2696

NAACP OCT. 5

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us

7009 001 14 例 9:22

NDEPENDENT RECULATORY REVIEW CONFISSION

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Yours truly enn Name Title etoun Rd - AptA208 Address 411 City, State, Zip

244

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us RECEIVED 2009 OCT 14 MI 9: 23 NOVEMBER REGULATORY FENER COLLASSON

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Yours truly undlen Name Title Address ind City, State, Zip

21046

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us

-12799 NOT 14 M 9:23 MORPENENT PROMATORY

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Yours truly, Name Title Address City, State, Zip

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Based upon the failure of the State Board to clarify its costs, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary, I ask that you vote to disapprove the final form regulations.

Yours truly Name Title (FRETH'S Alley 1A., PA 19106-2 Address City, State,

RECEIVED 2002 OCT 14 MM 9:31 MOSPENDENT REGULATORY

21096

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Based upon the failure of the State Board to clarify its costs, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary, I ask that you vote to disapprove the final form regulations.

Yours truly, Simathna Reel	thirst R
Title	\sim
Address 912 Flora Lane	· · · · · · · · · · · · · · · · · · ·
City, State, Zip Boothwyn, PA	19061

RECEIVED 2007 Oct 14 M 9:31 MDEPERENT REGULATIONY 2696

September 30, 2009

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Based upon the failure of the State Board to clarify its costs, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary, I ask that you vote to disapprove the final form regulations.

Yours truly mon Name 0 me Title Address City, State, Zip

RECEIVED

3392 MT 14 M 9:31

NERDA ROLANY References

2696

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us RECEIVED 2002 OCT 1/4 MM 9: 31 NOFPENDENT FECULATORY IECONA CONFERENCE

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Yours tr	uly,	
Name	Bob McMahon	a i la ina l
Title	MAUOR MEDIA PA	- Bot Mimahm
Address	10 barmont Place	
City, Sta	te, Zip Media, Ng 19063	
-		

1,46

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 irrc@irrc.state.pa.us

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Based upon the failure of the State Board to clarify its costs, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary, I ask that you vote to disapprove the final form regulations.

Yours truly Junnip Name Title MS Address 1202 City, State, Zip Dr

2002 OCT 14 M 9:31

NOFPINDENT REGULATIORY REVIEW CONFIRSION

Arthur Coccodrilli, Chairman Independent Regulatory Review Commission 333 Market Street, 14th Floor Harrisburg, PA 17101 <u>irrc@irrc.state.pa.us</u>

RE: IRRC ISSUE # 2696 State Board of Education Final-Form Reg. No. 006-312 Chapter 4 Regulations – "Keystone Exams"

Dear Mr. Coccodrilli:

This letter is to oppose the State Board of Education (Board) Final-Form Regulation No. 006-312 which would revise the current Chapter 4 regulations and establish the "Keystone Exams". Concerns about Regulation No. 006-312 include the failure of the State Board to clarify the cost of Keystones, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary.

The cost of the final-form regulations to the state and to local education entities will adversely impact budgets. The actual cost of implementing these regulations is submerged. First, the mandated curriculum is not new. It is the course of study offered as college preparation at all high schools. The elements of Algebra, geometry, English, writing, and American government are constant. Curriculum exists for those courses. It is a waste of the tax payer's money to spend hundreds of millions of dollars for materials that already exists. Curriculum in the sciences is in constant flux as new discoveries are made. Districts address these changes through local curriculum committee choices.

Secondly, as to the submerged costs, districts will have unfunded responsibilities for additional record keeping, additional remediation resources for students, realigned professional development, realigned use of personnel and facilities as well as the purchase of supplies. There is also the cost to the state for validation of these tests. This has not been identified.

The alternative to Keystone Exams is the continued use of the current PSSA, which, according to the Department of Education is functioning successfully. Districts are presently organized to execute this assessment which satisfies the NCLB mandate for testing. Systems to monitor students and provide remediation are in place. There is no reason to dismiss the current system and spend un-estimated hundreds of millions of dollars to replace it.

Moreover, there is the adverse impact of calculating an "end of course test" as 33.3% of a student's final grade in a mandated course. The negative consequence of this is immeasurable. At the least, using this formula will lower the Quality Point Average of many students, jeopardizing their access to scholarship funds. This can cause great hardship for many families. As worst, this plan will result in pushing some young Pennsylvanians out of high school without a diploma. The drop out rate of high school students is a national crisis. The Keystone Exams plan will exacerbate that issue in our own state and cost billions in basic needs assistance such as rent, health insurance and food subsidies.

Final-Form Regulation No. 006-312 is unreasonable and unnecessary. All research in education reform informs us that the best use of education spending is for early childhood education, for small class sizes, and for well trained educators. End of high school testing does nothing to improve education. As Pennsylvanians, we want our taxes used to do what works to educate children. Tests do not educate.

Based upon the failure of the State Board to clarify its costs, to address the adverse impact of the tests, or to demonstrate that Regulation No. 006-312 is reasonable and/ or necessary, I ask that you vote to disapprove the final form regulations.

Yours truly Name Title Address City, State, Z

H = () =

2009 ACT 14 AM 9:30

NDEPENDENT REGULATORY REVEN COMMISSION