of Boys and Girls Clubs | Provides comprehensive abstinence-based teen pregnancy prevention and education program to at-risk youth in seven cities and three tribal nations. | - | - | - | - | - | - |
| Department for Children and Families | Urban Scholastic Center | Serves urban/inner-city children and youth to offer a wide array of services to benefit students grade K-12, including literacy, after school and evening educational programs. | - | - | - | - | - | - |
| Department of Education | Autism Diagnosis | Train and provide Autism Diagnostic Teams to offer early childhood screenings and/or assist schools and families in developing individual treatment plans and streamlined service delivery. | - | - | - | - | 798,000 | - |
| Kansas Department for Aging and Disability Services | Serious Emotional Disturbance (SED) waiver* | Medicaid Home and Community Based Services waiver providing services to children who experience serious emotional disturbance and who are at risk of inpatient psychiatric treatment. | 1,954,654 | | 2,503,743 | | 2,486,613 | |
| Kansas Department of Health and Environment - Public Health | DentaQuest - Dental | DentaQuest Foundation grant to provide school-based dental services. | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Public Health | Medicaid Matching | Medicaid funds to provide school-based dental services. | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Public Health | School Screening Program | Delta Dental Foundation grant providing dental screenings for children. Beginning in FY 2015 this program provides dental screening supplies to volunteer screeners. | 34,000 | - | 34,000 | - | 34,000 | - |
| Kansas Department of Health and Environment - Public Health | School Screenings | Federal Health Resources and Services Administration (HRSA) grant providing school-based dental sealants. | 80,000 | - | 80,000 | - | 80,000 | - |
| Kansas Department of Health and Environment - Public Health | CDC Grant - Dental (School Sealants) | Funding through the federal Centers for Disease and Prevention (CDC) to provide sealants to children. | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Public Health | Healthy Kansas Schools Grant Program | CDC grant to support school wellness coalitions and coordinators to implement and promote school wellness policies and practices in nutrition and physical activity. Also provides professional development and assistance to school nurses on the daily management of students with chronic diseases. | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Public Health | Committee for Children's Second Step Program | CDC grant for implementation of social-emotional curriculum for selected schools. | 10,000 | - | 10,000 | - | 10,000 | - |

*(Table spans two pages and concludes on pages 2-18 and 2-19.)*

| FY11 | | FY12 | | FY13 | | FY14 | | FY15 | | FY16 | | FY17 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AF | SGF | AF | SGF | AF | SGF | AF | SGF | AF | SGF | AF | SGF | AF | SGF |
| - | - | - | - | | - | | - | 1,671,424 | - | 1,789,625 | - | 1,500,000 | - |
| - | - | - | - | 5,419,755 | - | 102 | - | 4,100,000 | - | 3,750,000 | - | 3,800,000 | - |
| - | - | - | - | - | - | 5,201,613 | - | 10,318,497 | - | 9,424,343 | - | 10,259,081 | - |
| - | - | - | - | - | - | - | - | 187,299 | - | 108,085 | - | 424,905 | - |
| - | - | - | - | - | - | - | - | 228,670 | - | 41,063 | - | 186,528 | - |
| - | - | 162,927 | - | 122,194 | - | 122,195 | - | 199,987 | - | 219,434 | - | 219,435 | - |
| - | - | - | - | - | - | - | - | - | - | 46,849 | - | 116,617 | - |
| 1,023,464 | - | 751,643 | - | 683,661 | - | 215,000 | - | 215,000 | - | 215,000 | - | 215,000 | - |
| 2,807,294 | | 2,794,198 | | 3,015,736 | | 2,267,479 | | 2,329,782 | | 2,316,873 | | 2,281,044 | |
| - | - | - | - | - | - | - | - | 30,000 | - | 30,000 | - | 50,000 | - |
| - | - | - | - | - | - | - | - | 30,000 | | 30,000 | | 50,000 | |
| 34,000 | - | 34,000 | - | 34,000 | - | 34,000 | - | 34,000 | - | 70,000 | - | - | - |
| 80,000 | - | 150,000 | - | 80,000 | - | - | - | - | - | - | - | - | - |
| - | - | - | - | 60,000 | - | 60,000 | - | 60,000 | - | 60,000 | - | 60,000 | - |
| - | - | - | - | - | - | 120,000 | - | 120,000 | - | 120,000 | - | 120,000 | - |
| 16,000 | - | 16,000 | - | 16,000 | - | 22,000 | - | 22,000 | - | 22,000 | - | 32,000 | - |

