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No. 15-113267-S

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IN THE SUPREME COURT OF THE STATE OF KANSAS

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**Luke Gannon, *et al.*,**  
Plaintiffs-Appellees,

v.

**State of Kansas, *et al.*,**  
Defendants-Appellants.

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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

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**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
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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
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*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
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*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
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*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
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*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
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*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
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*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
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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  $\frac{1}{10}$ ) 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  $\frac{5}{6}$  time, otherwise the student shall be counted as that proportion of one student (to the nearest  $\frac{1}{10}$ ) 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  $\frac{5}{6}$  time, otherwise the student shall be counted as that proportion of one student (to the nearest  $\frac{1}{10}$ ) 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  $\frac{1}{10}$ ) 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  $\frac{1}{10}$ ) 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,  $\frac{3}{4}$  of a student; and
- (c) for school year 2021-2022 and each school year thereafter,  $\frac{1}{2}$  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 post-secondary 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

(1) 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 nonprofit 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  $\frac{1}{2}$  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,  $\frac{1}{4}$  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  $\frac{1}{2}$  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,  $\frac{1}{2}$  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  $\frac{1}{2}$  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  $\frac{2}{3}$  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  $\frac{2}{3}$  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 assurance 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, extra-curricular 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.*

~~(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.

~~(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.

~~(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 ~~(S) 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. 72-6179~~ 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. 79-6470~~ *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 postsec-



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.

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.

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.

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.

~~(4) “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.~~

~~(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.

~~(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.

~~(9)~~(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.

~~(ab)~~(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.

~~(ac)~~(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.

~~(ad)~~(cc) “School year” means the 12-month period ending June 30.

~~(ae)~~(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.

~~(af)~~(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.

~~(ag)~~(ff) “State board” means the state board of education.

~~(ah)~~(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.

~~(ai)~~(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  $\frac{1}{10}$ ) 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  $\frac{5}{6}$  time, otherwise the student shall be counted as that proportion of one student (to the nearest  $\frac{1}{10}$ ) 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  $\frac{5}{6}$  time, otherwise the student shall be counted as that proportion of one student (to the nearest  $\frac{1}{10}$ ) 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  $\frac{1}{10}$ ) 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  $\frac{1}{10}$ ) 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,  $\frac{3}{4}$  of a student; and
- (c) for school year 2021-2022 and each school year thereafter,  $\frac{1}{2}$  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.

~~(kk)~~(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 (1) 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%.

~~(4)~~(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)~~(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:

<i>Density Figure Range</i>	<i>Per Capita Allowance</i>
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 ~~(e)(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  $\frac{1}{2}$  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  $\frac{1}{10}$ ) 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  $\frac{5}{6}$  time, otherwise the student shall be counted as that proportion of one student (to the nearest  $\frac{1}{10}$ ) 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  $\frac{5}{6}$  time, otherwise the student shall be counted as that proportion of one student (to the nearest  $\frac{1}{10}$ ) 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  $\frac{1}{10}$ ) 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  $\frac{1}{10}$ ) 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,  $\frac{3}{4}$  of a student; and
- (c) for school year 2021-2022 and each school year thereafter,  $\frac{1}{2}$  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.

~~(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 95% 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.*



## 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: 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.

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
<b>USD #</b>			Balance	Balance	Balance	Balance
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>40,117,304</b>	<b>32,956,363</b>	<b>37,980,824</b>	<b>41,572,413</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>40,117,304</b>	<b>32,956,363</b>	<b>37,980,824</b>	<b>41,572,413</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>40,117,304</b>	<b>32,956,363</b>	<b>37,980,824</b>	<b>41,572,413</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>40,117,304</b>	<b>32,956,363</b>	<b>37,980,824</b>	<b>41,572,413</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>40,117,304</b>	<b>32,956,363</b>	<b>37,980,824</b>	<b>41,572,413</b>
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
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<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>40,117,304</b>	<b>32,956,363</b>	<b>37,980,824</b>	<b>41,572,413</b>
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



## 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: 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.

# 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

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## 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: 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.

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
<b>USD #</b>			Balance	Balance	Balance	Balance
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>428,071,442</b>	<b>411,215,523</b>	<b>430,354,592</b>	<b>492,088,292</b>
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

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<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>428,071,442</b>	<b>411,215,523</b>	<b>430,354,592</b>	<b>492,088,292</b>
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

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<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>428,071,442</b>	<b>411,215,523</b>	<b>430,354,592</b>	<b>492,088,292</b>
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

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<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>428,071,442</b>	<b>411,215,523</b>	<b>430,354,592</b>	<b>492,088,292</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>428,071,442</b>	<b>411,215,523</b>	<b>430,354,592</b>	<b>492,088,292</b>
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

USD #	County	District Name	Legal Max		Current Law					If LOB Equalized on Current Year LOBs					
			Local Option Budget	Additional Total LOB to 33%	Current SGSA	33%	Additional SGSA to Uniform	Additional Local LOB \$ to Uniform	33%	Local LOB \$ /Pupil to Uniform	Additional LOB Mills (approx.)	Current SGSA	33%	Additional SGSA to Uniform	Additional Local LOB \$ to Uniform
<b>Total</b>		<b>STATE TOTALS</b>	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	

USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	
<b>Total</b>	<b>STATE TOTALS</b>		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

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USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)
<b>Total</b>		<b>STATE TOTALS</b>	<b>1,108,049,302</b>	<b>82,201,110</b>	<b>454,041,577</b>	<b>0</b>	<b>82,201,110</b>	<b>179</b>	<b>N/A</b>	<b>470,056,378</b>	<b>40,810,395</b>	<b>41,390,715</b>	<b>90</b>	<b>N/A</b>
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	Spearsville	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



USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	
<b>Total</b>		<b>STATE TOTALS</b>	<b>1,108,049,302</b>	<b>82,201,110</b>	<b>454,041,577</b>	<b>0</b>	<b>82,201,110</b>	<b>179</b>	<b>N/A</b>	<b>470,056,378</b>	<b>40,810,395</b>	<b>41,390,715</b>	<b>90</b>	<b>N/A</b>
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

USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	
<b>Total</b>	<b>STATE TOTALS</b>		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

USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)
<b>Total</b>		<b>STATE TOTALS</b>	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

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					Current SGSA	Additional SGSA to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform	Additional Local LOB \$ to Uniform
						33%	33%	33%	33%	33%	33%	33%	33%	33%
<b>Total</b>	<b>STATE TOTALS</b>		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

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					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33%	
<b>Total</b>		<b>STATE TOTALS</b>	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

USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	Additional Local LOB \$/Pupil to Uniform 33% (approx.)	
<b>Total</b>		<b>STATE TOTALS</b>	<b>1,108,049,302</b>	<b>82,201,110</b>	<b>454,041,577</b>	<b>0</b>	<b>82,201,110</b>	<b>179</b>	<b>N/A</b>	<b>470,056,378</b>	<b>40,810,395</b>	<b>41,390,715</b>	<b>90</b>	<b>N/A</b>
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

USD #	County	District Name	Legal Max Local Option Budget	Additional Total LOB to 33%	Current Law				If LOB Equalized on Current Year LOBs					
					Current SGSA	Additional SGSA to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$ to Uniform 33%	Additional Local LOB \$ to Uniform 33%	
<b>Total</b>	<b>STATE TOTALS</b>		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

App. #000147



## 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.





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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.

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
<b>Total Percentage:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>599,999,241</b>



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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

App. #000151



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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.

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%
<b>Total Percentage:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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%
<b>Total Percentage:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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%
<b>Total Percentage:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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%
<b>Total Percentage:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



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%
<b>Total Percentage:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

(14)



## 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: 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

School Finance Decision  
Attachment 14  
App. #000158  
12-18+19-17



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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.

	2016-17
	Kindergarten Fees
School District	(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

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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

App. #000161

would 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	Authorized Pct due to Election beginning 2007-08	Authorized Pct due to Election beginning 2008-09	Authorized Pct due to Election beginning 2009-10	Authorized Pct due to Election beginning 2010-11	Authorized Pct due to Election beginning 2011-12	Authorized Pct due to Election beginning 2012-13	Authorized Pct due to Election beginning 2013-14	Authorized Pct due to Election beginning 2014-15	Authorized Pct due to Election beginning 2014-15	Authorized Pct due to Board Action beginning 2015-16	Authorized Pct due to Board Action 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%	



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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: 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

App. #000164



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
<b>USD #</b>			Headcount	Headcount	Headcount	Headcount
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>193,253</b>	<b>192,763</b>	<b>188,689</b>	<b>185,763</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>193,253</b>	<b>192,763</b>	<b>188,689</b>	<b>185,763</b>
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



## 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: 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:\eg:SCOSFD—2016-17 At-Risk--12-5-17

App. #000171

12/6/2017			Col 1	Col 2
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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
			<b>2016-17</b>	<b>2016-17</b>
			<b>Headcount</b>	<b>At-Risk</b>
<b>Dist.</b>	<b>District Name</b>	<b>County</b>	<b>489,795</b>	<b>226,007</b>
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

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Kansas State Department of Education  
Landon State Office Building  
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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

App. #000179

12/5/2017			Col 1	Col 2	Col 3	Col 4
			2014-15	2015-16	2016-17	2017-18 Est.
			Total	Total	Total	Total
<b>USD #</b>			Teachers	Teachers	Teachers	Teachers
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>34,817.3</b>	<b>34,340.1</b>	<b>34,424.7</b>	<b>34,655.9</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>34,817.3</b>	<b>34,340.1</b>	<b>34,424.7</b>	<b>34,655.9</b>
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.
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<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>34,817.3</b>	<b>34,340.1</b>	<b>34,424.7</b>	<b>34,655.9</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>34,817.3</b>	<b>34,340.1</b>	<b>34,424.7</b>	<b>34,655.9</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>34,817.3</b>	<b>34,340.1</b>	<b>34,424.7</b>	<b>34,655.9</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>34,817.3</b>	<b>34,340.1</b>	<b>34,424.7</b>	<b>34,655.9</b>
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



## 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.

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
<b>USD #</b>			Students	Students	Students	Students
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>630</b>	<b>602</b>	<b>622</b>	<b>596</b>
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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>630</b>	<b>602</b>	<b>622</b>	<b>596</b>
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



## 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: 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.

# 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.

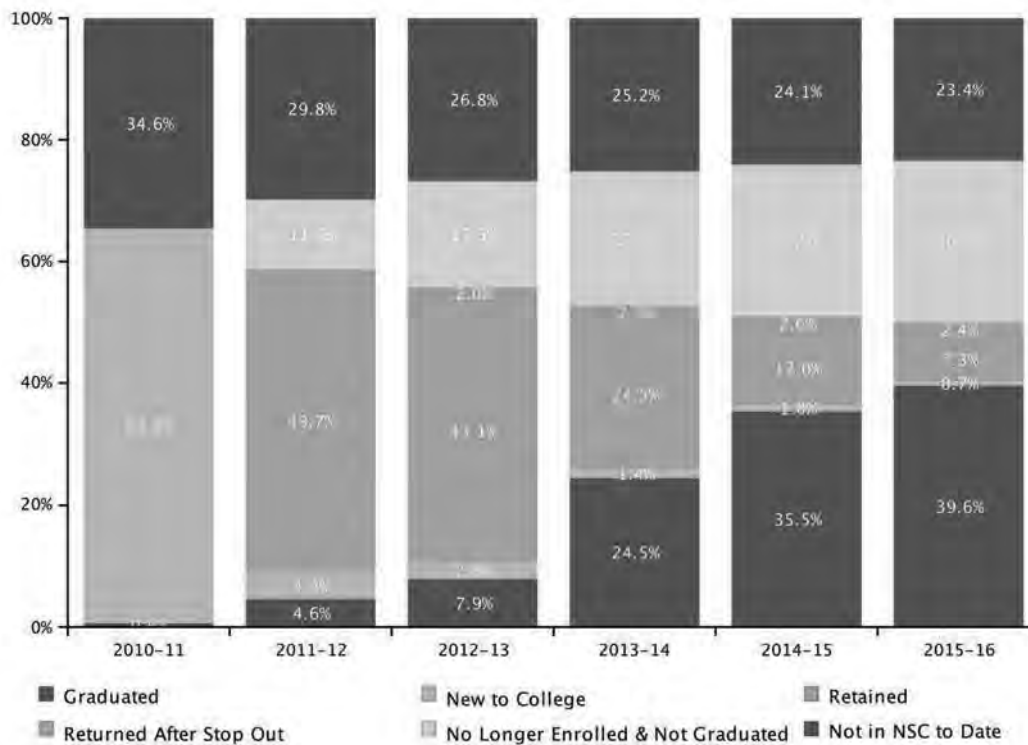
The data includes a complete NSC student report, NSC building-level aggregate reports, as well as a postsecondary progress report for buildings and districts.

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**



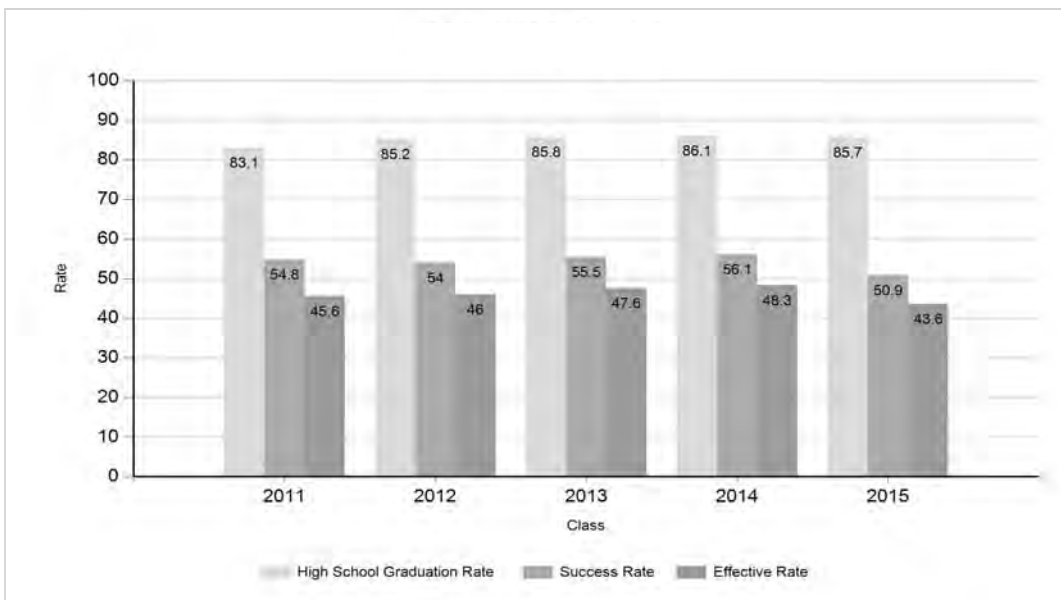
The graduation rate is the four-year adjusted cohort, which is the number of students who graduated in four years with a regular high school diploma divided by the number of students who entered high school as a ninth-grade student four years earlier. It adjusts for transfers in and out.

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.



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# 2017 ACADEMIC AND COGNITIVE PREPARATION

Student performance was scored using four levels.

Kansas Assessment Performance Levels



## 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:

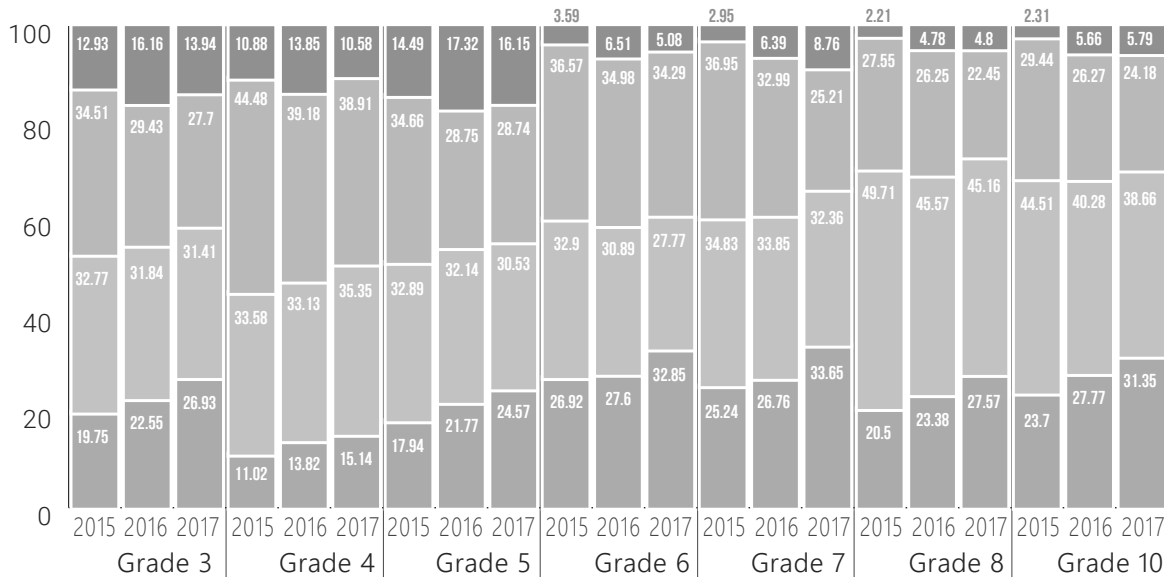
A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for college and career readiness.

## Level 4:

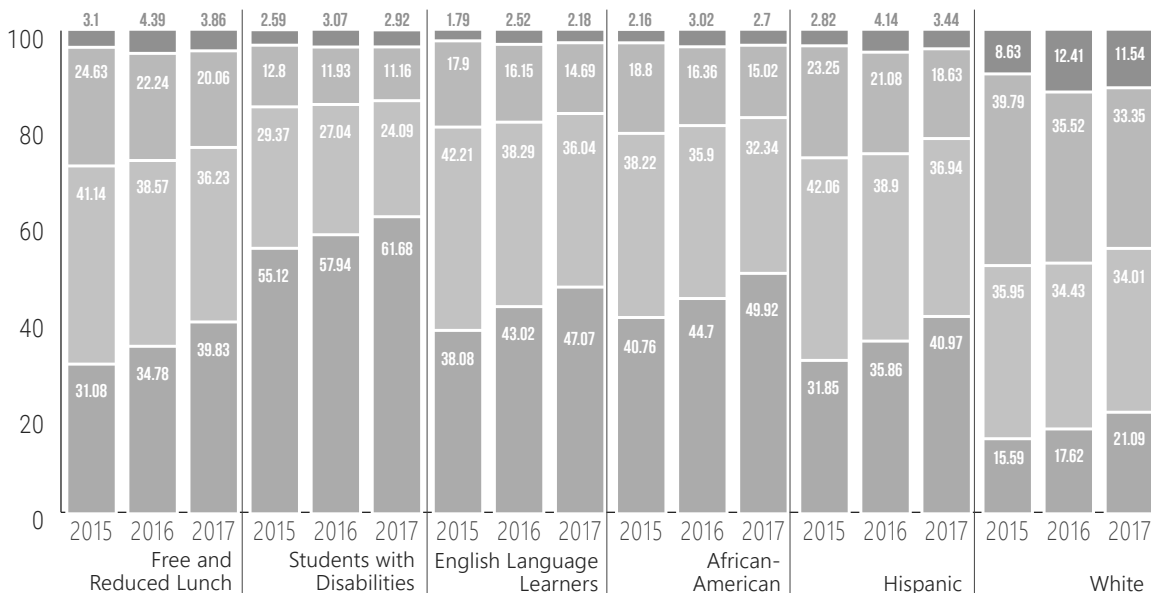
A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for college and career readiness.

## ENGLISH LANGUAGE ARTS

### BY GRADE

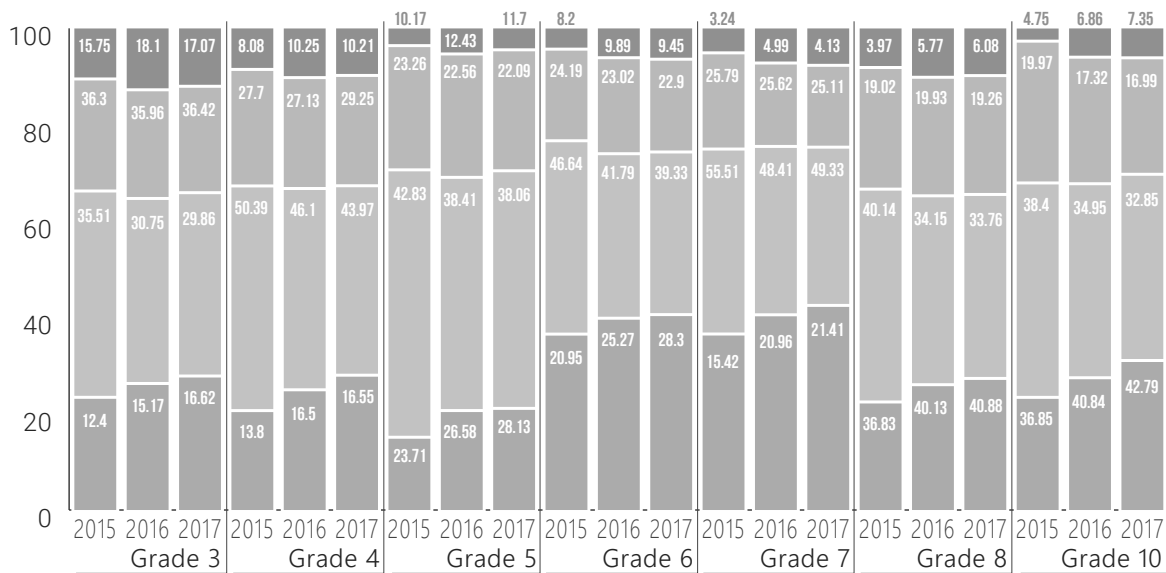


### BY SUBGROUP

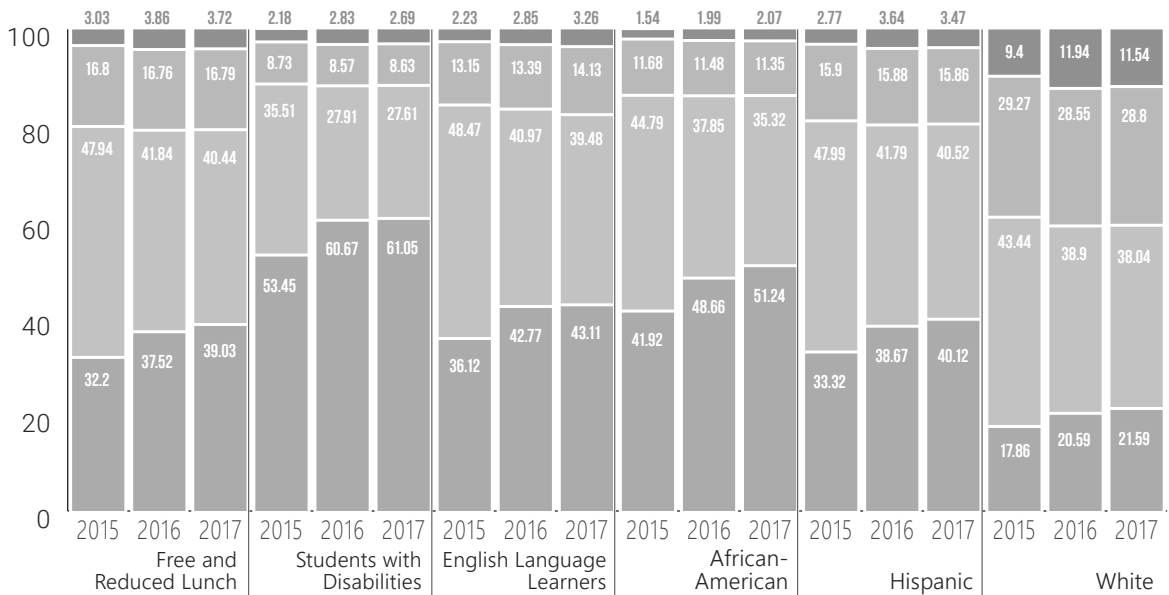




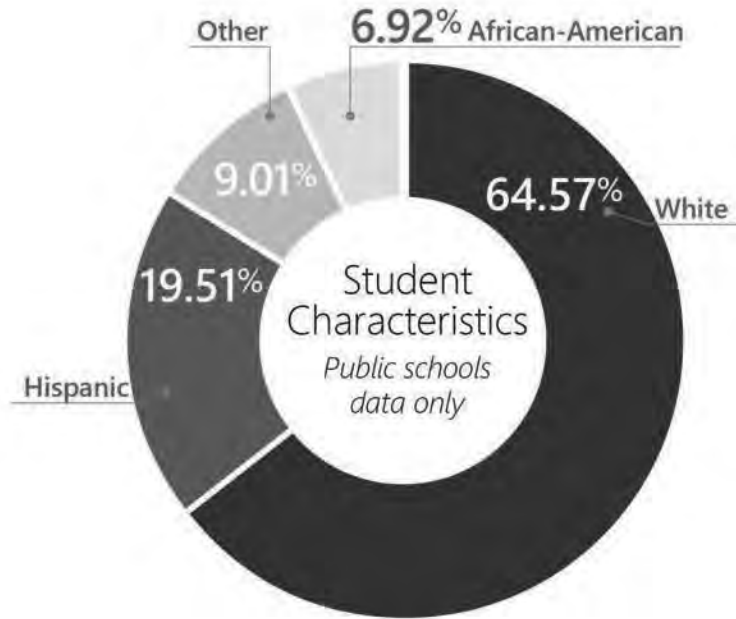
# MATHEMATICS BY GRADE



# BY SUBGROUP



# EDUCATION SUMMARY



## Public School Characteristics

Number enrolled*	489,795
Number of Title 1 Schools	667

\* Headcount enrollment

## School District Characteristics

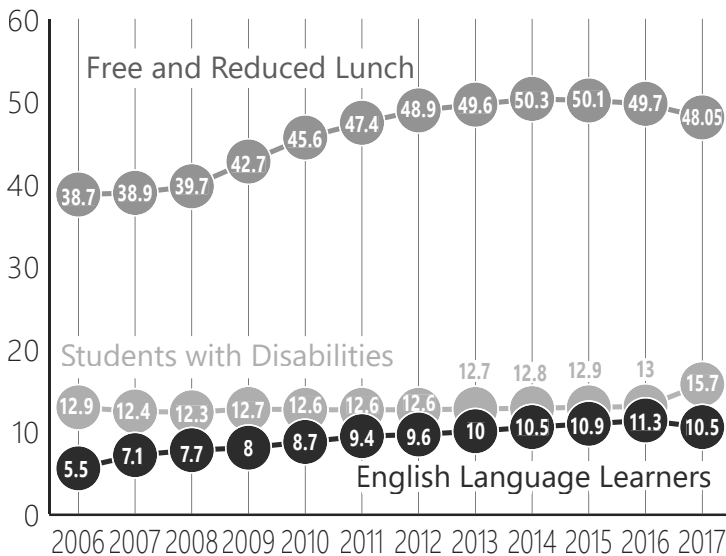
Number of School Districts	286
Number of Schools	1,307

## Teachers

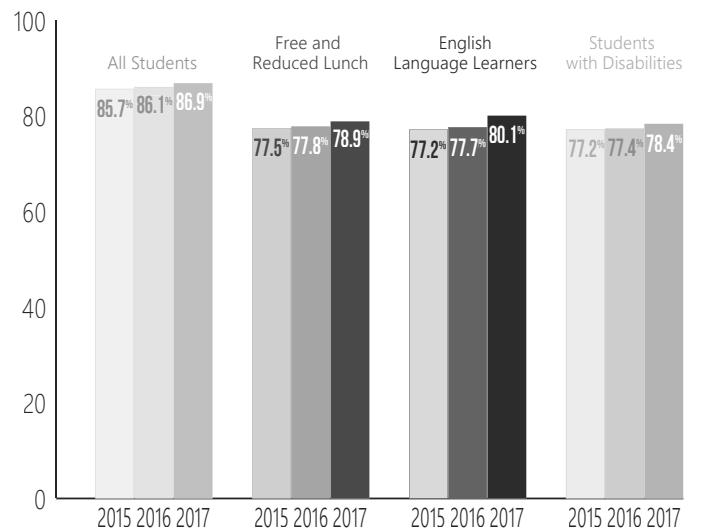
Average Age	43
Average Years of Experience	13
Number of Full-Time Equivalent (FTE) Teachers	31,476.1
Teachers' Average Salary**	\$ 54,120.50
Teacher/Pupil Ratio	14.9

\*\* 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
<b>Board of Regents</b>	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
<b>Emporia State University</b>	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
<b>Fort Hays State University</b>	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
<b>KSU ESARP</b>	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
<b>Pittsburg State University</b>	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
<b>KU</b>	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
<b>Wichita State University</b>	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
<b>KDHE</b>	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 sch	80,000

<b>Agency</b>	<b>Program</b>	<b>Budget</b>
	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 Targeted Case Management	477,052
	Rehabilitation	3,802,454
	Physical Therapy	125,755
	Occupational Therapy	93,705
	Speech/Language	14,923,579
	Audiology Services	82,919
	Mental Health	999,111
	Other Practitioner Services	1,663,948
	Other Services for	17,086,798
<b>Historical Society</b>	Developing K-12 Kansas history curriculum and develop the Kansas history textbook that is	91,982
<b>School for the Blind</b>		6,669,208
<b>School for the Deaf</b>		8,830,008
<b>State Library</b>	Summer reading program	40,500
<b>Grand Total</b>		94,593,158



**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.



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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.

## 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 inform 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 – 3<sup>rd</sup> Edition (ASQ-3) and Ages and Stages Questionnaire: Social-Emotional- 2<sup>nd</sup> 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.



## Division of Fiscal and Administrative Services

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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

App. #000208

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/		
<b>USD #</b>			Insurance	Sewer	Heating	Electricity
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>188,000</b>	<b>65,000</b>	<b>575,600</b>	<b>1,699,357</b>
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/		
<b>USD #</b>			Insurance	Sewer	Heating	Electricity
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>188,000</b>	<b>65,000</b>	<b>575,600</b>	<b>1,699,357</b>
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/		
<b>USD #</b>			Insurance	Sewer	Heating	Electricity
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>188,000</b>	<b>65,000</b>	<b>575,600</b>	<b>1,699,357</b>
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
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			Casualty	Water/		
<b>USD #</b>			Insurance	Sewer	Heating	Electricity
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>188,000</b>	<b>65,000</b>	<b>575,600</b>	<b>1,699,357</b>
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/		
<b>USD #</b>			Insurance	Sewer	Heating	Electricity
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>188,000</b>	<b>65,000</b>	<b>575,600</b>	<b>1,699,357</b>
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/		
<b>USD #</b>			Insurance	Sewer	Heating	Electricity
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>188,000</b>	<b>65,000</b>	<b>575,600</b>	<b>1,699,357</b>
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



## Division of Fiscal and Administrative Services

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Topeka, Kansas 66612-1212

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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: 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.

12/5/2017			Col 1	Col 2	Col 3	Col 4
			2014-15	2015-16	2016-17	2017-18 Est.
			Virtual	Virtual	Virtual	Virtual
<b>USD #</b>			FTE	FTE	FTE	FTE
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>6,289.3</b>	<b>6,197.8</b>	<b>6,631.9</b>	<b>6,924.7</b>
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

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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

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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

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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

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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
<b>Totals</b>	<b>District Name</b>	<b>County</b>	<b>6,289.3</b>	<b>6,197.8</b>	<b>6,631.9</b>	<b>6,924.7</b>
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),<sup>1</sup> 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

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

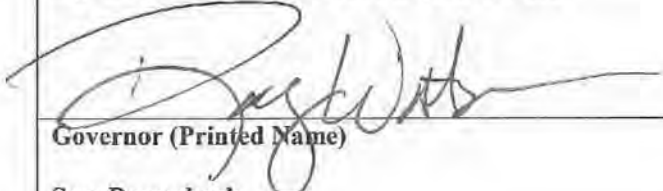
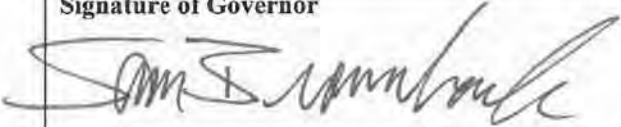
Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### **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](mailto:OSS.[State]@ed.gov) (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).

## Cover Page

Contact Information and Signatures	
SEA Contact Colleen Riley, Director	Telephone: (785) 296-4949
Mailing Address: Kansas State Department of Education Landon State Office Building 900 SW. Jackson St., Suite 620 Topeka, KS 66612	Email Address: criley@ksde.org
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. 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. 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.</p>	
Authorized SEA Representative (Printed Name)  Randy Watson	Telephone: (785) 296-3202
Signature of Authorized SEA Representative 	Date:  1/18/18
Governor (Printed Name)  Sam Brownback	Date SEA provided plan to the Governor under ESEA section 8540:  8/3/17
Signature of Governor 	Date:  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.)<sup>2</sup>

### *Standards*

*Legislative regulation<sup>3</sup> 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.*

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<sup>2</sup> 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.

<sup>3</sup> 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/](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 21<sup>st</sup> 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
  - 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
      - 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	%
<b>Grade 3</b>	40316	4104	10	124	.3	78	.1	71	.1	39	.1
<b>Grade 4</b>	39370	3815	10	108	.2	72	.1	51	.1	47	.1
<b>Grade 5</b>	38656	3766	10	118	.3	43	.1	41	.1	34	.1
<b>Grade 6</b>	38455	3518	9	82	.2	33	.1	46	.1	48	.1
<b>Grade 7</b>	38376	3429	9	121	.3	44	.1	35	0	40	.1
<b>Grade 8</b>	37865	3262	9	83	.2	32	.1	39	.1	44	.1
<b>Grade 10</b>	37971	2616	7	78	.2	27	.1	33	0	18	.1
<b>Total</b>	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  
 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***

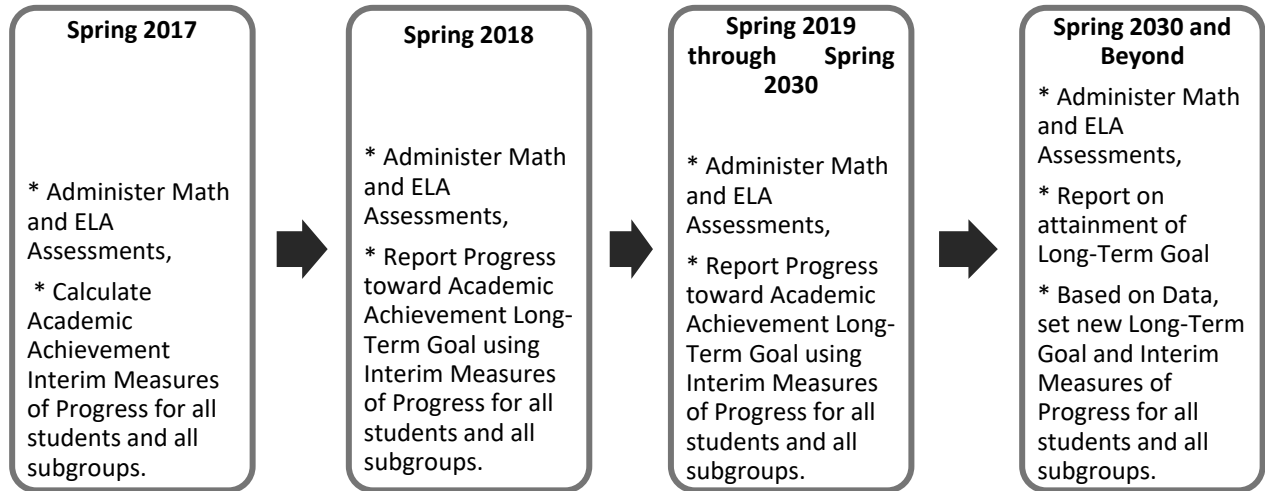
*The Kansas Assessment Program (KAP) results are reported in four performance levels. Level 1 indicates that the student has demonstrated limited ability to understand and use the skills and knowledge necessary for college and career readiness. Level 2 indicates that the student has demonstrated a basic 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	Reading/ Language Arts: Long-term Goal	Math: Baseline Data	Math: Long-term Goal
	(% scoring in Level 3 & Level 4) 2016	(% scoring in Level 3 & Level 4) 2030	(% scoring in Level 3 & Level 4) 2016	(% 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<sup>4</sup>.

