



JOHN LEHMAN

STATE SENATOR

Statement On Irregularities in Common Core Hearing Process

Senator John Lehman

October 29, 2013

Co-chairmen Thiesfeldt and Farrow:

You have not yet responded to the letter of complaint sent you by Rep. Pope and myself after last week's hearing. It is unclear to the Democratic side whether or not we will have "invited speakers" today. You have not yet made clear to the committee and the public the relationship between the co-chairs and the John Birch Society-connected American Opinion Foundation and the former head of the John Birch Society speakers' bureau, Alan Scholl.

We heard Mr. Scholl say at the last hearing that the American Opinion Foundation did not pay speaker expenses to these hearing. He misled this committee. In fact, the American Opinion Foundation web site directly solicited funds to pay your invited speakers to come to Wisconsin to oppose Common Core Standards.

Last week Dr. Thompson produced a check before this committee admitting his expenses were covered by an organization whose board is entirely John Birch Society employees or members.

Whose idea was it to invite Dr. Milgram, Dr. Slotsky and Dr. Thompson? In fact, who actually invited them? Who made the arrangement for them to be both your "invited speakers" and paid for by this John Birch Society group...without knowledge of who was actually paying them? ("Some guy gave me a check." That was the response of both Dr. Thompson and Dr. Milgram. Dr. Slotsky avoided telling who had paid her.)

Did you actually invite the "invited speakers"? Did you arrange to have travel expenses of your invited speakers paid by the American Opinion Foundation or the John Birch Society speakers' bureau?

SHEEO STATE HIGHER EDUCATION EXECUTIVE OFFICERS

3035 Center Green Drive, Suite 100 • Boulder, CO 80301-2205 • 303-541-1600 • Fax: 303-541-1639 • email: sheeo@sheeo.org • www.sheeo.org

Date: September 21, 2009

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Boulder, CO – State Higher Education Executive Officers endorse development of Common Core Standards in Mathematics and English Language Arts

The national association of State Higher Education Executive Officers (SHEEO) applauds the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) for their leadership in the development of a common set of college- and career-readiness standards in mathematics and English Language Arts. Released today as part of the Common Core State Standards Initiative (CCSSI), a process led by governors and chief state school officers in 51 states and territories, these standards define the knowledge and skills students should have to succeed in college entry-level courses and in preparing for today's demanding workforce.

This past summer SHEEO's Executive Committee strongly supported the development of common, coherent, rigorous expectations for high school graduation as essential to achieving the dual goals of increased educational attainment and economic vitality for the nation. In a letter to the Chief State School Officers and the National Governors' Association, SHEEO's leaders wrote, "Clear, common standards would help guide and motivate students to prepare for success, and they would help educators and policy makers monitor progress and improve the performance of our educational system."

SHEEO congratulates the NGA Center and CCSSO for significant progress in making these standards a reality and will continue to support the work necessary to move from the current draft standards through the process of state by state adoption and implementation.

The guiding principle behind the emerging CCSSI standards has been "fewer, clearer, higher." Evidence-based and internationally benchmarked, these standards take into consideration the need for all students to learn more in order to thrive in the 21st century. SHEEO recognizes that the CCSSI standards are a starting point; for effective implementation, these standards will ultimately need to be supported by a system of high quality assessments and rigorous K-12 curricula that prepare students more effectively for postsecondary education and work. This effort is an essential part of a national movement to increase higher levels of postsecondary participation and achievement.

NGA and CCSSO are providing a public feedback period, through October 21 of this year, for the draft release of the standards. SHEEO encourages those interested in the standards to provide feedback within this period at www.corestandards.org.

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The State Higher Education Executive Officers, the national association of the chief executives of statewide governing boards and coordinating boards of postsecondary education, works to assist its members and the states in developing and sustaining excellent systems of higher education.

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July 23, 2009

Gene Wilhoit
Executive Director
Council of Chief State School Officers

Raymond C. Scheppach
Executive Director
National Governors Association

Dear Gene and Ray:

We write to express the strong commitment of the State Higher Education Executive Officers to work for the success of the Common Core Standards initiative of the Council of Chief State School Officers and the National Governors' Association. Our shared goals for educational progress would be greatly advanced by national consensus on the knowledge and skills required for success in *both* postsecondary education and the workforce. Clear, common standards would help guide and motivate students to prepare for success, and they would help educators and policy makers monitor progress and improve the performance of our educational system.

In addition to the development of widely accepted standards for college and workforce readiness, we believe each of the following requirements is essential for the success of this initiative:

1. Sending clear signals to students that taking and succeeding in a rigorous college preparatory curriculum in high school is the surest pathway to achieving the Common Core Standards. Absent clear guidance on the link between successful preparation and a rigorous curriculum geared to college and the challenges of the 21st century workplace, learning standards risk being too abstract to motivate successful student preparation.
2. Developing common assessments for common core standards. While no set of assessments can capture every facet of human knowledge and skill, the nation is poorly served by the proliferation of competing, non-comparable assessments of core educational outcomes in the fifty states.
3. Continuing, authentic engagement of policy and academic leaders in postsecondary education to assure the standards are credible to postsecondary faculty and that they are utilized for academic placement and admission.

We look forward to working with you on this important agenda.

On behalf of the SHEEO Executive Committee:

Sincerely,



Reginald Robinson
Chair of the Executive Committee
President and CEO of the
Kansas Board of Regents



Paul Lingenfelter
President

*This provided by Edward Perkins
Appleton, WI
920-353-7242*

10-28-2013

Below is a radio interview done by Rick Girard, a talk show host, last week at a radio station in Manchester, New Hampshire. Rick is interviewing Mr. Petrelli from Fordham Institute one of the Common Core supporters and experts. Petrelli is scheduled to testify at the Wausau, WI, hearing on Wednesday, Oct. 30, 2013.

Here is the recorded radio testimony starting with the 10th minute into the interview.

As you requested... here are 5 separate clips of Petrelli:

- 10:20 mark - Petrilli "...*We are in an awkward phase right now. Where we're waiting for the tests to come out. They're underdeveloped...*" joined to 10:48 mark - Petrilli "...*Look in the real world, there's bad stuff happening in our schools because of the way it's rolling out (common core). And it's hurting kids. That's been telling to me. It's a problem. I want to help fix it...*" (petrelli-001.mp3)
- 20:08 mark - Petrilli "*What do the standards do? The standards just say here's where you need to be in order to be ready to do college level math for a public university. But they are very clear to say hey, if you're gonna be going to a selective college or you're gonna be going into a STEM field, you need to go much further beyond what's in the common core.*" (petrelli-002.mp3)
- 20:45 mark: Girard - "*Aren't you measuring that by tests that you're arguing are flawed because they're not assessing these higher ordered thinking that things like Smarter Balanced and our testing consortium are supposed to do?*" Petrilli - "*Right. Now. Now. Touche'. These are estimates that we've gotten from a variety of sources. As we try to figure out what college level math looks like.*" (petrelli-003.mp3)
- 24:40 mark: Petrilli "*As for these assessments, they're a work in progress.*" (petrelli-004.mp3)
- 27:35 mark: They were talking about the 1930's standards for New Hampshire where 1st graders were expected to read 500 minutes/week. Now it's 240 minutes/week. Girard - "*I suggest you would probably find broader & deeper content if there was an expectation that kids had to do more of something than less of it.*" Petrilli - "*Yeah. No look I think that's great. You know, let's go back to those standards.*" (petrelli-005.mp3)

Objective- College and career ready in a globally competitive world

US vs International Academic Performance - Dropping over the last decade which the international community has warned repeatedly - see all the reports from OECD, IIEAP, and IEA mentioned in the appendix on benchmarking

• Indicators from OECD on applied learning

- OECD Education at a Glance shows the % 25-34 years who obtained a tertiary degrees is higher in 13 countries. Japan, Canada and Russia are at between 56-57% while the US is at 42%. About 10% of the US are in Associate degrees.
- OECD Adult Skills Outlook research in 2013 shows the US ranking low among the countries participated, both in the mean score, but also in the % of adults reaching a minimum level.

Tertiary Education 25-34 yr olds - Associate and College Degrees

Korea	57
Japan	56
Canada	56
Russian Federation	55
Ireland	48
Norway	47
New Zealand	46
United Kingdom	46
Australia	44
Luxembourg	44
Israel	44
Belgium	44
France	43
United States	42
Sweden	42
Netherlands	41
Switzerland	40
Finland	39
Spain	39
Chile	38
Estonia	38
OECD	38
Denmark	38
Poland	37
Iceland	36
Slovenia	36
Greece	31
Germany	26
Hungary	26
Portugal	25
Slovak Republic	24
Czech Republic	23
Mexico	22
Austria	21
Italy	21
Turkey	17
Brazil	12
China	6

OECD Adult Skills Outlook 2013 - ages 16-65

% Below Level 1			Mean Score		
Numeracy	Literacy	Problem solving	Numeracy	Literacy	Problem solving
Japan	1.2	Japan	0.6	Japan	7.6
Czech Republic	1.7	Czech Republic	1.5	Slovak Republic	6.9
Estonia	2.4	Slovak Republic	1.9	Australia	9.2
Finland	3.1	Estonia	2.0	Korea	9.8
Austria	3.4	Korea	2.2	Austria	9.9
Denmark	3.4	Austria	2.5	Finland	11.0
Slovak Republic	3.5	Netherlands	2.6	Norway	11.4
Netherlands	3.5	Finland	2.7	Poland	12.0
Korea	4.2	Norway	3.0	Netherlands	12.5
Norway	4.3	Australia	3.1	Ireland	12.6
Sweden	4.4	Germany	3.3	Czech Republic	12.9
Germany	4.6	Sweden	3.7	Sweden	13.1
Australia	5.7	Denmark	3.8	Estonia	13.8
Canada	5.9	Canada	3.8	Denmark	13.9
Poland	5.9	United States	3.9	Germany	14.4
Ireland	7.1	Poland	3.9	Canada	14.8
Italy	8.0	Ireland	4.3	United States	15.8
France	9.1	France	5.3	France	m
United States	9.1	Italy	5.5	Italy	m
Spain	9.5	Spain	7.2	Spain	m

PISA 2009 - Rank of Mean Scores

	Reading	Math	Science
All	17	31	23
Top 10 Percentile	11	30	17
Bottom 10 Percentile	22	31	29

All but 2 OECD countries have over 90% enrollment.

All can exclude disabled, etc per specifications, the US excludes 5% of students.

The China entities are not small, Hong Kong at 7M is more populated than Wisconsin, Shanghai at 20M is equal to the sum of the 16 low populated states.

See appendix 1 and 2 for demographic info and country scores.

These ranking may differ from others reported for I included all the countries tested and did not adjust for various factors .

• 2011 TIMMS 8th grade academic performance from the IEA

- We rank better here because eight of the countries/entities that outperform the US in PISA do not participate, (Canada, Germany, Japan, Switzerland, Singapore, Korea, Hong Kong, and Shanghai)

Wisconsin vs other States on Academic Performance

- Looking only at 8th grade students where do we rank... in aggregate the mean score rank is 22 for reading, and 14 for math and science.
- But much of the higher rank at aggregate is because of demographics.
- How well do our top ten percent 8th grade students do? Our mean score ranks below 19 other states in reading, 12 other in math, but only 9 other in science.
- How do we rank among states with the % students rating as proficient by NAEP standards? Too many groups have more than 30 states doing better. Texas ranks between 1 and 3 in all the proficiency groups.

Results from NAEPs 2011 Testing of Grade 8 Students

	Rank of Mean Score			% Proficient and Above - Rank					
	All Students	Percentile Group		Not Eligible for Free Lunch			Eligible for Free Lunch		
		Top 10th	Bottom 10th	White	Black	Hispanic	White	Black	Hispanic
Reading	22	20	19	34	15	40	38	35	49
Math	14	13	15	16	23	20	33	31	21
Science	14	10	15	14	-	6	19	34	24

See appendix 3 for state demographics and appendix 4 actual scores and proficiency levels.

- Wisconsin ranks well in terms of % of students graduating, tho it has the lowest number of required credits at 13 (some are at 24) and we have not exam which 22 states do have. See appendix 5 for details.
- ACT scores. Not a fair ranking analysis since participation varies greatly by state, with 100% in some states (only 71% in Wisconsin), and low participation in several of the states that do better than Wisconsin in NAEPs (Massachusetts 22, New Jersey 23, Texas 37). Fourteen states have less than 30% participation. See appendix 6 for details.

Key large scale initiatives to improve academic performance in the US

- For over 20 years large international organizations have been measuring, analyzing, and recommending actions for the United States (and others) around these issues. See the Benchmarking in appendix 7.
- Governors, state education superintendents and business leaders started focus 14 years ago.

Year Started	Year Final	Project	Sponsors	States Implemented, in process or Piloting
2001	2004	American Diploma Project (ADP) - High School Graduation Benchmarks	National Governors Association (NGA), CCSSO, Achieve	12 states in English, 16 in math Not Wisconsin
2005	2008	American Diploma Project (ADP) Network - To Assist States choosing to implement benchmarks	Achieve	
NOTE: the ADP network project above found interest among states for having commonality in certain areas - initiating CC project				
2009	2010	Common Core Standards - Math and English	National Governors Association (NGA), CCSSO, Achieve	Wisconsin and other states in various stages of implementation
2011		Assessments for Common Core - thru consortiums Smarter Balance- computer adaptive technology PARCC - computer not adaptive	U.S. Department of Education funded thru grants Achieve leading the project	
2010	2013	Next Generation Science Standards (NGSS)	Achieve, National Research Council, National Science Teachers Association, American Association for the Advancement of Science	California, Delaware, Kansas, Kentucky, Maryland, Rhode Island, Vermont
2012		Assessments for NGSS	Board of Science Education, National Academy of Science, Board on Testing and Assessment ??	
2012	2013 - begins 2yr pilot	Transforming Education and Preparation	National Governors Association (NGA), CCSSO, National Association of State Boards of Education (NASBE)	Connecticut, Georgia, Idaho, Kentucky, Louisiana, Massachusetts, and Washington.
		STEM Initiatives ??		

Benchmarking

- Massive before and during all of these projects.
- Key contributors to hundreds of national and international research studies on education – see appendix 7
 - International Association for the Evaluation of Educational Achievement (IEA) has conducted 233 studies over 50 years available online. Conduct the TIMSS and PIRLS testing.
 - Institute of International Education (IIE)
 - Organization for Economic Cooperation and Development (OECD) conducts the PISA testing.
 - McKinsey
 - EPIC – the Education Policy Improvement Center (a nonprofit organization working with University of Oregon's Center for Educational Policy Research (CEPR))
 - Achieve – the organizer of many projects has notability internationally and was commissioned by Asia and the OECD
- Benchmarking for common core during creation and after with final product– see appendix for more details
 - Math document page 91-93 lists the works consulted in the process
 - English Common Core Standards document states Numerous international models were consulted including those from Ireland, Finland, New Zealand, Australia, Canada, Singapore and the United Kingdom
 - Final product compared with

Japan	Texas
Alberta	California
Canada	Massachusetts
New South Wales	Math Advisory Panel (NMAP) recommendations found in <i>Foundation for Success</i> .
Australia	Council of Teachers of Mathematics (NCTM) <i>Curriculum Focal Points</i>
Singapore	<i>National Assessment of Educational Progress (NAEP) Framework in Mathematics and Reading and</i>
	KSUS: The Knowledge and Skills for University Success,
	International Baccalaureate Diploma Programme.