## Wrap Around Services
## By Program for FY 2008 - FY 2017
## Includes Services Provided to Children of School Age (Grades K-12) *(Continued)*

| Agency | Program | Program Description | FY08 | | FY09 | | FY10 | |
|---|---|---|---|---|---|---|---|---|
| | | | AF | SGF | AF | SGF | AF | SGF |
| Kansas Department of Health and Environment - Public Health | Committee for Children's Second Step Program | CDC funding for literature units to support social-emotional curriculum for selected schools. | 25,000 | - | 25,000 | - | 25,000 | - |
| Kansas Department of Health and Environment - Public Health | Committee for Children's Second Step Program | Social-emotional curriculum materials and evaluations for selected schools. | 35,000 | - | 35,000 | - | 35,000 | - |
| Kansas Health Policy Authority | School Based Services | These totals include all school based services. Prior to FY 2012 these services were not reported by type of service in the Medical Assistance Report. | 14,605,084 | 5,731,712 | 27,050,175 | 9,239,563 | 25,877,964 | 7,970,030 |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Targeted Case Management | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Rehabilitation | - | - | - | - | - | - |
| Kansas Department of Health and Environment - | School Based Services | Physical Therapy | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Occupational Therapy | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Speech/Language Services | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Audiology Services | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Mental Health Services | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Other Practitioner Services | - | - | - | - | - | - |
| Kansas Department of Health and Environment - Health Care Finance | School Based Services | Other Services (cost settlements for local education agencies) | - | - | - | - | - | - |

**Notes for Department for Children and Families:**
Expenditures for program s such as Early Head Start and Early Steps to School Success are not included as these are for children under age 5.
Transfers to KSDE for Parents as Teachers and Kansas Preschool Programs are not included as these are for children under the age of 5.
Prevention programs such as Family Preservation, Healthy Families, etc. are not included.
Child care subsidy payments are not included regardless of the age of the child.

**Notes for Department of Education:**
Autism Diagnosis program also provides services to younger children; expenditures include entire program.

**Notes for Kansas Department for Aging and Disability Services:**
Serious Emotional Disturbance (SED) HCBS waiver expenditures are for each federal fiscal year (FFY). SGF share noted to correspond to FMAP percentage, but not provided by agency.

**Notes for Kansas Department of Health and Environment - Public Health:**
The total number of schools receiving CDC grants for the Committee for Children's Second Step Program are as follows: five schools FY 2008 - FY 2010, eight schools FY 2011 - FY 2013, eleven schools FY 2014 - FY 2016, and sixteen schools FY 2017 - FY 2019.
The agency notes that totals provided are approximate and may not be the exact amounts funded.
School based services also provides services to younger children; expenditures include entire program.

**Notes for Kansas Health Policy Authority and Kansas Department of Health and Environment - Health Care Finance:**
SGF amount listed includes all state funds (SGF and fee funds).

