

## Parental Rights Under Attack

- MSBA is recommending districts adopt policies to remove your ability to opt your child out of state standardized testing which does nothing to educate your child.
- Missouri's school improvement plan pressures districts to achieve 95% attendance 95% of the time resulting in draconian attendance policies that can result in intervention by child protective services for extended absences, even for legitimate excused reasons.
- Public input at the local level has been obliterated by MSBA's recommended 3 minute/non-engagement public comment policy.
- The state does not recognize your child's ownership of the data he/she generates in the education process. It is free to collect and share it without your permission.
- On-line tests are being administered to your child that you are not allowed to view. These tests, according to CCSSO, will be measuring attitudes, beliefs and values in addition to content knowledge. Parents are also not told the scoring criteria for these questions.

***You are truly your child's only advocate in education.  
The time to speak up and act is now.***

Please join MCACC by visiting our website signing up for email notification of important actions you can take regarding legislation we are following this next session. Then let your Representative and Senator know what your concerns are. The website also provides tons of research material, original documents and videos to help you. Be a watchful set of eyes and ears at your local school board meetings. Your presence and voice there does still make a difference. Those we are fighting have taken a long term approach towards the take over of public education and have made steady incremental steps towards their goal for decades. We too must take the long term approach and develop our own vision for public education.

## Missouri Coalition Against Common Core

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# Common Core

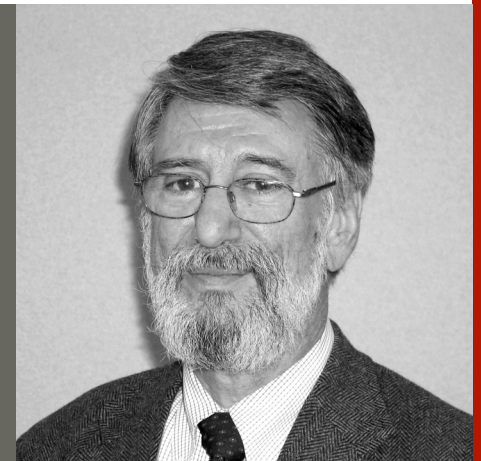
## *Destruction of Local Control of Missouri's Schools*

Missouri Coalition Against Common Core

*Private non-governmental organizations tried to sneak an untried, unproven set of K-12 academic standards into every state, with the full support of the federal government, in a move that would primarily boost their profits, but do little to improve the education of our children. Common Core standards are part of a broader initiative by CCSSI which sets down a new paradigm of standards development that states were expected to implement. Common Core Standards were rated a B+ at best, and their creators admitted that they would not prepare our children for traditional four year universities let alone for prized STEM degrees. The control structure that was being put in place with the adoption of common core standards removed the public's voice from education and left control in the hands of private entities who had no accountability to the citizens. The costs for implementation of the standards and the associated standardized tests amounted to an enormous unfunded mandate.*

***We have begun to fight back, but our work is not done.***

"And the United States will have to largely abandon the beloved emblem of American education: local control. ... Independent citizen governing boards would be eliminated. The line of political accountability would run to mayors and governors through their appointees. "  
"Governing American Education" May 2013, by Marc Tucker, Center For American Progress



## How we got here...

Missouri's Governor Jay Nixon, Commissioner of Education Chris Nicastro and the State Board of Education committed Missouri to the adoption of Common Core State Standards. In 2009 Governor Nixon signed a Memorandum of Agreement with the National Governors Association (NGA), a Washington-based private trade organization which holds the copyright to the standards, a year prior to the standards being released, without a review of the standards, and without a cost analysis for implementing them. Commissioner Nicastro pledged to adopt Common Standards and Assessments in the state's Race To The Top grant application, even if the state did not receive a RTTT award (which we did not). The State Board of Education signed off on the state's No Child Left Behind Waiver application which required the state to implement four assurances: 1) adoption of common standards and membership in an assessment consortia aligned to those standards (SBAC and PARCC are the only two that fit that description), 2) development of a statewide student data tracking system, 3) teacher evaluation systems that are tied to student test scores and, 4) develop turn around models for failing schools (failing as determined by student scores on the assessments.) All of this occurred without any report to the legislature or the local school districts. Our representative process was circumvented in order to hasten the CCSS adoption and provide supporters with the excuse that too much money and effort had already been spent on their implementation to back out. This is already happening.

