



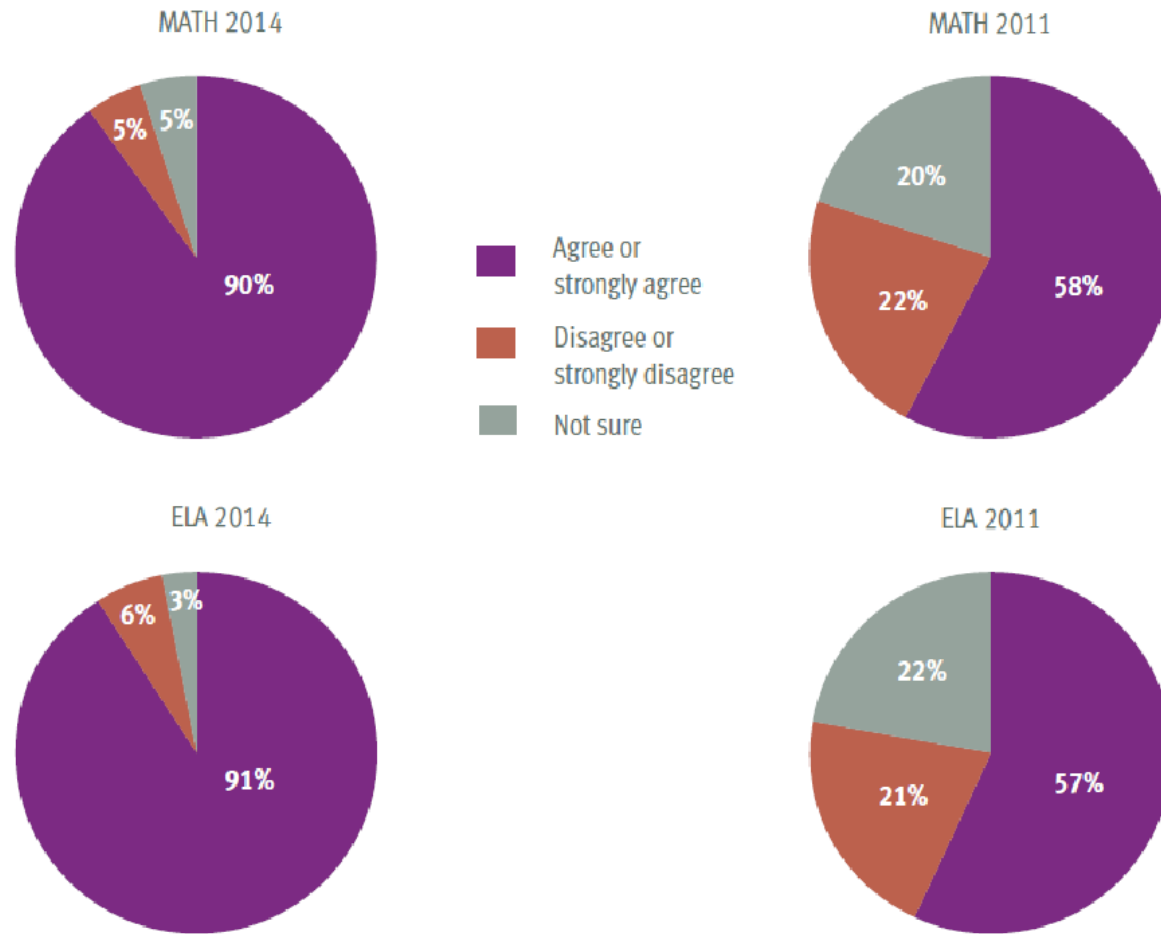
## CEP: Who we are, what we do

- 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](http://www.cep-dc.org)**