| FY11 | | FY12 | | FY13 | | FY14 | | FY15 | | FY16 | | FY17 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AF | SGF | AF | SGF | AF | SGF | AF | SGF | AF | SGF | AF | SGF | AF | SGF |
| 40,000 | - | 40,000 | - | 40,000 | - | 55,000 | - | 55,000 | - | 55,000 | - | 80,000 | - |
| 56,000 | - | 56,000 | - | 56,000 | - | 77,000 | - | 77,000 | - | 77,000 | - | 112,000 | - |
| 19,531,897 | 6,371,810 | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | 412,107 | 10,157 | 351,874 | 8,728 | 389,746 | 9,805 | 481,362 | 755 | 426,313 | 46 | 477,052 | 1,196 |
| - | - | 3,686,439 | 1,588,487 | 3,470,471 | 1,508,268 | 3,778,828 | 1,642,189 | 4,043,646 | 1,752,656 | 3,850,865 | 1,683,370 | 3,802,454 | 1,673,080 |
| - | - | 124,005 | 53,434 | 126,684 | 55,049 | 129,638 | 56,332 | 143,947 | 62,372 | 124,804 | 54,794 | 125,755 | 55,332 |
| - | - | 91,990 | 39,638 | 87,912 | 38,177 | 95,685 | 41,555 | 122,961 | 53,275 | 105,778 | 46,390 | 93,705 | 41,230 |
| - | - | 12,589,946 | 5,425,008 | 12,689,763 | 5,515,912 | 14,321,483 | 6,224,592 | 15,194,771 | 6,587,485 | 14,129,843 | 6,214,022 | 14,923,579 | 6,566,375 |
| - | - | 55,453 | 23,895 | 47,617 | 20,676 | 75,423 | 32,767 | 83,751 | 36,272 | 77,308 | 33,888 | 82,919 | 36,484 |
| - | - | 950,144 | 407,598 | 891,864 | 384,812 | 1,163,083 | 498,562 | 1,214,773 | 515,900 | 1,156,933 | 485,997 | 999,111 | 439,609 |
| - | - | 2,021,434 | 871,036 | 2,322,866 | 1,009,482 | 2,050,158 | 891,075 | 1,853,468 | 803,228 | 1,858,510 | 804,709 | 1,663,948 | 732,137 |
| - | - | 609,538 | 7,805 | 15,083,906 | 4,923 | 15,383,034 | 6,678 | 16,009,291 | 10,594 | 15,593,007 | 217,825 | 17,086,198 | 501,147 |

**APPENDIX IV**

# Legislative Post Audit Performance Audit Report Highlights

## K-12 Education: Evaluating Transportation Services Funding

December 2017 • R-17-020

***QUESTION 1:*** *Has Transportation Funding Been Allocated to School Districts in Accordance with the Statutory Formula in Recent Years?*

### Background Information

*State law only requires districts to transport students who must travel at least 2.5 miles and do not live in the same town as their school. On the other hand, the state provides transportation funding for all in-districts students who live at least 2.5 miles from their school.*

*State transportation funding is based on a statutory formula which allocates funding based on districts' estimated, not actual, transportation costs. The state will provide an estimated $98 million in transportation funding to school districts in the 2017-18 school year through this formula.*

- KSDE has correctly executed the numerous calculations in the transportation funding formula for the past five years. These include allocating expenditures between groups of students by distance, plotting per-student expenditures on a chart, determining a curve of best fit, and calculating the transportation FTE for each district. (p.11)

- However, KSDE has continued to implement a funding minimum to the formula which is not authorized in statute. (p.11)

    - *A minimum funding amount was removed from statute in 1973 but KSDE has continued to implement it for the most densely populated districts.*
    - *Over the past five years, KSDE's minimum funding level has provided a total of $45 million more in transportation funding than allowed by law.*
    - *State law does not include a minimum funding level for transportation, and it does not give KSDE the authority to create one.*
    - *KSDE officials told us they continued adding a minimum funding level because some legislators had requested it in previous years.*
    - *Although there is no provision for a minimum funding level in state law, our findings in Question 2 of this audit suggest a minimum might be appropriate.*

- KSDE's methods for counting students do not always align with statute, but the effect on funding is likely minimal. (p.14)

    - *State law requires students for whom "transportation was made available" be counted for funding purposes, even if the student did not actually ride the bus.*
    - *The way KSDE counts students for funding purpose is not consistent with that statutory definition.*

        - *KSDE counts all students who live at least 2.5 miles from school for funding purposes, but does not make sure transportations services were made available to these students.*
        - *For students who live less than 2.5 miles from school, KSDE mostly counts students who were actually transported rather than only counting students for whom transportation was made available.*
        - *KSDE reduces the count of students who only ride the bus one way.*

    - *However, the difference between the statutory definition and KSDE's method for counting students likely has a minimal effect on funding.*

***QUESTION 2:*** *How Does the Funding School Districts Receive for Funded Transportation Services Compare to Their Actual Costs?*

