

Common Core Standards =
"New World Order" for America

Forward by Karen Schoen,

Report by Diane Kepus and Helen Wolffe

There is a Crisis, perhaps you heard:

American education is a disaster. Scores are awful. America is slipping. Students are not ready to work. More money is needed. Standards are not high enough. Look at the other countries, America is 37th.

Let's Find Someone to Blame:

- Teachers
- Class size
- Lengthen school day, school year
- Not the right food
- More social programs
- Increase school responsibility
- Diminish parental responsibility
- Choice
- NOT ENOUGH MONEY

What most Americans fail to realize is that the majority of all America's problems can be traced to school. No child is born hating or a racist. You have to be taught.

From the 60's till today American schools are filled with one failed education program after another. In the 60's American was always in the top 10 of the countries worldwide. Today we are 37. Why? It can't be money because American spends more money on education than most of the western countries. Is it because the American model for education has shifted from education rooted in facts and morality to education rooted in a set of values without morality and training?

Training is not education. Education provides the tools for an individual to be able to analyze a situation, use common sense, logic, reason and experience to be able to make the right decision for success. Training tells you how to think, when to think, what to think. In essence education in American has become **Limited Learning for Life Long Labor.**

With the aid of technology changing the mindset from freedom to subservience is easy if done in school where kids are trained to work. Dumb people will have less demands on the government.

"A massive campaign must be launched to de-develop the United States. De-development means bringing our economic system into line with the realities of ecology and the world resource situation." - **Paul Ehrlich**, Professor of Population Studies

What better place to start than the schools? Mold those young minds with lies about man-made global warming, sit back and watch the kids grow up and beat up their parents, friends and family for destroying the planet.

Teach them lying is OK as the "ends justify the means." Then get these students into office and watch them legislate rules and regulations that will destroy America and capitalism in the name of saving the planet.

Education is a multi billion dollar business. Make no mistake those involved will make a fortune while tuning out workerbees only capable of pressing an app the boss commands. Independent thought has become a thing of the past. When was the last time you hear someone say, "Think outside the box"? The new purpose of education is to create drones, where each individual is only important for the work they can provide to the group. Individual life is no longer important. People are now trained to accept the killing of innocent lives as long as the group is intact.

School to Work = Goals2000 = Sustainable America = NCLB = Common Core. Are all the same educational programs with new names and the same goal, denounce capitalism favoring collectivism. Human Capital were taught to blame America, God and family and replace them with school and government. Today 87% of the graduates think it is the job of government to take care of them.

Children void of the challenge of thinking and organizing factual information, are also void of responsibility and consequences, logic, reason, cognitive thinking, order, priority, destiny and excellence. There is but one school of thought, the progressive school. Other choices within that programs are choices provided by the government. The government has all the answers. History is altered and school is nothing more than a communist propaganda machine demonizing any dissenter.

After Common Core was introduced, we questioned, "Why is an untested, unproven program forced on our children without a test model to analyze?" Would you buy a car or house without testing it first? Why are you thrusting CCSS upon our children? Does it even work? Once the texts and content of material were analyzed it became evident that the purpose of education was no

longer to educate. The purpose of education was to indoctrinate. Children are now satisfied to do more for less and work within the government globalist agenda.

When parents questioned, instead of investigating, the governors merely names but Legislators could not change their constituents attitudes. Legislators in Florida never explained why they supported the new name with same content. Some did state, "I know this is a bad program, but Jeb Bush is behind it so it can't be that bad. I have to support Jeb." How can you knowingly feed your child brain food that is "not that bad." Should you not strive for the best? Or is the Federal grant money and Jeb Bush's support for your donations more important than our children, our future?

Let it be noted, the Feds provide about 5-10% of the school budget. Yet the schools are forced to spend 40-60% to implement the Fed programs. If the school did not take the grant money in the first place, they would not be spending so much money on programs that are failures. This does not compute unless you use Common Core Math.

Attached to this file is a link to a report, prepared after years of research, in the hope that parents in Florida and around the country learn the truth regarding the rush to implementing the FSSS aka Common Core Standards. As in a rush to do anything, many mistakes have been made costing the states dearly. The Race To The Top Funds have NOT been enough to cover this monster. FSSS aka CCS will cost the taxpayers more but the damage to the children is priceless.

The rush to implement was re-enforced recently by Florida's Senator Don Gaetz when he made the statement, "There's no doubt that anytime standards are raised, or even if testing methodology is changed, there is going to be an effect on results. I don't believe that our Department of Education did as effective a job as they should have in preparing schools, students, educators and parents for that natural result". "When there are technological issues also with a statewide online assessment that just exacerbates the problem."

Rep Matt Gaetz, running for FI Senate, was asked what he liked about the new Florida Sunshine State Standards. His answer was, "The standards are rigorous." He was then asked, what is rigorous? No reply.

To help you better understand how our children are being thought of today, this article written on November 15, 2011, regarding states filing for the NCLB waivers is quite telling:

Having submitted their applications for exemption waivers from No Child Left Behind's (NCLB), four state education departments officials explained

the policies that their states hope to enact at a Council of Chief State School Officers briefing. Education officials from Colorado, Florida, Georgia and Massachusetts applauded the federal shift from a culture of rigorous and high-stakes testing, as flourished under NCLB, to the more flexible and innovative environment suggested by the Obama administration's waiver program.

I seem to remember our Governor and state legislators informing us the reason for the CCSS was for “High Standards” and “High Stakes Testing”. Now this statement tells us just the reverse. To add insult to injury, recently Jeb Bush was interviewed and asked about Common Core and he called the initiative’s name “poisonous” (just the name not the content) and stated “I don’t even know what it means”. “I’m for higher standards — state-created, locally implemented — where the federal government has no role in the creation of standards, content or curriculum.”

So exactly why did Jeb Bush support Common Core/ Why did his organization FEE, Florida Excellence in Education and Chief’s for Change lobby so hard for Common Core? Could it have something to do with MONEY?

The answers to this and many other questions are in this report. You will find Bush’s power connection between Arne Duncan and Gov. Scott, the untold costs of just the testing component, the connections between the corporations involved. In all you will probably come to the same conclusion: Florida sunshine State Standards aka Common Core is just another mechanism of Federal control instilled on the state through grant bribes, so that the children will mature into government compliant global citizens.

1989 Governor Association on Education – Shirley McCune from the McRel Foundation, under, Gov Bill Clinton, Pres Bush 41, changed education in America forever stating:

- **Students are HUMAN CAPITAL:** Education’s purpose is to train students to work.
- **Purpose of Education:** was to Transform Society from individualism to collectivism
- **Fact-Based Education:** is no longer the primary focus of education.

The roots of Communism began to sprout.

All education programs were to be changed every 4 years, according to Education Code. The Federal Government was not supposed to be involved in Education. Education was parental, local and state led until ...

Using grants and lots of money as prizes, the Federal Govt devised programs and schemes to force local governments into *unconstitutional* Communist school programs. These programs made millionaires out of businesses benefiting from the Federal mandates.

Gates, Bush, Achieve, Kipp, Pearson, Ignite Saudis...and anyone else working in the NEW Government-sanctioned programs...

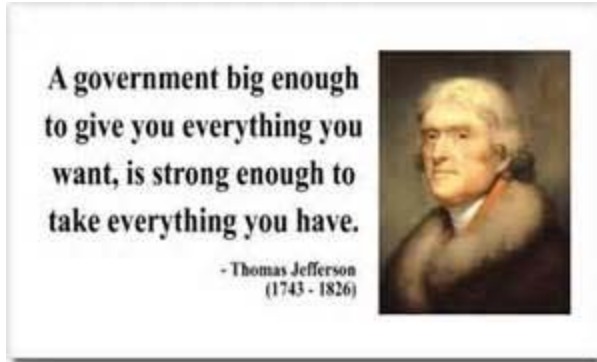
ALL BENEFITTED...



**as the Human Capital got Dumber and Dumber,
and Parents and Taxpayers
were asked for MORE and MORE Money.**

School to Work = Goals2000 = Sustainable America = NCLB = Common Core. All programs were created from the same Marxist concept denouncing capitalism favoring collectivism. Human Capital were taught to blame America, God and family and replace them with school and government.

