

Rose Standard Capacities, Kansas Requirements and Outcomes

Rose standard capacities - Adopted by Kansas Supreme Court in *Gannon v. Kansas*. The 2014 Legislature passed and the Governor signed HB 2506, which directs the State Board of Education to “design subjects and areas of instruction to achieve the goal established by the Legislature of providing every child with at least the following capacities” as listed below.

State Board/Department of Education College and Career Ready definition: “College and Career Ready means an individual has the 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.”

Required by state law and the State Board of Education regulations: Every accredited school shall teach the subjects and provide the programs as specified below. Every accredited high school must require at least the following for graduation, and must provide curricula to meet the Board of Regents qualified admissions requirements for state universities and the state scholarship program.

Basic Skills	Capacity 1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization	
<p>Employability Skills are determined by these Basic Skills:</p> <p><i>Reading</i> - locates, understands, and interprets written information in prose and in documents such as technical manuals, graphs, and schedules.</p> <p><i>Writing</i> – communicates thoughts, ideas, information, and messages in writing, and creates documents, technical manuals, reports, graphs, and flowcharts using a variety of technology tools and platforms.</p> <p><i>Listening</i> – receives, attends to, interprets, and responds to verbal communications.</p> <p><i>Speaking</i> – organizes ideas and communicates orally.</p> <p><i>Math</i> – effectively uses multiple problem-solving techniques to accurately solve real-world math problems.</p>	<p>Elementary schools must teach: reading, writing, spelling, English grammar and composition, arithmetic (and) such other subjects as the state board may determine.</p> <p>Elementary and secondary schools must provide: language arts; library services; computer literacy; counseling services; mathematics; science; services for students with special learning needs.</p> <p>For graduation:</p> <p><i>English language arts:</i> 4 units, including reading, writing, literature, communication, and grammar.</p> <p><i>Science:</i> 3 units, including physical, biological, and earth and space science concepts and at least 1 unit as a laboratory course.</p> <p>Mathematics: 3 units, including algebraic and geometric concepts.</p>	<p>State Assessments (Required by federal Elementary and Secondary Education Act):</p> <p><i>English Language Arts and mathematics.</i> All students grades 3-8, once in high school, annually; used for school accreditation status.</p> <p><i>Science.</i> All students grades 4, 7 and 11, annually; will change to grades 5, 8 and 11 in 2016.</p> <p>National Assessments of Educational Progress (Required by federal Elementary and Secondary Education Act):</p> <p><i>Reading and mathematics.</i> Sample of students statewide, grades 4 and 8, every two years.</p>

Civic/Social Engagement	<p>Capacity 2. Sufficient knowledge of economic, social, and political systems to enable the student to make informed choices.</p> <p>Capacity 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation.</p>	
<p>Employability Skills are determined by:</p> <p><i>Responsible Decision Making</i> – identify, define and live in accordance with core principles that aid in effective problem solving and decision making-- exerts a high level of effort and perseveres, uses time effectively, applies efficient learning techniques, monitors and adjusts performance.</p> <p><i>Social Awareness</i> – establish and maintain positive relationships and enable communication with others in various settings and situations. - Adaptable, demonstrates commitment, functions in a variety of social contexts, works well with others, exercises leadership, works with others from diverse backgrounds or experiences, works well as part of team.</p> <p>Social awareness in the areas of postsecondary education, career, and civic life gives students access to information and relationships that can make the difference between success and failure in their encounters with college, employment, and civic institutions.</p>	<p>Elementary schools must teach: geography, history of the United States and of the state of Kansas, civil government and the duties of citizenship, and instruction concerning the original intent, meaning, and importance of the declaration of independence and the United States constitution, including the bill of rights.</p> <p>High schools must teach: a course of instruction concerning the government and institutions of the United States, and particularly of the constitution of the United States.</p> <p>For graduation: <i>History and government:</i> 3 units, including world history; U.S. history; U.S. government, including the Constitution of the United States; concepts of economics and geography; and, a course of instruction in Kansas history and government.</p>	<p>State Assessments: <i>History/Government.</i> Under development for 2016, all students, three grade. (Not used for school accreditation)</p>

