

# The Rose Capacities Primer for Kansas Boards of Education



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## The Rose Capacities: What are they and why they matter

The Rose Capacities (sometimes referred to as “Rose Standards”) were cited in the Kansas Supreme Court’s March 2014 *Gannon v State of Kansas* school finance decision. The Court said these are the standards for determining the level of suitable funding for public schools in Kansas and will be used as the test when deciding if the state is meeting its constitutional requirement to fund public education.

The standards originated in a 1989 Kentucky case, but have been referenced in other Kansas court cases and Kansas school law prior to the *Gannon* decision. In May 2014 the Kansas Legislature passed - and the Governor signed - HB 2506. The bill revised a statute pertaining to schools (KSA 2013 Supp. 72-1127) by including the exact language of the Rose Capacities. The new law also says the Kansas State Board of Education must design subjects and areas of instruction to achieve these goals.

To begin to understand what this means for Kansas schools, KASB has grouped the seven standards into five categories.

### Communication/Basic Skills

**Rose Capacity 1:** Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;

### Civic and Social Engagement

**Rose Capacity 2:** Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices;

**Rose Capacity 3:** Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state, and nation;

### Physical and Mental Health

**Rose Capacity 4:** Sufficient self-knowledge and knowledge of his or her mental and physical wellness;

### Arts and Cultural Appreciation

**Rose Capacity 5:** Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;

### Postsecondary and Career Preparation

**Rose Capacity 6:** Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and

**Rose Capacity 7:** Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

## How do the Rose Capacities relate to what we are currently doing?

This is a question each school board member should be asking. The Rose Capacities are not curriculum, and they are not a checklist. The Rose Capacities are ‘what’ we want our students to do. KASB believes our state must develop a clear view of what the Rose Capacities mean for every Kansas student and what educators, policymakers and the public must put in place to prepare students to meet them.

The Rose Capacities are similar to the current Kansas College and Career Ready Standards, but do broaden student expectations in the areas of citizenship, the arts and health. And while Kansas’ past school-related laws have focused on what specific subjects Kansas schools must offer, the Rose Capacities outline what Kansas students should know and be able to do. There is also a greater emphasis on preparing for success after high school.

At the state level, there are several initiatives that connect with this issue, but provide no easy answers to questions.

**NCLB Waiver:** The Kansas State Board of Education and Kansas State Department of Education have a waiver from the federal government from the requirements of ESEA (NCLB). That means Kansas (along with many other states) has set its own requirements for accrediting and monitoring public education.

**College and Career Ready Standards:** In Kansas, the State Department of Education’s College and Career Ready Standards outline what we want our students to know and be able to do. These are defined by the State Department as “academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized

certification or in the workforce, without the need for remediation.”

**Requirements in state law and the State Board regulations:** There are a number of laws and regulations that guide Kansas public education’s academic programs. Most of these can be found in “Kansas Statute 72-1127: Accredited schools; mandatory subjects and areas of instruction; legislative goals.”



KASB prepared an analysis of how all of these pieces fit together called the “Rose Standards Report” (Rose Standard Capacities, Kansas Requirements & Outcomes May 2014). Find it online at [www.kasb.org/RoseStandards](http://www.kasb.org/RoseStandards).

## Why does this matter?

The challenge comes in first making all the right connections, then making all the pieces fit together. Before the state can decide how much money is needed to reach the Rose Capacities, there must be agreement on what the standards mean and how to assess whether or not students are meeting them.



KASB held a conference in August 2014 attended by close to 80 education and policy representatives to begin that process. Find a report summarizing the results of that meeting online at [www.kasb.org/RoseStandards](http://www.kasb.org/RoseStandards).

Locally elected boards of education, professional educators and communities should guide this discussion. In January, when the 2015 Legislative Session convenes, school funding will again be on the agenda. The education community should be ready with recommendations for state policies that need changed or added and what resources are needed, both now and in the future.

## Where do I get more information?

There are a number of education-related agencies and organizations working to help our state and school districts understand and connect the new standards to the current public education system in Kansas. But this is a conversation for every community and every school board in Kansas.



School board members and administrators will want to attend one of KASB’s six summits in September and October. We are encouraging districts to bring a team of board members, administrators, staff and community members as a first step. You will hear the most recent updates on various education issues, and begin to develop a plan for engaging in discussions about what the Rose Capacities mean to your community and your schools.

## What's our next step?

### KASB recommends the following:

- 1 Hold a community meeting to review and discuss the Rose Capacities. (KASB staff can help facilitate this discussion.) Suggested questions include:
  - What do we want for our kids?
  - How do these 'wants' align to the Rose Capacities?
  - What is preventing our district from making these "wants" a reality?
- 2 Review your district's current academic progress in each of the seven areas.
- 3 Identify the unique challenges in your community and any barriers that need to be removed.
- 4 Develop recommendations for policy changes at the local and state levels.