School District Info

- Average district is 1965 students, while most states have average higher, up to 24K for New Hampshire, 36K Florida, and then there is Hawaii as only 1 district, with 179K
- Among the 400+ districts, size ranges from less 100 to the 3 largest being of 24,587, 26,262 and 112,298

PISA 2009 Technical Report - Sampling Information from Table 11.1 and 11.2

	All 15-yr olds	% enrolled	% Excluded among Enrolled
OECD Countries			
Australia	286,334	94	4.4
Austria	99,818	94	0.8
Belgium	126,377	100	2.2
Belgium (Flemish)	70,492	97	2.4
Canada	430,791	99	6.0
Chile	290,056	92	1.2
Czech Republic	122,027	95	1.8
Denmark	70,522	98	8.2
Estonia	14,248	99	3.8
Finland	66,198	100	3.4
France	749,808	98	2.7
Germany	852,044	100	1.3
Greece	102,229	100	3.7
Hungary	121,155	98	3.1
Iceland	4,738	100	4.5
Ireland	56,635	98	3.2
Israel	122,701	91	2.7
Italy	586,904	98	2.5
Japan	1,211,642	98	1.9
Korea	717,164	98	0.7
Luxembourg	5,864	96	8.2
Mexico	2,151,771	66	0.6
Netherlands	199,000	100	3.5
New Zealand	63,460	95	4.2
Norway	63,352	99	5.9
Poland	482,500	98	1.9
Portugal	115,669	93	1.6
Slovak Republic	72,826	99	4.6
Slovenia	20,314	96	1.6
Spain	433,224	98	3.9
Sweden	121,486	100	4.8
Switzerland	90,623	99	3.1
Turkey	1,336,842	64	1.2
United Kingdom	786,626	100	4.6
United States	4,103,738	100	5.2
Partners			
Colombia	893,057	#REF!	0.2
Indonesia	4,267,801	#REF!	0.4
Panama	57,919	#REF!	1.2
Albania	55,587	#REF!	0.9
Macao-China	7,500	#REF!	0.1
Thailand	949,891	#REF!	1.2
Uruguay	53,801	#REF!	0.3
Kyrgyzstan	116,795	#REF!	3.0
Brazil	3,292,022	#REF!	0.7
Peru	585,567	#REF!	0.3
Lithuania	51,822	#REF!	2.7
Bulgaria	80,226	#REF!	1.9
Serbia	85,121	#REF!	2.3
Shanghai-China	112,000	#REF!	1.4
Liechtenstein	399	#REF!	1.4
Jordan	117,732	#REF!	0.4
Hong Kong-China	85,000	#REF!	1.2
Trinidad and Tobago	19,260	#REF!	0.2
Argentina	688,434	#REF!	0.6
Kazakhstan	281,659	#REF!	4.2
Croatia	48,491	#REF!	1.8
Qatar	10,374	#REF!	1.4
Dubai (UAE)	10,564	#REF!	1.7
Latvia	28,749	#REF!	3.8
Singapore	54,982	#REF!	2.0
Russian Federation	1,673,085	#REF!	2.7
Azerbaijan	185,481	#REF!	1.0
Montenegro	8,500	#REF!	0.1
Chinese Taipei	329,249	#REF!	1.1
Romania	152,084	#REF!	0.5
Tunisia	153,914	#REF!	0.1

Within-school exclusion rules for students were specified as follows:

- Intellectually disabled students are students who have a mental or emotional disability and who, in the professional opinion of qualified staff, are cognitively
- Functionally disabled students are students who are permanently physically disabled in such a way that they cannot be validly assessed in the PISA testing setting.
- Students with insufficient assessment language experience are students who need to meet all of the following criteria:
 - are not native speakers of the assessment language(s); *or* have limited proficiency in the assessment language(s); and
 - have received less than one year of instruction in the assessment language(s). Students with insufficient assessment language experience could be excluded.
- Students not assessable for other reasons as agreed upon. A nationally-defined within-school exclusion category was permitted if agreed upon by the PISA Consortium. A specific subgroup of students (for example, students with dyslexia, dysgraphia, or dyscalculia) could be identified for whom exclusion was necessary but for whom the previous three within-school exclusion categories did not explicitly apply, so that a more specific within-school exclusion definition was needed.
- Students taught in a language of instruction for the main domain for which no materials were available. Standard 3.2 notes that the PISA test is administered to a student in a language of instruction provided by the sampled school to that sampled student in the major domain of the test. Thus, if no test materials were available in the language in which the sampled student is taught, the student was excluded.

Sue Schroeder
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PISA 2009 Testing of 15 Year Old Students

Rank	Mean Score						Top 10th Percentile Score						Bottom 10th Percentile						% Below level 2					
	Reading		Math		Science		Reading		Math		Science		Reading		Math		Science		Reading		Math		Science	
	OECD total OECD average	501 502	OECD total OECD average	503 504	OECD total OECD average	505 506	OECD total OECD average	507 508	OECD total OECD average	509 510	OECD total OECD average	511 512	OECD total OECD average	513 514	OECD total OECD average	515 516	OECD total OECD average	517 518	OECD total OECD average	519 520	OECD total OECD average	521 522	OECD total OECD average	523 524
1	China - Shang	566	China - Sh	800	China - S	576	China - S	654	China - S	726	China - S	674	China - Shang	460	China - Shanghai	462	China - S	487	China - Shang	4	China - Shang	5	China - Shang	3
2	Korea	539	Singapore	562	Finland	554	New Zeal	649	Singapore	693	Singapore	673	Korea	435	Finland	431	Finland	437	Korea	6	Finland	8	Finland	6
3	Finland	536	China - H	555	China - H	549	Singapore	648	Taiwan	675	New Zea	687	Finland	419	Korea	428	China - H	432	Finland	8	Korea	8	Korea	6
4	China - Hong	533	Korea	546	Singapore	542	Finland	642	China - H	673	Finland	685	China - Hong	418	China - Hong K	420	China - H	431	China - Hong	8	China - Hong	9	China - Hong	7
5	Singapore	526	Taiwan	543	Japan	539	Japan	639	Korea	669	Japan	669	Canada	406	Singapore	422	Estonia	419	Canada	10	Liechtenstein	9	Estonia	8
6	Canada	524	Finland	541	Korea	538	Australia	638	Switzerland	668	China - 665	Singapore	394	Liechtenstein	421	Canada	412	Singapore	12	Singapore	10	Canada	10	
7	New Zealand	521	Liechtenst	536	New Zeal	532	Canada	637	Japan	648	Australia	655	Estonia	382	China - Macao	415	China - M	411	Estonia	13	China - Macao	11	China - Macao	10
8	Japan	520	Switzerland	534	Canada	529	Korea	635	Belgium	646	Germany	645	Netherlands	360	Canada	413	Japan	405	Japan	14	Canada	11	Japan	11
9	Australia	515	Japan	529	Estonia	528	China - H	634	Finland	644	Nethelz	645	China - Macao	388	Estonia	409	Taiwan	404	Australia	14	Japan	12	Taiwan	11
10	Netherlands	508	Canada	527	Australia	527	Belgium	631	New Zea	642	Canada	642	Japan	388	Japan	407	Liechten	402	Netherlands	14	Estonia	13	Liechtenstein	11
11	Belgium	506	Netherlan	526	Netherlan	522	United St	625	Netherlan	640	United S	640	Liechtenstein	385	Netherlands	406	Singapor	401	New Zealand	14	Taiwan	13	Singapore	11
12	Norway	503	China - Ma	525	Taiwan	520	Netherlan	625	Germany	638	Korea	640	Australia	384	Taiwan	405	Poland	398	China - Macao	15	Netherlands	13	Australia	13
13	Estonia	501	New Zeala	519	Germany	520	France	624	Canada	638	Switzerl	637	Denmark	383	Switzerland	401	Australia	395	Norway	15	Switzerland	13	Poland	13
14	Switzerland	501	Belgium	515	Liechten	520	Sweden	620	Liechten	637	Estonia	635	New Zealand	383	Australia	392	Netherlan	395	Poland	15	New Zealand	16	Netherlands	13
15	Poland	500	Australia	514	Switzerlan	517	Norway	619	China - M	634	Belgium	634	Norway	382	New Zealand	382	Latvia	392	Denmark	15	Australia	16	New Zealand	13
16	Iceland	500	Germany	513	United K	514	Iceland	619	Australia	634	Slovenia	633	Poland	382	Denmark	390	New Zea	390	Taiwan	16	Iceland	17	Switzerland	14
17	United Stat	500	Estonia	512	Slovenia	512	Switzerland	617	Slovenia	628	Liechten	631	Taiwan	380	Iceland	388	Switzerla	388	Liechtenstei	16	Denmark	17	Hungary	14
18	Liechtenstei	498	Iceland	507	China - M	511	United Ki	616	Iceland	623	United S	629	Latvia	379	Norway	387	Hungary	388	Switzerland	17	Norway	18	Latvia	15
19	Sweden	497	Denmark	503	Poland	508	Germany	615	France	622	Taiwan	628	Switzerland	374	United Kingdom	380	Slovenia	387	Iceland	17	Germany	19	Slovenia	15
20	Germany	497	Slovenia	501	Ireland	508	Poland	613	Slovak R	621	Ireland	627	Ireland	373	Germany	380	United K	385	Ireland	17	Belgium	19	Germany	15
21	Ireland	496	Norway	498	Belgium	507	Israel	611	Austria	620	Czech F	624	Portugal	373	Poland	380	Portugal	384	Sweden	17	United Kingd	20	United Kingd	15
22	France	498	France	497	Hungary	503	Ireland	611	Estonia	616	France	624	United States	372	Latvia	379	Germany	383	Hungary	18	Slovenia	20	Ireland	15
23	Taiwan	495	Slovak Rep	497	United S	502	Hungary	607	Czech R	615	Austria	623	Iceland	371	Slovenia	379	Ireland	382	Latvia	18	Poland	20	Norway	16
24	Denmark	485	Austria	486	Czech R	500	Estonia	605	Denmark	614	Sweden	622	Hungary	371	Slovak Republic	378	Norway	382	United States	18	Ireland	21	Portugal	17
25	United King	484	Poland	495	Norway	500	Italy	604	Sweden	613	Poland	621	United Kingd	370	Ireland	376	Lithuania	382	Portugal	18	Slovak Repul	21	Denmark	17
26	Hungary	484	Sweden	494	Denmark	499	Greece	601	Luxembo	613	Iceland	616	Sweden	368	Czech Republic	374	Denmark	379	Belgium	18	Sweden	21	Lithuania	17
27	Portugal	489	Czech Rep	493	France	498	Luxembo	600	Poland	609	Denmar	615	Belgium	368	Sweden	374	Croatia	377	United Kingd	18	Hungary	22	Czech Republ	17
28	China - Maco	487	United Kin	492	Iceland	495	Taiwan	600	Norway	608	Norway	615	Germany	367	Belgium	373	Czech R	375	Germany	18	Czech Repub	22	Iceland	18
29	Italy	486	Hungary	490	Sweden	495	Liechten	600	Hungary	608	Luxemb	615	Spain	364	Austria	370	United St	374	Spain	20	France	23	Belgium	18
30	Latvia	484	Luxembou	489	Austria	494	Denmark	599	United S	607	Slovak	612	Slovenia	369	Hungary	370	Spain	373	France	20	Latvia	23	United States	18
31	Slovenia	483	United Sta	487	Latvia	494	Portugal	598	United K	608	Italy	609	Croatia	369	United States	368	Slovak R	371	Italy	21	Austria	23	Spain	18
32	Greece	483	Ireland	487	Portugal	493	Czech Re	598	Portugal	605	Hungar	609	Slovak Repu	368	Portugal	367	Iceland	370	Slovenia	21	United States	23	Croatia	18
33	Spain	481	Portugal	487	Lithuania	491	Slovenia	598	Italy	602	China - 608	Italy	368	Spain	364	Sweden	367	Slovak Repu	22	Spain	24	Slovak Repu	19	
34	Czech Repu	478	Spain	483	Slovak R	490	Dubai (U	596	Spain	597	Dubai (I	606	Czech Repub	367	Lithuania	363	Belgium	364	Croatia	22	Luxembourg	24	France	19
35	Slovak Rep	477	Italy	483	Italy	489	Austria	596	Ireland	597	Portugal	601	Greece	365	France	361	Italy	362	Czech Repub	23	Italy	25	Italy	21
36	Croatia	476	Latvia	492	Spain	493	Slovak R	594	Lithuania	590	Lithuan	600	Lithuania	363	Luxembourg	360	Austria	368	Lithuania	24	Lithuania	28	Austria	21
37	Israel	474	Lithuania	477	Croatia	485	Spain	598	Dubai (U	584	Spain	597	Lithuania	362	Luxembourg	360	Austria	368	France	360	Russian Fede	28	Russian Fede	22
38	Luxembourg	472	Russian F	488	Luxembo	494	Latvia	584	Israel	581	Russian	594	Russian Fed	344	Azerbaijan	354	Greece	353	Luxembourg	27	Greece	30	Luxembourg	24
39	Austria	470	Greece	486	Russian	478	China - M	582	Greece	580	Latvia	593	Chile	342	Greece	352	Turkey	350	Israel	26	Croatia	33	Greece	26
40	Lithuania	468	Croatia	480	Greece	470	Lithuania	580	Russian	578	Latvia	590	Luxembo	334	Croatia	347	Luxembo	346	Russian Fed	27	Dubai (UAE)	39	Turkey	30
41	Turkey	464	Dubai (UAE)	463	Dubai (U)	466	Russian I	572	Croatia	574	Greece	586	Luxembourg	332	Turkey	331	Chile	343	Austria	28	Israel	39	Dubai (UAE)	31
42	Dubai (UAE)	469	Israel	447	Israel	455	Bulgaria	572	Turkey	674	Bulgaria	575	Serbia	331	Serbia	327	Serbia	334	Chile	31	Serbia	41	Chile	32
43	Russian Fed	469	Turkey	446	Turkey	454	Turkey	569	Serbia	560	Turkey	580	Thailand	331	Romania	328	Dubai (U	330	Dubai (UAE)	31	Turkey	42	Israel	33
44	Chile	449	Serbia	442	Chile	447	Trinidad	569	Bulgaria	565	Chile	563	Israel	322	Dubai (UAE)	326	Romania	327	Serbia	33	Azerbaijan	45	Serbia	34
45	Serbia	442	Azerbaijan	431	Serbia	443	Chile	566	Uruguay	546	Trinidad	552	Dubai (UAE)	317	Chile	322	Thailand	326	Mexico	40	Romania	47	Bulgaria	39
46	Bulgaria	429	Bulgaria	428	Bulgaria	439	Chile	566	Uruguay	546	Trinidad	552	Uruguay	315	Thailand	321	Mexico	318	Romania	40	Romania	47	Bulgaria	41
47	Uruguay	428	Romania	427	Romania	428	Uruguay	552	Trinidad	546	Uruguay	551	Mexico	314	Mexico	318	Israel	314	Bulgaria	41	Uruguay	48	Uruguay	43
48	Mexico	425	Uruguay	427	Uruguay	427	Serbia	547	Romania	530	Serbia	548	Romania	304	Israel	310	Uruguay	303	Uruguay	42	Mexico	51	Thailand	43
49	Romania	424	Chile	421	Thailand	425	Brazil	537	Chile	527	Argentina	530	Colombia	302	Uruguay	310	Bulgaria	302	Thailand	43	Chile	51	Jordan	48
50	Thailand	421	Thailand	419	Mexico	416	Romania	537	Thailand	522	Roman	530	Colombia	302	Uruguay	310	Bulgaria	302	Thailand	43	Chile	51	Jordan	48
51	Trinidad and	416	Mexico	419	Jordan	415	Argentina	536	Mexico	520	Thailand	527	Uruguay	297	Kazakhstan	303	Brazil	302	Trinidad and	46	Thailand	53	Mexico	47
52	Colombia	413	Trinidad and	414	Trinidad	410	Mexico	531	Kazakhst	514	Jordan	526	Brazil	293	Bulgaria	302	Jordan	301	Colombia	47	Trinidad and	53	Trinidad and T	50
53	Brazil	412	Kazakhsta	405	Brazil	405	Qatar	529	Azerbaija	512	Qatar	524	Brazil	293	Montenegro	295	Colombia	298	Jordan	48	Montenegro	58	Argentina	52
54	Montenegro	408	Montenegr	403	Colombia	402	Monteneg	526	Montene	509	Brazil	517	Montenegro	288	Brazil	287	Tunisia	296	Montenegro	60	Kazakhstan	59	Montenegro	54
55	Jordan	405	Argentina	389	Montene	401	Colombia	524	Argentina	509	Mexico	517	Jordan	284	Trinidad and Tot									

