

Common Core: A 30 Year Journey of Purposeful Government Lies, Deceit, and Flawed Data
~By John D. Sheffield

I am not only against the high stakes testing currently assaulting our children, schools, teachers, and communities; I am not only against the abuse and misuse of said testing; the testing is a weapon in a much larger battle. I am against Common Core and its true agenda.

A war is being fought for the soul and control of public education; a war that will determine the survival of the Republic, for if local control of our schools is lost then the ideals that this nation was founded upon will be lost as well. It will be the death of our America and the birth of a monstrosity. Before you accuse me of being overly dramatic take the time to read this document. I make no apologies for its length or the lengths of any links you may be sent to. In truth, to grasp the magnitude and scope of what has happened over the past 20+ years and what is happening now cannot be put into a neat summary paragraph. If you care about education and the America your children and grandchildren grow in you will make the time to read it; if you don't care than you are the one that will have look that next generation or two of your family in the eye and explain to them why you sat by and did nothing.

It needs to be known that the Obama administration's and Secretary of education Arne Duncan's attempted takeover of the nation's educational system is nothing new. Past administrations on both sides of the aisle have been attempting this since the inception of Fed Ed by the Carter administration in 1979. I have written some of this, but also have borrowed from others as it made no sense to reinvent the wheel.

The Federal Department of Education was birthed by President Jimmy Carter in 1979. I truly believe that President Carter had nothing but the best intentions mind as seen here in the **Department of Education Organization Act Statement on Signing S. 210 Into Law.**
October 17, 1979 <http://www.presidency.ucsb.edu/ws/?pid=31543>

What separates Carter's proposals from what happened subsequently can be found in the Act's fifth and sixth proclamations:

“Fifth, it will make Federal education programs more responsive. Placing education in a highly visible department of its own gives the American people a much clearer perspective on what the Federal Government is doing in education and who is responsible for these activities. It allows people to better decide what the Government should and should not be doing in education.

Sixth, a Department of Education will ensure that local communities retain control of their schools and education programs. That is essential if our schools are to serve their students properly, and the Department of Education will, therefore, not permit the Federal Government to begin making decisions on education policy that are best made at the local level.”

These two immensely important recognitions that empower localities and limit the role of the federal government were the first to be attacked by subsequent administrations. They remain under clear assault today!

“President Ronald Reagan stood before the press and television cameras in the State Dining Room at the White House and held up a report titled *A Nation at Risk*. Eighteen months in the making and written by the blue-ribbon members of the National Commission on Excellence in Education at the behest of Secretary of Education Terrel Bell, the report examined the quality of education in the United States—and the findings were anything but stellar.” “Our nation is at risk,” the report boldly declared in its first sentence. Over its next 36 pages, *A Nation at Risk* lambasted the state of America’s schools and called for a host of much-needed reforms to right the alarming direction that public education was seen to be headed.”

<http://neatoday.org/2013/04/25/a-nation-at-risk-turns-30-where-did-it-take-us-2/>

The underlying flaw in *A Nation at Risk* was that it did not make fair comparisons; it did not compare apples to apples as the saying goes. It made grandiose and damaging claims based on flawed data and little valid evidence. Further, not only was the *Nation at Risk* paper completely inaccurate it was flat out wrong as was proven and documented in the Sandia Study of 1990. In 1990, Sandia Laboratories in New Mexico was commissioned to document the purported decline with actual data. What they found was that the reality of the matter was that our nation’s educational system was progressing and succeeding, not declining! Unfortunately politicians and many “journalists” at the time seemed to not care about facts and research.

“The Inconvenient Sandia Report”

“Systems scientists there produced a study consisting almost entirely of charts, tables, and graphs, plus brief analyses of what the numbers signified, which amounted to ”on nearly every measure, we found steady or slightly improving trends.”

“One section, for example, analyzed SAT scores between the late 1970s and 1990, a period when those scores slipped markedly. (“A Nation at Risk” spotlighted the decline of scores from 1963 to 1980 as dead-bang evidence of failing schools.) The Sandia report, however, broke the scores down by various subgroups, and something astonishing emerged. Nearly every subgroup -- ethnic minorities, rich kids, poor kids, middle class kids, top students, average students, low-ranked students -- held steady or improved during those years. Yet overall scores dropped. How could that be?

Simple -- statisticians call it Simpson's paradox: The average can change in one direction while all the subgroups change in the opposite direction if proportions among the subgroups are changing. Early in the period studied, only top students took the test. But during those twenty years, the pool of test takers expanded to include many lower-ranked students. Because the proportion of top students to all students was shrinking, the scores inevitably dropped. That

decline signified not failure but rather progress toward what had been a national goal: extending educational opportunities to a broader range of the population.”

<http://www.edutopia.org/landmark-education-report-nation-risk>

Once again we see history seems to be repeating itself in our time with the push for CCSS which have no valid and reliable data to support those claims either. In fact, the parallels between 30 years ago and today are incredibly aligned.