Today 87% of the graduates think it is the job of government



to take care of them.

Today responsibility and consequences, logic, reason, cognitive thinking, order, priority, destiny and excellence are replaced by choices selected by the government. The government has all the answers. History has been altered and school is nothing more than a communist propaganda machine demonizing any dissenter.



Race To The Top (RTTT) was a perfect diversion for the total takeover of American education by the Communists running the DOE. Financially strapped state Governors closed their eyes to the fine print in the grant, and signed onto Common Core standards and a 400 field of intrusive personal survey question, now housed in a National Data Base with cost unknown.

Common Core is the latest inferior education fad that will dumb the kids DOWN further, as we the taxpayer will now pay for industry training to work...not Education for Life. In 12 years, you will not recognize our children, or America.



The most startling fact behind Common Core's stated goals...is that it is AN UNPROVEN SYSTEM for what it seeks to achieve! It does, however, dumb-down our kids and drain away our tax dollars without a doubt.

You can find the initial report from the Carnegie Institute in the early 1900's. This report has been the basis for our failed education system. All programs are just a name change from this report. Thank you Charlotte Iserbyt.

<http://abcsofdumbdown.blogspot.com/2015/08/carnegies-communist-manifesto-for.html>

STOP COMMON CORE...and the other Communist educational programs currently in our schools - and return to an American education, like we once had which made America the greatest country in the world. What can you do? Say no to grants and take responsibility for the education in your community. Run for office especially school board and support other individuals who think like you. Call out all of the errors and propaganda. Better yet, whenever possible homeschool.

Like I said, I hope you have food and protection. *This will get ugly.*

Thank you RINOS, for helping the Marxists and Muslims stay in office...for many, many years to come.

In Liberty,

Karen Schoen, AgEnder

I WILL NOT COMPLY, will you?

If not YOU, WHO? If not NOW, WHEN?

How does your candidate view Common core?

<https://www.americanprinciplesinaction.org/wp-content/uploads/Common-Core-Report.pdf>

Analysis

ALPINE/edCOUNT 2015 VALIDATION REPORT OF FLORIDA STANDARDS' AIR ASSESSMENT

Addendum

Early Childhood CCSS “Developmentally Inappropriate”

August 25, 2015

Helen Wolff and Diane Kepus

Floridians Against Common Core Education

www.flcommoncore.net , www.americaismyname.org , www.chartertruth.com

Credits:

<http://floridacitizensalliance.com>, <http://foundedontruth.com>, <http://truthinamericaneducation.com>,
<http://utahnsagainstcommoncore.com>

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In this report **bold and underline are added for emphasis*

We are presenting this report in the hope that parents and citizens of Florida and around the country will fully understand the consequences of having rushed into the implementation of the Common Core Standards. Many mistakes have been made costing taxpayers dearly. The Race To The Top Funds have NOT been sufficient enough to cover this monster nor were they free. It was our own money!

We realize this report is a long read however telling the truth sometimes takes time and space. We wanted you to understand the timeline of how this has happened and show the lack of forthrightness from the inception of the Common Core Standards.

Dr. Gene V. Glass who is an award winning psychometrician and invented meta-analysis is now pulling back from psychometrics and exposing the underbelly of its failure.

Glass writes: “test company lobbyists convince politicians that grading teachers and schools is as easy as grading cuts of meat. A huge publishing company from the United Kingdom has spent \$8 million in the past decade lobbying Congress.”

Glass laments the false belief of politicians who are convinced by articulate, monied lobbyists to buy, and then act on, the idea “that testing must be the cornerstone of any education policy”.

Which brings us to AIR – Glass states that in 1966 he won the Creative Talent award in Psychometrics given by the American Institute for Research (AIR) for his dissertation “Alpha Factor Analysis of Infallible Variables”. <http://www.weebly.com/weebly/main.php>
<http://link.springer.com/article/10.1007%2FBF02289524#page-1>

Utah-based child psychologist Dr. Gary Thompson published the article “A Warning To Educational Data Worshipers” directed at Utahns who are complicit in the use of Utah’s nonconsensual student data mining web. When Dr. Thompson published the article, Dr. Glass stated: “Apparently the scientist, who I studied in graduate school...and who pioneered the process of mass educational meta data analysis, feels the same way that I do”.

Dr. Thompson had stated in his article: “Mankind (e.g., “Bill Gates, Secretary Duncan, AIR, USOE, or Superintendent Smith, etc) will never create a form of data analysis more accurate and informative than what can be garnered from the combination of a mother, a well-trained local teacher and principal, and valid, personalized, private, assessment tools interpreted by a professional, with one, and only one motive in mind: To lift the academic, emotional, and spiritual foundation of a child for the sake of the joy of enrichment”.

Florida's Senator Don Gaetz recently stated: "There's no doubt that anytime standards are raised, or even if testing methodology is changed, there is going to be an effect on results. We don't believe that our Department of Education did as effective a job as they should have in preparing schools, students, educators and parents for that natural result... "When there are technological issues also with a statewide online assessment that just exacerbates the problem."

On November 15, 2011, at a CCSSO's briefing and having submitted their applications for exemption waivers from No Child Left Behind's (NCLB), four Education officials from Colorado, Florida, Georgia and Massachusetts applauded the federal shift from a culture of rigorous and high-stakes testing, as flourished under NCLB, to the more flexible and innovative environment suggested by the Obama administration's waiver program.

Florida citizens remember when our Governor and state legislators informed them the reason for the CCSS was for "Higher Standards" and "High Stakes Testing". Now the statement above is stating we already had that. Recently former governor and current presidential candidate Jeb Bush, was recently interviewed and ask about CCSS. Bush called the initiative's name "poisonous" and proceeded, "I don't even know what it means. I'm for higher standards — state-created, locally implemented — where the federal government has no role in the creation of standards, content or curriculum."

Yet as you will read this report, former Governor Bush's powerful connection with U.S. Secretary of Education Arne Duncan and Florida Governor Scott is very clear.

Floridians Against Common Core Education (F.A.C.C.E) supports and recommends Florida drop all other testing plans and implement the use the Iowa Tests of Basic Skills. www.flcommoncore.net

BACKGROUND

C.S. Lewis once said, "A wrong sum can be put right: but only by going back till you find the error and working it afresh from that point, never by simply going on."

So it is with the Common Core State Standards (CCSS). The CCSS are a train wreck waiting to happen from inception - from its rushed implementation to its testing absence.

To borrow from C.S. Lewis' math analogy, the CCSS error occurred in the planning stages. To attempt to "correct" CCSS at any subsequent point is an utter waste of time.

As part of the agreement for the state's to participate in the Race To The Top (RTTT) grant process, they were allowed to request a waiver to several stipulations which were required by the Federal government in alignment with No Child Left Behind (NCLB) to be completed by the end of the 2013-2014 school year. Most states knew could not comply by that date and Florida made their application on September 1, 2010 (432 pages). <http://www.flcommoncore.net/fl-nclb-flexibility-request.html>

On January 11, 2013 Governor Scott requested from the Florida Department of Education (FLDOE) an extension to Florida's RTTT grant process. On February 8, 2013 Governor Scott received a **response** back from Ann Whalen at the FDOE in which she explained what changes are allowed. The changes coincided with what Governor Scott and Florida Commissioner of Education Pam Stewart stated on Sept 23, 2013 regarding how Florida would move forward from that point. On **July 17, 2013** and prior to any of the three public hearings/town hall events, Governor Scott obtained a final time extension approval for the requested amended changes to the RTTT grant project. All RTTT funds originally were to be paid out by June 30, 2014 and with Florida's extension the funds were to be distributed by **September 1, 2015**. <http://www.flcommoncore.net/florida-rttt-docs.html>

On September 23, 2013 US Secretary of Education, Arne Duncan **emailed** former Florida Governor Jeb Bush. The e-mail stated that Governor Scott had contacted him asking for advice on how to respond to the people's concern's regarding Common Core. Bush responded to the email that he knew Governor Scott was "fearful of rebellion and that he wanted to stop using the term Common Core (re-branding) but wished to **keep the Common Core Standards, but get** out of PARCC."

