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|----------------------------------|----------------------|--------------|
| Date 4/20/2015 | | |
| Name Carrie Launius | | |
| Home Address 10018 Benbury Ln | | |
| City St. Louis, MO | State MO 63128 | Zip 63128 |
| Home Phone Number | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Science Teachers of Missouri (STOM)

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

Oral testimony will convey the messages found in the attached packet of information

- Verbal Comments
- How STOM Envisions Enacting the MO Science Learning Standards
- Letter to the Board from STEMpact



| | | |
|--------------------------------------|-------------|--------------|
| Date April 20, 2015 | | |
| Name Mary Byrne, Ed.D. | | |
| Home Address 2630 S. Williams Ct. | | |
| City Springfield | State MO | Zip 65807 |
| Home Phone Number 417-818-1261 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Self

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See attached

Mary R. Byrne, Ed.D.
2630 S. Williams Ct.
Springfield, MO 65807

Cell: 417-818-1261
E-mail: mary.byrne53@att.net

TO: Missouri State Board of Education
RE: Academic Standards Workgroups
DA: April 20, 2015

Article I, section 1 of the Constitution of Missouri states, “all government of right originates from the people . . . and is instituted solely for the good of the whole”; and Article I, section 3 of guarantees that “the people of this state have the inherent, sole and exclusive right to regulate the internal government and police thereof . . .”;

Despite substantial bipartisan support for HB 1490, and a clear explanation from the bill sponsors about the intent of the bill to develop Missouri’s own academic standards in public domain, members of the English language arts, mathematics, and science work groups insist on incorporating privately copyrighted standards into Missouri’s Learning Standards. In so doing, the people of Missouri have been stripped of effective political power while the academic learning standards used in Missouri’s public education system rest in private hands that the individual state cannot control.

The dangers of the state board of education’s adoption of the Common Core Standards, the work group members’ resistance to remove the copyrighted standards, and the State Board’s intimation in the ESEA Flexibility Renewal application that it could adopt Missouri standards that include the privately copyrighted standards are several.

First, in the adoption of the Common Core State Standards the state board of education has agreed to the disclaimer and limitation of liability of the copyright holders. The license

agreement specifically states, “. . . LICENSEE WAIVES THE RIGHT TO SEEK LEGAL REDRESS AGAINST, AND RELEASES FROM ALL LIABILITY AND COVENANTS NOT TO SUE NGA CENTER AND CCSO.”¹ Gentlemen, do you operate your businesses that way? Would you buy a house sight unseen without the possibility of redress on the seller when problems were identified? Do you sign contracts for a product without having any evidence of its effectiveness and hold harmless the manufacturer?

Michal Cohen of Achieve² and Bill Gates,³ the private fancier of the common core state standards imitative both admitted there’s no evidence the common core initiative will “work.” Jim Manzi,, CEO of Applied Predictive Technologies, reported that of 1,000 studies on business interventions conducted, Microsoft has about a 90% failure rate.⁴ Microsoft operatives in the U.S. Department of Education⁵ and the College Board⁶ are leading the country to “fundamentally transform” its education system, when there’s no proof that the common core initiative is better and will do less harm than trial and error, and their record of innovations in the parent corporation is spectacularly poor . Should Missouri children’s future be gambled without the possibility of redress by the state that mandates the use of the unsubstantiated product through the scores of school district evaluations? The NAEP scores in English language arts and mathematics dropped statewide since the adoption of the Common Core State Standards. The

¹ <http://www.corestandards.org/public-license/>

² <http://www.corestandards.org/public-license/>

³ <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/09/27/bill-gates-it-would-be-great-if-our-education-stuff-worked-but/>

⁴ <https://www.youtube.com/watch?t=1129&v=N4c89SJIC-M>

⁵ http://www.washingtonpost.com/politics/how-bill-gates-pulled-off-the-swift-common-core-revolution/2014/06/07/a830e32e-ec34-11e3-9f5c-9075d5508f0a_story.html

⁶ <http://chronicle.com/article/Policy-Leader-to-Shift-From/136179/>

danger to our children is in losing opportunities for better standards, or returning to previous standards that were not associated with negative 2013 NAEP⁷ and 2014 MAP scores⁸.

Second, the state board has made Missouri taxpayer vulnerable to unknown costs for the use of the standards in the future. NGA and CCSSO granted “limited, non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for purposes that support the Common Core State Standards Initiative.” The license lacks assurance that the royalty-free status is permanent. If these organizations decide they need income, they can at any time charge royalty fees. Furthermore, the license is granted for purposes that support the initiative. To date, the board has not informed Missourians about the current and future costs associated with the entire Common Core Initiative, especially now that the federal funding for SBAC is expired.

Finally, copyrights can be sold without consultation with licensees. The state board of education’s adoption of copyrighted common core state standards that are the framework of assessments used to test students and secondarily to evaluate teachers and districts on their implementation has made Missouri’s entire education system vulnerable to the potential sale of the copyright. That vulnerability is a matter of state and (because the standards are virtually national) national security. An international publisher, non-governmental organization, or foreign country could buy the copyright and there is nothing Missourians could do about it, because they no longer have political power over their children’s education.

HB 1490 may state that the state board has final authority to approve and recommend revisions to Missouri’s academic standards, but, the Missouri constitution guarantees that the people of

⁷ <http://nces.ed.gov/nationsreportcard/pdf/st2011/2012454MO4.pdf>

⁸ <http://www.columbiainmissourian.com/m/46996/eighth-grade-math-map-scores-down-from-last-year/>

includes the policies of the state board of education. Should the board continue to make Missourians vulnerable to the dangers of incorporating copyrighted standards in Missouri's education system, expect the people of Missouri to exercise their constitutional rights as Missourians.

Missouri Education's Better Days

What has Common Core done to Missouri's Education & Why?

Maryb, the Ed.D

The Purpose and Quality of MO's Public Education

Our Missouri Constitution is a contract with the citizens of Missouri ensuring that public education is funded with tax dollars to preserve the **rights and liberties** of Missourians. That is, to provide a liberal arts education that will equip Missourians to engage in government, and discern good candidates to hold office. Governor Nixon took an oath to uphold the constitution, and Missouri developed academic **standards that were among the top two in the nation.**

What is the purpose of public education?

Missouri Constitution
Article IX
EDUCATION



Free public schools--age limit.

Section 1(a). A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state . . .

Missouri Governor's Oath of Office



JEFF ROBERSON ~ Associated Press
Missouri governor-elect Jay Nixon, left, is sworn in Monday as the state's 55th governor
<http://m.semissourian.com/story/1492828/photo/1192536.html>

Article VII - Section 11 - Public Officers - Oath of office

Before taking office, all civil and military officers in this state shall take and subscribe an oath or affirmation to support the Constitution of the United States and of this state; and to demean themselves faithfully in office.

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<http://www.csmonitor.com/USA/2009/1030/p02s07-usgn.html>

The CHRISTIAN SCIENCE MONITOR



Multimedia St

Which states have the highest standards for students?

Each state comes up with its own standards for student achievement. A new study from the National Center on Education Statistics compares them. Here are the top and bottom five.

By Judy Nichols Douglass, Staff writer of The Christian Science Monitor October 30, 2009

According to the study, the states that set the highest standards for fourth-grade reading proficiency in 2007 are:

1. Massachusetts
2. Missouri ←

fourth-grade math proficiency in 2007 are:

1. Massachusetts
2. (tie) Missouri ←
2. (tie) South Carolina

One thing to keep in mind is that these rankings deal with state standards – not with the actual performance of students. It's conceivable that a state has low standards, yet students there do very well. The reverse – weak performance in a high-standards state – is possible, too.

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Feds call Missouri test standards #2 in country

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October 29, 2009 12:10 pm • By David Hunn

http://www.stltoday.com/news/local/education/feds-call-missouri-test-standards-in-country/article_89d4b2d0-e0cb-56b6-80cf-fa2dea94066.html

Former U.S. Sec. of Education Margaret Spellings said MO's standards were among highest in the country



Margaret Spellings visited MO in 2008 during her tenure as US Secretary of Education. In a meeting with DESE and the SBE, after mentioning that Massachusetts' [#1] standards usually gets the limelight, said "It's a little known fact is that Missouri's standards are right up there and really, really strong."

<http://missourieducationwatchdog.com/common-core-enthusiast-didnt-get-the-memo/>

Governor Nixon February 2009
Missouri education "Outstanding"



State of Missouri

ESEA Flexibility

Request

Revised June 27, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Context and Rationale

From 1993 until 2010, Missouri operated under highly regarded content and performance standards that specified what content students should know and be able to perform at each grade level and upon graduating from high school. Missouri's state standards have been acclaimed nationally as among the top three in the country, a perspective confirmed by close alignment between our statewide assessment scores and National Assessment of Educational Progress (NAEP) scores, indicating high cut scores for proficiency.

18

June 27, 2012



Parents & Students

Teachers

Com



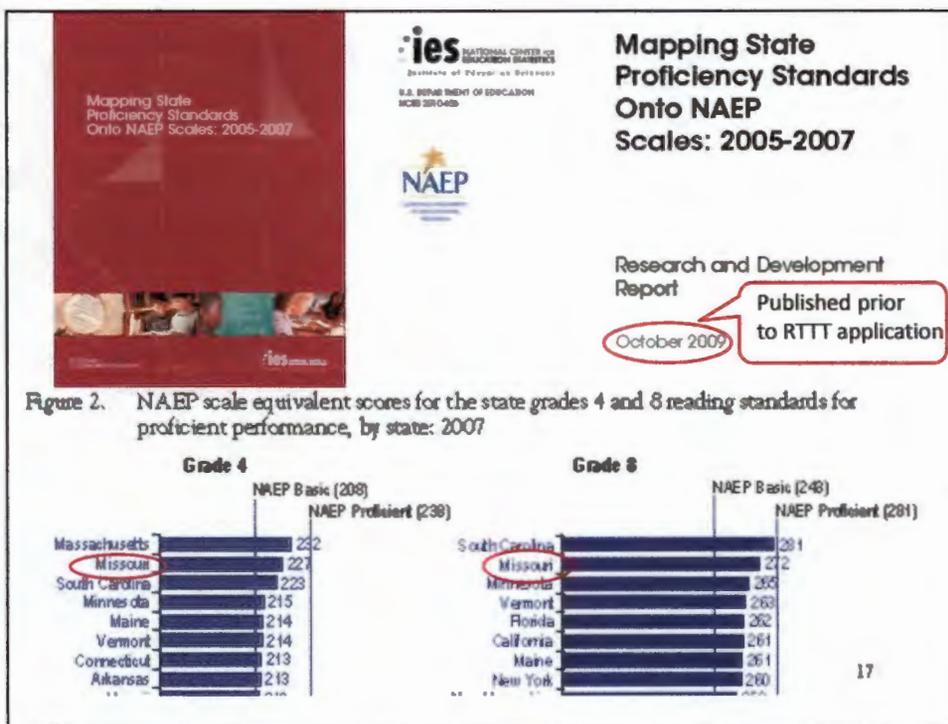
<http://www.missourilearningstandards.com/about/>

About the Missouri Learning Standards

[Home](#) > About the Missouri Learning Standards

The **Missouri Learning Standards**  define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These grade-level and course-level expectations are aligned to the **Show-Me Standards**.

In January 1996, Missouri adopted the Show-Me Standards, a demanding set of content and process standards that have proved to be an excellent frame of reference for student performance in Missouri. Grade-level expectations (GLEs) were then developed to provide grade by grade targets for instruction for teachers. Those expectations have been revised regularly based on teacher feedback and new research. Missouri's expectations have been ranked among the top three states in the country. As End-of-Course (EOC) assessments



Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

This report was prepared for the National Center for Education Statistics under Contract No. ED-04-CO-00025/0019 with the American Institute for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Full results can be found at: <http://nces.ed.gov/nationsreportcard/trends/state/mapping/>

August 2011

Missouri's . . .
standards in 2009 (the most recent information available) were the most rigorous in the United States for eighth-grade reading. Only Massachusetts' standards were more rigorous for fourth-grade reading and math, and Missouri's eighth-grade math standards rank third in the nation.