- The state provides transportation funding to districts based on costs estimated through a formula rather than the districts' actual costs.
- We selected a sample of 16 districts across the state and compared their costs for providing required transportation to the amount of funding they received. (p. 17)
- Overall, our sample districts received less funding than it cost them to transport students, but the results vary by district. (p.17)
  - *We estimated the districts in our sample spent about $20 million to provide "funded" transportation services, and received about $16 million in state transportation funding.*
  - *The difference between state transportation funding and the estimated cost of funded services varied significantly across our 16 districts.*
  - *Two large districts in our sample account for most of the difference between funding and costs.*
  - *The mixed results for our sample are not surprising, given that the transportation formula funds districts based on estimated costs rather than actual costs.*
- The funding formula uses student density to estimate transportation costs, but a variety of other factors can also influence costs. (p.20)
  - *The funding formula uses student density to help predict a district's costs because density is strongly related to transportation costs.*
  - *However, the geography of a district and where students live can lead to significant cost differences between districts of similar student densities.*
  - *District policies related to which students the district will transport or how students are assigned to school can also influence costs.*
  - *Last, factors related to bus driver pay and the fuel efficiency of a district's bus fleet can also influence a district's per-student transportation costs.*
- Based on our sample, the current funding formula appears to understate the comparative cost of transporting students who live at least 2.5 miles from school. (p.22)
  - *Under the current funding formula, students who live at least 2.5 miles from school are weighted 2.8 times more heavily than other students when allocating costs.*
  - *For nearly all the districts in our sample, we estimated the comparative cost ratio to transport funded students was significantly greater than the 2.8 ratio currently in statute.*
  - *That is because the vast majority of their total transportation costs were related to transporting students who live at least 2.5 miles from school.*
  - *We estimated a comparative cost ratio of 5.0 might better reflect how districts' costs are allocated between students who live at least 2.5 miles from school and other students.*
  - *We estimate that increasing the comparative cost ratio to 5.0 would increase statewide transportation funding by about $4 million over 2016-17 transportation funding.*

***QUESTION 3:*** *What Types of Transportation Requirements and Funding Mechanisms Do Other Similar States Use to Provide and Fund K-12 Transportation?*

- A 2006 Washington audit identified four primary mechanisms for state funding of transportation services. (p.27)
  - *Predictive or efficiency driven formula funding provides funding at a predicted cost level that assumes similar costs for similar districts. Kansas uses this type of formula.*
  - *Block-grant funding provides funding as part of a per-student grant given to school districts.*
  - *Approved-cost funding provides reimbursement for specific costs incurred by transportation programs.*
  - *Per-unit-allocation funding provides a fixed amount for funding based on a specified unit such as miles driven or students transported.*
- Kansas and the five states we reviewed varied as to which students must be transported. (p.28)
  - *Five of the six states we evaluated, including Kansas, require school districts to provide transportation services, but varied in terms of which students must be transported, ranging from all students to no students*
  - *All six states allow districts to use similar methods to provide transportation services. These include having an in-house bus fleet, contracting for busing, or paying for mileage in lieu of busing.*
- Only three states, including Kansas, provide dedicated transportation funding. (p.29)
  - *Kansas, Missouri, and Oklahoma provide dedicated transportation funding, though Kansas provides funding for a narrower group of students that the other states do.*
  - *Three of the states we reviewed did not provide any specific funding for transportation, although two did consider transportation within their general state aid.*

## SUMMARY OF RECOMMENDATIONS

We recommended the Kansas Department of Education remove the minimum funding level from its transportation funding allocation beginning with the 2018-19 school year. We also recommended the department develop a process to ensure their counts are consistent with statutory requirements (p.32).

We recommended the Legislature consider reviewing whether a minimum funding level is appropriate for large, densely populated districts. We also recommended the Legislature consider reviewing the comparative cost ratio to determine if a ratio that better reflects districts' actual costs is more appropriate. (p.32).

## AGENCY RESPONSE

The department generally concurred with the audit's findings and recommendations. (p.33)

Although we did not request a formal response from the 16 districts we reviewed part of this audit, three districts provided us with informal feedback. All three districts (Wichita, Shawnee Mission, and Dodge City) expressed concerns regarding our recommendations that KSDE discontinue the funding minimum and that KSDE make other changes to align how the department counts students with statute. The districts noted that changes to how the department allocates funding or how it counts students would likely lead to funding reductions that could be detrimental to students. (p. 33)

**HOW DO I REQUEST AN AUDIT?**

By law, individual legislators, legislative committees, or the Governor may request an audit, but any audit work conducted by the division must be directed by the Legislative Post Audit Committee. Any legislator who would like to request an audit should contact the division directly at (785) 296-3792.

