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Testimony in Support of HB 2270
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Thank you, Chairman Campbell and members of the committee.

[HB 2270](#) reflects two years of research and collaboration activities – tracking legal developments in the Gannon case, meeting with a wide variety of education officials, parents and advocacy organizations, studying how other states provide funding for public education, and poring over audits, spreadsheets and other research materials seeking to better understand the strengths and weaknesses of our funding formula.

HB 2270 represents the best elements of the funding mechanism in place prior to block grants, coupled with modernization and restructuring. The preponderance of evidence points to the need for a funding formula that starts with a per-pupil amount and adds categories of enhanced funding tied to specific characteristics associated with differential learning needs. That's what this formula does and more.

Highlights of the plan include:

- Full funding for all-day kindergarten
- Enhanced funding for early childhood programs
- Targeted funding for populations with high needs
- Additional funds for overall operations so schools CAN innovate, CAN attract and retain high quality teachers, CAN focus resources on the type of programs and services that will help us close the achievement gap
- Incentive to consolidate

The Kansas Department of Education has spent approximately two years developing a new vision for Kansas public schools and the implementation plan to make that a reality. With that guidance, our State Board of Education has developed a new strategy for evaluating student academic progress, adopted a new teacher evaluation system and created flexible policies aimed at providing each and every child the opportunity to achieve the dreams that suit their individual needs, goals and plans.

HB 2270 is positioned to provide capacity to school districts through foundation aid, for their evaluations, as measured by the Kansans CAN outcomes. In other words, the Education Finance Act provides the resources for the accountability model that local and

state education agencies are charged with reporting on. Those outcome measures as defined by the State Board of Education, include: kindergarten readiness, individual student plan of study based on career interest, graduation rates, postsecondary attendance/attainment and social/emotional growth measured locally.

These Kansans CAN outcome measures, along with students' growth toward proficiency on the Kansas state assessments, are intended to define success in relation to the Rose Capacities, as follows:

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.

HB 2270 is a detailed plan, from which local school communities can examine this new potential for meeting the needs of their student population. With the shift away from No Child Left Behind to the new ESSA at the federal level, our public schools now have the freedom and flexibility to move away from rigid high-stakes testing standards that drove innovation out of our classrooms as teachers struggled to "teach to the test" in order to meet the absolute benchmarks of AYP, without regard for student growth. HB 2270 represents a functional platform from which local districts can adopt new programs and bring to scale those innovative practices that meet the needs of the 21st century world beyond the classroom walls. HB 2270 is structured to provide the resources necessary for proper investment in the success of every student.

Thank Mr. Chairman. I will be happy to stand for questions at the appropriate time.