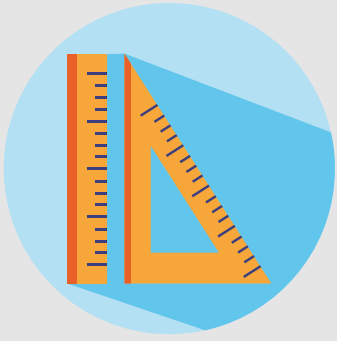


MCAS IS THE WRONG ANSWER

We Need a Moratorium on the MCAS!



1

MCAS IS A POOR MEASURE OF CHILD INTELLIGENCE

High stakes standardized tests narrow the curriculum for students of color, and focus on drill-and-kill test prep rather than holistic learning such as critical thinking and problem-solving skills.



2

STANDARDIZED TESTS ARE RACIALLY BIASED

The MCAS is an outdated and punitive testing system that has historical roots in the racist Eugenics movement and corporate profiteering (revisit)



3

MCAS TEST SCORES MEASURE FAMILY WEALTH & PRIVILEGE

Standardized test results are most closely correlated with parental education and income. Thus they are more reflective of neighborhood wealth than school quality and contribute to resegregation.



4

MCAS HAS NOT RAISED STUDENT ACHIEVEMENT

Massachusetts has made few gains on NAEP tests during the last 16 years under MCAS, especially with marginalized student groups.



5

MCAS DOES NOT ADDRESS GAPS FACED BY A DIVERSIFYING STUDENT BODY

The MA student body has grown more economically disadvantaged and racially diverse since 1993, with a larger immigrant population. MCAS has not lessened the wide test score gaps with any of these student groups, with gaps for English Learners having significantly increased.



6

MCAS DIVERTS (OR DRAINS) \$30 MILLION YEARLY FROM NEEDED SCHOOL FUNDING

Extensive research shows that increased school spending improves student outcomes, yet MA has among the widest gaps between lowest and highest spending districts in the nation. MCAS money should be re-purposed to provide students supports that meet the needs of the whole child.

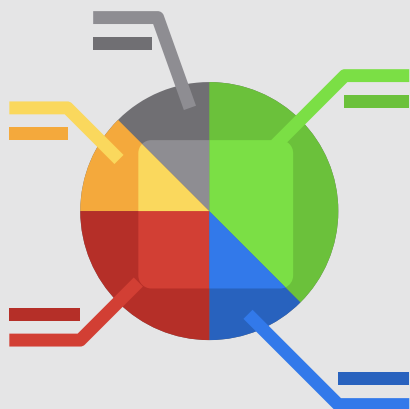
RECOMMENDATIONS



1

PASS A 4-YEAR MORATORIUM ON MCAS

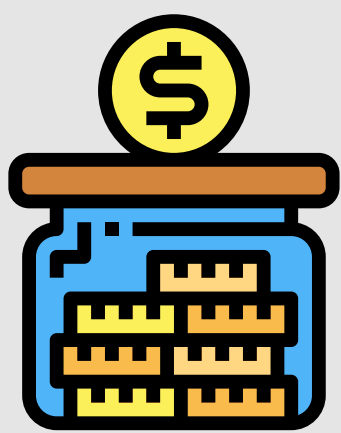
Enact state legislation calling for (a) a 4-year moratorium on the high stakes MCAS graduation requirement as well as on the use of MCAS testing itself, (b) a request for a federal waiver from state testing and (c) a diverse and representative commission to recommend a next-generation state assessment system



2

DEVELOP A NEXT-GENERATION STATE ASSESSMENT SYSTEM

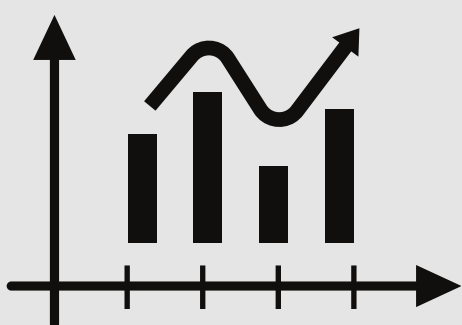
Develop a broader state education assessment system with multiple forms of assessment that includes indicators for social and emotional wellness, family engagement, student support, opportunity to learn, and academic learning.



3

ENSURE FULL AND TIMELY FUNDING OF THE STUDENT OPPORTUNITY ACT (SOA).

We can't let the negative financial impact of the COVID pandemic lessen our commitment to a more just and equitable state education finance formula.



4

FUND THE MASSACHUSETTS BUDGET AND POLICY CENTER TO TRACK THE IMPACT OF SOA EDUCATION FUNDING

to ensure that MA attains at least the national average of state percent contributions to total education spending, and the gap between the highest and lowest spending districts lessens over time.



5

RE-PURPOSE THE MCAS MONEY TO FUND ADDITIONAL WRAP-AROUND SUPPORTS FOR UNDERSERVED STUDENTS

in order to address poverty-related barriers to learning for those most at risk for falling further behind academically due to the COVID crisis. Research shows these supports lead to a wide variety of positive impacts on student, school, and community level outcomes.