

A Joint Statement from the Governing Board of the Kentucky Council of Teachers of Mathematics and the Committee for Mathematics Achievement in Support of the Kentucky Academic Standards for Mathematics

February 5th, 2017

Members of the Kentucky Legislature,

The Kentucky Council of Teachers of Mathematics (KCTM) oversees the activities of the largest professional organization of mathematics educators in the state that includes hundreds of teachers, professors, math curriculum specialists, and administrators from Kentucky's school districts, colleges, and universities.

The Committee for Mathematics Achievement is a legislated committee of 26 members including teachers, post-secondary faculty, and representatives from other educational institutions with responsibility for providing advice and guidance to policymakers in the development of statewide policies.

This resolution represents the recommendations and rationale of the KCTM Governing Board and the Committee for Mathematics Achievement as approved by majority.

The Committee for Mathematics Achievement and Kentucky Council of Teachers of Mathematics Governing Board declares its continued support of the Kentucky Academic Standards for Mathematics and recommends AGAINST any legislative action that would repeal or alter their current implementation.

Resolution in Support of Kentucky Academic Standards

Whereas, The Kentucky Board of Education, pursuant to KRS 158.645, and charged with the responsibility to do so, has for many years established minimum standards for academic achievement that prepare students for college and/ career; and

Whereas, During the 2009 legislative session, outstanding collaboration occurred between the General Assembly, the Commissioner of Education, the Kentucky Board of Education, and other education partners resulting in the adoption of Senate Bill 1; and

Whereas, Senate Bill 1 required the creation of new, rigorous, and internationally benchmarked academic standards using input from teachers, postsecondary faculty, and other education partners with consideration of nationally-developed standards where available; and

Whereas, More than three hundred forty teachers and education professionals participated in discussions and negotiations to revise Kentucky's academic standards; and

Whereas, Senate Bill 1 required the Kentucky Board of Education to consider standards that have been adopted by national content advisory groups and professional education consortia; and

Whereas, the National Governors Association and the Council of Chief State School Officers produced evidence-based Common Core State Standards that align with college and career expectations, considered

international benchmarks, focus on the capacities needed for college and career success, clearly communicated expectations to teachers, parents, students, and citizens, and followed the mandates of Senate Bill 1; and

Whereas, the Conference Board of Mathematical Sciences (American Mathematical Association of Two Year Colleges, American Mathematical Society, American Statistical Association, Association for Symbolical Logic, Association for Women in Mathematics, Association of Mathematics Teacher Educators, Association of State Supervisors of Mathematics, Benjamin Banneker Association, Institute of Mathematical Sciences, Mathematical Association of America, National Association of Mathematicians, National Council of Supervisors of Mathematics, National Council of Teachers of Mathematics, Society for Industrial and Applied Mathematics, TODOS: Mathematics for ALL) issued a statement of strong support for the Common Core State Standards; and

Whereas, The Kentucky Board of Education, the Council on Postsecondary Education and the Education Professionals Standards Board jointly adopted the Common Core Standards, known in Kentucky as the Kentucky Academic Standards (KAS), in February 2010, and in so doing continued decades of support to provide Kentucky's students with critical knowledge and higher order thinking skills; and

Whereas, Schools, districts, and teachers have already devoted significant time, money, professional development, and other resources to improve their instructional materials and practices to align with Kentucky Academic Standards; and

Whereas, The development and implementation of new standards would result in *significant* additional costs and energy, as well as significant and unnecessary disruption for students and classrooms with little to no likelihood of producing new standards at least equal to or superior to the Kentucky Academic Standards; and

Whereas, State-level improvement protocols already exist, and in 2015, the Kentucky Department of Education initiated a review of the Kentucky Academic Standards that included input from almost 4,000 people, approximately half of whom were teachers and 20% were parents, finding that roughly 88% of respondents gave the standards a thumbs up; and,

Whereas, the Kentucky Department of Education is *already* currently reviewing feedback from the review process and developing any recommended changes for improving the overall quality and appropriateness;

The Committee for Mathematics Achievement and Kentucky Council of Teachers of Mathematics Governing Board declares its continued support of the Kentucky Academic Standards for Mathematics and recommends AGAINST any legislative action that would repeal or alter their current implementation.

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