Figure 4. NAEP scale equivalents of state grade 5 reading standards for proficient performance, by state: 2009

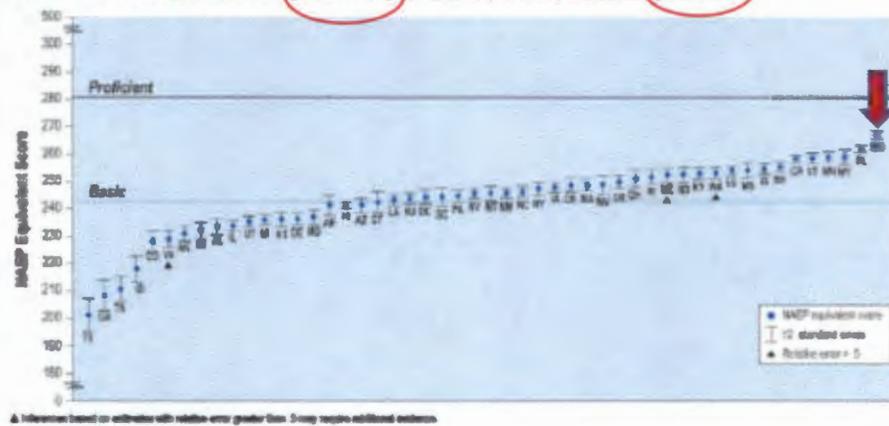
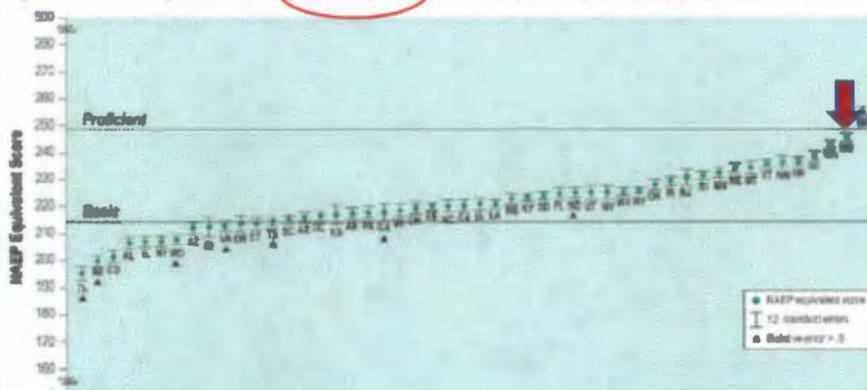


Figure 2. NAEP scale equivalents of state grade 4 reading standards for proficient performance, by state: 2009

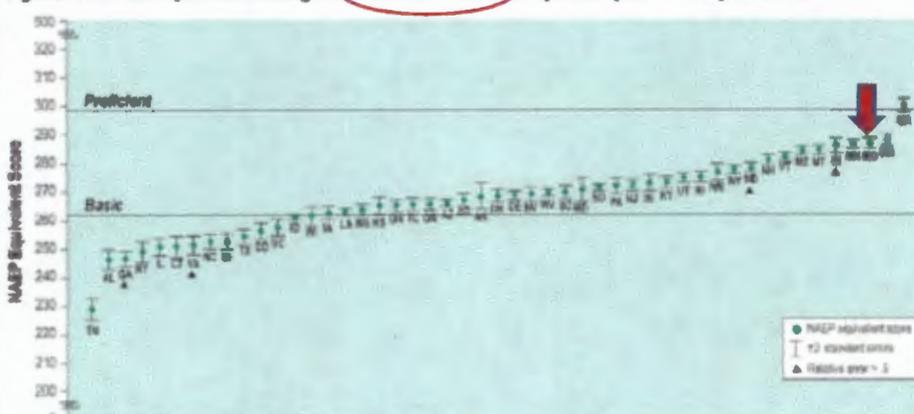


Figure 6. NAEP scale equivalents of state grade 4 mathematics standards for proficient performance, by state: 2009



▲ Information based on estimates with relative error greater than 3 may require additional evidence

Figure 8. NAEP scale equivalents of state grade 4 mathematics standards for proficient performance, by state: 2009



▲ Information based on estimates with relative error greater than 3 may require additional evidence

In June 2009, Governor Nixon signed a memorandum of agreement with the **National Governors Association Center for Best Practices** to adopt the Common Core Standards which were derived from **Achieve, Inc.'s** American Diploma Program standards.

What Governor Nixon stated in a press release June 26, 2009, the day after he signed the MOU with the NGA

governor.mo.gov/newsroom/2009/K_12_C...
 Instapaper: Read Later
 Gov. Nixon commits to Missouri joining other states in developing Common Core Standards for grades K-12
JAY NIXON
 HOME ABOUT THE GOVERNOR ABOUT THE FIRST LADY MOVING MISSOURI FORWARD NEWSROOM GET INVOLVED
 Appearance Requests Boards and Commissions Constituent Services Executive Orders Legislative Actions
Missouri Governor Jay Nixon's News Release
 June 26, 2009
Governor will encourage new Commissioner of Education to also sign on, once that official is named by State Board of Education
Gov. Nixon commits to Missouri joining other states in developing Common Core Standards for grades K-12
 JEFFERSON CITY, Mo. - Gov. Jay Nixon today said he is committed to the State of Missouri participating in the development and adoption of a common core of state standards in English language arts and mathematics for elementary and secondary students. The Governor today signed a Memorandum of Agreement as the first step for Missouri to join in the nationwide, state-led process to develop standards based on research and evidence-based learning.
 "Missouri has been a leader in developing high standards and assessments, and will continue in this role," Gov. Nixon wrote in a letter accompanying the signed Memorandum of Agreement and sent to the National Governors Association (NGA) Center for Best Practices. "I look forward to the State of Missouri participating in the development of these standards as we help our students prepare for the challenges of the 21st Century global economy."
 In addition to the Governor's signature, the Memorandum of Agreement requires the signature of the state's chief education official for Missouri to be a fully operational participant. Missouri's Commissioner of Education, Dr. Kerl King, passed away in January. Since that time, there has been an interim Commissioner and an ongoing search for a new Commissioner.
 "Initially we were going to wait until our State Board of Education had named a new Commissioner of Education before determining whether we would sign on," the Governor wrote. "I believe, however, that the development of Common Core Standards is important to warrant taking this initial step and signing on in my capacity as Governor."
 The Common Core Standards Initiative is being jointly led by the NGA Center for Best Practices and the Council of Chief State School Officers. It builds directly on recent efforts of leading organizations and states

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 Periodic Updates
 Executive Orders
 Legislative Actions

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

**Common Core Standards
Memorandum of Agreement**

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.

Process and Structure

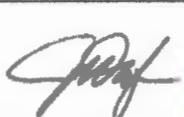
- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached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

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.

- **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 tied 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 standards 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.

| Signature |
|-----------------------------|
| Governor: |
| Chief State School Officer: |



Jeremiah W. (Jay)

Nixon

2009.06.25 17:35:27

-05/003

http://media.columbiainmissourian.com/multimedia/2009/06/30/media/Common_Standards_MOA_FINAL_signed.pdf

The American Diploma Project

Ready or Not



Creating a High School Diploma That Counts

Copyright © 2004 Achieve, Inc.

Achieve

Testimony of Michael Cohen
President, Achieve
New York State Senate Education Committee
October 1, 2013

[Achieve's] signature program has been the American Diploma Project, . . . (p. 2)

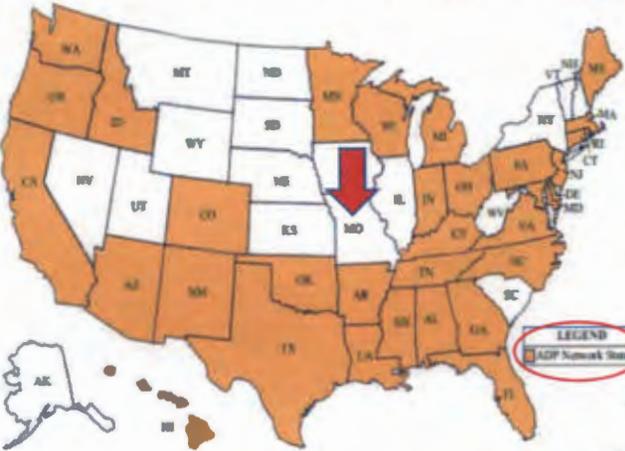
It is anchored in research that indicates that there is a core of literacy and mathematical skills that high school graduates must develop in order to succeed in any postsecondary education or training program. (p. 2) (emphasis added)

Achieve's analysis of these standards in nearly 20 states identified a "common core" of rigorous expectations across the participating states. **This work provided a foundation for the development of the Common Core State Standards, . . . (p. 3)**

<http://www.nysenate.gov/files/Michael%20Cohen,%20Achieve.pdf>

The American Diploma Project Network States

Missouri was not a member of the ADP Network



LEGEND
ADP Network States

Achieve
p. 3

ACHIEVE REPORT: Out of Many, One



Achieve
Report



Out of Many, One: Toward Rigorous Common Core Standards From the Ground Up

July 2008

“The common core reflects the reality that the knowledge and skills needed for success in postsecondary education and 21st century careers are defined by global competition, not by state boundaries.” (p. 16)

Achieve would like to thank the **Bill & Melinda Gates Foundation** for providing generous funding for this report and the broader work of the American Diploma Project. (p. 28)

<http://www.achieve.org/OutofManyOne>

45 States Adopt Common Core (sight unseen)



<http://www.corestandards.org/in-the-states>

- Of the 45 states that adopted Common Core Standards, most states that adopted them did so for a chance at federal money during a period of severe economic downturn, and without legislators' and citizens' knowing anything about it.
- The commitments were due before the standards were released, and without the opportunity for involvement by state legislatures.

Now, rather than rank as **outstanding**,
Missouri's standards are **common**.

Missouri's standards are the same as state states that
ranked far below the Show-Me Standards.

Rather than improve,
Missouri's
MAP scores &
National Assessment of Education Progress scores,

since the adoption and implementation of the
common core standards,

Missouri's scores have dropped.

No up side to CC Standards in MO



Home News Local

Missouri test scores in math drop

The test results also show the state is failing to bridge a gap in the performance between white and minority students.

For the first time in five years, math scores on standardized tests for students in Missouri dropped this year, while overall scores in communication arts remained flat.

The percentage of students statewide who passed math decreased to 53.9 percent this year from 55.5 percent in 2012, according to the Missouri Department of Elementary and Secondary Education. On Missouri Assessment Program tests in reading and writing, 55.6 percent of students passed – the same rate as in 2012.

The scores follow what had been years of modest, but sustained improvement by Missouri public school students.

August 21, 2013 2:45 am • By Jessica Bock jbock@post-dispatch.com 314-340-8228 and Elisa Crouch ecrouch@post-dispatch.com 314-340-8119

http://www.stltoday.com/news/local/education/missouri-test-scores-in-math-drop/article_824d2bc7-bcdd-5edc-a80a-9fda4016b105.html

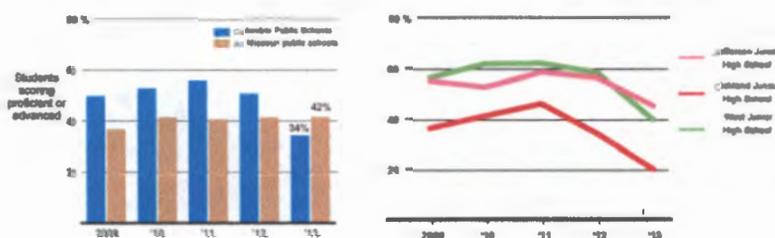
Eighth-grade math MAP scores down from last year



BY ELIZABETH SCHELTENS
 August 23, 2013 12:01 a.m. CDT

Eighth-grade students scored lower on the math section of last year's Missouri Assessment of Progress than in years past. District administrators say that's because high-achieving eighth-graders who take Algebra 1 are no longer a part of the MAP testing pool.

Eighth-grade math MAP scores down from last year



<http://www.columbiamissourian.com/m/46996/eighth-grade-math-map-scores-down-from-last-year/>



Home » 2013 » 23 »

MAP scores show drop in math proficiency for Columbia students

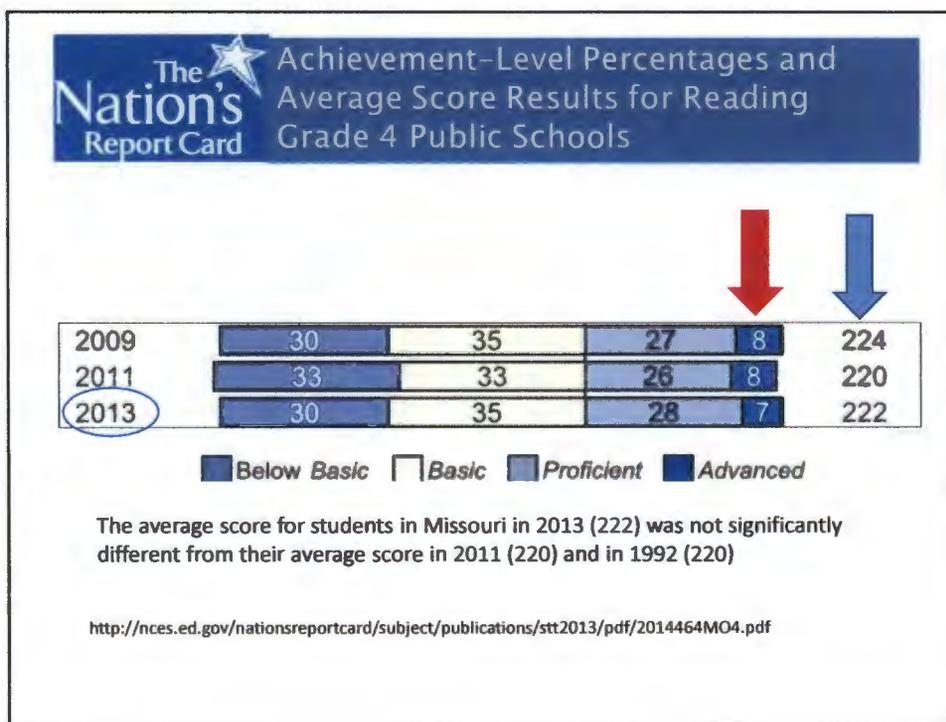
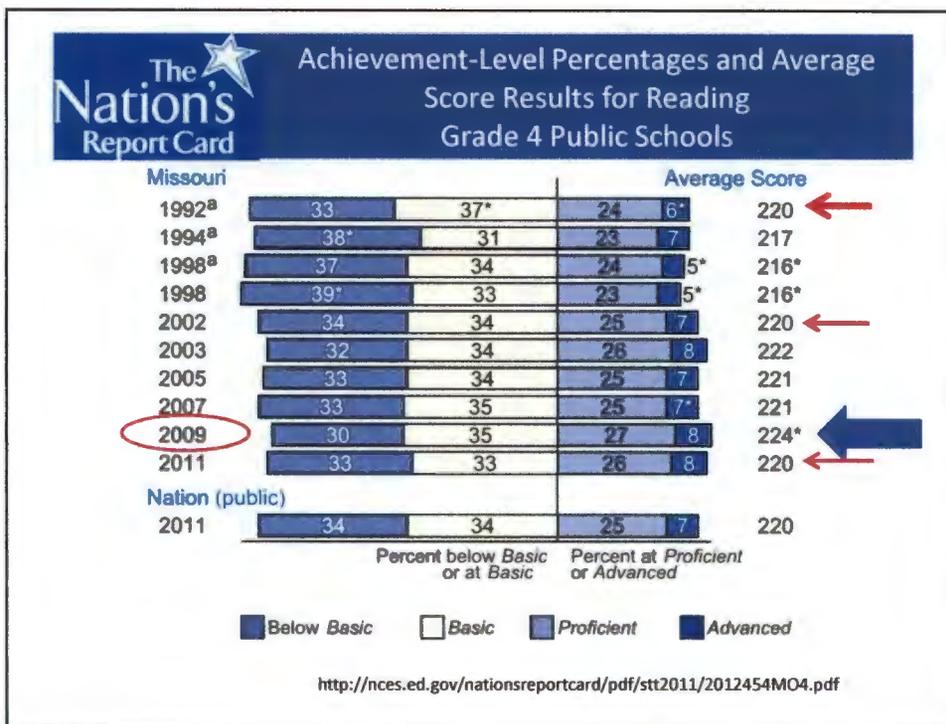
Friday, August 23, 2013 12:01 a.m. CDT; updated 4:50 p.m. CDT, Sunday, August 25, 2013

