

TESTIMONY IN SUPPORT OF HB2289 TO DEFUND THE IMPLEMENTATION OF COMMON CORE STANDARDS

- 1) Supporters of the CCS mean well. It is clear that American education needs reform. But, the CCS are NCLB on steroids and will not benefit our children. More will drop-out, have less time to learn other subjects and employable skills plus our teachers will be falsely accused of doing a poor job if test scores go down.
- 2) The CCS are an unfunded Federal and State mandate to implement a massive experiment involving every school in Kansas. Why should 450,000 Kansas children and 35,000 Kansas teachers be CCS guinea pigs at the cost of over \$100 million dollars to Kansas taxpayers?? We have seen this bad movie before with QPA, NCLB and other Federal top-down, one-size-fits-all so-called “reforms” which fail.
- 3) Follow the money!! More than \$200 million has been paid by the Gates and Pearson foundations for the development and promotion of the CCS using the NGA, the CCSSO and Achieve as their cover. The public organizations had no tax dollars for such a massive project. Gates and Pearson employees helped write the CCS. For their investment, Microsoft, Pearson and McGraw-Hill companies will make billions in profits once they have a captive national market for their products which they claim are “100% Aligned to the CCS”.
- 4) The KSBOE received notice of the MOA signed by Gov. Parkinson and Commissioner Posny in early 2009 but we never saw a copy of that agreement nor did we discuss or vote to approve Kansas being involved. On page 3, it clearly shows the Federal Role to use the RTTT and NCLB waivers to “incentivize” states to adopt and implement the CCS. This bureaucratic coercion is at the expense of our children, teachers and taxpayers.
- 5) KSBOE says it has “self-executing powers” but in fact they have no constitutional or statutory authority over funding their decisions. The Kansas Constitution gives that responsibility solely to the State Legislature.
- 6) The KSBOE only has authority over teacher licensure and school accreditation. Its other function—as stated in Article 6, Section 2 of the Kansas Constitution is to implement laws enacted by the Legislature. They cannot make a decision and then tell the Legislature to fund it “or else”!!
- 7) Kansas teachers know how to teach reading and math. They have been doing it well for nearly 100 years—long before an unknown group of people in Washington, D.C. dreamed up the CCS.
- 8) Einstein’s definition of insanity is repeating the same thing over and over while expecting a different result. NCLB was a Federal mandate which has been a total failure. Bureaucrats in the USDOE have had control over what is taught and tested in Kansas schools too long. CCS for only reading and math with national tests instead of state assessments will again force our teachers to “teach-to-the-test” of only these two subjects instead of providing Kansas students with a balanced and complete education which includes Science, technology, History, Geography, Government, Foreign Languages, P.E. and especially time to learn employable skills in career courses.
- 9) The fact is, the Kansas NCLB Waiver is only conditional until the end of this school year. A small group of bureaucrats in the US Dept. of Education in Washington are trying to force Kansas school districts to use the year-end reading and math scores to evaluate how well every teacher in each school is teaching. This is totally unrealistic and unfair to teachers of all subjects. So, Kansas will likely not receive an extension of the NCLB waiver which included insistence that the CCS be implemented. Also, when Congress reauthorizes the ESEA later this year, many of the demands in the NCLB waiver will be taken off our schools and teachers.
- 10) The cost to implement the CCS is a moving target between \$60 million to \$185 million. We have no idea what the yearly testing expenses will be or how much rural districts in particular will have to increase their property taxes to purchase enough computers, servers, software and Internet bandwidth to take these tests.

- 11) The Kansas Legislature and local taxpayers will be paying for years on this CCS experiment without any evidence that they are any better than the Kansas reading and math standards we have been using for years.
- 12) The Fiscal Note for this bill claims it will cost \$9 million to develop new tests. Going back to teaching the Kansas standards will not be this expensive. Reading and Math standards come up for review every 7 years anyway. The most recent review by Kansas educators of the History and Government standards was reported to cost \$200,000. And, at the March 12th, 2013 meeting of the KSBOE, the KSDE staff explained that KU is going to revise the state reading and math assessments at no additional costs as part of their annual contract. So, this estimate of expenses if the Legislature stops paying for the CCS unfunded experiment is grossly inflated and will be absorbed during the normal operation of the Department of Education. A major benefit of stopping CCS now, is that Kansas school districts will not have to purchase books or buy computer hardware and software just to take the CCS tests. Consequently, taxes will not have to be raised or funding taken away from classroom instruction to pay for the estimated \$185 million dollars to implement the CCS in Kansas.

As you can see, there are many benefits for Kansas students, teachers and parents if the implementation of the CCS is stopped NOW before any more damage is done. Over \$100 million tax dollars will be saved at the state and local level. Kansas school boards will retain control over what and how our students are taught. Teachers and school districts will be free to innovate, do project based instruction and teach the whole curriculum instead of being forced to focus only on raising year-end test scores on just reading and math.

I urge you to vote in support of HB2289. It is a win for the children, parents and teachers of Kansas. It is time to send a message to the bureaucrats in Washington that Kansans know what is best for our students and schools. They will no longer be allowed to bribe us with RTTT grants or coerce us with so called NCLB "flexibility" waivers with huge, unfunded strings attached.