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PROPOSED SCHOOL FINANCE PLAN
**HOUSE SUBSTITUTE FOR SENATE BILL 61**
MAJOR POLICY PROVISIONS
Computer Printout SF18-102

- Base aid for student excellence (BASE) will increase from $4,006 to $4,165 in 2018-19. Current law provides a BASE of $4,128 for 2018-19. Beginning in 2019-20, the BASE will increase to $4,302, increase to $4,439 in 2020-21, increase to $4,576 in 2021-22, and to $4,713 in 2022-23. Following 2022-23, the BASE will increase by the CPI.

- Career and technical education (CTE) weighting will be based upon current year in 2017-18 and thereafter.

- CTE weighting was scheduled to sunset July 1, 2019. The CTE study has been completed. This bill would delete the sunset.

- Bilingual education weighting will be based upon current year in 2017-18 and thereafter.

- School-based high-density at-risk pilot program is extended to July 1, 2020.

- The ten percent floor for computing free lunch for any school district offering grades K-12 is repealed.

- The special education funding will increase by $44.4 million in 2018-19 plus $7.5 million each year thereafter until 2022-23.

- Transportation formula for students transported over 2.5 miles has been clarified in statute and remains approximately the same dollar amount as computed in the prior year with a minor adjustment to cost allocation.

- Expands early childhood funding by increasing state aid for three- and four-year-old at-risk by $2,000,000.

- To increase the local option budget (LOB) above 30 percent, school districts must publish a resolution and give the patrons the right to petition and vote. The percentage for the protest petition was made consistent with capital outlay which is ten percent. Patrons have 40 days to gather signatures. Those districts that were previously approved for 33 percent will retain authority.

- LOB state aid is computed using the current year's budget as recommended by the Supreme Court.

- Provides for a minimum LOB of 15 percent.

- School districts must notify the State Board of Education by April 1 of each year if they want to increase their LOB percentage.

- Increases the LOB BASE of $4,490 by the CPI beginning in 2019-20.

- Repeals provision that would count 15 percentage points of LOB in general fund and increase BASE to $4,900.

- Repeals authority for school districts to make expenditures for utilities and property/casualty insurance from capital outlay fund as recommended by the Supreme Court.

- Amends the bond cap to provide that any school district submitting a bond application in excess of $175 million, only $175 million will go against the cap. The cap is increased by the amount of bonds retired the preceding year plus the percentage increase in the Producers Price Index for the last five years.

- Clarifies accountability requirements.

- Amends the law to require that the proportionate share of the general fund weighting for at-risk shall be applied to the LOB and such amount transferred to the at-risk fund.

- Amends the law to require that the proportionate share of the general fund weighting for bilingual shall be applied to the LOB and such amount transferred to the bilingual fund.

- Provides a pilot program for improvement of mental health services for a few selected school districts.

- Reinstates the grandfather clause for special education (guarantees amount received in 2008-09).

# ESTIMATED STATE AID INCREASES

## **House Substitute for Senate Bill 61 –** SF18-102

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| | | | | | |
| BASE | $ 4,165 | $ 4,302 | $ 4,439 | $ 4,576 | $ 4,713 |
| General State Aid | 107,705,000 | 95,695,000 | 95,695,000 | 95,695,000 | 95,695,000 |
| Special Education State Aid | 44,400,000 | 7,500,000 | 7,500,000 | 7,500,000 | 7,500,000 |
| Four-Year-Old At-Risk | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 | 0 |
| Supplemental General State Aid | 35,000,000 | 7,300,000 | 7,300,000 | 8,600,000 | 13,000,000 |
| Mental Health Pilot Program* | 7,500,000 | 0 | 0 | 0 | 0 |
| ACT/WorkKeys | 2,800,000 | | | | |
| Teacher Mentoring | 500,000 | | | | |
| Adjustments** | (8,000,000) | (3,000,000) | | | |
| | | | | | |
| TOTAL | 191,905,000 | 109,495,000 | 112,495,000 | 113,795,000 | 116,195,000 |

*The Committee also approved $2.5 million to establish a data system for the mental health pilot program.
**Adjustments—Reduction in new facilities weighting.

