

From: Carol Zeller-Henderson [czellerhenderson@yahoo.com] #2976
Sent: Monday, October 15, 2012 9:32 PM
Subject: Chapter 4 regulations

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.

The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.

Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"

Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,
Carol Zeller-Henderson
260 Forest Hills Circle
Devon PA 19333

RECEIVED
IRRC

2012 OCT 16 AM 9:02

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From: Leigh Anne Eaton [laeaton1@verizon.net] # 2976
Sent: Tuesday, October 16, 2012 7:09 AM
To: andy@pasenate.com; wkampf@pahousegop.com; eerickson@pasen.gov;
dmilne@pahousegop.com; IRRC; ra-stateboardofed@pa.gov
Subject: Conestoga High School Keystone Exams

2012 OCT 16 AM 9:02

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

- In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.
- The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to

choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.

- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes “one size fits all?”
- Our school district is struggling with financial “sustainability” as the State continues to reduce its contributions to local districts, places limitations on district’s ability to raise revenue, and then adds another layer of financial cost with no state assistance.

On top of the above issues, I feel that the brand new requirement for the 11th grade biology exam for the current year deeply troubling. These students were taught biology in 9th grade and most likely do not remember the details needed to pass a test. It is unfair to burden them on top of their other schoolwork. It will be precious time taken away from other current subjects. I strongly feel that the current 11th grade (2014) should be grandfathered out of the biology exam, especially since we were never told of it until this year.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,

Leigh Anne Eaton

Laeaton1@verizon.net

From: The Barrios family [thebarriosfamily@comcast.net]
Sent: Monday, October 15, 2012 9:13 AM
To: IRRC
Subject: Proposed Changes to Chapter 4 Regulations

2976

Dear State Official:

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

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- The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.
- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,
Catherine Barrios
1475 Anthony Wayne Dr
Wayne, PA 19087
thebarriosfamily@comcast.net

2012 OCT 15 PM 1:55

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From: sarah ahmann [swa.swahmann@gmail.com] # 2976
Sent: Tuesday, October 16, 2012 10:20 AM
To: IRRC
Subject: opposed to proposed changes to chapter 4 regulations regarding high school graduation

Dear IRRC members:

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

- In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.
- The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.
- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,
Sarah Ahmann
1198 Rossiter Lane
Radnor, PA 19087

2012 OCT 16 AM 10:21

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