*If the chemotherapy you are giving a patient doesn't work, do you continue to give it because you have already bought the drugs?*

## They say there is no Federal role

Although federal involvement in curriculum, assessment, and supervision of education personnel is prohibited by three federal laws, the NGA memorandum of Agreement signed by 46 state Governors described the role of the federal government in the initiative as "incentivizing" states to participate. Jay Nixon received \$1.7+ billion of incentive in 2009 in the form of State Fiscal Stabilization Funds, in exchange for the four assurances mentioned above. The SFSF came from the American Recovery and Reinvestment Act (ARRA) also known as the stimulus fund. Some of the ARRA money was also used to fund the development of the standards by CCSS and to finance the establishment of the assessment consortia. The federal government further intruded on state control of education by changing federal law (FERPA) to increase access to student data collected by the states and requiring states to implement VERY specific teacher evaluation programs in order to receive a waiver from the onerous requirements of NCLB.



Parent arrested at school board meeting for breaking the 2 minute rule.

Parent ejected from a New Hampshire school board meeting for simply asking questions about common core.

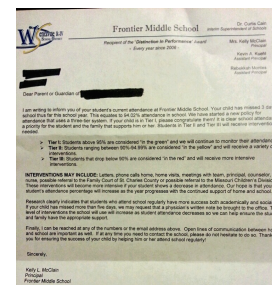


THE SCHOOL WAS PUT ON A 12- MINUTE LOCKDOWN AND A LETTER

Parent arrested at Walnut Groves MO school for failing to sign in and denied access to her distraught child who has Aspergers syndrome.



NJ parent threatened by DCF with loss of parental rights claiming they "found an incident of abuse or neglect regarding Ethan [his son] because [the father] refused to take him for psychological evaluation" following a complaint by another child that he twirled a pencil at school like a gun.



MO school district policy says more than 10% absences could result in interventions including "possible referral to family court" for educational neglect.

The Missouri Coalition Against Common Core was successful in getting a bill passed this year to reclaim local control of Missouri educational standards.

**HB1490 Passed Missouri Legislature  
May 15, 2014  
Signed by Governor Nixon July 14, 2014**



This law further defines, beyond existing statute, how the state shall develop academic performance standards for K-12 and sets a timeline for developing new standards in our state to be completed for the 2106-17 school year.

While not specifically declaring an end to common core, the bill reclaims ownership of our standards and calls for local teachers with expertise in the content areas and parents to be integrally involved in the process of developing standards. These people were not present on the Common Core Development teams.

It provides a clear process for us to use to fix anything we find unworkable in our standards which Common Core did not. For instance, we can address those standards which were developmentally inappropriate for K-3 in Common Core.

HB1490 involves the public, who was completely removed from the development and implementation process for Common Core, in the process of standards development in Missouri.

The bill blocks local districts from adopting Common Core standards on their own by requiring that any additional standards adopted by districts or charters be in the public domain.

Work groups for 4 subject areas (English, math, history/government, science) will be set up, further broken down to groups for K-5 and 6-12 for a total of 8 work groups. Members will be selected according to the chart above.

Selecting Group	Teacher	Parent
Professional teacher organization (MNEA etc.)	1	
Assoc. of School Boards	1	
Coalition of school administrators (MASA etc.)	1	
Career & Tech Ed organization	1	
Baccalaureate-level teacher ed program	1	
Commissioner of Higher Ed	1	
Governor	1	
Lt. Governor	1	
President Pro Tempore of Senate	2	2
Speaker of the House	2	2

**Dissent of over 500 professionals against Common Core was suppressed**

The Common Core Standards were an enhancement of the American Diploma Project Standards which were developed through an economic analysis of growing business sectors, not an academic analysis, or one based on knowledge of early child development. A letter of dissent signed by five hundred early childhood professionals and delivered prior to the release of the standards was ignored by NGA/CCSSO. In addition, five members of the standards validation committee refused to sign off on the standards because they were of such poor quality or questions about them were not addressed by CCSSI. Their letters of dissent were not included in the final CCSSI report.

**The hypocrisy of data-less decision-making**

Proponents of CC contend that we needed these standards because US students do not do as well as their foreign counterparts on national tests and that CCSS would be internationally benchmarked to help our students be more globally competitive. Research has shown, however, that when normalized to account for poverty, US students do quite well on tests like PISA and TIMMS. CC standards were not internationally benchmarked as promised. There was no piloting of any standards prior to implementation to show improvement in student achievement. A recent Brookings Institute Progress Report on the Common Core shows a steady decline in NAEP scores since 2009 when states began implementing a CC aligned curriculum. Missouri's MAP scores last year showed a notable decline after most districts had begun using their newly developed CC aligned curriculum. The country's leading ELA standards expert has said that under CCS, students may graduate high school reading at a 7th grade level. Common Core does not include an ongoing evaluation system to determine if the standards are working. NGA and CCSSO do not provide any program evaluation data to support their claims of improved student performance; however, they do absolve themselves from any liability for potential negative effects of Common Core.

