

Common Core State Standards: Summary of Results from the Implementation Survey

Santa Clara Regional Leadership Session

Regions 4 and 5

February 12, 2014



CCSS Implementation Survey

Background and Purpose

- Gather information about school district's implementation of the Common Core State Standards (CCSS) in nine areas
- Synthesize information into clear, concise, and actionable data for state policy makers
- Provide feedback to County Offices of Education (COEs) about the level of implementation of districts within their county and needed support

CCSS Implementation Survey

Completion Rates

- Completion Rates
 - Just over an 80% completion rate (n = 818)
 - All but 2 counties represented
 - 20 counties had a 100% participation by districts
 - Represents 83% of the statewide student population
- Regional Completion Rates
 - Region 4 - 85% completion rate (total n = 98)
 - Region 5 - 80% completion rate (total n = 84)

Section II:

Sequencing of CCSS Implementation

CCSS Implementation Plans

- Statewide about half of districts have a written CCSS implementation plan
- 40% have been approved by the local board
- Regional Implementation Plans
 - Percent of districts within each region that have a CCSS implementation plan
 - Region 4 = 63%
 - Region 5 = 53%

Section II:

Sequencing of CCSS Implementation

Approaches to Implementation

- Districts were asked to select the approach that best described their implementation of the CCSS standards

Implementation Approach of CCSS	State	Region 4	Region 5
By grade	15%	11%	9%
By content area	26%	24%	29%
By school	11%	13%	8%
All at once	48%	51%	55%

Section II:

Sequencing of CCSS Implementation Approaches to Mathematics Implementation

- Math sequencing for grades 8-12

Math Sequencing	State	Region 4	Region 5
Traditional (Alg 1, Geom, Alg II)	26%	39%	28%
Integrated	32%	4%	30%
Have not selected yet	42%	56%	42%

- Accelerated course options for teaching the 9th grade high school courses in middle school

Accelerated Course Options	State	Region 4	Region 5
Accelerated 6th and 7th grade	24%	22%	21%
Summer School	4%	2%	3%
Increase math instruction time	5%	2%	6%
Not offering accelerated pathways	30%	23%	28%
Other	28%	36%	30%

Section III: Communication

CCSS Communications	State	Region 4	Region 5
CCSS presentation to local board	82%	84%	83%
Presented to local board on new assessments and assessment items	63%	57%	58%
Formal CCSS communication plan in place	30%	29%	38%