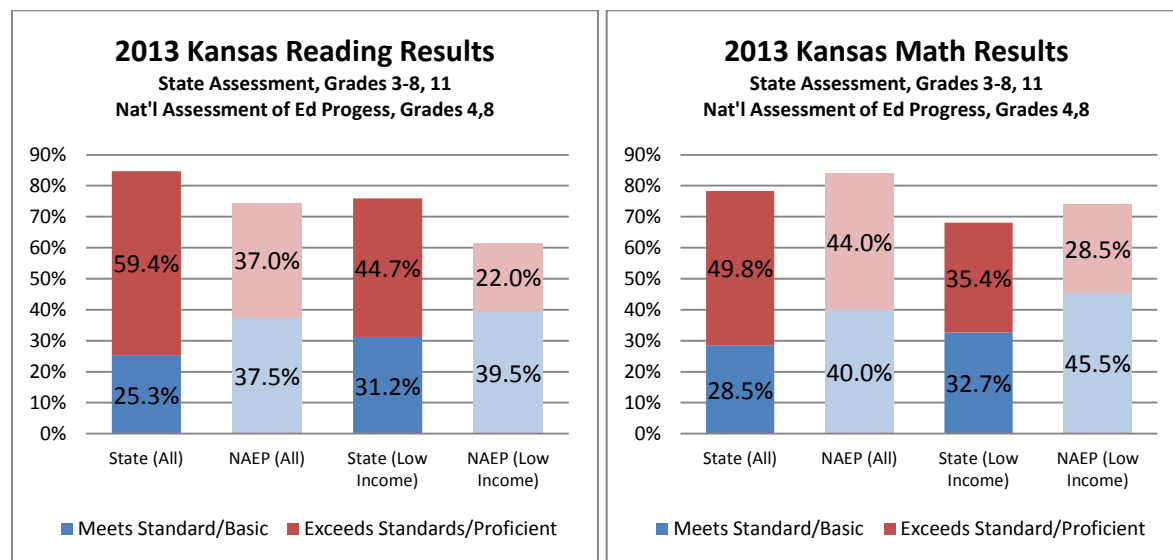
Physical/Mental Health	Capacity 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	
Employability Skills are determined by: <i>Self-Management</i> and <i>Self-Awareness</i> – identify, understand and effectively manage their thoughts, feelings and behaviors. – believes in own self-worth and maintains a positive view of self, demonstrates self-confidence.	Elementary schools must teach: health and hygiene. Elementary and secondary schools must provide: physical education, which shall include instruction in health and human sexuality; For graduation: <i>Physical education:</i> 1 unit, including health and which may include safety, first aid, or physiology. (May be waived for health or religious reasons.)	No statewide required assessment.
Arts/Cultural Heritage	Capacity 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	
	Elementary and secondary schools must provide: fine arts. For graduation: <i>Fine arts:</i> 1 unit, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education.	No statewide required assessment.

<p>Postsecondary and Career</p>	<p>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.</p> <p>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.</p>	
<p>Academic Preparation, Cognitive Preparation and Technical Skills are determined by:</p> <p><i>Academic Preparation:</i> Level of performance on college readiness exams for full admittance to post-secondary institutions without the need for remediation.</p> <p><i>Cognitive Preparation:</i> Problem formulation, research, interpretation, communication, precision and accuracy</p> <p><i>Technical Skills:</i> Achievement of an industry recognized certification that enables students to advance in a career pathway.</p> <p>Employability Skills are determined by: <i>Career Interest Development</i> -- Ability to engage in exploration and planning, relevant to the student's interests, for career preferences leading to postsecondary success.</p> <p>Employability Skills are determined</p> <p>Critical thinking skills:</p> <p><i>Decisive</i> – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternative</p> <p><i>Creative Thinking</i> – generates new ideas and solutions</p> <p><i>Solves Problems-</i> recognizes problems and devises and implements plans of actions, acquires and evaluates information</p> <p><i>Reasons</i> – determines the relationship between two or more objects or concepts and applies a principle or rule to solve the problem.</p>	<p>For qualified admissions:</p> <p><i>English:</i> 4 units of approved courses including reading, writing, and literature.</p> <p><i>Mathematics:</i> 3 units completed in grades 9-12; selected from algebra I; geometry; algebra II; or any mathematics course that has algebra II as a prerequisite;</p> <p><i>Natural science:</i> 3 units including biology; advanced biology; chemistry; physics; earth-space science; principles of technology; with at least 1 unit in chemistry or physics.</p> <p><i>Social science:</i> 3 units including: (A) minimum ½ unit of U.S. government; (B) minimum of ½ unit of world history; world geography; or international relations; (C) minimum of 1 unit of U.S. history; (D) not more than one unit of the following: anthropology; current social issues; economics; psychology; race and ethnic group relations; sociology; U.S. history; U.S. government.</p> <p>For graduation:</p> <p>In addition to above requirements, 6 units of elective courses for a total minimum of 21 units of credit required for graduation.</p> <p>Secondary schools must provide: business; family and consumer science; foreign language; and industrial and technical education.</p>	<p>ACT College Readiness Test.</p> <p>Approximately 75% of high school graduates, annually. Composite score and subtest scores and “college ready benchmarks” in English, mathematics, reading and science.</p> <p>Graduation rates, including high school completion by age 24.</p> <p>Participation in higher education 3 years after graduation.</p> <p>Remedial coursework.</p> <p>Adult (over age 24) education completion rates.</p>

Basic Skills: 1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization.

Basic skills are measured in two ways: state assessments in reading and math given every year to all students in grades 3 through 8 and once in high school, and the National Assessment of Education Progress, given every two years to a sample of students in reading and math at four and eight grades.

How well do Kansas students perform compared to state and national benchmarks?

