Kevin Baird
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COMMON CORE STATE STANDARDS

Localizing Requirements & Preserving Local Control

Common Core
BLACK BELT CERTIFICATION
AGENDA

• The origin of the Common Core State Standards
• Community Concerns: Understanding the Political Landscape
• Responding to Community Concerns: Envisioning Rigorous, Local Academic Benchmarks
• Sample Board Resolutions: Options for Promoting Rigorous and Local Academic Standards
BACKGROUND

WHY WERE “COMMON CORE STATE STANDARDS” CREATED?
HISTORY

No Child Left Behind was enacted at the beginning of the Bush administration.

By the middle of those eight years, it was clear that students were not progressing sufficiently.

The Common Core State Standards initiative was developed by Governors and Education Leaders in the last half of the 2000’s.
The goal of the standards is to increase the level of expectations for students in reading and math proficiency, so they are employable.

The standards do not describe content or curriculum. They describe student outcomes.
Authorship

- Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers
- Title: Common Core State Standards
- Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
- Copyright Date: 2010
Adoption

• The Common Core State Standards are voluntary. They are adopted by state legislatures.

• They are not required by the U.S. Department of Education.
Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.
STANDARDS vs. TESTS

- Two Consortia of STATES are creating new Common Core Assessments

- SMARTER BALANCED CONSORTIA

- PARCC CONSORTIA

Roll out in Spring 2015
PARCC States
Collectively the states in PARCC educate about 24 million students. The PARCC states include: Arizona, Arkansas, Colorado, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee.
State Notes

- Alaska: No official adoption, but recently joined the “Smarter Balanced” Assessment Consortia. Anchorage, with 30%+ of state students, has adopted the Common Core.
- Minnesota: Adopted English Language Arts.
- Utah: Initial adoption, but withdrew officially. However, state standards are essentially parallel to Common Core.
- Indiana: Adopted, and a Governing member of the PARCC Assessment Consortia. Implementation “on pause”.
Right now, three-quarters of the fastest-growing occupations require more than a **high school diploma**. And yet, just over half of our citizens have that level of education.
The U.S.A. Tomorrow
2018: 63% of Jobs Require College

By 2018, 63 percent of job openings will require workers with at least some college education.

Source: Center on Education and the Workforce forecasts of educational demand to 2018

New and replacement demand
(46.8 million by 2018)

- High school or less: 36% (17 million)
- Some college/Associate’s degree: 30% (13.8 million)
- Bachelor’s degree or better: 33% (16 million)
CHOICES in LIFE are Determined by the OUTCOME

Estimated average lifetime earnings by education level. (in current dollars)
Source: Authors’ analysis of March CPS data, 2008

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Estimated Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>$4,029,948</td>
</tr>
<tr>
<td>Professional degree</td>
<td>$4,650,588</td>
</tr>
<tr>
<td>Master's degree</td>
<td>$3,837,239</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$3,380,060</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>$2,254,765</td>
</tr>
<tr>
<td>Some college</td>
<td>$2,239,548</td>
</tr>
<tr>
<td>High school graduate</td>
<td>$1,767,025</td>
</tr>
<tr>
<td>High school dropout</td>
<td>$1,198,447</td>
</tr>
</tbody>
</table>
Nationally, employers expect employees to use a broad set of skills.

Concepts and new developments in science and technology

The ability to analyze and solve complex problems

The ability to apply knowledge and skills to real-world settings

Critical thinking and analytical reasoning skills

The ability to effectively communicate orally and in writing

Current workforce demands indicate acute labor surpluses and shortages.

Help (More or Less) Wanted
The industries with the most and least acute labor shortages

**Most competitive**
- Farming, fishing and forestry: 48.7
- Construction and extraction: 28.1
- Building, grounds cleaning and maintenance: 15.6

**Least competitive**
- Life, physical and social science: 1
- Computer and mathematical science: 0.4
- Health-care practitioners and technical: 0.3

Note: Excludes duplicate job ads; Openings in some occupations may be posted online less frequently.

Source: Bureau of Labor Statistics; The Conference Board

And future workforce projections indicate on-going shortages, especially in high growth career fields.

SOURCE: Derived from ACT’s The Condition of College and Career Readiness, 2010
The quality of our math and science education lags behind many other nations. **America has fallen to 9th** in the proportion of young people with a college degree.
How high the Mountain...