	Percentages														Population Numbers				A-S RANKINGS		
	Race				White		Black		Hispanic		% Disabled (not including 5)				State Population	Total Number of Students	Total Number of School Districts	Students per district	Student per district rank	State Population Rank	
	White	Black	Hispanic	Other	Eligible for Free Lunch	Eligible	Not eligible	Eligible	Not eligible	Eligible	Not eligible	All	White	Black							Hispanic
National	55	15	21	9	45	15	37	11	4	16	5	9	12	18	13	#####	#####	3,084			
National public	54	16	22	8	48	16	38	12	4	17	5	10	12	18	12						
National private	70	11	11	8	8	3	24	3	3	2	2	4	5	-	6						
Large city	20	28	41	11	70	7	13	22	6	34	7	10	13	16	12						
Alabama	59	33	5	3	53	23	37	25	8	4	1	9	8	11	14	4,822,023	755,552	131	5,768	23	11
Alaska	52	4	6	38	42	12	40	3	2	3	3	10	13	33	20	731,449	132,104	54	2,446	47	29
Arizona	44	6	41	9	51	12	30	4	2	31	9	9	9	25	11	6,553,255	1,071,751	614	1,746	15	37
Arkansas	66	22	9	3	57	29	37	18	4	7	1	9	10	12	17	2,949,131	482,114	258	1,869	32	35
California	26	7	51	16	55	5	20	4	2	39	12	9	11	-	10	38,041,430	6,289,578	1,036	6,071	1	10
Colorado	59	5	28	8	37	13	47	3	2	20	9	8	8	-	13	5,187,582	843,316	181	4,659	22	15
Connecticut	66	12	17	5	33	10	56	9	4	13	4	9	9	14	9	3,590,347	560,546	196	2,860	29	23
Delaware	52	33	11	4	44	13	38	20	12	8	2	11	13	21	13	917,092	129,403	38	3,405	45	19
District of Columbia	5	82	11	2	72	#	4	62	20	8	2	13	-	20	19	71,284	52	1,371	#N/A		43
Florida	45	22	27	6	55	16	29	18	4	19	8	12	12	18	14	19,317,568	2,643,347	73	36,210	4	2
Georgia	46	39	9	6	56	16	30	30	8	8	2	7	8	10	8	9,919,945	1,677,067	196	8,556	8	6
Hawaii	13	3	4	80	46	4	9	1	2	2	2	10	14	-	17	1,392,313	179,601	1	#####	40	1
Idaho	79	1	15	5	46	30	47	1	1	12	3	7	6	-	10	1,595,728	275,859	141	1,956	39	33
Illinois	51	18	23	8	48	13	38	15	4	18	5	11	12	23	17	12,875,255	2,091,654	872	2,399	5	31
Indiana	73	14	8	5	44	25	48	10	4	6	2	12	14	20	18	6,537,334	1,047,232	358	2,925	16	22
Iowa	82	5	8	5	38	26	56	3	1	6	2	13	12	25	22	3,074,186	495,775	359	1,381	30	42
Kansas	70	8	14	8	44	24	47	6	2	11	3	10	11	17	12	2,885,905	483,701	298	1,623	33	41
Kentucky	84	11	3	2	52	41	44	8	2	2	1	8	9	13	-	4,380,415	673,128	176	3,825	26	17
Louisiana	54	40	4	2	61	24	30	33	6	2	1	9	7	13	13	4,601,893	696,558	125	5,572	25	12
Maine	93	3	2	2	41	36	56	2	1	1	#	15	18	-	17	1,329,192	189,077	233	811	41	47
Maryland	45	35	11	9	34	7	38	18	16	7	4	4	8	12	14	5,884,563	852,211	25	34,088	19	3
Massachusetts	73	8	13	6	33	14	59	6	2	11	3	14	16	20	25	6,646,144	955,563	392	2,438	14	30
Michigan	75	16	4	5	42	26	49	12	4	3	1	9	10	8	11	9,883,360	1,587,067	844	1,880	9	34
Minnesota	77	8	6	9	32	17	60	6	2	4	2	11	10	17	22	5,379,139	838,037	507	1,653	21	38
Mississippi	47	49	2	2	67	21	26	44	5	2	#	7	5	8	17	2,984,926	490,526	152	3,227	31	20
Missouri	78	16	3	3	43	29	49	11	5	2	1	11	11	18	14	6,021,988	918,710	562	1,635	18	40
Montana	84	1	3	12	38	27	56	1	1	2	1	11	11	-	20	1,005,141	141,693	419	338	44	50
Nebraska	74	6	14	6	39	20	53	4	1	11	3	11	12	25	20	1,855,525	298,500	256	1,166	37	45
Nevada	39	9	38	14	47	10	29	6	3	26	13	7	7	20	9	2,758,931	437,149	18	24,286	35	4
New Hampshire	91	2	3	4	23	19	70	1	1	2	1	15	16	-	25	1,320,718	194,711	188	1,036	42	46
New Jersey	56	16	20	8	30	7	49	9	7	13	6	12	17	30	19	8,864,590	1,402,548	557	2,518	11	28
New Mexico	27	2	61	10	64	10	17	1	1	46	15	11	11	-	12	2,085,538	338,122	128	2,642	36	26
New York	51	19	21	9	50	12	39	15	4	18	4	14	13	18	20	19,570,261	2,734,955	899	3,042	3	21
North Carolina	55	26	11	8	50	18	37	18	7	9	2	11	11	17	14	9,752,073	1,490,605	216	6,901	10	9
North Dakota	85	3	2	10	31	20	65	2	1	1	1	9	10	-	17	699,628	96,323	178	541	48	49
Ohio	75	17	3	5	43	26	49	13	4	2	1	10	12	15	13	11,544,225	1,754,191	955	1,837	7	36
Oklahoma	55	10	11	24	54	24	31	7	3	9	2	7	14	33	19	3,814,820	659,911	532	1,240	28	44
Oregon	67	3	20	10	50	27	40	2	1	17	3	12	12	-	14	3,899,353	570,720	200	2,854	27	24
Pennsylvania	70	19	7	4	40	18	52	15	4	6	1	13	15	25	18	12,763,536	1,793,284	690	2,599	6	27
Rhode Island	68	7	19	6	41	17	50	5	2	15	3	15	16	17	24	1,050,292	143,793	53	2,713	43	25
South Carolina	55	36	5	4	52	19	37	27	8	4	1	7	9	14	13	4,723,723	725,838	89	8,155	24	7
South Dakota	82	2	3	13	35	22	60	2	1	2	1	9	9	-	25	833,354	126,128	157	803	46	48
Tennessee	71	22	5	2	53	30	40	18	4	4	1	8	10	12	11	6,456,243	987,422	140	7,053	17	8
Texas	31	13	50	6	59	8	23	9	4	40	10	5	8	10	8	26,059,203	4,935,715	1,239	3,984	2	16
Utah	78	1	15	6	36	22	56	1	#	11	4	8	8	-	17	2,855,287	585,552	118	4,962	34	14
Vermont	93	1	2	4	34	31	63	1	1	1	1	14	17	-	33	626,011	96,858	310	312	49	51
Virginia	57	22	11	10	32	12	44	11	10	6	5	10	11	13	14	8,185,867	1,251,440	134	9,339	12	5
Washington	62	5	17	16	40	18	44	3	2	12	5	10	11	-	14	6,897,012	1,043,786	294	3,550	13	18
West Virginia	92	6	1	1	46	41	51	4	2	1	#	12	14	-	20	1,855,413	282,879	57	4,963	38	13
Wisconsin	77	10	7	6	34	19	56	7	3	5	2	12	11	40	18	5,726,398	872,286	444	1,965	20	32
Wyoming	83	1	12	4	34	24	59	#	#	7	5	12	11	-	18	576,412	89,009	54	1,648	50	39

National Assessment of Educational Progress (NAEP)
Mathematics - 8th Grade - Fall of 2011

		Percent of Student Group that were at Proficient									Scores of top and bottom percentil	
All	Not Eligible for Free Lunch			Eligible for Free Lunch						Bot 10%	top 10%	
	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic			
National	35	National 52	National 24	National 31	National 27	National 9	National 16	National 237	National 329			
Massachuse	51	District of C 83	Massachuse 41	Texas 47	Texas 43	Massachuse 26	Texas 26	Massachuse 254	Massachuse 341			
Minnesota	48	Texas 67	New Jersey 30	Maryland 44	New Jersey 40	Arizona 17	New Jersey 22	North Dakot 252	Minnesota 339			
New Jersey	47	Massachuse 64	Texas 29	Massachuse 44	Massachuse 40	Texas 15	North Caroli 20	Minnesota 249	New Jersey 339			
Vermont	46	Maryland 63	North Caroli 29	Montana 43	Minnesota 36	Washington 15	Hawaii 19	Texas 249	Vermont 338			
Montana	46	New Jersey 62	Washington 28	Kentucky 41	Montana 38	Colorado 15	Montana 19	New Jersey 248	Colorado 337			
New Hamps	44	Minnesota 62	New York 28	Ohio 38	North Dakot 37	New Jersey 15	South Caroli 18	South Dakot 248	Maryland 336			
Colorado	43	Colorado 62	Connecticut 27	Kansas 38	Alaska 36	Maryland 13	Virginia 18	Kansas 247	Montana 335			
North Dakot	43	Vermont 58	Georgia 26	Colorado 37	Colorado 35	Minnesota 13	Maine 17	Montana 247	New Hamps 335			
South Dakot	42	Kansas 58	Maryland 26	Vermont 37	Washington 33	Virginia 13	Indiana 17	New Hamps 247	Virginia 335			
Wisconsin	41	Montana 58	South Caroli 25	New Jersey 37	Wyoming 33	South Caroli 11	Delaware 17	Vermont 247	Washington 335			
Kansas	41	North Caroli 57	Ohio 25	Florida 36	South Dakot 33	Rhode Islanc 11	Illinois 17	Colorado 246	Maine 334			
Washington	40	Virginia 57	Virginia 23	North Caroli 36	Kansas 32	Nevada 11	Georgia 17	Ohio 246	Connecticut 333			
Maryland	40	Washington 56	Tennessee 23	Alaska 36	Dho 32	North Caroli 11	Wyoming 17	Wyoming 246	North Caroli 332			
Texas	40	Pennsylvania 56	Delaware 23	Virginia 35	Utah 31	Ohio 10	Missouri 16	Maine 244	Pennsylvania 332			
Virginia	40	Arizona 56	Illinois 23	Georgia 35	New Hamps 31	Connecticut 10	Florida 16	Idaho 243	Wisconsin 332			
Ohio	39	Wisconsin 56	Florida 22	Minnesota 34	Hawaii 31	Kansas 10	Arizona 16	Indiana 243	Texas 331			
Pennsylvania	39	Connecticut 55	California 22	Pennsylvania 33	Arizona 31	New York 9	Washington 16	Virginia 243	Idaho 330			
Maine	39	Ohio 54	District of C 22	Hawaii 32	North Caroli 31	Delaware 9	Arkansas 16	Wisconsin 243	Kansas 330			
Connecticut	38	South Dakot 54	Arkansas 21	Arkansas 32	Nevada 30	District of C 9	Kansas 16	Connecticut 241	North Dakot 330			
Wyoming	37	South Caroli 52	Kentucky 20	Wisconsin 31	New Mexicc 30	Georgia 8	Massachuse 16	Iowa 241	Ohio 330			
North Caroli	37	North Dakot 52	Louisiana 20	Michigan 31	Pennsylvania 29	Louisiana 8	Wisconsin 15	North Caroli 241	South Dakot 330			
Idaho	37	New Mexicc 51	Indiana 19	South Caroli 31	Vermont 29	Kentucky 8	Vermont 15	Nebraska 240	Illinois 329			
Alaska	35	Illinois 51	Wisconsin 18	Washington 31	Idaho 29	Pennsylvania 8	Colorado 15	Delaware 239	Alaska 328			
Utah	35	Alaska 51	Mississippi 18	New Mexicc 30	Delaware 28	Florida 8	Idaho 15	Illinois 238	Iowa 328			
Indiana	34	New Hamps 51	Nevada 18	District of C 30	Maine 27	Illinois 7	Nevada 15	Kentucky 238	Oregon 328			
Rhode Islanc	34	Maine 51	Missouri 18	Maine 29	South Caroli 27	Indiana 7	Alaska 14	Washington 238	Rhode Islanc 328			
Iowa	34	Idaho 51	Michigan 13	Tennessee 29	Arkansas 26	Arkansas 7	Pennsylvania 14	Maryland 237	Utah 328			
Illinois	33	Delaware 51	Alabama 13	Oregon 29	New York 26	Mississippi 7	Oregon 14	Missouri 237	Wyoming 328			
Nebraska	33	Indiana 50	Pennsylvania 13	Illinois 28	Illinois 26	Oklahoma 6	South Dakot 14	Oklahoma 237	Arizona 327			
Oregon	33	Rhode Islanc 49	Alaska *	South Dakot 28	Georgia 26	West Virgini 6	Ohio 14	Oregon 237	Indiana 327			
Delaware	32	Nevada 49	Arizona *	Rhode Islanc 28	Oregon 26	Wisconsin 6	New Mexicc 14	Pennsylvania 237	South Caroli 327			
South Caroli	32	Oregon 49	Colorado *	Arizona 28	Maryland 25	Nebraska 6	New Hamps 14	Rhode Islanc 236	Delaware 326			
Missouri	32	California 48	Hawaii *	Missouri 28	Wisconsin 25	Iowa 5	Maryland 13	Utah 236	Missouri 326			
Arizona	31	Georgia 48	Idaho *	New Hamps 27	Indiana 25	Tennessee 5	Kentucky 13	Alaska 235	Nebraska 326			
Michigan	31	Wyoming 48	Iowa *	Connecticut 25	Connecticut 24	Michigan 5	Mississippi 13	Michigan 235	Kentucky 325			
Kentucky	31	Arkansas 48	Kansas *	Indiana 25	Nebraska 23	Alabama 5	District of C 12	New York 235	New York 325			
New York	30	Utah 47	Maine *	North Dakot 24	Rhode Islanc 23	Missouri 4	North Dakot 12	South Caroli 235	Georgia 324			
Hawaii	30	Florida 47	Minnesota *	Utah 24	Missouri 23	California 4	Tennessee 12	Arkansas 234	Hawaii 324			
Arkansas	29	Nebraska 47	Montana *	Idaho 24	California 23	Alaska *	Rhode Islanc 12	Georgia 233	Michigan 324			
Nevada	29	New York 46	Nebraska *	New York 24	Louisiana 22	Hawaii *	Minnesota 12	Nevada 233	Nevada 324			
Georgia	28	Oklahoma 46	New Hamps *	Louisiana 23	Michigan 22	Idaho *	Michigan 11	Florida 232	California 323			
Florida	28	Kentucky 46	New Mexicc *	Delaware 23	Iowa 22	Maine *	Louisiana 11	New Mexicc 231	Florida 323			
Oklahoma	27	Missouri 45	North Dakot *	Wyoming 22	Oklahoma 22	Montana *	California 11	West Virgini 231	Arkansas 322			
California	25	Iowa 45	Oklahoma *	Oklahoma 22	Florida 22	New Hamps *	Nebraska 10	Louisiana 230	Tennessee 320			
Tennessee	24	Michigan 44	Oregon *	California 22	Virginia 21	New Mexicc *	Iowa 10	Arizona 229	Oklahoma 319			
New Mexicc	24	Hawaii 44	Rhode Islanc *	Alabama 21	Mississippi 21	North Dakot *	New York 9	Hawaii 229	New Mexicc 318			
Louisiana	22	Mississippi 40	South Dakot *	Iowa 21	Kentucky 20	Oregon *	Connecticut 9	Tennessee 229	Louisiana 315			
West Virgini	21	Louisiana 39	Utah *	Nevada 21	Tennessee 16	South Dakot *	Oklahoma 8	Mississippi 227	West Virgini 314			
Alabama	20	Alabama 37	Vermont *	West Virgini 20	Alabama 14	Utah *	Utah 8	Alabama 223	Alabama 313			
Mississippi	19	Tennessee 37	West Virgini *	Nebraska 19	West Virgini 13	Vermont *	West Virgini 7	California 222	Mississippi 313			
District of C	17	West Virgini 29	Wyoming *	Mississippi *	District of C *	Wyoming *	Alabama 6	District of C 210	District of C 312			