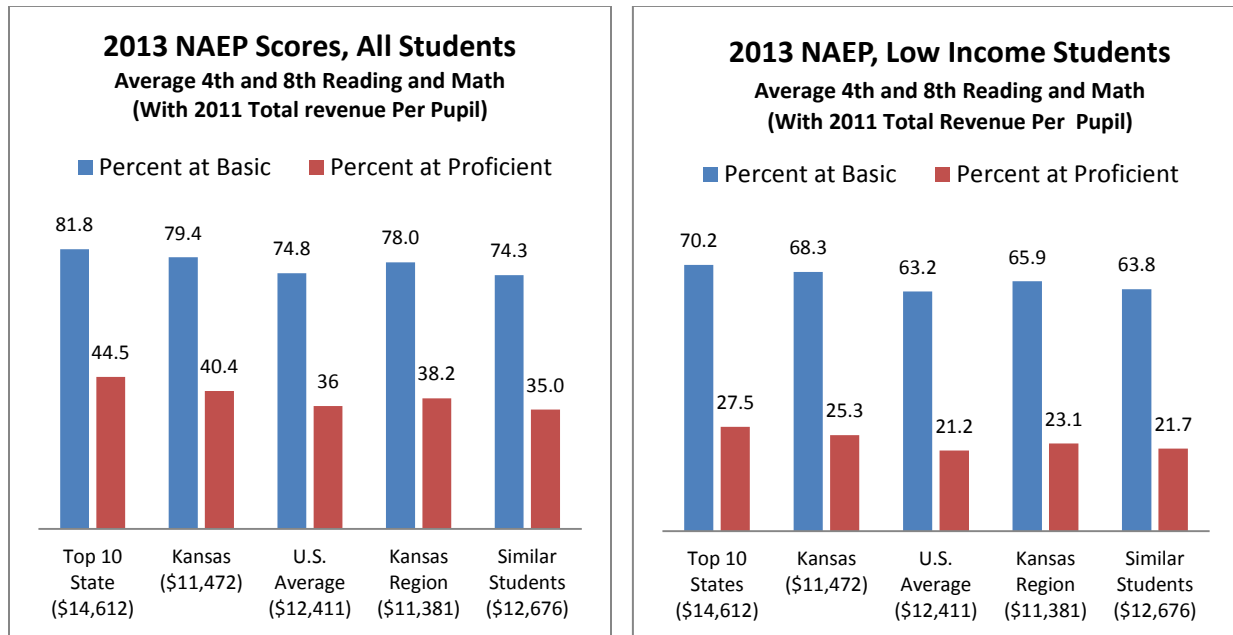


Key Points:

- In 2013, 85% of students meet the Kansas State Board of Education’s basic standard for Adequately Yearly Progress in reading, and 75% meet the NAEP “basic” standard, defined as “partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.” This means between 15% and 25% of students did NOT meet the most basic benchmark.
- Almost 60% of students meet the “exceed standards” Kansas benchmark or higher, while 37% of students met the NAEP “proficient” level, defined as “solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.”
- On both tests, the percentage of low income (free or reduced price lunch eligible) students was about 10 points lower for meeting at basic level, and 15 points lower for meeting the more advanced level.
- Math scores were similar, but reversed: Kansas students did better on the NAEP test in math than they did on the state tests. A similar performance gap for low income students was found.

How well do Kansas students perform compared to other states?

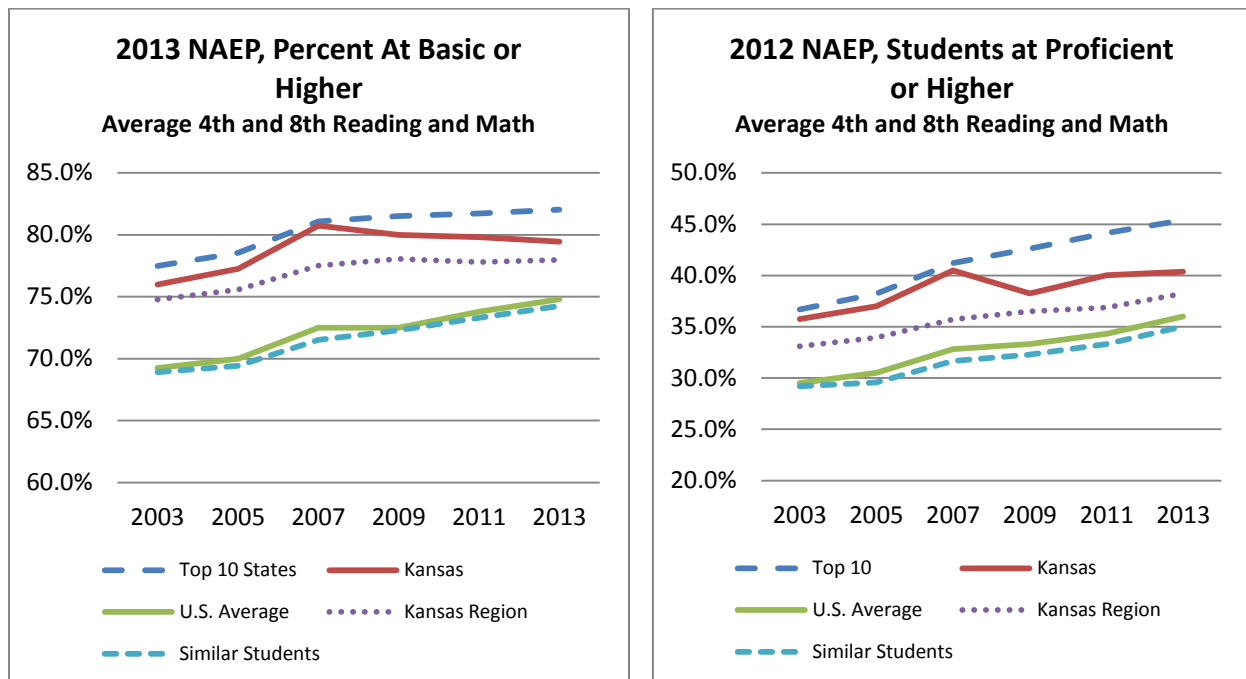
The National Assessment of Education Progress allows comparisons of Kansas with the 10 highest performing states on the NAEP, the U.S. average, states in the Kansas region (North Dakota, South Dakota, Minnesota, Nebraska, Iowa, Colorado, Missouri, Oklahoma and Texas), and the 10 states closest to Kansas in the percentage of low income students.