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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May 1, 2018

**To:** Curtis Tideman, Legislative Counsel

**From:** Edward Penner, Principal Research Analyst

**Re:** Combined Fiscal Effects of 2017 SB 19, 2018 Sub. for SB 423, and 2018 House Sub. for SB 61

This memorandum describes the total amount of increased aid to schools for a six-year time frame beginning in state fiscal year (FY) 2018 attributable to 2017 SB 19, 2018 Sub. for SB 423, and 2018 House Sub. for SB 61. The combined effects of all three bills over that time frame total an increase of approximately $1.007 billion in aid to schools. Approximately $485.5 million of the increase is attributable to 2017 SB 19 for FY 2018 through FY 2023. Approximately $368.0 million of the increase is attributable to both bills from the 2018 Session for FY 2019 through FY 2023. An additional $153.3 million is attributable to increases in local aid for local option budgets (LOB) and increased employer contributions for the Kansas Public Employees Retirement System attributable to the increased aid provided by the three bills combined.

The largest single contributor to the increased aid is the increases in Base Aid for Student Excellence (BASE, formerly Base State Aid Per Pupil). SB 19 (2017) provided for a BASE of $4,006 in FY 2018, $4,128 in FY 2019, and inflationary increases for all years thereafter. The 2018 bills provided for scheduled BASE increases up to $4,713 in FY 2023 and inflationary increases for all years thereafter. For purposes of this memorandum, increases attributable to estimated inflation levels are included in the amount for 2017 SB 19, and the difference between those inflationary increases and the increases scheduled into the 2018 bills are included in the amount for the 2018 legislation in the attached table. Additional increases include special education, Pre-K At Risk, funding for all-day kindergarten, and various changes to other weightings and education programs.

Additionally, for purposes of this memorandum, the state equalization aid for LOBs is included in the section for the bill to which the change of authority was attributable, but the local tax revenue used to finance LOBs is included in the table section labeled “Other Items,” regardless of which year’s bill the authority was attributable. Accordingly, the total amount of additional LOB authority would be the sum of the supplemental general state aid lines for each year and the LOB local authority line in the Other Items section.

For detailed information of all increases in all three bills, please see the attached table.