<http://truthinamericaneducation.com/common-core-state-standards/four-observations-about-jeb-bushs-arne-duncans-email-exchange/>

Later that day - September 23, 2013, Governor Scott issued **Executive Order 13-276** for Florida to terminate Florida's role as the fiscal agent for the Partnership for Assessment of Readiness for College and Careers (PARCC) no later than December

2013. PARCC is one of the two major consortia, Smarter Balanced Assessment Consortium (SBAC) is the other. Both consortia administer assessments for states. <http://www.flcommoncore.net/florida-rttt-docs.html>

The executive order indicated that Florida would create its own Florida Standards. Secretary Duncan had given Governor Scott leeway to proceed with public hearings and subsequently add to the changes to the Common Core State Standards (CCSS). The CCSS then became "rebranded" Florida Standards.

In the following months, Commissioner of Education Pam Stewart hosted three public hearings across Florida. Simultaneously a website was put in place where parents and educators could submit objections to the Common Core State Standards as well as requests for items to be included in the new Florida Standards and amended to the CCSS.

On January 23, 2014, at FLDOE's recommendation, the Florida State Board of Education adopted the new "Florida Standards" **as part of** "Florida's Next Generation Sunshine State Standards". Florida officials announced that the state's new Math and English learning standards could no longer be **referred** to as "Common Core State Standards." Instead, K-12 leaders and educators now were to refer to them as the "Florida Standards" instead of CCSS.

Commissioner of Education Pam Stewart stated that the **name** change was **justified** given that 98 changes or modifications (just within the allowed 15%) to the Math and English learning standards had been made. Therefore, the **name** "Common Core" was out and the **name** "Florida Standards" was in. New name same program.

References to Common Core were deleted from the Florida statutes and official websites. The sources in this report are extracted directly from the respective organizations'/corporations' own websites, including their affiliates such as Alpine/edCount and **American Institute for Research** (AIR) where the term Common Core is widely used and referred to. Common Core **IS** the vehicle to the future of education despite interested parties' denials, bans, deletions, renaming or avoidance of "Common Core". <http://www.air.org/>

Florida state officials denied that the Florida Standards were Common Core claiming that Florida now had its own standards. However, there was never a clear explanation about the retention of the larger and major part of the Common Core and that changes were merely additions, not substitutions. It must be understood that Common Core could not be just erased because Florida still had **unspent** or **not yet distributed** RTTT funds. At that time the FLDOE was still showing Math and ELA as Common Core. If the

State (Florida) did NOT comply with its FDOE agreement e.g. receiving RTTT grant funds, the unused portion would have to be returned.

Florida Sunshine State Standards

In April, 2015 the State of Florida had released its **2013-2014 School Year RTTT Annual Report** to the federal department of education (US ED). On page 5 of the report it states, "In order to allow for additional public input on the CCSS, Florida provided the English Language Arts and Mathematics Standards for a public review in the fall of 2013. The adoption of the Florida Standards, which includes calculus and cursive writing standards, required educators and state officials to adjust their implementation plans mid-course, as they quickly revised online tools, resources, and instructional guides to align with the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). <http://www.flcommoncore.net/florida-rttt-docs.html>

On May 22, 2014 Governor Scott stated to Floridians that Common Core was a "thing of the past" and that Florida's educational standards were Florida Standards, not the Federal government's a.k.a Common Core State Standards (CCSS) and Governor Scott further stated that Florida was not going to allow the federal government to run the education of Florida's children. Governor Scott didn't actually lie; he just didn't explain the whole truth. That very same day, Governor Scott issued a press release detailing his plan to **protect Florida from Federal overreach** in Florida's education policy."

Testing aka Data Mining

It should be noted also that from the beginning the National Governors Assoc. (NGA) and the Council of Chief State School Officers (CCSSO) were allowing participating states to make minor changes to the CCSS. http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-17 However, there would not be any testing on ANY changes. This is the main reason Florida's participation with PARCC was ended as PARCC's tests were created to comply with the CCSS, not any additions or deletions.

Subsequently, the FDOE informed the State of Florida of the need to create specific Florida "standardized tests". So on **March 17, 2014** Commissioner Pam Stewart recommended to the Florida State School Board to consider American Institutes for Research (AIR) to produce a Florida specific statewide exam. AIR was approved as the assessment administrator for Florida Standards. <http://www.flcommoncore.net/florida-rttt-docs.html>

According to AIR, the new, as-yet-unnamed test was required because Florida was completing its switch to new math, language arts and literacy standards largely based

on the Common Core State Standards which Florida and 44 other states had adopted. The current Florida Comprehensive Assessment Test (FCAT) was not designed for the new standards nor could other available testing services have tests which included the changes Florida had made to the standards.

A **press release** confirmed that AIR would **field test** exam questions in **Utah** that year and the test would include the more complicated questions known as "performance tasks". Performance tasks are interactive, puzzle-like tasks students must do to answer a question. <http://www.flcommoncore.net/florida-rttt-docs.html>

Subsequently, and at the recommendation of Commissioner Pam Stewart, the Florida Board of Education contracted with Utah based American Institutes for Research (AIR) based on their **proposal** to administer Florida's assessments for a term of six years to the sum of \$220 million. <http://www.flcommoncore.net/florida-rttt-docs.html>

At the time, Commissioner Stewart was questioned about the agreement e.g. if it was a good idea to make a deal with AIR considering that:

- There is no "current" way in which to compare the effectiveness of AIR tests;
- Florida would be unable to compare results with other states since Florida's tests are exclusive to Florida (despite CCSS' sales pitch to have the ability to be uniform e.g. standard for every state);
- Florida's ability to properly serve the children of Florida: first there were the well-publicized server problems followed by AIR's claims to be hit by a cyber-attack a.k.a. a "distributed denial of service," or DDOS;
- Concerns "are" already in place questioning whether test results can be trusted; The prior year Kansas' AIR results were thrown out after that state experienced the **same** problems Florida had e.g. DDOS;
- A review which matched students with similar academic and demographic characteristics, found that children who tested while problems were occurring could no longer be compared to those who were tested later. Bad scores are worse than no scores;
- "Any sense of standard conditions seems to have been compromised by the events reported," a statement from Steve Dunbar, a testing expert at the University of Iowa. He also stated that, "Problems of this frequency and magnitude are significant in how they might affect student performance on the test. **They would not be tolerated in college admissions or certification testing,** " and
- "The same can be said for school accountability testing that carries high stakes", Steve Dunbar said. ***Florida's 10th-grade writing exam is part of the state's graduation requirement;***

- Scott Marion, associate director of the National Center for the Improvement of Educational Assessment stated, “It's what we don't know that's killing us. At a certain point, even if you don't like to give up on accountability, you're risking the credibility of the system”. Miami-Dade superintendent Alberto Carvalho wondered whether Florida hadn't already hit that point. He said the state rushed to put the Florida Standards Assessments into play and its administration had been "less than smooth. Alberto Carvalho said, "Even if everything goes well from here, I question whether the problems so far have eroded the tests' credibility”;

<http://www.tampabay.com/news/education/testing/floridas-new-school-tests-suffer-credibility-blow-after-glitches-cyber/2220799>

- AIR is now involved with the Center for Transformational Training or CT3 to train teachers on how to implement “No Nonsense Nurturing” or NNN form of teaching. This new form of teaching requires “control of”, "submission”, “robotics”, “intimidation”, "isolation”, “shame”, “manipulation” “bullying” and “humiliation” of the students;

<http://transformativeteachertraining.com/>

- AIR Vice-President and Institute Fellow of its Education Program, Dr. Mark Schneider is also a Board member of U.N./UNESCO's education division. His term does not end until 12/31/2015.

<http://www.air.org/person/mark-s-schneider>

<http://www.uis.unesco.org/AboutUIS/Pages/governing-board.aspx>

According to AIR’s website, “AIR is one of the world's largest **behavioral and social science research and evaluation** organizations.

To be clear, there are two different testing systems on the table. One test averages a series of test results to determine a student’s score. The other is a single, adaptive test, which tailors questions based on a student’s past answers. Both tests are designed and implemented by AIR. AIR’s questions for Florida follow the single, adaptive test which tailors questions based on a student’s answer to a previous question. For instance, a question might be “who was the first President of the United States”? Tommy would answer George Washington. Suzy might answer James Madison. The following question would be totally different for each student based on his or her previous response. With this type of testing, how can there possibly be comparable figures?