Key points:

- For all students, the Kansas percentage at basic is about 2.5% below the average of the top 10 students, but 5% higher than the national average and average for states closest in low income students; and slightly higher than the regional average
- The Kansas percentage at proficient is about 4% below the top 10 states, and 4% higher than the national average.
- Kansas scores just slightly higher than the regional average and the 10 states closest to Kansas in low income students and about 4% higher than the 10 states closest to Kansas in total funding per pupil.
- The Kansas percentage of low income students is about 2% lower than the top 10 states at both basic and proficient, and 4-5% higher than the national average.
- Kansas is about 2% higher than regional states, and 4-5% higher than the 10 states with more similar low income students and 10 states with the closest total revenue per pupil.
- Less than 70% of Kansas low income students score at basic (compared to nearly 80% overall; and only 25% of low income students are proficient (compared with 40% overall).

How has student performance on basic skills changed over time and compared to other states?



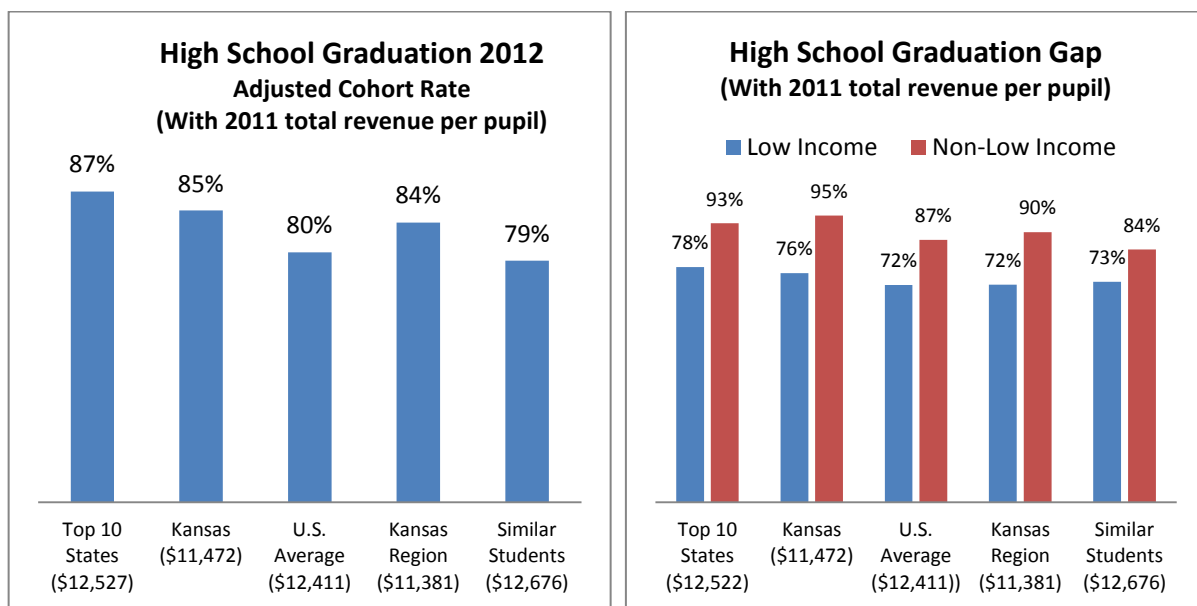
Key points:

- The percentage of Kansas students at the basic benchmark increased by about 5% from 2003 to 2007, but declined by a percentage point between 2007 and 2013.
- Kansas reached the average of the top 10 states in 2007, but has fallen about 2% behind by 2013. Kansas has exceeded the regional average by about 1%.
- Kansas continues to lead the national average and states with similar low income populations by about 5%, but the gap has narrowed since 2007.
- Similarly, the percentage of Kansas students at proficient increased from about 5% between 2003 and 2007, but has leveled off, while the top 10 states increased nearly 10%.
- Kansas increased faster than comparison groups between 2003 and 2007, but other states have been increasing faster since 2007.

Postsecondary and Career: 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.

How many Kansas students complete high school and how does Kansas compare to other states?

There are a number of different ways to calculate a graduation rate. The most recent nation report from the U.S. Department of Education for the class of 2012 used the “adjusted cohort graduation rate” to measure the percentage of students who enter high school as ninth or tenth graders and graduation with a regular diploma “on time” (within three or four years), adjusted for students who transfer to other schools.