## Links/Resources

1. *Blog: "I beg your pardon, I never promised you a Rose Garden- Lynn Anderson and The Supremes"* <http://heimkasb.blogspot.com/2014/07/i-beg-your-pardon-i-never-promised-you.html>
  2. *KASB document "Rose Standard Capacities Kansas Requirements and Outcome May 2014"* [www.kasb.org/assets/Advocacy/RoseStandardsRptMay14.pdf](http://www.kasb.org/assets/Advocacy/RoseStandardsRptMay14.pdf)
  3. *KASB website:* [www.kasb.org/RoseStandards](http://www.kasb.org/RoseStandards)
  4. *Rose Capacities in Kansas Law: K.S.A. 2013 Supp. 72-1127, as amended by section 32 of 2014 House Bill No. 2506, published as section 32 of chapter 93 of the 2014 Session Laws of Kansas, to be codified at K.S.A. 2014 Supp. 72-1127.*

*Accredited schools; mandatory subjects and areas of instruction; legislative goal of providing certain educational capacities.*

    - a. *In addition to subjects or areas of instruction required by K.S.A. 72-1101, 72-1103, 72-1117, 72-1126 and 72-7535, and amendments thereto, every accredited school in the state of Kansas shall teach the subjects and areas of instruction adopted by the state board of education.*
    - b. *Every accredited high school in the state of Kansas also shall teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.*
    - c. *Subjects and areas of instruction shall be designed by the state board of education to achieve the goal established by the legislature of providing each and every child with at least the following capacities:*
      1. *Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;*
      2. *sufficient knowledge of economic, social, and political systems to enable the student to make informed choices;*
      3. *sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation;*
      4. *sufficient self-knowledge and knowledge of his or her mental and physical wellness;*
      5. *sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;*
      6. *sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and*
      7. *sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.*
    - d. *Nothing in this section shall be construed as relieving the state or school districts from other duties and requirements imposed by state or federal law including, but not limited to, at-risk programs for pupils needing intervention, programs concerning special education and related services and bilingual education.*
- History: L. 2005, ch. 152, § 6; L. 2014, ch. 93, § 32; May 1.*
5. *The origins of the Rose Capacities:* ([http://nces.ed.gov/edfin/pdf/lawsuits/Rose\\_v\\_CBE\\_ky.pdf](http://nces.ed.gov/edfin/pdf/lawsuits/Rose_v_CBE_ky.pdf)),

## Rose Capacities Conference - Summary Results

### About the Conference

The August 22, 2014 KASB Conference on Rose Standards brought together 75 educational leaders and policy makers to collectively create a better understanding of the Rose Capacities.

The standards - often referred to as the "Rose Capacities," - were cited by the Supreme Court's *Gannon* decision in March 2014, and subsequently endorsed by the Kansas Legislature and Governor Sam Brownback in House Bill 2506.

During the August 2014 KASB Conference, participants learned how the Rose Standards align with initiatives at the post-secondary, K-12 and Early Childhood levels, and how Kansas education decisions might be made with them as the yardstick of future educational decisions.

Conference participants were split into fifteen groups and given scenarios centering around four aspects of the Rose Capacities. These scenarios were used to lead the discussion on how we define and measure the Rose capacities.

Each group was asked to reach consensus around one of the options under each issue. They could amend the wording if needed.

This summary provides information on each group's conversation.

### Summary

#### Issue 1 - Assessments and Accountability

There was very strong support for adding ways to measure whether students have mastered the Rose capacities, with 10 of the 15 groups endorsing this approach. Over half of those expressed support for state oversight or guidance as well. However, only one group supported additional state required assessments.

Four groups began with the premise that some Rose standards cannot be measured by standardized tests. Two of those groups said that additional measures (not necessarily tests) should be determined at the local level. One called for exploring the use of "other longitudinal measures." One supported teacher or classroom assessments, but using statewide rubric.

#### Issue 2 - Preparation for Postsecondary Education

Ten of 14 groups agreed that students should NOT be required to complete a college preparatory curriculum in order to graduate from high school, but students SHOULD be required to have college and career plans (or similar concept). Most groups agreed that the students should have to complete that plan in order to graduate from high school. One group said students should be encouraged to have such a plan.

One group believed that all students should complete a college preparatory curriculum in order to graduate from high school. One group said all students should have the opportunity to complete a college curriculum.

One group said the current system works reasonable well.

#### Issue 3 - Scope of School Responsibility

Nine groups generally agreed that schools will need to teach skills beyond traditional academic content areas to meet the Rose standards, with more indicating these skills should be allowed or encouraged rather than required.

One group said schools should continue to focus on academic skills, with other skills primarily the responsibility of the family, employers or others.

Five groups generally agreed that the additional skills are important, but stressed schools must teach them in partnership with others.

#### Issue 4 - How Instruction is Delivered

Eleven groups agreed that meeting the Rose standards will require a much wider range of student experiences in order for students to acquire and apply knowledge rather than teachers and schools being entirely responsible for provision of knowledge.

Three groups said the Rose standards can be met with current course requirements and school structure or combination of the two positions.



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