EFP/kal

Attachment

## Combined Aid to Schools Effects by School Years – 2017 SB 19, 2018 Sub. for SB 423 and 2018 H. Sub. for SB 61

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Totals |
|---|---|---|---|---|---|---|---|
| **2017 SB 19** | | | | | | | |
| BASE Increases | $ 113,820,619 | $ 84,790,000 | $ 23,066,438 | $ 37,971,740 | $ 44,605,038 | $ 45,500,484 | **$ 349,754,320** |
| Special Education Increases | 12,000,000 | 12,000,000 | 0 | 0 | 0 | 0 | **24,000,000** |
| Pre-K At Risk Increases | 2,000,000 | 2,000,000 | 0 | 0 | 0 | 0 | **4,000,000** |
| All Day Kindergarten | 60,090,000 | 0 | 0 | 0 | 0 | 0 | **60,090,000** |
| At Risk Weighting Increase | 21,023,488 | 0 | 0 | 0 | 0 | 0 | **21,023,488** |
| Bilingual Weighting Change | 4,687,421 | 0 | 0 | 0 | 0 | 0 | **4,687,421** |
| High Density At-Risk Change | 4,170,246 | 0 | 0 | 0 | 0 | 0 | **4,170,246** |
| At Risk 10% Floor | 2,511,762 | 0 | 0 | 0 | 0 | 0 | **2,511,762** |
| Professional Development | 1,700,000 | 0 | 0 | 0 | 0 | 0 | **1,700,000** |
| Teacher Mentoring | 800,000 | 0 | 0 | 0 | 0 | 0 | **800,000** |
| Declining Enrollment Weighting Phaseout | (1,835,149) | (1,835,149) | 0 | 0 | 0 | 0 | **(3,670,297)** |
| Transportation Weighting Change | 0 | 0 | 0 | 0 | (5,000,000) | 0 | **(5,000,000)** |
| Supp. Gen. State Aid Effects | (2,372,551) | 1,642,255 | 3,387,045 | 5,575,720 | 6,549,744 | 6,681,230 | **21,463,443** |
| *Subtotals — 2017 SB 19* | *$ 218,595,835* | *$ 98,597,106* | *$ 26,453,483* | *$ 43,547,460* | *$ 46,154,782* | *$ 52,181,715* | ***$ 485,530,382*** |
| **2018 Sub. for SB 423 & H. Sub. for SB 61** | | | | | | | |
| BASE Increases | $ 0 | $ 25,715,000 | $ 72,044,312 | $ 57,614,564 | $ 52,055,869 | $ 51,044,072 | **$ 258,473,817** |
| Special Education Increases | 0 | 32,400,000 | 7,500,000 | 7,500,000 | 7,500,000 | 7,500,000 | **62,400,000** |
| Pre-K At Risk Increases | 0 | 0 | 2,000,000 | 2,000,000 | 2,000,000 | 0 | **6,000,000** |
| At Risk 10% Floor Elimination | 0 | (2,511,762) | 0 | 0 | 0 | 0 | **(2,511,762)** |
| ACT and Workkeys | 0 | 2,800,000 | 0 | 0 | 0 | 0 | **2,800,000** |
| Teacher Mentoring | 0 | 500,000 | 0 | 0 | 0 | 0 | **500,000** |
| Mental Health and JAG-K Pilot Programs | 0 | 7,515,000 | 0 | 0 | 0 | 0 | **7,515,000** |
| Transportation Weighting Change | 0 | 1,800,000 | 0 | 0 | 5,500,000 | 0 | **7,300,000** |
| Supp. Gen. State Aid Effects | 0 | 20,777,912 | 1,012,500 | 1,012,500 | 1,755,000 | 1,012,500 | **25,570,412** |
| *Subtotals — 2018 Sub. for SB 423 & H. Sub. for SB 61* | *$ 0* | *$ 88,996,150* | *$ 82,556,812* | *$ 68,127,064* | *$ 68,810,869* | *$ 59,556,572* | ***$ 368,047,467*** |
| **Other Items (all bills combined)** | | | | | | | |
| Local Option Budget (Local Auth.) | $ 33,766,882 | $ (9,264,240) | $ 5,377,222 | $ 8,052,268 | $ 10,150,243 | $ 9,403,448 | **$ 57,485,822** |
| KPERS Attributable to Increased Aid | 15,257,000 | 19,690,000 | 15,900,000 | 14,900,000 | 15,300,000 | 14,800,000 | **95,847,000** |
| *Subtotals — Additional Items* | *$ 49,023,882* | *$ 10,425,760* | *$ 21,277,222* | *$ 22,952,268* | *$ 25,450,243* | *$ 24,203,448* | ***$ 153,332,822*** |
| **Totals** | **$ 267,619,717** | **$ 198,019,016** | **$ 130,287,517** | **$ 134,626,792** | **$ 140,415,895** | **$ 135,941,735** | **$ 1,006,910,671** |

## KSDE Newsroom

Kansas state department of Education NEWS

# Seven districts named to take part in Kansans Can School Redesign project

Posted: Aug 8, 2017
Categories: KSDE, Kansas State Board of Education
Author: Ann Bush

TOPEKA — The seven Kansas school districts taking part in the Kansans Can School Redesign project were announced Tuesday, Aug. 8, 2017, during the Kansas State Board of Education meeting.

"We're getting ready to do something we don't know of any other state having done," said Kansas Commissioner of Education Dr. Randy Watson. "We're going to deconstruct the traditional school system and build what Kansans believe best meets the needs of today's students — choice. And, we're doing all of this with existing resources, no new buildings and the same educators."

Twenty-nine school districts (see attached for list of district names) applied for the project. Out of those applications, seven districts, each one representing one of the Mercury 7 astronauts, were selected. Each district designated one elementary school and one secondary school to be redesigned around the five outcomes established by the State Board of Education, the five elements identified as defining a successful high school graduate, and what Kansans said they want schools to provide students.

