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**Oral, Proponent Testimony before the
House K-12 Education Budget Committee**

on

SB 362 – requiring consideration and documentation of district building needs assessments and state academic assessments

by

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March 7, 2022

Madam Chair, Members of the Committee:

Thank you for the opportunity to testify on **SB 362**. We appear as proponents of this bill because we support the concept of using student achievement data to support budget decisions by local school districts. We believe school boards and their administrators and other staff members are already focused on improving educational outcomes.

KASB appeared as neutral in the Senate Education Committee because of several concerns about the original bill. Under the leadership of Chair Baumgardner, Sen. Brenda Dietrich worked with United School Administrators and the bill's sponsor, the Kansas Policy Institute, on amendments that were adopted by the committee. We support the bill with those amendments.

We would stress that KASB strongly supports the State Board of Education's efforts to continue to revise the state accreditation system to focus on measurable academic outcomes. The process of using data to identify strengths and weaknesses and develop strategies to improve educational outcomes should be part of all of a school board's decision-making, from budgets to staffing, curriculum to support programs, and operations to facilities. What is vital is that the budget process and requirements align with and support these other efforts.

KASB is committed to working with our members, KSDE and other organizations to support to accomplish that goal.

While the bill specifies that school boards review state assessments as part of the budget process, we believe boards should and will look at other measures of educational improvement. The Legislature itself has adopted a much broader set of educational goals in the "Rose Capacities," and the Kansas State Board of Education has adopted complementary requirements for the Kansans Can vision.

Rose capacities and *Kansans Can* outcomes

"Rose" capacities by Kansas Supreme Court and Legislature as state education goals.	State Board of Education "Kansans Can" Outcomes
<ul style="list-style-type: none"> • Oral and written communication skills 	<ul style="list-style-type: none"> • Kindergarten readiness. • Academically prepared for postsecondary. • <i>Third-grade reading competency*</i>
<ul style="list-style-type: none"> • Knowledge of economic, social, and political systems • Understanding of governmental processes • Grounding in the arts 	<ul style="list-style-type: none"> • Civic engagement.
<ul style="list-style-type: none"> • Mental and physical wellness 	<ul style="list-style-type: none"> • Social-emotional skills, measured locally.
<ul style="list-style-type: none"> • Training or preparation for advanced training • Academic or vocational skills to compete favorably 	<ul style="list-style-type: none"> • Individual plans for study with career focus. • High school graduation. • Postsecondary success.
<p><i>*Discussed as joint goal of State Board and Special Legislative Committee on Education</i></p>	

Since the final days of the No Child Left Behind Act, we have heard consistent concerns from our members, from their communities, from input like the State Board of Education’s community meetings in 2015 and last year’s Kansas Can tour, and from business voices that a successful student is much more than a single score on a state assessment, and more than academic measures alone.

We support efforts to address all of the Rose capacities and Kansas Can outcomes in school district budgets.

Thank you for your consideration.