

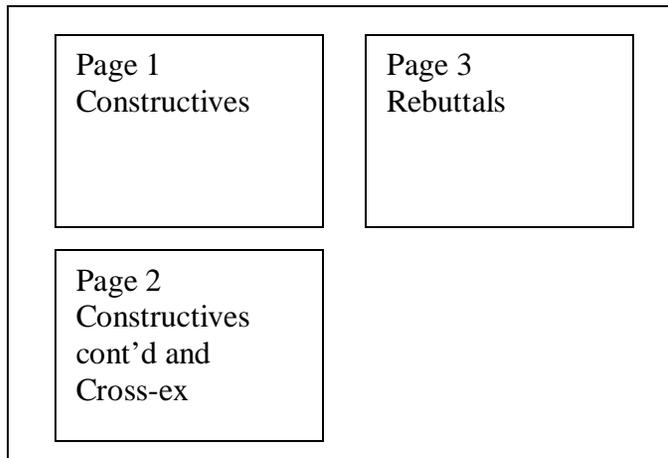
Flow Chart¹ of the Final Round: Connecticut Debate Association, AITE and King School, October 11, 2008

Resolved: Connecticut should adopt high school education reforms substantially similar to the McQuillan Initiative.

The final round at Amity was between Westhill (Alex Morelli and Ben Barnett) on the Affirmative and Fairfield Warde (Ben Schwarz and Andrew Harrison) on the Negative. The debate was won by the Negative team from Fairfield Warde.

Format Key

It's hard to reproduce notes taken on an 11" by 14" artist pad on printed paper. The three pages below are an attempt to do so. The first page covers the constructive speeches, the second page covers the cross-ex, and the third page covers the rebuttal. The pages are intended to be arranged as follows, which is how my actual flow chart is arranged:



Note that the first page containing the constructive speeches always has arguments related to the Affirmative contentions at the top, and those relating to the Negative contentions at the bottom. This is not how the speeches may have been presented, in that often a speaker will deal with Negative arguments prior to the Affirmative. The "transcript" version of this chart presents the arguments in each speech as presented.

The chart uses "A1," "N2," etc. to refer to the Affirmative first contention, the Negative second contention and so forth. It also uses the following abbreviations:

"MI" McQuillan Initiative

"HS" high school

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First Affirmative Constructive	First Negative Constructive	Second Affirmative Constructive	Second Negative Constructive
<ul style="list-style-type: none"> 1) Introduction 2) Statement of the Resolution 3) Definition: “substantially similar” means reforms with the same fundamental goals and requirements. 4) A1: Redefining CT HS education is critical to prepare the young <ul style="list-style-type: none"> a) Many HS graduates are unprepared for college <ul style="list-style-type: none"> i) ½ credit in civics is all that is required ii) McQuillan quote “many have to take remedial courses” iii) The McQuillan (“MI”) will see they have proper knowledge and background b) Those who don’t go to college will have better matched skills <ul style="list-style-type: none"> i) Businesses require more skills ii) Need to train graduates for a global economy on a local level <ul style="list-style-type: none"> (1) Algebra, foreign language, international studies are needed to excel 5) A2: CT HS test scores are stagnating (Quote from Taylor) <ul style="list-style-type: none"> a) This is seen in CAPT, SAT and NAEP test results b) Even within schools, gaps between students are large c) Students are not motivated to excel and are not challenged d) The No Child Left Behind (“NCLB”) solution is only testing 6) A3: Since the passing of NCLB, the CT HS diploma has lost value <ul style="list-style-type: none"> a) School funding has risen less than inflation b) NCLB has encouraged testing <ul style="list-style-type: none"> i) Schools have looked to spend less per student ii) It doesn’t address what the test should cover 	<ul style="list-style-type: none"> 1) Introduction 2) A1, A2 and A3 are statements of fact, not arguments in favor of MI <ul style="list-style-type: none"> a) Education is about more resources and better utilization 	<ul style="list-style-type: none"> 1) Intro 2) Resolution 3) A1: repeat 4) A2: Aff proposes specific, not general, testing <ul style="list-style-type: none"> a) Test will match course, so test learned material 5) A3: It costs \$35K to support a family <ul style="list-style-type: none"> a) Average HS grad earns 30K, average college grad \$37K b) MI goal is to increase the number who can go to college 	<ul style="list-style-type: none"> 1) A1, A2 and A3 all simply reflect the state of education today <ul style="list-style-type: none"> a) They are not an argument in favor of MI b) They do argue for some reform c) MI does not provide the reform needed d) The Neg says reject MI and spend money to improve schools, improve teachers and improve neighborhoods
	<ul style="list-style-type: none"> 1) N1: MI won’t help students learn <ul style="list-style-type: none"> a) MI is not a reform in education, just in evaluation <ul style="list-style-type: none"> i) MI is top down, when change must start at the roots b) MI requires students take existing courses in existing bad schools 2) N2: There are better ways to invest in education. <ul style="list-style-type: none"> a) Better science labs, books, health care, eye care, school lunches, teacher quality 	<ul style="list-style-type: none"> 1) N1: The Affirmative proposal does both things the Negative wants <ul style="list-style-type: none"> a) MI will require more teachers and therefore smaller classes b) MI will require new equipment c) Neg says MI is just more exams <ul style="list-style-type: none"> i) MI will be course-specific tests, not general tests like NCLB ii) Matched to course curriculum to ensure uniformity iii) Similar to NY State Regents exams 	<ul style="list-style-type: none"> 1) N1: the question is evaluation versus quality <ul style="list-style-type: none"> a) Education is not the same as taking tests b) There are a series of root problems—stable families, crime, good housing and healthcare, societal ills—that affect school performance c) MI is a cosmetic, superficial, top down solution <ul style="list-style-type: none"> i) It says nothing about teachers, equipment, root causes ii) The Aff can’t add these and still be