Building on the flawed and almost complete lack of substantiating proof of “Nation,” and ignoring the data based findings of Sandia led to further political attempts at gaining control of the public education system by the federal government by those following Reagan.

The following was Prepared by Tammy L. Austin and is stated here verbatim:

"GOALS 2000--THE CLINTON ADMINISTRATION EDUCATION PROGRAM

In late 1989, President Bush and the Nation's Governors met in Virginia for a bipartisan "Education Summit." At this summit, the groundwork was laid for the National Education Goals, which are all part of the Goals 2000 Education Program. Under the Bush administration, the program was called "America 2000."

The goals were not to be used for political gain or as a hollow promise. They were the centerpiece for education reform in both the Bush and Clinton Administrations. They serve as a nationwide pact by which we can measure the output of our educational systems throughout America.

The passing of the GOALS 2000: Educate America Act on March 31 of 1994 allowed the federal government a new role in its support for education. The federal government can now promote a comprehensive approach to help all students succeed in life.

The National Education Goals are listed, followed by current information about why these goals are needed.

By the year 2000:

- 1. Every child will start school ready to learn.*
- 2. The high school graduation rate will increase to at least 90 percent.*

3. *American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including english, mathematics, science, foreign languages, civics and government, economics, art, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.*
4. *The nation's teaching force will have access to programs for the continued improvement of their professional skills needed to instruct and prepare all American students for the next century.*
5. *U.S. students will be first in the world in science and mathematics achievement.*
6. *Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise rights and responsibilities of citizenship.*
7. *Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.*
8. *Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.*

These goals are needed for many reasons.

Goal #1 is needed because almost half of American babies start life behind and never have the support to catch up. 45% of our children are born with risk factors for further learning and development deficiencies. Only 37% are immunized by age 2 against major childhood diseases. Just over half of our preschool children are read to daily (53%) and less than half are involved in discussions about family history or ethnic heritage (43%). Goal #2 is needed because only 88% of our teenagers complete high school. Goals #3 and #5 are needed because fewer than one in five 4th and 12th graders and one in four 8th graders understand complex mathematics theory and problems, and similar figures have been found in measurements of reading ability. Goal #7 is needed because only 50% of our high school students feel safe at school, 53% believe that other's misbehaviors interfere with their learning, and 18% have been offered drugs in school. Goal #6 is needed because many Americans have only basic literacy. Only 52% can perform challenging literacy tasks in reading and arithmetic. The refocusing of the federal government on achievement grew out of the formal recognition that half of America's adults have mediocre basic literacy, which is not enough for them to reach their potential in the modern economy.

Many misconceptions about GOALS 2000 have led to divided feelings about the act. Some people are concerned that GOALS 2000 will lead to a federal government takeover of local education. To show how this has been accounted for, Section 318 states "Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act." The main goal of the GOALS 2000 Act is to encourage local school systems into meeting educational needs, help students reach their potential, increase parental involvement, and improve teachers' skills. Another misconception is that GOALS 2000 created a "national school board" and that board will control what is taught in the classroom. In fact, GOALS 2000 created the National Education Standards and Improvement Council (NESIC) for the purpose of providing an independent review of the model of National and State Academic Standards. Despite the carefully delineated authority given to NESIC, many people are still concerned. The Secretary of Education, upon the recommendation by the National Education Goals Panel on January 28 of 1995, has asked President Clinton not to appoint the NESIC. Other options have been discussed and four bills introduced to Congress would eliminate the NESIC. Congress will continue debating these bills.

The DAILY REPORT CARD of Monday, June 12, 1995 (Vol 4, No 341) asked educators and policy makers how GOALS 2000 was helping them reform education, they replied as follows: "GOALS 2000 is as significant as the launching of Sputnik. It is an initiative that redirects our focus in terms of improving the quality of education and life in this country. These goals provide our blueprint for meeting the challenges of the 21st century"--LeGrande Baldwin, Lead Principal, Cluster 4, Maury School, Washington, D.C.

"For us, it's been helpful in several ways. First, it has helped clarify the education debate between and among educators.

Second, it had given us admirable targets to shoot for. Third, GOALS 2000 had 'cleared the air' in terms of funding issues. Fourth, it has stimulated debate, hopefully placing education back on the forefront [of the national agenda]."--Ralph Brauer, executive director, Bloomington, Ind.-based Transforming Schools Consortium.

"As someone who is responsible for elementary and secondary education, my personal philosophical perspective is that the federal government should not have a role in education. Education is a state responsibility. The legislation contains provisions that have philosophic underpinnings with which I don't agree."--Ovide Lamontagne, chairman, N.H. State Board of Education

People are divided in their support for GOALS 2000. Educational reform is necessary, but many don't want the federal government involved. GOALS 2000 will allow us to compete with

other countries. Without the goals and standards that GOALS 2000 provides, we won't be able to rebuild our educational system and begin competing in the worldwide market."