Under the Federal Race To The Top Assessment Program, the program provides funding for groups of states which develop assessments that “provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.”

As noted above, in the spring of 2015, there were a number of issues with AIR. As a result, Florida legislators were under pressure from parents and educators demanding

to stop the testing. Valid concerns were voiced about the way tests were developed and administered. Sen. Alan Hays, R-Umatilla, went so far as to say Florida should end its contract with American Institutes for Research, "In light of the bill that the Governor signed last week that will stop the utilization of that statewide assessment until it is validated – and we all know it won't be valid – I think we as responsible agents of the taxpayer dollar need to stop this \$225 million contract dead in its tracks."

<http://www.centerdigitaled.com/k-12/Standardized-Testing-in-Florida-On-the-Fritz-Again.html>

Indeed, HB7069 included a requirement to review the validity of Florida's new testing system under set deadlines. During a May 29, 2015 meeting, the panel in charge had only one bid to review. The minutes reflect a 45 minute meeting to evaluate Alpine/edCount's bid. A partnership of Utah-based Alpine Testing Solutions and Washington, D.C.-based edCount was hired to report on AIR's tests. The legislature set a completion date of **September 1, 2015** for the partnership to complete its 6 part study.

Testing Criteria

Before looking at the validity of AIR's assessments, let's look at some basic criteria to inquire whether AIR's assessments are actually **assessing** or helping students? There are **three aspects** of concern to answer this general question: **validity, reliability and scoring.**

Validity

First, let's take a look at the **validity** of an education assessment in general. To be sure, there are different types of validity. Let's analyze two criteria: **concurrent** and **predictive** validity. Do AIR assessments have concurrent or predictive validity?

Consider the first criterion which looks at the ability to assess present performance. To evaluate concurrent validity, sample groups would have to have taken the test. Has this been the case with AIR? Moreover, who decides what questions are put on the assessment?

Reformers formulate a second criterion which is predictive validity, to be the overall purpose and ability to predict "College and Career Readiness". Has AIR established this criterion especially in view that the test changing every year? In addition, to accurately determine predictiveness, students would have to be followed from year to year to see if the previous grade assessment actually did reflect future success. No one is doing that.

Reliability

The second aspect of concern is **reliability.**

Reliability implies that if the same test was given to the same group several times, the scores would be within a given point differential (+/-). Since the same test has never been given to the same group of students, how are the scores of a 4th grader in 2014-

2015 compared to a 4th grader taking an entirely different test in 2015-2016? Additionally, the same test is never given to the same group of students. Reliability is definitely absent.

Scoring

The third concern is **scoring**.

The first questions should be, "Who is scoring the tests? Are the people involved in this process predisposed to believe that, **IF** something bad shows up, the problem is not possibly the test?"

Another question in this scoring section is that the process by which the level of performance is determined takes place **AFTER** the assessments have been administered and **AFTER** the results associated with a student's test experience are available. Setting the curve after assessments enables the Board to determine desired results.

Additional questions in this scoring section are: "What is the basis for determining cut scores? Cannot cut scores simply be changed to obtain desired results? Is it not easy for a panel to "create" scores by simply moving the passing score up and down the chart, especially in view of the impact different cut scores could have such as political implications or other agendas? Could not the recommendations of the panel to the state board education be skewed in that respect?" For all these reasons, attributing a decline or increase in reported scores to increase the rigor of assessments is disingenuous at best considering all the above manipulative variables.

Florida's Financial Implications

Florida's **financial implications** are also important to remember. Alpine/edCount's validation study adds an additional \$ 594,310.00 to AIR's original \$220 million for FSA (assessment) administration for a period of six years. In addition, contractual obligations require Florida to pay Utah-based AIR \$5.4 Million for field testing its own questions with its teachers and students. This brings Florida's bill to a grand total for just this part of the Common Core **requirements that is now no longer in effect** to \$225,994,310.00. **Do Florida citizens not need to see a detailed line by line audit of how the RTTT funds were spent without grouping?** The money is after all, Florida taxpayers.

Let's look at the dollar amount being spent here in a different way - \$225 MILLION dollars is One-Third of a Billion dollars. This is NOT a drop in the bucket."

Who Validates the Assessments?

As required, Alpine/edCount submitted a **project plan** on June 19, 2015 as well as a July 31, 2015 preliminary report. Its final report is due by September 1, 2015. HB7069 and Alpine/edCount's review/validation study has resulted in a delay of test results

making it at least three months behind schedule (estimated release sometime in September) because FLDOE is holding off its release of almost all student performance data and other consequences associated with the results. Until the release of Alpine/edCount's report students will not have their math end-of-course exams count as part of their course grade this year. <http://www.flcommoncore.net/florida-rttt-docs.html>

On further examination of HB7069's requirement to have Alpine/edCount validate AIR's assessments, one should analyze the Alpine/edCount partnership and AIR.

AIR's tests, commonly referred to as SAGE testing, are currently being used in schools for the first time and were developed specifically for **Utah to align with Common Core State Standards**. Florida officials have requested the use of Utah's test materials for one year while educators there continue work on their own state-specific assessment.

Utah's SAGE testing has generated vocal public criticism largely due to its perceived connection to the Common Core. Rightfully so, a growing number of parents, legislators and educators see the new assessments as a federal takeover of education, despite test development by PARCC, SBAC and others.

<http://www.utahnsagainstcommoncore.com/the-air-stinks-of-sage/#co>

<http://www.utahnsagainstcommoncore.com/sage-tests-are-a-red-herring/#comment-353296>

On March 23, 2015, Florida Senator David Simmons received a letter from the Utah State Board of Education stating they had in hand a transcript of Commissioner Pam Stewart's testimony to the Florida Education Appropriations Subcommittee (from March 4, 2015). In that testimony, Commissioner Stewart references the psychometric validity and reliability of test questions that Florida had purchased from Utah's State Office of Education. <http://www.flcommoncore.net/federal--other-documentation.html>

The letter continues to state Utah requested on Sept. 14, 2014 validity and reliability information from their Assoc. State Superintendent and as of March 23, 2015 they had received no response.

April 2015, Palm Beach County School Board Vice-Chairman Frank Barieri minced no words about the failure once again of Commissioner Pam Stewart to properly implement the new testing system (FSA/AIR Tests) saying that Florida students were used as "lab animals." <https://docs.google.com/file/d/0B69XRB0n2jGdS1lnQ1FsUEVaeWs/edit?pli=1>

In July, **A** rated Seminole County Superintendent Walt Griffin wrote to Pam Stewart requesting she permit them to use nationally norm-referenced standardized achievement tests and that they would prefer to use the paper/pencil type tests. Stewart responded to Griffin stating: "Florida could not give its students national exams in place of its state tests because they would not measure our state's specific education benchmarks and expectations appropriately." In other words, NO!

<http://www.orlandosentinel.com/features/education/school-zone/os-education-commissioner-national-tests-post.html>

8/25/2015 -Now we hear Manatee County's four school board members urged the local legislative delegation Monday morning to have the state return to nationally recognized paper tests such as the PSAT and SAT and Pasco Superintendent Kurt Browning has stepped in stating he would welcome a move to Seminole County's proposal.

According to Florida Statutes (Title XLVIII Chapter 1008) section 1008.34 (7) 2.b which states we are required to have "The experience and expertise of the independent entity (AIR) in validating such data e.g. independent verification of the psychometric validity of the statewide, standardized assessments to first be implemented in 2014-2015.

FACCE asks the question as to why this is in the statutes especially given the information on page 1.