The vision for education in the state is "Kansas leads the world in the success of each student."

"For the past two years, we've referred to the board's vision for education as our 'moon shot,'" Watson said. "Well, today, with these seven districts representing the original seven Mercury astronauts, we're going to work on putting a man on the moon. It's not going to be easy, and we know we'll encounter plenty of challenges; but we also know doing nothing is not an option."

The following districts and schools, along with the name of the Mercury 7 astronaut they selected, are:

- Coffeyville USD 445: Community Education School and Field Kindley Memorial High (with Roosevelt Middle School staff involved) — John Glenn.
- Liberal USD 480: Meadowlark Elementary School and Liberal High School — Alan Shepard.
- McPherson USD 418: Eisenhower Elementary School and McPherson Middle School — Wally Schirra.
- Olathe USD 233: Westview Elementary School and Santa Fe Trail Middle School — Gordon Cooper.
- Stockton USD 271: Stockton Grade School and Stockton High School — Deke Slayton.
- Twin Valley USD 240: Tescott Elementary School and Bennington Junior-Senior High School — Gus Grissom.
- Wellington USD 353: Kennedy Elementary School and Wellington High School — Scott Carpenter.

These districts and schools will serve as demonstration sites for the remaining 279 Kansas school districts.

The following have committed to partnering with KSDE and the State Board of Education on the project: Lt. Gov. Dr. Jeff Colyer; interim Kansas Commerce Secretary Nick Jordan; business and industry representatives; Dr. Blake Flanders, president and CEO Kansas Board of Regents; John Heim, executive director of the Kansas Association of School Boards (KASB); G.A. Buie, executive director of the United School Administrators of Kansas (USA); Mark Farr, president of the Kansas National Education Association (KNEA); Wayne Pancoast, director and CEO of Jayhawk Area Council of the Boy Scouts of America; Liz Workman, CEO of Girl Scouts of Kansas Heartland; Joy Wheeler, CEO of Girl Scouts of Northeast Kansas and Northwest Missouri; and Wade Weber, department head of 4-H Youth Development and state program leader.

To be considered for the Kansans Can School Redesign project, districts had to agree to redesign one elementary and one secondary school. They also had to have approval by their local school board with a public vote, faculty support with a vote of 80 percent, and support from KNEA or other professional organization. The districts had to be willing to launch a new school redesign in the 2018-2019 school year and be willing to serve as a demonstration site for other districts in Kansas to study, learn from and visit.

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## ARCHIVE

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- 2018, May (1)
- 2018, April (8)
- 2018, March (3)
- 2018, February (5)
- 2018, January (10)

2017 (74)

2016 (62)

Applications were due by Aug. 1, and KSDE staff members and representatives from KASB and USA served on the selection committee. KSDE's Jay Scott will lead the secondary school redesign, and KSDE's Tammy Mitchell will lead the elementary school redesign.

Background:

The State Board of Education in October 2015 announced a new vision for education in Kansas: Kansas leads the world in the success of each student. To help measure the success of the new vision, the board established five outcomes — social-emotional growth; kindergarten readiness; Individual Plan of Study (IPS); high school graduation rates; and postsecondary completion/attendance.

The board also defined a successful high school graduate as someone who has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.
###

List of Kansas school districts that applied for the Kansans Can School Redesign project (seven selected school districts are listed in bold):

- Ashland USD 220
- Basehor-Linwood USD 458
- Beloit USD 273
- Burrton USD 369
- Canton-Galva USD 419
- Chaparral USD 361
- Coffeyville USD 445
- Dighton USD 482
- Hillsboro USD 410
- Flinthills USD 492
- Fowler USD 225
- Geary County USD 475
- Kingman-Norwich USD 331
- Leavenworth USD 453
- Liberal USD 480
- McPherson USD 418
- Newton USD 373
- North Lyon County USD 251
- North Ottawa County USD 239
- Olathe USD 233
- Ottawa USD 290
- Renwick USD 267
- Rolla USD 217
- Santa Fe Trail USD 434
- Skyline USD 438
- Spring Hill USD 230
- Stockton USD 271
- Twin Valley USD 240
- Wellington USD 353

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