FIGURE 1
Tenth-Grade College and Career Readiness Performance Benchmark in Reading
Compared to the Performance of Countries on PISA 2009 Reading

<table>
<thead>
<tr>
<th>Country</th>
<th>Tenth-Grade Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shanghai-China</td>
<td>556</td>
</tr>
<tr>
<td>Korea</td>
<td>539</td>
</tr>
<tr>
<td>Finland</td>
<td>536</td>
</tr>
<tr>
<td>Hong Kong-China</td>
<td>533</td>
</tr>
<tr>
<td>Singapore</td>
<td>526</td>
</tr>
<tr>
<td>Canada</td>
<td>524</td>
</tr>
<tr>
<td>New Zealand</td>
<td>521</td>
</tr>
<tr>
<td>Japan</td>
<td>520</td>
</tr>
<tr>
<td>Australia</td>
<td>519</td>
</tr>
<tr>
<td>Netherlands</td>
<td>515</td>
</tr>
<tr>
<td>Belgium</td>
<td>506</td>
</tr>
<tr>
<td>Norway</td>
<td>503</td>
</tr>
<tr>
<td>Estonia</td>
<td>501</td>
</tr>
<tr>
<td>Switzerland</td>
<td>501</td>
</tr>
<tr>
<td>Poland</td>
<td>500</td>
</tr>
<tr>
<td>Iceland</td>
<td>500</td>
</tr>
<tr>
<td>United States</td>
<td>500</td>
</tr>
<tr>
<td>Liechtenstein</td>
<td>499</td>
</tr>
<tr>
<td>Sweden</td>
<td>497</td>
</tr>
<tr>
<td>Germany</td>
<td>497</td>
</tr>
<tr>
<td>Ireland</td>
<td>496</td>
</tr>
<tr>
<td>France</td>
<td>496</td>
</tr>
</tbody>
</table>
Tenth-Grade College and Career Readiness Performance Benchmark in Mathematics Compared to the Performance of Countries on PISA 2009 Mathematics

- Shanghai-China: 600
- Singapore: 562
- Hong Kong-China: 555
- Korea: 546
- Chinese Taipei: 543
- Finland: 541
- Liechtenstein: 536
- Switzerland: 534
- Japan: 529
- Canada: 527
- Netherlands: 526
- Macao-China: 525
- New Zealand: 519
- Belgium: 515
- Australia: 514
- Germany: 513
- Estonia: 512
- Iceland: 507
- Denmark: 503
- Slovenia: 501
- Norway: 498
- France: 497
- Slovak Republic: 497
- Austria: 496
- OECD average: 496
- Poland: 495
- Sweden: 494
- Czech Republic: 493
- United Kingdom: 492
- Hungary: 490
- Luxembourg: 489
- United States: 487
- Ireland: 487

Significantly above the College & Career Readiness Benchmark

Significantly below the College & Career Readiness Benchmark

Not significantly different from the OECD average

Significantly above or below the OECD average
American students’ math proficiency and STEM career interest decline throughout high school.

By 12th grade, only 17% of students are math proficient and interested in a STEM career.

And only about half of STEM college graduates choose to work in STEM careers upon graduation.

College Readiness

Percent of ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Subject, 2012

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>67</td>
</tr>
<tr>
<td>Reading</td>
<td>52</td>
</tr>
<tr>
<td>Mathematics</td>
<td>46</td>
</tr>
<tr>
<td>Science</td>
<td>31</td>
</tr>
<tr>
<td>All Four Subjects</td>
<td>25</td>
</tr>
</tbody>
</table>

College Readiness Benchmarks by Subject

In 2012, 67% of all ACT-tested high school graduates met the English College Readiness Benchmark, while 25% met the College Readiness Benchmarks in all four subjects. Fifty-two percent of graduates met the Reading Benchmark and 46% met the Mathematics Benchmark. Just under 1 in 3 (31%) met the College Readiness Benchmark in Science.

Graph reads: In 2012, 67% of ACT-tested high school graduates met the ACT College Readiness Benchmark in English.
<table>
<thead>
<tr>
<th>State</th>
<th>Number of Graduates Tested</th>
<th>All 4</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>118420</td>
<td>18</td>
<td>57</td>
<td>37</td>
<td>46</td>
<td>22</td>
</tr>
<tr>
<td>Georgia</td>
<td>47169</td>
<td>22</td>
<td>64</td>
<td>40</td>
<td>50</td>
<td>27</td>
</tr>
<tr>
<td>Hawaii</td>
<td>3616</td>
<td>26</td>
<td>66</td>
<td>51</td>
<td>52</td>
<td>31</td>
</tr>
<tr>
<td>Idaho</td>
<td>11842</td>
<td>26</td>
<td>72</td>
<td>47</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>Illinois</td>
<td>146822</td>
<td>25</td>
<td>65</td>
<td>44</td>
<td>47</td>
<td>30</td>
</tr>
<tr>
<td>Indiana</td>
<td>22372</td>
<td>32</td>
<td>75</td>
<td>58</td>
<td>62</td>
<td>37</td>
</tr>
<tr>
<td>Iowa</td>
<td>23119</td>
<td>30</td>
<td>77</td>
<td>51</td>
<td>62</td>
<td>38</td>
</tr>
</tbody>
</table>
Quick Facts

• Each year, approximately 1.2 million students fail to graduate from high school, more than half of whom are from minority groups.