The following is in part from the question and answer portion between Senator Simmons and Commissioner of Education Pam Stewart on March 4, 2015 during the Senate Appropriation Subcommittee on Education meeting. What we are referencing begins at 56:35 and our comments will be in red: <http://thefloridachannel.org/videos/3415-senate-appropriations-subcommittee-on-education/>

During the referenced FL Appropriations Subcommittee testimony on March 4, 2015, Sen. Simmons directly asked Commissioner Stewart:

•Simmons: "Commissioner, I have a couple of questions based upon what has occurred over the past few days and I am looking at it from the point of view of the Debra P. v. Turlington case of which I gather you are aware of that it requires that in order to place sanctions or standards or the possibility of depriving a student of, for example, advancement is a property interest that is protected. The requirement is that these tests that are administered must be psychometrically valid and tested and must be properly administered. With the public admission by AIR that there has been errors at least as to these that have already been tested, do you still intend to impose on them (AIR) any kind of standard accountability or is this in fact going to be a situation in which we are just gonna wait and see how the outcome of testing is?"

•Stewart: The, the, it did not affect the ability for individuals to be able to answer and it did not affect the quality of the assessment, so we are aligned with the assessments to the standards and those students were able to respond. **How can she say this did not affect the quality of the assessment since the FL students had not previously taken these tests hence there is nothing to compare them to?**

•**Simmons:** Since there is the, as I understand it, the requirement that the test be psychometrically valid, has the testing already occurred of this test to determine if it is psychometrically valid?

•**Stewart:** Yes, it has.

•**Simmons:** And who did the psychometric testing?

•**Stewart:** AIR Does this mean AIR has tested itself? Where is the validation proof?

•**Simmons:** And has anyone viewed AIR's psychometric testing it being the same entity that has admitted it has made errors and is taking full accountability for those errors?

•**Stewart:** Yes, they are, absolutely has been reviewed – we have our **own team** that is the test developmental team that has reviewed that and we are certain that the content of the test is absolutely psychometrically valid and reliable. *If Florida has their own team validating and certifying that the test is reliable, than why are we paying Alpine/edCount \$ 594,310.00? Who is on this team and what are their qualifications in psychometrics? Vince Vergas who is on this “team” and is now working for the FDOE as the Assistant Deputy Commissioner Division of Accountability, Research, and Measurement overseeing testing was previously the manager for PARCC in Florida when Florida was still the Fiscal Agent for PARCC.*

•**Simmons:** When did they test it?

•**Stewart:** We can provide that information to you. I don't know the exact dates but we can provide that information to you.

•**Simmons:** And what is the size of the grouping to which they tested the students?

•**Stewart:** Happy to provide that to you as well.

•**Simmons:** Ok and how often was it done?

•**Stewart:** Happy to provide you that as well.

•**Simmons:** Were they Florida students?

•**Stewart:** That I can answer, no they were not.

•**Simmons:** They were not Florida students?

•**Stewart:** That's correct.

•**Simmons:** Are these the Utah students?

•**Stewart:** Yes Utah students did experience these, some of these questions and it was field tested there. **Not according to the Utah State Board of Education (e.g. Utah State Board of Education letter to Senator Simmons).**

Within the “**Independent Verification of the Psychometric Validity for the Florida Standards Assessments**” issued as of July 31, 2015, there is **NO** mention of anyone from the Florida team to have ever gone to UTAH to oversee them participating in the taking of these tests. So how can Ms. Stewart state the Florida team is responsible for validity and reliability of the standards, assessments or tests?

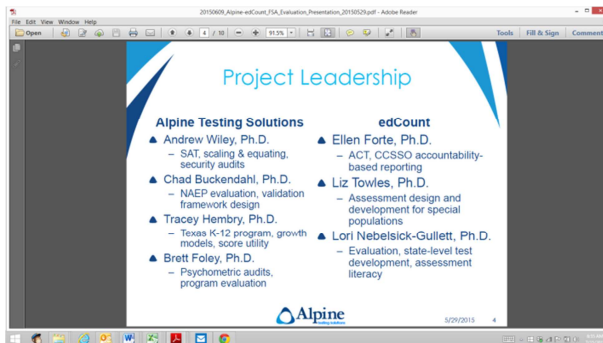
In Addition, we are calling into question individuals who currently are or who have had dealings with AIR and Alpine/edCount:

- Brett Foley, Ph.D., Alpine Testing Solutions: Council of Chief State School Officers (CCSSO) Member 2006-2013 <http://www.slideshare.net/BrettFoley1/resume-20141124-43806645>
- Tracy Hembry, Ph.D. – Alpine Testing Solutions: Psychometrician; Manager of Psychometric Services, Pearson 2009-2015 <http://www.alpinetesting.com/about/staff-directory/staff-details.aspx?id=1877#sthash.LopWUCgS.dpbs>
- Dr. Andrew Wiley, Alpine Testing Solutions Project Leader: Previous Exe. Dir. of the College Boards <http://www.alpinetesting.com/about/staff-directory/staff-details.aspx?id=1309#sthash.eEhE1oLv.dpbs>
- Ellen Forte, Ph.D., edCount, LLC : CEO/Chief Scientist – Between 1999-2013 she filled many roles for the Council of Chief State School Officers; Eli Research, Advisory Board NCLB Alert; AIR, Senior Research Analyst and currently a Board member for Innovation Network (Transformation Evaluation for Social Change) http://www.innonet.org/index.php?section_id=69&content_id=797

ALPINE/ed/Count partnership A Quality Assurance Project

(At taxpayers' expense, courtesy of FL lawmakers)

The bid to do the work on FSA validity included the resumes of eight key staff members who would participate in the project.



Posted on [June 23, 2015](#) by [Shane Freeman](#)

Andrew Wiley, Ph.D., who recently served on the Board of Directors for the Association of Test Publishers, is lead investigator. As stated before, the group's final report is due September 1, 2015.

<http://www.fsba.org/florida-gets-one-bid-to-review-its-testing-validity/>

<http://www.tampabay.com/blogs/gradebook/florida-gets-one-bid-to-review-its-testing-validity/2231268>

[Alpine Testing Solutions and edCount to Conduct Independent Verification of the Psychometric Validity of the Florida Standards Assessment](#) Posted on [June 23, 2015](#) by [Shane Freeman](#)

<http://blog.alpinetesting.com/> ... ** bold and underline added for emphasis*

In response to the committee's decision, Chad W. Buckendahl, Ph.D., Director of Strategic Partnerships noted, "Alpine is excited about the opportunity to work on this important project. **Alpine is committed to helping maintain the INTEGRITY of the tests and quality assurance** projects like this are an essential instrument to evaluate the validity of the FSA." ... our experience in conducting audits have led us to focus on five key areas:

1. Alignment of program evidence with intended interpretation and use.
2. **Documentation** of participants, processes, procedures, results, and decision.
3. Internal and external communication
4. Monitoring of any external contractors
5. Prevention, detection, and enforcement aspects of test security."

... "Ellen Forte, Ph.D., CEO and Chief Scientist of edCount commented "We appreciate the opportunity to work with Alpine on this independent verification project. By engaging in this type of independent, quality assurance activity, the Florida Department of Education will better understand how consistent the FSA is with current testing standards."

... "edCount, LLC is a federally-registered and certified Woman-Owned Business Enterprise. Since its founding in 2003, **edCount has provided direct or advisory services in K-12 assessment to all 50 states** and seven U.S. territories through projects funded via both competitive and sole source opportunities ranging from \$10,000 to over \$3,000,000 annually. As an independent small business that **does not offer operational testing services, edCount is able to offer state education agencies objective, constructive feedback about their assessment programs.**"

QUESTION: While edCount may indeed not offer operational testing services, is it not involved at the federal level by developing and supporting national policy or submitting evidence to the United States Department of Education for peer review?

<http://www.edcount.com/index.php/services/policy-evaluation-and-support/developing-and-supporting-national-policy-responses/expert-policy-analysis-and-guidance/160-council-of-chief-state-school-officers-monographs-and-manuals>

* note incorrect verb tense use in first sentence from edCount's website

... " The Council of Chief State School Officers (CCSSO) commissioned edCount to produce several monographs reporting on state accountability systems. These monographs provide the nationally-accepted structure for analyzing states' accountability models. Their development involved extensive communication with state education agency staff across the country. Between 2003 and 2007, edCount staff produced a series of "analyses" of states' NCLB accountability workbooks and amendments."