We need to take back our schools and let our teachers teach without all of this Federal and State micromanagement. Graduates of Kansas schools have built America's aircraft industry, are the best farmers in the world and operate global businesses. Kansas has some of the best universities, doctors, lawyers, veterinarians, craftsmen and teachers in America. We don't need unaccountable Federal bureaucrats to tell us how or what to teach our children.

Respectfully submitted,



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**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will



facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.


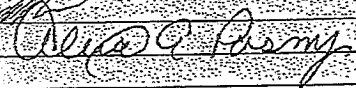
Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.



- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and reducing the risk of errors.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It stresses the importance of implementing robust security measures to protect sensitive information and ensure compliance with relevant regulations.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of a data-driven approach and encourages the organization to continue investing in data management and analysis capabilities to drive growth and innovation.

Constitution of the State of Kansas

Article 6.--EDUCATION

1: Schools and related institutions and activities. The legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by law.

2: State board of education and state board of regents.

(a) **The legislature shall provide for a state board of education which shall have general supervision of public schools, educational institutions and all the educational interests of the state,** except educational functions delegated by law to the state board of regents. The state board of education shall perform such other duties as may be provided by law.

(b) The legislature shall provide for a state board of regents and for its control and supervision of public institutions of higher education. Public institutions of higher education shall include universities and colleges granting baccalaureate or postbaccalaureate degrees and such other institutions and educational interests as may be provided by law. The state board of regents shall perform such other duties as may be prescribed by law.

(c) Any municipal university shall be operated, supervised and controlled as provided by law.

3: Members of state board of education and state board of regents.

(a) There shall be ten members of the state board of education with overlapping terms as the legislature may prescribe. The legislature shall make provision for ten member districts, each comprised of four contiguous senatorial districts. The electors of each member district shall elect one person residing in the district as a member of the board. The legislature shall prescribe the manner in which vacancies occurring on the board shall be filled.

(b) The state board of regents shall have nine members with overlapping terms as the legislature may prescribe. Members shall be appointed by the governor, subject to confirmation by the senate. One member shall be appointed from each congressional district with the remaining members appointed at large, however, no two members shall reside in the same county at the time of their appointment. Vacancies occurring on the board shall be filled by appointment by the governor as provided by law.

1. The first part of the document is a list of names and their corresponding addresses.

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3. The third part of the document is a list of names and their corresponding addresses.

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8. The eighth part of the document is a list of names and their corresponding addresses.

(c) Subsequent redistricting shall not disqualify any member of either board from service for the remainder of his term. Any member of either board may be removed from office for cause as may be provided by law.

4: Commissioner of education. The state board of education shall appoint a commissioner of education who shall serve at the pleasure of the board as its executive officer.

5: Local public schools. Local public schools under the general supervision of the state board of education shall be maintained, developed and operated by locally elected boards. When authorized by law, such boards may make and carry out agreements for cooperative operation and administration of educational programs under the general supervision of the state board of education, but such agreements shall be subject to limitation, change or termination by the legislature.

6: Finance.

(a) The legislature may levy a permanent tax for the use and benefit of state institutions of higher education and apportion among and appropriate the same to the several institutions, which levy, apportionment and appropriation shall continue until changed by statute. Further appropriation and other provision for finance of institutions of higher education may be made by the legislature.

(b) **The legislature shall make suitable provision for finance of the educational interests of the state.** No tuition shall be charged for attendance at any public school to pupils required by law to attend such school, except such fees or supplemental charges as may be authorized by law. The legislature may authorize the state board of regents to establish tuition, fees and charges at institutions under its supervision.

(c) No religious sect or sects shall control any part of the public educational funds.

7: Savings clause.

(a) All laws in force at the time of the adoption of this amendment and consistent therewith shall remain in full force and effect until amended or repealed by the legislature. All laws inconsistent with this amendment, unless sooner repealed or amended to conform with this amendment, shall remain in full force and effect until July 1, 1969.

(b) Notwithstanding any other provision of the constitution to the contrary, no state superintendent of public instruction or county superintendent of public instruction shall be elected after January 1, 1967.

(c) The state perpetual school fund or any part thereof may be managed and invested as provided by law or all or any part thereof may be appropriated, both as to principal and income, to the support of the public schools supervised by the state board of education.

1. The first step in the process of the scientific method is to ask a question or identify a problem.

2. The second step is to do background research to learn what is already known about the topic.

3. The third step is to form a hypothesis, which is a testable prediction about the outcome of an experiment.

4. The fourth step is to design and conduct an experiment to test the hypothesis.

5. The fifth step is to analyze the data and draw conclusions based on the results of the experiment.

6. The sixth step is to communicate the results of the experiment to the scientific community.

7. The seventh step is to repeat the experiment to verify the results and ensure the reliability of the findings.

8. The eighth step is to apply the findings of the experiment to real-world situations.

9. The ninth step is to use the findings to develop new questions and hypotheses for further research.

10. The tenth step is to continue the cycle of the scientific method, as it is an ongoing process of discovery and learning.