<sup>4</sup> Carnevale, A. & Smith N. (2013) Recovery: Job Growth and Education Reform through 2020. Georgetown Policy Institute: Center on Education and the Workforce.

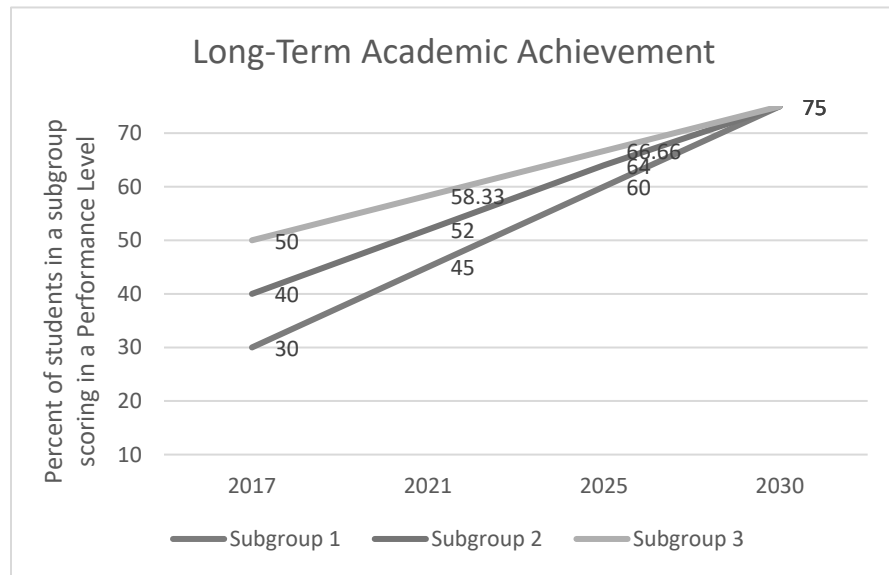
*Additionally, the alignment of the Kansas assessment cut scores to the ACT informed the KSBE. According to ACT, the test measures students' high school achievement and determines academic readiness for college. Students achieve scores from 1 to 36 in each subject and an overall composite score. ACT sets College Readiness Benchmark scores for each subject area that indicate potential success in postsecondary education<sup>5</sup> 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 10<sup>th</sup> 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:*



<sup>5</sup> 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:***

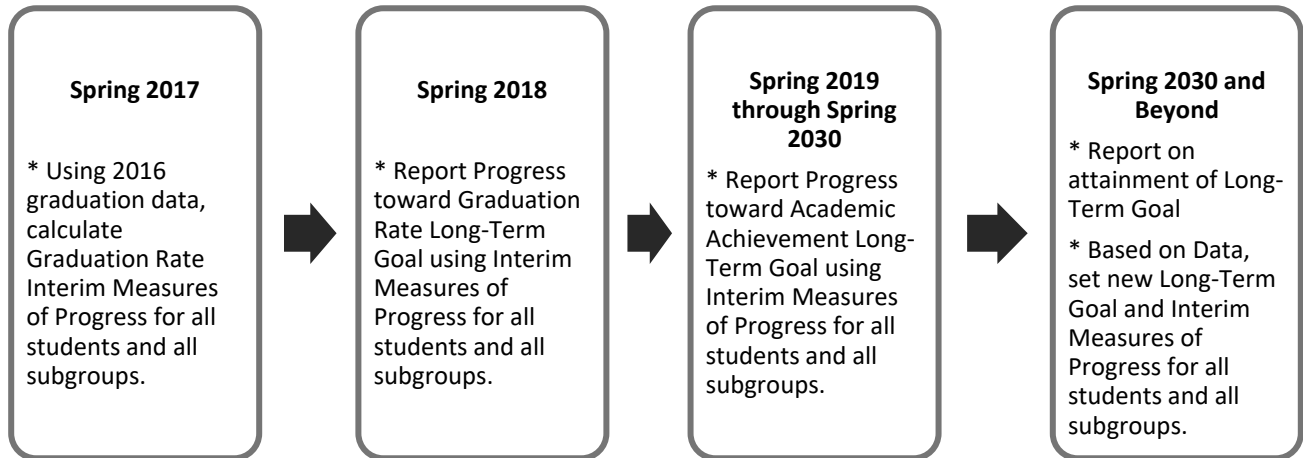
***In order to lead the world in the success of each student, Kansans aim for a long-term graduation goal of 95 percent by 2030 for all districts, schools and subgroups.***

*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  $1/13^{\text{th}}$  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.<sup>6</sup>*

<sup>6</sup> OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, p. 43. <http://dx.doi.org/10.1787/eaq-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<sup>3</sup>.

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.

- 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.

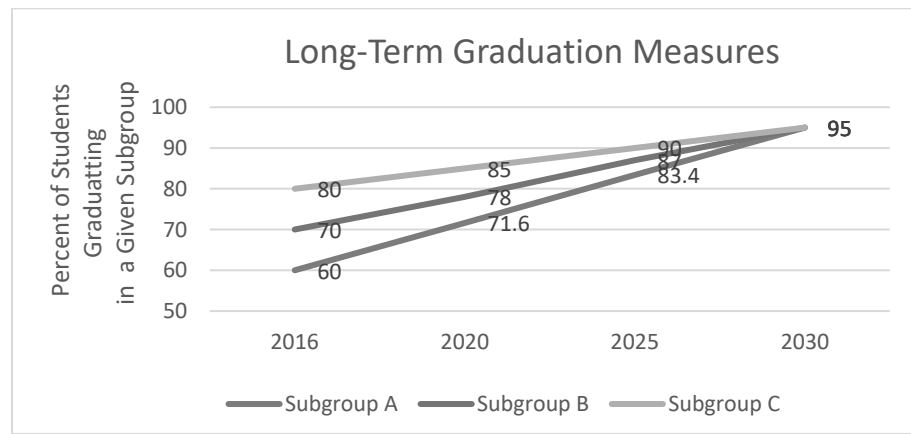
*Not applicable. Kansas will not use the extended-cohort for this measure.*

- 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.*

- 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  $35/13 = 2.5$ )

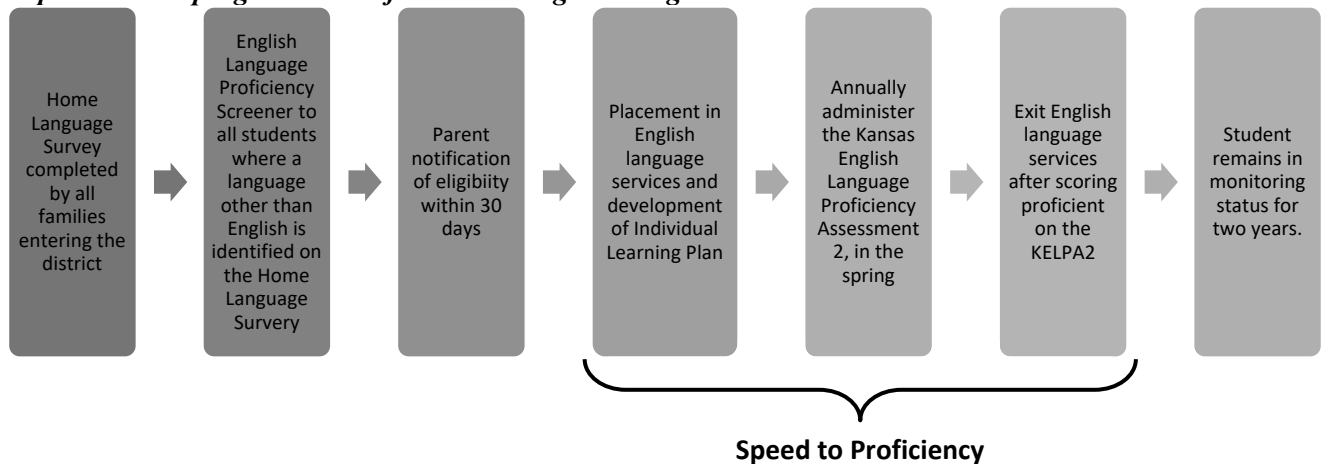
Then, Expected rate of gain necessary to reach long-term goal:

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.<sup>7</sup> 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*

<sup>7</sup> 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**

**$5 \div 10 = .5$  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<sup>th</sup> of the gap between the starting position and the long-term goal, for all subgroups, buildings, and districts.

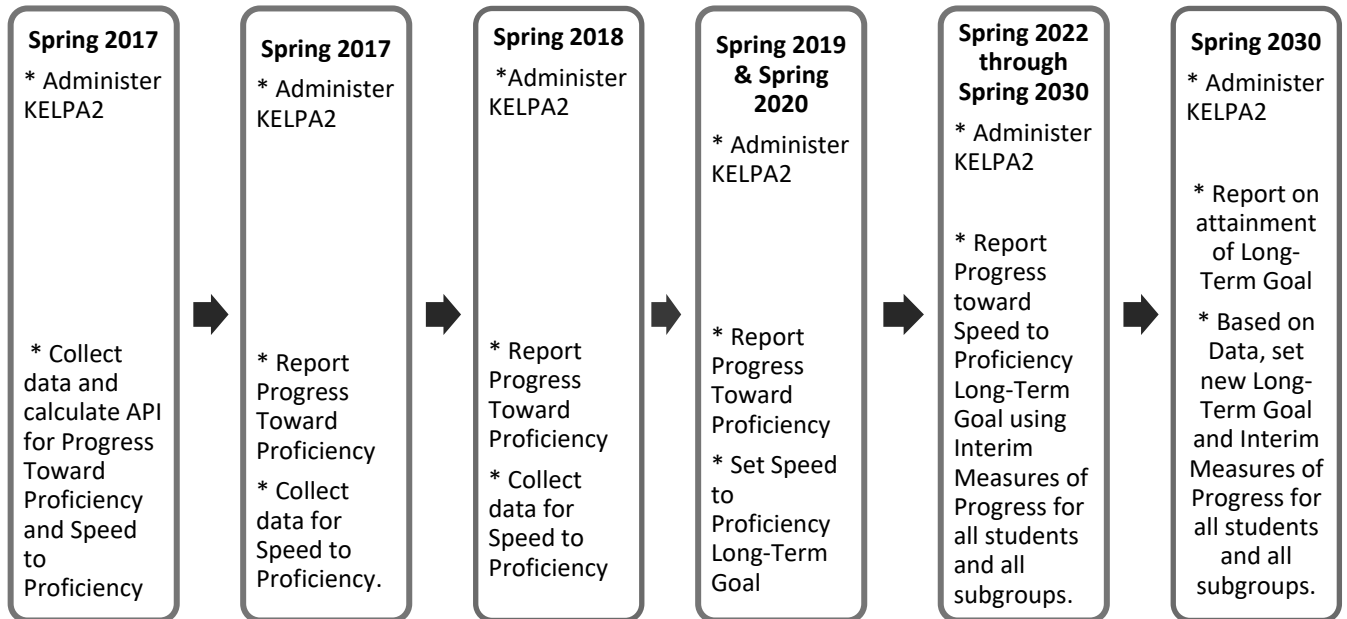
**(i) Baseline.**

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.

<u>State Assessment Performance level</u>	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
	<b>totals</b>		261	95,600
Assessment Performance Index = $95,600 \div 261 = 366$				

The KSDE will develop the gap measure in the following way:

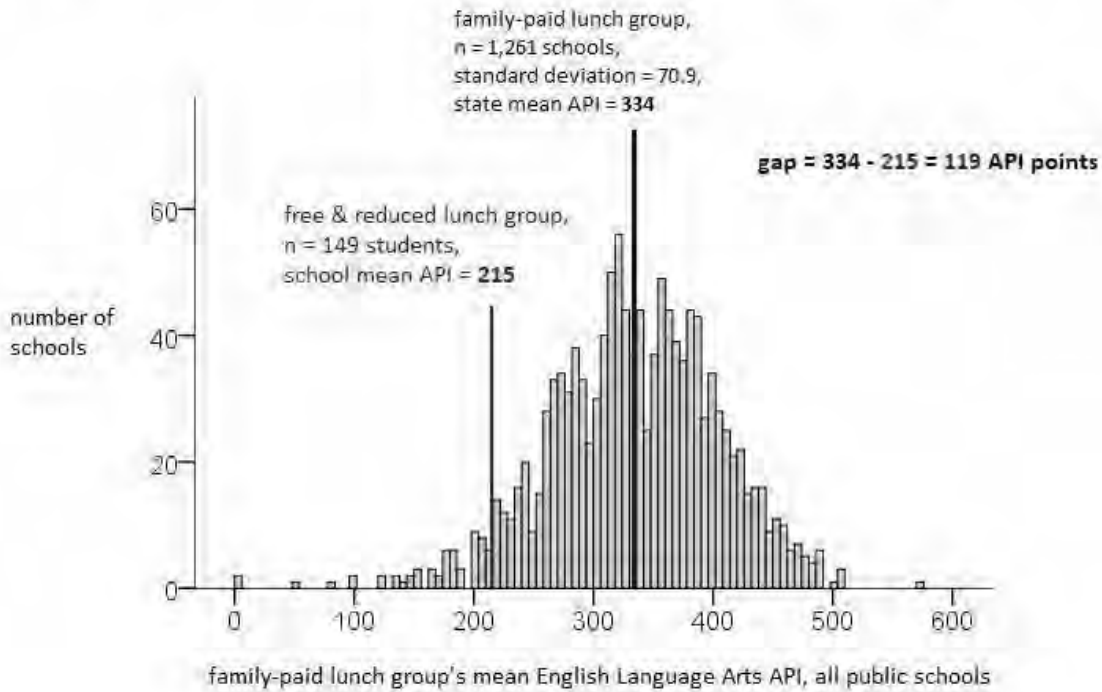
- Using the 2017 state assessment results, the KSDE will calculate the API consistently for all subgroups at the school, district, and state levels.
  - ELA and math APIs will be calculated separately.
  - Precondition: Any subgroup, building, or district not meeting the greater of 95% of all students 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:

<i>school or district student group (n &gt; or = 30)</i>	<i>contrasting state-level benchmark group</i>
<i>All students at the school level</i>	<i>All Students at the state level</i>
<i>Free &amp; Reduced</i>	<i>Non-Free &amp; Reduced</i>
<i>Students with Disabilities (SwDs)</i>	<i>Students without Disabilities</i>
<i>English learners</i>	<i>non-English Learners</i>
<i>African-Americans</i>	<i>non-African-Americans</i>
<i>Hispanics</i>	<i>non-Hispanics</i>
<i>Whites</i>	<i>non-Whites</i>
<i>Asians</i>	<i>non-Asians</i>
<i>American Indians</i>	<i>non-American Indians</i>
<i>Pacific Islanders</i>	<i>non-Pacific Islanders</i>
<i>Multi-ethnic</i>	<i>non-Multi-ethnic</i>

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.*

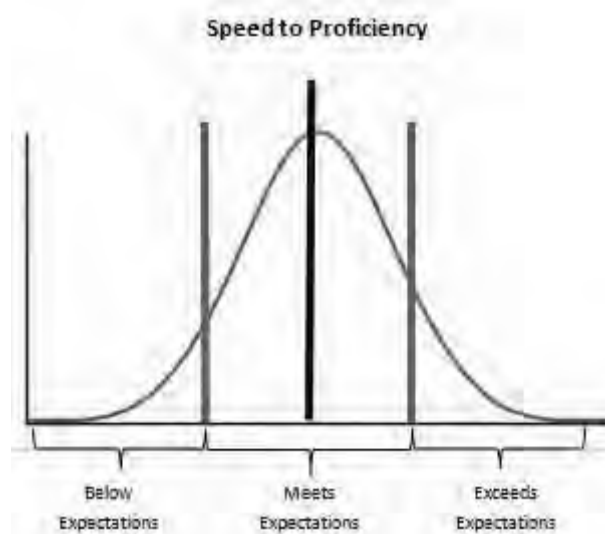
4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

*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 I 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)	Graduation: Interim Measures of Progress. (Yearly rate of gain to reach Goal)	Graduation: Long-term Goal (End Measure of Progress)
	2016	2017-2030	2030
<b>All students</b>	<b>86.1</b>	<b>0.68</b>	<b>95.0</b>
<b>Economically disadvantaged students</b>	<b>77.7</b>	<b>1.33</b>	<b>95.0</b>
<b>Children with disabilities</b>	<b>77.4</b>	<b>1.35</b>	<b>95.0</b>
<b>English learners</b>	<b>77.7</b>	<b>1.33</b>	<b>95.0</b>
<b>African-American students</b>	<b>77.1</b>	<b>1.38</b>	<b>95.0</b>
<b>Native Hawaiian/Pacific Islander</b>	<b>82.6</b>	<b>0.95</b>	<b>95.0</b>
<b>Hispanic students</b>	<b>79.9</b>	<b>1.16</b>	<b>95.0</b>
<b>White students</b>	<b>88.8</b>	<b>0.48</b>	<b>95.0</b>
<b>Asian students</b>	<b>93.1</b>	<b>0.15</b>	<b>95.0</b>
<b>American Indian or Alaska Native students</b>	<b>72.5</b>	<b>1.73</b>	<b>95.0</b>
<b>Multi-Racial</b>	<b>81.9</b>	<b>1.01</b>	<b>95.0</b>

*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.*

**≤ 67%**  
Below expectations,  
identified for comprehensive  
supports

*Any district, school or subgroup with a 4-year adjusted cohort graduation rate of 67% or below, will be identified as a building for comprehensive supports and improvement.*

**> 67% & ≤ 86%**  
Approaching expectations,  
identified for support from KIAS

*86% is the state graduation rate average in 2017, the baseline year. The graduation mean will be adjusted in 2020 and every three years thereafter.*

*Any district, school or subgroup with a graduation rate higher than the mean but lower than the target is considered meeting expectations.*

**>86% & ≤ 94%**  
Meets expectations,  
identified for universal supports

*Those schools that have a four-year adjusted cohort graduation rate greater than or equal to 95 percent for all students and all subgroups will be reported on the dashboard as “exceeds expectations”.*

**≥ 95%**  
Exceeds expectations,  
Identified for universal supports

- 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).*

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.



## 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.

### PERCENTAGE OF PARTICIPATING SCHOOLS BY GRADE LEVEL



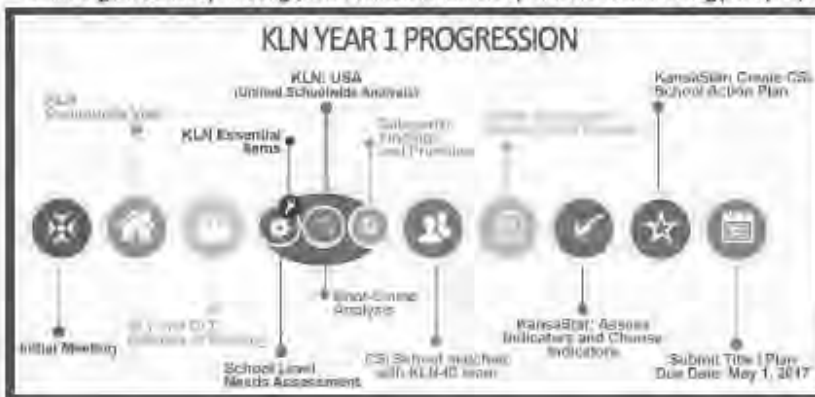
## SELECTION OF SCHOOLS

In November, 2016, KSDE identified Title I 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 KansasStar, an online documentation and improvement tool.



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- 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 (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 <i>identified</i> for CSI begin working with KLN		Cohort 1 schools <i>identified</i> 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 <i>identified</i> for CSI continue working with KLN		Schools <i>identified</i> 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 <i>identified</i> may apply to exit CSI status and CSI Schools may continue work with the KLN <i>identified</i> schools may apply to exit CSI status		Cohort 1 schools with <i>identified</i> for graduation rate continue work Cohort 1 schools <i>identified</i> -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  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  Schools identified for TSI begin work with KLN support	Schools identified due to individual underperforming subgroup and will begin work with KLN.  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  Schools identified for TSI begin work with KLN support	Schools identified due to individual underperforming subgroup and will begin work with KLN.  Schools identified for three consecutive years that fail to exit move to CSI status
2023-2024	Cohort 2 schools are <i>identified</i> may apply to exit CSI status (LP 5%)	Cohort 1 schools are <i>identified</i> 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  Schools identified for TSI begin work with KLN support	Schools identified due to individual underperforming subgroup and will begin work with KLN.  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 (KLAS) 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](http://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](http://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 21<sup>st</sup> 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.<sup>8</sup>

*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*

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<sup>8</sup> 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**

<b>Key Term</b>	<b>Statewide Definition (or Statewide Guidelines)</b>
<i>Ineffective teacher</i>	<i>Never licensed or an expired license. The staff member is not licensed or has an expired license.</i>
<i>Out-of-field teacher</i>	<i>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.</i>
<i>Inexperienced teacher</i>	<i>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.</i>
<i>Low-income student</i>	<i>Student qualifies for free and reduced price lunches.</i>
<i>Minority student</i>	<i>A student any race other than “white”, as designated by parent/guardian.</i>

*Questions considered by the KSDE:*

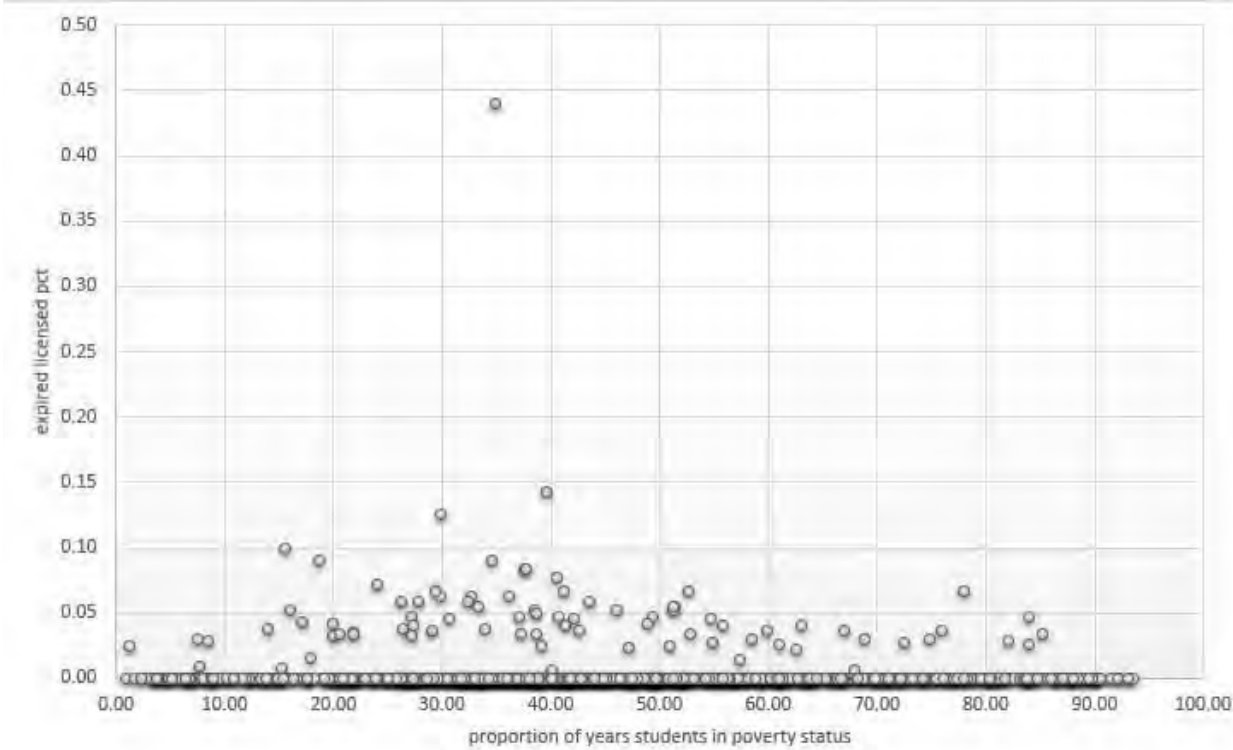
- *Do Title I Schools with high poverty have a greater percentage of teachers with less than three years of experience compared to low poverty districts’ percentage of teachers with less than three years of experience?*
- *Do Title I Schools with high poverty have a greater percentage of teachers teaching out-of-field compared to low poverty districts’ percentage of teachers teaching out-of-field?*
- *Do Title I Schools with high poverty have a greater percentage of ineffective teachers compared to low poverty districts’ percentage of ineffective teachers?*
- *Are Title I 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 I 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 I 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?*

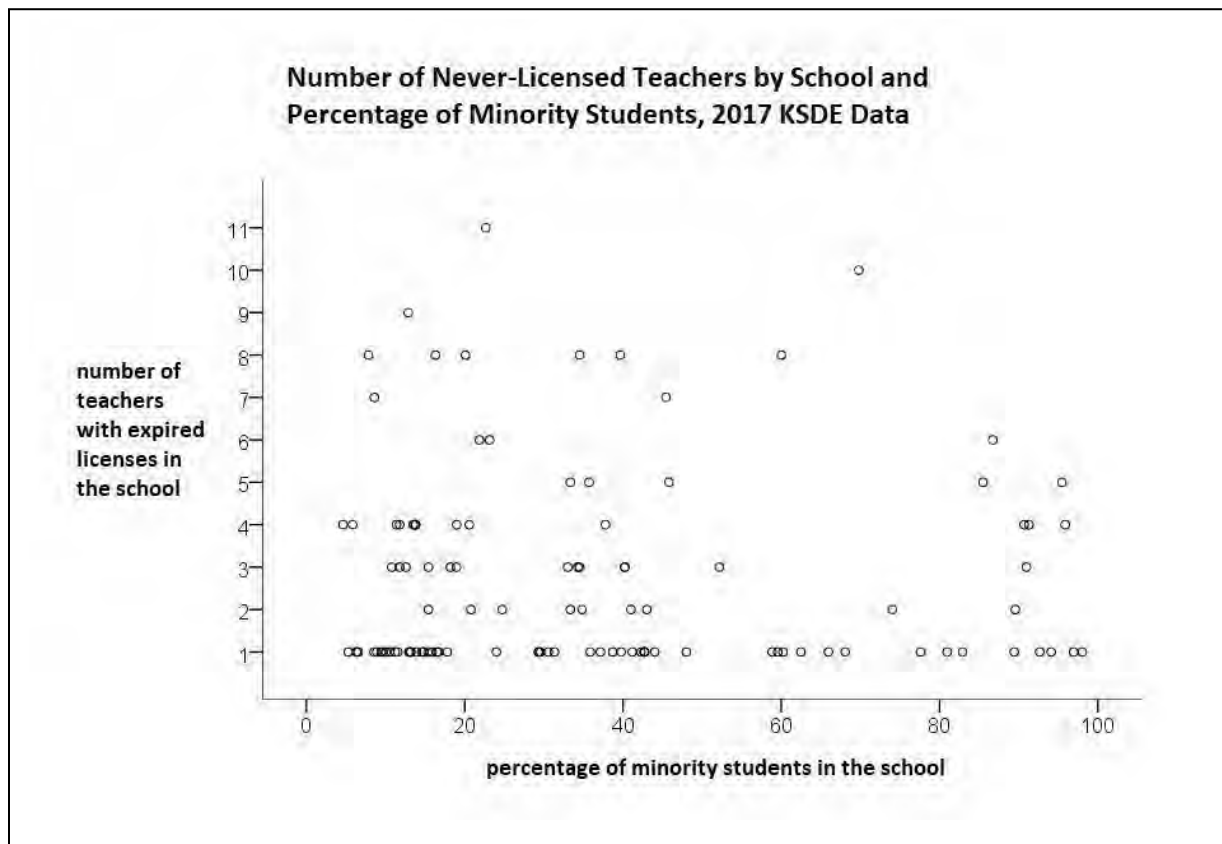
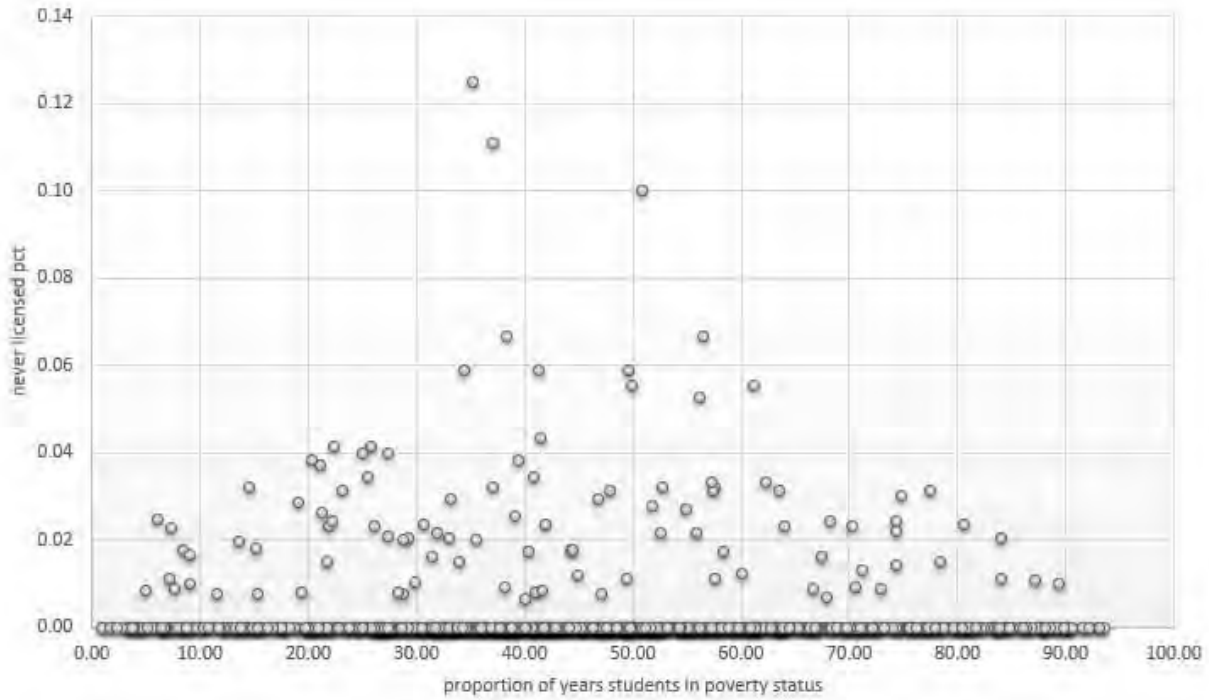
***Ineffective***

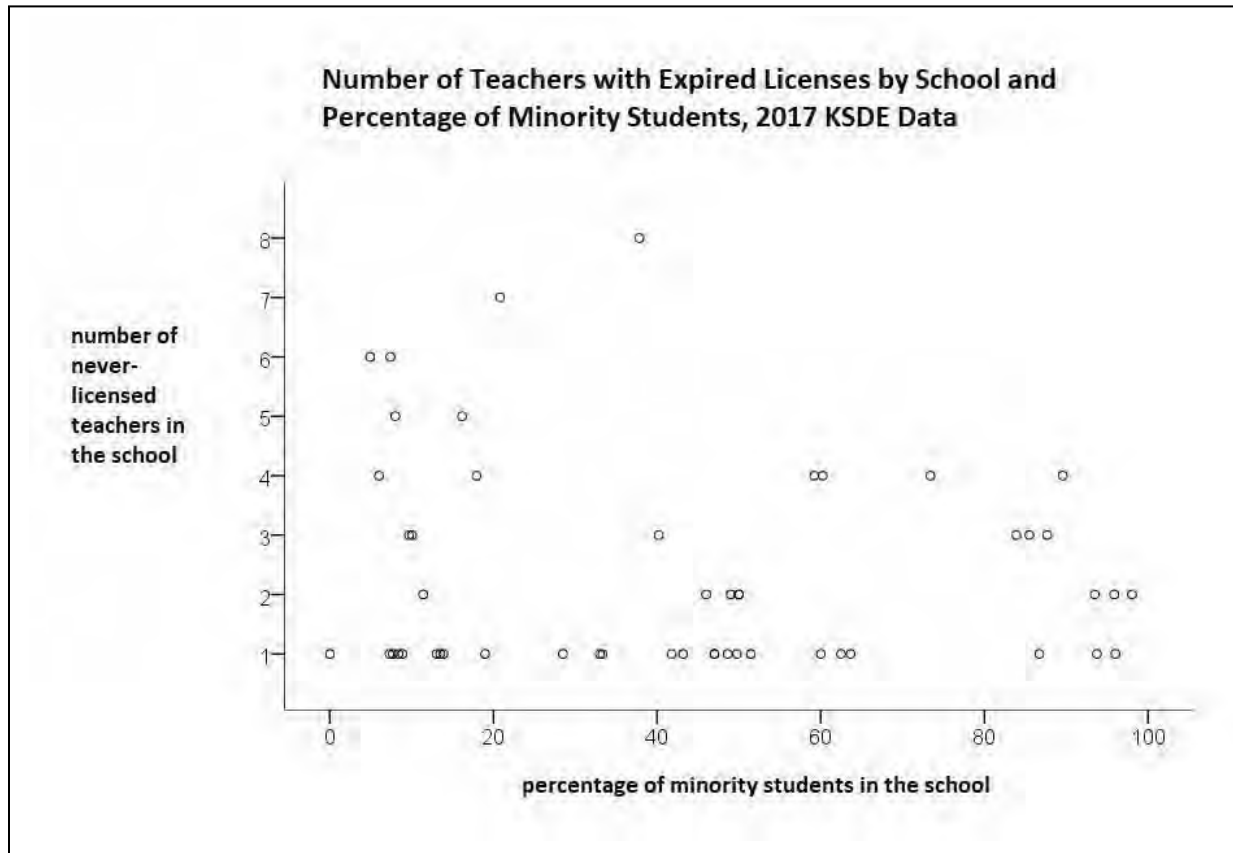
*Data from the 2017 Licensed Personnel Report (LPR) showed 89 teachers teaching with*

