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Written Neutral Testimony

SB 93 – Relating to the allocation of school district moneys for improvement of student academic performance

Presented to the Senate Education Committee

Friday, Feb. 19, 2021

By

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Kansas State Board of Education

Madam Chairperson Baumgardner, Vice Chairperson Erickson, Ranking Minority Member Sykes and Committee Members:

SB 93 amends KSA 72-1163 to specify that school district budgets are to use information from their needs assessment to ensure that the budget they are preparing ensures improvement in student academic performance and requires that the school district allocate sufficient funds so that all students may achieve the goal found in KSA 72-3218 (c).

We thank you for the opportunity to share our thoughts regarding the changes proposed by SB 93. The State Board of Education recognizes the importance of academic performance. The State Board, if this bill is passed, would like a clear definition of “academic performance.” Are we to return to No Child Left Behind and solely utilize standardized testing once again and measure only the first Rose Capacity? Without clear guidance it is challenging to appropriately address the purpose of this legislation.

We feel the bill is duplicative of State Board efforts to improve academic performance and on meeting the Rose Standards through the components of the Kansans Can Vision. All local school boards must demonstrate for the purposes of state accreditation via the Kansas Educational Systems Accreditation (KESA), the work within their schools which meet the Kansas Can Vision to achieve all seven Rose Capacities.

Recognizing that new members of the Education Committee may not be familiar with the Kansans Can Vision. It is “Kansas leads the world in the success of each student. A successful Kansas high school

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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.” [Academic Preparation (Districts spend around 63% of their budget on salaries of employees who directly work with students and supplies, textbooks, etc. used by teachers for instruction with a focus on achievement.); **Technical Skills** (This area includes the skills needed to be a successful student and employee and includes the technical skills a student would learn to earn industry-approved certification; **Employability Skills** (This area includes embedding in academic and career-related courses, those skills necessary to be both a successful student and an exemplary employee.); **Cognitive Preparation (including Social -Emotional Growth)** (This area encompasses developing skills which are needed for interactions with classmates and other individuals. In addition, ensuring that students receive mental health services as needed.); and **Civic Engagement** (Development of the District’s K-12 Civic curriculum and support of student civic engagement opportunities within the community.)) Each of these areas relate to at least one of the Rose Standards listed in KSA 72- 3218 (c). Outcomes that are to be measured are Social-emotional growth, to be measured locally; Kindergarten readiness; development of an Individual Plan of Study based on each student’s career interest; High school graduation rates; and Postsecondary Success.

The statute requires that the district develop a budget based on its needs assessment. The Kansas State Department of Education provides technical assistance to districts to achieve the proper budgeting to address the needs assessment. Adequate funding by the legislature gives districts the ability, with assistance from the State Department of Education, if needed, to develop a budget to meet student needs identified in the required district assessment. We know that each school district has different needs so it is imperative that each district continue to have the ability to serve the unique needs of their students.

The State Board of Education does value every opportunity to work with the Legislature to ensure that all Kansas students have every possible opportunity to be successful. We recognize that we may not always agree on the way to achieve those results, but we do acknowledge that State Board of Education Members and Legislators do have similar goals for student success and, by working together, we can craft solutions that will address the concerns of both the Legislature, the State Board of Education and other interested parties. Thank you for your consideration of our concern.