... "In 2008, the Puerto Rico Department of Education (PRDE) sought out edCount's expertise to support their efforts to fully implement and comply with the requirements of the No Child Left Behind Act of 2001 (NCLB). Specifically, PRDE needed help providing validity evidence for its standards and assessment systems. **EdCount** began, as requested, by supporting PRDE's task of **compiling validity evidence to submit to the United States Department of Education for peer review.**"

QUESTIONS:

- ***Does Florida, like Puerto Rico, need edCount to "provide validity evidence for its assessment systems? Consider the state of New York did its own validation.***
- ***Why were there no other bids submitted to the panel in charge of a validity study? Note that during the May 29, 2015 meeting, Alpine/edCount representatives answered that question by submitting that, "other***

organizations may not have the independence and did not bother applying."

- **Did the panel investigate if there could have been other bids that would qualify for the project or did it blindly accept Alpine Chad Buckendahl's answer during that May 29, 2015 meeting, "Alpine decided to stay out of Common Core a few years ago to maintain independence... Timing and capacity, and conflicts of interest may have been considerations of other entities."**

Qualifications of FSA validation/Alpine/edCount team Leader:

Dr. Andrew Wiley, Director of Ed Services for Alpine Testing Solutions,

<http://www.zoominfo.com/p/Andrew-Wiley/287238664> and past Chair, current Executive Director, Senior Psycho-metrician of Alpine Testing Solutions, <http://www.testpublishers.org/atp-leaders>

On Alpine's website, [Posted in Our Perspective, Thought Leadership](#) Dr. Wiley posts on April 7, 2015, "Contractors should provide complete documentation of the procedures they have completed, but not every contractor is as committed to this principle as they should be."

QUESTIONS:

- **Did AIR provide documentation of contractors' procedures?**
- **IF Alpine/edCount DID provide documentation, how did the partnership get around AIR tests propriety and FOIA restrictions?**
- **IF there is an agreement between AIR and Alpine/edCount, does Alpine/edCount not benefit from preferential treatment, whereas the public is not privy to review the assessments?**

In another post by Dr. A Wiley, dated March 31, 2015, the specific subject of test security is discussed, "For example, if you determine during program design that you will be delivering your exams in high-risk areas with a history of item theft, then your test development process should contain mitigation strategies to protect your exam. All too often, decisions regarding the type of assessments and the test candidates are made without mapping out the long-term security impacts; which can lead to serious unanticipated long-term consequences... This post only skimmed the surface of the issues and activities that need to be considered when trying to prevent security breaches in your testing program. Because every testing environment has different expectations when it comes to the test security protocols, these topics should be evaluated in light of your program's needs. If you would like more information on preventative security, please review our ATP presentation..." [Don't Be Late to the Game – Security Should Not Be An Afterthought](#)"

QUESTIONS:

- ***Did the panel investigate if AIR did its due diligence to protect data breaches, was there constant monitoring?***
- ***There is an admission on a blog by Dr. Wiley that there could be unfair advantages. Wasn't this what happened during FSA/AIR assessments?***

Security Risk Assessment - *Posted on March 17, 2015 by Andrew Wiley:* "Everyone understands the value and importance of test security. It is one of the most critical aspects of any assessment program and one that requires constant attention because of the potential damage that can be done to a program's brand and reputation. In this post, we will review the three broad categories that are essential in any security program – prevention, detection, and enforcement – along with an overview of what can be done within each area. In future posts, we will discuss greater detail on each area, and provide specific examples as well as a discussion of some innovative solutions that organizations have developed. While these broad categories certainly contain a fair amount of overlap and dependencies across each category, it can be useful to talk about each one, because it can highlight the steps required within each. When we start thinking about security, prevention is a critical category that must be addressed. While creating a bulletproof program that is immune to any and all security issues is impossible, it is essential that every program develop a rigorous set of procedures designed to prevent security breaches from occurring. A comprehensive prevention program needs to include education, policies and procedures that address security at every stage of your program, and most importantly proactive test design. These considerations such as secure procedures for the item development process, the number of items in the pool and the rotation of test forms or exposure of items. These will also include confidentiality and nondisclosure agreements with internal staff and external contractors, copyrighting your item banks and tests, comprehensive policies for the delivery of test forms to your candidates, and the development of procedures for people to report any possible security breaches. While most assessment programs have policies designed to prevent security breaches, there is a danger in allowing these policies to become outdated. One of the most critical components of any prevention program is the constant monitoring of the program, and the occasional change in policies such as item pool usage to help ensure that the policies do not become known by the nefarious characters out there trying to best your program. Although prevention is desirable, it cannot eliminate all risks. Therefore, we encourage programs to also incorporate a rigorous set of procedures in place for the detection of any security breaches." <http://blog.alpinetesting.com/security-risk-assessment/>

... "These procedures may be qualitative and quantitative in nature.

Quantitatively, there are psychometric procedures that can help in this process by helping to identify items that have been exposed, individuals whose scores are suspect, or group level concerns that may suggest anomalies at a given test center or location.

This type of psychometric data forensics can be built seamlessly into your scoring process, and can be designed to be completed before any final test scores are provided to candidates. **Some of the qualitative detection opportunities may include external secret shopper programs, and monitoring social media or other digital media for content exposure.**

In addition, it is also valuable for testing programs to establish policies and infrastructure that support ethical practices. These policies should allow those on the front lines of your program – test developers, test administrators, your candidates – **to report any security breaches they have observed in a way that respects the rights of all parties involved.**"

QUESTIONS:

- ***Did Alpine/edCount investigate any of AIR's security breaches?***
- ***Will they be an integral part of its validity report?***

... "Lastly, if a security breach is identified, investigation and enforcement of any policies are then critical to maintain the credibility of the program. Most testing programs have a clear set of policies in place for any candidate or individual who has been flagged for potentially fraudulent behavior."

QUESTION: *How is Alpine/edCount determining if in fact AIR has credibility?*

... "But what many programs do not have is a clear set of procedures for how these policies will be enforced. For example, programs may know that they will invalidate test scores for any candidate proven to have cheated on their test. They may not have a clear set of policies for how these decisions will be communicated, how the procedures will be documented, and who will be responsible for things like testifying in court or communicating with the candidate population or the media. The time to identify these procedures is prior to, and not in the middle of, the chaos that can occur during a serious test security breach. Every assessment program has its own unique set of risks and concerns when we discuss options for security. However, every program is encouraged to evaluate how to address and prioritize prevention, detection, and enforcement strategies when thinking about security. In future posts, we will provide further detail on each, and discuss some innovative solutions that have been applied to help address these concerns."

QUESTIONS: *Knowing that at the FL commission meeting, in order to evaluate Alpine/edCount's bid, Dr. Joyner inquired about the independence of the entities,*

including prior work with AIR. Chad Buckendahl stated that Alpine had no prior work with AIR. Why did Dr. Joyner not ask:

- ***OK, AIR is not a client of Alpine, but how about edCount?***
- ***Isn't AIR a prospective client? Hasn't FLDOE contracted with AIR for 6 years? Doesn't it matter that AIR could enter into a new business relationship with Alpine or edCount in the future, after the validation report?***
- ***Could AIR's management be recommended by Alpine/edCount to enroll in Alpine University after the validation?***

Disclosure is doubtful as FOIA does most likely not apply.

QUESTIONS for Alpine/edCount:

- ***Doesn't the Alpine/edCount partnership have documented relationships with US ED, Chief Council of State School Officers (CCSSO), which are a major player in the formation of Common Core State Standards (CCSS)?***
- ***Isn't the partnership is an extension of CCSS and No Child Left Behind (NCLB)'s implementation control machine?***
- ***Isn't there also a direct link between US ED and ed/Count when considering the National Assessment of Educational Progress (NAEP) evaluation?***
- ***Don't these connections/working relationships bring Alpine's "neutrality/independence" claim for FSA assessment validation into question?***
- ***If FL does not allow certain biometrics by statute, doesn't the contract need to mandate that Mr. Brett Foley be able to report back IF and HOW OFTEN AIR's assessments contained such data mining?***
- ***Considering that AIR has already experienced two breaches in 2015, is there any insurance or protection regarding student information?***

ALPINE

From the ashes arises a newly reinvented, for profit Alpine Testing Solutions

... "Alpine Testing Solutions, Inc. ("Alpine") was first organized in 1991 as a non-profit under the name of Institute for Computer Uses in Education (ICUE). The intent of ICUE was to develop and introduce innovative computer uses focused on improving and integrating the processes of instruction and assessment in schools, homes, and business. In 1994, the organization amended its articles of incorporation and converted to a **for-profit C corporation** and then in 1998, the company changed its name to Alpine Media Corporation to better represent the company's focus on integrated, multimedia training and assessment solutions."