Table 113

Averaged freshman graduation rates public schools 2008-2009

United States	75.5
Alabama	69.9
Alaska	72.6
Arizona	72.5
Arkansas	74.0
California	71.0
Colorado	77.6
Connecticut	75.4
Delaware	73.7
District of Columbia	62.4
Florida	68.9
Georgia	67.8
Hawaii	75.3
Idaho	80.6
Illinois	77.7
Indiana	75.2
Iowa	85.7
Kansas	80.2
Kentucky	77.6
Louisiana	67.3
Maine	79.9
Maryland	80.1
Massachusetts	83.3
Michigan	75.3
Minnesota	87.4
Mississippi	62.0
Missouri	83.1
Montana	82.0
Nebraska	82.9
Nevada	56.3
New Hampshire	84.3
New Jersey	85.3
New Mexico	64.8
New York	73.5
North Carolina	75.1
North Dakota	87.4
Ohio	79.6
Oklahoma	77.3
Oregon	76.5
Pennsylvania	80.5
Rhode Island	75.3
South Carolina	66.0
South Dakota	81.7
Tennessee	77.4
Texas	75.4
Utah	79.4
Vermont	89.6
Virginia	78.4
Washington	73.7
West Virginia	77.0
Wisconsin	90.7
Wyoming	75.2

Table 199. Credit requirements and exit exam requirements for a standard high school diploma and the use of other high school completion credentials, by state

State	Course credits (in Carnegie units), 2011						High school exit exams, 2012				Other completion credentials, 2012	
	Total required credits for standard diploma, all courses	Required credits in selected subject areas					Exit exam required for standard diploma	Characteristics of required exams			Recognition for exceeding standard	Alternative credential for not meeting all standard requirements
		English/ language arts	Social studies	Science	Mathematics	Other credits		Subjects tested	based on standards for 10th grade or higher	alternative route to standard diploma if exam		
2	3	4	5	6	7	8	9	10	11	12	13	
Alabama	24.00	4.00	4.00	4.00	4.00	8.00	Yes	EMSH	Yes	Yes	Yes	Yes
Alaska	21.00	4.00	3.00	2.00	2.00	10.00	Yes	EM	Yes	Yes	Yes	No
Arizona	20.00	4.00	2.50	2.00	2.00	9.50	Yes	EM	Yes	Yes	Yes	No
Arkansas	22.00	4.00	3.00	3.00	4.00	8.00	Yes	M	No	Yes	No	No
California	13.00	3.00	3.00	2.00	2.00	3.00	Yes	EM	Yes	Yes	Yes	Yes
Colorado	---	---	0.50	---	---	---	No	+	+	+	No	No
Connecticut	20.00	4.00	3.00	2.00	3.00	8.00	No	+	+	+	No	No
Delaware	22.00	4.00	3.00	3.00	4.00	8.00	No	+	+	+	No	Yes
District of Columbia	24.00	4.00	4.00	4.00	4.00	8.00	No	+	+	+	No	Yes
Florida	24.00	4.00	3.00	3.00	4.00	10.00	Yes	EM	Yes	Yes	No	Yes
Georgia	22.00	4.00	3.00	3.00	4.00	8.00	Yes	EMSH	Yes	Yes	No	Yes
Hawaii	24.00	4.00	4.00	3.00	3.00	10.00	No	+	+	+	Yes	Yes
Idaho	21.00	4.50	2.50	2.00	2.00	10.00	Yes	EM	Yes	Yes	No	No
Illinois	16.00	3.00	2.00	2.00	3.00	6.00	No	+	+	+	No	No
Indiana	20.00	4.00	3.00	3.00	3.00	7.00	Yes	EM	Yes	Yes	Yes	No
Iowa	13.00	4.00	3.00	3.00	3.00	0.00	No	+	+	+	Yes	No
Kansas	21.00	4.00	3.00	3.00	3.00	8.00	No	+	+	+	No	No
Kentucky	22.00	4.00	3.00	3.00	3.00	9.00	No	+	+	+	Yes	Yes
Louisiana	23.00	4.00	3.00	3.00	3.00	10.00	Yes	EMSH	4	Yes	Yes	Yes
Maine	16.00	4.00	2.00	2.00	2.00	6.00	No	+	+	+	No	Yes
Maryland	21.00	4.00	3.00	3.00	3.00	8.00	Yes	EMS	Yes	Yes	Yes	Yes
Massachusetts	---	---	---	---	---	---	Yes	EMS	Yes	Yes	Yes	Yes
Michigan	16.00	4.00	3.00	3.00	4.00	2.00	No	+	+	+	No	No
Minnesota	21.50	4.00	3.50	3.00	3.00	8.00	Yes	EM	5	Yes	Yes	No
Mississippi	21.00	4.00	3.00	3.00	4.00	7.00	Yes	EMSH	Yes	Yes	No	Yes
Missouri	24.00	4.00	3.00	3.00	3.00	11.00	No	+	+	+	No	No
Montana	20.00	4.00	2.00	2.00	2.00	10.00	No	+	+	+	No	No
Nebraska	200.00	6	---	---	---	---	No	+	+	+	No	No
Nevada	22.50	4.00	2.00	2.00	3.00	11.50	Yes	EMS	Yes	Yes	Yes	Yes
New Hampshire	19.75	4.00	2.50	2.00	2.00	9.25	No	+	+	+	Yes	Yes
New Jersey	22.00	4.00	3.00	3.00	3.00	9.00	Yes	EM	Yes	Yes	No	No
New Mexico	23.00	4.00	3.50	3.00	3.00	9.50	No	+	+	+	No	No
New York	22.00	4.00	4.00	3.00	3.00	8.00	Yes	EMSH	Yes	Yes	Yes	Yes
North Carolina	20.00	4.00	3.00	3.00	4.00	6.00	No	+	+	+	Yes	Yes
North Dakota	22.00	---	---	---	---	---	No	+	+	+	No	No
Ohio	20.00	4.00	3.00	3.00	3.00	7.00	Yes	EMSH	Yes	Yes	Yes	No
Oklahoma	23.00	4.00	3.00	3.00	3.00	10.00	Yes	EMSH	7	Yes	Yes	No
Oregon	24.00	4.00	3.00	2.00	3.00	12.00	No	+	+	+	No	Yes
Pennsylvania	---	---	---	---	---	---	No	+	+	+	Yes	No
Rhode Island	20.00	4.00	3.00	3.00	4.00	6.00	No	+	+	+	No	No
Rhode Island	24.00	4.00	3.00	3.00	4.00	10.00	Yes	EM	Yes	No	Yes	Yes
South Carolina	22.00	4.00	3.00	3.00	3.00	9.00	No	+	+	+	No	No
South Carolina	22.00	4.00	3.00	3.00	3.00	7.00	Yes	EMS	Yes	No	Yes	Yes
Tennessee	20.00	4.00	3.00	3.00	3.00	9.00	Yes	EMSH	Yes	No	Yes	Yes
Texas	26.00	4.00	4.00	4.00	4.00	10.00	Yes	EMSH	Yes	No	Yes	Yes
Utah	24.00	4.00	3.00	3.00	3.00	11.00	No	+	+	+	No	Yes
Vermont	20.00	4.00	3.00	3.00	3.00	7.00	No	+	+	+	No	No
Virginia	22.00	4.00	3.00	3.00	3.00	9.00	Yes	EMSH	9	Yes	Yes	Yes
Washington	19.00	3.00	2.50	2.00	2.00	9.50	Yes	E	10	Yes	Yes	No
Washington	24.00	4.00	4.00	3.00	4.00	9.00	No	+	+	+	Yes	Yes
West Virginia	24.00	4.00	4.00	3.00	4.00	9.00	No	+	+	+	Yes	Yes
West Virginia	24.00	4.00	4.00	3.00	4.00	9.00	No	+	+	+	Yes	Yes
Wisconsin	13.00	4.00	3.00	2.00	2.00	2.00	No	+	+	+	No	Yes
Wisconsin	13.00	4.00	3.00	3.00	3.00	0.00	No	+	+	+	Yes	No

Table 113. Averaged freshman graduation rates for public secondary schools, by state or jurisdiction: Selected years, 1990-91 through 2008-09

Note that only 54% of high school students take the ACT test.

71% of Wisconsin students took the test

Many of the states that outperform Wisconsin in NAEPS testing don't take the ACT, and tend to take the SAT

State	ACT Results 2013						NAEPS Results 2011			
	% Graduate s Tested	Composit e	English	Reading	Math	Science		Reading	Math	Science
National	54	20.9	20.2	21.1	20.9	20.7				
Alabama	78	20.4	20.5	21.0	19.5	20.2	Alabama	26	20	19
Alaska	37	21.1	20.1	21.7	21.2	21.0	Alaska	31	35	34
Arizona	50	19.6	18.5	19.6	20.3	19.4	Arizona	28	31	23
Arkansas	90	20.2	19.9	20.5	19.9	20.1	Arkansas	28	29	26
California	26	22.2	21.6	22.3	22.8	21.5	California	24	25	22
Colorado	100	20.4	19.9	20.5	20.4	20.5	Colorado	40	43	42
Connecticut	27	24.0	24.0	24.4	23.9	23.3	Connecticut	45	38	35
Delaware	15	22.9	22.6	23.4	22.8	22.4	Delaware	33	32	28
District of Columbia	38	20.4	19.8	21.0	20.5	19.7	District of Columbia	16	17	8
Florida	74	19.6	18.7	20.4	19.7	19.1	Florida	30	28	28
Georgia	51	20.7	20.2	21.2	20.3	20.5	Georgia	28	28	30
Hawaii	40	20.1	19.0	20.0	20.8	19.9	Hawaii	26	30	22
Idaho	49	22.1	21.5	22.7	21.8	21.8	Idaho	34	37	38
Illinois	100	20.6	20.2	20.4	20.7	20.6	Illinois	34	33	26
Indiana	38	21.7	21.0	22.1	21.9	21.4	Indiana	32	34	33
Iowa	66	22.1	21.5	22.5	21.6	22.2	Iowa	33	34	35
Kansas	75	21.8	21.2	22.3	21.7	21.7	Kansas	35	41	35
Kentucky	100	19.6	19.2	19.9	19.2	19.7	Kentucky	36	31	34
Louisiana	100	19.5	19.4	19.7	19.2	19.2	Louisiana	22	22	22
Maine	8	23.5	23.4	23.8	23.3	22.9	Maine	39	39	37
Maryland	21	22.3	21.8	22.7	22.3	21.9	Maryland	40	40	32
Massachusetts	22	24.1	23.8	24.4	24.4	23.2	Massachusetts	46	51	44
Michigan	100	19.9	19.1	20.0	19.9	20.2	Michigan	32	31	38
Minnesota	74	23.0	22.2	23.1	23.1	22.9	Minnesota	39	48	42
Mississippi	95	18.9	18.8	19.1	18.3	18.8	Mississippi	21	19	19
Missouri	74	21.6	21.4	21.9	21.0	21.6	Missouri	35	32	36
Montana	72	21.3	20.2	21.9	21.4	21.2	Montana	42	46	44
Nebraska	84	21.5	21.1	21.8	21.1	21.5	Nebraska	36	33	36
Nevada	32	21.3	20.4	21.7	21.3	21.1	Nevada	26	29	23
New Hampshire	19	23.8	23.6	24.2	23.6	23.2	New Hampshire	40	44	42
New Jersey	23	23.0	22.6	23.1	23.6	22.2	New Jersey	45	47	34
New Mexico	70	19.9	19.0	20.4	19.7	20.1	New Mexico	22	24	22
New York	26	23.4	22.6	23.7	23.8	23.1	New York	35	30	29
North Carolina	100	18.7	17.1	18.8	19.6	18.7	North Carolina	31	37	26
North Dakota	98	20.5	19.5	20.5	20.8	20.7	North Dakota	34	43	45
Ohio	72	21.8	21.2	22.2	21.5	21.8	Ohio	37	39	38
Oklahoma	75	20.8	20.4	21.4	20.1	20.8	Oklahoma	27	27	26
Oregon	34	21.5	20.8	21.9	21.6	21.3	Oregon	33	33	35
Pennsylvania	18	22.7	22.2	23.0	23.0	22.2	Pennsylvania	38	39	33
Rhode Island	14	22.7	22.4	23.3	22.4	22.0	Rhode Island	33	34	31
South Carolina	51	20.4	19.7	20.8	20.3	20.3	South Carolina	27	32	28
South Dakota	78	21.9	20.9	22.1	21.8	22.1	South Dakota	35	42	42
Tennessee	100	19.5	19.3	19.8	19.1	19.4	Tennessee	27	24	31
Texas	37	20.9	19.8	21.0	21.5	20.9	Texas	27	40	32
Utah	100	20.7	19.9	21.3	20.2	20.8	Utah	35	35	43
Vermont	26	23.0	22.7	23.4	22.8	22.6	Vermont	44	46	43
Virginia	26	22.6	22.3	23.1	22.5	22.2	Virginia	36	40	40
Washington	21	22.8	22.1	23.3	22.8	22.5	Washington	37	40	35
West Virginia	63	20.6	20.5	21.3	19.5	20.6	West Virginia	24	21	24
Wisconsin	71	22.1	21.5	22.3	22.0	22.2	Wisconsin	35	41	40
Wyoming	100	19.8	18.6	20.2	19.7	20.0	Wyoming	38	37	38

