



CEP: Who we are, what we do

- Non-partisan, non-advocating, non-profit organization that focuses on public education policies and programs
- Actionable research and analysis to support the work of policymakers, education leaders and the media
- Products developed and disseminated to maximize understanding and value
- CEP reporting on the Common Core since 2010—focus on state and district implementation

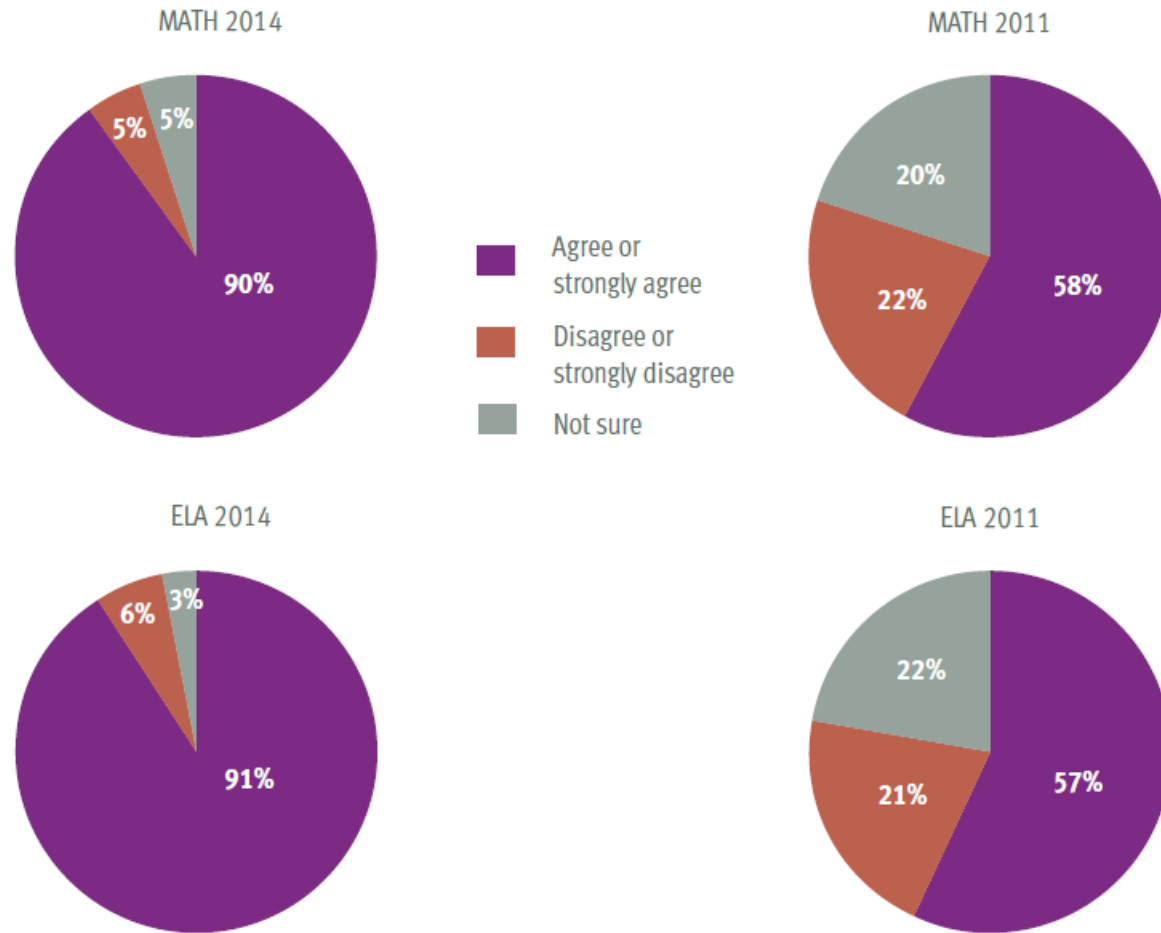
www.cep-dc.org

CEP's approach to building understanding of the impact of the CCSS:

- Avoid the scrum and focus on the issues that inform policy and practice
- Ask and listen to the state and local leaders and teachers that are actually doing the work
 - Think/plan for a research agenda

Figure 1. District leaders' views on whether the CCSS are more rigorous than their state's previous standards

Percentage of respondents, 2014 and 2011



CCSS are more rigorous than previous state standards

Figure 2. School year when districts expect to implement CCSS-aligned curricula in *all* schools
Percentage of respondents, 2014