*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.*







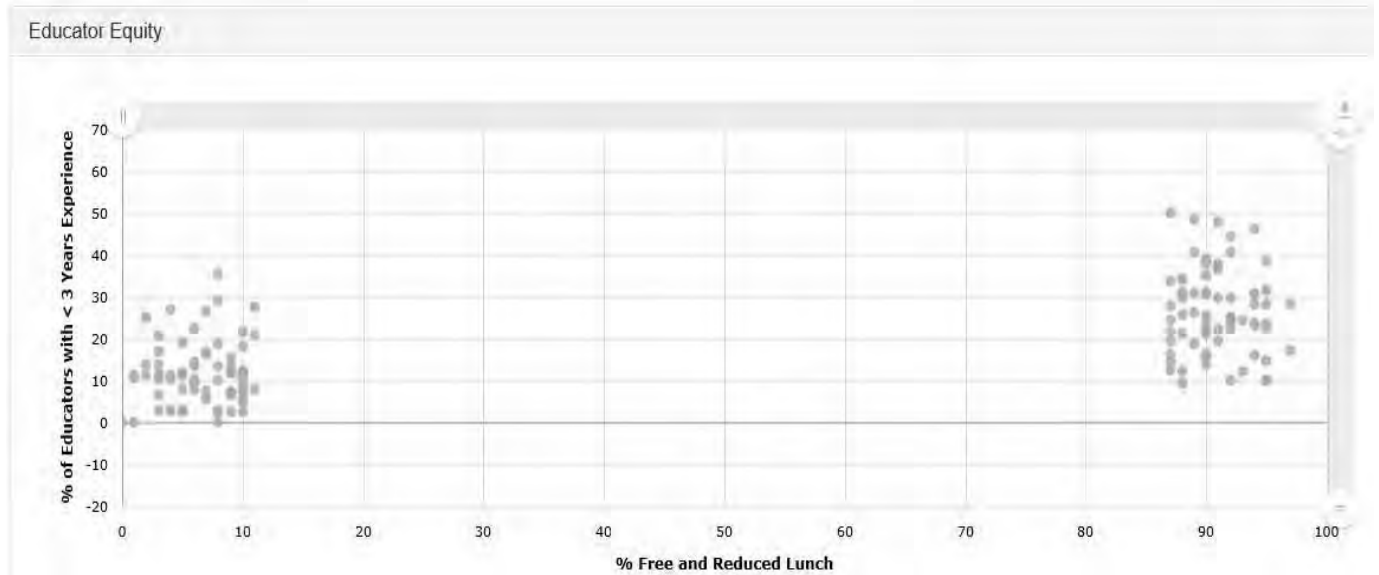
***Inexperienced***

*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

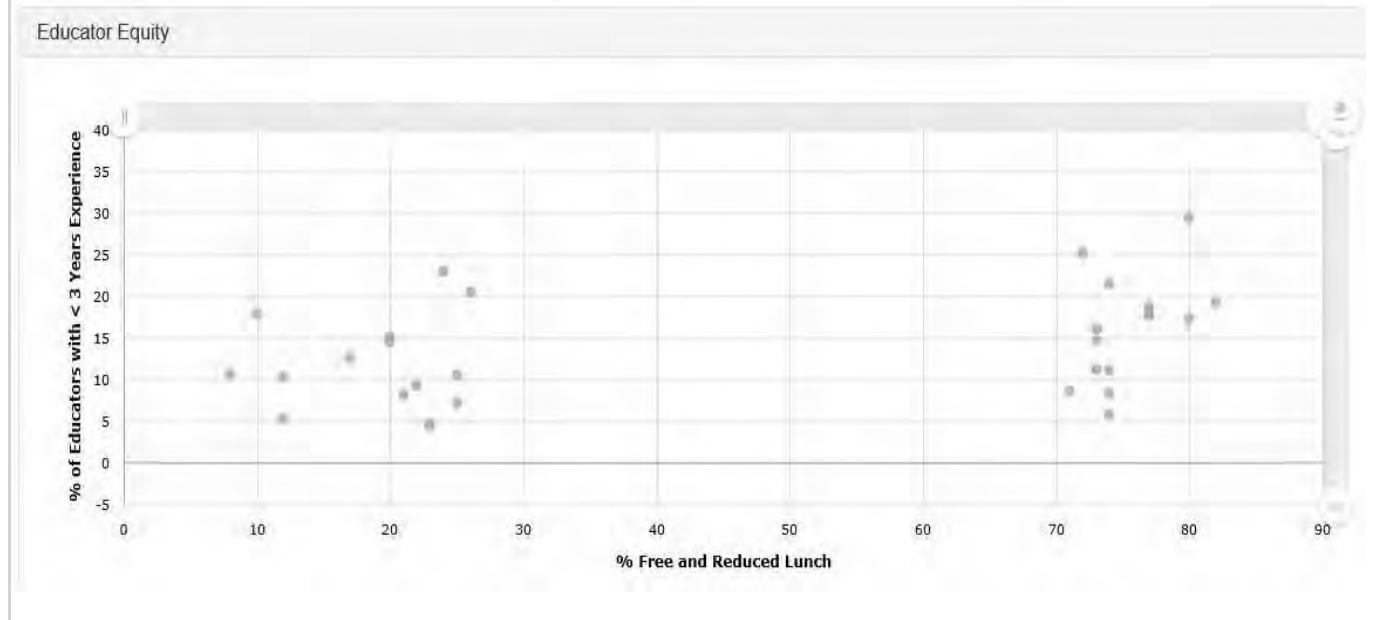
**Figure 1**



*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.*

<b>Gap Calculation:</b>	
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

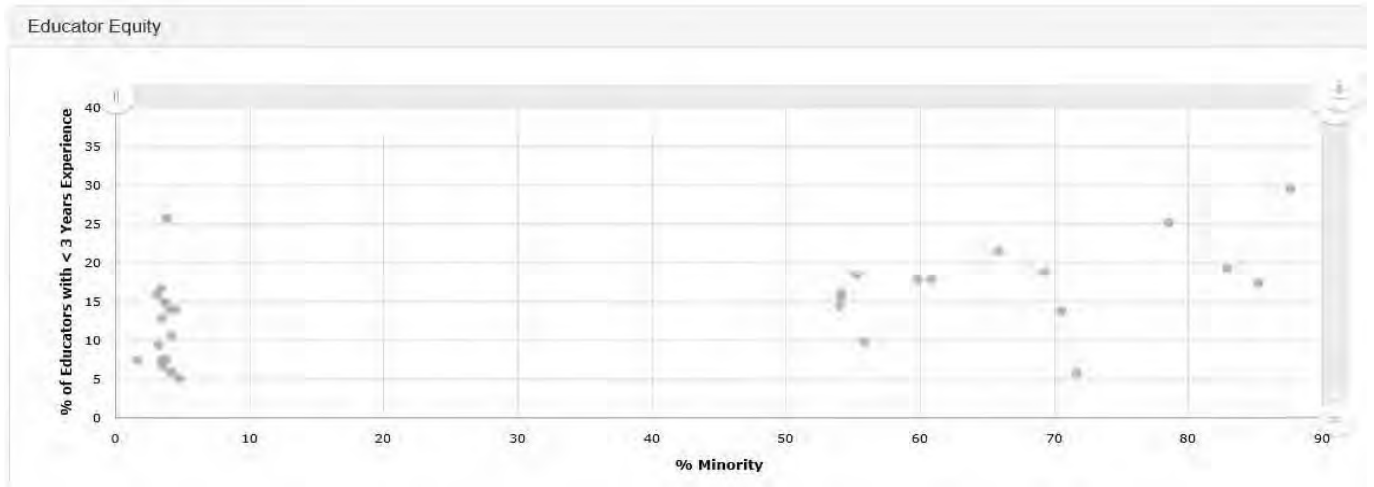
**Figure 2**



*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.*

<b>Gap Calculation:</b>	
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.*

<b>Gap Calculation:</b>	
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
<b>Gap</b>	<b>0.04%</b>		<b>Gap</b>	<b>0.01%</b>		<b>Gap</b>	<b>No Gap</b>		<b>Gap</b>	<b>No Gap</b>	

**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.

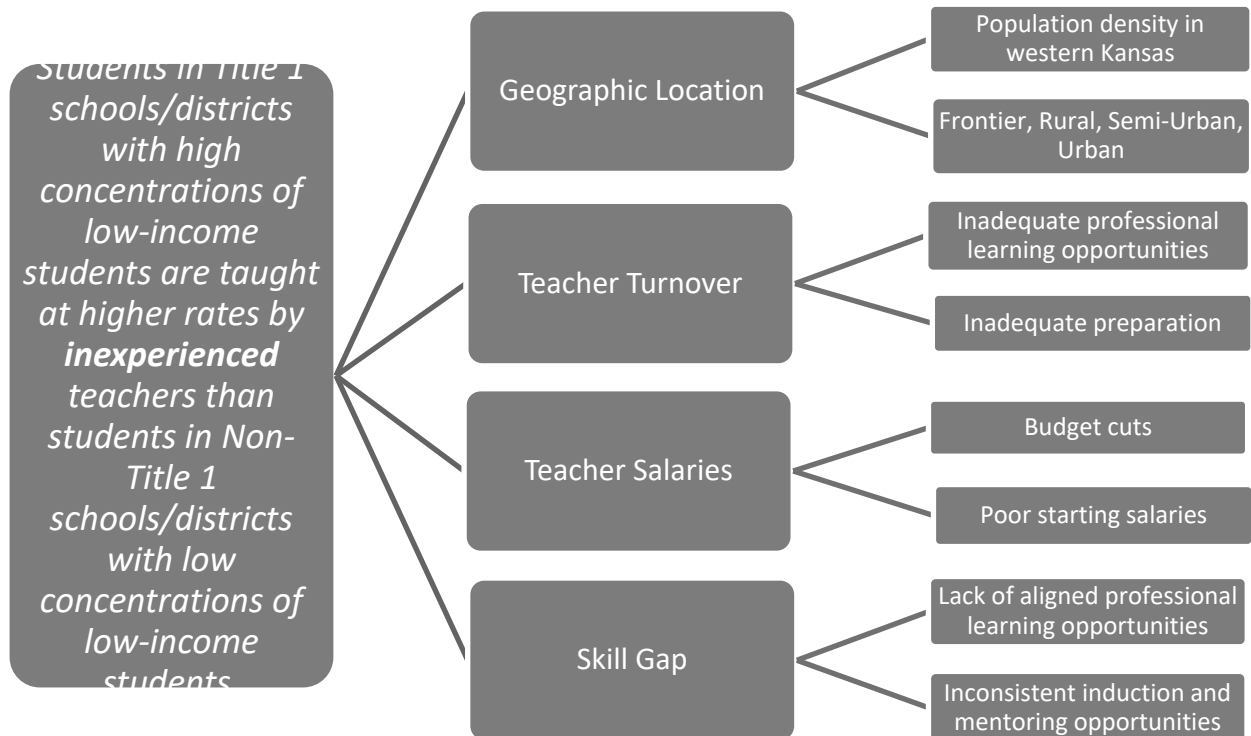
Because equity work happens at the state and district levels, the KSDE chose to combine Gaps 1 and 2, and Gaps 3 and 4. The KSDE created diagrams to illustrate the root causes believed to hinder student access to excellent teaching in Kansas in regard to these two gaps. Continuous root cause analysis 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.

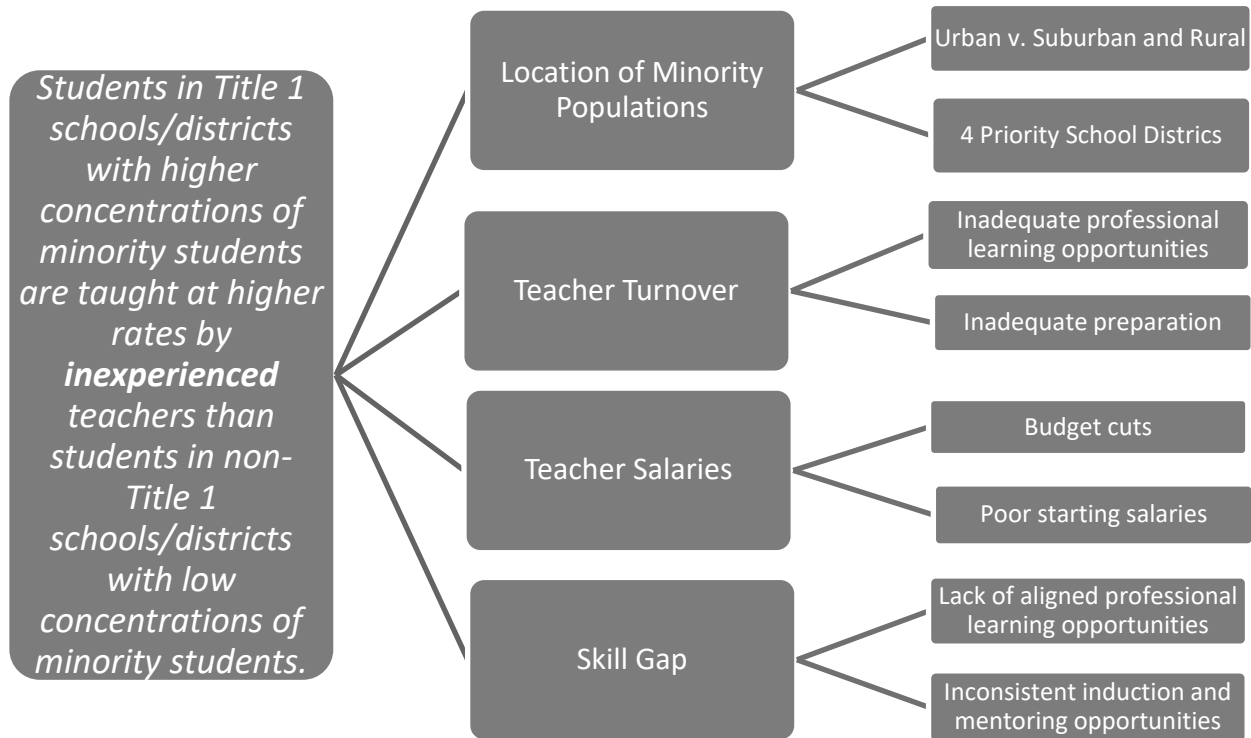
**Root Cause Analysis, Equitable Access Gap to Excellent Educators**

- *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 I 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<sup>9</sup>. 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)<sup>10</sup> providers and Kansas MTSS<sup>11</sup>. Kansas has a history of implementing the CHAMPS program for increasing positive behaviors, interventions, and supports<sup>12</sup> 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*

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<sup>9</sup> [www.osepideasthatwork.org](http://www.osepideasthatwork.org)

<sup>10</sup> [www.ksdetasn.org](http://www.ksdetasn.org)

<sup>11</sup> [www.kansasmtss.org](http://www.kansasmtss.org)

<sup>12</sup> [www.pbis.org](http://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 21<sup>st</sup> 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<sup>13</sup>.*

*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.*

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<sup>13</sup> 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](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<sup>th</sup> 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.*

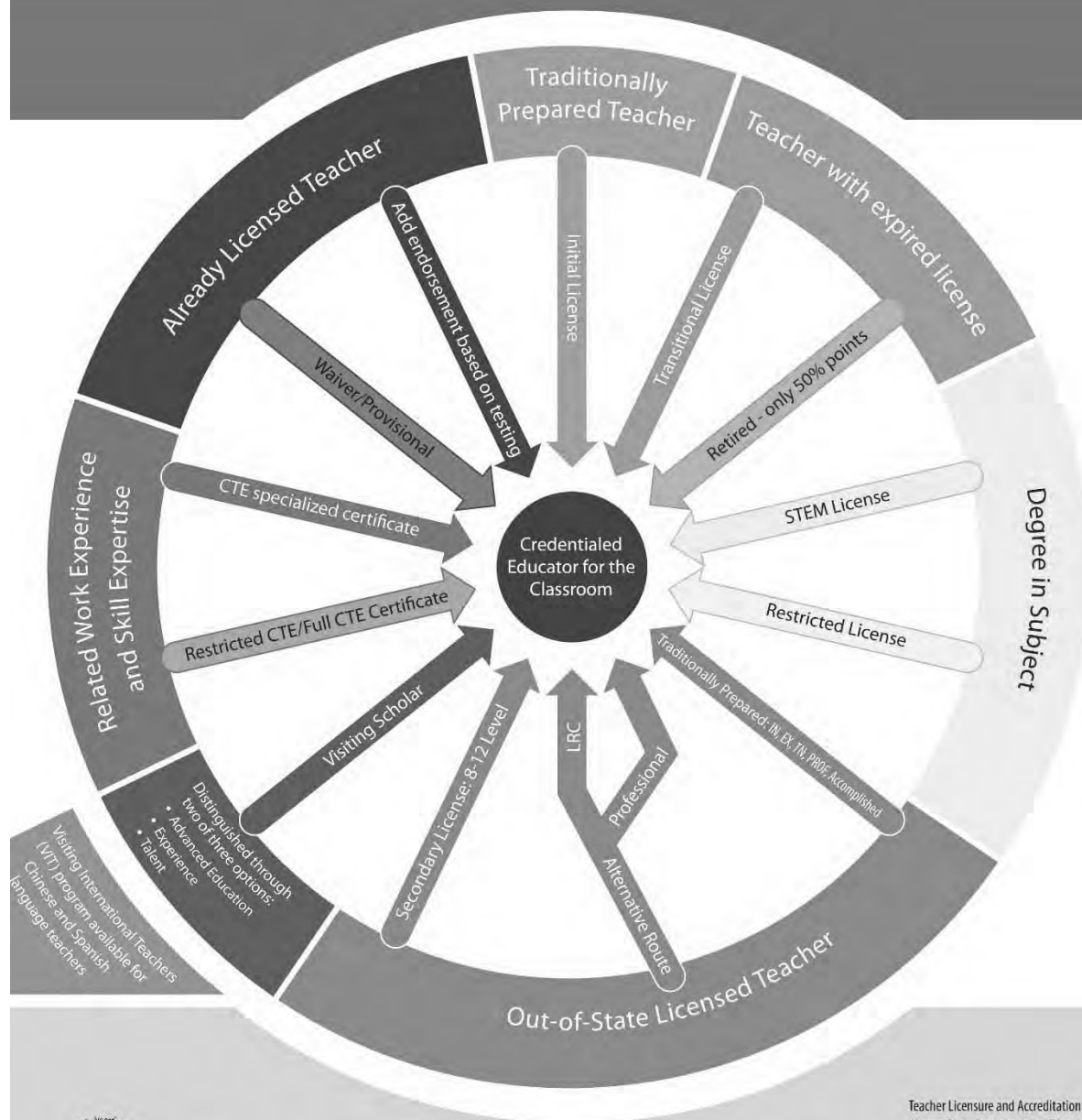
## Routes to the Classroom

Background of Applicant	Credential Option(s)	Requirements	Examples or notes
Already licensed teacher	Add needed teaching endorsement by testing	<ul style="list-style-type: none"> <li>Complete Praxis content test with passing score</li> <li>Submit Form 22 application</li> </ul>	<ul style="list-style-type: none"> <li>Middle, secondary or all-level teaching subject endorsements can be added to any existing elementary, early childhood, middle level or secondary license</li> <li>CANNOT add early childhood, elementary, SPED based only on testing</li> </ul> <p><i>Examples: Elementary education adding middle level math; Biology adding physics; Speech/theatre adding all level music...</i></p>
	Plan of study: waiver/provisional sequence as complete coursework on plan	<ul style="list-style-type: none"> <li>Enrolled in coursework on plan of study for completing an approved program</li> <li>Waiver/provisional pathway allows teaching full-time while completing program requirements</li> <li>Maximum 3 years on waiver to move to provisional. Provisional=2 years, renewable</li> </ul>	<ul style="list-style-type: none"> <li>Elementary education not available as a waiver/provisional</li> <li>Leadership licenses not available as a waiver/provisional</li> </ul>
Traditionally prepared teacher	Initial license One-year temporary nonrenewable (TN)	<ul style="list-style-type: none"> <li>Degree; Teacher preparation program completed</li> <li>Testing (TN if testing not complete)</li> <li>Recency means having teaching experience or credit hours in the last six years.</li> </ul>	<ul style="list-style-type: none"> <li>Kansas program completers</li> </ul> <p>To access annual summary data choose the LPR Board presentation and/or LPR Summary document located at <a href="http://www.ksde.org/Default.aspx?tabid=812">www.ksde.org/Default.aspx?tabid=812</a></p>
Teacher with expired license	Transitional license	<ul style="list-style-type: none"> <li>Submit application to request</li> <li>Valid for current school year</li> <li>Allows full-time teaching</li> </ul>	<ul style="list-style-type: none"> <li>Can complete the school year teaching full-time without meeting any requirements</li> <li>Available for teaching, school specialist, leadership expired licenses</li> <li>Provides time for the educator to complete professional development to renew their expired license if they wish to continue to teach</li> </ul> <p><i>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</i></p>
		<ul style="list-style-type: none"> <li>Retired educators only need to complete 50% of the professional development points in order to renew expired license</li> <li>60 with advanced degree; 80 with bachelor's</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Holds a degree in the needed subject ( <i>First language speakers (i.e. Spanish, French, German...)</i> ) for restricted license in the language)	STEM license	<ul style="list-style-type: none"> <li>Degree                             <ul style="list-style-type: none"> <li>Life, Physical or Earth Space Science</li> <li>Mathematics</li> <li>Engineering</li> <li>Computer Technology</li> <li>Finance or Accounting</li> </ul> </li> <li>Five years of professional work experience in the same subject</li> <li>Employed and assigned by a district to teach only the subject specified based on the degree and experience</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Background of Applicant	Credential Option(s)	Requirements	Examples or notes
	Restricted Teaching License <i>Transition to Teaching program)</i>	<ul style="list-style-type: none"> <li>• Pass appropriate content test</li> <li>• Teach full-time while completing pedagogy coursework during 1st two years</li> <li>• Collaborative effort between IHE, district, mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Available for any middle level, secondary or all level teaching subject endorsement</li> </ul>
Out-of-State Licensed Teacher	Traditionally Prepared: Initial license; Professional license; Accomplished license; TN; Exchange license, or Transitional license	<ul style="list-style-type: none"> <li>• Type and level of license determined by the amount of experience or comparable testing, and if recency is met</li> </ul>	To access annual summary data choose the LPR Board presentation and/or LPR Summary document located at <a href="http://www.ksde.org/Default.aspx?tabid=812">www.ksde.org/Default.aspx?tabid=812</a>
	Alternative Route prepared: Professional license OR Licensure Review Process (LRC)	<p>Professional License</p> <ul style="list-style-type: none"> <li>• Five or more years of accredited experience, three of which are consecutive in the same district</li> <li>• LRC process</li> <li>• Interim alternative license issues- allows full-time teaching while going through LRC process</li> <li>• LRC reviews file/in person appearance before LRC follows</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• New out-of-state regulations were implemented summer of 2014 for alternative route completers and for secondary licensed teachers.</li> </ul>
	Secondary teacher Issued Kansas license for same subject(s) 8-12	<ul style="list-style-type: none"> <li>• Valid out-of-state license at the secondary level</li> <li>• Offer for hire by a Kansas district</li> <li>• Preparation program not required to be verified</li> <li>• Type of license determined by testing history and/or exemptions from testing based on experience</li> </ul>	
Occupational experience and skill/expertise in the needed subject field	Career and Technical Education (CTE) Specialized Certificate (employment in CTE pathways)	<p>Full-time assignment</p> <ul style="list-style-type: none"> <li>• Five years of experience plus industry recognized credential</li> <li>• .5 Full-time Equivalent (FTE) or less assignment</li> </ul> <p>Verify occupational competency via one of multiple ways: two years of experience OR License OR trade competency OR industry credential</p>	
	CTE Restricted/Full Certificate <i>(employment in CTE pathways)</i>	<ul style="list-style-type: none"> <li>• Restricted issued based on verifying occupational experience/competency</li> <li>• Teach full-time while competing pedagogy</li> <li>• Parallel to restricted license but based on occupational skills rather than educational background</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 8-12</li> <li>• Restricted=two years, renewable. Full certificate is for five years.</li> <li>• This certificate has been available for many years</li> <li>• Updated to align with pathways language and to increase the number of pathways where a technical certificate is appropriate</li> <li>• Can add additional subject by trade competency only</li> </ul>

Background of Applicant	Credential Option(s)	Requirements	Examples or notes
Individual with distinction in their field through a combination of: <ul style="list-style-type: none"> <li>• experience</li> <li>• advanced studies</li> <li>• talent</li> </ul>	Visiting Scholar License	Must meet 2 of the following criteria: <ul style="list-style-type: none"> <li>• Advanced degree in the subject</li> <li>• Significant related occupational experience</li> <li>• Outstanding talent or distinction in the field</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 5-7 per year</li> <li>• Examples               <ul style="list-style-type: none"> <li>○ Law and Public Safety</li> <li>○ Foundations of Medicine/Medical Simulator</li> <li>○ Business and Global Marketing</li> <li>○ Arabic</li> <li>○ Japanese</li> <li>○ Symphonic band</li> </ul> </li> </ul>
Visiting International Teachers Program (VIT)	Foreign Exchange License	<ul style="list-style-type: none"> <li>• Individual has completed teacher preparation and is credentialed in their country. (International Credential Evaluation Report is required as part of application)</li> <li>• MOU exists between the State Board and the Education authority in participating country</li> <li>• Districts place teacher in assignment teaching the language (Spanish or Chinese) OR the subject area they were prepared to teach (elementary, math, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive, collaborative interview process between the Kansas State Department of Education (KSDE) and sponsoring program</li> <li>• Districts pay KSDE \$2000 fee per teacher (for a stay of 1-3 years)</li> <li>• KSDE/sponsoring program provide support, training, inservice prior to start of school and during the year including work VISA issuance</li> </ul>

# Routes to the Classroom



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

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Jody Snow and other designated youth groups. The following person has been designated as the hearing regarding the non-discrimination policy: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson Street 100, Topeka, KS 66612-1212, (785) 296-2700.

Revised September 7, 2015

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: 21<sup>st</sup> Century Community Learning Centers

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

*The Kansas 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program;*
- *The program does not prohibit any student from attending. If accommodations are needed, the 21<sup>st</sup> 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 21<sup>st</sup> 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, 21<sup>st</sup> CCLC funds reserved for State-level activities are used to contract with an external organization to provide capacity building, training and technical assistance to sub-grantees. The contracted organization holds two state conferences for 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program, as well as identify areas where improvement is needed.*

- *KSDE requests external organizations interested in partnering with or providing services to 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Center Funds, starting with an RFA for the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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)	Reading/Language Arts: Interim Measures of Progress. (Yearly rate of gain to reach Goal)	Reading/ Language Arts: Long- term Goal (% scoring in Level 3 & Level 4)	Math: Baseline Data (% scoring in Level 3 & Level 4)	Math: Interim Measures of Progress. (Yearly rate of gain to reach Goal)	Math: Long-term Goal  (% scoring in Level 3 & Level 4)
	2017	2017-2030	2030	2017	2017-2030	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)	Graduation: Interim Measures of Progress. (Yearly rate of gain to reach Goal)	Graduation: Long-term Goal (End Measure of Progress)
	2016	2017-2030	2030
<b>All students</b>	<b>86.1</b>	<b>0.68</b>	<b>95.0</b>
<b>Economically disadvantaged students</b>	<b>77.7</b>	<b>1.33</b>	<b>95.0</b>
<b>Children with disabilities</b>	<b>77.4</b>	<b>1.35</b>	<b>95.0</b>
<b>English learners</b>	<b>77.7</b>	<b>1.33</b>	<b>95.0</b>
<b>African-American students</b>	<b>77.1</b>	<b>1.38</b>	<b>95.0</b>
<b>Native Hawaiian/Pacific Islander</b>	<b>82.6</b>	<b>0.95</b>	<b>95.0</b>
<b>Hispanic students</b>	<b>79.9</b>	<b>1.16</b>	<b>95.0</b>
<b>White students</b>	<b>88.8</b>	<b>0.48</b>	<b>95.0</b>
<b>Asian students</b>	<b>93.1</b>	<b>0.15</b>	<b>95.0</b>
<b>American Indian or Alaska Native students</b>	<b>72.5</b>	<b>1.73</b>	<b>95.0</b>
<b>Multi-Racial</b>	<b>81.9</b>	<b>1.01</b>	<b>95.0</b>

**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)	Interim Measures of Progress. (Yearly rate of gain to reach Goal)	Long-term Goal (% of students making progress)	
	2017	2018-2030	2030	
<b>English Learners State of Kansas</b>	<b>27.5%</b>	<b>3.45%</b>	<b>95</b>	
<b>English Learners District A</b>	<b>15.0%</b>	<b>6.33%</b>	<b>95</b>	
<b>English Learners School A</b>	<b>9.8%</b>	<b>9.69%</b>	<b>95</b>	

## 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.



# 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.**”



## The Adequacy of Educational Cost Functions: Lessons From Texas

Timothy J. Grouberg, 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 indicators of a general failure 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 analysis 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 litigants 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 conformed 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 Adam Yinger for helpful comments and Maria Granda for research assistance on this project. Professors Grouberg and Jansen also thank the Preiss (Enterprise) Research Center of 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 77843-4228. E-mail: [ltaylor@tamu.edu](mailto:ltaylor@tamu.edu)

### 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.”



## 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



# 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.

## 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.

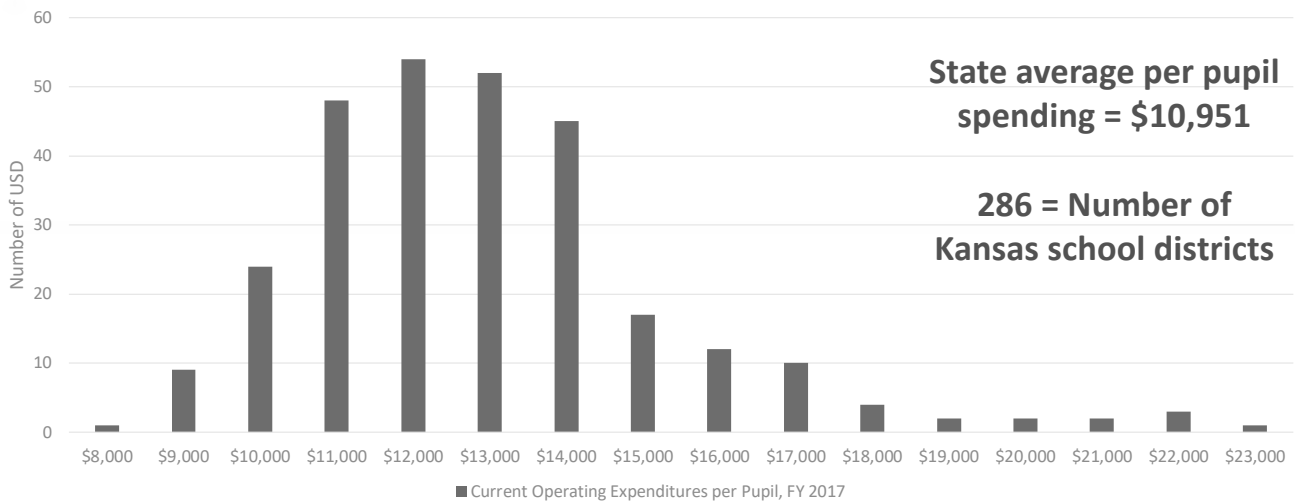


# Explaining District Spending Variation



## Spending Variation

# Spending Differs Across School Districts in Kansas



## 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: <ul style="list-style-type: none"><li>• student needs,</li><li>• input prices, and</li><li>• economies of scale.</li></ul>	Considers how schools and school districts differ in their output (student outcomes) relative to the amount of funding available.

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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.**

## Variation in Effective Rate by District

Effective rate – a composite of overall student performance – shows variation across Kansas.



2014-2015 Effective Rate by District



## 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 <i>costs</i> associated with: <ul style="list-style-type: none"><li>• <b>student needs,</b></li><li>• <b>input prices, and</b></li><li>• <b>economies of scale.</b></li></ul>	Considers how schools and school districts differ in their output (student outcomes) relative to the amount of funding available.

## 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.**

## Brief Literature Review on Student Need Costs

### Economically Disadvantaged Students

- Less than 1% additional funding needed<sup>1</sup>
- More than 100% additional funding needed<sup>2</sup>

### English Language Learner Students

- No additional funding needed<sup>3</sup>
- More than 400% additional funding needed<sup>4</sup>



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.

## Distribution of Economically Disadvantaged Stds.

Some districts have larger concentrations of poverty. But, most districts are serving between 25% and 50% low-income students.



Percent Free or Reduced Price Lunch  
by District - 2017



## 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.

## Explaining Range in Cost for Student Need Groups

### For students with disabilities:

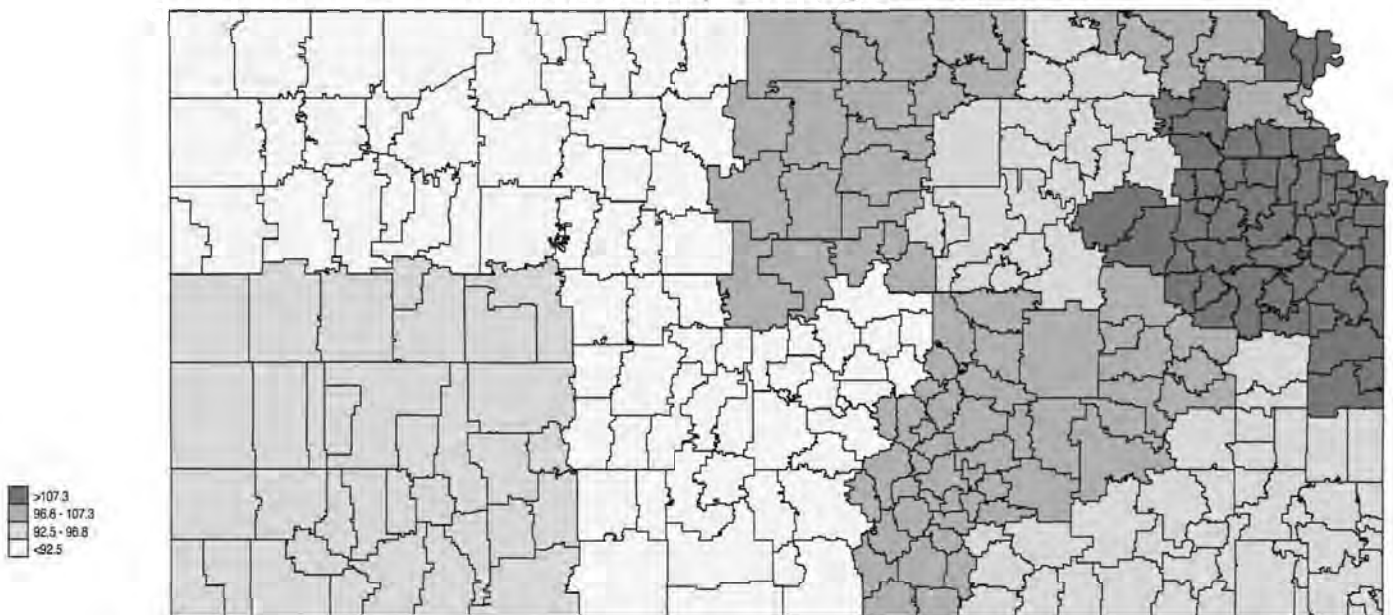
- Diagnosis of disability can be large and varied across physical, emotional, and behavior bounds;
- Each of which has different combinations of necessary resources to support the student.

## 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.**

Spending Variation: Differences in Costs – Input Prices

Kansas 2005 Comparable Wage Index by District



## 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.<sup>1</sup>
- And, once school districts get significantly larger we can observe a diseconomies of scale take effect.<sup>2</sup>
- Geography forces some districts to have smaller schools.

(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.

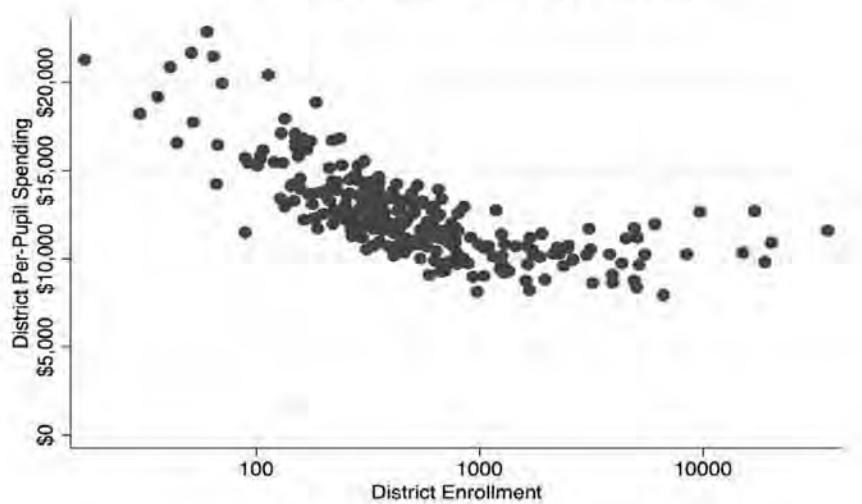
(2) Robertson, F.W. (2007). *Economies of scale for large school districts: a national study with local implications.* The Social Science Journal. Volume 44, Issue 4, Pages 620-629.

## 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.



2016-2017 Per-Pupil Spending by Enrollment





## Why Does Spending Differ?

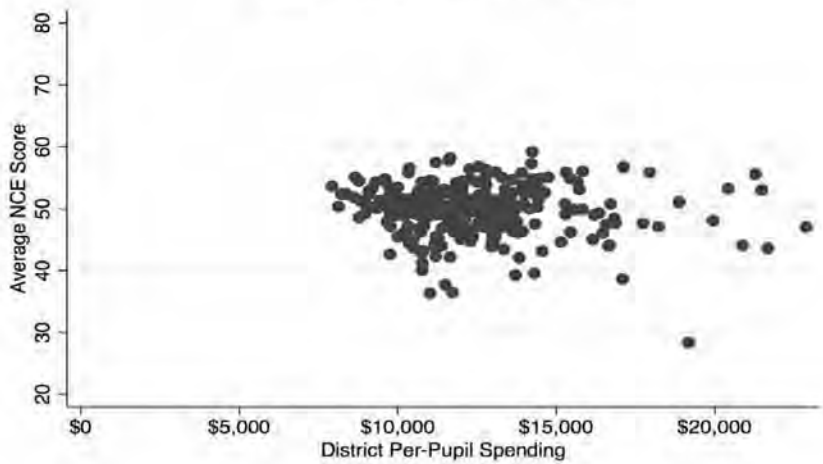
Outcomes	Costs	Efficiency
Considers the different outcomes of the system relative to the make-up of the student population and services provided.	Considers the costs associated with: <ul style="list-style-type: none"><li>• student needs,</li><li>• input prices, and</li><li>• economies of scale.</li></ul>	<b>Considers how schools and school districts differ in their output (student outcomes) relative to the amount of funding available.</b>

## Some School Districts Accomplish More than Others

Kansas school districts experience a range of achievement relative to the amount of spending per pupil.