CURRICULUM EVALUATION

1. **What will success look like?**
In writing can the district provide a measurable definition of how the program will be deemed successful?
Will there be increased scores on tests?
What measurable increase can be considered successful?
When will we see increases?
Is success defined as increased graduation rates or decreased vandalism?
What percentage of increase or decrease is considered successful?
How is student performance improved by this change?
2. **Where has this program been implemented successfully?**
Which school districts can we contact?
Can you provide names and phone numbers of superintendent's office?
What do they like and dislike about the program?
What would they do differently?
3. **What success benchmarks are set up by the district?**
How does the district intend to tangibly measure how well it is moving towards its definition of success?
What will be the six-month measure of success?
What will be considered success after one year?
Who will measure it?
How will they measure it?
When will they measure it?
Will the results be publicized to all parents in the district, and the local community?
4. **If the program doesn't work well, at what point will it be reformed or removed?**
How long will the district push for success of the program (evaluate the program)?
At what point will the district stop chasing after success if it is clear that the benchmarks of success are not being met?
5. **What is the cost to implement this new system?**
Is this a one-time expenditure only?
Will this be paid for by grant funding?
Who will pay for this program after the one-time grant funds have been exhausted?
Where in the school's budget are the funds to implement this new program?
Will funds be required to implement this program in successive years?
Will funding requirements increase or decrease?
Will the district request additional funding through a taxpayer referendum?
6. **How often will status updates be given on this program?**
Will the school board be updated at monthly meetings?
Who will give the updates?
In what format will updates be provided?
E-mail? PDF? Press release? School bulletin? Website?
How frequent will parents, guardians, taxpayers and news outlets receive updates?
7. **Has a process been published for parents to challenge objectionable aspects of the program?**
When parents bring their concerns to the Board's attention, how will these concerns be addressed?
8. **Has the district reviewed other proven, lower-cost or free options?**
Were these options debated in public?
Were those results publicized?
Where are these results and who was involved in this review?
9. **Who profits financially because legislation requires funding by taxpayers?**
What is the minimum threshold of results the district will tolerate?
Will there be consequences for poor results (i.e., terminate the decision maker)?

Mary Carney's Common Core Testimony Wausau Oct 30, 2013

As a mom, as a voter, please listen to my concerns. Don't allow the discussion on Common Core to end here today. What saddens me the most about the adoption of Common Core is that all I have heard is that WI standards were embarrassingly poor before and our administrators spent three years developing new standards which were completely scrapped when Common Core came along, and it is the Holy Grail; it is the path to success and salvation. Admittedly, I have not watched all of the video hearings - I have a rambunctious 2 year old, but the one group of Common Core supporters that are missing are PARENTS. So why aren't more parents testifying that Common Core has been great for their kids? I believe it is because parents have not been told about Common Core by any school administrator or their local school district. If this program is so wonderful, why isn't everyone talking about it?

Here is what parents *are* saying about Common Core:

Christine Demeo: The fact that many children are being made to question their intelligence due to the fact that they were learning math the same way we have been taught for years, and then all of a sudden this common core is implemented and they have to start from scratch and forget the way they used to look at math. It is sad when you have kids crying and sick to their stomachs because they feel stupid and are worried about failing.

Jennifer Pelletier: My heart is in pieces for my 4th grader. Some kids are getting it and most are not from what I've seen...my daughter is great in math and because of common core she has been coming home with 40's and 50's. Her little brain is so confused with all the different methods. It's very frustrating as a parent to watch your child study hard just to fail and not want to go to school because of math.

Krista Brook: I am a teacher myself and absolutely despise the core standards, I am about to homeschool my children because of it. They absolutely take the real life practicality out of education. Instead of teaching our children how to survive and thrive in today's world- these standards are just having our children perform for tests and trying to have them do so faster with different methods to come to the same answer. Why? Our children need and deserve so much better. They need real life applications of the subjects being taught.

Here is what NY principals say about the new standardized testing which had a 70% failure rate, which is what we are preparing our kids for here in WI:

Initial testing results came out in May 2013, which prompted twenty NY principals to write a letter to NY State education commissioner John King expressing their concern about the tests' "extreme toll on teachers, families and most importantly on our students." The principals described students' "frustration, despondency, and even crying were *common* reactions among students. The extremes were unprecedented: vomiting, nosebleeds, suicidal

ideation, and even hospitalization.” Teachers disagreed about “which multiple choice answer is correct in several places on the ELA exams (which) indicates that this format is unfair to students.” They also express concern over the testing company Pearson Publishing (which also has the contract for the Smarter Balanced tests here in WI), but “parents and taxpayers are unable to debate the efficacy of these exams when they are held highly secured and not released for more general analysis.”

These high stakes exams determine student promotion. They are the basis for teacher evaluation. And ultimately, they determine which schools will be shut down and which will remain open. My greatest criticism is about the testing.

Here is a sample 8th grade standardized test question from April 2013 (NY Times) by the Pearson company: Students were given a passage to read about a pineapple and a hare. The pineapple challenges the hare to a race and the other animals are convinced the pineapple must have a trick up its sleeve and will win. When the pineapple stands still and the hare wins the race, the animals eat the pineapple. The moral of the story was enunciated by the owl “Pineapples don’t have sleeves.” This inane passage was then followed by questions.

At these hearings we have heard from administrators about how great Common Core is, but that is likely to change as the standards are implemented more and more. Carol Burris, the principal of South Side High School in Rockville Center, New York, was an early proponent of the Common Core standards. She even wrote a book about how to implement them to benefit students.

But as the standards are turning into reality, what she imagined is going sour. She recently wrote two articles about why she has decided she can no longer support the Common Core.

To her dismay, the Common Core has turned out to be a way to standardize curriculum and testing across the nation and to generate uniform data. This is not what she hoped for. She writes:

“I confess that I was naïve. I should have known in an age in which standardized tests direct teaching and learning, that the standards themselves would quickly become operationalized by tests. Testing, coupled with the evaluation of teachers by scores, is driving its implementation. The promise of the Common Core is dying and teaching and learning are being distorted. The well that should sustain the Core has been poisoned.”

In her second article, she expresses concern about the developmentally inappropriate nature of the standards in the early grades. She explains them in this way:

"The disconnect between the standards and childhood development is not difficult to explain. The standards were developed through backwards mapping, that is, standards for college readiness were established and then skills were walked backward through the grades. However, children move forward not backward through development, and as any pediatrician will tell you, they do so at individual, unique paces."

We must heed these warnings! Where do parents turn if they have concerns about Common Core? Parents are being referred to the National Governors Association.

Just follow the money. Who is behind it? Who benefits? Our kids? Hardly. They are more confused than ever and when standards are lower, goals are easier, and nothing is challenging. Why set our kids up for mediocrity? Who are the voices in favor of Common Core? Administrators and teachers who are "in the system." Who is against Common Core? Parents.

How does Tony Evers defend himself about our substandard standards before the grand Common Core scheme? Common Core is being touted as the savior to our education system. Why? WI has bright kids, good teachers and good parents. We have the second highest graduation rate in the country. Show me the data that Common Core improves graduation rates. Show me the data that Common Core makes our kids "college and career ready," whatever that may mean. Has Common Core led to greater success? To hear Evers and the all the educational ELITE that have testified, it is a God given miracle that any person completing public high school in WI before Common Core has even gone onto a 4 year degree program much less become doctors or engineers or published writers.

My child will begin kindergarten in 3 years and I pray that Common Core is a distant memory. If this is truly state led, by local educators, then why is Arne Duncan of the Obama Administration, promoting it so passionately? Why is he threatening to withhold funds from CA if they opt out of the testing? Who gave him that authority? Why is a bureaucrat in Washington telling me that Common Core is good for our children? (Marshfield Herald Oct 2013)

Local control? Really? Then why won't our local school boards even discuss Common Core? Why didn't each School Board VOTE on accepting it? They say their hands are tied - it is coming from the state. Common Core is a national issue that affects everyone one of our kids and our nation's future, yet our local administrators are silent. Let us have a VOTE!

If these hearings have not convinced you all to question Common Core and to halt it's implementation, I will personally go door to door to encourage every parent to OPT their kids out of the standardized testing. Included in my testimony is a letter from Massachusetts' democrat Senator Markey to Arne Duncan written October 22, 2013 in which he questions the Obama Administration's gutting of FERPA (Family Educational Rights and Privacy Act). Here is an excerpt from his letter:

1) In 2008 and 2011, the Department issued new regulations with respect to FERPA that addressed how schools can outsource core functions such as scheduling or data management and how third parties may access confidential information about students. These changes also permit other government agencies that are not under the direct control of state educational authorities, such as state health departments, to access student information. Please explain those changes.

a. Why did the Department make these changes?

b. Did the Department perform any analysis regarding the impact of these changes on student privacy? If yes, please provide it. If not, why not?

2) Has the Department performed an assessment of the types of information that are shared by schools with third party vendors, including but not limited to Contact information, grades, disciplinary data, test scores, curriculum planning, attendance records, academic subjects, course levels, disabilities, family relationships, and reasons for enrollment? If yes, please provide it. If not, why not?

a. Should parents, not schools, have the right to control information about their children even when their data is in the hands of a private company?

Thank you Senator Markey for stepping up to protect our children's and our family's PRIVATE data. This is a part of Common Core and should make every American question: who benefits from Common Core? Private Companies. This is all about corporate greed and our politicians and the Obama Administration are selling us out.

Thank you,

Mary Carney

507 West Park Street

Marshfield, WI



Science Education in Wisconsin

Science Education in Wisconsin

The study of science allows Wisconsin students to experience richness and excitement of the natural world. As adults they will face complex questions requiring scientific thinking, reasoning, and the ability to make informed decisions. Scientific knowledge prepares students for the future and helps them acquire new knowledge and skills to hold meaningful and productive jobs. The standards recognize that science is for ALL students-- the essence of science literacy.



The Next Generation Science Standards (NGSS) are now final! To locate the NGSS website [click here \(http://www.nextgenscience.org/next-generation-science-standards\)](http://www.nextgenscience.org/next-generation-science-standards). The NGSS are rigorous and college or career ready standards, are standards for Wisconsin students, and offer specific middle level and high school course pathways for teachers, schools, and districts. To learn about these appendices and more, [click here \(http://www.nextgenscience.org/next-generation-science-standards\)](http://www.nextgenscience.org/next-generation-science-standards).

Background on the development process:

Step One: Getting the Science Right, The National Research Council (NRC), the staff arm of the National Academy of Sciences, began by developing the Framework for K-12 Science Education. The Framework was a critical first step because it is grounded in the most current research on science and science learning and identified the science all K-12 students should know. The NRC released the final Framework on July 19, 2011. Read more about the Framework online [here \(http://www.nap.edu/catalog.php?record_id=13165\)](http://www.nap.edu/catalog.php?record_id=13165).

Step Two: States Led the Development of Next Generation Science Standards, in a process managed by Achieve; states led the development of K-12 science standards. The result is the standards are rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally-benchmarked science education. To find out more about the NGSS development [click here \(http://www.nextgenscience.org/next-generation-science-standards\)](http://www.nextgenscience.org/next-generation-science-standards).

LINKS

Science Equivalency Resources and Links

- Agriculture and Science, [click here \(http://ag.dpi.wi.gov/ag_asec\)](http://ag.dpi.wi.gov/ag_asec)
- Technology Education and Science, [click here \(http://te.dpi.wi.gov/te_terp\)](http://te.dpi.wi.gov/te_terp)
- Family and Consumer Science and Science, [click here \(http://fcs.dpi.wi.gov/fcs_fdsci\)](http://fcs.dpi.wi.gov/fcs_fdsci)

Evolution Position Statement

In 1982 the department released a position statement on the teaching of evolution in the science classroom. The department has just updated that statement. A copy of the position statement, *On the Nature of Science and the Teaching of Evolution*, can be obtained at [Evolution Position Statement](#).

Professional Associations

- [National Science Teachers Association \(NSTA\) \(http://www.nsta.org/\)](http://www.nsta.org/)
- [Wisconsin Society of Science Teachers \(WSST\)](#)
- [National Association of Biology Teachers \(NABT\) \(http://www.nabt.org/websites/institution/index.php?p=1\)](http://www.nabt.org/websites/institution/index.php?p=1)
- [National Academy of Science \(NAS\) \(http://www.nas.edu/\)](http://www.nas.edu/)
- [National Science Foundation \(NSF\) \(http://www.nsf.gov/\)](http://www.nsf.gov/)
- [American Association for the Advancement of Science \(AAAS\) \(http://www.aaas.org/\)](http://www.aaas.org/)
- [ENC Online--a K-12 math and science teacher center \(http://www.goENC.com\)](http://www.goENC.com)
- [American Association of Physics Teachers \(AAPT\) \(http://www.aapt.org\)](http://www.aapt.org)

Lisa Urick

Good Morning,

Thank you for taking extra time to hold these hearings, giving parents a voice in their children's education. For the record, I am not an educator, I have not been paid to appear here and by the time today is through I will have spent 3 hours in my car just to be here today. While I am not against all standards, I am against the Common Core standards. With these standards being the first ever national standards, it is surprising that very little has been discussed publicly. In fact a recent poll by Phi Delta Kappa and Gallup showed that 62% of Americans had never heard of the Common Core. Parents and their children, who will bear the brunt of this if it fails, have had little to no input into these standards despite the fact that our tax dollars will pay for the implementation of them.

This year our school purchased new Common Core aligned English textbooks. In an effort to better understand how Common Core would be utilized, I decided to spend some time with my 6th grade son's English Language Arts textbook. I was very surprised to find the following topics in it: Media Literacy: Setting and Conflict in Movies, Producing a Documentary, Persuasive Techniques in Commercials, and Comparing Persuasion and Propaganda. Welcome to Common Core English class. As an English major myself, I find this quite concerning. Subjects like history, science, and math already include informational texts now Language Arts will be incorporating them as well. By the 12th grade literary works will decrease to only 30% of what a student reads. Literary texts provide a child with the opportunity to interpret a story in a way that they see it and each child has his own unique interpretation. Informational texts allow little area for individual interpretation. Our children will be deprived of many traditional literary works that help grow their imagination. For

many children, sitting down to read a book is much more than learning about reading and writing. They can escape daily stresses, travel to a place they may never be able to see, and discover the things they want to do when they grow up. I am sure all of you have fond memories of a favorite book that inspired you as a child. More informational texts will also be especially devastating to those children who thrive in the arts for whom history, science and math is hard to grasp.

While there is no doubt that the Wisconsin state standards need fixing, adopting a "one size fits all" set of national standards is not the solution. By adopting national standards we are giving up state and local control of our schools. We all know how hard it is to get issues changed within our own school districts. Imagine the difficulty in trying to change something within a set of national standards.

