

COMMON CORE (CC)

Myths versus Facts

From TruthinAmericanEducation.com

Myth: The Common Core standards are rigorous and will make our children “college-ready.”

Fact: Even the Fordham Institute, a proponent of CC, admits that several states had standards superior to CC and that many states had standards at least as good. **CC has been described as a “race to the middle.”** And as admitted by one drafter of the CC math standards, **CC is designed to prepare students for a nonselective two-year community college, not a four-year university.**

James Milgram, the **only mathematician** on the **CC Validation Committee**, said that the CC math standards will place our students about **two years behind their counterparts in high-performing countries**. Dr. Sandra Stotsky, an expert in English education, said that CC’s English language arts standards consist of **“empty skill sets . . . [that] weaken the basis of literary and cultural knowledge needed for authentic college coursework.”** She also suspects from her analysis of work done so far on the standards that the **reading level deemed sufficient for high-school graduation will be at about the 7th-grade level**. And CC revamps the American model of classical education to resemble a European model, which de-emphasizes the study of creative literature and places students on “tracks” (college vs. vocational) at an early age.

Myth: We need common standards to be able to compare our students’ performance to that of students in other states.

Fact: If we want to do that, we already can. In the elementary/middle school years we have the National Assessment of Educational Progress (NAEP) test; in high school we have the SAT and ACT.

Myth: Under Common Core, the states will still control their standards.

Fact: A state that adopts CC **must accept the standards word for word**. It may **not change or delete anything**, and may allow only a small amount (15%) of additional content (won’t be covered on the national tests). **CCSS are copyrighted.**

Myth: We need common standards to help students who move from state to state.

Fact: The percentage of students who fit that description is vanishingly small (**less than 2%**); most families move, if at all, within states, not to other states. It is nonsensical to bind our entire education system in a straightjacket to benefit such a small number of students.

Myth: Common Core was a state-led initiative.

Fact: The CC standards were initiated by private interests in Washington, DC, **without any representation from the states**. Eventually the creators realized the need to present a façade of state involvement and therefore enlisted the National Governors Association (NGA) (**a trade association that doesn’t include all governors**) and the Council of Chief State School Officers (CCSSO), another **DC-based trade association**. **Neither of these groups had a grant of authority from any particular state or states to write the standards. The bulk of the creative work was done by Achieve, Inc., a DC-based nonprofit** that includes many progressive education reformers who have been advocating national standards and curriculum for decades. Massive funding for all this came from private interests such as the Gates Foundation.

Myth: The federal government is not involved in the Common Core scheme.

Fact: The US Department of Education (ED) was deeply involved in the meetings that led to creation of Common Core. Moreover, it has poured **\$350 million dollars** into the two consortia: Partnership for Assessment of Readiness for College and Careers (**PARCC**) and Smarter Balanced Assessment Consortium (**SBAC**) that have created the national tests that will align with CC. ED is acting as the enforcer to herd states into the scheme (see next myth).

Myth: States that adopted CC did so voluntarily, without federal coercion.

Fact: Most states that adopted CC did so to be eligible to compete for federal Race to the Top funding. To have a chance at that money, recession-racked states agreed to adopt the CC standards and the aligned national tests sight unseen. In addition, the Obama Administration **tied No Child Left Behind waivers to CC adoption, making it very difficult for a state to obtain a waiver without agreeing to accept CC.**

Myth: The Common Core standards are “internationally benchmarked.”

Fact: No, information was presented to the Validation Committee to show how CC stacked up against standards of other high-achieving countries. In fact, the CC establishment **no longer claims** that the standards are **“internationally benchmarked”** – the website now states that they are **“relevant to the real world”**.

Stop Common Core in New York State

Supporting local education in New York

“Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”

James Madison



www.StopCommonCoreinNewYork.com

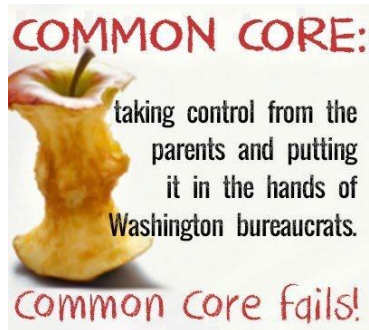
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in New York State”**

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STOP Common Core in New York State

Bring education back to a local level where it should be!



- Moves control of school curriculum from the local schools and states to the federal level.
- Most states adopted CCSS to be eligible for federal Race to the Top funding (RttT) or No Child Left Behind waivers.
- 15% of additional content that can be added by states won't be covered on the national tests. States were asked to accept the standards in late 2009 before they were even published in March 2010.
- Despite the number of standardized tests that will be implemented—CCSS has not been tested and there is no empirical evidence that new standards will improve student achievement.
- Two Members of the Common Core Validation Committee did not sign off on CCSSI because they considered the English and Math standards to be poor.
- \$350 million: The amount from the US Department of Education funds to create standardized texts.

Data Mining and YOUR Children What YOU need to know!

The Race to the Top (RttT) grants associated with Common Core **violate family privacy** by “data mining” information about students that will follow them the rest of their lives. This was mainly made possible due to the gutting of the Family Educational Rights and Privacy Act (FERPA) in 2012 via Executive Order. The information collected is more than just test scores and academic progress. Common Core will track information on religious practices, political beliefs, income, parent’s education background, whether you own or rent a house, bus stops (arrival times and drop off), medical (diseases, illnesses and other health conditions, etc. There will be over **400 data points collected on your child** and this is **NOT** voluntary.

How is this possible you ask? It’s possible because of the prerequisites for RttT. In order for states to compete for money, each state needed to implement a SLDS (Statewide Longitudinal Database System) in order to qualify. New York complied and was presented an additional \$135M.

Due to parents’ push-back, the non-profit company InBloom.org originally contracted by NYSED has already been disbanded. However, harvesting of all student data information still continues and is housed at the Board of Cooperative Educational Services (BOCES).

“Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.”
Thomas Jefferson
Letter to James Madison, 20 Dec 1787

“Liberty cannot be preserved without a general knowledge among the people, who have a right.... and a desire to know.”

John Adams (1765)

Start Taking Action

The Stop CCSSI ToolKit

www.TruthinAmericanEducation.com

some steps listed below

- **Become knowledgeable** and pass information to others.
- **Read and distribute documents** and use information as talking points.
- **Download evidence**, print copies and send the download link out to others, as well as counter misleading information that promotes CCSS and related issues.
- **Call, write and meet** with elected local, state and national representatives.
- **Contact your New York State legislators**
Phone: (518) 474-8390 www.ny.gov
- **Contact New York State Board of Education**
Dr. John B. King, Education Commissioner
Email: Jking@mail.nysed.gov
Twitter: @JohnKingNYSED
- **Discuss issues** with concerned parents and family to generate support and build an effective network in opposition to CCSS.