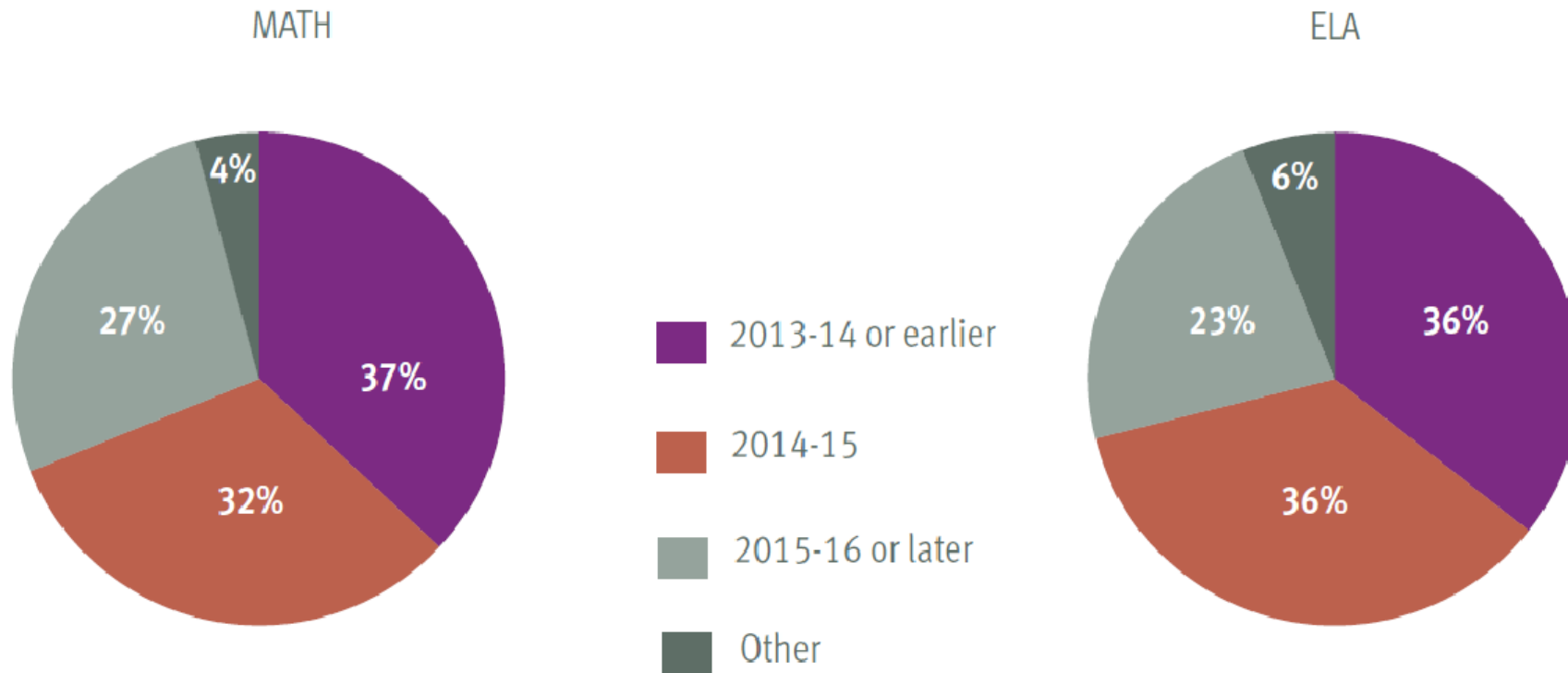
**Figure 1. District leaders' views on whether the CCSS are more rigorous than their state's previous standards**

*Percentage of respondents, 2014 and 2011*

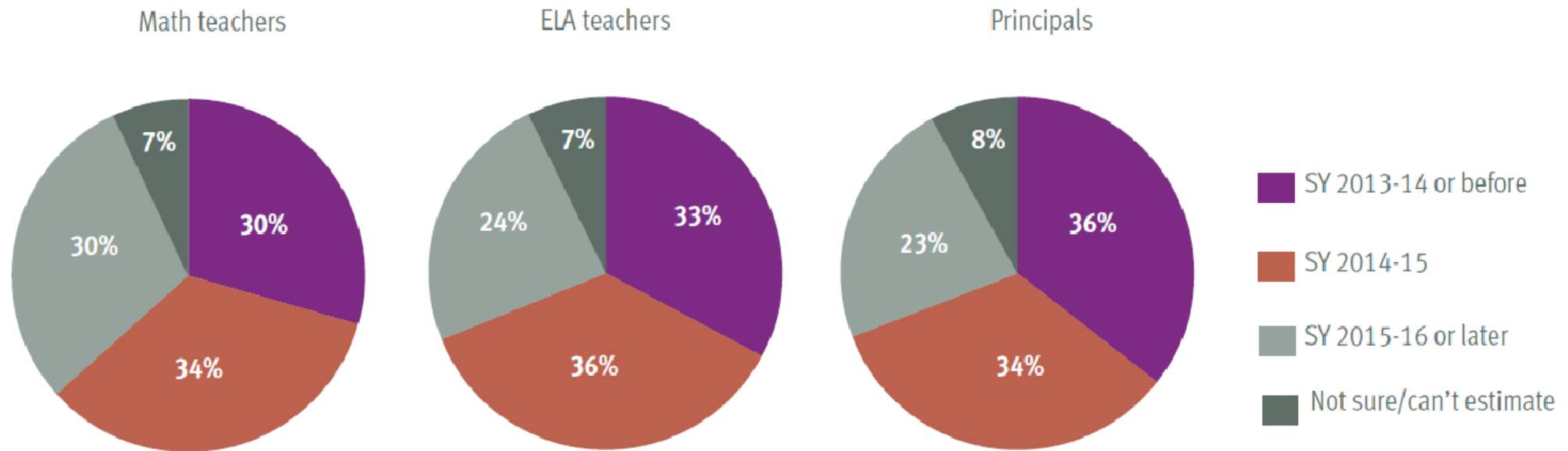


**CCSS are more rigorous than previous state standards**

**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 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...

Challenges and changes regarding curriculum & instructional materials

Uncertainty regarding the assessments:  
will districts use consortia-developed tests?

Managing public opinion re: drops in test scores



## Issues to follow...

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?