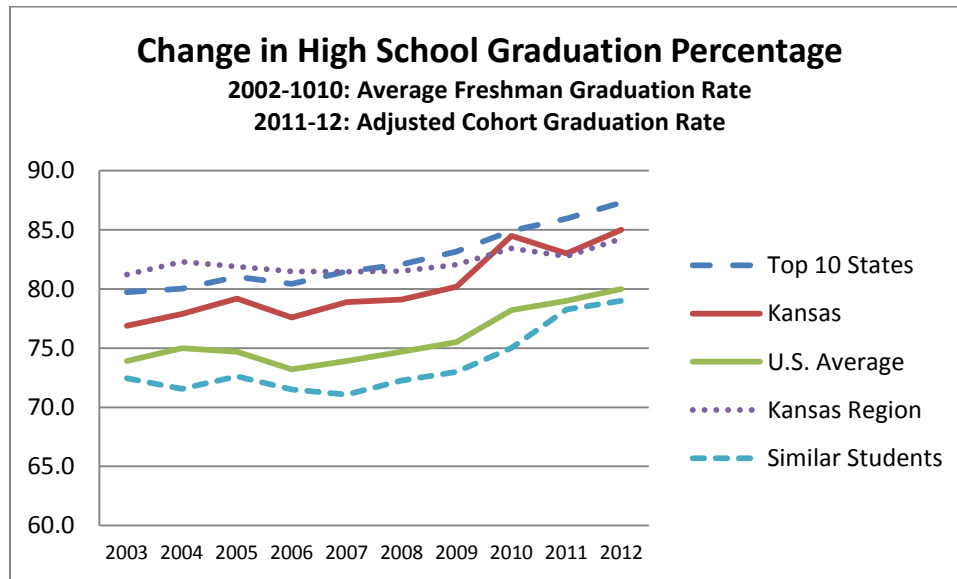
Key Points:

- For the Kansas class of 2012, 85% of students completed a high school diploma “on time.” (This does not include students who may complete high school by attending a “drop-out recovery program.”)
- Kansas is 2% below the average of the top 10 states in the nation, and 1% above the regional average. Kansas is 5% above the U.S. average the 10 states with the most similar students by low income status.
- The top 10 states in this graduation rate report spend over \$1,000 more per pupil than Kansas, and about \$100 more than the national average.
- Kansas has a higher graduation rate for non-low-income students than any comparison group, including the average of the top 10 states. The Kansas graduation rate for low-income students is higher than any comparison group except the top 10 states.

- Because the Kansas non-low-income rate is so high, the 19-point gap between higher and lower income student graduation rate is higher than all comparison states, although the regional gap is the closest (18 percentage points).

How has the Kansas graduation rate changed over time compared with other states?

The U.S. Department of Education began requiring states to report high school completion using the adjusted cohort graduation rate. Prior to that, federal reports used a slightly different methodology, the averaged freshman graduation rate.

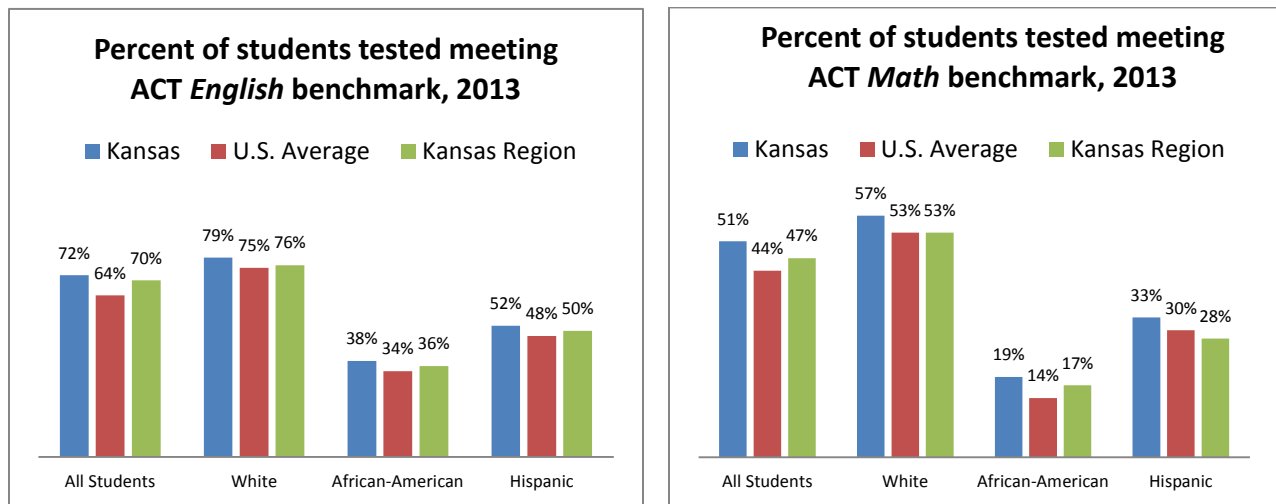


Key Points:

- Over the past decade, the Kansas graduation rate has increased nearly 10 percentage points, and has slightly narrowed the lead of the top 10 states.
- Kansas improved from trailing regional states by 4% to leading regional state almost 1%.
- Kansas improved its lead over the U.S. average and states with similar low income enrollment and similar revenues per pupil from about 3% to 5%.
- The Kansas graduation rate improved between 2006 and 2010, but leveled off between 2010 and 2012.

How well are Kansas students prepared for college, and how does Kansas compare to other states?

In Kansas and 27 other states, a majority of graduating high school students take the ACT college readiness test. In the rest of the states, a majority of students take the SAT. In addition to a “composite score” for each student, the ACT also reports whether the student taking the test has met a “college ready benchmark” in English, math, reading and science. The “benchmark” is a score that represents the level of achievement required for students to have a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in corresponding credit-bearing first-year college courses.

