

MISSISSIPPI ASSOCIATION  
FOR  
ASSESSMENT REFORM  
(MAAR)

<http://www.dr-rhythm.com/MsAssocforAssemntReform.htm>

Congress will be addressing the revisions to the ESEA over the next six weeks. Please contact your congressman.

**10 point plan to fix NCLB**

**Congress can fix the Revision of the Elementary and Secondary Education Act by:**

- 1. Removing the punitive aspects of NCLB. Making it support schools that need help rather punishing them.**
- 2. Rewarding growth rather than punishing failure.**
- 3. Providing 4 years of transition for English learners.**
- 4. Accommodation for special ed. students with IDEA having precedence over NCLB.**
- 5. Removing the word "highly" in judging who is qualified to teach and providing funding to support the teacher education when necessary to produce the needed certified teachers - emphasizing that certified teachers are qualified.**
- 6. Reduce the narrowing of the curriculum under NCLB - bring arts, phys ed., and play back into the school day.**
- 7. Getting rid of AYP and using broader criteria - multiple measures - for judging success under NCLB.**
- 8. Punishing the crooks that used Reading First to force their own products and ideology on states and local districts.**

**9. Undoing the damage done by those crooks- requiring state contracts with the Dept of Ed under NCLB to be renegotiated.**

**10. Invite your reps to see for themselves the damage done to kids and teachers.**

Help us to:

- (1) build resistance to the high-stakes tests and the regimented curricula;
- (2) propose a boycott/opt-out of the spring tests; and, recognizing that even after a decade and more of test resistance, we still have a lot to learn,
- (3) we want to start discussions by listening to what people have to say about the nature of their specific schools, districts, and state; seeing what ideas others have about what is and what can be done.

We feel a sense of urgency:

The war, the economy, the tests, and the military are starting to press down harder on school workers. Kids are going to suffer as the economy goes sour and their parents fall off the economic ladder, poorest first.

Educators will suffer from more demands for regimentation, and our wages and benefits will increasingly come under direct assault. Salaries will be based on "merit" (read "test scores"), so teachers in poorest areas will be hit first, but we will all be affected soon.

The crises at hand are severe.

Please let us know if you can arrange a meeting, even with one other person. Remember, everything good starts small.

Please fill out this survey and return it to us.

1. What is the view of the people you work with (parents, school workers, students, etc) toward high-stakes testing and the NCLB in particular?
2. Do you see people becoming more ready to act against high-stakes exams, or more resigned? Why?
3. Do you think there are demographic divisions among educators (that is, experienced/apprentice, English/Math/History, etc.) that set up differing views of high stakes exams? What are they, and why?

4. What do you think would be the most effective things we could do to build understanding of—and action against—NCLB?
5. Do you see a connection between the main trends in schooling (scripted curricula, high stakes exams, etc.) and war?
6. Are there anti-war groups or coalitions in your area? Do they have a website?
7. How do educators or union locals participate in these groups?
8. Do you participate in these groups? How?