2016-2017 Per-Pupil Spending and Value-Added Measure (NCE) - ELA





# Methods: Estimating the Cost of Education

## Two Approaches to Costing Out Studies

Approach	Input-Based	Output-Based
<b>Description</b>	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
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Professional Judgment</li> <li>• Evidence-Based</li> </ul>	<ul style="list-style-type: none"> <li>• Education Cost Function</li> <li>• Successful Schools</li> </ul>

## Summary of Various Methods

<p style="text-align: center;"><b><u>Professional Judgment</u></b></p> <ul style="list-style-type: none"> <li>• Convene focus groups of local practitioners to design prototype schools that meet performance goals.</li> <li>• Calculate the cost of the prototype in various locations.</li> </ul>	<p style="text-align: center;"><b><u>Education Cost Function</u></b></p> <ul style="list-style-type: none"> <li>• Cost and performance data to estimate the relationship between expenditures and school outcomes, resource prices, student needs and other factors.</li> <li>• Predicts the cost of achieving outcomes.</li> </ul>
<p style="text-align: center;"><b><u>Evidence-Based</u></b></p> <ul style="list-style-type: none"> <li>• Resource needs derived from “proven effective” school reform models.</li> </ul>	<p style="text-align: center;"><b><u>Successful Schools</u></b></p> <ul style="list-style-type: none"> <li>• Data on student performance identifies schools that meet a designated standard.</li> <li>• The cost is the average level of spending among those “successful schools”.</li> </ul>

## Input-Based Considerations

	Considerations
<i>Both methods are simple, transparent and straightforward. But, many only be applicable to a handful of prototypical school districts.</i>	
<b>Professional Judgment</b>	<ul style="list-style-type: none"> <li>• Vulnerable to the <b>blind spots and biases</b> of panel members</li> <li>• Frequently cost out performance standards that are <b>difficult to quantify</b> and well beyond current levels</li> </ul>
<b>Evidence-Based</b>	<ul style="list-style-type: none"> <li>• <b>Seldom specify the performance standards</b> being evaluated</li> <li>• Evidence of practitioners following evidence-based reform is lacking</li> <li>• Identified, proven outcomes may be out of line with system goals.</li> </ul>

## Output-Based Considerations

	Considerations
	<i>Direct link between education costs and desired outcomes. And, estimates based on what districts actually do. But, method requires high-quality datasets.</i>
Successful Schools	<ul style="list-style-type: none"> <li>• Policymakers must designate <i>measurable</i> performance standards.</li> </ul>
Cost Function Analysis	<ul style="list-style-type: none"> <li>• Provides a strong empirical foundation for estimates of cost differentials.</li> <li>• Describe relationships within the experience of the data</li> <li>• Statistical models are not transparent and explicitly involve errors of estimation and modeling.</li> </ul>

## 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)





# Data & Variables Included in Analysis

## Data Needed for Education Cost Function Analysis

- Expenditures
- Outcomes
- Prices
- Environmental factors

## 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.

## 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)

## 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.

## 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.

## 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<sup>1</sup>

### Effective rate

- Graduation rate and post-secondary pursuits and outcomes



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.**



# 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**

## Education Cost Function Steps

### Data

- Request, obtain, and clean the data
- **Product:** Validated data sets

### Construct variables

- Construct variables
- **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
- **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
- **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 minimum standard 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

**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
<p><b>KCCRES:</b> These basic skills encompass reading, listening, speaking and performing math computations.</p> <p><b>Accreditation:</b> The Relevance Rubric defines the criteria for Technology in a school district. Those criteria include having a vision for 21<sup>st</sup> Century learning and being able to apply digital learning through the use of technology.</p>	<p><b>Elementary schools must teach:</b> reading, writing, spelling, English grammar and composition, arithmetic (and) such other subjects as the state board may determine.</p> <p><b>Elementary and secondary schools must provide:</b> language arts; library services; computer literacy; counseling services; mathematics; science; services for students with special learning needs.</p> <p><b>For graduation:</b> 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.</p>	<p><b>State Assessments</b> (as required by the federal Every Student Succeeds Act (ESSA) reauthorizing the Elementary and Secondary Act of 1965)</p> <p><b>English Language Arts and Mathematics (and alternate)</b></p> <p><b>Science (and alternate)</b></p> <p><b>Graduation rate</b></p>

## Addressing Rose standards without measures

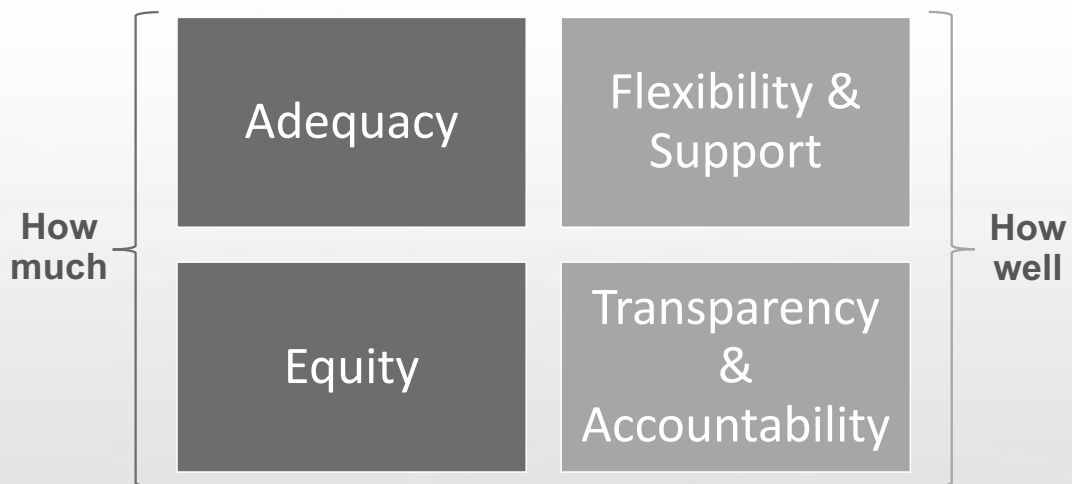
- Some of the Rose standards currently do not have statewide, standard measures of performance associated with them.
- There is a *presumption* of little variation in the type of expected outcome associated with the standard.



# Effective Resource Use

## Addressing both 'how much' and 'how well'

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# Key enabling conditions are crucial

Districts lack	Results in misaligned incentives that:
<b>Flexibility</b> over certain resources	<ul style="list-style-type: none"><li>• Incentivize investments that may not be strategic</li><li>• Encourage overspending (e.g., funds allocated in arrears)</li><li>• Create significant compliance burden</li></ul>
<b>Support</b> to inform resource choices	<ul style="list-style-type: none"><li>• Activate decision-making processes that are incongruent with strategic planning</li><li>• Collect data that do not inform decision-making</li></ul>
<b>Accountability</b> for paying attention to the right things	<ul style="list-style-type: none"><li>• Focus only on financial inputs</li><li>• Measure only investments over base amount</li></ul>
<b>Transparency</b> focused on compliance	<ul style="list-style-type: none"><li>• Capture and report the wrong types of data</li></ul>



# 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

State of Kansas Senate Select Committee on Education Finance

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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

1 P R O C E E D I N G S

2

3 CHAIR BAUMGARDNER: We are going to  
4 start with a few housekeeping issues. For  
5 members of the media that are here today that  
6 were wanting what is customarily front-row-seat  
7 access, we do have vacant seats not taken by  
8 legislators. So please feel free to move if  
9 you would like to have that front row access.

10 Another request as far as having access  
11 to the power point that is going to be  
12 presented this morning, it is available in PDF.  
13 When we do our brief introductions, you will be  
14 able to visually see my committee assistant,  
15 Amy. She will -- contact Amy, give her your  
16 e-mail address and she will make sure that you  
17 as members of the media or anyone in attendance  
18 or anyone that is viewing the streaming that  
19 would like to have a copy of the PDF, we will  
20 make sure that that is sent to you.

21 I do want to thank the legislators from  
22 the Senate and the House for being here today,  
23 those that are here as committee members as  
24 well as those that came on that first day off  
25 for turnaround to be here with us in the



1 audience. For senators and representatives  
2 that are here today that would like to fill out  
3 their vouchers for compensation, the time to do  
4 that would be prior to coming back for the 1:30  
5 session. So please be here, I would suggest,  
6 no later than 1 o'clock to get that form, fill  
7 it out and get it turned in. We will start the  
8 1:30 session, the question and answers, at  
9 1:30. We will not start five minutes late like  
10 we're doing this morning.

11 At this point in time I'm going to ask  
12 our staff members that are here, we'll start in  
13 the back row, for them to just briefly stand up  
14 and introduce themselves with an outside voice.

15 MR. PENNER: I'm Eddie Penner and  
16 I'm with Kansas Legislative Research  
17 Department.

18 MR. HESS: John Hess with  
19 legislative research.

20 MS. LAWRENCE: Tamera Lawrence,  
21 revisor of statutes.

22 MS. WALTERS: Jill Wolters, revisor  
23 of statutes.

24 MR. MYERS: Nick Myers with the  
25 revisor's office.

1                   CHAIR BAUMGARDNER: Thank you. And  
2 the folks that are before me, if you would  
3 please stand and introduce yourselves. Amy,  
4 we'll start with you.

5                   MS. ROBINSON: Amy Robinson,  
6 committee assistant.

7                   MR. LONG: Jason Long with the  
8 revisor's office.

9                   MR. KING: Jeff King, counsel for  
10 the Senate.

11                  MR. TIDEMAN: Curt Tideman, counsel  
12 for the House.

13                  CHAIR BAUMGARDNER: And we will go  
14 back to the back row. Someone that decided  
15 they didn't want to introduce themselves.

16                  MR. SCOTT: J.G. Scott. Legislative  
17 research.

18                  CHAIR BAUMGARDNER: Thank you so  
19 much. We are good to begin. And I guess I  
20 will just add one more thing because there have  
21 been a few questions about the afternoon  
22 question-and-answer session. So the  
23 legislators that are here that are serving on  
24 the House and Senate committees, education  
25 committees, they will be asking the questions.

1 We're going to try and be fair about it in the  
2 context of, you get one. We'll go one question  
3 at a time so that everyone -- so pick your best  
4 question, start with that. So those of you  
5 that are in the audience, those of you that are  
6 watching the live stream or listening to the  
7 stream, if you have a question that you feel  
8 needs to be asked or hasn't been asked, be sure  
9 and text or e-mail your legislator or your seat  
10 buddy and we will make sure that -- we will  
11 attempt to get that question asked. So at this  
12 point in time, we are going to start.

13 SENATOR HENSLEY: Could I ask a  
14 question?

15 CHAIR BAUMGARDNER: Yes.

16 SENATOR HENSLEY: I had received an  
17 e-mail from your assistant, Amy, looks like on  
18 February 14th. And she indicated that, as a  
19 reminder, Room 346 South will be live-streamed  
20 but does not archive the recording. And I  
21 presume that the court reporter that we have  
22 here is here for that purpose, to archive the  
23 proceedings here. Is that a safe assumption?

24 CHAIR BAUMGARDNER: That is an  
25 assumption that is correct.

1                   SENATOR HENSLEY: And then I would  
2 ask who requested that we have a court reporter  
3 today?

4                   CHAIR BAUMGARDNER: We will turn  
5 that over to senator -- or senator and attorney  
6 King.

7                   MR. KING: Thank you, Madam Chair.  
8 Counsel for both the House and the Senate  
9 requested to have a court reporter present so  
10 that a transcription of the proceedings would  
11 be available to all interested parties going  
12 forward. So we will have the transcriptionist  
13 here today. And I would anticipate when the  
14 experts are back to present the final results  
15 of the study, there will be a transcriptionist  
16 for that as well.

17                  SENATOR HENSLEY: I guess my last  
18 question would be, I appreciate having the  
19 court reporter, but are the oral testimony  
20 here, is it being archived electronically?

21                  CHAIR BAUMGARDNER: Senator King.

22                  MR. KING: Thank you, Madam Chair.  
23 That's a question to which I don't have an  
24 answer. Legislative Services might have the  
25 answer of whether that's available or not but I

1 have not specifically requested that it be  
2 archived.

3 SENATOR HENSLEY: Is Mr. Day in the  
4 room?

5 CHAIR BAUMGARDNER: If you will, I'm  
6 going to call on the House Chair,  
7 Representative Patton.

8 CHAIR PATTON: Thank you, Madam  
9 Chair. In the House committee we had a motion  
10 last week or the week before to preserve all  
11 recordings, all testimony, anything that comes  
12 before a committee, including archiving any  
13 testimony that was taken last year or this  
14 year, and preserve that until the conclusion of  
15 the case. So unless LAS has a different  
16 response, I believe this proceeding would be  
17 archived.

18 SENATOR HENSLEY: Mr. Day is in the  
19 room. I would just ask Mr. Day if he could  
20 clarify if this is being archived  
21 electronically.

22 CHAIR BAUMGARDNER: Mr. Day.

23 MR. DAY: Madam Chair, Tom Day with  
24 Legislative Services. The recording will be  
25 preserved of this meeting, as well as you've

1 got the court reporter here, as well. We will  
2 have a transcript of that proceeding and other  
3 proceedings as well. It's not archived in the  
4 regular fashion of the other committee rules  
5 but it will be preserved.

6 CHAIR BAUMGARDNER: As Chair, I will  
7 ask at this time, are there any other issues or  
8 concerns that were not addressed prior to the  
9 meeting that someone from the House or Senate  
10 would like to bring up at this point in time?  
11 If not -- yes.

12 REPRESENTATIVE LANDWEHR: Madam  
13 Chair, this is just a question. Is there a  
14 specific reason as to why we need to break for  
15 lunch and come back at 1:30 or could we just go  
16 all the way through? And maybe you've got a  
17 certain time schedule.

18 CHAIR BAUMGARDNER: There is a  
19 reason. We felt in scheduling this we wanted  
20 to, one, give folks an opportunity to simply  
21 have a break to be able to digest, think about  
22 the more than 60 slides that we're going to be  
23 presented in the power point. And also to give  
24 folks the opportunity that are either listening  
25 or viewing to send legislators questions that

1     came up. So it was really to give that  
2     opportunity. I think we have all seen it where  
3     we've had committee meetings where we thought,  
4     oh, my goodness, if only we had had a break so  
5     that perhaps we could have thought of something  
6     and been able to address it the same day, but  
7     at a different time. So that was the logic for  
8     that. And I'll tell you that our presenters  
9     today, that we had hoped they would arrive in  
10    the lovely State of Kansas yesterday afternoon,  
11    didn't get here until 2 o'clock this morning.  
12    So we're going to let them have a break as  
13    well.

14             With no further ado, Dr. Lori Taylor is  
15    here to start our power point presentation.  
16    Thank you for being here today.

17             DR. TAYLOR: Madam Chairman, we're  
18    very pleased to receive this invitation to  
19    speak with you about our ongoing work. My name  
20    is Lori Taylor and this is my colleague, Jason  
21    Willis. And we would like to share with you  
22    our position in these various projects.

23             (THEREUPON, a Power Point  
24    presentation was referenced from  
25    time to time throughout the

1 proceedings).

2 MR. WILLIS: With that we will dive  
3 into the presentation. My name is Jason  
4 Willis. I'm with WestEd. I'm one of the, the  
5 agency that I'm partnering with Dr. Taylor on  
6 this study for the State of Kansas. Just a  
7 brief moment about WestEd. We are a non-profit  
8 non-partisan research development service  
9 agency serving school districts, intermediary  
10 agencies and states across the United States.  
11 You can see here we've worked in 46 states  
12 including the District of Columbia and service  
13 several regional and national centers to  
14 support non-partisan research development and  
15 practice within our public education system.

16 A little bit more about me. As I  
17 mentioned, I'm director of strategy and  
18 performance at WestEd. I oversee the agency's  
19 school finance and school system improvement  
20 work. Prior to coming to WestEd I spent ten  
21 years as a senior business official in school  
22 districts in California including Oakland,  
23 Stockton and San Jose. For those practitioners  
24 in the room, the equivalent of the senior  
25 business official is probably your chief



1 financial officer here in the State of Kansas.  
2 I've also worked on several cost studies and  
3 district resource allocation methods in the  
4 states listed there on the slide, Maryland,  
5 Florida, New York, Arizona and California.  
6 I'll turn it over to Dr. Taylor to introduce  
7 herself.

8 DR. TAYLOR: Hello again. My name  
9 is Lori Taylor. I am a Verlin and Howard Kruse  
10 Founders Professor, Bush School of Government  
11 and Public Service at Texas A&M University.  
12 I'm also director of Mosbacher Institute for  
13 Trade, Economics and Public Policy at Texas  
14 A&M. And I have years, more years than I'll  
15 fess up to, expertise as a school finance  
16 expert in regional cost and educational cost  
17 analysis. I am perhaps best known for my work  
18 for the National Center for Education  
19 Statistics in developing the comparable wage  
20 index which NCES uses in its publications to  
21 adjust for regional differences in the cost of  
22 labor. I am also currently serving as a member  
23 of the board of directors for the Association  
24 For Education Finance and Policy and as a  
25 member of the board of governors for the

1 Regional Education Laboratory Southwest, which  
2 is just a few of my credentials. And I will be  
3 glad to expound further later. But just to  
4 give you the idea that I have a deep experience  
5 with these policy issues. I'm also a proud  
6 graduate of Salina High School Central and  
7 Kansas University and am really thrilled to get  
8 this chance to come back home and share about  
9 some work that I'm very passionate about.

10 In my practice, it was brought to my  
11 attention that there were some folks who were  
12 not yet in my fan club and had prepared a memo  
13 regarding some of the quotes from work I had  
14 done on behalf of the State of Texas. The West  
15 Orange Cove litigation in Texas was a lawsuit  
16 brought by the plaintiff districts to argue  
17 that the state funding formula was  
18 unconstitutional on both equity grounds and  
19 property tax grounds. And I was asked to  
20 prepare some work on behalf of the state in  
21 that project essentially extending and updating  
22 the prior work that I had done with colleagues  
23 on behalf of the Texas legislature and the  
24 select committee for public school finance.  
25 And so I was testifying as an expert in the

1 West Orange Cove litigation in the State of  
2 Texas and Judge Dietz, who was the presiding  
3 judge, turned out not to be my greatest fan.  
4 So there are a few statements from him that  
5 have been lifted from the legal rulings. In  
6 particular Judge Dietz criticizes a couple of  
7 modeling decisions that I had made regarding  
8 the issue of how to appropriately weight for  
9 the number of students in each various school  
10 district. And the judge did not seem to be  
11 familiar with the different arguments between  
12 what one should do in the context of an equity  
13 analysis where you're trying to get at the  
14 average experience of the children versus what  
15 one should do in a cost analysis when you're  
16 trying to get at the actual experience of the  
17 district. So that in the cost analysis setting  
18 there were historically strong differences of  
19 opinion on this. But my own published work  
20 suggests that the approach that we took in  
21 Texas was the right one. And I would be glad  
22 to talk in excruciating detail about that work  
23 at a future date if someone would like.

24 The other issue that Judge Dietz took  
25 issue with was the issue of fungibility and it

1 was one of the foundational differences between  
2 the plaintiffs' experts and the state's experts  
3 in that particular piece of legislation. The  
4 -- excuse me -- litigation. The underlying  
5 basic cost analyses were very highly  
6 correlated, made very similar predictions about  
7 what it costs to achieve the ongoing level of  
8 student performance. Where they differed  
9 substantially was in their cost projections as  
10 to how much it would cost to achieve the  
11 state's goals for student performance.  
12 Basically the plaintiffs presumed that if the  
13 model predicted a particular level of spending  
14 would be required to achieve a level of  
15 performance and the district wasn't currently  
16 at that level of performance, it would  
17 necessarily require more money. Okay. We took  
18 the approach that the cost model does predict  
19 the level of spending required to achieve a  
20 particular level of student performance. And  
21 if the district is already at that level of  
22 spending, then no additional funding would be  
23 required. That is the issue of fungibility  
24 that was being talked about, is what kind of  
25 assumption do you make? Do you assume that in

1 order to improve outcomes necessarily you must  
2 spend more money or do you presume that the  
3 model describes the best practice of what is  
4 possible with existing funding? And if you  
5 already receive that existing level of funding,  
6 there is no model-based reason to assume that  
7 you need additional funds. That's the issue of  
8 fungibility. Again, I would be glad to talk  
9 with you in excruciating detail about that one  
10 as well. But what I really love about the  
11 statement from Judge Dietz is his conclusion  
12 that my numbers are simply not credible on  
13 their face. And I would like to share with you  
14 the rebuttal article that my colleagues and I  
15 wrote which was published in the Peabody  
16 Journal of Education on "The Adequacy of  
17 Educational Cost Functions: Lessons From  
18 Texas." Basically we took that off of the  
19 differing opinions that the experts had brought  
20 to bear in that particular piece of litigation.  
21 There was a cost analysis that I conducted on  
22 behalf of the state, a cost analysis by Imazeki  
23 and Reschovsky on behalf of plaintiffs, and a  
24 professional judgment study that MAP had  
25 conducted, again on behalf of the plaintiffs.

1 The Imazeki and Reschovsky cost analysis, which  
2 was predicated on the notion that in order to  
3 improve performance it would necessarily  
4 require additional funds, suggested that in  
5 order to bring the 46 plaintiff districts up to  
6 the state's expectations, would require an  
7 additional \$457 million. The professional  
8 judgment analysis by MAP put the estimate  
9 between 683 and \$830 million in additional  
10 spending in the state. And I know Texas is a  
11 large state, we have a large budget but that  
12 was still a really big number. Our cost  
13 analysis in which we presumed that if there  
14 were other districts in the state able to  
15 achieve this performance goal at your current  
16 level of spending, you should be able to  
17 achieve this performance goal at your current  
18 level of spending. We forecast that the 46  
19 plaintiff districts would require an extra  
20 861,000 in resources, holding everyone else  
21 harmless. Again the proof is in the pudding.  
22 We were trying at the time of litigation to  
23 forecast what it would take to meet the state's  
24 accountability goals in 2004. In 2004, every  
25 one of the plaintiff districts achieved the

1 state's expectations for accuracy. All of them  
2 out-performed the performance thresholds used  
3 in the cost analysis and most of them wound up  
4 doing so with less money than they had had  
5 before. Of the 46 plaintiff districts, 28 had  
6 their funding fall. Only eight point -- only  
7 the remaining 18 had their spending increase.  
8 And the total increase in spending across those  
9 plaintiff districts was only \$8.7 million for  
10 the other 18. So basically what you get was  
11 that we were the closest to what turned out, in  
12 hindsight, to be the right number of any of the  
13 experts in the room. And, therefore, I  
14 strongly disagree with the judge's conclusion  
15 that our numbers were implausible. Because, if  
16 anything, we over-estimated the cost of  
17 compliance with achieving the state's economic  
18 expectations. In that same memo, which I am  
19 sure you've all seen, there are some references  
20 to peer review by an author in our area,  
21 Michael Rebell. And to my mind there has been  
22 a little strategic editing of the quote from  
23 Dr. Rebell. In particular, what appears to be  
24 a criticism from my peer of our research  
25 actually turns out to be merely a re-reporting

1 of what the judge in the litigation had said.  
2 In other words, it's not the author speaking  
3 but rather the author conveying what the court  
4 had said. I've already talked to you about why  
5 I don't -- I responded knowing what the court  
6 had said about my work. So I think that I am a  
7 very good choice to be the expert for this  
8 particular project. I am very motivated to get  
9 to the, the understanding of what's going on in  
10 the relationship in Kansas between student  
11 outcomes, school resources, student needs,  
12 economies of scale and all the other factors  
13 that feed into a proper understanding of the  
14 cost of education for the State of Kansas. So  
15 now Jason will kind of talk you through today's  
16 objectives.

17 MR. WILLIS: Thank you, Dr. Taylor.  
18 So for today, as the Chair has already  
19 described, we'll be presenting the full deck  
20 this morning and then taking some questions and  
21 answers. So, in particular, we want to be able  
22 to describe the methods, data, analysis plan  
23 for the study. That is to say that the results  
24 are not being presented today. We'll be  
25 providing a fair amount of detail around how



1 we're thinking about the approach to this  
2 study. In particular, one of the things that  
3 we note, again at length, is the emphasis on  
4 the Rose standards. We'll talk about the  
5 incorporation of the Rose standards into our  
6 analysis plan. And as I mentioned at the  
7 beginning, questions you might have following  
8 the presentation.

9           So just a bit of a road map for today.  
10 We'll talk a little bit about the purpose and  
11 study aims, give you a fair amount of  
12 background about explaining spending variation.  
13 It's an important premise to understand as a  
14 part of the education costs. Function  
15 analysis. We'll then go into some of the  
16 methods as to the cost of education, the data  
17 and variables that we're looking at in regards  
18 to the analysis, a discussion on the Rose  
19 standards, some time spent talking about  
20 framework for effective resource use and how  
21 that might apply here in the State of Kansas,  
22 and then closing and a brief word on next  
23 steps.

24           So to get into the purpose and study  
25 aims. Primarily estimating the level of

1 spending required to produce a given outcome  
2 within a given educational environment is the  
3 most broad frame in our charge here in the  
4 State of Kansas. Investigating the linkage  
5 between, as I mentioned before, the Rose  
6 standards and Kansas K-12 educational spending.  
7 Explain the option or options that, quote,  
8 produce an education system reasonably  
9 calculated to achieving those Rose standards.  
10 And focusing on the structure of the Kansas  
11 school finance system as well as overall K-12  
12 spending levels including forms of funding  
13 available to Kansas K-12 schools.

14 I think it's important for the audience  
15 to understand in our presentation this morning  
16 that we are presenting information that remains  
17 preliminary. It's still very much in the  
18 formative stage. As I'm sure members of the  
19 audience are well aware, the final result and  
20 report will be delivered to the legislature in  
21 just a few short weeks here. Given that,  
22 information, particularly in the data and  
23 variables and the Rose standards section remain  
24 preliminary and may change between now and the  
25 final report.

1           So I'm going to kick off explaining some  
2 of the district spending variation. And Dr.  
3 Taylor and I will move through this section.  
4 So first I want to start with some basics.  
5 This is a graph showing the current spending of  
6 individual districts in the State of Kansas.  
7 This is defined as your current operating  
8 expenditures per pupil in the '16-17 school  
9 year. The school year previous to the current  
10 one we are in. And the state average per-pupil  
11 spending, as we calculated it, is 10,951 for  
12 286 school districts in the State of Kansas.  
13 You can see here that the vast majority of  
14 school districts spent between 11,000 and just  
15 shy of 15,000 in that school year. So when we  
16 think about why spending differs across school  
17 districts, there is primarily three buckets in  
18 the research literature that we find. The  
19 first is outcomes, the second is costs and the  
20 third is efficiency. And we will take some  
21 time to walk through each of these starting  
22 with outcomes. So Outcomes considers the  
23 different outcomes of a system relative to the  
24 makeup of the student population and the  
25 services that are provided. Some districts

1 produce higher levels of core student outcomes.  
2 Other districts are providing enrichments other  
3 districts do not provide which has an impact on  
4 the overall student performance across the  
5 systems, spending across school systems.

6 You can see here a map of the effective  
7 rate by district. And that variation can be  
8 observed here in the State of Kansas as it can  
9 be in every other state in the country as well.

10 The second bucket that we want to offer  
11 some background on is considering the costs  
12 that are associated with three primary  
13 groupings. First, students needs; second,  
14 input prices; and third, economies of scale.  
15 So the research literature has been clear that  
16 there is a near consensus that it costs more to  
17 serve student populations of higher need such  
18 as economically disadvantaged students, English  
19 language learner students, or students with  
20 disabilities. The caveat here is that,  
21 however, there is no consensus as to how much  
22 more is necessary for these populations to  
23 achieve the desired outcomes. And a couple of  
24 reasons for that is that the research that has  
25 been conducted, specifically looking at

1 economically disadvantaged students and English  
2 language learner students, has suggested that  
3 that range is quite large and really has to be  
4 done in context of the state and the types of  
5 students in which the state's school districts  
6 are serving. In some studies we see less than  
7 one percent of additional funding for those  
8 economically disadvantaged students. In other  
9 states more than a hundred percent of  
10 additional funding is needed. And we see a  
11 similar but even broader range for the English  
12 language learner students.

13           And so one might ask, well, how is it the  
14 research and literature is so far apart in the  
15 range of additional costs for these types of  
16 students? And I think it's important to think  
17 about this from a practitioner's perspective.  
18 Consider yourself to be a teacher or a  
19 principal or the administrator of a school  
20 district and that, for example, with  
21 economically disadvantaged students, we know  
22 that student poverty is not well-measured but  
23 that, though, poverty level income can be the  
24 same as a percentage. That is, the percentage  
25 of students that are deemed to be economically

1    disadvantaged in any district may be the same  
2    in New York City as they are in Salina, Kansas,  
3    and the costs of living are very different;  
4    that there could very well be differences in  
5    the underlying needs of those students. And in  
6    particular you might think about a set of  
7    students in New York City compared to Kansas.  
8    Their needs would likely require very different  
9    configurations of resources with different  
10   associated costs.

11           DR. TAYLOR: One of the key things  
12   to recognize in this particular context is the  
13   way that we measure poverty in this country is  
14   to use a multiple of the federal poverty level,  
15   which is an estimate that adjusts for  
16   differences in family size. So the federal  
17   poverty level family income is larger if you  
18   have four members in your family than it would  
19   be if you had one member in your family. And  
20   it adjusts for inflation so it goes up from one  
21   year to the next. But it's the same level of  
22   income in New York City as it is in Salina.  
23   And the rents in New York City are insanely  
24   high compared to those in a some place like  
25   Salina. When you think about what's left over

1 by a family after they pay the landlord, that  
2 disposable income associated with living at the  
3 federal poverty level in New York is very thin.  
4 You have a small amount of income left over  
5 after you pay the landlord. In other states  
6 where the cost of living is lower, like my home  
7 state -- my current state of Texas, you'll  
8 observe that there is a substantial amount of  
9 money left over in that poverty level income  
10 after the landlord has been compensated. So  
11 when you identify a child who is living below  
12 the poverty level in New York, you are talking  
13 about someone in much more dire straits than a  
14 child who is living at the poverty level income  
15 in Brownsville, Texas, or in Salina, Kansas, or  
16 in Topeka, Kansas. And so it becomes  
17 particularly dangerous to generalize from  
18 analyses of New York State where the  
19 economically disadvantaged children are  
20 particularly disadvantaged, very dire straits,  
21 to estimates of the required additional costs  
22 of poverty in a state like Wisconsin, where the  
23 cost of living is substantially lower, or a  
24 state like Kansas. What this suggests is one  
25 needs to be very careful about adopting either

1 cost analysis weights or funding formula  
2 weights from other states because poverty  
3 doesn't mean the same thing in every state.  
4 Therefore, the appropriate adjustment can't be  
5 the same in every state.

6 MR. WILLIS: So this provides a  
7 geographic distribution of where, as of the  
8 '16-17 school year, the percent of free and  
9 reduced-price lunches are across the -- in the  
10 State of Kansas. So as Lori mentioned, this  
11 uses the federal benchmark looking at students  
12 that qualify for free or reduced-price lunch.  
13 You can see that there are some districts that,  
14 they are highlighted in the darker green, that  
15 are serving higher concentrations. That is,  
16 over 75 percent of their students qualify for  
17 free or reduced-price lunch. But we can also  
18 observe that a large percentage are serving  
19 somewhere between 25 to 50 percent or 50 to 75  
20 percent of low income students.

21 So similar to what we've portrayed for  
22 the English language learner students is also  
23 true -- or sorry -- of economically  
24 disadvantaged students is also true of English  
25 language learner students. You can observe



1 that a student who is an English language  
2 learner in high school likely has greater needs  
3 than a student that is a kindergartner who is  
4 an English language learner. And in large part  
5 this is due to a couple of factors. The first  
6 of which is the level of rigor necessary to  
7 achieve standards per pupil in high school in  
8 Kansas are higher. So the demands on the  
9 students with an English language learner  
10 background not being able to understand the  
11 content but also being able to access it is  
12 greater for the student. We refer to this as  
13 the long-term English language learners  
14 because, if they have been in the system, they  
15 have likely been getting services but have not  
16 been able to access the content. And as you  
17 progress through your K-12 career, the bar is  
18 ratcheted up as the State of Kansas is wanting  
19 to ensure that high school graduates are  
20 prepared for post-secondary pursuits. Another  
21 factor here to consider is that states where  
22 nearly all of the ELL students share a common  
23 language may have a cost advantage over other  
24 states. And this is particularly true if we  
25 think about this in the context of the

1 diversity of the number of types of languages  
2 and backgrounds that English language learner  
3 students are bringing to school districts in  
4 the state. That is, if I work in a school  
5 district in which the vast majority of my  
6 students are from a Hispanic and  
7 Spanish-speaking background, my ability to  
8 procure services that can scale and service  
9 those types of students is likely lower than if  
10 I am working in a school district in which I  
11 have 15 different languages and backgrounds of  
12 the students, which means I need to think about  
13 the types of teachers that I am bringing into  
14 the system that can work with those English  
15 language learners. I have to consider the  
16 other types of services and wraparound supports  
17 for those type of students and how to interface  
18 with themselves as well as their families. So  
19 this general lack of economies of scale in  
20 terms of the number of languages in which  
21 you're creating creates a greater cost in some  
22 districts and states.

23           The last one that I'll mention is really  
24 in regards to students with disabilities. And,  
25 similarly, what we've seen in the research

1 literature is that a diagnosis of disability  
2 can be very large and varied across physical,  
3 emotional and behavioral bounds. Consider for  
4 a moment a student that might have or need  
5 speech therapy is very different from a student  
6 that has severe autism and requires multiple  
7 types of emotional and behavioral support, not  
8 to mention the cost that is associated with  
9 procuring the services for those students. And  
10 so when we think about different combinations  
11 of these necessary resources to support  
12 students, in the context of Kansas, the types  
13 of students that you're serving can vary. So  
14 I'll let Dr. Taylor dive into the next bucket  
15 of input prices.

16 DR. TAYLOR: So one of the other  
17 reasons, in addition to student need, why the  
18 cost of operating a school district can be  
19 higher in one location than in another has to  
20 do with variations in the cost of labor. Labor  
21 is by far the largest single component in each  
22 school district's budget. It's going to be  
23 comprising all of the dimensions of  
24 compensation, payroll, and benefits and the  
25 like. In Kansas 81 percent of current

1 operating expenditures in core academic  
2 functions are going to be labor costs. So it's  
3 a huge part of why districts spend what they  
4 do. It's also recognized that there are  
5 substantial differences in the cost of labor  
6 and the price one has to pay to hire the same  
7 caliber of teacher in various locations.

8           There are a couple of reasons why labor  
9 costs differ from one place to another. One of  
10 them is cost of living, that the housing costs  
11 can be substantially higher in one geographic  
12 area than they are in another. A second reason  
13 is the presence or absence of the amenities of  
14 modern life and whether you have -- are in a  
15 situation where there are a lot of urban  
16 amenities, then that will offset, to a certain  
17 extent, the higher cost of living in an urban  
18 area. Very remote locations are likely to have  
19 higher labor costs by virtue of the remoteness  
20 and the cost that the loss of those amenities  
21 imposes on those districts. So it's important  
22 to recognize that labor costs can vary within a  
23 state. And this is the comparable wage index  
24 that I developed for the National Center For  
25 Education Statistics looking at the most recent

1 year that those data are available. I'm  
2 currently working with the National Center For  
3 Educational Statistics for updated work but  
4 it's the federal government. It's not moving  
5 as quickly as folks might wish. But that work  
6 is ongoing. What I really want you to see here  
7 is that there are substantial differences in  
8 labor costs from one part of Kansas to another  
9 that were detected in circa 2005. And it's  
10 important to recognize that those costs will  
11 continue to be an issue for school districts in  
12 Kansas. So the second driver of costs -- or  
13 the third driver of costs, in addition to input  
14 prices and student needs, is economies of  
15 scale. The per-pupil cost of operating a small  
16 district and/or school is much larger than the  
17 per-pupil cost of operating a larger district  
18 or school. And once the school districts get  
19 significantly larger we might observe that  
20 there are diseconomies of scale. Geography  
21 forces some districts to have smaller schools.  
22 It's just, you can put the kids on a bus for  
23 hours and you still couldn't keep up a  
24 cost-minimizing size classroom for eighth  
25 graders. So you're in a situation where,

1 because of the lack of population density,  
2 because of geography involved, the schools have  
3 to be functionally smaller. Either the costs  
4 associated with that mean that you have to have  
5 schools with classrooms that are more  
6 expensive, and because those classrooms are  
7 more expensive, it costs more to operate those  
8 districts. So it's important in any cost  
9 analysis to explicitly consider issues of  
10 economies of scale.