... "In 2004, the company had four employees and was struggling financially. An independent consultant was hired to perform a business review of Alpine. Driven by the consultant's findings, in 2005 the board of directors hired a new president and CEO with the charge to focus the company and provide value for the shareholders within three to five years. **The company immediately narrowed its focus to psychometric and test development services for credentialing programs** and changed its name to Alpine Testing Solutions, Inc. successfully transforming itself between 2005 and 2012."

... "Along the way it expanded into the educational testing market and introduced a credential management solution. Today, as an employee-owned company, Alpine provides program and psychometric consultation, test development and validation services, and credential management solutions to credentialing (i.e., certification, assessment-based certificate, licensure, assessment)."
<http://www.alpinetesting.com/about/history.aspx#sthash.YDzqj4vN.aF0rDtAO.dpuf>

*** "This website and its contents (including CertMetrics™ and ItemMetrics™) are the **property of Alpine Testing Solutions, Inc. and protected by U.S. and foreign copyright and trademark law.**"

Alpine –edCount **evaluation proposal** May 29 meeting (only bidder):
http://floridacitizensalliance.com/website/wp-content/uploads/20150609_Alpine-edCount_FSA_Evaluation_Presentation_20150529.pdf

Minutes of May 29, 2015 Proposal meeting: http://floridacitizensalliance.com/website/wp-content/uploads/20150609_Draft_Minutes_5-29-15.pdf

Alpine/edCount 7/7/15 Report: <http://www.miamiherald.com/news/state/florida/article31274615.html>

Besides multiple meetings in Tallahassee and D.C., some OBSERVATIONS AND QUESTIONS:

- **All inquiries are exclusively administrative between AIR/FDOE and Districts, the lowest on the totem pole being test coordinators.**
- **Students” are not included nor mentioned anywhere!**
- **Are FL sunshine laws being observed?**
- **Excerpt: “Given many of the challenges that were publicly reported regarding administration of the FSA in 2015, an evaluation study of the test administration practices will contribute important information about the design and implementation of the delivery platform, as well as the potential impact on the validity of scores for students in Florida. Alpine staff members will lead this investigation and will gather information from multiple sources to ensure that a comprehensive review of the FSA test administration has been completed. This review will include gathering test administration logs that will summarize the test administration across all examinations and provide data on the number of test administrations and the degree of interruptions experienced across all test centers.”**
- **Excerpt: “Alpine has drafted a survey that will be distributed to district testing coordinators on July 1 and will remain open through mid-July. The**

survey includes questions related to the various FSA test administrations and will help Alpine and edCount quantify the impact of the various administration challenges that were encountered in the spring of 2015. The survey is currently being reviewed by FLDOE.

QUESTIONS:

- ***Why is FLDOE reviewing the survey?***
- ***Are the results available to the public?***
- ***Excerpt: "Alpine and edCount generated a list of needed information and documents that will be used for this study and shared the list with FLDOE, AIR, and DRC. Approximately half of the requested information and documents have been received." What did this include Personal and psychological information on the students?***

QUESTIONS RE: AIR LONGITUDINAL DATA EDUCATION RESEARCH PROGRAM

- ***If Alpine has psychometric audit expertise, has Alpine/edCount verified that AIR is in compliance with FL statutes regarding data mining/biometrics?***
- ***If FL does not allow such testing by statute, doesn't the contract need to mandate that Alpine's Mr. Brett Foley be able to report back IF , WHERE and HOW OFTEN AIR's assessments contained such data mining?***

ADDITIONAL AIR ADMINISTRATION QUESTIONS for Alpine/edCount:

- ***Was AIR's available paper testing and processing offered/used to districts which did not have broadband or other technology in place needed for FSA?***
- ***Has Alpine verified if alternate assessments for students with disabilities have been offered and used in Florida as AIR is promoting on its website?***
- ***Has Alpine verified that AIR tests were adapted below grade level for learning disabilities? Federal statute states that states have to test students at grade level. Has FLDOE taken steps to be in compliance to accommodate students with learning disabilities?***
- ***Has Alpine verified that the test questions are the ones even reviewed? Has there been access for review to "real" test questions, could or did it flag, come to resolutions (drop/elimination due to objectionable content) and if so, will a full report be released to the public?***

AIR SCORING QUESTIONS: Has Alpine/edCount:

- ***Investigated AIR's "highly trained and certified scorers"?***
- ***Determined what scoring criteria is AIR using?***
- ***Investigated which organization certifies AIR scorers?***

- ***Investigated whether AIR scorers score work for which they are experts in their field AND if AIR scorers scored specific assessments commensurate with their expertise??***
- ***Investigated whether AIR scorers are full-time hires who have an education background, former teachers, PhDs?***
- ***Investigated whether AIR scorers are hired on a temporary basis and possibly under pressure to score volume?***

Conclusion

In view of the findings in this report, and at a price of \$594,310.00, the best case scenario for Florida taxpayers would be for Alpine/edCount to invalidate AIR's 2015 Florida's State Assessments (FSA) for which Florida's liability is \$225.4 M, not to mention the vast and disastrous implications on the education of our children. To merely obtain a validation report for AIR's assessments to hopefully prevent future breaches and other assessment administration issues in coordination with Alpine/edCount, would be a wasted expenditure. There many other FREE assessments currently available which not only do NOT require validation but which also have a proven record to help and promote students, but that is the subject of another report.

Let's take a quick look at AIR. AIR is not an organization which specializes exclusively in educational testing. AIR is also involved in activities which promotes social engineering with the aid of longitudinal data research. AIR content is based on standards created by unaccountable associations, councils and lobbying organizations such as CCSSO and NGA. AIR's technology and databases are owned by AIR. Its tests are completely its property and not subject to the Freedom of Information Act (FOIA). AIR has conducted projects for the United Nations Educational Scientific and Cultural Organization (UNESCO) in collaboration with US ED.

<http://www.unescobkk.org/education/ict/online-resources/databases/ict-in-education-database/item/article/helping-educators-thrive-in-a-connected-world/>

WHY would Florida go into contractual business with such a company????

If AIR and Alpine/edCount are not a continuation of Florida's implementation of CCSS and its assessments, now a.k.a. in Florida as Florida Standards and Florida State Assessments, then what are they?

Research on AIR's Psychometric Testing Results

"Psychometrics" a relatively new, sophisticated and controversial science, with differing views among its scholars as to its many theories, standards and classifications and even mind-boggling formulas. Charles Darwin was the inspiration behind Sir Francis Galton who led the creation of **Psychometrics**. Technology has been the major drive to develop psychometric applications in education, ranging from curricula to many types of assessments. One would need to have a Ph.D. degree to objectively evaluate its merits. For a casual observer, a comprehensive analysis would rightfully be regarded as amateurish.

https://en.wikipedia.org/wiki/Psychometrics#Definition_of_measurement_in_the_social_sciences

Critical questions relating to AIR's testing should be:

- Are AIR tests adaptive?
- Is the determination of cut scores subject to different student population and demographics?
- Even if assessment results should be deemed valid in terms of representing education levels, are cut scores at risk lowering the bar to the lowest common denominator when tests are not properly field-tested, unfamiliar, not to mention the "technical difficulties" students were forced to deal with?

<https://www2.ed.gov/pubs/NatAtRisk/risk.html>

There are many problems with CCSS and its excessive assessments. One major concern is that individual nurturing and learning are suppressed. Consequently, students on the extremes are being neglected. The current trend is to exclude advanced students from advanced assessments while students who are struggling for various reasons, are at risk of failing. In Florida, remedial courses are mandatory before certain grade retention.