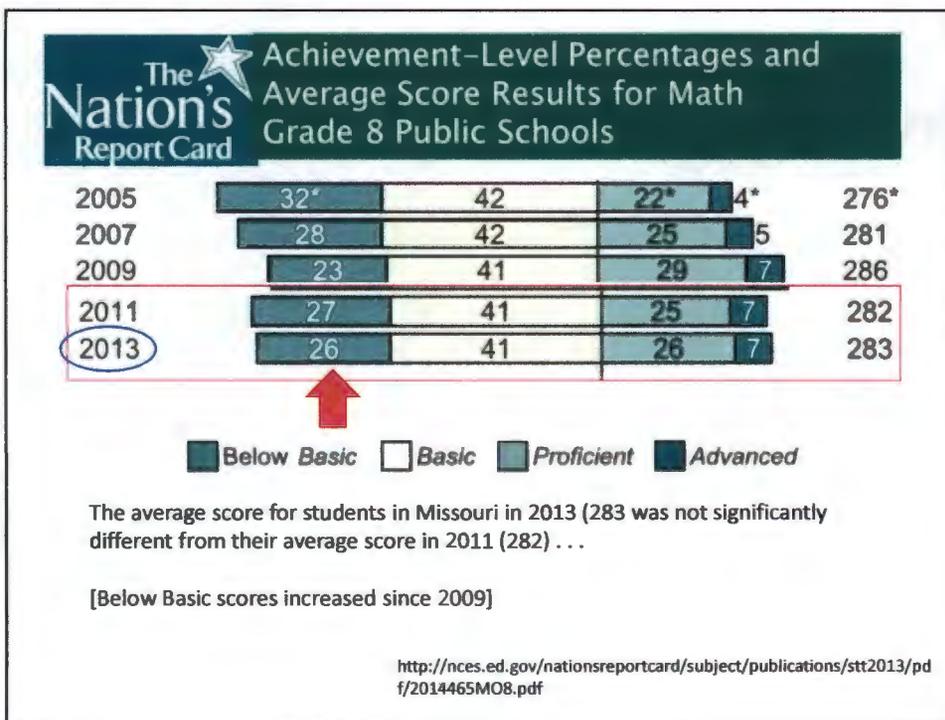
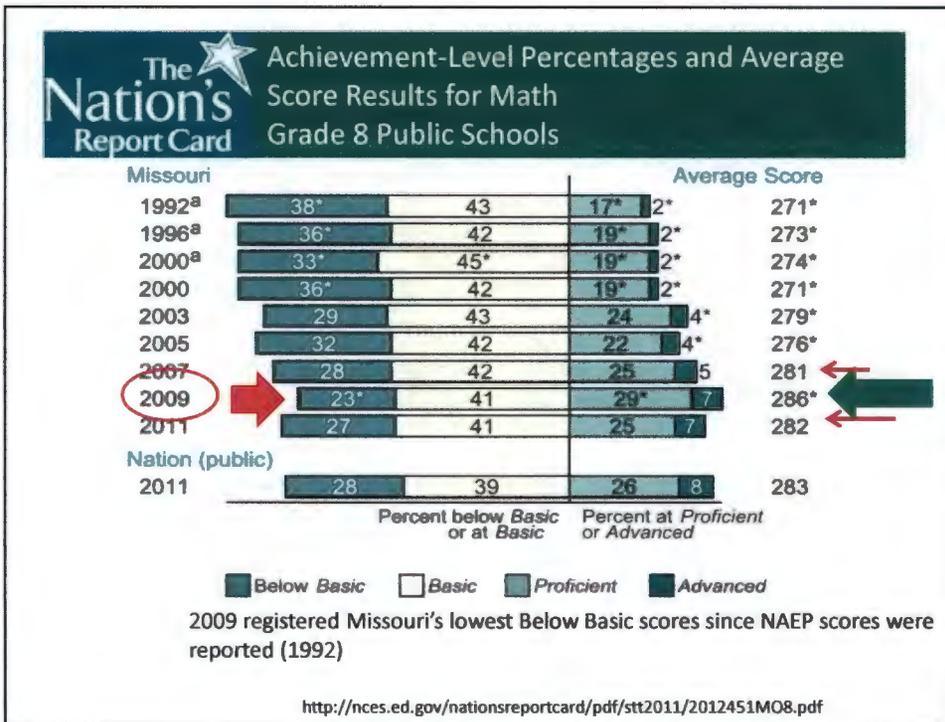
BY BETH CASTLE, SKY CHADDE

COLUMBIA — New standardized testing data for Columbia Public Schools show:

Note: Columbia students (population reported in the second link have high population of university and medical professionals' children.

<http://www.columbiamissourian.com/a/164765/map-scores-show-drop-in-math-proficiency-for-columbia-students/>





Why did Missouri change?

Governor Nixon ignored Missouri's constitution and statutes & adopted a national common set of standards derived from Achieve Inc.'s American Diploma Program, copyrighted to Washington DC-based trade organizations (where he served as a member of their board of directors) and consistent with a globalist agenda for education to work **in exchange for money**

State Fiscal Stabilization Funds & The **Four Assurances**

PART 2: EDUCATION REFORM ASSURANCES

- 1) **increase teacher effectiveness** and address inequities in the distribution of highly qualified teachers
- 2) **establish and use pre-K-through-college and career data systems to track progress and foster continuous improvement;**
- 3) **make progress toward rigorous college-and career-ready standards and high-quality assessments**
- 4) **support targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring.**

The Governor or his/her authorized representative certifies the following:

- (1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(9)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(9)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)
- (2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the American COMPETES Act (20 U.S.C. 9671(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)
- (3) The State will -
 - (3.1) Enhance the quality of the academic assessment it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (*Improving Assessments Assurance*)
 - (3.2) Comply with the requirements of paragraphs (j)(C)(i) and (f) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments. (*Inclusion Assurance*) and
 - (3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(3) of the American COMPETES Act. (*Improving Standards Assurance*)
- (4) The State will ensure compliance with the requirements of section 1114(b)(7)(C)(iv) and section 1116(b)(1)(B) of the ESEA with respect to schools identified under those sections. (*Supporting Struggling Schools Assurance*)

| | |
|--|------------------|
| Governor or Authorized Representative of the Governor (Printed Name): | |
| Jeremiah W. (Jay) Nixon  | Date: 6/30/09 |

<http://www.2.ed.gov/programs/statestabilization/stateapps/mo-sub.pdf>

ED.gov U.S. Department of Education

Funding Policy Research News About ED

ARCHIVED INFORMATION

Missouri to Receive More Than \$248 Million in Additional Recovery Funds

Missouri Recovery Dollars Have Provided Funding For More Than 11,400 Education Jobs
 APRIL 7, 2010

Contact: Press Office, (202) 401-1576, press@ed.gov

U.S. Secretary of Education Arne Duncan today announced that an additional \$248,546,871 is now available for Missouri under the American Recovery and Reinvestment Act (ARRA) of 2009. To date, Missouri has received \$1,486,669,246 through the Recovery Act. The state recently reported that recovery dollars have been used to provide funding for more than 11,400 education jobs from Oct. 1 to Dec. 31, 2009, while also supporting programs that drive education reform.

Total: \$1,735,216,117

<http://www.ed.gov/news/press-releases/missouri-receive-more-248-million-additional-recovery-funds>

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Form 990 Return of Organization Exempt From Income Tax OMB No. 1545-0047
2010
Open to Public Inspection

Under section 501(c), 527, or 507(a)(1) of the Internal Revenue Code (except for tax-exempt trusts or private foundations)

Department of the Treasury Internal Revenue Service

The organization may have to use a copy of this return to satisfy state reporting requirements

A For the 2010 calendar year, or tax year beginning 07-01-2009 and ending 06-30-2011

Check if applicable: Address change Status change Initial return Reorganized Amended return Application pending

B Employer identification number: 29-7101796
C Telephone number: (202) 624-6300
D Gross receipts: 17,979,303

C Name of organization: NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES
E Address: 404 N CAPITOL STREET NW, WASHINGTON, DC 20001

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee

| (A) Name and Title | (B) Average hours per week (describe hours for related organizations in Schedule C) | (C) Positions (check all that apply) | | | | | (D) Reportable compensation from the organization (W-2/1099-MISC) | (E) Reportable compensation from related organizations (W-2/1099-MISC) | (F) Estimated amount of other compensation from the organization and related organizations |
|--|--|---|-----------------------|---------|--------------|------------------------------|--|---|---|
| | | Individual trustee or director | Institutional Trustee | Officer | Key employee | Highest compensated employee | | | |
| (1) GOVERNOR DAVE HEWESMAN MEMBER | 40 | X | | | | | 0 | 0 | |
| (2) GOVERNOR JAY NIXON BOARD MEMBER | 20 | X | | | | | 0 | 0 | |

2010 is the year the State Board of Education adopted the Common Core Standards in its RTTT Application sight unseen and the Commissioner of Education committed MO to becoming a governing member of SBAC

efile GRAPHIC print - DO NOT PROCESS - As Filed Date - EIN: 93-4931330-9643

Form 990 Return of Organization Exempt From Income Tax **2011**

Under section 501(c)(3), 527, or 4947(a)(2) of the Internal Revenue Code (except black lung benefit trust or private foundation)

The organization may have to use a copy of this return to satisfy state reporting requirements

A For the 2011 calendar year, or tax year beginning 07-01-2011 and ending 06-30-2012

B Check if applicable:
 Initial year
 Name change
 Initial return
 Remeasured basis
 Amended return
 Appointment pending

C Name of the organization
 MICHAEL GOMEN

D Employer identification number
 51-2008429

E Telephone number
 (202) 419-1540

F Name and address of principal officer:
 MICHAEL GOMEN
 1400 16TH STREET NW
 WASHINGTON, DC 20036

G Is this a group return for affiliates? Yes No

H Are all affiliates included? Yes No

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons

Check this box if neither the organization nor any related organizations compensated any current or former officer, director, or trustee

| (A) Name and Title | (B) Average hours per week (describe hours for related organizations in Schedule O) | (C) Position (do not check more than one box, unless person is both an officer and a director/trustee) | | | | | (D) Reportable compensation from the organization (W-2/1099-MISC) | (E) Reportable compensation from related organizations (W-2/1099-MISC) | (F) Estimated amount of other compensation from the organization and related organizations |
|--|--|---|--------------------------|--------------------------|--------------------------|------------------------------|--|---|---|
| | | Individual trustee or director | Institutional trustee | Officer | Key employee | Highest compensated employee | | | |
| (1) LOUIS GERSTNER JR CHAIR, EMERITUS | 1.00 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 | 0 | 0 |
| (2) GOVERNOR DAVE WEINER BOARD MEMBER | 1.00 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 | 0 | 0 |
| (3) JEFFREY WOODWORTH BOARD MEMBER | 1.00 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 | 0 | 0 |
| (4) GOVERNOR JAY NIXON BOARD MEMBER | 1.00 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 | 0 | 0 |
| (5) GOVERNOR DEVAL PATRICK BOARD MEMBER | 1.00 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0 | 0 | 0 |

Missouri Taxpayer \$\$\$ Spent on Gov. Nixon's NGA Dues & Activities

Missouri Accountability Portal
EXPENDITURES
 JAY NIXON, GOVERNOR

Search from 2009-2014

| Fiscal Year | Vendor Name | Payments Total |
|-------------|--|----------------|
| 2009 | (organization membership) | \$28,800.00 |
| 2010 | (organization membership) | \$32,550.00 |
| 2012 | (organization membership) | \$32,885.27 |
| 2012 | (organization membership) | \$130,200.00 |
| 2013 | (organization membership) | \$130,200.00 |
| 2014 | (convention, conferences, training fees) | \$525.00 |
| 2014 | (organization memberships) | \$130,200.00 |

<http://mapyourtaxes.mo.gov/MAP/Expenditures/Vendors/VendorSearchResults.aspx?en=National+Governors+Association&year=0&search=0>

SPRINGFIELD NEWS-LEADER
A GANNETT COMPANY

HOME NEWS SPORTS LIFE OPINION ENTERTAINMENT OBITUARIES

GOP: Nixon used children's agency funds to pay fees

Jonathan Shorman, News-Leader 9:34 p.m. CDT May 14, 2014
<http://www.news-leader.com/story/news/politics/2014/05/14/gop-nixon-used-childrens-agency-funds-pay-fees/2139788/>



(Photo: News-Leader)

JEFFERSON CITY – Republicans charged Wednesday that Democratic Gov. Jay Nixon's administration has used about \$200,000 over the past three years in Children's Division funding to pay fees for the National Governors Association.

Stream provided a spreadsheet showing that each year since 2012, about \$68,000 from Children's Division administration funding has gone to the NGA.

In total, the Nixon administration paid the NGA about \$130,000 each year, according to the document. Though \$68,000 came from Children's Division, the remaining money came from other divisions of the Department of Social Services.

f75 CONNECT TWEET LWRKEDIN COMMENT 2 EMAIL MORE

State of Missouri

ESEA Flexibility Request

Translation: Missouri's uncommonly high standards made some of our schools look bad compared to similar schools in states with lower standards. Rather than assist those Missouri communities to educate all students to Missouri's standards, the state board decided to adopt a set of fewer, less rigorous, common standards designed for workforce planning, to close the gap.