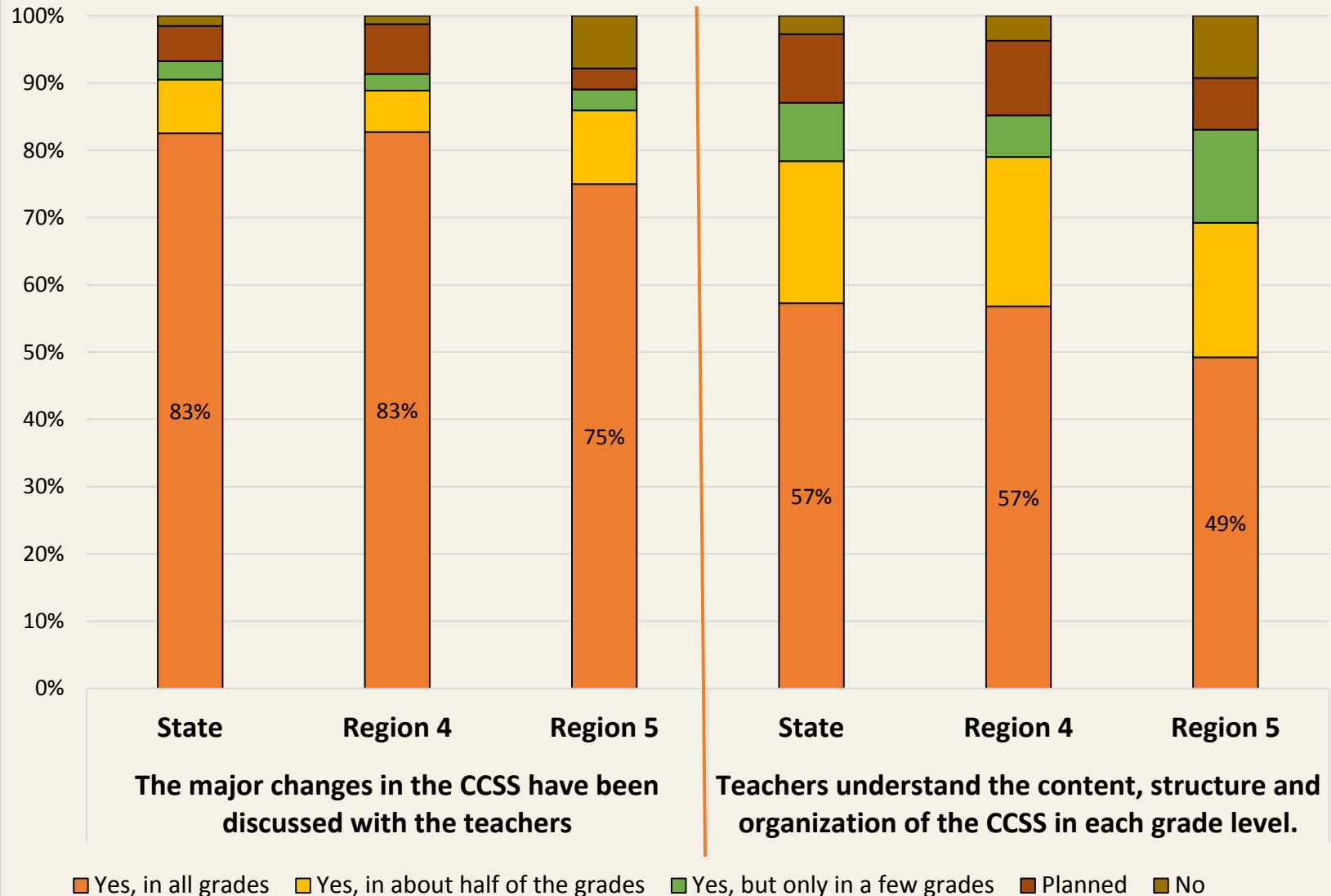
Section III: Communication

- Percent of districts that have communicated with the following groups regarding the CCSS

Group	State	Region 4	Region 5
School leadership	96%	100%	88%
School staff	93%	99%	86%
Students	48%	34%	49%
Parents	62%	63%	64%
Community members	41%	41%	35%
Local business leaders	19%	23%	14%
Local media	26%	27%	30%
Others	10%	9%	13%