11 This is a stats block. Within the log  
12 you roll it on a horizontal axis. See that  
13 percentage increases in enrollment as you go  
14 across the horizontal. And so I just want you  
15 to see that there is an obvious relationship  
16 between district size and per-pupil spending in  
17 Kansas and that that relationship is going to  
18 be one that has to be acknowledged and  
19 incorporated into any kind of cost analysis for  
20 the state.

21 The final reason why spending can differ  
22 from one district to another has to do with  
23 direct efficiency in those districts. Some  
24 districts are incredibly effective in  
25 translating their real resources into real

1 outcomes for its students. Other districts are  
2 not using the same set of best practices, not  
3 in a position of being able to make those  
4 connections. The literature suggests a number  
5 of reasons why and also suggests there are --  
6 there's a best practice and there's divergence  
7 from best practice, and that one needs to  
8 recognize that the cost of education would be  
9 the cost associated with adoption of best  
10 practices. Here is an illustration of the  
11 relationship between a measure of student  
12 performance growth and district per-pupil  
13 spending in the State of Kansas. What you can  
14 see is, if you look at any particular level of  
15 expenditure, there is substantial range in  
16 terms of the value added or the growth  
17 experienced by those students at that spending  
18 level. Now, one thing you have to recognize in  
19 looking at this graphic is that this does not  
20 in any way adjust for differences in economies  
21 of scale. It doesn't adjust in any way for  
22 difference in labor cost. It doesn't adjust in  
23 any way for differences in student need. All  
24 we're doing is looking at outcomes and  
25 spending. But what I want you to see is that

1 there is reason to believe that there is a lot  
2 of variation here that needs to be more deeply  
3 explored.

4           So the issue is one of, how do you  
5 explore it; what are the approaches to  
6 understanding the methodology and estimating  
7 the cost of education? And there are basically  
8 two broad approaches and then two special  
9 strategies within each broad approach. One can  
10 either approach the question of cost from the  
11 inputs, up or it can approach the question of  
12 cost in an output based kind of strategy. In  
13 an input-based strategy, what that does is sums  
14 up the costs associated with building a  
15 prototype school then you replicate that  
16 prototype school. You use that as your  
17 estimate of the costs associated with operating  
18 an ideal district. There are a couple of  
19 methodologies associated with this school  
20 building strategy or resource cost modeling for  
21 getting at the cost of education; the  
22 professional judgment approach and the  
23 evidence-based approach.

24           The other strategy for approaching the  
25 cost of education is to base estimates on the



1 observed behavior of school districts of  
2 looking at what is the observed relationship  
3 between what they spend and what they  
4 accomplish and what their challenges are. And  
5 to use the observations about those  
6 relationships to estimate the cost of operating  
7 a cost-effective and, most importantly,  
8 effective school. And those estimates are  
9 going to be in two strategies, the educational  
10 cost function and the successful schools  
11 approach.

12           Drilling a little deeper on the various  
13 methods, thinking about the input-based  
14 methods, the professional judgment approach is  
15 essentially going to design prototype schools  
16 that you believe would meet the state's  
17 performance standards. And you're going to ask  
18 practitioners in the state to bring their  
19 professional judgment to bear in designing  
20 those specific schools. And then once the  
21 practitioners will say, we're going to need 17  
22 teachers and six aides and a vice principal and  
23 a variety of resources. Then the researchers  
24 go back and say, given the prevailing prices,  
25 the labor costs, what it costs to staff the

1 school according to the judgment of these  
2 professionals. So that's the professional  
3 judgment approach.

4 The evidence-based approach also  
5 constructs estimates of a model school and  
6 costs out those model schools but the model is  
7 based on researcher judgment rather than  
8 practitioner judgment. That would be informed  
9 by the literature but it is not typically the  
10 judgement of individuals on the ground in the  
11 state. The educational cost function uses cost  
12 and performance data to estimate the  
13 relationship between expenditures and outcomes.  
14 Resources, prices, student needs and other  
15 factors. It predicts the costs of achieving  
16 specific outcomes. And the successful schools  
17 approach uses data on student performance to  
18 identify schools that are already meeting a  
19 performance standard and then calculate what  
20 they spend in order to accomplish that  
21 performance level.

22 None of these approaches is perfect.  
23 All of them have strengths and weaknesses.  
24 That is important to understand in any of  
25 these. The input-based approaches are simple

1 and transparent and straightforward but they  
2 may also be applicable only to a handful of  
3 prototype districts. Typically we'll ask the  
4 practitioners or the researchers to design a  
5 couple of model schools and then we're going to  
6 extrapolate between them as to what happens if  
7 we design a model school with 400 kids but my  
8 school has 600. We've got to have some sort of  
9 strategy for filling in the blanks. Not all  
10 schools in the state are going to match the  
11 prototypes used in the research study. The  
12 professional judgment approach can also be  
13 vulnerable to the blind spots and biases of the  
14 panel members. A number of panel members will  
15 have extremely deep expertise in, say, program  
16 effectiveness but limited background in  
17 budgeting. Other practitioners might have  
18 budgeting information but know very little  
19 about classroom practice and performance. The  
20 professional judgment approach strictly costs  
21 out performance standards that are difficult to  
22 quantify well beyond current levels. There has  
23 been some criticism of this particular approach  
24 that this generates an educator wish list of  
25 what the ideal school would be like, not

1 necessarily what the accurate school would be  
2 like. The criticism of the evidence-based  
3 prototype schools is that the researchers are  
4 trying to generalize from analysis, typically  
5 analysis conducted elsewhere, and the  
6 performance standards that they have evaluated  
7 in other contexts aren't necessarily the ones  
8 you are trying to cost out in your state. So  
9 it can be a mismatch between the goals of that  
10 particular bit of research and the goals of the  
11 state in question.

12           When it comes to output-based research,  
13 the greatest strength of output-based research  
14 is that there's a direct link between  
15 educational costs and desired outcomes. And  
16 estimates are based on what districts actually  
17 do rather than on some other metric where  
18 essentially if you want to understand what's  
19 going on, you watch what people do. But the  
20 method requires substantial data, high quality  
21 data sets. It also requires that there be a  
22 measurable standard of performance and that the  
23 expectations be articulated preferably by a  
24 body such as yourselves. Statistical modeling,  
25 which is part of both approaches but

1 particularly the cost function analysis, are  
2 not -- to be polite, let's say they are not  
3 transparent. But what that really means is  
4 that they can be very difficult for non-experts  
5 to understand what's going on in the model.  
6 Even if the researcher provides more than  
7 enough information for other researchers to  
8 follow along, it's still a very complex  
9 modeling exercise. And if the estimation  
10 explicitly involves error of estimation and  
11 modeling, if you say what your errors are when  
12 you're using statistics, there are errors when  
13 you're using professional judgement or, in this  
14 case, models, successful school models, the  
15 process does not typically generate a measure  
16 of those errors. But all of these  
17 methodologies will involve some amount of  
18 imprecision because all human action involves  
19 some amount of imprecision.

20 Kansas is one of the few states in the  
21 country that has historical experience with all  
22 of the cost analysis strategies at some point  
23 in history. Augenblick & Myers prepared a  
24 successful schools analysis on behalf of the  
25 plaintiffs. There was a professional judgment

1 analysis conducted at that same time. Duncombe  
2 & Yinger conducted an educational cost function  
3 analysis. And I would characterize the  
4 legislative post audit study as largely an  
5 evidence-based analysis. So Kansas has a lot  
6 of experience with these kinds of inputs and I  
7 think that a look at this slide and the dates  
8 on this slide is the strongest argument in  
9 favor of needing to revisit this issue one more  
10 time, which is that things have changed  
11 enormously in this state since the time frame  
12 in which these prior cost analyses were  
13 conducted. The expectations are different.  
14 The metrics are different. The economic  
15 environment, to a certain extent, is different.  
16 All of those changes cast doubt on the current  
17 applicability of the prior work. So I think  
18 it's important to provide this body with one  
19 more piece of evidence that they can bring to  
20 the table for their deliberations. So now I'm  
21 going to take a break and let Jason talk about  
22 the data and variables included in this  
23 analysis.

24 CHAIR BAUMGARDNER: Jason, if you  
25 would wait for just a moment, we are going to

1 pause. I want us to pause. Is there any  
2 question from any members of the committee that  
3 they have about the slides, the 36 slides that  
4 you've seen already? Is there any question  
5 about the slides that we have seen so far?

6 Representative Huebert.

7 REPRESENTATIVE HUEBERT: In your  
8 last slide we talked about some of the studies.  
9 And I know the A&M study they looked at  
10 realigning districts, consolidation. And the  
11 political will to accomplish the  
12 recommendations made back then were just not  
13 there. Again, I know you've done a lot of  
14 things in your study that are looking at  
15 efficiencies and economies of scale and  
16 everything else. Is your study looking at  
17 those types of issues even with taking on the  
18 top of the fact that the district lines that we  
19 have were drawn in the '60s, over almost 60  
20 years ago or so? I think that's important to  
21 consider as we talk about some of the issues  
22 you've brought to us today.

23 DR. TAYLOR: Thank you very much for  
24 the question. The analysis clearly has to  
25 address the question of economies of scale

1 because that's a major cost driver,  
2 particularly in a state where you have some  
3 very small districts but also some quite  
4 good-sized districts that are in a better  
5 position to be able to achieve those economies  
6 of scale. We have not been asked nor do we  
7 intend to explore specifically the issue of  
8 consolidation but we are modeling our work  
9 after a study I did on behalf the Texas  
10 Education Agency and the Texas legislature  
11 regarding the returns to consolidation in Texas  
12 and they might help inform what you might  
13 expect to see here, which is that we found in  
14 the Texas context that there are -- that most  
15 of the benefits of consolidation accrue from  
16 the consolidation of schools, that most of the  
17 costs are at the school level not at the  
18 district level, and that in rural areas - and  
19 we have quite a few of them in Texas as well -  
20 in rural areas it just frequently doesn't make  
21 sense to think about trying to get to those  
22 cost-effective sized schools because the kids  
23 are too dispersed. And if you can't  
24 consolidate the schools, what we found is very  
25 little return to consolidation of the districts



1 themselves. There clearly are sharing  
2 economies that can occur, cooperatives that can  
3 be used to lower the cost of shared resources.  
4 But the real issue of economies of scale is at  
5 the school level. And geography determines a  
6 lot of that.

7 CHAIR BAUMGARDNER: Representative  
8 Rooker.

9 REPRESENTATIVE ROOKER: Thank you,  
10 Madam Chair. Thank you for the presentation so  
11 far. I'm curious, when you were speaking about  
12 the cost of living difference between New York  
13 and Kansas, my question to you: How will you  
14 incorporate those differences that exist inside  
15 our state? Rural poverty looks very different  
16 from urban core poverty. Geography causes  
17 differences in the effect and all that. Will  
18 that be factored into your analysis?

19 DR. TAYLOR: Thank you very much for  
20 the question. The issue of poverty and  
21 contextual poverty will clearly be incorporated  
22 into the analysis. It impacts the analysis in  
23 a number of ways. One of the first ways it  
24 impacts the analysis is in our work to estimate  
25 the labor costs from one district to another.

1 A second way it's going to impact the analysis  
2 is in our work to estimate the relationship  
3 between the spending needed by a school  
4 district and the demographic characteristics of  
5 the kids, in specific the factions who are at  
6 risk. We are going to take the approach that  
7 the relationship there could be linear but it  
8 also could be very nonlinear. So the  
9 concentration of poverty adds to costs more  
10 greatly than it did if you have a relatively  
11 small fraction of the student body who are  
12 economically disadvantaged. So the specific  
13 modeling decisions we are going to make is  
14 going to allow for the possibility. But we  
15 don't know whether or not we're going to get  
16 the reality but we're definitely not going to  
17 rule out the possibility that concentration of  
18 poverty is a greater cost driver than simple  
19 linear relationships with poverty.

20 REPRESENTATIVE ROOKER: Thank you.

21 CHAIR BAUMGARDNER: Representative  
22 Johnson. And I will just kind of caution:  
23 What I'm taking for this opportunity of  
24 questions is, did you have questions about the  
25 context of what's been presented. We're not

1 delving in yet about the actual cost study. So  
2 if your question's about that -- the first two  
3 questions were a little bit more about that --  
4 then hold on until after we finish the  
5 presentation and we come back in the afternoon.  
6 But if it's about this, then go right ahead.

7 REPRESENTATIVE JOHNSON: Thank you,  
8 Madam Chair. And I think I'm heading in the  
9 correct direction. My questions were on slides  
10 36 and 31, I believe. On 36 and,  
11 directionally, one thing that I know you will  
12 answer is which of these various models we  
13 might be looking at going forward. But on the  
14 output-based considerations, those in the room  
15 who've already endured working with me, the  
16 statistical models would seem to be transparent  
17 in that the statistics themselves would be  
18 specific in a concrete form. It would seem  
19 that the explicit error in estimation and the  
20 importance of the assumption, I was trying to  
21 sort out and make sure I understood the  
22 transparency part of that.

23 DR. TAYLOR: Thank you for the  
24 question. Yes. The assumption will be made  
25 explicit. The model will be explicit. It's

1 clear -- the problem is when you ask a  
2 university professor whether or not he's been  
3 clear, other university professors will agree  
4 but my graduate students tend to disagree on  
5 occasion. So the pushback one gets to cost  
6 function analysis, which is the methodology  
7 that I believe has the greatest ratio of  
8 benefits to cost, is that it requires one to  
9 have a comfort level with statistics that  
10 individuals that took one statistics class and  
11 did not find it fun don't really have. You can  
12 explain in a two-minute elevator conversation,  
13 I'm going to build a prototype school and it's  
14 going to have these characteristics and it's  
15 going to cost 5 bucks. It's much more  
16 difficult to explain, I'm going to gather these  
17 data, I'm going to estimate this relationship  
18 using a statistical model with the following  
19 characteristics. I can never make it to the  
20 top of the building and get done with my story.

21 REPRESENTATIVE JOHNSON: Thank you.  
22 And if I sum up from that, there is a black  
23 box. And if you didn't work through the  
24 process of building the black box, that part  
25 loses its transparency, although perhaps the

1 ability of being objectively calculated.

2 DR. TAYLOR: Well, it's not a black  
3 box in the sense that you can see every step,  
4 every piece. It's that it's a complex  
5 relationship that if you're not familiar with  
6 reading the research literature it's going to  
7 be the sort of stuff my students tend to skip  
8 when they're reading the assignments.

9 REPRESENTATIVE JOHNSON: Thank you.

10 DR. TAYLOR: And I don't mean to be  
11 unfair to my students. I apologize.

12 REPRESENTATIVE JOHNSON: On page 31,  
13 I just know that there is greater variation in  
14 costs than in the relationship of the NCE  
15 scores. And will there be a point where we get  
16 some of those other factors where you mentioned  
17 that might explain where there is greater  
18 variance? Will we see that at some point?

19 DR. TAYLOR: Oh most definitely.  
20 When we complete our analysis we'll be able to  
21 illustrate much more clearly. We'll not be  
22 making any comparisons that are just two by two  
23 where we just take one measure against another  
24 because that's typically not useful. You need  
25 to control, as I said in my remarks, for

1 differences in size and differences in need and  
2 differences in labor price. What we're really  
3 just trying to present to you here is the idea  
4 that there are substantial variations in  
5 spending amongst districts and substantial  
6 variation in value added outcomes amongst the  
7 districts.

8 MR. WILLIS: Can I add one quick  
9 comment to Dr. Taylor's response to that? The  
10 methodology that's used in an education cost  
11 function analysis is complex. I also think it  
12 deserves that view, given the complexity of our  
13 public education system, practitioners deal  
14 with on a daily basis the complexities of  
15 working with students in which their needs  
16 change constantly. So the modeling that we are  
17 using for this study here in Kansas with a cost  
18 function analysis is attempting to reflect that  
19 complexity in the system and offers some  
20 insight into the costs that may be necessary  
21 here in the State of Kansas to support your  
22 school districts to achieve the outcomes you  
23 desire of your students.

24 DR. TAYLOR: I would just chime in.  
25 It's the difference between simplicity and

1 over-simplification. And that's what we are  
2 trying to most very definitely avoid, the  
3 latter, and be very clear and transparent about  
4 what we're doing.

5 CHAIR BAUMGARDNER: Majority Leader  
6 Denning.

7 SENATOR DENNING: Thank you, Madam  
8 Chair. The slide on page 37, I'm going to need  
9 some clarification. Point number 3, which was  
10 the cost function study done by Duncombe &  
11 Yinger, I've always considered that the Kansas  
12 LPA study. And the very fourth point where you  
13 have LPA with an evidence-based study, I think  
14 that exists but I don't think we've ever used  
15 it. So I just want to be clear that when we  
16 talk about the LPA study, it's my understanding  
17 we're talking about the Duncombe study. Is  
18 that correct?

19 DR. TAYLOR: That's essentially my  
20 understanding is that the Duncombe & Yinger  
21 study was under the auspices of the LPA. And  
22 we're not in any way trying to convey the  
23 extent to which these pieces of research have  
24 been relied upon in Kansas, merely that when  
25 one does a proper literature review, we find

1     them all.

2                     SENATOR DENNING: My point is I have  
3     a feeling from what I've known about your work  
4     is that you'll be producing something along the  
5     lines of a cost function.

6                     DR. TAYLOR: Yes, sir.

7                     SENATOR DENNING: And the LPA study,  
8     which is point 3 not point 4, is based on the  
9     cost function as well.

10                    DR. TAYLOR: Yes, sir. The work.  
11     But from now on, I will call the LPA study a  
12     cost function analysis.

13                    SENATOR DENNING: Thank you.

14                    CHAIR BAUMGARDNER: Minority Leader  
15     Hensley.

16                    SENATOR HENSLEY: Senator Denning is  
17     correct. There actually should be three bullet  
18     points on this slide. Bullet point 3 and 4  
19     should be combined. And I would ask you as to  
20     what your opinion is to the conclusions that  
21     were reached in the LPA study?

22                    DR. TAYLOR: Um, quite frankly, I  
23     have been tasked with conducting a lot of  
24     analysis in a relatively short period of time.  
25     The first piece of that is to assemble all the



1 fee costs for analysis. And I have not yet  
2 been able to really drill down into the LPA  
3 study to form an opinion. I have seen the cost  
4 function work as it's embedded in the LPA  
5 study. And I have concerns about a number of  
6 the modeling choices that they make. And if  
7 you would like me to detail those, I would be  
8 glad to but I would rather come back and tell  
9 you about them when I could support them with  
10 documentation.

11 SENATOR HENSLEY: Well, I'll leave  
12 that up to you. But I just wondered if you  
13 actually read the study and --

14 DR. TAYLOR: I have most definitely  
15 read the study. I, I found it very problematic  
16 in terms of some of the results regarding what  
17 market costs associated with the weighting of  
18 the various student need factors. I disagreed  
19 with the strategy they used to control for  
20 inefficiency in their study. And I find that  
21 the outcome measures that they used, which was  
22 essentially a passing rates, graduation rates  
23 kind of averaged together approach, and I think  
24 --

25 CHAIR BAUMGARDNER: I think we're

1 going to stop there because there's going to be  
2 -- though the education cost function analysis  
3 is on that slide, that wasn't -- with all due  
4 respect, that wasn't what I felt was the  
5 content of the slide. I think we will have an  
6 opportunity to get that information, if not  
7 this afternoon, we'll get further information  
8 when we come back to get your research. I  
9 would like to now turn to Representative Lusk  
10 that has a question. And hopefully - help me  
11 out here - it's the content of the slides that  
12 we have covered so far.

13 REPRESENTATIVE LUSK: Thank you,  
14 Madam Chair. My question is for slide 18, the  
15 variation in effective rate by district. It's  
16 a composite of overall student performance. My  
17 question is, what were the measures you used to  
18 determine the student performance when you made  
19 this comparison?

20 DR. TAYLOR: The effective rate is  
21 the metric that's in Kansans Can looking at the  
22 success rate and the graduation rate.

23 REPRESENTATIVE LUSK: Success rate?

24 DR. TAYLOR: The success rate is a  
25 measure of the post-secondary outcomes for the

1 various students.

2 Jason, you want to kind of join in?

3 MR. WILLIS: So the metric for  
4 effective rate is a metric that was developed  
5 by the State of Kansas. It uses some  
6 underlying measures such as graduation rate.  
7 It also looks at post-secondary pursuits of  
8 both those students who've entered  
9 post-secondary institutions and/or received  
10 certificates during either high school years or  
11 during post-secondary years.

12 REPRESENTATIVE LUSK: Thank you.

13 CHAIR BAUMGARDNER: Majority Leader  
14 Denning.

15 SENATOR DENNING: Thank you, Madam  
16 Chair. Page number 28. On those bullets, will  
17 you be talking about sparsity when you talk  
18 about these three bullets? Is that a topic  
19 that your study will concentrate on?

20 DR. TAYLOR: Thank you for the  
21 question. We will definitely be focusing on  
22 the ways in which sparsity leads districts to  
23 have smaller schools than might be cost  
24 effective and, therefore, how that, for reasons  
25 outside of school district control, cause the

1 costs to be higher.

2           SENATOR DENNING: So that will be,  
3 at this point in time, you think that will be  
4 part of your report to us, a discussion on  
5 sparsity?

6           DR. TAYLOR: Well, I don't know that  
7 we will specifically address the sparsity  
8 component of the funding formula but we will  
9 definitely talk about how sparsity impacts our  
10 work.

11           CHAIR BAUMGARDNER: At this time  
12 let's move on to slide 39.

13           MR. WILLIS: So let's move then to  
14 our next session to talk a little bit more  
15 about the data and variables that will be  
16 included in the analysis. We can generalize  
17 these into four different buckets:  
18 Expenditures, outcomes, prices, and other  
19 environmental factors. One of the things that  
20 Dr. Taylor mentioned earlier was a reference to  
21 some of the previous studies that have been  
22 done previously here in the State of Kansas.  
23 Part of the community that works on this type  
24 of work across the country really attunes  
25 itself to the methods, the way in which we

1 think about, as I was saying earlier, the  
2 research can reflect the reality that our  
3 education system operates in, in states like  
4 Kansas and across the country. So we offer a  
5 couple of examples of where at this stage there  
6 is access to additional data. We have  
7 information about additional and different  
8 approved methods for this work. I'll just note  
9 again for the body, for the audience that this  
10 work is preliminary at this point, still in  
11 very formative stages. In particular, the  
12 next two sections may change as we move  
13 forward.

14 DR. TAYLOR: So one of the first  
15 things that we need to measure in order to be  
16 able to estimate the relationship between  
17 spending and outcomes and needs and scale and  
18 prices is -- and efficiency is to think about  
19 how we're going to measure spending. So one  
20 needs to focus in on current operating  
21 expenditures, not on capital outlay and  
22 expenditures by school districts, to focus in  
23 on the current expenditures per pupil. We also  
24 need to recognize that we're going to want to  
25 capture all the spending that those districts

1 are undertaking that is in the category of  
2 current operating expenditures. So we're  
3 basically going to take data we were provided  
4 by the Department of Education, looking at all  
5 of their spending. We're going to exclude  
6 transportation, food service, community  
7 service, construction, debt service, and fund  
8 transfers, and adult education. I want to  
9 circle back and talk to you a bit about why we  
10 are excluding transportation and food services  
11 from the analysis. I should point out that  
12 this is something that I have done in every  
13 cost analysis that I have been involved with  
14 since 2000 and -- since 2000. And the  
15 reasoning is quite simple. You're trying to  
16 estimate the relationship between spending and  
17 academic outcomes. And transportation services  
18 is producing a very different product than  
19 academic outcomes. It's about bringing the  
20 students to the building, to the location where  
21 they can learn. And that the transportation  
22 expenditures, therefore, are not producing the  
23 graduation rates and they are not producing  
24 reading, writing and arithmetic. They are a  
25 different product. Similarly, the food service

1 is an outcome, something that schools produce  
2 but it's not part of the inputs to producing  
3 the academic outcomes that we're trying to  
4 measure. If you include in the analysis  
5 spending that is not well-explained by the  
6 outcomes, one tends to lead to an analysis that  
7 is going to be much more noisy in the sense of  
8 being less able to detect the underlying  
9 relationships between outcomes and outlays.

10 So, we also think that it's particularly  
11 important to work our analysis down to the  
12 school level and not look exclusively at the  
13 district level when it comes to the costs at  
14 the school level. The relationship between  
15 outcomes, spending, and needs is much tighter  
16 than it is for the level of the district as a  
17 whole. And, therefore, we've undertaken the  
18 task of generating school level estimates for  
19 spending for the State of Kansas. This is the  
20 strategy that we're using to construct those  
21 estimates. And I would, because this is  
22 something new for Kansas, I would appreciate  
23 feedback as to the approach that we've taken.  
24 Basically we're going to look at reported  
25 payroll for certified staff with actual salary

1 and building assignments. And we're going to  
2 state that the payroll for those individuals is  
3 part of the spending for that particular  
4 building. We're going to use the benefit  
5 ratios for that district to calculate what the  
6 benefits would be for the payroll for the  
7 people that are at Salina High School Central,  
8 this is part of the spending at that district.  
9 Then we're going to take the remaining current  
10 operating expenditures of the district and  
11 we're going to allocate them on a prorated  
12 basis to the schools. To the extent that there  
13 are non-payroll special education spending,  
14 we're going to prorate that out to the schools  
15 on a per-special-education-student basis rather  
16 than a per-pupil basis. So that is the  
17 approach that we're going to be taking here.

18 One of the things to note and one of the  
19 complicating factors that we need to take very  
20 seriously in this analysis is dealing with the  
21 costs associated with special education  
22 cooperatives. With a special education co-op  
23 you will typically have one district that acts  
24 as purchasing agent on behalf of districts that  
25 incurs the expenses on behalf of those other



1 districts. And it's important to trace that  
2 spending back to the district where the  
3 children are being served. So the approach  
4 we're going to include is to allocate the  
5 special education cooperative spending to the  
6 member districts of that cooperative according  
7 to their share of special education students in  
8 the co-op. So if a particular district has 30  
9 percent of special education children in the  
10 special education cooperative, we will presume  
11 30 percent of the spending by the cooperative  
12 is on behalf of that district's children. This  
13 is, I believe, a fairer way of dealing with  
14 than the cooperative outlays. You don't want  
15 to omit them. They clearly are costs being  
16 incurred by districts. Districts that don't  
17 participate in cooperatives incur those costs.  
18 If you were to exclude those costs on behalf of  
19 the cooperative districts, you would have a  
20 measurement error. On the other hand, you also  
21 recognize that the accounting for cooperative  
22 spending occurs at that lead district and that  
23 it is necessary that those funds be  
24 appropriately allocated to the members. And  
25 that's what we're doing with this piece of the

1 analysis.

2 We're also going to incorporate several  
3 outcome measures into the analysis. The usual  
4 suspects, English and math performance,  
5 possibly science performance. There are some  
6 issues for us regarding trying to get at the  
7 growth in student performance in the science  
8 context because there are not science tests  
9 administered every year the way there are  
10 mathematics and English language arts every  
11 year in the elementary grades. We are going to  
12 transform those assessments into a measure of  
13 growth from one year to the next, rather than a  
14 measure of the level of performance, because  
15 the spending this year is impacting the growth  
16 this year. Whereas the level of performance  
17 that a child experiences is going to be a  
18 function not only of their current resources in  
19 their school but also their prior educational  
20 experiences. Essentially, you could have a  
21 child who arrives at the third grade already  
22 reading at the third grade level and that that  
23 level of performance in the third grade is not  
24 something you can pin on the third grade  
25 classroom or the third grade school. It's

1 something they acquired before they arrived.  
2 And it's important when you're trying to build  
3 a tight connection between what's being spent  
4 and what's being produced that you measure  
5 what's being produced in the flow rather than  
6 in the stock as the change in performance for  
7 that student in that year's worth of resources.  
8 So by looking at growth over time, one gets to  
9 see more of a measure of what the school itself  
10 has contributed to student learning or student  
11 knowledge during that year.

12           The other place we really think we want  
13 to focus our attention is in looking at this  
14 effective rate from the Kansans Can website.  
15 And the effective rate is the graduation rate  
16 picking up post-secondary pursuits. Given some  
17 of the language of the Rose standards, which  
18 Jason is going to speak with you about later,  
19 it seemed particularly important that we pick  
20 up some metrics of performance that go beyond  
21 the graduation rate and beyond the school, the  
22 traditional measures of testing performance in  
23 the schools. I will note that this is another  
24 way in which we diverge sharply from the LPA  
25 study which was that they did not have access

1 to these relatively new metrics that you all  
2 have developed that I'm very intrigued by and  
3 plan to incorporate in this analysis.

4 The next dimension is you've got -- it  
5 kind of tells you a little bit about how we're  
6 going to measure outcomes. I want to talk a  
7 little bit about how we are going to measure  
8 input prices, labor costs. There are a couple  
9 of strategies for measuring labor costs. And I  
10 am, with modesty, one of the nation's leading  
11 experts on how one measures regional  
12 differences in the cost of educator labor. And  
13 there are a couple of approaches that have been  
14 taken. One is to look at how teacher labor  
15 cost differs by using an observation of the  
16 actual wages that teachers are receiving in  
17 various districts and using some statistical  
18 modeling to calculate what each district would  
19 have to pay to be able to staff its classrooms  
20 with the exact same credentialed teacher, the  
21 teacher with these characteristics, to looking  
22 at how would the cost of placing a teacher with  
23 a bachelor's degree and 10 years of experience  
24 in every classroom, how would that price differ  
25 from one location to the next. That approach

1 is called teacher cost index. It has been  
2 criticized in the literature, and legitimately  
3 so, for relying on researcher judgment to be  
4 able to decompose what is spent on teachers  
5 between that which is a function of district  
6 discretion about whom they hire and that which  
7 is a function of the local cost environment,  
8 like cost of living and opportunities outside  
9 of teaching and the like. But it is the only  
10 strategy that really has the data to let us  
11 drill down to the district level for variations  
12 in labor costs. And what we have seen with our  
13 preliminary analysis is that there are some  
14 substantial variations in labor costs that are  
15 much more finely grained than the National  
16 Center for Education Statistics comparable wage  
17 index approach would offer for you. And I  
18 think that the benefits of getting to that  
19 level of granularity is very valuable in  
20 looking at labor costs. It's also probably  
21 worth noting that the comparable wage index is  
22 based on the presumption that teachers have  
23 very similar preferences to non-teachers who  
24 also have a graduate degree with respect to  
25 what makes a community an attractive place to

1 live. So if the doctors and the computer  
2 programmers and the nurses and the police  
3 officers in a community all command a salary  
4 bump of about 5 percent above the state  
5 average, it's likely that teachers themselves  
6 will also expect a salary bump of about 5  
7 percent above the state average. There is  
8 essentially a local flavor to labor costs. You  
9 can infer the cost of hiring educators by  
10 looking at the regional difference in the cost  
11 of hiring comparable non-educators. So we're  
12 going to use that analysis kind of leading in  
13 but we plan on going with the teacher salary  
14 index, which means it's based on a regression  
15 analysis of the wages that teachers are willing  
16 to accept from school districts, where we  
17 observe that the wages an individual teacher  
18 receives are going to be a function of her own  
19 characteristics, the building and district  
20 characteristics in which it's situated and the  
21 location in which that district is located.  
22 The task is to identify the part of the wage  
23 variation that is outside the school district  
24 control, driven by factors like the rent on a  
25 two-bedroom apartment, the degree of geographic

1 isolation. The heating and cooling degree days  
2 to get a picture of climate in the various  
3 locations. So in that teacher cost analysis,  
4 just to tell you very briefly, what we're  
5 trying to explain with the teacher cost  
6 analysis is the full-time equivalent of monthly  
7 salary for a teacher is going to be a function  
8 of the teacher's characteristics, building and  
9 district characteristics, location  
10 characteristics. So in looking at the data we  
11 were so graciously generously provided  
12 regarding the payrolls of individual teachers  
13 in the State of Kansas, we observed the years  
14 of experience that a teacher would have their  
15 educational attainment. We, in fact, have  
16 evidence that the salaries do vary to a certain  
17 extent by the teaching assignments that  
18 individuals take on as to whether or not a  
19 particular individual is a math teacher, an  
20 English language arts teacher, a health and  
21 physical education teacher, a fine arts  
22 teacher, whether this individual has  
23 administrative duties in the school district,  
24 whether this person is also taking on a role as  
25 a librarian. A variety of other things could

1 explain why Ms. Smith's salary is somewhat  
2 different than Ms. Jones. So what we're trying  
3 to do is to tease out the part of the salary  
4 variation attributable to factors outside of  
5 these teacher characteristics.

6 So we're going to be looking at the  
7 building and district characteristics including  
8 the fraction of students who are free and  
9 reduced-price lunch. Our preliminary analysis  
10 suggests that labor costs are higher where  
11 there are more children who are at risk. The  
12 percentage of limited learning proficient,  
13 percentage of special education students, the  
14 size of the campus in which you're operating,  
15 because it's a working conditions  
16 characteristic basically. We're also going to  
17 look at the unemployment rate in the community.  
18 When the unemployment rate is unusually low, it  
19 draws teachers out of the, out of teaching.  
20 Where the rents are high by state averages,  
21 you're going to expect that the cost of living  
22 is also going to be high. We're also going to  
23 look at geographic isolation and climate as  
24 they influence the salaries that teachers are  
25 going to command through various districts.



1           So in addition to our work looking at  
2           expenditures, outcomes, input prices, we are  
3           also going to focus on a number of  
4           environmental factors that drive differences in  
5           the cost of education: District size; building  
6           size; the student demographics, in particular  
7           those need factors that we've already talked  
8           about; and the geographic remoteness, aka  
9           sparsity - I will now start calling it sparsity  
10          - associated with some of these school  
11          districts. So the steps in the educational  
12          cost function analysis are pretty  
13          straightforward.

14                I'm going to take a breath and let Jason  
15          run you through.

16                   MR. WILLIS: So to Representative  
17          Johnson's question earlier, this method used to  
18          cost out education within any given context, I  
19          think it's important to offer some more simple  
20          ways of explaining the complexities associated  
21          with the model. So Dr. Taylor, myself and the  
22          team have devised a way in which to explain  
23          this. And again I think this is one of the  
24          areas in which we would like feedback from the  
25          body on places in which you still might have

1 questions as we move forward. So first and  
2 foremost, the kind of overall first three  
3 buckets are data, constructing the variables,  
4 and regression analysis. As a foreshadow,  
5 there is another three steps on the following  
6 slide. So when we think about data, it's about  
7 requesting, obtaining and cleaning that data.  
8 Dr. Taylor talked at length about those  
9 variables we have collected, those from various  
10 state and federal sources, and they are all  
11 about Kansas. They may be factors that are  
12 directly attributable to describing what's  
13 happening in the schools and districts in  
14 Kansas. There are also other types of data  
15 that are describing things in which schools and  
16 districts operate in that context all of which  
17 are important to include in the analysis. And  
18 the product of this is the data, set of data  
19 information that we can use. Meaning that we  
20 run a series of quality assurance checks. We  
21 look for anomalies that we might see in the  
22 initial data sets that we need to think about  
23 and consider in the work as we get to those  
24 validated data sets.