(NAEP) scores, indicating high cut scores for proficiency. However, it was confusing that many of Missouri's schools were already labeled as failing when schools of similar quality in other states were not due to differences in standards and the rigor of the assessments used from one state to the next. Over the past 10 years, the No Child Left Behind Act of 2001 (NCLB) has provided useful and necessary focus to standards-based reform by increasing the urgency to close achievement gaps and improve student academic achievement. However, NCLB regulations have sometimes been counterproductive to fully implementing standards-based improvement across all districts and schools. Despite the many challenges that Missouri, like many other states, faces in striving for all students to graduate from high school college- and career-ready, Missouri is steadfast in its commitment to maintain high standards and provide districts and schools with the processes and resources needed to realize these high standards.

In spite of these efforts, the academic performance of students in Missouri's public schools has hovered around 50 percent proficient on NAEP. The Department and the education community are united in aspiring to improve student achievement. The State Board's goal of achieving Top 10 by 2020 articulates this vision.



McKinsey & Company

Education to Employment: Designing a System that Works

Finally, countries need system integrators (one or several) responsible for taking a high-level view of the entire heterogeneous and fragmented education-to-employment system. The role of the system integrator is to work with the education providers and employers to develop skill solutions, gather data, and identify and disseminate positive examples. Such integrators can be defined by sector, region, or target population.

21

McKinsey Center for Government

International Elitists Run MO Education Now

Lou Gerstner, former IBM Executive is co-founder of **Achieve Inc.**, and former Director of McKinsey & Co.

David Coleman, chief architect of the Common Core State Standards, former **McGraw Hill** CEO of Grow Network/McGraw Hill was a McKinsey & Company consultant for five years.

Sir Michael Barber, Chief Education Advisor at **Pearson**, was a McKinsey consultant.

Missouri's public education system is funded with tax dollars to protect the rights and liberties of the people, not workforce training.

Missouri Show-Me Standards prior to 2009 were among the top 2 in the country; now, Missouri Learning Standards are common rather than outstanding.

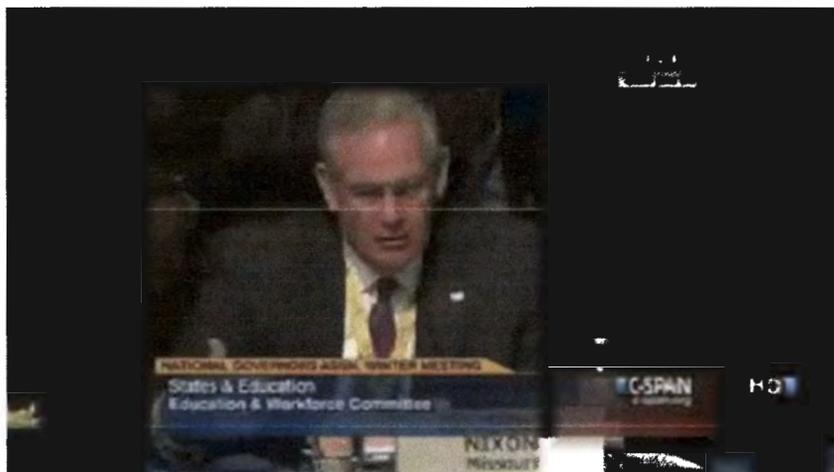
Missouri's test scores have dropped, not improved since the adoption and implementation of the common core state standards as Missouri Learning Standards.

Governor Nixon, contrary to the Governor's oath of office to protect the constitution, unilaterally committed Missouri to adopting the common core standards, received almost 2 billion dollars from the U.S. Dept. of Education and was appointed to the board of directors of the non-governmental organizations that developed and held the copyright to the standards.

Now, unless we stop the implementation of the Common Core State Standards Initiative, Missouri's education system, governance structure, and children are at risk.

Did the Legislature Know about This?

(Gov. Nixon at National Governors Association 2013 Winter Conference)



Nixon Uses Executive Order to Reshape Higher Education

[Feb 15 2013](#)

<http://governor.mo.gov/news/archive/>

gov-nixon-introduces-accredited-non-profit-university-missouri-so-more-working-adults



| | | |
|---------------------------------------|-----------------|------------------|
| Date <u>4/20/15</u> | | |
| Name <u>Jill Noble</u> | | |
| Home Address <u>218 E. Buchanan</u> | | |
| City <u>Richmond</u> | State <u>Mo</u> | Zip <u>64085</u> |
| Home Phone Number <u>816 510-3196</u> | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Self

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

[see attached]

Comments to the State Board of Education

My name is Jill Noble and I am here to address you today on behalf of the appointed members of the 6-12 English Language Arts workgroup. I was appointed to this work group by Lt. Governor Kinder.

We are very grateful for the privilege to serve the State of Missouri as volunteers for this great work of writing excellent standards for our children and schools. We take our work seriously, knowing the impact it will have for many years.

We began our work with the hope and expectation that the work group would be upholding the intention of HB1490—the very law that called for the creation of these said groups.

With that, I would like to make this Board aware of some obstacles that we have encountered in our work group.

The process that was established for these work groups was to include collaboration and collegiality among the members as we researched sources, inquired of leading national experts, and wrote standards. Much to our surprise, we learned that some of us were being left out of the process!

“How?” you may ask.

- We learned through a FOIA request that over 6 thousand emails had been exchanged between the Dept. of Elementary and Secondary Education, facilitators, work group members, other professional organizations and the governor’s office pertaining specifically to the work of our group. Yet, five of the group members were not privy to these emails. When we asked DESE for these emails, by way of a Freedom of Information request, we were told that it would cost us over \$5 thousand dollars to retrieve them
- We learned that one of our members was officially removed from the group by the Speaker of the House. This member refused to

leave, persisting in attending the scheduled meetings and offering input.

- We learned that the new Speaker of the House had appointed a replacement for the member who had been previously removed. This new member was rejected by members of our group, she was not allowed to speak, she was not allowed to vote and when she provided copies of her letter of appointment to the group, she was told that only a Missouri court could make this decision! Furthermore, the group members stated that they flatly refused to recognize the Speaker's authority.

During the business of writing standards, it became very apparent that our group was heavily stacked with pro-common core advocates. This bias continued to diminish the quality of work product, as those of us who were there to uphold HB1490 were not agreeable with the pro-common core members in simply re-branding the standards.

It was not an easy decision but when the majority of our group decided not to follow the spirit and intent of 1490, when they decided not to honor the Speaker's authority in making a new appointment, and when we learned that communication had been taking place between entities of the group, yet five of us were not included, we were left with no choice but to separate ourselves and write a minority report, to present to this Board. In response to our decision, one of the majority members made the comment that "democratic rule is not mob rule".

To which I respond: one of our founding fathers, principal author of the Declaration of Independence and third president of the United States spoke to the contrary: "Democracy is nothing more than mob rule, where 51% of the people may take away the rights of the other 49%."

In this process, we five have felt the heavy responsibility to the parents of the State of Missouri. We believe that the majority of these parents oppose Common Core and its initiative. To that end, we have continued our work.

We believe that all are accountable to the people and to follow the law--
work group members as well as State Board of Education Members.

With that, I submit our minority report.

6-12 ELA Minority Work Group Public Hearing Report

4.20.15

Statement of WG Objective: To develop Missouri ELA standards for grades 6-12.

Description of WG Organization:

- 5 Minority Members

Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed.

- Determined the five major strands to be used as a framework.
- Began the process of reviewing and comparing the current Missouri Learning Standards to the 2013 English Language Arts curriculum Framework developed by Dr. Sandra Stotsky as well as the Massachusetts 2001 ELA standards.
- Introduced ourselves to the K-5 ELA workgroup and asked for future opportunities to collaborate and share documents and drafts to ensure vertical alignment upon completion.
- Reviewed the K-5 draft documents in Speaking and Listening, Writing, and Language.

Description of Remaining Steps to Completion

- Develop the vertical progression of standards for Reading- Literary and Informational Texts, as well as complete the other four strands.
- Collaborate with K-5 ELA work group to ensure vertical alignment
- Seek feedback from state and national education experts as well as parents and teachers currently teaching in Missouri public schools.
- Continue to consult current educational best practices and research.

Identification of obstacles to overcome or tools/information required to assure success:

- Be allowed to collaborate with the K-5 ELA workgroup in order to share documents and research as well as ensure vertical alignment of the final product.

Any other issues important to the particular WG:

- As we work to develop these new standards, we are adhering to the following:
 - Missouri Department of Higher Education Curriculum Alignment Initiative
 - Career Ready Practices
 - Missouri Show-Me Content Standards for ELA
 - National Council of Teachers of English (NCTE)
- We are also consulting the following standards: current Missouri Learning Standards , Massachusetts 2001, Sandra Stotsky 2013

Attachments:

| | | |
|--|-------|-------|
| Date | | |
| 4-20-15 | | |
| Name | | |
| Toni Becker | | |
| Home Address | | |
| 1899 W. Westwood #219 Poplar Bluff, MO | | |
| City | State | Zip |
| | | 63901 |
| Home Phone Number | | |
| 573-872-0085 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

self

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See Attached

My name is Toni Becker from Williamsville. (388)

The bottom line is Missouri moms and dads do not want CC math, ELA, NGSS which is CC INITIATIVE-aligned or any CC aligned social studies or citizenship nonsense. We want OUT of the CCSS INITIATIVE entirely.

The CCSS INITIATIVE that you brought into our state was never just about standards, was it? It is a punishing INITIATIVE that includes standards, assessments, data collection, curriculum aligned to the tests. Massive amounts of personally identifiable data are being extracted from our children and stored in their federal FILE. This private information is unprotected since President Obama gutted FERPA by executive order #12866. The data is being used to track and sort our children throughout their lives and outside contractors have access to personally identifiable information on our children and families. According to the ESEA waiver you signed, teachers' jobs and schools' accreditation will be tied to these illegal tests that we've been told our kids and schools will fail for 3-5 years. Then it's on to charter expansion, eradication of local governing boards and local control. Citizens still foot the bill but have NO say!

You are an unelected body with way too much power in my opinion. I don't understand why the general assembly doesn't do its job and set limits to your power. It is obvious to me that you do the will of the federal department of education and our state is reeling from your many usurpations of our state's sovereignty.

The citizens want the entire CC INITIATIVE gone from Missouri. That was our express will for HB 1490 but our legislators turned it into a mockery with these work groups. Other states have played this game and ended up with CC by another name. This is where Missouri is heading as well because you are not listening, nor are you accountable to, the people. You brought us the INITIATIVE and you intend to further the INITIATIVE. Our children deserve far better than Common Core!

| | | |
|-----------------------------------|-------------|--------------|
| Date 4-20-2015 | | |
| Name Stacy Ray | | |
| Home Address 47 Tomahawk Lane | | |
| City Warrenton | State MO | Zip 63383 |
| Home Phone Number 636.456.7767 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Social Studies + History Regional Consortium (St. Louis Area)
SSHRC

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

I'm here to represent the St. Louis Area Social Studies teachers and administrators. We have concerns about the releasing of four groups of standards ~~to be released~~ at once and lack of educator input.

The Social Studies and History Regional Consortium (SSHRC) is a group of educators from the St. Louis area, working with students in the areas of history, geography, civics and the social sciences. As many of the educator groups have expressed, we too are concerned about the implementation of the standards developed by the workgroups set forth in Missouri House Bill 1490.

Social Studies educators are in a unique position because our content areas change and grow with each passing day. Every human interaction that has ever occurred falls into the social studies domain. It is this vast amount of content that has lead us to become concerned with the process of writing new standards. Perspectives about what content should be included becomes limited due to small work groups, and an even smaller number of social studies educators, wading through three thousand years of history, government, and human interactions.

Our largest concern is the timeframe that calls for the implementation of these standards. With four new sets of standards the Districts will have to prioritize their resources. With each content area vying for professional development time and monies, it will be the assessed areas that receive the most resources.

Currently, social studies is only assessed by the State in one grade level in high school. If the current assessment schedule stands for each grade level, the new social studies standards will become an afterthought, especially in grades K-8. This will not be the fault of the teachers or the Districts, it is just common sense. If students are going to be assessed in math, ELA and science; logic dictates it is those areas where teachers and resources will be focused.

Please understand we do not oppose new standards, we truly applaud the idea of new standards. The current social studies standards were written over a decade ago with only one revision. The current standards focus on memorization and facts. We desire standards that engage students and help to explain the world in which we live. Our concern is the process by which these standards are being created and the implementation of these new standards.

There is not one topic in social studies that does not build upon other topics. Every decision that has ever been made is an example of cause and effect. It is imperative that the new standards create a cohesive vertical alignment throughout all grade levels. Social studies cannot be divided into two pieces, elementary and secondary. All levels must build upon the principles and ideals previously learned. With two groups working independently, the standards can be disjointed and misaligned. We want a cohesive alignment in all subject areas and we are concerned the current process of two independent groups will lead to misinterpretation and varied expectations of the new standards.

With only a year to review, interpret and implement new standards in four content areas, we are concerned the new standards and assessments will place an insurmountable burden on districts, teachers and students.

As previously mentioned, we do not object to new standards. We just ask for a process that allows districts the needed time implement the new standards. And we also ask for a process that

allows for greater input from educators to create a cohesive set of standards that span all grade levels.

We truly thank you for what you do for the children of Missouri, and we appreciate the chance to voice our concerns.