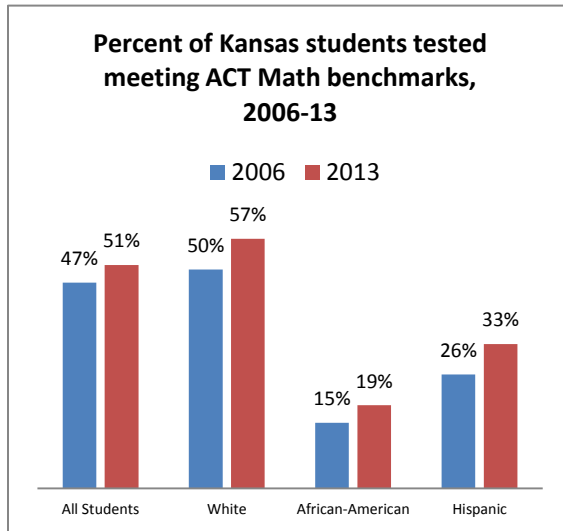
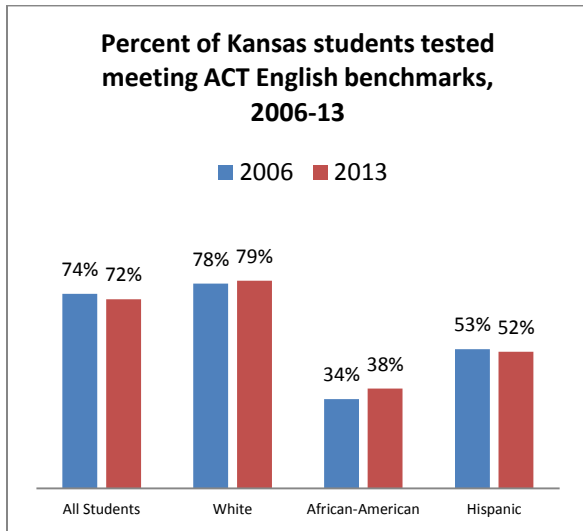


Key Points:

- About 70% of all Kansas students tested by the ACT met the college ready benchmark in English, and half met the benchmark in Math.
- There is a significant achievement gap among major ethnic groups (ACT does not report by income status, but African-American and Hispanic students are more likely to be low income.) In both subjects, the percentage of African-American students meeting the benchmark was about half of the percentage for white students; and for Hispanics, about two-thirds.
- The percentage of Kansas students meeting benchmarks exceeded the national and regional average for each group.

How has preparation for college by Kansas students changed?

The ACT test began identifying college-ready benchmarks in 2006.

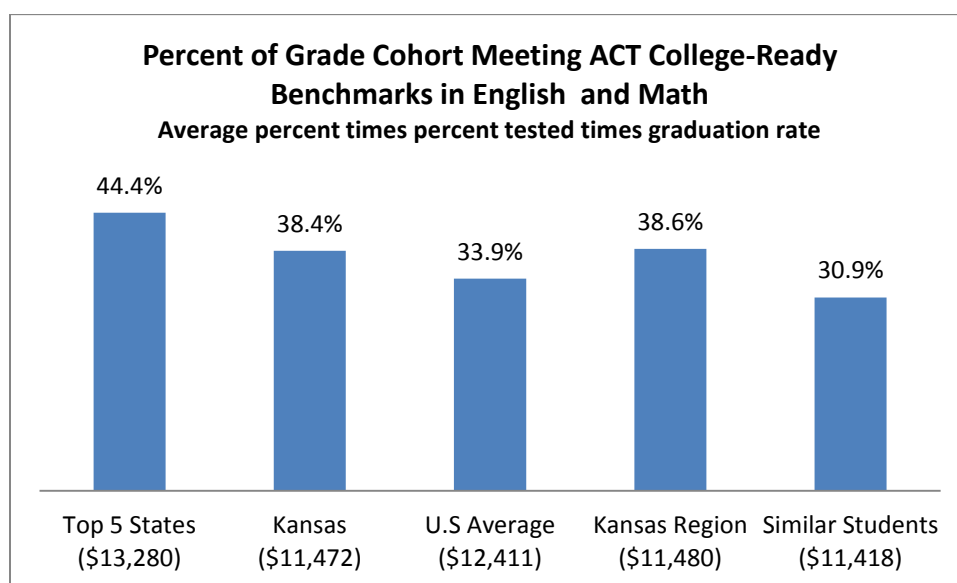


Key Points:

- The percentage of all students and Hispanic students meeting English benchmarks dropped slightly over the past eight years, while the percentage of white and African-American students increased.
- The percentage of all students and each major ethnic group meeting the math benchmark increased at least 4% over the past eight years.

*What percentage of **all** students are prepared for college in Kansas and other states?*

To provide a more accurate estimate of college-readiness by all students in a state, the percentage of students meeting benchmarks can be multiplied by the percentage of graduates actually tested. This adjusts for the fact that some states require all students to be tested, while in other states, a lower percentage is tested. , The product is multiplied by the graduation rate to provide an estimate of the “age cohort” that demonstrate “college readiness.



For example, in Kansas 72% of students met the English benchmark and 51% the Math benchmark, for an average of 62%. That is multiplied by the percentage of students tested in Kansas (75% in 2013), meaning an average of 46% of graduates meet English and Math benchmarks. If this product is multiplied by an estimated graduation rate of 83%, it means an average of 38.4% of students who entered high school as eighth graders in 2009, met English and Math benchmarks in 2013.