25 The second step in this process is

1 constructing various variables. I will point  
2 you to what Dr. Taylor was describing at length  
3 in regards to the teacher salary index. But in  
4 addition to that, we are also constructing  
5 other variables such as the outcome measures.  
6 We had a question from Representative Lusk that  
7 represents one of those examples as well as  
8 school level spending which Dr. Taylor also  
9 addressed.

10 The next step is perhaps one of the more  
11 complicated ones. For any of those in the body  
12 or in the audience who took that statistics 101  
13 class may remember the terminology, regression  
14 analysis. In this definition it explains how  
15 the variation in expenditures that we showed a  
16 couple of charts before is related to the  
17 variation in outcomes, prices, demographics and  
18 other cost factors. So one might ask, why is  
19 this really important to consider? And I will  
20 offer an analogy for this. This regression  
21 analysis creates the foundation upon which we  
22 can potentially predict the costs associated  
23 with producing a set of outcomes in the State  
24 of Kansas. For those that are familiar with a  
25 service called TrueCar.com, it basically

1 aggregates the individual's choices about the  
2 types of cars that they have purchased from car  
3 dealerships. So these are individual choices.  
4 I go to a car dealership and I say I want a  
5 2018 Ford Escape; I want power windows; I want  
6 a stereo system; and, hey, I'll even throw in  
7 the heated seats. And when you aggregate  
8 thousands upon thousands of those choices, the  
9 result that TrueCar.com creates is a current  
10 state. It allows the owner to understand  
11 what's the average price associated with a  
12 certain type of car that has been produced.  
13 And what it also allows me, as an individual  
14 consumer, to understand is to potentially  
15 predict what I might have to spend in order to  
16 get that car with those kinds of options. And  
17 so, we translate that to our work in Kansas  
18 with this cost function analysis in its most  
19 simple form. That is what we're looking at  
20 doing. It's understanding what are the  
21 potential predicted costs associated with  
22 achieving a certain set of outcomes that are  
23 set out by the State of Kansas.

24           The next three steps are really  
25 comprised of the Rose standards, estimating

1 spending, and some implications for  
2 implementation. The Rose standards themselves,  
3 by way of descriptive statistics, were  
4 mentioned nearly 68 times in the recent Gannon  
5 V ruling. So clearly those Rose standards are  
6 a very important part of the way in which  
7 Kansas is orienting outcomes for its students.  
8 So the prospect of looking forward as we  
9 reflect on how those standards have been  
10 incorporated into Kansas' various laws and  
11 regulations and practices throughout the  
12 schools and districts is identifying the  
13 associated appropriate outcome measure and some  
14 measure of performance structure. And I will  
15 talk about that a little more deeply in a  
16 moment.

17 From there we get the idea of actually  
18 estimating the spending. So we go from  
19 estimating the current costs, what it takes to  
20 achieve the desired outcomes, and we then  
21 estimate or predict the level of base spending  
22 required to produce those outcomes. And then  
23 we consider other factors we've talked about at  
24 length: The types of students that are being  
25 educated, the location of the school in the

1 district, and then the prices associated with  
2 delivering that education system. And we then  
3 adjust that spending for those various costs:  
4 Student need, size and labor prices.

5           The final step in this work I think is  
6 one in which it's important to understand in  
7 that the work in public education and the work  
8 that teachers and principals in school  
9 districts do on a daily basis is  
10 extraordinarily complex. And being able to  
11 understand the best ways in which to use  
12 resources, either in this data set or  
13 potentially new ones, in the near future or far  
14 future, requires the opportunity to understand  
15 how best to produce a set of resources for  
16 students. And so we want to be able to  
17 contextualize those spending estimates we draw  
18 in step 5 and the possible implications for the  
19 Kansas public education system. And we think  
20 about that in its broad state, not only what  
21 students in the districts are doing but also  
22 how the state and its various functions and  
23 agencies can best support schools and districts  
24 to achieve those common sets of desired  
25 outcomes.

1           So we delve a little bit more into depth  
2           in the Rose standards, given their importance  
3           in the court's rulings, as well as the work of  
4           Kansas over the last five to seven years. The  
5           origin of the Rose capacities, as they were  
6           known, grew out of the Kentucky Supreme Court's  
7           decision in 1989 in Rose v. Council of Better  
8           Education. The court articulated the seven  
9           capacities as a minimum standard for each and  
10          every child. It was part of the nine  
11          conclusions that were made by the court that  
12          were directives to the State of Kentucky to  
13          ensure that the state was, in that original  
14          ruling, achieving an adequate education for  
15          every Kentucky student. It was several years  
16          later that the Kentucky General Assembly  
17          adopted what they call KERA, which was in  
18          direct response to the court's ruling. One of  
19          the interesting things about that legislation  
20          in how it analyzed special education is that it  
21          draws out several of the ways in which the  
22          legislature wanted to ensure that it responded  
23          to the court's rulings in particular to the  
24          Rose capacities. So not only were there  
25          changes in the way in which the school and

1 school districts were funded but there were  
2 also changes in the way in which the system was  
3 constructed. That is to say Kentucky  
4 reiterated its desire and the standards in  
5 which they wanted students to achieve. They  
6 further went into developing their  
7 accountability and assessment system that was  
8 an ability to be able to measure whether or not  
9 students were making progress towards that  
10 work. In the aftermath of this court ruling  
11 and KERA, Kentucky went on in that day and age  
12 to become one of the premier states in  
13 reforming its education system.

14           The other example that I'll offer as a  
15 context of other states' experience is  
16 Arkansas, your neighbor to the southeast. In  
17 2001, the Arkansas trial court deemed the  
18 system to be inequitable and inadequate. The  
19 court pointed very explicitly to the Rose  
20 capacities as requirements for an adequate  
21 education. Some of our colleagues conducted a  
22 costing out study on behalf of the State of  
23 Arkansas. And, once again, what we see is,  
24 with the incorporation of Arkansas, we're  
25 building the idea of standards into an



1     accountability system that allow us to draw a  
2     link between the Rose capacities, which as a  
3     statement are fairly vague, directly related to  
4     the work on behalf of the school districts in  
5     the State of Arkansas.

6             So if we take a closer look at the Rose  
7     standards, it's important to understand a  
8     little bit more about these capacities and  
9     that, in particular, they contain a couple of  
10    references to, one, content. That is the  
11    things that we want, that the students in  
12    Kansas want and should know, be it economic,  
13    social or political systems as an example. It  
14    also references skills, an ability to be able  
15    to verbally and in writing communicate a  
16    complex set of information to other audiences.  
17    And it's also pretty clear about identifying  
18    these standards as an aspiration. These are  
19    the things that we want students to be able to  
20    achieve or be prepared to achieve once they  
21    have left the K-12 education system. A few  
22    other notes about important terminology that  
23    are used in these standards: Sufficient, is  
24    provided on every single one of the standards  
25    in the original Rose capacities. And, again,

1 this idea of, enable. Which is, what are the  
2 types of support that are necessary in order to  
3 provide guidance to the system itself. So when  
4 we think about the Rose standards in moving  
5 them into performance measure thresholds, I  
6 will say that in our review thus far we have  
7 found that there are various approaches  
8 including this body that have looked to the  
9 Rose standards and ways we wish to incorporate  
10 them into the K-12 system. And we take that a  
11 step further to understand how they can be  
12 incorporated into the analysis we've been  
13 conducting. So the first step is set out by  
14 the court in the ruling as the Rose standards  
15 themselves. The second step, as the Kansas State  
16 Department of Education has articulated  
17 already, is tying those standards to a set of  
18 college and career skills that is for the  
19 individual students, and the accreditation  
20 standards for individual schools. So this sets  
21 a broad student and system boundary of  
22 expectation. So it takes the vague standards  
23 that are in the Rose capacities and translates  
24 them into more specific ways of understanding,  
25 if I am a student in fourth grade math, what

1 are the types of knowledge that I need to be  
2 able to achieve in order to feel that I have  
3 become college and career ready as I progress  
4 through my K-12 education. We then progress to  
5 thinking about the standards for the schools  
6 themselves. Meaning what are the subjects and  
7 what is the time that we -- that you believe in  
8 the State of Kansas is necessary in order to  
9 achieve those sets of expectations. Graduation  
10 requirements are noted as one of the most clear  
11 ways in which you determine the approach to  
12 graduating from the system; you expect students  
13 to have a certain body of knowledge. So we  
14 think about these in determining the offerings  
15 aligned to those skills and accreditations.

16 From there we go to connecting these to  
17 the measures of student outcomes. So this  
18 allows us to understand, as you have developed  
19 measurement tools here in the State of Kansas,  
20 what is the progress in aggregate for students  
21 that you've been making towards those sets of  
22 expectations. And the other thing that I will  
23 offer as a way in which to translate, to create  
24 distinction between the prior step and this  
25 step is that the graduation requirements offer

1 an outline of the ways in which the individual  
2 students should be achieving the steps  
3 necessary to graduate from high school. And  
4 the measure of student outcomes will then  
5 aggregate the number of students on an annual  
6 basis that have met those set of expectations.  
7 So it's the difference between understanding  
8 the total number of students that have  
9 graduated from the system versus the  
10 requirements that underlie the ability for  
11 Kansas to say that that student is prepared for  
12 college and career.

13 The final step that we use in this  
14 translation is identifying thresholds and  
15 performance statewide. So this is considering  
16 determinations of the aggregate bar of  
17 performance in Kansas in which students should  
18 achieve. So today across these various  
19 measures you have students that are achieving  
20 at a certain level that is unsatisfactory for  
21 the people of Kansas. You want students to be  
22 able to achieve at higher levels in the future.  
23 So this offers a judgment on what are the  
24 opportunities, what are the places in which you  
25 would set the bar of performance for different

1 levels of math or ELA, for graduation or  
2 post-secondary outcomes or pursuits.

3           So I want to offer an example of what  
4 some of this translation looks like. You can  
5 see here this is standard 1 of the Rose  
6 standards. You can see on the far left, the  
7 college and career ready skills and  
8 accreditation; minimum standards for schools to  
9 teach and the graduation requirements. Much of  
10 this content is attributable already to the  
11 work that this body has done as well as the  
12 Kansas Department of Education. We go further  
13 to then identify the standard, statewide  
14 measures of student outcomes. As your  
15 submission to the U.S. Department of Education  
16 indicated under the Every Student Succeeds Act,  
17 it clearly articulates that you have benchmark  
18 thresholds of performance that you want to  
19 achieve in subjects like English language arts,  
20 mathematics, as well as science, which Dr.  
21 Taylor mentioned earlier, as well as graduation  
22 rate.

23           I want to make one last note in this  
24 section about addressing Rose standards without  
25 measures. There are several of the standards

1 that point to content and skill sets in which  
2 Kansas is either in the process of developing  
3 or does not have current data measure to judge  
4 those standards. For us to think about this in  
5 terms of the Rose standards, a couple things.  
6 One thing in particular is very true, that our  
7 presumption in looking at these standards is  
8 that there is little variation in the type of  
9 expected outcome associated with that standard  
10 itself. And that's important to consider in  
11 the part of the analysis when we go back to  
12 considering the costs associated with ensuring  
13 students are reaching a certain standard. And  
14 the more variation that we're able to identify  
15 in the model creates an opportunity for us to  
16 be -- to provide estimates that are better able  
17 to judge which types of students are needing a  
18 set of resources to achieve that outcome.

19 The last section that I want to  
20 introduce is really in regards to the section  
21 around implementation that I had mentioned. So  
22 part of the research that's been occurring over  
23 the course of, I would say, the intervening  
24 period between many of the cost studies that  
25 were last conducted here in the State of Kansas

1 is this concept of effective resource use. One  
2 of the primary premises of adequacy studies has  
3 been that the current level of development that  
4 states are making in combination with local  
5 dollars for school districts is dollars that  
6 are inefficient or insufficient to reach some  
7 level of adequacy. And there has been a fair  
8 amount of work that's been done to think about  
9 how is it that school systems can consider  
10 reorganizing its resources in a way that gets  
11 further outcomes from its students, that is to  
12 be more effective with the resources on hand.  
13 And that's not to say that additional resources  
14 aren't necessary because there are absolutely  
15 circumstances that occur in which those  
16 additional resources are necessary. But it's  
17 asking a question of how is it that schools and  
18 districts in the state are thinking about the  
19 use and the delivery mechanisms for the  
20 existing investment that it's making in school  
21 districts.

22 So we wanted to offer a framework that  
23 we'll use as a guide for some of this work.  
24 And I'll draw your attention to the left side  
25 of the screen in which much of the work and

1 debate and discussion that has been done from  
2 the beginning, but really nobody has focused on  
3 the two boxes to the left: How are resources  
4 equitably distributed across schools and  
5 districts in the State of Kansas, and what  
6 level of resources are necessary by the  
7 judgment of the various bodies in the State of  
8 Kansas to invest to reach some degree of  
9 adequacy? There are these two other types of  
10 work when we think about flexibility that you  
11 offer to school districts, the ways in which  
12 state agencies or intermediary organizations  
13 offer support to those districts that are  
14 important to consider alongside other matters  
15 of things like transparency as well as  
16 accountability. And so it's the difference, as  
17 you can see on the slide, between answering the  
18 question of, how much, but also answering the  
19 question of, how well. And the complexities  
20 associated with, how well, are deep. And for  
21 practitioners in the K-12 world, and as my  
22 experience would suggest, for 10 years in large  
23 systems in our public school systems, time and  
24 space is -- more is needed to reach an  
25 effective set of understanding about ways in



1 which those resources can be invested. So if  
2 you think about some of the ways that this  
3 might be translated: Districts may lack some  
4 flexibility over certain spending decisions;  
5 support to form various resource choices or  
6 accountabilities that are paying attention to  
7 the right things. And often the review has  
8 been done on NCLB, the No Child Left Behind  
9 Act, which is our former federal law that  
10 governed our country, that the accounting that  
11 was entered into under that law in some ways  
12 was good and in other ways could be improved  
13 upon. And we've seen many states across the  
14 country that have taken up this idea and asking  
15 the questions when we think about introducing  
16 accountability as a contract, if you will,  
17 between states and school districts and  
18 students and the public. That is, we're going  
19 to invest a certain amount of money in the  
20 public good and as a result of that, the adults  
21 in the system are saying, we'll do everything  
22 in our possible power in order to deliver on  
23 behalf of that promise that's being made to the  
24 state, to its public education students. And  
25 also consider this idea of transparency and, in

1 large part, most of the reporting we have found  
2 across states in the country has been largely  
3 focused on compliance. That is, are you doing  
4 a thing that is noted in a federal law, state  
5 law, and we just want to make sure that that is  
6 being done correctly, as opposed to other ways  
7 of thinking about transparency. And I would  
8 describe this both from an internal and an  
9 external transparency perspective. One of the  
10 things we know about public education is that  
11 we often act and operate in silos. And this  
12 usually comes about as a result of the  
13 pressures that are put on school districts to  
14 perform in a number of different areas. So in  
15 this area of thinking about silos, creating  
16 opportunities for practitioners to  
17 authentically and rigorously engage with one  
18 another about where practices might be able to  
19 be translated across certain systems or across  
20 certain schools that lead to a more effective  
21 use of dollars to which we are seeking to use  
22 in a study is a pathway that has shown some  
23 promise in certain parts of the country and  
24 states and districts, and may have some  
25 applicability here in the context of Kansas.

1           So we wanted to offer this framework as  
2 an opportunity to explore more deeply the way  
3 in which the education system here in Kansas  
4 can consider these types of other mechanisms  
5 that could be used to support students  
6 achieving a set of adequate outcomes defined by  
7 the State.

8           So I'll close with a couple of very  
9 brief next steps. The time that Dr. Taylor and  
10 I are spending here in the State of Kansas - I  
11 don't want to speak on behalf of Dr. Taylor -  
12 but I would say is extraordinarily valuable to  
13 us and I really would describe it as an ability  
14 for us to listen and understand the context  
15 more deeply in the State of Kansas. So in  
16 addition to the session we are spending with  
17 this body, with the audience today, we are also  
18 spending the better part of tomorrow at the  
19 Kansas Association for School Boards, who so  
20 generously offered the space to bring together  
21 a variety of practitioners in which we will  
22 share this information with them as well and  
23 also invite them to understand particularly, as  
24 I was talking about that last session, the  
25 implications for thinking about resources and

1 spending in the State of Kansas.

2 And as a last bullet, obviously the  
3 final study report that we do do will be due to  
4 this body on Tuesday, March 15th. So we'll end  
5 our presentation there. It looks like we have  
6 got about five minutes before noon and just  
7 thank everybody for their time and attention.

8 CHAIR BAUMGARDNER: Thank you very  
9 much. Committee, we will at this time adjourn.  
10 We will be back. We'll adjourn for a lunch  
11 break and we will be back at 1:30. We will  
12 start by 1:30. Again, legislators, please meet  
13 with Amy to get your voucher when you come back  
14 and please do that before 1:30. Thank you.

15 (THEREUPON, a lunch recess was taken  
16 from 12:00 p.m. until 1:30 p.m.).

17 CHAIR BAUMGARDNER: Ladies and  
18 gentlemen, as promised we are starting at 1:30.  
19 We are starting the second half of our meeting.  
20 We are at the question and answer portion of  
21 our joint meeting today. And so in a matter of  
22 fairness, we are simply going to go around the  
23 table. And I spoke to Representative Jones  
24 just a few minutes ago and he knows that he's  
25 starting and we'll just give each

1 representative and senator an opportunity to  
2 ask a question. A question, singular.

3 REPRESENTATIVE LANDWEHR: What if  
4 it's two-part? Just kidding.

5 CHAIR BAUMGARDNER: A question.  
6 Singular. And, basically, once we have an  
7 answer or response from Dr. Taylor or from  
8 Jason Willis, we will move on to the next  
9 question.

10 So, Representative Jones, please begin.

11 REPRESENTATIVE JONES: Thank you,  
12 Madam Chair. And thank you, Doctor, for being  
13 here. And quick question. You had spoke on  
14 slide 54 about the ruling basically in  
15 Kentucky, 1989. And this question had been  
16 asked previously, but pre-Rose standards for  
17 Kansas, the quality performance accreditation,  
18 have you seen these? And I know Legislative  
19 Research has a side. But can you speak to that  
20 a little bit?

21 DR. TAYLOR: I'm going to defer to  
22 the member of the team with a bit of legal  
23 training.

24 MR. WILLIS: So the standards that  
25 you are referencing, what we're referencing in

1 most recently is from the Gannon V ruling which  
2 puts the Rose standards in kind of a central  
3 point. And part of what we're trying to  
4 understand is kind of the current state of the  
5 way Kansas constructs its education system  
6 relative to what it says it wants students to  
7 achieve, which is in reference to your current  
8 college and career ready skills and the  
9 accreditation skills in relation.

10 REPRESENTATIVE LUSK: Thank you,  
11 Madam Chair. I'm still kind of in the dark  
12 about, I don't quite understand how you will go  
13 about, well, for instance, measuring the arts  
14 as part of the Rose standards, as a part of the  
15 Kansans Can. We don't have any data along  
16 those lines. What are the assumptions you will  
17 make to gather some kind of a standard in that  
18 area?

19 DR. TAYLOR: I don't think -- thank  
20 you for the question. I don't think we are  
21 going to make any specific assumptions about  
22 creating data where it does not currently  
23 exist. I think what we're going to have to do  
24 is argue that the accreditation standards  
25 include those dimensions and so we will presume

1 that accredited schools meet the minimum  
2 standards required on those dimensions we  
3 cannot measure.

4 REPRESENTATIVE LUSK: Repeat --  
5 sorry. Could you repeat the last part, please?

6 DR. TAYLOR: Okay. So we can't  
7 observe, because there is no metric on some of  
8 these issues like fine arts. We will presume  
9 that, to the extent that those are covered in  
10 the State's accreditation standards, accredited  
11 schools are meeting those minimum thresholds.  
12 And, therefore, by including in our analysis an  
13 indicator of whether or not a school has been  
14 accredited, we will be able to capture those  
15 dimensions of student performance or whether a  
16 district has been accredited.

17 REPRESENTATIVE LUSK: Okay. It's a  
18 big assumption. But I'll finish. Thank you.

19 DR. TAYLOR: We would also greatly  
20 love to hear of a better set of assumptions  
21 about what we should presume.

22 CHAIR BAUMGARDNER: Representative  
23 Helgerson.

24 REPRESENTATIVE HELGERSON: Let me  
25 follow up. This is always an exciting time for

1 me. It's not only that the legislature gets to  
2 break. We have the largest convention for kids  
3 in the State. It's called Kansas Music  
4 Educators Association, down in Wichita. And  
5 over the years, one of the reasons I got back  
6 in politics was because I saw the money going  
7 down and down for things like arts, or the  
8 elimination of arts from music education, or  
9 the total elimination of that part of the  
10 education that we used to do. I heard you  
11 speak earlier about New York and the problems  
12 it had was different than the problems that we  
13 have here in Kansas. Well, I come from a  
14 Wichita district where we have 120-some  
15 school -- 120 different languages spoke. We  
16 have, I think, 25 percent, 20, 25 percent of  
17 the foster kids in the Wichita school district  
18 that we have to have. And I'm looking at the  
19 contract that you have, it says you're supposed  
20 to provide a cost function analysis designed to  
21 estimate the minimum spending requirement to  
22 produce a given outcome within the educational  
23 environment. From a lot of the kids in  
24 Wichita, it hasn't succeeded. We have  
25 under-funded those programs. And what you're



1 telling me and what I'm picking up is, we are  
2 making assumptions or you're going to make  
3 assumptions where we are not going to try to  
4 answer those needs. And I guess if you can  
5 respond right now or later on, but the school  
6 district hasn't measured up. And that's why  
7 the court has come back to us time and time  
8 again and said, you have haven't put the money  
9 there. And Wichita is similar to New York in  
10 many ways. And that's why we're in court. And  
11 not dealing with the arts, not dealing with  
12 other segments is not satisfactory.

13 DR. TAYLOR: Thank you for the  
14 question and the passion with which you shared  
15 it. I think that there is a fundamental  
16 misunderstanding. We are not going to be  
17 telling you that this spending level in Wichita  
18 as it currently sits is -- that's one of the  
19 pieces of information we use in the analysis.  
20 It's not an outcome of the analysis. What the  
21 analysis is going to do is look across all the  
22 districts in Kansas about how much more is  
23 spent in Kansas City, how much is spent in  
24 Wichita, how much is spent in El Dorado, how  
25 much is spent in Hutchinson, and what are they

1 getting in terms of measurable student  
2 performance for those outcomes. Those student  
3 performance characteristics that are not  
4 directly measured are indirectly measured via  
5 an expectation that the graduation rate  
6 requires certain training in the various degree  
7 requirements that you have, that the  
8 accredit -- having status of being an  
9 accredited district implies certain necessary  
10 delivery of items in the State. And those  
11 dimensions will be captured in the model but  
12 they will be captured in the model indirectly  
13 because they are the kinds of expenses all  
14 accredited districts incur. They are the kinds  
15 of expenses that are required to get to the  
16 graduation rates that the State is looking to  
17 achieve.

18 MR. WILLIS: Just to provide an  
19 illustrative detail, each of the high schools  
20 in the State of Kansas will build a master  
21 schedule for their students in which they have  
22 to take a certain set of courses. And some of  
23 those courses are in arts, music, other types  
24 of offerings for those students. And as Dr.  
25 Taylor was saying, we don't have an observable

1 measurable outcome for those standardized  
2 state-wide measurable outcomes across the  
3 multiple years for some of those courses. So  
4 we have to imply indirectly that the resources  
5 that are being dedicated to establish those  
6 courses and put credentialed and certified  
7 teachers into those courses is meeting the  
8 minimum standard as we connect it to the  
9 analysis.

10 CHAIR BAUMGARDNER: Representative  
11 Hoffman.

12 REPRESENTATIVE HOFFMAN: Thank you,  
13 Madam Chair. I'm intrigued a little bit by 41  
14 with the expenditures per pupil and you exclude  
15 -- some of the items excluded. As I look at  
16 those, those are probably not instructional  
17 items and they are not directly measured  
18 through the outcomes, I guess. So are you  
19 assuming a base line of spending for these  
20 items and then what you're going to give us is  
21 an additional, that we would have to have an  
22 additional amount to come up with the  
23 instructional part? I know you're going to,  
24 you're going to be basically just looking at  
25 the instructional part. But where do those

1 transportation, food service come in to the  
2 equation?

3 DR. TAYLOR: Basically we are  
4 treating them as separate, that they are a part  
5 of school district spending that is not  
6 directly related to the outcome measures we are  
7 trying to measure. That if you wanted to then  
8 go back to what's the total amount the district  
9 would have to spend, you have to add them back  
10 in. And so -- and that was what you would want  
11 to do. I should also note that in the post  
12 audits, the functions that we are excluding  
13 from our analysis are exactly the same ones  
14 that were excluded by Duncombe & Yinger in the  
15 work they did for the post audit study.

16 REPRESENTATIVE HOFFMAN: So it's a  
17 base line then?

18 DR. TAYLOR: It's a base line and  
19 then, that which is not included in the  
20 modeling still matters. But it doesn't cost  
21 more to transport a low income kid than to  
22 transport a regular education kid. It doesn't  
23 cost more to transport an ELL kid. It depends  
24 on where they live not what language they speak  
25 in their home to determine the cost to move

1     them from point A to point B.  So you don't  
2     want to muddy your understanding of the  
3     relationship between student need and resources  
4     by including these factors that don't vary with  
5     student need.

6                   CHAIR BAUMGARDNER:  Representative  
7     Smith.

8                   REPRESENTATIVE SMITH:  Thank you,  
9     Madam Chair.  My question stems from slide 48  
10    from building and district characteristics.  
11    Specifically the first bullet point there on  
12    percent free and reduced-price lunch, at-risk  
13    students.  We had a significant discussion and  
14    debate on this last year in committee on how do  
15    you measure your address population for the  
16    free and reduced lunch really correlate with  
17    that population.  And I just wanted to speak  
18    for a few moments on your methodology on the  
19    address population.

20                   DR. TAYLOR:  We are measuring the  
21    free and reduced-price lunch population because  
22    that is the best available metric.  And within  
23    the State of Kansas, it probably does  
24    differentiate successfully between need in the  
25    Wichita area, need in the Salina area.  But it

1 is using a single income threshold throughout  
2 the State to say who is eligible for free lunch  
3 and who is eligible for reduced-price lunch.  
4 And in so doing, it will tend to over-identify  
5 need in low cost of living areas,  
6 under-identify need in high cost of living  
7 areas. We are addressing that problem by  
8 looking at the -- by presuming that student  
9 poverty has a non-linear relationship with  
10 cost, such that if you have a concentration of  
11 poverty, it could conceivably have greater  
12 impact on cost than a simple increase in  
13 poverty might imply. So we are trying to be  
14 much more holistic in thinking about poverty  
15 but we have to go back to the data that are  
16 available, which is free and reduced-price  
17 lunch. And we might advocate for refining the  
18 definition of at risk. But we are not in a  
19 position to guide you on that one.

20 CHAIR BAUMGARDNER: Representative  
21 Sawyer.

22 REPRESENTATIVE SAWYER: Thank you.  
23 My question is on page 40, you talk about this  
24 is preliminary data, it's a formative stage.  
25 It says, information, particularly the data and

1 variables and Rose standards section, are  
2 preliminary and may change between now and the  
3 final report. I guess first I'm curious what  
4 data you have. I assume all the data you have  
5 you've got it now and you're only two weeks  
6 away, three weeks maybe, to the final report.  
7 So I can't see what new data you're going to  
8 have in the next several weeks. And the Rose  
9 standards, they are not going to change between  
10 now and March 15th. So I guess I'm curious  
11 what's going to change the variables. Your  
12 assumptions in there? Some of your modeling?  
13 I don't know what would change on that end.

14 DR. TAYLOR: Thank you for the  
15 question. What -- we are here to hear from you  
16 and to hear from the practitioners who we'll be  
17 talking to tomorrow about whether or not there  
18 are, say, dimensions of teachers salaries that  
19 we haven't captured in our preliminary model.  
20 Yes. You are correct. We have what we think  
21 is the correct set of data but we want to make  
22 sure, if somebody wants to tell us about  
23 something, that we listen, that we incorporate  
24 it to the extent that we can. We have what we  
25 think are the final analyses of Rose standards.

1 But, again, we want to hear from the folks here  
2 in Kansas about making sure that our  
3 interpretations are solid. I think it would be  
4 very presumptuous of us to come in here and  
5 say, we are here to tell you about our work in  
6 progress but nothing you tell us can change  
7 anything. Because I do think we need to hear  
8 feedback, think about is there any way we can  
9 further refine our measures of expenditures at  
10 the building level? Is there any way we can  
11 further refine our measures of salary  
12 differences for teachers? Are there any ways  
13 we could further refine based on the insight  
14 and knowledge that you all have?

15 REPRESENTATIVE SAWYER: Okay.

16 CHAIR BAUMGARDNER: Representative  
17 Landwehr.

18 REPRESENTATIVE LANDWEHR: Thank you,  
19 Madam Chair. Will there be an analysis of the  
20 status of unencumbered fund balances over a  
21 period of years? Because we have a lot of  
22 school districts that haven't spent all of the  
23 money they have received over the years and are  
24 using some of their state aid to increase those  
25 balances.



1 DR. TAYLOR: Thank you very much for  
2 the question. We are focusing on the  
3 expenditures side of the ledger and not on the  
4 revenue side of the ledger. So it's beyond the  
5 scope of what we were asked to look at, to look  
6 at the extent to which the revenue school  
7 districts are receiving exceed the expenditures  
8 the schools are making. What we will be  
9 offering to you is what our cost model predicts  
10 would be the necessary level of expenditures to  
11 meet the performance threshold and what the  
12 current level of revenues received by those  
13 districts happens to be.

14 CHAIR BAUMGARDNER: Representative.

15 MR. JOHNSON: Thank you, Madam  
16 Chair. I'm going to follow up a little bit on  
17 Representative Hoffman's question regarding the  
18 spending assumptions on page 14. I think we  
19 looked at the state average per-pupil spending  
20 at 10,951. So what is in that and what isn't  
21 in that? Is it local and federal? Is it part  
22 spending, less the items on page 41? And as we  
23 work through that and say, okay, we have  
24 different funding pieces, do we handle other  
25 things that come in as we try and address the

1 need, such as what we put in our pension,  
2 extracurricular activities, programs for  
3 at-risk, like the Jobs for American Graduates,  
4 whether we use Cannon funds or Medicaid funds  
5 or tobacco funds that we have? Do all of those  
6 fall into the same thing? Where do those  
7 assets fall? And then what, again, is in that  
8 10,9?

9 DR. TAYLOR: Okay. Thank you very  
10 much for the question. The 10,9 is a number  
11 that we are recording but we did not calculate.  
12 That's calculated by the Department of  
13 Education. It is part of their filing with the  
14 federal government for the F-33 data survey  
15 conducted by the National Center for Education  
16 and Statistics annual expenses. And so what  
17 that represents is current operating  
18 expenditures using the federal definition.  
19 And, therefore, it would include food, it would  
20 include transportation. It is not a measure  
21 that we plan to use as our dependent variable  
22 for the analysis. It is, however, the, the,  
23 what we hope would be the most familiar  
24 estimate of current operating expenditures  
25 available here in the State. It's going to

1 include revenues from all sources that the  
2 federal government allows the agency to include  
3 in their calculations.

4 CHAIR BAUMGARDNER: Representative  
5 Trimmer.

6 REPRESENTATIVE TRIMMER: Thank you,  
7 Madam Chair. As someone who was born in what  
8 used to be Asbury Hospital and --

9 DR. TAYLOR: Me to.

10 REPRESENTATIVE TRIMMER: -- and I  
11 lived my life close to Crawford Street. I'm  
12 not there now. But I did want to ask you  
13 about, is your model in your cost study going  
14 to involve taking a backward look at how  
15 education spending over the last several years  
16 going up and down has had an effect on student  
17 performance in the measurable categories that  
18 we've still got? Are you going to take that  
19 into consideration?

20 DR. TAYLOR: Thank you for the  
21 question and it's good to have a connection.  
22 The analysis will look at the most recent years  
23 of expenditures and performance in your new  
24 testing regime. So we can't go back -- we've  
25 been strongly advised that going back into the

1 old testing environment prior to 2014 would be,  
2 would raise red flags for a lot of folks, that  
3 the State's assessments have changed and that  
4 we are going to focus on data from '15, '16 and  
5 '17. Because our performance measures looking  
6 at growth, what that really basically means is  
7 that analysis is going to be based on '15-16  
8 and '16-17. So '18 isn't in the data yet.

9 REPRESENTATIVE TRIMMER: Thank you.

10 CHAIR BAUMGARDNER: Representative  
11 Patton.

12 REPRESENTATIVE PATTON: Thank you,  
13 Madam Chair. I appreciate the fact you're  
14 relying on data and using lots of data, 10  
15 years of data, numerous lines of data, lots of  
16 data. But how do you take all this historical  
17 data and then turn it into numbers that help us  
18 meet performance goals, you know, meeting the  
19 Kansans Can vision, meeting the concerns of the  
20 courts that 25 percent who are not providing  
21 the services that they need? How does that  
22 historical data transform and move forward?

23 DR. TAYLOR: Well, some of that  
24 historical data is useful to us in determining  
25 the regional variation in labor costs for

1 educators, which by looking at multiple years  
2 of data on teacher earnings and compensation,  
3 one can use statistical techniques to control  
4 for unobservable but persistently important  
5 characteristics of teachers, like their  
6 language abilities that would make them a more  
7 desirable hire in a variety of places. So by  
8 looking at salaries over multiple years, we are  
9 able to get a much more robust measure of labor  
10 cost differences from district to district.  
11 When we started drilling down into the  
12 analysis, what we were able to determine is  
13 that the original strategy we had had in mind  
14 for looking, for spanning the testing regime  
15 change in terms of student performance, while  
16 it was statistically valid, was not going to  
17 fly in the Kansas context. And, therefore,  
18 when it comes to the specifics of the cost  
19 analysis, we are going to be limited to the  
20 time frame in which we're talking about the new  
21 testing regime. The longer period of funding  
22 for, or data on the expenditures help us make  
23 sure that our coding and analysis is useful.  
24 It also becomes an important demonstrative or  
25 illustrative example in the report to show how

1 spending has changed. For example, since the  
2 time frame in which the post audit study was  
3 done, the time frame in which the Augenblick &  
4 Myers studies were done to try and compare  
5 simple projections based on those analyses to  
6 the actual experience in Kansas. If you want  
7 to make any kind of comparisons to the post  
8 audit study by Duncombe, you have the cost  
9 function post audit study. We needed to be  
10 able to reconstruct the data that they used.

11 CHAIR BAUMGARDNER: Majority Leader  
12 Denning.

13 MAJORITY LEADER SENATOR DENNING:  
14 This has to do with a Kansas specific question,  
15 which is called local option budget money.  
16 Will your cost function study take into account  
17 all the local option budget money when you  
18 produce some minimum outcome to satisfy the  
19 courts?

20 DR. TAYLOR: Thank you very much for  
21 the question. Yes. The analysis will include  
22 money that the school districts are spending  
23 from basically all sources. The idea being  
24 that we want you -- you want to make sure that  
25 you're capturing the real resources being

1 brought to bare for those kids not just the  
2 resources that are being paid for from a  
3 certain pot. So yes. The cost projections  
4 will be based on an estimate that includes the  
5 local option money.

6 MAJORITY LEADER SENATOR DENNING:

7 Thank you, Madam Chair.

8 CHAIR BAUMGARDNER: Minority Leader  
9 Hensley.

10 MINORITY LEADER SENATOR HENSLEY:

11 Thank you. I would like to go back to slide 37  
12 which I had previously asked you about. And I  
13 think we agreed that there really are three  
14 bullet points here since the Duncombe and LPA  
15 are basically within the same audit. And you  
16 may have to correct me on this, but none of  
17 these were plaintiff's audits. I think I heard  
18 you say that the Augenblick & Myers was a  
19 plaintiff audit. None of these were -- all of  
20 these audits were sanctioned by the Kansas  
21 legislature and paid for by the Kansas  
22 legislature. What we're asking you for now is  
23 a fourth study, which we basically rejected the  
24 first three. And so I guess I'm asking you how  
25 the State can rely upon your study to conclude

1 that the funding at the level that you're going  
2 to recommend will result in constitutional  
3 compliance with the Gannon decision.