Dr. Stacy Ray
Co-Chair SSHRC
Social Studies Coordinator
Hazelwood School District

Mrs. Jessica DiPaolo
Co-Chair SSHRC
Social Studies and Assessment Coordinator
Hillsboro School District

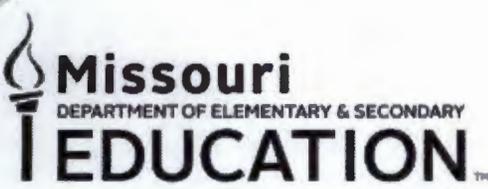
| | | |
|-----------------------------------|-------------|--------------|
| Date 4/20/15 | | |
| Name John Beckett | | |
| Home Address 169 Viewpoint Dr. | | |
| City Camden | State Mo | Zip 65020 |
| Home Phone Number 573-216-2616 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Parent / Past school board member

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**
Operation of workgroups -



| | | |
|-------------------------------------|-------------|--------------|
| Date 4/20/15 | | |
| Name Jennifer Allen | | |
| Home Address 2304 Eagles Glen Ct | | |
| City Chesterfield MO | State MO | Zip 63017 |
| Home Phone Number 636-256-8426 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Saint Louis Area Curriculum Coordinators Association

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

The Saint Louis Area Curriculum Coordinators Association represents 62 districts from 8 counties, 0 we 300,000 students represent 1/3 of the state. The new standards need to ensure that our students are competitive. The implementation needs to allow districts time to adjust. we need time to get ready for new assessment

| | | |
|-----------------------------------|-------------|--------------|
| Date 4/20/15 | | |
| Name DOUGLAS ERWIN | | |
| Home Address 1302 GILES | | |
| City ST PETERS | State MO | Zip 63376 |
| Home Phone Number 314-614-5277 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
FINE ARTS REGIONAL CONSORTIUM

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

CONCERNS WITH
MO HB 1490

| | | |
|-----------------------------------|-------------|--------------|
| Date April 20, 2015 | | |
| Name Susan Heins | | |
| Home Address 5554 Limerick Dr. | | |
| City St. Louis | State MO | Zip 63128 |
| Home Phone Number 314-892-1025 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Language Arts Regional Consortium (LARC)

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

The L.A.R.C. ^{representative} will be presenting concerns regarding the process by which the standards are being rewritten. (HB 1490)

| | | |
|-------------------------------------|-------------|--------------|
| Date 4/20/2015 | | |
| Name Martha A. Staqq | | |
| Home Address 18157 Monroe RD 445 | | |
| City Paris, Mo. | State MO | Zip 65275 |
| Home Phone Number 573-825-1771 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
I serve on K-5 ELA WORK GROUP

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

It is my prayer and hope you will consider our work groups and our response to HB 1490. We are working hard and in conjunction with each other to write standards that are age appropriate for elementary age students. Emergent readers need appropriate standards that will prepare them for reading as they progress with increasing complex text. Please read our standards and keep in mind our children's future.

Reading
I have been working with
a parent
a teacher of computers science
2 present elementary teachers
and I am retired.

Our main focus for
the beginning reader has been
to help students gain a basic
Knowledge, phonics and
foster a love of reading.

Working with this group
has been challenging but
we are hoping you will
consider our engaging work.

| | | |
|--------------------------------------|-------------|--------------|
| Date 4/20/2015 | | |
| Name RON STAGGS | | |
| Home Address 18157 MONROE RD. 445 | | |
| City PARTS 1 | State MO | Zip 65275 |
| Home Phone Number 573 825-1799 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

CURRENT ELA STANDARDS DO NOT EMPHASIZE FICTIONAL LITERARY READING. THE NON-FICTION (INFORMATIONAL) IS ALLOTTED TO MUCH WEIGHT WHEN ALL OTHER SUBJECT MATTER ^{ALREADY} INCORPORATES NON-FICTION. I BELIEVE ELA THE STANDARD NEEDS TO HAVE LITERARY FICTIONAL SPECIFICALLY ALLOCATED SEPARATE FROM AND EQUAL TO THE CURRENT FICTION/NONFICTION STANDARDS TO ENSURE THAT THE RICH TEXT OF LITERATURE IS PASSED

ON TO FUTURE GENERATION. LITERARY REFERENCES
ARE SPUNKLED THROUGHOUT NEWS ARTICLES OF CURRENT
EVENTS. SHORT REFERENCE PHRASES ENCOMPASS
A VAST AMOUNT OF INFORMATION, ^{UNIVERSAL TRUTHS} AND EVEN EMOTION.
WHAT WOULD WE DO WITHOUT ~~PHRASES~~ REFERENCES LIKE
WHO IS JOHN GAULT?, USEFUL IDIOTS, OF MICE AND
MEN. AND FOR WHOM THE BELL TOLLS.

THANK YOU

| | | |
|---------------------------------------|-----------------|------------------|
| Date <i>April 20, 2015</i> | | |
| Name <i>Julie Thomas</i> | | |
| Home Address <i>P.O. Box 1964</i> | | |
| City <i>Lake Ozark</i> | State <i>MO</i> | Zip <i>65049</i> |
| Home Phone Number <i>573-280-1966</i> | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Individual

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes. *MAP?*

*These tests are aligned to Common Core Standards they are developed for data collection
No disclosure as to who gets this data
Districts have no idea where the data goes. The lack of transparency is very troubling to me as a parent.*

| | | |
|--|-------------|--------------|
| Date 4-20-15 | | |
| Name Anne Gassel | | |
| Home Address 16309 Autumn Crest Ct. | | |
| City Ellisville | State MO | Zip 63011 |
| Home Phone Number 636-448-2124 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See attached on mathematics standards

Missouri State Board of Education
Public Hearing April 20, 2015
HB1490 Work Group Progress

Testimony of Anne Gassel
Ellisville MO

The purpose of my testimony is to encourage the Board to consider the work of the 1490 Work Groups and simultaneously to encourage them to seriously consider the numerous critiques of the Common Core Standards so that their work can strengthen the expectations of our students.

As a member of the Math 6-12 work group I have delved into the history of the math standards. The lead author of CCSSI, Phil Daro, was also the lead author of the 1992 Mathematics Framework for California Public Schools. Daro, with only a BA in English and a minor in math from the University of California, was neither a mathematician nor a classroom teacher. The 1992 Framework followed the NCTM Standards of 1989 which was a thoroughly constructivist document.

The reason this bit of history is important is because the results of implementing the CA Math Frameworks were so disastrous to test scores and student achievement that it actually spawned legislation creating the Standards Commission that created the highly rated CA Math Content Standards of 1997 which deliberately avoided pedagogy of the '92 frameworks and focused on math content standards only. The constructivist approach, encourages students to explore alternatives and find answers on their own or in peer groups. John Sweller, emeritus professor at the University of New South Wales, said that "'inquiry based learning, which goes by many other names, works for those who are already expert in a subject, but not for those who are novices, because the novices have no basis of knowledge from which to solve the problem."

Common Core takes the 1992 California Frameworks and expands them further. For example take CCSS.Math.Content.1.OA.C.6 which says, "Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)." Knowing that the standardized tests that are being implemented in our state will be aligned with the standards, teachers know that they will need to teach these various methods of finding solutions because of their likelihood of being on the test.

We should learn from the California experience. The constructivist programs produced poor results on the state STAR exams (based on the nationally normed SAT9 diagnostic tests.) For example, two years after the '92 Framework was implemented, half the students in one middle class English speaking classroom of a California Distinguished School who took the California STAR exam scored in the bottom quartile.

In the 6-12th grade standards I hope that our work group will address the need for an authentic Algebra I course in grade 8 as recommended by Robert Moses of the nationwide Algebra Project

and Zalman Usiskin of the University of Chicago Mathematics Project and a similar recommendation of the National Mathematics Advisory Panel. Though there is some algebraic content present in most/all elementary grades in CCSSI, Appendix A of CCSSI mathematics contains an explicit Algebra I course description destined for the first year of high school. Without the necessary content in the earlier grades, despite promises by school curriculum directors and state administrators that they will allow “acceleration” in order to retain the 8th grade Algebra courses they currently have, few schools will offer acceleration beyond the Common Core in the early grades, because the national Common Core tests will assess only the grade-level Common Core content at each grade in grades 3-8. The result will be, as Ze’ev Wurman predicts in his American Principle Project Report Why Students Need Strong Standards[And Not Common Core], “such acceleration will be overwhelmingly provided through paid tutoring by affluent families of students attending public schools. The biggest victims of this reversal will be the poor and the disadvantaged. Their families tend not to be able to afford the extra-curricular tutoring... Most grade 8 Algebra 1 classes in poor schools will soon close, when the pipeline of prepared students coming out of K-7 dries up, and STEM-bound students will come almost exclusively from advantaged backgrounds, whether in private or public schools. This will be the legacy of Common Core.” (p. 12) Wurman reports now that Algebra enrollment in California middle schools has fallen by tens of percent within two years and those “accelerated” courses that still remain are rapidly becoming devoid of minority and low SES kids.

Common Core high school standards are missing content elements for Geometry and Algebra 2 courses and insufficient content even for a solid trigonometry course, let alone pre-calculus. If districts stick to the CCSSI progression with authentic Algebra 1 not being offered until grade 9 those students will be unlikely to complete pre-calculus by the end of high school. Jason Zimba, a professor of physics and math at Bennington College in Vermont and also an author of the CCSSI Math Standards, has said, “If you want to take calculus your freshman year in college, you will need to take more mathematics than is in the Common Core,” <http://theadvocate.com/home/6914390-125/common-core>

Unless Missouri wants to follow in California’s early footsteps towards a have and have not tiered education system, we should be considering more highly rated mathematics standards like those of Massachusetts pre-2008, Indiana 2004 or California 2000 which will truly prepare our students for a solid understanding of mathematics. This is being done to some extent in the Math 6-12 work group and should be encouraged by the Board.

October
2014

WHY STUDENTS NEED
STRONG STANDARDS
[AND NOT COMMON CORE]

By: Ze'ev Wurman

AMERICAN
PRINCIPLES
PROJECT

WHY STUDENTS NEED STRONG STANDARDS [AND NOT COMMON CORE]

ZE'EV WURMAN

I. INTRODUCTION

It is well accepted that American students do not do very well in mathematics when compared internationally. Since 1995 we have had regular comparisons of student achievement using the Third International Mathematics and Science Study (TIMSS, since then renamed to Trends in International Mathematics and Science Study) that regularly placed us in the middle of the pack. After almost 20 years of efforts, American 4th graders have improved by 23 points—almost 1/4 of a standard deviation—and our 8th graders have improved by 17 points, about 1/6 of a standard deviation. Still, we have a long way to go given that high-achieving nations score about 100 points—a full standard deviation—higher than we do.

A major thrust since the 1990s in improving our mathematics achievement has been the effort to move an authentic Algebra 1¹ course from high school and into grade 8, similar to what high-achieving countries have been doing for a long time. Tom Loveless cites Robert Moses as an early promoter of this idea to help disadvantaged students from being placed into dead-end math courses in middle school and Bill Clinton as the one who took the idea nationwide.² In the late 1980s Zalman Usiskin, a leading math reformer of his time, insisted that Algebra should be the default 8th grade course for an average American student.³ Whatever the cause, it is undeniable that putting an Algebra course into 8th grade became, perhaps, the most salient

¹ In the following text I will use capitalized “Algebra” to stand for the first half of what the National Mathematics Advisory Panel described as an “authentic algebra course,” frequently described also as “Algebra 1.” I will use the capitalized “Algebra 2” to refer to the second half of such a course, and I will use the lower-case “algebra” when I refer to algebra content in a generic sense.

² Tom Loveless, *2013 Brown Center Report on American Education: How Well Are American Students Learning?*, Brookings Institution, 2013.

<http://www.brookings.edu/~media/research/files/reports/2013/03/18%20brown%20center%20loveless/2013%20brown%20center%20report%20web.pdf>

³ ZalmanUsiskin, *Why Elementary Algebra Can, Should and Must Be an Eighth-Grade Course for Average Students*, *Mathematics Teacher* v.80 (1987) pp.428-438.

feature of the efforts to reform and strengthen American mathematics education throughout the 1990s and 2000s.

This effort is clearly visible in the data Loveless cites: an increase from 16% of 8th grade students taking advanced math in 1990, to 27% in 2000 and 47% in 2011.⁴ California is another example of such an effort. In 1997, it adopted mathematics standards intended to prepare all its students to take an Algebra 1 class in 8th grade, similar to the expectations in high-achieving countries. As a consequence, California moved from 16% of 8th graders taking Algebra 1 in 1999, to 32% in 2003 and 67% in 2013.⁵ But the California story differs from the national story described in Loveless's report. While the national story places a serious question mark on the efficacy of pushing Algebra 1 into grade 8, the California implementation was more careful, and its results more unequivocally positive. More on this later.

The effort to put more middle school children in Algebra classes had its detractors in its early days. Some labeled the effort as “educationally inappropriate” and claimed that it unnecessarily “stresses children.” Others opposed it on the grounds that it would widen the gap between advantaged and disadvantaged students, expressing the often-held but frequently unvoiced belief that students from disadvantaged backgrounds are incapable of academically holding their own.

Yet despite such opposition, the reality of an ever-increasing number of foreign students enrolling in our colleges and the economic competition from developing countries –especially the educationally high-achieving Asian Tigers– convinced many of the importance of enhancing the mathematical capabilities of American students. The presidential National Mathematics Advisory Panel studied this particular issue in, perhaps, the greatest depth ever and found:

Although clear and current international data across a wide range of countries on the timing of algebra course work cannot be located, it is clear from TIMSS data and the work of Schmidt et al. (2002) that students in the A+ countries study Algebra as well as Geometry in Grades 7 and 8.

...

A search of the literature produced six studies that met the Panel's design criteria and included Algebra or mathematics achievement as an outcome ...

It is important to note that these six studies drew on four national data sets. ... The consistency of their findings is striking. The studies by Ma and others provide some evidence that there are long-term benefits for Grade 7 or 8 students with the requisite mathematical background for algebra if they can take an authentic Algebra course in Grade 7 or 8: higher mathematics achievement in high school and the opportunity to take advanced mathematics course work in Grade 11 or 12.

⁴ Loveless (2013). Table 3-1.

⁵ California STAR (School Testing And Reporting) data. The 2013 data refers to students taking Algebra 1 by grade 8 rather than only in grade 8. <http://star.cde.ca.gov>

*... research evidence, as well as the experience of other countries, supports the value of preparing a higher percentage of students than the U.S. does at present to complete an Algebra I course or its equivalent by Grade 7 or 8, and of providing such course work in Grade 7 or 8.*⁶

These findings were reflected in one of the Panel's key recommendations:

*All school districts should ensure that all prepared students have access to an authentic algebra course – and should prepare more students than at present to enroll in such a course by Grade 8.*⁷

Indeed, this understanding of the importance of early Algebra was not limited to the National Mathematics Advisory Panel. Less than a year later, in December of 2008, the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc., published a seminal report, *Benchmarking for Success*, which included this first recommendation:

Action I: *Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.*⁸

This report called, then, for what has since become known as the Common Core State Standards. It went on to declare:

*Research has revealed striking similarities among the math and science standards in top-performing nations, along with stark differences between those world class expectations and the standards adopted by most U.S. states.... By the eighth grade, students in top performing nations are studying algebra and geometry, while in the U.S., most eighth-grade math courses focus on arithmetic.*⁹

In other words, the rallying cry for the establishment of a common core of content standards in 2008 explicitly acknowledged that for the U.S. to be benchmarked against top-performing countries, we should teach algebra in the 8th grade.