In conclusion regarding standardized high-stakes testing, one should not lose sight of the big picture. Factual data is revealing the reality that the United States' **education performance** is continuing to slip globally despite its increased and highest expenditure per student worldwide. <http://www.ibtimes.com/us-17th-global-education-ranking-finland-south-korea-claim-top-spots-901538>

As to the State of Florida, scores have been mostly flat since 1999 while spending has been increased to 80%. In 2015, Florida ranks 28th on State Education System Ranking. Compared to other States, Florida's education rankings have declined significantly. <https://stateimpact.npr.org/florida/2015/01/08/florida-comes-in-28th-on-state-education-system-rankings/>

<http://jacksonville.com/news/metro/2015-01-08/story/floridas-education-ranking-nosedives-national-quality-counts-ratings>

Regardless of unproven, complicated, scientific and socially engineered outrageously expensive assessments, including perhaps well-intended objectives to narrow the achievement gap and the push to develop global standards and a global citizenry, the key is the promotion of a culture that is supporting education, individualism and local control as opposed to one-size-fits-all government educational intervention. Facts and historical data don't lie.

Early Childhood CCSS “Developmentally Inappropriate”

We believe it should be mentioned here that the Florida legislators have been informed that the Early Childhood Standards thru the Common Core State Standards are Developmentally Inappropriate especially in relating to K-3 grades.

One of the most distressing characteristics of education reformers is that they are hyper-focused on how students perform, but they ignore how students learn. Nowhere is this misplaced emphasis more apparent, and more damaging, than in the early years. <https://truthabouteducation.wordpress.com/2014/03/06/the-disturbing-transformation-of-kindergarten/>

How can teachers hold all children to the same standards when they are not all the same? They learn differently, mature at different stages – they just are not all the same especially at the age of 4-6 and some up to the age of 9. A 2011 nationwide study by the Gesell Institute for Child Development found that the ages at which children reach developmental milestones have not changed in 100 years.

For example, the average child cannot perceive an oblique line in a triangle until age 5 ½. This skill is a prerequisite to recognizing, understanding and writing certain letters. The key to understanding concepts such as subtraction and addition is “number conservation.” A child may be able to count five objects separately but not understand that together they make the number five. The average child does not conserve enough numbers to understand subtraction and addition until 5½ or 6.

On September 18, 2013 the American Principles Project in conjunction with the Pioneer Institute released the video of Dr. Megan Koschnick’s presentation regarding certain aspects of the Common Core standards which are developmentally and age inappropriate. Dr. Koschnick gave her presentation at a September 9, 2013 at a conference at the University of Notre Dame.

<https://www.youtube.com/watch?v=vrQbJlmVJZo&feature=youtu.be>

“Why do we care if [Common Core standards] are age inappropriate? Well, you can answer that with one word – stress,” said Dr. Megan Koschnick during her presentation.

“Instead of thinking about what’s developmentally appropriate for kindergarteners, they are thinking [college] is where we want this kindergartener to end up, so let’s back track down to kindergarten and have kindergarteners work on these skills from an early age. This can cause major stress for the child because they are not prepared for this level of education.”

Dr. Koschnick’s presentation echoes the concerns set forth in the Joint Statement of Early Childhood Health and Education Professionals on the Common Core Standards Initiative (March 2, 2010) and with the concerns set forth in The Answer Sheet blog in the Washington Post, entitled “A Tough Critique of Common Core on Early Childhood Education” (January 29, 2013). This blog, written by Edward Miller and Nancy Carlsson-Paige, quoted Dr. Carla Horowitz of the Yale Child Study Center as stating, “The Core Standards will cause suffering, not learning, for many, many young children.”

Professor Gerard Bradley of University of Notre Dame Law School attending the event: “Many critical observers of Common Core have focused upon the inadequate math and ELA standards at the high school end of education — and rightly so. But, Dr. Koschnick’s arresting presentation tells us that there is much to criticize at the front end, as well.”

Dr. Koschnick had some strong feelings about the Pre-K push also. “Studies have already revealed that children subjected to developmentally inappropriate classroom practices exhibit high levels of observable stress-related behaviors. I noticed a big change in my son last year after he started Pre-K. And I hear many stories from parents in my district that seem to support these studies”. Dr. Koschnick hypothesizes based on her expertise in childhood development that the effects of inappropriate curriculum will include:

- a loss of creativity
- frustration
- possibly conflict
- **a lot of tears**

According to Dr. Koschnick, we’re starting very early with notions of conformity. We are teaching our children to care only about the notions and ideas of others, and to adjust their manner of being accordingly. We have already heard that in most cases it isn’t important if the answer is correct, but in how they reached it. It can also be safely assumed that early childhood professionals and teachers were excluded from the development of the standards for the K-3 standards. We then can safely assume the same will hold true for the Pre-K students.

It is becoming more and more apparent that the goal in place is in the creating of robots or “yes” boys and girls.

It is frightening to read this “*Joint Statement of Early Childhood Health and Education Professionals on the Common Core Standards Initiative*” (March 2, 2010) which came in response to the release of the draft of the new CCSS which had been made public in January, 2010. The report shows conflict with compelling new research in cognitive science, neuroscience, child development, and early childhood education about how young children learn, what they need to learn, and how best to teach them in kindergarten and the early grades.

http://www.edweek.org/media/joint_statement_on_core_standards.pdf

CONCLUSION: We therefore call on the National Governors Association and the Council of Chief State School Officers to suspend their current drafting of standards for children in kindergarten through grade three.

We further call for the creation of a consortium of early childhood researchers, developmental psychologists, pediatricians, cognitive scientists, master teachers, and school leaders to develop comprehensive guidelines for effective early care and teaching that recognize the right of every child to a healthy start in life and a developmentally appropriate education.

Childhood expert Nancy Carlsson-Paige of Lesley University in Cambridge, a senior advisor to Defending the Early Years has presented a document created to help teachers and parents understand why the CCSS are inappropriate for kindergarten through third grade and to help teachers and parents advocate against them in the Early Years.

Carlsson-Paige lists 6 items she believes to be the **main problems** with the CCSS K-3:

- Many of the Kindergarten – 3rd Grade CCSS are developmentally inappropriate, and are not based on well-researched child development knowledge about how young children learn.
- Many of the skills mandated by the CCSS erroneously assume that all children develop and learn skills at the same rate and in the same way.
- Early childhood educators did not participate in the development of the standards.
- There is a lack of research to support the current early childhood CCSS. The standards were not pilot tested and there is no provision for ongoing research or review of their impact on children and on early childhood education.
- The standards do not take into account what young children today need when they get to school. Children need play in school now more than ever. They need teachers who are skilled facilitators of play so the solid foundations can be laid in the early school years for optimal learning in the later years.
- The adoption of CCSS falsely implies that making children learn these standards will combat the impact of poverty on development and learning, and create equal

educational opportunity for all children. <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/05/02/6-reasons-to-reject-common-core-k-3-standards-and-6-axioms-to-guide-policy/>

The United States is 24th in a ranking of the wealthier nations that provide early years education. It is very apparent that credentialed professionals were not involved in the creating of the CCSS for the very young either. And it is additionally apparent when you read the **National Sexuality Education Standards** (Page 12). Were these people parents? What are we doing to our children? <http://www.flcommoncore.net/federal--other-documentation.html>

We highly recommend that parents go to this and download to your computer “Facing the Screen Dilemma: Young Children, Technology and Early Education”. <http://www.flcommoncore.net/early-learning.html>

Just last month, Parents Across America did a wonderful **report** on this entitled “How high-stakes standardized testing is harming our children's mental health”. <http://www.flcommoncore.net/early-learning.html>

And from Peg Luksik – April, 2015 - In Common Core classrooms (for all children), and in homes struggling to complete Common Core math homework assignments, success is not the norm. Instead, children struggle through the confusing assignments, not really understanding what they are doing, and not ever truly succeeding. When children are consistently placed in this situation, **frustration** is the inevitable outcome.

In the end, the children call themselves **failures**. They can't do the task that has been presented to them, and they can't conceive of a world in which the grown-ups could be wrong. So if things aren't going well, the only possible explanation is that they themselves are **stupid**.

Tragically, this statement is now echoing across the elementary classrooms of America.

If the goal of Common Core is to destroy, not only the mathematical achievement of our children, but their **self-esteem** as well, then it is succeeding beyond any expectations.

If such destruction was not the goal, then a reasonable person might wonder why anyone would continue to defend and fund a program that is shredding the self-image of America's little ones.

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