• Percent of freshmen that enroll in at least one remedial course

<table>
<thead>
<tr>
<th>Community College</th>
<th>Four-Year Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Students who enroll in a remedial reading course are 41 percent more likely to drop out of college. (NCES, 2004a)

Remediation

• 40 to 60% of Students entering college require “developmental” or remediation courses.

• Cost to families: $3 Billion and Growing

• Average time to an associate’s degree: 6 years

• Total College Debt: $1Trillion and Rising
12 Million Students (60%+ of total) borrow annually

40 Million Students have current debt

15% of all borrowers are past due

Students who need remediation are 41% more likely to drop out of college
## ACT Study – Schmeiser, 2006

<table>
<thead>
<tr>
<th></th>
<th>Chance of later success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unprepared in Reading</strong></td>
<td>1%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Prepared in Reading</strong></td>
<td>32%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>32%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>67%</td>
</tr>
</tbody>
</table>
Change in text complexity in textbooks over the last century

Source: Metametrics
Today’s text gap

![Graph showing the comparison between Current Continuum and "Stretch" Continuum for Lexile measure across grades. The graph illustrates the increase in Lexile measure with grade, highlighting the gap in college and career readiness.]
Text Complexity

Range of Reading & Level of Text Complexity

- All 11th graders: 31%
- Caucasian: 38%
- African American: 11%
- Hispanic: 18%

Ethnic Groups
1510
Agriculture and Natural Resources
1370
Transportation, Distribution, and Logistics
1100 Information Tech
900
Average High School Graduate
## Preparing Our Students for College & Career

<table>
<thead>
<tr>
<th>Lexile Measure</th>
<th>High School Students</th>
<th>Classroom Materials</th>
<th>Daily Reading</th>
<th>Newspapers</th>
<th>Post-High School</th>
<th>Entry-level Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>1700 L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Law &amp; Public Safety</td>
</tr>
<tr>
<td>1600 L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Education 1370</td>
</tr>
<tr>
<td>1500 L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Architecture &amp; Construction 1340</td>
</tr>
<tr>
<td>1400 L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Business &amp; Administration 1310</td>
</tr>
<tr>
<td>1300 L</td>
<td>Average 12th grade Lexile reading levels: <strong>910-1210</strong></td>
<td>Average 12th grade classroom materials 1100-1300</td>
<td>State Employment Application: 1410</td>
<td>Reuters 1440</td>
<td>University 1395</td>
<td>Law &amp; Public Safety 1740</td>
</tr>
<tr>
<td>1100 L</td>
<td></td>
<td></td>
<td>Student Loan Application: 1270</td>
<td>Washington Post 1350</td>
<td>Military 1180</td>
<td>Architecture &amp; Construction 1340</td>
</tr>
<tr>
<td>1000 L</td>
<td></td>
<td></td>
<td>Federal Tax Form: 1260</td>
<td></td>
<td></td>
<td>Business &amp; Administration 1310</td>
</tr>
<tr>
<td>900 L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Retail Sales 1270</td>
</tr>
</tbody>
</table>
IS THE FEDERAL GOVERNMENT TRYING TO CONTROL LOCAL SCHOOLS?
And conservative radio talk show host Glenn Beck has suggested the Common Core represents a move by the federal government to take control of children. “You as a parent are going to be completely pushed out of the loop,” he said on a recent program. “The state is completely pushed out of the loop. They now have control of your children.”
AGREEMENT

• We want the most challenging education for our students
• We want our students to be ready for college or the job of their choice
• We want teachers to be well prepared
• We want local schools to succeed (and be recognized as successful)
• We want local community control of our schools
HOW TO ENSURE LOCAL CONTROL

WHILE ADOPTING THE HIGHEST STANDARD
Case Study

- Gwinnett County Public Schools, GA
- 2010 Broad Winner
- Urban district with high performance
- Exceptionally high minority participation
- 1996: Adopted own “AKS” Academic Knowledge & Skills Standards
- “Aligned” to Georgia Common Core Performance Standards
- Enhanced reading & writing expectations
Preserving Local Community Control and the Common Core State Standards

The Center for College & Career Readiness is dedicated to the development of educational processes which result in college and work ready students. We are not advocates or proponents of any specific policy, process, set of standards, or approach. Our work is wholly rooted in the deepest educational and organizational research with demonstrated empirical outcomes.