Yet when the Common Core standards were published a little more than a year later, in the early summer of 2010, they firmly placed the first algebra course in ... high school!

⁶ Foundations for Success: Report of the Task Group on Conceptual Knowledge and Skills, p 3-45 to 3-47. U.S. Department of Education, 2008.

⁷ Foundations for Success, The Final Report of the National Mathematics Advisory Panel, p. xviii. U.S. Department of Education, 2008.

⁸ *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*, NGA, CCSSO, Achieve, (2008).

⁹ Ibid.

II. THE CALIFORNIA EXPERIENCE WITH EARLY ALGEBRA TAKING

Many would naturally ask whether teaching an Algebra course to all students is a reasonable expectation for grade 8. After all, many of us remember the difficulty we ourselves had with algebra. Can we reasonably expect that all students can handle it?

Here is some of the clearest evidence that we can.

The Japanese school system consists of a six-year primary school, a three-year lower secondary school, and a three-year upper secondary school. The first nine grades are compulsory, and enrollment now is 99.99%. According to 1990 statistics, 95.1% of age-group children are enrolled in upper secondary school.

Japanese Grade 7 Mathematics explores integers, positive and negative numbers, letters and expressions, equations, functions and proportions, plane figures, and figures in space. Chapter headings in Japanese Grade 8 Mathematics include calculating expressions, inequalities, systems of equations, linear functions, parallel lines and congruent figures, parallelograms, similar figures, and organizing data. Japanese Grade 9 Mathematics covers square roots, polynomials, quadratic equations, functions, circles, figures and measurement, and probability and statistics. The material in these three grades is compulsory for all students.¹⁰

As is clear from the above, twenty years ago 99.99% of Japanese students completed by grade 9 what would be called in this country both an Algebra 1 and a Geometry course. Further, at least 95.1% of them completed this content successfully, because they were allowed to continue to secondary school. This shows that teaching Algebra 1 to the whole 8th grade cohort, or teaching Algebra 1 and Geometry to the whole grades 8-9 cohort, is eminently possible.

As already mentioned, in 1997 California adopted standards that attempted to prepare all students in K-7 to take an Algebra class by grade 8. Yet California realized that such a major change cannot happen overnight, and it emphasized that only “students who have mastered foundational skills, as indicated by good performance on the algebra readiness test, would take algebra in the eighth grade.”¹¹

In the early days after 1997 only a few California schools prepared most or all of their students for Algebra 1 in grade 8. Figure 1 describes the situation in 2004. It is worth noting that among schools that enrolled more than 80% of students in 8th-grade Algebra, only a single school scored in the “advanced” range; most other schools ended in the “basic” or “below basic” achievement

¹⁰ Preface to Kunihiko Kodaira, Ed., Japanese Mathematics. University of Chicago School Mathematics Project, 1996.

¹¹ Mathematics Framework for California Public Schools, California Department of Education, 2000, p. 199.

range. The majority of schools enrolled less than half of their students in Algebra by grade 8, and their achievement centered on the boundary between basic and proficient.¹²

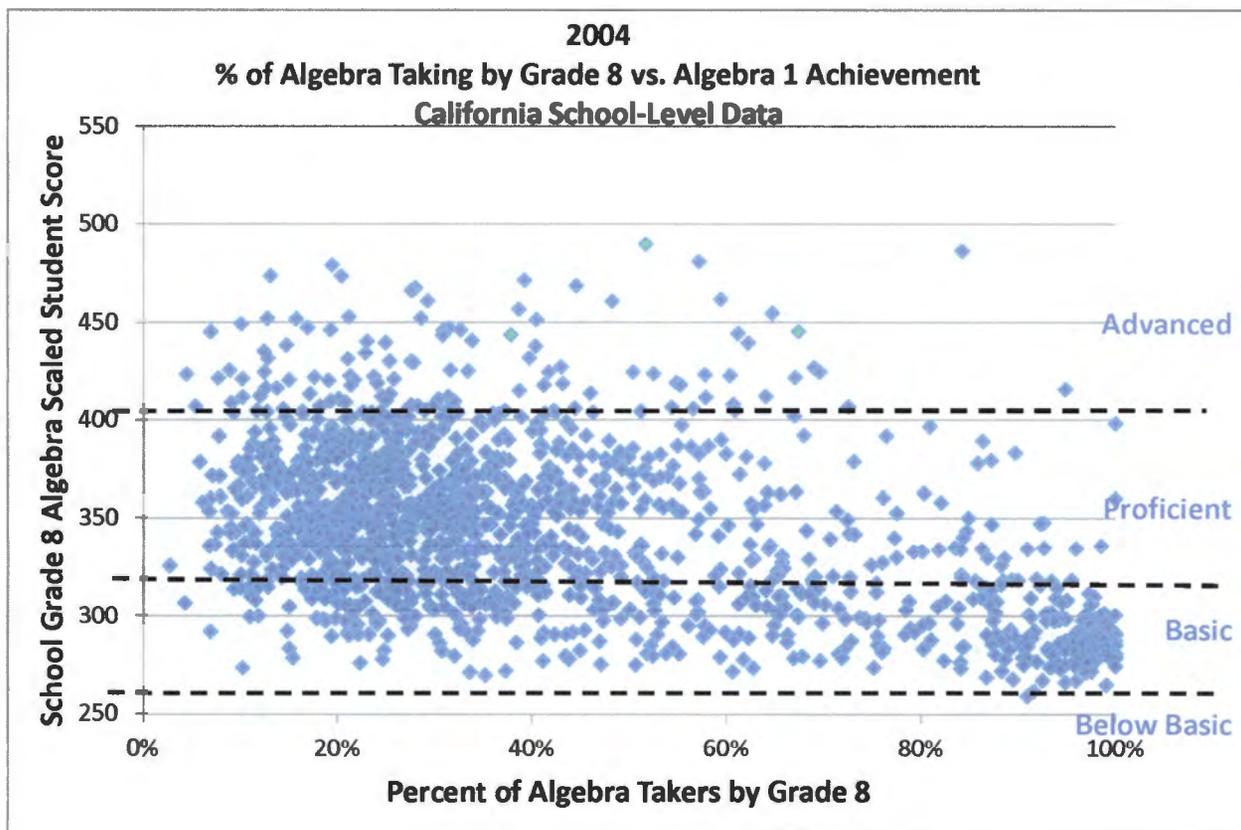


Figure 1

Figure 2 describes the California situation in 2012. The contrast is stunning: About 40% of schools enrolled 80% or more of their students in Algebra by grade 8, with the average solidly in the “proficient” range. And dozens of such high-enrolling schools scored “advanced,” in contrast to the single school in 2004.

The picture in 2012 is not perfect, yet the improvement is remarkable. Over the period of only eight years, many schools learned how to prepare their entire student body for Algebra by grade 8, and many of them maintained that enrollment without dropping the average school achievement.

¹² Data for Figures 1 & 2 comes from California STAR database. Charter schools and regular public schools with less than 60 students in grade 8 were excluded.

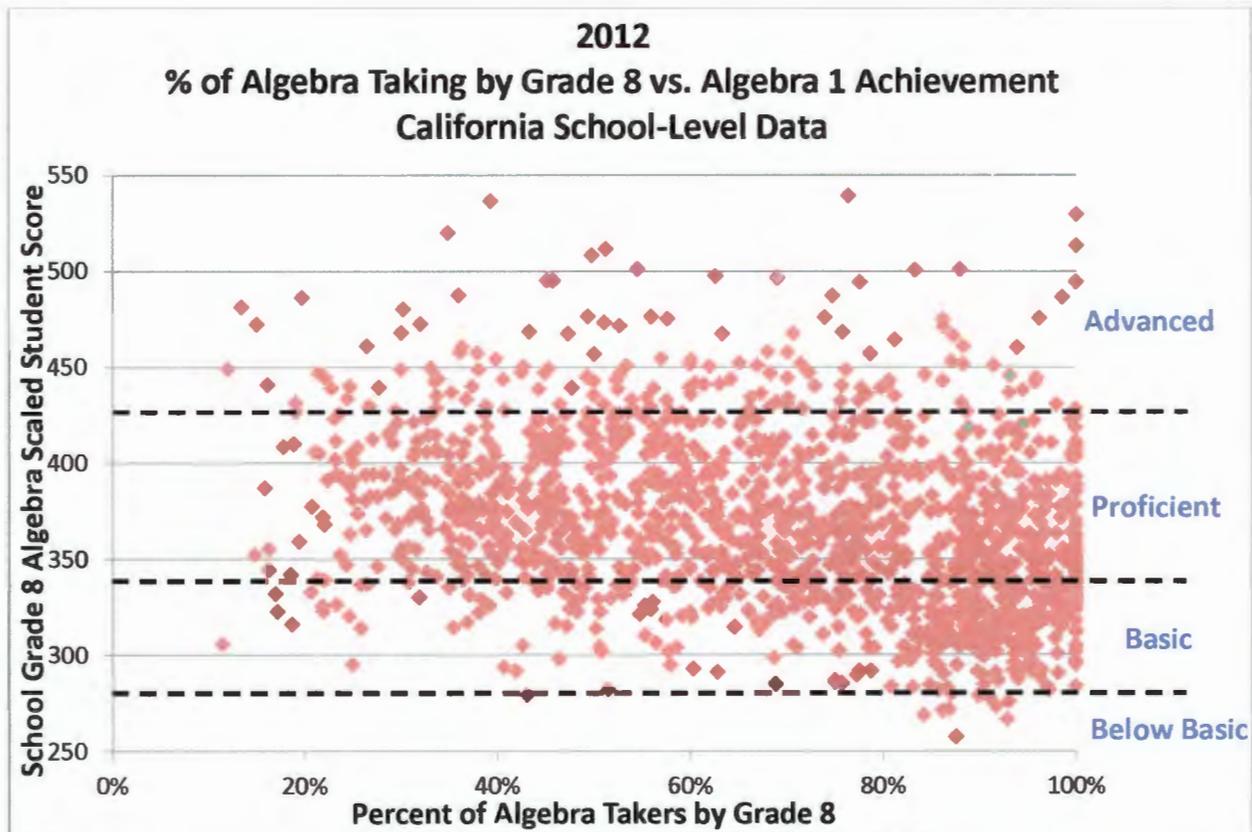


Figure 2

That was the picture regarding schools. Figure 3 shows the Algebra-1-by-grade-8 taking of the overall student cohorts in California since 1999, when only 16% of the cohort took Algebra by grade 8. Since then, the number of students taking Algebra 1 by grade 8 more than quadrupled to 67%. Yet despite this enormous increase, the fraction of successful students scoring “proficient” and “advanced” kept increasing from 11% in 2002, the first year that scaled scores were available, to over 36% in 2013. Also notable is the fact that there was only minimal growth in students scoring “basic” and “below basic” over that period.

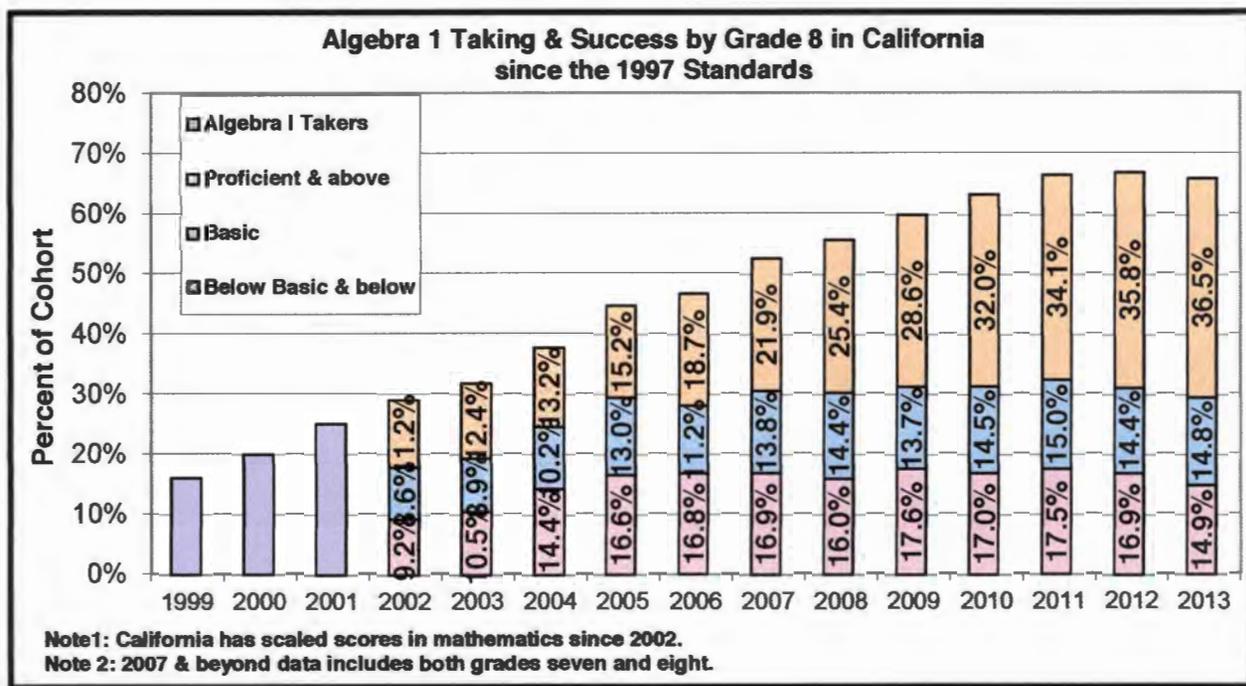


Figure 3

Figure 4 provides another perspective to this growth. It shows that since 2002 the number of successful Algebra 1 grade 8 students more than tripled, from 52,000 to almost 170,000. In other words, each year California produces over 100,000 more successful students in Algebra 1 by grade 8 than it produced a decade ago.