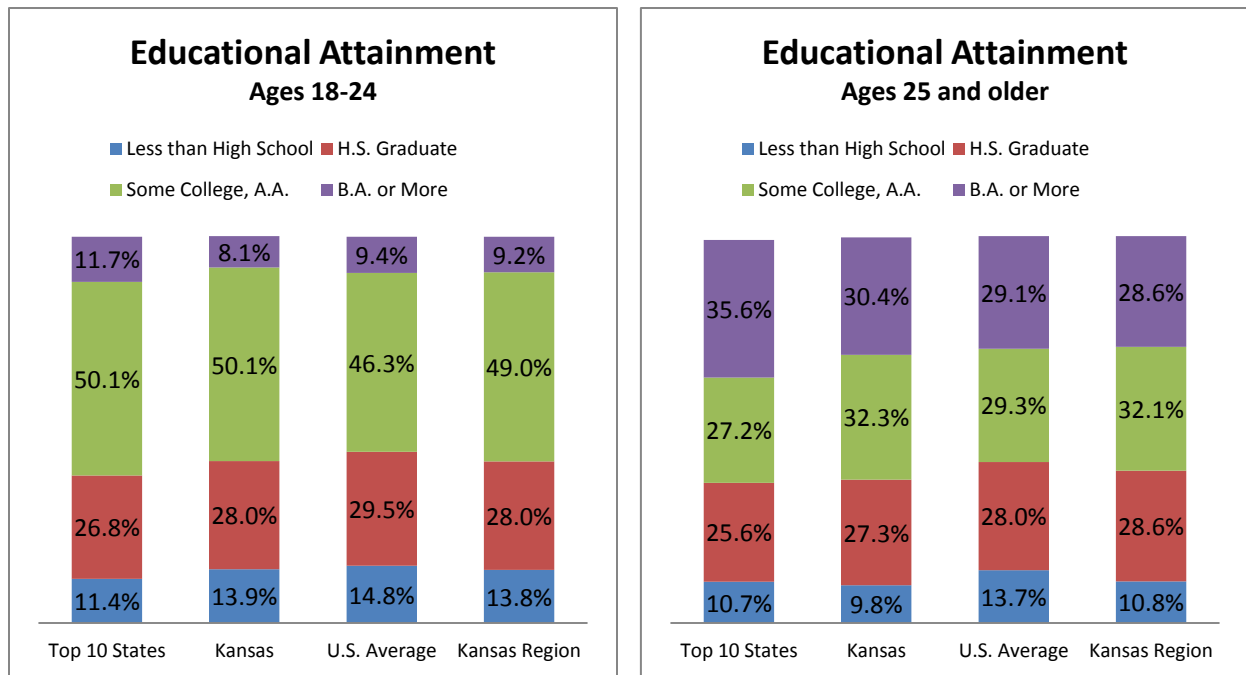
The chart above shows how Kansas compares to other states. Because the ACT is the majority test in only 27 states, we have adjusted our comparison groups. The Kansas Region is Minnesota, North and South Dakota, Nebraska, Iowa, Colorado, Missouri and Oklahoma, but not Texas. The six states with the most similar low income population are Missouri, Arizona, Michigan, Illinois, North Carolina and West Virginia.

Key points:

- Kansas is nearly 6% behind the top five ACT states in the percentage of grade level cohort meeting ACT English and Math benchmarks, but those states spend more \$1,800 per pupil more than Kansas.
- Kansas ACT benchmark average is slightly below the regional average, but more than five points above the national average and eight points above states with similar low income student enrollment.

Postsecondary and Career: 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.

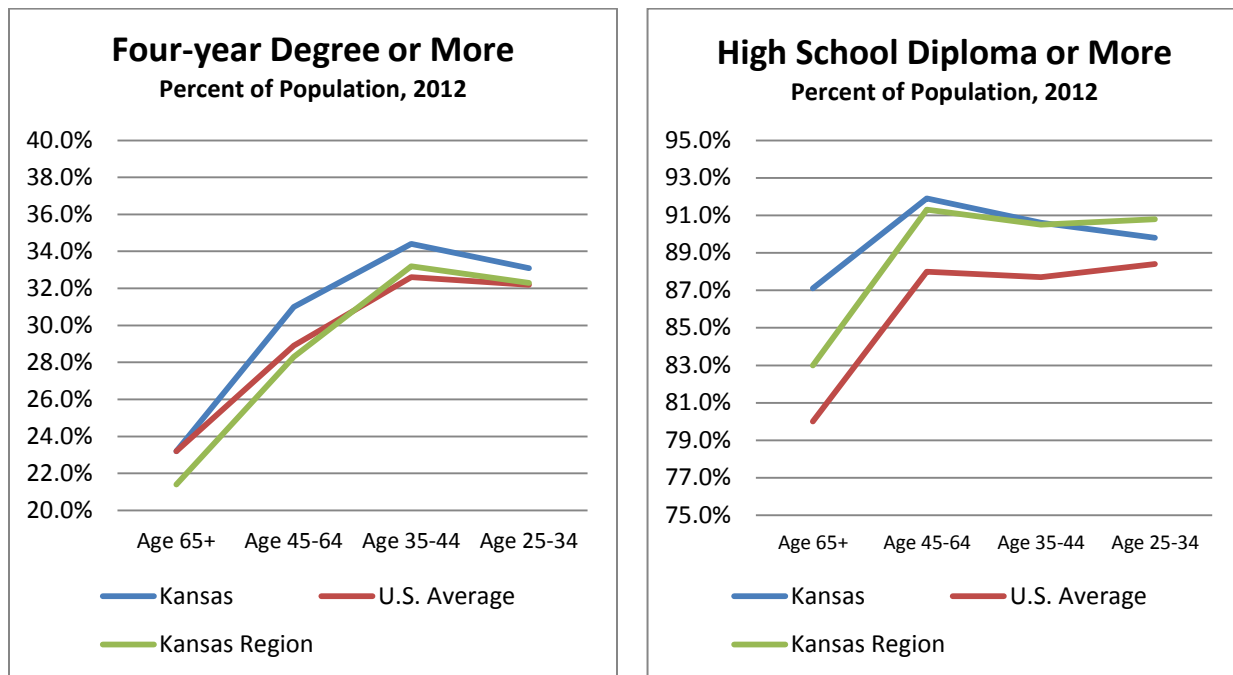
How do Kansas education levels for young and older adults compare with other states?