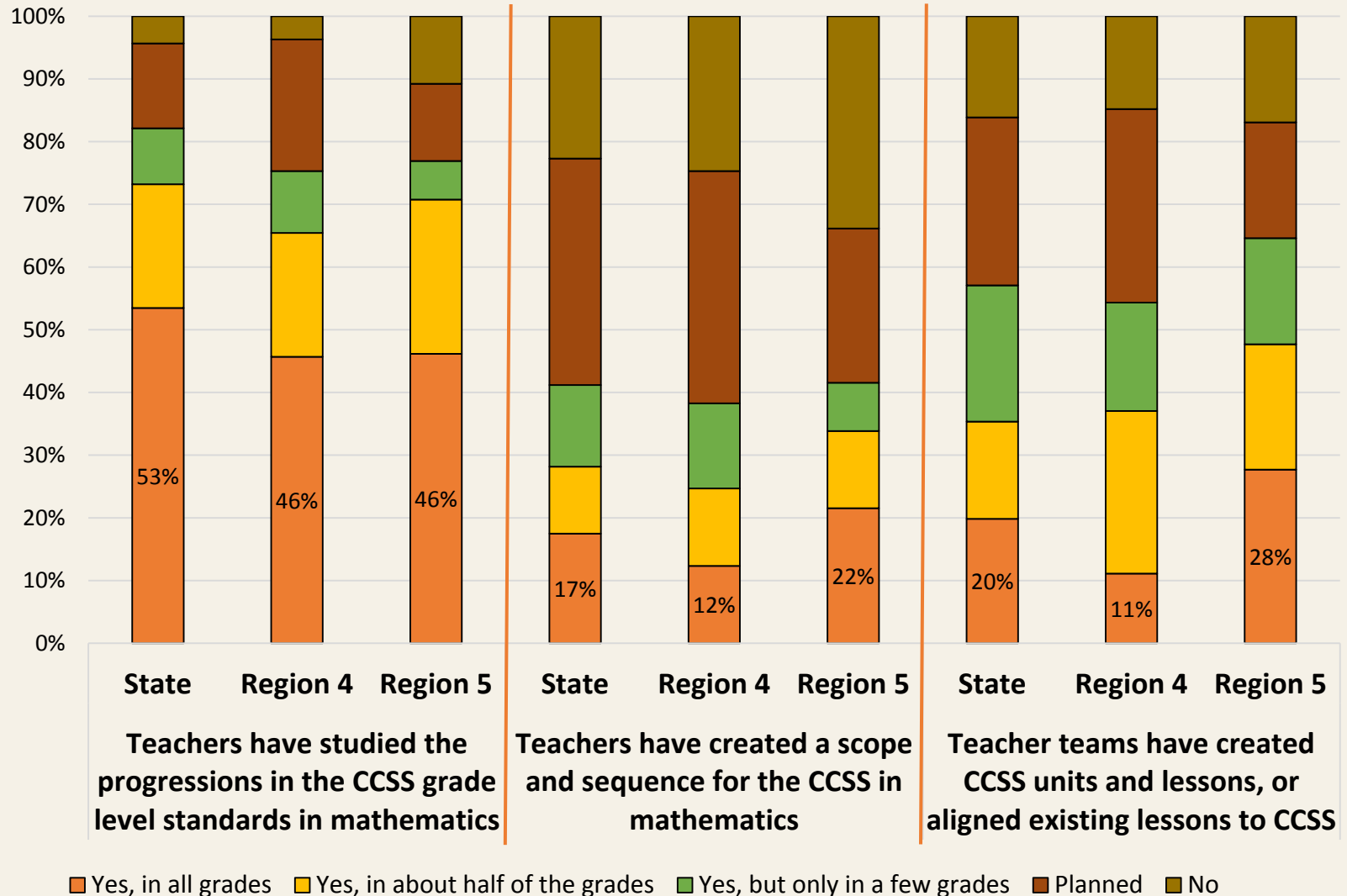
Section IV: Curriculum Review

English-Language Arts



Section IV: Curriculum Review

Mathematics Standards Examination and Alignment



Section VI: Professional Development

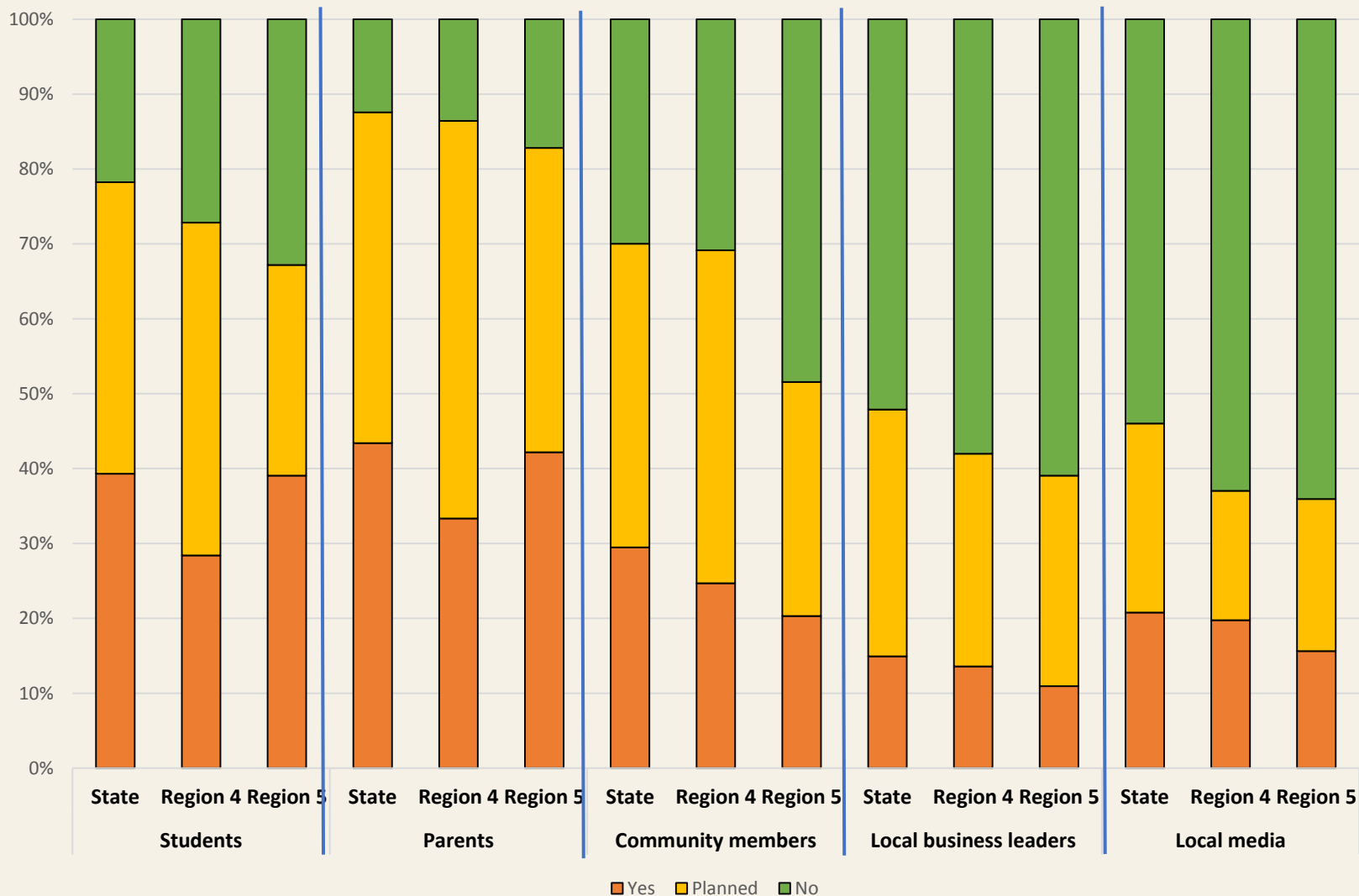
Focus on Student Populations

- Percent that have identified teaching strategies and resources

Student Population	State	Region 4	Region 5
Students with Disabilities	45%	36%	31%
English Learners	50%	44%	47%

Section VII: CCSS-Aligned Assessment

Discussions of Major Shifts in Assessment with Stakeholders



Section VIII: Technology

- Statewide
 - 60% of districts are offering keyboarding skills to students this year; more so for grades K-8 than for grades 9-12.
 - About 75% of districts expect all of their schools to assess students during the 2014-15 school year with computers. By region these percentages are:
 - Region 4 = 83%
 - Region 5 = 70%

Section VIII: Technology

- Statewide just over one-third of districts have updated their technology plan to include information about the CCSS and Smarter Balanced assessments (SBAC).
- By region these percentages are:
 - Region 4 = 35%
 - Region 5 = 44%

Section IX: Assistance and Support

- Statewide, most districts plan to allocate their CCSS funding fairly equally among
 - Technology
 - Professional development
 - Instructional materials
- Biggest challenges in CCSS implementation
 - Time (too much all at once)
 - Funding (materials, PD, communication)
 - Technology (bandwidth, internet, infrastructure)
 - Instructional shifts (increased rigor and across subjects)
 - Lack of curriculum (materials and assessments)

For More Information

- The statewide report can be found on the CCSESA Web site
 - <http://ccsesa.org/common-core-implementation-california-status-report/>
- Contact your CCSESA Curriculum and Instruction Steering Committee (CISC) lead for more information about your region.