4 DR. TAYLOR: Thank you for the  
5 question and for the clarification. If I said  
6 that it was plaintiff inspired, I must have  
7 misspoken. I do apologize for that. These  
8 studies are actually, if you want to include --  
9 if you want to go by study instead of by  
10 methodology, then the two Augenblick & Myers  
11 reports are also a single study. This is  
12 research presented to the State with a couple  
13 of different ways surrounding the problem. And  
14 the point I was trying to make in these  
15 contexts was that, while the over-arching goals  
16 of the State may have been very stable and  
17 consistent, a lot of the contextual factors  
18 have changed substantially over the period of  
19 time. If for no other reason, the State uses a  
20 different assessment tool now in trying to  
21 measure student performance. So the post audit  
22 study looking at the cost function analysis is  
23 based on an old test regime that is no longer  
24 the one currently being used in the State.  
25 It's useful to the State, in my mind, to have



1 an analysis that uses the current testing  
2 regime. Also, as you had asked earlier, there  
3 are a number of other dimensions on which I  
4 think we can greatly improve on what Duncombe,  
5 what the post audit study provided to you in  
6 2005.

7 SENATOR HENSLEY: I don't know that  
8 you answered the question I asked. How can we  
9 rely upon your study to determine that we are  
10 in constitutional compliance with the Gannon  
11 decision.

12 MR. WILLIS: So I think, as Dr.  
13 Taylor had mentioned, that a lot of the data  
14 that's being incorporated, some of the  
15 methodological improvements over the Duncombe &  
16 Yinger study that was done in 2005 create an  
17 opportunity to create a reflection of costs  
18 that is related to the way that Kansas has made  
19 decisions about the way in which they want to  
20 set standards for students, the expectations  
21 that they have for schools and school  
22 districts, to perform those functions on behalf  
23 of students and to use some of the most updated  
24 and reliable measures that the State of Kansas  
25 believes would allow you to achieve a certain

1 relative standard compared to what the courts  
2 have been ruling under Gannon.

3 CHAIR BAUMGARDNER: Senator Estes.

4 SENATOR ESTES: Thank you, Madam  
5 Chair. In my district there are several  
6 schools that have very high ESL percentages.  
7 And when I say very high, I'm talking 75, 80  
8 percent, and are above the normal Kansas high  
9 school. My thought was and my question was, do  
10 you dig down that deep in this analysis to use  
11 populations like that or do you use Kansas  
12 averages for analysis?

13 DR. TAYLOR: Thank you for the  
14 question. When we're doing the cost analysis,  
15 we intend to dig down into the school level for  
16 that analysis and we will -- we plan to use  
17 school level measures of student performance,  
18 school level measures of student demographics.  
19 So we will be reflecting the fact that those  
20 high schools serve a much higher fraction of ESL  
21 students than other high schools.

22 CHAIR BAUMGARDNER: Senator McGinn.

23 SENATOR MCGINN: Thank you, Madam  
24 Chair. Mine is probably more of a comment. As  
25 you move forward on the cost differences due to

1 input prices, I felt like this morning you  
2 probably talked a little bit more about the  
3 market coming into play on that. And a concern  
4 I have is we have had, we have had this cost of  
5 living adjustment in our formula in the past.  
6 And to me, and I've shared this over the years,  
7 just because a house might cost more in one  
8 county versus somebody that's from a remote  
9 area, the cost to live in that remote area is  
10 greater because you're further from the  
11 hospital, you're further away from the grocery  
12 store, you're further away. So I don't know if  
13 that is a piece that you will be looking at or  
14 as you move forward. And, if you do, just make  
15 sure that's very well-defined.

16 DR. TAYLOR: So thank you for the  
17 question. We are most definitely aware that  
18 the housing costs are one component of cost of  
19 living but there are others. And in our  
20 modeling on teacher salary, preliminary  
21 modeling, we have definitely found that more  
22 geographically remote districts, the ones that  
23 are miles from the center of a core base  
24 statistical area, or a micropolitan area of 50K  
25 or more, those that are more distant from a

1 metropolitan area do have to pay higher wages  
2 than those that are able to offer those  
3 amenities of a community where the grocery  
4 store is on your way home as opposed to other  
5 kinds of locations. If there are other  
6 dimensions of that you think would help us,  
7 help inform us to get a better handle on what  
8 drives teacher wages to be higher in one  
9 district than another, I would love to pick  
10 your brain about that. I should note that we  
11 are looking at salaries from the perspective of  
12 what teachers are willing to accept. And,  
13 therefore, it's crucially important, and we do  
14 a really good job of controlling for the  
15 characteristics of the teachers themselves, and  
16 with the intent that if you had a district that  
17 because of a greater ability to pay was  
18 offering higher salaries, they will attract the  
19 most mobile and best credentialed of the  
20 teachers in that district. So you would expect  
21 that to be reflected in the difference of  
22 teacher quality rather than in differences in  
23 pay. In other words, a district that's able to  
24 pay really well is able to get their pick of  
25 the teachers. It allows them to have quality

1 differentials. It doesn't make the price for a  
2 standard quality teacher necessarily go up or  
3 down.

4 CHAIR BAUMGARDNER: Senator  
5 Kerschen.

6 SENATOR KERSCHEN: Thank you, Madam  
7 Chair. Page 45, teacher salary index for  
8 Kansas. That first statement, regression  
9 analysis of the wages that teachers are willing  
10 to accept -- I never heard that before. That's  
11 kind of an interesting way to put that. But my  
12 question is, will the retirement plan package  
13 be included in the costs in the total for  
14 teacher pay for your study?

15 DR. TAYLOR: Thank you for the  
16 question. What we are trying to measure is  
17 differences in salary. The cost to a district,  
18 contributions to the retirement plan are  
19 related to salaries and they will be captured  
20 in that way. We do not have  
21 individual-by-individual data on what their  
22 retirement contributions are going to be so we  
23 can't include those directly. But they are  
24 related to, very closely related to the actual  
25 salaries you will see for teachers.

1 CHAIR BAUMGARDNER: Senator Goddard.

2 SENATOR GODDARD: Thank you, Madam  
3 Chair. And thank you both for being here  
4 TODAY. My question, I guess, has to do with  
5 the study aims and one of the aims is to  
6 explain the option or options to produce an  
7 education system reasonably calculated to  
8 achieving those Rose standards. I think that  
9 we can probably take a look at preK and K  
10 education as being a real key part of preparing  
11 students to become better students. And the  
12 better student, I think, will be much more  
13 likely to achieve the Rose standards. How are  
14 you going to treat preK and K education in your  
15 study?

16 MR. WILLIS: So both the  
17 expenditures for -- sorry. I'm trying to look  
18 past the our wonderful transcriber. So the  
19 expenditures for both our preK and K programs  
20 are included as part of the analysis. So all  
21 of what we covered this morning in terms of the  
22 way the methodology and the analysis will look  
23 at the relationships between spending and these  
24 various cost factors will be included,  
25 including preK and K.

1 SENATOR GODDARD: Thank you.

2 CHAIR BAUMGARDNER: Senator Pettey.

3 SENATOR PETTEY: Thank you. Thank  
4 you for being here. So I'm referring back to  
5 page 25. And this is where you talked about  
6 students with disabilities. As I look at that,  
7 it appears that there would be a reflection  
8 that a student with a disability costs more to  
9 remediate than a student who is already on  
10 grade level. But I'm not certain how that's  
11 reflected in the model.

12 MR. WILLIS: So with 25, what the  
13 slide is speaking to is not necessarily the  
14 need for remediation but there is a recognition  
15 that these students have a set of additional  
16 needs that require additional resources to go  
17 along with them to ensure that you create the  
18 opportunity for them to reach the standards  
19 that are set by the State. So both the student  
20 counts, meaning the numbers of students who are  
21 being served by school and by district, as well  
22 as the costs that are associated with those  
23 students. As Dr. Taylor was mentioning  
24 earlier, the way in which we're looking at the  
25 expenditures in Kansas, we're able to isolate

1 the costs that are being dedicated to these  
2 students specifically, and then assign school  
3 level costs that are associated with those  
4 students as a matter of additional funding  
5 that's supported above updates for all general  
6 education students.

7 SENATOR PETTEY: So it will just  
8 reflect the cost because they fit into the  
9 category of disability not necessarily  
10 performance.

11 DR. TAYLOR: To the extent that  
12 those students' performance is captured by the  
13 accountability measures that apply to students  
14 who are not receiving special education  
15 services, they will be captured. There is no  
16 direct measure of the individual specific  
17 outcomes that we can incorporate into the  
18 analysis.

19 CHAIR BAUMGARDNER: Representative  
20 Rooker.

21 REPRESENTATIVE ROOKER: Thank you,  
22 Madam Chair. Thank you very much for this  
23 opportunity. I get back to page 41 and I'm  
24 intrigued by what is included versus what is  
25 excluded. And I'm wondering about a couple



1 functions that, well, for example, part of  
2 what's excluded would be transportation and  
3 food service, which are actually under-funded  
4 and districts often have to cannibalize their  
5 operating budgets to cover costs associated  
6 with those functions. And you've excluded them  
7 from the analysis. There are other items  
8 included. We have touched on KPERS. In Kansas  
9 we have at times in recent history skipped over  
10 payments in a given fiscal year. And in other  
11 time frames, we're making escalated payments  
12 that are closing a 30-year unfunded actuarial  
13 liability. It just seems like that's a really  
14 inflated variable that to include that might  
15 confound your analysis given the bigger picture  
16 issues surrounding the retirement benefits that  
17 aren't specific to current staff needs. There  
18 is special education, which presumably you're  
19 including because it's not on your list of  
20 exceptions. And we know we have statutorily  
21 mandated funding levels that the State has not  
22 been meeting. In my area there is an  
23 individual district that reports needing to  
24 move \$19 million from their general operating  
25 budget into covering special education costs

1 incurred. Lots of big topics. My basic  
2 question is, how are you accounting in your  
3 model for all of those varying issues?

4 DR. TAYLOR: Thank you for the  
5 question. I think it's important to recognize  
6 that what we're looking at is expenditures in  
7 these various categories, not revenues from  
8 these various categories. So if a school  
9 district is having to draw down its operating  
10 budget to fund its transportation, then it will  
11 be seen in our analysis as a lower level of  
12 operating expenditures for current education --  
13 for current operations for the district. And  
14 the expenditures in transportation will  
15 essentially become this side bar issue that  
16 when we take them out then you can return them  
17 in the state which you want to have them. The  
18 intent or the importance of doing this  
19 particular stage is that we are trying to  
20 connect, we're trying to identify how much more  
21 does it cost to provide academic services to  
22 kids with various characteristics. It's  
23 confounded when you include the transportation  
24 spending in that explanation because you're,  
25 essentially you're assuming that the

1 transportation spending has to be 48 percent  
2 higher if it's an economically disadvantaged  
3 child. In the modeling, that doesn't make  
4 sense to me. So pulling transportation out of  
5 the analysis allows for a cleaner estimate of  
6 what is the cost of serving an ESL, an English  
7 language learner child, or an economically  
8 disadvantaged child, an at-risk child. The  
9 other spending elements basically that we're  
10 looking at is the spending reported by the  
11 districts in the categories that are  
12 essentially instruction and central  
13 administration. So trying to pick up those  
14 pieces. And that is, quite arguably, the  
15 standard in the literature as to the  
16 appropriate way to measure these items. And it  
17 is with the exception that we are not  
18 explicitly ruling out particular funding  
19 sources but we are very much identifying the  
20 functions that match perfectly with the post  
21 audit study.

22 CHAIR BAUMGARDNER: Representative  
23 Karleskint.

24 REPRESENTATIVE KARLESKINT: Thank  
25 you, Madam Chair. And, Dr. Taylor, thank you

1 for being here, and Jason. There are several  
2 factors crucial to education that are not  
3 easily measured and you mention this on page 59  
4 under the Rose standards. But on page 59 you  
5 state that there is a presumption of little  
6 variation in the type of expected outcome  
7 associated with the standard. I'm thinking  
8 about things like social, emotional health,  
9 impact of counselors, mental well-being of  
10 kids. But based on your assumption, what makes  
11 you believe this?

12 DR. TAYLOR: Thank you for the  
13 question. What I believe is that the state  
14 standards for graduation and accreditation hold  
15 the district accountable for certain things and  
16 that the districts that are accredited are  
17 going to be reaching those minimums and that  
18 there are no good measures of variation in  
19 mental health or the other issues that you have  
20 identified. So in the absence of a better way  
21 of measuring them, I have to go with what can  
22 be measured, which is graduation,  
23 accreditation, student performance, success  
24 rates.

25 Can you suggest a source that would tell

1 me how their characteristics vary by district?

2 That's what I'm here for. I'm listening.

3 REPRESENTATIVE KARLESKINT: There's  
4 only about two of the seven Rose standards that  
5 you can really measure, in my opinion.

6 Correct? Or is that -- or do you feel that's  
7 correct?

8 MR. WILLIS: Based on our analysis  
9 up to this point, it's, to our work, it's more  
10 than two. In particular, standards 6 and 7  
11 speak very highly to post-secondary pursuits,  
12 which effectively, your composite graduation  
13 rates, post-secondary and post-high school  
14 secondary education and progress through  
15 post-secondary institutions really speak very  
16 loudly to that. The example that we gave  
17 earlier today around standard 1, we can draw  
18 direct lines to ELA, math and graduation rates.  
19 So I don't mean to keep going on, but in our  
20 early work, it's much more than two. But I --  
21 just to re-emphasize Dr. Taylor's point, if  
22 there is data sources out there that would  
23 allow us to look at those variations which are  
24 important to help us judge the difference in  
25 the costs across the districts, we are here to

1 listen and we would be more than happy to  
2 pursue some of those lines.

3 REPRESENTATIVE KARLESKINT: My point  
4 is districts spend a great deal of money on  
5 things that aren't measured.

6 MR. WILLIS: Yeah. Just to connect  
7 the dots with what Dr. Taylor said, those set  
8 of resources are incorporated into the analysis  
9 and are reflected by the minimum standards set,  
10 either for the individual student through the  
11 standards themselves, or through the  
12 accreditation standards, the process you have  
13 in the State of Kansas to ensure that all  
14 schools are meeting those minimum set of  
15 accreditation standards.

16 REPRESENTATIVE KARLESKINT: Thank  
17 you. Thank you, Madam Chair.

18 CHAIR BAUMGARDNER: Representative  
19 Winn.

20 REPRESENTATIVE WINN: Thank you,  
21 Madam Chair. And, actually, that was my  
22 question. So let me flip it and you provide  
23 perhaps a specific example, if you could, and  
24 please do. I think it's number 4 Rose  
25 standard. Whatever level of funding that you

1 all recommend in your study, how would a  
2 school, then, what would they do, where would  
3 they find the model, the answer, I guess, that  
4 you're going to provide so that the district  
5 could provide the student with sufficient  
6 self-knowledge and knowledge of his or her  
7 mental and physical wellness? Now, you're  
8 saying it's measurable; he's saying we spend a  
9 lot of money on it. We all understand. But in  
10 your study, how are we supposed to find it with  
11 your level of funding that you recommend?

12 MR. WILLIS: So I'll start and Dr.  
13 Taylor can chime in. So the study itself will  
14 be able to identify a level of spending that,  
15 based on the data we incorporated, will judge  
16 how much additional funding is necessary for  
17 all districts to achieve. What we can't  
18 observe are the ways in which practitioners  
19 then organize those resources on behalf of  
20 those students. And in Dr. Taylor's  
21 presentation this morning, one of the things we  
22 presented was a framework for ways in which  
23 parts, levels of the education system may be  
24 operating in order to change those type of  
25 practices. Specifically, there is a section of

1 that framework that discusses support and  
2 discusses transparency. One of the things that  
3 we can observe in the research literature and  
4 what we've seen in growing practice across the  
5 country is school districts that were able to  
6 be identified as offering practices that could  
7 be applicable in other settings. For example,  
8 the one that you offered, if a school district  
9 is doing or operating a program that is serving  
10 a set of students that are having  
11 behavioral/mental health challenges very well,  
12 there would be opportunities that we would  
13 suggest creating a structure of learning  
14 between one district and another to allow that  
15 kind of learning to be ported from one district  
16 or from one school to another. That would  
17 allow them to understand not only how those  
18 resources are being organized but how those  
19 resources are able to impact those students  
20 relative to the standards that you've set here  
21 in Kansas.

22 DR. TAYLOR: And I think the purely  
23 mechanical answer might also help a bit, which  
24 is what the estimation does, is say this is a  
25 base line level of spending that is observed in



1 the state. And districts with higher  
2 measurable levels of student performance spend  
3 a little bit more and districts with lower  
4 measurable levels of performance spend a little  
5 bit less. And to the extent that there is  
6 variation in measures of performance we can't  
7 measure, it's captured in that base line,  
8 reflected in that base line prediction as to  
9 the resources needed to operate that school.  
10 And then we deviate from that as to what the  
11 predictions would be to require it to take the  
12 measured outcomes up to the goal on the  
13 measured outcomes given the kids. But the  
14 unmeasured outcomes are built into the base  
15 line. And then the measured outcomes are  
16 calculated as deviations from the norm in the  
17 state. Does that help?

18 REPRESENTATIVE WINN: Thank you.

19 CHAIR BAUMGARDNER: Representative  
20 Vickrey.

21 REPRESENTATIVE VICKREY: Thank you,  
22 Madam Chair. What about local school  
23 districts' responsibility for at-risk funding?  
24 And are you doing a comparison of at-risk  
25 programs?

1                   MR. WILLIS: Just to make sure I  
2 understand the question, when you say, at-risk  
3 programs, can you clarify?

4                   REPRESENTATIVE VICKREY: Our  
5 definition of at risk, I guess, is there a  
6 measure in your study for defining at risk?

7                   MR. WILLIS: Yes. So as we  
8 discussed earlier the measure in which we are  
9 using to observe students that have, that are  
10 economically disadvantaged is the free and  
11 reduced-price lunch. We have talked about some  
12 of the pros and cons on that as well. While we  
13 can't comment on the programs or services, one  
14 thing the study did do is to identify the  
15 variation of need for those communities. So I  
16 will go back to the question Representative  
17 Winn had asked. One of the things that we do  
18 know when we look at students that are  
19 economically disadvantaged is that they often  
20 arrive at schools with a set of  
21 emotional/mental health/behavioral needs in  
22 which those dollars that are allocated for in  
23 excess of the base level of spending for  
24 general education students might be organized  
25 to support those kinds of needs. So the

1 estimation in the report would provide a look  
2 at how much more, given what we can observe in  
3 the State of Kansas, would be necessary for  
4 those at-risk students in the aggregate.

5 REPRESENTATIVE VICKREY: I guess who  
6 is responsible? Can you discern the  
7 responsibility? Is it we fund at risk but then  
8 the school board is basically in control of how  
9 we have these various programs at various  
10 schools; how those are implemented locally?  
11 And who is responsible? Are local school  
12 districts responsible for those results or are  
13 we?

14 DR. TAYLOR: I think your comment  
15 does highlight one of the advantages of doing  
16 this analysis with the school level data, which  
17 we're doing, which is that if a district is  
18 generating resources because of specific  
19 student demographics but they are not getting  
20 down to the school level for the kids with  
21 those characteristics, then we're going to have  
22 a better measure of the resources actually  
23 impacting the kids in each building. And that  
24 can be a much more powerful way of thinking  
25 about the relationship of the resources, needs

1 and outcomes. We are not in a position of  
2 being able to evaluate, in the time we've been  
3 allotted for this study, specific interventions  
4 or programs.

5 CHAIR BAUMGARDNER: I guess I will  
6 give a last call. We'll entertain two more  
7 questions. Representative Trimmer and then  
8 Representative Johnson.

9 REPRESENTATIVE TRIMMER: Thank you,  
10 Madam Chair. I know you kind of answered this  
11 a little bit but I wanted to go down a little  
12 bit more on at-risk weighting and English  
13 language learners. We have weighting now in  
14 the State of Kansas for those. We've still  
15 been ruled that we are inadequate on funding.  
16 Given that scenario, are you going to stay with  
17 those weightings and then adjust from there or  
18 are you going to completely restructure how you  
19 look at those weightings that we have for those  
20 subsets?

21 DR. TAYLOR: Thank you for the  
22 question. We are going to tell you what our  
23 modeling says would be the additional funds  
24 necessary to serve a particular student. And  
25 we can, if you wish, tell you how that might

1 translate into a modeling scheme. But we are  
2 not going to be starting from the State's  
3 funding formula weights. We are starting from  
4 the observed experience of Kansas school  
5 districts and to what extent do the districts  
6 who spend more on ELL students get better  
7 outcomes, to what extent do the districts who  
8 spend more on at-risk students does that  
9 translate into better outcomes for those  
10 specific kids.

11 REPRESENTATIVE TRIMMER: Thank you.

12 CHAIR BAUMGARDNER: Representative  
13 Johnson.

14 MR. JOHNSON: Thank you, Madam  
15 Chair. You've got the two Salina connections,  
16 at least directly, asking the last questions.  
17 So thank you for that. On page 34 we talk  
18 about the different type of analyses. And I  
19 wonder, will this be primarily a cost function  
20 analysis or will there be other analyses to  
21 that end? Do you have all the data that you  
22 need for the analysis or are there gaps that  
23 may affect it? And are there findings or  
24 conclusions from the Gannon suit that would  
25 affect that?

1 DR. TAYLOR: Thank you for the  
2 question. Yes. This will be primarily a cost  
3 function analysis. Although we are going to  
4 take the extra step of doing some work to  
5 identify the best practitioners in the state as  
6 a first step towards helping identify what  
7 those best practices are so they can be  
8 promulgated throughout the State. We have  
9 received considerable cooperation from the  
10 Department of Education. And you all actually  
11 have a quite nice website which I have scraped  
12 like crazy to capture additional information  
13 about those schools. To the best of my  
14 knowledge, at this time we have the data that  
15 we need, pending one file that I've been  
16 promised that will be on my desk when I get  
17 home. And I think that we are in a good  
18 position to be able to move forward with what  
19 you have tasked us to do.

20 CHAIR BAUMGARDNER: Well, I heard in  
21 that last comment, y'all. Thank you for that  
22 because we appreciate y'all being here today to  
23 share your expertise with the joint committee.  
24 So I do extend a thank you for that.

25 Committee members, I appreciate your

1 patience and your willingness to stick to the  
2 confines of one question. Now, I note that  
3 there are several of you that have more  
4 questions. And Dr. Taylor and Jason have also  
5 indicated that they'll stick around for a few  
6 minutes so that they can touch base one on one  
7 for those sticky issues that you want to talk  
8 more about. You also have the opportunity  
9 tomorrow at 10 a.m. to go over to KASB, Kansas  
10 Association of School Boards at 1420 Southwest  
11 Arrowhead Road here in Topeka where they will  
12 be having another public presentation where I  
13 assume they will answer questions as well.

14 So for those of you that are listening  
15 today, there is going to be an attempted live  
16 stream over there if the technology holds out.  
17 Otherwise, drive to Arrowhead Road and  
18 participate.

19 SENATOR HENSLEY: I have a question.

20 CHAIR BAUMGARDNER: Yes.

21 SENATOR HENSLEY: I just wanted to  
22 ask Mr. King when he would anticipate that the  
23 transcript would be released, if you can give  
24 us any time? I realize you have to depend on  
25 the court reporter for that.

1 MR. KING: First of all, I want to  
2 thank our court reporter for the hard work that  
3 she's done here today. And I will answer the  
4 question, as promptly as the court reporter is  
5 able to get it done. I have not had a chance  
6 to speak with her. But once she has the  
7 transcript prepared, I don't see any delay that  
8 would extend beyond that.

9 SENATOR HENSLEY: Thank you.

10 CHAIR BAUMGARDNER: With that, the  
11 meeting is adjourned.

12 (THEREUPON, the proceedings were  
13 adjourned at 2:30 p.m.).

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**App. #000518**  
Revised March 1, 2018

# Background:

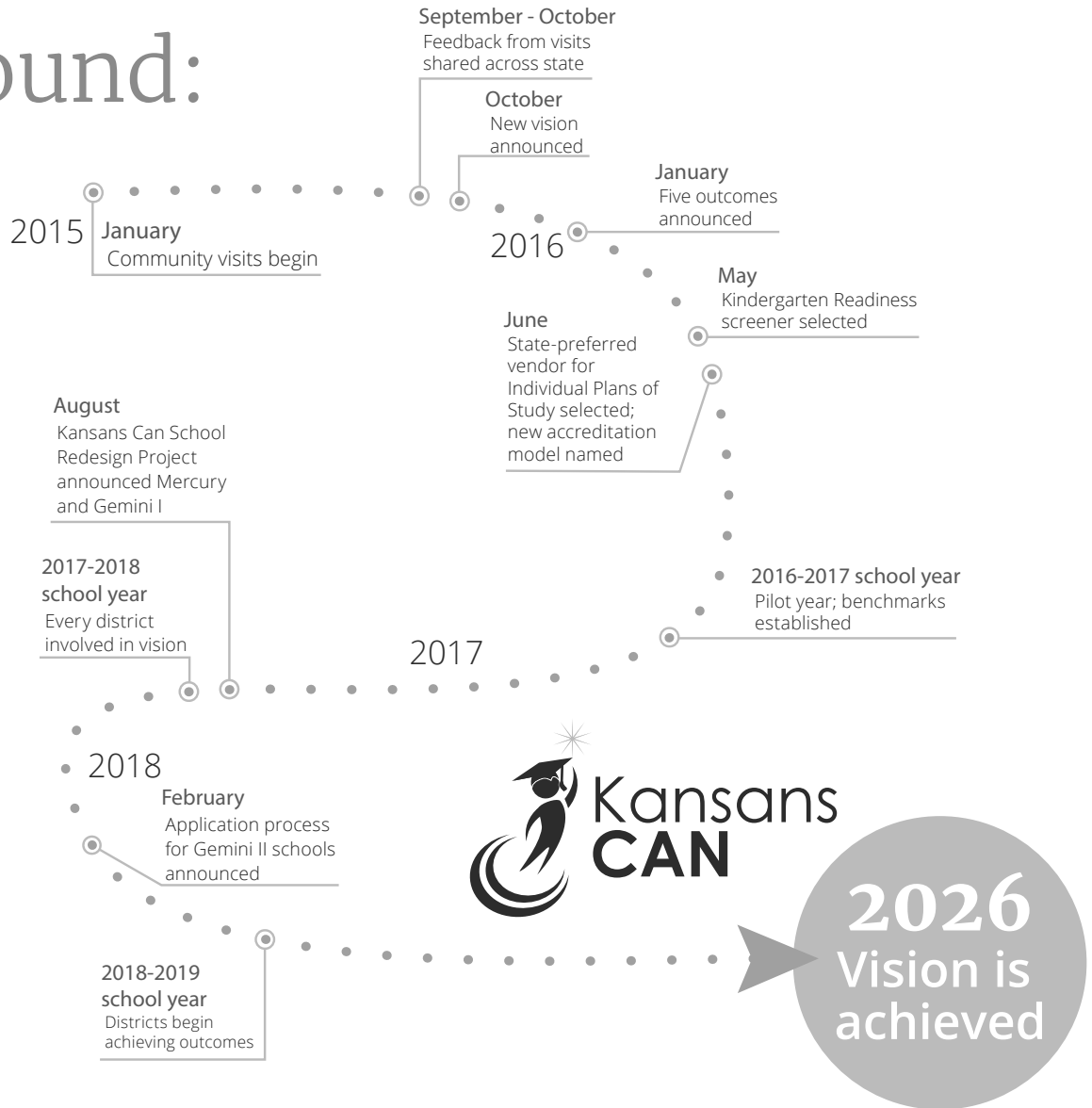
The Kansas State Board of Education in October 2015 announced a new vision for education in Kansas — Kansas leads the world in the success of each student.

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.



# 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



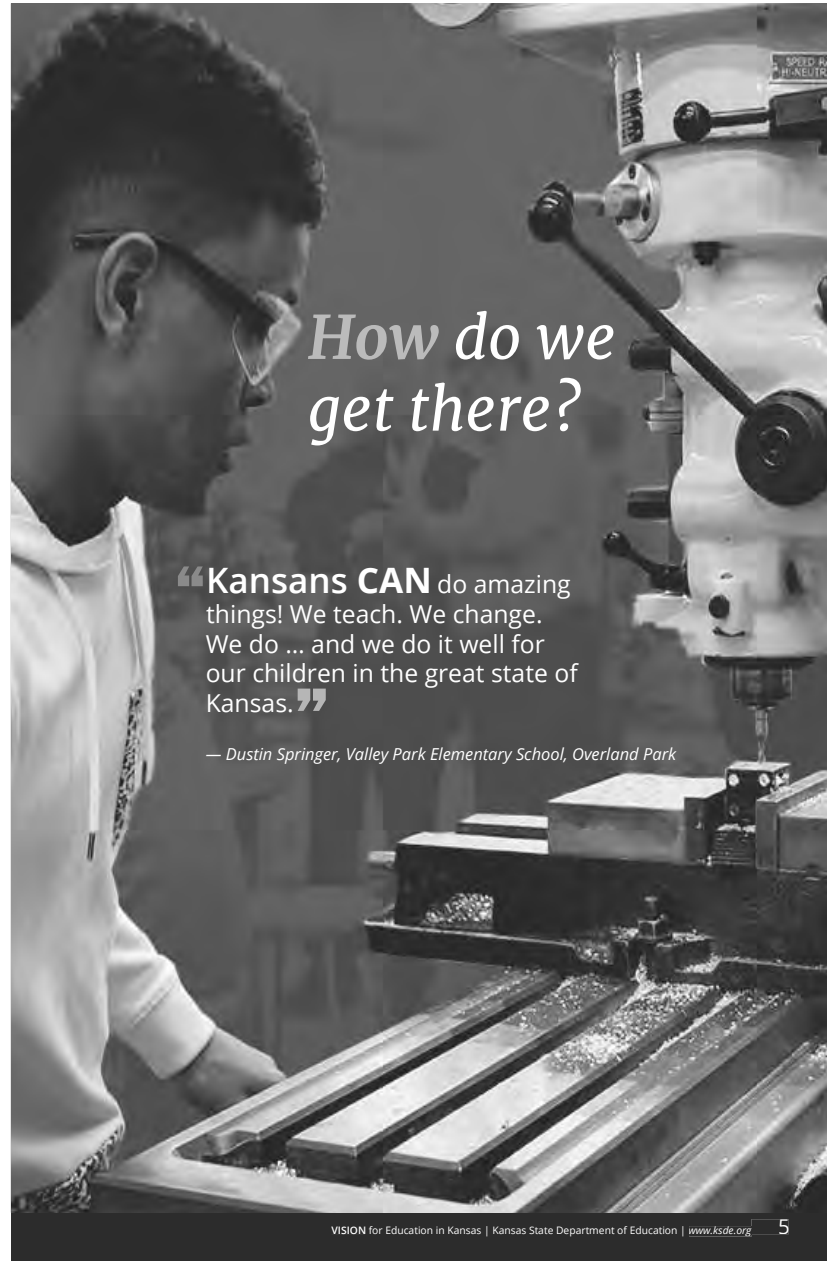
Individual Plan of Study focused on career interest



High school graduation



Postsecondary success



*How do we get there?*

**“Kansans CAN** do amazing things! We teach. We change. We do ... and we do it well for our children in the great state of Kansas.”

— Dustin Springer, Valley Park Elementary School, Overland Park



## 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

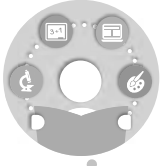
Kindergarten readiness is an essential building block for future achievement and academic success. In fact, 90 percent of a child's brain architecture is built before the age of 5.

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



## 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



# 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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Kansas Commissioner of Education



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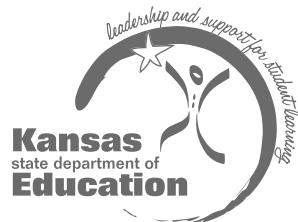
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January 5, 2018

“This is  
our  
**moon  
shot.**”

- *Dr. Randy Watson*  
*Kansas Commissioner of Education*







# Review of Kansas Education Cost Studies

Jesse Levin (AIR)

March 2, 2018

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App. #000525

# Review of Kansas Education Cost Studies

Jesse Levin (AIR)

March 2, 2018



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App. #000526

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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.<sup>1</sup> 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).<sup>2</sup>

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.

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<sup>1</sup> 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.

<sup>2</sup> 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):

$$(1) \quad \text{Spending} = f(\text{Outcomes, Students, Context, Input Prices, Inefficiency})$$

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,<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup> In addition, because

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<sup>3</sup> Virtually all studies using CF define educational adequacy based on average achievement scores or proficiency rates on one or a few standardized tests.

<sup>4</sup> 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).

<sup>5</sup> 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).<sup>6</sup> 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):

$$(2) \quad \text{Spending} = f(\text{Outcomes}, \text{Students}, \text{Context}, \text{Input Prices}, \text{Inefficiency})$$

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.<sup>7</sup>

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studies.

<sup>6</sup> As many of these studies were performed at the district level, this might also be referred to as the Successful School *District* approach.

<sup>7</sup> 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.<sup>8</sup> 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.

<sup>8</sup> 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.<sup>9</sup> 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.<sup>10</sup> 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.<sup>11</sup>

## 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 addition 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

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<sup>9</sup> 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.

<sup>10</sup> 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.

<sup>11</sup> 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**

<b>General Method</b>	<b>Outcome/ Goal Basis</b>	<b>Information Gathering</b>	<b>Unit of Application</b>	<b>Strengths</b>	<b>Weaknesses</b>
<b>Input-Oriented [Professional Judgment and Evidence-Based]</b>	Hypothetical	Focus Groups (Professional Judgment)	Prototypes (limited set)	Stakeholder involvement. Context sensitive.	Only hypothetical connection to outcomes.  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.  Transferability of “strategies” limited. Not context sensitive.
<b>Outcome- Oriented [Cost Function]</b>	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:<sup>12</sup>

**Table 2 – Student Outcomes Used for Suitability Definition**

<b>Grade</b>	<b>Percent of Students Scoring Proficient or Higher</b>	
	<b>Math</b>	<b>Reading</b>
<b>4</b>	65%	N/A
<b>5</b>	N/A	70%
<b>7</b>	60%	N/A
<b>8</b>	N/A	65%
<b>10</b>	55%	N/A
<b>11</b>	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

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<sup>12</sup> 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**

	<i>District Size Quartiles</i>			
	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
<b>Raw Quartiles – Number of Districts (Enrollment Range)</b>	76 (≤324)	76 (325-555)	76 (556-1,139)	76 (≥1,140)
<b>Pupil-Weighted Quartiles – Number of Districts (Enrollment Range)</b>	230 (≤1,140)	54 (1,150-3,599)	16 (3,600-16,499)	4 (≥16,500)

**Table 3b – Final District Size Categories Used**

	<i>District Size Category</i>			
	<b>Very Small</b>	<b>Small</b>	<b>Moderate</b>	<b>Large</b>
<b>Enrollment Range</b>	≤324	325-555	556-3,600	≥3,601

**Table 4 – Final District and School Prototypes Used for Professional Judgment Panels**

	<i>District Size Category</i>			
	<b>Very Small</b>	<b>Small</b>	<b>Moderate</b>	<b>Large</b>
<b>Range in Enrollment</b>	≤324	325-555	556-3,600	≥3,601
<b>Average District Enrollment</b>	200	430	1,300	11,200
<b><u>Average School Enrollment</u></b>				
<b>Elementary</b>	140	150	200	430
<b>Middle</b>	-	-	300	430
<b>High School</b>	60	130	400	1,150
<b><u>Average Numbers of Schools</u></b>				
<b>Elementary</b>	1	2	3	12
<b>Middle</b>	-	-	1	6
<b>High School</b>	1	1	1	3
<b><u>Average Incidences of Student Needs</u></b>				
<b>Proportion of Students in Special Education</b>	14%	14%	13%	14%
<b>Proportion of Students Eligible for Free/Reduced Price Lunch</b>	35%	35%	29%	36%
<b>Proportion of Bilingual Students</b>	2%	2%	3%	4%
<i>Note: Table adapted from study pages IV-2 and IV-3.</i>				

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

	<u>District Size Category</u>				<u>Pupil- Weighted Averages</u>
	<u>Very Small</u>	<u>Small</u>	<u>Moderate</u>	<u>Large</u>	
<b><u>Total Base Cost from PJ Approach</u></b>					
<i>School Level</i>	\$6,692	\$5,786	\$5,499	\$4,724	
<i>District Level</i>	\$1,889	\$1,575	\$1,184	\$1,087	
<b>Total PJ Base Cost</b>	\$8,581	\$7,361	\$6,683	\$5,811	
<i>Pupil-Weighted Average Base from PJ</i>			\$6,362		
<i>Pupil-Weighted Average Base from Successful Schools</i>			\$4,547		
<i>Relative Difference Between PJ and Successful Schools Bases</i>			39.9%		
<b><u>Added Costs of Special Needs Students</u></b>					
	<u>Very Small</u>	<u>Small</u>	<u>Moderate</u>	<u>Large</u>	<u>Pupil- Weighted Averages</u>
<i>Special Education</i>	\$7,403	\$6,908	\$7,731	\$12,090	\$9,848
<i>At-Risk</i>	\$1,919	\$2,228	\$3,392	\$2,578	\$2,846
<i>Bilingual</i>	\$1,217	\$1,267	\$5,590	\$5,993	\$5,320
<b><u>Special Needs Weight Calculations</u></b>					
	<u>Very Small</u>	<u>Small</u>	<u>Moderate</u>	<u>Large</u>	<u>Pupil- Weighted Averages</u>
<i>Special Education</i>	0.86	0.94	1.16	2.08	1.55
<i>At-Risk</i>	0.22	0.30	0.51	0.44	0.45
<i>Bilingual</i>	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 its 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.<sup>13</sup> 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

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<sup>13</sup> 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](http://datacentral.ksde.org/report_gen.aspx)). These data were used to generate 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.<sup>14</sup> 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**

	<i>District Size Category</i>			
	<i>Very Small</i>	<i>Small</i>	<i>Moderate</i>	<i>Large</i>
<b><i>Averages Used in Study and Calculated from KSDE Data</i></b>				
<i>District Averages Used in Study for Both Districts and Schools</i>	35.0%	35.0%	29.0%	36.0%
<i>District Averages Calculated from KSDE Data</i>	39.4%	32.6%	28.7%	35.9%
<i>Difference in Study and KSDE Calculated Averages</i>	-4.4%	2.4%	0.3%	0.1%
<b><i>Schooling-Level Averages Calculated from KSDE Data</i></b>				
<i>Elementary</i>	44.6%	36.9%	33.7%	43.9%
<i>Middle</i>	40.1%	34.9%	28.8%	40.2%
<i>High</i>	33.6%	26.8%	21.5%	26.6%
<b><i>Differences Between District Averages Used in Study and Schooling-Level Averages Calculated from KSDE Data</i></b>				
<i>Elementary</i>	-9.6%	-1.9%	-4.7%	-7.9%
<i>Middle</i>	-5.1%	0.1%	0.2%	-4.2%
<i>High</i>	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

<sup>14</sup> 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.<sup>15, 16</sup>

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).<sup>17</sup> 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

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<sup>15</sup> 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).

