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To the Denver Public Schools' community:

We are a group of mathematicians from Colorado colleges and universities who have taken the time to review the *Everyday Mathematics* and *Connected Mathematics Project* curricula. We are interested in how public schools prepare our future students.

Both the American Mathematical Society and the Mathematical Association of America have studied the future mathematical needs of our society. They have concluded that for the 21<sup>st</sup> century, our country needs a mathematically literate and proficient population. In addition, business and industry are increasingly dependent on a workforce that can understand, communicate, and solve original mathematical problems.

Sadly, neither our state nor our country is producing such a population. As has been witnessed by the members of this group, an alarming number of students are entering Colorado colleges ill-prepared for college-level mathematics. Even worse, these students lack interest and curiosity about mathematics and believe that they will never use mathematical skills in their lives or their work. We can only assume that the situation is worse for students not attending college.

We believe that *Everyday Mathematics* and *Connected Mathematics Project* begin to address the problems we have mentioned.

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We found these programs use interesting and salient problems, sequenced in a coherent manner, and cover all the material found in a traditional kindergarten–grade 8 curriculum and more. Additionally, these materials are designed to develop students' ability to solve problems and communicate mathematics—two skills that are extremely critical for a technologically advanced society. These are high-quality materials, developed and implemented with the continuing support of the National Science Foundation. They are specifically designed to meet the standards of the National Council of Teachers of Mathematics, and they align well with Colorado's *Model Content Standards for Mathematics*. In addition, research is showing that using these curricula can improve student achievement in mathematics as measured by state tests. (We include references to two recent studies below.)

We are excited by the decision of Denver Public Schools (DPS) to use these curricula and hope that DPS will receive all the resources it needs to fully implement them. We also hope teachers will be given the appropriate time and professional development to learn to use these curricula effectively. We believe the potential benefits are substantial. We also hope DPS has the resources to continue to improve the high school mathematics curriculum as we continue our efforts to address these same issues at the college level. Our goal is for students to become lifelong learners of mathematics, and these new curricula provide a great start.

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#### Research References

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