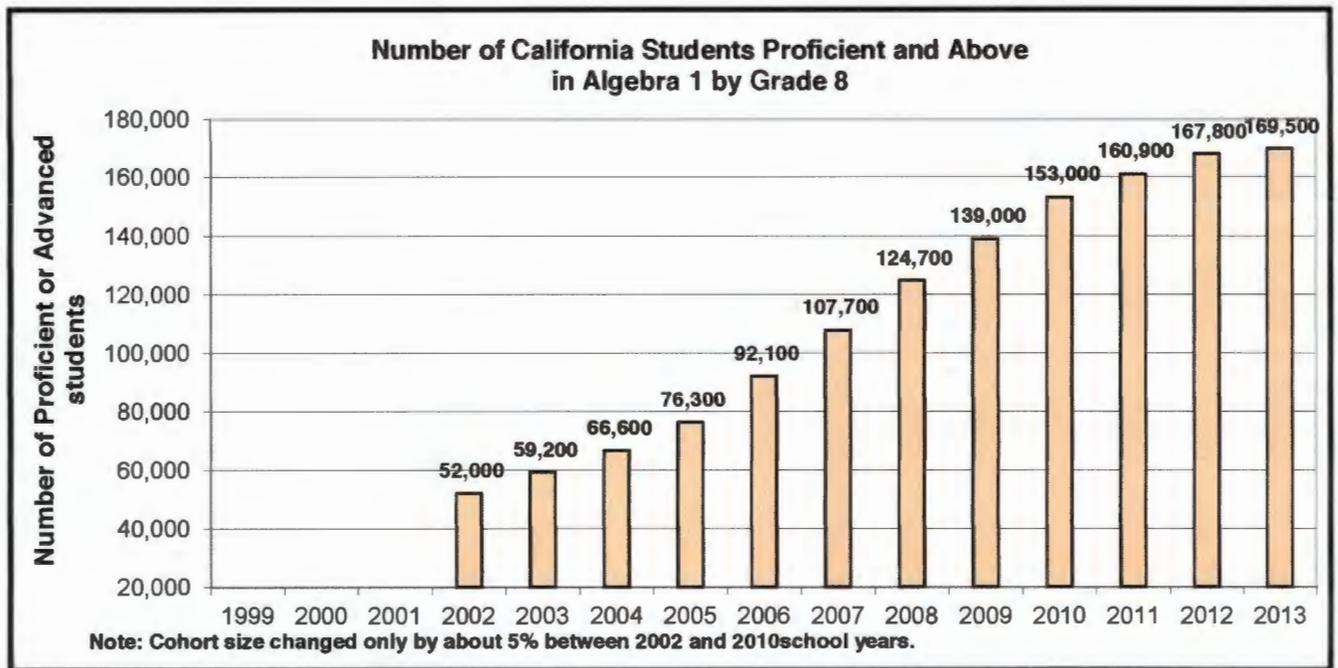


Figure 4

One may reasonably wonder whether those large changes affected all groups of students equally, or whether they were concentrated in specific groups. Figure 5 tells the story. One can easily observe that while the overall ratio of increase in successful takers between 2003 and 2012 was an impressive 2.8-2.9¹³, the increases in successful takers from among various disadvantaged subgroups was much higher: up to 4, 5, and even 6 times their rate in the early 2000s!

| Minority Data Students Scoring Proficient & Advanced | | | | | | |
|---|--------------------|-------|-------|--------------------|---------|-------|
| Algebra 1 by Gr. 8 | Fraction of Cohort | | | Number of Students | | |
| | 2003 | 2012 | Ratio | 2003 | 2012 | Ratio |
| Low SES | 5.7% | 28.6% | 5.05 | 11,730 | 73,051 | 6.23 |
| Af-Am | 4.2% | 23.0% | 5.52 | 1,679 | 6,572 | 3.92 |
| Hispanic | 5.2% | 28.6% | 5.49 | 10,236 | 63,493 | 6.20 |
| Cohort* | 12.4% | 35.8% | 2.89 | 59,200 | 167,800 | 2.83 |

Figure 5

The next question one should ask is how these large changes affected the course-taking pattern in high school. Figure 6 tells much of the story.

¹³ Figure 5 shows the increases both in terms of percent-of-cohort and in terms of absolute student numbers, to account for changes in cohort size and cohort composition.

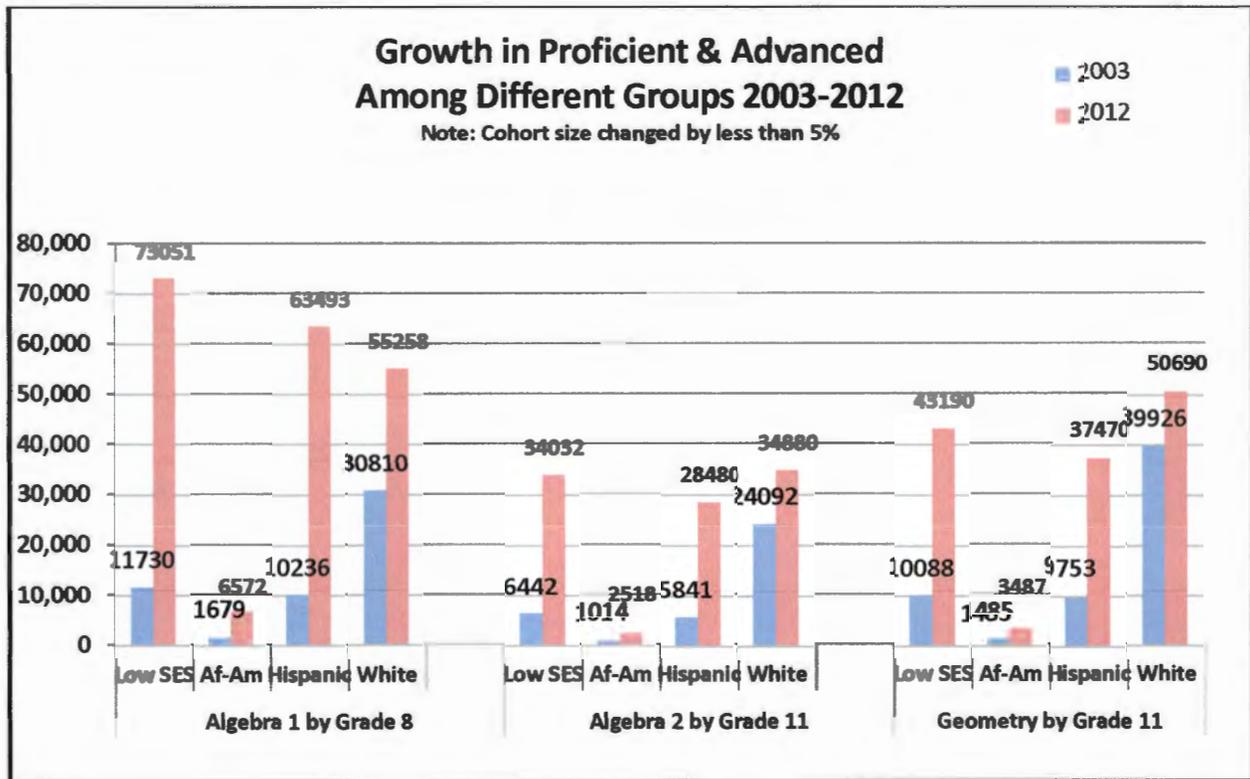


Figure 6

It shows that the large increases in proficiency rates with Algebra by grade 8 directly translate to large increases in successful taking of more advanced mathematics courses such as Geometry and Algebra 2. And, as in the case of Algebra 1, the gains of students from disadvantaged backgrounds are much larger than those of white students. Finally, when one compares the numbers of successful Calculus AB takers (score ≥ 3) between 2003 and 2012, one sees California white students growing by a factor of 1.61 while Hispanics grew by 2.46 and African-Americans by 1.9. Similarly, the Calculus BC numbers are 2.4, 5.13, and 4.06 respectively.¹⁴

There are two lessons to draw from this massive data set. The first is that preparation of all K-7 students to take an Algebra 1 class in grade 8 benefits the minority and disadvantaged students the most. The explanation seems pretty obvious. When grade 8 Algebra is considered an accelerated course, students that get the required acceleration –tutoring, home support– come mostly from advantaged households. Only when everyone is prepared in grades K to 7 to reach algebra in grade 8 do the disadvantaged students get their chance to shine. The second lesson is no less important: early Algebra-taking translates directly into increased successful taking of advanced mathematics in high school –not only Geometry and Algebra 2 but even Advanced Placement Calculus AB and BC courses.

¹⁴ Calif. AP State Reports for 2003 and 2012.
<http://research.collegeboard.org/programs/ap/data/archived>.

III. NAEP AND OTHER NATIONAL RESULTS

It was mentioned before that Tom Loveless has studied this issue nationally, comparing the reported state increases in 8th grade algebra-taking with state NAEP results. His sobering conclusion was inconsistent with the California experience: “States with rising percentages of eighth graders taking Algebra I, Geometry, and other advanced math classes were no more likely to raise their NAEP scores from 2005-2011 than states with declining percentages of eighth graders in those courses.” Even worse, he found that “boosting the percentage of students in higher level courses is associated with decreases in the mean scores of those courses—suggesting a watering down effect.”

Yet the California story differs from the national story in a critical respect: Only in California have the content standards for grades K-7 been sufficiently strengthened to potentially allow every student to be prepared for Algebra in 8th grade. Other states and jurisdictions, while attempting to strengthen somewhat their content standards, have not set them at a level expecting all students to be ready for Algebra by grade 8. Consequently, their efforts to place more students in Algebra 1 by grade 8 frequently backfired, as they were driven more by political will than by concerns about students’ preparedness.¹⁵

As the result, Loveless’s observation does not seem to apply to California. Where he saw a dilution of course content with growing enrollment, California has not experienced that, and the success rates on the Algebra test –the cut scores and content have not been changed since 2002– have continued to rise. Similarly, increased successful Algebra 2- and Geometry-taking in California, as well as its large increases in successful AP calculus taking, attests further to the success of California’s implementation of 8th grade Algebra 1 and the veracity of increased student scores. When it comes to NAEP scores, California more than kept up with the nation. Its mathematics scores since 2000 have risen by 21 points in grade 4 as compared to 17 points nationally, and they have risen 18 points in grade 8 as compared to 12 points nationally. This growth was achieved despite demographics changes in California that would seem to make such growth more difficult: Latinos grew from 42% to 48%, low SES students from 42% to 54%, and the fraction of white students decreased from 35% to 25% over the same period.¹⁶

¹⁵ See, for example, Charles T. Clotfelter, Helen F. Ladd, and Jacob L. Vigdor, *The Aftermath of Accelerating Algebra: Evidence from a District Policy Initiative* (Washington, DC: National Center for Analysis of Longitudinal Data in Education Research, American Institutes for Research, 2012).

¹⁶ NAEP data.

IV. COMMON CORE MATHEMATICS STANDARDS' IMPLICATIONS FOR THE DISADVANTAGED

Despite all the acknowledgments of the importance of teaching Algebra in grade 8 from Robert Moses and Zalman Usiskin, despite the similar recommendation of the National Mathematics Advisory Panel, and despite Common Core's promise in its *Benchmarking for Success* report, the Common Core standards emerged in the summer of 2010 with their Algebra 1 course firmly planted in the high school.¹⁷ Moreover, if one examines the totality of the Common Core high school standards, one sees diluted content for Geometry and Algebra 2 courses and insufficient content even for a solid trigonometry course, let alone pre-calculus. Jason Zimba, one of the lead authors of the Common Core standards, freely acknowledges this fact.¹⁸ Furthermore, a student who starts an authentic Algebra 1 course in grade 9 (or completes it by the end of grade 9) is unlikely to complete pre-calculus following the path Common Core prescribes, even if pre-calculus content were included in the Common Core.

In some sense this is more than strange. Preparedness for STEM and maintaining American competitiveness was the major rallying cry for the supposedly rigorous Common Core standards. As we have seen, our competitors do teach their students authentic Algebra 1 prior to or in grade 8, and so many of them come here to study in college that they already make up a majority in many graduate STEM programs. Further, we know that fewer than one out of six students who do not reach a pre-calculus course in high school will complete a STEM degree.¹⁹ It boggles the mind that after all the rhetoric of "rigor" and "international competitiveness," the best the Common Core offers in terms of preparing American students for college is less than what has been already offered by many states over the last decade or more.

But the true travesty of the Common Core is its failure to deliver on its promise of a genuine Algebra course in grade 8, and the devastating impact that failure is bound to have on the achievement of minorities and disadvantaged students. Although politicians and administrators in many states promise to allow "acceleration" and to retain the 8th grade Algebra courses they currently have, these are empty promises. Few, if any, schools will offer acceleration beyond the Common Core in the early grades, because the national Common Core tests will assess only the grade-level Common Core content at each grade in grades 3-8. As in California in the 1990s, such acceleration will be overwhelmingly provided through paid

¹⁷ One should not confuse an authentic Algebra 1 course with some algebraic content present in most/all elementary grades. Most state standards, as well as the Common Core, have algebra-related content strands often starting from Kindergarten, and Common Core supporters frequently confuse the two. Yet Appendix A of Common Core mathematics contains an explicit Algebra I course description destined for the first year of high school.

¹⁸ S. Carr, *Teachers Feel Urgency of Common Core Standards*, *The Advocate*, 9/4/2013.

<http://theadvocate.com/home/6914390-125/common-core>

¹⁹ *STEM in Postsecondary Education*, National Center for Education Statistics (NCES-2013-152), October 2012.

tutoring by affluent families of students attending public schools. The biggest victims of this reversal will be the poor and the disadvantaged. Their families tend not to be able to afford the extra-curricular tutoring.

The result? Most grade 8 Algebra 1 classes in poor schools will soon close, when the pipeline of prepared students coming out of K-7 dries up, and STEM-bound students will come almost exclusively from advantaged backgrounds, whether in private or public schools. This will be the legacy of Common Core.