One of the biggest issues with adopting these standards is that they are largely untested. In theory, they are rigorous, college and career ready standards but in practice they are causing children and parents an undue amount of stress. Our children have become human guinea pigs testing the latest and greatest education craze. Unfortunately, most of these have failed. If they had succeeded, we wouldn't be here today. Therefore, I respectfully ask that you stop the further implementation and funding of the Common Core standards in our state. Say no to the intervention of the federal government into our state and our schools.
Thank you!

Kerry Rose

DePere, WI

Registered Nurse & Mother of 3 children ages 14, 11, & 7

My vote is against CCSS

Please protect our state autonomy and the local control of schools by refusing to support any legislation or budget item which supports the implementation of federal education standards. Why are you giving up State and local control by adopting these CC Standards?

I would like to address the math standards in regards to my child's current situation...

My youngest child is 7 years old, in second grade, and sadly experiencing the unfortunate CC math standards this year. The math standards are haphazard and developmentally age inappropriate. This new math is confusing, complicated and fuzzy. Children at this cognitive developmental stage think concretely, black and white, no gray area and they can solve one step word problems. However, the math word problems consistently have two to three steps, causing confusion and constant frustration. Our daily math homework ends in tears 4 out of 5 days and she complains that she doesn't want to go to school anymore because of math (up until this year she loved attending school). Instead of teaching traditional math methods and math facts, the math standards teach the kids how to "make it a ten". (Instead of memorizing and mastering $8+6=14$ - it is taught $8+2=10$, $6-2=4$, therefore $10+4=14$.) The CC math standards at this age level are teaching "concepts", left sided equations, comparison bars and algebraic thinking. They are 7 years old and cannot think abstractly. Math facts are now NOT mastered now until 4th and 5th grade. This is NOT a good math knowledge foundation to build upon. No longer do we teach to "borrow" and "carry the one" in subtraction. These backwards math standards and methods create more steps, cause confusion, slow learning, increase room for error, decrease confidence in children and will cause serious delay in math progress. I don't want our children to be guinea pigs and this "one size fits all" approach to math will not succeed.

The CCSS "Mathematical Practices" for Kindergarten thru 2nd grade state: (5,6,7 year olds)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.

Once again, children of this cognitive developmental stage cannot yet grasp abstractly or understand "concepts". These are developmentally age inappropriate. Abstract thought emerges around age 12.

Remember your oath of office requires that you protect and defend the US Constitution, the WI state constitution and all laws regarding education. Therefore, it is a violation of your oath of office to support any legislation or budget which funds a federal education policy at a State level.

Please stop supporting Common Core Standards. Please eliminate CCSS. Thank you for your time.

Jean Piaget, Psychologist ~ Stages of Cognitive Development:

Preoperational Stage 3-7 yrs

During this stage, young children are able to think about things symbolically. Their language use becomes more mature. They also develop memory and imagination, which allows them to understand the difference between past and future, and engage in make-believe.

But their thinking is based on intuition and still not completely logical. They cannot yet grasp more complex concepts such as cause and effect, time, and comparison.

Concrete Operational Stage 7-12 yrs

At this time, elementary-age and preadolescent children demonstrate logical, concrete reasoning.

Children's thinking becomes less egocentric and they are increasingly aware of external events. They begin to realize that one's own thoughts and feelings are unique and may not be shared by others or may not even be part of reality. Children also develop operational thinking -- the ability to perform reversible mental actions.

During this stage, however, most children still can't tackle a problem with several variables in a systematic way.

Formal Operational Stage

Adolescents who reach this fourth stage of intellectual development are able to logically use symbols related to abstract concepts, such as algebra and science. They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract relationships and concepts such as justice.

Although Piaget believed in lifelong intellectual development, he insisted that the formal operational stage is the final stage of cognitive development, and that continued intellectual development in adults depends on the accumulation of knowledge.

What are stages in cognitive skills development for young children 6-8 years of age?

In Piaget's stages of cognitive development, the 6- to 8-year-old child has entered the "intuitive phase." Speech patterns have matured, and long and complex sentences are to be expected. Occasional stuttering or stammering may be noticed and should not be considered abnormal unless its existence interferes with academic or social activities. Thought processes are less egocentric, and the child begins to recognize that his/her actions have consequences (both intended and unintended). It should be remembered that children in this age range are bound by concrete thought processes. Behaviors and actions are either black or white -- grays do not exist. As a result specific "dos" and "don'ts" are important. The gradual development of a conscience is a major social milestone of this age range. The dictum "perception is reality" aptly applies to these children -- partially as a consequence of the black-white issue noted above as well as a residual magical belief system coupled with a sense of self-perfection. (The 3- to 5-year-old child believes he can do no wrong since he is perfect.) A 7-year-old may understand that his mother told him not to eat the cookies she has just baked; however, he may purposely invalidate the "do not" command by rationalizing that she would probably offer him one after dinner. Many parents learn by experience that single-step instructions work best in this age group. A shopping list of tasks to accomplish is overwhelming, and 6- to 8-year-old children find it difficult to see the forest through the trees.

References

<http://psychohawks.wordpress.com/2010/09/05/theories-of-cognitive-development-jean-piaget/>

<http://children.webmd.com/piaget-stages-of-development>

<http://muskingum.edu/~psych/psycweb/history/piaget.htm>

Attachments: Math homework examples, equation flashcards.

Homework

Think about the first-step question. Then solve the problem.

Show your work.

1. Bessie counts 5 fish, 3 turtles, and some frogs. She counts 14 animals altogether. How many frogs does Bessie count?

5 
3 



turtle


 $14 - 8 = 6$

6
frogs
label

2. Amy has 6 more blue feathers than white feathers. She has 2 more green feathers than blue feathers. Amy has 4 white feathers. How many green feathers does Amy have?

10 blue feathers
4 white
12 green



feather


 $10 + 2 = 12$

12
green
label

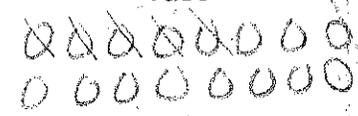
Handwritten note: "Has difficulty with advanced math"

3. Mr. Green puts 5 tulips and some roses in a vase. There are 14 flowers in the vase. Then Mrs. Green adds 2 more roses to the vase. How many roses are in the vase now?

14 Flowers total



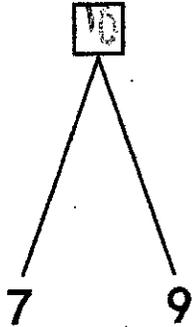
vase

$5 + \square = 14$
 tulips roses

 $9 + 5 = 14$
 roses

9
roses
label

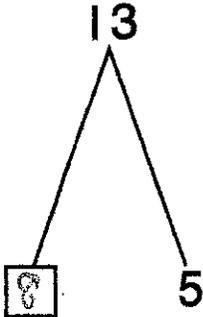
Remembering

1. Write two equations for each Math Mountain.



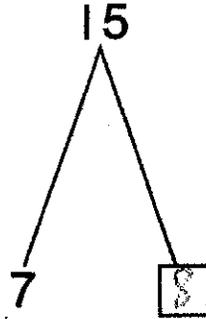
$$9 + 7 = 16$$

$$16 - 7 = 9$$



$$5 + 8 = 13$$

$$13 - 8 = 5$$



$$7 + 8 = 15$$

$$15 - 7 = 8$$

Write the unknown addend (partner).

$$2 + 6 + \boxed{5} = 11$$

$$18 - 9 = \boxed{9}$$

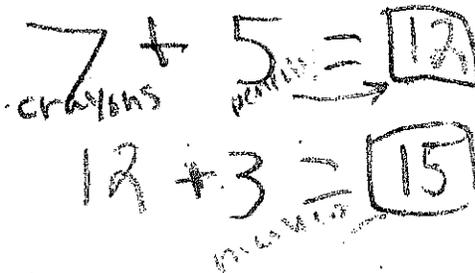
$$5 + \boxed{8} = 13$$

Solve the word problem.

Show your work.

3. Don has 5 more pencils than crayons. He has 3 more markers than pencils. Don has 7 crayons. How many markers does Don have?

15 markers
label

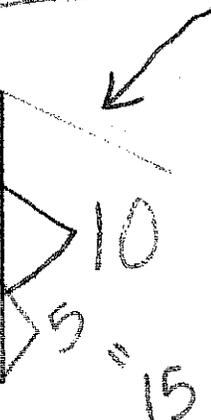


this is algebra
 $x + 2x = 15$

4. **Stretch Your Thinking** Fifteen children voted for their favorite color. The votes for red and blue together were double the votes for green and yellow together. How did the children vote?

by picking their favorite color.

Favorite Color Votes	
Color	Votes
Red	5
Blue	5
Green	2
Yellow	3



$$11 - 7 = \boxed{4}$$

$$16 - 7 = \boxed{9}$$

$$15 - 6 = \boxed{9}$$

$$11 - 6 = \boxed{5}$$

$$13 - 9 = \boxed{4}$$

$$12 - 8 = \boxed{4}$$

$$14 - 9 = \boxed{5}$$

$$13 - 8 = \boxed{5}$$

$$12 - 7 = \boxed{5}$$

$$13 - 7 = \boxed{6}$$

$$17 - 8 = \boxed{9}$$

$$11 - 5 = \boxed{6}$$

$$11 - 4 = \boxed{7}$$

$$15 - 9 = \boxed{6}$$

$$14 - 8 = \boxed{6}$$

Good afternoon! Thank you for this opportunity to provide testimony in support of the Common Core State Standards. My name is Dr. Karen Wendorf-Heldt. I come to this hearing today wearing or having worn several hats which provide me with breadth and depth in my perspective. I currently serve as the Agency Administrator for CESA 9 in Tomahawk. Prior to taking on this role, I served as a teacher for 15 years, a principal for 7 years, and a district level administrator for 4 years. I also currently serve as the Immediate Past President of Wisconsin ASCD, which is a non-profit, non-partisan, non-union organization comprised of educational professionals in various roles across our state—teachers, principals, curriculum directors, superintendents, specialists, and representatives from higher education all focused on strengthening teaching, learning, and leadership. And, like many of you, I also bring the perspective of a parent. I am mom to two young adult children, Ben and Hannah, both of whom would have benefited from the clarity and collaboration that are resulting from the efforts across our great state as we have adopted and are working diligently to implement the Common Core. No matter which hat or perspective I put on, it is clear to me that the Common Core State Standards are very useful in helping us to prepare ALL of our Wisconsin students for college, for career, and for life and citizenship. It is the two benefits I mentioned previously—**clarity and collaboration**—that I will address briefly in my testimony today.

First, **clarity**. Never before in my 28-year career as a public educator has there ever been such clarity regarding what students should know and be able to do at each grade level. Prior to the adoption of the Common Core, our state standards articulated learning expectations for the end of 4th, 8th and 12th grades only. Now, each grade level, K-12, has clearly articulated, higher learning targets in English Language Arts and Mathematics. Our state standards provide a consistent foundation (a floor, not a ceiling) for all of the public school children in our state no matter where they attend school. This guaranteed foundation is similar to the standard of care communicated and ensured within our medical community. These common standards of educational care, if you will, which clearly articulate essential things our students are to know and be able to do to be prepared for their future, are a very good thing for the children of Wisconsin and for the economic and civic future of Wisconsin.

Please do not misunderstand me. Clarity does not equate to ease of implementation. The call for higher standards has stretched students and educators alike and implementation has had its challenges—as would any set of higher standards. That brings me to my second point—the benefit of **collaboration**.

Never before in my 28-year career as a public educator have I witnessed and experienced the level of collaboration among educational professionals that I have since the standards were adopted three years ago. These common standards have helped to create a common language among educators, students, and parents. They have also helped to create a level of synergy that is truly heartening. Teachers are working tirelessly together in and across districts, regionally, to make these standards come alive for students as they design rigorous, relevant, engaging learning experiences-units of study, instructional lessons, performance tasks, formative assessments, and effective interventions-all grounded in the foundational standards reflected in the Common Core. The most important winners of this collaboration, of course, are the students because they benefit directly from the shared ideas, shared strengths, shared expertise, and shared resources of many, many teachers as these teachers collaborate in implementation.

Does this clarity and collaboration signal to an end to local control? Absolutely not! The beauty of local control in our great state is that educators are taking the clear, common expectations articulated in the Common Core State Standards and coupling them with their own community needs and expectations as they work together to design local curriculum and to personalize learning experiences locally. The standards only articulate the what related to the learning targets-it is up to educators and local boards of education to determine how those learning targets will be achieved with their students in their communities. Therein lays the art of teaching, the great promise, and the rich potential of continued implementation of the Common Core State Standards. Therefore, I urge you to continue to support the work of implementation already well begun. Thank you.

Dr. Karen Wendorf-Heldt

Dr. Karen Wendorf-Heldt

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Gleason, WI 54435

The Washington Post

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Turmoil swirling around Common Core education standards

By Lyndsey Layton, Published: April 29

As public schools across the country transition to the new Common Core standards, which bring wholesale change to the way math and reading are taught in 45 states and the District, criticism of the approach is emerging from groups as divergent as the tea party and the teachers union.

The standards, written by a group of states and embraced by the Obama administration, set common goals for reading, writing and math skills that students should develop from kindergarten through high school graduation. Although classroom curriculum is left to the states, the standards emphasize critical thinking and problem solving and encourage thinking deeply about fewer topics.

But as the common core shifts from theory to reality, critics are emerging. State lawmakers are concerned about the cost, which the Fordham Institute estimated could run as high as \$12 billion nationally. Progressives fret over new exams, saying that the proliferation of standardized tests is damaging public education. Teachers worry that they haven't had enough training and lack the resources to competently teach to the new standards. And conservatives say the new standards mean a loss of local control over education and amount to a national curriculum. They've begun calling it "Obamacore."

On Tuesday, the head of the American Federation of Teachers and a strong supporter of the Common Core standards will warn that the new approach is being poorly implemented and requires a "mid-course correction" or the effort will fall apart.

"The Common Core is in trouble," said Randi Weingarten, the union president who is slated to speak Tuesday in New York about the issue. "There is a serious backlash in lots of different ways, on the right and on the left."

Weingarten is concerned that states are rushing out tests based on the new standards without preparing teachers and designing new curricula.

"This is a wake-up call for everyone else in the country," she said, pointing to New York, which just administered new tests based on the Common Core standards. Teachers, parents and students complained that the tests were poorly designed, covered material that had not been taught and frustrated children to the point of tears.

Comparing Methods

Six consortia, funded by the U.S. Department of Education are developing systems for testing students' understanding of the Common Core standards. Two of these are developing assessments for English-language learners, which include English proficiency tests, and another two are developing assessments for students with the most significant cognitive impairments. The two largest consortia are Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC). Both use interim tests to inform instruction, and both use writing and problem-solving tasks to assess critical thinking. A key difference between PARCC and Smarter Balanced is that PARCC uses a fixed format that shows the same questions to all students. The Smarter Balanced test is adaptive, using an algorithm to adjust the difficulty of questions according to students' responses -- as students get more correct responses, the questions get harder.

Total testing time for Smarter Balanced is 23 hours over several multi-day testing sessions in grades 3-8 and grade 11. PARCC's total testing time is about 46 hours over nine testing sessions in grades 3-11. Sample tasks for PARCC and Smarter Balanced can be found online. The table below provides further comparisons and links to the sample items.