The Common Core State Standards were developed by the National Governor’s Association and the Council of Chief State School Officers, with strong support from business organizations like the United States Chamber of Commerce, as a method to achieve the following goals:

- Common: Provide a consistent, high quality set of core educational experiences for all students. Inconsistent core schooling has tremendous costs, especially when new students enter a district and have significantly different skill sets. Districts can spend millions of dollars helping students “catch up” to the local educational standards.
Actions

• Locally adopt standards
• Specify types of curriculum and standards:
  – Research-based
  – Teachers fully trained
  – Highest expectations
  – Local curriculum guidelines
  – Curriculum reviewed and approved by local board
• Place-based Curriculum
Local Core Standards

- Increase Writing Proficiency
- Increase Vocabulary Focus
- Ensure Equal Proficiency: Fiction & Non-Fiction
- Increase Local Economy & History Focus
- Increase focus on Basic Math Skills Fluency
- Reinforce that Local Control = Power of the Pocketbook
“The Board of Education of the County of ____ does hereby adopt the ____ County Local Curriculum Standards, which shall in alignment with the then currently adopted standards of the State of ______, define the requirements for promotion within and graduation from _____ County schools. These Local Curriculum Standards shall represent the most rigorous reading, writing, and mathematics standards in the United States, and shall reflect our local commitment to economy, heritage, and the development of highly competent and competitive graduates.
Specific Elements

- The district shall continuously measure, and shall report to the community monthly, the aggregate and detailed reading skill advancement of its students;
- 30% of High School Curriculum shall be focused on literature and writing;
- Beginning in 6th grade, all students shall write no less than 5 pages per week and shall fulfill a formal Writing Requirement;
- 100% of Teachers shall be certified to teach the _____ Local Curriculum Standards;
LOCAL CONTROL: LOCALLY INFORMED

• Standards, Curriculum and Instruction are complex

• New Common Core Assessments predict 30%+ decline in scores against more rigorous requirements

• Information is the key

• Control is preserved by purchasing and policy
PRIORITY

LEADERSHIP DEVELOPMENT
The Building Leadership Team

- Classroom Observation (Evaluation)
- Coaching for Change
- Community / Parent Communication
- Instructional Leadership

Meanwhile, education experts, through the updated (2008) Interstate School Leaders Licensure Consortium standards, have defined key aspects of leadership to guide state policy on everything from licensing to on-the-job training of principals. New tools are available for measuring principal performance in meaningful ways. And federal efforts such as Race to the Top are emphasizing the importance of effective principals in boosting teaching and learning. Paying attention to the principal’s role has become all the more essential as the U.S. Department of Education and state education agencies embark on transforming the nation’s 5,000 most troubled schools, a task that depends on the skills and abilities of thousands of current and future school leaders.

A particularly noteworthy finding is the empirical link between school leadership and improved student achievement.
Seven SKILLS for Building Leaders

1. Know: Indicators of College & Career Readiness Rigor for their Grades
2. Believe & Articulate: High Performance College-bound Culture for All Students
3. Identify: College & Career Readiness Instructional Practices
5. Use & Do: Progress Monitoring Data to lead Instruction
6. Require: Aligned, Rigorous Curriculum
7. Practice: Sustainable Implementation for Change
17. On Monday, Lisa’s fish bowl contained 1 gallon of water. On Friday, the fish bowl contained 0.75 gallon of water. By what percentage did the amount of water in Lisa’s fish bowl decrease?

A  0.25%
B  0.75%
C  25%
D  75%
Example of an extended response task for Claim #2

Making a Water Tank (Grade 11 – students provided graphing calculator as a tool)

A square metal sheet (6 feet x 6 feet) is to be made into an open-topped water tank by cutting squares from the four corners of the sheet, and bending the four remaining rectangular pieces up, to form the sides of the tank. These edges will then be welded together.

A. How will the final volume of the tank depend upon the size of the squares cut from the corners?

Describe your answer by:

i) Sketching a rough graph

ii) explaining the shape of your graph in words

iii) writing an algebraic formula for the volume

B. How large should the four corners be cut, so that the resulting volume of the tank is as large as possible?
LET US HELP!

Grant Funding for Board / Administrator Work Sessions & Community Presentation:

Info@CollegeCareer.org
2013 National Conference

www.CollegeCareer.org

June 28-29 Orlando, FL

National Conference on College & Career Readiness and Common Core State Standards

Orlando, FL | June 28-29, 2013

Sold out for the past 2 years!

CLICK FOR MORE INFORMATION
THANK YOU!

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