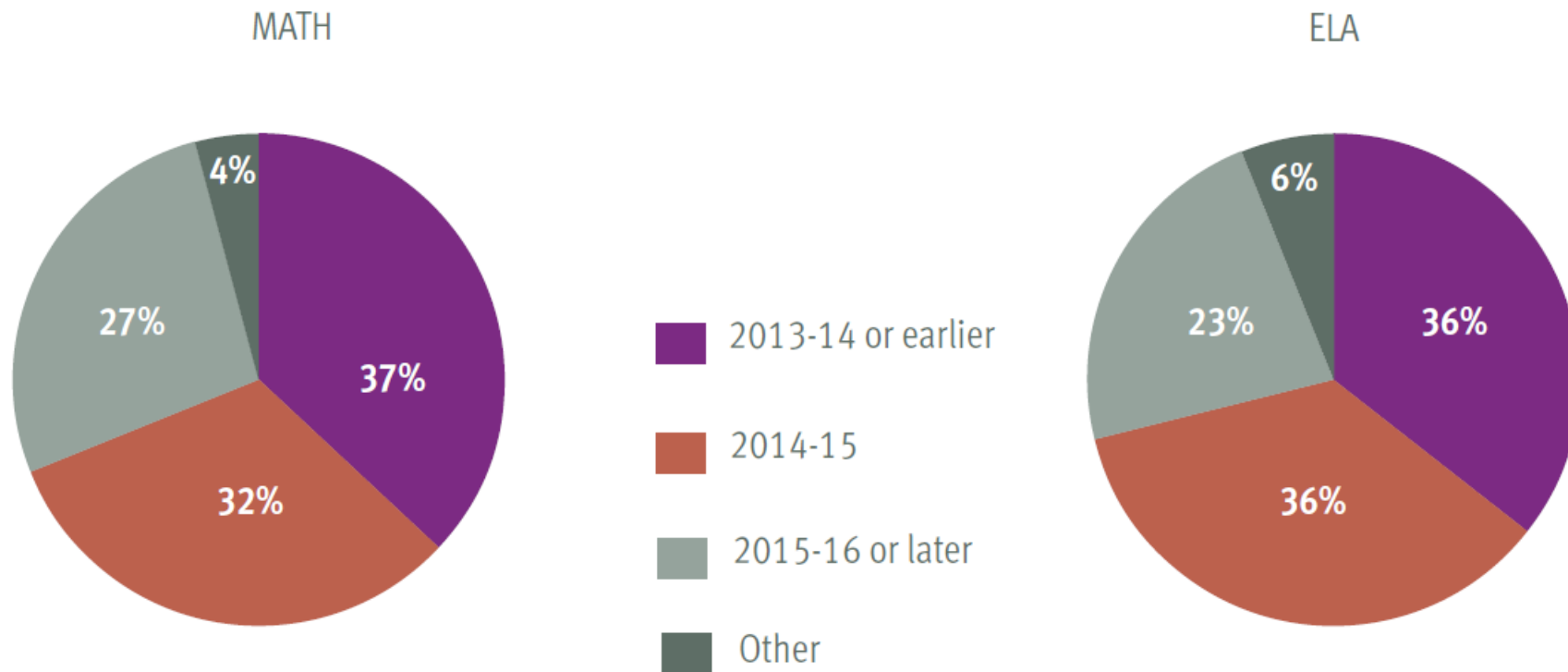


Figure 5. School year in which districts estimate that *all* of their math and ELA teachers and principals will be adequately prepared for the CCSS

