

WAYNE P. GDOVIC - Ext. 2304
Director of Elementary Education

ALISA D. KING - Ext. 2302
Elementary Principal

SHARON L. MILLER - Ext. 1102
*Director of Business
Affairs and Services*

SOUTH ALLEGHENY SCHOOL DISTRICT

2743 WASHINGTON BOULEVARD
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ELAINE M. BROWN, Ed.D. - Ext. 1101
Superintendent

RICHARD M. FINE - Ext. 1211
Director of Secondary Education

KEITH GEPHART - Ext. 1201
Senior High Principal

JEFFREY E. SOLOMON - Ext. 1303
Middle School Principal

CHRISTY CHICKLO - Ext. 1202
School Psychologist

To: The Independent Regulatory Review Committee

From: Dr. Elaine M. Brown, Superintendent
South Allegheny School District

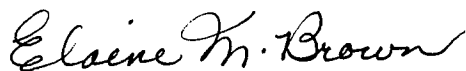
Date: March 6, 2008

Re: South Allegheny School District Resolution

Attached please find South Allegheny School District's Resolution Opposing High School Graduation Competency Assessments which was approved by the South Allegheny School District Board of Directors on February 21, 2008.

Please consider opposing the State Board of Education's plan to amend the Chapter 4 regulations to implement the Graduation Competency Assessments.

Sincerely yours,



Dr. Elaine M. Brown
Superintendent

RECEIVED
2008 MAR 11 AM 9:06
INDEPENDENT REGULATORY
REVIEW COMMITTEE



Cooper, Kathy

From: Lynn Handza [lhandza@southallegheny.org]
Sent: Tuesday, March 11, 2008 9:26 AM
To: IRRC
Subject: Resolution

RECEIVED

2008 MAR 11 PM 1:40

INDEPENDENT REGULATORY
REVIEW COMMISSION

To Whom It May Concern:

Attached please find South Allegheny School District's Resolution Opposing High School Graduation Competency Assessment.

Lynn Handza
Superintendent's Secretary

**RESOLUTION OPPOSING PROPOSED HIGH SCHOOL GRADUATION COMPETENCY ASSESSMENTS
BY THE BOARD OF DIRECTORS OF THE
SOUTH ALLEGHENY SCHOOL DISTRICT**

WHEREAS, the State Board of Education has approved a proposal to revise the current high school graduation requirements under the Chapter 4 regulations to require students to pass a series of standardized high stakes Graduation Competency Assessments in order to get a diploma; and

WHEREAS, these new requirements and exams will be the same for all students, whether they are taking college prep or vocational courses, are English language learners or participating in individualized programs, and all students effectively will be required to take the same courses in order to pass this new battery of state tests; and

WHEREAS, Chapter 4 currently allows districts to use either the PSSA *or* rigorous local assessments for their students to demonstrate proficiency of the state academic standards; and it is misleading and incorrect to make the assumption that because students demonstrate their achievements on local assessments rather than the PSSA that there is a disconnect between proficiency and graduation; and

WHEREAS, although the GCA proposal permits schools to use a local assessment option, it establishes numerous limitations, including the elimination of the ability to use various assessment strategies now available to local entities and requires local tests to be closely modeled to the GCAs; and

WHEREAS, decades of research shows many reasons why standardized pencil and paper test scores should never be the determining factor in making major decisions about students, and that a diploma should be granted based on the coursework, tests and quizzes, presentations, projects and papers throughout the student's career; and

WHEREAS, the State Board of Education has not prepared a cost analysis or fiscal note, even though this will create a large financial impact on state and local budgets, and the State Board's own costing-out study did not include the costs for this new system and found that the state already is \$4.4 billion short in helping school districts prepare students to meet the academic standards by 2014; and

WHEREAS, the proposal requires school districts to absorb many new costs related to revising curriculum, professional development, test development and validation, test preparation and administration, remediation and other costs. Given the state's funding shortfall and the Act 1 limitations on tax increases, school districts have limited ability to fund these potential new costs.

NOW THEREFORE, BE IT RESOLVED that the board of school directors of the SOUTH ALLEGHENY school district **opposes the State Board of Education's proposal to enact Graduation Competency Assessments** and any other regulation or legislation that usurps the authority of local school districts to determine whether their students have earned a high school diploma. This resolution will be shared with the State Board of Education, state legislators including local legislators and members of the Senate and House Education Committees, and the Independent Regulatory Review Commission.

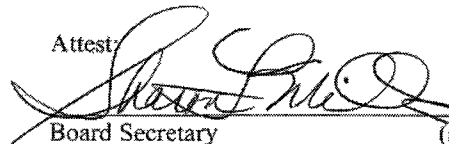
Adopted this 21ST day of FEBRUARY, 2008.

Signed,



School Board President

Attest:



Board Secretary (seal)

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BY THE BOARD OF DIRECTORS OF THE
SOUTH ALLEGHENY SCHOOL DISTRICT**

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WHEREAS, although the GCA proposal permits schools to use a local assessment option, it establishes numerous limitations, including the elimination of the ability to use various assessment strategies now available to local entities and requires local tests to be closely modeled to the GCAs; and

WHEREAS, decades of research shows many reasons why standardized pencil and paper test scores should never be the determining factor in making major decisions about students, and that a diploma should be granted based on the coursework, tests and quizzes, presentations, projects and papers throughout the student's career; and

WHEREAS, the State Board of Education has not prepared a cost analysis or fiscal note, even though this will create a large financial impact on state and local budgets, and the State Board's own costing-out study did not include the costs for this new system and found that the state already is \$4.4 billion short in helping school districts prepare students to meet the academic standards by 2014; and

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Adopted this 21ST day of FEBRUARY, 2008

Signed,



School Board President

Attest:



Board Secretary (seal)