Key Points:

- Among young adults age 18-24, Kansas has 2.5% more high school drop-outs than the top 10 states, but 1% fewer than the national average and the same as the regional average.
- Kansas has fewer 18-24-year-olds who have completed a four-year degree than the comparison states; but has the same percentage with some college or an associate's degree as the top 10 states and more than the U.S. or regional average.
- Among adults 25 and older, Kansas has a lower percentage of drop-outs than any comparison group, and almost 4% less than the national average.
- Kansas has a higher percentage of adults with some college or an associate's degree than any group. Kansas has more adults with at least a bachelor's degree than the U.S. or regional average, but 5% fewer than the top 10 states.

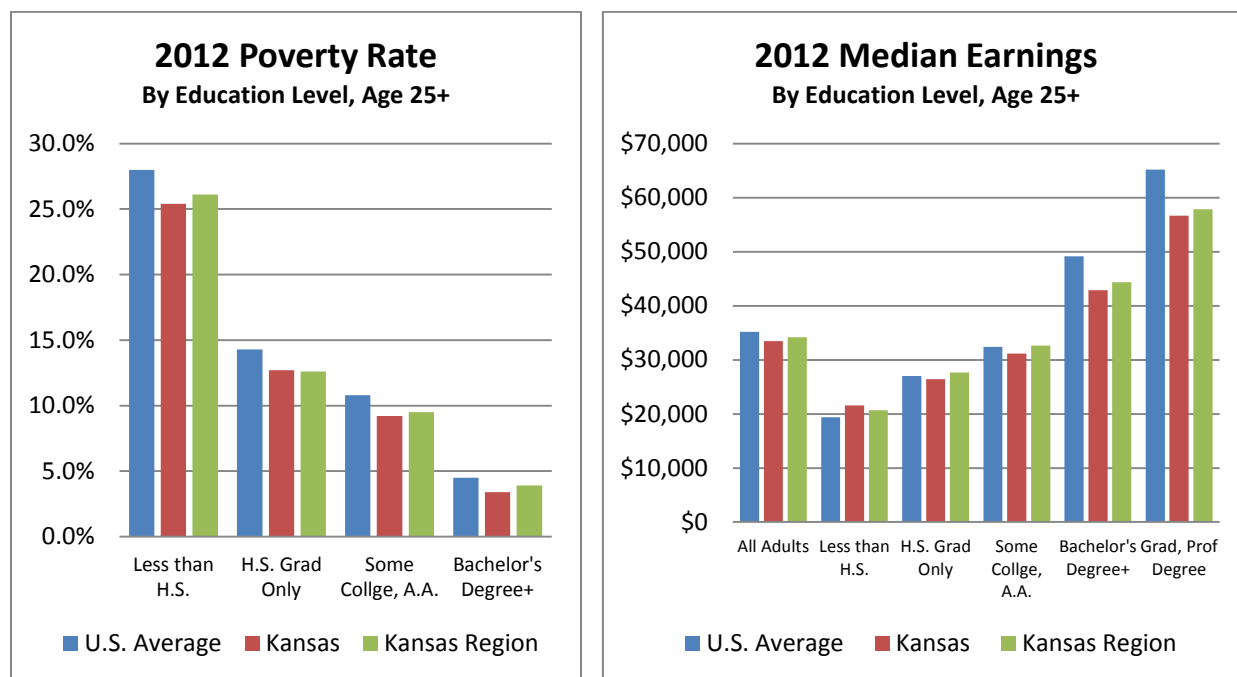
How has educational attainment changed over time compared to other states?



Key Points:

- The percent of Kansans with at least a bachelor's degree increases from 23% for those 65 and older to nearly 35% among adults aged 25-44, but drops slightly for those 25-34.
- Kansas exceeds the national and regional average for every age group under 64, but the lead narrows among the youngest adults.
- Kansas leads the U.S. average and the regional average each of the highest percentage of high school completion among adults age 45-65, but falls behind the regional average for younger adults.

What difference does educational attainment make on job security and income?



Key Points:

- High school drop-outs are twice as likely to be in poverty than high school graduates, 2.5 times more than adults with some college (including an associate's degree), and more than five times more than adults with a bachelor's degree or higher.
- Kansas has a slightly lower poverty rate at each education level than the U.S. and regional average.
- Average annual earnings increase with every additional level of education. Only adults with at least a bachelor's degree or higher (30% of the population) earn more than the average of all adults.
- Kansas adults earn less than the national and regional average except for high school drop-outs. At the national average, adults with a bachelor's, graduate or professional degree earn significantly more than the Kansas or regional average.