V. CONCLUDING REMARKS

The national standards movement justified its emergence arguing that many state standards embody low academic expectations, are non-competitive in the international marketplace, and place American students and the American economy at a disadvantage. It promised rigorous and internationally-benchmarked standards that would increase STEM preparedness of American students and improve our competitive posture.

Unfortunately, these promises were unfulfilled when the mathematics standards emerged in June 2010. Not only have they not improved the rigor of the high school curriculum, but in many cases they have severely retarded the progress states have made over the last decade or more. The biggest and most obvious sign of this lowering of expectations is Common Core's placement of an authentic Algebra 1 course in grade 9 rather than grade 8. This runs contrary to what our international competitors do, what many mathematics education reformers have been promoting in this country for three decades, and what the national standards movement itself explicitly promised in its 2008 manifesto *Benchmarking for Success*. Not only will a delayed Algebra placement—and its generally low high school expectations—not increase American high school STEM preparedness, it will also likely sharply reduce it.

But the cruelest irony of the Common Core mathematics is in the huge negative impact it is bound to have on the achievement of minority and disadvantaged students. Those are precisely the students who need rigorous expectations from early elementary grades within their regular curriculum, as they are less likely to get family or paid extra-curricular support. Massive and robust data from the California experiment over the last 15 years clearly demonstrates this fact. Yet despite its soaring rhetoric of college-readiness for all, the Common Core has abandoned precisely these students.

ABOUT THE AUTHOR

Ze'ev Wurman is visiting scholar at the Hoover Institution. Between 2007 and 2009 he served as a senior policy adviser with the Office of Planning, Evaluation, and Policy Development at the U.S. Department of Education. Wurman served as a commissioner on the California Academic Content Standards Commission that in 2010 evaluated the Common Core's suitability for California adoption.

ABOUT AMERICAN PRINCIPLES PROJECT

The American Principles Project is a 501(c)(3) organization dedicated to preserving and propagating the fundamental principles on which our country was founded - universal principles, embracing the notion that we are all created equal, endowed by our Creator with certain unalienable rights, and among these are life, liberty, and the pursuit of happiness.



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ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Missouri Coalition Against Common Core

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See attached

| | | |
|---------------------------------------|-----------------|------------------|
| Date <i>4/20/15</i> | | |
| Name <i>Laura Martin</i> | | |
| Home Address <i>6873 Creek Lane</i> | | |
| City <i>Osage Beach</i> | State <i>MO</i> | Zip <i>65065</i> |
| Home Phone Number <i>573-216-6034</i> | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Self

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

I am serving on math 6-12 workgroup and recently termed out on my school board. I chose not to run again due to the lack of freedom we have as a local board. I ran on a platform of local control, yet because of Common Core and the mandates from DESE/DOE, I am unable to fulfill that promise. Fighting against it while on the board, is fruitless. We need standards that work for Missouri, are owned by Mo. & can be changed by Mo.

| | | |
|---------------------------------------|-----------------|------------------|
| Date <i>4/10/15</i> | | |
| Name <i>Heather Hicks</i> | | |
| Home Address <i>213 Houser St.</i> | | |
| City <i>Park Hills</i> | State <i>MO</i> | Zip <i>65601</i> |
| Home Phone Number <i>573-915-8181</i> | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

self

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See notes

I am here to testify as a parent of a child who was enrolled in a Missouri Public School. I have made this very long trip to personally testify about my concerns with reference to the Common Core Standards, and the initiative that you, the State Board of Education, have pushed into our schools without any input or approval from the Missouri General Assembly, teachers, or parents of our state.

The Common Core Standards are an experiment in education. There was no research or proof that the standards even worked, before you signed on to something that is proving to be such a disaster in our public schools. We now know and understand that the Common Core Standards are only a small part of the equation when it comes to the entirety of the initiative that is being pushed upon our state.

The standards are only the beginning of our problem. The tests to measure the growth of students under these standards are going even worse. As a parent, I have valid concerns about what my child is being subjected to as a result of the testing component that goes along with the Common Core Initiative. No one can answer the questions asked about how and if Department of Elementary and Secondary Education has followed the process called for in Missouri State Statute which is clear and states:

Chapter 160
Schools--General Provisions

Chapter 160 Schools--General Provisions

←160.522

Section 160.526.1 2. The state board of education shall by contract enlist the assistance of such national experts to receive reports, advice and counsel on a regular basis pertaining to the validity and reliability of the statewide assessment system. The reports from such experts shall be received by the state board of education. Within six months prior to implementation of or modification or revision to the statewide assessment system, the commissioner of education shall inform the president pro tempore of the senate and the speaker of the house of representatives about the procedures to implement, modify, or revise the statewide assessment system, including a report related to the reliability and validity of the assessment instruments.

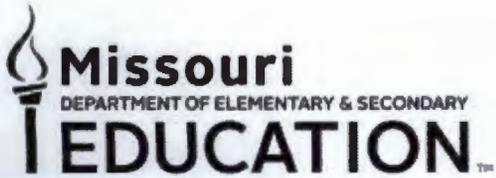
Where are the reports that are called for BY LAW that show the General Assembly the reliability and validity of these tests that is called for BY OUR LAWS?

It is amazing to me that there is specific laws that call for the protocol in bringing in the new assessments to our state, however, NO ONE can prove to me that our kids are taking the tests to measure the effectiveness of the

Common Core standards even HAVE A SHRED OF RELIABILITY and VALIDITY.

My question: How come when no one can prove to me the law has been followed in how the tests were brought into the state, I can be warned by my school's legal counsel that I have no rights to opt my kids out of the tests that to me appear have also been brought into our state ILLEGALLY with no consideration for the law what-so-ever? Why do you have the right to tell me what I can and cannot do, but you don't have to follow the laws adopted by our state?

Why are parents being forced to follow policy and rules enforced by the school's attendance policies in order to act punitively against the parents who choose to opt their kids out of these tests, but you do not follow the law yourself? What gives you the authority to ruin the education of our children with no accountability to the parents and children of the state? Well, I am here today to go on record to tell you that you need to stop taking your advice from educrats. You need to start to pay attention to the parents of Missouri because we are not happy for a reason. Our kids are struggling, and their futures are being jeopardized by you and your repeated bad decisions



| | | |
|------------------------------------|-------------|--------------|
| Date 7.20.15 | | |
| Name Alexandra Salsman | | |
| Home Address 150 E Pershing St. | | |
| City Troy | State MO | Zip 63379 |
| Home Phone Number 636-295-6284 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Missouri Matter

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

As a member of K-5 Science Standards workgroup, I'm concerned we are leaning so heavily on NGSS that while we are working hard, we may end with a product unacceptable under Missouri law. There is no doubt our members are genuine in their efforts and have Missouri Children's best interests at heart. I only feel the direct content adopted from NGSS may disqualify our hard work.

| | | |
|---|-----------------|------------------|
| Date <i>Tonya Long 4-20-15</i> | | |
| Name <i>NO Tonya Long</i> | | |
| Home Address <i>10508 E. 243rd Street</i> | | |
| City <i>Peculiar</i> | State <i>MO</i> | Zip <i>64078</i> |
| Home Phone Number <i>816-686-3128</i> | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

~~xxxxxxxxxx~~
I'm a member of the K-5 social studies workgroup and I'm concerned with the standards we have to work with and the amount of time a classroom teacher has to teach the subject.

I'm here to remind everyone that H01490 began as a removal of CCSS from MO. I am opposed to any inclusion of CCSS in MO because it is unlawful. The federal gov. has no constitutional role in education.

4-20-15

My name is Tonya Long. I am a mom with three children in public school. I currently serve on the K-5 social studies workgroup. (history & gov.)

I am absolutely opposed to Common Core State Standards Initiative but it may not be for the same reasons as others. Honestly, everyone of us should be opposed to them no matter what they think the standards might do for education if we want to maintain our state sovereignty.

I am opposed to CCSS I because it is unlawful. The Constitution of the U.S. limits the role of the federal government to matters of war, peace, negotiations & foreign commerce. ALL other matters are reserved to the states.

For the federal government to incentivize ~~encourage~~ states with money to adopt these standards and initiative is illegal. Everyone of us should stand against this if we value our own liberty.

education is for the betterment of the individual.

Our elected state representatives are to protect our state's sovereignty, not allow it to be given away by the bureaucracy of the department of education and ~~not~~ allow the state board of education, an unelected body, to give away our sovereignty.

The social studies standards for our state are dismal if we want to raise up liberty loving students. With such a poor foundation to work from, the GLE's my group is working on stands no real chance to be improved on.

According to the MO Constitution, public schools in MO have been established for the purpose of, "a general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people."

I take seriously what my children are being taught or not being taught. I believe it's time our state takes it seriously too.

| | | |
|--|-----------------|------------------|
| Date | | |
| Name <i>Stacy Shore</i> | | |
| Home Address <i>1170 Big Island Dr</i> | | |
| City <i>Roach</i> | State <i>MO</i> | Zip <i>65787</i> |
| Home Phone Number | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

*Parent Representative
appointed by the Senate Pro Tem.*

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

As a member of the 6-12 EIA workgroup I have significant concerns as a member & parent in watching how this process is transpiring. First, I am concerned w/ the lack of true ELA experts representing the teaching profession ^{in the} "teachers" activity in the classroom right now represented on by ~~one~~ #6. 2 of those teachers @ one teacher culinary arts w/ the other teaching family: consumer science. The concern w/ this is that

the ELA 6-12 majority voted
to not allow any ~~outside~~ regional,
national, or missouri experts to
weigh in on ~~our~~ the work of our
group-

As a parent repres. I am very concerned
that our majority will not
allow the expertise of many eyes
to see & allow feedback of our progress-

- for a group to blindly accept
standards written by a non-
governmental organiz. which
allows for no public accountab.
it makes sense that the
majority of group does not want
any public input. I firmly believe
this does not represent the spirit of
HB1490.

- Add



Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Date
April 20, 2015

Name
BRIAN CROUSE

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428 E. Capitol Ave

| | | |
|-------------------------|-------------|--------------|
| City Jefferson City. | State Mo | Zip 65102 |
|-------------------------|-------------|--------------|

Home Phone Number
573-634-3511

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Missouri Chamber of Commerce and Industry

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

Attached letter



MISSOURI CHAMBER OF COMMERCE AND INDUSTRY

April 20, 2015

Missouri State Board of Education
205 Jefferson Street
Jefferson City, MO 65101

Dear State Board of Education,

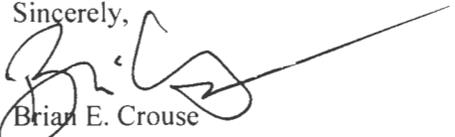
Employers around the state struggle to find skilled workers at all levels, especially in fields specific to Science, Technology, Engineering and Mathematics or STEM. In addition, Missouri's colleges and universities report remediation rates at 36% for four-year institutions and higher in two-year community colleges across the state. By establishing higher and clearer grade-level academic benchmarks, the Common Core State Standards and the Next Generation Science Standards will enable students, with the help of parents and teachers, to better prepare for success in college and the workforce. The Missouri Chamber of Commerce and Industry, representing Missouri's business community continues to be 100% supportive of developing and implementing rigorous college and career readiness standards. There is no greater challenge we face as a state today than to educate and develop our young people to be successful in a global marketplace.

The existing Missouri Learning Standards promote critical thinking and reasoning skills that students need to be successful in life. A few main points why Missouri's business community is supportive of rigorous standards:

1. Increasing the rigor for English, Math and Science skills that students receive directly increases the competitive abilities that these students will have to operate in a global marketplace;
2. Unified standards at the local, state, regional or even national levels allows for seamless student mobility to occur;
3. Will reduce remediation rates in English and Math by providing clear standards grade-level / degree completion success;
4. Will reduce the need for remediation during new employee training and subsequent training programs; and
5. Will allow Missouri's students to be better prepared for a technically changing workplace.

If we fail to take a leadership role and raise the bar for all students in the state, then we risk the ability to grow and thrive in a knowledge based economy. The Missouri Chamber of Commerce believes that a first-rate education is what all of our children deserve and that in the end this will ensure Missouri employers with the quality talent that they need to be successful.

We welcome the opportunity to visit with you to discuss any questions you may have on the specific reasons why the Missouri Chamber of Commerce and Missouri's business community supports the State Board of Education's adoption of rigorous college and career readiness standards for Missouri's students.

Sincerely,

Brian E. Crouse
Vice President of Education

DID NOT
 WANT TO
 PRESENT BUT
 DOES WANT TO
 SHARE OPINION
 Kellamjant

| | | |
|---------------------------------------|-------------|--------------|
| Date April 20 th , 2015 | | |
| Name Lisa McCarty | | |
| Home Address 1720 E 75th Terrace | | |
| City KC MO | State MO | Zip 64131 |
| Home Phone Number 660-351-5912 | | |

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

As a parent and as an educator.

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

Frustration at the fact that MO Learning Standards (aka MOSS) are being politicized and causing undue stress & burden on MO students and staff.

As a parent I want my own students to be globally competitive so I do not want MO operating on a separate set of standards.

As an educator I'd like the committees and advocates to understand we've been working on common core with significant investment and optimism about already when these standards are taking assessment & learning in our schools. i.e. conceptual math, problem-solving w/ complexity & persistence, to collaborate

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to read complex text, have extended dialogue & use sound reasoning in discourse and argument.

I heard a concern from parents around

(1) origins

(2) local- vs national/federal control

(3) assessment platform

(4) data - privacy

(5) copyright & capital interests

These concerns will need to be addressed or I believe we will continue to see this kind of political push-back toward any set of adopted standards.

I have personal answers but as an state educational system we need to be able to address these concerns.

Finally, and most importantly, I believe we can be both ~~global~~ AND LOCAL. Like building codes, standards of education are interpreted locally by like and architect or home owner does. One building code does not dictate 1 kind of house.

The process and politics involved in ~~its~~ initiation on as well as implementation is, as is, currently highly unlikely, to establish a quality set of standards that will be cohesive and competitive, especially if we are restricted from utilizing national standards sources, something we have done for decades.