	Partnership for Assessment of Readiness for College and Career (PARCC)	Smarter Balanced WI	ACT
Total testing time (per student, over all years)	46 hours over 9 testing sessions	55 hours, over several multi-day testing sessions	--
Grades Tested	Grades 3-11	Grades 3-8 and 11	Grades 3-10
Cost*	\$29.50 per pupil	\$22.50 per pupil	\$20 per pupil
Number of Adopting States**	17 (incl. 5 states adopting both PARCC and Smarter Balanced)	23 (incl. 5 states adopting both PARCC and Smarter Balanced)	1
Tech Requirements	<ul style="list-style-type: none"> •1 device per student for the 2 largest grades in K-8 schools •1 device per student for the largest grade in K-5, 6-8 or 9-12 schools •Paper-and-pencil version as accommodation or state approval in 2014-15 	<ul style="list-style-type: none"> •8:1 student-to-computer ratio will process all students in 3-7 week assessment window •Paper-and-pencil version as accommodation and for 3 years for schools not available for delivery 	<ul style="list-style-type: none"> •Online and paper-and-pencil versions
Format	<ul style="list-style-type: none"> •Fixed-form delivery (several equated sets of items and tasks) •Locally-scored speaking and listening assessment •Timed •Interim assessments •See ELA Sample items (5) •See Math Sample Items (6) 	<ul style="list-style-type: none"> •Adaptive delivery •Untimed •Interim assessments •See ELA sample items (7) •See Math Sample items (8) 	<ul style="list-style-type: none"> •Constructed response, multiple-choice, and technology-enhanced items •Interim assessments •See ACT Aspire Sample items (9) (sign-in required)

Source: Center for K-12 Assessment & Performance Management at ETS (2013)¹, and ACT, Inc. (2013 (10)). *All three tests cost less than 1 percent of national average annual per pupil spending, which is \$10,600. **Approximate, as of October 2013.

The Washington Post [Print](#)

Top authors — including Maya Angelou — urge Obama to curb standardized testing

By Valerie Strauss, Updated: October 22 at 11:07 am

More than 120 authors and illustrators of books for children — including Maya Angelou, Judy Blume and Jane Yolen — urged President Obama in a letter sent Tuesday to curb policies that promote excessive standardized testing and said they are “alarmed” about the impact “on children’s love reading and literature.”

The letter, delivered to the White House, was organized by The National Center for Fair & Open Testing, known as [FairTest](#), a nonprofit organization dedicated to ending the misuse of standardized tests. It says in part:

We are alarmed at the negative impact of excessive school testing mandates, including your administration’s own initiatives, on children’s love of reading and literature. Recent policy changes by your Administration have not lowered the stakes. On the contrary, requirements to evaluate teachers on student test scores impose more standardized exams and crowd out exploration.

Angelou is noteworthy on this list not only because of her position in the literary world but because she has been a big public supporter of Obama. Other signers include Jules Feiffer, Donald Crews, Alma Flor Ada, and National Book Award winners Kathryn Erskine and Phillip Hoose.

The mention of Obama’s education initiatives is in part a reference to Obama’s main ed program called Race to the Top. Critics say it has extended the high-stakes testing mandates on public schools that started during the No Child Left Behind era of former president George W. Bush by insisting that student test scores be used to judge teachers through “value-added” methods that many experts say are unreliable and invalid.

Here’s the text of the letter:

President Barack Obama
The White House
Washington, DC 20500

Dear President Obama,

We the undersigned children’s book authors and illustrators write to express our concern for our readers, their parents and teachers. We are alarmed at the negative

impact of excessive school testing mandates, including your Administration's own initiatives, on children's love of reading and literature. Recent policy changes by your Administration have not lowered the stakes. On the contrary, requirements to evaluate teachers based on student test scores impose more standardized exams and crowd out exploration.

We call on you to support authentic performance assessments, not simply computerized versions of multiple-choice exams. We also urge you to reverse the narrowing of curriculum that has resulted from a fixation on high-stakes testing.

Our public school students spend far too much time preparing for reading tests and too little time curling up with books that fire their imaginations. As Michael Morpurgo, author of the Tony Award Winner *War Horse*, put it, "It's not about testing and reading schemes, but about loving stories and passing on that passion to our children."

Teachers, parents and students agree with British author Philip Pullman who said, "We are creating a generation that hates reading and feels nothing but hostility for literature." Students spend time on test practice instead of perusing books. Too many schools devote their library budgets to test-prep materials, depriving students of access to real literature. Without this access, children also lack exposure to our country's rich cultural range.

This year has seen a growing national wave of protest against testing overuse and abuse. As the authors and illustrators of books for children, we feel a special responsibility to advocate for change. We offer our full support for a national campaign to change the way we assess learning so that schools nurture creativity, exploration, and a love of literature from the first day of school through high school graduation.

Alma Flor Ada
Alma Alexander
Jane Ancona
Maya Angelou
Jonathan Auxier
Kim Baker
Molly Bang
Tracy Barrett
Chris Barton
Ari Berk
Judy Blume
Alfred B. (Fred) Bortz
Lynea Bowdish
Sandra Boynton
Shellie Braeuner
Ethriam Brammer
Louann Mattes Brown
Anne Broyles

Michael Buckley
Janet Buell
Dori Hillestad Butler
Charito Calvachi-Mateyko
Valerie Scho Carey
Rene Colato Lainez
Henry Cole
Ann Cook
Karen Coombs
Robert Cortez
Cynthia Cotten
Bruce Coville
Ann Crews
Donald Crews
Nina Crews
Rebecca Kai Dotlich
Laura Dower
Kathryn Erskine
Jules Feiffer
Jody Feldman
Mary Ann Fraser
Sharlee Glenn
Barbara Renaud Gonzalez
Laurie Gray
Trine M. Grillo
Claudia Harrington
Sue Heavenrich
Linda Oatman High
Anna Grossnickle Hines
Lee Bennett Hopkins
Phillip Hoose
Diane M. Hower
Michelle Houts
Mike Jung
Kathy Walden Kaplan
Amal Karzai
Jane Kelley
Elizabeth Koehler-Pentacoff
Amy Goldman Koss
JoAnn Vergona Krapp
Nina Laden
Sarah Darer Littman
José Antonio López
Mariellen López
Jenny MacKay
Marianne Malone
Ann S. Manheimer
Sally Mavor
Diane Mayr

Marissa Moss
Yesenia Navarrete Hunter
Sally Nemeth
Kim Norman
Geraldo Olivo
Alexis O'Neill
Anne Marie Pace
Amado Peña
Irene Peña
Lynn Plourde
Ellen Prager, PhD
David Rice
Armando Rendon
Joan Rocklin
Judith Robbins Rose
Sergio Ruzzier
Barb Rosenstock
Liz Garton Scanlon
Lisa Schroeder
Sara Shacter
Wendi Silvano
Janni Lee Simner
Sheri Sinykin
Jordan Sonnenblick
Ruth Spiro
Heidi E.Y. Stemple
Whitney Stewart
Shawn K. Stout
Steve Swinburne
Carmen Tafolla
Kim Tomsic
Duncan Tonatiuh
Patricia Thomas
Kristin O'Donnell Tubb
Deborah Underwood
Corina Vacco
Audrey Vernick
Debbie Vilardi
Judy Viorst
K. M. Walton
Wendy Wax
April Halprin Wayland
Carol Weis
Rosemary Wells
Lois Wickstrom
Suzanne Morgan Williams
Kay Winters
Ashley Wolff
Lisa Yee



Statewide Longitudinal Data Systems Grant Program

Designing, Developing, Implementing, & Using Longitudinal Data Systems to Improve Student Learning

-- Select a state --

Grantee State - Wisconsin

Websites:

- [Wisconsin Department of Public Instruction](#)
- [Wisconsin Information System for Education](#)



2009-ARRA Grant Application

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System

Start Date: 7/1/2010

End Date: 6/30/2014

Project Director: Kurt Kiefer

Amount Awarded: \$13,809,040

[Project Application](#) 15.8 MB

[Project Abstract](#) 143 KB

Major Outcomes:

- Advanced Postsecondary Infrastructure
 - Leverage momentum to accelerate data sharing and interoperability among state education agencies
- Great Teachers and Leaders
 - Transition to a web-based, integrated teacher licensing and data management system, improving data accessibility and quality
- Early Childhood Longitudinal Research
 - Develop a high quality data plan around early childhood educational programs

[◀ Back to Grantee States](#)

2009 Grant Application

Developing a Longitudinal Data System to Support 21st Century Learning in Wisconsin

Start Date: 5/2/2009

End Date: 5/1/2014

Project Director: Kurt Kiefer

Amount Awarded: \$5,552,270

[Project Application](#) 6.7 MB

[Project Abstract](#) 126 KB

Major Outcomes:

- Create a Comprehensive Education Portal & Data Repository.
- Develop a Student-Level Data Collection for Course Completion Data.
- Add Student-Level Data Sets-ACT Data.
- Add Student-Level Data Sets-VEERS Data.
- Build Next Generation Analysis and Reporting Tools.

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2006 Grant Application

Wisconsin Department of Public Instruction Longitudinal Data Systems to Support Data-Driven Decision-Making

Start Date: 2/1/2006

End Date: 6/30/2009

Project Director: Kurt Kiefer

Amount Awarded: \$3,081,000

Project Application  27.4 MB

Project Abstract  85 KB

Major Outcomes:

The work of this project will be enhanced through a multi-state partnership among the Michigan Department of Education (MDE), Michigan's Center for Educational Performance and Information (CEPI), the Minnesota Department of Education (MDE) and the Wisconsin Department of Public Instruction (DPI).

- Data Analysis and Research Requirements:
 - Value-added performance indicators.
 - Evaluation of instructional practices and programs.
 - Teacher education.
 - Student and staff mobility.
 - Tri-state coordination.

- Data Access Policies:
 - Deadlines for reporting.
 - Transactions vs. snapshot collection.
 - Outreach to stakeholders.
 - Who has access to what data?
 - Professional development.
 - Tri-state coordination.

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[Show/Hide More Outcomes](#)

Congress of the United States
Washington, DC 20515

April 30, 2013

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

As you know, the Elementary and Secondary Education Act (ESEA) allows Congress to authorize and allocate funding for public K-12 education and, most importantly, is the primary vehicle in which we implement education policy reform. Most recently reauthorized through the No Child Left Behind Act of 2001 (NCLB), the ESEA expired on September 30, 2008 and has yet to be reauthorized. Since the ESEA's expiration, the Department of Education ("Department") has moved forward with education policy reform without Congressional input. Such action is, at best, in contravention with precedent.

In addition to expressing our concern with the Department's circumvention of Congress to reform education policy, we are writing to express our concerns with the implementation of Common Core standards and changes to federal data collection and disbursement policies.

In 2009, forty-six governors signed memoranda of understanding with the National Governors Association committing their states to the development and adoption of new education standards within three years. As we understand it, states had the option of adopting Common Core standards or creating their own equivalent standards. At the time, Common Core standards consisted of nothing more than the idea that states would collaborate to create uniformed education standards. Details about Common Core were not only unknown to the states, they did not exist. From there, the Department offered Race To The Top (RTTT) grants and NCLB waivers to states under the condition that each state would implement "college and career ready" standards. The only "college and career ready" standards with the Department's approval were Common Core.

In addition to the serious concerns we have regarding the Department's aforementioned coercion of states to opt-in to Common Core standards, many of which continue to have serious budgetary constraints and issues with existing education policies, we have become increasingly concerned over the development of Common Core standards themselves. Though initially promoted as state-based education standards, Common Core standards, as they have been developed over the last few years, are nothing of the sort. In just one very troubling instance, Common Core standards will replace state-based standardized testing with nationally-based standardized testing, the creation and initial implementation of which will be funded in full by the federal government. The long-term, annual administering of the exams, the cost of which has not been specified by the Department, is to be funded by the states.

As representatives from states across the nation, we understand the diverse cultures and state-specific education needs that exist in America. Moreover, we believe that state-based education policies are vital to the successful education of a child. As with most one-size-fits-all policies, Common Core standards fail to address the specific needs of our states.

Because states opted-in to Common Core standards, there is little Congress can do to provide any relief from these burdensome and misguided standards. Instead, the ability to opt-out of these standards lies with the state. With that in mind, we will be working with our respective state legislatures and governors

to provide relief to our education systems. In the meantime, we urge you to work with Members of Congress to reauthorize the ESEA in a manner that allows state-specific education needs to be addressed.

Separate from reauthorization, we are extremely concerned over recent changes the Department has made to the manner in which the federal government collects and distributes student data.

As you know, the Family Educational Rights and Privacy Act (FERPA) was signed into law in 1974, guaranteeing parental access to student education records and limiting their disclosure to third parties. FERPA was intended to address parents' growing privacy concerns and grant parental access to the information schools use to make decisions that impact their children.

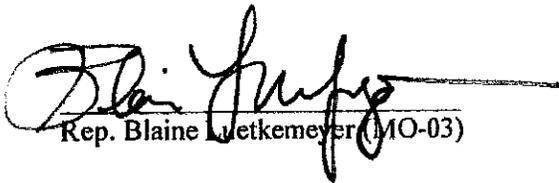
Once again circumventing Congress, in 2011 the Department took regulatory action to alter definitions within FERPA. With the technological advances that have occurred in recent years, changes to FERPA deserve the full scrutiny of the legislative process more so than ever before.

In addition, we understand that as a condition of applying for RTTT grant funding, states obligated themselves to implement a State Longitudinal Database System (SLDS) used to track students by obtaining personally identifiable information.

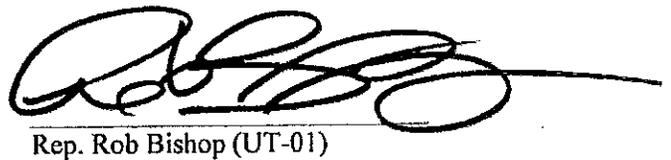
Regarding these two very concerning changes to the manner in which the government collects and distributes student data, we formally request a detailed description of each change to student privacy policy that has been made under your leadership, including the need and intended purpose for such changes. We also request that you submit to us the authority under which the Department has implemented Common Core and altered the aforementioned policies on student privacy.

It is our sincere hope that the Department works with the Legislative Branch to implement any changes to education standards and student privacy policy. We look forward to your response and welcome the opportunity to address these issues in the future.