**The effects of Common Core on college entrance**

Claims that Common Core Standards will make all students "college and career ready" are unsubstantiated. No students have been educated using only common core standards, therefore, there are no data to substantiate the number of students accepted to 4-year colleges or hired for careers. Talking points from Achieve Inc. regarding the affect of CC states, "Make clear in all of your communications and outreach materials that being ready for "college" is broader than just being prepared for a four-year, baccalaureate program." *This means that CC really only prepares students for a two year associates degree.*



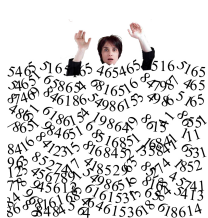
### Common Core a wedge to nationalize all subject standards

The imposition of nationalized standards has not and will not be limited to two subjects. The public is expected to be reassured that the common core standards are only for English and math. Yet on the Common Core State Standards Initiative website, the English Language Arts standards are clearly labeled "English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects". The process used to adopt the standards in our state will be used again to implement the Next Generation Science Standards, developed by and copyrighted to Achieve Inc. Governor Nixon's 2012-2014 position on the Board of Directors of Achieve Inc. is a conflict of interest which has not been revealed to the legislature and may unduly influence the state's decision to adopt the NGSS. Social Studies standards have also been drafted. With the consortia assessment structure in place, tests for these standards are almost a certainty. Both these subjects have the potential to contain ideology with which local school districts may not agree.

### Kids not in public schools will still be affected

Home schoolers and private schools are the next target for Common Core. If they accept any federal funding they will also be forced to adopt CCSS. If CCSS proponents have their way, all standardized tests (ACT, SAT, AP etc.) will align with CCSS forcing private schools and home school families to teach to the test or risk being unfairly evaluated for college and scholarship opportunities.

### The Desire For Data Behind Common Core



In order to be able to: compare students from state to state, shift education to focus on workforce development, and provide private companies with data for product development, it was necessary to teach all students common standards so that their data sets could be compared and analyzed systematically. None of these reasons has the best interest of the individual student in mind. Our children are considered human capital for the needs of the state and private industry.

### Student level data will be broadly shared by the Federal and State government

According to a Memorandum of Understanding between SBAC and the US Department Education, student level assessment data, collected through classroom computers when they take the Smarter Balanced Assessment Consortium (SBAC) tests aligned to CC, are transferred to SBAC who will produce student-level data reports for the USDoeD to "...inform determinations of principal and teacher effectiveness for purposes of evaluation...", (p.2) and "...for research, including for

prospective linking," (p.3). Data collected by schools will be shared with various departments within the state (like the Department of Economic Development) and federal governments (like The Bureau of Labor) as well as other entities designated by schools.

### Student's personal data accessed and sold

According to recent changes in the Family Education Rights and Privacy Act (FERPA) that were authorized by U.S. Secretary of Education Arne Duncan, local education officials retain legal control over students' information, but federal law allows local districts to provide access to the district database by private companies selling educational products and services. Due to this relaxation of the protections of FERPA, just last year (Dec 2013) Sweetwater School District in California was able to sell their student data to a private community service center in order to obtain funds to prepare for a visit by Duncan. The market value of such data is too tempting for many districts to resist.



### Student data will be readily shared across agencies in Missouri for workforce planning

Missouri's P-20 Council (preschool to work Longitudinal Data System) includes the Missouri Department of Elementary and Secondary Education, the State Board of Education, the Coordinating Board for Higher Education, The Coordinating Board for Early Education, and the Department of Economic Development are establishing memorandums of understanding, and designing systems and processes to link student data for workforce planning. Data models developed by the USDoeD National Data Quality Campaign project anywhere between 350-1,000+ data points per student that districts could collect in the LDS.

### All of this data sharing means your student's privacy and credit is at risk.

IT experts claim that the only safe data is that which is not collected. The US Department of Consumer Affairs says student personal information is the most sought after data by identity thieves. Childrens' credit history is clean and most parents don't check it for almost a decade. A 2013 Thomas B Fordham Study of Privacy and Cloud Computing in Schools found a large number of districts with rampant gaps in their data sharing contract documentation with vendors, including missing privacy policies. They also found school district cloud service agreements generally do not provide for data security and even allow vendors to retain student information in perpetuity with alarming frequency. The National School Board Association has formally recommended that districts hire a Data Privacy Officer to develop privacy policies and controls for data sharing, as well as in house legal counsel to handle law suits in the inevitable event of a data breach.