	<ul style="list-style-type: none"> i) Rather than spend \$2 million in Milford, pay teachers more to teach in rougher schools b) MI provides more bureaucracy when problem is school quality c) MI provides for no selectivity based on school, e.g., rural vs urban d) Some schools are falling apart e) The root causes of poor education are the home environment and parental responsibility 	<ul style="list-style-type: none"> 2) N2: Neg wants to spend on a plethora of programs <ul style="list-style-type: none"> a) Why not spend on an equal basis across schools? 	<ul style="list-style-type: none"> advocating a program substantially similar to MI iii) MI adds testing, evaluation and bureaucracy without improving education
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Cross-ex of First Affirmative	Cross-ex of First Negative	Cross-ex of Second Affirmative	Cross-ex of Second Negative
<ul style="list-style-type: none"> 1) How would you reform HS courses? By requiring that they be taken, for example biology. Need a core curriculum with electives 2) What exactly is the MI similar to? There are required courses with standard exams for each. 3) NCLB focused on testing, MI requires more testing. Why will MI work if NCLB hasn't? NCLB tests general knowledge, MI will have specific courses and tests. 	<ul style="list-style-type: none"> 1) Can you just repeat your two contentions? 2) You list a lot of alternatives, but how will they narrow the achievement gap or improve test scores? The gap is related to poverty, lack of supplies, poor health care and so on. 3) Won't more motivated students do better? MI doesn't address the heart of the problem 4) How can students improve if they aren't taking the classes they need? We trust students to choose properly and succeed, given the resources. 5) Do all students have the ability to choose properly? They should be allowed to choose 6) For all courses? Within the limits of the courses high schools typically offer 	<ul style="list-style-type: none"> 1) Do a standard curriculum and testing equal quality education? A specific exam matched to a specific curriculum means there will be a minimum requirement to pass 2) Isn't it unfair to expect the same performance from students in schools with unequal resources? There is a phase in period to 2012 to remedy this. 3) But is it fair if they lack the resources? We will give them the resources needed 4) Won't all have to go to college to earn the higher wage? All graduates will have the qualifications to go. 	<ul style="list-style-type: none"> 1) Where in the packet does it say MI has to be the final solution? It's not a cure all and it's the wrong place to start 2) Aren't other reforms implied by MI? No (They trade quotes defining MI) Doesn't this imply more teachers? The state doesn't hire, train and deploy teachers 4) How do you target school aid without tests? We agree schools are failing so it's pretty obvious 5) How do you know if you need to improve biology classes? See the teachers who are honored, look at CAPT tests.

First Affirmative Rebuttal	First Negative Rebuttal	Second Negative Rebuttal	Second Affirmative Rebuttal
<p>1) N1: the Neg assumes MI is only testing and a top down program</p> <ul style="list-style-type: none"> a) They agree with us that there is a problem b) MI is the first step, starting at the high school level c) MI is not just testing <ul style="list-style-type: none"> i) It is inherent MI will include reform of classes as it requires different classes and materials be taught d) All of the Neg reforms would require testing to determine who needs help <p>2) N2: Most of the Neg proposals are inherent in MI</p> <ul style="list-style-type: none"> a) You need more teachers to teach the required courses b) This will lead to smaller classes c) Students are not mature enough to choose their course d) You need something like MI or they would pick the easy courses 	<p>1) The problem described in A1, A2 and A3 is self-evident, and they don't prove MI will fix the problem</p> <p>2) Tests are a barometer, not a solution</p> <p>3) Good health is not a trivial issue in education, and supplies are not a punchline</p> <p>4) Need to start in the home, in the early school years</p> <p>5) More people with more teachers may only leave class sizes the same</p> <ul style="list-style-type: none"> a) Need more teachers per student, not a band aid <p>6) College requires money. Many students have qualifications but lack resources</p> <p>7) MI does not make classes or teaching better, does not deepen knowledge</p>	<p>1) Look at this school—books, furniture, smart boards</p> <ul style="list-style-type: none"> a) Certainly a better environment for learning than a crumbling school <p>2) The Neg concedes A1, A2 and A3, but they do not justify MI</p> <p>3) College requires money, not just qualifications</p> <p>4) The Aff wants to start with high school</p> <ul style="list-style-type: none"> a) Neg believes you need to start in the home, early school years <p>5) CAPT/CMT already show us the failing schools, so we have the tests we need</p> <ul style="list-style-type: none"> a) More tests won't improve the situation <p>6) Biology? CT mandates 2 credits, while 120 schools mandate more</p> <p>7) We aren't proposing students get full choice—the state has basic requirements and many schools often exceed these</p> <p>8) We need reforms, but not MI</p>	<p>9) A1 shows MI is the best reform,</p> <p>10) The Neg agreed with A2 and A3</p> <p>11) N1: Neg believes more tests are meaningless</p> <ul style="list-style-type: none"> a) To improve schools we need a barometer by class b) We focus on high schools because that is what the resolution says <p>12) N2: Neg proposes same reforms that are inherent in MI</p> <ul style="list-style-type: none"> a) Cannot reform curriculum without more teachers, smaller classes b) Neg says MI a band aid, but we need to start somewhere <ul style="list-style-type: none"> i) MI tells us where to spend the money c) MI will give all the knowledge to qualify for college, with a diploma that means something.