Sincerely,



Rep. Blaine Luetkemeyer (MO-03)



Rep. Rob Bishop (UT-01)



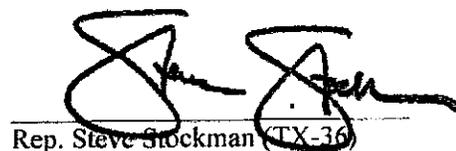
Rep. Kerry Bentivolio (MI-11)



Rep. Michele Bachmann (MN-06)



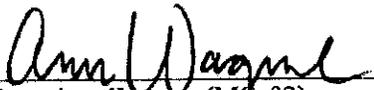
Rep. Thomas Massie (KY-04)



Rep. Steve Stockman (TX-36)

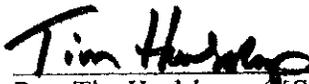

Rep. Rick Crawford (AR-01)


Rep. Jason Chaffetz (UT-03)


Rep. Ann Wagner (MO-02)


Rep. Vicky Hartzler (MO-04)

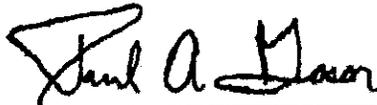

Rep. Paul Broun (GA-10)

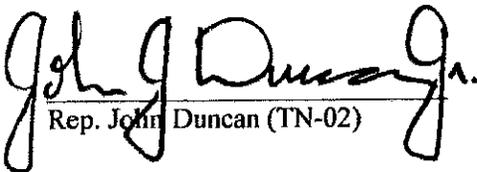

Rep. Tim Huelskamp (KS-01)

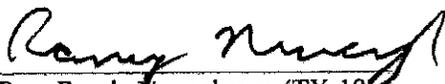

Rep. David McKinley (WV-01)


Rep. Sam Graves (MO-06)

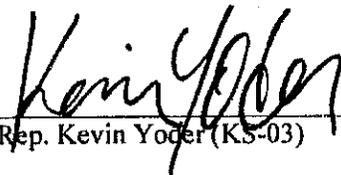

Rep. Jim Jordan (OH-04)


Rep. Paul Gosar (AZ-04)

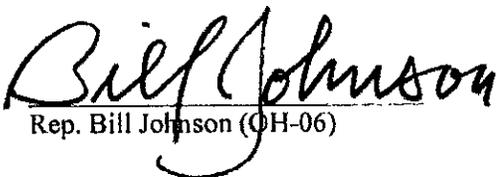

Rep. John Duncan (TN-02)


Rep. Randy Neugebauer (TX-19)


Rep. Marsha Blackburn (TN-07)


Rep. Kevin Yoder (KS-03)


Rep. Dan Benishek (MI-01)


Rep. Bill Johnson (OH-06)


Rep. Andy Harris (MD-01)


Rep. Richard Nugent (FL-11)

SAMPLE OF DATA GATHERING

56 PAGES IN TOTAL

- N/A
- Regents diploma
- N/A
- + 10 More Codes...

Discontinuing Schooling Reason

Source: Handbooks

The primary reason for which a student discontinued schooling or left school before graduation or matriculation.

Code Set:

- Academic difficulty**
 - An inability to reach or maintain expected educational levels appropriate for the student's age group, measured competence, or grade level.
- Behavioral difficulty**
 - The student left school voluntarily or involuntarily because of problems in behaviors.
- Dislike of school experience**
 - The student left school because of an active dislike of one or more aspects of his or her school experiences other than those of an academic or behavioral nature.
- Economic reasons**
 - The student left school because of economic reasons such as inability to pay school expenses and inability of parents to provide suitable clothing.
- Employment**
 - The student left school to seek or accept employment, including employment required to support a parent/guardian or other dependents.
- + 19 More Codes...

Diseases, Illnesses, and Other Health Conditions

Source: Handbooks

An instance in which an individual has contracted a disease, illness, or other health condition (e.g., pregnancy). (Note: The International Classification of Diseases (ICD) is maintained by the World Health Organization. The ICD is revised periodically to incorporate changes in the medical field, the most updated and detailed list of International Statistical Classification of Diseases and Related Health Problems can be found at <http://www.who.int/classifications/apps/icd/icd10online>).

Code Set:

- Abnormal findings on diagnostic imaging and in function studies, without diagnosis**
 - N/A
- Abnormal findings on examination of blood, without diagnosis**
 - N/A
- Abnormal findings on examination of other body fluids, substances and tissues, without diagnosis**
 - N/A
- Abnormal findings on examination of urine, without diagnosis**
 - N/A
- Accidents**
 - N/A
- + 199 More Codes...

Displacement Status

Source: NEDM

An indicator that the student was displaced due to a crisis.

Distance From Home to School

Source: Handbooks

The distance between a student's residence and the school measured according to state or local regulations.

Code Set:

- No option list available
- N/A

Dwelling Arrangement

Source: Handbooks

An indication of the arrangement or environment in which an individual resides.

Code Set:

- Boarding house**
 - A private residence in which an individual or his or her family resides and receives one or more meals per day.
- Cooperative house**
 - A house in which individuals or families are responsible for the financing and administration of living costs, each paying a proportionate amount of expenses and sharing in the maintenance of the house.
- Crisis shelter**
 - A facility that provides a temporary place to stay for individuals who are unable to return to their own residences due to sexual assault, domestic violence or other problems.
- Disaster shelter**
 - A facility that provides temporary shelter for individuals whose residences have been made uninhabitable by fire, flood, earthquake, or other major disaster.
- Family residence**
 - A residence in which an individual lives alone, with his or her birth, adoptive, sponsoring, or guardian family (including relatives), or with roommates.
- + 10 More Codes...

SOURCE:



Title: Data Stewardship: Managing Personally Identifiable Information in Student Education Records

Description: This Statewide Longitudinal Data Systems (SLDS) Technical Brief focuses on data stewardship, which involves each organization's commitment to ensuring that privacy, confidentiality, security, and the appropriate use of data are respected when personally identifiable information is collected. Data stewardship involves all aspects of data collection, from planning, collection and maintenance to use and dissemination. The Brief also discusses internal control procedures that should be implemented to protect personally identifiable information, including the use of unique student identifiers and linking codes, workforce security, authorization for access, role based access to student record data, permitted uses, and the handling of data breaches. This Brief concludes with a discussion of accountability and auditing, including an overview of the types of audit activities that can be implemented to ensure that all stages of data stewardship have been successfully implemented.

Online Availability: → [Download, view and print the report as a pdf file.](#) (264KB)

[Need Help Viewing PDF files?](#)

Data Breaches!

Cover Date: November 2010

Web Release: November 23, 2010

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Authors: Marilyn Seastrom

Type of Product: [Technical/Methodological Report](#)

Survey/Program Areas: [Statewide Longitudinal Data Systems Grant Program \(SLDS\)](#)

Keywords: [Privacy](#)
Students
• [education records](#)

Questions: For questions about the content of this [Technical/Methodological Report](#), please contact: [Marilyn M. Seastrom](#).

[Tell a colleague about this product!](#)

Personal data and information is provided to schools by parents about themselves and their students enrolled in the schools. Most parents implicitly trust the schools with this information and their student's records and do not question the security of their privacy. There are protections in place such as the Family Educational Rights and Privacy Act (FERPA) and the Pupil Protection Rights Act (PPRA). The issues and rights surrounding the privacy and protection of the personal information are very complex. The privacy rights provided by law are often not provided in practice and may be further eroded by changes. A push for changes in the established privacy rights is being made to facilitate greater collection and sharing of data by connecting state longitudinal data systems (SLDS). The federal government has promoted and provided funding for the development of these longitudinal data systems.

A little information is provided here about proposed changes to FERPA, PPRA, SLDS, and a critical study of the longitudinal data systems now in place and being further developed in all fifty states.

Changes Proposed for the Family Educational Rights and Privacy Act (FERPA)

The Department of Education (DOE) has proposed changes to the regulations issued under the primary federal student-privacy statute, the Family Educational Rights and Privacy Act (FERPA). The stated purpose of the proposed changes is "to protect the privacy of education records, as intended by Congress, while allowing for the effective use of data in statewide longitudinal data systems (SLDS)" In reality, DOE's desire to stimulate the "robust use of data" to evaluate federally funded education programs seems to outweigh the congressional mandate to protect student privacy – and the proposed changes to the FERPA regulations are a blatant attempt to bypass Congress by weakening the privacy law through radical regulation.

Listed below are objections to the proposed changes.

- **Authorized Representative** – DOE proposes to define "authorized representative" (*i.e.*, the individual or entity authorized to receive Personally Identifiable Information (PII) on students) in a way that greatly expands the universe of bureaucrats or even private entities that might be allowed to access PII throughout FERPA's existence, DOE has interpreted the statute to allow nonconsensual disclosure of PII only to officials of state or local educational authorities, or to the agencies headed by certain federal officials (Secretary of Education, Comptroller General, or Attorney General). The proposed change would allow any of these people to designate other bureaucrats in other agencies – such as state employment or public-health agencies – or even private entities as "authorized representatives" for purposes of accessing PII. This is a radical change to the interpretation of FERPA, and a substantial limitation on its privacy protections.
- **Education Program** – DOE proposes to define "education program" in a way that would further expand the reach of bureaucrats into private student data. The current interpretation of FERPA allows nonconsensual disclosure of PII during audits or evaluations conducted of federally funded "education programs" that are administered by educational authorities. The proposed changes would broaden this PII access to any program that could even be marginally considered "educational," even if not conducted by an educational authority. The concern is that designating something as an "education program" to be "evaluated" becomes an excuse for gaining access to data from that program.

- **Research Studies** – DOE proposes to greatly expand access to PII for use in “research studies.” Currently, FERPA allows nonconsensual disclosure of PII by educational agencies and institutions (with strict limitations) to companies that are conducting research on behalf of those agencies or institutions. The proposed changes would allow agencies further up the food chain – those that receive such PII from other agencies or institutions — to disclose that data for their own research purposes, and to do so **without express legal authority**. Thus, for example, a school may turn over PII to DOE as part of regular procedure and not be told that DOE is disclosing that data to a research company. And if the school discovered, and objected to, the redisclosure, DOE would not even have to point to an express legal authority for its action. “Implied authority” would be sufficient.
- **Authority to Audit or Evaluate** – DOE proposes to allow state or local educational authorities, or agencies headed by the Education Secretary, the Comptroller General, or the Attorney General, to conduct audits, evaluations, or compliance activity **without establishing that they have legal authority to do so**. The longstanding interpretation of FERPA is that any entity seeking to audit or evaluate a program must cite particular federal, state, or local legal authority for this activity, because FERPA itself confers no such authority. DOE proposes to allow such activities – with their consequent access to PII – to be conducted even by entities that can show no legal right to engage in them. Apparently, “I’m from the government and I’m evaluating this program” will be sufficient to access the data.
- **Enforcement** – DOE proposes to extend its FERPA enforcement authority beyond “educational agencies or institutions” to include any other recipients of federal funds that may misuse PII. Such entities might include, for example, student-loan lenders. While DOE’s vast expansion of access to PII would greatly increase the potential for misuse of that data, and therefore would indicate the need for broader enforcement authority, the fact remains that Congress is the only entity that is entitled to make this change. FERPA spells out DOE’s enforcement authority, and DOE cannot change this statutory law merely by changing the regulations.

There are two key points to be made regarding these proposed changes:

1) DOE is weakening longstanding student privacy protections by greatly expanding the universe of individuals and entities who have access to PII and by broadening the programs whose data might be subject to this access; and

2) DOE is attempting to evade Congress by pushing through radical policy changes through regulation rather than legislation.

Source:

Data Stewardship: Managing Personally Identifiable Information in Student Education Records. (2010, Nov.). IES National Center for Education Statistics. SLDS Technical Brief.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011602>

To download the pdf, click [here](#).

The Pupil Protection Rights Act requires parental notification if a study to be conducted in a school includes any information or questions about the student or the student's family related to the eight identified sensitive topics: political affiliations or beliefs; religious practices, affiliations, or beliefs; mental and psychological problems; sex behavior or attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of family members; legally recognized privileged relationships; or income.

Source:

Data Stewardship: Managing Personally Identifiable Information in Student Education Records. (2010, Nov.). IES National Center for Education Statistics. SLDS Technical Brief.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011602>

To download the pdf, click [here](#).

State Longitudinal Data Systems (SLDS)

Recent legislative initiatives provide funds for states to develop and implement statewide longitudinal data systems to support data-driven decisions to improve student learning and to facilitate research to increase student achievement and close achievement gaps. These data systems are intended to enhance the ability of states to manage, analyze, and use education data. The supporting legislation calls for an expansion in the amount of information included in student education records, including linkable student and teacher identification numbers and student and teacher information on student-level enrollment, demographics, program participation, test records, transcript information, college readiness test scores, successful transition to postsecondary programs, enrollment in postsecondary remedial courses, and entries and exits from various levels of the education system. To facilitate the usefulness of this information, the legislation also calls for an alignment between P-12 and postsecondary data systems, which requires linkages between student and teacher records, between preschool and elementary education, and between secondary and postsecondary education and the workforce. These linkages require data sharing across different components of the education system.

Source:

Data Stewardship: Managing Personally Identifiable Information in Student Education Records. (2010, Nov.). IES National Center for Education Statistics. SLDS Technical Brief.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011602>

To download the pdf, click [here](#).

A Study of Elementary and Secondary School State Reporting Systems

The Fordham University Law School's Center on Law and Information Policy's ***A Study of Elementary and Secondary School State Reporting Systems*** finds the privacy of our nation's school children is at risk. (See [news release](#).)

The Study reports on the results of a survey of all fifty states and finds that state educational databases across the country ignore key privacy protections for the nation's K-12 children. The Study finds that large amounts of personally identifiable data and sensitive personal information about children are stored by the state departments of education in electronic warehouses or for the states by third party vendors. These data warehouses typically lack adequate privacy protections, such as clear access and use restrictions and data retention policies, are often not compliant with the Family Educational Rights and Privacy Act, and leave K-12 children unprotected from data misuse, improper data release, and data breaches. The Study provides recommendations for best practices and legislative reform to address these privacy problems.

October 30, 2013

Dear Common Core proponents in the state legislature

I have seen a teacher at our school leave the profession because he didn't feel he could do his job to his satisfaction while adhering to the common core schedule. He was the most successful math teacher as far as students really getting it and passing his classes. His successor is also concerned that she is unable to teach until the students truly get it. She has to hurry her teaching to keep up with the other math teachers in the common core curriculum. She sometimes gets the deer in the headlights look from her students. Common core is a swaying of the curriculum to teach shallow and hit lots of topics in a short amount of time. Swaying the other direction would be teaching less topics but making sure students understand all the topics being taught. I have taught long enough (22 years) to see both ends of the spectrum. I look forward to the time when teachers can once again teach until the students understand. That is more important in my mind than skimming lots of material.

Sincerely



Diane Klinger
At Risk Educator
Mosinee High School
1000 High Street
Mosinee, WI 54455
dklinger@mosineeschools.org
715-693-2550 X3610

I support the Common Core Model - it is a model that has been shown to be successful in every other industrialized nation

Richard Lind
Richard D. Lind
9100 Back Street NE
Wauson WI 54401

Lind Richard

From: Isberner Robert
Sent: Wednesday, October 30, 2013 12:15 PM
To: Lind Richard
Subject: RE: Comments?

Hi Richard!

If you could stress to them that common core will only work if all of the schools in it teach by the modules in the order they are presented. I just received a student from a school who is supposed to be doing common core for geometry. From the start of the semester until about 2 weeks ago that school was reviewing algebra. So, my student who transferred in is missing almost everything the first half of Module A which we finish up in December. Granted the schools can cover the material for each module however they choose but they are supposed to cover the modules in order. One of the things common core was to eliminate was this kind of problem.

Robert Isberner
Mosinee High School
Mathematics

From: Lind Richard
Sent: Wednesday, October 30, 2013 11:14 AM
To: HS Teachers
Subject: Comments?

I plan on testifying at the Common Core hearing at NTC this afternoon. Please send any written comments you would like me to deliver to the committee members.

Ideally comments in an electronic format that I can open and print (that's easiest for me and I usually prefer whatever is easiest for me! ☺) Feel free to print your own and drop them off at my room (608) as well (also easy for me!)

I will be leaving to testify 8th period today so I will need comments by 2:25 p.m.

Dick