Percentage of respondents, 2014

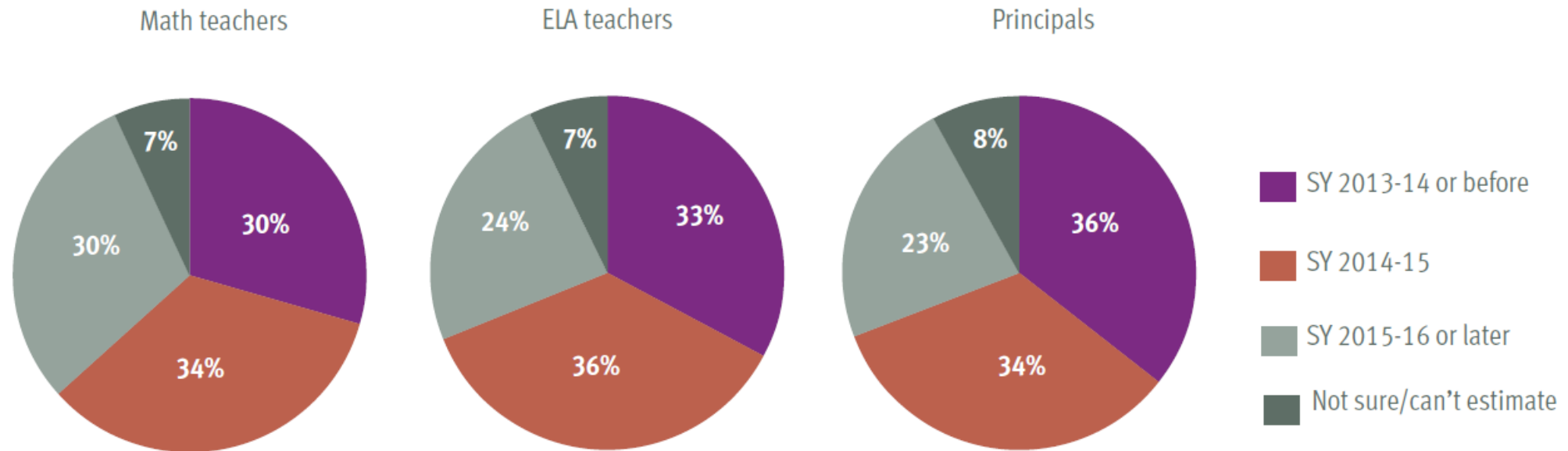


Table 1. District sources of CCSS-aligned curricular materials
Percentage of respondents, 2014

Source	Math CCSS-aligned curricula	ELA CCSS-aligned curricula
Teacher-developed materials	66%	65%
Materials developed by the district itself	51%	50%
District has worked/is working with other districts in the same state to develop materials	31%	27%
District is using materials developed by other districts in the same state	18%	16%
Materials developed by districts in other states	11%	8%

Table 1. District views of the impact of their state's consortium assessments

Impact of assessment	Agree	Disagree	Too soon to tell	Don't know
Yield information that will inform instruction in ELA	45%	5%	46%	4%
Yield information that will inform instruction in math	43%	5%	48%	4%
Do a better job of measuring higher-order analytical skills and performance skills than the state's current assessments	40%	5%	50%	5%
Be an improvement over the state's current assessments in ELA	35%	6%	54%	4%
Be an improvement over the state's current assessments in math	34%	7%	54%	4%
Drive instruction in positive ways	33%	8%	55%	4%
Meet the district's needs for student achievement information	26%	6%	62%	7%
Produce results that will be understood and used by teachers	25%	7%	62%	7%
Produce results that will be understood and used by parents and students	20%	8%	64%	9%

Table 2. Challenges related to funding, curriculum materials, staffing, professional development, and time

	Major challenge	Minor challenge	Not a challenge	Too soon to tell
Finding adequate resources to support all of the activities necessary for implementing the CCSS	67%	25%	7%	2%
Having adequate district staffing levels to implement all aspects of the CCSS*	50%	37%	10%	2%
Having adequate district staff expertise to implement all aspects of the CCSS	42%	44%	13%	2%
Identifying and/or developing the curriculum materials necessary to implement the CCSS	45%	45%	9%	1%
Providing high-quality professional development and other support to ensure that teachers are able to implement the CCSS instructional activities	46%	42%	10%	2%
Having enough time to implement the CCSS before consequences (i.e. school accountability, teacher evaluations) are tied to student performance on the CCSS-aligned assessments	67%	22%	7%	4%

Table 4. Challenges related to resistance to the CCSS and outreach

	Major challenge	Minor challenge	Not a challenge	Too soon to tell
Overcoming resistance to the CCSS from within the K-12 system*	25%	49%	22%	3%
Overcoming resistance to the CCSS from other sources outside the K-12 system†	34%	39%	18%	6%
Concern about state officials reconsidering the adoption of the CCSS or putting the implementation of the CCSS on hold‡	42%	20%	24%	8%
Conducting CCSS-related communications/outreach activities to inform stakeholders§	27%	50%	18%	3%

Issues to follow...

- Teacher Preparation (current teachers/future pipeline)
- Challenges and changes regarding curriculum & instructional materials: home grown vs. vendors?
- Uncertainty regarding the assessments—will districts use the consortia-developed tests?

Issues to follow...

- Managing public opinion re: drops in test scores
- Impact of macro issues like testing, high stakes teacher evaluations, political blowback and the federal role
- Will postsecondary institutions use the standards as a proxy for college and career readiness?