<sup>16</sup> In addition, I have taken the liberty of plotting smooth schedules (the dotted-lines) that do not have points of discontinuity.

<sup>17</sup> 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:

$$(3) \quad \text{At-Risk Weight} = 0.60 - [(1,000/\text{Enrollment}) \times 0.08]$$

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).<sup>18</sup> 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,<sup>19</sup> 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

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<sup>18</sup> 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*).

<sup>19</sup> 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).<sup>20</sup> 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.

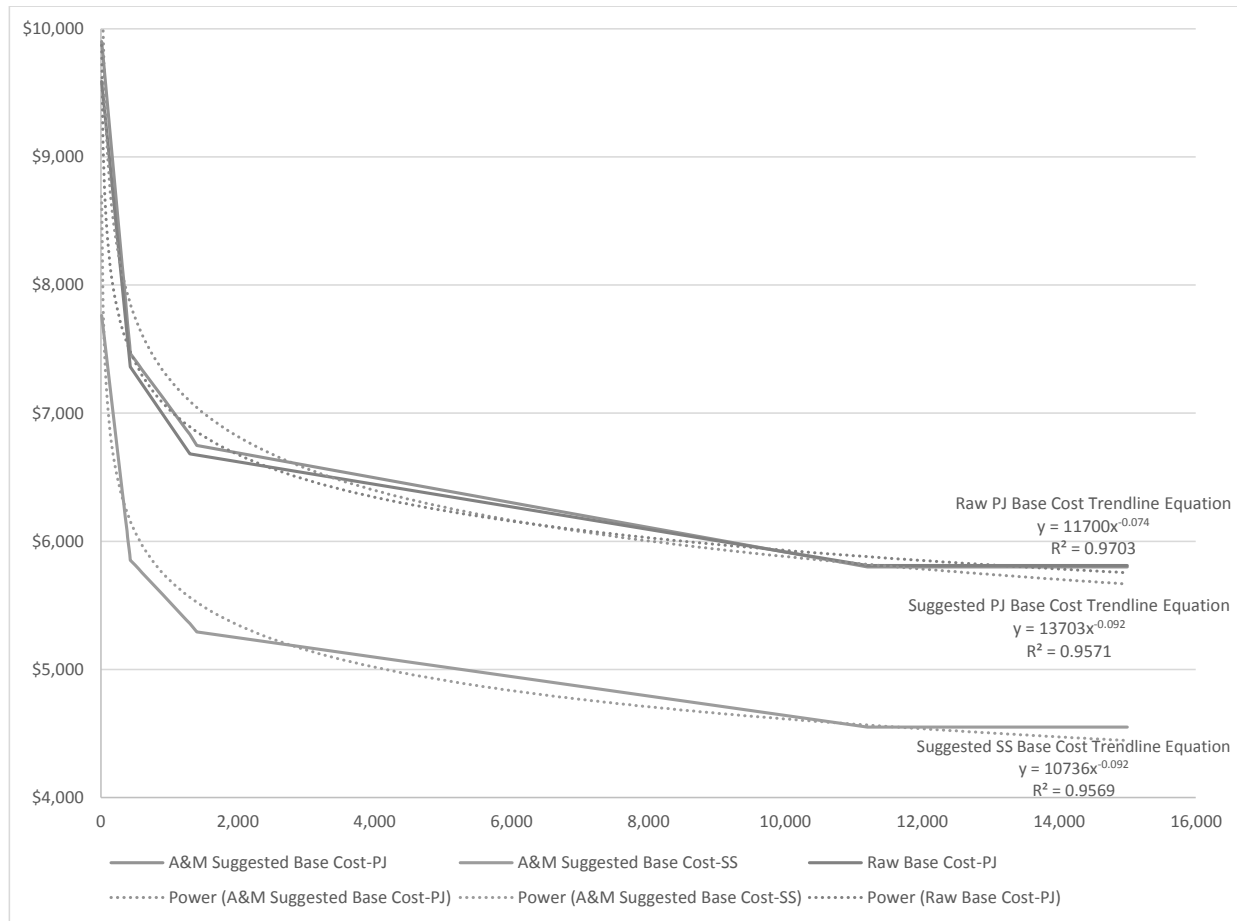
In the context of the A&M findings, to the extent that the concentration of at-risk students is related to district enrollment, there may be a call for some sort of upward graduated adjustment in the at-risk weight as district enrollment increases. However, a check of the looking at both the unweighted 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.<sup>21</sup>

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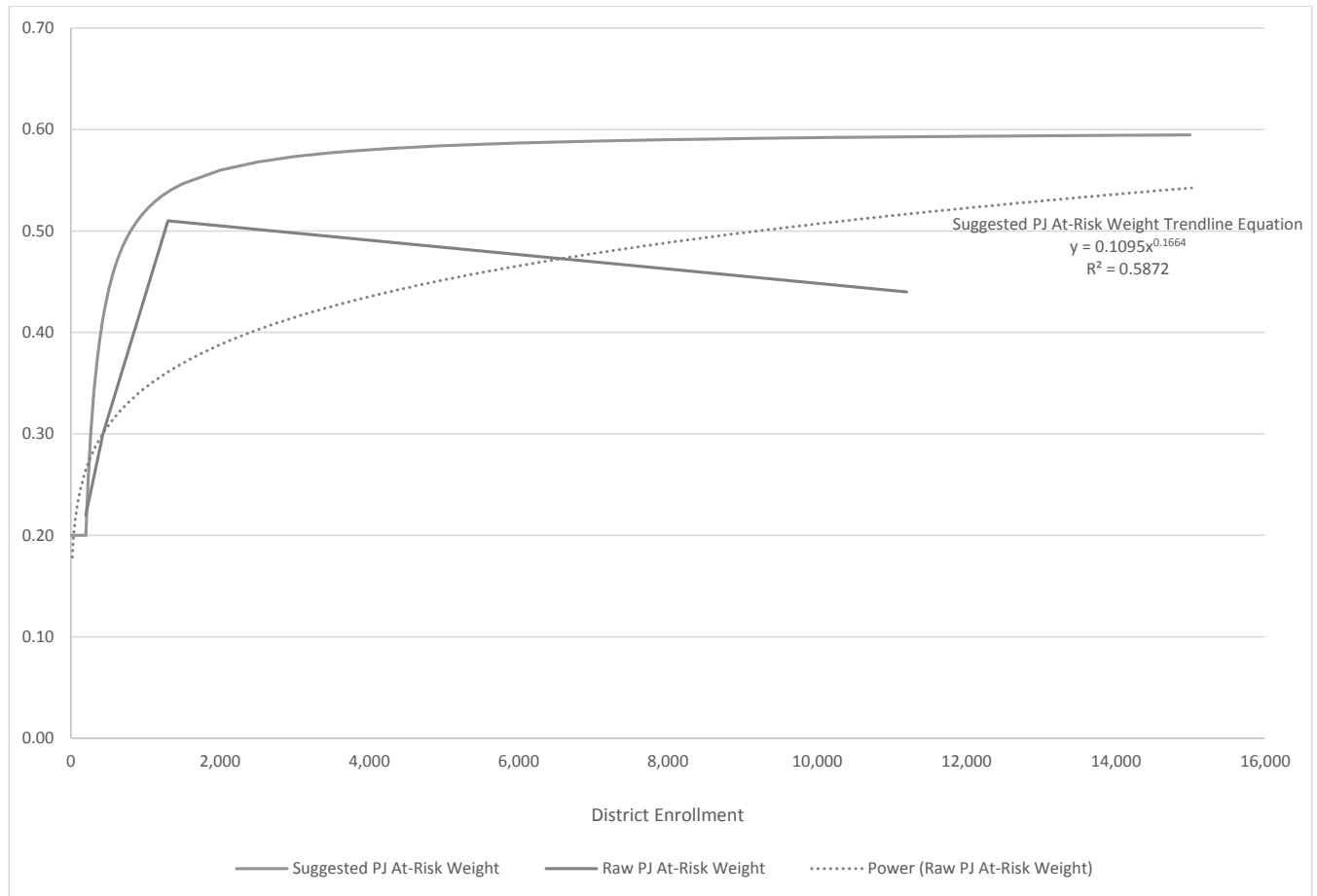
<sup>20</sup> Specifically, for at-risk students above the 55 percent threshold districts receive additional funding on the order of 0.70 of the base (this equals the 0.20 supplemental weight plus the 0.50 concentration at-risk weight), while at-risk students below this threshold only get the 0.20 supplemental weight.

<sup>21</sup> 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**

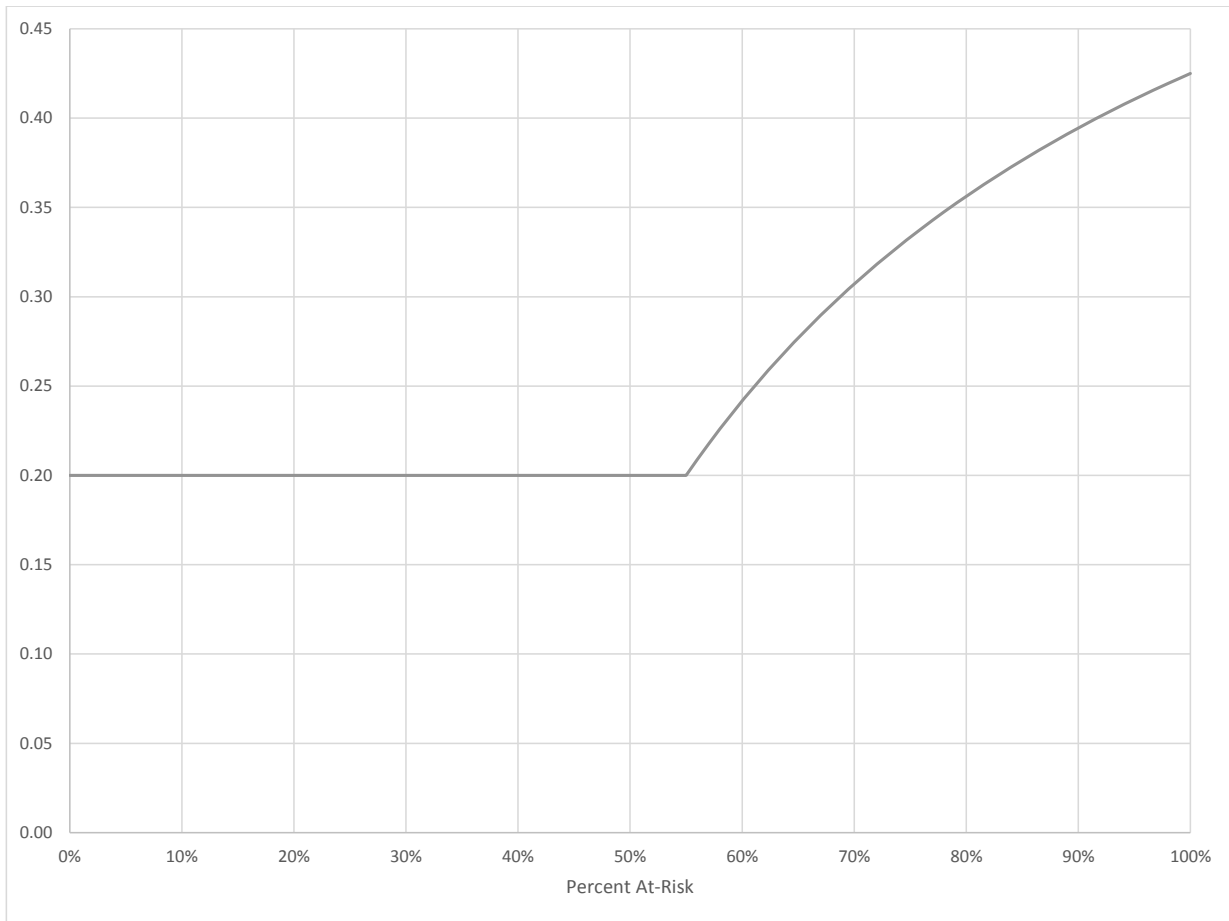


**Exhibit 2 - A&M Suggested At-Risk Weights by District Enrollment**





**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.<sup>22</sup>

### ***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:

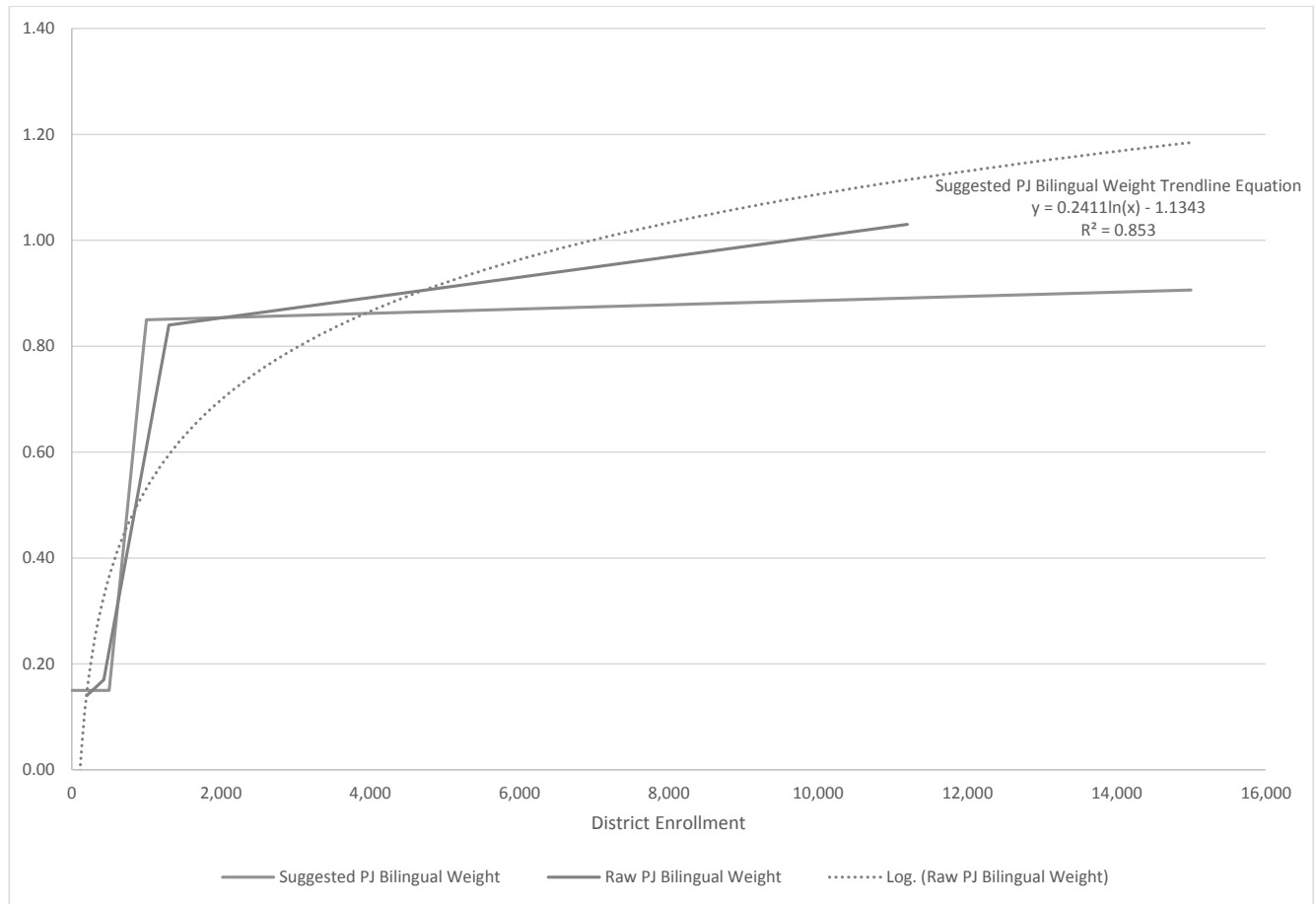
$$(4) \quad \text{Special Education Weight} = 0.90 + (\text{Enrollment} \times 0.00002)$$

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.

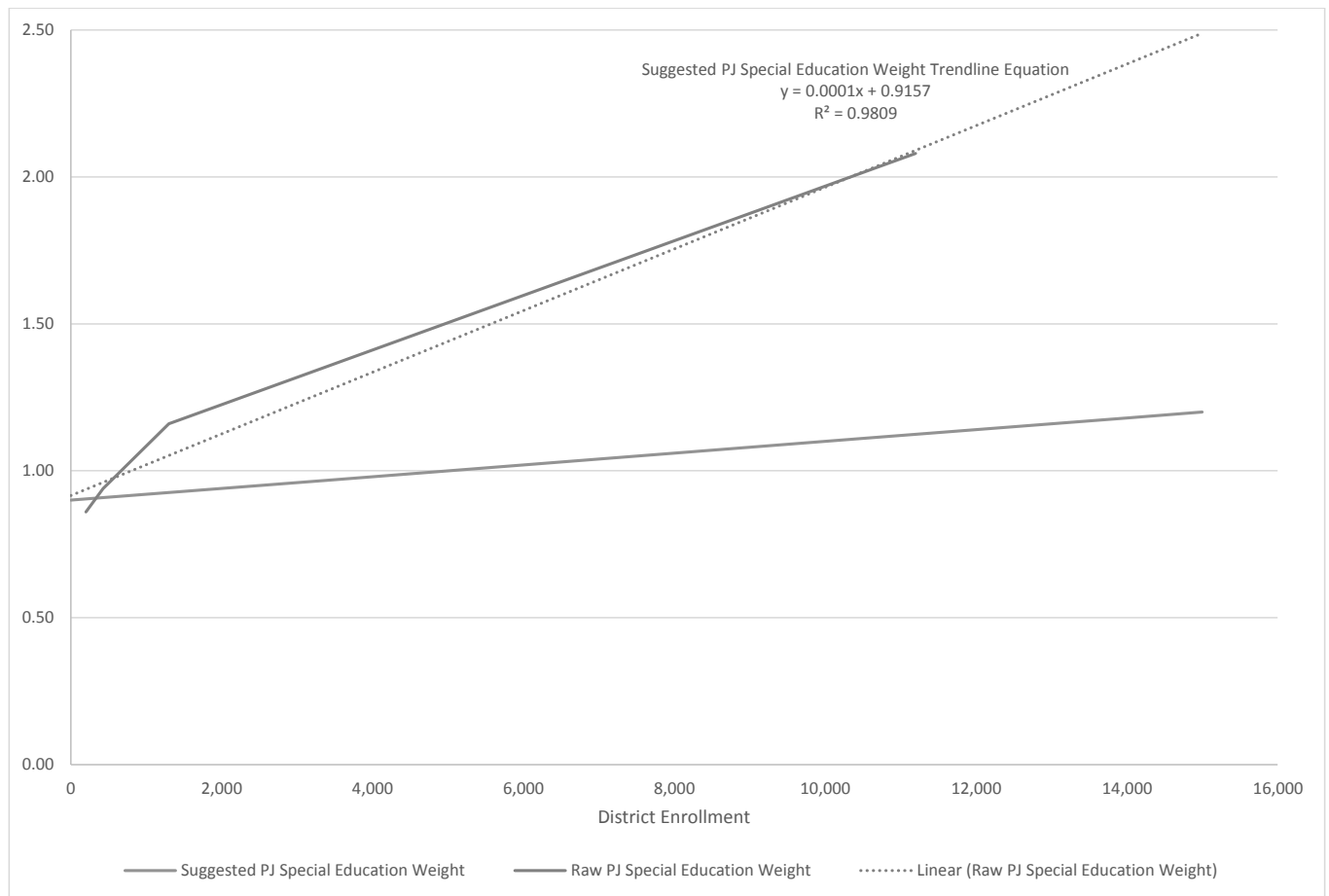
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<sup>22</sup> See the compiled list of estimated poverty weights from costing-out studies performed from 1997 to 2007 in Baker, Taylor & Vedlitz (2008) which range from 0.58 to 0.92 for those using the PJ approach.

**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.<sup>23</sup>

#### ***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

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<sup>23</sup> 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 public 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.<sup>24</sup> 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.<sup>25</sup> 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.

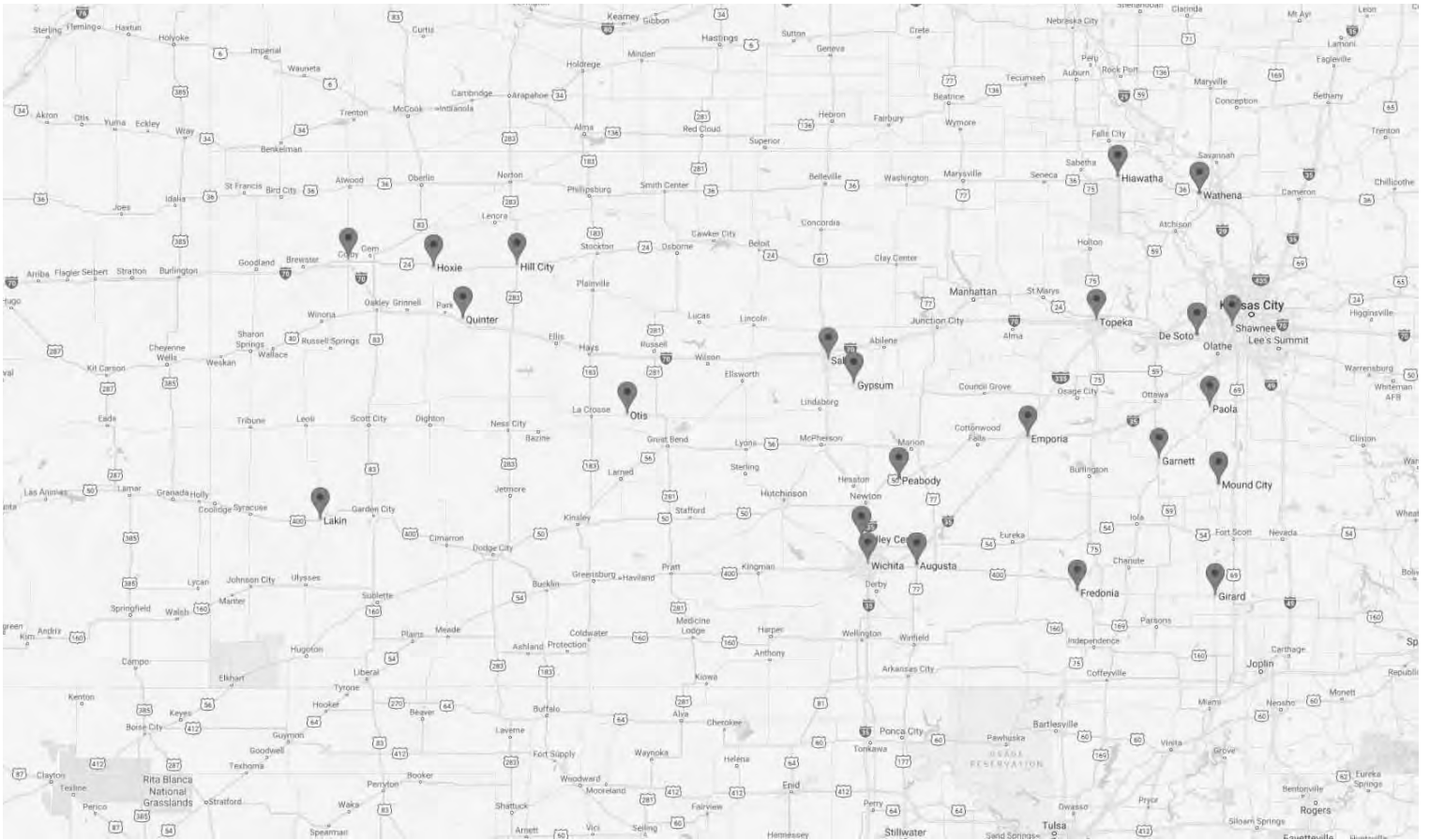
There were 15 staff serving on the two district panels. These two were split to review the work of the Very Small/Small panel and one of the Moderate size panels, and the Large panel and other Moderate size panel, respectively. The list of panelists was made up of (assistant) superintendents, finance 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.

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<sup>24</sup> 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).

<sup>25</sup> 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 PJs 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.

- **Goals:** Will your program designs and resource specifications allow students to achieve the objectives in the goals statement?
- **Evidence:** Is there research evidence that supports your program designs and suggested use of resources?
- **Efficient:** Will your program designs and resource specifications achieve the goals at a minimum cost?
- **Realistic:** 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.

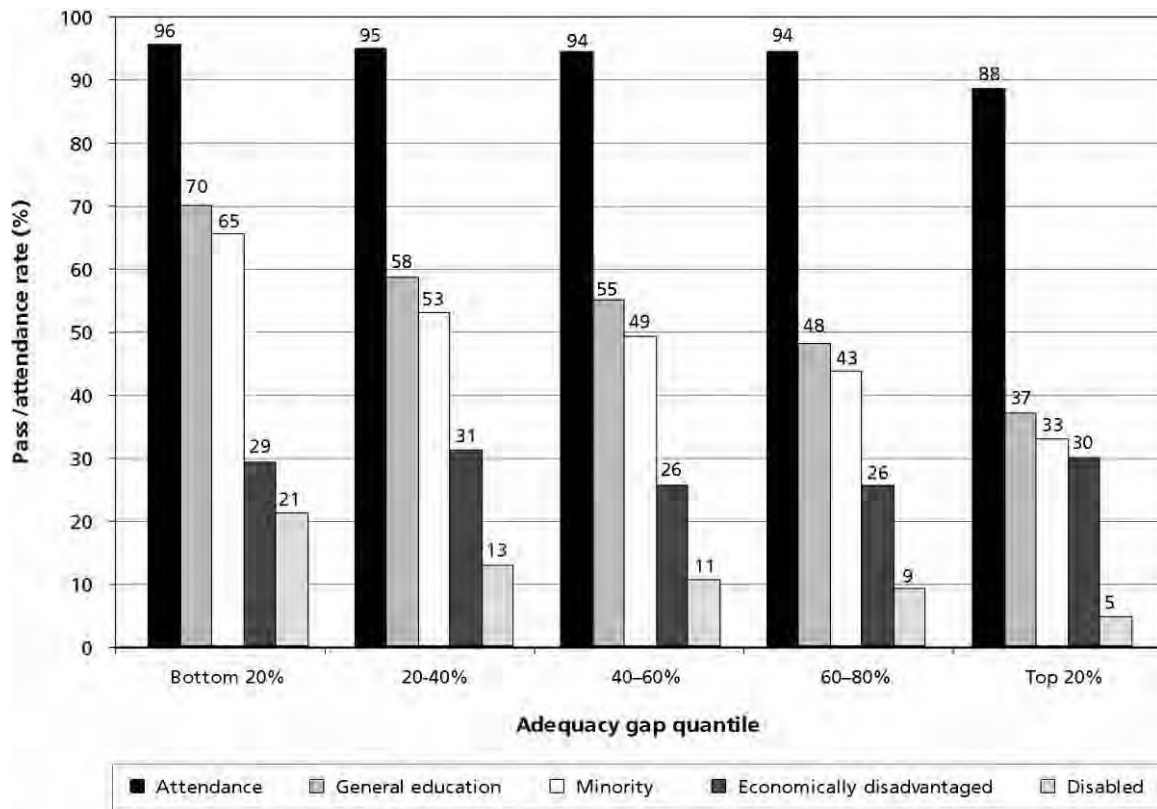
As an example, previous studies have performed this type of validation analysis for large-scale costing-out studies in New Mexico (Chambers et al., 2008a) and New York (Chambers et al., 2004a; Chambers, Levin & Parrish, 2006). The analysis involves calculating the funding shortfall or *Adequacy Gap*, 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:

$$(5) \quad \text{Adequacy Gap} = \text{Adequate Per-Pupil Funding} / \text{Actual Per-Pupil Funding}$$

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 8<sup>th</sup> 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 8<sup>th</sup> 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 33<sup>rd</sup> 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).<sup>26</sup> Operations and maintenance

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<sup>26</sup> It is unclear whether the researchers calculated the 33<sup>rd</sup> percentile of raw FTEs of other staff or the 33<sup>rd</sup> 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 33<sup>rd</sup> percentile of the five-year historical average spending per-pupil on these functions was used.<sup>27</sup>

- 4) Determine Average Salaries – Extant salary data was used to calculate 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 33<sup>rd</sup> 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

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<sup>27</sup> 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 9<sup>th</sup> 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**

<b>Prototype District Size</b>	<b>Estimated Per-Student Expenditures</b>				<b>Difference Between Current Funding Formula and Input-Oriented Approach (Relative Difference in Parentheses)</b>		
	<b>Model Class Size 20<sup>a</sup></b>	<b>Model Class Size 25<sup>a</sup></b>	<b>Model Class Size 18/23<sup>a</sup></b>	<b>Current Funding Formula<sup>b</sup></b>	<b>Model Class Size 20</b>	<b>Model Class Size 25</b>	<b>Model Class Size 18/23</b>
<b>100</b>	\$9,286	\$9,286	\$9,286	\$8,575	-\$711 (-7.7%)	-\$711 (-7.7%)	-\$711 (-7.7%)
<b>200</b>	\$7,098	\$7,098	\$7,098	\$7,447	\$349 (4.9%)	\$349 (4.9%)	\$349 (4.9%)
<b>300</b>	\$5,834	\$5,352	\$5,634	\$6,318	\$484 (8.3%)	\$966 (18.0%)	\$684 (12.1%)
<b>400</b>	\$5,464	\$4,926	\$5,251	\$6,174	\$710 (13.0%)	\$1,248 (25.3%)	\$923 (17.6%)
<b>600</b>	\$5,399	\$4,840	\$5,182	\$5,884	\$485 (9.0%)	\$1,044 (21.6%)	\$702 (13.5%)
<b>1,100</b>	\$5,029	\$4,466	\$4,838	\$5,161	\$132 (2.6%)	\$695 (15.6%)	\$323 (6.7%)
<b>2,000</b>	\$4,943	\$4,375	\$4,748	\$4,348	-\$595 (-12.0%)	-\$27 (-0.6%)	-\$400 (-8.4%)
<b>15,000</b>	\$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)

<b>Figure 1-1 Comparing Cost Study Results to the Current State Funding Formula 2005-06 and 2006-07</b>					
	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 06-07 = \$4,257	05-06 = \$4,375 06-07 = \$4,519	05-06 = \$4,748 06-07 = \$4,904	05-06 = \$4,943 06-07 = \$5,105	05-06 = \$4,167 06-07 = \$4,659
Low-enrollment weight (to 3 decimals)	range 1.014–0.021	range: 1.122–0.000	range: 0.956–0.000	range: 0.676–0.000	range: 0.773–0.008
Correlation (high-enrollment) weight (to 3 decimals)	0.021 for districts $\geq 1,662$	range: 0.000–0.028 for districts $\geq 2,000$	range: 0.000–0.029 for districts $\geq 2,000$	range: 0.000–0.024 for districts $\geq 2,000$	0.008 for districts $\geq 1,700$
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 = \$10,738 06-07 = \$12,185	05-06 = \$14,230 06-07 = \$15,159			
Additional cost per FTE Vocational Education student	05-06 = \$2,129 06-07 = \$2,129	05-06 = \$1,375 06-07 = \$1,420			
Additional cost per student transported >2.5 miles	05-06 = \$594 06-07 = \$813	05-06 = \$491 06-07 = \$507			
Regional cost adjustment (applied to teacher salaries)	—	range -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 = \$623.7	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 33<sup>rd</sup> 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 33<sup>rd</sup> 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”.<sup>28</sup>

It is assumed that the choice of pegging resource utilization to the 33<sup>rd</sup> 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 33<sup>rd</sup> 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.

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<sup>28</sup> As a small technical statistical side note, the 33<sup>rd</sup> percentile is not 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 33<sup>rd</sup> 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:

$$(6) \quad \text{Regional Cost Index} = [(\text{Salary Index}) - 100] \times 0.5 + 100$$

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 all 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)**

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
<b>Compensation as Share of Total Current Expenditures</b>	81%	81%	81%	81%	81%	80%
<i>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.</i>						

*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**

<b>Weight</b>	<b>1 – Original Estimated Weight</b>	<b>2 – Relative Difference from Regular Poverty Weight</b>	<b>3 – Weight Adjusted to Remove Federal Funds</b>	<b>4 – Relative Difference from Regular Poverty Weight</b>
<b>At-Risk</b>				
Regular	0.703		0.484	
High At-Risk, Inner City	1.054	1.499	0.726	1.500
<b>Bilingual</b>	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.<sup>29</sup> 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

<sup>29</sup> 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.<sup>30</sup> 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.<sup>31</sup> 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 (5<sup>th</sup> 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**

<b>Subject</b>	<b>Grade</b>	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Scenario 3</b>	<b>Scenario 4</b>	<b>Scenario 5</b>	<b>Scenario 6</b>
<b>Reading</b>	<b>5</b>	75%	0%	0%	10%	50%	70%
	<b>8</b>	75%	90%	70%	70%	60%	70%
	<b>11</b>	75%	90%	80%	70%	70%	70%
<b>Math</b>	<b>4</b>	75%	90%	100%	100%	70%	70%
	<b>7</b>	75%	90%	100%	100%	100%	70%
	<b>10</b>	75%	90%	100%	100%	100%	100%
<b>Average Proficiency Rate</b>		75%	75%	75%	75%	75%	75%
<b>Number of Tests Below Proficiency Rate Threshold</b>		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.

<sup>30</sup> 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.

<sup>31</sup> 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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