UNCOMMON ED: The gov't has been working to this end for a long time. "America 2000" became "Goals 2000" which morphed into NCLB. From NCLB we move to RTTT and now Common Core.

Now think back to when "teacher bashing began: around 2000-2004 the blame started to be placed. That bashing continued and got increasingly negative reaching a nastiness never before seen until the advent of Common Core. More than a decade of negative press and attacks on teachers eventually weakened the unions and shifted more power to the gov't.

In hind sight it is easy to see that the more the Fed Gov't became involved the more it became the teachers' fault that Public Ed was "failing".....in essence A MANUFACTURED CRISIS. Each attack on Public Ed by the Gov't itself "scared" the public more and more into thinking something was wrong. reaching a crescendo when public letters to the editor and negative public sentiment was at an all-time high...the public demanded change...little realizing that the Gov't had been changing things all along.

At this point the Fed Gov't could step in with their "solution," which is now the Common Core. Backed by corporate BILLIONS and a Federal Government that is now finally hoping to realize its true goal....dismantling Public Education as it is and placing it under their control, which they will gladly sell to the highest bidder.

It is a text book example of the "PROBLEM-REACTION-SOLUTION" PARADIGM

The stage was set for the next person in line. President Obama's attack dog Arne Duncan was set loose on an unsuspecting public. With the assistance of major "outside" backing and funding from the likes of the Gates' Foundation, Eli Broad, the Walton Family and others the RTTT and CC rollout was to roll over the country and its communities. Groups like NGA, PARCC, and all sorts of acronyms began a planned and calculated push. The NGA was particularly bothersome to me because of what it purported itself to be: the Governors all sitting in a room and making an informed decision. What it really was, and is, is a front that received all its financial backing from the U.S. government and Gates. State education systems had been systematically starved for cash. in New York's case Governor Cuomo was all too happy to play along as it fit in nicely with his and his major campaign contributors' plans to take control of public education.

Arne Duncan made a “voluntary” program for states to get RTTT money, much of which never filter all the way to our classrooms in a positive way. If a state did not volunteer they were either threatened with removal of their NCLB waiver or never given one. That in effect would mean they would have to show 100% proficiency in student growth ...and how would that be measured? Thorough tests of course. When schools failed to meet 100% proficiency they would be deemed failing and the gov’t could swoop in and take it over. The acceptance of federal RTTT dollars meant that the states would have to adopt Common Core State Standards sight unseen, which the majority of them did.

The standards were said not be to be curriculum. However, those in education know that standards are what drive curriculum. Secretary Duncan pushed the envelope regarding how much truth was actually stated about common Core to the point in circumventing our Constitution and several amendments. All the while the Gates Foundation was pumping vast amounts of money into national groups like PTA, LaRaza, National Urban League, even into groups such AFT (headed by as Randi Weingarten); to date any major organization that supports CCSS that I have looked into has received substantial gates money.

For an in depth look at just how pervasive and far reaching the Gates influence was (and is) I highly recommend you read Mercedes Schneider’s blog “A Brief Audit of Bill Gates’ Common Core Spending.” It is eye opening, and in my opinion, frightening. Part one of the six part series can found here at <https://deutsch29.wordpress.com/2013/08/27/a-brief-audit-of-bill-gates-common-core-spending/> From there you can link to the subsequent parts of the series. Ms. Schneider’s research and writing are very thorough and concise.

To see clearly the cycle of lies and deceit repeating itself as the federal government makes its push to take over all of public education I suggest you watch this 23 minute video by Chris Tienken of Seton Hall University. “Christopher Tienken, Ed.D is an assistant professor of Education Administration at Seton Hall University. Dr. Tienken confirms what many believe that Common Core lacks the appropriate scientific evidence for its very existence.--West Harrison, NY. September 21, 2013.” <https://www.youtube.com/watch?v=Us1tqamLzPU>

I also recommend watching Building the Machine which raises many clear and concise points about what went on behind the scenes as the CC agenda was pushed. It includes people instrumental to the process that did NOT agree with the final product and how that was handled, as well as simply stated insight into as to how “college and career ready” is a farce.

<https://www.youtube.com/watch?v=zjxBClx01jc>

Lastly, I leave you with these questions and hope you reflect upon them:

- 1) Why the secrecy and half-truths that are rampant in the government's push of CC
- 2) Why resort to bribery and coercion to force states to "volunteer" for RTTT and CC?
- 3) Why the continued threats of school district take over and loss of funding?
- 4) Why were superintendents, BOEs, administrators, and teachers told to keep quiet and NOT say anything negative about CCSS or else....even if it was the truth?
- 5) Why the misuse and abuse of testing now purposely using flawed data that ultimately will make our children look bad in order to hurt our nations teachers, and destroy our local schools?
~ If you wanted to destroy public education which group would you take out first?
- 6) If you have taken the time to digest all of this are you going to stand idly by or make you a stand with the others who are awaiting your help to take protect our children, our schools, our communities, and our very nation from those who would take all of those things from us?

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